PICTURE GRAPHS 3B - AT THE PIE SHOP

A pie shop sells a range of different pies. Here are the sales figures for the number of pies sold for each day in a week.

Each pie represents 20 pies.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1) How many pies were sold on Thursday? ______

2) Which day were the most pies sold? ______________

   How many pies were sold on that day? ______

3) How many more pies were sold on Tuesday than Wednesday? _____

4) There were more pies sold on the last two days than the first four days. True or false? ______

5) How many pies were sold in total that week? ________

6) Draw a bar graph for the number of pies sold that week.
PICTURE GRAPHS 3B - AT THE PIE SHOP ANSWERS

A pie shop sells a range of different pies. Here are the sales figures for the number of pies sold for each day in a week.

Each 🍑 represents 20 pies.

<table>
<thead>
<tr>
<th>Day</th>
<th>🍑</th>
<th>🍑</th>
<th>🍑</th>
<th>🍑</th>
<th>🍑</th>
<th>🍑</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>💼</td>
<td>💼</td>
<td>💼</td>
<td>💼</td>
<td>💼</td>
<td>💼</td>
</tr>
<tr>
<td>Tuesday</td>
<td>🍑</td>
<td>🍑</td>
<td>🍑</td>
<td>🍑</td>
<td>🍑</td>
<td>💼</td>
</tr>
<tr>
<td>Wednesday</td>
<td>🍑</td>
<td>🍑</td>
<td>💼</td>
<td>💼</td>
<td>🍑</td>
<td>🍑</td>
</tr>
<tr>
<td>Thursday</td>
<td>🍑</td>
<td>🍑</td>
<td>💼</td>
<td>💼</td>
<td>💼</td>
<td>💼</td>
</tr>
<tr>
<td>Friday</td>
<td>🍑</td>
<td>🍑</td>
<td>🍑</td>
<td>🍑</td>
<td>💼</td>
<td>💼</td>
</tr>
<tr>
<td>Saturday</td>
<td>🍑</td>
<td>🍑</td>
<td>🍑</td>
<td>🍑</td>
<td>🍑</td>
<td>🍑</td>
</tr>
</tbody>
</table>

1) How many pies were sold on Thursday? **80**

2) Which day were the most pies sold? **Saturday**
   How many pies were sold on that day? **140**

3) How many more pies were sold on Tuesday than Wednesday? **60**

4) There were more pies sold on the last two days than the first four days. True or false? **False**

5) How many pies were sold in total that week? **540**

6) Draw a bar graph for the number of pies sold that week.
BAR GRAPHS SHEET 3C - FRUIT SURVEY

Children in a school recorded what fruit they brought in.

<table>
<thead>
<tr>
<th>Fruit</th>
<th>Number of children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apple</td>
<td>58</td>
</tr>
<tr>
<td>Banana</td>
<td></td>
</tr>
<tr>
<td>Grape</td>
<td>27</td>
</tr>
<tr>
<td>Peach</td>
<td>11</td>
</tr>
<tr>
<td>Pear</td>
<td>22</td>
</tr>
<tr>
<td>Plum</td>
<td>26</td>
</tr>
<tr>
<td>Strawberry</td>
<td></td>
</tr>
</tbody>
</table>

1) Use the data in the table to fill in the missing bars for Grape and Peach.
2) Estimate the number of children who brought in strawberries and bananas and write down your estimates in the table.
3) Have a look at the table below and write ‘true’, ‘false’ or ‘can’t tell’ in each box.

<table>
<thead>
<tr>
<th>Statement</th>
<th>True, False or Can’t Tell</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twice as many children chose pears as plums.</td>
<td></td>
</tr>
<tr>
<td>Apples and bananas were the most common fruit children brought in.</td>
<td></td>
</tr>
<tr>
<td>Most children in the school like apples.</td>
<td></td>
</tr>
<tr>
<td>Half as many children chose pears as apples.</td>
<td></td>
</tr>
</tbody>
</table>
1) Use the data in the table to fill in the missing bars for Grape and Peach.

2) Estimate the number of children who brought in strawberries and bananas and write down your estimates in the table.

