

AUSTRALIAN Signpost MATHS

NSW



STAGE 1

2

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Australian Signpost Maths NSW 2 (Stage 1) Suggested Program

Term 1

Page	Unit and Title	Strand	Syllabus Code/s	Syllabus sub-elements
1	Thinking skills	Critical and creative thinking		
2	1A Combinations to 10	Number and algebra	MA1-CSQ-01	Combining and separating (Addition)
3	1B Subtraction to 10	Number and algebra	MA1-CSQ-01	Combining and separating (Subtraction)
4	1C Position words	Measurement and Space	MA1-GM-01	Geometric measure (Position)
5	1D Modelling Numbers	Number and algebra	MA1-RWN-01/02	Representing whole numbers (Counting)
6	2A Addition	Number and algebra	MA1-CSQ-01	Combining and separating (Addition)
7	2B Addition to 20	Number and algebra	MA1-CSQ-01	Combining and separating (Addition)
8	2C Addition to 20	Number and algebra	MA1-CSQ-01	Combining and separating (Addition)
9	2D Thinking about graphs	Statistics and probability	MA1-DATA-01	Data displays (Display data)
10	3A Doubling and near doubling	Number and algebra	MA1-CSQ-01	Combining and separating (Addition)
11	3B Sharing	Number and algebra	MA1-FG-01	Forming groups (Division: sharing)
12	3C Sharing	Number and algebra	MA1-FG-01	Forming groups (Division: sharing)
13	3D 2D shapes	Space	MA1-2DS-01	Understanding geometric properties (2D)
14	4A Subtraction	Number and algebra	MA1-CSQ-01	Combining and separating (Subtraction)
15	4B Subtraction to 20	Number and algebra	MA1-CSQ-01	Combining and separating (Subtraction)
16	4C Ordinal numbers and calendars	Measurement	MA1-NSM-02	Non-spatial measure (Time: duration)
17	4D The calendar	Measurement	MA1-NSM-02	Non-spatial measure (Time: duration)
18	5A Addition to 20	Number and algebra	MA1-CSQ-01	Combining and separating (Addition)
19	5B Addition by looking for tens	Number and algebra	MA1-CSQ-01	Combining and separating (Addition)
20	5C Looking at 3D objects	Space	MA1-3DS-01	Three-dimensional spatial structure (3D objects)
21	5D Describing 3D objects	Space	MA1-3DS-01	Three-dimensional spatial structure (3D objects)
Progress test 1				
22	6A Sharing and grouping	Number and algebra	MA1-FG-01	Forming groups (Division: sharing)
23	6B Groups and rows	Number and algebra	MA1-FG-01	Forming groups (Multiplication)
24	6C Revision of time	Measurement	MA1-NSM-02	Non-spatial measure (Time: clocks)
25	6D Estimating time passed	Measurement	MA1-NSM-02	Non-spatial measure (Time: duration)
26	7A Groups and rows	Number and algebra	MA1-FG-01	Forming groups (Multiplication)
27	7B Problem solving	Number and algebra	MA1-FG-01	Forming groups (Multiplication)
28	7C Features of 2D shapes	Space	MA1-2DS-01	Two-dimensional spatial structure (2D shapes)
29	7D Drawing 2D shapes	Space	MA1-2DS-01	Two-dimensional spatial structure (2D shapes)

Australian Signpost Maths NSW 2 (Stage 1) Suggested Program

Term 2

Page	Unit and Title	Strand	Syllabus Code/s	Syllabus sub-elements
30	8A Subtraction to 20	Number and algebra	MA1-CSQ-01	Combining and separating (Subtraction)
31	8B Differences	Number and algebra	MA1-CSQ-01	Combining and separating (Subtraction)
32	8C Balance scales	Measurement	MA1-NSM-01	Non-spatial measure (Mass)
33	8D Comparing masses	Measurement	MA1-NSM-01	Non-spatial measure (Mass)
34	9A Linking addition and subtraction	Number and algebra	MA1-CSQ-01	Combining and separating (Addition and subtraction)
35	9B Linking addition and subtraction	Number and algebra	MA1-CSQ-01	Combining and separating (Addition and subtraction)
36	9C Informal units of length	Measurement	MA1-GM-02	Geometric measure (Length)
37	9D Informal units of length	Measurement	MA1-GM-02	Geometric measure (Length)
38	10A How many more?	Number and algebra	MA1-CSQ-01	Combining and separating (Addition)
39	10B Volume and capacity	Measurement and space	MA1-3DS-02	Three-dimensional spatial structure (Volume/capacity)
40	10C Using graphs	Statistics and probability	MA1-DATA-01/02	Data displays (Display data)
41	10D Chance	Statistics and probability	MA1-CHAN-01	Chance
42	11A Adding 10s	Number and algebra	MA1-CSQ-01	Combining and separating (Addition)
43	11B Adding and subtracting 10s	Number and algebra	MA1-CSQ-01	Combining and separating (Addition and subtraction)
44	11C Ordering capacities	Measurement and space	MA1-3DS-02	Three-dimensional spatial structure (Capacity)
45	11D Lists, graphs and tables	Statistics and probability	MA1-DATA-01/02	Data displays (Display data)
46	12A Inverse operations	Number and algebra	MA1-CSQ-01	Combining and separating (Addition and subtraction)
47	12B Australian money	Number and algebra	MA1-RWN-01	Representing whole numbers (Money)
Progress test 2				
48	12C Halves/quarters	Number and algebra	MA1-FG-01	Forming groups (Fractions)
49	12D Fractions of a group	Number and algebra	MA1-FG-01	Forming groups (Fractions)
50	13A Equal groups	Number and algebra	MA1-FG-01	Forming groups (Multiplication)
51	13B Equal groups	Number and algebra	MA1-FG-01	Forming groups (Multiplication)
52	13C Analog time	Measurement	MA1-NSM-02	Non-spatial measure (Time: clocks)
53	13D Analog time	Measurement	MA1-NSM-02	Non-spatial measure (Time: clocks)
54	14A Using skip counting	Number and algebra	MA1-FG-01	Forming groups (Multiplication)
55	14B Number lines	Number and algebra	MA1-FG-01	Forming groups (Addition/subtraction/multiplication)

Australian Signpost Maths NSW 2 (Stage 1) Suggested Program

Term 2 cont.

56	14C Digital time	Measurement	MA1-NSM-02	Non-spatial measure (Time: clocks)
57	14D Analog time	Measurement	MA1-NSM-02	Non-spatial measure (Time: clocks)
58	15A Using arrays	Number and algebra	MA1-FG-01	Forming groups (Multiplication)
59	15B Arrays	Number and algebra	MA1-FG-01	Forming groups (Multiplication)
60	15C Problem solving	Number and algebra	MA1-FG-01	Forming groups (Multiplication)
61	15D Chance	Statistics and probability	MA1-CHAN-01	Chance
62	16A Numbers to 150	Number and algebra	MA1-RWN-01/02	Representing whole numbers (Three-digit numbers)
63	16B Numbers to 1000	Number and algebra	MA1-RWN-01/02	Representing whole numbers (Three-digit numbers)
64	16C Informal units of length	Measurement	MA1-GM-02	Geometric measure (Length)
65	16D Telling the story from data	Statistics and probability	MA1-DATA-01/02	Data displays (Display data)

Australian Signpost Maths NSW 2 (Stage 1) Suggested Program

Term 3

Page	Unit and Title	Strand	Syllabus Code/s	Syllabus sub-elements
66	17A Numbers to 1000	Number and algebra	MA1-RWN-01/02	Representing whole numbers (Three-digit numbers)
67	17B Numbers to 1000	Number and algebra	MA1-RWN-01/02	Representing whole numbers (Three-digit numbers)
68	17C Informal units of length	Measurement	MA1-GM-02	Geometric measure (Length)
69	17D The metre	Measurement	MA1-GM-02	Geometric measure (Length)
70	18A Numbers to 1000	Number and algebra	MA1-RWN-01/02	Representing whole numbers (Three-digit numbers)
71	18B Number patterns	Number and algebra	MA1-RWN-01	Representing whole numbers (Patterns)
72	18C Centimetres	Measurement	MA1-GM-02	Geometric measure (Length)
73	18D Measuring with centimetres	Measurement	MA1-GM-02	Geometric measure (Length)
74	19A Number patterns	Number and algebra	MA1-RWN-01	Representing whole numbers (Patterns)
75	19B Counting by tens	Number and algebra	MA1-RWN-01	Representing whole numbers (Counting)
76	19C Comparing areas	Measurement and space	MA1-2DS-02	Two-dimensional spatial structure (Area)
77	19D Area	Measurement and space	MA1-2DS-02	Two-dimensional spatial structure (Area)
78	20A Numbers	Number and algebra	MA1-RWN-01	Representing whole numbers (Three-digit numbers)
79	20B Rounding to the nearest ten	Number and algebra	MA1-RWN-01	Representing whole numbers (Three-digit numbers)
80	20C Area using informal units	Measurement and space	MA1-2DS-02	Two-dimensional spatial structure (Area)
81	20D Area of a rectangle	Measurement and space	MA1-2DS-02	Two-dimensional spatial structure (Area)
82	21A Value of coins	Number and algebra	MA1-CSQ-01	Combining and separating (Money)
83	21B Money	Number and algebra	MA1-CSQ-01	Combining and separating (Money)
Progress test 3				
84	21C Duration using hours	Measurement	MA1-NSM-02	Non-spatial measure (Time: duration)
85	21D Duration using weeks	Measurement	MA1-NSM-02	Non-spatial measure (Time: duration)
86	22A Amounts to \$2	Number and algebra	MA1-CSQ-01	Combining and separating (Money)
87	22B Value of coins	Number and algebra	MA1-CSQ-01	Combining and separating (Money)
88	22C Prisms and cylinders	Space	MA1-3DS-01	Three-dimensional spatial structure (3D objects)
89	22D 3D objects	Space	MA1-3DS-01	Three-dimensional spatial structure (3D objects)

Australian Signpost Maths NSW 2 (Stage 1) Suggested Program

90	23A Building to the next 10	Number and algebra	MA1-CSQ-01	Combining and separating (Addition)
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Term 3 cont.

91	23B Building to the next 10	Number and algebra	MA1-CSQ-01	Combining and separating (Addition)
92	23C Volume	Measurement and space	MA1-3DS-02	Three-dimensional spatial structure (Volume)
93	23D Comparing volume	Measurement and space	MA1-3DS-02	Three-dimensional spatial structure (Volume)
94	24A Split strategy (addition)	Number and algebra	MA1-CSQ-01	Combining and separating (Addition)
95	24B Split strategy (addition)	Number and algebra	MA1-CSQ-01	Combining and separating (Addition)
96	24C Ordering masses	Measurement	MA1-NSM-01	Non-spatial measure (Mass)
97	24D Balance scales	Measurement	MA1-NSM-01	Non-spatial measure (Mass)
98	25A Rounding to the nearest 100	Number and algebra	MA1-RWN-01	Representing whole numbers (Three-digit numbers)
99	25B Building to the next 10	Number and algebra	MA1-CSQ-01	Combining and separating (Addition)
100	25C Turning a shape	Measurement and space	MA1-2DS-01	Two-dimensional spatial structure (2D Shapes)
101	25D Turning shapes	Measurement and space	MA1-2DS-01	Two-dimensional spatial structure (2D Shapes)

Australian Signpost Maths NSW 2 (Stage 1) Suggested Program

Term 4

Page	Unit and Title	Strand	Syllabus Code/s	Syllabus sub-elements
102	26A Using rows	Number and algebra	MA1-FG-01	Forming groups (Multiplication)
130	26B Using groups	Number and algebra	MA1-FG-01	Forming groups (Multiplication)
104	26C Adding columns	Number and algebra	MA1-FG-01	Forming groups (Multiplication)
105	26D The cube	Space	MA1-3DS-01	Three-dimensional spatial structure (3D objects)
106	27A Jump strategy (addition)	Number and algebra	MA1-CSQ-01	Combining and separating (Addition)
107	27B Jump strategy (subtraction)	Number and algebra	MA1-CSQ-01	Combining and separating (Subtraction)
108	27C Giving directions	Measurement and space	MA1-GM-01	Geometric measure (Position)
Progress test 4				
109	27D Using tally marks	Statistics and probability	MA1-DATA-01/02	Data displays (Display data)
110	28A Jump strategy (subtraction)	Number and algebra	MA1-CSQ-01	Combining and separating (Subtraction)
111	28B Fractions of a group	Number and algebra	MA1-CSQ-01	Combining and separating (Addition)
112	28C Eights of a length	Number and algebra	MA1-FG-01	Forming groups (Fractions)
113	28D Making graphs	Statistics and probability	MA1-DATA-01/02	Data displays (Display data)
114	29A Doubling and halving	Number and algebra	MA1-FG-01	Forming groups (Fractions)
115	29B Doubling and halving	Number and algebra	MA1-FG-01	Forming groups (Fractions)
116	29C Duration of time	Measurement	MA1-NSM-02	Non-spatial measure (Time: duration)
117	29D Gathering data	Statistics and probability	MA1-DATA-01/02	Data displays (Display data)
118	30A Problem solving	Number and algebra	MA1-FG-01	Forming groups (Multiplication and division)
119	30B Problem solving	Number and algebra	MA1-FG-01	Forming groups (Multiplication and division)
120	30C Combine and separate shapes	Space	MA1-2DS-02	Two-dimensional spatial structure (2D shapes)
121	30D Following instructions	Measurement and space	MA1-GM-01	Geometric measure (Position)
122	31A Repeated subtraction	Number and algebra	MA1-FG-01	Forming groups (Division)
123	31B Fractions of a whole	Measurement and space	MA1-GM-03	Geometric measure (Fractions)
124	31C Fractions	Measurement and space	MA1-GM-03	Geometric measure (Fractions)
125	31D Metres and centimetres	Measurement	MA1-GM-02	Geometric measure (Length)

Australian Signpost Maths NSW 2 (Stage 1) Suggested Program

126	32A Choosing a strategy	Number and algebra	MA1-CSQ-01	Combining and separating (Addition and subtraction)
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Term 4 cont.

127	32B Choosing a strategy	Number and algebra	MA1-CSQ-01	Combining and separating (Addition and subtraction)
128	32C Quarter turns	Space	MA1-2DS-01	Two-dimensional spatial structure (2D shapes)
Progress test 5				
129	32D Half and quarter turns	Space	MA1-2DS-01	Two-dimensional spatial structure (2D shapes)
130	33A Related problems	Number and algebra	MA1-CSQ-01	Combining and separating (Addition)
131	33B Inverse strategy, subtraction	Number and algebra	MA1-CSQ-01	Combining and separating (Addition and subtraction)
132	33C Describing 3D objects	Space	MA1-3DS-01	Three-dimensional spatial structure (3D objects)
133	33D 3D objects	Space	MA1-3DS-01	Three-dimensional spatial structure (3D objects)
134	34A Money	Number and algebra	MA1-CSQ-01	Combining and separating (Money)
135	34B Possible outcomes	Statistics and probability	MA1-CHAN-01	Chance
136	34C Gather and organise data	Statistics and probability	MA1-DATA-01	Data displays (Display data)
137	34D Comparing objects	Measurement and space	MA1-3DS-02	Measurement (Length, area, volume, mass)
138	35A Giving directions	Measurement and space	MA1-GM-01	Geometric measure (Position)
139	35B More shapes	Space	MA1-2DS-01	Two-dimensional spatial structure (2D shapes)
140	35C Problem solving with addition	Number and algebra	MA1-CSQ-01	Combining and separating (Addition)
141	35D Problem solving with groups	Number and algebra	MA1-FG-01	Forming groups (Multiplication)

Australian Signpost Maths NSW 2 (Stage 1) Syllabus Map

Strand	Sub-strand	NSW Outcome	Content Description	ASM NSW 2 Lessons
Number and algebra	Representing Whole Numbers B	MA1-RWN-01: applies an understanding of place value and the role of zero to read, write and order two- and three- digit numbers	Use counting sequences of ones and tens flexibly	1D Modelling numbers 12B Australian money 16A Numbers to 150 16B Numbers to 1000 17A-B Numbers to 1000 18A Numbers to 1000 18B Number patterns 19A Number patterns 19B Counting by tens 20A Numbers 20B Rounding to the nearest ten 25A Rounding to the nearest 1000
		MA1-RWN-02: reasons about representations of whole numbers to 1000, partitioning numbers to use and record quantity values.	Form, regroup and rename three-digit numbers	1D Modelling numbers 16A Numbers to 150 16B Numbers to 1000 17A-B Numbers to 1000 18A Numbers to 1000
Number and algebra	Combining and Separating Quantities B	MA1-CSQ-01: uses number bonds and the relationship between addition and subtraction to solve problems involving partitioning.	Represent and reason about additive relations	1A Combinations to 10 1B Subtraction to 10 2A Addition 2B-C Addition to 20 3A Doubling and near doubling 4A Subtraction 4B Subtraction to 20 5A Addition to 20 5B Addition by looking for tens 8A Subtraction to 20 8B Differences 9A-B Linking addition and subtraction
			Form multiples of ten when adding and subtracting two-digit numbers	10A How many more? 11A Adding 10s 11B Adding and subtracting 10s 12A Inverse operations
			Use knowledge of equality to solve related problems	21A Value of coins 21B Money 22A Amounts to \$2 22B Value of coins 23A-B Building to the next 10 24A-B Split strategy (addition) 25B Building to the next 10 27A Jump strategy (addition) 27B Jump strategy (subtraction) 28A Jump strategy 32A-B Choosing a strategy 33A Related problems 33B Inverse strategy, subtraction 34A Money 35C Problem solving with addition

