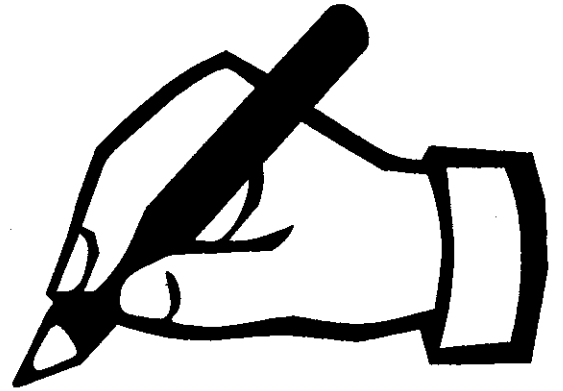


Name: _____

Module
20

Maths



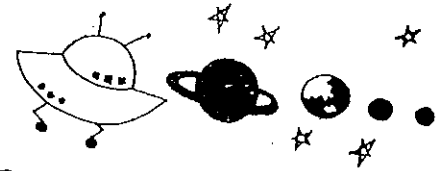
Greater than



Less than



Compare the numbers and use $>$ or $<$ to complete the number sentences.
Colour the sections with the "is greater than" symbol in red.
Colour the sections with the "is less than" symbol in blue.



781 ... 749

157 ... 160

5323 ... 5303

503 ... 530

572 ... 752

6438 ... 3489

347 ... 473

6509 ... 6507

5648 ... 8465

579 ... 597

259 ... 592

658 ... 856

316 ... 327

243 ... 342

3710 ... 3709

765 ... 967

406 ... 305

2421 ... 2329

773 ... 758

684 ... 682

9110 ... 9101

658 ... 586

421 ... 412

294 ... 492

645 ... 846

352 ... 532

7265 ... 7625

672 ... 726

829 ... 928

9416 ... 9412

465 ... 564

971 ... 917

805 ... 850

1295 ... 2159

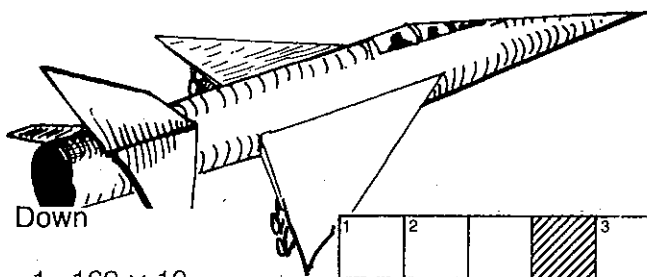
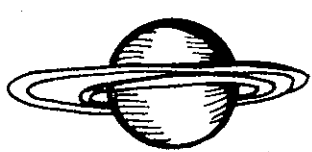
567 ... 576

6857 ... 8756

MULTIPLYING by 10

Pass each number through the multiply by 10 machines.

Solve the problems to complete the puzzle.



Across

Down

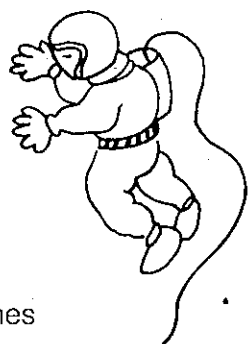
1. 15 ten cents = cents
3. 896×10
7. $6 \text{ cm} = \dots \text{ mm}$
8. 962×10
9. 2 tens
10. 408×10
11. 29×10
13. 150×10
15. $\$66 = \dots 10c$
16. 45×10
17. 464×10
18. 686×10
19. $58 \times 10 \times 10$
20. 90×10
21. 93×10
23. 56×10
24. 75×10
25. $90 \times 10 \times 10$

1. 162×10
2. $50 \text{ cm} = \dots \text{ mm}$
3. 86 tens
4. 928×10
5. 60×10
6. 296×10
8. 947×10
11. 266 tens
12. 904×10
13. 158 tens
14. 506×10
15. 648×10
16. 469×10
19. 530×10
21. 96×10
22. 40×10
23. 5×10
24. 7 tens

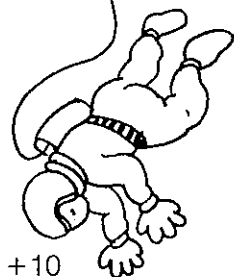
1	2		3	4	5		6
7		8				9	10
9		11				12	
	13	14		15			16
16		17					
18			19				20
20			21			22	
	23	24					
	25						

Write $>$, $<$ or $=$ to make the number sentences true.

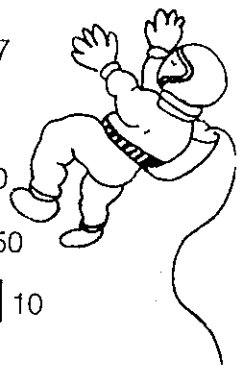
- 100 10 tens
- 150 cm 2 m
- 129c \$1.30
- 250 mL 2 L
- $\frac{7}{10}$ $\frac{5}{10}$
- 56 tens 56 ones



- $400 + 30 + 7$ 450
- 568 $500 + 70 + 8$
- 1000 $10 \times 10 \times 10$
- $300 + 7 + 90$ 379
- 9×9 $100 \div 2$
- 5×8 $10 + 10 + 10 + 10$



- 7.5 5.7
- 98 9.8
- 0.9 9.0
- 590 950
- $40 \div 5$ 10
- $\frac{8}{12}$ $\frac{3}{4}$



1. The farmer planted cabbages in rows of 10. If there were 275 rows, how many cabbages did he plant?

2. On packets of socks, it was stated "Contents 10 pairs". How many pairs of socks were there in 350 packets?

3. Multiply the two numbers in the shapes below.

Then match the products with the letters to answer the riddles.

What type of ships do vampires travel in?

780	1780	2660	2660	260

930	730	500	500	730	1780	500

What fruit do vampires eat?

2500	730	960	1530

1500	530	5000	1050	2500	730	500

How are vampires related?

1500	200	730	680

530	5000	730

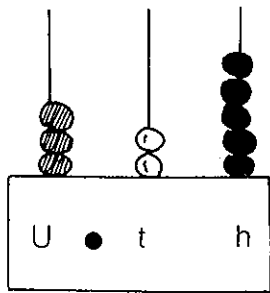
530	1780	1780

780	1780	2660	2660	260

780	5000	2660	1500	200	730	5000	500

DECIMALS

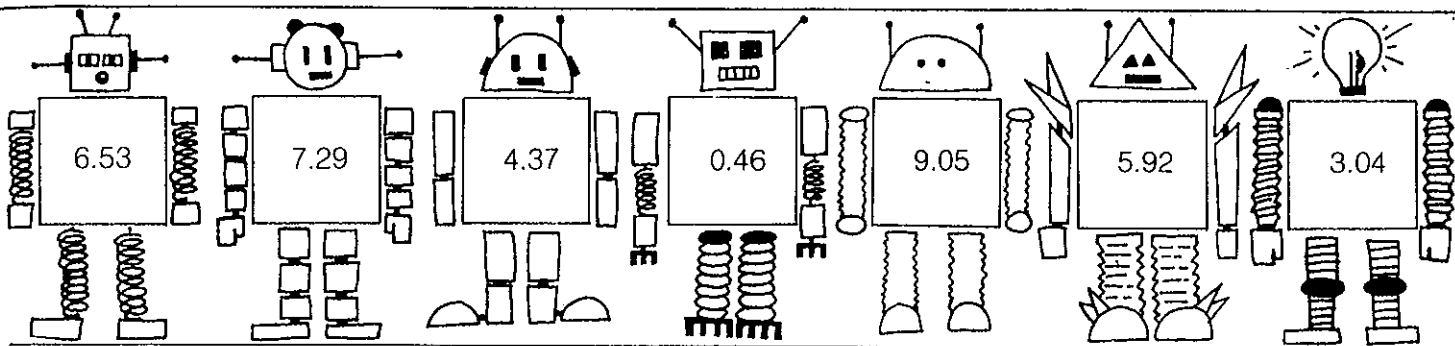
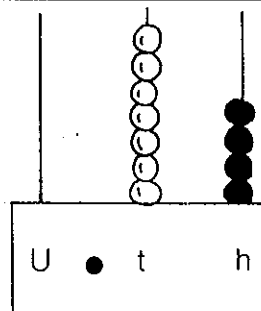
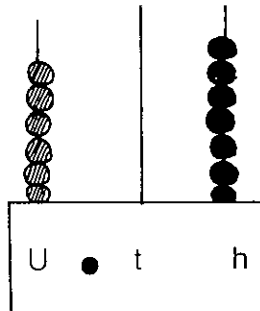
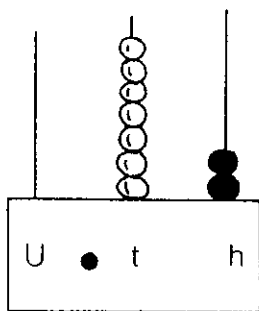
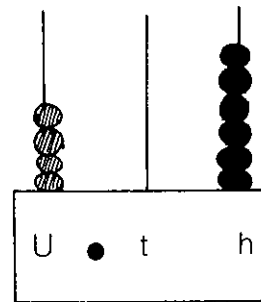
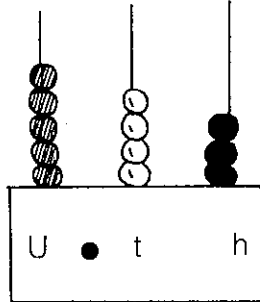
Write the decimal in expanded form, in words and as a numeral.



$$3 + 0.2 + 0.05$$

three decimal two five

$$3.25$$



Write the decimal with:

