

Let's Do

MATHEMATICS

Worktext **1B**

for learners 6 - 7 years old





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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:



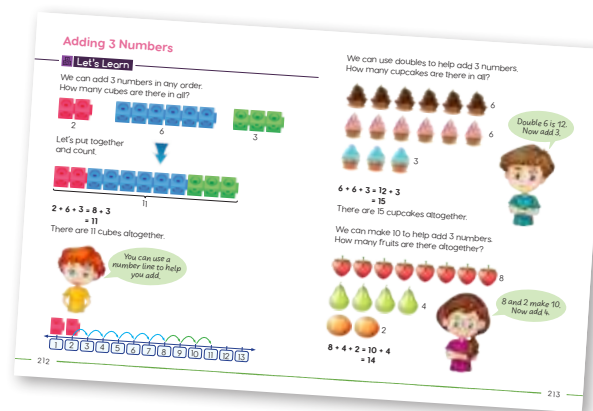
Anchor Task

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.

Let's Practice

1. Fill in the blanks.

(a) ten and ones is .

(b) ten and ones is .

(c) ten and ones is .

(d) ten and ones is .

2. Find the total number of pencils. Fill in the blanks.

(a) 30 and make . There are pencils in all.

(b) and make . There are pencils in all.

At Home

1. Complete the number story.

There are ducks. ducks are in the water. ducks are on the grass.

2. Complete the number stories.

(a) There are toys. are on the shelf. are on the floor.

(b) There are toys. toys are teddy bears. toys are dolls.

Hands On

Play this game in pairs.

- Each player puts a counter on 'Start'.
- Take turns in rolling a dice. Move your counter the number of spaces shown on the dice.
- Answer the subtraction equation. If you answer incorrectly, move your counter back to the start. The first player to the finish is the winner!

Solve It!

1. Fill in the missing numbers.

(a)

(b)

(c)

(d)

(e)

Look! $8 + 1 = 9$. What's the rule?

Looking Back

1. Count on in tens.

2. Count and complete.

and make . There are pencils in all.

3. Compare the sets. Fill in the blanks.

Set A: Set B: Set A has dots. Set B has dots. tens is less than tens. < .

4. Check the smaller number.

(a) 55 53 (b) 17 8

5. Write > or < to compare the numbers.

(a) 22 12 (b) 4 14
(c) 9 91 (d) 43 47
(e) 53 50 (f) 70 83

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6

Numbers to 120

Counting in Tens to 120



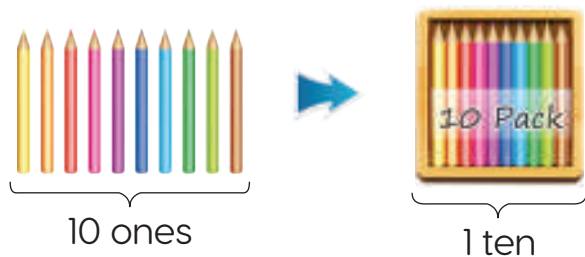
Anchor Task

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120



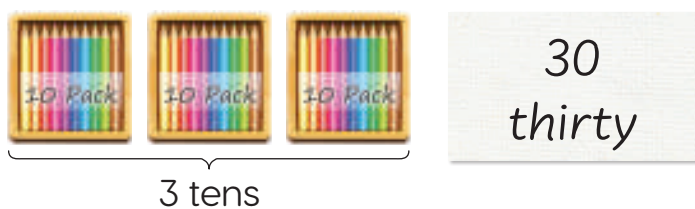
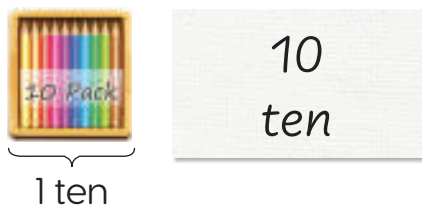
Let's Learn

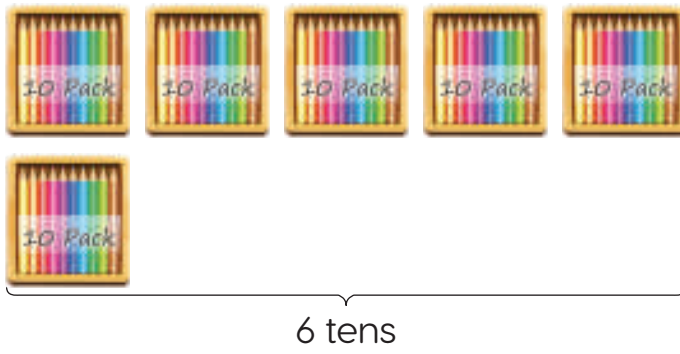
In 1 box there are 10 pencils.