Australian Signpost Maths NSW 2 (Stage 1) Syllabus Map

Number and algebra	Forming Groups B	MA1-FG-01: uses the structure of equal groups to solve multiplication problems, and shares or groups to solve division problems.	Represent and explain multiplication as the combining of equal groups	3B-C Sharing 6A Sharing and grouping 6B Groups and rows 7A Groups and rows 7B Problem solving 12C Halves/quarters 12D Fractions of a group 13A-B Equal groups 14A Using skip counting 14B Number lines 15A Using arrays 15B Arrays 15C Problem solving 26A Using rows
			Model doubling and halving with fractions	26B Using groups 26C Adding columns
			Represent multiplication and division problems	28B Jump strategy 29A-B Doubling and halving 30A-B Problem solving 31A Repeated subtraction 35D Problem solving with groups
Measurement and space	Geometric Measure B	MA1-GM-01: represents and describes the positions of objects in familiar locations	Position: Explore simple maps of familiar locations.	1C Position words 27C Giving directions 30D Following instructions 35A Giving directions
		MA1-GM-02: measures, records, compares and estimates lengths and distances using uniform, informal units, as well as metres and centimetres.	Length: Compare and order lengths, using appropriate uniform informal units.	9C Informal units of length 9D Informal units of length 16C Informal units of length
			Length: Recognise and use formal units to measure the lengths of objects.	17D The metre 18C Centimetres 18D Measuring with centimetres
		MA1-GM-03: creates and recognises halves, quarter and eighths as part measures of a whole length.	Length: Repeatedly halve lengths to form eighths.	28C Eighths of a length 31B Fractions of a whole 31C Fractions 31D Metres and centimetres
Measurement and space	Two-dimensional (2D) spatial structure B	MA1-2DS-01: recognises, describes and represents shapes including quadrilaterals and other common polygons.	2D Shapes: Represent, combine and separate two-dimensional shapes.	3D 2D shapes 7C Features of 2D shapes 7D Drawing 2D shapes Combine and separate shapes 35B More shapes
			2D Shapes: Identify and describe the orientation of shapes using quarter turns.	25C-D Turning a shape 32C Quarter turns 32D Half and quarter turns
		MA1-2DS-02: measures and compares areas using uniform informal units in rows and columns	Area: Compare rectangular areas using uniform square units of an appropriate size in rows and columns.	19C Comparing areas 19D Area 20C Area using informal units 20D Area of a rectangle 30C Combine and separate shapes
Measurement and space	Three-dimensional (3D) spatial structure B	MA1-3DS-01: recognises, describes and represents familiar three-dimensional objects	3D Objects: Describe the features of three-dimensional objects.	5C Looking at 3D objects 5D Describing 3D objects 22C Prisms and cylinders 22D 3D objects 26D The cube 33C Describing 3D objects 33D 3D objects

Australian Signpost Maths NSW 2 (Stage 1) Syllabus Map

Measurement and space	Three-dimensional (3D) spatial structure B (cont.)	MA1-3DS-02: measures, records, compares and estimates internal volumes (capacities) and volumes using uniform informal units	Volume: Compare containers based on internal volume (capacity) by filling and packing.	10B Volume and capacity 11C Ordering capacities 23C Volume 23D Comparing volume 34D Comparing objects
			Volume: Compare volumes using uniform informal units.	
Measurement and space	Non-spatial measure B	MA1-NSM-01: measures, records, compares and estimates the masses of objects using uniform informal units	Mass: Compare the masses of objects using an equal-arm balance.	8C Balance scales 8D Comparing masses 24C Ordering masses 24D Balance scales
		MA1-NSM-02: describes, compares and orders durations of events, and reads half- and quarter- hour time.	Time: Describe duration using units of time.	4C Ordinal numbers and calendars 4D The calendar 6C Revision of time 6D Estimating time passed 13C-D Analog time
			Time: Tell time to the quarter-hour using the language of 'past' and 'to'.	14C Digital time 14D Analog time 21C Duration using hours 21D Duration using weeks 21C Duration of time
Statistics and probability	Data B	MA1-DATA-01: gathers and organises data, displays data in lists, tables and picture graphs	Identify a question of interest and gather relevant data.	10C Using graphs 11D Lists, graphs and tables 16D Telling the story from data 27D Using tally marks 28D Making graphs 29D Gathering data 34C Gather and organise data
		MA1-DATA-02: reasons about representations of data to describe and interpret the results	Create displays of data and interpret them.	2D Thinking about graphs 10C Using graphs 11D Lists, graphs and tables 16D Telling the story from data 27D Using tally marks 28D Making graphs 29D Gathering data
Statistics and probability	Chance B	MA1-CHAN-01: recognises and describes the element of chance in everyday events	Identify and describe activities that involve chance.	10D Chance 15D Chance 34B Possible outcomes

What is Australian Signpost Maths NSW?

Australian Signpost Maths NSW is a mathematics program providing direction and support for teaching and learning. The series covers the content and skills presented in the NSW Mathematics Syllabus K–6, 2022.

A Student Book and an online Teacher Resource are provided for Kindergarten (Early Stage 1).

For Years 1 to 6 (Stages 1–3), a Student Book, an online Teacher Resource and a Mentals Book are provided for each year level. The online Teacher Resources provide a wealth of support for teachers.

The content has been carefully sequenced within each year level and across the K–6 series to take into account students' expected mathematical development. However, from the rich and varied material provided, teachers can develop individual learning programs to meet the needs of each student.

The Student Books are designed to support explicit teaching methods. Many group activities are provided in Activity, Investigation and Fun spots within the Student Books and the online Teacher Resource.

To maximise the benefits of the program, the Student Book, the online Teacher Resource and the Mentals Book should be used together.



Student Books

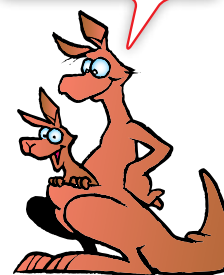


Mentals Books



Teacher Resource

This is Australian Signpost Maths New South Wales.



Structure of Australian Signpost Maths NSW

In the K–2 books, the worksheet pages covering all three strands are presented in a recommended order. Each unit of 4 pages usually begins with Number and algebra. The Contents cross-reference allows teachers to quickly find the pages where each concept has been covered.

Within the program, explicit teaching, working mathematically skills, language development and identification and treatment of weaknesses are given high priority.

Identification and addressing areas of need

Five progress tests are designed to identify each student's areas of need, and the follow-up program after each of the tests is designed to address these needs. A reference to the relevant worksheet page is given for each test question. A remediation record page is used to track the student's progress.

These testing resources can be found in the online Teacher Resource.

Parallel progress retests are provided for further testing after remediation has taken place. See pages 142 and 143 of this book for more information.

Progress test 2

Name: _____

Count on from 4

Count back from 7

Write the numbers in order from smallest to largest.

Write the number after:

Write the number before:

Order the rows from smallest to largest using the letters.

Progress retest 2

Name: _____

Count on from 5

Count back from 6

Write the numbers in order from smallest to largest.

Write the number after:

Write the number before:

Order the rows from smallest to largest using the letters.

Special features of Australian Signpost Maths NSW

The traffic light icons

These are found on the top right of each worksheet page in the Student Books. They allow students to assess their own progress and give feedback to the teacher.

- ☐ **Green:** I found this work easy.
- ☐ **Orange:** I found some work on the page difficult.
- ☐ **Red:** I don't understand the work on this page.

Dictionary

Terms used in the Student Book and terms that should be understood at this level are recorded here to provide a reference for students and teachers. This is found on pages xiii–xix of this book and in the online Teacher Resource.

ID cards (Years 1 to 6)

These cards review the language of Mathematics by asking students to identify common terms, shapes and symbols. They are designed to be reused and are found in the online Teacher Resource and in the front of the Mentals Books.

Progress tests

These allow the teacher to identify each student's strengths and needs. Cross-references for each question direct teachers and students to the pages where that work is introduced. Tables are provided to record the follow-up that takes place and parallel tests are provided for retesting. These tests can be found in the online Teacher Resource.

Year 2 Consolidation booklet

This 32 page booklet is found in the online Teacher Resource. It is designed to reinforce work completed in class and provides practice of important skills and addition and subtraction facts. The booklet can be used when there is limited supervision or when a student finishes classwork early.

Answers

These are supplied in the online Teacher Resource.

Blackline masters (BLM)

References are made to the blackline masters in the teaching suggestions provided for each student work page.

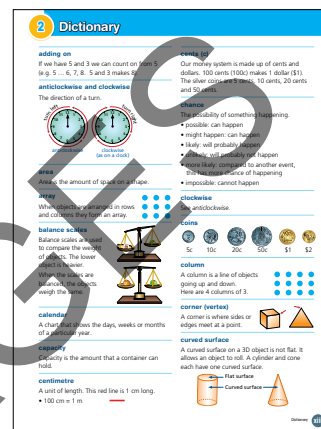
Differentiation

Each student work page has a Teacher Resource page to support it. Cross-references direct the teacher to pages where the concept is introduced and developed. These references may be from the Student Book for the previous year, the current year or the next year.

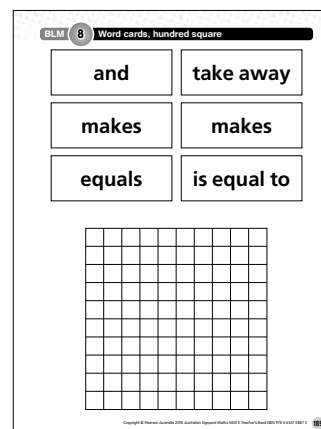
The Teacher Resource support pages provide additional learning activities for students who need remediation or extension activities. The Blackline Masters provide activities to support students of various learning abilities.

Cartoons

Cartoons are used to motivate and instruct.



Year 2
consolidation
booklet image
to come



Australian Signpost Maths NSW 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.



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



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.

I'm on the top of each page.



Structure of New South Wales Mathematics K–6

The NSW Mathematics Syllabus content is presented in three strands:

- 1 Number and algebra
- 2 Measurement and space,
- 3 Statistics and probability.

Working mathematically pervades each of these strands.

The Mathematics syllabus can be found at:

<https://curriculum.nsw.edu.au/learning-areas/mathematics/mathematics-k-10>

Textbook structure

Within the Contents for Year 2, we show related pages using these categories:

Number and algebra

Numbers
Addition / subtraction
Sharing / grouping
Patterns

Measurement and space

2D shapes / 3D objects
Length / area / mass
Capacity / volume
Time / duration
Position

Statistics and probability

Data displays
Chance

2 Contents and syllabus overview

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KEY

	Number and algebra
	Measurement and space
	Statistics and probability

Page	Unit	Title	Strand	Number / algebra	Measurement / space	Statistics / probability	Content area	Numbers	Addition / subtraction	Sharing / grouping	Patterns	2D shapes / 3D objects	Length / area / mass	Capacity / volume	Time / duration	Position	Data displays	Chance
1		Thinking Skills																
2	1A	Combinations to 10																
3	1B	Subtraction to 10																
4	1C	Position words																
5	1D	Modelling numbers																
6	2A	Addition																
7	2B	Addition to 20																
8	2C	Addition to 20																
9	2D	Thinking about graphs																
10	3A	Doubling and near doubling																
11	3B	Sharing																
12	3C	Sharing																
13	3D	2D shapes																
14	4A	Subtraction																
15	4B	Subtraction to 20																
16	4C	Ordinal numbers and calendars																
17	4D	The calendar																
18	5A	Addition to 20																
19	5B	Addition by looking for tens																
20	5C	Looking at 3D objects																
21	5D	Describing 3D objects																

Progress test 1: Administer test (Teacher Resource, pages xxx-xxx) then address weaknesses.

22	6A	Sharing and grouping																
23	6B	Groups and rows																
24	6C	Revision of time																
25	6D	Estimating time passed																
26	7A	Groups and rows																
27	7B	Problem solving																
28	7C	Features of 2D shapes																
29	7D	Drawing 2D shapes																

KEY

Number and algebra
Measurement and space
Statistics and probability

Page	Unit	Title	Strand	Number / algebra	Measurement / space	Statistics / probability	Content area	Numbers	Addition / subtraction	Sharing / grouping	Patterns	2D shapes / 3D objects	Length / area / mass	Capacity / volume	Time / duration	Position	Data displays	Chance
30	8A	Subtraction to 20																
31	8B	Differences																
32	8C	Balance scales																
33	8D	Comparing masses																
34	9A	Linking addition and subtraction																
35	9B	Linking addition and subtraction																
36	9C	Informal units of length																
37	9D	Informal units of length																
38	10A	How many more?																
39	10B	Volume and capacity																
40	10C	Using graphs																
41	10D	Chance																
42	11A	Adding 10s																
43	11B	Adding and subtracting 10s																
44	11C	Ordering capacities																
45	11D	Lists, graphs and tables																
46	12A	Inverse operations																
47	12B	Australian money																

Progress test 2: Administer test (Teacher Resource, pages xxx–xxx) then address weaknesses.

48	12C	Halves / quarters																
49	12D	Fractions of a group																
50	13A	Equal groups																
51	13B	Equal groups																
52	13C	Analog time																
53	13D	Analog time																
54	14A	Using skip counting																
55	14B	Number lines																
56	14C	Digital time																
57	14D	Analog time																
58	15A	Using arrays																
59	15B	Arrays																
60	15C	Problem solving																
61	15D	Chance																
62	16A	Numbers to 150																
63	16B	Numbers to 1000																
64	16C	Informal units of length																
65	16D	Telling the story from data																

KEY

	Number and algebra
	Measurement and space
	Statistics and probability

Page	Unit	Title	Strand	Number / algebra	Measurement / space	Statistics / probability	Content area	Numbers	Addition / subtraction	Sharing / grouping	Patterns	2D shapes / 3D objects	Length / area / mass	Capacity / volume	Time / duration	Position	Data displays	Chance
66	17A	Numbers to 1000																
67	17B	Numbers to 1000																
68	17C	Informal units of length																
69	17D	The metre																
70	18A	Numbers to 1000																
71	18B	Number patterns																
72	18C	Centimetres																
73	18D	Measuring with centimetres																
74	19A	Number patterns																
75	19B	Counting by tens																
76	19C	Comparing areas																
77	19D	Area																
78	20A	Numbers																
79	20B	Rounding to the nearest ten																
80	20C	Area using informal units																
81	20D	Area of a rectangle																
82	21A	Value of coins																
83	21B	Money																

Progress test 3: Administer test (Teacher Resource, pages xxx–xxx) then address weaknesses.

84	21C	Duration using hours																
85	21D	Duration using weeks																
86	22A	Amounts to \$2																
87	22B	Value of coins																
88	22C	Prisms and cylinders																
89	22D	3D objects																
90	23A	Building to the next 10																
91	23B	Building to the next 10																
92	23C	Volume																
93	23D	Comparing volume																
94	24A	Split strategy (addition)																
95	24B	Split strategy (addition)																
96	24C	Ordering masses																
97	24D	Balance scales																
98	25A	Rounding to the nearest 100																
99	25B	Building to the next 10																
100	25C	Turning a shape																
101	25D	Turning shapes																

KEY

Number and algebra
Measurement and space
Statistics and probability

Page	Unit	Title	Strand	Number / algebra	Measurement / space	Statistics / probability	Content area	Numbers	Addition / subtraction	Sharing / grouping	Patterns	2D shapes / 3D objects	Length / area / mass	Capacity / volume	Time / duration	Position	Data displays	Chance
102	26A	Using rows																
103	26B	Using groups																
104	26C	Adding columns																
105	26D	The cube																
106	27A	Jump strategy (addition)																
107	27B	Jump strategy (subtraction)																
108	27C	Giving directions																

Progress test 4: Administer test (Teacher Resource, pages xxx–xxx) then address weaknesses.

109	27D	Using tally marks																
110	28A	Jump strategy (subtraction)																
111	28B	Fractions of a group																
112	28C	Eighths of a length																
113	28D	Making graphs																
114	29A	Doubling and halving																
115	29B	Doubling and halving																
116	29C	Duration of time																
117	29D	Gathering data																
118	30A	Problem solving																
119	30B	Problem solving																
120	30C	Combine and separate shapes																
121	30D	Following instructions																
122	31A	Repeated subtraction																
123	31B	Fractions of a whole																
124	31C	Fractions																
125	31D	Metres and centimetres																
126	32A	Choosing a strategy																
127	32B	Choosing a strategy																
128	32C	Quarter turns																

Progress test 5: Administer test (Teacher Resource, pages xxx–xxx) then address weaknesses.

KEY

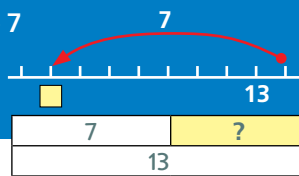
	Number and algebra
	Measurement and space
	Statistics and probability

Page	Unit	Title	Strand	Number / algebra	Measurement / space	Statistics / probability	Content area	Numbers	Addition / subtraction	Sharing / grouping	Patterns	2D shapes / 3D objects	Length / area / mass	Capacity / volume	Time / duration	Position	Data displays	Chance
129	32D	Half and quarter turns																
130	33A	Related problems																
131	33B	Inverse strategy, subtraction																
132	33C	Describing 3D objects																
133	33D	3D objects																
134	34A	Money																
135	34B	Possible outcomes																
136	34C	Gather and organise data																
137	34D	Comparing objects																
138	35A	Giving directions																
139	35B	More shapes (extension)																
140	35C	Problem solving with addition																
141	35D	Problem solving with groups																
142	Identifying and addressing areas of need																	
144	1	Addition facts to 20																
146	3	Subtraction facts to 20																

The progress tests are fantastic!

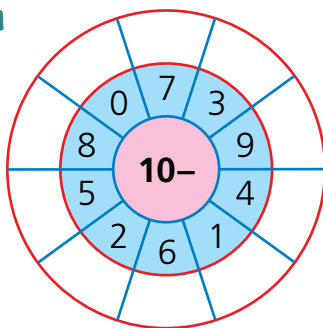
<insert photo of echnida here, file 'echnida 2',
FFN ASM_NSW3e_SB2_Prelims_01b>

Please note, this FFN and ASM_NSW3e_SB2_Prelims_01a are already in use for geometric shapes in the dictionary.

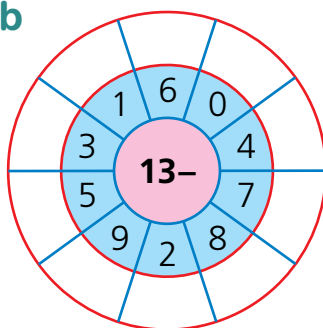


- 1 Complete these by counting on or counting back.

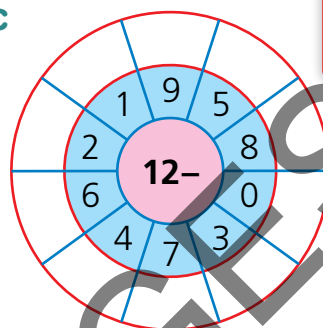
a



b



c



Subtracting zero
is easy.
 $10 - 0 = 10$



- 2 Colour the boxes. 10 = red, 9 = blue, 8 = green, 7 = yellow

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

- 3 Use this code to find the message.

A	E	H	I	K	L	M	S	T
8	6	2	3	9	4	5	7	10

$10 - 7 = \square$

Ask:
7 plus what
makes 10?

$7 + \square = 10$



Message:

$10 - 7$	$12 - 8$	$9 - 6$	$11 - 2$	$10 - 4$
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

$8 - 3$	$9 - 1$	$10 - 0$	$7 - 5$	$9 - 2$
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

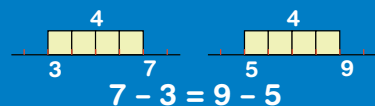
Make a message of your own using the code.

FUN SPOT

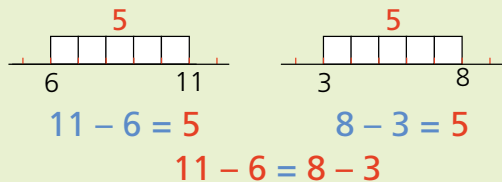




The difference between 3 and 7 is the same as between 5 and 9.

