

Let's Do

MATHEMATICS

Grade 2 Gamebook



Let's Do MATHEMATICS

Grade 2 Gamebook

Name: _____

Class: _____

EDUCATION



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Let`s Do Mathematics Gamebook Grade 2

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Gamebook is a supplementary material to be used in the classroom and at home to diversify the learning routine, provide students with engaging materials that would help them to improve not only their academic, but also cognitive and social skills.

Games offered in this book allow children to use their creativity while:

- ✓ developing dexterity,
- ✓ training memory and attention span,
- ✓ developing cognitive and emotional strength,
- ✓ learning the importance of teamwork and collaboration,
- ✓ improving cognitive and interpersonal skills.



Unit 1

Cut out and play with Numeral Cards and Picture Cards.

Ideas for a game.

- 1- Show your friend a card. Ask them name the number.
- 2- Place the cards face down. Each of your friends gets a card, show it to everyone else, name it. Add the highest and the lowest number together. The one who makes most mistakes, loses.
- 3- Match the card with the number of multilink cubes.
- 4- Place the cards face down. Each of your friends gets a card, show it to everyone else, and name it. Subtract the highest and the lowest numbers. The one who makes most mistakes, loses.
- 5- Shuffle the cards on the desk. Re-arrange the cards from the lowest to the highest number.
- 6- Shuffle the cards on the desk. Re-arrange the cards from the highest to the lowest number.
- 7- Match the picture card with the number of multilink cubes. Create subtraction and addition equations. Ask your friends to solve them.
- 8- Create your own game and write down the rules.**



1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

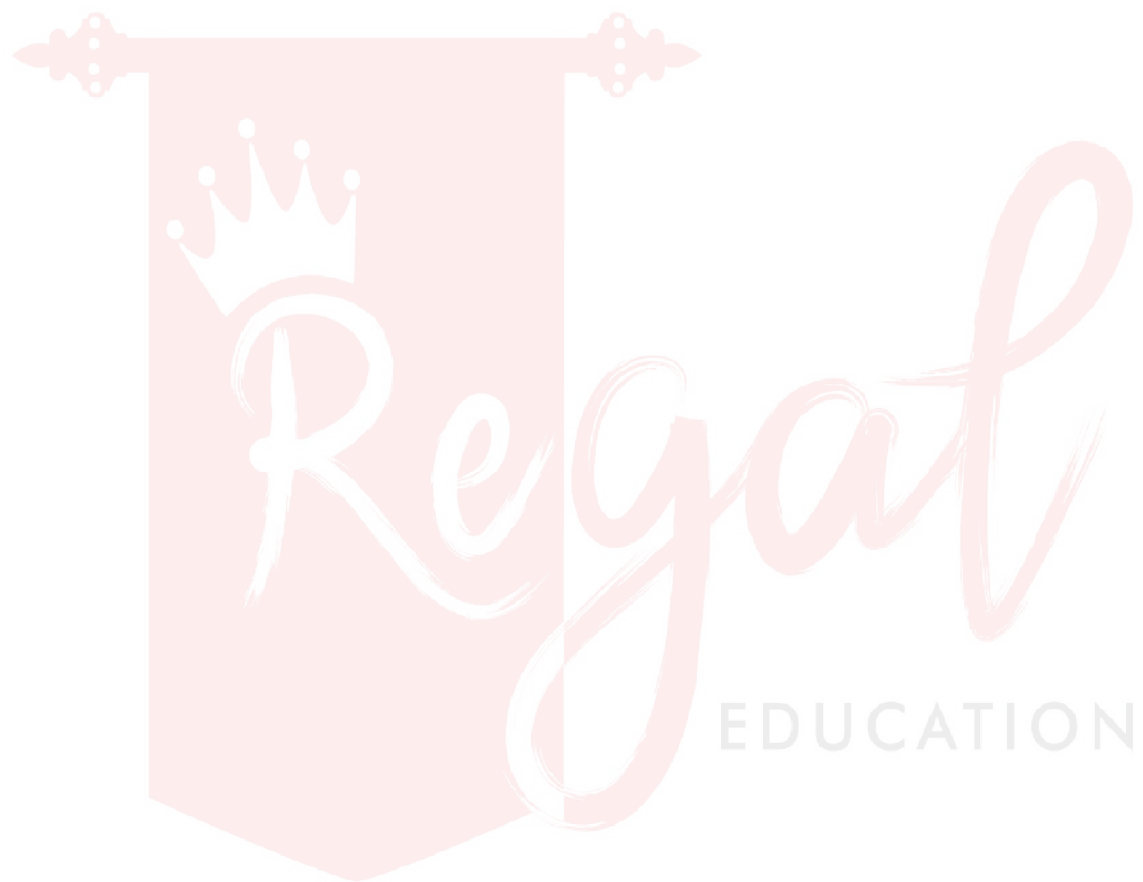
19

20



Cut multilink cubes out. You can cut them out individually or as pairs and towers. Use them to help you counting.

The image displays ten horizontal rows of templates for multilink cubes. Each row is enclosed in a green rectangular border. Inside each row, there are ten small squares arranged horizontally, representing the faces of the cubes. The first row is a simple template. The second row features a pink decorative element on the left side. The third row has a pink crown illustration in the center. The fourth row has a pink decorative element on the right side. The fifth row has a pink decorative element on the left side. The sixth row has a pink decorative element in the center. The seventh row has a pink decorative element on the right side. The eighth row has a pink decorative element on the left side. The ninth row has a pink decorative element in the center. The tenth row has a pink decorative element on the right side. A large, faint watermark reading 'KIDZ EDUCATION' is visible across the middle of the page.



10

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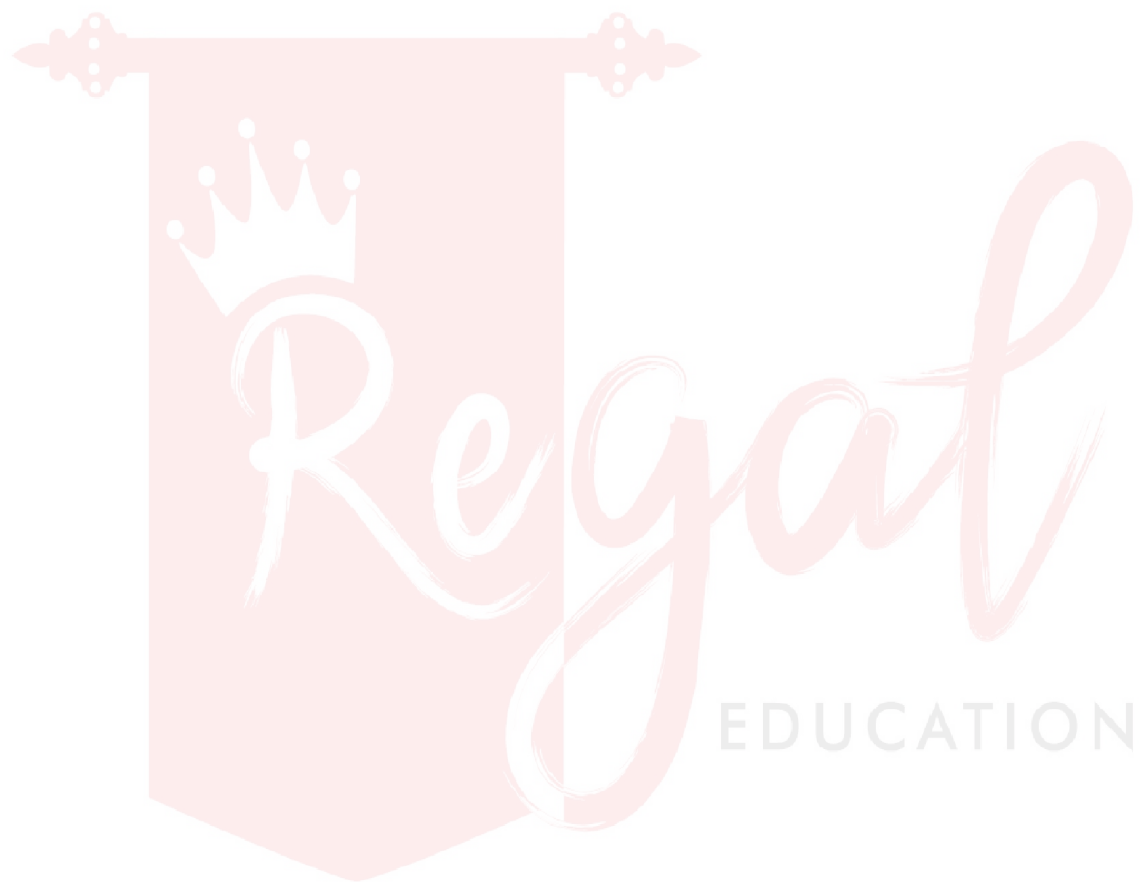
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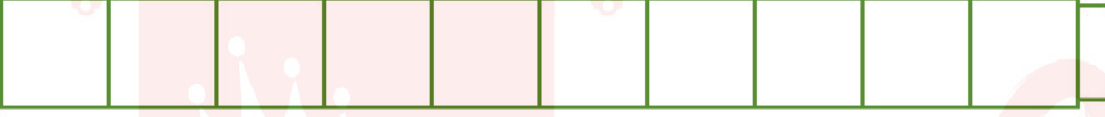
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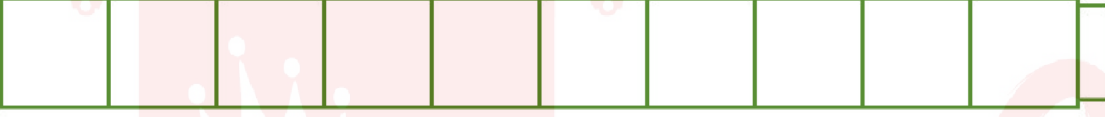
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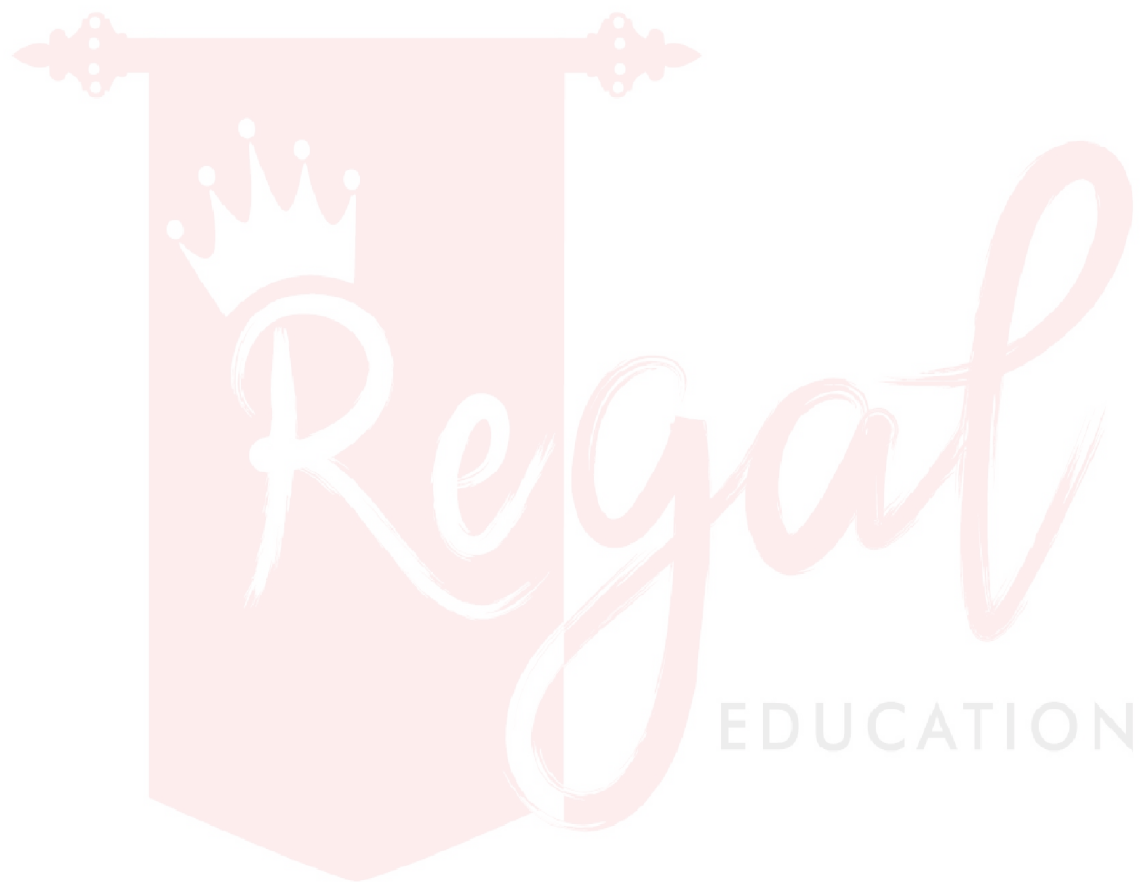
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Cut out and play with Vocabulary Cards. Check how many friends remember the words.

ADD

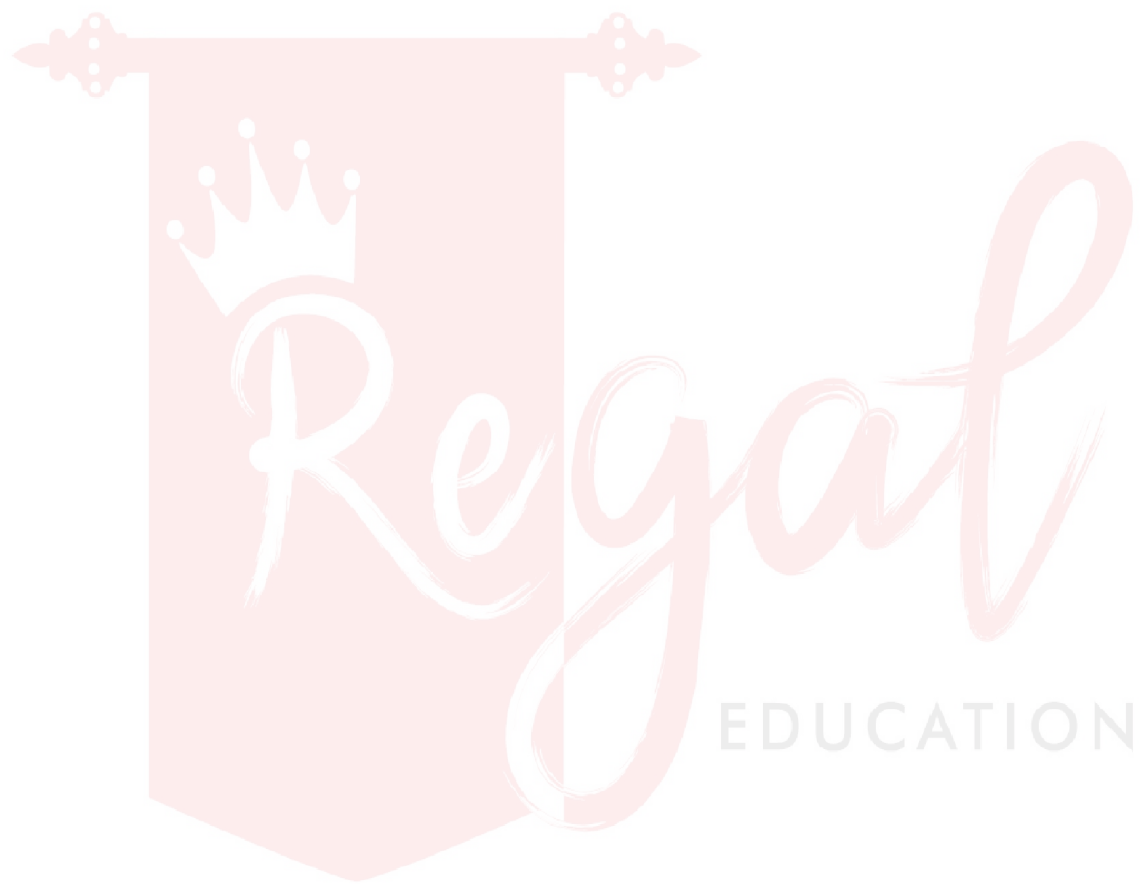
PLUS

EQUAL

**ADDITIONAL
EQUATION**

**COUNT
ON**

**ADDING BY
MAKING 10**



Cut out and play with Vocabulary Cards. Check how many friends remember the words.

COUNT
BACK

SUBTRACT

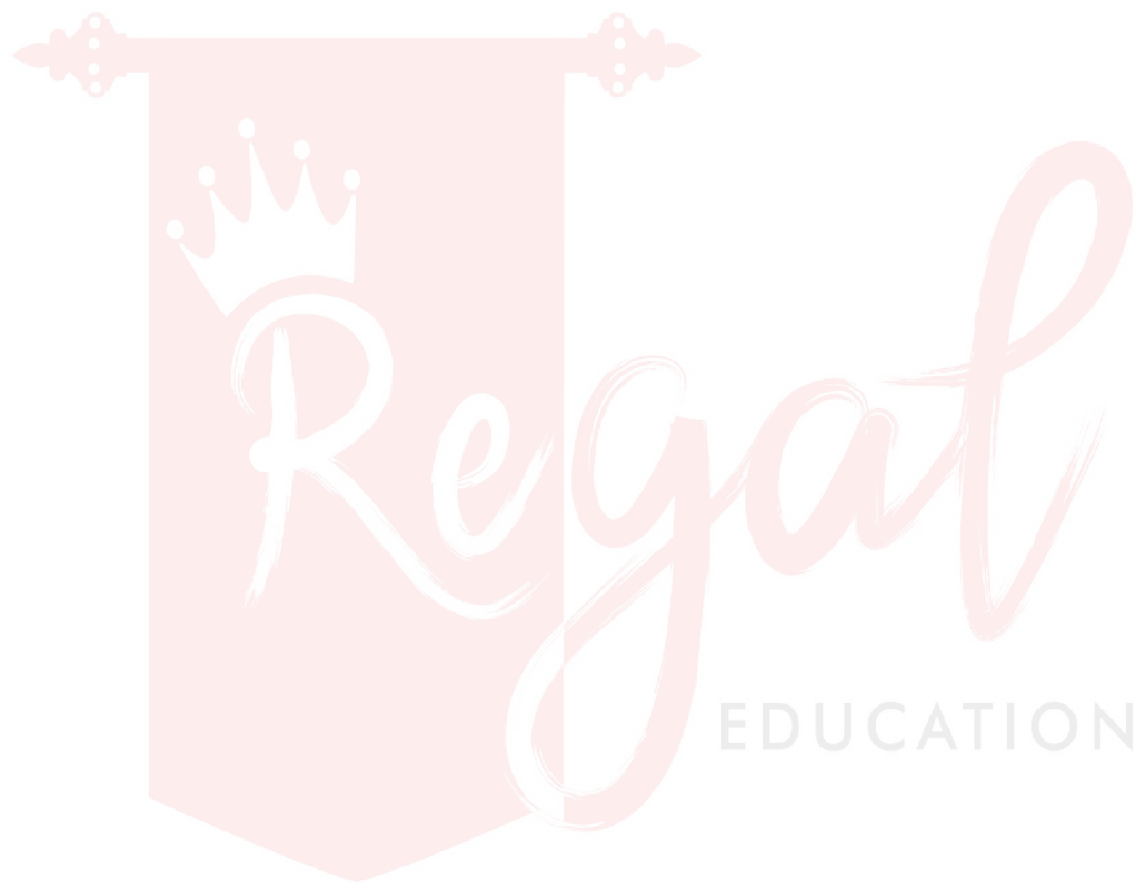
TAKE
AWAY

NUMBER
BOND

EDUCATION

MINUS

PUTTING
TOGETHER



Cut out and play with Vocabulary Cards. Check how many friends remember the words.

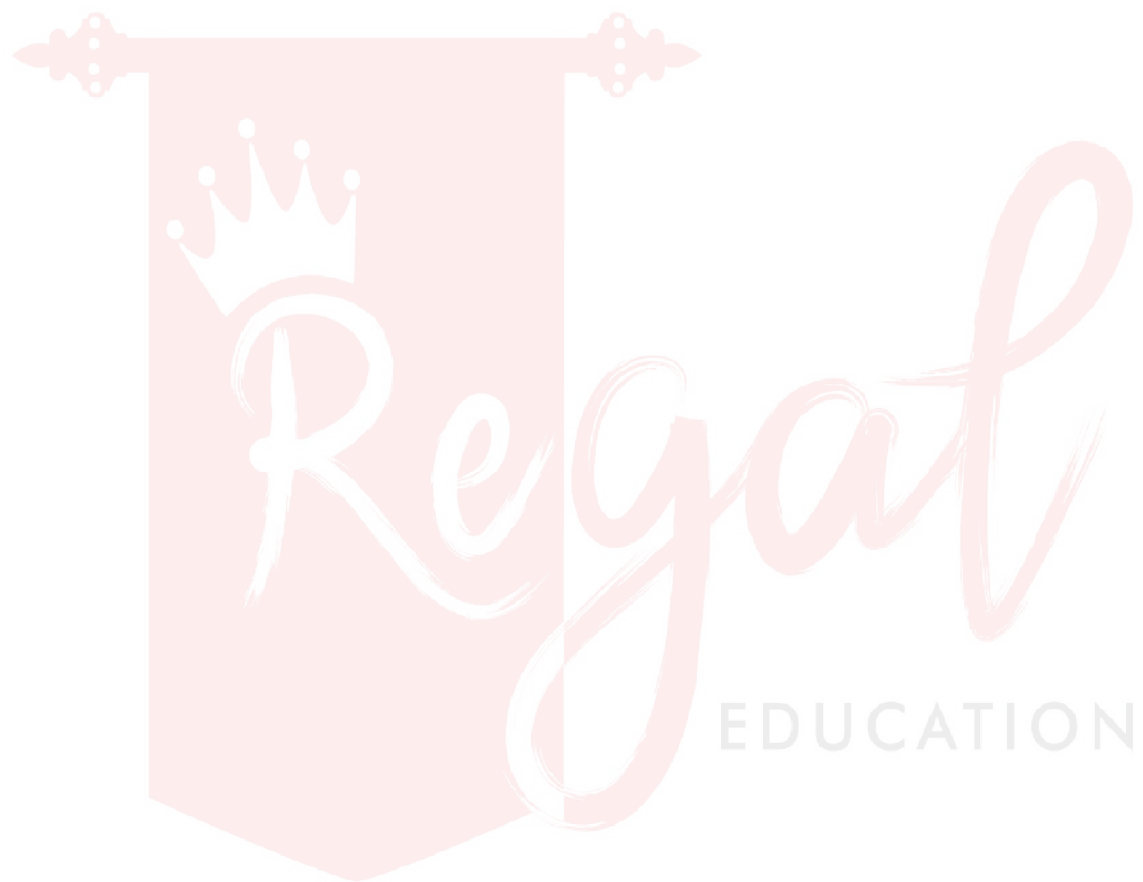
LEFT

SUBTRACT

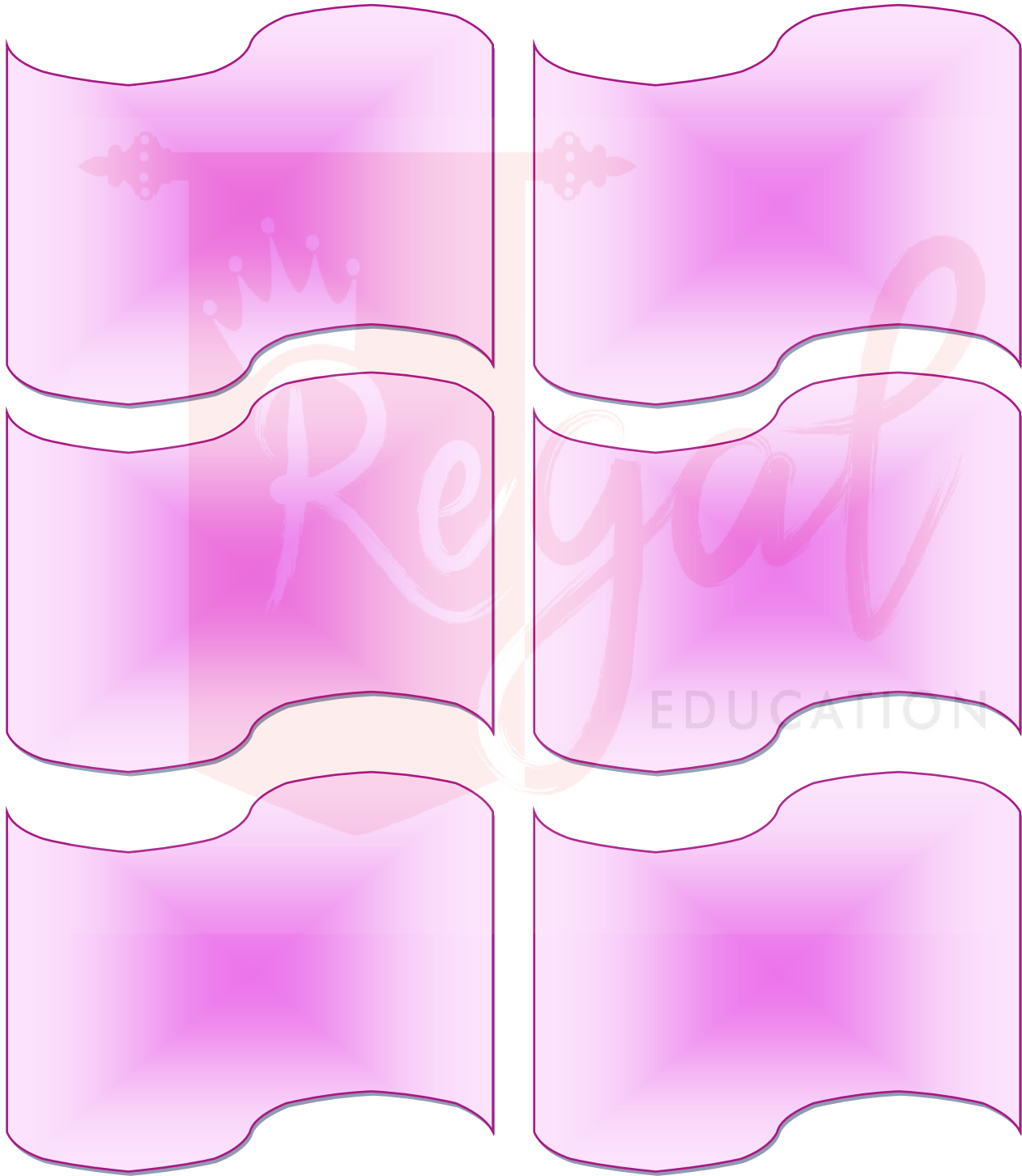
EQUATION

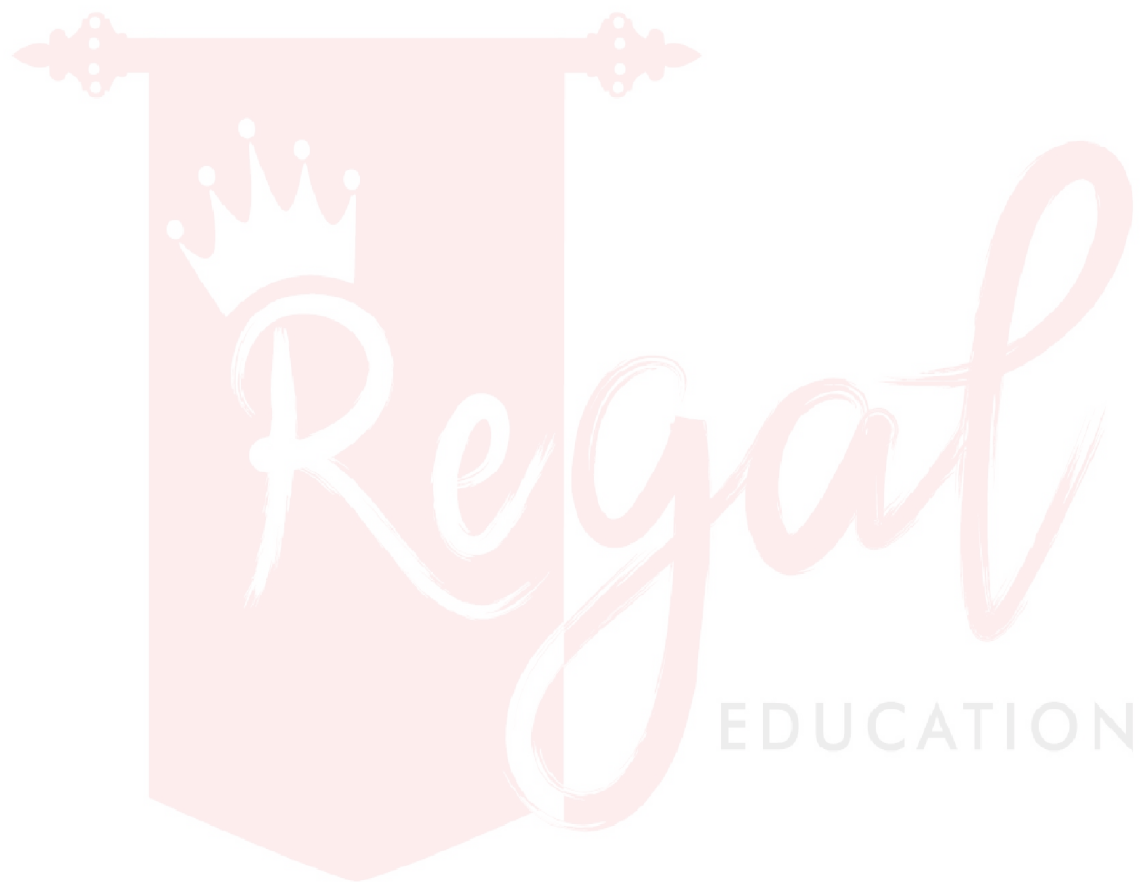
SUBTRACTION
EQUATION

EDUCATION

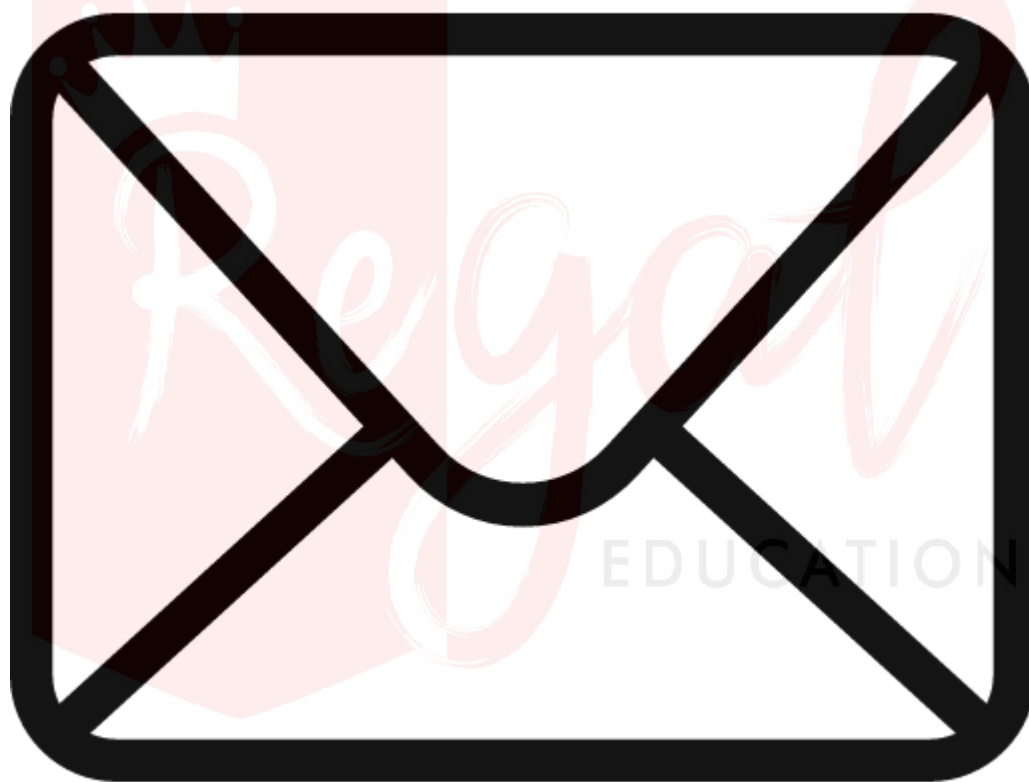


Create your own vocabulary cards. Play with your friends. Write down the words that were difficult for you. Compare with your friends.





Glue an envelope for the cut-outs and flashcards here.



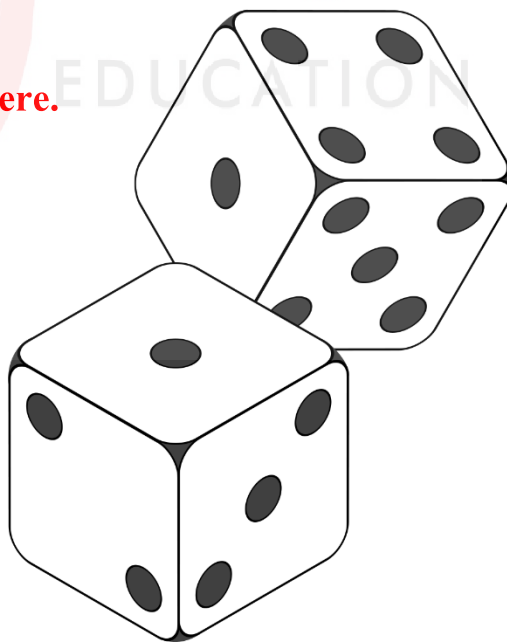
Unit 2

Cut out and glue a pair of dice. Play with your friends, teachers, or parents.

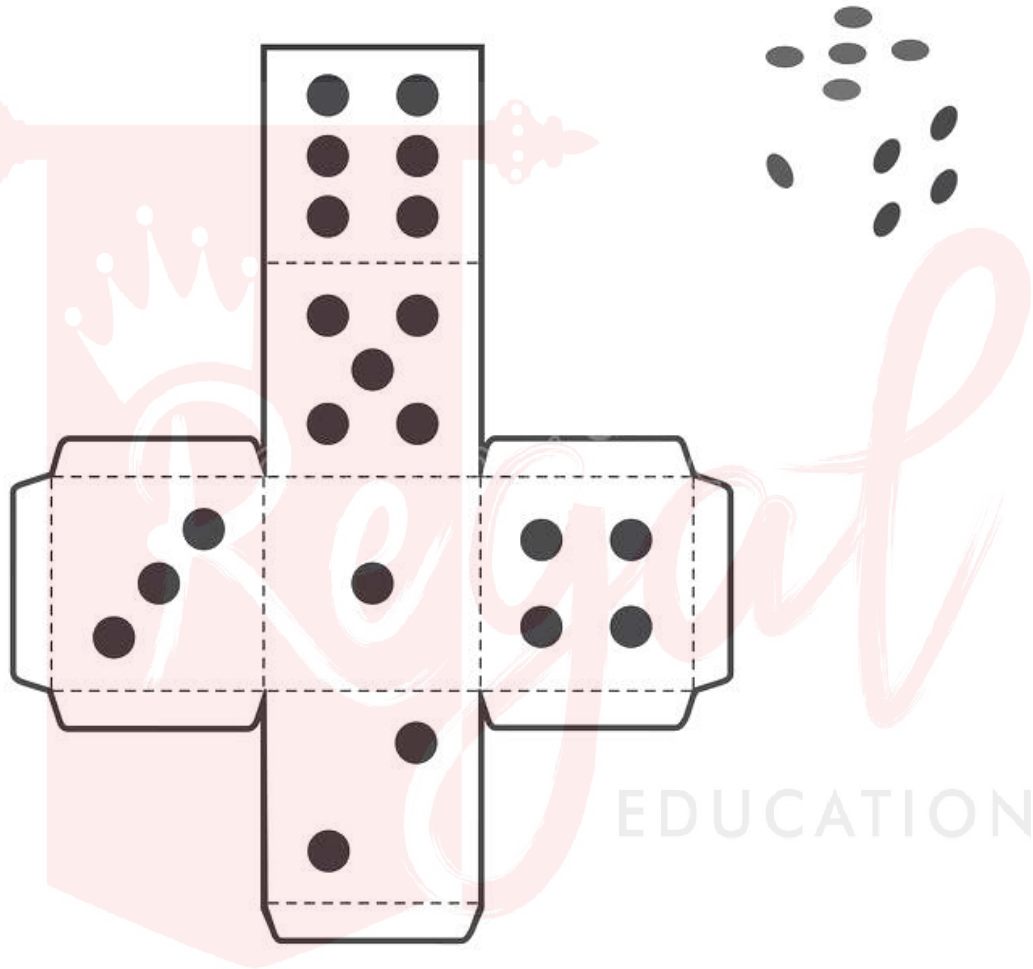
Ideas for a game.

