

• Rang trí Maths/Third Class

2 Aibreán 2020

- Revise 3 tables. Learn the tables off by heart. Then practise them mixed up! [You should have the numbers in your homework copy. But you can make your own list.**
- Planet Maths 3 [Pages 61-65] Deadly Decimals. (They are like tenths $1/10$)**

When a whole is divided into 10 equal pieces, each piece is called a tenth.



A Warm-up. Listen to your teacher.

1. Target board.



2. When a whole is divided into 10 equal pieces, we call each piece a tenth or $\frac{1}{10}$. Use cubes to investigate how many tenths make $\frac{1}{2}$.

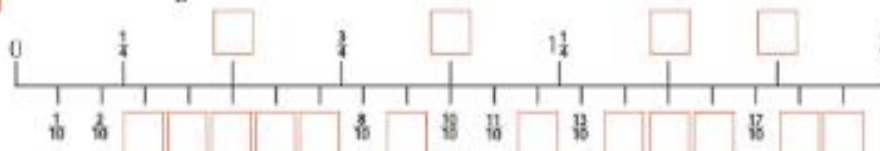
B 1. What fraction of the following is not coloured?

(a) <input type="checkbox"/>	(b) <input type="checkbox"/>	(c) <input type="checkbox"/>	(d) <input type="checkbox"/>	(e) <input type="checkbox"/>
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2. Colour the following fractions.

(a) <input type="checkbox"/>	(b) <input type="checkbox"/>	(c) <input type="checkbox"/>	(d) <input type="checkbox"/>
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C Write the missing fractions.



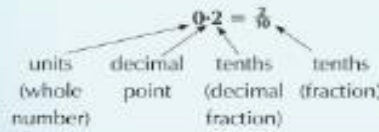


Decimals

This bar is divided into tenths. →

We can write tenths in another way: $\frac{1}{10}$ can also be called 0.1.

When we write fractions like this, we say it is a decimal fraction.



More examples:

$0.3 = \frac{3}{10}$

$0.6 = \frac{6}{10}$

A Decimals.

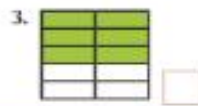
1. (a) $\frac{4}{10} = \square$ (b) $\frac{5}{10} = \square$ (c) $\frac{4}{10} = \square$ (d) $\frac{7}{10} = \square$ (e) $\frac{2}{10} = \square$

2. Colour 0.7 of this shape.

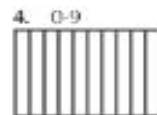
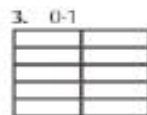
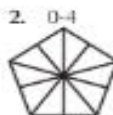
3. Colour 0.4 of this shape.

4. (a) $0.9 = \square$ (b) $0.8 = \square$ (c) $0.5 = \square$ (d) $0.1 = \square$

B What decimal fraction is shaded?

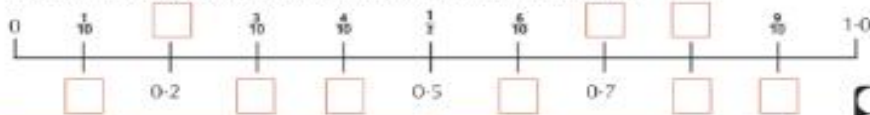


C Colour the amount shown.



D Number line.

Fill in the missing fractions and decimal fractions on the number line.



<p>Objectives</p> <p>2.4 Order decimals on the number line.</p>	<p>Strand Number</p> <p>Strand Unit Decimals</p>	
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A True or false?

- $\frac{1}{10}$ is the same as 0.1
- 0.7 is greater than $\frac{7}{10}$
- 0.3 is the same as $\frac{3}{10}$
- 0.4 is also known as $\frac{2}{5}$
- $\frac{1}{2}$ is equal to 0.5
- 1.0 is less than 0.1
- A decimal point separates the whole number from the fraction.
- $\frac{10}{10}$ is the same as 0.1



- True or false?
True or false?
True or false?
True or false?
True or false?
True or false?
True or false?
True or false?



Comparing decimals

When we have $\frac{10}{10}$, we have **one whole** or **one unit**. We write this as 1.0.

