

# Mathletics

Series

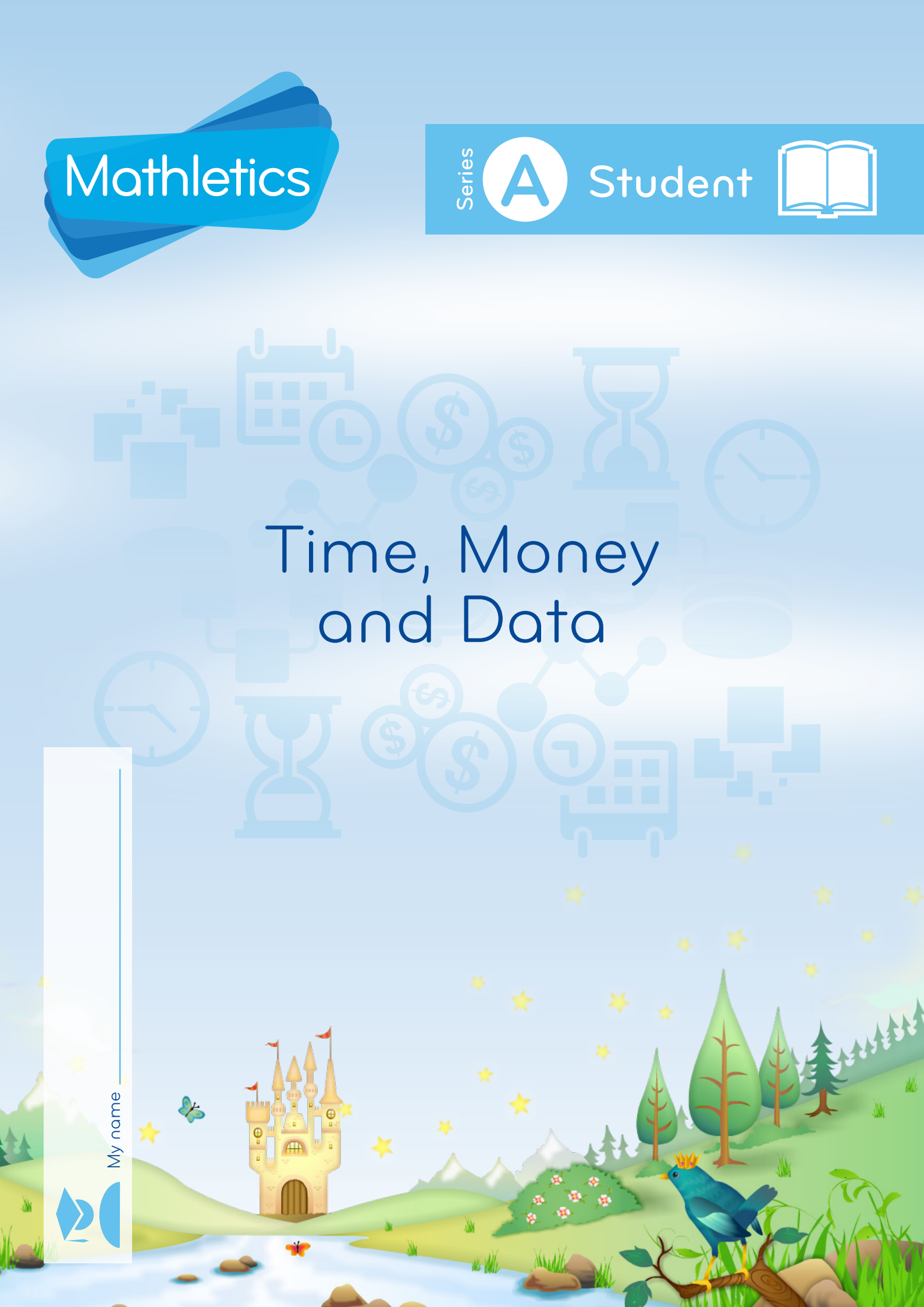


Student



## Time, Money and Data

My name \_\_\_\_\_



Copyright © 2009 3P Learning. All rights reserved.

First edition printed 2009 in Australia.

A catalogue record for this book is available from 3P Learning Ltd.

**ISBN** 978-1-921860-04-1

**Ownership of content** The materials in this resource, including without limitation all information, text, graphics, advertisements, names, logos and trade marks (Content) are protected by copyright, trade mark and other intellectual property laws unless expressly indicated otherwise.

You must not modify, copy, reproduce, republish or distribute this Content in any way except as expressly provided for in these General Conditions or with our express prior written consent.

**Copyright** Copyright in this resource is owned or licensed by us. Other than for the purposes of, and subject to the conditions prescribed under, the Copyright Act 1968 (Cth) and similar legislation which applies in your location, and except as expressly authorised by these General Conditions, you may not in any form or by any means: adapt, reproduce, store, distribute, print, display, perform, publish or create derivative works from any part of this resource; or commercialise any information, products or services obtained from any part of this resource.

Where copyright legislation in a location includes a remunerated scheme to permit educational institutions to copy or print any part of the resource, we will claim for remuneration under that scheme where worksheets are printed or photocopied by teachers for use by students, and where teachers direct students to print or photocopy worksheets for use by students at school. A worksheet is a page of learning, designed for a student to write on using an ink pen or pencil. This may lead to an increase in the fees for educational institutions to participate in the relevant scheme.

**Published** 3P Learning Ltd

For more copies of this book, contact us at: [www.3plearning.com/contact](http://www.3plearning.com/contact)

**Designed** 3P Learning Ltd

Although every precaution has been taken in the preparation of this book, the publisher and authors assume no responsibility for errors or omissions. Neither is any liability assumed for damages resulting from the use of this information contained herein.

# Series A – Time, Money and Data

## Contents

### Topic 1 – Time (pp. 1–17)

Date completed

- daytime/nighttime \_\_\_\_\_
- morning/afternoon \_\_\_\_\_
- yesterday/today/tomorrow \_\_\_\_\_
- before/after/next \_\_\_\_\_
- every day/special days \_\_\_\_\_
- days of the week \_\_\_\_\_
- weekends and weekdays \_\_\_\_\_
- seasons \_\_\_\_\_
- long time/short time \_\_\_\_\_
- clocks \_\_\_\_\_
- o'clock times \_\_\_\_\_

### Topic 2 – Money (pp. 18–30)

- value \_\_\_\_\_
- coins \_\_\_\_\_
- counting coins \_\_\_\_\_
- adding coins \_\_\_\_\_
- notes \_\_\_\_\_
- explore \_\_\_\_\_

### Topic 3 – Data (pp. 31–39)

- sorting data \_\_\_\_\_
- collecting and representing \_\_\_\_\_
- interpreting and analysing data \_\_\_\_\_

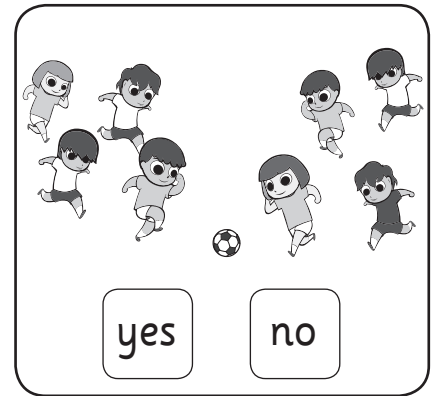
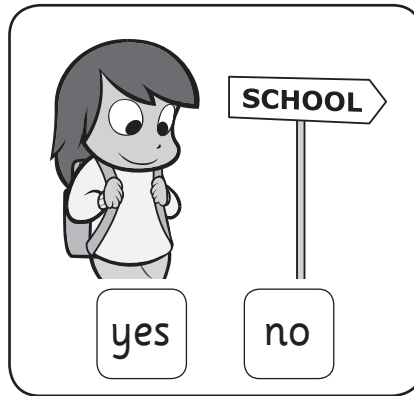
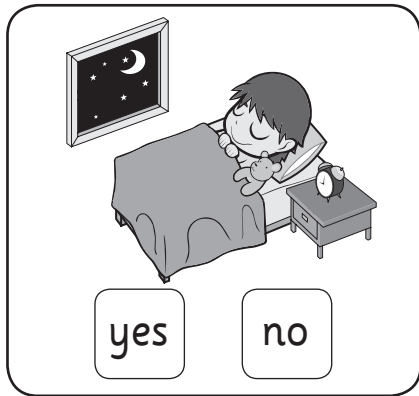
Series Author:


