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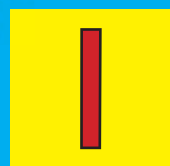
We sincerely hope that children will enjoy working through the book as they grow and learn, and that you, the teacher, will share their pleasure.

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

MATHEMATICS IN ENGLISH
GRADE 2 – BOOK 2
TERMS 3 & 4
ISBN 978-1-4315-0136-6

THIS BOOK MAY NOT BE SOLD.

Revised and CAPS aligned

Grade 2

MATHEMATICS IN ENGLISH

Book 2
Terms 3 & 4

Name:

Class:

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

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Grade 2

Mathematics

This book belongs to:

_____

ENGLISH

Book 2

Term 3
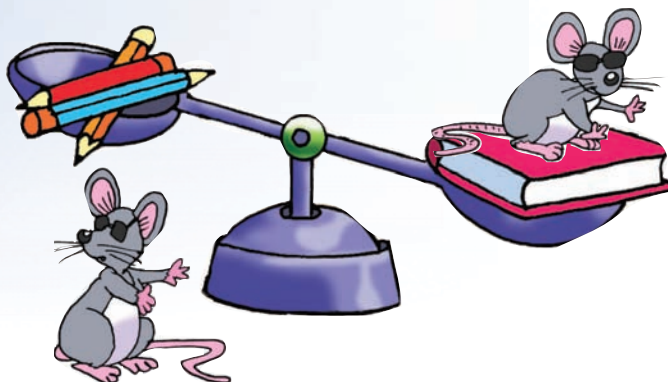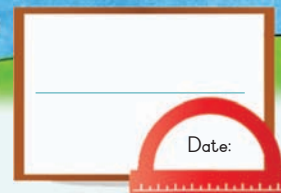
Numbers 50 to 99

1 Colour in 58 circles.

| 5 | 0 |

| 8 |

2 Write an answer. The first example will guide you.

| 6 0 | 8 | 8 0 | 6 | 5 0 | 3 |

60 + 8 = 68

=

=

| 7 0 | 1 | 9 0 | 5 | 6 0 | 9 |

=

=

=

3 Write your answers for the above in words:

sixty-eight

1 2 3 4 5 6 7 8 9 10
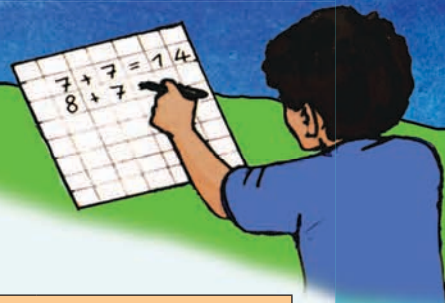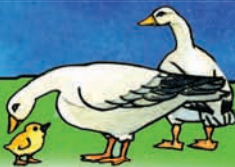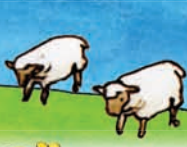
Write down two numbers that are smaller and two numbers that are bigger than the given number.

Smaller		Number	Bigger	
		55		
		63		
		88		
		95		
		71		

Complete these number lines.

| 80 | 81 | 82 | | | | 86 | 87 | | 89 | 90 |

| 60 | 59 | 58 | | | | | | | | 50 |

| 67 | 68 | 69 | | | | 73 | 74 | | | 77 |
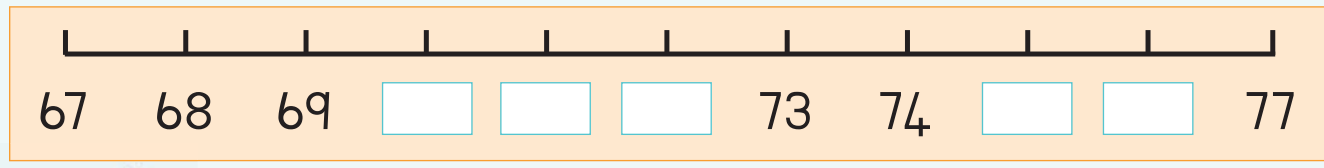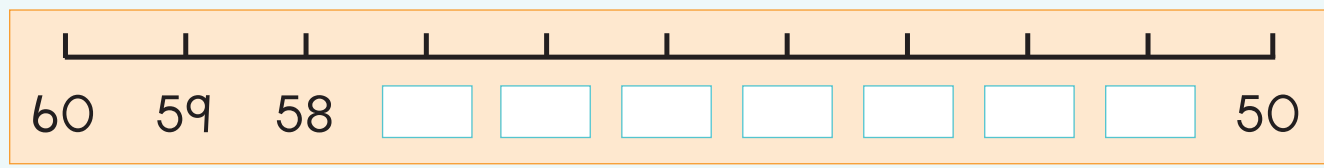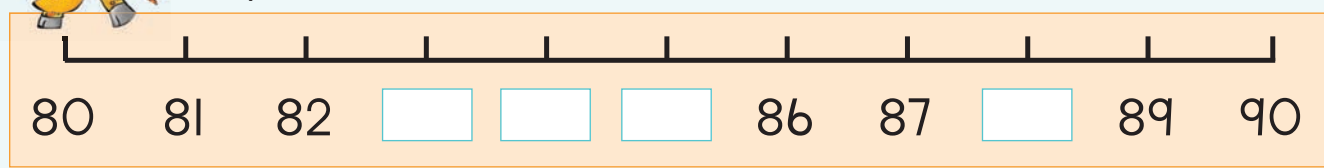
Cut three numbers between 50 and 99 from a magazine or newspaper. Paste them here.