5 in the tenths place

the greatest digit in the hundredths place

the least value

the greatest value

9 in the units place

the least digit in the tenths place

3 in the hundredths place

4 in the units place

Write in expanded notation:

$$5.62 = 5 + 0.6 + 0.02$$

$$7.58 = \dots\dots\dots$$

$$10.24 = \dots\dots\dots$$

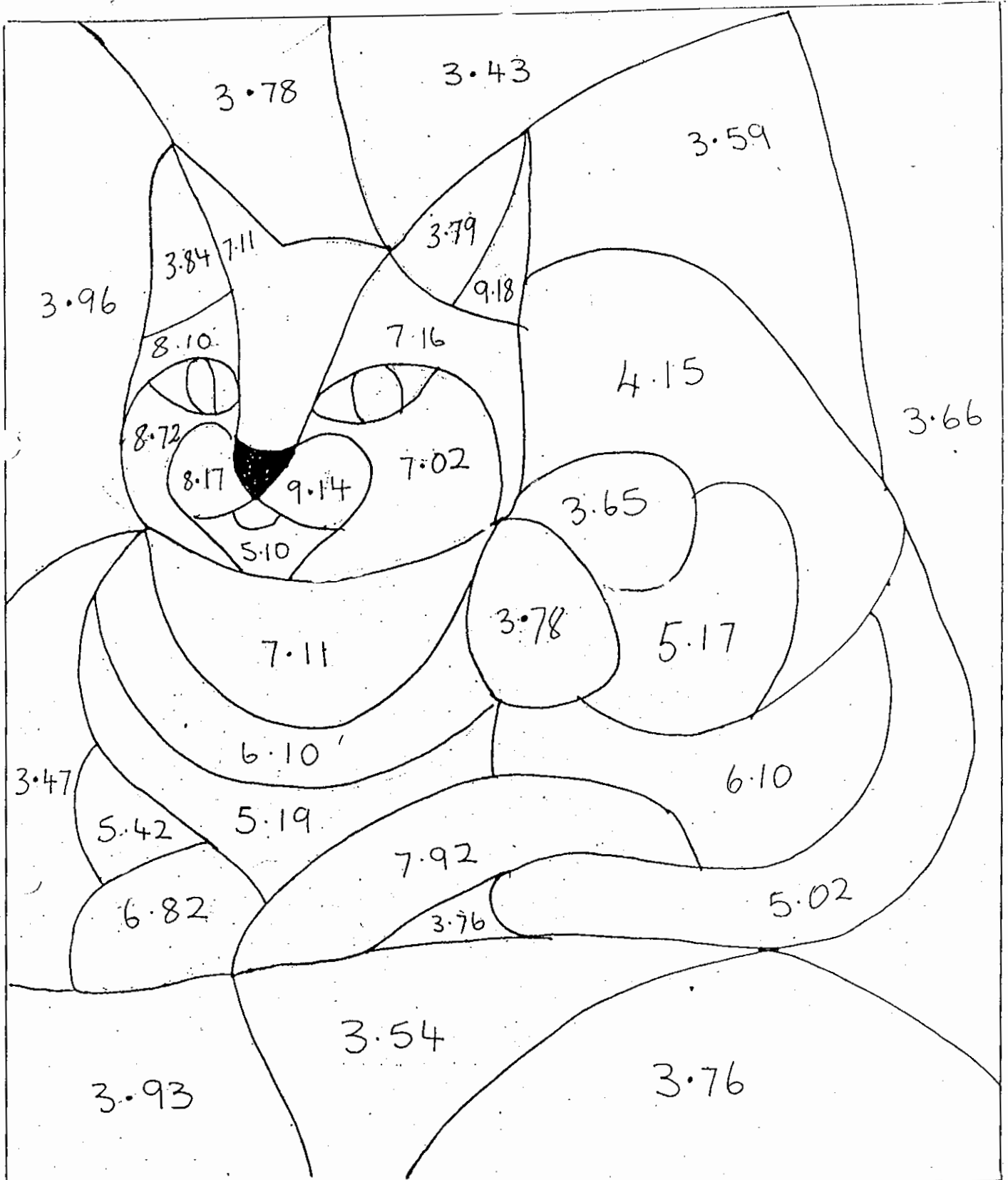
$$2.09 = \dots\dots\dots$$

$$31.60 = \dots\dots\dots$$

$$0.05 = \dots\dots\dots$$

$$2.96 = \dots\dots\dots$$

$$13.85 = \dots\dots\dots$$



Colour all numbers with
 1 in the tenths place light grey
 2 in the hundredths place black
 3 in the units place pink

more decimals

Write the decimals:

3 tens + 4 units + 8 tenths + 5 hundredths =

7 hundredths + 4 units + 3 hundredths =

5 units + 3 hundredths =

1 hundredth + 7 tenths + 8 tens =

0 tenths + 6 hundredths + 9 units =

1 tenth + 5 hundredths + 1 unit + 8 tens =

5 units + 2 tens + 0 hundredths + 4 tenths =

Write in words:

3.15

40.58

0.32

123.29

Write the numeral:

seven decimal five six

zero decimal one eight

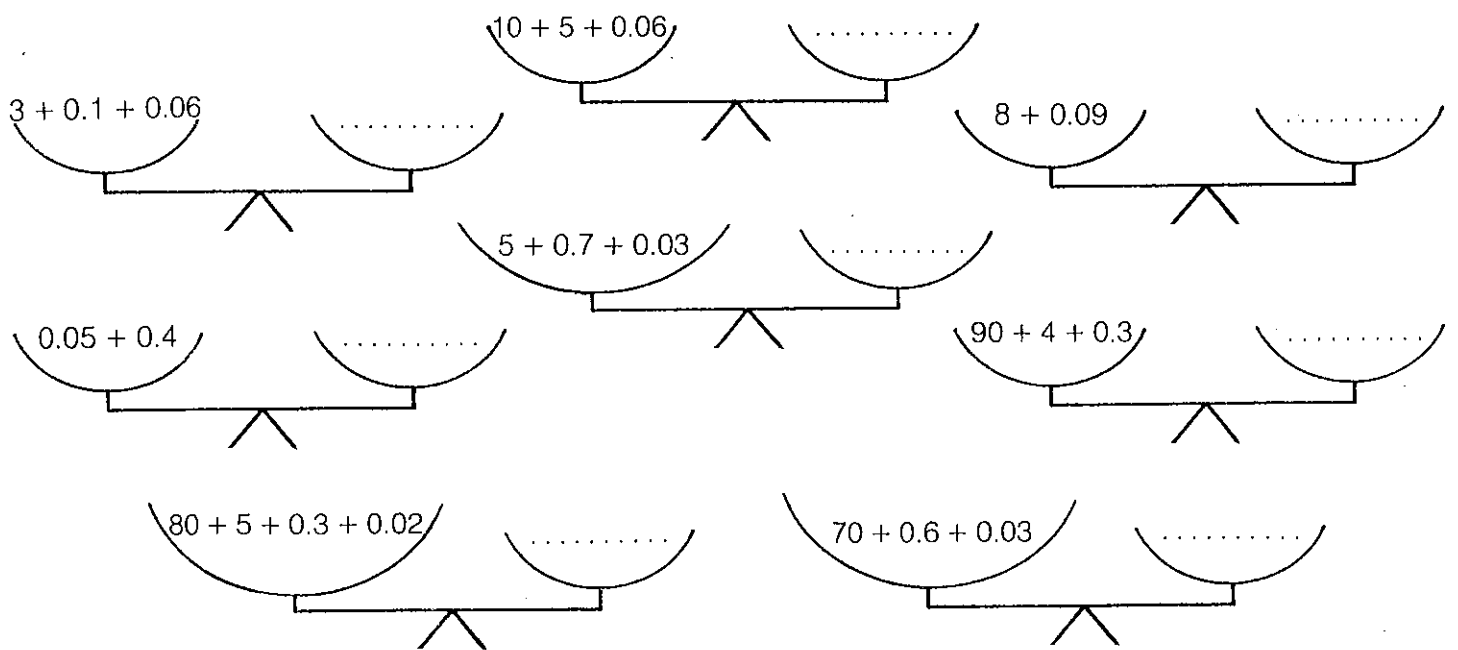
ninety-four decimal zero five

one hundred and two decimal five zero

sixteen decimal seven nine

eight decimal seven three

Write the decimals to balance the scales.



TRICK!

Write the decimals:

eighty-eight decimal eight eight

eighteen decimal eight one

eleven decimal one one

eighty-one decimal one eight

Turn the page upside down and read the decimals you have written.

What do you notice? Can you write other decimals which give the same result?

.....

- ① Write on the grid :
 - twenty-five decimal seven eight.
 - 10.32
 - .03

T	U	t	h

Ring the correct answers.

34.76 $\left\{ \begin{array}{l} \text{has 7 in the hundredths column} \\ \text{has 6 in the hundredths column} \end{array} \right.$

9.00 is one hundredth more than $\left\{ \begin{array}{l} 8.99 \\ 8.90 \end{array} \right.$

7.03 $\left\{ \begin{array}{l} \text{has zero tenths} \\ \text{has zero hundredths} \end{array} \right.$

5.63 is $\left\{ \begin{array}{l} 5 + 0.6 + 0.03 \\ 5 + 6 + 3 \end{array} \right.$

8.62 $\left\{ \begin{array}{l} \text{has 6 in the tenths column} \\ \text{has 2 in the tenths column} \end{array} \right.$

seven decimal five three is $\left\{ \begin{array}{l} 7.53 \\ 0.753 \end{array} \right.$

50 + 3 + 0.6 + 0.08 is $\left\{ \begin{array}{l} 5.368 \\ 53.68 \end{array} \right.$

3.57 is $\left\{ \begin{array}{l} 3 + \frac{5}{10} + \frac{7}{100} \\ 3 + 0.5 + 0.7 \end{array} \right.$

Another name for $\frac{7}{100}$ is $\left\{ \begin{array}{l} 0.07 \\ 0.70 \end{array} \right.$

Which is smaller? $\left\{ \begin{array}{l} 9.34 \\ 9.43 \end{array} \right.$

0.5 is equivalent to $\left\{ \begin{array}{l} \frac{5}{10} \\ \frac{5}{100} \end{array} \right.$

Which is larger? $\left\{ \begin{array}{l} 3.30 \\ 3.03 \end{array} \right.$

Another name for $\frac{67}{100}$ is $\left\{ \begin{array}{l} 0.67 \\ 6.7 \end{array} \right.$

Which is less? $\left\{ \begin{array}{l} 1.65 \\ 1.56 \end{array} \right.$

$\frac{85}{100}$ is equivalent to $\left\{ \begin{array}{l} 8.5 \\ 0.85 \end{array} \right.$

Which number is greater? $\left\{ \begin{array}{l} 27.3 \\ 2.73 \end{array} \right.$

Write the numbers.

<p>1.89 $\left\{ \begin{array}{l} \text{one more} \\ \text{one tenth more} \\ \text{one hundredth more} \end{array} \right.$ $\left[\quad \right]$</p>	<p>13.62 $\left\{ \begin{array}{l} \text{ten more} \\ \text{one tenth more} \\ \text{one hundredth less} \end{array} \right.$ $\left[\quad \right]$</p>
<p>7.90 $\left\{ \begin{array}{l} \text{one less} \\ \text{one tenth more} \\ \text{one hundredth less} \end{array} \right.$ $\left[\quad \right]$</p>	<p>8.08 $\left\{ \begin{array}{l} \text{one tenth less} \\ \text{one tenth more} \\ \text{one hundredth less} \end{array} \right.$ $\left[\quad \right]$</p>
<p>0.35 $\left\{ \begin{array}{l} \text{one more} \\ \text{one tenth less} \end{array} \right.$ $\left[\quad \right]$</p>	<p>0.09 $\left\{ \begin{array}{l} \text{ten more} \\ \text{one tenth more} \end{array} \right.$ $\left[\quad \right]$</p>

Ladders

Climb down the ladders, adding or subtracting each rung. Ring the greatest answer.

