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**For students at risk working at
Middle Primary levels**

**FUSS FREE MATHS
BOOK 3
MEASUREMENT,
CHANCE AND DATA**

By Sandy Tasker

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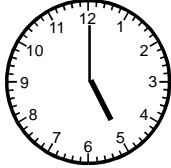

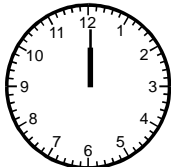
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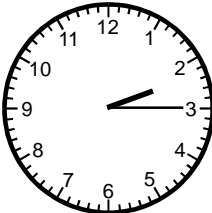
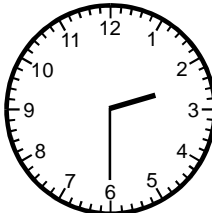
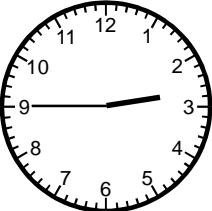
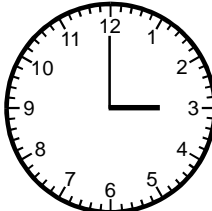
Contents

Information on the Series	4
National Curriculum Links - Book Three	6
Specific Learning Difficulties	7
How are Individuals With Specific Learning Difficulties Affected?	9
General Strategies for the Home	11
Internet References	12
Parent Power	
Maths Words	13
Measurement	14
Time	16
What's The Time? Help Sheet	19
Progress Chart	
Getting It Right	20
What Can I Do?	21
Activity Sheets	
Tallies 1	22
Tallies 2	23
Bar Graphs 1	24
Bar Graphs 2	25
Measuring Length 1	26
Measuring Length 2	27
Estimating and Measuring Length 1	28
Estimating and Measuring Length 2	29
Measuring Perimeter 1	30
Measuring Perimeter 2	31
Area 1	32
Area 2	33
Litres and Millilitres 1	34
Litres and Millilitres 2	35
Kilograms and Grams 1	36
Kilograms and Grams 2	37
What's The Time? 1	38
What's The Time? 2	39
Looking at Calendars 1	40
Looking at Calendars 2	41
Looking at Timetables 1	42
Looking at Timetables 2	43
Looking at Timetables 3	44
Mapping Skills 1	45
Mapping Skills 2	46
Answers	47

What's the Time? Help Sheet

Big Hand	Small Hand	Time	Digital Time	Examples
12	1	1 o'clock	1:00	<p>1:00</p> 
12	2	2 o'clock	2:00	
12	3	3 o'clock	3:00	
12	4	4 o'clock	4:00	<p>5:00</p> 
12	5	5 o'clock	5:00	
12	6	6 o'clock	6:00	
12	7	7 o'clock	7:00	<p>8:00</p> 
12	8	8 o'clock	8:00	
12	9	9 o'clock	9:00	
12	10	10 o'clock	10:00	<p>12:00</p> 
12	11	11 o'clock	11:00	
12	12	12 o'clock	12:00	

The small hand is leaving the 2 and going towards the 3.

Big Hand	Time	Digital Time	Examples	Examples
1	5 past 2	2:05	<p>2:15</p> 	<p>2:30</p> 
2	10 past 2	2:10		
3	Quarter past 2	2:15		
4	20 past 2	2:20		
5	25 past 2	2:25		
6	Half past 2	2:30		
7	25 to 3	2:35	<p>2:45</p> 	<p>3:00</p> 
8	20 to 3	2:40		
9	Quarter to 3	2:45		
10	10 to 3	2:50		
11	5 to 3	2:55		
12	3 o'clock	3:00		

Tallies 1

Tallies are used to record **how many are counted**.

Remember: I = 1

III = 3

IIII = 5

Each time you reach 5, put a stroke through the other 4 strokes.

- A teacher counted the number of boys and girls in her class.

Boys	Girls
5 10 15 20 22	5 10 15 20 23
Total = 22 boys	Total = 23 girls

Count by 5's for each group of 5 and then add the extras.

Answer these questions about tallies:

- How many books did Bob and Jo read?

Bob	Jo
Total = _____ books	Total = _____ books

How many books did they read altogether? (Add the number of books that Bob and Jo read.)

_____ + _____

Answer = _____ books

- How many Year 4 children are in each group?

Group	Number of Children	Total
Red		
Blue		
Green		
Yellow		

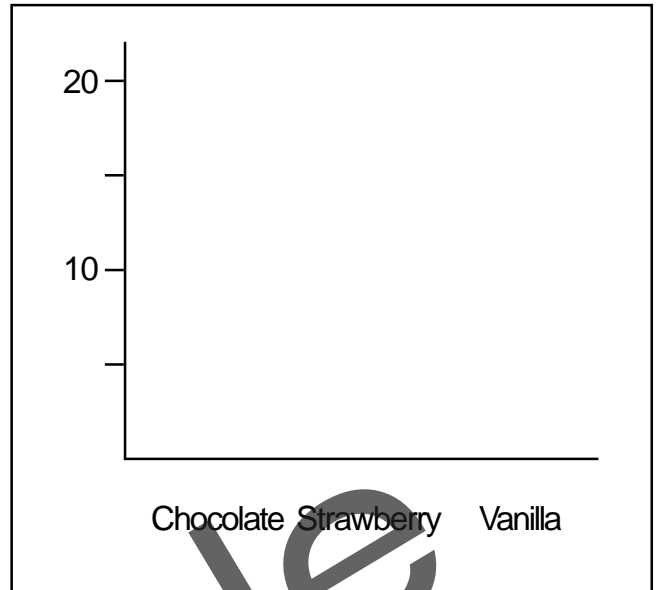
How many Year 4 students are there altogether?

