



**E-book Code:
REAU0029**



**For students at risk working at
Upper Primary levels**

**RESCUE MATHS
BOOK 2
MEASUREMENT,
CHANCE AND DATA**

By Sandy Tasker

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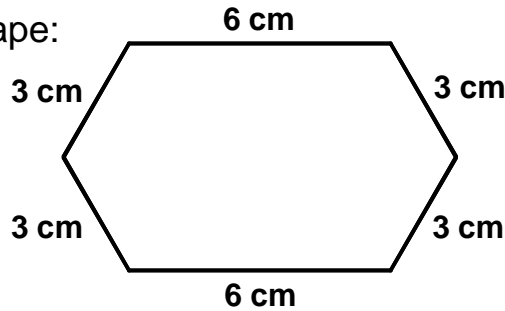
Name: _____

Learning Outcome: Students will calculate perimeter by adding the length of all sides of an object.

Measuring Perimeter 1

Perimeter is the **distance around** an object.

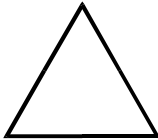
- Look at this shape:



To work out the perimeter, **add up all the sides.**

$$3 + 3 + 3 + 3 + 6 + 6 = 24\text{cm}$$

- Work out the perimeter of these shapes by measuring **with your ruler.**



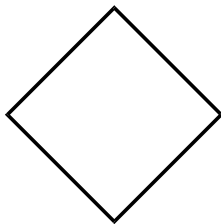
$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad} \text{ mm}$$



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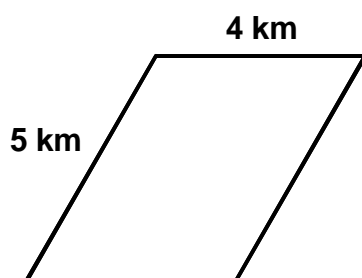
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$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad} \text{ mm}$$

- Look at how the missing parts are figured out and then work out the perimeter.

Hint: The top and bottom are equal, the sides are equal.



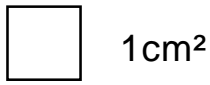
$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad} \text{ km}$$

Name: _____

Learning Outcome: Students will work out the area of the shapes in a grid by counting the number of squares for each shape.

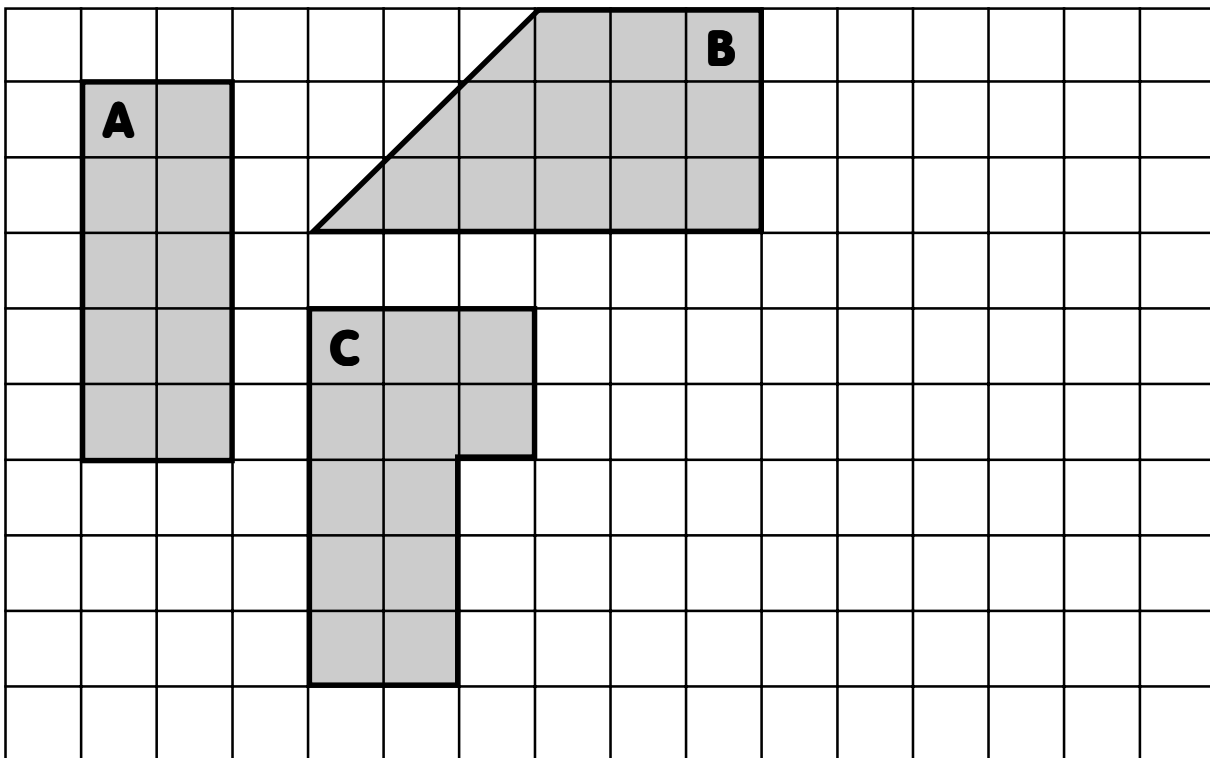
Area 1

Here is one square cm (1cm^2). Area is the amount of space taken up on a flat surface.