1.23
+ 6.10
7.33
+ 1.04
+ 0.06
+ 1.37
+ 2.69

21.46
+ 6.37
+ 12.00
+ 23.76
+ 12.18
+ 11.76

93.43
- 10.5
- 8.43
- 12.68
- 17.53
- 9.2

76.87
- 7.58
- 16.37
- 8.69
- 21.34
- 7.06

15.68
+ 8.94
- 10.76
+ 35.59
- 18.36
+ 21.64

PUZZLE*Show your working-out underneath.*

19.42	4.23	0.73	6.31	7.86	35.84	4.49	59.38

35.84	42.45	4.23

4.23	35.84	59.38	2.18

1.08	91.17

19.42	91.17

$$13.18 + 6.24 = D$$

$$28.36 + 31.02 = S$$

$$64.80 - 56.94 = M$$

$$27.32 + 15.13 = R$$

$$20.00 - 19.27 = C$$

$$66.33 - 64.15 = Y$$

$$1.56 + 2.93 = L$$

$$70.42 - 69.34 = T$$

$$98.47 - 92.16 = I$$

$$12.36 + 23.48 = A$$

$$70.00 - 65.77 = E$$

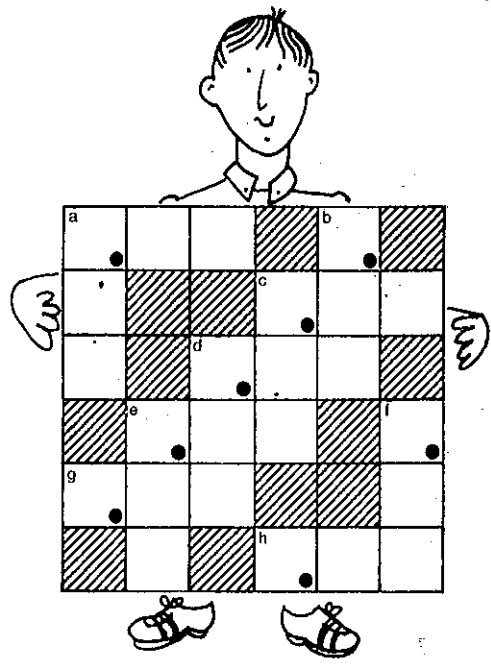
$$70.09 + 21.08 = O$$

Decimal + words!

Working out spaces

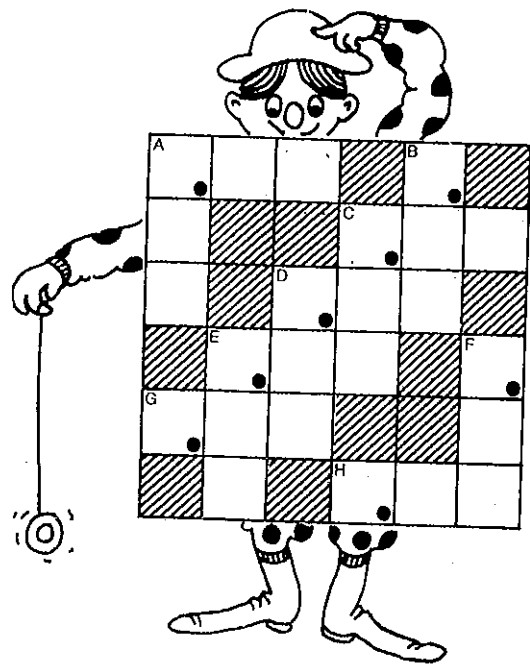
- Across
- a. $0.56 + 2.19$
 - c. $5.37 - 2.08$
 - d. $4.67 + 5.04$
 - e. $6.53 - 1.15$
 - g. $5.01 + 3.78$
 - h. $9.36 - 7.86$

- Down
- a. $5.63 - 2.86$
 - b. $6.15 + 2.06$
 - c. $8.36 - 4.58$
 - d. $4.67 + 4.72$
 - e. $6.24 - 0.52$
 - f. $2.36 + 1.74$



- Across
- A. $0.07 + 1.28$
 - C. $2.52 + 2.64$
 - D. $3.48 + 2.89$
 - E. $1.54 + 1.64$
 - G. $1.32 + 4.43$
 - H. $2.36 + 0.89$

- Down
- A. $1.53 + 0.23$
 - B. $0.54 + 1.63$
 - C. $4.67 + 0.71$
 - D. $3.27 + 2.88$
 - E. $1.13 + 2.59$
 - F. $2.07 + 1.28$



more long division or short?

Solve the division problems.

Find the answers in the box and write the matching words to decode the sentence.

		is				to				understand			mathematics									
6	)	2	7	5		9	)	4	3	7		4	)	3	6	7		6	)	4	7	9
		the				and				us			world									
8	)	3	9	7		5	)	3	9	8		6	)	5	9	3		7	)	6	2	8
		helps				us				around			fascinating									
7	)	9	6	4		6	)	8	4	3		8	)	9	0	8		4	)	7	6	9

..... 79R5	..... 45R5	..... 192R1	..... 79R3
..... 137R5	..... 140R3	..... 48R5	..... 91R3
..... 49R5	..... 89R5	..... 113R4	..... 98R5

Stages - Dividing

- Use short or long division

STAGES OF DEVELOPMENT FOR DIVISION OF THREE DIGITS BY ONE DIGIT WITH AND WITHOUT EXCHANGING

- Show all working out!

Stage 1.

Hundreds digit less than the divisor. Exchanging in tens place. No remainders.

$$237 \div 3 \quad 5 \overline{)135}$$

Stage 2.

As for Stage 1 with remainders.

$$275 \div 6 \quad 4 \overline{)337}$$

Stage 3.

Hundreds digit less than the divisor. No exchanging in the tens place. No remainders.

$$124 \div 4 \quad 3 \overline{)249}$$

Stage 4.

As for Stage 3 with remainders.

$$128 \div 3 \quad 5 \overline{)159}$$

Stage 5.

Hundreds digit a multiple of the divisor. Exchanging in tens place. No remainders.

$$642 \div 3 \quad 4 \overline{)856}$$

Stage 6.

As for Stage 5 with remainders.

$$685 \div 3 \quad 5 \overline{)579}$$

Stage 7.

Exchanging in hundreds and tens columns. No remainders.

$$334 \div 2 \quad 6 \overline{)978}$$

Stage 8.

As for Stage 7 with remainders.

$$525 \div 4 \quad 6 \overline{)896}$$

Stage 9.

Hundreds digit a multiple of the divisor. Zero tens in the dividend. No remainders.

$$609 \div 3 \quad 2 \overline{)806}$$

Stage 10.

As for Stage 9 with remainders.

$$409 \div 2 \quad 3 \overline{)907}$$

Stage 11.

Hundreds and tens digits multiples of the divisor.

$$638 \div 3 \quad 2 \overline{)285}$$

Stage 12.

All digits in the dividend a multiple of the divisor.

$$486 \div 2 \quad 3 \overline{)693}$$

Stage 13.

Zero in units place of dividend. No exchanging in tens place.

$$450 \div 3 \quad 2 \overline{)540}$$

Stage 14.

Hundreds digit a multiple of the divisor. Zero in tens and units places.

$$900 \div 3 \quad 4 \overline{)800}$$

Stage 15.

Zero in tens place in answer.

$$612 \div 3 \quad 2 \overline{)613}$$

Stage 16.

Zero in units place in answer. Remainders.

$$452 \div 3 \quad 4 \overline{)563}$$

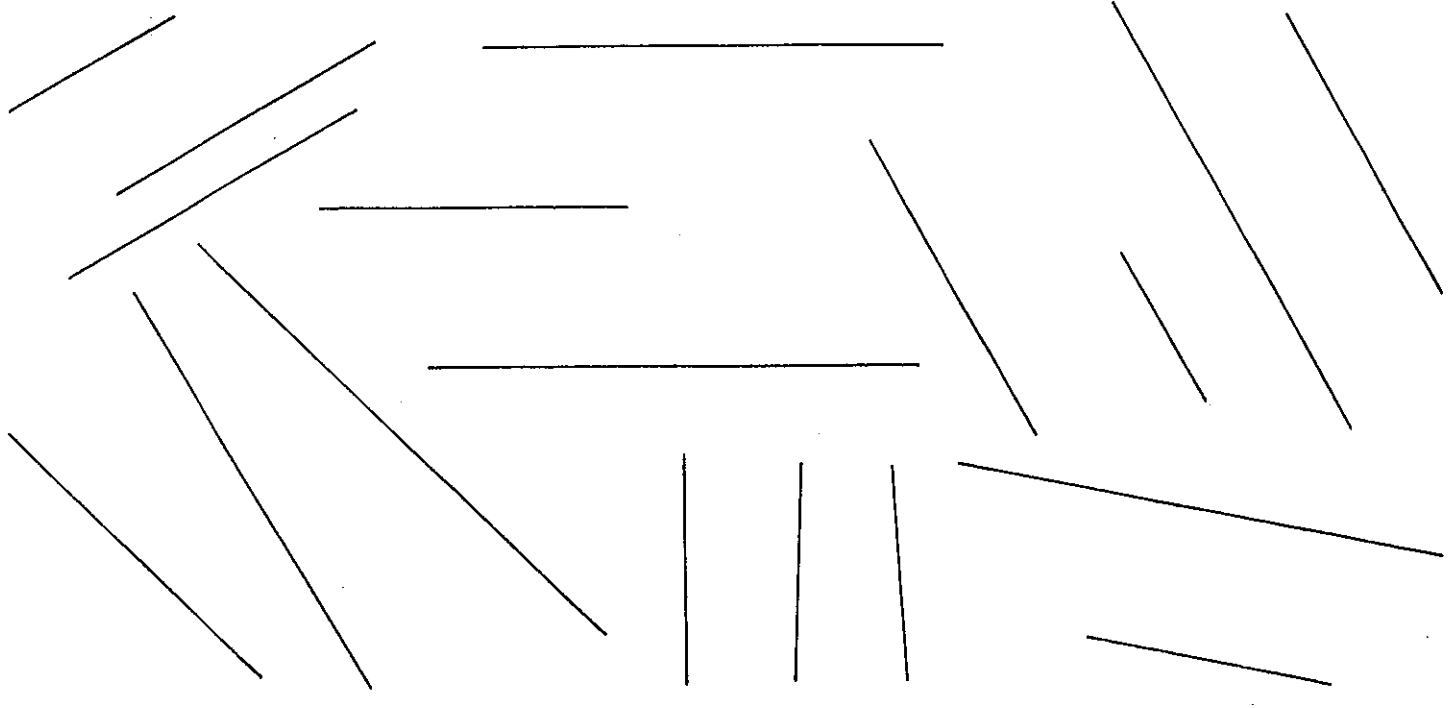
Stage 17.

