

Let's Do MATHEMATICS

Grade 3 Gamebook



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Grade 3 Gamebook

Name: _____

Class: _____

EDUCATION



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Let`s Do Mathematics Gamebook Grade 3

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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

Scan the QR to
watch the video .



Do you know what a
Place value disk is ?



1. Cut out the place value disks and mats.
2. Cut out the number cards.
3. Put the number cards face down on the desk.
4. Take a number from a pile, using the value disks, recreate the number on the value mat.
5. You can play alone or with your friends. Repeat until you have used all the numebrs.

346

100

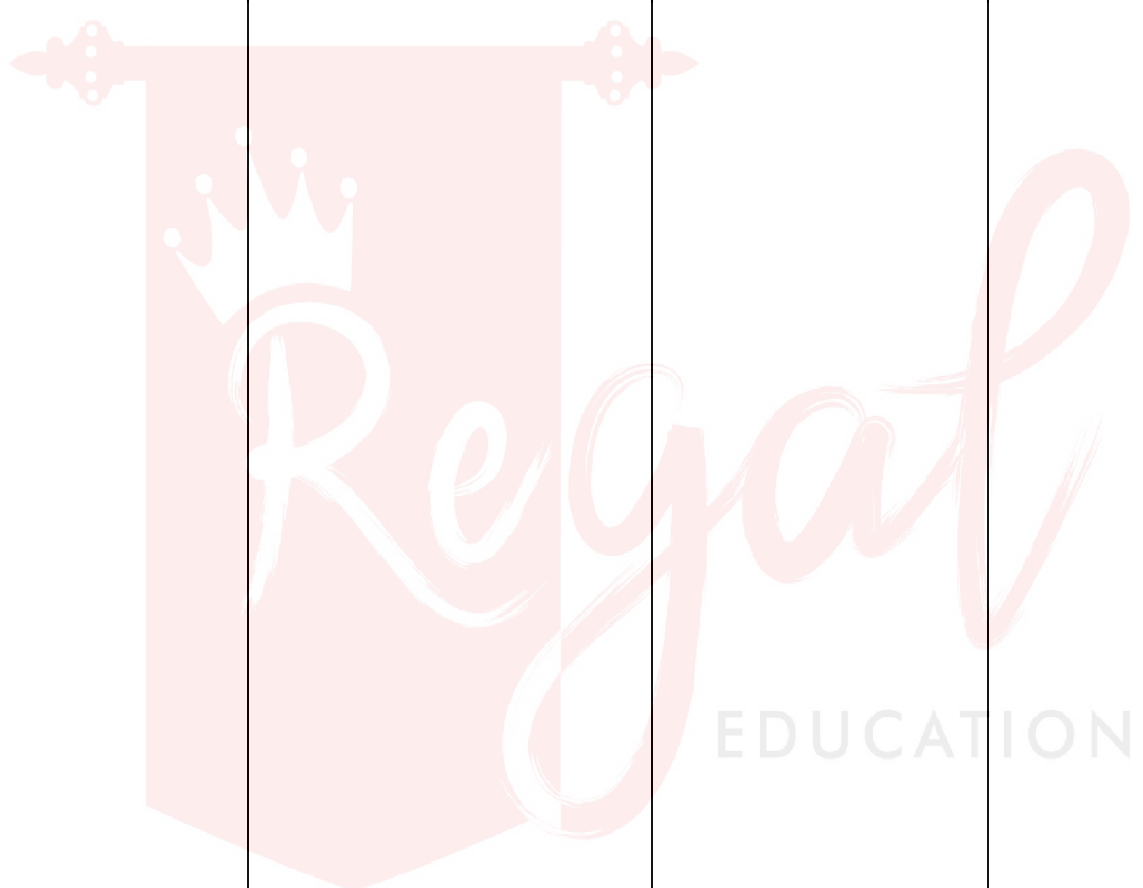
10

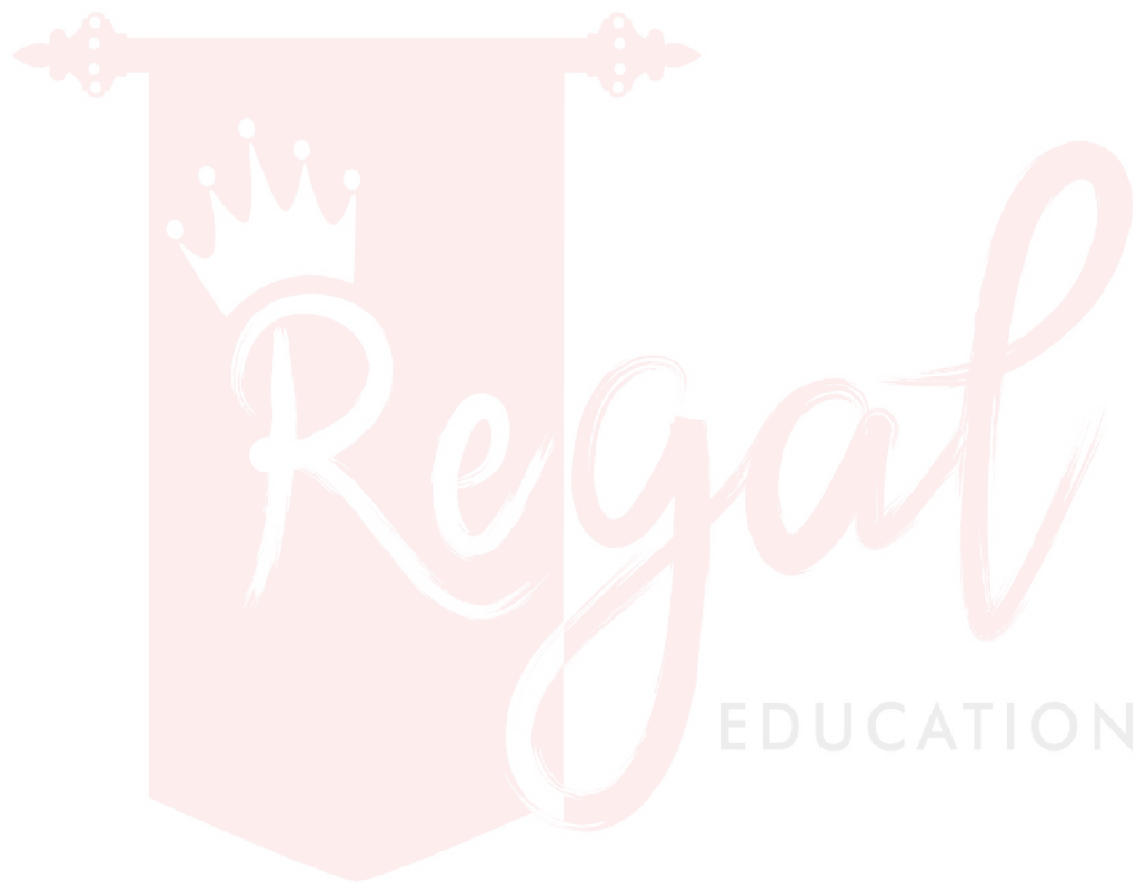
1

Hundreds	Tens	Ones
100	10	1 1
100	10	1
100	10	1
	10	1
		1

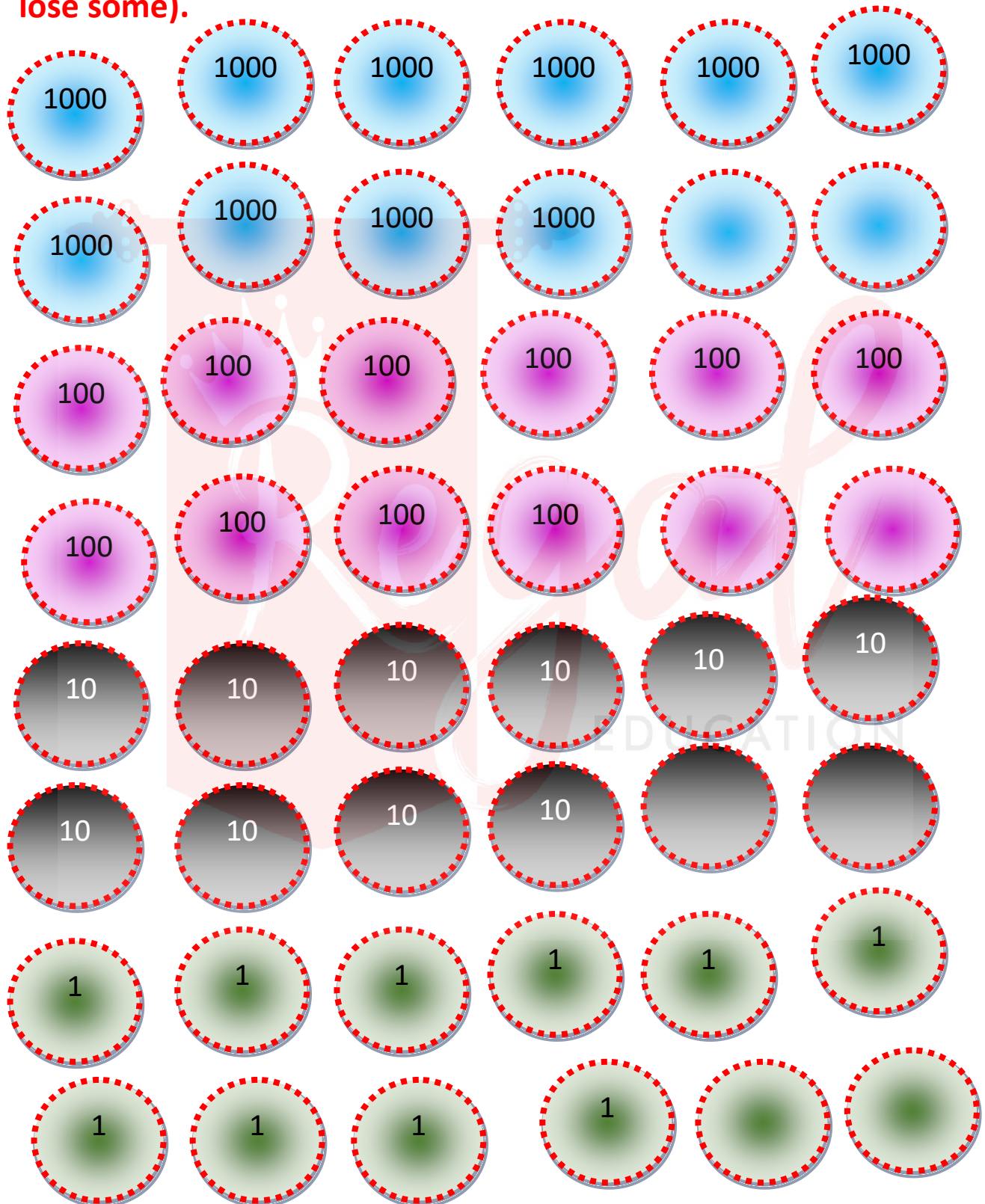
Cut out the value mat.

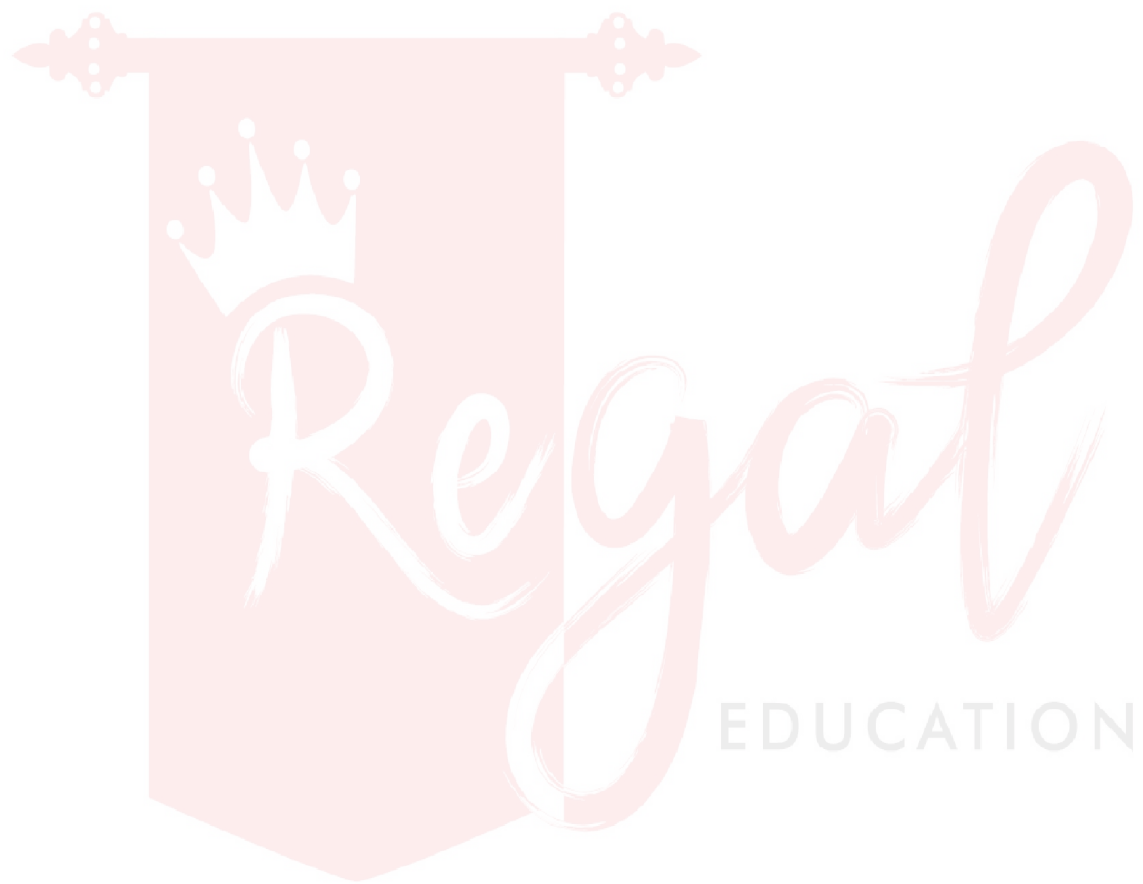
<u>Thousands</u>	<u>Hundreds</u>	<u>Tens</u>	<u>Ones</u>





Cut out the value disks (extra disks are provided in case you lose some).





Cut out the value cards.

1234

2346

2506

5064

2164

2650

4653

3605

3654

2345

6283

9372

8357

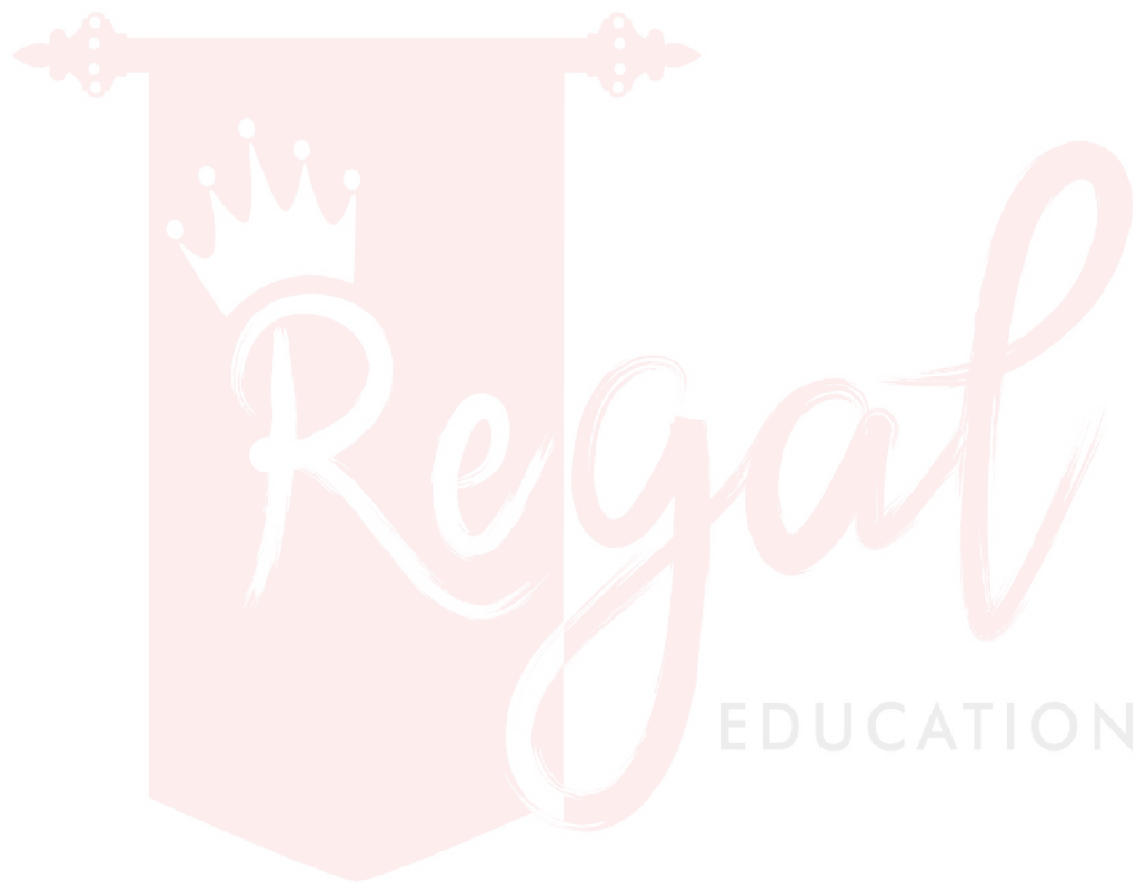
8133

9478

6204

2046

9246



Cut out the value cards.

2053

6100

4582

2833

2265

3752

5355

6605

4444

2451

4208

9393

3267

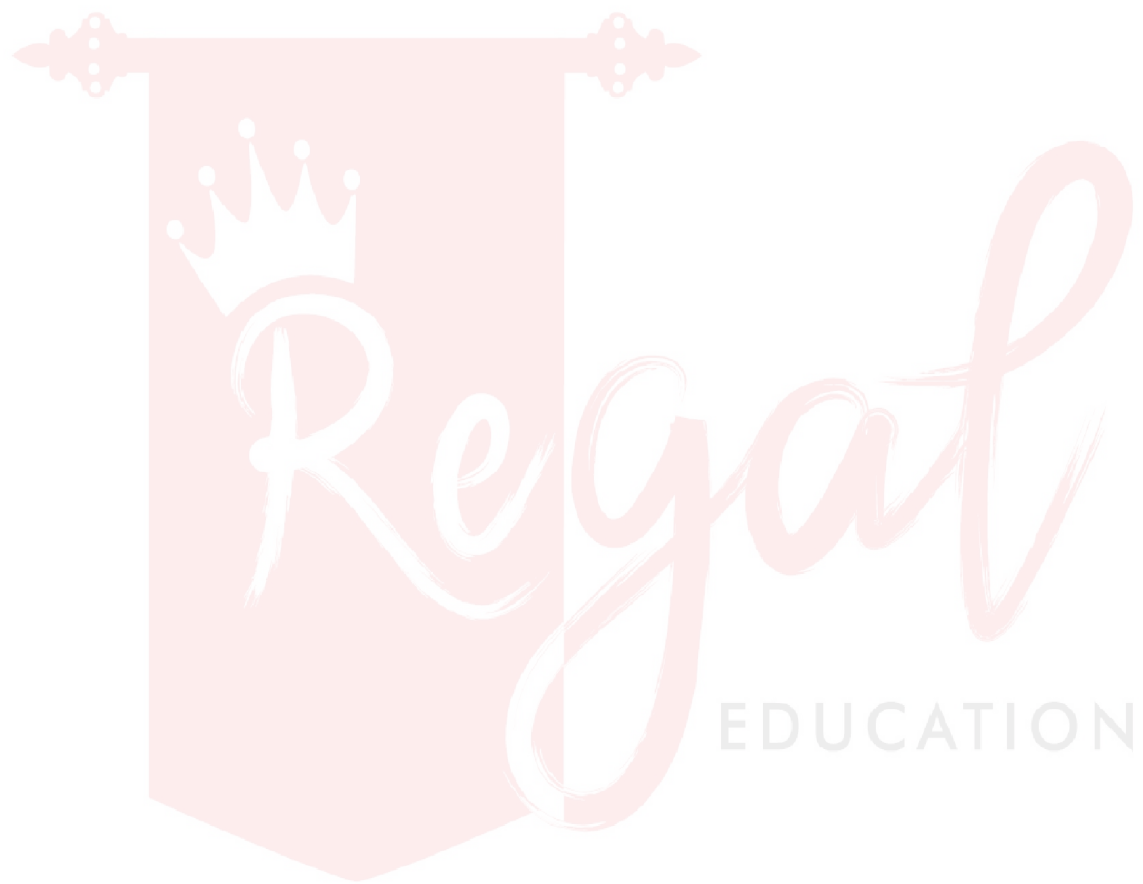
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4587

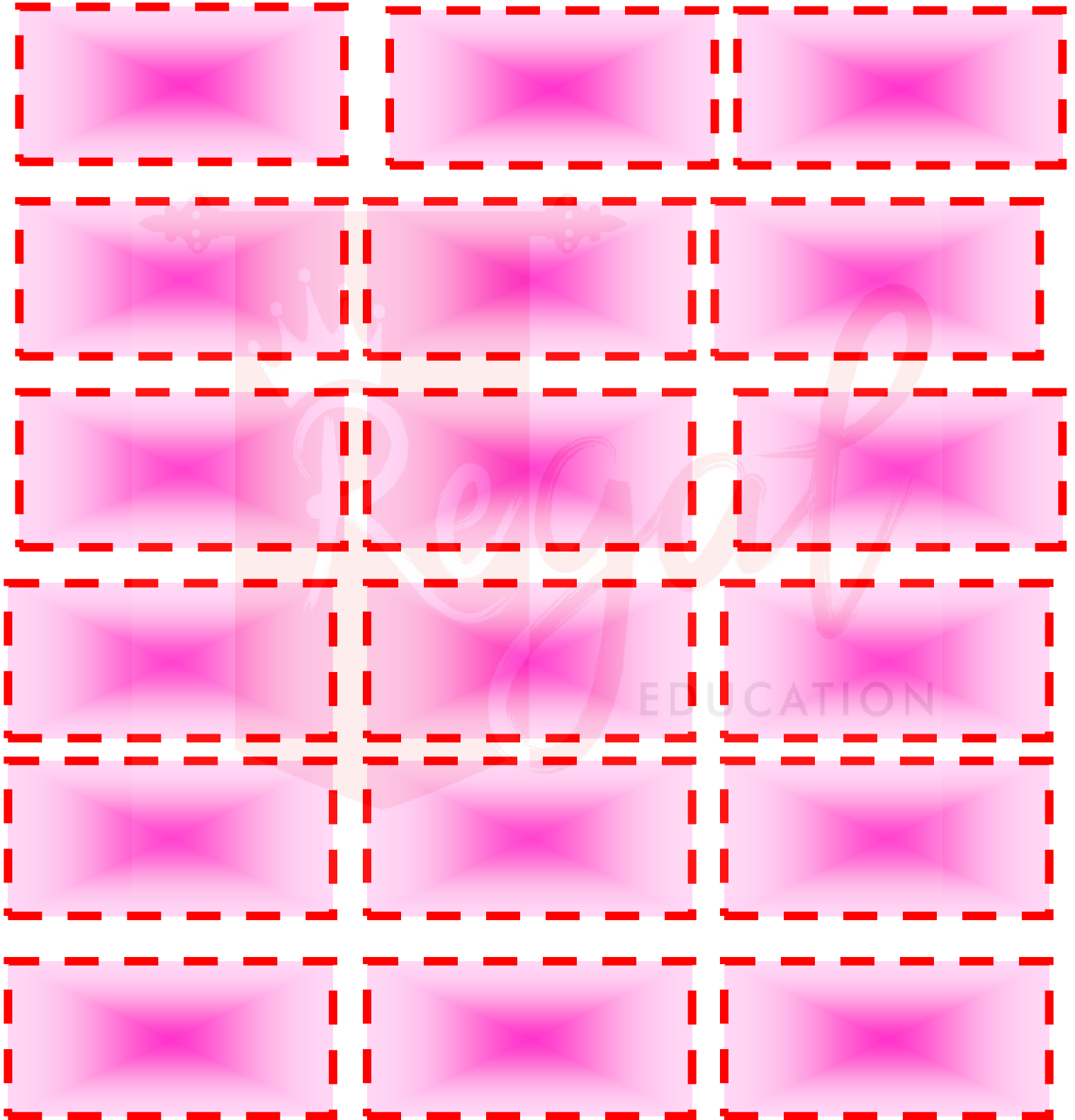
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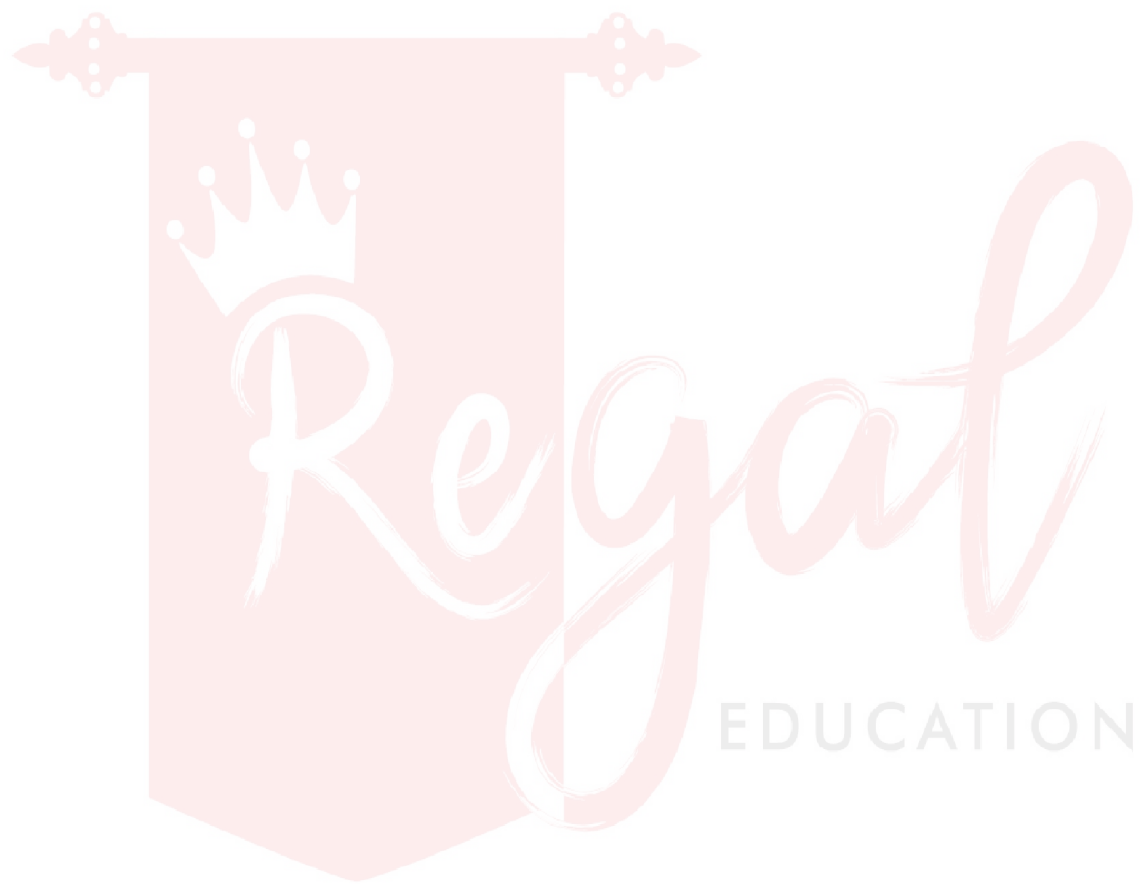
8190

9000

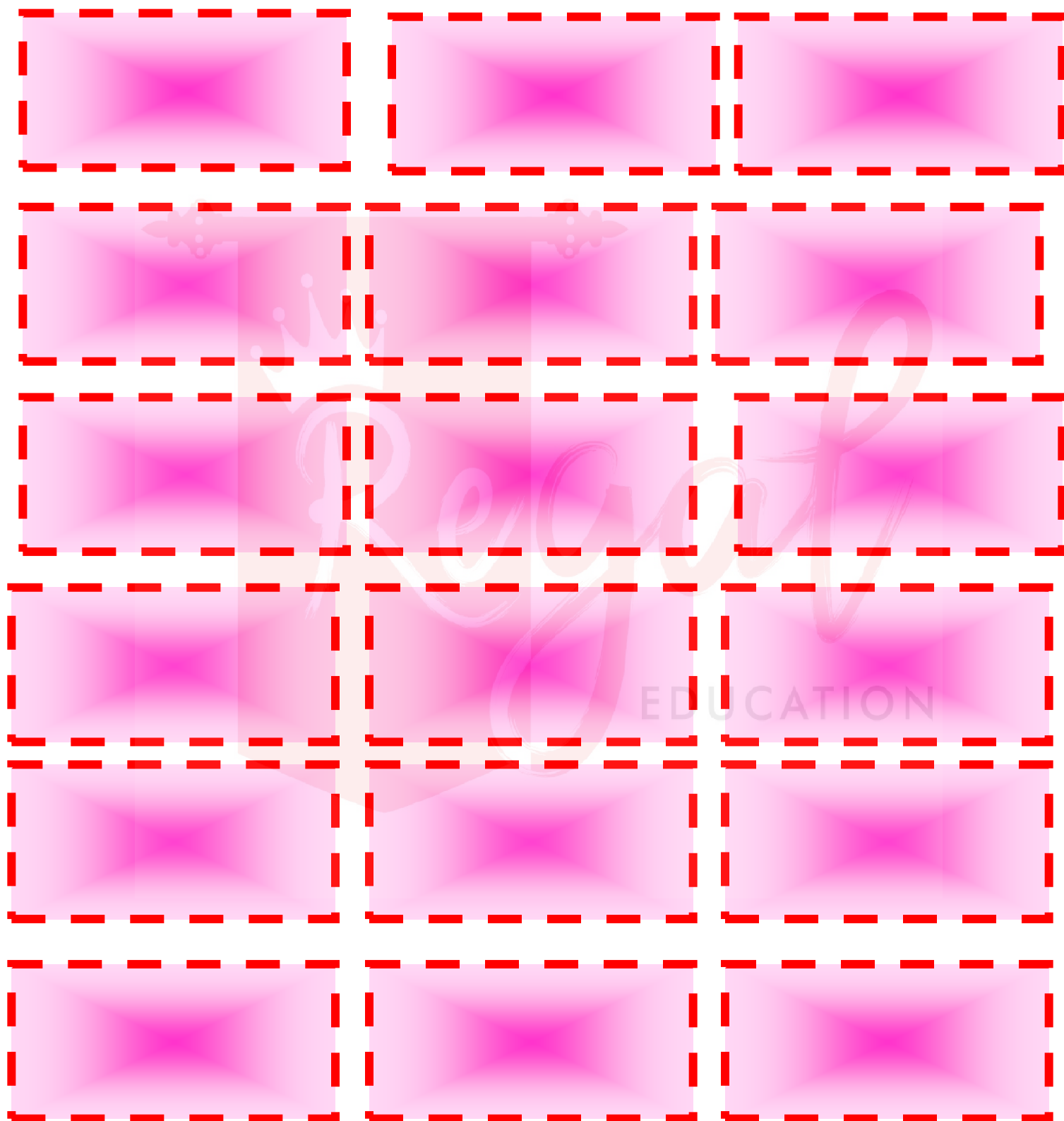


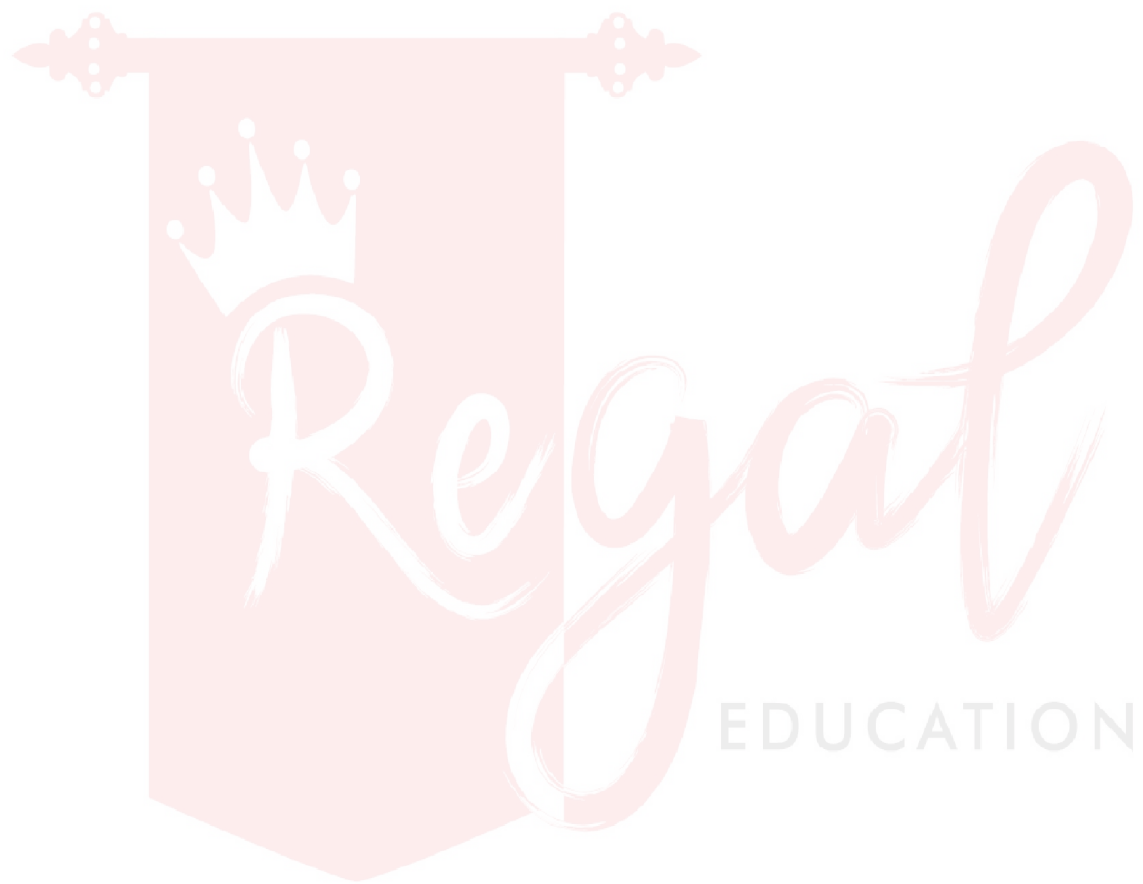
Cut out and create your own value cards.





Cut out and create your own value cards.





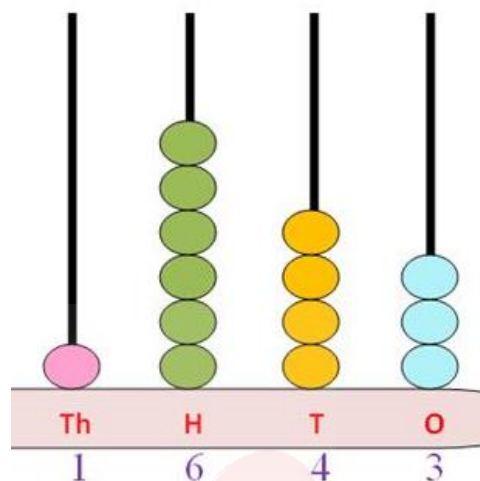
Glue an envelope for the cut-outs and flashcards here.



Let`s make an abacus. Abacus can be vertical and horizontal.

To make a **vertical abacus**, you would need.

1. Any spikes (you can use pencils, pens, straws, or any other spikes you have).
2. Beads, buttons, or cardboard circles of 4 different colors.
3. A stand for the abacus (wide cardboard, plasticine, or any other material).



Process.

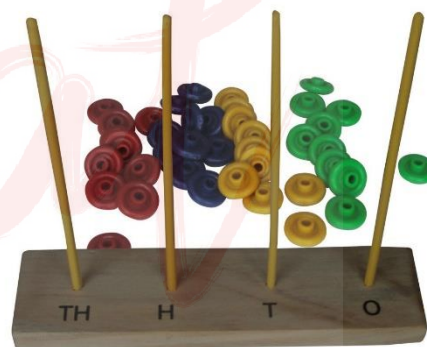
1. Use your stand and insert the spikes in it.
2. Sign the spikes.

TH= thousands

H= hundreds

T= tens

O = ones



3. Put the beads /buttons on the spikes to correspond with the numbers.
Scan the QR-code for more ideas on an abacus.
4. Play with your friends, using the number cards from the previous game.



How to make a horizontal abacus.

You need:

- an old box, a plastic tray, or a piece of cardboard,
- scissors,
- some yarn,
- beads or buttons of different colors. If you do not have beads, you can use shoebox cardboard. Cut out small circles and color them.

1. Take an old box, a plastic tray, or a piece of cardboard.



2. Cut small holes on each side of a paper.



3. Thread some yarn up through the hole and add ten beads.



4. When you have 10 beads on each thread, tie the ends up on the other side of a cardboard.

5. You can secure it with glue or with another cardboard piece.



Enjoy your abacus, play with friends. Ask each other to do some addition and subtraction with it.

Unit 2

Let's play some addition games.

Use an abacus and place value mats from the previous unit.

1. Cut out some the number cards.
2. Put the number cards face down on the desk. You can add the cards from unit 1 to the pile as well.
3. Take 2 numbers from a pile, using the value disks, recreate the first number on the value mat and add the second number to it.
4. Using an abacus, recreate the first number and add the second one to it.

You can play alone or with your friends. Repeat until you have used all the number cards. Start over.



Are you up for a little challenge? Try to add 3 or 4 numbers together.

Draw(take) 3 or 4 cards from the pile and try to add them with the help of a value mat or an abacus.

