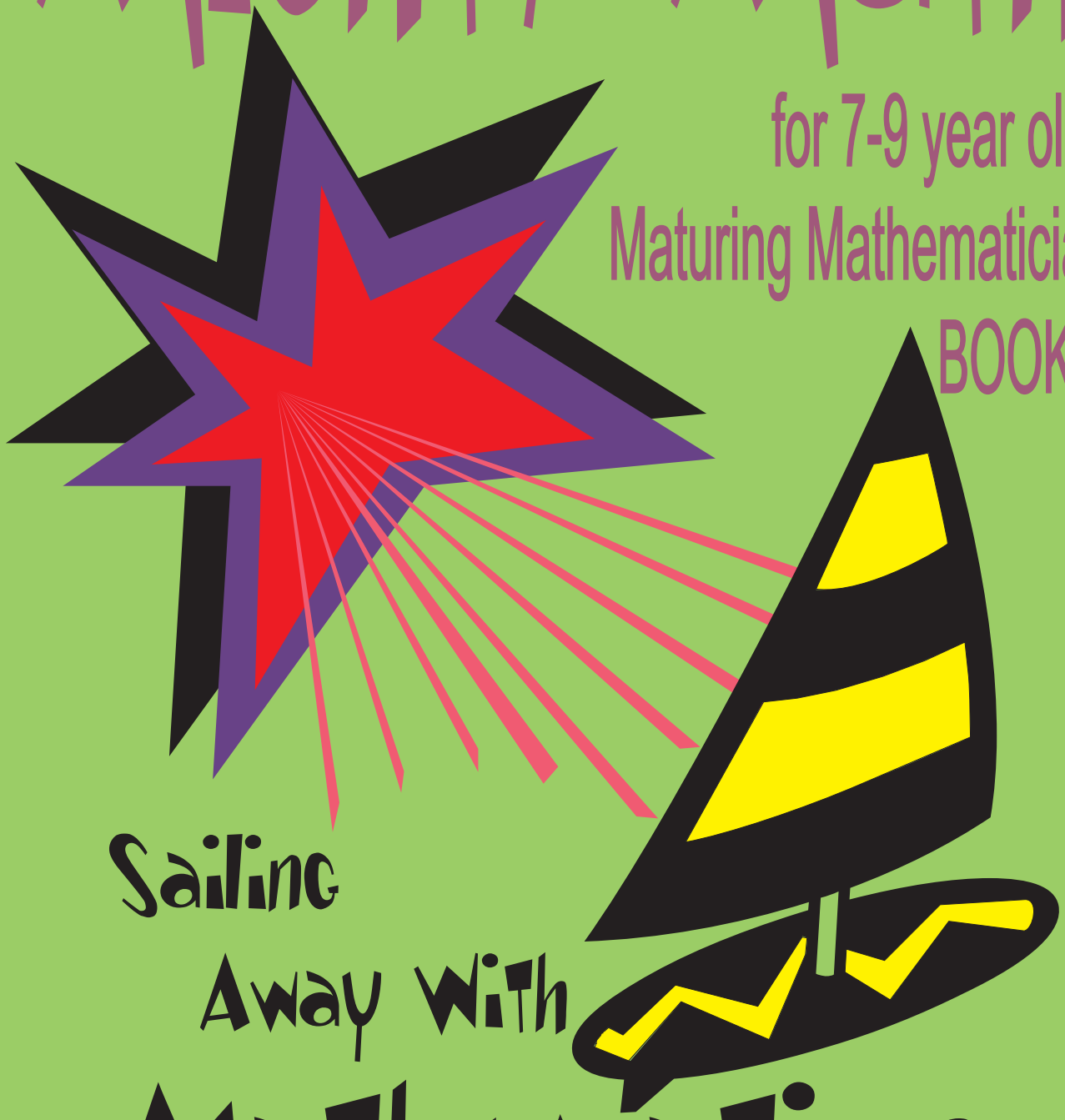
Mighty Math

for 7-9 year olds
Maturing Mathematician
BOOK 3



Sailing Away With Mathematics

Kim Freeman

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HOW CAN YOU HELP YOUR CHILD IN MATHEMATICS?

Mastering mathematics is essential for future opportunities in school and careers. Your children need to reach a certain level of competency in mathematics to be able to progress in many advanced high-school courses, and then to have a wider variety of career choices. Doing mathematics homework reinforces all the skills being learnt in class. The more time children spend practising their skills, the sooner they will develop confidence in their abilities. However don't just give this book to your children and expect them to learn by themselves. Any activity is fun when done with others or when there is reinforcement and encouragement. Praise and attention to what they are doing will help towards getting them to sit down to learn next time.

This green Mighty Maths series, Maturing Mathematician, reinforces and continues on with the work covered in the previous Mighty Maths series (Beginning Mathematician, Developing Mathematician and Advancing Mathematician). The work is progressively more challenging and new concepts are introduced in each book at various points. To help reinforce mathematical skills as well as to maintain motivation, the same type of question is asked in different ways and contexts.

This specific book covers number sequences, numbers greater than 100, arithmetic strategies, adding and subtracting with carrying, measurement and fractions.

For best results:

- Make sure your children understand the different concepts. Mathematics is not just a meaningless mental exercise of memorizing rules and doing rote drills. Making mathematics part of their daily lives will make it more meaningful. For example, ask them to space new plants a certain distance apart in the garden, double a recipe or use money to pay bills in stores.

- Help them to master the basic facts and learn the vocabulary of mathematics. By now, your children should be competent in the multiplication tables, and simple arithmetic. Having these basic skills and being able to understand the vocabulary means that they can move up to a higher level of learning. If they have not mastered these, use flash cards and drills to help them learn.

- Encourage your children to write neatly. Many errors in solving mathematics problems can be traced back to sloppy number writing.

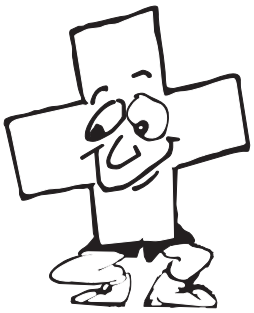
- Provide help immediately when needed. Mathematics is a subject in which everything builds upon what has been previously learned. For example, a failure to understand fractions and decimals will lead to problems with percentages.

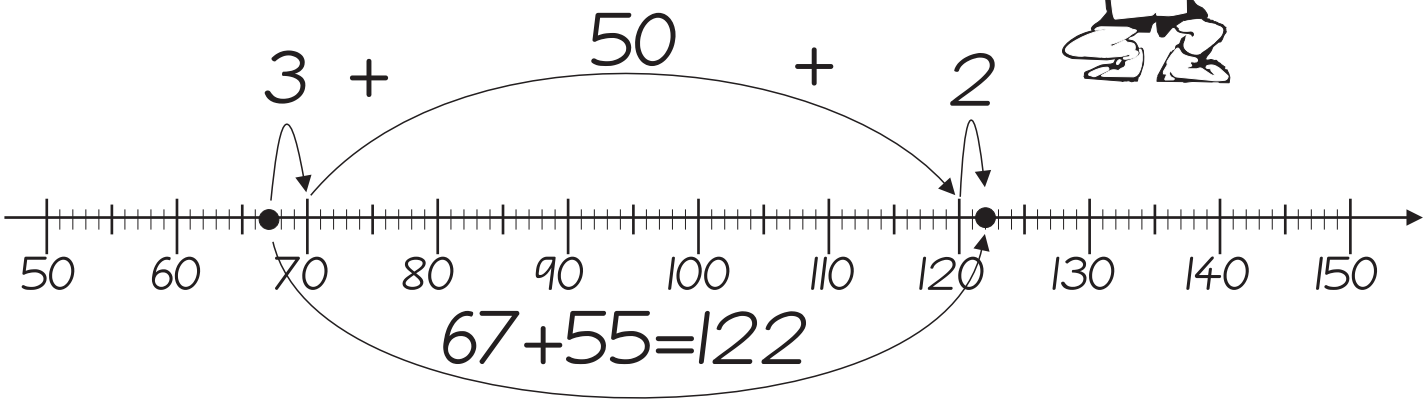
We hope that you and your children have fun with Mighty Maths. At Mahobe, we certainly had fun putting it all together for you.

What is found in this book?

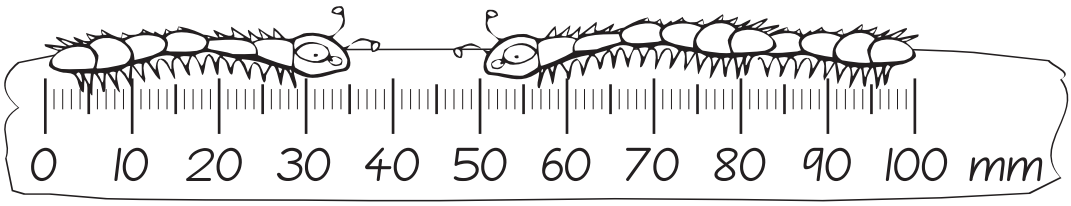
In this book you look at:

Arithmetic Strategies

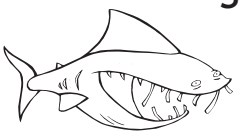




Measurement

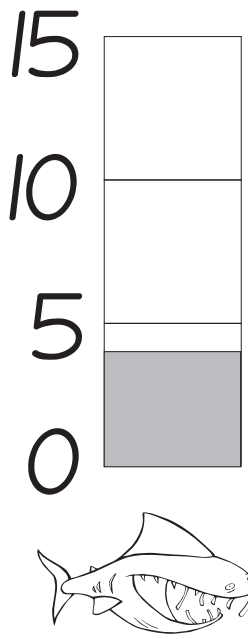


Statistics

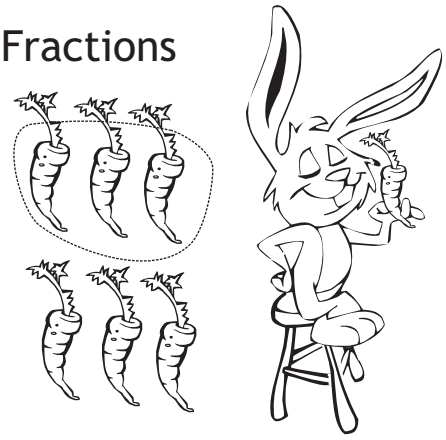


Snapper Fish

Tallies ✔✔✔✔



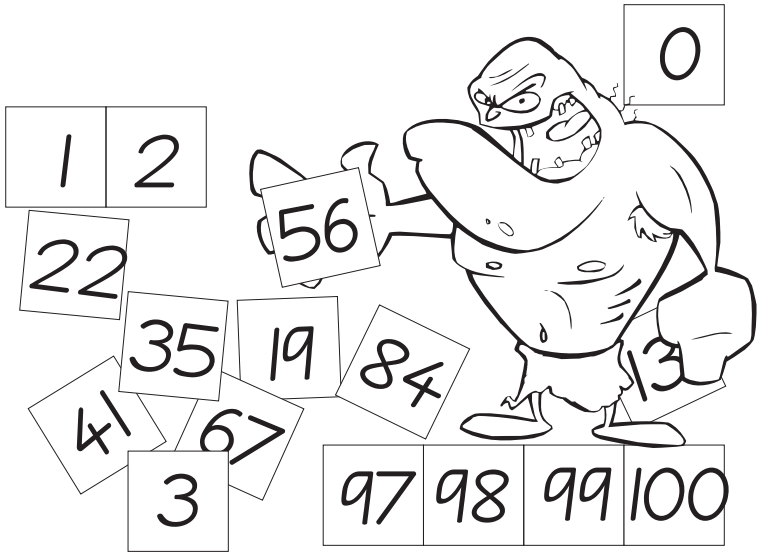
Fractions



NUMBERS

Below are pieces that come from a one hundred square.

Fill in all the blank squares.



1	2	3

57				60

21					

74				

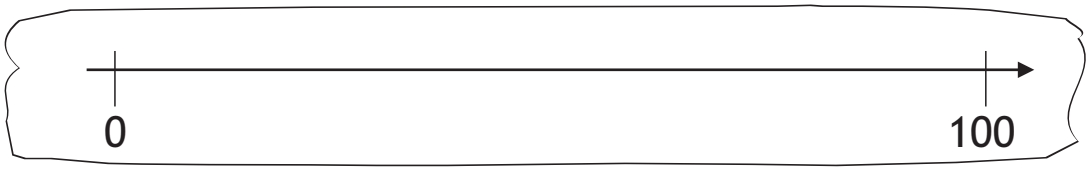
48		

32					

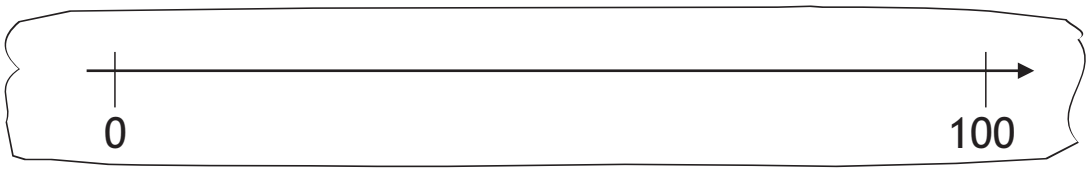
NUMBERS

Mark these numbers on the number line.

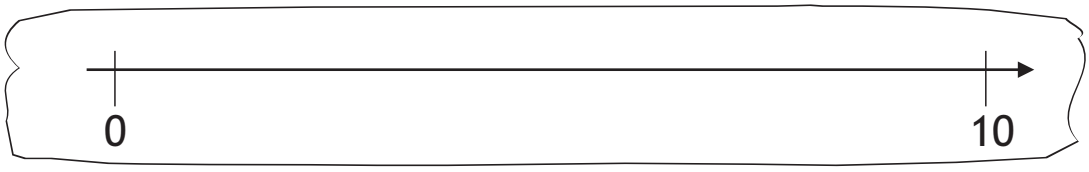
25, 50, 75



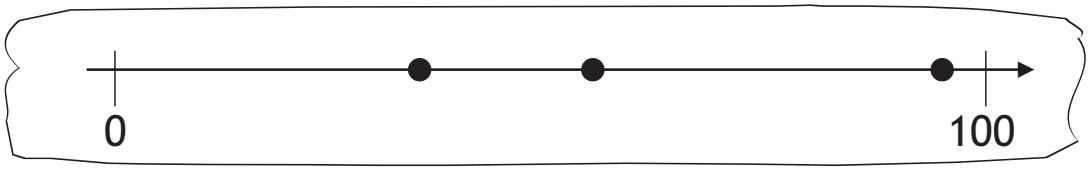
10, 40, 70

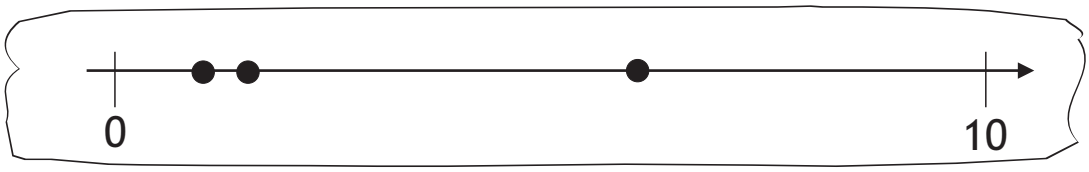


5, 2.5, 8



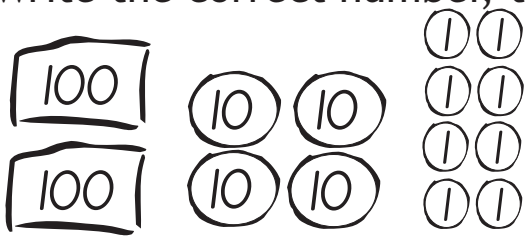
Estimate these markings

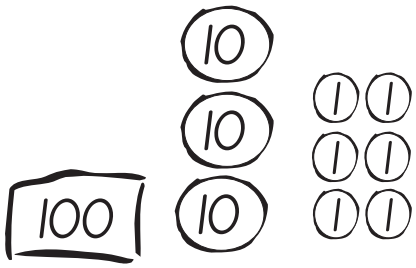




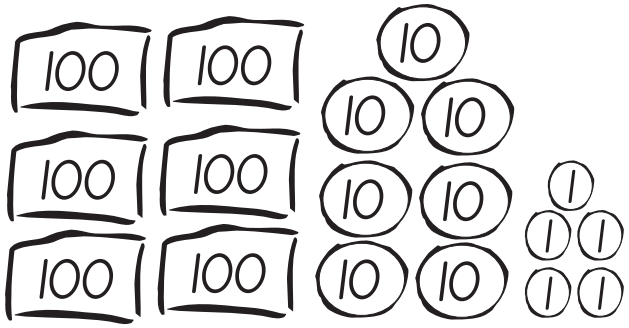
PLACE VALUE

Write the correct number, then write the number in words.





248 two hundred and forty eight



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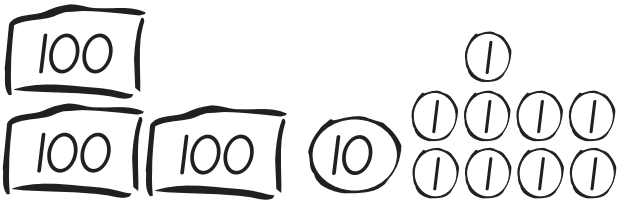

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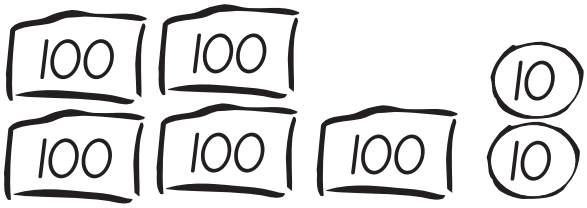

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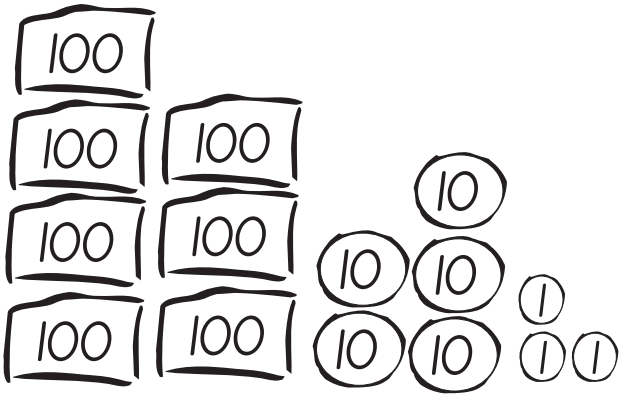

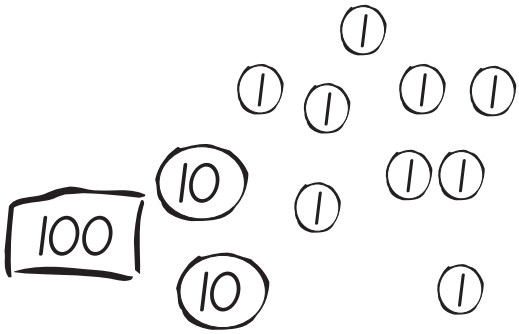

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Write down these in number form.

ninety three .....

two hundred and forty seven .....

five hundred and one .....

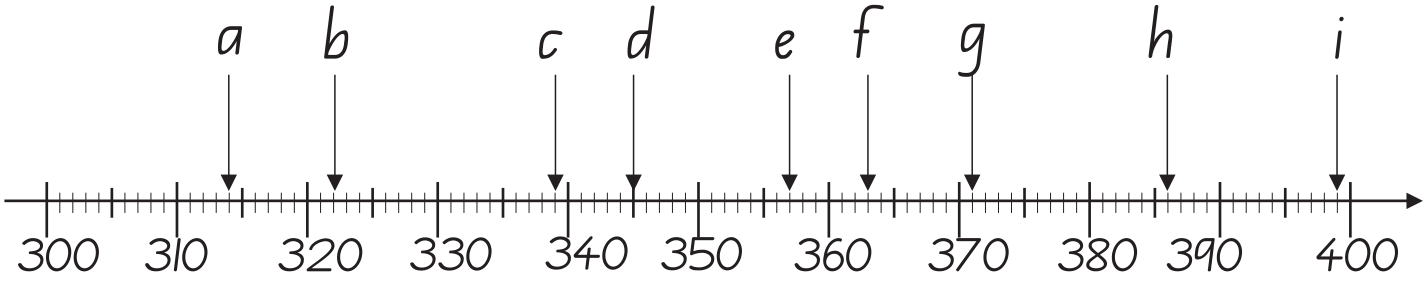
six hundred and eight .....

Split these numbers into hundreds, tens and units.

	H	T	U
124 =	100	20	4
75 =			
963 =			
808 =			
743 =			
519 =			

NUMBERS TO 1000

Which numbers have been labelled?



a = 314 three hundred and fourteen

b = ...

c = ...

d = ...

e = ...

f = ...

g = ...

h = ...

i = ...

NUMBERS

Write the biggest and smallest numbers that you can using each of these three digits.

4, 7, 1	…….,	…….	5, 8, 2	…….,	…….
3, 2, 7	…….,	…….	7, 6, 8	…….,	…….
1, 0, 9	…….,	…….	0, 3, 0	…….,	…….

Sort these numbers into the right order.

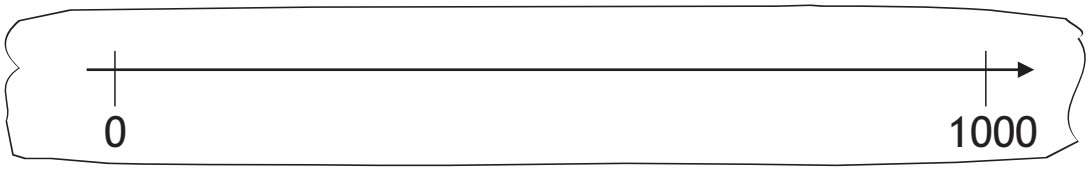
848, 425, 314, 616, 858

……

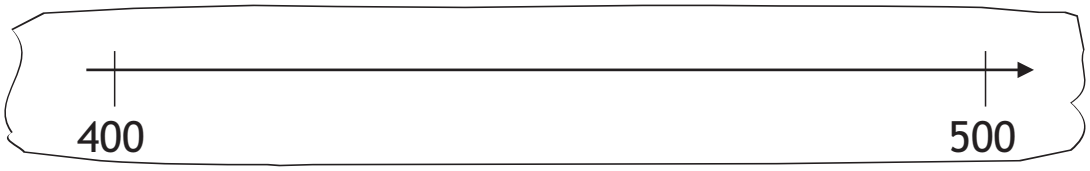
662, 686, 683, 648, 678

……

Mark on the number line the numbers 200, 400, 600 and 800.



Mark on the number line the numbers 430, 443, 450, 455, 478.



