

Written in  
NZ for NZ

# Help Me at HOME Series



Data Projector version of ... *Book 6 (AH6b)*

## 40x Curriculum Strand Worksheets

*This resource supports the  
NZ Mathematics Curriculum Objectives  
Level 3 & Level 4*

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 ...

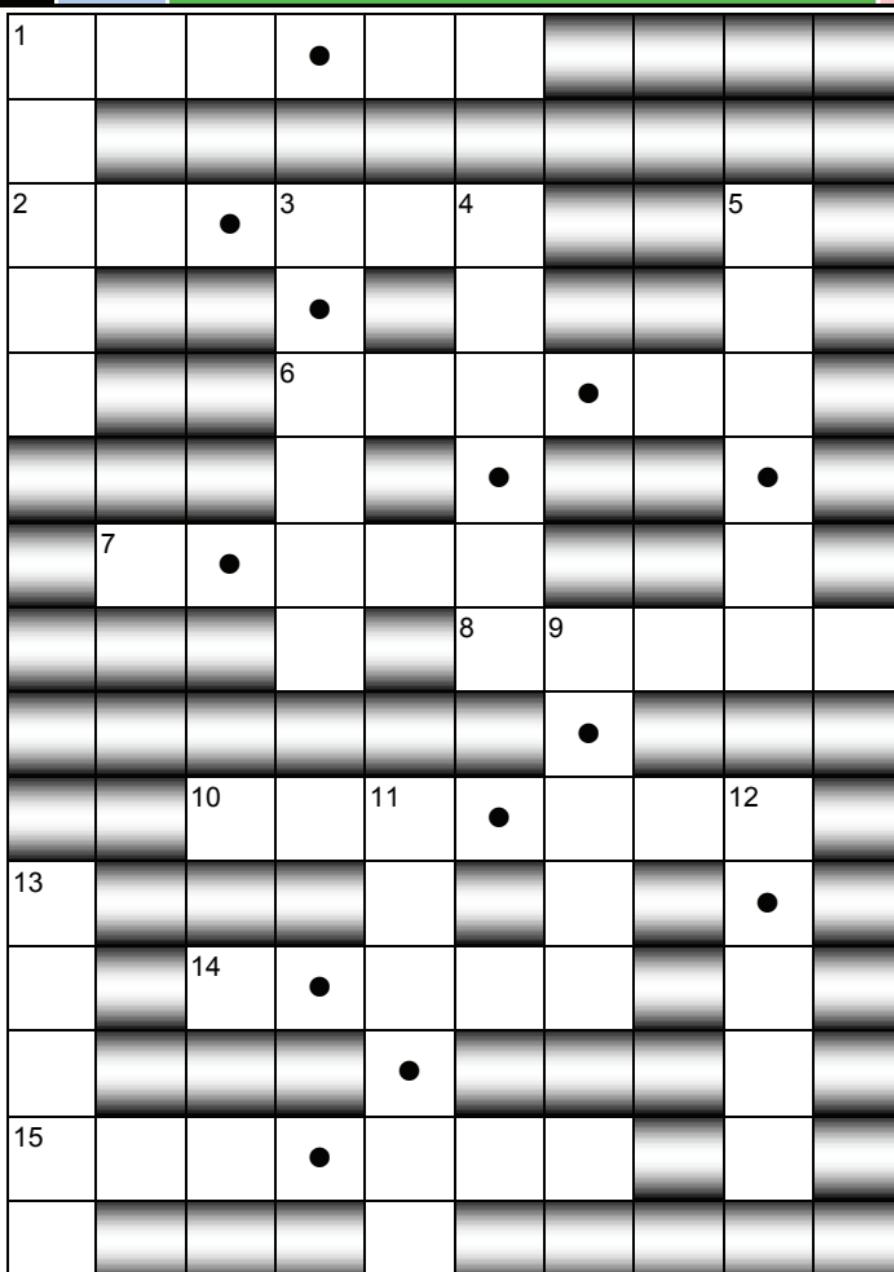
1	Reading and writing numbers	11	Fractions
2	Place value revision	12	More fractions
3	Addition & subtraction strategies	13	Equivalent fractions
4	More addition & subtraction strategies	14	Fractions / decimals / percentages
5	Ordering decimals	15	Negative numbers
6	Multiples of 9's / x & ÷ facts	16	Solving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





Click on the worksheet number you require ...

