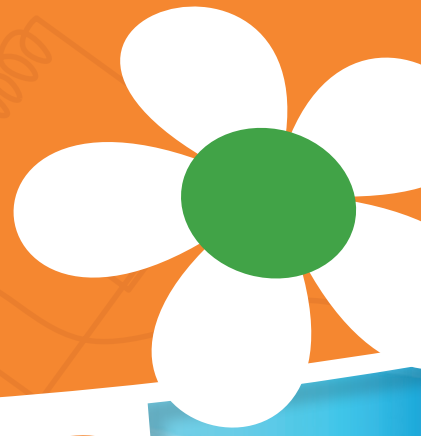


Activities between Grades 3 and 4

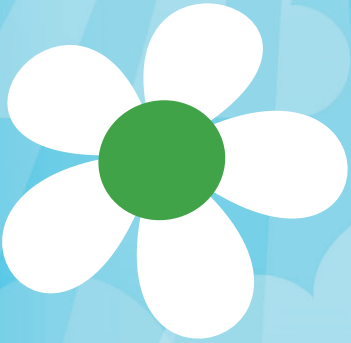


MathSeeds



SUMMER

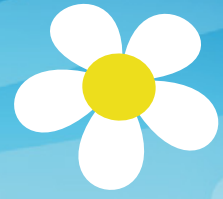
FUN PACK



[www.mathseeds.com](http://www.mathseeds.com)



Mathseeds



# Congratulations

You're  
doing  
amazing!





Mathseeds



# Woo hoo



Way to go!



[www.mathseeds.com](http://www.mathseeds.com)



## Get Ready for Grade 4

### Numbers 1000 to 5000

**Online lesson:** Lesson 151 – Counting 1000 to 5000

**Worksheets:** Tens, Hundreds, and Thousands, Order 4-digit Numbers

### Symmetry

**Online lesson:** Lesson 152 – Symmetry

**Worksheets:** Lines of Symmetry, Identify Symmetry

### Number Patterns: 2-step Rules

**Online lesson:** Lesson 153 – Number patterns 2

**Worksheets:** Follow the Rules, What is the Rule?

### Measuring Capacity

**Online lesson:** Lesson 154 – Liters and Milliliters

**Worksheets:** Liters and Milliliters, Measure Capacity

### Multiplication Revision

**Online lesson:** Lesson 155 – Multiplication revision

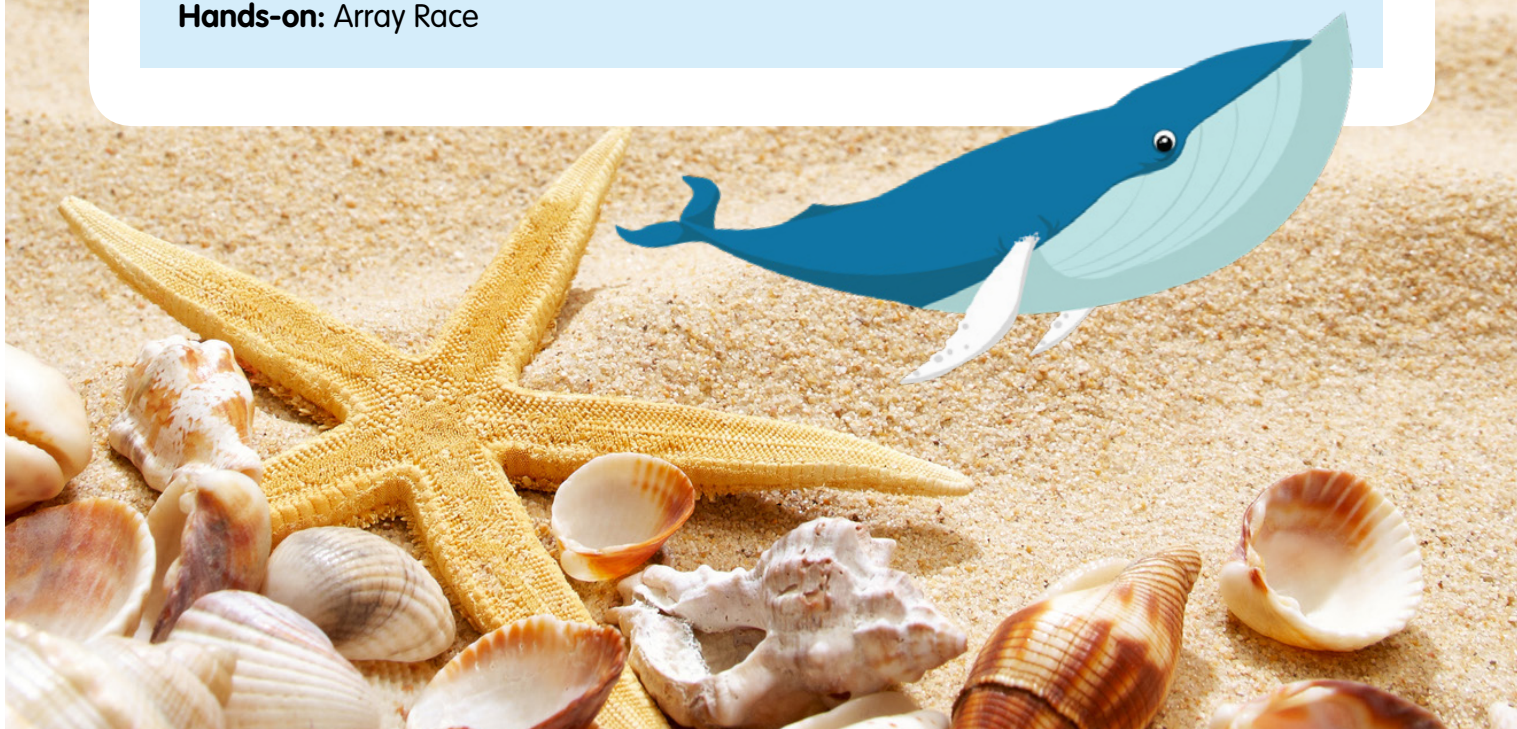
**Worksheets:** Skip Count to Multiply, Multiplication Problems

## Bonus

**Online:** Mental Minute + – Badges 88, 89, 91 and  $\times \div$  Badges 52, 62, 73

**Sheets:** Dizzy's Numbers, Fibonacci Sequence, Symmetrical Pictures

**Hands-on:** Array Race



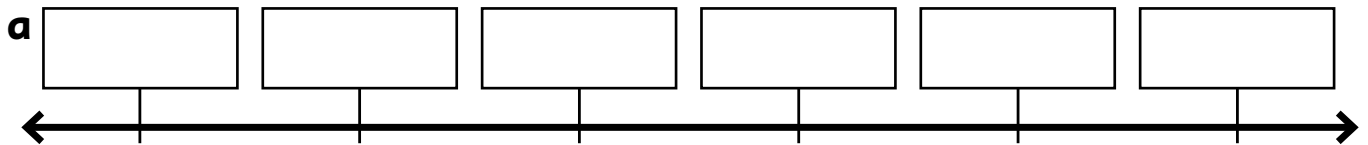
# TENS, HUNDREDS, AND THOUSANDS

1 Fill in the missing numbers.

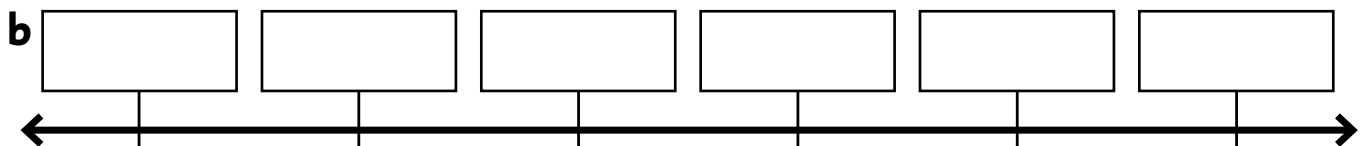
100	200	300	400				800	900	
1100	1200	1300	1400	1500	1600				2000
2100			2400	2500	2600	2700			
		3300				3700	3800	3900	4000
4100	4200	4300		4500	4600	4700	4800	4900	

2 Put these numbers in order on the number line.

2510    2530    2550    2560    2540    2520



4990    4970    5000    4980    4960    4950



3 Put the correct symbol in the box:  $<$   $>$

- a** 1000  4000    **b** 3400  2900    **c** 1100  1700  
**d** 4250  2070    **e** 1400  1900    **f** 3560  3760  
**g** 3500  3600    **h** 4440  4410    **i** 2110  2010  
**j** 2930  2970    **k** 3870  3880    **l** 1950  1780