HUNDREDS TENS and UNITS

675 is 600 + 70 + 5

864 is ☐ + ☐ + ☐

942 is ☐ + ☐ + ☐

310 is ☐ + ☐ + ☐

Adding and subtracting big numbers.

$$\begin{array}{r} 942 \\ -\ 621 \\ \hline 321 \end{array} \qquad \begin{array}{r} 295 \\ -\ 152 \\ \hline \end{array} \qquad \begin{array}{r} 368 \\ -\ 147 \\ \hline \end{array} \qquad \begin{array}{r} 314 \\ +\ 254 \\ \hline \end{array} \qquad \begin{array}{r} 451 \\ +\ 523 \\ \hline \end{array}$$

2–1=1

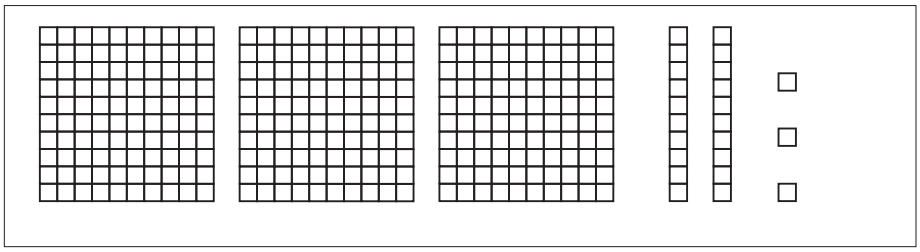
40–20=20

900–600=300

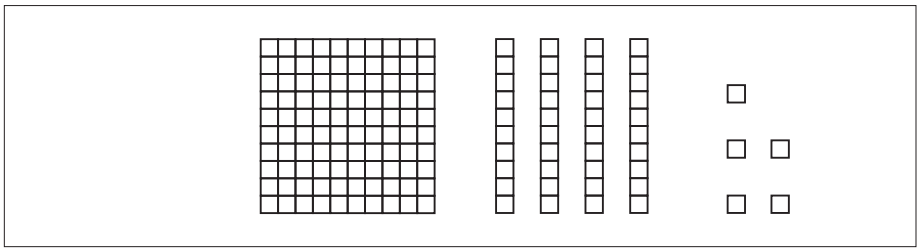
$$\begin{array}{r} 437 \\ +\ 122 \\ \hline \end{array} \qquad \begin{array}{r} 243 \\ +\ 714 \\ \hline \end{array} \qquad \begin{array}{r} 317 \\ -\ 105 \\ \hline \end{array} \qquad \begin{array}{r} 555 \\ -\ 453 \\ \hline \end{array}$$

ADDITION

Write down the number that each picture represents then add.



323



\+ 145

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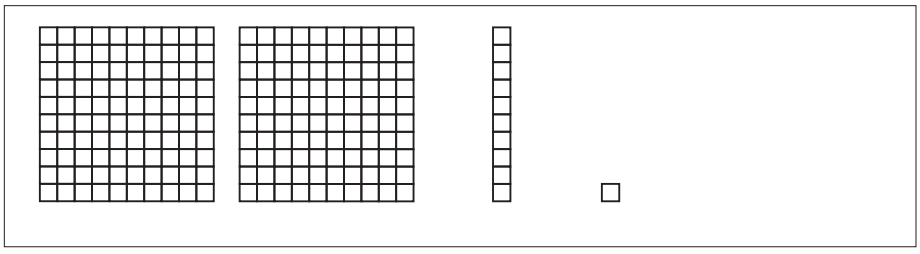

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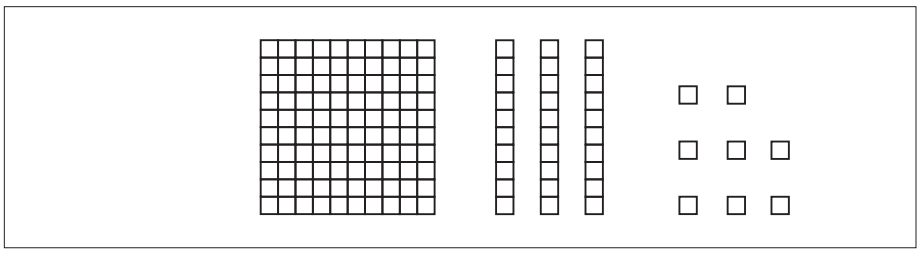
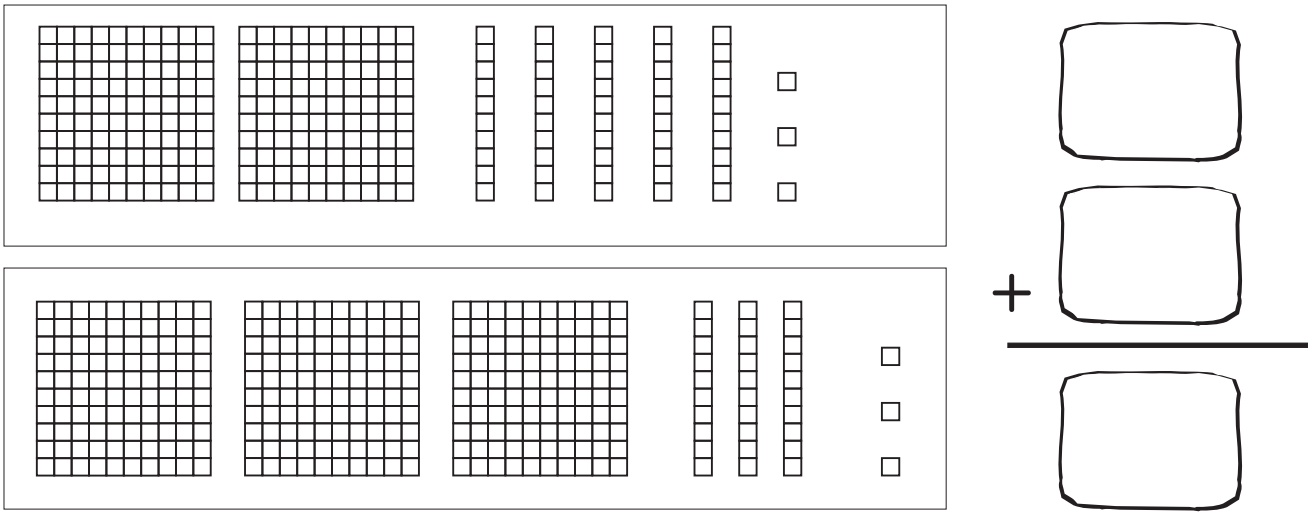
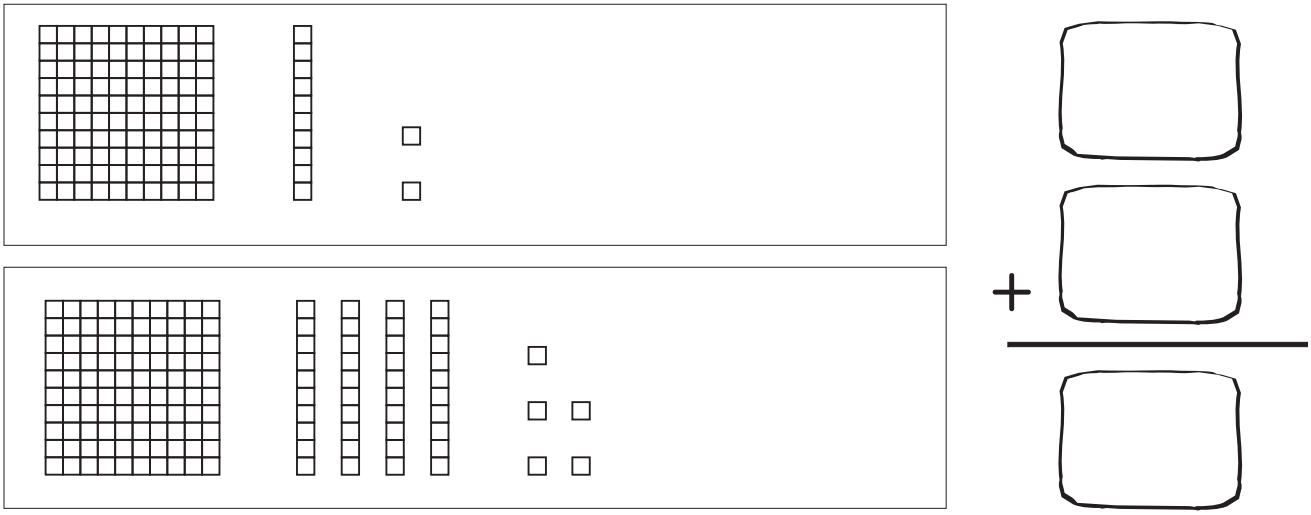
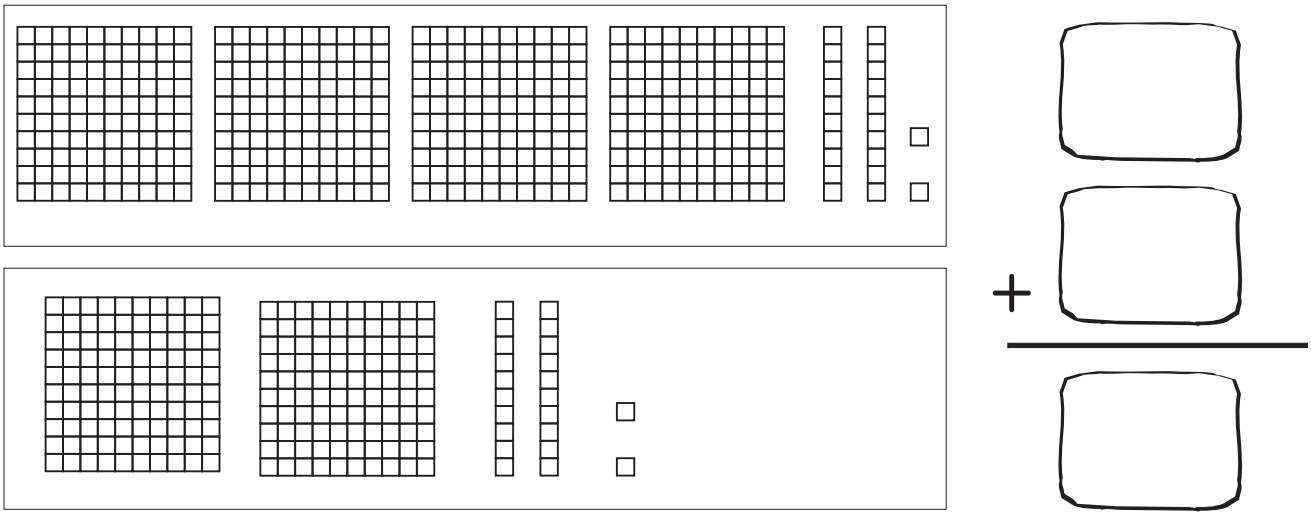


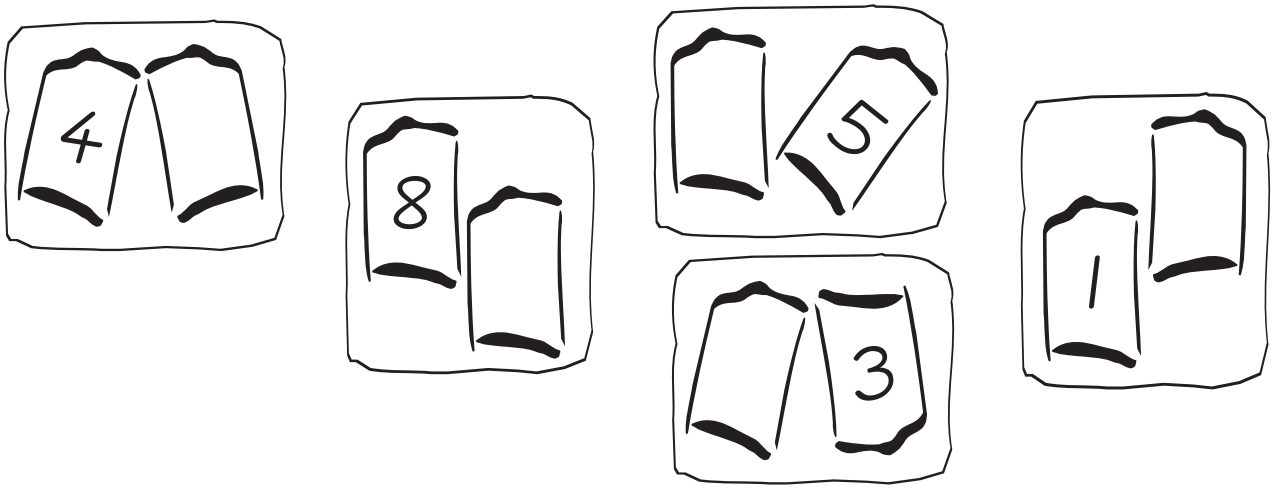






ADDITION Using Mental Strategies

Fill in all the pairs of numbers needed to add to 10.



Find pairs that add to 10 to help you answer.

$2 + 8 + 1 + 9 =$ .....

$1 + 8 + 9 + 6 + 2 + 4 + 5 =$ .....

$4 + 2 + 2 + 3 + 6 + 8 =$ .....

$8 + 1 + 4 + 7 + 3 + 6 =$ .....

Do these sums by treating the 9 as a 10 and subtracting the extra 1 at the end.

$8 + 9 = 8 + 10 - 1$

$= 17$

$15 + 9 =$ .....

$37 + 9 =$ .....

$58 + 9 =$ .....

$44 + 9 =$ .....

$29 + 9 =$ .....

$86 + 9 =$ .....

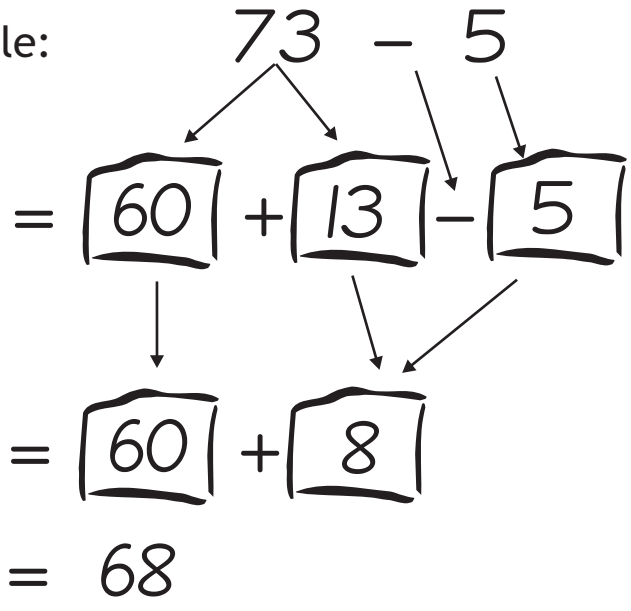
$72 + 9 =$ .....

$63 + 9 =$ .....

ARITHMETIC Using Mental Strategies

Complete these sums by partitioning.

Look at this example:



28 − 9

51 − 4

42 − 7

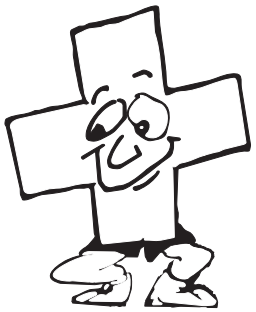
63 − 5

35 − 6

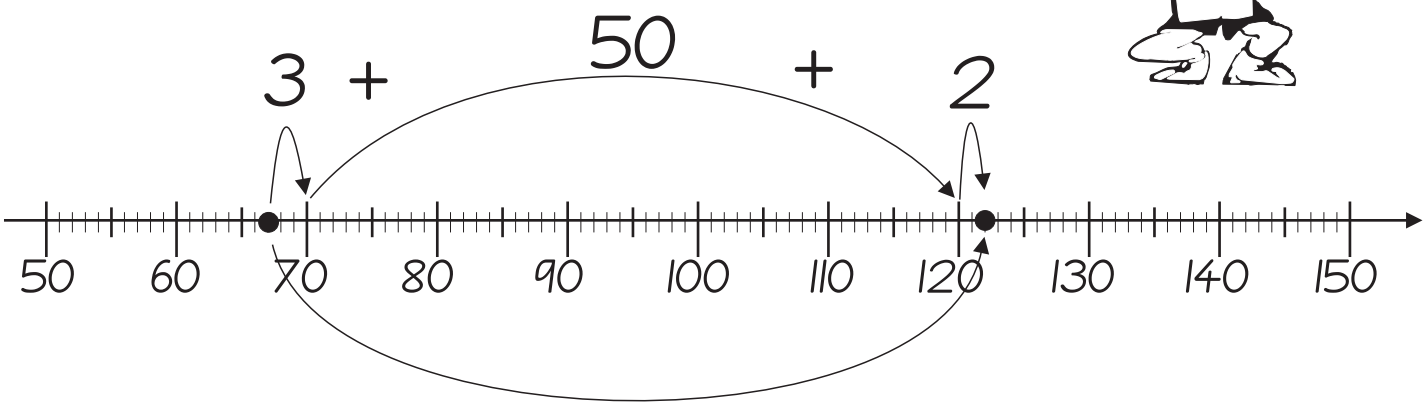
74 − 8

ARITHMETIC STRATEGIES

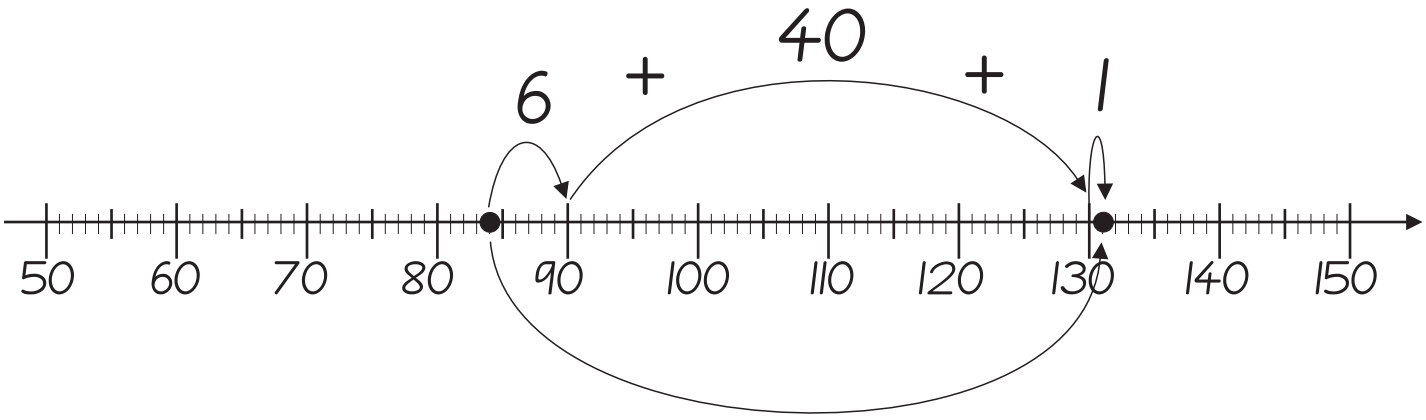
Look at how this strategy uses the number line.



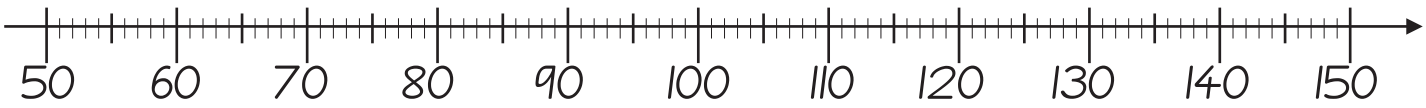
67 + 55 = 122



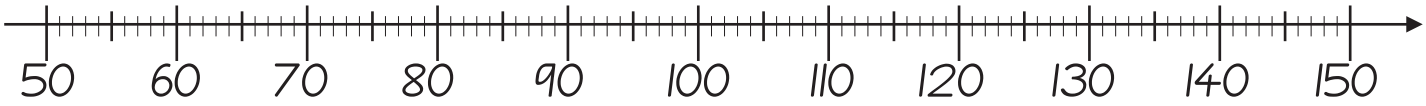
84 + 47 = 131



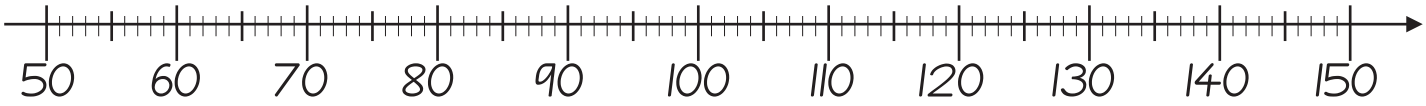
Use the number lines to calculate these additions.



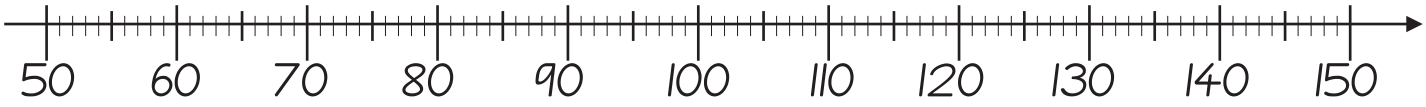
68 + 75 = ...



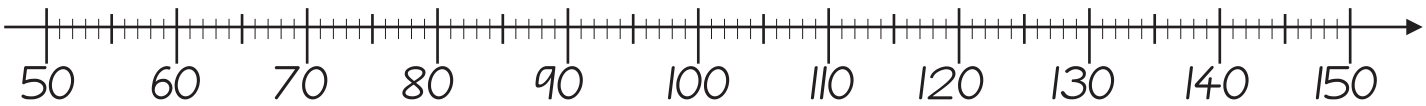
103 + 28 = ...



88 + 47 = ...



56 + 66 = ...

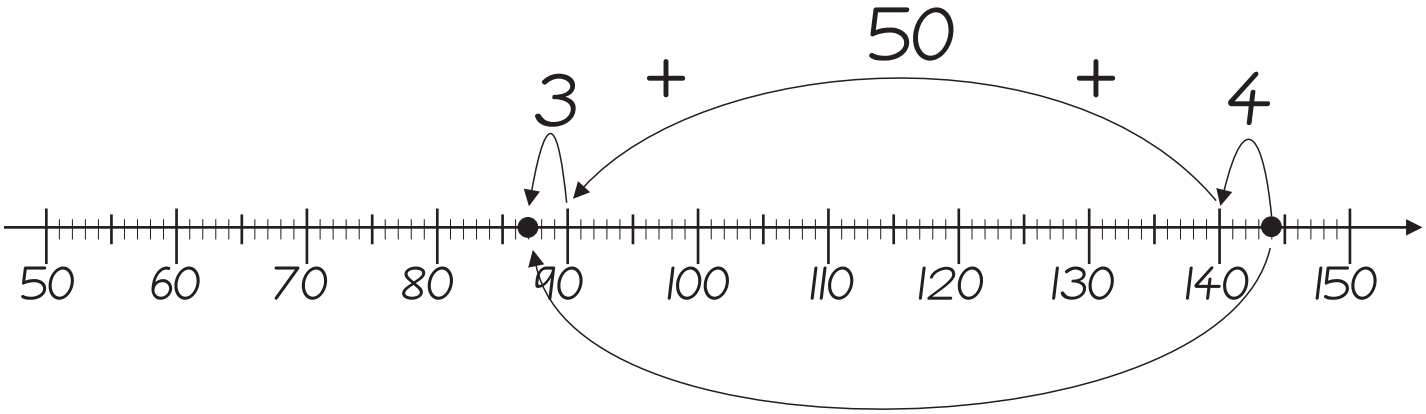


97 + 17 = ...

