

NATIONAL ANTHEM of SOUTH AFRICA

COMMEMORATING 120 YEARS OF NKOSI SIKELEL' iAFRICA

In 1897 Enoch Sontonga of the Mpinga clan of the amaXhosa was inspired to write a hymn for Africa. At the time he was 24 years old, a teacher, a choirmaster, a lay minister in the Methodist church and a photographer. At the time Mr Sontonga lived in Nancefield near Johannesburg.

In 1899, this beautiful hymn, Nkosi Sikelel' iAfrika, was sung in public for the first time, at the ordination of Reverend Boweni, a Methodist priest. It had a powerful effect on everyone who heard it, and became so well loved that it was added to, translated, and sung all over the African continent.

A further seven verses were added to the hymn by poet SEK Mqhayi, and on 16 October 1923, Nkosi Sikelel' iAfrika was recorded by Solomon T Plaatje, accompanied by Sylvia Colenso on the piano. It was sung in churches and at political gatherings and in 1925, it became the official anthem of the African National Congress (ANC).

Although his hymn was very well known, Sontonga was not famous in his lifetime. For many years, historians searched for information about this humble man's life and death.

Enoch Sontonga died on 18 April 1905, at the age of 33. His grave was discovered many years later in a cemetery in Braamfontein in Johannesburg, after a long search by the National Monuments Council. In 1996, on Heritage Day, 24 September, President Mandela declared Sontonga's grave a national monument, and a memorial was later erected at the gravesite.

For a while, in 1994 and 1995, South Africa had two official national anthems: Nkosi Sikelel' iAfrika and Die Stem, the apartheid era anthem. Both anthems were sung in full, but it took such a long time to sing them that the government held open meetings to ask South Africans what they wanted for their National Anthem. In the end, the government decided on a compromise, which included the shortening of both anthems and the creation of a harmonious musical bridge to join the two songs together into a single anthem. Our national anthem, which is sung in five different languages – isiXhosa, isiZulu, Sesotho, Afrikaans and English – is unique and demonstrates the ability of South Africans to compromise in the interest of national unity and progress.

Nkosi Sikelel' iAfrika became the first stanza of our new National Anthem.

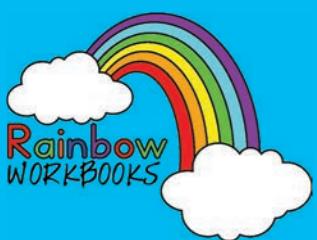
Nkosi Sikelel' iAfrika

Nkosi, sikelel' iAfrika,
Malupnakanyisw' udumo lwayo;
Yizwa imithandazo yethu
Nkosi sikelela,
Thina lusapho lwayo.
Nkosi, sikelel' iAfrika,
Malupnakanyisw' udumo lwayo;
Yizwa imithandazo yethu
Nkosi sikelela,
Thina lusapho lwayo.
Woza Moya (woza, woza),
Woza Moya (woza, woza),
Woza Moya, Oyingcwelo. d : - d : d : t : r : l :
Usisikelele, Thina lusapho lwayo.
Morena boloka sechaba sa heso
O fedise dintwa le matshwenyeho
Morena boloka sechaba sa heso,
O fedise dintwa le matshwenyeho.
O se boloke, o se boloke,
O se boloke, o se boloke.
Sechaba sa heso, Sechaba sa heso.
O se boloke morena se boloke, s : s : l :
O se boloke sechaba, se boloke.
Sechaba sa heso, sechaba sa Africa.
Sounds the call to come to ge- ther, and u-
Ma kub e njalo! Ma kub e njalo!
Kude kub e ngunaphakade.
Kude kub e ngunaphakade!

National Archives and Records Services of South Africa

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Re-arrangement, music typesetting-Jeanne Z. Rudolph
as per Anthem Committee



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**MATHEMATICS IN ENGLISH
GRADE 5 – BOOK 1 • TERMS 1 & 2
ISBN 978-1-4315-0026-0
THIS BOOK MAY NOT BE SOLD.
9th Edition**

MATHEMATICS IN ENGLISH – Grade 5 Book 1

ISBN 978-1-4315-0026-0

Revised and CAPS aligned

Grade 5

Name: _____ **Class:** _____



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Contents



No.	Title	Pg.
R1	Base Ten Counting	ii
R1b	Base Ten Counting (continued)	iv
R2	Numbers 0 – 10 000	vi
R2b	Numbers 0 – 10 000 (continued)	viii
R3	Patterns in addition and subtraction I to 10 000	x
R3b	Patterns in addition and subtraction I to 10 000 continued	xii
R4	Multiples and Multiplication	xiv
R4b	Multiples and multiplication (continued)	xvi
R5	Division and Factors	xviii
R5b	Division and Factors (continued)	xx
R6	Number sentences	xxii
R7	Ratio and Rate	xxiv
R7b	Ratio and Rate (continued)	xxvi
R8	Fractions	xxviii
R9	Fraction problems	xxx
R10	Money problems	xxxii
R11	Length	xxiv
R12	Area and Perimeter	xvi
R13	Capacity	xxxix
R14	2-D Shapes and 3-D Objects	xl
R15	Mass	xlii
R16	Data Handling	xliv
Ia	Numbers to 1 000	2
Ib	Numbers to 1 000 (continued)	4
2	Numbers 0 to 10 000	6
3	More numbers 0 to 10 000	8
4	Number sentences	10
5	More number sentences	12
6a	Addition up to 4-digit numbers	14
6b	Addition up to 4-digit numbers (continued)	16
7a	Addition problems	18
7b	Addition Problems (continued)	20
8a	Subtraction from 4-digit numbers	22
8b	Subtraction from 4-digit numbers (continued)	24
9a	Subtraction problems	26
9b	Subtraction Problems (continued)	28
10a	Addition and Subtraction problems up to 5-digit numbers	30
10b	Addition and Subtraction problems up to 5-digit numbers	32
I1	Patterns and tables	34
I2	Patterns and flow diagrams	36
I3	Number Patterns	38
I4	More number patterns	40
I5a	Multiplication: 1-digit by 2-digits	42
I5b	Multiplication: 1-digit by 2-digits (continued)	44
I6a	Multiplication: 2-digits by 1-digit, 2-digits by 2-digits	46
I6b	Multiplication: 2-digits by 1 digit, 2-digits by 2-digits (continued)	48
I7a	Multiplication: 2-digits by 2-digits and 3-digits by 2-digits	50
I7b	Multiplication: 2-digits by 2-digits and 3-digits by 2-digits (continued)	52
I8a	Grouping and sharing problems	54
I8b	Grouping and sharing problems (continued)	56
I9	Division: 3-digit by 1-digit	58
20a	Calculate time	60
20b	Calculate time (continued)	62
21	More time	64
22a	Data handling	66
22b	Data handling (continued)	68

No.	Title	Pg.
23a	2-D shapes	70
23b	2-D shapes (continued)	72
24a	Capacity	74
24b	Capacity	76
25a	Numbers 0 – 20 000	78
25b	Numbers 0 – 20 000 (continued)	80
26	Rounding off	82
27a	Rounding off to the nearest 5	84
27b	Rounding off to the nearest 5 (continued)	86
28	Completing numbers	88
29a	Addition with up to 5-digit numbers	90
29b	Addition with up to 5-digit numbers (continued)	92
30a	Subtraction up to 5-digit numbers	94
30b	Subtraction up to 5-digit numbers (continued)	96
31	Adding and subtracting 4-digit numbers	98
32	Money problems	100
33	Saving, Buying and Selling	102
34	Fractions	104
35	Equivalent and comparing fractions	106
36	Grouping and sharing leading to fractions	108
37	Fractions and division	110
38	Fractions: halves to twelfths	112
39	Addition and subtraction of fractions with the same denominators	114
40	Measuring instruments	116
41a	Converting between lengths	118
41b	Converting between lengths (continued)	120
42a	Metres and fractions	122
42b	Metres and fractions (continued)	124
43	Fractions through measurement	126
44a	Multiplication: 2-digits by 3-digits and 4-digits by 1-digit	128
44b	Multiplication: 2-digits by 3-digits and 4-digits by 1-digit (continued)	130
45	Rate	132
46	Multiples and factors	134
47	Factors	136
48	Distributive property of number	138
49	Multiplication: 3-digits by 2-digits	140
50	Flat or curved surfaces	142
51	Rectangular prisms and cubes	144
52	Faces	146
53	Polygons and circles	148
54	Making 3D objects	150
55	Geometric patterns	152
56	Investigate Patterns	154
57	Extend, describe and create patterns	156
58a	Lines of symmetry	158
58b	Lines of symmetry (continued)	160
59a	Sharing and grouping problems	162
59b	Sharing and grouping problems (continued)	164
60	Ratio	166
61	Division without remainders using clue boards	168
62	Division with remainders	170
63	Division	172
64	Division problems	174



Mrs Angie Motshekga,
Minister of
Basic Education



Mr Enver Surty,
Deputy Minister of
Basic Education

These workbooks have been developed for the children of South Africa under the leadership of the Minister of Basic Education, Mrs Angie Motshekga, and the Deputy Minister of Basic Education, Mr Enver Surty.

The Rainbow Workbooks form part of the Department of Basic Education's range of interventions aimed at improving the performance of South African learners in the first six grades. As one of the priorities of the Government's Plan of Action, this project has been made possible by the generous funding of the National Treasury. This has enabled the Department to make these workbooks, in all the official languages, available at no cost.

We hope that teachers will find these workbooks useful in their everyday teaching and in ensuring that their learners cover the curriculum. We have taken care to guide the teacher through each of the activities by the inclusion of icons that indicate what it is that the learner should do.

We sincerely hope that children will enjoy working through the book as they grow and learn, and that you, the teacher, will share their pleasure.

We wish you and your learners every success in using these workbooks.



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Mathematics

Book 1

- 1 Revision worksheets: R1 to R16
Key concepts from Grade 4
- 2 Worksheets: 1 to 64

Book 2

- 3 Worksheets: 65 to 144

Name:

ENGLISH

The structure of a worksheet

Worksheet number
(Revision R1 to R16,
Ordinary 1 to 144)

Worksheet title

Topic introduction
(Text and pictures to help you think about
and discuss the topic of the worksheet.)

Term indicator
(There are forty worksheets per term.)

Questions

Colour code for content area

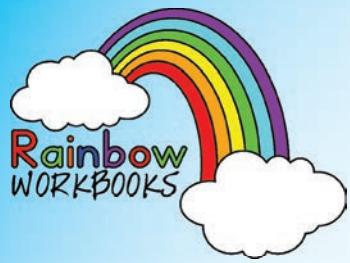
Content	Side bar colour
Revision	Purple
Number	Turquoise
Patterns and functions (algebra)	Electric blue
Space and shape (geometry)	Orange
Measurement	Green
Data handling	Red

Language colour code:
Afrikaans (Red), English (Blue)

Example frame (in yellow)

Fun/challenge/problem solving activity
(This is an end of worksheet activity that may include fun or challenging activities that can also be shared with parents or brothers and sisters at home.)

Teacher assessment rating, signature and date



Grade 5

Mathematics

PART

1

Revision

Key concepts from Grade 4

WORKSHEETS R1 TO R16

Name:

ENGLISH
Book 1



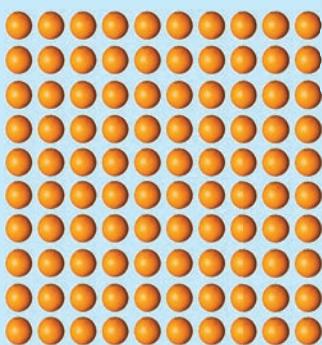
Base Ten Counting

Note that the first 16 worksheets will be revision activities.

Revision



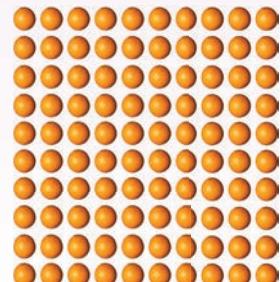
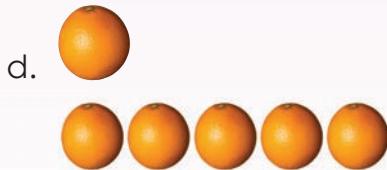
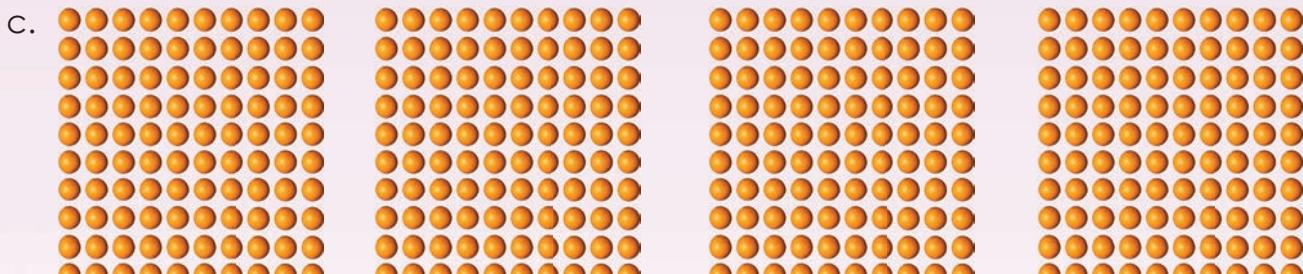
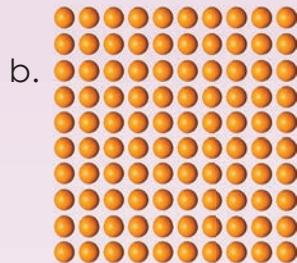
How many oranges are there?
See how fast can you count them.



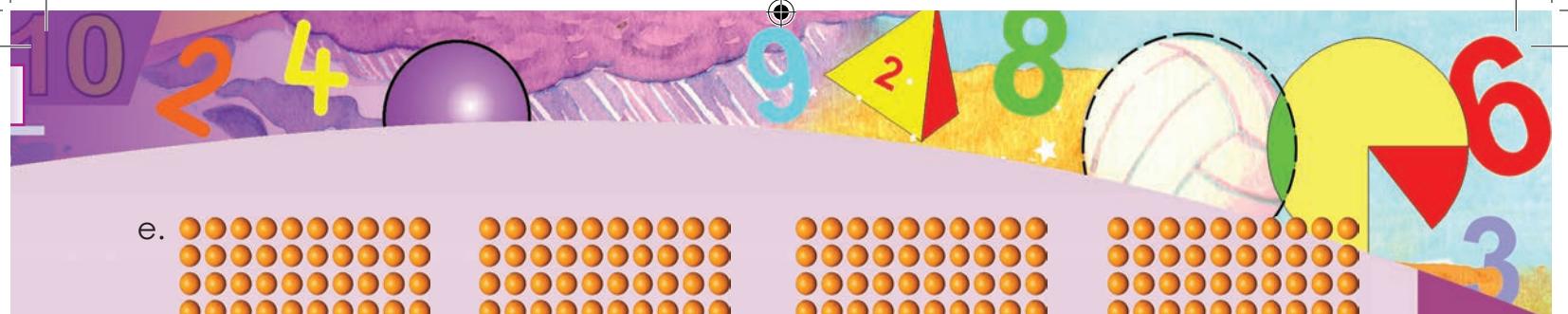
Do not count the individual oranges.
Count them as groups.



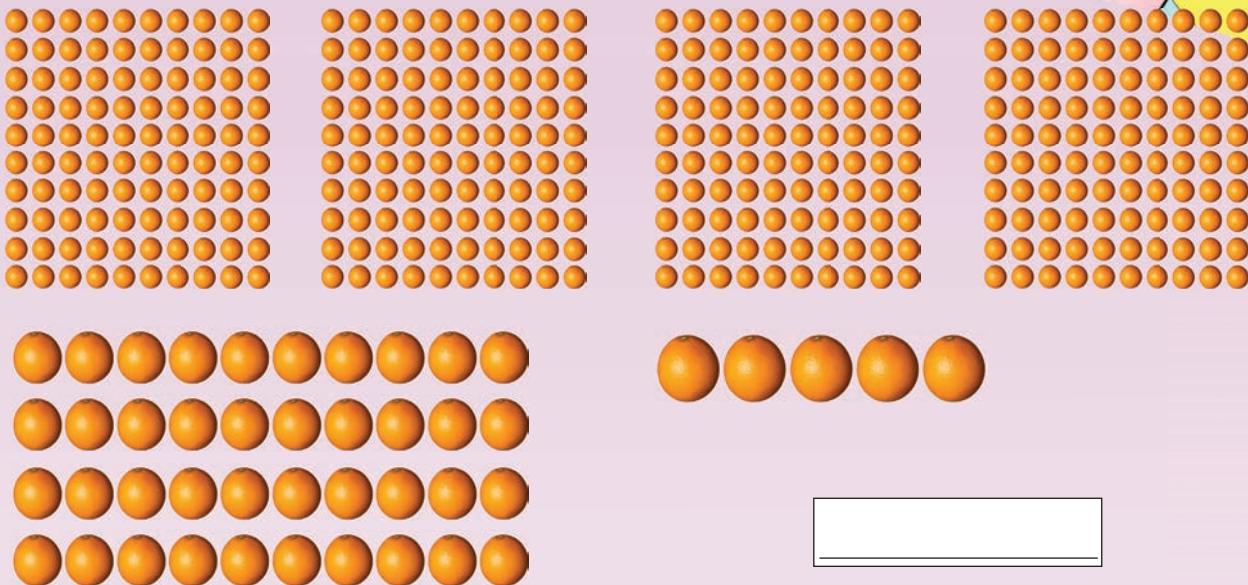
1. Count the oranges.



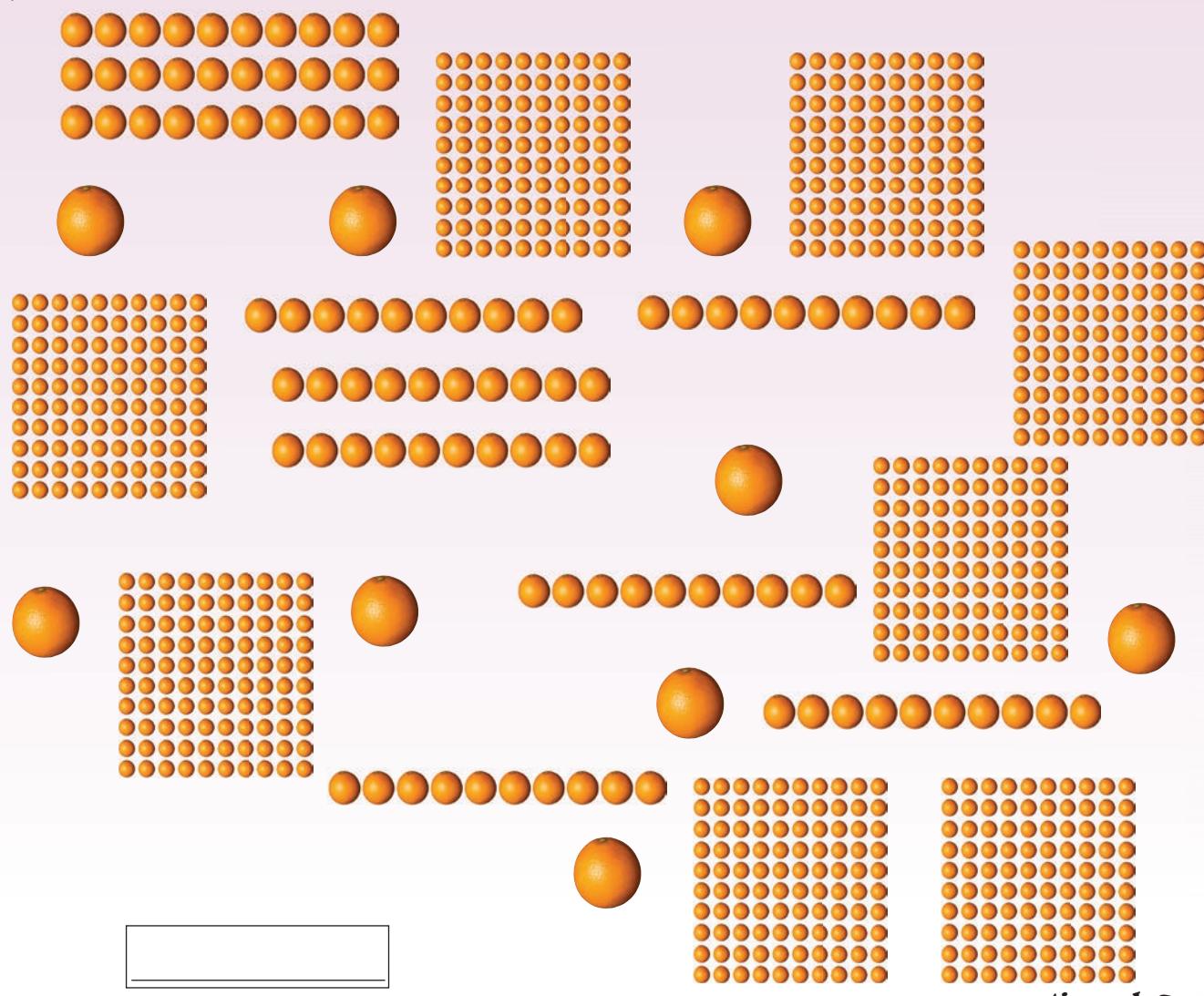
ii



e.



f.



continued ➞

iii

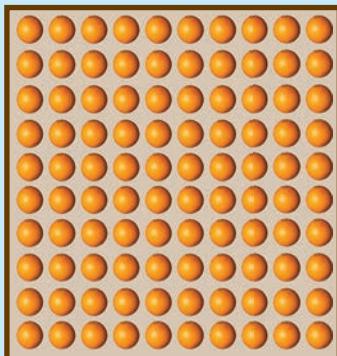
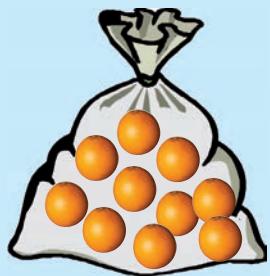




Base Ten Counting continued

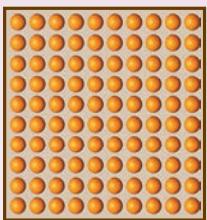
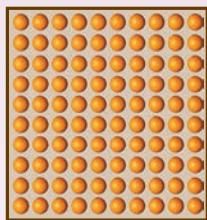
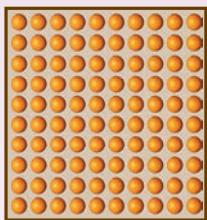
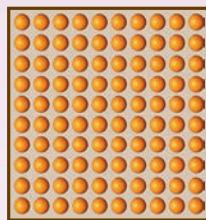
5 Revision

How many oranges are there?

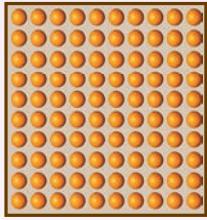
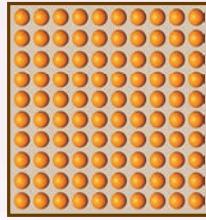


2. Count the total of all these oranges. The bags and boxes have the same number of oranges as above.

a.

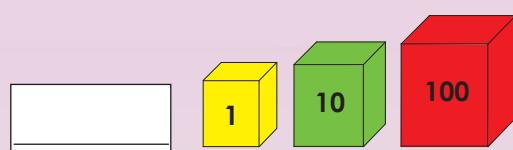


b.

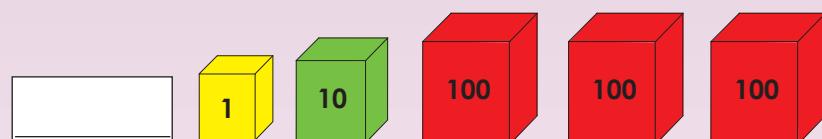


3. Each box shows the total number of objects inside each box.
Write down the total number of objects.

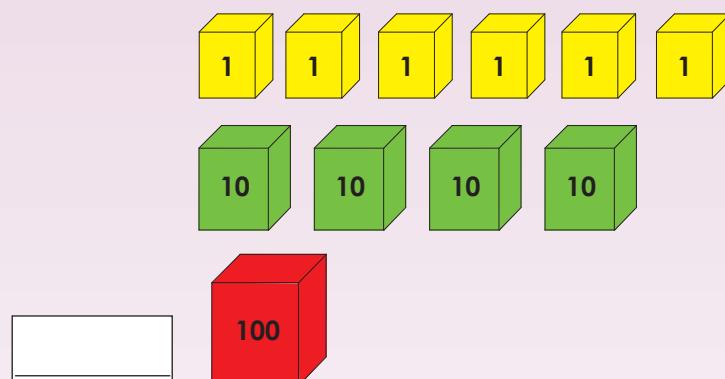
a.



b.



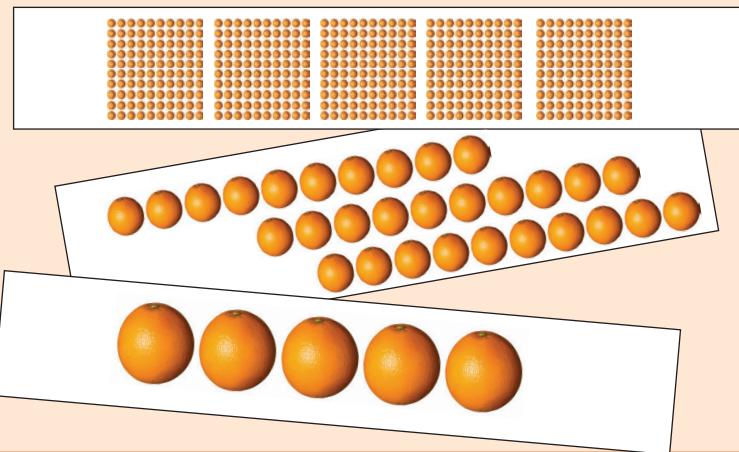
c.



How quick are you?

What you need:

Cut-out 1.



What to do:

- Play in pairs.
- Cut-out the cards from the back of your book.
- Place them face down on your desk.
- You choose five cards and your partner chooses five.
- Turn them over at the same time.
- See who can give the total the quickest.
- Check your partner's answer.
- Do the same using 6, then 7, 8, 9 and 10 cards.
- The person with the most correct answers is the winner.





Numbers 0 – 10 000

5 Revision

What number will these cards make?

8 0 0 0
6 0 0
2 0
1



8 6 2 1



8 6 2 1

In digits
it is



Eight thousand six hundred
and twenty-one

In words
it is

1. Complete the following and also write your answers in words:

a. 3 0 0 + 4 0 = 3 4 0

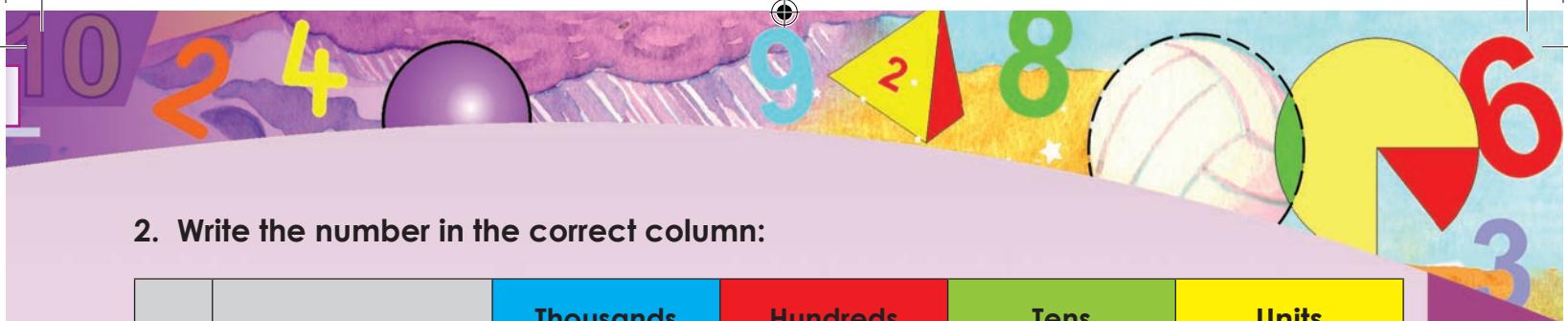
three hundred and forty

b. 7 0 0 + 8 =

c. 3 0 0 0 + 1 0 0 + 4 0 =

d. 9 0 0 0 + 6 0 + 7 =

e. 6 0 0 0 + 9 =



2. Write the number in the correct column:

		Thousands	Hundreds	Tens	Units
a.	387		3	8	7
b.	704				
c.	4 205				
d.	8 390				
e.	4 100				

3. Complete the following as in the example:

$$723 = 7 \text{ hundreds} + 2 \text{ tens} + 3 \text{ units}$$

a. $678 =$ _____

b. $5021 =$ _____

c. $7804 =$ _____

d. $6300 =$ _____



continued ➔



Numbers 0 – 10 000 continued

5 Revision

Term 1

4. Look at the first example (a).

Now write the other numbers in expanded notation.

a. $654 = 600 + 50 + 4$

b. $203 =$

c. $2015 =$

d. $8\,002 =$

e. $7\,605 =$

5. Write the following in words.

a. 50

b. 300

c. 8 000

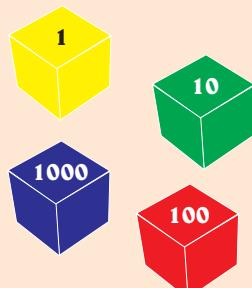
d. 730

e. 9 200

f. 4 729

What is the size of your number?

What you need:
Cut-out 3.



What to do:

- Play in pairs.
- Each player rolls the thousands (blue), hundreds (red), tens (green) and units (yellow) dice.
- Each player then makes this four digit number with his or her own number cards.
- The winner is the player with the greatest number.
- Do the same activity five times.

Remember
zero is a
place holder.



ix



Patterns in addition and subtraction 1 to 10 000

What do addition and subtraction mean?



What does
addition
mean?



What does
subtraction
mean?



1. Complete the pattern:

a.
$$\begin{array}{ccccccc} & +100 & & +100 & & +100 & \\ \downarrow & \downarrow & \downarrow & \downarrow & \downarrow & \downarrow & \\ 200 & 300 & 400 & & & & \end{array}$$

b.
$$\begin{array}{ccccccc} & -200 & & -200 & & -200 & \\ \downarrow & \downarrow & \downarrow & \downarrow & \downarrow & \downarrow & \\ 2\,000 & 1\,800 & 1\,600 & & & & \end{array}$$

c.
$$\begin{array}{ccccccc} & +500 & & +500 & & +500 & \\ \downarrow & \downarrow & \downarrow & \downarrow & \downarrow & \downarrow & \\ 500 & 1\,000 & 1\,500 & & & & \end{array}$$

d.
$$\begin{array}{ccccccc} & +300 & & +300 & & +300 & \\ \downarrow & \downarrow & \downarrow & \downarrow & \downarrow & \downarrow & \\ 600 & 900 & 1\,200 & & & & \end{array}$$

e.
$$\begin{array}{ccccccc} & -400 & & -400 & & -400 & \\ \downarrow & \downarrow & \downarrow & \downarrow & \downarrow & \downarrow & \\ 5\,000 & 4\,600 & 4\,200 & & & & \end{array}$$

2. Complete the pattern:

a. 200, 400, 600,

b. 400, 800, 1 200,

c. 1 000, 1 500, 2 000,

d. 9 000, 8 000, 7 000,

e. 7 700, 7 600, 7 500,

3. Complete the table by filling in the missing numbers.

		Complete to the next 10	Complete to the next 100
a.	48	$48 + \boxed{2} = 50$	$48 + \boxed{\quad} = 100$
b.	164	$164 + \boxed{\quad} = 170$	$164 + \boxed{\quad} = 200$
c.	549	$549 + \boxed{\quad} = 550$	$549 + \boxed{\quad} = 600$
d.	176	$176 + \boxed{\quad} = 180$	$176 + \boxed{\quad} = 200$
e.	398	$398 + \boxed{\quad} = 400$	$398 + \boxed{\quad} = 400$



continued ↗

xi



Patterns in addition and subtraction 1 to 10 000 continued

Examples:**Example 1:**

$$5\ 783 + 129$$

$$= 5\ 000 + 700 + 80 + 3 + 100 + 20 + 9$$

$$= 5\ 000 + 800 + 100 + 12$$

$$= 5\ 000 + 900 + 10 + 2$$

$$= 5\ 912$$

Example 2:

$$\begin{array}{r} 3 & 2 & 4 & 7 \\ + & 7 & 3 & 8 \\ \hline & 1 & 5 & \\ & 7 & 0 & (40 + 30) \\ & 9 & 0 & 0 (200 + 700) \\ + & 3 & 0 & 0 & 0 (3\ 000) \\ \hline & 3 & 9 & 8 & 5 \end{array}$$

4. Use both methods above to calculate the following. Write down the steps you use.

a. $654 + 43 =$

b. $572 + 317 =$

c. $1\ 671 + 327 =$

Continue on an extra sheet of paper.

d. $2\ 164 + 42 =$

e. $4\ 256 + 2\ 487 =$

f. $2\ 194 + 3\ 642 =$

Continue on an extra sheet of paper.



Examples:

Example 1:

$$8\ 342 - 2\ 131$$

$$= (8\ 000 - 2\ 000) + (300 - 100) + (40 - 30) + (2 - 1)$$

$$= 6\ 000 + 200 + 10 + 1$$

$$= 6\ 211$$

Example 2:

$$\begin{array}{r}
 8 & 3 & 4 & 2 \\
 - & 2 & 1 & 3 & 1 \\
 \hline
 & & 1 & & (2 - 1) \\
 & & 1 & 0 & (40 - 30) \\
 & & 2 & 0 & 0 (300 - 100) \\
 - & 6 & 0 & 0 & 0 (8\ 000 - 2\ 000) \\
 \hline
 & 6 & 2 & 1 & 1
 \end{array}$$

5. Choose one of the methods above to calculate the following. Write down the steps you use.

a. $7\ 182 - 61 =$

b. $7\ 546 - 431 =$

c. $8\ 764 - 3\ 451 =$

Continue on an extra sheet of paper.

d. $2\ 456 - 83 =$

e. $4\ 658 - 999 =$

f. $8\ 759 - 4\ 793 =$

Continue on an extra sheet of paper.



What is the size of your number:

What you need:

- Use the 10s, 100s and 1 000s dice made in the previous activity.
- Piece of paper.



What to do:

- Roll the tens (green) dice.
- Add the number landed on, to the first number on the blue card. Write your addition sum on a piece of paper.
- Do the same with the next four numbers.
- Repeat the activity with the 100s and 1 000s dice.
- Learners check each others' addition sums.
- The winner is the person with the most correct answers.

1 132
1 423
1 400
1 675
1 897



Repeat the activity using subtraction.





Multiples and Multiplication

5 Revision

What do multiples and multiplication mean? Use the words to help you to describe them.

X

What does multiplication mean?



multiply
groups of
product
times
multiplied by

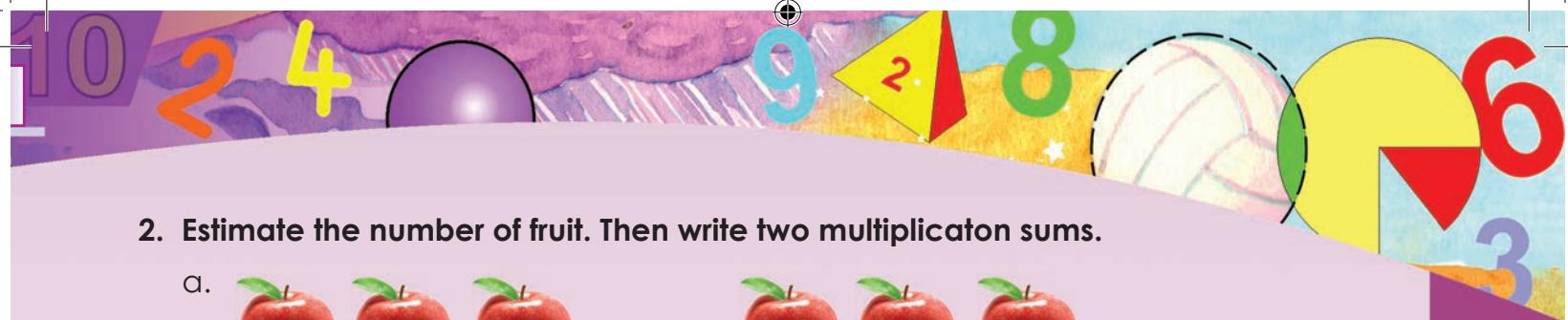
Multiples example:

- Some multiples of 2 are 2, 4, 6, 8, 10, 12, 14, 16, 18, ...
- Some multiples of 4 are 4, 8, 12, 16, 20, 24, 28, 32, ...

1. Complete the number board. We have done a few for you.

- Colour all the multiples of 2 yellow.
- Circle all the multiples of 3.
- Make a triangle around the multiples of 4.

X	1	2	3	4	5	6	7	8	9
1		2	3						
2	2	4	6						
3		6			12				
4					16				
5									
6									
7									
8									
9				36					



2. Estimate the number of fruit. Then write two multiplication sums.

a.

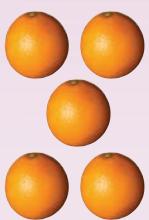
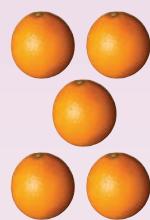
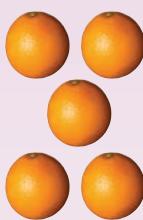
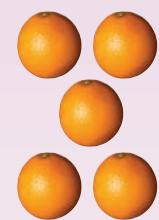


12

$$4 \times 3 = 12$$

$$3 \times 4 = 12$$

b.



c.



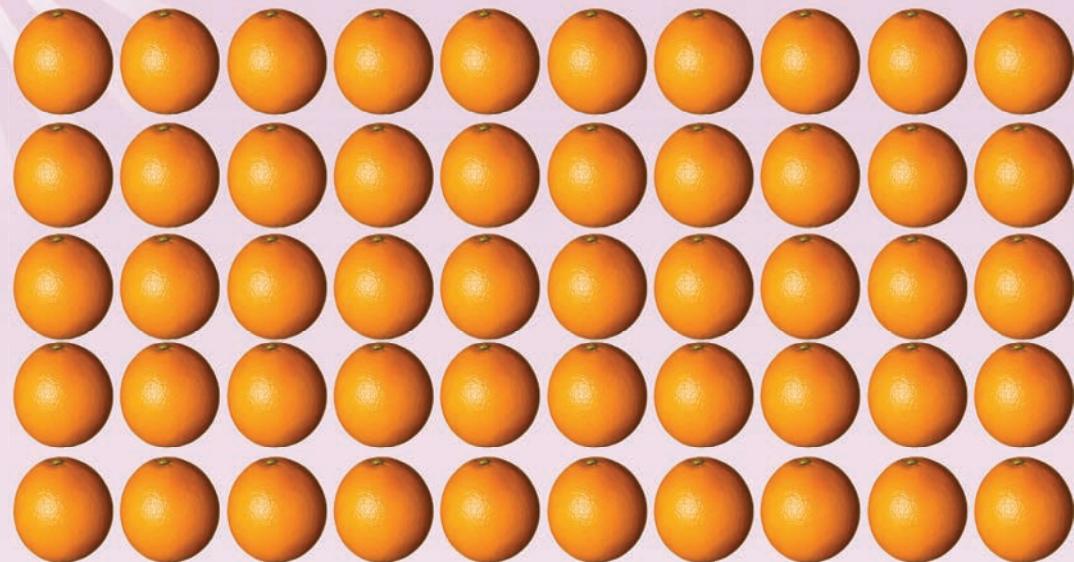
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xv

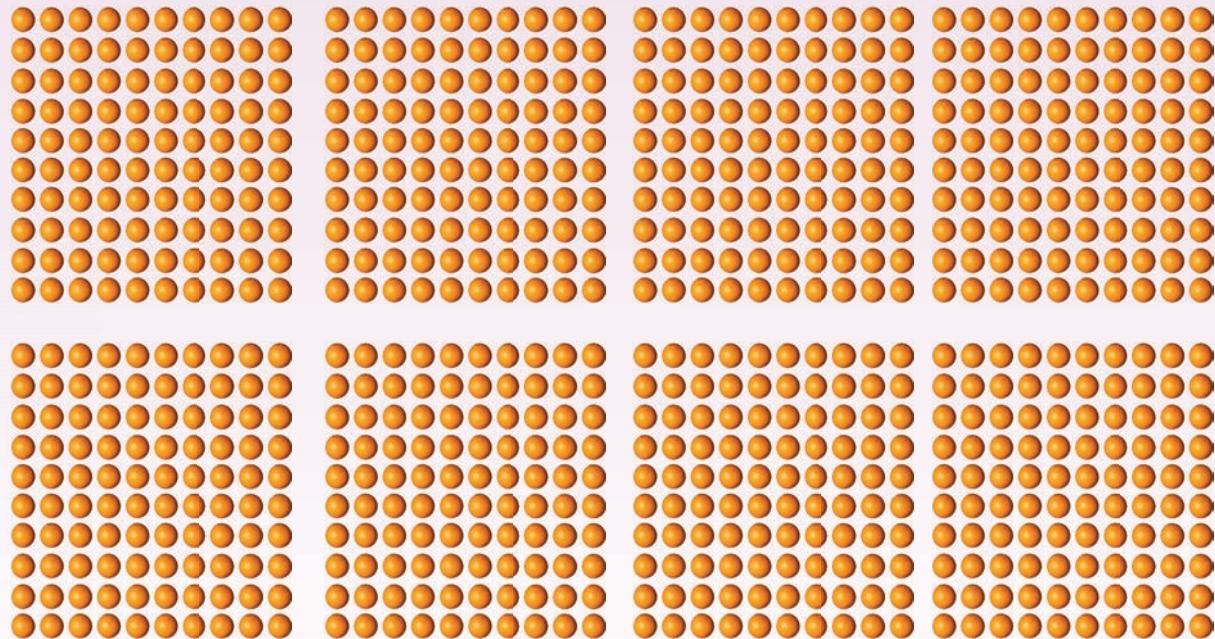


Multiples and multiplication continued

d.



e.



**Examples:****Example 1:**

$$\begin{aligned} 56 \times 5 \\ = (50 + 6) \times 5 \\ = (50 \times 5) + (6 \times 5) \\ = 250 + 30 \\ = 280 \end{aligned}$$

Example 2:

$$\begin{array}{r} 5 & 6 \\ \times & 5 \\ \hline 3 & 0 \\ 2 & 5 & 0 \\ \hline 2 & 8 & 0 \end{array} \quad \begin{array}{l} (6 \times 5) \\ (50 \times 5) \end{array}$$

3. Use both methods above to calculate the following. Write down the steps you use.

a. $24 \times 3 =$

b. $52 \times 9 =$

Continue on an extra sheet of paper.

c. $23 \times 21 =$

d. $46 \times 37 =$

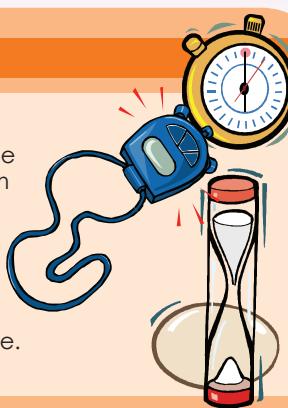
Continue on an extra sheet of paper.

X**What you need:**

- Use the 10s and 100s dice made in the previous activity.
- Piece of paper.

**In one minute I can ...****What to do:**

- Roll a 10s dice and then a 100s dice. Multiply the two numbers. Write down the multiplication sum with the answer.
- Repeat doing this until your teacher says stop.
- Give your sums to your partner to mark.
- The winner is the person with the most correct multiplication sums.
- Do the same activity, but roll the 100s dice twice.

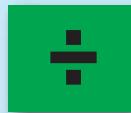




Division and Factors

5 Revision

What does division mean? Use the words to help you to describe it.



What does
division
mean?



divide
remainder
divided by
share

1. Look at the coloured squares. Write a division sum for each.

Term 1

X	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9
2	2	4	6	8	10	12	14	16	18
3	3	6	9	12	15	18	21	24	27
4	4	8	12	16	20	24	28	32	36
5	5	10	15	20	25	30	35	40	45
6	6	12	18	24	30	36	42	48	54
7	7	14	21	28	35	42	49	56	63
8	8	16	24	32	40	48	56	64	72
9	9	18	27	36	45	54	63	72	81

a. ● $24 \div 6 = 4$ or $24 \div 4 = 6$

b. ● _____

c. ● _____

d. ● _____

e. ● _____

f. ● _____

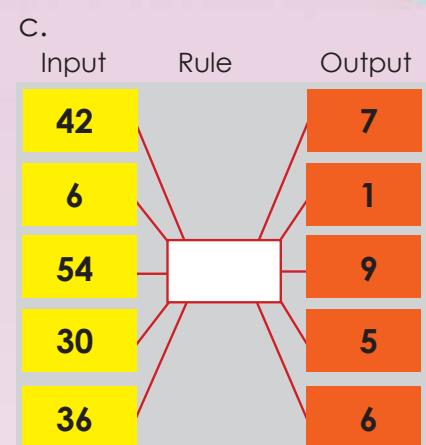
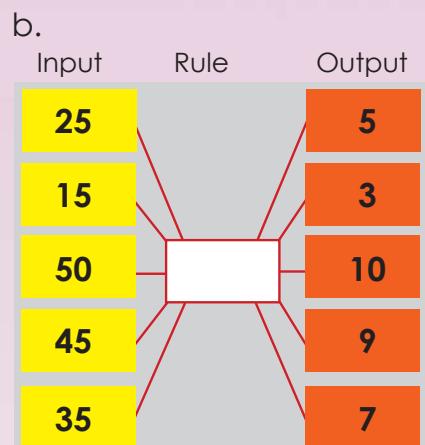
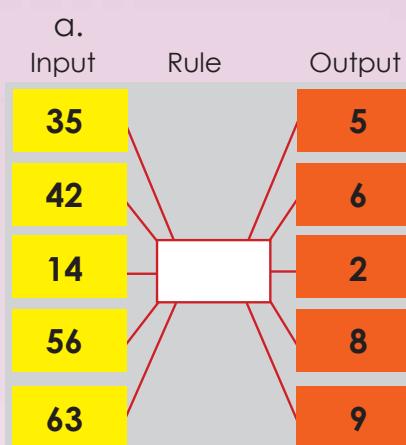
g. ● _____

h. ● _____

i. ● _____

j. ● _____

2. Complete the flow diagrams:

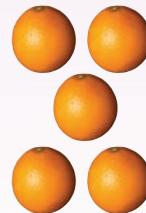
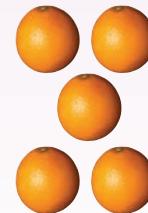
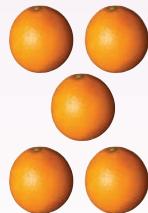
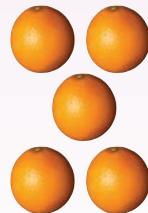
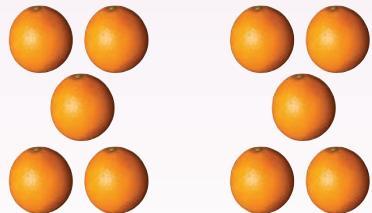


3. Write a word problem and division sum for the following:

a.



b.





continued ↗

xix



Division and factors continued

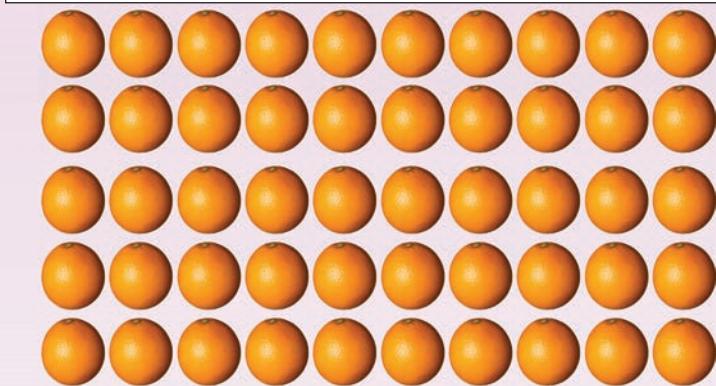
5 Revision

Term 1

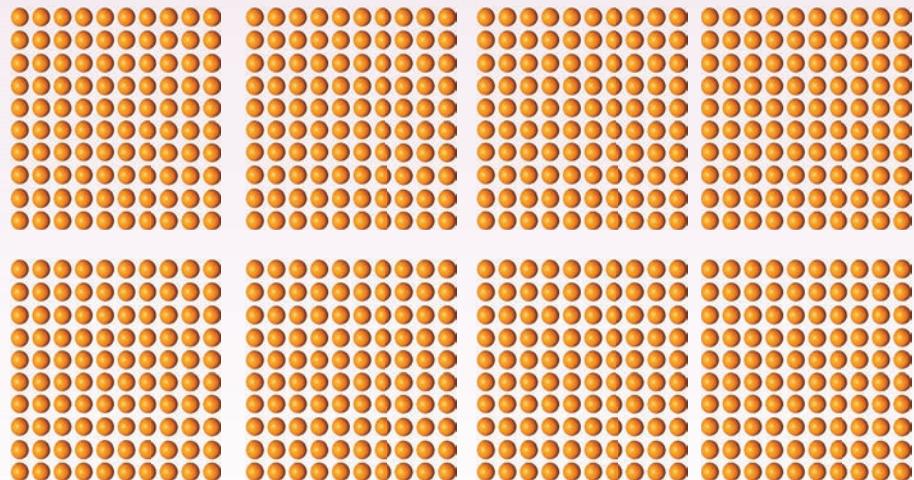
c.



d.



e.



xx

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15



Examples:

Example 1:

$$\begin{aligned} 42 \div 2 \\ = (40 + 2) \div 2 \\ = (40 \div 2) + (2 \div 2) \\ = 20 + 1 \\ = 21 \end{aligned}$$

Example 2:

$$\begin{aligned} 369 \div 3 \\ = (300 + 60 + 9) \div 3 \\ = (300 \div 3) + (60 \div 3) + (9 \div 3) \\ = 100 + 20 + 3 \\ = 123 \end{aligned}$$

4. Use the method above. Write down the steps you use.

a. $64 \div 2 =$

b. $63 \div 3 =$

c. $48 \div 4 =$

Continue on an extra sheet of paper.

d. $55 \div 5 =$

e. $448 \div 4 =$

f. $318 \div 3 =$

Continue on an extra sheet of paper.