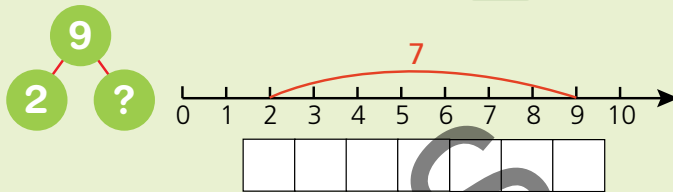


- A** Is the difference between 11 and 6 the same as between 8 and 3? **yes**



B Finding the difference

The difference between 9 and 2 = **7**



a The difference between 10 and 6 =

b The difference between 15 and 8 =

c The difference between 12 and 6 =



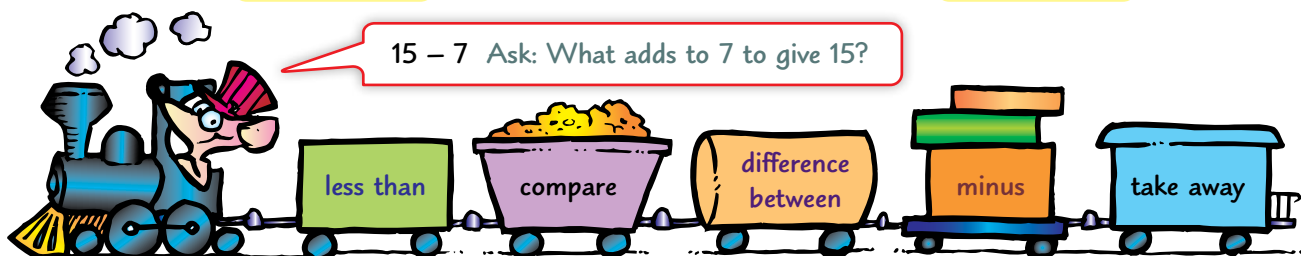
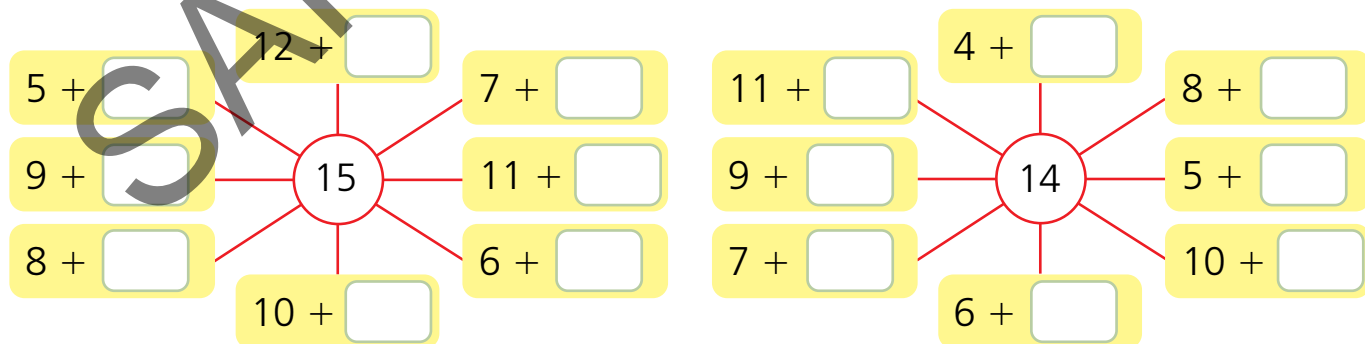
2 a Is the difference between 7 and 4 the same as between 17 and 14?

b Is the difference between 8 and 5 the same as between 16 and 13?

c Is the difference between 12 and 8 the same as between 11 and 15?

d Is the difference between 19 and 17 the same as between 8 and 6?

3 Fill in the diagram using addition facts.





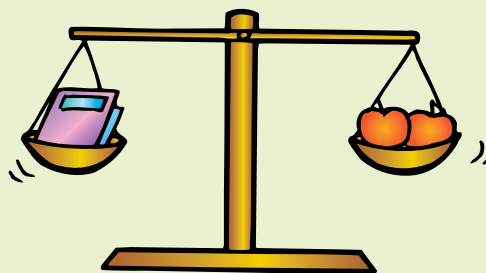
Use hefting
to estimate.



Using scales is like hefting.
The scales are **balanced**.

One book balances apples.

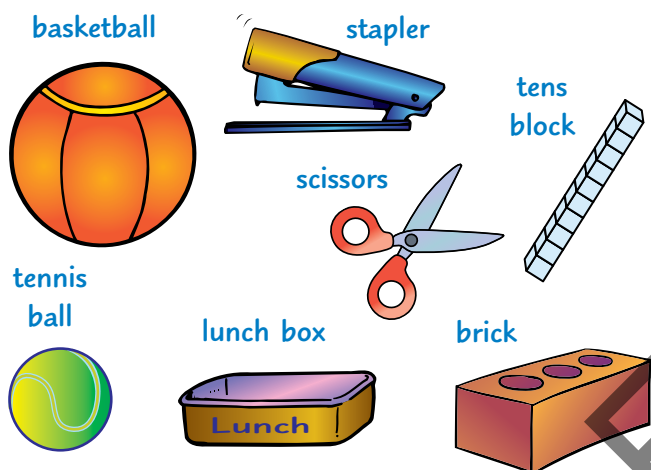
Two books balance apples.



CONCEPT



1 Which objects are lighter or heavier than a maths textbook?



Lighter	Heavier

Estimate, then balance and record.

Object	Unit of measure
cup	<input type="text"/> tens blocks
scissors	<input type="text"/> tens blocks
ruler	<input type="text"/> tens blocks

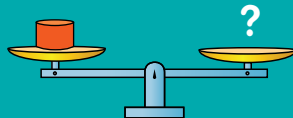
Which of the three
objects was heaviest?

Find an object that
has nearly the same
mass as a cup.

Would you need more ones blocks
or tens blocks to balance a cup?

Discuss
why.





Why would I need more ones blocks than marbles?



ACTIVITY

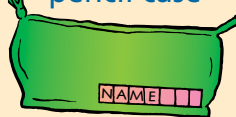


- 1 a Handle two objects like these and **estimate** which one is heavier.

I estimate the to be

pencil case

heavier than the .



- b Use blocks and a balance scale to find the mass of each object.
(You could use marbles as a unit.)

The has a mass equal to marbles.

The has a mass equal to marbles.



- 2 Choose three pairs of objects in the classroom.

- Estimate which object is heavier in each pair by hefting.
- Check by using a balance scale and marbles.
- Complete this chart.



Estimate by hefting	Number of units	Was your estimate correct?
<input type="text"/> is heavier than <input type="text"/>	<input type="text"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="text"/> is heavier than <input type="text"/>	<input type="text"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="text"/> is heavier than <input type="text"/>	<input type="text"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No

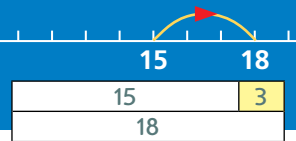
Estimating mass

Choose two objects. Estimate (guess) what their mass would be using marbles. Use a balance scale to measure. How close were your estimates?

INVESTIGATION



Object	Estimate	Real mass	Difference
<input type="text"/>	<input type="text"/> marbles	<input type="text"/> marbles	<input type="text"/> marbles
<input type="text"/>	<input type="text"/> marbles	<input type="text"/> marbles	<input type="text"/> marbles



CONCEPT

These are linked.

If $8 + 12 = 20$ then $12 + 8 = 20$

8	12
20	

$$20 - 8 = 12$$

$$20 - 12 = 8$$

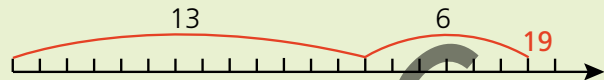
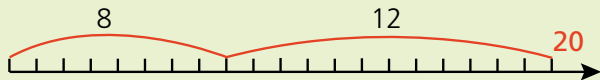


$$13 + 6 = 19$$

$$6 + 13 = 19$$

$$19 - 6 = 13$$

$$19 - 13 = 6$$



1 a If $7 + 15 = 22$ then $15 + 7 =$

7	15
22	

$$22 - 7 =$$

$$22 - 15 =$$

$$7 + 15 =$$

b $9 + 8 =$

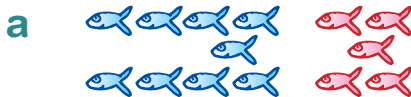
$$8 + 9 =$$

$$17 - 9 =$$

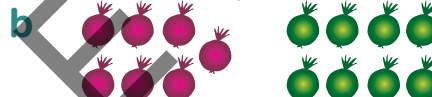
$$17 - 8 =$$



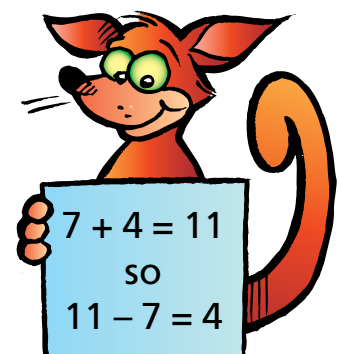
2 Use the pictures to help fill in the missing numerals.



+	=
+	=
+	=
+	=



+	=
+	=
+	=
+	=



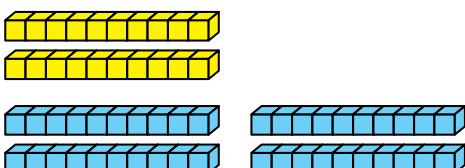
3 Write two addition and two subtraction facts for this picture.



+	=
+	=

-	=
-	=

4 Write two addition and two subtraction facts for this picture.



+	=
+	=

-	=
-	=



12	8
20	



Addition and subtraction are linked.



$$6 + 4 = 10$$



so $10 - 6 = 4$ and $10 - 4 = 6$

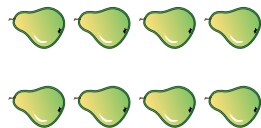
$$12 + 8 = 20$$

$$20 - 8 = 12$$

$$20 - 12 = 8$$

1 Write two linking subtraction number sentences for each addition.

a $8 + 7 = 15$



—	=
—	=

b $6 + 8 = 14$



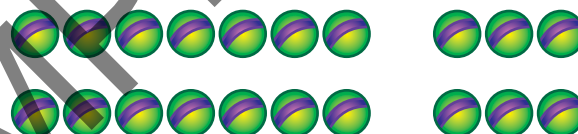
—	=
—	=

c $7 + 5 = 12$



—	=
—	=

d $14 + 6 = 20$



—	=
—	=

e $22 + 9 = 31$



—	=
—	=

f $17 + 9 = 26$



—	=
—	=

Make linked number sentences of your own.

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

$$\square - \square = \square$$

$$\square - \square = \square$$

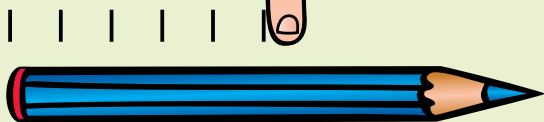




How many times will the width of my finger fit along my pencil?

finger widths

widths



- 1 Use the object named as a measuring unit to find the length of your pencil.

Unit used	Length of a pencil
place-value ones blocks	<input type="text"/> blocks
paperclips	<input type="text"/> paperclips
finger widths	<input type="text"/> finger widths

- 2 Use hand spans to measure the length of:

a this book

Check

b a bag

c a window

d your arm.



Order these lengths from shortest to longest.

Estimate then measure how many steps from where you are to:

a the school canteen

Check

b the lunch seats

c the library.

Order these distances from shortest to longest.

Each step should be the same length.





- 1 Use the object named as a measuring unit to find the length of your desk.

Unit used	Length of your desk
this book	<input type="text"/> books
a pencil	<input type="text"/> pencils
finger lengths	<input type="text"/> fingers

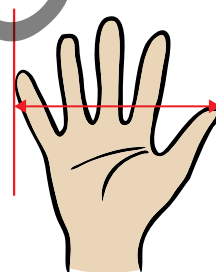


- 2 Use your hand span to measure the length of each object.

Your desk	<input type="text"/> hand spans
Teacher's desk	<input type="text"/> hand spans
Cupboard	<input type="text"/> hand spans
Door	<input type="text"/> hand spans

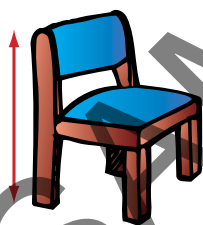
Which is longer?

Which is shorter?



- 3 Estimate, then use craft sticks to measure these lengths.

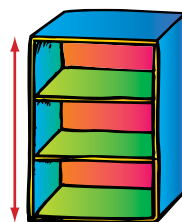
a



Estimate sticks

Measure sticks

b



Estimate sticks

Measure sticks

c



Estimate sticks

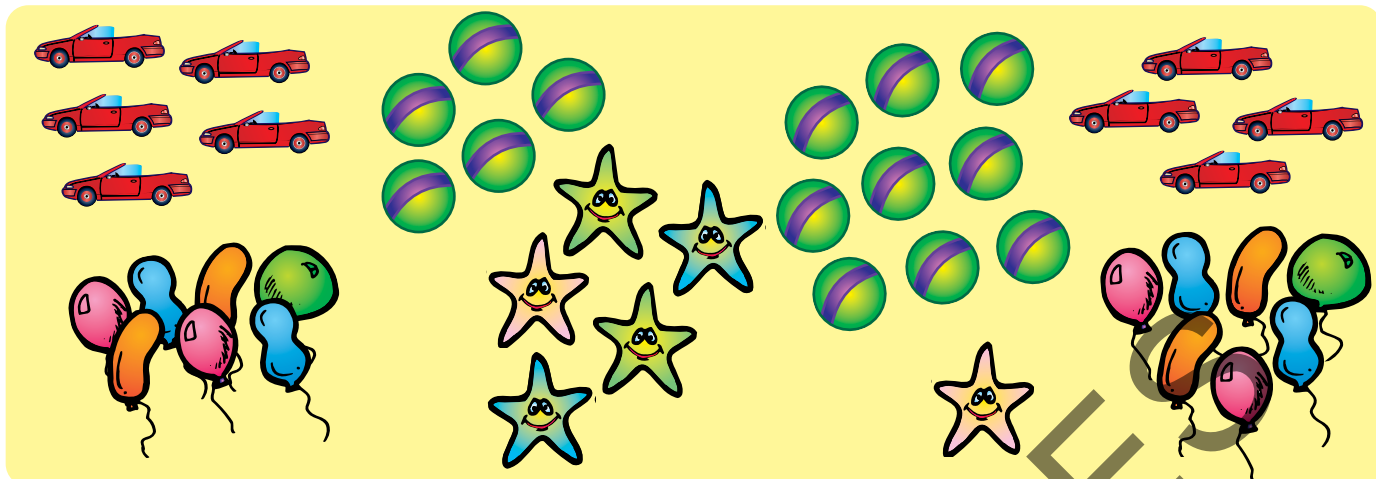
Measure sticks

Use string to compare the length of objects in the room.

is longer than .

is longer than .





1 In this picture, how many more would I need to make 20:

a cars? $5 + 4 + \quad = 20$

b balloons? $\quad + \quad + \quad = 20$

c balls? $\quad + \quad + \quad = 20$

d starfish? $\quad + \quad + \quad = 20$

2 a $6 + \quad = 12$

b $3 + 8 + \quad = 16$

c $11 + \quad = 15$

d $4 + \quad + 5 = 13$

e $\quad + 9 = 13$

f $10 + \quad + 5 = 19$

g $5 + \quad = 12$

h $8 + 9 + \quad = 20$

i $\quad + 8 = 16$

j $7 + 3 + \quad = 20$

Describe how you found the missing number.



List all possible answers.

a $6 + \quad + \quad = 10$

$6 + \quad + \quad = 10$

$6 + \quad + \quad = 10$

$6 + \quad + \quad = 10$

$6 + \quad + \quad = 10$

b $17 + \quad + \quad = 20$

$17 + \quad + \quad = 20$

$17 + \quad + \quad = 20$

$17 + \quad + \quad = 20$

Does $2 + 1 = 1 + 2$? Discuss.

INVESTIGATION



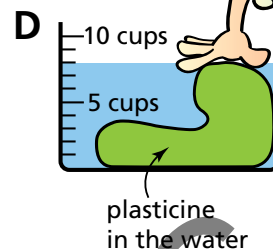
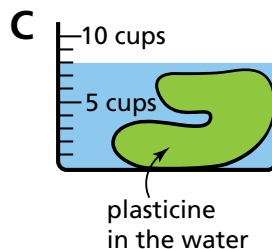
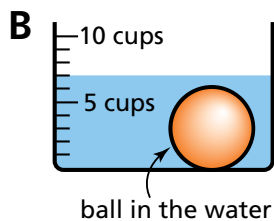
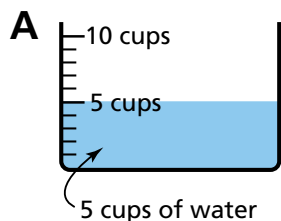
Explore possible answers for $10 + \quad + \quad = 20$.



To find which holds more, pour the contents of one into the other.



1 Dipping into water:



- What is the volume of the ball?
- What is the volume of two balls?
- What is the volume of the plasticine in C?
- What is the volume of the plasticine in D?
- Could the plasticine in C and D be the same?

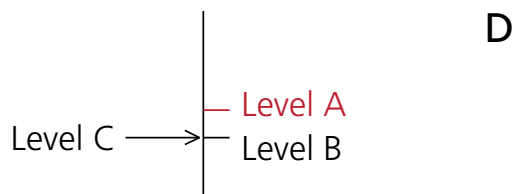
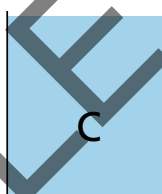
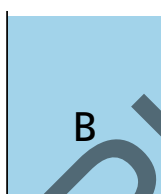
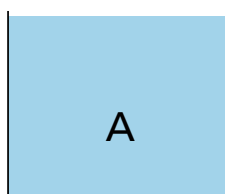
cups

cups

cups

cups

2 Look at the diagram.



- If the water in A is poured into B, would it overflow?
When the water from A is poured into D it reaches Level A.
- Does container B have the same capacity as container A?
- Which container has the same capacity as container C?
- Which container has the greatest capacity?

Carry out one of the experiments above. Record what you did.





1 How many:

a sandwiches?