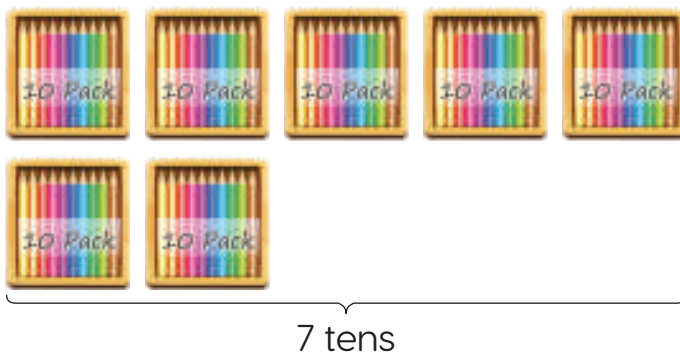
So, 10 ones is equal to 1 ten.

Let's count in tens.





60
sixty



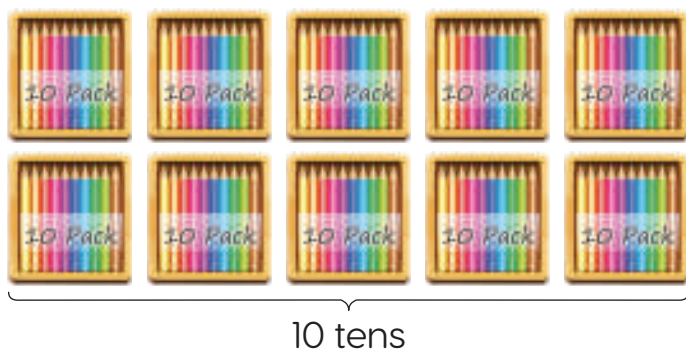
70
seventy



80
eighty



90
ninety



100
one hundred



110
one hundred and ten



120
one hundred and twenty

There are
12 packs of
pencils.



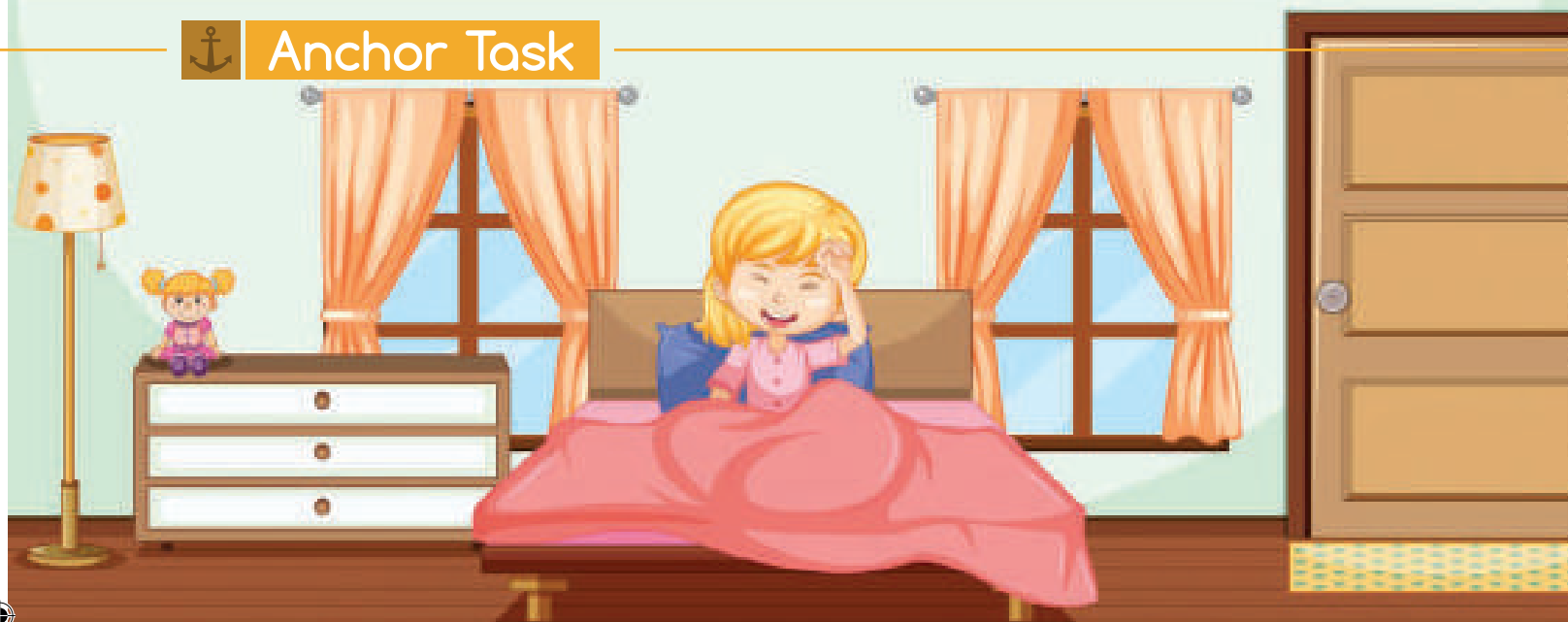
12 tens are 120.
There are 120
pencils.