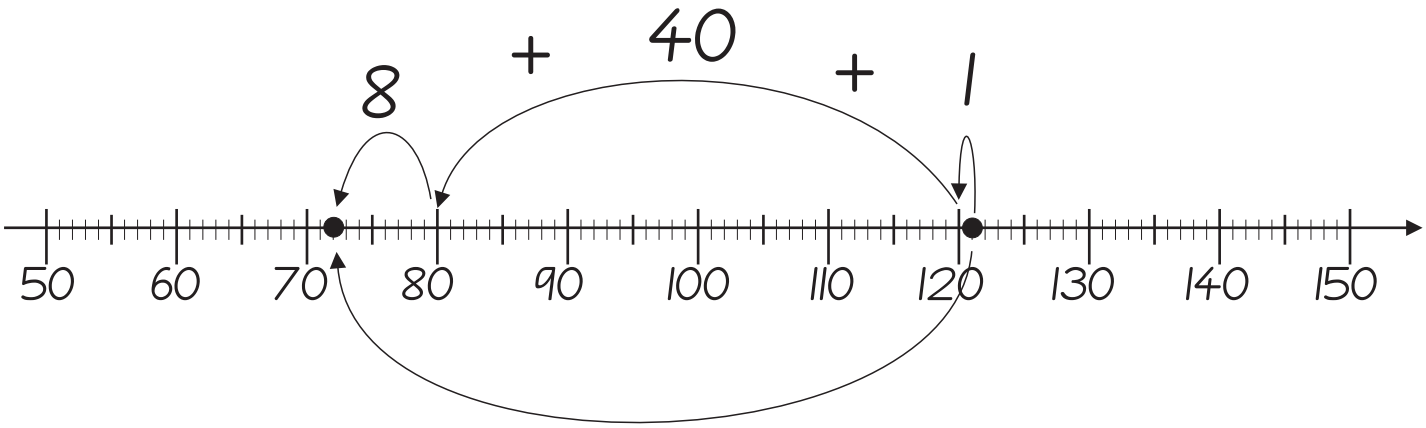
ARITHMETIC STRATEGIES

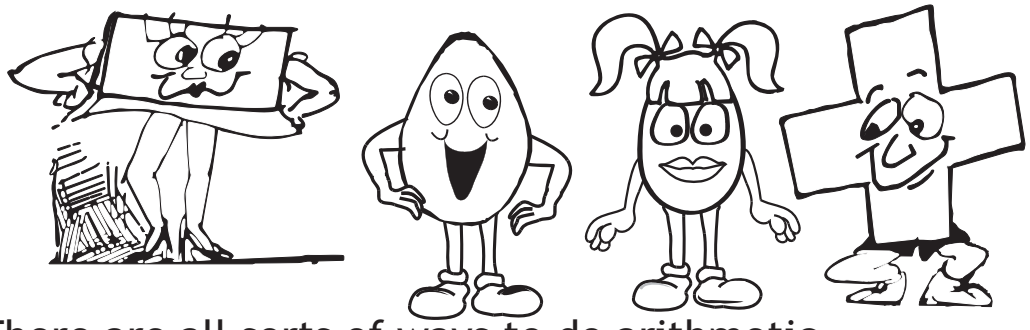
Look at how this strategy uses the number line.

144 − 57 = 87



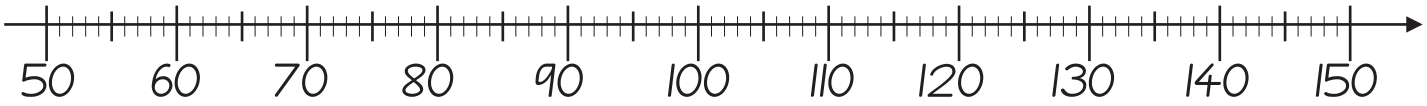
121 − 49 = 72



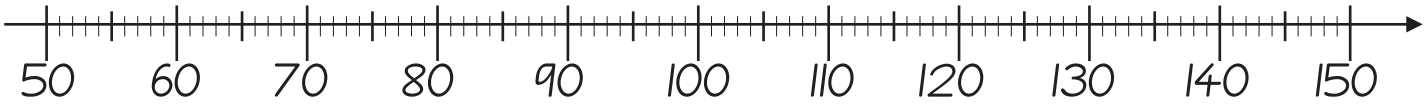


There are all sorts of ways to do arithmetic.

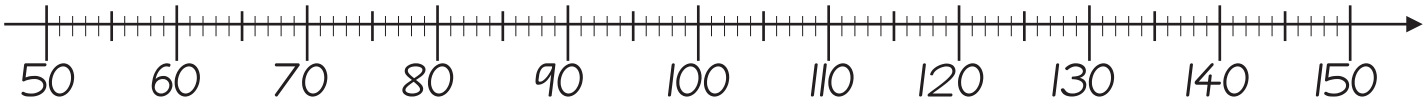
Use the number lines to calculate these subtractions.



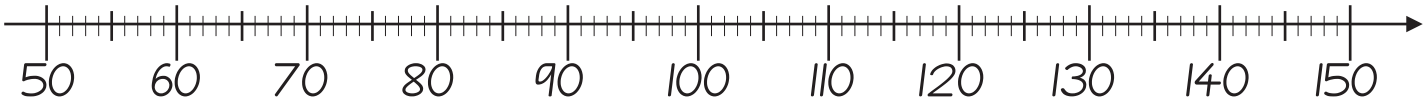
145 – 117 = ...



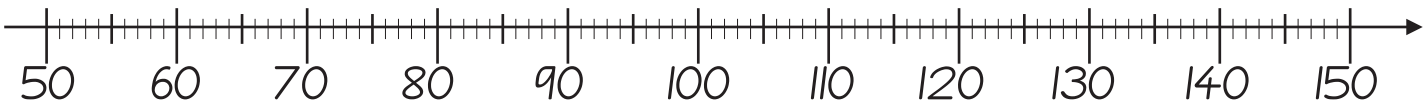
145 – 78 = ...



132 – 59 = ...



127 – 32 = ...



126 – 66 = ...

MORE ARITHMETIC

Use the number lines to calculate these additions.

39 + 15 = ...

28 + 35 = ...

42 + 29 = ...

27 + 33 = ...

35 + 47 = ...

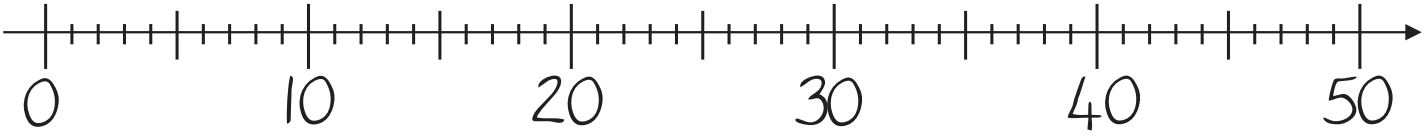
18 + 44 = ...

26 + 38 = ...

33 + 59 = ...

28 + 48 = ...

54 + 47 = ...



Use the number lines to calculate these subtractions.

35 – 18 = ...

42 – 9 = ...

56 – 27 = ...

48 – 29 = ...

41 – 16 = ...

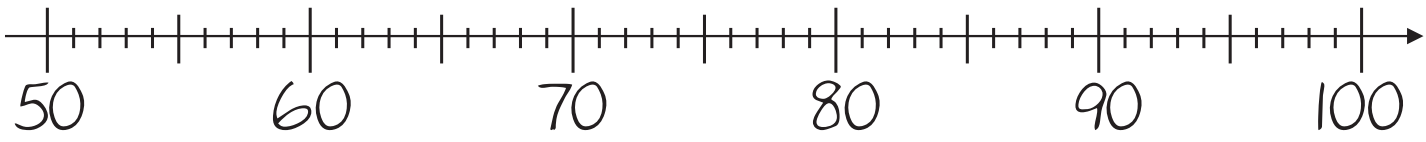
82 – 35 = ...

73 – 14 = ...

56 – 41 = ...

78 – 33 = ...

65 – 24 = ...



UNDERSTANDING × and ÷

Complete these.

2+2+2+2 can be written as 4 × 2 = 8

3+3+3+3+3+3 can be written as .....

5+5+5+5+5+5+5+5+5+5 can be written as .....

..... can be written as 8 × 6

..... can be written as 3 × 8

Complete these.

Hint, there are 4 sixes

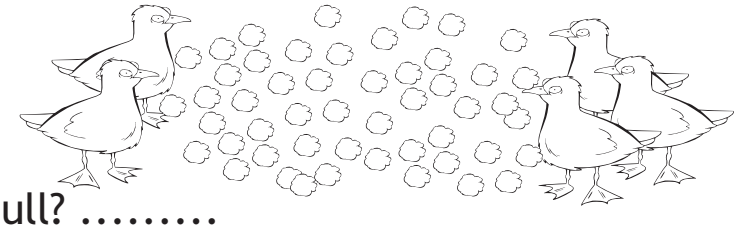
6 + 6 + 6 + 6 = 24 can be written as 24 ÷ 6 = 4

11+ 11 + 11 + 11 = 44 can be written as .....

5 + 5 + 5 + 5 + 5 + 5 + 5 = 35
can be written as .....

3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 = 27
can be written as .....

7 + 7 + 7 + 7 + 7 + 7 + 7 + 7 = 56
can be written as .....



50 pieces of bread, 5 seagulls.
How much bread for each seagull? .....

MULTIPLICATION STRATEGIES

Use easy sums to calculate harder sums.

6×14

$= 6 \times 7 \times 2$

$= 42 \times 2$

$= 84$

7×24

$= 7 \times 12 \times 2$

$= \ldots\ldots \times 2$

$= \ldots\ldots$

3×22

$= 3 \times 11 \times 2$

$= \ldots\ldots$

$= \ldots\ldots$

5×16

$= 5 \times 8 \times 2$

$= \ldots\ldots$

$= \ldots\ldots$

9×18

$=$

$= \ldots\ldots$

$= \ldots\ldots$

15×20

$=$

$= \ldots\ldots$

$= \ldots\ldots$

35×3 is the same as

$30 \times 3 = 90$

$+ \ 5 \times 3 = 15$

105

Now try these

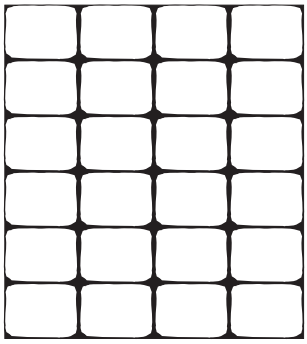
$24 \times 6 =$

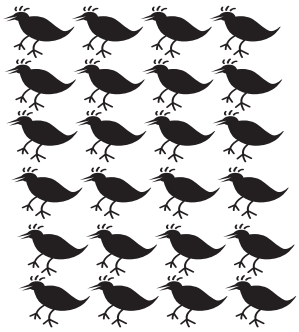
$18 \times 5 =$

$32 \times 4 =$

$46 \times 3 =$

MULTIPLYING



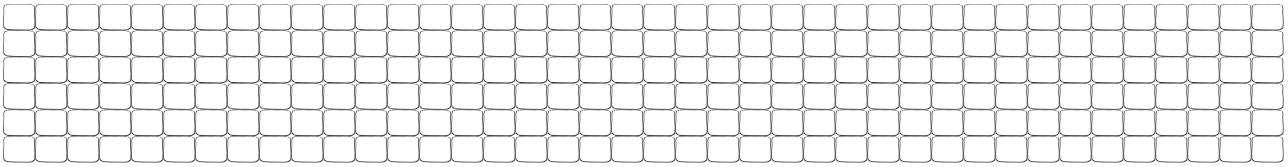


Both examples show 6x4

6×4=.....

Now try these

6×40=..... 6×400=.....



7×3=..... 7×30=..... 7×300=.....

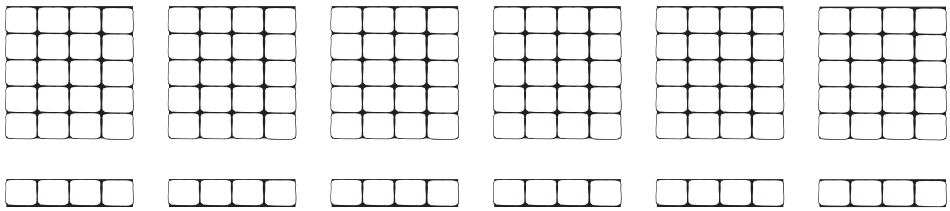
4×8=..... 4×80=..... 4×800=.....

3×5=..... 3×50=..... 3×500=.....

8×2=..... 8×20=..... 8×200=.....

MULTIPLYING

6×24



This is the same as 6×20 = 120

\+ 6×4 = 24

144

Now try these

4×41

=.....

2×53

=.....

3×32

=.....

5×27

=.....

MULTIPLYING and DIVIDING

When multiplying by 10 add a zero.
When multiplying by 100 add two zeros.

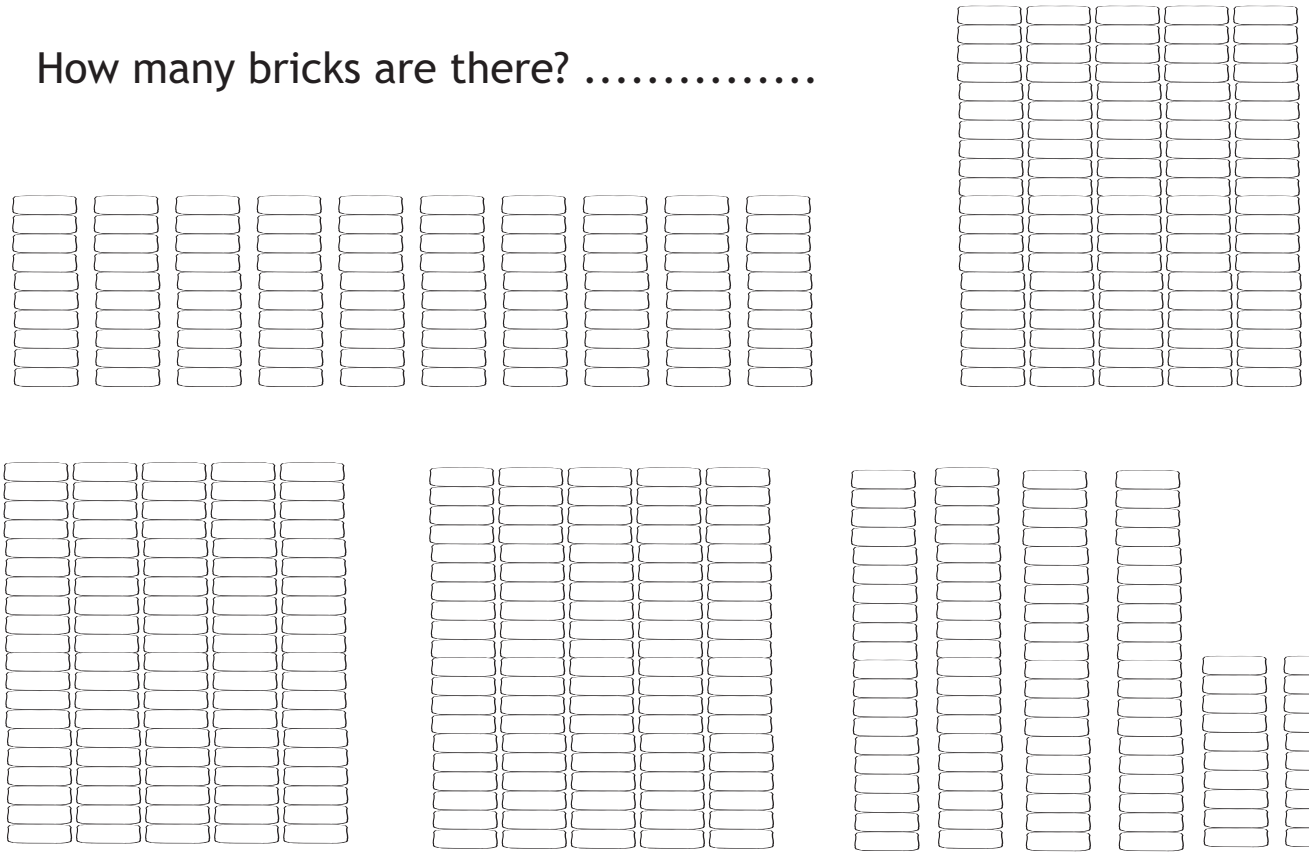
4 × 10 = ...	6 × 100 = ...
9 × 10 = ...	2 × 100 = ...
3 × 10 = ...	9 × 100 = ...
33 × 10 = ...	75 × 100 = ...
51 × 10 = ...	43 × 100 = ...
27 × 10 = ...	68 × 100 = ...

When dividing by 10 take off a zero.
When dividing by 100 take off two zeros.

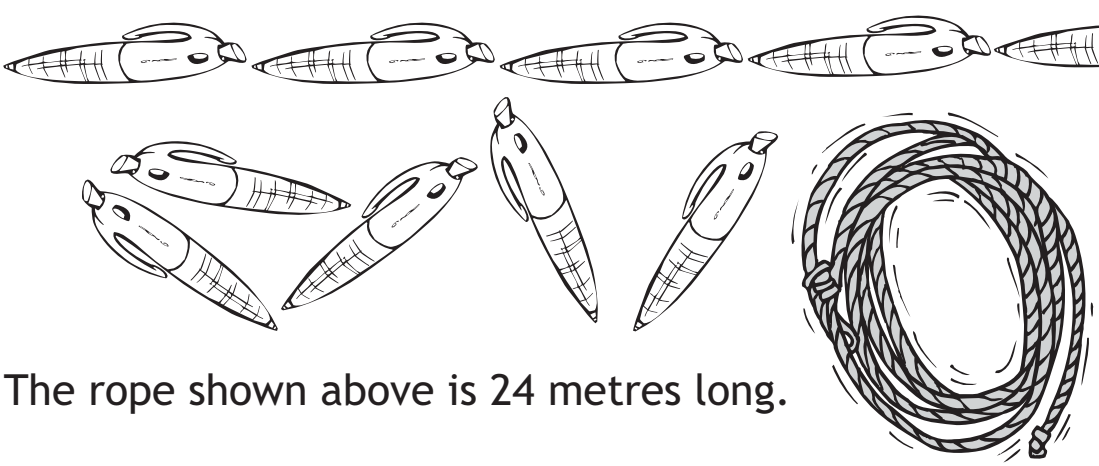
30 ÷ 10 = ...	800 ÷ 100 = ...
70 ÷ 10 = ...	700 ÷ 100 = ...
40 ÷ 10 = ...	200 ÷ 100 = ...
500 ÷ 10 = ...	3000 ÷ 100 = ...
430 ÷ 10 = ...	5400 ÷ 100 = ...
370 ÷ 10 = ...	1200 ÷ 100 = ...

Below are 5 piles of 100 bricks.

How many bricks are there? .....



A pen is 13cm long.
If placed end on end, how long would 10 pencils measure? .....



The rope shown above is 24 metres long.

If it is cut into 3 equal lengths, how long will each length be? .....

If it is cut into 4 equal lengths, how long will each length be? .....

If it is cut into 12 equal lengths, how long will each length be? .....

NUMBER PUZZLES

Find 4 different odd numbers that add up to 16.

□ + □ + □ + □ = 16

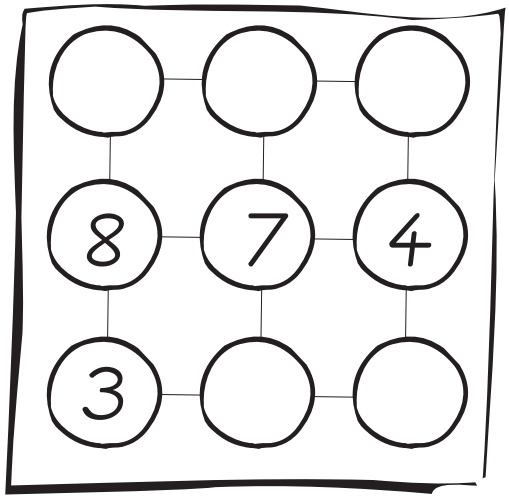
Find 4 different odd numbers that add up to 20.

□ + □ + □ + □ = 20

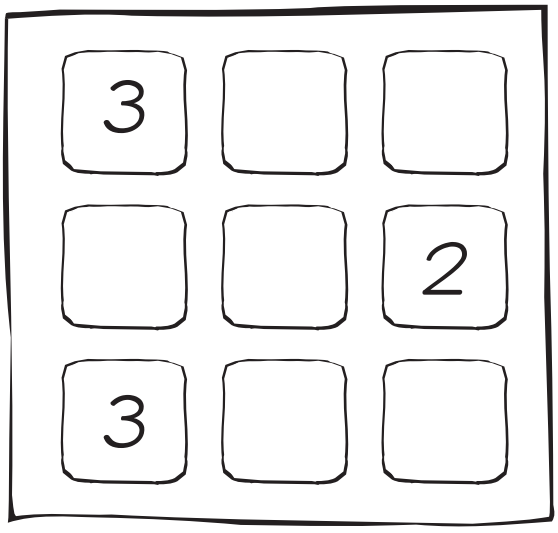
Find 6 different numbers less than 10 that add up to 30.

□ + □ + □ + □ + □ + □ = 30

Use only the numbers 1 to 9.
Put the numbers in each circle so that the difference between each pair of joined circles is odd.

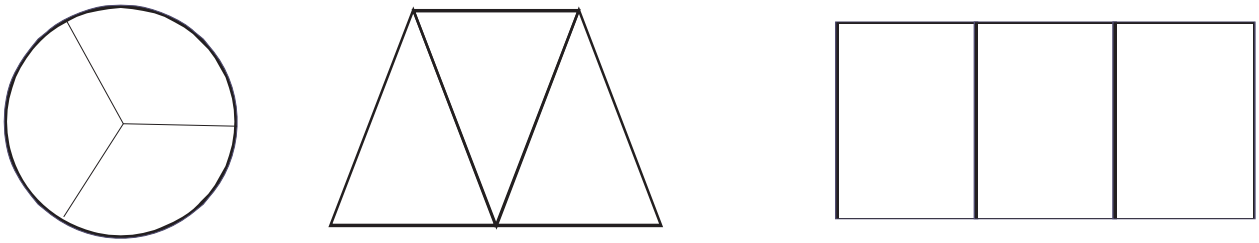


Each row must add to 10.
Each column must add to 10.
Do not use zero.

