Mathletics

Series A Student

Time, Money and Statistics

My name

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First edition printed 2009 in Australia.

A catalogue record for this book is available from 3P Learning Ltd.

ISBN 978-1-921860-04-1

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Series Author:
Rachel Flenley

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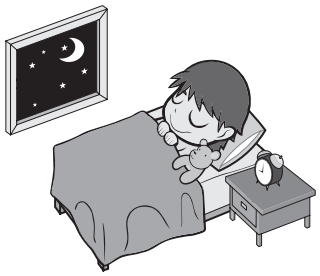
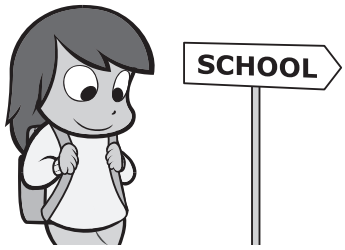
Time – daytime/nighttime

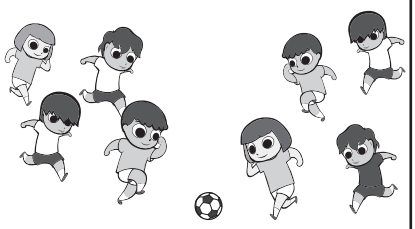
1 Do we usually do these things in the **daytime**? Colour yes or no.



yes no

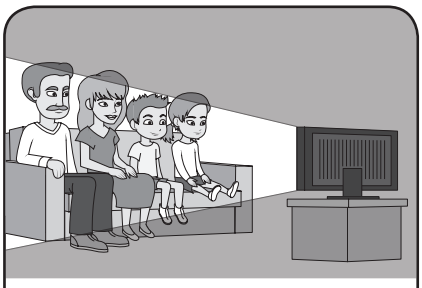


yes no



yes no

2 Do we usually do these things in the **nighttime**? Colour yes or no.



yes no

yes no

yes no

3 Draw yourself in

daytime clothes	**nighttime** clothes

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Time – morning/afternoon

You will need: scissors, glue stick, a piece of paper or your maths book

copy

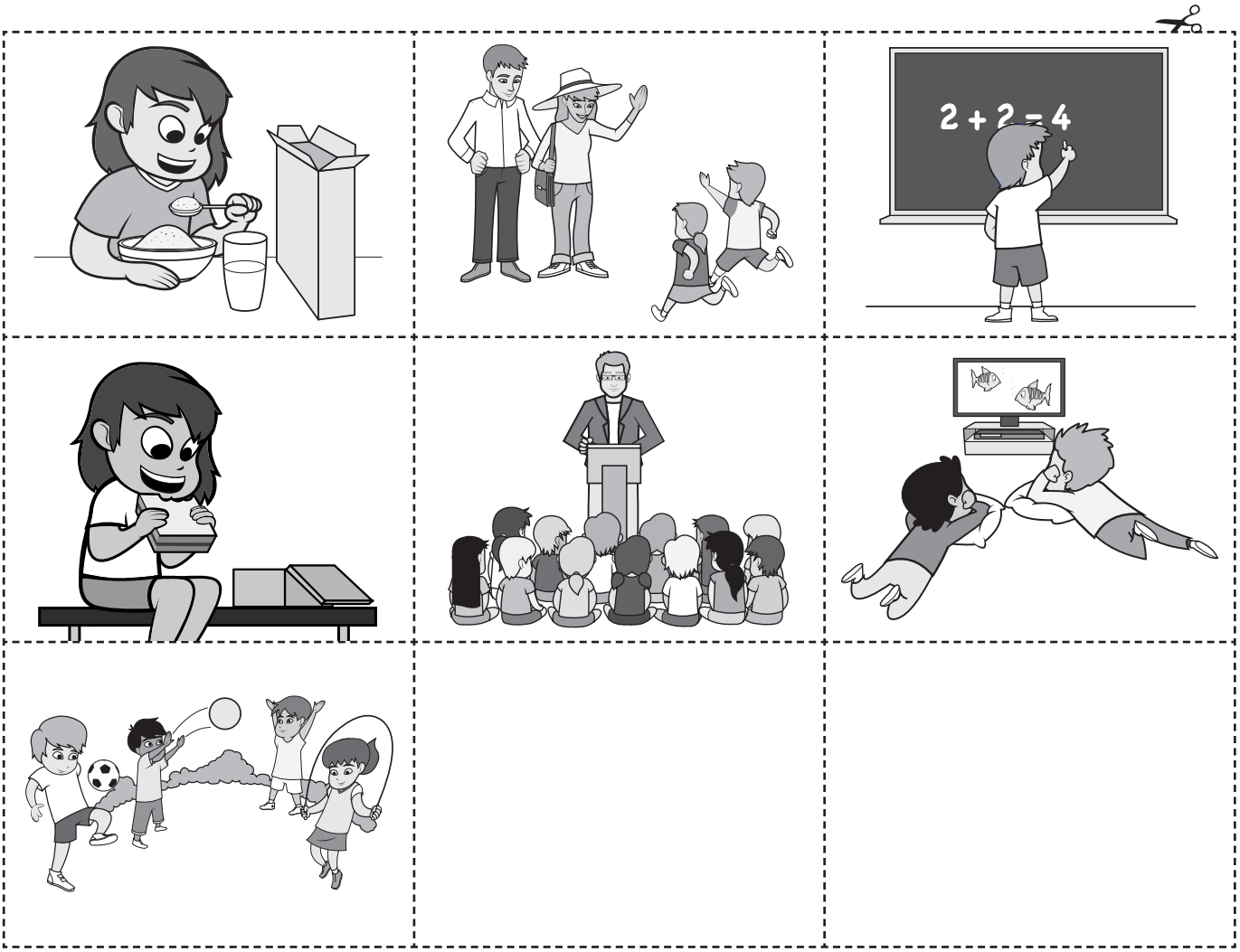
What to do:

Fold your piece of paper in half, then unfold it. Write **morning** on one side and **afternoon** on the other side.

Cut out the pictures below and sort them into things you do in the **morning** and things you in the **afternoon**. If you do them at both times, choose the time of day you do them most often.

Stick them under the right heading.

In the empty boxes draw your own morning and afternoon pictures and stick them on too.



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Time – yesterday/today/tomorrow

1 Draw something that you did **yesterday**, that you are doing **today** and that you might do **tomorrow**.

yesterday	today	tomorrow

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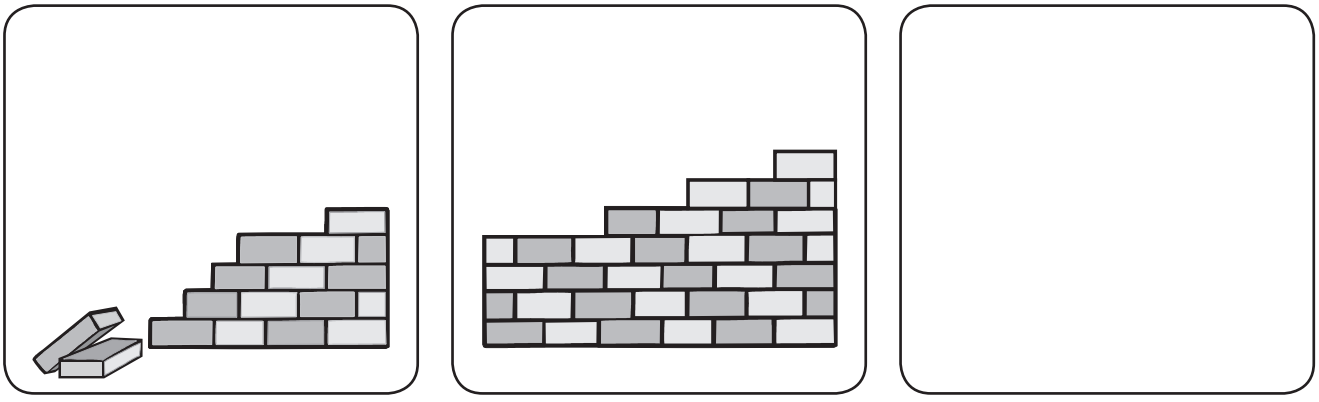
Time – before/after/next

1 Draw something you do **before** school and something you do **after** school.

Before school I …	**After** school I …

2 **Next** means straight after. Draw what could happen **next**.