Teacher:
Sign:
Date:

Term 3

Numbers 100 to 150

Date:

1 Colour in 139 circles.

1	0	0
3	0	
q		

2 Write a number sentence for:

1 0 0 2 0 **8**	1 0 0 4 0 **q**	1 0 0 4 0 **2**
100 + 20 + 8 = 128	=	=
1 0 0 5 0	1 0 0 2 0 **7**	1 0 0 3 0 **5**
=	=	=

3 What number comes between?

103 and 105? _____

139 and 141? _____

120 and 122? _____

150 and 148? _____

146 and 148? _____

1 2 3 4 5 6 7 8 9 10

Write down two numbers smaller and
two numbers bigger than the given number.

Smaller		Number	Bigger	
		123		
		145		
		108		
		141		
		134		

Complete these number lines.

150   151   ☐   153   ☐   ☐   156   ☐   ☐   ☐   160

180   179   178   ☐   ☐   ☐   ☐   ☐   ☐   ☐   ☐

166   167   ☐   ☐   ☐   ☐   172   ☐   ☐   175   176
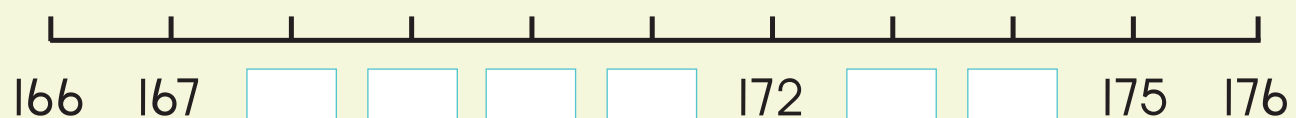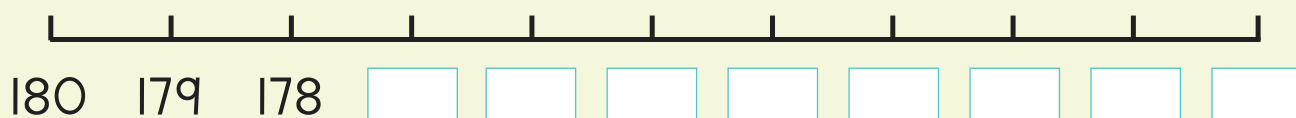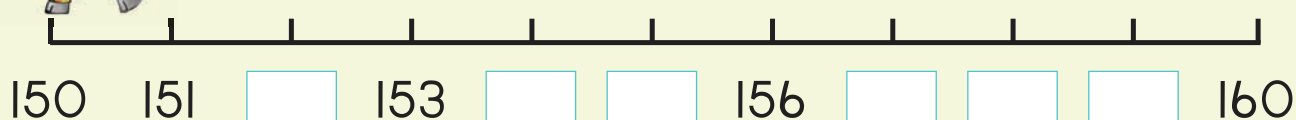
Cut three numbers between 100 and 150 from a magazine or newspaper.
If you cannot find any, cut digits to make up the three numbers. Paste
them here in order from smallest to biggest.