## ORDER 4-DIGIT NUMBERS

1 Put these numbers in order on the number line.

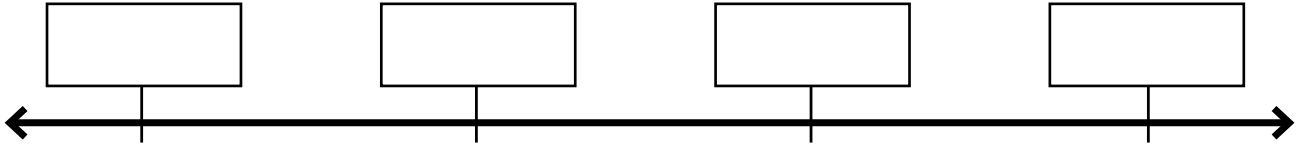
a

1563

4798

2945

3890



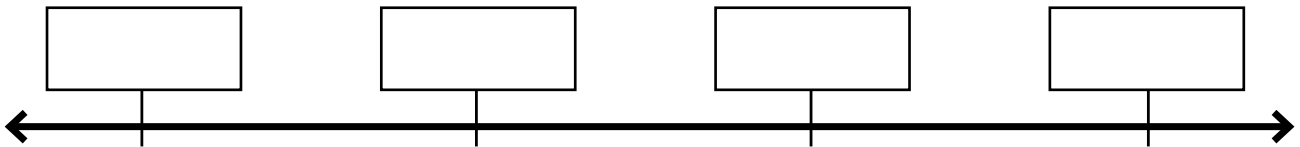
b

3764

1890

4902

2490



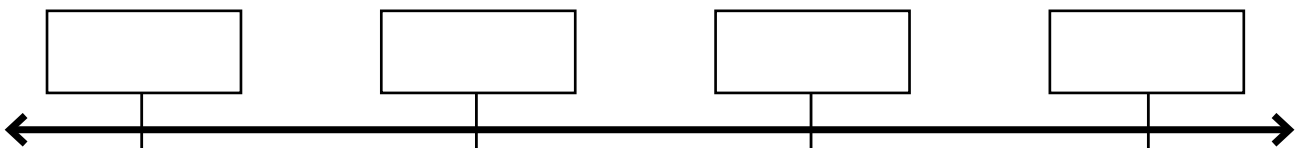
c

4398

4890

4165

4629



2 Write these numbers in order from **smallest** to **largest**.

3429

4930

2316

3781

4213

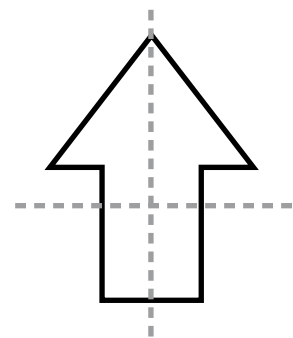
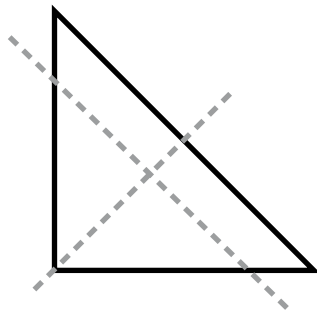
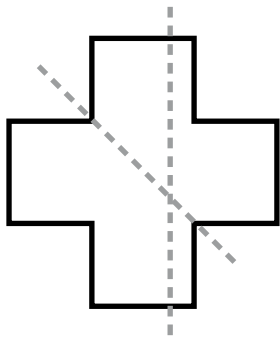
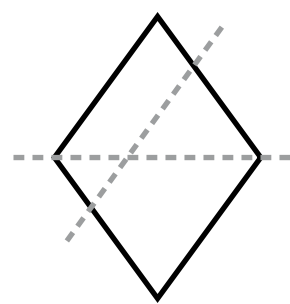
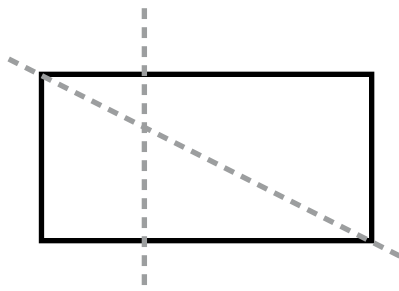
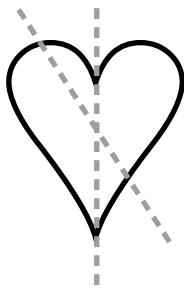
3 Write these numbers in numerals.

a two thousand, five hundred, and thirty-nine \_\_\_\_\_

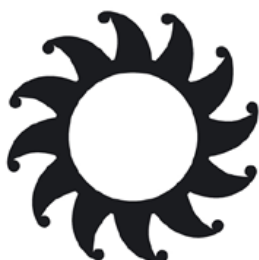
b four thousand, eight hundred, and ninety \_\_\_\_\_

# LINES OF SYMMETRY

1 Trace over the lines of symmetry.

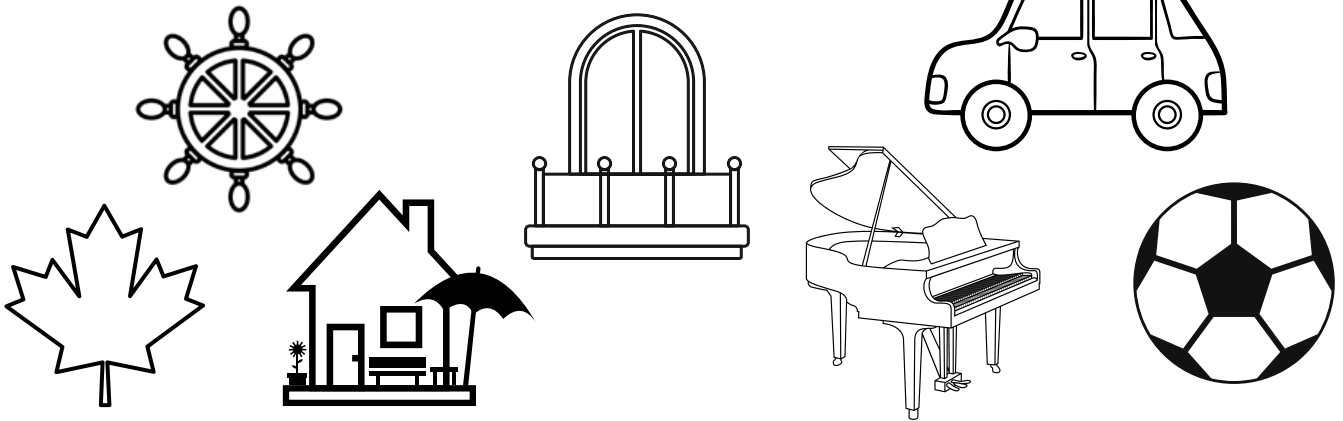


2 Draw a line of symmetry on the patterns that are symmetrical.

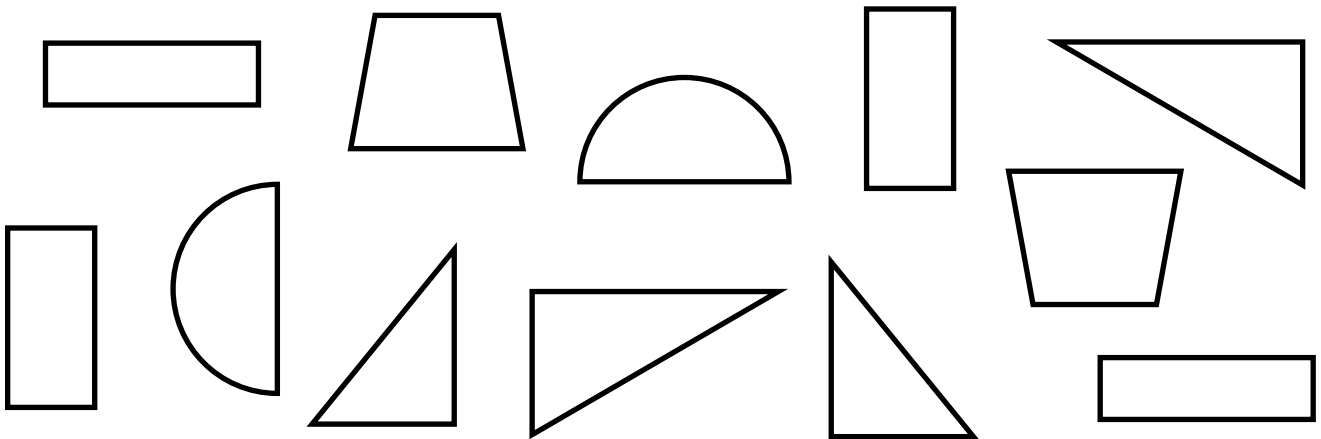


# IDENTIFY SYMMETRY

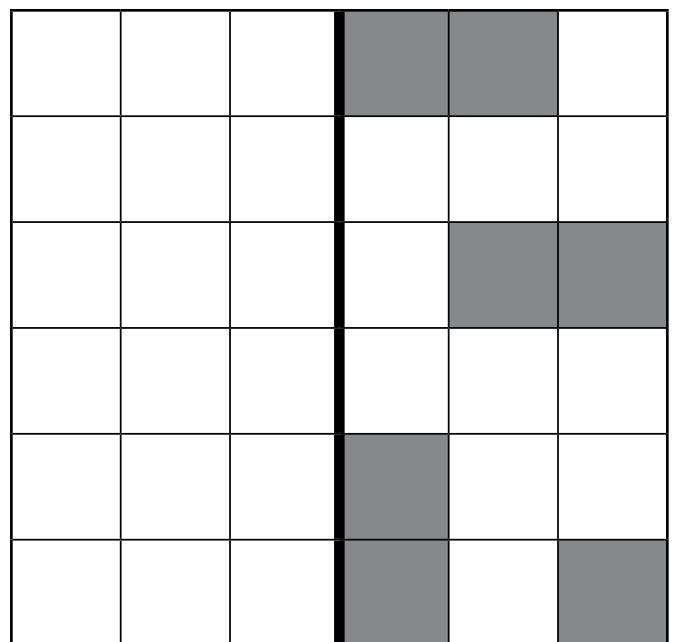
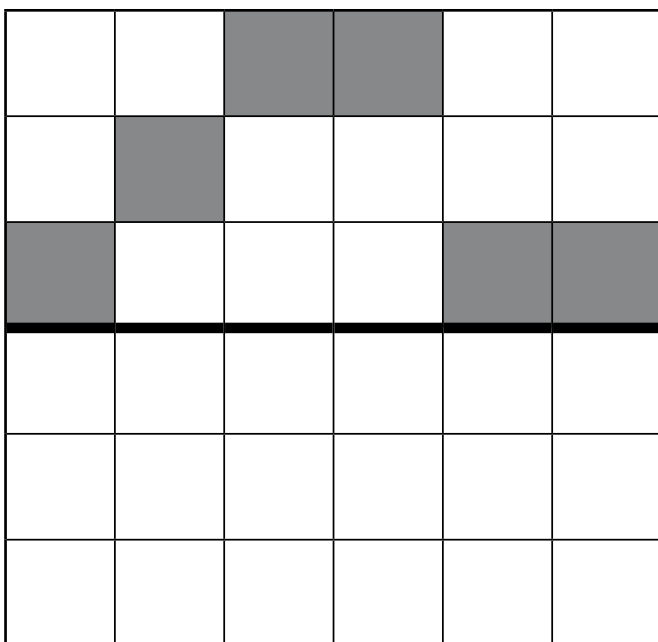
1 Circle the symmetrical things.