9 Time

Telling Time to the Hour



Anchor Task







Let's Learn

The clock has 2 hands.

The long hand is called the **minute hand**.

The short hand is called the **hour hand**.



The minute hand is pointing to 12.

The hour hand is pointing to 3.

The time is **3 o'clock**.



Jordan learns science at 10 o'clock.



Michelle watches television at 6 o'clock.





Let's Practice

1. Match.



• 5 o'clock

• 10 o'clock

• 3 o'clock

• 12 o'clock

• 8 o'clock



2. What times are shown on the clocks?

(a)



o'clock

(b)



o'clock

(c)



o'clock

(d)



o'clock

(e)



o'clock

(f)



o'clock



(g)



o'clock

(h)



o'clock

(i)



o'clock

(j)



o'clock

(k)



o'clock

(l)



o'clock

3. Write the time Sophie does each activity.

(a)



Sophie wakes up at

6 o'clock

(b)



She walks to school at

(c)



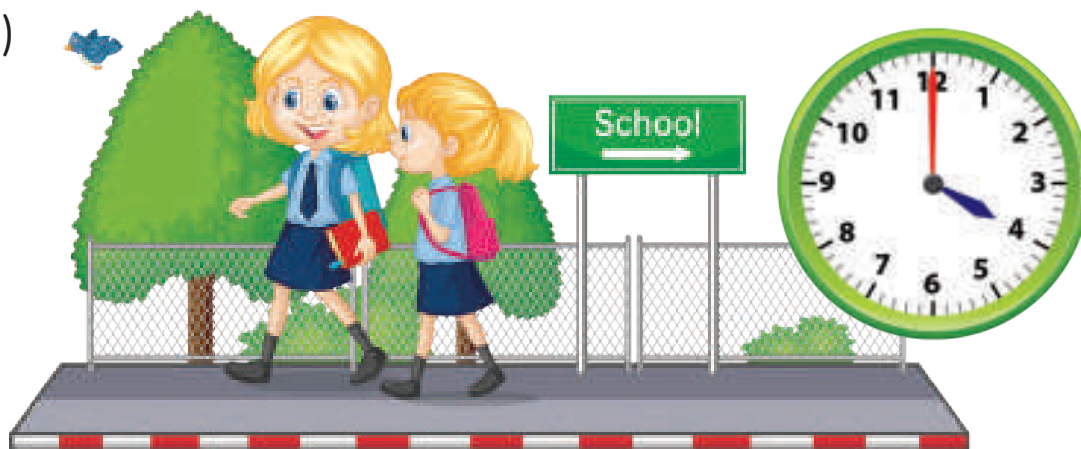
She eats lunch at

(d)



She plays with friends at

(e)



She walks home at

(f)



She does her homework at

(g)



She eats dinner at .

(h)



She watches television at .

(i)



She is fast asleep at .



