

Math Term 4 Week 1 – Year 2

Monday	Tuesday	Wednesday	Thursday	Friday
Number-Ordering Roll the Numbers sheet Smallest to largest – what are the smallest and largest numbers you can make. Use dice or cards. See attached worksheet.	Number-Sequencing Tens Ladders sheet Off the decade – complete the patterns. See attached worksheet.	Number-Place Value Four Ways to Write a Number Expanding Numbers – expand the numbers into their place values. See attached sheet	Number-Ordinal Ordinal Numbers – help sort the dogs' items into order. See worksheet.	Number-Rounding to Ten Wild Round Up – Do I round off numbers by going up or down? See worksheet.
Addition/Subtraction Addition Today I want you to write 15 addition sums. Start with 2 digit and 2 digits. For eg: $23+41=64$. Then do 3 digit and 3 digits. For eg: $518+783=1301$ Challenge is 4-digit numbers.	Addition/Subtraction Subtraction Today I want you to write 15 subtraction sums. Start with 2 digit-1 digit. For eg: $39-5=34$. Then 2 digit and 2 digits. For eg: $75-41=34$. Challenge is 3-digit numbers.	Addition/Subtraction Number Line Addition Complete the number line worksheet then do some of your own. Practice drawing the number line. Then decide whether you will do some addition or subtraction or both.	Addition/Subtraction Number Line Subtraction Complete the number line worksheet then do some of your own. Practice drawing the number line. Then decide whether you will do some addition or subtraction or both.	Addition/Subtraction Strategy Time – Doubling A number added to itself is a double. A doubled number is always an even number. If we are doubling the number 4, We can either present it as: $4 + 4$ or we can say 2×4. They both equal the same number.
Mathletics Do 15 minutes of Mathletics based on today's topics.	Mathletics Do 15 minutes of Mathletics based on today's topics.	Mathletics Do 15 minutes of Mathletics based on today's topics.	Mathletics Do 15 minutes of Mathletics based on today's topics.	Mathletics Do 15 minutes of Mathletics based on today's topics.

Differentiation

Some students are capable of adding and subtracting 4-digit numbers. If your child wishes to challenge themselves, they can.

If your child is struggling to do 2 digit and 2 digit, then take 1 digit away from a 2 digit number. For eg: $24-4=20$.

NOTE: your children have done all of these things in Terms 1 and 2 in class.

Math Term 4 Week 2 – Year 2

Monday	Tuesday	Wednesday	Thursday	Friday
Number-2 digit Before and After Write the number that comes before or after the one in the animal body.	Number-Patterns Number Sequence Fill in the missing numbers. Then write 2 patterns you see in the chart at the bottom.	Number- 3 digit Before and After Write the number that comes before or after the one in the animal body.	Number-Subitising This is where students guess their number knowledge. It is instant recognition. Use these cards as flash cards. Use one at a time or two. Students do this everyday in class. See worksheets.	Number-Estimating Guess the Jelly Babies! First, guesstimate. Second, using groups of 5 see if you were right. Then do groups of 3 in red pencil. Did you have any leftovers? Then do groups of 4. Did you have any leftover?
Addition/Subtraction Addition Today I want you to write 15 addition sums. Start with 2 digit and 2 digits. For eg: $23+41=64$. Then do 3 digit and 3 digits. For eg: $518+783=1301$ Challenge is 4-digit numbers.	Addition/Subtraction Subtraction Today I want you to write 15 subtraction sums. Start with 2 digit-1 digit. For eg: $39-5=34$. Then 2 digit and 2 digits. For eg: $75-41=34$. Challenge is 3-digit numbers.	Addition/Subtraction Split strategy-Addition Follow the example on the worksheet to complete the questions. If you dare to try the challenge one at the bottom.	Addition/Subtraction Split strategy-Subtraction Follow the example on the worksheet to complete the questions. If you dare to try the challenge one at the bottom.	Addition/Subtraction Double Facts Using your knowledge from last week complete these doubles explosions.
Mathletics Do 15 minutes of Mathletics based on today's topics.	Mathletics Do 15 minutes of Mathletics based on today's topics.	Mathletics Do 15 minutes of Mathletics based on today's topics.	Mathletics Do 15 minutes of Mathletics based on today's topics.	Mathletics Do 15 minutes of Mathletics based on today's topics.

Differentiation

Some students are capable of adding and subtracting 4-digit numbers. If your child wishes to challenge themselves, they can. If your child is struggling to do 2 digit and 2 digit, then take 1 digit away from a 2 digit number. For eg: $24-4=20$.

NOTE: your children have done all of these things in Terms 1 and 2 in class.

Math Term 4 Week 3 – Year 2

Monday	Tuesday	Wednesday	Thursday	Friday
Number-Comparing Numbers More than Less than Equal Which number is smaller or larger? Use the following symbols: $<$ to show smaller number $>$ to show larger number	Number-Ordering Numbers Smallest to Largest -arrange the rows of numbers in ascending (smallest to largest) order. Challenge: there is a challenge	Number-Number Recall Higher/Lower Play a game with someone where you pick a number in your head and the other person has to answer by guessing if it is higher or lower.	Number-Patterns Dot-to-dot by Tens Fill in the picture by following the pattern. Can you make 3 more patterns that start with these numbers: 24, 87, 312, 894 only jumping by 10's?	Number-Counting on and back Snakes and Ladders Play snakes and ladders with your family.
Addition/Subtraction Addition Today I want you to write 15 addition sums. Start with 2 digit and 2 digits. For eg: $23+41=64$. Then do 3 digit and 3 digits. For eg: $518+783=1301$ Challenge is 4-digit numbers.	Addition/Subtraction Subtraction Today I want you to write 15 subtraction sums. Start with 2 digit-1 digit. For eg: $39-5=34$. Then 2 digit and 2 digits. For eg: $75-41=34$. Challenge is 3-digit numbers.	Addition/Subtraction Addition Choose either the 2 digit or 3 digit worksheet. Use mental strategies to complete the following sums.	Addition/Subtraction Subtraction Choose either the 2 digit or 3 digit worksheet. Use mental strategies to complete the following sums.	Multiplication Write out your 2 and 4 times tables. Do you see a pattern?
Mathletics Do 15 minutes of Mathletics based on today's topics.	Mathletics Do 15 minutes of Mathletics based on today's topics.	Mathletics Do 15 minutes of Mathletics based on today's topics.	Mathletics Do 15 minutes of Mathletics based on today's topics.	Mathletics Do 15 minutes of Mathletics based on today's topics.

Differentiation

Some students are capable of adding and subtracting 4-digit numbers. If your child wishes to challenge themselves, they can.

If your child is struggling to do 2 digit and 2 digit, then take 1 digit away from a 2 digit number. For eg: $24-4=20$.

NOTE: your children have done all of these things in Terms 1 and 2 in class.

Math Term 4 Week 4 – Year 2

Monday	Tuesday	Wednesday	Thursday	Friday
Number-Subitizing This is where students guess their number knowledge. It is instant recognition. Use one at a time or two. Students do this everyday in class. You already have these.	Number-Odd and Even numbers Colour the odd and even numbers in.	Number-Ordinal Numbers Writing Ordinal Numbers in order using the number and the place.	Number-Number Recognition How many ways can you write the following numbers? Show me. 13, 45, 67, 312, 475, 931 Tally marks, words, dice, MAB, pictures, ten frames. Write them in your book.	Number-Place Value Number Sequences and Skip Counting Follow the instructions on the worksheet.
Addition/Subtraction Inverse Operations Follow the instructions on the worksheet. It is important that students know that other number facts can help them reach answers. Challenge: Students can change the digits to 3 digits by adding another number!	Addition/Subtraction Relational Addition and Subtraction Fact Family worksheet. It's important that students know there are a number of facts to one sum. Once they have used this sheet as an example see if you can do some 2 digit fact families. Draw them in your books.	Addition/Subtraction Roll It Addition or Subtraction Follow the instructions on the worksheet and wrote out at least 10 sums.	Addition/Subtraction Roll It Addition or Subtraction Follow the instructions on the worksheet and wrote out at least 10 sums.	Multiplication Write out your 3 and 6 times tables. Do you see a pattern?
Mathletics Do 15 minutes of Mathletics based on today's topics.	Mathletics Do 15 minutes of Mathletics based on today's topics.	Mathletics Do 15 minutes of Mathletics based on today's topics.	Mathletics Do 15 minutes of Mathletics based on today's topics.	Mathletics Do 15 minutes of Mathletics based on today's topics.

ROLL the NUMBERS

Roll 2, 3, or 4 dice at once. Arrange the dice to make the largest number, and then the smallest number using the same digits (dice). Record your numbers below. Add more dice for larger numbers!

Largest number

Smallest number

Largest number

Smallest number

Skip counting – by 2s, 5s and 10s

1 Continue these backwards patterns. Count by

a **10s**

100

90

80

b **5s**

50

45

40

c **2s**

20

18

16

2 Close your eyes and say the patterns out loud to a partner.
Your partner can give you clues when you need them.

a Count back in 10s from 100

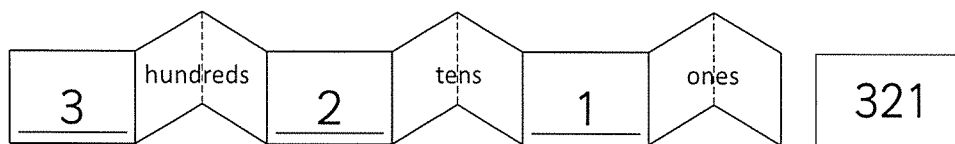
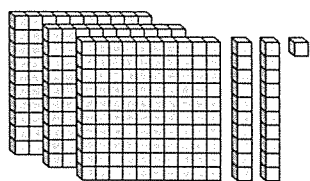
b Count back in 5s from 50

c Count back in 2s from 20

I can

Place value to 999 – identifying the value of digits

What is the value of the 2 in 321?



The 2 is in the tens position. There are 2 tens. The value of the 2 in 321 is 20.

1 Use the numeral expander to help you name the values.

a

2	hundreds	4	tens	6	ones	
---	----------	---	------	---	------	--

The 4 is in the tens position. The value of the 4 is 40

b

	hundreds		tens		ones	
--	----------	--	------	--	------	--

The 8 is in the hundreds position. The value of the 8 is 800

c

	hundreds		tens		ones	
--	----------	--	------	--	------	--

The 1 is in the hundreds position. The value of the 1 is 100

d

	hundreds		tens		ones	
--	----------	--	------	--	------	--

The 5 is in the hundreds position. The value of the 5 is 500

	hundreds	tens	ones
--	----------	------	------

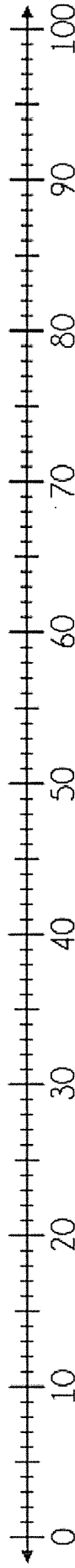
Addition on a Number Line

Name _____

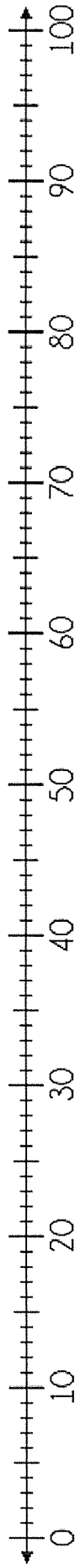
2.NBT.B.5, 2.MD.A.6

Use the number line under each equation to show your addition strategy.

