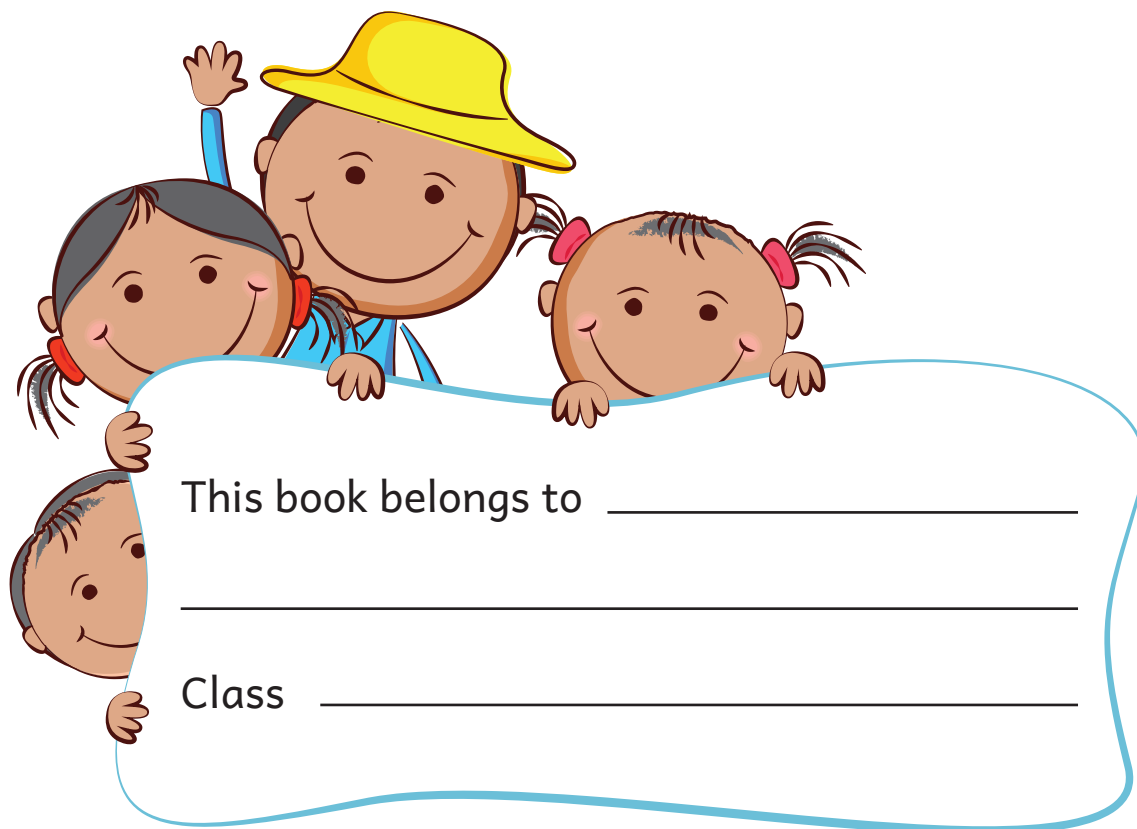


Exploring Maths

Student Activity Book

2

A joint publication of National Institute of Education, Maldives
and Cambridge University Press, India



CAMBRIDGE
UNIVERSITY PRESS

2nd Floor, 4843/24, Ansari Road, Daryaganj, Delhi 110 002

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First published 2015

Printed in India by Chennai Micro Print (P) Ltd., Chennai-600029

A catalogue record for this publication is available from the British Library

ISBN 978-93-84463-52-6 Paperback

Additional resources for this publication at www.cambridgeindia.org

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The background of the page is a dense, colorful collage of various numbers (0-9) in different sizes, colors, and orientations, creating a vibrant and mathematical atmosphere.

Contents

Numbers (N)

- | | |
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Preface

This book is intended to help mathematics teaching and learning in schools, based on Mathematics syllabus in the New National Curriculum.

The learning process of Mathematics involves more than the acquisition of basic concepts. It also involves constructing meaning or knowledge based on experiences, prior knowledge, and understanding and applying mathematical processes. Hence, the content of this book is based on Mathematics syllabus in the National Curriculum, which is designed to foster an understanding of the underlying mathematical thinking, the general strategies of problem solving and aesthetics of mathematics as an important and powerful tool in everyday life. The book contains five main strands, which are divided into sub-strands followed by topics

We hope this book will serve as an added support in the teaching and learning process in order to achieve the goals of Mathematics in the National Curriculum.

We extend our sincere thanks to Cambridge University Press for partnering with us in this endeavour.

We are beholden to the members of the NIE Curriculum Team for the support rendered.

Ali Adam, Education Development Officer Coordinator

Aishath Shiuny, Education Development Officer Coordinator





Chapter 1

Numbers (N)

Number Concept

N

Junaid is 50 steps away from his house. Some numbers are missing on his way. Write the missing numbers and help him reach home.

51						57			
			64					69	
	72				76				
81					86				
			94					99	

Counting

Counting in 2s

Have 100 counters or ice-cream sticks in front of you and sit in groups of 5 and do the activity.

