

Written in
NZ for NZ

Help Me at HOME Series



Data Projector version of ... **Book 5 (AH5b)**

40x Curriculum Strand Worksheets

*This resource supports the
NZ Mathematics Curriculum Objectives
Level 3*

This resource unit has been supplied on the understanding that copies of any part of this resource will not be given or sold to teachers or students from other schools or institutions.





Click on the worksheet number you require ...

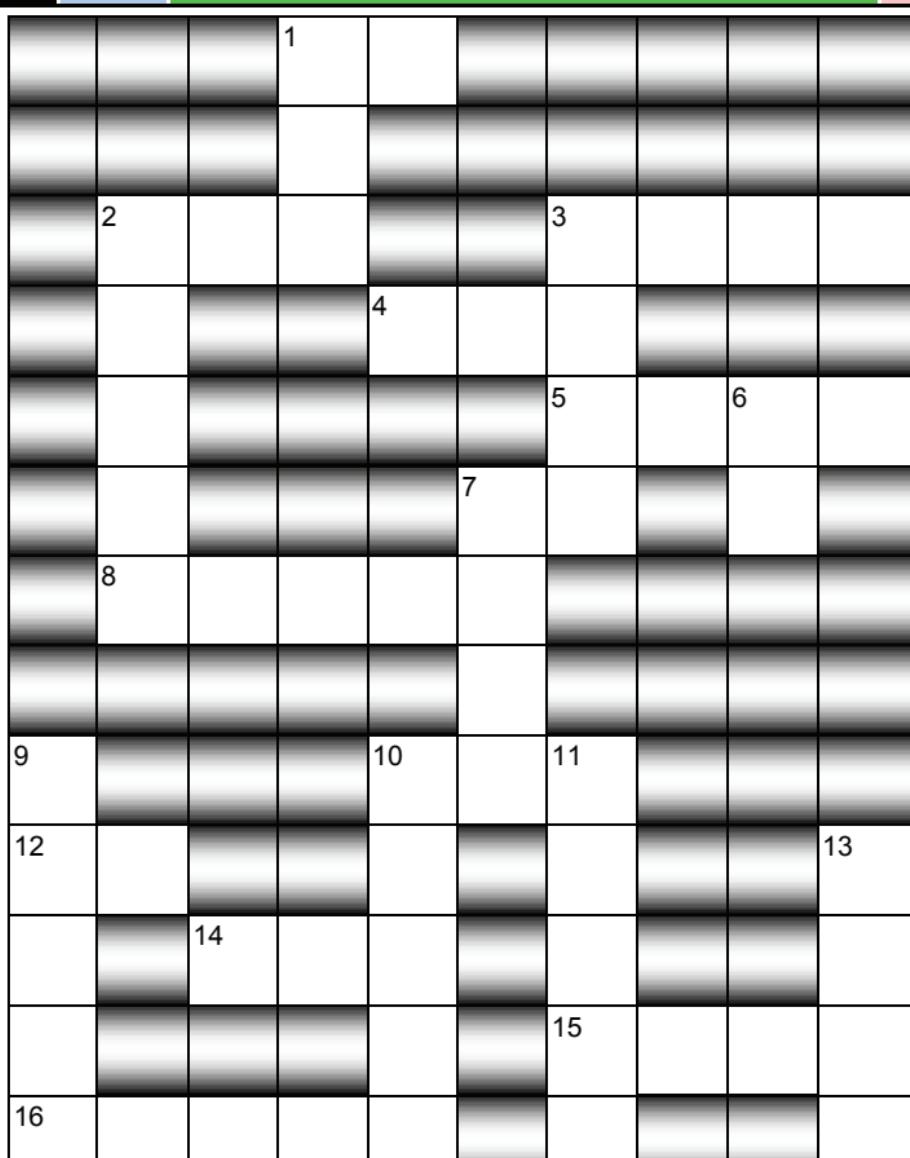
1	Reading and writing whole numbers	11	Introducing division by 'grouping' - 7 & 8
2	Place value revision	12	Multiplication strategies
3	Reading and writing decimal numbers	13	Division strategies
4	Decimal place value	14	Fractions
5	Addition & subtraction strategies	15	More fractions
6	More addition & subtraction strategies	16	Solving equations
7	Ordering decimals	17	Number patterns or sequences
8	Rounding numbers and estimating answers	18	Measuring units - length
9	Multiples of 7's / multiplication facts	19	Measuring units - weight (mass)
10	Multiples of 8's / multiplication facts	20	Measuring units - volume (capacity)





Click on the worksheet number you require ...

21	Reading scales / measuring & drawing lines	31	Rotation & reflection
22	Perimeter	32	Translation & enlargements
23	Area	33	Conducting an investigation
24	Volume	34	Sorting data using tally charts
25	Temperature	35	Column graphs, pictograms & dot plots
26	Time	36	Stem and leaf graphs & time series graphs
27	2-Dimensional shapes	37	Finding the mean (average) and the range
28	3-Dimensional shapes	38	Finding the median and the mode
29	Maps / Compass directions	39	Finding outcomes
30	Reading map (grid) references	40	Simple probability experiments



- (1) Use the clues **across** and **down** to complete this number cross involving whole numbers.

Across

- 1 twenty-four
- 2 one hundred and forty-seven
- 3 five thousand, six hundred and two
- 4 nine hundred and four
- 5 two thousand, five hundred and seventy

- 7 sixty-one
- 8 seventy-three thousand, five hundred and twenty
- 10 three hundred and forty-eight
- 12 ninety-two
- 14 six hundred and fifty-nine
- 15 four thousand, nine hundred and sixty-three
- 16 sixty-nine thousand, two hundred and fourteen

Down

- 1 two hundred and thirty-seven
- 2 sixteen thousand, nine hundred and eighty-seven
- 3 five thousand, four hundred and twenty-one

Down

- 6 seventy-three
 7 six thousand and fifty-four
 9 eighty-nine thousand and sixteen
 10 thirty-one thousand, nine hundred and fifty-four
 11 eighty-nine thousand, three hundred and forty
 13 one thousand, six hundred and thirty-eight

Write these numerals
as number words.



