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. 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 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.

Mrs Angie Motshekga, Minister of Basic Education

Mr Enver Surty, Deputy Minister of Basic Education

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Author team: Blom, L., Aitchison, J.J.W.

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<td>Read and interpret</td>
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**Contents**

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Grade 2
Mathematics
IN ENGLISH

This book belongs to:
Fill in the answers to these questions about you and your family.

My name is __________________________.

I am __________________________ years old.

Two years ago I was __________________________ years old.

In one year I will be __________________________ years old.

I live at __________________________.

Who is the oldest in your family?

__________________________________________

Write how old he or she is.

__________________________________________

Who is the youngest in your family?

__________________________________________

Write how old he or she is.

__________________________________________

Today’s date is __________________________.
Draw a picture of your family.
Fill in the empty spaces.

<p>| | | |</p>
<table>
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<td>patches</td>
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</table>

Date: 4
Share the dots and patches equally.
Read the number symbols and words on the board.

1 73 59  
66 35  
42 97  
24 32  
nine  eleven  
fourteen  four  
six  seventeen  
nineteen  ten

Write the number of balloons in the block.
Write the following numbers in words.

<table>
<thead>
<tr>
<th>6</th>
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<tbody>
<tr>
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37 38 39 40 41 42 43 44
89 90 91 92 93 94 95 96
More numbers

Draw a △ around the even numbers and a ○ around the odd numbers.

Number the houses.

Date:

1 2 3 4 5 6 7 8 9 10

11 12 13 14 15 16 17 18 19 20
Count the two colours of beads.

Write a number for:

We can write it as:

What is the answer?

What is the answer?
Add and subtract.

Calculate.

1. \[ 9 + 8 = \square \]
   \[ 18 - 8 = \square \]

2. \[ \square + \square = \square \]
   \[ \square + \square = \square \]

3. \[ \square + \square = \square \]

4. \[ 6 + 5 = \square \]
   \[ 8 + 9 = \square \]
   \[ 11 + 3 = \square \]
   \[ 12 - 5 = \square \]

5. \[ 8 + 7 = \square \]
   \[ 3 + 8 = \square \]
   \[ 9 - 5 = \square \]
   \[ 16 - 9 = \square \]

6. \[ 6 + 4 = \square \]
   \[ 8 + 4 = \square \]
   \[ 8 - 4 = \square \]
   \[ 6 - 4 = \square \]
### Add.

\[
\begin{array}{c}
2 + 2 + 2 + 2 = 8 \\
\end{array}
\]

### Calculate.

\[
\begin{align*}
2 + 2 + 2 &= \\
4 + 4 &= 8 \\
5 + 5 + 5 &= 15
\end{align*}
\]

\[
\begin{align*}
1 + 1 + 1 + 1 + 1 + 1 &= 6 \\
3 + 3 + 3 + 3 &= 12 \\
5 + 5 &= 10
\end{align*}
\]

\[
\begin{align*}
2 + 2 + 2 + 2 &= \\
4 + 4 + 4 + 4 &= 16 \\
1 + 1 + 1 &= 3
\end{align*}
\]

\[2 + 2 + 2 + 2 + 2 + 2 + 2\]
Term 1

Sharing and money

Share the fruit equally.

Apple 4
Orange 4
Pineapple 5
Mandarin 6

Date: ____________
Complete.

 Colour the correct coins or notes so that they add up to the same amount as the first pictured coin or note in each row.

\[
\begin{align*}
&5 \text{ cent} & & & & & & \\
= & 10\text{c} & 10\text{c} & 5\text{c} & 2\text{c} & 1\text{c} & 2\text{c} \\
= & 5\text{c} & 2\text{c} & 2\text{c} & 1\text{c} & 2\text{c} & 2\text{c} \\
= & \text{R2} & \text{R2} & \text{R1} & \text{R1} & \text{R1} \\
= & \text{R5} & \text{R2} & \text{R1} & \text{R5} & \text{R1} & \text{R2} \\
= & \text{R2} & \text{R2} & \text{R5} & \text{R5} & \text{R2} & \text{R1} & \text{R5} \\
\end{align*}
\]

R1 1c R5 5c R10
Copy the patterns from the chalkboard into the spaces below.

Extend the pattern.
Colour the beads as you count in twos.

Colour the flowers as you count in fives.

Colour the beads as you count in tens.
Colour the rectangles blue, the circles red and the triangles yellow.

Colour all the big circles red, the rectangles blue and the small triangles yellow.

Are the sides straight or round? Colour in the correct answer.
Draw the other wing of the butterflies.
Balls and boxes

Circle the boxes in blue and the balls in red.

Colour the correct answer.

The box
- slides
- rolls

The ball
- slides
- rolls
Say if the ball is behind, in front of, next to or on top of the box.

- Ball behind box
- Ball in front of box
- Ball next to box
- Ball on top of box

Colour in the correct answer.

ball  box  ball  box
What are they doing?

Which train is shorter and which is longer?

Which building is higher or lower?
Which person is shorter or taller?

- shorter
- taller

Use Cut-out 1 of the hand. How many hands long is this rectangle?
Use Cut-out 1 of the foot. How many feet long is the rectangle?

Now measure the height of the rectangle in hands and feet.
Say if the object is heavier or lighter than the other.

1. heavier  lighter
2. heavier  lighter

Circle the heavier object.
Is the object heavier or lighter than one kilogram?

- heavier
- lighter

- heavier
- lighter

- heavier
- lighter

- heavier
- lighter

heavy and light
Discuss the picture.

Colour the correct answer.

- Full
- Empty
- Half
One measure fills up to the first marker on this jug. How many measures will fill this jug?

How many measures are poured into these jugs?

The jug on the left holds 1 litre of juice. Which jug has the same amount of juice, and which has less juice than the jug on the left?

full and empty
Time

Go to Cut-out I. Cut out the words and paste them under the pictures to show the time of day.

Complete the sentences.

I ________ early in the morning.
I ________ in the morning.
I ________ in the afternoon.
I ________ every day.
I ________ late every day.
What is the child doing today?

What did the child do yesterday?

What will the child do tomorrow?