2

Example



Counting in 2s

1. How many 2s are there in 10?

5

2. How many 2s are there in 24?
-

3. How many 2s are there in 50?
-

4. How many 2s are there in 30? How many 2s are there in 42?
-

5. How many 2s are there in 18?
-

Counting in 5s

1. How many 5s are there in 15?
-

2. How many 5s are there in 25?

3. How many 5s are there in 40?

4. How many 5s are there in 100?

5. How many 5s are there in 60?

Counting in 10s

1. How many 10s are there in 60?

2. How many 10s are there in 90?

3. How many 10s are there in 30?

4. How many 10s are there in 50?

5. How many 10s are there in 10?

Place Value and Ordering

1. Write the missing numbers from 1 to 100.

		3					8		
			14					19	
	32				36				
		43						49	
51				55					60
					66		68		
	72					77			
			84					89	
91							98		

2. What comes after each of the following numbers?

» Example

a. 231 232

b. 562 _____

c. 375 _____

d. 789 _____

e. 419 _____

f. 831 _____

g. 948 _____

h. 323 _____

3. What comes before each of the following numbers?

» Example

a. 132 133

b. _____ 298

c. _____ 380

d. _____ 454

e. _____ 520

f. _____ 572

g. _____ 630

h. _____ 990

4. What comes in between the following numbers?

» Example

a. 443 444 445

b. 556 _____ 558

c. 419 _____ 421

d. 179 _____ 181

e. 257 _____ 259

f. 828 _____ 830

g. 374 _____ 376

h. 345 _____ 347

5. Count forward and write the next 3 numbers.

» Example

a.	223	224	225	226
b.	392			
c.	583			
d.	646			
e.	978			

6. Count backwards and write the previous 3 numbers.

» Example

a.	176	177	178	179
b.				390
c.				653
d.				647
e.				782

7. Circle the greater number in each set.

» Example

a. 145 267

b. 478 265

c. 790 851

d. 867 531

e. 590 119

f. 180 678

g. 233 456

h. 445 754

8. Circle the smaller number in each set.

» Example

a. 526 341

b. 298 579

c. 578 865

d. 171 227

e. 580 468

f. 374 851

g. 153 272

h. 314 521

9. Climb up the ladder with the numbers in the increasing order.

a. 154, 233, 614, 567, 389

b. 641, 762, 114, 231, 987

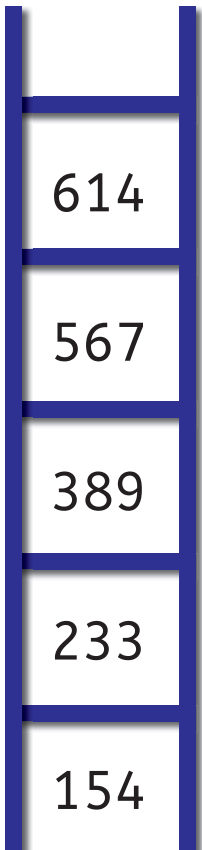
c. 450, 603, 143, 246, 898

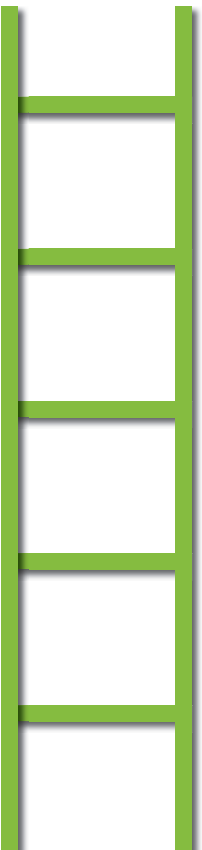
d. 782, 415, 224, 346, 971

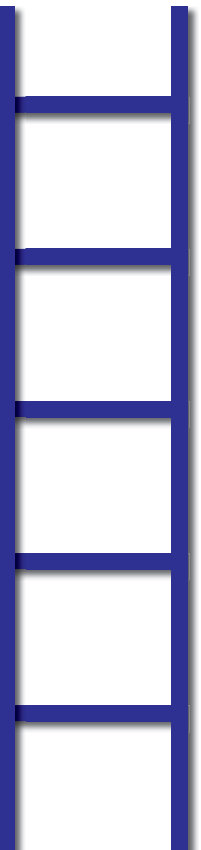
Increasing order
is also called as
'ascending order'.

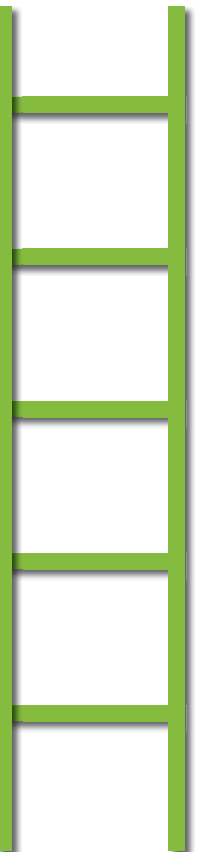


Example

a. 

b. 

c. 

d. 