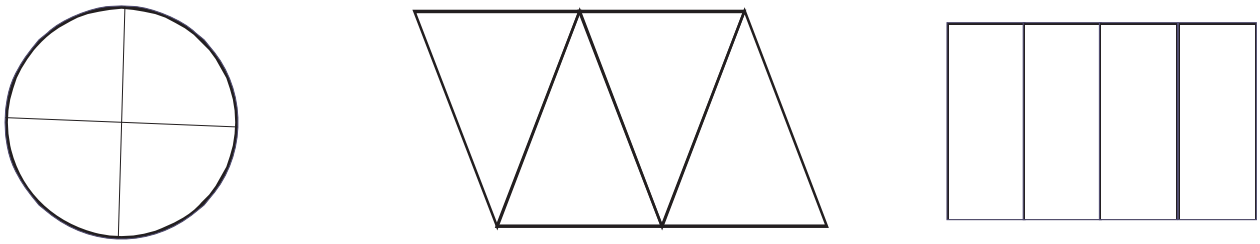


FRACTIONS

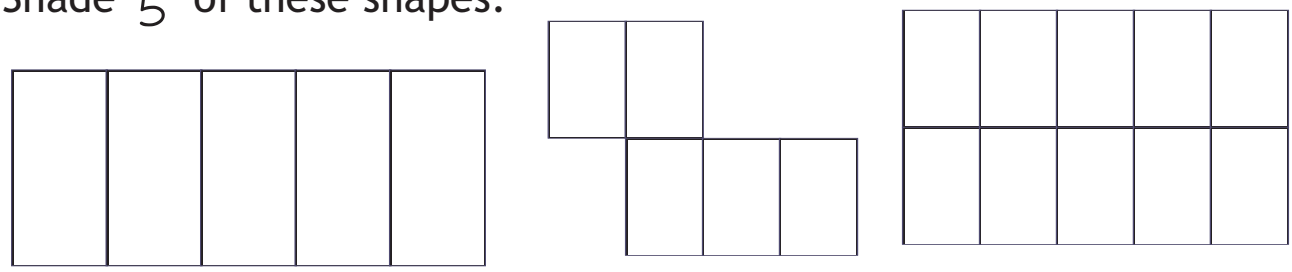
Shade $\frac{1}{3}$ of these shapes.



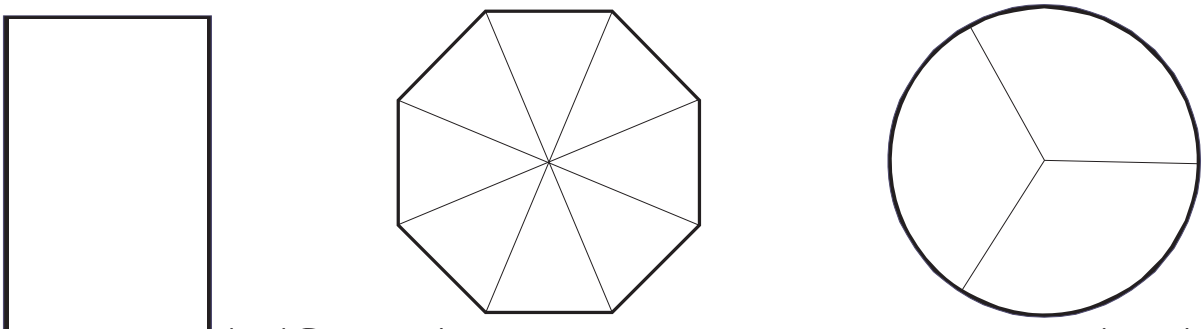
Shade $\frac{1}{4}$ of these shapes.



Shade $\frac{1}{5}$ of these shapes.



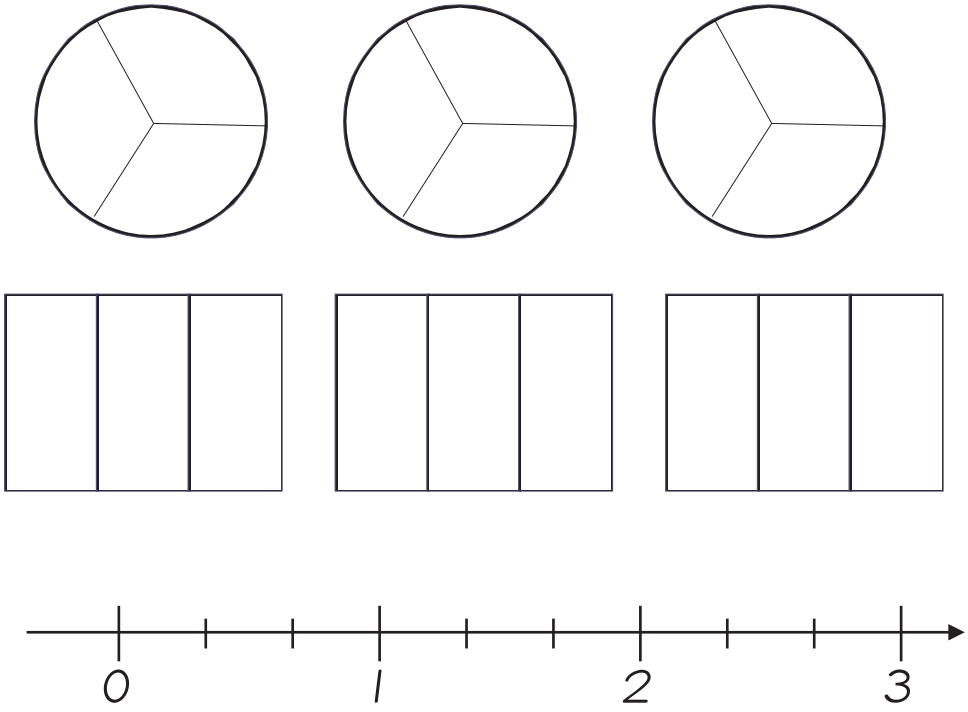
Shade in the fraction written next to each shape.



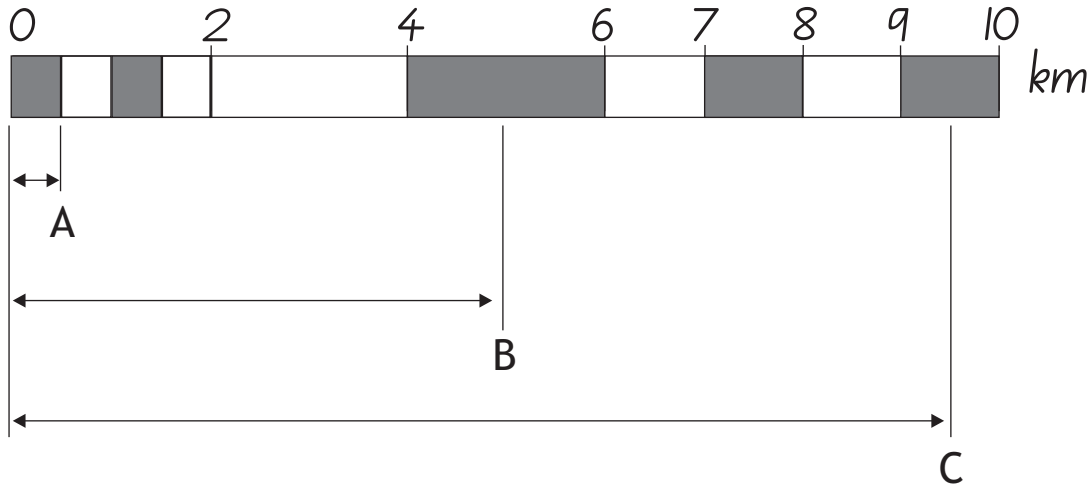
one half three quarters two thirds

FRACTIONS

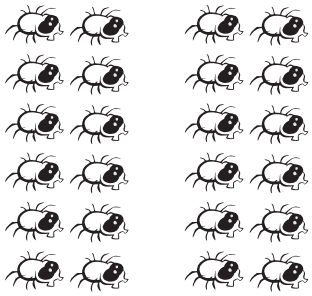
Illustrate the number $2\frac{2}{3}$ in 3 different ways.



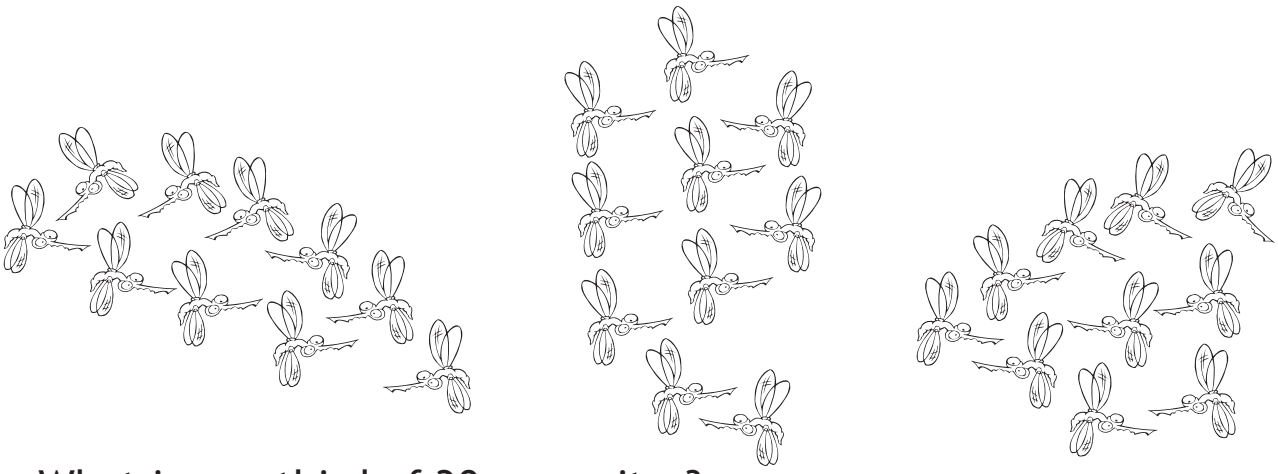
Write the distances A, B and C shown on this scale.



What is one half of 24 bugs?

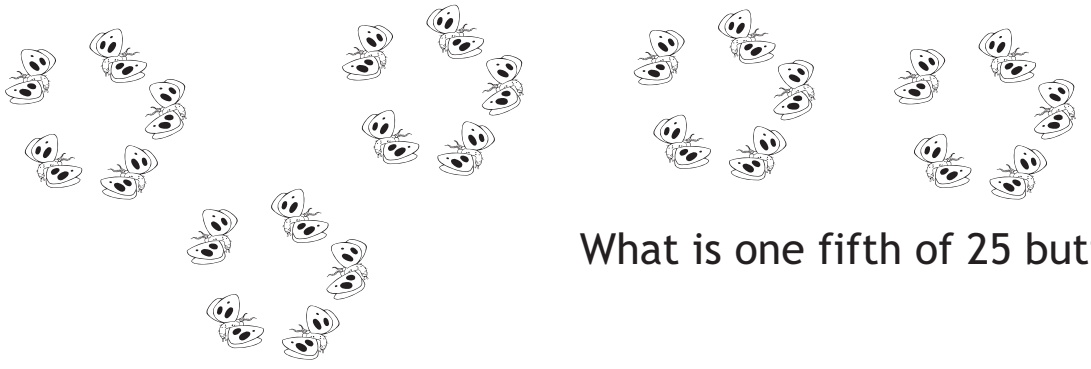


24 ÷ 2 = ...



What is one third of 30 mosquitos?

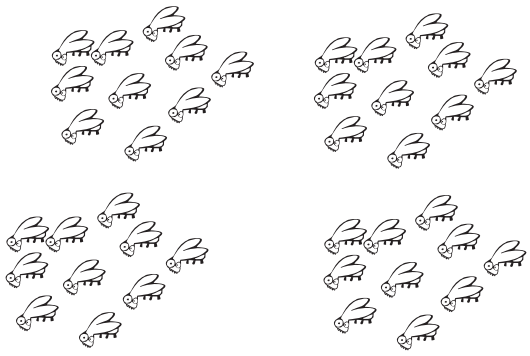
30 ÷ = ...



What is one fifth of 25 butterflies?

.....

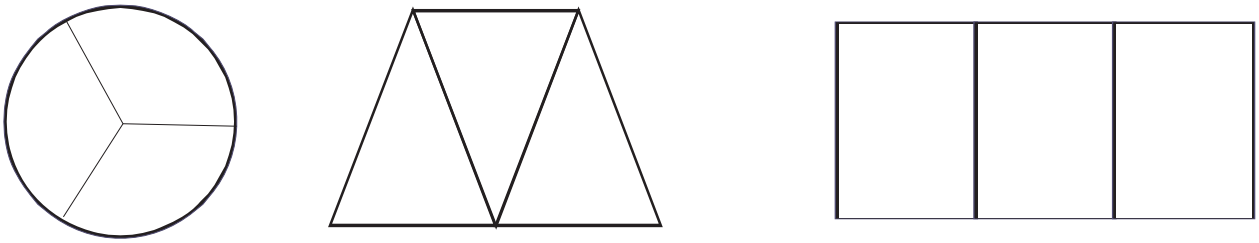
What is one quarter of 40 flys?



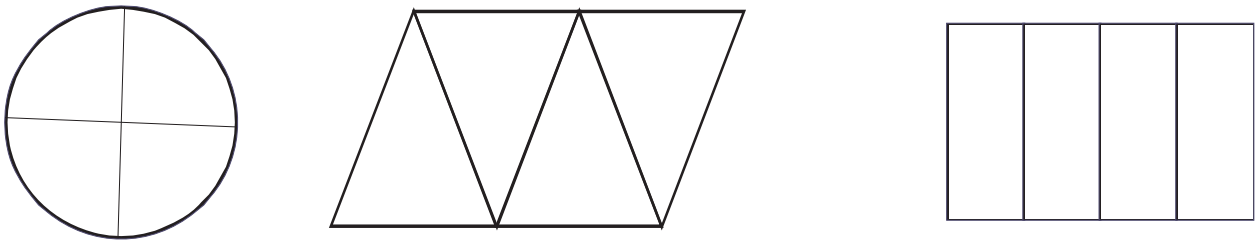
.....

FRACTIONS

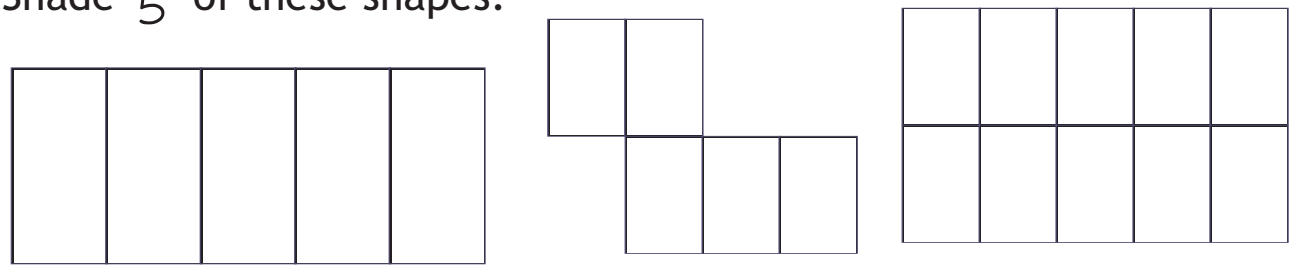
Shade $\frac{2}{3}$ of these shapes.

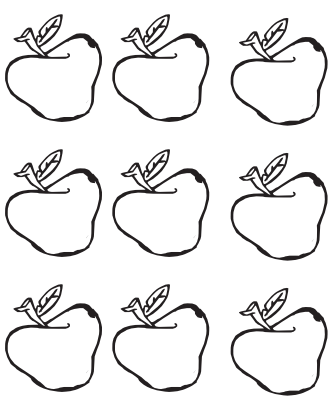


Shade $\frac{3}{4}$ of these shapes.

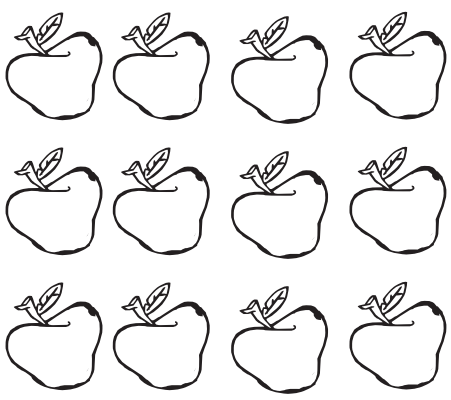


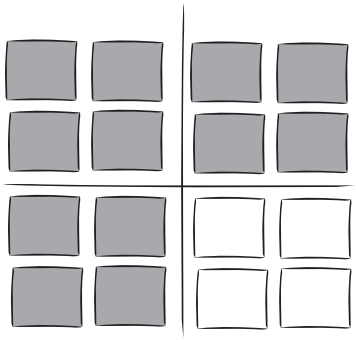
Shade $\frac{3}{5}$ of these shapes.





Shade $\frac{2}{3}$ of each bunch the apples.





Calculate $\frac{3}{4}$ of 16.

Multiply by the top number

Divide by the bottom number

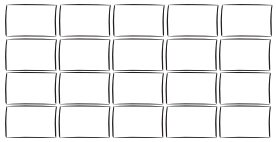
$16 \div 4 = 4$

$4 \times 3 = 12 \quad \therefore \frac{3}{4} \text{ of } 16 = 12$

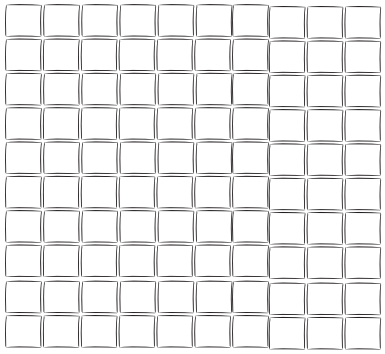
Find the following:

$\frac{1}{2}$ of 28 .....

$\frac{3}{4}$ of 20 .....

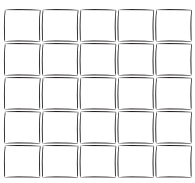


$\frac{3}{10}$ of 100 .....

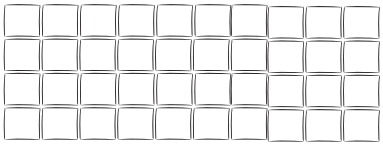


$\frac{2}{3}$ of 24 .....

$\frac{2}{5}$ of 25 .....

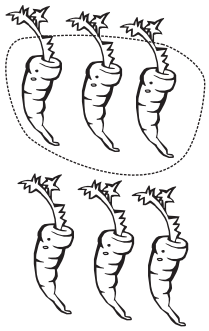


$\frac{9}{10}$ of 40 .....

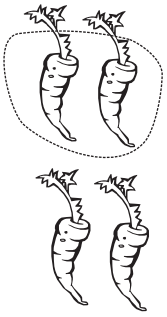


FRACTIONS

Some fractions are the same.



$= \frac{3}{6}$ or $\frac{1}{2}$



$= \frac{2}{4}$ or $\frac{1}{2}$

Shade each of the fractions given.

$\frac{1}{2}$

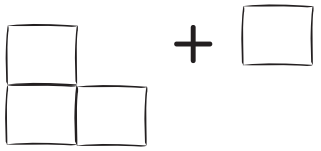
$\frac{2}{4}$

$\frac{3}{6}$

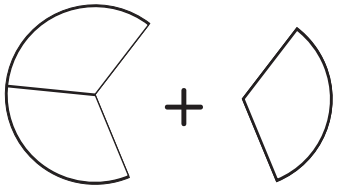
$\frac{4}{8}$

All the fractions above are the .....
They are called equivalent fractions.

Finish these fraction additions

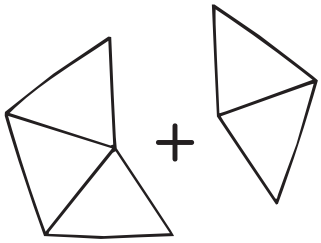


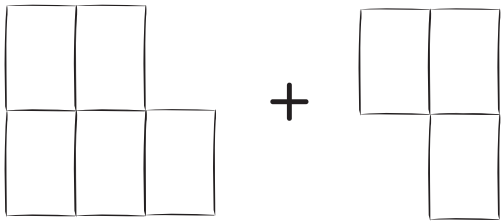
$\frac{3}{4}$ ..... + ... = 1 .....



..... + ... = ...

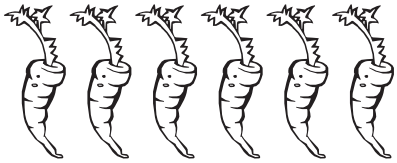
Finish these fraction additions.

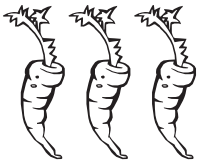




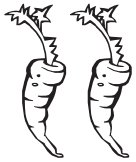
..... + ... = 1

$\frac{5}{8}$ + ... = ...

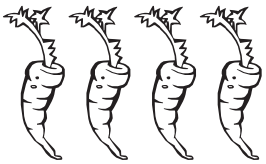
If you have 6 carrots  then:



3 carrots equals $\frac{1}{2}$ of the bunch.



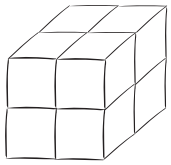
2 carrots equals ..... of the bunch.



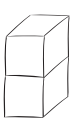
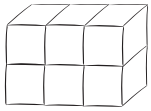
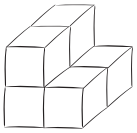
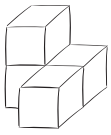
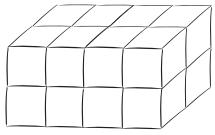
4 carrots equals ..... of the bunch.

1 carrot equals ..... of the bunch.

FRACTIONS

This is 1 unit. 

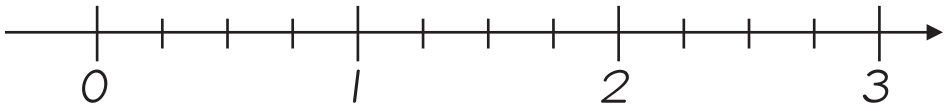
Give the unit amount of each of these.

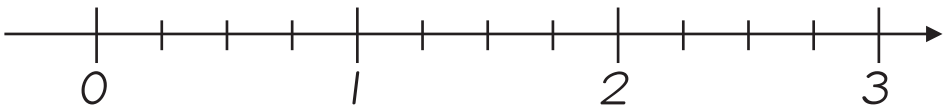
.....

Use the number lines to help you do these additions and subtractions.

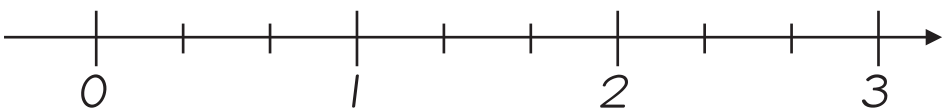
$\frac{1}{2} + \frac{3}{4} + \frac{1}{2} =$ .....



$\frac{1}{2} + \frac{3}{4} + \frac{1}{4} =$ .....