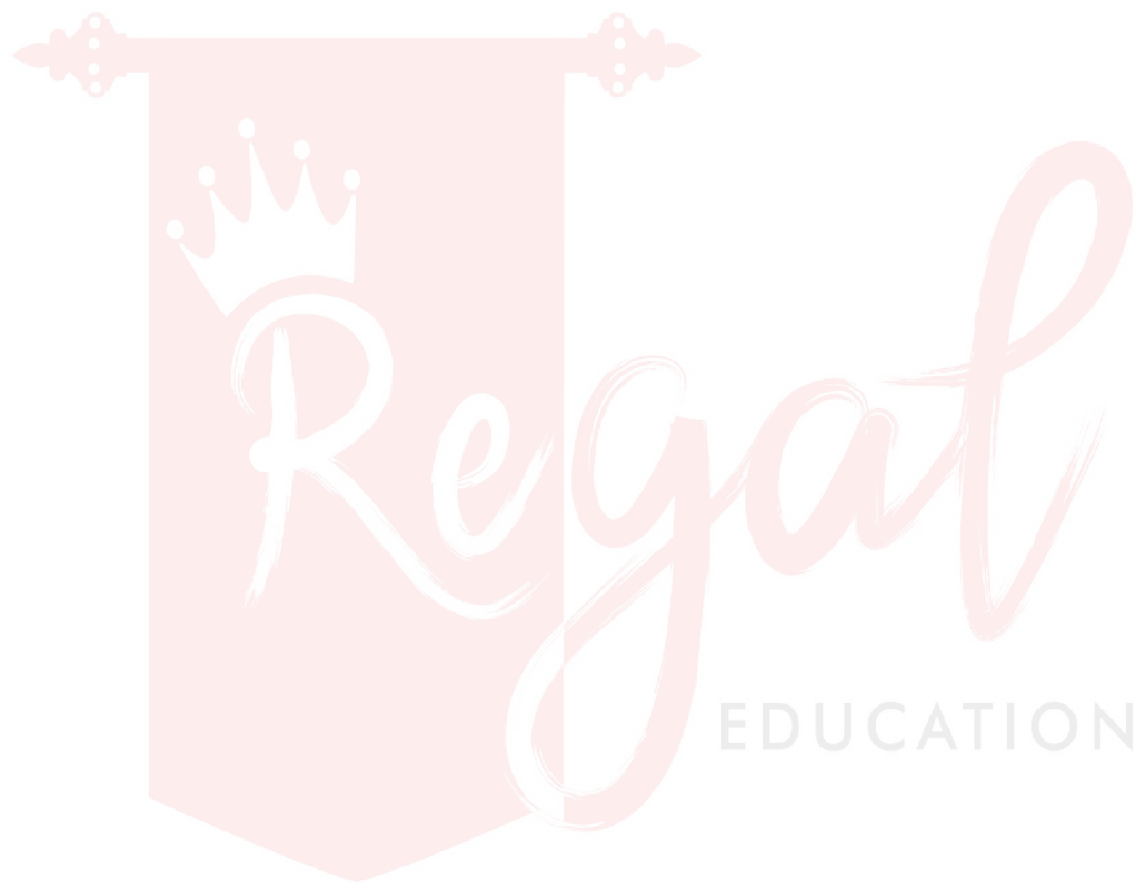
1. Roll the dice and subtract the numbers you see.
2. Roll the dice and add the numbers you see.
3. Roll the dice, subtract one number, and add another number.
4. Create your own game.

Write down the rules on your game here.

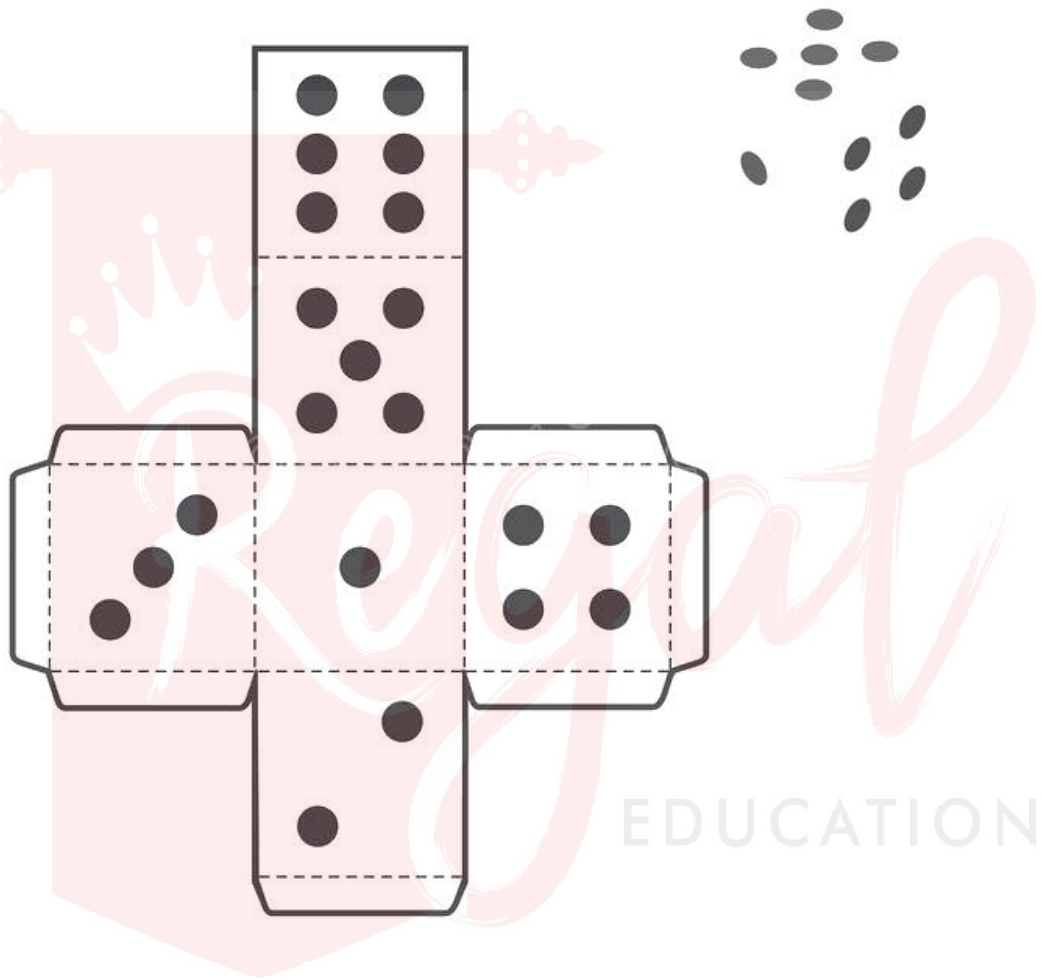


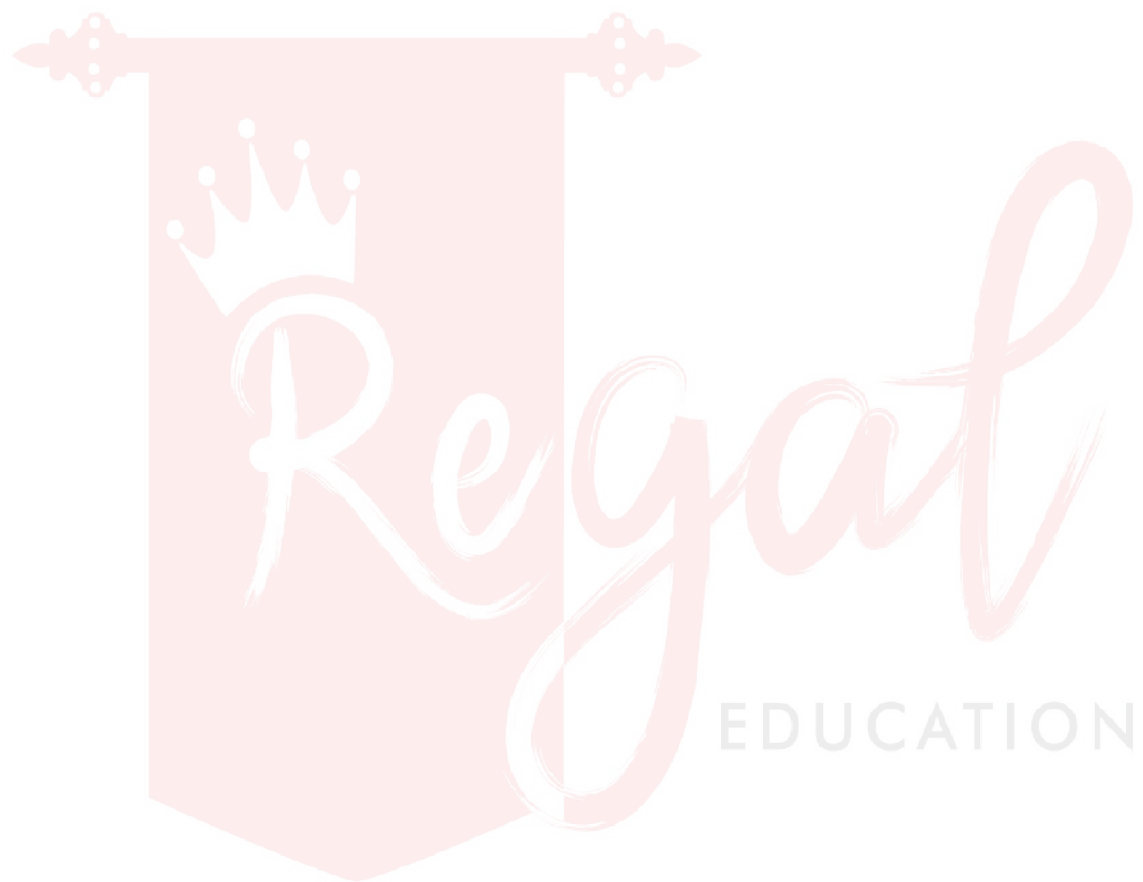
Cut out and glue the dice.



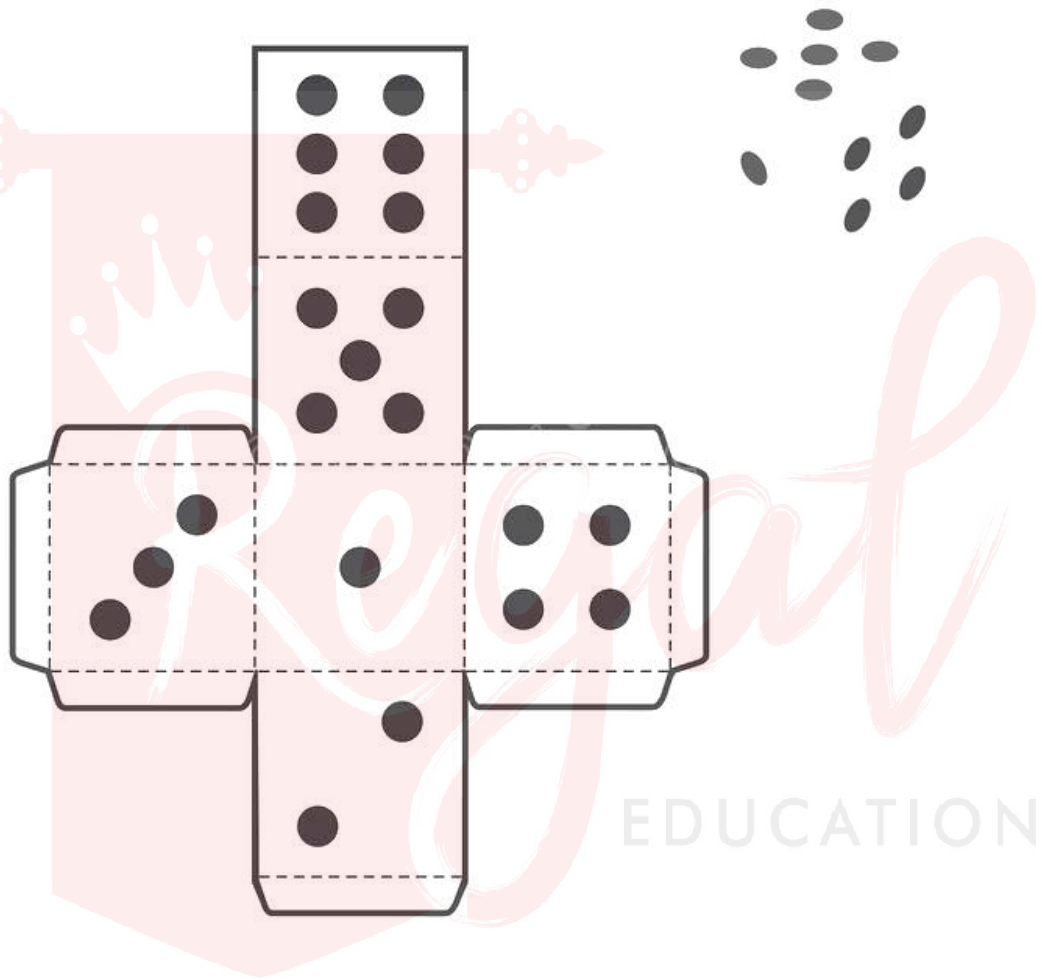


Cut out and glue the dice.



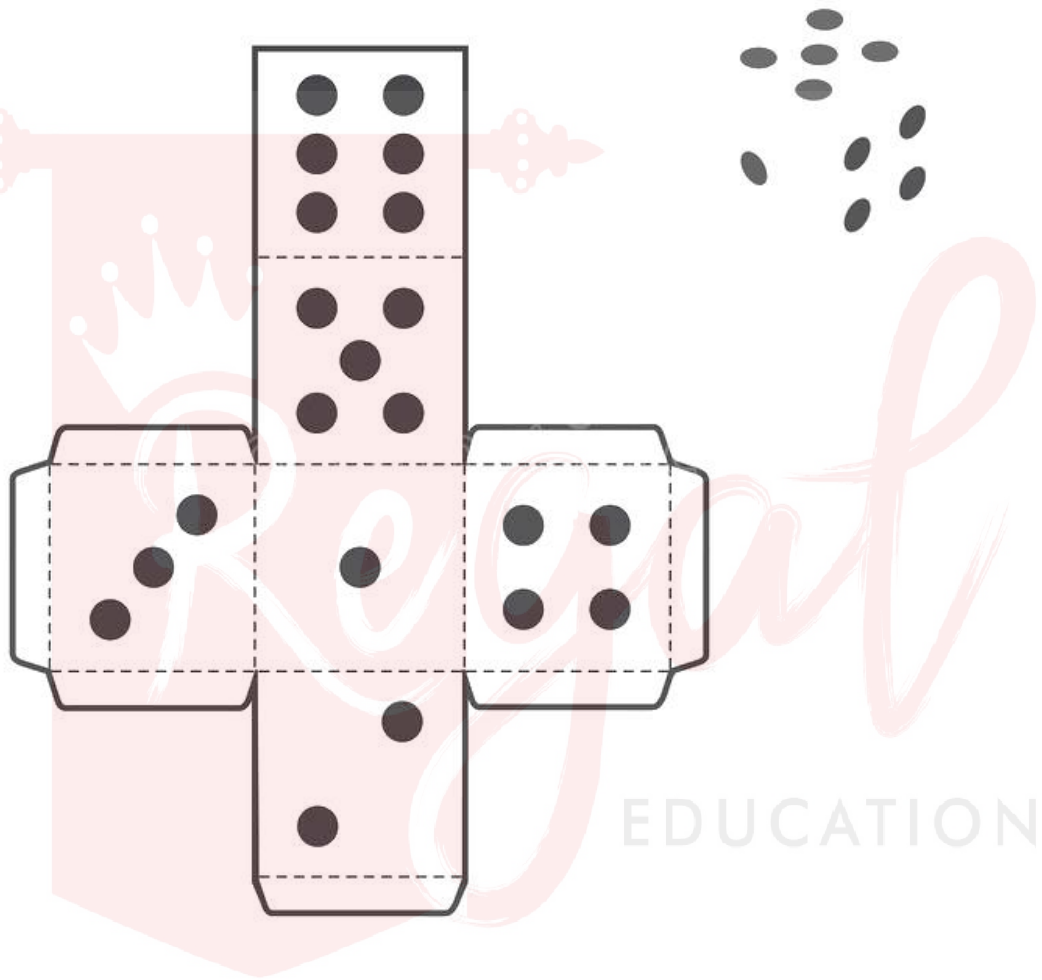


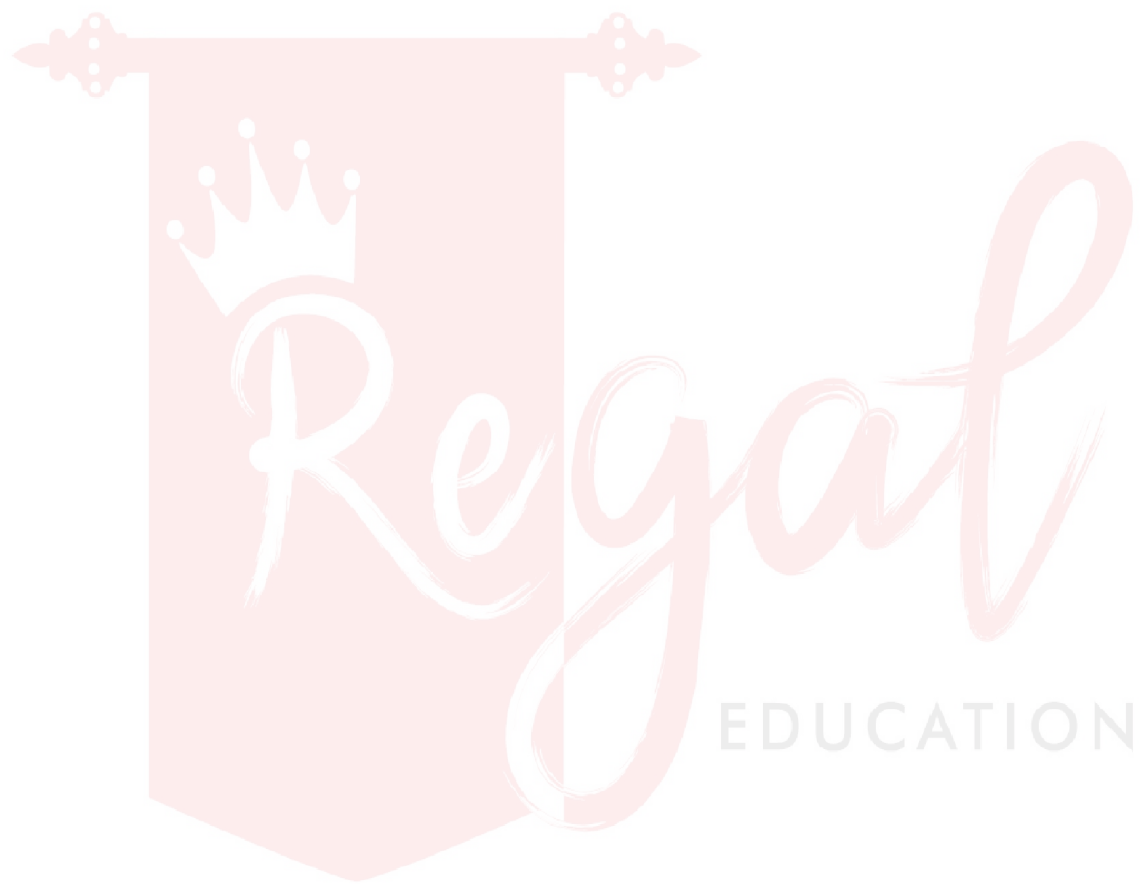
Cut out and glue the dice.



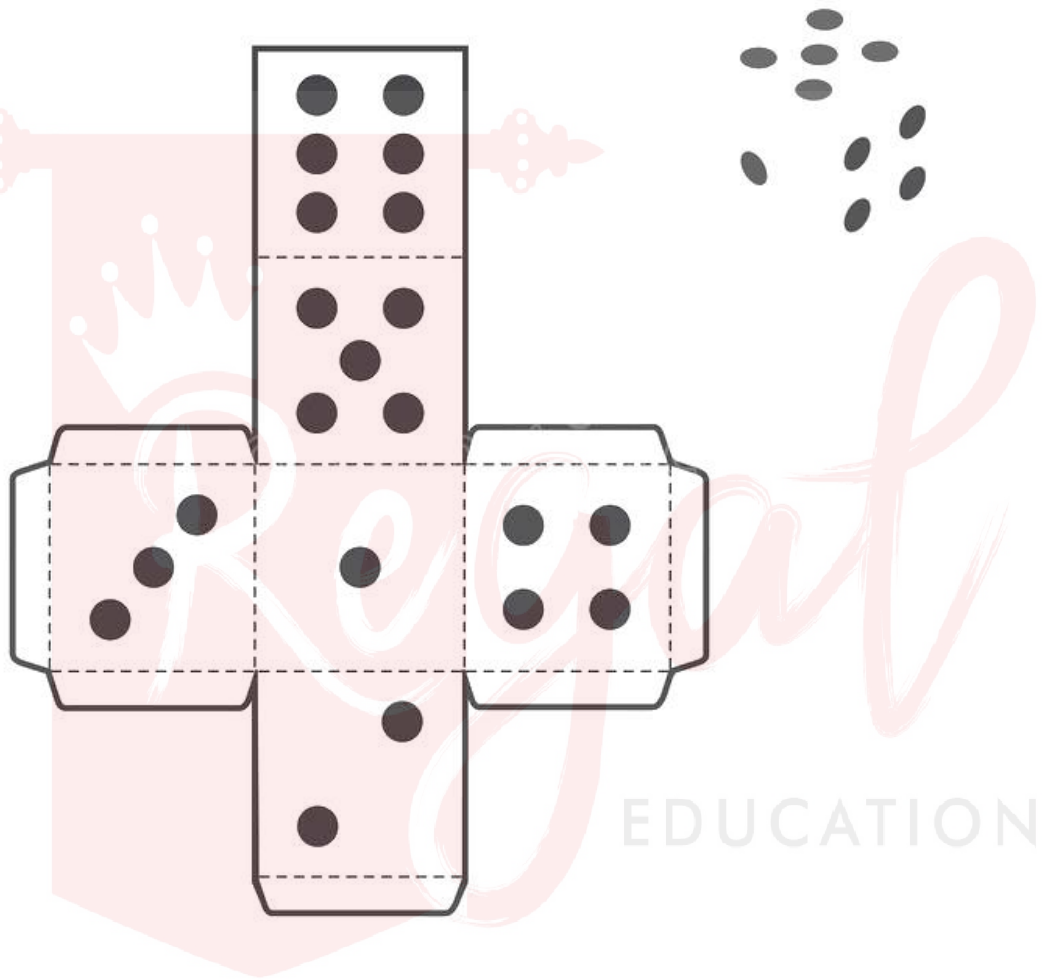


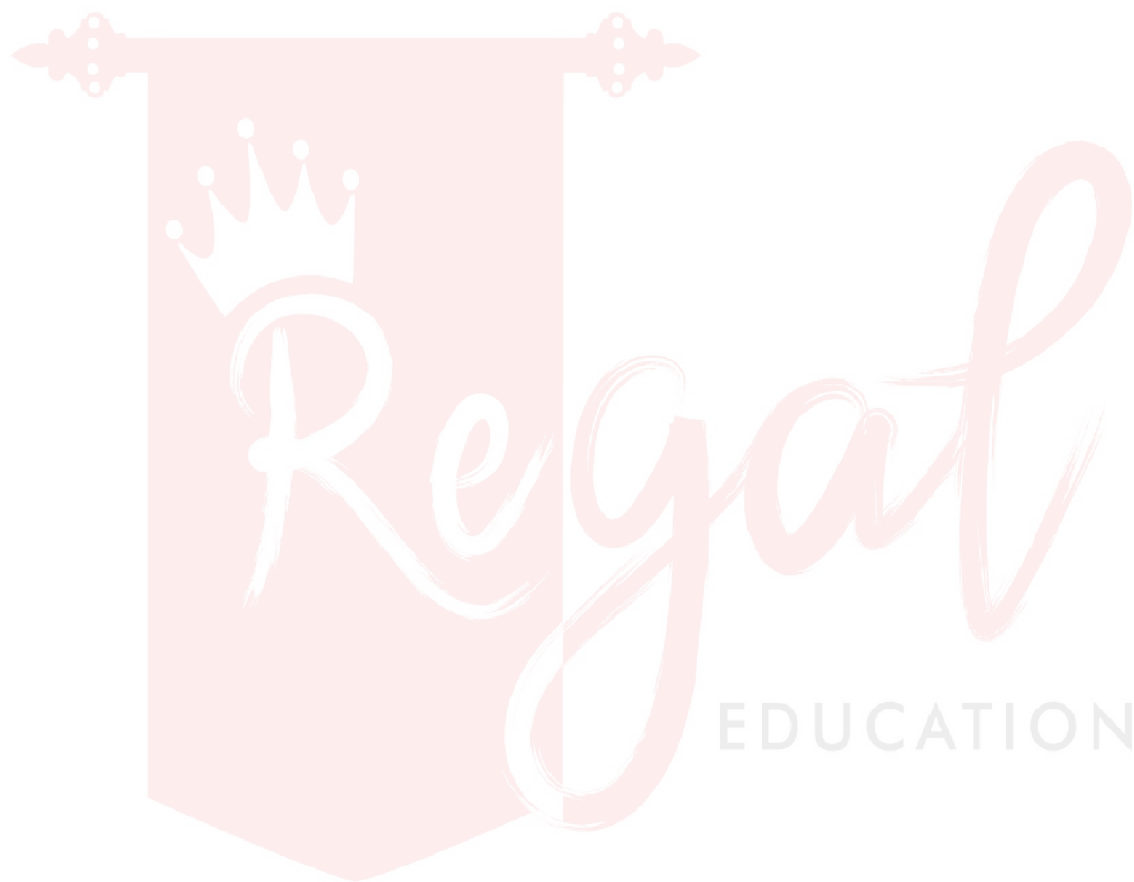
Cut out and glue the dice.





Cut out and glue the dice.





Let's play!

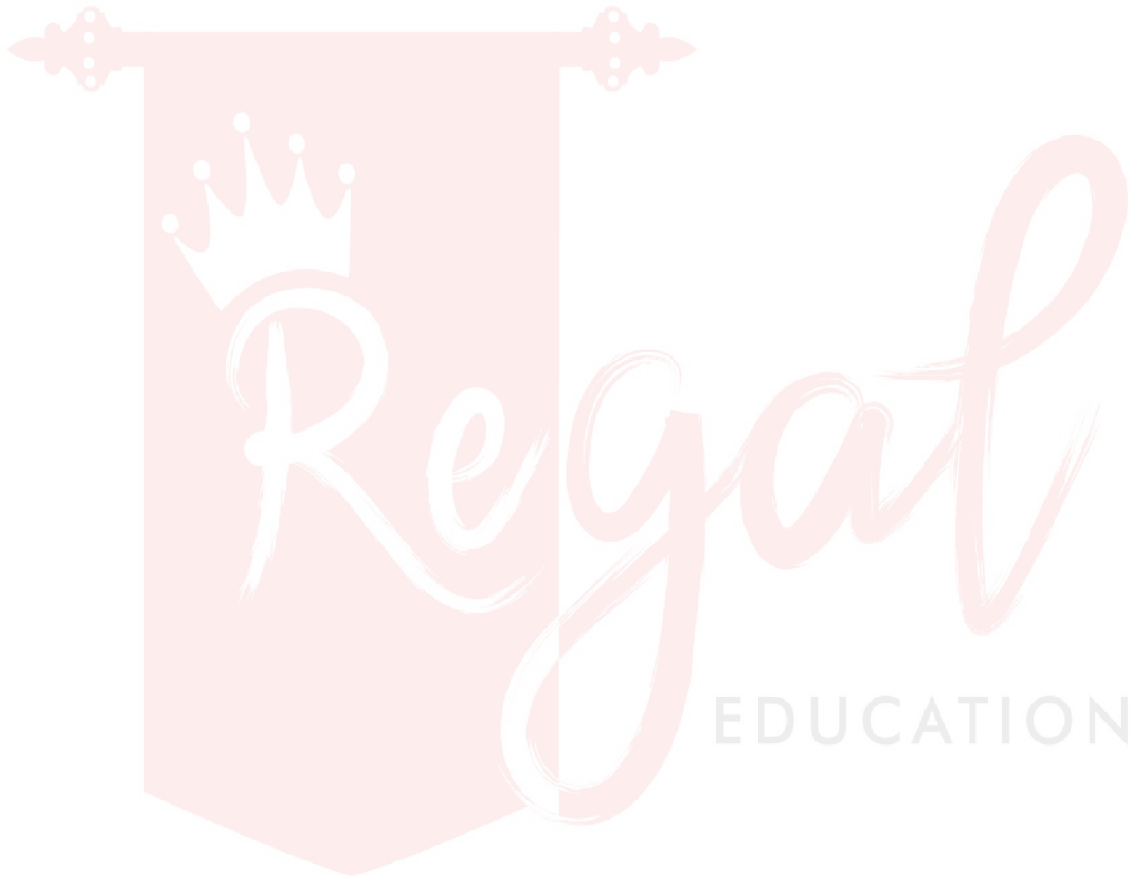
- There are 10 equations done for you. Cut them out.
- You have 20 more cards. Create your own equations. Cut them out.
- Do not solve them.
- Get together with your friends.
- Place all the cards (yours and friends') face down on the desk.
- Each friend gets an equation, reads it out loud and solves it. If (s)he makes a mistake, (s)he puts it in the left pile, if (s)he solves it correctly, (s)he puts it in the right pile.
- Keep solving the equations until you finish all the pile.
- Each friend



calculates how many equations he/she got right and wrong.

- The one who makes most mistakes, loses.

Create your own game here.



Cut out the equations. Create your own equations. Write in pencil. You can use different colors.

$$24 + 13$$

$$24 - 13$$

$$4 + 15 + 2$$

$$12 + 5 - 3$$

$$56 + 14$$

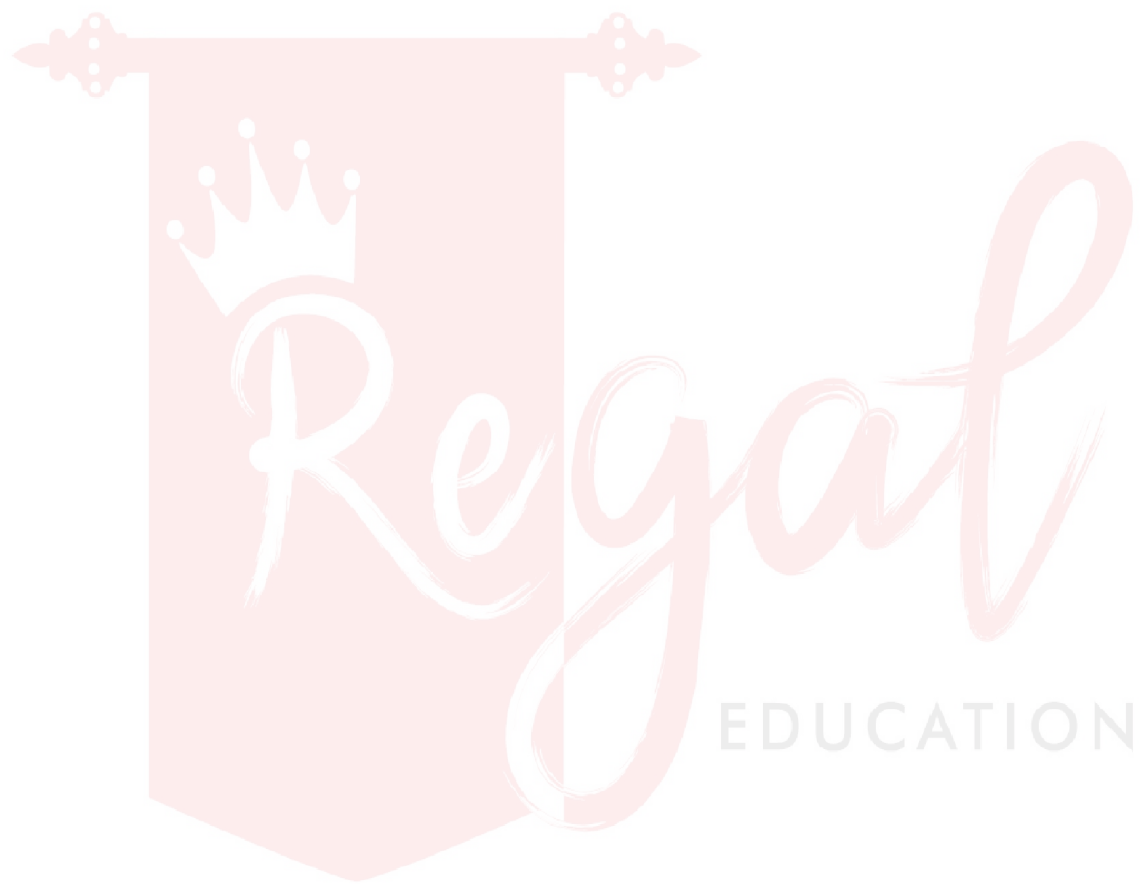
$$56 - 14$$

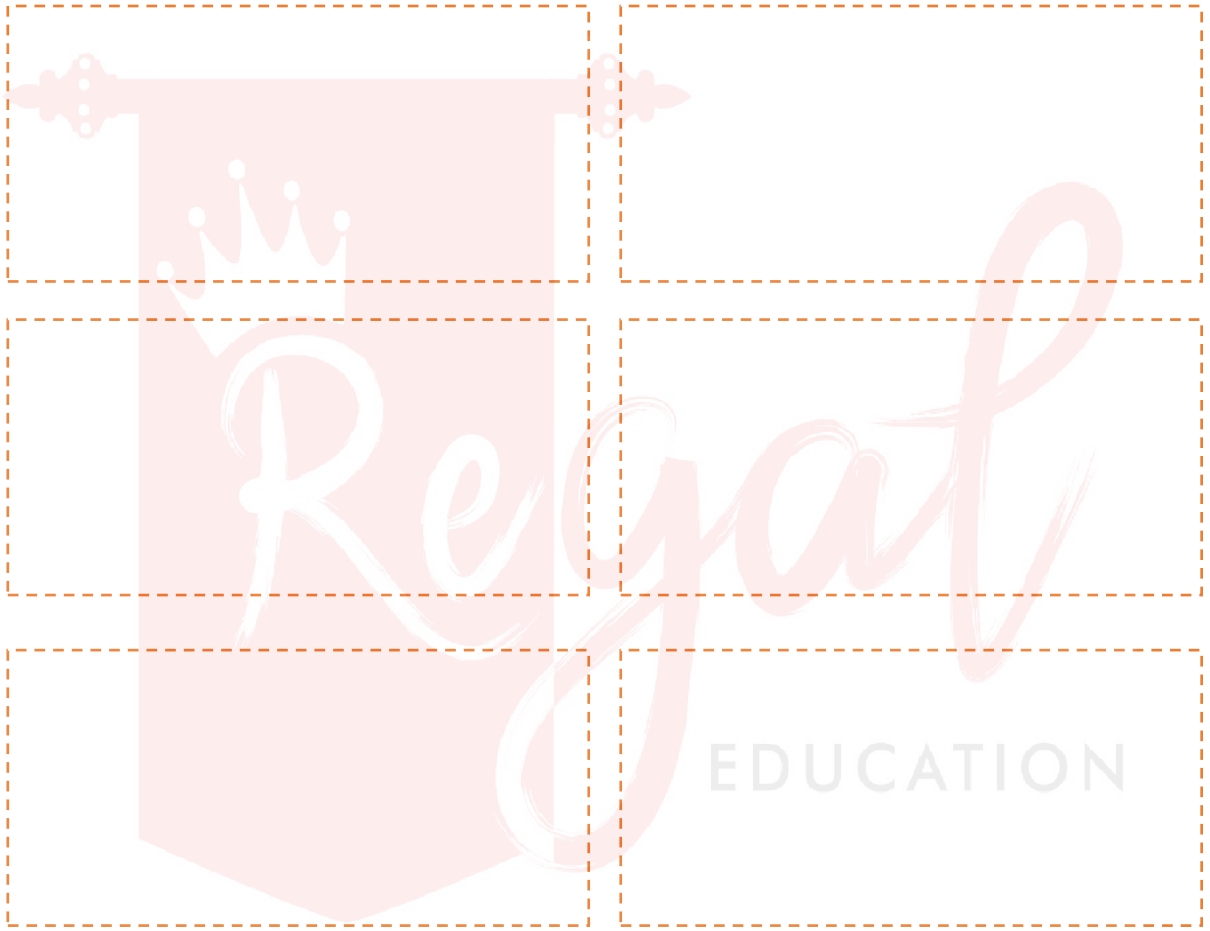
$$65 + 24$$

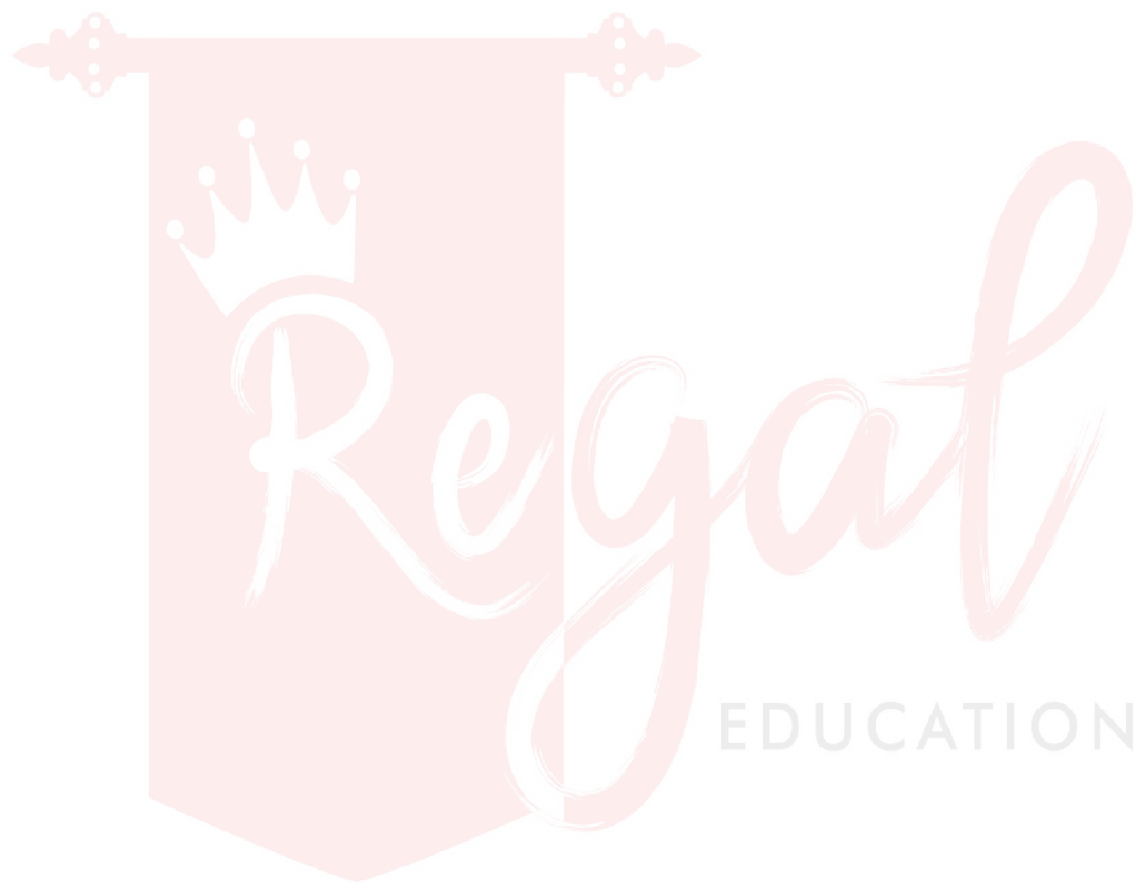
$$57 + 24$$



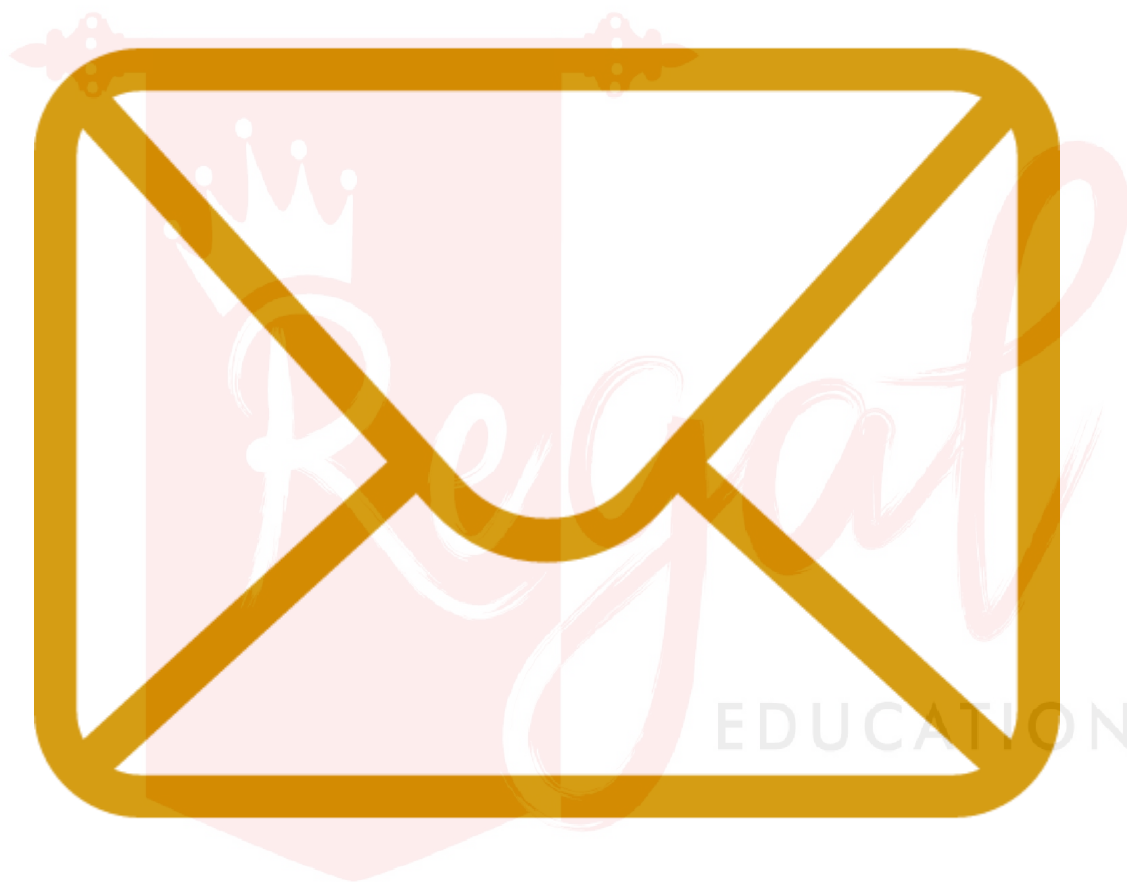
$36 + 22$	$36 - 13 - 2$



	
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Glue an envelope for the flashcards here.