Zero in tens and units place in answer. Remainders.

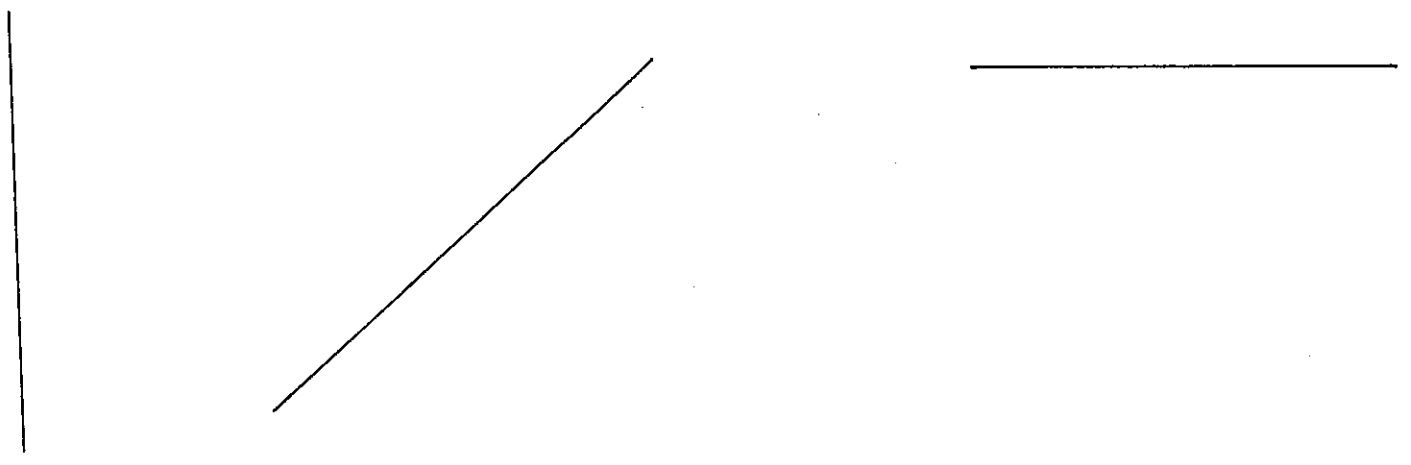
$$601 \div 3 \quad 4 \overline{)802}$$

Set Square = Geoliner

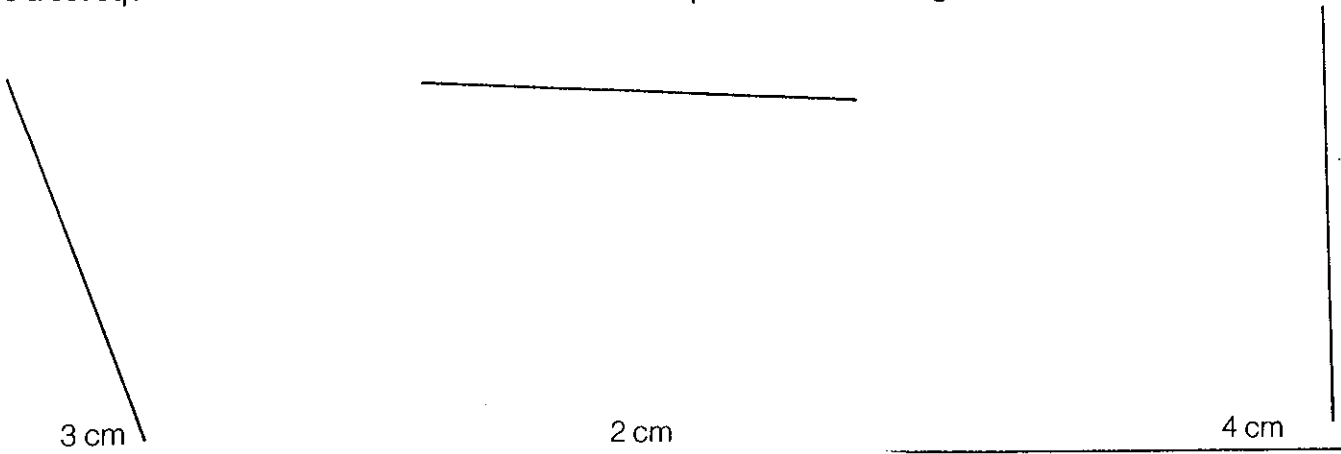
Use a ruler and a set square to test which of the lines are parallel.
Trace each set of parallel lines using a different colour.
Use a set square to measure the distance between each pair of parallel lines.
Record the distance between the lines to the nearest centimetre.



Use a set square and a ruler to construct a line parallel to each of the following.

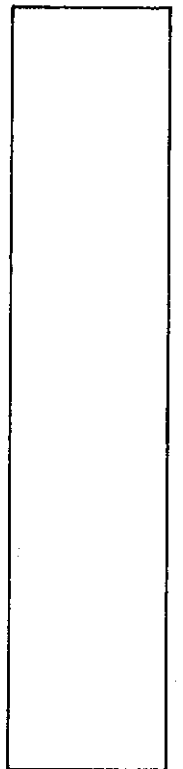
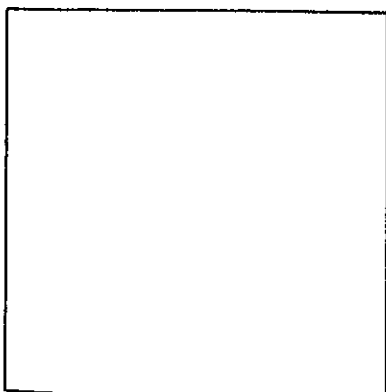
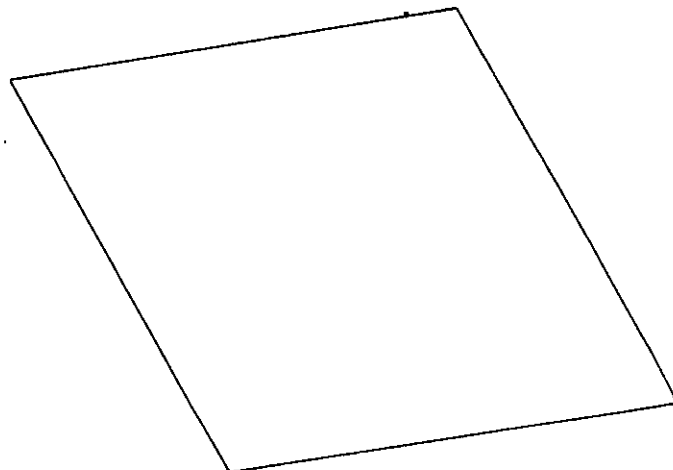
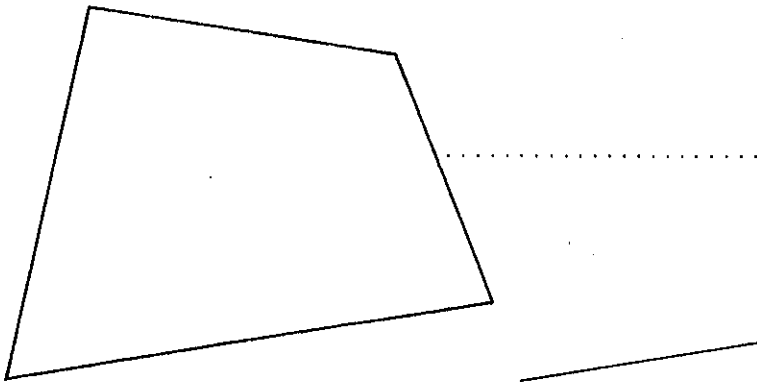
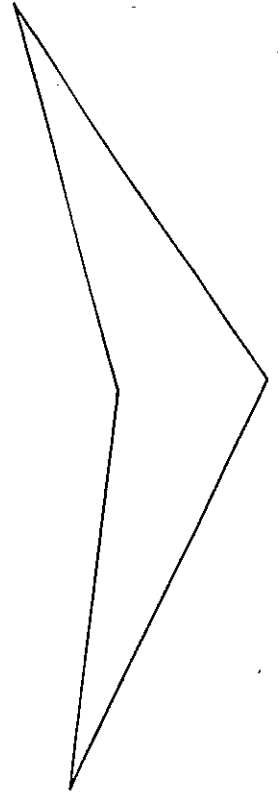
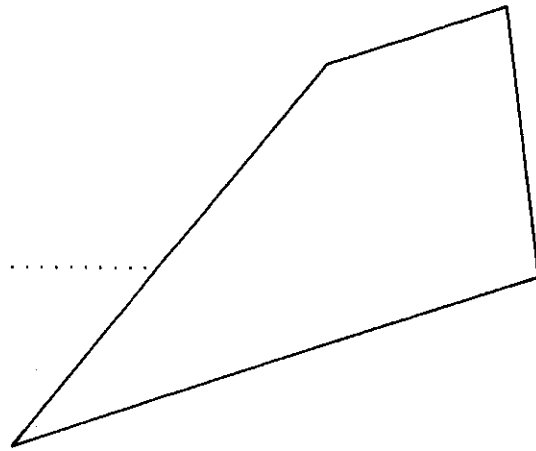
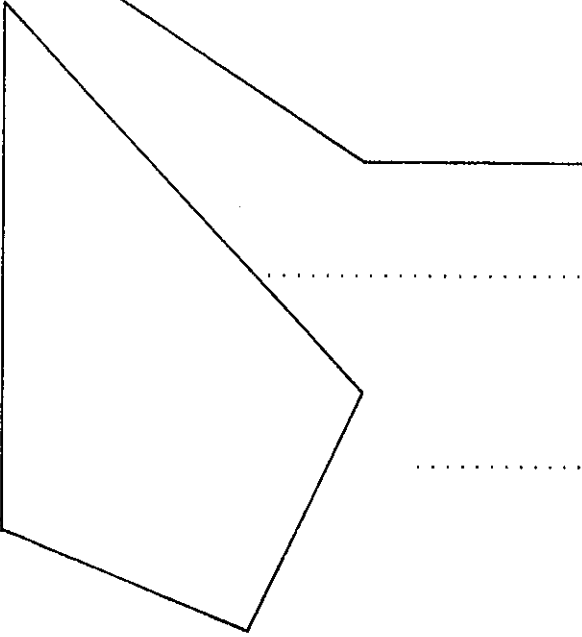
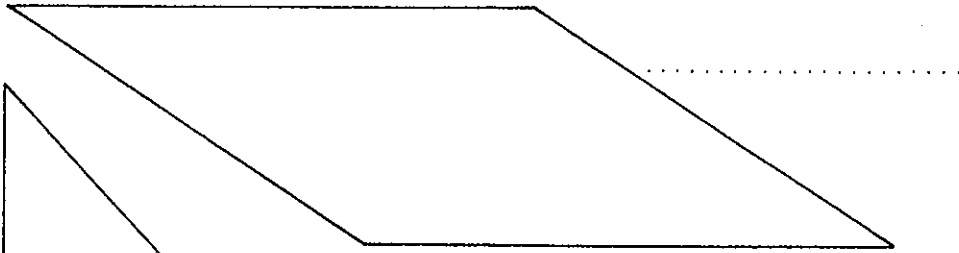


Use a set square and a ruler to construct lines which are parallel to, and the given distance from each line.



