

Example 5B (Comparison Concept II)

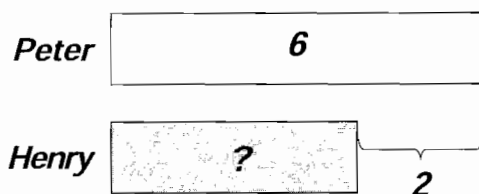
Solve the problem.

Peter has 6 toy cars.

Henry has 2 fewer toy cars than Peter.

How many toy cars does Henry have?

Step 1 Represent the information using model.



Thinking Mathematically

Who has *fewer* toy cars?

Ans: Henry

Who gets the shorter bar?

Ans: Henry

To find the value of the shorter bar, we subtract.

Step 2 Write the number sentence.

$$6 - 2 = 4$$

Step 3 Write the answer statement.

Henry has 4 toy cars.

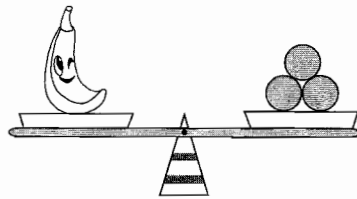


Restate The Problem

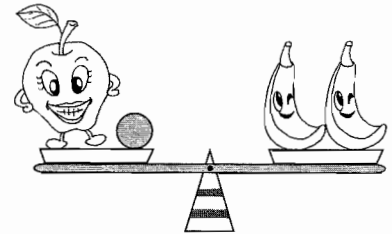
Example 11

Find the mass of the apple. (Each ● stands for 1 unit.)

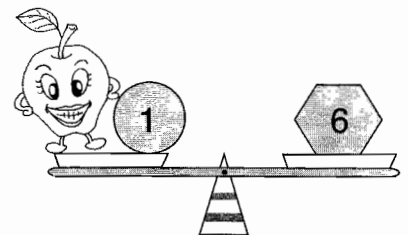
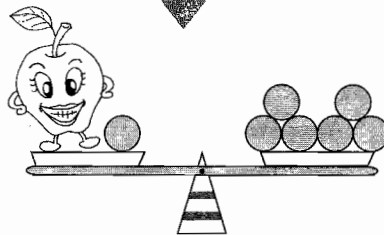
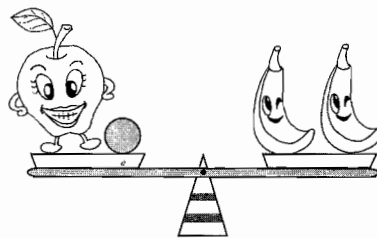
banana



apple



Step 1 Use replacement concept to restate the problem.



$$\underline{5} + 1 = 6$$

Step 2 Write the answer statement.

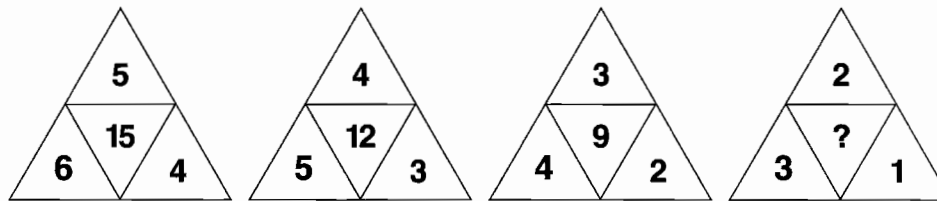
The mass of the apple is 5 units.



Solve the problems. Show your working and statement clearly.

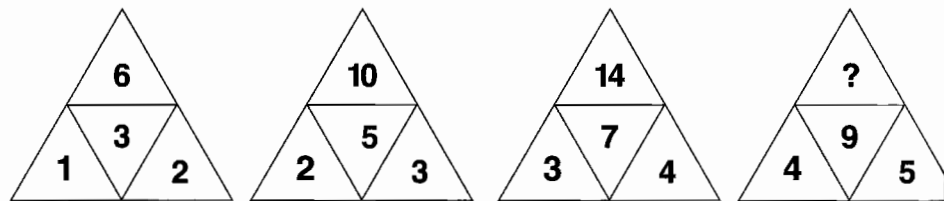
1. Find the missing numbers.

