



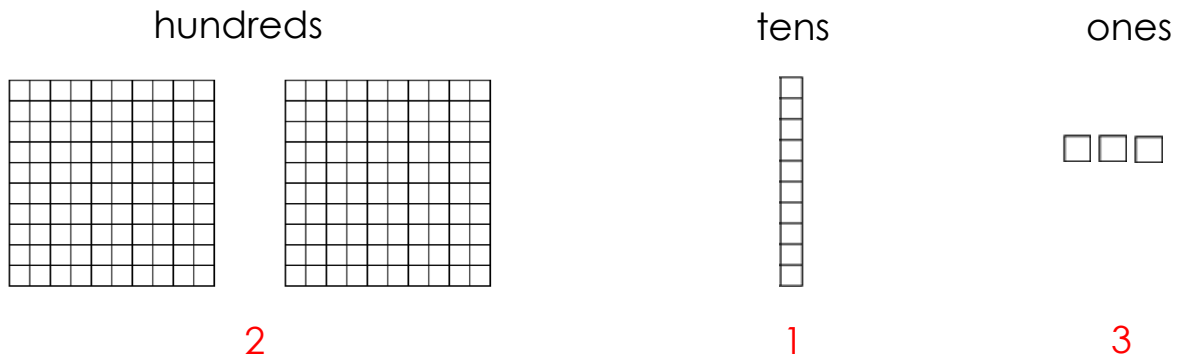
MINISTRY OF EDUCATION  
PRIMARY ENGAGEMENT PROGRAMME  
GRADE THREE WORKSHEET-TERM 2  
SUBJECT: MATHEMATICS  
WEEK 1: LESSON 1  
TOPIC: PLACE VALUE

Name: \_\_\_\_\_ Date: \_\_\_\_\_

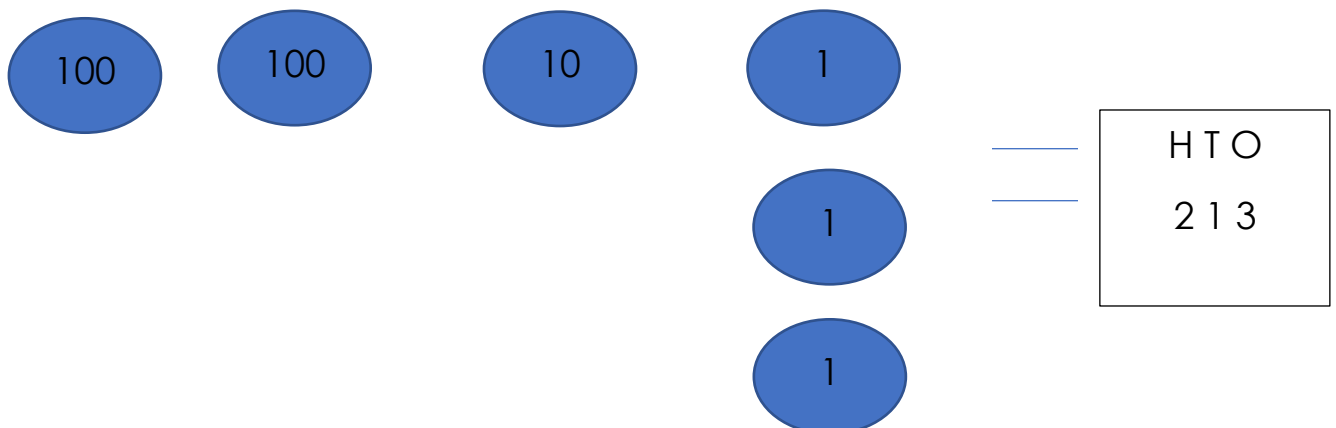
**FACT/TIP:**

Place value is the value of the digit based on its position in a number. Number blocks and pictures can be used to identify the place value and to write the number.

**PRACTICE EXAMPLE:**






There are 2 hundreds blocks, 1 tens block, and 3 ones blocks. The number is 213. The place value of the 2 is hundreds because it is in the hundreds place.



**PRACTICE EXAMPLE:**

Let's write these numbers

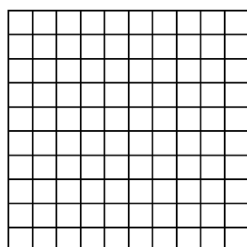
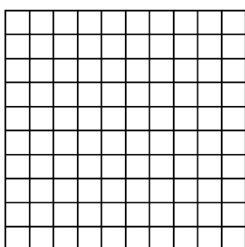
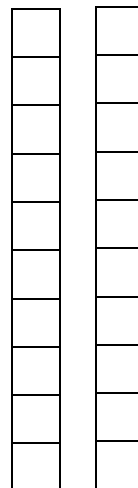
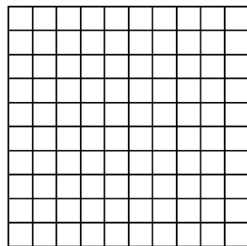
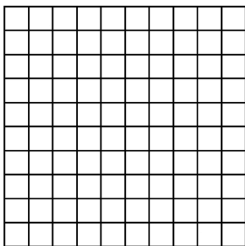
Hundreds	Tens	Ones
		

Place Value	
Ones	5
Tens	3
Hundreds	3

The place value of the 3 is \_\_\_\_\_  
(hundreds)

**ON YOUR OWN:**

1. Write the numbers represented by these blocks



\_\_\_\_\_

\_\_\_\_\_

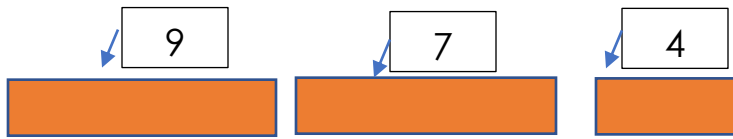
\_\_\_\_\_

What is the place value of the 6? \_\_\_\_\_

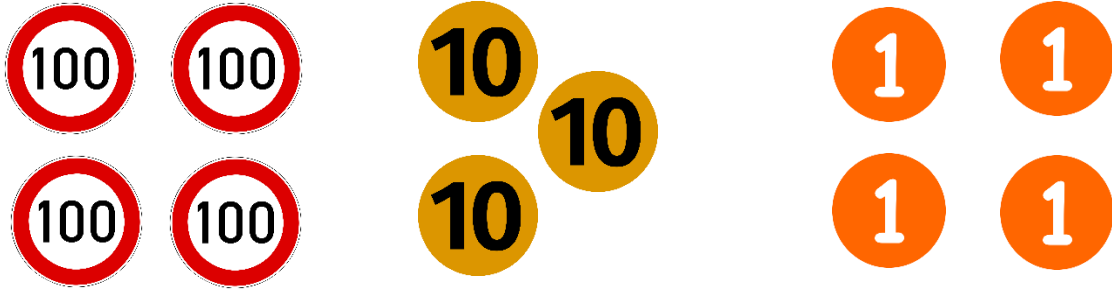
Which number is in the hundreds place? \_\_\_\_\_

## HOMEWORK:

1. Write the place value of each digit in this numeral.



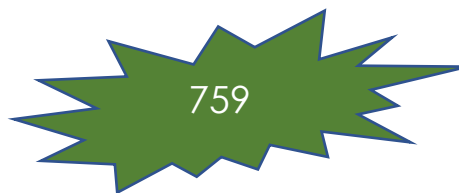
2. Write the number represented by the drawings below. \_\_\_\_\_



Write the place value for each digit.