- (2) 65 _____
 (3) 83 _____
 (4) 316 _____
 (5) 1097 _____
 (6) 8302 _____
 (7) 15360 _____
 (8) 76002 _____

 The aim of this activity sheet is to read number words for multi-digit numerals and write numerals as number words.

Suggested EXTENSION activity:

Say aloud or write any multi-digit numeral, as on this worksheet, in number words and ask your child to write it as a numeral. Concentrate on pairs where the digits have been reversed. Example: 423, 324 2147, 7412 ... etc.

Write any multi-digit number as numerals and ask your child to say, then write the numeral as number words.

Sign when completed:



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

- (1) Use the clues **across** and **down** to complete this number cross involving whole numbers.

Across

- 1 twenty-four
- 2 one hundred and forty-seven
- 3 five thousand, six hundred and two
- 4 nine hundred and four
- 5 two thousand, five hundred and seventy

- 7 sixty-one
- 8 seventy-three thousand, five hundred and twenty
- 10 three hundred and forty-eight
- 12 ninety-two
- 14 six hundred and fifty-nine
- 15 four thousand, nine hundred and sixty-three
- 16 sixty-nine thousand, two hundred and fourteen

Down

- 1 two hundred and thirty-seven
- 2 sixteen thousand, nine hundred and eighty-seven
- 3 five thousand, four hundred and twenty-one



**Down**

- 6 seventy-three
 7 six thousand and fifty-four
 9 eighty-nine thousand and sixteen
 10 thirty-one thousand, nine hundred and fifty-four
 11 eighty-nine thousand, three hundred and forty
 13 one thousand, six hundred and thirty-eight

Write these numerals
as number words.



(2) 65 **sixty-five**

(3) 83 **eighty-three**

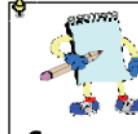
(4) 316 **three hundred and sixteen**

(5) 1097 **one thousand and ninety-seven**

(6) 8302 **eight thousand, three hundred and two**

(7) 15360 **fifteen thousand, three hundred and sixty**

(8) 76002 **seventy-six thousand and two**



The aim of this activity sheet is to read number words for multi-digit numerals and write numerals as number words.

Suggested EXTENSION activity:

Say aloud or write any multi-digit numeral, as on this worksheet, in number words and ask your child to write it as a numeral. Concentrate on pairs where the digits have been reversed. *Example: 423, 324 2147, 7412 ... etc.*

Write any multi-digit number as numerals and ask your child to say, then write the numeral as number words.

Sign when completed:



2a

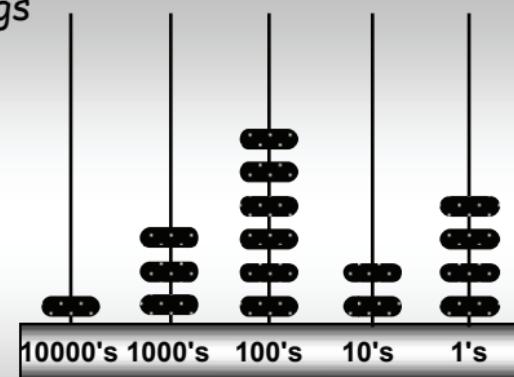
2b

Place value revision

H

Sam placed some rings on an abacus to show the number **13624**.

How many rings are on each peg?

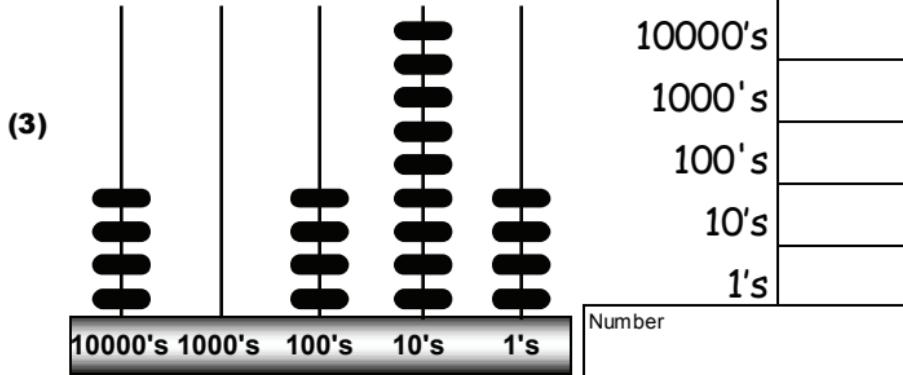
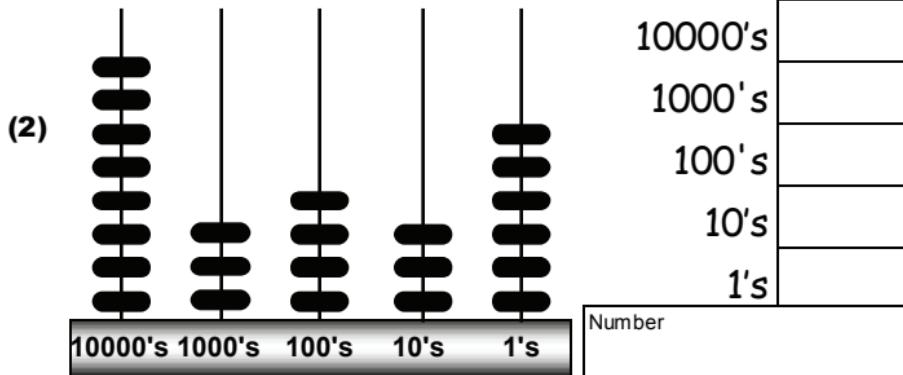
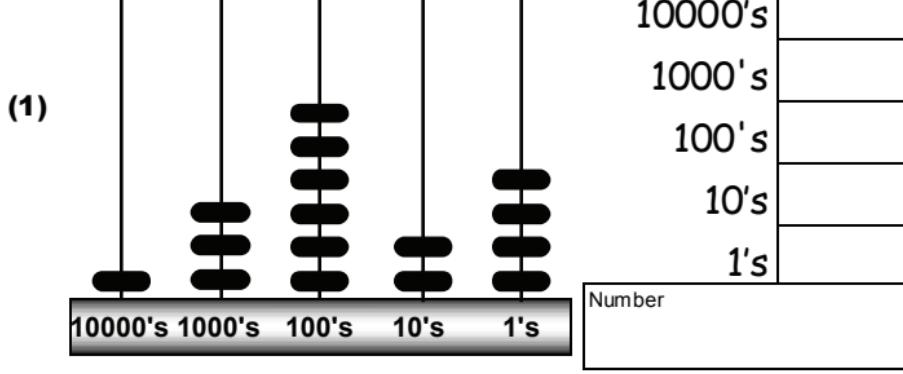