B Fractions as decimals and decimals as fractions.

- Write the fractions as decimals.

(a) $1\frac{2}{10} = 1.2$	(b) $2\frac{7}{10} = \underline{\quad}$	(c) $3\frac{2}{10} = \underline{\quad}$
(d) $4\frac{1}{10} = \underline{\quad}$	(e) $6\frac{3}{10} = \underline{\quad}$	(f) $5\frac{9}{10} = \underline{\quad}$
- Write these decimals as fractions.

(a) 1.5 = $\underline{\quad}$	(b) 1.9 = $\underline{\quad}$	(c) 2.6 = $\underline{\quad}$	(d) 8.4 = $\underline{\quad}$
(e) 5.7 = $\underline{\quad}$	(f) 3.1 = $\underline{\quad}$	(g) 4.7 = $\underline{\quad}$	(h) 7.2 = $\underline{\quad}$



Greater than, less than and equals

3  **9** The open mouth always faces the larger number.

Examples:

$3 < 6$ $15 > 1$ $=$ means the same as.



C Which sign goes between each pair of numbers?

- 0.1 0.5
- 0.9 0.7
- 0.1 1.0
- $\frac{1}{10}$ 0.3
- 0.8 $\frac{8}{10}$
- $\frac{1}{2}$ 0.6
- 2.1 1.2
- $\frac{5}{10}$ 0.5
- 4.1 4
- 6.1 0.6



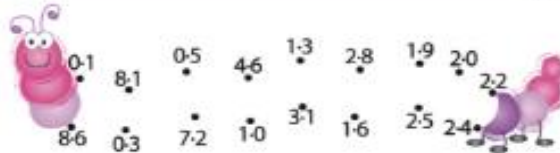
A Decimals.

- Circle the number in which 6 has the lowest value.
(a) 6·2 or 9·6 (b) 76·1 or 61·4 (c) 56·5 or 23·6
- Circle the number in which 3 has the lowest value.
(a) 31·5 or 41·3 (b) 4·3 or 3·4 (c) 12·3 or 31·5
- Circle the number in which 5 has the highest value.
(a) 51·3 or 94·5 (b) 18·5 or 15·7 (c) 5·2 or 9·5
- Circle the number in which 3 has the highest value.
(a) 11·3 or 31·5 (b) 3·2 or 8·3 (c) 13·6 or 67·3



B Join the dots.

Help the caterpillar to get its body back by joining the dots. Join the dots in order from lowest to highest value.



C Decimals everywhere.

1. Can you guess what each of these decimal examples is used for?



Can you think of some examples of your own?

- What temperature is shown on the thermometer?
- How fast is the car going in picture (c)? What does kmph stand for?
- In picture (d), what does 119.9 stand for?
- Which is cheaper, diesel or unleaded?
- What does 0.75 mean in picture (f)?

Objectives

10.3 Solve problems involving decimals.

Strand: Number
Strand Unit: Decimals



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- **If you want an extra challenge, try the problems on Pages 72,73.**

A Solve the problems. Use your copy to show your workings out.

1. What number is 15 less than 48?
2. Tommy has 40 markers but his sister has 18 more than him. How many markers has his sister?
3. There are 31 children in Marie's class and 28 in Amy's. How many children are there altogether in the two classes?
4. Emily painted 30 pictures. Her twin sister painted only 18. How many fewer pictures did her sister paint?
5. What is the difference between 87 and 45?



Tackling problems with large numbers

Sometimes we find problems with **REALLY BIG NUMBERS** difficult. So why not make the numbers smaller, and see if you can work out what to do?

The large numbers in the following question make it seem difficult.

There were 362 people on a train. At the next station 216 people got off the train and 194 people got on. How many people are on the train now?

Try it first with smaller numbers, e.g. 12 people were on the train, 8 got off and 4 got on.

B These are the same as the questions above only the numbers are bigger! Use your copy to show your workings out!

1. What number is 134 less than 789?
2. Tommy has 200 markers, but his sister has 134 more than him. How many markers has his sister?
3. There are 489 children in Marie's school and 378 in Amy's. How many children are there altogether in the two schools?
4. Emily painted 145 pictures in September. Her twin sister only painted 106. How many fewer pictures did her sister paint?
5. There are 634 people on a train, 145 get off at the first stop and then 278 more get off at the second stop. How many people are there now on the train?