10. Climb down the ladder with the numbers in the decreasing order.

a. 319, 734, 392, 880, 107

b. 766, 898, 291, 506, 421

c. 511, 735, 487, 168, 809

d. 235, 677, 949, 560, 323

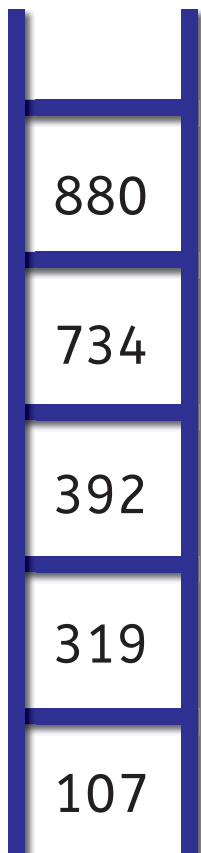
Decreasing order
is also called as
'descending order'.



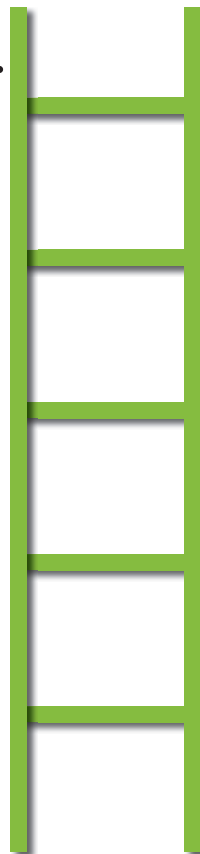
N

Example

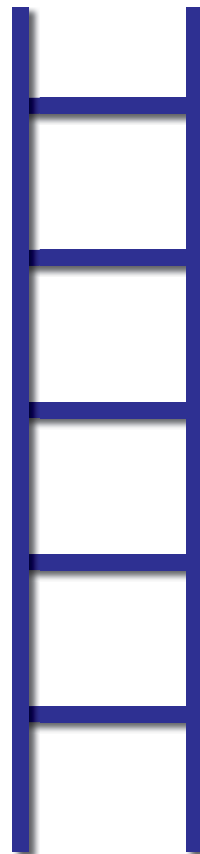
a.



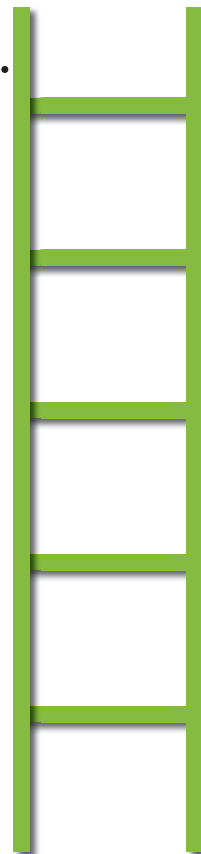
b.



c.



d.



11. Find pairs of numbers that add up to 100 and colour them. You may go up, down or across. For example, 12 and 88 add up to 100. Similarly, 70 and 30 add up to 100.

12	88	56	14	67	14
55	10	44	70	32	86
21	91	11	30	26	33
2	67	34	16	80	90
17	33	71	34	10	15
80	79	91	9	52	68
35	45	12	88	20	80
23	43	9	97	75	54