Draw your own picture.
Birthday Calendar

14 February

Trace the months.

January
Sipho
Maryke
Annie

February
Jeffrey
Simon

March
Sam
Juan

April
Betty
Liesel

May
Lettie
Ricco
George

June
Mpho

July
Busi
Lisa
Kayla

August
Mbali
Brenda
Mary

September
John

October
Karin
Jaco

November
Gugu
Dian

December
Kara
Richard
Denise
Write the name of each child in the class on this birthday calendar.

<table>
<thead>
<tr>
<th>January</th>
<th>February</th>
<th>March</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>April</th>
<th>May</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>July</th>
<th>August</th>
<th>September</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>October</th>
<th>November</th>
<th>December</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

My birthday is in
Collect and sort the balls then draw them in the correct box.

Collect the flowers and sort them.

- green balls
- red balls
- blue balls
- yellow balls
- yellow flowers
- red flowers
- purple flowers
- pink flowers
- orange flowers
Sort the objects. Make your own drawings.

light objects

heavy objects

small balls  big balls  small boxes  big boxes
Sort the crayons. Draw the groups.

Sort the flowers. Draw the groups.

Sort the clouds and rainbows. Draw the groups.
Answer the questions.

How many triangles are there? 
How many rectangles are there? 
How many circles are there? 
Are there more triangles or rectangles? 
Are there more circles or triangles? 
Are there more circles or rectangles? 

How many empty jugs are there? 
How many half full jugs are there? 
How many full jars are there?
Before, after and between

Discuss the numbers in the blocks using the words before, between and after.

Example: Each red ball is between two blue balls.

Write the correct numbers in the squares.

Fill in the missing numbers.

Which number is before 8? ____________________________.
Which number is after 16? ____________________________.
Which numbers are between 8 and 12? ____________________________.
Write all the numbers that are on the yellow beads. What do we call the numbers on the yellow beads?

Write all the numbers that are on the pink beads. What do we call the numbers on the pink beads?

Divide the yellow beads equally between the children wearing yellow. How many beads does each get? _________ . Are there any beads left? _________ .

Divide the pink beads equally between the children wearing pink. How many beads does each get? _________ . Are there any beads left? _________ .

Answer the following questions.

Write three even numbers that come just after 12? _______________________

Write three odd numbers that come just after 14? _______________________

Which odd numbers come between 18 and 24? _______________________

Write down the even numbers between 8 and 18. _______________________
How many books are there?

Numbers 1 – 30

How many jars of paint are there?

How many beads are there?

Fill in the missing numbers.

Date: 36
Look at the first example and complete the rest.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>ten</th>
<th>units</th>
<th>or</th>
<th></th>
<th></th>
<th>ten</th>
<th>units</th>
<th>or</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>1</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How many beads are there?

Number | We can write it as:
--- | ---
20 + 4 = 24

Number | We can write it as:
--- | ---
20 + 8 = 28

Write in words:

10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Look at the first example and complete the rest.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>tens</th>
<th>units</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>2</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td></td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
Fill in the missing numbers.

How far did the hare jump? Use the number line to help you work out the answers.

How far did the springbok jump? Use the number line to help you work out the answers.
How far did the hare jump? Use the number line to help you work out the answers.

10 + 5 = 

+ = 

+ = 

+ = 

+ = 

Teacher: [Sign] Date:
More number lines

Help the hare to write a sum. Use the number line to help you work out the answers.

\[
\begin{array}{c}
0 & 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\hline
2 + 3 = 5
\end{array}
\]

Help the springbok to write a sum. Use the number line to help you work out the answers.

\[
\begin{array}{c}
0 & 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\hline
+ = \\
+ = \\
+ = 
\end{array}
\]
Help the hare to write a sum.

\[ \square + \square = \square \]

Help the springbok to write a sum.

\[ \square + \square = \square \]

\[ \square + \square = \square \]
Write the number of beads.

How many red beads are there?
How many blue beads are there?
How many green beads are there?
How many orange beads are there?
How many purple beads are there?

Write the number of beads of each colour in the correct boxes and add them.

Complete the patterns.

Date:
Add the red and blue beads and then fill in the answer in the box.

\[
\begin{array}{ccc}
\text{red beads} & + & \text{blue beads} \\
\hline
8 & + & 7 \\
\hline
15 \\
\end{array}
\]

\[
\begin{array}{ccc}
\text{red beads} & + & \text{blue beads} & + & \text{blue beads} \\
\hline
8 & + & 2 & + & 5 \\
\hline
\text{blank} \\
\end{array}
\]

\[
\begin{array}{ccc}
\text{red beads} & + & \text{blue beads} \\
\hline
\text{blank} & + & 6 \\
\hline
\text{blank} \\
\end{array}
\]

Match the picture with the correct sum and then fill in the answer.

\[
7 - 5 = \square \\
9 - 4 = \square \\
8 - 3 = \square \\
5 - 4 = \square \\
6 - 2 = \square \\
\]

Write a sum for:

\[
\begin{array}{ccc}
\text{orange beads} & - & \text{red beads} \\
\hline
9 - 6 = 3 \\
\end{array}
\]

\[
\begin{array}{ccc}
\text{blue beads} & - & \text{blue beads} \\
\hline
\text{blank} & - & \text{blank} \\
\end{array}
\]
Days, weeks and months

Monday | January | February | March
---|---|---|---
Tuesday | April | May | June
Wednesday | July | August | September
Thursday | October | November | December
Friday
Saturday
Sunday

Answer the following questions on days of the weeks.

Which day comes before Wednesday? ____________________________
Which day comes after Wednesday? ____________________________
Which day comes after Saturday? ____________________________
Which day comes between Monday and Wednesday? ____________________________
If Monday is the 1st day, then Friday is the ____________________________ day.
Which days come between Wednesday and Saturday?

Answer the following questions on months.