Rachel Flenley

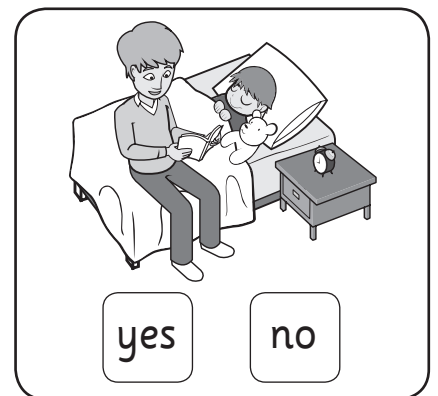
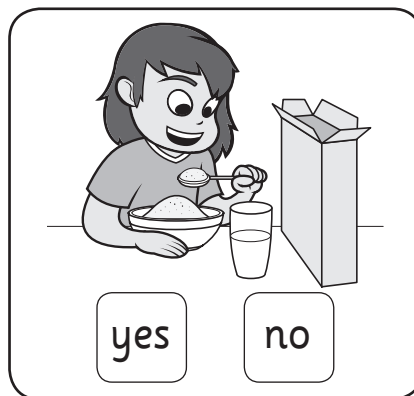
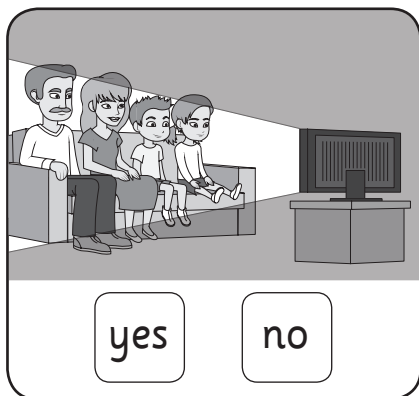


# Time – daytime/nighttime

1  Do we usually do these things in the **daytime**? Colour yes or no.



2  Do we usually do these things in the **nighttime**? Colour yes or no.






3  Draw yourself in

**daytime** clothes

**nighttime** clothes

# Time – morning/afternoon

**You will need:**  scissors  glue stick  
 a piece of paper or your maths book





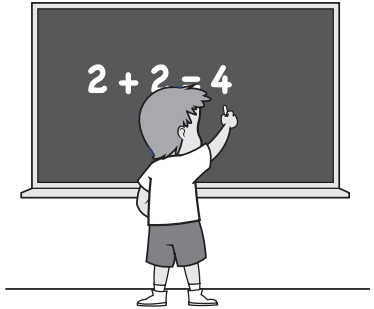


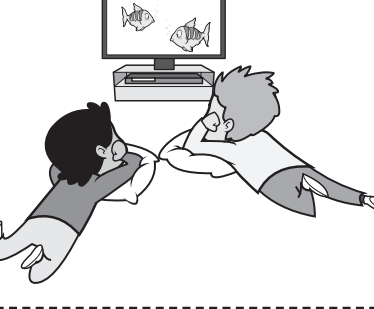
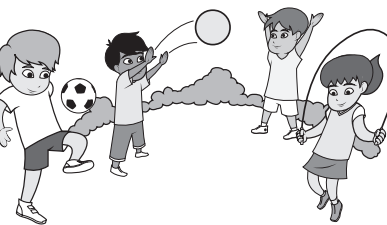
## What to do:

Fold your piece of paper in half, then unfold it. Write **morning** on one side and **afternoon** on the other side.


Cut out the pictures below and sort them into things you do in the **morning** and things you do in the **afternoon**. If you do them at both times, choose the time of day you do them most often.

Stick them under the right heading.

In the empty boxes draw your own morning and afternoon pictures and stick them on too.

# Time – yesterday/today/tomorrow

- 1  Draw something that you did **yesterday**, that you are doing **today** and that you might do **tomorrow**.

**yesterday**

**today**


**tomorrow**

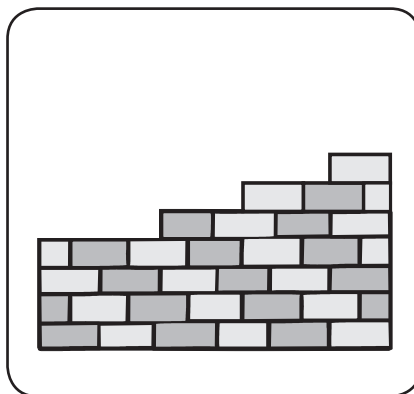
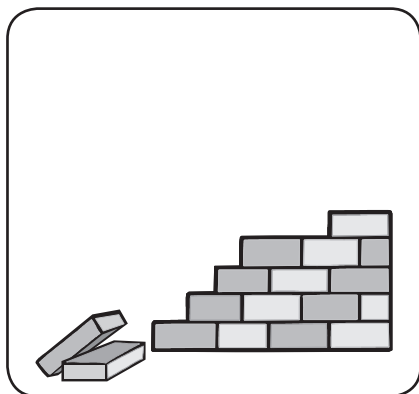
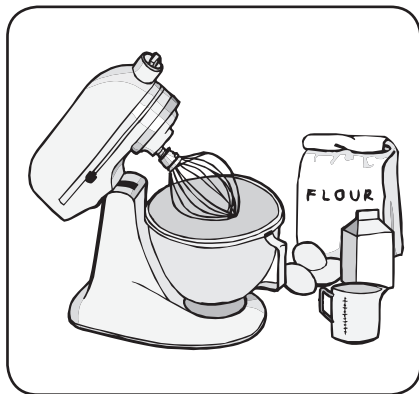
# Time – before/after/next

- 1  Draw something you do **before** school and something you do **after** school.

**Before** school I ...


**After** school I ...

- 2  **Next** means straight after. Draw what could happen **next**.







# Time – every day/special days

- 1  What are 3 things you do **every day**? Draw them.



Every day I ...

Every day I ...

Every day I ...


- 2   Special days have events that don't happen every day. Brainstorm with your class and think of all the special days you can. Choose your favourite 2 and draw them. Tell someone why they are so special to you.

# Time – days of the week

- 1   Say the days of the week. Join them to the right number to show their order in the week.

Sunday	2nd
Monday	4th
Tuesday	3rd
Wednesday	7th
Thursday	5th
Friday	1st
Saturday	6th

*Note: A dashed line connects Sunday to 1st.*

- 2  Write the day that comes

before

after

\_\_\_\_\_ Monday \_\_\_\_\_

\_\_\_\_\_ Saturday \_\_\_\_\_

# Time – days of the week

**You will need:**  a partner  scissors  glue stick



## What to do:

Cut out the days of the week. Mix them up. Race against your partner to put them in order, starting with Sunday.

Play 3 times.




Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

## What to do next:

Stick the days in order in your maths book.

# Time – days of the week

- 1  Draw pictures to show what you do each day. You might need to ask your mum, dad or teacher to help you think.

On Sunday I ...

On Monday I ...

On Tuesday I ...

On Wednesday I ...


# Time – days of the week (continued)

On Thursday I ...


On Friday I ...

On Saturday I ...



# Time – weekends and weekdays

- 1  Draw red stripes on the weekdays and green stripes on the weekend days.

Sunday	Monday	Tuesday
Wednesday	Thursday	Friday
Saturday		

- 2  Do you have a favourite time or day of the week? Draw it and explain to someone why.

# Time – seasons

- 1   Brainstorm with your class and then draw something that is special to each season.

**Spring** is special because ...

**Summer** is special because ...

**Autumn** is special because ...



**Winter** is special because ...

# Time – long time/short time

- 1  Draw something that takes you a

**long** time to do

**short** time to do

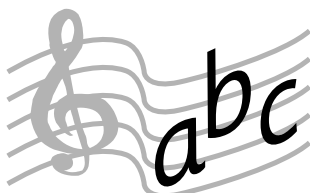
- 2   Find a partner. Follow the instructions and for each pair, loop the activity that takes a **longer** time.



1. Clap 10 times.
2. Clap 10 times very **slowly**.



1. Touch your toes 5 times.
2. Do it again very **quickly**.



1. Sing the alphabet.
2. Sing it again very **quickly**.



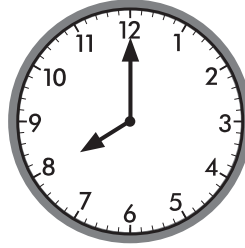
1. Open a book.
2. Open it again very **slowly**.



How do you know which activity takes longer? Tell someone.