Digit	Place Value

3. Draw the number blocks in the table to represent this number.



Hundreds	Tens	Ones

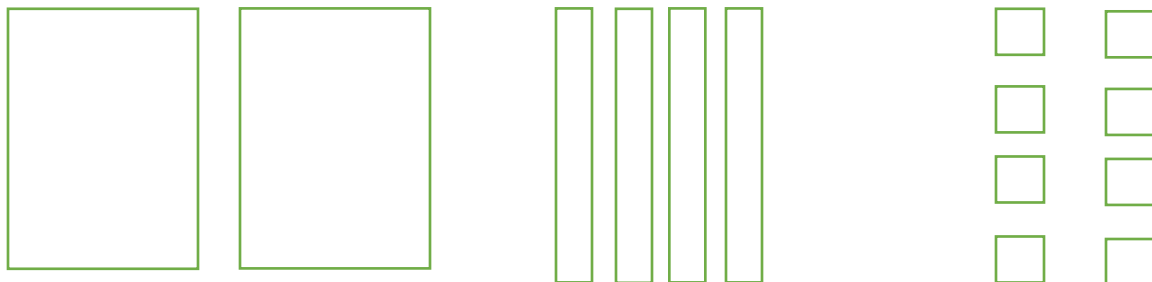


**MINISTRY OF EDUCATION  
PRIMARY ENGAGEMENT PROGRAMME  
GRADE THREE WORKSHEET-TERM 2  
SUBJECT: MATHEMATICS  
WEEK 1: LESSON 2  
TOPIC: EXPANDING NUMBERS**

**FACT/TIP:**

When we expand numbers, we are spreading out the numbers to show the value of each digit. We can use cubes/blocks and a notation chart to expand numbers.

**PRACTICE EXAMPLE:**



Expanded  $2 \times 100$       +       $4 \times 10$       +       $8 \times 1$

Expanded =  $200 + 40 + 8 = 248$

To get the answer or numbers we can add the expanded number.

$$\begin{array}{r} 200 \\ 40 \\ + 8 \\ \hline 248 \end{array}$$

**Notation Chart**

<b>Hundreds</b>	<b>Tens</b>	<b>Ones</b>
5	3	6

Expanded  $5 \times 100 + 3 \times 10 + 6 \times 1$

Expanded =  $500 + 30 + 6$

**ON YOUR OWN:**

Draw a notation chart to show this number



Expand the number

H	T	O

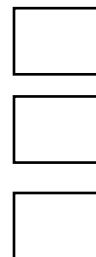
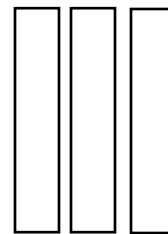
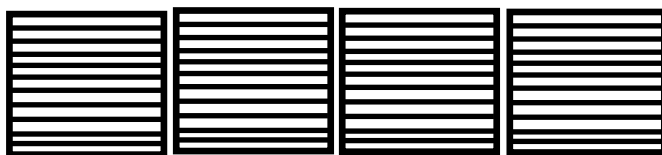
Expanded =   $\times 100 +$    $\times 10 +$    $\times 1$

=    00 +    0 +    

**HOMEWORK:**

Complete the exercise

1. Expand the numbers represented by these blocks.



Expanded =

Expanded =

2. Use a notation chart to show this number  
Expand the number in two ways.



750

3. Write the number for each of the expansions.

(a)  $2 \times 100 + 6 \times 10 + 4 \times 1 =$

(b)  $600 + 10 + 3 =$



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GRADE THREE WORKSHEET-TERM 2  
SUBJECT: MATHEMATICS  
WEEK 1: LESSON 3  
TOPIC: MULTIPLICATION BY 10 WITH EXPANDED NOTATION-  
WITH AND WITHOUT REGROUPING

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**FACT/TIP:**

When we multiply, we use this sign, **X**. We can expand and multiply numbers. To regroup means to move an amount from one value/column to another.

**PRACTICE EXAMPLE:**

Let's work

$$23 \times 10$$

23, when expanded, is  $20 + 3$

So we multiply  $20 \times 10$  and  $3 \times 10$  then add

20	3	Answer 200
<u>X 10</u>	<u>x 10</u>	<u>+ 30</u>
<u>200</u>	<u>30</u>	<u>230</u>

When we multiply by 10 we can also put zero in the ones place and multiply by the one.

**ON YOUR OWN:**

Expand before multiplying

$$46 \times 10$$

**HOMEWORK:**

Expand these numbers before multiplying.

1.  $48 \times 10$

2. What is the product of 9 times 10?

3. There are 26 classes each in 10 schools. How many children are there altogether?





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GRADE THREE WORKSHEET-TERM 2  
SUBJECT: MATHEMATICS  
WEEK 1: LESSON 4  
TOPIC: DIVISION AS INVERSE OF MULTIPLICATION

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**FACT/TIP:**

Inverse means the opposite. The inverse or opposite of multiplication is division. Divide means to group or share.

**PRACTICE EXAMPLE:**

Look at the number statements. They show the inverse of division.

$$8 \times 2 = 16$$

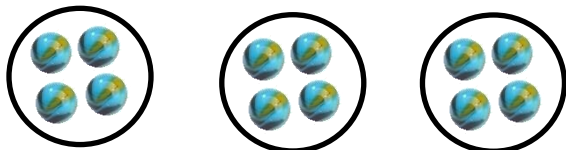
$$16 \div 2 = 8$$

$$16 \div 8 = 2$$

Sue has 12 marbles. She shared them with 2 of her friends. How many will each of them get?

Let's write a number sentence to show how they share the marbles

12 marbles  $\div$  3 friends



Draw 3 groups

Count and share the 12 marbles in the 3 groups. Each girl got 4 marbles.

### ON YOUR OWN:

Complete these sentences

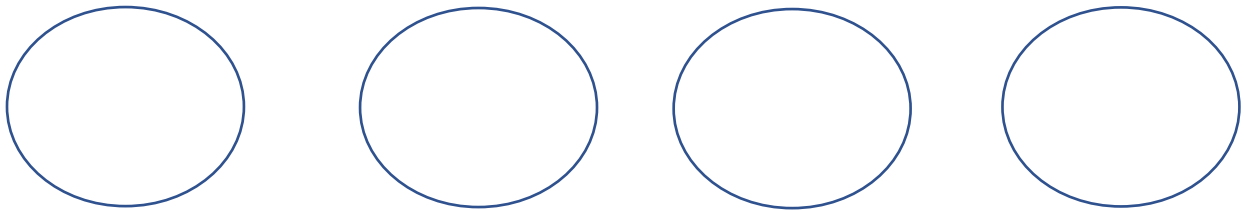
$$5 \times 2 = \underline{\quad}$$

$$\underline{\quad} \div 2 = 5$$

$$\underline{\quad} \div 5 = 2$$

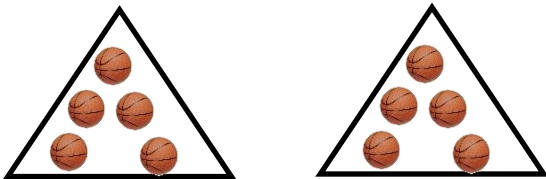
Use the diagrams to solve

$$28 \div 4 = \underline{\quad}$$



### HOMEWORK:

1. Look at these diagrams



Complete the number sentences for the diagrams above.