2 Color the symmetrical halves in matching colors.



3 Complete the symmetrical patterns.



## FOLLOW THE RULES

Follow the rule to complete the pattern.

<b>a</b>	<b>+3</b>	1	4	7						
----------	-----------	---	---	---	--	--	--	--	--	--

<b>b</b>	<b>-5</b>	61	56	51						
----------	-----------	----	----	----	--	--	--	--	--	--

<b>c</b>	<b>+2, -1</b>	1	3	2	4					
----------	---------------	---	---	---	---	--	--	--	--	--

<b>d</b>	<b>-3, +5</b>	7	4	9	6					
----------	---------------	---	---	---	---	--	--	--	--	--

<b>e</b>	<b>+3, +6</b>	13	16	22	25					
----------	---------------	----	----	----	----	--	--	--	--	--

<b>f</b>	<b>-2, -4</b>	55	53	49	47					
----------	---------------	----	----	----	----	--	--	--	--	--

<b>g</b>	<b>+10, -5</b>	4	14	9	19					
----------	----------------	---	----	---	----	--	--	--	--	--

<b>h</b>	<b>-9, +10</b>	18	9	19	10					
----------	----------------	----	---	----	----	--	--	--	--	--

<b>i</b>	<b>+10, +15</b>	5	15	30	40					
----------	-----------------	---	----	----	----	--	--	--	--	--

<b>j</b>	<b>-5, -4</b>	99	94	90	85					
----------	---------------	----	----	----	----	--	--	--	--	--

<b>k</b>	<b>+13, -6</b>	21	34	28	41					
----------	----------------	----	----	----	----	--	--	--	--	--

## WHAT IS THE RULE?

1 What comes next?

What is the rule?

a 15, 25, 20, 30, 25, 35, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

+ \_\_\_\_\_, - \_\_\_\_\_

b 23, 15, 25, 17, 27, 19, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_

c 35, 37, 40, 42, 45, 47, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_

d 99, 90, 96, 87, 93, 84, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_

e 181, 185, 184, 188, 187, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_

f 462, 460, 467, 465, 472, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_

g 854, 857, 861, 864, 868, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_

h 576, 476, 466, 366, 356, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_

i 480, 485, 478, 483, 476, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_

2 Now try these trickier ones. What is the rule?

a 1, 2, 4, 7, 11, 16, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_

b 1, 2, 12, 112, 113, 123, 223, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_

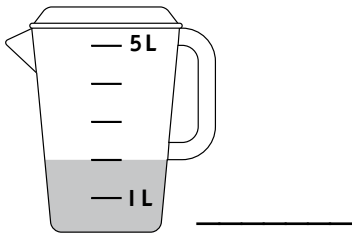
c 1, 2, 4, 8, 16, 32 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_

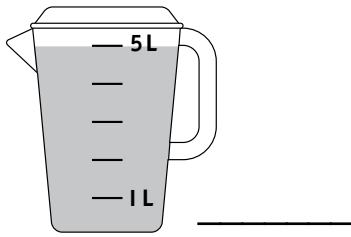
# LITERS AND MILLILITERS

1 Write the measurement in liters, eg 1 L.

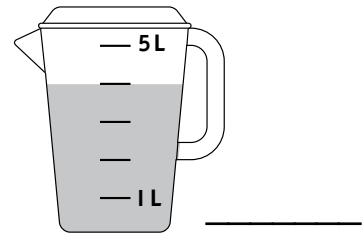
**a**



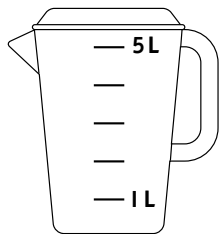
**b**



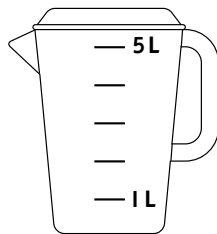
**c**



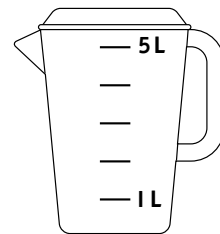
2 Color the jugs to show the amounts.



three liters



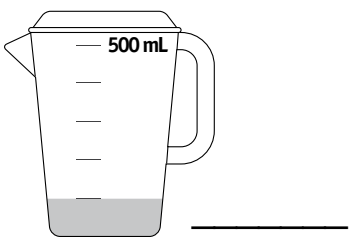
five liters



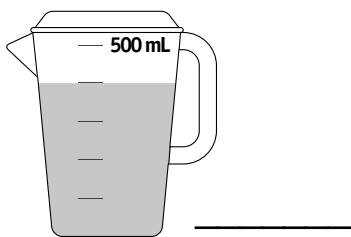
two liters

3 Write the measurement in milliliters, eg 200 mL.

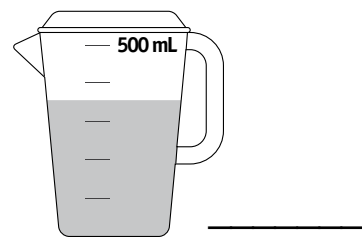
**a**



**b**

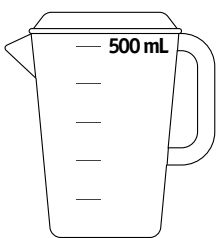


**c**



4 Color the jugs to show the amounts.

**a**



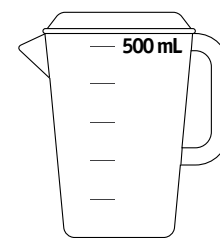
300 mL

**b**



450 mL

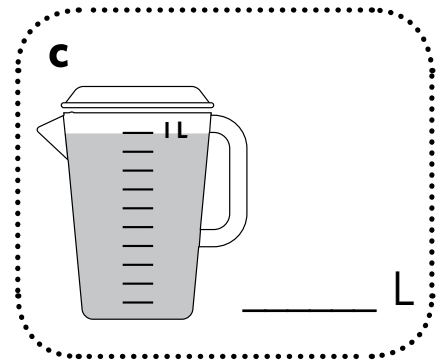
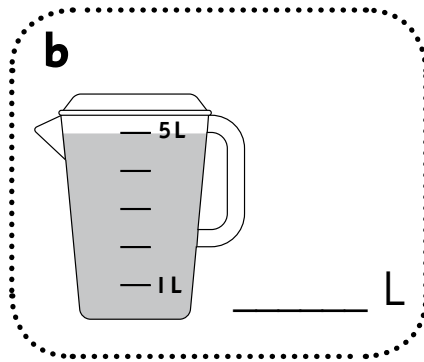
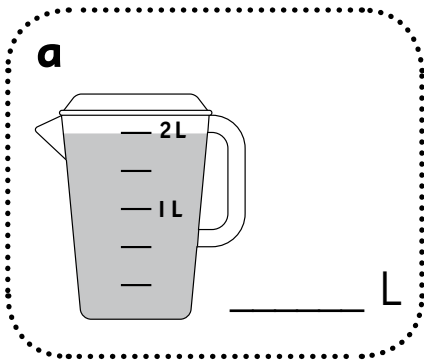
**c**



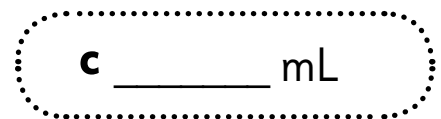
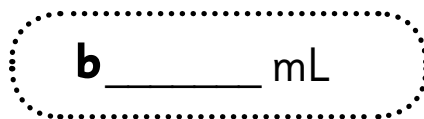
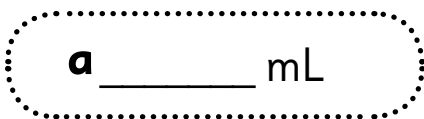
150 mL

# MEASURE CAPACITY

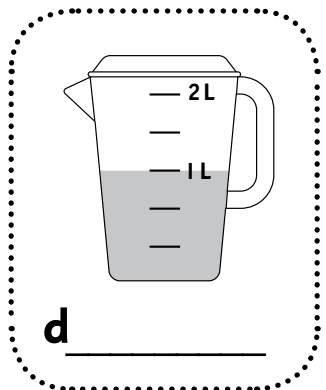
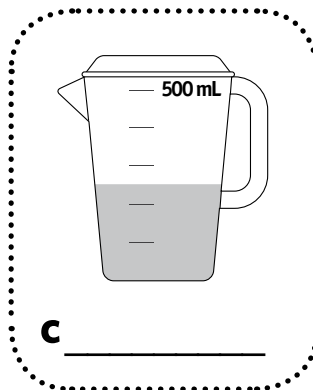
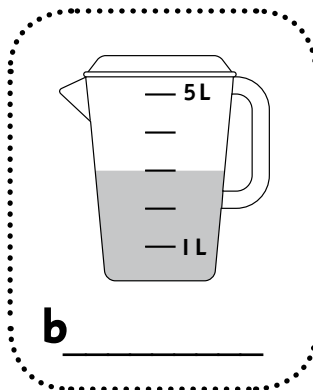
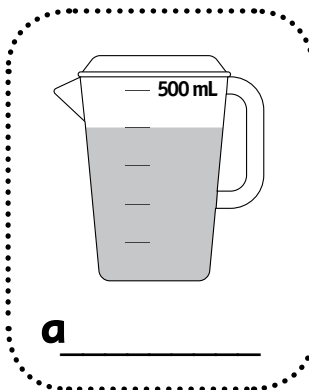
1 Write the capacity of each jug in liters.