(a)



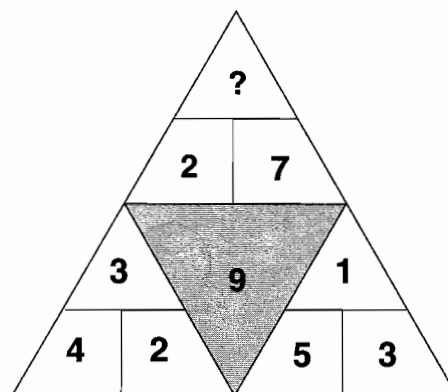
The missing number is _____.

(b)



The missing number is _____.

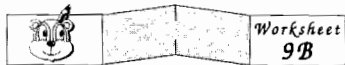
2. Find the missing number.



The missing number is _____.

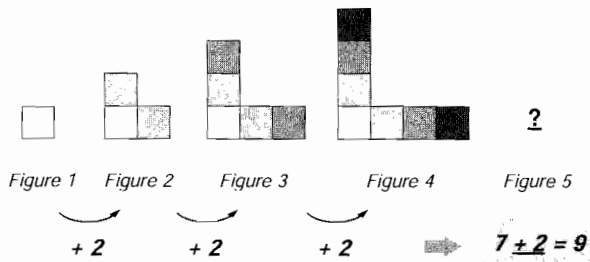
Unit 9 Look For Pattern II (Shapes)

Worksheet 9B, page 63



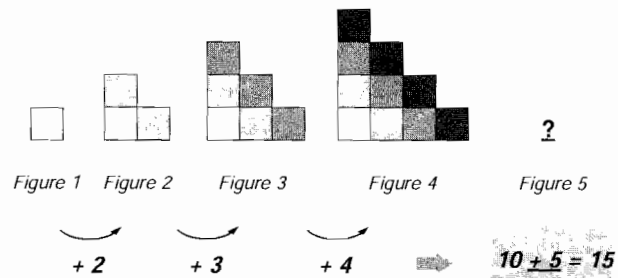
Solve the problems. Show your working and statement clearly.

1. How many squares are needed to build Figure 5?



9 squares are needed to build Figure 5.

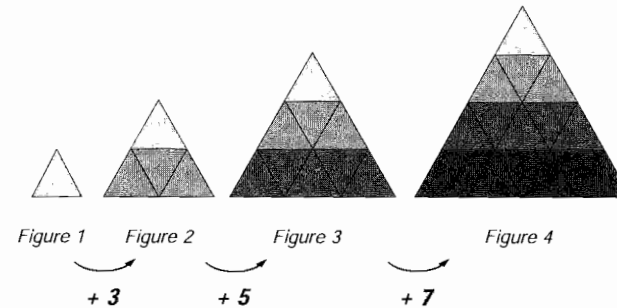
2. How many squares are needed to build Figure 5?



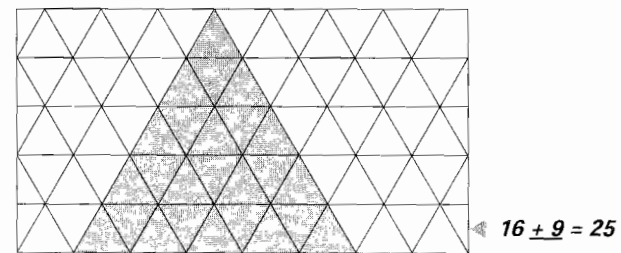
15 squares are needed to build Figure 5.

Worksheet 9B, page 64

3. How many \triangle s are needed to build the next figure?



Colour the next figure in this pattern below.



25 \triangle s are needed to build the next figure.