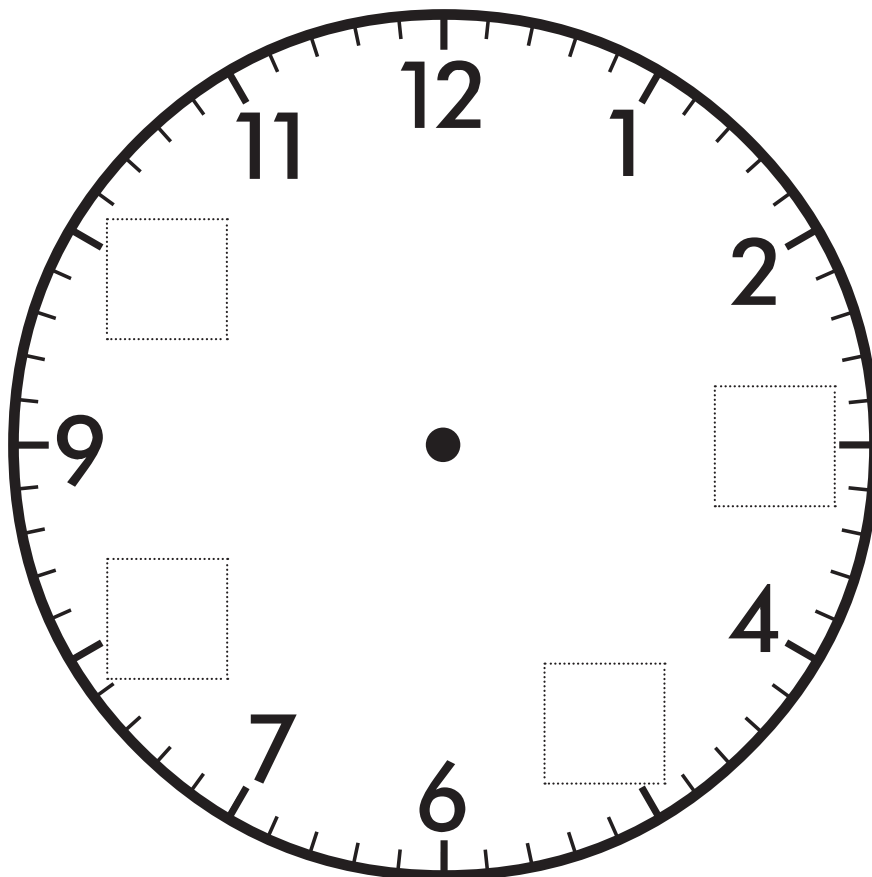
# Time – clocks

Clocks tell us the time.  
We find clocks in many places.



- 1   Look around your house or classroom. How many clocks can you find? Draw a | for each one you find.

- 2  Some numbers seem to have fallen off this clock. Can you write them on again? Draw the hands as well.



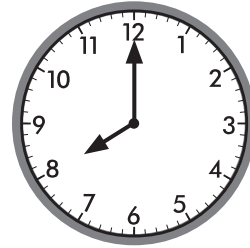
# Time – o'clock times

Look at this clock.

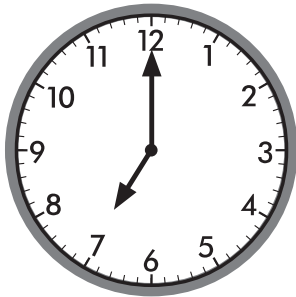
The minute (big) hand points to the 12.

The hour (little) hand points to the 8.

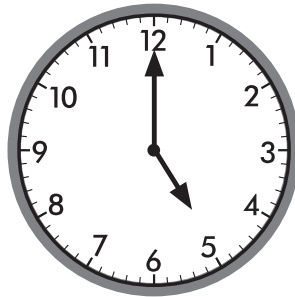
This tells us the time is **8 o'clock**.



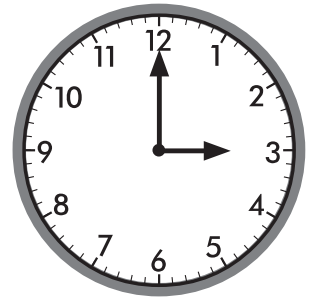
1  What's the time, Mr Wolf?



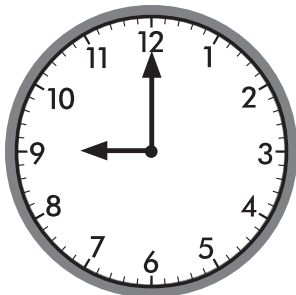
o'clock



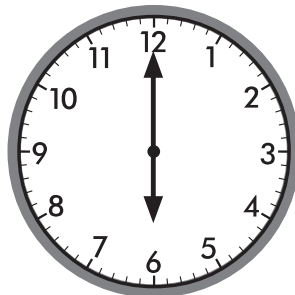
o'clock



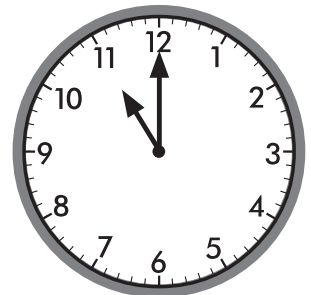
o'clock



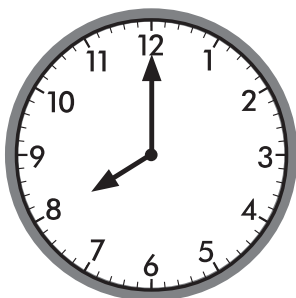
o'clock



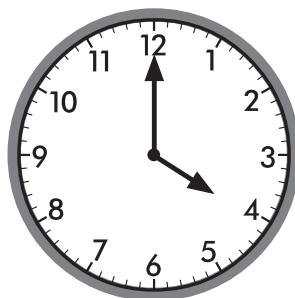
o'clock



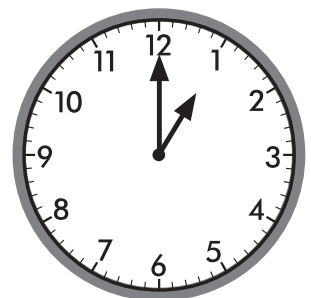
o'clock



o'clock




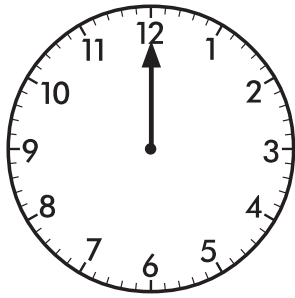
o'clock



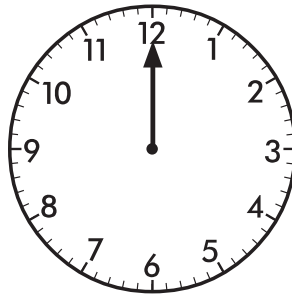
o'clock

# Time – o'clock times

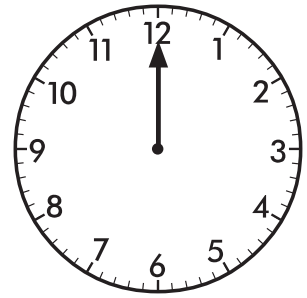
- 1  Draw the hour (little) hand on these clocks to match the times.



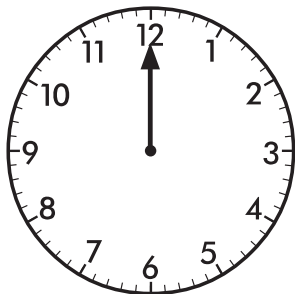
4 o'clock



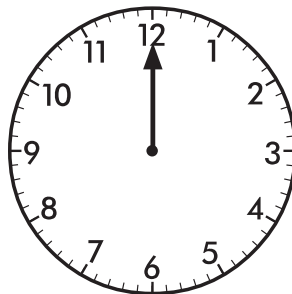
2 o'clock



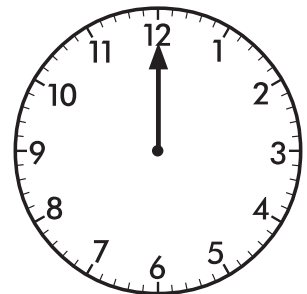
8 o'clock



6 o'clock

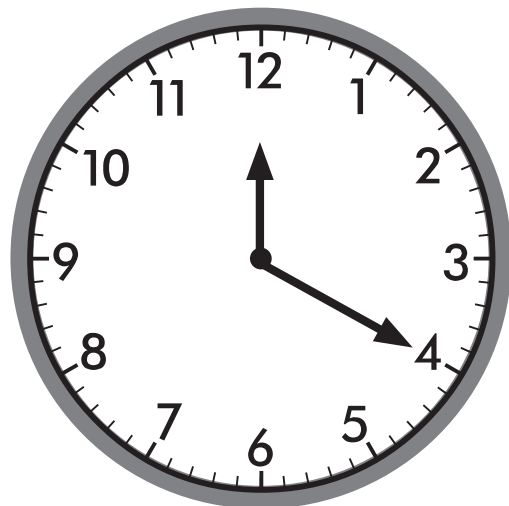




11 o'clock



5 o'clock

- 2 Does this clock say 4 o'clock?  
Tell someone why or why not.



