Let's Do MATHEMATICS

Worktext 2B

*for learners **7 - 8 years old***

Let's Do Mathematics

Let's Do Mathematics is a series covering levels K-6 and is fully aligned to the United States Common Core State Standards (USCCSS). Each level consists of two books (Book A and Book B) and combines textbook-style presentation of concepts as well as workbook practice.

Central to the USCCSS is the promotion of problem-solving skills and reasoning. Let's Do Mathematics achieves this by teaching and presenting concepts through a problem-solving based pedagogy and using the concrete-pictorial-abstract (CPA) approach. Learners acquire knowledge and understanding of concepts through a guided progression beginning with concrete examples and experiences which then flow into pictorial representations and finally mastery at the abstract and symbolic level. This approach ensures that learners develop a fundamental understanding of concepts rather than answering questions by learned procedures and algorithms.

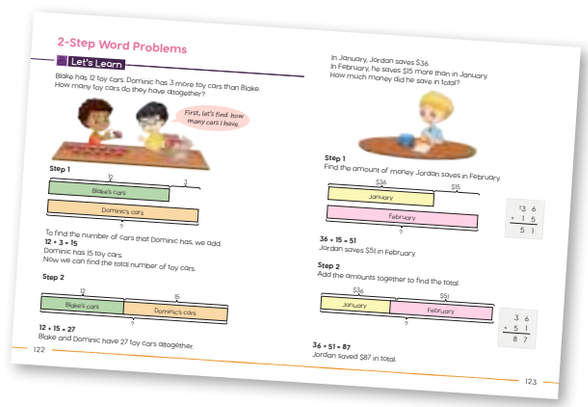
Key features of the series include:

Anchor Task

Open-ended activities serve as the starting point for understanding new concepts. Learners engage in activities and discussions to form concrete experiences before the concept is formalized.

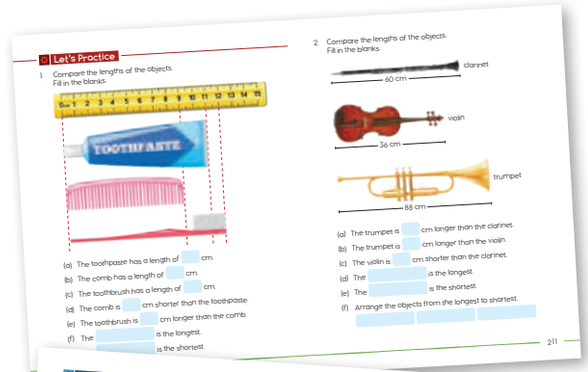
Let's Learn

Concepts are presented in a clear and colorful manner. Worked problems provide learners with guided step-by-step progression through examples. Series mascots provide guidance through helpful comments and observations when new concepts are introduced.



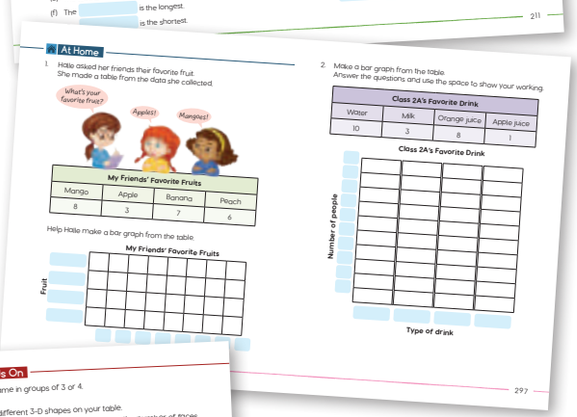
Let's Practice

Learners demonstrate their understanding of concepts through a range of exercises and problems to be completed in a classroom environment. Questions provide a varying degree of guidance and scaffolding as learners progress to mastery of the concepts.



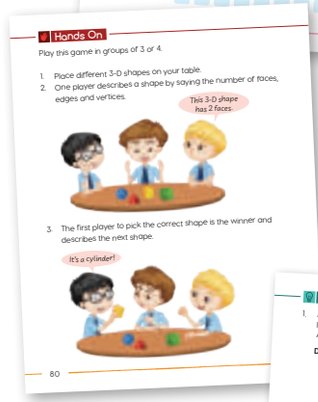
At Home

Further practice designed to be completed without the guidance of a teacher. Exercises and problems in this section follow on from those completed under Let's Practice.



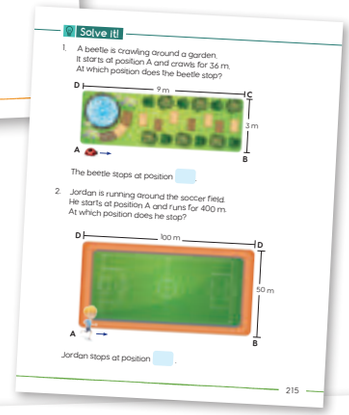
Hands On

Learners are encouraged to 'learn by doing' through the use of group activities and the use of mathematical manipulatives.



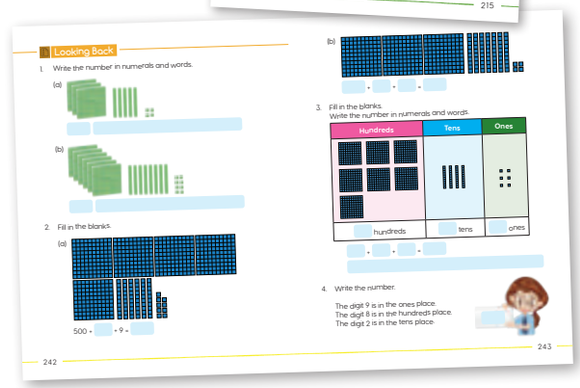
Solve It!

Activities that require learners to apply logical reasoning and problem-solving. Problems are often posed which do not have a routine strategy for solving them. Learners are encouraged to think creatively and apply a range of problem-solving heuristics.



Looking Back

Consolidated practice where learners demonstrate their understanding on a range of concepts taught within a unit.