Answer:

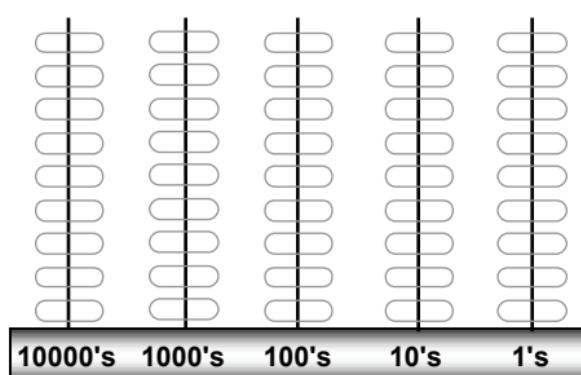
1 10000's, 3 1000's, 6 100's, 2 10's & 4 1's.

Count the number of rings on each peg.

What number is shown on each abacus?



- (4) Colour in rings on this abacus to show the number **15043**.



2a

2b

The place a digit has in a number will affect its value.

Example: In 950, the 5 has a place value of 10 and means 50.



What is the **place value** of the **BOLD** digit in each number and what does it mean?

	<u>Place value</u>	<u>means</u>
--	--------------------	--------------

(5)	249 3 4	_____	30
(6)	5 7 620	1000's	_____
(7)	2349 3	_____	_____
(8)	89 5 12	_____	_____
(9)	4 1 735	_____	_____
(10)	6 2340	_____	_____
(11)	397 8 2	_____	_____
(12)	8 9137	_____	_____
(13)	34 6 50	_____	_____
(14)	7 8912	_____	_____
(15)	52 3 74	_____	_____

To show you understand **place value**, underline the following digits ...



- (16) ... underline the 1000's digit in **2 9 5 0 4**
- (17) ... underline the 100's digit in **1 3 8 7 6**
- (18) ... underline the 10's digit in **3 0 0 4 8 9**
- (19) ... underline the 10000's digit in **1 9 3 1 7**
- (20) ... underline the 1000's digit in **9 8 1 3 5**



The aim of this activity sheet is to understand place value for 5-digit numbers, i.e. tens of thousands, thousands, hundreds, tens and units.

Suggested EXTENSION activity:

Find five different coloured blocks or objects to represent 10000's, 1000's, 100's, 10's and 1's. Ask your child to model any 5-digit number using the blocks.

Example: For 172 ... 1 100's block, 7 10's blocks and 2 1's blocks.

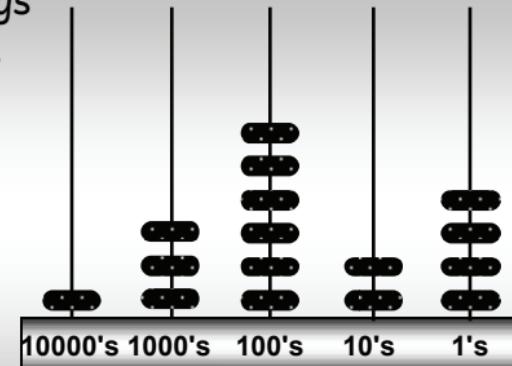
Ask your child how many of each place value in any 5-digit number.

Sign when completed:



Sam placed some rings on an abacus to show the number **13624**.

How many rings are on each peg?

