

Course Three - English & Maths Combined - Course Preview

This preview is designed to show you, in some depth, the work we'll go through in this course.

1. The course covers maths and English work with an engaging mix of core skills development, technical topic work and revision.
2. At this age consolidation (however bright a child is) is more important than moving ahead.

How is the course structured?

- Half an hour of work each day during the week, or slightly longer at weekends - we understand that everyone's schedules are different. We believe that utilising a routine is the most effective way to complete the work.
- In each part of the course children can expect 16-20 items of work, some of which can be completed quite quickly and other items that require more time.
- The course is 32 parts long and is designed to be completed over a longer period of time taking into account the importance of children leading healthy, balanced lifestyles with sufficient time for other activities.
- The work is colourful and fun and, while going through several updates and changes, has successfully engaged children for over twenty years.
- The work is diverse with a wide variety of sheets, themes and topics all orientated at consolidation and development.

How will the course benefit my child?

- If sufficient concentration and diligence is applied, we expect to see results within six to eight weeks and in many cases parents will get positive comments from teachers about improvement within the first six months.
- Children who complete this course make good progress towards reaching their full potential with many children being two levels ahead of where they would have been without the work.

1. No book covers the material in this much detail.
2. This course is fully structured with revision built in.
3. The planning is already done meaning parents can focus on helping their children.

Below are examples taken from the whole course to give a flavour of the work.

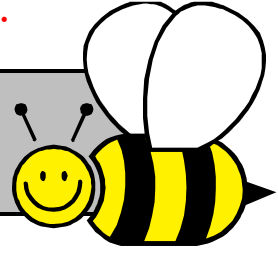
SCROLL DOWN TO SEE COURSE EXAMPLES



This is a very busy bee week for you.

LEARNING STREET LESSON PLAN

LESSON 12



1. **Tables:**

- 8x Table. Please complete both funsheets.
- 5x Table. Complete the whole sheet then check your answers on your calculator. Easy revision work.

2. **Mental Arithmetic:** Try to complete the **test entirely in your head.**

- If you work carefully and slowly, then you should be getting 20/20.

Front Sheets

These sheets come at the front of every part of the course. They let you know what is included in each part of the course.

We let you know when to approach each activity and why it is important.

6. **Best Handwriting:** **low** and **oal** words.

7. **Basic Maths and English:**

- **Tallying** - no answers for this.
- **Reading and Understanding** - Zebras.

8. **Mad Word Picture:** **Remember.** Mad Word Pictures help you to learn hard words.

9. **Homophones 1:** These are words that sound alike but have different meanings and are spelt differently too. More to come.

10. **Measurement: Making a paper aeroplane.** More on this next week.

- It flies better with flaps and tail on it. Have a good time. I did!

11. **Fun Boggle Spelling Game:** Just spend 10 minutes on this to see who wins.

12. **Six Basic Shapes to learn:** Learn the spellings using the Look Cover Write Check sheet please.

Spelling Patterns

ow (o) spelling pattern

1. Learn the words first. Make sure you know what each word means.
2. Test yourself by writing down each word correctly in the first column. Go over any mistakes.
3. Get someone to test you and write your answers in the second column. Go over any mistakes.

| Look/Learn/Cover | Write/Check 1 | Write/Check 2 |
|------------------|---------------|---------------|
| m o w | | |
| s t o w | | |

Spelling Patterns

This work, which appears throughout the course, helps children to understand spelling patterns. This is a very important building block for their education.

| | | |
|---------------|--|--|
| f o l l o w | | |
| w a l l o w | | |
| s w a l l o w | | |
| p i l l o w | | |
| w i l l o w | | |

Spelling Pattern Exercises

ow (o) spelling pattern

1. You should know these words. If you make any mistakes please go over them to ensure your learning is secure.
2. These exercises are designed to test the spellings you have learnt, check your understanding and further enhance your vocabulary.

Exercise 1 - CLOZE test.

Fill in the missing letters to make the correct words.

The f _ _ l _ w _ n g day the low sun g _ _ _ e d in the cold sky. B _ _ _ w his w _ n _ _ w Andrew saw a lone black c _ _ w scratching about for food in the s _ _ w. Poor f _ l l _ _ , Andrew thought. He lay back on his p _ l _ o _ and w _ l l _ _ e _ in his thoughts of a warm summer's day with dad m _ w _ _ g the lawn and s _ _ l _ _ _ s flying above and him reading his book in the s _ a _ _ w of the w i _ _ _ _ tree.