Objectives

- 307 Solve word problems involving addition and subtraction.
- 312/16 Solve and complete practical tasks and problems involving multiplication and division of whole numbers.

Strand Number
Strand Unit Problem Solving



A Solve the problems. The questions are similar but the numbers are different.

1. Katie had 12 stickers. She gave 5 to her brother and 3 to her sister. How many stickers has Katie left?
2. Katie had 56 stickers. She gave 25 to her brother and 18 to her sister. How many stickers has Katie left?
3. Katie had 287 stickers. She gave 167 to her brother and 98 to her sister. How many stickers has Katie left?

**B** Solve the problems. The questions are similar but the numbers are different.

1. There were 20 people on a train. 5 got off and 6 got on. How many people are now on the train?
2. There were 45 people on a train. 15 got off and 19 got on. How many people are now on the train?
3. There were 456 people on a train. 137 got off and 84 got on. How many people are now on the train?

C Solve the problems. The questions are similar but the numbers are different.

1. James reads 3 pages of his book every night. How many nights will it take him to read 12 pages?
2. James reads 4 pages of his book every night. How many nights will it take him to read 44 pages?
3. James reads 8 pages of his book every night. How many nights will it take him to read 72 pages?

**D** Solve the problems. The questions are similar but the numbers are different.

1. Jane is 5 years old. Chris is twice as old as her. Sue is 2 years older than Chris. What age is Sue?
2. Jane is 12 years old. Chris is twice as old as her. Sue is 9 years older than Chris. What age is Sue?
3. Jane is 22 years old. Chris is twice as old as her. Sue is 19 years older than Chris. What age is Sue?

E Solve the problems.

1. John is 10 and Fiona is 7. How much older is John?
2. Patrick is 24 and Emily is 12. How much older is Patrick?

Objectives

- 302 Solve word problems involving addition and subtraction.
- 312/16 Solve and complete practical tasks and problems involving multiplication and division of whole numbers.

Strand Number

Strand Unit Problem Solving



(Here are some places you can find Maths games to help you with understanding and working out the decimals.)

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- <https://ie.mathgames.com/skill/3.15-decimals-with-models>
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- <https://www.topmarks.co.uk/maths-games/7-11-years/fractions-and-decimals>
-
- <http://www.math-play.com/decimal-math-games.html>
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Maths games to revise **TABLES**

- <https://www.topmarks.co.uk/maths-games/mental-maths-train>
-
- 'Hit the button 'play online tables game topmarks
- <https://www.multiplication.com/games/all-games>
- <http://www.sheppardsoftware.com/math.htm>

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First, second and third classes

Reading Zone Unit 1/2/3

- ✓ Look at the words at the bottom of the page. If you don't them at first, try to work them out.
- ✓ Do you know the meaning of those words? If not, find the meaning in the dictionary.
- ✓ Read the story aloud.
- ✓ Then choose 1 or 2 or 3 paragraphs.
- ✓ Do some self assessment.

- How was your accuracy?
- How was your speed?
- How was your fluency?
- How was your expression?
- How did you rate yourself?...out of 10>
_ /10

- ✓ Now practise the paragraphs.. reading them out loud in 4 different places.
- ✓ Do another self assessment.
- ✓ Have you noticed any improvement?
- ✓ Did you make a little or a big improvement?
- ✓ What language are you using to assess yourself?
 - I was happy with my progress.
 - I read too fast.
 - I used really good expression.
 - I believe/ I think/I consider that I read at correct speed.
 - I used emotions in my voice as I was reading. (I spoke in a happy/sad/ cross voice)

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Some good news to report.....

Our astronaut friend, Jessica Meir has just landed back safely on earth after her time on the International Space Station.

She landed at 1.16 a.m. on Friday 17th of April in Kazakhstan.

Buíochas le Dia.

What do you remember about her?

*Did you watch Doctor Niamh Shaw
on the School Hub who wanted to be
a scientist since she was 8 years
old?*