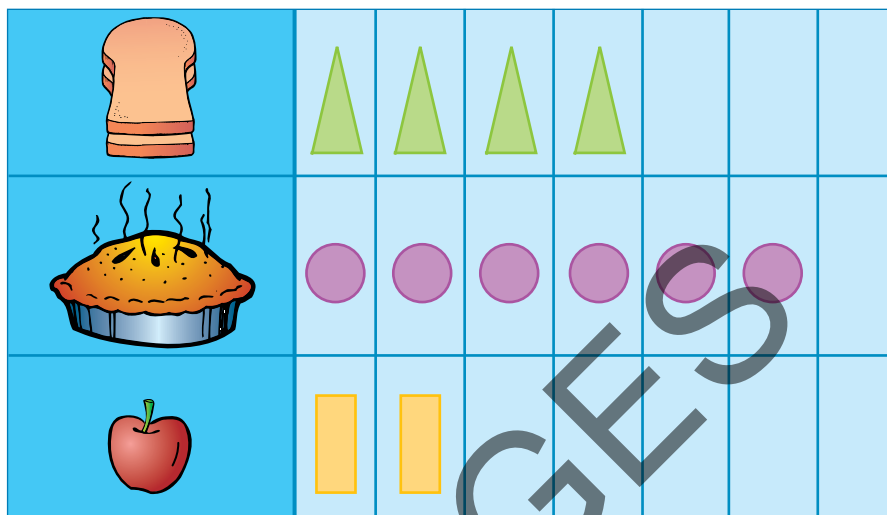
b pies?

c apples?

d altogether?

e more pies than apples?

Food in the classroom

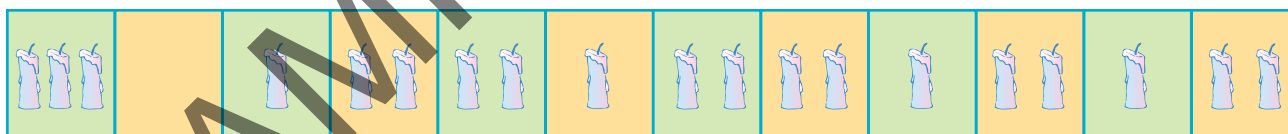


f Complete the table below to show the food in the classroom.

Food in the classroom	
Sandwiches	
Pies	
Apples	

g What other foods could be in a classroom?

2 Each student put a candle above their month of birth to make this graph.



Jan Feb Mar Apr May Jun Jul Aug Sep Oct Nov Dec

How many students were born in:

a January?

b November?

c February?

d How many students were there altogether?

Discuss how your class could find out:

● the most popular colours of the cars passing the school.

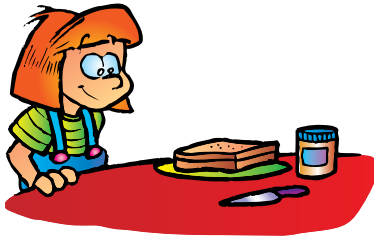
● the number of each colour in a box of Smarties (or M&Ms).





1 Link each event with the better label.

a



more likely

less likely



b



more likely

less likely



c



more likely

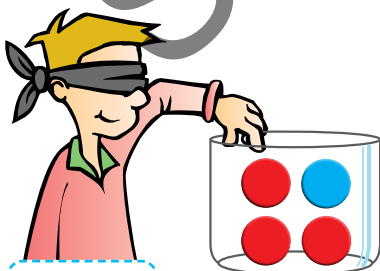
less likely



2 Complete this sentence.
It is more likely that I will



3 Sam will take out one counter. Match the boxes.



Certain
means
it must
happen.

3 red
1 blue



red



yellow



blue



red or blue

impossible

likely

certain

unlikely

Australian



Signpost

MATHS

NSW



Teacher Resource

Alan McSeveny

Erika Johnson

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Alan Parker

Diane McSeveny-Foster

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N.B. Many of the BLMs can be laminated and used over and over again by students.

Signpost 2 – Consolidation booklet

243

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N.B. The Consolidation Booklet can be used when students finish early or when they have minimal supervision.

Introduction

About Australian Signpost Maths NSW

Australian Signpost Maths NSW has been written to meet the requirements of the NSW Mathematics Primary Syllabus (K–6).

A Student Book and an online Teacher Resource are provided for the Kindergarten (Early Stage 1) year. For Years 1–6 (Stages 1–3), a Student Book, an online Teacher Resource and a Mentals Book are provided.

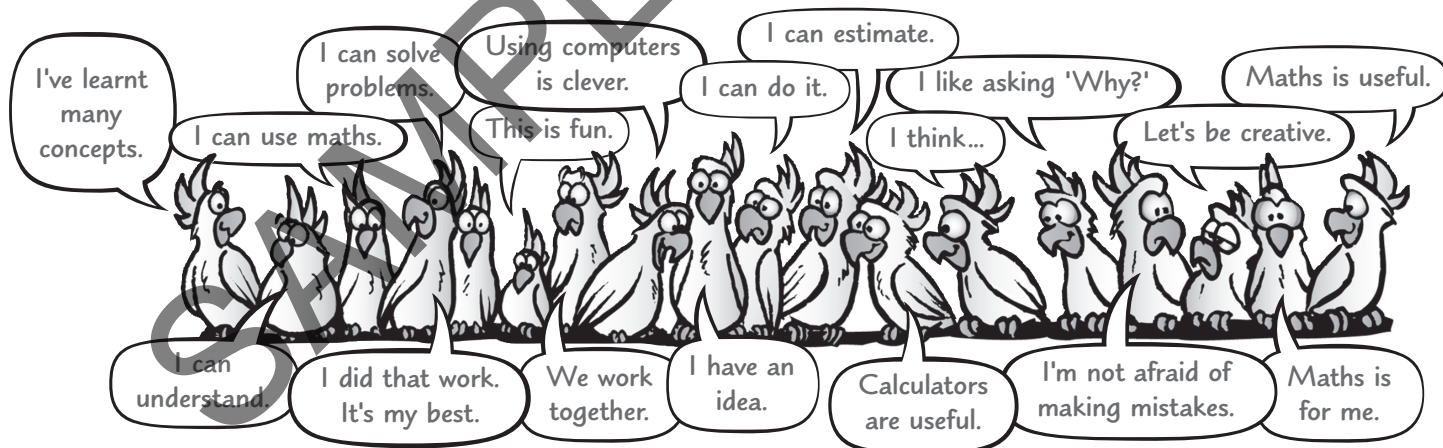
The website, Pearson Places, is where you will find the online Teacher Resource. Together these resources provide a complete and fully integrated learning program. The structure of the program supports thorough and imaginative classroom teaching.

Aims of the Signpost Maths series

Our aim is to provide the very best set of resources possible to help students reach their full potential and gain confidence and a love of mathematics.

The Signpost program has been designed to facilitate:

- explicit teaching and a sound foundation of knowledge and skills
- working through carefully sequenced developmental steps in each aspect of the syllabus
- developing concepts by using concrete materials and real-life experiences
- involving students in cooperative group work posing, constructing and solving problems as an integral part of teaching
- developing language and extending vocabulary
- recognising the importance of evaluation and consequent remediation
- extending more capable students
- engaging students with technology as a tool for understanding concepts and developing skills
- motivation of students through creative illustrations and cartoons.



Features of Australian Signpost Maths NSW

The Student and Teacher's Resource

In Student Books for Kindergarten, Year 1 and Year 2, pages are presented in the intended teaching order to allow students to work through the book from the beginning to the end. In Student Books for Years 3 to 6, the pages are organised in sections, reflecting the strands of the syllabus. This allows more teaching flexibility in programming.

Answers

The Answers for Student Book pages are provided on the Teacher Resource pages in this book (see pp 1–141).

Teacher Resource pages

The Teacher Resource pages (pp 1–141) provide syllabus references, notes about the student page, additional teaching activities, extension work, language, resources needed for the lesson, cross-references, evaluation and answers for each page of the Student Book.

Student Book Contents

The Student Book Contents pages are duplicated on pp 000–000 of this resource. They include a suggested order and summarise the content addressed during each term.

Content cross-reference

This is found on pp xxiii–xxiv of the Student Book and pp xxvi–xxviii of the Teacher's Book. This shows the pages of the Student Book that address the important themes of the syllabus. The content cross-reference can be used to construct programs, treat weaknesses after testing and direct students to work that will remediate or extend.

Progress tests and retests

Diagnosis and treatment of weaknesses is essential.

Identify areas where a student's memory is fading and discover concepts missed or not understood. Testing is of great value when you use the test results to help the student master the concepts. Revise / reteach areas of weakness that are discovered to remove barriers to future learning of related concepts. When teaching new concepts and skills, it is important to build a strong foundation.

Progress tests 1 to 5 are found on pp 000–000 and Progress retests are found on pp 000–000 of this

resource. After each test, *notes* and *answers* are supplied. Progress test questions are cross-referenced to appropriate Student Book pages. These cross-references are found on the Remediation records pages (pp 000–000 for the Progress tests and pp 000–000 for the Progress retests) and on the Notes and answers pages for each test.

The Remediation record pages are used to provide a record of each student's progress. These are found on pp 000–00 (for the Progress tests) and pp 000–000 (for the Progress retests). For each error recorded, the question should be explained, practice should occur (using the page given in the Student Book cross-reference provided) and retesting should take place using the retest question related to the weakness addressed. An example of the Progress test is given on p viii of this resource. A checklist of skills for Stage 1A is provided on p 000 for teachers who would like to record students' understanding of the syllabus.

Summary

1. Test recent work.
2. Enter mistakes in the *Remediation records*.
3. Use this to direct your revision / reteaching.
4. Use the matching retest questions to ensure understanding.

Dictionary

A dictionary of important mathematical terms is provided on pp 000–000 of the Student Book.

Blackline masters (BLMs)

A collection of Blackline masters is provided on pp 181–200. Advice for the best use of these BLMs is found throughout the teacher resource pages.

Signpost Year 2 Consolidation booklet

These worksheets are designed to reinforce work completed in class. They provide practice of important skills and addition and subtraction number facts. The booklet can be used when students or the class have limited supervision or when students finish early. It can provide meaningful work and addition tables review.

Progress tests and retests

Here is an example of a Year 2 Progress test. More information about the Progress tests and retests can be found on page vii of this resource.

Progress test 1

Progress test 1 Name: _____


Counting pages 1 to 21

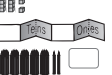
Number and algebra

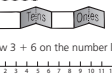
1 a $2 + 6 = \square$ b $3 + 7 = \square$ c $5 + 1 = \square$

2 a $10 - 6 = \square$ b $8 - 8 = \square$

3 Write the number modelled.

a  \square

b  \square

c  \square

4 Show 3 + 6 on the number line.

$3 + 6 = \square$

5 Write 4 different number sentences.

$\square + \square = 14$

$\square + \square = 14$

$\square + \square = 14$

$\square + \square = 14$


6 a $6 + 6 = \square$ b $8 + 8 = \square$


$6 + 7 = \square$ $8 + 7 = \square$


$6 + 5 = \square$ $8 + 9 = \square$

7 Share 8 counters between 2 groups.

One share = \square

8  a How many stars? \square

 b How many shares? \square

 c How many stars in each share? \square

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Progress test 1 (continued)

Counting pages 1 to 21

9 Show 12 - 7 on the number line.

$12 - 7 = \square$

10 a I had 12 pencils but I lost 5 of them. How many do I have left? \square pencils

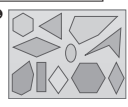
b Dom has 8 stickers. Pam has 4. How many do they have altogether? \square stickers

11 a Archer has 3 cars. He got 2 more from Toby and 4 more from Jake. How many cars does he have altogether? \square

b Elijah got 3 balls from Mum, 4 balls from Dad and 5 balls from Leo. How many balls did he get altogether? \square

12 In what position is the kangaroo that is wearing a hat? \square

Measurement and space

13  In this picture, how many of each shape are there?

a pentagons \square

b quadrilaterals \square

c hexagons \square

14 a $9 + 6 = \square$ b $6 + 5 = \square$

$2 + 3 = \square$ $8 + 7 = \square$

$3 + 2 = \square$ $5 + 1 = \square$

15 True (T) or false (F)


a $5 + 3 + 1 = 3 + 1 + 5$ \square

b $8 + 2 + 4 = 7 + 4 + 3$ \square

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Progress test 1 (continued)

Counting pages 1 to 21

16  Circle the correct description for each.

a The path is under/beside/above the child.


b The car is in front of/above/between the house.


c The road is underneath/behind/in front of the child.


d The house is between/inside/on top of the hills.


e The path is to the left/right/centre of the child.

17 Name and describe each 3D object.

a  \square

b  \square

c  \square

18  a Colour 13th February.

b Tick the third Friday.

c How many Sundays are in this month? \square

d How many weeks it is from 13th February to the 27th February? \square

e How many days it is from 3rd February to the 21st February? \square

f What is the date of the last Saturday in February? \square

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Notes and answers for Progress test 1

Notes and answers for Progress test 1

Counting pages 1 to 21

Objective

- Diagnose weaknesses for future treatment.

Follow-up

- Any weakness discovered should be treated. Copies of Student Book pages are cross-referenced for follow-up.
- Questions and Student Book pages are cross-referenced on the Remediation records: Progress tests pages.
- A record of each student's progress can be kept using the Remediation records: Progress tests pages (see pp 145–146).
- The content of the tests should be revised and reinforced throughout the year where possible. When teaching new concepts and skills, it is important to build on previously known work.

Question topic cross-reference

1 Addition p 2

2 Subtraction p 3

3 Whole numbers p 5

4 Addition pp 6, 8

5 Addition pp 7, 8, 18

6 Addition p 10

7 Division p 11

8 Multiplication and division p 12

9 Subtraction p 14

10 Addition and subtraction p 15

11 Addition p 18

12 Addition p 19

13 Addition p 19

14 2D shapes p 13

15 Position p 16

16 Position p 4

17 3D objects pp 20, 21

18 Time pp 16, 17

Progress test 1 answers

1 a 8 b 10 c 6

2 a 4 b 0

3 a 66 b 28 c 35

4 a 9 b 14 c 11

5 a 12, 13, 11 b 16, 15, 17

6 a 12 b 3 c 5

7 a 12 b 3 c 5

8 a 12 b 3 c 5

9 a 12 b 3 c 5

10 a 12 b 3 c 5

11 a 12 b 3 c 5

12 a 12 b 3 c 5

13 a 12 b 3 c 5

14 a 12 b 3 c 5

15 a 12 b 3 c 5

16 a 12 b 3 c 5

17 a 12 b 3 c 5

18 a 12 b 3 c 5

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Remediation records: Progress tests

Remediation records: Progress tests

Name: _____ Class: _____

The Student Book page reference shows the page in the Student Book that introduces the example type. Errors made are marked as \square . When remediation has occurred, mark as \square .

Progress test 1

Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Student Book page	2	3	5	6, 8	7, 8, 18	10	11	12	14	15	18	19	19	13	16	4	20, 21	16, 17
Errors made																		

Questions covering each topic area

Number and algebra: Whole numbers: 3 Addition and subtraction: 10 Measurement and space: 2D shapes: 14

Addition: 1, 4, 5, 6, 11, 12, 13 Division: 7 Position: 15, 16, 3D

Subtraction: 2, 9 Multiplication and division: 8 objects: 17 Time: 18

Progress test 2

Question	1	2	3	4	5	6	7	8	9	10	11
Student Book page	22	22	23	26, 27	30	31, 38	34	42	46	47	24
Errors made											

Questions covering each topic area

Number and algebra: Whole numbers: 8, 10 Division: 1, 2 Addition and subtraction: 6, 7, 8, 9 Multiplication and division: 3 Statistics and probability: 2D shapes: 13, 14 Chance: 18

Time: 15, 16, 3D

Progress test 3

Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Student Book page	48	49	51	49	50, 60	59	54	55	58	62, 63, 66, 70	66	70	71, 74, 75	71	71	78
Errors made																

Questions covering each topic area

Number and algebra: Whole numbers: 8, 10 Division: 1, 2 Addition and subtraction: 6, 7, 8, 9 Multiplication and division: 3 Statistics and probability: 2D shapes: 13, 14 Chance: 18

Time: 15, 16, 3D

Progress test 4

Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Student Book page	79	147	82	83	52	64	68	69	69, 72, 73	72, 73	77, 80, 81	61	65			
Errors made																

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Cross-references

Answers

Progress test 1:
Remediation records

8A Subtraction to 20

Strand: Number and algebra

Substrand: Combining and separating quantities A

Outcomes: Working mathematically (MA1-WM-01) pervades each strand. MA1-CSQ-01

Content: Use advanced count-by-one strategies to solve addition and subtraction problems

- fluent use advanced count-by-one strategies including counting on and counting back to solve addition and subtraction problems involving 1- and 2-digit numbers

Content: Represent equality

- recall related addition and subtraction facts for numbers to at least 10

Substrand: Combining and separating quantities B

Content: Represent and reason about additive relations

- create, record and recognise combinations of 2 numbers that add to numbers from 11 up to and including 20

- Have students make a stack of 20 Unifix cubes. Taking away 1 cube at a time, they record the subtraction facts using cards or **BLM 20**.
- In Question 1, once students have completed the page they can check their answers by adding the 2 numbers to ensure they equal the number in the centre (i.e. 10, 13 or 12).
- Place a selection of cards, 1 (ace) to 10, face down in a pile on the desk. Have students work in groups of 3 and take turns to pick up 2 cards at a time. The aim is to practise subtraction. Remind students to take the smaller number from the bigger number. The student with the most correct number of 'pairs' wins.
- For more capable students, have 2 different-coloured dice (e.g. red and blue). Roll the (red) die and add 10 to that number – if a 5 was rolled, 10 would be added to make 15. Roll the (blue) die and take that number away – if a 6 was rolled, it becomes $15 - 6 = 9$. The emphasis is on subtracting mentally. If needed, concrete materials or a number line (**BLM 17**) could be used.
- Revise counting backwards using the number chart (**BLM 2**). Vary the starting points.
- Practise subtraction facts (**BLM 41** and **42**).
- Students can practise subtraction by using a double workspace in the Place value blocks tool. Students should create a value in the upper workspace and model subtraction by taking blocks away from the original number and dragging them to the lower workspace.
- Students can demonstrate subtraction using the Number Lines tool. They should extend the line to 20, place an arc on the starting value and then drag the arrow to the left to model the subtraction. Students should write a number sentence to show what they have created using the text button.

About this page

- Header:** Discuss the diagram and the fact that we can choose from 2 strategies to find the answer.
Strategy 1: We can use the number line by starting at 13 and counting back (subtracting) 7 to give the answer 6.
Strategy 2: We can start at 7 and count on (add 6) until we reach 13. Ultimately students should know their addition facts so well that $7 + 6 = 13$ will come to mind and the answer will be obvious.
Either strategy will give the correct answer provided the procedure is followed correctly.
- In Question 1, remind students that when a number is taken away the answer is less than the number you started with, except when you take away zero, when the number does not change.
- In Question 2, all boxes will be coloured.
- In Question 3, some explanation may be necessary to solve the message.

Fun spot

- Students write a simple message involving 9 letters or less using only A, E, H, I, K, L, M, S and T.
- Write the corresponding numbers in the second row.
- Write a number fact above each number in the second row.

More teaching suggestions

- Use concrete materials to model subtraction. Have the students use numeral cards (**BLM 1**) and word and symbol cards (**BLM 5**) to record their number sentences.

Extension work

- Have students make up a code and a message of their own using addition.