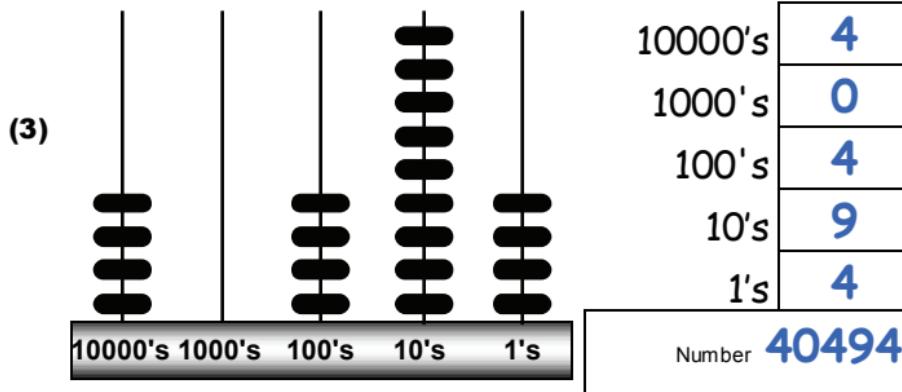
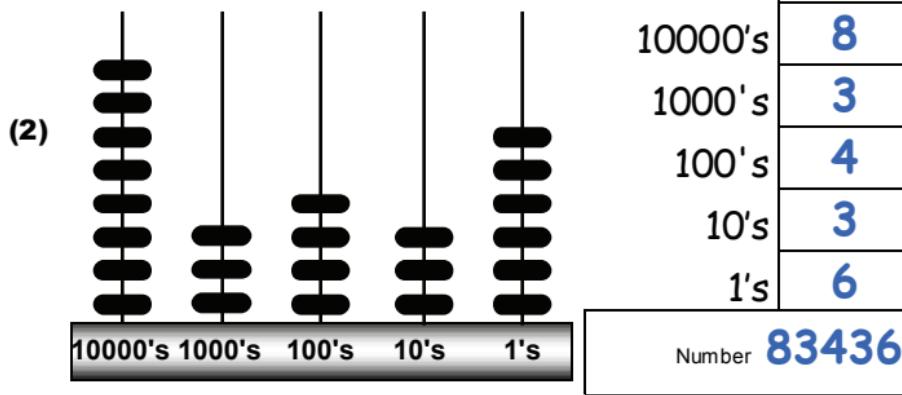
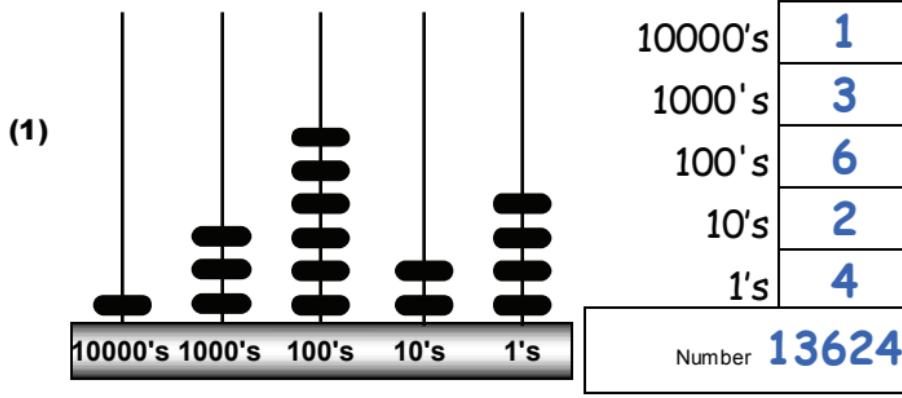


Answer:

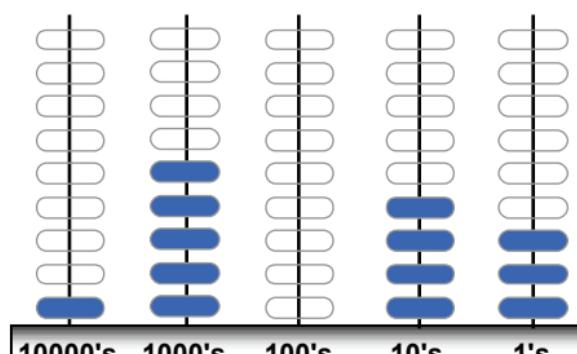
1 10000's, 3 1000's, 6 100's, 2 10's & 4 1's.

Count the number of rings on each peg.

What number is shown on each abacus?



- (4) Colour in rings on this abacus to show the number **15043**.





The place a digit has in a number will affect its value.

Example: In 950, the 5 has a place value of 10 and means 50.



What is the **place value** of the **BOLD** digit in each number and what does it mean?

		Place value	means
(5)	249 3 4	10's	30
(6)	5 7 620	1000's	7000
(7)	2349 3	1's	3
(8)	89 5 12	100's	500
(9)	4 1 735	1000's	1000
(10)	6 2340	10000's	60000
(11)	397 8 2	10's	80
(12)	8 9 137	1000's	9000
(13)	34 6 50	100's	600
(14)	7 8912	1000's	8000
(15)	52 3 74	100's	300

To show you understand **place value**, underline the following digits ...



- (16) ... underline the 1000's digit in 2 9 5 0 4
- (17) ... underline the 100's digit in 1 3 8 7 6
- (18) ... underline the 10's digit in 3 0 0 4 8 9
- (19) ... underline the 10000's digit in 1 9 3 1 7
- (20) ... underline the 1000's digit in 9 8 1 3 5



The aim of this activity sheet is to understand place value for 5-digit numbers, i.e. tens of thousands, thousands, hundreds, tens and units.

Suggested EXTENSION activity:

Find five different coloured blocks or objects to represent 10000's, 1000's, 100's, 10's and 1's. Ask your child to model any 5-digit number using the blocks.

Example: For 172 ... 1 100's block, 7 10's blocks and 2 1's blocks.

Ask your child how many of each place value in any 5-digit number.

Sign when completed:



1				.							
.											
2		.	3		4			5			
		.									
			6				.				
					.					.	
7	.										
					8	9	.				
							.				
		10		11	.				12		
13										.	
.		14	.								
				.							
15			.								

(1) Use the clues **across** and **down** to complete this number cross involving decimals.

Across

- 1 three hundred and eighteen point four six
- 2 fifty-nine point two four six
- 6 one hundred and eight point four eight
- 7 six point three two four
- 8 fifteen point six nine
- 10 three hundred and forty-nine point three seven two
- 14 five point four zero nine
- 15 six hundred and seventeen point two zero five

Down

- 1 three point five seven one
- 3 two point one eight three seven
- 4 six hundred and forty-eight point four one
- 5 six hundred and eighteen point seven six

Down

- 9 five point three seven nine
 11 nine hundred and four point two seven
 12 two point six three four
 13 one point three six eight

**Write these decimals
as number words.**



(2) 6.4

(3) 5.02

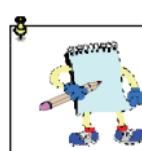
(4) 89.6

(5) 43.87

(6) 350.13

(7) 18.019

(8) 58.513



The aim of this activity sheet is to read and write decimals as numerals and number words.

