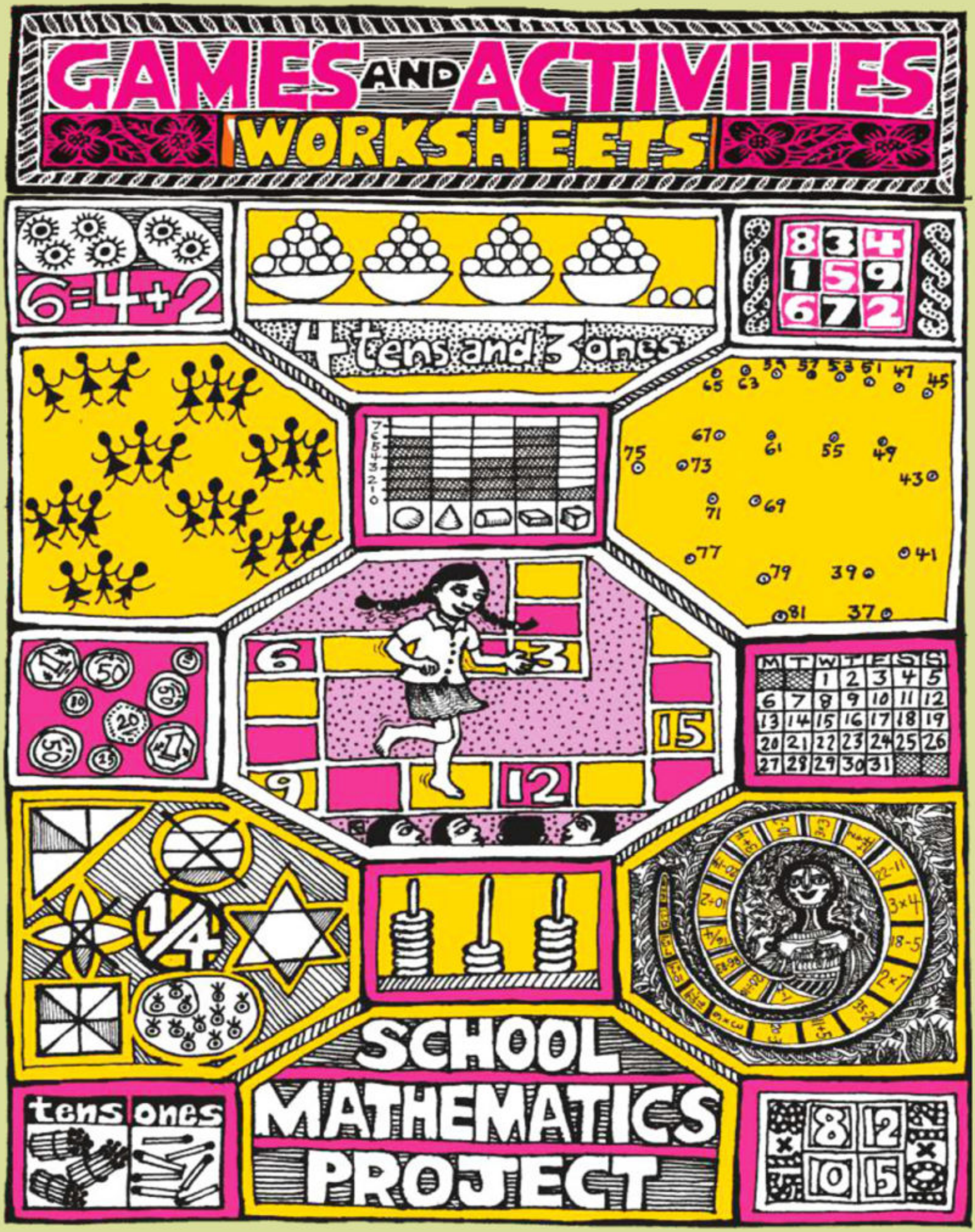
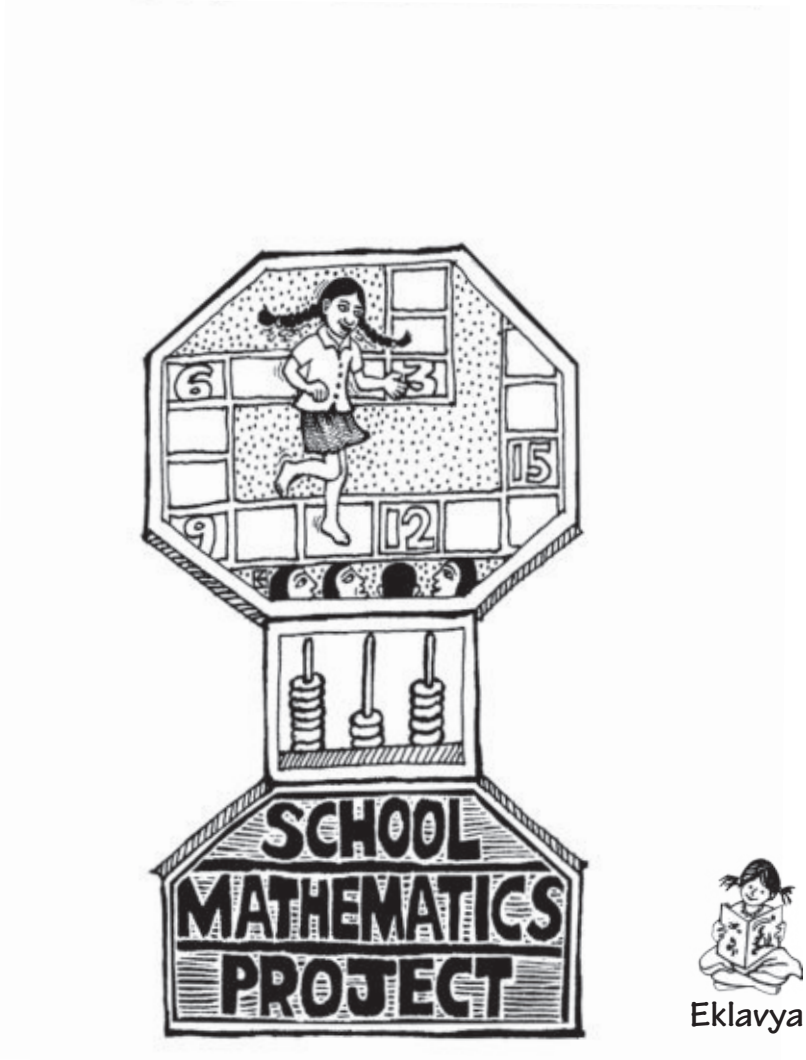


an eklavya publication

GAMES AND ACTIVITIES WORKSHEETS

Edited by
Amitabha Mukherjee and Vijaya Varma



Eklavya

Games and Activities: Worksheets

School Mathematics Project
Centre for Science Education and Communication, Delhi University (2001)
Edited by: Amitabha Mukherjee and Vijaya Varma
Illustration/Design: Karen Haydock

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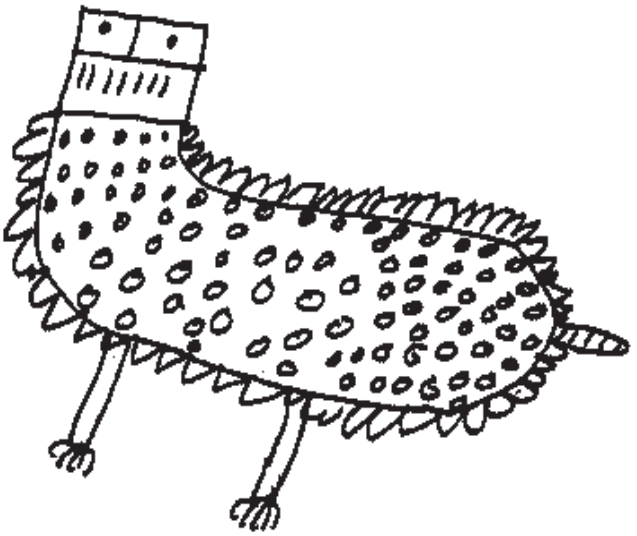


Preface

This is a reprint of an experimental edition of *Games and Activities for Class II: Worksheets* prepared for the School Mathematics Project (SMP) in 2001 with the help and support of teachers from participating schools. It is accompanied by the *Games and Activities for Class II: Teachers' Guide* which explains and gives ideas on how the worksheets in this book might be used, and also gives ideas for additional activities. As part of the same project, another book was written for Class I. But the games, activities and worksheets can be used for any age, depending on the needs of the students.

About SMP

The School Mathematics Project (SMP) aimed to address the fear of mathematics in children. Based at the Centre for Science Education and Communication, University of Delhi, ran as a teaching programme in 5 schools in Delhi that began in 1995. In 2000, the first batch of children completed Class V. The project emphasised activities with concrete objects in the early stages. Algorithms were introduced later. Wherever possible, multiple ways to do the same mathematical task were introduced. Children were encouraged to work in groups, and to discuss how they solved the mathematical problems in the classroom. The following points encapsulate the 'SMP Approach':

On Children

- Children are not blank slates when they enter school. They come equipped with a certain awareness of number and operations ('initial mathematics') that is independent of formal instruction. Disregard of this leads to the growth of fear of mathematics.
- The classroom process should not be viewed as a one-way transfer of 'knowledge' from the teacher to the taught. The emphasis should be on elucidation rather than on instruction.
- Children are individuals with their own pace and often their own strategies of learning. The curriculum should provide room for them to remain different from each other. One method, one activity, one technique can not provide for all children. There is a natural pace at which each child picks up new concepts and skills in mathematics. Riding roughshod over them in an attempt to maintain a pace of learning dictated solely by an externally imposed pre-determined curriculum is a major factor in the development of fear of mathematics.

On Mathematics

- Mathematics is more than numbers, operations and algorithms. It encompasses shape and space, patterns, structures, data handling and measurement.
- Mathematics is inherently beautiful and a potential source of joy – but only if the teacher feels this herself can she communicate it to children.
- Aptitude comes naturally when there is a meaningful context for mathematics.

On Teachers and Teaching

- If the teacher is not convinced of the need for change, no curricular change will work. Teacher training is not just a matter of training teachers in new concepts and techniques, but of changing their attitude to mathematics and to teaching, especially in their relationship with children. This can not be done by imposition and may be possible only through involvement and association.

- Ultimately the teacher has to transact the curriculum in the classroom. It is neither possible nor desirable to spell out exactly how everything should be done. It is nevertheless necessary to provide the teacher all possible support.
- Symbolic notation is a powerful tool for computation as well as a means of recording the results of computation. However, familiarity with the symbol for something does not imply facility with what the symbol stands for.

The worksheets, naturally, do not capture everything that was done in the classroom. We suggest, therefore, that teachers who wish to use these in their classrooms adapt the worksheets to suit their specific needs.

Please note that each worksheet carries a legend at the bottom right hand corner of the page. The legend starts off by specifying the type of worksheet, eg, whether it has to do with money, time, etc. Each type of worksheet has a unique number. The final element of the legend identifies the number of the worksheet, which runs from WS 1 to WS 63. Use these numbers to find the page of the *Teachers' Guide* which corresponds to a particular worksheet.

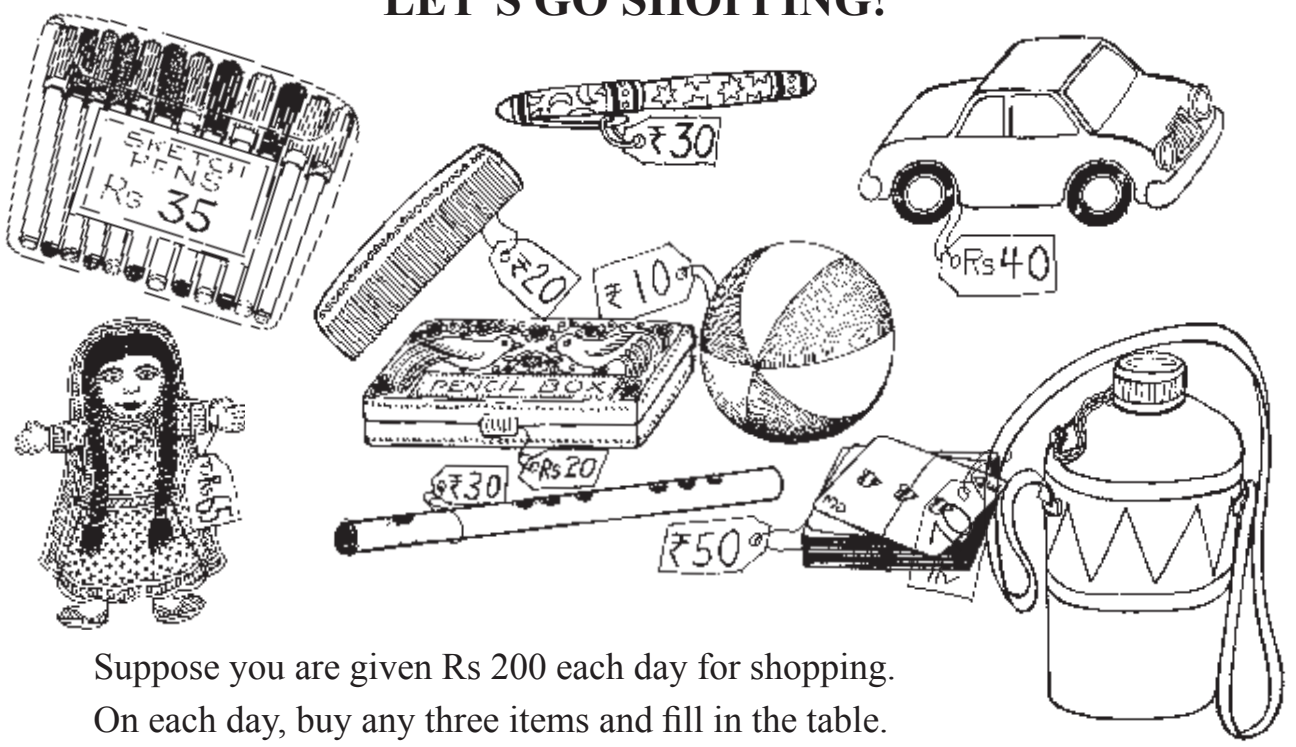
Amitabha Mukherjee
Vijaya Varma
for the SMP Group

Please send any feedback and suggestions for modification to Karen Haydock (who illustrated and designed this book) at haydock@gmail.com.

CONTENTS

Name: _____ Class: _____ Date: _____

LET'S GO SHOPPING!

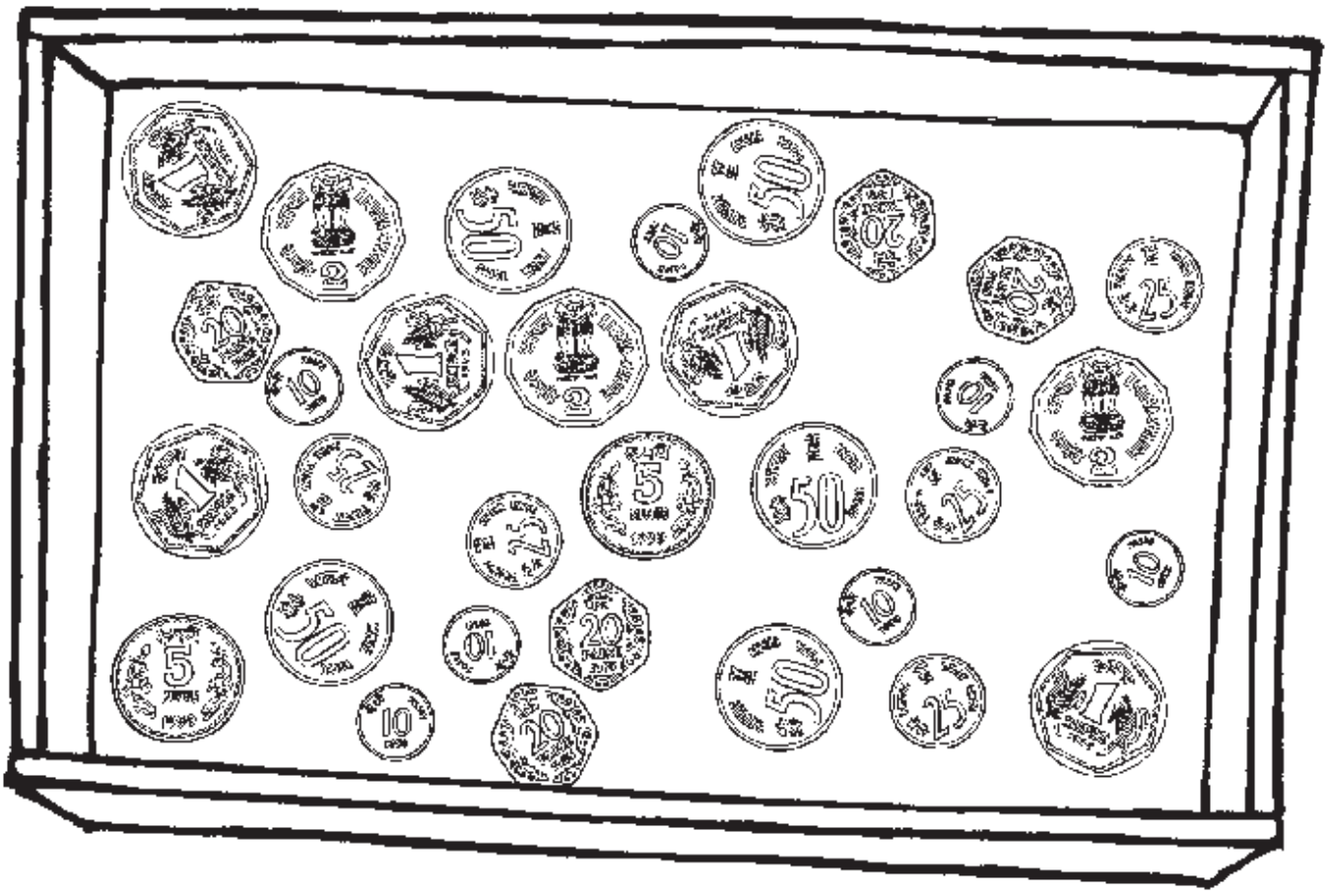


Suppose you are given Rs 200 each day for shopping.
On each day, buy any three items and fill in the table.

DAY	ITEM NAME	AMOUNT	AMOUNT LEFT FROM Rs 200
1	1		
	2		
	3		
		TOTAL =	
2	1		
	2		
	3		
		TOTAL =	
3	1		
	2		
	3		
		TOTAL =	

Name: _____ Class: _____ Date: _____

A TRAY OF OLD COINS



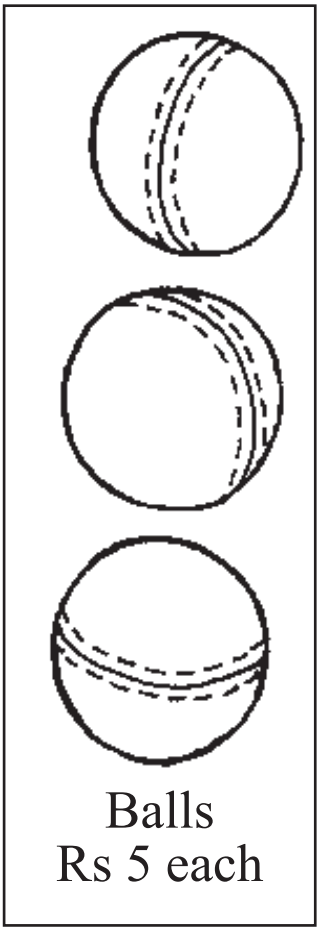
How many coins of each kind are there? How much are they worth?

☐	x	5 p coin	=	☐	Rupees	☐	paise
☐	x	10 p coin	=	☐	Rupees	☐	paise
☐	x	20 p coin	=	☐	Rupees	☐	paise
☐	x	25 p coin	=	☐	Rupees	☐	paise
☐	x	50 p coin	=	☐	Rupees	☐	paise
☐	x	Re 1 coin	=	☐	Rupees	☐	paise
☐	x	Rs 2 coin	=	☐	Rupees	☐	paise
☐	x	Rs 5 coin	=	☐	Rupees	☐	paise

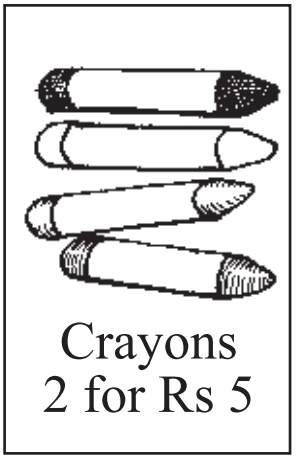
Name: _____ Class: _____ Date: _____

HOW MANY CAN YOU BUY?

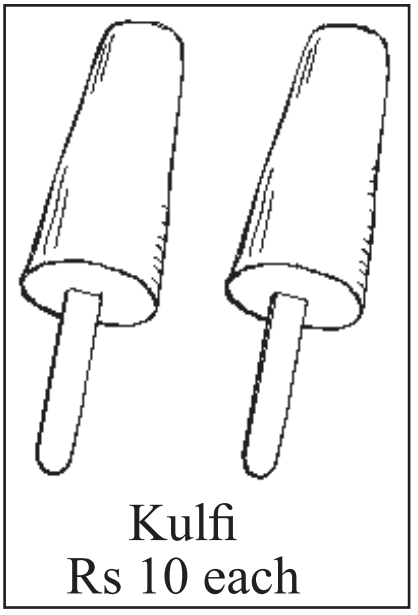
Circle the number of things in each box that you can buy with 10 Rupees.



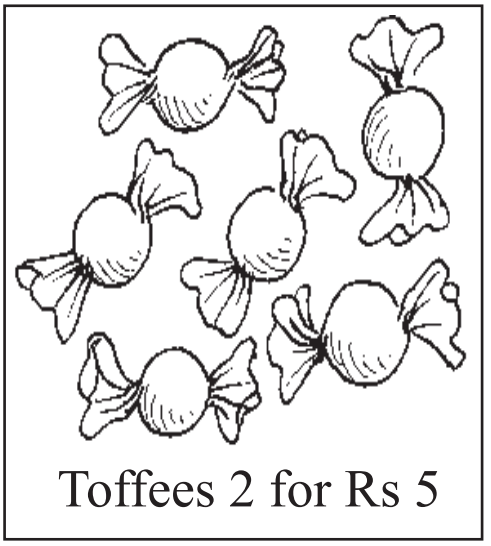
Balls
Rs 5 each



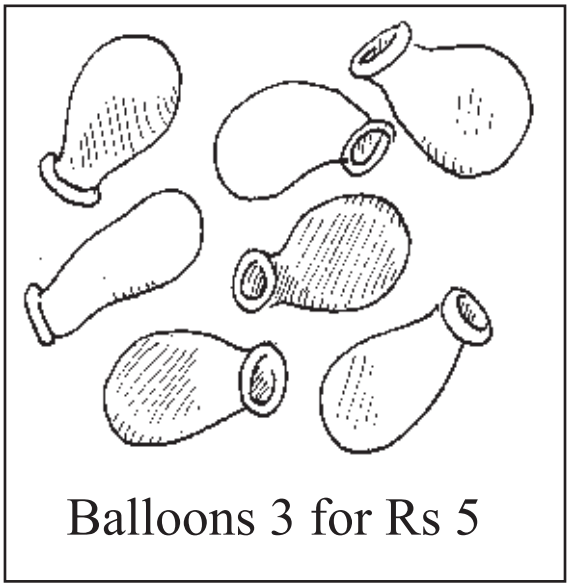
Crayons
2 for Rs 5



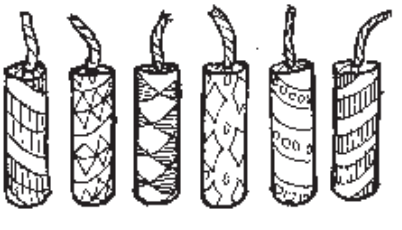
Kulfi
Rs 10 each



Toffees 2 for Rs 5



Balloons 3 for Rs 5



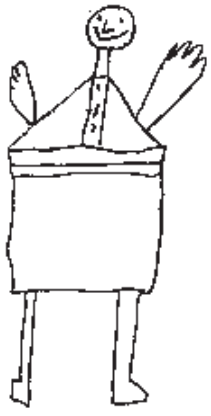
Crackers Rs 2 each

Name: _____ Class: _____ Date: _____

PRICES OF THINGS

Visit a shop and note down the prices of any 10 things you might like to buy.

