

st

Primary

# Maths

Activity Book

1

Primary Maths • 1 • Activity Book



st stanley publishing

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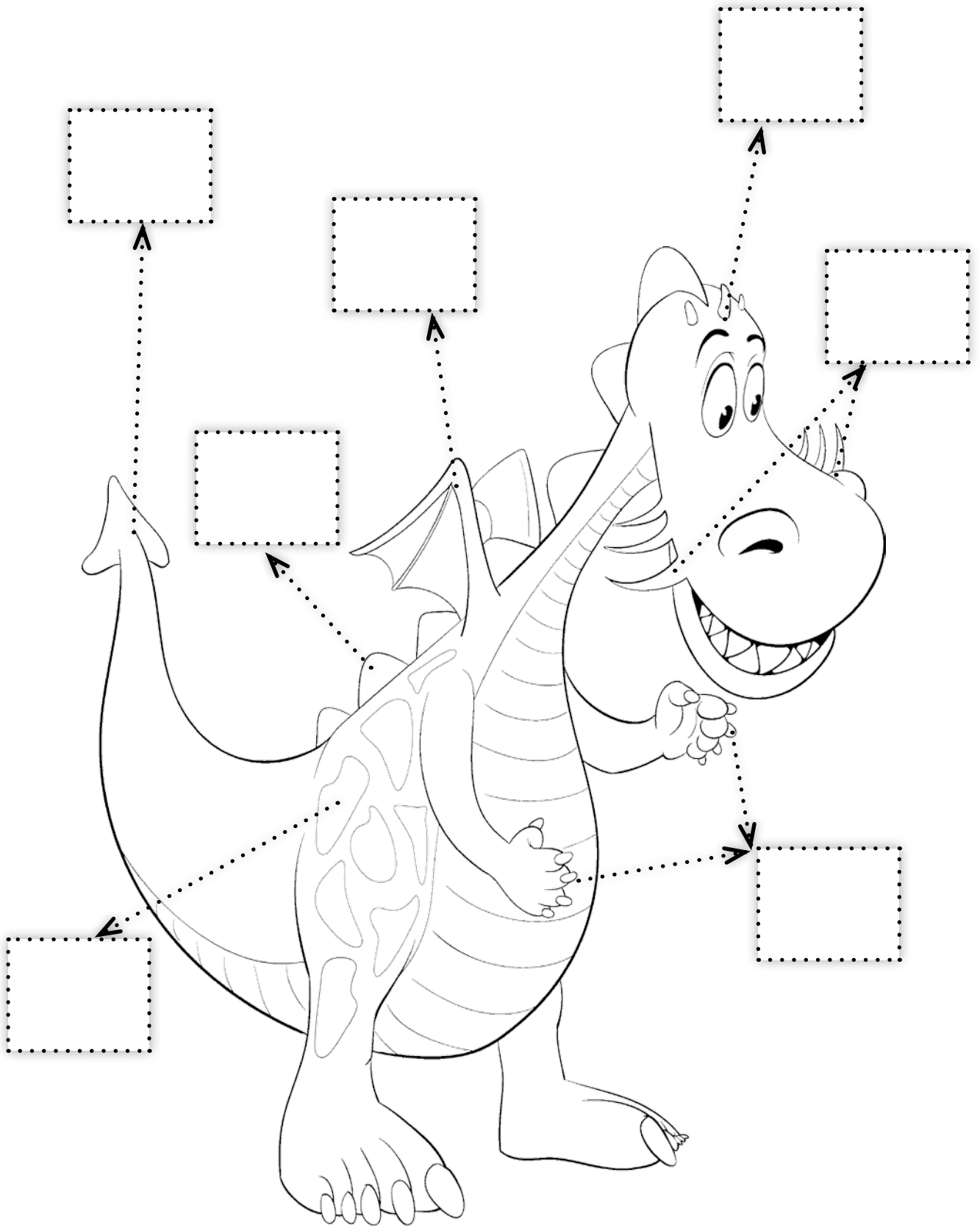
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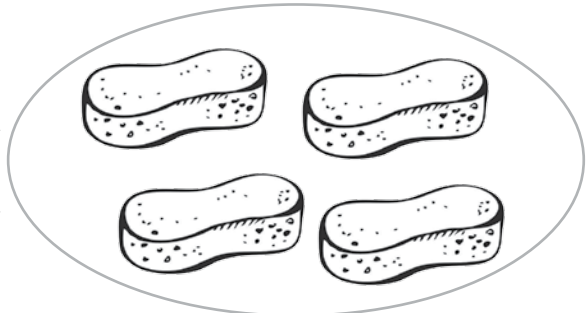
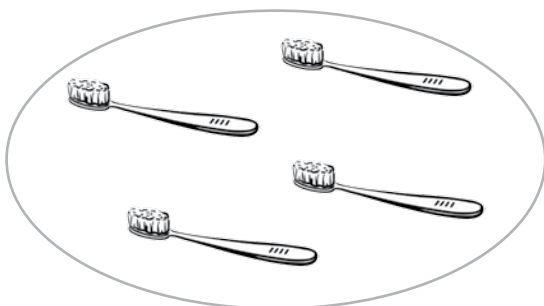
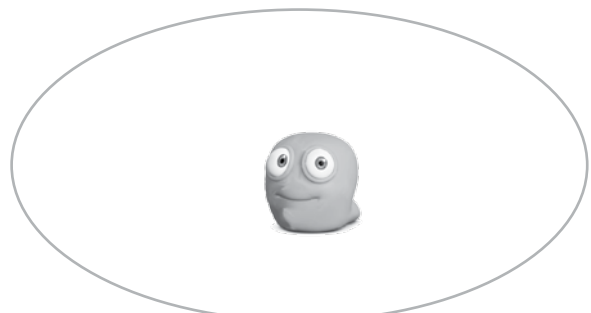
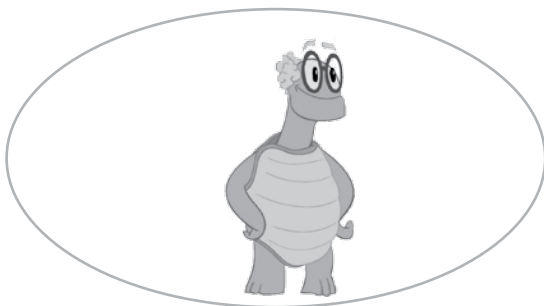
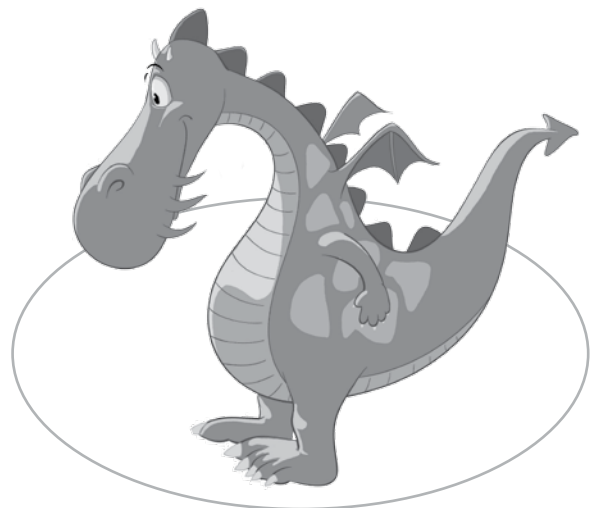
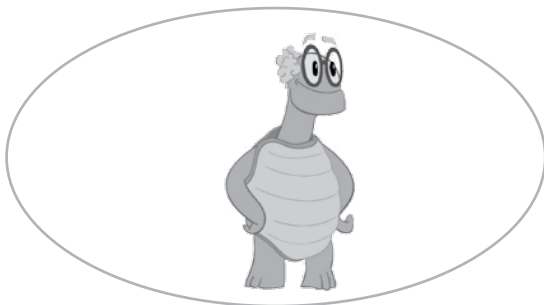
2 Count and write.

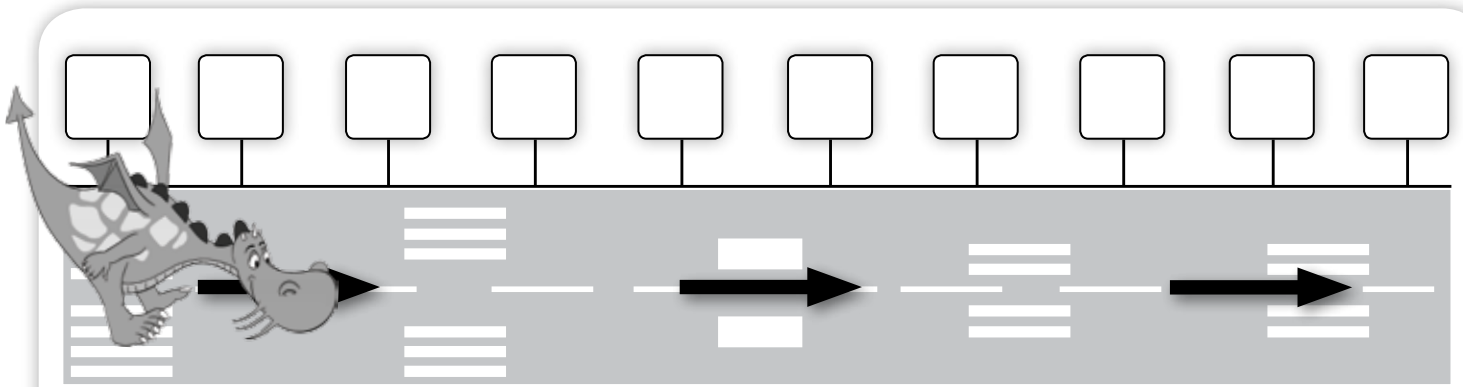


- 1 How many elements are there in each line? Write the numbers in the boxes. Circle the box with the highest number.

	<input type="text"/>		<input type="text"/>
	<input type="text"/>		<input type="text"/>
	<input type="text"/>		<input type="text"/>

- 2 Write the correct symbols (<, >, or =) between the pictures.





**3** Write the numbers up to 10. Colour number 5 and number 10 in red.

**4** Count the units and write the numbers in the boxes.

A circle containing four worms. A dotted box in the bottom-left corner contains the text "4 U".

A circle containing two worms. A dotted box in the bottom-left corner is empty.

A circle containing one worm. A dotted box in the bottom-left corner is empty.

A circle containing five worms. A dotted box in the bottom-left corner is empty.

A circle containing eight worms. A dotted box in the bottom-left corner is empty.

A circle containing three worms. A dotted box in the bottom-left corner is empty.

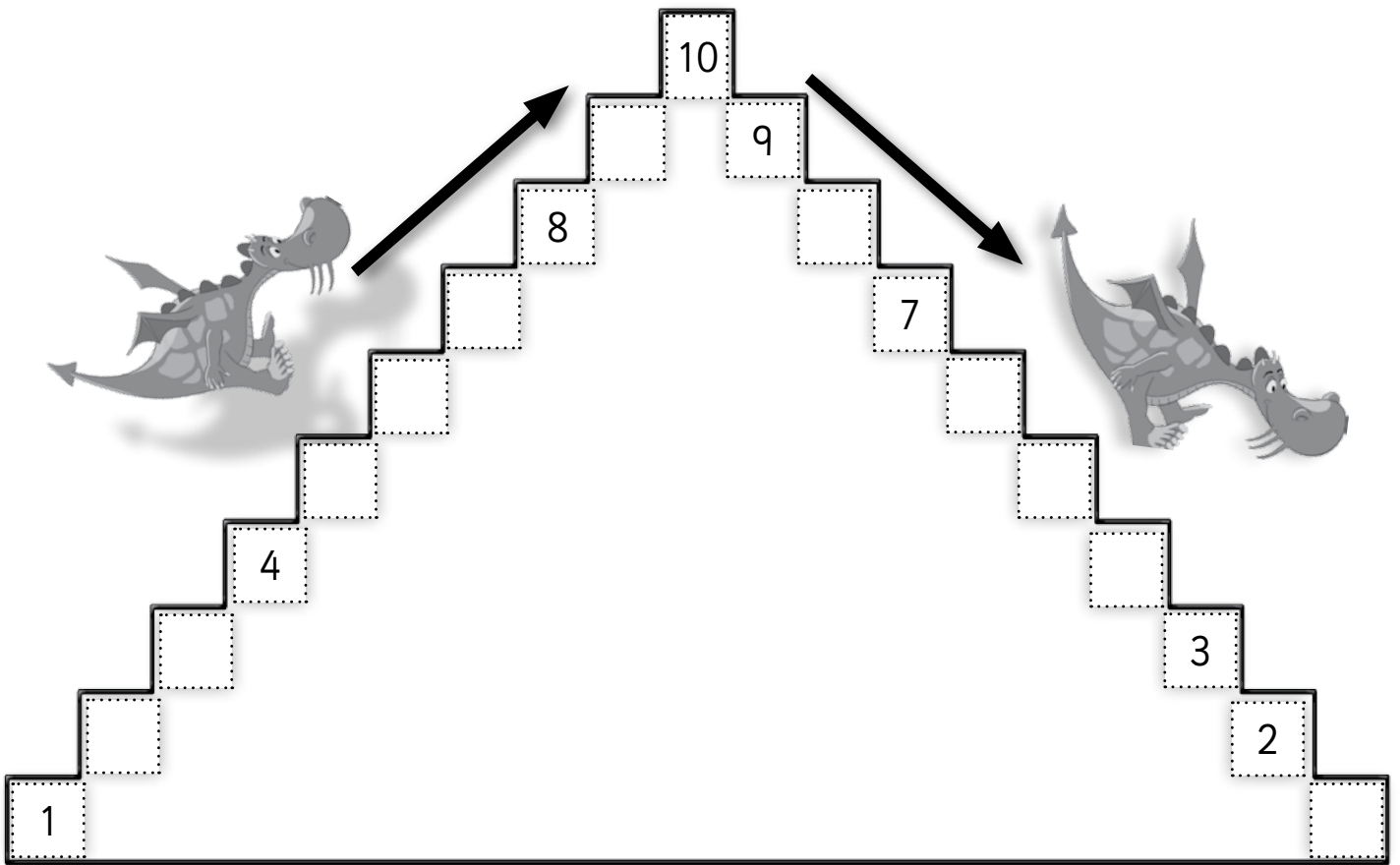
A circle containing six worms. A dotted box in the bottom-left corner is empty.

A circle containing seven worms. A dotted box in the bottom-left corner is empty.

A circle containing five worms. A dotted box in the bottom-left corner is empty.

A circle containing nine worms. A dotted box in the bottom-left corner is empty.