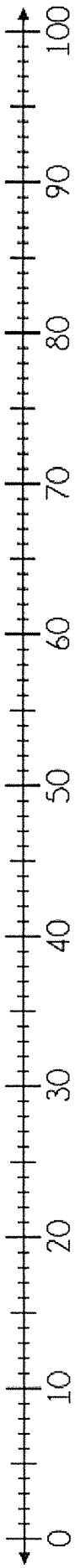
$$78 + 15 = \underline{\hspace{2cm}}$$



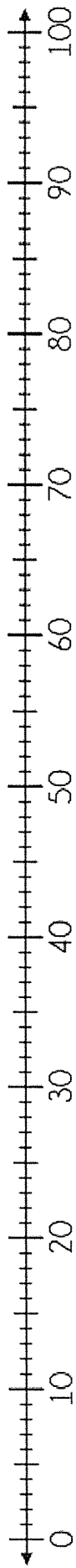
$$46 + 26 = \underline{\hspace{2cm}}$$



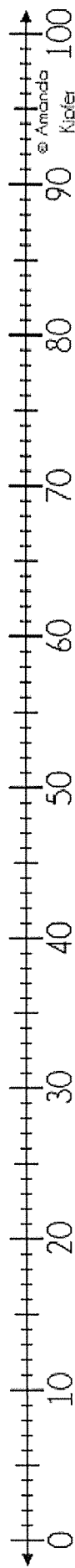
$$29 + 32 = \underline{\hspace{2cm}}$$



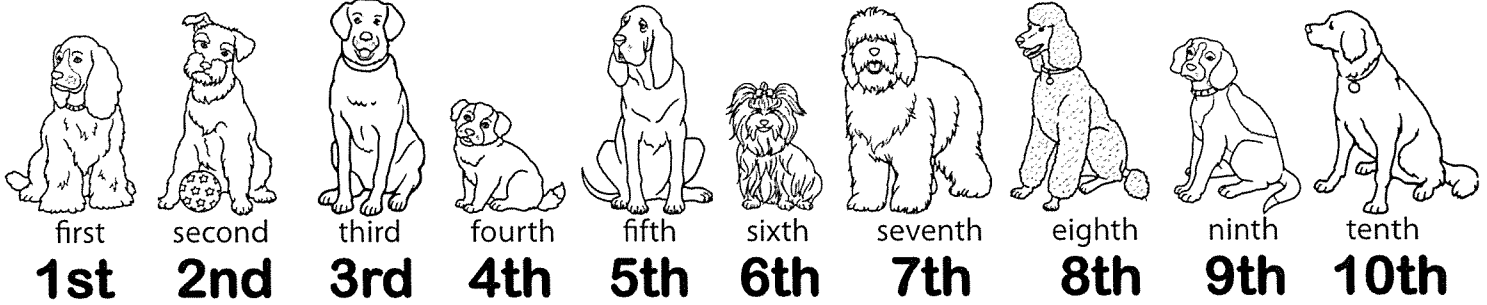
$$85 + 8 = \underline{\hspace{2cm}}$$



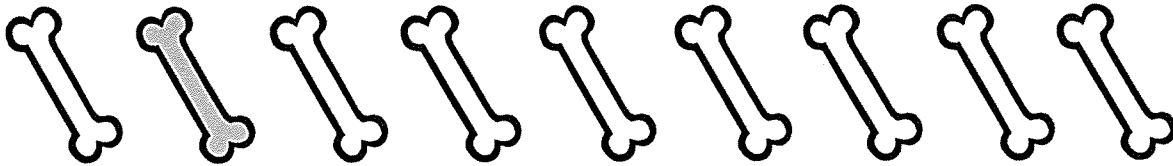
$$19 + 43 = \underline{\hspace{2cm}}$$



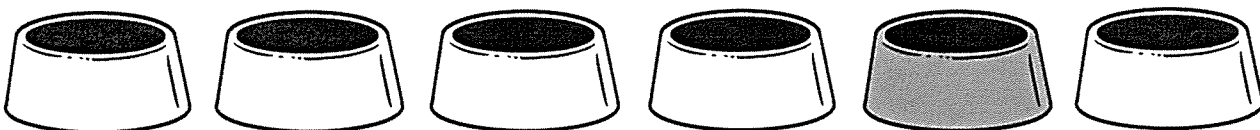
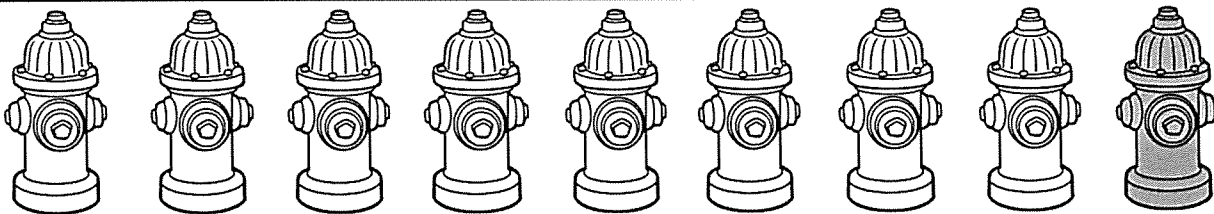
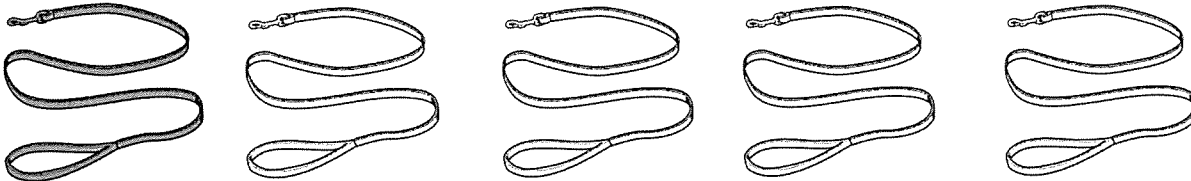
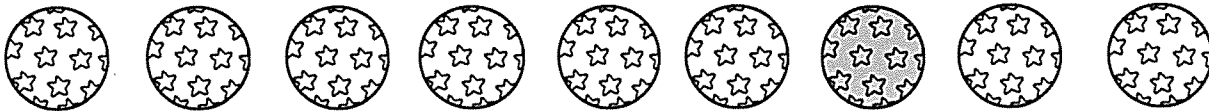
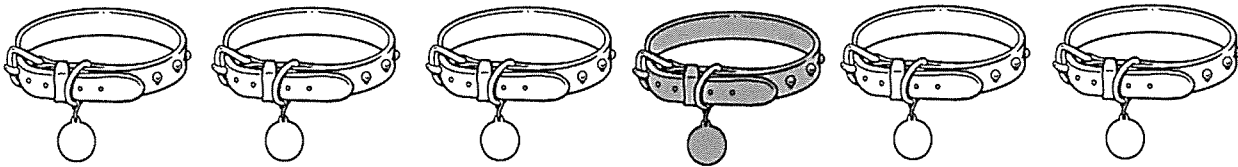
ORDINAL NUMBERS



Write the ordinal number indicated by the shaded object.



2nd



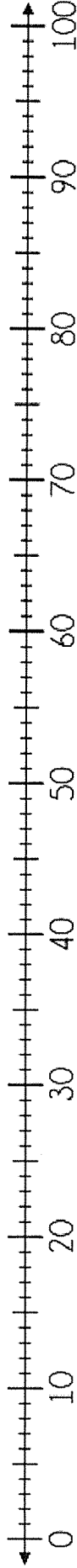
Subtraction on a Number Line

Name _____

2.NBT.B.5-2.MD.B.6

Use the number line under each equation to show your subtraction strategy.

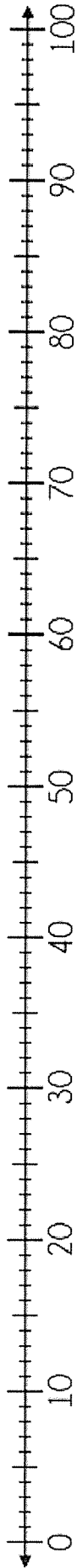
$$51 - 20 = \underline{\hspace{2cm}}$$



$$65 - 40 = \underline{\hspace{2cm}}$$



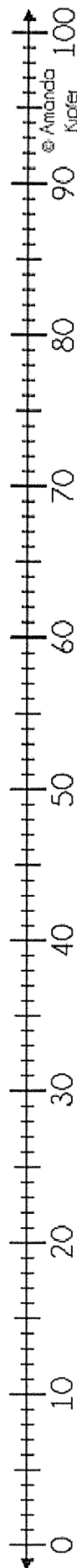
$$92 - 61 = \underline{\hspace{2cm}}$$



$$57 - 33 = \underline{\hspace{2cm}}$$



$$40 - 26 = \underline{\hspace{2cm}}$$



Wild Round Up

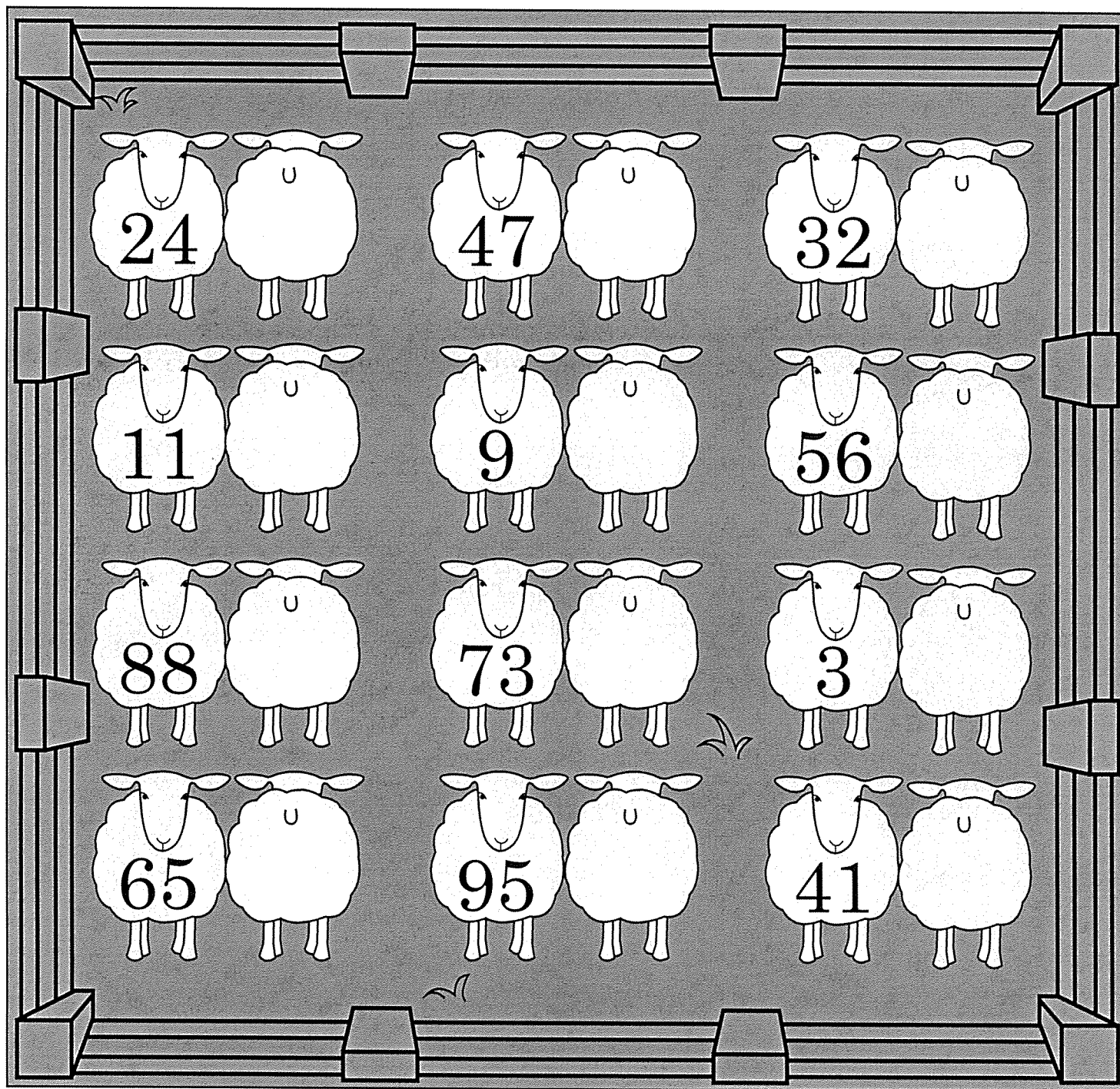
Round the numbers to the nearest 10!

If the **ones** number is 5 or greater, round up to the nearest 10.

If the **ones** number is 4 or less, round down to the nearest 10.