1)	There are 37  in a tree. There are 22  in another tree. How many  in total? _____	
2)	There are 45  in a bunch. 12  get popped. How many  are left? _____	
3)	Sally catches 36  . Frazer catches 42  . How many do they have altogether? _____	
4)	I see 46  in a field. 24  hop away. How many are left? _____	
5)	Tyger has 55  . Newton has 14  . How many more  does Tyger have? _____	
6)	I have 56  . I buy 23 more  . How many  do I have now? _____	



Let`s see who is the fastest in
your group.
The one who solves first and
without mistakes, wins.

1)	There were 86  walking on the ground. 49  got squashed. How many  are left? _____	
2)	I have \$95. I spend \$43. How much do I have left? \$ _____	
3)	There are 45  in a pod. There are 38  in another pod. How many  are there in all? _____	
4)	There are 62  in a farmyard. 29 more  come along. How many  are there in total? _____	
5)	A shop has 71  . It sells 58  . How many  does it have left? _____	
6)	There are 49  on one tree. There are 45  on another tree. How many  altogether on both trees? _____	

And who
was the
fastest here?



- | | |
|-----------------------------------|-----------------------------------|
| 1) $13 + 3 = \underline{\quad}$ | 21) $12 + 5 = \underline{\quad}$ |
| 2) $8 + 11 = \underline{\quad}$ | 22) $5 + \underline{\quad} = 14$ |
| 3) $8 + \underline{\quad} = 15$ | 23) $\underline{\quad} + 10 = 19$ |
| 4) $12 + \underline{\quad} = 18$ | 24) $13 + \underline{\quad} = 20$ |
| 5) $9 + 9 = \underline{\quad}$ | 25) $12 + \underline{\quad} = 18$ |
| 6) $\underline{\quad} + 5 = 13$ | 26) $\underline{\quad} + 11 = 19$ |
| 7) $11 + \underline{\quad} = 14$ | 27) $\underline{\quad} + 10 = 16$ |
| 8) $7 + 11 = \underline{\quad}$ | 28) $3 + \underline{\quad} = 12$ |
| 9) $13 + \underline{\quad} = 19$ | 29) $9 + 5 = \underline{\quad}$ |
| 10) $\underline{\quad} + 7 = 16$ | 30) $14 + \underline{\quad} = 20$ |
| 11) $\underline{\quad} + 7 = 14$ | 31) $13 + \underline{\quad} = 20$ |
| 12) $12 + \underline{\quad} = 17$ | 32) $\underline{\quad} + 5 = 17$ |
| 13) $\underline{\quad} + 11 = 17$ | 33) $\underline{\quad} + 11 = 17$ |
| 14) $5 + 10 = \underline{\quad}$ | 34) $12 + \underline{\quad} = 20$ |
| 15) $3 + \underline{\quad} = 11$ | 35) $8 + \underline{\quad} = 17$ |
| 16) $\underline{\quad} + 8 = 16$ | 36) $11 + 7 = \underline{\quad}$ |
| 17) $13 + 4 = \underline{\quad}$ | 37) $\underline{\quad} + 9 = 19$ |
| 18) $16 + \underline{\quad} = 20$ | 38) $\underline{\quad} + 4 = 19$ |
| 19) $\underline{\quad} + 13 = 19$ | 39) $\underline{\quad} + 14 = 20$ |
| 20) $\underline{\quad} + 15 = 18$ | 40) $4 + \underline{\quad} = 17$ |

Remember to check your calculation once you have filled in the missing number.

*Let's raise the bar.
Who will be the first one
to finish this one?*



How about this one?

$73 + 2 = \underline{\quad}$

$38 + 1 = \underline{\quad}$

$53 + 2 = \underline{\quad}$

$21 + 3 = \underline{\quad}$

$82 + 2 = \underline{\quad}$

$42 + 4 = \underline{\quad}$

$94 + 2 = \underline{\quad}$

$67 + 2 = \underline{\quad}$

$95 + 4 = \underline{\quad}$

$21 + 6 = \underline{\quad}$

$87 + 2 = \underline{\quad}$

$55 + 2 = \underline{\quad}$

$45 + 3 = \underline{\quad}$

$94 + 3 = \underline{\quad}$

$77 + 3 = \underline{\quad}$

$32 + 4 = \underline{\quad}$

$84 + 6 = \underline{\quad}$

$83 + 7 = \underline{\quad}$

$62 + 7 = \underline{\quad}$

$66 + 3 = \underline{\quad}$

$43 + 6 = \underline{\quad}$

$58 + 2 = \underline{\quad}$

$26 + 2 = \underline{\quad}$

$35 + 5 = \underline{\quad}$

$83 + 4 = \underline{\quad}$

$71 + 9 = \underline{\quad}$

$91 + 3 = \underline{\quad}$



$55 - 3 = \underline{\quad}$

$26 - 4 = \underline{\quad}$

$38 - 2 = \underline{\quad}$

$46 - 4 = \underline{\quad}$

$86 - 6 = \underline{\quad}$

$82 - 2 = \underline{\quad}$

$44 - 2 = \underline{\quad}$

$96 - 4 = \underline{\quad}$

$26 - 6 = \underline{\quad}$

$77 - 3 = \underline{\quad}$

$19 - 8 = \underline{\quad}$

$89 - 3 = \underline{\quad}$

$93 - 2 = \underline{\quad}$

$42 - 1 = \underline{\quad}$

$54 - 2 = \underline{\quad}$

$14 - 4 = \underline{\quad}$

$63 - 2 = \underline{\quad}$

$97 - 3 = \underline{\quad}$

$16 - 5 = \underline{\quad}$

$38 - 6 = \underline{\quad}$

$64 - 3 = \underline{\quad}$

$84 - 2 = \underline{\quad}$

$48 - 6 = \underline{\quad}$

$99 - 8 = \underline{\quad}$

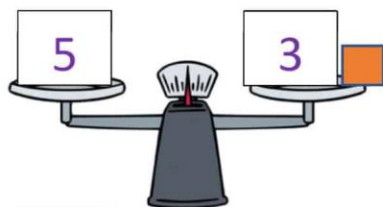
$76 - 2 = \underline{\quad}$

$87 - 2 = \underline{\quad}$

$39 - 4 = \underline{\quad}$



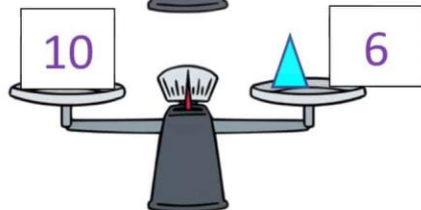
Determine the Value of Each Shape



$$\square = \underline{\hspace{2cm}}$$

$$\triangle = \underline{\hspace{2cm}}$$

$$\bigcirc = \underline{\hspace{2cm}}$$



$$\bigcirc = \underline{\hspace{2cm}}$$

$$\square = \underline{\hspace{2cm}}$$

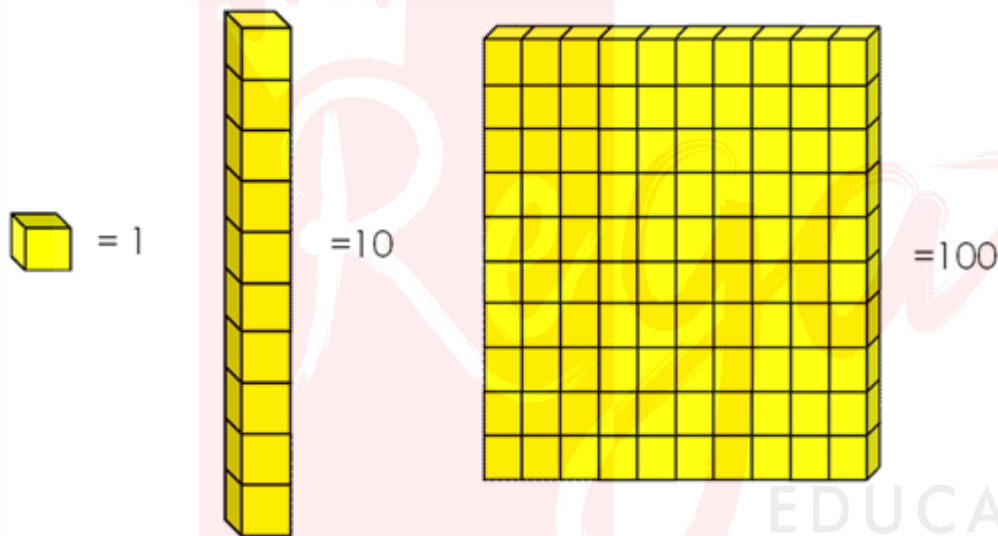
$$\triangle = \underline{\hspace{2cm}}$$

Determine the number you need to add to balance the scale. Work in mini groups.



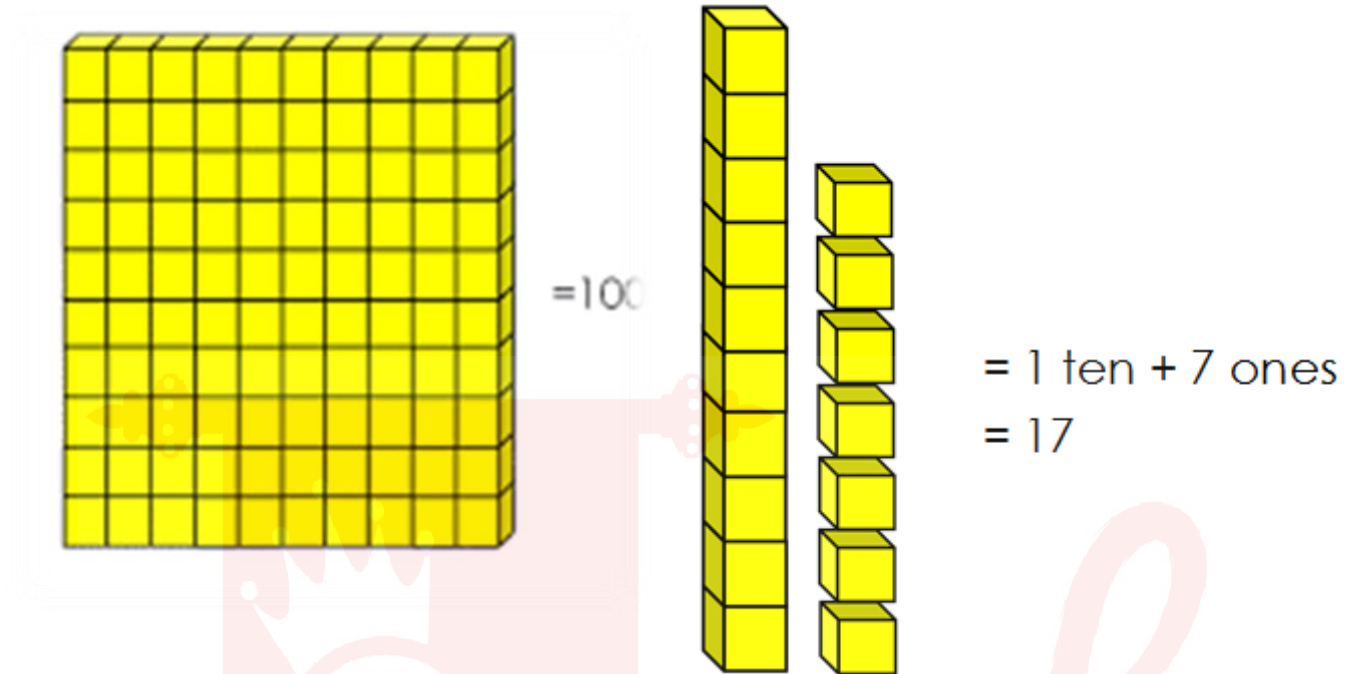
Unit 3

Cut out the frames and multilink cubes. Play with your friends. Make numbers with the help of cut-outs. Say them out loud.

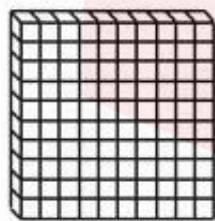


Example:

One hundred 10 and 1 equal one hundred eleven.



One hundred + 1 ten + 7 ones equal one hundred seventeen.



100
flat

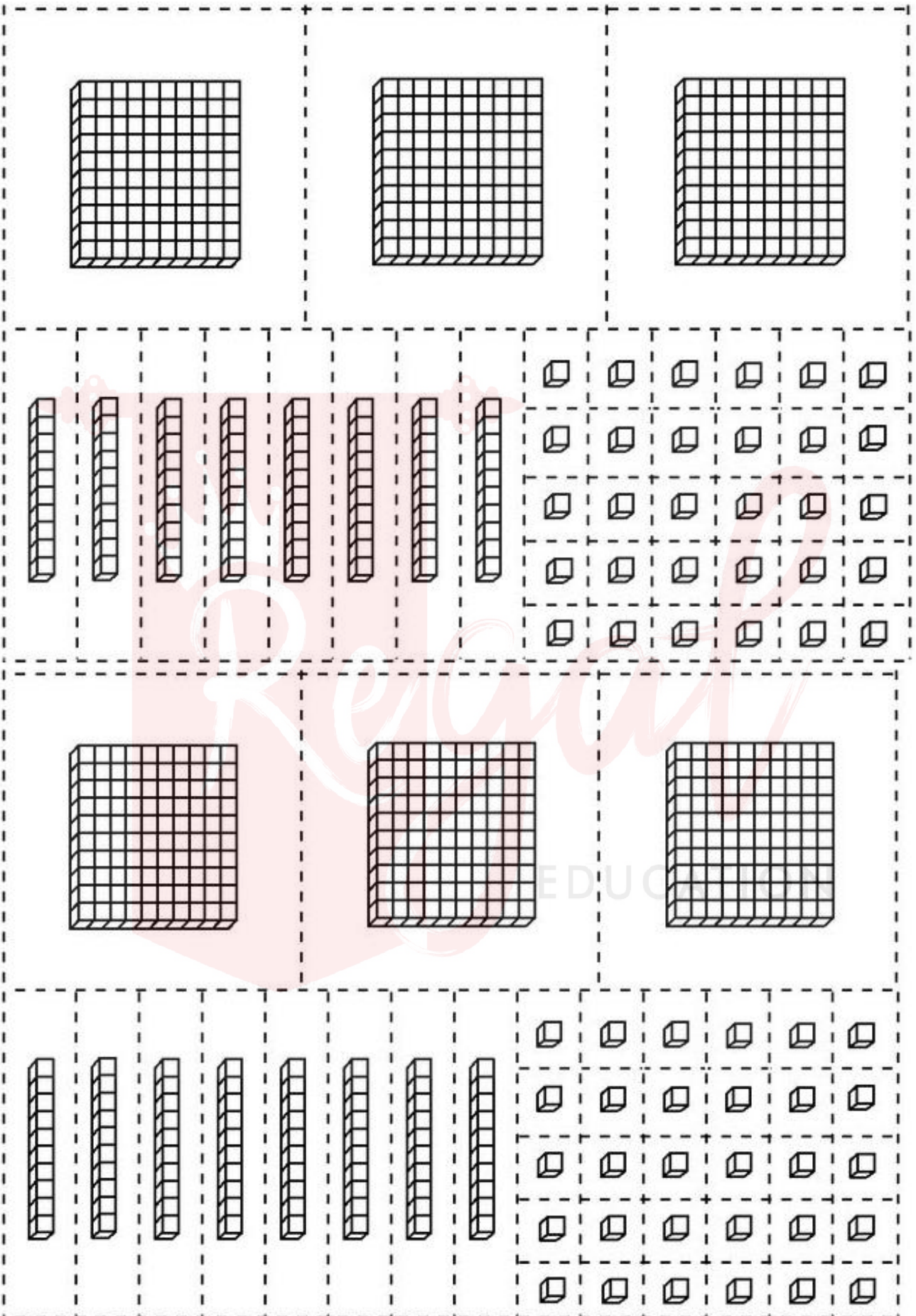


10
rod

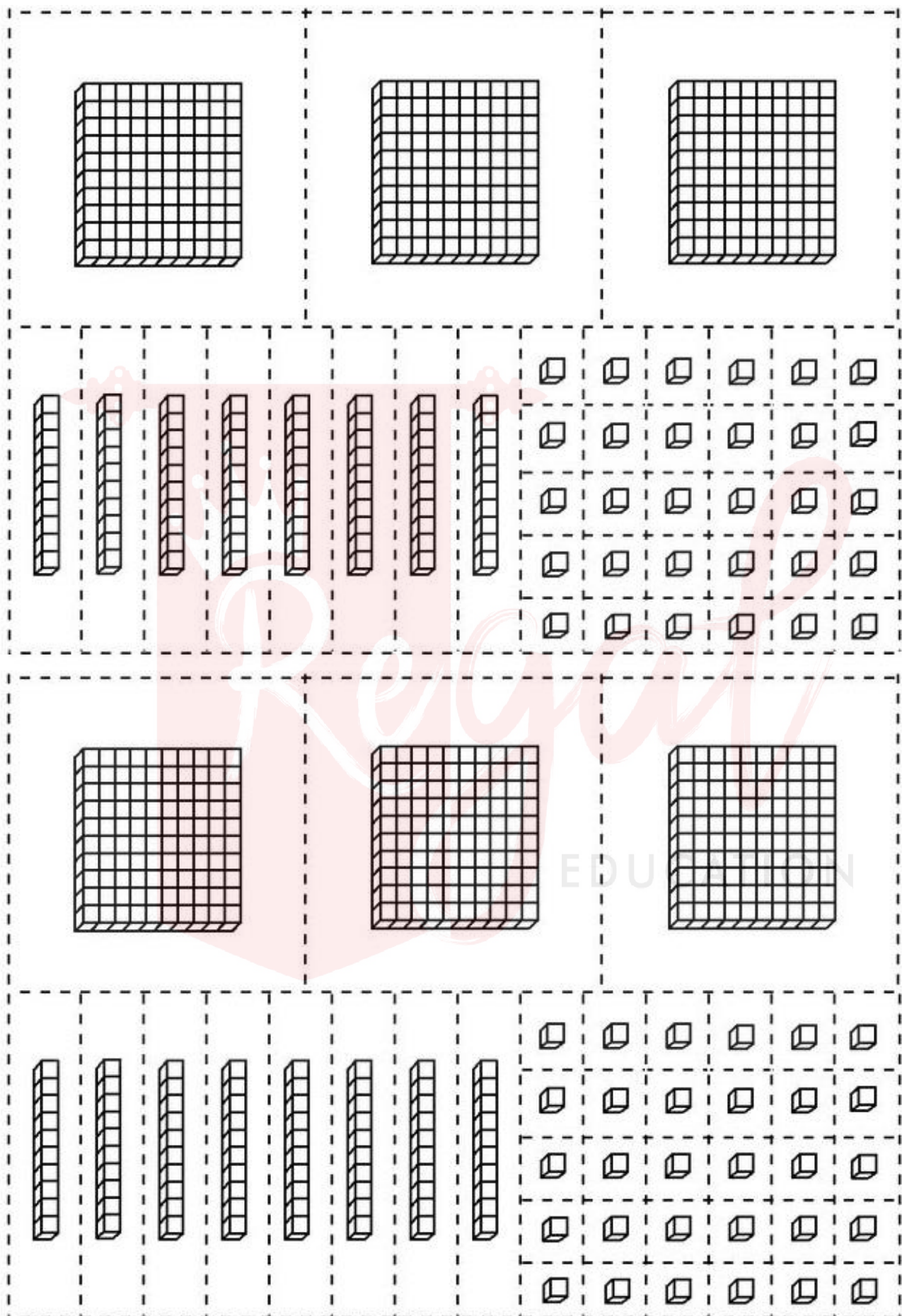


1 unit
or cube

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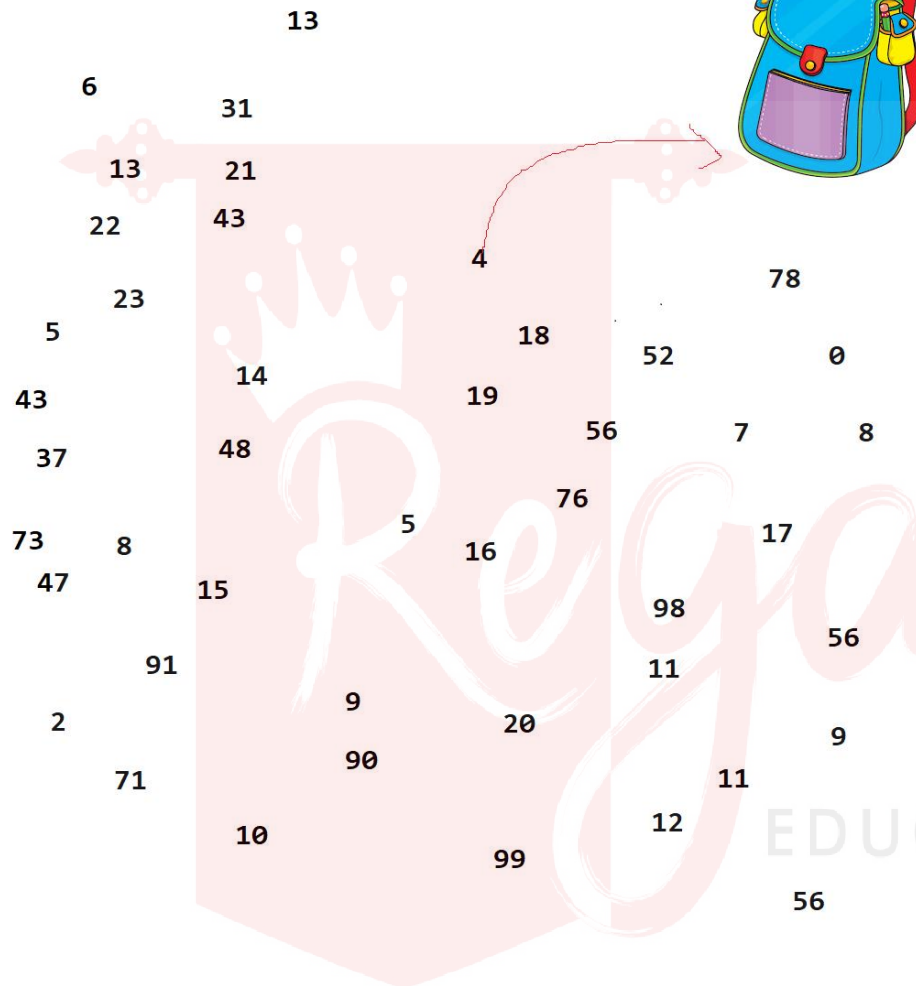




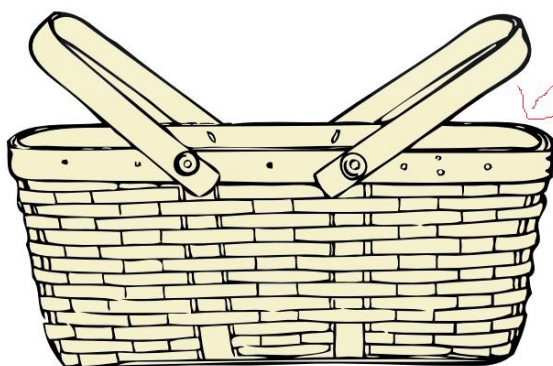


Odd or even.

Add all the odd numbers to the basket and all even numbers to the bag.



To play the game online, scan the QR.



I spy ODD numbers. Circe all the odd numbers.

1 4 2 3 5 7 8	8 391 5 3 15 4 75 2 8 9
9 33 5 23 67 13	2 4 6 34 75 23 65 23 8
65 23 66 98 23	13 5 7 12 64 94 25 8 5
5 34 65 23 8 90	2 46 3 7 945 23 48 23
23 45 76 34 89	23 765 234 87 234 4 8 3
12 23 34 56 78	1 61 81 92 38 2 45 72
12 34 7 78 34	68 24 84 2 89 4 3 7 35
56 16 38 49 36	2 3 7 9 56 97 345 87 4
61 83 95 2 4 6	5 245 68 53 7 3 46 98
13 64 23 75 43	423 4 13 151 6 8 4 84
9 5 3 34 76 23	25 9 5 3 21 5 8 34 3 7
7 23 6 32 7 34	8 23 6 8 34 8 24 8 81
23 98 34 74 2 6	36 82 9 5 3 79 24 9 5 3



I spy EVEN numbers. Circe all the EVEN numbers.

1 4 2 3 5 7 8	8 391 5 3 15 4 75 2 8 9
9 33 5 23 67 13	2 4 6 34 75 23 65 23 8
65 23 66 98 23	13 5 7 12 64 94 25 8 5
5 34 65 23 8 90	2 46 3 7 945 23 48 23
23 45 76 34 89	23 765 234 87 234 4 8 3
12 23 34 56 78	1 61 81 92 38 2 45 72
12 34 7 78 34	68 24 84 2 89 4 3 7 35
56 16 38 49 36	2 3 7 9 56 97 345 87 4
61 83 95 2 4 6	5 245 68 53 7 3 46 98
13 64 23 75 43	423 4 13 151 6 8 4 84
9 5 3 34 76 23	25 9 5 3 21 5 8 34 3 7
7 23 6 32 7 34	8 23 6 8 34 8 24 8 81
23 98 34 74 2 6	36 82 9 5 3 79 24 9 5 3



Lydia, Andres and Jim were playing "In One Minute". First, they found out how many numbers they could write in one minute. Here's what they could do.

	Numbers
Lydia	67
Andres	49
Jim	51

Let's use everything we have learned to solve the problem.

1. Who wrote the most numbers? _____
2. How many more numbers did Lydia write than Andres? _____
3. Whose number is odd?
4. Whose number is even?



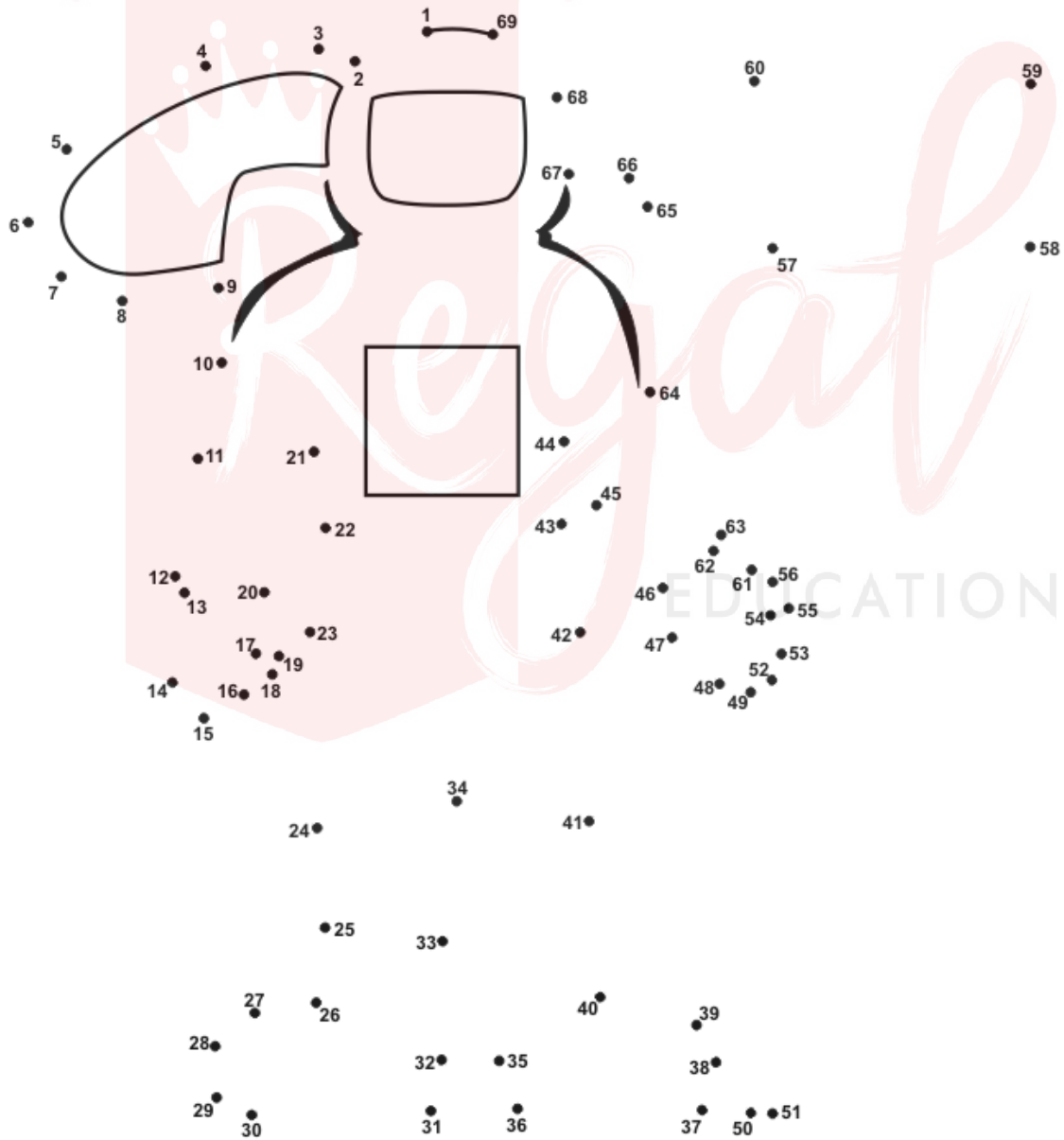


Let`s relax a bit.
Connect the dots to see
the picture. What is it?
How big is it?



Unit 4

Let's have some fun.
Connect the dots to see
the picture. What am I?



Spin and add.

- Place a pen on a color ring and spin.
- The two colors that you got are the colors you will need to select the numbers from. Look at the example below. The pen is in yellow and purple sectors. The player will need to select one yellow and one purple number.
- You can select the numbers randomly yourself or ask your friends to select for you.
- Add the numbers up. If you are correct, choose who will answer next, if you are wrong, you will spin again.
- The one who got most answers right will win.

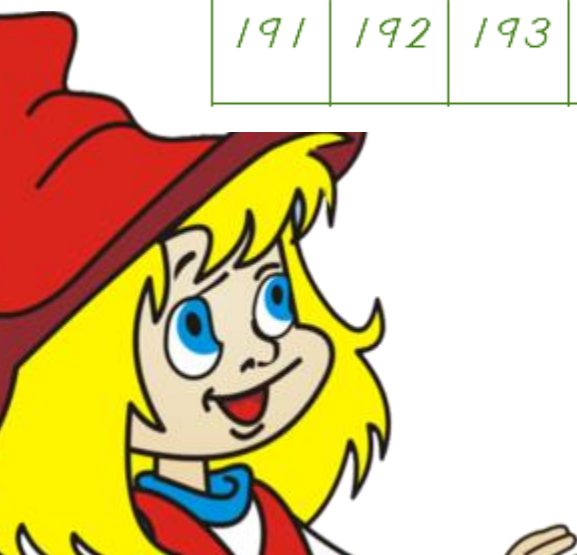


You can copy this page and cut the numbers out, divide in piles and play. Or you can randomly select the numbers by throwing an eraser or a paper clip on a page and using the numbers you got.

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

Color the numbers in any colors of the spinning wheel. When you play with friends, use new book each time. It will make it more unpredictable.

101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130
131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150
151	152	153	154	155	156	157	158	159	160
161	162	163	164	165	166	167	168	169	170
171	172	173	174	175	176	177	178	179	180
181	182	183	184	185	186	187	188	189	190
191	192	193	194	195	196	197	198	199	200



301	302	303	304	305	306	307	308	309	310
311	312	313	314	315	316	317	318	319	320
321	322	323	324	325	326	327	328	329	330
331	332	333	334	335	336	337	338	339	340
341	342	343	344	345	346	347	348	349	350
351	352	353	354	355	356	357	358	359	360
361	362	363	364	365	366	367	368	369	370
371	372	373	374	375	376	377	378	379	380
381	382	383	384	385	386	387	388	389	390
391	392	393	394	395	396	397	398	399	400

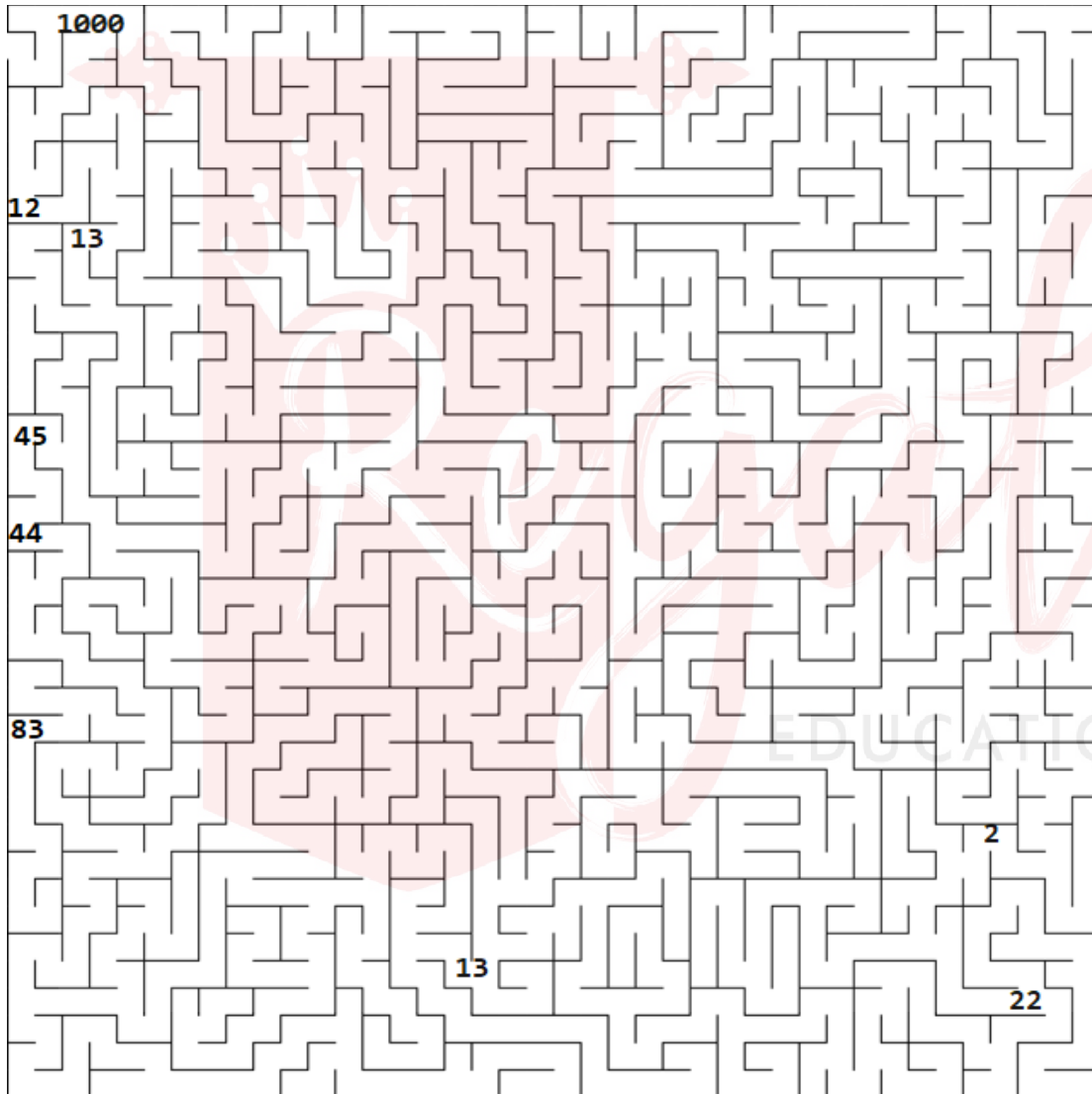


Add any random numbers from 1 to 500 in the table. Color them. Use them in your spinning game.