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Time – every day/special days

1 What are 3 things you do **every day**? Draw them.

Every day I ...	Every day I ...	Every day I ...

2 Special days have events that don't happen every day. Brainstorm with your class and think of all the special days you can. Choose your favourite 2 and draw them. Tell someone why they are so special to you.

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Time – days of the week

You will need: a partner scissors glue stick

copy

What to do:

Cut out the days of the week. Mix them up. Race against your partner to put them in order, starting with Monday.

Play 3 times.

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

What to do next:

Stick the days in order in your maths book.

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Time – days of the week

1 Draw pictures to show what you do each day. You might need to ask your mum, dad or teacher to help you think.

On Monday I ...	On Tuesday I ...
On Wednesday I ...	On Thursday I ...

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Time – days of the week (continued)

On Friday I ...

On Saturday I ...

On Sunday I ...

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Time – weekends and weekdays

1 Draw red stripes on the weekdays and green stripes on the weekend days.

Monday	Tuesday	Wednesday
Thursday	Friday	Saturday
	Sunday	

2 Do you have a favourite time or day of the week? Draw it and explain to someone why.

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Time – seasons

1 Brainstorm with your class and then draw something that is special to each season.

Spring is special because ...

Summer is special because ...

Autumn is special because ...

Winter is special because ...

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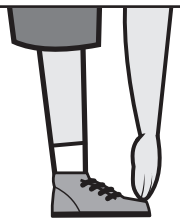
Time – long time/short time

1 Draw something that takes you a

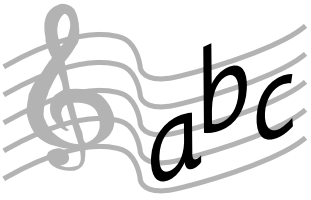
long time to do	**short** time to do

2 Find a partner. Follow the instructions and for each pair, circle the activity that takes a **longer** time.

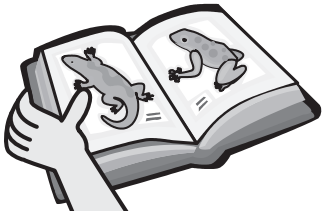
1. Clap 10 times.
2. Clap 10 times very **slowly**.



1. Touch your toes 5 times.
2. Do it again very **quickly**.



1. Sing the alphabet.
2. Sing it again very **quickly**.



1. Open a book.
2. Open it again very **slowly**.

How do you know which activity takes longer? Tell someone.

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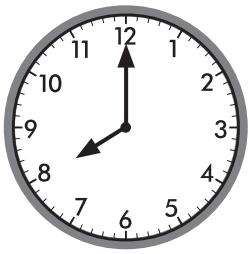
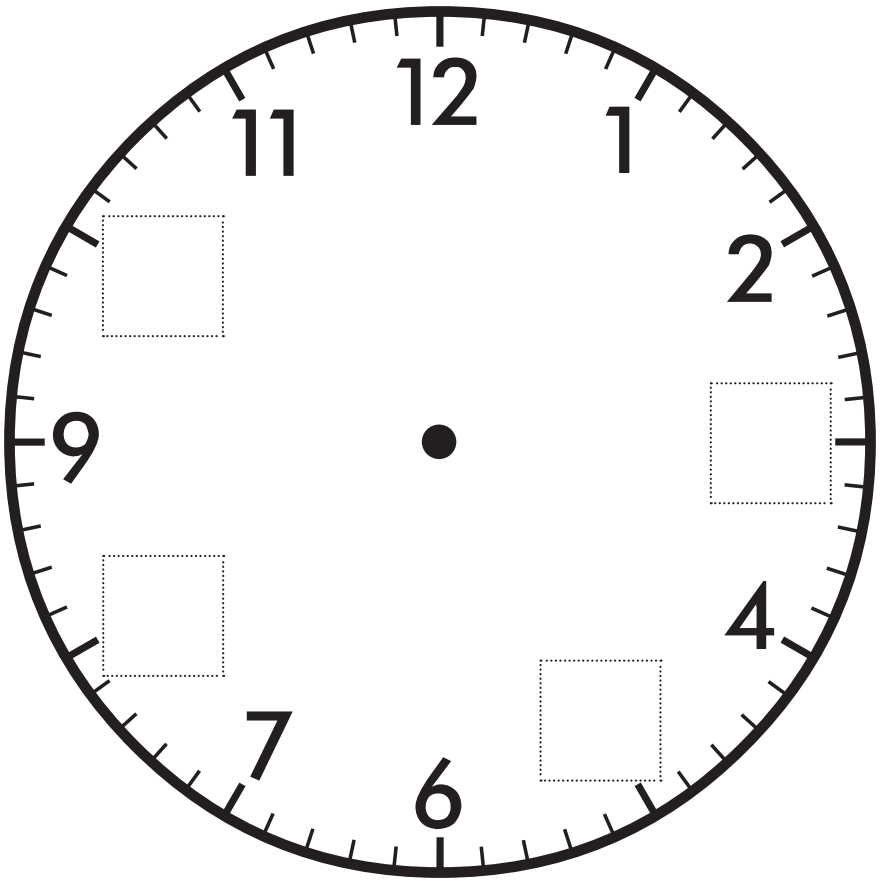
Time – clocks

Clocks tell us the time. We find clocks in many places.



1 Look around your house or classroom. How many clocks can you find? Draw a | for each one you find.

2 Some numbers seem to have fallen off this clock. Can you write them on again? Draw the hands as well.



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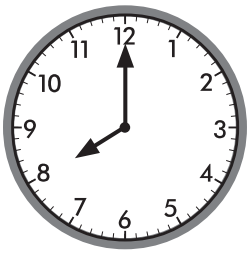
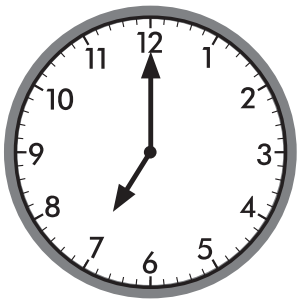
Time – o'clock times

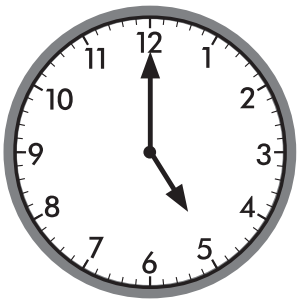
Look at this clock.
The minute (big) hand points to the 12.
The hour (little) hand points to the 8.
This tells us the time is **8 o'clock**.