$18 \rightarrow 20$

$13 \rightarrow 10$



Doubling and Halving

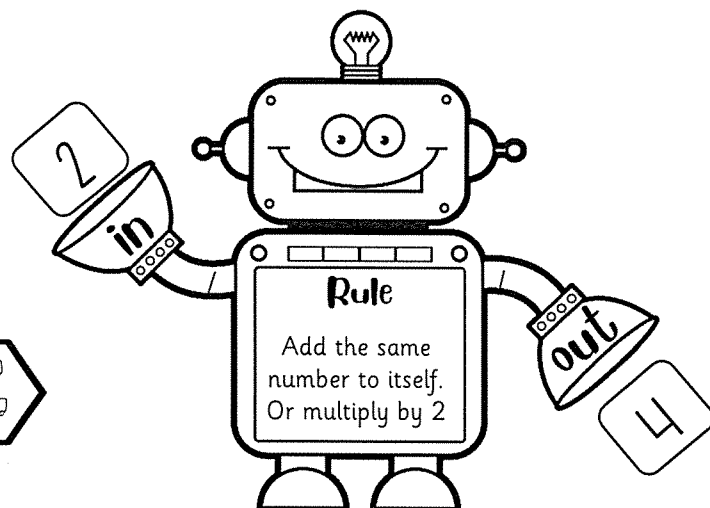
Put these numbers through the doubling or halving machine to find the correct answer.

DOUBLING MACHINE

Double these numbers.

In	4	6	3	5	9	8	7	2
Out	8							

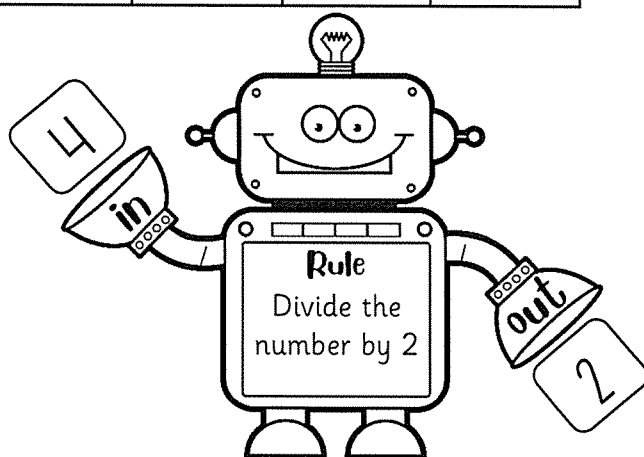
In	10	12	11	14	20	26	24	22
Out	20							



HALVING MACHINE

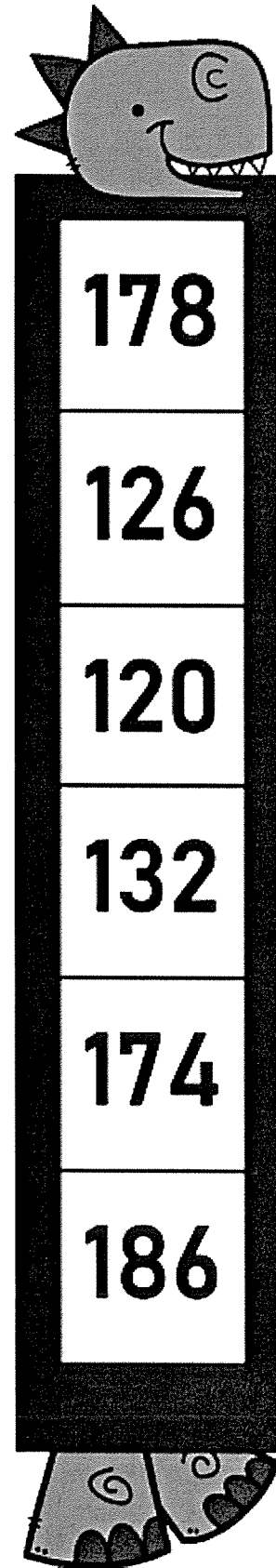
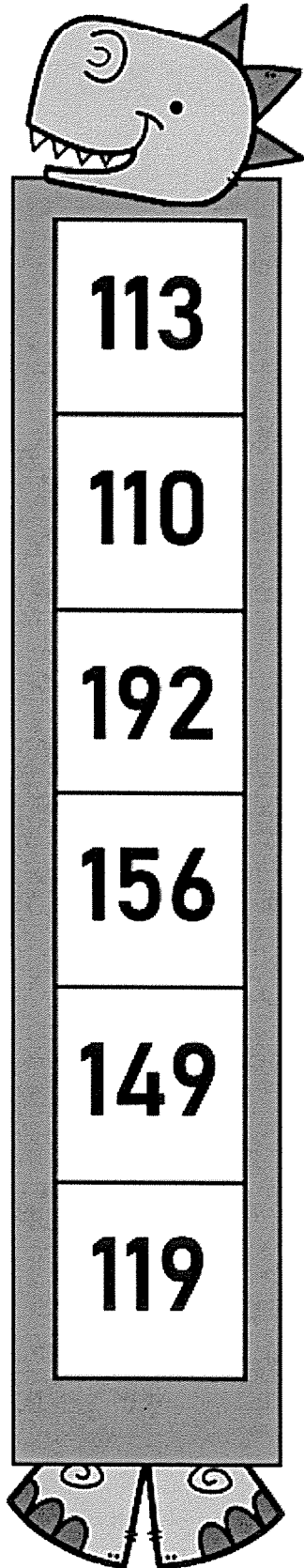
Halve these numbers.

In	4	6	8	2	12	16	10	18
Out	2							



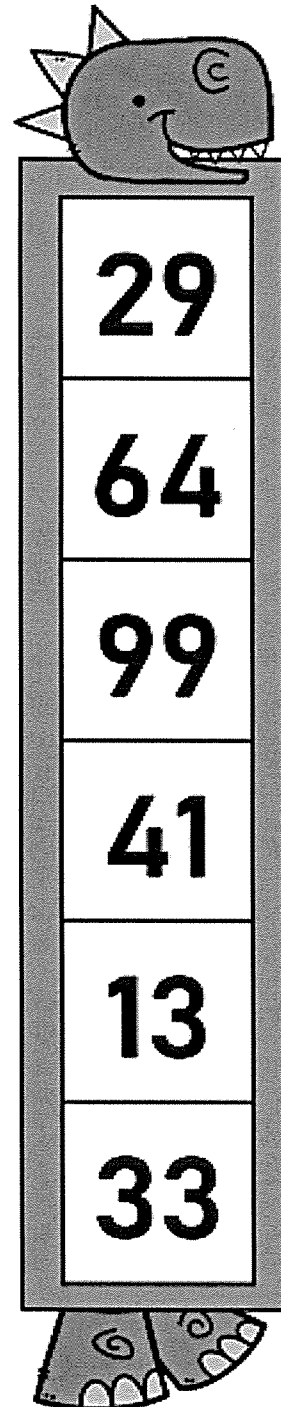
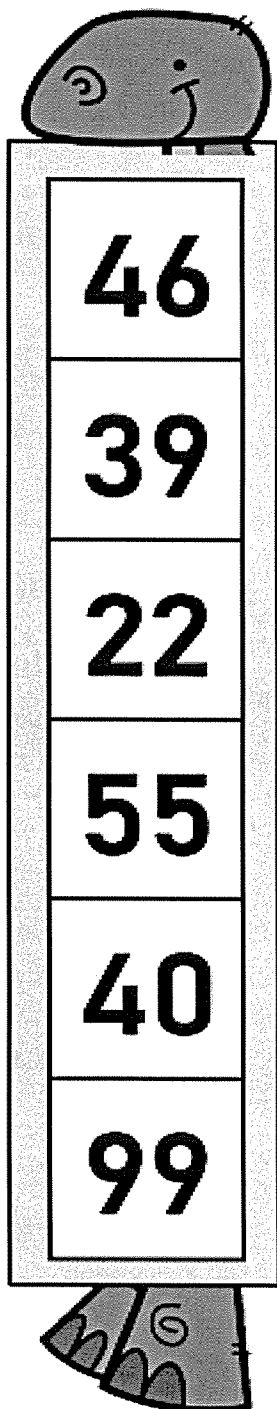
Before and After Numbers

Write the numbers that come before and after the three digits numbers.



Before and After Numbers

Write the numbers that come before and after the two-digit numbers.



Number Sequence Patterns

Fill in the missing numbers in this number sequence once you discover the pattern. Once that is done, use this sequence and this pattern's rule to create some patterns of your own at the bottom of the page.

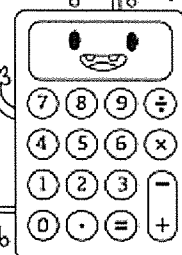
2		6		10
12	14	16		
	24		28	30
32		36		40
42			48	
52		56		60
			68	70
72			78	
82		86		90
		96		100

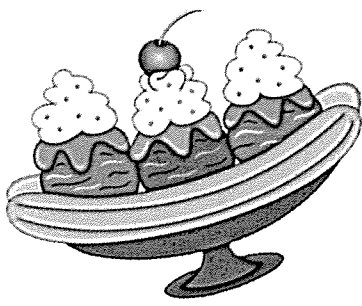
Pattern 1

--	--	--	--	--

Pattern 2

--	--	--	--	--





Split Strategy Subtraction

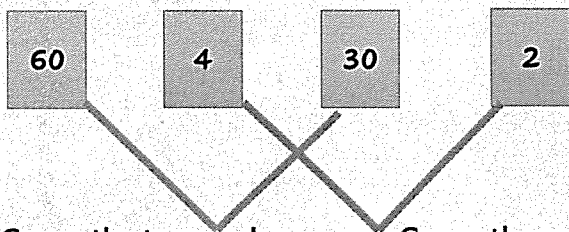
Name: _____

Solve each question using the split strategy. The first one has been done for you 😊

Example:

$$64 - 32 = ?$$

Group your tens and ones

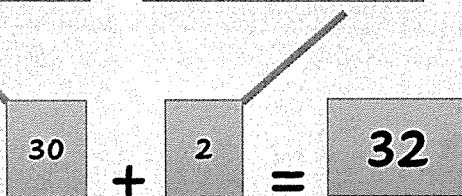


Group the tens and subtract

$$60 - 30 =$$

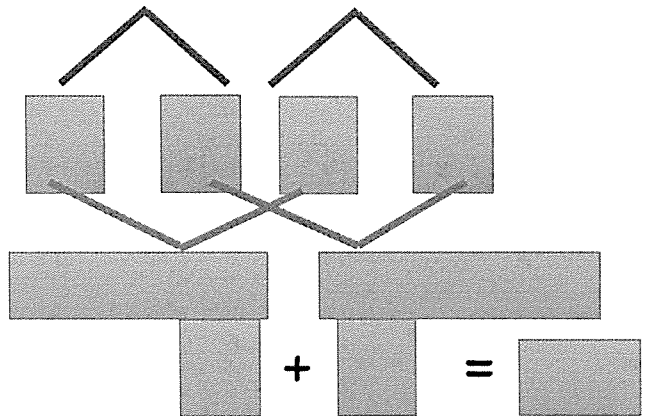
Group the ones and subtract

$$4 - 2 =$$

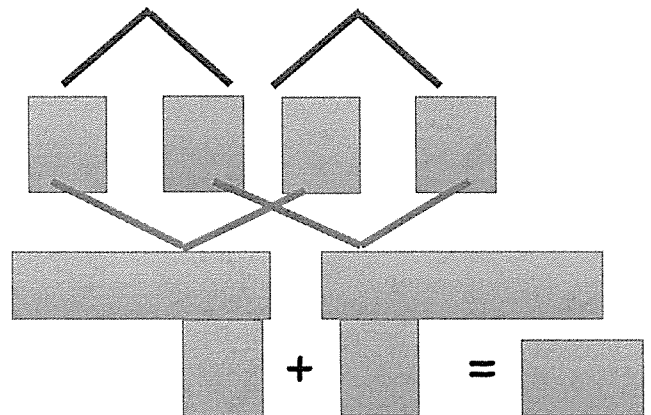


Add the tens and ones

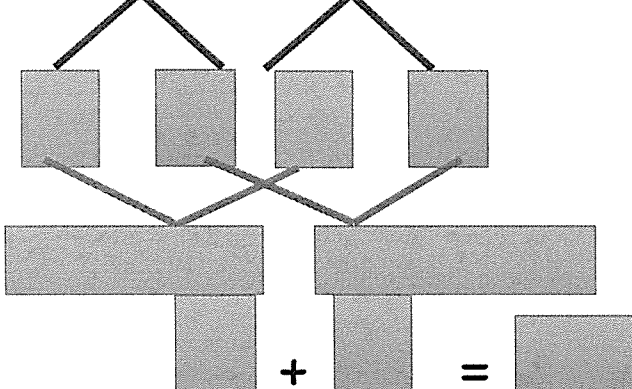
$$26 - 14 =$$



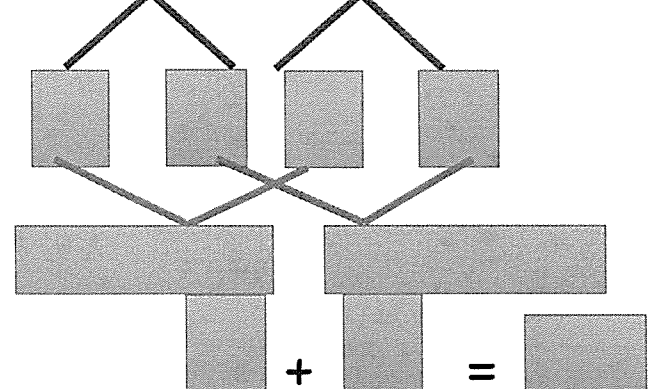
$$38 - 23 =$$



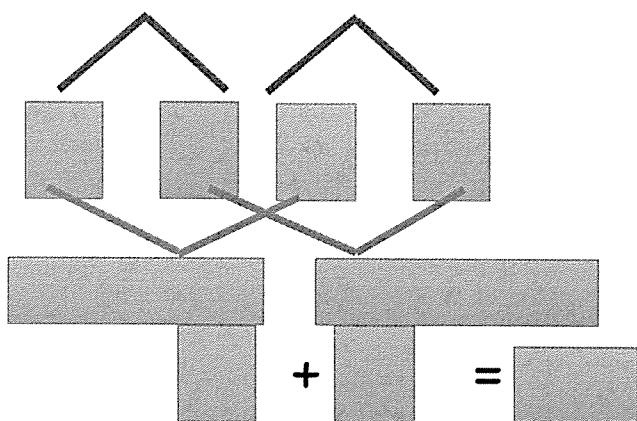
$$45 - 34 =$$



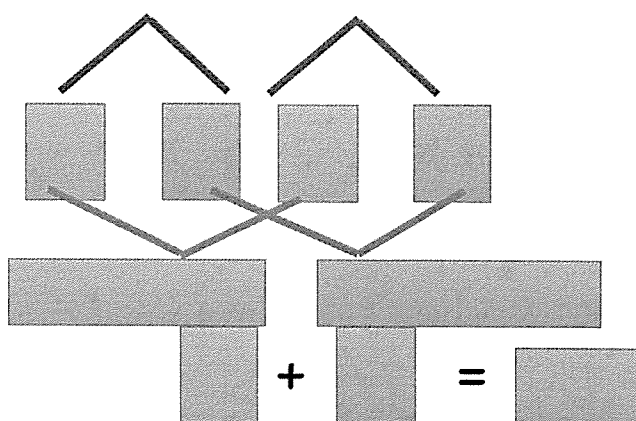
$$57 - 26 =$$



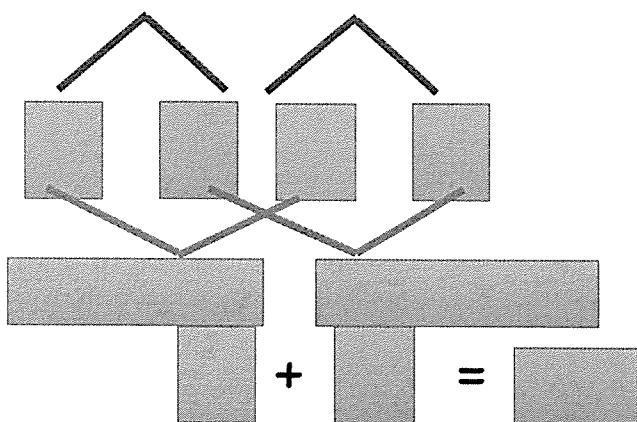
$$62 - 51 =$$



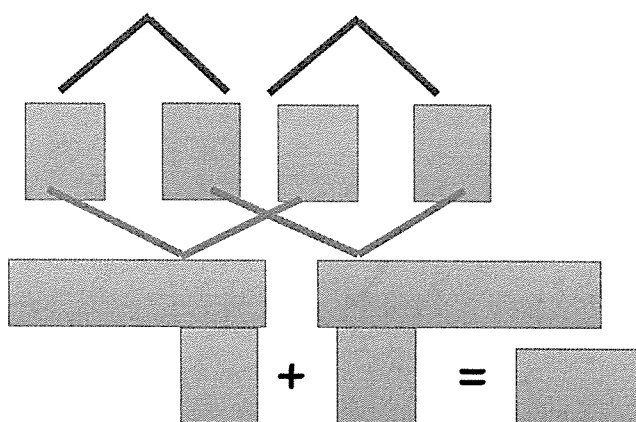
$$73 - 22 =$$



$$86 - 74 =$$

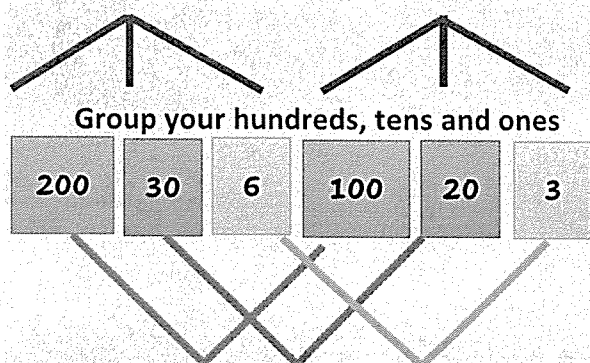


$$98 - 54 =$$



Example:

$$236 - 123 = ?$$



Group the
hundreds
and subtract

Group the
ones and
subtract

Group the
ones and
subtract

$$200 - 100 =$$

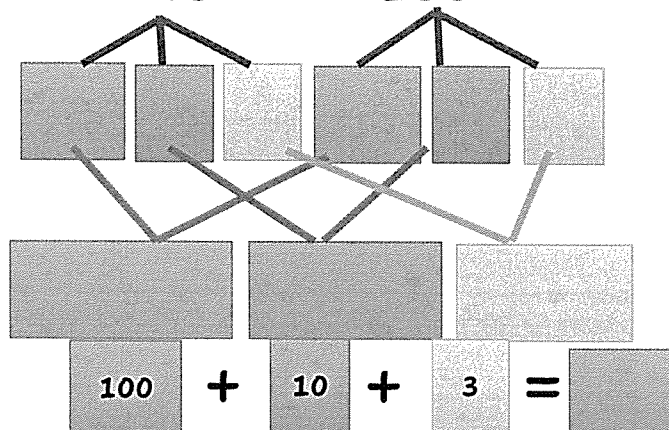
$$30 - 20 =$$

$$6 - 3 =$$

$$100 + 10 + 3 = 113$$

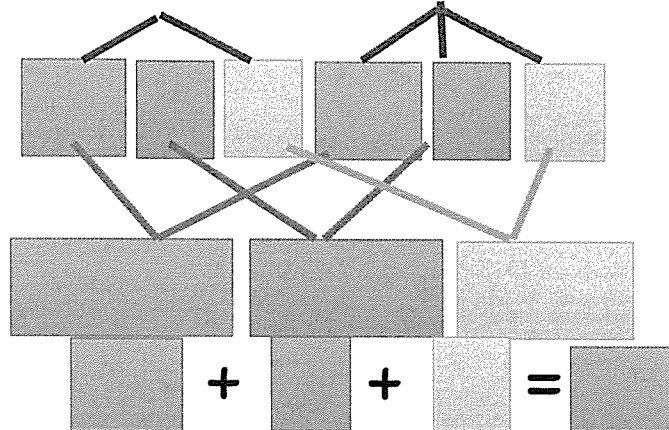
Add the hundreds, tens and ones

$$248 - 135 =$$

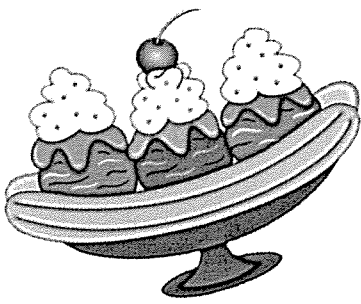


$$100 + 10 + 3 =$$

$$654 - 431 =$$



$$+ + =$$



Split Strategy Addition

Name: _____

Solve each question using the split strategy. The first one has been done for you 😊