- Work out the area of the shapes in this grid by counting the number of squares for each shape.

Some shapes have **half squares**. Add two half squares to make a whole one.



A: _____ cm^2 B: _____ cm^2 C: _____ cm^2

Which shape has the biggest area? A B C

Which shape has the smallest area? A B C

On the grid, draw a **rectangle** that has an area of **12 cm^2** .

- **Challenge:** Draw a **triangle** that has an area of about **9 cm^2** .

Circumference 1

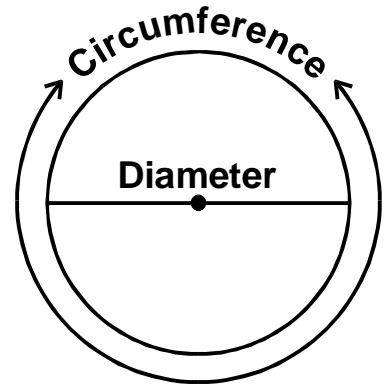
Circumference is the distance around the outside of a circle (in other words, the **perimeter** of a circle).

- Look at this circle to learn the parts.

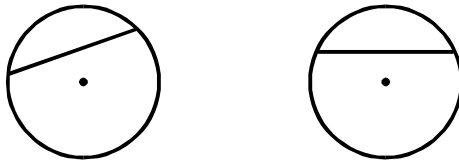
Circumference (C) = the distance around the circle.

Diameter (D) = the length from one side to the other.

Diameter passes exactly through the centre of the circle.

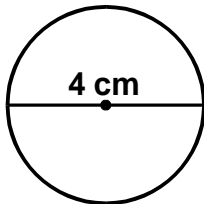


Not this:

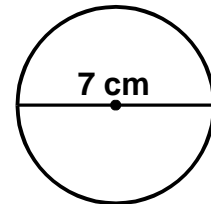


Rule: Circumference is *about* $3 \times D$

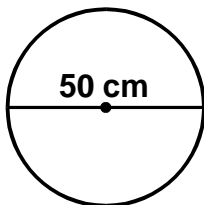
- Using the formula $C = 3 \times D$, work out the circumference for these circles.



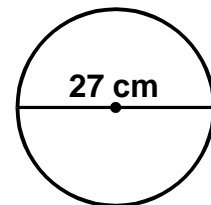
$C = 3 \times \underline{\quad} = \underline{\quad} \text{ cm}$



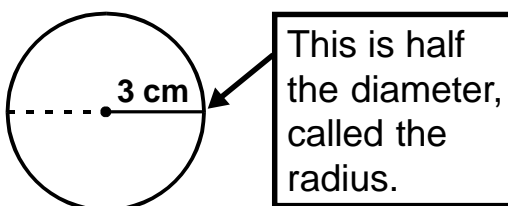
$C = 3 \times \underline{\quad} = \underline{\quad} \text{ cm}$



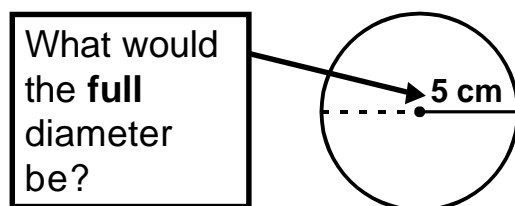
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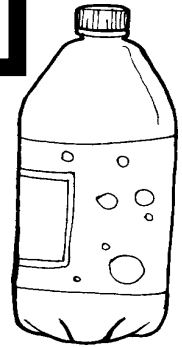
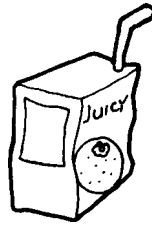
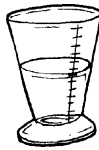
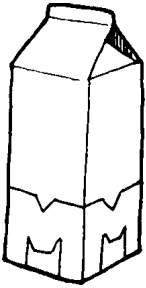
Learning Outcome: Students will order everyday amounts of liquid from the least to the most amount of liquid and using the equation $1\text{ L (litre)} = 1000\text{ mL (millilitres)}$, write the conversions for given amounts.