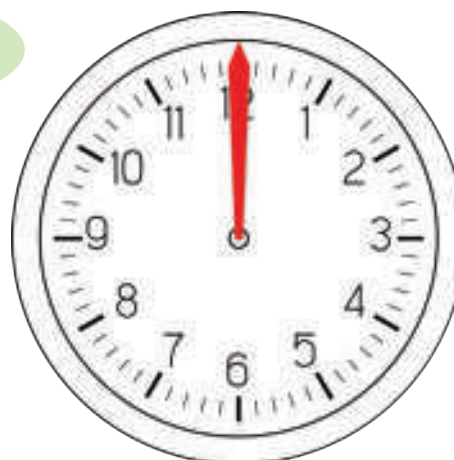
At Home

1. Draw the hour hand on the clocks.

(a)



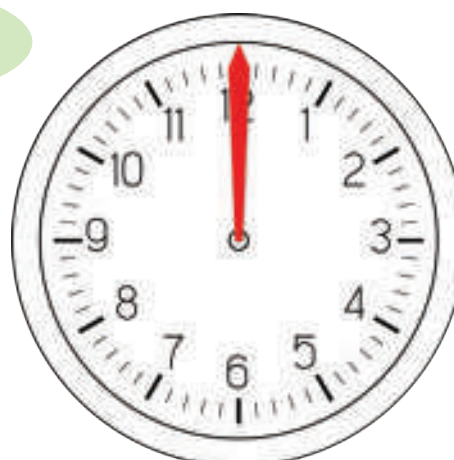
It's 2 o'clock.



(b)



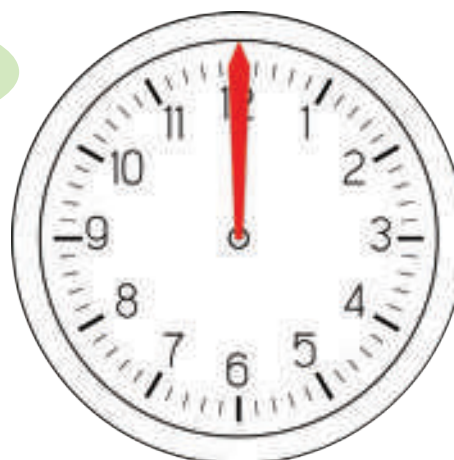
It's 5 o'clock.



(c)



It's 9 o'clock.

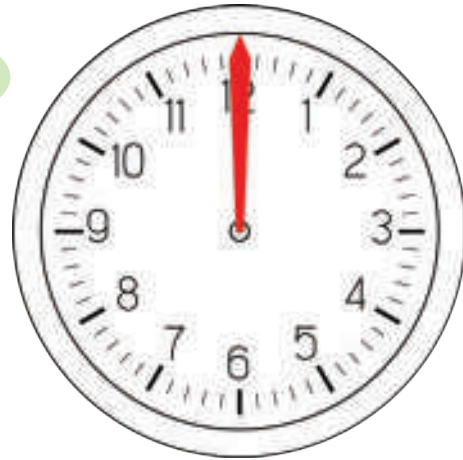




(d)



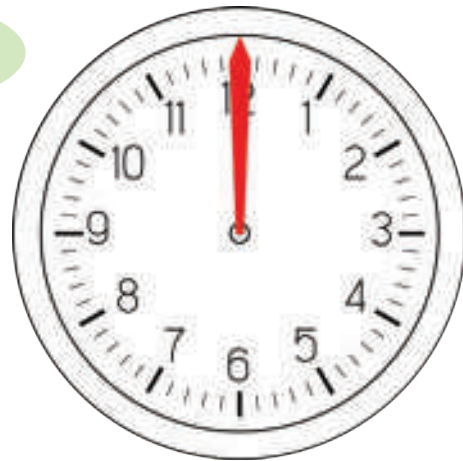
It's 11 o'clock.



(e)



It's 1 o'clock.



(f)



It's 7 o'clock.