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

$$10 \div \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div 5 = 2$$

2. Write number sentences for these statements and give the answers.

Thirty divided by six \_\_\_\_\_

Thirty divided by five \_\_\_\_\_

Five times six \_\_\_\_\_

3. Read this problem below carefully.

Write a number sentence.

Draw shapes to show the information.

Solve the problem.

A book has 50 pages. Divide the pages into 5 parts. How many pages would each part have?



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GRADE THREE WORKSHEET-TERM 2  
SUBJECT: MATHEMATICS  
WEEK 1 LESSON REVIEW

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**REMEMBER:**

Place value is the position of the digit. Expand means to spread out.

**SOLVE THESE:**

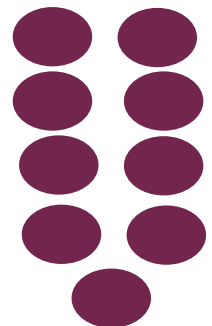
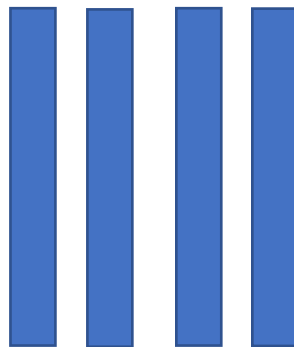
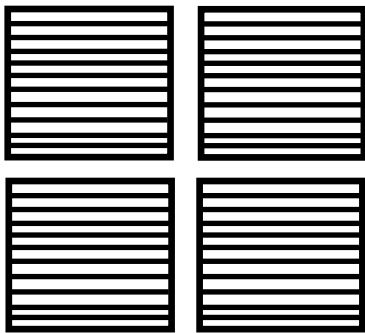
1. Write the place value of each digit of this number 896.

8 - \_\_\_\_\_

9 - \_\_\_\_\_

6 - \_\_\_\_\_

2. What number is represented by these blocks?



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Expand these numbers in two different ways.

(a) 94

(b) 243

4. What number will you get from these expanded forms?

(a)  $6 \times 100 + 9 \times 10 + 0 \times 1$  \_\_\_\_\_

(b)  $200 + 20 + 2$  \_\_\_\_\_

5. Expand the number 64 then multiply by 10.

6. Use diagrams to show the answer when 46 is divided by 2.

7. Complete

$$10 \times 3 = \underline{\quad}$$

$$30 \div \underline{\quad} = 10$$

$$30 \div 10 = \underline{\quad}$$



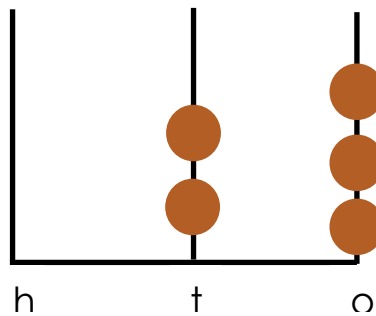
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GRADE THREE WORKSHEET-TERM 2  
SUBJECT: MATHEMATICS  
WEEK 2: LESSON 1  
TOPIC: WRITING NUMBERS

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**FACT/TIP:**

Numbers with two digits have tens as the highest value. An abacus can be used to count and represent numbers.

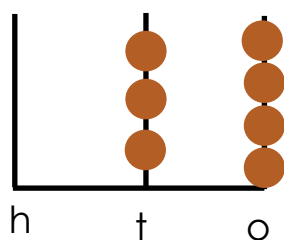
**PRACTICE EXAMPLE:**



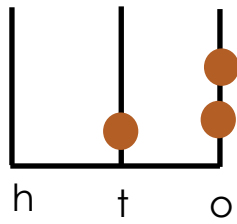
This is an abacus. The number shown is 2 tens and 3 ones =  $20 + 3$   
= 23

**ON YOUR OWN:**

Write the numbers represented on the abacuses.



Answer: \_\_\_\_\_



Answer: \_\_\_\_\_

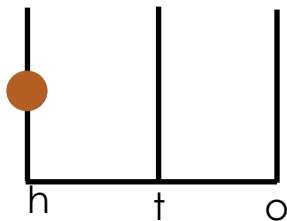
What is the number shown on the abacus?

\_\_\_\_\_ tens \_\_\_\_\_ ones

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

**HOMEWORK:**

1.



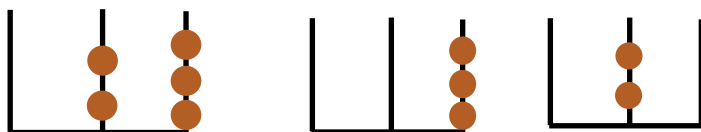
What is the number on the abacus?

\_\_\_\_\_ hundreds \_\_\_\_\_ tens \_\_\_\_\_ ones

\_\_ + \_\_ + \_\_

= \_\_\_\_\_

2. Match the numbers to the correct abacus.



20

23

30

02

03

3. Draw two abacuses to represent these numbers.

(a) 96

(b) 57



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GRADE THREE WORKSHEET-TERM 2  
SUBJECT: MATHEMATICS  
WEEK 2: LESSON 2**

**TOPIC: DIVISION OF 2 DIGIT NUMBERS BY 2, 3, 4 AND 5 BY REPEATED SUBTRACTION**

Name: \_\_\_\_\_

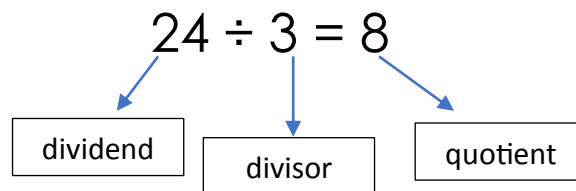
Date: \_\_\_\_\_

**FACT/TIP:**

When we divide, we are making smaller groups or sharing up. We can use subtraction to divide. The sign for the division is  $\div$ .

**PRACTICE EXAMPLE:**

Let's look at the parts of a division statement.



**Step 1:** Let's set down the sum

$$\begin{array}{r} 8 \\ 3 \overline{) 24} \\ - 3 \quad \textcircled{1} \\ \hline 21 \\ - 3 \quad \textcircled{2} \\ \hline 18 \\ - 3 \quad \textcircled{3} \\ \hline 15 \\ - 3 \quad \textcircled{4} \\ \hline 12 \\ - 3 \quad \textcircled{5} \\ \hline 9 \end{array}$$

**Step 2**

Take away the number you are dividing by, until you cannot take away anymore.