Exercise 2 - The words on the left are opposites of the words on the right. Complete the

words

Personal Words List

1.

3. *This simple sheet is at the heart of everything we do. Children all have a **unique** vocabulary and our role is to help each child develop their **own** vocabulary.*

Exercise

right

1. un

3. stalk _ _ _ _ _

4. store _ _ _ _ _

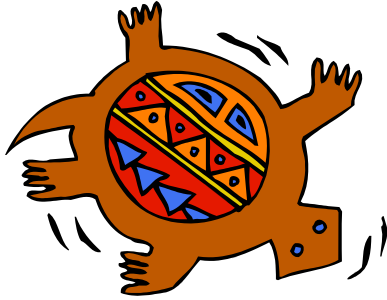
Exercise 4 - CLOZE sentences. Fill in the missing letters to complete each sentence.

1. The _ _ _ w stopped them from getting to school for a whole week!
2. Moles spend most of their time _ e l _ _ ground level.
3. Tim was fascinated by the _ l _ w given off by the multi-coloured lights.
4. The _ l o _ of the stream was exceptionally strong.
5. Morgan was definitely in the _ _ o w about spelling patterns.
6. The dog was petrified of its own _ _ _ d o _ .
7. The w _ _ d _ w shattered into a thousand fragments.
8. He told his friend to _ _ l l _ w him in the car.
9. His sore throat made it hard for him to _ w a l _ o w.
10. Her _ i l l _ _ was not soft enough for weaving into a basket.

Have 2 attempts please.
Get someone to time you.

Go slowly, like the tortoise for your first attempt.
Go like the hare for your second!

Tables: 2x 3x 4x 5x 6x 7x 8x 9x 10x

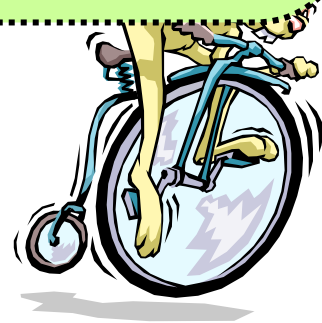


$$8 \times 7 =$$
$$9 \times 8 =$$
$$6 \times 6 =$$

Times Tables

This is possibly the most important core skill for children learning maths. We spend a great deal of time on tables, helping to deepen children's knowledge of this core area. Some parents make the mistake of trying to leave this area too early. At this stage most children have a good knowledge but this could be improved further.

$$5 \times 7 =$$
$$7 \times 6 =$$
$$4 \times 4 =$$
$$7 \times 3 =$$
$$0 \times 7 =$$
$$6 \times 8 =$$



First attempt:..... seconds

Second attempt:.....seconds

How do your marks compare?

Fancy Racing Against the Clock?

T

a

b

i

e

s



| | | | | |
|----|---|---|---|--|
| 1 | x | 2 | = | |
| 2 | x | 2 | = | |
| 3 | x | 2 | = | |
| 4 | x | 2 | = | |
| 5 | x | 2 | = | |
| 6 | x | 2 | = | |
| 7 | x | 2 | = | |
| 8 | x | 2 | = | |
| 9 | x | 2 | = | |
| 10 | x | 2 | = | |
| 11 | x | 2 | = | |
| 12 | x | 2 | = | |

| | | | | |
|----|---|---|---|--|
| 1 | x | 3 | = | |
| 2 | x | 3 | = | |
| 3 | x | 3 | = | |
| 4 | x | 3 | = | |
| 5 | x | 3 | = | |
| 6 | x | 3 | = | |
| 7 | x | 3 | = | |
| 8 | x | 3 | = | |
| 9 | x | 3 | = | |
| 10 | x | 3 | = | |
| 11 | x | 3 | = | |
| 12 | x | 3 | = | |

u

p

Tables racing

We try to inject some fun into the further times tables work we do by encouraging children to work against the clock

| | | | | |
|----|---|---|---|--|
| 6 | x | 4 | = | |
| 7 | x | 4 | = | |
| 8 | x | 4 | = | |
| 9 | x | 4 | = | |
| 10 | x | 4 | = | |
| 11 | x | 4 | = | |
| 12 | x | 4 | = | |