Which month comes before April? ____________________________
Which month comes after June? ____________________________
Which month comes between August and October? ____________________________
Which months come between January and June?__________________________
Which is the first month of the year? ____________________________
Which is the last month of the year? ____________________________
Religions in South Africa

Historical events
- Human Rights Day
- Freedom Day
- Workers’ Day
- Youth Day
- National Women’s Day
- Heritage Day
- Day of Reconciliation

Birthday
- My Birthday

Cut-out 2: Use the cut-outs and paste three religious holidays and all the South African public holidays onto the calendar months.

<table>
<thead>
<tr>
<th>January</th>
<th>February</th>
<th>March</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>April</td>
<td>May</td>
<td>June</td>
</tr>
<tr>
<td>July</td>
<td>August</td>
<td>September</td>
</tr>
<tr>
<td>October</td>
<td>November</td>
<td>December</td>
</tr>
</tbody>
</table>
Look at the picture and write the number of marbles of each colour in the correct boxes and then add up the sums.

Add.

\[
\begin{align*}
3 + 2 & = \underline{\phantom{0}} \\
4 + 6 & = \underline{\phantom{0}} \\
9 + 3 & = \underline{\phantom{0}} \\
6 + 5 & = \underline{\phantom{0}} \\
7 + 8 & = \underline{\phantom{0}} \\
8 + 4 & = \underline{\phantom{0}} \\
9 + 5 & = \underline{\phantom{0}} \\
8 + 6 & = \underline{\phantom{0}} \\
7 + 4 & = \underline{\phantom{0}} \\
9 + 9 & = \underline{\phantom{0}} \\
7 + 5 & = \underline{\phantom{0}} \\
8 + 8 & = \underline{\phantom{0}} \\
7 + 6 & = \underline{\phantom{0}} \\
9 + 6 & = \underline{\phantom{0}} \\
7 + 7 & = \underline{\phantom{0}} 
\end{align*}
\]
Add beads to make the scales equal. We have done the first one for you.

5 = 1+4

6 = 2+__

3+__ = __

2+1 = 1+__

6+3 = 3+__

2+__ = 8+2
Look at the picture and write minus sums.

- **red sweets** = \[ \boxed{8} - \boxed{5} = \boxed{3} \]
- **green sweets** = \[ \boxed{} - \boxed{} = \boxed{} \]
- **yellow sweets** = \[ \boxed{} - \boxed{} = \boxed{} \]
- **orange sweets** = \[ \boxed{} - \boxed{} = \boxed{} \]
- **pink sweets** = \[ \boxed{} - \boxed{} = \boxed{} \]

**Minus.**

- \[5 - 3 = \boxed{}\]
- \[10 - 6 = \boxed{}\]
- \[12 - 3 = \boxed{}\]
- \[11 - 5 = \boxed{}\]
- \[15 - 7 = \boxed{}\]
- \[12 - 4 = \boxed{}\]
- \[14 - 9 = \boxed{}\]
- \[14 - 8 = \boxed{}\]
- \[11 - 4 = \boxed{}\]
- \[18 - 9 = \boxed{}\]
- \[12 - 5 = \boxed{}\]
- \[16 - 8 = \boxed{}\]
- \[13 - 7 = \boxed{}\]
- \[15 - 6 = \boxed{}\]
- \[14 - 7 = \boxed{}\]
Complete.

Write a sum for:

\[
\begin{align*}
\text{Is not equal to} & \quad 3 - 9 \\
\text{Is not equal to} & \quad 9 - 3
\end{align*}
\]
Add the numbers in each block and write down the total.

```
2  8  7  5  3
10 10 10 10 10
```

Use the number line. Write an addition sum. We have done the first one for you.

```
10 + 4 = 14
```

Date: 50
<table>
<thead>
<tr>
<th>Add.</th>
<th>10 + 3</th>
<th>13</th>
<th>10 + 2</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 + 5</td>
<td>15</td>
<td>10 + 7</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>10 + 1</td>
<td>11</td>
<td>10 + 6</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>10 + 4</td>
<td>14</td>
<td>10 + 8</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>10 + 9</td>
<td>19</td>
<td>10 + 3</td>
<td>13</td>
<td></td>
</tr>
</tbody>
</table>

**Add.**

<table>
<thead>
<tr>
<th>16 + 13</th>
<th>29</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 + 10</td>
<td>20</td>
</tr>
<tr>
<td>6 + 3</td>
<td>9</td>
</tr>
</tbody>
</table>

**14 + 12**

<table>
<thead>
<tr>
<th>10 + 10</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 + 2</td>
<td>6</td>
</tr>
</tbody>
</table>

**17 + 11**

<table>
<thead>
<tr>
<th>10 + 10</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 + 1</td>
<td>8</td>
</tr>
</tbody>
</table>

**15 + 13**

<table>
<thead>
<tr>
<th>10 + 10</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 + 3</td>
<td>8</td>
</tr>
</tbody>
</table>

**16 + 12**

<table>
<thead>
<tr>
<th>10 + 10</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 + 2</td>
<td>8</td>
</tr>
</tbody>
</table>

**18 + 12**

<table>
<thead>
<tr>
<th>10 + 10</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 + 2</td>
<td>10</td>
</tr>
</tbody>
</table>

Lisa has 9 counters and Aakar has 8. What is the total?
What is in my piggy bank?

Cut the coins from Cut-out 3 and paste the right amounts here.
How many cents?

Suzy has 50c. Her mother gives her 20c more. How much money does Suzy have altogether?

I have 90c. I bought a sweet for 30c. How much money do I have left?
Note money

How much money is in my purse?

Cut the notes from Cut-out 3 and paste the correct amounts here.

R30
R70
R40
R60
R110
R80
How many rands in total?

I saved R50. I got R20 for my birthday. How much money do I have?

I have R90. I bought a book for R30. How much money do I have left?

Sign: ____________________________

Date: ____________________________

Teacher: ____________________________

---

Word sums.

I saved R50. I got R20 for my birthday. How much money do I have?

I have R90. I bought a book for R30. How much money do I have left?
Clap the pattern.

clap clap clap clap clap clap clap clap clap clap clap clap

clap clap clap clap clap clap clap clap clap clap clap clap

Copy the pattern. Use Cut-out 4.

Make your own picture from the left-over beads. Use Cut-out 4.
Copy the following patterns.