12. Write in expanded form.

» Example

a. $345 = 300 + 40 + 5$

b. $289 =$

c. $475 =$

d. $726 =$

e. $337 =$

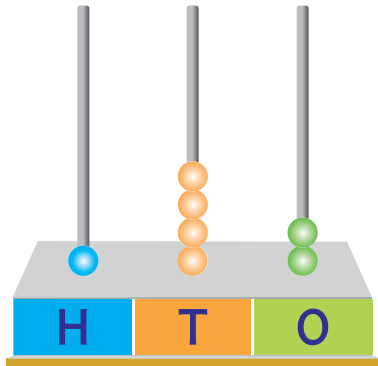
f. $980 =$

g. $129 =$

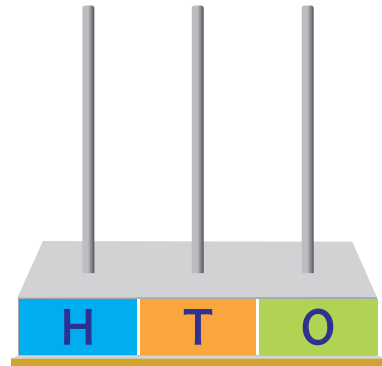
h. $421 =$

13. Draw beads on the abacus to show the following numbers.

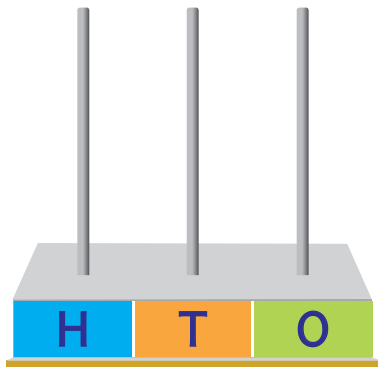
➤ **Example** a. 142



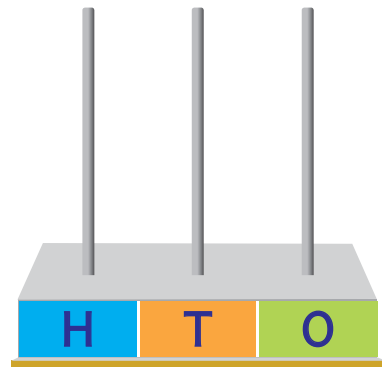
b. 389



c. 471



d. 588



1, 10 or 100 more

1. Write 1 more than each of the following numbers.

➤ **Example**

a. 341 342

b. 989 _____

c. 678 _____

d. 521 _____

e. 899 _____

f. 119 _____

2. Write 10 more than each of the following numbers.

Example



a. $245 + 255$

b. $679 + \underline{\quad}$

c. $567 + \underline{\quad}$



d. $649 + \underline{\quad}$

e. $989 + \underline{\quad}$

f. $135 + \underline{\quad}$

3. Write 100 more than each of the following numbers.

Example



a. $457 + 557$

b. $587 + \underline{\quad}$

c. $745 + \underline{\quad}$



d. $222 + \underline{\quad}$

e. $980 + \underline{\quad}$

f. $131 + \underline{\quad}$

4. Write the number names for the following.

Example



a. $432 =$ four hundred and thirty-two

b. $235 =$

c. $580 =$

d. $112 =$

e. $980 =$

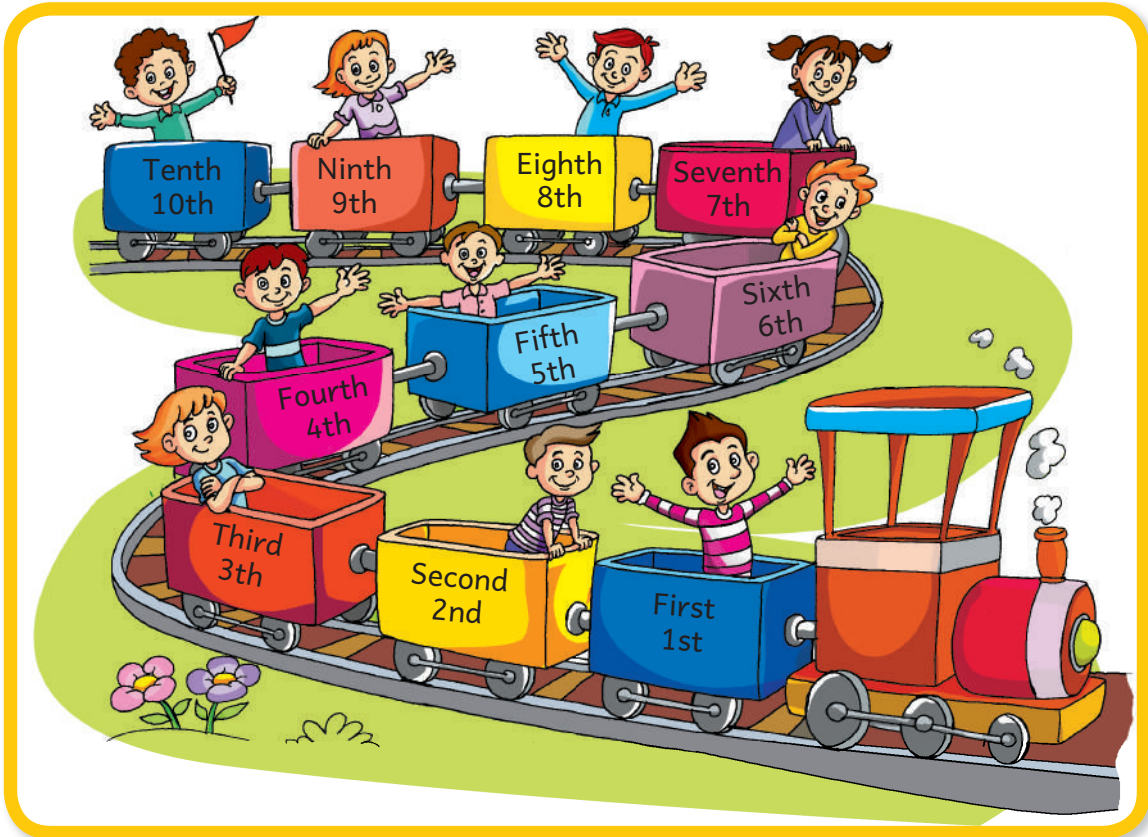
5. Study the numbers given below and fill in the table.

162	328	273	184
680	204	127	95
755	827	951	616

a.	A number between 100 and 150	
b.	A number between 900 and 999	
c.	A number between 300 and 400	
d.	A number that has 6 tens	
e.	A number that has 5 ones	
f.	A number with no tens	
g.	A number that has 2 digits the same	

Ordinal Numbers

1. Look at the children travelling in the toy train. Check their positions.



The boy on the _____ position has a flag in his hand. Circle the second and the seventh child.

There are two children with folded hands. On which positions are these children present?

_____ and _____ .

2. Match the following kids with their respective houses.

My house number has 0 in ones and tens place and 2 in hundreds place.



Hassan

My house number has 3 in ones and tens place and 1 in hundreds place.