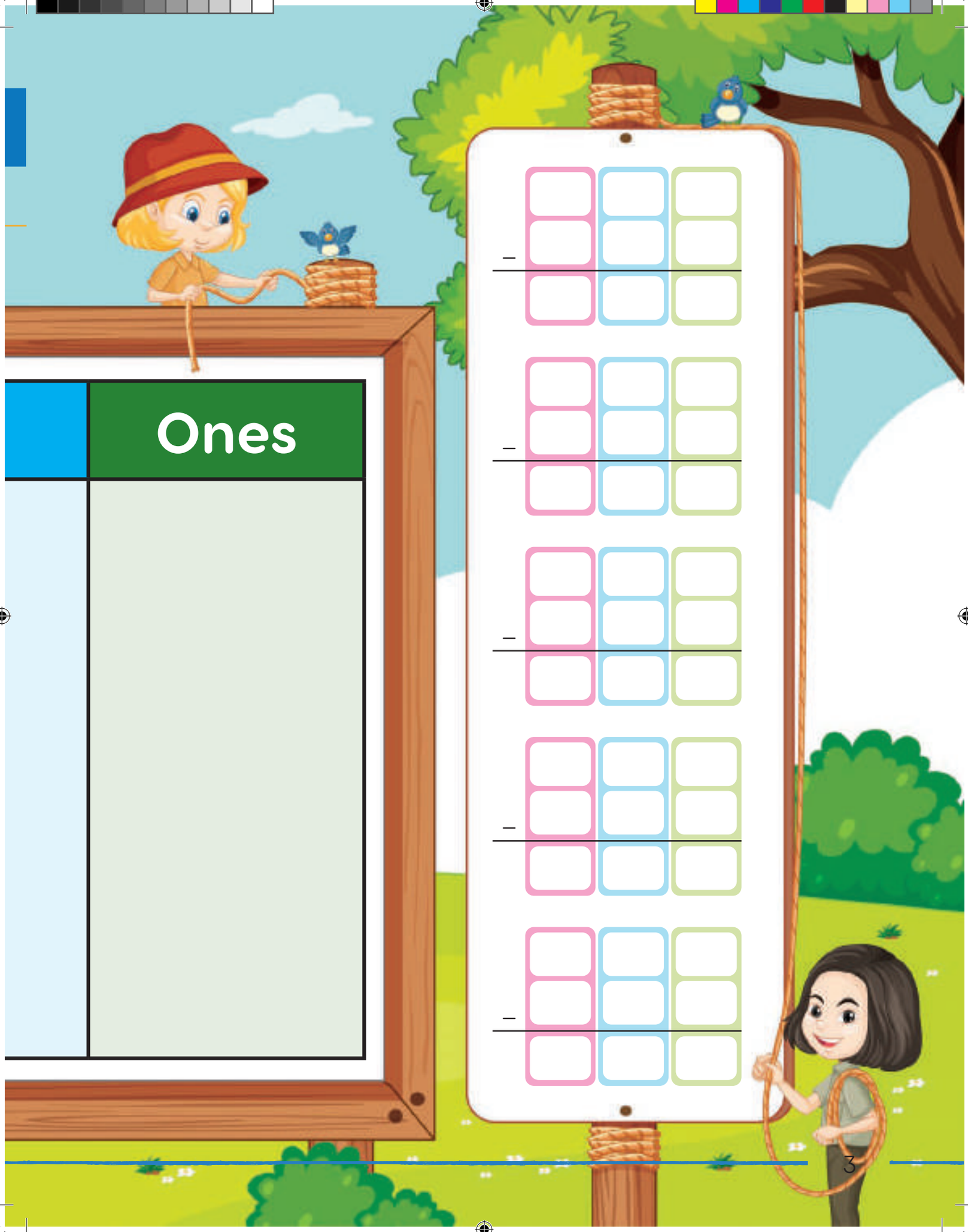


Contents

5 Subtraction Within 1,000

Anchor Task

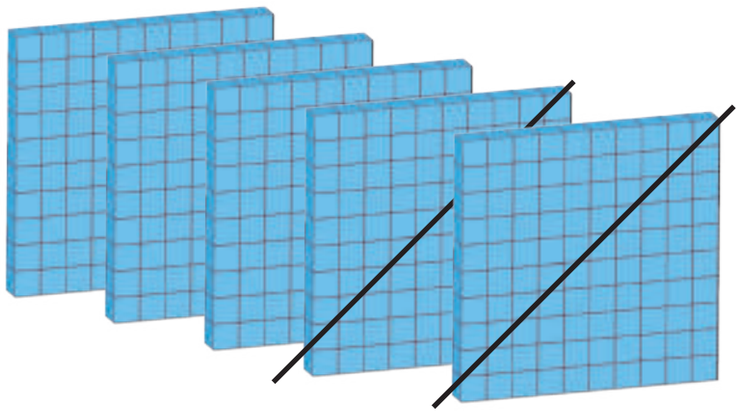
Hundreds	Tens


Ones

Subtracting 100s and 10s

Let's Learn

Find 500 – 200.

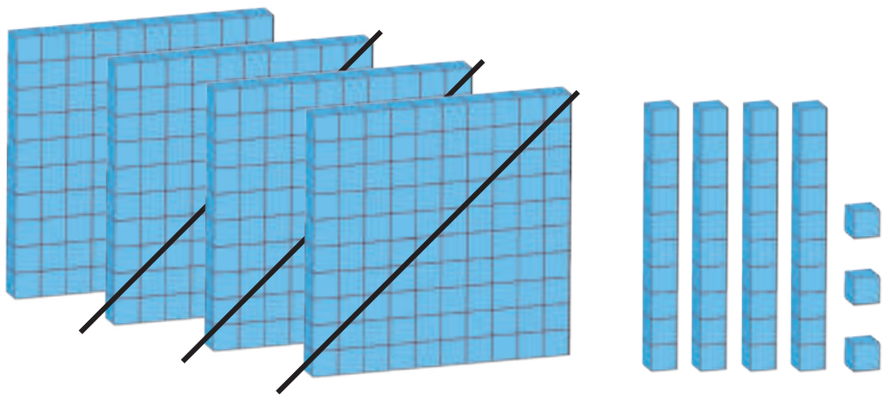


Subtract the hundreds.

500 – 200 = 300

	H	T	O
	5	0	0
–	**2**	0	0
	3	0	0

Find 443 – 300.

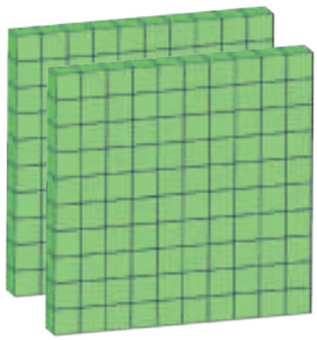


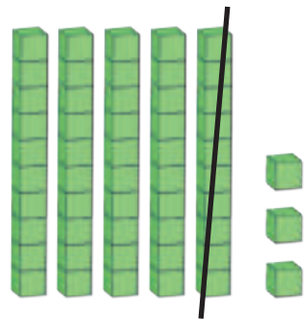
Subtract the hundreds.

443 – 300 = 143

	H	T	O
	4	4	3
–	**3**	0	0
	1	4	3

Find 253 – 10.



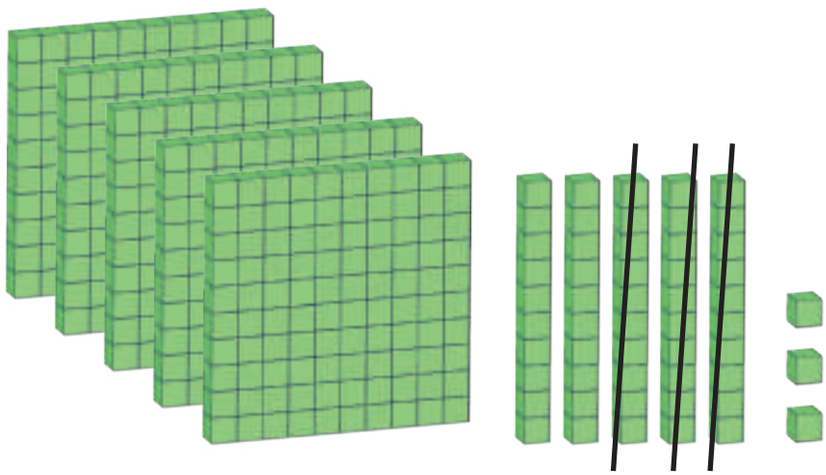


Subtract the tens.

	H	T	O
	2	**5**	3
–		**1**	0
	2	**4**	3

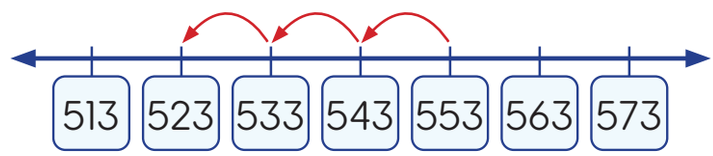
253 – 10 = 243

Find 553 – 30.



Subtract the tens.