Copy the patterns.
Describe each pattern in words. The words below might help you.

- rectangle
- square
- triangle
- circle
- colours

Choose and then colour the pattern that comes next.

Draw the next pattern.

Extend the pattern.
Draw your own patterns using △ ○ □ □

Draw the next pattern.

Complete the following so that you only have one circle at the top.

Create your own colour patterns using the shapes below.
How many sweets are on each table?

Complete the following. We have done the first one for you.

<table>
<thead>
<tr>
<th>Count</th>
<th>Expression</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 groups of 2</td>
<td>$2 + 2 + 2 + 2 = 8$</td>
<td>$4 \times 2 = 8$</td>
</tr>
<tr>
<td>5 groups of 2</td>
<td>$2 + 2 + 2 + 2 + 2 =$</td>
<td>$5 \times 2 =$</td>
</tr>
<tr>
<td>6 groups of 2</td>
<td>$2 + 2 + 2 + 2 + 2 + 2 =$</td>
<td>$6 \times 2 =$</td>
</tr>
<tr>
<td>7 groups of 2</td>
<td>$2 + 2 + 2 + 2 + 2 + 2 + 2 =$</td>
<td>$7 \times 2 =$</td>
</tr>
<tr>
<td>8 groups of 2</td>
<td>$2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 =$</td>
<td>$8 \times 2 =$</td>
</tr>
</tbody>
</table>

How did you count the sweets? (Some children may say 1, 2, 3... others may say 2, 4, 6...)

Make a drawing of the following:

- 3 groups of 2
- 4 groups of 2
- 9 groups of 2
Make a drawing of the following and fill in the answers below.

2, 4, 6, 8, ___ , ___

2 + 2 + 2 + 2 + 2 + 2 = __________

6 groups of 2 = __________

6 × 2 = __________

6, ___

6 + ___ = __________

2 groups of ___ = __________

2 × ___ = __________

One spider has 2 eyes. How many eyes do 7 spiders have?

2, 4, 6, 8, 10, 12, 14

16, 18, 20, 22, 24, 26
Multiplication: \( \times 5 \)

How many sweets are on each table?

Complete the following. We have done the first one for you.

<table>
<thead>
<tr>
<th>Groups of 5</th>
<th>Multiplication</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>( 5 + 5 + 5 )</td>
<td>( 3 \times 5 = 15 )</td>
</tr>
<tr>
<td>2</td>
<td>( 5 + 5 )</td>
<td>( 2 \times 5 = )</td>
</tr>
<tr>
<td>4</td>
<td>( 5 + 5 + 5 + 5 )</td>
<td>( 4 \times 5 = )</td>
</tr>
<tr>
<td>6</td>
<td>( 5 + 5 + 5 + 5 + 5 + 5 )</td>
<td>( 6 \times 5 = )</td>
</tr>
<tr>
<td>7</td>
<td>( 5 + 5 + 5 + 5 + 5 + 5 + 5 )</td>
<td>( 7 \times 5 = )</td>
</tr>
</tbody>
</table>

Make a drawing of the following.

- 3 groups of 5
- 4 groups of 5
- 5 groups of 5
Make a drawing of the following and fill in the answers below.

5, 10, 15, ___

\[5 + 5 + 5 + 5 = \]

4 groups of 5 = 

\[4 \times 5 = \]

4, 8, 12, ___, ___

\[4 + 4 + 4 + 4 + 4 = \]

5 groups of 4 = 

\[5 \times 4 = \]
Multiplication stories

Make your own story using the total number of ears, eyes, hands and feet.

We are 10 friends. How many hands do we have?

Make a drawing.

Show it with counters.

Show it on a number line.

Date: 64
Susan’s family has 10 pairs of shoes. How many shoes do they have?

Make a drawing.

Show it with counters.

Show it on a number line.

Write your own story using 6 children and their hands.

5 10 15 20 25 30 35
Three-dimensional objects

Colour all the balls red, the boxes blue and the cylinders green.

Choose and colour the correct answer.

- straight edges
- curved edges
Say if the object will roll or slide.

How many of these objects do you see in the picture: cylinders, boxes and balls?

Where is the ball? In front of the box? At the side? Behind? On top?
Order and compare numbers: 1 – 40

Who has more oranges?  
Who has more apples?

Fill in the empty boxes on the bead count.

Look at the beads and answer the questions.

What number is smaller than 8?  
What number is bigger than 13?  
What number is smaller than 20?  
What number is smaller than 24?
Which odd number comes just after 10?  

Which even number comes just before 10?  

Write down the even numbers between 14 and 24.  

Write down the odd numbers between 5 and 15.  

Which odd number comes just after 21?  

Which even number comes just before 24?  

Write down the even numbers between 20 and 30.  

Write down the odd numbers between 20 and 30.
Order and compare numbers: 40 – 50

Who has more pineapples? or

Count the beads and fill in the empty boxes.

Look at the beads and answer the questions.

What number is smaller than 3? 

What number is bigger than 31? 

What number is smaller than 38? 

What number is smaller than 47?
Colour the numbers that are smaller than 40 and bigger than 36 in green.

30 31 32 33 34 35 36 37 38 39 40

Numbers smaller than 40.

Numbers bigger than 36.

Colour the even numbers yellow and the odd numbers green.

40 41 42 43 44 45 46 47 48 49 50

Which odd number comes just after 40?

Which even number comes just before 43?

Write down the even numbers between 40 and 50.

Write down the odd numbers between 40 and 50.

Which even number comes just after 40?

Which even number comes just before 41?
Numbers 40 – 50

How many beads are there?

Number We can write it as: Number We can write it as:
45 40 + 5 = 45

Complete the following.

20 21 22
30 42
34

Complete the following.

20 + ●●● 4 = 24

[Diagram with beads and numbers]
Write the words for:

41  
42  
43  
44  
45  
46  
47  
48  
49  
50  

Look at the first example and complete the rest.

45 = 4 tens + 5 units
43 = tens + units
42 = tens + units
44 = tens + units
41 = tens + units
48 = tens + units

Write the correct number in the correct column.