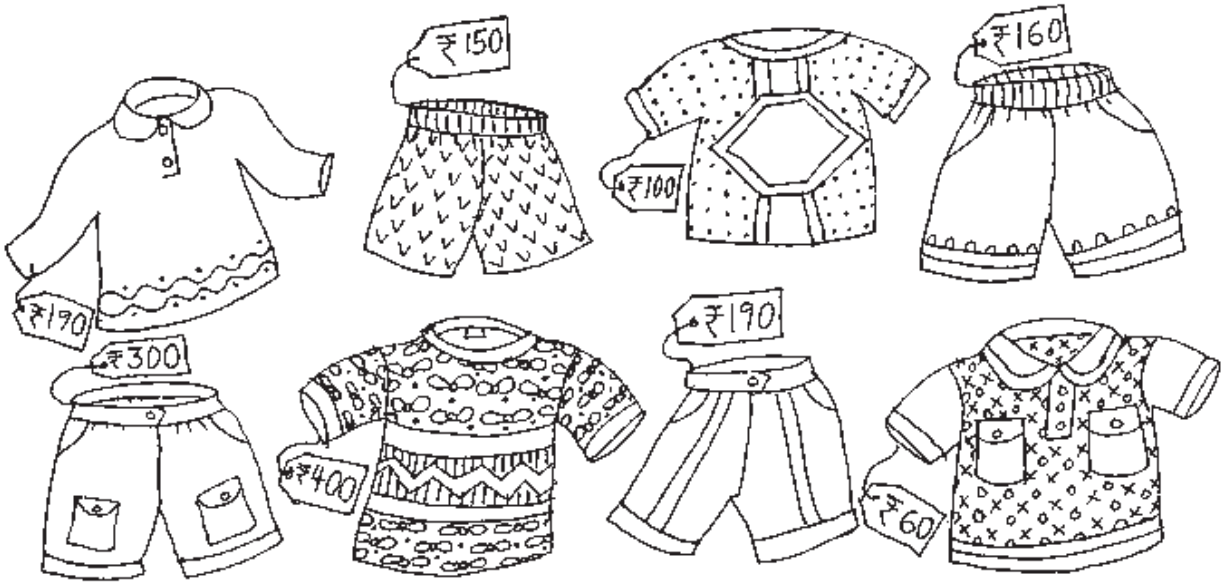
	NAME OF THING	PRICE
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		



Name: _____ Class: _____ Date: _____

WHO BOUGHT WHAT?

Gita, Farha, Shilpa and Shruti each bought 1 jumper and 1 pair of shorts.
Gita spent Rs 380.
Farha spent Rs 400.
Shilpa spent Rs 560.
Shruti spent Rs 210.
Work out which jumper and which pair of shorts each girl bought.

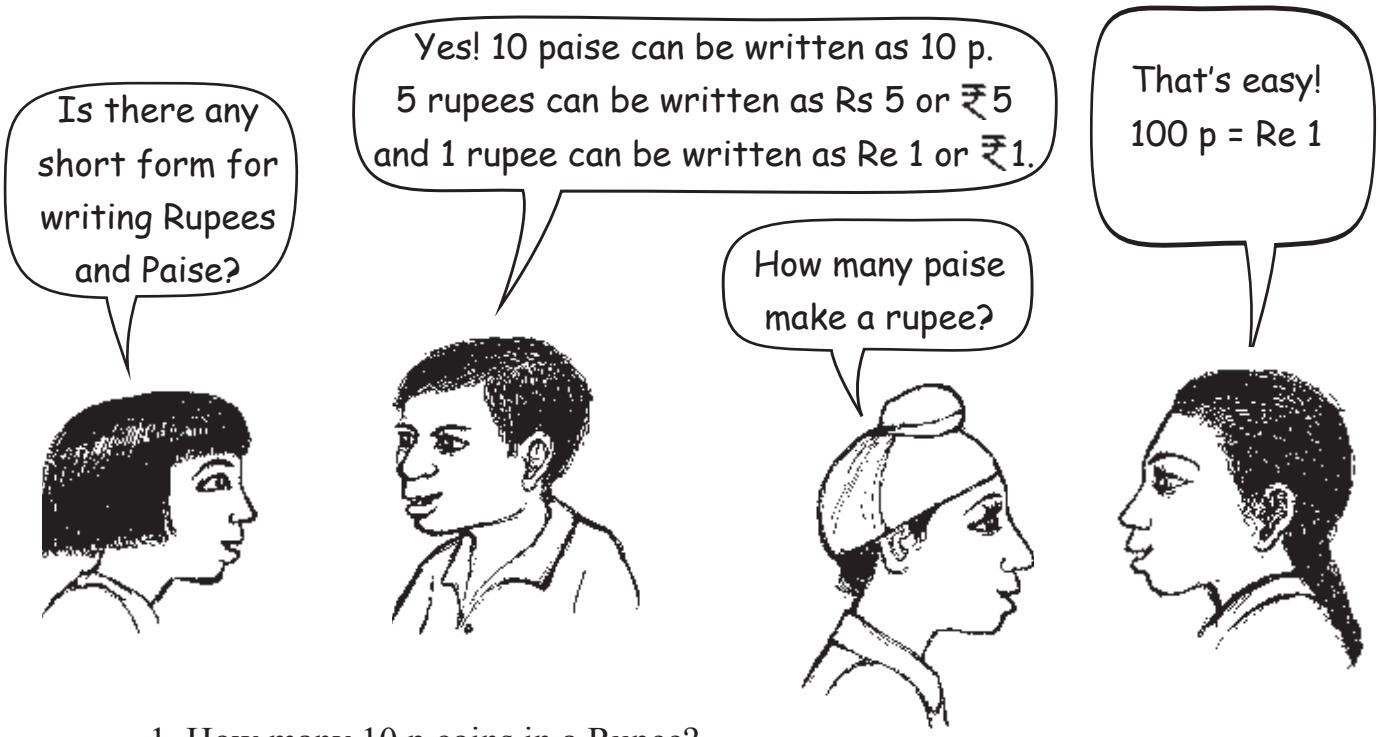


Write how much they spent in the table below.

Name of Girl	Cost of Jumper	Cost of Shorts	Total Cost
Gita			**380**
Farha			**400**
Shilpa			**560**
Shruti			**210**

Name: _____ Class: _____ Date: _____

HOW MANY COINS IN A RUPEE?



1. How many 10 p coins in a Rupee?

(10) + (10) + (10) + (10) + (10) + (10) + (10) + (10) + (10) + (10)

10	x 10 p =		p

2. How many 20 p coins in a Rupee? (Draw and write.)

	x 20 p =		p

3. How many 25 p coins in a Rupee?

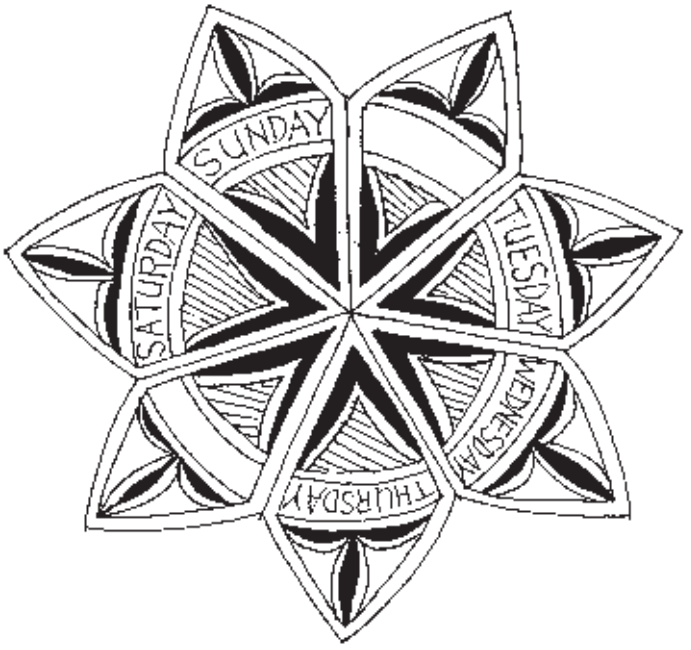
	x 25 p =		p

4. How many 50 p coins in a Rupee?

	x 50 p =		p

Name: _____ Class: _____ Date: _____

DAYS OF THE WEEK



1. Fill in the missing days of the week in the above picture.
2. Which day of the week is it today? (tick one)

   a. Monday
   b. Tuesday
   c. Wednesday
   d. Thursday
   e. Friday
   f. Saturday
   g. Sunday

3. Which day of the week is always a holiday? _____

4. Which day comes after Wednesday? _____

5. Which day comes before Saturday? _____

6. The day before Thursday is _____.

7. There are _____ days in two weeks.

8. There are ____ days in three weeks.

9. My favourite day of the week is _____.

Name: _____ Class: _____ Date: _____

MAKE A CALENDAR

Suppose this month has 31 days. Complete the calendar.

MON	TUE	WED	THU	FRI	SAT	SUN
	1	2	3			
7						
	15					
					26	

1. What is the second Saturday? _____

2. What is the first Wednesday? _____

3. What is the last Friday in the month? _____

4. What is the second Monday? _____

5. What is the third Friday? _____

6. Is the 21st a Sunday? _____

7. Is the 18th a Friday? _____

8. Is the 12th a Tuesday? _____

Name: _____ Class: _____ Date: _____

2018 CALENDAR

January

Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February

Mon	Tue	Wed	Thu	Fri	Sat	Sun
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March

Mon	Tue	Wed	Thu	Fri	Sat	Sun
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April

Mon	Tue	Wed	Thu	Fri	Sat	Sun
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May

Mon	Tue	Wed	Thu	Fri	Sat	Sun
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June

Mon	Tue	Wed	Thu	Fri	Sat	Sun
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July

Mon	Tue	Wed	Thu	Fri	Sat	Sun
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August

Mon	Tue	Wed	Thu	Fri	Sat	Sun
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September

Mon	Tue	Wed	Thu	Fri	Sat	Sun
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October

Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November

Mon	Tue	Wed	Thu	Fri	Sat	Sun
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December

Mon	Tue	Wed	Thu	Fri	Sat	Sun
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1. Is 23rd April a Monday or a Sunday in 2018? _____
2. On which day of the week does Gandhi Jayanti (October 2) fall in 2018? ___
3. My birthday is in the month of _____.
4. February has 28 days except in a leap year when it has 29 days.
   Is 2018 a leap year? _____
5. My summer holidays are in the months of _____.
6. On which day of the week does Independence Day (August 15) fall? ____
7. The fifth month of the year is _____.
8. The tenth month of the year is _____.
9. August is the _____ month of the year.
10. A month has _____ weeks.
11. These months have 31 days: _____.

Name: _____ Class: _____ Date: _____

VOLUME

Take six to eight containers of different sizes and shapes.
Label each one with a different number.

1. Guess

Look at your containers and guess the answers to these questions:

Which one will hold the most water? ☐

Which one will hold the least water? ☐

Arrange the containers in order from the one that will hold the most to the one that will hold the least. Write the numbers here:

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

2. Test

Now use water to find out:

Which one really held the most water? ☐

Which one really held the least water? ☐

Arrange the containers in order from the one that really held the most to the one that held the least. Write the numbers here:

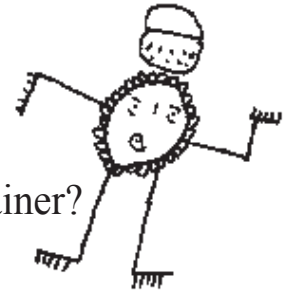
☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

3. Think

Is the tallest container the one that holds the most?

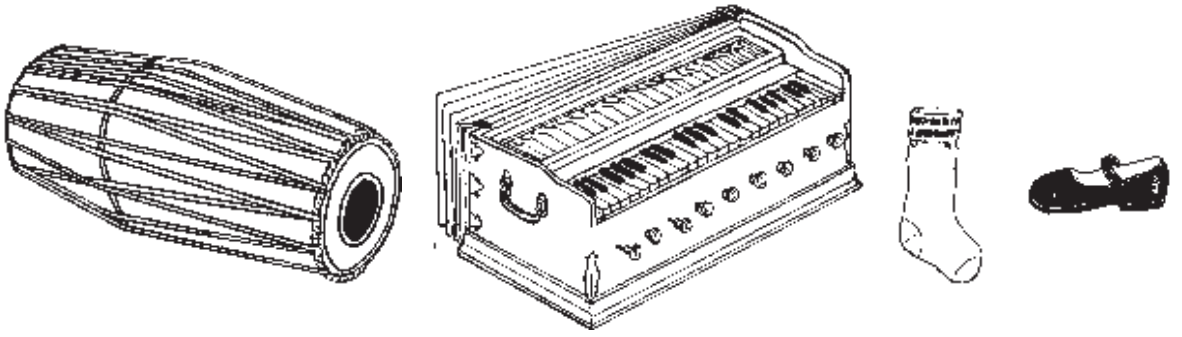
Is the shortest container the one that holds the least?

Can you find a tall container that holds less than a shorter container?



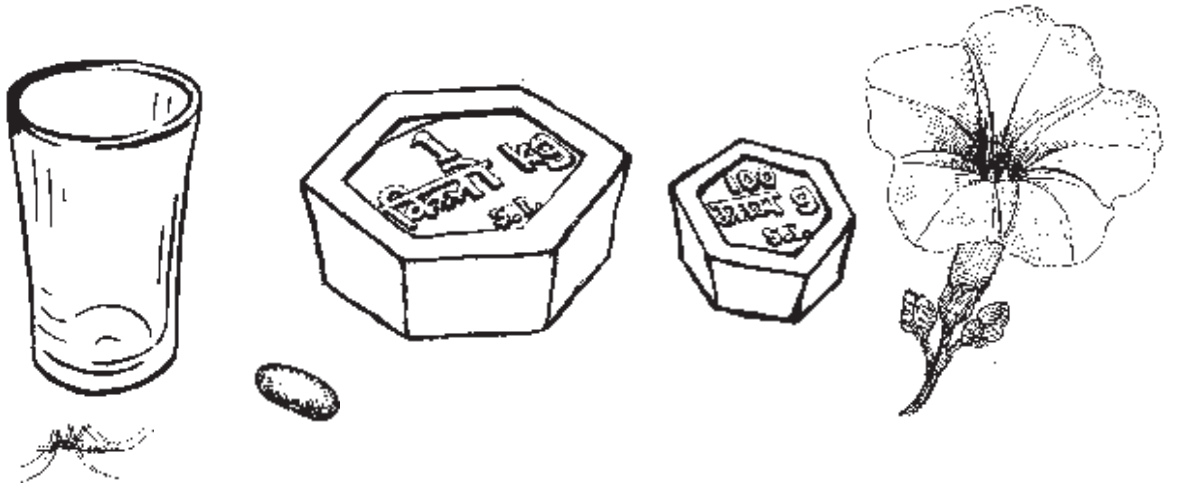
Name: _____ Class: _____ Date: _____

LIGHTER AND HEAVIER



Which is heavier:

(1) the harmonium	or	the dholak?
(2) the shoe	or	the sock?
(3) the dholak	or	the shoe?



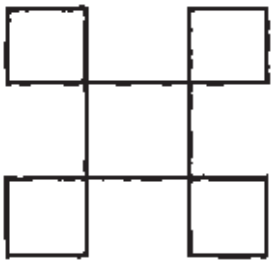
Which is lighter?

(4) the bean	or	the 1 kg weight?
(5) the empty glass	or	the bean?
(6) the 1 kg weight	or	the 100 g weight?
(7) the bean	or	the mosquito?
(8) the empty glass	or	the 1 kg weight?
(9) the flower	or	the bean?
(10) the flower	or	the 100 g weight?

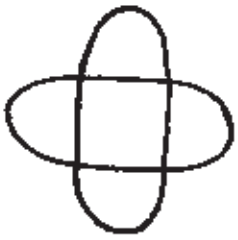
Name: _____ Class: _____ Date: _____

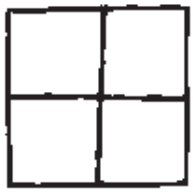
CAN YOU DRAW IT?

1. Can you draw this **without** lifting your pencil?



2. How about these?

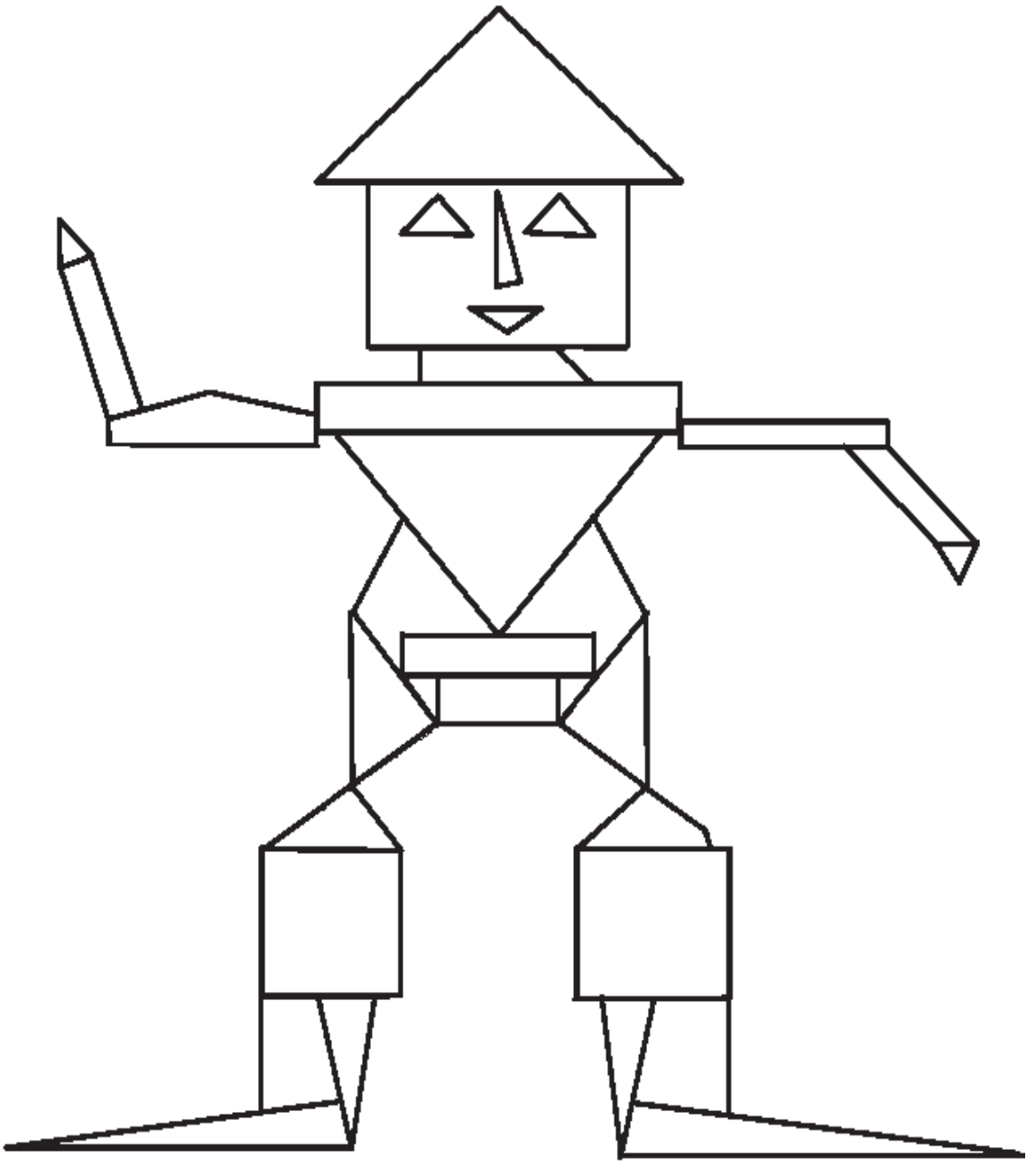




3. Draw any other figures you like without lifting your pencil even once.

Name: _____ Class: _____ Date: _____

SHAPES



Find out how many triangles and rectangles the robot is made of.

Colour the triangles red.

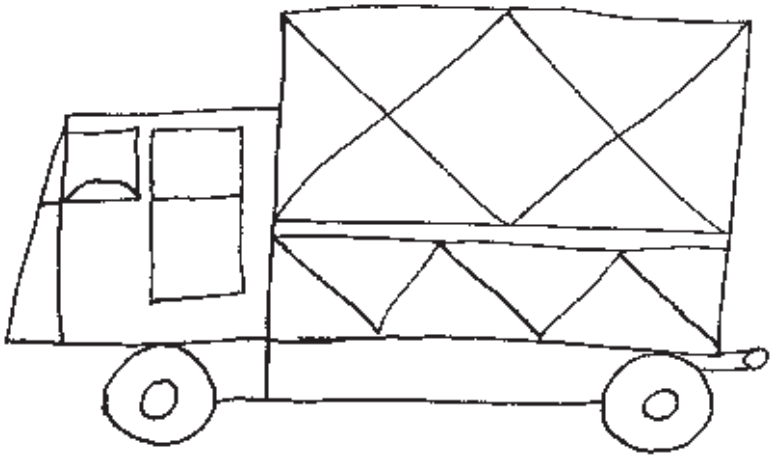
Colour the rectangles blue.

Number of triangles = ☐

Number of rectangles = ☐

Name: _____ Class: _____ Date: _____

PICTURES AND SHAPES



1. Count the number of triangles, rectangles and circles in the truck.

Number of triangles = ☐

Number of rectangles = ☐

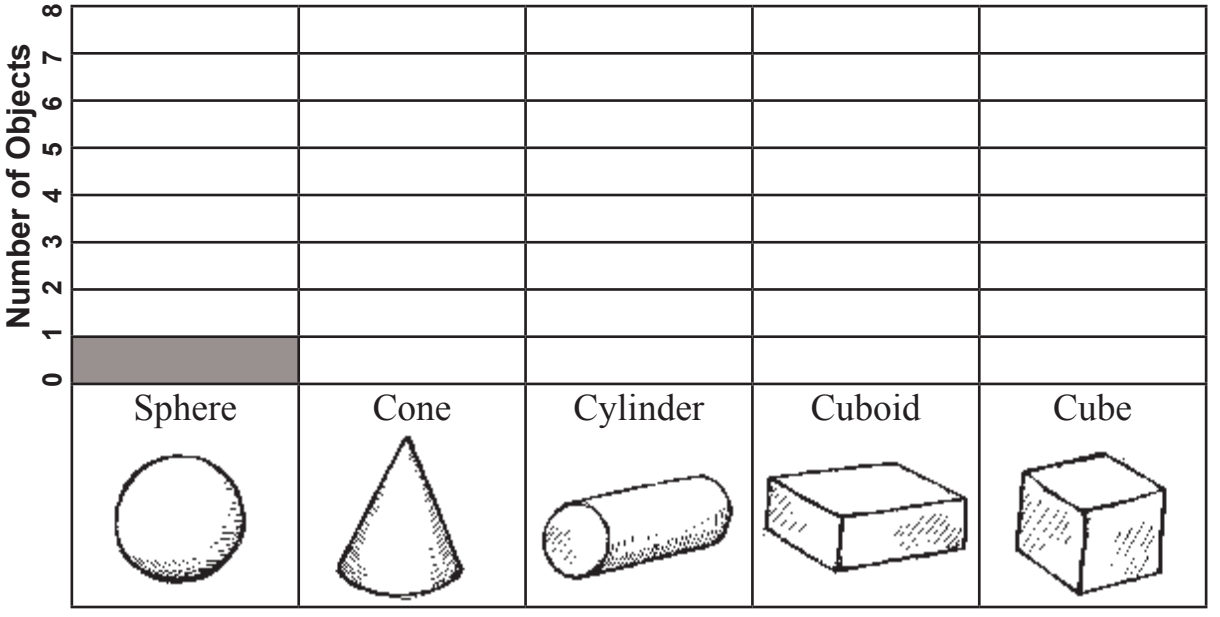
Number of circles = ☐

2. Draw your own pictures using these shapes.

Name: _____ Class: _____ Date: _____

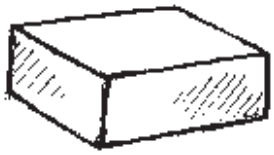
WHAT SHAPE IS IT?

Look at each object in the picture and decide which shape it is. For each object, shade a box in the graph below. For example, there is only one object that is like a sphere, so we have shaded only the bottom box in the column marked ‘sphere’.