**5** Complete.

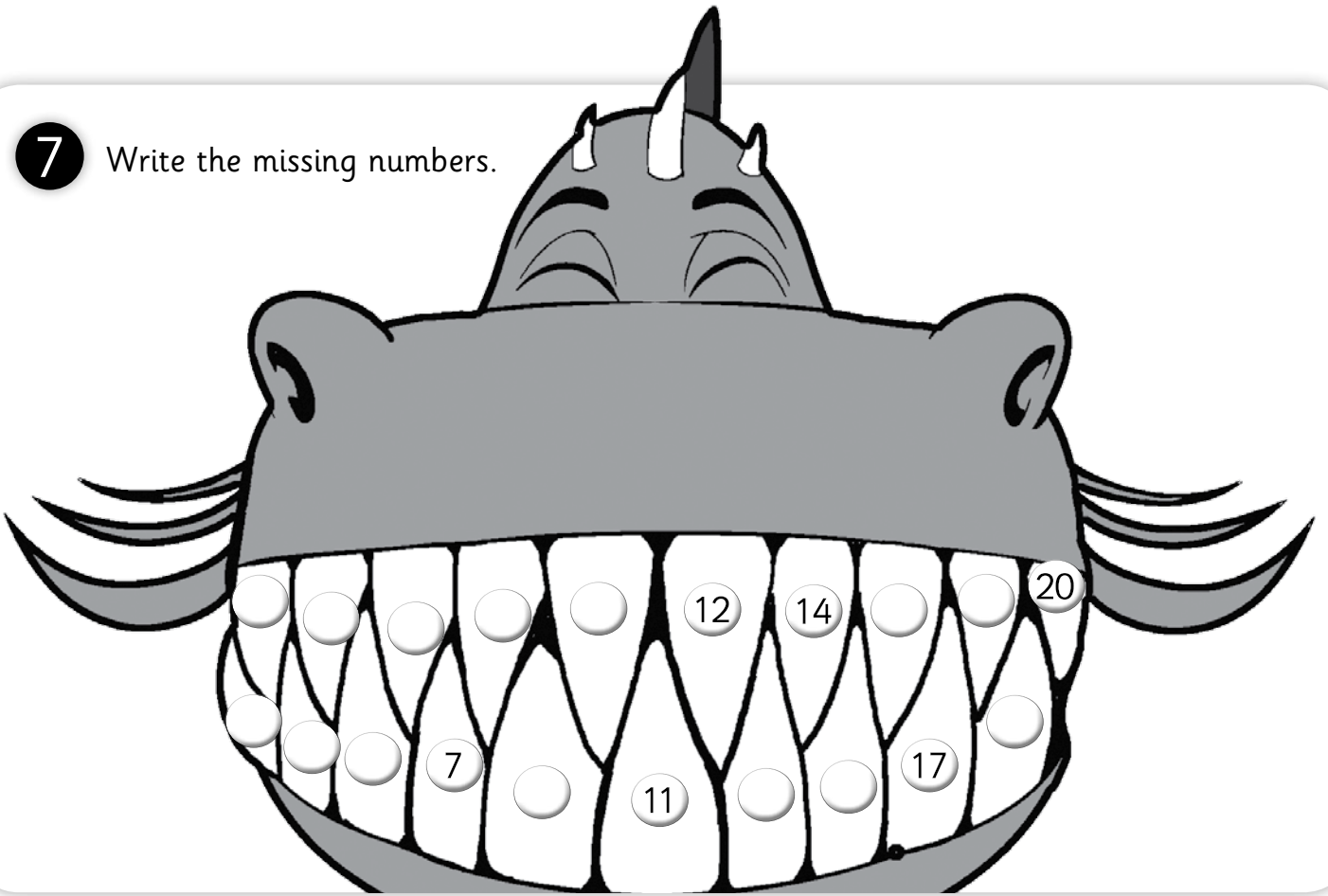


**6** Write the names of the numbers.

1	
2	
3	
4	
5	

6	
7	
8	
9	
10	

7 Write the missing numbers.



8 Count and complete.

	Upper teeth
	Lower teeth
	Total

9 Write the number before and after.

	2	
	11	
	5	

	7	
	14	
	19	



10 Colour.



Green Dragon

- ① Blue
- ② Green
- ③ Yellow
- ④ Orange
- ⑤ Red

Purple Turtle

- ⑥ Purple
- ⑦ Blue
- ⑧ Violet
- ⑨ Pink
- ⑩ Yellow



# Calculate

1 Circle in pairs.



2 Hidden message. Crack the code!

9	3	5	5	2	6	6	3

8	6

3	7	2	4	6	6	5	2	6	3

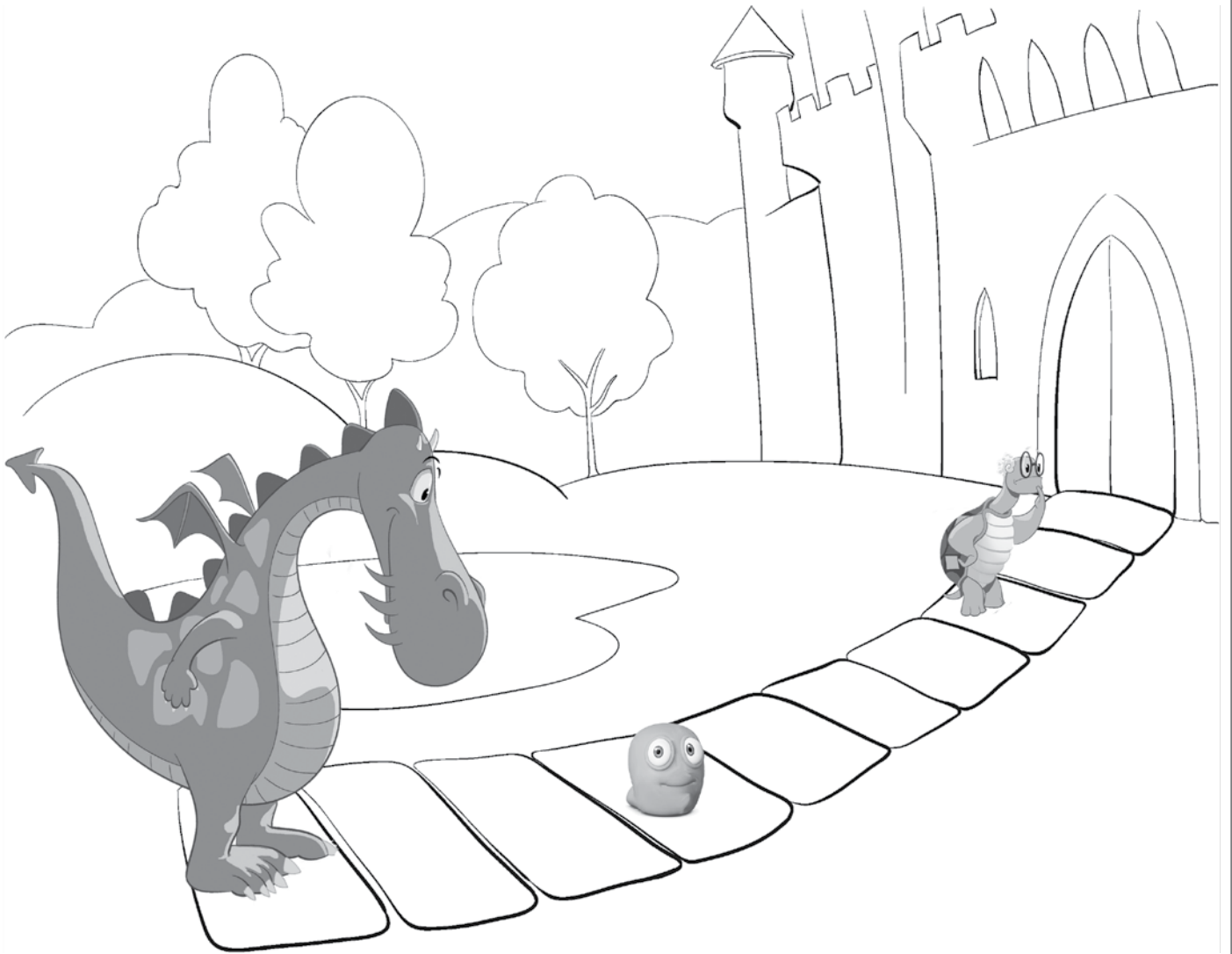


3 Join the numbers. Start from number 1 and go up to number 20.

7	6	5	3	2
8	9	10	4	1
19	18	11	12	13
20	17	16	15	14

# Problem solving

Green Dragon jumps tiles one by one.



1 Green Dragon must jump  tiles to reach Purple Turtle.

2 Green Dragon must jump  tiles to reach the unit.

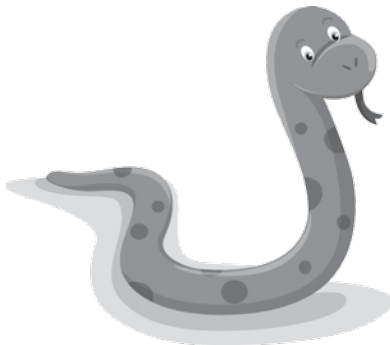
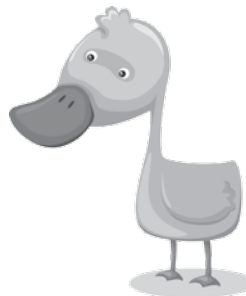
3 Purple Turtle must jump  tiles to reach the castle door.

# A snack

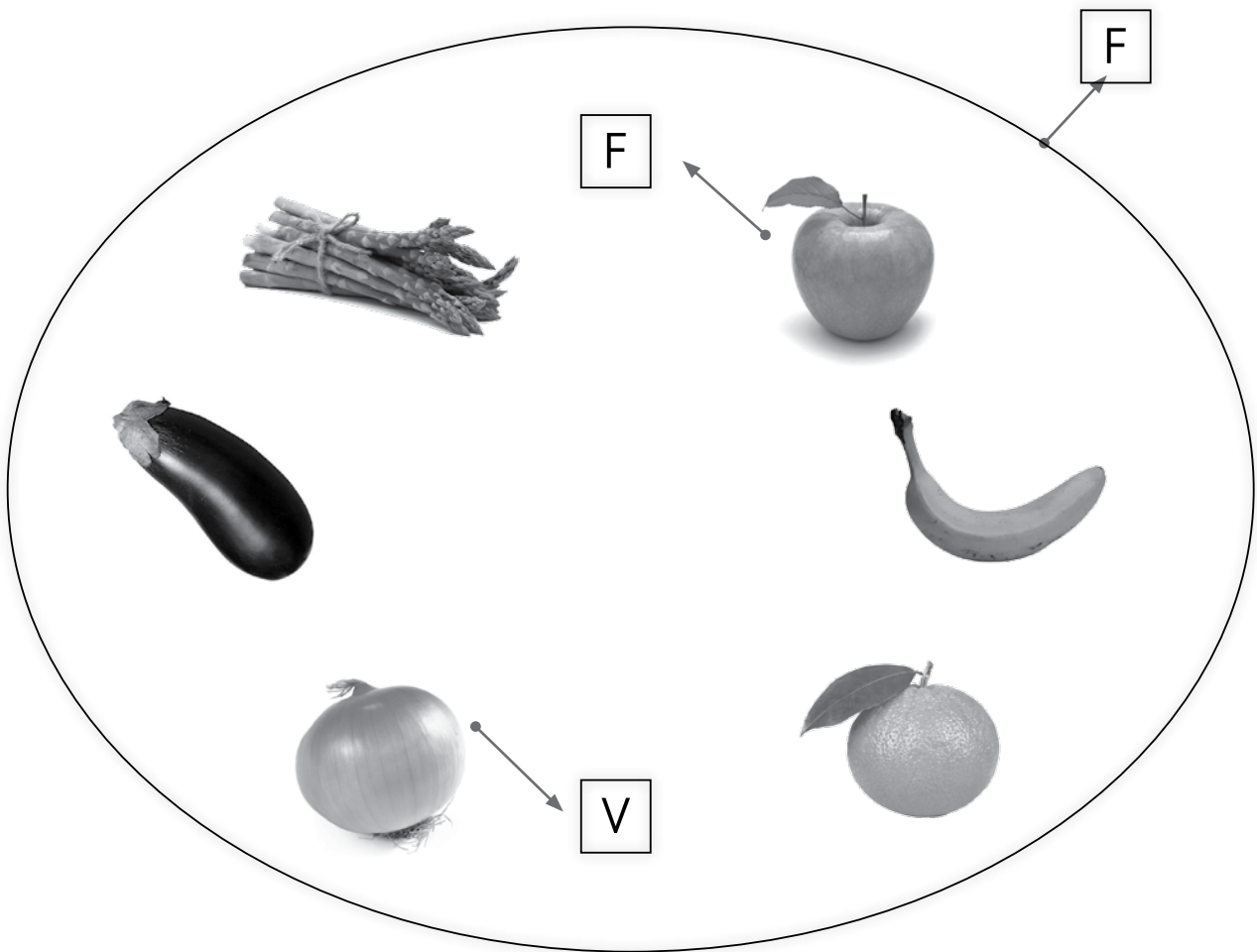
## Unit 1

### Lesson 2

1 Create sets and subsets.



**2** Form subsets.



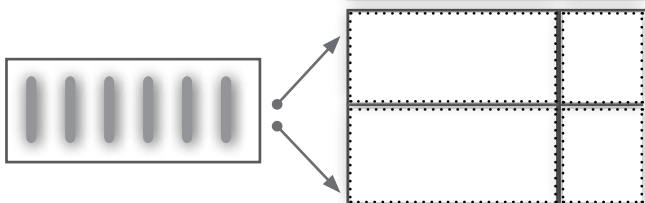
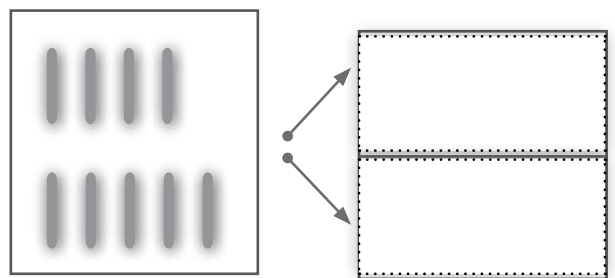
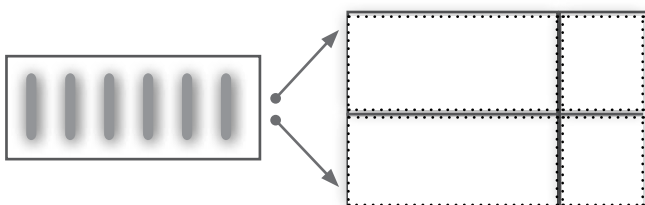
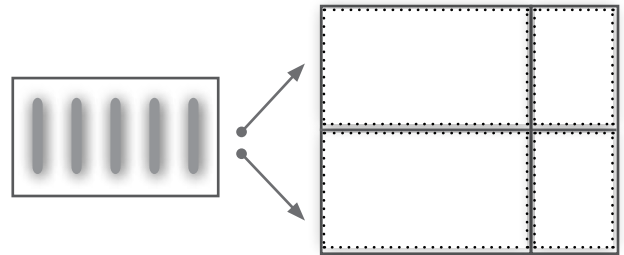
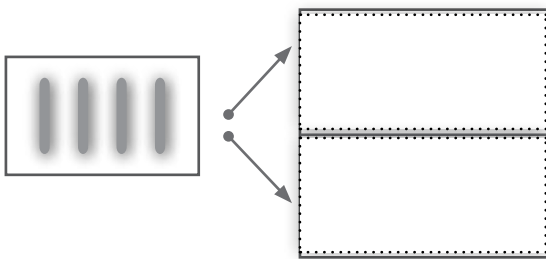
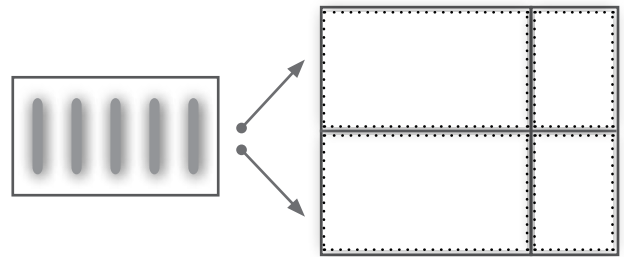
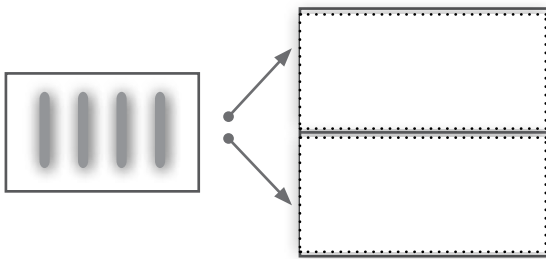
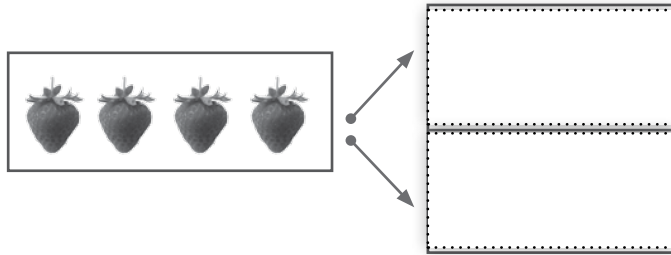
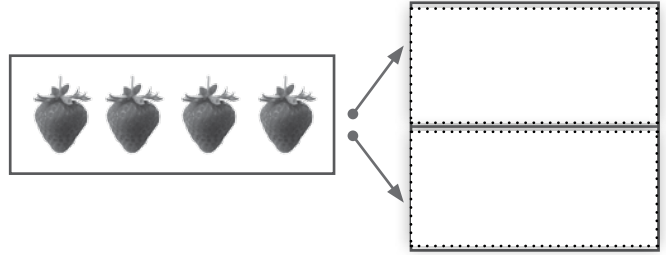
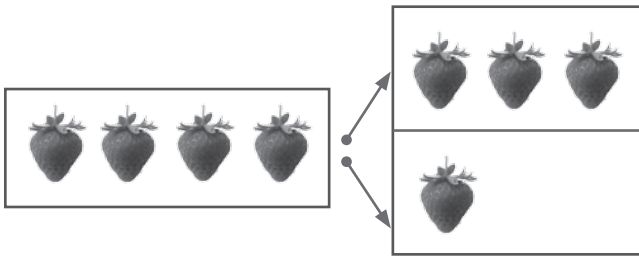
**3** Represent the sets.

F = { .....

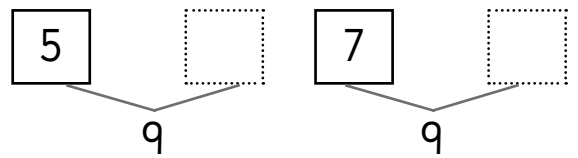
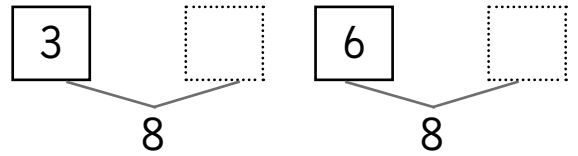
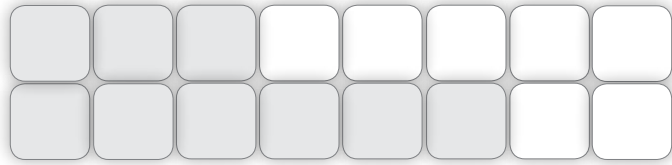
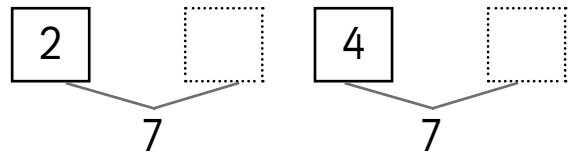
V = { .....