Language

counting on, counting back, subtraction, different, difference, what's the difference, more, how many more, remove, take away, left, leaves, what's left, equals, is equal to, code

Resources

- any classroom objects that can be counted (e.g. counters, marbles, shells, buttons, ones blocks, Unifix cubes, Centicubes, plastic coins)
- red, blue, green and yellow pencils
- dice
- decks of cards

- BLMs: 1 Numeral cards, 2 Number chart, 19 Subtraction webs, 20 Subtracting two groups, 21 Addition and subtraction facts, 41 Subtraction facts to 10, 42 Subtraction facts to 20
- Maths tools: Place value blocks, Number lines

Cross-reference

See also: pp 14, 15, 31, 34, 35, 107, 110

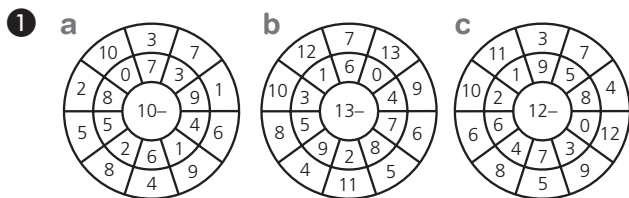
Year 1 pp 43, 54, 55, 60, 70, 71, 78

Evaluation

Is the student able to do the following?

- fluently use advanced count-by-one strategies including counting on and counting back to solve subtraction problems involving 1- and 2-digit numbers
- recall related subtraction facts for numbers to at least 10

Answers



- 2 Colour red: $14 - 4$, $20 - 10$, $15 - 5$, $19 - 9$, $16 - 6$, $18 - 8$, $17 - 7$
 Colour blue: $13 - 4$, $16 - 7$, $12 - 3$, $14 - 5$, $15 - 6$, $17 - 8$, $19 - 10$, $18 - 9$, $11 - 2$
 Colour green: $11 - 3$, $12 - 4$, $14 - 6$, $16 - 8$, $15 - 7$, $13 - 5$
 Colour yellow: $9 - 2$, $13 - 6$, $11 - 4$, $12 - 5$, $8 - 1$, $10 - 3$

- 3 I LIKE MATHS

Fun spot

Answers will vary.

8B Differences

Strand: Number and algebra

Substrand: Combining and separating quantities B

Outcomes: Working mathematically (MA1-WM-01) pervades each strand. MA1-CSQ-01

Content: Represent and reason about additive relations

- create, record and recognise combinations of 2 numbers that add to numbers from 11 up to and including 20
- represent the difference between 2 numbers using concrete materials and diagrams
- represent a constant difference between pairs of numbers
- recall and use related addition and subtraction number facts to at least 20

Content: Use knowledge of equality to solve related problems

- use a variety of ways of writing number sentences

About this page

- **Header:** A diagram is used to help students understand number relationships. Discuss the statement, 'If $7 - 3 = 4$ and $9 - 5 = 4$, then $7 - 3 = 9 - 5$ because they have the same difference.' Encourage students to use diagrams to solve problems.
- Discuss example B in the Concept box. Discuss the use of blocks, the number line and a number bond as ways to find the difference between 9 and 2.
- Talk about the word 'difference' and that it is another way of saying 'take away'.
- **Question 1:** Talk about the fact that every second number (even numbers) is written on the number line but this does not mean that the odd numbers are not used. Students could fill in these numbers to complete the number line. A ruler could also be used as a number line.
- Encourage students to use the number line to answer the questions.
- **Question 2:** Ask students to record the answers to the first and second parts of the question so that the differences can be compared and a 'yes' or 'no' written.
- Ask students 'count on', 'count back' or use known addition facts to complete the diagrams. Some students will find it easier to stick to the same process for each question.
- Discuss what you found when filling in the boxes (e.g. $5 + 10$, $10 + 5$, $9 + 6$, $6 + 9$, $7 + 8$, $8 + 7$, double 7).
- Discuss the words listed that mean 'subtraction' (i.e. less than, compare, difference between, minus and take away).

More teaching suggestions

- Provide students with number lines (BLM 17) and have students show the difference between 2 numbers.

Encourage students to explain how they arrived at the answer.

- Use addition and subtraction facts (BLM 21) for practice and testing of number facts.
- Demonstrate creating your own number facts with a specified result, using the Number lines tool. The arrow needs to point to the result, so extend to a length and then move the arc so that it is in the correct position. This concept can be quite challenging.
- Students can use the Number lines tool to find the subtraction facts that give a result of 7 and 8 as shown in Question 3.

Extension work

- Have students make up addition and subtraction examples and show them on an empty number line (BLM 17).

Language

number line, order, subtraction, take away, minus, less than, compare, difference between, remove, how many left, equals, leaves, is equal to

Resources

- any classroom objects that can be counted (e.g. counters, marbles, shells, buttons, ones blocks, Unifix cubes, Centicubes, plastic coins)
- ruler
- BLMs: 17 Number lines, 21 addition and subtraction facts
- Example questions: Number lines
- Maths tool: Number lines

Cross-reference

See also: pp 14, 15, 30, 38
Year 1 pp 70, 71

Evaluation

Is the student able to do the following?

- recall and use related addition and subtraction number facts to at least 20
- use a variety of strategies to solve problems (e.g. counting on, counting back, doubles, near doubles or known addition facts)

Answers

- ① a 4 b 7 c 6
 ② a yes b yes c no d yes
 ③ 15: $12 + 3$, $7 + 8$, $11 + 4$, $6 + 9$, $10 + 5$, $8 + 7$,
 $9 + 6$, $5 + 10$
 14: $4 + 10$, $8 + 6$, $5 + 9$, $10 + 4$, $6 + 8$, $7 + 7$,
 $9 + 5$, $11 + 3$

Strand: Measurement and space

Substrand: Non-spatial measure B

Outcomes: Working mathematically (MA1-WM-01) pervades each strand. MA1-NSM-01

Content: Compare the masses of objects using an equal-arm balance

- use uniform informal units to measure the mass of an object by counting the number of units needed to obtain a level balance on an equal-arm balance
- select an appropriate uniform informal unit to measure the mass of an object and justify the choice
- explain the relationship between the mass of a unit and the number of units needed
- compare the masses of 2 or more objects using the same informal units
- estimate mass by referring to the number and type of uniform informal units used and check by measuring

- Ask students to discuss their choice of informal unit. Ask, 'Which do you think is the best to use?'
- Have students record the mass of an object by referring to the number and type of informal unit used (e.g. 'The book weighs 20 tens blocks').
- Have students use informal units to estimate and measure the mass of an object on balance scales (e.g. 'The book weighs the same as ten bolts').

Extension work

- Find a collection of objects that approximate the mass of a single object (e.g. '5 books balance the stone', '2 shoes balance the stone').
- Find 2 collections of objects that have the same mass (e.g. 3 bolts and 5 blocks).

Language

light, lighter, heavy, heavier, not as heavy, heft, hefting, balance scales, equal arm balance, balanced, level, even, nearly the same, lopsided, mass, compare, informal units, tens blocks

Resources

- various classroom objects to balance and weigh (e.g. golf ball, stapler, ones blocks, tens blocks, tennis ball, brick, lunchbox, cup, plastic scissors, ruler, books, stone, shoe, bolts)
- balance scales

Cross-reference

See also: pp 33, 96, 97
Year 1 pp 56, 57, 117

Evaluation

Is the student able to do the following?

- compare the masses of 2 or more objects using the same informal units
- use uniform informal units to measure the mass of an object by counting the number of units needed to obtain a level balance on an equal-arm balance

About this page

- *Header:* Discuss the concept of hefting. Hefting is used to compare masses by lifting one in each hand.
- *Concept box:* Talk about balance scales. The heavier side will go down, which means the lighter side will go up. If the sides have the same mass (or weight), they will be level (balanced). If 1 book balances 2 apples, then 2 books balance 4 apples ($2 + 2 = 4$).
- *Question 1:* Talk about objects being light and heavy. Make a list of objects that can be written under each heading.
- Encourage students to heft objects before using the balance scales.

Activity

- Encourage students to estimate by hefting before using a balance scale to compare the mass of the 3 objects. Discuss the difference between your estimate and the result. This will allow students to develop estimating skills.
- Ensure students record their results so that discussion can take place and answers can be compared.
- Discuss the idea of 'nearly the same'.
- Ensure students record their results so that discussion can take place to compare answers.
- Discuss the idea of 'nearly the same'.

More teaching suggestions

- *Question 1:* Use balance scales to compare the mass of each object to a textbook. Discuss which objects are lighter or heavier than the textbook.
- Provide frequent opportunities for students to use balance scales to compare and order the masses of 2 objects.

Answers

Concept box

One book balances 2 apples.
Two books balance 4 apples.

- ① Answers will vary.

Activity

- Answers will vary.
- Answers will vary.

- You will need more ones blocks to balance a cup than tens blocks as each tens block has a mass of about 10 ones blocks. However, ones blocks will give a more accurate measure as the tens block cannot be broken up into smaller parts.

SAMPLE PAGES

8D Comparing masses

Strand: Measurement and space

Substrand: Non-spatial measure B

Outcomes: Working mathematically (MA1-WM-01) pervades each strand. MA1-NSM-01

Content: Compare the masses of objects using an equal-arm balance

- use uniform informal units to measure the mass of an object by counting the number of units needed to obtain a level balance on an equal-arm balance
- select an appropriate uniform informal unit to measure the mass of an object and justify the choice
- compare the masses of 2 or more objects using the same informal units
- estimate mass by referring to the number and type of uniform informal units used and check by measuring

About this page

- *Header:* Discuss the question. More ones blocks than marbles are needed because marbles are heavier than ones blocks. The lighter the unit, the more you will need. Conversely, the heavier the unit, the fewer you will need.

Activity

- Revise how balance scales work. If the heavier side goes down, the lighter side goes up. If the sides carry the same mass (or weight), they will be level (balanced).
- Ask students: 'For what purpose do we use balance scales?' (They are used to compare the mass of objects or to measure the mass of an object using a unit of mass such as marbles or grams.)
- Encourage students to estimate before using an equal-arm balance. Discuss the difference between the estimate and the result. This will allow students to develop this skill over time.
- Note: If the unit used is marbles, each marble should have the same mass.
- *Question 2:* Make students aware that balance scales have their limitations. Objects chosen to be weighed should not be too heavy or so big that they won't fit on the scales. Discuss appropriate objects to be used.
- Remind students that hefting is used to compare masses by lifting one in each hand.

Investigation

- Have students work in small groups to encourage the use of the language of mass. Students should estimate, heft and then use a balance scale to compare objects. Compare the estimation to the measure.

More teaching suggestions

- Provide opportunities for students to heft 2 objects to estimate which one is the heavier. Ask students to check estimations by placing 1 object on each end of a set of balance scales. Note, hefting is to compare masses by lifting them with your hands.
- Have students choose 1 unit of measure and use that unit to balance each object in turn. Record the mass of each object. Marbles, blocks or bolts could be used as units. Discuss the results.

Investigation

- Allow students to work in small groups. Students should estimate, use hefting and then use a pan balance.

Extension work

- Provide opportunities for students to experience conservation of mass (e.g. melting ice, rolling dough, cutting a ball of plasticine, squeezing a tube of toothpaste). Here, the mass remains the same.

Language

mass, weigh, weight, pan balance, balance scale, unit of measure, heft, hefting, measure, order, compare, heavier, lighter, about the same, (level) balance, estimate, number of units

Resources

- various classroom objects to balance, balance scale, and weigh (e.g. balls, blocks, bolts, bottles, Centicubes, cups, golf balls)
- marbles
- balance scales

Cross-reference

See also: pp 32, 96, 97
Year 1 pp 56, 57, 117

Evaluation

Is the student able to do the following?

- compare measurements of mass by hefting
- compare and order 2 or more objects according to mass
- record measurements by referring to the number and type of units used

Answers

- 1 Answers will vary.
- 2 Answers will vary.

Investigation

Answers will vary.

9A

Linking addition and subtraction

Strand: Number and algebra

Substrand: Combining and separating quantities B

Outcomes: Working mathematically (MA1-WM-01) pervades each strand. MA1-CSQ-01

Content: Represent and reason about additive relations

- recall and use related addition and subtraction number facts to at least 20
- model how addition and subtraction are inverse operations using concrete materials, drawings and diagrams
- represent the difference between 2 numbers using concrete materials and diagrams
- create, record and recognise combinations of 2 numbers that add to numbers from 11 up to and including 20

About this page

- 9A (p 34) and 9B (p 35) could be completed in the same lesson.
- *Header:* Place 15 pencils in a pile and 3 more pencils in another pile. Count all of the pencils. Put the number sentence $15 + 3 = 18$ on the board. Switch the piles so that this time there are 3 pencils first and 15 pencils second. Ask students, 'What is different? Does it affect how many pencils there are altogether?' Follow a similar procedure for $18 - 15 = 3$ and $18 - 3 = 15$. Emphasise that if you know 1 of these facts, you actually know 4 facts because they are linked.
- Discuss the Concept box demonstrating each number sentence and how they are linked using the number line and number bond.
- *Question 1a:* Relate the number sentences to the diagram. The diagram is used to help students understand number relationships. Discuss the relationship between addition and subtraction. Encourage students to use these diagrams as a problem-solving strategy when needed.
- *Question 2:* Some students would benefit from using concrete materials such as counters so they can physically manipulate objects to consolidate their understanding of linking addition and subtraction.
- *Question 3:* The groups may not appear obvious to students so they can draw a line between the group of nine stars and seven stars. Similarly in Question 4, a line can be drawn between the 2 tens blocks and the 4 tens blocks.
- Remind students that when we subtract, we take the smaller number away from the larger number (e.g. $15 - 8$ and $15 - 7$).

More teaching suggestions

- The most important use of this relationship is in using a known addition fact to perform subtraction. I can answer $11 - 7$ because I know that $7 + 4 = 11$.

- Ask students to use number bonds (BLM 13 and BLM 18) to make up examples of their own.
- Discuss the relationships like $5 + 3 = 3 + 5$.
- Give students an addition number sentence and ask them to write the related number sentences.
- Have fast workers use subtraction webs (BLM 19) even if they have seen them before.
- Review the use of number lines (BLM 17) to work out subtraction problems to 20.
- Demonstrate the link between addition and subtraction using the Number lines tool. Ask students to create an arc between 8 and 5 and write a true number sentence to explain the diagram. Then ask them to do the same thing on the number line below/above but in a different way.
- Ask students to create a group of 5, 3 and 8 counters on a workspace using the Counters tool. Students should click on the text button to make 4 true number sentences (e.g. $5 + 3 = 8$, $3 + 5 = 8$, $8 - 3 = 5$ and $8 - 5 = 3$).

Extension work

- Have students draw their own pictures and write 4 number sentences relating to each.
- Use subtraction facts to 20 (BLM 21) for further practice.

Language

linked, addition, add, plus, subtraction, take away, minus, remove, how many left, leaves, is equal to, equals, larger number, smaller number, diagram, number bond, tens blocks

Resources

- concrete materials (e.g. pencils, counters, place value ones)
- tens blocks
- BLMs: 13 Number bond houses (blank), 14 Addition webs, 17 Number lines, 19 Subtraction webs, 21 Addition and subtraction facts
- Maths tools: Number lines, Counters
- Maths tool activity: Number lines

Cross-reference

See also: p 35
Year 1 pp 115, 116

Evaluation

Is the student able to do the following?

- recall and use related addition and subtraction number facts to at least 20
- model how addition and subtraction are inverse operations using concrete materials, drawings and diagrams
- use known addition facts to do subtraction problems

AQ: BLM 42 is subtraction facts to 20. Do you mean that or 21 addition and subtraction facts, as listed in the resources?

Answers

- ① **a** 22, 15, 7, 22 **b** 17, 17, 8, 9
- ② **a** $9 + 5 = 14$, $5 + 9 = 14$, $14 - 9 = 5$, $14 - 5 = 9$
b $7 + 8 = 15$, $8 + 7 = 15$, $15 - 7 = 8$, $15 - 8 = 7$
- ③ $9 + 7 = 16$, $7 + 9 = 16$, $16 - 9 = 7$, $16 - 7 = 9$
- ④ $20 + 40 = 60$, $40 + 20 = 60$, $60 - 20 = 40$,
 $60 - 40 = 20$

SAMPLE PAGES

9B

Linking addition and subtraction

Strand: Number and algebra

Substrand: Combining and separating quantities B

Outcomes: Working mathematically (MA1-WM-01) pervades each strand. MA1-CSQ-01

Content: Represent and reason about additive relations

- recall and use related addition and subtraction number facts to at least 20

About this page

- **Concept box:** $6 + 4 = 10$ is linked to the subtraction number sentences $10 - 6 = 4$ and $10 - 4 = 6$. Demonstrate this by using books, Multilink cubes or counters. See the previous page, p 34, for more detail.
- **Question 1:** Here, students are asked to give the linked subtraction sentence as opposed to the previous page, where they were required to also provide the alternative addition number sentence.
- Remind students that when we subtract, we take the smaller number from the larger number (e.g. $15 - 8$ and $15 - 7$).
- The most important use of this relationship is in using a known addition fact to perform subtraction. I can answer $11 - 7$ because I know that $7 + 4 = 11$.

Fun spot

- Some students might benefit from using concrete materials and guided instruction to complete this activity.
- Encourage students to make up as many linked number sentences as they can.

More teaching suggestions

- Ask students to use number bonds (BLM 12) or number lines (BLM 17) to make up examples of their own.
- Have students write the 2 subtraction number sentences related to:
 - a $3 + 5 = 8$ b $1 + 9 = 10$
 - c $4 + 3 = 7$ d $8 + 7 = 15$
- Use counters and number lines (BLM 17) to show each number sentence above.
- Review addition of numbers by counting on from the larger number.
- Continue to test recall of number facts to 20. Use addition and subtraction facts (BLM 21), addition webs (BLM 14) and subtraction webs (BLM 19).
- Create a double workspace using the Place value blocks tool. In the upper workspace, place 6 blocks and in the lower workspace, place 5 blocks. Highlight the 5 blocks and drag to the upper workspace to show $6 + 5 = 11$. Drag the 5 blocks back to the lower workspace and discuss the subtraction formed: $11 - 5 = 6$. Is there any

other way we could have moved the groups? Repeat the process, but this time move the 6 blocks to the lower workspace and back to show $5 + 6 = 11$ and $11 - 6 = 5$.

- Give students an opportunity to create 4 number sentences using a given number of blocks in a double workspace using the Place value blocks tool.

Extension work

- Link larger numbers using related number sentences, such as those on the Student Book page, using a calculator.

Language

linked, addition, add, plus, subtraction, take away, minus, remove, how many left, leaves, is equal to, equals, larger number, smaller number, diagram, number bond

Resources

- concrete materials (e.g. Multilink cubes, counters, books)
- calculators
- BLMs: 12 Number bonds (addition), 14 Addition webs, 17 Number lines, 19 Subtraction webs, 21 Addition and subtraction facts
- Maths tool: Place value blocks

Cross-reference

See also: p. 34

Year 1 pp 115, 116

Evaluation

Is the student able to do the following?