Razan

My house number has 7 in ones, 5 in tens and 1 in hundreds place.



Fathima

My house number has 2 in ones, 6 in tens and 1 in hundreds place.



Faraha



First



Second



Third



Fourth

- a. Who lives in the fourth house? _____
- b. Who lives in the first house? _____

3. Look at the ordinal positions of the letters of the words written on the blackboard and fill in the blanks.

Example

I is the fourth letter.

C is the and P is the letter

T is the and R is the letter.

O is the and letter

A is the and T is the letter.

4. Three students are standing on the victory stand.

a. Who has stood first?

b. Who has stood third?

c. What position did Umar secure?

Mariyam

Ali



Umar

Maths Lab Activity

Materials required: A medium-sized clear jar with lid, candies, paperclips, buttons or anything else that can be easily counted, Pencil, Paper

Fill the jar with the items of your choice. Sit down with your children and ask them to write down an estimate. Count the items with them and compare the actual amount to the estimated amount.



Refill the jar either with a different amount of the same item or with the new items. Make a new estimation using what you learned from your first try.

To make it more interesting, try it with different items, amounts, and jars! You could also offer the items in the jar (candy, for example) as a prize for an accurate estimation!



Chapter 2

Numbers

Addition and Subtraction

1. Help Yusuf, the diver, count the sea creatures.



- a. What is the total number of fish and turtles? _____
- b. What is the total number of turtles and sea horses? _____

2. Match the following.

a. $4 + 9$



b. $5 + 0$



c. $7 - 1$



d. $6 + 5$



e. $8 - 0$



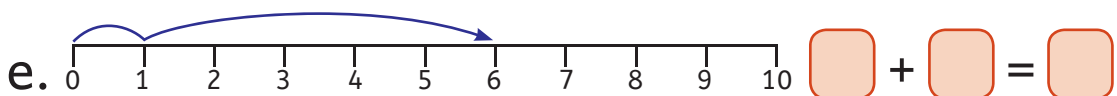
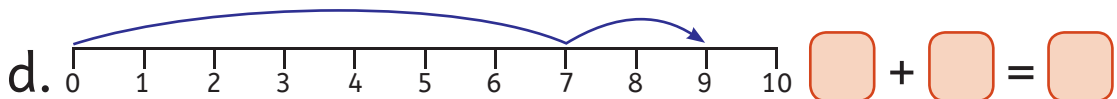
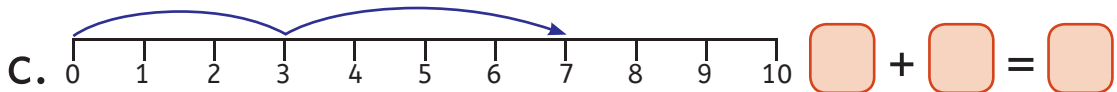
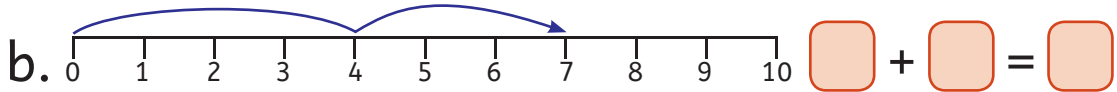
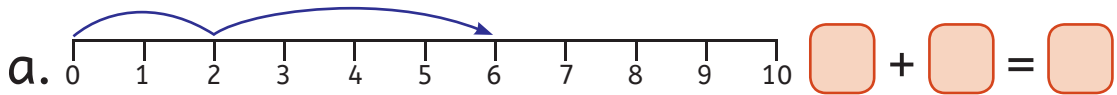
f. $9 - 8$



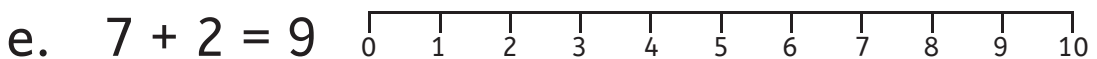
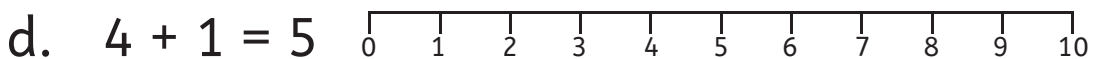
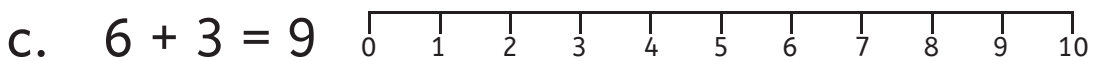
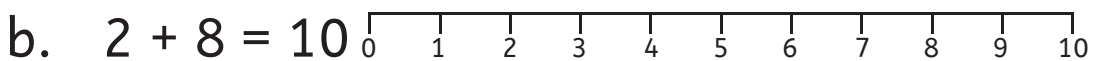
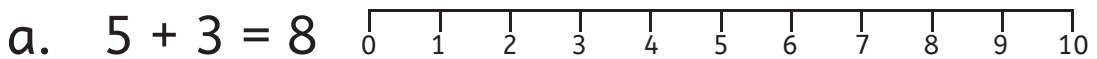
g. $6 + 6$