Suggested EXTENSION activity:

Say aloud or write any multi-digit decimal, as on this worksheet, in number words and ask your child to write it as a numeral. Concentrate on pairs where the digits have been reversed. *Example: 1.89, 98.1 214.7, 741.2 ... etc.*

Write any multi-digit decimal as numerals and ask your child to say, then write the decimal as number words.

Sign when completed:



3	1	8	.	4	6			
.								
5	9	.	2	4	6			6
7		.			4			1
1			1	0	8	.	4	8
			8		.			.
6	.	3	2	4				7
		7		1	5	.	6	9
					.			
		3	4	9	.	3	7	2
1				0		7		.
.		5	.	4	0	9		6
3			.					3
6	1	7	.	2	0	5		4
8				7				

- (1) Use the clues **across** and **down** to complete this number cross involving decimals.

Across

- 1 three hundred and eighteen point four six
- 2 fifty-nine point two four six
- 6 one hundred and eight point four eight
- 7 six point three two four
- 8 fifteen point six nine
- 10 three hundred and forty-nine point three seven two
- 14 five point four zero nine
- 15 six hundred and seventeen point two zero five

Down

- 1 three point five seven one
- 3 two point one eight three seven
- 4 six hundred and forty-eight point four one
- 5 six hundred and eighteen point seven six



**Down**

- 9 five point three seven nine
 11 nine hundred and four point two seven
 12 two point six three four
 13 one point three six eight

**Write these decimals
as number words.**



(2) 6.4 **six point four**

(3) 5.02 **five point zero two**

(4) 89.6 **eighty-nine point six**

(5) 43.87 **forty-three point eight seven**

(6) 350.13 **three hundred and fifty point
one three**

(7) 18.019 **eighteen point zero one nine**

(8) 58.513 **fifty-eight point five one
three**

 *The aim of this activity sheet is to read and write decimals as numerals and number words.*

Suggested EXTENSION activity:

Say aloud or write any multi-digit decimal, as on this worksheet, in number words and ask your child to write it as a numeral. Concentrate on pairs where the digits have been reversed. *Example: 1.89, 98.1 214.7, 741.2 ... etc.*

Write any multi-digit decimal as numerals and ask your child to say, then write the decimal as number words.

Sign when
completed:



As we have seen, the 'digits' in a whole number all have a place value.

Numbers involving decimals also have particular place values.



Example: What is the value of the digit '9' in each of these numbers? 20.95 and 7.196

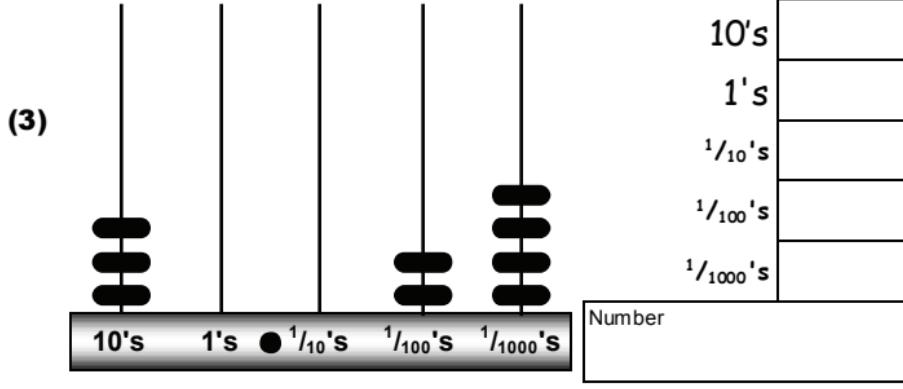
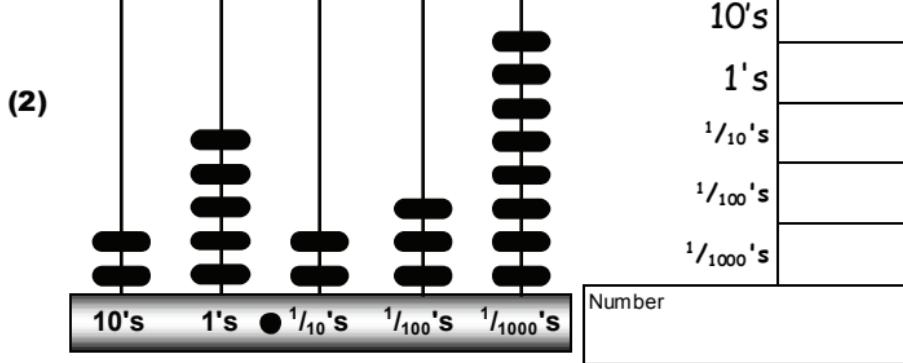
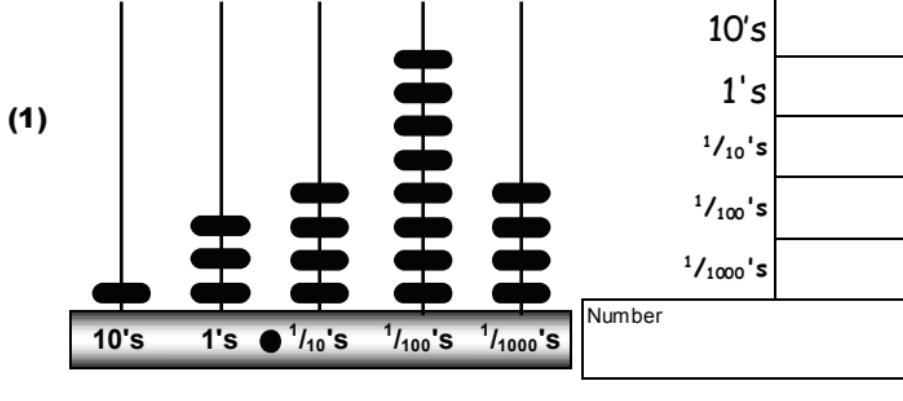
Answer: The digit '9' in 20.95 stands for 9 tenths (0.9). The digit '9' in 7.196 stands for 9 hundredths (0.09).