- use commutative properties of addition and subtraction
- apply a range of mental strategies for addition and subtraction
- record number sentences

Answers

- ①
- a $15 - 7 = 8$, $15 - 8 = 7$
 - b $14 - 6 = 8$, $14 - 8 = 6$
 - c $12 - 7 = 5$, $12 - 5 = 7$
 - d $20 - 14 = 6$, $20 - 6 = 14$
 - e $31 - 22 = 9$, $31 - 9 = 22$
 - f $26 - 17 = 9$, $26 - 9 = 17$

Fun spot

Answers will vary. However, students will begin with an addition number sentence and write the 2 linked subtraction number sentences.

Strand: Measurement and space

Substrand: Geometric measure B

Outcomes: Working mathematically (MA1-WM-01) pervades each strand. MA1-GM-02

Content: Length: Compare and order lengths, using appropriate uniform informal units

- compare and order 2 or more shapes according to their lengths using an appropriate uniform informal unit
- compare the lengths of 2 or more objects that cannot be moved or aligned
- record length comparisons using drawings, numerals and words, and by referring to the uniform informal unit used

About this page

- *Concept box:* Discuss the picture and the fact that the pencil measures about 10 finger spaces. Demonstrate the term 'side by side'. Ask students to get a pencil and measure how many times their finger will fit along their pencil. Record the result. Compare the results and discuss why some students have different answers (e.g. length of the pencil, width of fingers).
- *Question 1:* Discuss the method of measuring 'side by side' without gaps or overlaps when we use ones blocks, and 'end to end' when we use paperclips. Other appropriate units can be used, but remember to change the unit in the answer.
- *Question 2:* Demonstrate how we use a hand span to measure length. Remind students that a hand span is the widest distance your hand can reach.
- Discuss the results of Question 2. Ask, 'Did everyone get the same answer? Why do you think this is so?' Discuss the advantages and disadvantages of informal units to measure lengths or distances.

Activity

- Note: Measuring lengths using informal units allows us to compare lengths or distances when the 2 lengths cannot be brought together for comparison. In this case, we are using steps as a means of measuring distances (i.e. the distance to the school canteen, the lunch seats and the library).
- Discuss the need for a formal unit of length. 'Why would we want one?', 'What use would it be?', 'What units of length do you know?', 'Who has heard of the metre?', 'Who has heard of the centimetre?', 'How big are these units?'

More teaching suggestions

- Give practical activities around the classroom and the playground in measuring distances using informal units, e.g. 'How many book lengths from your desk to the door?'
- Give experiences where students measure the length or width of items using any object as a unit. Emphasise that units must be placed end to end with no gaps or overlaps between each unit (e.g. 'How many book lengths from your desk to the door?').
- Discuss choices and suitability of different units (e.g. 'Which is more suitable to measure the length of a blackboard: a paintbrush or a paperclip?').
- Cut out footprints on cardboard (ensure they are all the same size). Use them as a unit to measure items in the room.

Extension work

- Discuss the disadvantages of informal units of measure.
- Use string to compare the circumferences of cylindrical objects.

Language

units, as long as, distance, equal lengths, length, shortest, longest, same, measure, guess, check

Resources

- various classroom objects (e.g. blocks, paperclips, craft sticks)
- (laminated) cardboard footprints
- string
- Example questions: Informal units of length

Cross-reference

See also: pp 37, 64, 68

Year 1 pp 32, 33, 40, 41

Evaluation

Is the student able to do the following?

- compare the lengths of 2 or more objects that cannot be moved or aligned
- record length comparisons using drawings, numerals and words, and by referring to the uniform informal unit used

Answers

- 1 Answers will vary.
- 2 Answers will vary.

Activity

Answers will vary.

9D Informal units of length

Strand: Measurement and space

Substrand: Geometric measure B

Outcomes: Working mathematically (MA1-WM-01) pervades each strand. MA1-GM-02

Content: Length: Compare and order lengths using appropriate uniform informal units

- compare and order 2 or more shapes according to their lengths using an appropriate uniform informal unit
- compare the lengths of 2 or more objects that cannot be moved or aligned
- record length comparisons using drawings, numerals and words, and by referring to the uniform informal unit used

About this page

- Note: Students should be encouraged to describe a length as the number and type of units used (e.g. the desk is 10 sticks long).
- *Concept box:* Discuss how many times the pen will fit across the desk. Talk about how the child has marked the length of the pen so he can count the total number of pens. This ensures a consistent unit of measurement. The mark should be made at the tip of the pen and the end of the pen placed next to the mark with no gaps or overlaps. A tally could also be kept as a count of the number of pen lengths used to measure the length of the desk.
- *Question 1:* Highlight the fact that the unit used is included in the answer.
- Ask students about the relationship between the size of a unit and the number of units needed (i.e. the shorter the unit, the more units are required). Conversely, the longer the unit, the fewer units are required (e.g. there will be more finger lengths than pencils needed to measure the desk).
- *Question 2:* Demonstrate how we use a hand span to measure length. Remind students that a hand span is the widest distance your hand can reach. Discuss the terms 'shorter' and 'longer'.
- Ask students to compare their results and discuss why there may be any discrepancies.
- *Question 3:* Encourage students to estimate (guess) then count the number of craft sticks required to measure the length. Ensure students understand that there should be no gaps or overlaps.

Activity

- Note: Using a piece of string to compare lengths is called 'indirect comparison'. We use indirect comparison when the 2 lengths cannot be brought together so that their lengths can be aligned. We usually use a length of

string, a piece of wood or the distance between the tips of our fingers as a means of carrying the 'length' of the first object to the second object to compare the lengths.

- Students need to make sure they measure from the end of the string. Emphasise that when using the string, students should try to be as accurate as possible.

More teaching suggestions

- Ask students to brainstorm a list of uniform informal units that could be used to measure the length of an object in the classroom (e.g. a bookshelf). Discuss the appropriateness of each unit. Suggest 3 objects to measure (e.g. a book, a desk and a cupboard). Make a list of the most appropriate uniform informal unit to measure each object. Discuss the list.
- Ask students to select 3 informal units. Make a list (like that in Question 1) with the headings 'Units used', 'Guess (estimation)' and 'Length'. Measure the bookcase using each of the units.
- Ensure students understand the importance of measuring with no gaps or overlaps. Encourage students to measure in straight lines, where possible, because if it is not a straight line, it will influence the result.
- Stress the importance of estimating before measuring. If our measure does not match our estimate, we should measure again in case we have made a mistake in our measuring. Compare the results. Are they different? Why?
- Ross the builder says: 'Measure twice, cut once.' What does this mean?

Extension work

- *How long is your shoe?:* Have each student trace their shoe onto thin cardboard and cut out the shape (or use prepared laminated 'shoes' of varying lengths). Ask the student to choose an informal unit to measure the length of the shoe and record the length.
- A different uniform informal unit can be chosen and the process repeated. Discuss the results.

Language

length, distance, end-to-end, gaps, overlaps, hand span, units of length, 10 shoes long etc., shorter than, longer than, measure

Resources

- various informal units of length (e.g. books, pencils, string)
- craft sticks
- cardboard and textas (or laminated cardboard shoes of varying lengths)
- Example questions: Informal units of length

Cross-reference

See also: pp 36, 64, 68
Year 1 pp 32, 33, 40, 41

Evaluation

Is the student able to do the following?

- compare the lengths of 2 or more objects that cannot be moved or aligned
- record length comparisons using drawings, numerals and words, and by referring to the uniform informal unit used

Answers

- ① Answers will vary.
- ② Answers will vary.
- ③ Answers will vary.

Activity

Answers will vary.

SAMPLE PAGES

10A How many more?

Strand: Number and algebra

Substrand: Combining and separating quantities B

Outcomes: Working mathematically (MA1-WM-01) pervades each strand. MA1-CSQ-01

Content: Use knowledge of equality to solve related problems

- use number bonds to determine a missing number
- use a variety of ways of writing number sentences

About this page

- Encourage students to draw lines to link the same objects in the Concept box. This strategy will make it easier to add the 2 groups.
- By moving along a number line, students can tell how many more are needed (BLM 17).
- We can use adding on to solve these problems. Make a line of counters to show what has been added so far, and place a line of counters next to that one to show the total desired. We can then see how many extra counters we need to make the rows equal. When adding the known numbers, we can use different colours for each number. The extra counters in the longer row make it easy to see how many more need to be added to the smaller group. The shortfall can be counted to see how many more need to be added.
- *Question 1:* Remind students that there are 3 numbers needed to make 20.
- *Question 2:* Encourage students to work with a partner to describe how they found the missing number.

Investigation

- In the investigation, remind students that we will need to include zero in the number sentences.
- For the second part of the investigation, students can use drawings, concrete materials, diagrams or number sentences to show their answers.

More teaching suggestions

- Regularly revise counting on from a given number. 'What is five more than 6?' A number chart (BLM 2) will assist students with this exercise.
- Ask students to use number bonds (BLM 12) to consolidate finding a missing number.
- Encourage students to use a variety of strategies to find out how many more (e.g. drawing pictures, using a number chart (BLM 2), number lines (BLM 17), counting on, building to 10 and restructuring the number sentence as a subtraction).
- Review simple addition facts to 20. (See BLM 21 and BLM 15.) Encourage students to use the correct terminology for addition.

- Note: At this stage, drill and practice of number facts should occur (BLM 40). Number bond houses (BLM 11) can be used to consolidate these number facts.

Extension work

- Use the concept of money to find how much more (e.g. 'I need 50 cents. How much more money do I need if I have 30 cents?'). Allow students to use play money and a hundred chart if need be.

Language

how many more, count on, addition, add, plus, total, altogether, the same, makes, equals, is equal to, group, equal groups, fewer than, less than, number sentence, number story, missing number

Resources

- various concrete materials, including counters and plastic money
- BLMs: 2 Number chart, 17 Number lines, 21 Addition and subtraction facts, 40 Addition facts to 20
- Maths tools: Pan balance, Number lines

Cross-reference

See also: pp 30, 31
Year 1 pp 70, 71

Evaluation

Is the student able to do the following?

- use number bonds to determine a missing number
- use a variety of ways of writing number sentences

Answers

- 1 a 11 b $7 + 7 + 6 = 20$
c $5 + 9 + 6 = 20$ d $5 + 1 + 14 = 20$
- 2 a 6 b 5 c 4 d 4
e 4 f 4 g 7 h 3
i 8 j 10

Investigation

- a $6 + 0 + 4 = 10$ $6 + 1 + 3 = 10$
 $6 + 2 + 2 = 10$ $6 + 3 + 1 = 10$
 $6 + 4 + 0 = 10$
- b $17 + 0 + 3 = 20$ $17 + 1 + 2 = 20$
 $17 + 2 + 1 = 20$ $17 + 3 + 0 = 20$

Answers will vary. Possible answers include:

- $10 + 0 + 10 = 20$ $10 + 1 + 9 = 20$
 $10 + 2 + 8 = 20$ $10 + 3 + 7 = 20$
 $10 + 4 + 6 = 20$ $10 + 5 + 5 = 20$
 $10 + 6 + 4 = 20$ $10 + 7 + 3 = 20$
 $10 + 8 + 2 = 20$ $10 + 9 + 1 = 20$
 $10 + 10 + 0 = 20$

AQ: should these two points be left in as these tools are mentioned in the Resources?

10B Volume and capacity

Strand: Measurement and space

Substrand: Three-dimensional spatial structure B

Outcomes: Working mathematically (MA1-WM-01) pervades each strand. MA1-3DS-02

Content: Volume: Compare containers based on internal volume (capacity) by filling and packing

- make and use a device for measuring internal volume (capacity) calibrated in uniform informal units
- compare, order and record the internal volumes (capacities) of 2 or more containers by measuring each container in uniform informal units

About this page

- **Header:** Discuss the picture. Ask students, 'What do we call the water that does not fit into the container we are pouring it into?' (overflow). Discuss any situations where students have seen or experienced this (e.g. when a glass is full of liquid and ice is added to it, there is an overflow).
- The terms 'internal volume' and 'capacity' are interchangeable. They mean 'the space within a container' or 'what the container can hold'. Note: It is not necessary for students to know the names of formal units at this stage.
- Discuss the pictures in Question 1, paying particular attention to the scale on the side of the container.
- Note the original water level (in A) and then the new level when the ball is added. When we subtract the original water level from the new water level, the difference is the volume of the ball (2 cups).
- In Question 1c and d, even though the shape of the plasticine has changed, the volume has not changed.
- In Question 2, encourage students to estimate if they are not sure and then compare their answers. Ask students to explain their reasoning.

Activity

- When attempting the activity, ask students to use a large see-through plastic or glass container. Ask students to record each step as it occurs.
- The teacher could demonstrate the experiment. The results could be discussed.

More teaching suggestions

- Provide students with opportunities to experiment with rising water levels by placing objects into a container (displacement) or show water overflowing by pouring the contents of a larger container into a smaller container. Ask students to predict what will happen. A water tray should be used outside to collect the overflow.
- Ask students to choose 2 objects and predict which object will give the greater displacement. Ask students

to test the prediction. Encourage students to find objects that are not too obvious in terms of size / weight.

- Note: Provide students with opportunities to manipulate and describe activities as this allows them to use the language of internal volume and capacity.

Extension work

- Students work in pairs. One student puts several cups of water into a container and their partner estimates the capacity of the container. Encourage partners to check their estimate by filling the container and counting the cups needed to fill the container.

Language

scale, volume and capacity, container, space occupied, object, measure, estimate, overflow, greatest capacity, experiment

Resources

- water
- containers (of various sizes, 1 large enough to hold a ball and water)
- ball (or similar object to submerge)
- plasticine
- water tray

Cross-reference

See also: p 44

Year 1 pp 44, 45, 49

Evaluation

Is the student able to do the following?

- compare, order and record the internal volumes (capacities) of 2 or more containers by measuring each container in uniform informal units

Answers

- a The ball has a volume of 2 cups.
 - b Two balls have a volume of 4 cups.
 - c The volume of the plasticine in C is 3 cups.
 - d The volume of the plasticine in D is 3 cups.
 - e Yes
- a Yes, it would overflow.
 - b No, glass B does not have the same capacity as glass A.
 - c Glass B has the same capacity as glass C.
 - d Glass A has the greatest capacity (not including D).

Activity

The experiment would be carried out and the results recorded.

100 Using graphs

Strand: Statistics and probability

Substrand: Data B

Outcomes: Working mathematically (MA1-WM-01) pervades each strand. MA1-DATA-02, MA1-DATA-01

Content: Identify a question of interest and gather relevant data

- pose suitable questions, where the answers form categories, and predict the likely responses
- collect data on familiar topics
- sort data into relevant categories

Content: Create displays of data and interpret them

- organise collected data into lists and tables to display information

About this page

- **Header:** 'What is the echidna is doing?' Ask, 'Why might this picture be in the header?'
- Discuss graphs and their purpose (i.e. graphs are used to compare objects and groups. A graph is a way of recording information so that it can be displayed or more easily interpreted).
- **Question 1:** Discuss the picture graph and revise the features (e.g. heading or title, pictures representing each group, symbols / shapes representing each response, symbols equally spaced across the graph, pictures in rows, a baseline or starting line to show where each row begins).
- Ask questions about the graph such as:
 - Why do you think this is called a picture graph?
 - What names could we give to each category?
 - Which is the smallest group?
 - Which is the largest group?
 - Can you tell how many boys and girls are included in the responses?
 Ask students to explain their answer. Encourage students to answer in a sentence.
- Discuss the need for a graph to have pictures roughly the same size.
- **Question 2:** This is a data display that communicates information clearly. Ask, 'What features of a picture graph does it have?' (it uses pictures and it has categories), 'Are any of the usual features missing?' (there is no title and the pictures are not strictly in a row or in a column).

Fun spot

- A discussion about observing passing traffic and constructing a tally should occur.
- Discuss the Fun spot. Consider questions such as:
 - Which colours would we count?
 - Where would we stand?

- Would enough cars pass our position or would there be too many?
 - How would we keep count: by writing numbers, using counters or drawing tally marks?
 - What kind of graph would we draw: a picture graph or a column graph?
- A discussion about recording the colours in a packet of Smarties could occur.

More teaching suggestions

- As a class, make a graph like the one in Question 2, showing the birthday months of all the students in the class.
- Students could be asked to make their own graph as it provides a practical opportunity for them to compare objects and groups.
- Give each student a paper square on which to draw a favourite pet. Choose categories and display the results on the notice board. A category called 'other' may need to be made to represent pets that have been chosen only once.

Extension work

- Students can carry out one of the Fun spot surveys. Ask students to graph the results. Use cardboard to display the graph and an explanation of how the information was collected.

Language

graph, symbol, picture graph, table, data, tally, heading, rows, columns

Resources

- counters
- paper
- pencil
- clipboard / book to lean on
- cardboard

Cross-reference

See also: pp 9, 45, 65, 109, 113, 117, 136
Year 1 pp 25, 53, 61, 97, 124

Evaluation

Is the student able to do the following?

- collect data on familiar topics
- sort data into relevant categories
- organise collected data into lists and tables to display information

Answers

- ① **a** 4 sandwiches
b 6 pies
c 2 apples
d 12 all together
e 4 more pies than apples

f

Sandwiches	4
Pies	6
Apples	2

g Answers will vary.

- ② **a** 3 girls **b** 1 girl **c** no girls
d 19 girls

Fun spot

A discussion about observing passing traffic, constructing a tally and recording the colour of Smarties will occur.

SAMPLE PAGES

10D Chance

Strand: Statistics and probability

Substrand: Chance B

Outcomes: Working mathematically (MA1-WM-01) pervades each strand. MA1-CHAN-01

Content: Identify and describe activities that involve chance

- describe possible outcomes in everyday activities and events as being *likely* or *unlikely* to happen
- compare familiar activities and events and describe them as being *more* or *less* likely to happen
- describe familiar events as being *possible*

About this page

- Revise the meaning of the term 'chance' as 'the possibility of something happening'.
- **Header:** Discuss the picture. Ask, 'What is the chance of burning your hand on the stove at home?'
- **Question 1:** Discuss the 2 pictures and ask students to explain why one picture is more likely to happen and the other is less likely to happen.
- **Question 2:** Have students suggest events that are more likely than less likely to happen to them (e.g. 'I will have a party on my next birthday'). Ask, 'Is this sure to happen?', 'Could you be too sick to have a party?'
- **Question 3:** Discuss the 'chance' vocabulary at the bottom of the Student Book page. Ask for volunteers to try the experiment.