21	Reading scales / measuring & drawing lines	31	Reflection & Rotation
22	Geometry words & naming angles	32	Translation & Enlargements
23	Measuring and drawing angles	33	Conducting an investigation
24	Perimeter	34	Sorting data using tally charts
25	Area	35	Column graphs, pictograms & dot plots
26	Volume	36	Stem and leaf graphs & time series graphs
27	Time	37	Finding the mean (average) and the range
28	2D & 3D shapes	38	Finding the median and the mode
29	Reading map (grid) references	39	Finding outcomes
30	Finding location using co-ordinates	40	Simple probability



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

#### Across

- 1 four hundred and seventeen point four nine
- 2 ninety-two point seven six five
- 6 three hundred and forty-six point one two
- 7 zero point one five seven
- 8 eighty-nine thousand, six hundred and fifty-one
- 10 three hundred and forty-seven point two four nine
- 14 one point nine zero six
- 15 four hundred point two three five

#### Down

- 1 forty-eight thousand, nine hundred and ten
- 3 seven point three two one nine
- 4 five hundred and six point seven eight
- 5 six hundred and forty-two point seven five

**Down**

- 9 nine point two three six  
 11 seven hundred and thirty-nine point  
     two four  
 12 nine point four seven two  
 13 twelve thousand, six hundred and  
     forty-eight

**Write these numerals  
 as number words.**



(2) 8.3

(3) 605

(4) 89.6

(5) 918.7

(6) 4713

(7) 19.014

(8) 13203

 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 2, 3 or 4-digit whole number or decimal in number words and ask your child to write it as a numeral. Concentrate on pairs where the digits have been reversed.

Example: 1423, 3241 .... 1.47, 7.41 ... etc.

Write any 2, 3 or 4-digit whole number or decimal as numerals and ask your child to say, then write the numeral as number words.

Sign when  
 completed:



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

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

#### Across

- 1 four hundred and seventeen point four nine
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**Down**

- 9 nine point two three six  
 11 seven hundred and thirty-nine point  
     two four  
 12 nine point four seven two  
 13 twelve thousand, six hundred and  
     forty-eight

**Write these numerals  
 as number words.**



(2) 8.3                   **eight point three**

---

(3) 605                   **six hundred and five**

---

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

---

(5) 918.7                   **nine hundred and eighteen  
                                 point seven**

---

(6) 4713                   **four thousand, seven hundred  
                                 and thirteen**

---

(7) 19.014                   **nineteen point zero one four**

---

(8) 13203                   **thirteen thousand, two  
                                 hundred and 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 2, 3 or 4-digit whole number or decimal in number words and ask your child to write it as a numeral. Concentrate on pairs where the digits have been reversed.

*Example: 1423, 3241 .... 1.47, 7.41 ... etc.*

Write any 2, 3 or 4-digit whole number or decimal as numerals and ask your child to say, then write the numeral 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

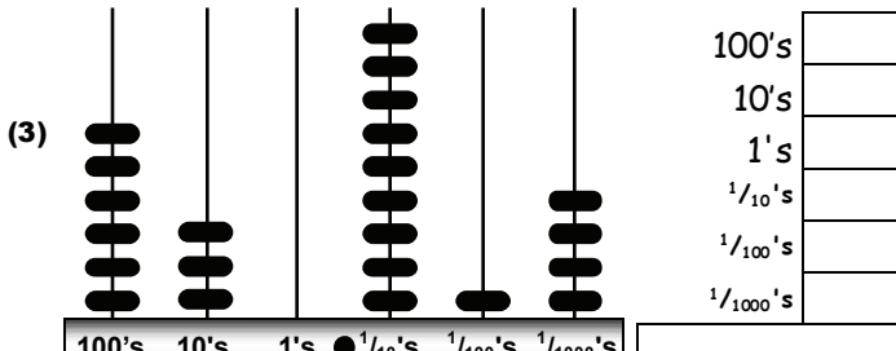
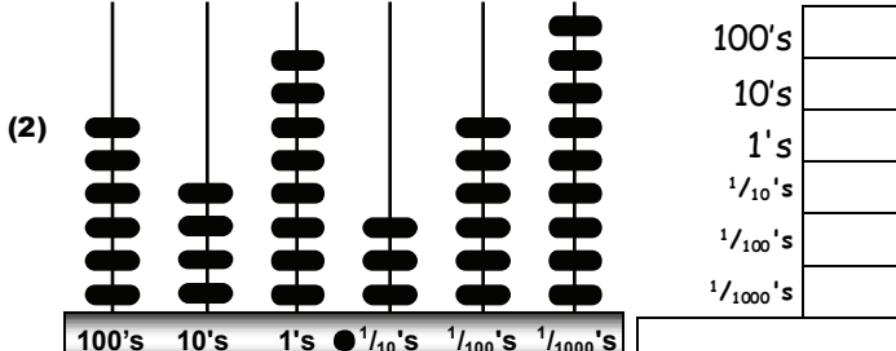
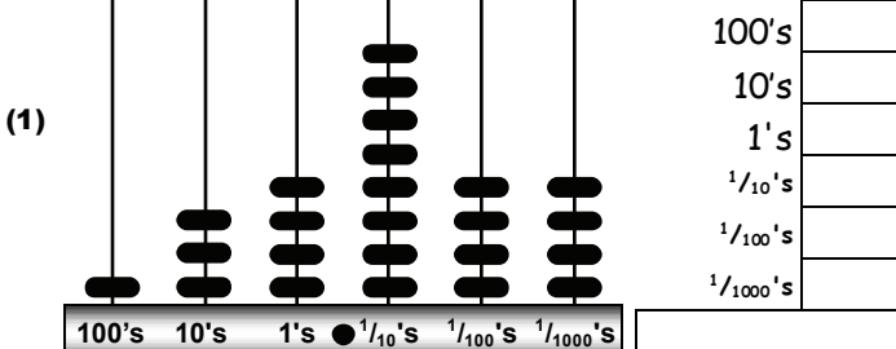
Answer: The digit '9' in 20.95 stands for 9 tenths.  
The digit '9' in 7.196 stands for 9 hundredths.