$12 + 23 = 35$

10 + 2 + 20 + 3

Add the tens Add the ones

30 + 5 = 35

Add together

$63 + 26 =$

60 + 3 + 20 + 6

80 + 9 = 89

$57 + 32 =$

50 + 7 + 30 + 2

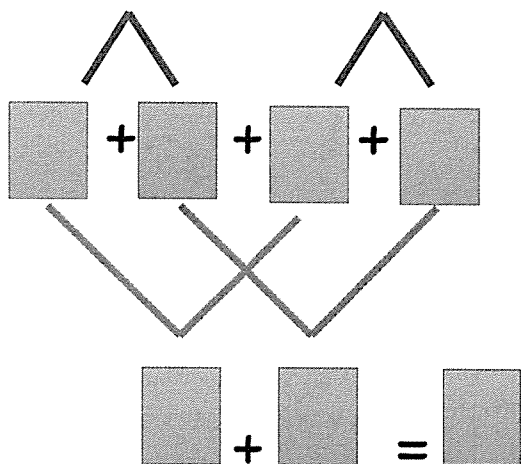
80 + 9 = 89

$41 + 56 =$

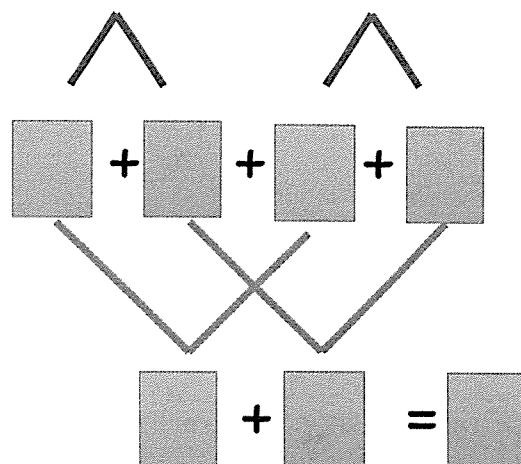
40 + 1 + 50 + 6

90 + 7 = 97

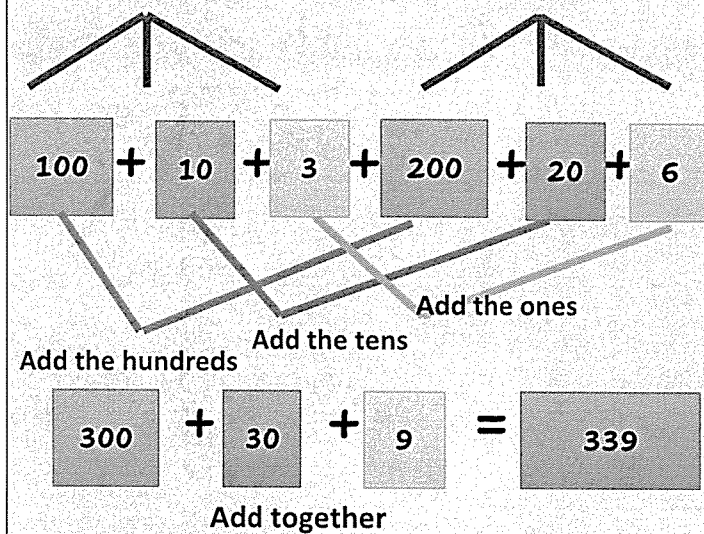
$$36 + 42 =$$



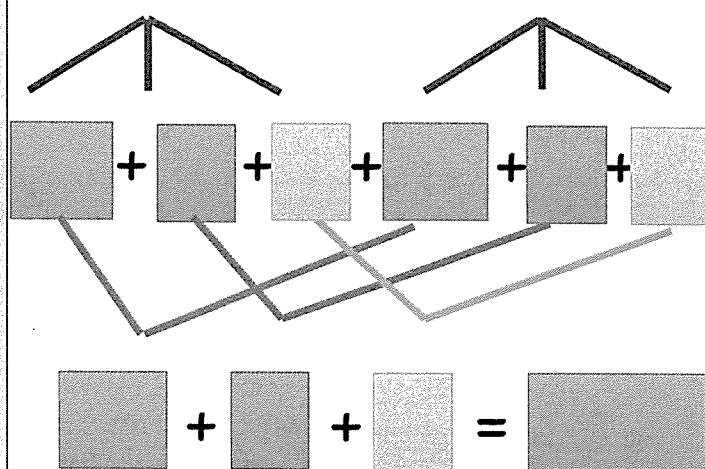
$$19 + 80 =$$



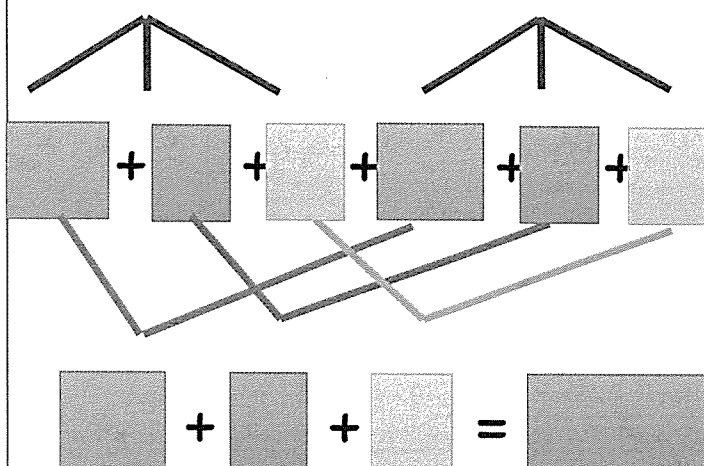
$$113 + 226$$



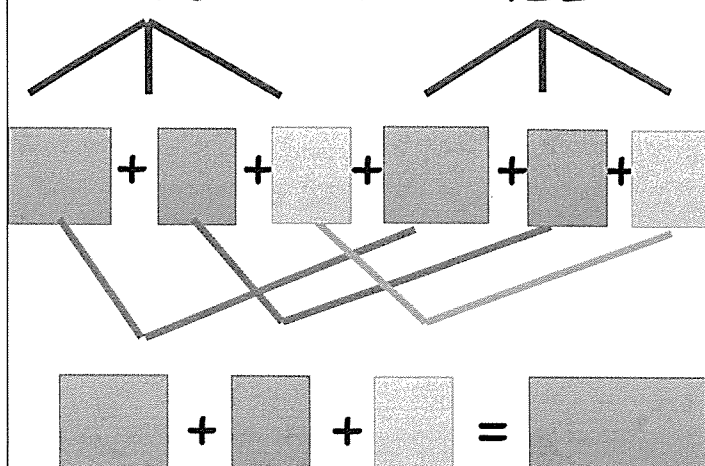
$$241 + 327$$



$$632 + 246$$



$$578 + 421$$

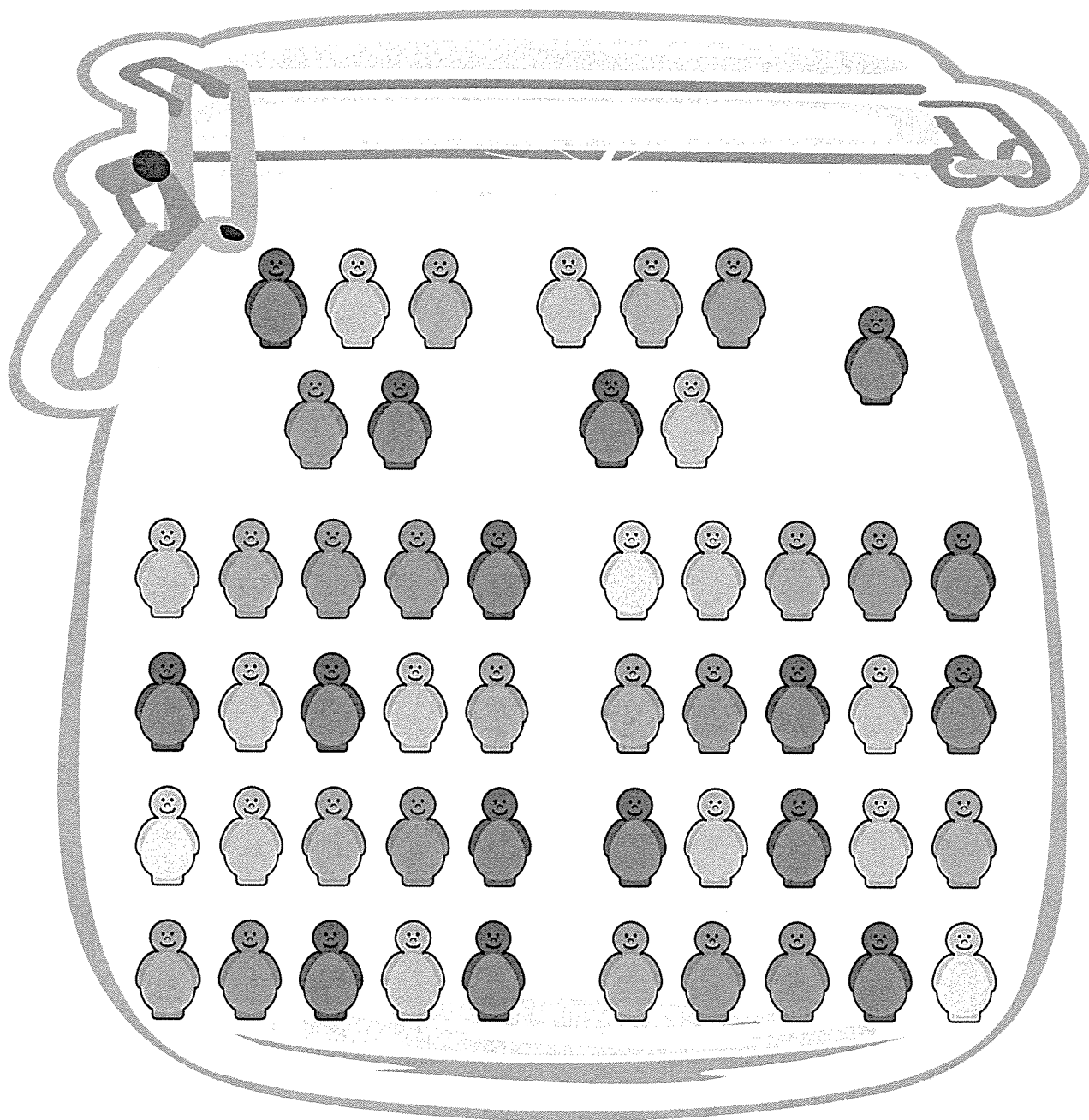


Number sense – estimate

We estimate when we guess what a number may be instead of counting exactly. We estimate a lot in daily life.

- 1 Guess how many jelly babies are in the jar. Use the clue to guide you. Circle groups of 5 to check.

This is what 5 jelly babies look like.

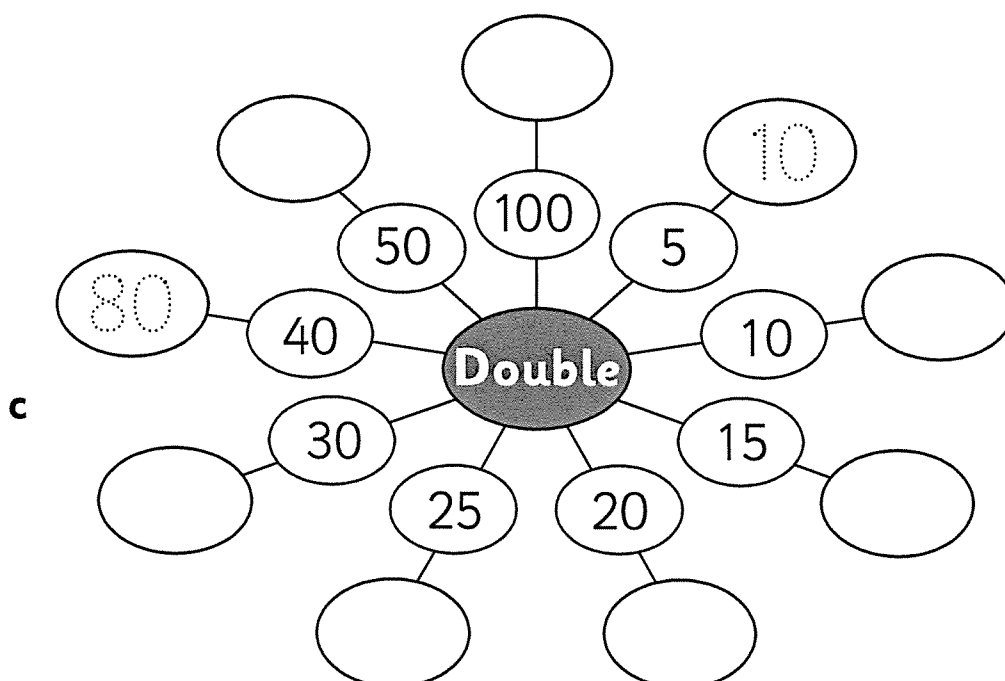
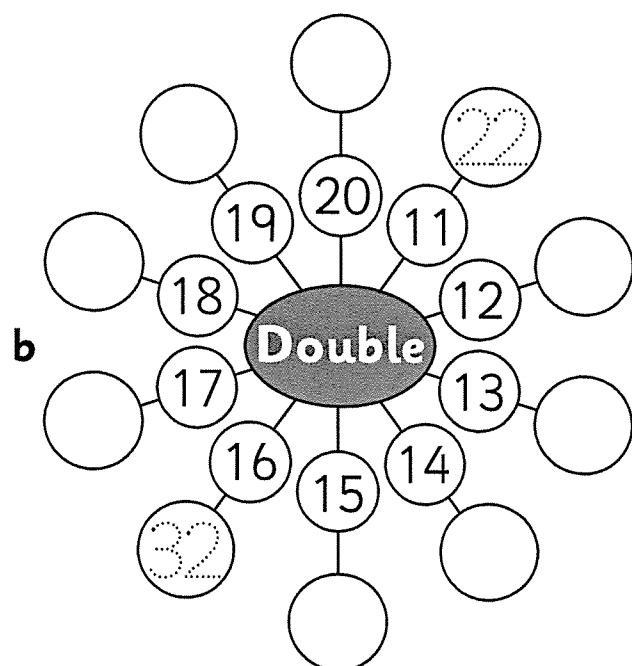
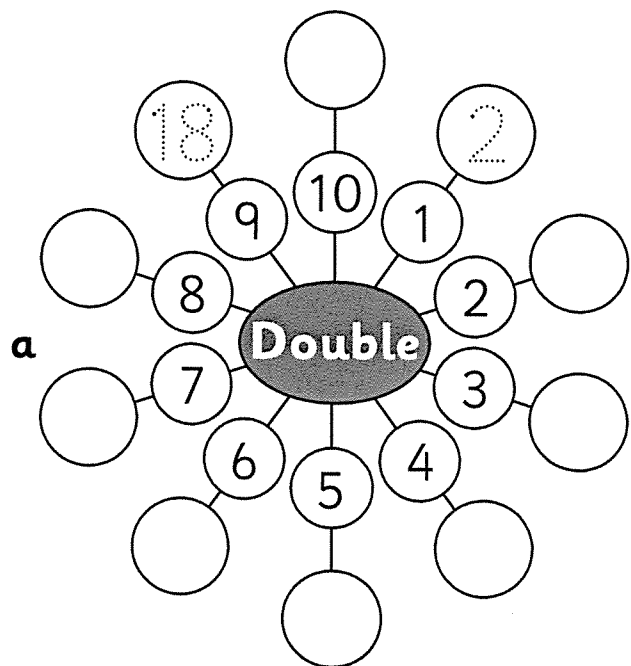


guess

check

Addition – doubling

1 Finish these doubles facts.



Name _____

Comparing Numbers

Use the symbols $<$, $>$, or $=$.

$45 \square 32$

$71 \square 70$

$26 \square 18$

$84 \square 84$

$83 \square 92$

$37 \square 25$

$54 \square 33$

$68 \square 67$

$63 \square 71$

$42 \square 32$

$31 \square 20$

$93 \square 91$

Name _____

Comparing Numbers

Use the symbols $<$, $>$, or $=$.

$246 \square 185$

$507 \square 507$

$739 \square 458$

$625 \square 831$

$362 \square 824$

$169 \square 167$

$915 \square 715$

$563 \square 483$

$634 \square 232$

$793 \square 874$

$498 \square 498$

$375 \square 534$

Ascending and Descending Order

Ascending means going up. In math it means ordering numbers from smallest to largest.

Hint: a good way to remember this is it starts with an A like a mountain.

Descending means going down. In math it means ordering numbers from largest to smallest.

Hint: a good way to remember this is it starts with a D for down.

Put the following numbers into ascending order.