234

2340

334

1234

3204

423

987

678

345

1678

1987

3045

708

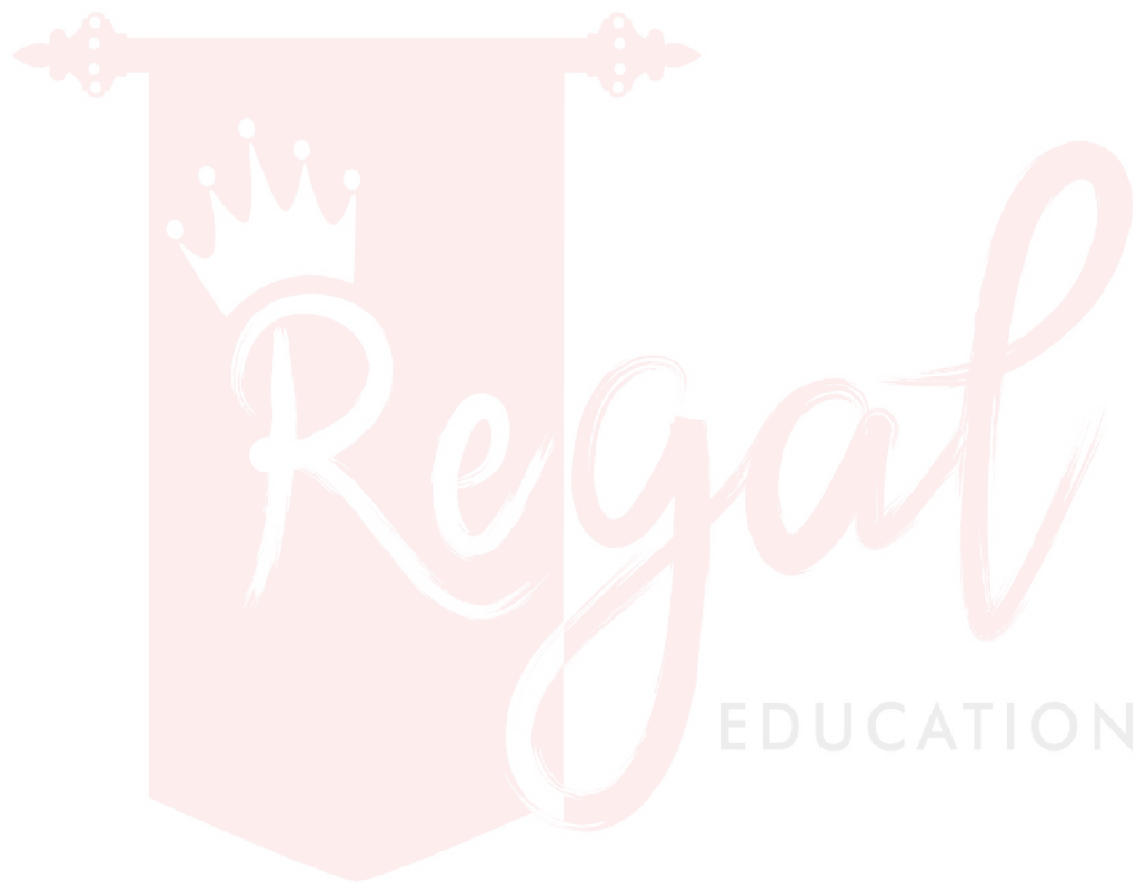
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5008

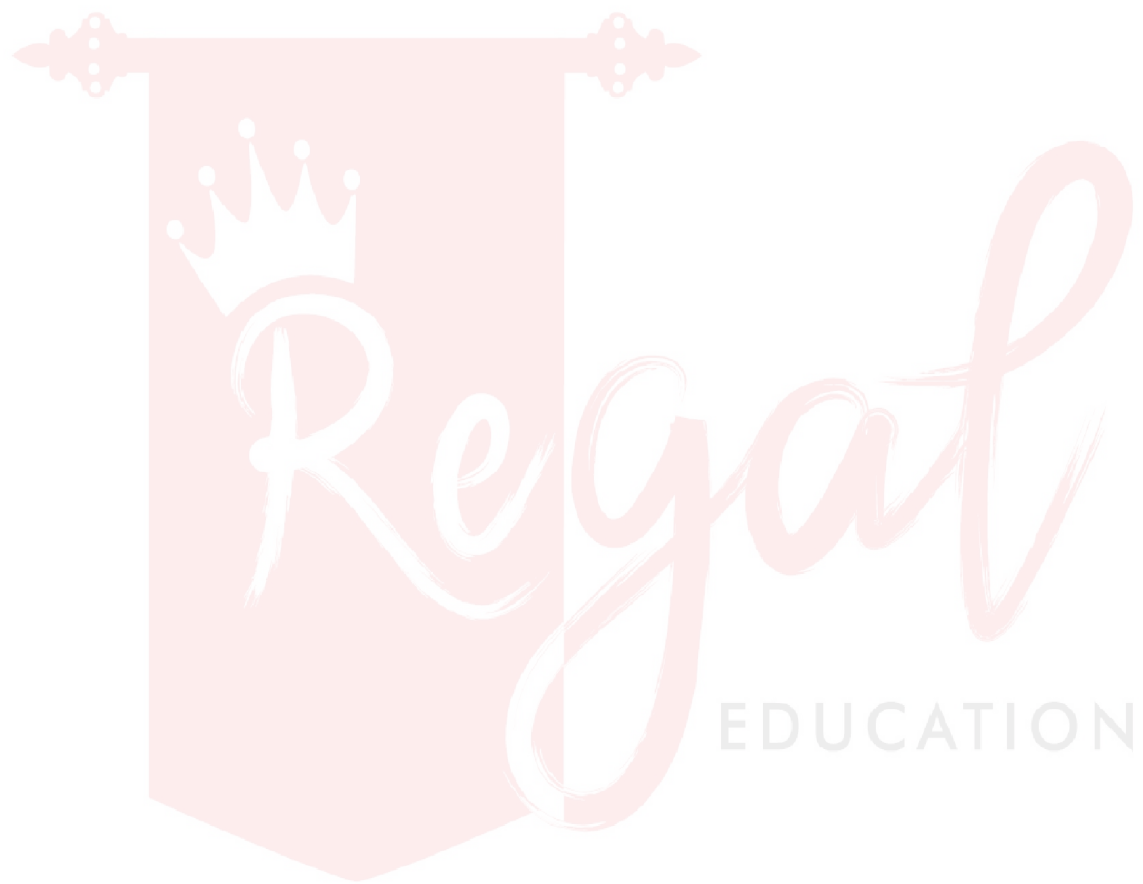
3456

2915

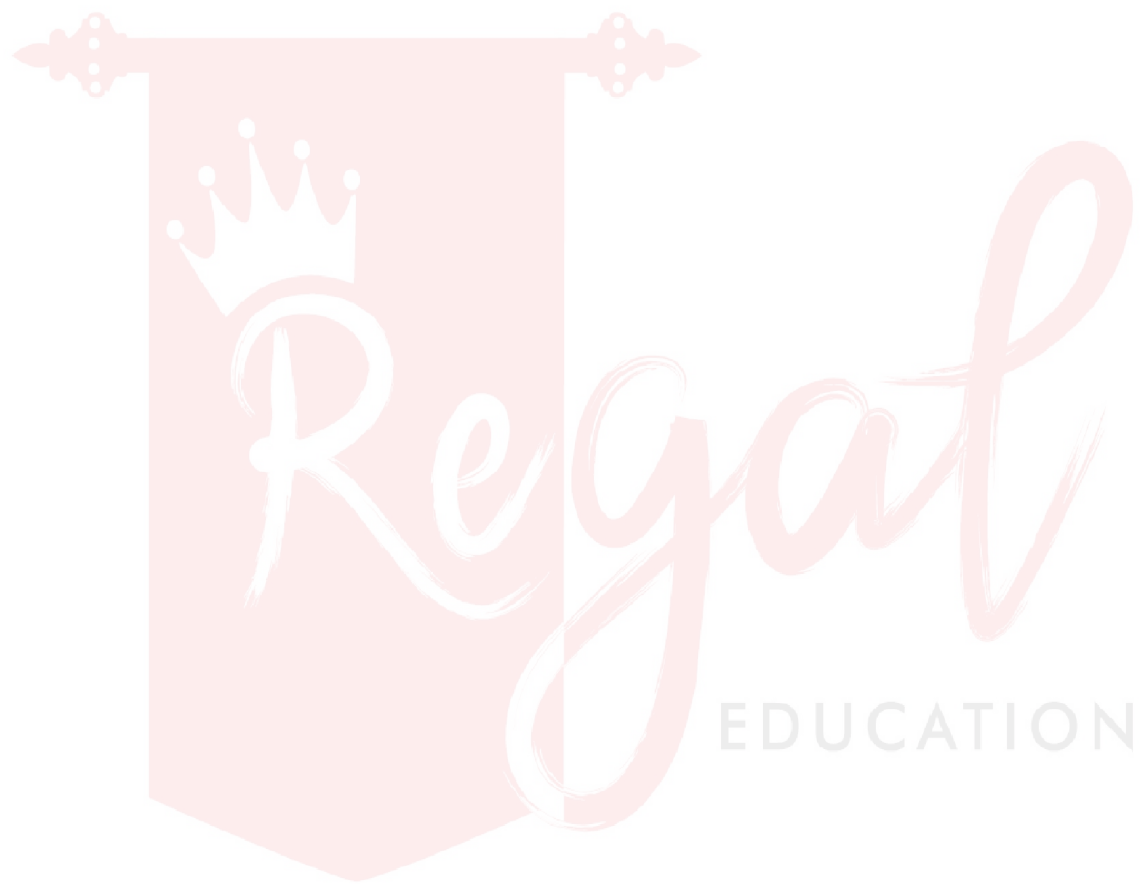
1923



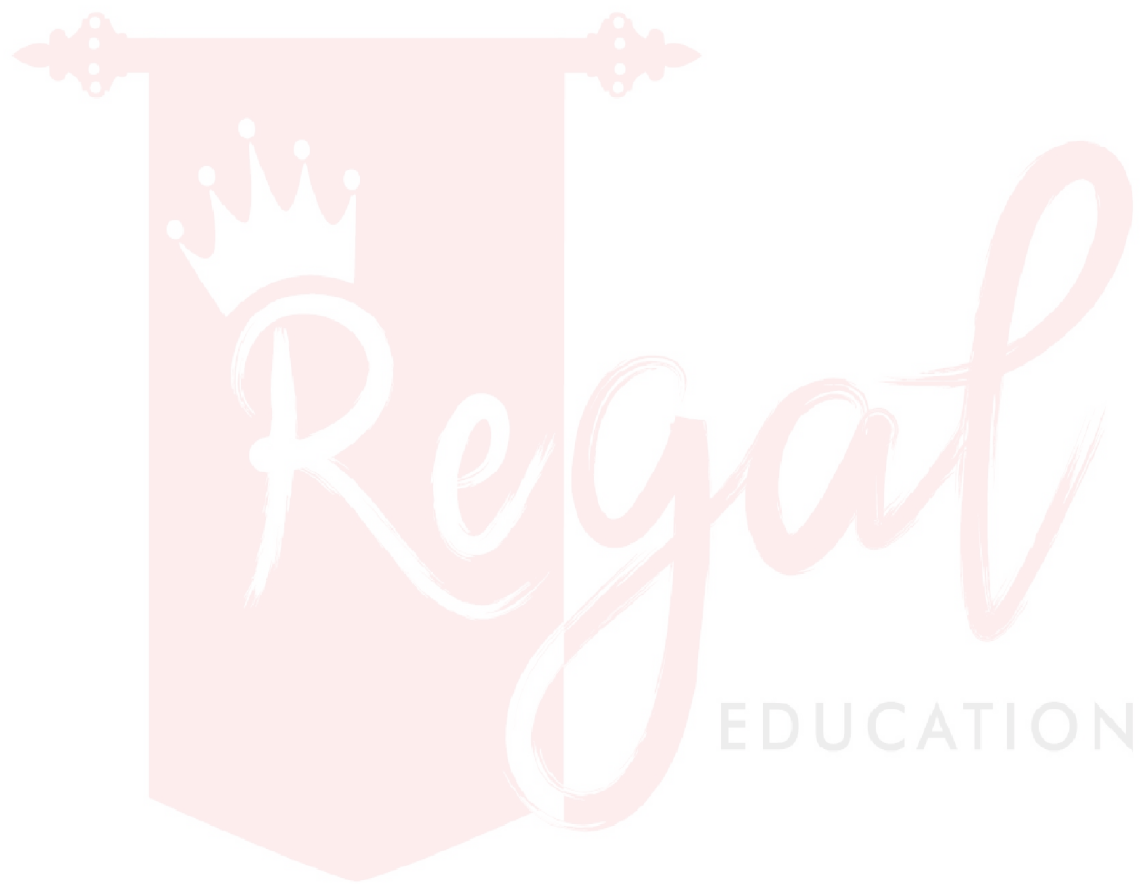
1345	1932	673
244	222	333
666	777	555
888	999	1999
5050	2020	2222
1111	2340	2220



Create your own value cards.



Create your own value cards.



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



Unit 3

Let's play some subtraction games.

Use an abacus and place value mats from previous units.

1. Cut out some extra number cards.
2. Put the number cards face down on the desk. You can add the cards from unit 1 and 2 to the pile as well.
3. Take 2 numbers from a pile, using the value disks, recreate the biggest number on the value mat and subtract the smallest number.
4. Using an abacus, recreate the biggest value and subtract the smallest one.

You can play alone or with your friends. Repeat until you have used all the number cards. Start over.



Are you up for a little challenge? Try to subtract 3 or 4 numbers. Remember to start with the highest value.

Use an abacus or a value mat to help you.

If you have reached zero but there are still numbers you have to subtract, ask your teacher or parents to help you.

234

2360

2560

6450

6120

2160

1234

2853

1239

1903

9753

7777

665

338

1338

3038

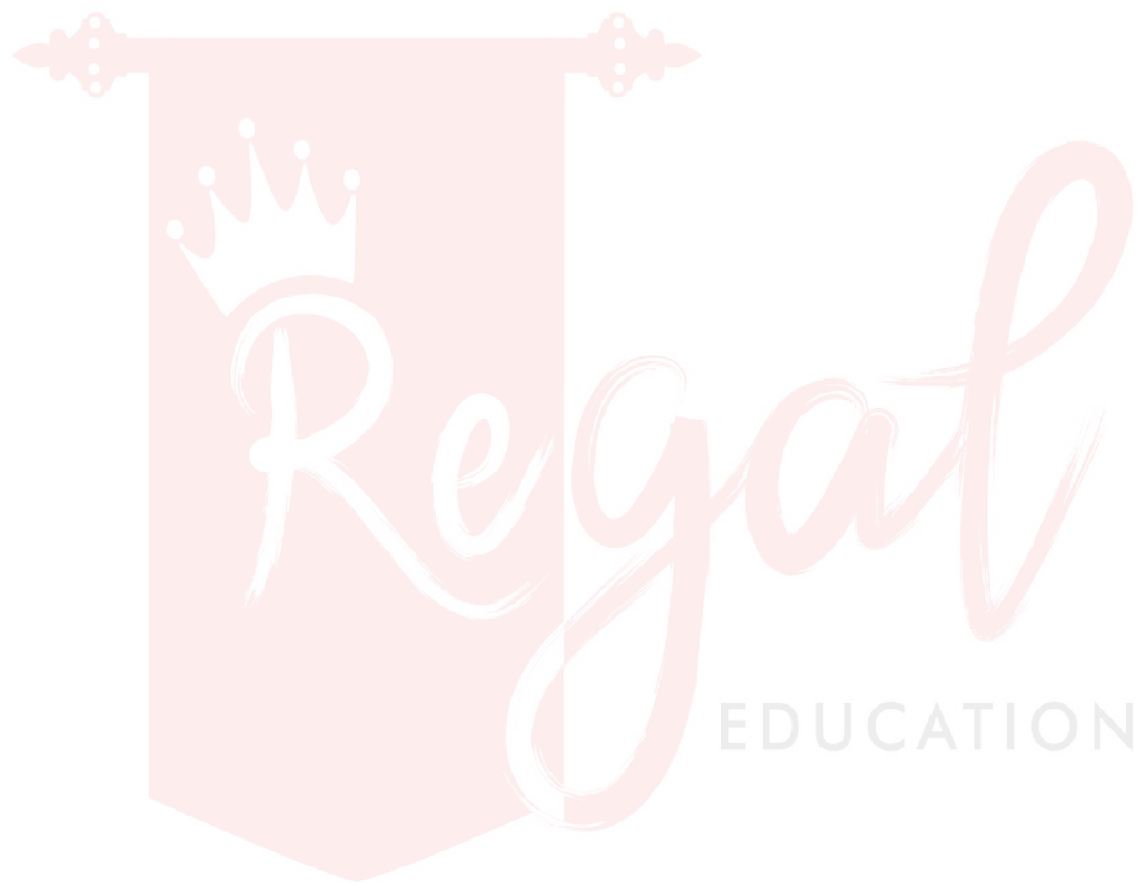
2338

1738

1938

3908

3008



450

120

160

234

253

123

903

973

777

65

38

33

30

23

17

18

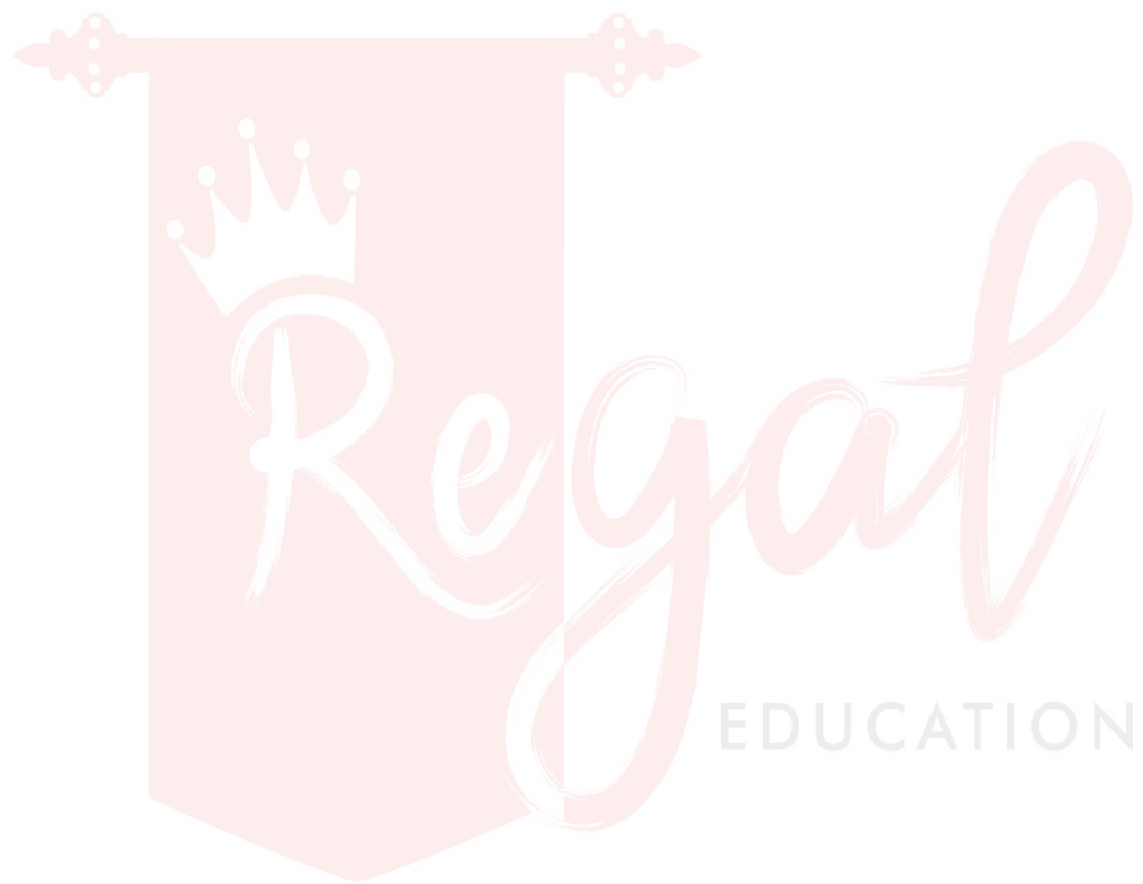
98

8

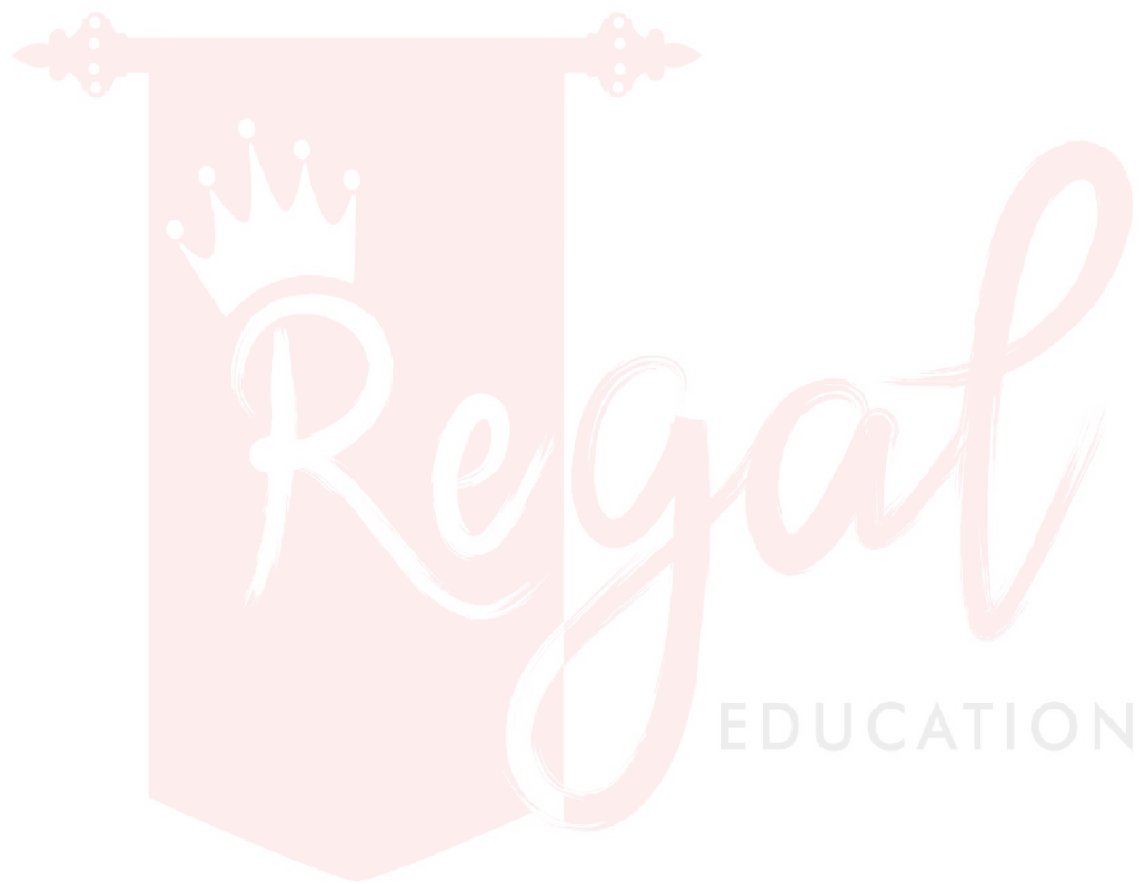
12

81

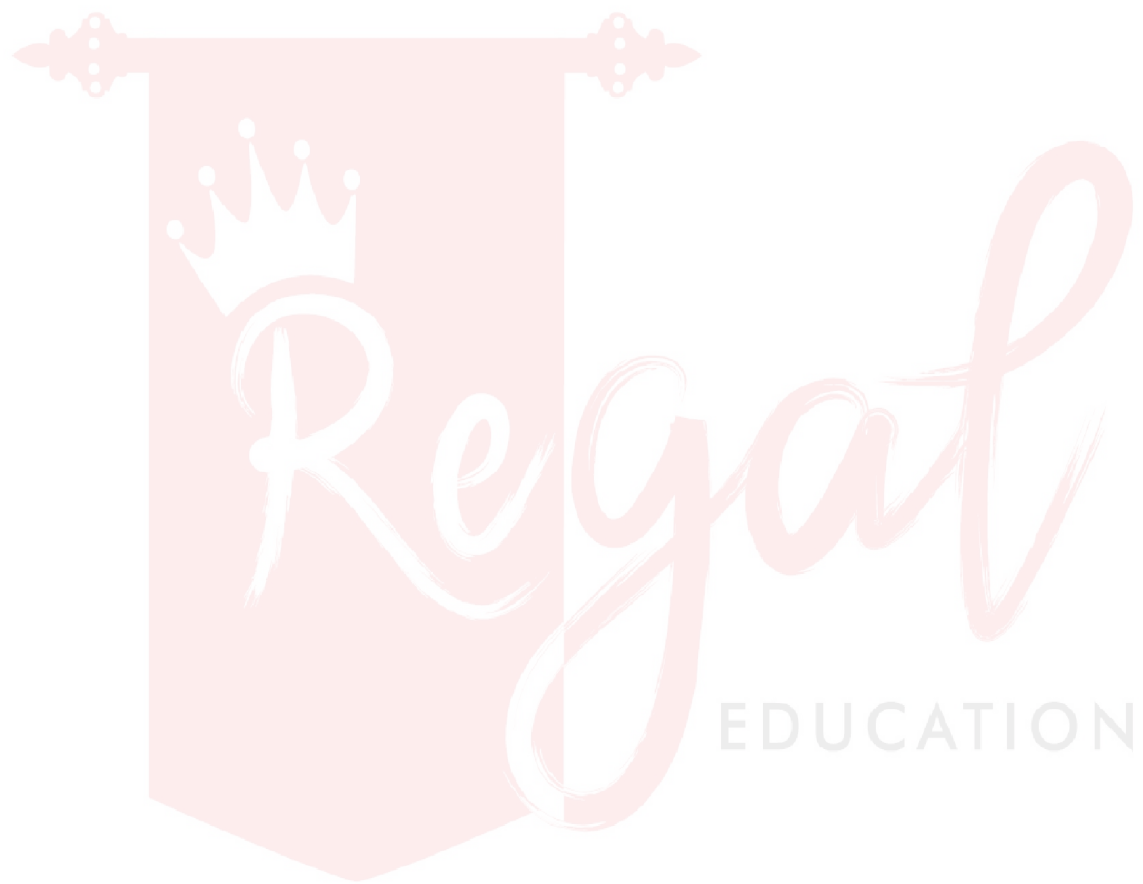
56



Create your own value cards.



Create your own value cards.



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



Rummy



Let's play Rummikub.

You can scan the QR code to watch the video on the rules or read the rules below.

Start of the game

- The game is played with 106 numbered tiles.
- Tiles are numbered 1-13 in four different colors, each tile appearing twice; and there are two Jokers (Wilds).
- All tiles are shuffled and placed on the table, face down.
- Each player takes one tile; the player who has the highest value, gets the first turn.
- Then these tiles are put back onto the table, and each player takes 14 tiles. The remaining tiles will form the **stock**.

Playing your tiles

You play your tiles in **melds** (groups) on the table, in two possible ways:

1. You play a **run** if you play three or more tiles of the same color, with numbers in sequence, like 4 5 6 or 9 10 11 12 13.

A 1 is only valid in front of a 2, and never after a 13.

So this is **not** valid: 12 13 1.

It is: 1 2 3

2. You play a **set** if you play three or four tiles with the same number, in different colors, like 7 7 7 or 1 1 1 1.

All colors must be different, so this is **not** valid: 4 4 4.

In each turn, you may take tiles that are already on the table and combine them with your own tiles to form new melds.

At the end of your turn, however, all tiles on the table must be part of valid runs or sets again.

Using Jokers

Jokers are wildcard tiles that can represent any other tile. You play Jokers in the same way as you would play the tile they stand for,

for example: 4 J 6 or 7 7 J 7.

- You must replace the Joker with the matching tile, before you can use it anywhere else.
- In a set of three, the Joker can be replaced by any of the missing colors, e.g. in 2 2 J you can use the Joker instead of a 2 or a 2.

Your turn ends

When you have played all the tiles you can (or want to), you say "Done!" Then the player at your left will get the turn.

If you didn't play any of your tiles in your turn, then you must draw another tile from the stock. Your turn still ends, so if you can play that new tile, you will have to wait until your next turn to play it.

Your first melds

Before you can play anything else in a game, you must play one or more new melds with a total of 30 or more. For example: 9 10 11 + 3 3 3 3 = 56

Jokers in these melds count as the tile they stand for.

Only when you have played a total of 30 or more in new melds, you may add tiles to other melds or rearrange tiles that are on the table. If you can play new melds but they don't add up to 30, then you have to draw another tile from the stock and wait for your next turn.

Once you have played 30 or more in new melds, then in subsequent turns you can play anything you like.

Penalty for invalid moves

When you end your turn and not all tiles are part of a valid meld, or when you did something else invalid, for example add a tile to another meld before having played your initial 30 points, then you have to put back all tiles to where they were at the start of your turn. Then you have to draw three tiles from the stock, and your turn ends.

Winning the game

When you have played all your tiles in valid melds, so you have no tiles left, then you win the game.

All players add up the numbers of their tiles, whereby **Jokers count as 30**. The winner of the game adds to his or her score the total of all tiles of the other players; the other players each subtract their individual total from their score.

You can play with a timer or without it.

When you play with a timer, each player only gets 2 minutes to complete their turn.



Rules:



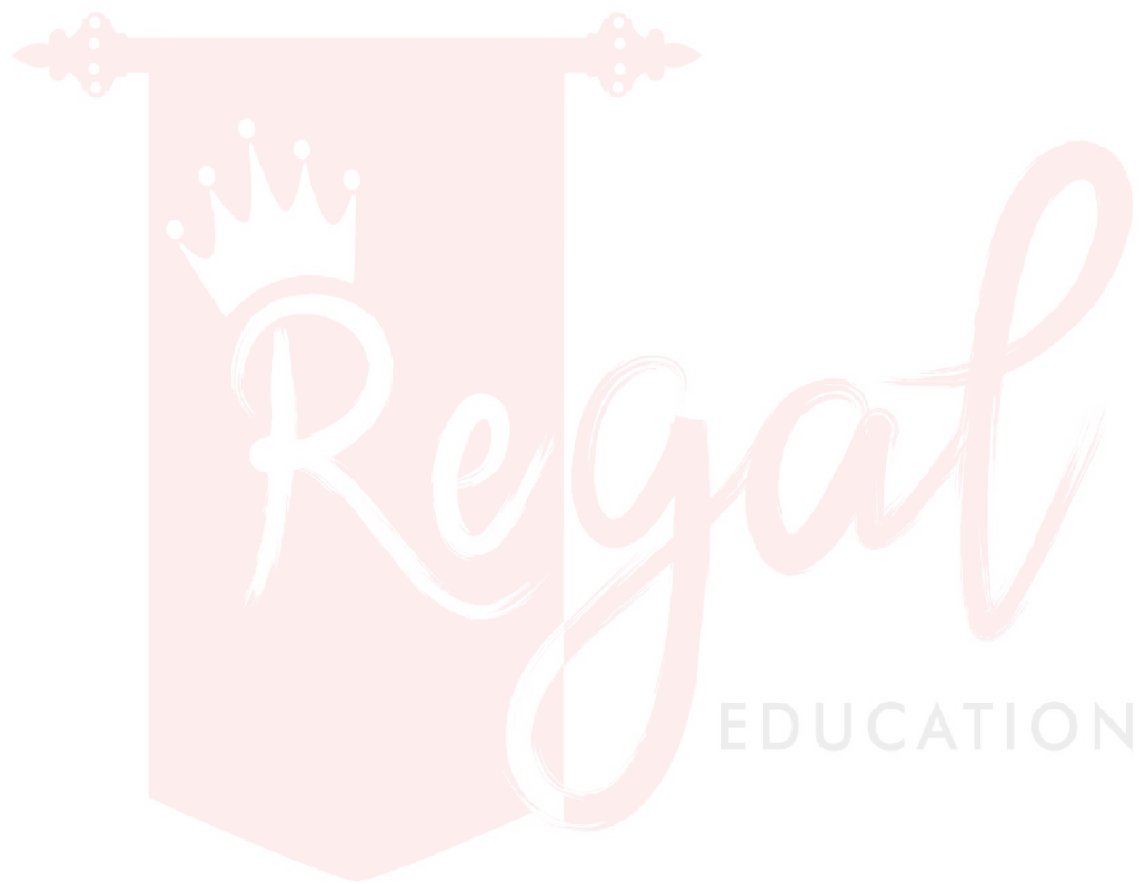
To play online:



Cut out Rummy tiles.

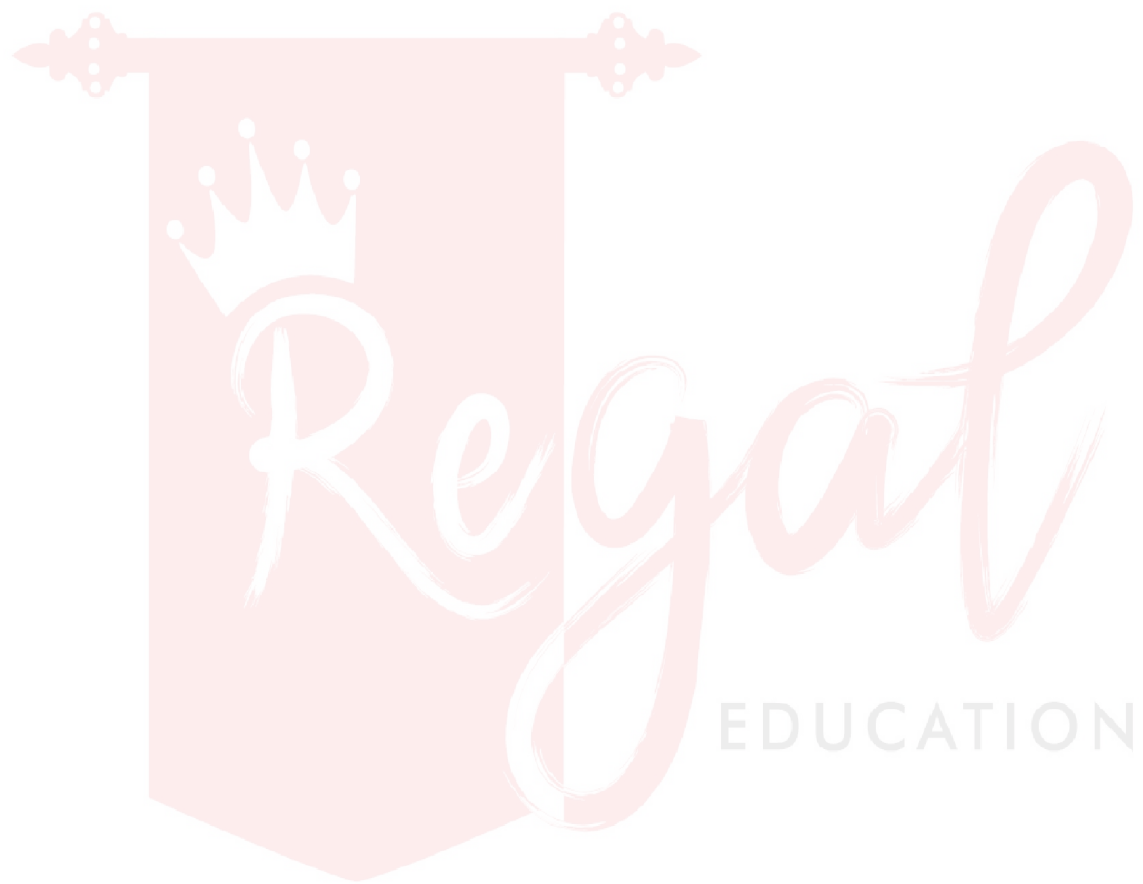
Each tile must be cut out separately.

1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9
10	10	10	10	10	10	10	10
11	11	11	11	11	11	11	11
12	12	12	12	12	12	12	12
13	13	13	13	13	13	13	13
JOKER	JOKER						



An extra set in case you lose the old one.

1	2	3	4	5	6	7	8	9	10	11	12	13
1	2	3	4	5	6	7	8	9	10	11	12	13
1	2	3	4	5	6	7	8	9	10	11	12	13
1	2	3	4	5	6	7	8	9	10	11	12	13
1	2	3	4	5	6	7	8	9	10	11	12	13
1	2	3	4	5	6	7	8	9	10	11	12	13
1	2	3	4	5	6	7	8	9	10	11	12	13
1	2	3	4	5	6	7	8	9	10	11	12	13
1	2	3	4	5	6	7	8	9	10	11	12	13
						☺	☺					





Scan the QR code to listen to a song. Sing with your friends.

Unit 4

Multiplication by TWO is always an even number.

Circle an even number on the number mat.

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

Help Mr cat to get to his lunch

$2 \times 3 = \underline{\quad}$

$2 \times 4 = \underline{\quad}$

$2 \times 2 = \underline{\quad}$

$2 \times 5 = \underline{\quad}$

$2 \times 1 = \underline{\quad}$

$2 \times 6 = \underline{\quad}$

$2 \times 7 = \underline{\quad}$

$2 \times 8 = \underline{\quad}$

$2 \times 9 = \underline{\quad}$

$2 \times 10 = \underline{\quad}$



Hurra!
Lunch!

Let's learn how to multiply and have fun.

Multiplying by Three

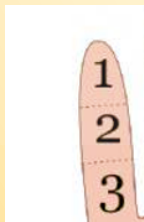
Did you realize
that all of your
fingers have
three segments?

You can figure out
the multiplication by
3, by simply counting
the segments?

$3 \times 2 = 6$. Hold up 2 fingers
and you will see that they
have 6 segments together.

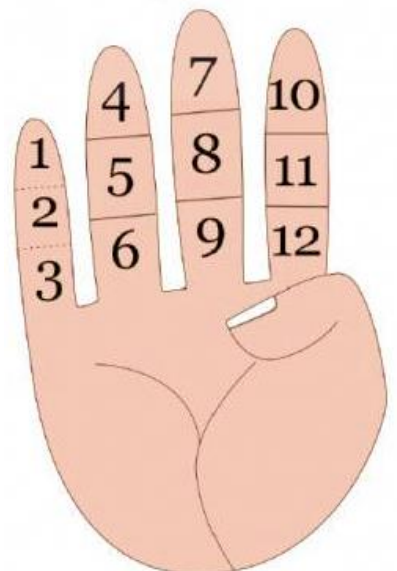
$$3 \times 1 = 3$$

Hold up 1
finger and
count segments
on it. D



What's

$$3 \times 4 = \underline{\quad}$$



Help friends to get to the beach. Solve all the tasks on their way.

$3 \times 1 = \underline{\hspace{2cm}}$

$3 \times 4 = \underline{\hspace{2cm}}$

$3 \times 5 = \underline{\hspace{2cm}}$

$3 \times 2 = \underline{\hspace{2cm}}$

$3 \times 6 = \underline{\hspace{2cm}}$

$3 \times 3 = \underline{\hspace{2cm}}$

$3 \times 7 = \underline{\hspace{2cm}}$

$3 \times 9 = \underline{\hspace{2cm}}$

$3 \times 8 = \underline{\hspace{2cm}}$

$3 \times 10 = \underline{\hspace{2cm}}$



Multiplying by FOUR.

Multiplying by 4 is like multiplying by 2 twice.

It is ALWAYS an even number, and you need to count by 2s.



Let's multiply 4 by 4.

First, multiply 4 by 2.

Four Fingers, count by 2s: 2,4,6,8.

Now you need to repeat the same operation one more time.

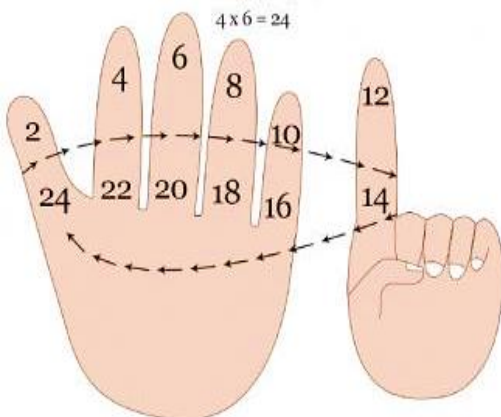
You can continue:

10,12,14,16

Or

Start over again and add up the result

2,4,6,8.



Calculate

$$4 \times 6 =$$

$2 \times 4 =$

12

8

$3 \times 4 =$

$5 \times 4 =$

8

$4 \times 6 =$

$2 \times 3 =$

24

1

$2 \times 9 =$

6

$4 \times 9 =$

36

21

$8 \times 4 =$

16

$3 \times 7 =$

15

19

$5 \times 3 =$

Let's check how well you
can count on fingers.

Match the answers with the
equations.



Multiplying by FIVE.

What is 5 to 10?

If $5+5=10$, then 5 is a half.



To make multiplication by 5 easy, multiply by 10 (simply add a zero at the end of the number) and then take away a half.

$$4 \times 10 = 40$$

$$20 + 20 = 40$$

$$4 \times 5 = 20$$

Calculate

$$4 \times 5 =$$

Calculate

$$2 \times 5 =$$

Help Leon to untangle the puzzle. Match the answers and the equations.

$20+20$

$10+10$

$15+15$

$18+18$

4

6

$50+50$

2×2

$100+100$

30

100

$3+3$

36

20

40

200

Don't
give
up



Smart puzzles.

1. Cut out the number cards on the other page.
2. Place them on the desk.
3. Match all the answer with the equations.
4. Arrange the equations from the lowest to the highest value (answer).
5. Turn over.
6. If you have solved everything correctly, you will see the picture.
7. If you make a mistake, the puzzle will not match.

Challenge
Challenge



$1x$	1	$=1$
$3x$	2	$=6$
$4x$	3	$=12$
$5x$	4	$=20$
$16+$	11	$=27$
$47-$	19	$=28$
$6x$	5	$=30$
$18+$	18	$=36$
$60-$	20	$=40$
$2x2+1$	9	$=45$
$48+$	48	$=96$



Create your own puzzle. Cut it out and play with friends.

1x2

=2



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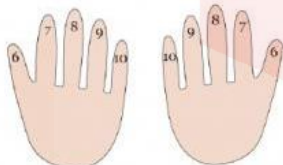
Tricks for Multiplying by 6, 7, 8 and 9.

Scan the QR-codes to watch the videos on the tricks.



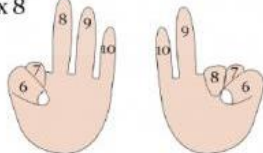
1. Take a pen and write down numbers on your fingers.
2. Your thumbs =6, your index fingers =7, etc., your pinkies =10
3. Match the fingers that you are multiplying.
Let`s say 8×7 .
4. BEND and count the fingers below the fingers that are touching, including them.
They represent tens. 5 fingers = 5 tens= 50.
5. Multiply the fingers that are not bended.
 $3 \times 2 = 6$
6. Now add: $50 + 6 = 56$

Step 1

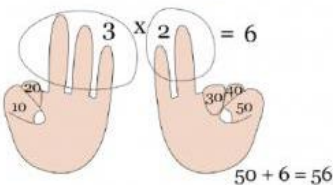


7. $7 \times 8 = 56$

Step 2 7×8



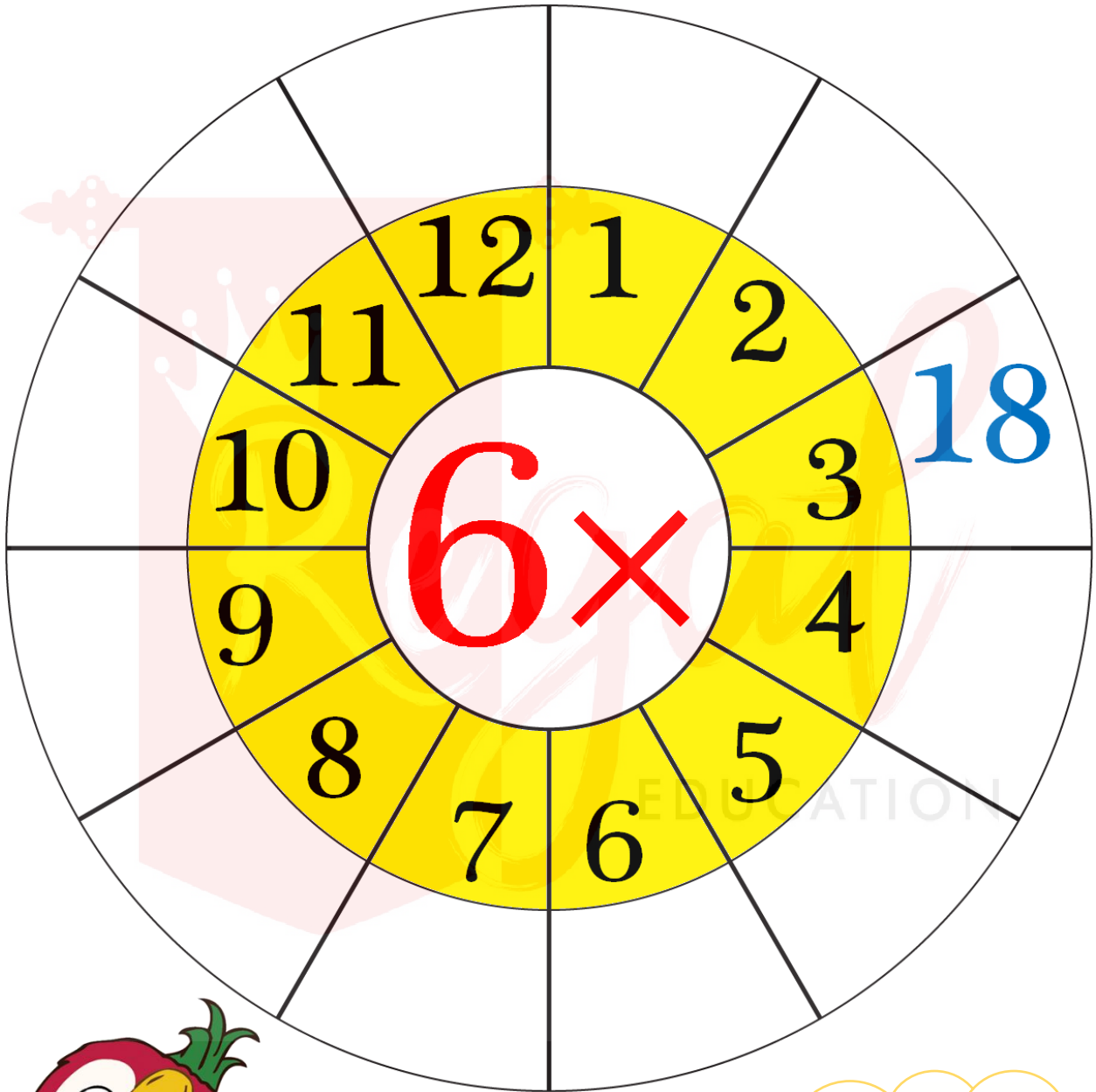
Step 3



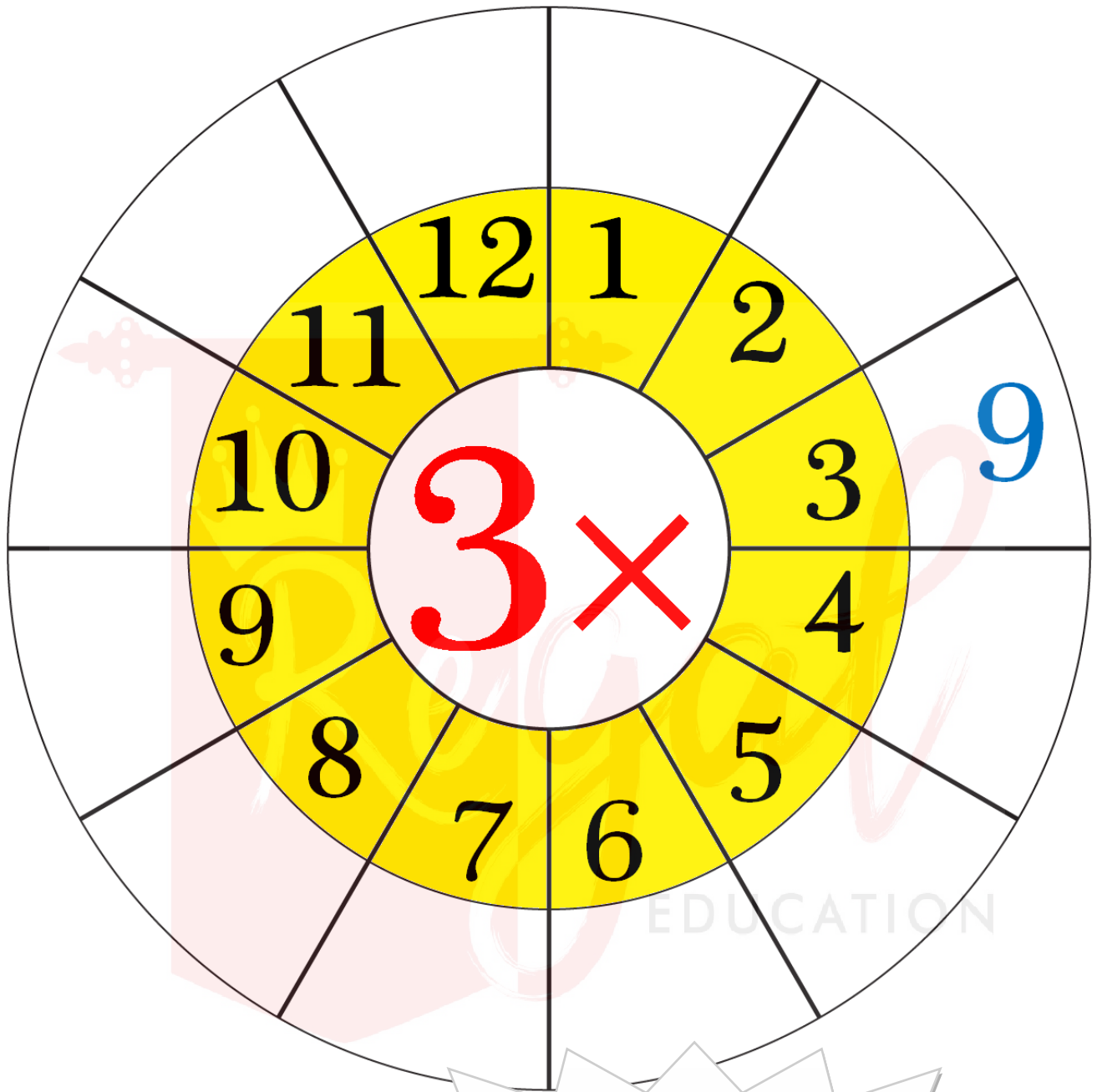
Fill in with the correct answers and color. One pettel has been done for you.