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

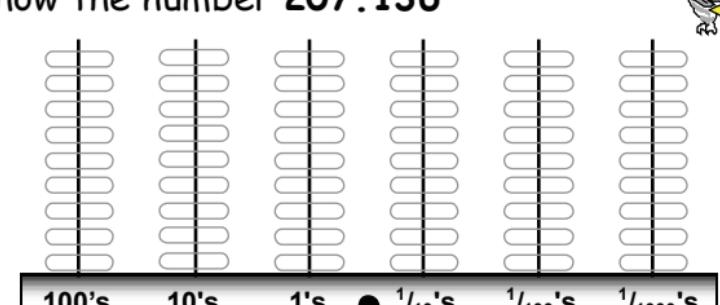
100 hundreds	10 tens	1 ones (units)	•	$\frac{1}{10}$ tenths	$\frac{1}{100}$ hundredths	$\frac{1}{1000}$ thousandths
-----------------	------------	-------------------	---	--------------------------	-------------------------------	---------------------------------

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 207.136



The place a digit has in a number will affect it's value.

*Example:* In 41.62, the 6 has a place value of  $\frac{1}{10}$  and means 0.6.



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)	53.7 <b>4</b> 5	0.04
(6)	9 <b>7</b> 6.20	10's
(7)	5 <b>1</b> 42.49	
(8)	72. <b>3</b> 54	
(9)	4 <b>3</b> .025	
(10)	6 <b>2</b> 9.49	
(11)	197. <b>8</b> 2	
(12)	758 <b>9</b> 1	
(13)	9. <b>1</b> 756	
(14)	5. <b>4</b> 359	
(15)	8.00 <b>3</b> 5	

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



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



The aim of this activity sheet is to understand place value for numerals that are whole numbers or ones that include decimals.

#### Suggested EXTENSION activity:

Find different coloured blocks or objects to represent 10000's, 1000's, 100's, 10's, 1's,  $\frac{1}{10}$ 's,  $\frac{1}{100}$ 's and  $\frac{1}{1000}$ 's. Ask your child to model any numeral using the coloured blocks.

*Example:* For 5.79 ... 5 1's block, 7  $\frac{1}{10}$ 's blocks and 9  $\frac{1}{100}$ 's blocks.

Ask your child how many of each place value there is in any 5 to 7-digit number you write, similar to the numbers in question 16 to 20 above.