In one minute I can ...

What you need:

- Use the 10 and 100s dice.
- Piece of paper.



What to do:

- Roll a 10s dice and then the 100s dice.
- Divide the bigger number by the smaller number. Write down the division sum with the answer.
- Repeat doing this until your teacher says stop.
- Give your division sum to your partner to mark.
- The winner is the person with the most correct division sums.





Number sentences

5 Revision

How fast can you calculate the following?

$4 + 2 =$	$1 + 7 =$	$7 + 5 =$	$6 + 5 =$
$3 + 6 =$	$3 + 2 =$	$8 + 6 =$	$9 + 9 =$
$5 + 4 =$	$1 + 9 =$	$9 + 4 =$	$8 + 7 =$
$2 + 8 =$	$2 + 4 =$	$7 + 7 =$	

1. Write addition sums for the following: We have done the first example for you.

- a. $3 + 5 = 5 + 3$
- b. $\boxed{} = \boxed{}$
- c. $\boxed{} = \boxed{}$
- d. $\boxed{} = \boxed{}$
- e. $\boxed{} = \boxed{}$

2. What is the value of the  in each of these?

a. $7 + 2 = \text{apple} + 7$

b. $3 + 9 = \text{apple} + 3$

c. $8 + 4 = 4 + \text{apple}$

d. $6 + 5 = 5 + \text{apple}$

e. $\text{apple} + 1 = 1 + 9$

f. $3 + \text{apple} = 2 + 3$

3. What is the value of the  in each of these?

a. $2 \times 3 = \text{apple} \times 2$

b. $5 \times 4 = \text{apple} \times 5$

c. $1 \times 8 = 8 \times \text{apple}$

d. $6 \times 3 = 3 \times \text{apple}$

e. $7 \times \text{apple} = 9 \times 7$

f. $\text{apple} \times 5 = 5 \times 4$

4. Match column A with column B.

Column A

$10 + 2$

4×5

$3 + 9$

3×2

$5 + 7$

6×4

$9 + 4$

7×5

$6 + 1$

4×8

Column B

$7 + 5$

5×4

$2 + 10$

$1 + 6$

$9 + 3$

5×7

8×4

4×6

$4 + 9$

2×3

Pattern fun

How fast can you get the answers?

5	9	25	100
---	---	----	-----

10	12	50	200
----	----	----	-----

15	15	75	300
----	----	----	-----

--	--	--	--

--	--	--	--

--	--	--	--

--	--	--	--

--	--	--	--

--	--	--	--

--	--	--	--

--	--	--	--

--	--	--	--

--	--	--	--

--	--	--	--

Colour the cards

Use different colours to colour in those cards that have the same answer.

$6 + 8$	$7 + 3$	2×9	6×8	3×7
9×2	$9 + 2$	$6 + 5$	$5 + 6$	$2 + 9$
7×3	8×6	$8 + 6$	$3 + 7$	$6 - 5$

Sign:

Date:

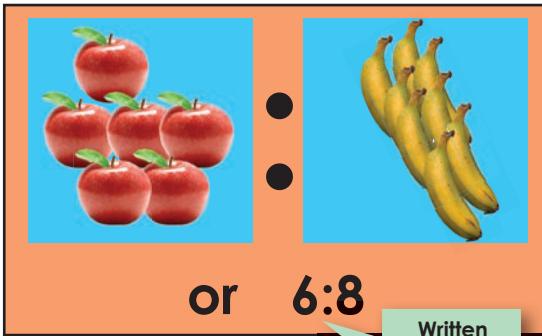


Ratio and Rate

5 Revision

Discuss the words “ratio” and “rate”.

Ratio



Rate

The chicken cost R50 per kg.



We can also say it costs R50/kg.

Rate symbol /

Term 1

1. Answer the following questions.



a. How many peaches do you see?

b. How many bananas do you see?

c. What is the ratio of bananas to peaches?

d. What is the ratio of peaches to bananas?

e. What is the ratio of the peaches to all the fruit?

2. Look at the pictures and answer the questions below.



a. How many pink flowers do you count?

b. How many yellow flowers do you count?

c. How many purple flowers do you count?

d. How many white flowers do you count?

e. What is the ratio of pink flowers to yellow flowers?

f. What is the ratio of yellow flowers to purple flowers?

g. What is the ratio of pink flowers to purple flowers?

h. What is the ratio of yellow flowers to white flowers?

i. What is the ratio of white flowers to pink flowers?



Date:

continued

xxv



Ratio and Rate continued

5 Revision

Term 1

3. Look at the questions and answer the questions below.



Cheese
R40
per kg



Beef
R60
per kg



Milk
R10
per litre



Ribbon
R5
per metre

Write out each statement above using the rate symbol. Then work out how much will double that rate cost.

- a. Cheese is R40/kg Double R40 = $R40 \times 2 = R80$

b. _____

c. _____

d. _____



4. Cheese: R40/kg

a. How much will it cost me to buy 1 kg?

b. How much will it cost me to buy 2 kg?

c. How much will it cost me to buy 3 kg?

d. How much will it cost me to buy 4 kg?

e. How much will it cost me to buy half a kilogram?

5. If Simon is paid R9/hour to work at the market, how many hours must he work if he wants to make R54?

(This section contains five blank lines for working out the answer to question 5.)

Continue on an extra sheet of paper.

Prices

- Walk around a shop and find 3 items on which they write Rand/cents per kilogram.
- Write down these examples and bring them to class.

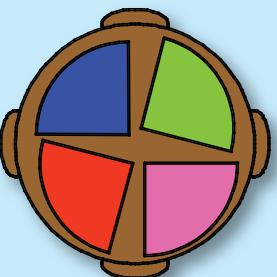
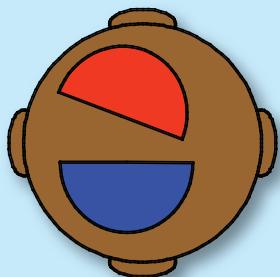




Fractions

5 Revision

Look at the tables and use words such as half, quarter, and eighth.



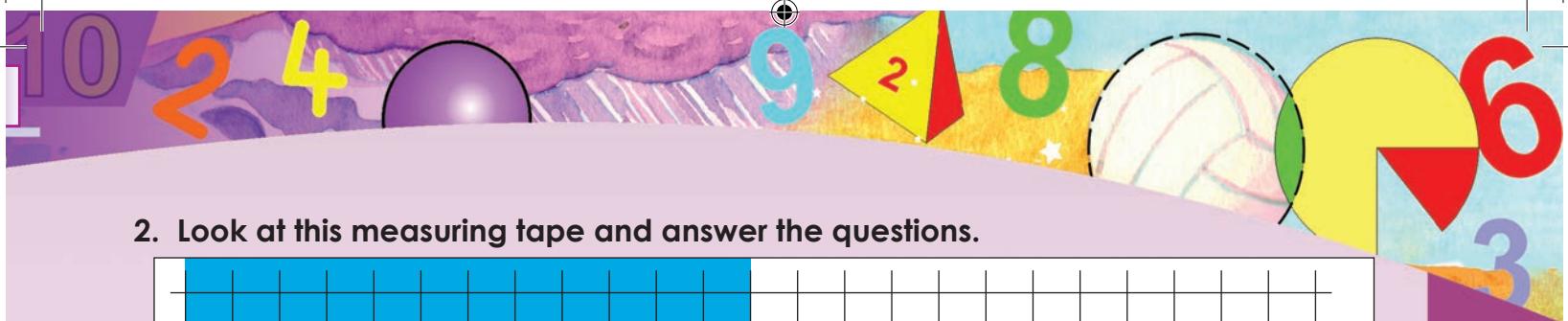
Three circles of cardboard have been cut up in different ways and the pieces from each circle put on a table.

Look at each table and discuss it in a group. What will happen on each table if you put the pieces back together to form a circle?

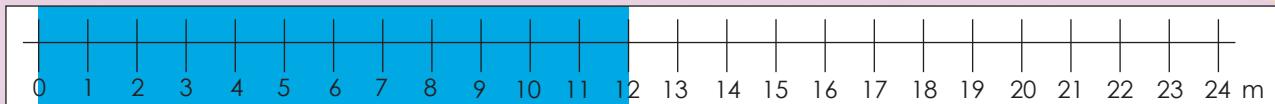
1. Look at the coloured-in circles. Write a division sum for each.

Term 1

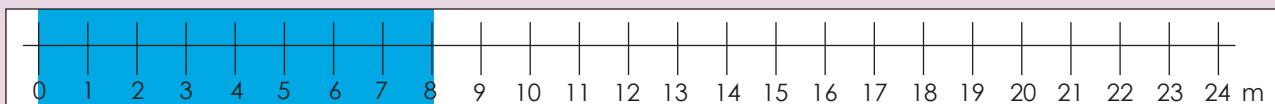
Fraction circle	Fraction that is green	Division sum	Colour the same fraction on this diagram
a. 	$\frac{1}{4}$	$1 \div 4 = \frac{1}{4}$	 $\frac{1}{4}$ is green.
b. 			
c. 			
d. 			
e. 			
f. 			
g. 			
h. 			



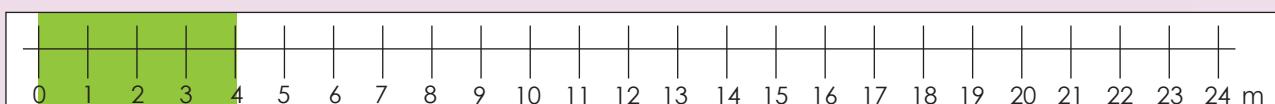
2. Look at this measuring tape and answer the questions.



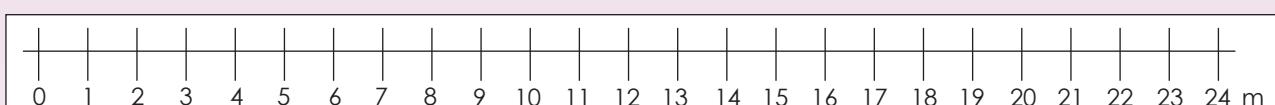
a. What is one half of 24 m? We can say $24 \div 2 = 12$.



b. What is one third of 24 m? We can say $24 \div \boxed{} = \boxed{}$.



c. What is one sixth of 24 m? We can say $24 \div \boxed{} = \boxed{}$.



d. What is one eighth of 24 m? We can say $24 \div \boxed{} = \boxed{}$.

3. Using Cut-out 4 as a guide, fill in whether each of these is <, > or =.

a. $\frac{1}{2} \boxed{>} \frac{1}{4}$

b. $\frac{1}{2} \boxed{} \frac{1}{8}$

c. $\frac{1}{8} \boxed{} \frac{1}{4}$

d. $\frac{1}{3} \boxed{} \frac{1}{6}$

e. $\frac{1}{6} \boxed{} \frac{1}{8}$

f. $\frac{1}{5} \boxed{} \frac{1}{6}$

g. $\frac{1}{7} \boxed{} \frac{1}{6}$

h. $\frac{2}{4} \boxed{} \frac{1}{2}$

i. $\frac{4}{8} \boxed{} \frac{1}{2}$

j. $\frac{2}{6} \boxed{} \frac{1}{7}$

k. $\frac{4}{6} \boxed{} \frac{2}{3}$

l. $\frac{4}{5} \boxed{} \frac{3}{8}$

m. $\frac{7}{8} \boxed{} \frac{2}{3}$

n. $\frac{8}{8} \boxed{} 1$

o. $\frac{5}{7} \boxed{} \frac{4}{5}$



Sign:

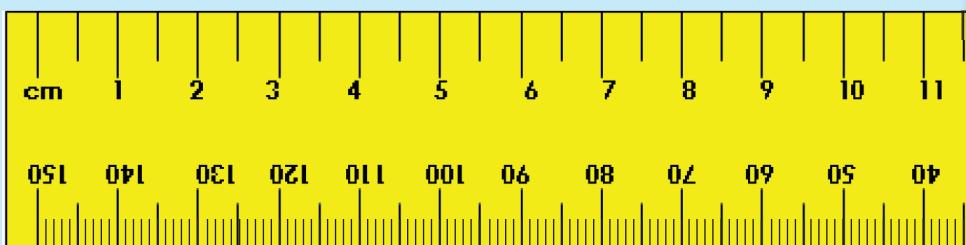
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See the fraction game in the next lesson.



Fraction problems

Look at the ruler. Describe it using cm, mm and intervals.



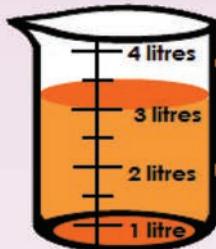
An interval, what is that?



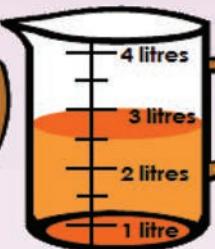
It is the distance between those small lines.

1. How much orange juice is in each jug? Choose and circle the correct answer.

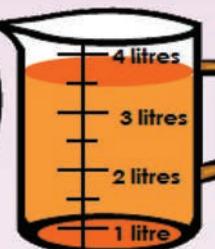
a.



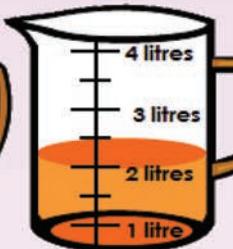
b.



c.



d.



e.



i. 3 litres

ii. 3,5 litres

iii. 2 litres

i. 3 litres

ii. 2,5 litres

iii. 2 litres

i. 4 litres

ii. 2,5 litres

iii. 3,5 litres

i. 2 litres

ii. 1,5 litres

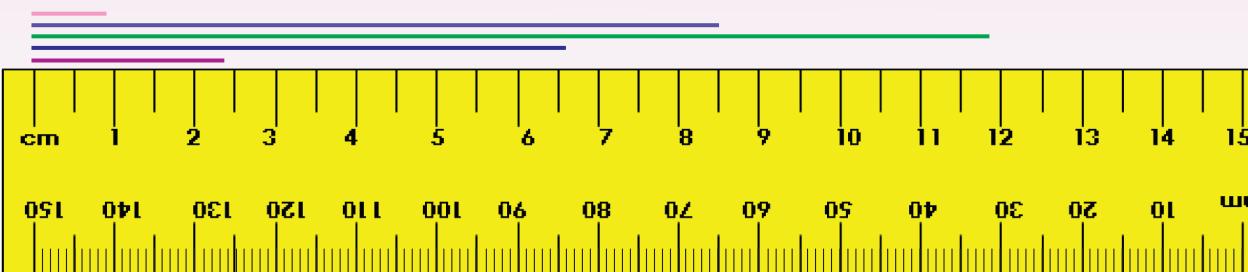
iii. 2,5 litres

i. 3,5 litres

ii. 4 litres

iii. 2,5 litres

2. How long is each line? Give your answer in millimeters and centimeters.



a. Pink line

<input type="text"/>	mm	<input type="text"/>	cm
----------------------	----	----------------------	----

b. Purple line

<input type="text"/>	mm	<input type="text"/>	cm
----------------------	----	----------------------	----

c. Green line

<input type="text"/>	mm	<input type="text"/>	cm
----------------------	----	----------------------	----

d. Blue line

<input type="text"/>	mm	<input type="text"/>	cm
----------------------	----	----------------------	----

e. Red line

<input type="text"/>	mm	<input type="text"/>	cm
----------------------	----	----------------------	----

XXX





3. There are eight children at my party. Make drawings to solve your questions.

- a. Two cakes are shared equally between eight children. What part of a cake will each child get?



- b. Each child gets one eighth of the lollipops. How many lollipops will each child get?



- c. How much juice will each child get if you share it equally between them?



Fraction fun at home

- With the help of an adult find as many things as you can at home that are divided into equal pieces. Name the object and say into how many pieces it is divided.



Sign:

Date:

R10

Money problems

Look at the pictures. Discuss what you can do with the money.



1. You and three of your friends collected all your old toys to sell to buy four sports shirts. Each shirt costs R50.



- a. Look above. This is what you sold on the first day. How much did you sell?

- b. How much money do you need to buy all four shirts?

- c. How many shirts can you buy with the money you made on the first day?

- d. How much more do you need to sell to buy the four shirts?

2. After three days you sold everything. You kept a record of what you were selling. Now you need to calculate everything.



First day	I sold: R1 5, 0 0 R1 7, 0 0 + R4 5, 0 0 <hr/>	We still need to sell <input type="text"/> worth of toys to buy all the shirts. Calculate it here.
Second day	I sold: R2 5, 0 0 R3 5, 0 0 R 8, 0 0 + R2 2, 0 0 <hr/>	We still need to sell <input type="text"/> worth of toys to buy all the shirts. Calculate it here.
Third day	I sold:	Do we have enough money for 4 shirts? Show it here.



My wish ...



- Write down what you really want to buy.
- How much does it cost?
- What can you do to get the money?

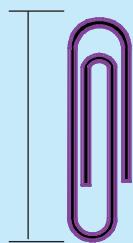
Sign: _____

Date: _____



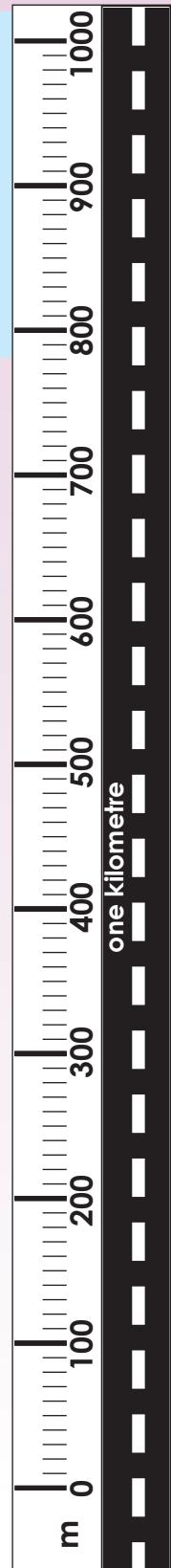
Length

5 Revision



About how many paper clips long is the pencil?
How did you find out?

About 3 cm



1. A paper clip is about 3 centimetres long.

Use the paper clip as a measure to make these estimates. Check your estimates by measuring to the nearest centimetre.

Estimate **Measure**

a. Length of your thumb.

b. Width of your maths book.

c. Length of a crayon.

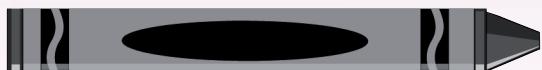
d. Length of a pencil.

e. Length of an envelope.

f. Length of an eraser.

2. Use your centimetre ruler. Write the length of each object.

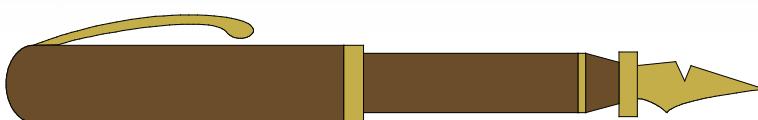
a.



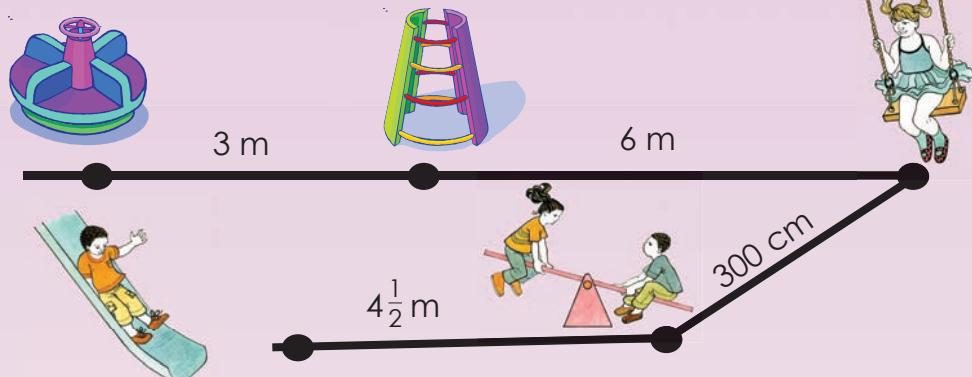
b.



c.

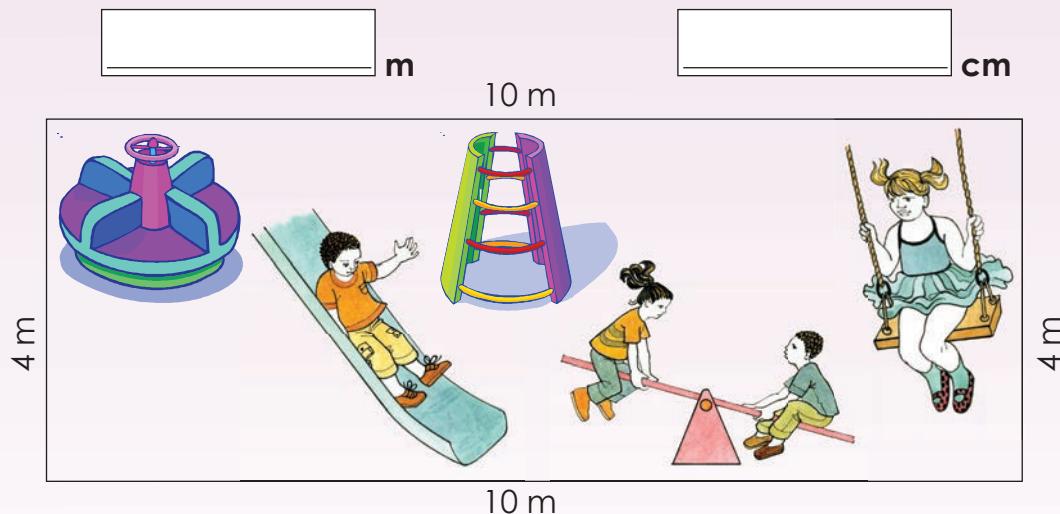


3. Look at the picture and complete the table.



Distance from:	Metres (m)	Centimetres (cm)
The merry-go-round to the ladder.		
The ladder to the swing.		
The swing to the seesaw.		
The seesaw to the slide.		

4. A fence was built around the playground. How long is the fence? Write your answer in metres and centimetres.



How tall? How long?



- How tall are you?
- How tall is your mother or caregiver?
- How tall is your teacher?
- How tall is your principal?

- Which is the longest?
- One third of a metre or one quarter of a metre.

Sign: _____
Date: _____

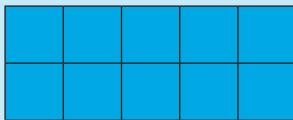
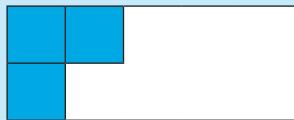


Area and Perimeter

5 Revision

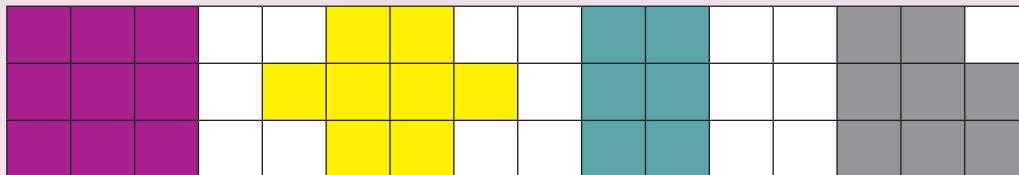
The area of a shape is the number of square units needed to cover the inside shape.

Square units



The area is 10 square units.

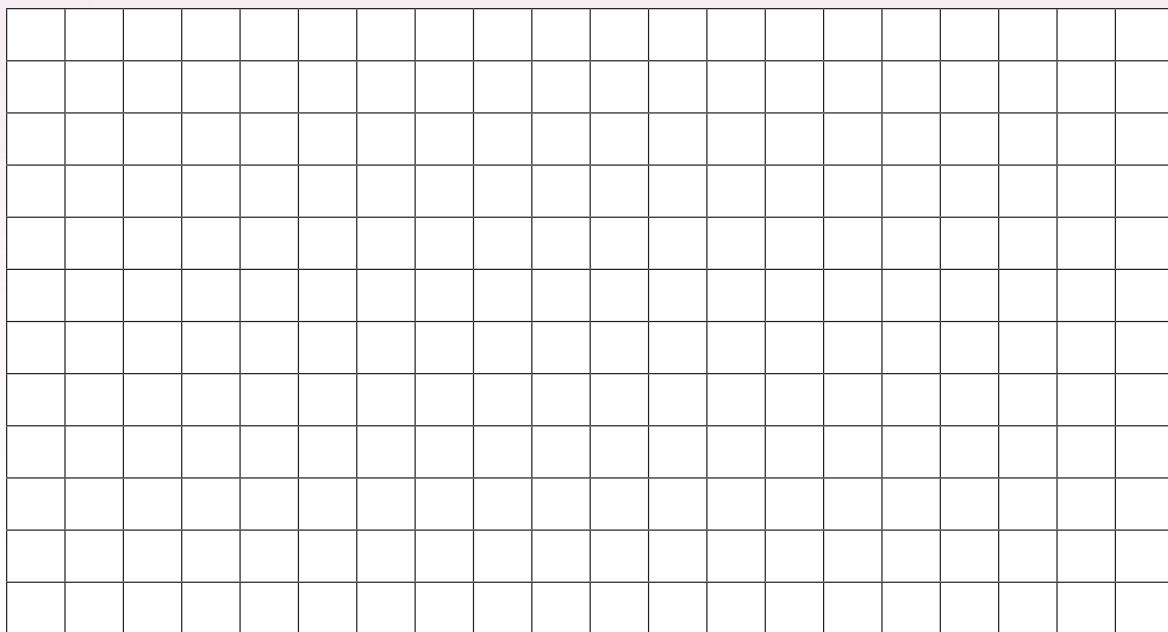
1. Find the area of each shape and write your answers in square units.



- a. b. c. d.

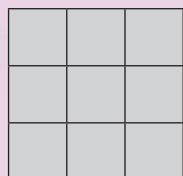
2. Draw the shape described.

- A red square with an area of 1 square unit.
- A green rectangle with an area of 4 square units.
- A yellow rectangle with 12 square units.
- A blue rectangle with an area of 10 square units that is longer than it is wide.

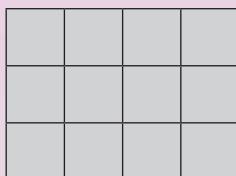




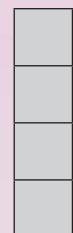
3. Find the area of each shaded rectangle in square units. Be sure to count the parts you cannot see.



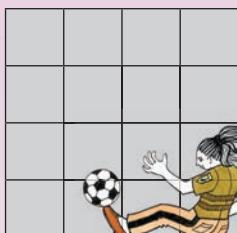
a.



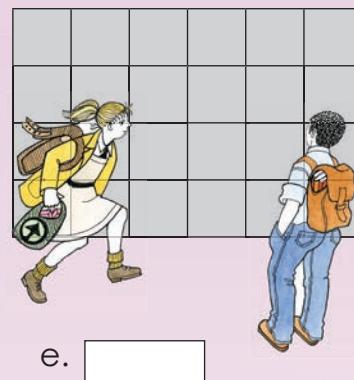
b.



c.



d.



e.



4. A counter top is covered with four rows of square tiles.

There are 9 tiles in a row. What is the area of the counter top in tiles? Make a drawing to show your answer.

5. A counter top is covered with three rows of square tiles.

There are 8 tiles in each of the first two rows and 7 tiles in the third row. What is the area of the counter top in tiles? Make a drawing to show your answer.

Tiling fun

- You are using these tiles to tile the floor.
- How many tiles do you need to tile the floor on the right?





Capacity

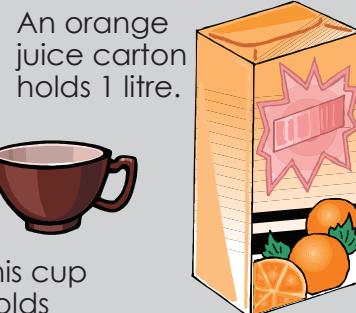
5 Revision

Work in groups. Get some large containers. Estimate which of them would hold about one litre

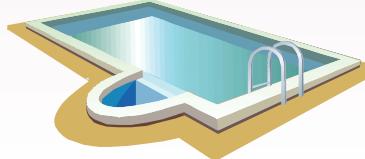
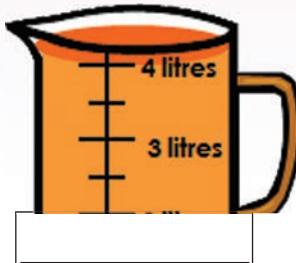


1. Fill in the correct answer.

- a. A cup holds the orange juice carton.
more than, less than, the same as
- b. The orange juice carton holds the cup.
more than, less than, the same as
- c. The jug holds the orange juice carton.
more than, less than, the same as
- d. The jug holds the cup.
more than, less than, the same as
- e. The orange juice carton holds the jug.
more than, less than, the same as



2. Estimate whether the objects hold more than, less than or about the same as 1 litre.



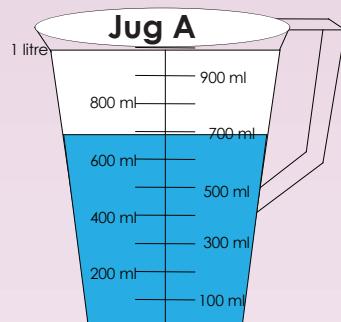


3. How many milliliters are in:

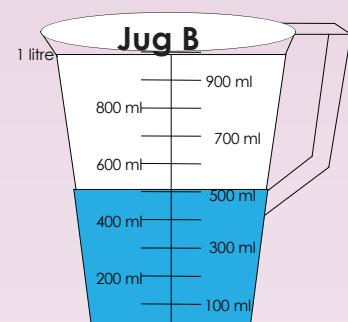
- One half a litre,
- One fifth of a litre

- One quarter of a litre

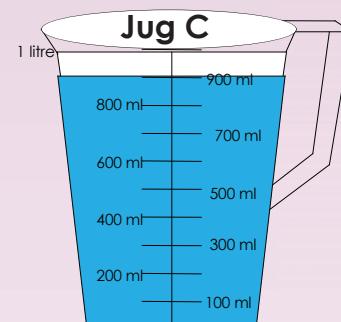
4. Say how much each measuring jug holds?



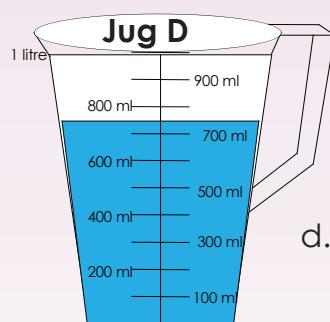
a. ml
 l



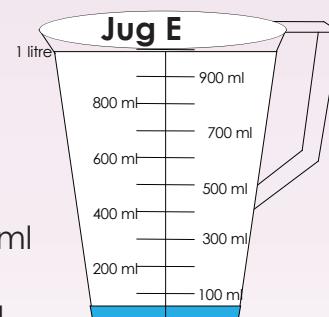
b. ml
 l



c. ml
 l



d. ml
 l e. ml
 l



- Which jug holds the most?
- Which jug holds the least?
- How much more does jug B have than jug E?
- How much more does jug A have than jug B?
- Which jug holds less than 500 ml?

At home ...

Find five things that hold less than 1 litre and five things that hold more than 1 litre at your home.



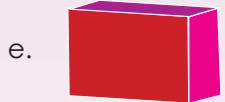


2-D Shapes and 3-D Objects

Name these 3-dimensional objects. Where in your environment will you find them?

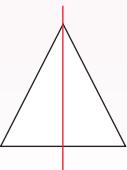


1. Say whether each 3-D object is a pyramid or a prism.

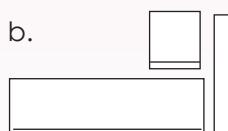


2. Name all the 2-D shapes. How many lines of symmetry does each shape from 2a to 2e have? Draw the line on the shape and write the number next to it.

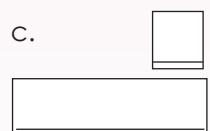
a. Triangle



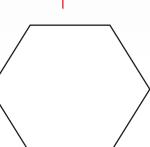
b.



c.

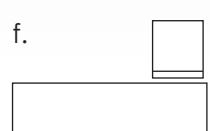


d.



e.

f.



3. Choose the correct shapes to go with the correct prism/pyramid.



a. Triangular prism



b. Rectangular prism



c. Cube



d. Pentagonal prism



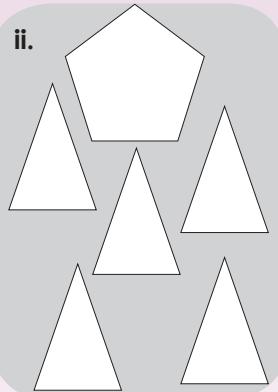
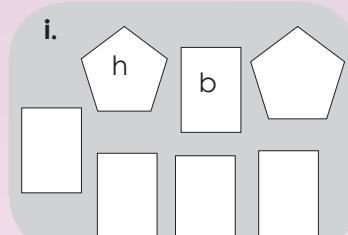
e. Hexagonal prism



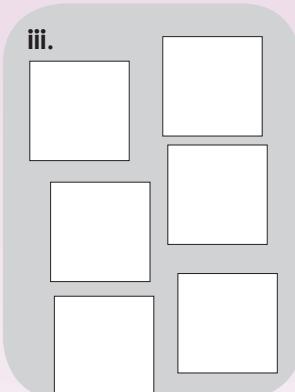
f. Tetrahedron/
Triangular pyramid



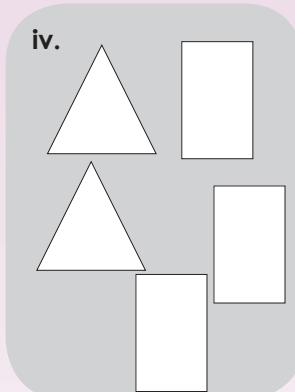
g. Square pyramid



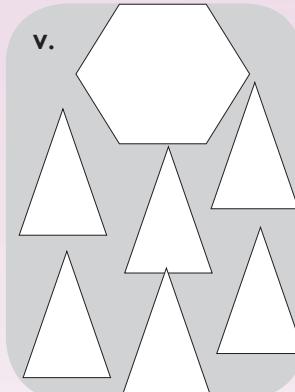
ii.



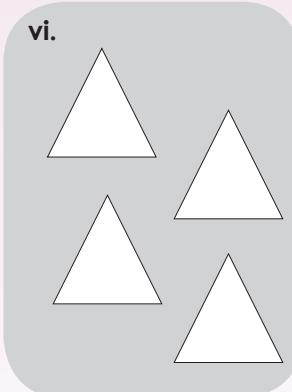
iii.



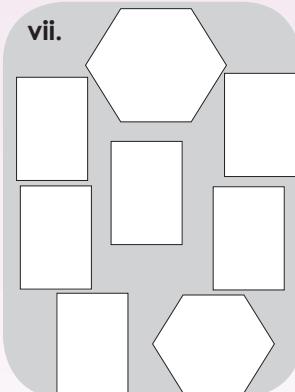
iv.



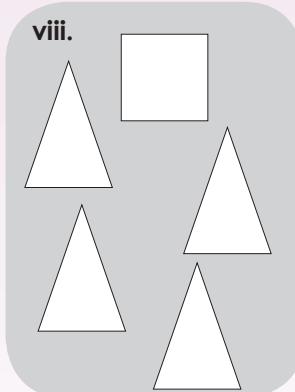
v.



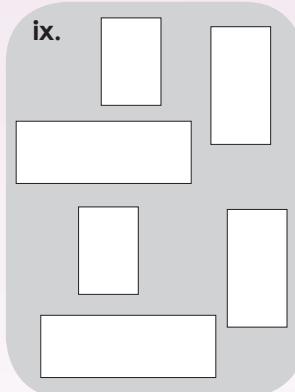
vi.



vii.



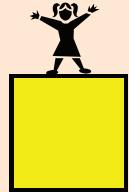
viii.



ix.

Tessellate?

Can these shapes tessellate on their own?



Sign:
Date:



Mass

5 Revision

What is mass? Look at the pictures below and discuss it.



Grams and kilograms are metric units used to measure how heavy objects are.



A paper clip weighs about 1g.



A book weighs about 1 kg.

Use a benchmark to estimate the mass of these objects in grams or kilograms. Check each object on a scale.



1. Will you use grams or kilograms to weigh the following:

a.



b.



c.



d.



e.



2. Use the object on the left to estimate whether the object is heavier or lighter than kilogram or gram.

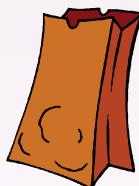


1 kilogram



1 gram

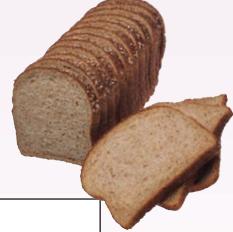
a. Paper bag



b. Shoes



c. A loaf of bread



d. Pencils



e. Scissors



f. Calculator



3. Look at the scales and answer the questions.

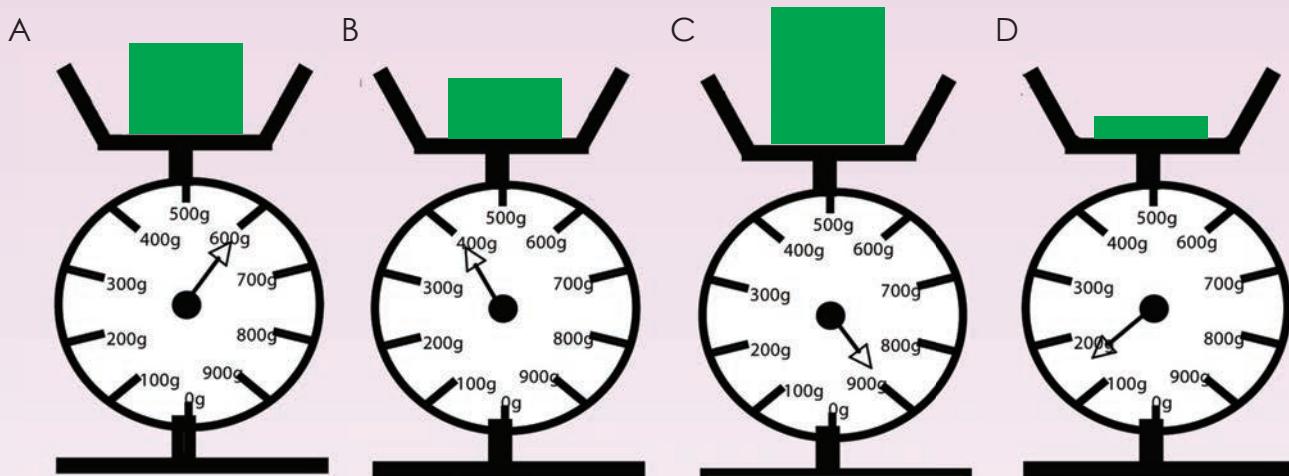
a. Which objects weigh less than 700 g? _____

b. Which objects weigh between 500 g and 1 kg? _____

c. Which is the heaviest object? _____

d. What is the total mass of objects A and D? _____

e. What is the total mass of objects B and C? _____



4. Look at the two containers.

Are they the same size? _____

Do they weigh the same? _____



The winning bag



- Each learner should gather assorted objects from around the classroom and place them in his or her bag. Fill each bag until it is estimated that it weighs about 1 kilogram.
- Select one class member to weigh each bag. The winner is the learner whose bag weighs closest to 1 kilogram.
- You can repeat the activity by filling the bags with different objects.

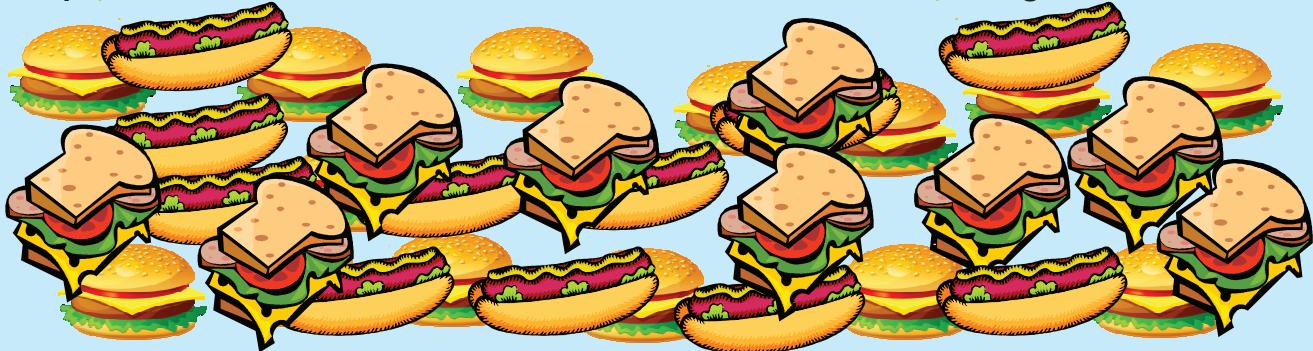
Sign: _____
Date: _____



Data Handling

5 Revision

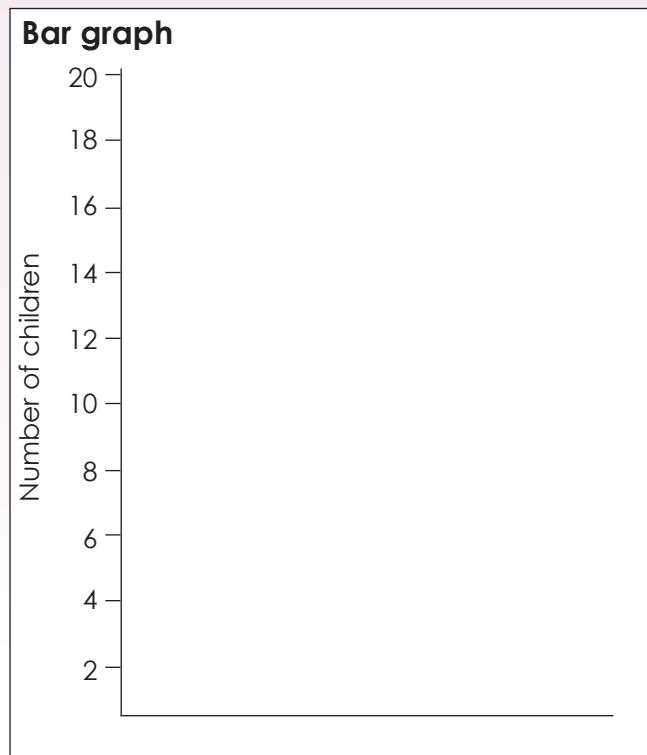
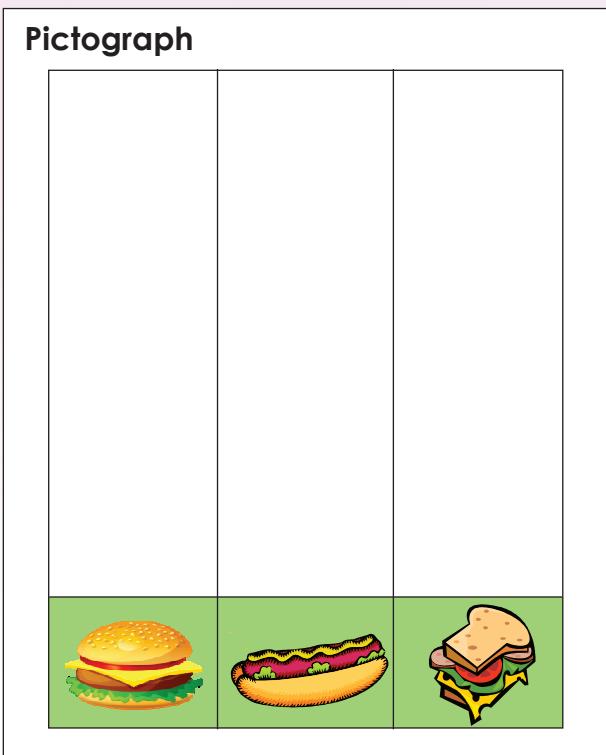
The picture shows us what kind of lunches children would like in a grade 5 class.

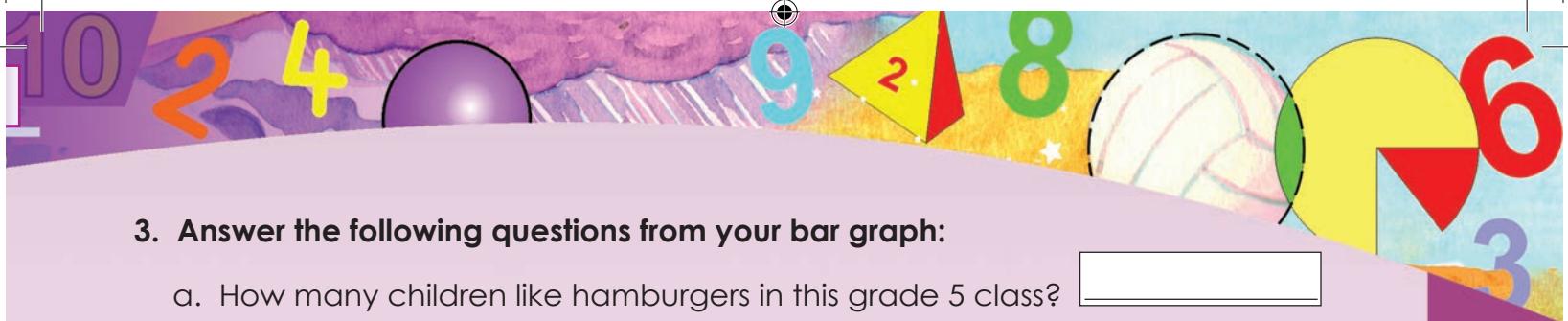


- Sort the types of lunch liked by these grade 5 learners by completing the table.

Type of lunch	Tally	Frequency
Hamburger		
Hotdog		
Sandwich		

- Use the information in the table above to draw a pictograph and bar graph.





3. Answer the following questions from your bar graph:

- How many children like hamburgers in this grade 5 class?
- How many children like hotdogs in this grade 5 class?
- How many children like sandwiches in this grade 5 class?
- Which is the most popular lunch in this grade 5 class?
- Which is the least popular lunch in this grade 5 class?

