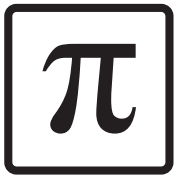
# Milestone Maths

by

Kathy Gonzalez

Student Book

Level B4



Milestone

# Introduction

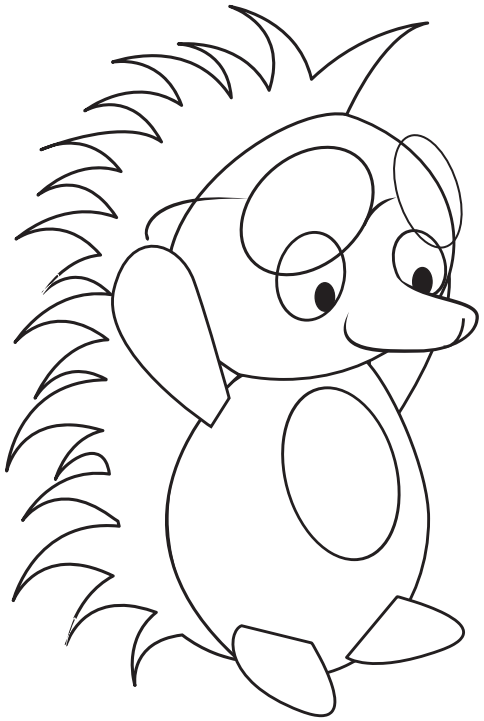
Welcome to the fourth and final book in Milestone Maths level B. To get the most from this book, you should consult the Teacher Book B before your child commences each milestone. This book contains 40 lessons and is intended to be used by an average student in term four of year 1 in an Australian school year. To complete the book in one term you child should do one lesson per day, four days per week. If your child has special needs, please see the teacher guide for advice on how to structure and pace lessons.

Lessons marked with a book icon  have special instructions or extra teaching tips in the teacher manual.

There are many games and additional practice activities suggested in the teacher book. These are optional but they will make learning more fun, and often easier, for many children. When a concept is particularly difficult for a child to grasp, I find a game will often provide the breakthrough required to unlock the child's understanding.

If you have any questions whatsoever about any aspect of this course's implementation, or if you need help understanding any maths related concept, please do not hesitate to contact the author at author@milestonemaths.com.au

I hope you continue to enjoy learning and teaching maths one milestone at a time.



Emmy Echidna is back and super excited about this term.

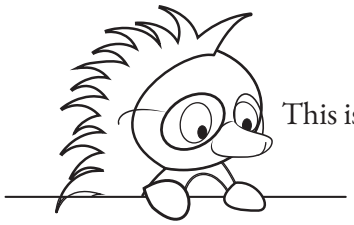
We're going to start by measuring some things to see how big they are or how much they can hold. Then we'll find out how to share stuff with a friend in a way that's fair but also quick and easy. And, we'll also learn a little bit about some fancy maths pictures called pictograms.

And the most exciting part is that the sums and number trios we'll be practising will be super easy this term because you already know most of them!

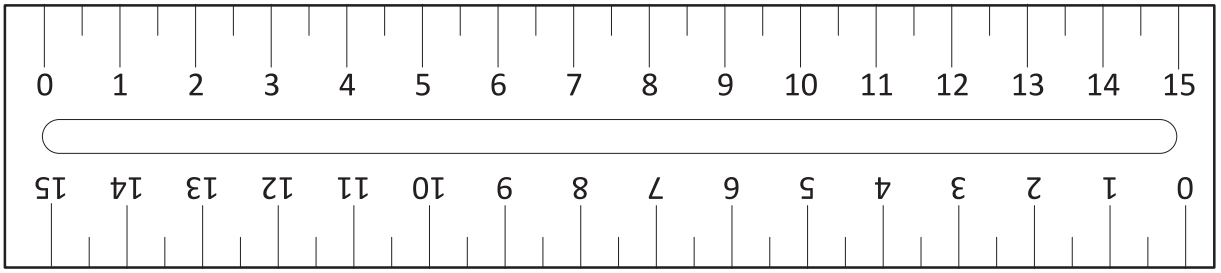
So grab your maths gear and let's get started!