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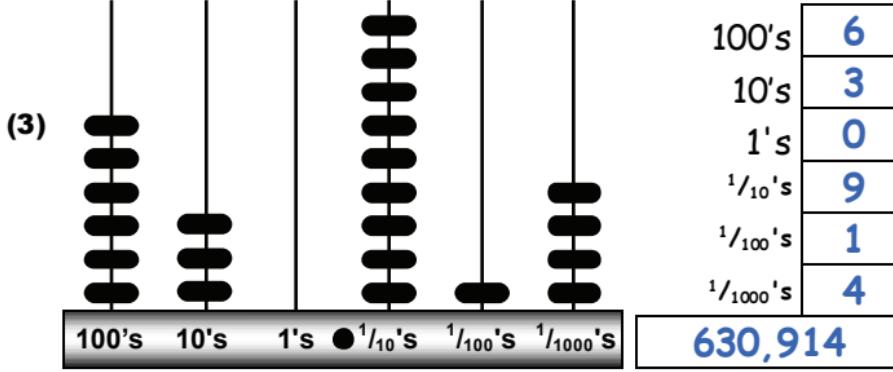
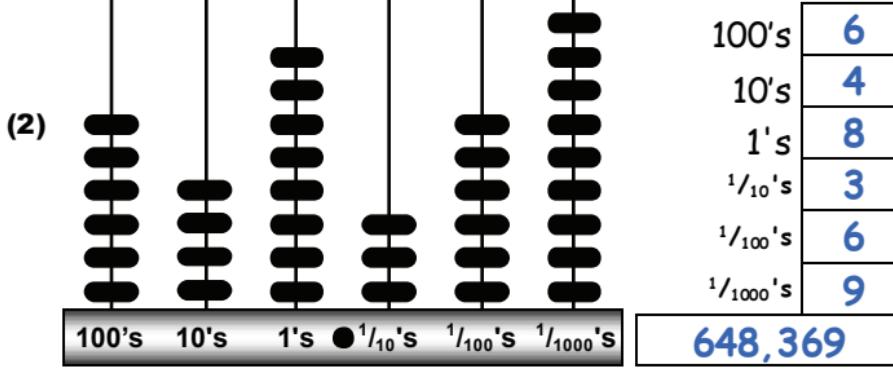
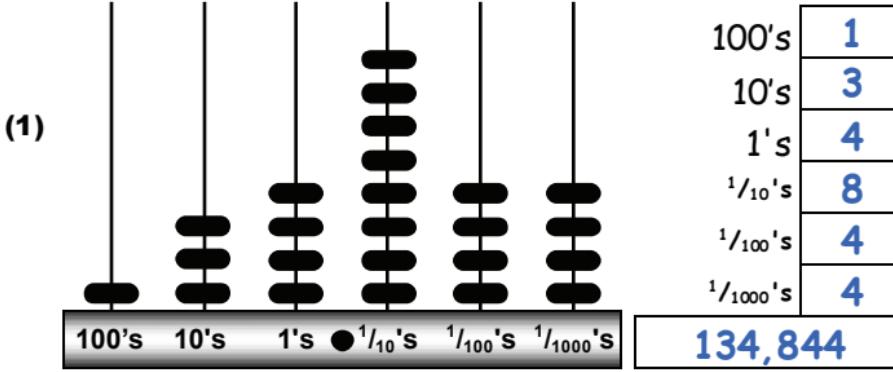
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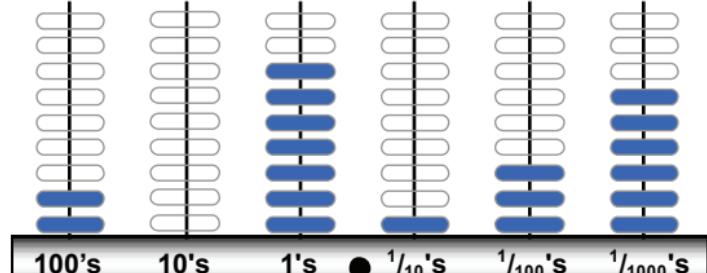
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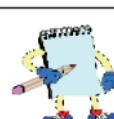
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		Place value	means
(5)	53.7 <b>4</b> 5	$\frac{1}{100}$ 's	0.04
(6)	9 <b>7</b> 6.20	10's	70
(7)	<b>5</b> 142.49	1000's	5000
(8)	72. <b>3</b> 54	$\frac{1}{10}$ 's	0.3
(9)	4 <b>3</b> .025	1's	3
(10)	<b>6</b> 29.49	100's	600
(11)	197. <b>8</b> 2	$\frac{1}{10}$ 's	0.8
(12)	758 <b>9</b> 1	10's	90
(13)	9.1 <b>7</b> 56	$\frac{1}{100}$ 's	0.07
(14)	5. <b>4</b> 359	$\frac{1}{10}$ 's	0.4
(15)	8.00 <b>3</b> 5	$\frac{1}{1000}$ 's	0.003

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



- (16) ... circle the 1's digit in **13.602**
- (17) ... circle the 100's digit in **674.432**
- (18) ... circle the  $\frac{1}{10}$ 's digit in **987.68**
- (19) ... circle the  $\frac{1}{1000}$ 's digit in **0.3792**
- (20) ... circle the 1000's digit in **503856**



The aim of this activity sheet is to understand place value for numerals that are whole numbers or ones that include decimals.

#### Suggested EXTENSION activity:

Find different coloured blocks or objects to represent 10000's, 1000's, 100's, 10's, 1's,  $\frac{1}{10}$ 's,  $\frac{1}{100}$ 's and  $\frac{1}{1000}$ 's. Ask your child to model any numeral using the coloured blocks.

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Ask your child how many of each place value there is in any 5 to 7-digit number you write, similar to the numbers in question 16 to 20 above.

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 35 + 8 + 70 is the same as 100 + 13 = 113

- (1)  $59 + 4 + 50 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
- (2)  $10 + 75 + 95 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
- (3)  $620 + 29 + 400 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
- (4)  $1520 + 1580 + 16 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

### Using known doubles

Adding 85 + 86 is the same as 80 + 80 + 11 = 171  
or 90 + 90 - 9 = 171

- (5)  $74 + 71 = 70 + 70 + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
- (6)  $92 + 95 = \underline{\hspace{2cm}} + 90 + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
- (7)  $114 + 115 = 110 + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
- (8)  $344 + 347 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

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

Add 98 + 9 (add 2 to 98, subtract 2 from 9)