4. Write 3 headings: Certain to happen, Certain not to happen, Uncertain. Classify each of the following under one of those headings:

- Snow in our town or place tomorrow.
- Hail in our town or place tomorrow.
- Sneeze with open eyes.
- I will be a day older this time tomorrow.
- A woman will be a president of South Africa one day.
- Our soccer team will win the league this year.
- Somewhere in the world someone is being born right now.
- Add one event of your own to each of the lists.

5. Your mother wants to sell lunches for Grade 5 at the tuck shop. What advice will you give her? Write the answer in your answer book or on a separate piece of paper.



Remember this game is about LUCK!

Who is lucky?

- Play in pairs.
- Use a coin again. Start the game by asking: "Who is lucky?"
- The first player will toss the coin ten times. Before tossing it he or she must guess on which side the coin will land the most often. If the player is correct the player will get 1 point.
- The second player does the same.
- In pairs do this ten times. The player with the highest score is the winner.

Sign: _____

Date: _____



5 2 : 1

Notes

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0 1 2 3 4 5 6 7 8 9 10 11 12 13 14



Rainbow
WORKBOOKS

Grade

5

Mathematics

PART

2

WORKSHEETS

1 to 64

ENGLISH

Book

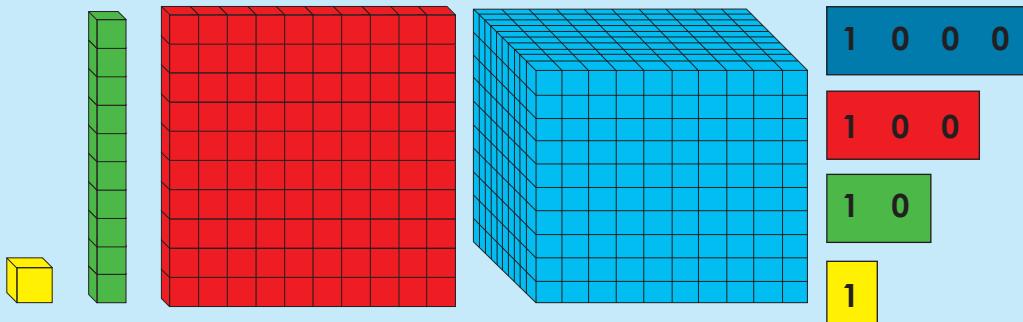
1



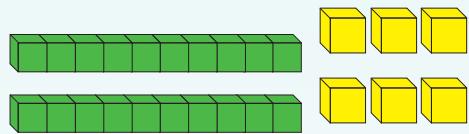
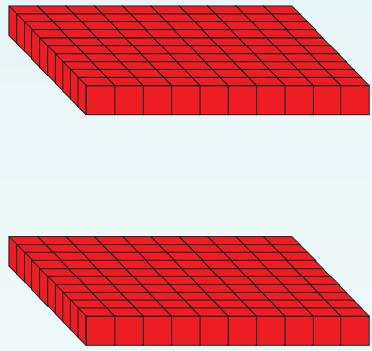
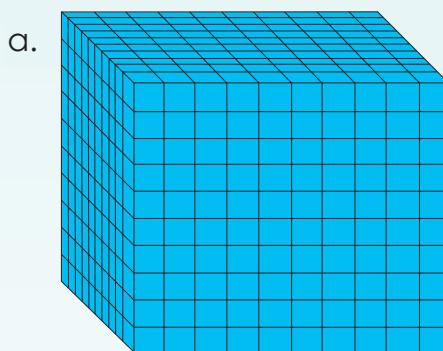
Numbers to 1 000

5 2 10 ÷

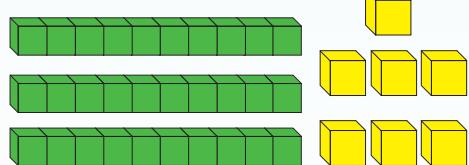
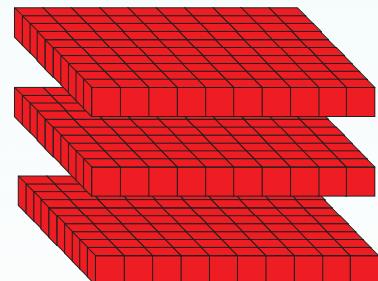
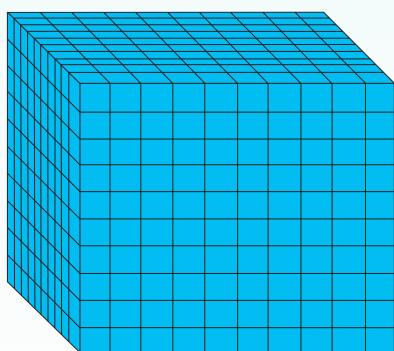
How many cubes are there in total? Match the place value cards with the base ten blocks.



1. Count the cubes.



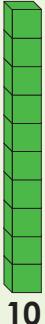
b.

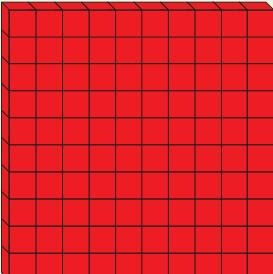


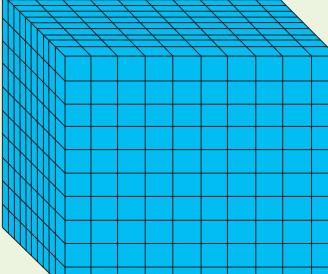
2

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

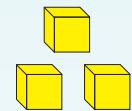
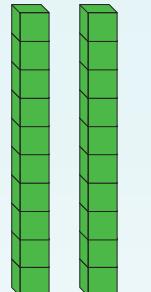
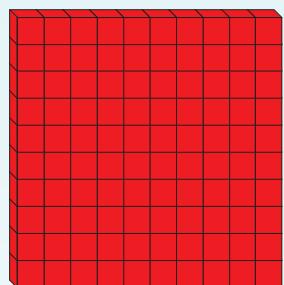
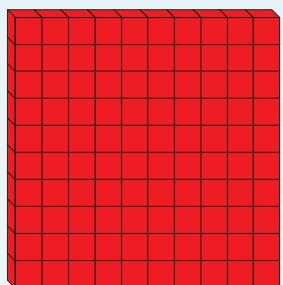
2. How many cubes are there in total?

$$\begin{array}{c} \text{Yellow cube} \\ = 1 \end{array}$$

$$= 10$$

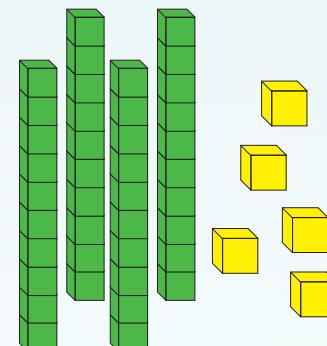
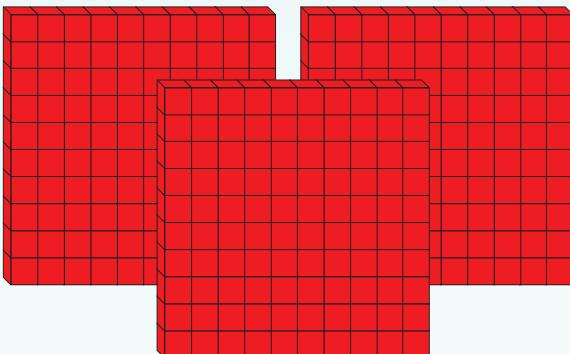
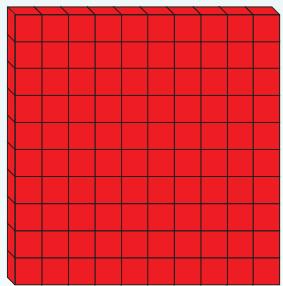

$$= 100$$


$$= 1000$$

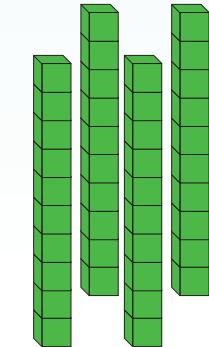
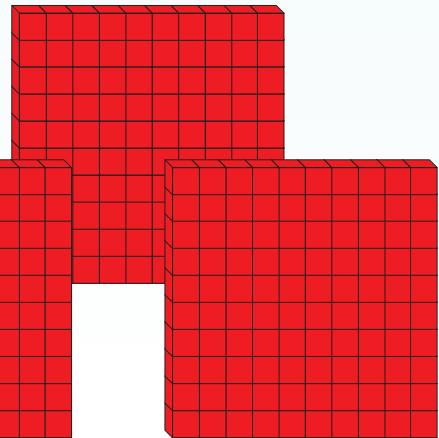
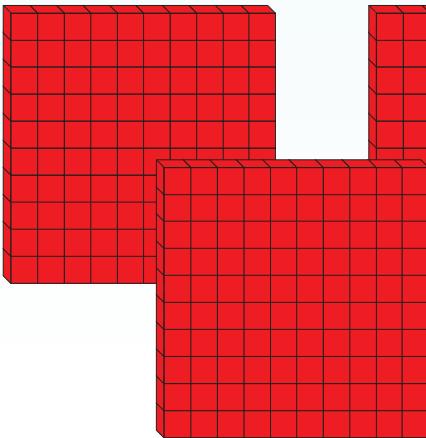
a.



b.



c.



continued

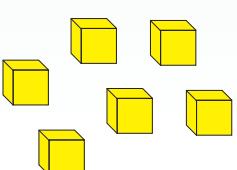
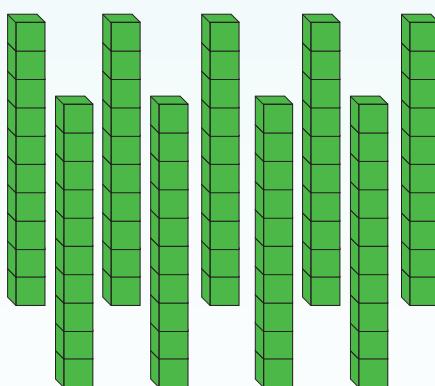
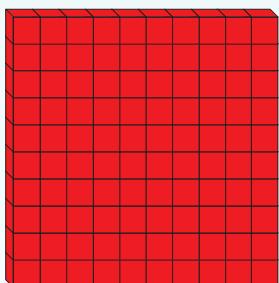
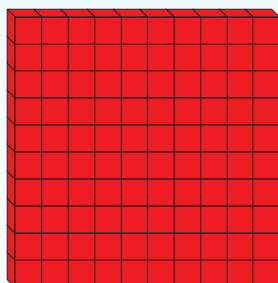
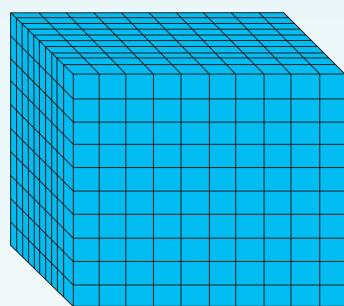
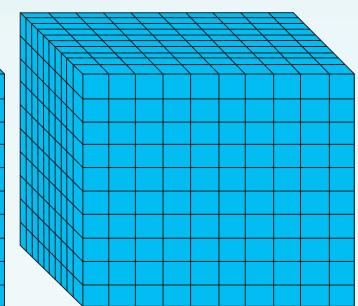
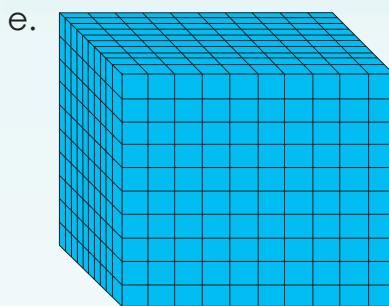
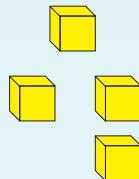
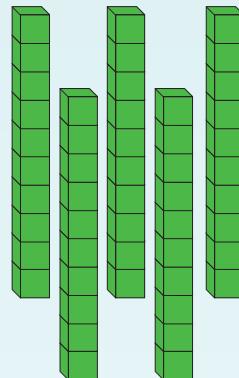
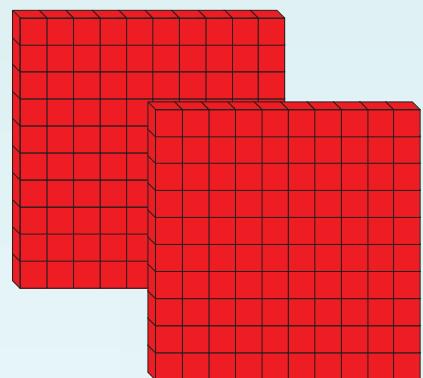
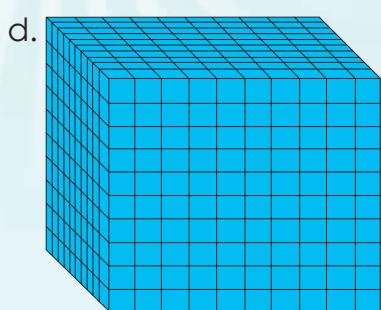


3

1b

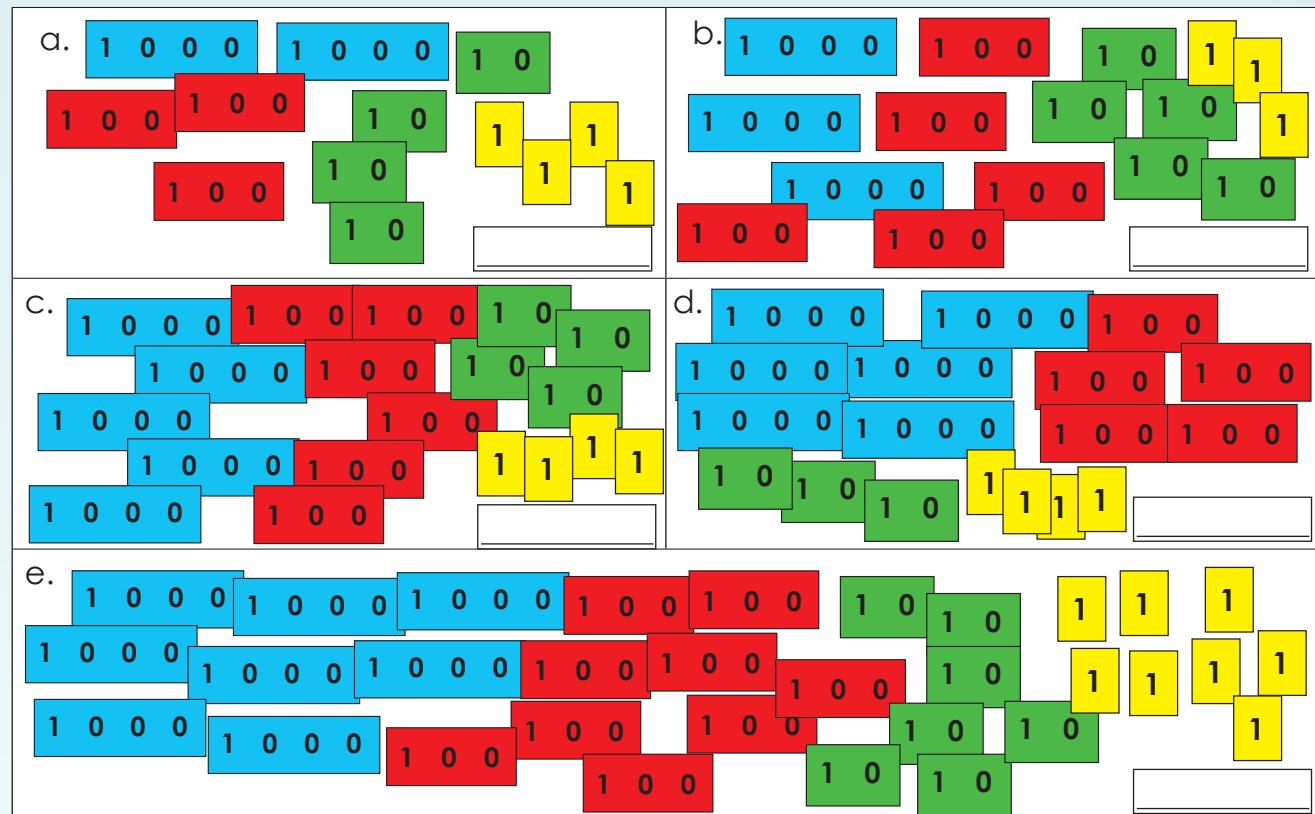
Numbers to 1 000 continued

Term 1



4

3. Add all the place value cards.

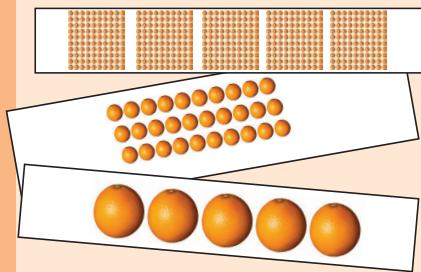


4. Calculate the following:

- a. $1000 + 100 + 100 + 100 + 10 + 10 + 1 + 1 = \boxed{1321}$
- b. $1000 + 1000 + 100 + 100 + 100 + 100 + 10 + 10 + 1 + 1 + 1 + 1 + 1 = \boxed{2221}$
- c. $1000 + 100 + 1000 + 100 + 10 + 100 + 1 + 1 = \boxed{1221}$
- d. $1000 + 1 + 100 + 10 + 1000 + 10 + 100 + 100 + 1 = \boxed{1221}$
- e. $10 + 10 + 100 + 100 + 1000 + 10 + 1 + 100 + 1000 = \boxed{1221}$

How quick are you?

What you need:
Cut-out 1.



What to do:

- Play in pairs.
- Cut out the cards from the back of your books.
- Place them face down on your desk.
- You choose five cards and your partner chooses five.
- See who can give the total the quickest.
- Add 1 000 to your answer.
- Check your partner's answer.
- Do the same with 6/7/8/9/10 cards. Remember to add a 1 000.
- The person with the most correct answers is the winner.

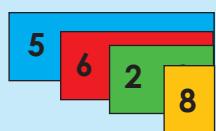
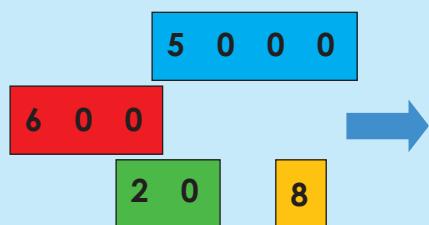




Numbers 0 to 10 000

5 2 10
÷

What number will these cards make?



5 628



In words
it is

Five thousand six hundred
and twenty-eight.

Use Cut-out 2 to show five different numbers.

1. Complete the following:

a. $8\ 000 + 400 + 30 + 2 =$ _____

b. $3\ 000 + 800 + 50 + 1 =$ _____

c. $1\ 000 + 200 + 80 + 7 =$ _____

d. $4\ 000 + 900 + 3 =$ _____

e. $7\ 000 + 7 =$ _____

2. Write the number in the correct column:

		Thousands	Hundreds	Tens	Units
a.	3 487	3	4	8	7
b.	4 204				
c.	6 003				
d.	8 710				
e.	6 080				

3. You need some coloured pencils to complete this question. Complete the following using the first question to guide you.

a. $8\ 183 =$ **8 thousands + 1 hundred + 8 tens + 3 units**

b. $6\ 325 =$ _____

c. $5\ 555 =$ _____

d. $2\ 806 =$ _____

e. $6\ 005 =$ _____



4. Complete the table below:

	Expanded notation	Words
a.	6 578	
b.	3 254	
c.	5 504	
d.	9 540	
e.	8 003	

5. What is the value of the underlined digit?

- a. 6 214
- b. 5 8 91
- c. 5 004
- d. 1 240
- e. 8 040

6. What will you do to change the number?

a.	4 824	- 400	4 424
b.	3 154		154
c.	2 054		2 004
d.	3 879		3 070
e.	5 571		5 000

Find the number.

What to do:

- Bring a newspaper to class.
- Find five 4-digit numbers. Write them down.
- Share with the class what each number means.

What you need:

- A newspaper

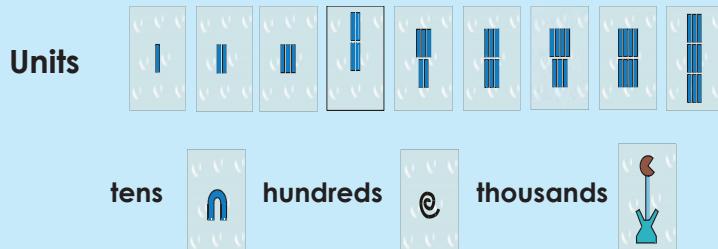




More numbers 0 to 10 000

5 2 10 ÷

Look at these Egyptian numbers. Make any 5-digit number using the Egyptian numbers.

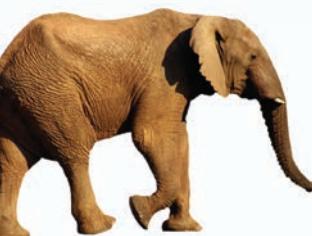


1. Complete the table below:

Egyptian number	Number	Expanded notation
	1 431	1 000 + 400 + 30 + 1

2. Arrange the numbers from the smallest to the biggest.

- a. 6 923, 6 239, 6 329, 6 223, 6 326
- b. 3 210, 3 201, 3 012, 3 021, 3 011
- c. 7 776, 7 767, 7 677, 7 676, 7 656
- d. 8 008, 8 080, 8 808, 8 800, 8 000
- e. 3 555, 5 335, 5 533, 5 535, 3 535



greater than



3. Fill in < or >.

- a. 6 923 6 293
- b. 3 102 3 103
- c. 5 333 6 222
- d. 2 222 2 220
- e. 4 929 4 992



4. What is the value of the 7 in all the numbers?

a. 2 784

b. 7 582

c. 5 487

d. 7 519

e. 3 752

5. Complete the following:

3 6 2 9

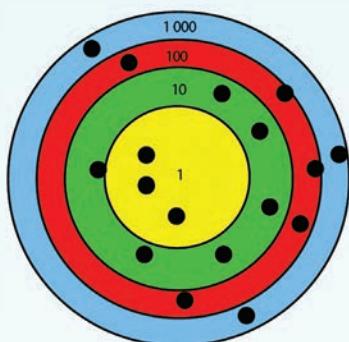
a. Use each digit once, make the smallest 4-digit number:

b. Use each digit once, make the largest 4-digit number:

c. You can use a digit twice, make the smallest 4-digit number:

d. You can use a digit twice, make the largest 4-digit number:

6. Complete the following:



You tossed some stones on a game board. This was your result. If you add the numbers, what is the total?

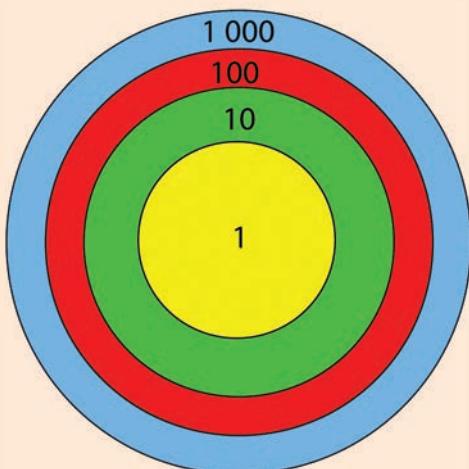
Who can get the largest number?

What you need:

- The game board on the right.
- Small stones.

What to do:

- Toss your stone on the board.
- Write down the number it landed on.
- Do this ten times.
- Add the numbers.
- The winner in a group is the person with the highest score.





Number sentences

5 2 10 ÷

Replace with a number

$4 + 6 =$	<input type="text"/>	$5 + 5 =$	<input type="text"/>	$8 + 2 =$	<input type="text"/>	$3 + 7 =$	<input type="text"/>
$23 + 7 =$	<input type="text"/>	$24 + 6 =$	<input type="text"/>	$22 + 8 =$	<input type="text"/>	$25 + 5 =$	<input type="text"/>
$430 + 70 =$	<input type="text"/>	$440 + 60 =$	<input type="text"/>	$420 \times 880 =$	<input type="text"/>	$450 + 50 =$	<input type="text"/>
$430 + 270 =$	<input type="text"/>	$440 + 260 =$	<input type="text"/>	$420 + 280 =$	<input type="text"/>	$450 + 250 =$	<input type="text"/>

1. Calculate the following.

Example: Commutative property of addition.

$$15 + 5 = \boxed{52} \quad \text{or} \quad 37 + 15 = \boxed{52}$$

$$59 + 368 = \boxed{427} \quad \text{or} \quad 368 + 59 = \boxed{427}$$

$$87 + 62 = \boxed{149} \quad \text{or} \quad 62 + 87 = \boxed{149}$$

a. $22 + 35 = 35 + \boxed{}$

b. $\boxed{} + 8 = \boxed{} + 9$

c. $99 + 89 = 89 + \boxed{}$

d. $\boxed{} + 75 = \boxed{} + 76$

e. $375 + 283 = 283 + \boxed{}$

f. $389 + 742 = \boxed{}$

10

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Example: Associative property of addition.

$$(5 + 4) + 6 = \boxed{15} \text{ is the same as } 5 + (4 + 6) = \boxed{15}$$

$$(35 + 28) + 17 = \boxed{80} \text{ is the same as } 35 + (28 + 17) = \boxed{80}$$

$$99 + (7 + 45) = \boxed{151} \text{ is the same as } (99 + 7) + 45 = \boxed{151}$$

2. Calculate the following.

a. $(5 + 7) + 8 = \boxed{\quad} + (7 + 8)$

b. $(8 + 7) + 6 = 8 + (\quad + 6)$

c. $9 + (1 + 4) = (\quad + \quad) + 4$

d. $(3 + 8) + 7 = \boxed{\quad} + (8 + 7)$

e. $(12 + 13) + 11 = 12 + (\quad + 11)$

f. $20 + (3 + 8) = (\quad + \quad) = \boxed{\quad}$

Solve the problems.

A man buys cell phones for all his stores. He buys 6 789 black phones, 1 567 brown cell phones and 4 532 red cell phones. How many cell phones did he buy altogether?

a. What is the question?

b. What are the numbers?

c. What basic operation/s (+, -, ×, ÷) will you use?

d. Write down the number sentence?

e. Do your calculation.





More number sentences

5 2 ÷ 10

Write number sentences using +, - and =. Each number sentence should include a 1 or a 0. What do you notice when you calculate it?

4	+	0	=	4
<input type="text"/>				
<input type="text"/>				
<input type="text"/>				
<input type="text"/>				

<input type="text"/>				
<input type="text"/>				
<input type="text"/>				
<input type="text"/>				
<input type="text"/>				

1. Complete the following.

a. $10 = 5 + \square$, $10 - 5 = \square$
c. $10 = 4 + \square$, $10 - 4 = \square$
e. $10 = 2 + \square$, $10 - 2 = \square$

b. $10 = 7 + \square$, $10 - \square = 3$
d. $10 = 6 + \square$, $10 - \square = 4$
f. $10 = 9 + \square$, $10 - \square = 1$

2. Complete the following.

a. $100 = 50 + \square$, $100 - 50 = \square$
c. $100 = 40 + \square$, $100 - 40 = \square$
e. $100 = 20 + \square$, $100 - 20 = \square$

b. $100 = 70 + \square$, $100 - \square = 30$
d. $100 = 60 + \square$, $100 - \square = 40$
f. $100 = 90 + \square$, $100 - \square = 10$

3. Complete the following.

a. $1000 = 500 + \square$, $1000 - 500 = \square$
c. $1000 = 400 + \square$, $1000 - 400 = \square$
e. $1000 = 200 + \square$, $1000 - 200 = \square$

b. $1000 = 700 + \square$, $1000 - \square = 300$
d. $1000 = 600 + \square$, $1000 - \square = 400$
f. $1000 = 900 + \square$, $1000 - \square = 100$

4. Complete the following.

a. $100 = 57 + \square$, $100 - 57 = \square$
c. $100 = 43 + \square$, $100 - 43 = \square$
e. $100 = 25 + \square$, $100 - 25 = \square$

b. $100 = 72 + \square$, $100 - \square = 28$
d. $100 = 69 + \square$, $100 - \square = 31$
f. $100 = 91 + \square$, $100 - \square = 9$



5. What pattern did you notice?

6. Say if the following is true or false.

a. $6 + 5 = 5 + 6$

b. $9 + 6 = 6 - 9$

c. $12 - 4 = 4 - 12$

d. $15 - 9 = 9 + 15$

e. $8 + 7 = 7 - 8$

f. $20 - 10 = 10 - 20$

7. Solve the problem.

The price for a container of wheat is R8 231. Since some of the wheat is spoiled, the price is decreased by R3 789. What price does a shop owner pay for the container of wheat? (You will need some extra paper to do this activity.)

a. What is the question?

b. What are the numbers?

c. What basic operation (+, -, ×, ÷) will you use?

d. Write down the number sentence?

e. Do your calculation.

Combinations

Here is one combination that will give you 20. How many more combinations can you come up with?

$13 + 17 =$





Addition up to 4-digit numbers

5 2 10
÷

What is the difference between the numbers in each of these rows?

100	200	300	400	500	600	700	800	900	1 000
101	201	301	401	501	601	701	801	901	1 001
110	210	310	410	510	610	710	810	910	1 010
995	1 995	2 995	3 995	4 995	5 995	6 995	7 995	8 995	9 995
400	1 400	2 400	3 400	4 400	5 400	6 400	7 400	8 400	9 400

1. What number comes next?

- 30, 40, 50,
- 600, 700, 800,
- 2 545, 3 545, 4 545,
- 2 605, 2 705, 2 805,
- 5 484, 6 484, 7 484,
- 1 610, 1 710, 1 810,

2. Complete the table by adding to the given number in the first column.

Number	Add 1 000	Add 100	Add 10	Add 1
3 548				
8 354				
2 632				
1 036				
4 999				

3. Fill in the missing number:

a. $8 + \boxed{} = 10$

b. $15 + \boxed{} = 20$

c. $80 + \boxed{} = 100$

d. $72 + \boxed{} = 100$

e. $150 + \boxed{} = 200$

f. $332 + \boxed{} = 350$

g. $325 + \boxed{} = 400$

h. $1\,750 + \boxed{} = 2\,000$

i. $3\,220 + \boxed{} = 3\,500$

j. $5\,440 + \boxed{} = 6\,000$

4. Complete the table by filling in the missing numbers.

		Complete up to the next 10.	Complete up to the next 100.	Complete up to the next 1 000.
a.	457	$457 + \boxed{3} = 460$	$457 + \boxed{} = 500$	
b.	125	$125 + \boxed{} = 130$	$125 + \boxed{} = 200$	$125 + \boxed{} = 1\,000$
c.	575	$575 + \boxed{} = 580$	$575 + \boxed{} = 600$	$575 + \boxed{} = 1\,000$
d.	853	$853 + \boxed{} = 860$	$853 + \boxed{} = 900$	$853 + \boxed{} = 1\,000$
e.	976	$976 + \boxed{} =$	$976 + \boxed{} =$	$976 + \boxed{} =$



Sign:

Date:

continued ➔



Addition up to 4-digit numbers continued

Examples:

Example 1:

$$5\ 637 + 2\ 358$$

$$\begin{aligned} &= 5\ 000 + 2\ 000 + 600 + 300 + 30 + 50 + 7 + 8 \\ &= 7\ 000 + 900 + 80 + 15 \\ &= 7\ 000 + 900 + 80 + 10 + 5 \\ &= 7\ 000 + 900 + 90 + 5 \\ &= 7\ 995 \end{aligned}$$

Example 2:

$$\begin{array}{r} 5\ 6\ 3\ 7 \\ + 2\ 3\ 5\ 8 \\ \hline 1\ 5 \\ 8\ 0 \\ 9\ 0\ 0 \\ + 7\ 0\ 0\ 0 \\ \hline 7\ 9\ 9\ 5 \end{array} \quad \begin{array}{l} (7 + 8) \\ (30 + 50) \\ (600 + 300) \\ (5\ 000 + 2\ 000) \end{array}$$

5. Use both methods above to calculate the following.

a. $3\ 268 + 1\ 211 =$

b. $5\ 455 + 3\ 540 =$

Continue on an extra sheet of paper.

c. $4\ 765 + 3\ 219 =$

d. $7\ 214 + 1\ 397 =$

Continue on an extra sheet of paper.

e. $6\ 984 + 659 =$

f. $8\ 647 + 768 =$

Continue on an extra sheet of paper.

-
6. Of all the methods of addition which you've learnt so far, which one do you like the most and why? Write an example of your favourite method here.

Continue on an extra sheet of paper.



What is the size of your number?

What you need:

- Use the 10s, 100s and 1 000s dice made before.
- Piece of paper.



What to do:

- Individual game against a group or the class.
- Roll the green 10s dice.
- Add the number landed on, to the first number on the blue card. Write your addition sum on a piece of paper.
- Do the same with the 2nd to the 5th number.
- Repeat the activity with the 100 s and 1 000s dice.
- Learners check each others' addition sums.
- The winner is the person with the most correct answers.

3 428
2 573
4 264
5 638
3 242





Addition problems

How fast can you answer these?

- Add $2\ 000 + 1\ 000 + 300 + 50 + 8 + 2$.
- What is the **sum of** 5 000 and 2 000?
- How much is 6 000 and 300 **altogether**?
- What three numbers have a **total** of 500?
- Add 37 **and** 12.
- What is the **sum of** 200 and 36?
- How much is 95 and 25 **altogether**?
- Which three numbers have a **total of** 100?

How did the
blue words
help you?

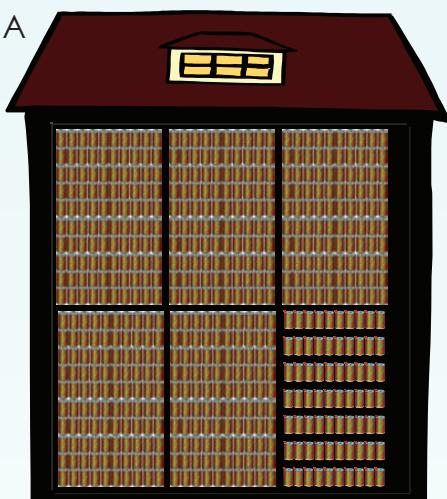


What word
will help you
to choose the
operation?

1. Solve the following problems. The pictures may guide you. Also use the blue word.

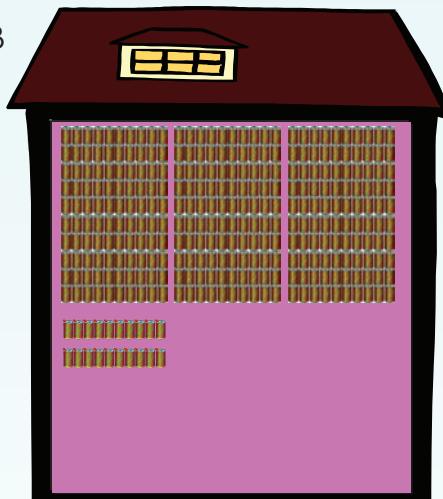
- a. Shop A sells 570 cans of cold drink. Shop B sells 320 cans of cold drink. How many cans of cold drink do both shops sell altogether.

Shop A



and

Shop B



$$500 + 300 + 70 + \boxed{}$$

$$= \boxed{}$$

$$= \boxed{}$$

$$= \boxed{}$$

$$= \boxed{}$$

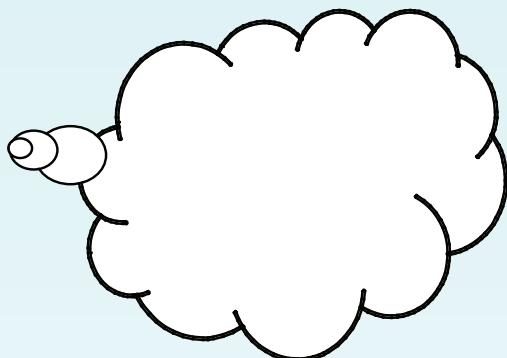
Try to form
a picture in
your mind.
These are the
number of
cans.





- b. My uncle, a truck driver, travelled 1 475 km in early January.
He then travelled 276 km more. How far did he travel in January?

i. What picture do you see when you think about this problem? Draw it.



ii. What operation should you use?

iii. Solve the problem. Write it down in your writing book.

Continue on an extra sheet of paper.

- c. Jabu collects 2 389 bottle caps. Sindi collects 3 983 bottle caps. How many bottle caps did they collect altogether?

Continue on an extra sheet of paper.

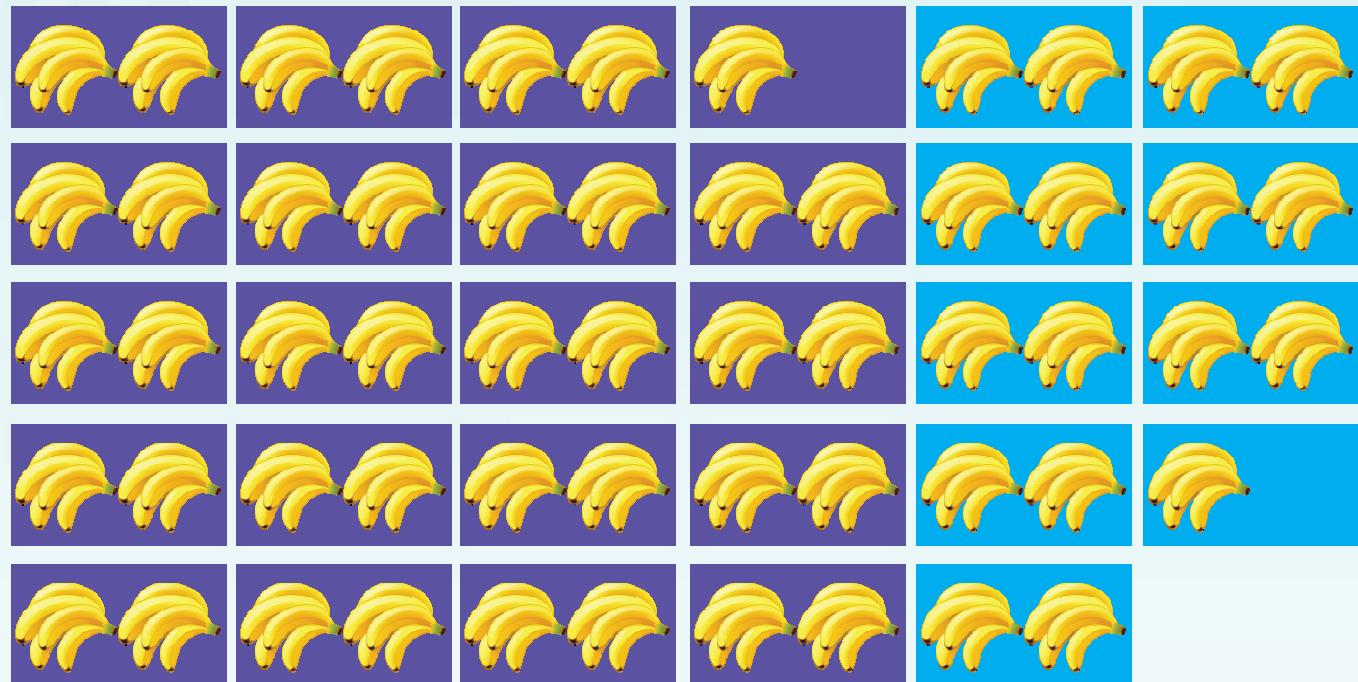


continued

7b

Addition Problems continued

Term 1



Continue on an extra sheet of paper.

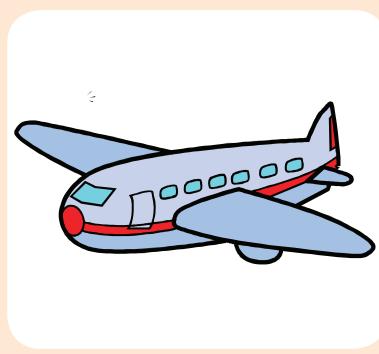
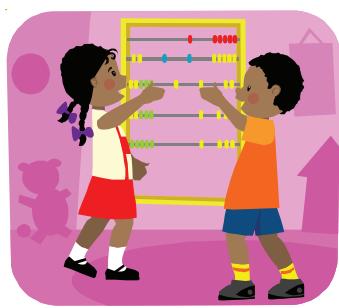
20

3. Write an appropriate and interesting addition sum for: 6 594 and 3 485. Solve it.

Continue on an extra sheet of paper.

Story sums

Write three of your own maths stories, rhymes or poems. Remember they should include numbers.



Compare your work with the work of a friend. Are they similar?

Sign: _____
Date: _____



Subtraction from 4-digit numbers

5
2
÷
10

What is the difference between the numbers?

10	20	30	40	50	60	70	80	90	100
108	208	308	408	508	608	708	808	908	1008
150	250	350	450	550	650	750	850	950	1050
3	1 003	2 003	3 003	4 003	5 003	6 003	7 003	8 003	9 003
990	1 990	2 990	3 990	4 990	5 990	6 990	7 990	8 990	9 990

1. What number comes next?

- 80, 70, 60,
- 900, 800, 700,
- 787, 687, 587,
- 2 365, 2 355, 2 345,
- 9 451, 8 451, 7 451,
- 7 545, 6 545, 5 545,

2. Complete the table by subtracting from the given number:

Number	Subtract 1	Subtract 10	Subtract 100	Subtract 1 000
5 132				
1 874				
8 412				
4 657				
3 528				

3. Fill in the missing number:

a. $3 - \boxed{} = 0$

b. $15 - \boxed{} = 10$

c. $37 - \boxed{} = 30$

d. $51 - \boxed{} = 50$

e. $116 - \boxed{} = 100$

f. $150 - \boxed{} = 120$

g. $568 - \boxed{} = 500$

h. $984 - \boxed{} = 800$

i. $1\,952 - \boxed{} = 1\,500$

j. $9\,407 - \boxed{} = 5\,000$

4. Complete the table by filling in the missing numbers.

		Complete up to the previous 10	Complete up to the previous 100.	Complete up to the previous 1 000.
a.	48	$48 - \boxed{} = 40$		
b.	325	$325 - \boxed{} = 320$	$325 - \boxed{} = 300$	
c.	553	$553 - \boxed{} = 550$	$553 - \boxed{} = 500$	
d.	1 689	$1\,689 - \boxed{} = 1\,680$	$1\,689 - \boxed{} = 1\,600$	$1\,689 - \boxed{} = 1\,000$
e.	6 584	$6\,584 - \boxed{} =$	$6\,584 - \boxed{} =$	$6\,584 - \boxed{} =$

Sign:

Date:

continued ↗



Subtraction from 4-digit numbers continued

Term 1

Examples:

Example 1:

$$4\ 328 - 3\ 145$$

$$= (4\ 000 - 3\ 000) + (300 - 100) + (20 - 40) + (8 - 5)$$

$$= (4\ 000 - 3\ 000) + (200 - 100) + (120 - 40) + (8 - 5)$$

$$= 1\ 000 + 100 + 80 + 3$$

$$= 1\ 183$$

Example 2:

$$\begin{array}{r} 4 & 3 & 2 & 8 \\ - & 3 & 1 & 4 & 5 \\ \hline & & & 3 & (8 - 5) \\ & & & 8 & 0 & (120 - 40) \\ & & & 1 & 0 & 0 & (200 - 100) \\ + & 1 & 0 & 0 & 0 & (4\ 000 - 3\ 000) \\ \hline & 1 & 1 & 8 & 3 \end{array}$$

5. Use both methods to solve the problem.

a. $3\ 812 - 2\ 708$

b. $5\ 684 - 2\ 419$

Let me think
about the
problem.



Continue on an extra sheet of paper.

c. $8\ 148 - 2\ 077$

d. $2\ 632 - 1\ 284$

Continue on an extra sheet of paper.

e. $9\ 657 - 3\ 489$

f. $7\ 210 - 4\ 144$

Continue on an extra sheet of paper.

g. What method do you prefer? Why?

Continue on an extra sheet of paper.



Examples:

Example 1:

$$7\ 424 - 1\ 888$$

$$\begin{aligned} &= (7\ 000 - 1\ 000) + (400 - 800) + (20 - 80) + (4 - 8) \\ &= (7\ 000 - 1\ 000) + (400 - 800) + (10 - 80) + (14 - 8) \\ &= (7\ 000 - 1\ 000) + (300 - 800) + (110 - 80) + (14 - 8) \\ &= (6\ 000 - 1\ 000) + (1\ 300 - 800) + (110 - 80) + (14 - 8) \\ &= 5\ 000 + 500 + 30 + 6 \\ &= 5\ 536 \end{aligned}$$

Example 2:

$$\begin{array}{r} 7 \ 4 \ 2 \ 4 \\ - 1 \ 8 \ 8 \ 8 \\ \hline 6 \quad \quad \quad (14 - 8) \\ \quad \quad \quad 3 \ 0 \quad \quad (110 - 80) \\ \quad \quad \quad 5 \ 0 \ 0 \quad (1\ 300 - 800) \\ + \ 5 \ 0 \ 0 \ 0 \quad (6\ 000 - 1\ 000) \\ \hline 5 \ 5 \ 3 \ 6 \end{array}$$

I think I
can do it.



6. Use both methods to solve the problem.

a. $3\ 767 - 2\ 459$

b. $8\ 715 - 4\ 108$

Continue on an extra sheet of paper.

c. $6\ 449 - 5\ 655$

d. $9\ 564 - 6\ 295$

Continue on an extra sheet of paper.

e. $7\ 359 - 2\ 399$

f. $5\ 222 - 4\ 653$

Continue on an extra sheet of paper.

g. What method do you prefer? Why?

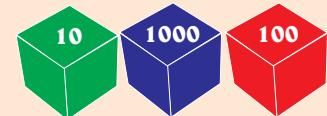
Continue on an extra sheet of paper.



What is the size of your number?

What you need:

- Use the 10s, 100s and 1 000s dice you made before.
- Piece of paper.



What to do:

- Individual game against a group or the class.
- Roll the 10s dice.
- Subtract the number landed on from the first number on the blue card. Write your subtraction sum on a piece of paper.
- Do the same with the 2nd to the 5th number.
- Repeat the activity with the 100s and 1 000s dice.
- Learners check each others' subtraction sums.
- The winner is the person with the most correct answers.

3 784
4 278
5 734
6 234
7 342





Subtraction problems

How fast can you answer these?

- **Subtract** 40 000 from 80 000.
- What is the **difference between** 7 800 and 5 400?
- **Minus** 90 000 and 55.
- **Decrease** 100 000 by 10 000.
- **Subtract** 450 **from** 19 000.
- **Reduce** 50 000 by 1 000.
- **Take** 15 000 **from** 45 000.
- **Take away** 25 000 **from** 100 000.

How did the
blue words
help you?



Term 1

1. Solve the following problems. The pictures may guide you. Also look at the blue word.

a. Veronica has 780 postage stamps in her collection.



$$780 - 410$$

=

=

=

=

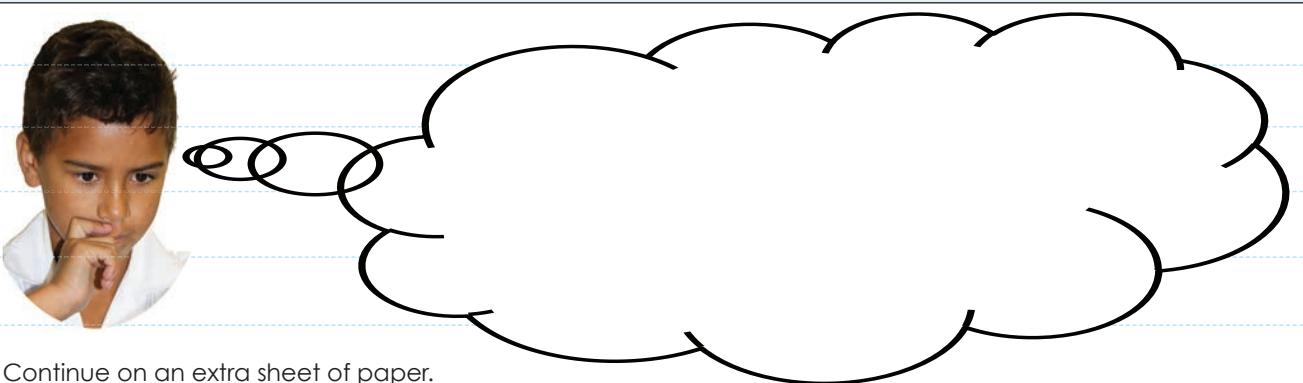
What word
will help me
to choose the
operation?





b. James is selling stamps. He sold 4 387 on Monday. By the end of Tuesday he had sold 8 000 stamps. How many stamps did he sell on Tuesday?

i. What picture do you see when you think about this problem? Draw it.



ii. What operation should you use?