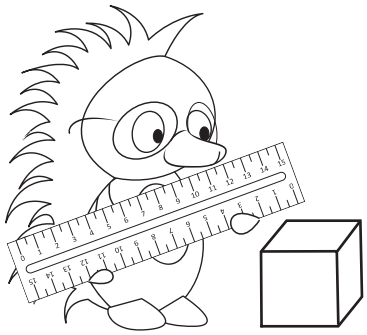
# Lesson 121


## Measuring Length and Capacity



This is a ruler. We use it to measure things in centimetres.



A white Sumstick measures 1cm on every edge. Go ahead and measure one of your white sticks now!

Ask your parent to show you how to use the ruler properly.

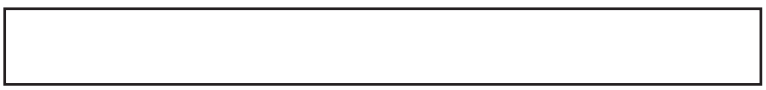
There are some sumstix drawn below. Measure each one with a ruler and write how many centimetres long it is. Then colour it to match the sticks in your set.

 _____ cm

 _____ cm

 _____ cm

 _____ cm

 _____ cm

# Review and Practice

4 - 3 = _____ 7 + 3 = _____ ____ + 3 = 5

____ + 0 = 8 7 - 2 = _____ 2 + 1 = _____

2 - 1 = _____ 5 - 4 = _____ 8 - 6 = _____

10 - 8 = _____ 7 - 3 = _____ 9 - 3 = _____

5 - 2 = _____ 7 - 6 = _____ 4 + _____ = 9

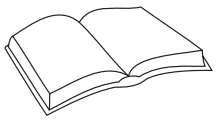
3 + 7 = _____ 3 + 6 = _____ 5 + 4 = _____

5 + 3 = _____ 1 + 9 = _____ 1 + 8 = _____

4 + 5 = _____ 7 + 0 = _____ 9 + 1 = _____

6 + 3 = _____ 1 + 6 = _____ 2 + 6 = _____

2 + 8 = _____ 1 + 1 = _____ 3 + 5 = _____



# Lesson 127

Today's lesson is a fun challenge. You will need a pencil, a ruler and and the instructions which your parent will read you from the teacher book.

You will need to know the meaning of two words:

**horizontal** means a line that is going side-to-side like this: —

**vertical** means a line that is going up-and-down like this: |

Now listen and follow carefully as your parent reads the instructions to you.

# Review and Practice

| | | |
|---|---|---|
| 9 - 2 = _____ | 3 - 1 = _____ | 7 - 5 = _____ |
| ____ + 5 = 9 | 1 + _____ = 5 | 8 - 5 = _____ |
| 6 + _____ = 10 | 8 - 2 = _____ | 10 - 8 = _____ |
| 6 + _____ = 7 | 8 - 4 = _____ | 8 - 6 = _____ |
| 1 + _____ = 2 | 1 + _____ = 8 | ____ + 3 = 9 |

| | | |
|---|---|---|
| 2 + 8 = _____ | 8 + 1 = _____ | 7 + 1 = _____ |
| 2 + 6 = _____ | 9 + 1 = _____ | 3 + 7 = _____ |
| 6 + 3 = _____ | 5 + 4 = _____ | 5 + 3 = _____ |
| 2 + 2 = _____ | 4 + 6 = _____ | 3 + 2 = _____ |
| 3 + 4 = _____ | 2 + 7 = _____ | 7 + 0 = _____ |