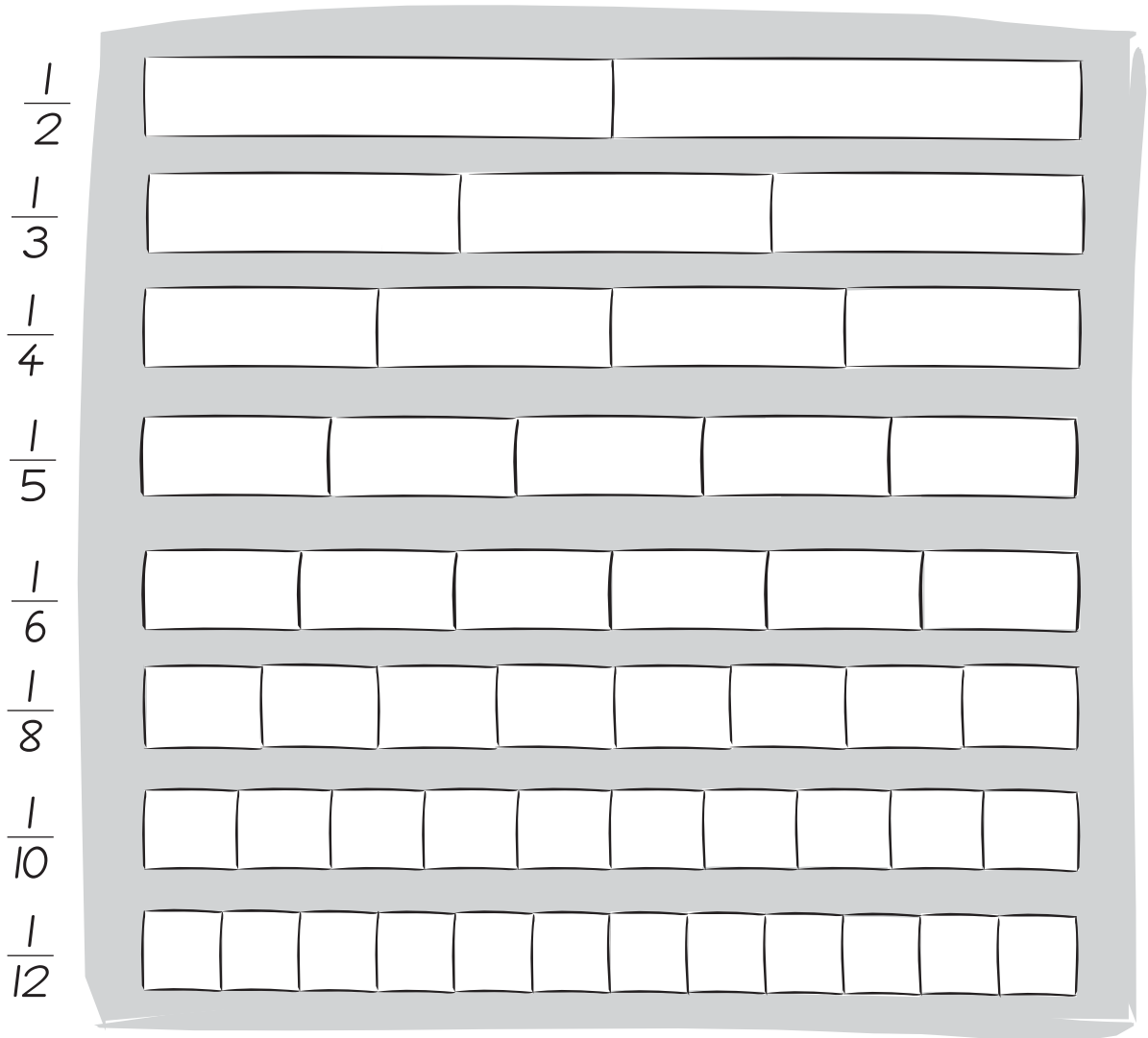


$\frac{2}{3} + \frac{2}{3} + \frac{2}{3} =$ .....



EQUIVALENT FRACTIONS

Fractions that are the same size are called equivalent fractions.
Use this diagram to write as many equivalent fractions as you can.



.....

.....

.....

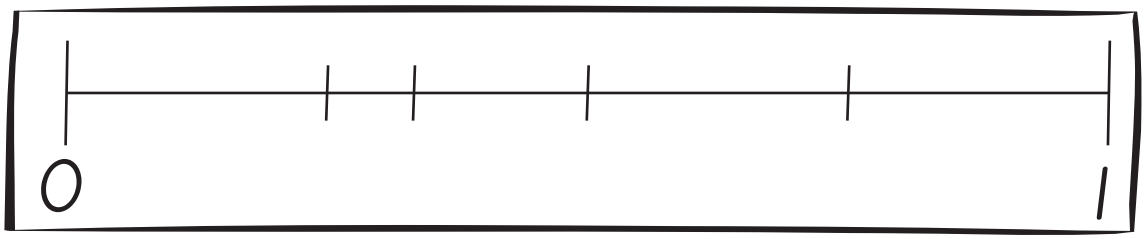
.....

.....

FRACTIONS

Write the fraction beside the correct place on the number line.

$\frac{1}{2}$ $\frac{3}{4}$ $\frac{1}{3}$ $\frac{1}{4}$



On the number line label the points: $\frac{1}{5}$, $\frac{2}{5}$, $\frac{3}{5}$ and $\frac{4}{5}$.

Find these fractions using the diagram on page 38.
Write these fractions in order of size.

$\frac{9}{10}$ $\frac{2}{3}$ $\frac{1}{4}$ $\frac{1}{2}$ $\frac{1}{10}$ $\frac{3}{5}$ $\frac{5}{8}$

.....

.....

MONEY

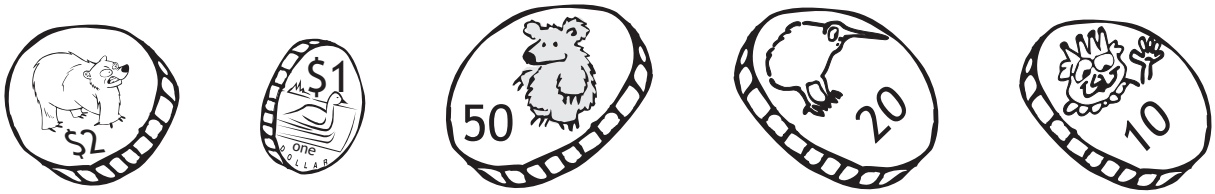
Use these coins to make $5. There are three different ways.

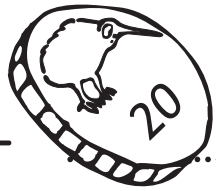
.....

.....

.....

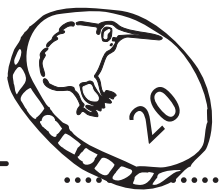
Fill in the missing coins.



..... +  + ... = $0.80

..... + ... + ... = $3.50

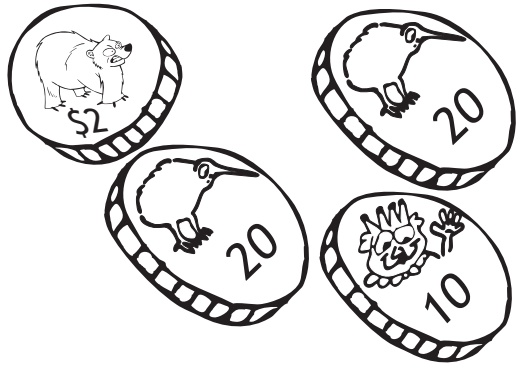
..... + ... + ... = $2.00

..... + ... +  = $1.70

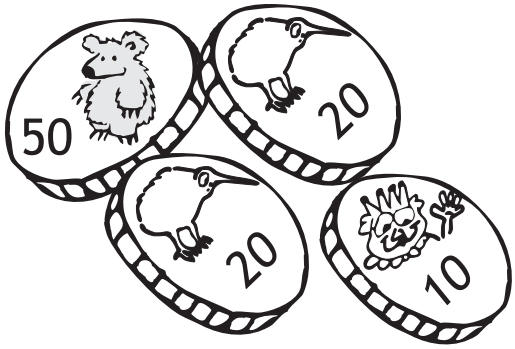
MONEY

Draw a line to show each equivalent total.

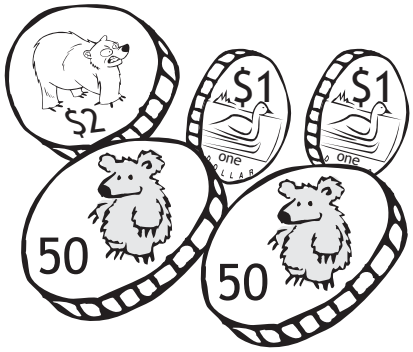
$1.00 •

• 

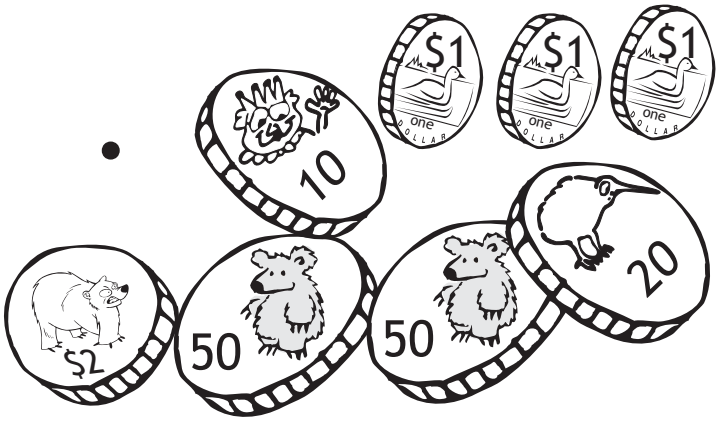
$2.50 •

• 

$6.30 •

• 

$5 •

• 

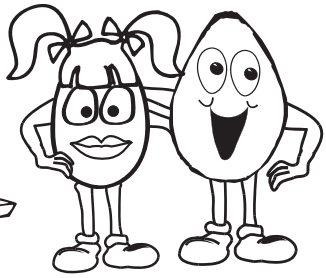
MEASUREMENT Taking Readings

What units would you use to measure the lengths of following?

mm, cm, m, km

ant .....

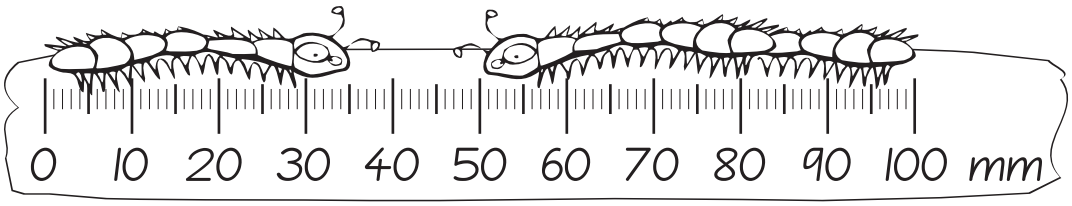
table .....



height .....

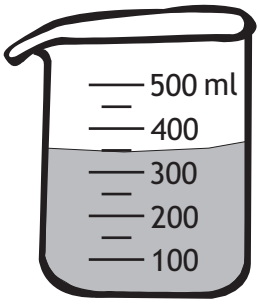
plane distance .....

How long is each centipede?

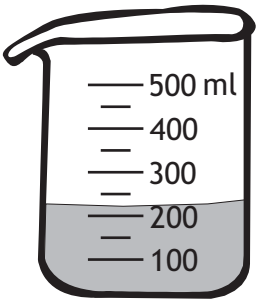


....

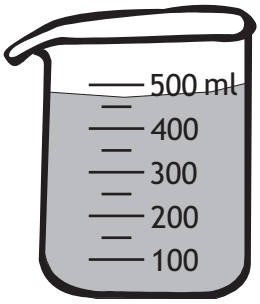
How much liquid in each beaker?



.....



.....



.....

MEASUREMENT Taking Readings

Weights
For small weights use grams (g), for average weights use kilograms (kg) and for really heavy weights use tonnes.

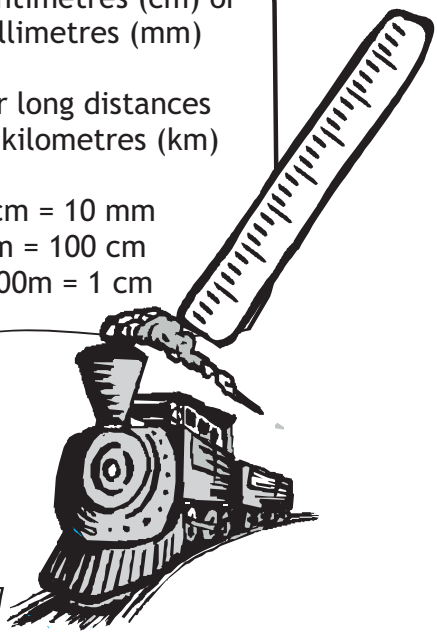
1 kg = 1000 g
1 tonne = 1000 kg

Liquids
litres (l)
millilitres (ml)
1 litre = 1000 ml

To measure lengths use metres (m) centimetres (cm) or millimetres (mm)

For long distances us kilometres (km)

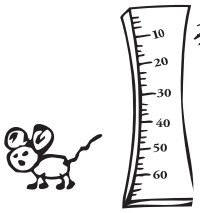
1 cm = 10 mm
1 m = 100 cm
1000m = 1 cm

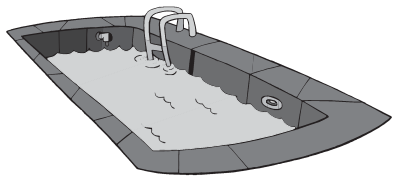


Which units would you use to measure....

The weight of a train? .....

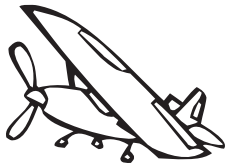
The length of a mouse? .....



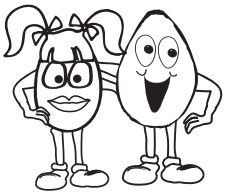


The amount of water in a swimming pool? .....

The distance from Auckland to Melbourne? .....



The weight of a person? .....



A large milk carton holds 2000 ml of milk.

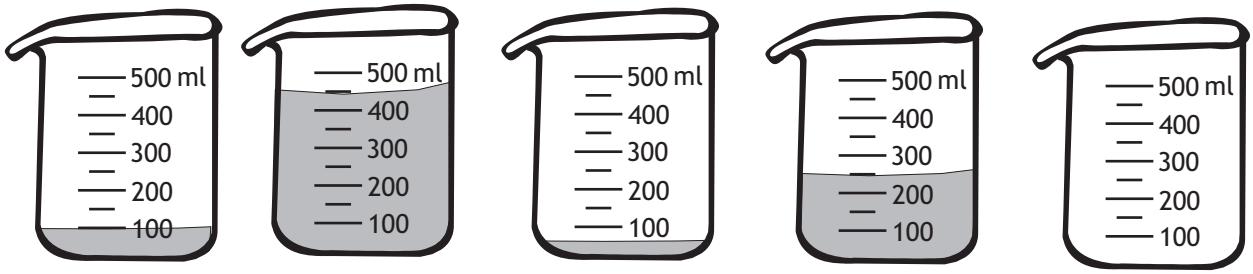
How many litres is this? .....

A cereal box weighs ½ a kilogram.

How many grams is this? .....

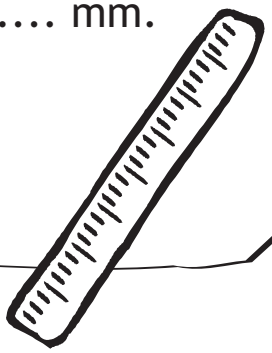
MEASUREMENT Taking Readings

Shade in the last beaker so that there is a total of 1 litre (1000 ml)



1 metre = ... cm

1 cm = ... mm.



Write these lengths in centimetres.

5 m ..... 10 mm .....

3 m ..... 100 mm .....

20 m ..... 30 mm .....

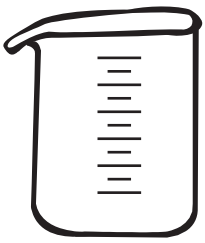
1.5 m ..... 55 mm .....

Weights and Liquids

1 kg = ... grams

1 tonne = ... Kilograms

1 litre = ... millilitres



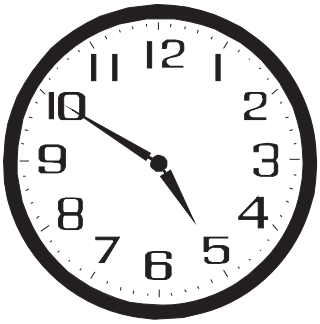
Convert these measurements.

5 litres = ... ml 1.25 litres = ... ml

3 tonnes = ... kg 2.5 kg = ... g

TIME

Write the time on each clock.



4:50

Ten to five

.....

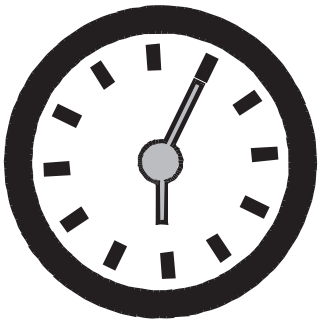
.....

.....

.....

.....

.....



.....

.....

.....

How many ....

How many seconds in 3 minutes? .....

How many minutes in 5 hours? .....

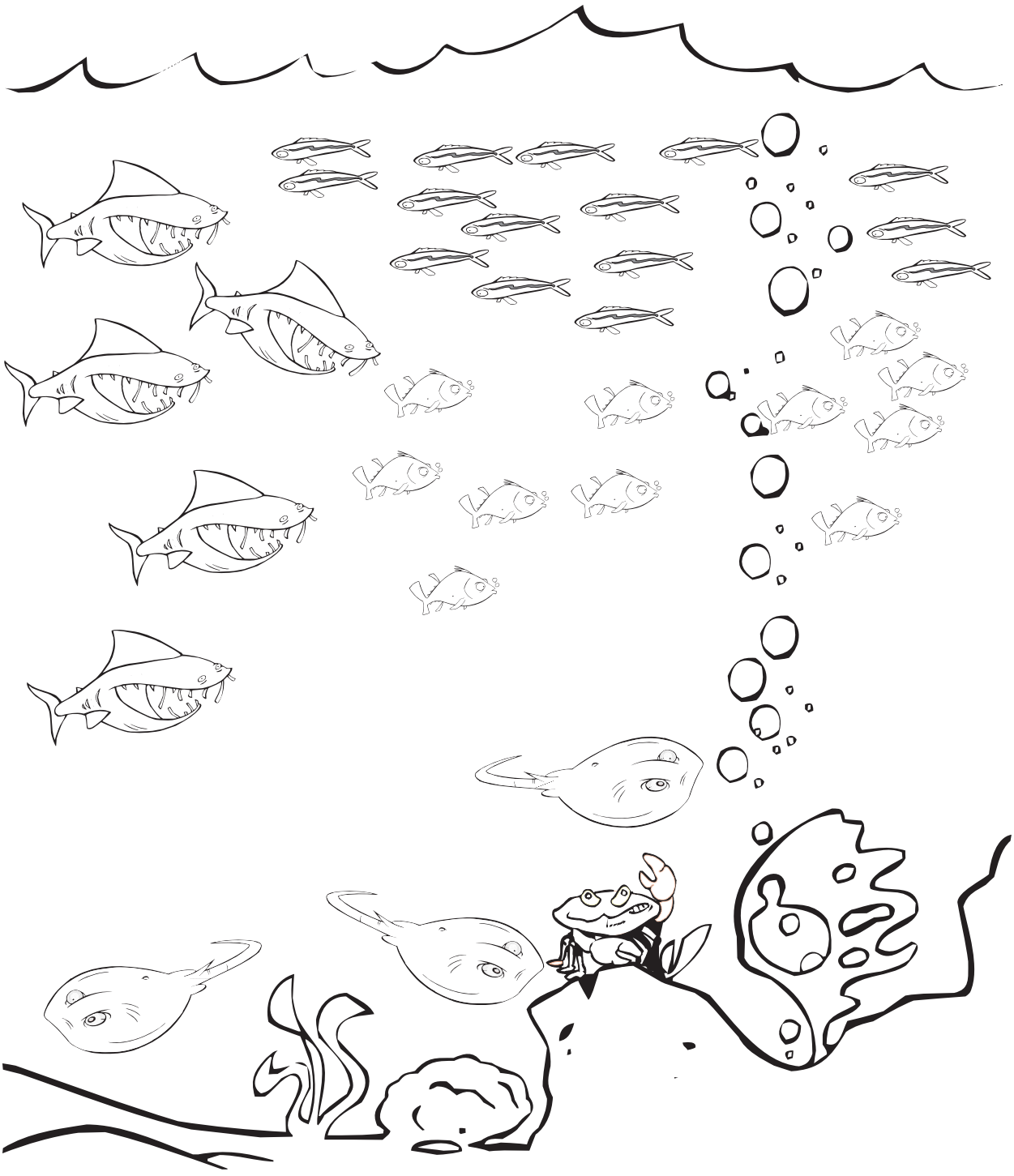
How many hours in 2 days? .....

How many months in 5 years? .....

How many years in 365 days? .....

How many months in 3 years? .....