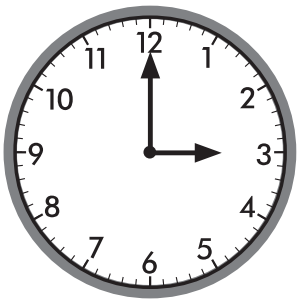
1 What's the time, Mr Wolf?



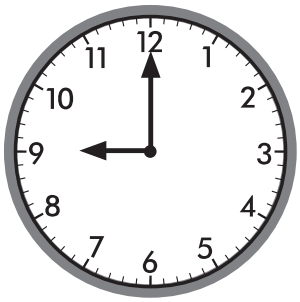
7 o'clock



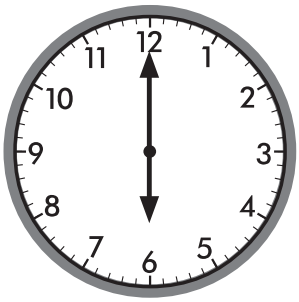
____ o'clock



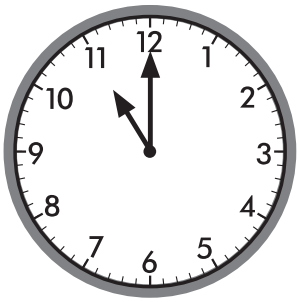
____ o'clock



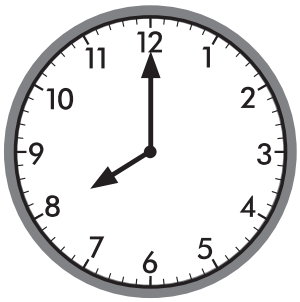
____ o'clock



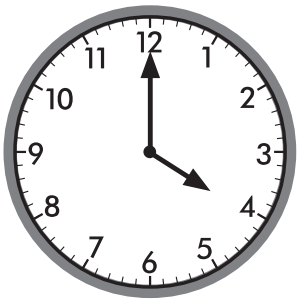
____ o'clock



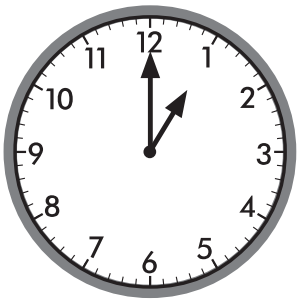
____ o'clock



____ o'clock



____ o'clock



____ o'clock

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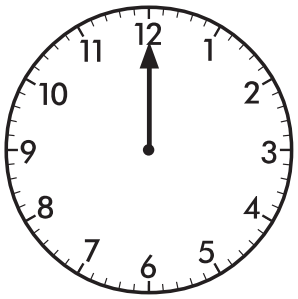
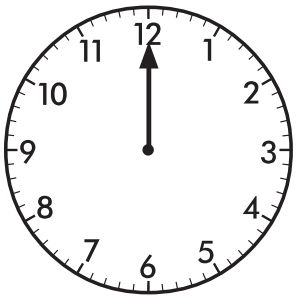
Time – o'clock times

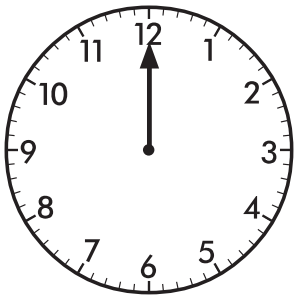
1 Draw the hour (little) hand on these clocks to match the times.



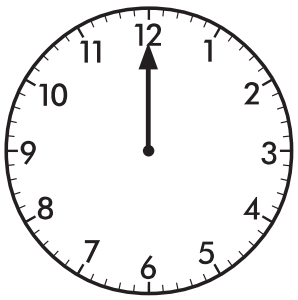
4 o'clock



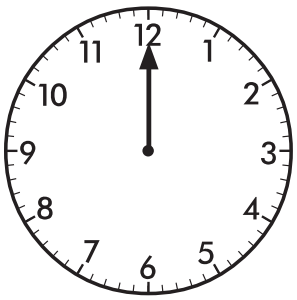
2 o'clock



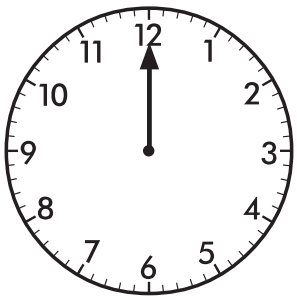
8 o'clock



6 o'clock

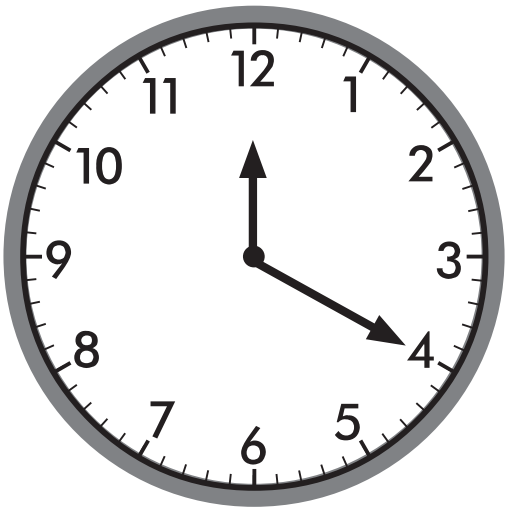


11 o'clock



5 o'clock

2 Does this clock say 4 o'clock?
Tell someone why or why not.



3 Find a partner and a clock with movable hands.
Take turns telling each other some o'clock times to make.

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Money – value

1 Draw or write some times we use money.

2 Draw or write some different ways we pay for things.

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Money – value

Cheap means we think something doesn't cost very much money.
Expensive means we think something costs a lot of money.

You will need: catalogues scissors glue stick
A3 paper

What to do:

Fold your piece of paper in half, then unfold. Label one side **Cheap** and the other side **Expensive** as below.
Look through the catalogues. Cut out things (and their prices) that you think are cheap and glue them under the right heading.
Do the same for things that you think are expensive.

Cheap	Expensive

What to do next:

Share your ideas with a partner. Do they agree with you? If not, can you both be right? Is there a rule for what makes something cheap or expensive?

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Money – value

Precious and **valuable** are words we often use when we talk about how much something is worth.

1 Draw 3 things you think are **valuable**.

Are valuable things worth a lot of money? Write or tell someone what you think.

2 Draw 3 things that are very **precious** to you.

Are precious things always worth a lot of money? Write or tell someone what you think.

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Money – coins

1 Use plastic coins to help you work out the missing values on these coins. Write them on.

2 Find one of each of the coins above. Make a rubbing of each coin in the space below using a lead pencil. Join them to the right label.