# Lesson 130

2 + _____ = 6 5 + _____ = 6 4 + _____ = 6

1 + _____ = 6 4 + _____ = 6 3 + _____ = 6

0 + _____ = 6 2 + _____ = 6 6 + _____ = 6

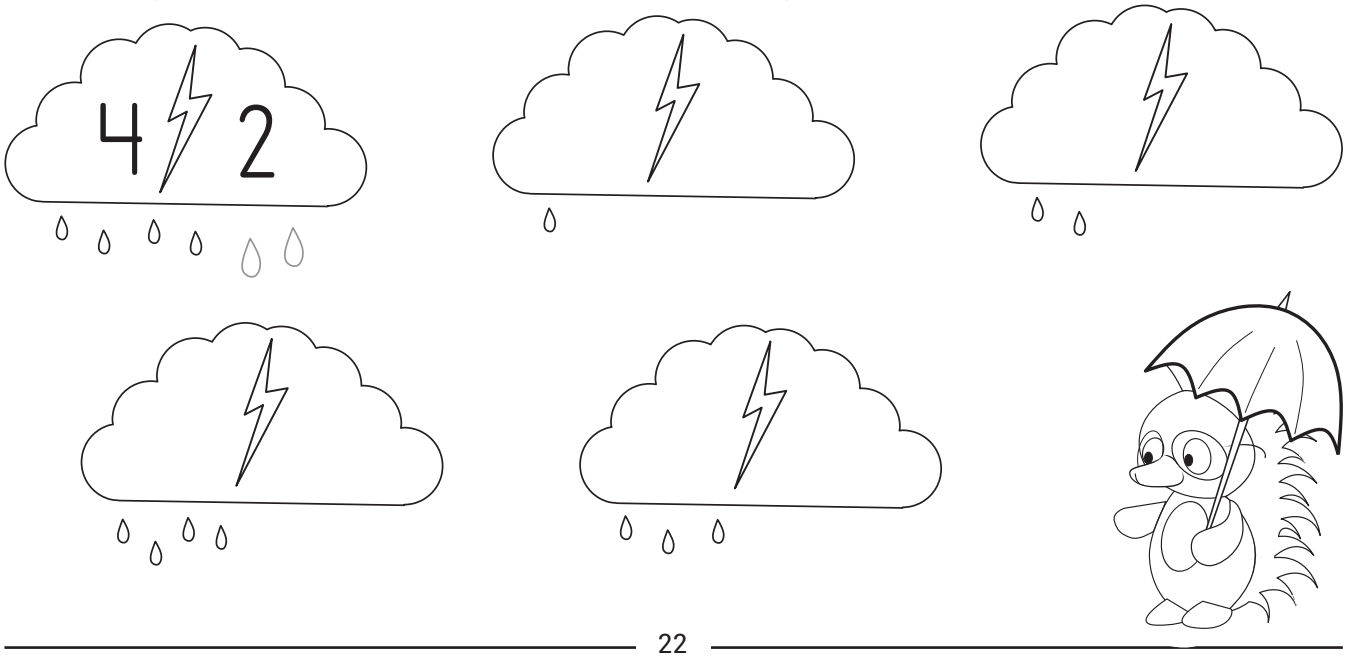
Fill in the missing numbers from the following number trios:

6:3:_____ 6:_____:6 6:_____:4

6:1:_____ 6:2:_____ 6:_____:5

6:0:_____ 6:_____:4 6:3:_____

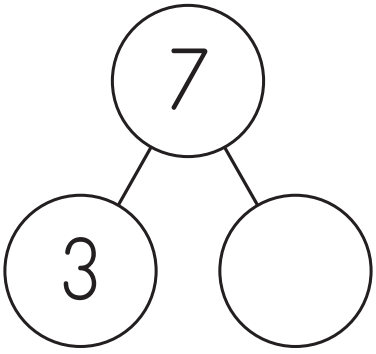
Draw raindrops under each cloud to make six raindrops in total. Write the number of drops there were and the number you drew inside the cloud. The first one is done for you.



# Review and Practice

_____

_____




_____ _____

_____ _____

8 + 0 = _____ 1 + 9 = _____ 6 + 1 = _____

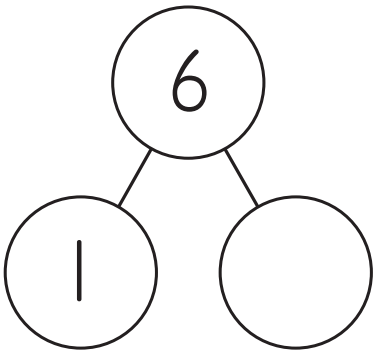
7 + 3 = _____ 5 + 3 = _____ 3 + 2 = _____

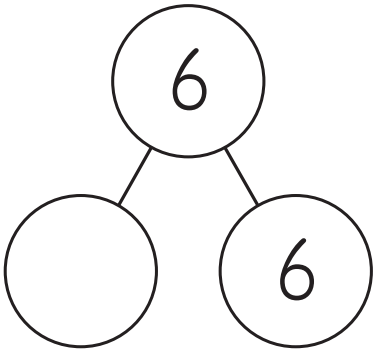
5 + 2 = _____ 2 + 6 = _____ 2 + 2 = _____