<table>
<thead>
<tr>
<th>Tens</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td></td>
</tr>
<tr>
<td>46</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td></td>
</tr>
<tr>
<td>39</td>
<td></td>
</tr>
</tbody>
</table>
Squares, rectangles, triangles and circles

Granny made this beautiful quilt. Identify all the shapes.

Colour the squares blue, the rectangles yellow, the triangles green and the circles red.

Choose and colour the correct answer:

- blue: straight edges, curved edges
- yellow: straight edges, curved edges
- red: straight edges, curved edges
- green: straight edges, curved edges
How many circles, squares, triangles and rectangles do you count?

Draw your own picture using circles, squares, triangles and rectangles.
Addition and subtraction up to 20

Quick recall.

\[
\begin{array}{ccc}
4 + 5 - 1 &=& \\
10 + 3 + 2 &=& \\
9 - 4 - 3 &=& \\
14 - 6 + 4 &=& \\
13 - 9 + 2 &=& \\
9 + 3 - 2 &=& \\
18 - 9 - 4 &=& \\
12 - 5 - 2 &=& \\
20 - 7 + 1 &=& \\
8 - 2 - 1 &=& \\
7 + 8 + 1 &=& \\
19 - 10 + 5 &=& \\
10 + 5 - 4 &=& \\
13 - 8 + 1 &=& \\
16 - 7 + 3 &=& \\
6 + 5 - 3 &=& \\
\end{array}
\]

Add the following.

\[
\begin{align*}
10 + 2 &= 6 \\
10 + 8 &= \\
10 + 6 &= 18 \\
10 + 3 + 5 &= \\
10 + 3 + 8 &= \\
10 + 7 &= 17 \\
10 + 4 &= 14 \\
10 + 5 &= 15 \\
10 + 2 &= 12 \\
10 + 6 &= 16 \\
10 + 4 &= 14 \\
10 + 7 &= 17 \\
10 + 5 &= 15 \\
\end{align*}
\]
Subtract the following.

I bought 15 sweets. I ate 2. I gave my friend 4. How many sweets do I have left?
Addition and subtraction up to 50

Quick recall.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>20 + 2 - 1 =</td>
<td>36 - 6 + 2 =</td>
<td>42 - 2 + 4 =</td>
<td>47 + 4 - 1 =</td>
</tr>
<tr>
<td>30 + 3 + 6 =</td>
<td>42 + 9 - 1 =</td>
<td>33 - 2 - 1 =</td>
<td>49 - 1 + 2 =</td>
</tr>
<tr>
<td>55 - 5 - 0 =</td>
<td>38 - 7 - 1 =</td>
<td>45 + 1 + 2 =</td>
<td>50 - 5 + 3 =</td>
</tr>
<tr>
<td>24 - 3 + 2 =</td>
<td>32 - 5 - 2 =</td>
<td>49 - 10 + 1 =</td>
<td>29 + 5 - 4 =</td>
</tr>
</tbody>
</table>

Add the following.

Now try your own method.
I have a R10 note, a R5 coin, a R20 note and a R2 coin in my piggy bank. How much money did I save?
More addition

Add the numbers in each block and write the total.

1 10 5
10

2 10 6
20

3 20 5
20

4 20 4
10

Add.

13 + 12 = 

14 + 12 = 

19 + 11 = 

16 + 13 = 

15 + 14 = 

Date:
Add.

<table>
<thead>
<tr>
<th></th>
<th>12 + 11</th>
<th></th>
<th>13 + 15</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>=</td>
<td>1 0</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>=</td>
<td>1 0 + 1 0</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>=</td>
<td>1 0 + 1 0 + 2 + 1</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>=</td>
<td>2 0 + 3</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>=</td>
<td>2 3</td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>26 + 12</th>
<th></th>
<th>23 + 22</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>=</td>
<td></td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>24 + 13</th>
<th></th>
<th>35 + 12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>=</td>
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<td></td>
</tr>
<tr>
<td>=</td>
<td></td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>

Betty bought R36 sweets and Sipho R13. How much money did they spend on sweets?
More addition (continued)

Write the total.

\[ 12 + 10 = \]

\[ 15 + 10 = \]

\[ 19 + 10 = \]

Draw the rest of the beads and complete the sums.

\[ \phantom{0} + \phantom{0} + \phantom{0} + \phantom{0} = \]

\[ \phantom{0} + \phantom{0} + \phantom{0} + \phantom{0} = \]

\[ \phantom{0} + \phantom{0} + \phantom{0} + \phantom{0} = \]

\[ \phantom{0} + \phantom{0} + \phantom{0} + \phantom{0} = \]

\[ \phantom{0} + \phantom{0} + \phantom{0} + \phantom{0} = \]
### Complete.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>+</td>
<td>11</td>
<td>=</td>
</tr>
<tr>
<td>34</td>
<td>+</td>
<td>12</td>
<td>=</td>
</tr>
<tr>
<td>23</td>
<td>+</td>
<td>13</td>
<td>=</td>
</tr>
<tr>
<td>35</td>
<td>+</td>
<td>12</td>
<td>=</td>
</tr>
<tr>
<td>26</td>
<td>+</td>
<td>11</td>
<td>=</td>
</tr>
</tbody>
</table>

### Add.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11 + 10 =</td>
<td></td>
<td>23 + 10 =</td>
<td></td>
</tr>
<tr>
<td>28 + 10 =</td>
<td></td>
<td>37 + 10 =</td>
<td></td>
</tr>
<tr>
<td>34 + 10 =</td>
<td></td>
<td>29 + 10 =</td>
<td></td>
</tr>
</tbody>
</table>

The sum of 27 and 16 is?

Draw a picture to show your answer.

- Make your own word sum using the picture.
Colour the correct answer to show whether these rows and columns are shorter or longer, shorter or taller, or wider or thinner. Colour your answer in the same colour as the blocks.

- Shorter or longer
- Shorter or longer
- Shorter or longer
- Shorter or longer
- Shorter or longer
- Shorter or longer
- Shorter or longer
- Shorter or longer
- Shorter or longer
- Shorter or longer
- Taller or thinner
- Taller or thicker
- Taller or thinner
- Taller or thinner
- Taller or thinner
Now show which boy is taller. Colour your answer the same colour as the boys’ shorts.