Continue on an extra sheet of paper.

iii. Solve the problem. Write it down in your workbook.

Continue on an extra sheet of paper.

continued ↗



Subtraction Problems continued

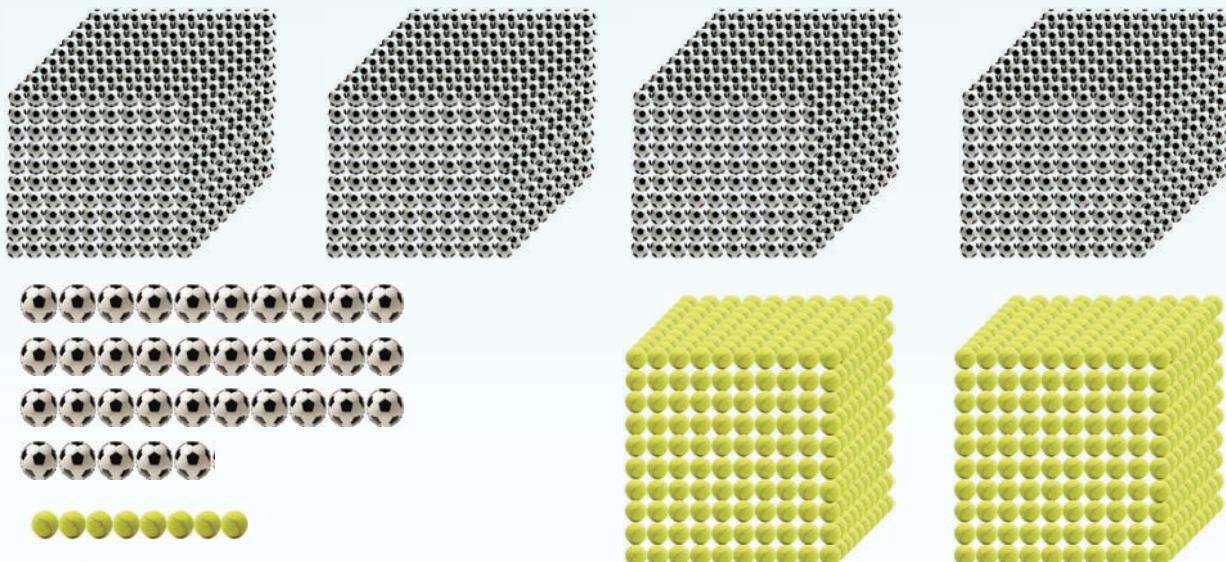
5 2 10
÷

- c. My aunt makes jewellery. She buys 9 525 beads. She uses 4 250 to make some jewellery. How many beads does she have left?

Continue on an extra sheet of paper.

Term 1

2. Look at the pictures below of soccer balls and tennis balls and write an interesting subtraction word sum.



Continue on an extra sheet of paper.

3. Write an appropriate and interesting word sum for: 45 879 and 38 238.
Solve it.



Continue on an extra sheet of paper.

At the party – Make up your own story



Sign: _____
Date: _____



Addition and Subtraction problems up to 5-digit numbers

How fast can you answer these?

- **Add** 6 000 and 800.
- **Subtract** 600 from 4 000.
- 9 000 **plus** 330 is ...
- The **sum** of 2 500 **and** 5 500 is ...
- **Take** 3 000 **from** 7 000.
- **Decrease** 5 500 by 2 300.
- **Increase** 1 500 by 2 800.
- 1 250 **and** 4 250 are ...



Use the colours to help you to solve the word sums.



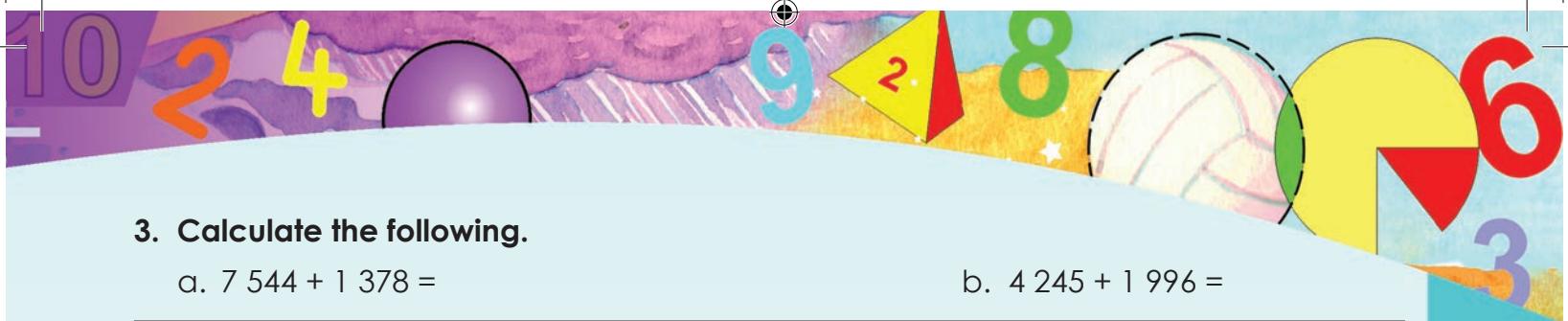
1. Complete the table below.

	Add 300	Subtract 600	Add 4 000	Subtract 3 000
3 500				
6 200				
5 820				
4 650				
5 999				

2. Answer the following questions:

a. What is the opposite of $+$?

b. What is the opposite of \div ?



3. Calculate the following.

a. $7\ 544 + 1\ 378 =$

b. $4\ 245 + 1\ 996 =$

Continue on an extra sheet of paper.

c. $8\ 678 - 3\ 482 =$

d. $3\ 124 - 1\ 657 =$

Continue on an extra sheet of paper.

4. Check your answers for each of the above calculations, using the opposite operation.

Continue on an extra sheet of paper.

continued ↗



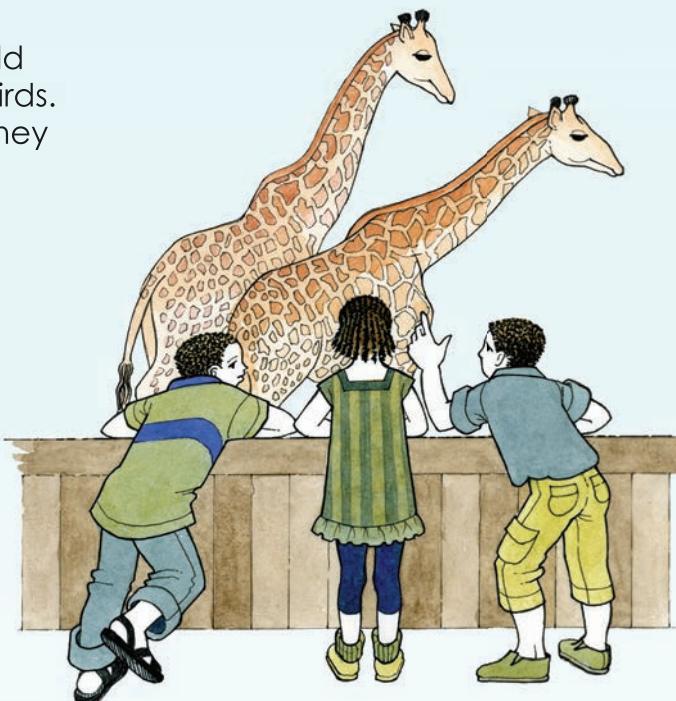
Addition and Subtraction problems up to 5-digit numbers continued

5. Solve the following problems:

a. Suzy and her brothers were counting animals and birds at the zoo. Suzy counted 234 animals and her brother Thabo counted 1 004 birds. Their younger brother Andile counted 538 animals.

i. How many animals and birds were counted in all?

ii. The guide told them that they could expect to see 2 000 animals and birds. How many animals and birds did they not see?



b. A book store had 1 250 books. They bought another 1 200 books. Then they had a sale and sold 1 625 books.

i. How many books were on the shelves when the sale started?

Continue on an extra sheet of paper.



ii. How many books were left on the shelves after the sale?

Continue on an extra sheet of paper.

iii. If the book store sells another 500 books, how many books will be left?

Continue on an extra sheet of paper.

Coloured numbers



2 000	5 000	750	1 750
100	4 500	8 000	200
3 250	2 500	1 200	3 500
125	1 500	7 000	4 000

What to do:

- Play in pairs.
- The first player will say: "Add red numbers". Then the second player can take any two red numbers and add them. If the player is correct, he or she will get one point.
- The second player will say: "Subtract yellow numbers". Then the first player makes a subtraction sum with any two yellow numbers.
- Carry on playing. The first person with a score of 10 is the winner.



Sign:

Date:



Patterns and tables



Term 1

How fast can you fill in the missing numbers?

x	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8		10
2	2	4	6	8		12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15		25	30	35	40	45	50
6	6	12	18	24	30	36	42			60
7	7	14	21	28	35	42	49	56	63	70
8	8	16			40	48	56	64	72	80
9	9	18	27	36	45	54				90
10	10	20	30	40	50	60	70	80	90	100

1. Use the table below to find the answers.

x	12	14	16	18	20
12	144	168	192	216	240
14	168	196	224	252	280
16	192	224	256	288	320
18	216	252	288	324	360
20	240	280	320	360	400

a. $16 \times 18 =$

b. $18 \times 18 =$

c. $16 \times 12 =$

d. $20 \times 20 =$

e. $14 \times 16 =$

2. Complete the tables below as in the example.

Example:

Using tables is a useful way to record patterns.

Input

	1	2	3	4	5	6	7	8	9	10	
Rule	$\times 6$	6	12	18	24	30	36	42	48	54	60

Output

a.

	1	2	3	4	5	6	7	8	9	10	
	$\times 4$		8					28			

b.

	1	2	3	4	5	6	7	8	9	10
	$\times 7$			21		35				70

c.

	1	2	3	4	5	6	7	8	9	10
	$\times 9$	9					54			

d.

	1	2	3	4	5	6	7	8	9	10
	$\times 5$				20				40	

e.

	30	31	32	33	34	35	36	37	38	39
	$\times 10$									

Input and output values

a. My rule is $\times 8$. My input values are 1 to 10. What will the 15th output value be?

b. My rule is $\times 10$. My input values are 11 to 20. What will the 20th output value be?

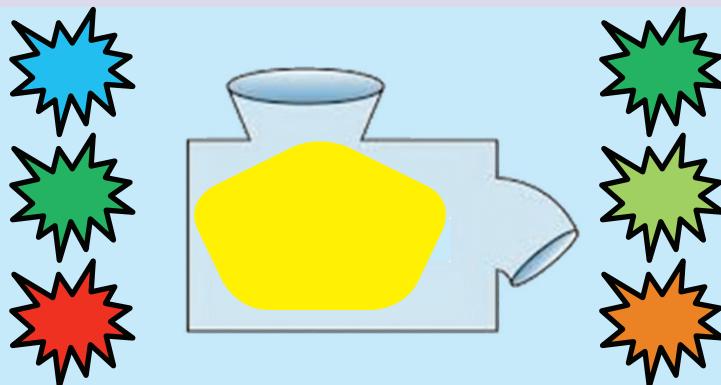




Patterns and flow diagrams

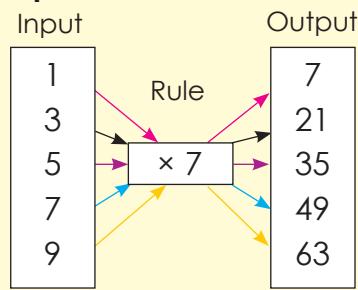


Explain what happened to the paint at the paint shop?

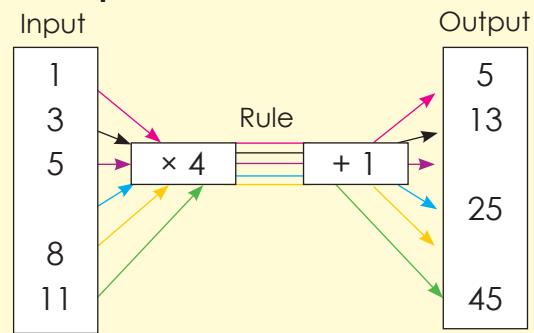


1. Complete the flow diagrams.

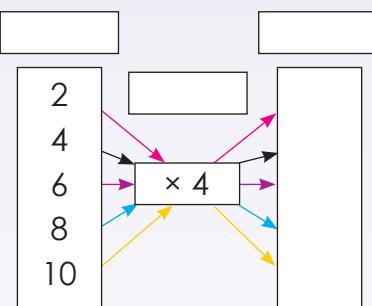
Example 1:



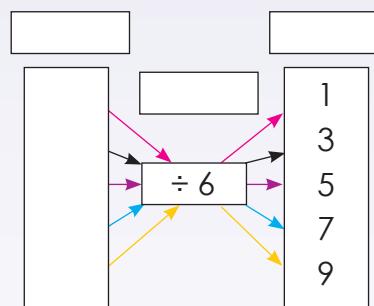
Example 2:



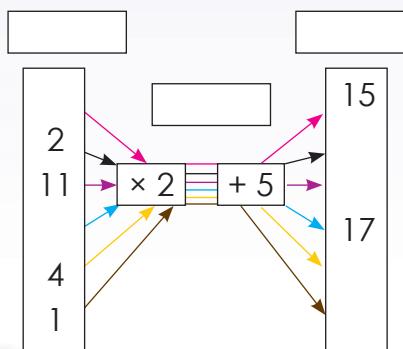
a.



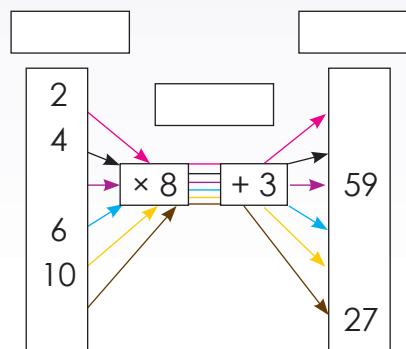
b.



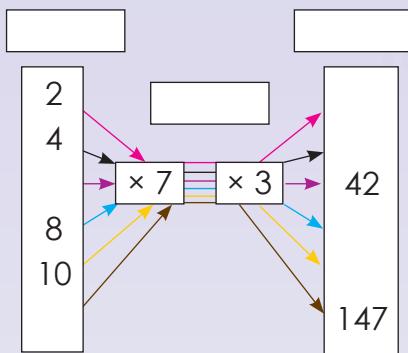
c.



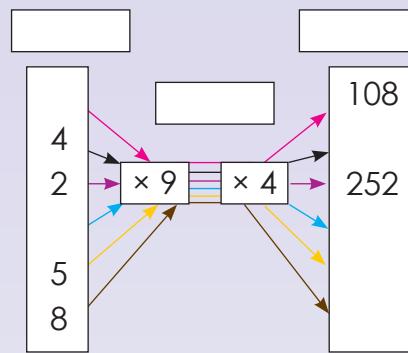
d.



e.

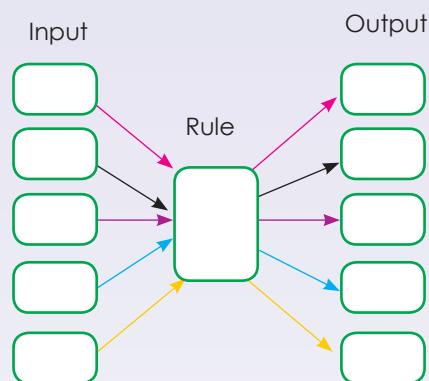


f.

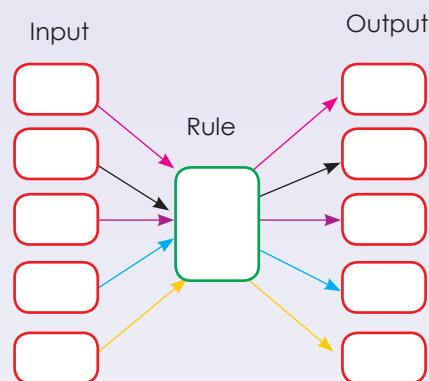


2. Create your own flow diagrams.

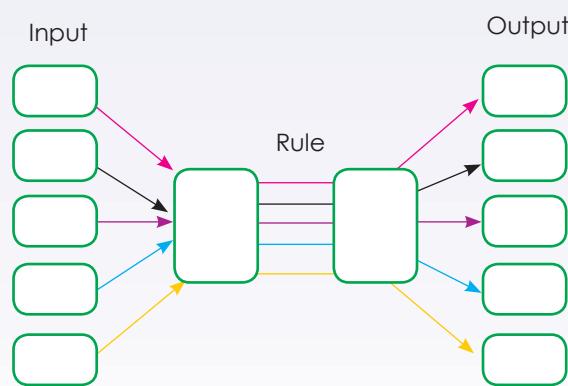
a.



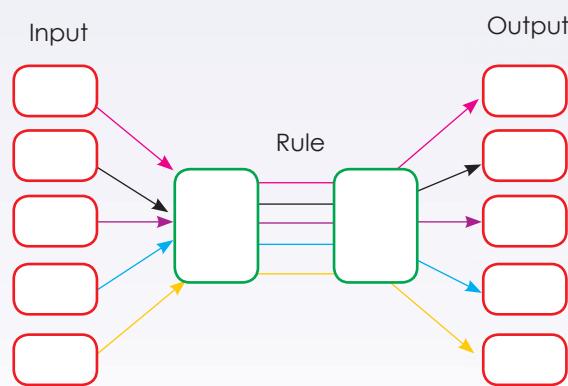
b.



c.



d.



Inputs, rules and outputs

- My rule is $\times 5 + 2$. My input values are 2, 3, 4, 5 and 6. What are my output values?
- My rule is $\times 4 \times 5$. My input values are 6, 7, 8, 9, 10 and 11. What are my output values?





Number Patterns



Quick recall: How fast can you answer the following?

$1 + 4 =$	$1 \times 5 =$	$1 \times 4 =$	$4 + 5 =$	$4 \times 8 =$	$3 + 4 =$
$4 \times 7 =$	$4 + 6 =$	$1 + 5 =$	$6 + 5 =$	$4 + 9 =$	$4 \times 9 =$
$3 \times 5 =$	$4 \times 5 =$	$3 \times 4 =$	$5 \times 5 =$	$8 + 5 =$	$4 \times 4 =$
$4 + 8 =$	$6 \times 5 =$	$9 \times 5 =$	$2 + 4 =$	$4 \times 6 =$	$4 + 7 =$
$7 + 5 =$	$4 + 4 =$	$3 + 5 =$	$2 \times 5 =$	$2 \times 4 =$	$2 + 5 =$

1. Extend the following patterns.

a. 25, 30, 35, , ,

b. 25, 50, 75, , ,

c. 110, 120, 130, , ,

d. 99, 94, 89, , ,

e. 177, 167, 157, , ,

f. 31, 56, 81, , ,

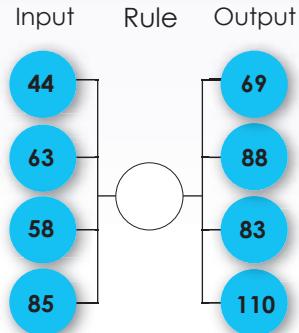
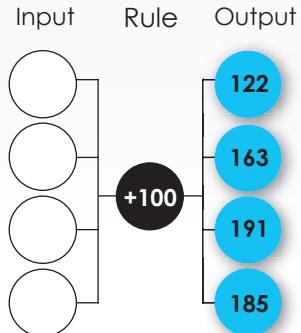
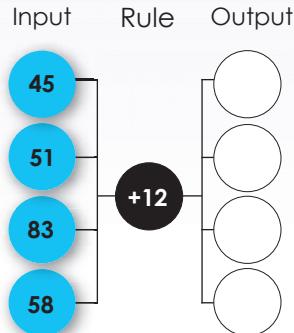
g. 747, 757, 767, , ,

h. 351, 362, 373, , ,

i. 2 100, 2 200, 2 300, , ,

j. 10 000, 9 993, 9 986, , ,

2. Complete the flow diagram.





X



3. Identify the rule in each case.

a. 21, 26, 31

b. 26, 51, 76

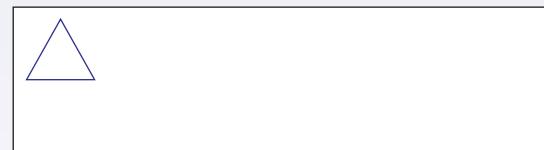
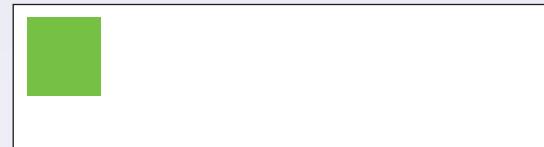
c. 125, 150, 175

d. 1 011, 1 021, 1 031

e. 2 061, 2 066, 2 071

4. Patterns are shown here. Explain each one in words.

	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9
2	2	4	6	8	10	12	14	16	18
3	3	6	9	12	15	18	21	24	27
4	4	8	12	16	20	24	28	32	36
5	5	10	15	20	25	30	35	40	45
6	6	12	18	24	30	36	42	48	54
7	7	14	21	28	35	42	49	56	63
8	8	16	24	32	40	48	56	64	72
9	9	18	27	36	45	54	63	72	81



Patterns everywhere

Look at the patterns on the board. Describe each one in your own words.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Sign: _____ Date: _____



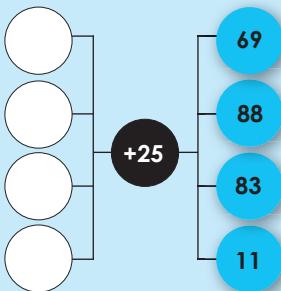
More number patterns



What is a pattern? Look at the examples to guide you.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

12, 24, 36, 28, ...



1. Which of these are patterns? Answer with reference to what you said a pattern is.

a. 12, 24, 36, 48, ...

b. 9, 3, 11, 13, ...

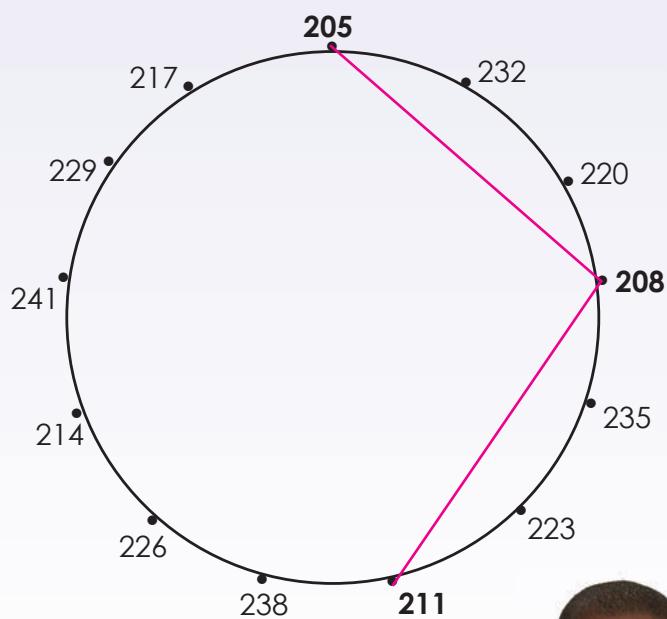
c. 2, 4, 12, 14, 22, 24, ...

d.

e.

f.

2. Complete the pattern on the circle. We have started it for you.



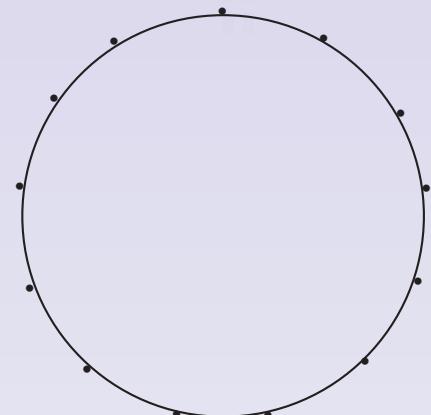
a. Describe the pattern.



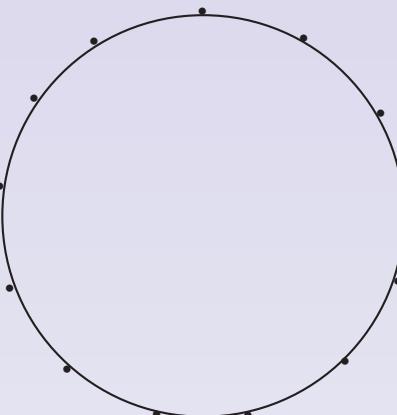
Use colour pencils to make your pattern even more beautiful.

3. Make two of your own patterns. They should be similar to the pattern in question 2.

a.



b.



c. Describe the patterns above.

4. What is the next number?

a. 2, 3, 5, 8,

b. 100, 81, 64,

c. 1, 4, 9, 16, 25,

d. 3, 9, 27,

Pattern fun ...

What will the next five rows in this pattern be?

1

1+2+1

1+2+3+2+1

1+2+3+4+3+2+1

1+2+3+4+5+4+3+2+1

1+2+3+4+5+6+5+4+3+2+1

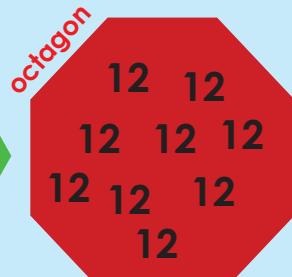
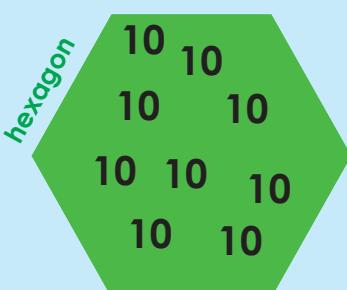
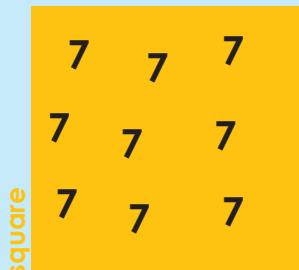




15a

Multiplication: 1-digit by 2-digits

Give the total of the numbers in each shape. Use multiplication.



- How fast can you complete this grid?

Term 1

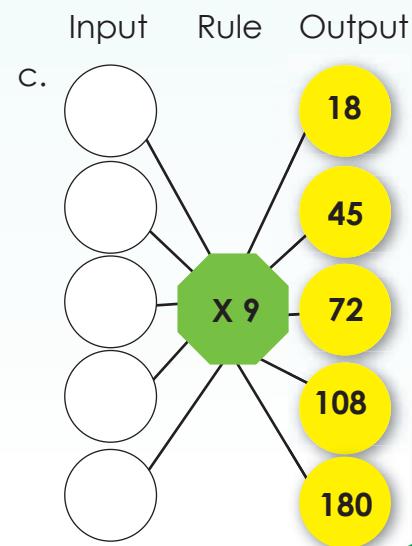
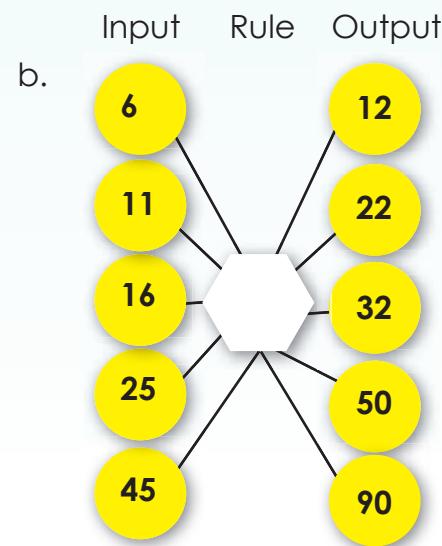
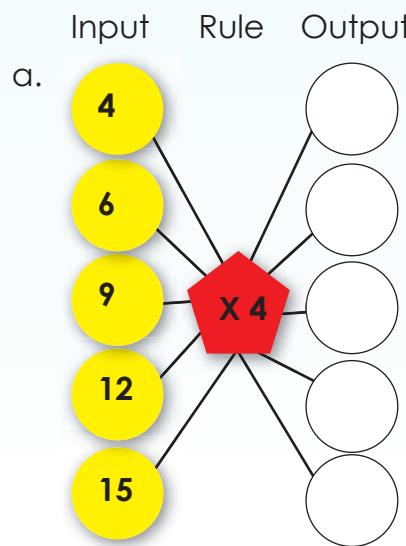
x	1	2	3	4	5	6	7	8	9	10
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
15										
20										

42

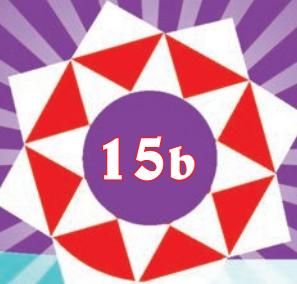
2. Describe the pattern shaded in yellow on the previous page.

Continue on an extra sheet of paper.

3. Complete the flow diagrams.



continued ➔



Multiplication: 1-digit by 2-digits continued

Term 1

d. Draw similar flow diagrams multiplying by 8 and one multiplying by 6.

Continue on an extra sheet of paper.

4. The example below will help you to complete the other tables.

Multiples of 3					
3×1	3×2	3×3	3×4	3×5	3×6
3	6	9	12	15	18

The multiples of 3 are 3, 6, 9, 12, 15, 18, , , , , , ,



a.

Multiples of 4					
4×1	4×2	4×3	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>					
<input type="text"/>					

The multiples of 4 are 4, 8, 12, , , , , , ,

b.

Multiples of 5					
<input type="text"/>					
<input type="text"/>					
<input type="text"/>					

The multiples of 5 are , , , , , , ,

Competition time

What you need:

- Coloured pencils.

What to do:

- Mark in the multiples as fast as you can:
- Multiples of 5 in **red**.
- Multiples of 6 in **blue**.
- Multiples of 10 in **green**.
- Multiples of 3 in **purple**.
- Multiples of 12 in **yellow**.

5	9	81	30
15	27	75	24
33	72	20	40
10	100	25	3
50	55	85	18
66			48

Check your answers:

- You should have:
- 12 red circles
- 6 blue circles
- 6 green circles
- 13 purple circles
- 4 yellow circles

Sign:

Date:



Multiplication: 2-digits by 1-digit, 2-digits by 2-digits

Give the total of the numbers in each shape. Use multiplication.

rectangle

150 150 150
150 150 150
150 150

triangle

20
20 20
20 20
20 20 20
20 20 20 20

square

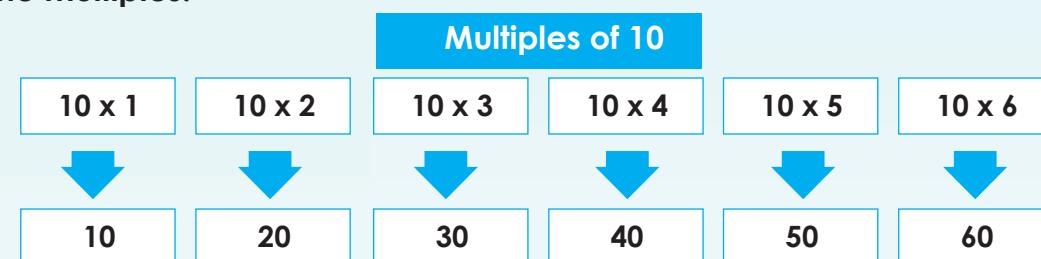
10 10 10
10 10 10
10 10 10
10 10 10
10

pentagon

50 50 50
50 50 50
50 50

1. Find the multiples.

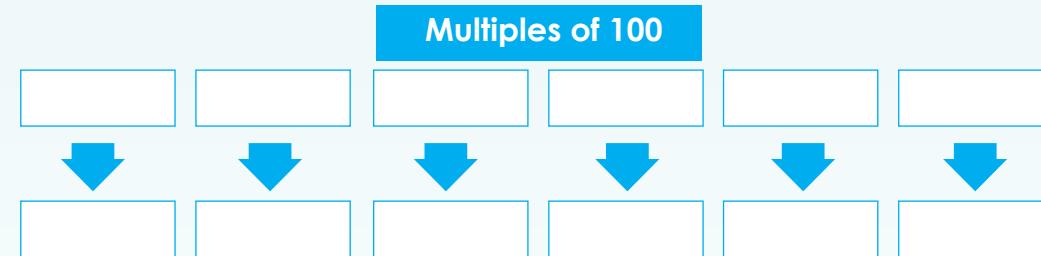
a.



The multiples of 10 are

, , , , , ,

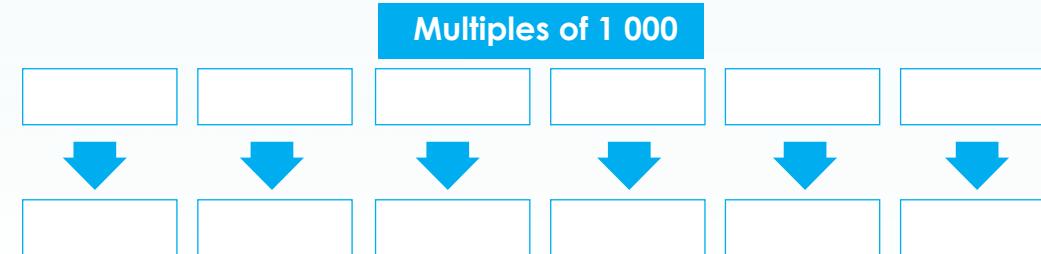
b.



The multiples of 100 are

, , , , ,

c.



The multiples of 1000 are

, , , , ,

2. Use both methods to calculate the multiplication sums. Write the steps.

Examples:

Example 1:

$$\begin{aligned}43 \times 7 \\= (40 + 3) \times 7 \\= (40 \times 7) + (3 \times 7) \\= 280 + 21 \\= 301\end{aligned}$$

Example 2:

$$\begin{array}{r} 4 \quad 3 \\ \times \quad 7 \\ \hline 2 \quad 1 \\ + 2 \quad 8 \quad 0 \\ \hline 3 \quad 0 \quad 1 \end{array} \quad \begin{array}{l} (3 \times 7) \\ (40 \times 7) \end{array}$$

a. $16 \times 3 =$

b. $24 \times 4 =$

Continue on an extra sheet of paper.

c. $30 \times 6 =$

d. $54 \times 7 =$

Continue on an extra sheet of paper.

e. $79 \times 9 =$

Continue on an extra sheet of paper.

continued ↗

47



Multiplication: 2-digits by 1 digit, 2-digits by 2-digits continued

3. Use both methods to calculate the multiplication sums. Write the steps down.

Examples:

Example 1:

$$\begin{aligned}23 \times 14 &= \\(20 + 3) \times (10 + 4) &= \\= (20 \times 10) + (3 \times 10) + (20 \times 4) + (3 \times 4) &= \\= 200 + 30 + 80 + 12 &= \\= 200 + 100 + 10 + 10 + 2 &= \\= 300 + 20 + 2 &= \\= 322 &= \end{aligned}$$

Example 2:

$$\begin{array}{r} 2 \ 3 \\ \times 1 \ 4 \\ \hline 1 \ 2 \\ 8 \ 0 \\ 3 \ 0 \\ + 2 \ 0 \ 0 \\ \hline 3 \ 2 \ 2 \end{array} \quad \begin{aligned}(3 \times 4) &\\ (20 \times 4) &\\ (3 \times 10) &\\ (20 \times 10) &\end{aligned}$$

a. $10 \times 13 =$

b. $15 \times 15 =$

c. $18 \times 21 =$

Continue on an extra sheet of paper.

d. $23 \times 24 =$

e. $36 \times 28 =$

f. $45 \times 29 =$

Continue on an extra sheet of paper.

g. $47 \times 37 =$

h. $54 \times 69 =$

Continue on an extra sheet of paper.



4. Solve the following:

My teacher bought 15 boxes of coloured pencils for R21 each and 15 colouring books for R18 each. How much did she pay in total?



What operation do you need to use?

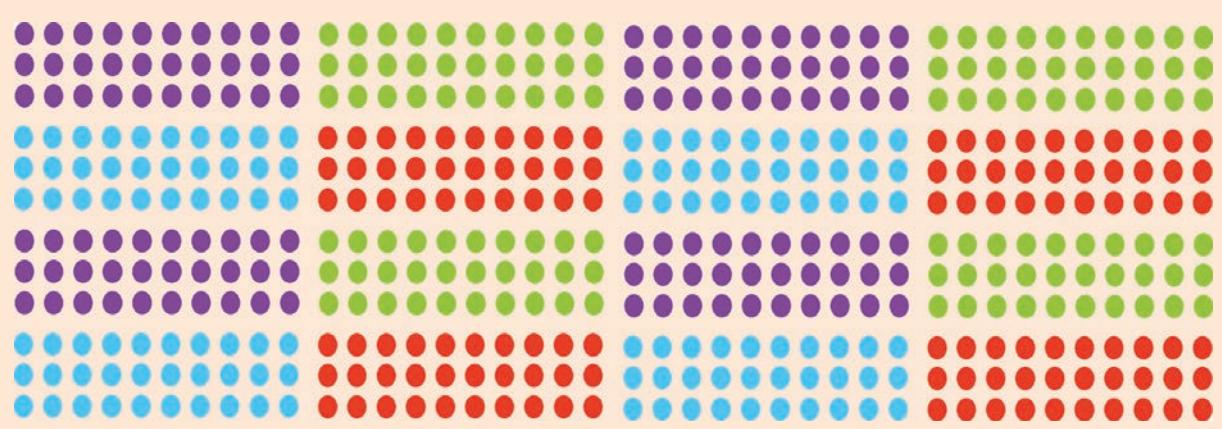


What picture do I see?

Continue on an extra sheet of paper.

How fast are you?

How many dots do you count?

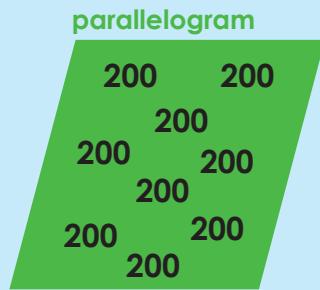
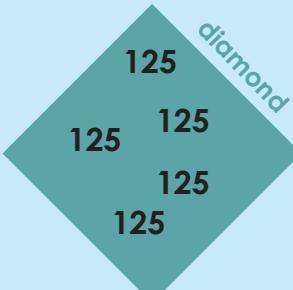
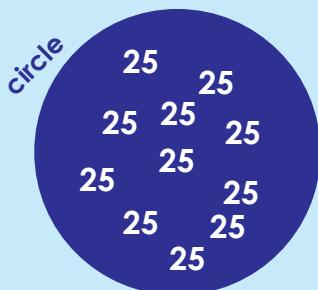


Sign: _____
Date: _____



Multiplication: 2-digits by 2-digits and 3-digits by 2-digits

Give the total of the numbers in each shape. You should make use of multiplication.



1. Complete the table below.

Number	$\times 10$	$\times 20$	$\times 30$	$\times 40$	$\times 50$	$\times 60$	$\times 70$	$\times 80$	$\times 90$
10									
15									
20									
25									
50									

2. These are multiples of (extend the pattern).

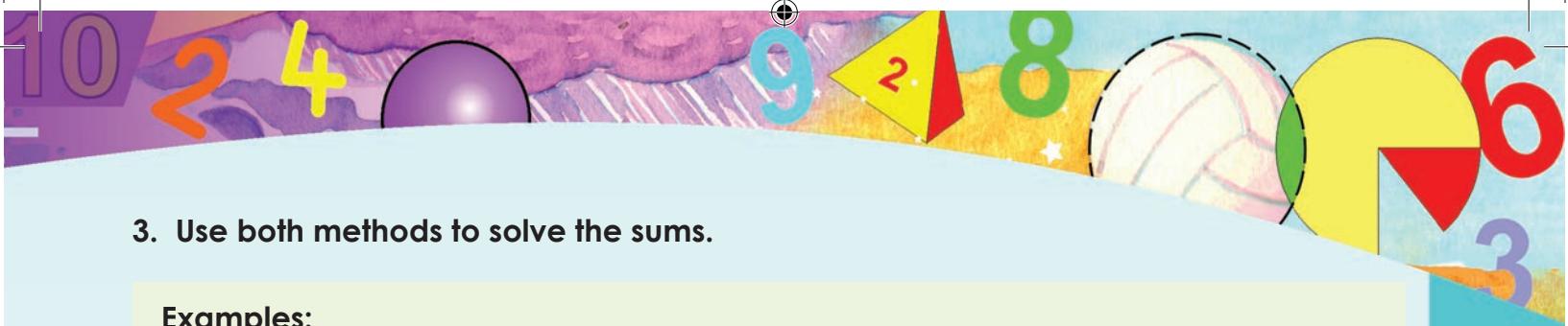
a. **30:** 300, 330, 360, 390,

b. **25:** 125, 150, 175, 200,

c. **50:** 350, 400, 450, 500,

d. **100:** 1 000, 1 100, 1 200, 1 300,

e. **150:** 1 500, 1 650, 1 800, 1 950,



3. Use both methods to solve the sums.

Examples:**Example 1:**

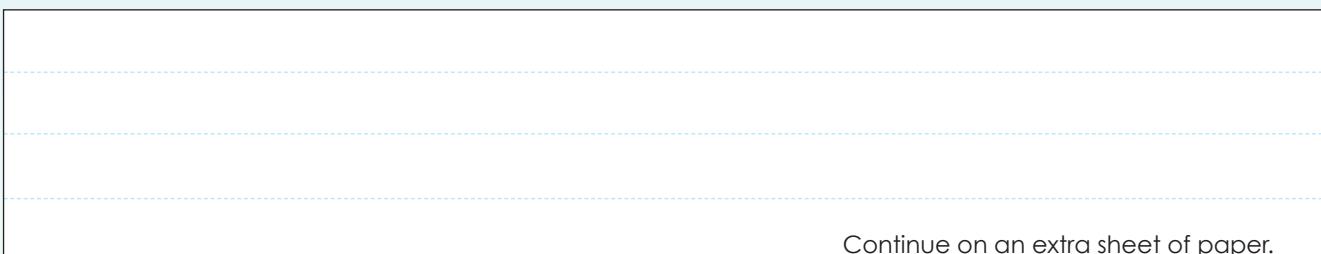
$$\begin{aligned}19 \times 23 &= (10 + 9) \times (20 + 3) \\&= (10 \times 20) + (9 \times 20) + (10 \times 3) + (9 \times 3) \\&= 200 + 180 + 30 + 27 \\&= 200 + 100 + 80 + 30 + 20 + 7 \\&= 300 + 130 + 7 \\&= 300 + 100 + 30 + 7 \\&= 400 + 30 + 7 \\&= 437\end{aligned}$$

Example 2:

$$\begin{array}{r} 19 \\ \times 23 \\ \hline 27 \\ 30 \\ 180 \\ + 200 \\ \hline 437 \end{array} \quad \begin{array}{l} (9 \times 3) \\ (10 \times 3) \\ (9 \times 20) \\ (10 \times 20) \end{array}$$

a. $12 \times 19 =$

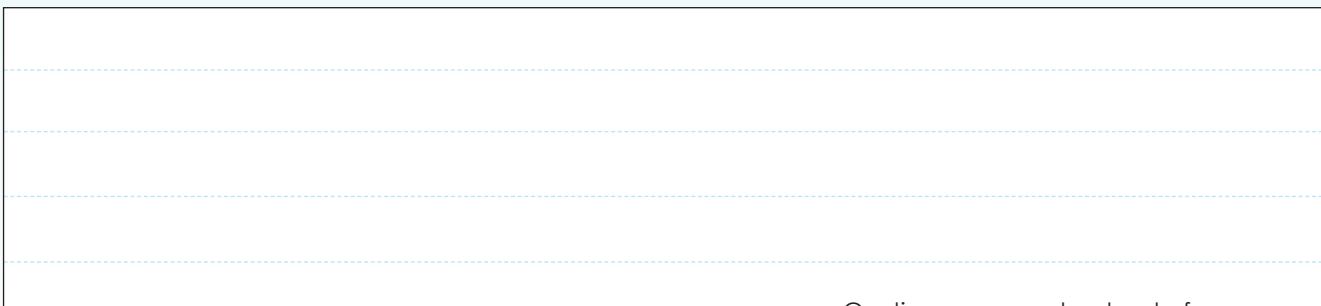
b. $14 \times 21 =$



Continue on an extra sheet of paper.

c. $17 \times 24 =$

d. $19 \times 27 =$



Continue on an extra sheet of paper.

e. $23 \times 38 =$



Continue on an extra sheet of paper.

continued 



Multiplication: 2-digits by 2-digits and 3-digits by 2-digits continued

4. Use the method below to solve the multiplication sums.

Examples:

Example 1:

$$\begin{aligned}45 \times 62 &= (40 + 5) \times (60 + 2) \\&= (40 \times 60) + (5 \times 60) + (40 \times 2) + (5 \times 2) \\&= 2400 + 300 + 80 + 10 \\&= 2000 + 400 + 300 + 80 + 10 \\&= 2000 + 700 + 90 \\&= 2790\end{aligned}$$

a. $28 \times 43 =$

b. $39 \times 48 =$

Continue on an extra sheet of paper.

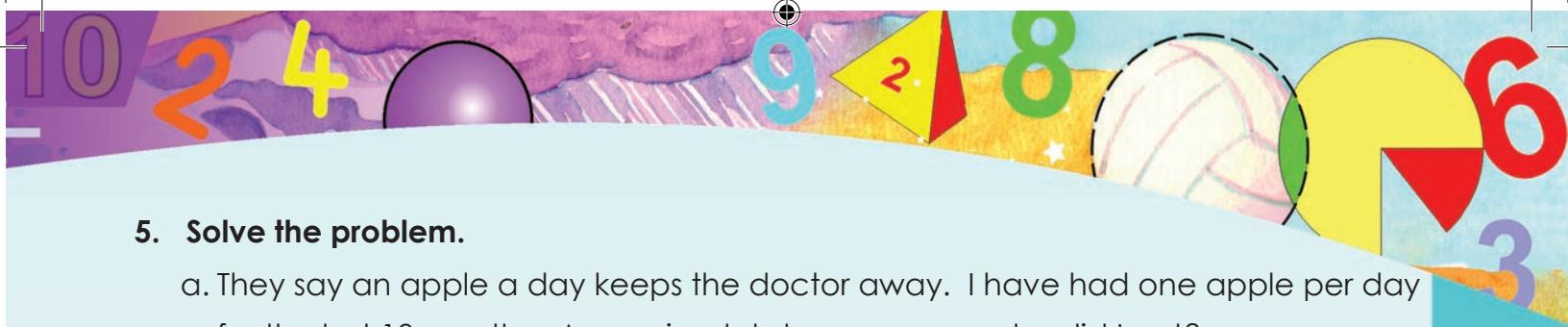
c. $46 \times 57 =$

d. $67 \times 72 =$

Continue on an extra sheet of paper.

e. $84 \times 93 =$

Continue on an extra sheet of paper.

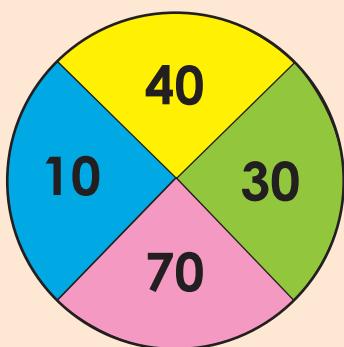


5. Solve the problem.

- a. They say an apple a day keeps the doctor away. I have had one apple per day for the last 18 months. Approximately how many apples did I eat?

Continue on an extra sheet of paper.

How fast are you?



What to do:

- The aim is to see how fast you can fill in the answers in the white rectangles.
- Multiply each number on the circle by the same colour rectangles to get your answer.

20		40	
30		50	
70		20	
70		90	
90		80	
20		100	
20		10	
60		50	
80		60	
10		60	



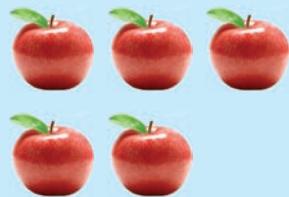


Grouping and sharing problems

Term 1

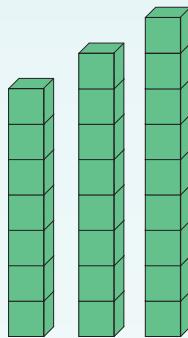
Thinking in groups:

We have 18 apples.
Can you move 1 apple to make 3 equal groups?