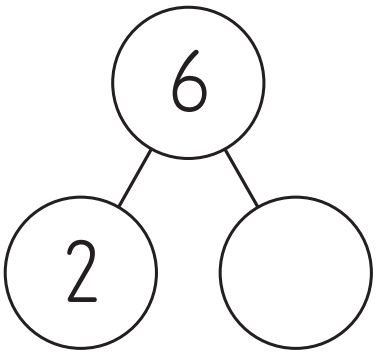
1 + 4 = _____ 6 + 4 = _____ 2 + 3 = _____

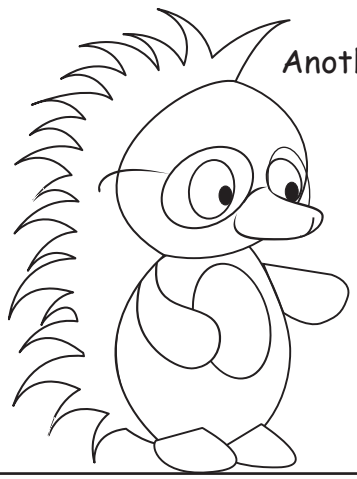
7 + 1 = _____ 5 + 4 = _____ 5 + 5 = _____

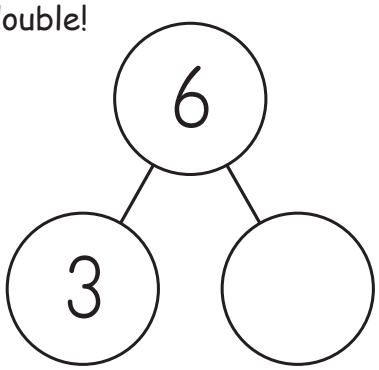
# Lesson 133



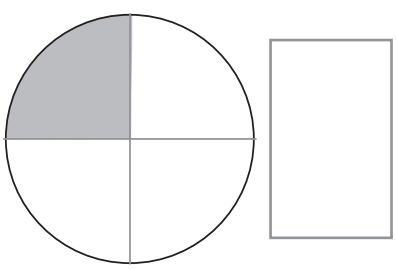



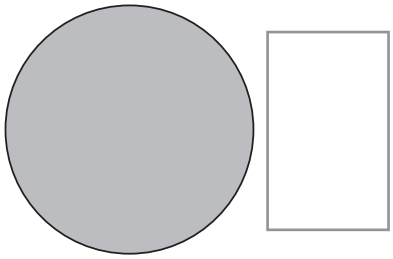



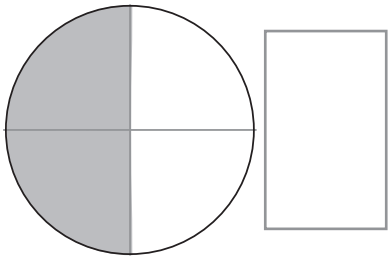



# Review and Practice







6 - 3 = _____ 6 - 4 = _____ 6 - 2 = _____

6 - 0 = _____ 6 - 1 = _____ 6 - 5 = _____

6 - 6 = _____ 6 - 3 = _____ 6 - 2 = _____

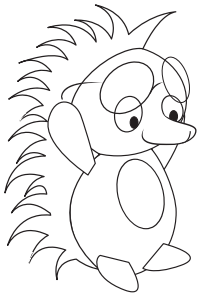
2 + 1 = _____ 2 + 7 = _____ 1 + 9 = _____

8 + 1 = _____ 1 + 8 = _____ 4 + 2 = _____

4 + 3 = _____ 3 + 7 = _____ 6 + 0 = _____

2 + 5 = _____ 3 + 3 = _____ 1 + 5 = _____

5 + 5 = _____ 3 + 2 = _____ 2 + 6 = _____



# Lesson 140

Last lesson you should have found that the following sumstix can be cut in half with another stick and the rest can't. Today I want you to write the number represented by the sumstix that cuts each of these sumstix in half.