3. Write the number sentence for each of the number lines below.



4. Draw the number line for each of the following number sentences.



5. Add a single-digit number to a 2-digit number.

$$\begin{array}{r} \text{a.} \quad 10 \\ + \quad 8 \\ \hline \end{array}$$

$$\begin{array}{r} \text{b.} \quad 15 \\ + \quad 3 \\ \hline \end{array}$$

$$\begin{array}{r} \text{c.} \quad 20 \\ + \quad 5 \\ \hline \end{array}$$

$$\begin{array}{r} \text{d.} \quad 11 \\ + \quad 7 \\ \hline \end{array}$$

$$\begin{array}{r} \text{e.} \quad 13 \\ + \quad 4 \\ \hline \end{array}$$

$$\begin{array}{r} \text{f.} \quad 18 \\ + \quad 1 \\ \hline \end{array}$$

$$\begin{array}{r} \text{g.} \quad 16 \\ + \quad 2 \\ \hline \end{array}$$

$$\begin{array}{r} \text{h.} \quad 12 \\ + \quad 6 \\ \hline \end{array}$$

6. Add two double-digit numbers.

$$\begin{array}{r} \text{a.} \quad 20 \\ + \quad 17 \\ \hline \end{array}$$

$$\begin{array}{r} \text{b.} \quad 25 \\ + \quad 13 \\ \hline \end{array}$$

$$\begin{array}{r} \text{c.} \quad 26 \\ + \quad 11 \\ \hline \end{array}$$

$$\begin{array}{r} \text{d.} \quad 21 \\ + \quad 21 \\ \hline \end{array}$$

$$\begin{array}{r} \text{e.} \quad 18 \\ + \quad 21 \\ \hline \end{array}$$

$$\begin{array}{r} \text{f.} \quad 22 \\ + \quad 23 \\ \hline \end{array}$$

$$\begin{array}{r} \text{g.} \quad 20 \\ + \quad 20 \\ \hline \end{array}$$

$$\begin{array}{r} \text{h.} \quad 28 \\ + \quad 11 \\ \hline \end{array}$$

7. Subtract a single-digit number from a 2-digit number.

a.
$$\begin{array}{r} 12 \\ - 2 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 14 \\ - 3 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 17 \\ - 1 \\ \hline \end{array}$$

d.
$$\begin{array}{r} 22 \\ - 10 \\ \hline \end{array}$$

e.
$$\begin{array}{r} 25 \\ - 3 \\ \hline \end{array}$$

f.
$$\begin{array}{r} 32 \\ - 2 \\ \hline \end{array}$$

g.
$$\begin{array}{r} 36 \\ - 3 \\ \hline \end{array}$$

h.
$$\begin{array}{r} 18 \\ - 7 \\ \hline \end{array}$$

8. Subtract a 2-digit number from a 2-digit number.

a.
$$\begin{array}{r} 27 \\ - 15 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 42 \\ - 21 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 50 \\ - 50 \\ \hline \end{array}$$