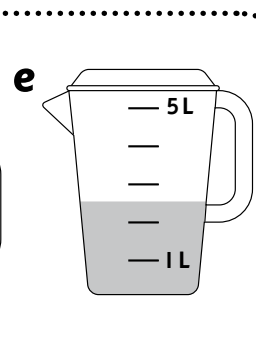
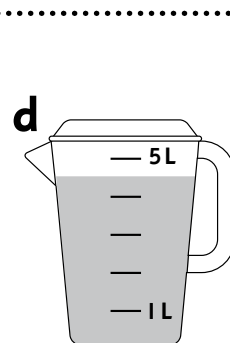
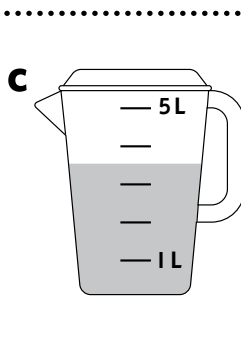
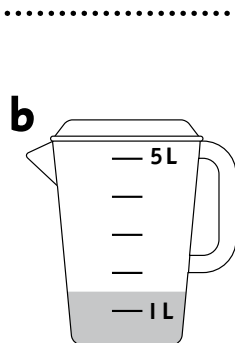
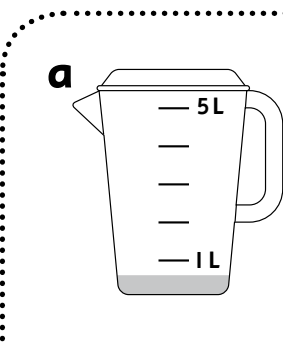
2 Write the same capacities in milliliters.



3 Which units should you write the measurement in – mL or L?



4 Match the correct label to each jug.



$3\frac{1}{2}$  L

$\frac{1}{2}$  L

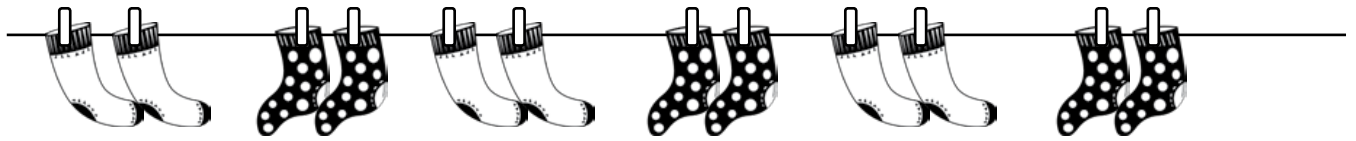
$1\frac{1}{2}$  L

$2\frac{1}{2}$  L

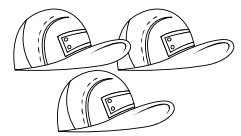
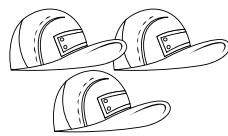
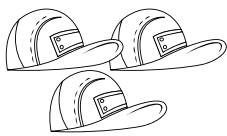
$4\frac{1}{2}$  L

## SKIP COUNT TO MULTIPLY

1 How many? Fill in the repeated addition.



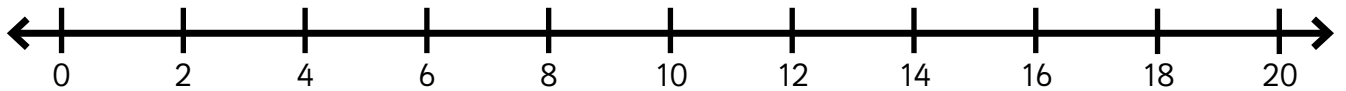
a  $2 + 2 + \square + \square + \square + \square = \square$



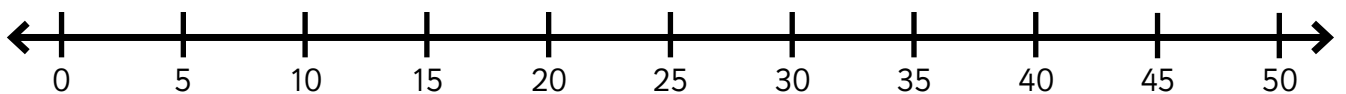
b  $3, \square, \square, \square, \square$

Jump along the number line to find how many.

2 I buy 8 pairs of shoes. How many shoes altogether? \_\_\_\_\_

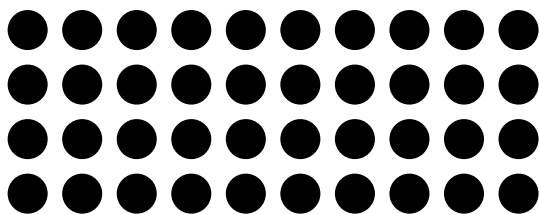


3  $7 \times 5 =$  \_\_\_\_\_



4 Write an equation to match the array.

a



$\square \times \square = \square$

b



$\square \times \square = \square$

## MULTIPLICATION PROBLEMS

- 1 Ruby folds t-shirts into piles of five. She has three piles. How many shirts altogether?

shirts

- 2 Dizzy grabs six bags of balls for game day. Each bag has ten balls in it. How many balls altogether?

balls

- 3 Doc has five shelves with ten books on each shelf. How many books altogether?

books

- 4 Ruby, Mrs. T, and Mango are trying on hats. They end up buying four hats each. How many hats altogether?

hats

- 5 Mrs. T uses three tea bags for each pot of tea. She drank six pots of tea today. How many tea bags did she use?

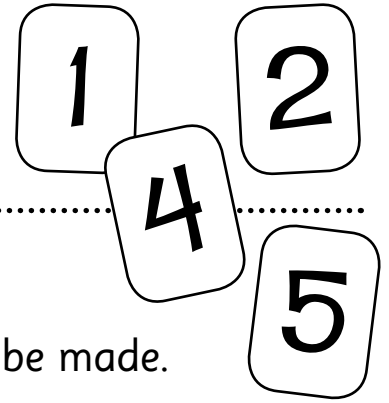
bags

- 6 Waldo naps for ten minutes. He does this seven times today! How much extra sleep did Waldo get from his naps?

mins

## DIZZY'S NUMBERS

- 1 Dizzy has four number cards: 1, 2, 4, and 5.  
How many 4-digit numbers can he make?



- a Underline the question.      b Circle the facts.  
c Make a list of all the 4-digit numbers that can be made.

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- d There are \_\_\_\_\_ 4-digit numbers.

- 2 Mango has some questions.

- a What is the largest number on the list? \_\_\_\_\_  
b What is the largest number starting with 1? \_\_\_\_\_  
c What is the largest number starting with 2? \_\_\_\_\_  
d What is the largest number starting with 4? \_\_\_\_\_

- 3 How do you find the largest number in a list? Write the steps.

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## FIBONACCI SEQUENCE

1 Complete these sums.

$$1 + 1 = \square$$

$$1 + 2 = \square$$

$$2 + 3 = \square$$

$$3 + 5 = \square$$

2 Find the next four numbers in the Fibonacci sequence.

1, 1, 2, 3, 5, 8,  $\square$ ,  $\square$ ,  $\square$ ,  $\square$

3 Complete the sums for the numbers you added to the sequence.

$$5 + 8 = \square$$

$$8 + \square = \square$$

$$\square + \square = \square$$

$$\square + \square = \square$$

4 Find the next four numbers in the Fibonacci sequence.

$$34 + 55 = \square$$

$$55 + \square = \square$$

$$\square + \square = \square$$

$$\square + \square = \square$$

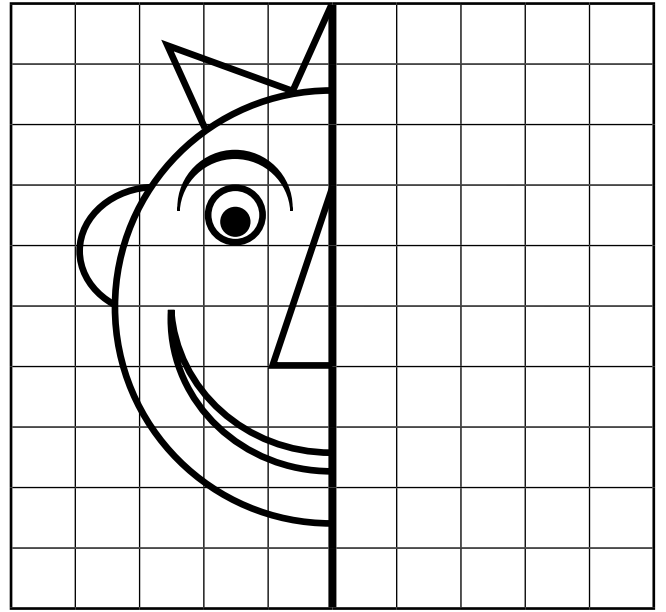
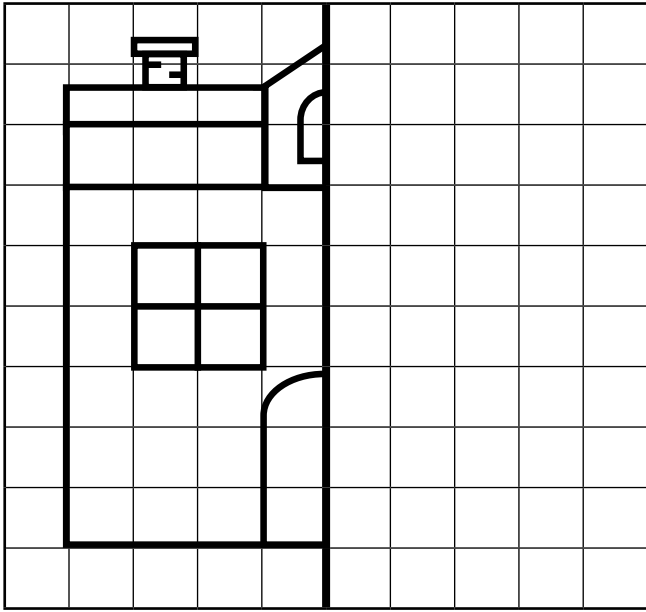
5 Explain the rule for the Fibonacci sequence.