Unit 5

Help Mr. Cat to find a way out. On your way, collect lost numbers. Subtract them.

Write down your answers in the star. It is a message from Mr. Cat.

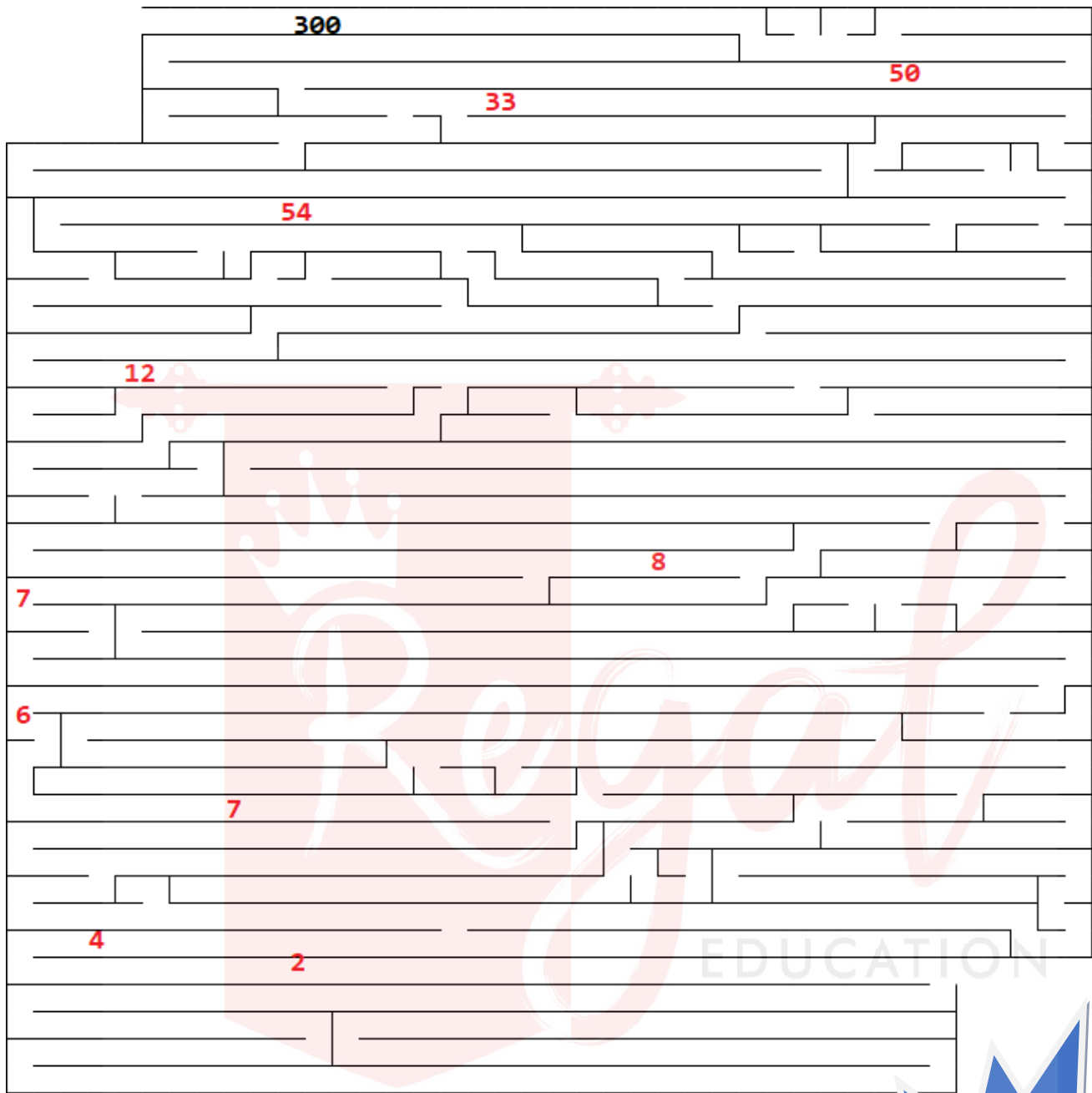


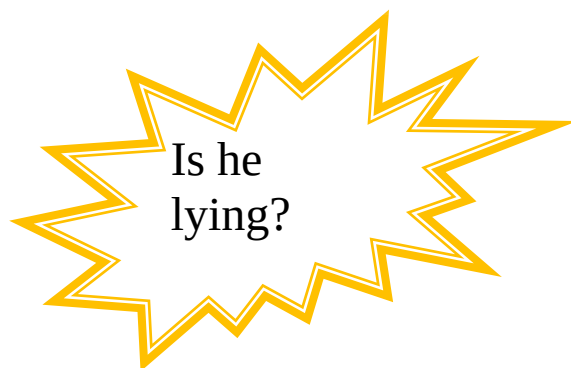
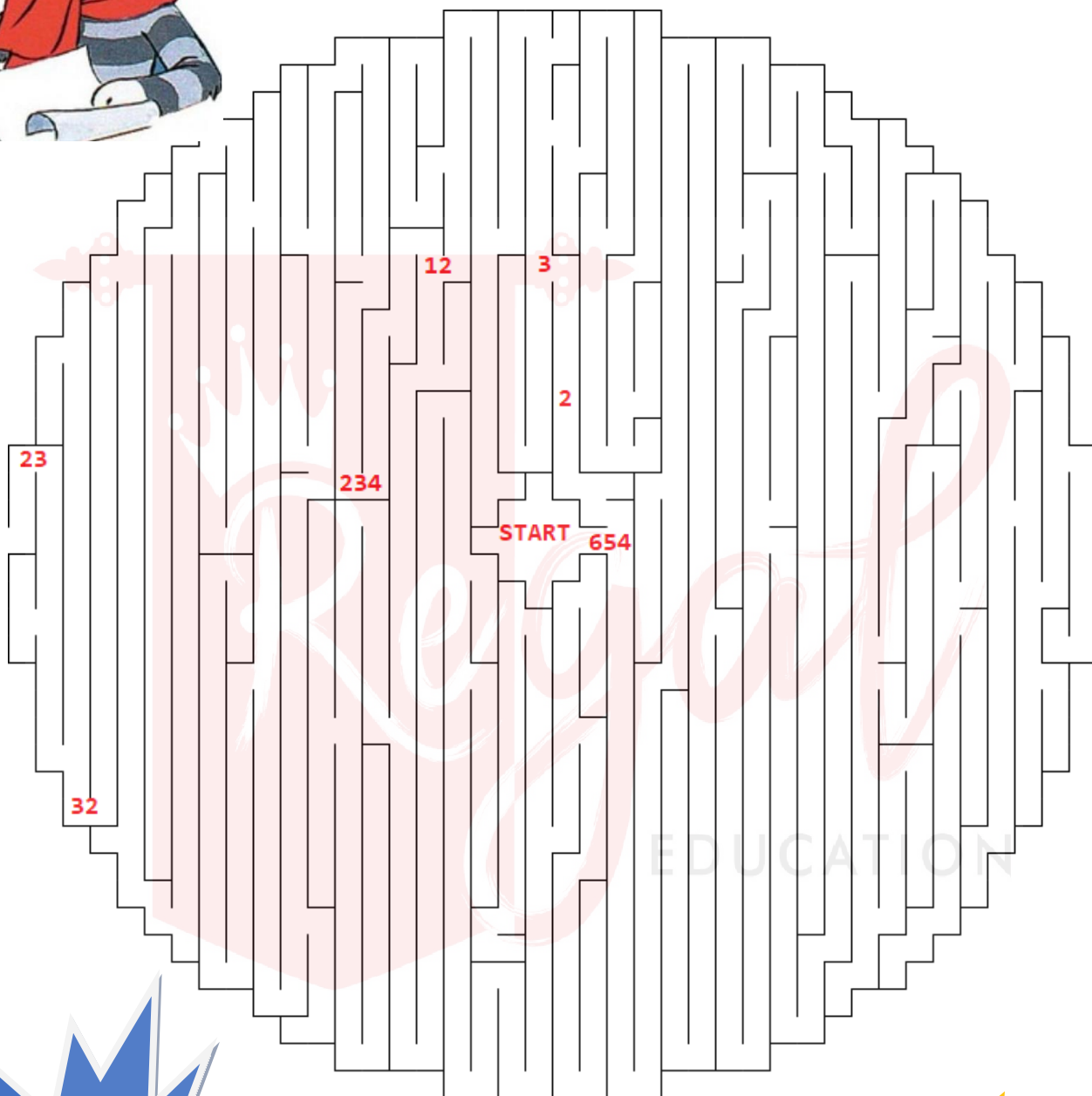
I have

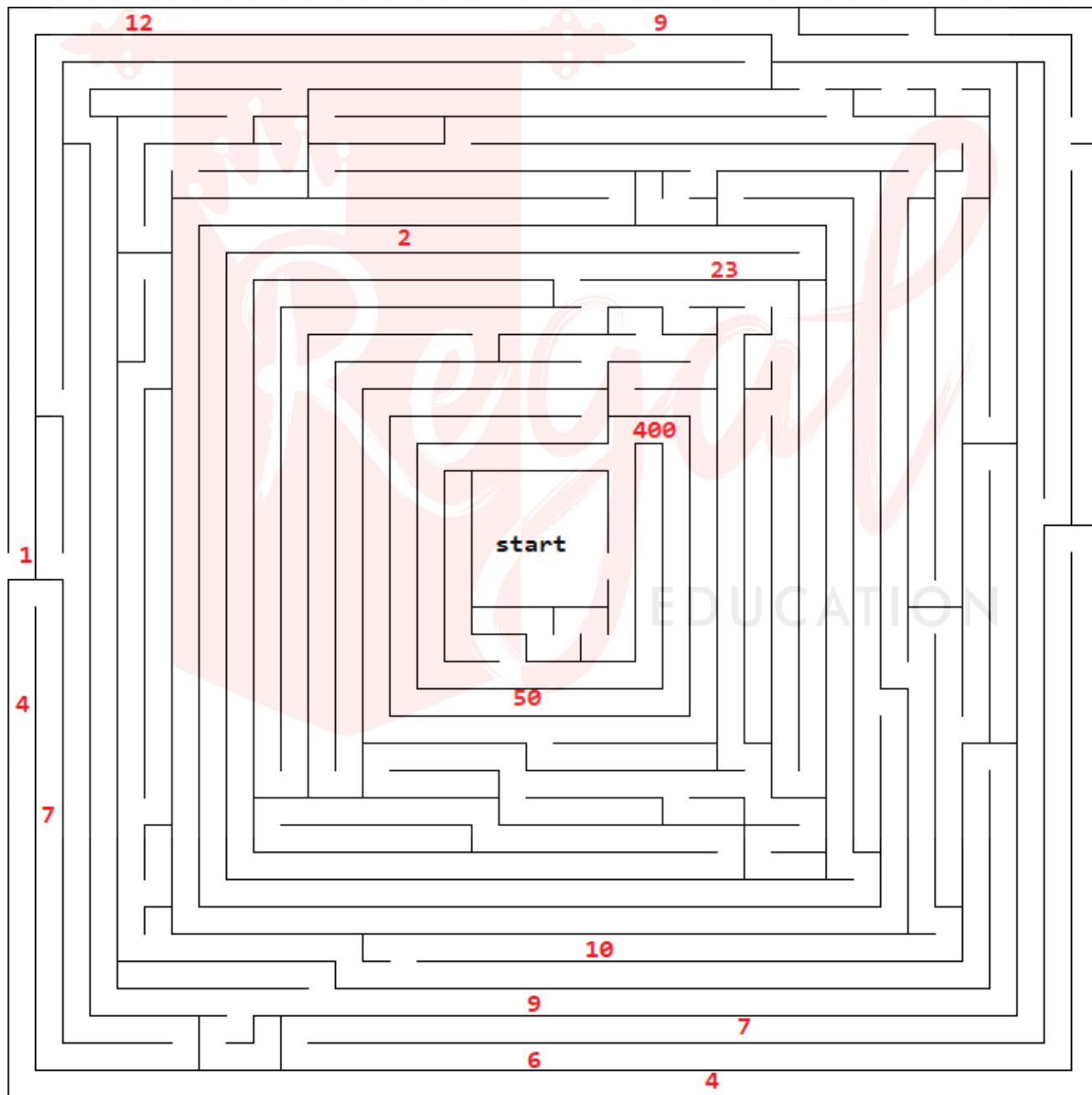
friends.

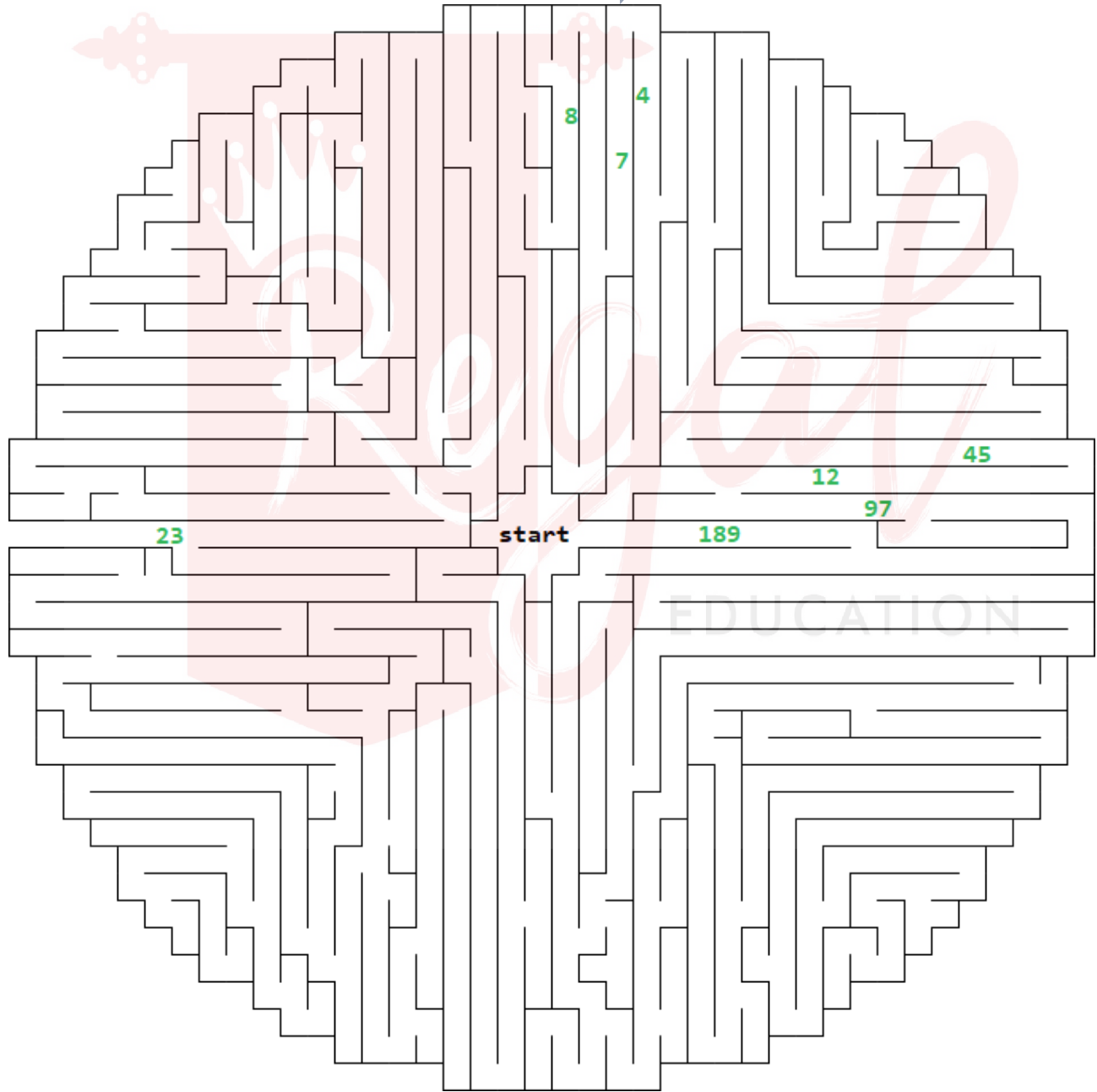


Do you think
he is telling the
truth?

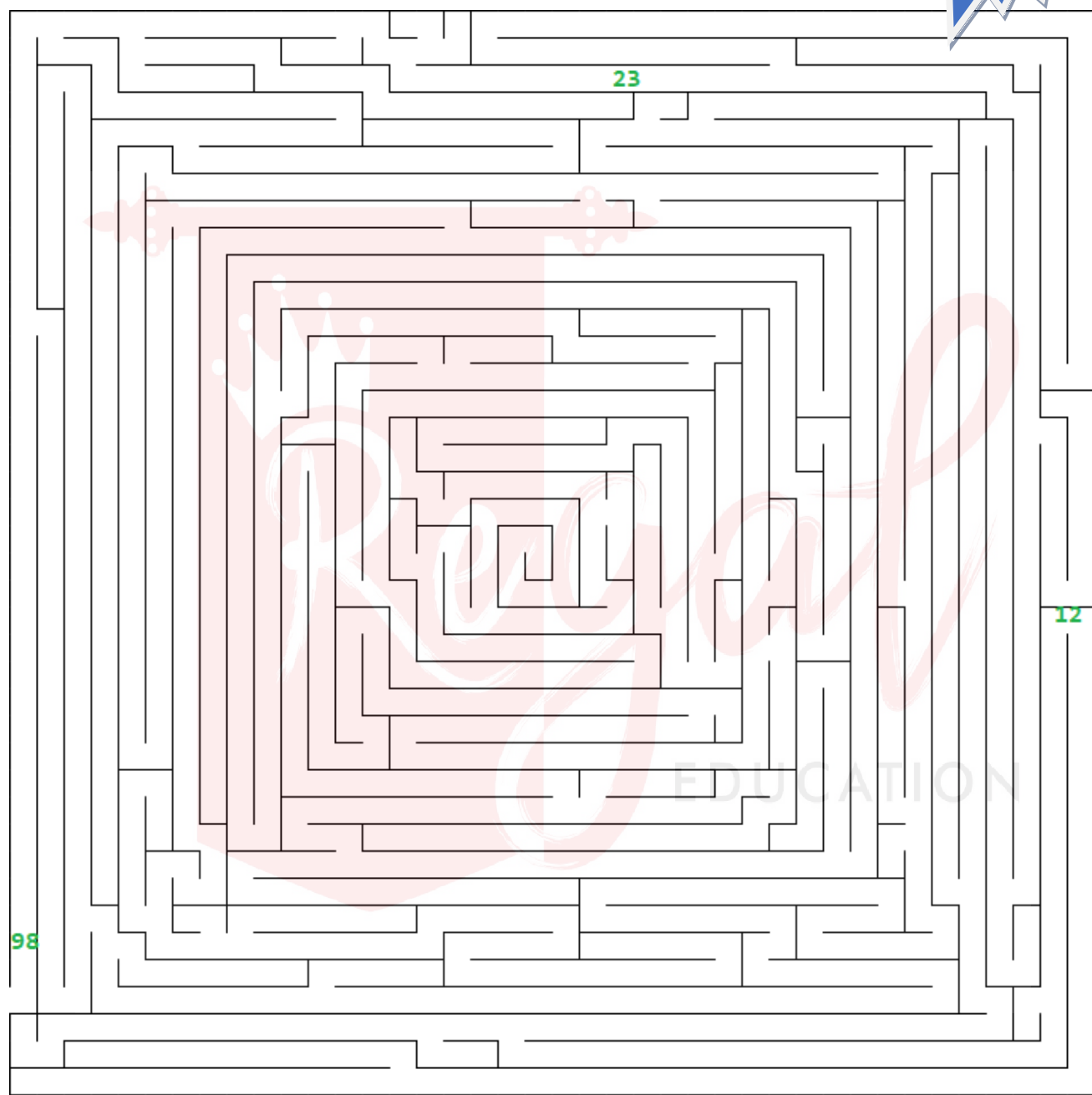






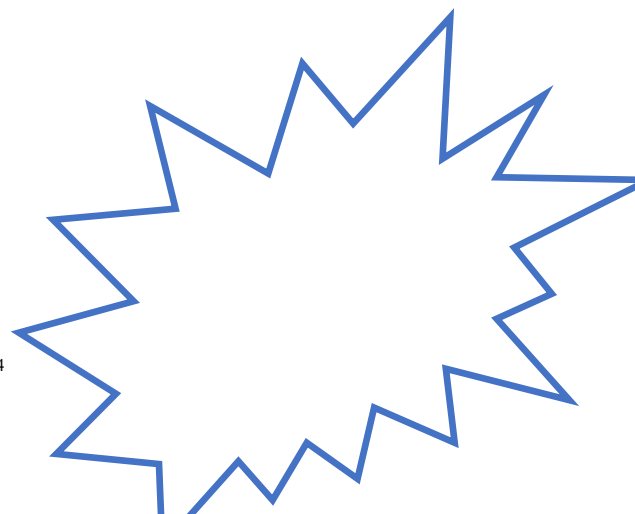
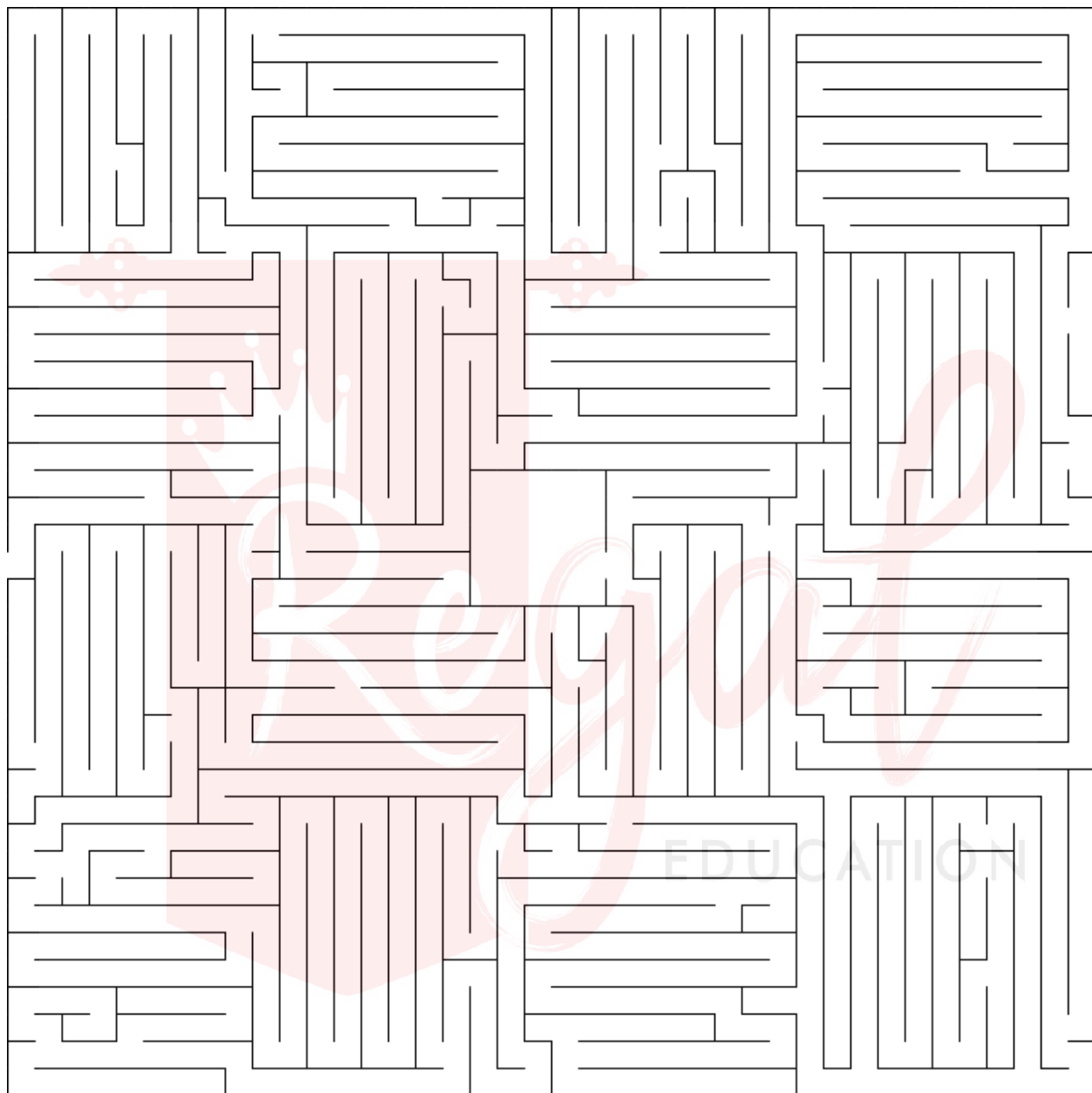


I have _____ sisters.



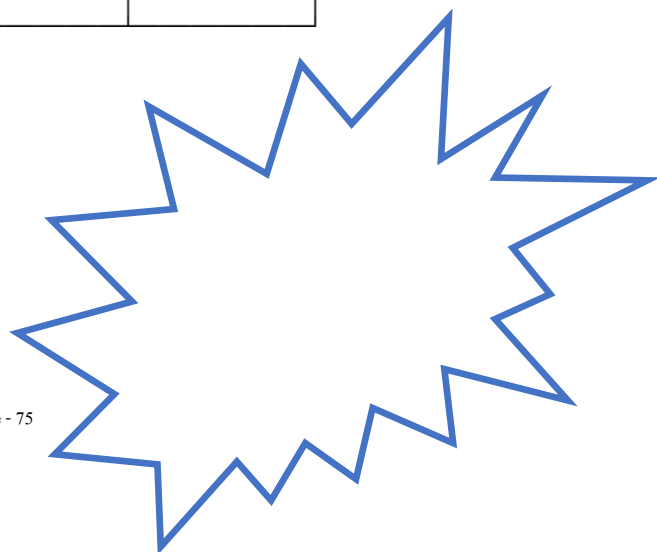
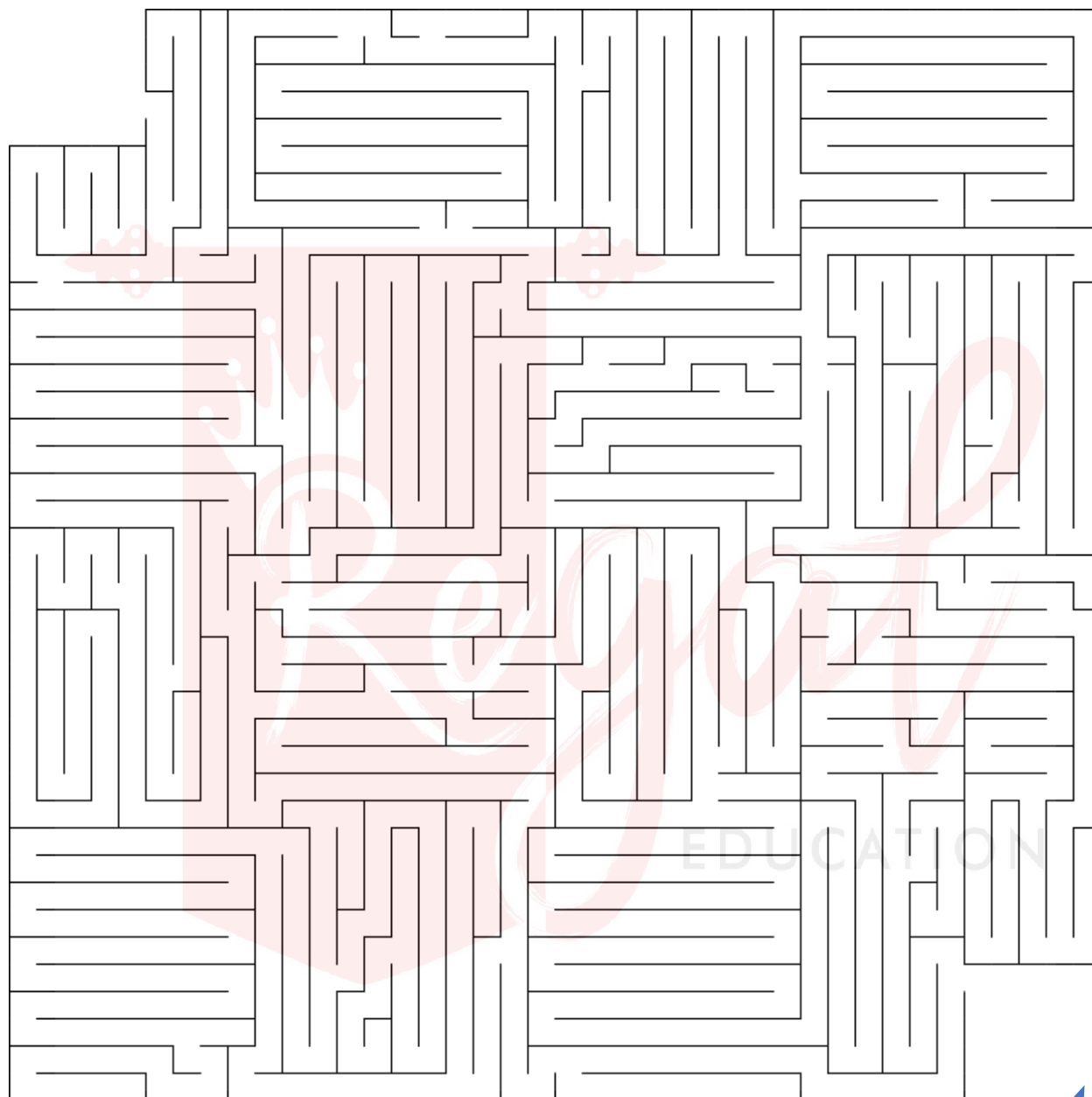
Add your own numbers in the puzzle and ask your friends to do the math.

Fill in the information about Mr. Cat in the star.



Add your own numbers in the puzzle and ask your friends to do the math.

Fill in the information about Mr. Cat in the star.



Unit 6

Solve the word problems
together with Mr. Cat.

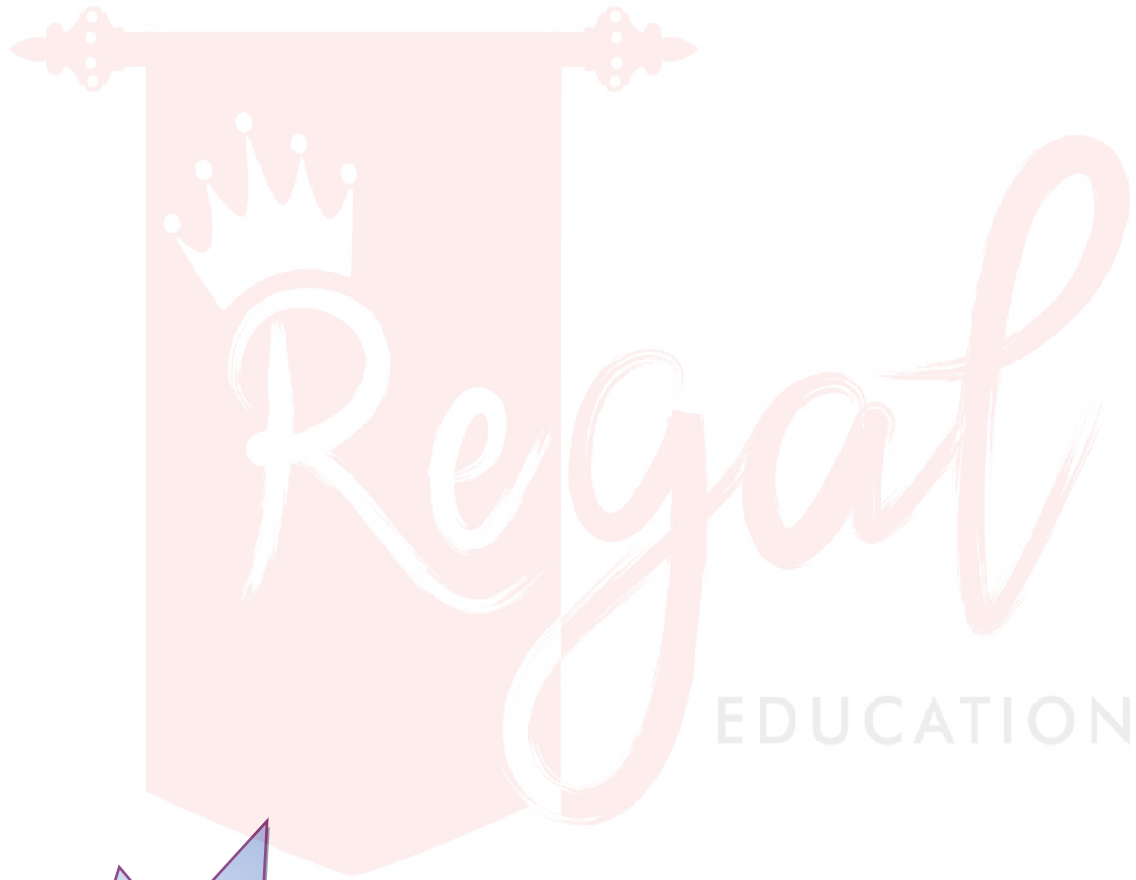
Draw the answers.

Lucy went to the grocery store. She bought 12 packs of cookies and 16 packs of noodles. How many packs of groceries did she buy in all?

Draw her bag
with all the
things she
bought.



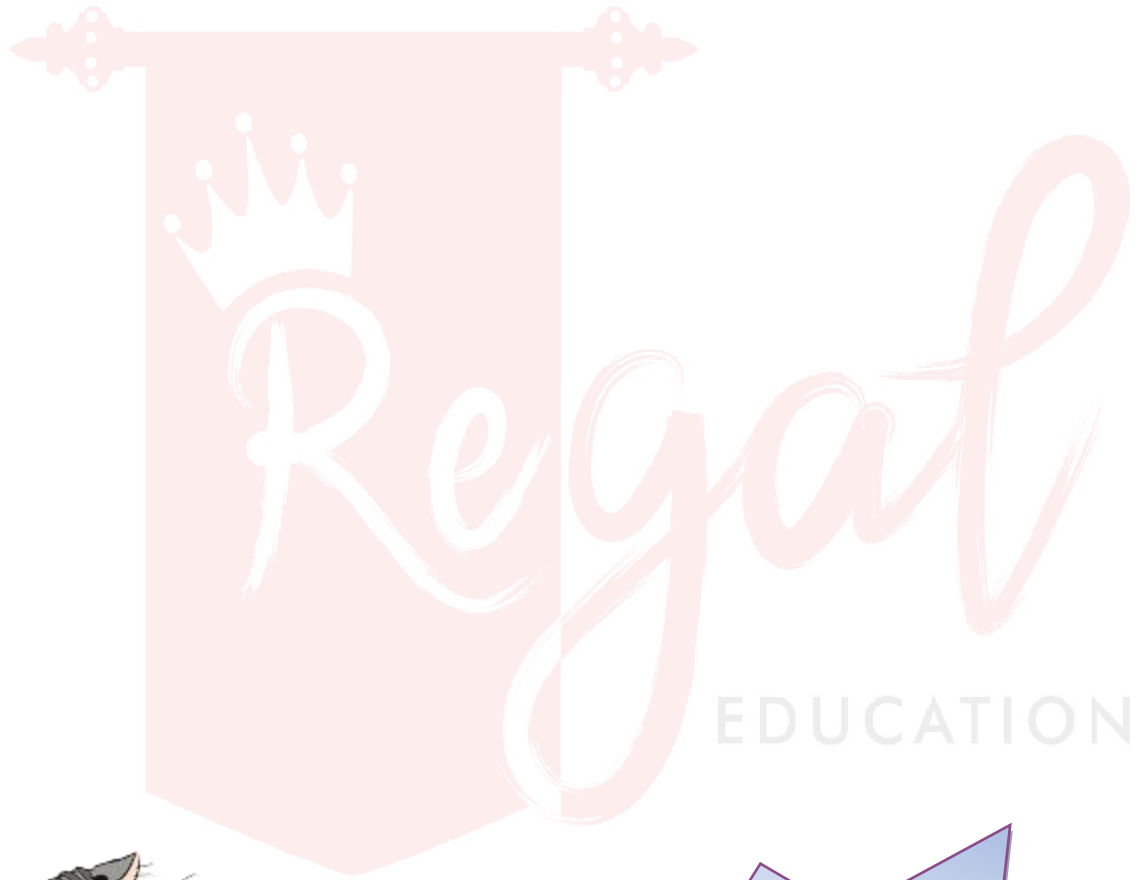
Roden went to a pet shop. He bought 15 gold fish, 7 blue fish and 3 packages of fish food. How many fish did he buy?



Draw everything she bought.



In a school, there are 542 girls and 387 boys. How many pupils are there in that school?



Draw the school. Write the solution on the rooftop of the school.