	H	T	O
	5	**5**	3
–		**3**	0
	5	**2**	3

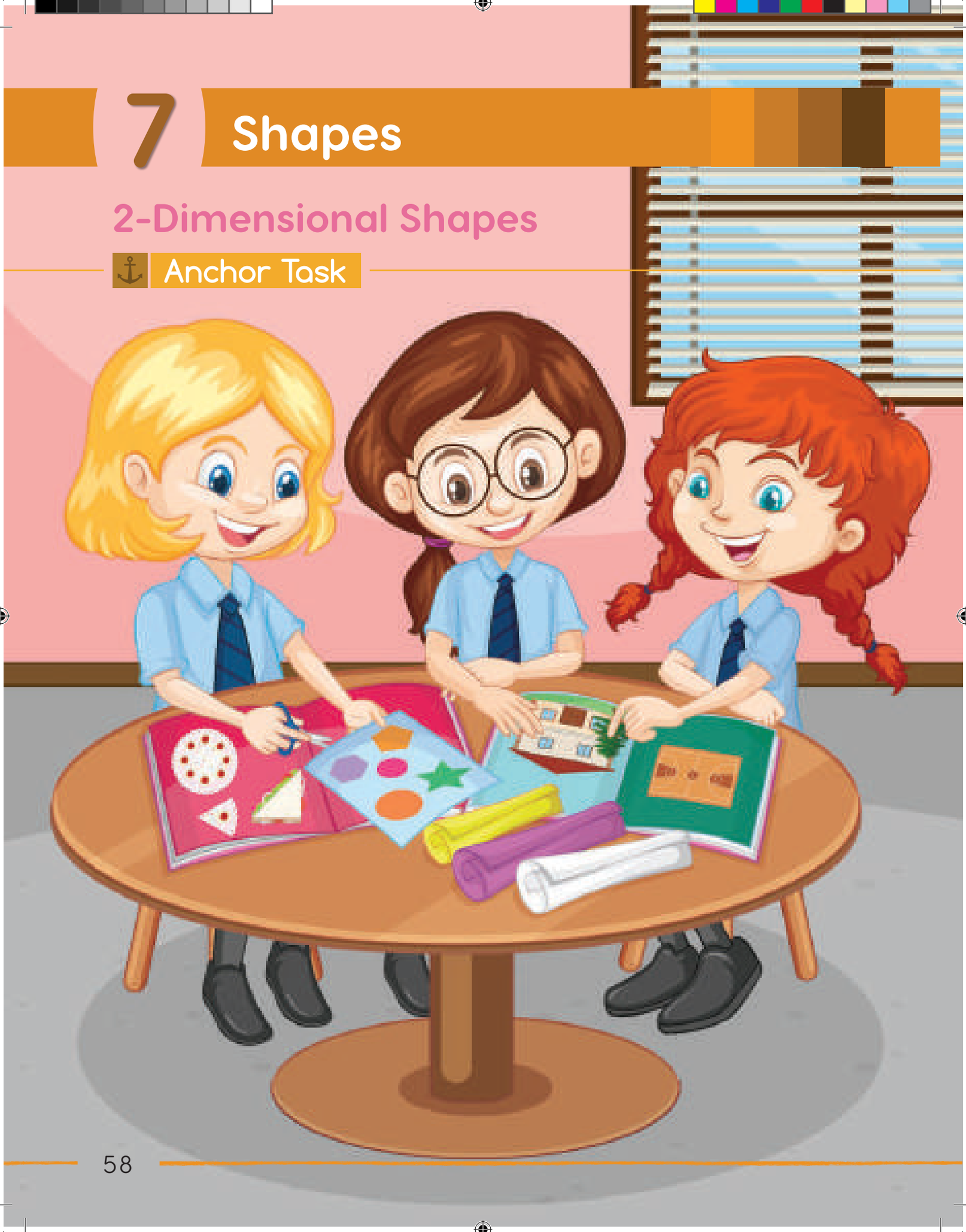


553 – 30 = 523

7 Shapes

2-Dimensional Shapes

Anchor Task

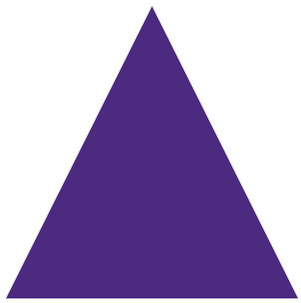


Find interesting shapes in old magazines.
Cut them out and paste below.
Can you describe how the shapes look?

Interesting Shapes!

Let's Learn

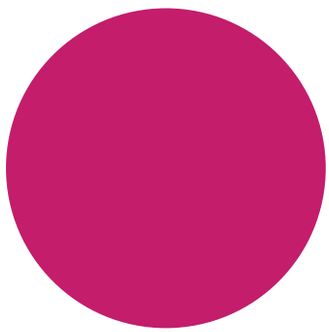
These are two-dimensional shapes.
In what ways are the shapes different?



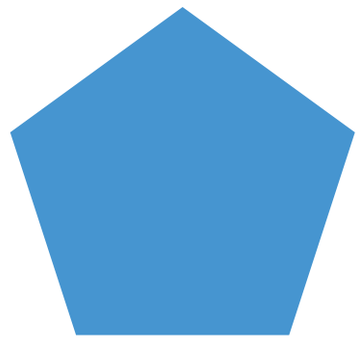
triangle

square

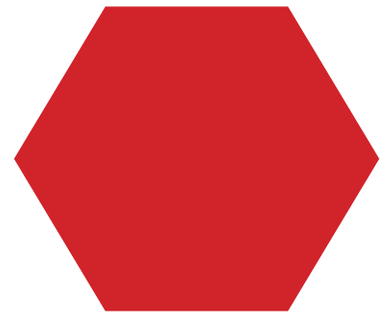
rectangle



circle



pentagon

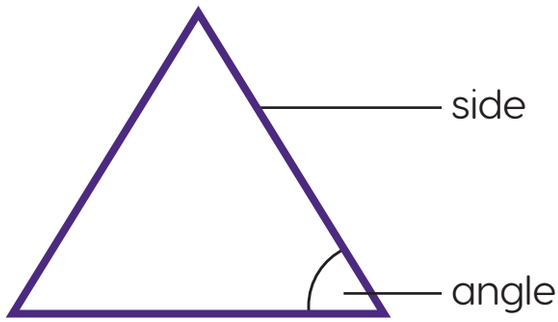


hexagon

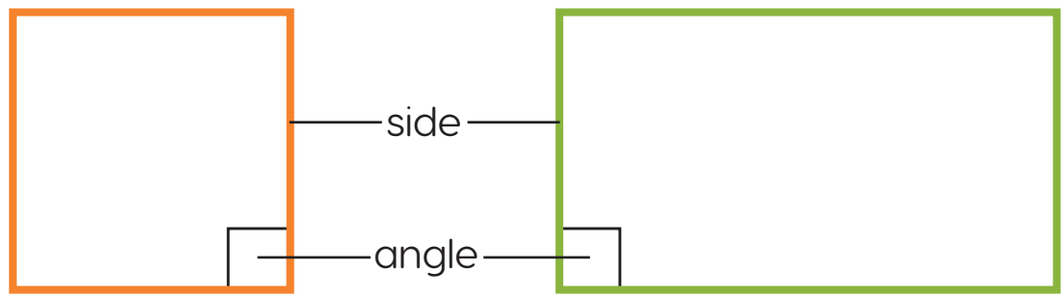
trapezoid

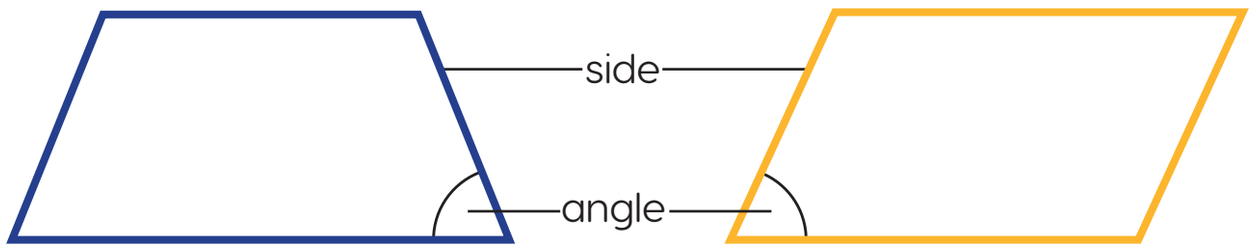
parallelogram

Triangles have 3 straight sides and 3 angles.

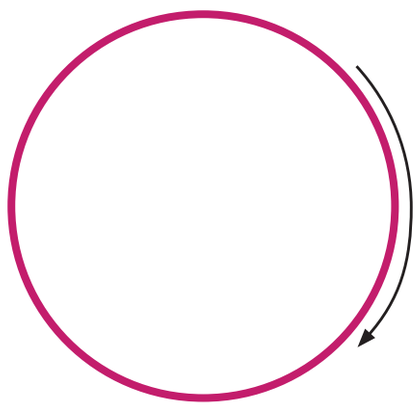


Squares, rectangles, trapezoids and parallelograms are quadrilaterals. A quadrilateral has 4 straight sides and 4 angles.



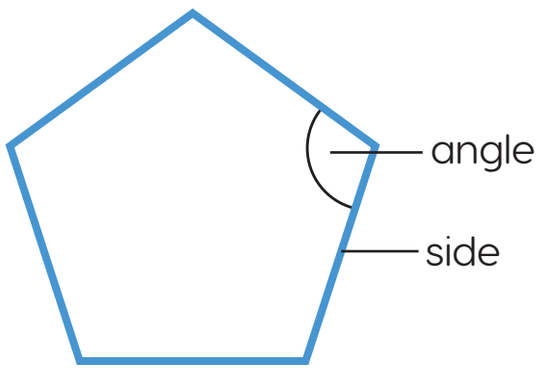


Circles are round in shape. They do not have sides or angles.

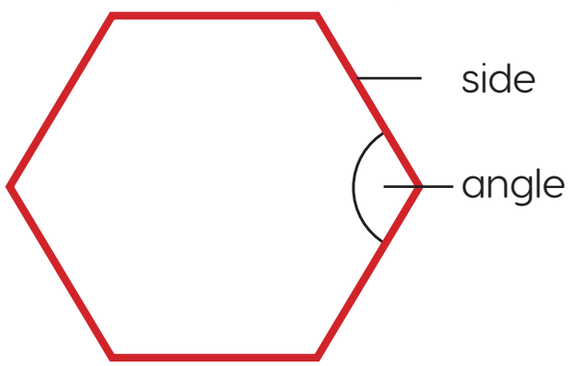


Compare the pentagon and hexagon below. In what ways are they different?

Pentagons have 5 straight sides and 5 angles.



Hexagons have 6 straight sides and 6 angles.