- 3   Find a partner and a clock with movable hands.  
Take turns telling each other some o'clock times to make.

# Time – o'clock times

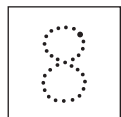
This is a digital clock.

The time is 11 o'clock.

There are 11 hours and no minutes.



1  What's the time, Mr Wolf?



o'clock



o'clock



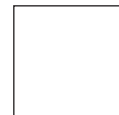
o'clock



o'clock

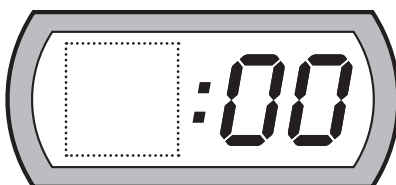


o'clock

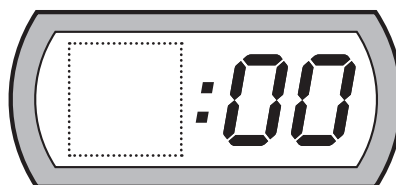


o'clock

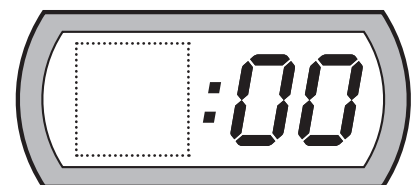
2  Write the hour to match the times.



5 o'clock



9 o'clock



12 o'clock

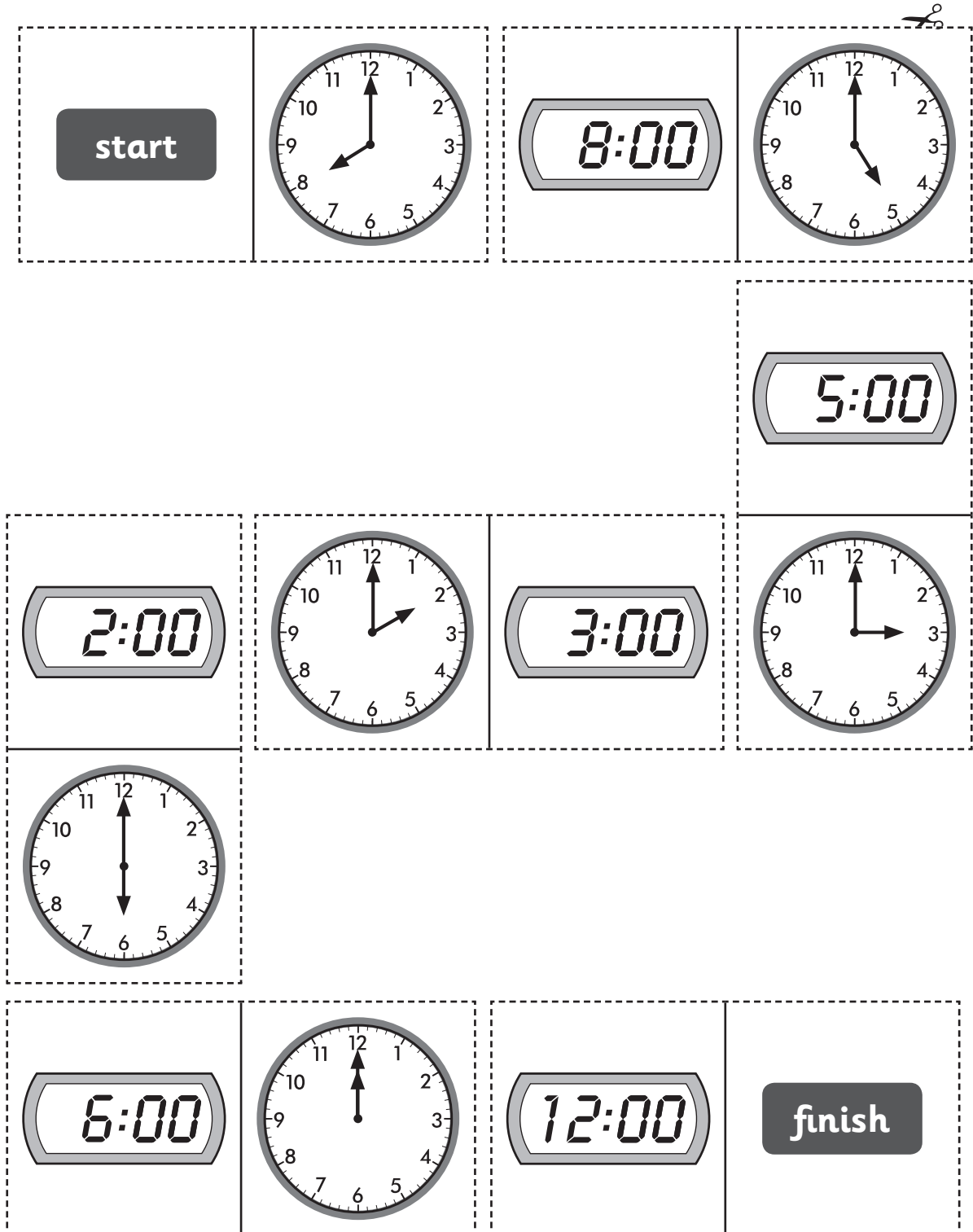
# Time – o'clock times

You will need:  a partner  scissors



## What to do:

Cut out the dominoes. Mix them up and then work with your partner to put them back together again so that the times match.



# Money – value





- 1   Draw or write some times we use money.

- 
- 2   Draw or write some different ways we pay for things.

# Money – value

**Cheap** means we think something doesn't cost very much money.

**Expensive** means we think something costs a lot of money.

**You will need:**  catalogues  scissors  glue stick  
 A3 paper

## What to do:

Fold your piece of paper in half, then unfold. Label one side **Cheap** and the other side **Expensive** as below.

Look through the catalogues. Cut out things (and their prices) that you think are cheap and glue them under the right heading.

Do the same for things that you think are expensive.

Cheap	Expensive

## What to do next:

Share your ideas with a partner. Do they agree with you? If not, can you both be right? Is there a rule for what makes something cheap or expensive?

# Money – value

**Precious** and **valuable** are words we often use when we talk about how much something is worth.

1   Draw 3 things you think are **valuable**.

--	--	--

Are valuable things worth a lot of money? Write or tell someone what you think.

---



2   Draw 3 things that are very **precious** to you.

--	--	--



Are precious things always worth a lot of money? Write or tell someone what you think.

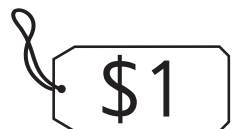
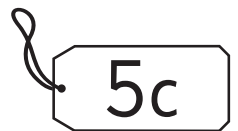


# Money – coins


- 1   Use plastic coins to help you work out the missing values on these coins. Write them on.






















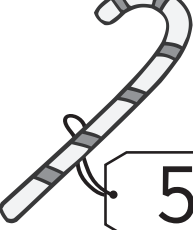






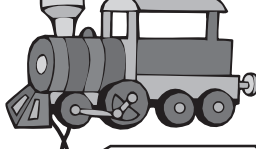















- 2   Find one of each of the coins above. Make a rubbing of each coin in the space below using a lead pencil. Join them to the right label.