Name: _____ Class: _____ Date: _____

SHAPES OF OBJECTS



Name at least five objects that are cuboidal in shape.

_____

_____

_____

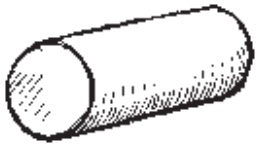
_____

_____

_____

_____

_____



Name at least five objects that are cylindrical in shape.

_____

_____

_____

_____

_____

_____

_____

_____

Name: _____ Class: _____ Date: _____

THE NUMBER GAME

This animal can do something you can't do. What animal is it?
To find out, draw straight lines to join the dots from 21 to 52.

Now draw straight lines connecting all the dots with even numbers.
Join up in order, from 2 to 38.

What have you drawn?

Name: _____ Class: _____ Date: _____

COLOUR THE BOXES IN THE GRID

Box 4 has been shaded.

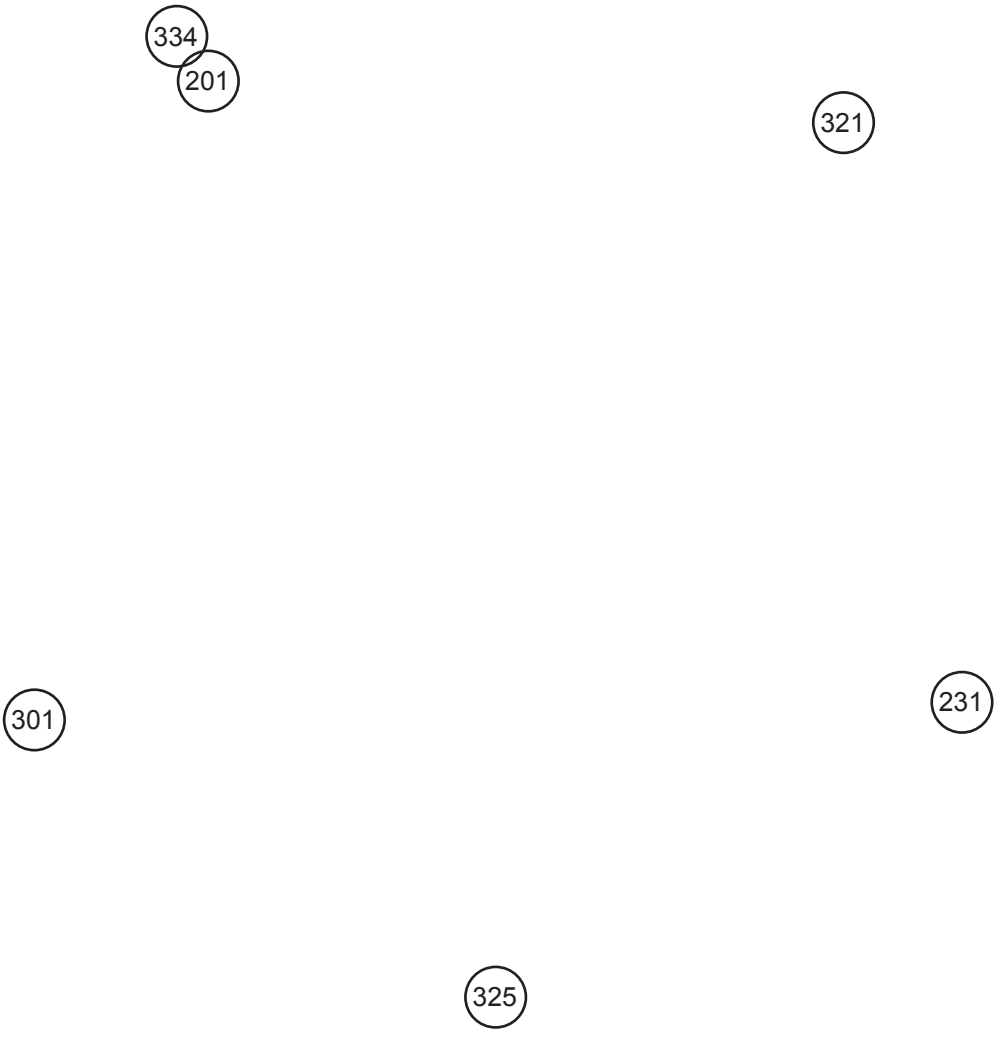
Now you colour these boxes:

12, 35, 49, 53, 69, 71, 84, 93

Name: _____ Class: _____ Date: _____

JOIN THE NUMBERS

Join the numbers in increasing order.



Now make your own JOIN THE NUMBERS on the back and give it to a friend to do.

Name: _____ Class: _____ Date: _____

WHICH ONE IS IT?

1 2 3 4 5 6 7 8 9

Fill in the blanks with ordinal numbers:

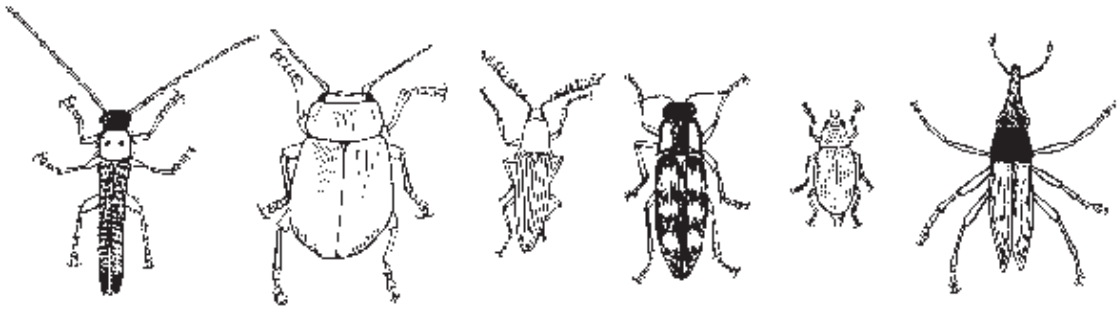
9 is the ninth number.

4 is the _____ number.

7 is the _____ number.

3 is the _____ number.

1 is the _____ number.



The first beetle has two black spots on its thorax.

The _____ beetle is smallest.

The _____ beetle is biggest.

The _____ beetle has the longest antennae.

The _____ beetle has a black thorax.

The _____ beetle has six white spots on its abdomen.

Name: _____ Class: _____ Date: _____

WRITE MY NAME

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

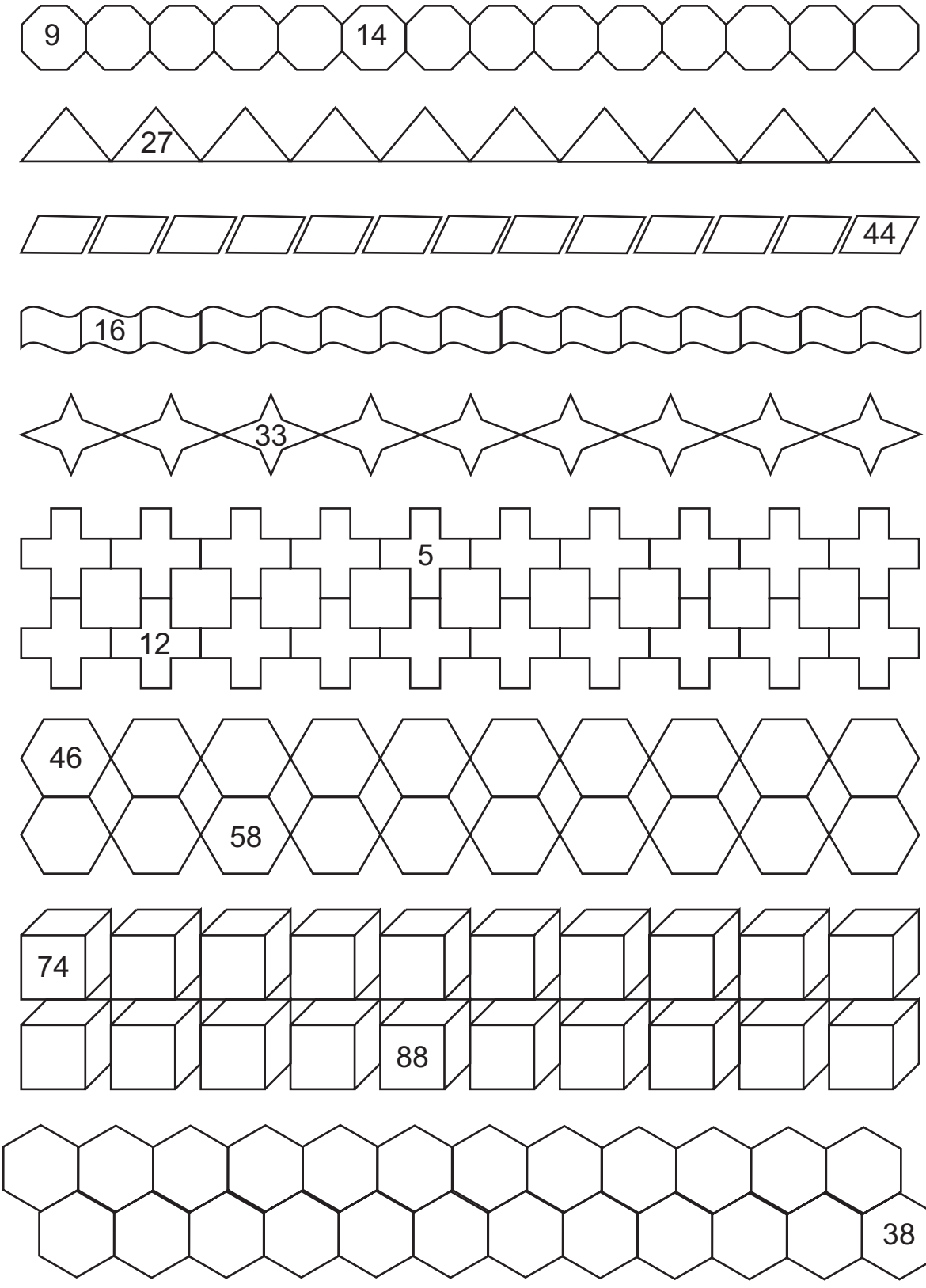
Circle the following numbers in the above chart and write their number names.
The first one is already done for you.

Number	Number Name
48	*forty eight*
32	
78	
18	
33	
40	
27	
54	
19	

Name: _____ Class: _____ Date: _____

NUMBERS IN SERIES

Fill in numbers to complete each sequence.



Name: _____ Class: _____ Date: _____

THE ODD ONE OUT

1. Read out loud the numbers in each row.

107	139	106	101	108
148	141	143	130	144
110	126	130	155	150
124	136	149	116	107
100	300	700	4000	800

2. Circle the odd one out in each row.

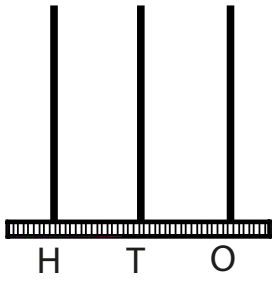
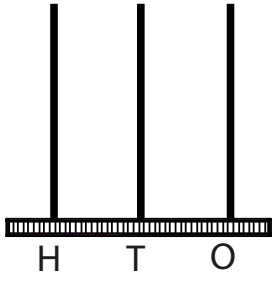
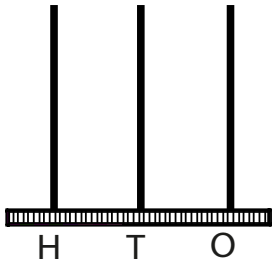
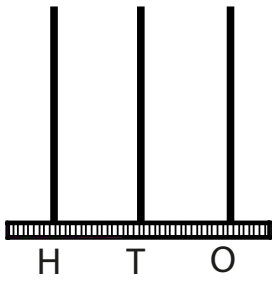
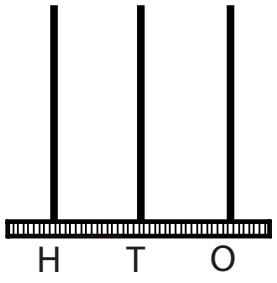
3. Colour the smallest number in each row red.

4. Colour the largest number in each row blue.

Name: _____ Class: _____ Date: _____

CHART YOUR NUMBERS

Complete the table for the numbers shown.

Number	Abacus	Place Value		
		Hundreds	Tens	Ones
51				
510				
105				
150				
15				

Name: _____ Class: _____ Date: _____

WHAT IS ITS VALUE?

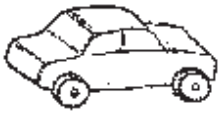
Suppose letters have the following values:

A = 1	G = 7	M = 3	S = 9	Y = 5
B = 2	H = 8	N = 4	T = 10	Z = 6
C = 3	I = 9	O = 5	U = 1	
D = 4	J = 10	P = 6	V = 2	
E = 5	K = 1	Q = 7	W = 3	
F = 6	L = 2	R = 8	X = 4	

Farida has some toys. Find out their values.

DOG = 4 + 5 + 7 = ☐

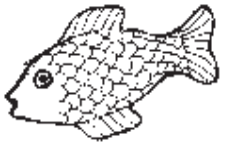
CAT = ☐ + ☐ + ☐ = ☐



CAR = ☐ + ☐ + ☐ = ☐

BUS = ☐ + ☐ + ☐ = ☐

BEAR = ☐ + ☐ + ☐ + ☐ = ☐



FISH = ☐ + ☐ + ☐ + ☐ = ☐

Name: _____ Class: _____ Date: _____

SKIP COUNTING!

Count in twos: (Circle every second number.)

1 (2) 3 (4) 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32

Count in threes: (Circle every third number.)

1 2 (3) 4 5 (6) 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32

Count in fours: (Circle every fourth number.)

1 2 3 (4) 5 6 7 (8) 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32

Count in fives: (Circle every fifth number.)

1 2 3 4 (5) 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32

Count in sixes: (Circle every _____ number.)

1 2 3 4 5 (6) 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32

Count in sevens: (Circle every _____ number.)

1 2 3 4 5 6 (7) 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32

Count in eights: (Circle every _____ number.)

1 2 3 4 5 6 7 (8) 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32

Count in nines: (Circle every _____ number.)

1 2 3 4 5 6 7 8 (9) 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32

Count in tens: (Circle every _____ number.)

1 2 3 4 5 6 7 8 9 (10) 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32

Count in tens, starting from 27:

(27) 28 29 30 31 32 33 34 35 36 (37) 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58

Count in threes, starting from 22:

(22) 23 24 (25) 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53

Count in sixes, starting from 27:

(27) 28 29 30 31 32 (33) 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58

Count in _____, starting from _____:

29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60

Name: _____ Class: _____ Date: _____

ARRANGE THE NUMBERS

Put the numbers in increasing order:

(a) 143, 256, 98, 320, 194, 279

(b) 421, 356, 168, 200, 450, 349

(c) 288, 153, 67, 192, 431, 120

Put the numbers in decreasing order:

(d) 241, 183, 432, 376, 94, 203

(e) 350, 488, 99, 145, 264, 333

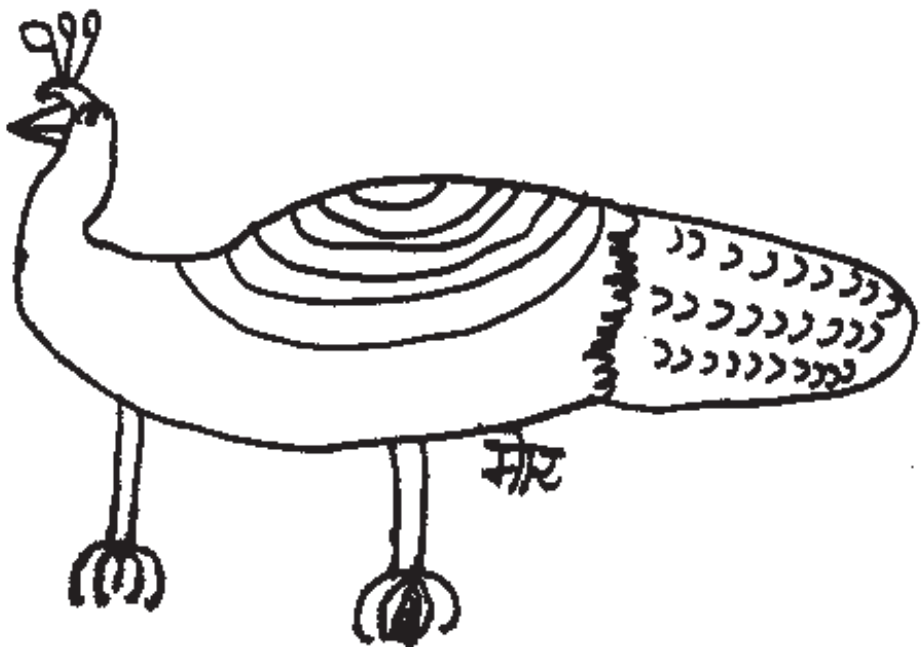
(f) 444, 434, 498, 343, 243, 93

Name: _____ Class: _____ Date: _____

COMPARE US

Write the correct symbol $>$, $<$, or $=$ in each box:

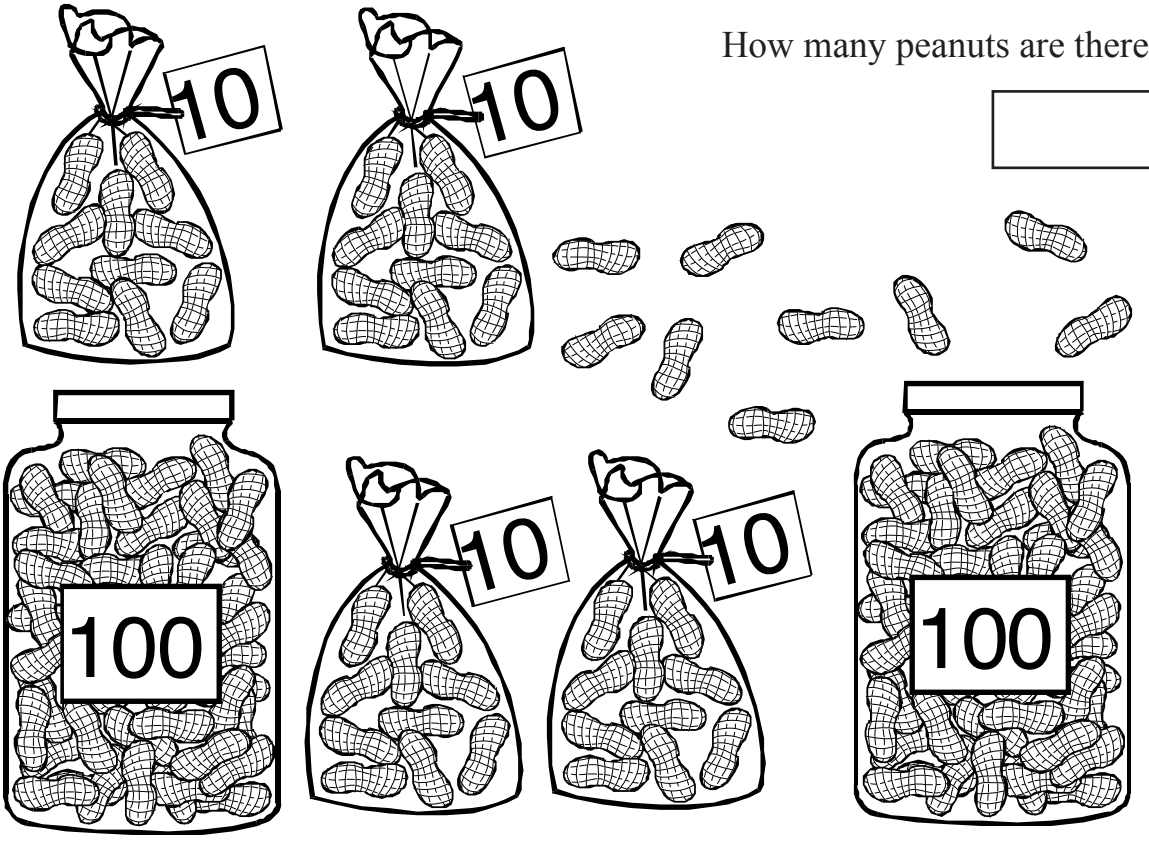
153	☐	148	423	☐	490
460	☐	380	157	☐	183
500	☐	468	297	☐	490
224	☐	268	483	☐	593
444	☐	471	237	☐	333
300	☐	299	332	☐	345
198	☐	176	205	☐	250
327	☐	398	276	☐	420
245	☐	445	364	☐	(346 + 8)
417	☐	421	160	☐	(105 + 55)
410	☐	310	500	☐	(499 + 1)



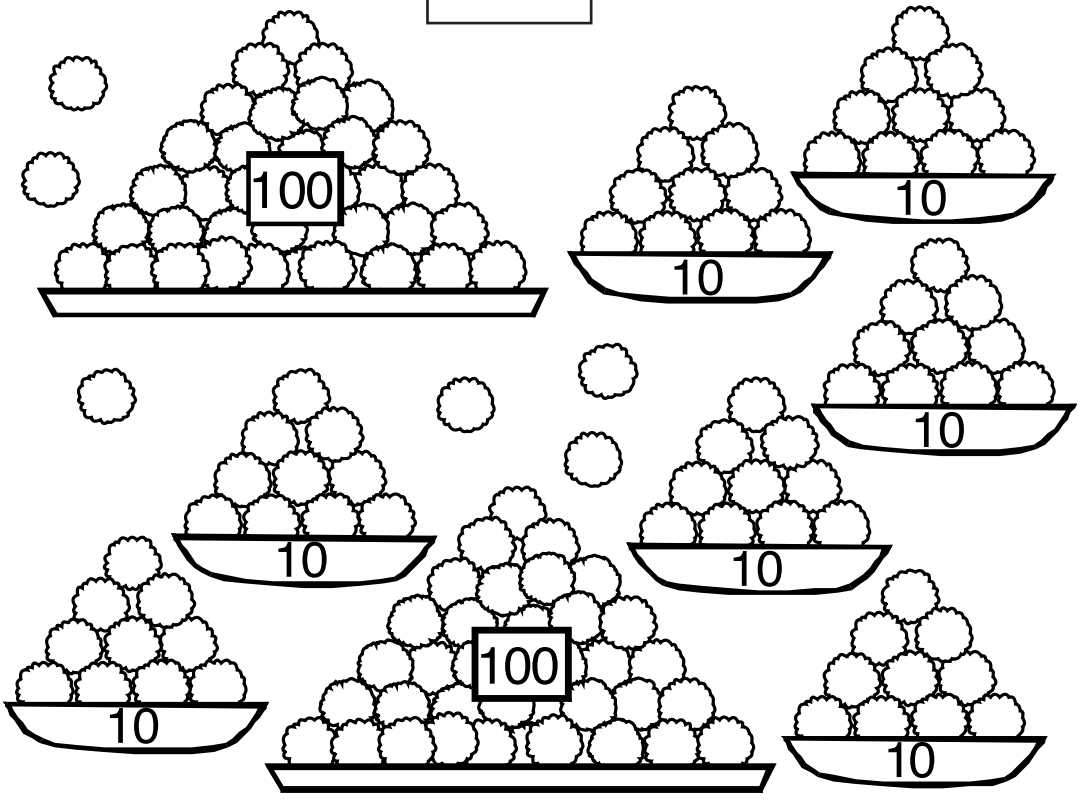
Name: _____ Class: _____ Date: _____

HOW MANY?

How many peanuts are there?



How many laddus are there?



Name: _____ Class: _____ Date: _____

EXPAND THE NUMBER

Write each number in expanded form. The first one is done for you.