Let's Practice

1. Trace the shapes and match.

- circle
- hexagon
- square
- parallelogram
- trapezoid
- pentagon
- triangle
- rectangle

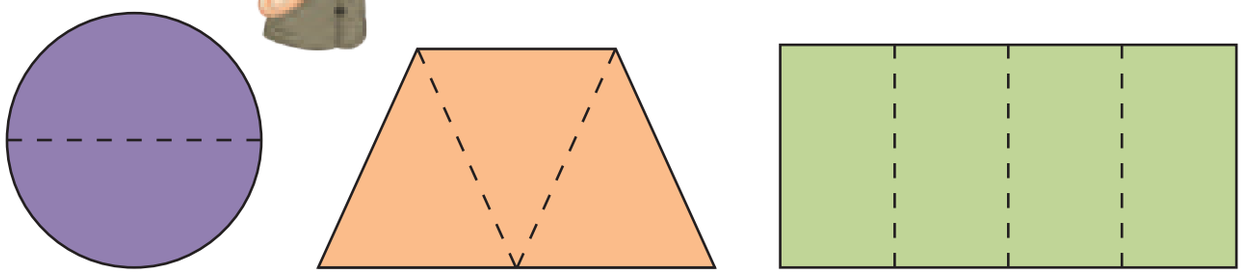
Halves, Thirds and Quarters

Anchor Task

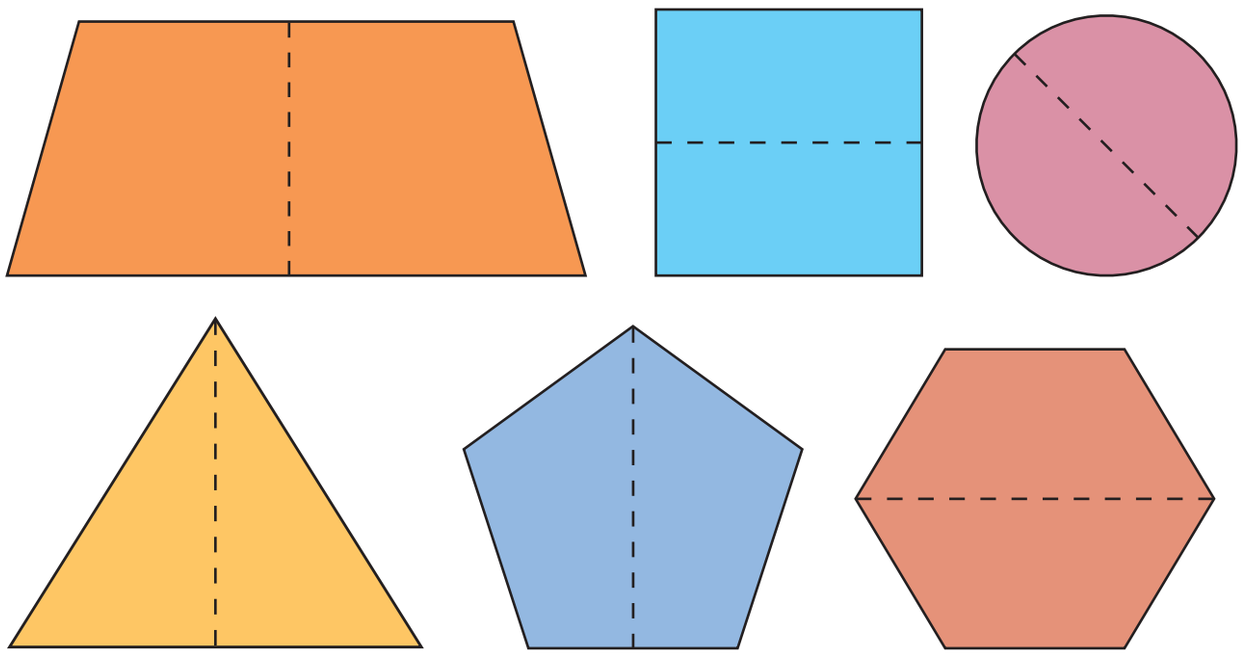
Let's Learn

We can divide shapes into **equal parts**.
We know a shape has equal parts when each part within the shape is the same shape and size.

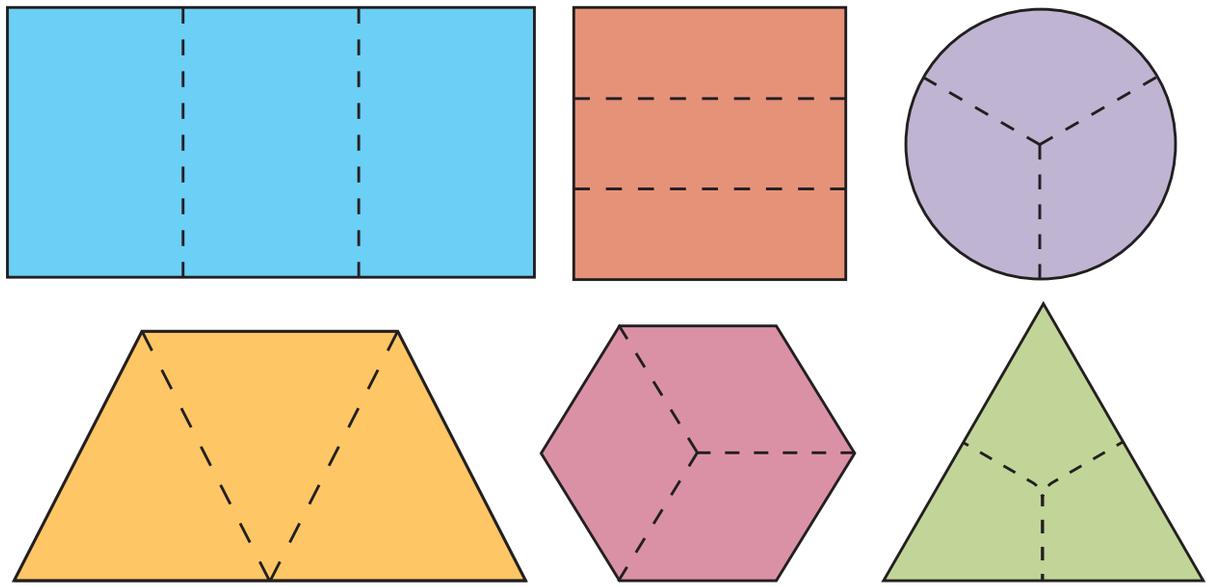
These shapes have equal parts.



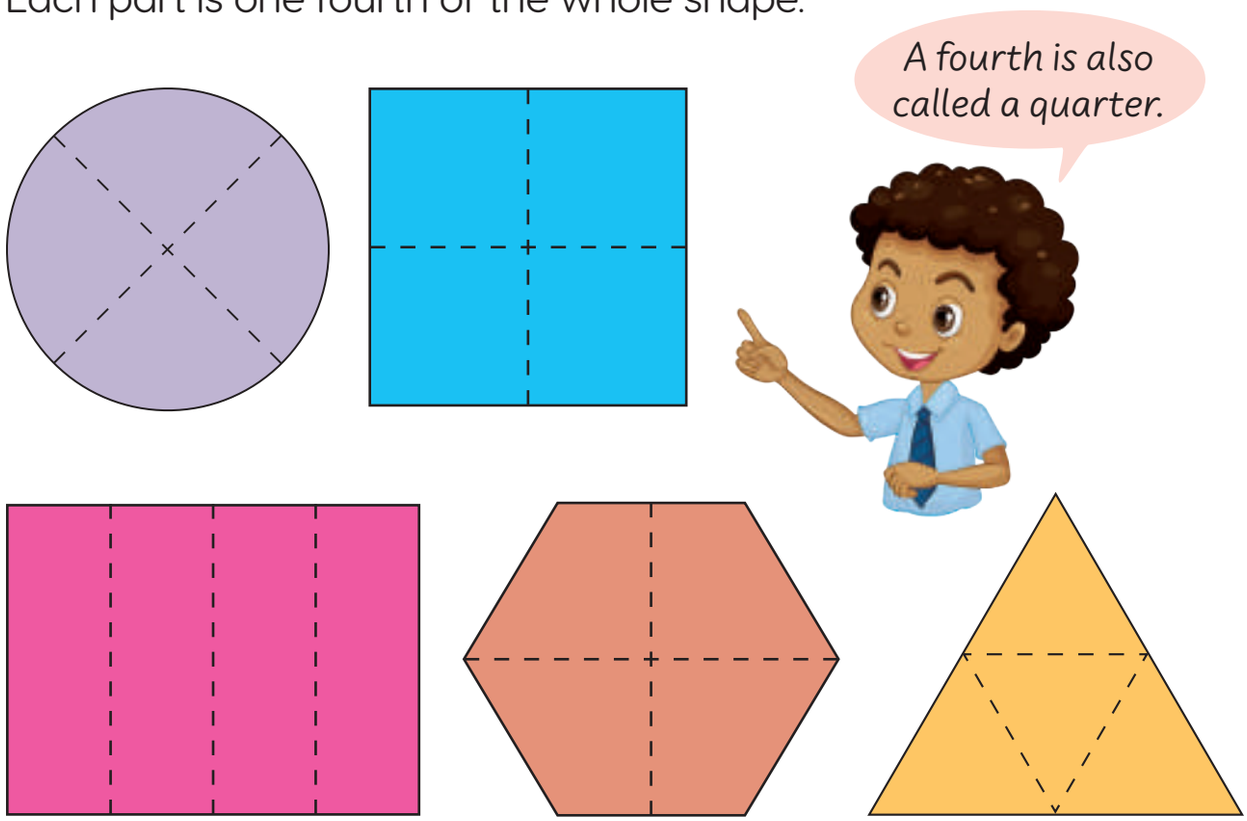
The shapes below have two equal parts or two **halves**.
Each part is one half of the whole shape.