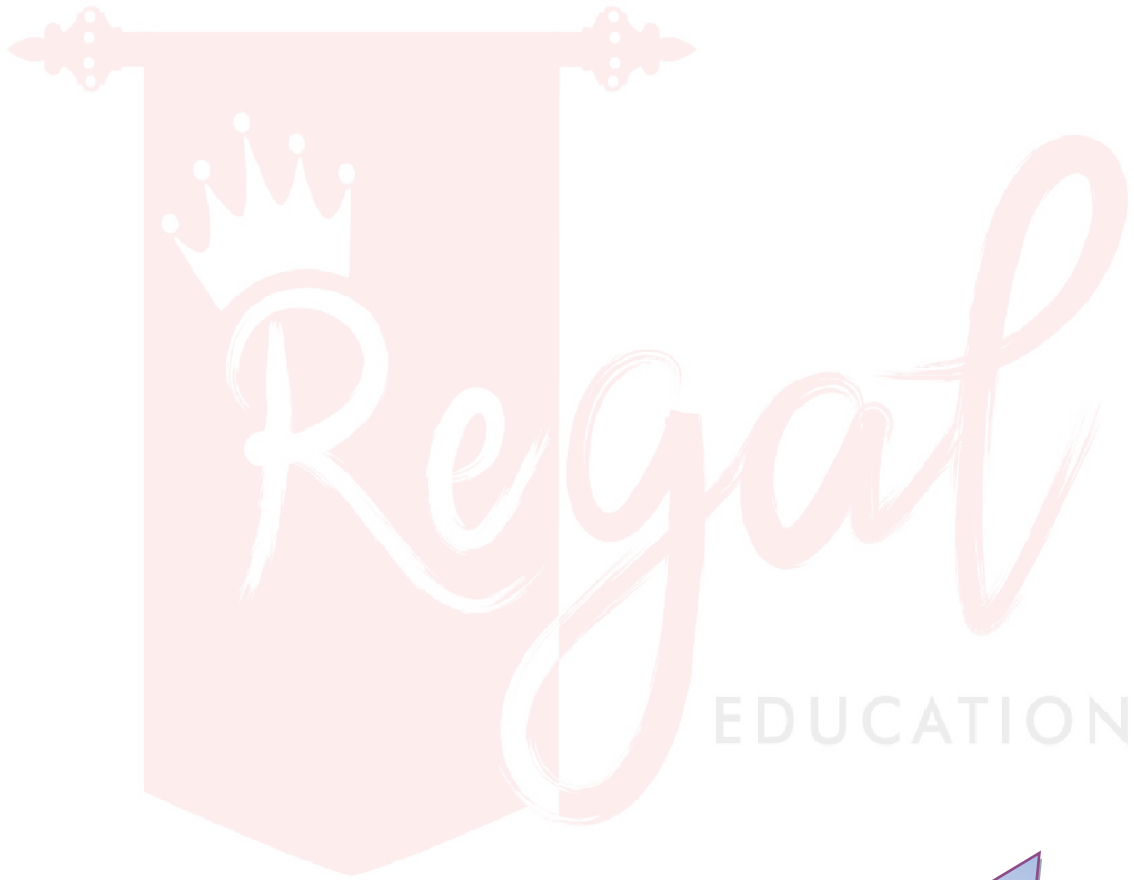
Before the gadget store opened, there were 42 chargers in stock. At the end of the day, the store owner checked, and there were 17 chargers left. How many chargers were sold on that day?



Draw the store.
Write the
solution on the
display window.



Sarah ran for 31 minutes, had a break for 5 minutes, then ran for 18 more minutes.
How long did she run for?



Draw a watch. Color the running time yellow and the break time -red.

At the park, there were 19 girls and 12 boys. How many children were there in total?

After 20 minutes 25 children left, how many children are now in the park?



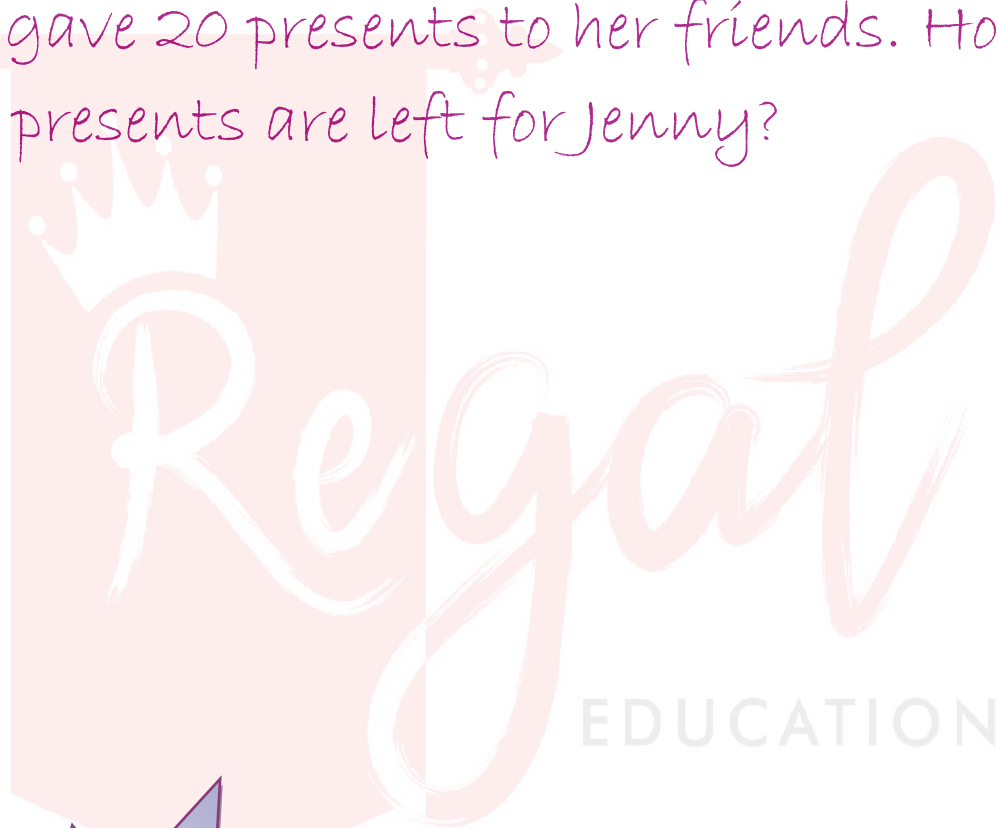
Draw how many children are now in the park.



Jenny got 23 presents for her birthday!
Then, her grandmother came and gave her
7 more!

How many presents did she have in total?

Jenny gave 20 presents to her friends. How
many presents are left for Jenny?



Draw how
many presents
are left for
Jenny.



Play IN-BETWEEN with your friends.

Rules.

1. Each player gets a pallet/a board.
2. There can be as many players as you wish.
3. Everyone starts at the same time.
4. Read the tasks on the board.
5. If it asks you to put the number IN-BETWEEN, write down any number that fits.
6. The winner should finish first and have no mistakes. If the player, who finishes first, has made mistakes, he loses. The person who finishes second/ third and made no mistakes wins.
7. Ask your teachers or parents to check your boards if you are not sure in your answers.



Keep this board as a reference for future games.

Game board
Between ___ and ___ ____
Between ___ and ___ _____
Between ___ and ___ _____
Between ___ and ___ _____
Less than ___ _____
More than _ _____

Game board
Between ___ and ___ _____
Between ___ and ___ _____
Between ___ and ___ _____
Between ___ and ___ _____
Less than ___ _____
More than _ _____

Cut out the pallets.

Game board	Game board
Between 100 and 130 ____	Between 100 and 130 ____
Between 397 and 345 ____	Between 397 and 345 ____
Between 198 and 456 ____	Between 198 and 456 ____
Between 120 and 1000 ____	Between 120 and 1000 ____
Less than 567 ____	Less than 567 ____
More than 450 ____	More than 450 ____



Create your own game boards and play with friends, parents, teachers.

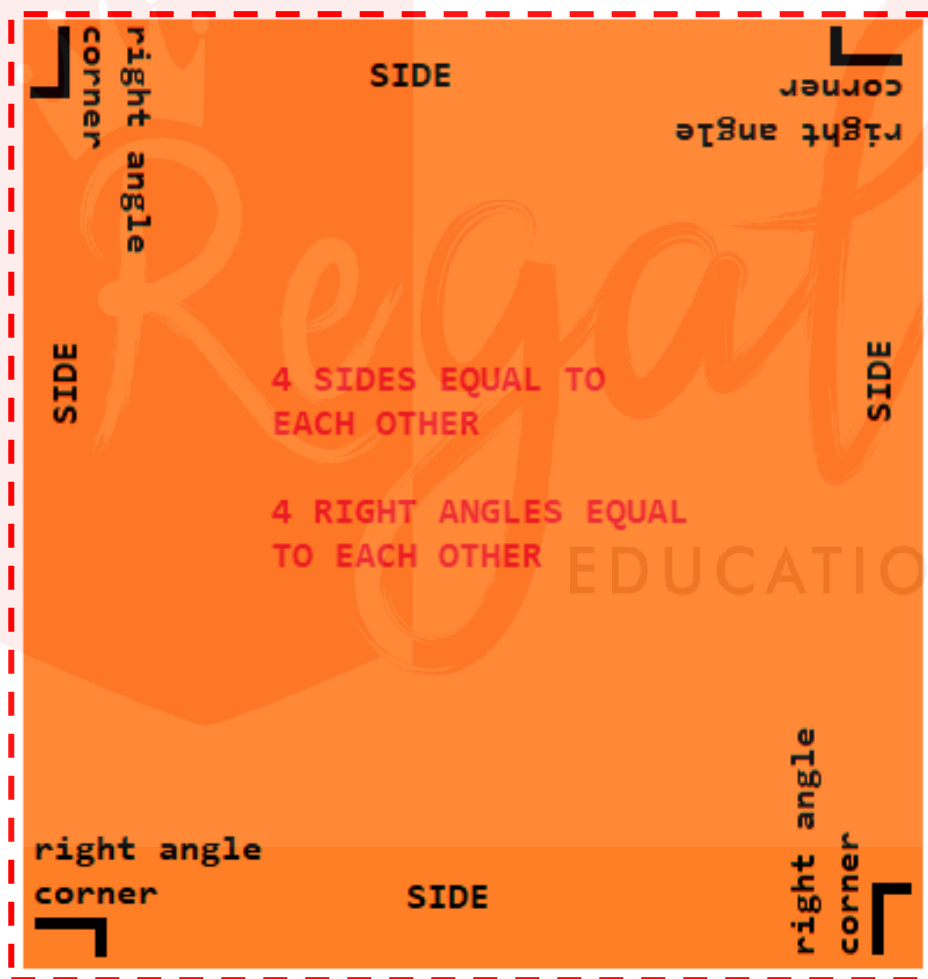
Game board	Game board
Between ___ and ___ ____	Between ___ and ___ ____
Between ___ and ___ ____	Between ___ and ___ ____
Between ___ and ___ ____	Between ___ and ___ ____
Between ___ and ___ ____	Between ___ and ___ ____
Less than ___ ____	Less than ___ ____
More than ___ ____	More than ___ ____

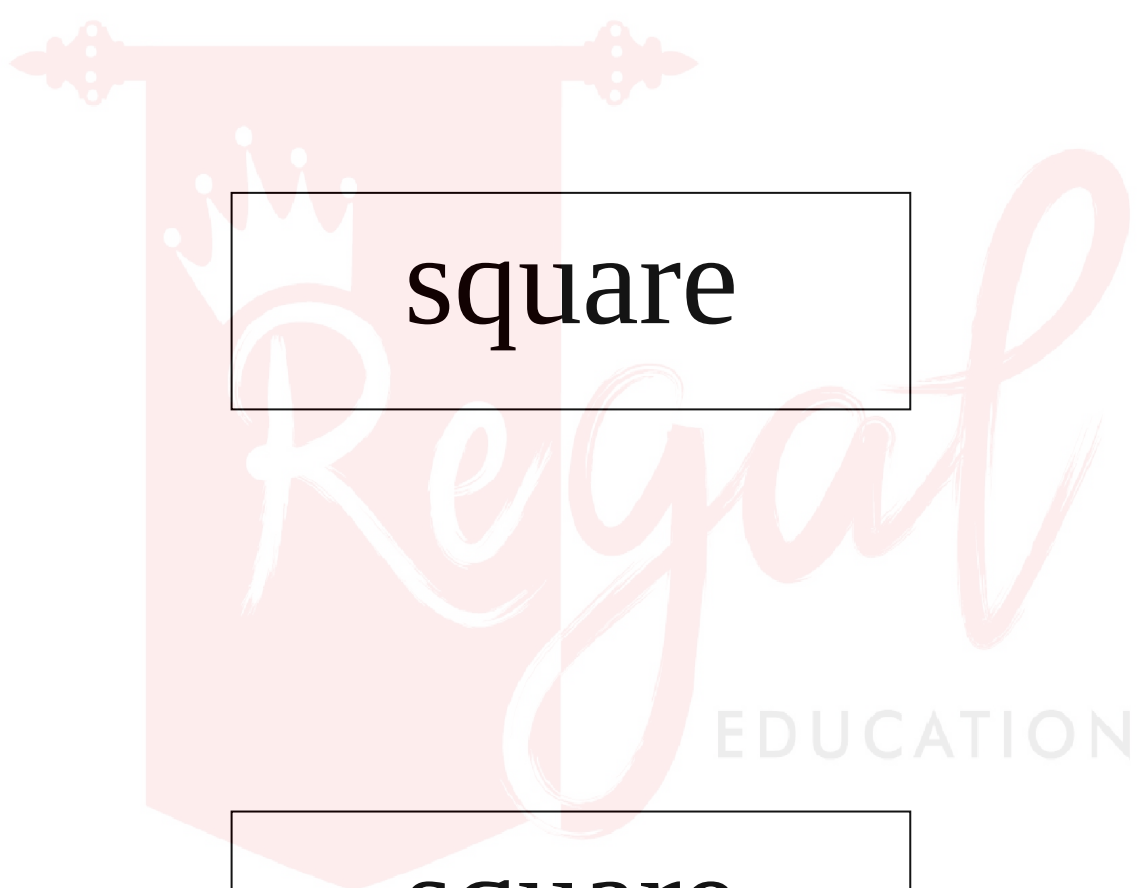


Unit 7

Cut out each shape.

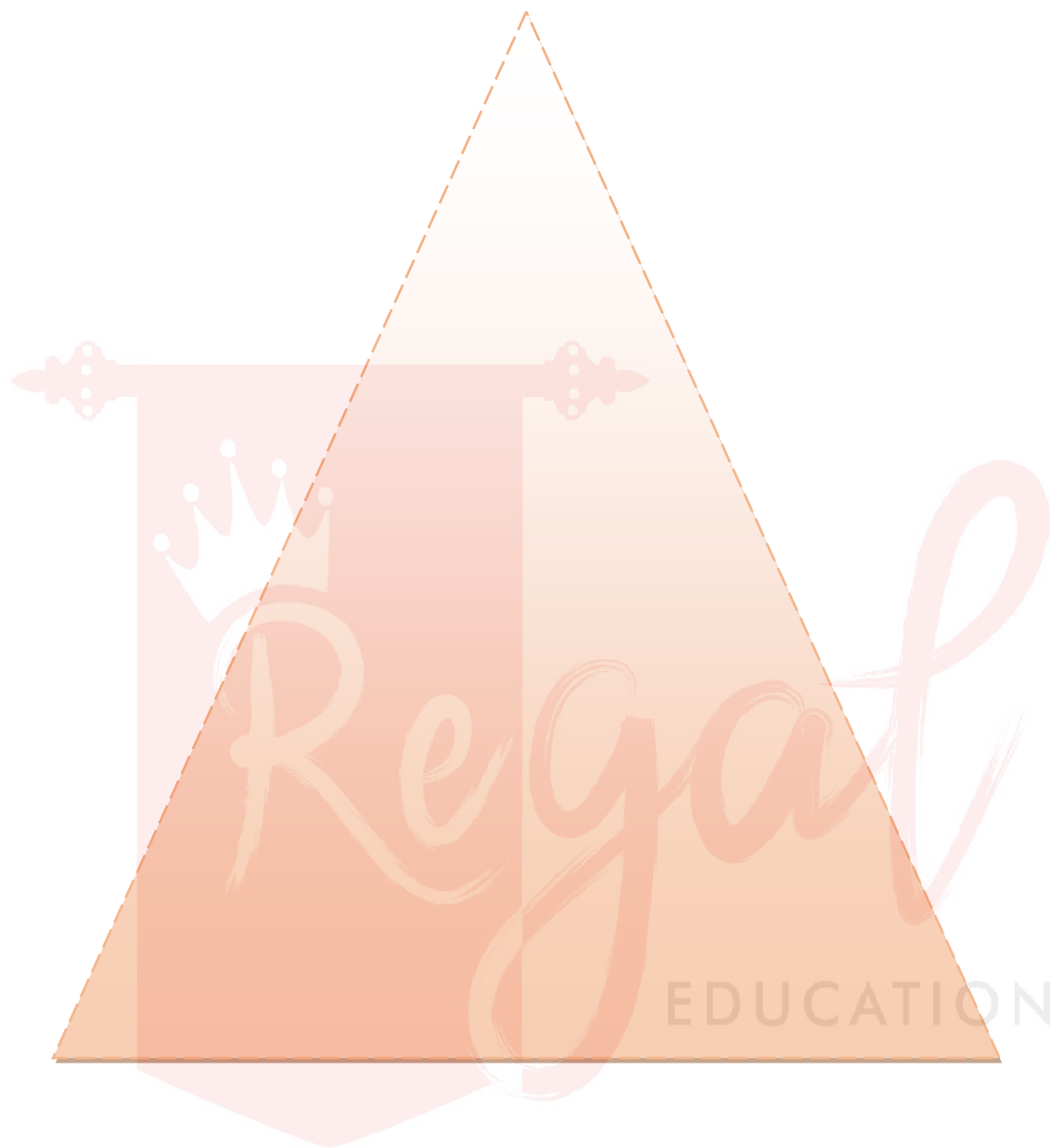
Write the information about the shape at the back of each shape: name, numbers of sides and angles, other important information.

