

LEARN WITH FEATHERED FRIENDS

LEVEL 3: BOOK 1



PRACTICAL APPLICATION OF CONCEPTS WITHIN THE THEME:

Cut out the cards on page 23 and 25 and use them for the activities.

1. Find the feathered friend with the longest and shortest lifespan. What is the difference between the two?
2. Which feathered friend has the longest wingspan? Which one has the shortest wingspan?
3. Which feathered friend weighs the most? Which one weighs the least?
4. Arrange the feathered friends according to size from the biggest to the smallest.
5. The parrot is the most intelligent. Which feathered friend is the least intelligent?
6. Find the two feathered friends with the same lifespan.
7. Calculate the difference in speed between the eagle and the crow.
8. Does the peacock weigh more, less or the same as the owl?
9. Sort the feathered friends into two groups: group 1 – lifespan more than or equal to 30 years; group 2 – lifespan less than 30 years. Count how many in each group. Which group has the most?
10. Sort the feathered friends into two groups: group 1 – wingspan less than 2 m; group 2 – wingspan more than 2 m. Count how many in each group. Which group has the most?
11. Does the owl fly faster or slower than the eagle?
12. Which feathered friend cannot fly?
13. Arrange the feathered friends according to their weight, starting with the heaviest one.
14. If two parrots sit on an ostrich, how much will the ostrich weigh?
15. If you weigh a flamingo, an eagle and a swan, what will the total weight be?

Tippie does maths is a fun way to master numeracy skills.

We recommend that you divide your maths lessons into half-hour sessions with a maximum of 4 pages a day. Learn by doing and active involvement in learning is the most effective way for children to learn.

The child needs scissors, colouring pencils and glue to complete the activities in the majority of the books. In addition, the child will need a ruler and calculator for some of the books.

This series focuses on functional outcomes and the child is only expected to write answers if they contribute to the mathematical outcomes. With all the visual structures provided the child's focus will be on mathematical skills and not on "writing".

The child can circle, mark or write the answer.



The child can draw Tippie's mouth to show:



" I can do it!



I need to practise!



I need help!

This series uses these icons:



Time-based activities.



Progression of skills.



Example of method.



Curriculum extension.

OUTCOMES IN THIS BOOK:

1. Numbers, Operations and Relationships

Counting: Forwards and backwards in multiples of 2s, 5s and 10s between 0 and 200.

Mental mathematics: Rapid recall addition and subtraction.

Number symbols and number names: Identify, recognise, read and write 0 - 200.

Describe, compare and arrange numbers up to 99: Compare whole numbers.

Place value up to 99: Decompose numbers into tens and ones, state value of each digit.

Context-free calculation: Add to 99. Subtract from 99. Multiply by 1, 2, 5 and 10.

Fractions: Solve problems with fractions including halves, quarters and thirds.

Word problems: Solve word problems in context and explain solutions 0 - 99.

2. Patterns, Functions and Algebra

Number patterns: Copy, extend and describe number sequences 0 - 200.

Counting: Forwards and backwards in multiples of 3 and 4 between 0 - 200.

3. Space and Shape

Range of shapes: Recognise and name 2D and 3D shapes.

Symmetry: Recognise and draw lines of symmetry in shapes.

4. Measurement

Time: Tell, show and read 12-hour time in hours, half hours and quarter hours on clocks.

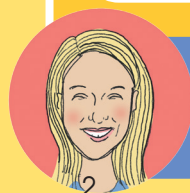
Length: Estimate, measure, compare, order and record length using metres.

Mass: Estimate, measure, compare, order and record weight using kilograms.

Capacity: Estimate, measure, compare, order and record capacity using litres.

5. Data handling: Answer questions, complete and interpret different graphs.

Level 3: Book 1 serves as an assessment for the mathematics outcomes that have been practised in Tippie does maths Level 2.