Measure the length of the playground using the feet and hands from Cut-out 1.

How many hands long is the playground?

How many feet long is the playground?
### Subtraction

#### Match the cards to the subtraction sums.

<table>
<thead>
<tr>
<th>Card 1</th>
<th>Card 2</th>
<th>Subtraction Sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>2</td>
<td>17 - 7 = 10</td>
</tr>
<tr>
<td>10</td>
<td>8</td>
<td>12 - 2 = 10</td>
</tr>
<tr>
<td>10</td>
<td>7</td>
<td>15 - 5 = 10</td>
</tr>
<tr>
<td>10</td>
<td>5</td>
<td>13 - 3 = 10</td>
</tr>
<tr>
<td>10</td>
<td>3</td>
<td>18 - 8 = 10</td>
</tr>
</tbody>
</table>

#### Use the number line. Write a subtraction sum.

- **First Number Line**
  
  - Subtraction sum: $14 - 4 = 10$

- **Second Number Line**
  
- **Third Number Line**
  
- **Fourth Number Line**
  
- **Fifth Number Line**
  

Date: 86
**Subtract.**

<table>
<thead>
<tr>
<th></th>
<th>16 - 13</th>
<th></th>
<th>14 - 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>3</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>16</td>
<td>13</td>
<td>14</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>27 - 11</th>
<th></th>
<th>35 - 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>10</td>
<td>30</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>26 - 12</th>
<th></th>
<th>48 - 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>10</td>
<td>40</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>8</td>
<td>1</td>
</tr>
</tbody>
</table>

Lisa has 17 counters. She lost 8 counters.

How many counters does she have left? 9

Teacher: [Signature]
Sign: [Signature]
Date: [Date]
More subtraction

Add each set of cards and then subtract the bottom answers from the top answers.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>7</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>5</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>10</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2

Use the number line. Write a subtraction sum.

25 - 12 =

0 0 0 0 0 0
0 0 0 0 0 0
0 0 0 0 0 0
0 0 0 0 0 0
0 0 0 0 0 0
0 0 0 0 0 0
### Subtract.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>45 - 23</strong></td>
<td>[40 - 20 = 20]</td>
</tr>
<tr>
<td><strong>38 - 16</strong></td>
<td>[30 - 10 = 20]</td>
</tr>
<tr>
<td><strong>29 - 14</strong></td>
<td>[20 - 10 = 10]</td>
</tr>
<tr>
<td><strong>48 - 11</strong></td>
<td>[40 - 10 = 30]</td>
</tr>
<tr>
<td><strong>35 - 23</strong></td>
<td>[30 - 20 = 10]</td>
</tr>
<tr>
<td><strong>38 - 15</strong></td>
<td>[30 - 15 = 15]</td>
</tr>
</tbody>
</table>
Even more subtraction

Do the subtraction and put your answer in the blank box.

\[
\begin{align*}
22 - 10 &= \underline{} \\
25 - 10 &= \underline{} \\
29 - 10 &= \underline{}
\end{align*}
\]

Complete the subtraction sums.

\[
\begin{align*}
\underline{} - \underline{} - \underline{} &= \underline{}
\end{align*}
\]

\[
\begin{align*}
\underline{} - \underline{} - \underline{} &= \underline{}
\end{align*}
\]

\[
\begin{align*}
\underline{} - \underline{} - \underline{} &= \underline{}
\end{align*}
\]

\[
\begin{align*}
\underline{} - \underline{} - \underline{} &= \underline{}
\end{align*}
\]
The difference between 35 and 20 is? Draw a picture to show your answer.

35 - 20 = ____________

Make your own word sum using the picture.
Heavy and light

Look at each picture and answer the question.

What is lightest and what is heaviest?

Paste or draw pictures of:

<table>
<thead>
<tr>
<th>Heavy objects</th>
<th>Light objects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
When the red arrow points to the yellow side the object is light and when it points to the blue the object is heavy. Write light or heavy.

light

Draw or paste objects according to what the scale shows.
Let us count in twos.

Draw or paste pictures of things that come in twos.

We started the pattern. Complete it.

<p>| | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
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<tr>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
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<td>19</td>
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<td>91</td>
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<td>93</td>
<td>94</td>
<td>95</td>
<td>96</td>
<td>97</td>
<td>98</td>
<td>99</td>
<td>100</td>
</tr>
</tbody>
</table>
Use the number lines to write a pattern.

Complete the following.

2, 4, 6, __, __, __
62, 64, 66, __, __, __
44, 46, 48, __, __, __
1, 3, 5, __, __, __

13, 15, 17, __, __, __
55, 57, 59, __, __, __
10, 8, 6, __, __, __
98, 96, 94, __, __, __

26, 24, 22, __, __, __
11, 9, 7, __, __, __
29, 27, 25, __, __, __
95, 93, 91, __, __, __
Double

Look at the first and second picture. What happened?

Add the dots and write a sum for each.

```
[Images of dot arrangements]
[Images of sums]
```

Date: 96
I have R5. My friend has double that. How much money does she have?
Double again

Look at the first and second picture. What happened?

Add the dots and write a sum for each.

1

Date:
Use the number lines to write a sum.

Double the following numbers.

Double 6

\[ \square + \square = \square \]

\[ 2 \times 6 = 12 \]

Double 7

\[ \square + \square = \square \]

Double 8

\[ \square + \square = \square \]

Double 9

\[ \square + \square = \square \]

Double 10

\[ \square + \square = \square \]

My friend has 9 marbles. I have double that. How many marbles do I have?

\[ 2 \times 9 = \square \]
Double up

Circle the beads to double the numbers. We started the first one for you.

Double 5

Double 6

5 + 5 =

Double 7

Double 8

Double 9

+  =

+  =

+  =
Double the numbers. Colour the blocks to show your answer.