Answer:  $98 + 9 = 100 + 7 = 107$

- (9)  $126 + 49 = 130 + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
- (10)  $57 + 275 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
- (11)  $458 + 34 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
- (12)  $69 + 638 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

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

Example: Add 473 + 524

(100's) 400 + 500    (10's) 70 + 20    (1's) 3 + 4

Answer:  $900 + 90 + 7 = 997$

- (13)  $523 + 437$  is the same as ...  
 $500 + \underline{\hspace{2cm}} + 20 + \underline{\hspace{2cm}} + 3 + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
- (14)  $765 + 234$  is the same as ...  
 $\underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
- (15)  $887 - 354$  is the same as ...  
 $800 - \underline{\hspace{2cm}} + \underline{\hspace{2cm}} - 50 + \underline{\hspace{2cm}} - 4 = \underline{\hspace{2cm}}$
- (16)  $749 - 518$  is the same as ...  
 $\underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

**Splitting numbers to make '10'**Work out  $425 - 8 = \bullet$  ( $425 = 420 + 5$ ) $420 - 8 = 412$ , Answer:  $412 + 5 = 417$ 

- (17)
- $205 - 9$
- is the same as ...

$200 - 9 + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

- (18)
- $521 - 8$
- is the same as ...

$\underline{\hspace{1cm}} - 8 + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

- (19)
- $682 - 7$
- is the same as ...

$680 - \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

- (20)
- $921 - 9$
- is the same as ...

$\underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

**Don't subtract ... add** $104 - 77 = \bullet$  is the same as  $77 + \bullet = 104$ 

Use 'tidy' numbers to work this out.

71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110

$\leftarrow +3 \rightarrow$

$\leftarrow +4 \rightarrow$

Answer:  $3 + 20 + 4 = 27$  ( $77 + 3 + 20 + 4 = 104$ )

- (21)
- $83 - 59 = \bullet$
- is the same as
- $59 + \bullet = 83$

$\bullet = 1 + 20 + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

- (22)
- $135 - 87 = \bullet$
- is the same as
- $87 + \bullet = 135$

$\bullet = 3 + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

- (23)
- $292 - 147 = \bullet$
- is the same as
- $147 + \bullet = 292$

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

- (24)
- $327 - 99 = \bullet$
- is the same as
- $99 + \bullet = 327$

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

- (25)
- $543 - 168 = \bullet$
- is the same as
- $168 + \bullet = 543$

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



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:



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### Groupings of 10, 100 or 1000

Adding 35 + 8 + 70 is the same as 100 + 13 = 113

$$(1) \quad 59 + 4 + 50 = \textcolor{blue}{100} + 13 = \textcolor{blue}{113}$$

$$(2) \quad 10 + 75 + 95 = \textcolor{blue}{100} + 80 = \textcolor{blue}{180}$$

$$(3) \quad 620 + 29 + 400 = \textcolor{blue}{1000} + 49 = \textcolor{blue}{1049}$$

$$(4) \quad 1520 + 1580 + 16 = \textcolor{blue}{3000} + 116 = \textcolor{blue}{3116}$$

### Using known doubles

Adding 85 + 86 is the same as 80 + 80 + 11 = 171  
or 90 + 90 - 9 = 171

$$(5) \quad 74 + 71 = 70 + 70 + \textcolor{blue}{5} = \textcolor{blue}{145}$$

$$(6) \quad 92 + 95 = \textcolor{blue}{90} + 90 + \textcolor{blue}{7} = \textcolor{blue}{187}$$

$$(7) \quad 114 + 115 = 110 + \textcolor{blue}{110} + \textcolor{blue}{9} = \textcolor{blue}{229}$$

$$(8) \quad 344 + 347 = \textcolor{blue}{340} + \textcolor{blue}{340} + 11 = \textcolor{blue}{691}$$

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

Add 98 + 9 (add 2 to 98, subtract 2 from 9)

Answer:  $98 + 9 = 100 + 7 = 107$

$$(9) \quad 126 + 49 = 130 + \textcolor{blue}{45} = \textcolor{blue}{175}$$

$$(10) \quad 57 + 275 = \textcolor{blue}{52} + 280 = \textcolor{blue}{332}$$

$$(11) \quad 458 + 34 = \textcolor{blue}{460} + 32 = \textcolor{blue}{492}$$

$$(12) \quad 69 + 638 = \textcolor{blue}{70} + \textcolor{blue}{637} = \textcolor{blue}{707}$$