More teaching suggestions

- Have a class picture talk. Discuss the picture by asking questions in terms of 'chance' vocabulary. In a zoo scene, ask, 'Is it likely the tigers will escape from their enclosure?' Encourage students to justify their answers using the language of chance.
- Discuss chance words that are commonly used, in everyday conversations (e.g. 'might', 'certain', 'probably', 'likely', 'unlikely', 'possible', 'impossible').
- Use the language of chance to discuss activities in everyday contexts (e.g. 'It is unlikely that it will rain today', 'It is possible to stay up all night').
- Compare the likelihood of two events. 'Is it more likely that a student or a teacher will be next to come into our classroom?'
- Use spinners (BLM 32) to discuss outcomes that are more likely or less likely (e.g. spinning a number less than 3 or spinning a number greater than 3).
- Demonstrate the terms 'impossible', 'certain' and 'even chance' using a coin flip in the Probability tool. Students should create their own experiment with an even chance.
- Use the jumbler machine in the Probability tool to model an experiment. Use the words 'likely' and 'unlikely' to describe events.

- Students can use the Probability tool to create jumbler machines where the probability of selecting a red marble is impossible, unlikely, likely and certain. Students should complete the experiment and write an explanation of the descriptive term beside the machine with the text button.

Extension work

- Prepare 2 overlapping hoops and label 1 as 'possible' and 1 as 'impossible'.
- Ask students to write an event on a card and place it in the appropriate hoop.
- Ask students to discuss the placement of various events. Can any event be both possible and impossible at the same time? (No.)



Language

chance, might, certain, probably, likely, more likely, less likely, unlikely, possible, not possible, impossible

Resources

- 2 cards, 1 with 'possible' written on it and 1 with 'impossible' written on it
- blank cards
- hoops
- BLM: 32 Spinners
- Maths tool: Probability
- Maths tool activity: Probability

Cross-reference

See also: pp 61, 135

Year 1 pp 81, 128

Evaluation

Is the student able to do the following?

- describe possible outcomes in everyday activities and events as being *likely* or *unlikely* to happen
- compare familiar activities and events and describe them as being *more* or *less* likely to happen
- describe familiar events as being *possible*

Answers

- a left side more likely, right side less likely
 - b left side more likely, right side less likely
 - c left side more likely, right side less likely
- Answers will vary.
- red likely, yellow impossible, blue unlikely, red or blue certain

Progress test 2

Name:

Number and algebra

- 1 Draw lines to show how you would share these collections equally.

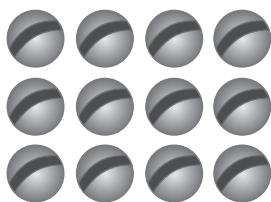
a 10 counters
2 children



b 12 mushrooms
4 children

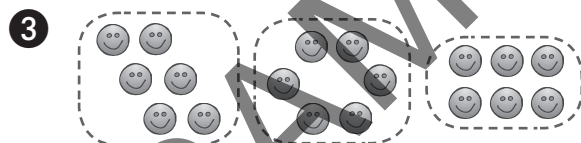


- 2 How many students could be given:



a 2 balls?

b 3 balls?



How many groups?

How many in each group?

How many altogether?

groups of =

+ + =



The birds show:

rows of =

6 + =

5 a $15 - 5 =$

b $16 - 4 =$

c $12 - 5 =$

d $16 - 8 =$

6 a $6 + 8 =$

b + 7 = 15

c $5 +$ = 13

d $14 - 8 =$

e $12 - 6 =$

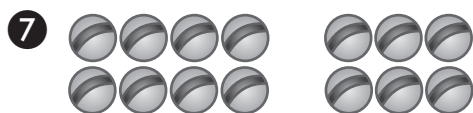
f 7 less than 11 =

g $5 +$ = 10

h $12 +$ = 20

i What is the difference between 12 and 8?

Progress test 2 (continued)



a $8 + 6 = \square$

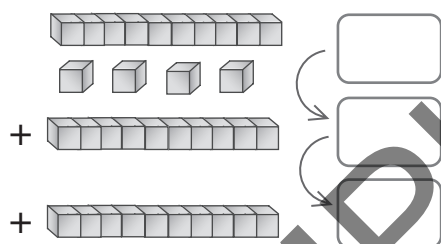
b $6 + 8 = \square$

c Write 2 different subtraction number sentences to match the picture above.

$\square - \square = \square$

$\square - \square = \square$

8 Write the totals, adding another ten for each row.



17, 27, 37, \square , \square , \square

98, 88, 78, \square , \square , \square

$54 + 20 = \square$

$39 + 40 = \square$

$75 - 10 = \square$

$76 - 30 = \square$

9 a $13 + 6 - 6 = \square$

b $23 - 5 + 5 = \square$

c Rajat had 15 balls. He lost 6 and bought 6 more.
How many balls does he have now? \square

10 Write the value of each.



Progress test 2 (continued)

Measurement and space

11 Write the time.



o'clock

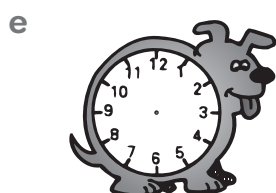


o'clock





Show the time.

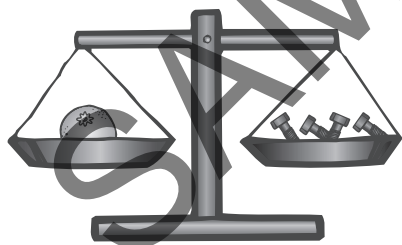


7 o'clock



half past 12

12

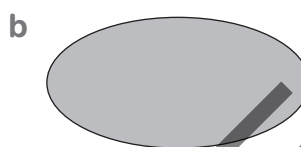


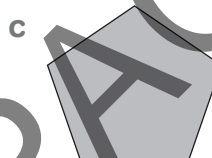
How many bolts would be needed to balance 2 oranges?

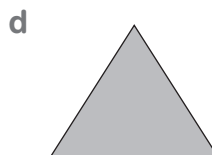
bolts

13 Name each shape.









14 Draw an octagon.

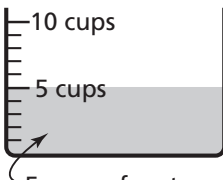
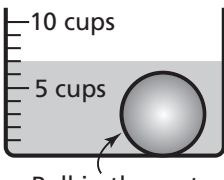


Progress test 2 (continued)

- 15 Use hand spans to measure this page.

Width of page:

Height of page:

- 16 a  10 cups
5 cups
5 cups of water
- b  10 cups
5 cups
Ball in the water

If the water from A was poured into B, would it overflow?

- 17
- | | |
|------|--------|
| Vase | 4 cups |
| Box | 8 cups |

- a Which container has a smaller capacity?
- b How many more cups than the vase can the box hold? cups

Statistics and probability

- 18 a  b 

Which is more likely?

- 19 The weather on our holidays

Sunny							
Rainy							
Cloudy							

Each square stands for 1 day.

- a How many days were sunny? days
- b How many days were cloudy? days
- c How long was our holiday? days
- d Complete this table for the graph.

Sunny	
Rainy	
Cloudy	

- 20 Use this list to complete the table and graph.

Favourite colour:

purple, yellow, purple, purple, yellow

Table: Favourite colour

purple	
yellow	

Graph:

purple				
yellow				

Notes and answers for Progress test 2

Objective

- Diagnose weaknesses for future treatment.

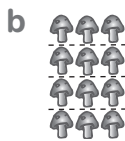
Follow-up

- Any weakness discovered should be treated. Copies of Student Book pages are cross-referenced for follow-up.
- Questions and Student Book pages are cross-referenced on the Remediation records: Progress tests pages.
- A record of each student's progress can be kept using the Remediation records: Progress tests pages (see pp 145–146).
- The content of the tests should be revised and reinforced throughout the year where possible. When teaching new concepts and skills, it is important to build on previously known work.

Question topic cross-reference

- | | | |
|----|-----------------------------|-----------|
| 1 | Division | p 22 |
| 2 | Division | p 23 |
| 3 | Multiplication and division | p 23 |
| 4 | Multiplication | pp 26, 27 |
| 5 | Subtraction | p 30 |
| 6 | Addition and subtraction | pp 31, 38 |
| 7 | Addition and subtraction | p 34 |
| 8 | Addition and subtraction | p 42 |
| 9 | Addition and subtraction | p 46 |
| 10 | Whole numbers | p 47 |
| 11 | Time | p 24 |
| 12 | Mass | p 32 |
| 13 | 2D shapes | p 28 |
| 14 | 2D shapes | p 29 |
| 15 | Length | pp 36, 37 |
| 16 | Capacity | p 39 |
| 17 | Capacity | p 44 |
| 18 | Chance | p 41 |
| 19 | Data | p 40 |
| 20 | Data | p 45 |

Progress test 2 answers



2 a 6 b 4

3 3, 6, 18, 3 groups of 6 = 18, $6 + 6 + 6 = 18$

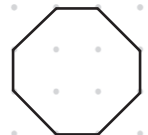
4 2 rows of 6 = 12, $6 + 6 = 12$

- 5 a 10 b 12 c 7 d 8
- 6 a 14 b 8 c 8 d 6 e 6
f 4 g 5 h 8 i 4
- 7 a 14 b 14 c $14 - 8 = 6$ $14 - 6 = 8$
- 8 14, 24, 34 17, 27, 37, 47, 57, 67
98, 88, 78, 68, 58, 48 74, 79, 65, 46
- 9 a 13 b 23 c 15
- 10 a 10c b 50c c \$1 d \$2 e \$10
f \$100 g \$20
- 11 a 10 o'clock b 2 o'clock
c half past 3 or 3 thirty d half past 11 or 11 thirty
e



- 12 8 (bolts)
- 13 a rectangle b oval c pentagon
d triangle

14



Answers will vary but the shape must have 8 straight sides.

- 15 about 1 or 2 hand spans about 2 hand spans
- 16 yes
- 17 a vase b 4 (cups)
- 18 B
- 19 a 3 (days) b 2 (days) c 11 (days)

d

Sunny	3
Rainy	6
Cloudy	2

- 20 Favourite colour:

purple, yellow, purple, purple, yellow

Table: Favourite colour

purple	3
yellow	2

Progress retest 2

Name:

Number and algebra

- 1 Draw lines to show how you would share these collections equally.

- a 10 ice blocks
2 families



- b 12 butterflies
4 groups



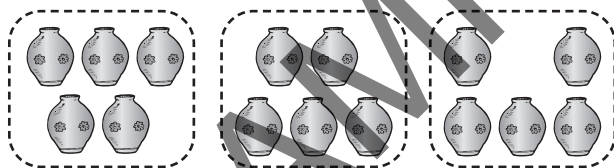
- 2 How many students could be given:



- a 2 bananas?

- b 4 bananas?

3



How many groups?

How many in each group?

How many altogether?

groups of =

+ + =

4



The tomatoes show:

rows of =

4 + =

5

a $7 - 2 =$

b $15 - 7 =$

c $11 - 3 =$

d $17 - 8 =$

6

a $7 + 8 =$

b + 5 = 14

c $6 +$ = 11

d $16 - 5 =$

e $11 - 4 =$

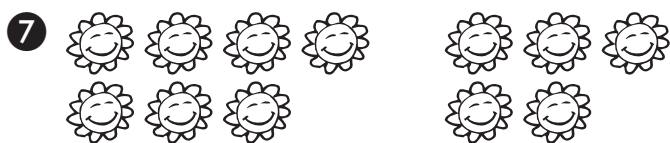
f 5 less than 13 =

g $3 +$ + 2 = 12

h $14 +$ + 5 = 25

i What is the difference between 18 and 16?

Progress retest 2 (continued)



a $7 + 5 = \square$

b $5 + 7 = \square$

c Write 2 different subtraction number sentences to match the picture above.

$\square - \square = \square$

$\square - \square = \square$

8 Write the totals, adding another 10 for each row.

$12, 22, 32, \square, \square, \square$

85, 75, 65, \square , \square , \square

$32 + 20 = \square$

$22 + 40 = \square$

$85 - 20 = \square$

$75 - 40 = \square$

9 a $11 + 4 - 4 = \square$

b $21 - 6 + 6 = \square$

c Callum had 8 cards. He lost 5 and his Dad bought him 5 more. How many cards does he have now? \square

10 Write the value of each.



Progress retest 2 (continued)

Measurement and space

11 Write the time.



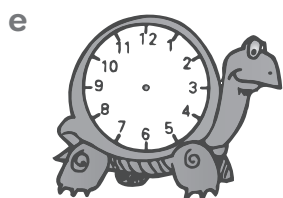
o'clock



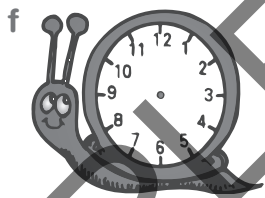
o'clock



Show the time.



6 o'clock

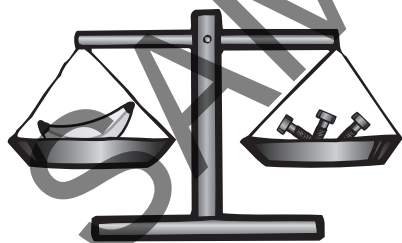


half past 8

13 Name and describe each shape.



14 Draw an hexagon.



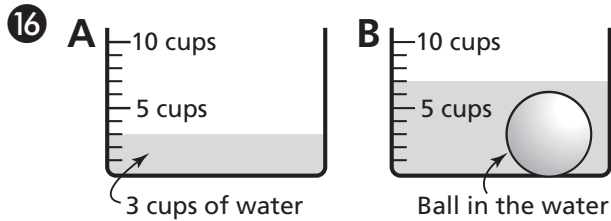
How many bolts would be needed to balance 2 bananas?

bolts

Progress retest 2 (continued)

- 15 Use hand spans to measure the length from your shoulder to your finger tips.

about hand spans



If the water from A was poured into B, would it overflow?

17

Bottle	2 cups
Lunch box	4 cups

- a Which container has a smaller capacity?
- b How many more cups than the bottle can the lunch box hold? cups

Statistics and probability



Which is more likely to be seen?

- 19 Fruit eaten

Bananas						
Apples						
Pears						

Each fruit stands for 1 piece of fruit eaten.

- a How many bananas were eaten?
- b How many apples were eaten?
- c How many more apples than pears were eaten?
- d Complete this table for the graph.

Bananas	
Apples	
Pears	

- 20 Use this list to complete the table and graph.

Favourite pet:

dog, dog, cat, dog, cat, dog, cat, dog

Table:

Dog	
Cat	

Graph:

Dog					
Cat					

Notes and answers for Progress retest 2

Objective

- Diagnose weaknesses for future treatment.

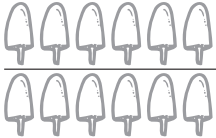
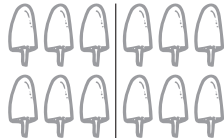
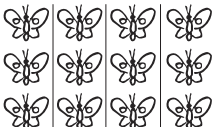
Follow-up

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- Questions and Student Book pages are cross-referenced on the Remediation records: Progress tests pages.
- A record of each student's progress can be kept using the Remediation records: Progress tests pages (see pp 173–174).
- The content of the tests should be revised and reinforced throughout the year where possible. When teaching new concepts and skills, it is important to build on previously known work.

Question topic cross-reference

- | | | |
|----|--------------------------|-----------|
| 1 | Division | p 22 |
| 2 | Division | p 22 |
| 3 | Multiplication | p 23 |
| 4 | Multiplication | pp 26, 27 |
| 5 | Subtraction | p 30 |
| 6 | Addition and subtraction | pp 31, 38 |
| 7 | Addition and subtraction | p 34 |
| 8 | Addition and subtraction | p 42 |
| 9 | Addition and subtraction | p 46 |
| 10 | Whole numbers | p 47 |
| 11 | Time | p 24 |
| 12 | Mass | p 32 |
| 13 | 2D shapes | p 28 |
| 14 | 2D shapes | p 29 |
| 15 | Length | pp 36, 37 |
| 16 | Capacity | p 39 |
| 17 | Capacity | p 44 |
| 18 | Chance | p 41 |
| 19 | Data | p 40 |
| 20 | Data | p 45 |

Progress retest 2 answers

- 1 a  or 
- 

2 a 4 b 2

3 3, 5, 15, 3 groups of 5 = 15, 5 + 5 + 5 = 15

4 2 rows of 4 = 8, 4 + 4 = 8

5 a 5 b 8 c 8 d 9

6 a 15 b 9 c 5 d 11 e 7
f 8 g 7 h 6 i 2

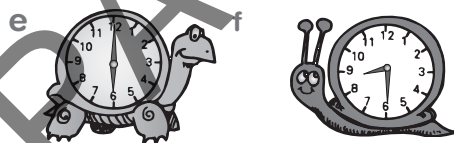
7 a 12 b 12 c $12 - 7 = 5$ $12 - 5 = 7$

8 8, 18, 28 12, 22, 32, 42, 52, 62
85, 75, 65, 55, 45, 35 52, 62, 65, 35

9 a 11 b 21 c 8

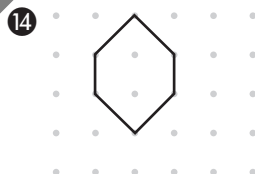
10 a \$2 b 20c c 5c d 10c e \$5
f \$20 g \$50

11 a 4 o'clock b 8 o'clock
c half past 2 or 2 thirty
d half past 1 or 1 thirty



12 6 (bolts)

13 a triangle b octagon c hexagon
d pentagon



Answers will vary but the shape must have 6 straight sides.

15 about 4 (hand spans)

16 no

17 a bottle b 2 (cups)

18 A

19 a 5 (bananas) b 6 (apples) c 3 (more apples)

d

Bananas	5
Apples	6
Pears	3

20 Table: Favourite pet

Dog	5
Cat	3

Graph: Favourite pet

Dog					
Cat					

Progress retest 2

Name:

Number and algebra

- 1 Draw lines to show how you would share these collections equally.

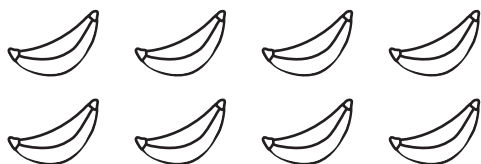
- a 10 ice blocks
2 families



- b 12 butterflies
4 groups



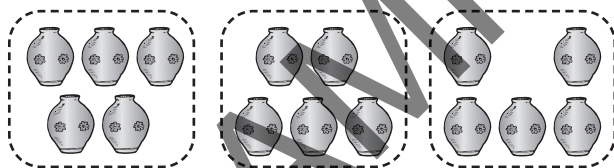
- 2 How many students could be given:



- a 2 bananas?

- b 4 bananas?

3



How many groups?

How many in each group?

How many altogether?

groups of =

+ + =

4



The tomatoes show:

rows of =

4 + =

5

a $7 - 2 =$

b $15 - 7 =$

c $11 - 3 =$

d $17 - 8 =$

6

a $7 + 8 =$

b + 5 = 14

c $6 +$ = 11

d $16 - 5 =$

e $11 - 4 =$

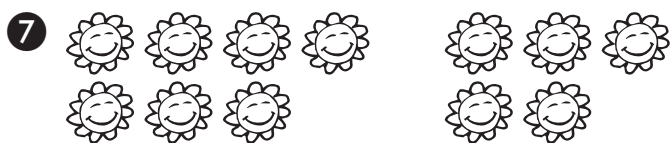
f 5 less than 13 =

g $3 +$ + 2 = 12

h $14 +$ + 5 = 25

i What is the difference between 18 and 16?