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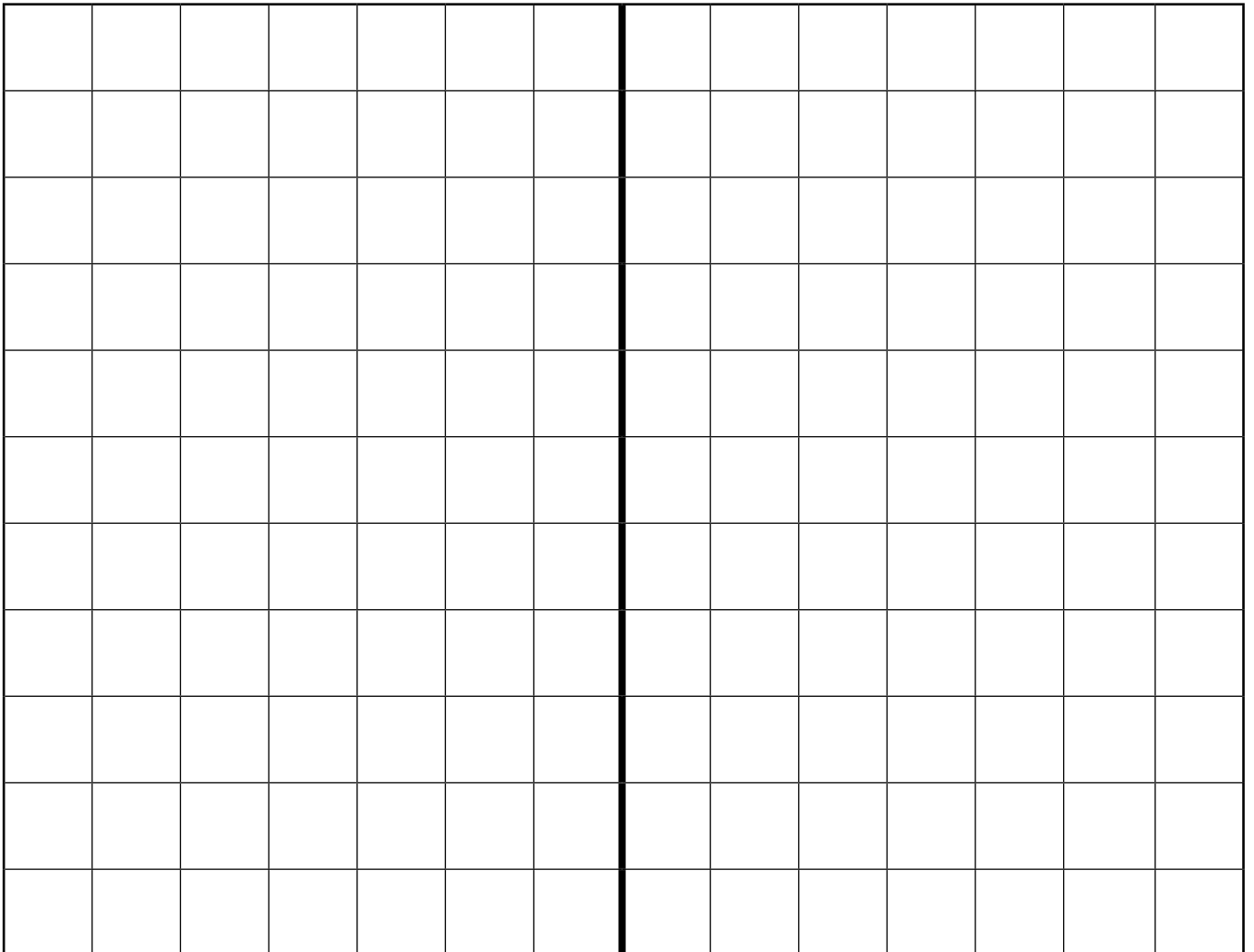
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## SYMMETRICAL PICTURES

1 Complete the symmetrical pictures.



2 Draw your own symmetrical picture.





# Get Ready for Grade 4

## Numbers 5000 to 10,000

**Online lesson:** Lesson 156 – Counting 5000 to 10,000

**Worksheets:** Base 10 Blocks, Order Numbers

## Area

**Online lesson:** Lesson 157 – Area 3

**Worksheets:** Multiply for Area, Area in Square Meters

## Times Tables x2, x4

**Online lesson:** Lesson 158 – Times tables (x2, x4) **Worksheets:** 2 Times Table, 4 Times Table

## Equivalent Money

**Online lesson:** Lesson 159 – Equivalent Amounts of Money 2

**Worksheets:** Equivalent Amounts, Money Word Problems

## Comparing Fractions

**Online lesson:** Lesson 160 – Comparing and Ordering Fractions

**Worksheets:** Fraction Number Lines, Mixed Numbers

## Bonus

**Online:** Mental Minute + – Badges 92, 94, 95, 96 and  $\times \div$  Badges 77, 81, 86, 90

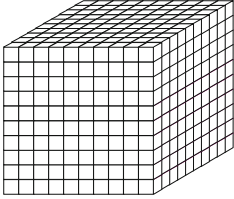
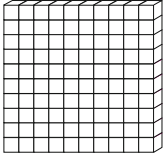


**Sheets:** Thinking Numbers, Heads and Legs, Dizzy's Money

**Hands-on:** Dollhouse Furniture

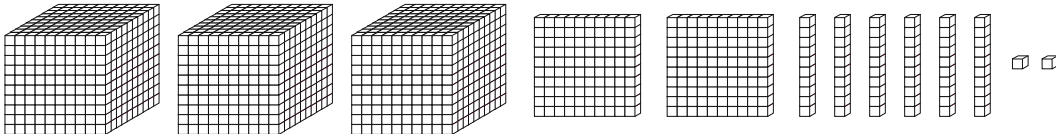


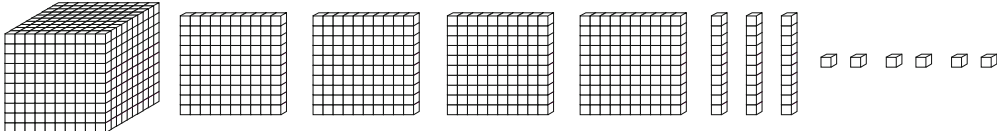
# BASE 10 BLOCKS

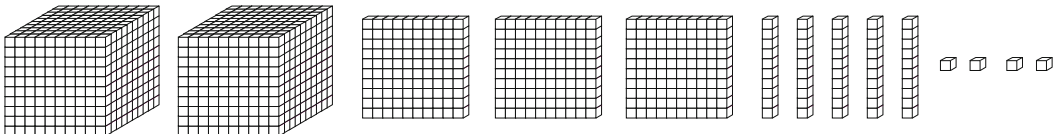
1 Draw each number in blocks.

	Thousands	Hundreds	Tens	Ones
				
<b>a</b> 4353				
<b>b</b> 6229				
<b>c</b> 2801				

2 What is each number?

**a** 

**b** 

**c** 

## ORDER NUMBERS

1 Put these numbers in order on the number lines.

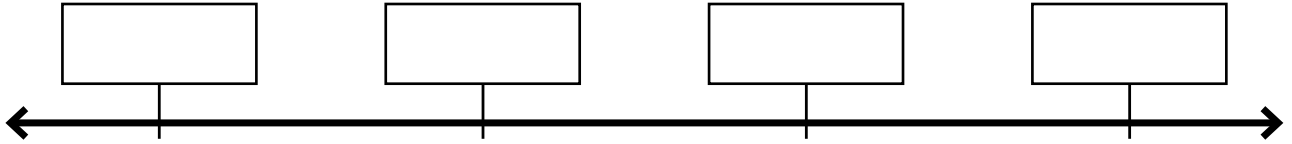
a

5329

8324

7980

6349



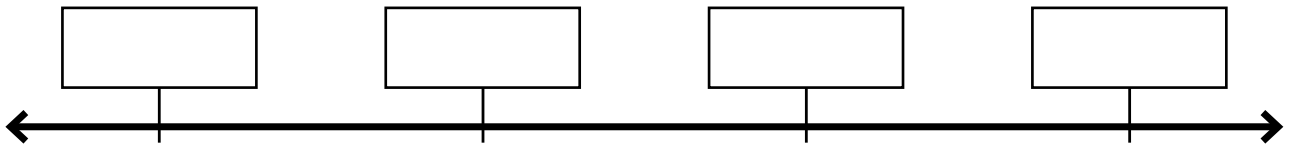
b

9342

7829

3892

5928



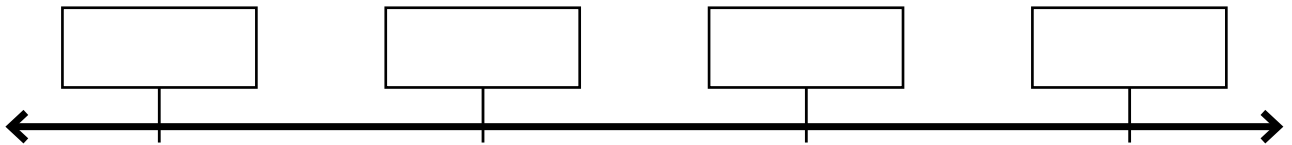
c

2839

4932

7439

5321



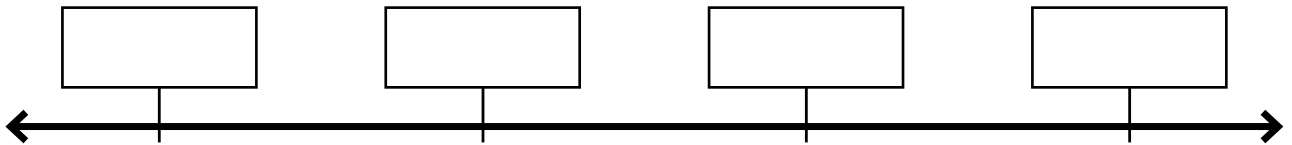
d

8172

2562

6611

4031



2 Write these numbers in order from **smallest** to **largest**.

9928, 1347, 3946, 8230, 6394

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3 Write these numbers in order from **largest** to **smallest**.