# Money – coins

1  Circle the coin you would use to pay for these things.

 <p>10c</p>	     
 <p>20c</p>	     
 <p>\$2</p>	     
 <p>5c</p>	     
 <p>\$1</p>	     
 <p>50c</p>	     

# Money – coins











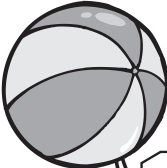
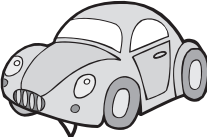

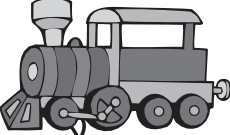



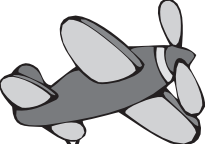

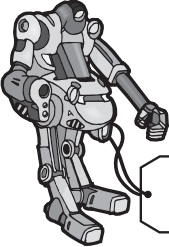
**You will need:**  a partner  scissors  glue stick



## What to do:

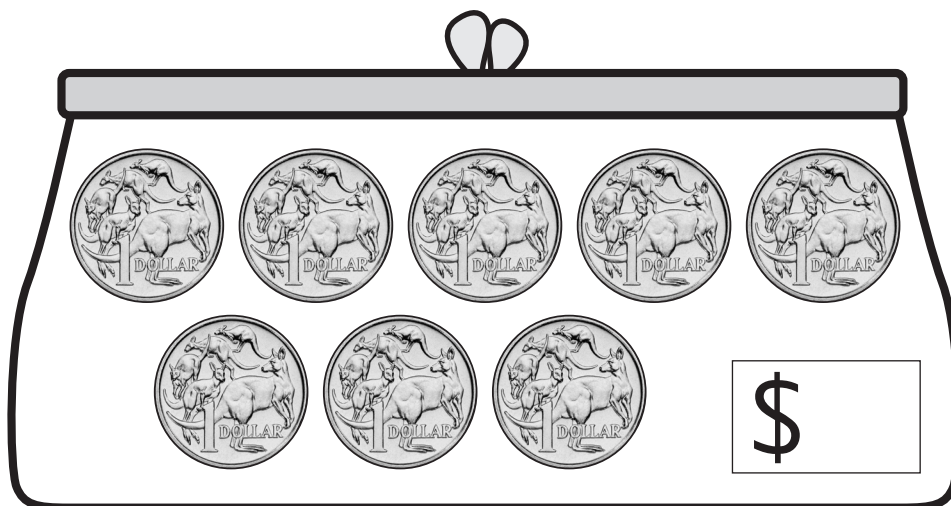
Cut out the toys and the coins. Spread them out face down. Take turns turning over 2 cards – if they match, you’ve bought the toy! Play until all the toys have been bought.

Glue your toys and the matching coins into your maths book.


			
			
		 5c	 10c
 20c	 50c	 \$1	 \$2
 5c	 10c	 20c	 50c

# Money – counting coins

1  How much money is in each purse?





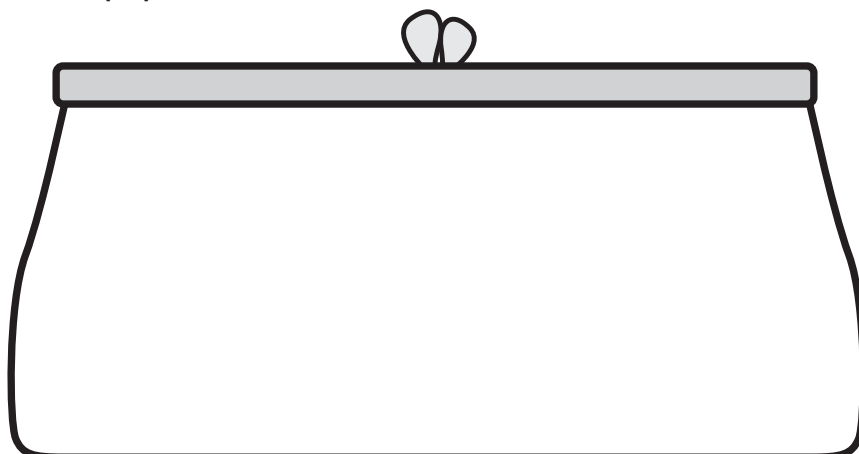
# Money – counting coins

- 1  How much money is in this purse?





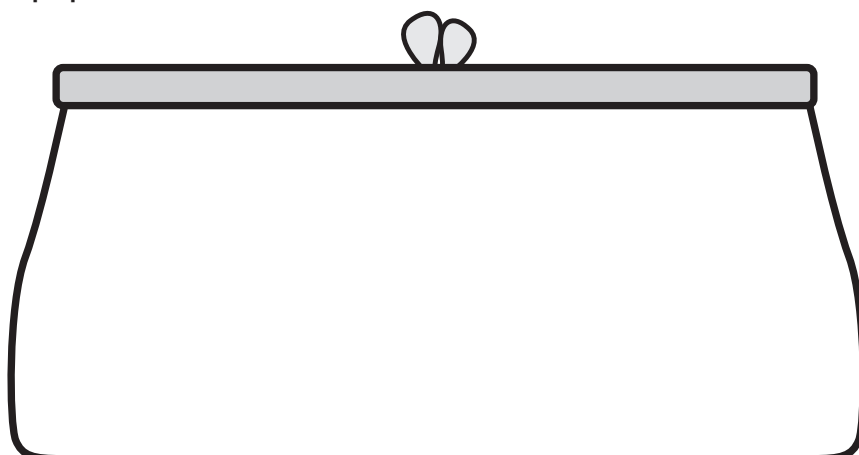
\$

- 2   Draw \$1 coins to give this purse **more** money than is in the top purse. Write the amount.




\$

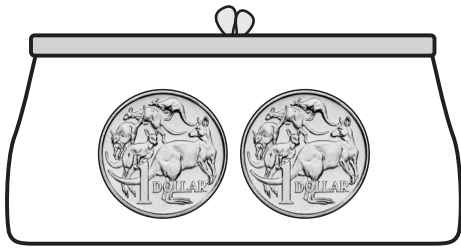
- 3   Draw \$1 coins to give this purse **less** money than is in the top purse. Write the amount.



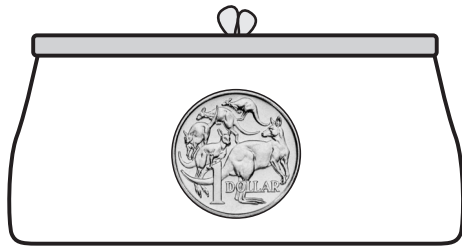
\$

# Money – adding coins

1  Add the dollars.



\$2



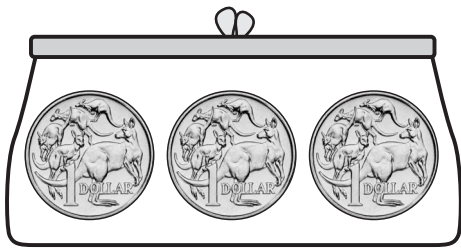
\$1

and

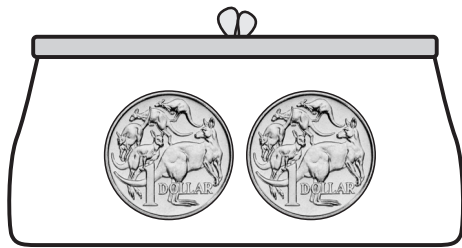
is

\$3

altogether.



\$



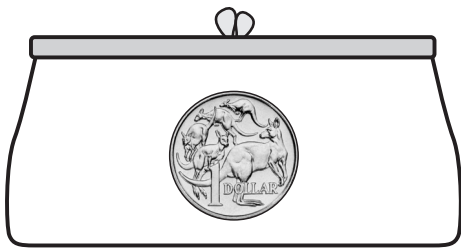
\$

and

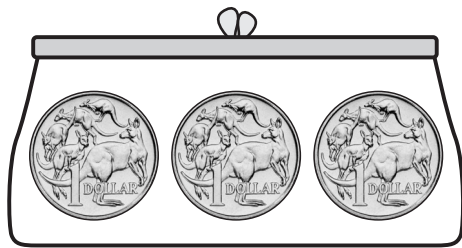
is

\$

altogether.



\$



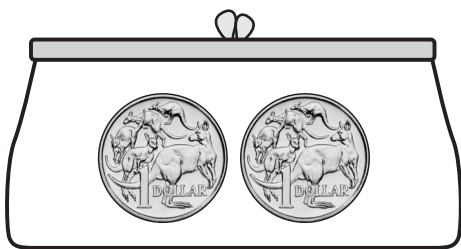
\$

and

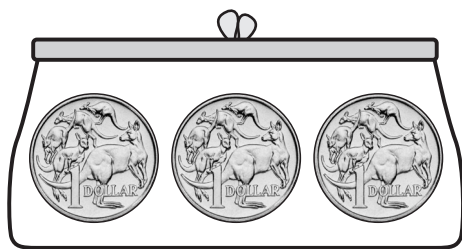
is

\$

altogether.



\$



\$

and

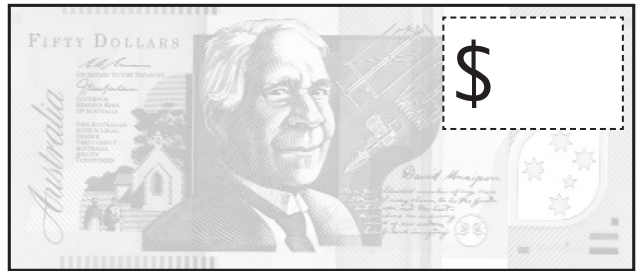
is

\$

altogether.