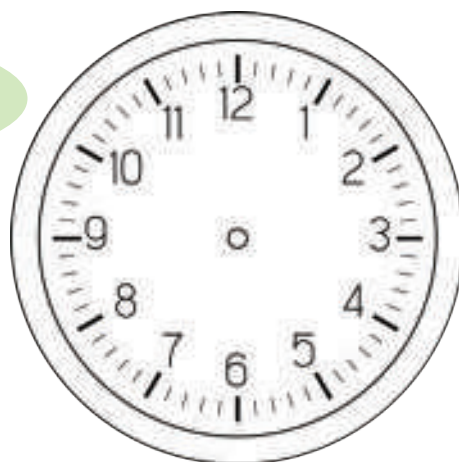


2. Draw the times on the clocks.

(a)



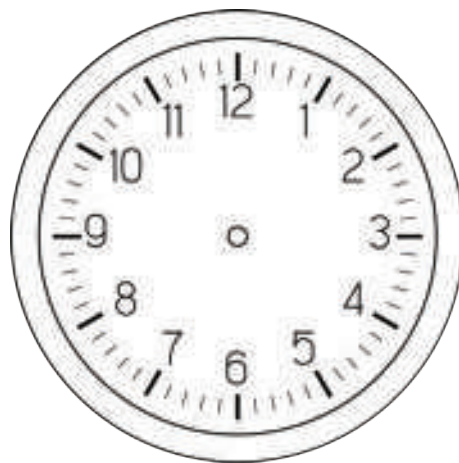
It's 4 o'clock.



(b)



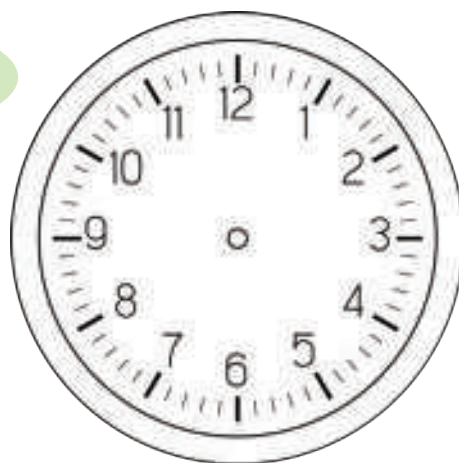
It's 8 o'clock.



(c)



It's 12 o'clock.





(d)



It's 10 o'clock.



(e)



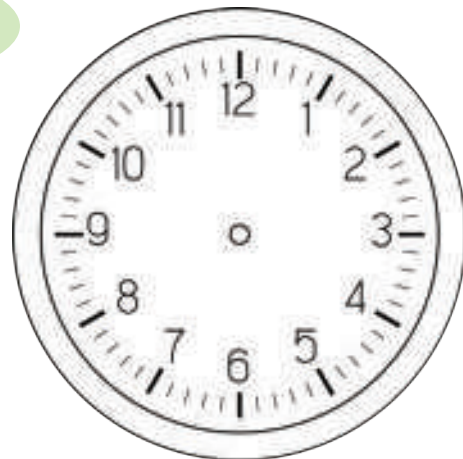
It's 3 o'clock.



(f)



It's 6 o'clock.





Let's Learn

Compare the clocks.
Both clocks show the same time.

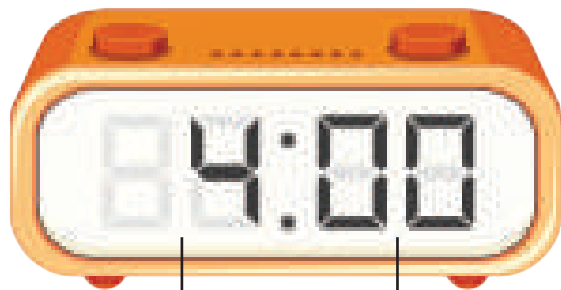
Analog clock



This clock shows
4 o'clock.



Digital clock



hours

minutes

This clock shows
4 o'clock too.



The time is 4 o'clock.

Ethan wakes up at 7 o'clock.



Riley plays the violin at 11 o'clock.





Let's Practice

1. Match.



• 7 o'clock



• 12 o'clock



• 4 o'clock



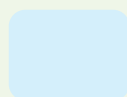
• 9 o'clock



• 6 o'clock

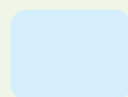
2. What times are shown on the clocks?