d.
$$\begin{array}{r} 38 \\ - 28 \\ \hline \end{array}$$

e.
$$\begin{array}{r} 35 \\ - 31 \\ \hline \end{array}$$

f.
$$\begin{array}{r} 28 \\ - 14 \\ \hline \end{array}$$

g.
$$\begin{array}{r} 45 \\ - 32 \\ \hline \end{array}$$

h.
$$\begin{array}{r} 37 \\ - 23 \\ \hline \end{array}$$

9. Match the numbers that add to:

a. 50

25
20
36
12

14
25
38
30

b. 119

68
88
72
63

31
47
56
51

c. 74

59
37
48
62

26
15
37
12

d. 128

66
80
77
95

62
33
48
51

e. 66

34
14
40
51

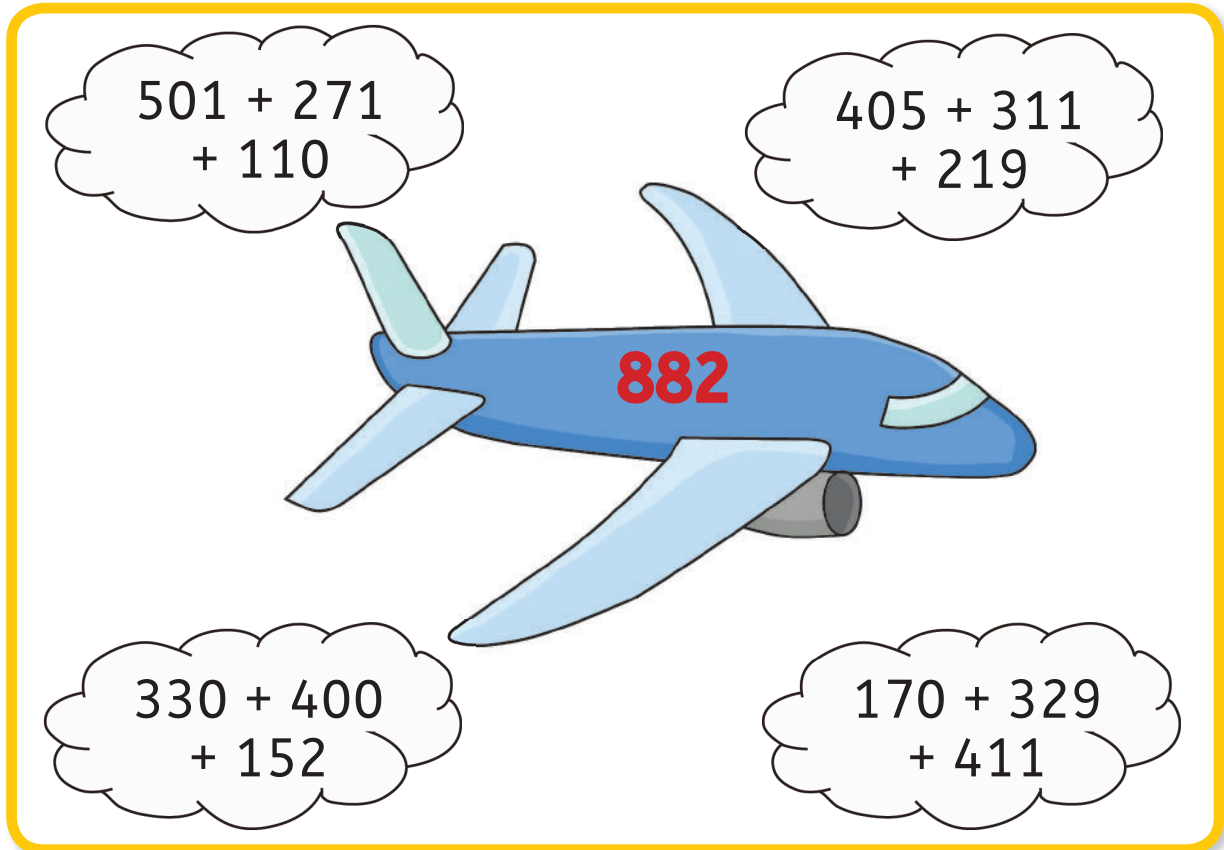
15
26
32
52

f. 150

80
99
73
65

77
85
51
70

10. Add the numbers on the clouds. Which sum is same as the number on the plane? Colour that cloud.



501 + 271
+ 110

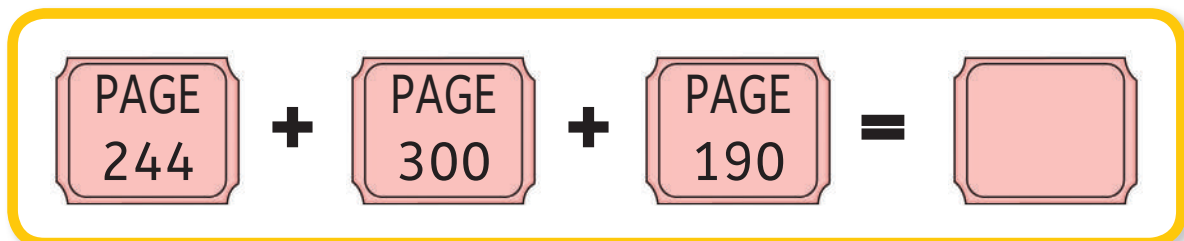
405 + 311
+ 219

882

330 + 400
+ 152

170 + 329
+ 411

11. Three friends have different books with different page numbers. Look at the page numbers, add them and write the total number of pages.



PAGE 244 + PAGE 300 + PAGE 190 =

12. Shaiha has a bag in both her hands. The candy packets given here need to go in her bags. Both the bags must have the same number of candies.



Draw the candy packets on both the bags along with the numbers given on it.



13. Match the two boxes that have numbers with the same value by colouring them alike.

Double of 2	8	Double of 5
10	Double of 10	4
Double of 4	28	15
Double of 9	Double of 14	18
6	20	Double of 3

14. We can add three numbers in three different ways. Let us add 11, 5 and 6

First method: $(11 + 5) + 6 = 22$

Second method: $11 + (5 + 6) = 22$

Third method: $5 + (11 + 6) = 22$

Add the following using all the three methods.

a. $7 + 9 + 6$

c. $8 + 11 + 2$

b. $14 + 5 + 6$

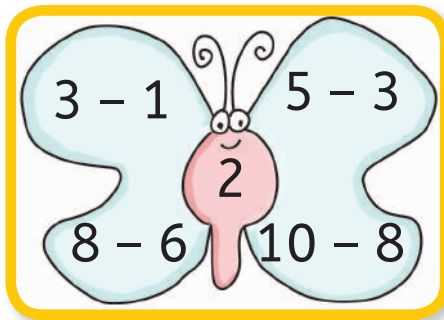
d. $15 + 9 + 5$

15. Complete the following table by writing the missing addition or subtraction.

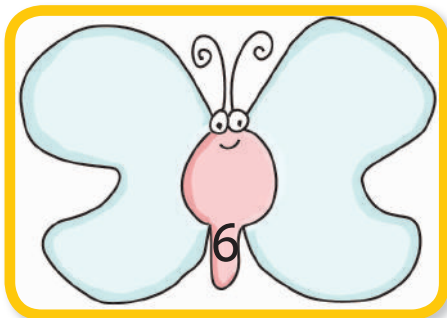
	Subtraction	Related Addition
a.	$15 - 5 = 10$	$10 + 5 = 15$
b.	$75 - 22 = 53$	
c.		$42 + 10 = 52$
d.	$65 - 7 = 58$	
e.		$12 + 8 = 20$