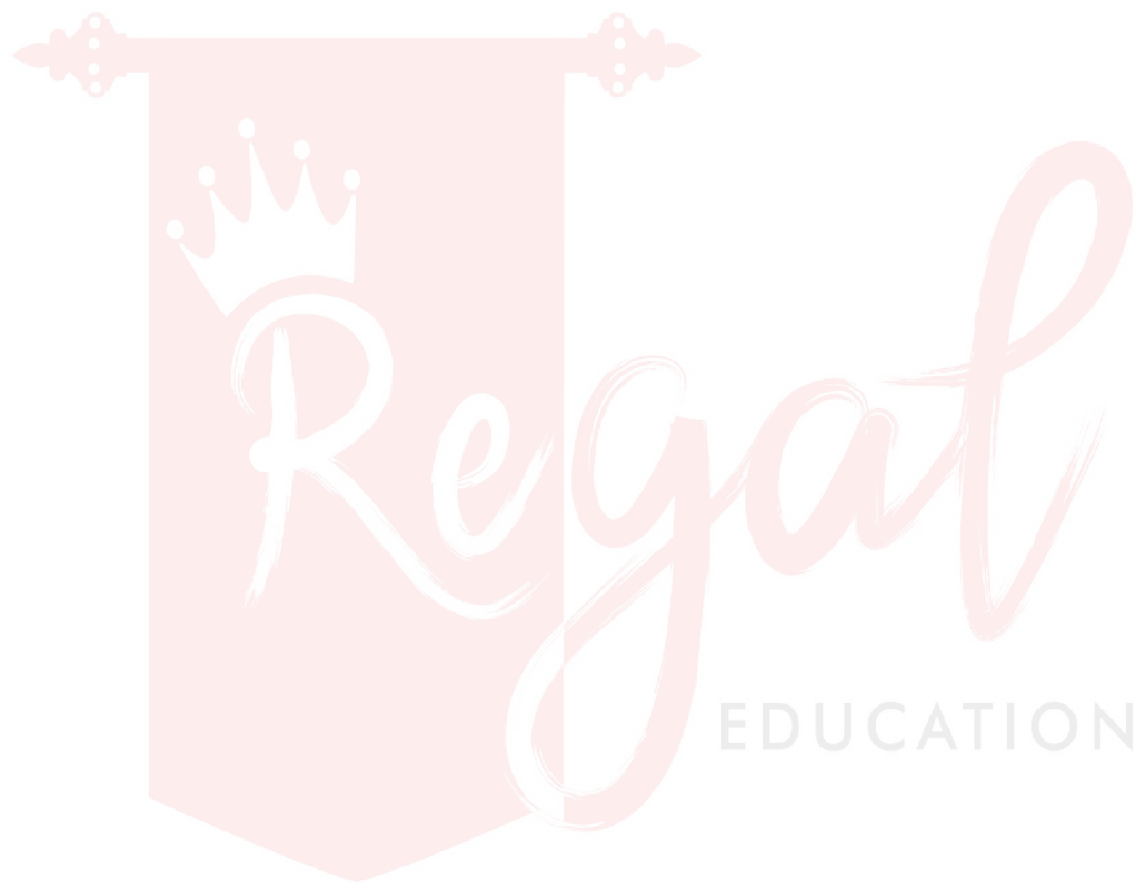


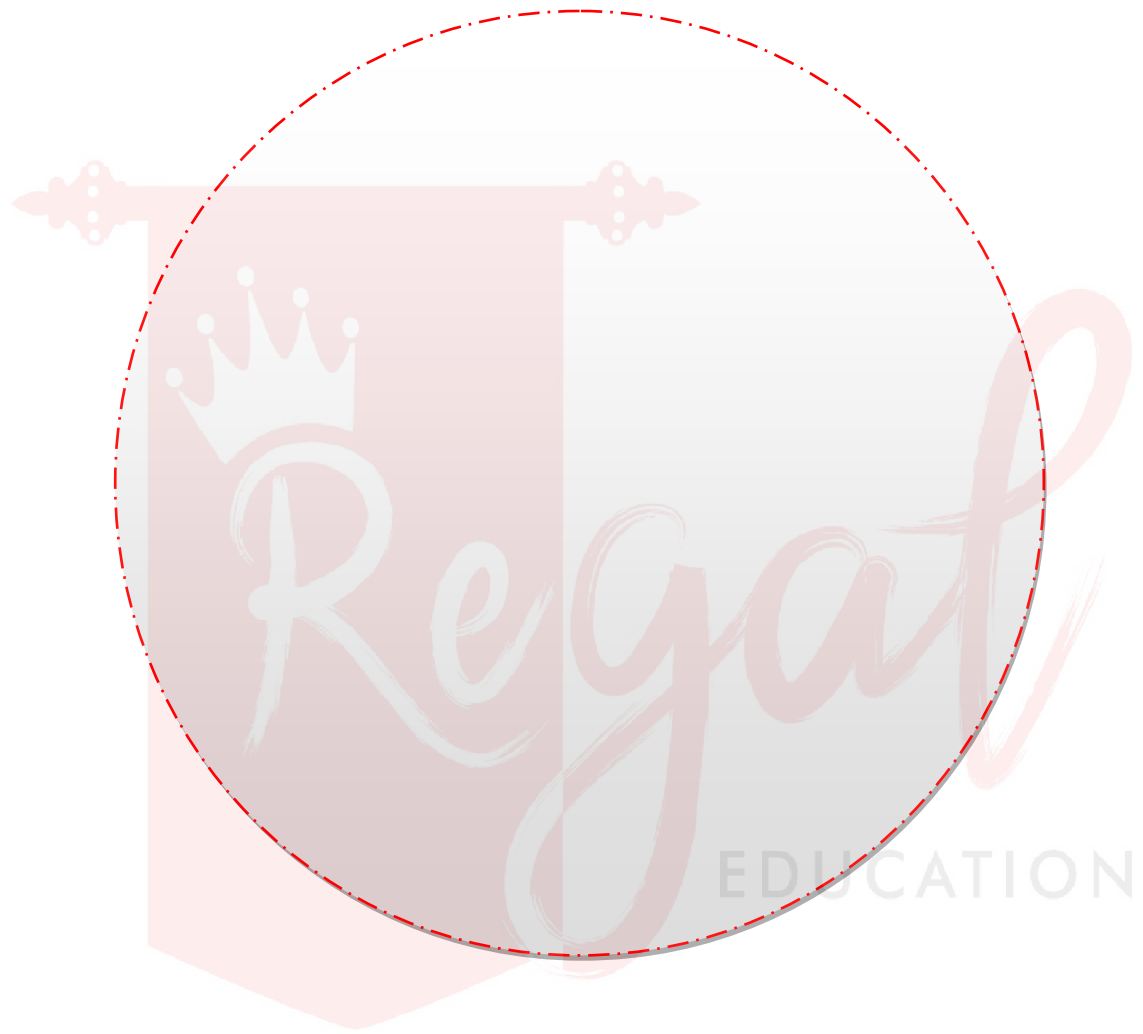


square

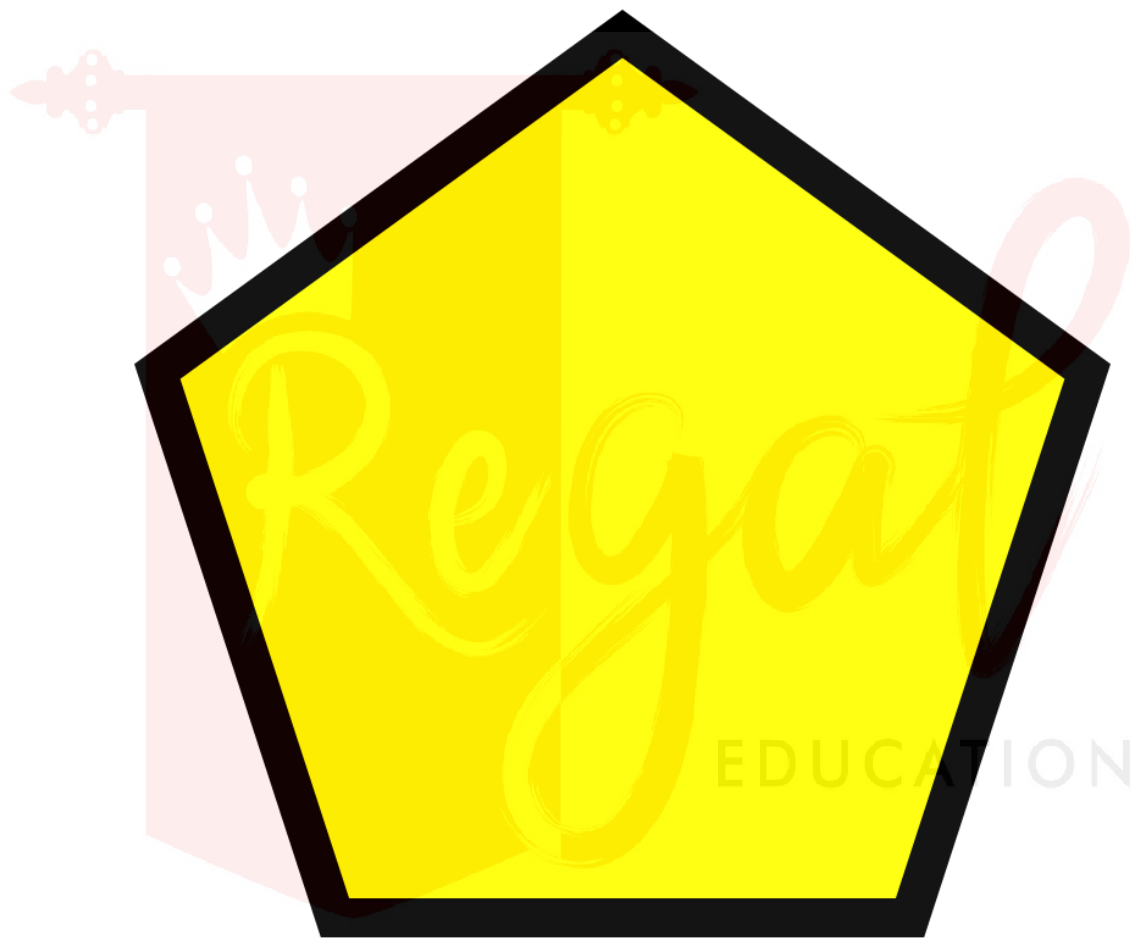
square



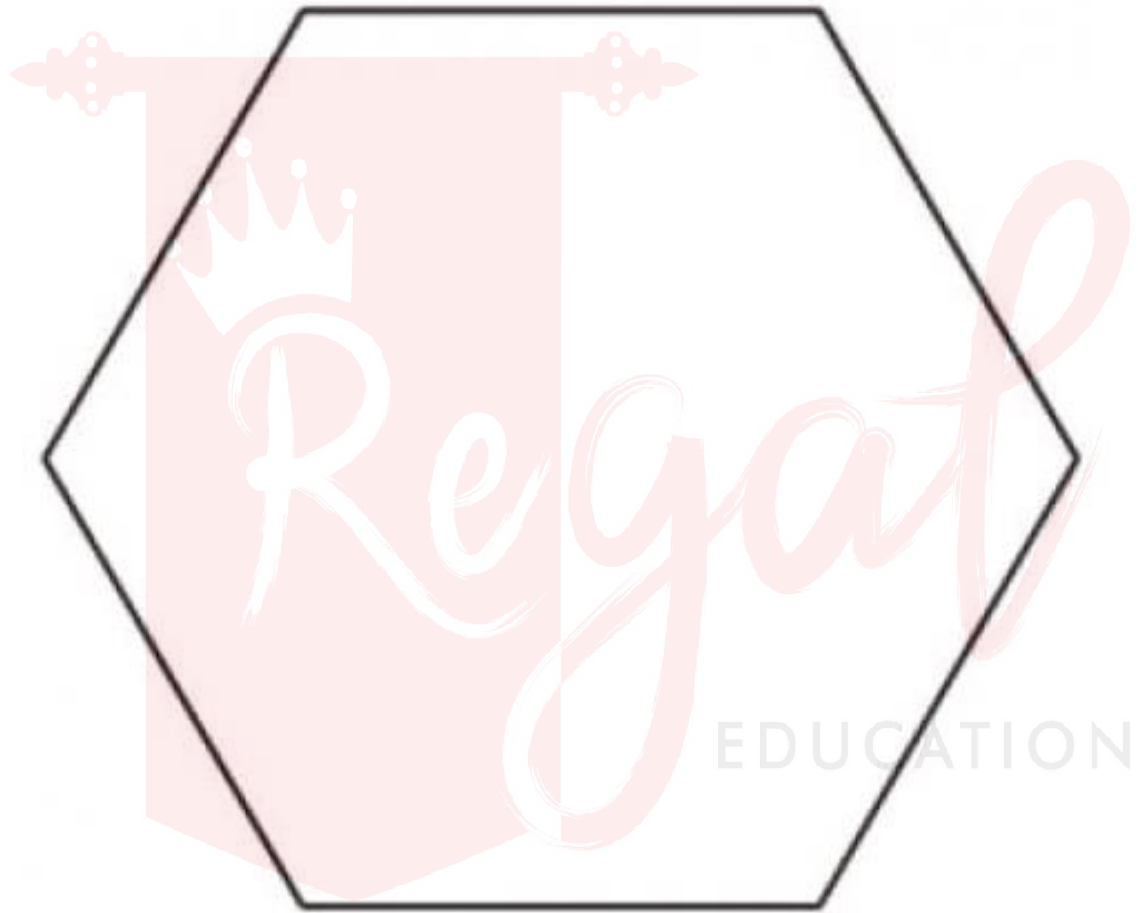


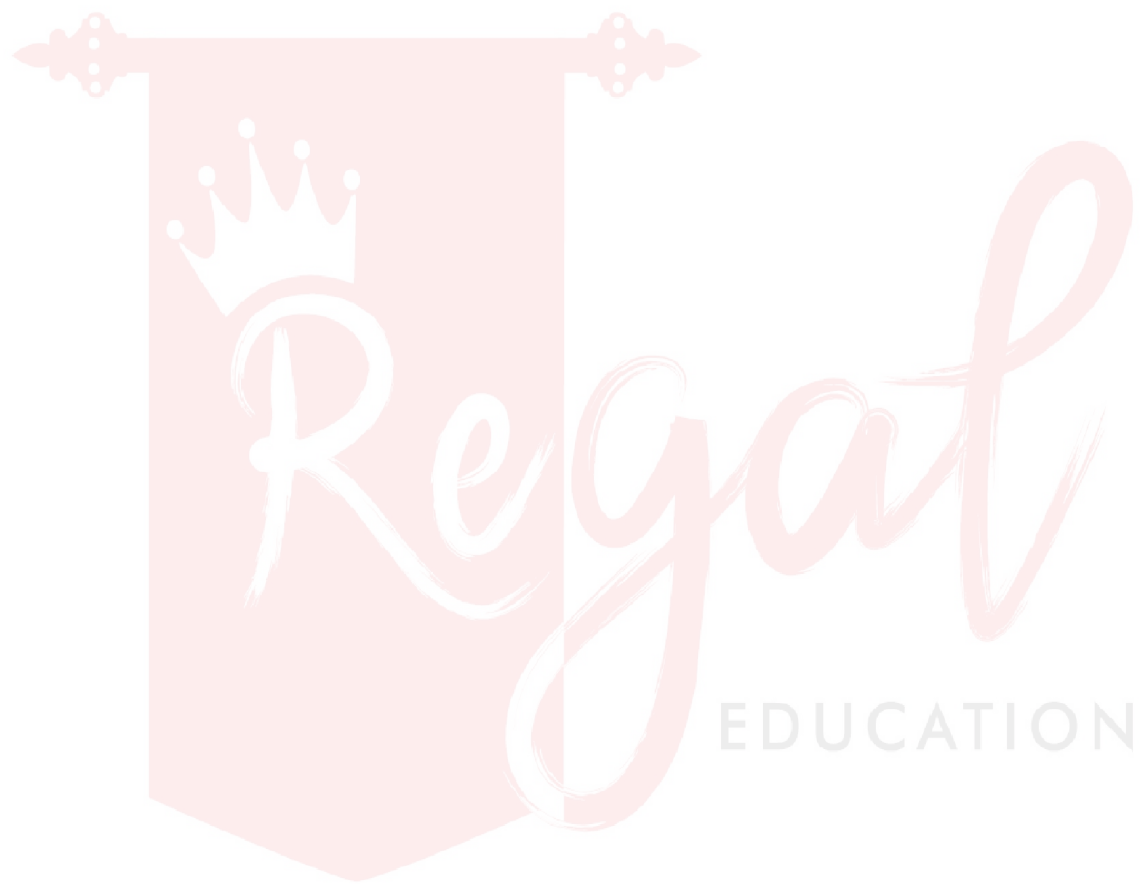


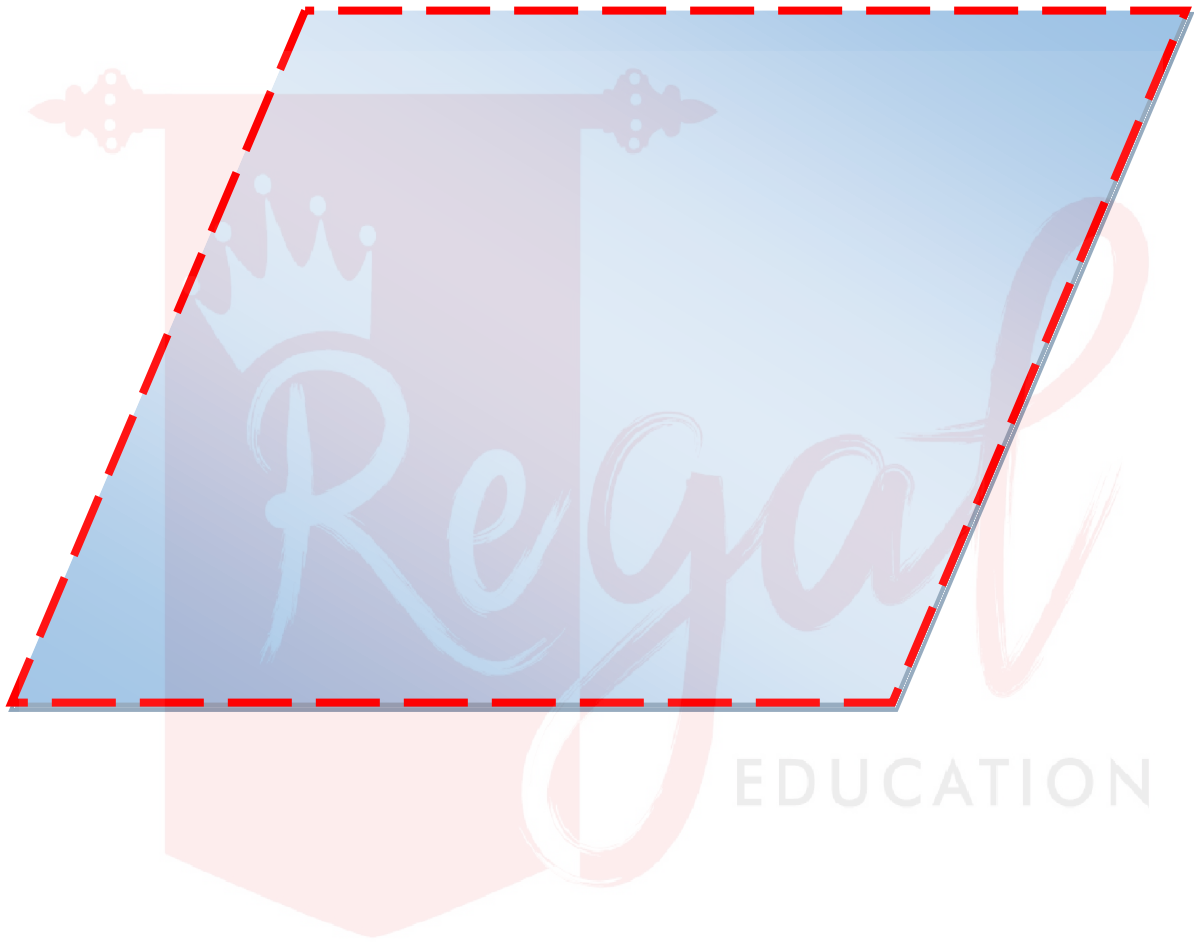


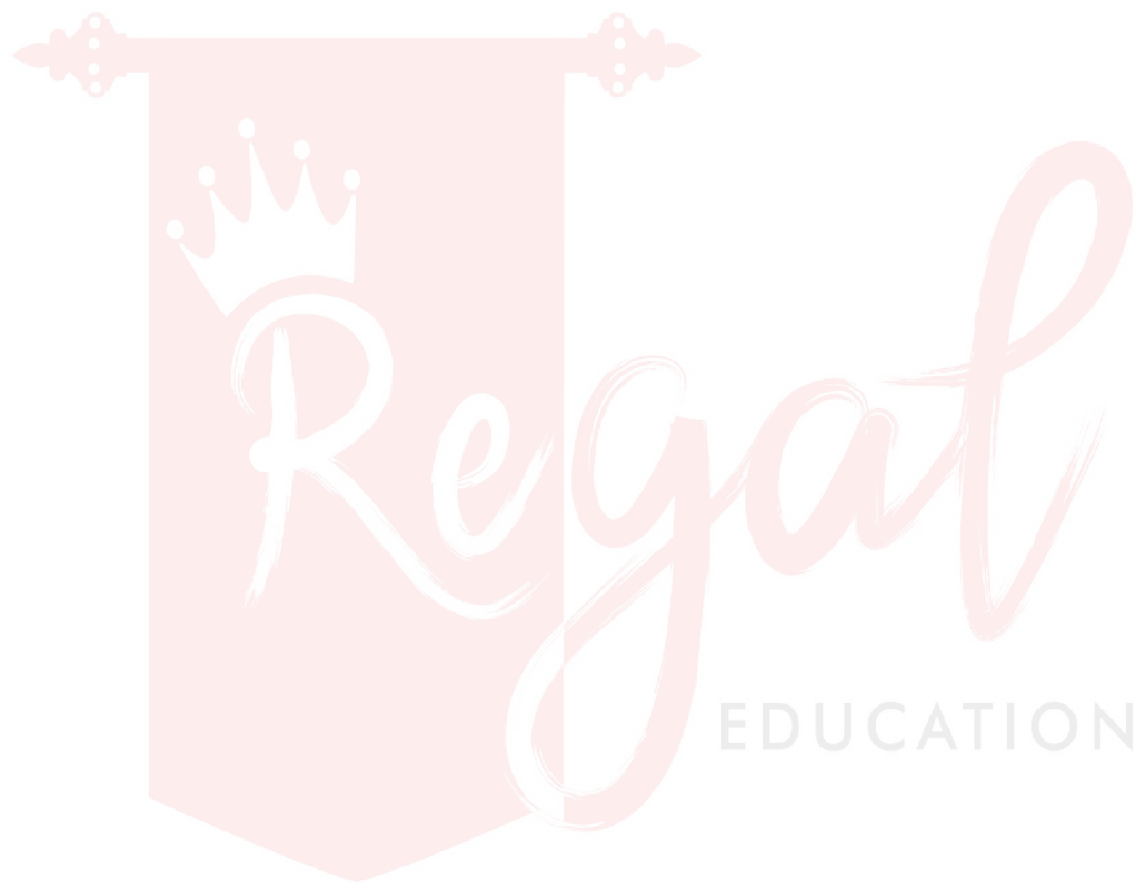


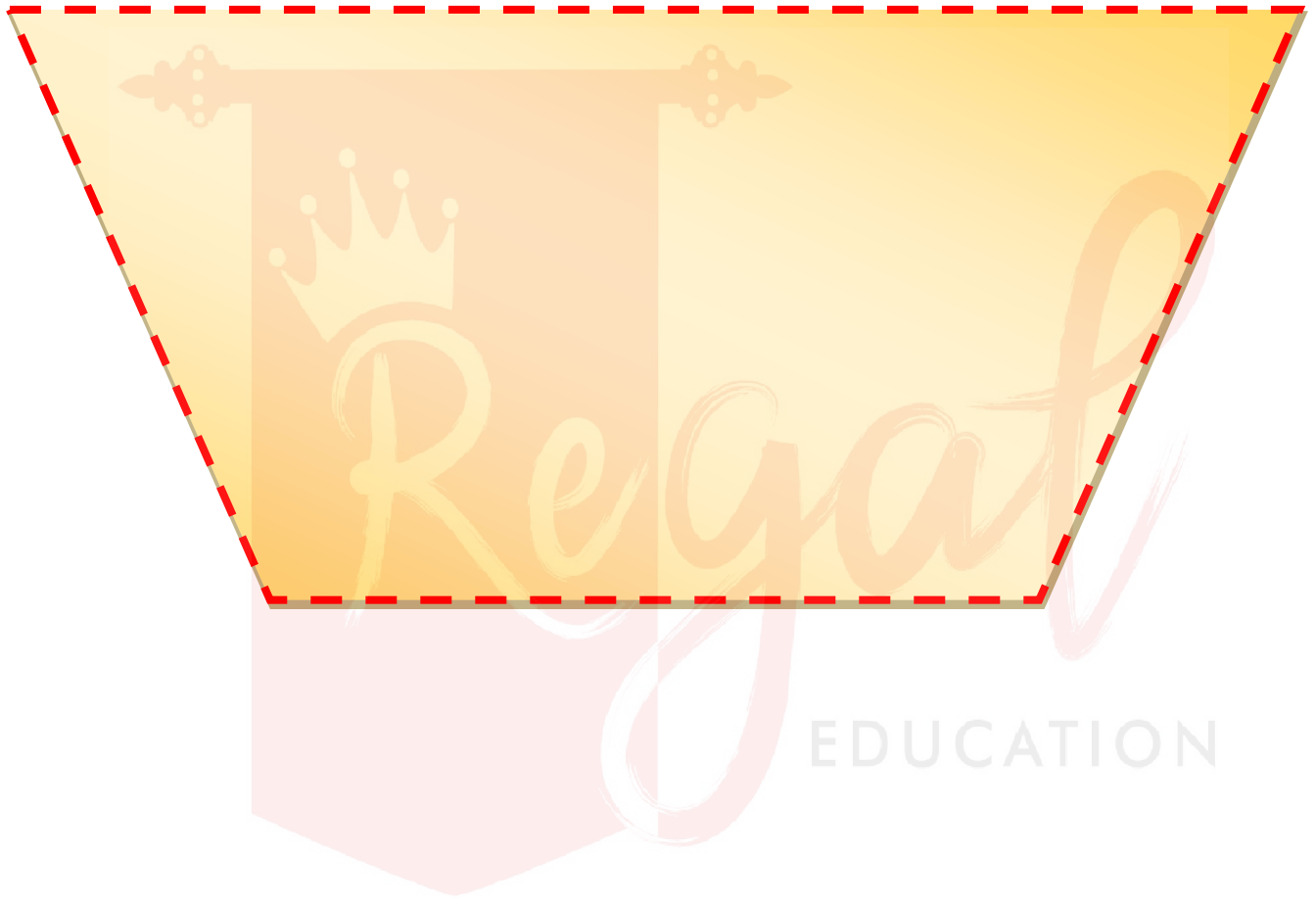


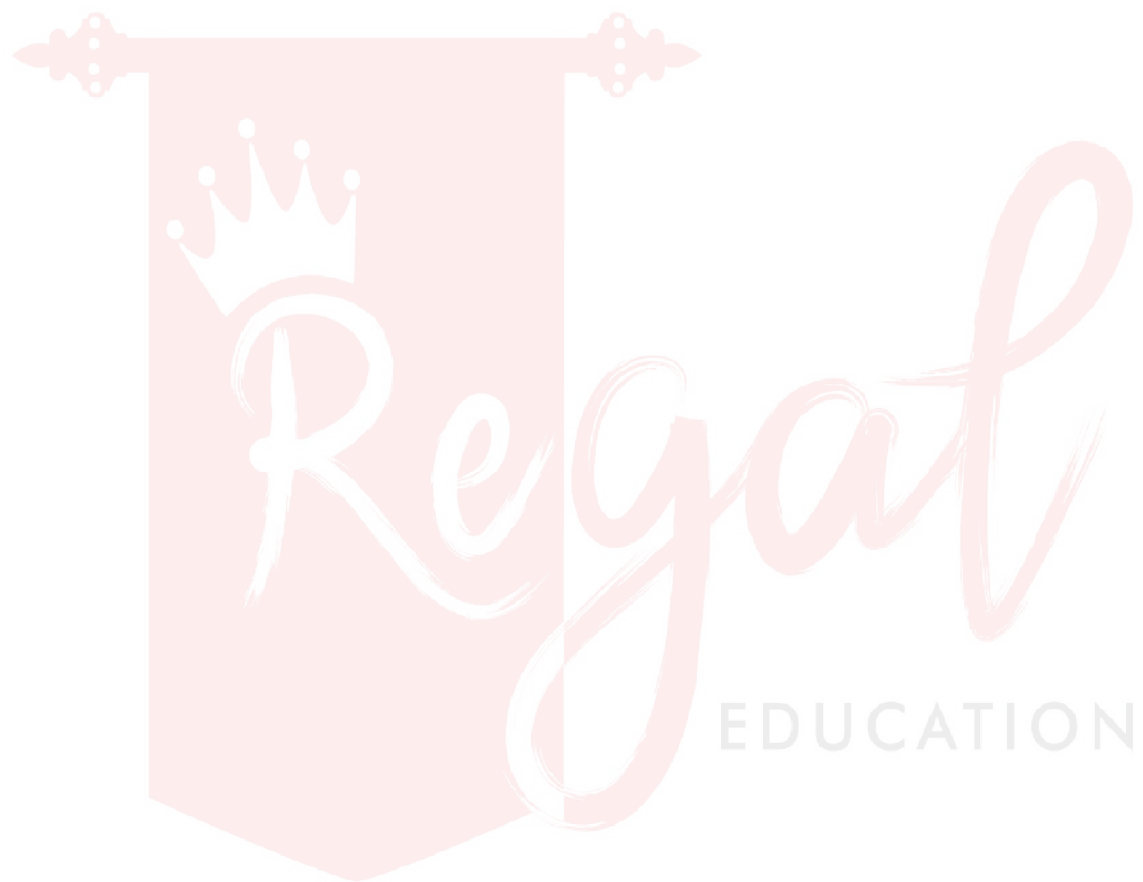






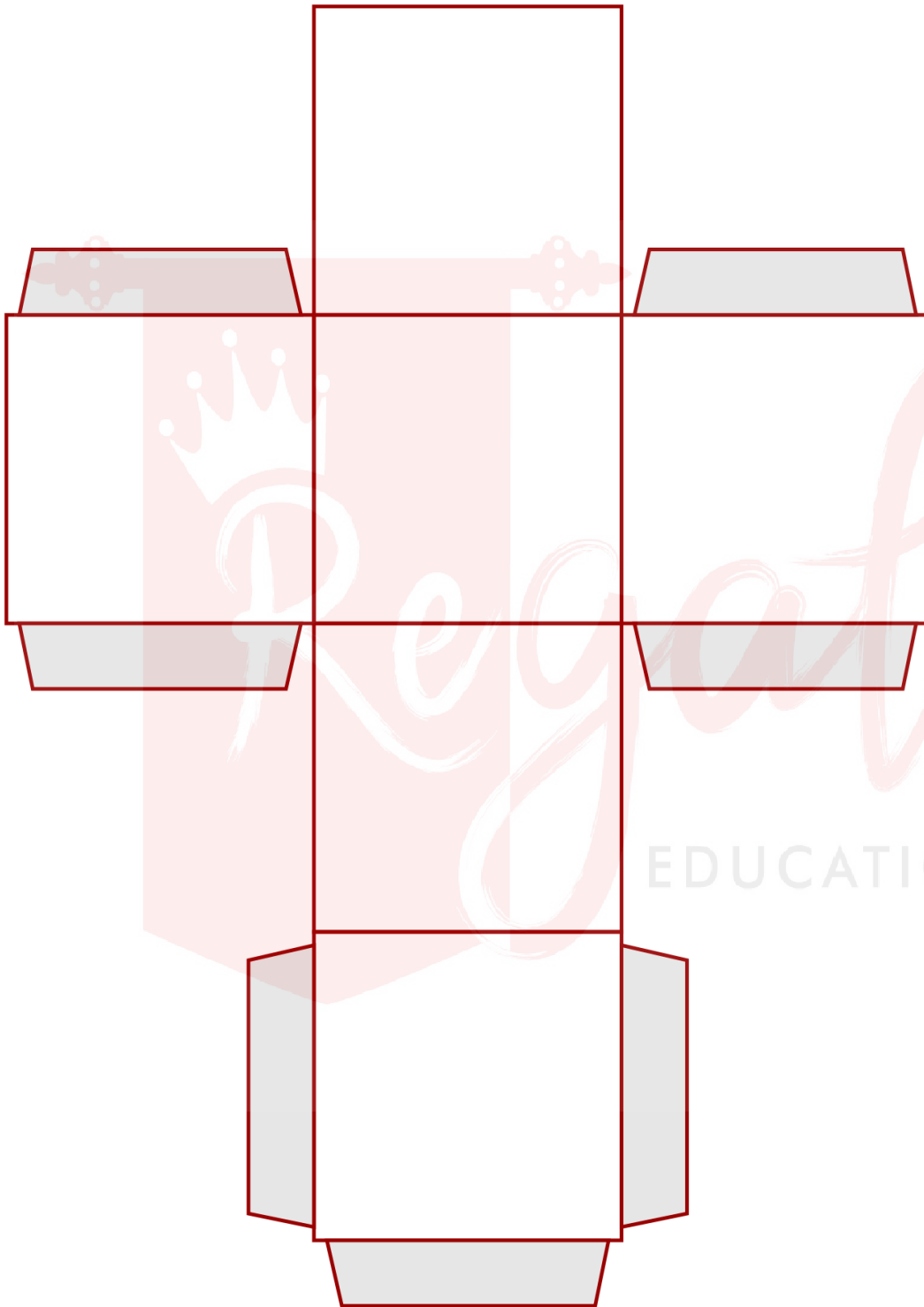






Cut out and glue 3-D shapes.

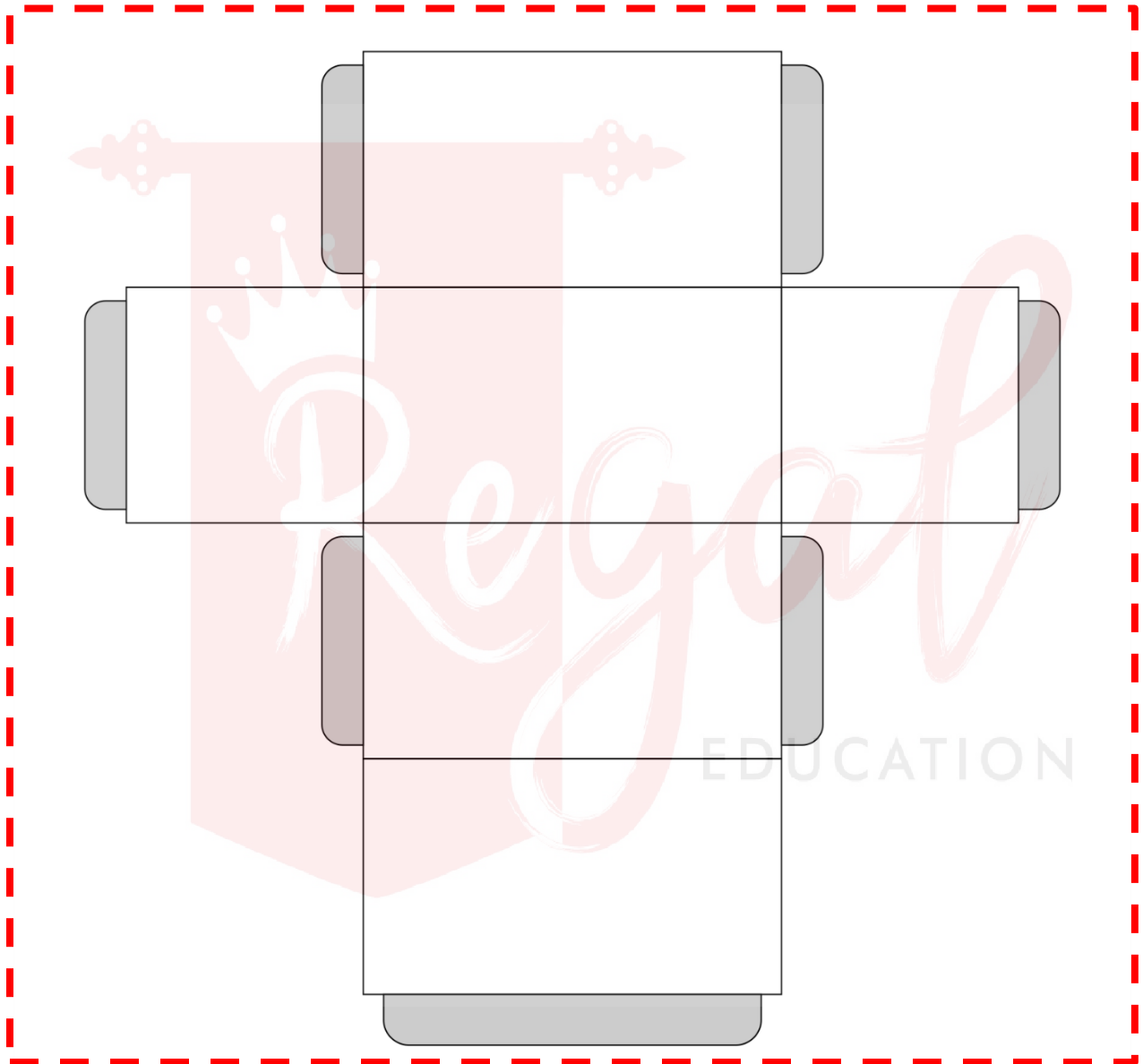
CUBE

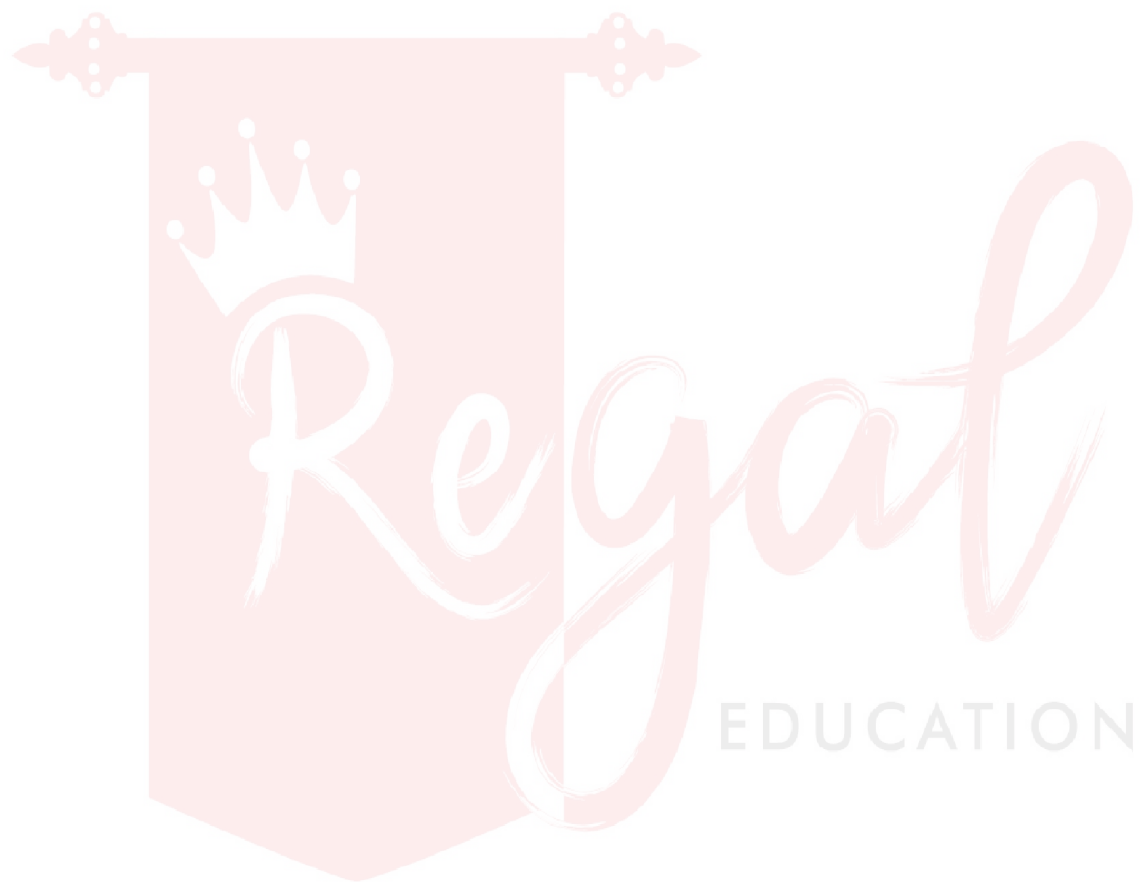


EDUCATION



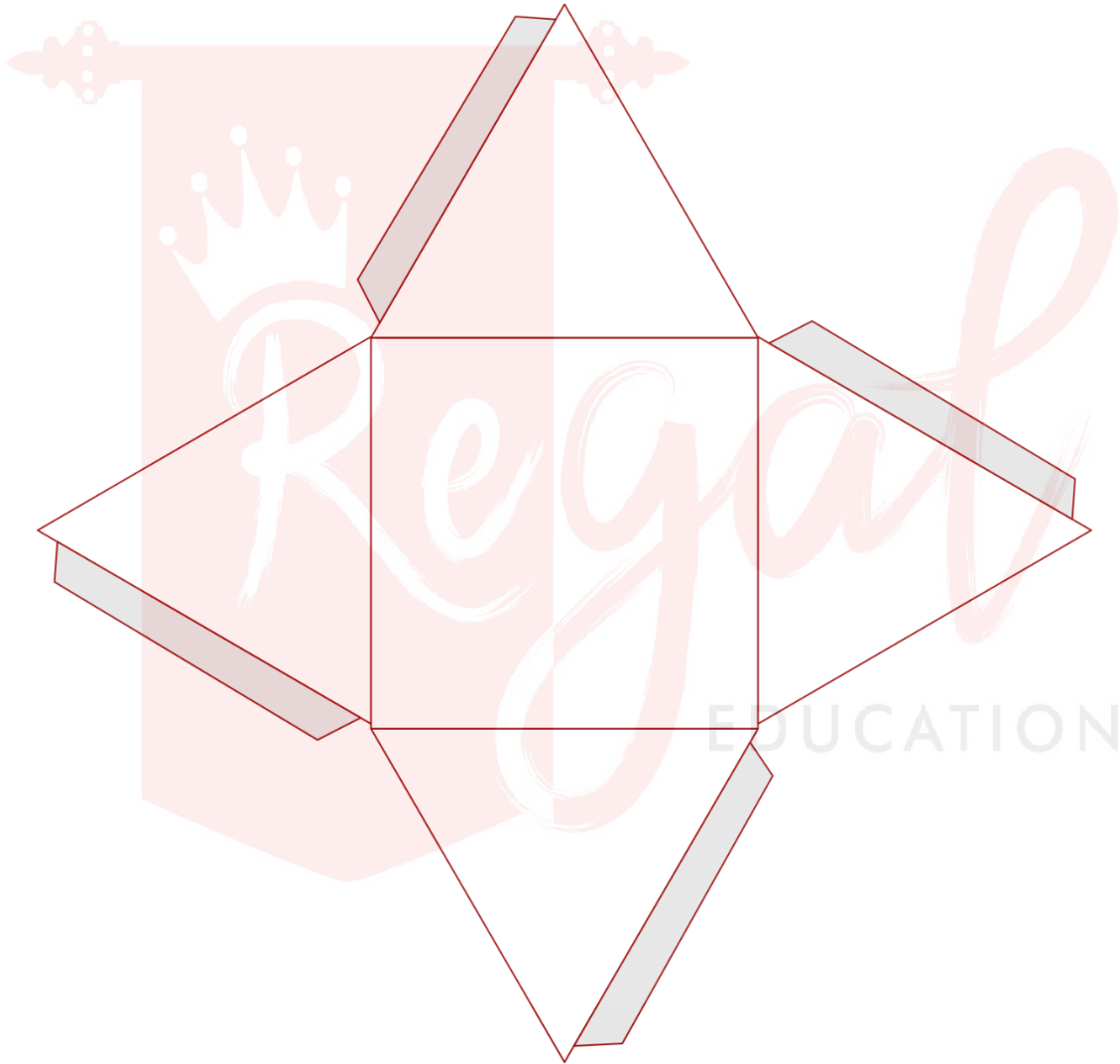
Cut out and glue 3-D shapes.

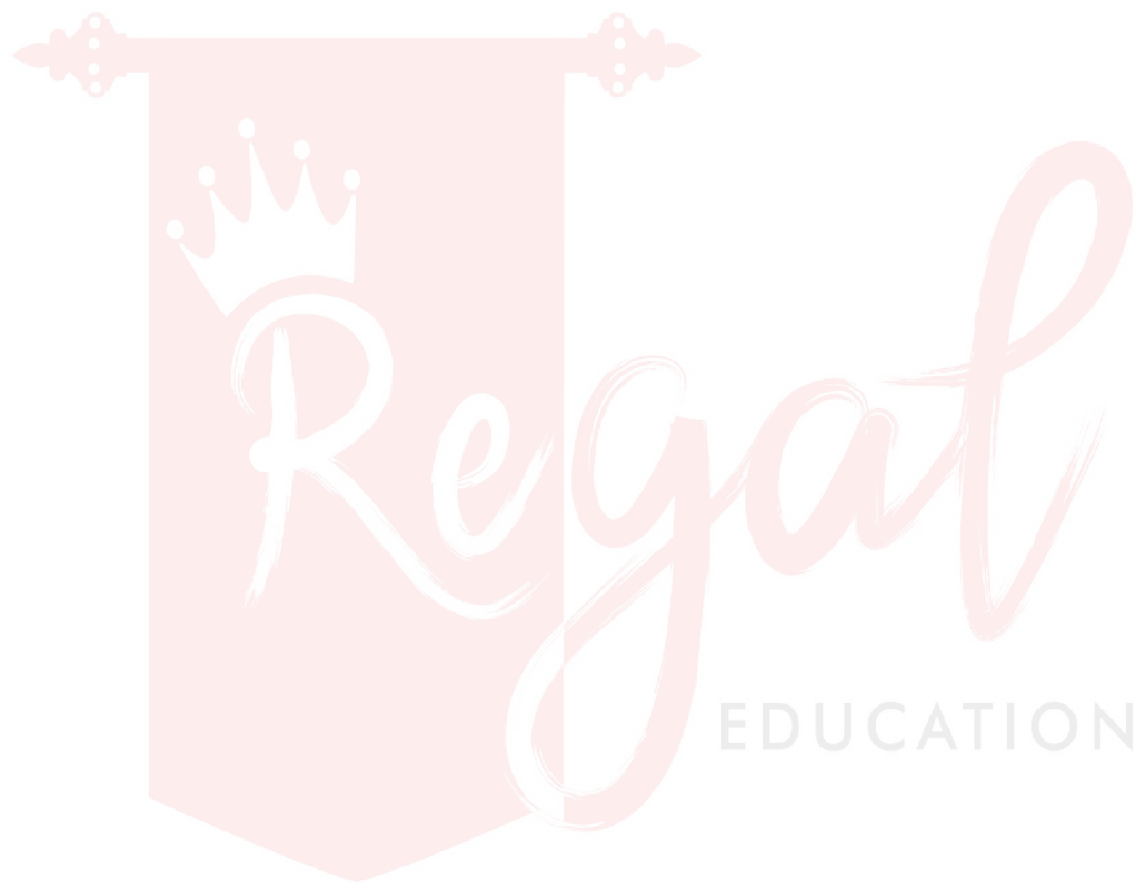




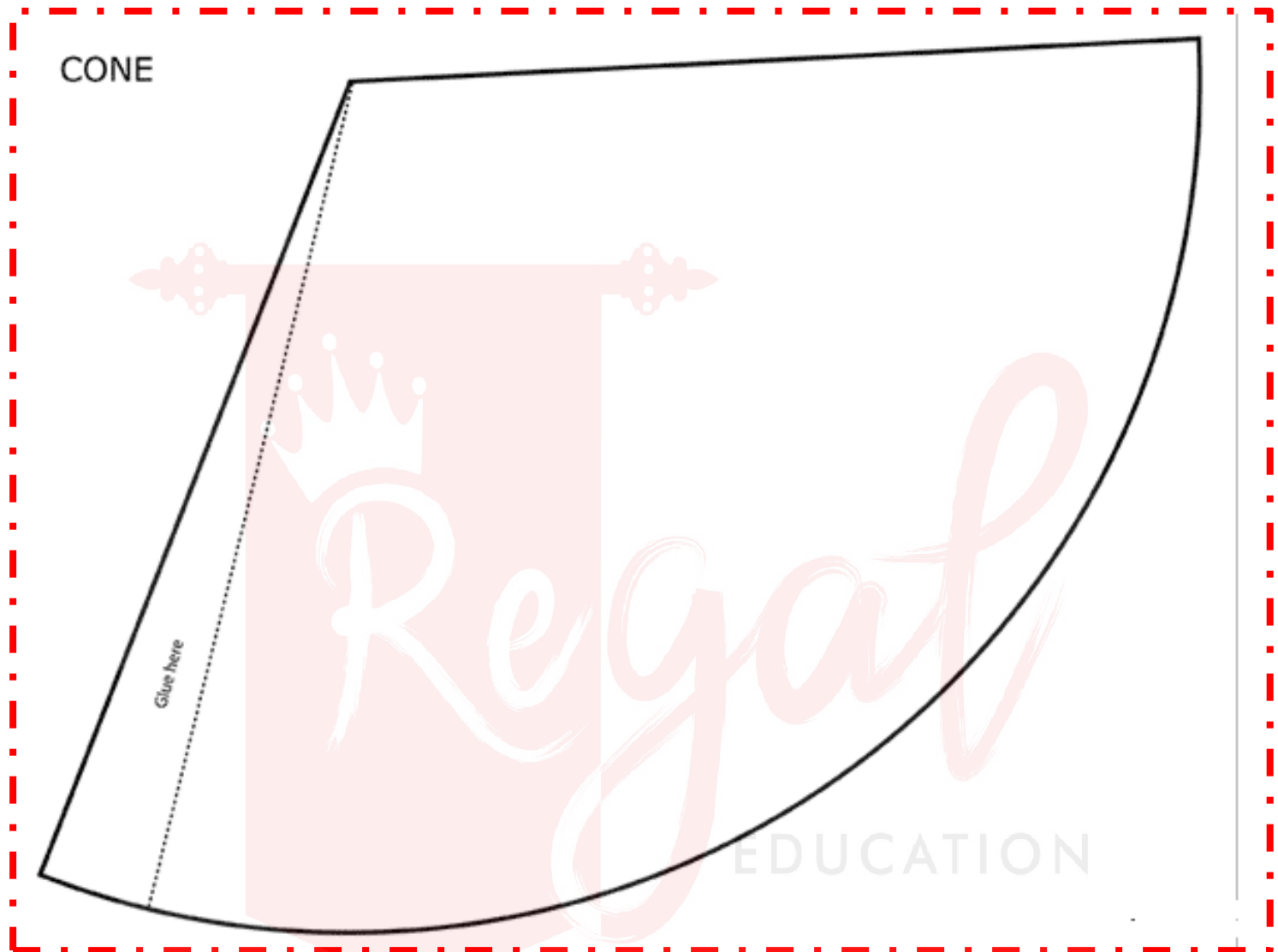
Cut out and glue 3-D shapes.

Pyramid





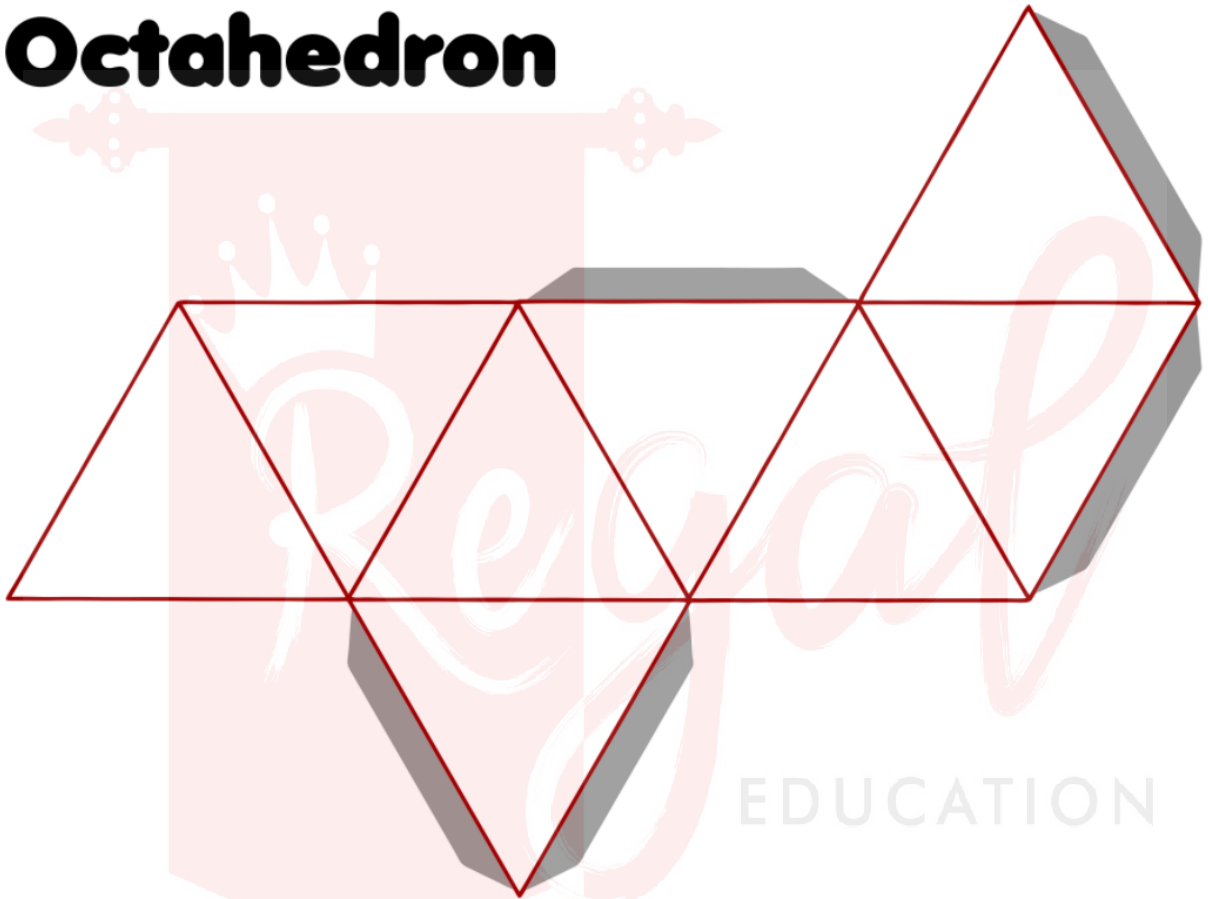
Cut out and glue 3-D shapes.

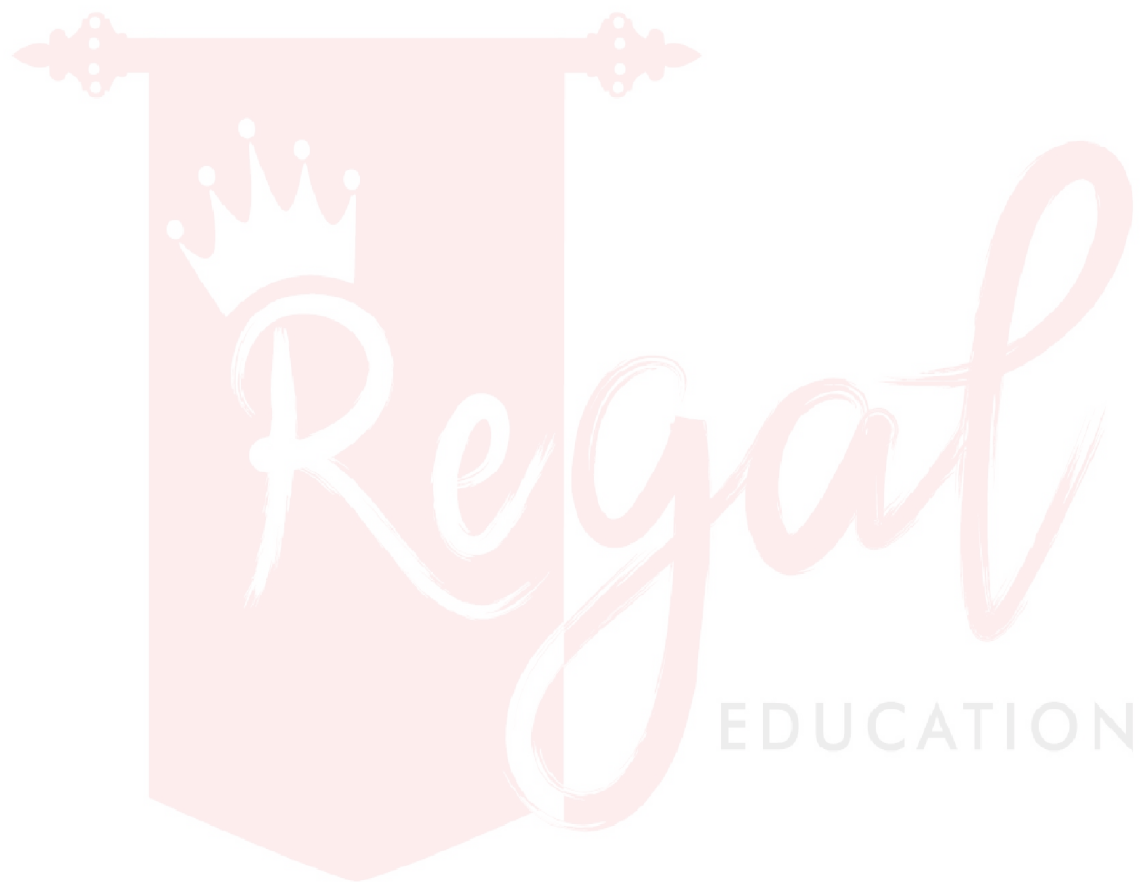




Cut out and glue 3-D shapes.