The following shapes have three equal parts or three **thirds**.
Each part is one third of the whole shape.



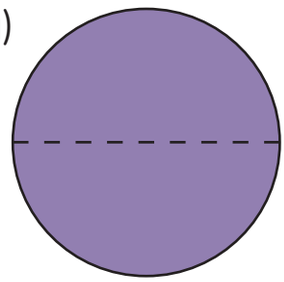
The shapes below have four equal parts or four **fourths**.
Each part is one fourth of the whole shape.



Let's Practice

1. Tick the shapes that are divided into equal parts.
   Cross the shapes that are divided into unequal parts.

(a)



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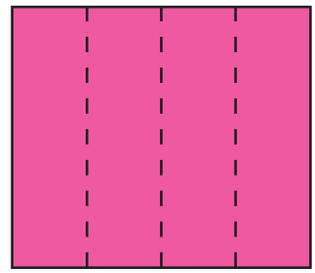

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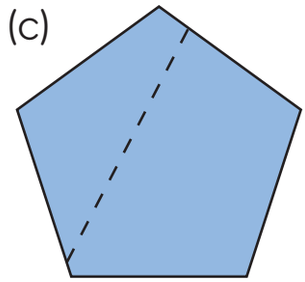

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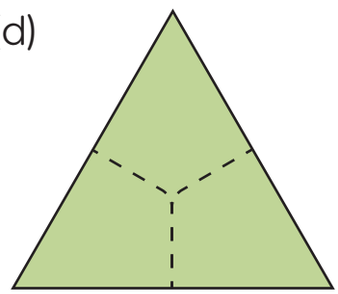

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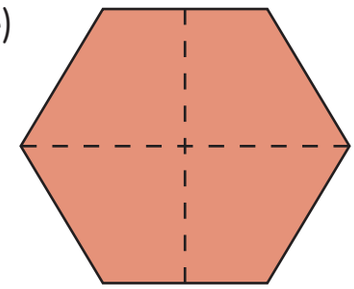

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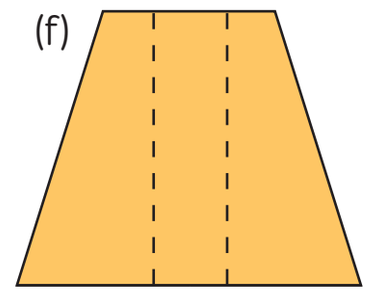

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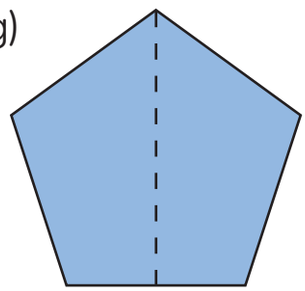

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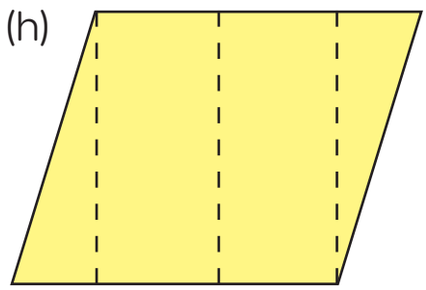

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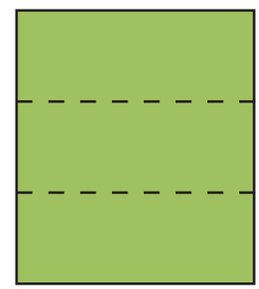
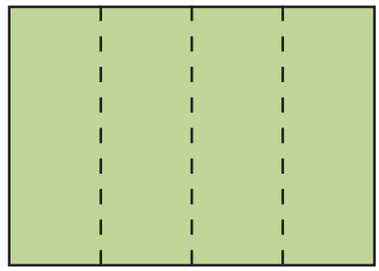


2. How is each shape divided into equal parts?
Use the words 'two halves', 'three thirds' or 'four quarters'.

(a)



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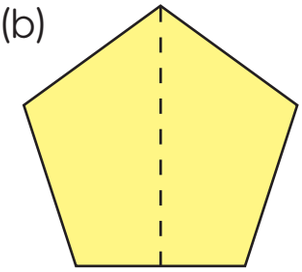

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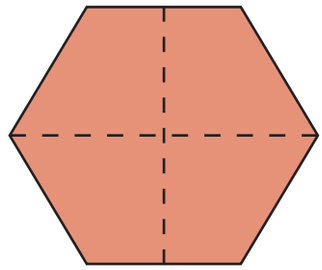

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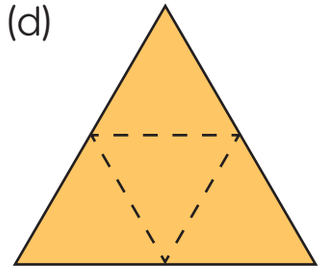

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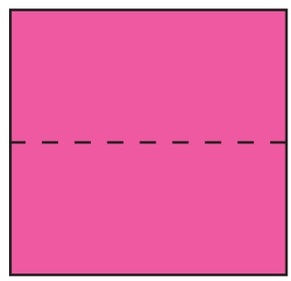

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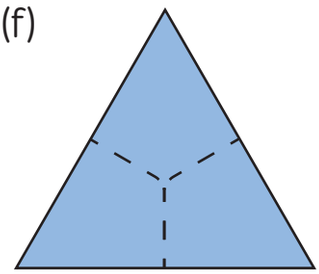

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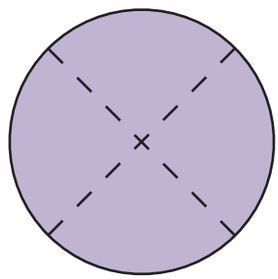

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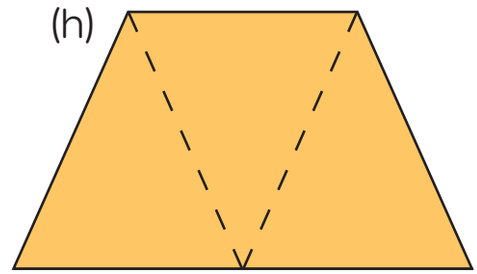
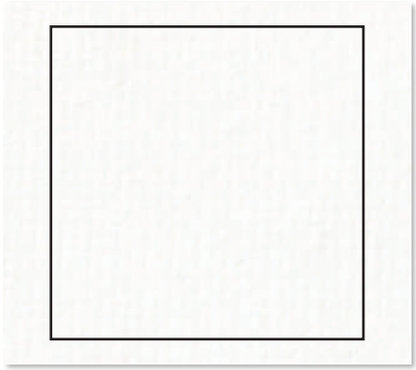


3. Draw a line to divide each shape into halves.

(a)



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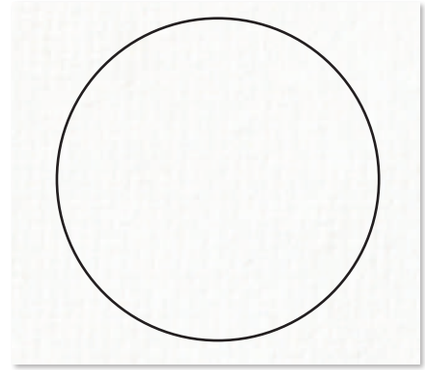

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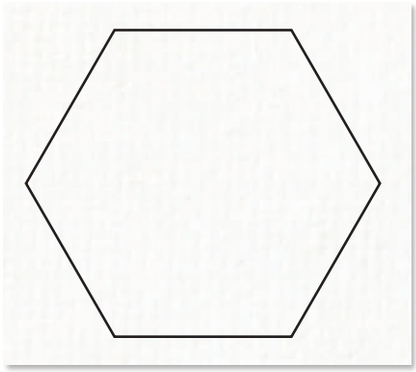