F = { .....

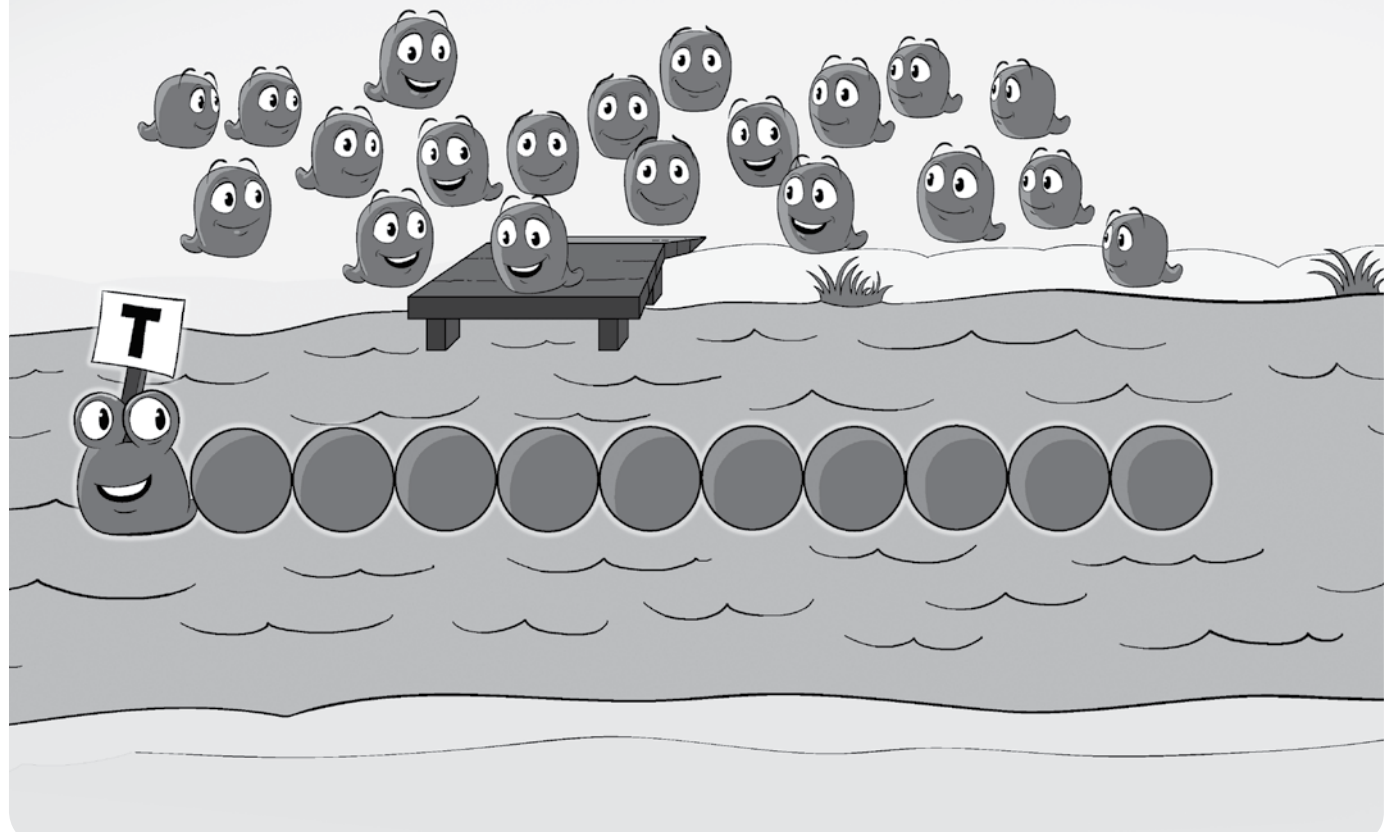
4 Break down the numbers.



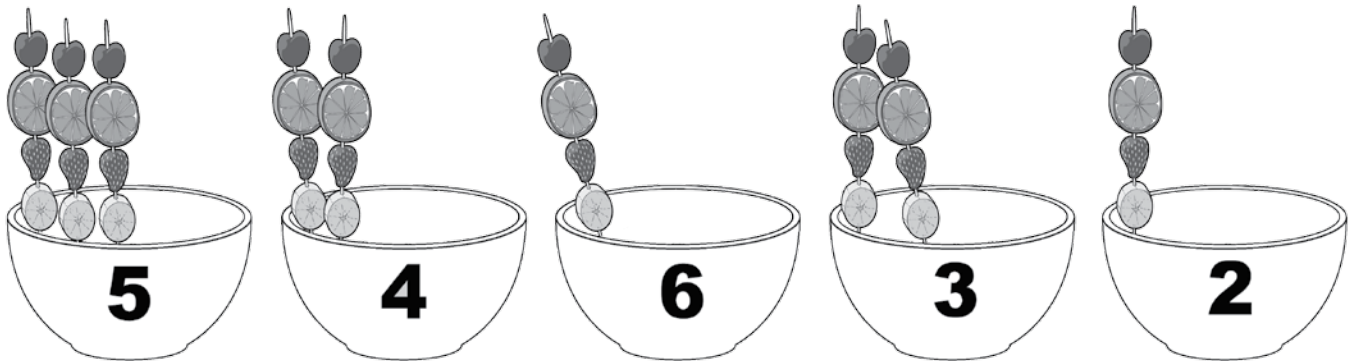
**5** Make up the numbers.



**6** Help the units cross the river. Draw as many tens as you need for all of them.



**7** Draw the missing fruit kebabs.



**8** Group the units in tens and complete the table.



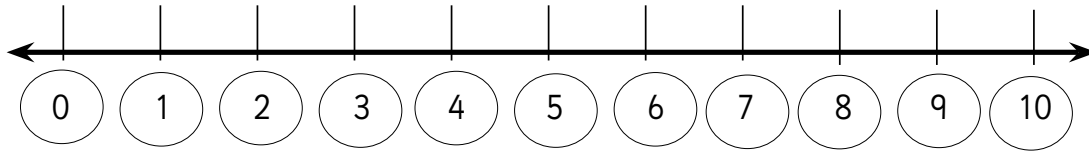
T	U
T	U
T	U
T	U













**9** How many units do you need to add to make 10? Draw them.

						+					= 10
				+							= 10
							+				= 10
		+									= 10
					+						= 10



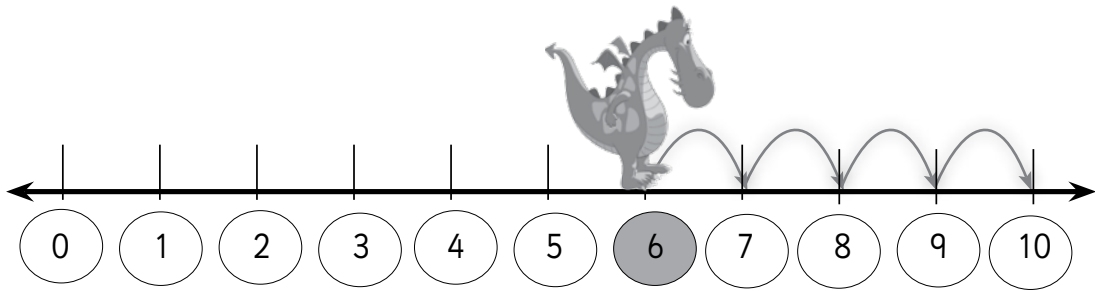
1 Do the additions and subtractions.



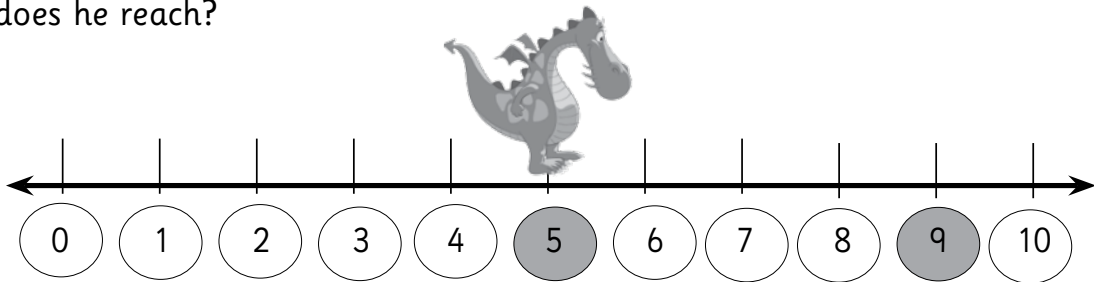
 <input type="text"/>	+	 <input type="text"/>	=	<input type="text"/>
 <input type="text"/>	+	 <input type="text"/>	=	<input type="text"/>
 <input type="text"/>	+	 <input type="text"/>	=	<input type="text"/>
 <input type="text"/>	-	 <input type="text"/>	=	<input type="text"/>
 <input type="text"/>	-	 <input type="text"/>	=	<input type="text"/>
 <input type="text"/>	-	 <input type="text"/>	=	<input type="text"/>

# Problem solving

- 1 Colour the number of times that Green Dragon jumps.

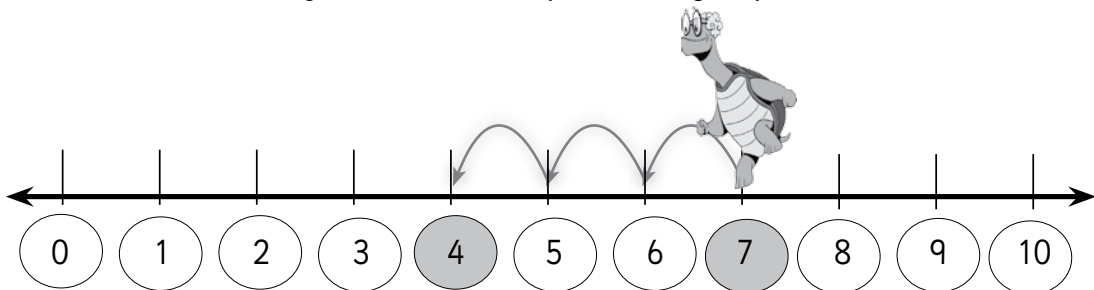


- 2 If Green Dragon is at number 5 and he moves 4 spaces, which number does he reach?

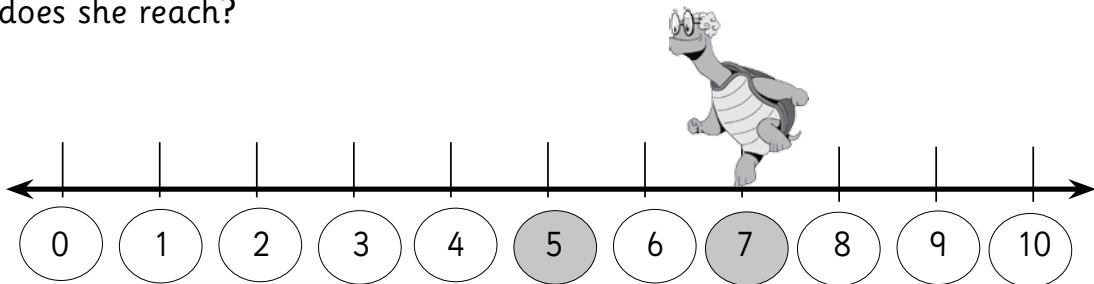


$$5 + 4 = \square$$

- 3 Colour the number of times that Purple Turtle jumps.



- 4 If Purple Turtle is at number 7 and it goes back 2 spaces, which number does she reach?