937 = 9 hundreds + 3 tens + 7 ones

(a) **781** = _____ + _____ + _____

(b) **146** = _____ + _____ + _____

(c) **356** = _____ + _____ + _____

(d) **164** = _____ + _____ + _____

(e) **362** = _____ + _____ + _____

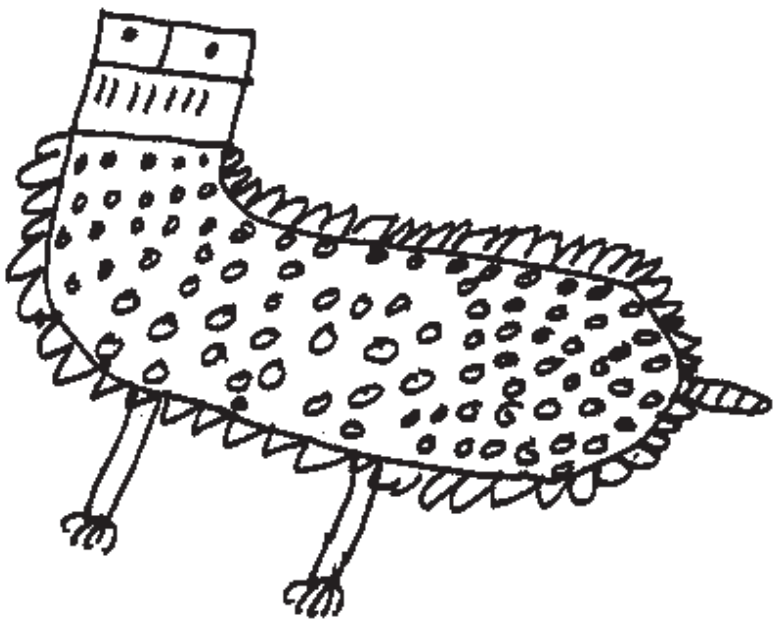
(f) **930** = _____ + _____ + _____

(g) **276** = _____ + _____ + _____

(h) **571** = _____ + _____ + _____

(i) **403** = _____ + _____ + _____

(j) **82** = _____ + _____ + _____



Name: _____ Class: _____ Date: _____

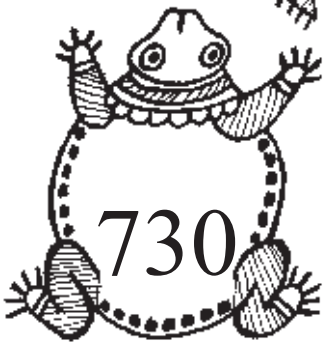
DO YOU REMEMBER OUR NAMES?

These large numbers have forgotten their names.
Can you write the number names?

_____

_____

_____

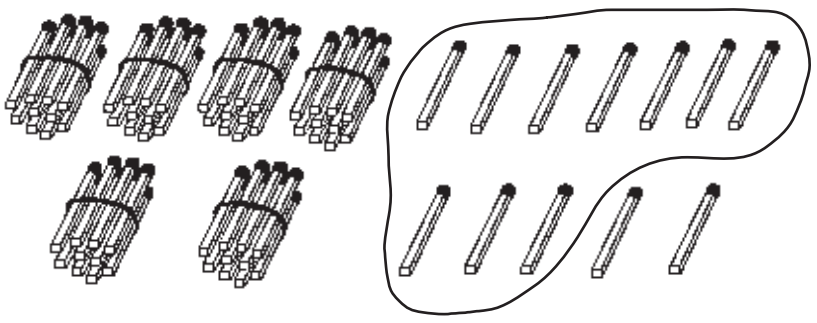


_____

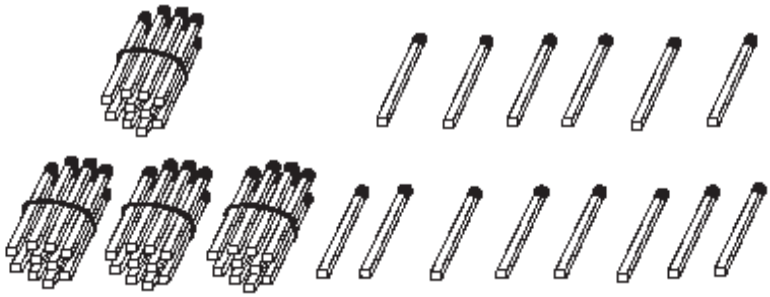
Name: _____ Class: _____ Date: _____

ADDITION

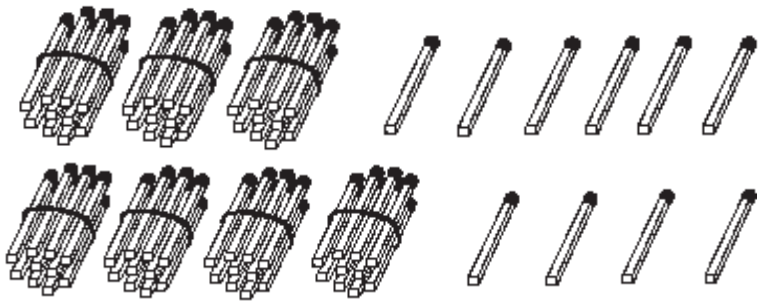
Add the matchsticks. Make a ring around new sets of 10 matchsticks.



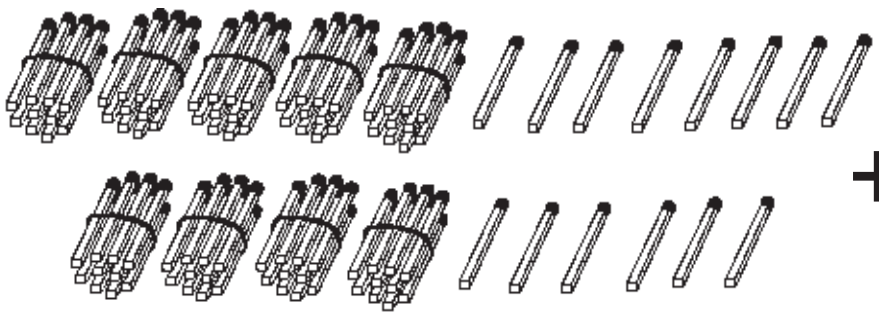
	T	O
	4	7
+	2	5



	T	O
+		



	T	O
+		

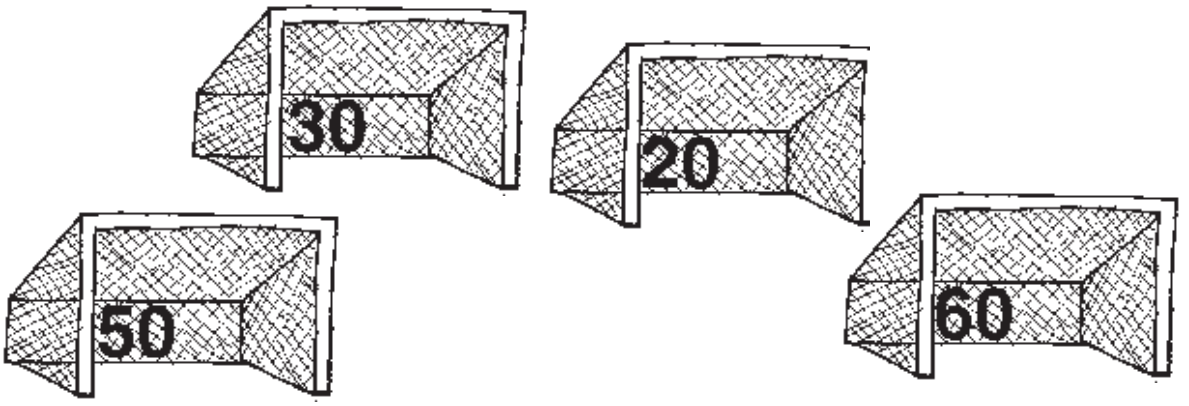


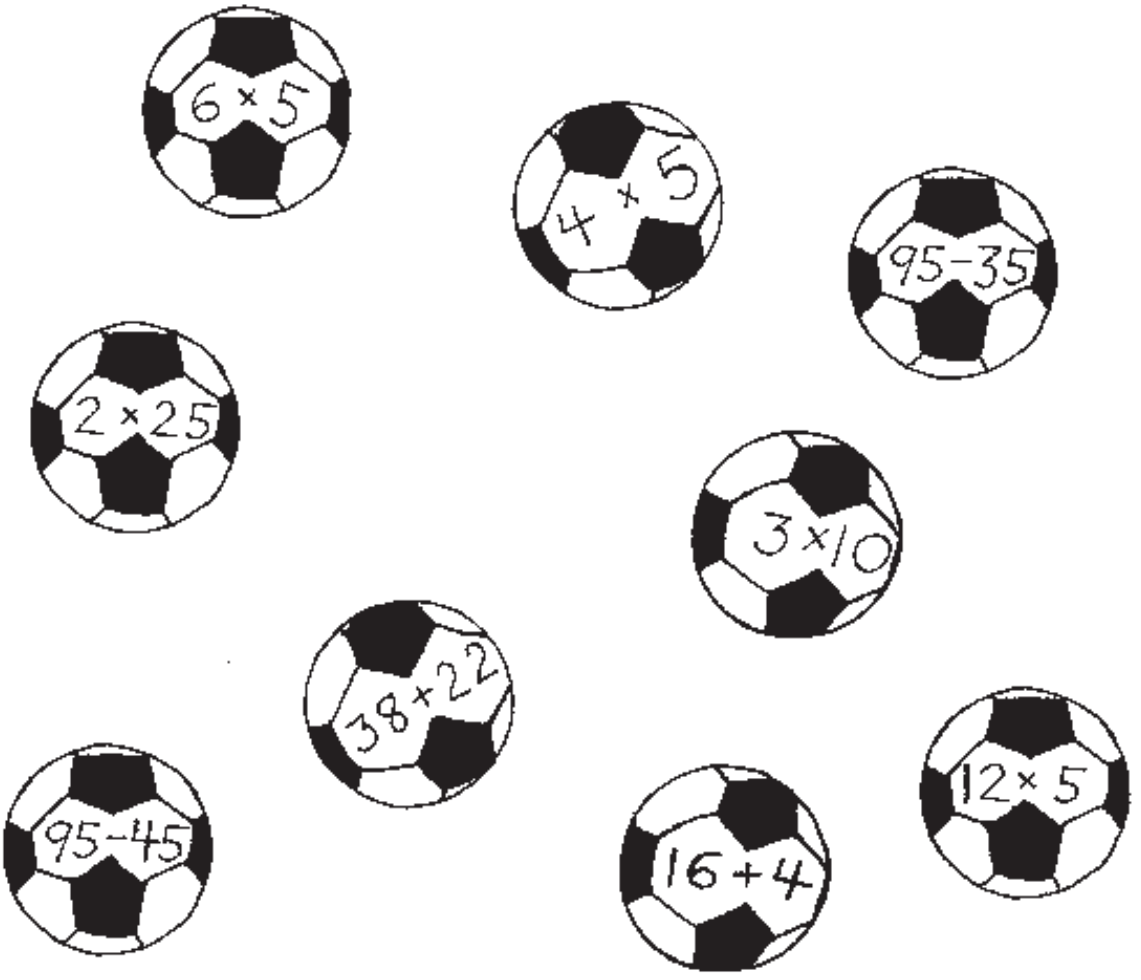
	T	O
+		

Name: _____ Class: _____ Date: _____

WHERE WILL THE BALLS GO?

Draw lines to match the balls and the goals.





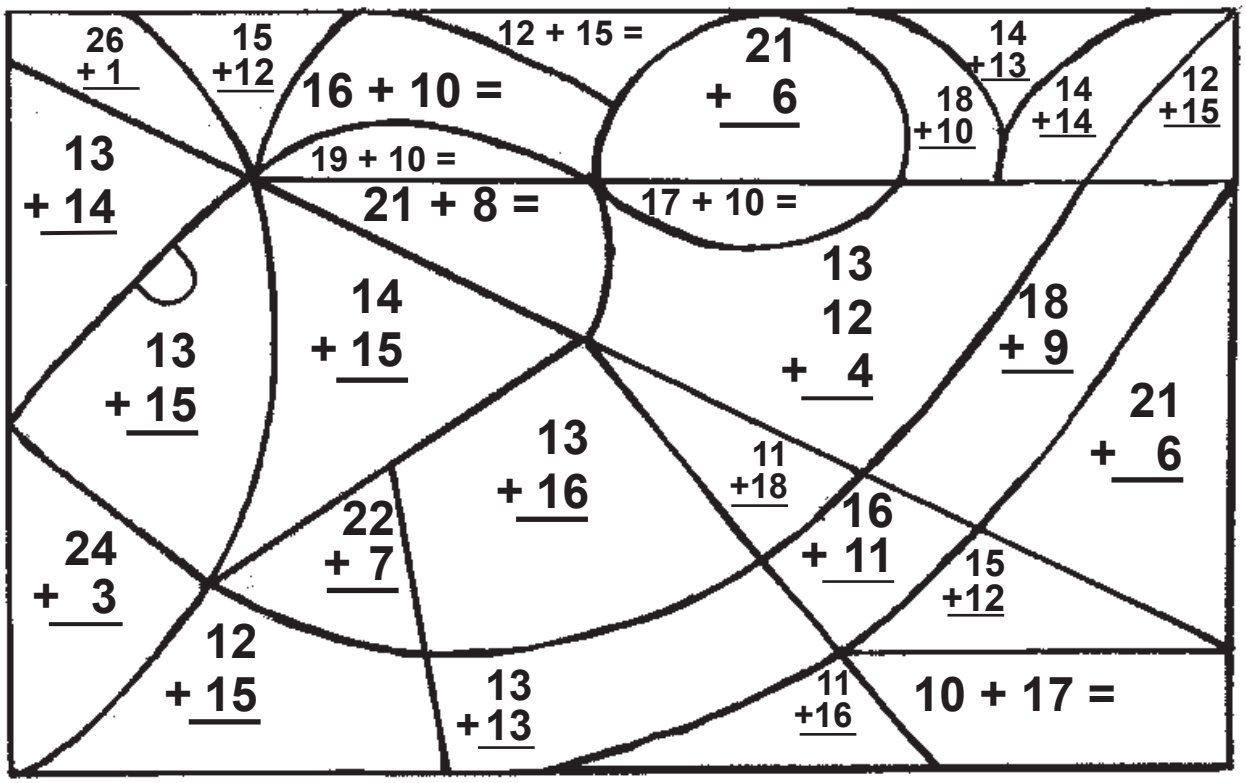
Name: _____ Class: _____ Date: _____

COLOUR THE PICTURE

Solve the sums to find which colours to use.

KEY:

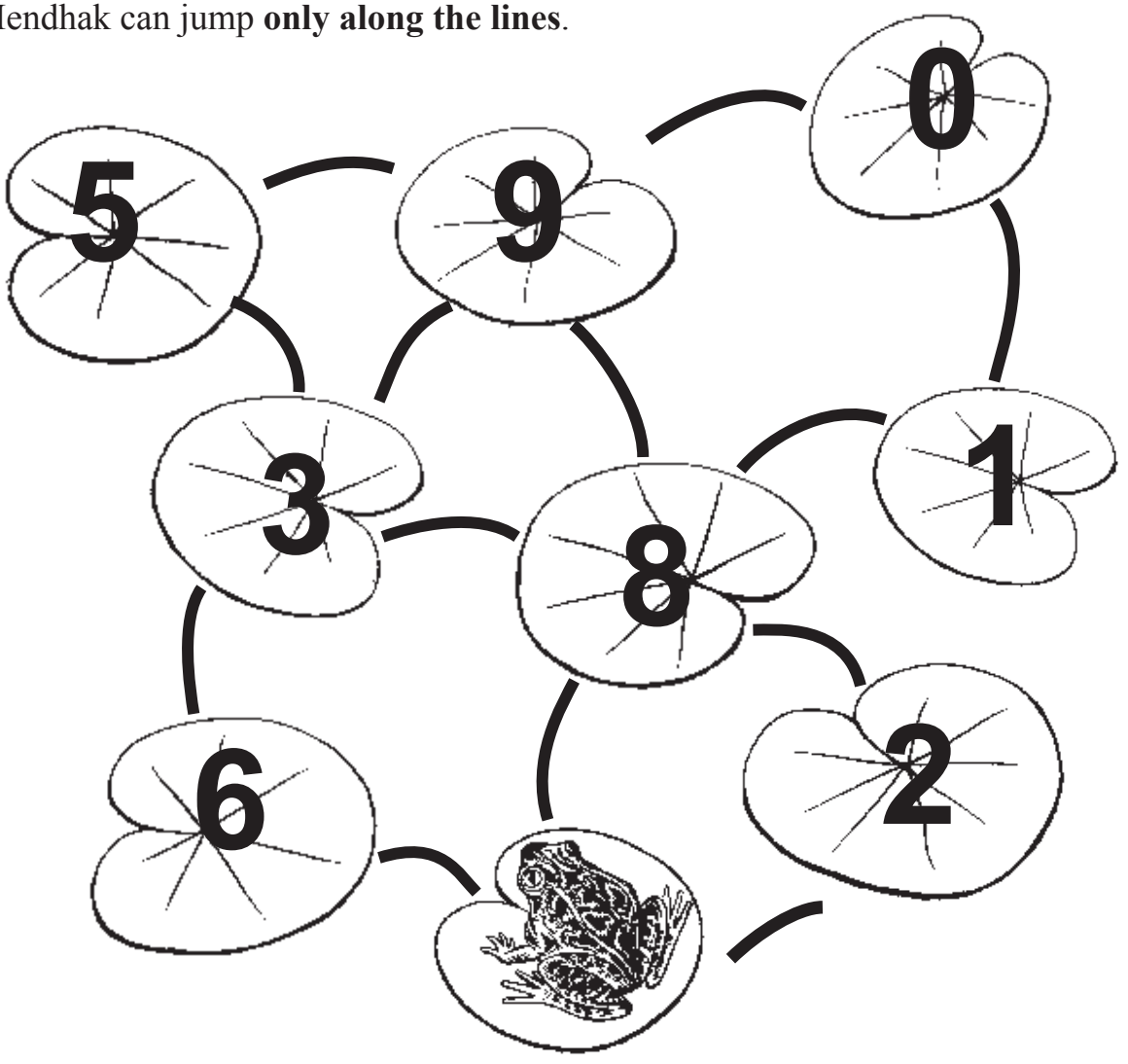
26	RED
27	BLUE
28	YELLOW
29	ORANGE



Name: _____ Class: _____ Date: _____

MENDHAK

Mendhak jumps from one lotus leaf to another.
As she jumps she adds up the numbers on the leaves.
Mendhak can jump **only along the lines**.



This is a path Mendhak can follow to get 18:

8 + 1 + 9 = 18

(1) What path can Mendhak follow to get 20?

☐ + ☐ + ☐ = **20**

(2) What path can Mendhak follow to get 14?

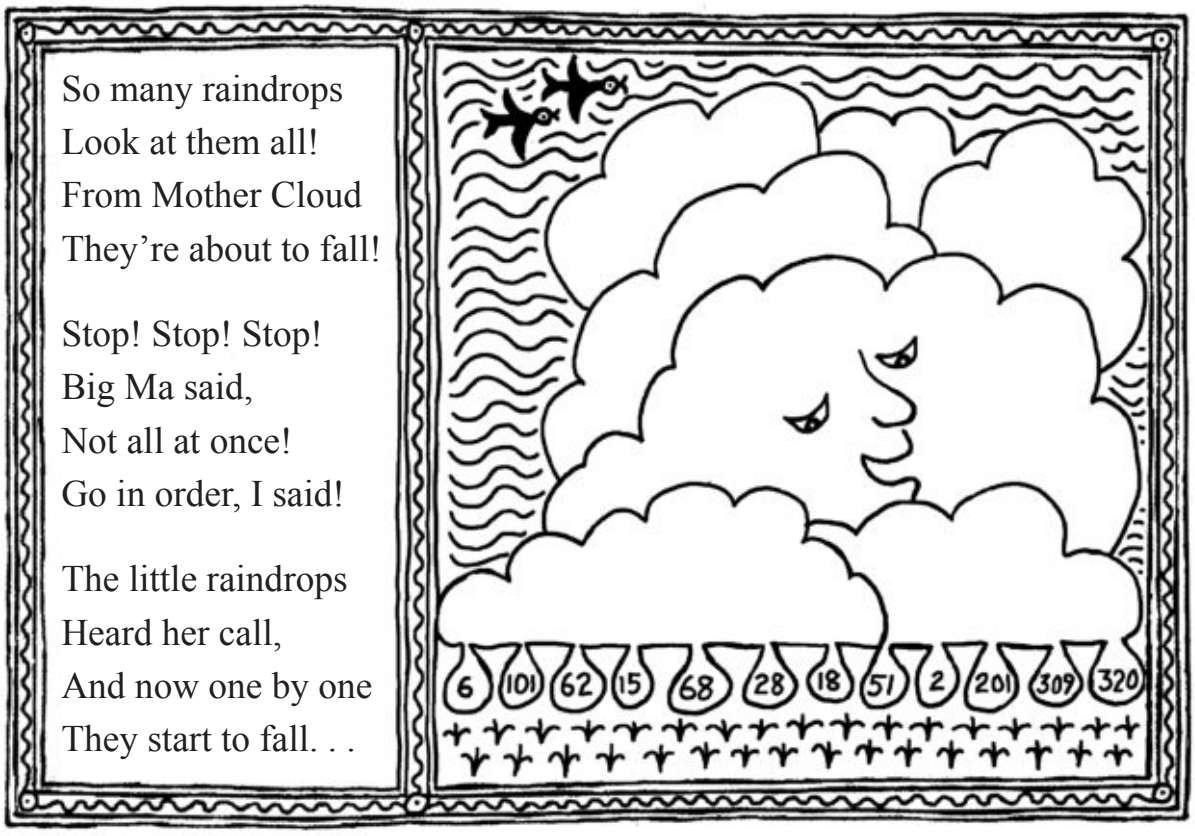
☐ + ☐ + ☐ = **14**

(3) What path can Mendhak follow to get 12?

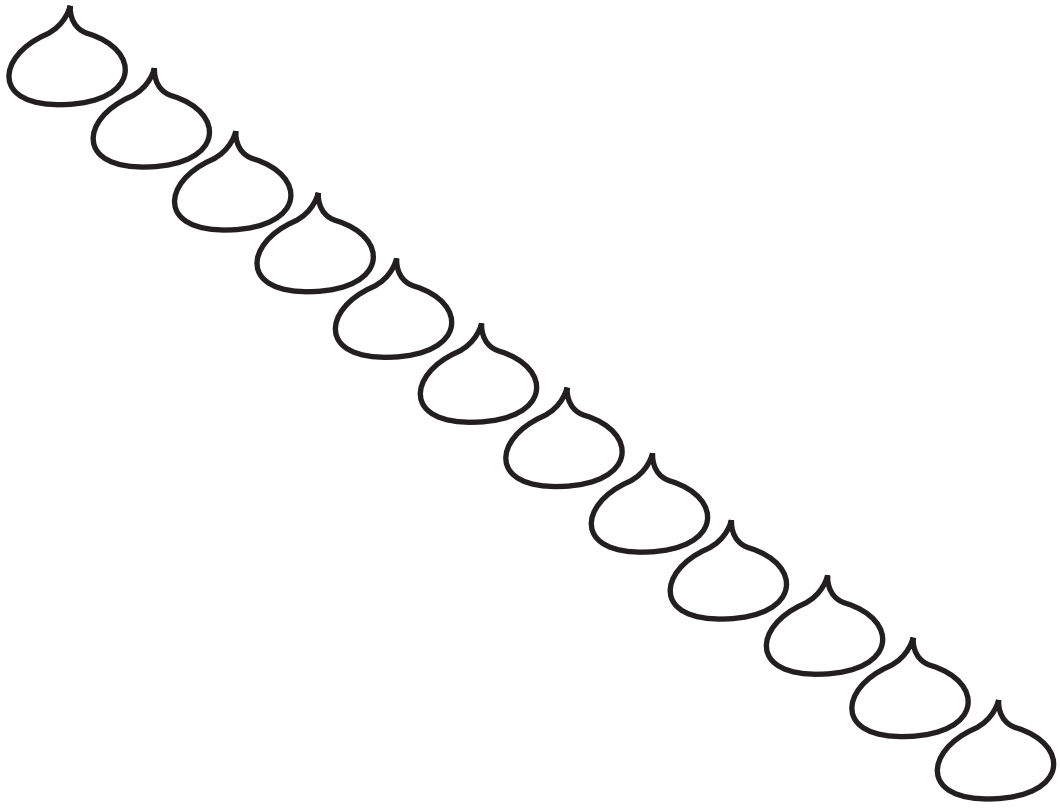
☐ + ☐ + ☐ = **12**

Name: _____ Class: _____ Date: _____

LITTLE RAINDROPS



Arrange the numbers in the raindrops in increasing order.



Name: _____ Class: _____ Date: _____

I WILL EAT NUMBERS

Write the missing numbers.