1p

2p

5p

10p

20p

50p

£1

£2

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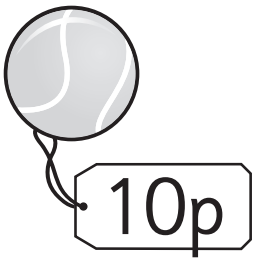
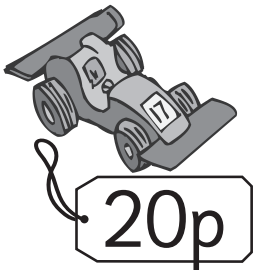
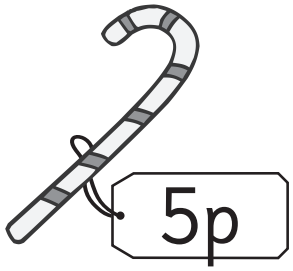
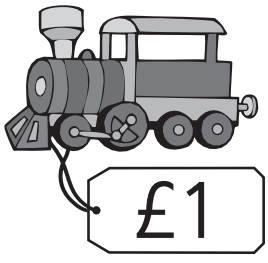
Money – coins

1 Circle the coin you would use to pay for these things.

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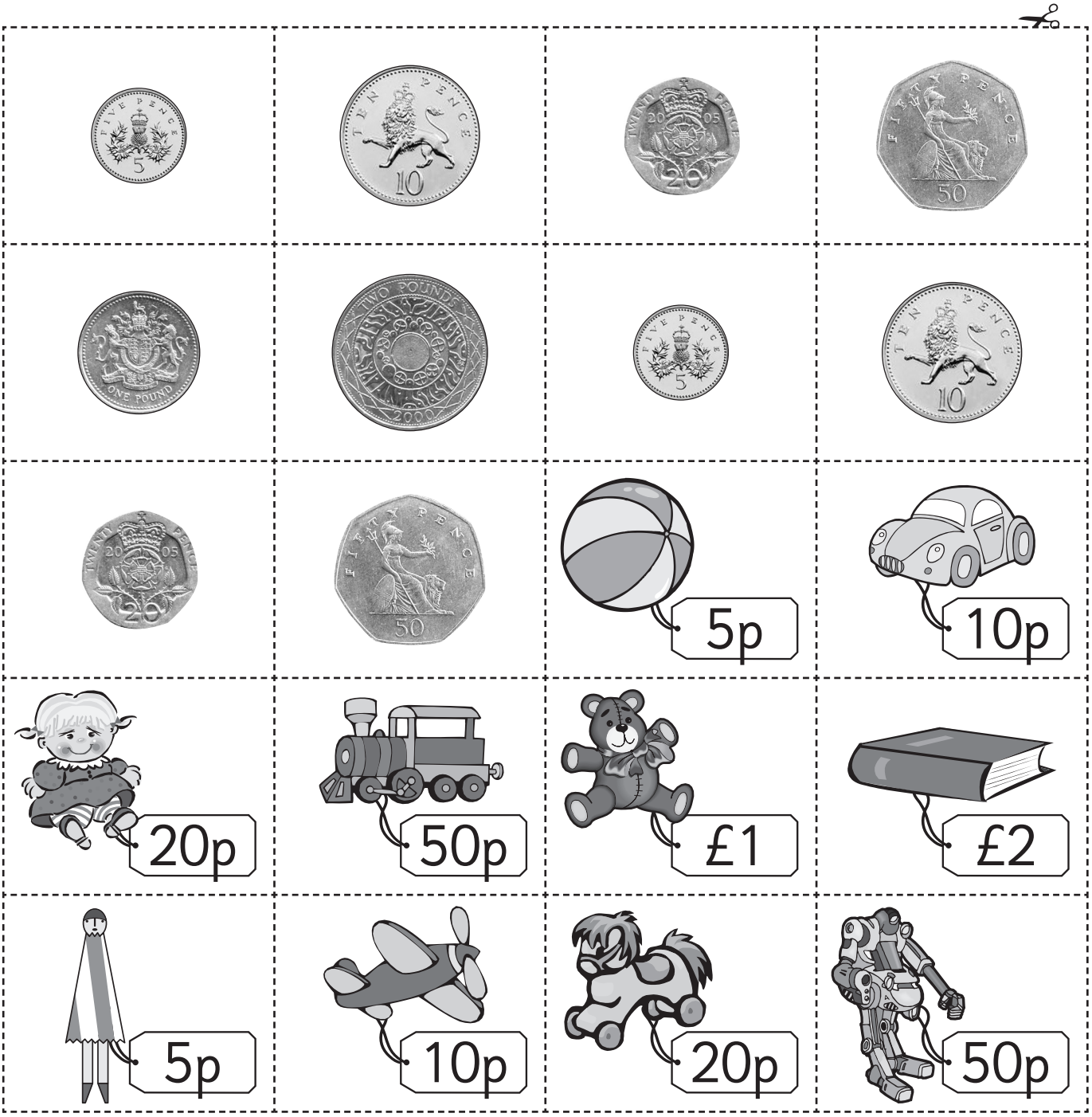
Money – coins

You will need: a partner, scissors, glue stick

copy

What to do:

Cut out the toys and the coins. Spread them out face down. Take turns turning over 2 cards – if they match, you've bought the toy! Play until all the toys have been bought.
Glue your toys and the matching coins into your maths book.



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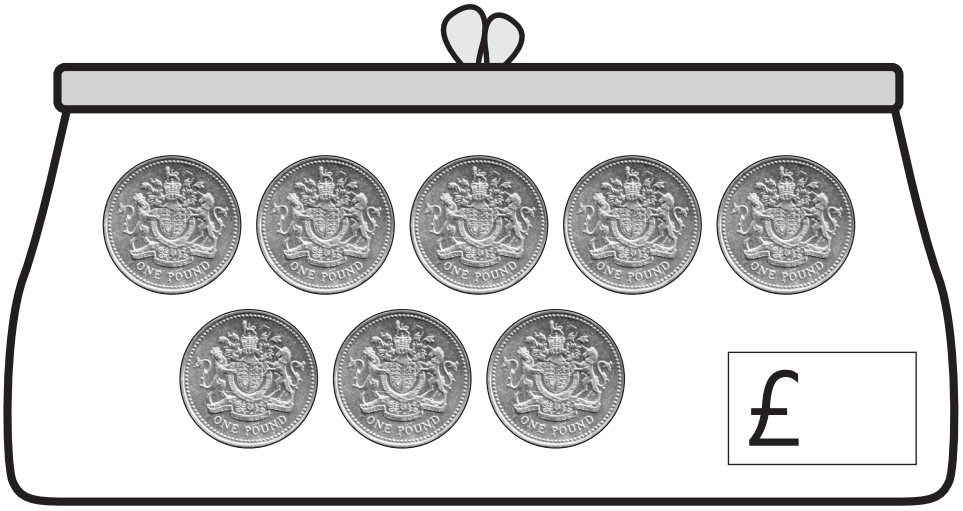
Money – counting coins

1 How much money is in each purse?



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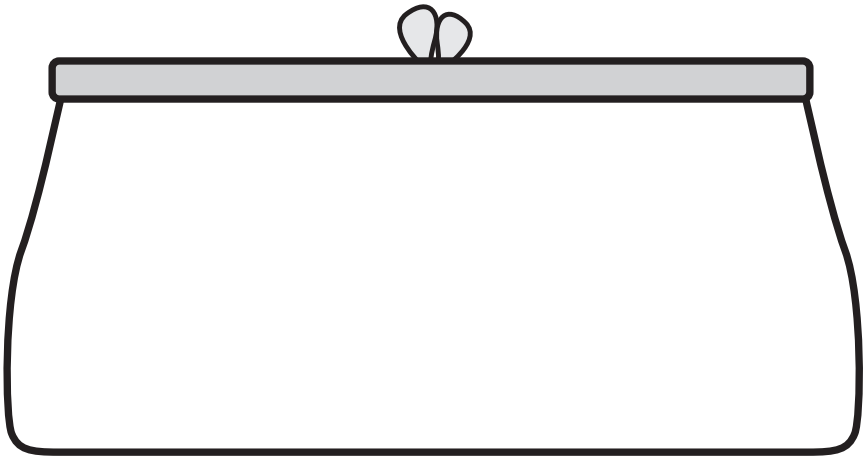
Money – counting coins