# Money – notes

1   Colour the notes the right shade. Write in the values.

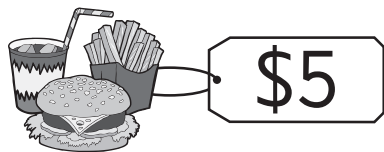
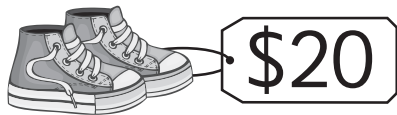




2  Loop the note that is worth more.



# Money – notes

1  Draw lines to match the notes to the objects.



2   Use plastic coins to help you solve these problems.  
Draw coins to show your answers.

Make  using 

Make  using 



# Money – explore

**You will need:**



a partner



scissors



counters



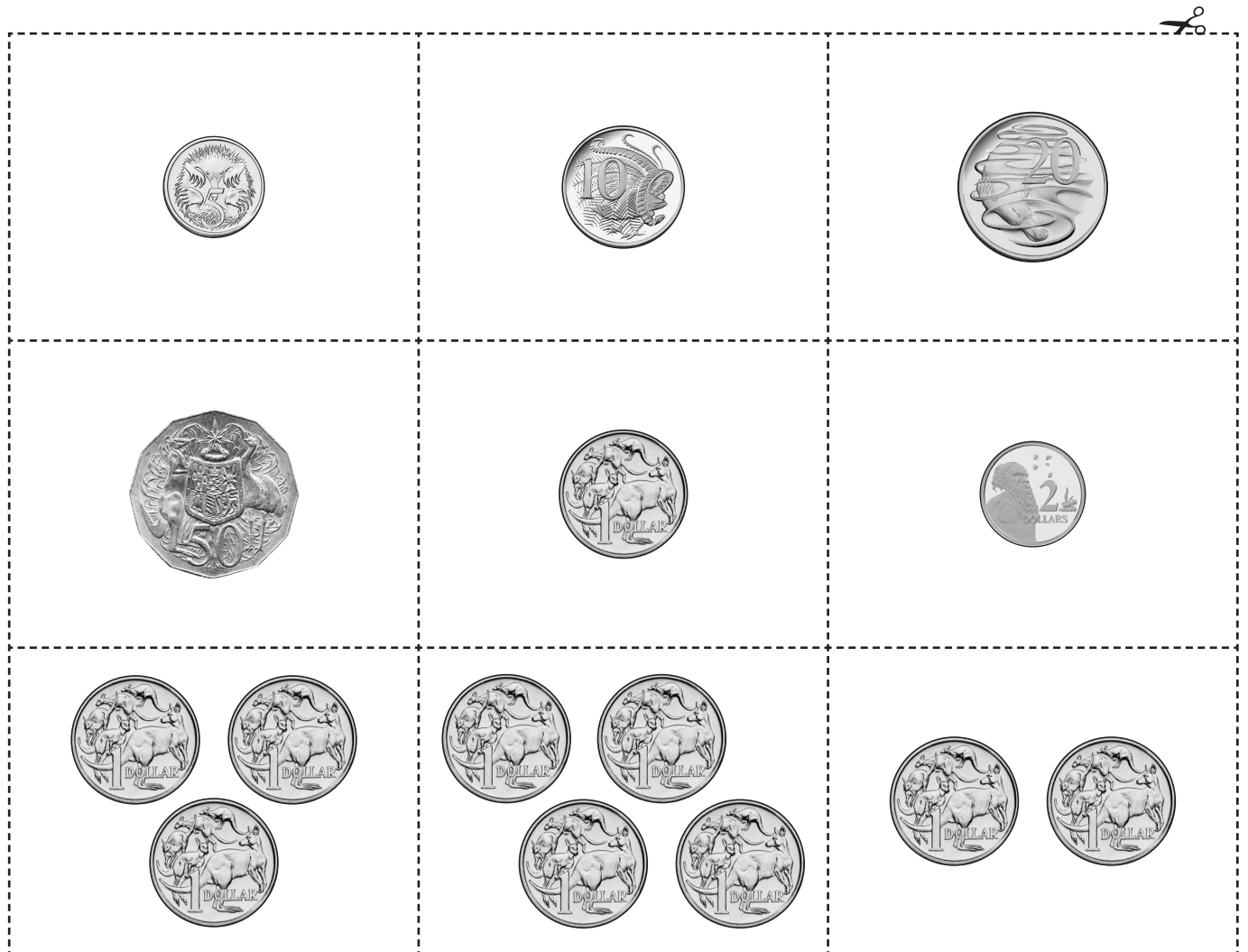
a copy of this page and page 30



## What to do:

Cut out the cards on this page and page 30. Mix them up and put them into a pile, face down. Ask your partner to do the same with their cards. Both players turn over the top card on your pile. The card with the highest value wins. The winner takes a counter. If the cards are the same value, both players take a counter.

Play until all the cards are gone. Who has the most counters at the end of the game?



# Money – explore



5c

10c

20c

50c

\$1

\$2

\$5

\$10

\$20

\$50

\$100

# Data – sorting data

You will need:  scissors

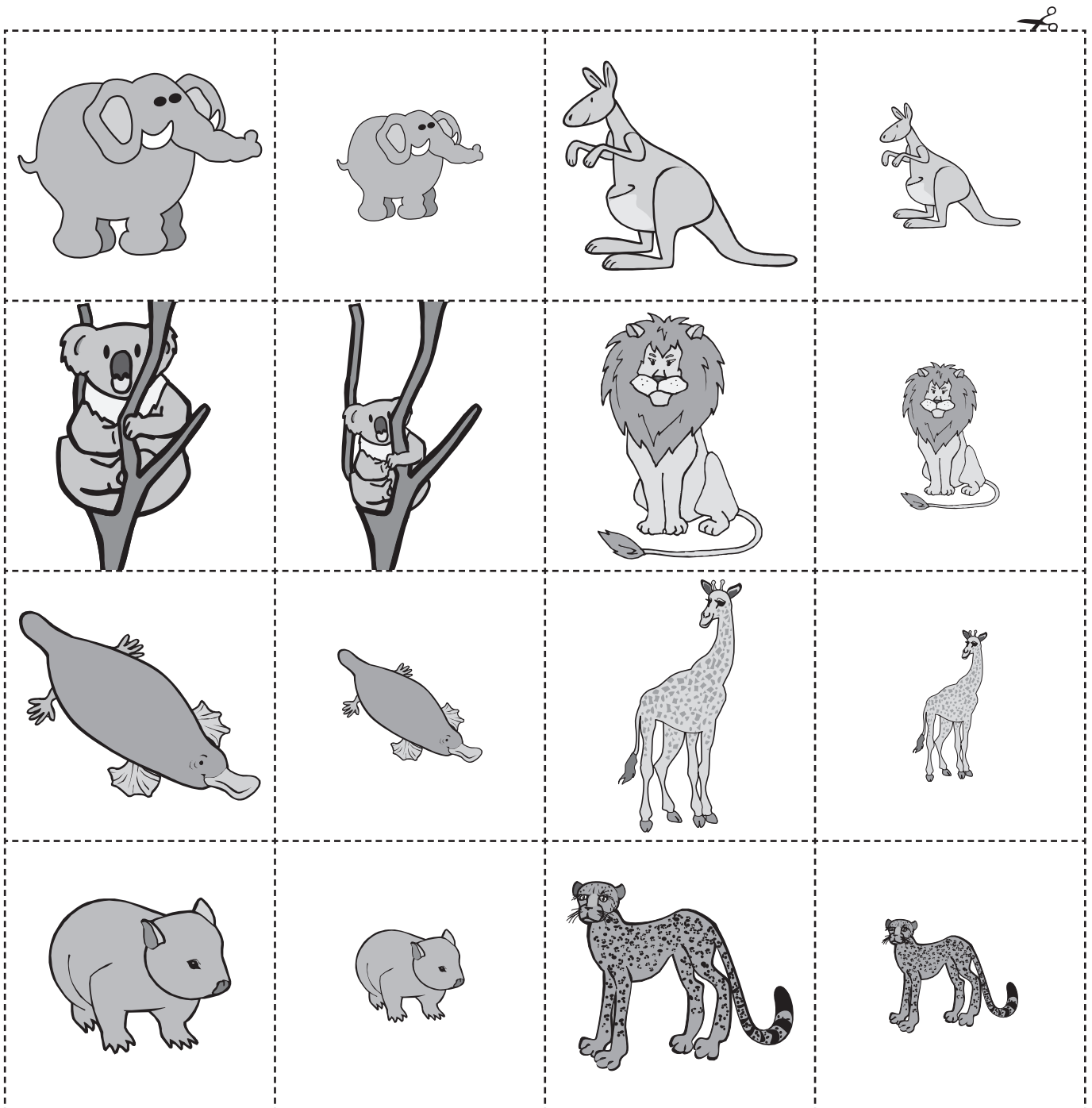


## What to do:

Cut out the pictures below.