Octahedron



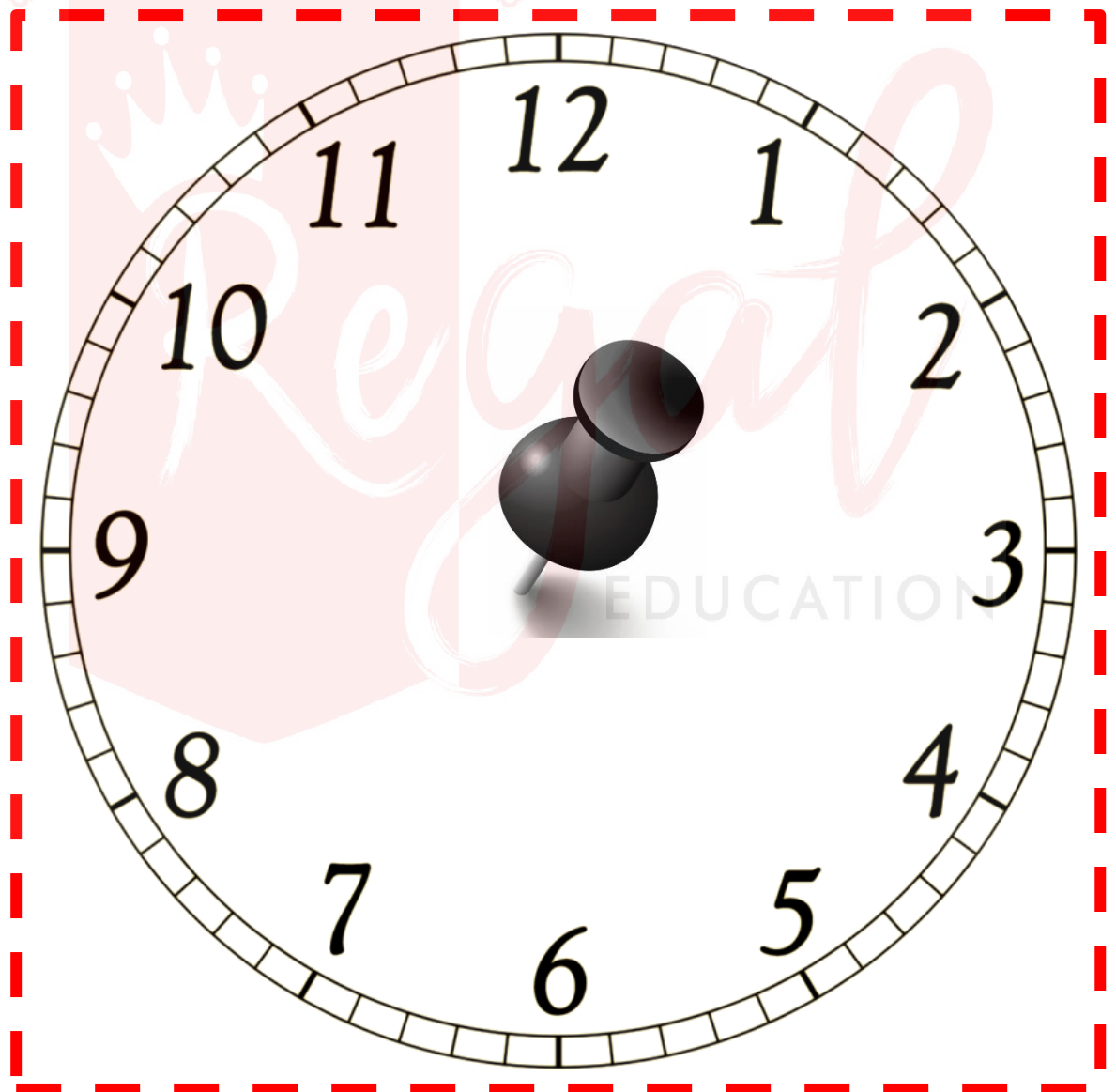


Unit 8

Cut out and make a clock.

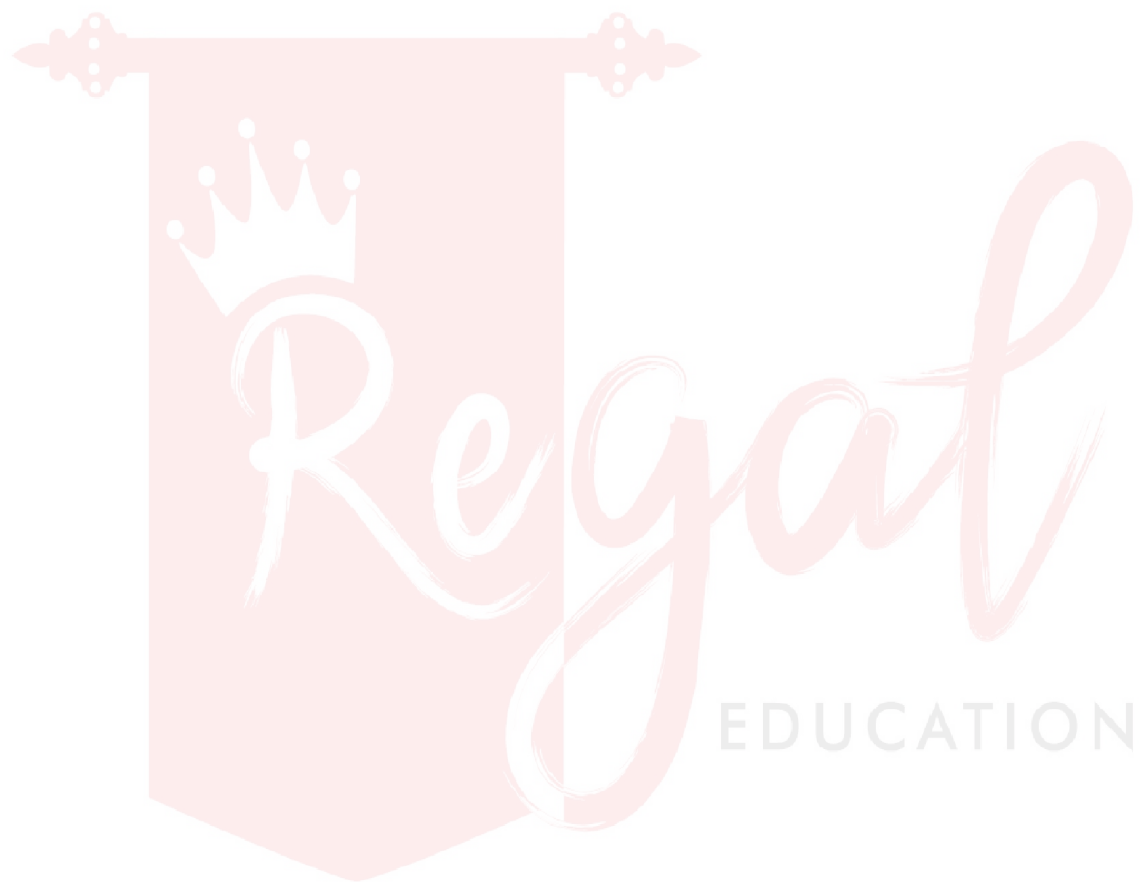
Study time with your friends.

Connect hands and clock together with a pushpin.



Minute

Hour



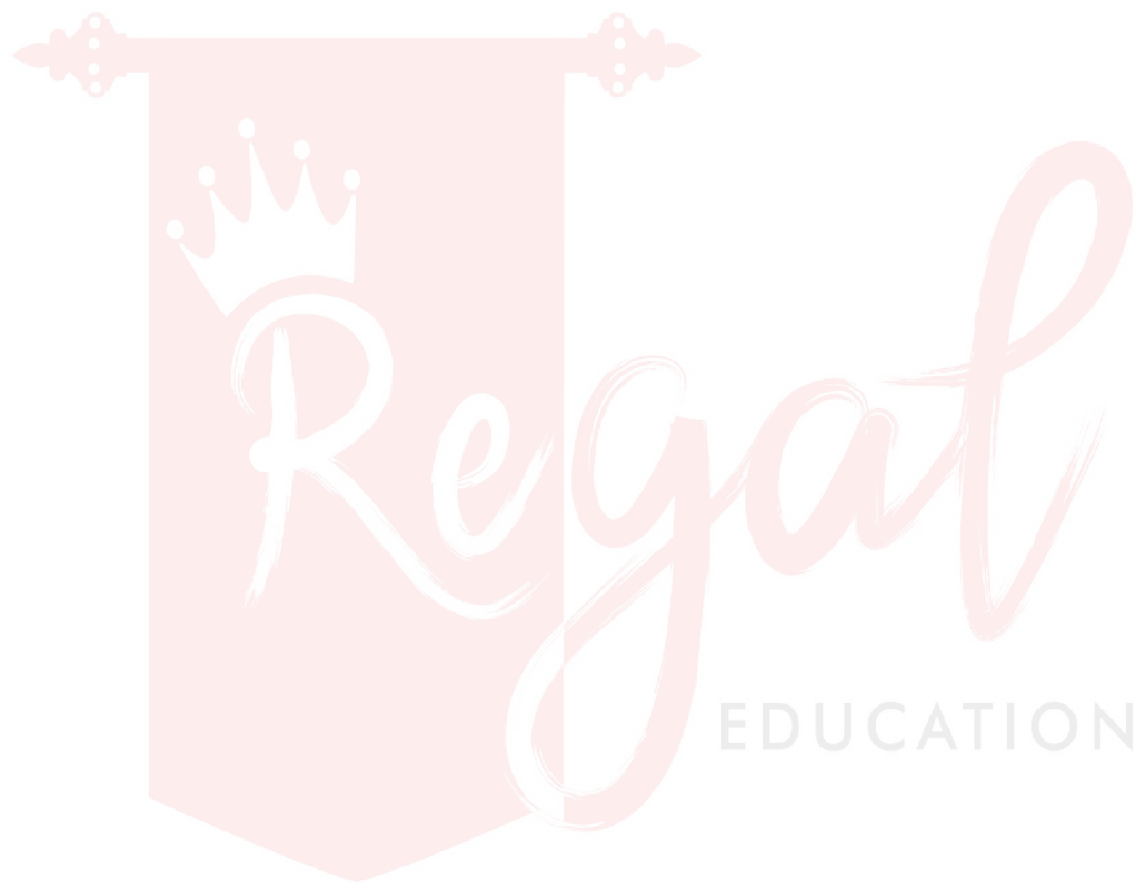
- Cut out timecards. Play with your friends or alone.
- Place the cards face down on the desk.
- Take any card.
- Adjust the time on the clock as per card you have taken.
- If you are right, put the card on your right.
- If you are wrong, put the card in your left.
- Keep playing until you run out of cards.
- Count the cards on your right and on your left.
- How many have you got wrong?
- How many have you got correct?

8:00

8:05

8:15

8:25



8:35

8:45

8:40

8:20

8:30

8:50

8:55

9:00

9:05

9:10

9:15

9:20

9:25

9:30



9:35

9:40

9:45

9:50

9:55

10:00

10:05

10:10

10:15

10:20

10:25

10:30

10:35

10:40



10:45

10:50

10:55

11:00

11:05

11:10

11:15

11:20

11:25

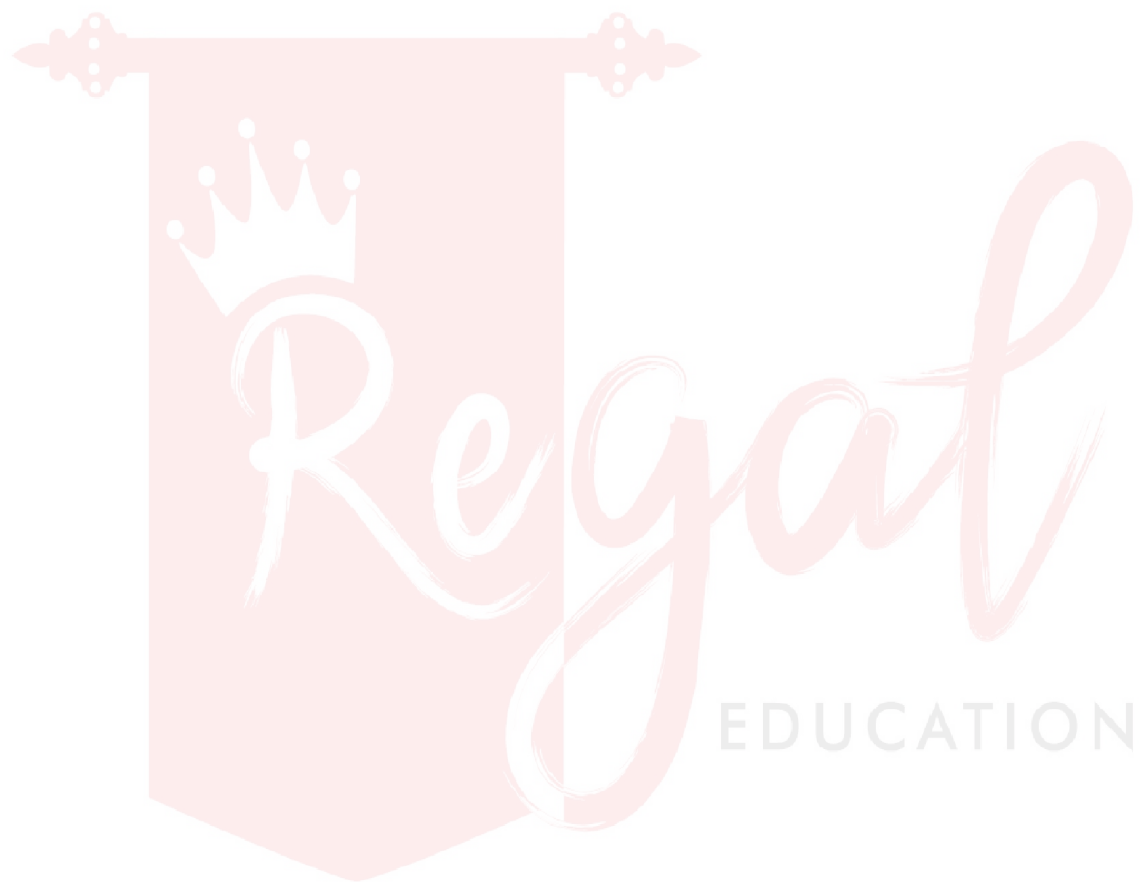
11:30

11:35

11:40

11:45

11:50



11:55

12:00

12:05

12:15

12:20

12:25

12:30

12:35

12:40

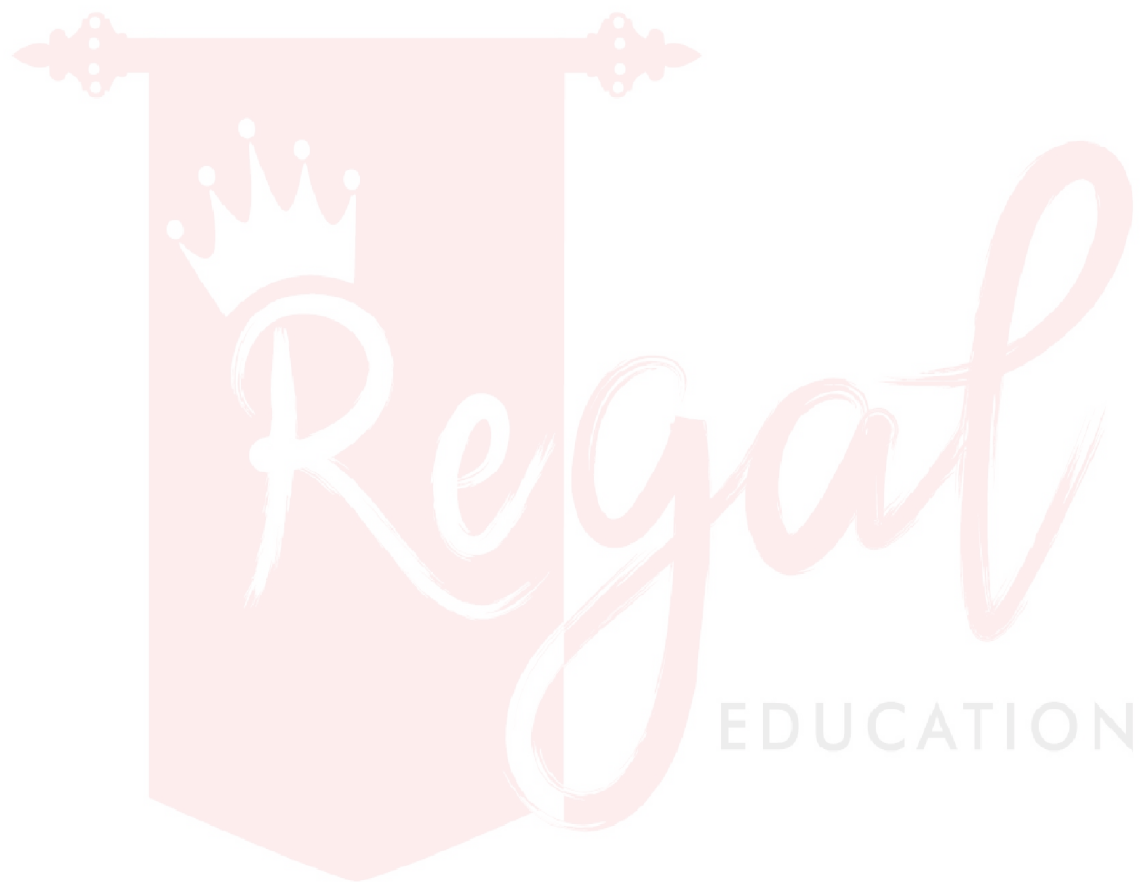
12:45

12:50

12:55

13:00

1:05



1:10

1:10

1:20

1:15

1:25

1:30

1:35

1:40

1:45

1:50

1:55

2:00

2:05

2:10



2:15

2:20

2:25

2:30

2:35

2:40

2:45

2:50

2:55

3:00

3:05

3:10

3:15

3:20



3:25

3:30

3:35

3:40

3:45

3:50

3:55

4:00

4:05

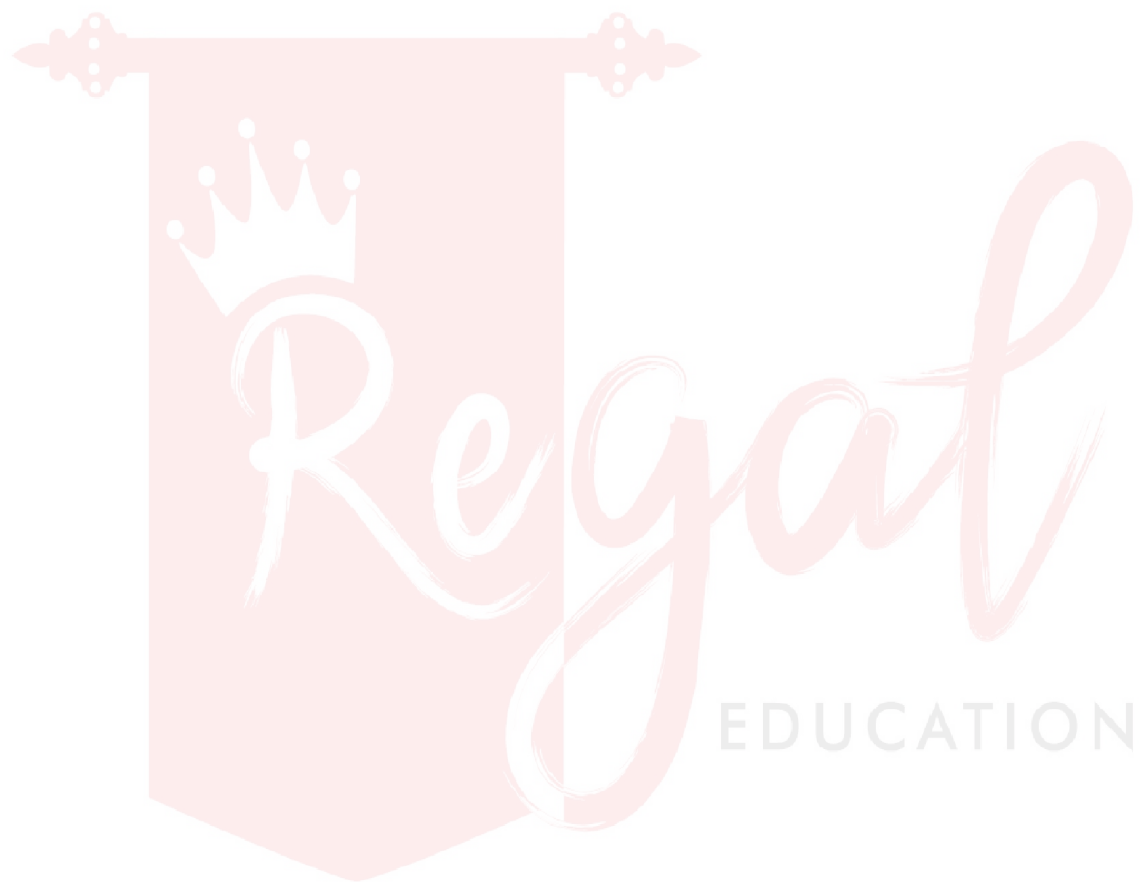
4:10

4:15

4:20

4:25

4:30



4:35

4:40

4:45

4:50

4:55

5:00

5:05

5:10

5:15

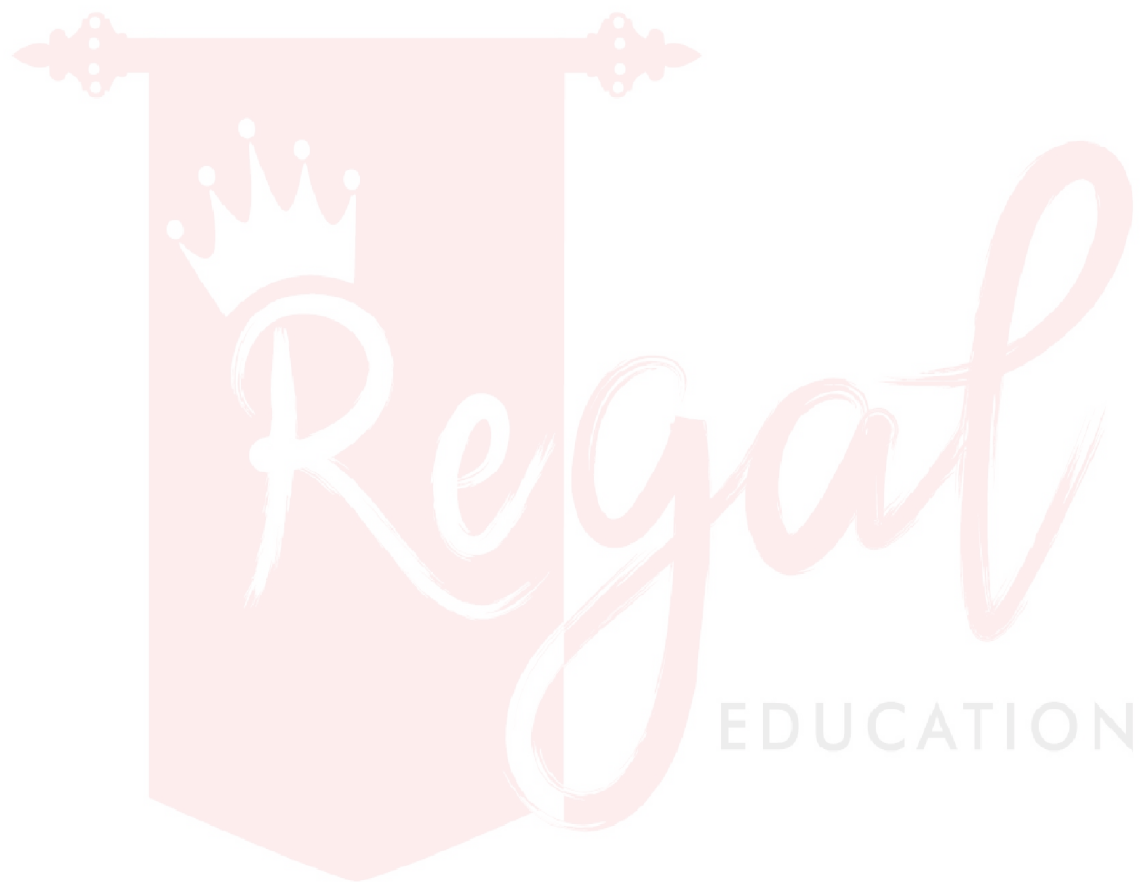
5:20

5:25

5:30

5:35

5:40



5:45

5:50

5:55

6:00

6:05

6:10

6:15

6:20

6:25

6:30

6:35

6:40

6:45

6:50



6:55

7:00

7:05

7:15

7:10

7:20

7:25

7:30

7:35

7:40

7:45

7:50

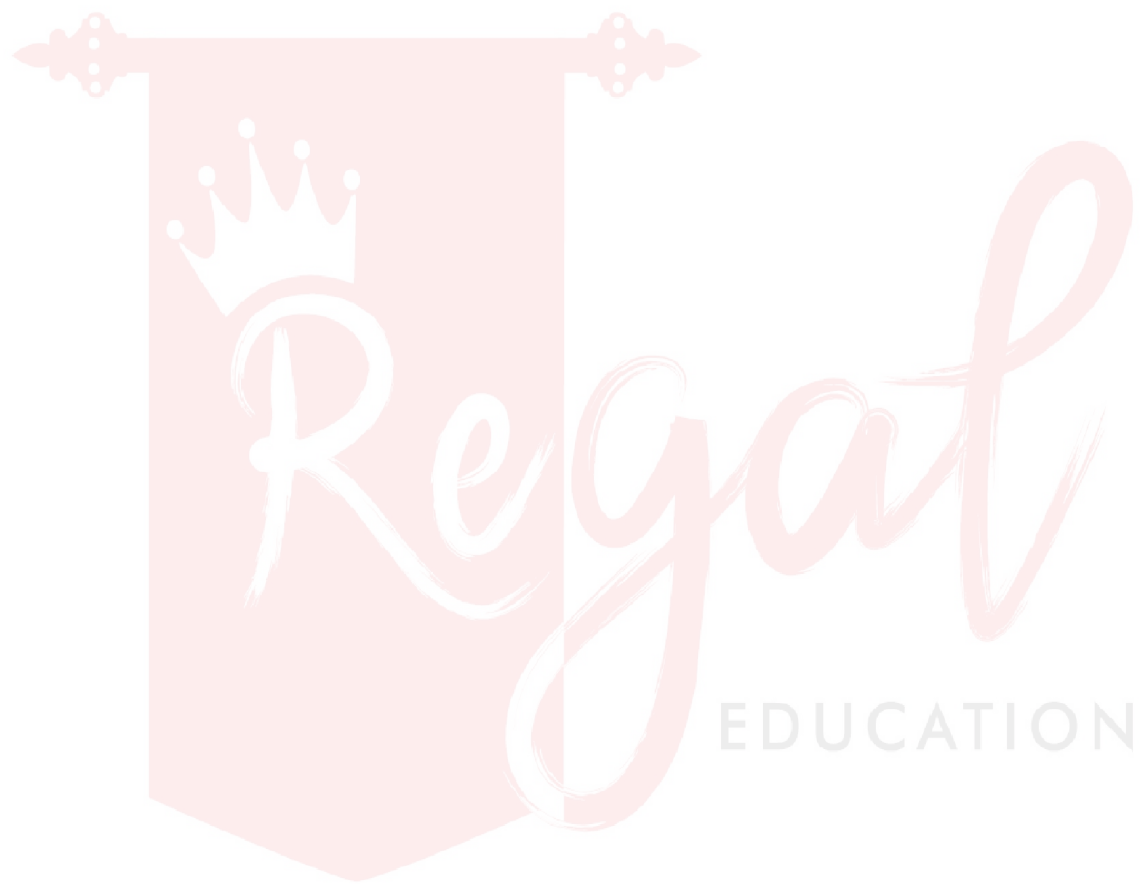
7:55

8:00





Regal
EDUCATION



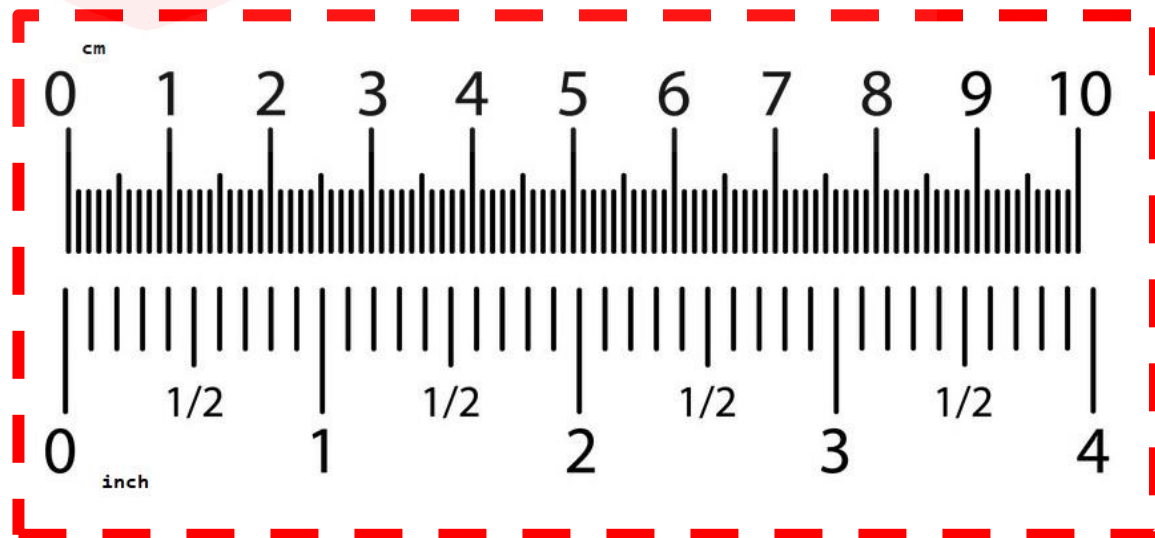
unit 9

Some countries are measuring length in inches, feet, and yards. It is called the Imperial System.

Other countries are measuring length in centimeters, meters, and kilometers. It is called the Metric System.

Which system does your country use?

Cut out the ruler at the bottom of the page.



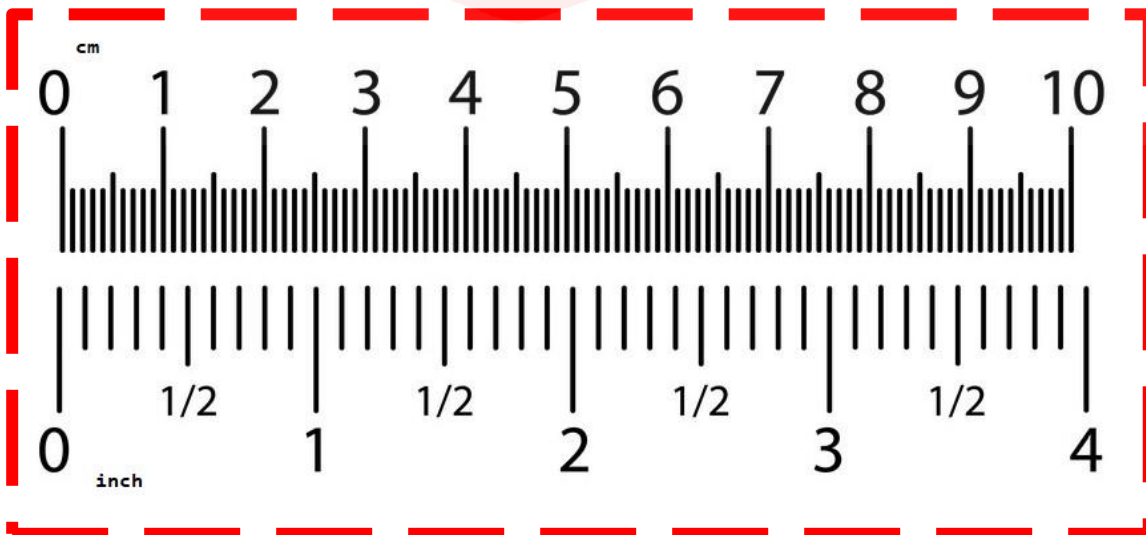
Cut out the ruler. Study it. It gives you the length in both centimeters and inches.

How many inches are there in 2.5 cm? _____

How many centimeters are there in 2 inches? _____

My pen is 4 inches long?

How many centimeters are there in my pen? _____



Use the ruler you have cut out to measure the following things.



Length:

_____ centimeters

_____ inches

Width:

_____ centimeters

_____ inches



Length:

_____ centimeters

_____ inches

Width:

_____ centimeters

_____ inches



Length:

_____ centimeters
_____ inches

Width:

_____ centimeters
_____ inches

Height:

_____ centimeters
_____ inches



Leaves

Width:

_____ centimeters
_____ inches

Height:

_____ centimeters
_____ inches

Trunk

Width:

_____ centimeters
_____ inches

Height:

_____ centimeters
_____ inches



Flying Saucer

Width:

_____ centimeters
_____ inches

Height:

_____ centimeters
_____ inches

Light
Width:

_____ centimeters
_____ inches

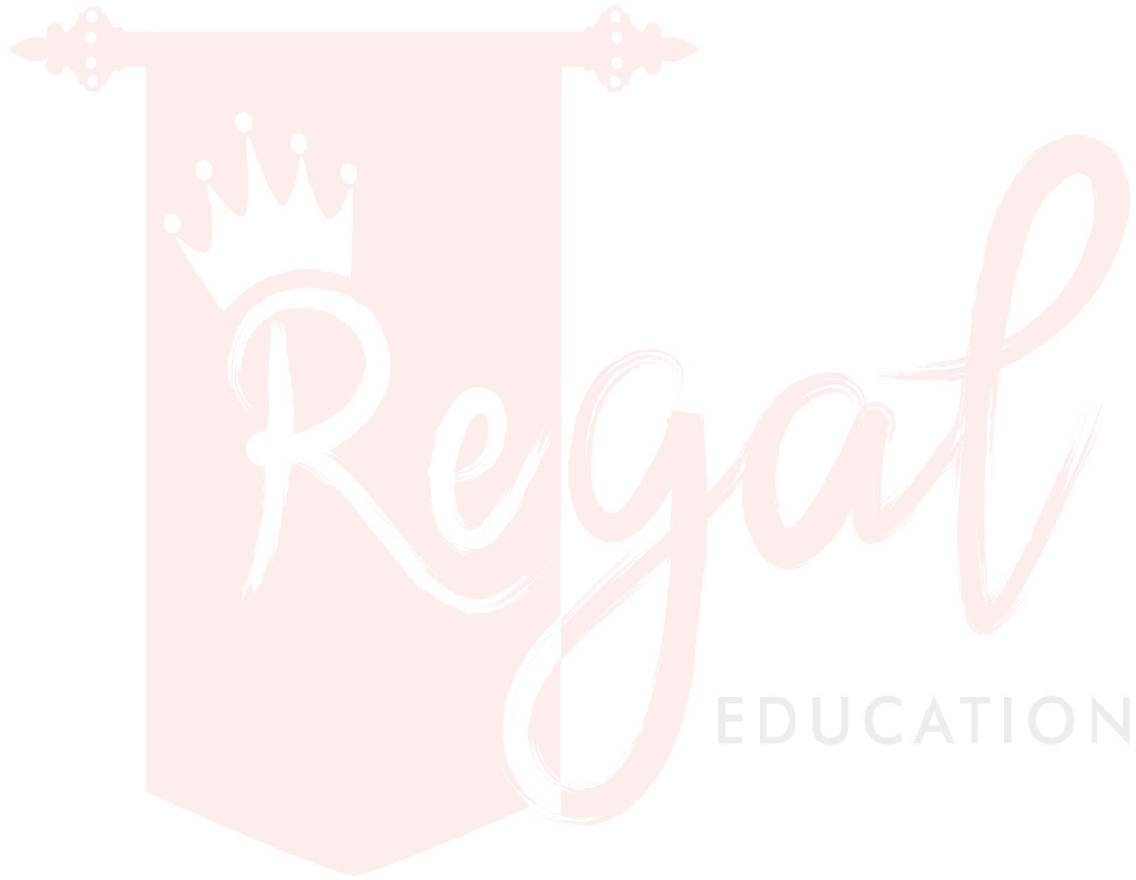
Height:

_____ centimeters
_____ inches

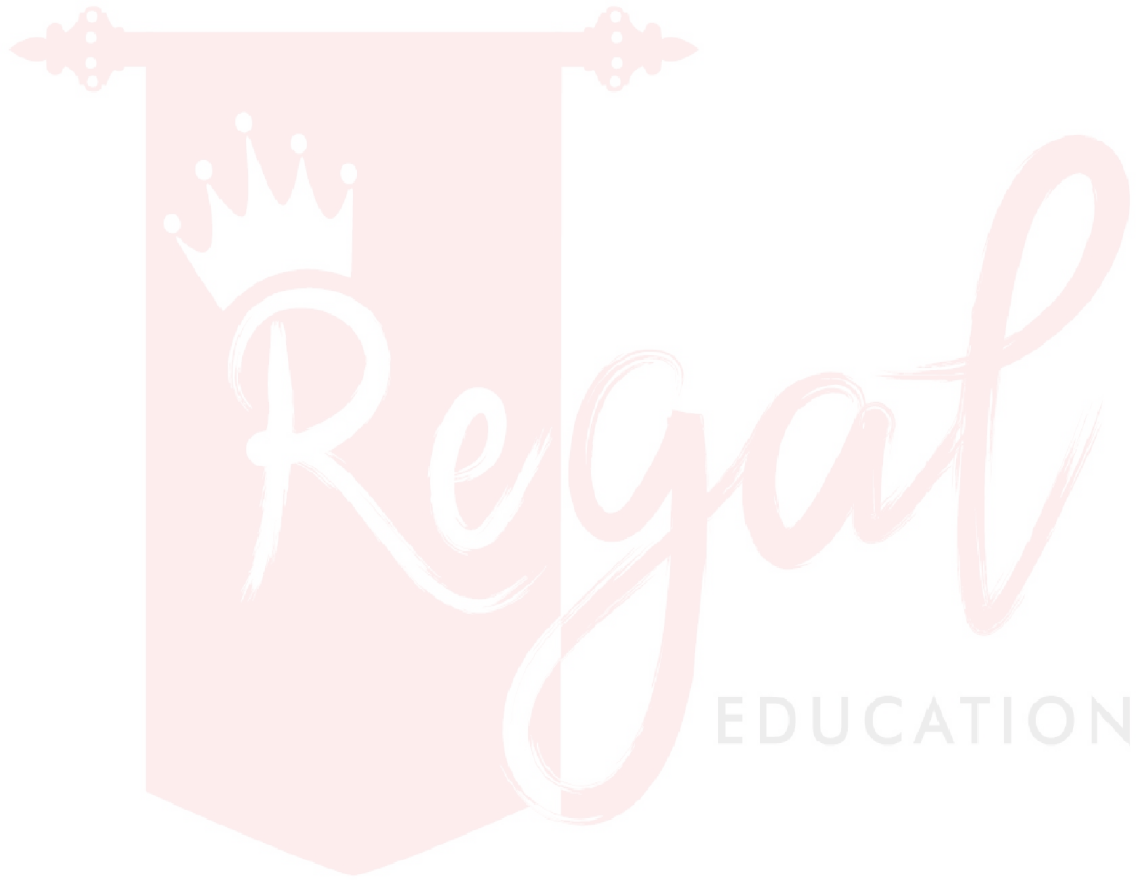


EDUCATION

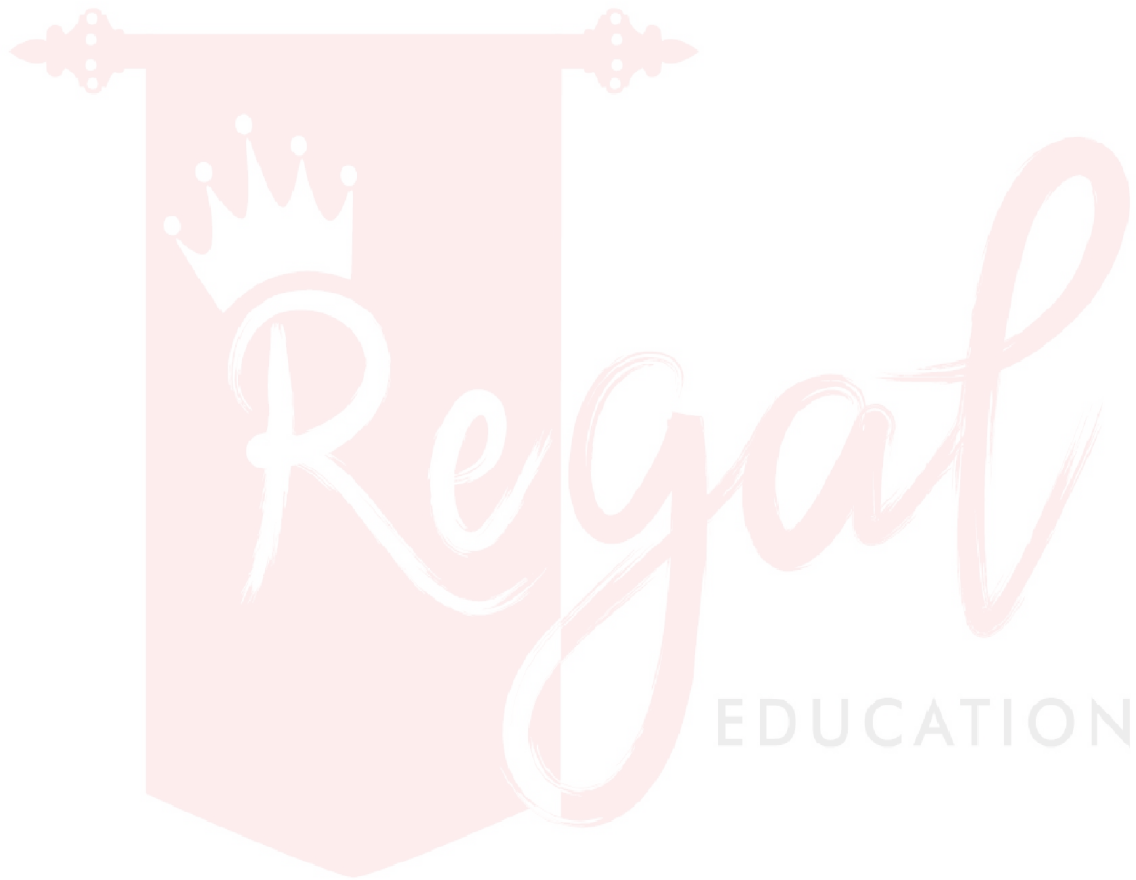
Draw a train that is 15 cm long. Its height is 6 cm and its width is 4 cm.