Quadrilaterals

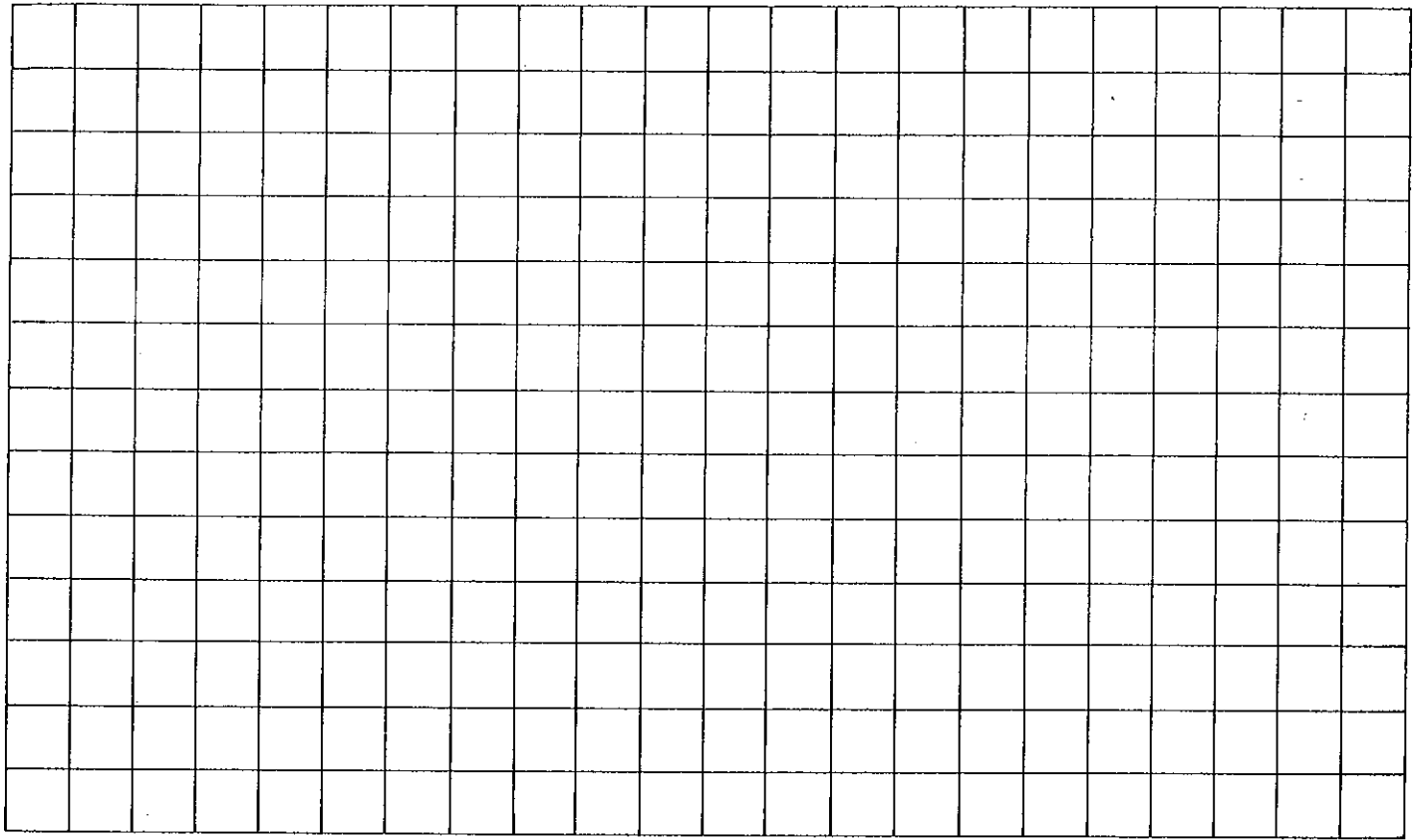
A quadrilateral is
Name each quadrilateral.
Rule all the diagonals of each quadrilateral.
Use a red pencil to rule all the lines of symmetry for each quadrilateral.



Constructing Quadrilaterals

-Using only a ruler.

Use a ruler to draw a rectangle, an arrowhead, a parallelogram, a trapezium, a kite, a rhombus, a square and a quadrilateral with no special features, on the grid. Label each quadrilateral.



Use a ruler to construct the following quadrilaterals.

Parallelogram

Trapezium

Quadrilateral with no special features

Constructing Quadrilaterals^{20 5 50}

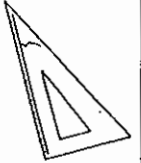
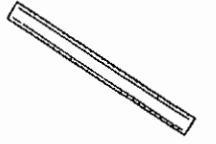
- Using a ruler and a set-square.

Use a ruler and set square to construct the given quadrilaterals.

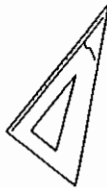
Rectangle, sides 4 cm and 6 cm



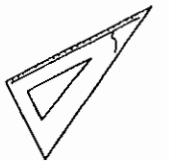
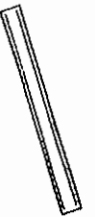
Square, sides 5 cm



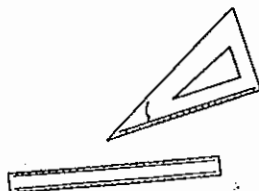
Rhombus, sides 5 cm



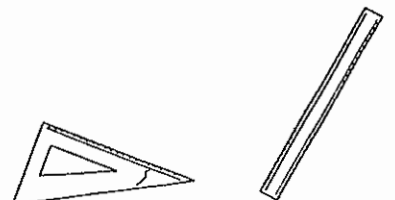
Parallelogram, sides 5 cm and 6 cm



Trapezium, parallel sides 4 cm and 6 cm

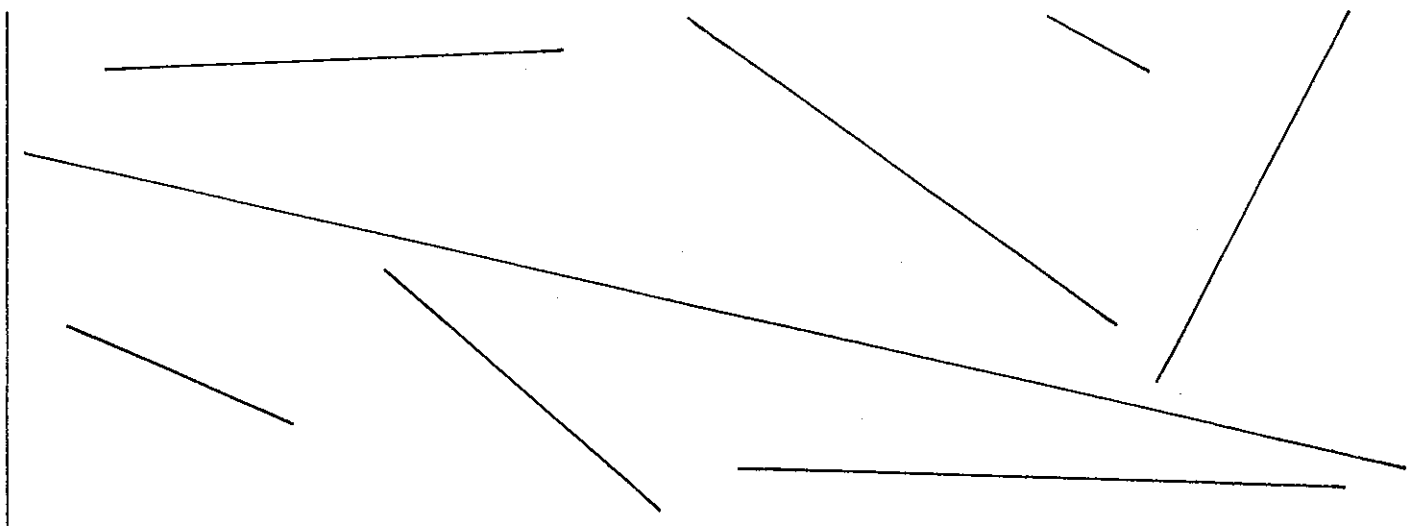


Quadrilateral with one right angle only

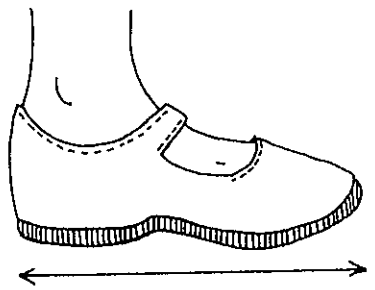
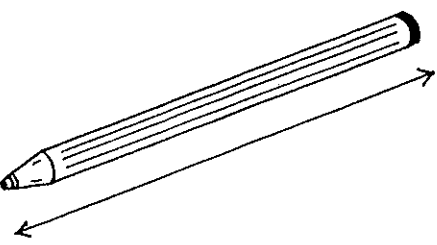
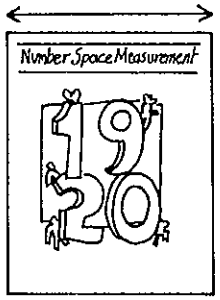


Millimetres - mm

Estimate and then measure the length of each line in millimetres.
Write your estimate in red and your measurement in blue next to each line using the symbol for millimetres.