**Step 3**

Count the number of times you take away the number.



$$\begin{array}{r}
 - \underline{3} \\
 9 \\
 - \underline{3} \quad \textcircled{6} \\
 6 \\
 - \underline{3} \quad \textcircled{7} \\
 3 \\
 - \underline{3} \quad \textcircled{8} \\
 0
 \end{array}$$

**Step 4**

Write that as your answer/  
quotient.

**ON YOUR OWN:**

Set down and use repeated subtraction to solve the following

$30 \div 5$

**HOMEWORK:**

Set down and use repeated subtraction to solve the following.

1.  $32 \div 4$

2.  $18 \div 2$

3.  $50 \div 5$



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GRADE THREE WORKSHEET-TERM 2**

**SUBJECT: MATHEMATICS**

**WEEK 2: LESSON 3**

**TOPIC: DIVISION OF THREE-DIGIT NUMBERS BY 2, 3, 4 AND 5 BY REPEATED SUBTRACTION.**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**FACT/TIP:**

When we divide and there are numbers left over, we call them the remainder.

**PRACTICE EXAMPLE:**

Solve  $122 \div 5$

<p><b>Step 1</b>-Set down</p> <p><b>Step 2</b>-Subtract</p> <p><b>Step 3</b>-Count up</p>	$5 \overline{) 122}^{24}$ $\begin{array}{r} - \quad \underline{5} \quad \boxed{1} \\ 117 \\ - \quad \underline{5} \quad \boxed{2} \\ 112 \\ - \quad \underline{5} \quad \boxed{3} \\ 107 \\ - \quad \underline{5} \quad \boxed{4} \\ 102 \\ - \quad \underline{5} \quad \boxed{5} \\ 97 \\ - \quad \underline{5} \quad \boxed{6} \end{array}$	$\begin{array}{r} 92 \\ - \quad \underline{5} \quad \boxed{7} \\ 87 \\ - \quad \underline{5} \quad \boxed{8} \\ 82 \\ - \quad \underline{5} \quad \boxed{9} \\ 77 \\ - \quad \underline{5} \quad \boxed{10} \\ 72 \\ - \quad \underline{5} \quad \boxed{11} \\ 67 \\ \boxed{12} \end{array}$
		$\boxed{18}$

$$\begin{array}{r}
 - \quad \underline{5} \\
 62 \\
 - \quad \underline{5} \quad \boxed{13} \\
 57 \\
 - \quad \underline{5} \quad \boxed{14} \\
 52 \\
 - \quad \underline{5} \quad \boxed{15} \\
 47 \\
 - \quad \underline{5} \quad \boxed{16} \\
 42 \\
 - \quad \underline{5} \quad \boxed{17} \\
 37 \\
 - \quad \underline{5} \quad \boxed{18}
 \end{array}$$

$$\begin{array}{r}
 32 \\
 - \quad \underline{5} \quad \boxed{19} \\
 27 \\
 - \quad \underline{5} \quad \boxed{20} \\
 22 \\
 - \quad \underline{5} \quad \boxed{21} \\
 17 \\
 - \quad \underline{5} \quad \boxed{22} \\
 12 \\
 - \quad \underline{5} \quad \boxed{23} \\
 7 \\
 - \quad 5 \quad \boxed{24} \\
 \hline
 2 \text{ rem}
 \end{array}$$

Answer: 24 with 2 remainder

**ON YOUR OWN:**

Set down and divide

$$101 \div 4$$

$$\sqrt[4]{101}$$

**HOMEWORK:**

Solve these division statements by repeated subtraction.

1.  $121 \div 3$

2.  $134 \div 5$



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GRADE THREE WORKSHEET-TERM 2  
SUBJECT: MATHEMATICS  
WEEK 2: LESSON 4  
TOPIC: SOLVING DIVISION PROBLEMS

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**FACT/TIP:**

Some words that tell us to divide are quotient, divide, goes into, how many times.

**PRACTICE EXAMPLE:**

Let's solve these problems.

Jane has 34 peanuts. She divides them into 5 groups. How many peanuts are there in each group?

**Remember**

**Step 1-** read the problem

**Step 2-** Identify keywords

**Step 3-** Set down the problems

**Step 4-** Solve the problem

Jane has 34 peanuts

She divides them into 5 groups

$$\begin{array}{r} \sqrt[5]{34} \\ - \underline{5} \boxed{1} \\ 29 \\ - \underline{5} \boxed{2} \\ 24 \\ - \underline{5} \boxed{3} \\ 19 \\ - \underline{5} \boxed{4} \\ 14 \\ - \underline{5} \boxed{5} \\ 9 \\ - \underline{5} \boxed{6} \\ \hline 4 \text{ remainder} \\ \hline \end{array}$$

Answer: 6 groups, 4 remainder

**ON YOUR OWN:**

Solve this problem

How many times can 4 go into 29?

Key words - How many **times, go into**

Set down and work

$$\sqrt[4]{29}$$

**ON YOUR OWN:**

1. Find the quotient of 111 and 5.

2. Divide 48 by 3.

3. Jack has 51 marbles. If he divides them into groups of 2, how many groups will he get?



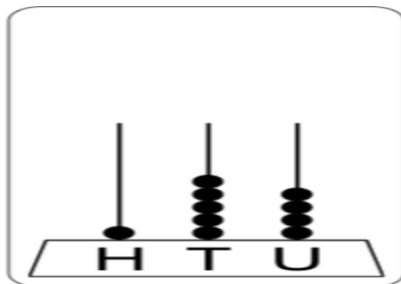
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GRADE THREE WORKSHEET-TERM 2  
SUBJECT: MATHEMATICS  
WEEK 2 LESSON REVIEW

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Write the number shown on the abacus.

1.



2. Draw an abacus to represent **509**.

3. Write 509 in expanded form.



Use repeated subtraction to divide the numbers below

4.  $69 \div 3 =$

5.  $27 \div 2 =$

6. Jack has 56 apples. He shared them among his 5 friends.

(i) How many apples each friend has? Use repeated subtraction to find the answer.

(ii) Draw to show the number of groups Jack got?

(iii) How many apples Jack has remaining?

7. Lin solved the division  $16 \div 4 = 4$ . Complete the table to help her identify the parts of the division statement.

<b>Parts of a Division Statement</b>	<b>Number</b>
Divisor	
Quotient	
Dividend	



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GRADE THREE WORKSHEET-TERM 2  
SUBJECT: MATHEMATICS  
WEEK 3: LESSON 1  
TOPIC: WRITING FRACTIONAL NUMBER NAMES

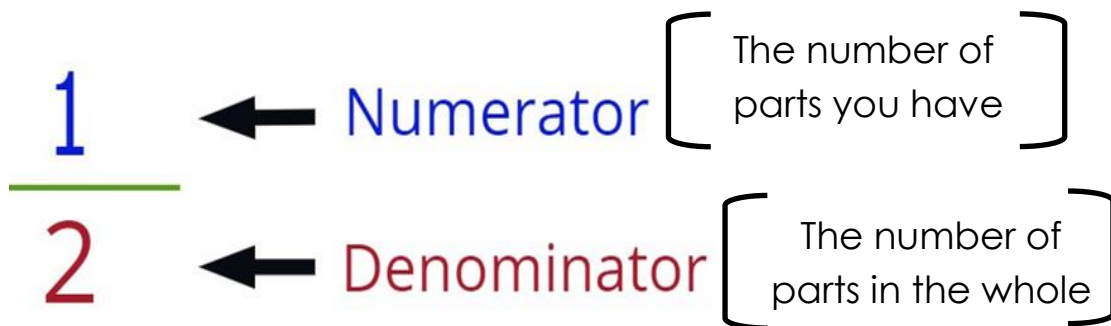
Name: \_\_\_\_\_ Date: \_\_\_\_\_

**FACT/TIP:**

A fraction tells us how many parts are in a whole. A fraction has many parts.