1 How much money is in this purse?

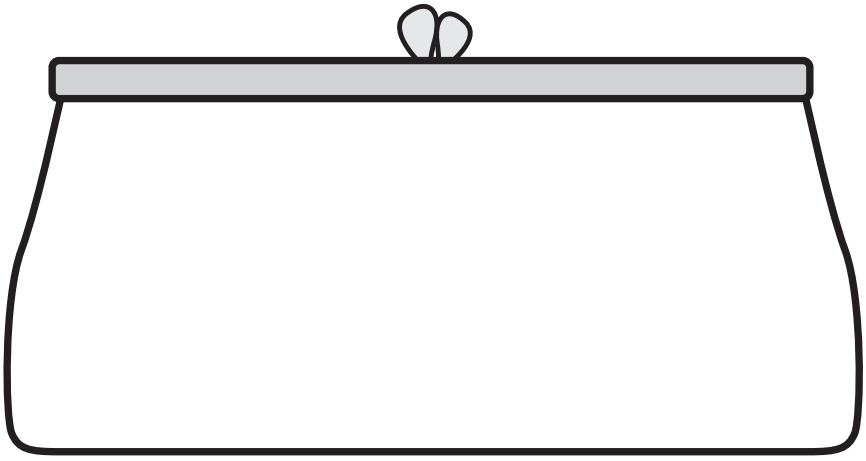
£

2 Draw £1 coins to give this purse **more** money than is in the top purse. Write the amount.



£

3 Draw £1 coins to give this purse **less** money than is in the top purse. Write the amount.



£

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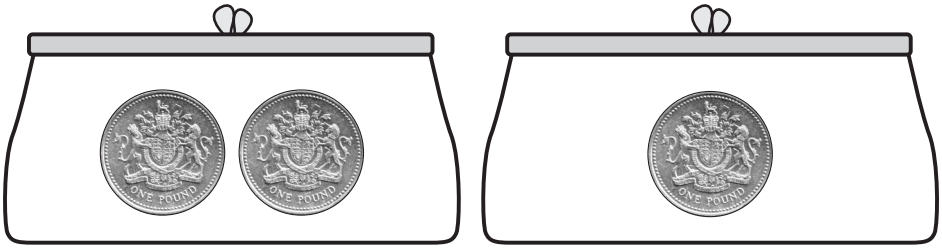
Money – adding coins

1 Add the pounds.



£2 and £1 is £3 altogether.

£ and £ is £ altogether.

£ and £ is £ altogether.

£ and £ is £ altogether.

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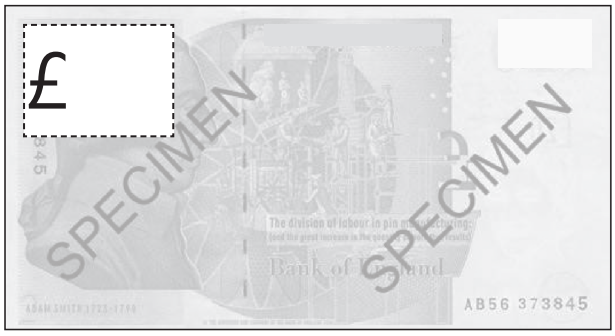
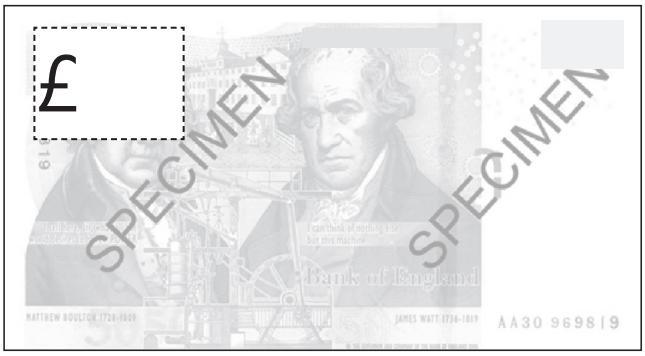
Money – notes