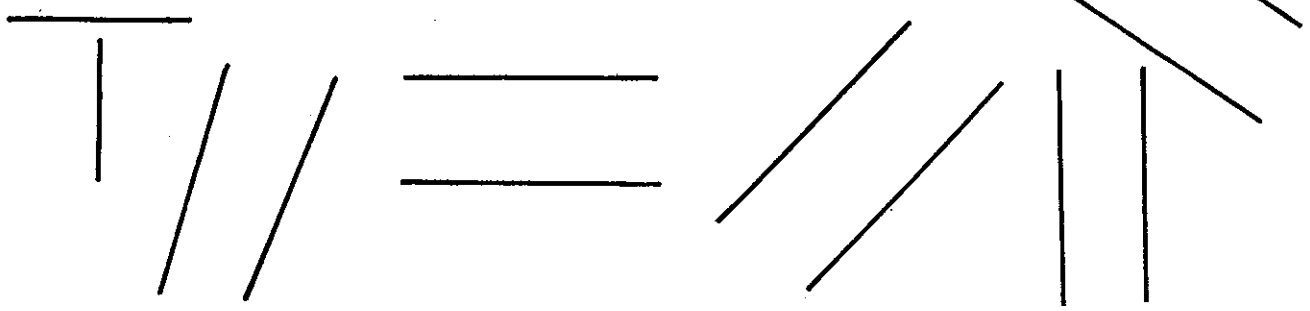
Match an object to each picture.
Estimate and then measure each length in millimetres.
Record your estimates and measurements in the spaces provided.



Estimate	Estimate	Estimate
Measurement	Measurement	Measurement

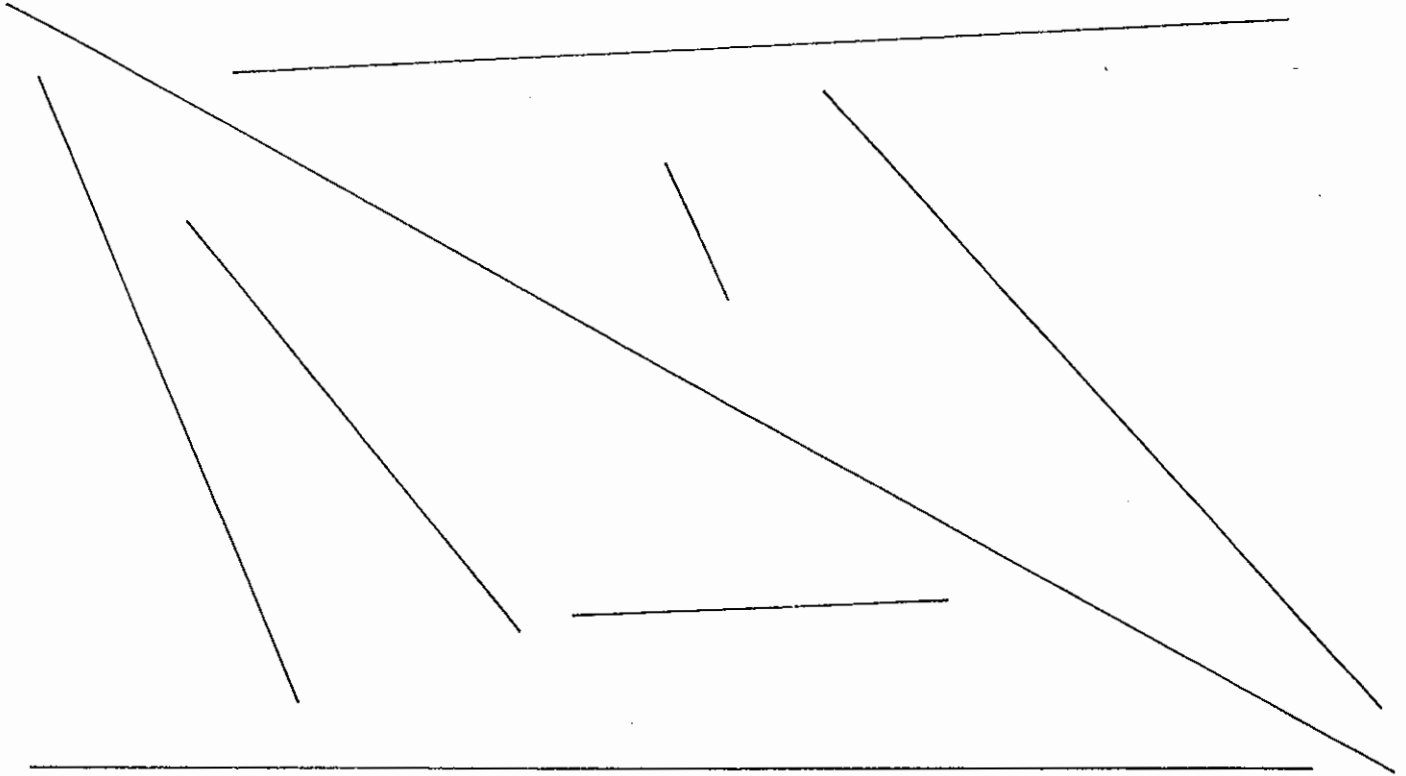
Rule and label lines 64 mm, 41 mm, 17 mm, 6 mm and 38 mm long.

Use a ruler and a set square. Test whether each of the following pairs of lines are parallel.

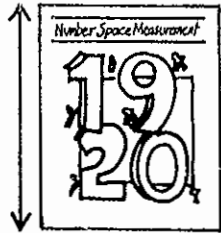


cm = m

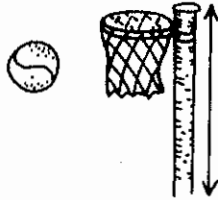
Measure and label each line in centimetres.
Convert your answers to metres and record beside the lines.



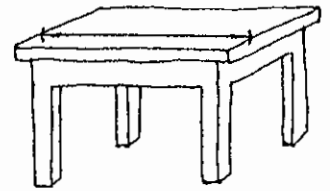
Match an object to each picture.
Estimate and then measure each length in centimetres.
Convert your estimates and measurements to metres.



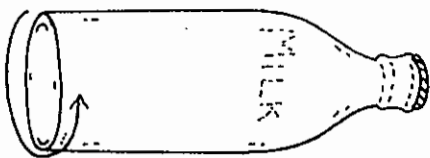
Estimate cm
Estimate m
Measurement cm
Measurement m



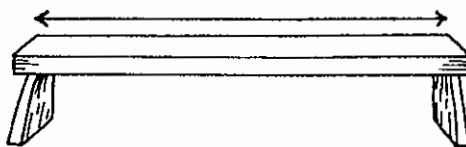
Estimate cm
Estimate m
Measurement cm
Measurement m



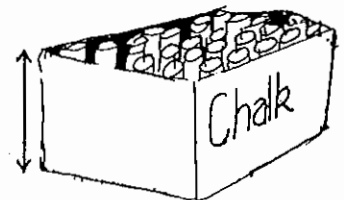
Estimate cm
Estimate m
Measurement cm
Measurement m



Estimate cm
Estimate m
Measurement cm
Measurement m



Estimate cm
Estimate m
Measurement cm
Measurement m



Estimate cm
Estimate m
Measurement cm
Measurement m

cm = m

Complete each relationship. Add each group of answers to give a total number of metres.
Join the dots in order as follows: 13.63 m to 6.13 m to 5.32 m to 14.25 m to 23.47 m to 17.62 m to 16.07 m to 11.54 m to 13.63 m to 20.30 m to 5.32 m.
Now join 23.47 m to 5.77 m to 16.07 m.

380 cm =m
163 cm =m
6 cm =m
64 cm =m
Total .....m

416 cm =m
10 cm =m
983 cm =m
16 cm =m
Total .....m

100 cm =m
15 cm =m
460 cm =m
2 cm =m
Total .....m

471 cm =m
968 cm =m
88 cm =m
820 cm =m
Total .....m

8 cm =m
12 cm =m
462 cm =m
50 cm =m
Total .....m

Total .....m
719 cm =m
500 cm =m
105 cm =m
283 cm =m

Total .....m
864 cm =m
40 cm =m
150 cm =m
309 cm =m


Total .....m
80 cm =m
600 cm =m
101 cm =m
9 cm =m
1000 cm =m
240 cm =m

Total .....m
141 cm =m
43 cm =m
587 cm =m
297 cm =m
79 cm =m
7 cm =m


Total .....m
3 cm =m
492 cm =m
68 cm =m
987 cm =m
1 cm =m
211 cm =m

Money \$ and ¢


Write each price in words.

 \$86.50

.....

 \$97.89


.....


 \$64.09

.....


















Write each price using the dollar symbol.

 Fifty-five dollars and ninety-seven cents

 Ninety-four dollars and eighty-five cents


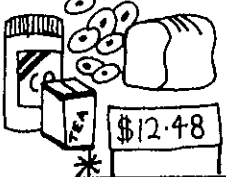





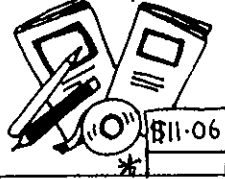
 Seventy dollars and thirty cents

Put out the least number of coins and notes needed to match each price. **Round each price first to 5¢!*
Write the number of each type of coin and note tendered on the chart.

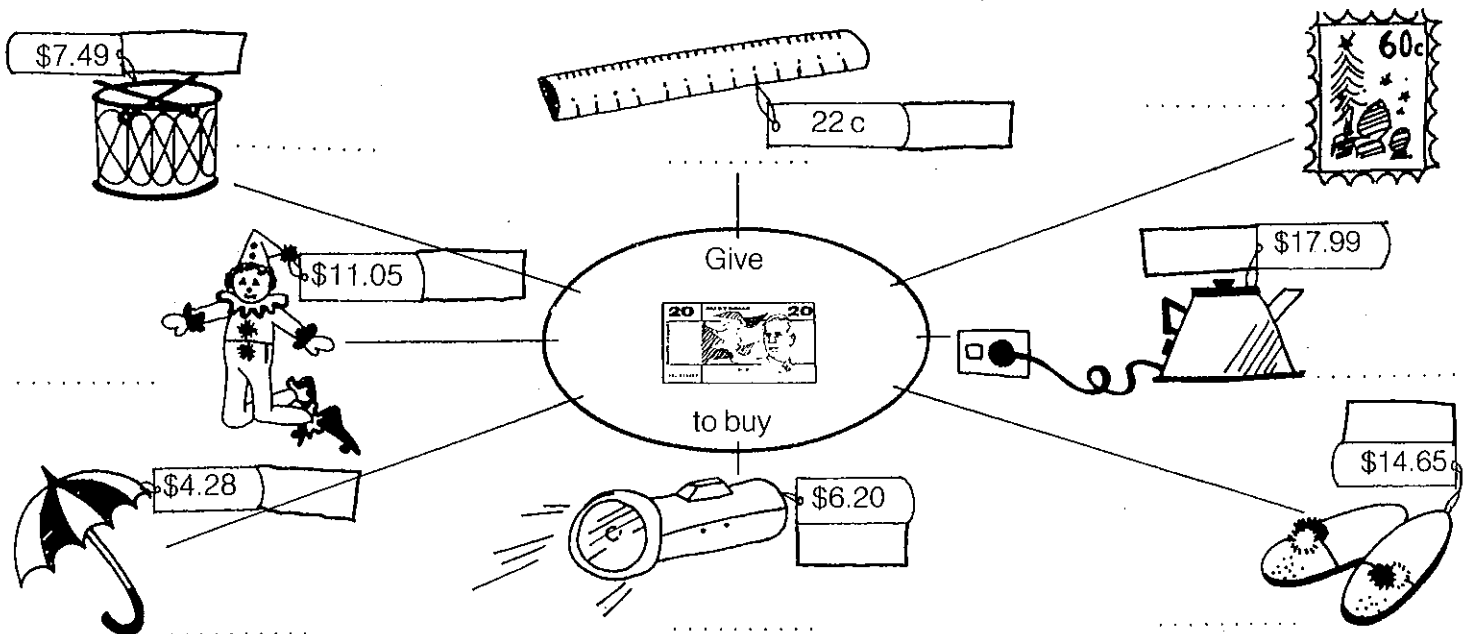
Items								
Notes and Coins	\$46.48	\$37.70	\$19.98	\$40.57	\$25.95	\$28.76	\$43.18	\$32.89
								
								
								
								
								
								
								
								
								

more money!