Fill in the wheels with the correct answers. Use Finger Math.



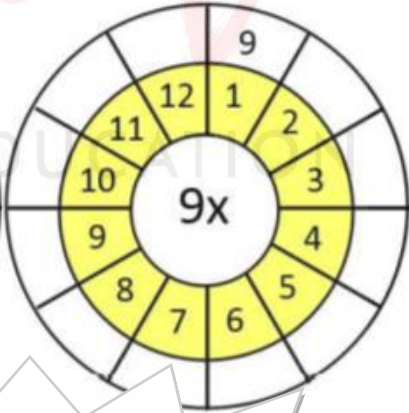
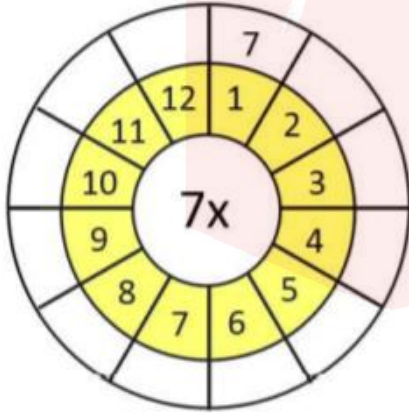
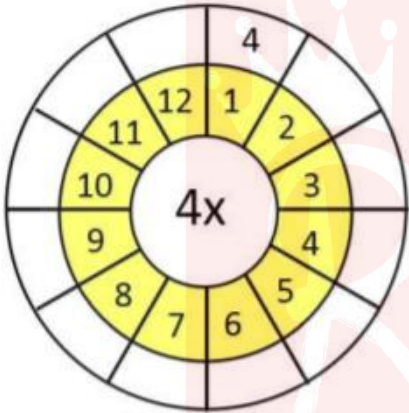
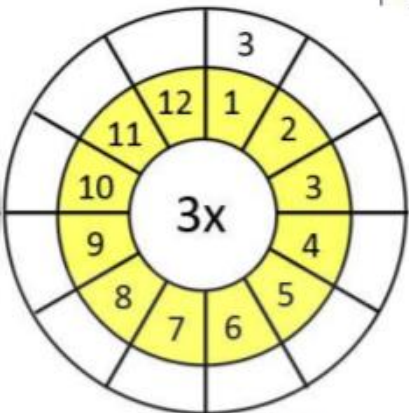
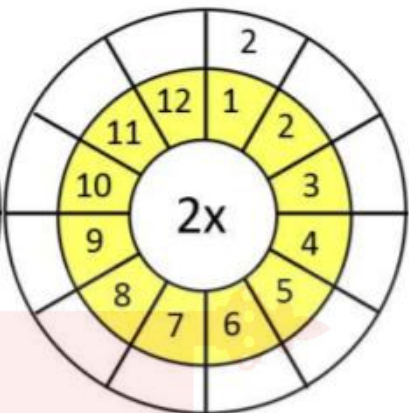
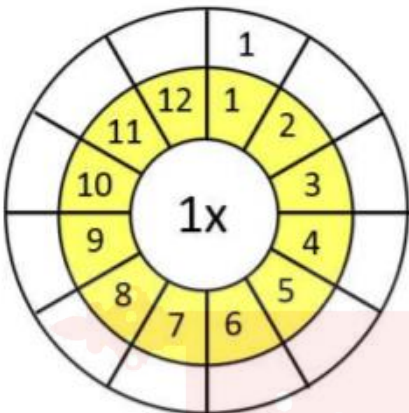
Let's practice
all the tricks
together.



10, 11 and 12 is a little challenge for you. Will you be able to solve it?

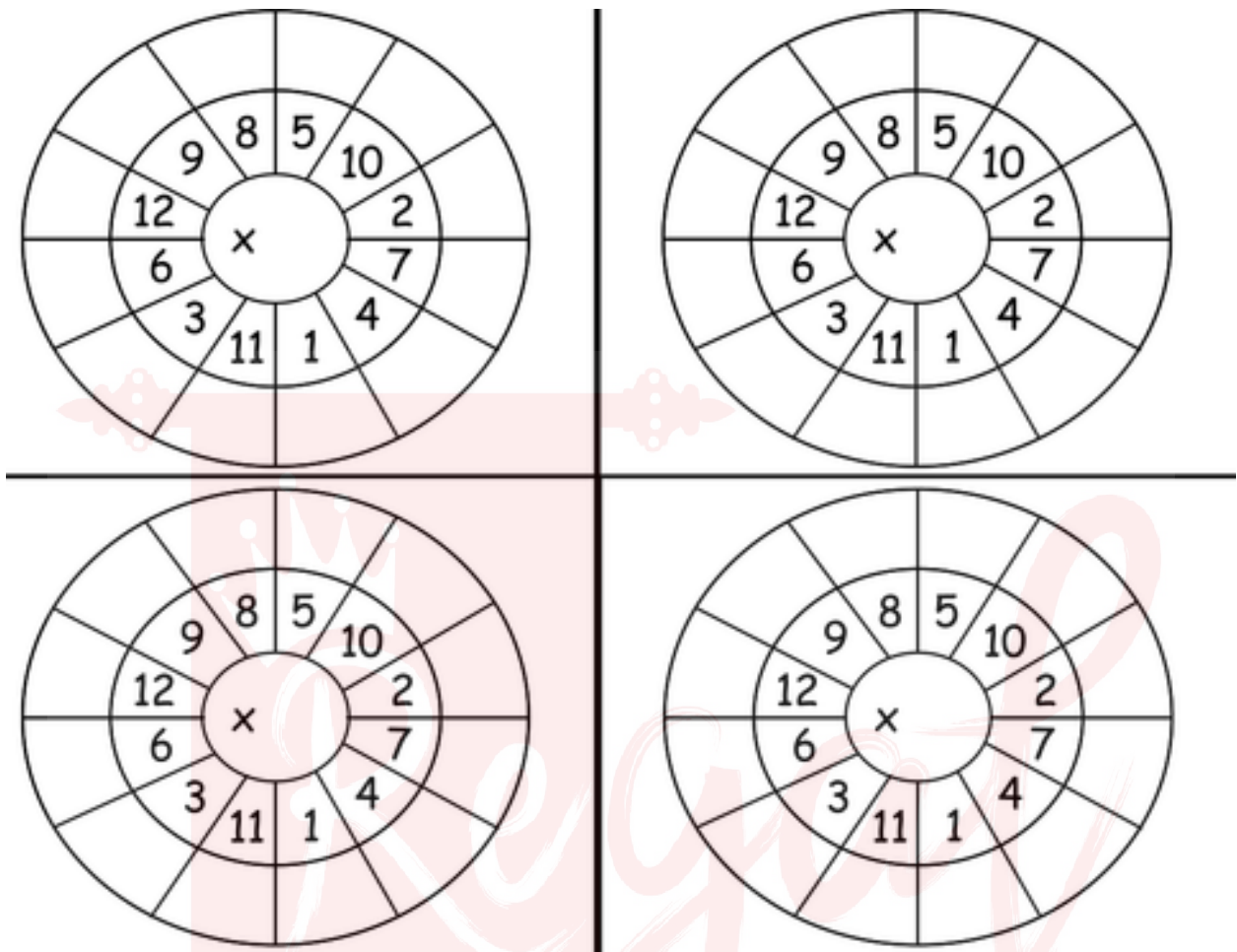
Think how to make it work.

You need to multiply by ten and add something then.



10, 11 and 12 is a little challenge for you.
Will you be able to solve it?
Think how to make it work.

You need to multiply by ten and add something then.



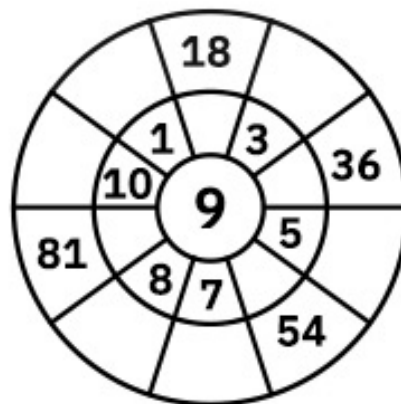
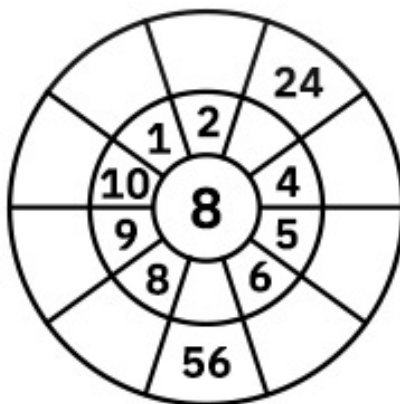
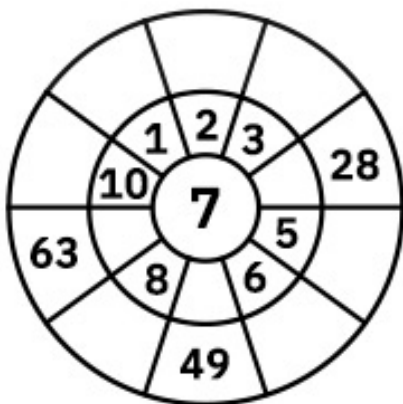
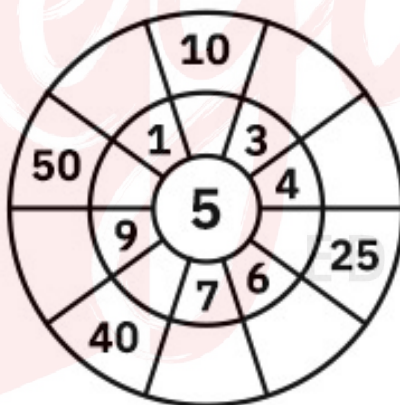
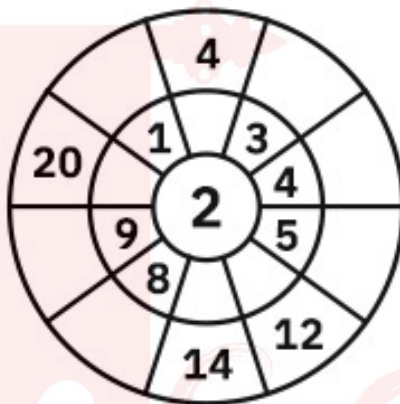
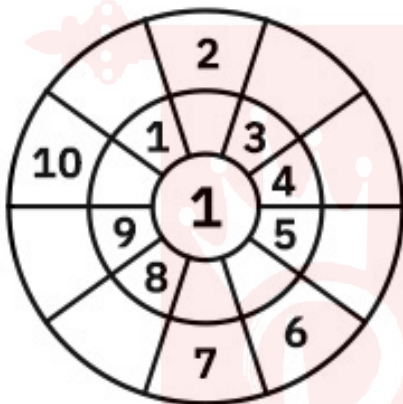
EDUCATION



Create your
own
multiplication
wheels.



Fill in the wheels
with the missing
numbers.



	1	2	3	4	5	6	7	8	9	10
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										



Fill in the multiplication table. Use your fingers to check yourself.

Japanese Multiplication



Some more multiplication tricks for you from Japan.

$$12 \times 32$$

Scan the QR-code to watch the video about the tricks.





Solve these equations, use the method from my country. Check yourself with Finger Math.

$$12 \times 12 =$$

$$12 \times 12 =$$

$$13 \times 14 =$$

Unit 5

Do you remember Abacuses from Unit 1?

We had a vertical and a horizontal one.

Do you know that you can also use them for division?

Scan the QR-code to learn how to use an abacus for division.

Alternatively, you can use value mats. If you lost your value mats, you can cut them out again.

Devision game.

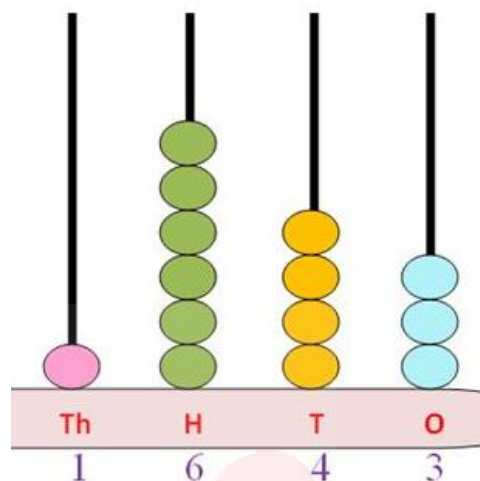
1. Cut out the value cards with equations.
2. Place them face down on the desk.
3. Play alone or with your friends.
4. Take a card from the pile, using an abacus or a place value mat, solve the equation.
5. If you have solved it correctly, put it on your right.
6. If you've made a mistake, put it on your left.
7. The one who got most answers correctly, wins.



Let's make an abacus. Abacus can be vertical and horizontal.

To make a **vertical abacus**, you would need.

1. Any spikes (you can use pencils, pens, straws, or any other spikes you have).
2. Beads, buttons, or cardboard circles of 4 different colors.
3. A stand for the abacus (wide cardboard, plasticine, or any other material).



Process.

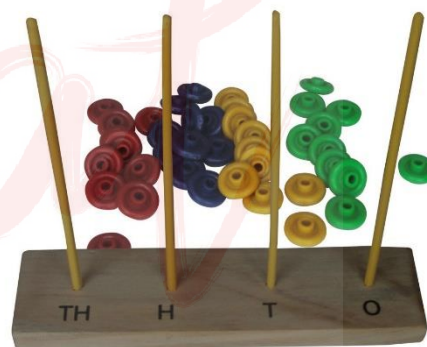
1. Use your stand and insert the spikes in it.
2. Sign the spikes.

TH= thousands

H= hundreds

T= tens

O = ones



3. Put the beads /buttons on the spikes to correspond with the numbers.
Scan the QR-code for more ideas on Abacus.
4. Play with your friends, using the number cards from the previous game.



How to make a horizontal abacus.

You need:

- an old box, a plastic tray, or a piece of cardboard,
- scissors,
- some yarn,
- **beads or buttons of different colors.** If you do not have beads, you can use shoebox cardboard. Cut out small circles and color them.

1. Take an old box, a plastic tray, or a piece of cardboard.



2. Cut small holes on each side of a paper.



3. Thread some yarn up through the hole and add ten beads.

4. When you have 10 beads on each thread, tie the ends up on the other side of a cardboard.



5. You can secure it with glue or with another cardboard piece.



Enjoy your abacus, play with friends.



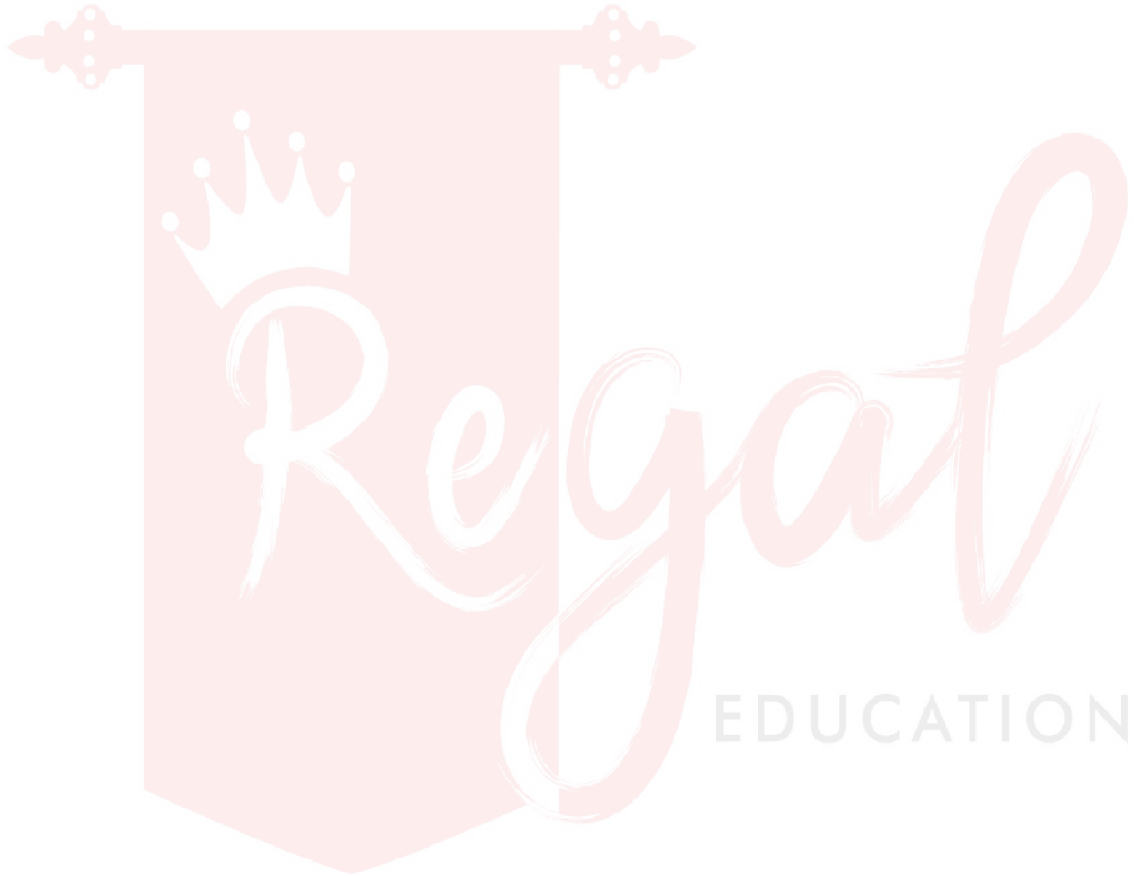


Do you know any other tricks on division?

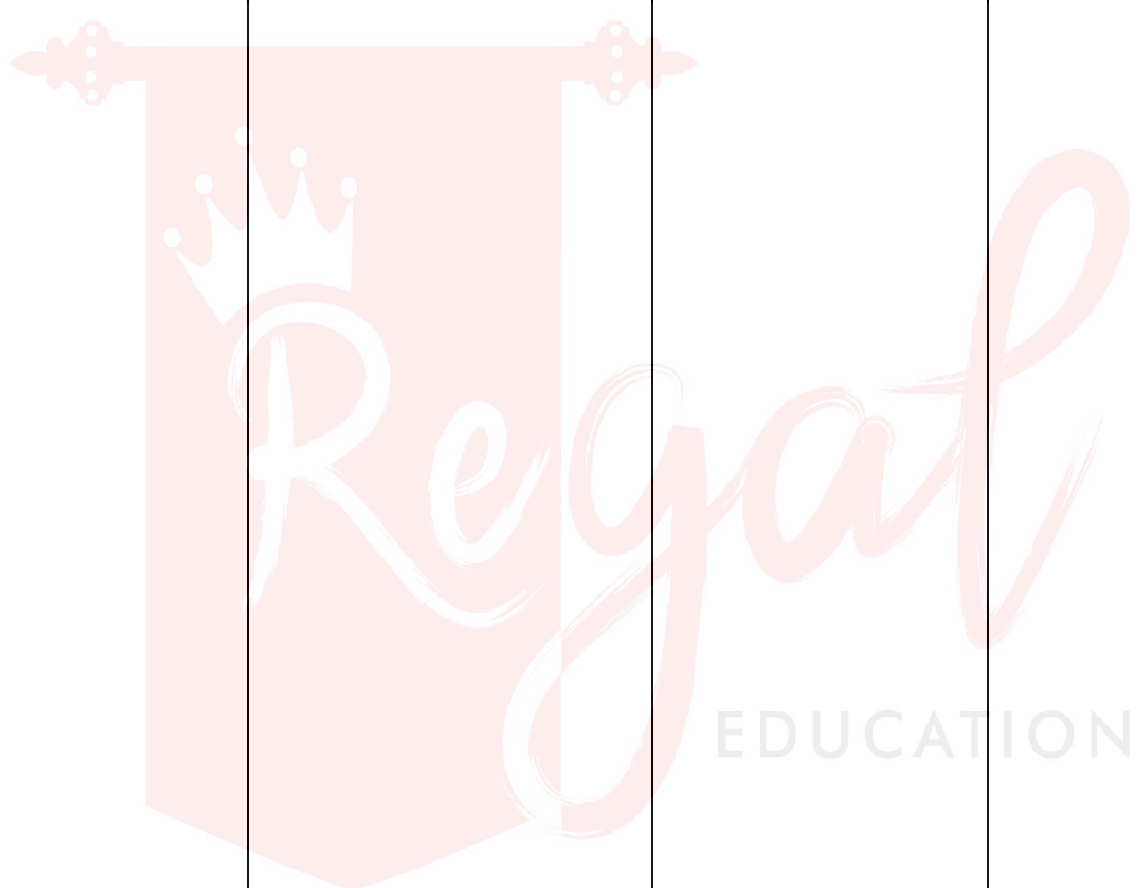
Write them down here.

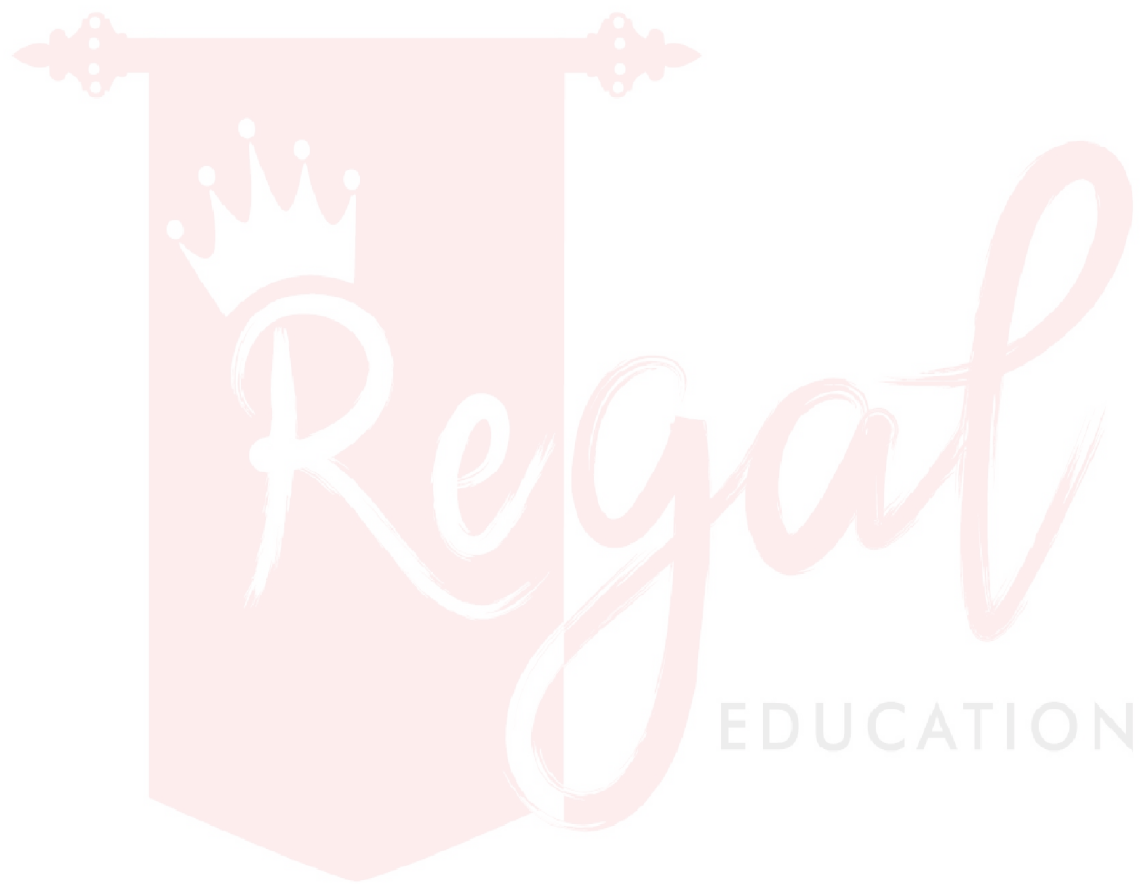
Ask your parents and grandparents how they learned division at school.

Compare your results with your friends.

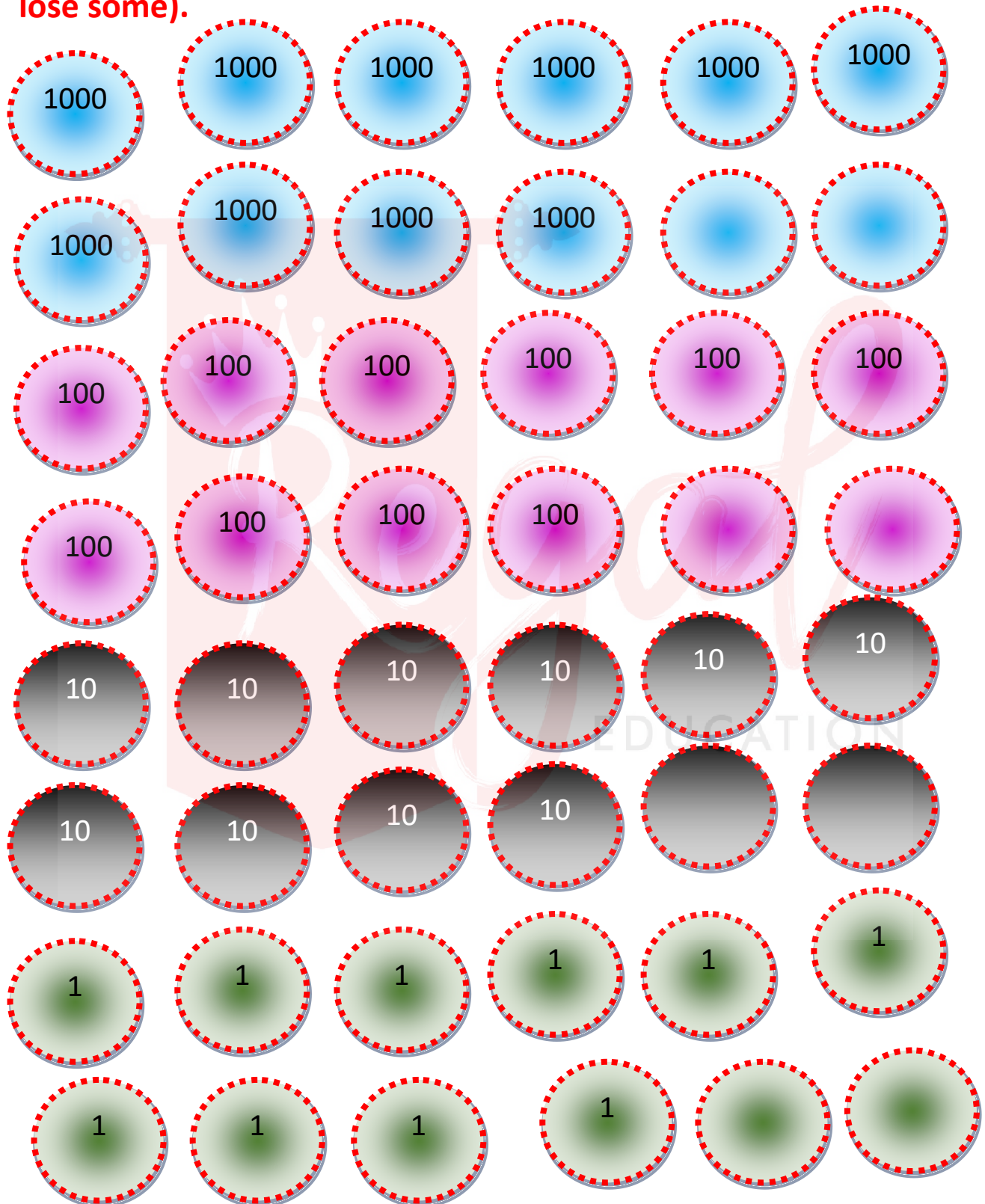


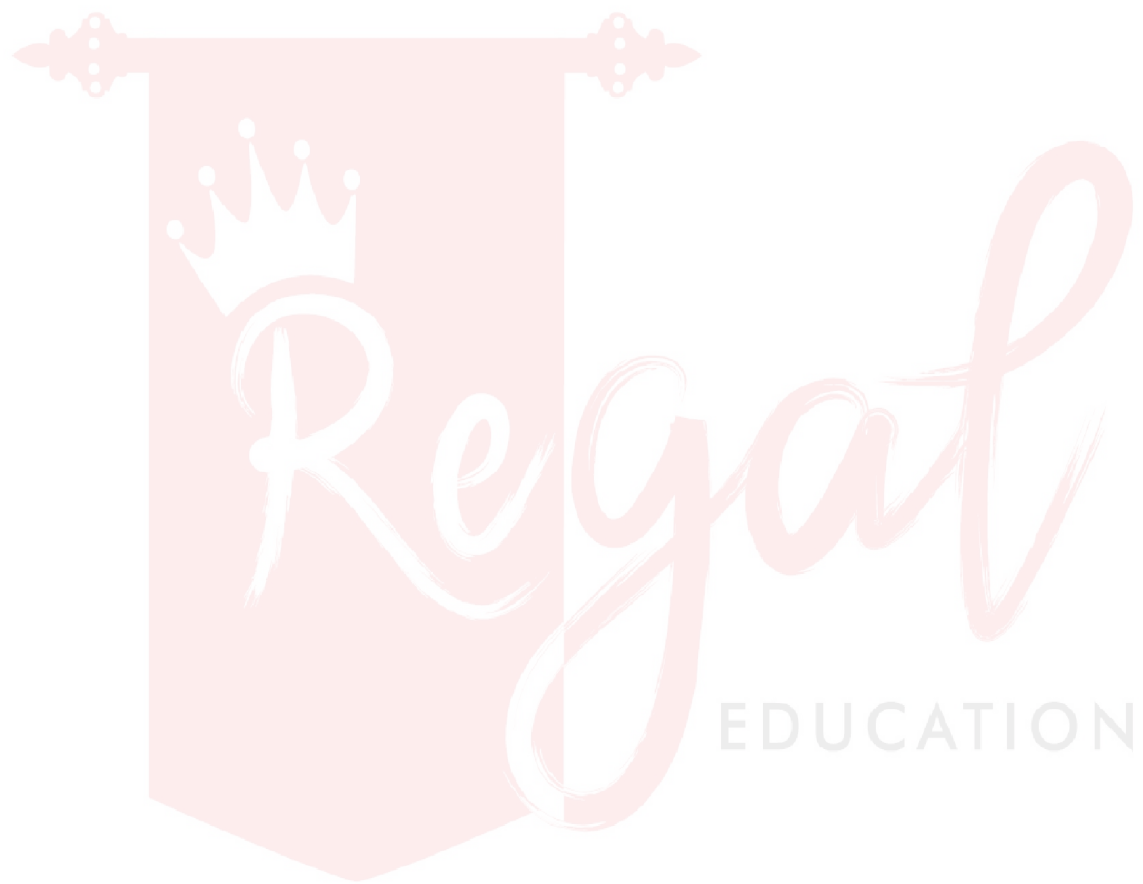
Cut out the value mat.

<u>Thousands</u>	<u>Hundreds</u>	<u>Tens</u>	<u>Ones</u>
			



Cut out the value disks (extra disks are provided in case you lose some).





Cut out these equations.