(a)



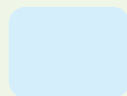
o'clock

(b)



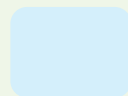
o'clock

(c)



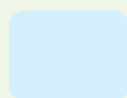
o'clock

(d)



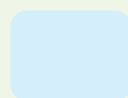
o'clock

(e)



o'clock

(f)



o'clock



(g)



o'clock

(h)



o'clock

(i)



o'clock

(j)



o'clock

(k)



o'clock

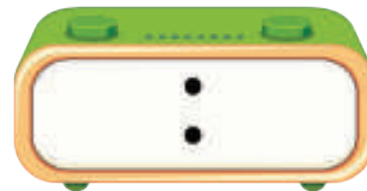
(l)



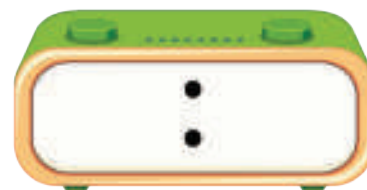
o'clock

3. Write the time Riley does each activity.

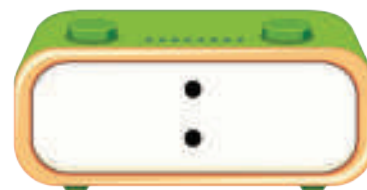
(a) Riley gets dressed for school at 7 o'clock.



(b) She helps her mother at 6 o'clock.



(c) She gets ready for bed at 9 o'clock.





Hands On

1. (a) Sit in pairs with an analog clock.
(b) Tell your friend the times you do different activities.
(c) Have your friend show the time on the clock.



2. (a) Show different times on the clock.
(b) Have your friend say an activity they do at each time.



Hands On

Play the Time Game!

1. Take turns to roll the dice.
2. Say the times as you move your counter.
3. The first player to reach the finish is the winner.

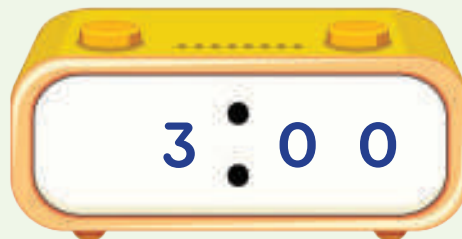




At Home

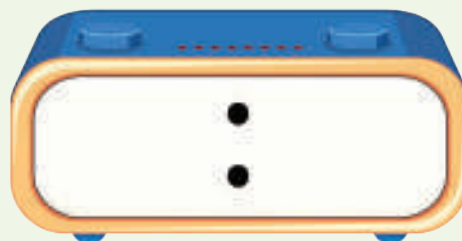
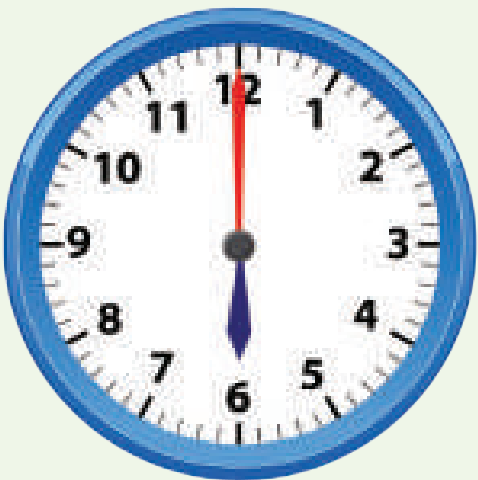
1. Write the times on the digital clocks.
Write the time.

(a)



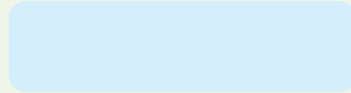
3 o'clock

(b)

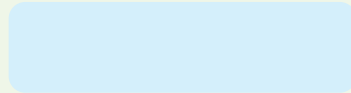
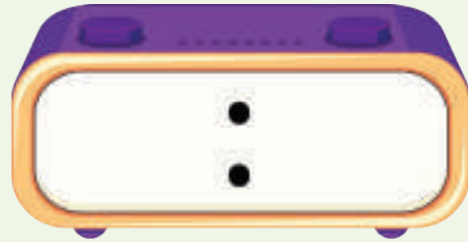




(c)



(d)



(e)





Solve it!

1. Fill in the blanks and write the time on the clock.

- (a) Michelle leaves for school at 7 o'clock.
She takes 1 hour to get to school.



Michelle gets to school at o'clock.

- (b) Michelle was late to school on Tuesday.
She arrived at 9 o'clock.



Michelle left home at o'clock on Tuesday.

2. (a) Jordan goes on a hike to a waterfall.
He leaves at 10 o'clock.
He reaches the waterfall in 2 hours.



Jordan gets to the waterfall at o'clock.

- (b) Jordan leaves the waterfall at 1 o'clock.
He takes 3 hours to get back.



Jordan gets back at o'clock.