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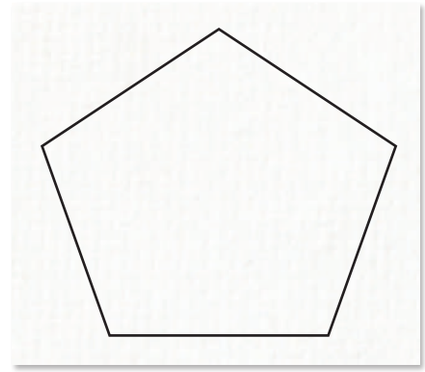

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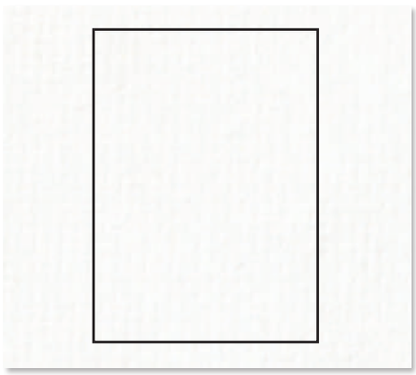

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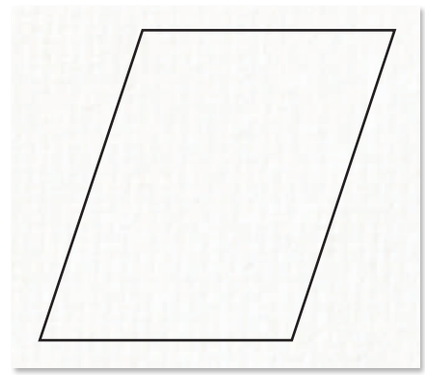

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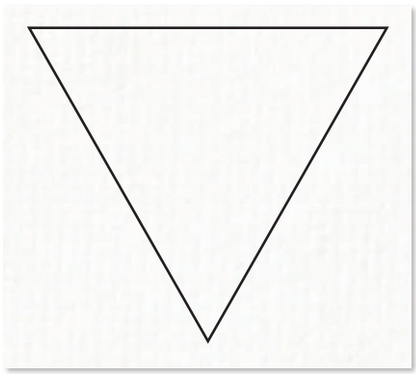
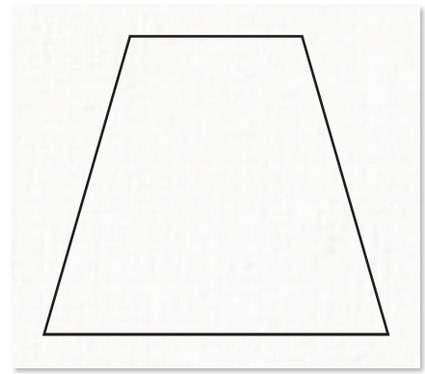
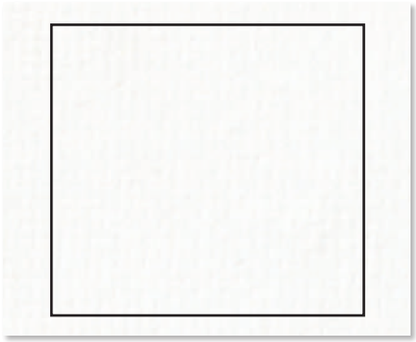


(h)

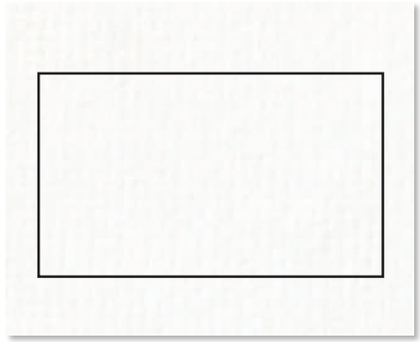


4. Draw lines to divide each shape into thirds.

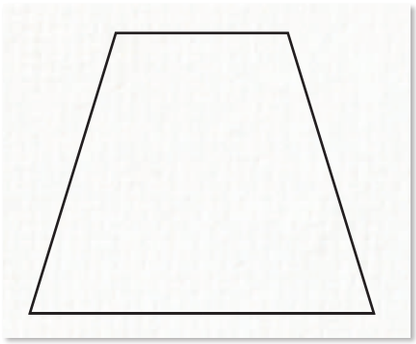
(a)



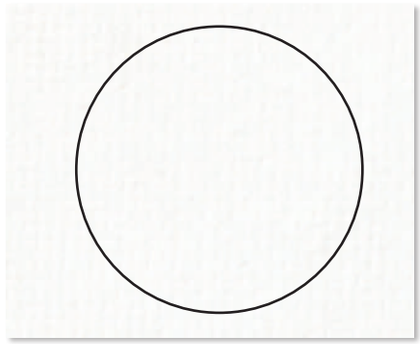
(b)



(c)

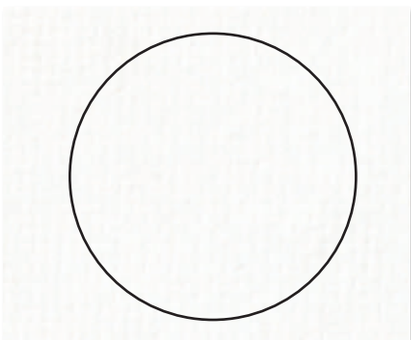


(d)

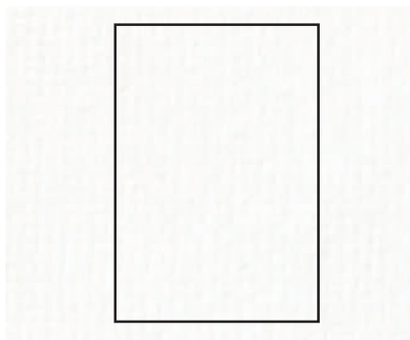


5. Draw lines to divide each shape into quarters.

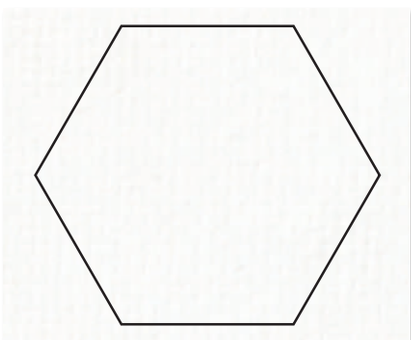
(a)



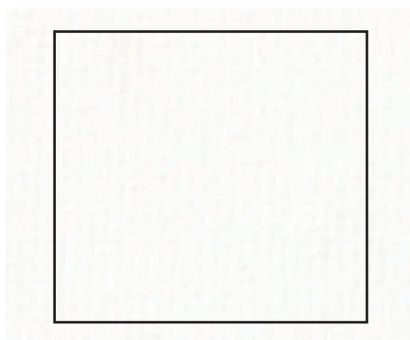
(b)



(c)



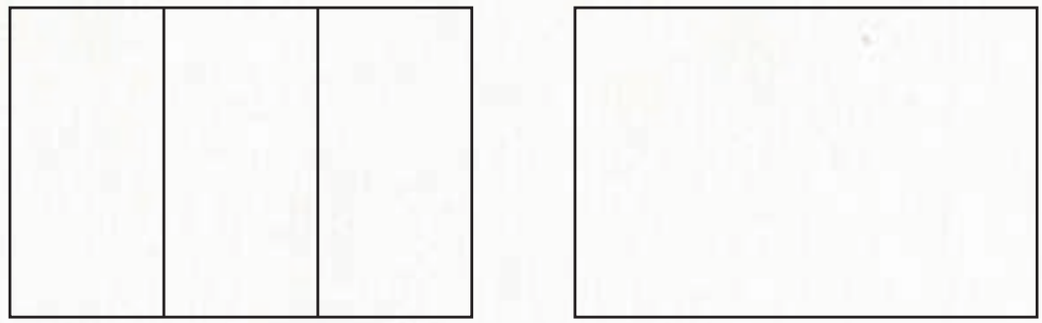
(d)



At Home

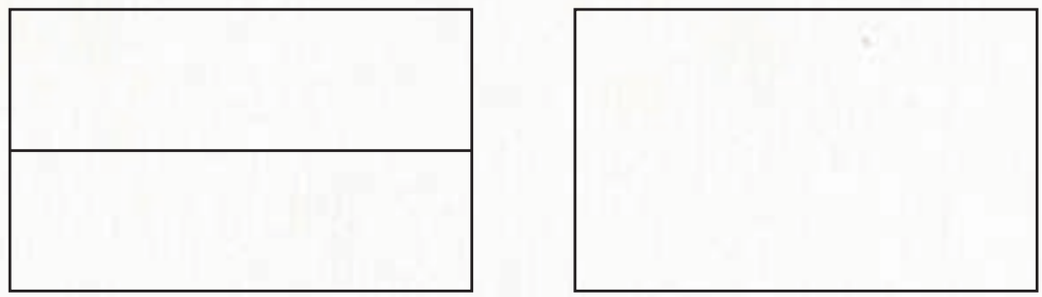
1. Show a different way to divide the shapes into the same number of equal parts. Complete the sentence.