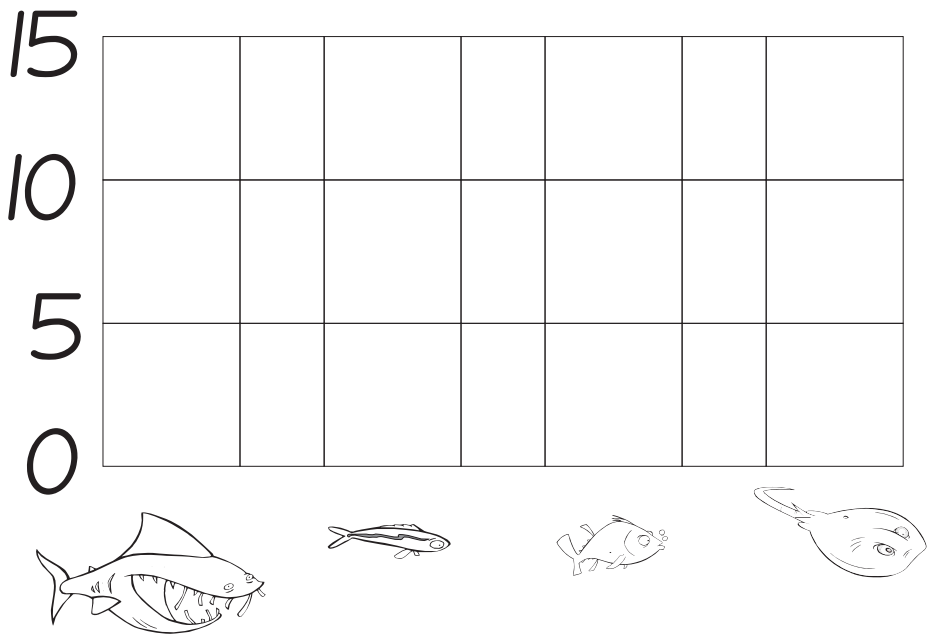
STATISTICS Handling Data



Count all the fish on the previous page then complete the tally chart

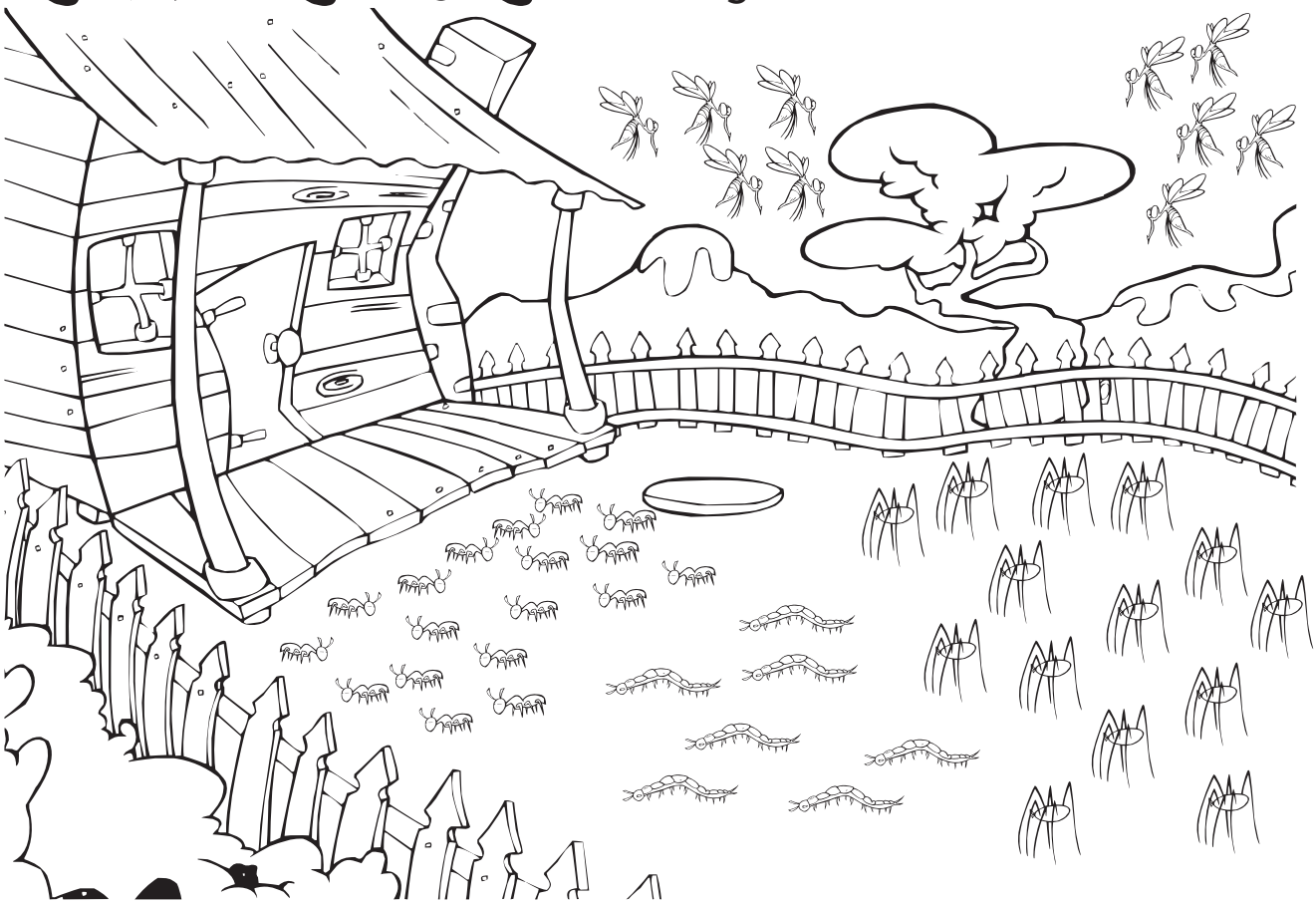
	Tallies	Totals
Snapper Fish 	✔✔✔✔✔	.....
Stripe Back 		.....
School Sally 		.....
Mud Ray 		.....

Use the grid below to draw a bar graph of the fish survey results.



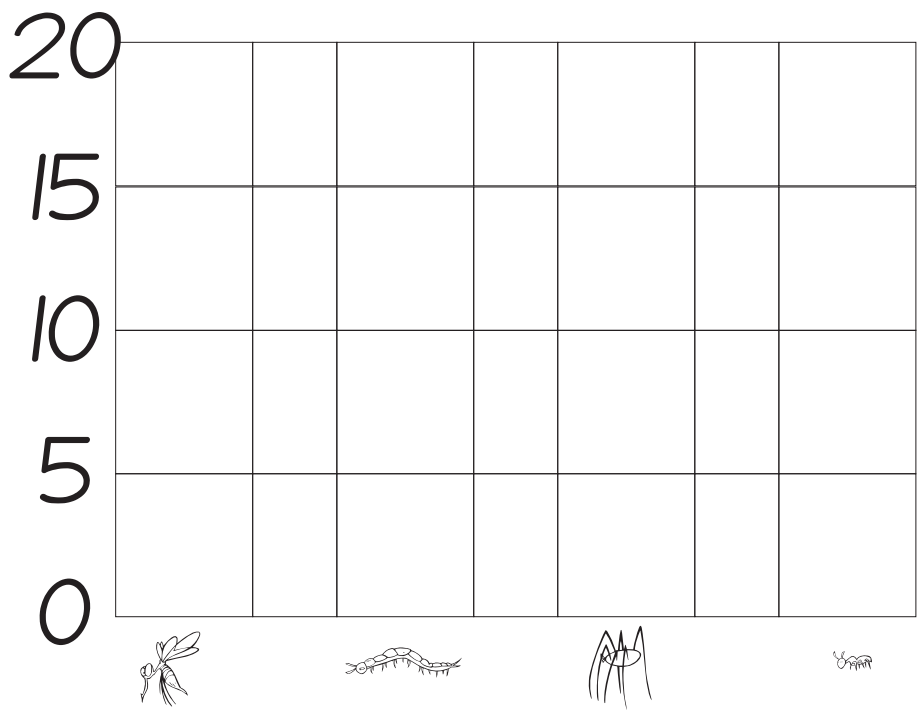
STATISTICS

Handling Data



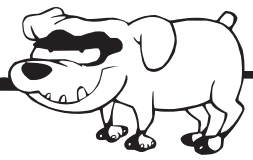
	Tallies	Totals
Mossie Vultures		10
Wiggly Caterpillars		.....
Large Legs		.....
Monster Ants		.....

Use the grid below to draw a bar graph of the insects in the garden



Read this table.

Quack



Ruff

	Quack	Ruff
Favourite Food	Worms on toast	Bone Crunch
Favourite Sport	Swimming	Throw that stick
Favourite TV Programme	Solid Gold Quacks	Dog Idol

Quack's favourite sport is .....

.....'s favourite TV programme is Dog Idol.

STATISTICS Handling Data

Sometimes it is useful to group data.
Write each of these products into the correct category.

Dairy Products

.....

.....

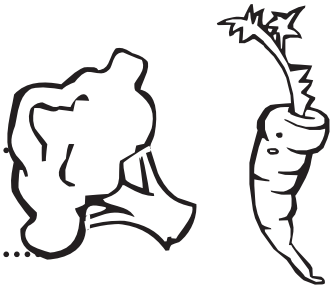
.....

Vegetables

.....

.....

.....



Fruit

.....

.....

.....

yoghurt
potato
ice cream
beef
broccoli
apple
peach
cheese
carrots
veal
milk
grapes
beans
chicken
pork
butter

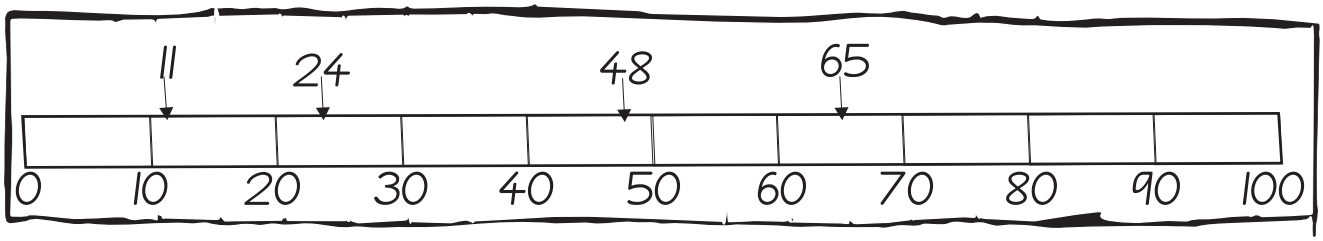
Meat Products

.....

.....

.....

ROUNDING



Round these numbers to the nearest ten.

11 10 24 20 48 50 65 70

5..... 17..... 36.....

52..... 73..... 88.....

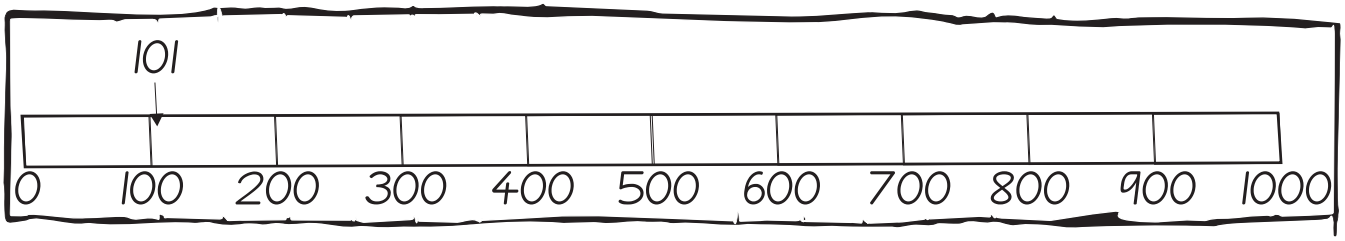
45..... 69..... 94.....

Round these numbers to the nearest hundred. Put each number on the approximate place on the number line below.

101..... 125..... 275.....

480..... 350..... 549.....

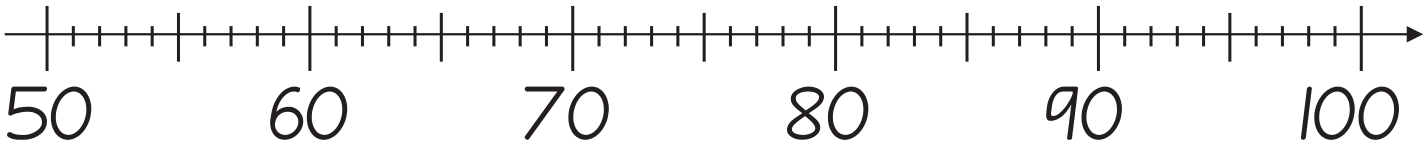
721..... 688..... 950.....



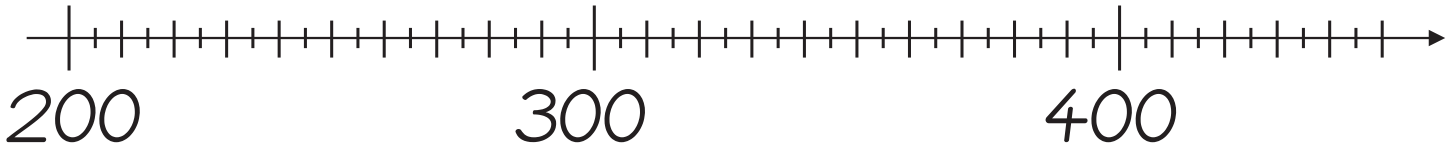
ROUNDING

Indicate each number with a dot and a the letter on one of the number lines.

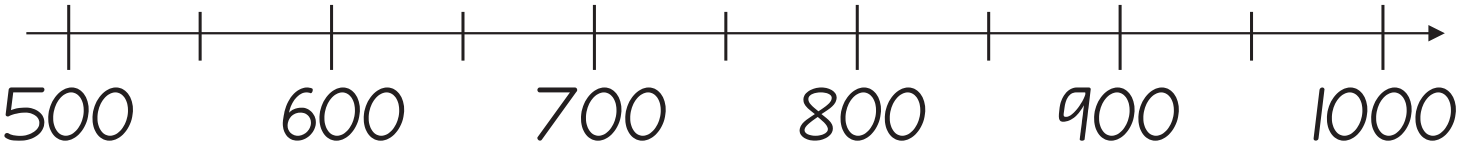
A = 76, B = 92, C = 55, D = $90\frac{1}{2}$



E = 205, F = 260, G = 351, H = 438



I = 575, J = 660, K= 805, H = 998

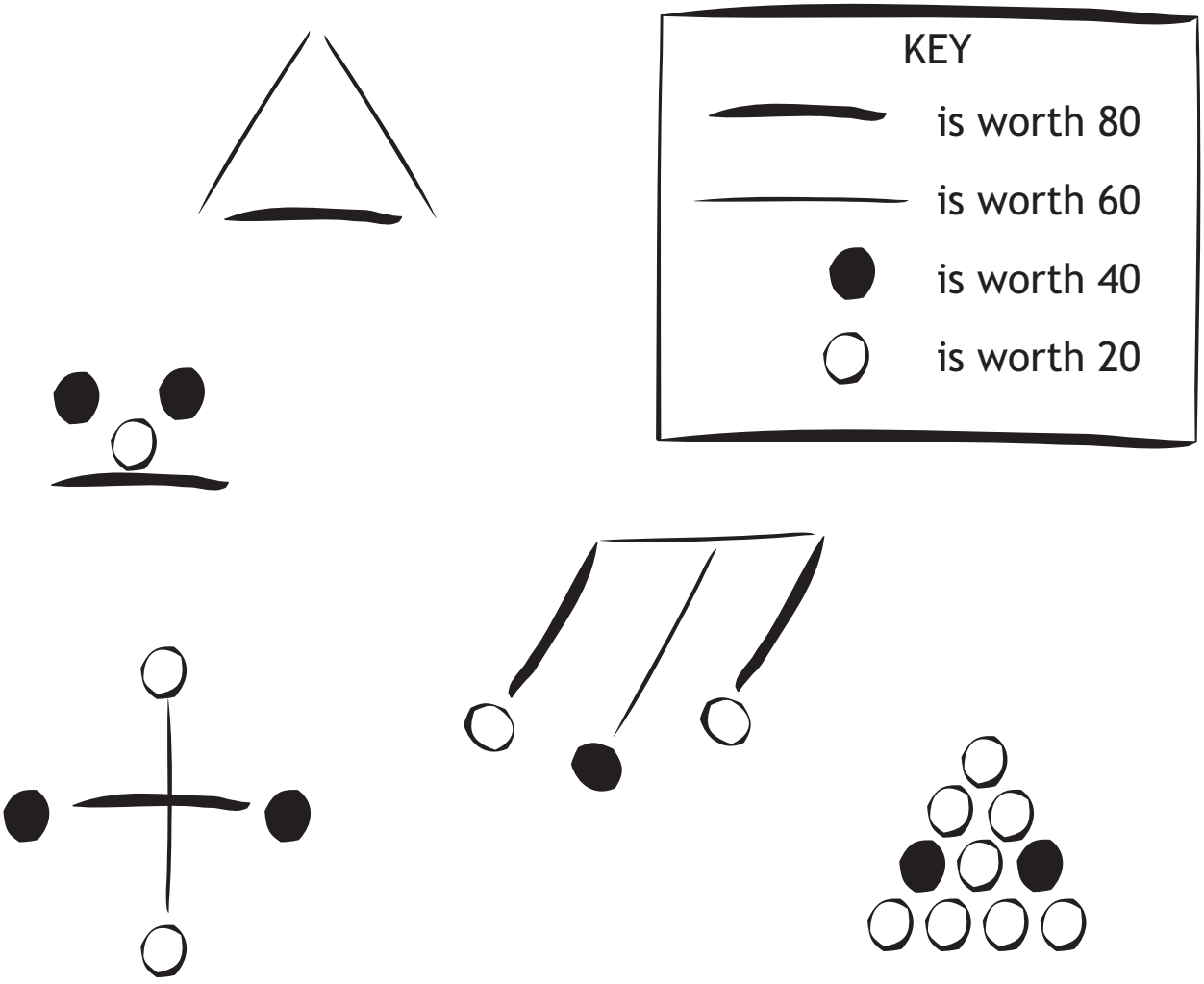


Round the numbers.

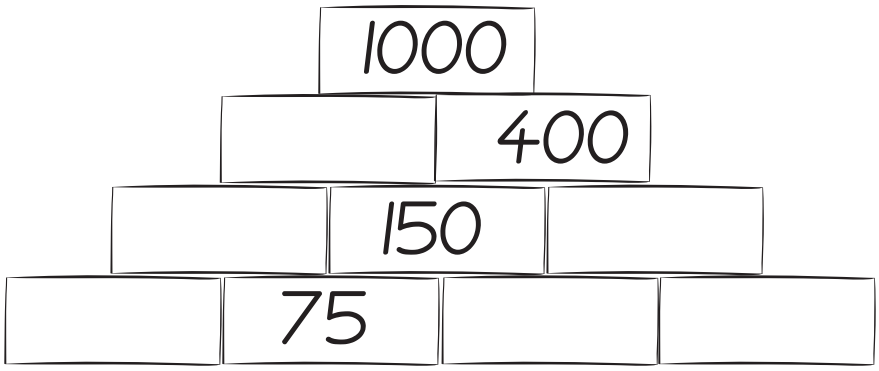
	Rounded to the nearest		
	10	100	1000
55			
463			
687			
998			

ADDING UP

Use the key to work out the values of each shape.

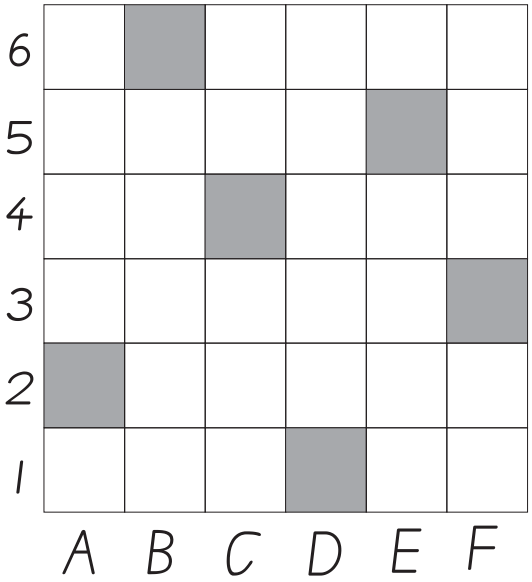


The sum of any two adjacent numbers is the number directly above. Fill in the missing numbers.



GRID POSITIONS

Write the positions of the shaded squares.

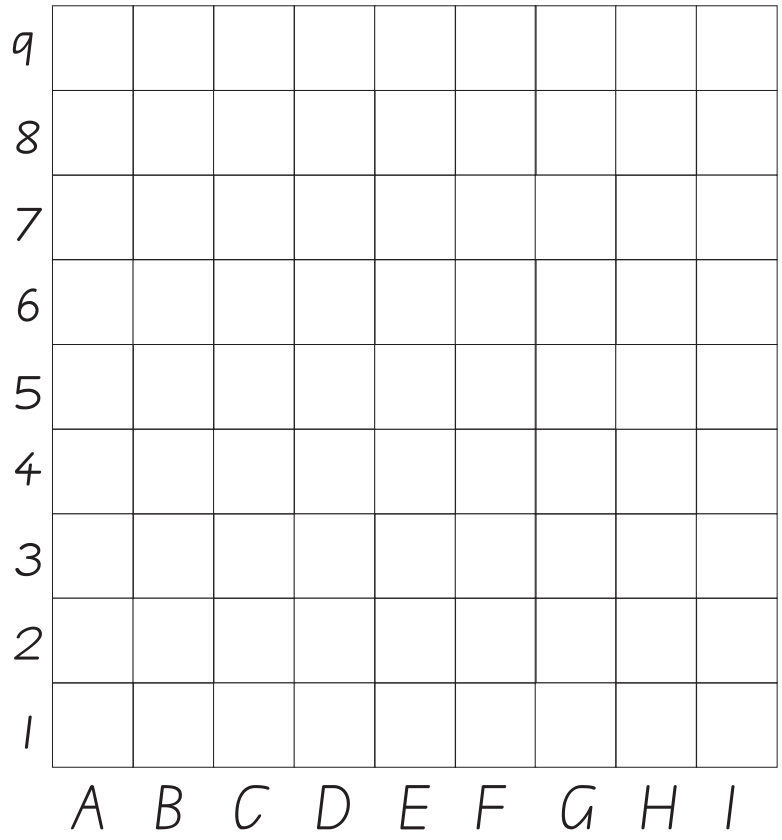


.....

.....

.....

Shade in these squares.



A3, E4, H8

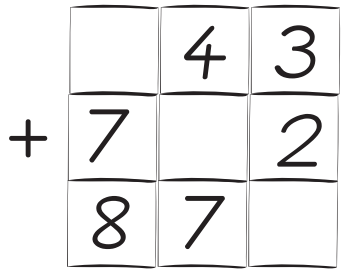
F6, B2, E5

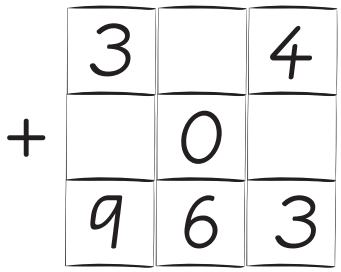
C1, G7, I9

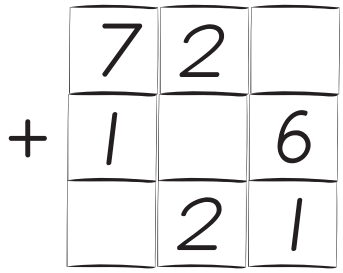
D2, D3

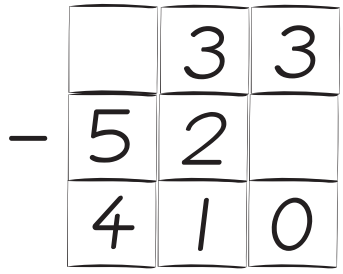
CALCULATIONS

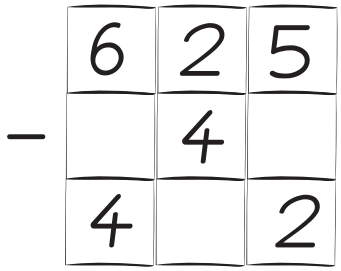
Fill in the missing digits.