1. How many objects do you need to move to make 3 equal groups? Complete the following using the example given.

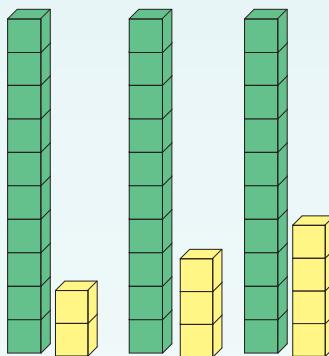
a. $7 + 8 + 9 = 24$



i. Addition sum:
 $8 + 8 + 8 = 24$

ii. Multiplication sum:
 $8 \times 3 = 24$

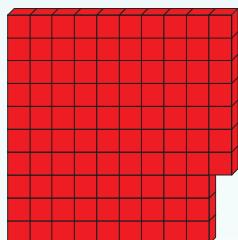
b. $12 + 13 + 14 =$



i. Addition sum:

ii. Multiplication sum:

c. $97 + 98 + 99 =$



i. Addition sum:

ii. Multiplication sum:

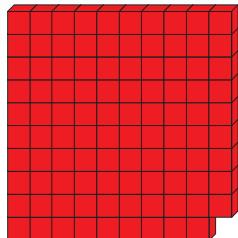
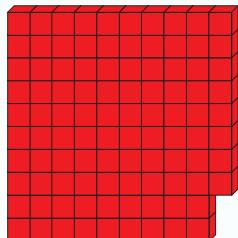
d. $2\ 000 + 3\ 000 + 4\ 000 =$

2 000

3 000

4 000

i. Addition sum:



ii. Multiplication sum:

2. What can you do to each group of numbers to make them equal? Write down three sums to show what you did.

i. 3, 4, 5

a. $3 + 1 = 4$

b. $4 + 0 = 4$

c. $5 - 1 = 4$

ii. 20, 30, 40

a. _____

b. _____

c. _____

iii. 600, 700, 800

a. _____

b. _____

c. _____

iv. 4, 6, 8

a. _____

b. _____

c. _____

v. 40, 50, 60

a. _____

b. _____

c. _____

vi. 100, 200, 300

a. _____

b. _____

c. _____

vii. 80, 90, 100

viii. 700, 800, 900

a. _____

b. _____

c. _____

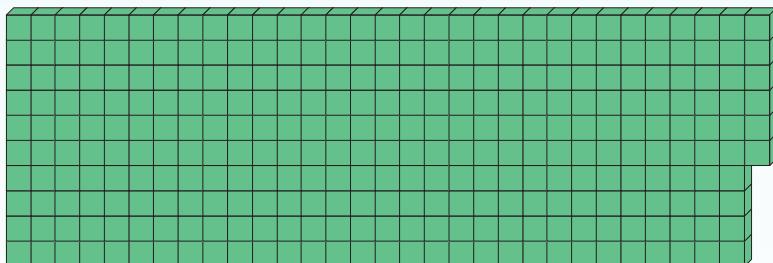
ix. 4 000, 5 000, 6 000

a. _____

b. _____

c. _____

3. Break this block into 3 equal parts.



i. Now write an addition sum:

ii. Now write a multiplication sum:



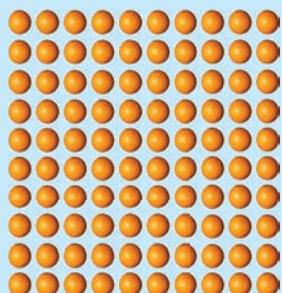
continued ➔



Grouping and sharing problems continued

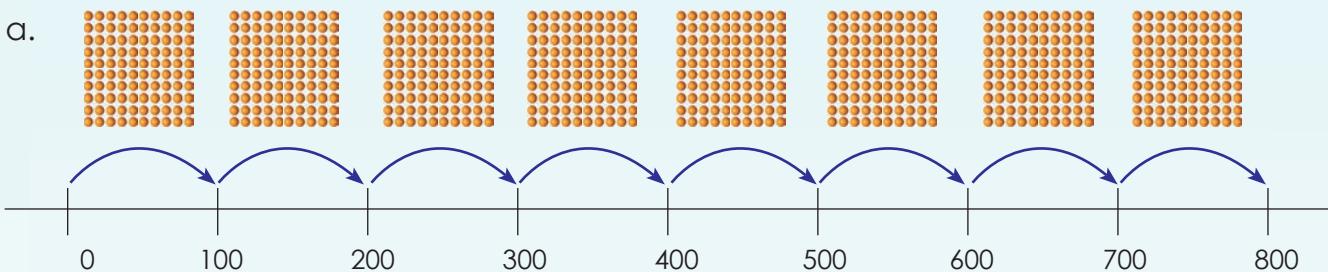
5
2
10
÷

What does it mean to share? How fast can you share the oranges between the children?



1. Use the number line to answer the questions.

a.

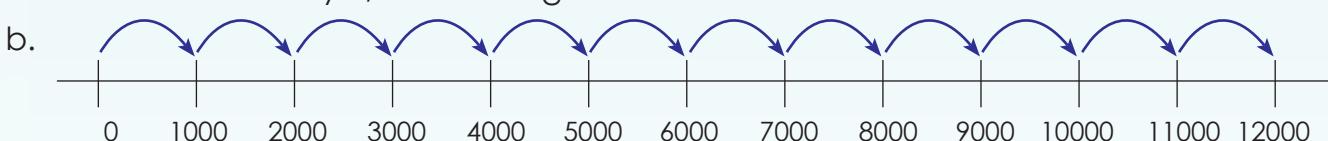


i. How many groups of a hundred do you count?

ii. You can write it as: x

iii. If I share 800 by 8, what will I get?

b.

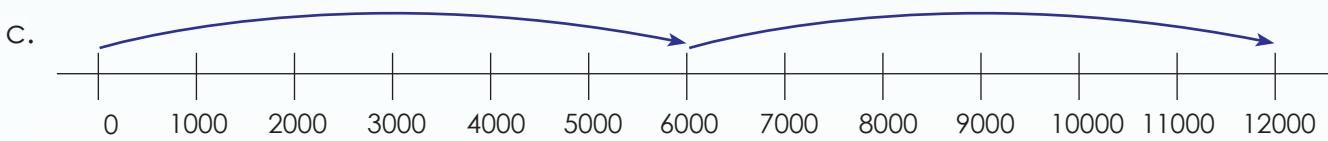


i. How many groups of a thousand do you count?

ii. You can write it as: x

iii. If I share 12 000 by 1 000, what will I get?

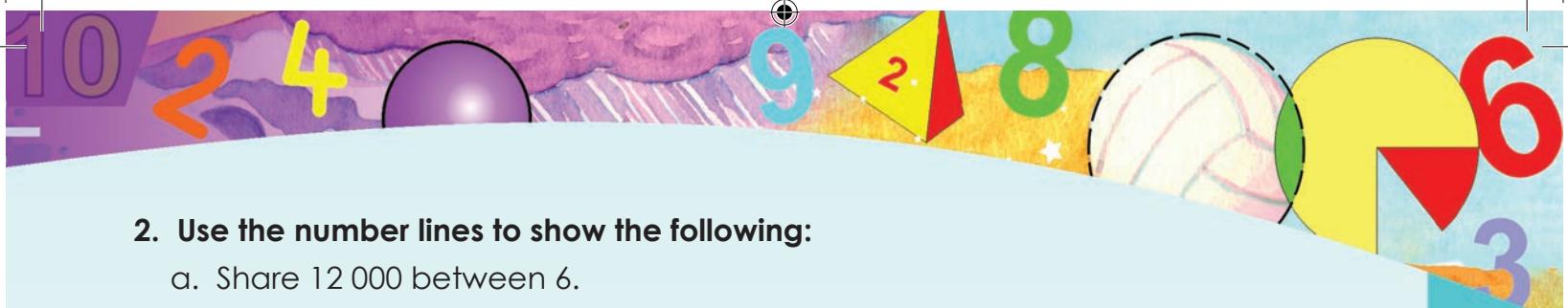
c.



i. How many groups of six thousand do you count?

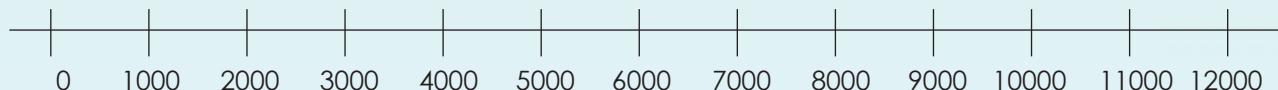
ii. You can write it as: x

iii. If I share 8000 by 8, what will I get?

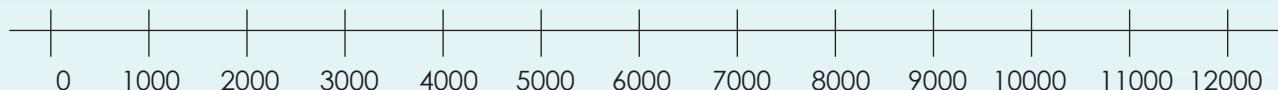


2. Use the number lines to show the following:

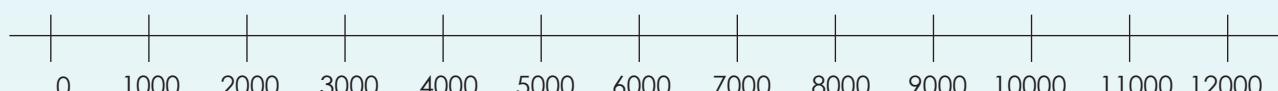
- a. Share 12 000 between 6.



- b. Share 12 000 between 4.



- c. Share 12 000 between 3.



3. Which of these fruits could I share equally?

Fruit	Number	Shared between	Each get	Remainder
	2 000 apples	10	200	0
	2 800 oranges	100		
	3 700 bananas	100		
	5 250 naartjies	10		
	9 487 pears	100		

continued ➔

57



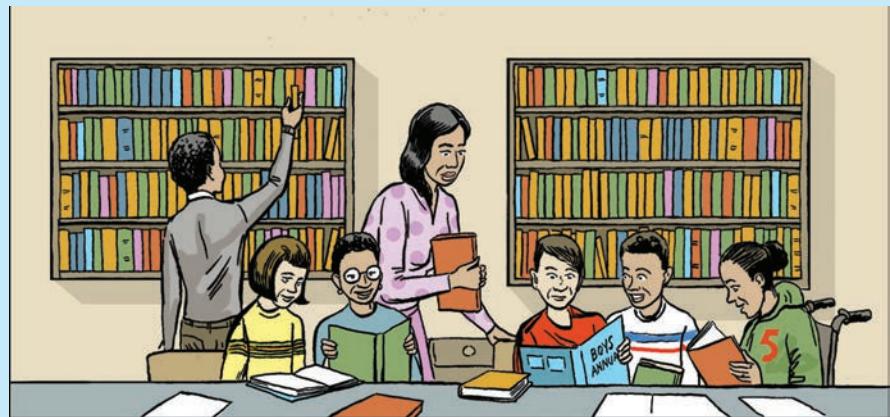
Division: 3-digit by 1-digit

5 2 ÷ 10

Look at the picture.

You have offered to help the teacher to re-arrange the books on the shelves. She only wants 25 books per shelf. She has 200 books. Will she have enough shelf space?

Explain how you got your answer.



1. Complete the following:

Example:

$320 \div 8$ is the inverse of $8 \times 40 = 320$

$490 \div 7$ is the inverse of $7 \times 70 = 490$

$360 \div 6$ is the inverse of $6 \times 60 = 360$

Division is the opposite or reverse operation to multiplication. We say that division is the **inverse** of multiplication.

The inverse of $320 \div 8 = 40$ is $8 \times 40 = 320$, and $8 \times 40 = 320$ is the inverse of $320 \div 8 = 40$.



a. $320 \div 8$ is the same as

b. $400 \div 8$ is the same as

c. $240 \div 4$ is the same as

2. Complete the following:

Example:

$325 \div 8$ is the inverse of $8 \times 40 + 5 = 325$

$496 \div 7$ is the same as $7 \times 70 + 6 = 496$

$368 \div 6$ is the inverse of $6 \times 60 + 8 = 368$

a. $352 \div 8$ is the same as

b. $448 \div 8$ is the same as

c. $264 \div 4$ is the same as

3. Complete the following:

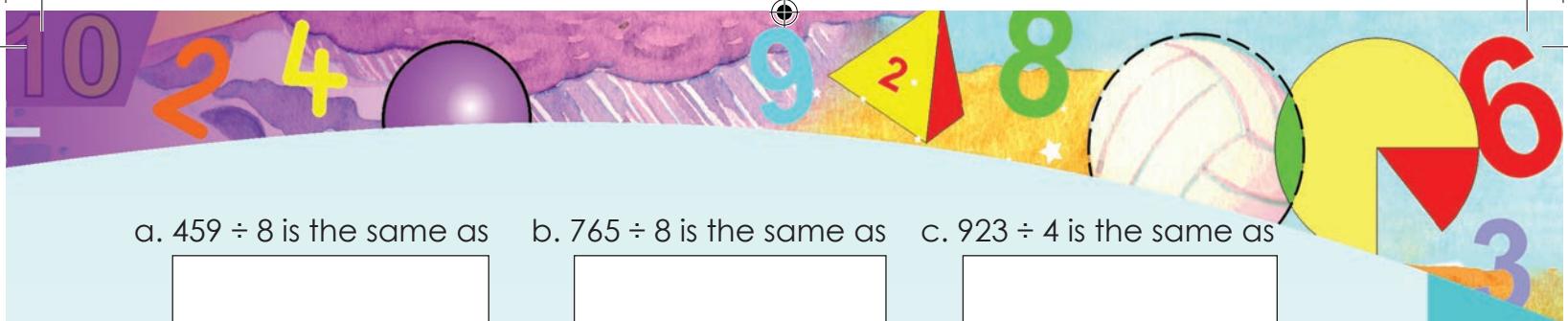
Example:

$$375 \div 8$$

$8 \times 40 = 320$. There is 55 left.

$8 \times 6 = 48$. There is 7 left.

$375 \div 8 = 46$ remainder 8



a. $459 \div 8$ is the same as

b. $765 \div 8$ is the same as

c. $923 \div 4$ is the same as

4. Calculate the following and then test your answer.

Example:

$$364 \div 5$$

$$\begin{aligned} &= (300 + 50 + 14) \div 5 \\ &= (300 \div 5) + (50 \div 5) + (14 \div 5) \\ &= 60 + 10 + 2 \text{ remainder } 4 \\ &= 72 \text{ remainder } 4 \end{aligned}$$

Test your answer:

$$72 \times 5$$

$$\begin{aligned} &= 350 + 10 \\ &= 360 \text{ plus the remainder } 4 \\ &= 364 \end{aligned}$$

a. $463 \div 5 =$

b. $417 \div 7 =$

c. $253 \div 6 =$

d. $496 \div 8 =$

e. $391 \div 5 =$

f. $157 \div 9 =$

Cutting the rope and cash

- a. Ben has a 435 m long rope. He needs 7 equal pieces. How long will each piece of rope be?
b. Katlego has R180,00. He has to share it equally with his two brothers. How much will each boy get?





Calculate time

a.m. – any time in the morning between midnight and midday.

Example:

01:00	02:00	03:00	04:00	05:00	06:00
07:00	08:00	09:00	10:00	11:00	12:00

p.m. – any time in the afternoon or evening that is between midday and midnight.

Example:

13:00	14:00	15:00	16:00	17:00	18:00
19:00	20:00	21:00	22:00	23:00	24:00

1. Write down the times shown on the clock:



- a. a.m.
or p.m.



- b. a.m.
or p.m.



- c. a.m.
or p.m.



- d. a.m.
or p.m.



- e. a.m.
or p.m.



- f. 2 a.m.



- g.



- h.



- i. 5 p.m.



- j.

2. Write down the times shown on the clock:



- a. a.m.
or p.m.



- b. a.m.
or p.m.



- c. a.m.
or p.m.



- d. a.m.
or p.m.



- e. a.m.
or p.m.



- f.



- g.



- h.



- i.



- j.

3. Write down the times shown on the clock:



- a. a.m.
or p.m.



- b. a.m.
or p.m.



- c. a.m.
or p.m.



- d. a.m.
or p.m.



- e. a.m.
or p.m.



f.



g.



h.



i.



j.

4. Draw the clock hands to show the following times on the clocks:



a. 1 p.m.



b. 3 a.m.



c. 8 a.m.



d. 11 p.m.



e. 6 p.m.



f. 03:45



g. 09:26



h. 16:38



i. 12:51



j. 00:23



k. 01:25:03



l. 08:41:44



m. 16:50:57



n. 20:19:32



o. 23:37:59

Find in magazines

Find five pictures of watches in magazines, newspapers and advertisements.
Say why you would or would not buy it.



continued



Calculate time continued

Every Saturday I do a mountain bike race. These are my finishing times for one month. Which month was it?



Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

1 hour 20 min

1 hour 15 min

1 hour 9 min

59 minutes

By how many minutes did I improve from my first to my fourth race?

Term 1

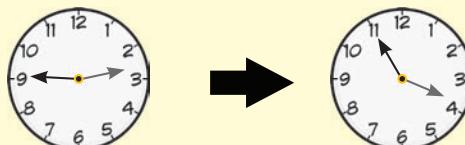
5. Calculate the following:

Example: What is 2:45 + 1:10?

Add the hours: $2 + 1 = 3$

Add the minutes: $45 + 10 = 55$

The answer is **3:55**



a. $2:10 + 1:30 =$

b. $3:30 + 4:10 =$

c. $6:40 + 3:10 =$

6. Calculate the following:

Example: What is 2:45 + 1:20?

Add the hours: $2 + 1 = 3$

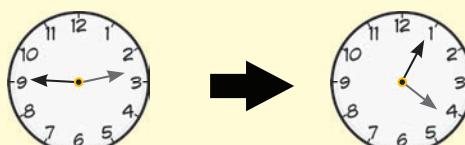
Add the minutes: $45 + 20 = 65$

The minutes are 60 or more,

so subtract 60 from minutes ($65 - 60 = 5$ minutes)

and add 1 to hours ($3 + 1 = 4$ hours)

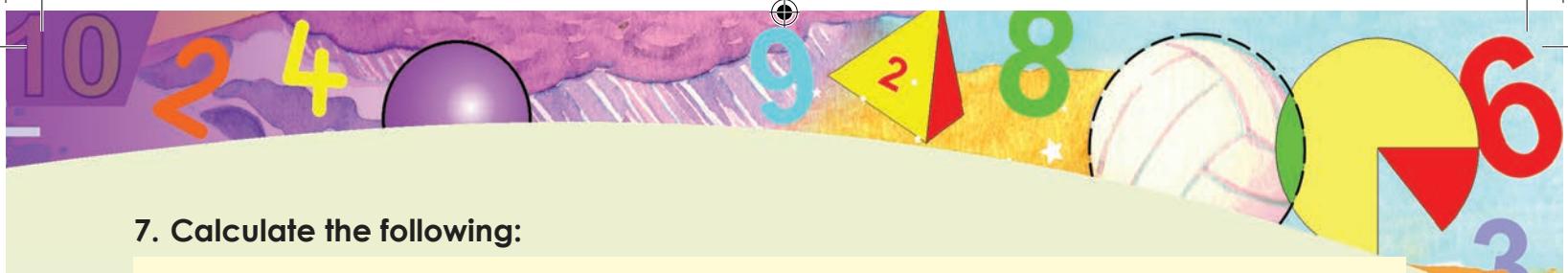
The answer is **4:05**



a. $1:10 + 2:55 =$

b. $4:40 + 3:30 =$

c. $5:30 + 5:40 =$



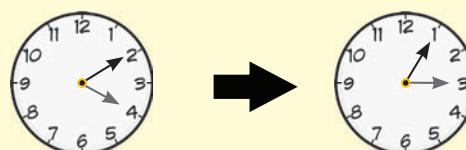
7. Calculate the following:

Example: What is $4:10 - 1:05$?

Subtract the hours: $4 - 1 = 3$

Subtract the minutes: $10 - 5 = 5$

The minutes are OK, so the answer is **3:05**



a. $1:40 - 1:20 =$

b. $7:30 - 4:20 =$

c. $2:20 - 1:15 =$

8. Calculate the following:

Example: What is $4:10 - 1:35$?

Subtract the hours: $4 - 1 = 3$

Subtract the minutes:

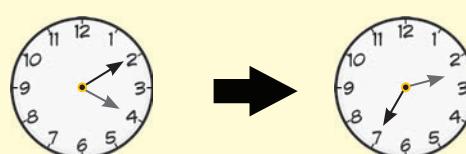
$$10 - 35 = -25$$

The minutes are less than 0,

so add 60 to minutes ($60 - 25 = 35$ minutes)

and subtract 1 from the hours ($3 - 1 = 2$ hours)

The answer is **2:35**

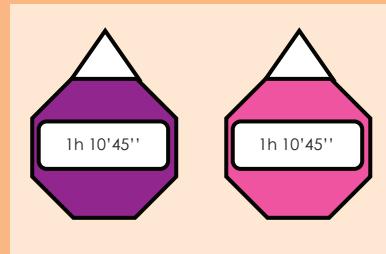
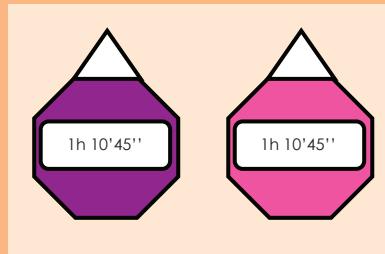
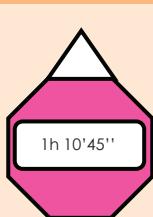


a. $13:10 - 10:15 =$

b. $4:20 - 3:30 =$

c. $8:30 - 6:40 =$

Time trials



My friend and I did various physical activities and timed ourselves. Here are the results on our two stopwatches.
What is the difference between our times?





1. How many years are there in a:

- a. Decade?
- b. Century?
- c. Millennium?

2. Answer the following questions:

a. Let us count in decades.

1 910, 1 920, 1 930,

b. Let us count in centuries.

1 100, 1 200, 1 300,

c. What millennium will come next?

1 000, 2 000,

3. How many:

- a. Decades are there in a century?
- b. Centuries are there in a millennium?
- c. Decades are there in a millennium?

We do not write the year 1920 as 1 920 because it is a date.





4. Complete the following:

- a. 2 decades = years b. 3 centuries = years
- c. 3 millennia = years d. 9 centuries = years
- e. 2 millennia = years f. 4 decades = years
- g. 6 centuries = years h. 5 centuries = years
- i. 7 decades = years j. 4 millennia = years
- k. 9 millennia = years l. 1½ centuries = years
- m. 2½ millennia = years n. 8½ decades = years

5. Complete the following. The example will guide you.

a. 1995 = 1 millennium, 9 centuries, 9 decades, 5 years

- b. 1852 = , , ,
- c. 1603 = , , ,
- d. 1999 = , , ,
- e. 2010 = , , ,

6. What does "twenty ten" mean?

7. What does "He was born in the 20th century" mean?

8. What did people all over the world celebrate in 2000?

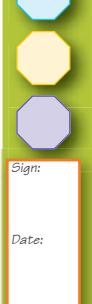
How old am I?

In which year
were you
born?

How old
are you?

Write your age in:

millennia
centuries
decades
years

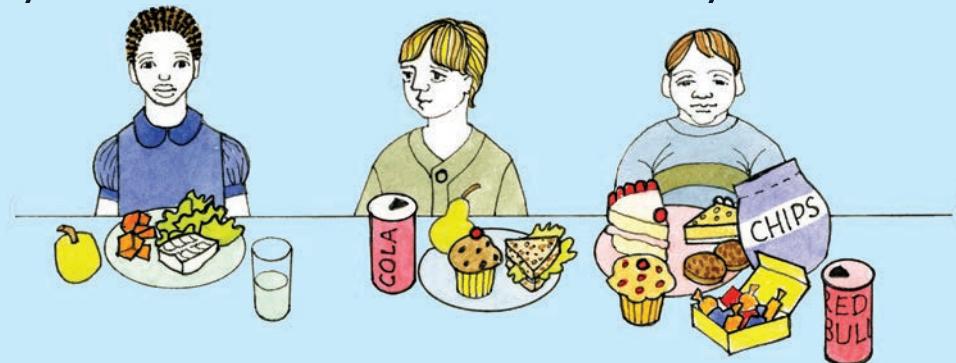




Data handling

5 2 ÷ 10

Discuss: Do you think the children in this class eat healthy food?



1. Complete the table below on the food you prefer.

Breakfast	Tick which of these you eat most often for these meals:
Cooked porridge	
Cereal with added sugar	
Cereal without added sugar	
Bread	
Fruit	
Yoghurt	
I don't eat breakfast	
Bacon and eggs	
Lunch	
Junk food	
Healthy sandwich	
Cooked meal	
Supper	
Junk food	
Healthy sandwich	
Cooked meal	

2. Do you think you eat healthy food?

Tick the answers above first.

3. You asked all the children in your class the same questions. These were their responses. You still need to add up the tallies. Complete the last column.

Breakfast	Tallies	Frequency
Cooked porridge		11
Cereal with added sugar		
Cereal without added sugar	///	
Bread	///	
Fruit		
Yoghurt	//	
I don't eat breakfast		
Bacon and eggs	/	
Lunch		
Junk food		
Healthy sandwich		
Cooked meal		
Supper		
Junk food		
Healthy sandwich	/	
Cooked meal		

- a. What is the most common breakfast? _____
- b. What is the least common breakfast? _____
- c. What is the most common lunch? _____
- d. Do most children eat a healthy or unhealthy lunch? _____
Why? _____
- e. How many children eat a cooked meal for supper? _____
- f. How many children don't eat breakfast? _____
Do you think it is healthy? _____ Why? _____
- g. Is bacon and eggs a favourite meal? _____ Why or why not? _____

Tally competition ...



In pairs see who can count the tallies the fastest.



continued ↗



Data handling continued

Term 1

4. Compile a tally and frequency table with five categories using the information below. We started the table for you by filling in the categories.

Name	Exam score	Name	Exam score
Denise	55	Elias	65
John	45	Simon	30
Jason	85	Edward	25
Mathapelo	60	Susan	47
Beatrix	79	Philip	64
Opelo	59	Ben	77
Lisa	53	Lauren	49
Gugu	90	Tefo	60
Sipho	63	Alice	46
Lerato	51	Musa	73

Exam Score categories	Tally	Frequency
0 – 20		
21 – 40		
41 – 60		
61 – 80		
81 – 100		

5. You recorded the minimum temperatures per day for the past month. The results are as follows:

12	13	9	10	11	12	11	7	11	10
10	7	8	12	12	8	13	8	9	9
10	12	10	11	7	11	7	7	13	9
10									

Set up a frequency table for this set of data values, grouping the data in **six groups** with intervals of two. You will need extra paper for this question.

6. Look at the data collected below and answer the questions.

750 ml



Juice	Water	Milk	Milk	Juice	Water
Water	Milk	Milk	Juice	Water	Juice
Milk	Milk	Milk	Milk	Juice	Water
Juice	Water	Milk	Milk	Juice	Water
Water	Milk	Milk	Juice	Water	Juice
Milk	Milk	Milk	Milk	Juice	Water
Juice	Juice	Juice	Water	Water	Water
Milk	Milk	Milk	Juice	Water	Milk
Milk	Milk	Milk	Milk	Juice	Water
Juice	Juice	Juice	Water	Water	Water
Milk	Milk	Milk	Juice	Water	Milk
Juice	Juice	Juice	Water	Water	Water
Juice	Juice	Juice	Water	water	Water

1 000 ml



5 000 ml



You will need extra paper to complete these questions.

- What are you going to collect? How will you do it?
- How will you sort (organise) your data?
- Draw a bar graph.
- Read the bar graph. Write a paragraph on your findings.

Tally competition ...



In pairs see who can count the tallies the fastest.

*||||| ||||| ||||| ||||| ||||| ||||| ||||| |||||

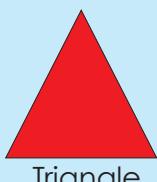
What could the possible reason be for these tallies? Create your own scenario. Draw a bar graph to represent your scenario.



23a

2-D shapes

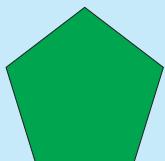
What is a polygon? Are all of these polygons? Are these the only polygons there are?



Triangle



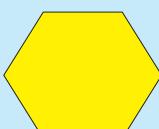
Square



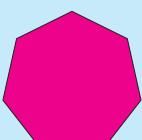
Pentagon



Rectangle



Hexagon

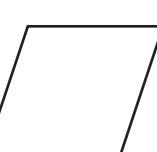
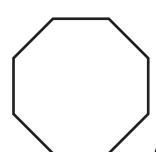
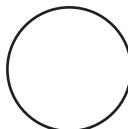
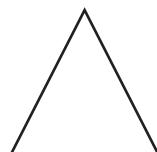
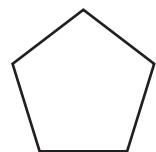


Heptagon

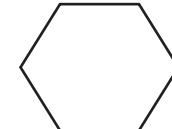
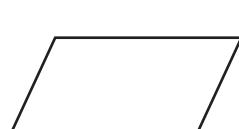


Circle

1. Colour in all the quadrilaterals.



A shape with four sides is a quadrilateral.



2. Answer the following:

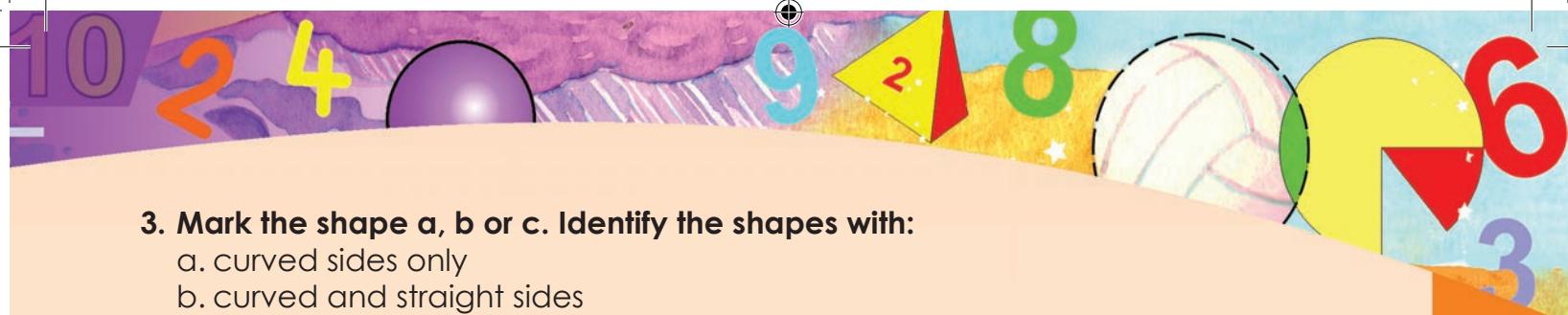
a. Is a rectangle a quadrilateral? Why?



Yes, a quad means 4. A quad bike has 4 wheels

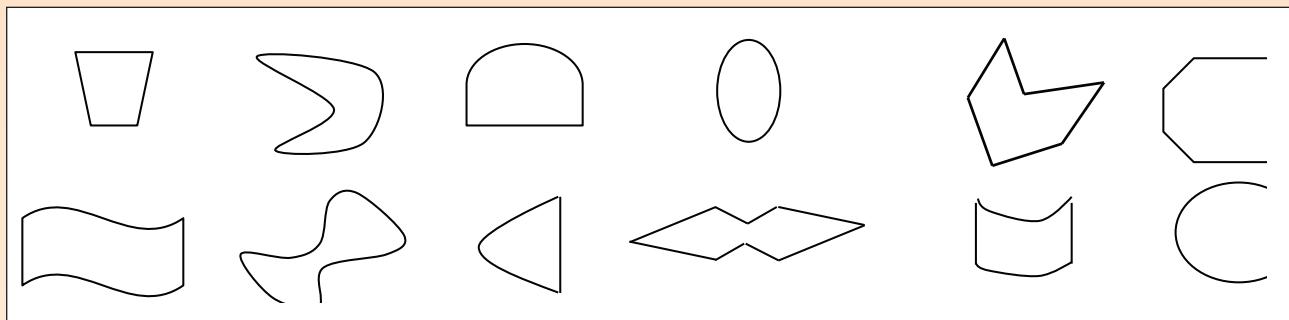


b. Is a square a quadrilateral? Why?



3. Mark the shape a, b or c. Identify the shapes with:

- a. curved sides only
- b. curved and straight sides
- c. straight sides only



4. Draw five of each. Note that they should look different from the 2-D shapes above.

- a. 2-D shapes with curved sides only.

- b. 2-D shapes with curved and straight sides.

- c. 2-D shapes with straight sides only

5. Find three shapes in nature or your environment with

- curved sides only
- curved and straight sides
- straight sides only

Make a drawing of each on a separate sheet of paper.

continued ➔

71

Sign:

Date:



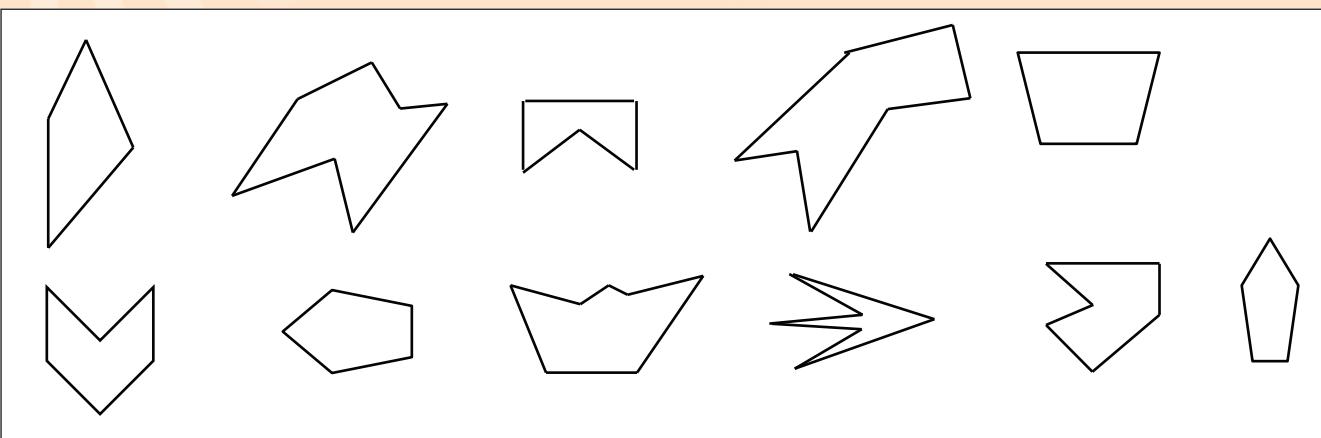


2-D shapes continued

5 2 10
÷

6. Identify the following: Label under each shape.

Quadrilaterals; Pentagons; Hexagons; Heptagons/septagons.



Term 1

7. Draw five of each, making sure they look different from the 2-D shapes above

a. Quadrilaterals

b. Pentagons

c. Hexagons

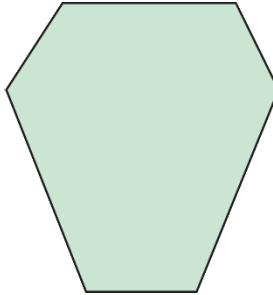
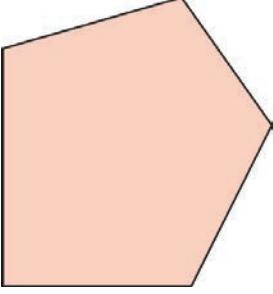
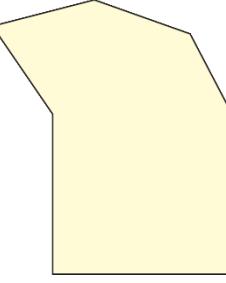


8. Draw the following:

Two right angles	Two angles smaller than a right angle	Two angles bigger than a right angle

9. Describe each 2-D shape using the following:

- | | | |
|------------------------------|--|--|
| a. Name of polygon | b. Sides: straight or curved | c. Sides: same or unequal length, (mark equal sides) |
| d. Right angles (show them). | e. Angles smaller than a right angle (show them) | f. Angles larger than a right angle (show them) |

i. 	ii. 	iii. 	iv. 
a. Name: _____	a. Name: _____	a. Name: _____	a. Name: _____
b. Sides: _____	b. Sides: _____	b. Sides: _____	b. Sides: _____
c. Sides: _____	c. Sides: _____	c. Sides: _____	c. Sides: _____
d. Angles: _____	d. Angles: _____	d. Angles: _____	d. Angles: _____
e. Angles: _____	e. Angles: _____	e. Angles: _____	e. Angles: _____
f. Angles: _____	f. Angles: _____	f. Angles: _____	f. Angles: _____

Shape patterns

Draw a pattern using 5 different polygons.

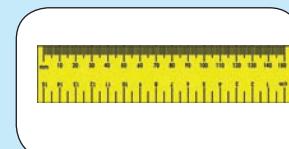
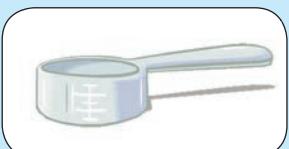




Capacity/Volume

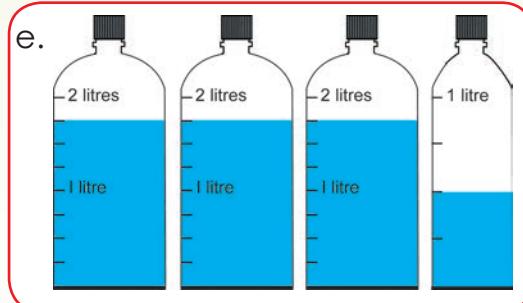
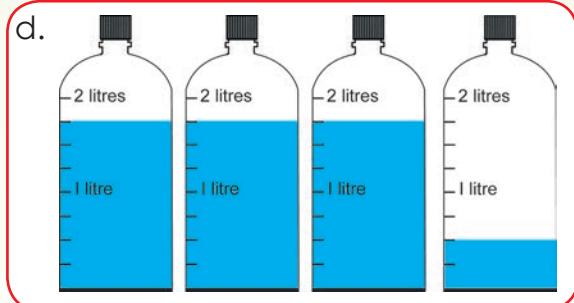
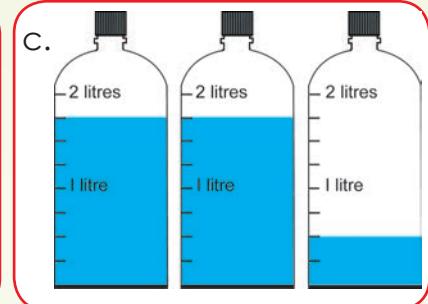
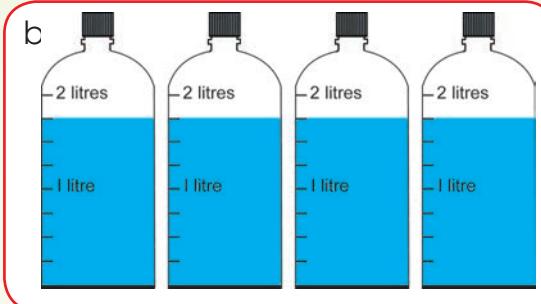
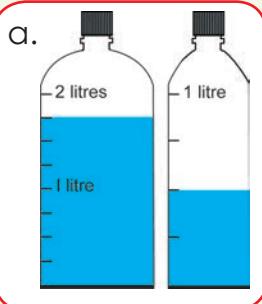
5 2 ÷ 10

Which measuring instrument will you use to weigh objects?



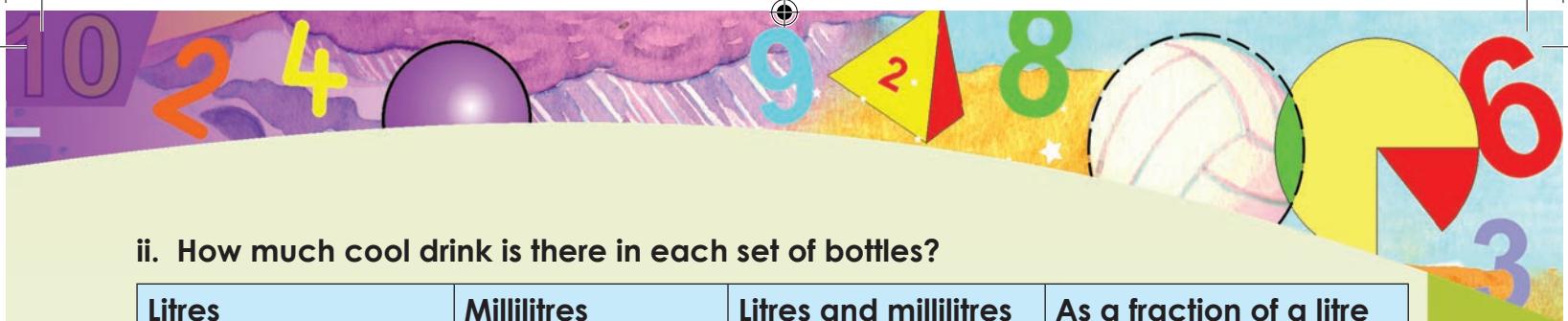
Term 1

1. These sets of bottles are filled with various quantities of cold drink. Answer the questions below.



i. What is the total capacity of each set of bottles (with bottles filled up to the top measuring line)?

a. _____ b. _____ c. _____ d. _____ e. _____



ii. How much cool drink is there in each set of bottles?

Litres	Millilitres	Litres and millilitres	As a fraction of a litre
a. $2\frac{1}{4}\ell$	2 250 ml	2 l 250 ml	$\frac{9}{4}\ell$
b.			
c.			
d.			
e.			

2. Write the following as ℓ and ml.

a. $3,5\ell =$

b. $2,7\ell =$

c. $9,2\ell =$

d. $4,4\ell =$

e. $7,250\ell =$

f. $8,320\ell =$

g. $1,725\ell =$

h. $10,76\ell =$

i. $9,25\ell =$

j. $11,15\ell =$

3. Joan used $2,5\ell$ of water for making coffee, $60,5\ell$ for doing her washing and $3,5\ell$ for washing dishes. How much water did she use altogether?

Continue on an extra sheet of paper.





Capacity/Volume continued

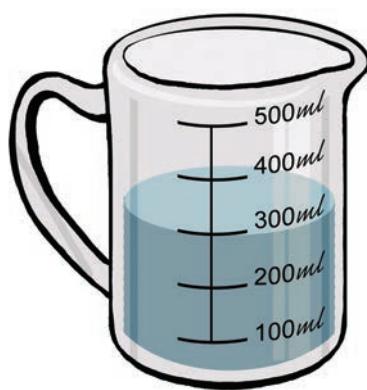
Term 1

4. Say what is the:

- capacity of each container
- volume of the liquid in each container
- difference between full capacity and volume

Capacity is...
Volume is...

a.

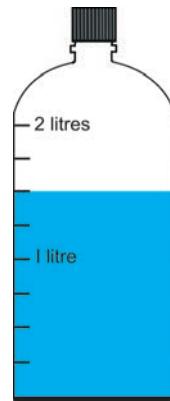


Capacity: 500 ml

Volume: 300 ml

Difference: $500 \text{ ml} - 300 \text{ ml} = 200 \text{ ml}$

b.



Capacity: _____

Volume: _____

Difference: _____

5. I have a 1 000 ml container. It is filled to the 500 ml mark. What should I do to fill it to full capacity?

(Large empty box for drawing)

6. Make drawings to illustrate your answers. Jabu has 1 l and 250 m l of water to water his vegetables. Calculate how much the following people have.



Sipho has double the volume.

Linda has 1 ℥ 500 ml to water her vegetables.

James has 1 ℥ 100 ml to water his vegetables.

Gugu has one fifth of what Jabu has to water her vegetables.

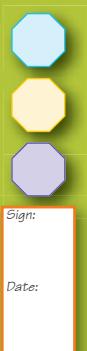
7. Round your answers off to the nearest litre.

Drawing 1	
Drawing 2	
Drawing 3	
Drawing 4	

Millimetre fun . . .

Collect some junk mail. Find items where measurements are given in millilitres and litre.

I need to mix the juice concentrate with water for us to drink it. It says 1 ℥ to 4 ℥ of water. How much juice will I have in total?

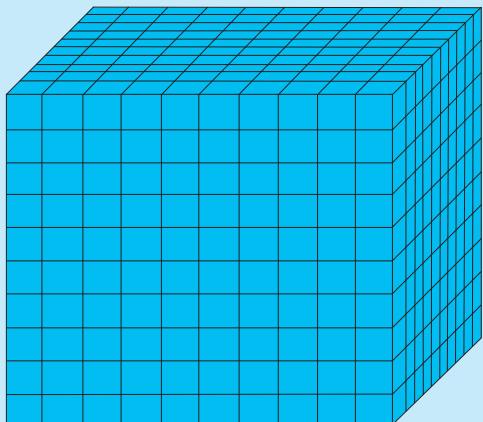




Numbers 0 – 20 000

5 2 10
÷

How many of these blocks do you need to give you a total of 20 000 small cubes?



Term 2

1. Complete the following:

- $10\ 000 + 1\ 000 + 800 + 40 + 2 =$
- $10\ 000 + 5\ 000 + 300 + 60 + 9 =$
- $10\ 000 + 4\ 000 + 700 + 6 =$
- $10\ 000 + 8\ 000 + 60 + 7 =$
- $10\ 000 + 3 =$

2. Write the number in the correct column:

	Number	Ten thousands	Thousands	Hundreds	Tens	Units
a.	15 519					
b.	14 901					
c.	18 007					
d.	10 040					
e.	10 003					

3. Write the numbers in question 2 in words.

[Large empty rectangular box for writing words]

4. Complete the following using the first question to guide you.

a. $13\ 847 = 1$ ten thousand + 3 thousands + 8 hundreds + 4 tens + 7 units

b. $9\ 745 =$ [_____]

c. $11\ 348 =$ [_____]

d. $15\ 721 =$ [_____]

e. $19\ 090 =$ [_____]



continued ↗



Numbers 0 – 20 000 continued

Term 2

5. Write the numbers in question 4 in words.

Continue on an extra sheet of paper.

6. Arrange the numbers from the smallest to the biggest.

a. 15 147 , 15 471 , 15 174 , 10 650 _____

b. 10 231 , 10 132 , 10 123 , 10 213 _____

c. 12 541 , 12 145 , 12 154 , 12 415 _____

d. 18 639 , 18 369 , 18 693 , 18 396 _____

e. 10 505 , 10 055 , 10 550 , 10 555 _____

7. Fill in < or >.

a. 9 248 _____ 9 284

b. 10 320 _____ 10 230

c. 11 121 _____ 11 112

d. 12 041 _____ 12 401

e. 13 514 _____ 14 514

f. 11 212 _____ 12 121

g. 15 145 _____ 15 154

h. 3 798 _____ 3 788

i. 19 987 _____ 19 978

j. 16 616 _____ 16 166



8. What is the value of the underlined digit?

a. 9 548

b. 14 874

c. 10 587

d. 16 354

e. 18 201

f. 14 008

9. Complete the following:

3 8 1 6 5

a. Use each digit once, make the smallest 5-digit number:

b. Use each digit once, make the largest 5-digit number:

c. You can use a digit twice, make the smallest 5-digit number:

d. You can use a digit twice, make the largest 5-digit number:

All about numbers

What you need:
Newspaper.



- Find at least five, 5-digit numbers in a newspaper.
- What is the meaning of the 5-digit number?



Rounding off

26

Look at the symbols below and describe them.

When we want to say 6 is rounded off to the nearest 10 we use the symbol \approx



When we want to say 6 + 5 is equal to 11, we use the symbol $=$



Look at the symbols below and describe them.