(a)



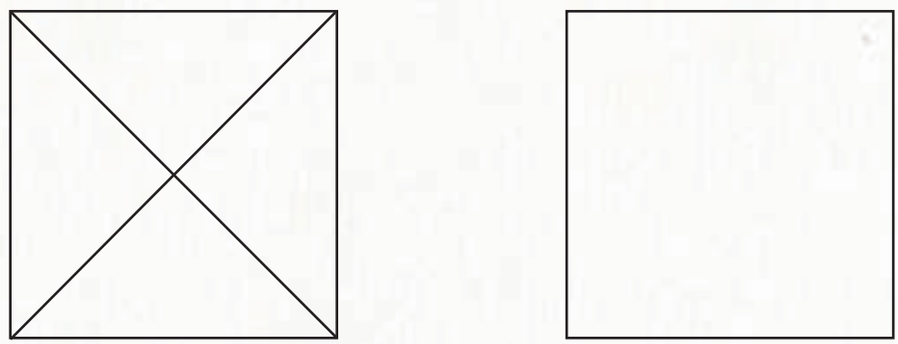
The shapes are divided into _____.

(b)



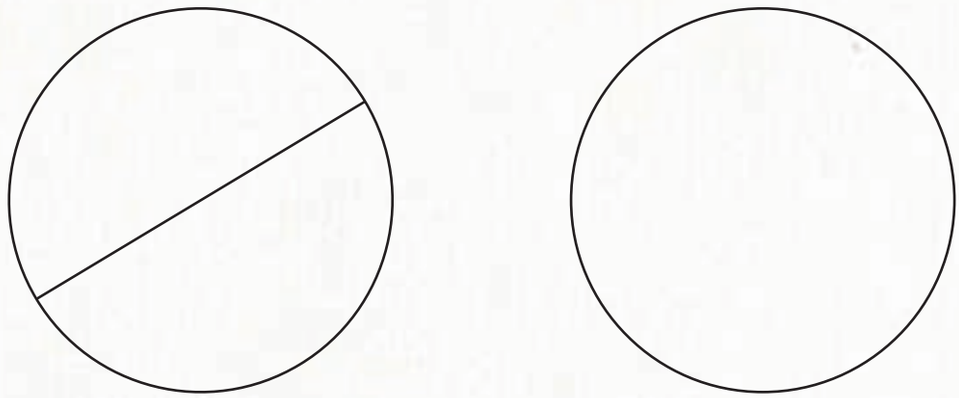
The shapes are divided into _____.

(c)



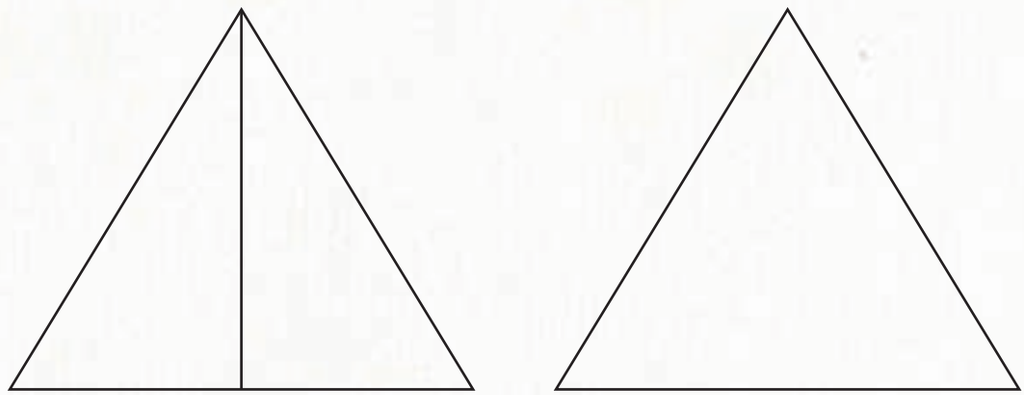
The shapes are divided into _____.

(d)



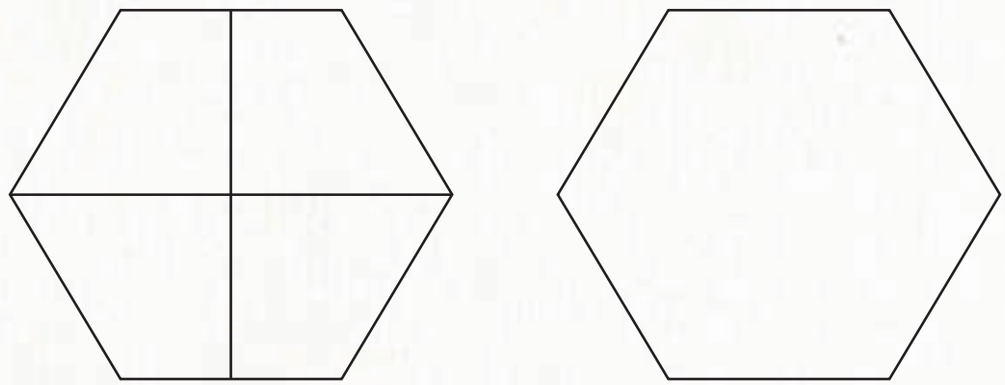
The shapes are divided into _____.

(e)



The shapes are divided into _____.

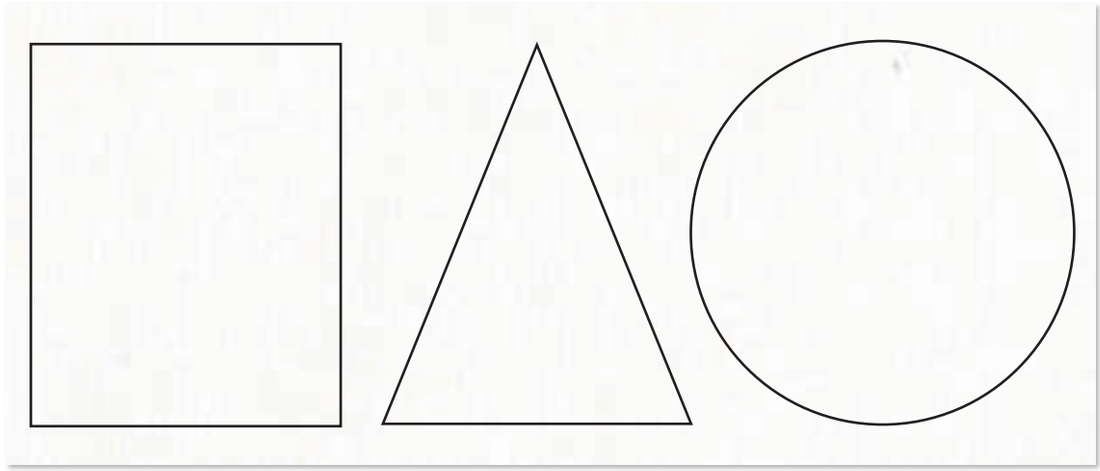
(f)



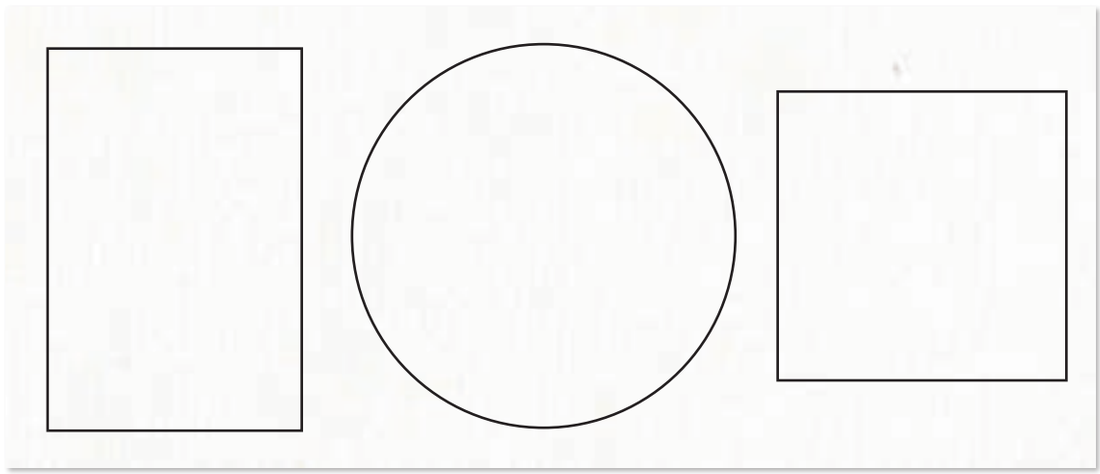
The shapes are divided into _____.