$$10:5=$$

$$15:3=$$

$$63:9=$$

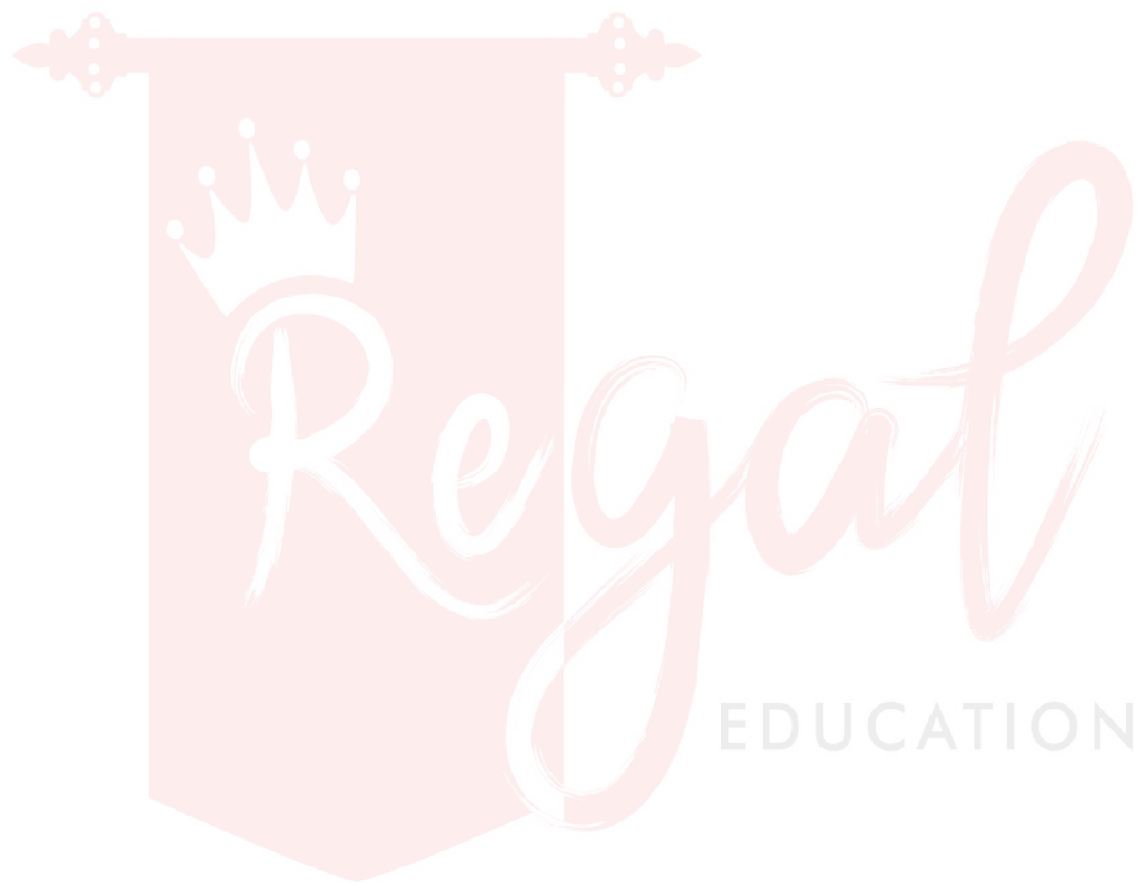
$$90:10=$$

$$49:7=$$

$$56:7=$$

$$54:9=$$

$$540:2=$$



$$42:7=$$

$$32:4=$$

$$12:6=$$

$$24:3=$$

$$2:2=$$

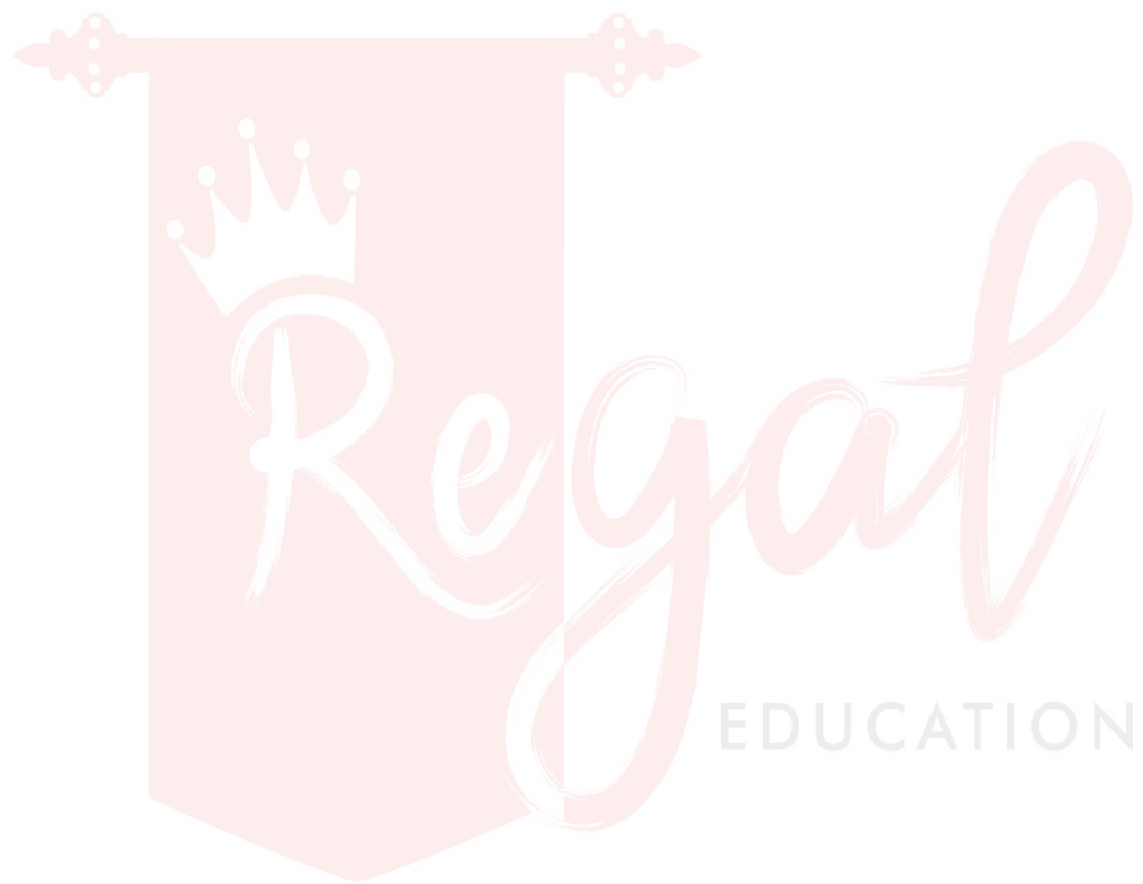
$$12:4=$$

$$16:4=$$

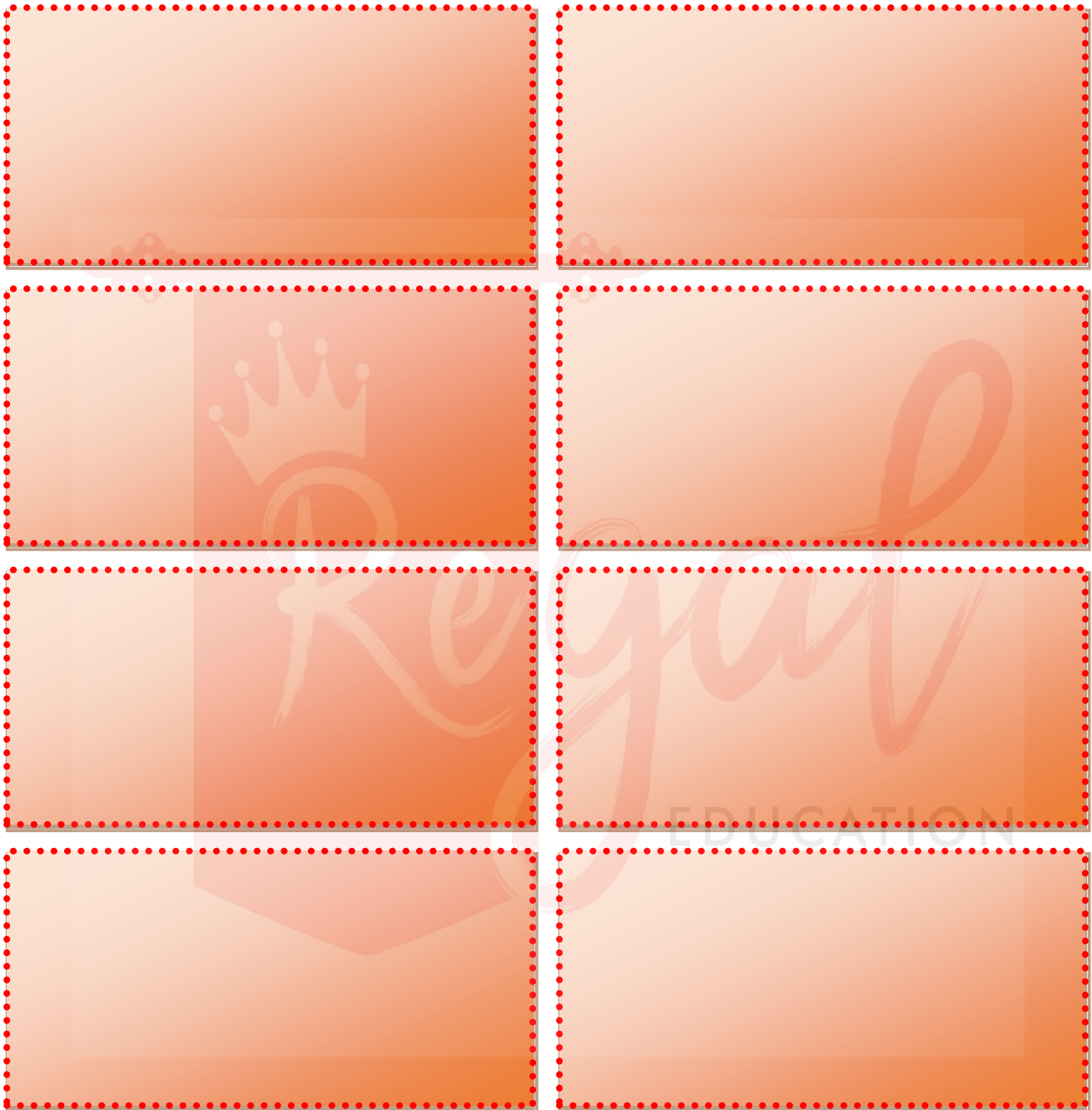
$$80:4=$$

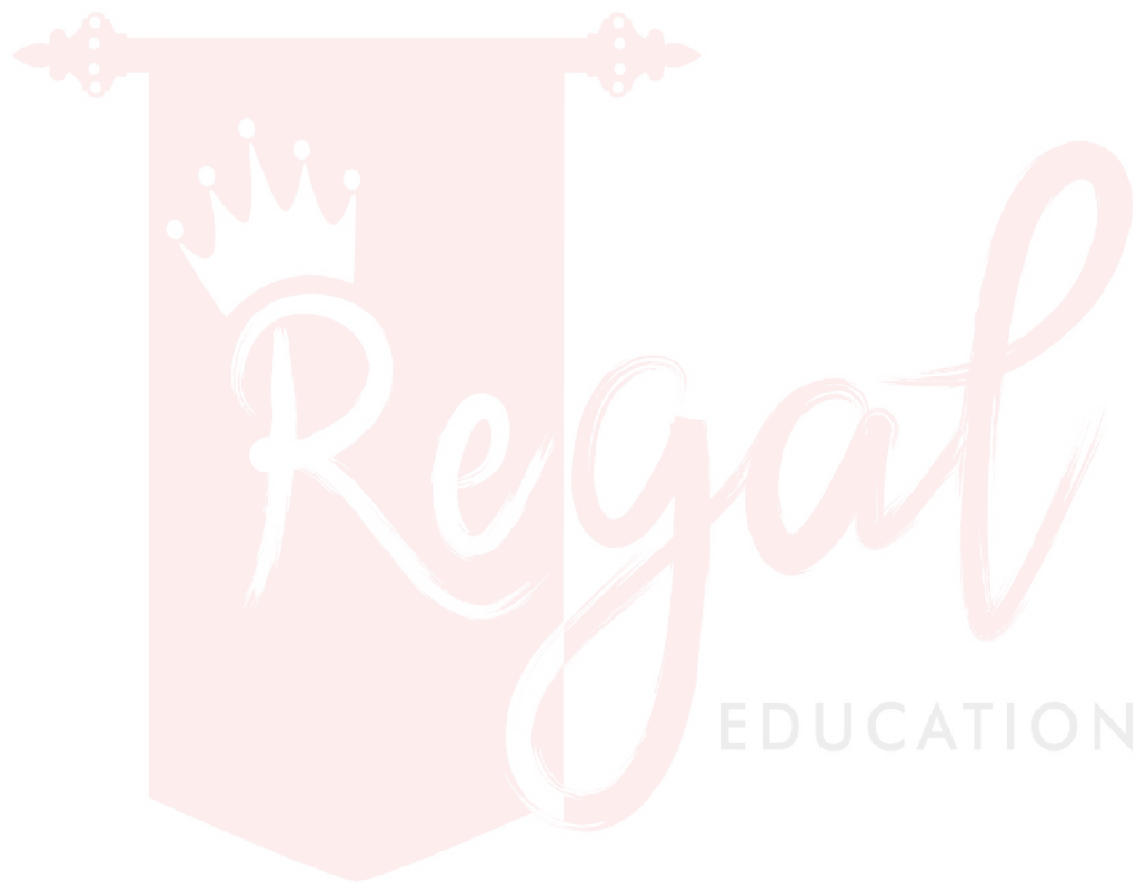
$$80:40=$$

$$90:9=$$

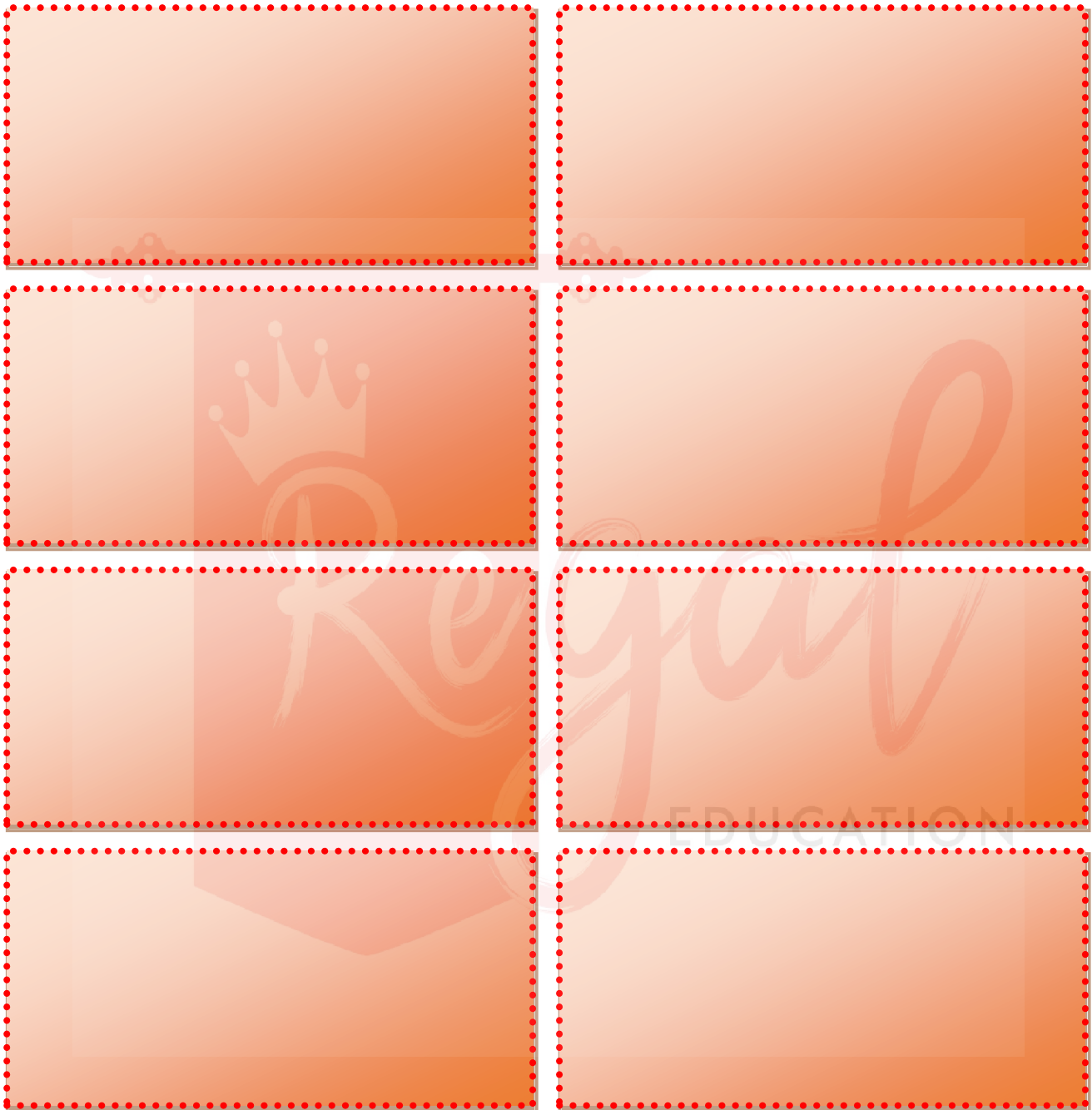


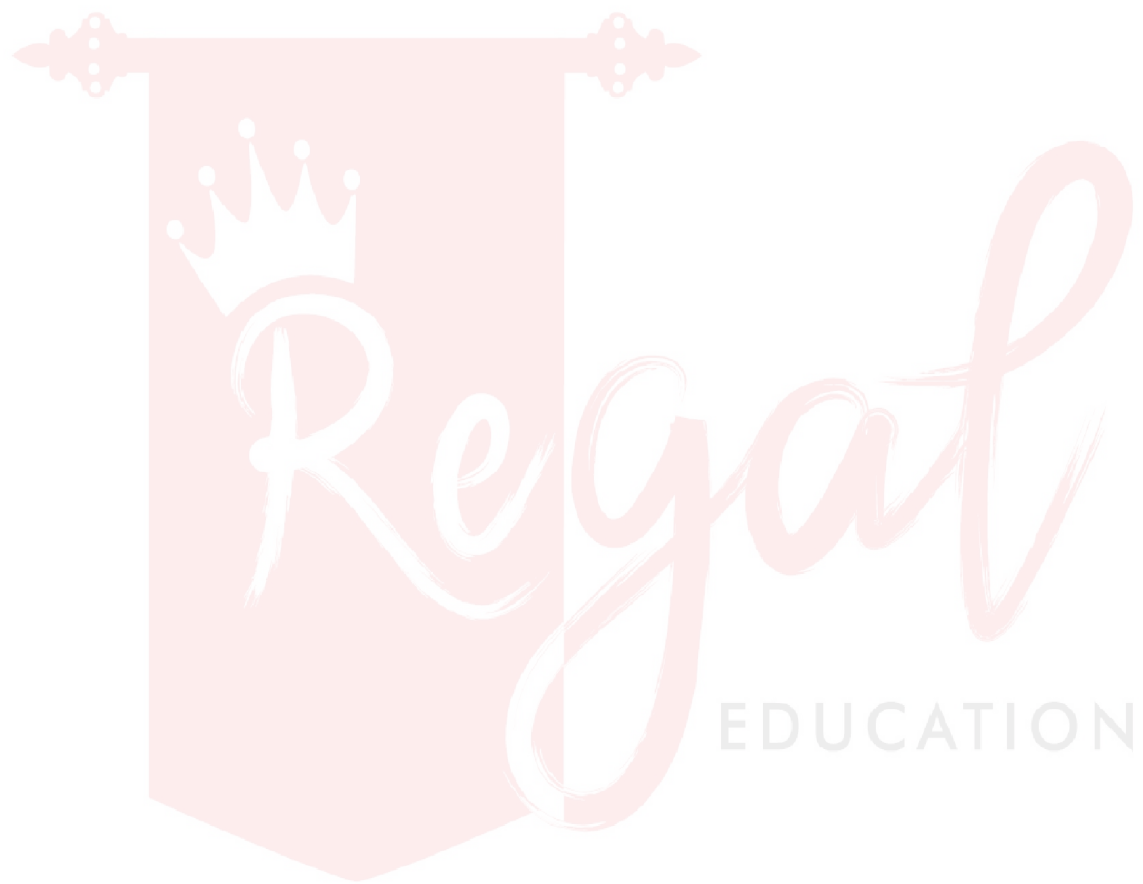
Create and cut your own equations.





Create and cut your own equations.





1. $60 \div 10 =$ _____ 2. $36 \div 9 =$ _____ 3. $9 \div 3 =$ _____

4. $8 \div 4 =$ _____ 5. $45 \div 9 =$ _____ 6. $45 \div 5 =$ _____

7. $40 \div 10 =$ _____ 8. $9 \div 1 =$ _____ 9. $3 \div 3 =$ _____

10. $12 \div 3 =$ _____ 11. $24 \div 6 =$ _____ 12. $8 \div 2 =$ _____

13. $18 \div 3 =$ _____ 14. $9 \div 9 =$ _____ 15. $18 \div 6 =$ _____

16. $72 \div 9 =$ _____ 17. $25 \div 5 =$ _____ 18. $72 \div 8 =$ _____

19. $2 \div 2 =$ _____ 20. $16 \div 8 =$ _____ 21. $4 \div 4 =$ _____

22. $28 \div 7 =$ _____ 23. $24 \div 3 =$ _____ 24. $70 \div 10 =$ _____

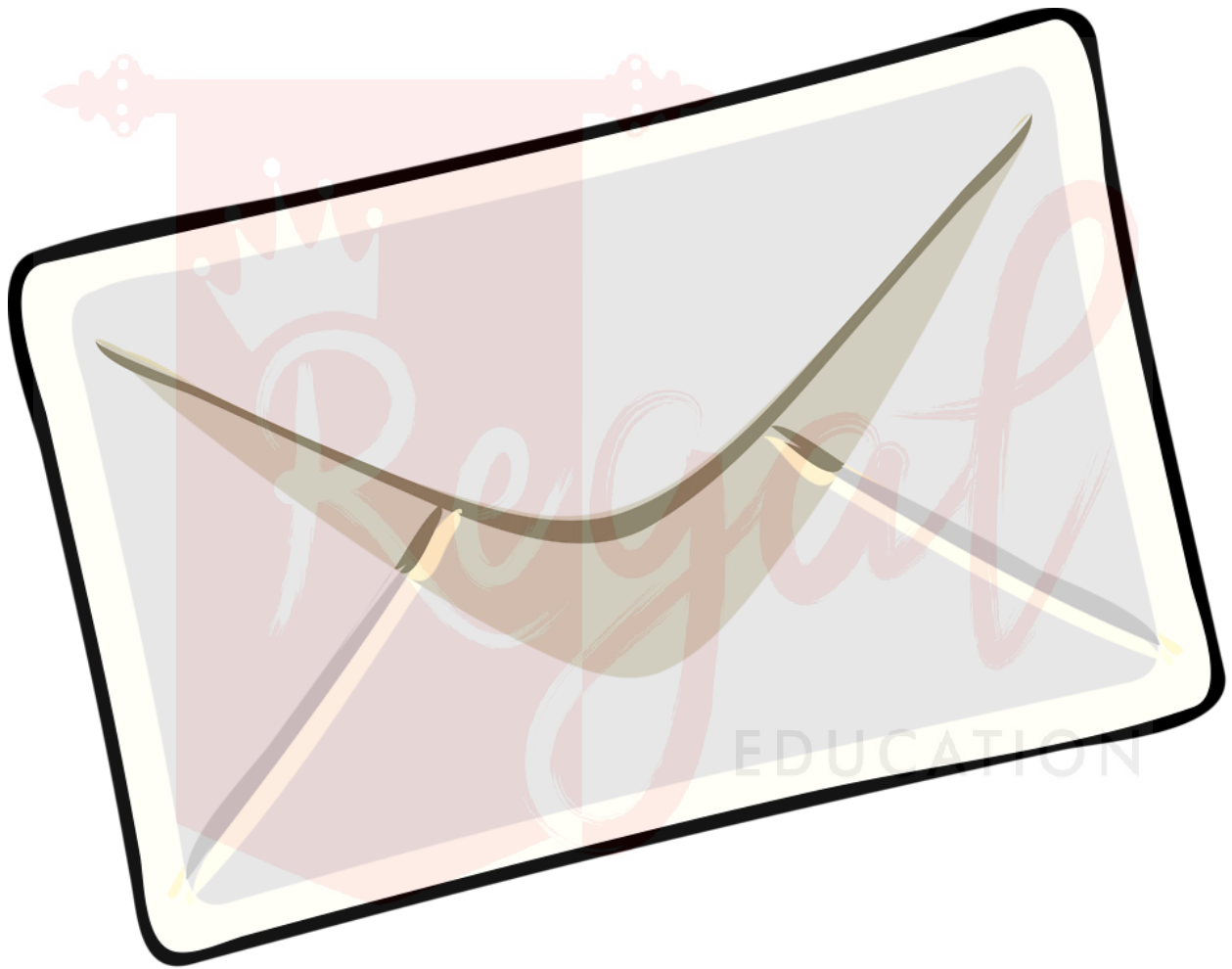
25. $21 \div 7 =$ _____ 26. $28 \div 4 =$ _____ 27. $40 \div 8 =$ _____

EDUCATION

Who is up for a little challenge?
Who can solve this worksheet first?

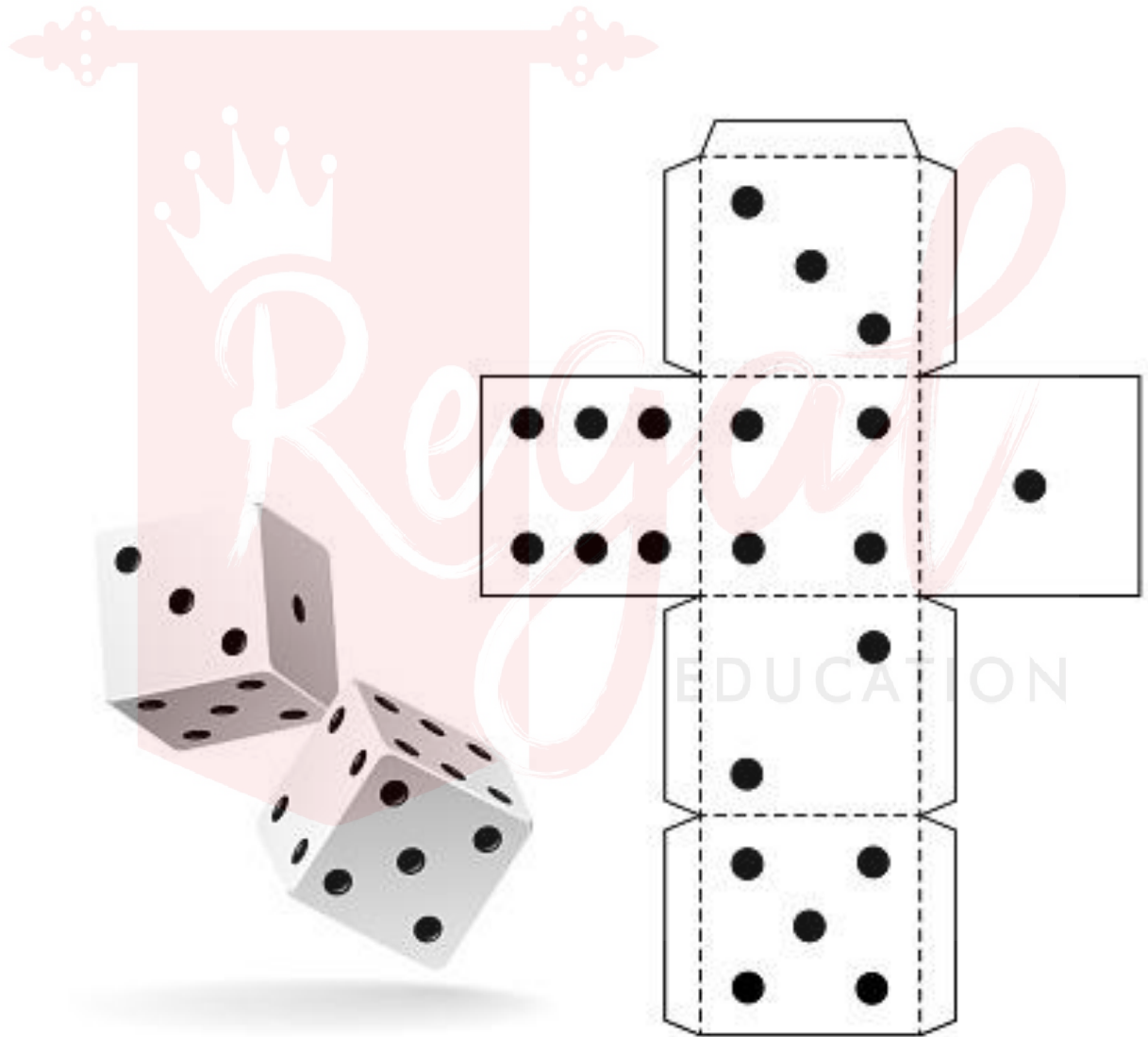


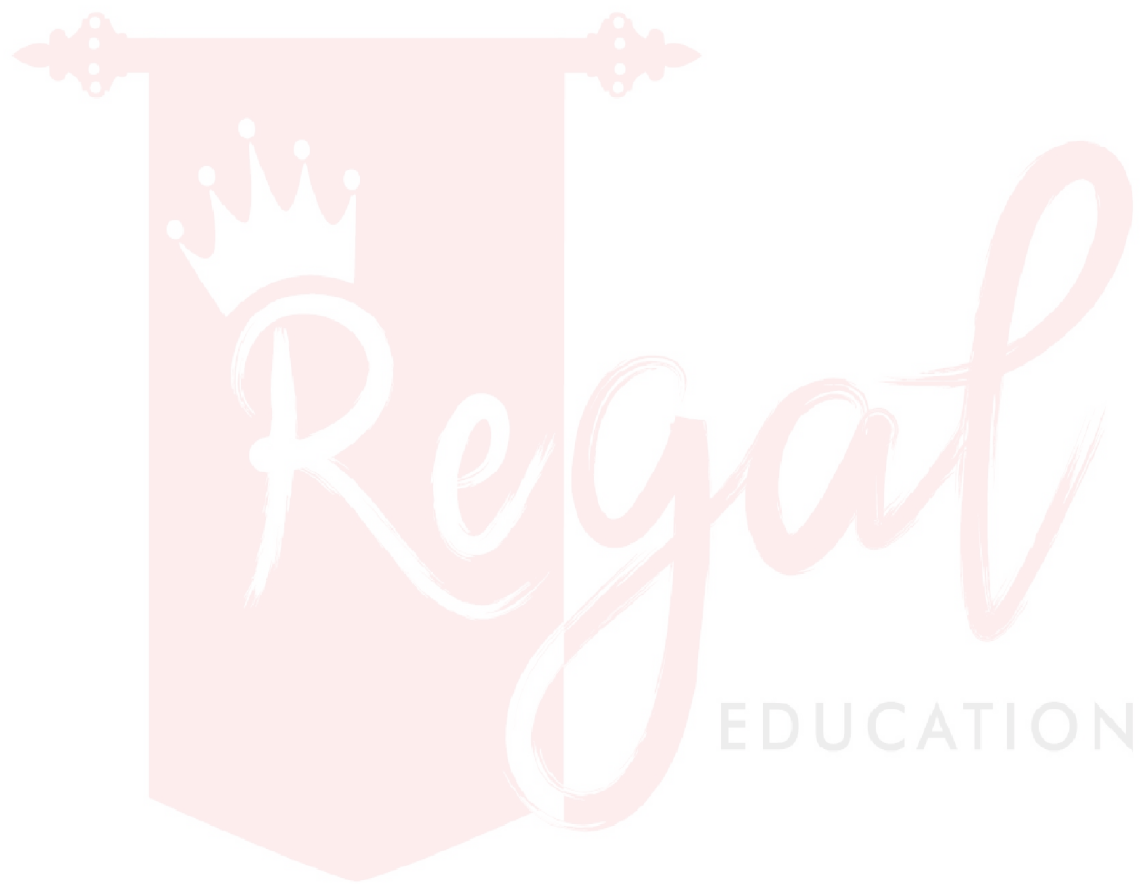
Glue an envelope for the cut outs here.

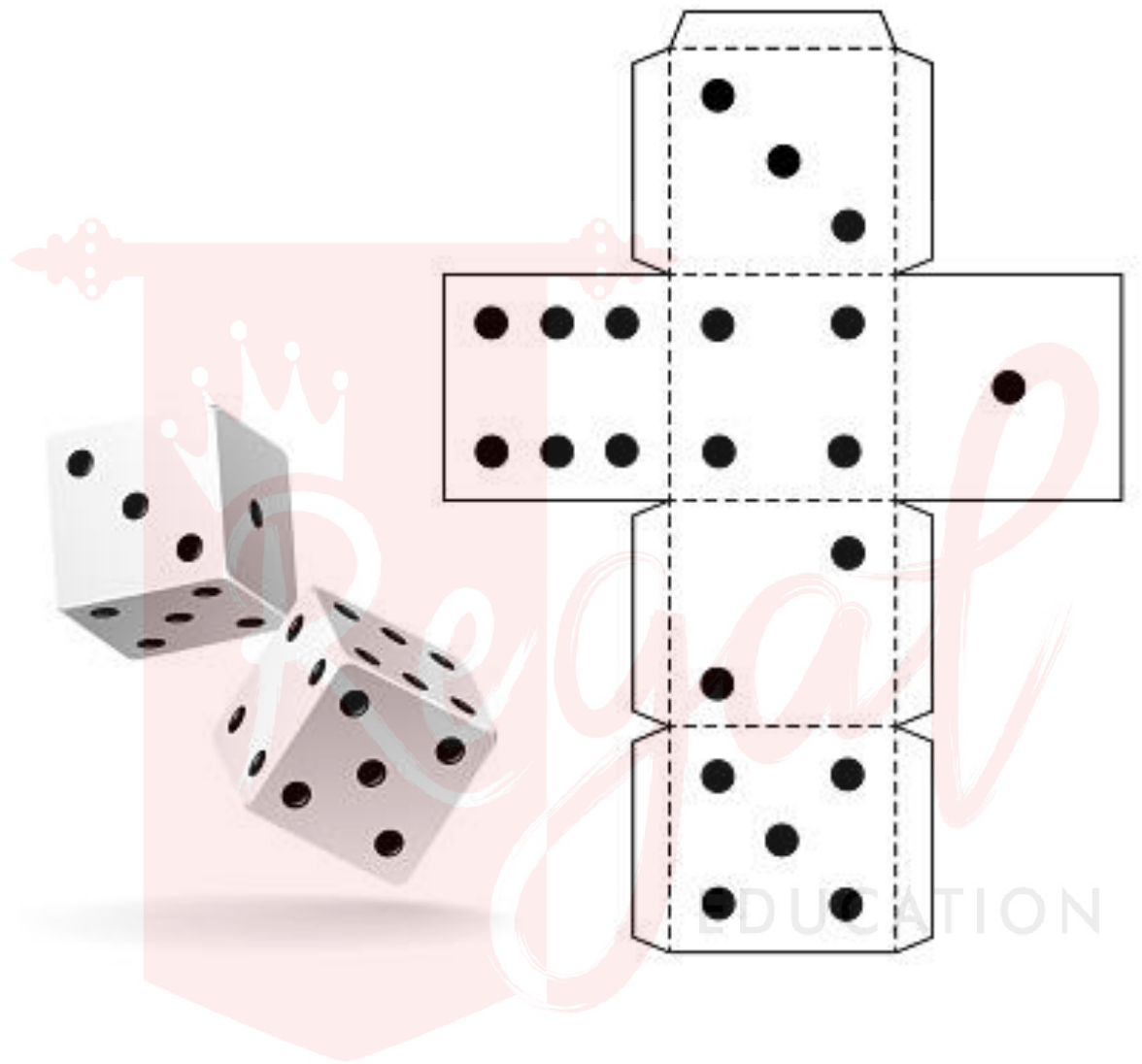


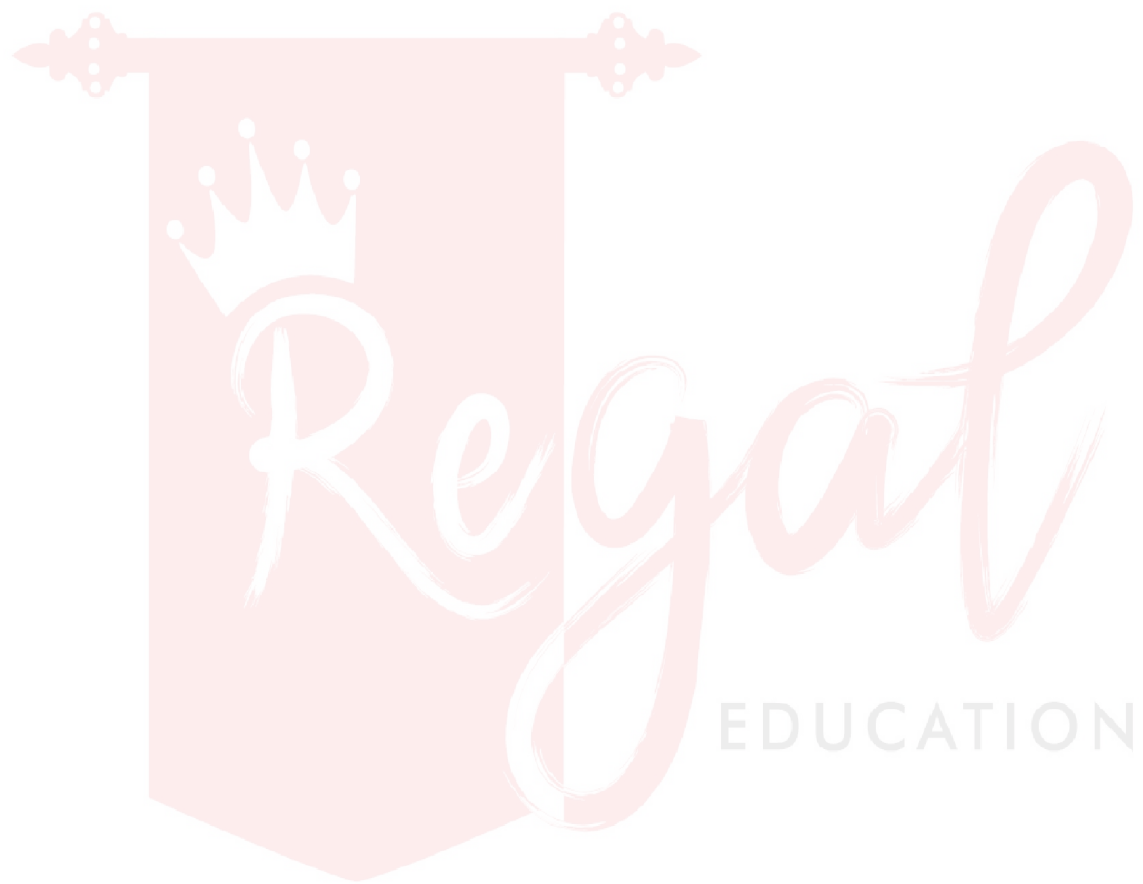
Unit 6

**Cut out and glue a pair of dice.
Play Board games alone or with
your friends .**









START

49:7

6:3

6x2

6:2

27:3

12:4

6x4

4:2

20:4

20+23

43-17

36:9

Go back 3
spaces

Roll the
dice again

9x6

12:2

6:1

32:4

36:6

40:4

Move 2
spaces
ahead.

56:8

58:2

FINISH

START

$18:4$

3×7

$32:4$

$32 + 8$

9×3

$9:3$

$14:2$

4×9

$45 - 29$

$44 + 18$

$156 - 139$

8×8

9×9

Go 3
steps
back

Go 3
steps
forward,

$198 - 189$



Skip one
round

Go 2
steps
forward

Go 6
steps
back

$148 + 29$

$150:15$

$150:10$

8×6

$16:4$

$81:9$

9×3

$9 + 9$

Finish

8×5

9×4

$187 - 87$

$18 + 180$

$19 + 19$

$$\begin{array}{r} 120: \\ 20 \end{array}$$

$$120:10$$

$$\begin{array}{r} 134 \\ +54 \end{array}$$

$$\begin{array}{r} 189- \\ 39 \end{array}$$

$$3 \times 9$$

$$9 \times 7$$

$$\begin{array}{r} 179 \\ +17 \end{array}$$

$$64:8$$

$$72:6$$

$$48:6$$

$$18:9$$

$$18:9$$

$$9 \times 10$$

$$7 \times 9$$

$$\begin{array}{r} 193+ \\ 147 \end{array}$$

$$5 \times 9$$

$$49:7$$

$$2 \times 2$$

$$5 \times 3$$

$$35:5$$

$$6 \times 5$$

$$4 \times 5$$

$$3 \times 3$$

$$19-11$$

$$30:6$$

$$16:8$$

$$\begin{array}{r} 18+ \\ 4 \end{array}$$

$$\begin{array}{r} 18+ \\ 44 \end{array}$$

$$44:4$$

$$\begin{array}{r} 17+ \\ 13 \end{array}$$

$$\begin{array}{r} 156- \\ 85 \end{array}$$

$$\begin{array}{r} 134 \\ +1 \end{array}$$

$$13:1$$

$$\begin{array}{r} 12 \times \\ 13 \end{array}$$

Create YOUR OWN board game.

Fill in with the equations and play with friends.

Fill in with the tasks that are difficult for you to solve.



Start





Finish

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



Unit 7

Let's make our own scales.

You need:

- a. 2 empty plastic cups,
- b. some yarn,
- c. a hanger or a stick.

1. Making Buckets for the Scales

- Take some twine/ yarn and cut 2 identical pieces. 23~30 cm each piece (one foot)
- Punch 2 holes in plastic cups.
- Tie up the knots on each cup. Use one twine for one cup.



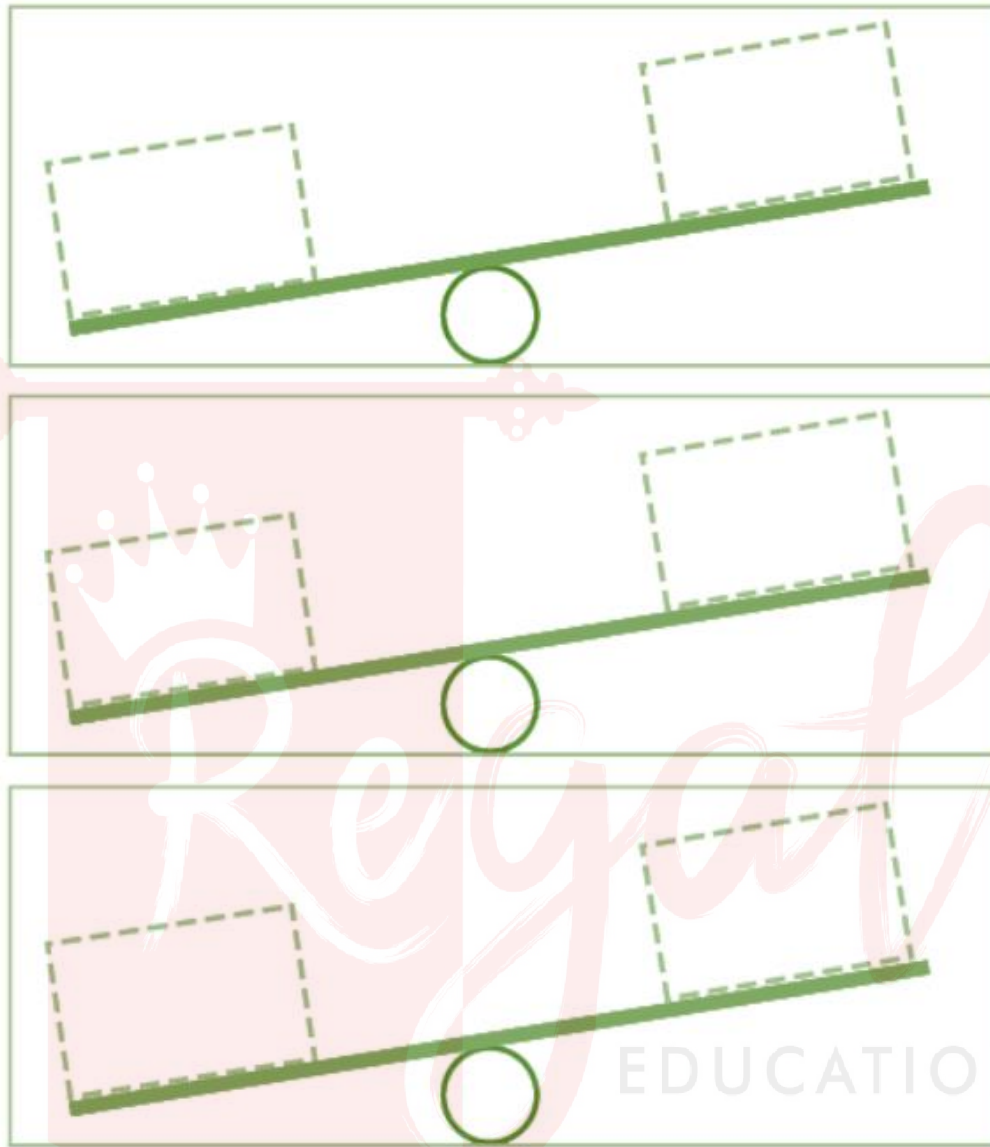
2. Putting the Scales Together

- Take a hanger or a stick and put a cup (bucket) on each end of a stick.
- Find a stand for your scales.

Enjoy measuring.

Write down the results of your experiments on the following pages.

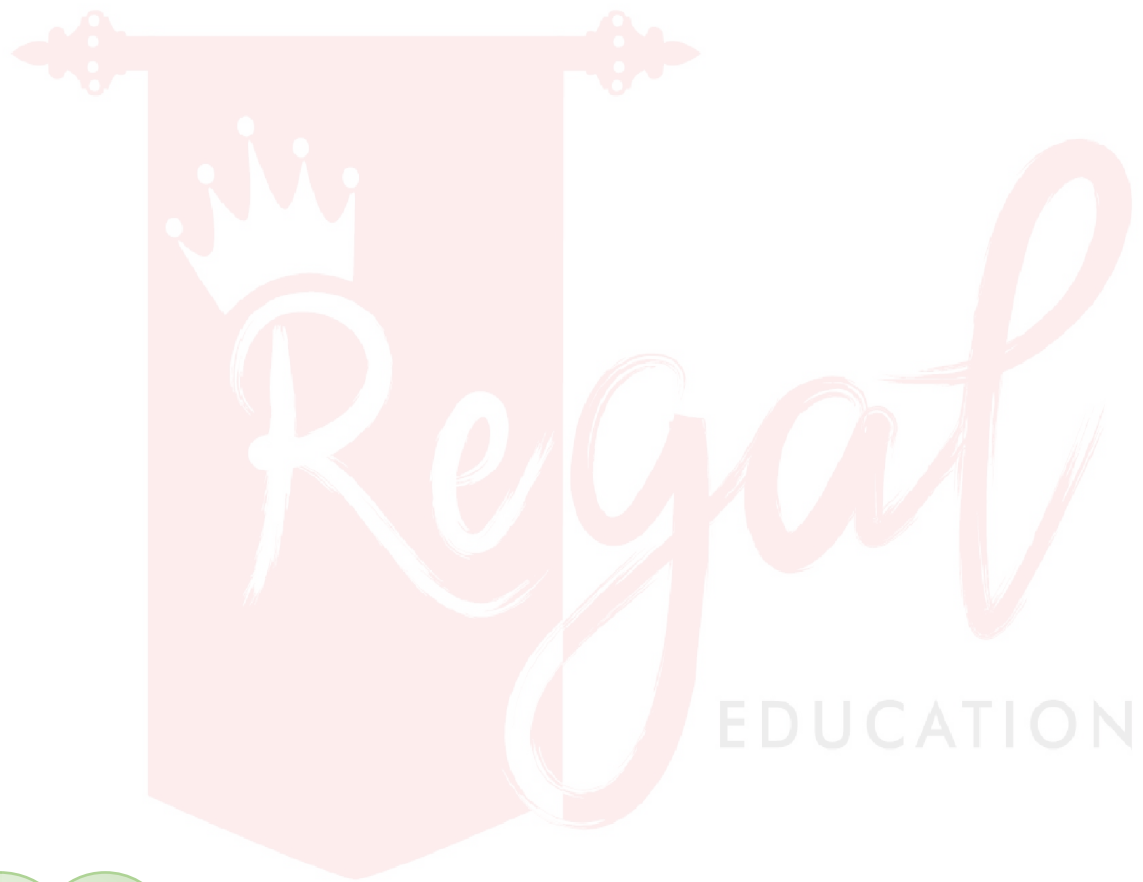




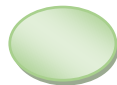
What things did you measure?

Write down your results. The lighter thing will be up, and the heavier thing will be down. You can draw as well.





Draw your own scales
and write down the
results of your
experiments.





Draw your own scales
and write down the
results of your
experiments.



Match the full word with the short one.

lb

gr

kg

OZ

Ounce

Gram

Kilogram

Pounds

You have already seen similar things somewhere.

Try to remember what else is measured differently.

Do you know that we have 2 ways to measure weight?

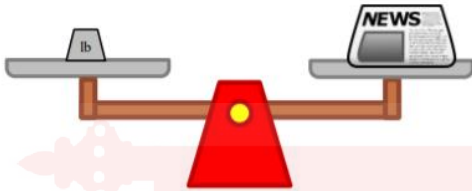
In the USA, we measure in pounds (lb) and in ounces (OZ).

In other countries, we measure in grams and kilograms.

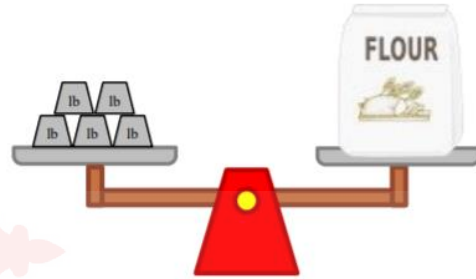
What do you use in your country?



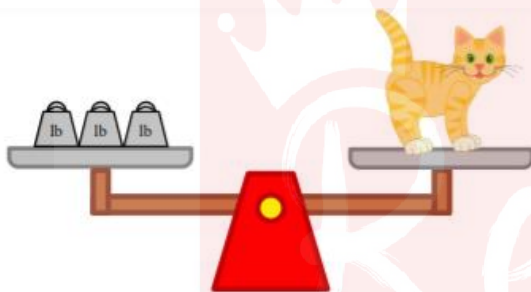
Measure the weight in pounds.



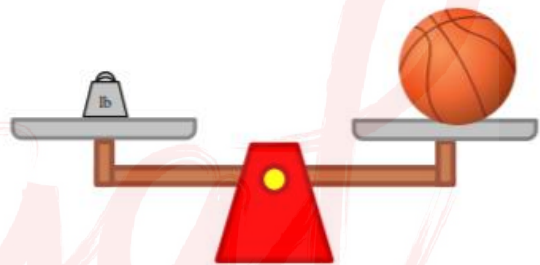
The newspaper weighs ____ pounds.



The bag of flour weighs ____ pounds.