When we want to say 6 + 5 is equal to 11, we use the symbol $=$



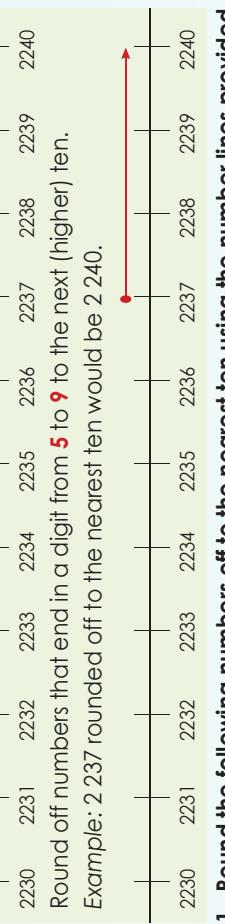
Rounding off to the nearest ten.

Round off the numbers that end in a digit from 1 to 4 to the previous (lower) ten.

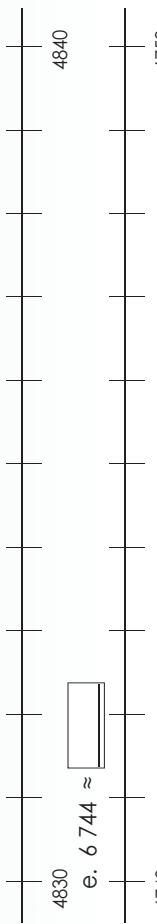
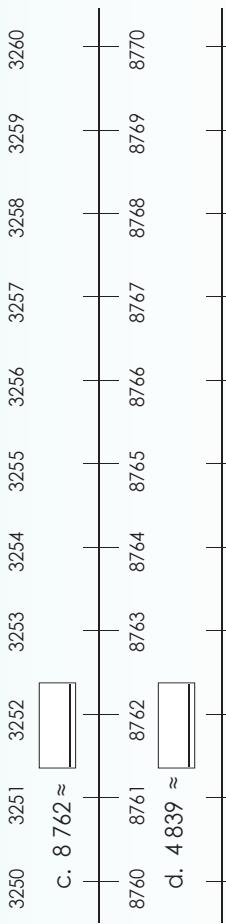
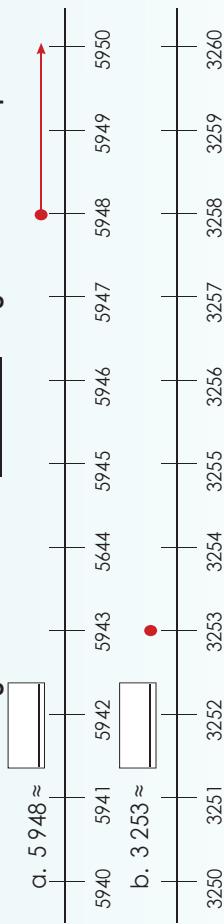
Example: 2 234 rounded off to the nearest ten is 2 230.

Round off numbers that end in a digit from 5 to 9 to the next (higher) ten.

Example: 2 237 rounded off to the nearest ten would be 2 240.



1. Round the following numbers off to the nearest ten using the number lines provided.

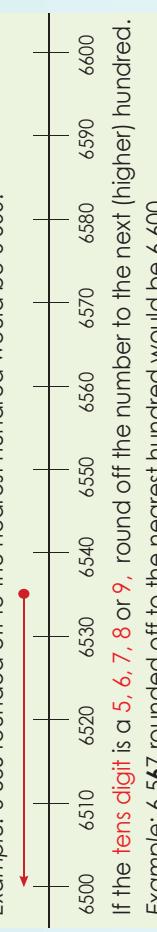


Term 2

Rounding off to the nearest hundred.

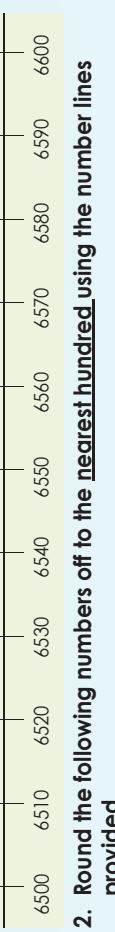
If the tens digit is a 0, 1, 2, 3 or 4, round off the number to the previous (lower) hundred.

Example: 6 535 rounded off to the nearest hundred would be 6 500.

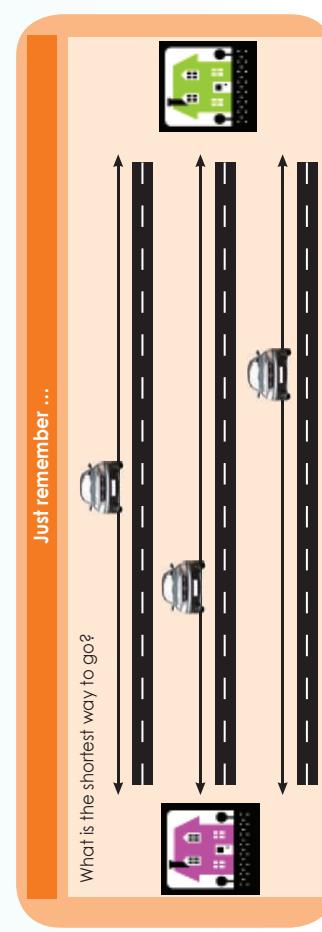
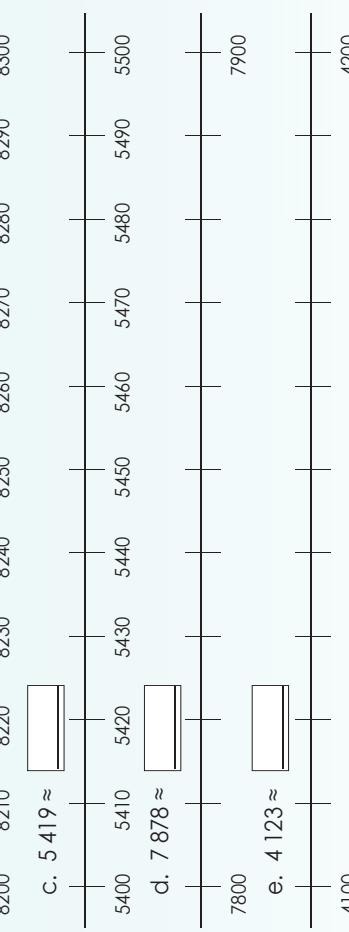
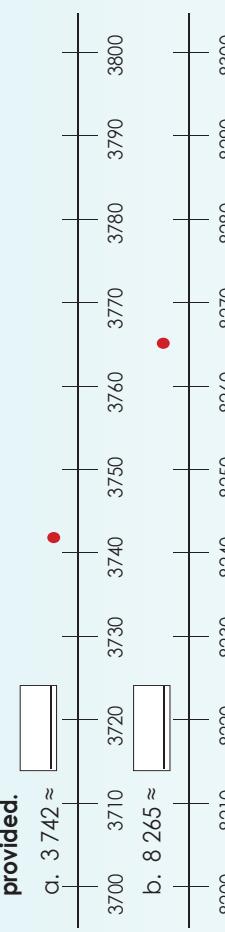


If the tens digit is a 5, 6, 7, 8 or 9, round off the number to the next (higher) hundred.

Example: 6 567 rounded off to the nearest hundred would be 6 600.

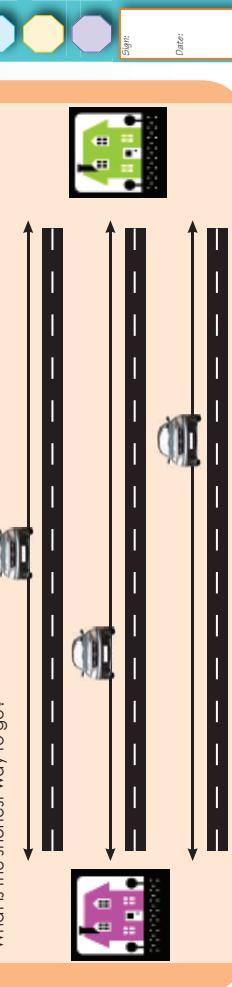


2. Round the following numbers off to the nearest hundred using the number lines provided.



Just remember ...

What is the shortest way to go?



0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

82

83

Rounding off to the nearest 5

Look at the numbers with grey backgrounds.

Where does the number 1 lie on this row? Which grey number is it closest to? Look at the numbers 2, 3, 4, 6, 7, 8, 9.

Is 1 closer to 0 or 5?

Is 2 closer to 0 or 5?

Is 3 closer to 0 or 5?

Is 4 closer to 0 or 5?

Is 6 closer to 5 or 10?

Is 7 closer to 5 or 10?

Is 8 closer to 5 or 10?

Is 9 closer to 5 or 10?

0	1	2	3	4	5	6	7	8	9	10
----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	-----------



1. Round the following numbers off to the nearest 5.

10	11	12	13	14	15	16	17	18	19	20
-----------	----	----	----	----	-----------	----	----	----	----	-----------

a. 12. Is it closer to 10 or 15? 12 ≈

b. 14. Is it closer to 10 or ? 14 ≈

c. 11. Is it closer to 15 or ? 11 ≈

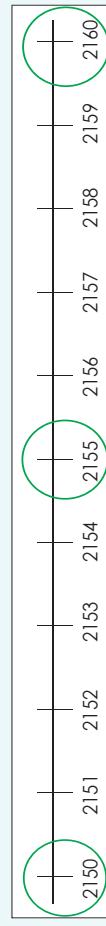
d. 18. Is it closer to 15 or ? 18 ≈

e. 16. Is it closer to or ? 16 ≈

f. 2157 ≈

g. 2158 ≈

2. Use the number line to round off the numbers to the nearest 5.



f. 148. Is it closer to or ? 148 ≈

g. 143. Is it closer to or ? 143 ≈

h. 147. Is it closer to or ? 147 ≈

i. 144. Is it closer to or ? 144 ≈

j. 149. Is it closer to or ? 149 ≈

3. Use the number line to round off the numbers to the nearest 5.



a. $47\ 826 \approx$

b. $47\ 829 \approx$

c. $47\ 827 \approx$

d. $47\ 822 \approx$

e. $47\ 823 \approx$

f. $47\ 821 \approx$

g. $47\ 828 \approx$

b. What minute numbers will I find between 5 minutes and 10 minutes? c. What minute numbers will I find between 35 minutes and 40 minutes? d. What minute numbers will I find between 50 minutes and 55 minutes?

e. Round off the following to the nearest five minutes:

i. $14\ \text{minutes} \approx$

ii. $27\ \text{minutes} \approx$

iii. $43\ \text{minutes} \approx$

iv. $51\ \text{minutes} \approx$

v. $19\ \text{minutes} \approx$

vi. $36\ \text{minutes} \approx$

4. Look at the clock and answer the questions.

a. Count in minutes: 5 min, 10 min, 15 min, ...

min

11 min

12 min

1 min

2 min

3 min

min

4 min

5 min

6 min

7 min

8 min

min

9 min

10 min

11 min

12 min

13 min

14 min

15 min

16 min

17 min

min

min

min

Colour in the correct answer. Round off 78 to the nearest 5.	Round off 99 to the nearest 5.	Round off 126 to the nearest 5.	Round off 234 to the nearest 5.
<input type="text"/> 79 <input type="text"/> 75 <input type="text"/> 87	<input type="text"/> 98 <input type="text"/> 99 <input type="text"/> 10	<input type="text"/> 130 <input type="text"/> 100 <input type="text"/> 120	<input type="text"/> 200 <input type="text"/> 230 <input type="text"/> 250
<input type="text"/> 57 <input type="text"/> 78 <input type="text"/> 77	<input type="text"/> 9 <input type="text"/> 90 <input type="text"/> 100	<input type="text"/> 128 <input type="text"/> 127 <input type="text"/> 162	<input type="text"/> 236 <input type="text"/> 233 <input type="text"/> 235
<input type="text"/> 80 <input type="text"/> 76 <input type="text"/> 70	<input type="text"/> 95 <input type="text"/> 97 <input type="text"/> 59	<input type="text"/> 126 <input type="text"/> 200 <input type="text"/> 125	<input type="text"/> 243 <input type="text"/> 234 <input type="text"/> 240

Date:

Completing numbers

28

Quick recall

$48 + \square = 100$	$72 + \square = 100$	$26 + \square = 100$	$92 + \square = 100$
$52 + \square = 100$	$32 + \square = 100$	$48 + \square = 100$	$47 + \square = 100$
$86 + \square = 100$	$15 + \square = 100$	$12 + \square = 100$	$61 + \square = 100$
$45 + \square = 100$	$65 + \square = 100$	$87 + \square = 100$	$13 + \square = 100$
$74 + \square = 100$	$39 + \square = 100$	$55 + \square = 100$	$44 + \square = 100$

1. Calculate the missing number as quickly as you can.

a. $150 + \square = 200$	b. $180 + \square = 200$
c. $330 + \square = 400$	d. $310 + \square = 400$
e. $660 + \square = 700$	f. $540 + \square = 600$
g. $870 + \square = 900$	h. $290 + \square = 300$
i. $920 + \square = 1\,000$	j. $80 + \square = 100$

2. Calculate the missing number:

a. $145 + \square = 200$	b. $215 + \square = 300$
c. $320 + \square = 400$	d. $885 + \square = 900$
e. $255 + \square = 300$	f. $575 + \square = 600$
g. $905 + \square = 1\,000$	h. $365 + \square = 400$
i. $775 + \square = 800$	j. $735 + \square = 800$

3. Calculate the missing number:

a. $153 + \square = 200$	b. $178 + \square = 200$
c. $242 + \square = 300$	d. $357 + \square = 400$
e. $439 + \square = 500$	f. $474 + \square = 500$
g. $512 + \square = 600$	h. $609 + \square = 700$
i. $916 + \square = 1\,000$	j. $733 + \square = 800$

4. Calculate the missing number as quickly as you can.

a. $1\,600 + \square = 2\,000$	b. $2\,300 + \square = 3\,000$
c. $3\,100 + \square = 4\,000$	d. $8\,400 + \square = 9\,000$
e. $8\,800 + \square = 9\,000$	f. $7\,500 + \square = 8\,000$
g. $4\,200 + \square = 5\,000$	h. $6\,700 + \square = 7\,000$
i. $5\,900 + \square = 6\,000$	j. $9\,600 + \square = 10\,000$

5. Calculate the missing number:

a. $12\,450 + \square = 13\,000$	b. $10\,560 + \square = 11\,000$
c. $9\,640 + \square = 10\,000$	d. $11\,870 + \square = 12\,000$
e. $13\,720 + \square = 14\,000$	f. $15\,120 + \square = 16\,000$
g. $19\,580 + \square = 20\,000$	h. $18\,810 + \square = 19\,000$
i. $17\,430 + \square = 18\,000$	j. $14\,070 + \square = 15\,000$

6. Calculate the missing number:

a. $10\,784 + \square = 11\,000$	b. $11\,877 + \square = 12\,000$
c. $11\,819 + \square = 12\,000$	d. $12\,627 + \square = 13\,000$
e. $13\,561 + \square = 14\,000$	f. $12\,753 + \square = 13\,000$
g. $14\,436 + \square = 15\,000$	h. $19\,213 + \square = 20\,000$
i. $17\,409 + \square = 18\,000$	j. $15\,126 + \square = 16\,000$

Number card fun ...

What you need:

Number (flair) cards from cut-out 2.

What to do:

- Play in pairs.
- Place the cards face down.
- The first player must choose one of each: thousand, hundreds, tens and unit.
- Number card cards, and displays them as a number.
- The first player that fills the number up to the next 10 000, gets a point.
- Repeat five times.
- Then player two chooses the cards.
- The player with the highest score is the winner.

Sign:

8 0 0 0

2 0 0

6 0

9

Date:

29a Addition with up to 5-digit numbers



29a

What is the difference between the numbers?

1 100	1 200	1 300	1 400	1 500	1 600	1 700	1 800	1 900	2 000
2 005	3 005	4 005	5 005	6 005	7 005	8 005	9 005	10 005	11 005
9 750	9 850	9 950	10 050	10 150	10 250	10 350	10 450	10 550	10 650
9 500	10 000	10 500	11 000	11 500	12 000	12 500	13 000	13 500	14 000
10 750	11 750	12 750	13 750	14 750	15 750	16 750	17 750	18 750	19 750

1. What number comes next?

- a. 6 600, 7 600, 8 600, b. 10 500, 11 500, 12 500,
c. 14 300, 14 400, 14 500, d. 12 750, 13 000, 13 250,

2. Complete the table.

Number	Add 10	Add 100	Add 1 000	Add 10 000
10 950				
8 780				
12 900				
14 060				
17 009				

Term 2

Example:

Example 1:

11 547 + 4 587

= 10 000 + 1 000 + 4 000 + 500 + 500 + 40 + 80 + 7 + 7

= 10 000 + 5 000 + 1 000 + 120 + 14

= 10 000 + 6 000 + 100 + 20 + 10 + 4

= 10 000 + 6 000 + 100 + 30 + 4

= 16 134

Example 2:

1 1 5 4 7

+ 4 5 8 7

—————

1 2 0

(40 + 80)

1 0 0 0

(500 + 500)

5 0 0 0

(1 000 + 4 000)

1 0 0 0 0

(10 000 + 0)

—————

1 6 1 3 4

3. Use both methods shown in the examples above to calculate the following. Write down the steps on an extra sheet of paper.

a. $9 568 + 10 247 =$

b. $3 148 + 15 209 =$

Continue on an extra sheet of paper.

c. $8 632 + 8 799 =$

d. $12 982 + 4 789 =$

Continue on an extra sheet of paper.

e. $7 952 + 9 710 =$

f. $9 999 + 8 347 =$

Continue on an extra sheet of paper.

Examples:

Example 1:

11 547 + 4 587

= 10 000 + 1 000 + 4 000 + 500 + 500 + 40 + 80 + 7 + 7

= 10 000 + 5 000 + 1 000 + 120 + 14

= 10 000 + 6 000 + 100 + 20 + 10 + 4

= 10 000 + 6 000 + 100 + 30 + 4

= 16 134

Date:

29b Addition with up to 5-digit numbers

continued

4. Solve the following word problems.

- a. At the soccer match, there were 12 231 men and 7 893 women. How many people were there altogether at the soccer match?

5. Write an appropriate and interesting word sum for 15 000 and 3 000. Solve it.

[Large blank area for writing the word sum.]

Continue on an extra sheet of paper.

+

What is the size of your number?

2 999
5 783
3 874
12 342
18 209

What to do:

- Individual game against a group or the class.
- Roll the 1 000s dice.
- Add the number landed on, to the first number on the blue card. Write your addition sum on a piece of paper.
- Do the same with the 2nd to the 5th number.
- Learners check each others' addition sums.
- The winner is the person with the most correct answers.

1000

Date: _____

- b. Michael is practising for a fun run. The first day he ran 4 189 m and the second day he ran 4 567 m. How far did he run in those two days?

Continue on an extra sheet of paper.

+

What you need:

- Use the 1 000s dice you made before.
- (Cut-out 3)
- Piece of paper.

1000

What to do:

- Roll the 1 000s dice.
- Add the number landed on, to the first number on the blue card. Write your addition sum on a piece of paper.
- Do the same with the 2nd to the 5th number.
- Learners check each others' addition sums.
- The winner is the person with the most correct answers.

Continue on an extra sheet of paper.

Subtraction up to 5-digit numbers

30a

What is the difference between the numbers?

1 000	2 000	3 000	4 000	5 000	6 000	7 000	8 000	9 000	10 000
3 006	4 006	5 006	6 006	7 006	8 006	9 006	10 006	11 006	12 006
10 050	11 050	12 050	13 050	14 050	15 050	16 050	17 050	18 050	19 050
10 250	10 260	10 270	10 280	10 290	10 300	10 310	10 320	10 330	10 340
9 500	10 500	11 500	12 500	13 500	14 500	15 500	16 500	17 500	18 500

1. What number comes next?

- a. 7 500, 7 400, 7 300, b. 13 250, 12 250, 11 250,
- c. 18 400, 17 400, 16 400, d. 15 550, 14 550, 13 550,

2. Complete the table

Number	Subtract 10	Subtract 100	Subtract 1 000	Subtract 10 000
18 210				
17 540				
14 590				
13 900				
10 030				



This is a problem!

f. What method do you prefer? Why?

e. $19\ 548 - 12\ 358 =$

Date:

Term 2

Examples:
Example 1:

$$\begin{aligned}
 19\ 845 - 8\ 478 \\
 &= 10\ 000 + (9\ 000 - 8\ 000) + (800 - 400) + (40 - 70) + (5 - 8) \\
 &= 10\ 000 + 1\ 000 + 400 + (\textcolor{red}{30 - 70}) - (\textcolor{blue}{15 - 8}) \\
 &= 10\ 000 + 1\ 000 + 300 + (130 - 70) - (15 - 8) = 10\ 000 + 1\ 000 + 300 + 60 + 7 = 11\ 367
 \end{aligned}$$

Subtraction up to 5-digit numbers

Continued

4. Solve the following word subtraction sums.

- a. There were 15 876 people in the soccer stadium. 10 minutes before the final whistle, there were only 12 659 people left. How many people had already left the stadium?

Continue on an extra sheet of paper.

- b. Mary bought 18 000 mm of rope. If she uses 10 550 mm, how many millimetres of rope does she have left?

Continue on an extra sheet of paper.

5. Write an appropriate and interesting subtraction word sum for:
190 000 and 35 000. Solve it.

Continue on an extra sheet of paper.

Continue on an extra sheet of paper.

What is the size of your number?

15 342
18 3097
16 799
19 009
17 032

- What you need:**
- Use the 1 000s dice you made before.
 - Piece of paper.



- What to do:**
- Individual game against a group or the class.
 - Roll the 1 000s dice.
 - Subtract the number landed on, from the first number on the blue card. Write your subtraction sum on a piece of paper.
 - Do the same with the 2nd to the 5th number.
 - Learners check each others' subtraction sums.
 - The winner is the person with the most correct answers.

Adding and subtracting 4-digit numbers

Revise the following:

Show 2 456 with your **place value cards**.



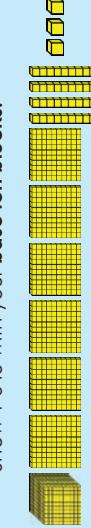
Add 300. Show it again with your **place value cards**.



Add 40 and show it again.



Show 1 643 with your **base ten blocks**.



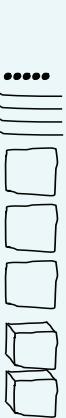
Subtract 200 and show it again.



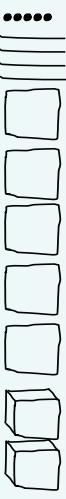
Subtract 40 and show it again.



1. Your friend showed 2 345 by drawing base ten blocks. Write a number sentence for what he did.



Add 200.



Subtract 1 000 and show it.



2. Calculate:

Example: Calculate $5\ 241 + 3\ 426$

$$\begin{array}{r} 5\ 241 \\ + 3\ 426 \\ \hline \end{array}$$

$$\begin{array}{r} 14\ 281 \\ + 12\ 317 \\ \hline \end{array}$$

3. Calculate:

Example: Calculate $5\ 362 + 2\ 486$

$$\begin{array}{r} 5\ 362 \\ + 2\ 486 \\ \hline \end{array}$$

$$\begin{array}{r} 4\ 594 \\ + 2\ 274 \\ \hline \end{array}$$

4. Calculate:

Example: Subtracting by breaking down the number to be subtracted.

Calculate $4\ 687 - 2\ 143$

$$4\ 687 - 2\ 000 \rightarrow 2\ 687 - 100 \rightarrow 2\ 587 - 40 \rightarrow 2\ 547 - 3 = 2\ 544$$

This may get difficult if more than two numbers are subtracted.

a. $16\ 735 - 2\ 514$

b. $29\ 353 - 17\ 142$

c. $17\ 353 - 2\ 514$

5. Calculate:

Example:

Calculate $2\ 486 + 148$

$$2\ 486 + 148 = 2\ 486 + 14 + 148 = 2\ 500 + 134 = 2\ 634$$

a. $3\ 584 + 147$

b. $2\ 481 + 128$

6. Calculate:

Example:

Calculate $2\ 696 + 2\ 387$

$$2\ 296 + 2\ 387$$

$$= 2\ 296 + 4 - 4 + 2\ 387$$

$$= 2\ 300 + 2\ 683$$

$$= 4\ 983$$

a. $5\ 785 + 3\ 147$

b. $4\ 594 + 2\ 274$

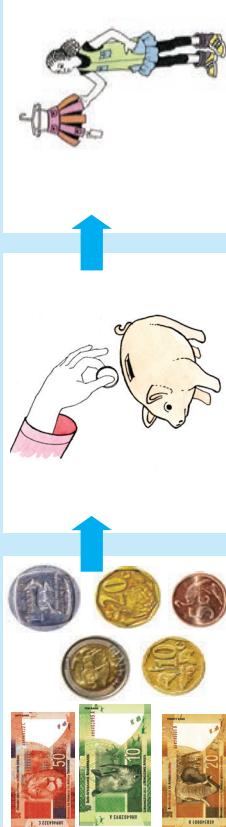
Solve the problems

- a. My dad bought a hi-fi for R13 765. My uncle paid R12 990 for his. How much more did my dad pay?
b. 23 458 people live in Lwandle and 25 249 people live in Sun City. How many more people live in Sun City than Lwandle?

Money problems

32

Talk about money. Look at the picture and make up your own story.



1. Colour the combination that will give you:

- a. **R2** **R1** **R50** **R2** **R1** **R5** **R1**
- b. **R1** **R0,50** **R0,20** **R0,10**
- c. **R5** **R0,50** **R1** **R0,50** **R2** **R0,50**
- d. **R3,50** **R0,20** **R1** **R0,20** **R2** **R0,10**
- e. **R2,55** **R1** **R2** **R0,50** **R0,20** **R0,10** **R0,05**

2. How much money will I have if I **save** the following amounts?

- a. $R2 + R1 + R5 + R20 =$
- b. $10c + 20c + 5c + 10c =$
- c. $50c + 20c + 5c + 5c + 10c =$
- d. $5c + R5 + 20c + R1 + R2 + 50c =$
- e. $50c + 20c + 5c + R 5,50 + 10c + 65c + R10 =$

3. How much money will I have left if I **spend** the following amounts?

I have	I spent	I have left
R20		R5, R2, R5
R15	20c, 50c	
R15	50c, 5c, 20c, 5c, 10c, 2c	
R12	R2, 20c, 50c, 5c, R1, 5c, 20c	
R20	R1,20c, 5c, R5, 50c, 70c, R2	

4. Calculate the following

- a. $R12 - R5 - R2 + R1 - R2 =$
- b. $R2,50 - 20c + 50c + 10c - 50c - 20c =$
- c. $R15 - 50c + 10c + 20c - 5c - 20c =$
- d. $R2 + 50c + R5 + R1 - R2 - 5c =$
- e. $R3 + 50c + 20c + 5c - 10c + R7,25 - R1,05 + 20c =$

5. How many combinations can you make to get R 1,00?

Sign: _____ Date: _____

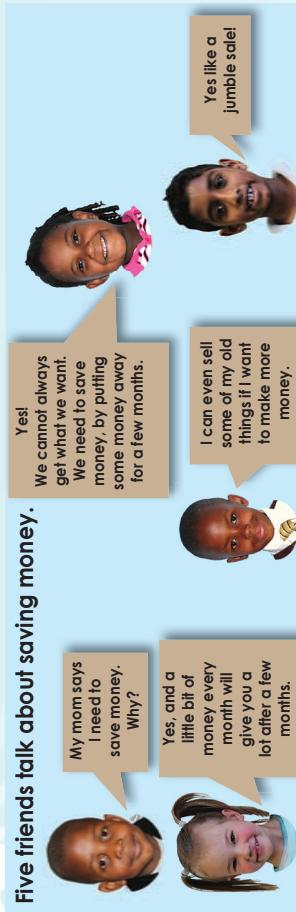
Money fun . . .

Look at the animals on these notes. Do you know what "the Big Five" are?

Saving, Buying and Selling

33

Five friends talk about saving money.



Yes!

We cannot always get what we want. We need to save money, by putting some money away for a few months. Why?

My mom says I need to save money. Why?

Yes, and a little bit of money every month will give you a lot after a few months.

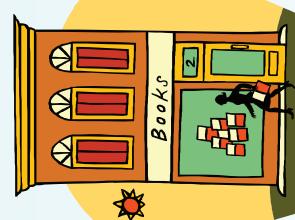
Yes like a jumble sale!

I can even sell some of my old things if I want to make more money.

1. Answer the following questions:

- a. I sold a book for R50 at a second-hand book shop. I bought a second-hand book for R25.00. How much change did I get? Show your calculations below.

Continue on an extra sheet of paper.



- b. I sold my old bicycle for R150,00 to my friend. I bought myself a new soccer ball for R89,99. How much money did I have left? Show your calculations below.

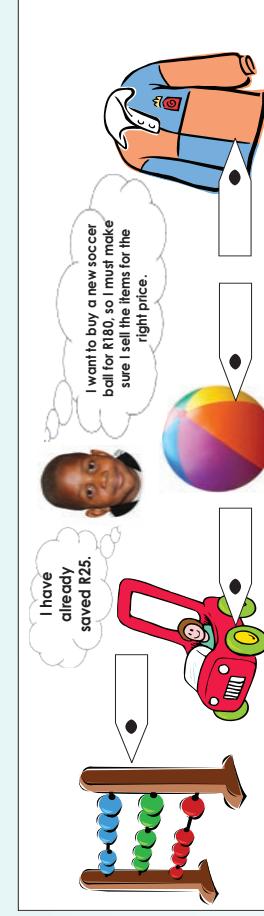


Continue on an extra sheet of paper.

- c. You sold your soccer jersey for R65,00. You brought some soccer socks for R19,99 and new colour pencils for R23,50. How much money do you have left?

Continue on an extra sheet of paper.

- 2. You have saved some money. Now you are having a Jumble sale to make some more money so that you can buy what you want. You need to put a price tag on each item you are going to sell. Do this.**



- a. How much money have you saved already? _____
What is the price? _____
- b. What do you want to buy? _____
What is the price? _____
- c. How much will you make selling all the items? _____
- d. Will you have money left over after you buy what you want? _____



Find out....

- Find out from your nearest vendor or shop the following:
1. What are the common items they buy each month?
 2. What are the common items they sell each month?

103

Term 2

102

30 29 28 27 26 25 24 23 22 21 20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

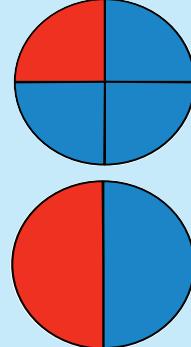
30 29 28 27 26 25 24 23 22 21 20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

Date:

Fractions

34

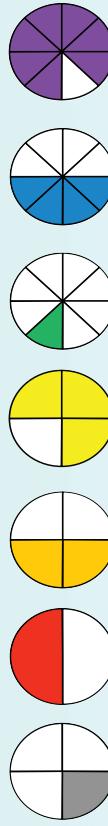
What fraction of each circle is red?



1. Complete the tables below.

Fraction circle	What fraction is red?	What fraction is green?	Fraction circle	What fraction is red?	What fraction is green?
a.	$\frac{1}{2}$	$\frac{1}{2}$	a.		
b.			b.		
c.			c.		
d.			d.		
e.			e.		
f.			f.		

2. Use the fraction circles to answer the questions.



Fill in <,>, or =

- a. $\frac{4}{8}$ $\frac{3}{4}$
 b. $\frac{1}{2}$ $\frac{2}{4}$
 c. $\frac{7}{8}$ $\frac{3}{4}$
 d. $\frac{1}{2}$ $\frac{4}{8}$
 e. $\frac{1}{8}$ $\frac{1}{4}$
 f. $\frac{2}{4}$ $\frac{7}{8}$

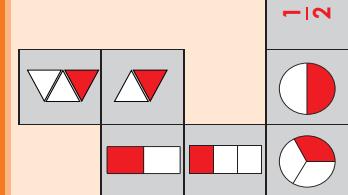
3. Use the fraction strips to answer the questions. Fill in <,>, or =.

- a. $\frac{4}{12}$ $\frac{1}{3}$
 b. $\frac{1}{2}$ $\frac{1}{2}$
 c. $\frac{3}{4}$ $\frac{1}{2}$
 d. $\frac{2}{6}$ $\frac{1}{3}$
 e. $\frac{1}{2}$ $\frac{2}{6}$
 f. $\frac{4}{12}$ $\frac{2}{6}$

4. Which fraction comes next if I count forwards?

- a. $\frac{1}{5}$ $\frac{2}{5}$
 b. $\frac{1}{7}$ $\frac{2}{7}$
 c. $\frac{1}{10}$ $\frac{2}{10}$
 d. $\frac{6}{12}$ $\frac{7}{12}$

Fraction Dominoes



- Use cut-out 5.

- After shuffling the dominoes, each player draws tiles to make up their hand. The number of tiles drawn depends on the number of players.

- The player with the largest fraction starts the game. Play goes to the left (clockwise). Each player adds a domino to an open end of the layout, if possible.

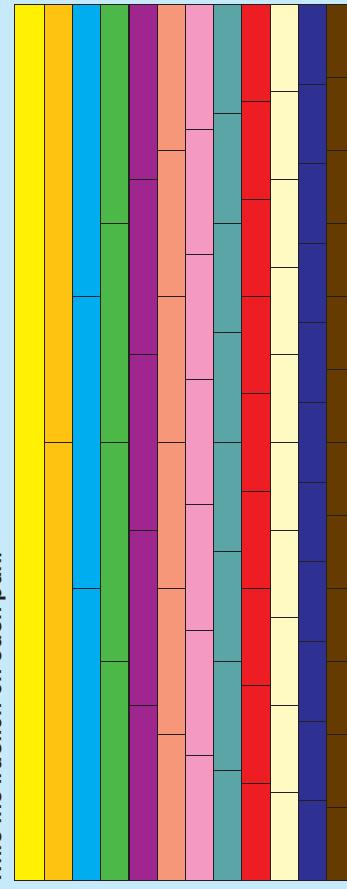
- A player who cannot make a move must pass. The game ends when one player uses the last domino in his or her hand, or when no more plays can be made. If all players still have tiles in their hand, but cannot make any more moves, then the game is said to be 'blocked'.

Date:

Equivalent and Comparing fractions

35

Write the fraction on each part.



1. What fraction is equal to:

- a. $\frac{1}{2}$
- b. $\frac{6}{8}$
- c. $\frac{1}{3}$
- d. $\frac{3}{12}$
- e. $\frac{6}{9}$

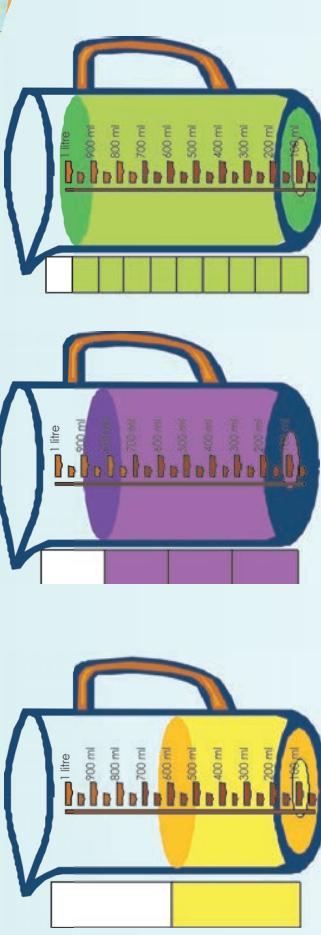
2. Give five fractions that are bigger than:

- a. $\frac{1}{2}$
- b. $\frac{1}{4}$
- c. $\frac{2}{5}$
- d. $\frac{3}{8}$
- e. $\frac{3}{10}$
- f. $\frac{1}{3}$
- g. $\frac{3}{4}$
- h. $\frac{3}{5}$
- i. $\frac{7}{8}$
- j. $\frac{8}{10}$

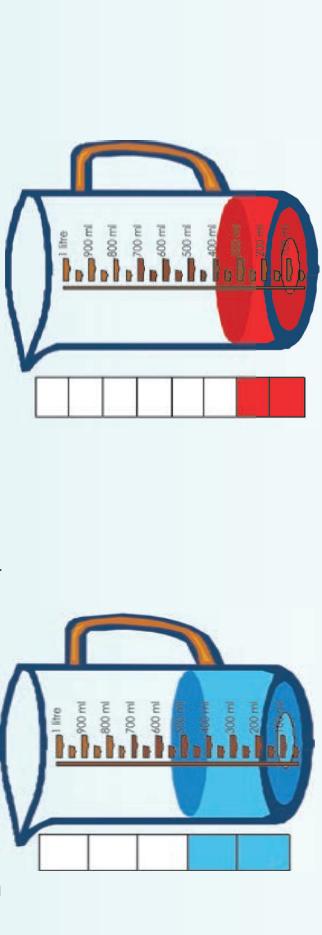
3. Give five fractions that are smaller than:

- a. $\frac{1}{2}$
- b. $\frac{1}{4}$
- c. $\frac{2}{5}$
- d. $\frac{3}{8}$
- e. $\frac{1}{10}$
- f. $\frac{5}{12}$
- g. $\frac{1}{3}$
- h. $\frac{2}{5}$
- i. $\frac{2}{12}$
- j. $\frac{1}{7}$

4. Look at the 1 litre jugs below and answer the questions.



a. $\frac{1}{2}$ of a litre is ml b. $\frac{3}{4}$ of a litre is ml c. $\frac{9}{10}$ of a litre is ml



a. $\frac{1}{2}$ of a litre is ml b. $\frac{3}{4}$ of a litre is ml c. $\frac{9}{10}$ of a litre is ml

d. $\frac{2}{5}$ of a litre is ml e. $\frac{2}{8}$ of a litre is ml

5. Fill in <, > or =

- a. $\frac{1}{2}$ of a litre $\frac{2}{8}$ of a litre.
- b. $\frac{3}{4}$ of a litre $\frac{1}{2}$ of a litre.
- c. $\frac{2}{5}$ of a litre $\frac{9}{10}$ of a litre.
- d. $\frac{2}{8}$ of a litre $\frac{3}{4}$ of a litre.
- e. $\frac{2}{5}$ of 1 000 ml $\frac{1}{2}$ of 1 000 ml
- f. $\frac{3}{4}$ of 1 000 ml $\frac{2}{5}$ of 1 000 ml

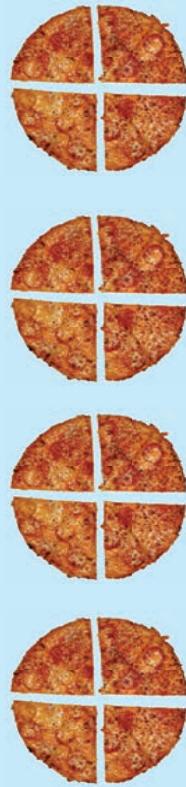
Fraction Dominoes

Play fraction dominoes.

Grouping and sharing leading to fractions

36

Look at the pictures below.
Each child got 1 slice of pizza.
How many children shared the pizza?
What fraction of a pizza did each child get?



1. Use the drawings to help you to solve the problems.

- a. Each child must get one quarter of a pizza. How many children can get slices from 3 pizzas?

Pizzas



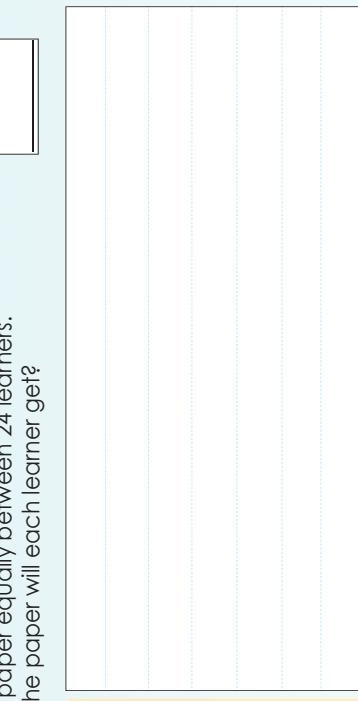
- c. Two cakes are shared equally between eight learners.

What fraction of a cake will each learner get?



- d. Divide 6 sheets of paper equally between 24 learners.

What fraction of the paper will each learner get?



- e. Look at the picture and write down your own word sum.



- b. My mother made 5 milk tarts for a function. Each person should get $\frac{1}{6}$ of a tart. How many people will get a piece of tart?

Tarts



Play fraction dominoes.

109

Fractions and division

37

Quick recall: How fast can you answer the following?

This circle is divided into 9 equal pieces.
I can also say 1 divided by 9.

$$1 \div 9$$

2. Complete the table.

Fraction strips	Fraction	Division
	Fifths	$2 \div 10 = \frac{1}{5}$



1. Complete the table.

Fraction circles.	Fraction pieces. Make your own drawing.	Write a division sum.

Term 2



111

110

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

Fraction hunt ...

Find in magazines or draw fractions for:

$$3 \div 9$$

$$2 \div 10$$

$$5 \div 15$$

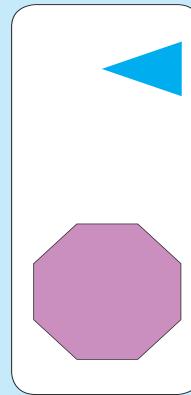
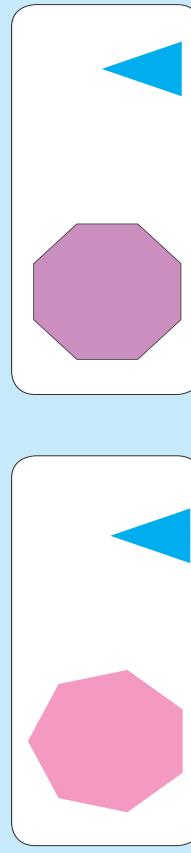
111

Date:

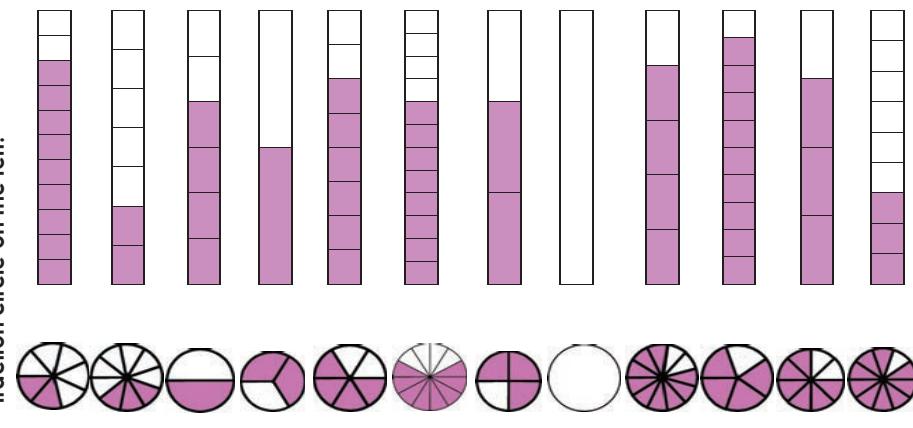
Fractions: halves to twelfths

38

How many triangles can you fit onto the shapes?

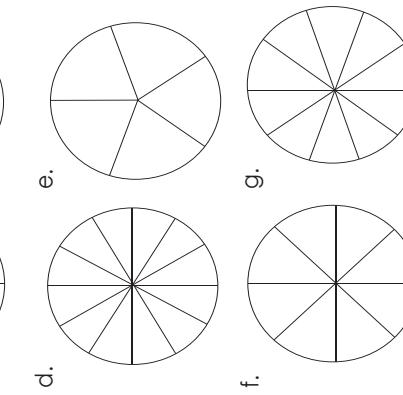
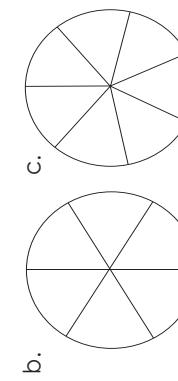
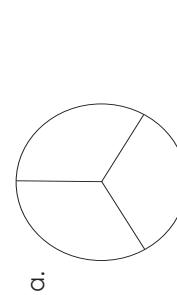


1. Match the fraction strip with the fraction circle on the left.



2. Find the fraction and colour in the following.

- | | | | | | | |
|---------------|----------------|---------------|----------------|---------------|---------------|---------------|
| $\frac{2}{3}$ | $\frac{4}{10}$ | $\frac{2}{5}$ | $\frac{2}{12}$ | $\frac{6}{8}$ | $\frac{3}{7}$ | $\frac{4}{6}$ |
|---------------|----------------|---------------|----------------|---------------|---------------|---------------|



f. A circle divided into 5 equal parts. Three parts are shaded.

3. Fill in <, > or =

- | | | | |
|---------------------------------------|--|--|--|
| a. $\frac{1}{2} \square \frac{1}{12}$ | b. $\frac{1}{7} \square \frac{1}{9}$ | c. $\frac{1}{11} \square \frac{1}{12}$ | d. $\frac{1}{3} \square \frac{1}{9}$ |
| e. $\frac{1}{10} \square \frac{1}{5}$ | f. $\frac{2}{5} \square \frac{1}{10}$ | g. $\frac{4}{8} \square \frac{1}{2}$ | h. $\frac{3}{12} \square \frac{1}{4}$ |
| i. $\frac{4}{12} \square \frac{1}{3}$ | j. $\frac{5}{12} \square \frac{5}{11}$ | k. $\frac{3}{9} \square \frac{1}{3}$ | l. $\frac{5}{10} \square \frac{1}{2}$ |
| m. $\frac{6}{12} \square \frac{1}{2}$ | n. $\frac{6}{11} \square \frac{1}{6}$ | o. $\frac{6}{9} \square \frac{2}{3}$ | p. $\frac{3}{4} \square \frac{10}{12}$ |

4. Extend the following:

- | | |
|---|---|
| a. $\frac{1}{4} \square \frac{2}{4} \square \frac{3}{4} \square \square$ | b. $\frac{1}{12} \square \frac{2}{12} \square \frac{3}{12} \square \square$ |
| c. $\frac{1}{6} \square \frac{2}{6} \square \frac{3}{6} \square \square$ | d. $\frac{1}{8} \square \frac{2}{8} \square \frac{3}{8} \square \square$ |
| e. $\frac{4}{9} \square \frac{5}{9} \square \frac{6}{9} \square \square$ | f. $\frac{3}{7} \square \frac{4}{7} \square \frac{5}{7} \square \square$ |
| g. $\frac{9}{10} \square \frac{8}{10} \square \frac{7}{10} \square \square$ | h. $\frac{4}{5} \square \frac{3}{5} \square \frac{2}{5} \square \square$ |

Fraction Dominoes ...

Play fraction dominoes.