16. What is the easiest way of adding $16+3+4+17$?
17. I think of a number and add 6. I double the answer and I get 20. What number did I think of?
18. Tomatoes were being sold at MVR 15 per kg. Due to heavy rain, many tomatoes got spoilt. So, the vendor added MVR 8 per kg to the price. What is the new price at which he sold the tomatoes?
19. Find four subtraction facts for the numbers given in the stomach of the butterfly.

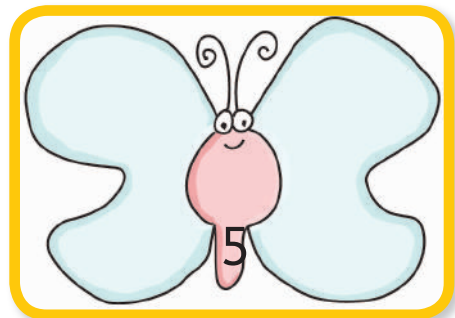
» Example



a.



b.



20. Write addition sentence for the following.

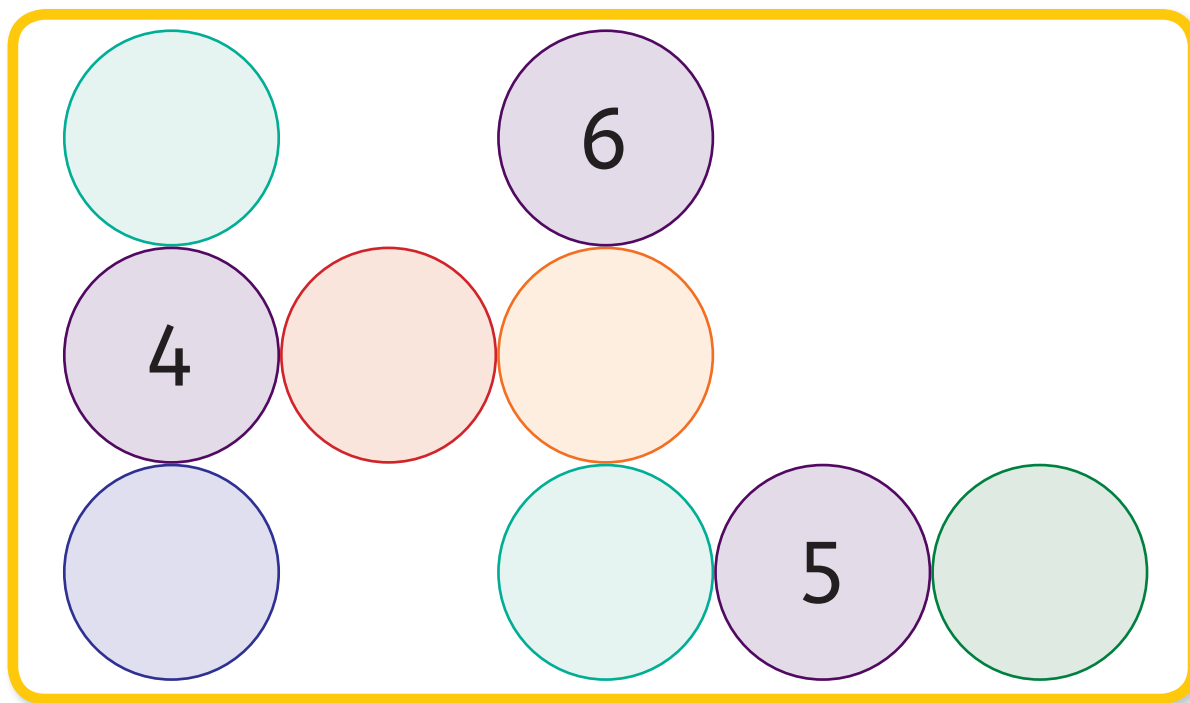
a.

124, 209, 333

b.

412, 645, 233

21. Solve the crossword.



Down:

$$200 + 120 + 227$$

$$300 + 200 + 125$$

Across:

$$100 + 200 + 102$$

$$230 + 100 + 221$$

22. Observe the pattern given below and then make 3 such patterns for addition and subtraction.

$3 + 5 = 8$
$13 + 5 = 18$
$23 + 5 = 28$

$4 - 3 = 1$
$14 - 3 = 11$
$24 - 3 = 21$



23. Look at the given example which shows the relationship between addition and subtraction.

Subtract 12 from 25. Check your answer.

	T	O		T	O
	2	5		1	3
-	1	2	→	+	1
	1	3	→		2
			→		5

Now, find the difference and check your answer.

	T	O		Check	
	8	5		T	O
-	2	3	→	+	
			→		
			→		

INR 30



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ISBN 978-93-84463-52-6



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