Litres and Millilitres 2

Rule: 1L (litre) = 1000 mL (millilitres)

A regular carton of milk is 1L, a cup of water is 250 mL, 1 teaspoon is 5 mL. Write an **estimate** for these things.

Choose from these measures:
375 mL; 1 L; 500 mL; 250 mL;
50 mL; 2 L.



● Write the conversions for these amounts.

$$5\text{L} = 5000\text{ mL}$$

$$15\text{L} = \underline{\hspace{2cm}}\text{ mL}$$

$$3.75\text{L} = \underline{\hspace{2cm}}\text{ mL}$$

$$0.05\text{L} = \underline{\hspace{2cm}}\text{ mL}$$

$$750\text{ mL} = 0.75\text{ L}$$

$$365\text{ mL} = \underline{\hspace{2cm}}\text{ L}$$

$$10\text{ mL} = \underline{\hspace{2cm}}\text{ L}$$

$$4000\text{ mL} = \underline{\hspace{2cm}}\text{ L}$$

● Add up these amounts of liquid and convert to litres.

$$230\text{ mL} + 800\text{ mL} + 250\text{ mL} = \underline{\hspace{2cm}}\text{ mL} = \underline{\hspace{2cm}}\text{ L}$$

$$460\text{ mL} + 320\text{ mL} + 500\text{ mL} = \underline{\hspace{2cm}}\text{ mL} = \underline{\hspace{2cm}}\text{ L}$$

$$800\text{ mL} + 325\text{ mL} + 1\ 200\text{ mL} = \underline{\hspace{2cm}}\text{ mL} = \underline{\hspace{2cm}}\text{ L}$$

● Some of these measurements are in mL, some are in L. Make them all into mL and then add them up, then convert the final amount to L.

$$5\text{ mL} + 25\text{ mL} + 0.5\text{ L} + 1\text{ L} = 5 + 25 + 500 + 1000 = 1530\text{ mL} = 1.53\text{ L}$$

$$10\text{ mL} + 0.25\text{ L} + 2000\text{ mL} + 3\text{ L} = \underline{\hspace{2cm}} = \underline{\hspace{2cm}}\text{ mL} = \underline{\hspace{2cm}}\text{ L}$$

$$15\text{ mL} + 0.05\text{ L} + 300\text{ mL} + 2\text{ L} = \underline{\hspace{2cm}} = \underline{\hspace{2cm}}\text{ mL} = \underline{\hspace{2cm}}\text{ L}$$

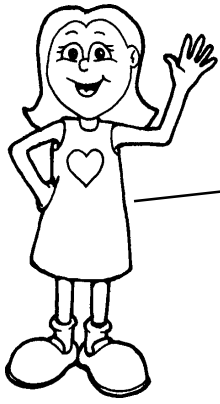
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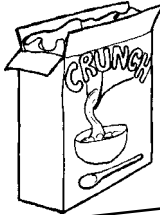


Learning Outcome: Students will estimate everyday amounts of mass from given examples and using the equation $1 \text{ kg} = 1000\text{g}$, write the conversions for given amounts.

Kilograms and Grams 2

Rule: 1L (litre) = 1000 mL (millilitres)

A medium bag of carrots weighs about 1 kg and an 11-year-old child can weigh about 36 kg. Circle your **estimate** for these things.



	5 g	250 g	5 kg	20 kg
	900 g	5 kg	35 kg	100 kg
	500 g	1 kg	5 kg	40 kg
	13 g	100 g	1 kg	6 kg

● Write the conversions for these amounts.

8 kg	=	8000 g
17 kg	=	_____ g
5.98 kg	=	_____ g
0.03 kg	=	_____ g

375 g	=	0.375 kg
4300 g	=	_____ kg
25 g	=	_____ kg
500 g	=	_____ kg

● Add up these amounts and convert to kilograms.

$570 \text{ g} + 400 \text{ g} + 350 \text{ g} = \text{_____ g} = \text{_____ kg}$

$382 \text{ g} + 506 \text{ g} + 230 \text{ g} = \text{_____ g} = \text{_____ kg}$

$420 \text{ g} + 222 \text{ g} + 1500 \text{ g} = \text{_____ g} = \text{_____ kg}$

● Some of these measurements are in g, some are in kg. Make them all into g, add them up, and then convert the final amount to kg.

e.g. $2 \text{ g} + 10 \text{ g} + 0.6 \text{ kg} + 2 \text{ kg} = 2 + 10 + 600 + 2000 = 2612 \text{ g} = 2.612 \text{ kg}$

$15 \text{ g} + 0.75 \text{ kg} + 5000 \text{ g} + 2 \text{ kg} = \text{_____} = \text{_____ g} = \text{_____ kg}$

$12 \text{ g} + 0.04 \text{ g} + 200 \text{ g} + 5 \text{ kg} = \text{_____} = \text{_____ g} = \text{_____ kg}$