18	9	23	16	41
23	12	71	74	29
32	16	55	54	13
62	81	18	29	65
82	17	14	27	43
324	123	329	425	109
561	248	652	781	412
630	603	721	898	888

[illegible]

Put the following numbers into descending order.

82	19	20	24	49
27	123	19	46	29
32	76	55	88	15
68	18	218	91	60
83	77	114	36	43
729	231	732	425	149
356	224	675	178	412
863	803	921	898	704

[illegible]

Name _____

Date _____



2 DIGIT ADDITION WITH NO REGROUPING SHEET 1

$$\begin{array}{r} 1) \quad 13 \\ + 14 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 20 \\ + 11 \\ \hline \end{array}$$

$$\begin{array}{r} 11) \quad 12 \\ + 22 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 30 \\ + 21 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 11 \\ + 25 \\ \hline \end{array}$$

$$\begin{array}{r} 12) \quad 32 \\ + 23 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 13 \\ + 15 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 21 \\ + 24 \\ \hline \end{array}$$

$$\begin{array}{r} 13) \quad 32 \\ + 15 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 40 \\ + 22 \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 14 \\ + 25 \\ \hline \end{array}$$

$$\begin{array}{r} 14) \quad 32 \\ + 34 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 50 \\ + 15 \\ \hline \end{array}$$

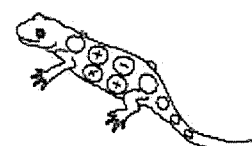
$$\begin{array}{r} 10) \quad 32 \\ + 34 \\ \hline \end{array}$$

$$\begin{array}{r} 15) \quad 51 \\ + 27 \\ \hline \end{array}$$



Free Math Sheets, Math Games and Math Help

MATH-SALAMANDERS.COM



Name _____

Date _____



2 DIGIT SUBTRACTION WITH NO REGROUPING SHEET 1

$$\begin{array}{r} 1) \quad 25 \\ - 14 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 34 \\ - 11 \\ \hline \end{array}$$

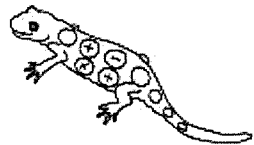
$$\begin{array}{r} 3) \quad 42 \\ - 22 \\ \hline \end{array}$$

Remember to
subtract the
ones first.

$$\begin{array}{r} 4) \quad 25 \\ - 21 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 37 \\ - 25 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 33 \\ - 20 \\ \hline \end{array}$$



$$\begin{array}{r} 7) \quad 35 \\ - 15 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 53 \\ - 31 \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 28 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 45 \\ - 22 \\ \hline \end{array}$$

$$\begin{array}{r} 11) \quad 68 \\ - 62 \\ \hline \end{array}$$

$$\begin{array}{r} 12) \quad 49 \\ - 33 \\ \hline \end{array}$$

$$\begin{array}{r} 13) \quad 59 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 14) \quad 76 \\ - 34 \\ \hline \end{array}$$

$$\begin{array}{r} 15) \quad 88 \\ - 57 \\ \hline \end{array}$$



Free Math Sheets, Math Games and Math Help

MATH-SALAMANDERS.COM

Name _____

Date _____



3-DIGIT ADDITION (NO REGROUPING) SHEET 1

Have a go at these 3-digit addition problems with no regrouping.

$$\begin{array}{r} 1) \quad 315 \\ + 153 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 228 \\ + 130 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 226 \\ + 43 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 310 \\ + 224 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 602 \\ + 235 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 325 \\ + 52 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 560 \\ + 118 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 211 \\ + 337 \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 425 \\ + 152 \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 634 \\ + 345 \\ \hline \end{array}$$

$$\begin{array}{r} 11) \quad 272 \\ + 316 \\ \hline \end{array}$$

$$\begin{array}{r} 12) \quad 524 \\ + 243 \\ \hline \end{array}$$

$$\begin{array}{r} 13) \quad 372 \\ + 26 \\ \hline \end{array}$$

$$\begin{array}{r} 14) \quad 328 \\ + 250 \\ \hline \end{array}$$

$$\begin{array}{r} 15) \quad 406 \\ + 153 \\ \hline \end{array}$$

$$\begin{array}{r} 16) \quad 246 \\ + 321 \\ \hline \end{array}$$

$$\begin{array}{r} 17) \quad 305 \\ + 253 \\ \hline \end{array}$$

$$\begin{array}{r} 18) \quad 523 \\ + 146 \\ \hline \end{array}$$

$$\begin{array}{r} 19) \quad 812 \\ + 65 \\ \hline \end{array}$$

$$\begin{array}{r} 20) \quad 524 \\ + 373 \\ \hline \end{array}$$

$$\begin{array}{r} 21) \quad 411 \\ + 307 \\ \hline \end{array}$$

$$\begin{array}{r} 22) \quad 724 \\ + 275 \\ \hline \end{array}$$

$$\begin{array}{r} 23) \quad 284 \\ + 15 \\ \hline \end{array}$$

$$\begin{array}{r} 24) \quad 251 \\ + 536 \\ \hline \end{array}$$



Name _____

Date _____



3-DIGIT SUBTRACTION NO REGROUPING SHEET 1

Have a go at these subtraction problems with no regrouping.

$$\begin{array}{r} 1) \quad 357 \\ - 126 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 268 \\ - 125 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 475 \\ - 134 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 539 \\ - 137 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 657 \\ - 36 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 428 \\ - 115 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 827 \\ - 221 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 359 \\ - 254 \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 277 \\ - 215 \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 466 \\ - 124 \\ \hline \end{array}$$

$$\begin{array}{r} 11) \quad 338 \\ - 27 \\ \hline \end{array}$$

$$\begin{array}{r} 12) \quad 645 \\ - 233 \\ \hline \end{array}$$

$$\begin{array}{r} 13) \quad 439 \\ - 107 \\ \hline \end{array}$$

$$\begin{array}{r} 14) \quad 859 \\ - 341 \\ \hline \end{array}$$

$$\begin{array}{r} 15) \quad 297 \\ - 216 \\ \hline \end{array}$$

$$\begin{array}{r} 16) \quad 547 \\ - 35 \\ \hline \end{array}$$

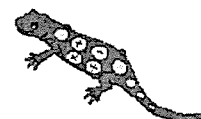
$$\begin{array}{r} 17) \quad 589 \\ - 252 \\ \hline \end{array}$$

$$\begin{array}{r} 18) \quad 375 \\ - 41 \\ \hline \end{array}$$

$$\begin{array}{r} 19) \quad 976 \\ - 325 \\ \hline \end{array}$$

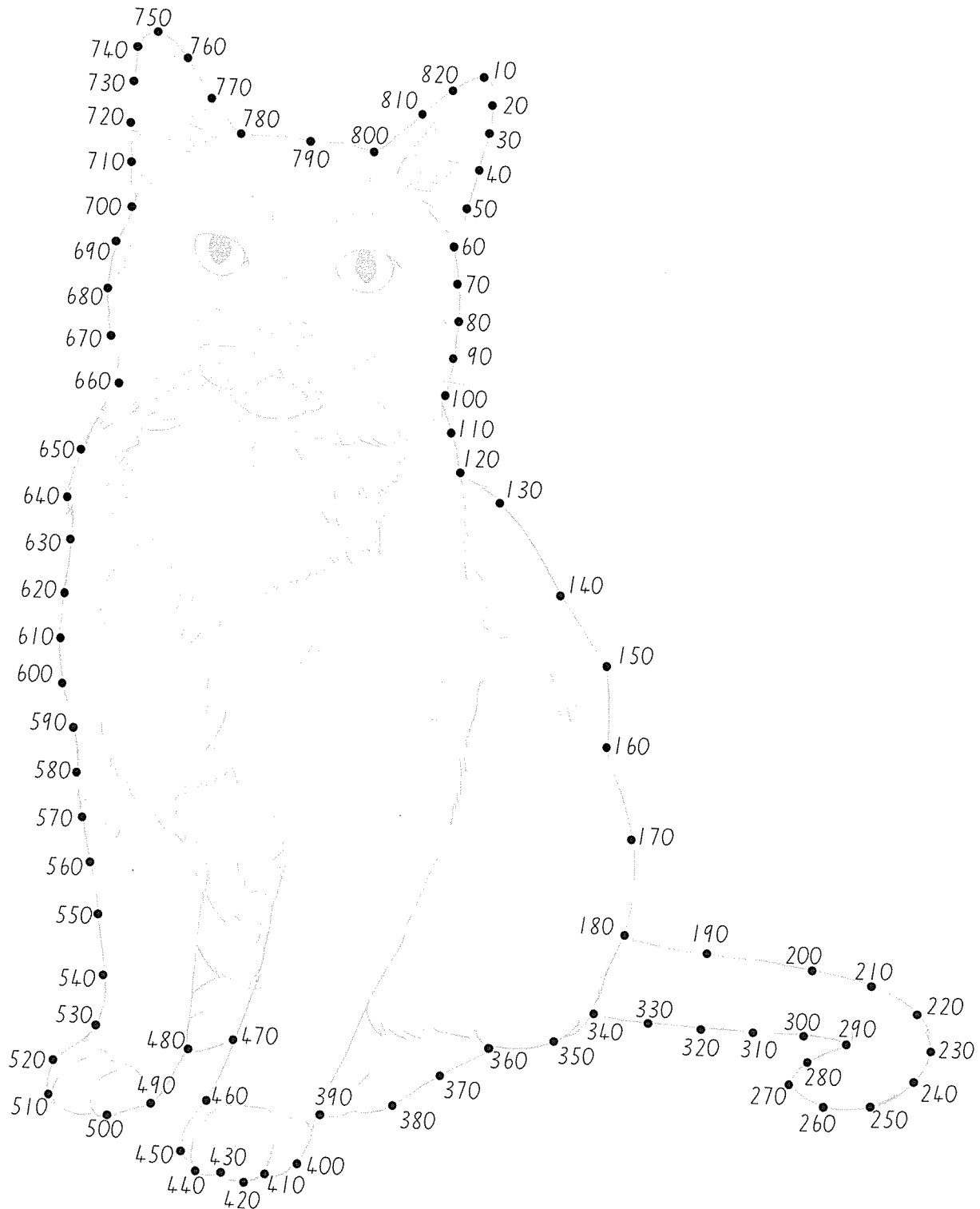
$$\begin{array}{r} 20) \quad 758 \\ - 245 \\ \hline \end{array}$$

Remember to subtract the ones first, then the tens and finally the hundreds.



Skip Counting in 10s – Animal Dot-to-Dot

Counting in 10s, join the dots to reveal the full picture!



Name _____

Date _____

Number Sequences and Skip Counting by 2, 3, 5 and 10 (A)

- ① Use the hundreds chart to help you complete the counting patterns.

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	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
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

65	70	75			
----	----	----	--	--	--

7	10	13			
---	----	----	--	--	--

12	14	16			
----	----	----	--	--	--

86	76	66			
----	----	----	--	--	--

16	19	22			
----	----	----	--	--	--

21	31	41			
----	----	----	--	--	--

- ② Count forwards by twos.

2	4			
---	---	--	--	--

20	22			
----	----	--	--	--

8	10			
---	----	--	--	--

34	36			
----	----	--	--	--

- ③ Count forwards by fives.