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

Example: Add 473 + 524

(100's) 400 + 500 (10's) 70 + 20 (1's) 3 + 4

Answer:  $900 + 90 + 7 = 997$

$$(13) \quad 523 + 437 \text{ is the same as ...}$$

$$500 + \textcolor{blue}{400} + 20 + \textcolor{blue}{30} + 3 + \textcolor{blue}{7} = \textcolor{blue}{960}$$

$$(14) \quad 765 + 234 \text{ is the same as ...}$$

$$\textcolor{blue}{700} + \textcolor{blue}{200} + \textcolor{blue}{60} + \textcolor{blue}{30} + \textcolor{blue}{5} + \textcolor{blue}{4} = \textcolor{blue}{999}$$

$$(15) \quad 887 - 354 \text{ is the same as ...}$$

$$800 - \textcolor{blue}{300} + \textcolor{blue}{80} - 50 + \textcolor{blue}{7} - 4 = \textcolor{blue}{533}$$

$$(16) \quad 749 - 518 \text{ is the same as ...}$$

$$\textcolor{blue}{700} - \textcolor{blue}{500} + \textcolor{blue}{40} - \textcolor{blue}{10} + \textcolor{blue}{9} - \textcolor{blue}{8} = \textcolor{blue}{231}$$



**Splitting numbers to make '10'**Work out  $425 - 8 = \bullet$  ( $425 = 420 + \underline{5}$ ) $420 - 8 = 412$ , Answer:  $412 + \underline{5} = 417$ 

- (17)
- $205 - 9$
- is the same as ...

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- (18)
- $521 - 8$
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$520 - 8 + \underline{1} = 513$

- (19)
- $682 - 7$
- is the same as ...

$680 - \underline{7} + \underline{2} = 675$

- (20)
- $921 - 9$
- is the same as ...

$920 - \underline{9} + \underline{1} = 912$

**Don't subtract ... add** $104 - 77 = \bullet$  is the same as  $77 + \bullet = 104$ 

Use 'tidy' numbers to work this out.

71	72	73	74	75	76	77	78	79	80
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$\bullet = 3 + 40 + \underline{5} = 48$

- (23)
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- $327 - 99 = \bullet$
- is the same as
- $99 + \bullet = 327$

$\bullet = 1 + 220 + \underline{7} = 228$

- (25)
- $543 - 168 = \bullet$
- is the same as
- $168 + \bullet = 543$

$\bullet = 2 + 370 + \underline{3} = 375$

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Sign when completed:

## Don't subtract ... add

$92 - \bullet = 58$  is the same as  $58 + \bullet = 92$

Use 'tidy' numbers to work this out.

51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

+40

- 6

Add a 'large' tidy number, then count back

Answer:  $40 - 6 = 34$  ( $58 + 40 = 98 - 6 = 92$ )

(1)  $145 - 89 = \bullet$  is the same as  $89 + \bullet = 145$

$$\bullet = 60 - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

(2)  $315 - 117 = \bullet$  is the same as  $117 + \bullet = 315$

$$\bullet = \underline{\hspace{1cm}} - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

(3)  $481 - 246 = \bullet$  is the same as  $246 + \bullet = 481$

$$\bullet = \underline{\hspace{1cm}} - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

(4)  $765 - 389 = \bullet$  is the same as  $389 + \bullet = 765$

$$\bullet = \underline{\hspace{1cm}} - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

## Reversing order

$\bullet + 36 = 71$  can be written as  $36 + \bullet = 71$ ,  
then work out using any strategy

(5)  $\bullet + 78 = 117$        $78 + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

(6)  $\bullet + 93 = 247$        $\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

(7)  $\bullet + 69 = 304$        $\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

(8)  $\bullet + 216 = 342$        $\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

(9)  $\bullet + 478 = 941$        $\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

## Equal additions to make 'tidy' numbers

Subtract  $162 - 96$  (add 4 to both numbers)

Answer:  $162 - 96 = 166 - 100 = 66$

(10)  $72 - 38 = 74 - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

(11)  $191 - 85 = \underline{\hspace{1cm}} - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

(12)  $345 - 56 = \underline{\hspace{1cm}} - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

(13)  $904 - 97 = \underline{\hspace{1cm}} - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

(14)  $796 - 148 = \underline{\hspace{1cm}} - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

**Both sides are equal**

Find the missing number ...  $57 + 32 = \bullet + 30$

(add 2 to 57 because 30 is 2 less than 32)

Answer:  $57 + 32 = 59 + 30$

Find the missing number ...  $\bullet - 38 = 78 - 40$

(add 2 to 78 because 38 is 2 less than 40)

Answer:  $80 - 38 = 82 - 40$

**Find the missing numbers.**

(15)  $49 + \underline{\hspace{1cm}} = 50 + 95$

(16)  $128 + 54 = 130 + \underline{\hspace{1cm}}$

(17)  $\underline{\hspace{1cm}} - 74 = 247 - 80$

(18)  $47 + 186 = \underline{\hspace{1cm}} + 183$

(19)  $395 - 228 = 400 - \underline{\hspace{1cm}}$



**Work out the problems using any strategy you like.**

(20)  $99 - 63 = \underline{\hspace{1cm}} =$

(21)  $312 + 89 = \underline{\hspace{1cm}} =$

(22)  $191 - 76 = \underline{\hspace{1cm}} =$

(23)  $334 - 186 = \underline{\hspace{1cm}} =$

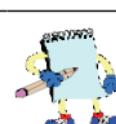
(24)  $58 + 116 = \underline{\hspace{1cm}} =$

(25)  $85 + 24 + 19 = \underline{\hspace{1cm}} =$

(26)  $376 - 224 = \underline{\hspace{1cm}} =$

(27)  $75 + 139 = \underline{\hspace{1cm}} =$

(28)  $54 + 93 + 12 = \underline{\hspace{1cm}} =$



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:



## Don't subtract ... add

$92 - \bullet = 58$  is the same as  $58 + \bullet = 92$

Use 'tidy' numbers to work this out.