Complete the chart.

Give	To Buy	The Shopkeeper Gives Change Saying	Total Change
	<p>* Round each price off first!</p>		.....
		
		
		

Write the change from \$20 next to each article. * Round each price to nearest 5c first!

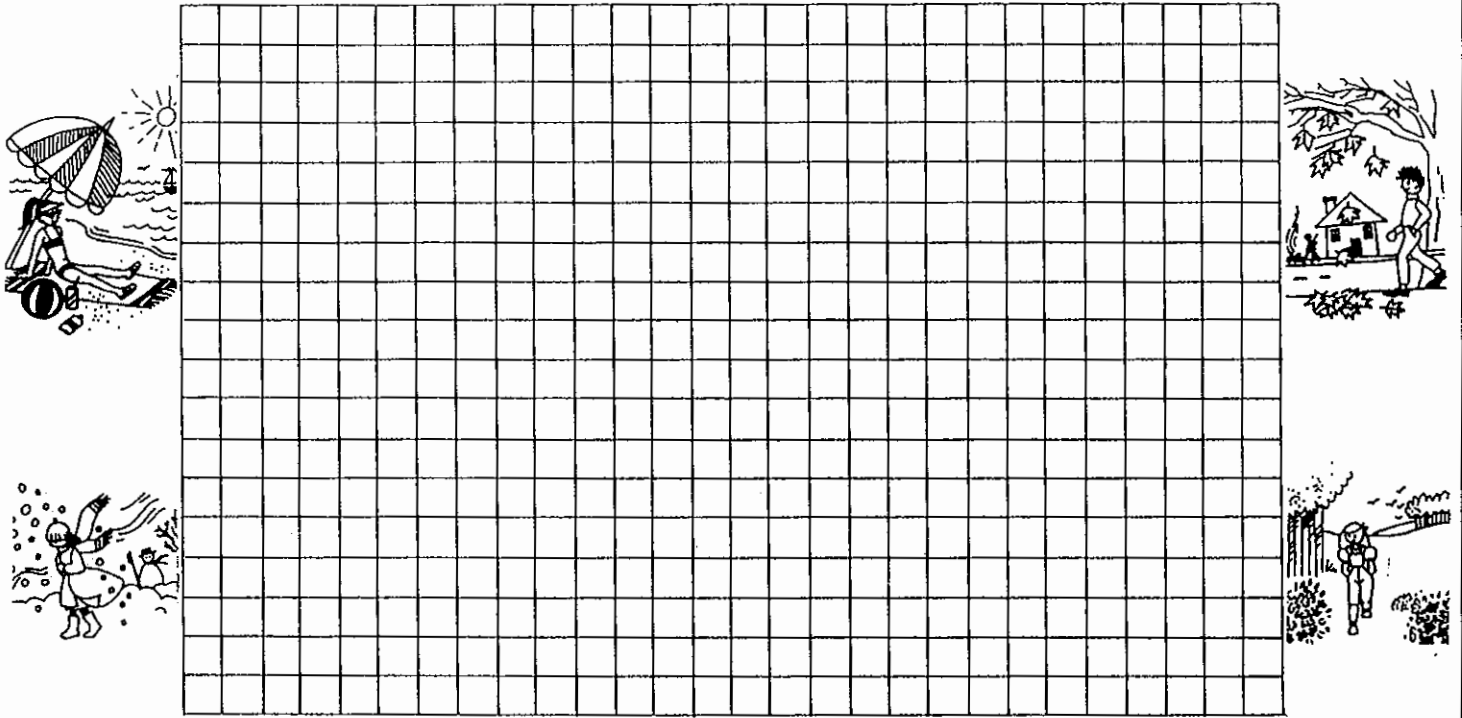


Graphing { Column bar

Construct a column graph to show the information recorded on the table.

Average Minimum Temperatures Each Month for Adelaide

Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
30°C	29°C	27°C	23°C	19°C	16°C	15°C	16°C	19°C	22°C	25°C	28°C



Construct a bar graph to record canteen sales for this week.

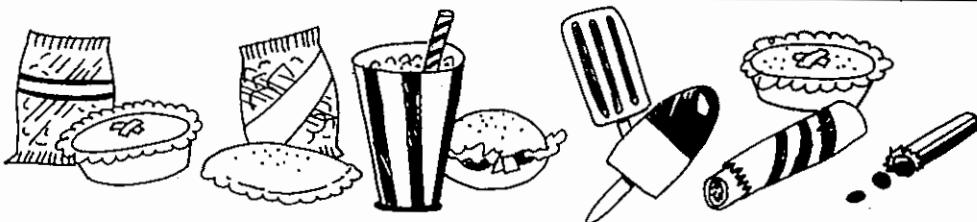
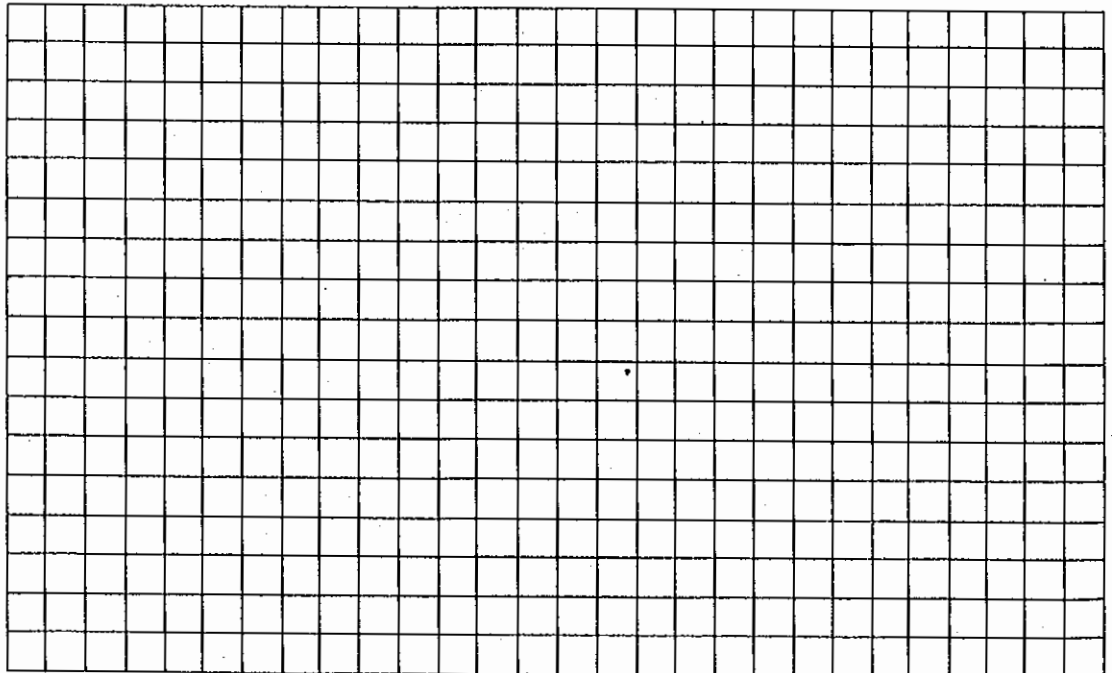
Monday — \$185

Tuesday — \$117

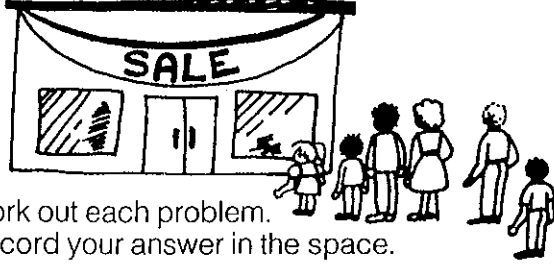
Wednesday — \$130

Thursday — \$94

Friday — \$178



Let's go Shopping!



Work out each problem.
Record your answer in the space.

1. Maria bought a kite and a drum. Altogether she spent
2. Marilyn had \$9 and bought a kite. Her change was
3. Michael ordered a soccer ball, a ruler and two pencils. His bill came to
4. Luigi paid for a teddy bear, glue and three pens.
5. Neil had four \$2 notes and bought two sharpeners, six pencils and a ruler. He had left.
6. Shirley bought her two sons a drum each, totalling
7. Trevor bought his nephew a truck for his birthday. His change was \$1.40. He began with
8. Eddy spent \$9.53 on two items. He bought
9. spent the most.



money = Gift Shop

Work out each problem on the grid.
Write your answers in the spaces.



\$2.05

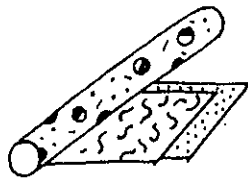


\$3.78



\$6.99

- Jean had \$9.03 in her bank account. She withdrew \$2.05 to buy a mug, and later that day deposited \$1.94. She now has in her account.
- Which costs more: a vase and a mug, or two candles? How much more?
- Norman bought a candle, a card, wrapping paper and a bow. Out of \$8 he had left.
- What is the difference between the cost of the mug and the cost of a bow?
- Peter had \$9.50. Alan borrowed \$3.98 and John borrowed \$2.75. Peter had left.
- Find the sum of the costs of a candle and a mug.
- Debbie has \$7. How much more will she need if she wants to buy a vase, a bow, a card and wrapping paper?
- Dianne spent \$4.68, \$3.19 and 7 cents at three different shops. Out of \$9 she had left.
- Katherine has a \$5 note, a \$1 coin, four 50c coins, six 20c coins and a 1c coin. If she buys a vase she will have left.



70c



82c



\$1.63

Module 20 Extension 1

Draw lines to match the answers.