1 Colour the notes the right shade. Write in the values.





2 Circle the note that is worth more.

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Money – notes

1 Draw lines to match the notes to the objects.

2 Use plastic coins to help you solve these problems.
Draw coins to show your answers.

Make using

Make using

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Money – explore

You will need: a partner, scissors, counters, a copy of this page and page 27

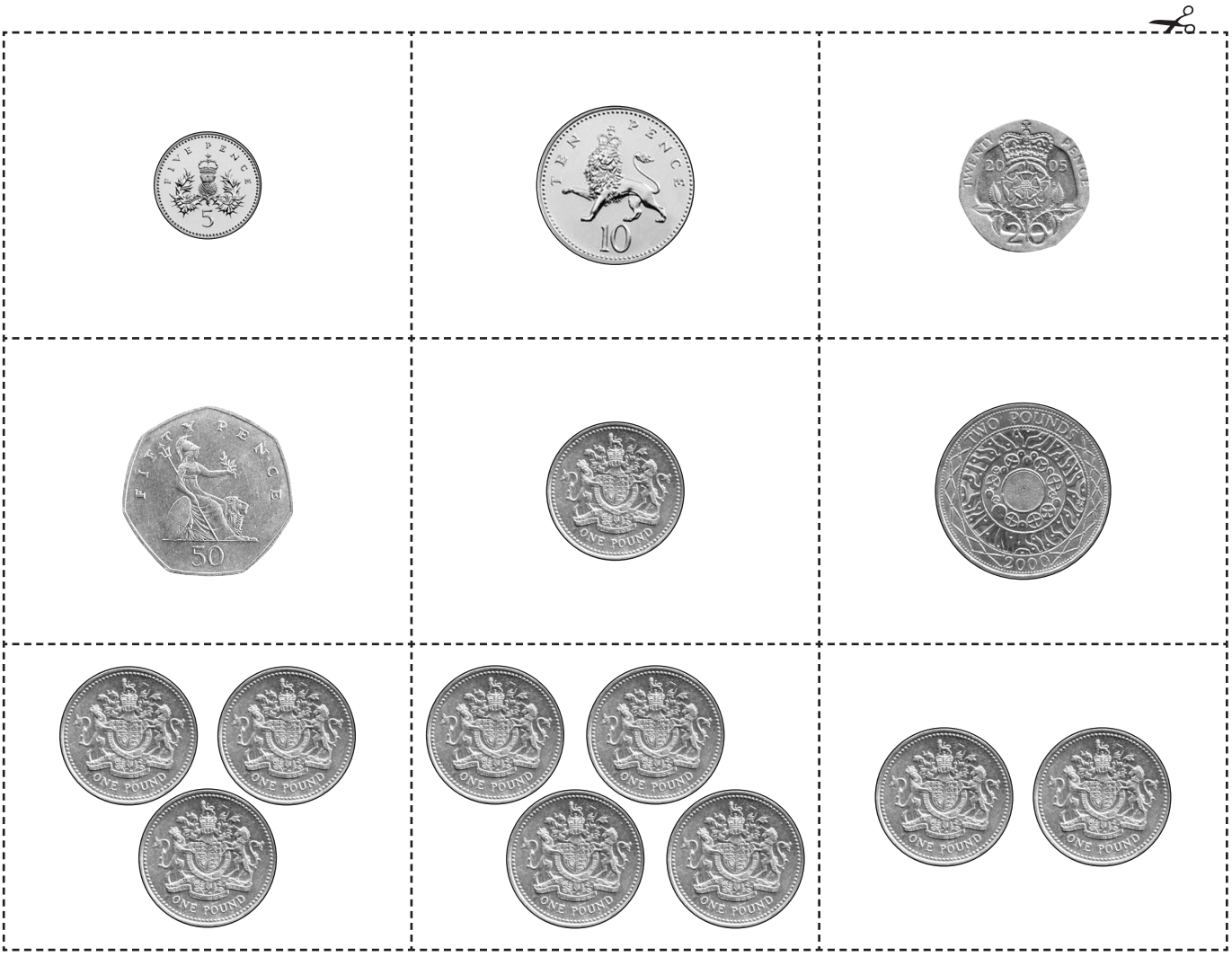
copy

What to do:

Cut out the cards on this page and page 27. Mix them up and put them into a pile, face down. Ask your partner to do the same with their cards.

Both players turn over the top card on your pile. The card with the highest value wins. The winner takes a counter. If the cards are the same value, both players take a counter.

Play until all the cards are gone. Who has the most counters at the end of the game?



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Money – explore

copy

5p

10p

20p

50p

£1

£2

£5

£10

£20

£50

2p

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Statistics – sorting data

You will need: scissors

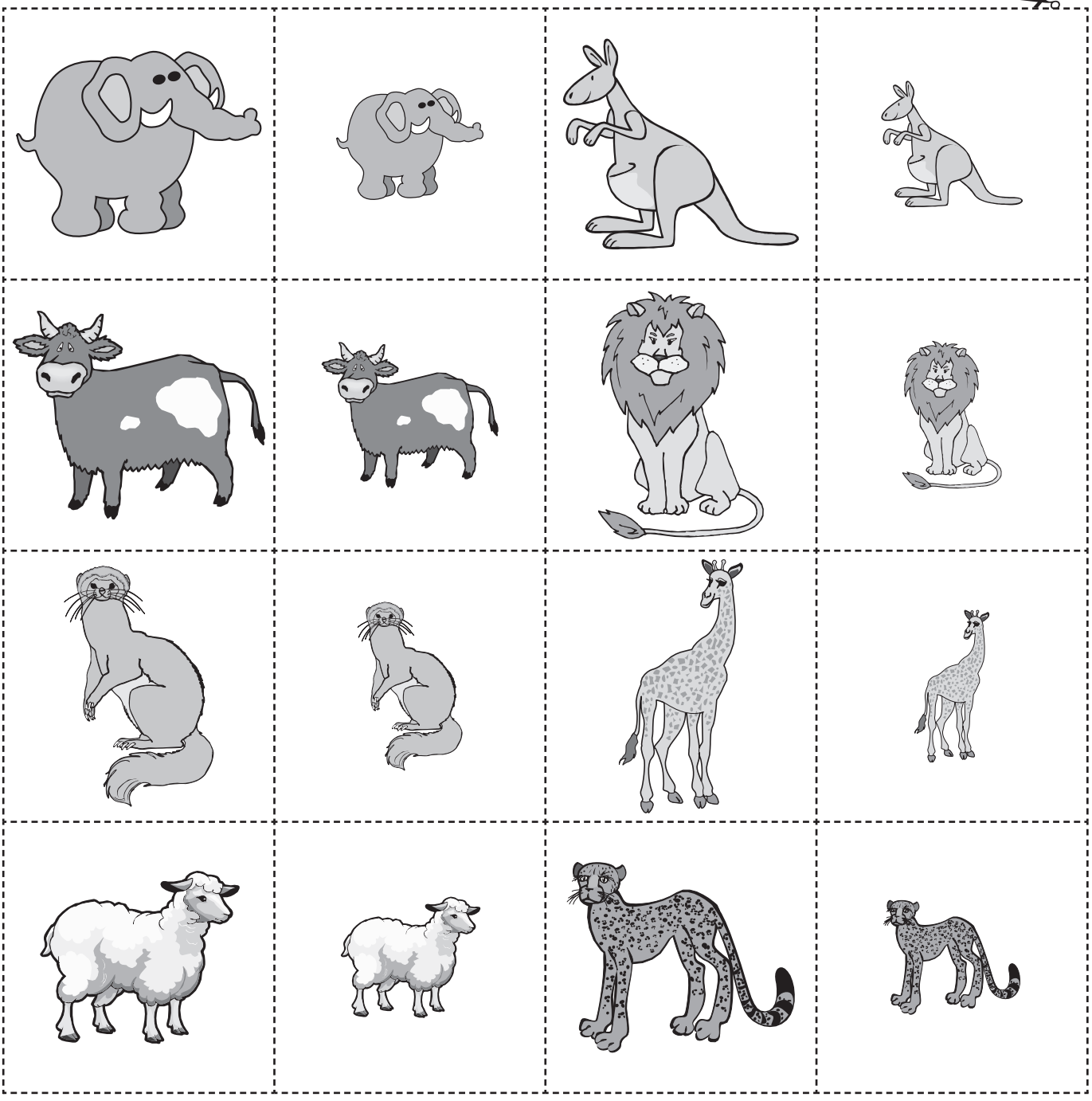
copy

What to do:

Cut out the pictures below.

Sort them into 2 groups. Tell someone what the groups are.

Now sort them into 2 **different** groups. Tell someone what the groups are.