Some of the **place values** for numbers involving decimals are shown in this chart below.

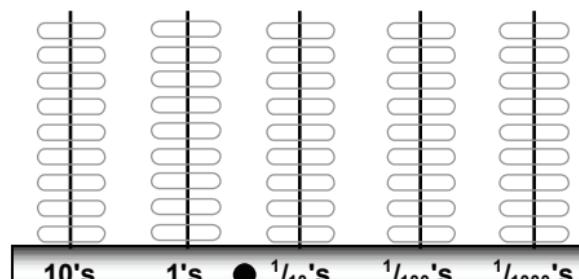
100 hundreds	10 tens	1 ones (units)	•	$\frac{1}{10}$ tenths	$\frac{1}{100}$ hundredths	$\frac{1}{1000}$ thousandths
-----------------	------------	-------------------	---	--------------------------	-------------------------------	---------------------------------

Count the number of rings on each peg.

What decimal number is shown on each abacus?



- (4) Colour in rings on this abacus to show the number 15.603



The place a digit has in a number will affect its value.

Example: In 950, the 5 has a place value of 10 and means 50.



What is the **place value** of the **BOLD** digit in each number and what does it mean?

	<u>Place value</u>	<u>means</u>
(5)	42.9 3 4	0.03
(6)	9 7 6.20	<i>10's</i>
(7)	32.49 3	
(8)	98. 5 12	
(9)	5 2 .735	
(10)	4 2 .386	
(11)	39.7 8 2	
(12)	0.58 9 1	
(13)	3.4 6 50	
(14)	4. 8 912	
(15)	9.24 3 3	

To show you understand **place value**, **underline** the following digits ...



- (16) ...underline the 1's digit in **1 9 . 7 5 2**
- (17) ...underline the $\frac{1}{100}$'s digit in **2 4 . 1 4 3**
- (18) ...underline the $\frac{1}{10}$'s digit in **9 8 7 . 6 8**
- (19) ...underline the $\frac{1}{1000}$'s digit in **0 . 8 2 6 1**
- (20) ...underline the $\frac{1}{100}$'s digit in **1 2 3 . 8 5 6**

8



The aim of this activity sheet is to understand place value for decimals. i.e. tens, units, tenths, hundredths and thousandths.

Suggested EXTENSION activity:

Find five different coloured blocks or objects to represent the various place values. Ask your child to model each decimal using the blocks.

Example: For 1.93 ... 1's 100's block, 9 $\frac{1}{10}$'s blocks and 3 $\frac{1}{100}$'s blocks.

Ask your child how many of each place value is in the decimal.

Sign when completed:



As we have seen, the 'digits' in a whole number all have a place value.

Numbers involving decimals also have particular place values.



Example: What is the value of the digit '9' in each of these numbers? 20.95 and 7.196

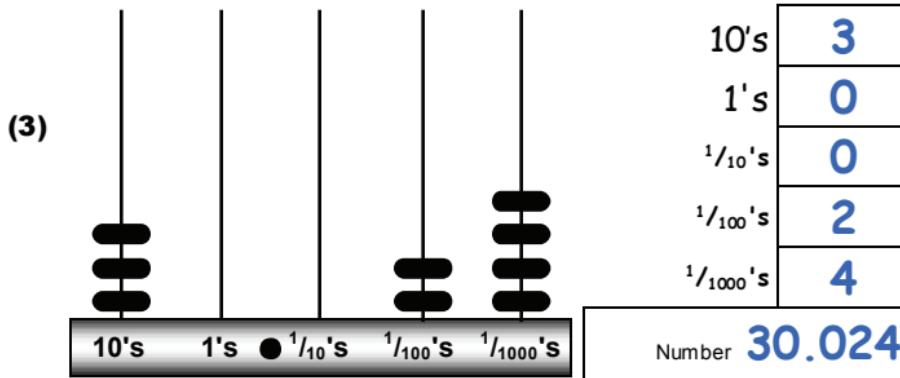
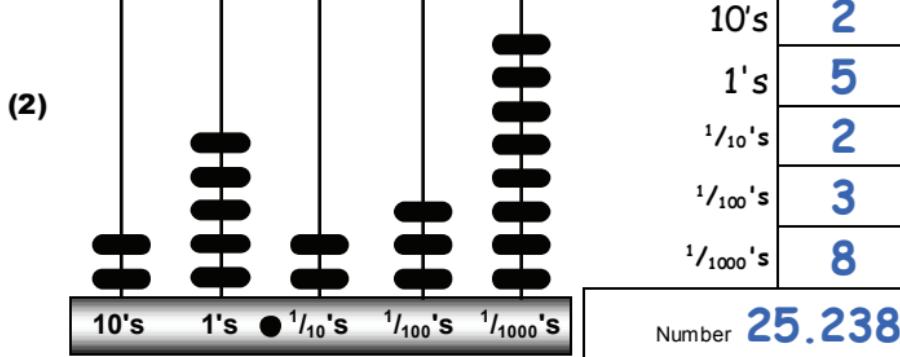
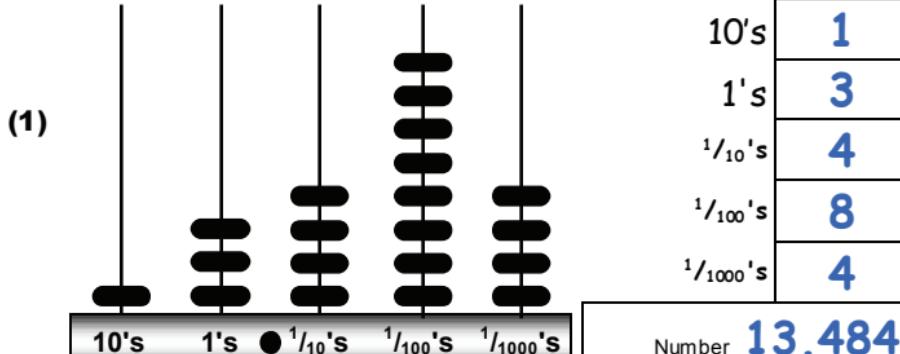
Answer: The digit '9' in 20.95 stands for 9 tenths (0.9). The digit '9' in 7.196 stands for 9 hundredths (0.09).