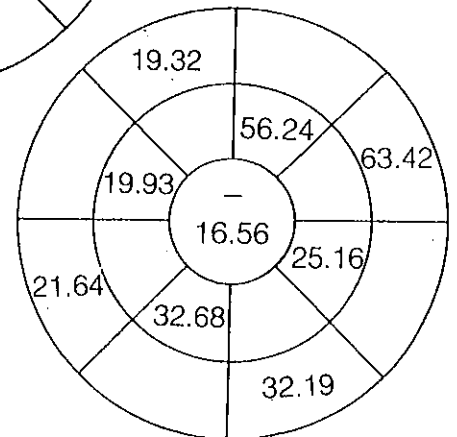
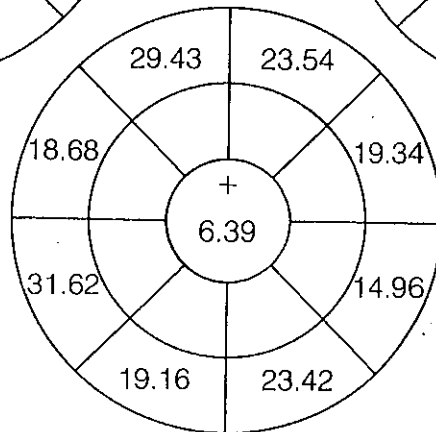
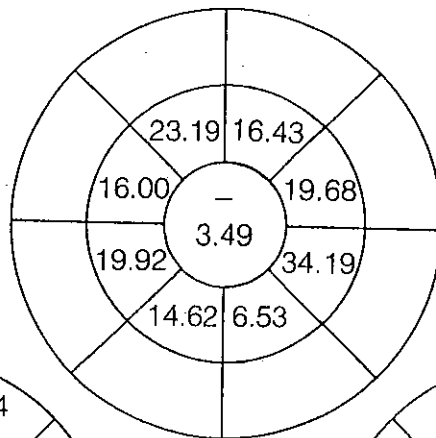
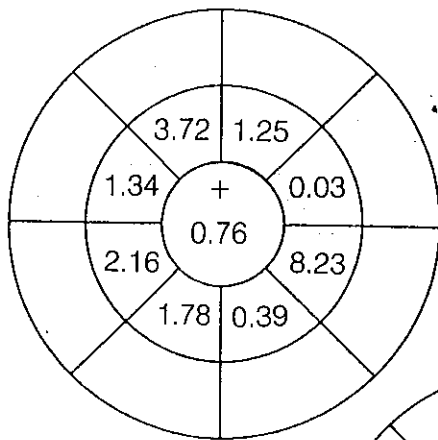
23.16 + 12.47
 29.01 + 60.09
 43.69 + 24.36
 62.14 + 20.16
 0.49 + 31.06
 3.74 + 0.19

31.55
 3.93
 68.05
 35.63
 89.10
 82.30

29.63 - 18.32
 46.89 - 21.06
 26.14 - 18.36
 96.04 - 34.62
 59.24 - 16.96
 53.00 - 27.94

25.83
 61.42
 42.28
 25.06
 7.78
 11.31

Complete the number wheels

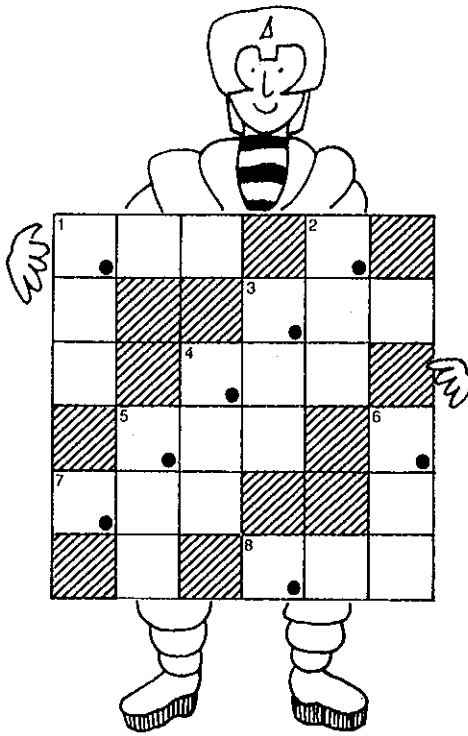


Across

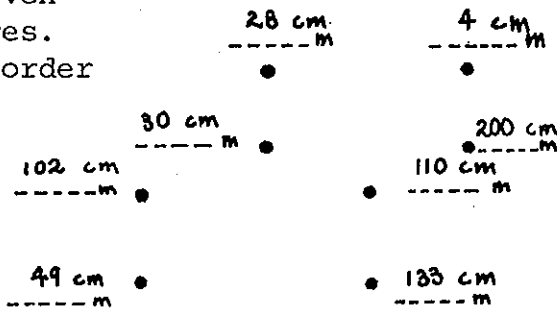
1. 5.52 - 1.47
3. 6.05 - 3.87
4. 5.23 - 3.25
5. 6.52 - 3.19
7. 7.94 - 5.29
8. 8.76 - 5.95

Down

1. 5.32 - 0.67
2. 7.56 - 1.38
3. 4.79 - 1.86
4. 9.23 - 7.88
5. 4.27 - 0.59
6. 5.39 - 1.48



Write each of the given measurements as metres. Connect the dots in order of given length.



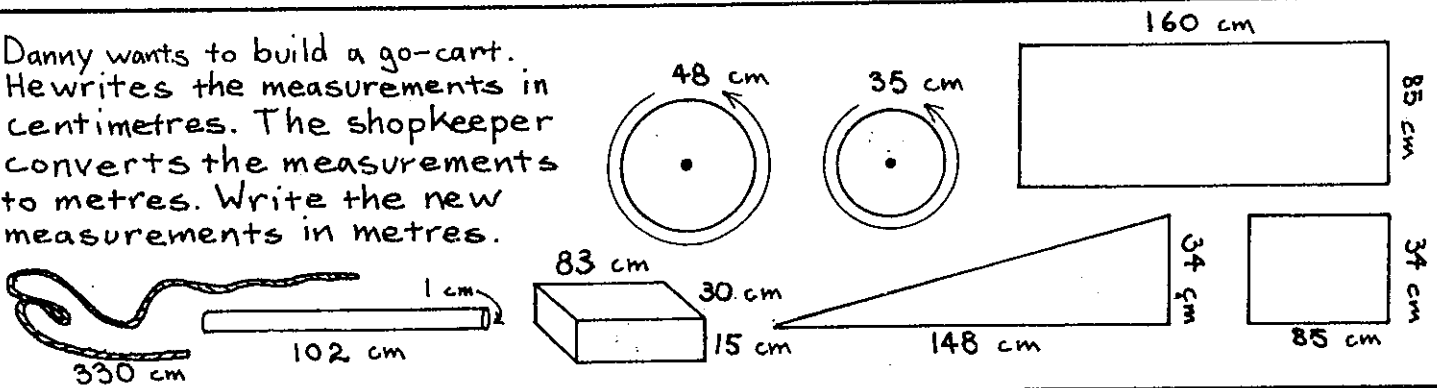
Now join 0.28 m to 1.02 m 0.04 m to 2.00 m
 0.49 m to 1.33 m 0.30 m to 2.00 m
 1.10 m to 0.04 m

Name the shape drawn.

Complete the following:

- 162 cm = m
- 500 cm = m
- 101 cm = m
- 3 cm = m
- 462 cm = m
- 40 cm = m
- 220 cm = m
- 3 m = cm
- 6.30 m = cm
- 2.87 m = cm
- 0.29 m = cm
- 160 m = cm

Danny wants to build a go-cart. He writes the measurements in centimetres. The shopkeeper converts the measurements to metres. Write the new measurements in metres.



Extension - 2

Work the division problems in your maths book.
Colour the sections which have a remainder of:

- 1 red
- 2 blue
- 3 green

- 4 brown
- 5 yellow
- 6 purple

- 7 black
- 8 white
- 0 orange

185 ÷ 4

235 ÷ 5

920 ÷ 7

377 ÷ 6

488 ÷ 7

722 ÷ 6

575 ÷ 8

532 ÷ 9

623 ÷ 3

728 ÷ 9

944 ÷ 6

456 ÷ 5

356 ÷ 8

864 ÷ 6

558 ÷ 9

819 ÷ 3

958 ÷ 8

624 ÷ 7

412 ÷ 9

529 ÷ 8

843 ÷ 9

553 ÷ 6

524 ÷ 5

8 ÷ 0

666 ÷ 9

477 ÷ 9

855 ÷ 9

575 ÷ 4

366 ÷ 9

578 ÷ 8

689 ÷ 6

987 ÷ 7

498 ÷ 5

MYSTERY

WHO STOLE THE CROWN JEWELS?

The Crown Jewels were hidden in a cottage deep in the forest, but they have been stolen!

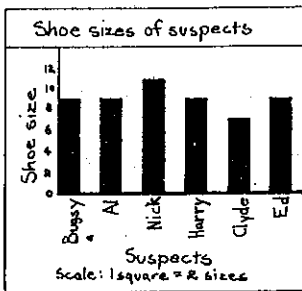
The Police know of six criminals who were in the area at the time of the robbery. The police are sure that one of these criminals is the thief.

The heights of the suspects are:

Bugsy	179 cm	Clyde	152 cm	Harry	165 cm
Nick	2 m	Al	150 cm	Ed	197 cm

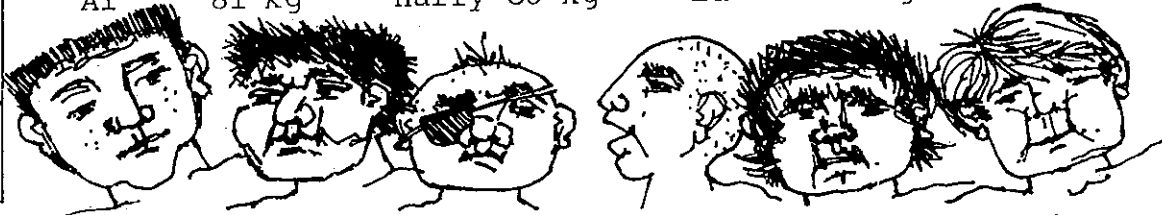
Draw a column graph to show the heights of the suspects.

The police also know the following information:



The masses of the suspects are:

Bugsy	66 kg	Nick	97 kg	Clyde	70 kg
Al	81 kg	Harry	86 kg	Ed	90 kg



Three hairs, found on a low oak beam, 169 cm from the floor, do not match those of any of the royal family or their servants. It seems that the burglar banged his head on the beam.

Footprints in the garden, beside a wall scaled by the thief, show that he wore a size 9 shoe.

From the depth of the footprints in the soft earth, the police know that the burglar had a mass of at least 70 kg. WHO DID IT?

Working out space ↘
↙