5	10			
---	----	--	--	--

25	30			
----	----	--	--	--

50	55			
----	----	--	--	--

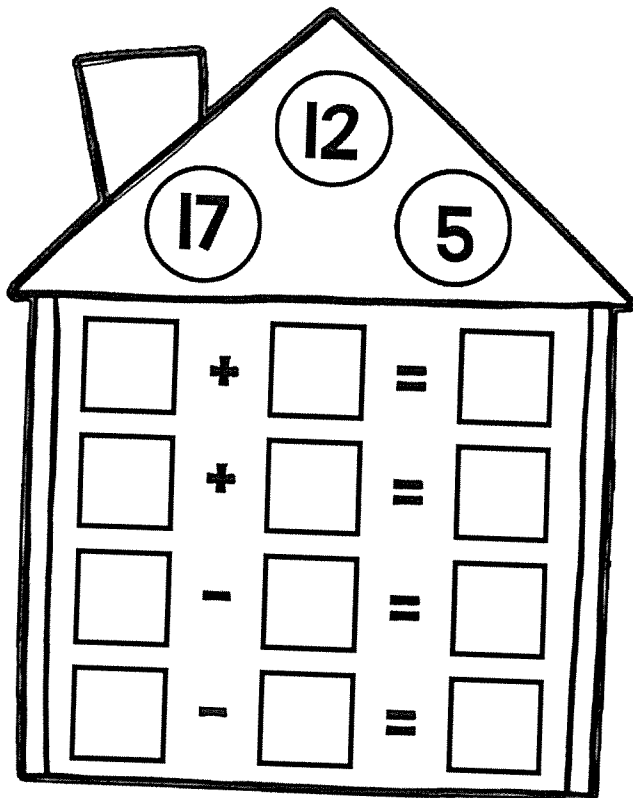
70	75			
----	----	--	--	--



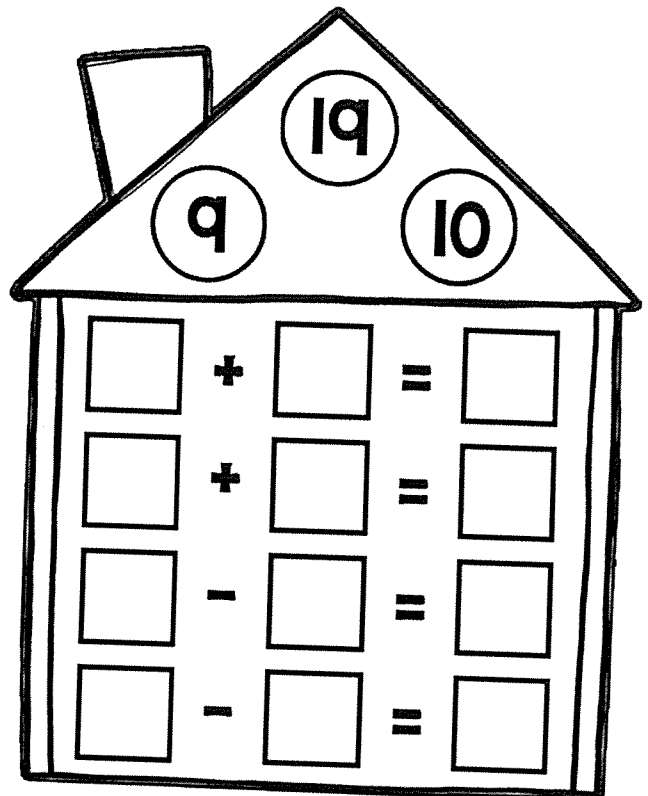
Fact Families

NAME: _____

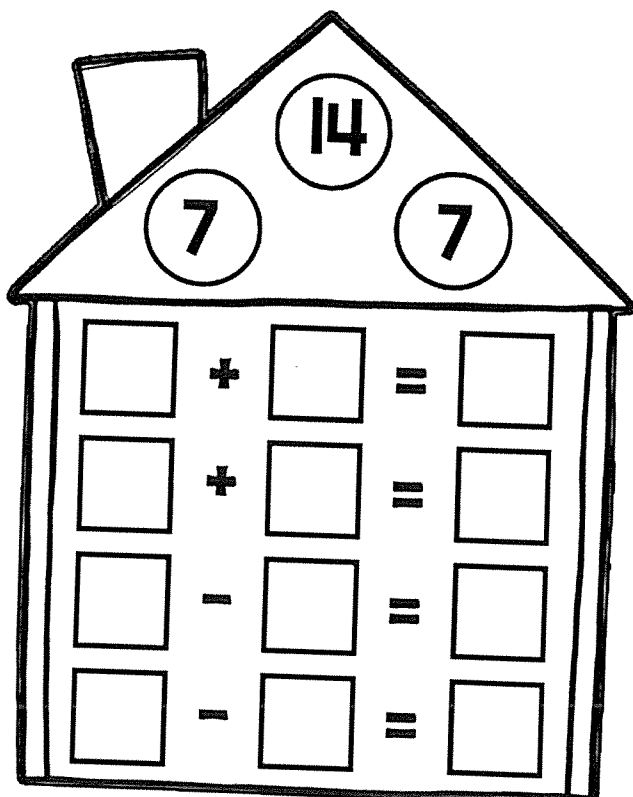
Use the given numbers to form
fact family equations.



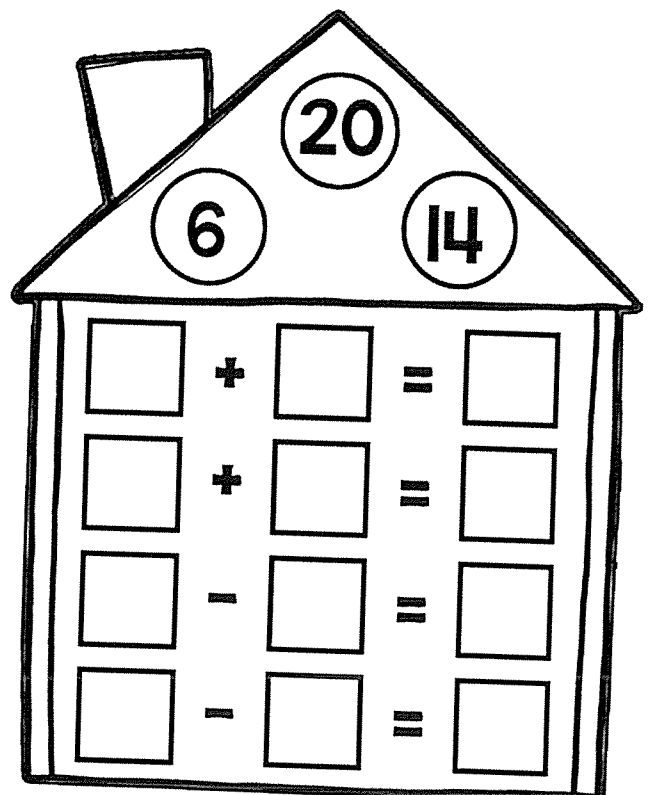
	+		=	
	+		=	
	-		=	
	-		=	



	+		=	
	+		=	
	-		=	
	-		=	



	+		=	
	+		=	
	-		=	
	-		=	



	+		=	
	+		=	
	-		=	
	-		=	

Name _____

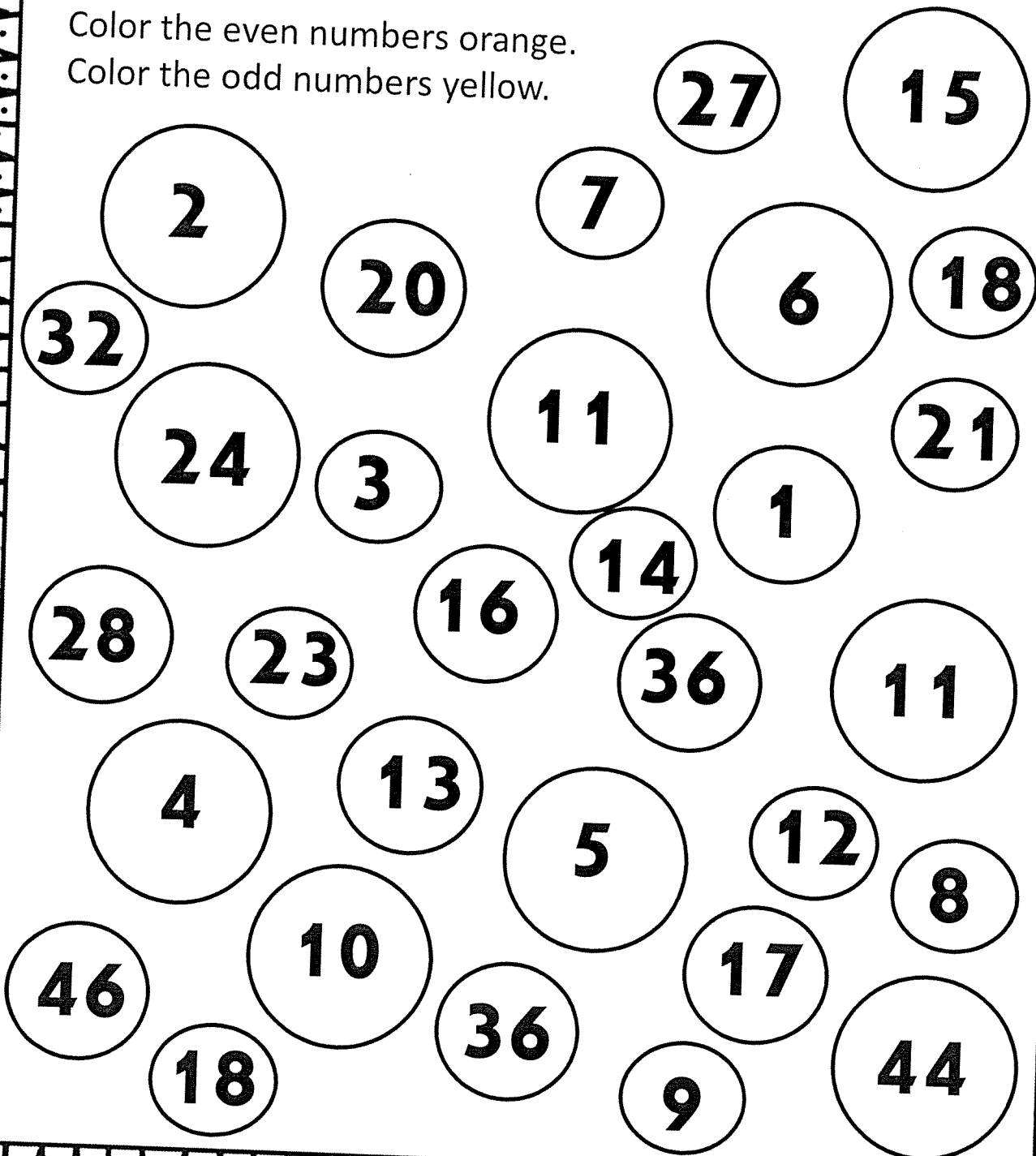
Odd and Even Numbers

Even numbers are 2,4,6,8, and so on.

Odd numbers are 1,3,5,7, and so on.

Color the even numbers orange.

Color the odd numbers yellow.



Inverse Relationships Add/Sub (A)

Instructions: Use the information given to fill in each box.

$$\begin{array}{l} \text{since } 17 + 11 = 28 \\ \text{then } 28 - 17 = \boxed{} \end{array}$$

$$\begin{array}{l} \text{since } 11 + 14 = 25 \\ \text{then } 25 - 11 = \boxed{} \end{array}$$

$$\begin{array}{l} \text{since } 9 + 12 = 21 \\ \text{then } 21 - 9 = \boxed{} \end{array}$$

$$\begin{array}{l} \text{since } 19 + 6 = 25 \\ \text{then } 25 - 19 = \boxed{} \end{array}$$

$$\begin{array}{l} \text{since } 12 + 17 = 29 \\ \text{then } 29 - 12 = \boxed{} \end{array}$$

$$\begin{array}{l} \text{since } 9 + 6 = 15 \\ \text{then } 15 - 9 = \boxed{} \end{array}$$

$$\begin{array}{l} \text{since } 6 + 11 = 17 \\ \text{then } 17 - 6 = \boxed{} \end{array}$$

$$\begin{array}{l} \text{since } 17 + 20 = 37 \\ \text{then } 37 - 17 = \boxed{} \end{array}$$

$$\begin{array}{l} \text{since } 9 + 16 = 25 \\ \text{then } 25 - 9 = \boxed{} \end{array}$$

$$\begin{array}{l} \text{since } 8 + 17 = 25 \\ \text{then } 25 - 8 = \boxed{} \end{array}$$

$$\begin{array}{l} \text{since } 16 + 19 = 35 \\ \text{then } 35 - 16 = \boxed{} \end{array}$$

$$\begin{array}{l} \text{since } 18 + 8 = 26 \\ \text{then } 26 - 18 = \boxed{} \end{array}$$

$$\begin{array}{l} \text{since } 18 + 6 = 24 \\ \text{then } 24 - 18 = \boxed{} \end{array}$$