Name: _____ Class: _____ Date: _____

SOLVE PROBLEMS ON MY BACK

Solve the following problems:

Name: _____ Class: _____ Date: _____

COMPUTE LIKE A COMPUTER

Do the following sums in your mind:

(3 + 6) – 5 = ☐

(11 + 5) – 3 = ☐

(5 + 9) – 3 = ☐

(7 – 2) + 6 = ☐

(16 – 4) + 4 = ☐

(6 – 1) + 6 = ☐

(13 – 2) – 7 = ☐

(20 – 4) – 3 = ☐

(☐ + 6) + 5 = 13

(☐ + 3) + 11 = 20

(☐ + 4) + 3 = 14

(6 + ☐) + 3 = 11

(3 + ☐) + 5 = 16

(12 – ☐) + 2 = 9

(13 – ☐) + 3 = 11

(7 – ☐) – 4 = 2

(5 + 3) + ☐ = 13

(10 + 5) + ☐ = 20

(8 + 3) + ☐ = 17

(☐ + 7) + 8 = 18

(11 + 2) – 3 = ☐

(13 – 6) + ☐ = 14

(17 + 3) – 5 = ☐

Name: _____ Class: _____ Date: _____

MAKE SUMS

Draw rings to show how to make different sums. Write the sums.

7 + 5 = 12

* * * * * * * * * * * * *

□ + □ = 12

* * * * * * * * * * * * *

□ + □ = 12

* * * * * * * * * * * * *

□ + □ = 12

* * * * * * * * * * * * * * * *

□ + □ = 15

* * * * * * * * * * * * * * * *

□ + □ = 15

* * * * * * * * * * * * * * * *

□ + □ = 15

* * * * * * * * * * * * * * * *

□ + □ = 15

Now choose whatever sums you want. Draw and write them on the back.

Name: _____ Class: _____ Date: _____

MAGIC SQUARES

The four numbers across each row add up to 34.

The four numbers down each column add up to 34.

For example, $1 + 8 + 13 + 12 = 34$

and, $1 + \square + 4 + 15 = 34$.

Can you fill in the missing numbers?

1	8	13	12
	11		7
4		16	
15			6

Another Magic Square

This time the four numbers across each row add up to 65.

The four numbers down each column add up to 65.

12	13		1
	3		15
7		11	
	16	5	

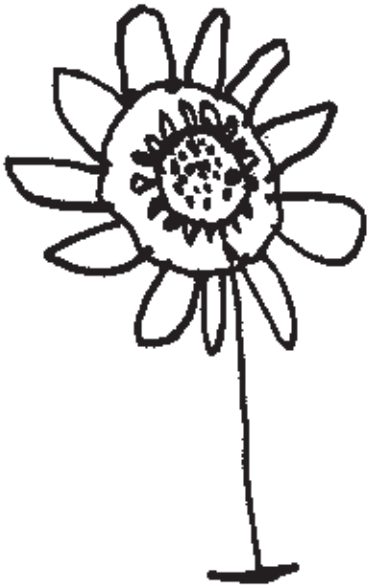
Name: _____ Class: _____ Date: _____

SUM PUZZLES

Fill in the blanks:

40	-	30	=	
-		-		+
	+	10	=	30
=		=		=
20	+		=	

33		26	=	59
+				+
	-		=	41
=		=		=
	+	15	=	



	+	4	=	
+		+		+
41	+		=	
=		=		=
56			=	72

Name: _____ Class: _____ Date: _____

WHAT IS THE QUESTION?

Using the operations +, - and x, find five ways to get each **answer**.

For example, if the **answer** is **40**, you can write

45 (-) 5 = 40

50

(1) ☐ ○ ☐ = 50

(2) ☐ ○ ☐ = 50

(3) ☐ ○ ☐ = 50

(4) ☐ ○ ☐ = 50

(5) ☐ ○ ☐ = 50

48

(1) ☐ ○ ☐ = 48

(2) ☐ ○ ☐ = 48

(3) ☐ ○ ☐ = 48

(4) ☐ ○ ☐ = 48

(5) ☐ ○ ☐ = 48

72

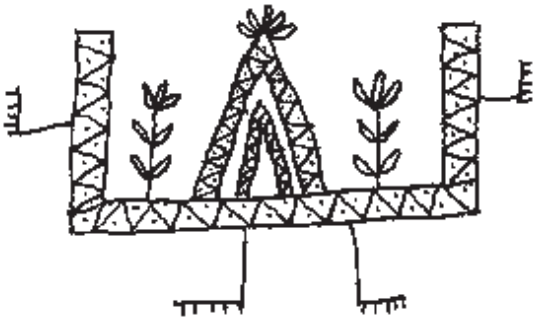
(1) ☐ ○ ☐ = 72

(2) ☐ ○ ☐ = 72

(3) ☐ ○ ☐ = 72

(4) ☐ ○ ☐ = 72

(5) ☐ ○ ☐ = 72

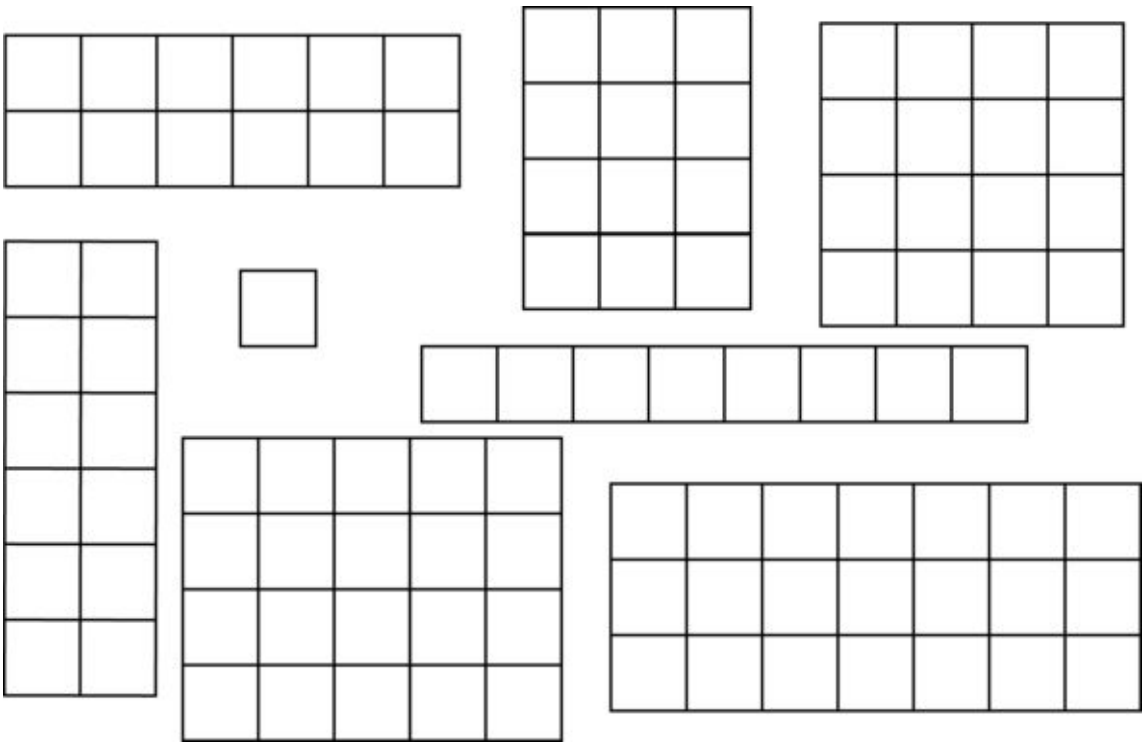


Name: _____ Class: _____ Date: _____

MULTIPLICATION PICTURES

Find the picture of each multiplication, colour it according to the given code, and fill in the blanks.

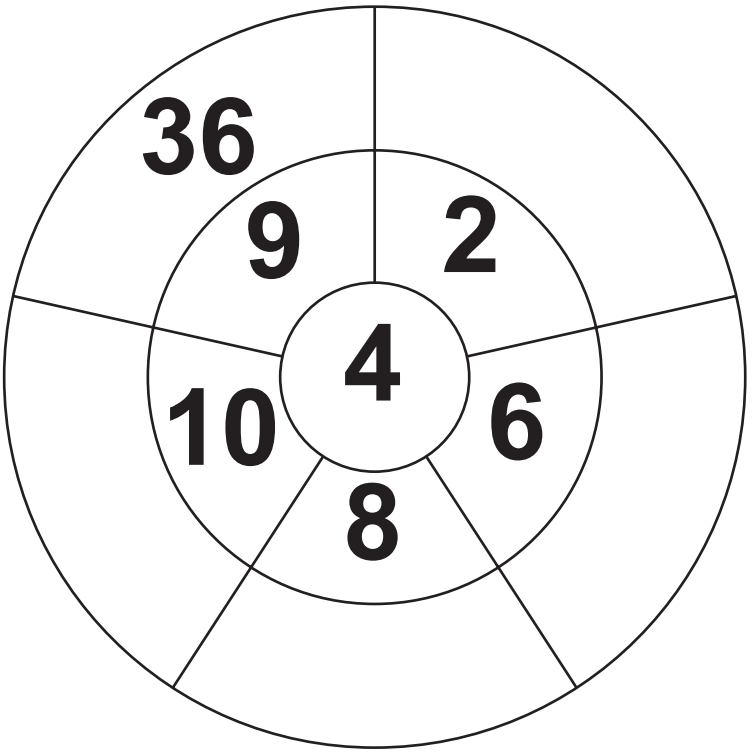
Rows		Columns		Total boxes	Colour
1	x	1	=		Black
1	x	8	=		Brown
4	x	5	=		Red
3	x	7	=		Yellow
2	x	6	=		Green
4	x	4	=		Blue
6	x	2	=		Green
4	x	3	=		Green



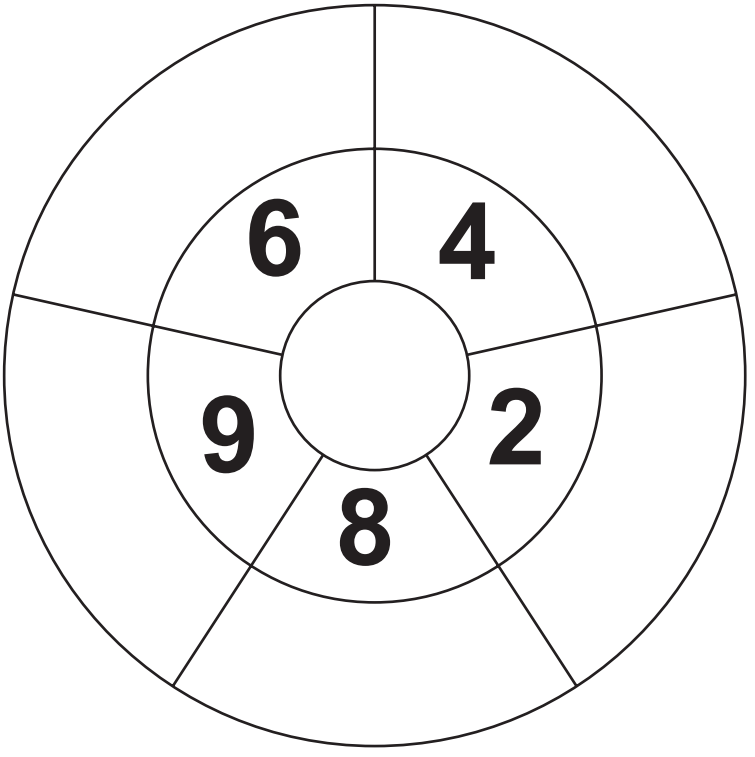
Name: _____ Class: _____ Date: _____

MULTIPLICATION WHEELS

Multiply the number in the centre with each of the other numbers and write the answers in the blank spaces.



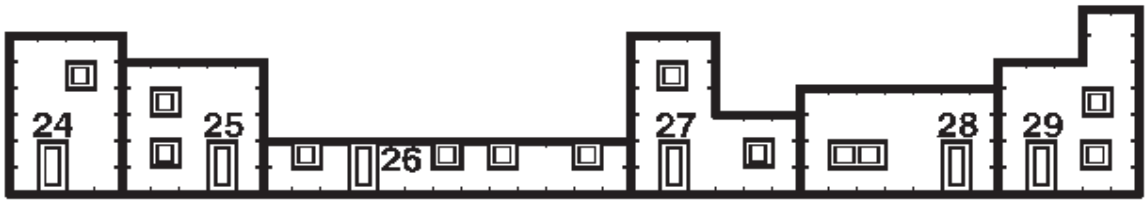
First choose any number for the centre, then repeat the same process.

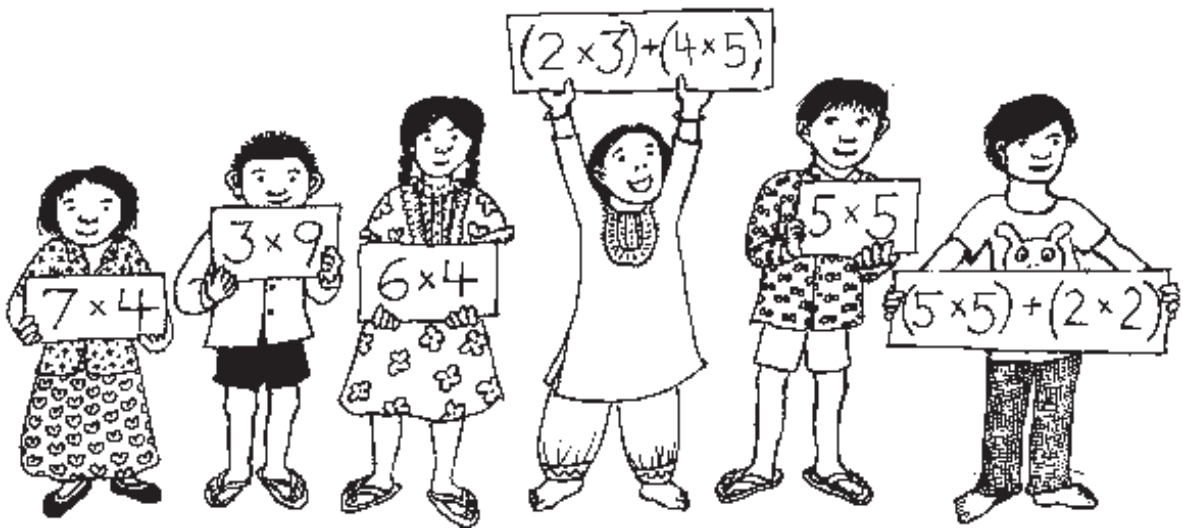


Name: _____ Class: _____ Date: _____

WHERE DO WE LIVE?

Solve the problems and draw lines to show where each child lives.





Name: _____ Class: _____ Date: _____

MULTIPLY TO DECODE

Multiply to find the code.

43 x 5	34 x 3	46 x 2	53 x 6	87 x 6
L	O	P	C	A

65 x 7	35 x 8	82 x 5	94 x 8
M	I	E	N

Arrange your answers in increasing order in the upper boxes and use the code letters under each product to find out who will catch the thief.

				C				

Name: _____ Class: _____ Date: _____

MULTIPLICATION SQUARES

This is a **Multiplication Table**:

1	2	3	4	5
2	4	6	8	10
3	6	9	12	15
4	8	12	16	20
5	10	15	20	25

Look at the shaded **square** of four numbers:

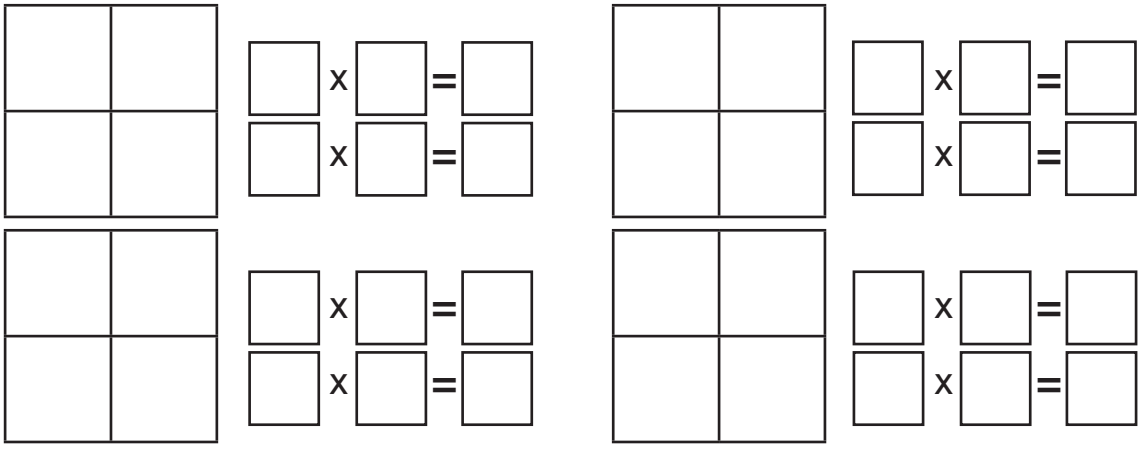
2	3
4	6

Multiply the diagonal numbers in the square and see what happens:

$2 \times 6 = 12$

$4 \times 3 = 12$

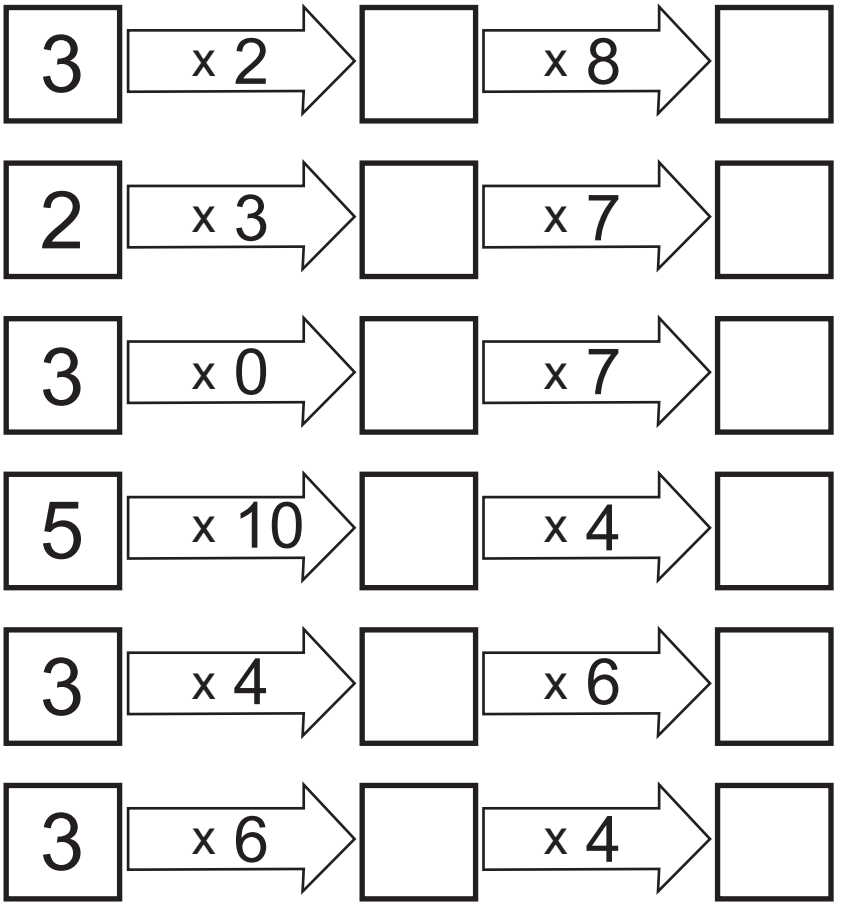
Find four other squares in the Multiplication Table. Write them below and multiply the diagonals. What do you find?

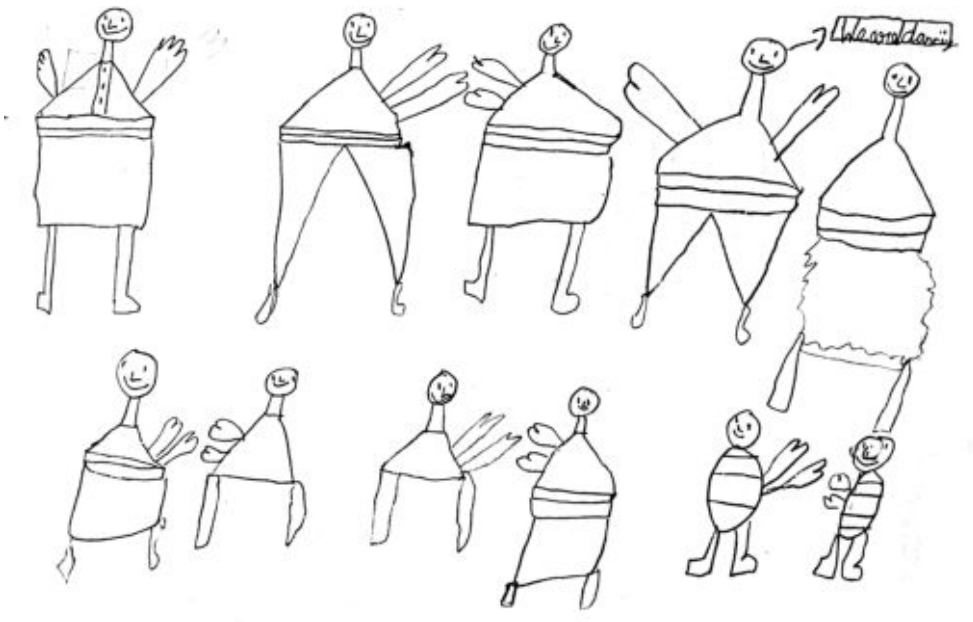


Name: _____ Class: _____ Date: _____

MULTIPLY AND MULTIPLY

Multiply and then multiply again:





Name: _____ Class: _____ Date: _____

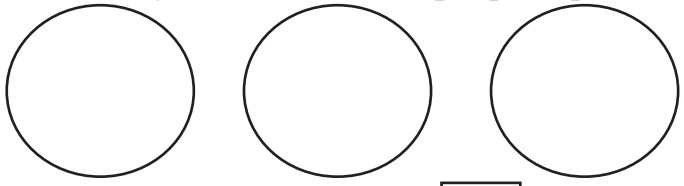
DIVIDING JAMUN

How many does each person get?

(a) Suppose there are 18 jamun. Give 2 people equal numbers:

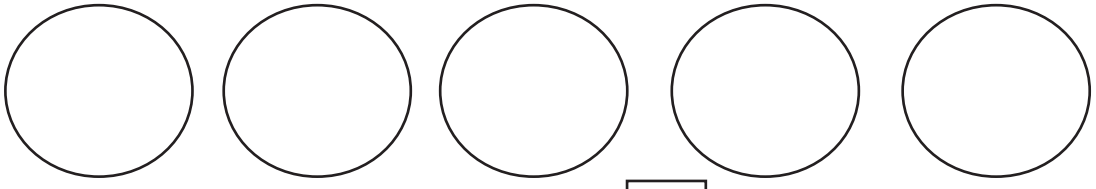
18 ÷ 2 = ☐

(b) Suppose there are 15 jamun. Give three people equal numbers:



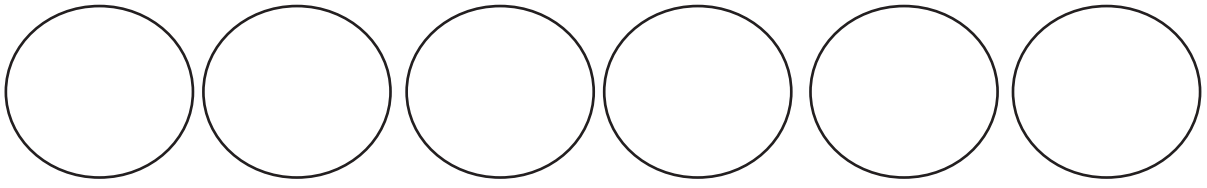
15 ÷ 3 = ☐

(c) Suppose there are 45 jamun. Give five people equal numbers:



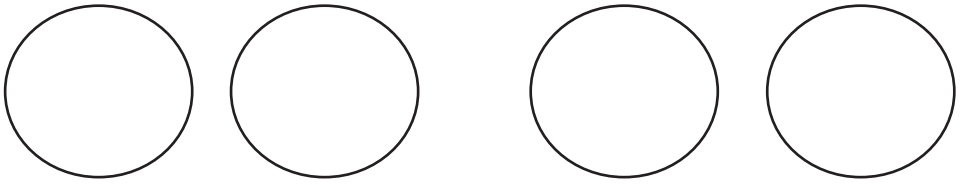
45 ÷ 5 = ☐

(d) Suppose there are 42 jamun. Give six people equal numbers:



42 ÷ 6 = ☐

(e) Suppose there are 28 jamun. Give four people equal numbers:



28 ÷ 4 = ☐

(f) Now you make your own division problems on the back. Draw pictures and write the equations.

