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Dear Student,

Welcome to *Aftermaths*[™], a program that allows you to explore mathematics. Inside this book are 36 activities. In these activities, you will play maths games, conduct experiments, solve problems, and write and perform 'maths magic.'

Aftermaths is designed to allow you to work alone, with a partner, or in a small group. You will try a variety of activities. By doing these activities, you will develop your maths skills. You will look at maths in new ways. You also will find that maths is part of your everyday life.

Some activities use skills that you already know. Other activities add to known skills. Still other activities provide challenges. The goal for each activity is to have fun and to learn at the same time.

A famous man named Galileo once said that mathematics is the alphabet in which the universe was created. So, enjoy the activities and begin learning that 'alphabet.'

You may want to have materials such as the following on hand: pencils and erasers, scratch paper, a calculator and a ruler.

This *Aftermaths* book was prepared for students by Christopher Forest.

Designed and illustrated by Jamie Ruh

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SKILL BUILDERS 1

Something Unusual

Answer the three problems. Look carefully at the digits in each answer as well as the digits in the problem. What do you notice? Hint: Think about the numbers 1–9.

a.
$$\begin{array}{r} 154 \\ + 782 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 215 \\ + 748 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 628 \\ + 317 \\ \hline \end{array}$$

I notice _____.

Roman Ruins

Use toothpicks to make each Roman Numeral sentence. Move one toothpick to make each sentence correct. Use a circle and an arrow to show each move below. Then write the correct sentence.

a. $III - III = VII$ _____

b. $X + I = X$ _____

c. $V - V = XI$ _____

Numbers That Fit

Read each phrase. Try to figure out the number that goes with it. Use the maths clues to check your answers.

a. Around the World in ___ Days

CLUE: 82 rounded to the nearest ten

b. ___ Dalmatians

CLUE: 2 more than 99

c. Sing a song of ___ pence

CLUE: a number less than 7 but more than 5

d. ___ Leagues Under the Sea

CLUE: the number after 19,999

e. The Fantastic ___

CLUE: 1 more than 3

SKILL BUILDERS 2

Carnival Toss

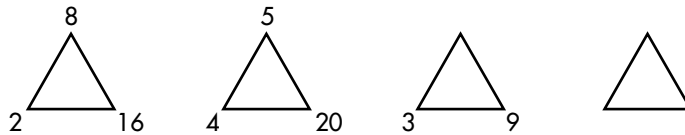
At the carnival, Lea threw 6 sponges in a tossing game. All 6 sponges went through a hole. In fact, 4 sponges went through the same hole! Lea's score was 30 points. Look at the tossing board. Which holes might Lea's sponges have gone through?

SPONGE TOSS

	○	
○	12	○
15	○	18
○	23	○
24	○	4
	2	

Triangle Mystery

Look at the numbers on the first two triangles.



- What do you notice about the pattern of each group of three numbers?

- Following the pattern, write the number that should be placed on the third triangle.

- Following the pattern, write three numbers that could be placed on the fourth triangle.

Alpha Problems

Each letter below stands for a different number. Figure out which number each letter stands for. Hints: A = 4; U = 9

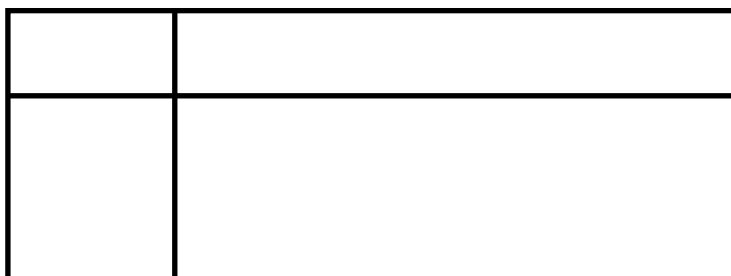
$\begin{array}{r} \mathbf{AN} \\ + \mathbf{IN} \\ \hline \mathbf{UN} \end{array}$	$\begin{array}{r} \mathbf{IN} \\ + \mathbf{UN} \\ \hline \mathbf{TAN} \end{array}$
---	--

A: 4 **N:** **I:** **U:** 9 **T:**

SKILL BUILDERS 4

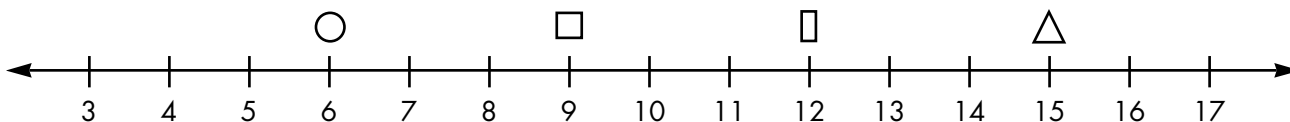
Wrecked Tangles

How many rectangles can you find in the drawing below? _____



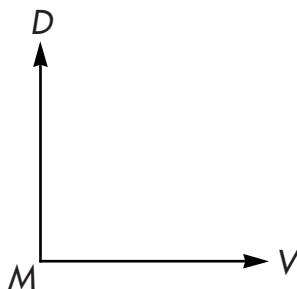
Lineup

Lisa saw the following number line on the floor. The numbers are each 1 metre apart. She stepped onto the spot equal to her age (which is the same as $12 \div 2 + 3$). She then rolled a number cube 4 times. The first roll told her to walk to the right 3 metres. The next roll told her to walk to the left 2 metres. The third roll told her to walk to the left 5 metres. The final one told her to walk to the right 7 metres. What number and shape did she end on? _____ Draw an X on the line that she landed on.



Angling In

Below is a right angle. Draw 1 line through the figure to make 8 more angles. Number the 8 angles.



SKILL BUILDERS 6

The Winner

Here are the recorded times of students who ran the 100-metre dash. (Each time is noted in seconds.) Tell who finished in each place, 1st–9th.

Students' Times:

Katie: 16.71

Luis: 15.98

Leah: 15.91

Markel: 17.24

Jacob: 15.92

Stephanie: 15.23

Nora: 16.27

Vini: 15.44

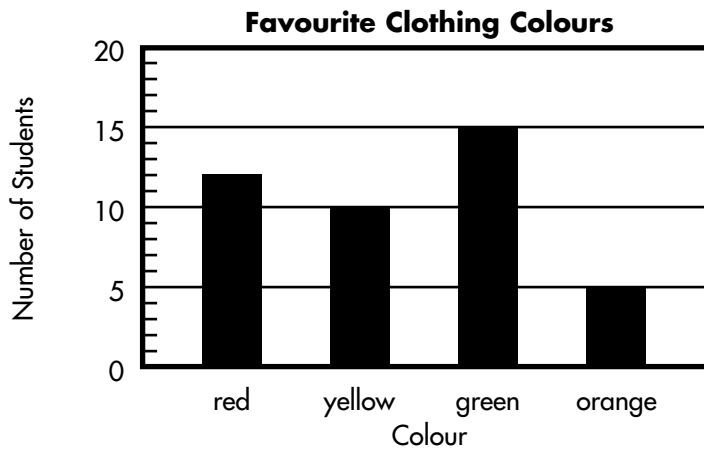
Dana: 15.12

Places:

1st _____	4th _____	7th _____
2nd _____	5th _____	8th _____
3rd _____	6th _____	9th _____

Graphing It

Carmen made a bar graph. It showed what students felt about four different clothing colours. Study the graph. Then answer the questions.



1. What colour did students like the most? _____ The least? _____
2. How many students chose red? _____ yellow? _____ green? _____ orange? _____
3. How many students took part in the survey? _____