2. Draw lines to make equal parts. Color.

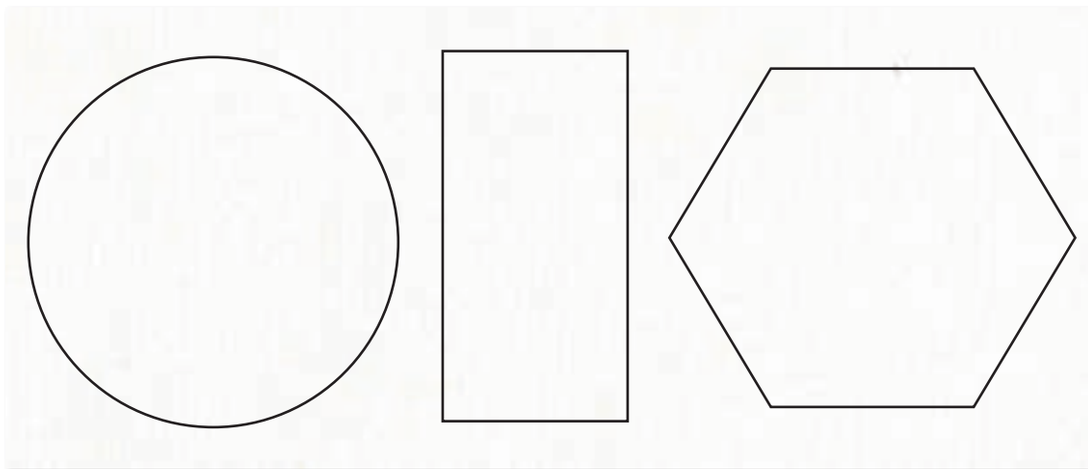
(a) Divide the shapes into two halves. Color one half.



(b) Divide the shapes into three thirds. Color one third.



(c) Divide the shapes into four quarters. Color one quarter.



Solve It!

1. Ethan shares a sandwich equally with his brother.

   (a) Draw a line to show how Ethan should cut the sandwich.

   (b) How much of the sandwich does Ethan's brother get?

2. A cake is shared equally between three friends.

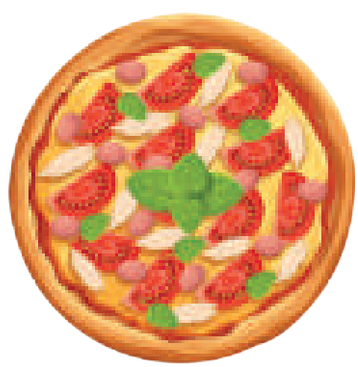
   (a) Draw lines to show how to cut the cake.

   (b) How much of the cake does each friend get?

3. Four friends share a pizza equally.

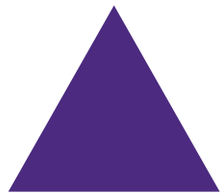
   (a) Draw lines to show how to cut the pizza.

   (b) How much of the pizza does each friend get?

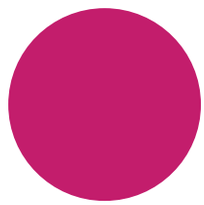
Looking Back

1. Fill in the blanks.

(a) 

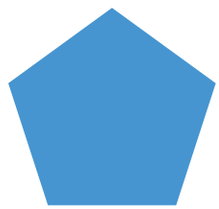
Shape: _____

Sides: _____ Angles: _____

(b) 

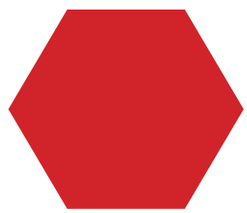
Shape: _____

Sides: _____ Angles: _____

(c) 

Shape: _____

Sides: _____ Angles: _____

(d) 

Shape: _____

Sides: _____ Angles: _____

(e) 

Shape: _____

Sides: _____ Angles: _____

(f) 

Shape: _____

Sides: _____ Angles: _____

2. Fill in the blanks.

(a) 

3-D Shape: _____

Faces: _____ Edges: _____ Vertices: _____

(b) 

3-D Shape: _____

Faces: _____ Edges: _____ Vertices: _____

(c) 

3-D Shape: _____

Faces: _____ Edges: _____ Vertices: _____

(d) 

3-D Shape: _____

Faces: _____ Edges: _____ Vertices: _____

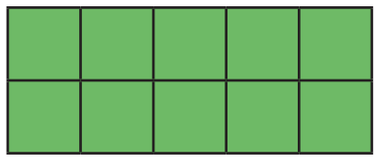
(e) 

3-D Shape: _____

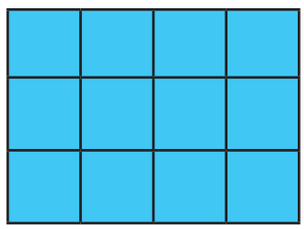
Faces: _____ Edges: _____ Vertices: _____

3. Find the area of the shapes.

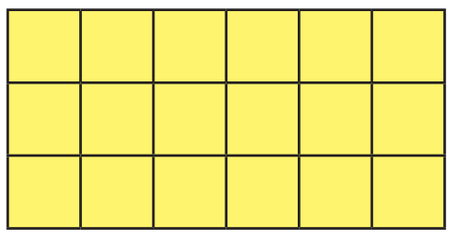
1 ☐ = 1 square unit

(a) 

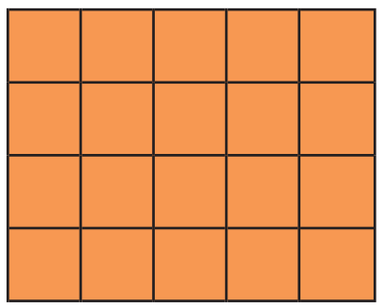
Area = ☐ square units

(b) 

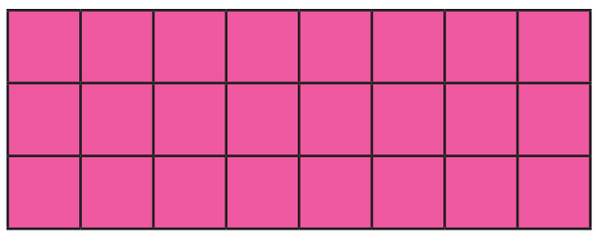
Area = ☐ square units

(c) 

Area = ☐ square units

(d) 

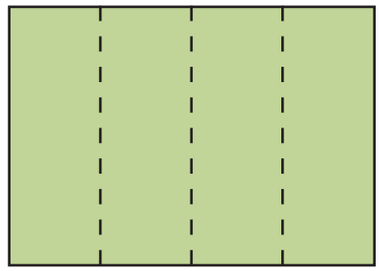
Area = ☐ square units

(e) 

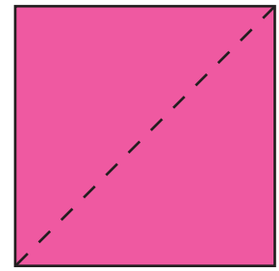
Area = ☐ square units

4. How is each shape divided into equal parts?
Use the words ‘two halves’, ‘three thirds’ or ‘four quarters’.

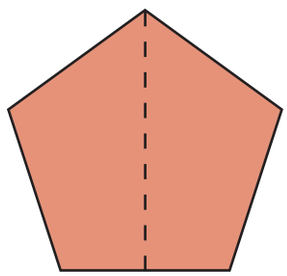
(a)



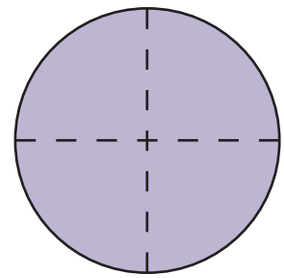
(b)



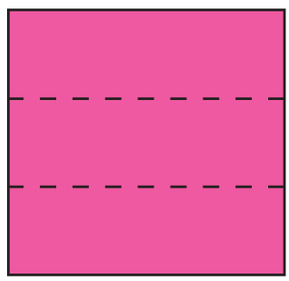
(c)



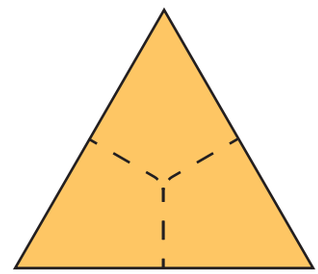
(d)



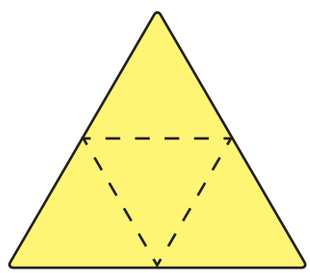
(e)



(f)



(g)



(h)