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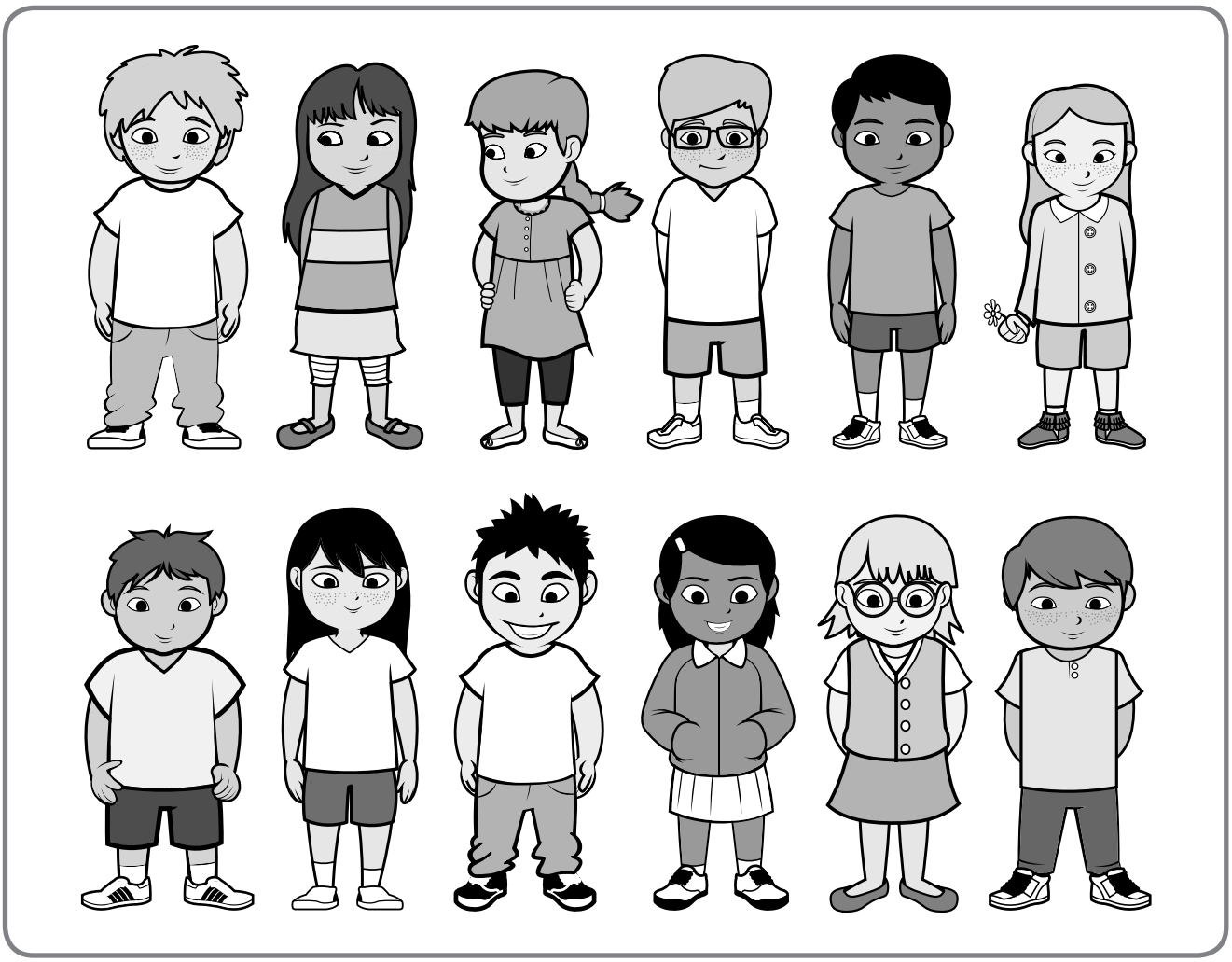
Statistics – collecting and representing (group activity)

We can collect information about our world.
We call this information **data**.

1 Look at this group of children.



What information or data could we collect about this group?
We could find out:

how many kids wear glasses

how many kids have long hair and how many have short hair

Work with your team to think of some more information we could find out. Share your ideas with the other groups.

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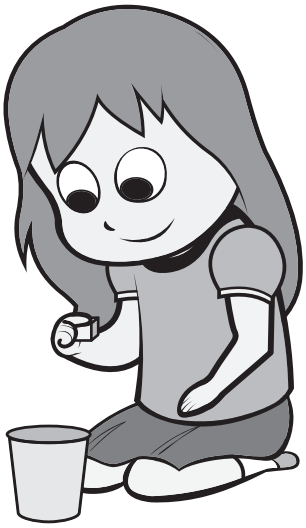
Statistics – collecting and representing

You will need: cubes in 2 different colours a pencil pot

What to do:

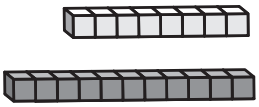


Mix the 2 colours of cubes together.

Fill up your pencil pot with the cubes. Put the left over cubes away.

Predict which colour cube you think you will have the most of.

Separate the colours. Put the cubes in 2 lines. Compare the 2 lines.



Which colour do you have the most of?

What to do next:

Play again with a different set of cubes. You could also use teddy counters, beads or lolly sticks.

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Statistics – collecting and representing (group activity)

You will need: your whole class sticky notes pencils

What to do:

Work together to answer these questions.

How many children in our class are wearing shoes with laces? How many are not?

Line up in 1 line if you have laces. Line up in another line if you do not have laces. Count the number of children in each line.

Work with your teacher to answer these questions.

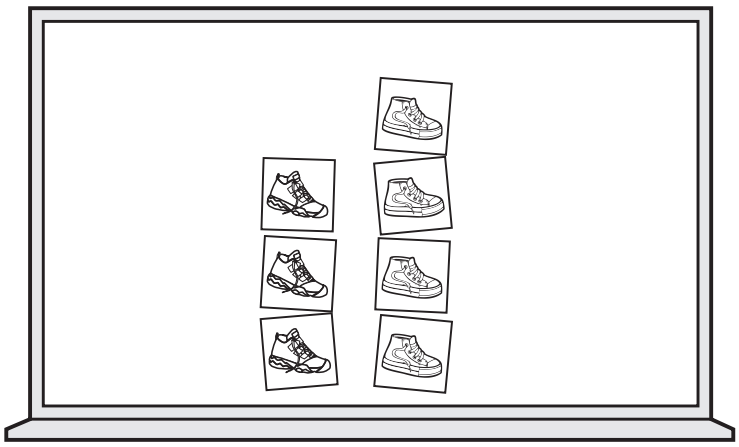
- How many people have laces in their shoes?
- How many people do not have laces?
- Do more people have laces in their shoes or do more people have shoes without laces?
- Do these lines tell us how many people have red shoes?

What to do next:

Draw a picture of one of your shoes on a sticky note. Make sure you show your laces if you have them!

Stick your picture onto the board in the right column.

You have now made a **graph**.



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Statistics – collecting and representing

1 Draw a picture of yourself and write your name in the box below. Cut out your picture.

Help to arrange the class pictures into columns of boys and girls.

Name _____

2 Now think of other ways you could sort the class. Perhaps you could sort yourselves into people with brothers and people without brothers or people who like swimming and those who don't.

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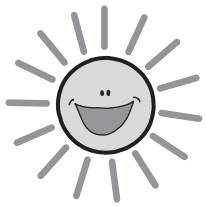
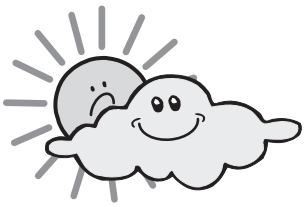
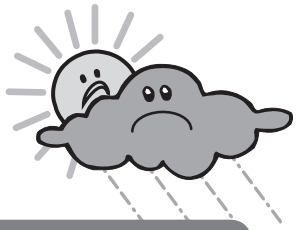
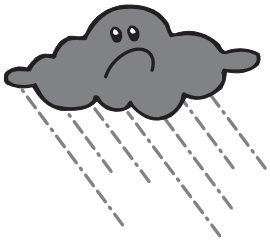
Statistics – collecting and representing

When we show our data using pictures or symbols we call it a **graph**.