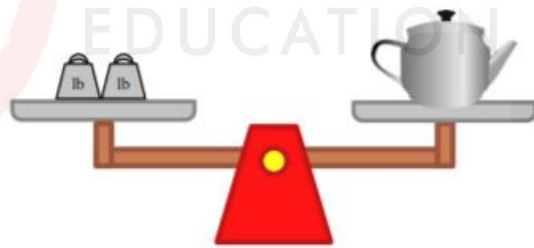
The cat weighs ____ pounds.



The basketball weighs ____ pounds.



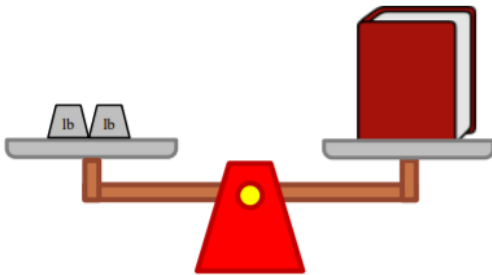
The flower pot weighs ____ pounds.



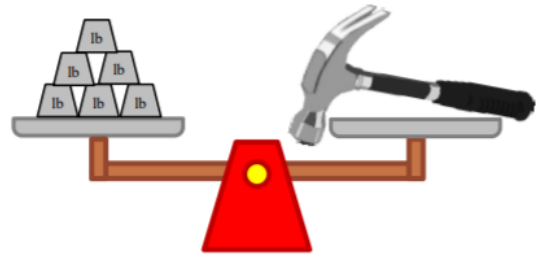
The teapot weighs ____ pounds.

Which object is the heaviest?

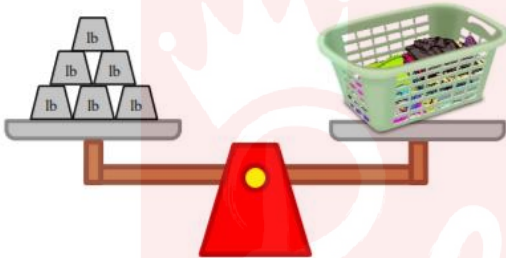
Which object is the lightest?



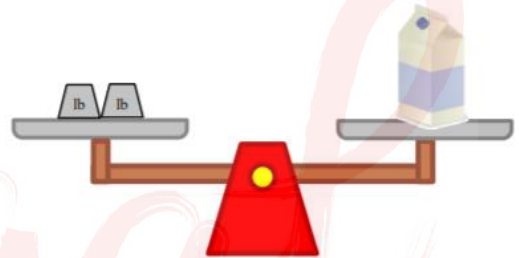
The book weighs ____ pounds.



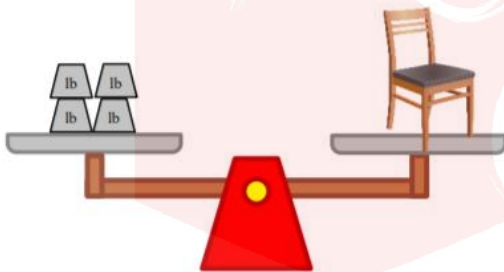
The hammer weighs ____ pounds.



The laundry weighs ____ pounds.



The milk carton weighs ____ pounds.



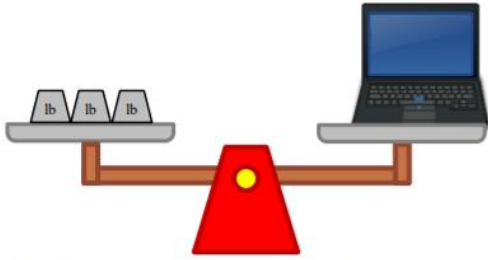
The chair weighs ____ pounds.



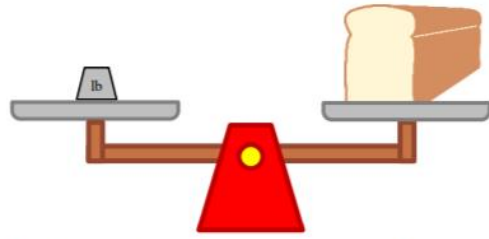
The bag of cookies weighs ____ pounds.

Which object is the heaviest? _____

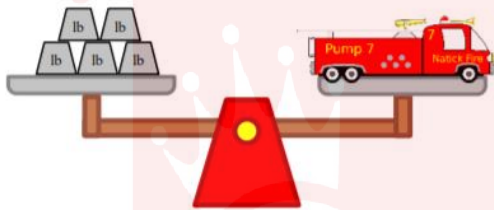
Which object is the lightest? _____



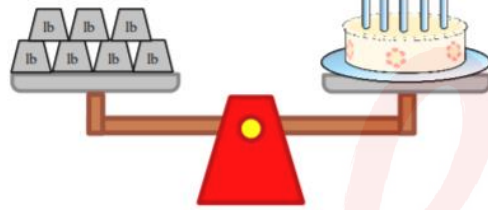
The laptop computer weighs ____ pounds.



The bread weighs ____ pounds.



The toy truck weighs ____ pounds.



The wedding cake weighs ____ pounds.

Which object is the heaviest?

Which object is the lightest?

Which object on all these pages is the heaviest? Why? _____

Which object on all these pages is the lightest? Why? _____



Measure the weight in grams and kilograms.

1)



2)



3)



4)



5)



6)



7)

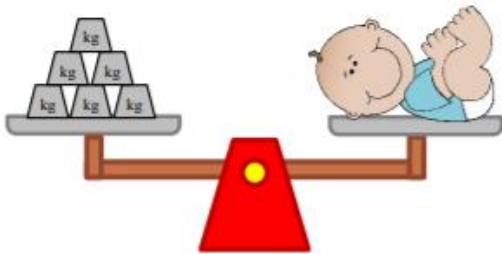


8)

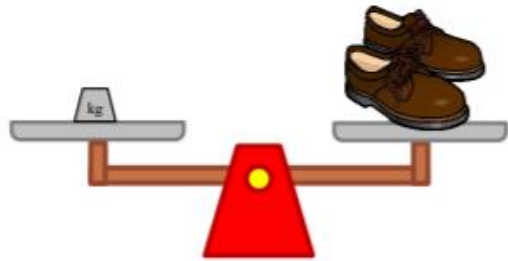


9)





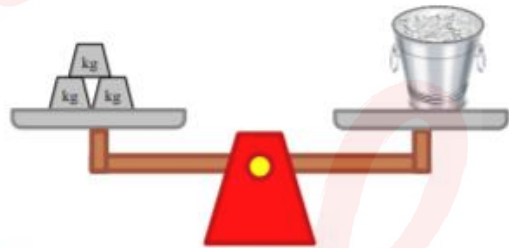
The baby weighs ____ kg.



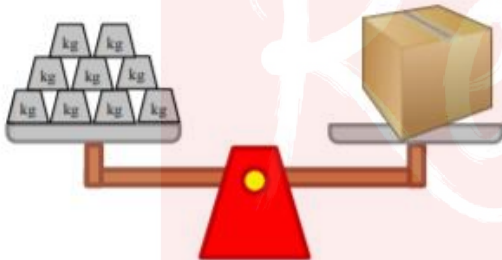
The pair of shoes weighs ____ kg.



The pumpkin weighs ____ kg.



The ice bucket weighs ____ kg.



The box weighs ____ kg.

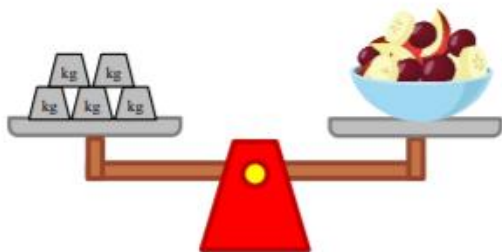


The water bottle weighs ____ kg.

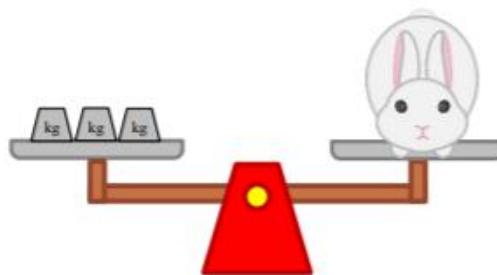
Which object is the heaviest?

Which object is the lightest?

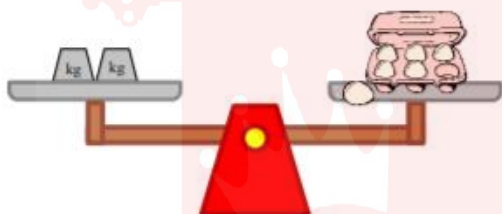




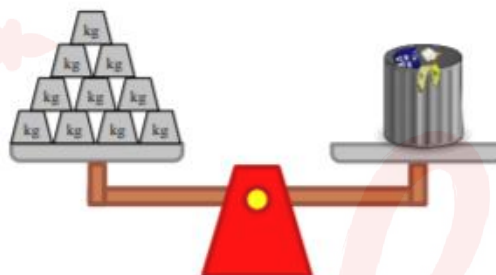
The fruit salad weighs ____ kg.



The rabbit weighs ____ kg.



The carton of eggs weighs ____ kg.



The trashcan weighs ____ kg.



The stack of books weighs ____ kg.

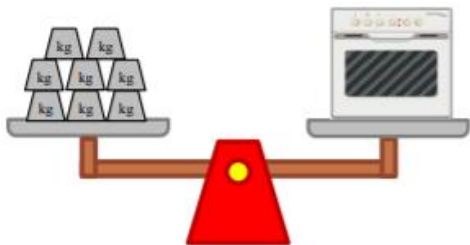


The camera weighs ____ kg.

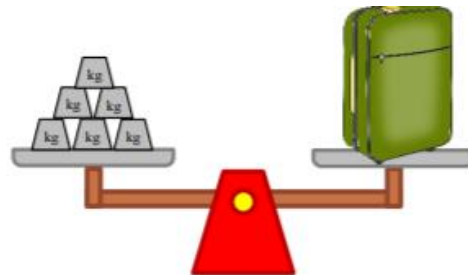
Which object is the heaviest?

Which object is the lightest?

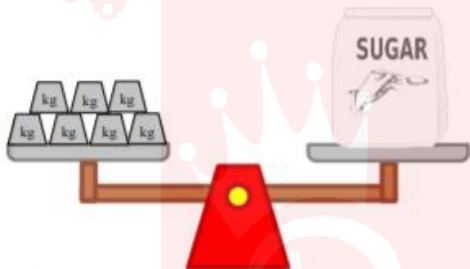




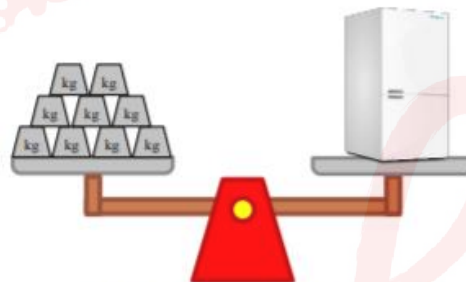
The oven weighs ____ kg.



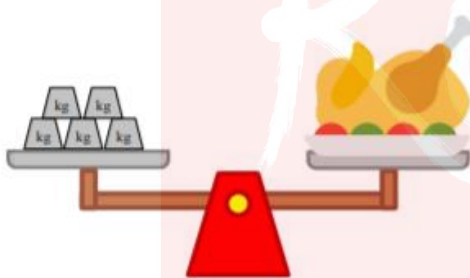
The suitcase weighs ____ kg.



The bag of sugar weighs ____ kg.



The fridge weighs ____ kg.



The roasted turkey weighs ____ kg.



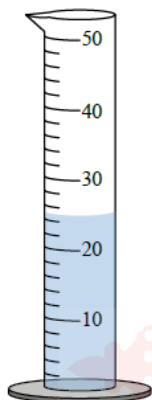
The watermelon weighs ____ kg.

Which object is the heaviest? _____

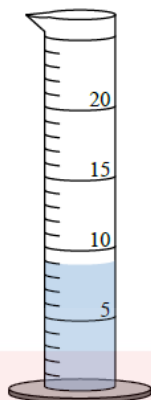
Which object is the lightest? _____

Determine how much liquid is in each graduated cylinder.

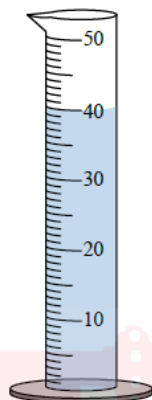
1)



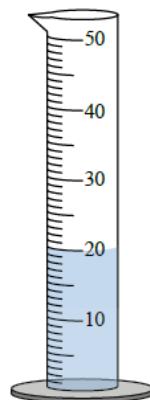
2)



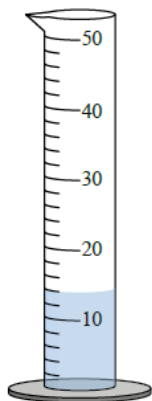
3)



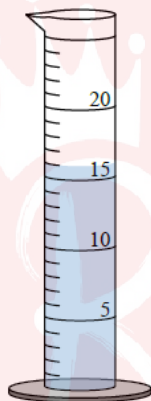
4)



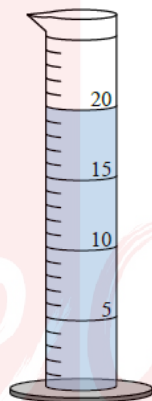
5)



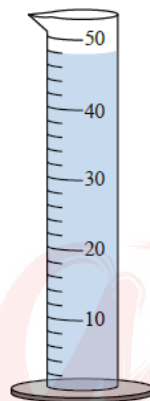
6)



7)



8)



Answers

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

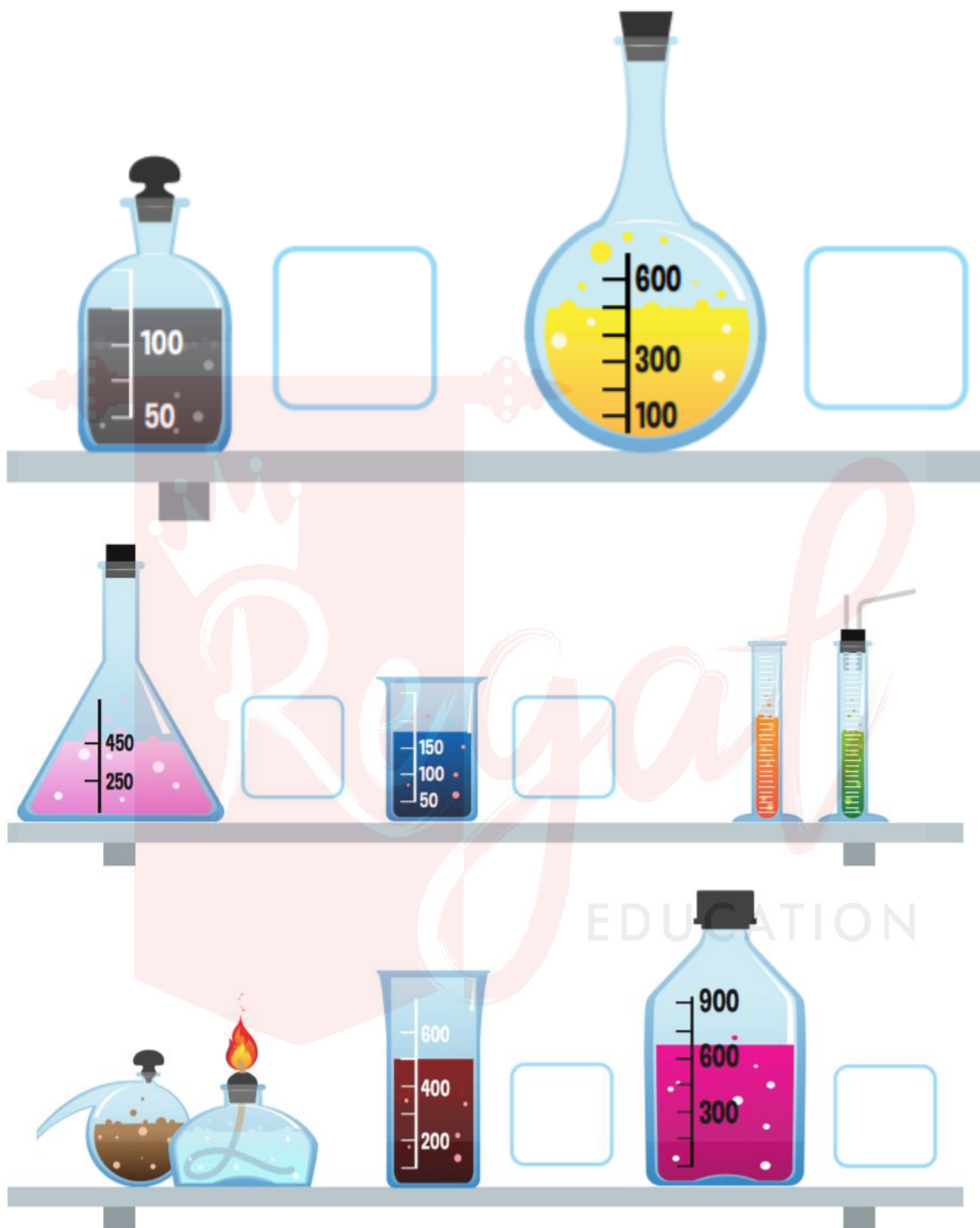
8. _____

9. _____

10. _____

How can you explain
VOLUME in your own
words?





Let's raise the bar.

How many milliliters are there in each bottle?

Is milliliter less or more than a liter?

Unit 8

WHAT IS THE TIME?



1. Read and draw the hands.



three o'clock.



quarter past four



seven minutes to nine



half past ten



twenty to six

2. Look at the pictures and write down what time Winnie the Pooh does the following things.



Winnie the Pooh goes sailing in the afternoon at quarter to two.

At seventeen minutes past five he eats honey.

He slides at half past one.

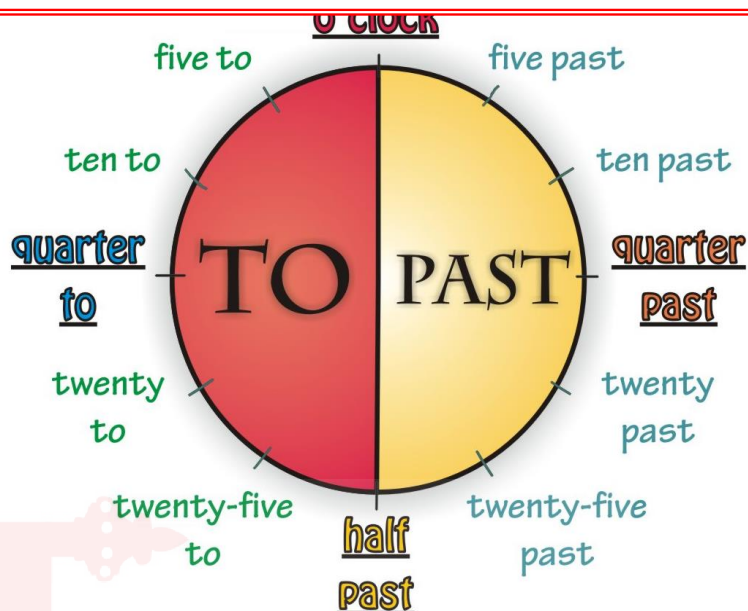
In the evenings Winnie cooks his dinner at ten past seven.

After having bath, he watches TV at nine o'clock.

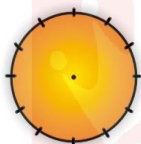
Winnie the Pooh and his friends play together at twenty-nine minutes past eleven.

CIRCLE THE CORRECT ANSWER:

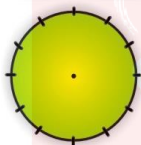
- It's quarter past seven.
A. 7.15 B. 7.45 C. 8.15
- It's twenty-five to ten.
A. 9.25 B. 10.25 C. 9.35
- It's half past six.
A. 6.30 B. 7.30 C. 5.30
- It's five past four.
A. 3.55 B. 4.05 C. 5.04
- It's ten to nine.
A. 9.10 B. 9.51 C. 8.50



DRAW TIMES:



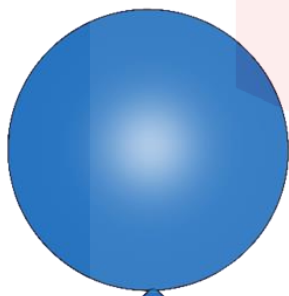
It's half past seven.



It's twenty past five.

MATCH:

It's half past ten.	3.10
It's five to nine.	7.40
It's twenty to eight.	5.50
It's quarter past eleven.	10.30
It's twenty-five past seven.	11.15
It's ten to six.	7.25
It's ten past three.	1.45
It's quarter to two.	8.55

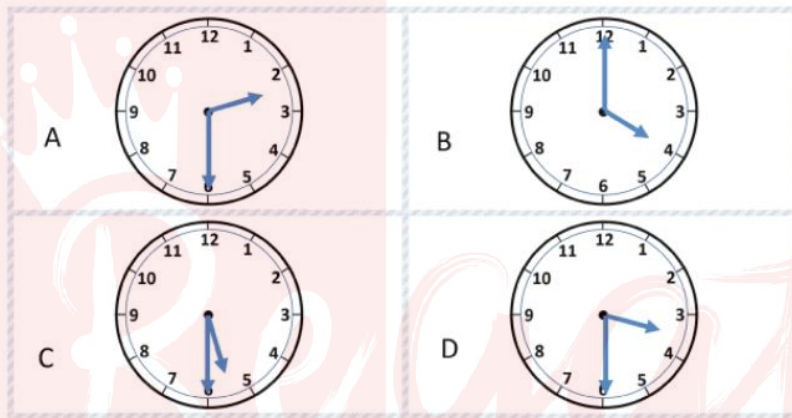


Let`s repeat
how we say the
time!

CHALLENGE 1

- I am between 3 o'clock and 6 o'clock.
- I am not an o'clock time.
- I am later than 4 o'clock.

What time am I? _____



Up for a
challenge?



Challenge 2

- My big hand does not point to 12.
- I am earlier than 5 o'clock.
- My hour hand is between 2 and 3.

What time am I? _____

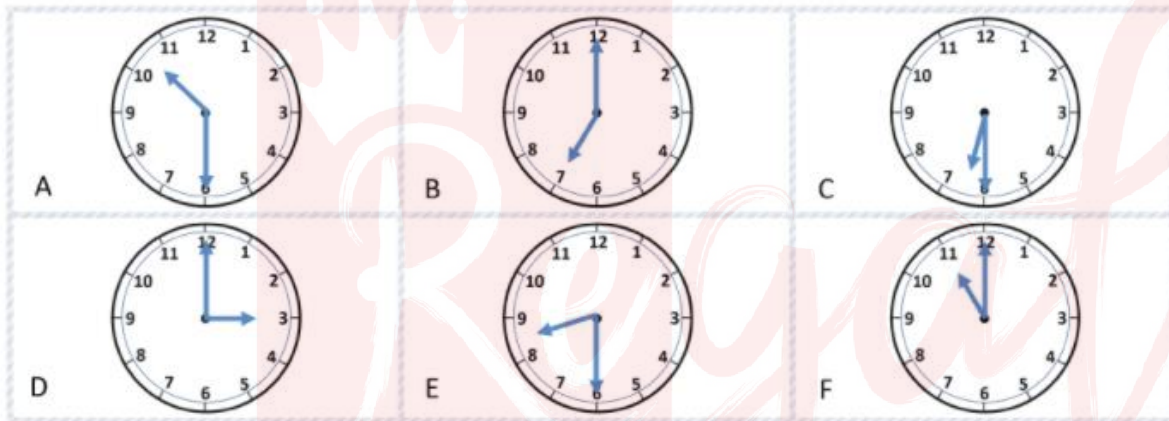
- I am earlier than 10 o'clock.
- I am later than 7 o'clock.
- My big hand points to 6.
- My hour is an even number.

What time am I? _____

Challenge 3

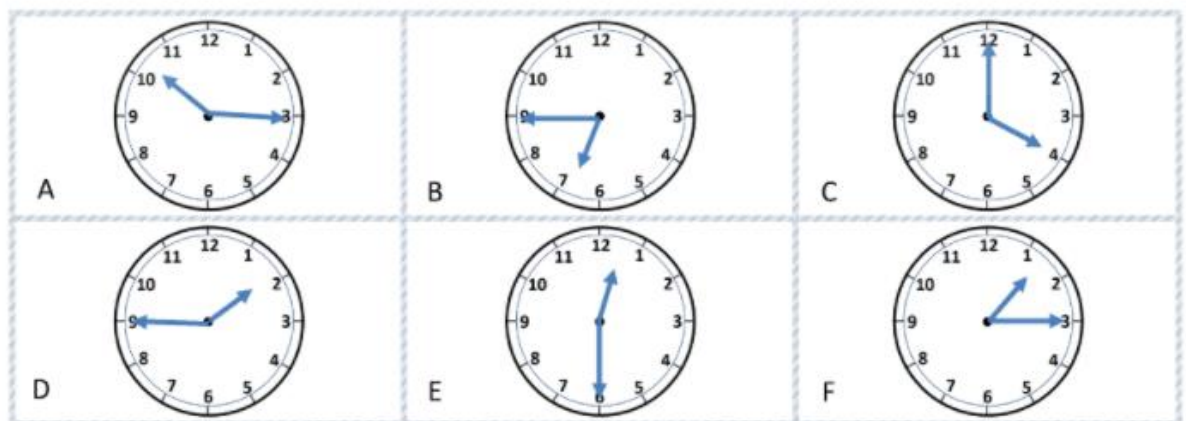
- I am between 6 o'clock and 10 o'clock.
- I am not a half-past time.
- My hour is an odd number.

What time am I? _____



- I am between 1 o'clock and 4 o'clock.
- I am not a half-past time.
- I am closer to 2 o'clock than 1 o'clock.

What time am I? _____



Challenge 4

- I am not an o'clock time.
- My time is between 12 o'clock and 2 o'clock.
- I am not a quarter-past time.
- My time is half-way between 12 o'clock and one o'clock.

What time am I? _____

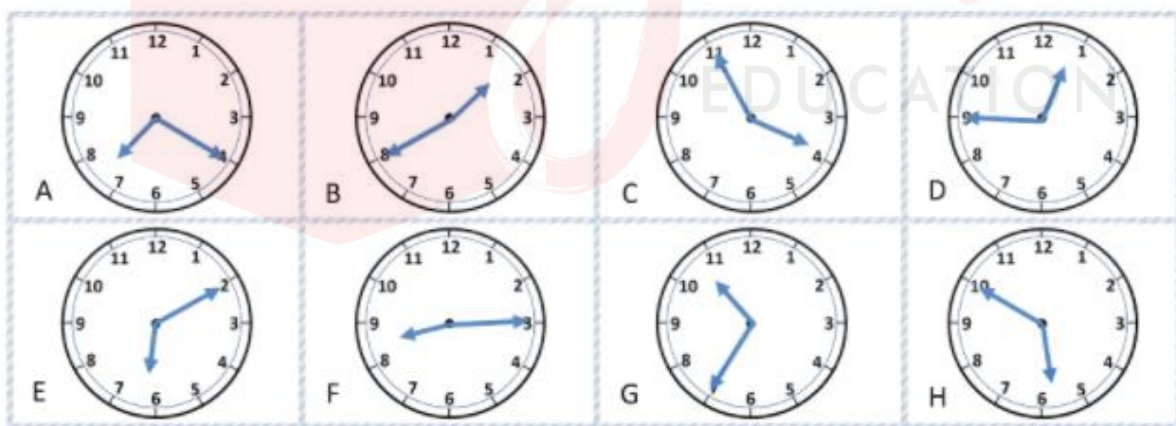
- I am earlier than 8:00 but later than 1:30.
- I am less than 40 minutes past the hour.
- I am more than quarter past the hour.
- My hour is an odd number.

What time am I? _____

Challenge 5

- I am between 12:30 and 7:30
- My minute hand is pointing to an even number.
- I am more than 20 minutes past the hour.
- In less than 15 minutes, it will be the next o'clock.

What time am I? _____



Match the riddles with their answers.

A clock chimes 5 times in 4 seconds. How many times will it chime in 10 seconds?

Can you name three consecutive days without using the words Wednesday, Friday, or Sunday?

During what month do people sleep the least?

Yesterday.
Today.
Tomorrow.

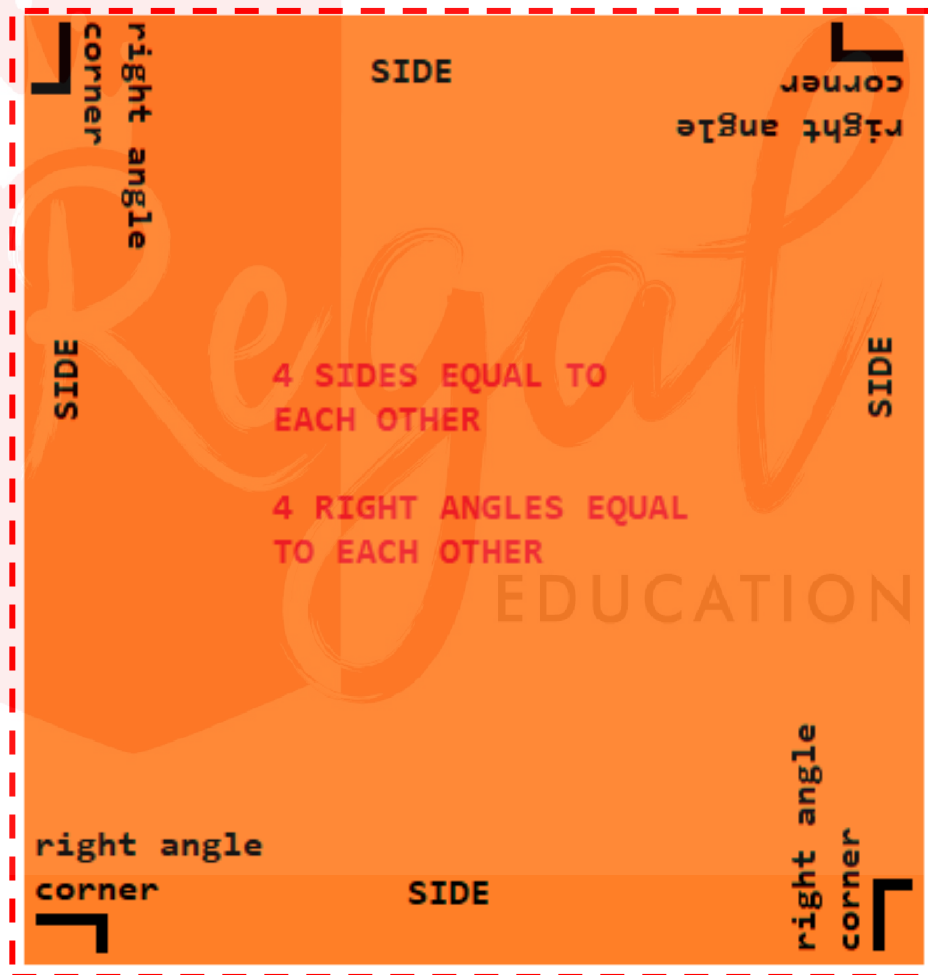
February, it's the shortest month after all.

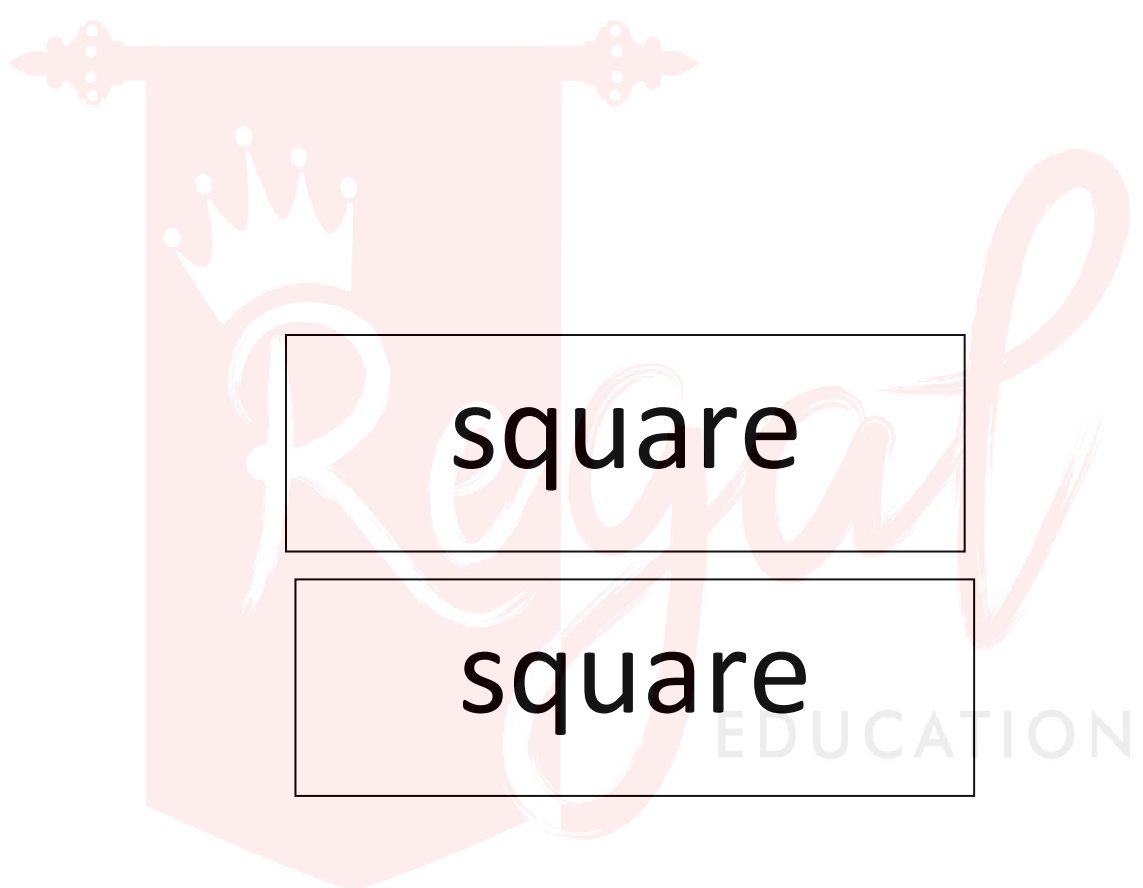
11 times. It chimes at zero and then once every second for 10 seconds.

Unit 9

Cut out each shape.

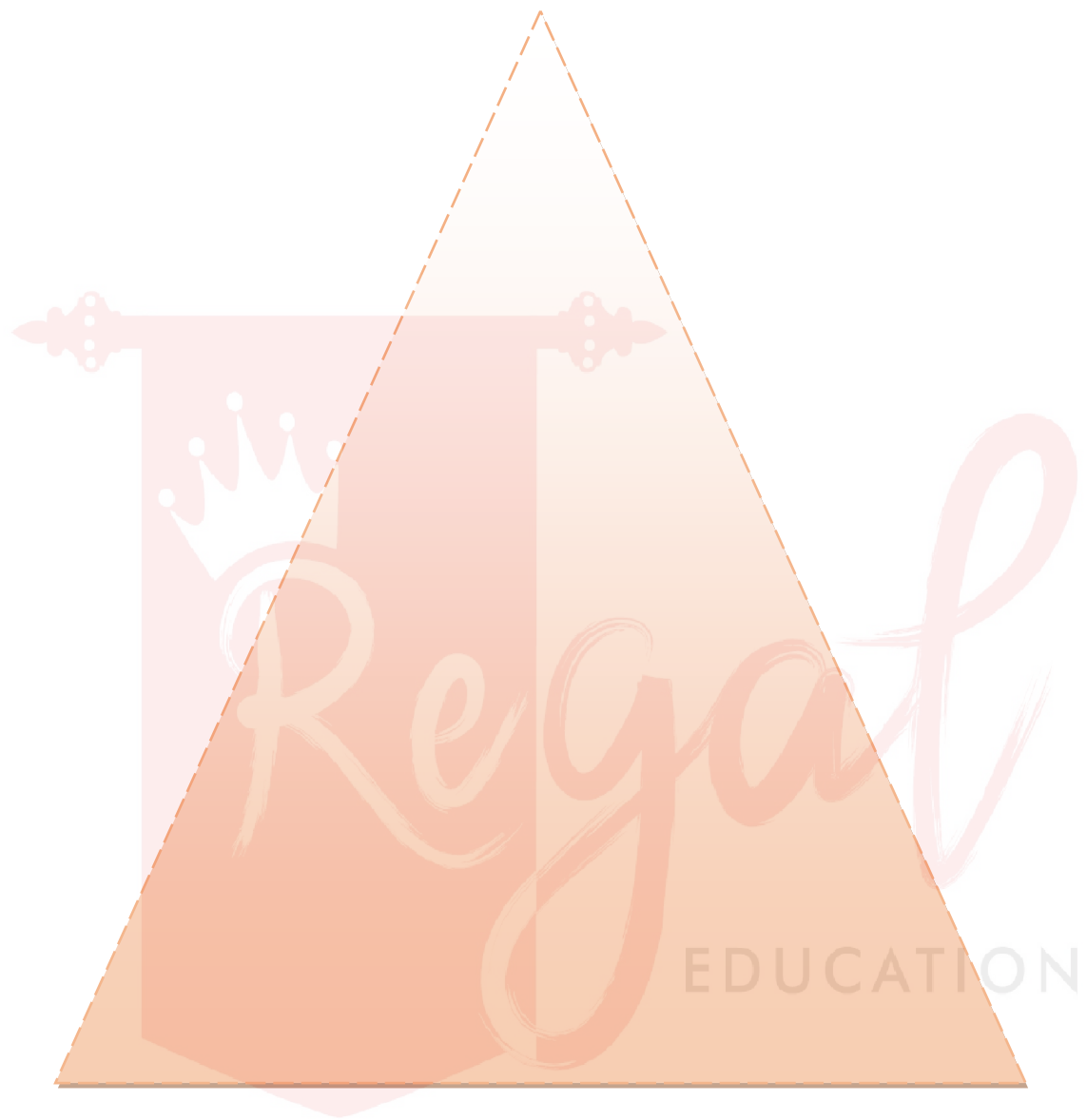
Write the information about the shape at the back of each shape: name, numbers of sides and angles, other important information.