Name: _____ Class: _____ Date: _____

THINKING ABOUT MULTIPLICATION AND DIVISION

(a) Think of some numbers that can be divided by 2.

(b) Think of some numbers that can be divided by 3.

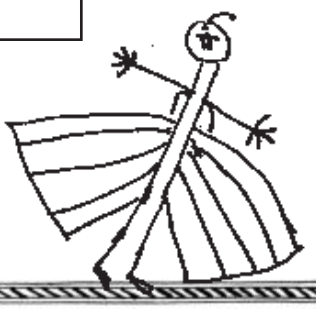
(c) Think of some numbers that can not be divided evenly by 3.

(d) Think of a one-digit number. Multiply it by 4.

☐ x 4 = ☐

Can the product be divided by 2? Show your work.

(e) Think of some numbers that can be divided by both 2 and 4.

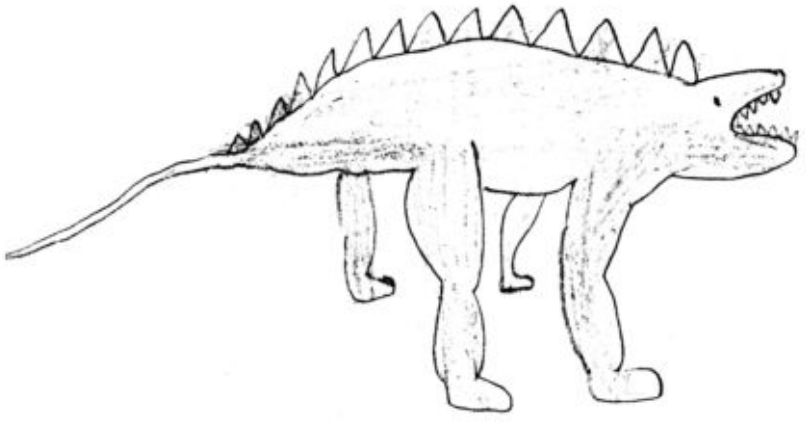


Name: _____ Class: _____ Date: _____

COMPLETE THE MULTIPLICATION TABLE

Fill in the missing products.

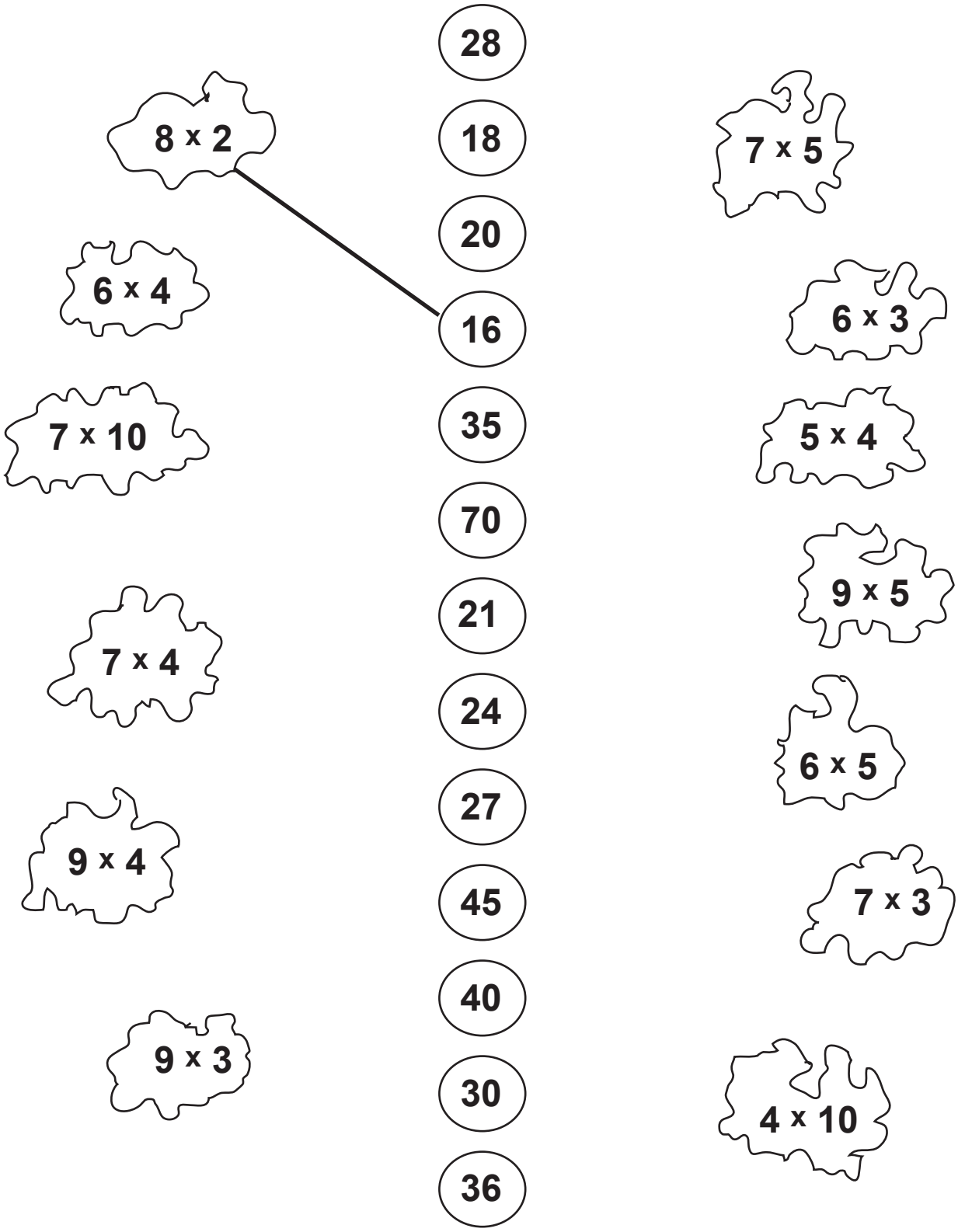
x	0	1	2	3	4	5	6	7	8	9	10
0			0								
1		1					6				
2											
3					12						
4											
5											
6				18							
7											
8							48				
9											
10											



Name: _____ Class: _____ Date: _____

MULTIPLY AND MATCH

Join the sums to their answers:



Name: _____ Class: _____ Date: _____

MULTIPLICATION AND DIVISION

12 ÷ 4 = ☐

Think! 4 times what number equals 12?
4 times **3** equals 12.
So 12 ÷ 4 = 3.

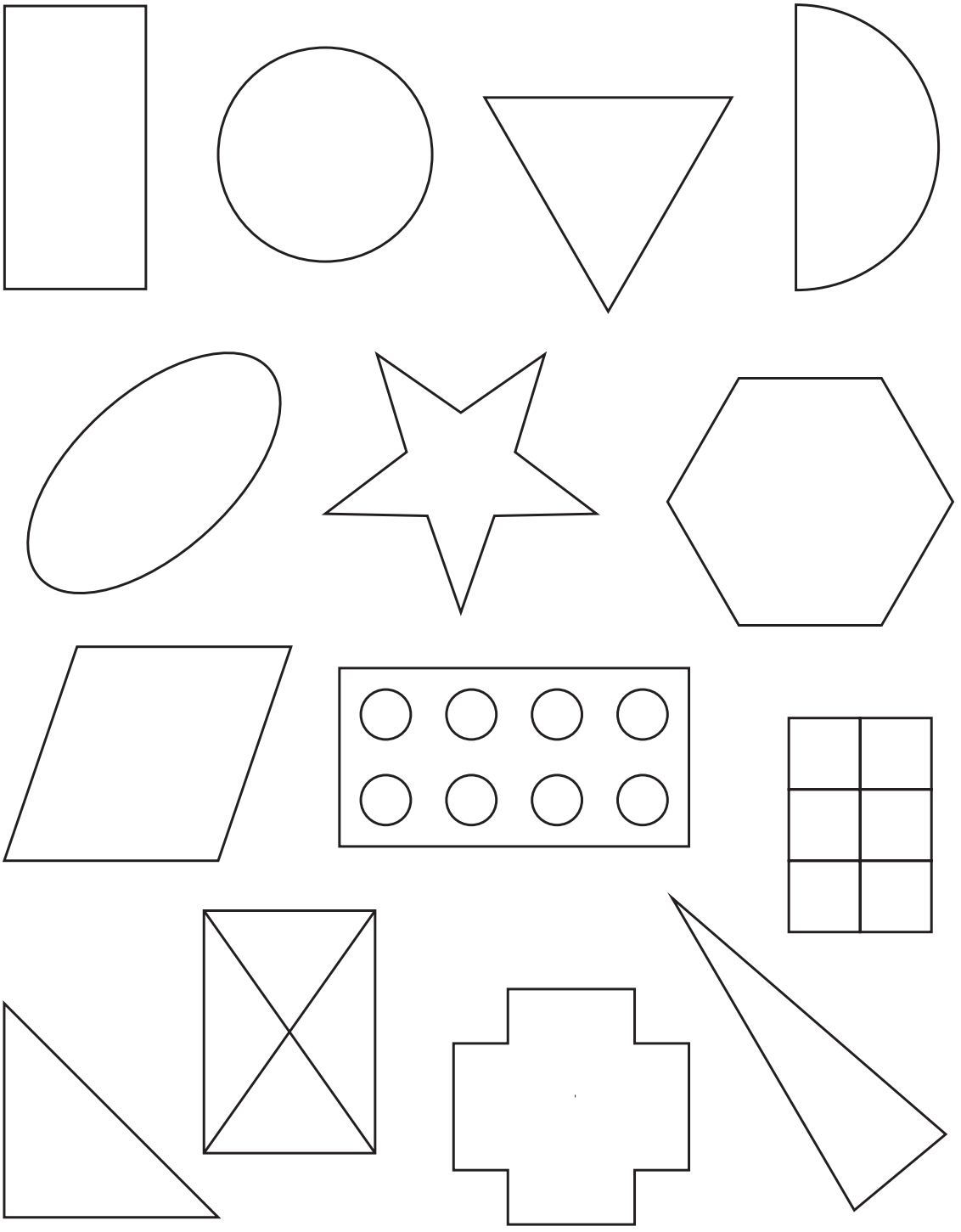
(a) 3 x ☐ = 12
(b) 16 ÷ 4 = ☐
(c) 14 ÷ 2 = ☐
(d) 20 ÷ 4 = ☐
(e) 5 x ☐ = 20
(f) 64 ÷ 8 = ☐
(g) 30 ÷ 3 = ☐
(h) 45 ÷ 9 = ☐
(i) 25 ÷ 5 = ☐
(j) 18 ÷ 6 = ☐
(k) 9 x ☐ = 36
(l) 18 ÷ 9 = ☐
(m) 24 ÷ 8 = ☐
(n) 32 ÷ 4 = ☐

Name: _____ Class: _____ Date: _____

DIVIDE IN HALF AND COLOUR HALF

1/2

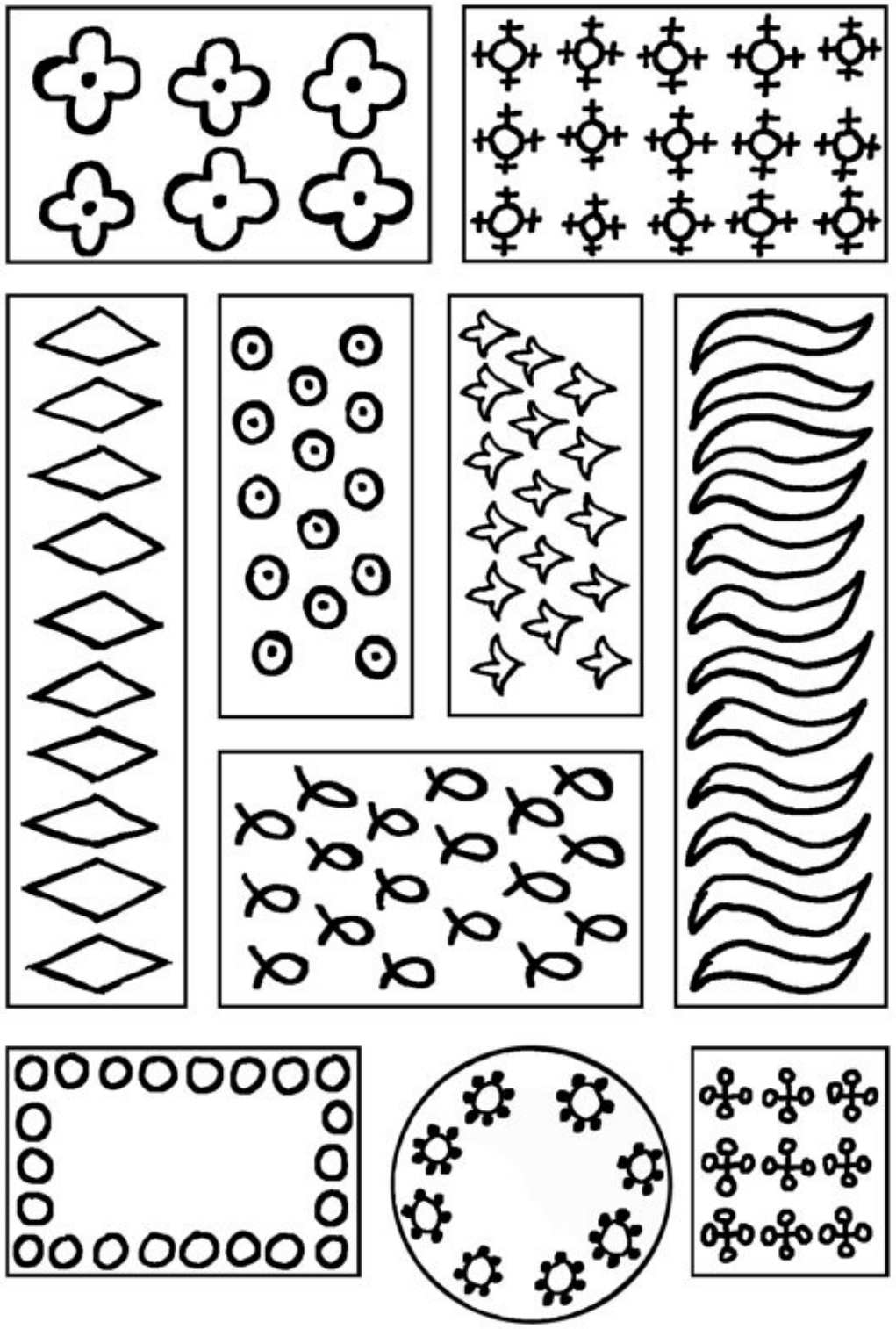
Cut each shape in half. Colour one half.



Name: _____ Class: _____ Date: _____

HALF OF THE THINGS

Colour half of the things in each set.



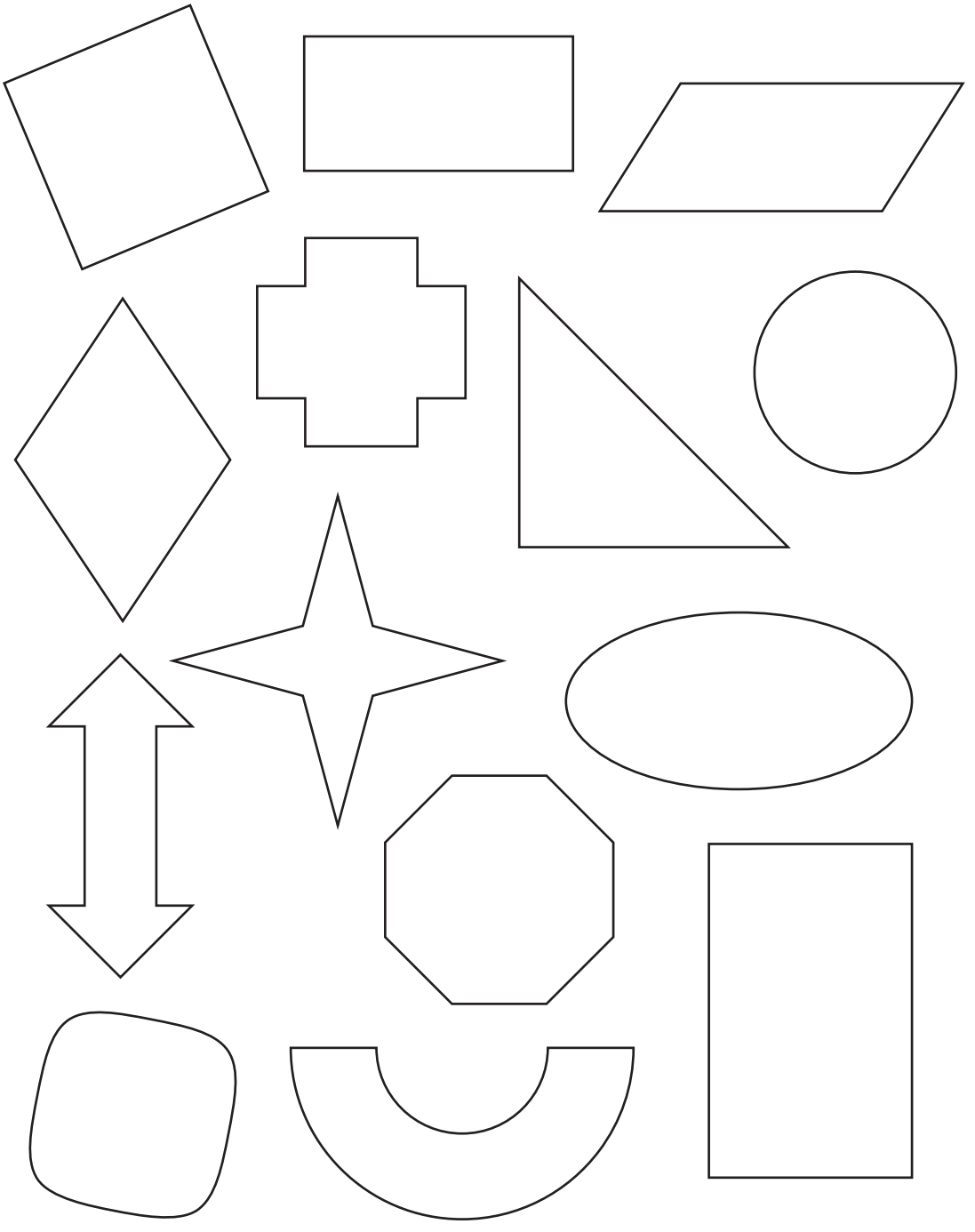
Name: _____ Class: _____ Date: _____

COLOUR ONE QUARTER

$\frac{1}{4}$

Divide each shape into four equal parts. Colour one part.

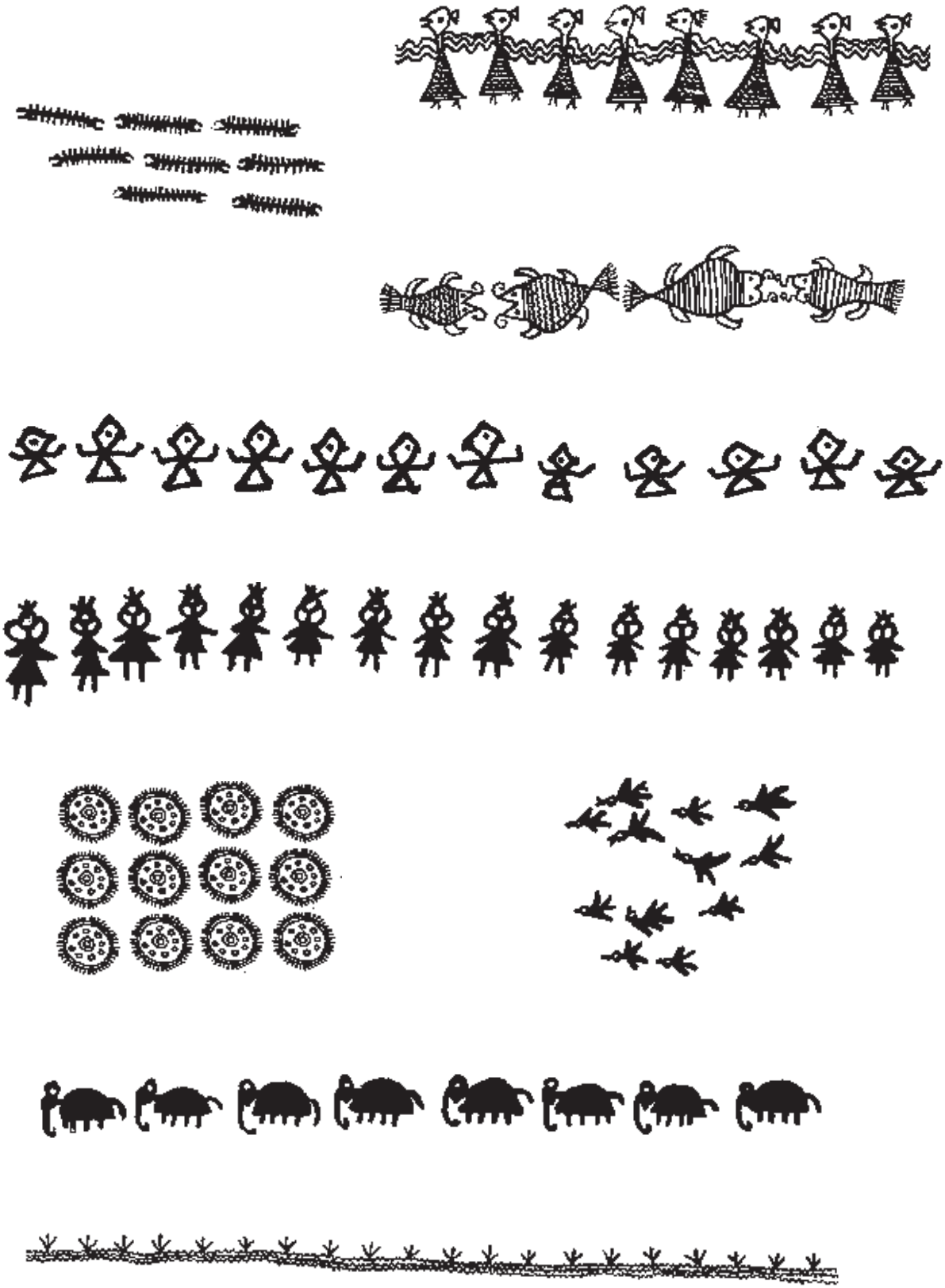
This one part out of four is called one-fourth or one quarter (1/4).



Name: _____ Class: _____ Date: _____

ONE QUARTER OF THE OBJECTS

Ring one quarter (one-fourth) of the things in each set.

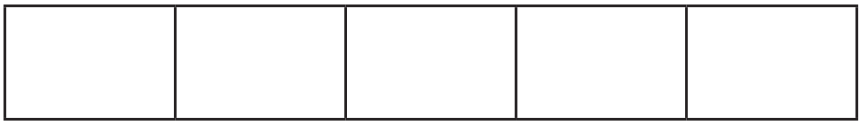


Name: _____ Class: _____ Date: _____

COLOURING FRACTIONS OF A WHOLE

Colour the bar to match the fraction.