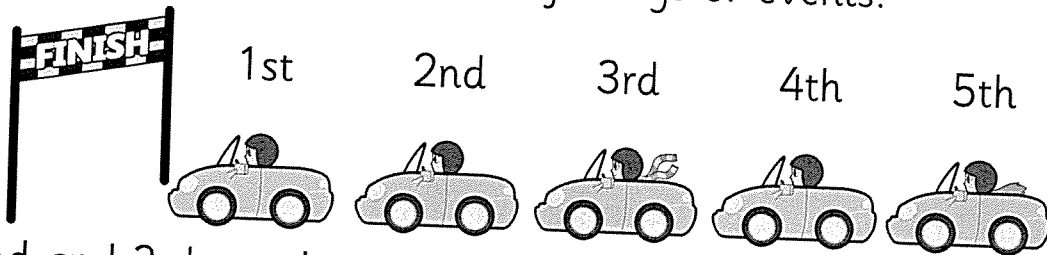
$$\begin{array}{l} \text{since } 20 + 6 = 26 \\ \text{then } 26 - 20 = \boxed{} \end{array}$$

$$\begin{array}{l} \text{since } 17 + 6 = 23 \\ \text{then } 23 - 17 = \boxed{} \end{array}$$

$$\begin{array}{l} \text{since } 5 + 9 = 14 \\ \text{then } 14 - 5 = \boxed{} \end{array}$$

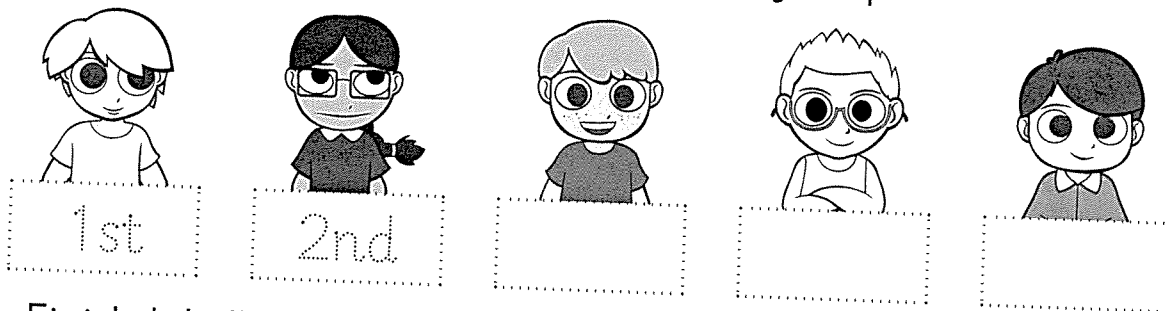
Ordinal numbers – 1st to 5th

Ordinal numbers tell us the order of things or events.



1st, 2nd and 3rd are the trickiest to remember as they don't sound like 1, 2, 3. Once we get to 4th, we mainly just say the counting number and add 'th'.

- 1 A terrible crime has happened – someone has stolen all the stickers from the principal's desk. Here are the chief suspects.



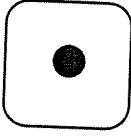
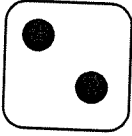
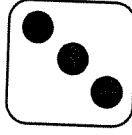
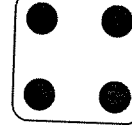
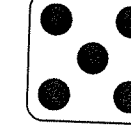
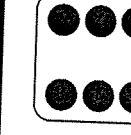
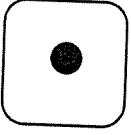
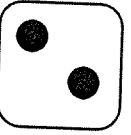
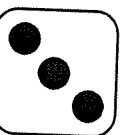
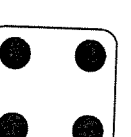
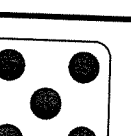
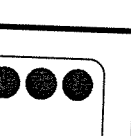
- a Finish labelling the order of the students in the lineup.
- Eliminate the suspects clue by clue till 1 is left.
- b This student in the middle of the line up was away. The _____ student is not the thief.
- c The last student hates stickers. The _____ student is not the thief.
- d The student with a 2 in the label never left their classroom.
The _____ student is not the thief.
- e The 2nd to last student had basketball training all day.
The _____ student is not the thief.
- f The _____ student is the thief. What should happen to them?

Roll It Game - Addition or Subtraction

How to play

Roll the dice to make numbers for addition and subtraction sums.

For eg: Roll one dice then the next. Say I roll a 1 then a 3 my first number is: 83. Then I roll again. Once I have both numbers I can decide to add or subtract them.

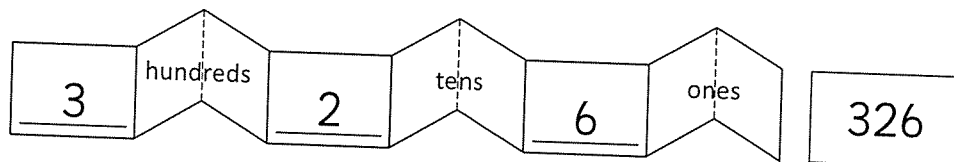
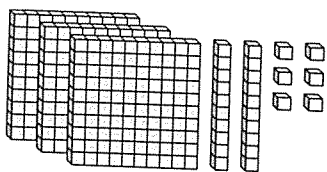
Roll It!						
	25	13	7	34	76	17
	26	1	43	67	90	85
	83	36	41	8	65	9
	44	2	53	16	72	3
	45	81	19	49	12	20
	42	7	59	62	18	4

Challenges

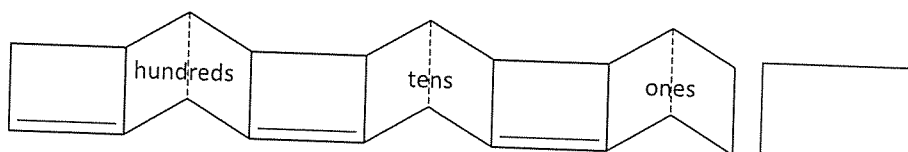
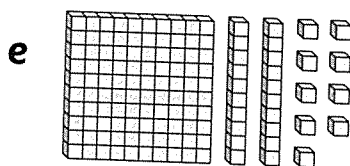
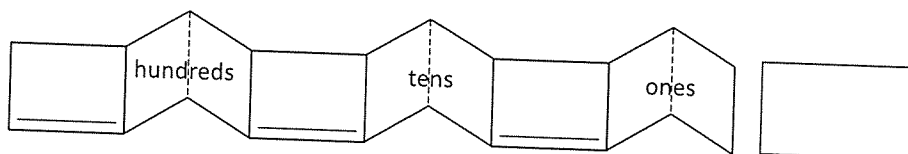
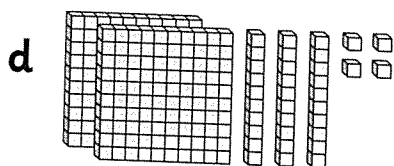
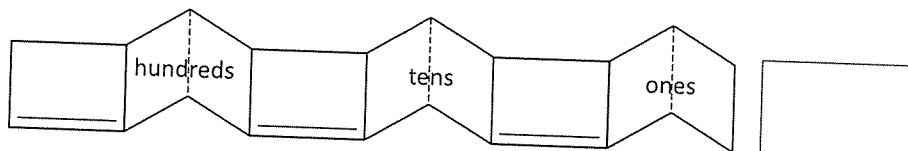
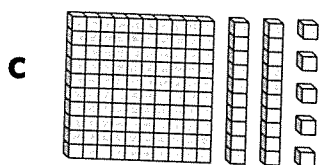
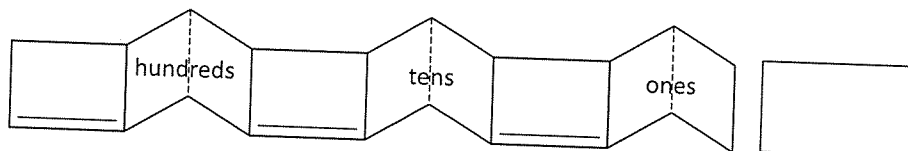
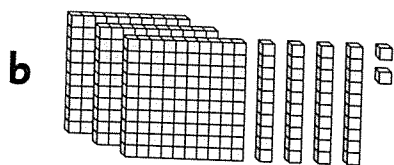
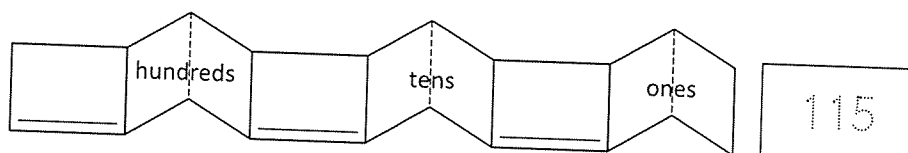
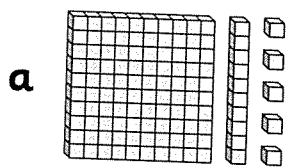
If your child wants a challenge they can add digits to the numbers in the boxes. For eg: if you roll 59 you could roll a dice and add whatever digit shows up say a 3 = 359.

Place value to 999 – using numeral expanders

We can use numeral expanders to help us express the value of digits in numbers.

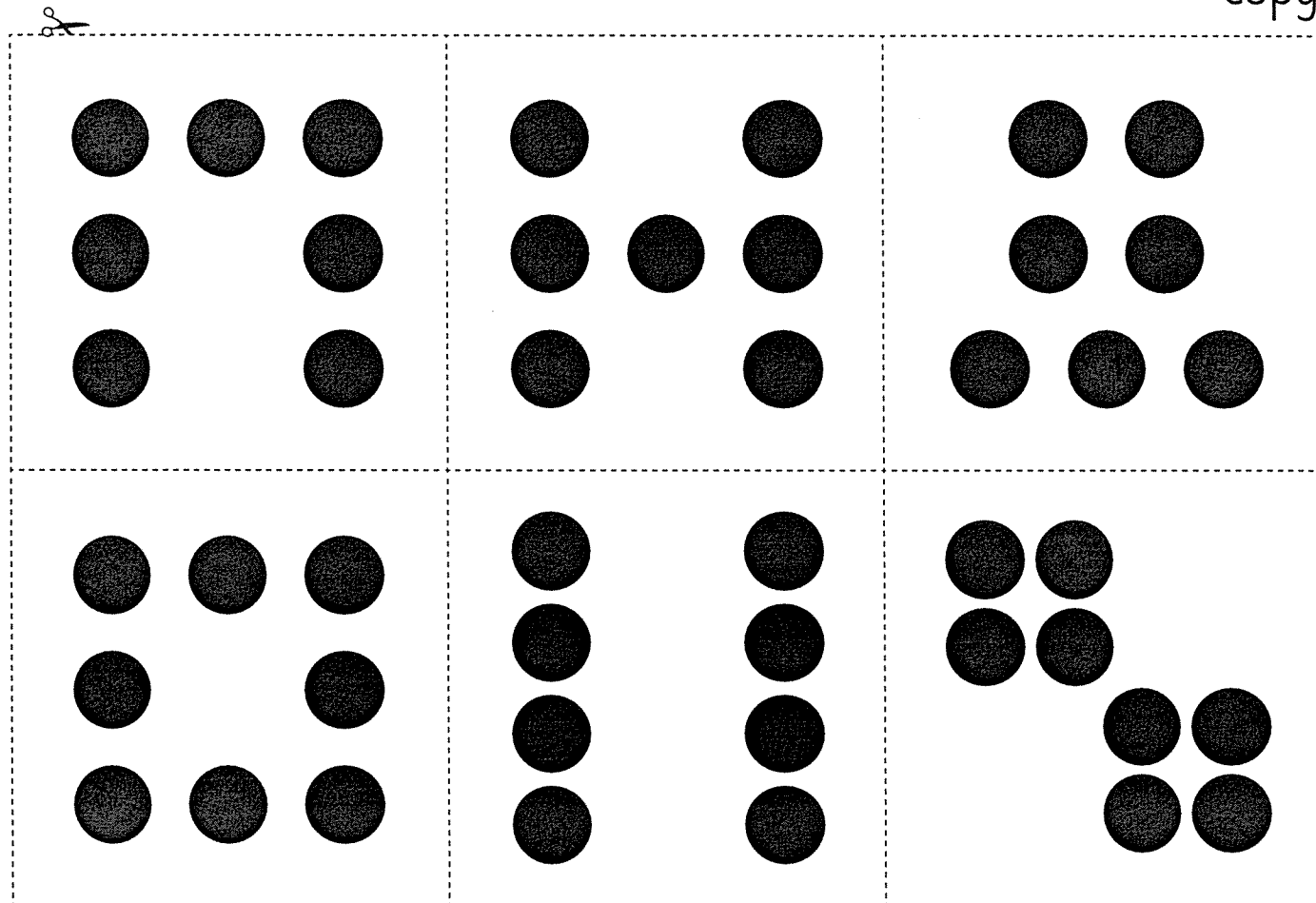


1 Fill in the missing information.



Number sense – estimate (continued)





Watch out!
This game is
fast and furious.