| | | | | |
|----|---|---|---|--|
| 6 | x | 5 | = | |
| 7 | x | 5 | = | |
| 8 | x | 5 | = | |
| 9 | x | 5 | = | |
| 10 | x | 5 | = | |
| 11 | x | 5 | = | |
| 12 | x | 5 | = | |

t

o

| | | | | |
|----|---|---|---|--|
| 1 | x | 6 | = | |
| 2 | x | 6 | = | |
| 3 | x | 6 | = | |
| 4 | x | 6 | = | |
| 5 | x | 6 | = | |
| 6 | x | 6 | = | |
| 7 | x | 6 | = | |
| 8 | x | 6 | = | |
| 9 | x | 6 | = | |
| 10 | x | 6 | = | |
| 11 | x | 6 | = | |
| 12 | x | 6 | = | |

| | | | | |
|----|---|---|---|--|
| 1 | x | 7 | = | |
| 2 | x | 7 | = | |
| 3 | x | 7 | = | |
| 4 | x | 7 | = | |
| 5 | x | 7 | = | |
| 6 | x | 7 | = | |
| 7 | x | 7 | = | |
| 8 | x | 7 | = | |
| 9 | x | 7 | = | |
| 10 | x | 7 | = | |
| 11 | x | 7 | = | |
| 12 | x | 7 | = | |

7

x

Total time taken: _____ minutes.

How to grow a Giant Sunflower

Buy a packet of giant sunflower seeds. You will also need three 9cm plastic pots and some potting compost. Fill each pot with compost and firm it down gently. Push a single seed into each pot with your finger until it is about 2cm down. Fill the hole made by your finger with a little more compost. Water each pot well.



The pots must have warmth and light for the seeds to germinate, so place them inside on a sunny windowsill. If the last frost has passed you could place them outside.

Comprehension

Comprehension activities are a central part of the course. Here is a non-fiction passage but we include other types such as fiction and classic texts throughout the course.

In each of the three pots, which one will grow the tallest?

Read the instructions again carefully and answer these questions:

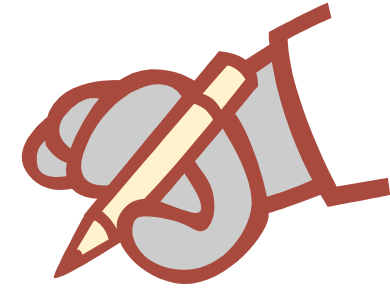
1. What three things do you need to obtain before you start?
2. How deep should the seeds be planted?
3. What must be added to the pots regularly?
4. What are the essential conditions for the seeds to germinate?
5. How long before the seeds should start sprouting?
6. When can you plant them into the garden bed?
7. How would you choose where in the garden to plant them?
8. What is the ideal distance between each plant?
9. Why it is necessary to secure the growing plant to a stake?
10. How long will it be before the plants are fully grown?

If it is April or May, get planting!



BEST HANDWRITING

Name _____



Always use a pencil for this exercise.

1. Trace over and then write the word:

fac

Handwriting with spelling

We continue our innovative series of exercises which aim to help children develop their cursive writing while learning to spell more difficult words.

2. Na

factory factor factual

manufacture satisfaction

3. Cover each word and write it from memory:

Mental Mathematics

Try the following questions. Do as many in your head as possible.

① $(72 \div 9) - (36 \div 6) = \underline{\hspace{2cm}}$

② Find $\frac{3}{10}$ of 60. $\underline{\hspace{2cm}}$

③ $310 + 260 + 190 = \underline{\hspace{2cm}}$

④ $\pounds 3.86 + \pounds \underline{\hspace{1cm}} = \pounds 7$

⑤ $(23 + \underline{\hspace{1cm}})$

⑥ Find $\underline{\hspace{2cm}}$

⑦ $\pounds 1.23 + \pounds 2.38 + \pounds 0.76 = \pounds \underline{\hspace{2cm}}$

⑧ $1\text{ l } 600\text{ ml} + 750\text{ ml} = \underline{\hspace{1cm}}\text{ l } \underline{\hspace{1cm}}\text{ ml}$

⑨ $1\frac{1}{4}\text{ kg} - 400\text{ g} = \underline{\hspace{2cm}}\text{ g}$

⑩ $\frac{3}{10} = \underline{\hspace{1cm}}$ hundredths

⑪ Write $6\text{ l } 630\text{ ml}$ to the nearest $\frac{1}{2}$ litre.
 $\underline{\hspace{2cm}}\text{ l}$

⑫ How many cm in 1.6 m ? $\underline{\hspace{2cm}}\text{ cm}$

⑬ Write twenty past six in the evening in figures using am or pm appropriately.
 $\underline{\hspace{2cm}}$

Mental Mathematics

Mental maths continues to be a big feature of the work we do each week. It is essential that children exercise their mental maths skills and focus on accuracy.

