Interleaved practise

Year 5, week 1

Number:

1. Complete the following number sequence: 3 , 6 , 9 , 12 , 15 , 18 , 21

2. 12 478 + 1145 = 13 623

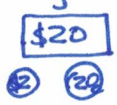
3. Read this number and say it: 2 423 048. Write it in words. How many millions, thousands, hundreds, tens and ones does it have?
Two million, fourhundred and twenty-three thousand, and forty-eight

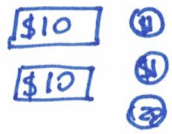
2 millions, 423 thousands, 0 hundreds, 4 tens, 8 ones

4. What change would you get from $50.00 if you purchased a t-shirt for $27.80? Show two different combinations of dollars and cents that you might receive.

$22.20 change

Examples:



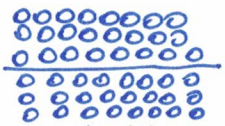


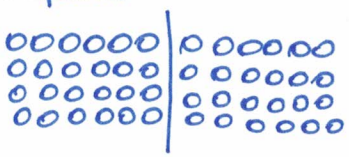
$20 + $2 + 10c + 10c

$10 + $5 + $5 + $1 + $1 + 20c

5. Share 48 counters equally to show halves. How many other ways could you share the counters? Draw them and describe the groups you have made.

Encourage your child to use arrays like the examples.





Measurement/Geometry:

6. Find 4 objects that would be measured in kilograms. Find 4 objects that would be measured in grams. List them in order from heaviest to lightest. Start your search in your pantry to find something that has its mass written on it in kilograms. This can be used to compare to other objects.

7. What time is it? What time will it be in an hour and half? Write both times using 24-hour time.
If your child has difficulty telling time by 1 minute or 5 minute intervals, adjust the time on your clock to ¼ past or ¼ to the hour. Your child can use a clockface or drawing to work out what 90 minutes later would be.

8. Draw what the next shape in this sequence would look like. Describe how you worked it out.

The shape is rotated a quarter turn each time. Your child may have difficulty visualising what the shape will look like. Talking about the individual elements might help. 'What would the rectangle look like?' 'Where is the triangle located?'

Chance/Data:

9. What could the weather be like tomorrow? List as many possibilities as you can. Write them in order from most likely to least likely.

Encourage your child to think of as many possibilities as he/she can, even highly unlikely ones like snow and cyclones. The most likely choices should be similar to the weather today.