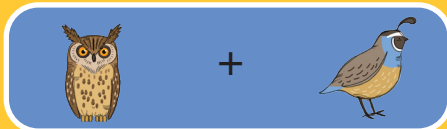


CRACK THE CODE TO SOLVE THE MENTAL MATHS PROBLEMS

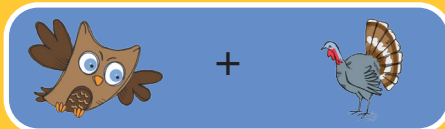


									
2	4	6	8	10	12	14	16	18	20

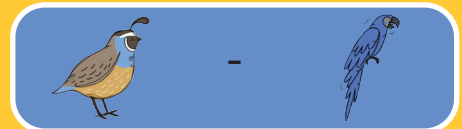
Write the number sentences.



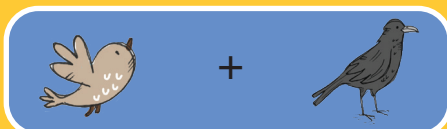
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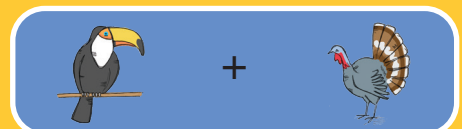
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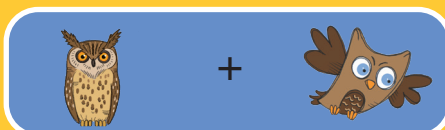
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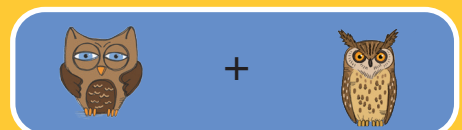
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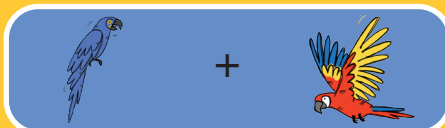
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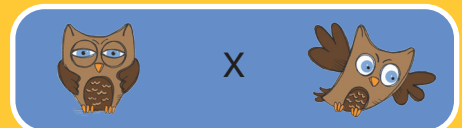
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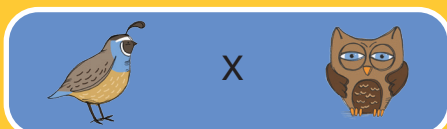
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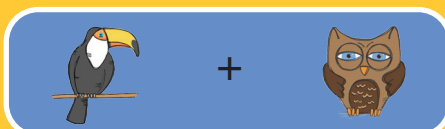
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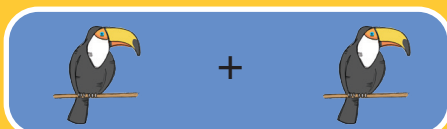
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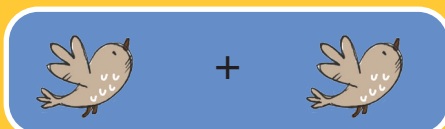
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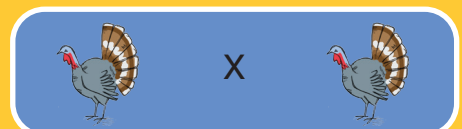
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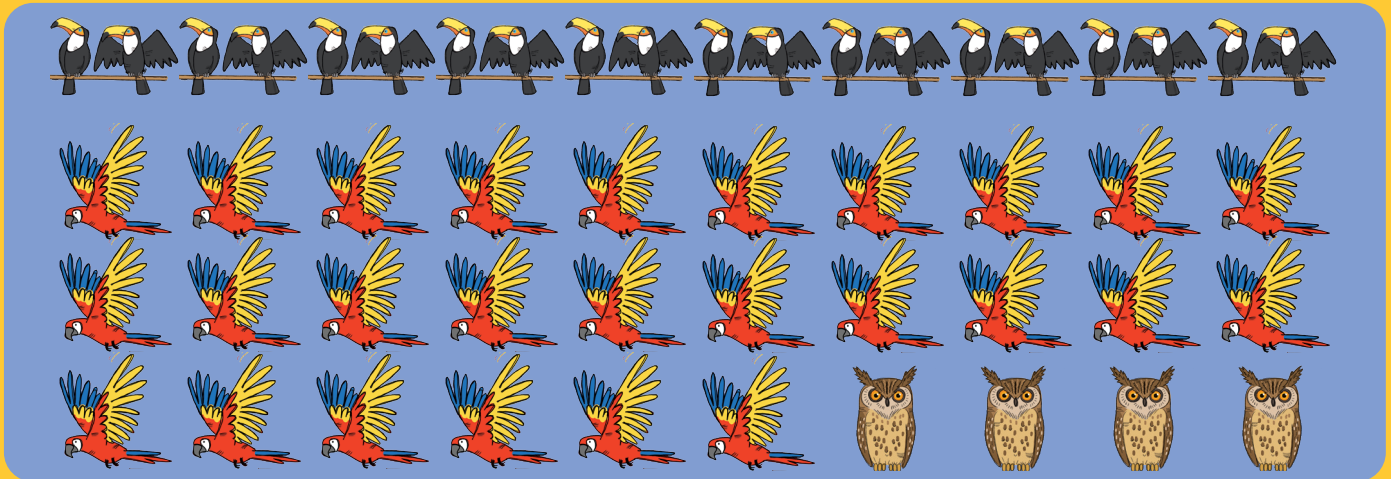