⑭ From $\pounds 3$ take the sum of $\pounds 1.60$ and $\pounds 0.73$. $\underline{\hspace{2cm}}\text{ p}$

⑮ What number is 100 times smaller than 13? $\underline{\hspace{2cm}}$

⑯ Write $4\text{ l } 480\text{ ml}$ to the nearest $\frac{1}{2}$ litre.
 $\underline{\hspace{2cm}}\text{ l}$

⑰ Find the cost of 16 sweets if 4 cost 25p.
 $\pounds \underline{\hspace{2cm}}$

⑱ How many sixths are in eight whole ones?
 $\underline{\hspace{2cm}}$

Marks /20

MM90

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Using a Variety of Connectives

- We use connectives to **join clauses** of a sentence together.
- Connective words include: before, after, whenever, when, in case, until, if.
- The connective can be placed in the **middle** of a sentence or at the **start** of the sentence.
- Using a connective in a **variety** of places can help to make your writing more **interesting** to read.
- Where the connective is placed will change what part of the sentence is **emphasised**.
- For example: 'You should clean your room when I tell you to' or 'When I tell you to, you should clean your room'.

Exercise 1:

Each connective
appears in the

Connectives

Throughout the course we include coverage of key grammar topics. This sheet develops knowledge and use of connectives.

1. Before you go to bed, turn off the lights.
2. Please clean your room when I tell you to.
3. The teacher was angry when the class was noisy.
4. The car was broken when we went to school.
5. After you have finished your homework, you can go to bed.
6. In case you get cold, take your hat with you.
7. I was on holiday when I heard the news.
8. Whenever it snows, I make snowmen.

Exercise 2:

Re-write the sentences below by starting each one with the connective. The first one has been done for you.

1. Joseph was very tired when he got home.
When he got home, Joseph was very tired.
2. I went on the swings until break time was over.
_____.
3. You can have your present if you ask nicely.
_____.
4. I need to brush my teeth before I go to school.
_____.



Maths Problem Solving

Do as much of the work as you can in your head.

Make sure you read each question very carefully.

①

10763.7

This is the reading from a water meter. What will the reading be after using another 500 litres? _____

⑦ Zoe's book has 236 pages. She reads 119 pages and then another 73 pages. How many more pages has she left to read? _____

② Write in figures ten thousand and seventy three. _____

⑧ Simon has a chocolate bar which has 56 squares. He eats $\frac{3}{8}$ of the bar. How many squares are left? _____

③ Richard has 120 marbles, Gary has 180 marbles. What percentage more does Gary have than Richard? _____

Maths problem solving

④ A mince which there mince

We also continue to use worded maths problems to ensure children get used to these sorts of problems. These problems also exercise a child's core skills.

Andrew percentage

100 cost? _____

much would

⑤ Pens cost 26p each and pencils cost 18p each. What is the cost of 4 pens and 6 pencils? _____

⑪ Write the sum of £6.73, 28p and £3.13. _____

⑥ Karl should be at work at 8.50am. Today he is 36 minutes late. What time does Karl get to work? _____

⑫ Mr Brown posts 8 parcels all of the same weight. The parcels altogether weigh 3kg. What is the weight of one parcel? _____

No.9. Alexander's school work for marking

In court, the district judge asked the victim of the attack what had happened.

"After

Spot the mistakes

minutes

because

that

district

Children often make lots of little mistakes when they write. These sheets are great fun and children really enjoy them. Their task is to get their red pen out and find all the mistakes. Children develop excellent self-checking and accuracy awareness by doing these sorts of activities.

because the next thing I knew I was on the ground and he had grabbed my wallet and run away. I received a nasty blow which left me dazed. Then someone heard my cries and took me to the police station."

How many mistakes in spelling or grammar did you spot?