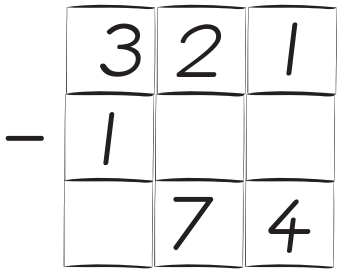












$5 \times \square = 40$

$3 \times \square = 21$

$9 \times \square = 36$

$6 \times \square = 48$

$5 \times \square = 400$

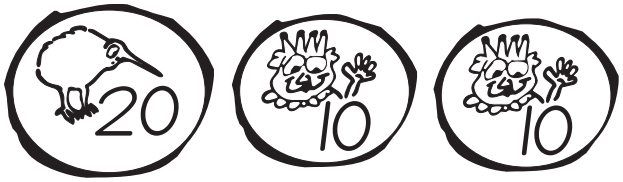
$3 \times \square = 210$

$9 \times \square = 360$

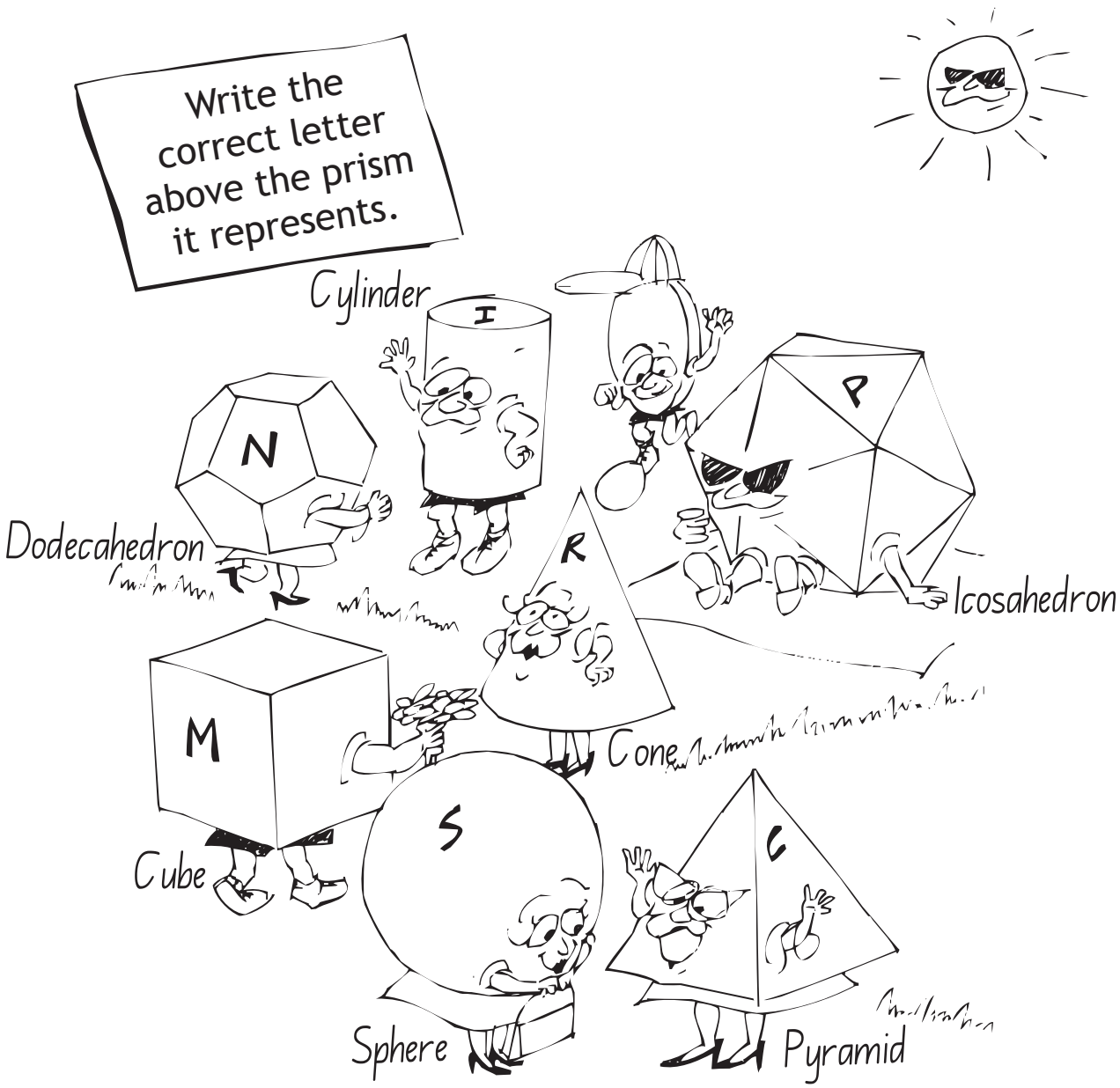
$6 \times \square = 480$

MAKING A DOLLAR

How much must be added to each amount to make $1?



SHAPES



Icosahedron	Cone	Cylinder	Sphere	Cube		Icosahedron	Cylinder	Pyramid	Dodecahedron	Cylinder	Pyramid

NUMBERS

									0
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

1	2	3
11	12	13
21	22	23

						57	58	59	60
66							69	70	
76							79	80	
86							89	90	

21									25
31	32	33	34	35					
41									45

						74			
					84	85	86	87	
								97	98

48	49	50							
		59							
		69	70						
		79							
88	89	90							

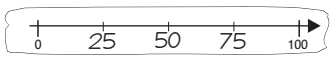
32								37	
42						45	46	47	
52	53	54	55						

5

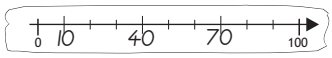
NUMBERS

Mark these numbers on the number line.

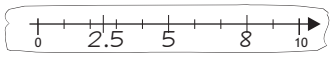
25, 50, 75



10, 40, 70



5, 2.5, 8

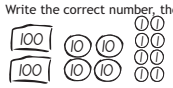


Estimate these markings

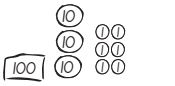
6

PLACE VALUE

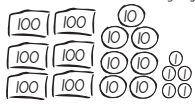
Write the correct number, then write the number in words.



248 two hundred and forty eight



136 one hundred and thirty six

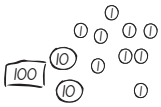


675 six hundred and seventy five

319 three hundred and nineteen

401 four hundred and one

520 five hundred and twenty



753 seven hundred and fifty three

129 one hundred and twenty nine

7

Write down these in number form.

ninety three 93

two hundred and forty seven 247

five hundred and one 501

six hundred and eight 608

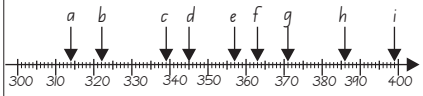
Split these numbers into hundreds, tens and units.

	H	T	U
124 =	100	+ 20	+ 4
75 =	0	+ 70	+ 5
963 =	900	+ 60	+ 3
808 =	800	+ 0	+ 8
743 =	700	+ 40	+ 3
519 =	500	+ 10	+ 9

8

NUMBERS to 1000

Which numbers have been labelled?



a = 314 three hundred and fourteen

b = 322 three hundred and twenty two

c = 339 three hundred and thirty nine

d = 345 three hundred and forty five

e = 357 three hundred and fifty seven

f = 363 three hundred and sixty three

g = 371 three hundred and seventy one

h = 386 three hundred and eighty six

i = 399 three hundred and ninety nine

9

NUMBERS

Write the biggest and smallest numbers that you can using each of these three digits.

4, 7, 1	741	147	5, 8, 2	852	258
3, 2, 7	732	237	7, 6, 8	876	678
1, 0, 9	910	019	0, 3, 0	300	003

Sort these numbers into the right order.

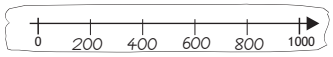
848, 425, 314, 616, 858

314, 425, 616, 848, 858

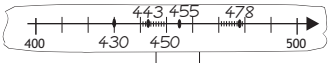
662, 686, 683, 648, 678

648, 662, 678, 683, 686

Mark on the number line the numbers 200, 400, 600 and 800.



Mark on the number line the numbers 430, 443, 450, 455, 478.



10

HUNDREDS TENS and UNITS

675 is 600 + 70 + 5

864 is 800 + 60 + 4

942 is 900 + 40 + 2

310 is 300 + 10 + 0

Adding and subtracting big numbers.

942 − 621 = 321	295 − 152 = 143	368 − 147 = 221	314 + 254 = 568	451 + 523 = 974

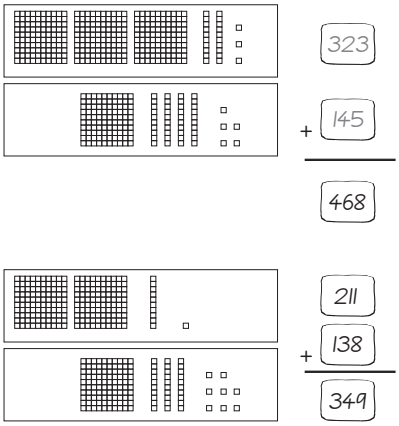
2−1=1
40−20=20
900−600=300

437 + 122 = 559	243 + 714 = 957	317 − 105 = 212	555 − 453 = 102

11

ADDITION

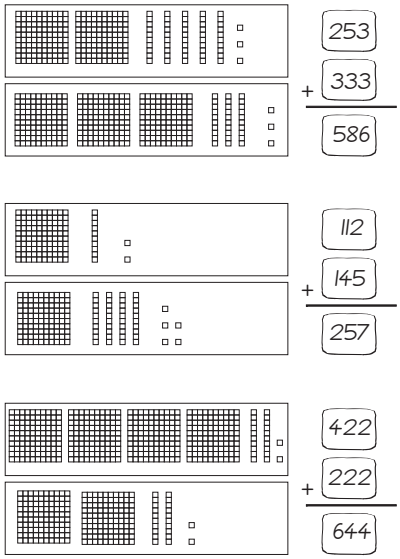
Write down the number that each picture represents then add.



323 + 145 = 468

211 + 138 = 349

12



253 + 333 = 586

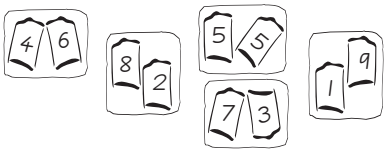
112 + 145 = 257

422 + 222 = 644

13

ADDITION Using Mental Strategies

Fill in all the pairs of numbers needed to add to 10.



Find pairs that add to 10 to help you answer.

2 + 8 + 1 + 9 = 20

1 + 8 + 9 + 6 + 2 + 4 + 5 = 35

4 + 2 + 2 + 3 + 6 + 8 = 25

8 + 1 + 4 + 7 + 3 + 6 = 29

Do these sums by treating the 9 as a 10 and subtracting the extra 1 at the end.

8 + 9 = 8 + 10 − 1

= 17

15 + 9 = 24

37 + 9 = 46

58 + 9 = 67

44 + 9 = 53

29 + 9 = 38

86 + 9 = 95

72 + 9 = 81

63 + 9 = 72

14

ARITHMETIC Using Mental Strategies

Complete these sums by partitioning.

Look at this example: 73 − 5

= 60 + 13 − 5

= 60 + 8

= 68

28 − 9 = 19

51 − 4 = 47

42 − 7 = 35

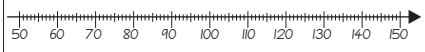
63 − 5= 58

35 − 6 = 29

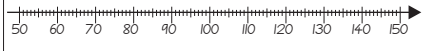
74 − 8 = 66

15

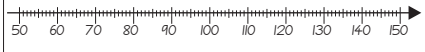
Use the number lines to calculate these additions.



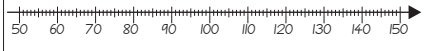
68 + 75 = 143



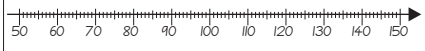
103 + 28 = 131



88 + 47 = 135



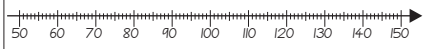
56 + 66 = 122



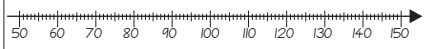
97 + 17 = 114

17

Use the number lines to calculate these subtractions.

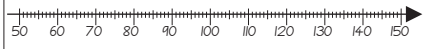


145 − 117 = 28

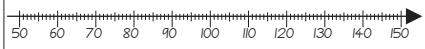


145 − 78 = 67

132 − 59 = 73



127 − 32 = 95



126 − 66 = 60

19

MORE ARITHMETIC

39 + 15 = 54

28 + 35 = 63

42 + 29 = 71

27 + 33 = 60

35 + 47 = 82

18 + 44 = 62

26 + 38 = 64

33 + 59 = 92

28 + 48 = 76

54 + 47 = 101

35 − 18 = 17

42 − 9 = 33

56 − 27 = 29

48 − 29 = 19

41 − 16 = 25

82 − 35 = 47

73 − 14 = 59

56 − 41 = 15

78 − 33 = 45

65 − 24 = 41

20 21

UNDERSTANDING × and ÷

Complete these.

2+2+2+2 can be written as 4 × 2 = 8

3+3+3+3+3+3 can be written as 6 × 3 = 18

5+5+5+5+5+5+5+5+5+5 can be written as 10 × 5 = 50

6+6+6+6+6+6+6+6 can be written as 8 × 6

8+8+8 can be written as 3 × 8

Complete these.

Hint, there are 4 sixes

6 + 6 + 6 + 6 = 24 can be written as 24 ÷ 6 = 4

11+ 11 + 11 + 11 = 44 can be written as 44 ÷ 11 = 4

5 + 5 + 5 + 5 + 5 + 5 + 5 = 35 can be written as 35 ÷ 5 = 7

3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 = 27 can be written as 27 ÷ 3 = 9

7 + 7 + 7 + 7 + 7 + 7 + 7 + 7 = 56 can be written as 56 ÷ 7 = 8

50 pieces of bread, 5 seagulls.
How much bread for each seagull? 10 pieces

22

MULTIPLICATION STRATEGIES

Use easy sums to calculate harder sums.

6 × 14

= 6 × 7×2

= 42 × 2

= 84

7 × 24

= 7 × 12×2

= 84 × 2

= 168

3 × 22

= 3 × 11×2

= 33 × 2

= 66

5 × 16

= 5 × 8×2

= 40 × 2

= 80

9 × 18

= 9 × 9×2

= 81 × 2

= 162

15 × 20

= 15 × 10×2

= 150 × 2

= 300

23

35 × 3 is the same as 30 × 3 = 90 + 5 × 3 = 15 = 105

Now try these

24 × 6 = 20 × 6 = 120, 4 × 6 = 24, 144

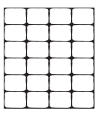
18 × 5 = 10 × 5 = 50, 8 × 5 = 40, 90

32 × 4 = 30 × 4 = 120, 2 × 4 = 8, 128

46 × 3 = 40 × 3 = 120, 6 × 3 = 18, 138

24

MULTIPLYING

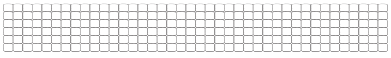


Both examples show 6x4

6×4= 24

Now try these

6×40=240 6×400=2400



7×3= 21 7×30= 210 7×300=2100

4×8= 32 4×80=320 4×800=3200

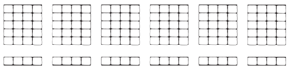
3×5= 15 3×50= 150 3×500=1500

8×2= 16 8×20= 160 8×200=1600

25

MULTIPLYING

6×24



This is the same as 6×20 = 120

+ 6×4 = 24

144

Now try these

4×41

4×40=160
4×1= 4
=164

2×53

2×50=100
2×3= 6
=106

3×32

3×30=90
3×2= 6
= 96

5×27

5×20=100
5×7=35
= 135

26

MULTIPLYING and DIVIDING

When multiplying by 10 add a zero.
When multiplying by 100 add two zeros.

4 × 10 = 40
9 × 10 = 90
3 × 10 = 30
33 × 10 = 330
51 × 10 = 510
27 × 10 = 270

6 × 100 = 600
2 × 100 = 200
9 × 100 = 900
75 × 100 = 7500
43 × 100 = 4300
68 × 100 = 6800

When dividing by 10 take off a zero.
When dividing by 100 take off two zeros.

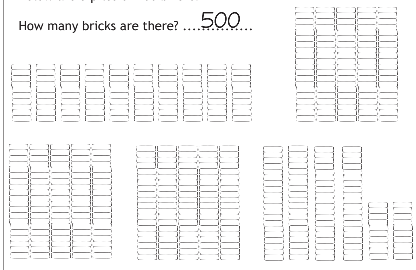
30 ÷ 10 = 3
70 ÷ 10 = 7
40 ÷ 10 = 4
500 ÷ 10 = 50
430 ÷ 10 = 43
370 ÷ 10 = 37

800 ÷ 100 = 8
700 ÷ 100 = 7
200 ÷ 100 = 2
3000 ÷ 100 = 30
5400 ÷ 100 = 54
1200 ÷ 100 = 12

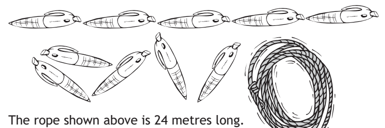
27

Below are 5 piles of 100 bricks.

How many bricks are there? 500



A pen is 13cm long.
If placed end on end, how long would 10 pencils measure? 130cm



The rope shown above is 24 metres long.

If it is cut into 3 equal lengths, how long will each length be? 8m

If it is cut into 4 equal lengths, how long will each length be? 6m

If it is cut into 12 equal lengths, how long will each length be? 2m

28

NUMBER PUZZLES

Find 4 different odd numbers that add up to 16.

1 + 3 + 5 + 7 = 16

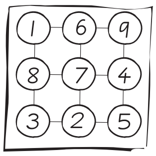
Find 4 different odd numbers that add up to 20.

1 + 9 + 3 + 7 = 20

Note how each pair adds up to 10

1 + 9 + 2 + 8 + 3 + 7 = 30

There is more than one answer to the problem below. Make sure that odd numbers are joined to even numbers.



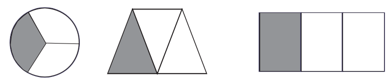
Each row must add to 10.
Each column must add to 10.
Do not use zero.

3	4	3
4	4	2
3	2	5

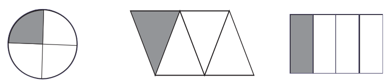
29

FRACTIONS

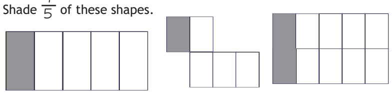
Shade $\frac{1}{3}$ of these shapes.



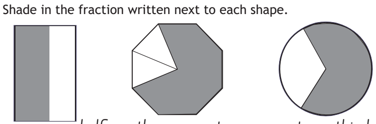
Shade $\frac{1}{4}$ of these shapes.



Shade $\frac{1}{5}$ of these shapes.



Shade in the fraction written next to each shape.

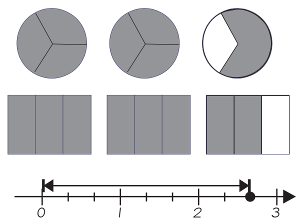


one half three quarters two thirds

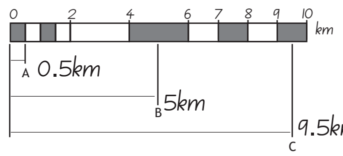
30

FRACTIONS

Illustrate the number $2\frac{2}{3}$ in 3 different ways.



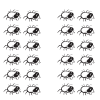
Write the distances A, B and C shown on this scale.



31

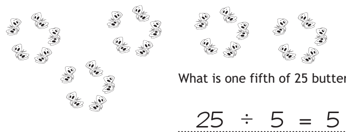
What is one half of 24 bugs?

24 ÷ 2 = 12



What is one third of 30 mosquitos?

30 ÷ 3 = 10



What is one fifth of 25 butterflies?

25 ÷ 5 = 5

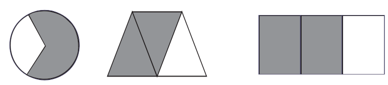
What is one quarter of 40 flys?

40 ÷ 4 = 10

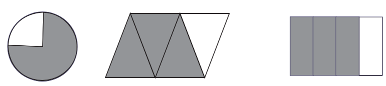
32

FRACTIONS

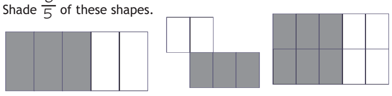
Shade $\frac{2}{3}$ of these shapes.

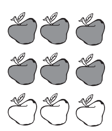


Shade $\frac{3}{4}$ of these shapes.

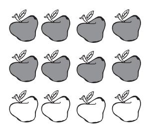


Shade $\frac{3}{5}$ of these shapes.





Shade $\frac{2}{3}$ of each bunch the apples.

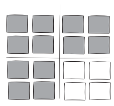


33

Calculate $\frac{3}{4}$ of 16.

Multiply by the top number

Divide by the bottom number



16 ÷ 4 = 4

4 × 3 = 12 ∴ $\frac{3}{4}$ of 16 = 12

Find the following:

$\frac{1}{2}$ of 28 14

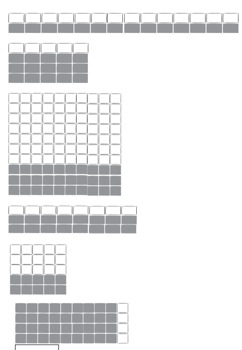
$\frac{3}{4}$ of 20 15

$\frac{3}{10}$ of 100 30

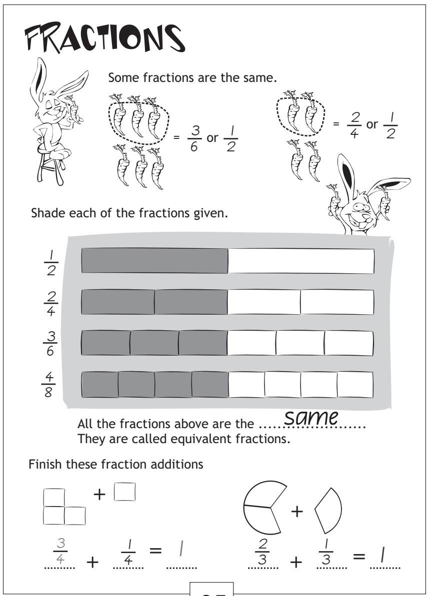
$\frac{2}{3}$ of 24 16

$\frac{2}{5}$ of 25 10

$\frac{9}{10}$ of 40 36



34



FRACTIONS

Some fractions are the same.

= $\frac{3}{6}$ or $\frac{1}{2}$ = $\frac{2}{4}$ or $\frac{1}{2}$

Shade each of the fractions given.

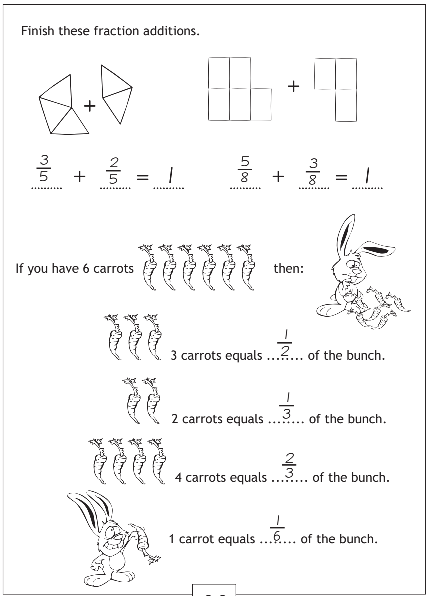
$\frac{1}{2}$ $\frac{2}{4}$ $\frac{3}{6}$ $\frac{4}{8}$

All the fractions above are the ....same.....
They are called equivalent fractions.

Finish these fraction additions

$\frac{3}{4} + \frac{1}{4} = 1$ $\frac{2}{3} + \frac{1}{3} = 1$

35



Finish these fraction additions.