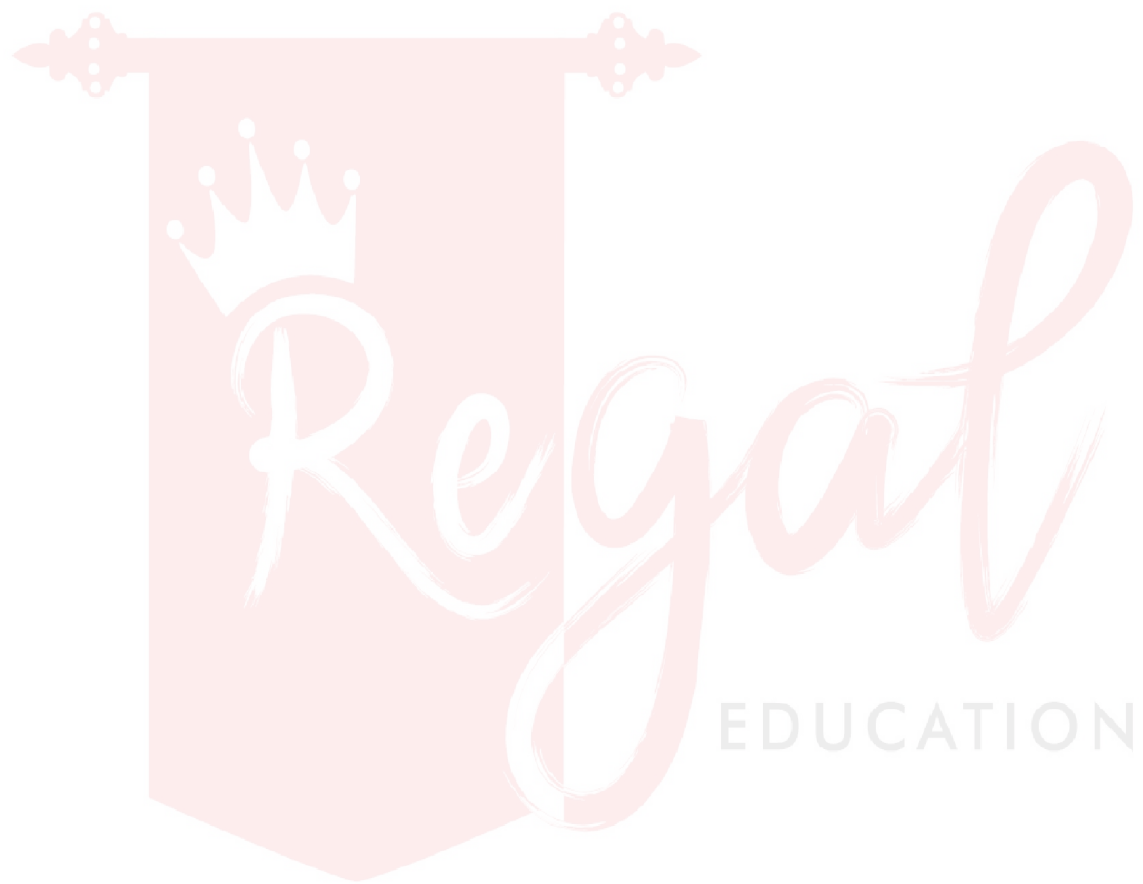


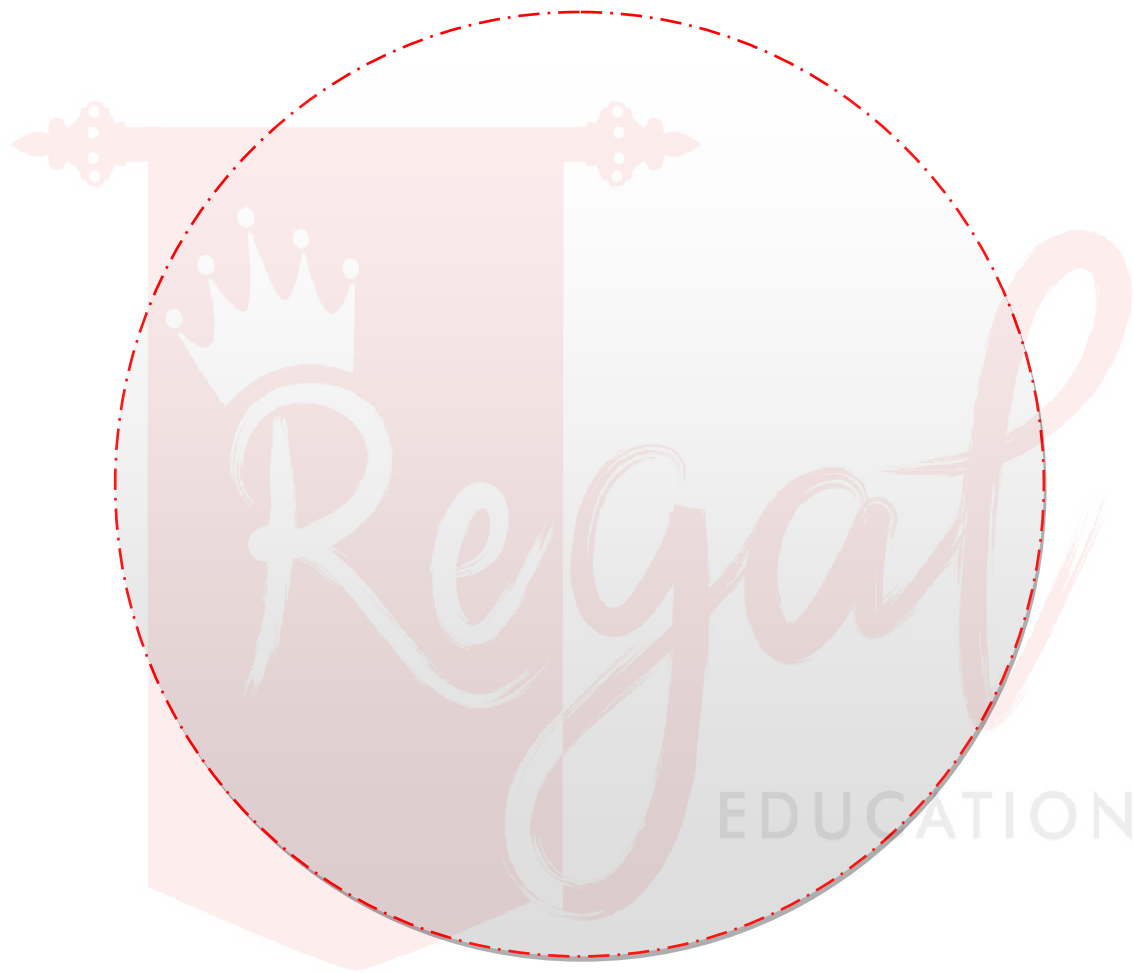


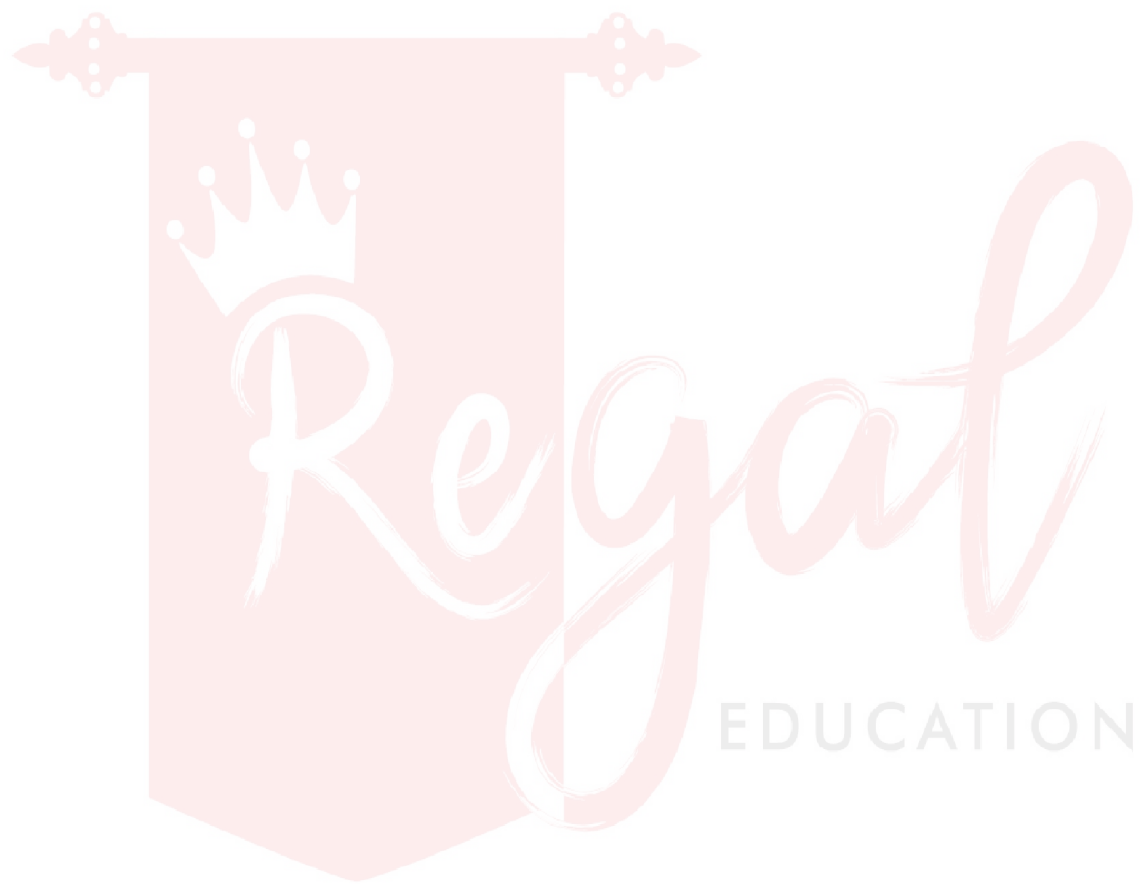
square

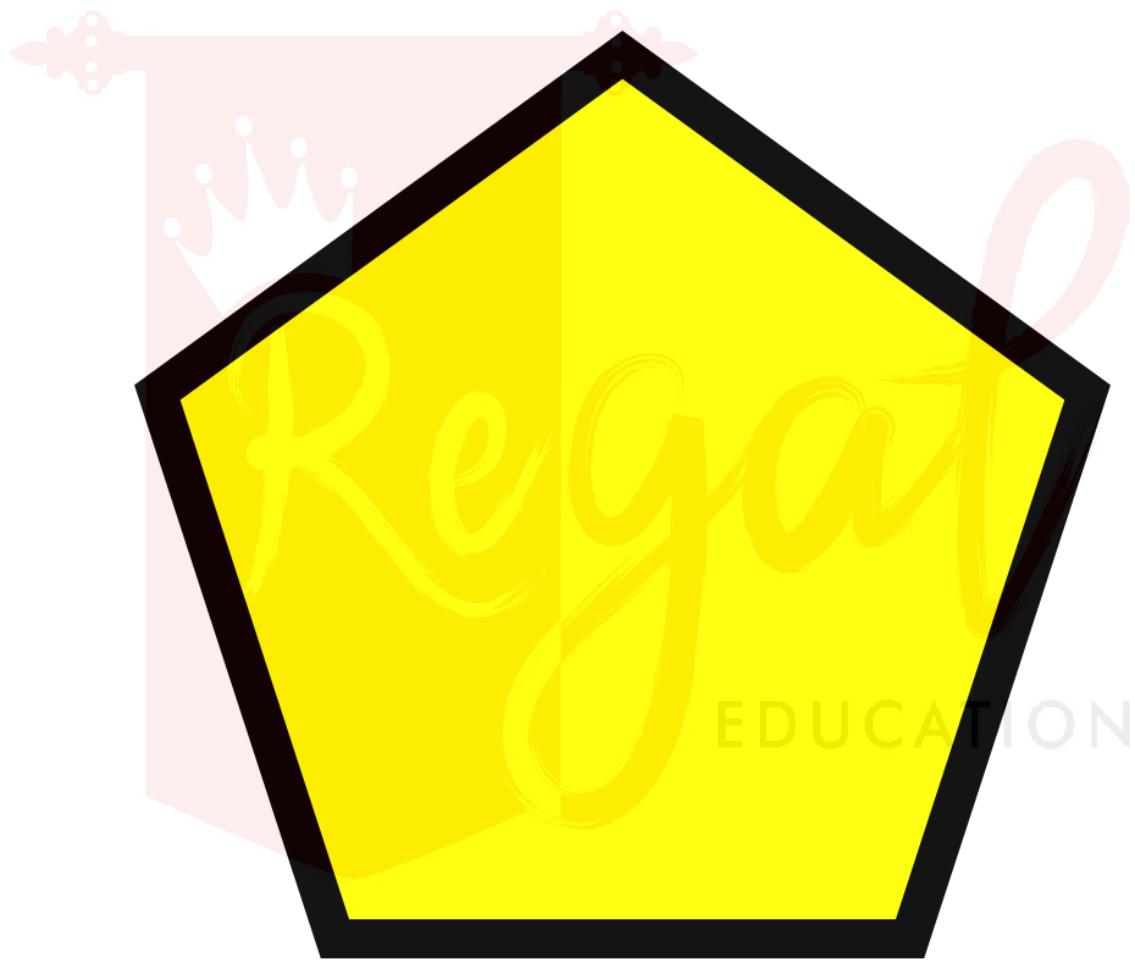
square

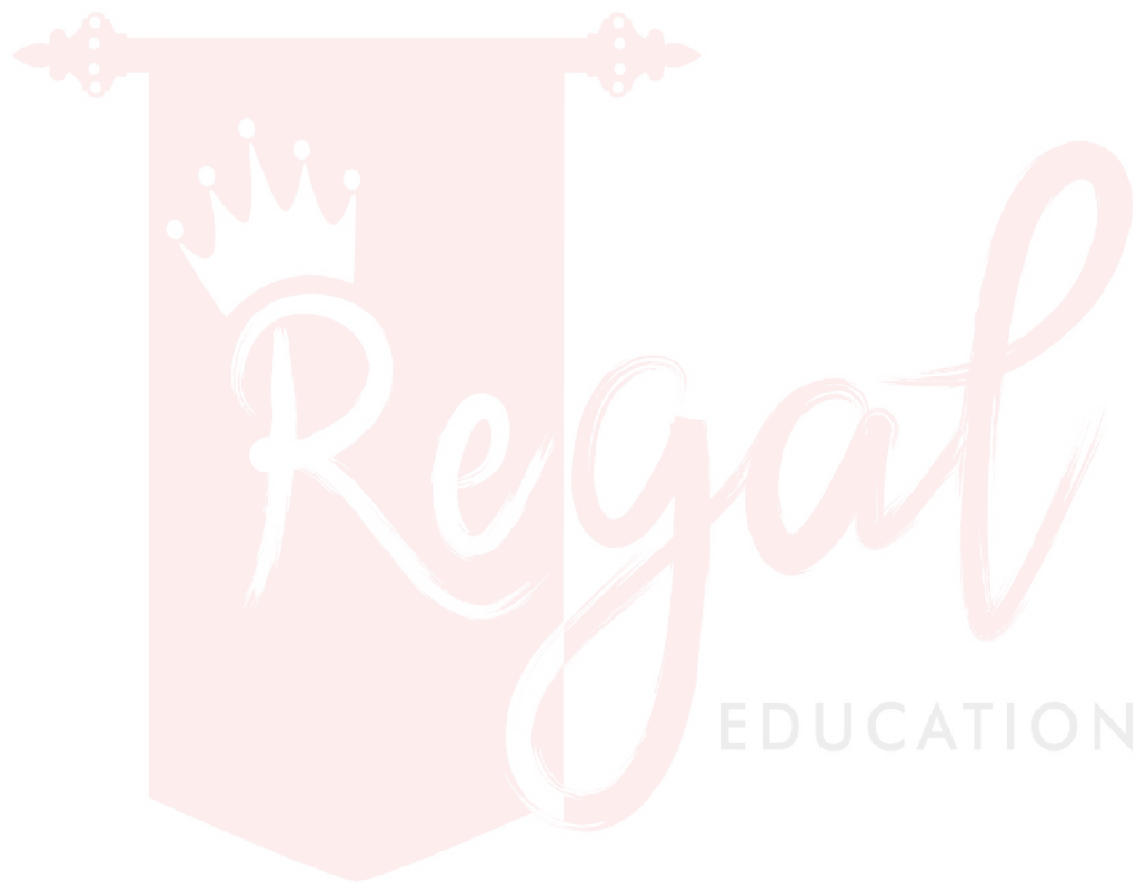


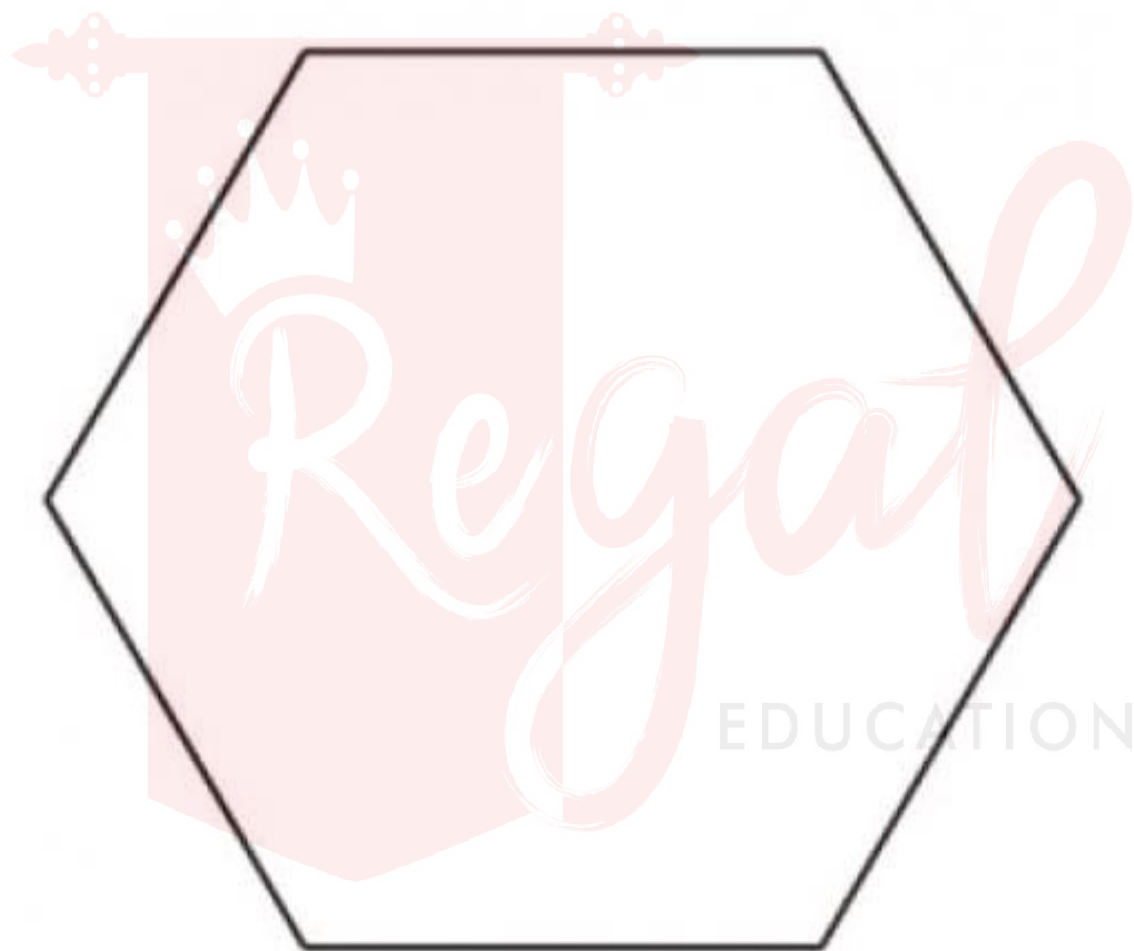


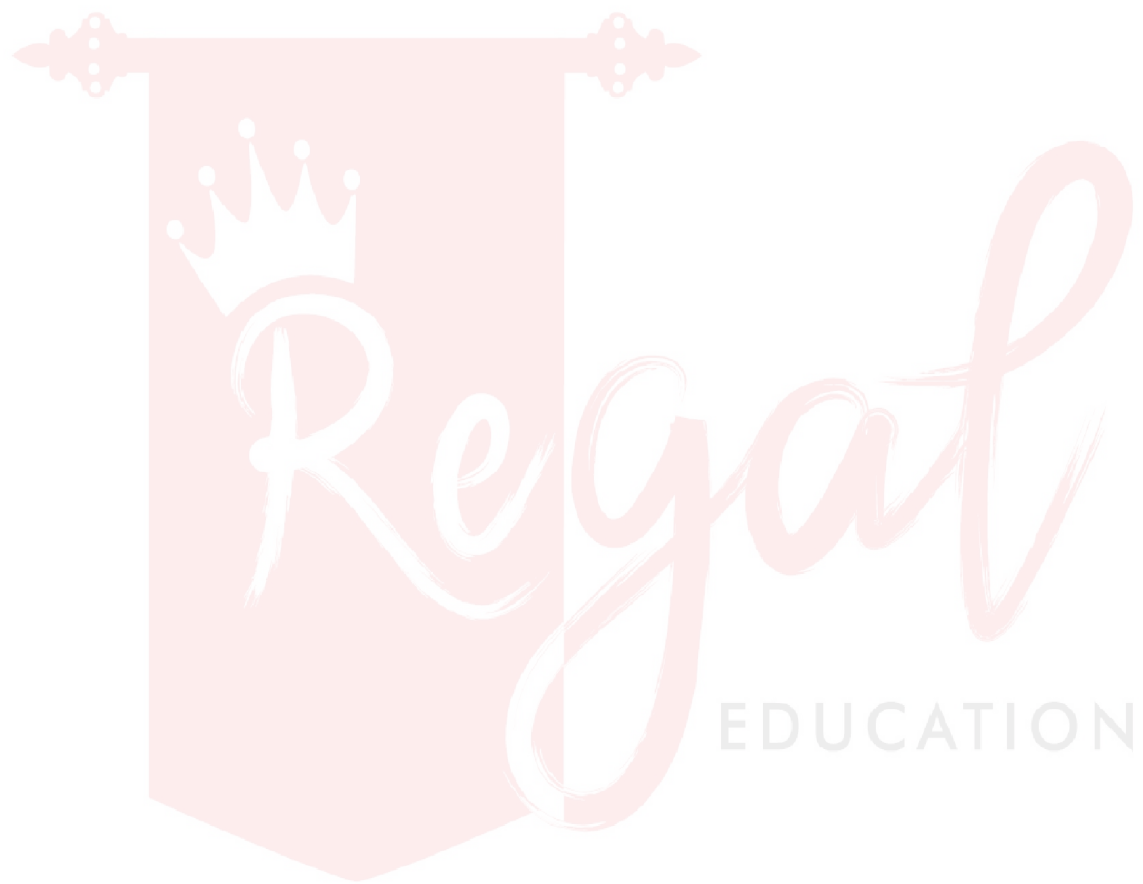


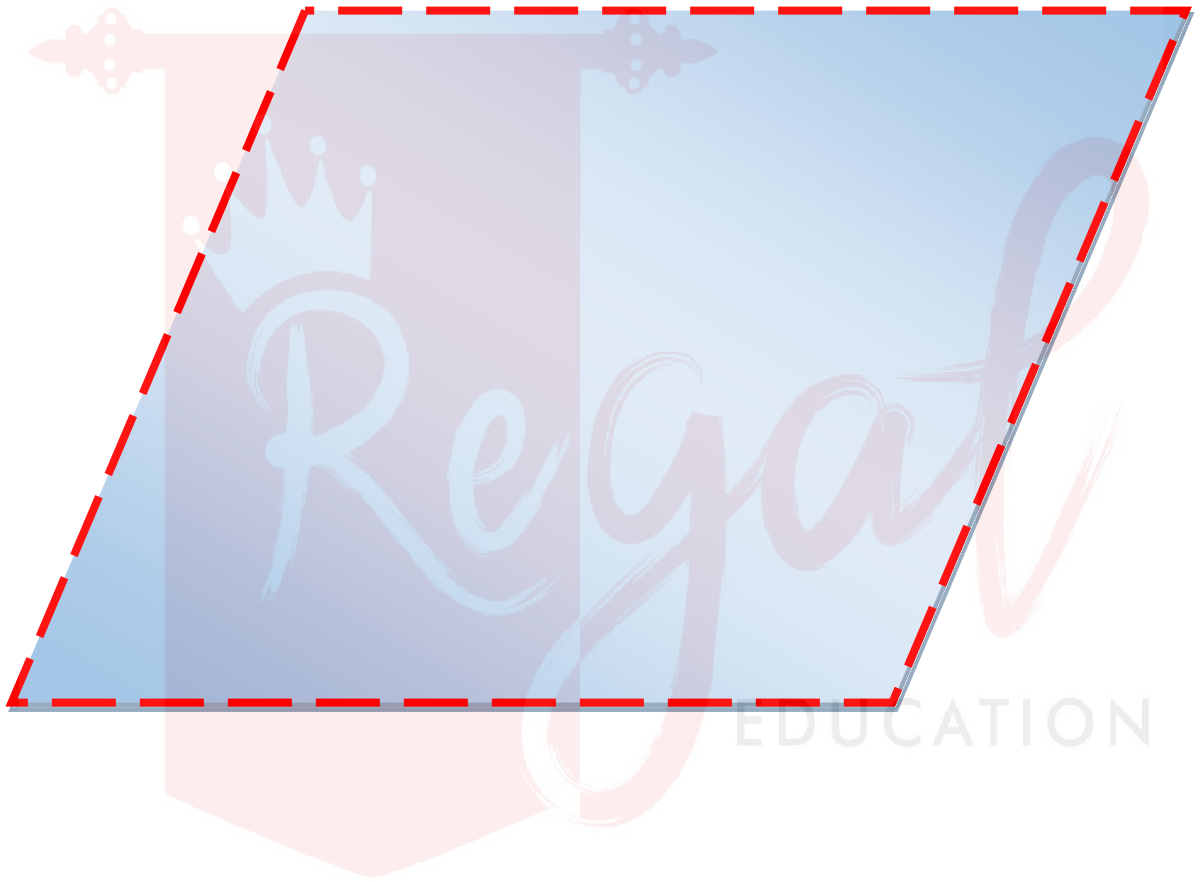


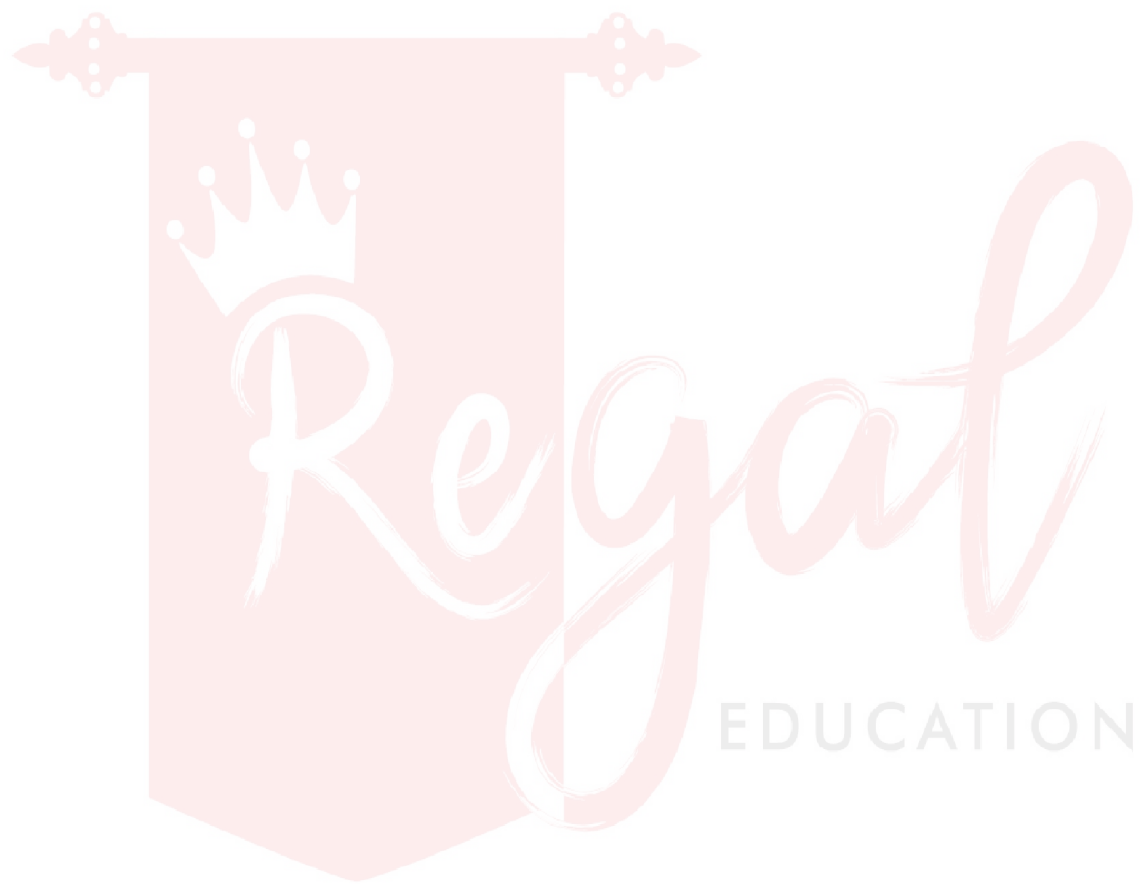


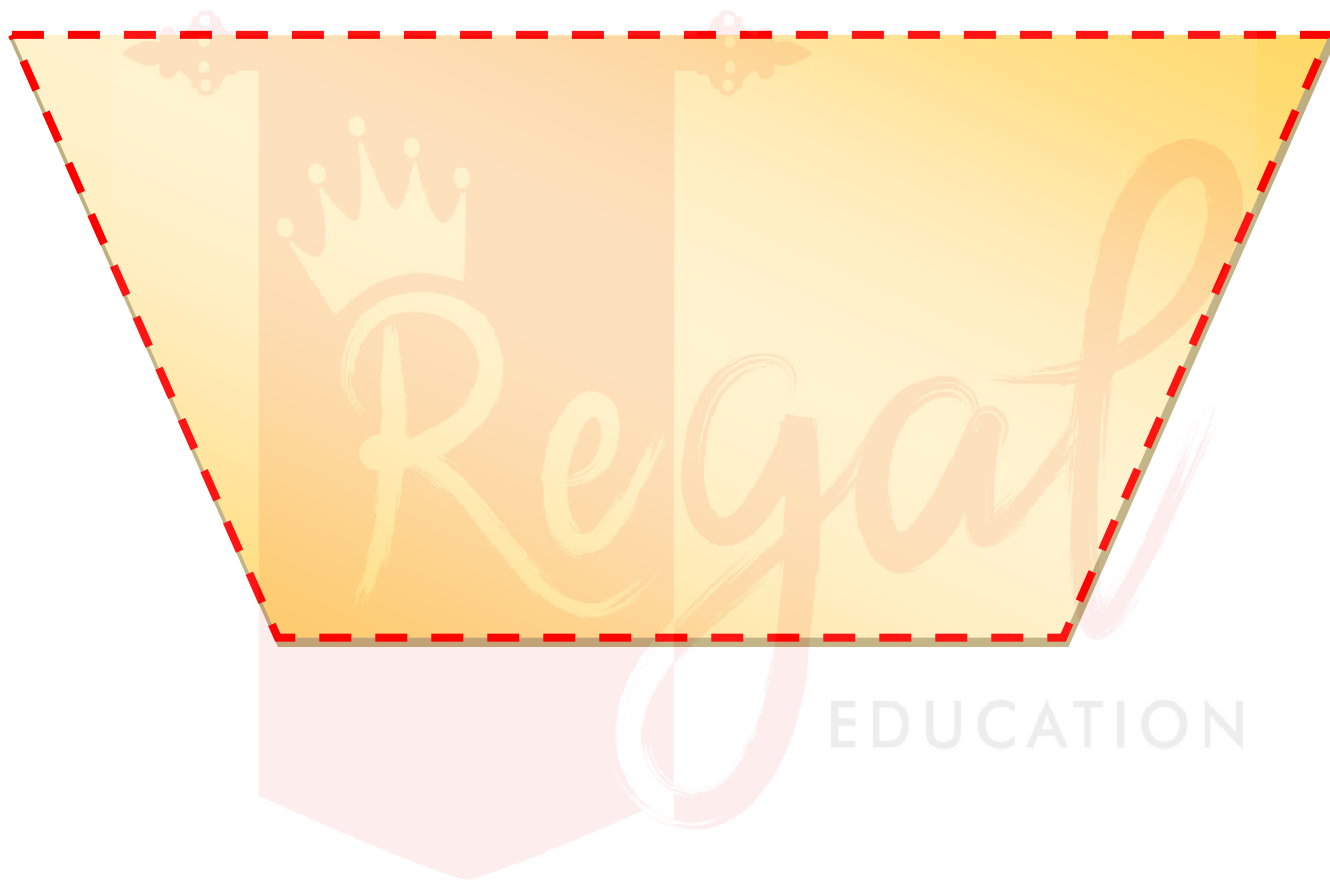


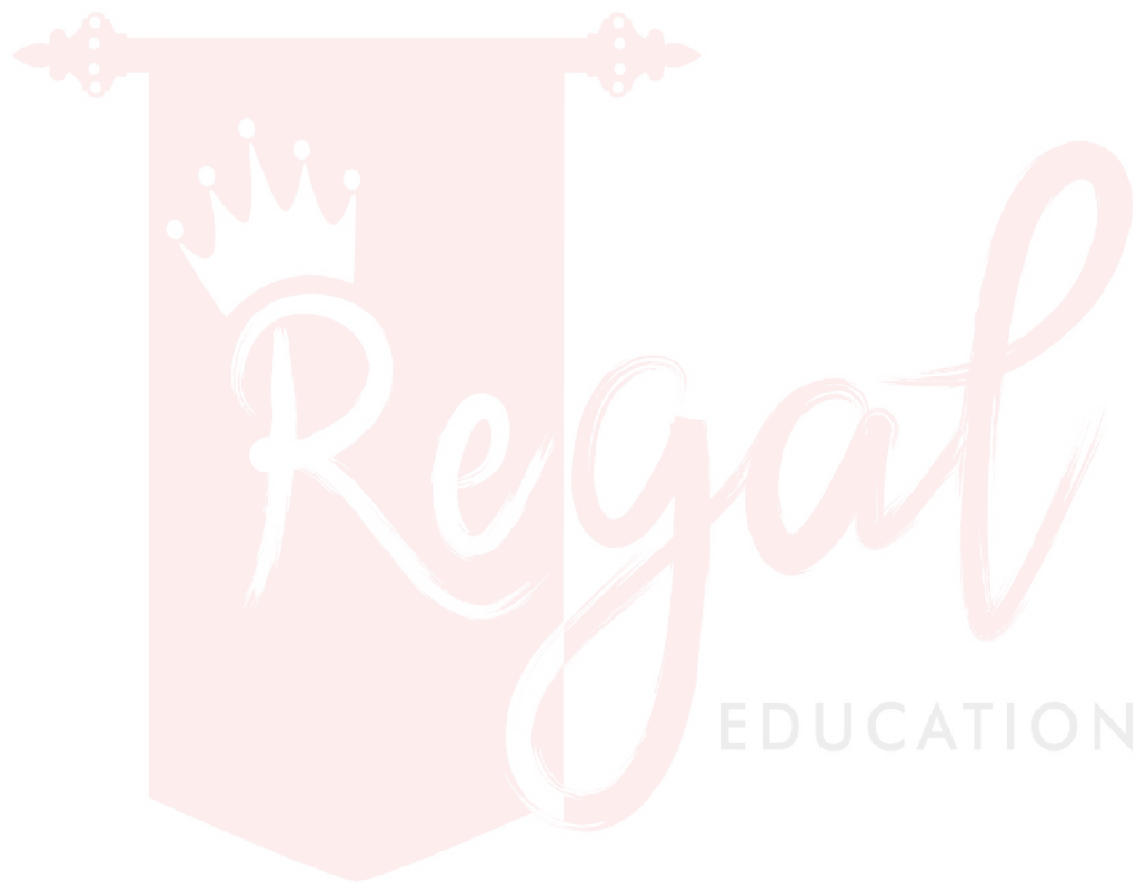






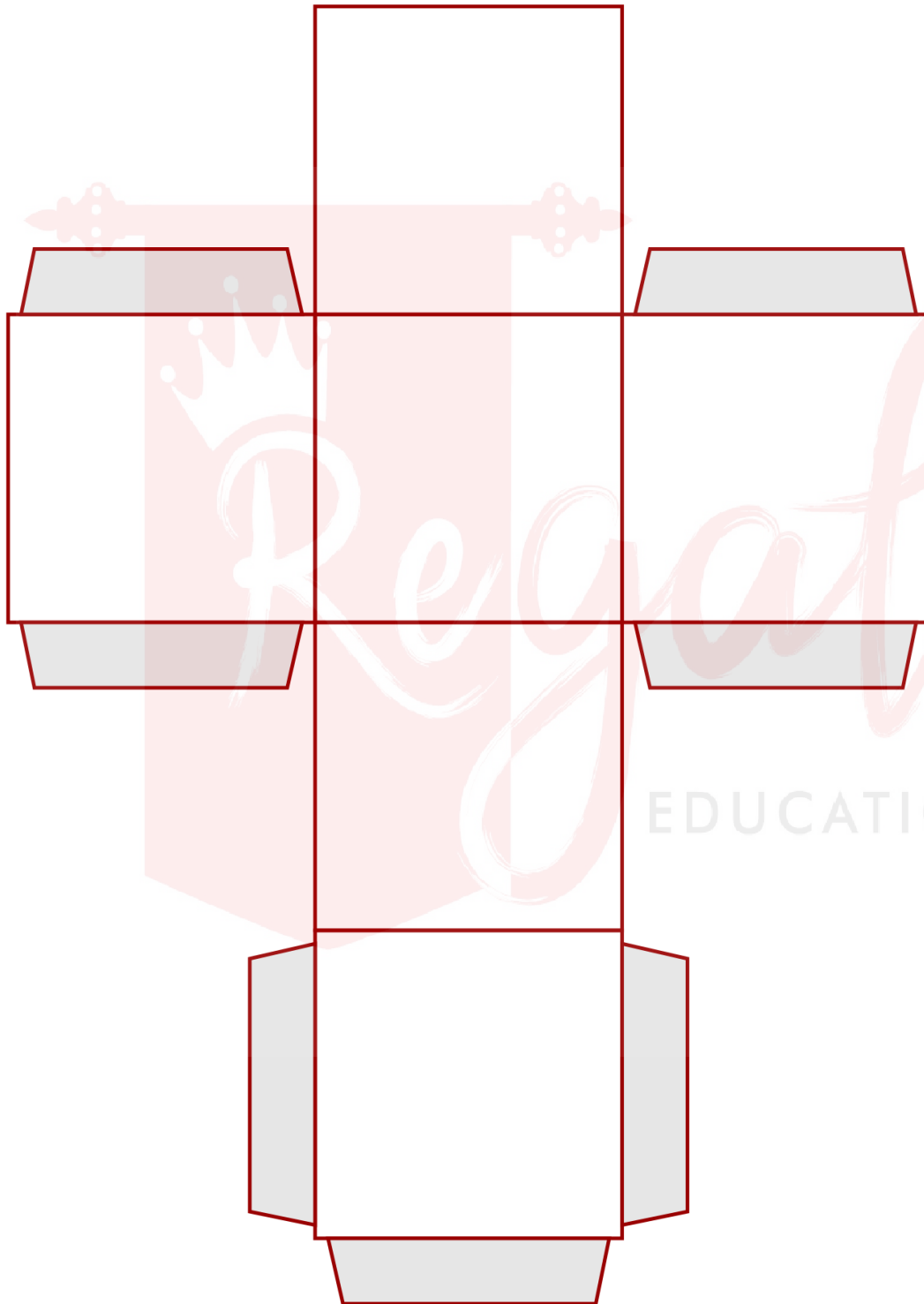


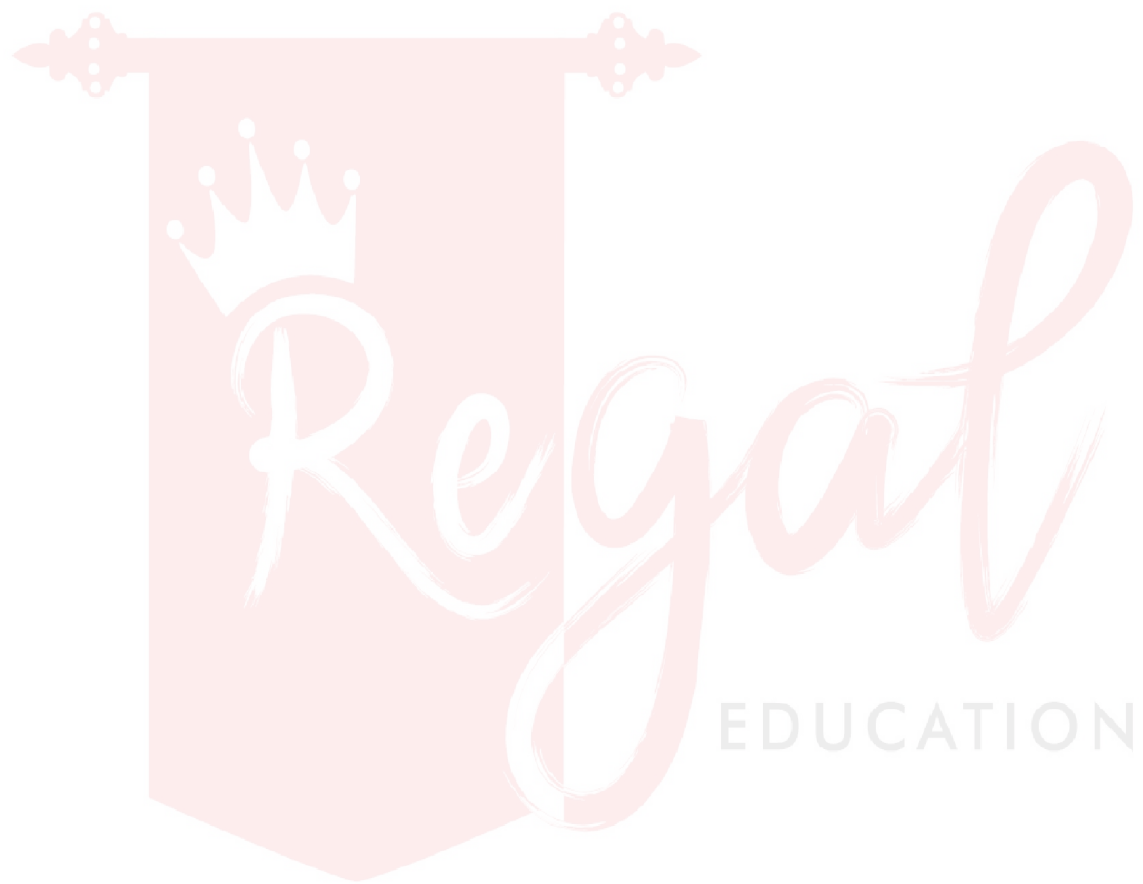




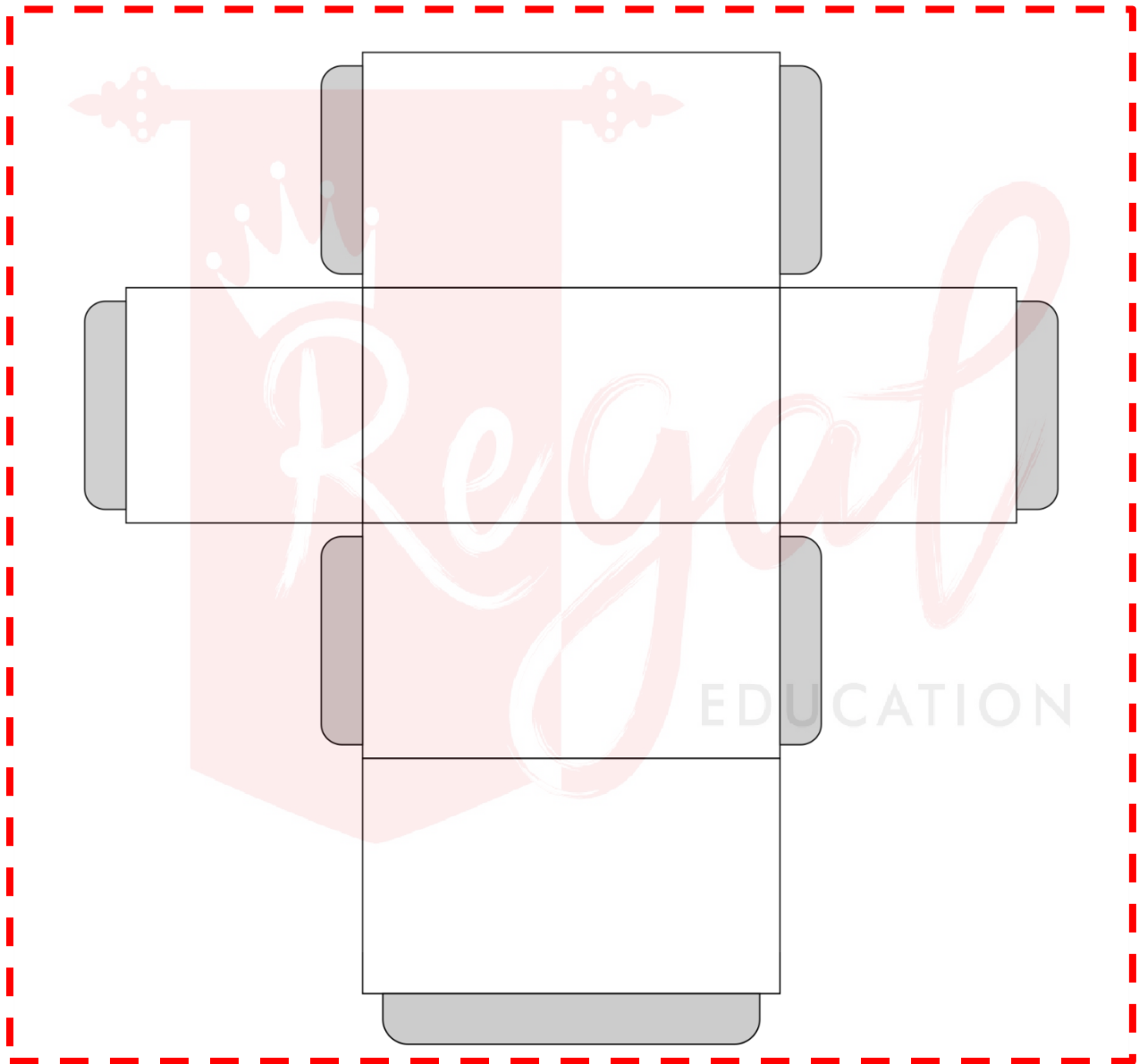
Cut out and glue 3-D shapes.