Sort them into 2 groups. Tell someone what the groups are.

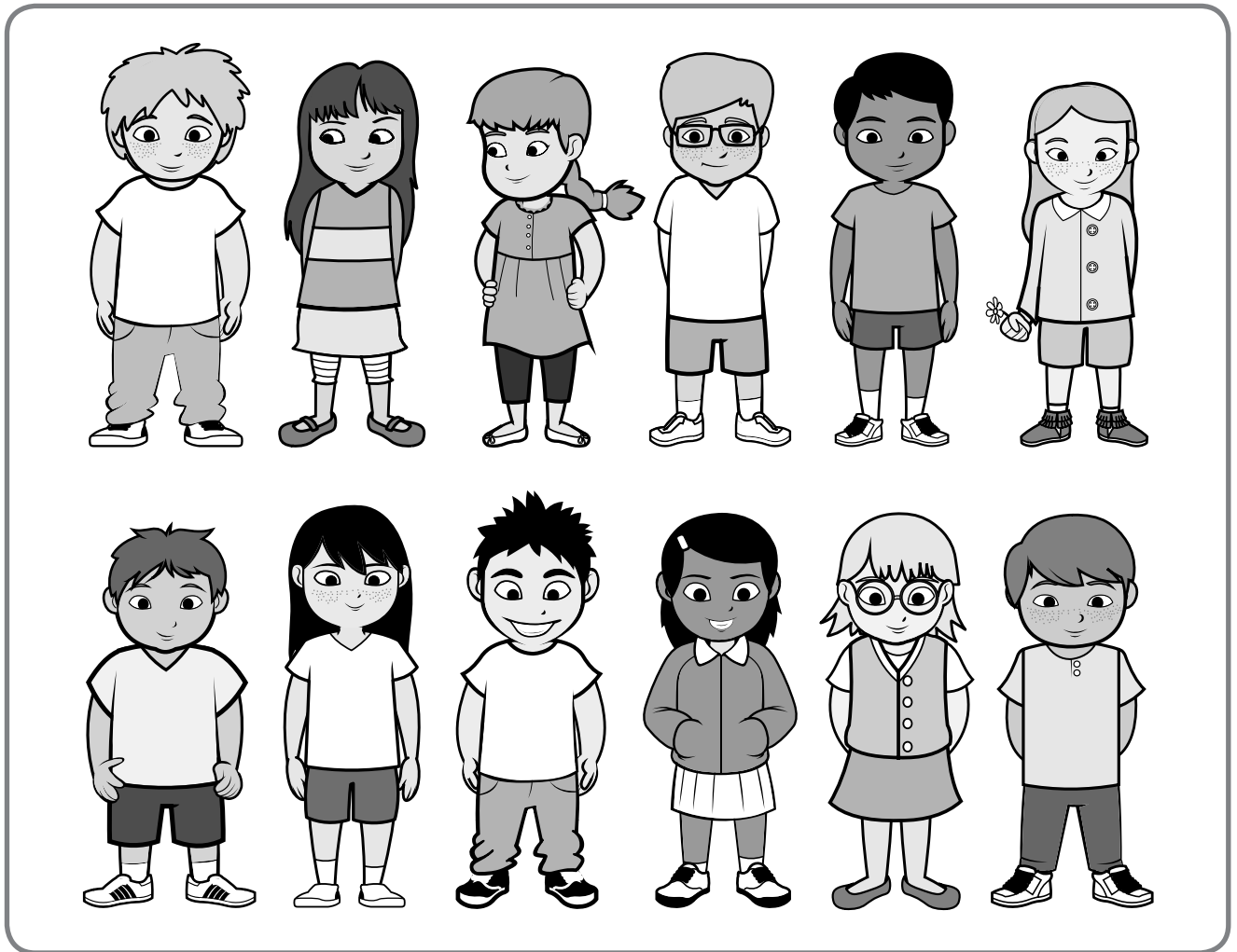
Now sort them into 2 **different** groups. Tell someone what the groups are.



# Data – collecting and representing (group activity)

We can collect information about our world.  
We call this information **data**.

1  Look at this group of children.



What information or data could we collect about this group?

We could find out:

how many kids wear glasses

how many kids have long hair and how many have short hair

Work with your team to think of some more information we could find out. Share your ideas with the other groups.

# Data – collecting and representing

**You will need:**  cubes in 2 different colours  a pencil pot

## What to do:

Mix the 2 colours of cubes together.

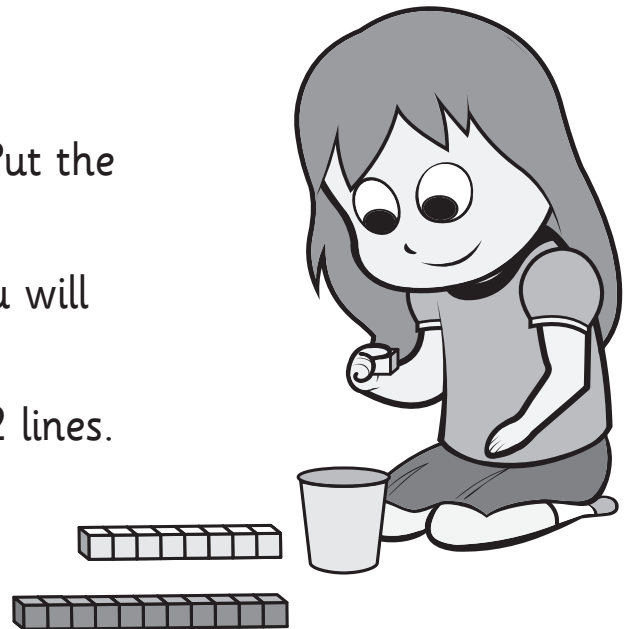
Fill up your pencil pot with the cubes. Put the left over cubes away.

Predict which colour cube you think you will have the most of.

Separate the colours. Put the cubes in 2 lines.

Compare the 2 lines.

Which colour do you have the most of?



---

## What to do next:

Play again with a different set of cubes. You could also use teddy counters, beads or popsticks.

# Data – collecting and representing (group activity)

**You will need:**  your whole class  sticky notes  pencils

## What to do:

Work together to answer these questions.

**How many children in our class are wearing shoes with laces?  
How many are not?**

Line up in 1 line if you have laces. Line up in another line if you do not have laces. Count the number of children in each line.

Work with your teacher to answer these questions.

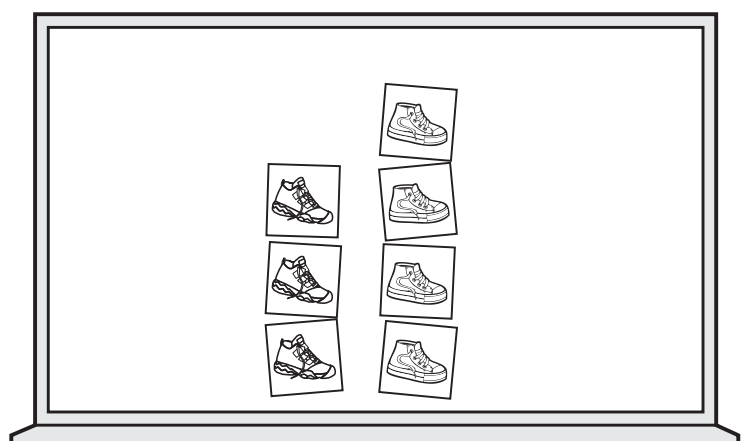
- How many people have laces in their shoes?
- How many people do not have laces?
- Do more people have laces in their shoes or do more people have shoes without laces?
- Do these lines tell us how many people have red shoes?

## What to do next:



Draw a picture of one of your shoes on a sticky note. Make sure you show your laces if you have them!

Stick your picture onto the board in the right column.

You have now made a **graph**.




# Data – collecting and representing

- 1   Draw a picture of yourself and write your name in the box below. Cut out your picture.



Help to arrange the class pictures into columns of boys and girls.