51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

+40

- 6

Add a 'large' tidy number, then count back

Answer:  $40 - 6 = 34$  ( $58 + 40 = 98 - 6 = 92$ )

(1)  $145 - 89 = \bullet$  is the same as  $89 + \bullet = 145$

$\bullet = 60 - 4 = 56$

(2)  $315 - 117 = \bullet$  is the same as  $117 + \bullet = 315$

$\bullet = 200 - 2 = 198$

(3)  $481 - 246 = \bullet$  is the same as  $246 + \bullet = 481$

$\bullet = 240 - 5 = 235$

(4)  $765 - 389 = \bullet$  is the same as  $389 + \bullet = 765$

$\bullet = 380 - 4 = 376$

## Reversing order

$\bullet + 36 = 71$  can be written as  $36 + \bullet = 71$ ,  
then work out using any strategy

(5)  $\bullet + 78 = 117$        $78 + 39 = 117$

(6)  $\bullet + 93 = 247$        $93 + 154 = 247$

(7)  $\bullet + 69 = 304$        $69 + 235 = 304$

(8)  $\bullet + 216 = 342$        $216 + 126 = 342$

(9)  $\bullet + 478 = 941$        $478 + 463 = 941$

## Equal additions to make 'tidy' numbers

Subtract  $162 - 96$  (add 4 to both numbers)

Answer:  $162 - 96 = 166 - 100 = 66$

(10)  $72 - 38 = 74 - 40 = 34$

(11)  $191 - 85 = 196 - 90 = 106$

(12)  $345 - 56 = 349 - 60 = 289$

(13)  $904 - 97 = 907 - 100 = 807$

(14)  $796 - 148 = 798 - 150 = 648$



**Both sides are equal**Find the missing number ...  $57 + 32 = \bullet + 30$ 

(add 2 to 57 because 30 is 2 less than 32)

Answer:  $57 + 32 = 59 + 30$ Find the missing number ...  $\bullet - 38 = 78 - 40$ 

(add 2 to 78 because 38 is 2 less than 40)

Answer:  $80 - 38 = 82 - 40$ **Find the missing numbers.**

(15)  $49 + 96 = 50 + 95$

(16)  $128 + 54 = 130 + 52$

(17)  $241 - 74 = 247 - 80$

(18)  $47 + 186 = 50 + 183$

(19)  $395 - 228 = 400 - 223$

**Work out the problems using any strategy you like. Possible answers**

(20)  $99 - 63 = \underline{\hspace{2cm}}$   $100 - 64 = \underline{\hspace{2cm}} = 36$

(21)  $312 + 89 = \underline{\hspace{2cm}}$   $311 + 90 = \underline{\hspace{2cm}} = 401$

(22)  $191 - 76 = \underline{\hspace{2cm}}$   $200 - 85 = \underline{\hspace{2cm}} = 115$

(23)  $334 - 186 = \underline{\hspace{2cm}}$   $348 - 200 = \underline{\hspace{2cm}} = 148$

(24)  $58 + 116 = \underline{\hspace{2cm}}$   $60 + 114 = \underline{\hspace{2cm}} = 174$

(25)  $85 + 24 + 19 = \underline{\hspace{2cm}}$   $100 + 28 = \underline{\hspace{2cm}} = 128$

(26)  $376 - 224 = \underline{\hspace{2cm}}$   $372 - 220 = \underline{\hspace{2cm}} = 152$

(27)  $75 + 139 = \underline{\hspace{2cm}}$   $74 + 140 = \underline{\hspace{2cm}} = 214$

(28)  $54 + 93 + 12 = \underline{\hspace{2cm}}$   $100 + 59 = \underline{\hspace{2cm}} = 159$

*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:



- (1) Write these decimals in order from smallest to largest.

\_\_\_\_\_ , \_\_\_\_\_ ,

\_\_\_\_\_ , \_\_\_\_\_ ,

\_\_\_\_\_ , \_\_\_\_\_ ,

**6.86**  
**5.45**  
**13.9**  
**0.87**  
**7.04**  
**11.3**

Mark competed in the javelin throw.  
His throwing distances are in the table.