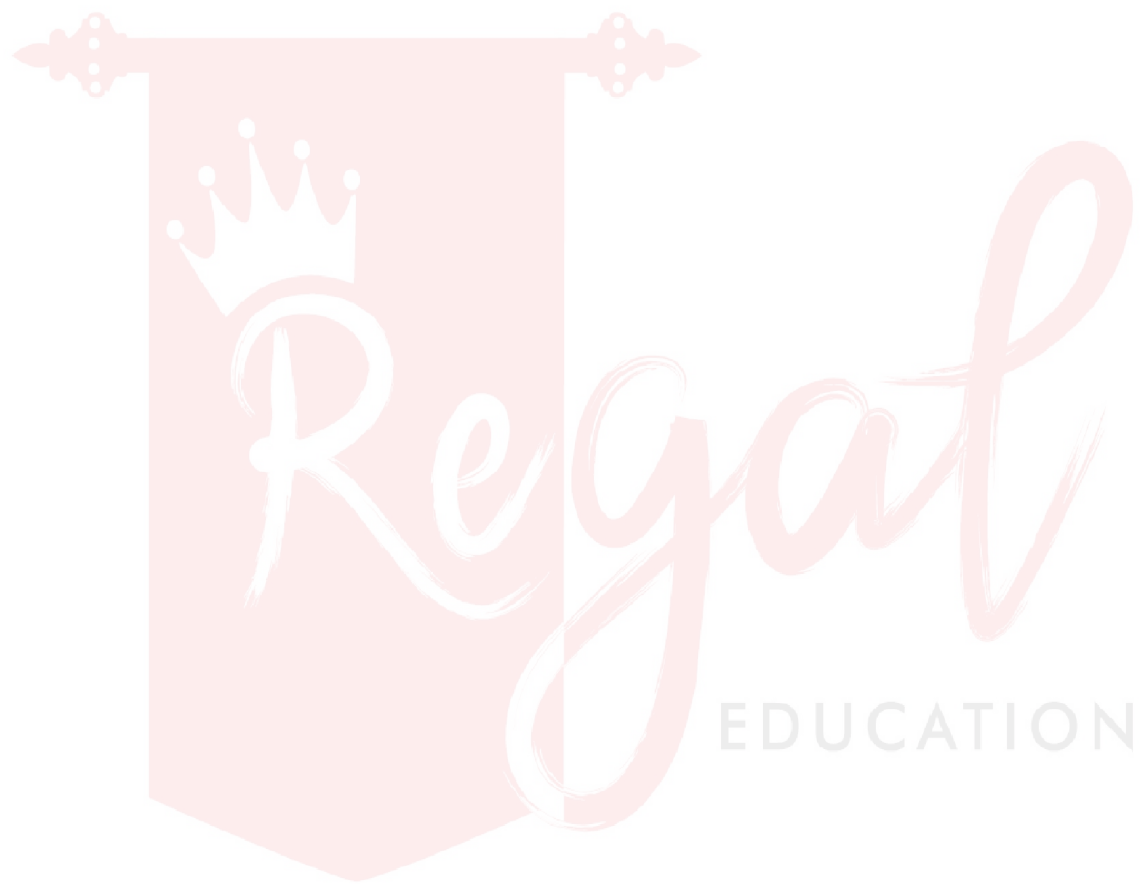
CUBE





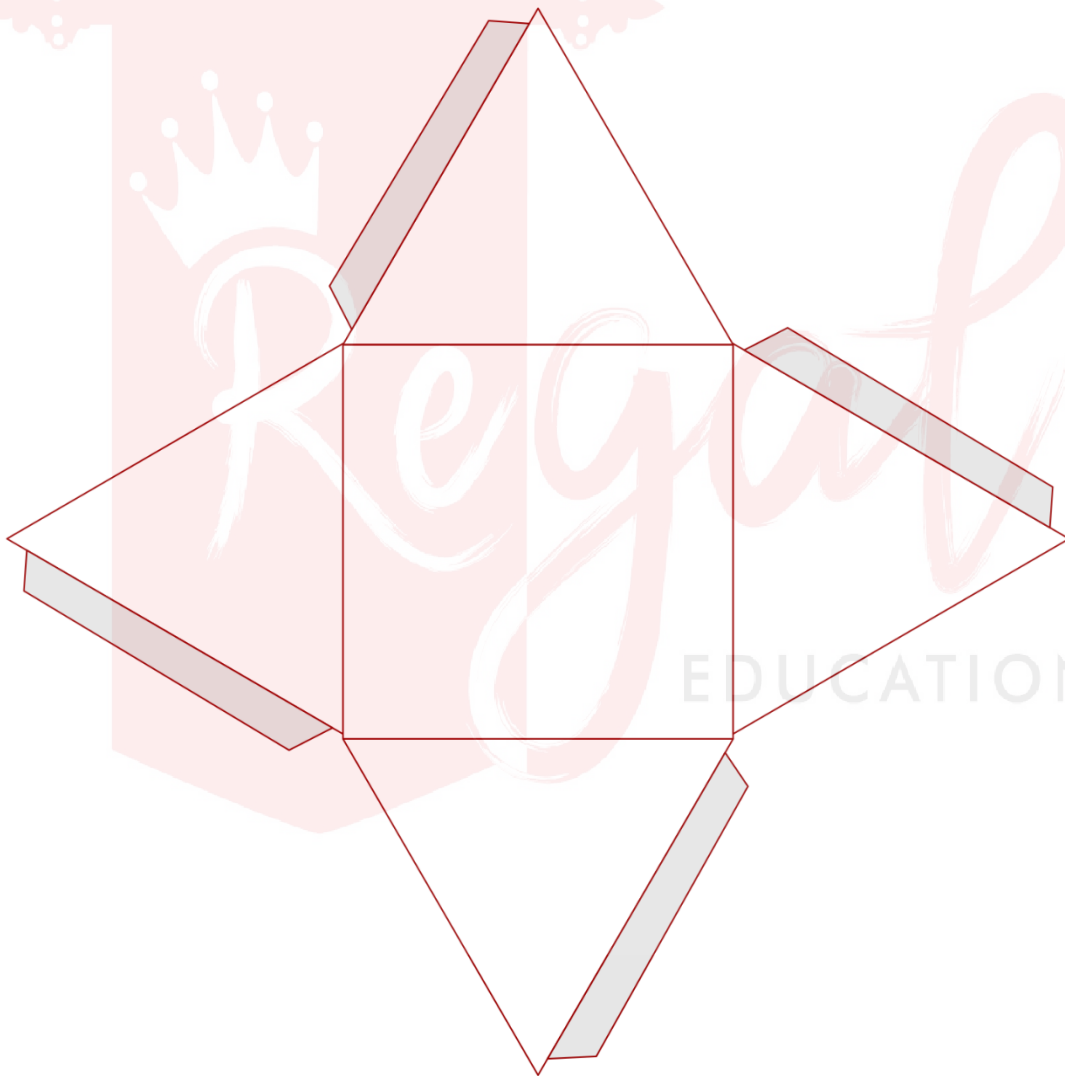
Cut out and glue 3-D shapes.

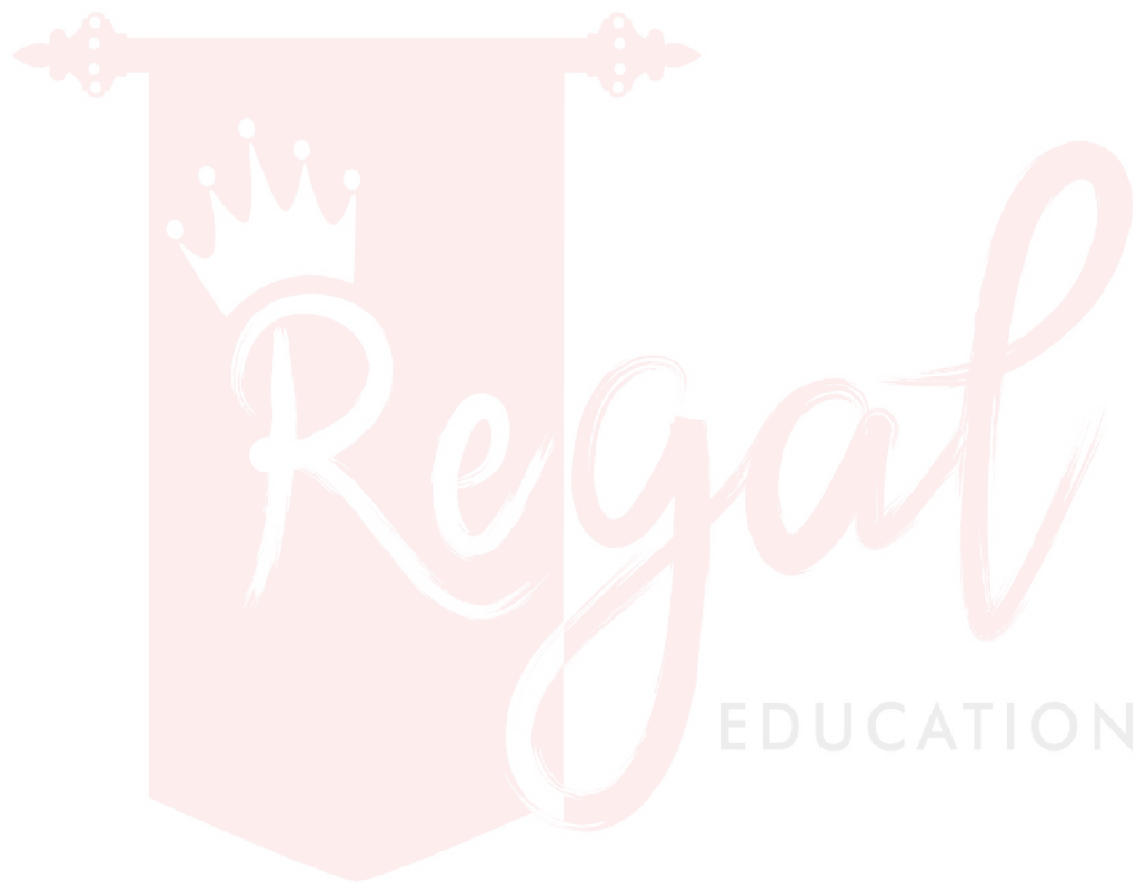




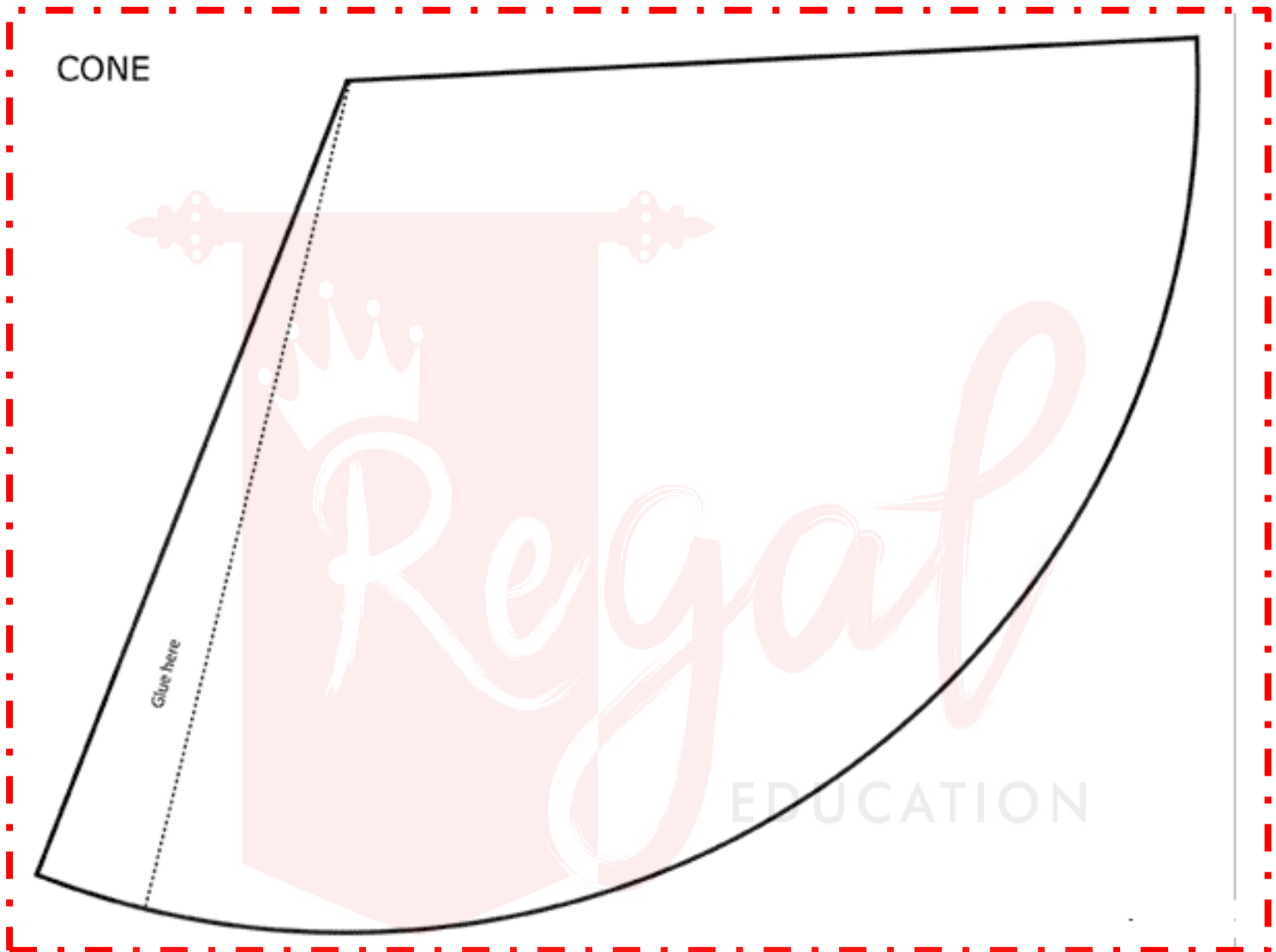
Cut out and glue 3-D shapes.

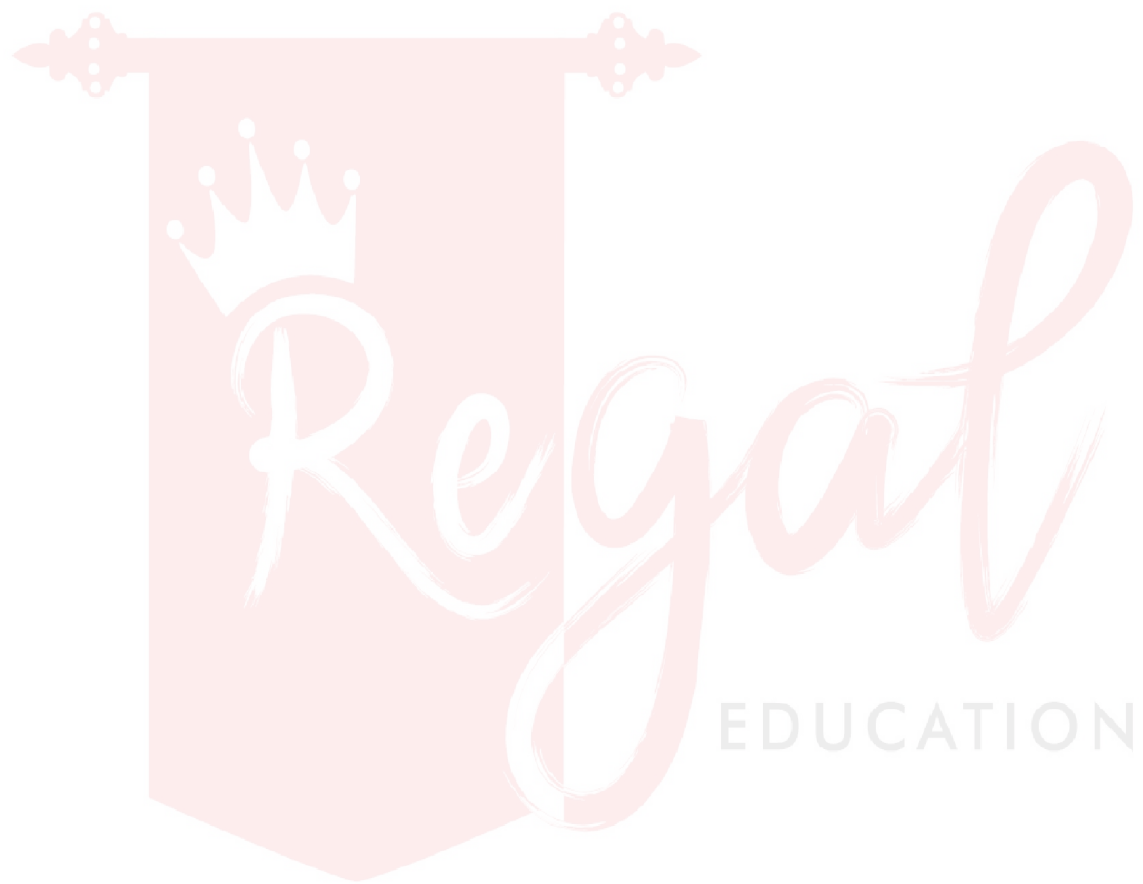
Pyramid





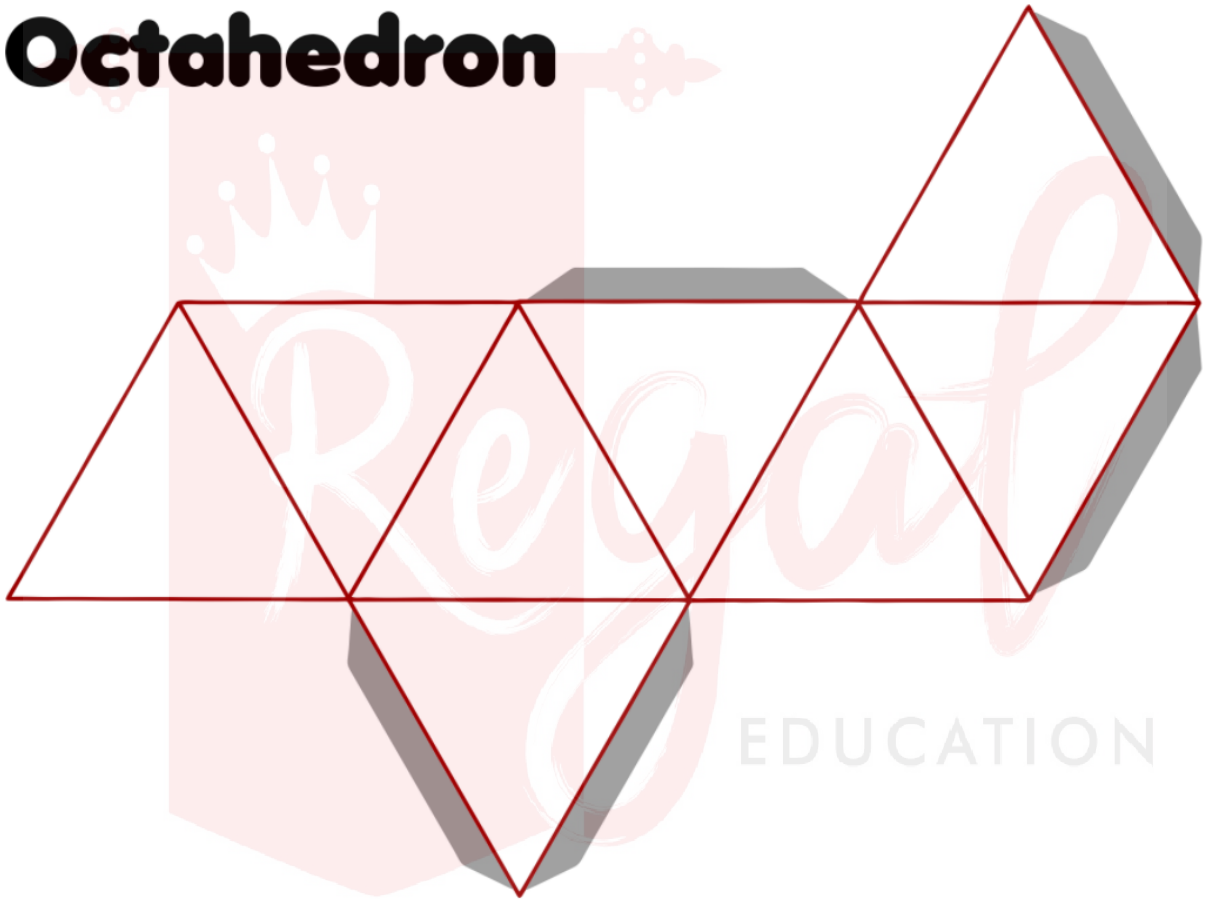
Cut out and glue 3-D shapes.

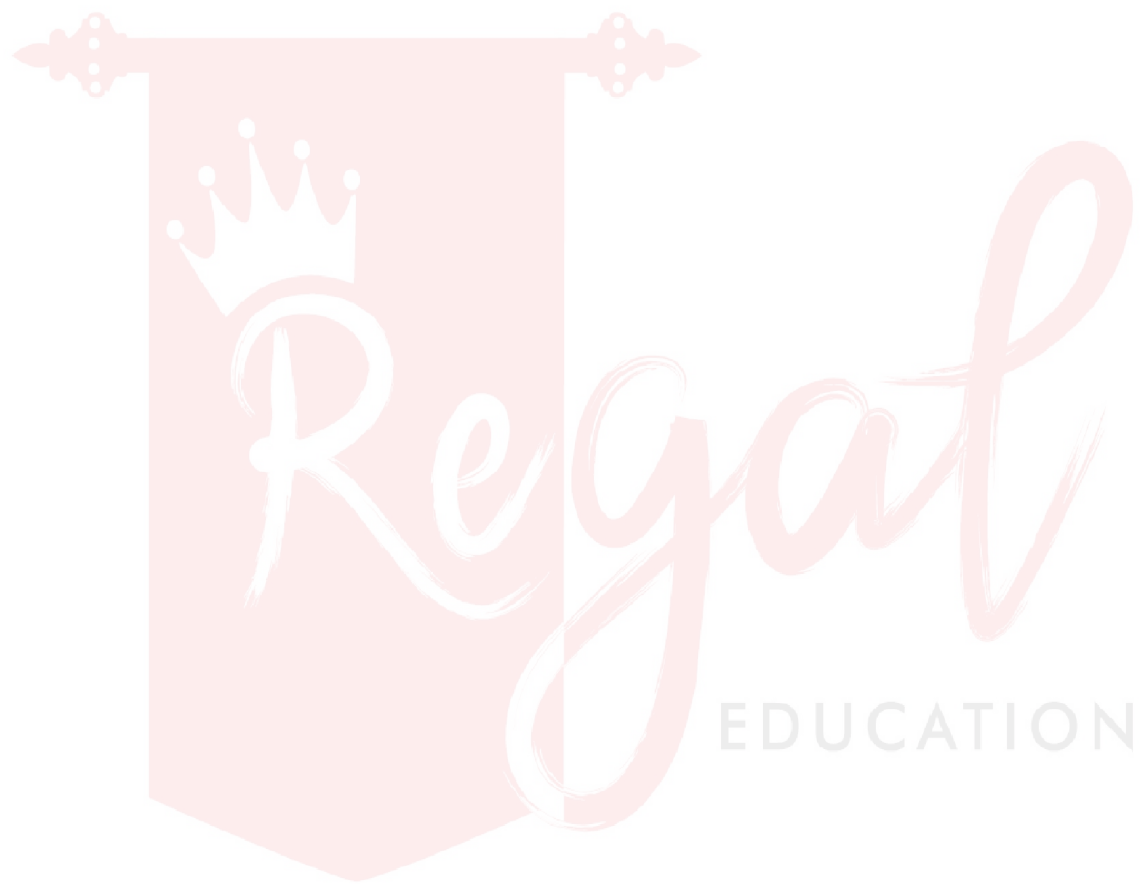




Cut out and glue 3-D shapes.

Octahedron





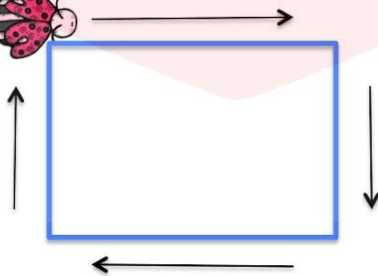
Unit 10



Perimeter

The distance around a shape

This is Perry the Perimeter bug! He loves to run bug races around the bug race track!



5 in.



3 in.

3 in.

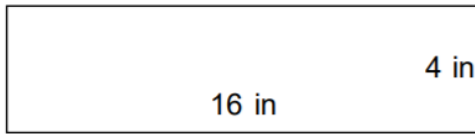
5 in.

To find how far Perry runs (the perimeter), add up the sides!

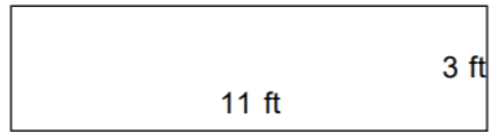
$5 + 5 + 3 + 3 = 16$ inches around

Find the perimeter and area of each rectangle.

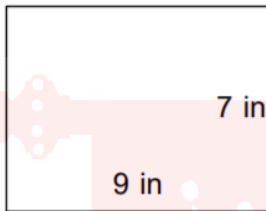
1.



2.



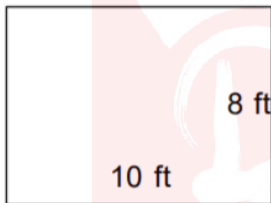
3.



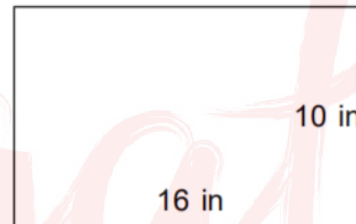
4.



5.



6.



Pay attention. It is measured in inches and feet.

Which countries use inches and feet?

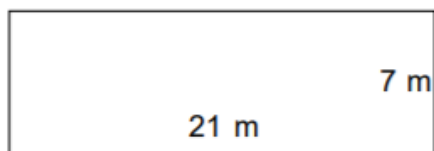
What do you use, inches or centimeters, in your home country?

EDUCATION



Find the perimeter and area of each rectangle.

1.



2.



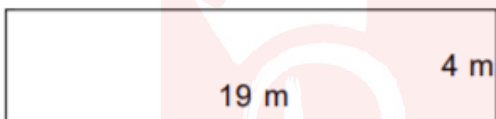
3.



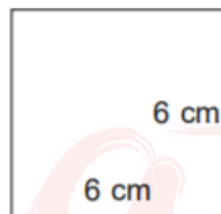
4.



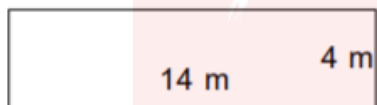
5.



6.



7.



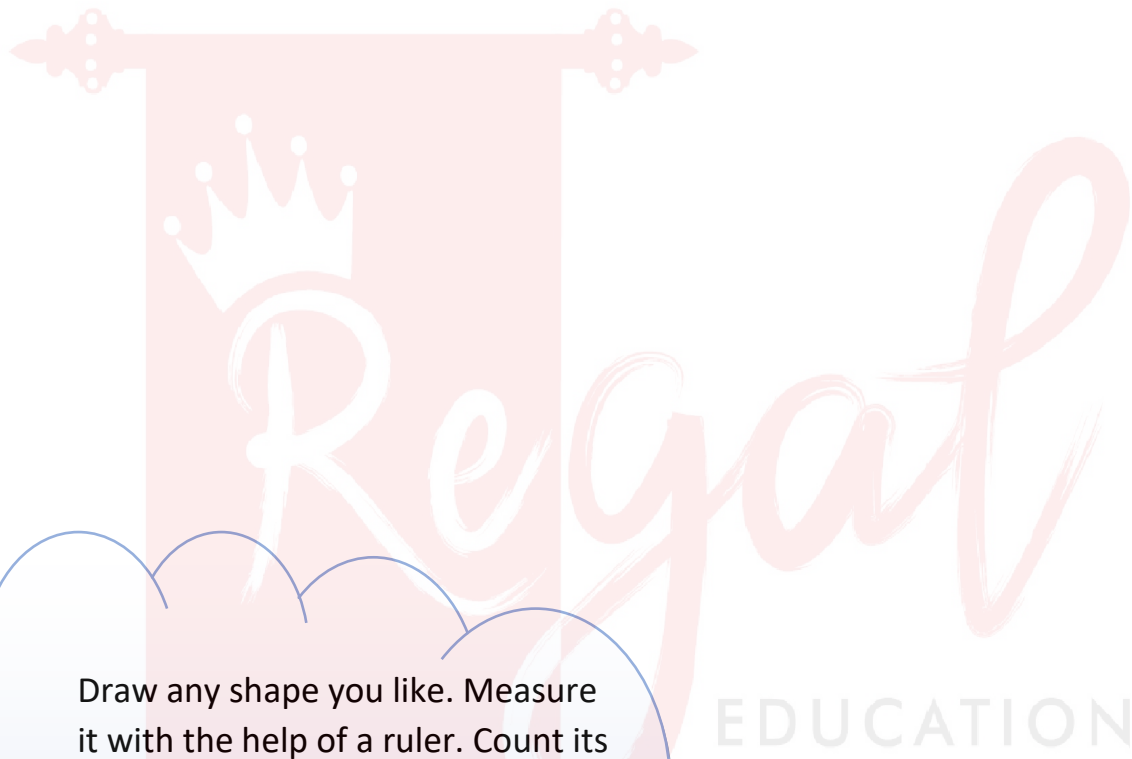
8.



Pay attention. It is measured in meters.

Which countries use meters?

What do you use in your home country?



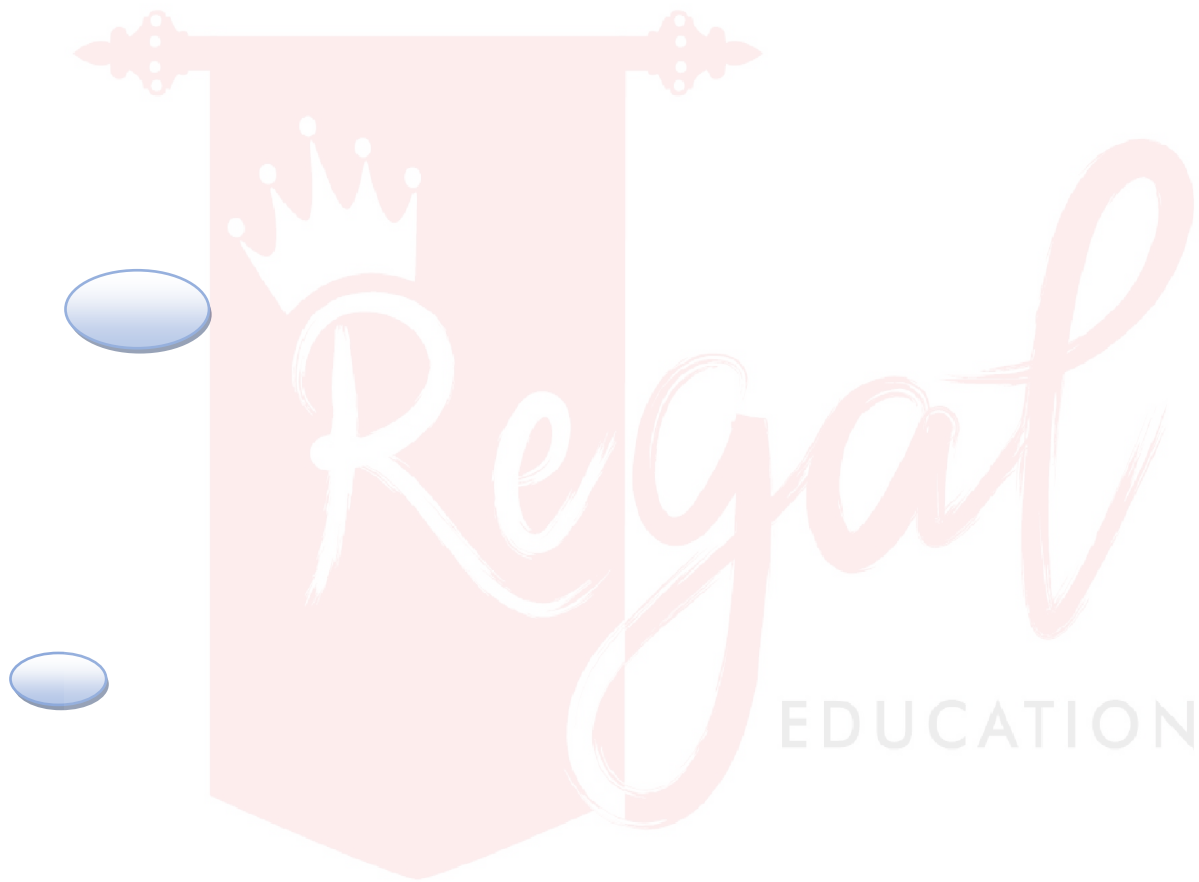
Draw any shape you like. Measure it with the help of a ruler. Count its perimeter.

Think!

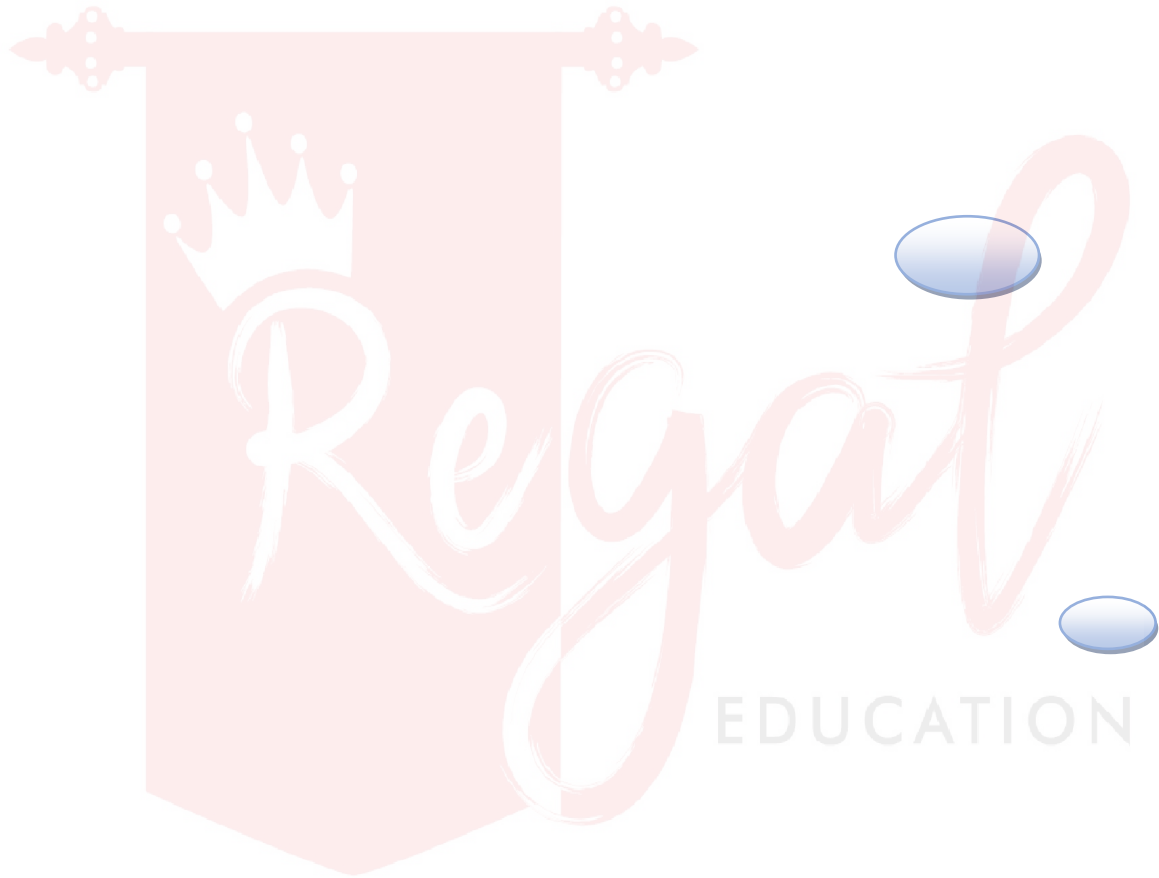
Why do we need to know the perimeter of things? Where will it be useful?



Draw any shape you like. Measure it with the help of a ruler. Count its perimeter.



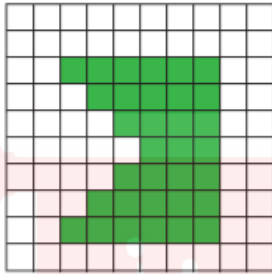
Draw any shape you like. Measure it with the help of a ruler. Count its perimeter.



Find the area of each shape.

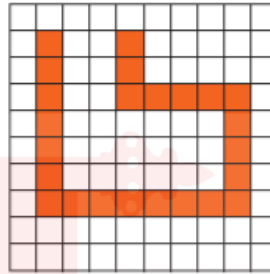
 = 1 square unit

1)



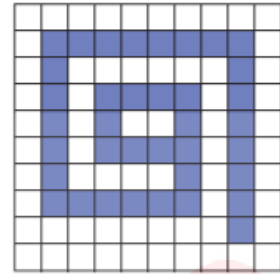
Area = square units

2)



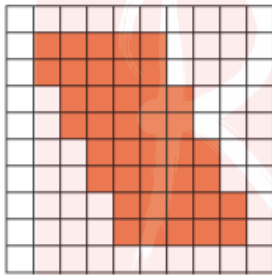
Area = square units

3)



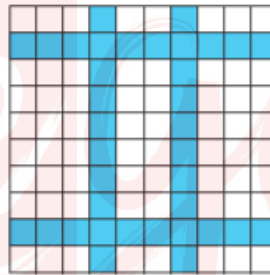
Area = square units

4)



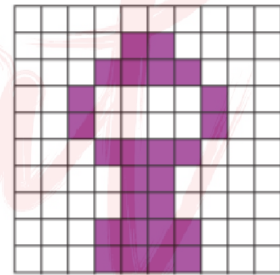
Area = square units

5)



Area = square units

6)



Area = square units

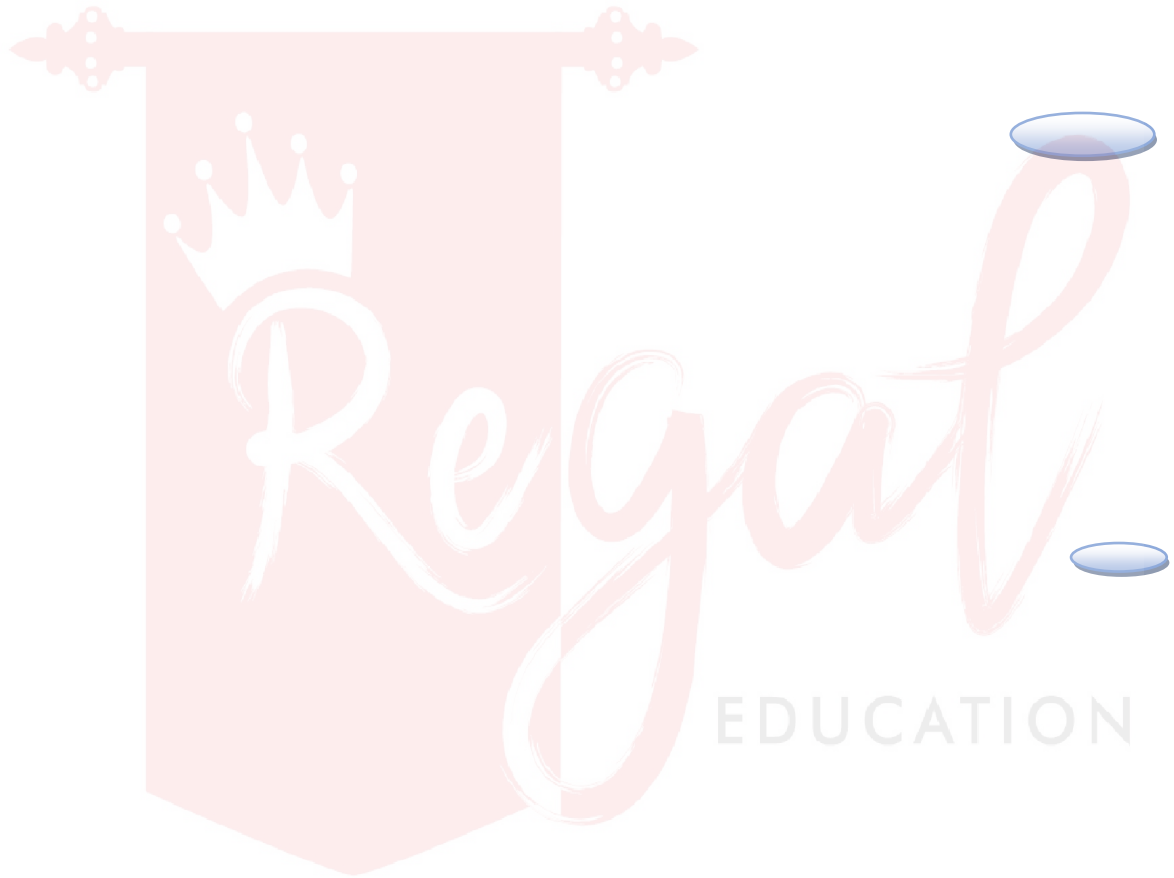
Think!

Why is it important to know the area?

Where will it be useful?

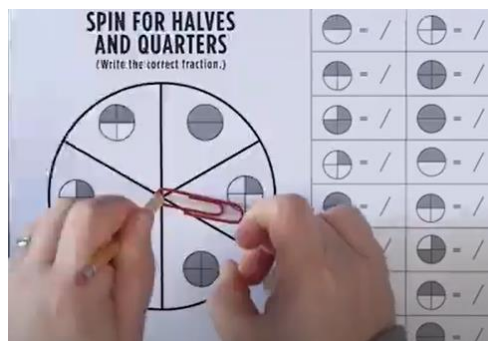


Draw any shape you like. Divide it
in square units. Count its area.



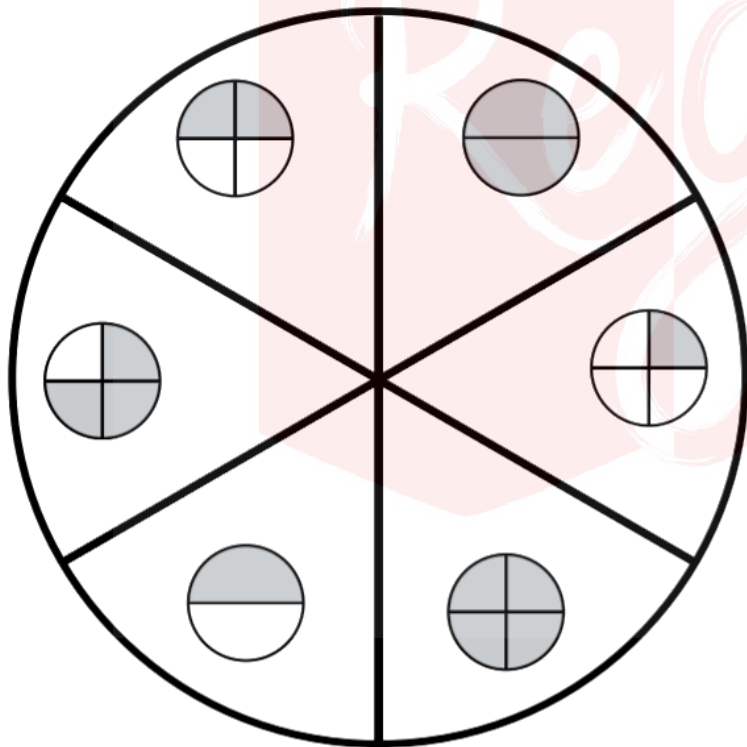
Unit 11

Use a
paperclip
and a
pencil.