Full, half full, empty

Date:

1 Talk about the bottles on the teacher's table.
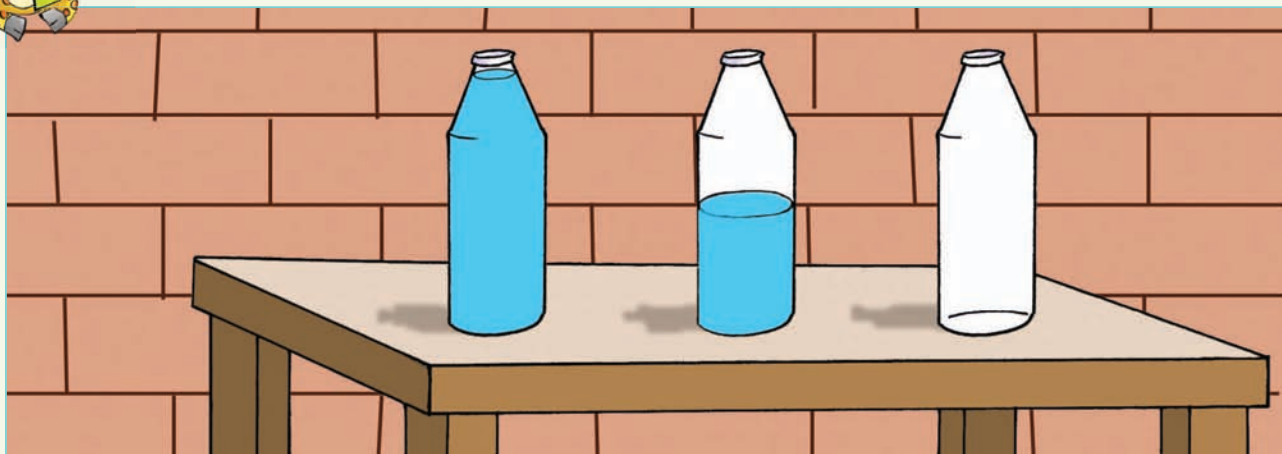
2 Say if the container is full, half full or empty.

1 2 3 4 5 6 7 8 9 10
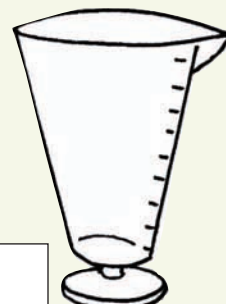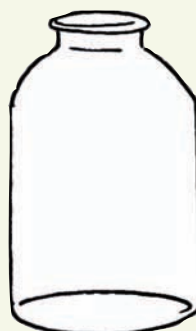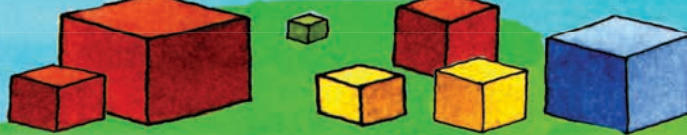
Colour in to show how much liquid is in the containers.

Full	Half full	Empty
2ℓ 1ℓ	2ℓ 1ℓ	2ℓ 1ℓ
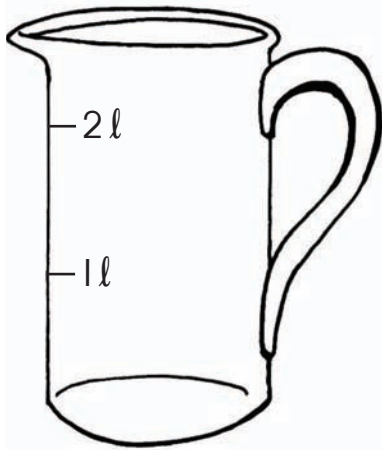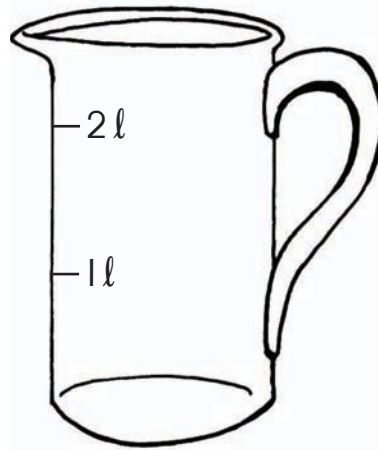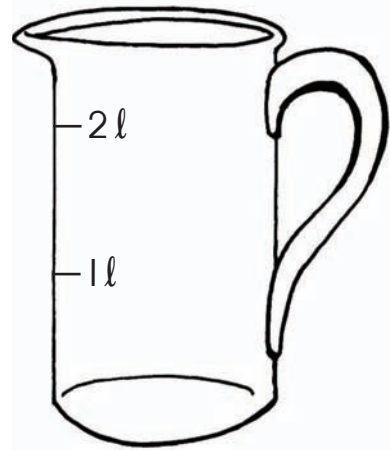
Draw three of your own containers. Each container can hold 4 litres. Then colour them to show that the container is:

Full	Half full	Empty

Which container holds the most?