Throw	1	2	3	4	5
Distance	32.85m	31.47m	33.48m	33.71m	32.75m

- (2) What was the distance of his longest throw?  
\_\_\_\_\_
- (3) What was the distance of his shortest throw?  
\_\_\_\_\_
- (4) What was the distance of the 4th longest throw?  
\_\_\_\_\_
- (5) Write the throwing distances in order from longest throw to shortest throw.  
\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_



This table shows the results of a 400m race, run in 8 lanes. The time is in seconds and there were eight runners.

Lane	Time
1	73.4
2	77.7
3	69.3
4	65.9
5	72.4
6	68.1
7	70.8
8	67.9

- (6) In which lane was the fastest runner?  
\_\_\_\_\_
- (7) In which lane was the 7th fastest runner?  
\_\_\_\_\_
- (8) What were the times for 1st, 2nd and 3rd?  
\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_
- (9) Write the lane numbers for the runners in the 400m race in order from fastest time to slowest time.  
\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

Honey jars are filled by a machine.

Below are the weights of five jars.



Honey jars	A	B	C	D	E
Weight	1.496kg	1.512kg	1.491kg	1.507kg	1.497kg

(10) What is the weight of the lightest honey jar?

---

(11) What is the weight of the heaviest honey jar?

---

(12) What is the weight of the 3rd lightest honey jar?

---

(13) What weight of honey do you think the machine is trying to fill in each honey jar?

---

(14) Write the weight of these honey jars in order of lightest to heaviest.

---

Using the five digits in this box and a decimal point, create the largest number closest to 40.

8	4	5	0	2
---	---	---	---	---

•

Answer: 40.258

(15) Use these digits ....

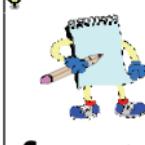
9	6	1	5	7	2	•
---	---	---	---	---	---	---

to make the three closest numbers below and above 27, in order from smallest to largest.

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ ,

27.0000,

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ ,



The aim of this activity sheet is to learn to order numbers from smallest to largest or largest to smallest and revise words such as first, last, lightest and heaviest etc.

#### Suggested EXTENSION activity:

Using up to six different money totals to represent decimals, ask your child to order the totals from the smallest to largest total.

Example: \$25.40, \$24.50, \$32.80, \$41.60 etc.

Make up similar word problems as above that involve different weight, distance or volume values and ask your child to order each group.

Sign when completed:

.....



- (1) Write these decimals in order from smallest to largest.

0.87, 5.45, 6.86,  
7.04, 11.3, 13.9

6.86  
5.45  
13.9  
0.87  
7.04  
11.3

Mark competed in the javelin throw.  
His throwing distances are in the table.



Throw	1	2	3	4	5
Distance	32.85m	31.47m	33.48m	33.71m	32.75m

- (2) What was the distance of his longest throw? 33.71m
- (3) What was the distance of his shortest throw? 31.47m
- (4) What was the distance of the 4th longest throw? 32.75m
- (5) Write the throwing distances in order from longest throw to shortest throw.

33.71, 33.48, 32.85, 32.75, 31.47



Lane	Time
1	73.4
2	77.7
3	69.3
4	65.9
5	72.4
6	68.1
7	70.8
8	67.9

This table shows the results of a 400m race, run in 8 lanes.  
The time is in seconds and there were eight runners.

- (6) In which lane was the fastest runner? 4
- (7) In which lane was the 7th fastest runner? 1
- (8) What were the times for 1st, 2nd and 3rd?

65.9, 67.9, 68.1

- (9) Write the lane numbers for the runners in the 400m race in order from fastest time to slowest time.

4, 8, 6, 3, 7, 5, 1, 2





Honey jars are filled by a machine.

Below are the weights of five jars.

Honey jars	A	B	C	D	E
Weight	1.496kg	1.512kg	1.491kg	1.507kg	1.497kg

- (10) What is the weight of the lightest honey jar?

1.491kg

- (11) What is the weight of the heaviest honey jar?

1.512kg

- (12) What is the weight of the 3rd lightest honey jar?

1.497kg

- (13) What weight of honey do you think the machine is trying to fill in each honey jar?

1.5kg

- (14) Write the weight of these honey jars in order of lightest to heaviest.

1.491, 1.496, 1.497, 1.507, 1.512

Using the five digits in this box and a decimal point, create the largest number closest to 40.

8	4	5	0	2
---	---	---	---	---

•
---

Answer: 40.258

- (15) Use these digits ....

9	6	1	5	7	2	•
---	---	---	---	---	---	---

to make the three closest numbers below and above 27, in order from smallest to largest.

26.9571, 26.9715, 26.9751

27.0000,

27.1569, 27.1596, 27.1659



The aim of this activity sheet is to learn to order numbers from smallest to largest or largest to smallest and revise words such as first, last, lightest and heaviest etc.

#### Suggested EXTENSION activity:

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Make up similar word problems as above that involve different weight, distance or volume values and ask your child to order each group.

Sign when completed:



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