$\frac{1}{2}$ of  is _____

$\frac{1}{2}$ of  is _____

$\frac{1}{2}$ of  is _____

$\frac{1}{2}$ of  is _____

$\frac{1}{2}$ of  is _____

We can do the same for trains representing bigger numbers. Try these:

$\frac{1}{2}$ of  is _____

$\frac{1}{2}$ of  is _____

$\frac{1}{2}$ of  is _____

# Review and Practice

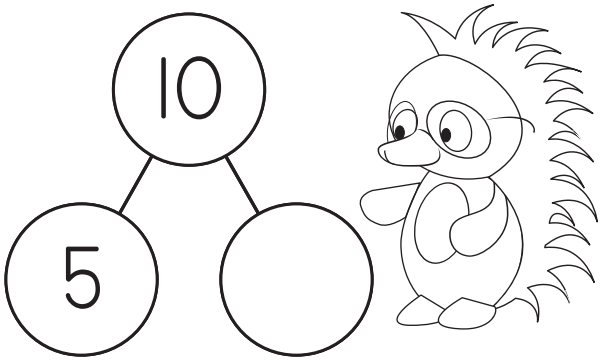
| | | |
|---|---|---|
| ____ + 2 = 10 | 8 - 3 = _____ | 1 + 4 = _____ |
| ____ + 4 = 9 | 4 - 2 = _____ | 9 - 1 = _____ |
| 6 + 0 = _____ | ____ + 4 = 10 | 7 + _____ = 10 |
| 3 + 2 = _____ | ____ + 2 = 3 | 3 + 3 = _____ |
| 2 - 1 = _____ | ____ + 0 = 7 | 5 - 1 = _____ |

| | | |
|---|---|---|
| 7 + 1 = _____ | 1 + 7 = _____ | 3 + 5 = _____ |
| 4 + 5 = _____ | 2 + 6 = _____ | 6 + 3 = _____ |
| 3 + 7 = _____ | 8 + 0 = _____ | 1 + 6 = _____ |
| 2 + 1 = _____ | 1 + 5 = _____ | 2 + 8 = _____ |
| 3 + 4 = _____ | 6 + 2 = _____ | 3 + 6 = _____ |

# Lesson 143

Now let's look at something very interesting. I want to show you how everything we've been learning about in this Milestone connects with all the sums we have been doing this year.

Fill in the missing number in the number bond below and then see if you can tell your parent something interesting about it.



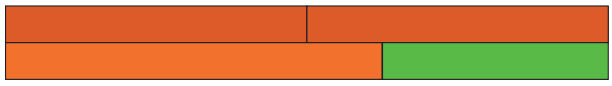



Do you remember what we call a number bond like this? Yes, it's a double! But what else can you notice? What happens if you build this number bond with your Sumstix?

We've just cut our orange Sumstix in half! So a double is like the opposite of a half. Don't worry if this is not totally clear right now. It's pretty big kids' stuff!

For now, I just want you to practise using your sumstix to find the following doubles. You will memorise these next year.

Double 8 is 16

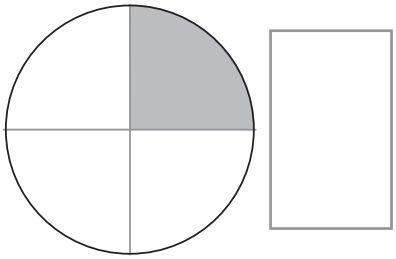


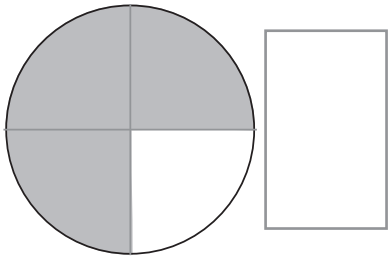
Double 6 is _____

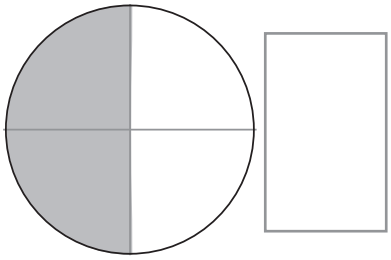
Double 9 is _____

Double 7 is _____

# Review and Practice







7:2:_____ 10:3:_____ 10:5:_____

10:4:_____ 10:3:_____ 10:_____:8

6:0:_____ 8:_____:8 7:_____:6

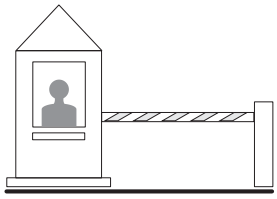
4 + 3 = _____ 3 + 3 = _____ 1 + 1 = _____