2/4 

5/5 

4/6 

1/2 

7/10 

3/4 

3/6 

9/13 

1/4 

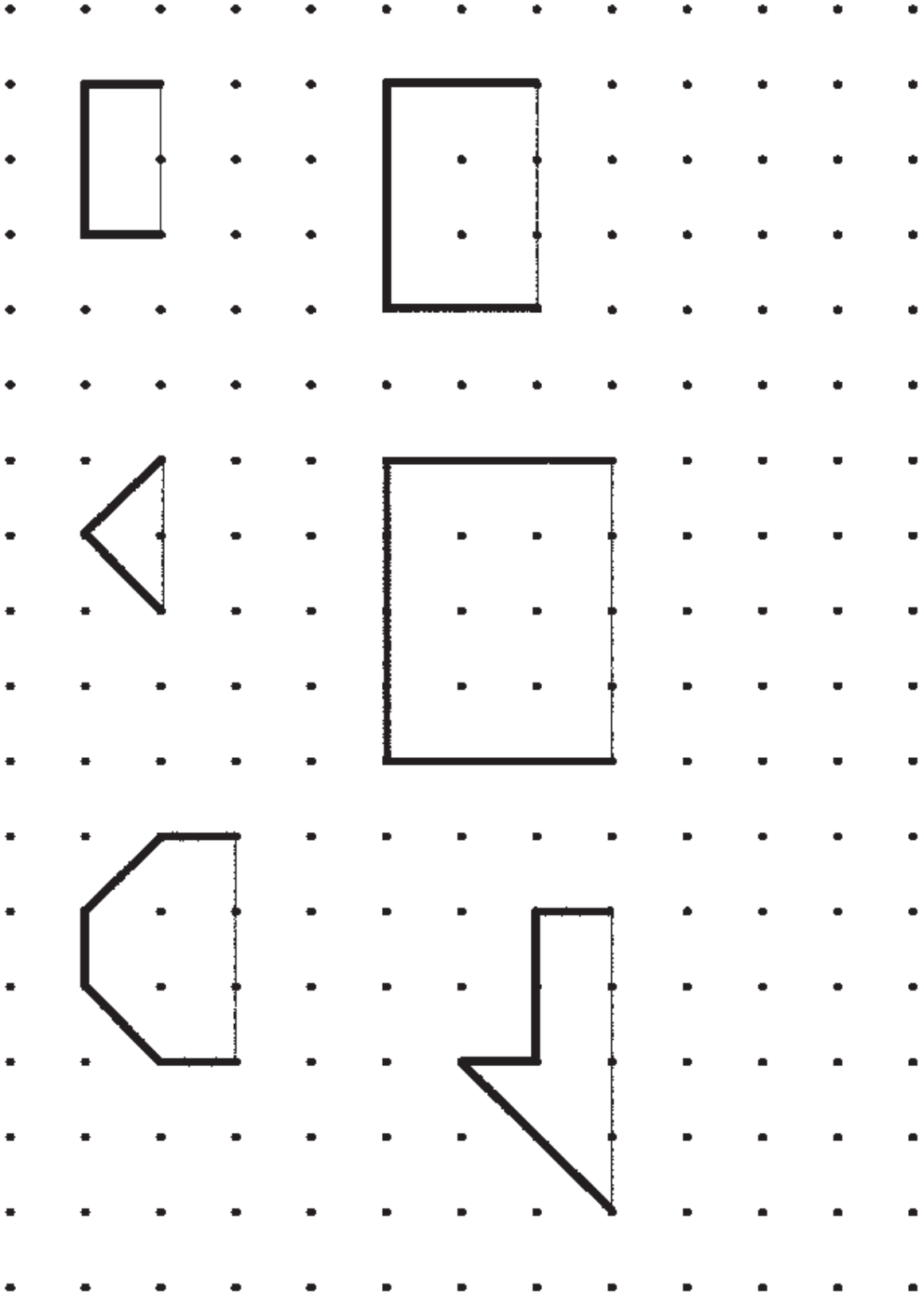
Are any of these fractions the same?

Name: _____ Class: _____ Date: _____

DRAW THE OTHER HALF

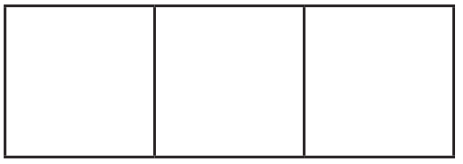
Half of each shape is given.

You draw the other half.



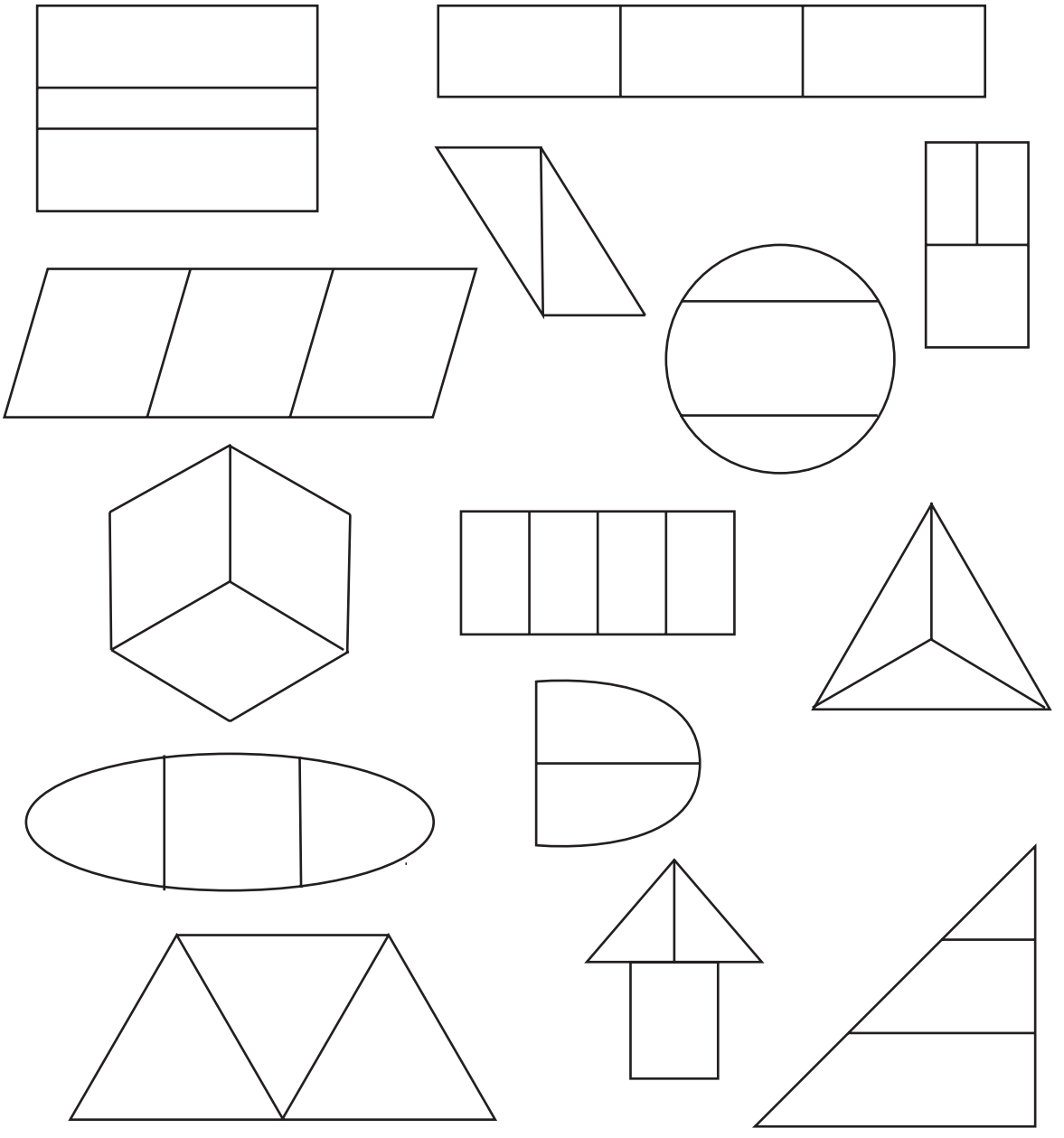
Name: _____ Class: _____ Date: _____

THIRDS



3rds

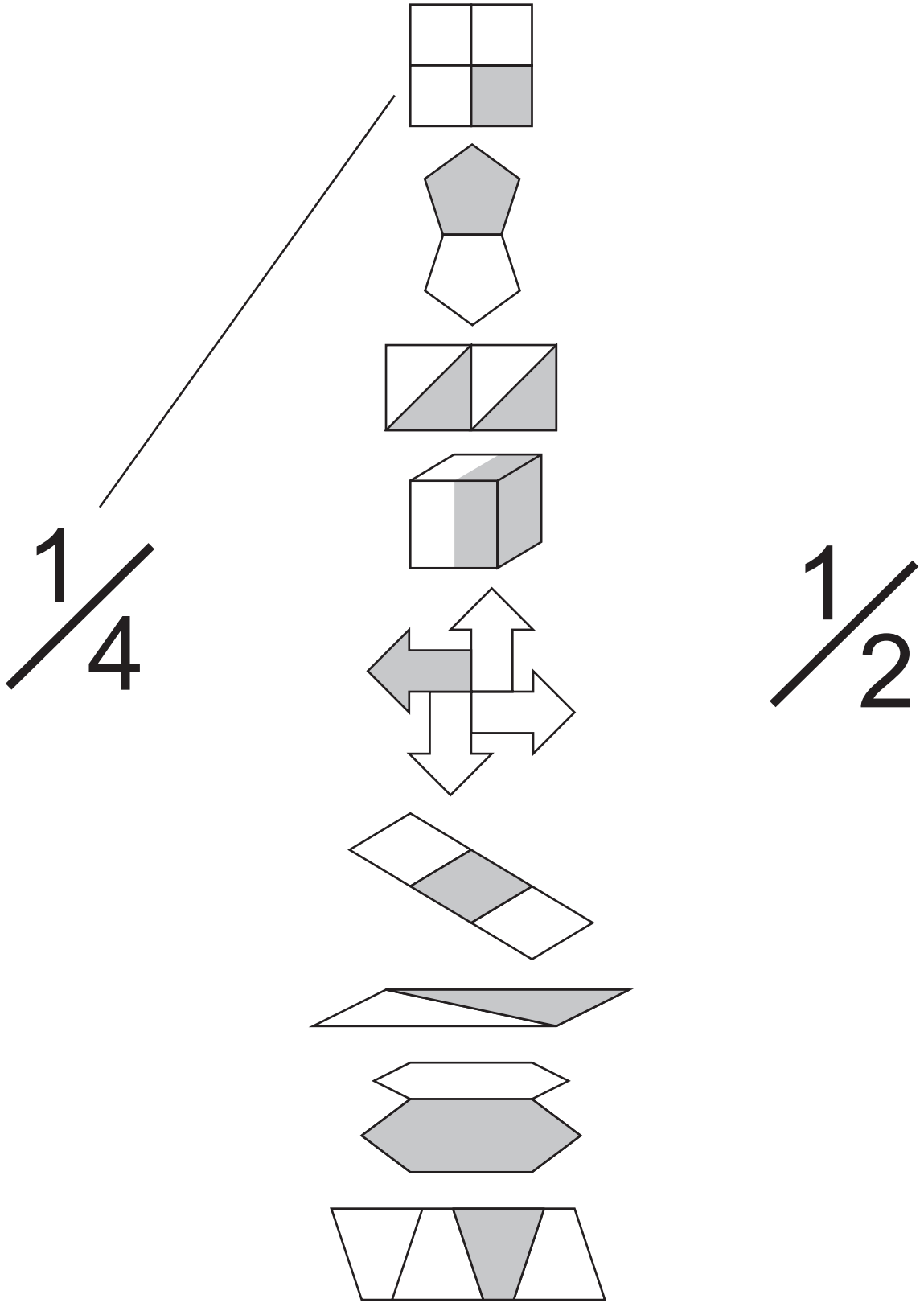
Ring the pictures that show thirds.



Name: _____ Class: _____ Date: _____

ONE-FOURTH OR ONE HALF?

Draw lines to show if the shaded parts are 1/4 or 1/2.

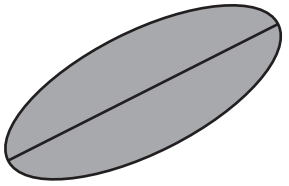


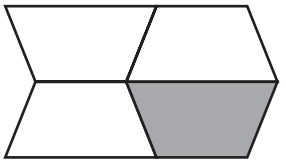
Name: _____ Class: _____ Date: _____

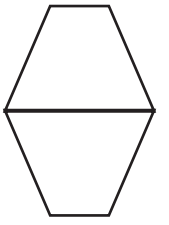
WHAT FRACTION?

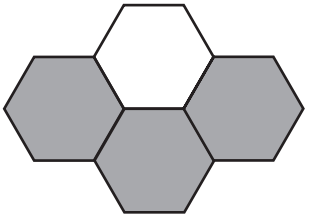
How much of each shape is shaded?