3) Have a look at the table below and write ‘true’, ‘false’ or ‘can’t tell’ in each box.

<table>
<thead>
<tr>
<th>Statement</th>
<th>True, False or Can’t Tell</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twice as many children chose pears as plums.</td>
<td><strong>true</strong></td>
</tr>
<tr>
<td>Apples and bananas were the most common fruit children brought in.</td>
<td><strong>true</strong></td>
</tr>
<tr>
<td>Most children in the school like apples.</td>
<td>can’t tell(*)</td>
</tr>
<tr>
<td>Half as many children chose pears as apples.</td>
<td><strong>false</strong></td>
</tr>
</tbody>
</table>

(*)It is impossible to tell from the data how many children like apples or any of the fruit.
READING SCALES 3A

Use your knowledge of the number system to read these scales which are going up ones, fives and tens.

1) How long is the line? ____ mm
2) How long is the line? ____ mm

3) How many ml? ___
4) How many ml? ___
5) How many ml? ___

6) How long is the line? ____ cm
7) How long is the line? ____ cm

8) How many g? ___
9) How many g? ___
10) How many g? ___
READING SCALES 3A ANSWERS

1) How long is the line? 35 mm

2) How long is the line? 75 mm

3) How many ml? 25

4) How many ml? 65

5) How many ml? 45

6) How long? 3.5 or 3½ cm

7) How long? 5.5 or 5½ cm

8) How many g? 65

9) How many g? 15

10) How many g? 45
CONVERTING METRIC UNITS – LENGTH SHEET 1

1) 1cm = ____ mm  
2) 2cm = ____ mm  
3) 3cm = ____ mm  
4) 4cm = ____ mm  
5) 1m = ____ cm  
6) 2m = ____ cm  
7) 3m = ____ cm  
8) 4m = ____ m  
9) 1km = ____ m  
10) 2km = ____ m  
11) 3km = ____ m  
12) 4km = ____ m

Which is the most? Circle the largest amount in each box.

<table>
<thead>
<tr>
<th>1 m</th>
<th>10 m</th>
<th>100 m</th>
<th>1 m</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 km</td>
<td>100 cm</td>
<td>500 cm</td>
<td>200 cm</td>
</tr>
<tr>
<td>1 cm</td>
<td>200 mm</td>
<td>1 km</td>
<td>300 mm</td>
</tr>
</tbody>
</table>

Use greater than (>), less than (<) or equals (=) to compare the amounts.

1) 1 m > 10 cm  
2) 1 km = 1000 m  
3) 20 mm < 1 cm  
4) 80 cm > 1 m  
5) 200 m > 1 km  
6) 3 cm < 40 mm  
7) 10 mm = 1 cm  
8) 2 km = 3000 m  
9) 3 m > 40 cm  
10) 500 cm > 3 m
CONVERTING METRIC UNITS – LENGTH
SHEET 1 ANSWERS

1) 1 cm = 10 mm
2) 2 cm = 20 mm
3) 3 cm = 30 mm
4) 4 cm = 40 mm
5) 1 m = 100 cm
6) 2 m = 200 cm
7) 3 m = 300 cm
8) 4 m = 400 m
9) 1 km = 1000 m
10) 2 km = 2000 m
11) 3 km = 3000 m
12) 4 km = 4000 m

Which is the most? Circle the largest amount in each box.

<table>
<thead>
<tr>
<th>1 m</th>
<th>10 m</th>
<th>100 m</th>
<th>1 m</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 km</td>
<td></td>
<td>1 km</td>
<td>200 cm</td>
</tr>
<tr>
<td>1 cm</td>
<td>100 cm</td>
<td>500 cm</td>
<td>300 mm</td>
</tr>
</tbody>
</table>

Use greater than (>), less than (<) or equals (=) to compare the amounts.