2 + 7 = _____ 3 + 2 = _____ 2 + 3 = _____

2 + 6 = _____ 2 + 5 = _____ 4 + 4 = _____

2 + 8 = _____ 2 + 4 = _____ 5 + 4 = _____

7 + 0 = _____ 1 + 6 = _____ 1 + 8 = _____



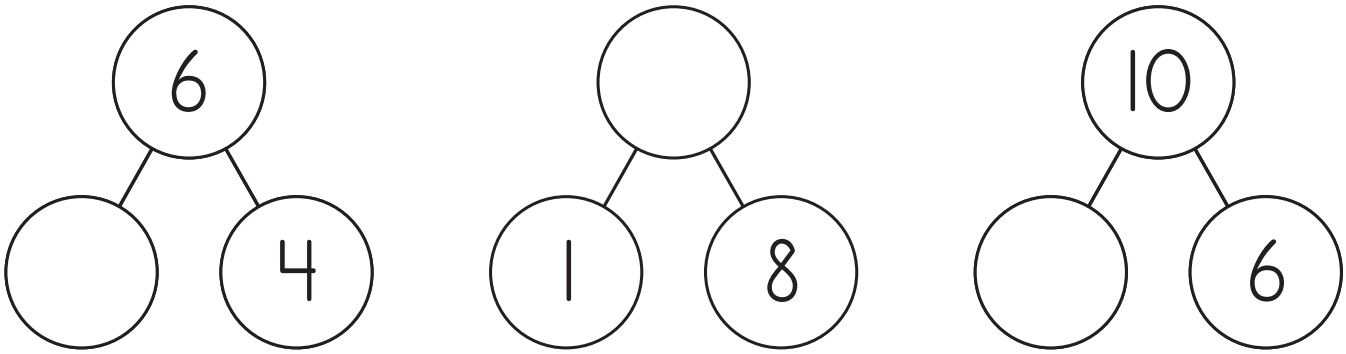
# Lesson 160

## Checkpoint 20

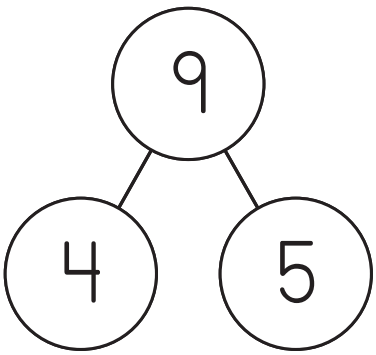
Complete the number lines.



Fill in the missing numbers:




Write the four equations represented by the number bond:



| | | |
|---|---|---|
| 5 + 1 = _____ | 4 + 3 = _____ | 2 + 7 = _____ |
| 2 + 1 = _____ | 7 + 1 = _____ | 8 + 2 = _____ |
| 3 + 3 = _____ | 6 + 2 = _____ | 4 + 4 = _____ |
| 1 + 2 = _____ | 2 + 2 = _____ | 6 + 4 = _____ |
| 3 + 4 = _____ | 9 + 1 = _____ | 8 + 1 = _____ |
| 1 + 9 = _____ | 2 + 4 = _____ | 1 + 6 = _____ |
| 3 + 1 = _____ | 7 + 0 = _____ | 3 + 6 = _____ |
| 6 + 1 = _____ | 1 + 1 = _____ | 6 + 0 = _____ |
| 2 + 3 = _____ | 4 + 2 = _____ | 5 + 3 = _____ |
| 4 + 6 = _____ | 7 + 3 = _____ | |
| 4 + 1 = _____ | 1 + 8 = _____ | |
| 5 + 2 = _____ | 6 + 3 = _____ | |

Yay! We did it. We got to the end of the book and learned heaps of new maths skills.

Have a great break and my friend Cookie will will join you for another fun year of maths in level C.