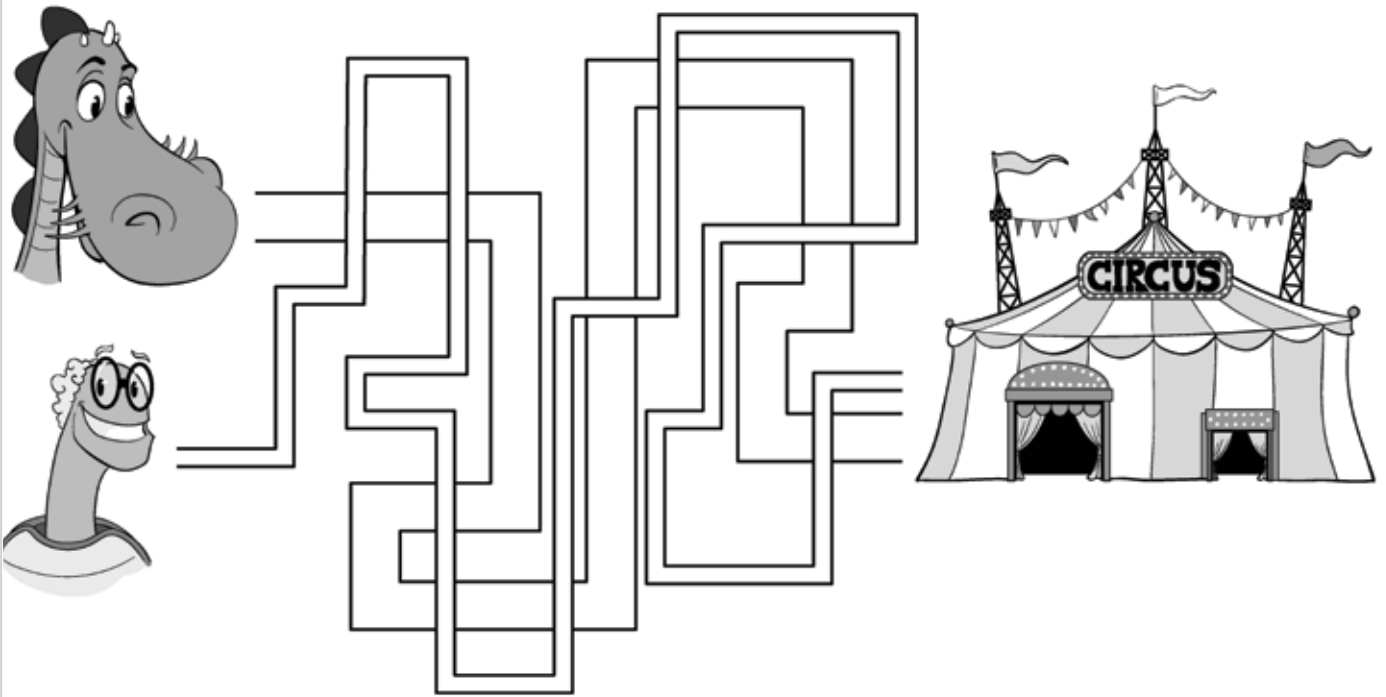
$$7 - 2 = \square$$

# A night at the circus

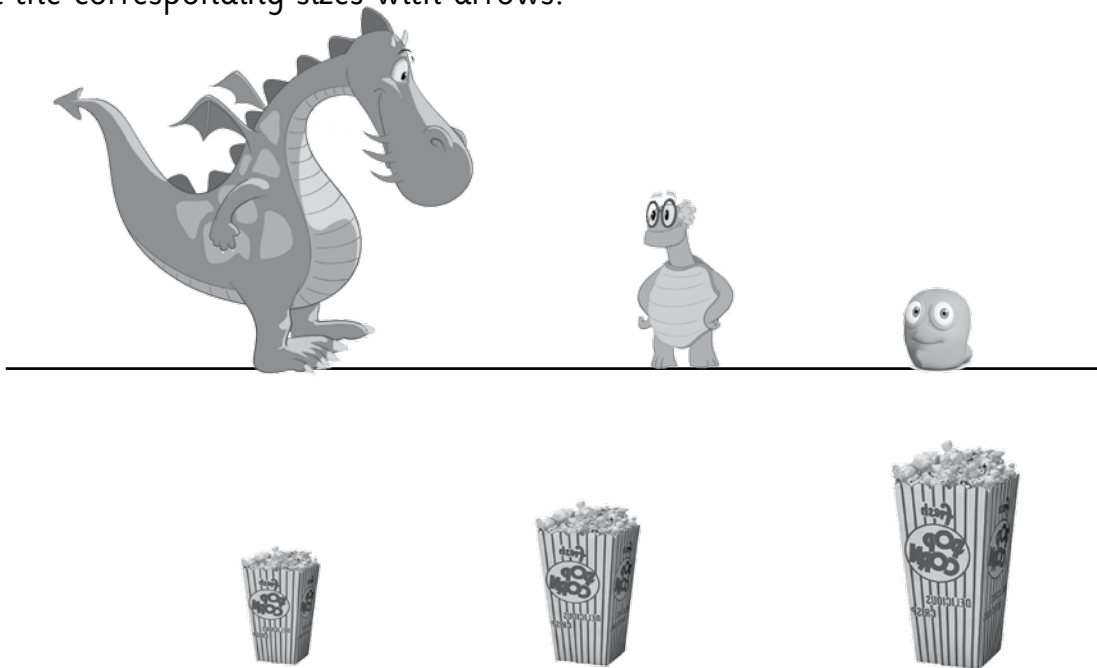
## Unit 1

### Lesson 3

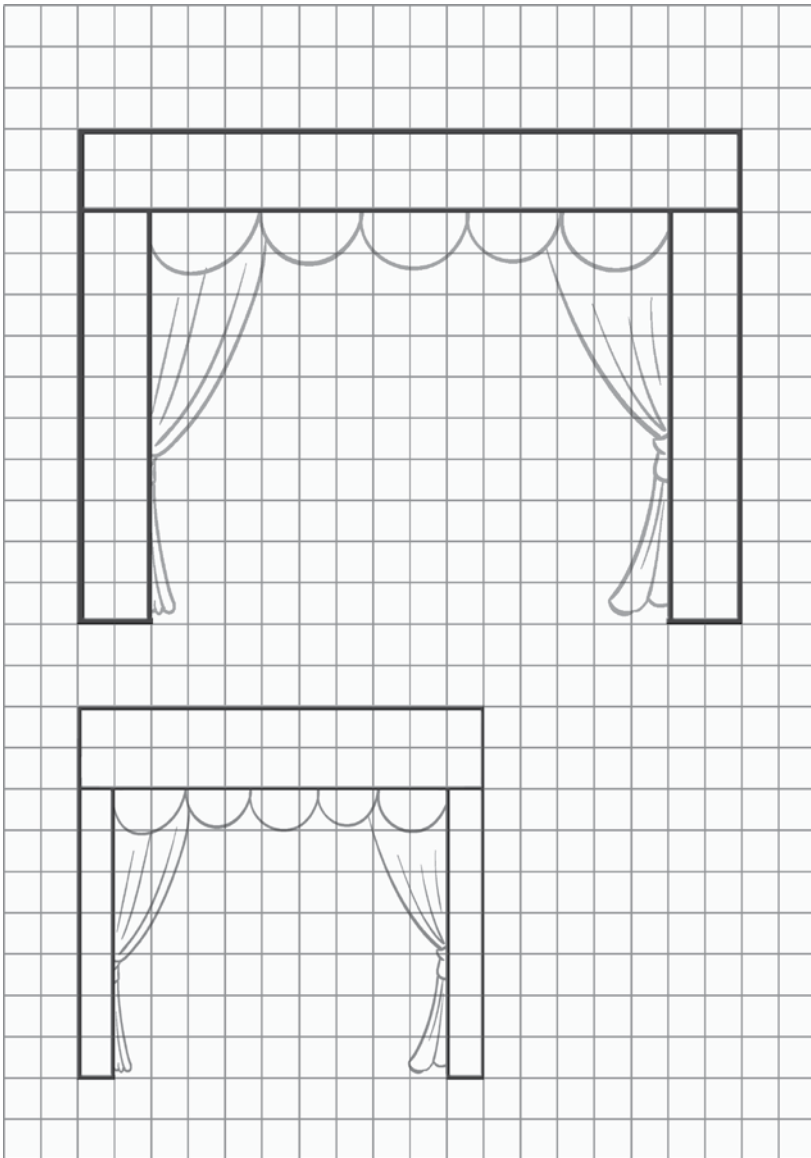
1 Colour the wider path green. Colour the narrower path pink.



2 Join the corresponding sizes with arrows:



3 Measure the height and the width of the two entrance doors of the circus.



The bigger door is:

squares high.

squares wide.

The smaller door is:

squares high.

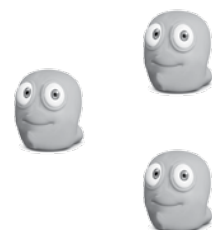
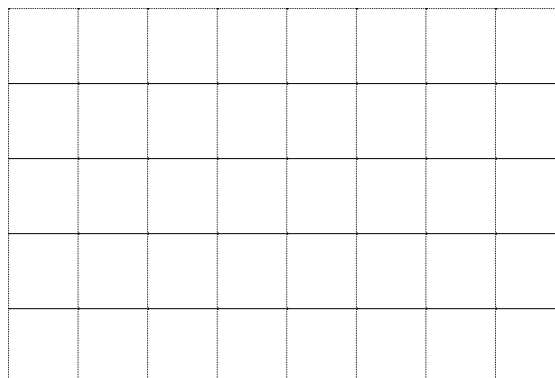
squares wide.

4 Draw an entrance door for the units.

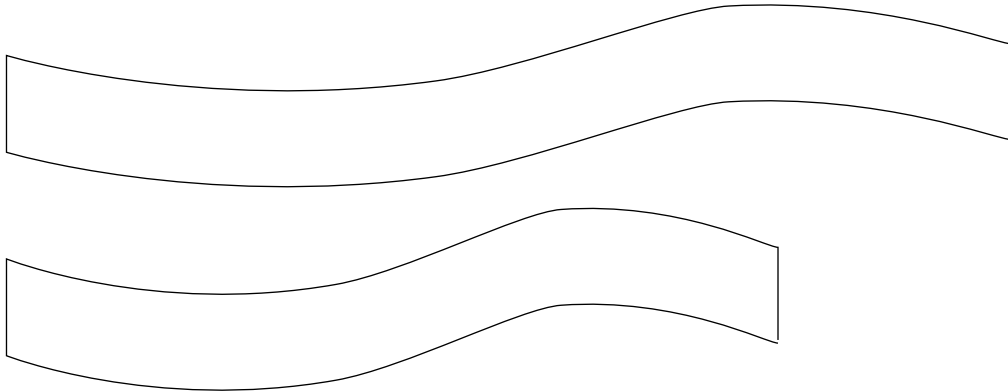
The door for the units is:

squares high.

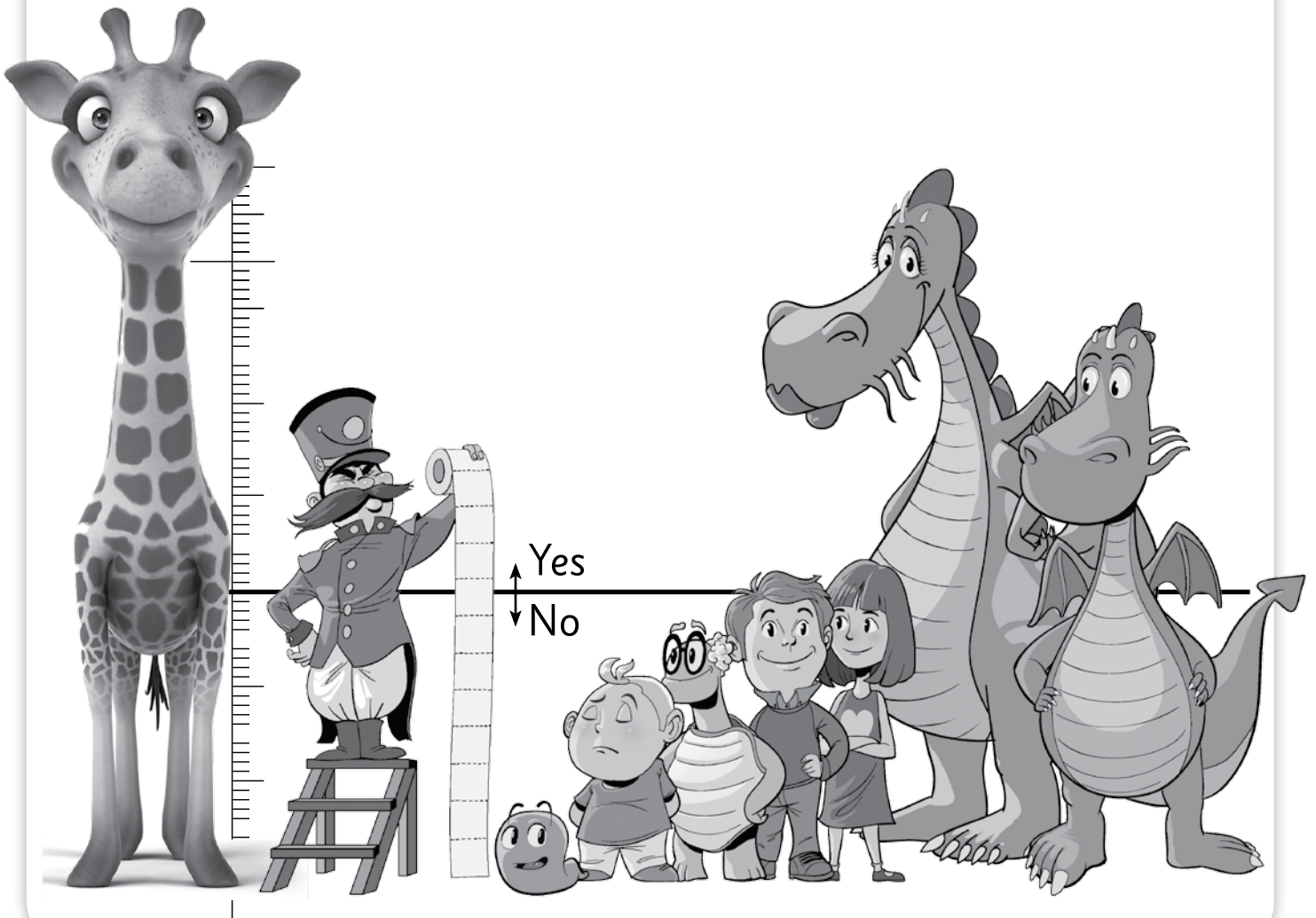
squares wide.



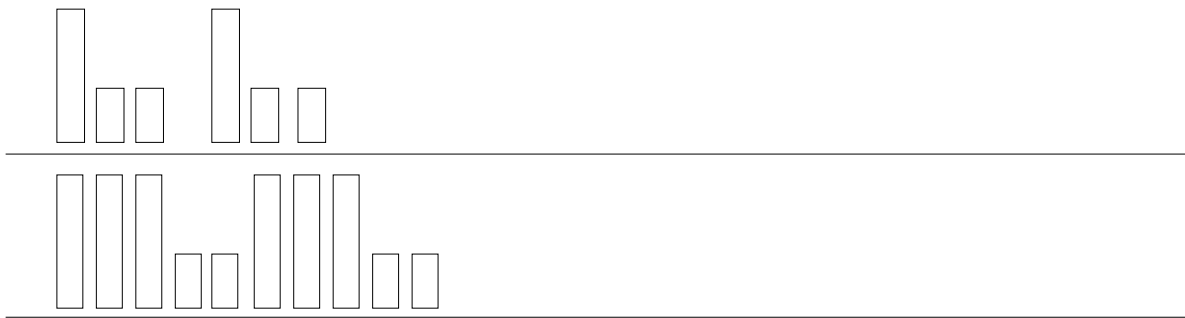
5 Colour the longer line in red and the shorter line in blue.



6 Who wants to get onto the giraffe? Draw a red line for the tallest spectator and a blue line for the shortest.



7 Continue the series and colour the high bars in yellow and the short bars in brown.



8 Complete the missing numbers in the calendar.

						March
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	<input type="text"/>	Green Dragon's birthday 3	4	<input type="text"/>	6	7
<input type="text"/>	9	<input type="text"/>	<input type="text"/>	12	13	<input type="text"/>
15	16	<input type="text"/>	circus 18	19	<input type="text"/>	21
22	23	24	25	26	27	28
29	30	31				

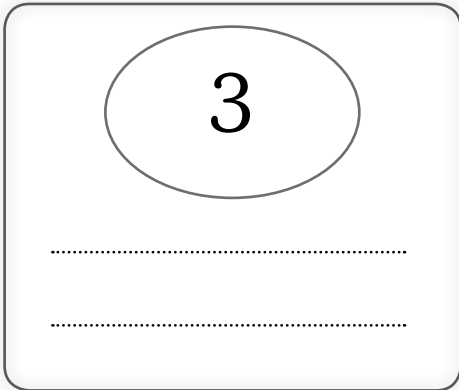
9 Colour the days you go to school in the same colour.

Monday                      Tuesday                      Wednesday

Thursday                      Saturday                      Sunday                      Friday

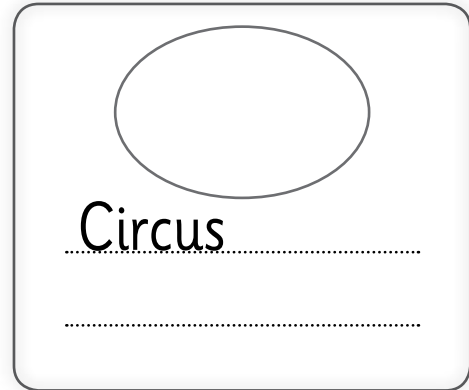
How many days a week do you go to school? I go to school  days a week.

10 Complete.



Green Dragon's birthday

of ,



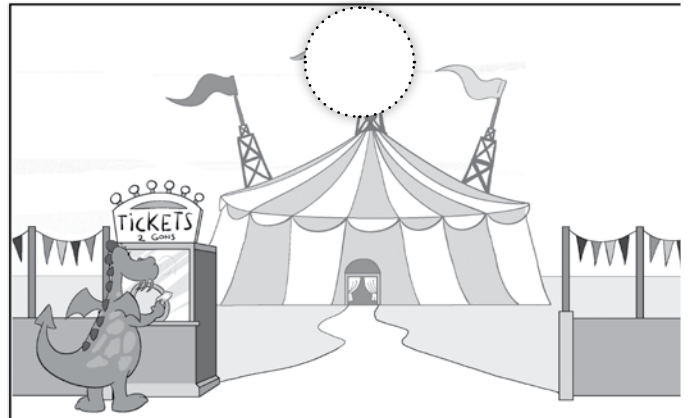
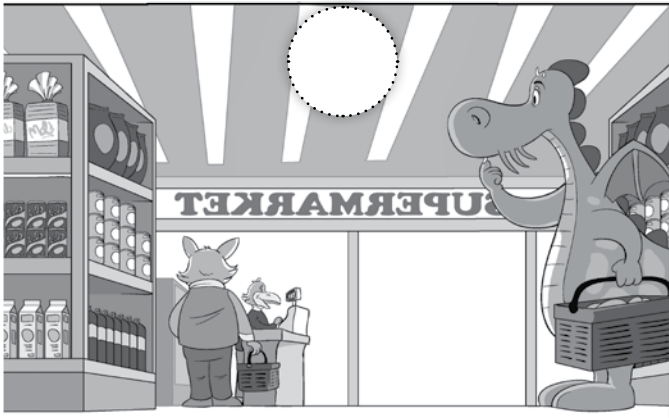
Circus day

of ,

What day is today?