Some of the **place values** for numbers involving decimals are shown in this chart below.

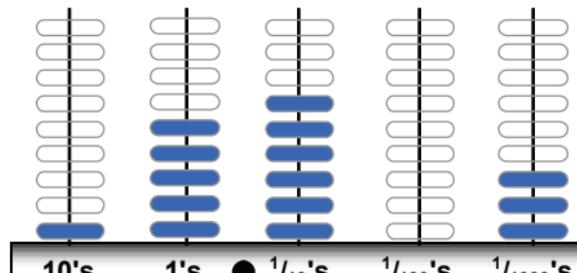
100 hundreds	10 tens	1 ones (units)	•	$\frac{1}{10}$ tenths	$\frac{1}{100}$ hundredths	$\frac{1}{1000}$ thousandths
-----------------	------------	-------------------	---	--------------------------	-------------------------------	---------------------------------

Count the number of rings on each peg.

What decimal number is shown on each abacus?



- (4) Colour in rings on this abacus to show the number 15.603





The place a digit has in a number will affect its value.

Example: In 950, the 5 has a place value of 10 and means 50.



What is the **place value** of the **BOLD** digit in each number and what does it mean?

		Place value	means
(5)	42.9 3 4	$\frac{1}{100}$'s	0.03
(6)	9 7 6.20	10's	70
(7)	32.49 3	$\frac{1}{1000}$'s	0.003
(8)	98. 5 12	$\frac{1}{10}$'s	0.5
(9)	5 2 .735	1's	2
(10)	4 2.386	10's	40
(11)	39.7 8 2	$\frac{1}{100}$'s	0.08
(12)	0.58 9 1	$\frac{1}{1000}$'s	0.009
(13)	3.4 6 50	$\frac{1}{100}$'s	0.06
(14)	4. 8 912	$\frac{1}{10}$'s	0.8
(15)	9.24 3 3	$\frac{1}{1000}$'s	0.003

To show you understand **place value**, **underline** the following digits ...



- (16) ...underline the 1's digit in 1 **9**.752
- (17) ...underline the $\frac{1}{100}$'s digit in 24.1**4**3
- (18) ...underline the $\frac{1}{10}$'s digit in 987.**6**8
- (19) ...underline the $\frac{1}{1000}$'s digit in 0.82**6**1
- (20) ...underline the $\frac{1}{100}$'s digit in 123.**8**56



The aim of this activity sheet is to understand place value for decimals. i.e. tens, units, tenths, hundredths and thousandths.

Suggested EXTENSION activity:

Find five different coloured blocks or objects to represent the various place values. Ask your child to model each decimal using the blocks.

Example: For 1.93 ... 1's 100's block, 9 $\frac{1}{10}$'s blocks and 3 $\frac{1}{100}$'s blocks.

Ask your child how many of each place value is in the decimal.

Sign when completed:



There is more than one way to work out an answer.
Here are some examples.

Groupings of 10, 100 or 1000

Adding 62 + 9 + 40 is the same as 100 + 11 = 111

- (1) $74 + 7 + 30 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
- (2) $80 + 35 + 25 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
- (3) $520 + 29 + 500 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
- (4) $1310 + 1190 + 26 = \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

Using known doubles

Adding 75 + 76 is the same as 70 + 70 + 11 = 151
or 80 + 80 - 9 = 151

- (5) $62 + 63 = 60 + 60 + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
- (6) $71 + 74 = \underline{\hspace{2cm}} + 70 + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
- (7) $102 + 107 = 100 + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
- (8) $224 + 219 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

Round to make '10' or a 'multiple of 10'

Add 68 + 9 (add 2 to 68, subtract 2 from 9)
Answer: $68 + 9 = 70 + 7 = 77$

- (9) $77 + 26 = 80 + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
- (10) $29 + 156 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
- (11) $236 + 37 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
- (12) $48 + 528 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

Adding or subtracting 100's, 10's and 1's

Example: Add 123 + 245

(100's) 100 + 200 (10's) 20 + 40 (1's) 3 + 5
Answer: $300 + 60 + 8 = 368$

- (13) $362 + 137$ is the same as ...
 $300 + \underline{\hspace{2cm}} + 60 + \underline{\hspace{2cm}} + 2 + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
- (14) $145 + 524$ is the same as ...
 $\underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
- (15) $267 - 124$ is the same as ...
 $200 - \underline{\hspace{2cm}} + \underline{\hspace{2cm}} - 20 + \underline{\hspace{2cm}} - 4 = \underline{\hspace{2cm}}$
- (16) $539 - 216$ is the same as ...
 $\underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

Splitting numbers to make '10'Work out $123 - 8 = \bullet$ ($123 = 120 + 3$) $120 - 8 = 112$, Answer: $112 + 3 = 115$

- (17)
- $175 - 6$
- is the same as ...