Addition and subtraction of fractions with the same denominators

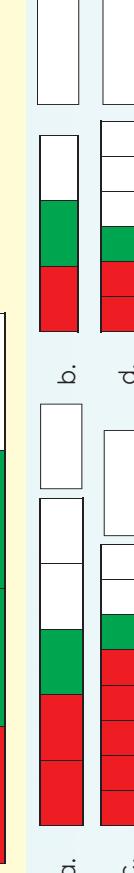
Adding and subtracting fractions

When we add or subtract fractions the denominators must be the same. Look at the example and explain what it means.

$$\text{Example: } \frac{1}{4} + \frac{4}{8} = \boxed{}$$

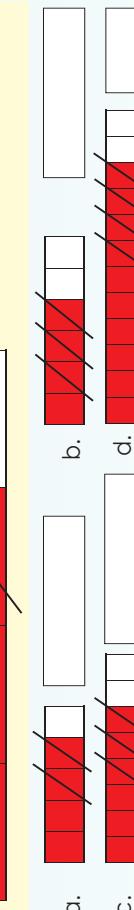
1. Add the following fractions. Use the example to guide you.

$$\text{Example: } \frac{1}{4} + \frac{2}{4} = \frac{3}{4}$$



2. Subtract the following fractions. Use the example to guide you.

$$\text{Example: } \frac{3}{4} - \frac{1}{4} = \frac{2}{4}$$



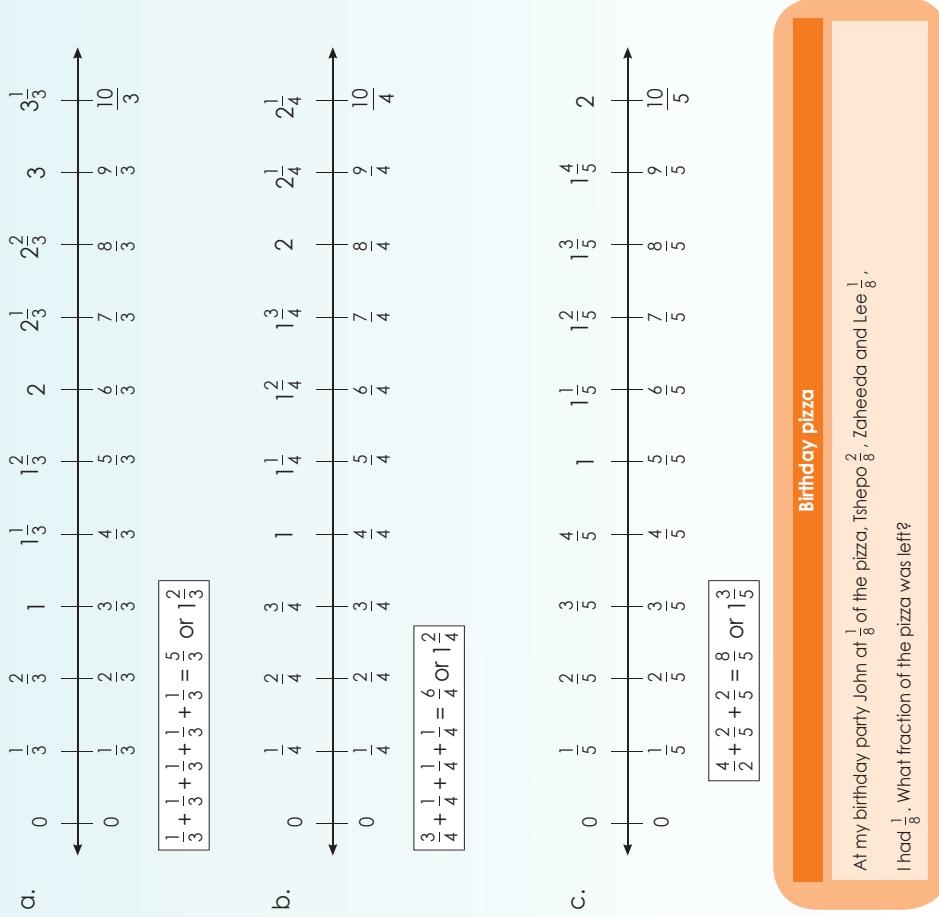
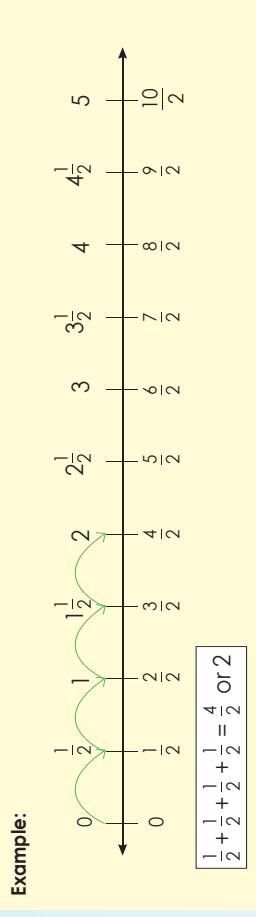
3. Calculate:

$$\begin{array}{ll} \text{a. } \frac{1}{4} + \frac{2}{4} = \boxed{} & \text{b. } \frac{7}{8} - \frac{1}{8} = \boxed{} \\ \text{d. } \frac{5}{8} + \frac{2}{8} = \boxed{} & \text{e. } \frac{2}{4} - \frac{1}{4} = \boxed{} \end{array}$$

4. Calculate:

$$\begin{array}{ll} \text{a. } \frac{2}{4} + \boxed{} = \frac{3}{4} & \text{b. } \frac{4}{8} + \boxed{} = \frac{5}{8} \\ \text{d. } \frac{3}{5} + \boxed{} = \frac{4}{5} & \text{e. } \frac{4}{6} - \boxed{} = \frac{2}{6} \\ \text{c. } \frac{2}{3} + \boxed{} = \frac{3}{3} & \text{f. } \frac{10}{12} - \boxed{} = \frac{8}{12} \end{array}$$

5. First count in fractions. Then make hoops on the number line to give the answer of the fraction number sentence.



Birthday pizza

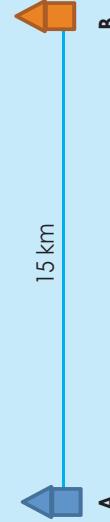
At my birthday party John ate $\frac{1}{8}$ of the pizza. Tshepo $\frac{2}{8}$, Zaheeda and Lee $\frac{1}{8}$. I had $\frac{1}{8}$. What fraction of the pizza was left?

Measuring instruments

40

What is the difference between length and distance?

Length is the distance measured between point A and B.

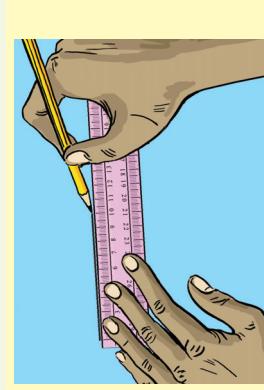


Distance is how far one travels from point A to point B.

1. What will you measure with the following measuring instruments?

a.		i. _____	ii. _____	iii. _____
b.		i. _____	ii. _____	iii. _____
c.		i. _____	ii. _____	iii. _____

2. Draw the following lines on a piece of paper using a ruler.



For example: 10 cm

e.		i. _____	ii. _____	iii. _____
f.		i. _____	ii. _____	iii. _____

Sign:

Date:

How long?

- a. We travelled from Johannesburg to Polokwane. What did my father use to measure the distance? _____
- b. The length of a desk _____
- c. The length of a soccer field _____
- d. The height of a window _____

Converting between lengths



Look at the distances and match it with the pictures.



Width of a book



Length of a table



Distance travelled on a road

1. Write the following in cm and mm and then as cm only.

Example:

Show this on a ruler: $35\text{ mm} = 3\text{ cm } 5\text{ mm}$ or $3\frac{1}{2}\text{ cm}$



- a. 25 cm

- b. 30 cm

2. Write the following in cm and mm and then as mm only.

Example:

Show this on a ruler: $4\frac{1}{2}\text{ cm} = 4\text{ cm and } 5\text{ mm} = 45\text{ mm}$

- a. 5 cm

- b. 4 cm

3. Write the following in m and cm.

Example:

Show this on a tape measure:
 $126\text{ cm} = 1\text{ m and } 26\text{ cm}$
 $1\text{ m and } 75\text{ cm} = 175\text{ cm}$

- a. 189 cm

- b. 594 cm

4. Write the following in cm only.

Example: Show this on a tape measure:
 $1\text{ m and } 65\text{ cm} = 165\text{ cm}$

- a. 1 m and 27 cm

- b. 4 m and 39 cm

5. Write the following in cm only.

Example: Show this on a tape measure:
 $2\text{ m and } 500\text{ cm} = 2500\text{ cm}$

- a. 3 m and 700 cm

- b. 2 cm and 600 cm

6. Write the following in m and cm.

Example: Show this on a tape measure:
 $4500\text{ cm} = 4\text{ m and } 500\text{ cm}$

- a. 4250 cm

- b. 7950 cm

7. Write the following in m.

Example: Show this on an odometer:
 $4\frac{1}{2}\text{ km} = 4500\text{ m}$

- a. $6\frac{1}{2}\text{ km}$

- b. $5\frac{1}{2}\text{ km}$

8. Write the following as km.

Example: Show this on an odometer: $7500\text{ m} = 7\frac{1}{2}\text{ km}$

- a. 4100 m

- b. 9300 m

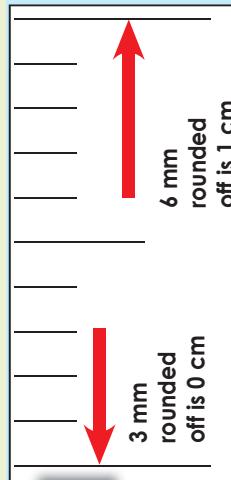
9. My family travelled 2.5 km to the event. Our friends travelled 2250 m to the event. Who travelled the furthest?

continued

Converting between lengths

41b

This represents
1 mm or 1 tenth
of a cm



What does
each interval
represent?

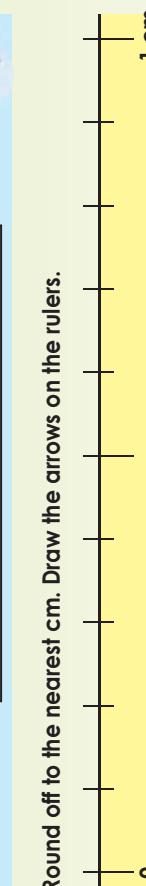


13. Round off to the nearest km.

Example: Round off 1 km and 750 m using your knowledge of rounding off to a thousand.

a. 5 km and 320 m	b. 4 km and 250 m	c. 7 km and 510 m
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14. Solve the following problems. Make use of drawings to show your answers.



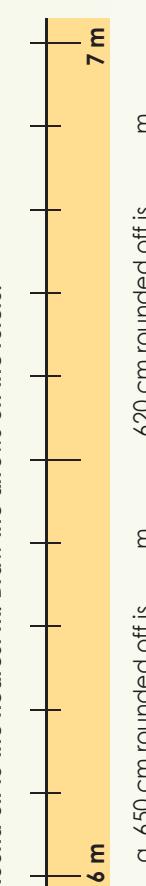
a. 4 mm rounded off is ____ cm.

b. 187 mm rounded off is ____ cm.

c. 8 mm rounded off is ____ cm.

d. 184 mm rounded off is ____ cm.

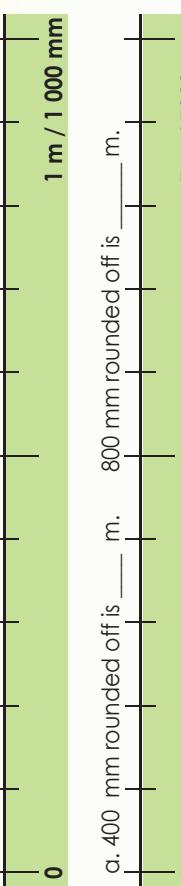
11. Round off to the nearest m. Draw the arrows on the rulers.



a. 650 cm rounded off is ____ m.

b. 620 cm rounded off is ____ m.

12. Round off to the nearest m. Draw the arrows on the rulers.



a. 6300 mm rounded off is ____ m.

b. 6900 rounded off is ____ m.

c. 6300 mm rounded off is ____ m.

d. 6900 rounded off is ____ m.

e. Sandra and Sipho travelled 1 250 km. Sandra travelled 759 km. How far did Sipho travel? Write your answer in km.

f. How many kilometres before I have to take the car for the service? Use this question to create your own word problem.

Travel steps

Date:

120

121

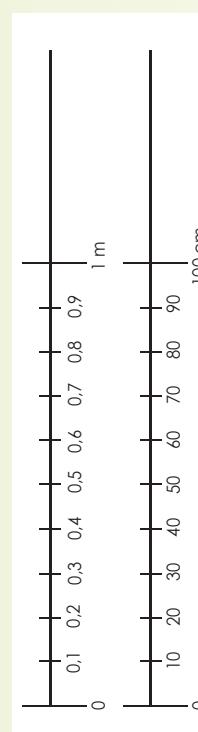
What is a metre?

Find out what a metre is.

How many 30 cm rulers do you need to make one metre?

About how many steps will make a metre?

How many cans will make one metre?

**1. Extend the number lines below. What do you notice?****2. Complete the table below by estimating and measuring.**

	Estimate	Measure
Length of your table		
Length of the classroom		
Distance from one side of the road to the other side of the road		

**3. Convert the following:**

a. $30 \text{ cm} = \underline{\hspace{2cm}}$ m

b. $10 \text{ cm} = \underline{\hspace{2cm}}$ m

c. $55 \text{ cm} = \underline{\hspace{2cm}}$ m

d. $1 \text{ m} = \underline{\hspace{2cm}}$ cm

e. $200 \text{ mm} = \underline{\hspace{2cm}}$ m

f. $1\,250 \text{ mm} = \underline{\hspace{2cm}}$ m

4. What unit will you use when measuring each of the following?

a. Length of a door

b. Width of a book

c. Length of a rugby field

d. Pencil thickness

e. Length of a car

f. Length of a shoe



Date:

continued

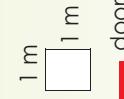
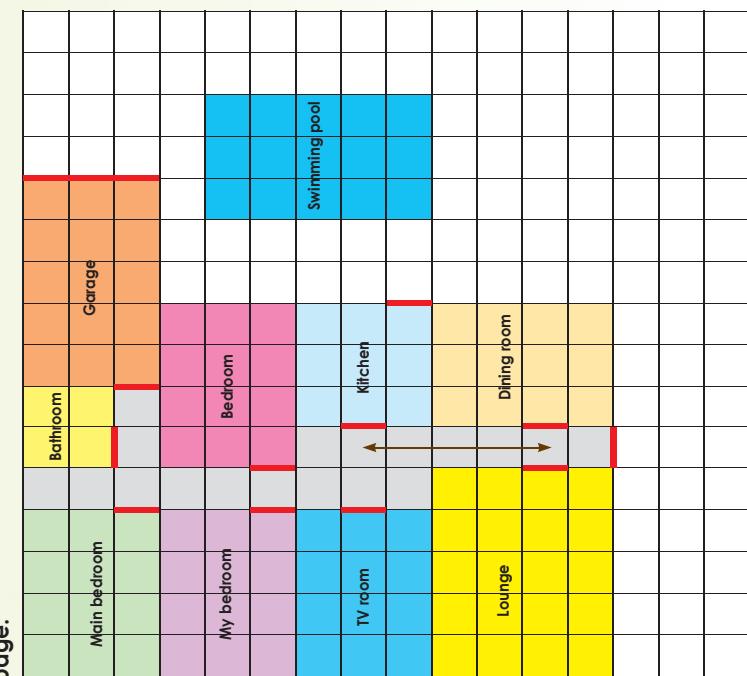
Metres and fractions continued

42b

5. What distance is it from:

- a. the teacher to you? _____
- b. your bed to the bathroom? _____
- c. your classroom to the principal's office? _____
- d. of your classroom to the top of your table? _____
- e. from your bag to the top of your table? _____

6. Look at the floor plan (top view) of this house and complete the table on the next page.

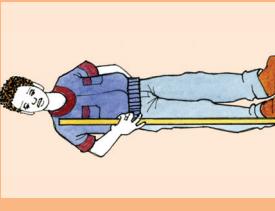


1 m
— 1 m
door

How far is:	m	cm
a. The kitchen door from the dining room door?	4	400
b. My bedroom door from the garage door?		
c. The dining room from the bathroom?		
d. My parents bedroom door from my bedroom door?		
e. The pool from the front door?		
f. My bedroom door from the TV room door?		
g. The pool from the TV room?		
h. The dining room door from the kitchen door?		
i. The front door from my bedroom door?		
j. The bathroom door from the garage door?		



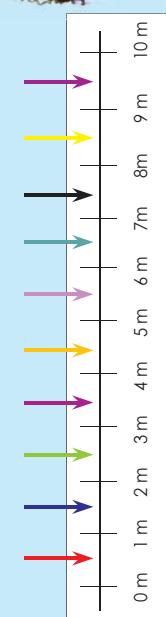
If it one metre ...



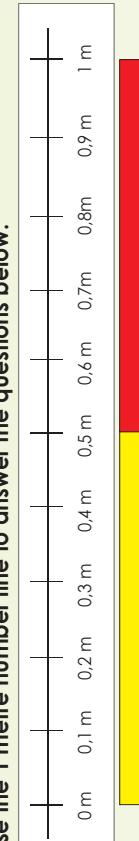
How many things can you find that are 1 metre long?
Write down as many things as you can.

Fractions through measurement

What numbers will you write where the arrows point?

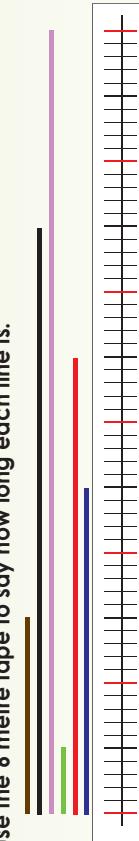


1. Use the 1 metre number line to answer the questions below.



- Which number comes after 0.4 m ? m
- Which number comes before 0.7 m ? m
- What is one half of a metre? m
- How many intervals are there from 0 to 1 m?

2. Use the 6 metre tape to say how long each line is.

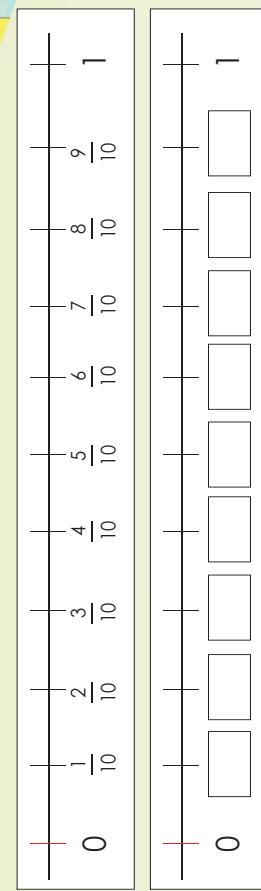


- blue line = m
- red line = m
- purple line = m
- brown line = m

3. What number will come next?

- $3.5\text{ m}; 4\text{ m}; 4.5\text{ m};$ m
- $9\text{ m}; 9.5\text{ m}; 10\text{ m};$ m
- $18.5\text{ m}; 18; 17.5\text{ m};$ m
- $20.5; 20; 19.5;$ m

4. Write the fraction in decimal form.



- three tenths
- four tenths
- six tenths
- nine tenths
- two tenths
- five tenths

5. Fill in <, > or =

- two tenths three tenths
- nine tenths 0
- seven tenths 7 tens
- zero 0.4
- one one tenth
- 0.3 5 tenths

6. I need to walk 1 km to school. I walked 0.4 km of the km and then met my friend.
What part of the kilometre did we walk together?

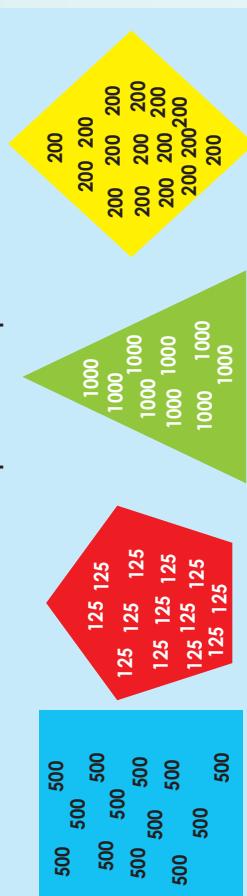
Continue on an extra sheet of paper.

Fraction Dominoes

Play fraction dominoes.

Multiplication: 2-digits by 3-digits and 4-digits by 1-digit

Give the total of the numbers in each shape. Use multiplication.



1. Complete the table below.

Number	$\times 100$	$\times 200$	$\times 300$	$\times 400$	$\times 500$	$\times 600$	$\times 700$	$\times 800$	$\times 900$
15									
30									
50									
70									
25									

2. These are multiples of (extend the pattern).

- a. 500: 2 500, 3 000, 3 500, 4 000,
- b. 1 000: 10 000, 11 000, 12 000, 13 000,
- c. 2 000: 4 000, 6 000, 8 000, 10 000,
- d. 250: 2 500, 2 750, 3 000, 3 250,
- e. 1 500: 6 000, 7 500, 9 000, 10 500,

3. Use both methods to solve the multiplication sums.

Examples:

Example 1:

$$\begin{aligned}
 56 \times 138 &= (50 + 6) \times (100 + 30 + 8) \\
 &= (50 \times 100) + (50 \times 30) + (50 \times 8) + (6 \times 100) + (6 \times 30) + (6 \times 8) \\
 &= 5000 + 1500 + 400 + 600 + 180 + 48 \\
 &= \mathbf{5000 + 1000 + 500 + 400 + 600 + 100 + 80 + 40 + 8} \\
 &= \mathbf{6000 + 1600 + 120 + 8} \\
 &= 6000 + 1000 + 600 + 100 + 20 + 8 \\
 &= 7000 + 700 + 20 + 8 \\
 &= 7728
 \end{aligned}$$

Example 2:

$$\begin{array}{r}
 & 1 & 3 & 8 \\
 \times & 4 & 8 \\
 \hline
 & 1 & 8 & 0 \\
 & 6 & 0 & 0 \\
 & 4 & 0 & 0 \\
 & 1 & 5 & 0 & 0 \\
 + & 5 & 0 & 0 & 0 \\
 \hline
 & 7 & 7 & 2 & 8
 \end{array}$$

a. $168 \times 34 =$

b. $219 \times 49 =$

Multiplication: 2-digits by 3-digits and 4-digits by 1-digit continued

c. $234 \times 58 =$

d. $312 \times 65 =$

Continue on an extra sheet of paper.

e. $306 \times 73 =$

Continue on an extra sheet of paper.

4. Solve the problems.

- a. Every person in our school of 175 ate one apple each for 25 days. How many apples did we eat?

b. My brother and four friends did extra work for 16 hours.
They got R122 per hour. How much did they get in total?

[Large empty box for working space]

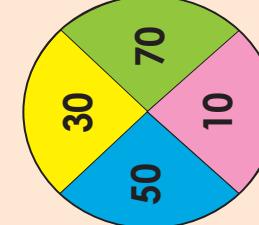
Continue on an extra sheet of paper.

Continue on an extra sheet of paper.

How fast are you?

What to do:

- The aim is to see how fast you can fill in the answers in the white rectangles provided.
- Multiply each number on the circle by the same colour rectangles to get your answer.



30	60
40	50
70	30
70	20
20	20
10	80
10	90
60	50
20	60
90	60

Continue on an extra sheet of paper.

Continue on an extra sheet of paper.

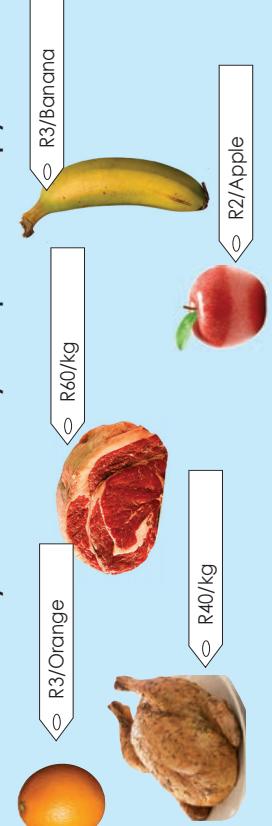
131

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

Rate

45

Do you still remember the symbol for **rate**? Maybe this picture will help you.



100 km/h	50 km/h
120 km/h	80 km/h

1. How far did each car travel? Complete the table.

	1 hour	2 hours	3 hours	4 hours
Pink car				
Purple car				
Blue car				
Green car				

What is the rate?

Go to your nearest shop and find out what the rate is for:

2. Complete the following:



How much will you pay for:

- a. 1 ℥
- b. 2 ℥
- c. 3 ℥
- d. 4 ℥
- e. 5 ℥
- f. 6 ℥
- g. 7 ℥
- h. 8 ℥
- i. 9 ℥
- j. 10 ℥



How much will you pay for:

- a. 1 ℥
- b. 2 ℥
- c. 3 ℥
- d. 4 ℓ
- e. 5 ℥
- f. 6 ℥
- g. 7 ℥
- h. 8 ℓ
- i. 9 ℥
- j. 10 ℥



How much will you pay for:

- a. 1 ℥
- b. 2 ℥
- c. 3 ℥
- d. 4 ℓ
- e. 5 ℥
- f. 6 ℥
- g. 7 ℥
- h. 8 ℓ
- i. 9 ℥
- j. 10 ℓ

Multiples and factors

46

A paper-collecting company visits Linda's neighbourhood every four days. Unfortunately, she missed it today. When can Linda expect the paper company to visit her neighbourhood again?

The paper company will visit on days 4, 8, 12, 16, 20, 24, and 28 during September 2014.

What can you tell about these numbers, if the first day is on the:

- 1st of September
- 2nd of September
- 3rd of September
- 4th of September

Are all these numbers multiples of 4? Why?

1. Complete the tables.

a.

Find the multiples of the whole number 3			
Multiplication:	1 × 3	2 × 3	3 × 3
Multiples of 3:	3	6	9
Solution:	The multiples of 3 are: _____		

b.

Find the multiples of the whole number 8			
Multiplication:	1 × 8	2 × 8	3 × 8
Multiples of 8:	8	16	24
Solution:	The multiples of 8 are: _____		

c.

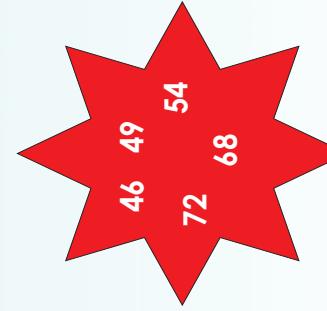
Find the multiples of the whole number 10			
Multiplication:	1 × 10	2 × 10	3 × 10
Multiples of 10:	10	20	30
Solution:	The multiples of 10 are: _____		

3. Answer the following questions on multiples.

a. Write down the multiples of three from 474 to 483.

b. Write down the multiples of 5 between 718 and 733.

c. Which of the following numbers in the shape are multiples of 3?



Multiples ...

How many multiples of ____ are there between 0 and 99?

- | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|

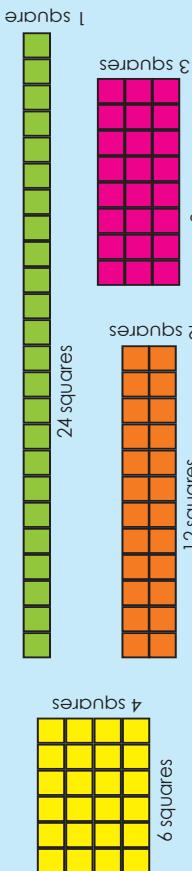
What did you notice?

Factors

47

You have to paint an area of 24 squares. It could possibly look like this:

How many other dimensions can you get?



So I can get: 1 x 24 squares, 2 x 12 squares, 3 x 8 squares and 4 x 6 squares.

1. Find the factors of:

Example 1: Find the factors of 12.

Counting #	Division	Factor pair
1	$12 \div 1 = 12$	1×12
2	$12 \div 2 = 6$	2×6
3	$12 \div 3 = 4$	3×4
4	$12 \div 4 = 3$	4×3

Term 2

Starting with 1, divide each counting number into the whole number.

If the numbers divide exactly (no remainder), then you have found a pair of factors.

List the counting number and the quotient of your division as a pair of factors.

Keep dividing until a factor repeats.

List all factors separated by commas.

Solution: The factors of 12 are 1, 2, 3, 4, 6 and 12.

Example 2: Find the factors of 20.

Counting #	Division	Factor pair
1	$20 \div 1 = 12$	1×20
2	$20 \div 2 = 10$	2×10
4	$20 \div 4 = 5$	4×5
5	$20 \div 5 = 4$	5×4

Example 3: Find the factors of 49.

Counting #	Division	Factor pair
1	$49 \div 1 = 49$	1×49
2	$49 \div 7 = 7$	7×7

Solution: The factors of 49 are 1, 7 and 49.

Solution: The factors of 20 are 1, 2, 4, 5, 10 and 20.

Factors of ...

1, 5, 13, and 65 are the factors of what number?

a. 16	b. 25	c. 36
d. 42	e. 50	f. 63
g. 66	h. 72	i. 75
j. 81	k. 90	l. 100

- 2. Write down**
- a. all the factors of 54;
 - b. all the factors of 24;

Factors of ...

1, 5, 13, and 65 are the factors of what number?

Explain the diagrams.

$$3 \times (2 + 3) = (3 \times 2) + (3 \times 3)$$

1. Make the number sentence equal using the above example to guide you.

a. $2 \times (8 + 3) =$

b. $7 \times (4 + 3) =$

2. Calculate the following.

Example 1:

$$3 \times (2 + 4) = 6 + 12$$

$$= 18$$

Example 2:

$$\begin{array}{r} \times 3 \\ \hline 2 & 6 \\ 4 & 12 \\ \hline 6 & 12 \\ \hline 18 \end{array}$$

3. Calculate the following.

a. $70 \times (6 + 5) =$

b. $50 \times (8 + 2) =$

c. $60 \times (2 + 3) =$

3. Calculate the following.

Example 1:

$$30 \times (2 + 4) = 60 + 120$$

$$= 180$$

Example 2:

$$\begin{array}{r} \times 30 \\ \hline 2 & 60 \\ 4 & 120 \\ \hline 60 & 120 \\ \hline 180 \end{array}$$

4. Calculate the following.

a. $300 \times (20 + 8) =$

Example 1:

$$300 \times (2 + 4) = 600 + 120$$

$$= 720$$

Example 2:

$$\begin{array}{r} \times 300 \\ \hline 2 & 600 \\ 4 & 120 \\ \hline 600 & 120 \\ \hline 720 \end{array}$$

b. $50 \times (90 + 8) =$

c. $60 \times (20 + 8) =$

Field trip

40 children are going on a field trip. Each of them has to pay R27. How much money should the teacher collect?

Multiplication: 3-digits by 2-digits

Look at the examples and discuss it.

Distributive method:
(expanded notation)

$$547 \times 45$$

$$= (500 + 40 + 7) \times (40 + 5)$$

$$\begin{aligned} &= 20000 + 2500 + 1600 + 200 + 280 + 35 \\ &= 20000 + 20000 + 1000 + 500 + 600 + 200 + 200 + 80 + 30 + 5 \\ &= 20000 + 3000 + 1500 + 110 + 5 \\ &= 20000 + 3000 + 1000 + 500 + 100 + 10 + 5 \\ &= 20000 + 4000 + 600 + 10 + 5 \\ &= 24615 \end{aligned}$$

Table method:

	×	40	+	5
500	20 000	2 500		
+	40	1 600	200	
7	280	35		
				24 615

2. Multiply by rounding off the second number.

Example 2:
Using rounding off to estimate and judge reasonableness of the answer
 547×50

$$\begin{aligned} &\approx (500 + 40 + 7) \times 50 \\ &\approx 25\ 000 + 2\ 000 + 350 \\ &\approx 20\ 000 + 5\ 000 + 2\ 000 + 300 + 50 \\ &\approx 20\ 000 + 7\ 000 + 300 + 50 \\ &\approx 27\ 350 \end{aligned}$$

- 1. Multiply the following using both methods.**
- a. 578×25

$$\boxed{\hspace{10em}}$$

$$\boxed{\hspace{10em}}$$

b. 882×23

c. 751×42

$$\boxed{\hspace{10em}}$$

d. 967×36

$$\boxed{\hspace{10em}}$$

Shoe sale

The shop sold 64 pairs of shoes at R225 per pair today. How much money did the shop collect?

Flat or Curved surfaces

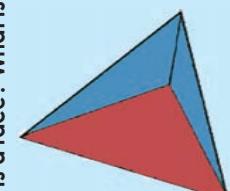
50

What is a face? What is a surface?

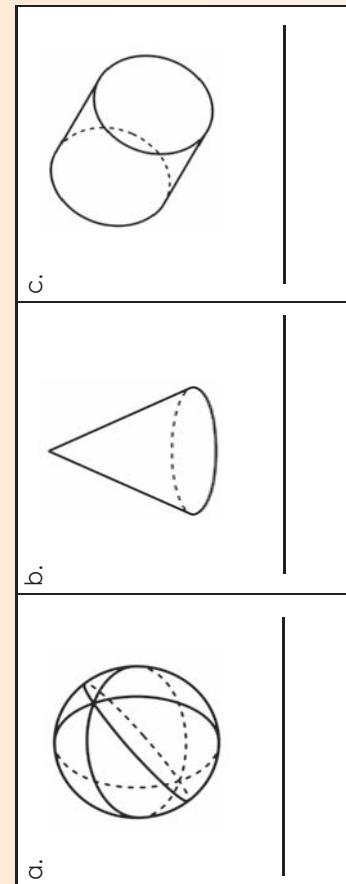
A face is any of the individual surfaces of a 3-D object.

A face is the surface between a number of edges.
A triangular pyramid has 4 faces. There is one face you cannot see.

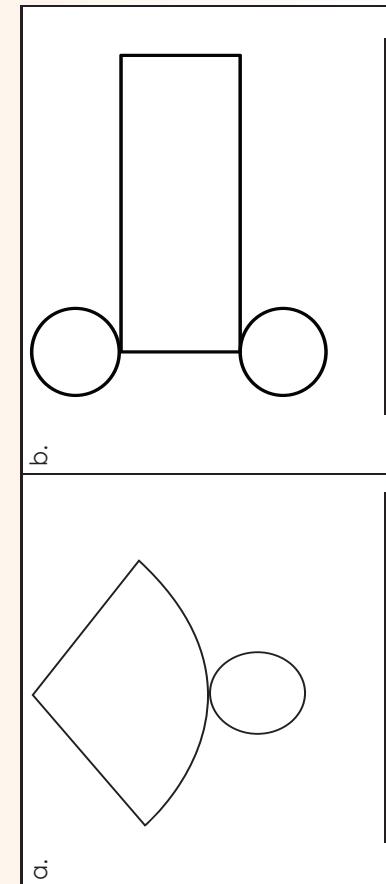
This 3-D object has flat surfaces.



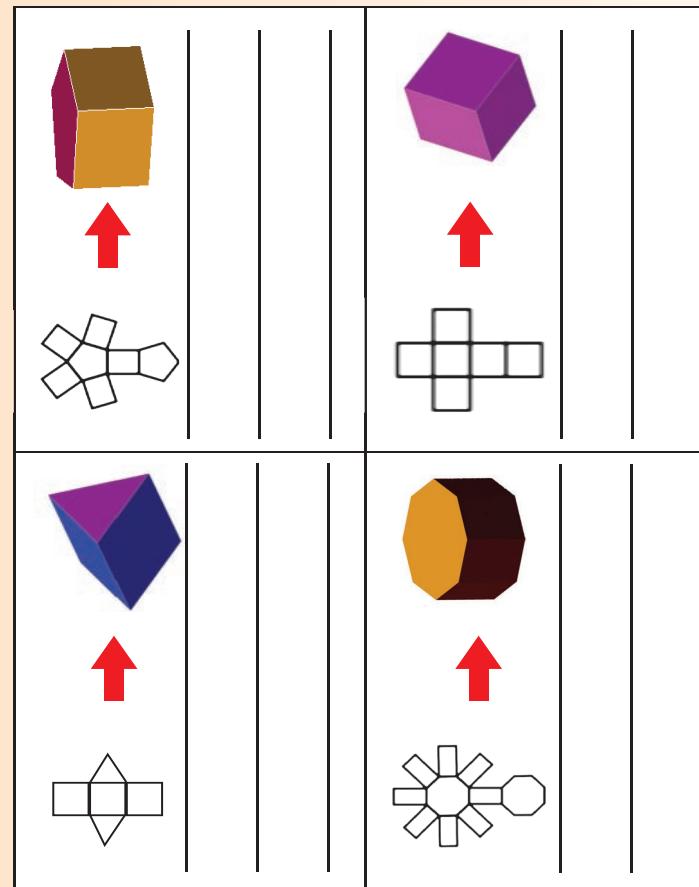
1. Name and describe each of these objects according to their surfaces.



2. What 3-D objects will these flat patterns (called "nets") make?



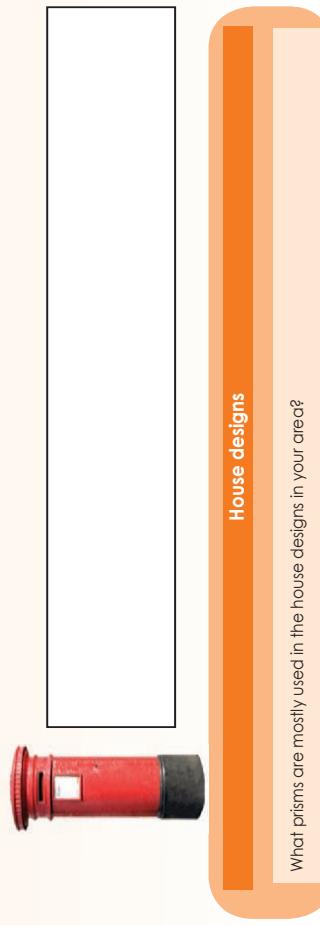
3. If you combine a cylinder and cone, what type of surface will you have?



4. Name and describe the surfaces of the following prisms.



5. Describe the shape of the post box.



House designs
What prisms are mostly used in the house designs in your area?

Rectangular prisms and cubes

51

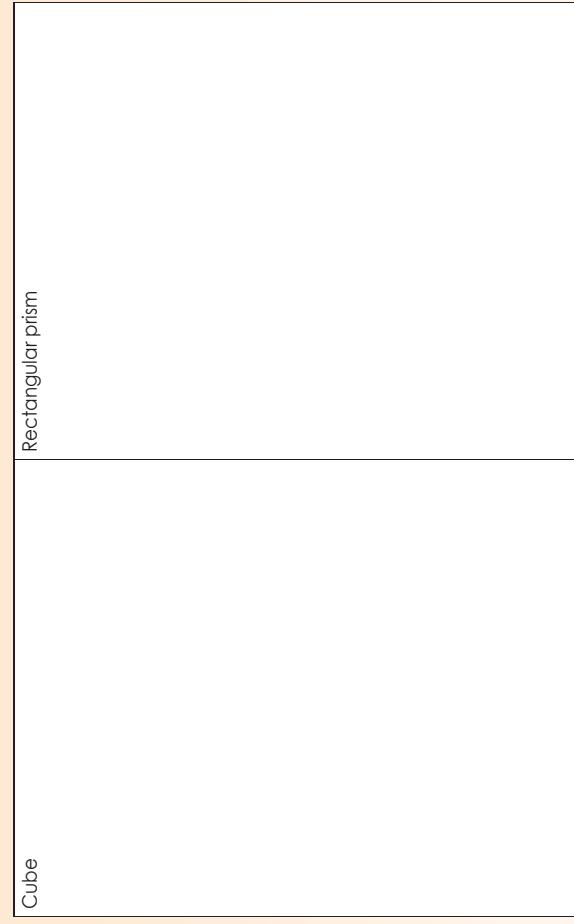
Look at the picture. Discuss it. Use words such as cubes and rectangular prisms.



4. Say whether each 3-D object is a cube or a rectangular prism.



5. What is the difference between a cube and a rectangular prism? First draw the net of each – this will help you to describe it.



145

Term 2



Date:



Real life ...

On a poster present the following:

Five everyday life objects that are
rectangular prisms.
• Hexagonal prism
• Pentagonal prism

One everyday life object of each:

- Hexagonal prism
- Pentagonal prism

Five everyday life objects that are
cubes.

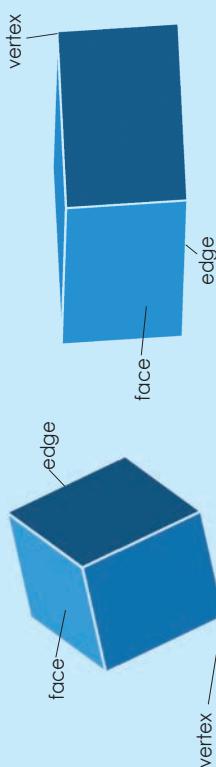
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

144

Faces

52

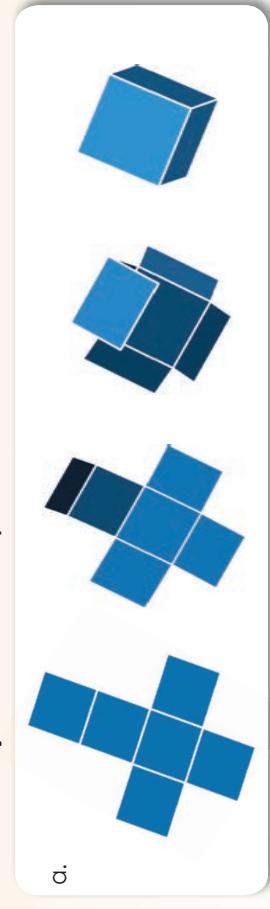
Can we see all the faces of the objects?



1. Use Cut-out 6. Fold the nets (patterns) to make a cube and a rectangular prism.
Name the shape of each face.

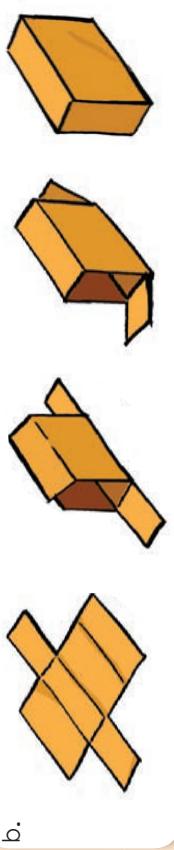
Prism	Shapes of the faces	Number of faces
a. Triangular prism		
b. Rectangular prism		
c. Cube		
d. Pentagonal prism		
e. Hexagonal prism		

2. Name the object. Name the shape and number of the faces.



Name of object: _____
Shape of faces: _____
Number of faces: _____

146



b.

Name of object:

Number of faces:



Shape of faces:



Name of object:
Number of faces:



Name of object:
Number of faces:



d.



Shape of faces:

Name of object:
Number of faces:



Beautiful objects

How many faces do these objects have?

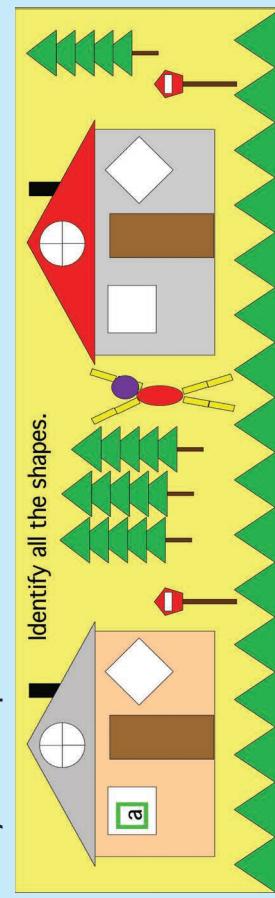
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

147

Polygons and circles

53

Identify all the shapes.



Term 2

2. Complete the following:

a.		Name: _____	Number of sides: _____	Length of sides: _____
b.		Name: _____	Number of sides: _____	Length of sides: _____
c.		Name: _____	Number of sides: _____	Length of sides: _____
d.		Name: _____	Number of sides: _____	Length of sides: _____
e.		Name: _____	Number of sides: _____	Length of sides: _____
f.		Name: _____	Number of sides: _____	Length of sides: _____

3. Complete the following:

Draw a triangle with sides of 7 cm each.	Draw a hexagon with sides of 3 cm each.
--	---

1. Look at the picture. Write the alphabet letter of the shape on the picture (choose only one shape of each). Complete the table.

Shape	Number of sides	Length of sides
a. Square		
b. Oval		
c. Octagon		
d. Circle		
e. Triangle		
f. Heptagon		
g. Hexagon		
h. Rectangle		

Shape an animal

Create your own picture using each of the shapes at least once: triangle, square, rectangle, pentagon, hexagon, heptagon and circle.

148

149

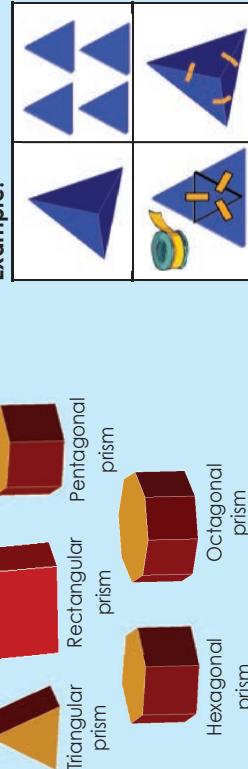


Making 3-D objects

54

Make one of the following 3D objects using your own cut out polygons.

Example:



1. Which pyramids will you need as well if you want to create 'huts' or 'houses' from the above prisms?

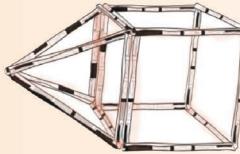
Triangular prism

Rectangular prism

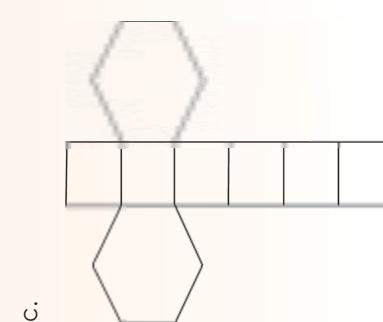
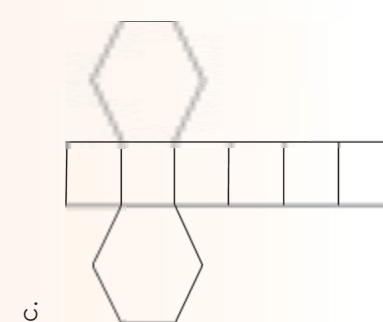
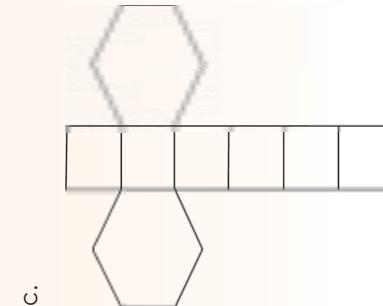
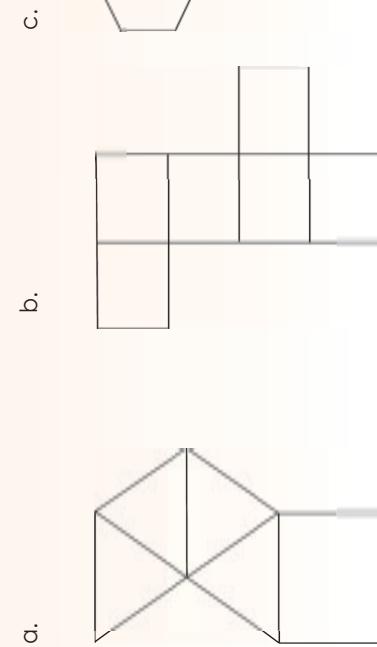
Pentagonal prism

Hexagonal prism

Octagonal prism



2. Trace, enlarge and use the following nets to make 3-D objects and answer the questions on the top of the next page.



Create

3. Name three other objects you can design using these 3-D objects.

4. Revise: what is the difference between a 2-D shape and 3-D object?

Solve

a. Name the 3-D object

b. Describe the faces

c. Describe the surface

a. Name the 3-D object

b. Describe the faces

c. Describe the surface

a. Name the 3-D object

b. Describe the faces

c. Describe the surface

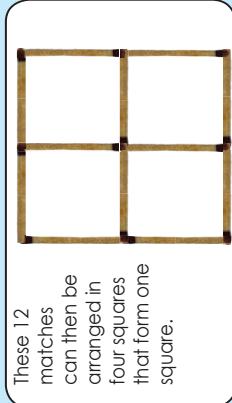
Create your own net for a pentagonal prism gift box.
Cut, make and decorate it.

Geometric patterns

55

Try this activity just for fun.

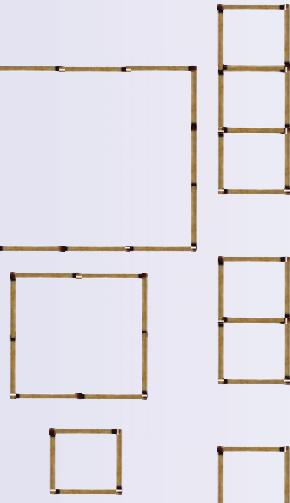
If you build three squares like this, it takes 12 matches.



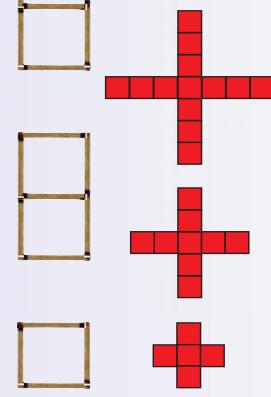
These 12 matches can then be arranged in four squares that form one square.

1. Answer the questions.

a. If this pattern keeps its form, but becomes larger at each stage. What will the next pattern look like?



b. If a shape or part of a shape is added to each stage. What will the next pattern look like?

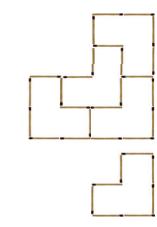


c. Four squares are added to each stage. What will the next pattern look like?