Masculine and Feminine



| | | |
|--|---|---|
| Some nouns are masculine e.g. man | Some nouns are feminine e.g. woman | Some nouns are masculine or feminine e.g. baby |
|--|---|---|

Read the nouns in the columns below

| | | | | |
|--------|----------|-------------|-------------|------------|
| boy | uncle | cousin | son | child |
| mother | daughter | aunt | person | girl |
| father | toddler | grandfather | grandmother | grandchild |



Write these nouns in the box under these headings:

masculine

feminine

masculine or feminine

Masculine and Feminine

Another example of the breadth of grammar work we cover. This one focusses on masculine and feminine nouns.



Write these sentences changing all the **masculine** nouns to **feminine** nouns:

1. My father has two sons.

2. The twin babies are brothers.

3. A king's son is called a prince.

4. The boy helped the old man across the road.

5. Grandfather Jones is my uncle's father.

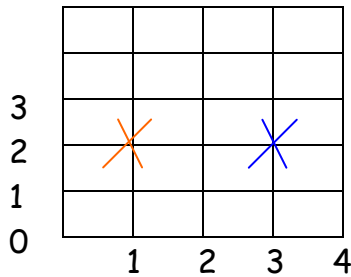
My name is _____ This is a **masculine/feminine** name.

Points from numbers

Coordinates Rule:

Go along the corridor then up the stairs!

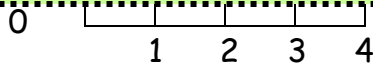
Or: Read the bottom number first then the numbers up the side.



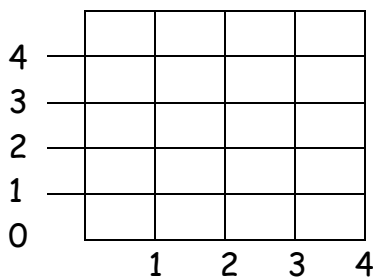
Orange X marks the point (1,2)
Blue X marks the point (3,2)

Points from Numbers

We include lots of core topic work to ensure children develop a deep knowledge of the subject. This sheet focusses on coordinates.



The name of the shape I have drawn is a.....



Mark these points with x
(0,4), (4,4), (4,1), (0,1)

Now join the points in order.
The name of the shape I have drawn is a.....

Use the squares to help you answer this question:

Which point makes a rectangle with (2,2), (2,4), and (4,4)?

Answer: (4,2) Try it please.

Mad Word Pictures

Colour in:

suddenly

Notice the three different colours:

sud den ly

- Draw a blue ring around the blue letters, a red ring around the red letters and a green ring around the green letters. Now shade in each ring in the same colour.
- Each colour is a separate sound. These sounds are called syllables.

How **Mad Word Pictures**

Write *We have identified a number of very difficult words that children often struggle to spell correctly. We have identified these sheets which focus on each word in turn. By putting a spotlight on these words we help to improve children's knowledge of them.*

- Write *Finish off these sentences. Make them interesting.*

1. I sud.....
2. They
3. We
4. My family



Can you spell suddenly?



YES I CAN!

Personal Statistics



What you need:

An adult to help you

A tape measure

- When you and your family are measuring please use metres (m) and centimetres (cm).

1. My height is _____
2. The length of my foot is _____

Notes

Span - the width of an expanded hand.



3. **Measurements**
4. _____
5. *We continue to try to bring topics to life through real world applications. Here is an example of that is using personal measurements.*
6. _____

7. _____ same system of measuring lengths and distances. It is called the metric system and was invented in France about 200 years ago. Scientists all over the world use this system because it can be divided up into hundredths of a metre which are called centimetres and thousandths which are called millimetres. A thousand metres are equal to one kilometre.
8. My waist is _____
9. My wrist is _____
10. My cubit is _____

Fun Exercises

- Compare your Height with your Reach (arms spread).
- What do you notice? _____
- Are your Height and Reach the same? _____
- Are you a Square? _____
- Check to see if two spans make one cubit. Yes/No
- According to the Bible, Goliath was a very big man measuring 6 cubits and one span in height.
- Using the nearest man to help you, how tall do you think that is in our measures? _____

$$100\text{cm} = 1 \text{ m}$$

$$1000 \text{ m} = 1 \text{ Km}$$

Confusing Words

Easy revision

You may be surprised to know that lots of children get these wrong. Not you though!