Double 6

\[ 6 + 6 = \_
\]

\[ 2 \times 6 = \_
\]

Double 8

\[ \_
\]

\[ 2 \times \_ = \_
\]

Double 7

\[ \_ + \_ = \_
\]

\[ 2 \times \_ = \_
\]

Double 9

\[ \_ + \_ = \_
\]

\[ 2 \times \_ = \_
\]

Double 10

\[ \_ + \_ = \_
\]

\[ 2 \times \_ = \_
\]

I scored 8 points. My friend scored double that. How many points does my friend have?
More doubling

<table>
<thead>
<tr>
<th>Double 12</th>
</tr>
</thead>
</table>
| [Image]  
| [Image]  
| [Image]  
| [Image]  

Circle the beads to double the numbers. We started the first one for you.

<table>
<thead>
<tr>
<th>Double 13</th>
</tr>
</thead>
</table>
| [Image]  
| [Image]  

<table>
<thead>
<tr>
<th>Double 15</th>
</tr>
</thead>
</table>
| [Image]  

<table>
<thead>
<tr>
<th>Double 14</th>
</tr>
</thead>
</table>
| [Image]  

<table>
<thead>
<tr>
<th>Double 11</th>
</tr>
</thead>
</table>
| [Image]  

<table>
<thead>
<tr>
<th>Double 16</th>
</tr>
</thead>
</table>
| [Image]  
| [Image]  

Date: [ ]
Double the numbers. Colour the blocks to show your answer.

Double 11
\[
\begin{align*}
11 + 11 &= \\
2 \times 11 &= 
\end{align*}
\]

Double 13
\[
\begin{align*}
\_ + \_ &= \\
2 \times \_ &= 
\end{align*}
\]

Double 14
\[
\begin{align*}
\_ + \_ &= \\
2 \times \_ &= 
\end{align*}
\]

Double 15
\[
\begin{align*}
\_ + \_ &= \\
2 \times \_ &= 
\end{align*}
\]

Double the following.

Double 11
\[
\begin{align*}
\_ + \_ &= \\
2 \times \_ &= 
\end{align*}
\]

Double 13
\[
\begin{align*}
\_ + \_ &= \\
2 \times \_ &= 
\end{align*}
\]

Double 16
\[
\begin{align*}
\_ + \_ &= \\
2 \times \_ &= 
\end{align*}
\]

Double 17
\[
\begin{align*}
\_ + \_ &= \\
2 \times \_ &= 
\end{align*}
\]

Double 18
\[
\begin{align*}
\_ + \_ &= \\
2 \times \_ &= 
\end{align*}
\]

I got 14 words correct in a spelling game. The winner got double that number. How many did the winner get?
Containers and capacity

Talk about the containers on the desks.

Say if the containers are full or empty.
Colour in to show that these containers are ______________.

Draw your own containers and colour their contents to show:

<table>
<thead>
<tr>
<th>Empty</th>
<th>Full</th>
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</thead>
<tbody>
<tr>
<td>Empty</td>
<td>Full</td>
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<td>Empty</td>
<td>Full</td>
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</tbody>
</table>
How many sweets are on each table?

Make a drawing of the following.

3 groups of 3

4 groups of 3

5 groups of 3

Complete the following:

2 groups of 3

\[ 3 + 3 = \quad \quad 2 \times 3 = \quad \]

5 groups of 3

\[ 3 + 3 + 3 + 3 + 3 = \quad 5 \times 3 = \quad \]

4 groups of 3

\[ 3 + 3 + 3 + 3 = \quad 4 \times 3 = \quad \]

6 groups of 3

\[ 3 + 3 + 3 + 3 + 3 + 3 = \quad 6 \times 3 = \quad \]

7 groups of 3

\[ 3 + 3 + 3 + 3 + 3 + 3 + 3 = \quad 7 \times 3 = \quad \]
Make a drawing of the following.

3, 6, 9, 12. \(\ldots\) , \(\ldots\)

\[3 + 3 + 3 + 3 + 3 + 3 = \]

6 groups of \[= \]

\[6 \times 3 = \]

The cooking pot has three legs.
How many legs do 7 cooking pots have?
Number patterns: threes

Let us count in threes.

Draw or paste pictures of things that come in threes.

We started the pattern. Complete it.

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</table>
Use the number lines to write a pattern.

Complete the following.

3, 6, 9, __, __, __
36, 39, 42, __, __, __
12, 15, 18, __, __, __

1, 4, 7, __, __, __
22, 25, 28, __, __, __
15, 12, 9, __, __, __

99, 96, 93, __, __, __
66, 63, 60, __, __, __
40, 37, 34, __, __, __

There are 10 tricycles at the preschool. How many tricycle wheels will there be?
Multiplication: $\times 4$

How many sweets are on each table?

Complete the following.

3 groups of 4

$4 + 4 + 4 = 3 \times 4 = \square$

2 groups of 4

$4 + 4 = 2 \times 4 = \square$

4 groups of 4

$4 + 4 + 4 + 4 = 4 \times 4 = \square$

6 groups of 4

$4 + 4 + 4 + 4 + 4 + 4 = 6 \times 4 = \square$

7 groups of 4

$4 + 4 + 4 + 4 + 4 + 4 + 4 = 7 \times 4 = \square$

Make a drawing of the following.

3 groups of 4

4 groups of 4

5 groups of 4
A horse has 4 legs. How many legs do 3 horses have?

Make a drawing of the following.

4. 8, ___.

\[ 4 + 4 + 4 = \quad \text{Drawing} \]

3 groups of 4 =

\[ 3 \times 4 = \quad \text{Drawing} \]

3, 6, 9, ___.

\[ 3 + 3 + 3 + 3 = \quad \text{Drawing} \]

4 groups of =

\[ 4 \times \quad = \]

4 8 12 16 20 24

28 32 36 40
Let us count in fours.

Draw or paste pictures of things that come in fours.

We started the pattern. Complete it.

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There are four biscuits in a packet. I sold 9 packets. How many biscuits did I sell?

Complete the following.

4, 8, 12, __, __, __
28, 32, 36, __, __, __
12, 16, 20, __, __, __
1, 5, 9, __, __, __
42, 46, 50, __, __, __
20, 16, 12, __, __, __
48, 44, 40, __, __, __
60, 56, 52, __, __, __
70, 66, 62, __, __, __

Use the number lines to write a pattern.
More multiplication stories

Make your own story using words such as eyes, legs, hands, feet, animals, people. Add a number to each.