2. Draw the next pattern.



a.



b.

Term 2

c.

d.

e.

f.

g.

Create

Draw the missing shape in the pattern.

153

152

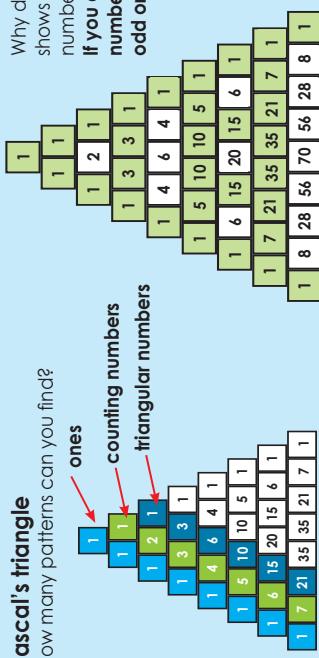
30 29 28 27 26 25 24 23 22 21 20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

Investigate Patterns

56

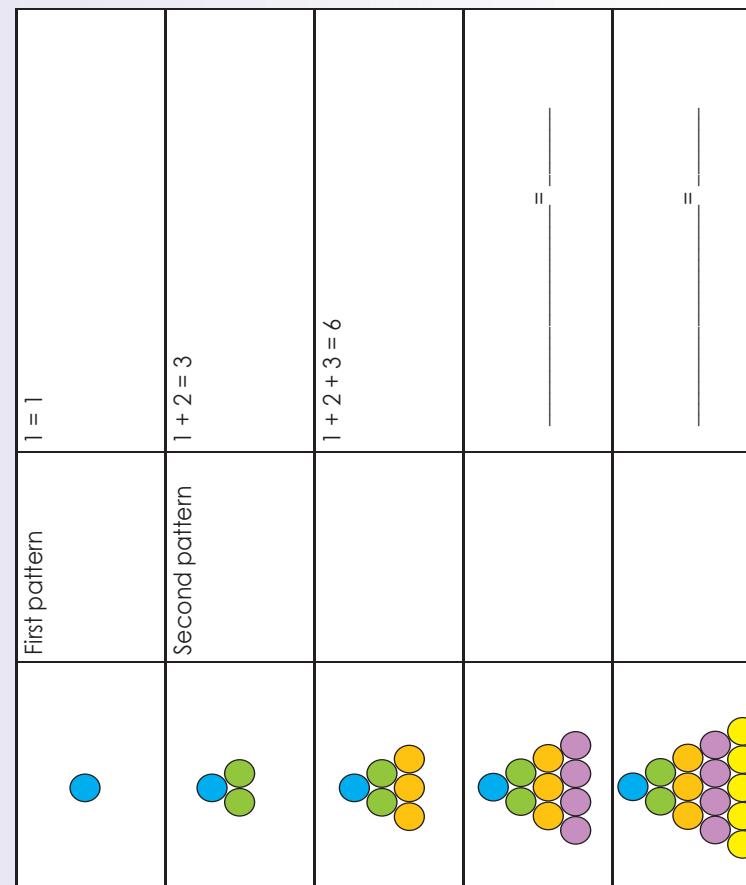
Pascal's triangle

How many patterns can you find? ones



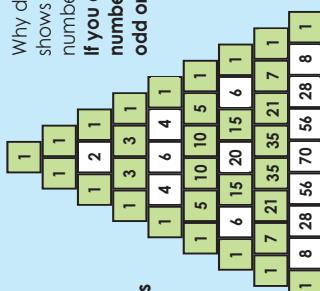
We are going to explore/investigate the triangular numbers in question 1.

1. How many circles will the tenth pattern have? Label each pattern.



Term 2

Why do we say the pattern shows odd and even numbers?
If you add any two odd numbers, will it give you an odd or even answer?



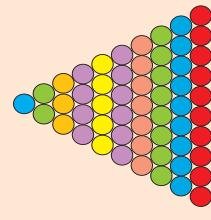
How many patterns can you find? ones

counting numbers
triangular numbers

$$\underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$10 + 10 + 10 + 10 + 5 = \underline{\hspace{2cm}}$$

Complete and describe the pattern.

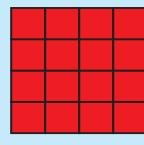


Red beads	$= 10$
Blue beads	$= 9 + 1 = 10$
Green beads	$= \underline{\hspace{2cm}}$
Orange beads	$= 7 + 3 =$
Purple beads	$= 4 + 6 = 10$
Yellow beads	$= 5$

Extend, describe and create patterns

57

Describing the pattern to a friend. The sentence below might help you.



It is a pattern of squares.

Each square is bigger than the one before.

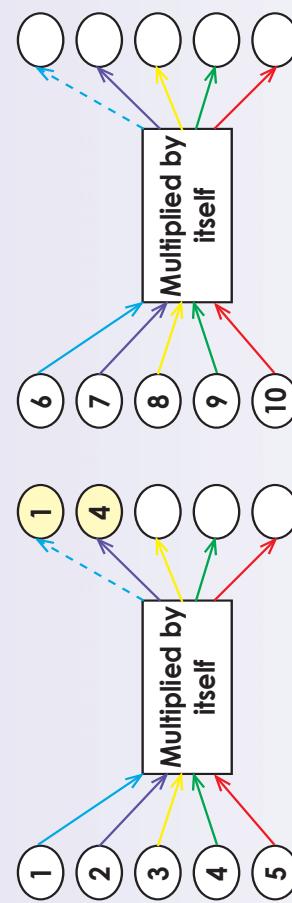
Describe how they made the pattern or answer the question, 'How did you get from one stage

to the next?'

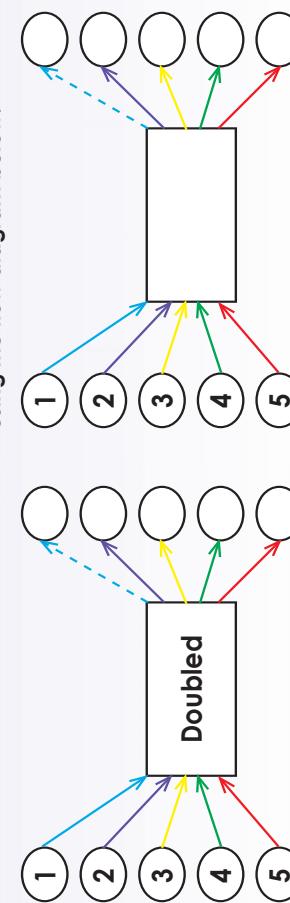
I added one more match to each side of each square.

Each square has one more match than the square to the left of it.'

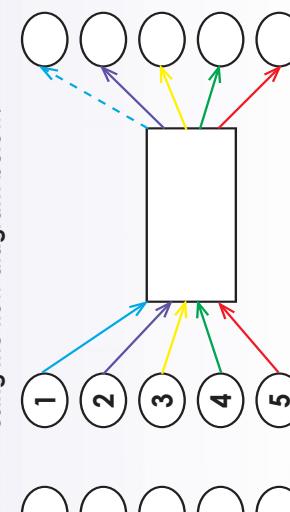
1. Complete the flow diagram based on the pattern above.



2. Draw a growing pattern for:



3. Create and draw your own pattern using the flow diagram below.



4. Extend the pattern and complete the table.



a. Name of pattern: triangular pattern.

Triangle pattern number	1	2	3	4	5	6	7	8	9	10
Number of matches										



b. Name of pattern: _____

Square pattern number	1	2	3	4	5	6	7	8	9	10
Number of matches										

c. Name of pattern: _____

Pentagon pattern number	1	2	3	4	5	6	7	8	9	10
Number of matches										



d. Name of pattern: _____

Hexagon pattern number	1	2	3	4	5	6	7	8	9	10
Number of matches										

Next in the pattern

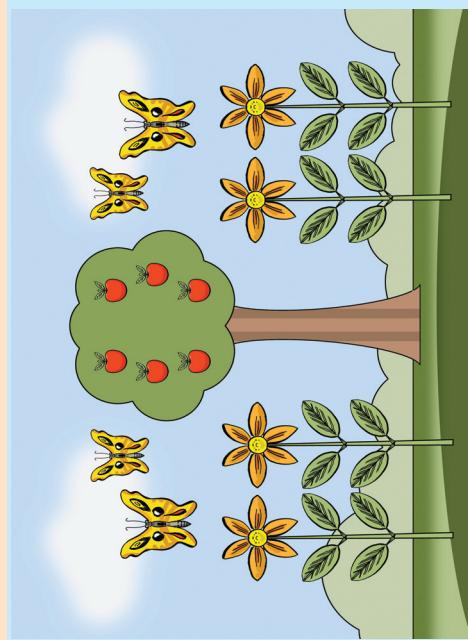
What will the next number in the pattern be? 5, 20, 80, ...

Lines of symmetry

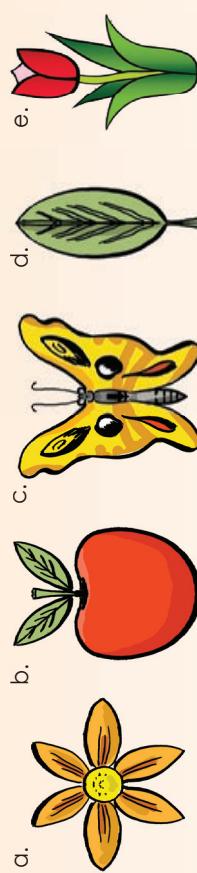
58a

Can you still remember what line symmetry means? Show the objects that are symmetrical.

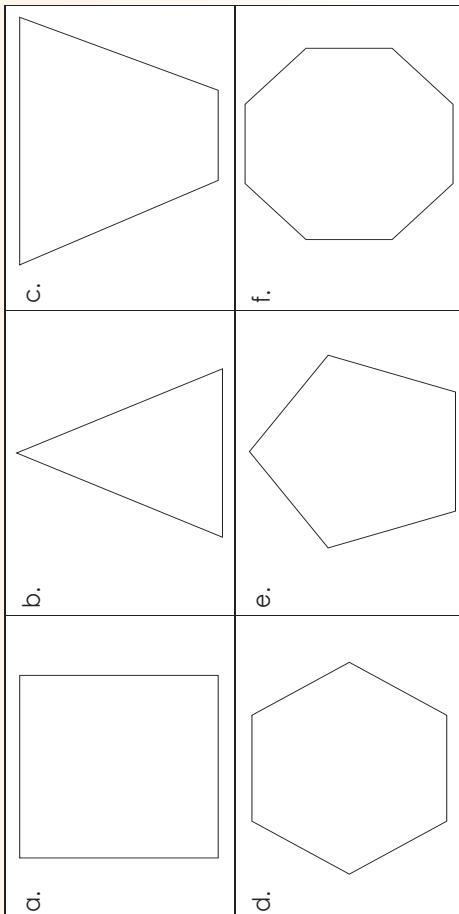
An object is symmetrical when one half is a mirror image of the other half.



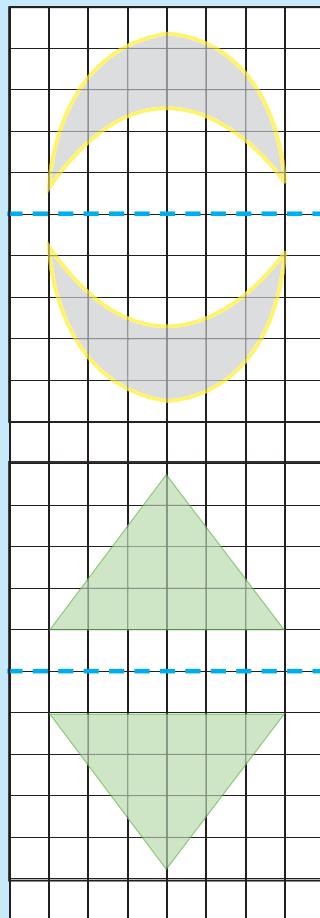
1. Draw a line to show that the object is symmetrical.



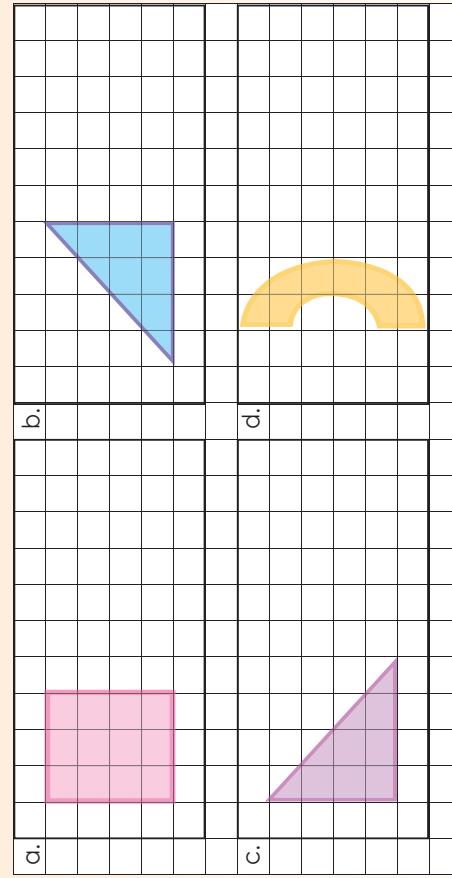
2. Draw a line of symmetry.



Reflection
What can you tell about the shapes below?



3. Draw the reflection of the shape and show the line of reflection.

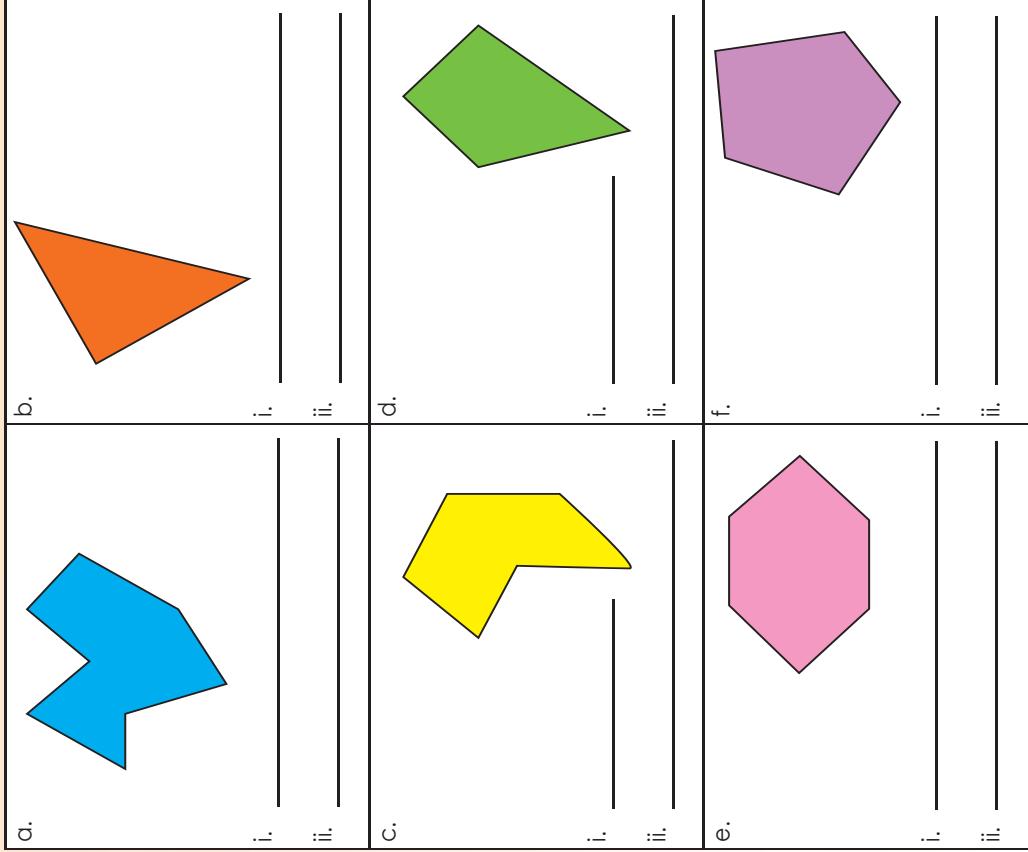


Lines of symmetry continued

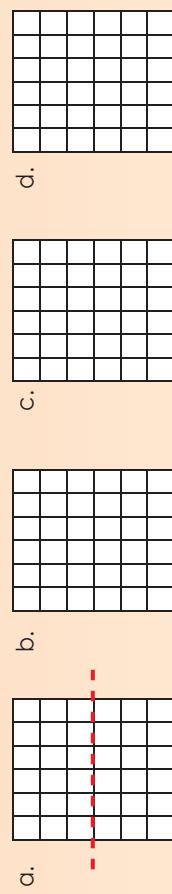
58b

4. Say if the following shapes

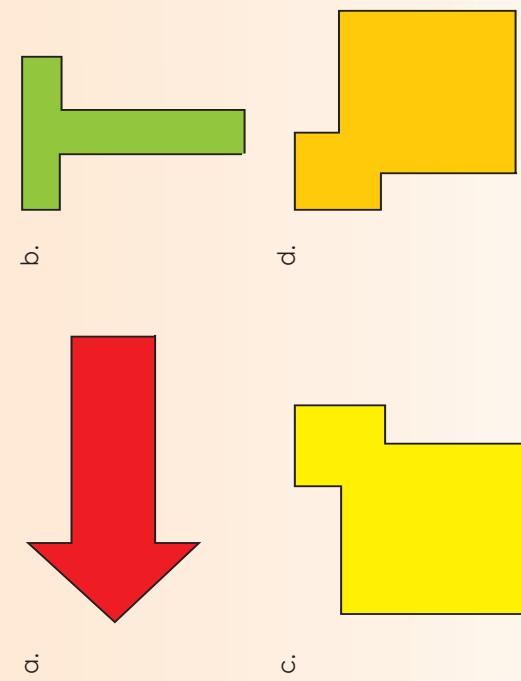
- i. Have lines of symmetry
- ii. If so, how many lines of symmetry?



5. There are four common directions. Show the different lines of symmetry on the **squared paper**. We did the first one for you.

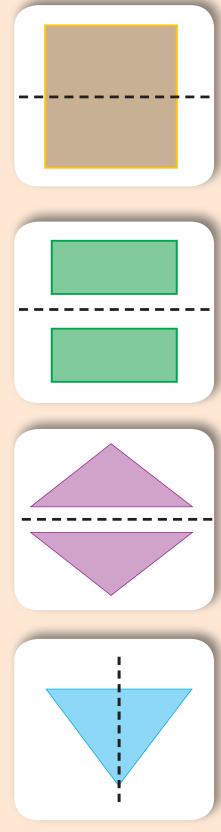


6. Draw lines of symmetry to show these types of line symmetry.



You decide.

For each set of shapes, say whether it's reflective symmetry or reflection.



Sharing and grouping problems

59a

Can you still remember what you did to groups of numbers to make them equal?

$$\begin{array}{r} 7\ 000 \\ + 8\ 000 \\ \hline 9\ 000 \end{array}$$

Can you move the numbers to make 3 equal groups?

What operation can you use to determine the total?

Make a drawing of your work.

1. Complete the following:

- a. Move the numbers to make 3 equal groups.
- b. Write down an addition and multiplication sum for each.

i. 300, 400, 500
 $\begin{array}{r} \boxed{} \\ + \boxed{} \\ \hline \boxed{} \end{array}$

ii. 7 000, 8 000, 9 000
 $\begin{array}{r} \boxed{} \\ + \boxed{} \\ \hline \boxed{} \end{array}$

iii. 8 000, 10 000, 12 000
 $\begin{array}{r} \boxed{} \\ + \boxed{} \\ \hline \boxed{} \end{array}$

iv. 14 000, 16 000, 18 000
 $\begin{array}{r} \boxed{} \\ + \boxed{} \\ \hline \boxed{} \end{array}$

v. 3 000, 5 000, 7 000
 $\begin{array}{r} \boxed{} \\ + \boxed{} \\ \hline \boxed{} \end{array}$

vi. 13 000, 15 000, 17 000
 $\begin{array}{r} \boxed{} \\ + \boxed{} \\ \hline \boxed{} \end{array}$

2. Calculate the following:

- a. Six groups of 900.
 $\boxed{}$
- b. Five groups of 1 500.
 $\boxed{}$
- c. Twelve groups of 1 200.
 $\boxed{}$
- d. Fifty groups of 300.
 $\boxed{}$
- e. Thirty groups of 80.
 $\boxed{}$
- f. A hundred groups of 200.
 $\boxed{}$

3. Calculate the following:

- a. Share 16 000 between 4.
 $\boxed{}$
- b. Share 15 000 between 3.
 $\boxed{}$
- c. Share 12 000 between 5.
 $\boxed{}$
- d. Share 13 000 between 50.
 $\boxed{}$
- e. Share 12 000 between 30.
 $\boxed{}$
- f. Share 18 000 between 300.
 $\boxed{}$

Divisibility rules. These divisibility rules will help you with sharing.

A number is divisible by 2 if the last digit is 0, 2, 4, 6 or 8.

A number is divisible by 3 if the sum of the digits is divisible by 3.

A number is divisible by 4 if the number formed by the last two digits is divisible by 4.

A number is divisible by 5 if the last digit is either 0 or 5.

A number is divisible by 10 if the last digit is 0.

4. Complete the table below.

Number	Can you divide the number by:	Why?	Show the sum:	Addition sum	Multiplication sum
1 860	3		1 860 \div 3 = 620	620 + 620 + 620 = 1 860	
8 945	5				
16 748	4				
18 340	10				

5. Answer true or false.

- a. 19 754 is divisible by 2.
- b. 7 985 is divisible by 5.
- c. 14 578 is divisible by 3.
- d. 2 832 is divisible by 4.
- e. 14 931 is divisible by 2.
- f. 13 970 is divisible by 5.
- g. 11 322 is divisible by 4.
- h. 18 934 is divisible by 10.
- i. 16 890 is divisible by 10.
- j. 12 324 is divisible by 3.
- k. 15 210 is divisible by 3.
- l. 19 348 is divisible by 4.

6. Complete the table below. The first one has been done for you.

_____ is divisible by:	Circle the correct number(s).
a. 120	<input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10
b. 175	2 3 4 5 6 8 9 10
c. 846	2 3 4 5 6 8 9 10
d. 3 600	2 3 4 5 6 8 9 10
e. 8 760	2 3 4 5 6 8 9 10

7. Write down 5-digit numbers smaller than 20 000 and divisible by:

- a. 2
- b. 3
- c. 4
- d. 5
- e. 6
- f. 8
- g. 9
- h. 10

How fast are you?

Colour in the numbers that are divisible by:

3

12	25	16	41	19	91	81	31	37	77	50	58	75
7	15	17	43	52	96	82	33	38	76	50	99	70
22	26	18	40	45	92	80	34	72	79	51	2	4
31	13	29	33	53	94	85	36	71	66	55	8	11

Ratio

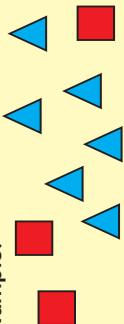
60

- In the class**
- How many children are in your class?
 - How many are boys?
 - How many are girls?
 - What is the ratio between boys and girls?

- At home**
- How many family members do you have?
 - How many are male?
 - How many are female?
 - What is the ratio between male and female?

- 1. Complete the following table by writing the Ratios as fractions and as ratios using the word "to" and with a colon.**

Example:



As a fraction:

$\frac{3}{9}$ Three of the nine shapes are red squares.

$\frac{6}{9}$ Six of the nine shapes are blue triangles

As a ratio:

3 to 4 or 3:4

	Fraction	'to'	Colon
	$\frac{5}{9}$ red squares $\frac{4}{9}$ yellow triangles	5 to 4	5:4

- 2. Complete the following table .**

During a class activity we played a variety of games in mixed boy and girl groups.	Ratio	How many children played the game?	Fraction Boys	Fraction Girls
a. Game 1: If there are 1 boy and 3 girls who played, the ratio is:	1 to 3 1:3	4	$\frac{1}{4}$ (1 ÷ 4) are boys	$\frac{3}{4}$ (3 ÷ 4) are girls
b. Game 2: If there are 4 boys and 5 girls who played, the ratio is:				
c. Game 3: If there are 2 boys and 3 girls who played, the ratio is:				
d. Game 4: If there are 6 boys and 5 girls who played, the ratio is:				
e. Game 5: If there are 9 boys and 3 girls who played, the ratio is:				
f. What is the ratio of boys to girls in your class? Show your answer by drawing it.				

The recipe

The recipe says that for every 4 cups of sugar, 1 cup of butter is needed. If 50 cups of sugar is used, how many cups of butter is needed?

Division without remainders using clue boards

61



\div



Describe the pattern. Choose 5 sums and change them into division sums.

1	\times	25	=	25	10	\times	25	=	250	100	\times	25	=	2500
2	\times	25	=	50	20	\times	25	=	500	200	\times	25	=	5000
3	\times	25	=	75	30	\times	25	=	750	300	\times	25	=	7500
4	\times	25	=	100	40	\times	25	=	1000	400	\times	25	=	10 000
5	\times	25	=	125	50	\times	25	=	1250	500	\times	25	=	12 500
6	\times	25	=	150	60	\times	25	=	1500	600	\times	25	=	15 000
7	\times	25	=	175	70	\times	25	=	1750	700	\times	25	=	17 500
8	\times	25	=	200	80	\times	25	=	2000	800	\times	25	=	20 000
9	\times	25	=	225	90	\times	25	=	2250	900	\times	25	=	22 500

1. Calculate using both methods and check your answers.

Example 1:

$$884 \div 34 =$$

How many groups of 34 will give me 884?

You say:

$$10 \text{ groups of } 34 = 340$$

$$\text{20 groups of } 34 = 680$$

$$30 \text{ groups of } 34 = 1020$$

- 20 groups of 34 is 680
 - 30 groups of 34 is 1 020
 - 1 020 is too big, so we choose 680.
- So we can say **20 groups** of 34 is 680.
We then subtract: $884 - 680 = 204$

Now we need to ask: How many groups of 17 will give me 108?

$$1 \text{ groups of } 34 = 34$$

$$2 \text{ groups of } 34 = 68$$

$$3 \text{ groups of } 34 = 102$$

$$4 \text{ groups of } 34 = 136$$

$$5 \text{ groups of } 34 = 170$$

$$6 \text{ groups of } 34 = 204$$

$$7 \text{ groups of } 34 = 238$$

- 6 groups of 34 is 204
 - 7 groups of 34 is 238
 - 238 is too big, so we choose 204.
- So we can say **6 groups** of 34 is 204.
We then subtract: $204 - 204 = 0$
- 20 groups + 6 groups = 26 groups** rem 6

1 groups of 34 = 34	2 groups of 34 = 68	3 groups of 34 = 102	4 groups of 34 = 136	5 groups of 34 = 170	6 groups of 34 = 204	7 groups of 34 = 238
10 groups of 34 = 340	20 groups of 34 = 680	30 groups of 34 = 1020	40 groups of 34 = 1360	50 groups of 34 = 1700	60 groups of 34 = 2040	70 groups of 34 = 2380
100 groups of 34 = 3400	200 groups of 34 = 6800	300 groups of 34 = 10200	400 groups of 34 = 13600	500 groups of 34 = 17000	600 groups of 34 = 20400	700 groups of 34 = 23800
1000 groups of 34 = 34000	2000 groups of 34 = 68000	3000 groups of 34 = 102000	4000 groups of 34 = 136000	5000 groups of 34 = 170000	6000 groups of 34 = 204000	7000 groups of 34 = 238000
10000 groups of 34 = 340000	20000 groups of 34 = 680000	30000 groups of 34 = 1020000	40000 groups of 34 = 1360000	50000 groups of 34 = 1700000	60000 groups of 34 = 2040000	70000 groups of 34 = 2380000

Example 2:

Test your answer:

$$\begin{array}{r}
 34 \times 26 \\
 = (30 + 4) \times (20 + 6) \\
 = (30 \times 20) + (30 \times 6) \\
 = (4 \times 20) + (4 \times 6) \\
 = 600 + 180 + 80 + 24 \\
 = 700 + 100 + 80 + 4 \\
 = 884
 \end{array}$$

20 groups of 34 is 680
6 groups of 34 is 204

168

169

Term 2

a. $475 \div 25 =$	b. $673 \div 32 =$
c. $1375 \div 25 =$	d. $1984 \div 32 =$

169

How fast can you multiply 12 with all the units and then with the multiples of 10. What do you notice?

Going fast ...

169

Division with remainders

62

How fast can you answer the following.

a. $13 \div 6 =$ <input type="text"/>	b. $57 \div 2 =$ <input type="text"/>	c. $48 \div 9 =$ <input type="text"/>	d. $64 \div 7 =$ <input type="text"/>
e. $29 \div 2 =$ <input type="text"/>	f. $80 \div 9 =$ <input type="text"/>	g. $62 \div 5 =$ <input type="text"/>	h. $38 \div 3 =$ <input type="text"/>
i. $40 \div 6 =$ <input type="text"/>	j. $37 \div 4 =$ <input type="text"/>	k. $29 \div 3 =$ <input type="text"/>	l. $50 \div 8 =$ <input type="text"/>
m. $38 \div 5 =$ <input type="text"/>	n. $73 \div 10 =$ <input type="text"/>	o. $25 \div 2 =$ <input type="text"/>	p. $19 \div 4 =$ <input type="text"/>
q. $52 \div 7 =$ <input type="text"/>	r. $67 \div 8 =$ <input type="text"/>	s. $50 \div 4 =$ <input type="text"/>	t. $70 \div 6 =$ <input type="text"/>

1. Test the answers of the first three sums above.

a. $13 \div 6 =$

Test
 $2 \times 6 + 1$
 $= 12 + 1$
 $= 13$

2. Divide the following and test your answer.

Example 1:

a. $448 \div 17 =$

How many groups of 17 will give me 448?

You say:

10 groups of 17 = 170	<input type="text"/>
20 groups of 17 = 340	<input type="text"/>
30 groups of 17 = 510	<input type="text"/>

Now we need to ask. How many groups of 17 will give me 108?

1 groups of 17 = 17	<input type="text"/>
2 groups of 17 = 34	<input type="text"/>
3 groups of 17 = 51	<input type="text"/>
4 groups of 17 = 68	<input type="text"/>
5 groups of 17 = 85	<input type="text"/>
6 groups of 17 = 102	<input type="text"/>
7 groups of 17 = 119	<input type="text"/>

- 6 groups of 17 is 102
- 7 groups of 17 is 119
- 119 is too big, so we choose 102
- So we can say 6 groups of 17 is 102.
- We then subtract: $108 - 102 = 6$
- 20 groups + 6 groups = 26 groups rem 6
- $448 \div 17 = 26 \text{ rem } 6$

Test your answer:

$$\begin{array}{r}
 26 \times 17) + 6 \\
 = (20 + 6) \times (10 + 7) + 6 \\
 = (20 \times 10) + (20 \times 7) + (6 \times 10) + (6 \times 7) + 6 \\
 = 200 + 140 + 60 + 42 + 6 \\
 = 200 + 100 + 40 + 60 + 40 + 2 + 6 \\
 = 300 + 140 + 8 \\
 = 448
 \end{array}$$

Example 2:

$$\begin{array}{r}
 26 \text{ rem } 6 \\
 17 \overline{)448} \\
 -34 \\
 \hline
 108 \\
 -102 \\
 \hline
 6
 \end{array}$$

20 groups of 17 is 340
6 groups of 17 is 102

a. $460 \div 19 =$

b. $810 \div 25 =$

Term 2



Division

63

Rules of divisibility:

- 2 – If the last digit is an even number.
- 3 – If the sum of the digits is divisible by 3, the whole number is also divisible by 3.
- 4 – If the number made by the last two digits is divisible by 4, the whole number is also divisible by 4.
- 5 – If the last digit is a 5 or a 0, the number is divisible by 5.
- 6 – If the last digit is divisible by both 3 and 2, it is also divisible by 6.
- 7 – Take the last digit, double it, and subtract it from the rest of the number; if the answer is divisible by 7 (including 0), then the whole number is also divisible by 7.
- 8 – If the sum of the last three digits is divisible by 8, the whole number is also divisible by 8.
- 9 – If the sum of all the digits is divisible by 9, the number is also divisible by 9.
- 10 – If the number ends in 0, it is divisible by 10.
- 11 – Subtract the sum of the even digits from the sum of the odd digits; if the difference, including 0, is divisible by 11, the number is also divisible by 11.
- 12 – If the number is divisible by both 3 and 4, it is also divisible by 12.

1. Are the following numbers divisible by 3. Show your workings.

Example: 2 079

- Add the digits: $2 + 0 + 7 + 9 = 18$
- 18 is a multiple of 3
- So 2 079 is divisible by 3

- a. 345 _____
 b. 651 _____
 c. 1 263 _____

2. Are the following numbers divisible by 4. Show your workings.

Example: 5 324

- What are the last 2 digits? 24
- 24 is a multiple of 4
- So 5 324 is divisible by 4

- a. 532 _____
 b. 628 _____
 c. 2 916 _____

3. Are the following numbers divisible by 6. Show your workings.

Example: 6 294

- Is the number a multiple of 2? Yes because it ends on an even number.
- Is the number a multiple of 3? $6 + 2 + 9 + 4 = 21$, 21 is a multiple of 3
- So 6 294 is divisible by 6

- a. 636 _____
 b. 508 _____
 c. 5 912 _____

4. Are the following numbers divisible by 9. Show your workings.

Example: 4 572

- $4 + 5 + 7 + 2 = 18$
- 18 is a multiple of 9
- So 4 572 is divisible by 9

- a. 252 _____
 b. 883 _____
 c. 5 105 _____

5. Say if the number is divisible by _____. Tick the correct column.

	2	3	4	5	6	7	8	9	10
a. 540	<input checked="" type="checkbox"/>								
b. 192		<input checked="" type="checkbox"/>							
c. 420			<input checked="" type="checkbox"/>						

Passwords

- Themba has to make a 4 digit password that should be divisible by 2, 3 and 6. What could the password be?
- Create another four passwords for Themba that are 4 digits long and are divisible by 2, 3 and 6.

Test your answers.

Division problems

64

Look at the words below. What do they all mean?

Equal sharing

Ratio

Divided by

Equal parts

Quotient

Factors

per

1. Solve the following problems.

- a. Richard earns R19 per hour as a student. If he worked 51 hours during the holidays, how much money would he earn? _____

Test your answer.

- b. Themba earned R8 960. If he earns R56 an hour, how many hours did he work? _____

Test your answer.

- c. I need to organise a big party. I have R3 640 in my budget for small gifts. The small gifts cost R13. How many people could I invite? _____

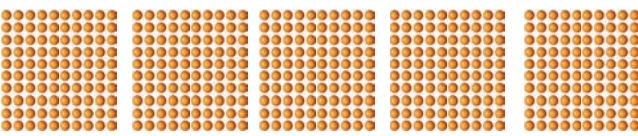
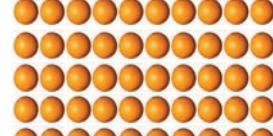
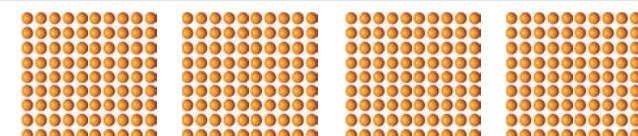
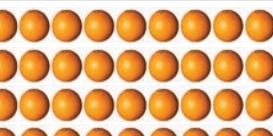
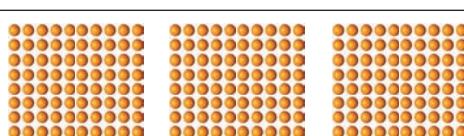
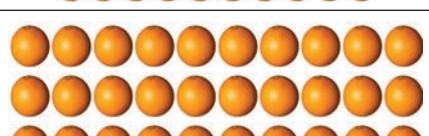
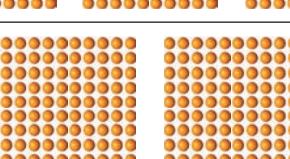
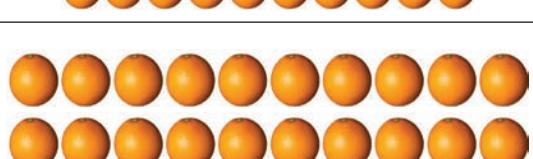
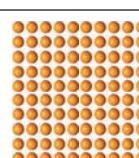
Test your answer.

- d. A pack of crayons costs R18 per pack. I have R950. How many packs can I buy? What will my change be? _____

Test your answer.

More money problems

Share with a friend or family member how you solved these problems. Now write you own word problem using money. Solve it.



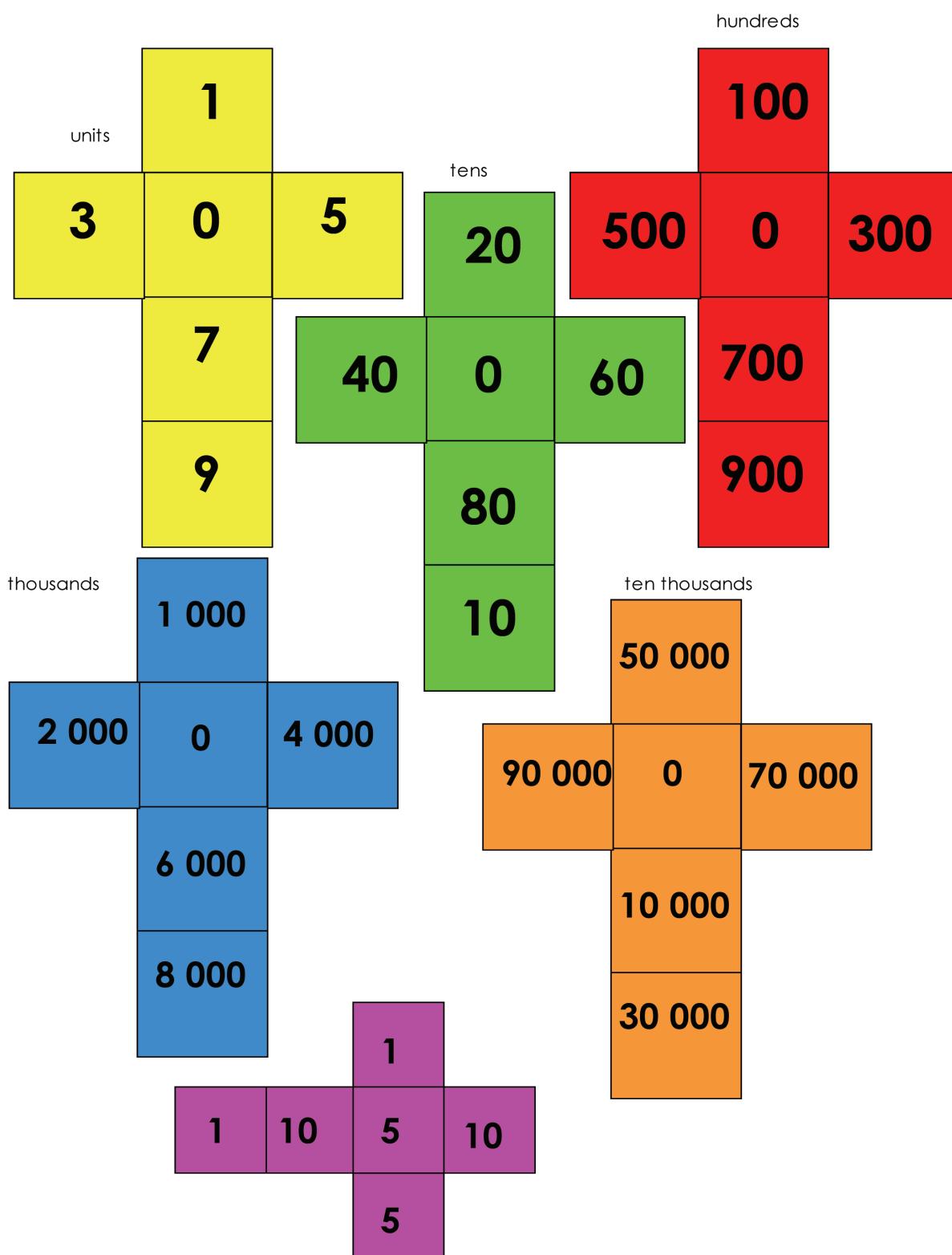
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2	2	0	2	0	0	2	0	0	0
3	3	0	3	0	0	3	0	0	0
4	4	0	4	0	0	4	0	0	0
5	5	0	5	0	0	5	0	0	0
6	6	0	6	0	0	6	0	0	0
7	7	0	7	0	0	7	0	0	0
8	8	0	8	0	0	8	0	0	0
9	9	0	9	0	0	9	0	0	0



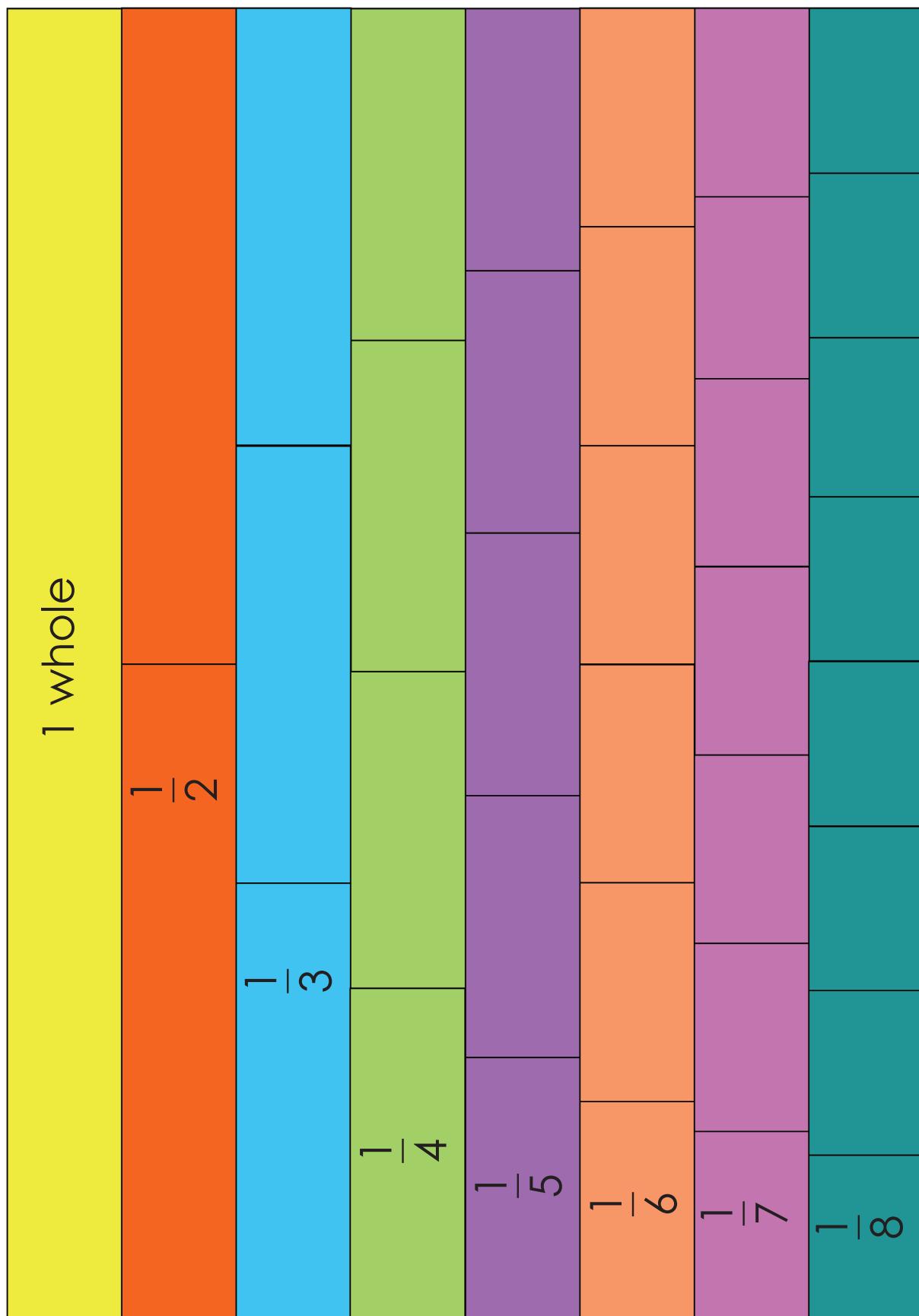
Mathematics Grade 5

Cut-out 3

Note: Make dice from these cut-outs. After assembling the dice, keep them in a safe place because you will use them throughout the year.



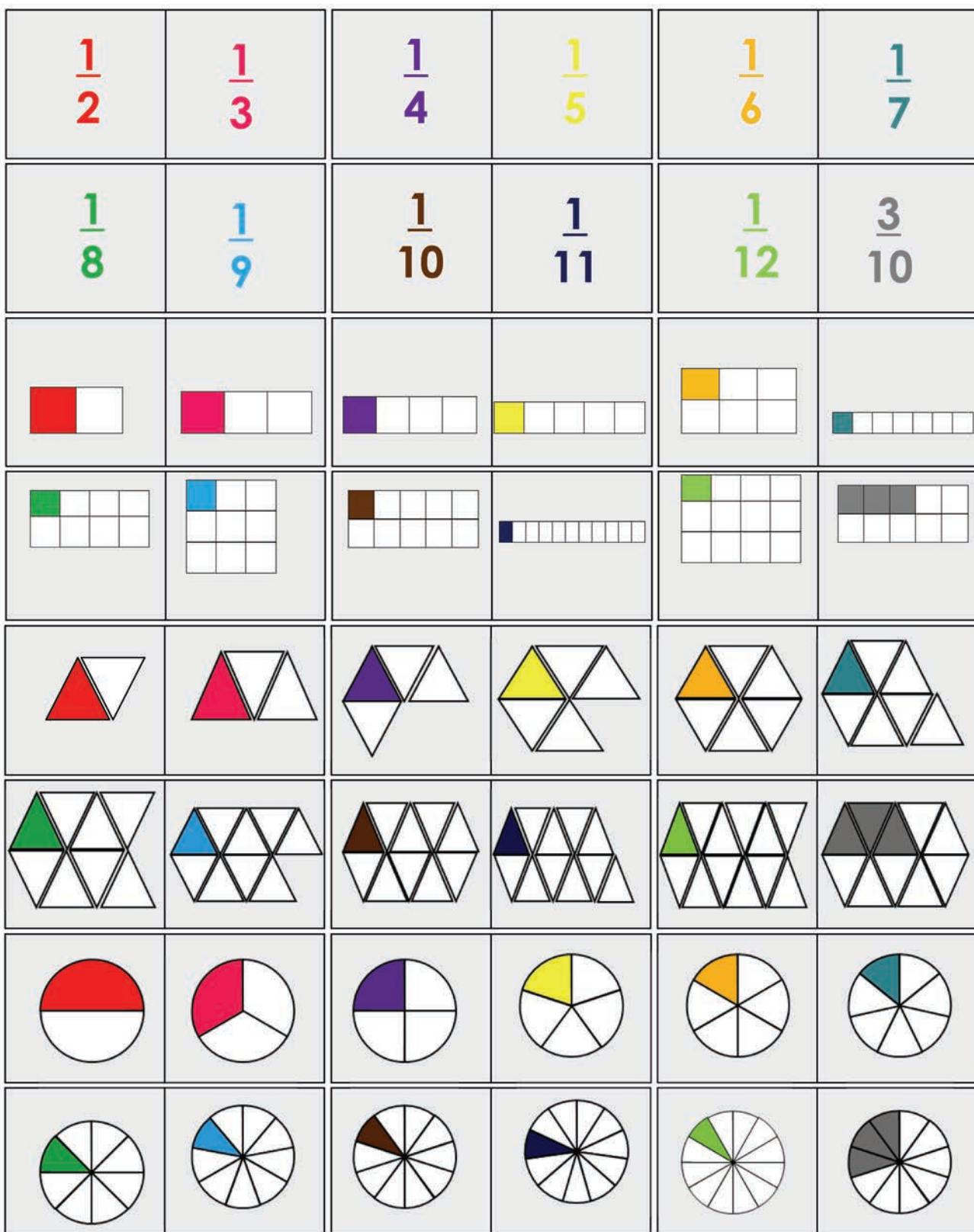






Mathematics Grade 5

Cut-out 5





Mathematics Grade 5

Cut-out 6