Progress retest 2 (continued)



a $7 + 5 = \square$

b $5 + 7 = \square$

c Write 2 different subtraction number sentences to match the picture above.

$\square - \square = \square$

$\square - \square = \square$

8 Write the totals, adding another 10 for each row.

$12, 22, 32, \square, \square, \square$

85, 75, 65, \square , \square , \square

$32 + 20 = \square$

$22 + 40 = \square$

$85 - 20 = \square$

$75 - 40 = \square$

9 a $11 + 4 - 4 = \square$

b $21 - 6 + 6 = \square$

c Callum had 8 cards. He lost 5 and his Dad bought him 5 more. How many cards does he have now? \square

10 Write the value of each.



Progress retest 2 (continued)

Measurement and space

11 Write the time.



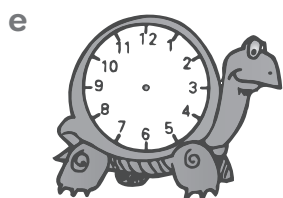
o'clock



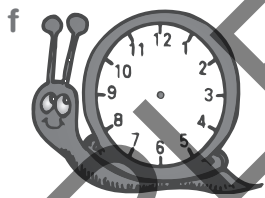
o'clock



Show the time.



6 o'clock



half past 8

13 Name and describe each shape.



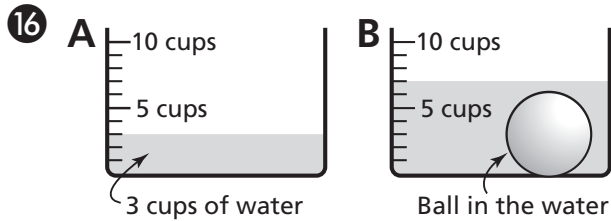
14 Draw an hexagon.



Progress retest 2 (continued)

- 15 Use hand spans to measure the length from your shoulder to your finger tips.

about hand spans



If the water from A was poured into B, would it overflow?

17

Bottle	2 cups
Lunch box	4 cups

- a Which container has a smaller capacity?
- b How many more cups than the bottle can the lunch box hold? cups

Statistics and probability



Which is more likely to be seen?

- 19 Fruit eaten

Bananas						
Apples						
Pears						

Each fruit stands for 1 piece of fruit eaten.

- a How many bananas were eaten?
- b How many apples were eaten?
- c How many more apples than pears were eaten?
- d Complete this table for the graph.

Bananas	
Apples	
Pears	

- 20 Use this list to complete the table and graph.

Favourite pet:

dog, dog, cat, dog, cat, dog, cat, dog

Table:

Dog	
Cat	

Graph:

Dog					
Cat					

Notes and answers for Progress retest 2

Objective

- Diagnose weaknesses for future treatment.

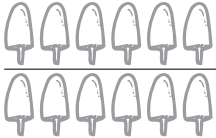
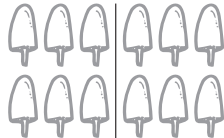
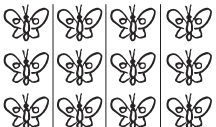
Follow-up

- Any weakness discovered should be treated. Copies of Student Book pages are cross-referenced for follow-up.
- Questions and Student Book pages are cross-referenced on the Remediation records: Progress tests pages.
- A record of each student's progress can be kept using the Remediation records: Progress tests pages (see pp 173–174).
- The content of the tests should be revised and reinforced throughout the year where possible. When teaching new concepts and skills, it is important to build on previously known work.

Question topic cross-reference

- | | | |
|----|--------------------------|-----------|
| 1 | Division | p 22 |
| 2 | Division | p 22 |
| 3 | Multiplication | p 23 |
| 4 | Multiplication | pp 26, 27 |
| 5 | Subtraction | p 30 |
| 6 | Addition and subtraction | pp 31, 38 |
| 7 | Addition and subtraction | p 34 |
| 8 | Addition and subtraction | p 42 |
| 9 | Addition and subtraction | p 46 |
| 10 | Whole numbers | p 47 |
| 11 | Time | p 24 |
| 12 | Mass | p 32 |
| 13 | 2D shapes | p 28 |
| 14 | 2D shapes | p 29 |
| 15 | Length | pp 36, 37 |
| 16 | Capacity | p 39 |
| 17 | Capacity | p 44 |
| 18 | Chance | p 41 |
| 19 | Data | p 40 |
| 20 | Data | p 45 |

Progress retest 2 answers

- 1 a  or 
- 

2 a 4 b 2

3 3, 5, 15, 3 groups of 5 = 15, 5 + 5 + 5 = 15

4 2 rows of 4 = 8, 4 + 4 = 8

5 a 5 b 8 c 8 d 9

6 a 15 b 9 c 5 d 11 e 7
f 8 g 7 h 6 i 2

7 a 12 b 12 c $12 - 7 = 5$ $12 - 5 = 7$

8 8, 18, 28 12, 22, 32, 42, 52, 62
85, 75, 65, 55, 45, 35 52, 62, 65, 35

9 a 11 b 21 c 8

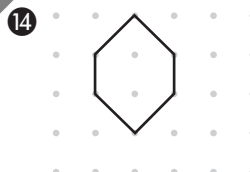
10 a \$2 b 20c c 5c d 10c e \$5
f \$20 g \$50

11 a 4 o'clock b 8 o'clock
c half past 2 or 2 thirty
d half past 1 or 1 thirty



12 6 (bolts)

13 a triangle b octagon c hexagon
d pentagon



Answers will vary but the shape must have 6 straight sides.

15 about 4 (hand spans)

16 no

17 a bottle b 2 (cups)

18 A

19 a 5 (bananas) b 6 (apples) c 3 (more apples)

d

Bananas	5
Apples	6
Pears	3

20 Table: Favourite pet

Dog	5
Cat	3

Graph: Favourite pet

Dog					
Cat					

AUSTRALIAN



Signpost

MATHS

NSW



Mentals

Introduction

Using the Mentals Books

Each unit of the Mentals Book is programmed to review content from the previous two units of the Student Book. For example, Signpost Mentals Book Unit 5 can be used to review Signpost Student Book Units 3 and 4 while the Student Book Unit 5 is being taught. Unit 5 from both books should be completed in the same week.

Presentation

- The content of the strands Number and algebra, Measurement and space, and Statistics and probability is revised.
- Essential number skills and language are given a high profile.

ID cards

- The ID cards on pages 4 and 5 review important terms addressed at Year 2 level.
- These cards can be used over and over again to improve and consolidate understanding.

Mixed-topic questions

The units present questions in a mixed-topic format.

- This is essential for thorough understanding and continuous review.
- It will allow the teacher to discover weaknesses that could otherwise pass unnoticed.
- The approach reflects real life – similar questions do not often occur together.
- It provides a real test of understanding.

If you do not use a Student Book

This book will be invaluable to those who do not use a Student Book, as it ensures both thorough coverage and constant review of the syllabus content.

Multiple-choice questions

The multiple-choice questions on page 76 introduce a variety of question types.



- The headers on each double-page spread provide an opportunity for discussion. Suggestions on how to use them in the classroom are given on page 3.

15:1

1 Use the dice above to find:

a 1 group of 4 =

b 2 groups of 4 =

c 3 groups of 4 =

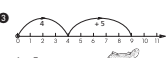
d 4 groups of 4 =


2 4, 6, , ,

5, 10, 15,

3, 6, 9, ,

10, 20, 30,

3 

4 


rows of =

5 + 5 + 5 + 5 =


5 Circle half the ladybirds above.


6 7 + 3 8 + 2 9 + 3 8 + 4 6 + 5

15:2


1  groups of =


2 + 2 + 2 + 2 + 2 =


2  = tens
= eighty
=

3  This is called a
n

4 Write the time for each clock.





5 6 + 6 4 + 4 2 + 2 5 + 5 3 + 3 


15:3


1 a 3 groups of 2 = b 5 groups of 2 =


2 + 2 = 2 + 2 + 2 + 2 =

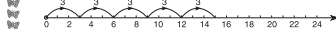
c 2, 4, 6, , ,

2 Write two ways you can say the time.







3 


4 I can use a number line to find groups of or rows of.

5 groups of 3 = 15.

a 3 groups of 3 = b 4 rows of 3 =

c 4 groups of 2 = d 8 rows of 2 =

e 7 groups of 3 = f 6 rows of 4 =

How many butterflies? 

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- Cartoons make mathematics more appealing.
- Regular review of number facts to encourage faster recall.

- The third section of each unit sometimes contains counting exercises in the border.

$$\begin{array}{r} 12 \\ - 9 \\ \hline \end{array} \quad \begin{array}{r} 18 \\ - 3 \\ \hline \end{array} \quad \begin{array}{r} 14 \\ - 5 \\ \hline \end{array}$$

$$\begin{aligned} 2 \quad 7 + 5 + 5 &= \underline{\hspace{2cm}} \\ 4 + 4 + 3 &= \underline{\hspace{2cm}} \\ 6 + 6 + 2 &= \underline{\hspace{2cm}} \\ 1 + 3 + 3 &= \underline{\hspace{2cm}} \\ 3 + 7 + 7 &= \underline{\hspace{2cm}} \end{aligned}$$

3 Circle the 8th crocodile.



4 19 cakes.

5 eaten.

How many now?

5 Complete these number sentences.

$$\begin{array}{l} \text{8} + \underline{\hspace{1cm}} = \boxed{\hspace{1cm}} \\ \text{6} + \underline{\hspace{1cm}} = \boxed{\hspace{1cm}} \\ \text{11} + \underline{\hspace{1cm}} = \boxed{\hspace{1cm}} \end{array}$$



6 Circle the sphere.
Cross the pointed object.



7 How many days in:

a March?

b September?

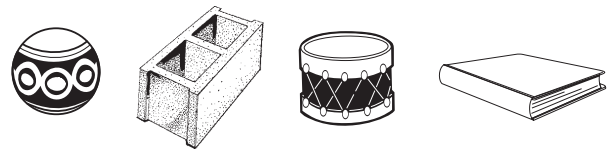
c July?



8 Look for tens to find:

2	7	9
1	4	1
8	2	5
+ 4	+ 3	+ 5
<div style="border: 1px solid black; width: 50px; height: 40px;"></div>	<div style="border: 1px solid black; width: 50px; height: 40px;"></div>	<div style="border: 1px solid black; width: 50px; height: 40px;"></div>

9 Circle the objects that will roll down a hill.

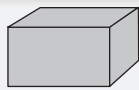


10 Does $3 + 6 = 6 + 3$?

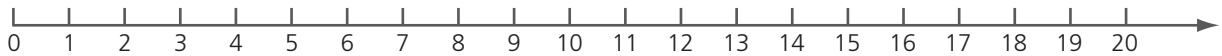
Does $5 + 7 = 7 + 5$?

11 $65 =$ tens ones

6:2



1



$14 - 7 = \underline{\quad}$ $15 - 5 = \underline{\quad}$ $12 - 3 = \underline{\quad}$ $19 - 6 = \underline{\quad}$



2 Complete the table using ticks or crosses.

Object	Curved surface(s)	Flat surface(s)	Slides	Rolls	Stacks

3 Write the number 1 more than: 45 63 38

Write the number 1 less than: 36 57 72

4 $6 + 3 = \square$ $4 + 3 = \square$ $5 + 2 = \square$ $7 + 3 = \square$ $3 + 3 = \square$



6:3

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

1 Complete these addition facts.

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

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



1 Say each clock time above.

2 $5 + 3 + 3 =$ _____

$8 + 2 + 2 =$ _____

$4 + 4 + 5 =$ _____

3 Complete these number sentences.

$$\begin{array}{r} 7 \\ + \\ \hline \end{array} + \begin{array}{r} \\ + \\ \hline \end{array} = \boxed{}$$

$$\begin{array}{r} 9 \\ + \\ \hline \end{array} + \begin{array}{r} \\ + \\ \hline \end{array} = \boxed{17}$$

$$\begin{array}{r} 8 \\ + \\ \hline \end{array} + \begin{array}{r} \\ + \\ \hline \end{array} = \boxed{}$$



4 Look for tens to find:

6	9	2
3	7	4
4	1	8
+ 1	+ 3	+ 3
<u> </u>	<u> </u>	<u> </u>

5 Draw a line to share 8 stickers between 2 children.

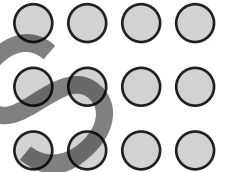


One share = _____

6 Circle the objects that can roll.



7 Circle 3 rows of 4.



_____ + _____ + _____ = _____

_____ rows of _____ = _____

8 Circle the one that takes less time.

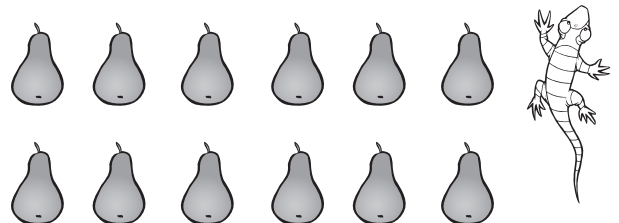


Wash hands



Do the dishes

9 Circle groups to show how many students could have 2 pears.



_____ students could have 2 pears.

10 $85 =$ _____ tens _____ ones

11 $8 + 1$

$3 + 3$

$3 + 6$

$4 + 3$

$4 + 4$

1 a



___ rows of ___ = ___

___ + ___ = ___

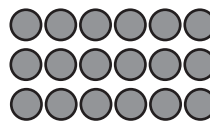
c



___ rows of ___ = ___

___ + ___ = ___

b



___ rows of ___ = ___

___ + ___ + ___ = ___

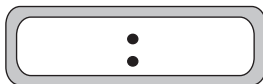
d



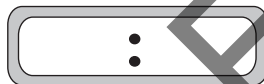
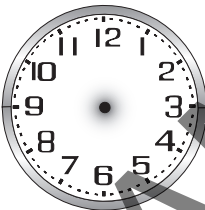
___ rows of ___ = ___

___ + ___ + ___ = ___

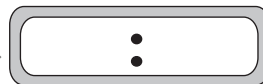
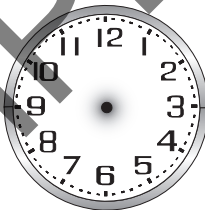
2 Show the times on these digital and analog clocks:



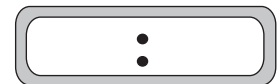
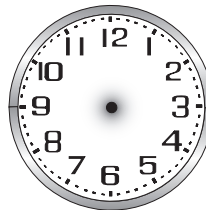
6 o'clock



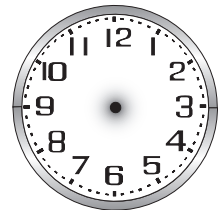
half past 3



4 thirty



half past 9



10 balls + 6 balls = balls

1 Complete these number sentences for each total.

a $\frac{10}{8} + \underline{\quad} = \boxed{16}$
 $\frac{12}{9} + \underline{\quad} = \boxed{16}$

b $\frac{11}{7} + \underline{\quad} = \boxed{13}$
 $\frac{10}{8} + \underline{\quad} = \boxed{13}$

c $\frac{16}{9} + \underline{\quad} = \boxed{20}$
 $\frac{15}{10} + \underline{\quad} = \boxed{20}$



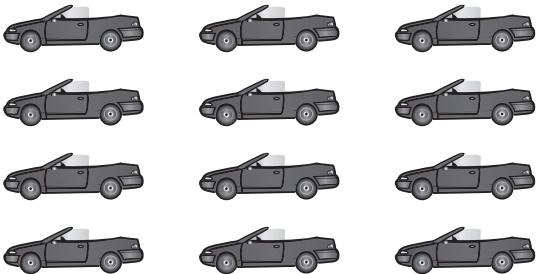


- 1 Draw a line to share 10 stars between 2 children.



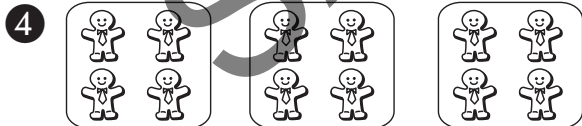
One share = _____

- 2 12 cars. Circle groups to show how many children could take 4 cars.



_____ children could take 4 cars.

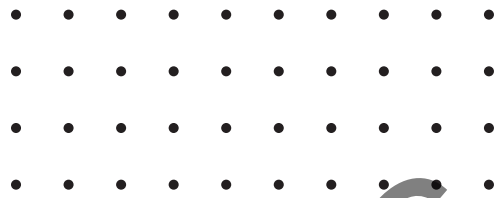
- 3 Show half past 9 on this analog clock.



_____ groups of _____ = _____

4 + _____ + _____ = _____

- 5 Use a ruler to draw triangles. Start and finish each line at a dot.

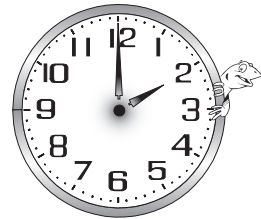


- 6 2 rows of 6 = _____

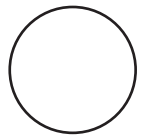
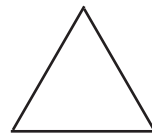


_____ + _____ = _____

- 7 The time is _____ o'clock.



- 8 Match the shapes and names.



triangle

circle

square

Colour half of each shape.

- 9 $5 - 2$ _____ $10 - 1$ _____

$8 - 3$ _____ $9 - 4$ _____

$5 - 3$ _____ $8 - 2$ _____

- 10 $6 + 2$ $3 + 4$ $5 + 2$ $5 + 4$ $2 + 1$

8:2



1 Draw a line to join each shape to its name.



hexagon

circle

square

triangle

rectangle

star

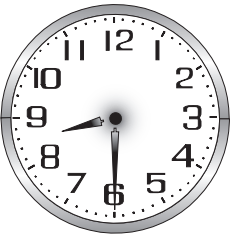
quadrilateral

pentagon

oval

2 Write the time in words and numerals.

a



b



c



Half past nine

9:30

Half

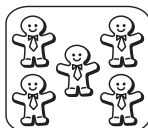
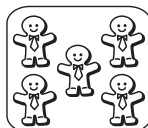
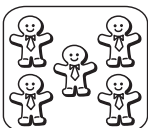


8:3

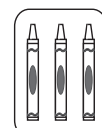
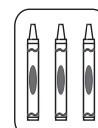
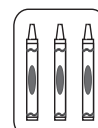
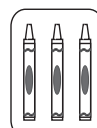


, groups of =

1



2



_____ groups of _____ = _____

_____ groups of _____ = _____

5 + 5 + _____ = _____

3 + 3 + _____ + _____ = _____