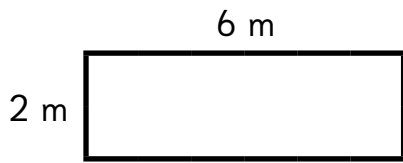
5720, 7305, 2934, 8294, 4897

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# MULTIPLY FOR AREA

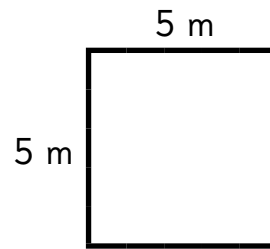
1 Calculate the area.

a



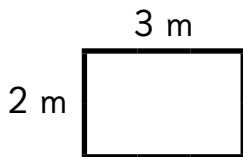
$$\underline{\quad} \times \underline{\quad} = \underline{\quad} \text{ m}^2$$

b



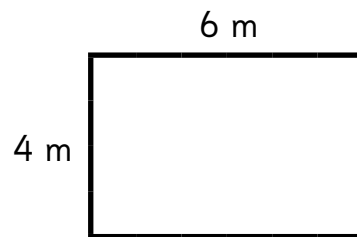
$$\underline{\quad} \times \underline{\quad} = \underline{\quad} \text{ m}^2$$

c



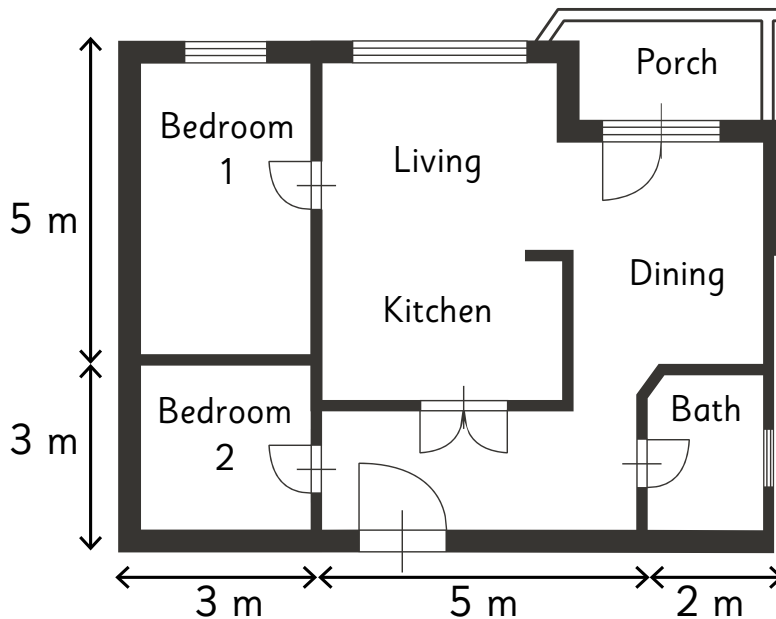
$$\underline{\quad} \times \underline{\quad} = \underline{\quad} \text{ m}^2$$

d



$$\underline{\quad} \times \underline{\quad} = \underline{\quad} \text{ m}^2$$

2 What is the area?



a Bedroom 1 is  $\underline{\quad}$  m<sup>2</sup>.

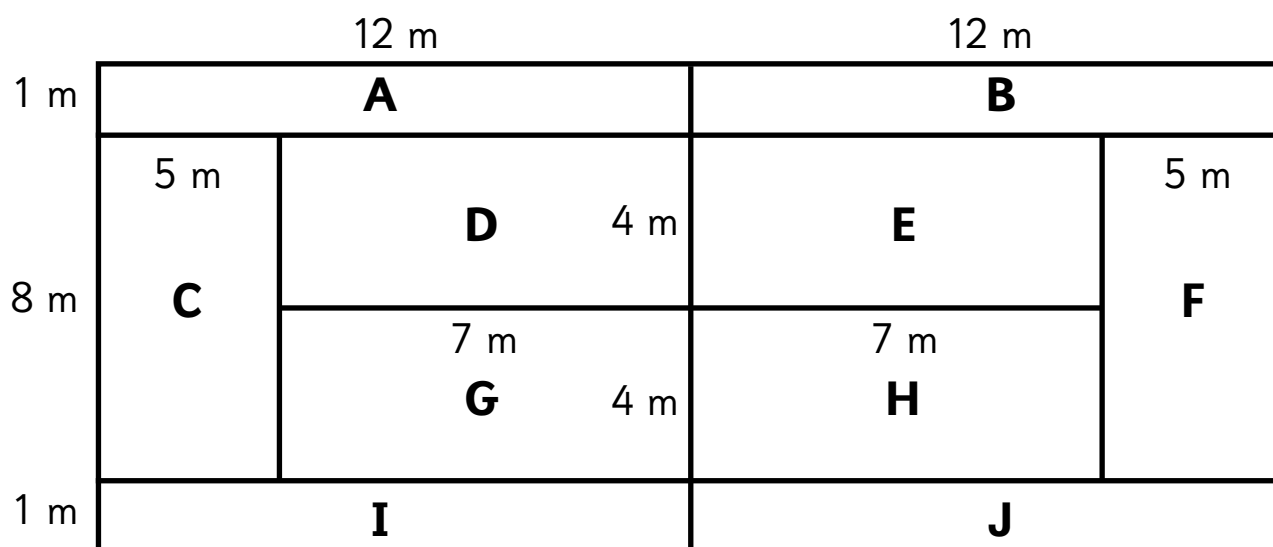
b Bedroom 2 is  $\underline{\quad}$  m<sup>2</sup>.

c The bathroom is  $\underline{\quad}$  m<sup>2</sup>.

d The house is  $\underline{\quad}$  m<sup>2</sup>.

## AREA IN SQUARE METERS

1 Find the area of each section of the court in square meters.



**A**     $\underline{\quad} \times \underline{\quad} = \underline{\quad} \text{ m}^2$

**B**     $\underline{\quad} \times \underline{\quad} = \underline{\quad} \text{ m}^2$

**C**     $\underline{\quad} \times \underline{\quad} = \underline{\quad} \text{ m}^2$

**D**     $\underline{\quad} \times \underline{\quad} = \underline{\quad} \text{ m}^2$

**E**     $\underline{\quad} \times \underline{\quad} = \underline{\quad} \text{ m}^2$

**F**     $\underline{\quad} \times \underline{\quad} = \underline{\quad} \text{ m}^2$

**G**     $\underline{\quad} \times \underline{\quad} = \underline{\quad} \text{ m}^2$

**H**     $\underline{\quad} \times \underline{\quad} = \underline{\quad} \text{ m}^2$

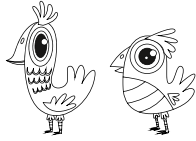
**I**     $\underline{\quad} \times \underline{\quad} = \underline{\quad} \text{ m}^2$

**J**     $\underline{\quad} \times \underline{\quad} = \underline{\quad} \text{ m}^2$

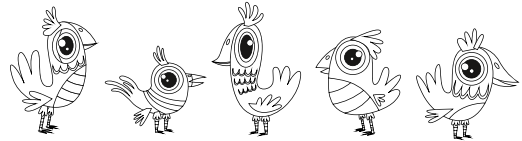
2 Can you find the area of the whole court?  
Show your working out below.

## 2 TIMES TABLE

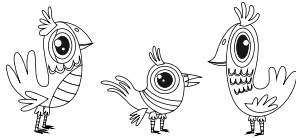
1 How many wings? Complete the equations.



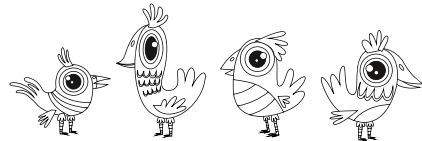
a  $\underline{\quad} \times 2 = \underline{\quad}$



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



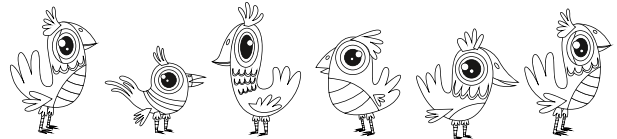
c  $\underline{\quad} \times 2 = \underline{\quad}$



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



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



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

2 Find the answers.

$\times$	0	1	2	3	4	5	6	7	8	9	10
2											

3 Complete.

a  $2 \times 4 = \underline{\quad} \times 2 = 8$

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

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

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

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

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

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

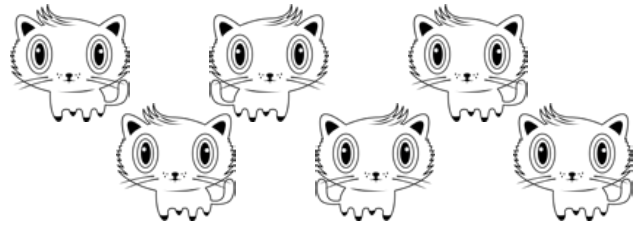
h  $2 \times 0 = \underline{\quad} \times \underline{\quad} = \underline{\quad}$

# 4 TIMES TABLE

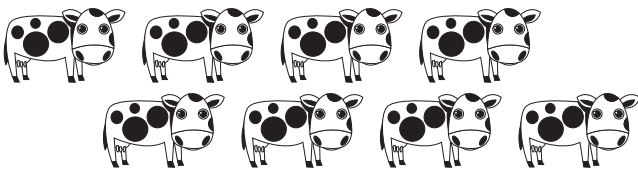
1 How many legs? Complete the equations.