of ,

11 Put the pictures in the correct order.



1 Complete the numerical sequence adding all the previous numbers.

1	2	3		
---	---	---	--	--

2 Fill in the blanks.

$$4 + 6 = \square$$

$$5 + 5 = \square$$

$$2 + 8 = \square$$

$$3 + 7 = \square$$

$$1 + 9 = \square$$

$$\square + 4 = 10$$

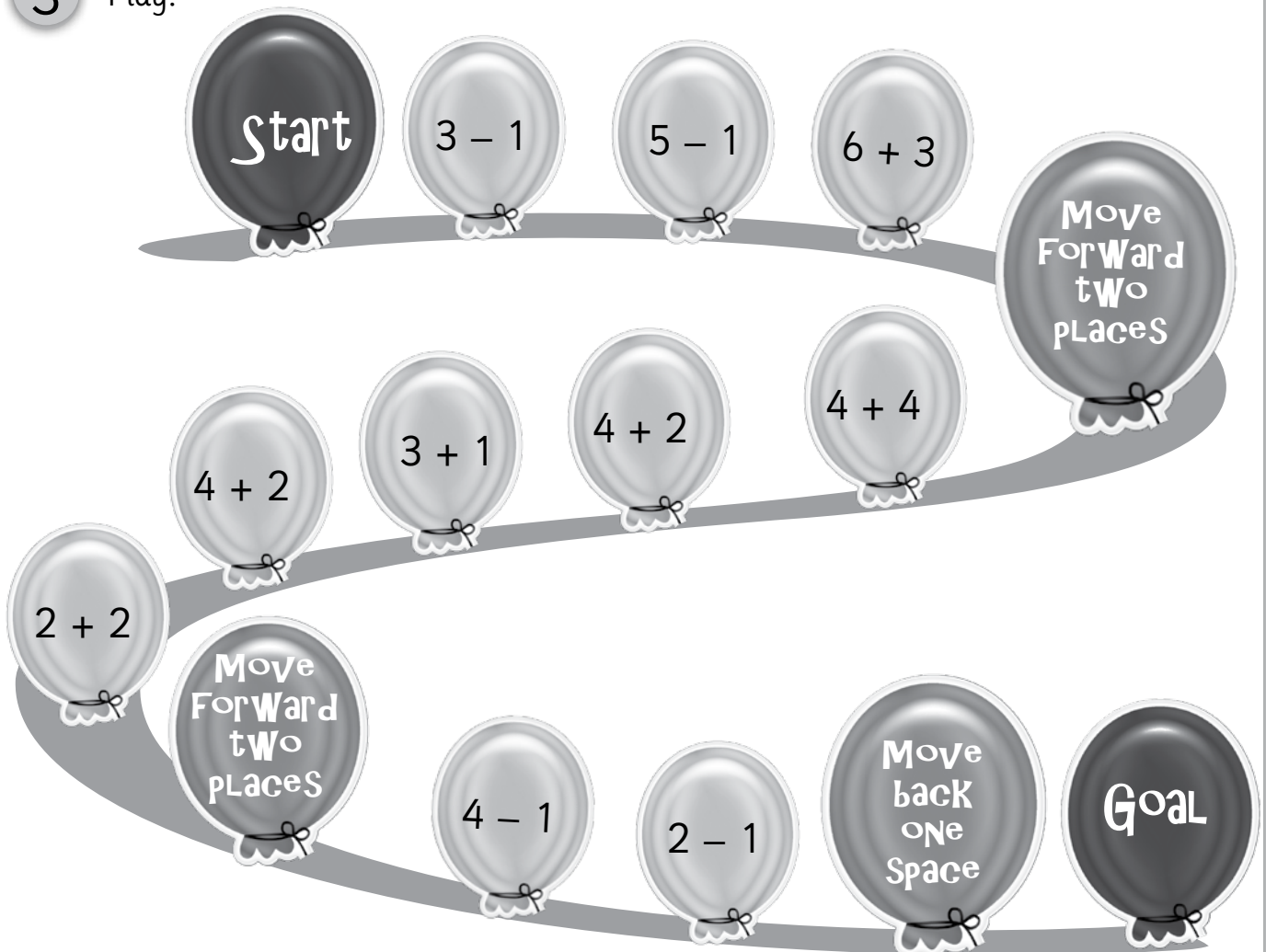
$$\square + 5 = 10$$

$$8 + \square = 10$$

$$7 + \square = 10$$

$$9 + \square = 10$$

3 Play!



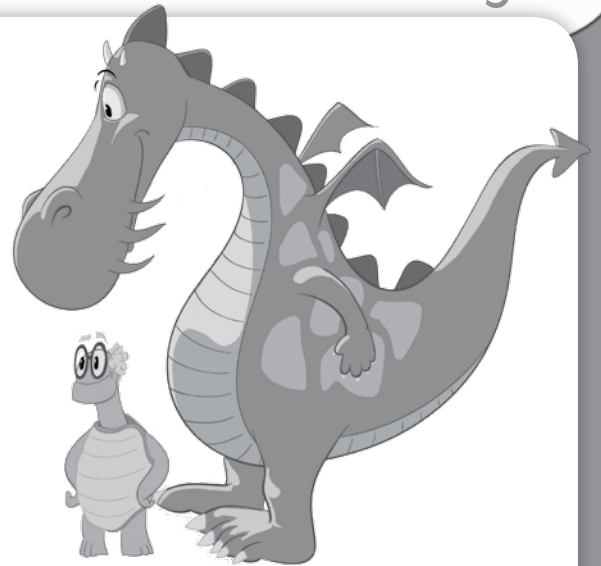


# Problem solving

1 Say the same thing in a different way.

- Green Dragon is bigger than Purple Turtle.  
Purple Turtle is

- Purple Turtle is older than Green Dragon.  
Green Dragon is



2 Write the sentences in a different order.

- Green Dragon gets home. He brushes his teeth.

Green Dragon

- Purple Turtle cooks dinner. She cuts pieces of fruit.

Purple Turtle

3 10 units leave home to go to the circus, but only 8 arrive. How many units got lost on the way?

Draw the 10 units and circle the 8 units that arrived at the circus.



units got lost.

# Self-evaluation



1 Mark the mistakes.

1	2	3	4	25	6	9	8	9	10
11	2	12	14	15	16	17	28	19	30

2 Complete.

15	<input type="text"/>	T	<input type="text"/>	U	19	<input type="text"/>	T	<input type="text"/>	U
5	<input type="text"/>	T	<input type="text"/>	U	7	<input type="text"/>	T	<input type="text"/>	U
20	<input type="text"/>	T	<input type="text"/>	U	11	<input type="text"/>	T	<input type="text"/>	U

3 Make up numbers.

T U	T U	T U	T U	T U
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

4 Arrange the numbers in ascending order.

5	12	2	4	18	5	16
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

5 Draw two paths to get to the circus, one of them wide and the other one narrow.



# Maths

Activity Book

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# Welcome back!

**1** Calculate the profit the museum makes over 6 weeks.

1<sup>st</sup> week

$$\begin{array}{r} 387 \\ + 231 \\ \hline \end{array}$$

G

2<sup>nd</sup> week

$$\begin{array}{r} 412 \\ + 499 \\ \hline \end{array}$$

G

3<sup>rd</sup> week

$$\begin{array}{r} 506 \\ + 375 \\ \hline \end{array}$$

G

4<sup>th</sup> week

$$\begin{array}{r} 788 \\ + 191 \\ \hline \end{array}$$

G

5<sup>th</sup> week

$$\begin{array}{r} 656 \\ + 257 \\ \hline \end{array}$$

G

6<sup>th</sup> week

$$\begin{array}{r} 873 \\ + 444 \\ \hline \end{array}$$

G

Total profit over 6 weeks:  G

**2** The museum accountant doesn't know the daily expenses. Help him to work them out.

$$569 - \begin{array}{r} 273 \\ 363 \\ 775 \\ \text{expenses} \end{array} = 206$$

Check:

$$951 - \begin{array}{r} 465 \\ 1\ 338 \\ 564 \\ \text{expenses} \end{array} = 387$$

Check:

3 Discover the missing numbers.

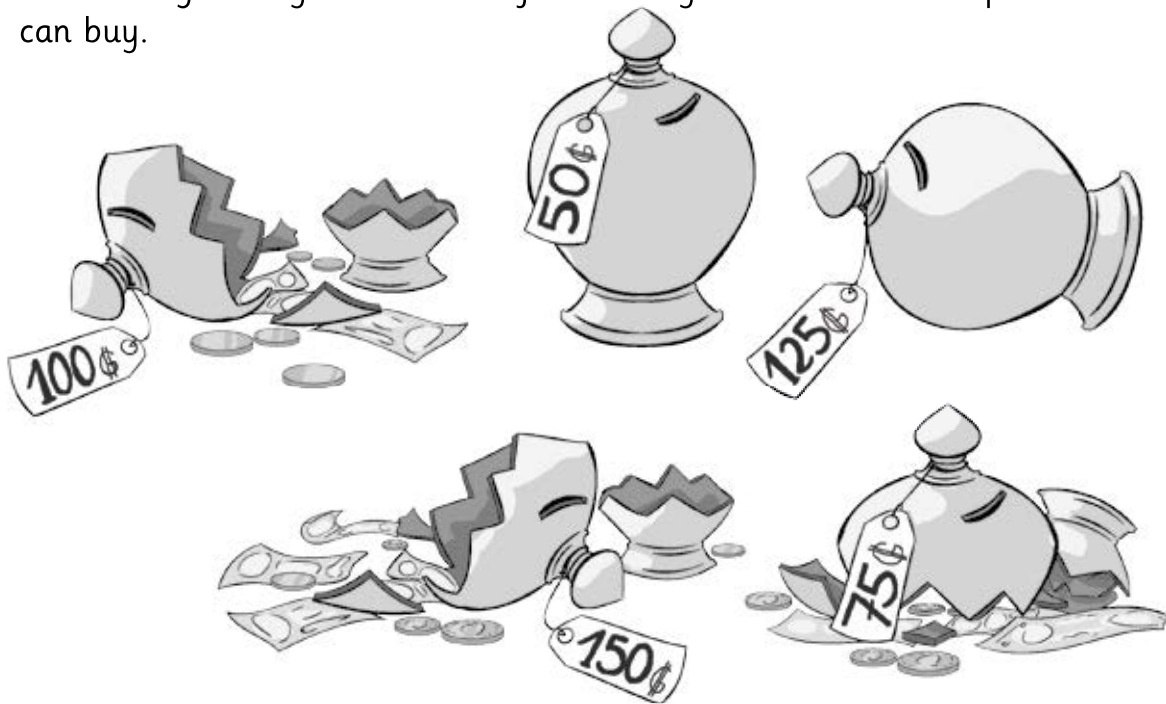
$$\begin{array}{r} \square 29 \\ + 273 \\ \hline 602 \end{array}$$

$$\begin{array}{r} 376 \\ + 5\square 5 \\ \hline 931 \end{array}$$

$$\begin{array}{r} 496 \\ + 474 \\ \hline \square 70 \end{array}$$

$$\begin{array}{r} 128 \\ + 79\square \\ \hline 922 \end{array}$$

4 Green Dragon only broke some of his money boxes. Colour the pictures he can buy.



275 G

425 G

175 G

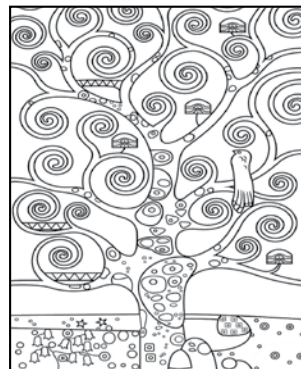
150 G



Girl with a pearl earring.  
Vermeer.



Sunflowers.  
Van Gogh.



The tree of life.  
Klimt



Girl at the window.  
Dalí.

# Number of visits to the museum

## Unit 1

### Lesson 1

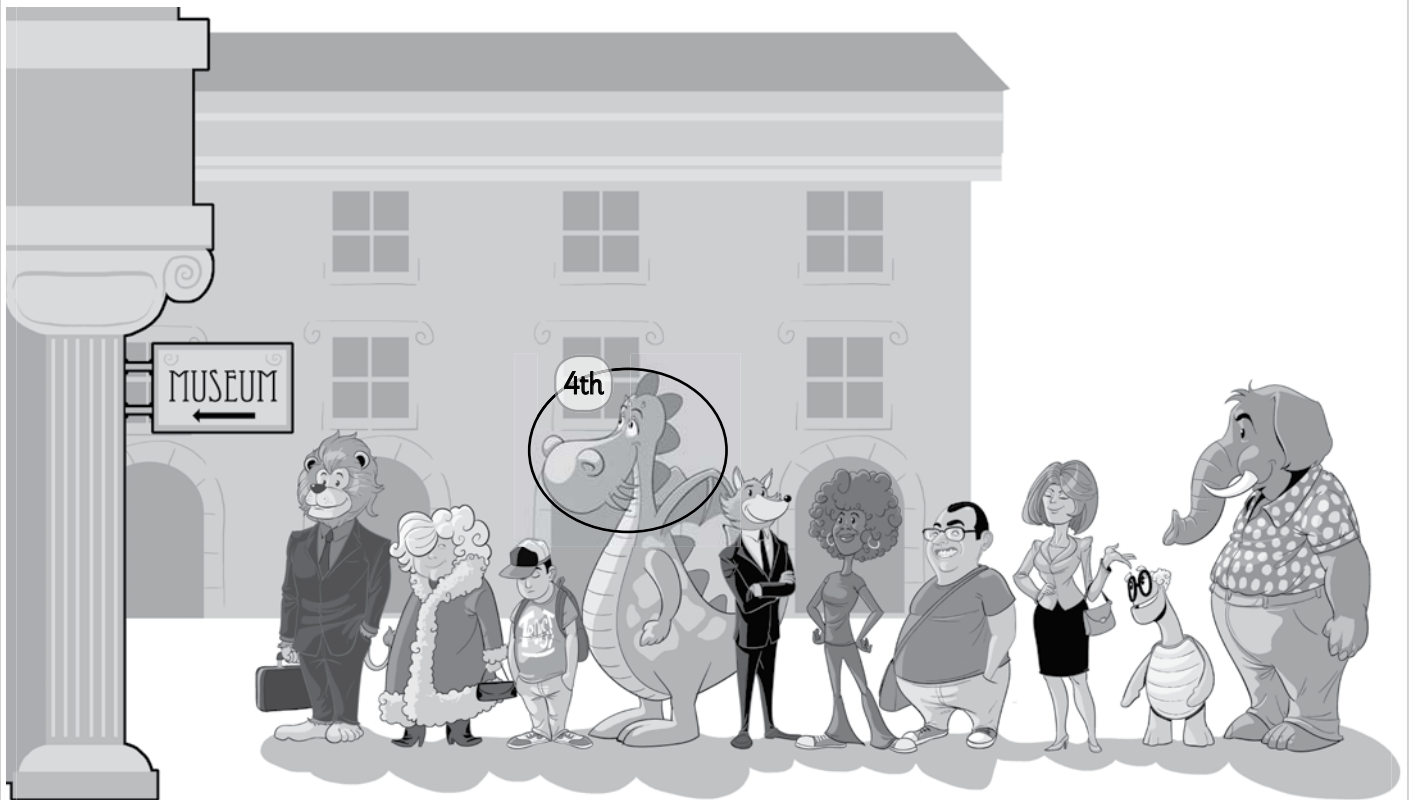
1 Put a circle round the people in these positions.

• fourth

• eighth

• sixth

• fifth



2 Find the ordinal numbers and complete the table.

2 <sup>nd</sup>		B O N U Y N M A X Q W I L P X
		Z A D E N B R E S V P O U O G
5 <sup>th</sup>		A F I F T H O D D O E K M I F
		I N O C T E N C X P M H O G D
8 <sup>th</sup>		D W D S E O F O O L T B N H B
		O S E E C S T I K N R Q L T D
11 <sup>th</sup>		Y C C E H T T W E N T I E T H
		G I S G J Y T E C U K V N B P
17 <sup>th</sup>		H O M L E A T Q W X L V K A E
		C M O U D N C Y O A P E L Z T
20 <sup>th</sup>		U E N Q E N H A T E N I M A S
		A G J V E D O O S X O G J P Y
		R V E F Z S I N Y A I H L H U
		T S U O R A E C B V G T N G K
		H L H C E L E V E N T H S S P

3 This week the museum has had the number of visits shown below.

Monday: one hundred and eight

Tuesday: 333

Wednesday: 580

Thursday: Nine hundred and fifteen

Friday: 99

Saturday: Seven hundred and sixty-four

Sunday: 900

4 Read these numbers and circle.

The digit of the tens:      16              8              801              222              90

The digit of the units:      27              703              10              566              4

6 Complete.

Number	Breakdown	Breakdown	Reading
<input type="text"/>	3 T + 8 U	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	500 + 30 + 9	<input type="text"/>
115	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	Two hundred and twenty



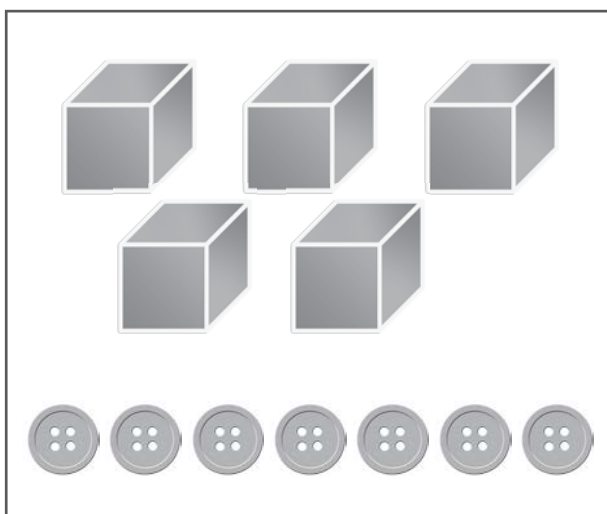
**6** Complete the table.

							597			
									629	
770										
								818		
					945					

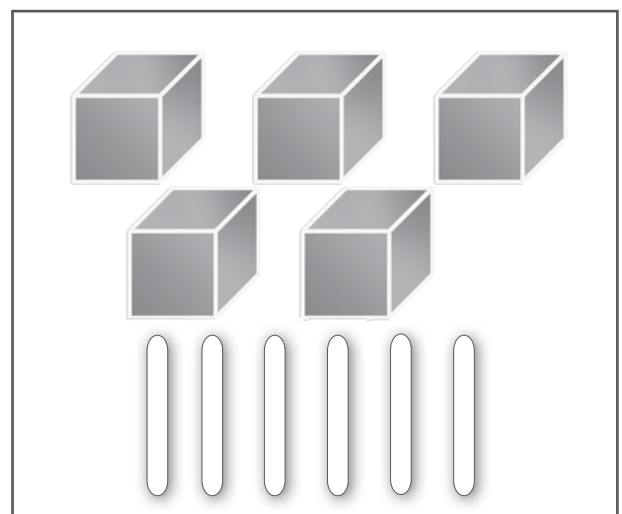
**7** Join with arrows.