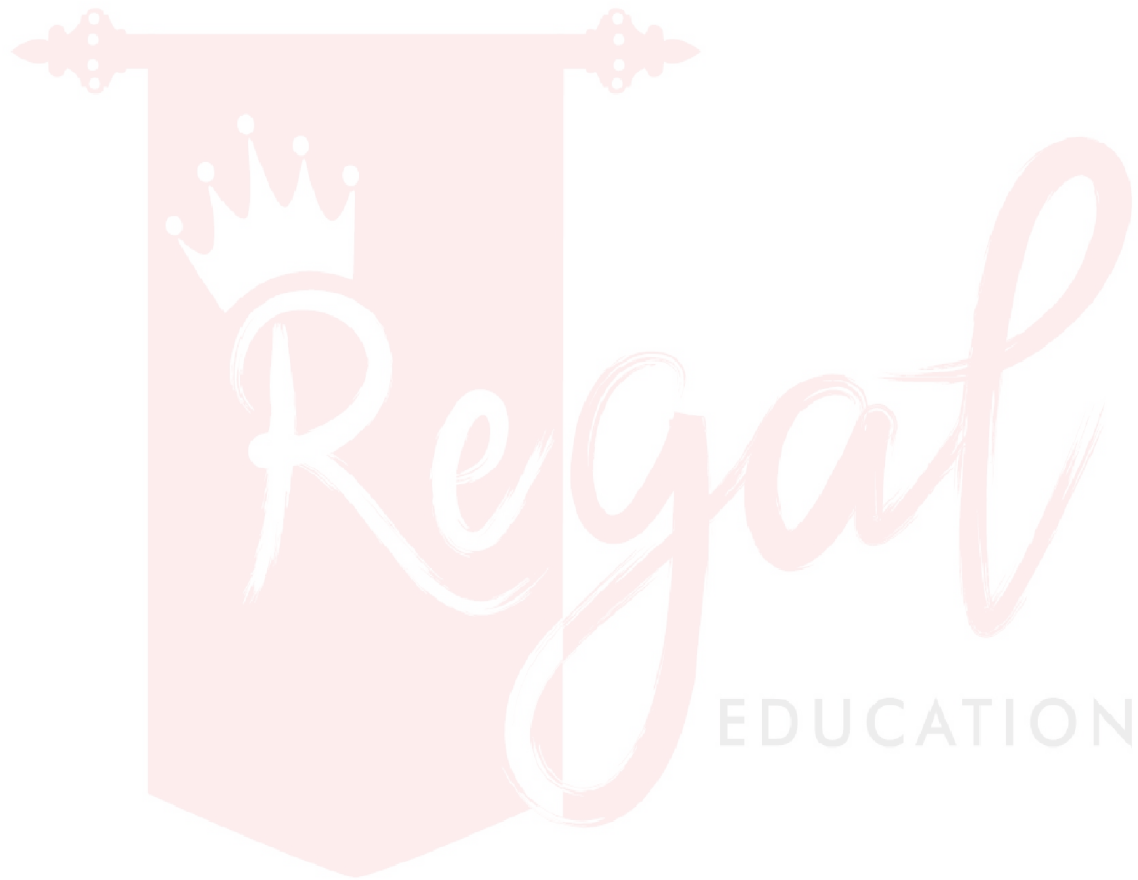
Draw a house that is 5 inches high and 4 inches wide. It has 1 door and 4 windows. It has a flowerbed in front of it. The flower bed is 2 inches wide.



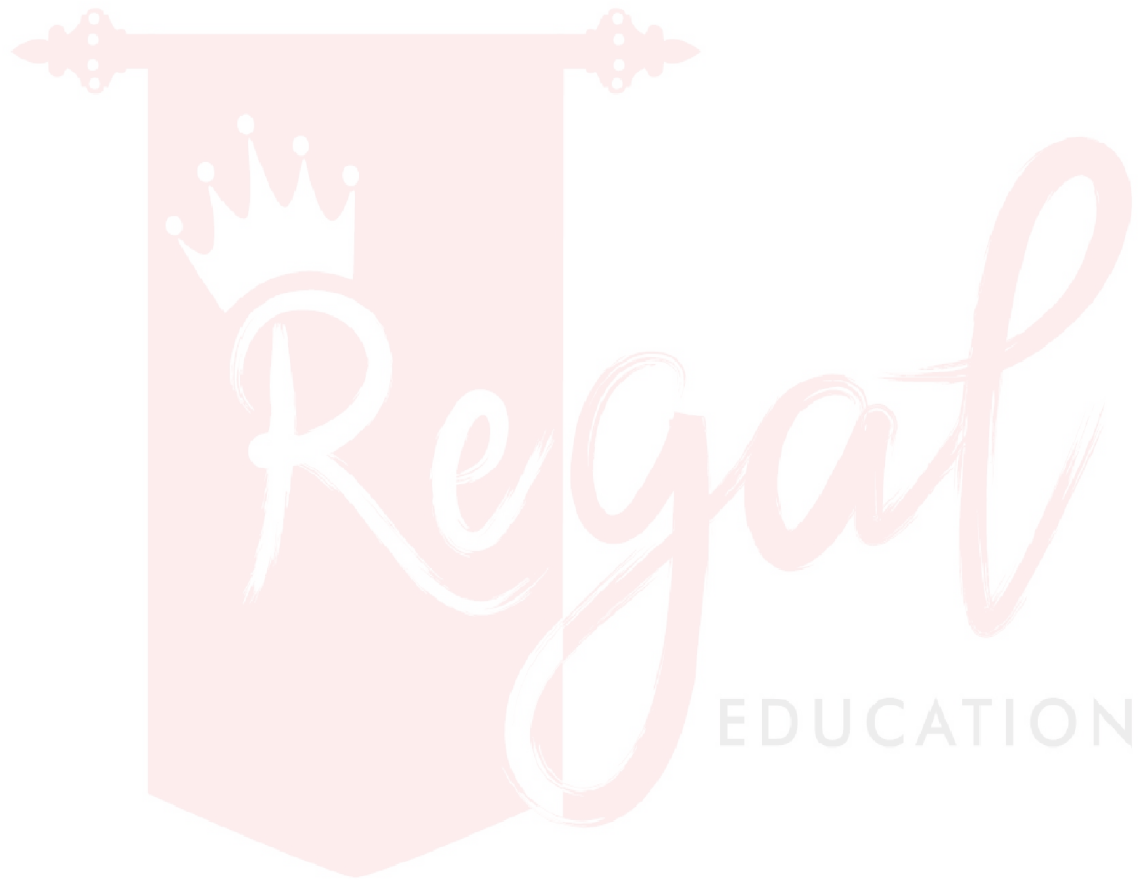
Draw anything you feel like. Measure it. Share the measurements with your friends. Ask them to draw it. Compare your drawings.



Draw here. Measure everything you drew. Swap the books with your friends. Check their drawings.



Draw here. Measure everything you drew. Swap the books with your friends. Check their drawings.



Truth or lie.

- Play with your friends. Read any question.
- The player should answer.
- Check the answer if possible.

1. My fingers are longer than my toes. Truth or lie?
2. I am taller than my parents. Truth or lie?
3. I am shorter than the teacher. Truth or lie?
4. The road to school is as long as the flight to New York. Truth or lie?
5. My house is as tall as your house. Truth or lie?
6. My index finger is 4 inches long.
7. My palm is 5 cm wide. Truth or lie?
8. My feet are as long as my cat's paws. Truth or lie?
9. My shoes are 20 cm long. Truth or lie?



Think of and write down your own Truth or Lie questions.
Continue playing with your friends.





Cut out the banknotes and match them with their value.

One cent	Five cents
Ten cents	Twenty-five cents
Penny	Nickel
Dime	Quarter
Fifty cents	Half dollar
One dollar	Two dollars
Five dollars	Ten dollars
Twenty dollars	Fifty dollars
One hundred dollars	











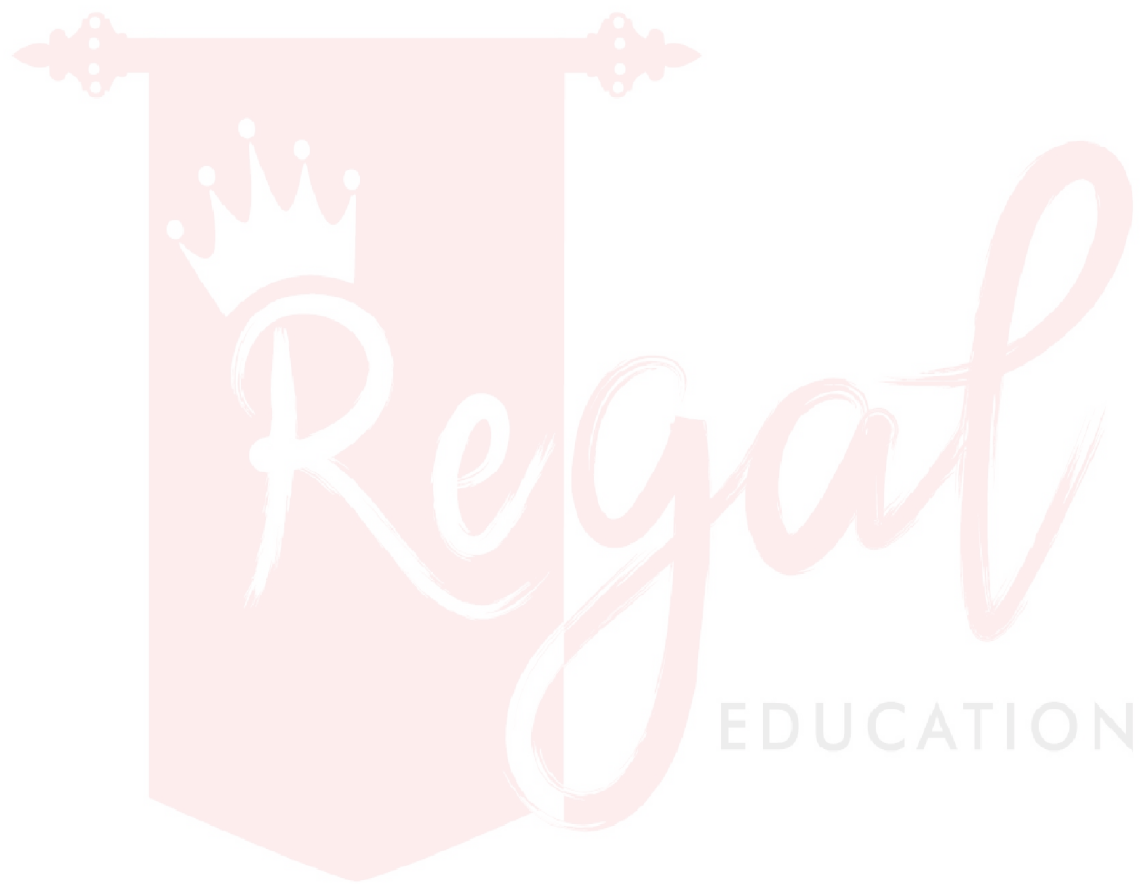




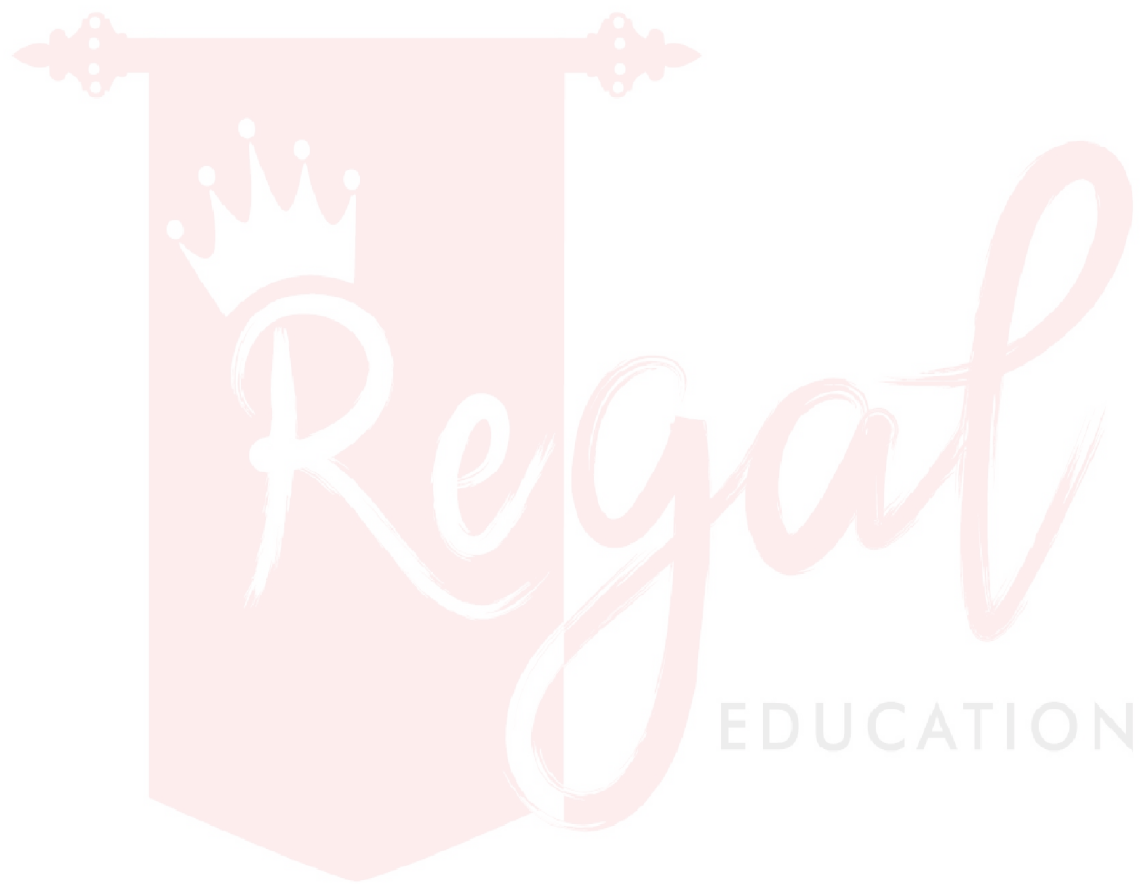




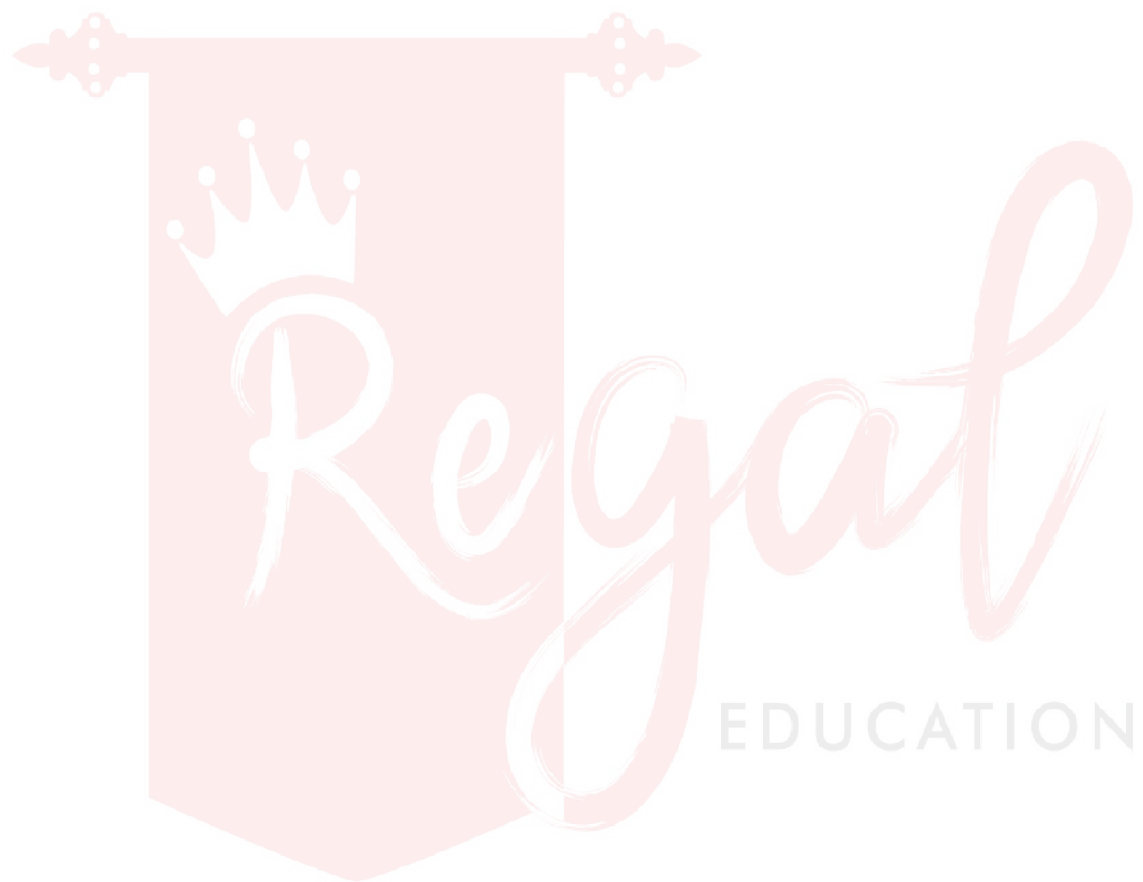












Play **“Let`s earn some money”** with your friends.

1. Set up a business. You can sell candies, drawings, give advice, or anything else. Think of your own business idea.
2. Offer your services to your customers (your friends).
3. If they use your services, they must pay using the money you have cut out. Give them the change correctly.
4. You can play with a couple of friends or with the whole class.
5. In the end, count how much money you have earned.

Was your business successful?

*How can you estimate if your
business was successful?*



Do you know the currency (money) of other countries? Match the banknotes with the country.



OMAN



QATAR



SAUDI ARABIA



مملكة البحرين
Kingdom of Bahrain



EDUCATION



U E A



The United Kingdom



JORDAN

EDUCATION



Australia

Unit

11

Which tally chart shows the right number of each food?

Foods	
Carrots 	II
Tomatoes 	I
Pea pods 	IIII

Foods	
Carrots 	II
Tomatoes 	I
Pea pods 	III

Steven and his friends bought some snacks at the fair.

This tally shows their purchases.

Buckets of popcorn		
Hot dogs		
Pretzels		

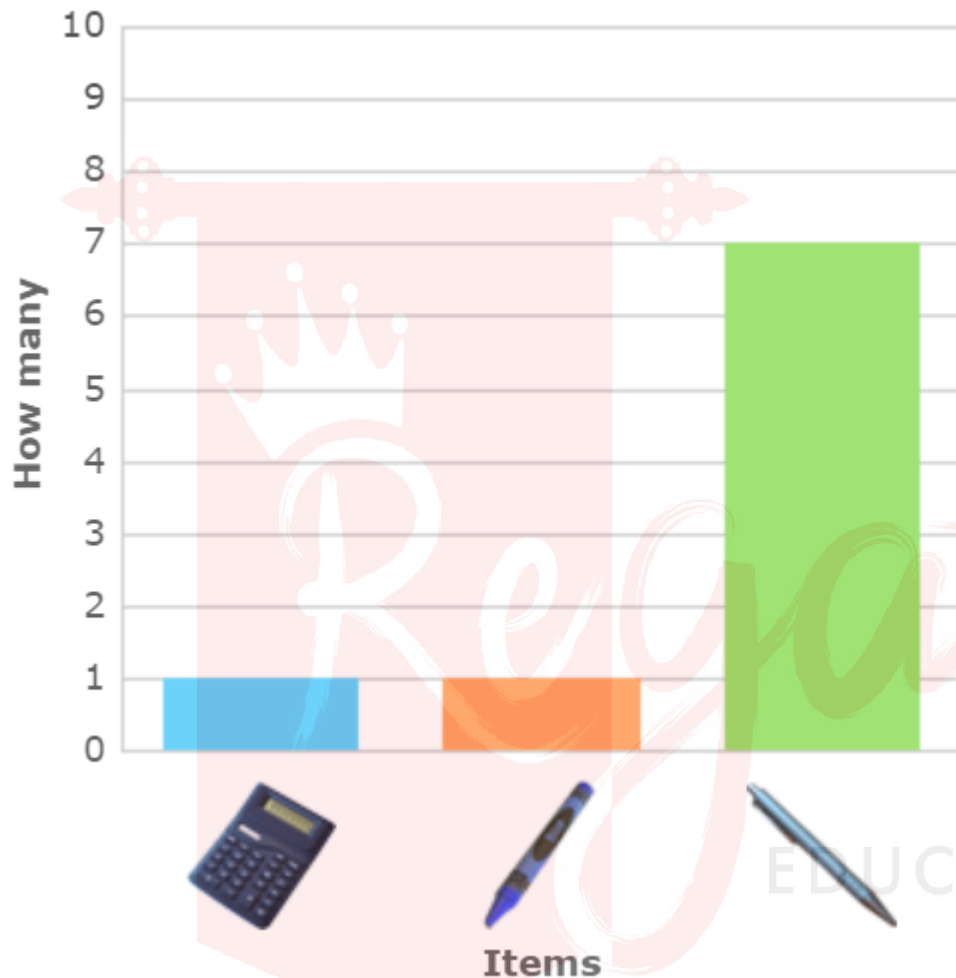
How many snacks did they get in all? _____ snacks.

How many hot dogs did they get? _____

How many pretzels? _____

EDUCATION

Mandy cleaned out the family desk and found some calculators, blue crayons, and pens. She made a bar graph of the items she found:



How many items did she find?

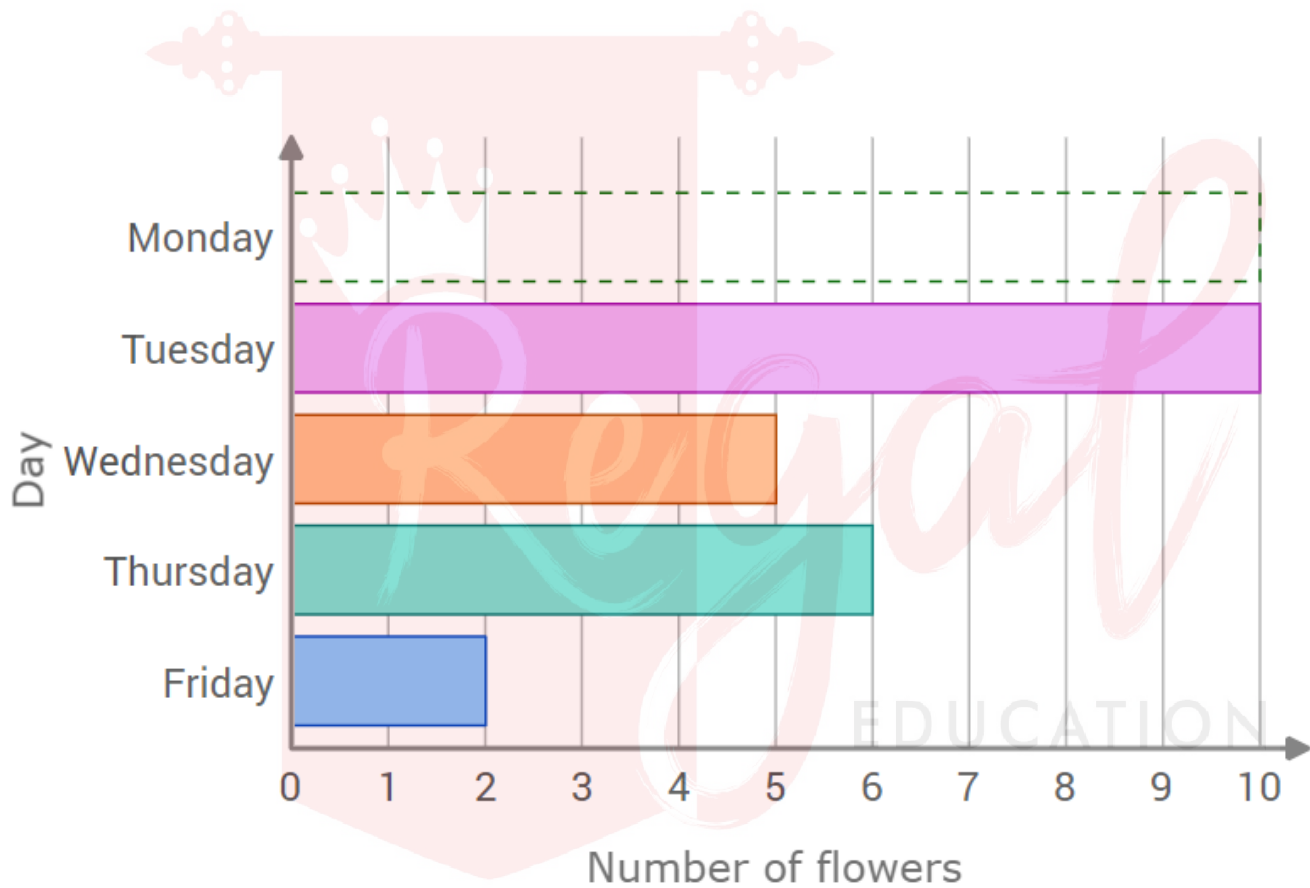
Calculators _____

Blue crayons _____

Pens _____

Rosie planted 8 flowers on Monday, 10 flowers on Tuesday, 5 flowers on Wednesday, 6 flowers on Thursday, and 2 flowers on Friday.

Use this data to complete the bar graph below.



Use the data in the tally chart to complete the missing row in the pictograph below.

Cookie baking competition	
Name	Batches
Meg	II
Emilio	HHH
Lily	HHH IIII

Cookie baking competition	
Meg	 
Emilio	
Lily	        

 = 1 batch of cookies

Go around the class and collect this information.

How many students are wearing white sneakers today?

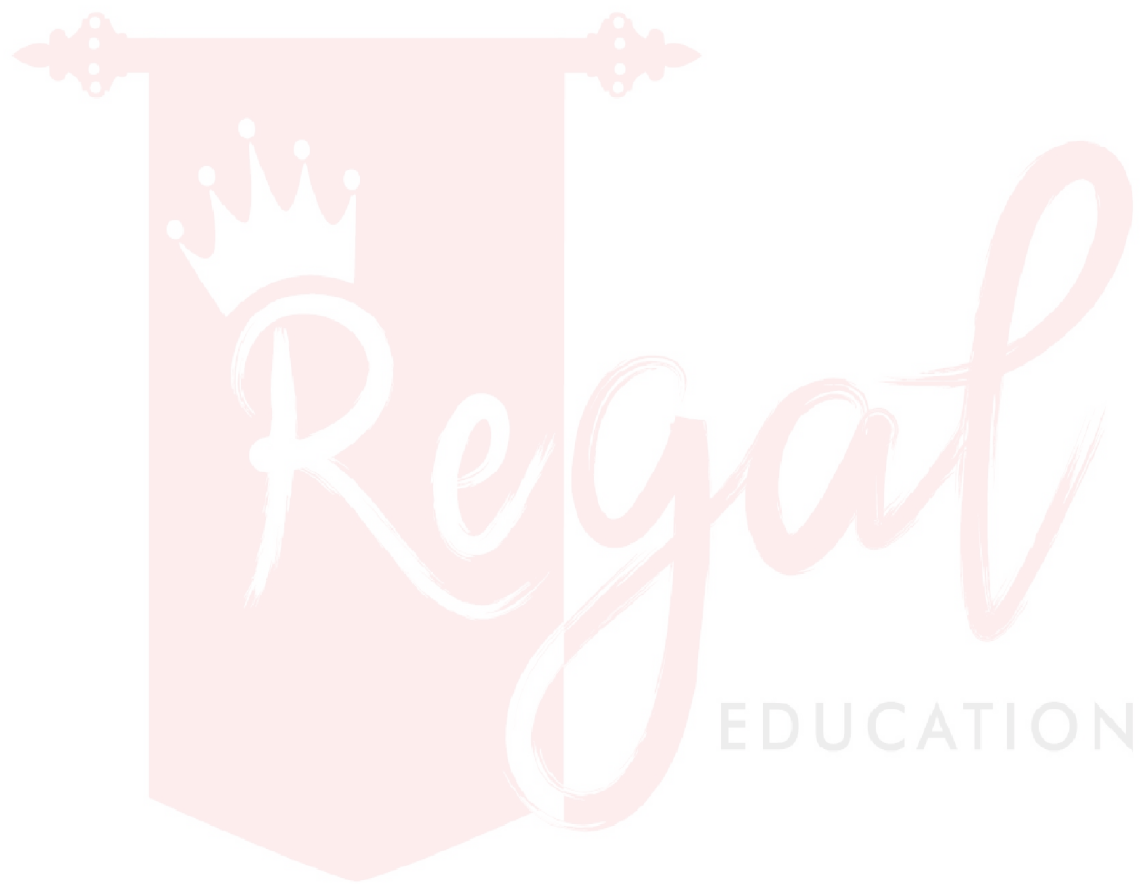
How many students are wearing blue sneakers today?

How many students are wearing shoes today?

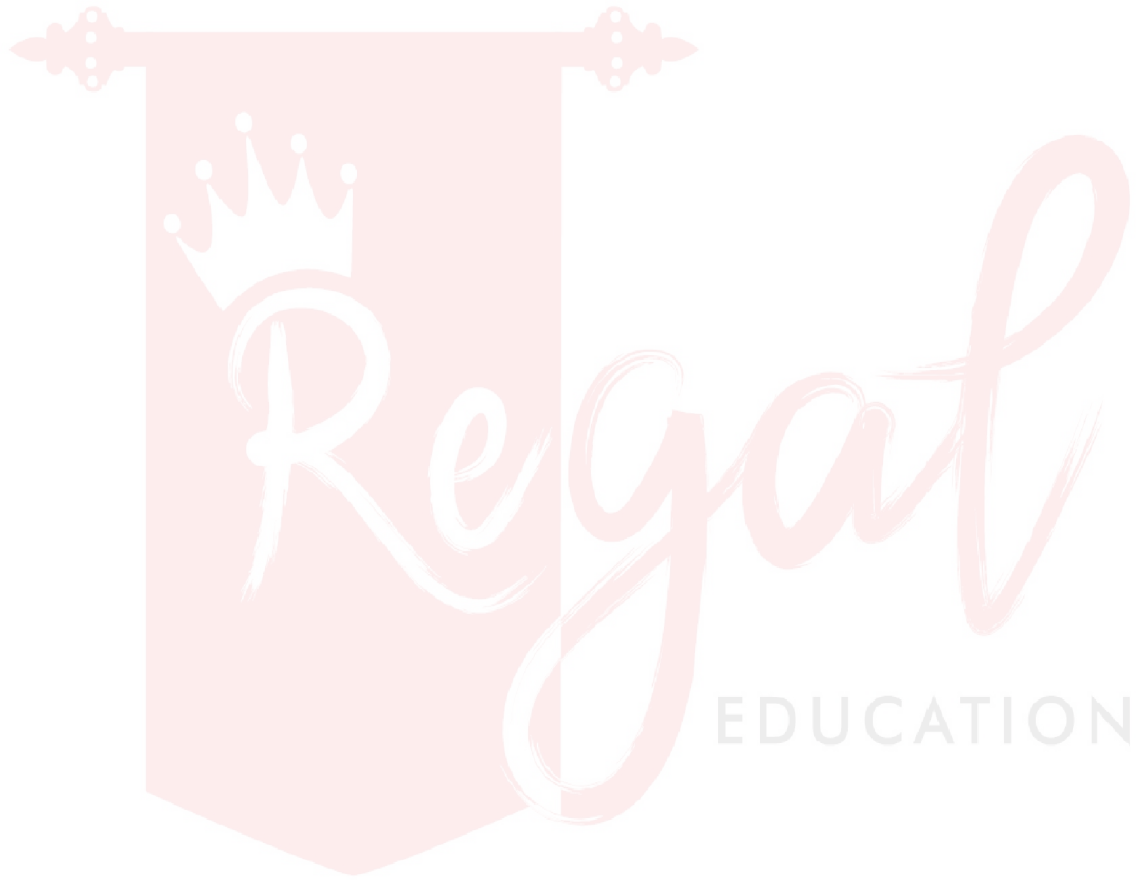
How many students are wearing sandals today?

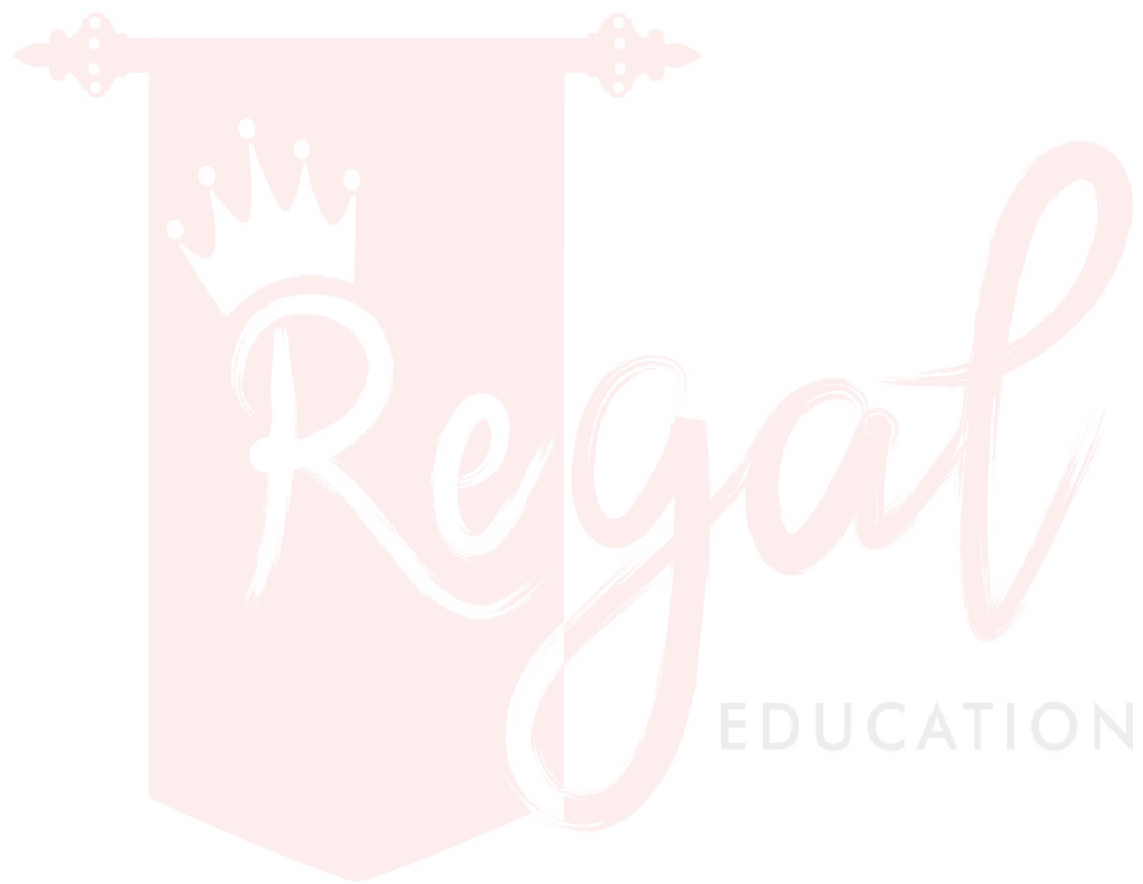
Present this information in a tally, graph and chart.





My Notes







Regal Education Inc. presents publications which adopt the **United States Common Core State Standards (USCCSS)** which represent the next generation of K–12 standards designed to prepare all students for success in college (including SAT, and ACP), career, and life by the time they graduate from high school.

Let's Do Mathematics teaches problem-solving and reasoning through games and activities. The main goal of **Let's Do Mathematics** is to make Math engaging and interesting. Learners who use **Let's Do Mathematics** say: "Math is fun! Math is easy! Math is my favorite subject!"

Gamebook is a supplementary material to be used in the classroom and at home to diversify learning routine, provide students with engaging materials that would help them to improve not only their academic, but also cognitive and social skills.