+ _____

Bar Graphs 2

● Look at the tallies and see if you can make the bar graph.

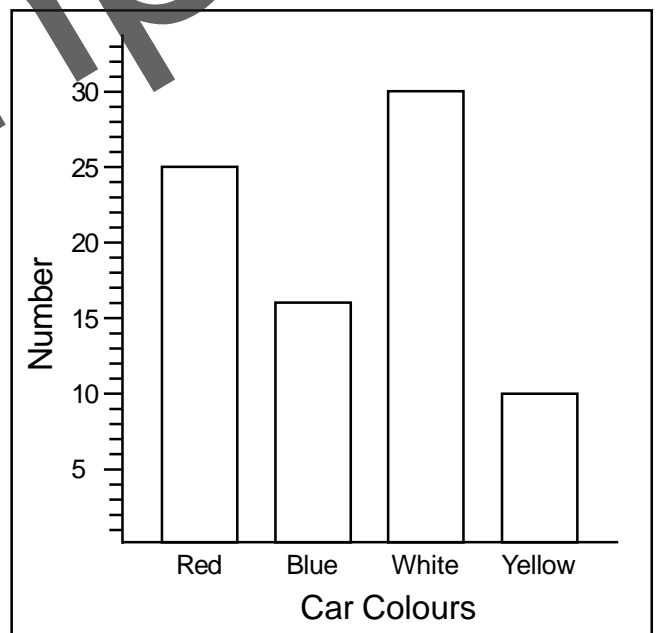
Favourite flavour	Children	Total
Chocolate	II	7
Strawberry		4
Vanilla	IIII	9



● Answer the true or false questions about the bar graph.

Sample

red = 25
 blue = 16
 white = 30
 yellow = 10



There were more red cars than yellow cars.

True False

Blue cars were seen the most.

True False

I saw 5 green cars.

True False

If I add blue cars to yellow cars, I get **more** than the number of red cars.

True False

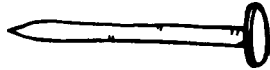
Name: _____

Due Date: _____

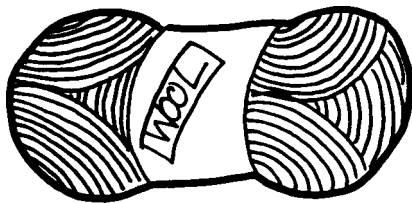
Measuring Length 2

When measuring with a ruler, make sure you always have the **0** on the **end** of the object.

- Use your ruler to measure the **length** in **mm**.



= _____ mm



= _____ mm

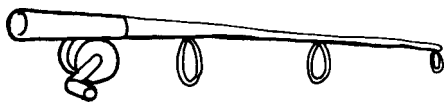


= _____ mm



= _____ mm

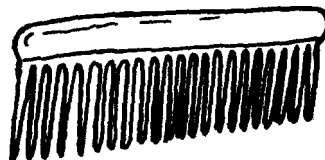
- Use your ruler to measure the length in **cm** and **mm**.
(Measure the cm first, then count how many mm are left over.)



= _____ cm and _____ mm



= _____ cm and _____ mm

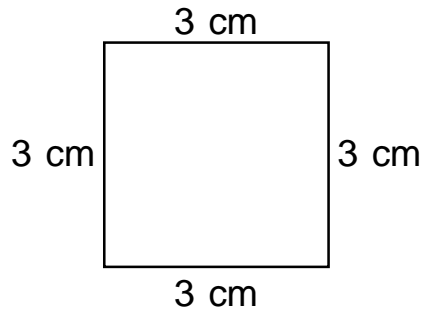


= _____ cm and _____ mm

Measuring Perimeter 1

Perimeter is the **distance around** an object.

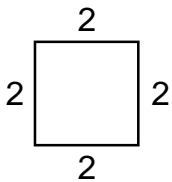
- Look at this shape:



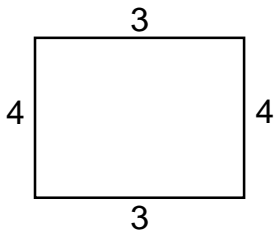
To work out the perimeter,
add up all the sides.

$$3 + 3 + 3 + 3 = 12 \text{ cm}$$

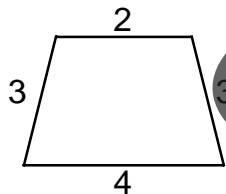
- Work out the perimeters of these shapes:



$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad} \text{ cm}$$

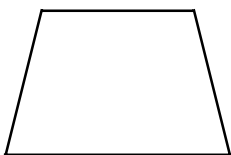


$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad} \text{ cm}$$



$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad} \text{ cm}$$

- Measure all the sides and then work out the perimeters in cm:



$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad} \text{ cm}$$



$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad} \text{ cm}$$



$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad} \text{ cm}$$