1) 1 m > 10 cm
2) 1 km = 1000 m
3) 20 mm > 1 cm
4) 80 cm < 1 m
5) 200 m < 1 km
6) 3 cm < 40 mm
7) 10 mm = 1 cm
8) 2 km < 3000 m
9) 3 m > 40 cm
10) 500 cm > 3 m
CONVERTING METRIC UNITS – LENGTH SHEET 3

1) \( 5 \text{ km} = \underline{\phantom{0}} \text{ m} \)  
2) \( 600 \text{ cm} = \underline{\phantom{0}} \text{ m} \)  
3) \( 8 \text{ cm} = \underline{\phantom{0}} \text{ mm} \)  
4) \( \underline{\phantom{0}} \text{ km} = 4000 \text{ m} \)  
5) \( \underline{\phantom{0}} \text{ m} = 900 \text{ cm} \)  
6) \( 120 \text{ mm} = \underline{\phantom{0}} \text{ cm} \)  
7) \( 7 \text{ km} = \underline{\phantom{0}} \text{ m} \)  
8) \( 14 \text{ cm} = \underline{\phantom{0}} \text{ mm} \)  
9) \( 12 \text{ m} = \underline{\phantom{0}} \text{ cm} \)  
10) \( \underline{\phantom{0}} \text{ km} = 13,000 \text{ m} \)  
11) \( \underline{\phantom{0}} \text{ cm} = 130 \text{ mm} \)  
12) \( 1400 \text{ cm} = \underline{\phantom{0}} \text{ m} \)

Which is the most? Circle the largest amount in each box.

<table>
<thead>
<tr>
<th>100 m</th>
<th>3 km</th>
<th>380 cm</th>
<th>9020 m</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 km</td>
<td>2850 m</td>
<td>4000 mm</td>
<td>20,000 cm</td>
</tr>
<tr>
<td>1000 cm</td>
<td>5000 cm</td>
<td>3 m</td>
<td>9 km</td>
</tr>
</tbody>
</table>

Use greater than (>) or equals (\(=\)) to compare the amounts.

1) \( 1200 \text{ m} \) \( > \) \( 1 \text{ km} \)  
2) \( 620 \text{ cm} \) \( = \) \( 7 \text{ m} \)  
3) \( 8 \text{ m} \) \( > \) \( 750 \text{ cm} \)  
4) \( 82 \text{ mm} \) \( = \) \( 7 \text{ cm} \)  
5) \( 45 \text{ mm} \) \(<\) \( 5 \text{ cm} \)  
6) \( 1300 \text{ cm} \) \( = \) \( 13 \text{ m} \)  
7) \( 900 \text{ m} \) \( > \) \( 9 \text{ km} \)  
8) \( 3 \frac{1}{2} \text{ km} \) \( < \) \( 3080 \text{ m} \)  
9) \( 12 \text{ cm} \) \( < \) \( 120 \text{ mm} \)  
10) \( 425 \text{ cm} \) \( = \) \( 4 \frac{1}{2} \text{ m} \)
CONVERTING METRIC UNITS – LENGTH

SHEET 3 ANSWERS

1) 5 km = 5000 m
2) 600 cm = 6 m
3) 8 cm = 80 mm
4) 4 km = 4000 m
5) 9 m = 900 cm
6) 120 mm = 12 cm
7) 7 km = 7000 m
8) 14 cm = 140 mm
9) 12 m = 1200 cm
10) 13 km = 13,000 m
11) 13 cm = 130 mm
12) 1400 cm = 14 m

Which is the most? Circle the largest amount in each box.

<table>
<thead>
<tr>
<th>100 m</th>
<th>3 km</th>
<th>380 cm</th>
<th>9020 m</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 km</td>
<td>2850 m</td>
<td>4000 mm</td>
<td>20,000 cm</td>
</tr>
<tr>
<td>1000 cm</td>
<td>5000 cm</td>
<td>3 m</td>
<td>9 km</td>
</tr>
</tbody>
</table>

Use greater than (>), less than (<) or equals (=) to compare the amounts.

1) 1200 m > 1 km
2) 620 cm < 7 m
3) 8 m > 750 cm
4) 82 mm > 7 cm
5) 45 mm < 5 cm
6) 1300 cm = 13 m
7) 900 m < 9 km
8) 3 ½ km > 3080 m
9) 12 cm = 120 mm
10) 425 cm < 4 ½ m