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NUMBERS, OPERATIONS AND RELATIONSHIPS

1. COUNT AND ANSWER THE QUESTIONS.



1.1 How many toucans did you count?

1.2 How many groups of 5 can you make with the toucans?

1.3 How many groups of 4 can you make with the toucans?

1.4 How many groups of 2 can you make with the toucans?

1.5 Is it easier to make groups of 5 or groups of 2?

groups
of 5

groups
of 2

1.6 How many parrots are there?

1.7 What is the sum of the toucans and parrots?

1.8 How many groups of 10 can you make with the toucans and parrots?

1.9 After you have made your groups of 10, how many toucans or parrots are left over?

1.10 What is the sum of the toucans, parrots and owls?

1.11 If there were 80 birds, would the total number stay the same if you counted in 2s and if you counted in 10s?

yes

no

1.12 Which will be quicker to count in?

2's

10's

2. NUMBER CHART ACTIVITIES

Go to page 27. Fill in the missing numbers on the number chart, cut it out and then complete the activities.

2.1 Count in 10's from 150 to 200.

2.2 Count backwards in 10s from 180 to 120.

2.3 Count in 5s from 95 to 125.

2.4 Count in 3s from 15 to 36.

2.5 Count in 4s from 20 to 48.

2.6 Count backwards in 5s from 190 to 165.

3. MISSING NUMBERS

Fill in the missing numbers.

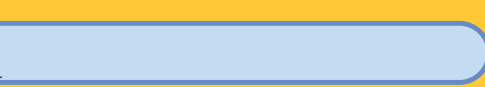
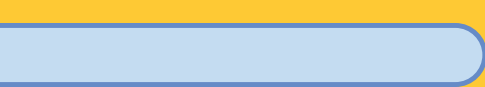
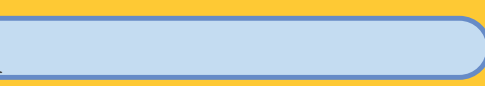
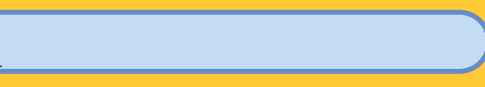
3.1  46   42  40   

3.2  8   16   24  

3.3  93    90   88 

4. NUMBER NAMES AND SYMBOLS

4.1 Write the number names.

 80 	 53 
 35 	 72 
 99 	 67 

4.2 Match the number to its number name.

22	eighty-seven	47	ninety-nine
63	twelve	38	seventy-five
12	twenty-two	105	thirty-eight
87	one-hundred and twenty-five	99	forty-seven
125	sixty-three	75	one-hundred and five