731	2 hundreds and 5 tens	Seven hundred and thirty-one
250	9 hundreds and 9 units	Four hundred and fifty-seven
457	4 hundreds, 5 tens and 7 units	Nine hundred and nine
909	7 hundreds, 3 tens and 1 unit	Two hundred and fifty

**8** Mark the correct answer with an X.



570



570

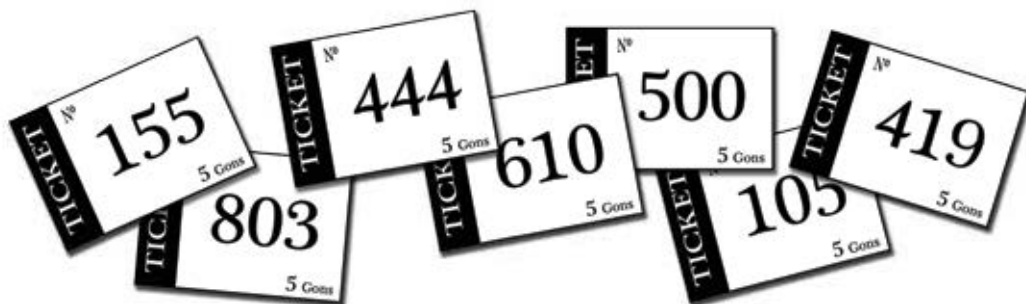
9 Complete with the signs  $<$ ,  $>$ ,  $=$ .

501  105    99  250    202  302    85  85  
75  96    120  118    136  160    909  990

10 Write the previous and the following numbers.

<input type="text"/>	$\leftarrow$	399	$\rightarrow$	<input type="text"/>
<input type="text"/>	$\leftarrow$	610	$\rightarrow$	<input type="text"/>
<input type="text"/>	$\leftarrow$	111	$\rightarrow$	<input type="text"/>
<input type="text"/>	$\leftarrow$	234	$\rightarrow$	<input type="text"/>

11 Put the numbers of tickets sold in order, from the biggest to the smallest.



<input type="text"/>
----------------------

**12** Round these numbers off to the nearest ten.

66

108

933

304

499

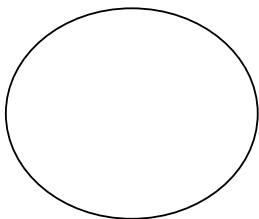
**13** Write the following numbers on the line: 56, 59, 62, 54.



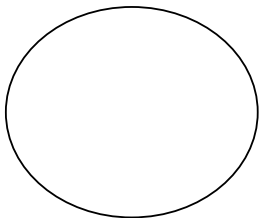
Which number is closest to 60?

Which ten is closest to 54?

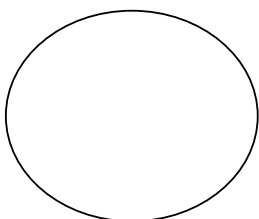
**14** Read the clues and find the numbers.



It is smaller than 500 and bigger than 400.  
 The addition of the number of the tens and the number of the units is 6.  
 The number of the units is an odd number bigger than 3.



The number of the units plus the number of the hundreds is 8.  
 The number of the tens is the same as the number of the units.  
 It is a number bigger than 400.



The number of the units is an even number smaller than 4.  
 The number of the tens plus the number of the hundreds is 7.  
 It is a three-digit number smaller than 200.

1 Add and subtract hundreds.

$460 + 200 =$	
$360 + 300 =$	
$520 + 400 =$	
$670 + 200 =$	
$240 + 500 =$	
$470 - 300 =$	
$650 - 200 =$	
$330 - 200 =$	
$890 - 500 =$	
$570 - 300 =$	

2 Complete the operations.

$460 +$		$= 660$
$360 +$		$= 660$
$520 +$		$= 920$
$670 +$		$= 870$
$240 +$		$= 740$
$470 -$		$= 170$
$650 -$		$= 450$
$330 -$		$= 130$
$890 -$		$= 490$
$570 -$		$= 270$

3 Continue the series.

300					350				
100							800		
			100						250
						800			950

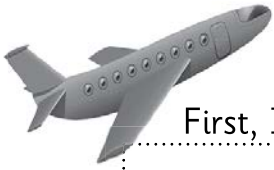
4 Round the numbers off to the nearest hundred.

Round	Hundred
310	300
298	
125	

Round	Hundred
192	
890	
718	

# Problem solving

- 1 There were 255 planes at the airport. During the morning, 35 more planes landed and 18 planes took off. How many planes are there now?



Information:

First, I calculate

Then, I calculate

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Answer

- 2 Ana has 72 trading cards more than Carmen. If Ana has 315 trading cards, how many trading cards do they have in total?

Information:

First, I calculate

Then, I calculate

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Answer

- 3 I am 45 years old. I am 7 years older than you. Make up a question.

Information:

First, I calculate

Then, I calculate

.....

.....

.....

.....

.....

.....

.....

.....

.....

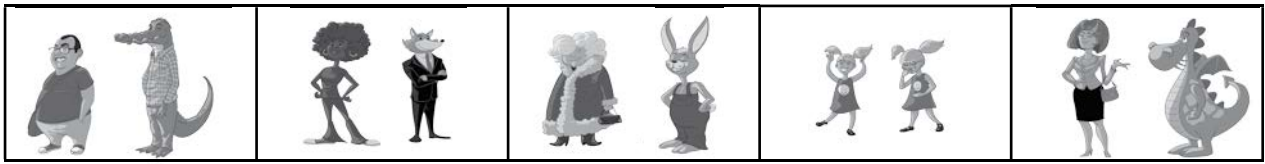
.....

Answer

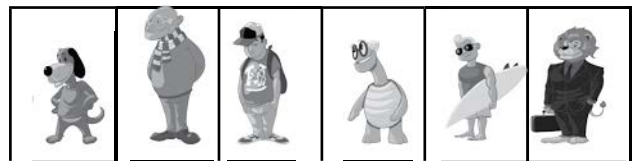
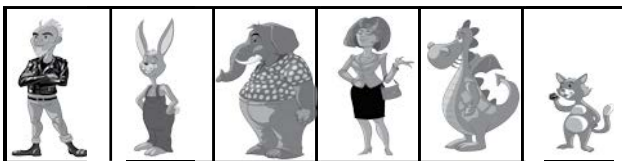
# Offers for groups

## Unit 1 Lesson 2

1 How many members are there in each group?



$$2 + 2 + 2 + 2 + 2 \longrightarrow \boxed{\phantom{00}} \times \boxed{\phantom{00}} = 10$$



$$6 + 6 + 6 \longrightarrow \boxed{\phantom{00}} \times \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

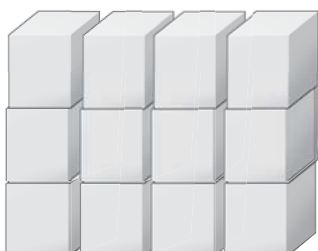
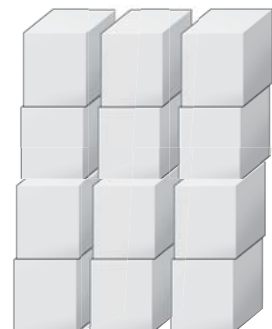


$$5 \times 3 = \boxed{\phantom{00}} + \boxed{\phantom{00}} + \boxed{\phantom{00}}$$

2 Practise the commutative property. Join with arrows.



$$4 \times 2 = 8 = 2 \times 4$$



$$3 \times 4 = 12 = 4 \times 3$$





6 Complete the pattern.

2 x		4			10					
5 x	5		15							50
6 x		12				36				
10 x							70	80		

7 Offers for school groups!

### Offers for children

Group of 55 children  $\leftrightarrow$  9G per child

Group of 110 children  $\leftrightarrow$  7G per child

Group of 165 children  $\leftrightarrow$  5G per child

Group of 220 children  $\leftrightarrow$  2G per child

Three school groups are visiting our museum today. The first group has 165 children, the second has 55 children, and the third has 220 children.

How much does each group pay?

Group 1

It pays

G

Group 2

It pays

G

Group 3

It pays

G



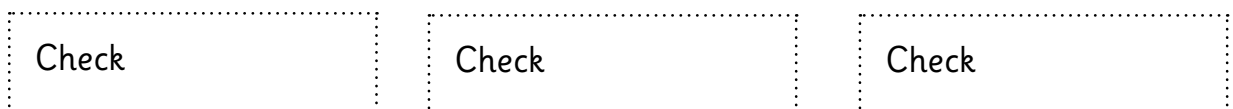
8 Today's group has 21 children. The 3 guides at the museum must divide the children into equal groups. Draw the children and complete the division.



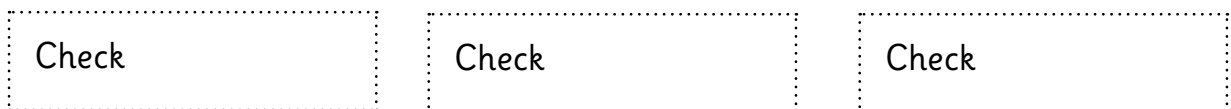
$$21 \div 3 = \boxed{\phantom{00}}$$

9 Complete as indicated.

Three exact divisions whose divisor is 7:

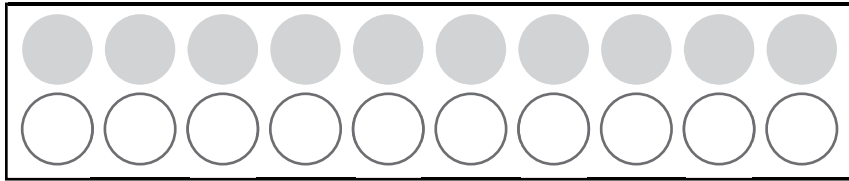


Three integer divisions whose dividend is 30:

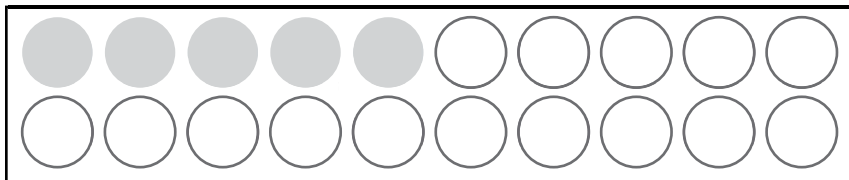




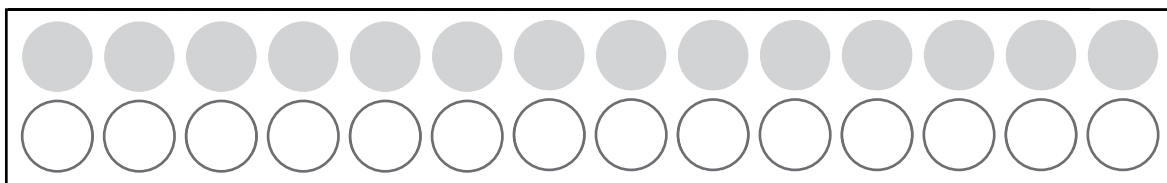
1 Calculate the half and the fourth or quarter of



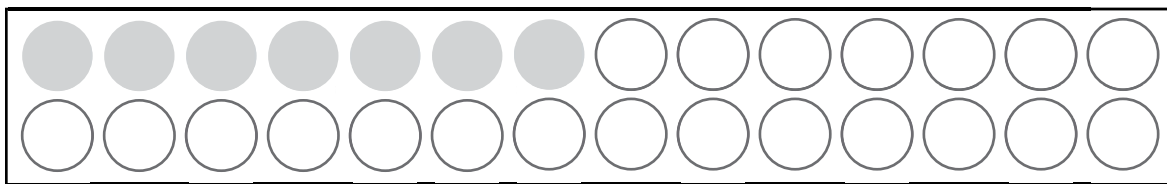
$$20 \div \boxed{\phantom{00}} = \boxed{\phantom{00}}$$



$$20 \div \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

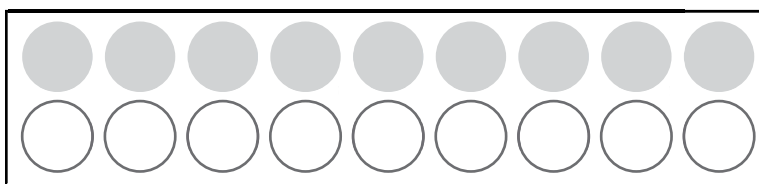


$$28 \div \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

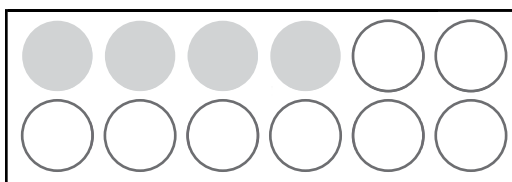


$$28 \div \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

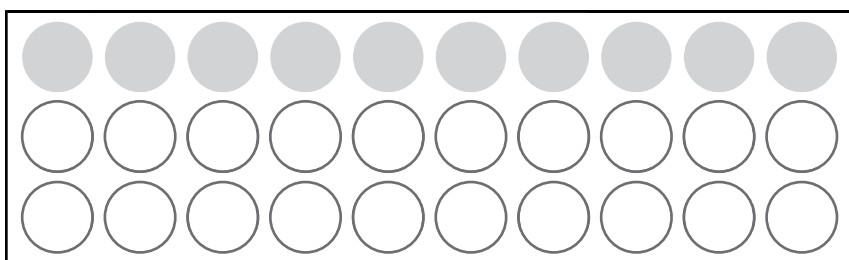
2 Calculate the third of



$$18 \div \boxed{\phantom{00}} = \boxed{\phantom{00}}$$



$$12 \div \boxed{\phantom{00}} = \boxed{\phantom{00}}$$



$$30 \div \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

# Problem solving

- 1 On his birthday Mario went to the museum. He invited five of his friends to go with him. Entry to the museum cost 25G per person. How much did Mario pay?

Information:

Operation:

Answer:

- 2 Purple Turtle usually takes 15 minutes to walk to school because she walks very slowly. But today she walked 3 times faster than usual.

Today she took  to arrive.

- 3 Use a division to show how many gons each person will have if we divide all the gons below equally among 4 friends.



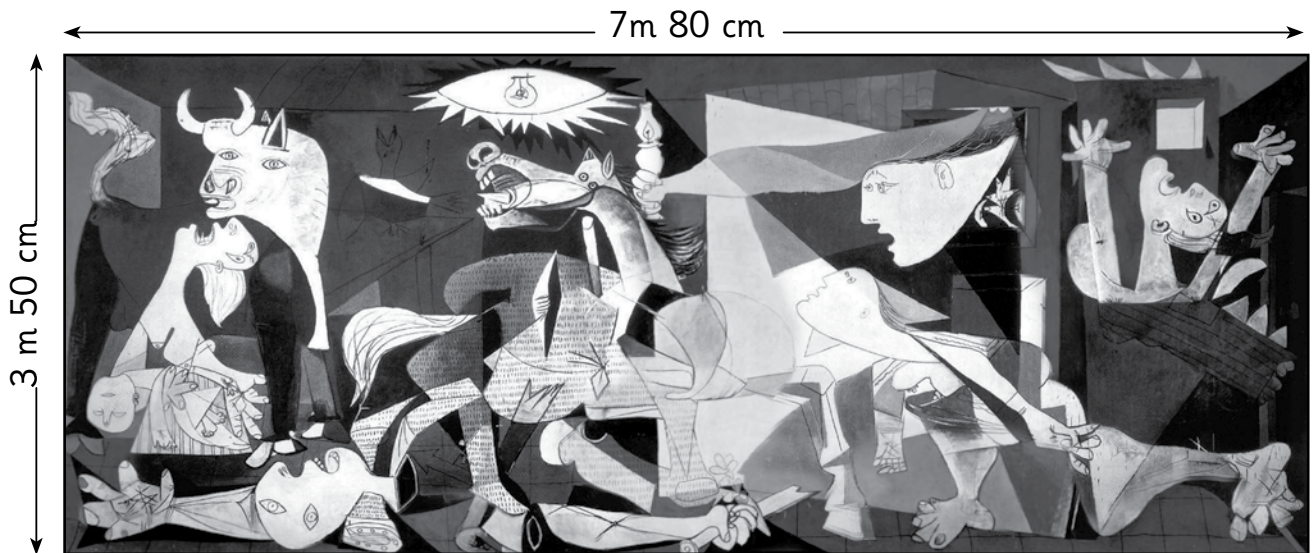
There are   $\div$   =  for each one.

# Guernica and Mona Lisa

## Unit 1

### Lesson 3

- 1 Look at the measurements of *Guernica* by Pablo Picasso and *Mona Lisa* by Leonardo da Vinci and draw these measurements with chalk on the playground.