1 For each day of this week, draw one of these pictures to show what kind of weather it is.

The weather this week

Monday	Tuesday	Wednesday	Thursday	Friday

2 On Friday use your graph to answer:

How many days were ? ☐

How many days were ? ☐

How many days were ? ☐

How many days were ? ☐

3 Discuss with your class what other information this graph tells you.

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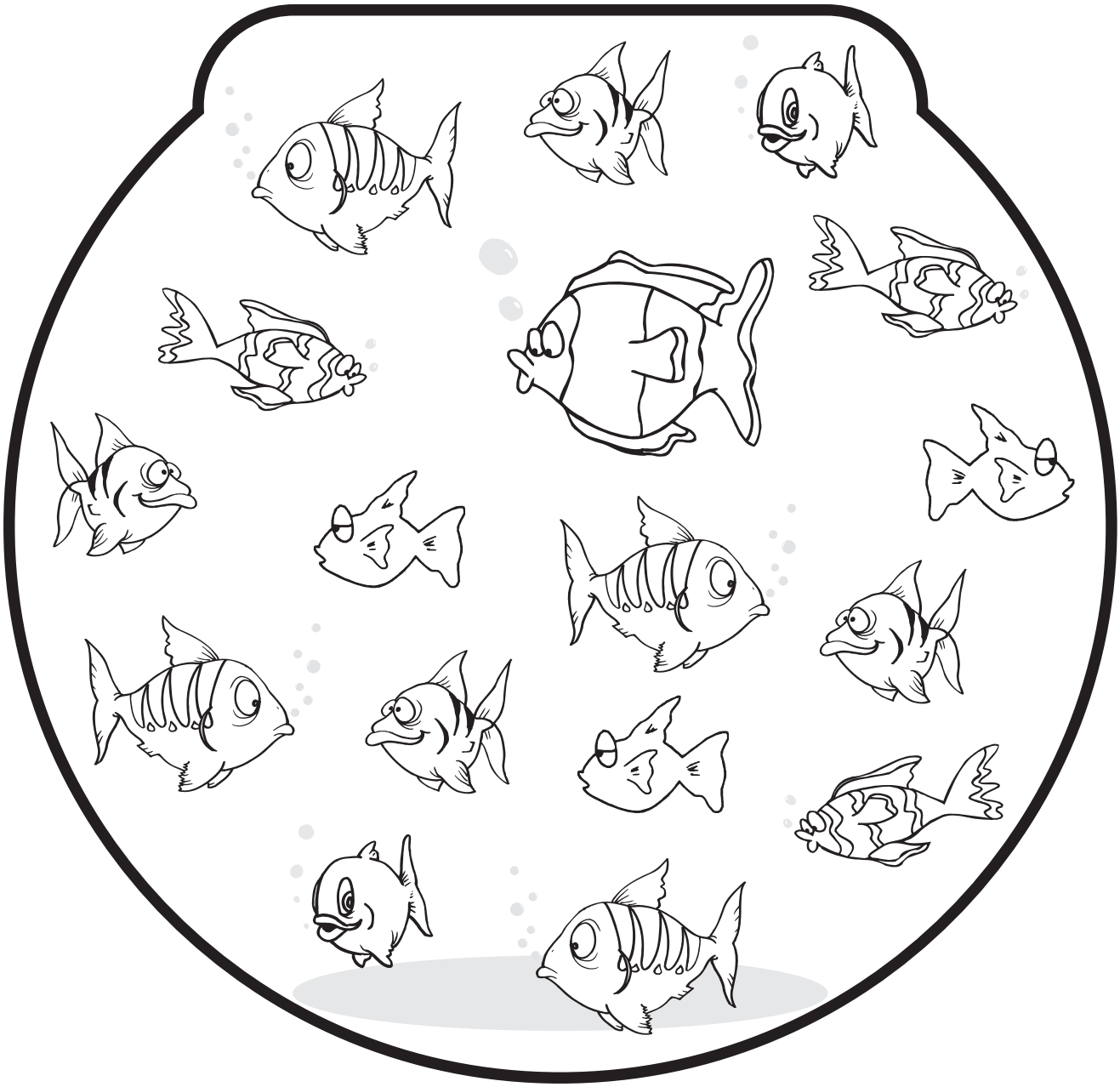
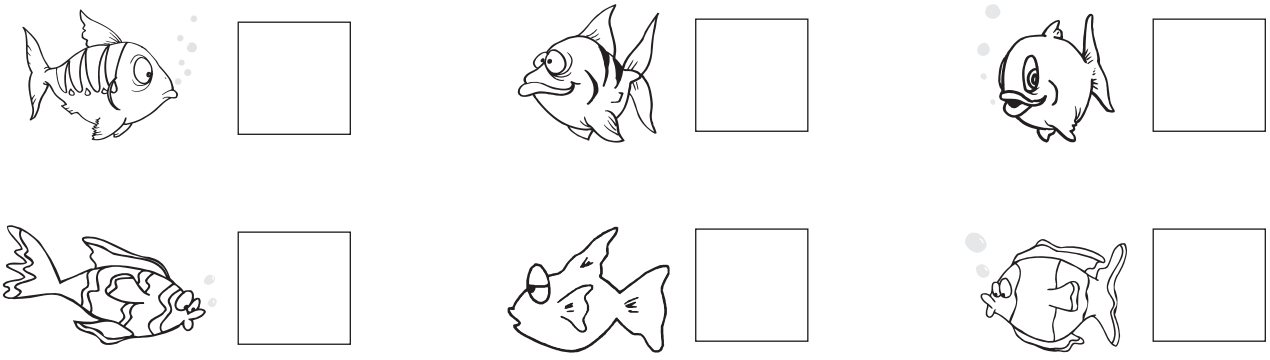
Statistics – interpreting and analysing data

1 Count the fish. You can colour each type of fish a different colour. Write how many.





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Statistics – interpreting and analysing data

You will need: sticky notes pencils

What to do:

Look at this graph.

Does Ms Smith's class prefer cats or dogs?

cats									
dogs									

How many people like ? ☐

How many people like ? ☐

Do more people like cats or dogs? Draw the favourite. ☐

Tell someone how you know this.

What to do next:

Do you prefer or ? Draw your choice on a sticky note and make a class graph of the information.

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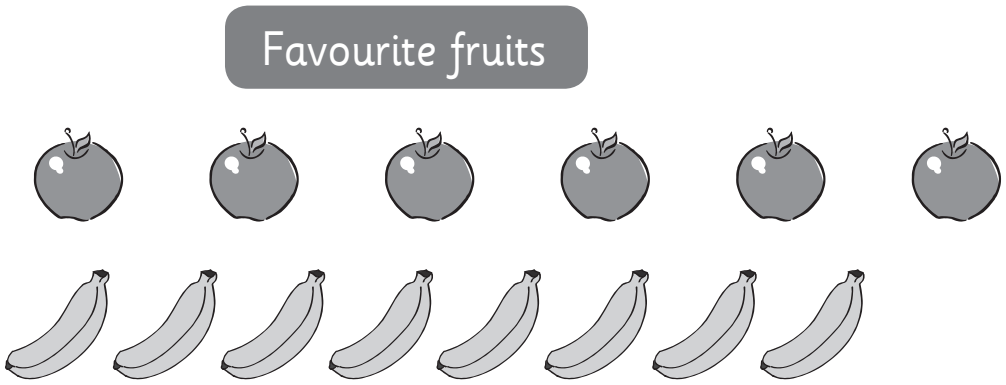
Statistics – interpreting and analysing data

What to do:

Look at this graph.



How many people prefer ?

How many people prefer ?

Which is the favourite fruit?

Was it easy to tell this? Tell someone why or why not.

What to do next:

Draw the apples and bananas onto the graph below to make it easier to understand the information.

apples										
bananas										

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