**PRACTICE EXAMPLE:**

This is a fraction  $\frac{1}{2}$



The denominator is read as an ordinal e.g. third, fourth, and so on.

$\frac{1}{2}$  is a special fraction because the denominator is not ordinal.

$\frac{1}{2}$  is read as a half or one half.

**ON YOUR OWN:**

Look at this fraction  $\frac{1}{4}$

Read the fraction in two different ways.

**HOMEWORK:**

1. Read these fractions

$$\frac{1}{2} \quad \frac{1}{4} \quad \frac{1}{8}$$

2. Match the fractions to the name.

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

One eighth

$$\frac{1}{4}$$

One fourth

$$\frac{1}{8}$$

One half

3. Circle the numerator in  $\frac{1}{8}$



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GRADE THREE WORKSHEET-TERM 2  
SUBJECT: MATHEMATICS  
WEEK 3: LESSON 2  
TOPIC: REPRESENTING FRACTIONS ON DIAGRAMS

Name: \_\_\_\_\_

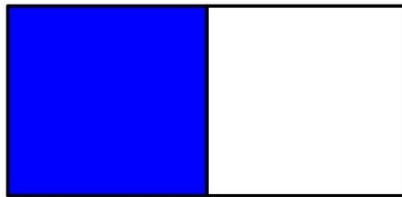
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**FACT/TIP:**

Fractions can be shown using diagrams. To show fractions divide the shape into equal parts.

**PRACTICE EXAMPLE:**

Let's show a half ( $\frac{1}{2}$ ) on a diagram.



**Step 1**-Draw a diagram with two parts (the number at the bottom or the denominator).

**Step 2**- Shade the amount shown at the top of the fraction or the numerator.

**ON YOUR OWN:**

Show this fraction on this shape.

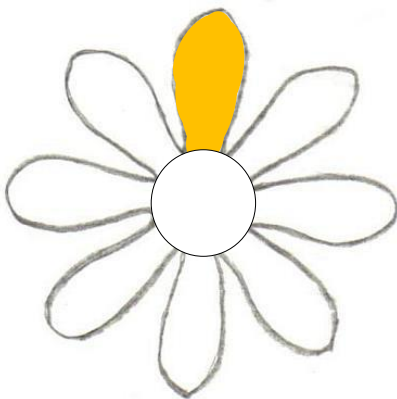
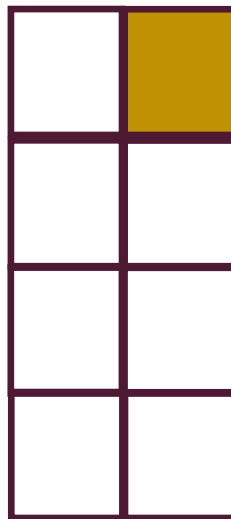
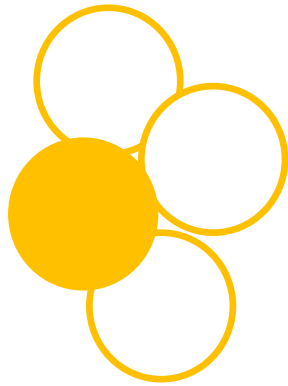
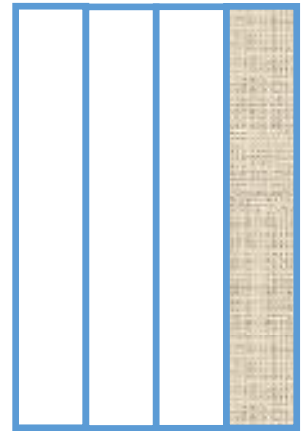
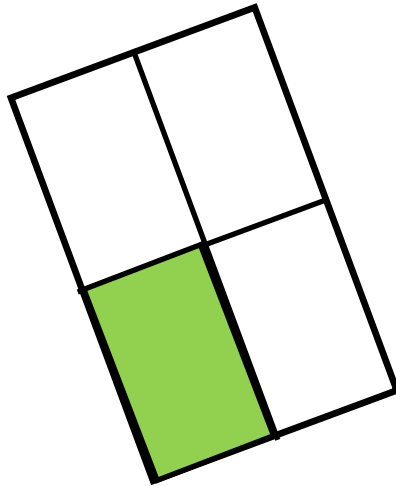
$$\frac{1}{4}$$



**HOMEWORK:**

Write these fractions under the correct shape

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





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GRADE THREE WORKSHEET-TERM 2  
SUBJECT: MATHEMATICS  
WEEK 3: LESSON 3  
TOPIC: FRACTION CHART

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**FACT/TIP:**

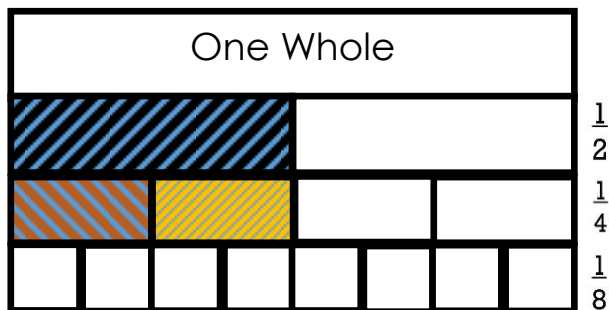
Fractions can be shown on a fractional chart.

**PRACTICE EXAMPLE:**

1 whole							
$\frac{1}{2}$				$\frac{1}{2}$			
$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$	
$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$

Look at the chart:

How many quarters will give us one half?



**Step 1** - Shade one half.

**Step 2** - Shade the same size in the quarter section.

**Step 3**-Compare the two fractions.

So, one half will give us two quarters.

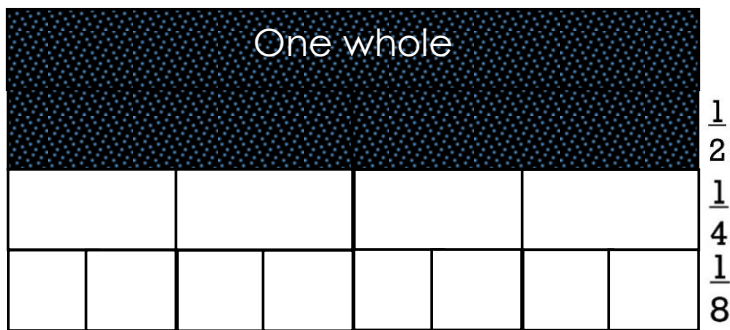
**ON YOUR OWN:**

How many halves are there in one whole?