*Guernica* is  m  cm long.

*Guernica* is  m  cm wide.

*Mona Lisa* is  m  cm long.

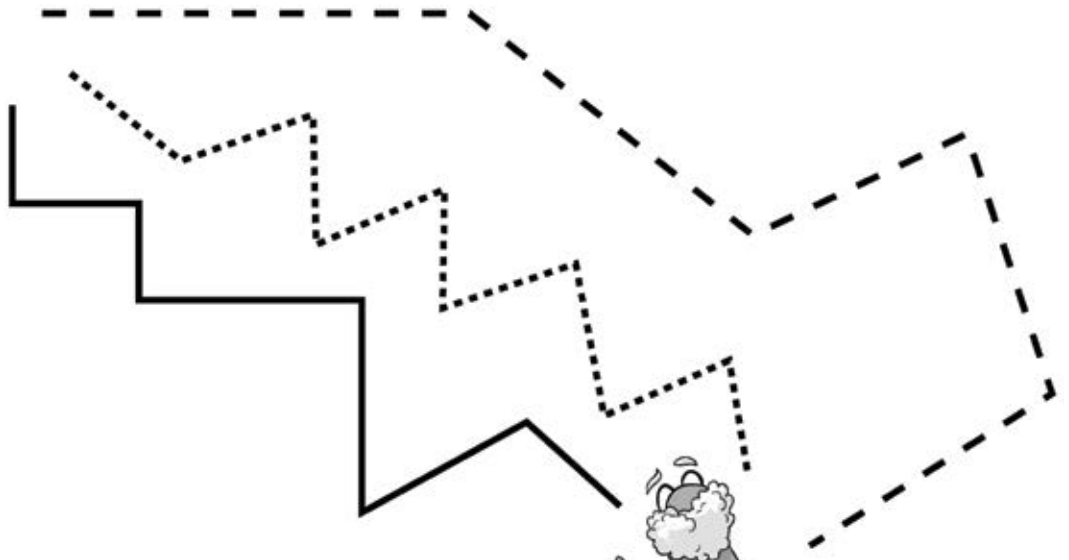
*Mona Lisa* is  m  cm wide.

- 2 Choose a big object and a small object and measure them.

I chose a  It measures  m  cm.

I also chose a  It measures  m  cm.

**3** Measure the paths and point to the shortest one.



-----	<input type="text"/>	cm
_____	<input type="text"/>	cm
.....	<input type="text"/>	cm



**4** Join with arrows.

- 1 m
- 1 dam
- 1 000 mm
- 1 km
- 1 m
- 100 m

- 1 hm
- 100 cm
- 1 000 m
- 1 m
- 10 m
- 10 dm

**5** Complete.

	Multiplying by 10	Multiplying by 100	Multiplying by 1 000
10 m			
5 m			
2 km			

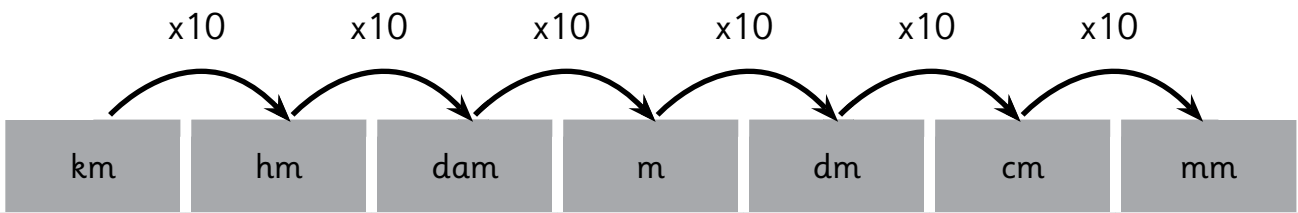
**6** Complete.

4 m x 1 000	•	→	4 000 km
11 m x <span style="border: 1px dashed black; display: inline-block; width: 80px; height: 20px; vertical-align: middle;"></span>	•	→	1 100 <span style="border: 1px dashed black; display: inline-block; width: 80px; height: 20px; vertical-align: middle;"></span>
21 m x <span style="border: 1px dashed black; display: inline-block; width: 80px; height: 20px; vertical-align: middle;"></span>	•	→	210 <span style="border: 1px dashed black; display: inline-block; width: 80px; height: 20px; vertical-align: middle;"></span>
3 km x <span style="border: 1px dashed black; display: inline-block; width: 80px; height: 20px; vertical-align: middle;"></span>	•	→	3 000 <span style="border: 1px dashed black; display: inline-block; width: 80px; height: 20px; vertical-align: middle;"></span>
12 dam x <span style="border: 1px dashed black; display: inline-block; width: 80px; height: 20px; vertical-align: middle;"></span>	•	→	120 <span style="border: 1px dashed black; display: inline-block; width: 80px; height: 20px; vertical-align: middle;"></span>
15 hm x <span style="border: 1px dashed black; display: inline-block; width: 80px; height: 20px; vertical-align: middle;"></span>	•	→	1 500 <span style="border: 1px dashed black; display: inline-block; width: 80px; height: 20px; vertical-align: middle;"></span>
20 cm x <span style="border: 1px dashed black; display: inline-block; width: 80px; height: 20px; vertical-align: middle;"></span>	•	→	200 <span style="border: 1px dashed black; display: inline-block; width: 80px; height: 20px; vertical-align: middle;"></span>

**7** Choose the most suitable unit to measure these things and mark with an X.

	km	m	cm	mm
The length of a river				
The width of a banknote				
The length of your nail				
The width of a car				
A pinhead				

8 Look at the conversion table and complete:



• 33 m and 2 dm =  dm +  dm =  dm  
 33 m x  =  dm

• 7 m and 15 cm =  cm +  cm =  cm  
 7 m x  =  cm

• 15 km and 38 m =  m +  m =  m  
 15 km x  =  m

9 Complete.

2 m =  cm + 50 cm

240 dm = 10 m +  m

8 000 m = 2 km +  km

130 cm =  dm + 5 dm

3 km = 1 000 m +  m

746 dm =  mm + 600 mm

11 m = 100 dm +  dm



**10** Write true or false.

The centimetre is the main unit of length.

T	F
---	---

100 metres is the same as 10 000 millimetres.

T	F
---	---

The abbreviation of centimetre is cm.

T	F
---	---

One kilometre is equal to 100 metres.

T	F
---	---

The abbreviation of metre is mm.

T	F
---	---

**11** Work in groups to find out approximately how many kilometres there are from your town or city to:

- the Reina Sofía National Museum and Art Center, in Madrid

..... km

- the Louvre Museum in Paris

..... km

- the Museo de Arte in Lima

..... km

- the Museo Guayasamín in Quito

..... km



Which one is closest to your own town or city?

.....

## 1 Add.

$$\begin{array}{l} 205 + 5 = \boxed{\phantom{000}} \\ 417 + 3 = \boxed{\phantom{000}} \\ 520 + 80 = \boxed{\phantom{000}} \\ 240 + 60 = \boxed{\phantom{000}} \\ 313 + 17 = \boxed{\phantom{000}} \\ 642 + 28 = \boxed{\phantom{000}} \\ 819 + 11 = \boxed{\phantom{000}} \\ 135 + 25 = \boxed{\phantom{000}} \end{array}$$

$$\begin{array}{l} 755 + 5 = \boxed{\phantom{000}} \\ 480 + 20 = \boxed{\phantom{000}} \\ 390 + 10 = \boxed{\phantom{000}} \\ 670 + 30 = \boxed{\phantom{000}} \\ 615 + 15 = \boxed{\phantom{000}} \\ 412 + 18 = \boxed{\phantom{000}} \\ 239 + 11 = \boxed{\phantom{000}} \\ 345 + 15 = \boxed{\phantom{000}} \end{array}$$

## 2 Fill in the numbers.

$$\begin{array}{l} 650 - \boxed{\phantom{000}} = 500 \\ 330 - \boxed{\phantom{000}} = 200 \\ 370 - \boxed{\phantom{000}} = 200 \\ 340 - \boxed{\phantom{000}} = 200 \\ 352 + \boxed{\phantom{000}} = 360 \\ 205 + \boxed{\phantom{000}} = 210 \\ 417 + \boxed{\phantom{000}} = 420 \\ 345 + \boxed{\phantom{000}} = 360 \end{array}$$

$$\begin{array}{l} 420 - \boxed{\phantom{000}} = 300 \\ 890 - \boxed{\phantom{000}} = 700 \\ 380 - \boxed{\phantom{000}} = 200 \\ 980 - \boxed{\phantom{000}} = 500 \\ 573 + \boxed{\phantom{000}} = 580 \\ 755 + \boxed{\phantom{000}} = 760 \\ 480 + \boxed{\phantom{000}} = 500 \\ 390 + \boxed{\phantom{000}} = 400 \end{array}$$

## 3 Add and subtract 10, 100, 1 000.

	+ 10	+ 100	+ 1 000
45	<input type="text"/>	<input type="text"/>	<input type="text"/>
122	<input type="text"/>	<input type="text"/>	<input type="text"/>
890	<input type="text"/>	<input type="text"/>	<input type="text"/>
	- 10	- 100	- 1 000
45	<input type="text"/>	<input type="text"/>	<input type="text"/>
122	<input type="text"/>	<input type="text"/>	<input type="text"/>
890	<input type="text"/>	<input type="text"/>	<input type="text"/>

# Problem solving

1 Pablo has 621 metres of wire to enclose 3 identical gardens. How many metres can he use for each garden?

Information:

Operation:

Answer:

2 If you have a piece of wood that is 9 centimetres long and you break it into 3 equal pieces, how long will each piece be?

Information:

Operation:

Answer:

3 A train travels 89 km per hour. If it has been moving at this speed for four hours, how many kilometres has it travelled?

Information:

Operation:

Answer:



Mark the correct answer.

- 1 The ordinal number before twentieth is:
  - a) ninth
  - b) nineteenth
  - c) twelfth
  
- 2 If we round off 941 to the nearest hundred, the result is:
  - a) 900
  - b) 940
  - c) 1 000
  
- 3 When an operation is shown in brackets, this means that:
  - a) the operation must be done at the end
  - b) the operation has already been done
  - c) you must start with this operation
  
- 4 The subtraction check is:
  - a)  $\text{minuend} + \text{subtrahend} = \text{difference}$
  - b)  $\text{subtrahend} + \text{minuend} = \text{difference}$
  - c)  $\text{difference} + \text{subtrahend} = \text{minuend}$
  
- 5 One kilometre
  - a) is equal to 1 000 cm and its abbreviation is km.
  - b) is equal to 1 000 m and its abbreviation is km.

Primary

6

# Maths

Activity Book



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## Welcome back!

Remember that good research means:

- 1 being humble and accepting that sometimes we all make mistakes
- 2 taking risks and going past the set limits; we shouldn't put barriers on our investigation – we need to be adventurous
- 3 spending as much time as possible on the task
- 4 understanding that researching isn't studying; we need to know how to think
- 5 being well organised.

### Presenting our work

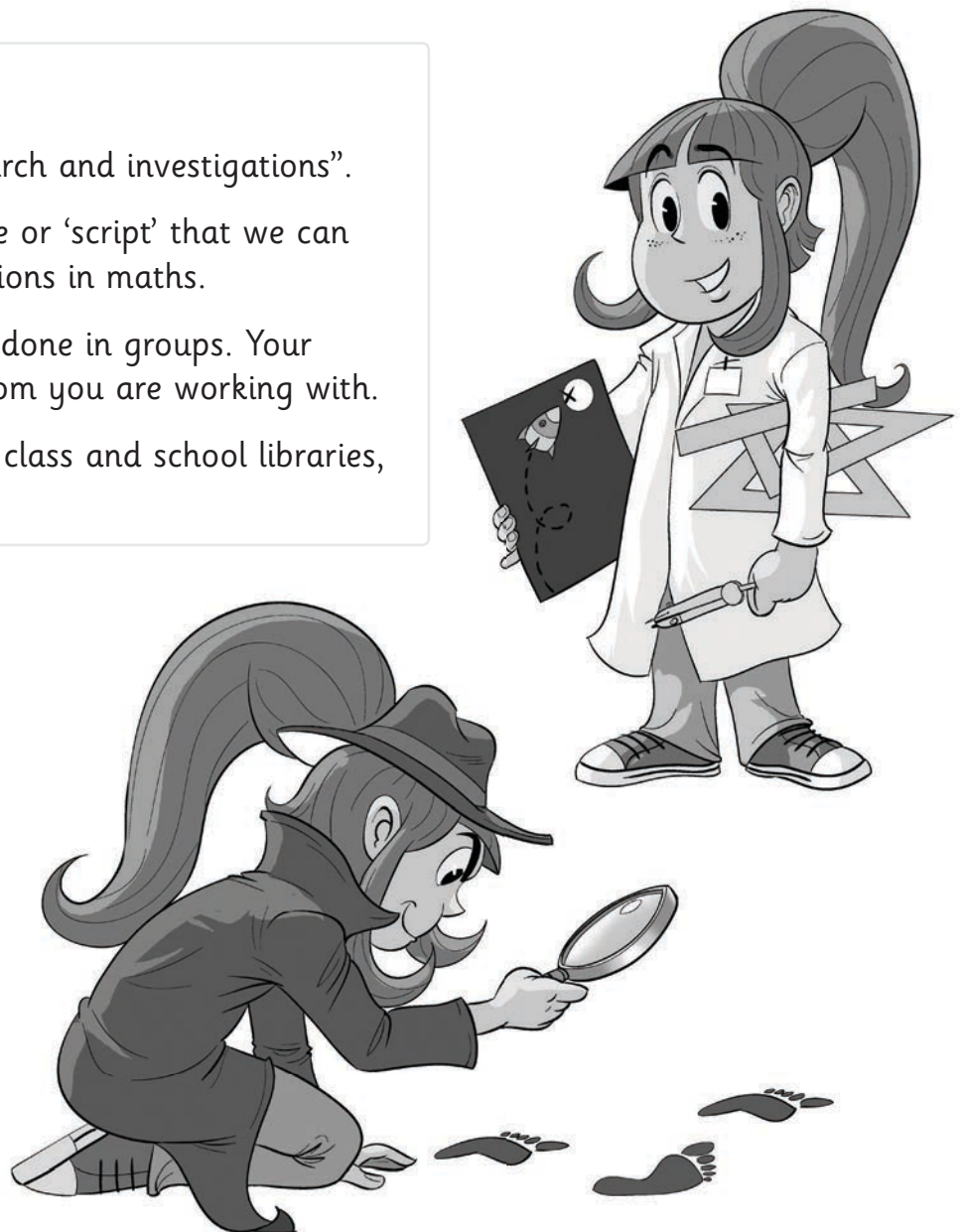
How to carry out “research and investigations”.

We should make a guide or ‘script’ that we can use for future investigations in maths.

This task is going to be done in groups. Your teacher will tell you whom you are working with.

You should use ICT, the class and school libraries, etc.

Now we're ready to start our investigations. You're about to become the Sherlock Holmes of mathematics.



Make a note of the names of all the members of your research team here.

Name:

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Name:

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- 1 Write down the numbers from page 4 of your student's book and say what magnitude they refer to:

- 2 Make a table to show the place value of a 12-digit number and put the following numbers in the table:

624 153 978 147

159 357 456 621

415 628 963 457

- 3 Break the numbers down into their additive form.

364 265 120 647 =

156 900 001 040 =

4 Break the numbers down into their additive/multiplicative form.

364 265 120 647 =

.....  
.....  
.....

156 900 001 040 =

.....  
.....  
.....

349 742 321 888 =

.....  
.....  
.....

5 Write the following numbers in words:

624 153 978 147 =

.....  
.....

.....  
.....

159 357 456 621 =

.....  
.....

.....  
.....

415 628 963 457 =

.....  
.....

.....  
.....

**6** Invent a number and write it in words.

.....  
 .....  
 ..... = .....

**7** Round off to the nearest million.

2 365 987 = .....

5 012 365 = .....

3 365 987 = .....

6 900 000 = .....

7 321 214 = .....

8 547 789 = .....

**8** Round off as in the example.

2 365 987 = 2 365 990 = 2 366 000 = 2 370 000 = 2 400 000 = 2 000 000

5 012 365 = .....

3 365 987 = .....

**9** Get together with your research team. What conclusion can you come to from the previous exercise?

.....  
 .....  
 .....