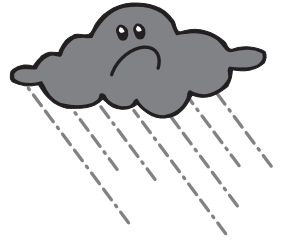
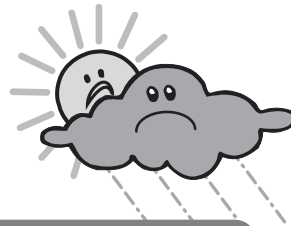
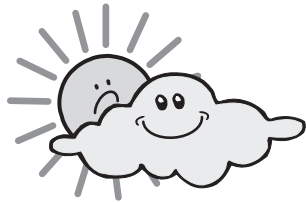
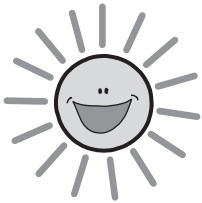
Name \_\_\_\_\_

- 2 Now think of other ways you could sort the class. Perhaps you could sort yourselves into people with brothers and people without brothers or people who like swimming and those who don't.

# Data – collecting and representing

When we show our data using pictures or symbols we call it a **graph**.

- 1  For each day of this week, draw one of these pictures to show what kind of weather it is.




The weather this week


Monday	Tuesday	Wednesday	Thursday	Friday

- 2  On Friday use your graph to answer:

How many days were  ?

How many days were  ?



How many days were  ?

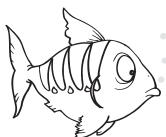
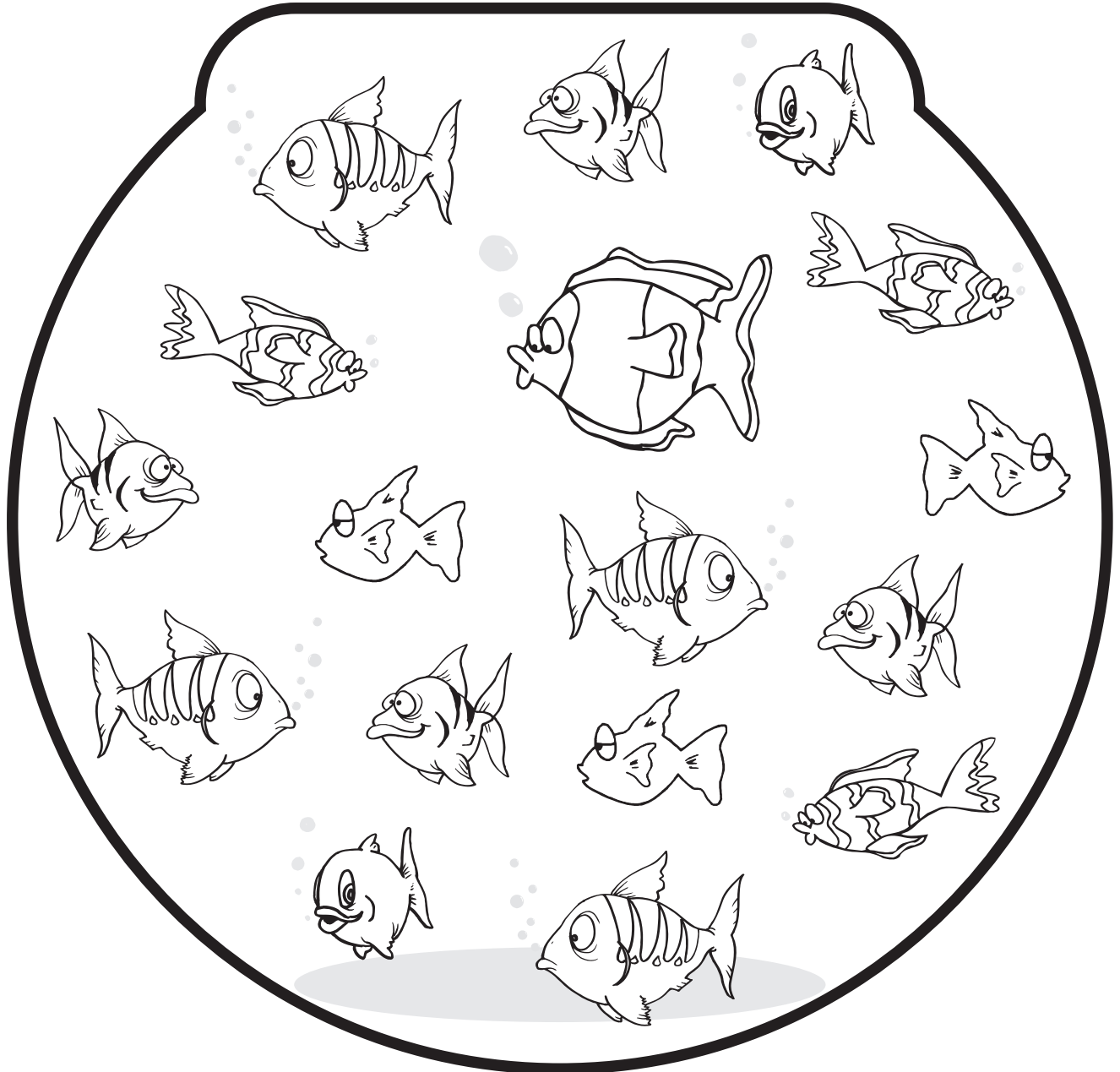
How many days were  ?

- 3 Discuss with your class what other information this graph tells you.



# Data – interpreting and analysing data

- 1   Count the fish. You can colour each type of fish a different colour. Write how many.



# Data – interpreting and analysing data

You will need:



sticky notes

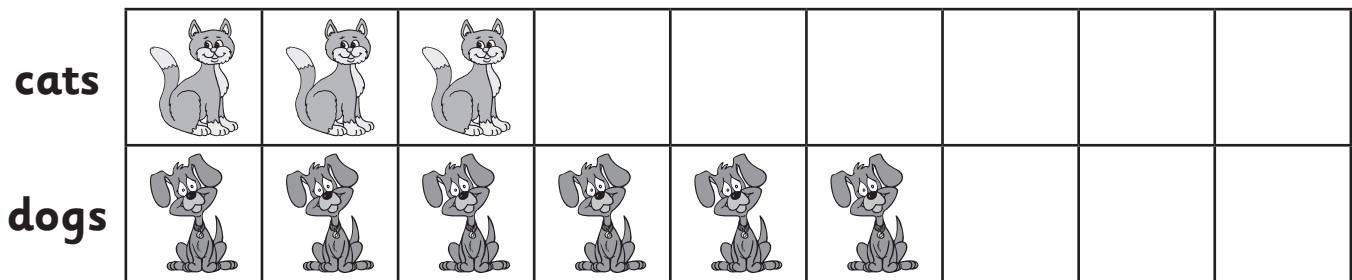


pencils

## What to do:

Look at this graph.

Does Ms Smith's class prefer cats or dogs?



How many people like ?

How many people like ?

Do more people like cats or dogs? Draw the favourite.



Tell someone how you know this.

## What to do next:

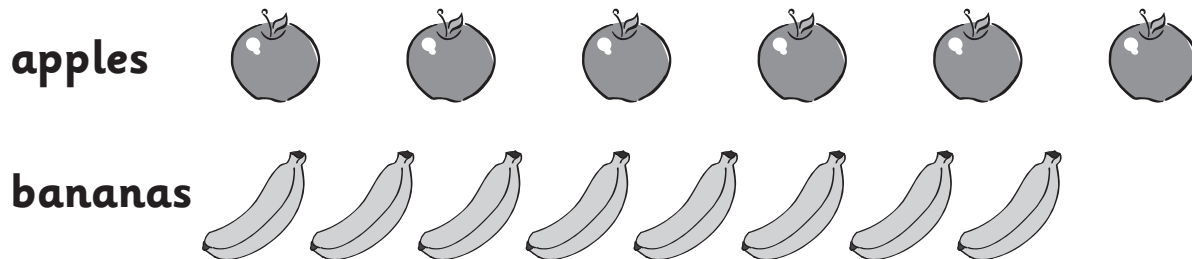
Do you prefer or ? Draw your choice on a sticky note and make a class graph of the information.

# Data – interpreting and analysing data

## What to do:

Look at this graph.

### Favourite fruits



How many people prefer  ?

How many people prefer  ?

Which is the favourite fruit?

Was it easy to tell this? Tell someone why or why not.

.....

## What to do next:

Draw the apples and bananas onto the graph below to make it easier to understand the information.

<b>apples</b>										
<b>bananas</b>										