$170 - 6 + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

- (18)
- $326 - 9$
- is the same as ...

$\underline{\hspace{2cm}} - 9 + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

- (19)
- $432 - 8$
- is the same as ...

$430 - \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

- (20)
- $531 - 7$
- is the same as ...

$\underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

Don't subtract ... add $95 - 66 = \bullet$ is the same as $66 + \bullet = 95$

Use 'tidy' numbers to work this out.

					+4				
61	62	63	64	65	(66)	67	68	69	70
71	72	73	74	75	+10	76	77	78	79
81	82	83	84	85	+10	86	87	88	89
91	92	93	94	95	(96)	97	98	99	100
					+5				

Answer: $4 + 20 + 5 = 29$ ($66 + 4 + 20 + 5 = 95$)

- (21)
- $74 - 39 = \bullet$
- is the same as
- $39 + \bullet = 74$

$\bullet = 1 + 30 + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

- (22)
- $95 - 68 = \bullet$
- is the same as
- $68 + \bullet = 95$

$\bullet = 2 + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

- (23)
- $92 - 47 = \bullet$
- is the same as
- $47 + \bullet = 92$

$\bullet = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

- (24)
- $117 - 99 = \bullet$
- is the same as
- $99 + \bullet = 117$

$\bullet = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

- (25)
- $138 - 67 = \bullet$
- is the same as
- $67 + \bullet = 138$

$\bullet = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$



The aim of this activity sheet is to look at different strategies that could be used to work out addition or subtraction problems.

Suggested EXTENSION activity:

Make up similar questions that cover the basic numeracy facts at the back of this resource. These are **key number knowledge facts**.

The strategies used on this worksheet are only a suggestion. Your child may not need to use some or all of these strategies and may have strategies of their own. Encourage them to talk about how they work out their answers. Remember that working out the answer with confidence is more important than the strategy used.

Sign when completed:



There is more than one way to work out an answer.
Here are some examples.

Groupings of 10, 100 or 1000

Adding 62 + 9 + 40 is the same as 100 + 11 = 111

- (1) $74 + 7 + 30 = \underline{\quad} + \underline{\quad} = \underline{\quad}$
- (2) $80 + 35 + 25 = \underline{\quad} + \underline{\quad} = \underline{\quad}$
- (3) $520 + 29 + 500 = \underline{\quad} + \underline{\quad} = \underline{\quad}$
- (4) $1310 + 1190 + 26 = \underline{\quad} + \underline{\quad} = \underline{\quad}$

Using known doubles

Adding 75 + 76 is the same as 70 + 70 + 11 = 151
or 80 + 80 - 9 = 151

- (5) $62 + 63 = \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$
- (6) $71 + 74 = \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$
- (7) $102 + 107 = \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$
- (8) $224 + 219 = \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$

Round to make '10' or a 'multiple of 10'

Add 68 + 9 (add 2 to 68, subtract 2 from 9)

Answer: $68 + 9 = 70 + 7 = 77$

- (9) $77 + 26 = \underline{\quad} + \underline{\quad} = \underline{\quad}$
- (10) $29 + 156 = \underline{\quad} + \underline{\quad} = \underline{\quad}$
- (11) $236 + 37 = \underline{\quad} + \underline{\quad} = \underline{\quad}$
- (12) $48 + 528 = \underline{\quad} + \underline{\quad} = \underline{\quad}$

Adding or subtracting 100's, 10's and 1's

Example: Add 123 + 245

(100's) 100 + 200 (10's) 20 + 40 (1's) 3 + 5

Answer: $300 + 60 + 8 = 368$

- (13) $362 + 137$ is the same as ...
 $\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$
- (14) $145 + 524$ is the same as ...
 $\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$
- (15) $267 - 124$ is the same as ...
 $\underline{\quad} - \underline{\quad} - \underline{\quad} - \underline{\quad} - \underline{\quad} = \underline{\quad}$
- (16) $539 - 216$ is the same as ...
 $\underline{\quad} - \underline{\quad} - \underline{\quad} - \underline{\quad} - \underline{\quad} = \underline{\quad}$



**Splitting numbers to make '10'**Work out $123 - 8 = \bullet$ ($123 = 120 + 3$) $120 - 8 = 112$, Answer: $112 + 3 = 115$

- (17)
- $175 - 6$
- is the same as ...

$$170 - 6 + 5 = 169$$

- (18)
- $326 - 9$
- is the same as ...

$$320 - 9 + 6 = 317$$

- (19)
- $432 - 8$
- is the same as ...

$$430 - 8 + 2 = 424$$

- (20)
- $531 - 7$
- is the same as ...

$$530 - 7 + 1 = 524$$

Don't subtract ... add $95 - 66 = \bullet$ is the same as $66 + \bullet = 95$

Use 'tidy' numbers to work this out.

					+4				
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71	72	73	74	75	+10	76	77	78	79
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- $74 - 39 = \bullet$
- is the same as
- $39 + \bullet = 74$

$$\bullet = 1 + 30 + 4 = 35$$

- (22)
- $95 - 68 = \bullet$
- is the same as
- $68 + \bullet = 95$

$$\bullet = 2 + 20 + 5 = 27$$

- (23)
- $92 - 47 = \bullet$
- is the same as
- $47 + \bullet = 92$

$$\bullet = 3 + 40 + 2 = 45$$

- (24)
- $117 - 99 = \bullet$
- is the same as
- $99 + \bullet = 117$

$$\bullet = 1 + 10 + 7 = 18$$

- (25)
- $138 - 67 = \bullet$
- is the same as
- $67 + \bullet = 138$

$$\bullet = 3 + 60 + 8 = 71$$



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Sign when completed:



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