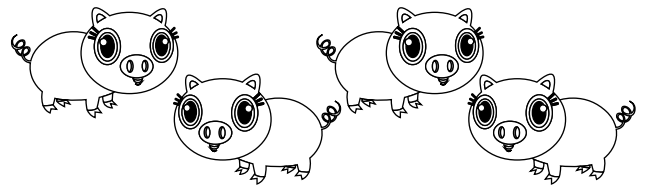
**a**  $\underline{\quad} \times 4 = \underline{\quad}$



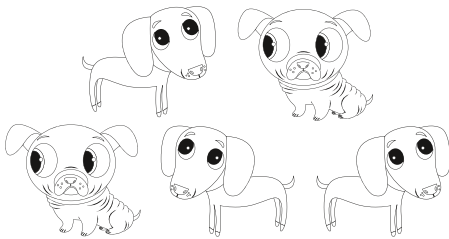
**b**  $\underline{\quad} \times 4 = \underline{\quad}$



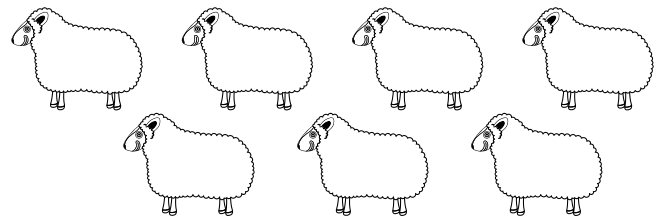
**c**  $\underline{\quad} \times 4 = \underline{\quad}$



**d**  $\underline{\quad} \times 4 = \underline{\quad}$



**e**  $\underline{\quad} \times 4 = \underline{\quad}$



**f**  $\underline{\quad} \times 4 = \underline{\quad}$

2 Find the answers.

$\times$	0	1	2	3	4	5	6	7	8	9	10
4											

3 Complete.

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

**b**  $4 \times 5 = \underline{\quad} \times 4 = \underline{\quad}$






**c**  $4 \times 7 = \underline{\quad} \times \underline{\quad} = \underline{\quad}$

**d**  $4 \times 8 = \underline{\quad} \times \underline{\quad} = \underline{\quad}$

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

**f**  $4 \times 6 = \underline{\quad} \times \underline{\quad} = \underline{\quad}$

# EQUIVALENT AMOUNTS

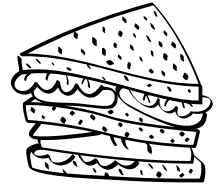
	1 How much?	2 Write or draw another way to make this amount.
<p><b>a</b></p> 		
<p><b>b</b></p> 		
<p><b>c</b></p> 		
<p><b>d</b></p> 		
<p><b>e</b></p> 		

## MONEY WORD PROBLEMS

1 Andy buys a \$5.95 sandwich and pays with a \$50 bill.

a What is his change? \_\_\_\_\_

b How could this change be made in bills and coins?

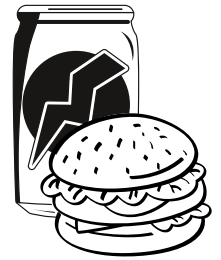


\_\_\_\_\_

2 Mandy buys a burger for \$12.50 and a drink for \$4.30.

a How much does her lunch cost? \_\_\_\_\_

b What bills and coins could she use to pay for her lunch with no change?

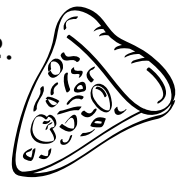


\_\_\_\_\_

3 Sandy buys a pizza using a \$20 bill and gets \$1.15 change.

a How much did his pizza cost? \_\_\_\_\_

b How could his change be made in bills and coins?



\_\_\_\_\_

4 Candy buys a \$9.60 salad and a \$5.50 drink. She gets \$4.90 in change.

a What bill did she use to pay for her lunch? \_\_\_\_\_

b If she paid the exact amount in bills and coins, what might it look like?



\_\_\_\_\_

5 Randy spends \$13.75 on his lunch. He buys a \$7.10 pasta and a drink.

a How much did the drink cost? \_\_\_\_\_

b Show his change from a \$20 bill.



\_\_\_\_\_

# FRACTION NUMBER LINES

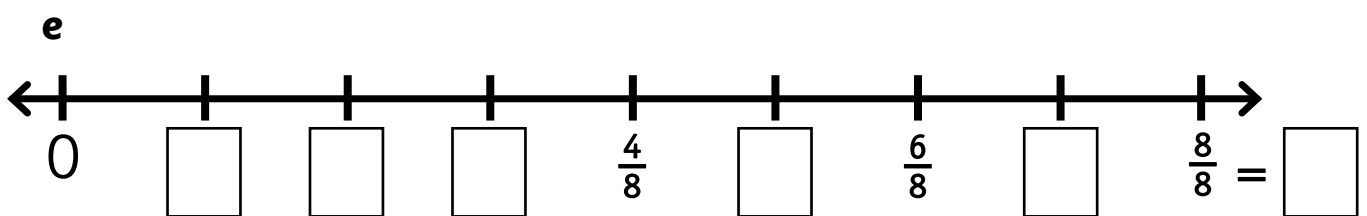
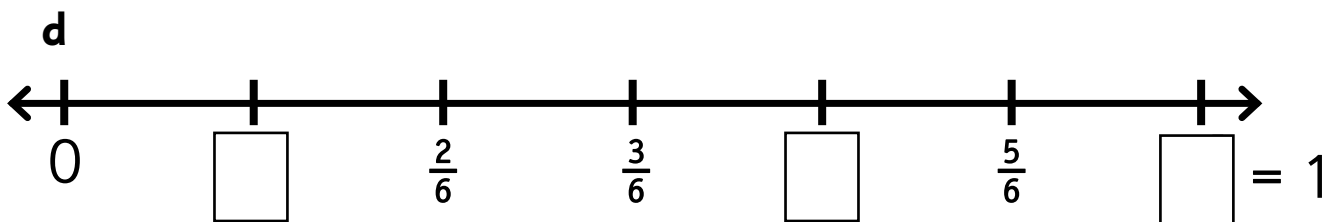
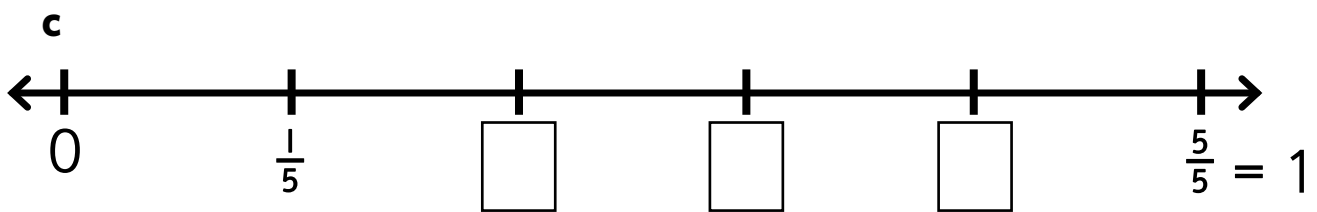
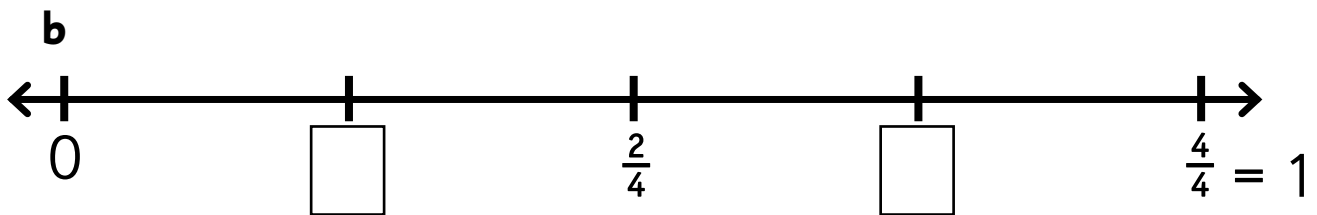
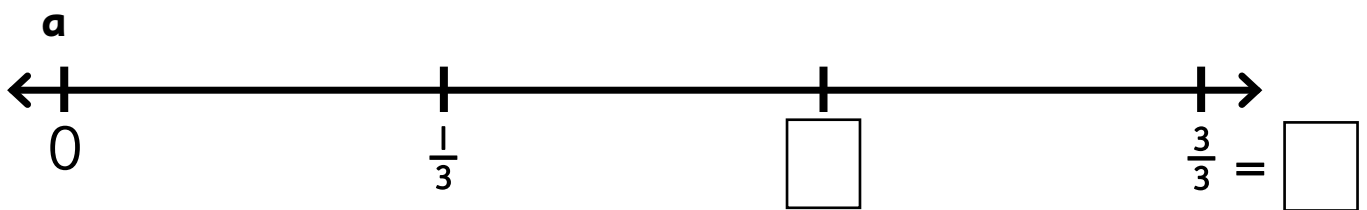
1 Put these in order from smallest to largest.

a  $\frac{1}{5}, \frac{2}{5}, \frac{4}{5}, \frac{3}{5}, \frac{5}{5}$  \_\_\_\_\_

b  $\frac{6}{6}, \frac{1}{6}, \frac{3}{6}, \frac{5}{6}, \frac{4}{6}, \frac{2}{6}$  \_\_\_\_\_

c  $1, \frac{3}{8}, \frac{2}{8}, \frac{7}{8}, \frac{4}{8}, \frac{1}{8}, \frac{5}{8}, \frac{6}{8}$  \_\_\_\_\_