Step 1-Draw the chart

Step 2-Shade the whole

Step 3-Shade the same size in the half section



Answer: 2 halves = 1 whole

**HOMEWORK:**

Draw a fraction chart up to eighths. Use the fraction chart to answer the questions.

1. How many eighths are there in one half?
2. How many eighths are there one quarter?
3. How many quarters are there in a whole?





MINISTRY OF EDUCATION  
PRIMARY ENGAGEMENT PROGRAMME  
GRADE THREE WORKSHEET-TERM 2  
SUBJECT: MATHEMATICS  
WEEK 3: LESSON 4  
TOPIC: HALVES, QUARTERS AND EIGHTHS OF WHOLE AND SETS

Name: \_\_\_\_\_


Date: \_\_\_\_\_

**FACT/TIP:**

A fractional part of a set is a fraction of a set or part of the set. To find a fractional part we can use shapes, diagrams, or objects.

**PRACTICE EXAMPLES:**

Let's solve  $\frac{1}{2}$  of 6



**Step 1** - Look at the denominator

**Step 2** - Draw the number of shapes in the denominator of the fraction.

**Step 3** - Count and divide the whole into the shapes, equally.

**Step 4** - Count the number of things in the number of circles shown in the numerator.

$$\frac{1}{2} \text{ of } 6 = 3$$



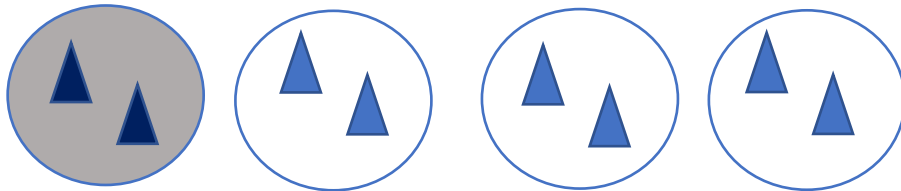
Count the things in one circle, because the numerator is 1.

$$\frac{1}{4} \text{ of } 8 = 2$$

Draw 4 circles

Divide the eight things

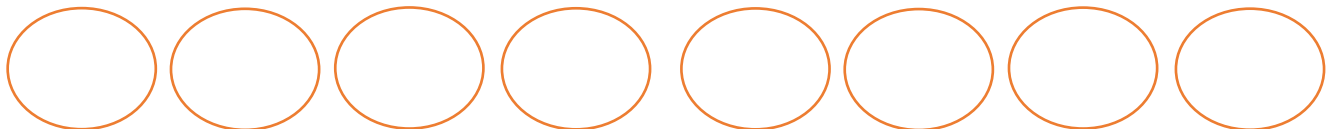
Count the things in one circle (the numerator is one)



**ON YOUR OWN:**

Use the shapes to solve

$$\frac{1}{8} \text{ of } 16 = \square$$



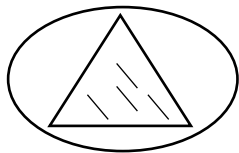
## HOMEWORK

1. Draw shapes to solve

(a)  $\frac{1}{2}$  of 10

(b)  $\frac{1}{4}$  of 12

(c) Write a fractional statement to represent what the diagrams are showing.



of



=





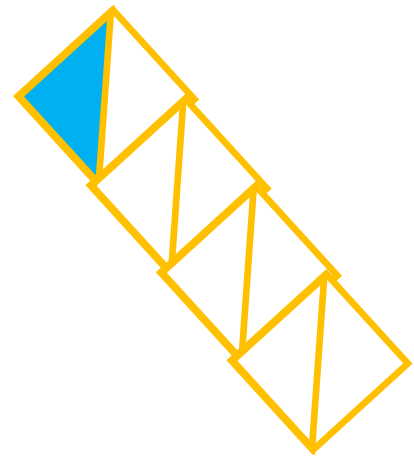
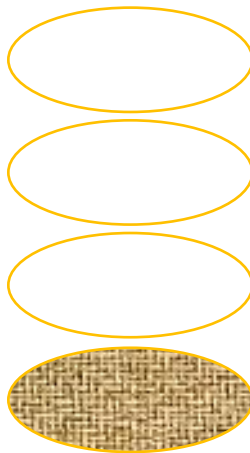
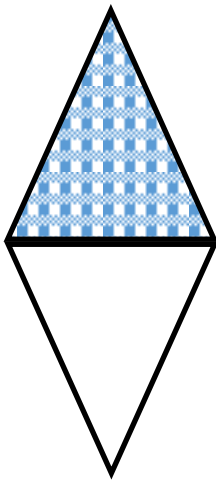
MINISTRY OF EDUCATION  
PRIMARY ENGAGEMENT PROGRAMME  
GRADE THREE WORKSHEET-TERM 2  
SUBJECT: MATHEMATICS  
WEEK 3 LESSON REVIEW

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Remember:** A fraction is a part of a whole. We can use diagrams to find the fraction of a set or whole.

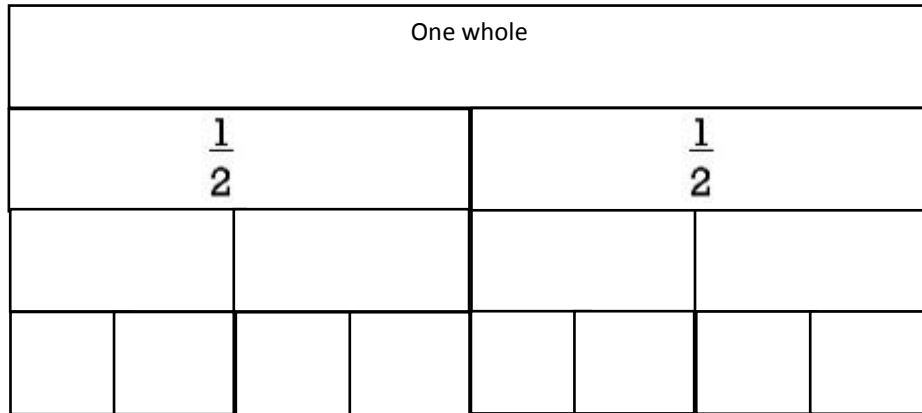
1. Write the fractions in numbers and in words for each shape below.



Numbers \_\_\_\_\_

Words \_\_\_\_\_

2. Use the Fraction Chart to answer the questions.



- (a) Complete the fraction chart by filling in the missing fractions.
- (b) Colour one eighth in red.
- (c) Colour one half in blue.
- (d) Colour one fourth in yellow.

3. Solve by drawing diagrams

$\frac{1}{2}$  of 26

$\frac{1}{8}$  of 24

4. Joey has 28 sweets. He gave Jim  $\frac{1}{4}$  of 28. How many did Jim get?



MINISTRY OF EDUCATION  
PRIMARY ENGAGEMENT PROGRAMME  
GRADE THREE WORKSHEET-TERM 2  
SUBJECT: MATHEMATICS  
WEEK 4: LESSON 1  
TOPIC: WRITING FRACTIONAL PARTS IN WORDS

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**FACT/TIP:**

Fractions can be written in words using ordinals.