The man fell **off** his ladder.

Of and Off

Of

belonging to or from among.

For example:

This cup is part **of** the new tea set.

Off

away from or the opposite to on.

A branch fell **off** the tree.

Fill in the spaces:

1. The Prince _____ Wales

2. Take _____

3. A _____

4. _____

5. The _____

6. An _____

7. Two _____

8. _____ the pitch.

9. Time _____ day

To, too, two

To

Confusing words - Revision

The course is designed to bring back key items for regular revision on an on-going basis. This is an example of such an exercise looking at confusing words - an area children often make mistakes with.

1. _____ guy

2. Twenty _____

3. _____ pence

4. _____ and fro

5. _____ night

6. _____ morrow

7. _____ many cooks spoil the broth.

8. There were _____ eggs in the nest.

9. Mary thought she saw him _____.



He is now **off** to hospital.

You can always hear the ff in off!

VOLUME

Volume is the empty space inside a solid shape.

When you are asked to find the volume you have to measure this space inside it.

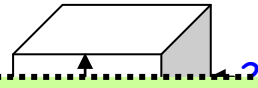
The easy rule to measure this is:

Length x **Breadth** x **Height**

To find the volume you apply this easy rule:

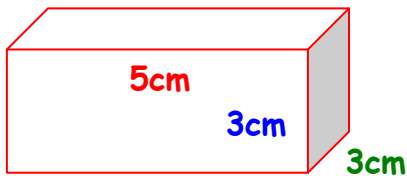
L x **B** x **H** = * cm³ → This shows the 3 dimensions

The volume of this cube = 2 x 2 x 2 = 8 cm³

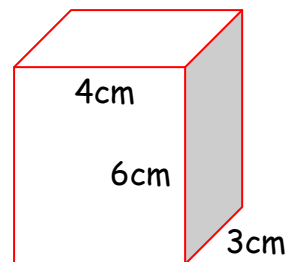


Volume

Here's a further example of how we improve a child's knowledge. Many books spend far too much time testing and not enough time (if any) on explanations. This sheet shows how we explain volume and how to calculate it.



Volume =
L X B X H = 5 x 3 x 3 = _____ cm³



Work this one out
without any help!

Answer: _____

More next week!



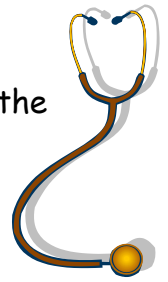
Answers: 45cm³ 72 cm³

Occupations



The people in **bold type** in the sentences use the objects listed at the bottom of the page.

Put the correct word beside the person who would use it. Use your dictionary if you are not sure.



1. The **blacksmith** hammered the metal on his _____

2. The **conductor** controlled the orchestra with her _____

3. The **mechanic** unscrewed the wheel nut with his _____

4. The **architect** drew a straight line using her _____

5. Around the **doctor's** neck hung a _____

6. The **tailor** cut out the cloth with some sharp _____

7. The **b**

Vocabulary development

8. The **c**

Through the course we help children develop a wide range of vocabulary. This sheet looks at vocabulary related to occupations.

9. The **s**

10. The **g**

11. The emergency **ambulance driver** switched on his _____

12. The **bird watcher** always had a closer view with his _____

13. The **tennis coach** taught her how to hold the _____

14. In mist, the **mountain guide** always used his _____

15. The **politician** wished to speak, and stepped up to the _____



| | | |
|------------|-------------|---------|
| cleaver | siren | spanner |
| anvil | rake | brush |
| binoculars | stethoscope | baton |
| scissors | microphone | scalpel |
| compass | ruler | racket |



Put a tick against the words you can spell.

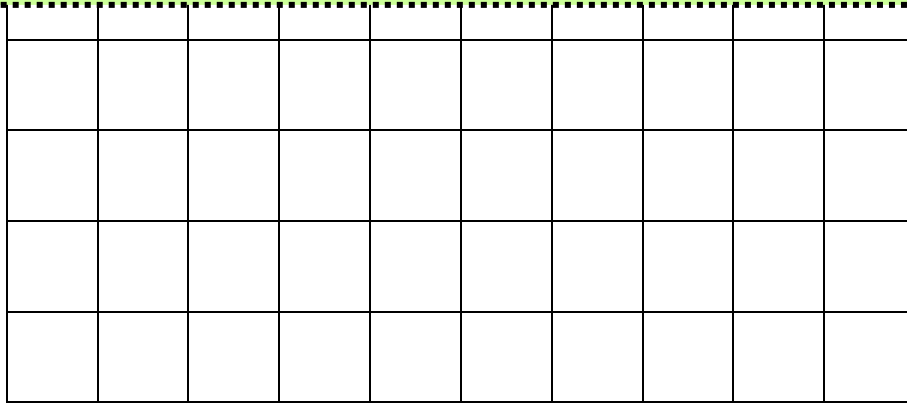
Area Challenge

On this grid of cm squares draw:

1. A square with an area of 16 square cm.
2. A square with an area of 9 square cm.
3. A rectangle with 3 squares wide and an area of 15 square cm.
4. A rectangle with an area of 21 square cm.

Area Challenge

Of course we continue to include revision throughout the course to keep skills fresh. Having introduced area to children before this an example of how we exercise their knowledge. We include lots of ongoing revision as we go on all sorts of other core topics.



Area is so
COOL!



Revision of Double Negatives

Exercise 1

| | |
|---|---------------------------------------|
| 1. I don't know nothing about it. | I don't know anything about it. |
| 2. Don't take no notice of him. | Don't take any notice of him. |
| 3. I ne nobod shop. | |
| 4. We nowh week | |
| 5. I coul my shoes nowhere. | shoes anywhere. |
| 6. You don't know nothing about tennis. | You don't know anything about tennis. |

Answers

All questions have answers. Where a question needs a detailed answer then it is provided.

Exercise 2

1. X
2. ✓
3. ✓
4. X
5. X
6. X
7. ✓
8. X

Revision- Types of Nouns

Exercise 1

| Common | Proper | Collective | Group | Abstract |
|--------|--------|-------------|-------------|----------------|
| laptop | Norway | a litter of | letters | justice |
| bird | Clara | a flock of | numbers | thoughtfulness |
| lamp | Aidan | a pride of | countries | compassion |
| dog | Wales | a swarm of | instruments | patience |

Exercise 2

1. colours
2. animals
3. letters
4. colours
5. counties

Spelling Patterns

they had sailed at a **PAINFULLY** slow pace and could not **EXPLAIN** it. They were **AFRAID** there was something wrong with their boat. Their early results had been excellent but now they were up **AGAINST** it and had only a **FAINT** chance of a medal place. This was the last race and they did not want to **FAIL**. The starter's gun boomed and the boats crossed the line and sped towards the first marker, slicing through the waves. The British boat **GAINED** the lead at the first buoy, but could they **MAINTAIN** it?

Exercise 2

1. Painful
2. Detain
3. Fail
4. Afraid

Exercise 3

1. Gain
2. Complain

ANSWERS - 9 YEAR COURSE - PART 93

Tables Test

| | | | | |
|----|----|-----|-----|-----|
| 45 | 25 | 63 | 49 | 4.5 |
| 12 | 18 | 0 | 36 | 7.9 |
| 18 | 81 | 35 | 108 | 5.1 |
| 72 | 96 | 121 | 36 | |
| 25 | 63 | 32 | 21 | |

In order, smallest first:

1.3

Answers

All questions have answers. Where a question needs a detailed answer then it is provided.

| | |
|-------|------------------|
| 80 | a/ 225cm b/507cm |
| 3.7m | 20 |
| 68 | 19m |
| £1.90 | 4 |

1.6
1.9
7.9
8

Maths Problem Solving

| | | |
|----|-------|------|
| 16 | | 8.4 |
| | 5/12 | 8.5 |
| 18 | | 10.1 |
| | £2.70 | 10.9 |

50%

Capacity

70%

Exercise 1

182

| | |
|----------|-------------------------|
| 405g | 1 2 |
| 2l 640ml | 2 4 |
| 39cm | 3 750ml, 1250ml, 1500ml |
| | 4 250ml, 500ml |
| | 5 4, 2.5, 2 |

Decimals

Exercise 2

| | | |
|-----|------|------|
| 0.3 | 1000 | 3500 |
| 0.5 | 4000 | 5500 |
| 0.2 | | |
| 0.7 | 250 | 1750 |
| 0.9 | | |

Exercise 3

| | | |
|-----|-----|-----|
| 1.7 | 750 | 450 |
| 3.3 | | |