10 Calculate:

$$25(12 + 11) - 2(25 - 24) =$$

$$3(15 - 10) + 2(10 - 5) =$$

$$12(22 + 1) - 3(21 - 20) =$$

$$5(30 - 27) + 4(20 - 5) =$$

$$30(23 + 11) + 9(24 - 9) =$$

$$4(9 - 5) + 2(10 + 6) =$$

$$20(33 - 11) - 2(90 - 80) =$$

$$6(42 - 24) + 4(56 - 3) =$$

# Calculate

1 Do the following additions and check your answers:

$$\begin{array}{r} 643\,253\,215\,698 \\ + 154\,987\,546\,178 \\ \hline \end{array}$$

$$\begin{array}{r} 415\,120\,654\,932 \\ + 154\,987\,546\,178 \\ \hline \end{array}$$

2 Do the following subtractions and check your answers:

$$\begin{array}{r} 759\,953\,647\,721 \\ - 498\,365\,412\,644 \\ \hline \end{array}$$

$$\begin{array}{r} 354\,698\,560\,001 \\ - 210\,456\,871\,020 \\ \hline \end{array}$$

3 Calculate:

$$415\,120\,654\,932 \div 365$$

$$\begin{array}{r} 415\,120\,654\,932 \\ \times \quad \quad \quad 912 \\ \hline \end{array}$$

1 Find the number that meets all the following conditions:

- It has twelve digits.
- The units' columns in the thousands, ten thousands and hundred thousands are all 5s.
- The numbers in the tens' columns are all even numbers which run consecutively from right to left.
- Complete the remaining digits with 9.

2 Take the number: 101 123 456 101 and write down all the different parts of the number so that we can write instructions as in the previous problem.

3 Look at this number written in words: two thousand four hundred and seventy-nine trillion, three hundred and fifty-three billion, three hundred and fifty thousand, five hundred and twenty-seven. How many digits has the number got?

4 José observes that the first 4 numbers on his identity card are the lowest consecutive numbers and that the next four are the first consecutive odd numbers. Add up the eight numbers on his identity card.

# Land

- 1 Draw a thermometer and mark the temperatures shown on page 10 of your student's book.



- 2 Write the answers using positive or negative numbers:

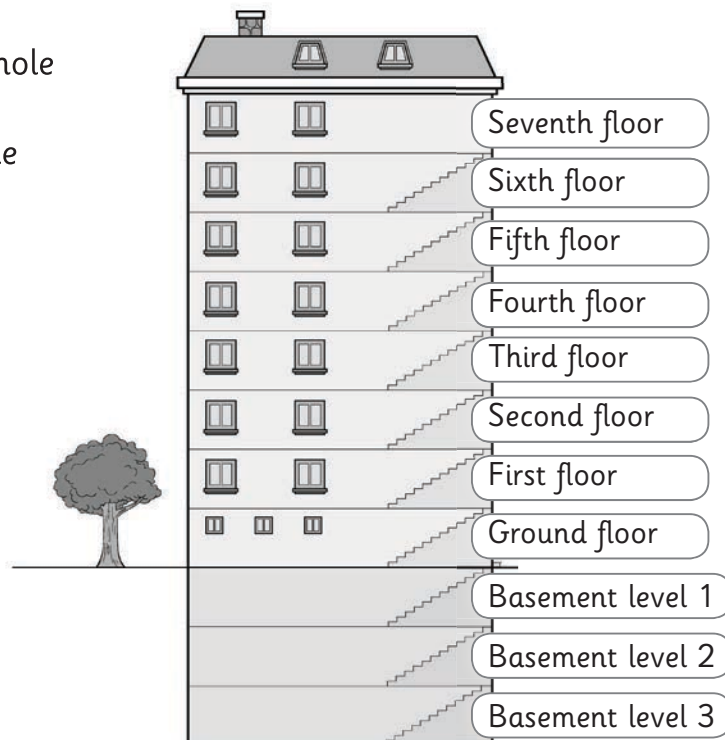
The temperature is fifteen degrees below zero.

Seven metres above sea level.

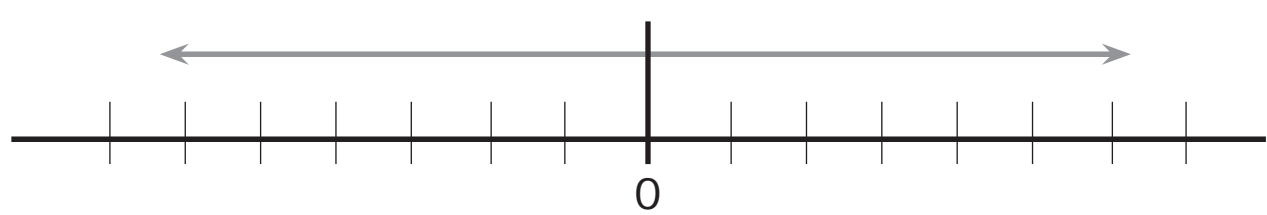
The temperature is 23 degrees above zero.

Go down to basement level 4.

- 3 Write the correct whole number next to the different floors of the building.



4 Write the numbers from -7 to +7 on the number line.



5 What are the opposites of the following numbers?

-3, +6, -8, +1, +9, -2, -7, +5, -9 and 0.

The opposite of -3 =

=

=

=

=

=

=

=

=

=

6 Calculate the absolute value of the previous numbers:

$|-3| =$

=

=

=

=

=

=

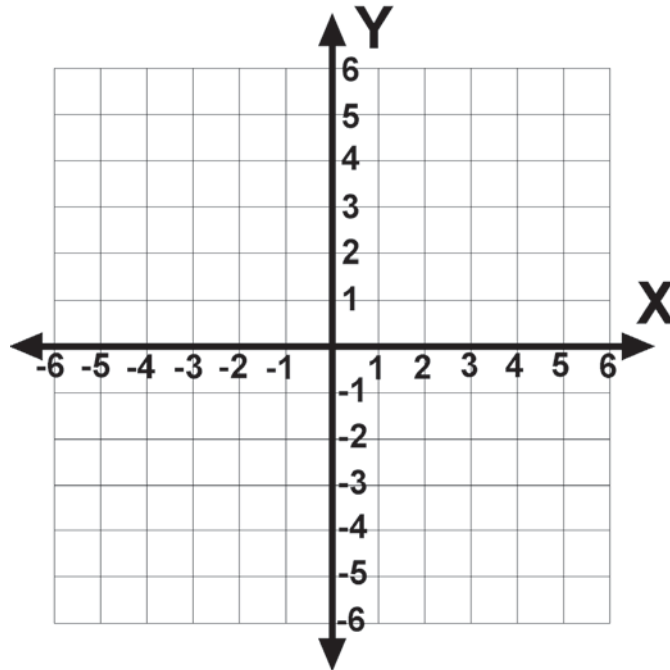
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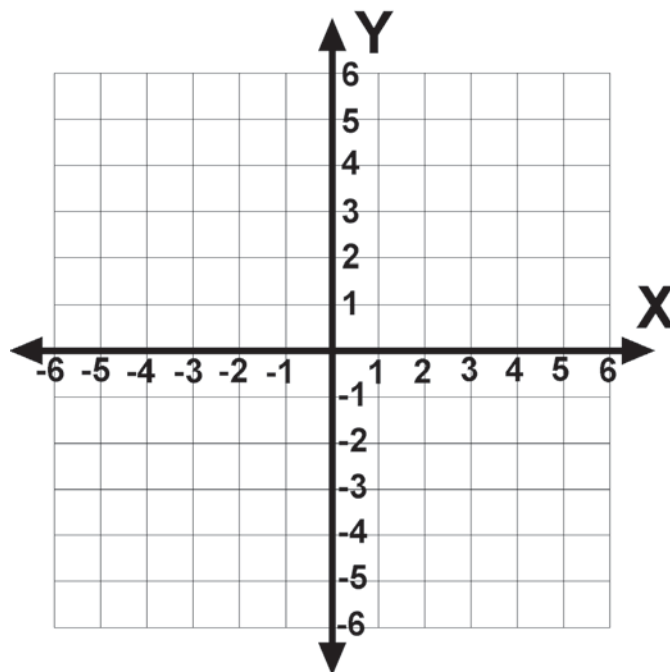


**7** Mark the following pairs of coordinates on the Cartesian grid:



- |          |            |            |            |
|----------|------------|------------|------------|
| a) (3,1) | b) (-4,-5) | c) (-1,1)  | d) (2,-5)  |
| e) (1,6) | f) (-6,-1) | g) (-1,-6) | h) (-6,-1) |

**8** Now mark the following pairs of coordinates on this grid:



- |             |             |            |            |
|-------------|-------------|------------|------------|
| a) (-3, -1) | b) (4,5)    | c) (1, -1) | d) (-2, 5) |
| e) (-1, -6) | f) (-6, -1) | g) (1, -6) | h) (6, -1) |

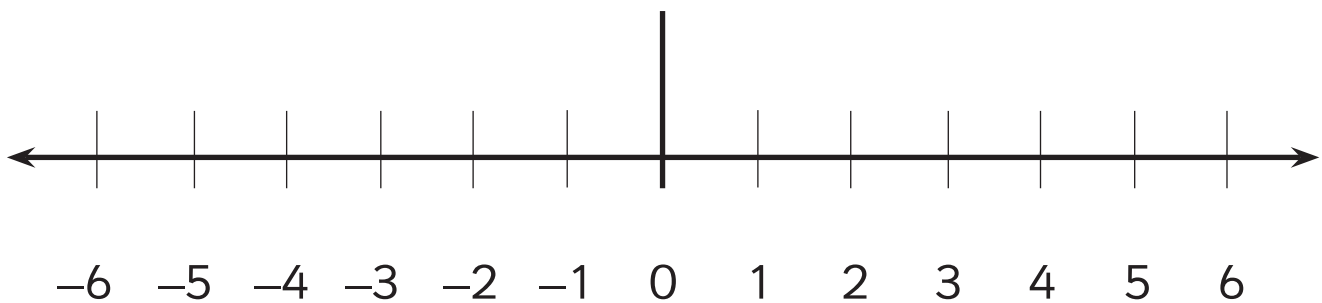
**9** Add the following numbers, sometimes called integers, on the number line:

a)  $-3 + 4 =$

b)  $5 - 6 =$

c)  $2 - 1 =$

d)  $-6 + 1 =$



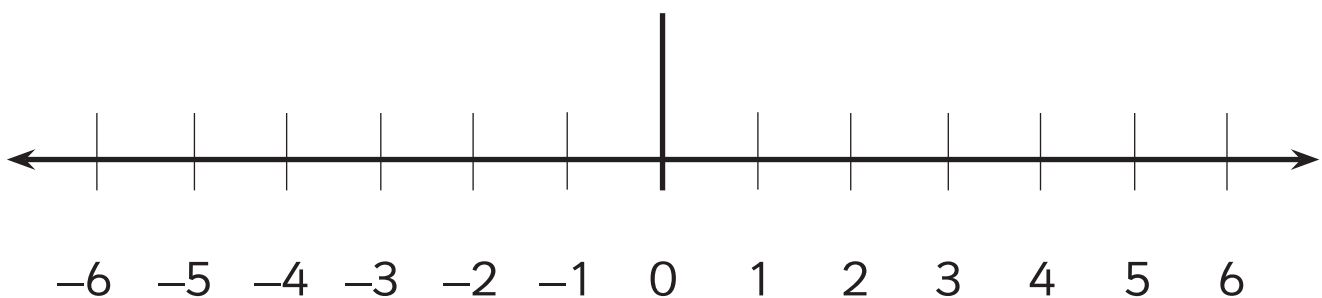
**10** Subtract the following numbers, or integers, on the number line:

a)  $-3 - 4 =$

b)  $-5 - 6 =$

c)  $-2 - 1 =$

d)  $-6 - 1 =$



# Calculate

1 Do the following operations in your head.

$2 \times 1\,000 =$

$5 \times 1\,000\,000 =$

$303 \times 1\,000 =$

$26\,000 : 1\,000 =$

$36\,000\,000 : 10\,000 =$

$330 : 10 =$

2 Work these additions out in your head:

$3\,000\,000 + 500\,000 + 60\,000 + 100 + 2 =$

$82\,000\,000 + 90\,000 + 7\,000 + 50 + 3 =$

$60\,000\,000 + 2\,000\,000 + 32\,000 + 220 + 5 =$

$2\,500\,000 + 100\,000 + 25\,000 + 25 =$

3 Work these divisions out in your head:

$900 \div 300 =$

$220 \div 110 =$

$250 \div 50 =$

$810 \div 90 =$

$270 \div 3 =$

$640 \div 80 =$

$450 \div 5 =$

$720 \div 80 =$

3 Work these multiplications out in your head:

$900 \times 300 =$

$220 \times 20 =$

$250 \times 10 =$

$810 \times 90 =$

$270 \times 2 =$

$640 \times 3 =$

$450 \times 100 =$

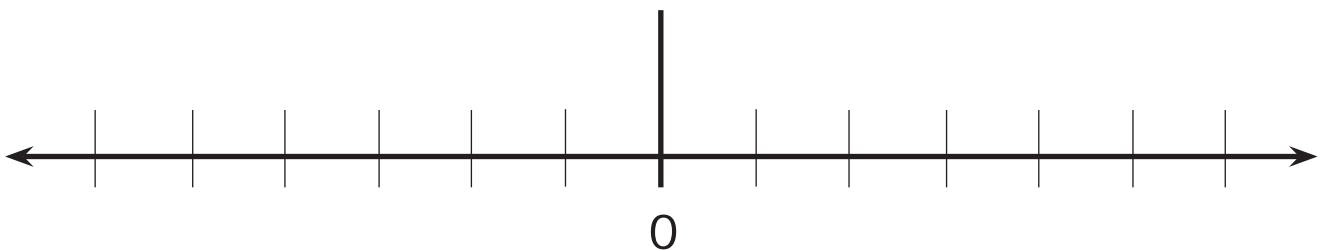
$720 \times 3 =$

# Problem solving

- 1 Work with your research group and write down the maximum and minimum temperatures (in degrees Celsius) of the cities in the table:

	Monday		Tuesday		Wednesday		Thursday		Friday	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
Moscow										
Madrid										
Caracas										
Berlin										
Rabat										
Peking										
Washington										
Canberra										
Mexico City										

- 2 Choose some of the information from the previous exercise and show it on the number line.



- 3 The house thermometer is showing minus four degrees outside and plus twenty inside. Write the numbers below:

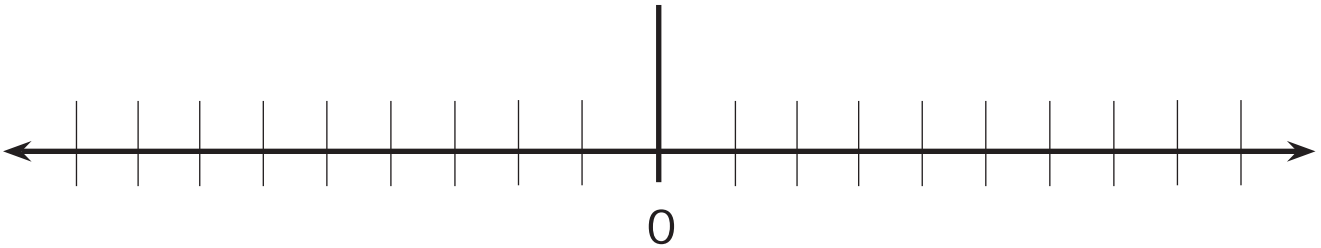
Outside

Inside

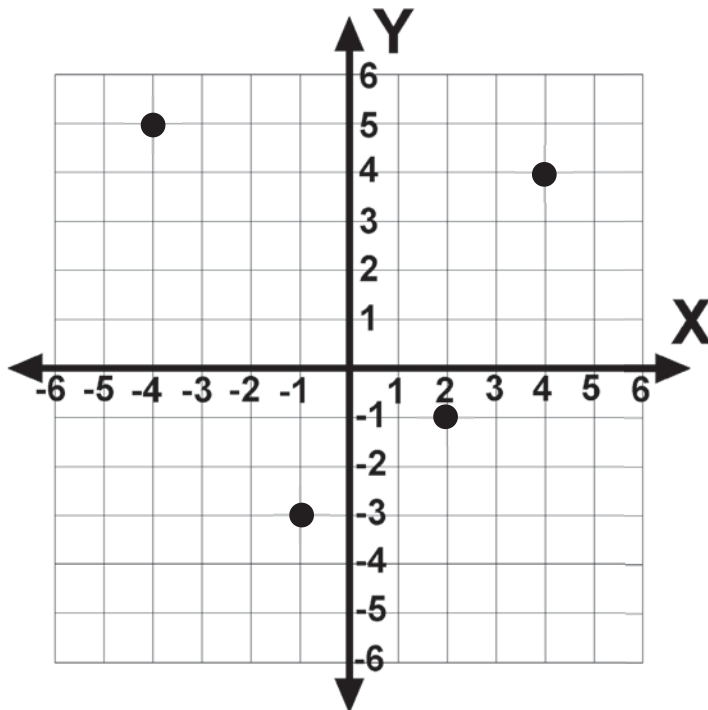
# Self-evaluation



- 1 We have a thermometer that shows  $9^{\circ}\text{C}$  in the day but  $10^{\circ}\text{C}$  lower at night. If we want to show this information on a number line, which way do we move if we are at  $9^{\circ}\text{C}$ ?



- 2 Write the coordinates for the points below:







- 3 Write these numbers on the number line:

$-6, -3, 5, 3, -1, 0, 2$