**PRACTICE EXAMPLE:**

Write the fraction: one quarter using numbers

One quarter-one represents the numerator

Quarter represents the denominator, so one quarter =  $\frac{1}{4}$

**ON YOUR OWN:**

Write the fraction for one eighth

One = numerator

Eighth = denominator

One eighth =

## HOMEWORK:

1. Write the fractions for

- (a) Two quarters
- (b) Two eighths
- (c) One half

2. Put an **X** on the shapes which contain word fractions.





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PRIMARY ENGAGEMENT PROGRAMME  
GRADE THREE WORKSHEET-TERM 2  
SUBJECT: MATHEMATICS  
WEEK 4: LESSON 2  
TOPIC: COMPARING FRACTIONS WITH SHAPE

Name: \_\_\_\_\_

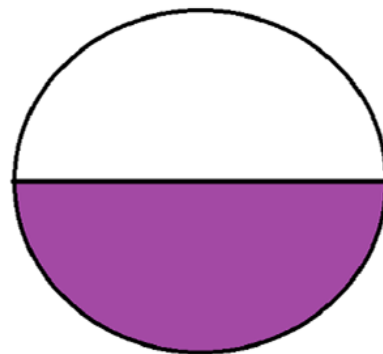
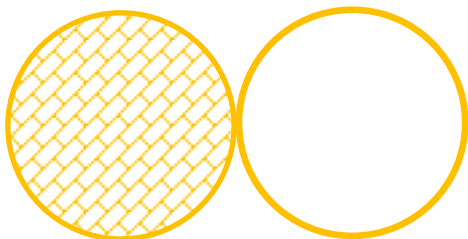
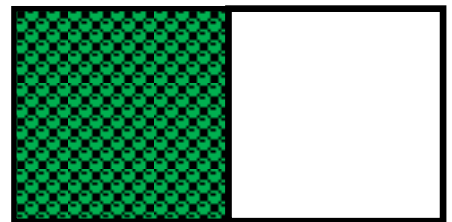
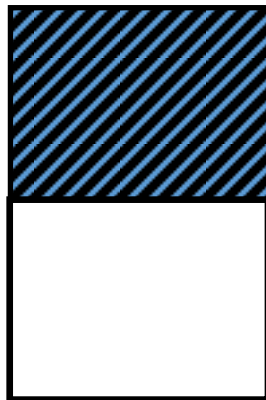
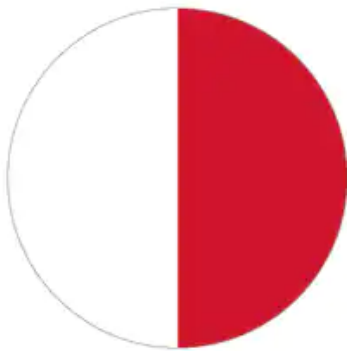
Date: \_\_\_\_\_

**FACT/TIP:**

The same fraction can be shown in many ways using different shapes.

**PRACTICE EXAMPLE:**

Let's represent or show one half (  $\frac{1}{2}$  )

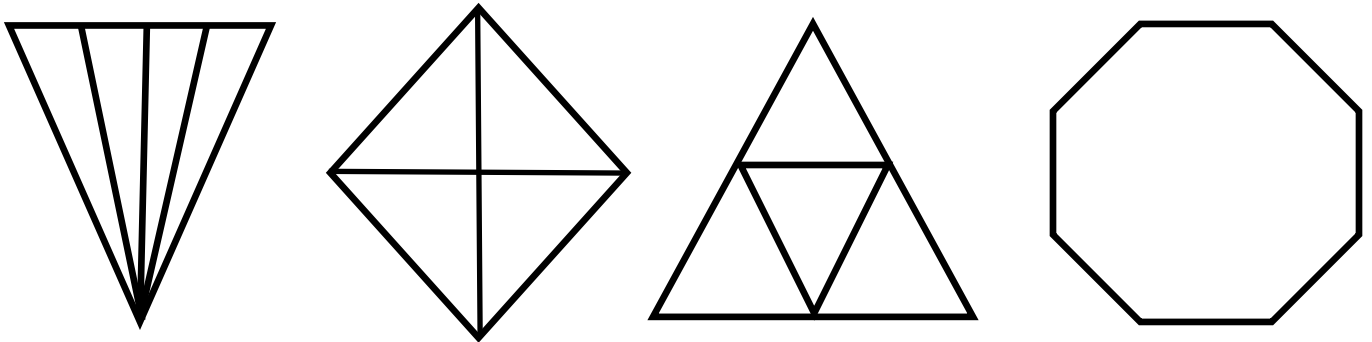




**ON YOUR OWN:**

Use the four different shapes to show one quarter ( $\frac{1}{4}$ ).

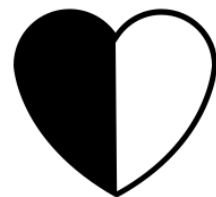
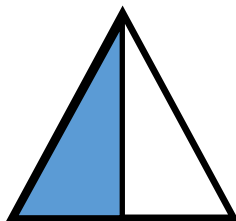
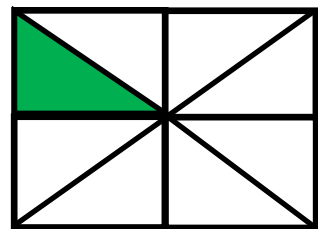
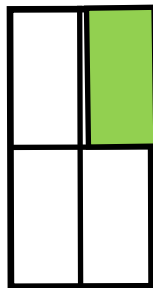
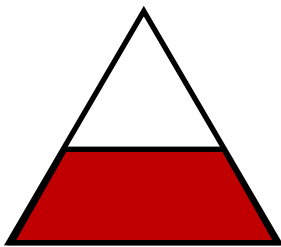
Colour or shade the shapes.



**HOMEWORK:**

1. Draw three shapes to show one eighth ( $\frac{1}{8}$ ).

2. Put X on the shape that does not represent  $\frac{1}{2}$





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PRIMARY ENGAGEMENT PROGRAMME  
GRADE THREE WORKSHEET-TERM 2  
SUBJECT: MATHEMATICS  
WEEK 4: LESSON 3  
TOPIC: COMPARING FRACTIONS USING CONGRUENT STRIPS AND OBJECTS

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**FACT/TIP:**

Congruent shapes are the same size and the same shape. We can use congruent shapes to show more than, less than, and the same amount.

**PRACTICE EXAMPLE:**

Let us find out if  $\frac{1}{2}$  is more or less than  $\frac{1}{4}$ , using the same shapes.