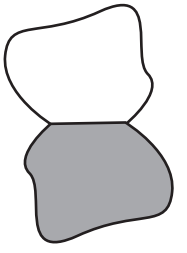
1/4

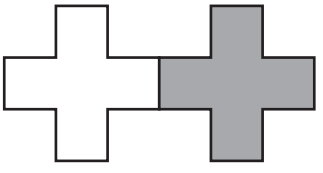


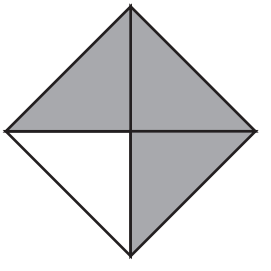


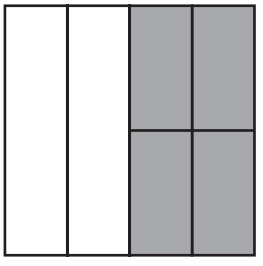


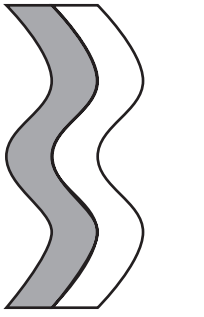


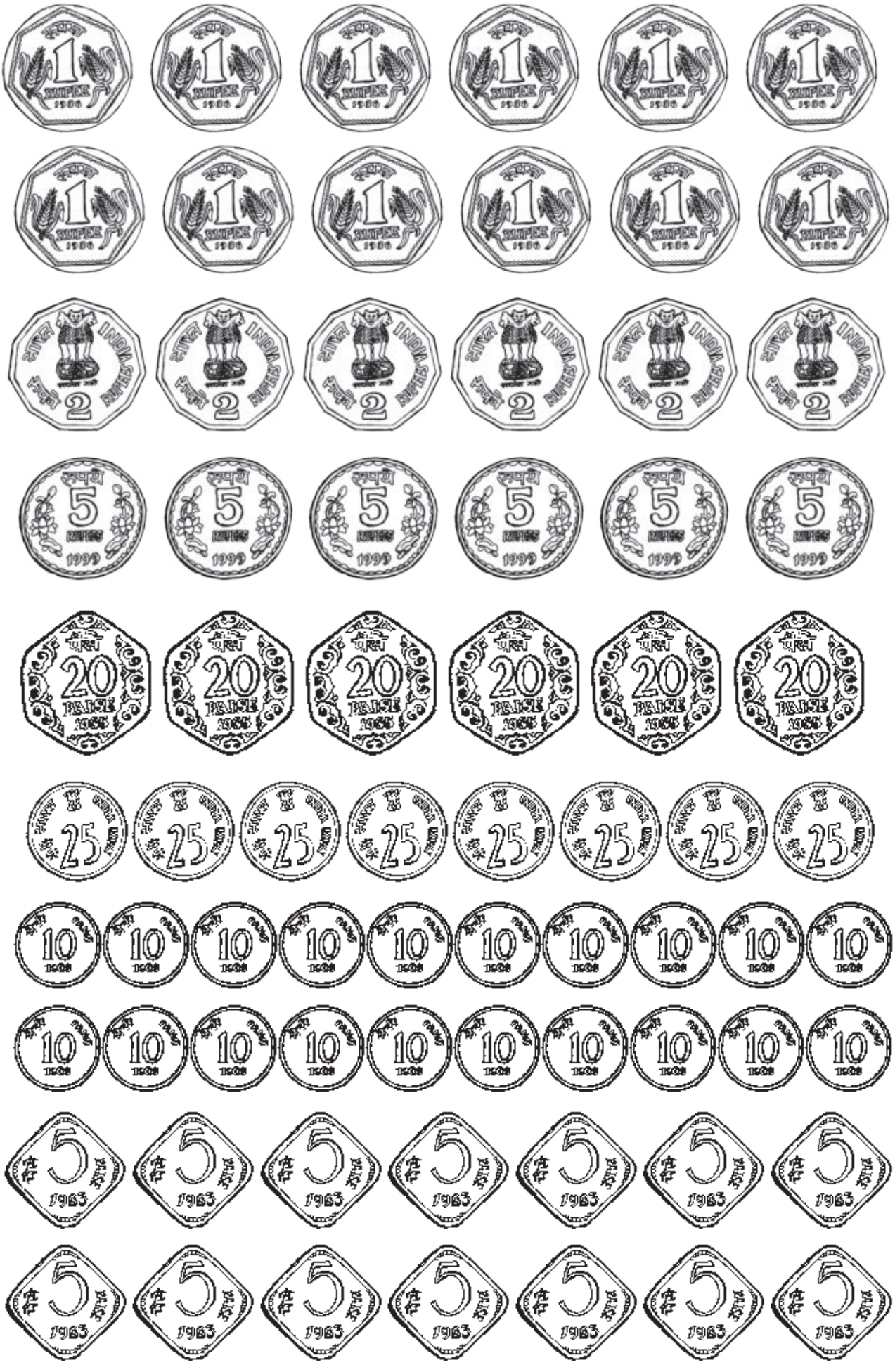










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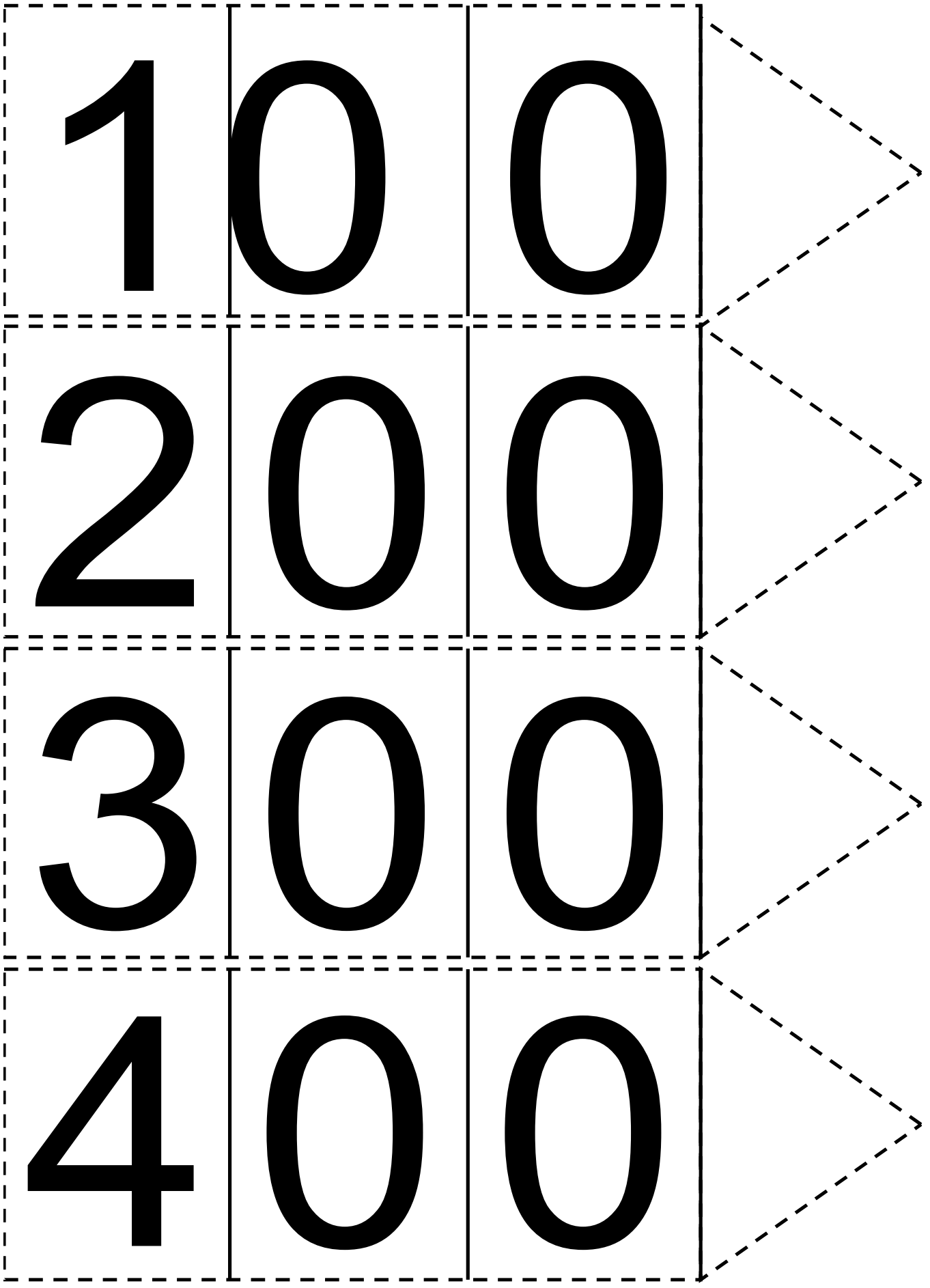
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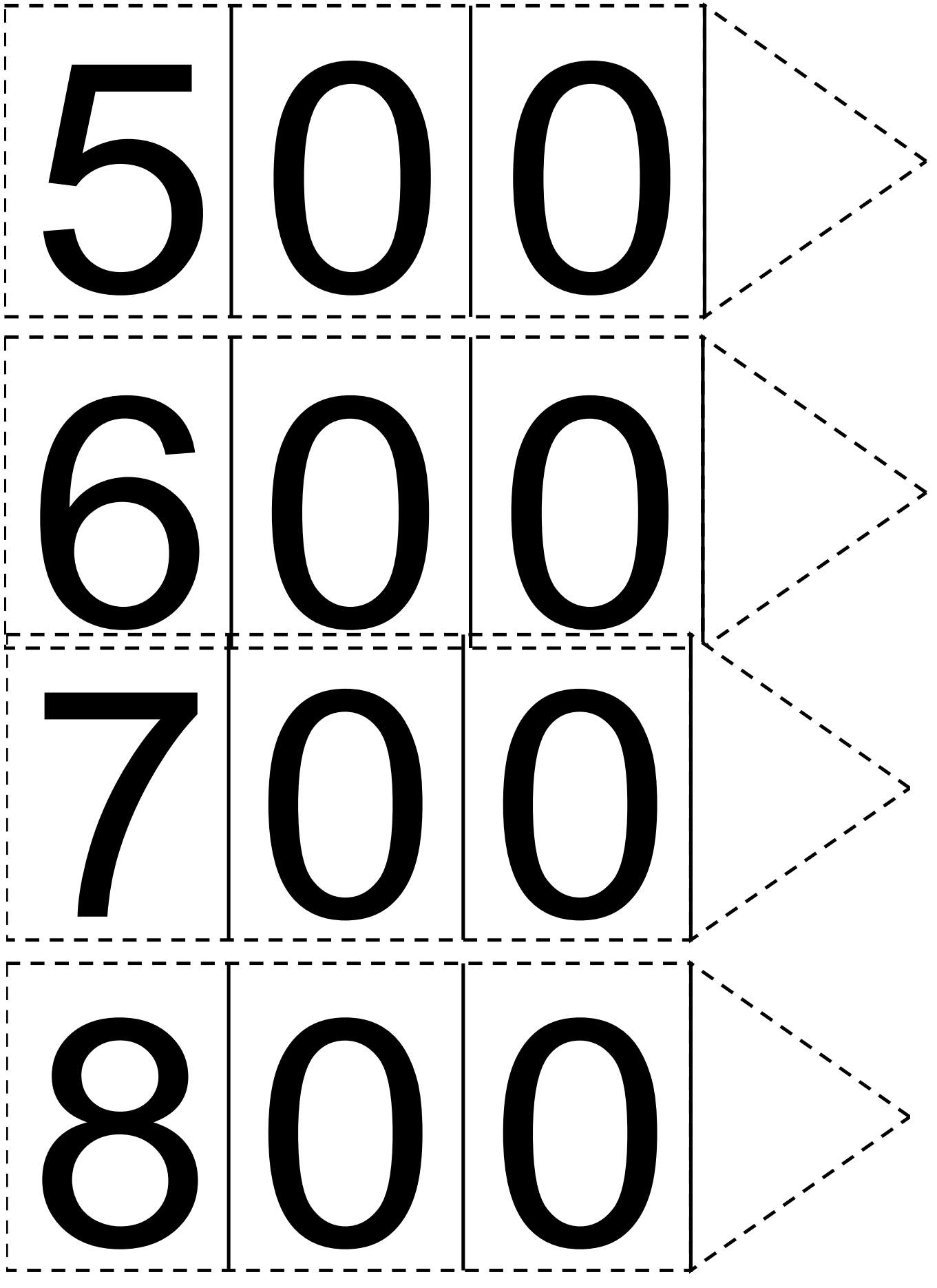
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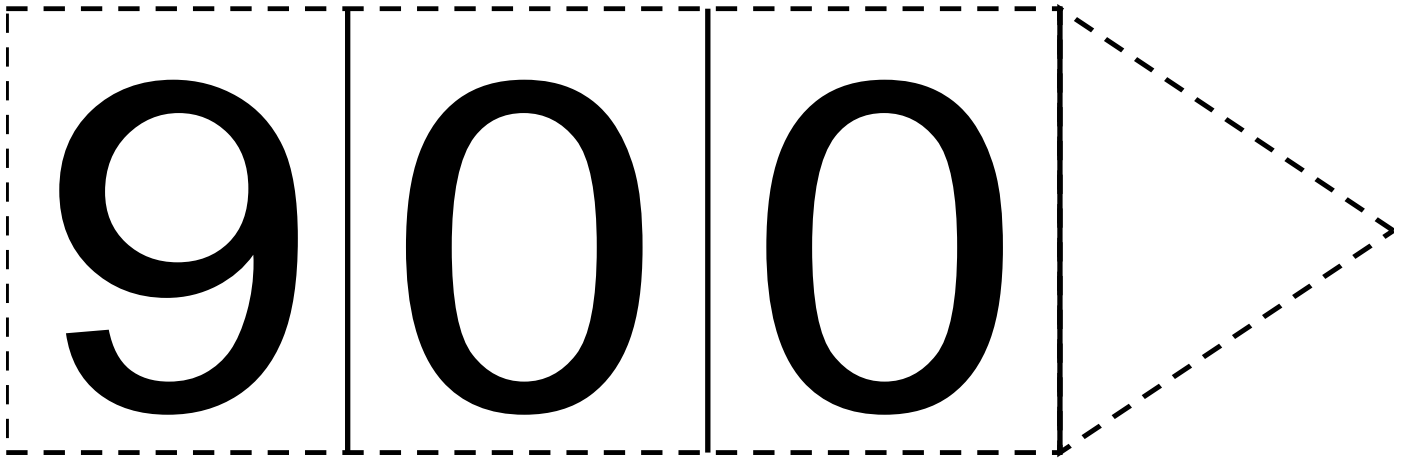
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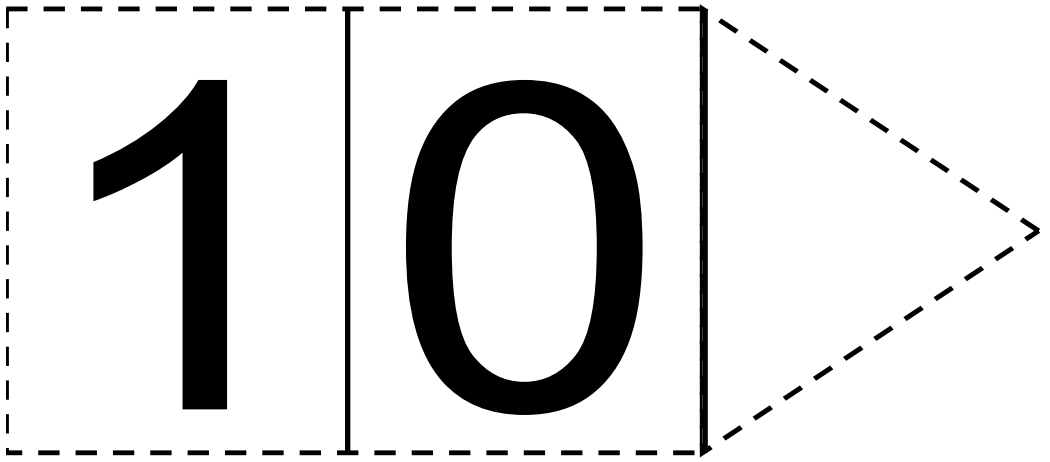
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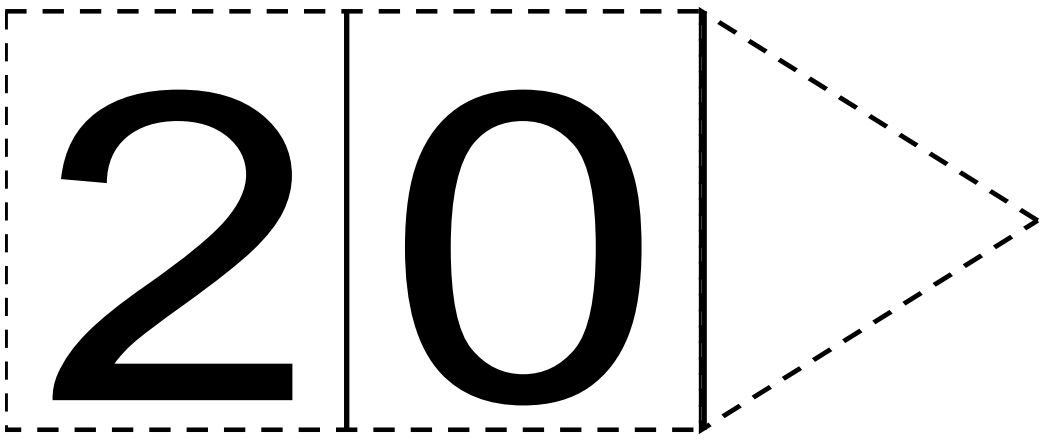
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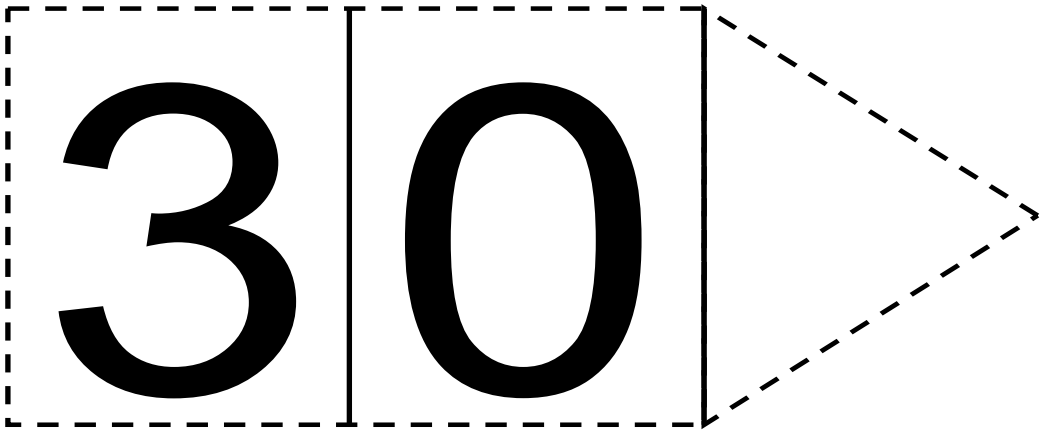
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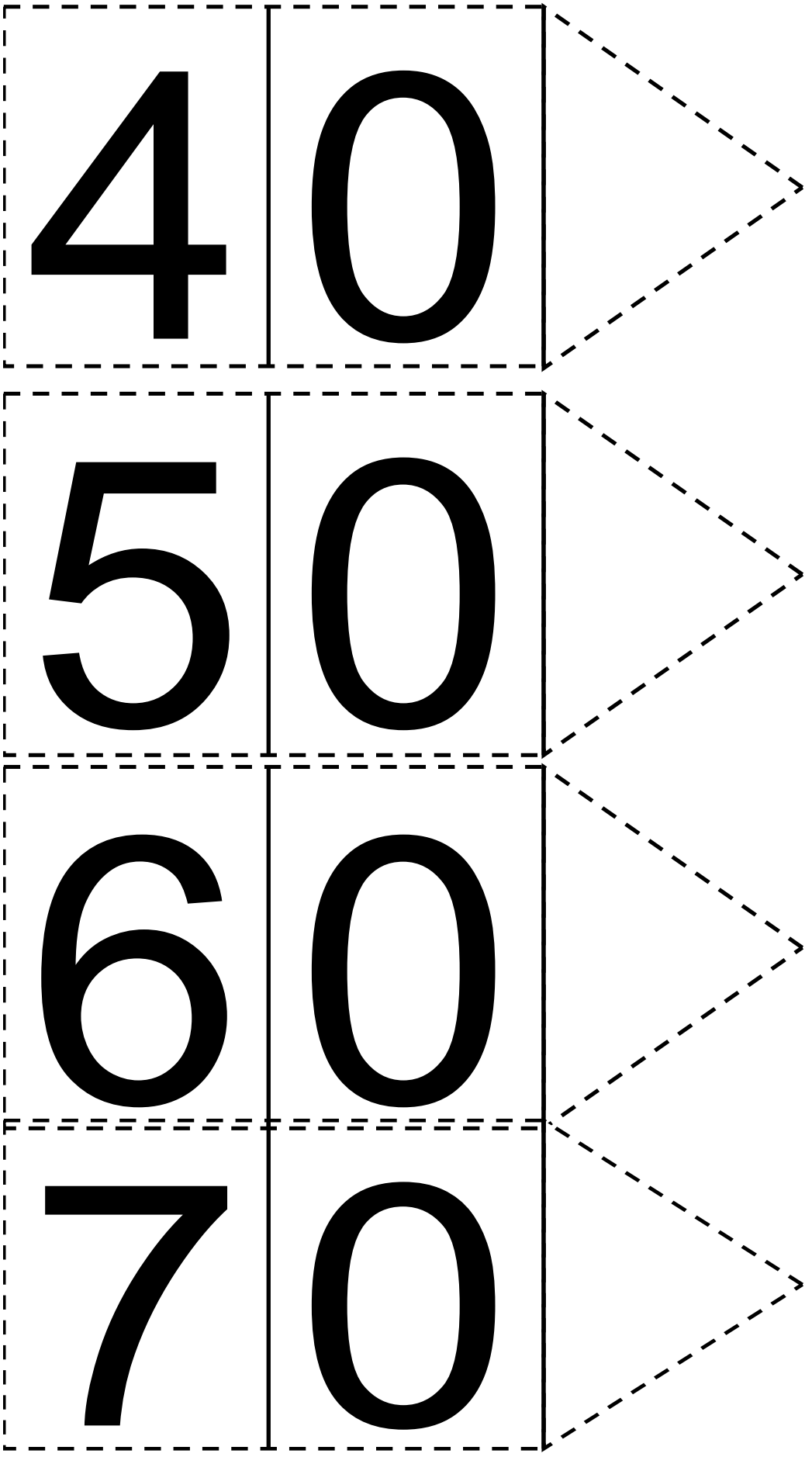
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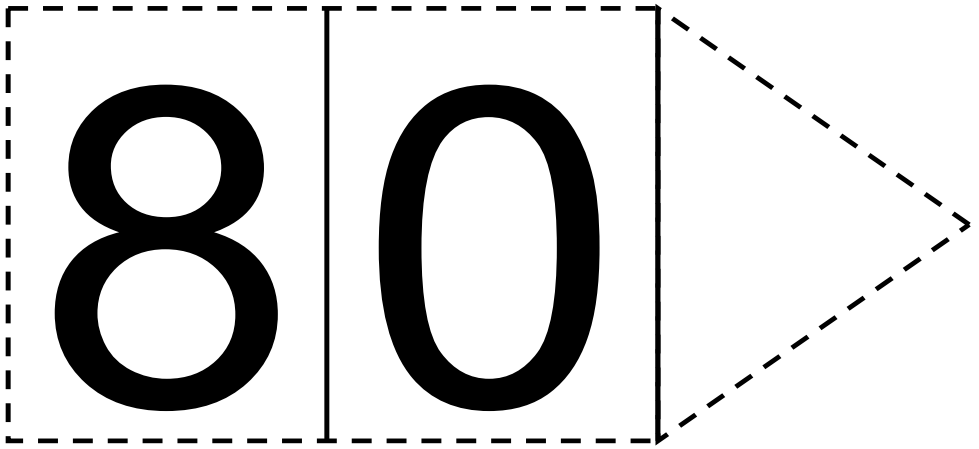
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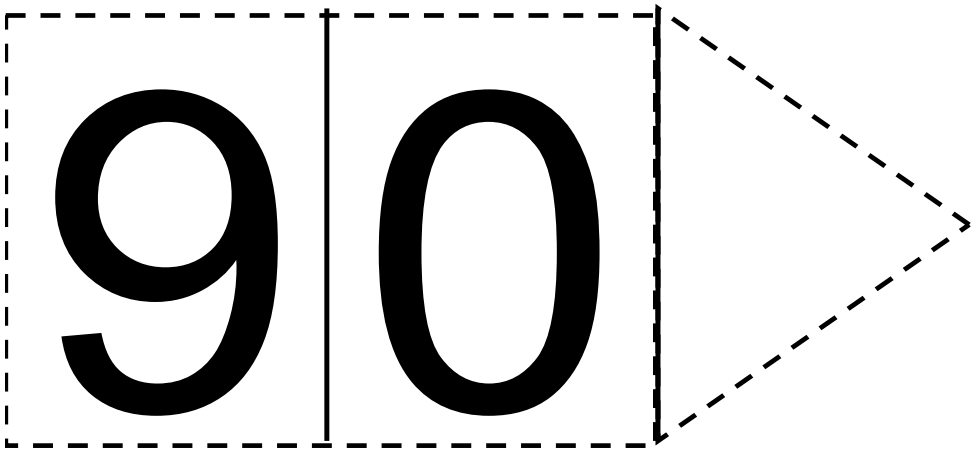
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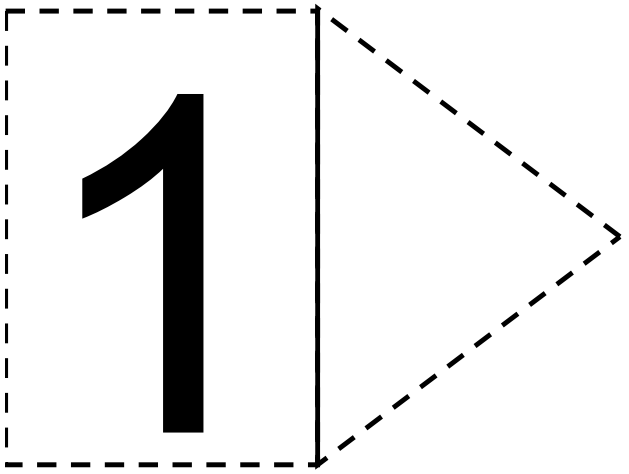
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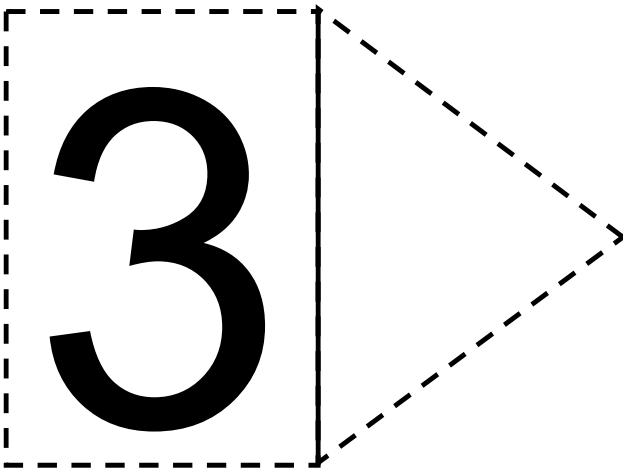
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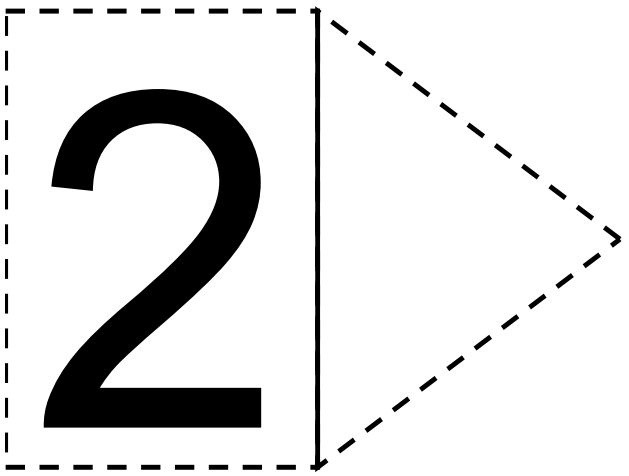
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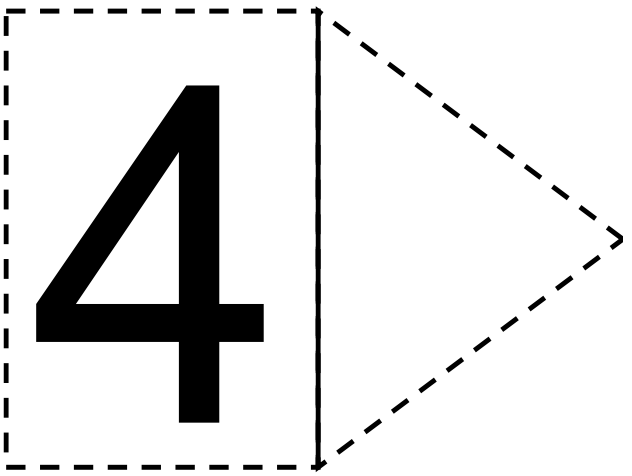
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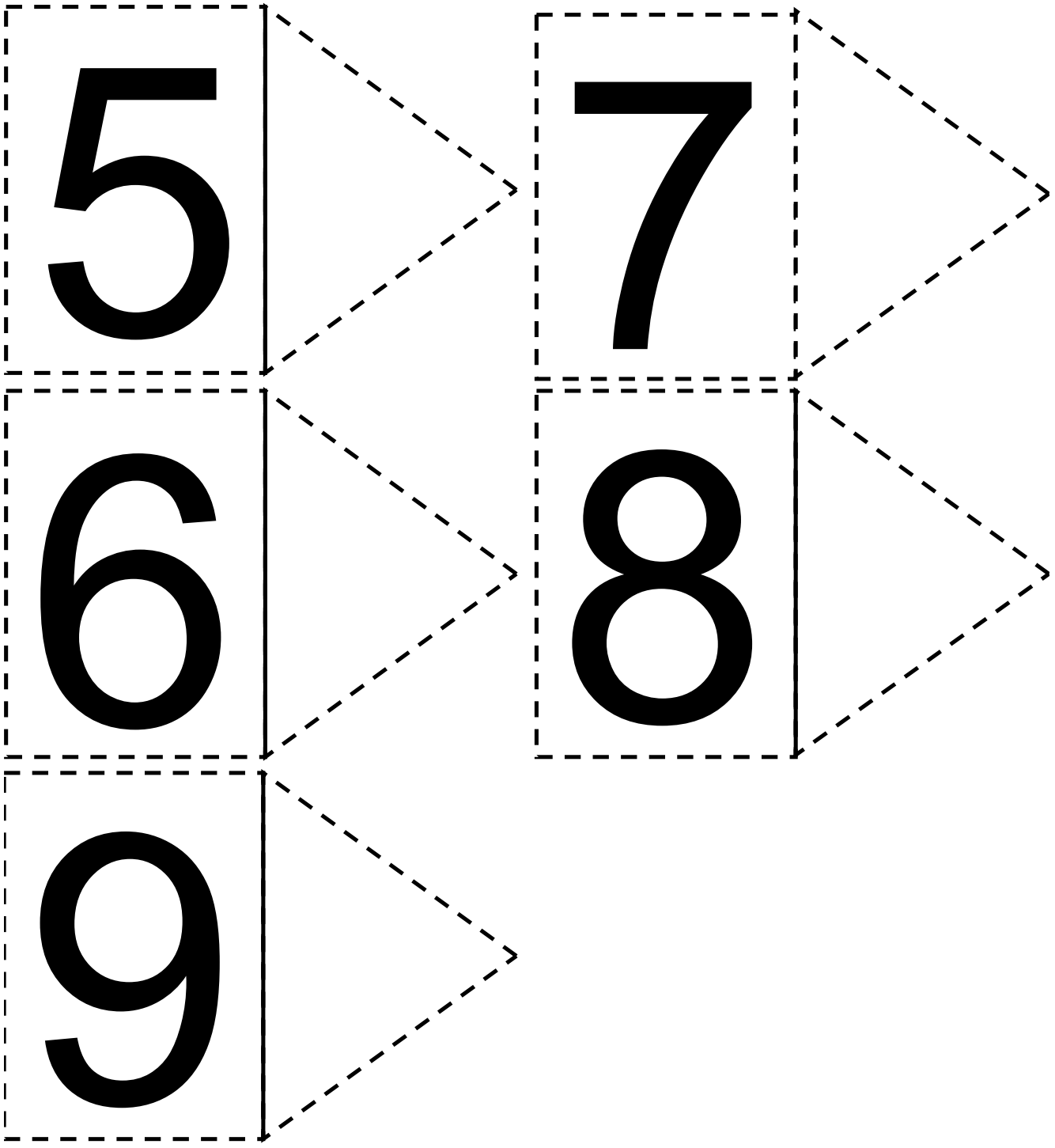
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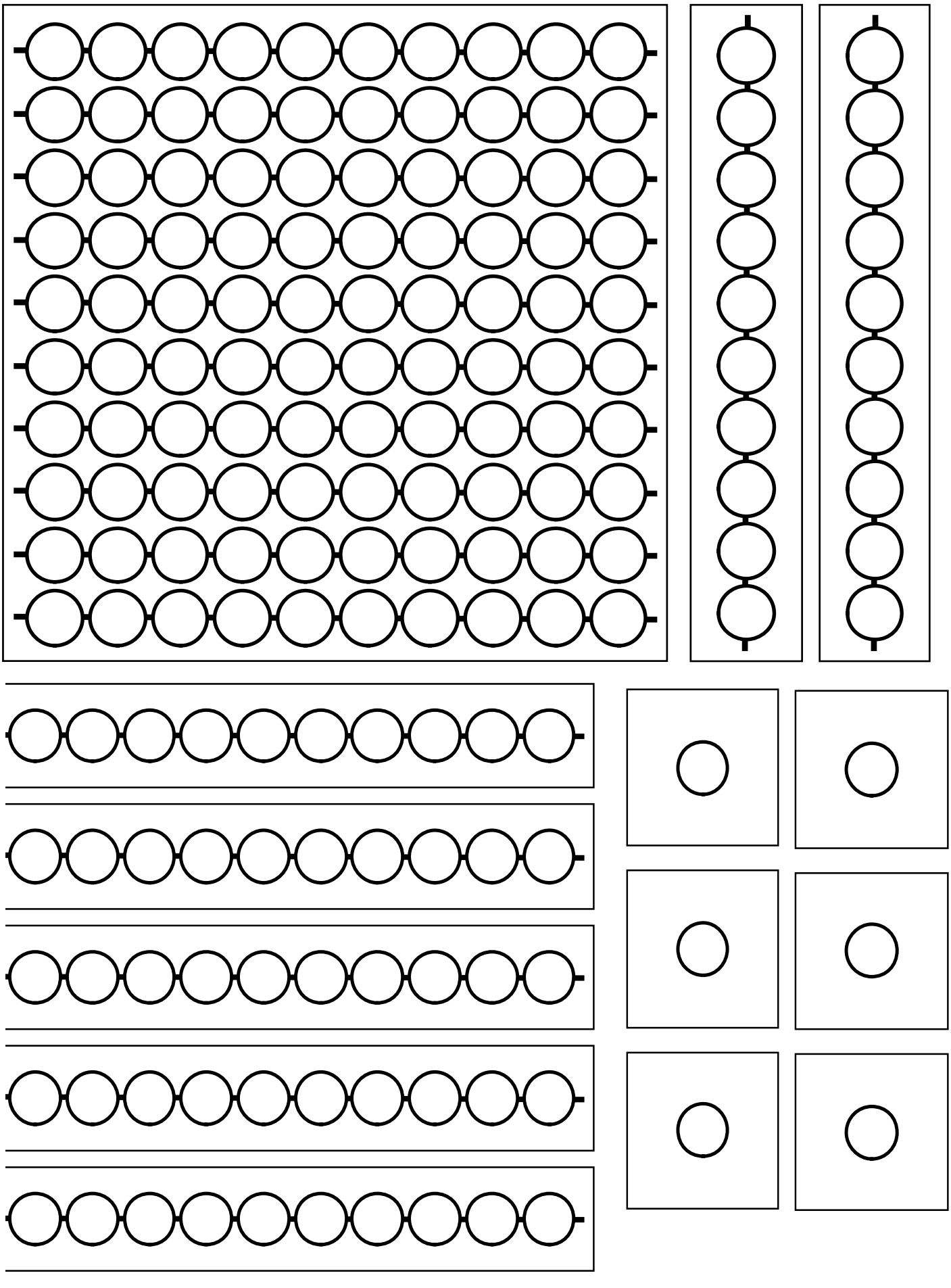

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