A cat has 2 eyes. How many eyes do 4 cats have?

Colour the cats’ eyes.

Show it with counters.

Show it on a number line.
A tricycle has 3 wheels. How many wheels do 5 tricycles have?

Show it with counters.

Show it on a number line.

A dog has 4 legs. How many legs do 4 dogs have?

Show it with counters.

Show it on a number line.
Talk about the clock.

The short hand shows us the hours. Here it shows 7 hours.

The hand on the clock goes round and round, round and round, round and round. The hand on the clock goes round and round, To tell us the time.

What is the short hand showing us?

- hour
- hours
- hours
- hours
- hours
- hours
- hours
- hours
- hours
- hours
- hours
- hours
Draw the short hand.

4 hours

1 hours

11 hours

7 hours

9 hours

10 hours

2 hours

5 hours

3 hours

6 hours

8 hours

12 hours

What can take an hour to do? Colour in the correct answer.

- Doing homework
- Sleeping
- Brushing teeth
Let us count in fives.

Number patterns: fives

Draw or paste pictures of things that come in fives.

We started the pattern. Complete it.

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</tbody>
</table>
Use the number lines to write a pattern.

Complete the following.

5, 10, 15, __, __, __
20, 25, 30, __, __, __
30, 35, 40, __, __, __
1, 6, 11, __, __, __
23, 28, 33, __, __, __
25, 20, 15, __, __, __
50, 45, 40, __, __, __
60, 55, 50, __, __, __
54, 49, 44, __, __, __
Minutes

How do we use the short black lines on the clock’s face?

Think of all the things you can do in one minute.

Fill in the minutes.

Write down the numbers in the red squares here.
You might need an adult to help you.

<table>
<thead>
<tr>
<th>1 minute</th>
<th>5 minutes</th>
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<th>30 minutes</th>
<th>60 minutes</th>
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</table>
More minutes

Talk about the clock.

The **long hand** shows us minutes.
Here it shows 10 minutes.

The hand on the clock goes round and round,
round and round, round and round.
The hand on the clock goes round and round,
To tell us the time.

What is the **long hand** showing us?

- minutes
- minutes
- minutes
- minutes
- minutes
- minutes

Date: 122
Draw the long hand.

What can take one minute to do? Colour in the correct answer.

Skipping  Playing  Eating

55 minutes  35 minutes
60 minutes  10 minutes
45 minutes  12 minutes
Grouping and sharing

How many blocks are in each circle? Share them equally between the children.

How many blocks are in each circle? Write the total in the blue circle.

Share the blocks equally between the circles.
Draw the following. Write a sum for each.

3 groups of 2

2 groups of 14

Plus sum:
Times sum:

Plus sum:
Times sum:

Share 12 counters between 4.

Share 30 counters between 3.

Minus sum:
Shared between (division sum):

Minus sum:
Shared between (division sum):

Calculate.

2 groups of 7 ________________ 3 groups of 8 ________________
4 groups of 5 ________________ 2 groups of 15 ________________
Share 18 between 2 ____________ Share 24 between 3 ____________
Share 35 between 5 ____________ Share 50 between 10 ____________

There were 6 groups of 5 children each at my party. How many children were at my party?
More grouping and sharing

How many blocks are in each circle? Share them equally between the children.

How many counters are in each circle? Write the total in the blue circle.

Divide the counters between the circles.
Draw the following. Write a sum for each.

3 groups of 12

5 groups of 10

Calculation:

2 groups of 11

4 groups of 4

Share 20 by 2

Share 50 by 5

3 groups of 10

2 groups of 25

Share 27 by 3

Share 28 by 2

Double share

Plus sum:

Times sum:

Share 24 counters between 4.

Share 25 counters between 5.

Minus sum:

Shared between (division sum):
Yet more grouping and sharing

How many counters are in each circle? Share them equally between two children.

How many counters are in each circle?

Cut the shapes from Cut-out 4 and paste it in the correct block. Count the shapes.
Share the shapes between the children. Use the shapes from Cut-out 4. (Worksheet 60 section)

- triangles
- squares

Share the fruit between the children. Draw them.

- oranges
- apples

John and Belinda shared 12 sweets equally. How many sweets did each get?
Grouping and sharing again

How many beads do you count in each circle? Share them between the children.

How many beads are in each circle?

Cut the beads from Cut-out 4 (Worksheet 61 section) and paste them here. Count the beads.

Red beads

Blue beads

Yellow beads

Green beads
Draw an equal number of beads for each child.

Share the beads between the children. Draw them.

Busi and Zaheda shared 32 coloured pencils equally. How many pencils did they each get?
Halves: 1 – 20

What happened to the apples?

Share the fruit on the left in the baskets on the right. Draw it.
Draw a line to show half.

What is half of each plate of food?
Tell your friend how the beads are shared between the two bowls.

Share the beads equally between the two baskets. Draw them as you place them into the basket.
Colour one half a different colour.

Half of 20 is \(10\)

Half of 22 is \(\)  

Half of 28 is \(\)  

Half of 26 is \(\)  

Half of 40 is \(\)  

Half of 44 is \(\)  

Half of 46 is \(\)  

Half of 50 is \(\)  

Colour half of each diagram.
Sort the fruit. Make your own drawing to show it. Write the total in the box.

Through sorting I put the same fruit together.

Draw a pictograph of your sorted fruit.

Look at the fruit and answer the questions.

Which fruit do we have the most?

Which fruit do we have the least?
Worksheet 22

Historical and Special events

Human Rights Day  
Day of Reconciliation  
Workers’ Day

Youth Day  
Heritage Day  
National Woman’s Day

Freedom Day

Symbols of the religions

<table>
<thead>
<tr>
<th>Bahai</th>
<th>Judaic</th>
<th>Buddhist</th>
<th>Islamic</th>
<th>Christian</th>
<th>Traditional</th>
<th>African</th>
<th>Hindu</th>
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</table>
Cut-out 3

Worksheets 25 and 26