$\frac{3}{5} + \frac{2}{5} = 1$ $\frac{5}{8} + \frac{3}{8} = 1$

If you have 6 carrots then:

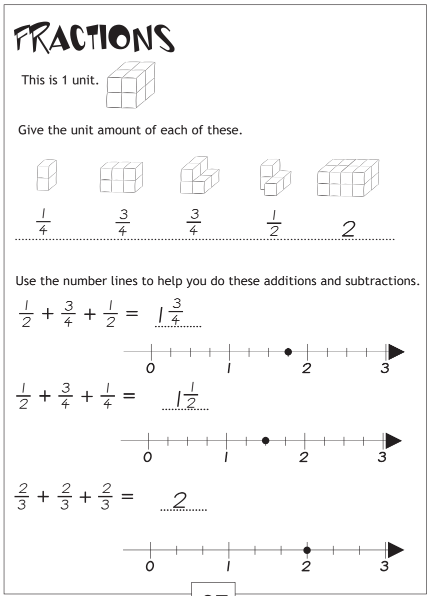
3 carrots equals ...$\frac{1}{2}$... of the bunch.

2 carrots equals ...$\frac{1}{3}$... of the bunch.

4 carrots equals ...$\frac{2}{3}$... of the bunch.

1 carrot equals ...$\frac{1}{6}$... of the bunch.

36



FRACTIONS

This is 1 unit.

Give the unit amount of each of these.

$\frac{1}{4}$ $\frac{3}{4}$ $\frac{3}{4}$ $\frac{1}{2}$ 2

Use the number lines to help you do these additions and subtractions.

$\frac{1}{2} + \frac{3}{4} + \frac{1}{2} = 1\frac{3}{4}$

0 1 2 3

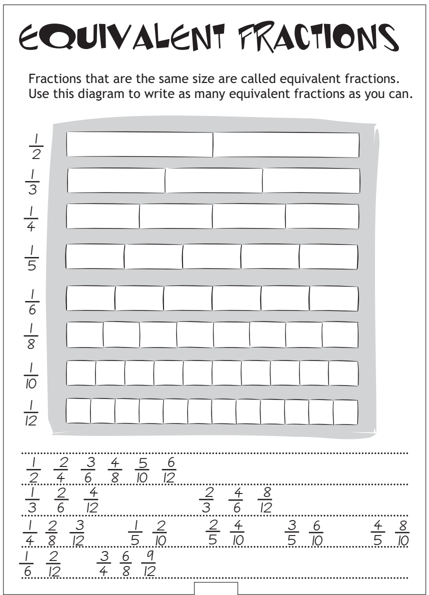
$\frac{1}{2} + \frac{3}{4} + \frac{1}{4} = 1\frac{1}{2}$

0 1 2 3

$\frac{2}{3} + \frac{2}{3} + \frac{2}{3} = 2$

0 1 2 3

37



EQUIVALENT FRACTIONS

Fractions that are the same size are called equivalent fractions.
Use this diagram to write as many equivalent fractions as you can.

$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$ $\frac{1}{5}$ $\frac{1}{6}$ $\frac{1}{8}$ $\frac{1}{10}$ $\frac{1}{12}$

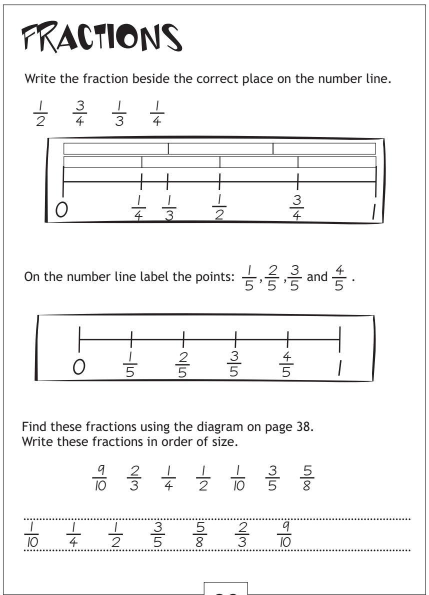
$\frac{1}{2}$ $\frac{2}{4}$ $\frac{3}{6}$ $\frac{4}{8}$ $\frac{5}{10}$ $\frac{6}{12}$

$\frac{1}{3}$ $\frac{2}{6}$ $\frac{4}{12}$ $\frac{2}{3}$ $\frac{4}{6}$ $\frac{8}{12}$

$\frac{1}{4}$ $\frac{2}{8}$ $\frac{3}{12}$ $\frac{1}{5}$ $\frac{2}{10}$ $\frac{2}{5}$ $\frac{4}{10}$ $\frac{3}{5}$ $\frac{6}{10}$ $\frac{4}{5}$ $\frac{8}{10}$

$\frac{1}{6}$ $\frac{2}{12}$ $\frac{3}{4}$ $\frac{6}{8}$ $\frac{9}{12}$

38



FRACTIONS

Write the fraction beside the correct place on the number line.

$\frac{1}{2}$ $\frac{3}{4}$ $\frac{1}{3}$ $\frac{1}{4}$

0 $\frac{1}{4}$ $\frac{1}{3}$ $\frac{1}{2}$ $\frac{3}{4}$ 1

On the number line label the points: $\frac{1}{5}$, $\frac{2}{5}$, $\frac{3}{5}$ and $\frac{4}{5}$.

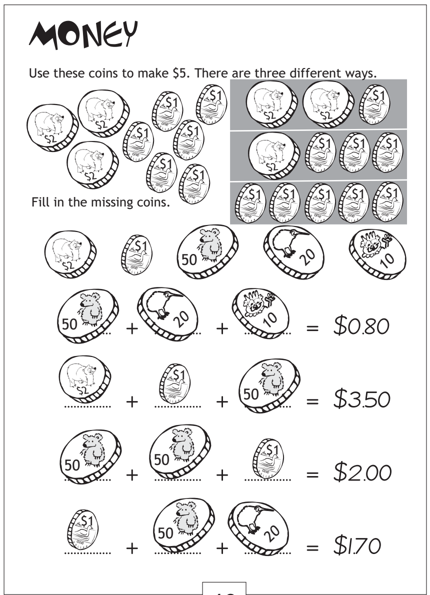
0 $\frac{1}{5}$ $\frac{2}{5}$ $\frac{3}{5}$ $\frac{4}{5}$ 1

Find these fractions using the diagram on page 38.
Write these fractions in order of size.

$\frac{9}{10}$ $\frac{2}{3}$ $\frac{1}{4}$ $\frac{1}{2}$ $\frac{1}{10}$ $\frac{3}{5}$ $\frac{5}{8}$

$\frac{1}{10}$ $\frac{1}{4}$ $\frac{1}{2}$ $\frac{3}{5}$ $\frac{5}{8}$ $\frac{2}{3}$ $\frac{9}{10}$

39



MONEY

Use these coins to make $5. There are three different ways.

Fill in the missing coins.

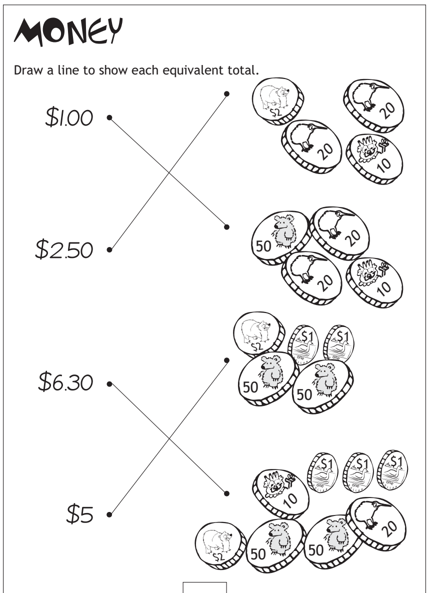
50 + 20 + 10 = $0.80

+ + 50 = $3.50

50 + 50 + = $2.00

+ 50 + 20 = $1.70

40



MONEY

Draw a line to show each equivalent total.

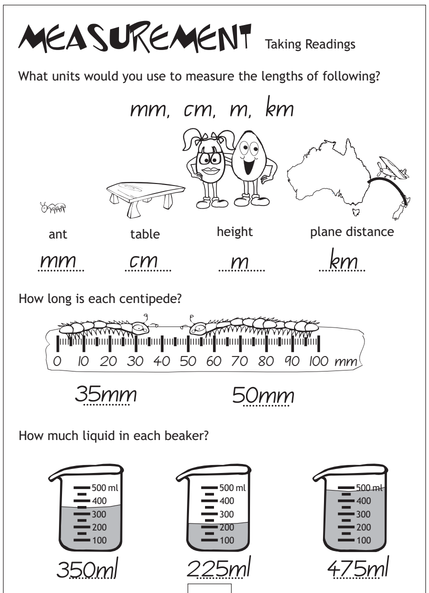
$1.00

$2.50

$6.30

$5

41



MEASUREMENT Taking Readings

What units would you use to measure the lengths of following?

mm, cm, m, km

ant	table	height	plane distance
mm	cm	m	km

How long is each centipede?

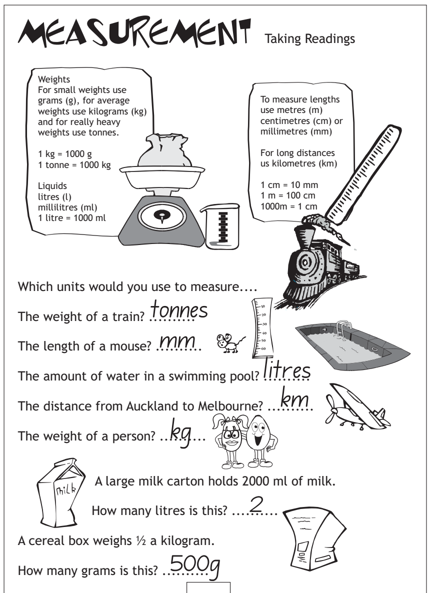
0 10 20 30 40 50 60 70 80 90 100 mm

35mm 50mm

How much liquid in each beaker?

350ml 225ml 475ml

42



MEASUREMENT Taking Readings

Weights
For small weights use grams (g), for average weights use kilograms (kg) and for really heavy weights use tonnes.

1 kg = 1000 g
1 tonne = 1000 kg

Liquids
litres (l)
millilitres (ml)
1 litre = 1000 ml

To measure lengths use metres (m) centimetres (cm) or millimetres (mm)

For long distances us kilometres (km)

1 cm = 10 mm
1 m = 100 cm
1000m = 1 cm

Which units would you use to measure....

The weight of a train? tonnes

The length of a mouse? mm

The amount of water in a swimming pool? litres

The distance from Auckland to Melbourne? km

The weight of a person? kg

A large milk carton holds 2000 ml of milk.

How many litres is this? 2

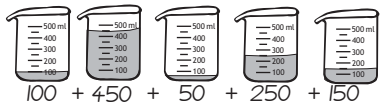
A cereal box weighs ½ a kilogram.

How many grams is this? 500g

43

MEASUREMENT Taking Readings

Shade in the last beaker so that there is a total of 1 litre (1000 ml)



100 + 450 + 50 + 250 + 150

1 metre = 100 cm

1 cm = 10 mm.

Write these lengths in centimetres.

5 m	500cm	10 mm	1 cm
3 m	300cm	100 mm	10 cm
20 m	2000cm	30 mm	3cm
1.5 m	150cm	55 mm	5.5cm

Weights and Liquids

1 kg = 1000 grams

1 tonne = 1000 Kilograms

1 litre = 1000 millilitres

Convert these measurements.

5 litres = 5000 ml

1.25 litres = 1250 ml

3 tonnes = 3000 kg

2.5 kg = 2500 g

44

TIME

Write the time on each clock.

4:50 Ten to five

7:45 Quarter to eight / Fifteen minutes to eight

8:15 Quarter past eight / Fifteen minutes past eight

6:05 Five minutes past six

How many ....

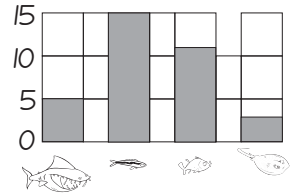
How many seconds in 3 minutes?	180 sec
How many minutes in 5 hours?	300 min
How many hours in 2 days?	48 hrs
How many months in 5 years?	60 mths
How many years in 365 days?	1 year
How many months in 3 years?	36 mths

45

Count all the fish on the previous page then complete the tally chart

	Tallies	Totals
Snapper Fish	✓✓✓✓✓	5
Stripe Back	✓✓✓✓✓ ✓✓✓✓✓	15
School Sally	✓✓✓✓✓ ✓✓✓✓✓ ✓	11
Mud Ray	✓✓✓	3

Use the grid below to draw a bar graph of the fish survey results.



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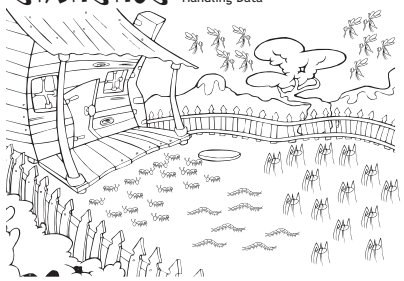
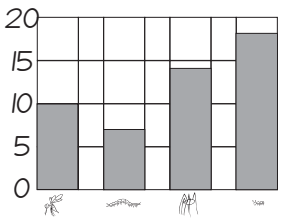
STATISTICS Handling Data



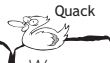
	Tallies	Totals
Mossie Vultures	///// /////	10
Wiggly Caterpillars	///// //	7
Large Legs	///// ///// ////	14
Monster Ants	///// ///// ///// ///	18

48

Use the grid below to draw a bar graph of the insects in the garden



Read this table.



Favourite Food	Worms on toast	Bone Crunch
Favourite Sport	Swimming	Throw that stick
Favourite TV Programme	Solid Gold Quacks	Dog Idol

Quack's favourite sport is Swimming....

Ruff's favourite TV programme is Dog Idol.

49

STATISTICS Handling Data

Sometimes it is useful to group data.
Write each of these products into the correct category.

Dairy Products: yogurt, icecream, cheese, butter, milk

Vegetables: potato, broccoli, carrots, beans

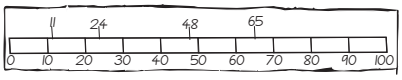
Fruit: apple, peach, grapes

Meat Products: beef, veal, chicken, pork

yoghurt, potato, ice cream, beef, broccoli, apple, peach, cheese, carrots, veal, milk, grapes, beans, chicken, pork, butter

50

ROUNDING

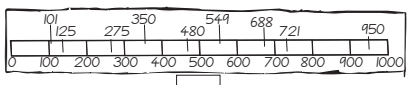


Round these numbers to the nearest ten.

11 10	24 20	48 50	65 70
5 10	17 20	36 40	
52 50	73 70	88 90	
45 50	69 70	94 90	

Round these numbers to the nearest hundred. Put each number on the approximate place on the number line below.

101 100	125 100	275 300
480 500	350 400	549 500
721 700	688 700	950 1000



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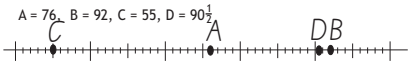
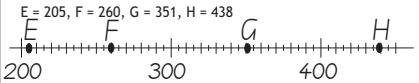
ROUNDING

Indicate each number with a dot and a the letter on one of the number lines.

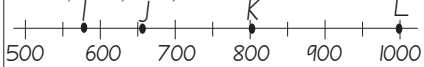
A = 76, B = 92, C = 55, D = 90½



E = 205, F = 260, G = 351, H = 438



I = 575, J = 660, K= 805, H = 998



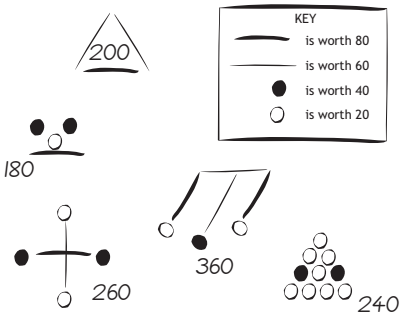
Round the numbers.

	Rounded to the nearest 10	100	1000
55	60	100	0
463	460	500	0
687	690	700	1000
998	1000	1000	1000

52

ADDING UP

Use the key to work out the values of each shape.



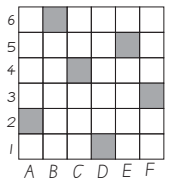
The sum of any two adjacent numbers is the number directly above. Fill in the missing numbers.

		1000	
	600		400
450		150	250
375	75	75	175

53

GRID POSITIONS

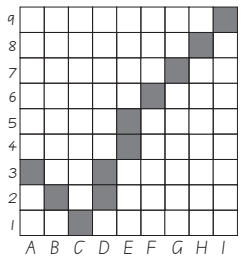
Write the positions of the shaded squares.



A2, B6, C4

D1, E5, F3

Shade in these squares.



A3, E4, H8

F6, B2, E5

C1, G7, I9

D2, D3

54

CALCULATIONS

Fill in the missing digits.

$$\begin{array}{r} 143 \\ +\,732 \\ \hline 875 \end{array} \qquad \begin{array}{r} 354 \\ +\,609 \\ \hline 963 \end{array} \qquad \begin{array}{r} 725 \\ +\,196 \\ \hline 921 \end{array}$$

$$\begin{array}{r} 933 \\ -\,523 \\ \hline 410 \end{array} \qquad \begin{array}{r} 625 \\ -\,143 \\ \hline 482 \end{array} \qquad \begin{array}{r} 321 \\ -\,147 \\ \hline 174 \end{array}$$

$5 \times 8 = 40$ $\quad 5 \times 80 = 400$

$3 \times 7 = 21$ $\quad 3 \times 70 = 210$

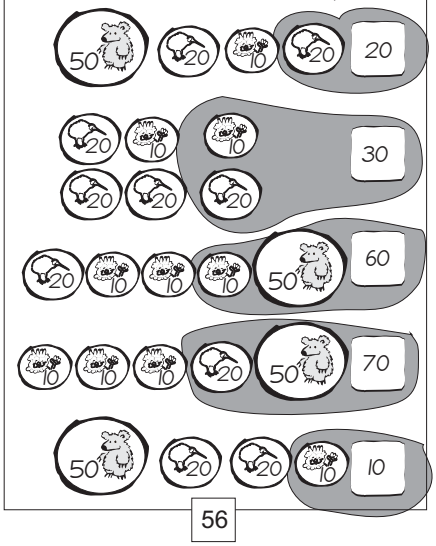
$9 \times 4 = 36$ $\quad 9 \times 40 = 360$

$6 \times 8 = 48$ $\quad 6 \times 80 = 480$

55

MAKING A DOLLAR

How much must be added to each amount to make $1?



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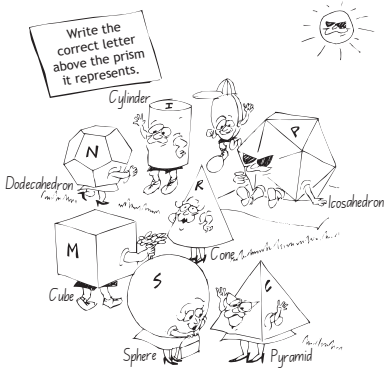
SHAPES



P	R	I	S	M	P	I	C	N	I	C
Icosahedron	Cone	Cylinder	Sphere	Cube	Icosahedron	Cylinder	Pyramid	Dodecahedron	Cylinder	Pyramid

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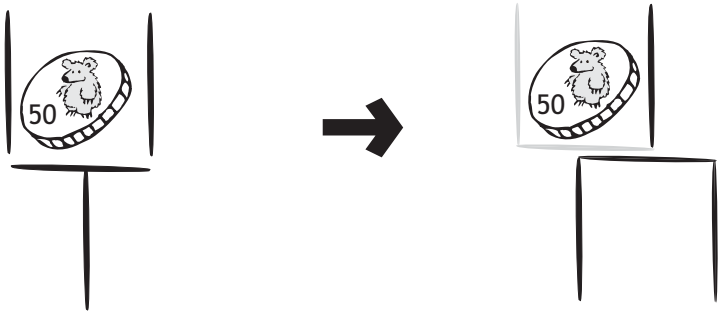
FUN WITH PUZZLES

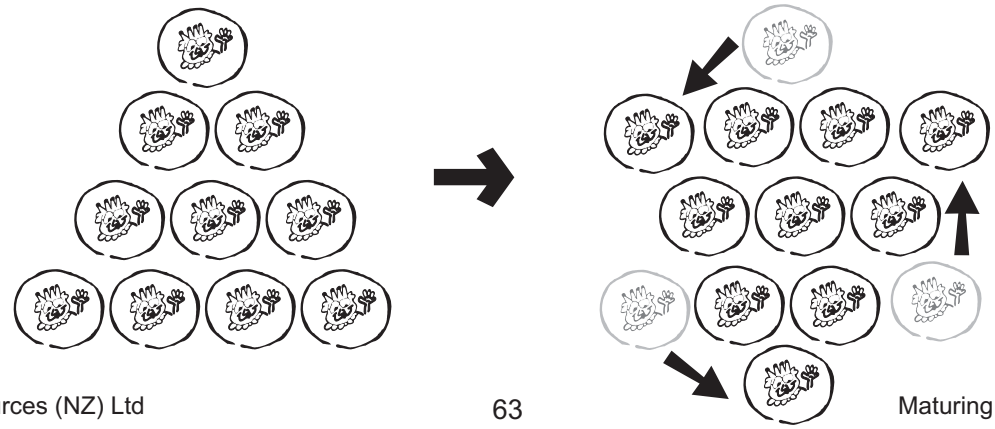
The Coin in the Glass

Four tooth picks are used to form a glass. A coin is in the glass. You must get the coin out of the glass by only moving two toothpicks.



Ten Coins

Arrange ten coins as shown. By moving only 3 coins form another triangle that is upside down.



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Introduces more number sequences, arithmetic strategies, measurement and fractions. By the end of this book children will have gained confidence with arithmetic and will recognize the value of each digit that makes up a number.

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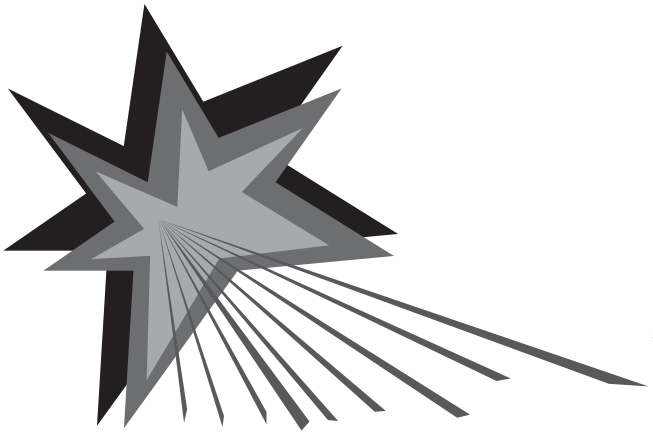

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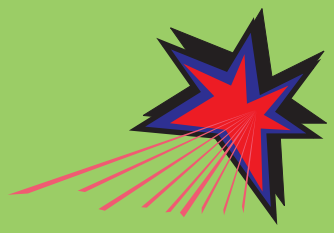

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