2 Fill in the fraction number lines.

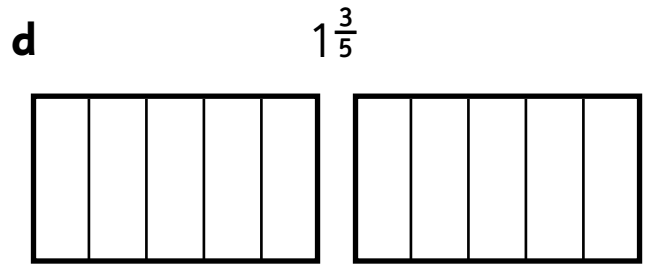
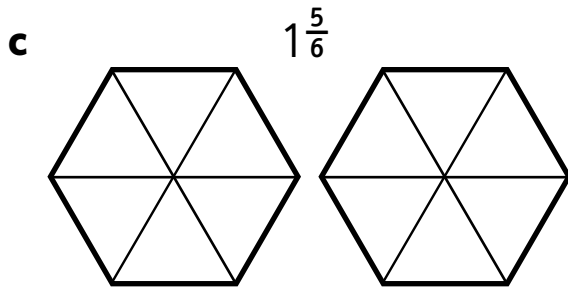
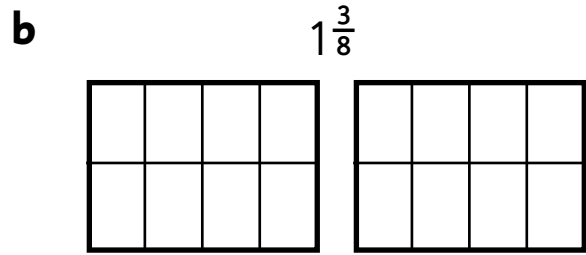
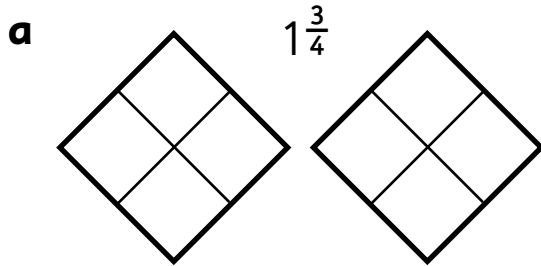


3 Put these in order from smallest to largest.

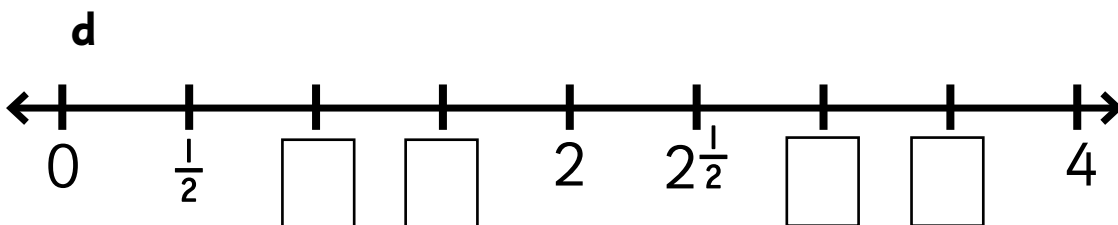
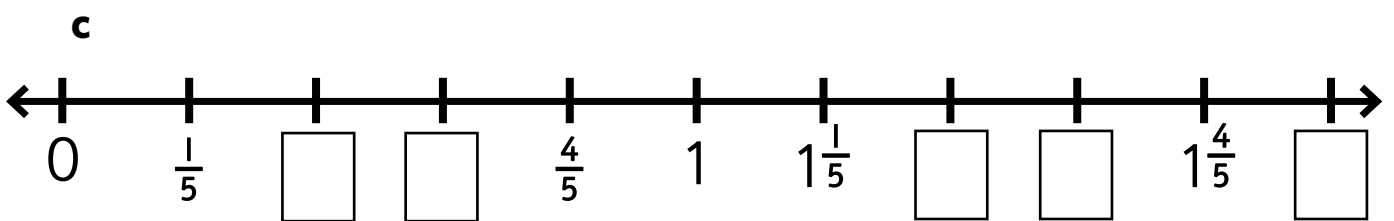
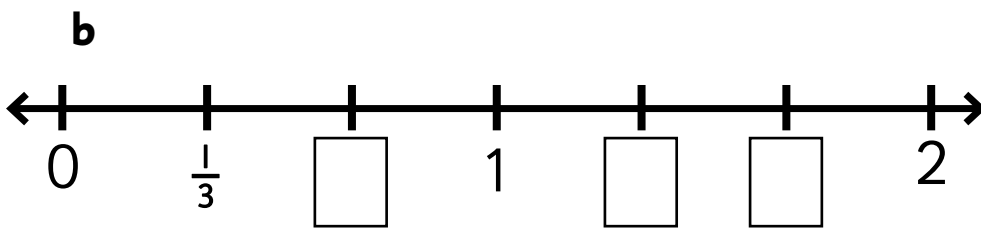
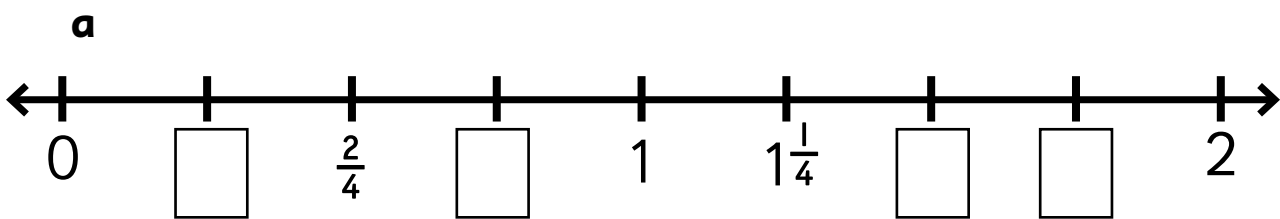
$\frac{1}{5}, \frac{1}{2}, \frac{1}{6}, \frac{1}{4}, \frac{1}{8}, \frac{1}{3}$  \_\_\_\_\_

# MIXED NUMBERS

1 Color the fractions.



2 Fill in the fraction number lines.



## THINKING NUMBERS

**1 a** Pick 4 different numbers between 1 and 9 and make a 4-digit number.

□	□	□	□
---	---	---	---

**b** Add 1 to the number.

□	□	□	□
---	---	---	---

**c** Add 100 to the number.

□	□	□	□
---	---	---	---

**d** Add 1000 to the number.

□	□	□	□
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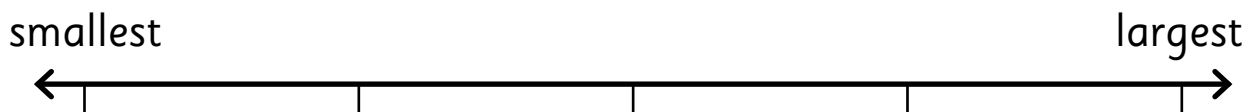
**e** Add 10 to the number.

□	□	□	□
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**2** From the five numbers you made:

**a** Circle the largest number. **b** Highlight the smallest number.

**c** Put the numbers in order on this number line.



**3** Add or subtract 10, 100, or 1000 from each number to make 5 more numbers. Put all ten numbers into order from smallest to largest.

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**4** What are the steps for ordering 4-digit numbers?

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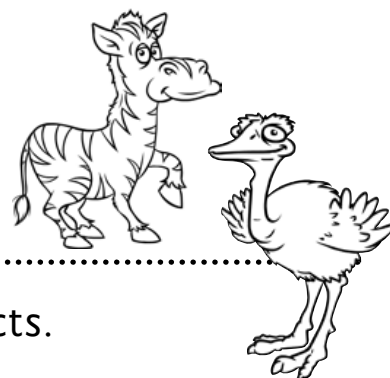
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## HEADS AND LEGS

- 1 In Africa, Doc saw a herd of ostrich and zebra. He counted 18 heads and 56 legs altogether. How many of each animal were in the herd?



- a Underline the question.      b Circle the facts.  
c Guess: how many ostriches and how many zebras.

d Check: does this add to 18 heads?    Yes    No

e Calculate the number of legs. An ostrich has 2 legs, a zebra has 4.

f Check: does this add to 56 legs?    Yes    No

- 2 Keep guessing until you find the correct answer.

How many of each animal were in the herd?

Ostriches = \_\_\_\_\_      Zebras = \_\_\_\_\_

- 3 Can you write your own heads and legs problem?  
See if anyone in your family can find the answer.

## DIZZY'S MONEY

- 1 Dizzy wants to buy a new pot for his cactus. The pot costs \$18.50. How can he make the right amount in bills and coins?



- a Underline the question.      b Circle the facts.
- c How can Dizzy make exactly \$18.50 with bills and coins?
- 2 Dizzy has no \$10 bills. Find another way to make \$18.50.
- 3 Dizzy has no quarters. Find another way to make \$18.50.
- 4 Dizzy ends up paying with a \$20 bill. Show his change.
- 5 Can you find the smallest number of bills and coins to make \$18.50? How about the largest number of bills and coins?

## HANDS-ON: DOLLHOUSE FURNITURE

Ruby is making furniture for her dollhouse living room.

The room is 10 in long by 10 in wide. Ruby wants to know how much furniture she can fit into the living room.



1 Measure and draw up Ruby's dollhouse living room on a piece of paper. Draw on at least one door and a couple of windows.

2 What is the area of the room? \_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

3 On another piece of paper, draw a couch, bookcase, dining table, and 4 dining chairs as seen from above. Find the area of each item.

a Couch \_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

b Bookcase \_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

c Table \_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

d Chair \_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_  $\times$  4 chairs = \_\_\_\_\_



4 What is the area of all the furniture? \_\_\_\_\_

5 Cut the furniture out and place them in the living room. Remember to think about windows, views, and doors opening.

6 How much area is left in the room? \_\_\_\_\_  $-$  \_\_\_\_\_ = \_\_\_\_\_

7 What other furniture would you put in the room? Draw them, cut them out, and place them in the room. Remember to think about windows and doors.

8 How much area is left in the room now? \_\_\_\_\_