**Step 1** - Draw two shapes that are the same in size and shape.

**Step 2** - Shade  $\frac{1}{2}$  on one shape.

**Step 3** - Shade  $\frac{1}{4}$  on the other shape.

**Step 4** - Compare to find out which one is more, and which one is less.

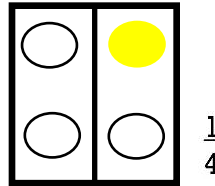
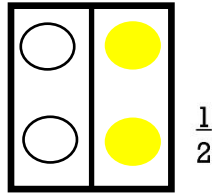


$\frac{1}{2}$  is more than  $\frac{1}{4}$

Let's us use objects to show  $\frac{1}{2}$  is more than  $\frac{1}{4}$

**Step 1-** Draw exact/same objects to show  $\frac{1}{2}$  and  $\frac{1}{4}$

**Step 2-** Compare to find out which one has more?

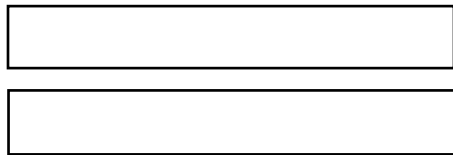


$\frac{1}{2}$  is more than  $\frac{1}{4}$

### ON YOUR OWN:

Use these shapes to represent the fractions and find out which is less.

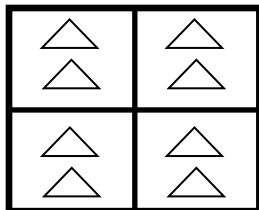
$\frac{1}{4}$  or  $\frac{1}{8}$



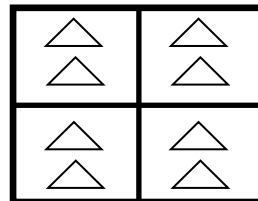
Answer:  $\frac{1}{8}$  is less than  $\frac{1}{4}$

Use these objects to tell which is more  $\frac{1}{4}$  or  $\frac{1}{8}$

shade  $\frac{1}{4}$



shade  $\frac{1}{8}$



Answer  $\frac{1}{4}$  is more than  $\frac{1}{8}$

## **HOMEWORK:**

4. Draw shapes or objects of your own.

Say which is more and less

$$\frac{1}{2} \text{ and } \frac{1}{4}$$



MINISTRY OF EDUCATION  
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GRADE THREE WORKSHEET-TERM 2  
SUBJECT: MATHEMATICS  
WEEK 4: LESSON 4  
TOPIC: COMPARING FRACTIONS USING MATHEMATICAL SYMBOLS

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**FACT/TIP:**

There are symbols or signs in mathematics to show more than, less than, or equal to.

**PRACTICE EXAMPLE:**

Let us look at the signs

< Less than

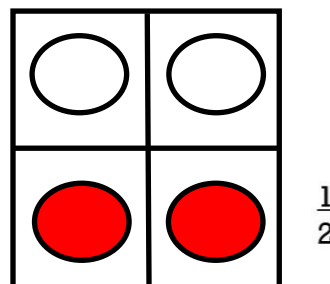
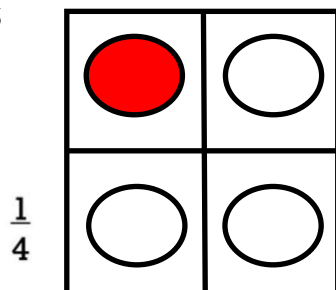
> More than

= Equal to

The open side of the sign is always next to the bigger number. Which is bigger?

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

Use shapes



We write it with the sign

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

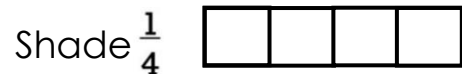
The open side is next to  $\frac{1}{2}$  because  $\frac{1}{2}$  is more than  $\frac{1}{4}$

### ON YOUR OWN:

Use  $>$   $<$   $=$  signs to compare these fractions

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


Use congruent or the same shapes to find the answer





### HOMEWORK


Using congruent shapes or objects to compare these fractions.

Insert these signs  $>$   $<$   $=$

(a)  $\frac{1}{4}$    $\frac{1}{8}$

(b)  $\frac{1}{8}$    $\frac{1}{4}$

(c)  $\frac{1}{2}$    $\frac{2}{4}$

(d)  $\frac{1}{8}$    $\frac{2}{4}$

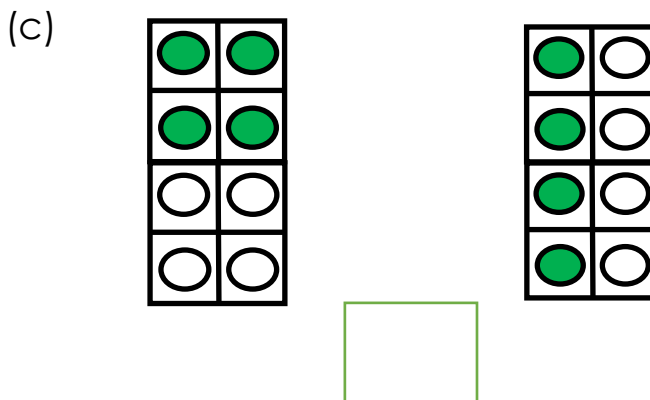
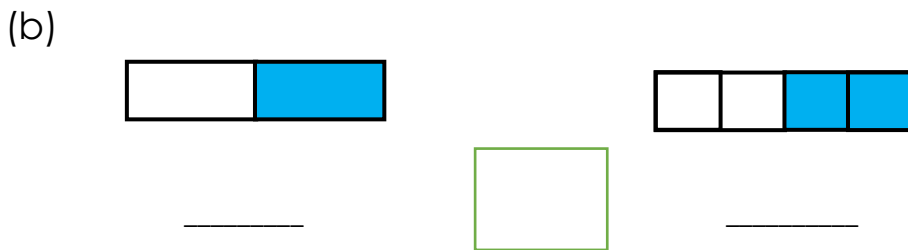
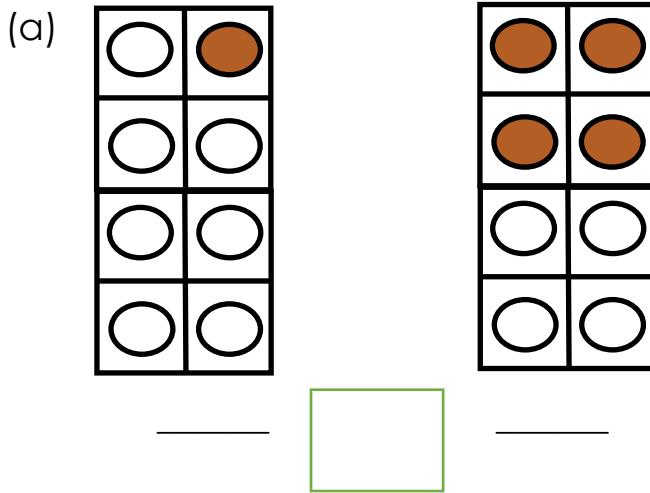


MINISTRY OF EDUCATION  
PRIMARY ENGAGEMENT PROGRAMME  
GRADE THREE WORKSHEET-TERM 2  
SUBJECT: MATHEMATICS  
WEEK 4 LESSON REVIEW

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Complete the statements by putting in the fractions and signs  $>$   $<$   $=$



2. Joe has  $\frac{1}{2}$  of a mango and Tim has  $\frac{1}{8}$ . Who has more? Write a statement using this sign  $>$



Joe has  or  than Tim?

Put an **X** on the correct word above.

3. Write the fractions and their names.

Fractions

$\frac{1}{2}$

$\frac{1}{4}$

$\frac{2}{4}$

$\frac{1}{8}$

Words