Spin your paperclip, write down the correct fraction.

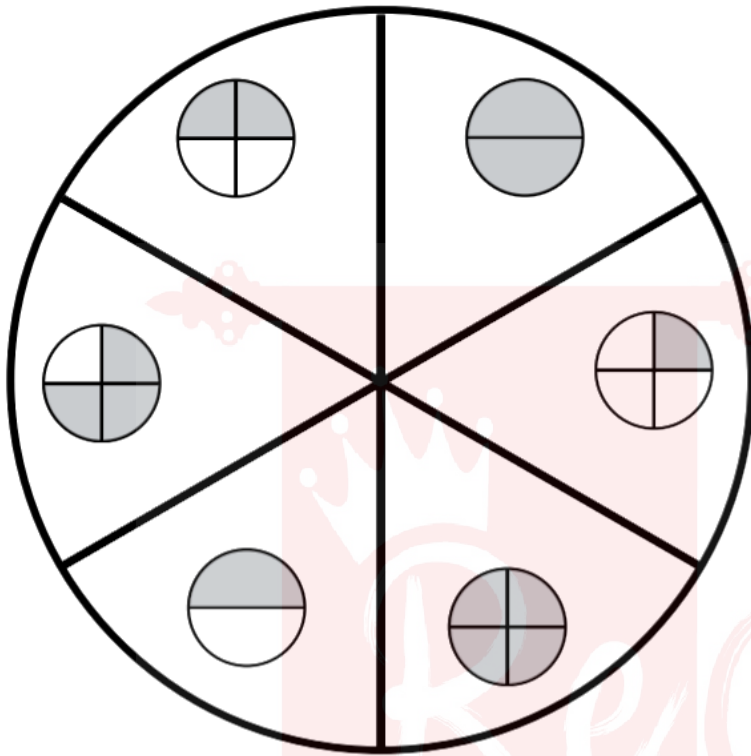
SPIN FOR HALVES AND QUARTERS (Write the correct fraction.)



 = /	 = /
 = /	 = /
 = /	 = /
 = /	 = /
 = /	 = /
 = /	 = /
 = /	 = /

SPIN FOR HALVES AND QUARTERS

(Color in the correct pie shapes.)



= $\frac{1}{2}$	= $\frac{1}{4}$
= $\frac{2}{4}$	= $\frac{4}{4}$
= $\frac{3}{4}$	= $\frac{2}{2}$
= $\frac{1}{4}$	= $\frac{1}{2}$
= $\frac{2}{2}$	= $\frac{2}{4}$
= $\frac{4}{4}$	= $\frac{3}{4}$
= $\frac{1}{4}$	= $\frac{2}{4}$

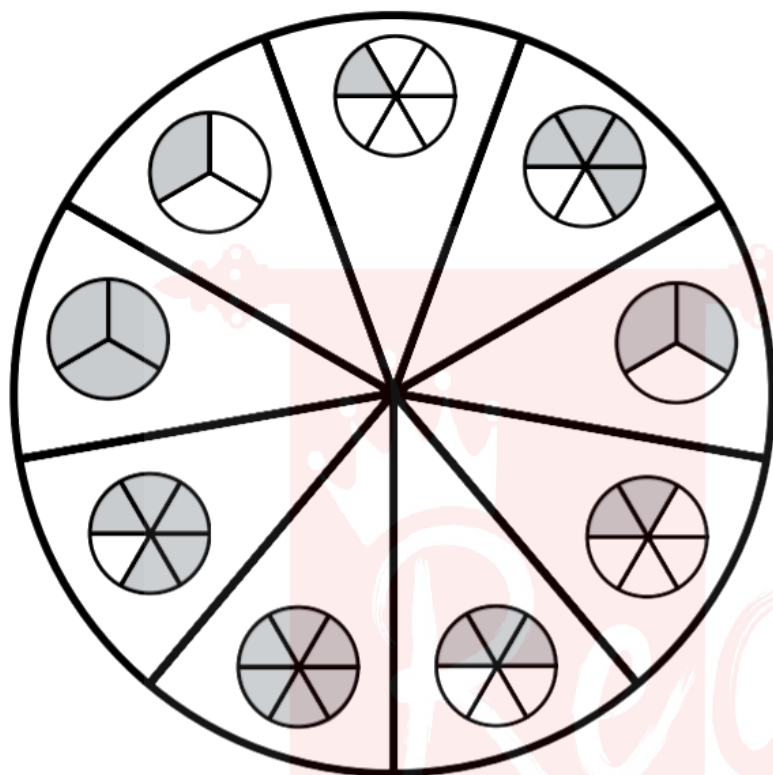
Use a paperclip and a pencil.

Spin your paperclip, find the fraction and color it.



SPIN FOR THIRDS & SIXTHS

(Write the correct fraction.)



 = /	 = /
 = /	 = /
 = /	 = /
 = /	 = /
 = /	 = /
 = /	 = /
 = /	 = /
 = /	 = /
 = /	 = /

EDUCATION

Use a paperclip and a pencil.

Spin your paperclip, find and
write the fraction.



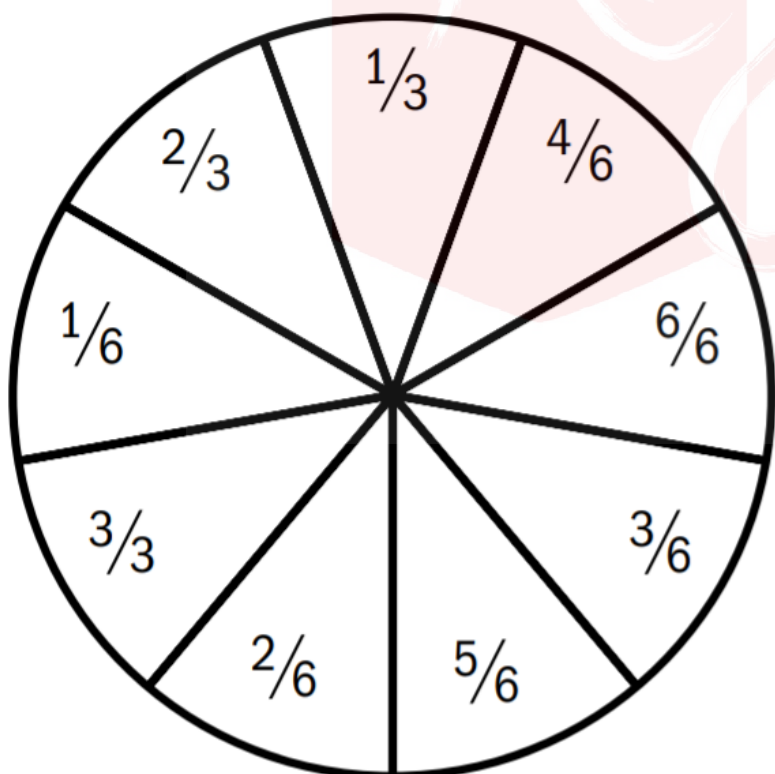


Use a paperclip and a pencil.

Spin your paperclip, find the fraction and color it.

SPIN FOR THIRDS & SIXTHS

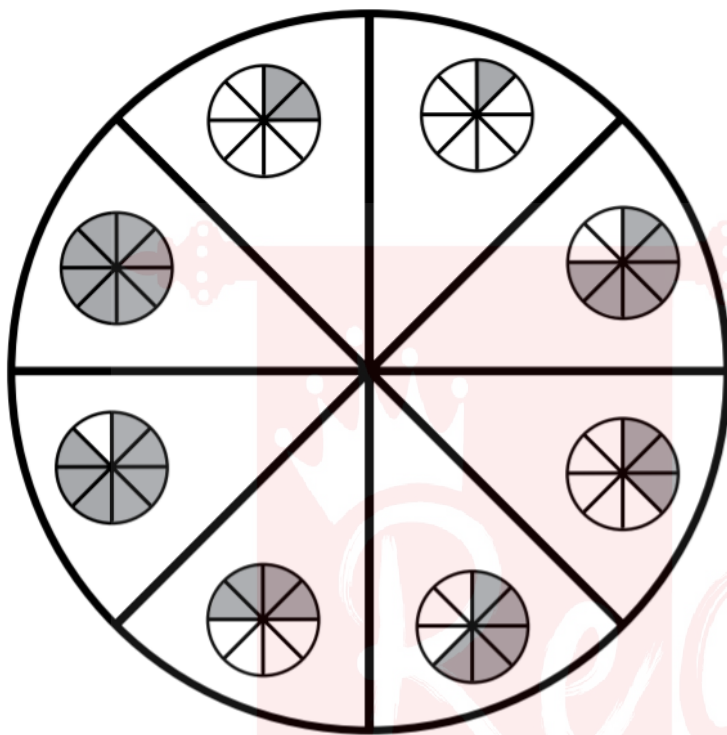
(Color in the correct pie shapes.)



= $\frac{1}{3}$	= $\frac{3}{6}$
= $\frac{4}{6}$	= $\frac{3}{3}$
= $\frac{5}{6}$	= $\frac{6}{6}$
= $\frac{1}{6}$	= $\frac{2}{6}$
= $\frac{2}{3}$	= $\frac{3}{6}$
= $\frac{1}{3}$	= $\frac{5}{6}$
= $\frac{6}{6}$	= $\frac{2}{6}$
= $\frac{1}{6}$	= $\frac{2}{3}$
= $\frac{4}{6}$	= $\frac{3}{3}$

SPIN FOR EIGHTHS

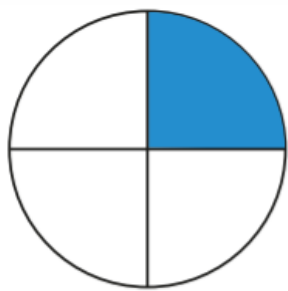
(Write the correct fraction.)



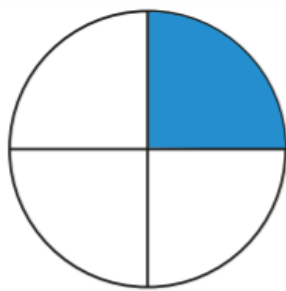
 = /	 = /
 = /	 = /
 = /	 = /
 = /	 = /
 = /	 = /
 = /	 = /
 = /	 = /
 = /	 = /

Use a paperclip and a pencil.
Spin your paperclip, find and
write the fraction.



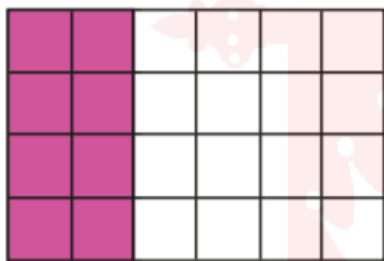


+

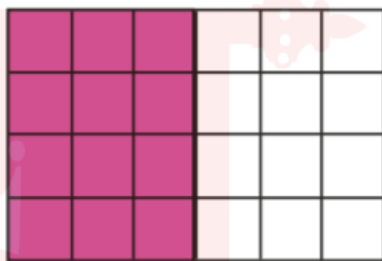


$\frac{1}{4}$

$\frac{1}{4}$



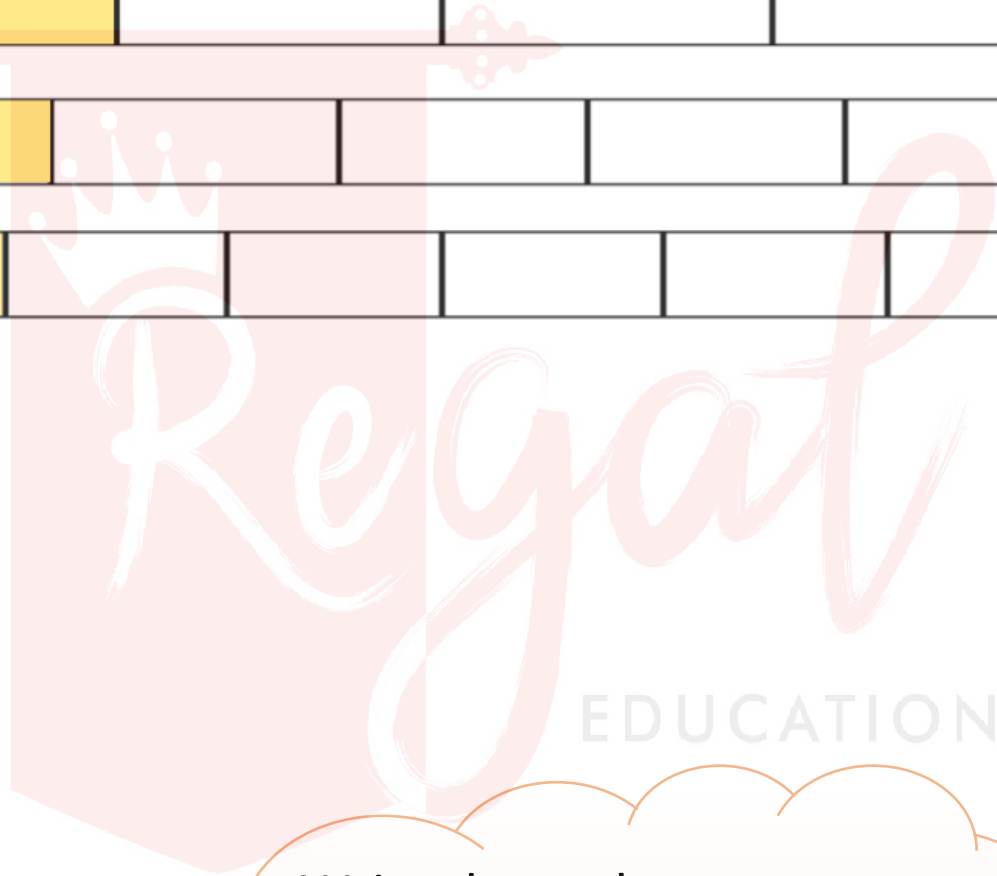
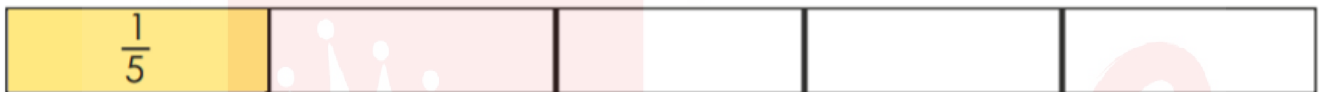
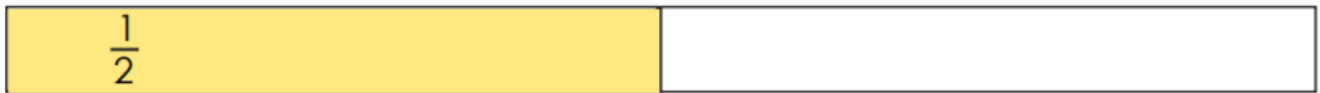
+



Let's add some fractions.

First draw, then write the fraction.





Write down the correct fraction in each line.



$\frac{3}{6}$

--	--	--	--	--	--

$\frac{5}{6}$

--	--	--	--	--	--

$\frac{2}{6}$

--	--	--	--	--	--

$\frac{1}{6}$

--	--	--	--	--	--

$\frac{4}{6}$

--	--	--	--	--	--

Shade each fraction
correctly.



1. Shade $\frac{1}{2}$ of the circles ?



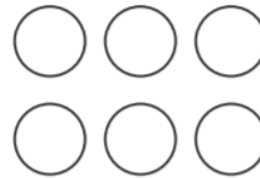
2. Shade $\frac{2}{3}$ of the circles ?



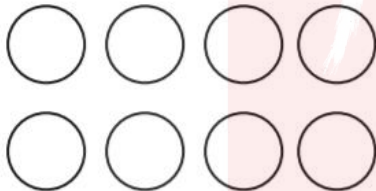
3. Shade $\frac{3}{4}$ of the circles ?



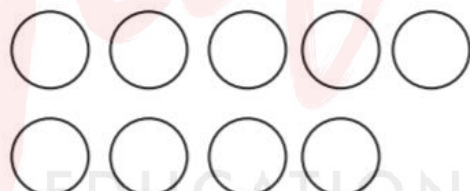
4. Shade $\frac{2}{6}$ of the circles ?



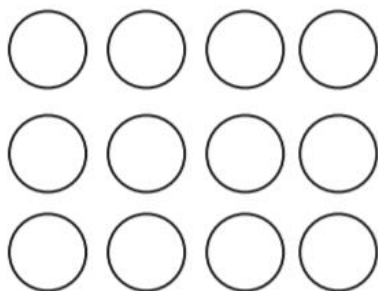
5. Shade $\frac{5}{8}$ of the circles ?



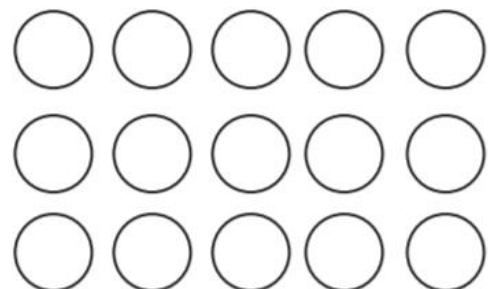
6. Shade $\frac{6}{9}$ of the circles ?



7. Shade $\frac{7}{12}$ of the circles ?



8. Shade $\frac{9}{15}$ of the circles ?



Draw a window. Shade $\frac{1}{2}$ of it.

Draw a car. Color $\frac{3}{4}$ of your car.

Draw a banana. Color $\frac{1}{3}$ of it.

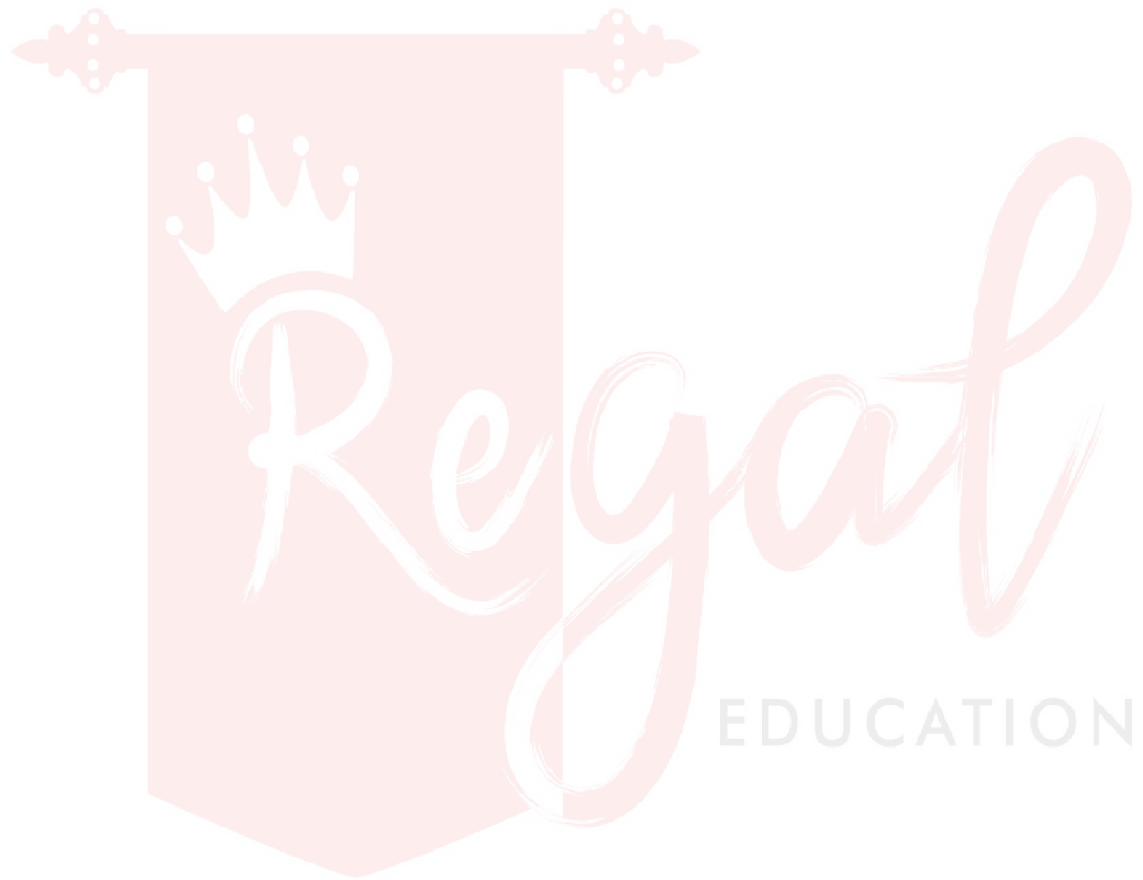


Draw a bottle of milk. The bottle is $\frac{1}{5}$ empty.

Draw a glass of cola. The glass is $\frac{2}{5}$ full.

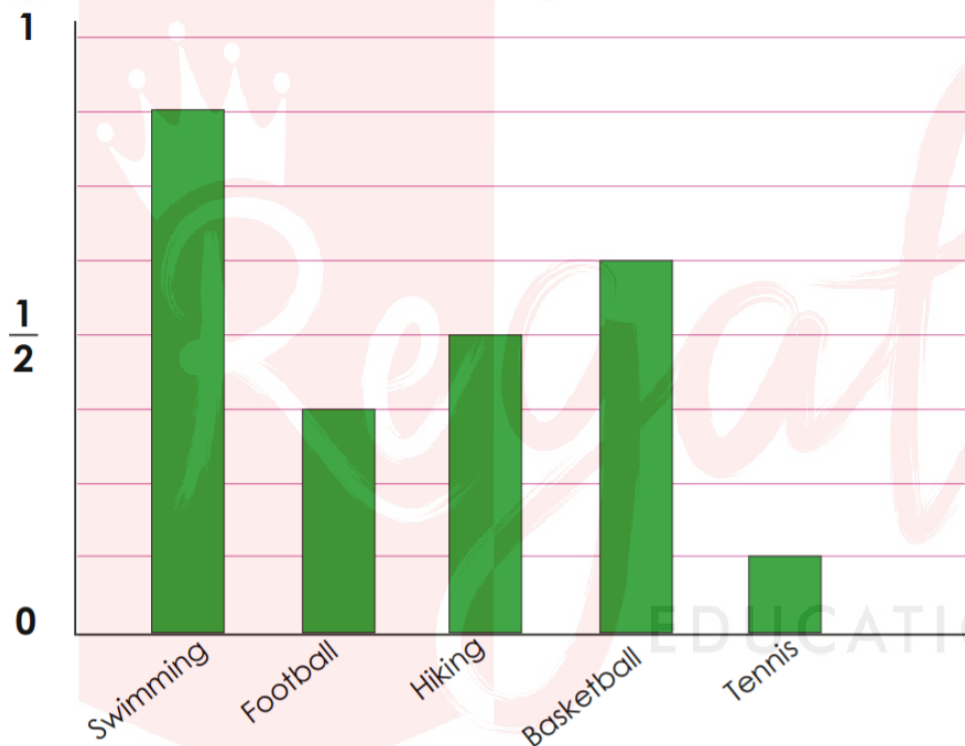


Create your own tasks. Draw and color fracions.



Unit 12

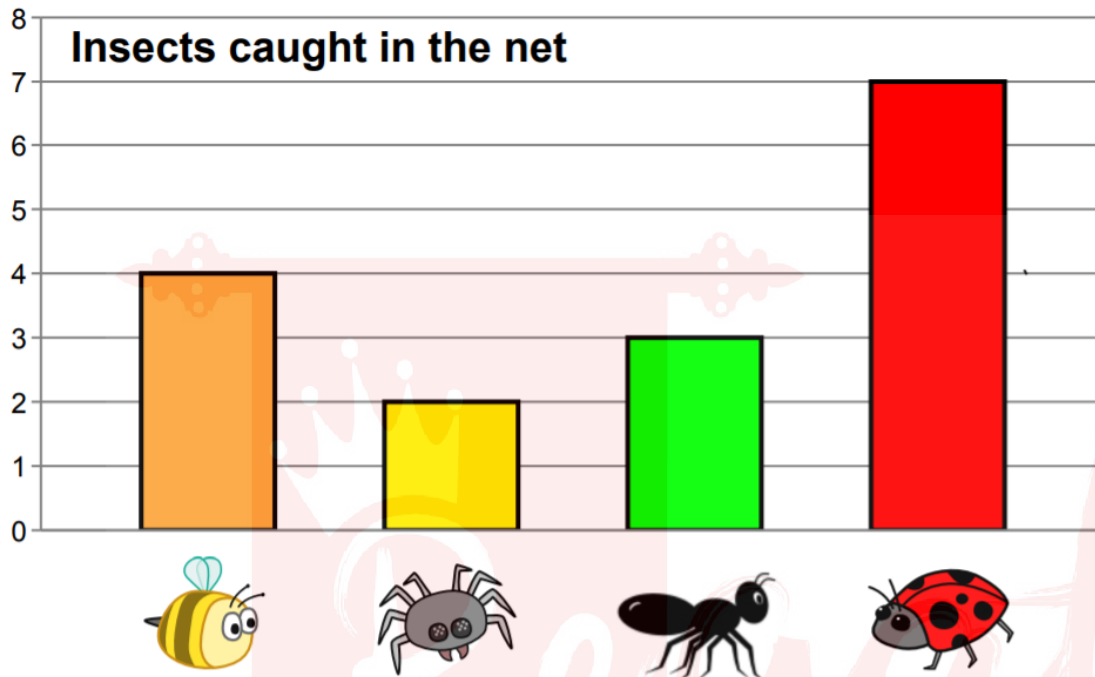
A school surveyed students to see what sporting activities they like best. The graph shows the fraction of all students and the activity they like best. Solve the problems using the graph.



- Which sporting activities are practiced by more than half of the students?

- What fraction of students like the least popular activity? _____
- What fraction of students like the most popular activity? _____
- What fraction of students like basketball? _____
- What fraction of students like swimming? _____

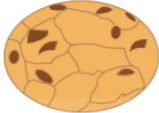
Study the bar graph and answer the questions.

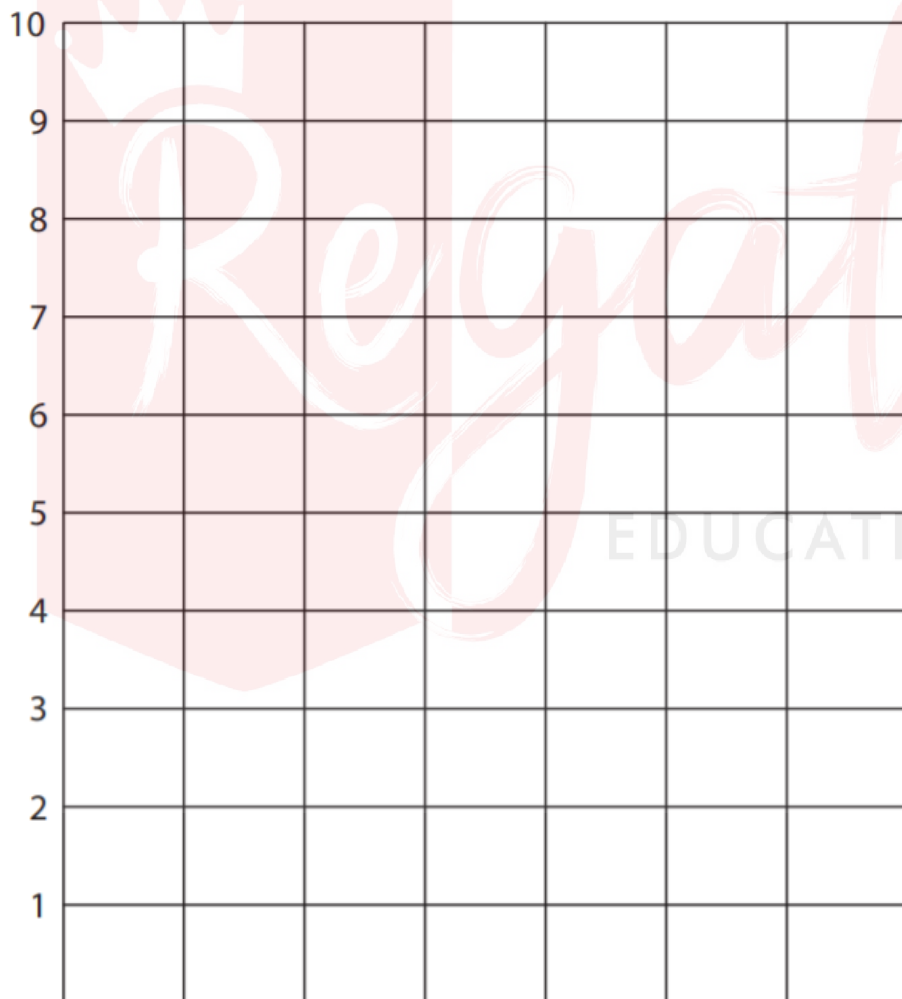


1. How many bees were caught? _____
2. Which insect was caught the most? _____
3. Which was caught the least? _____
4. How many ants were caught? _____
5. How many ants and spiders were caught? _____
6. Were there more bees or ants caught? _____



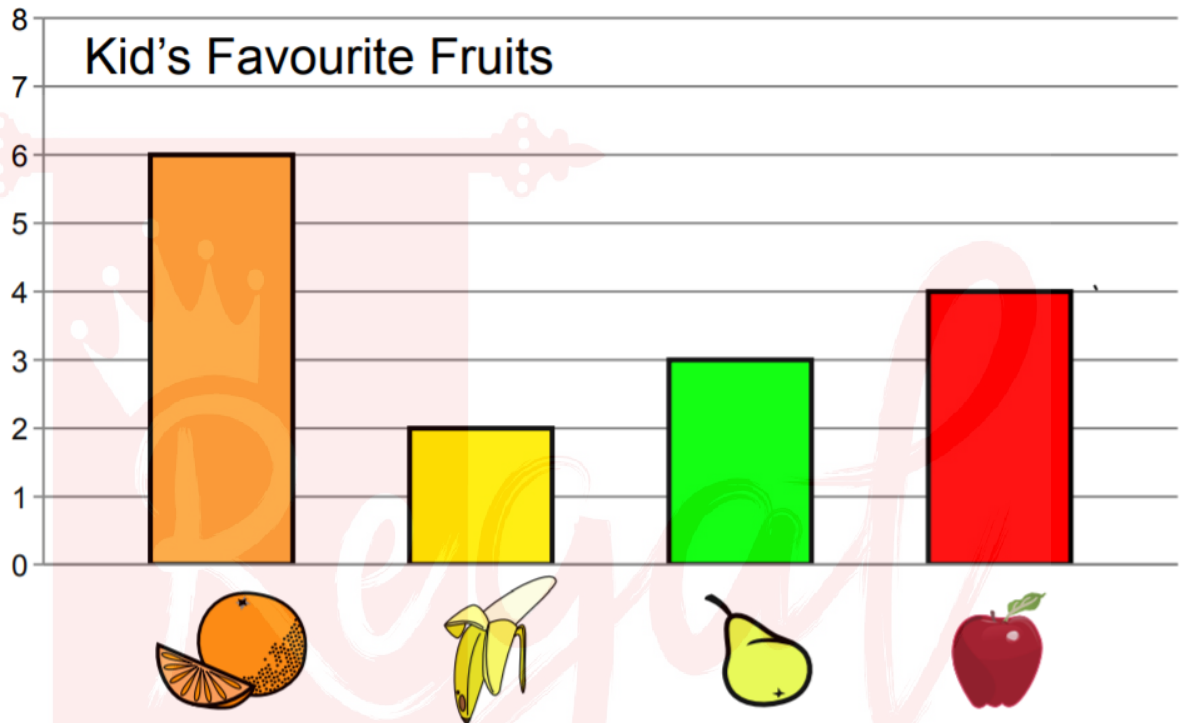
I am baking pies, cookies, and cupcakes for the fair. Color the appropriate number of boxes and help me to create a bar graph.

		
4	3	9





Study the bar graph and answer the questions.



1. How many kids like apples? _____
2. Which fruit do the most kids like? _____
3. Which fruit do the kids like the least? _____
4. How many kids like bananas? _____
5. How many kids like either pears or bananas?

6. How many kids like either oranges or apples?



Do your own survey.

First, learn what fruits your classmates love.

Second, present the information you have collected in a chart.



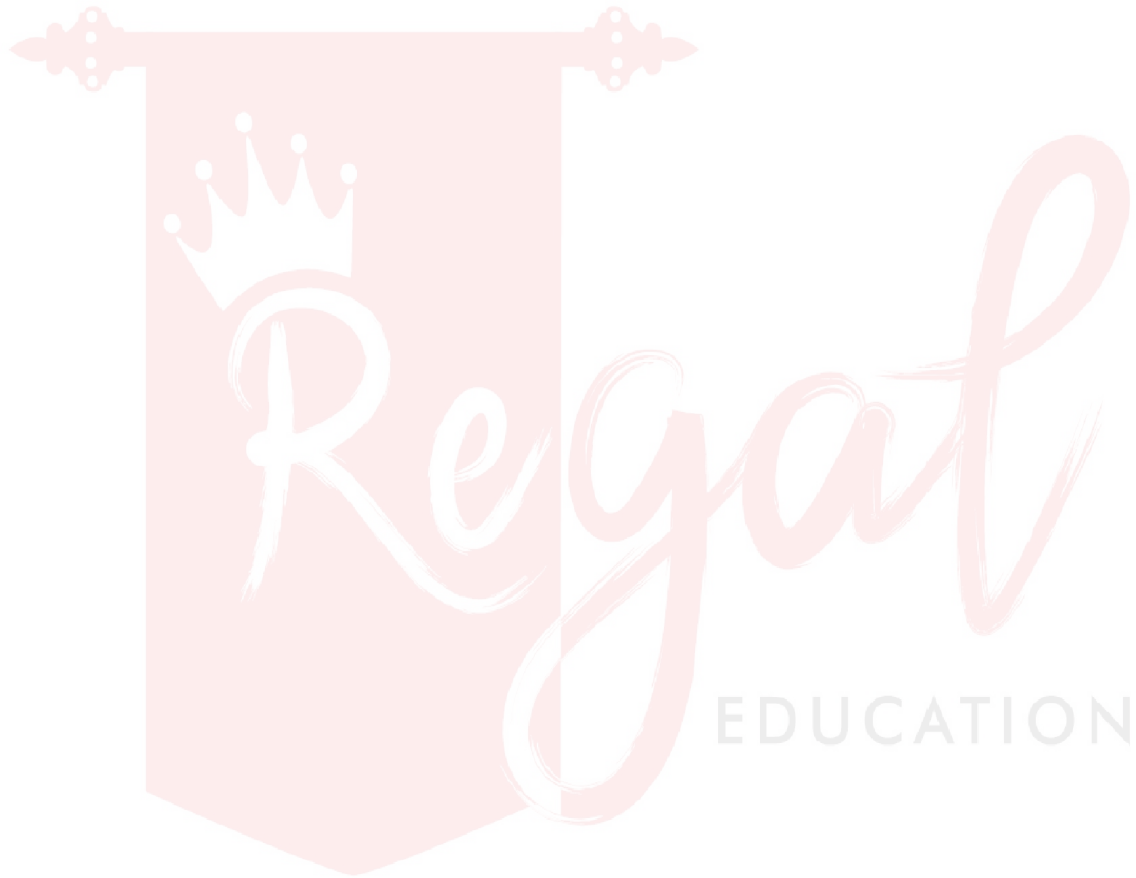


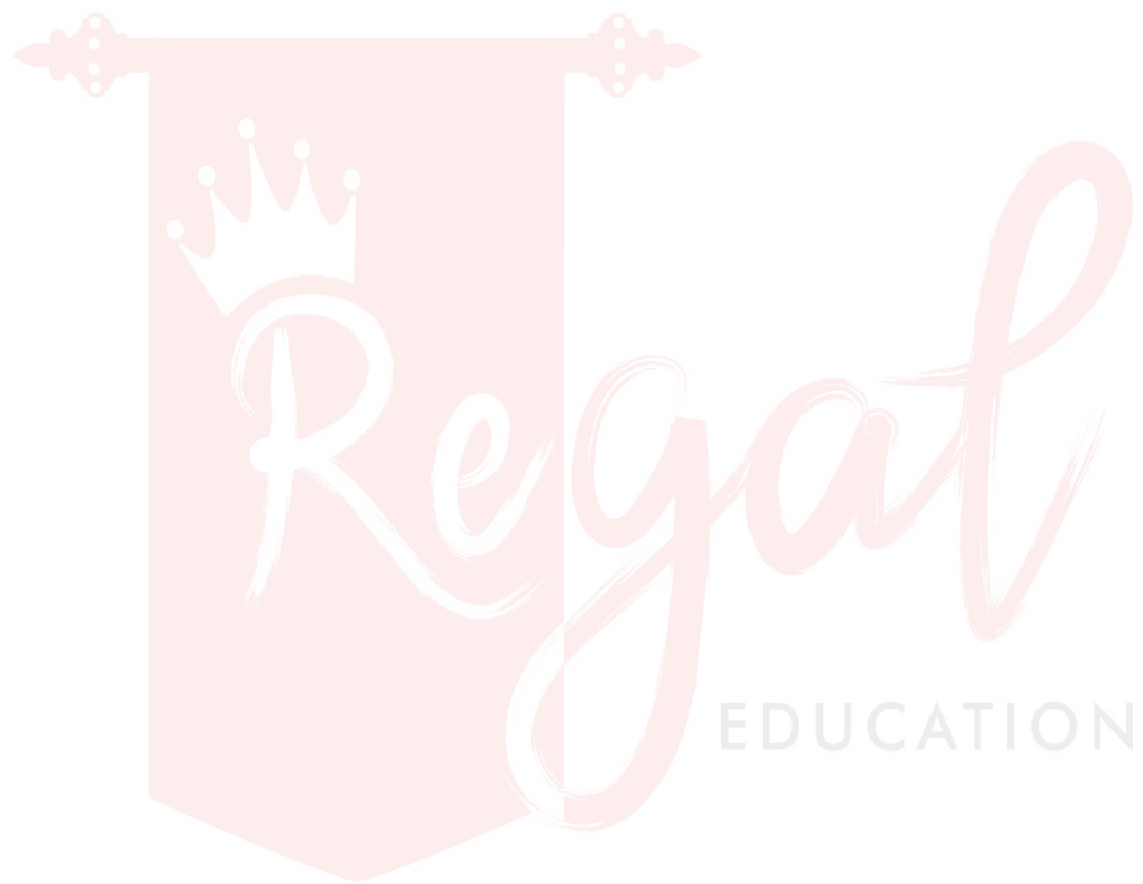
Do your own survey.

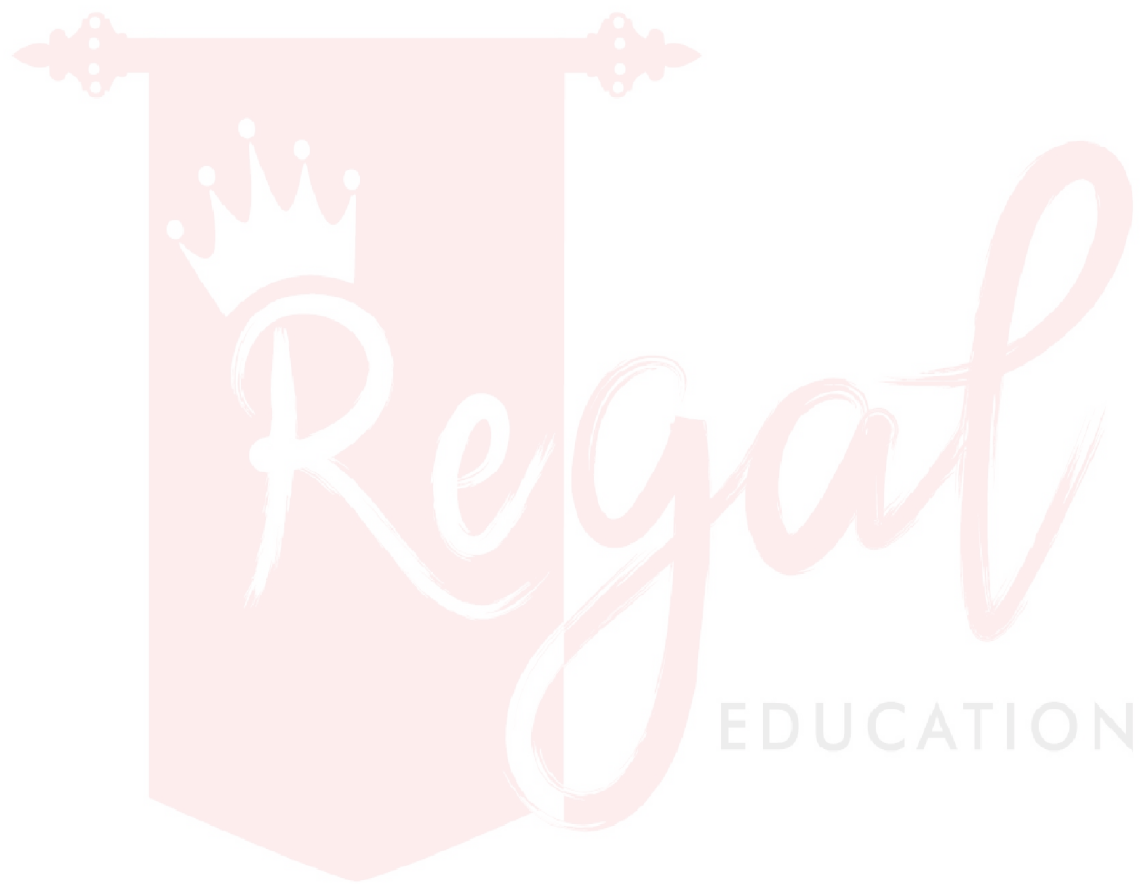
First, learn what your classmates like (you can ask about food, games, books, or people).

Second, present the information you have collected in a 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.



Tricks for Multiplying by 6, 7, 8 and 9.

Scan the QR-codes to watch the videos on the tricks.

1. Take a pen and write down numbers on your fingers.
2. Your thumbs =6, your index fingers =7, etc., your pinkies =10
3. Match the fingers that you are multiplying. Let's say 8×7 .
4. **BEND** and count the fingers below the fingers that are touching, including them. They represent tens. 5 fingers = 5 tens = 50.
5. Multiply the fingers that are not bended. $3 \times 2 = 6$
6. Now add: $50 + 6 = 56$



7. $7 \times 8 = 56$