More capacity

1 Look at the pictures. What are the children doing?

2 Up to where will the spoons fill the measuring cup? Colour in.

One teaspoon fills the cup up to here.

1 2 3 4 5 6 7 8 9 10

How many spoons more do you need to fill the measuring cup?

Gogo uses 2 cups of milk to make a pudding.
If she doubles the recipe, how much milk will she need?

Teacher:
Sign:
Date:
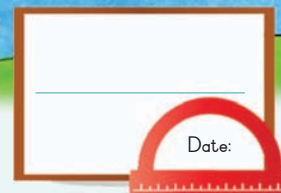
Numbers 150 to 170

Date:

Colour in 162 circles.

| 1 | 0 | 0 |

| | 6 | 0 |

| 2 |

2 Write a number for:

| 1 0 0 | 5 0 | 2 |
| 100 + 50 + 2 = 152 |

| 1 0 0 | 6 0 | 7 |
=

| 1 0 0 | 7 0 |
=

| 1 0 0 | 6 0 | 9 |
=

| 1 0 0 | 5 0 | 4 |
=

| 1 0 0 | 6 0 | 1 |
=

3 Which numbers come between:

150 and 155 _____

158 and 162 _____

170 and 165 _____

163 and 167 _____

172 and 166 _____

1 2 3 4 5 6 7 8 9 10

Give two numbers smaller and two numbers bigger than the given number.

Smaller		Number	Bigger	
		155		
		168		
		151		
		162		
		160		

Complete the number lines.

150 151 152 [ ] [ ] [ ] [ ] 157 158 [ ] [ ]

154 155 156 [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]

160 [ ] 162 [ ] 164 165 [ ] [ ] [ ] [ ] 170

Cut three numbers between 150 and 170 from a magazine or newspaper. Paste them here from biggest to smallest.

11 12 13 14 15 16 17 18 19 20

Term 3

Counting and estimating (0 – 100)

Date:

1 Estimate and then count the beads.
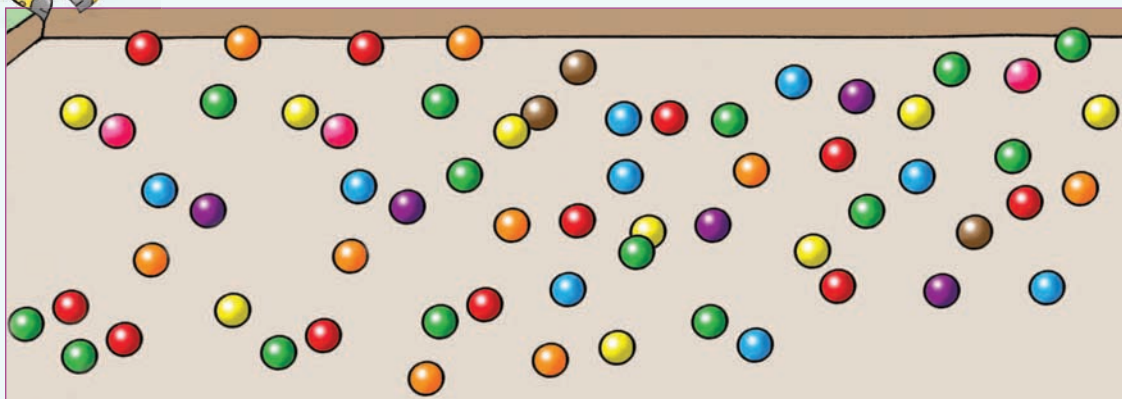
estimate

count

2 There are 10 blocks in the container.
Estimate and then count.
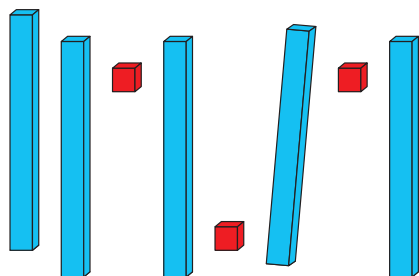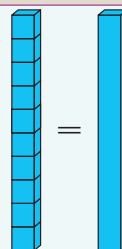
=

estimate

count
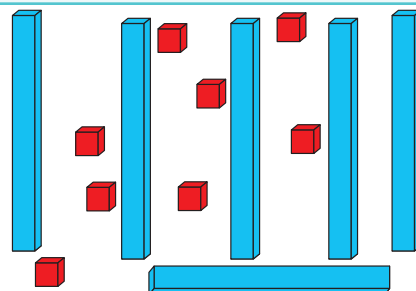
estimate

count

estimate

count

estimate

count

estimate

count

estimate

count

1   2   3   4   5   6   7   8   9   10
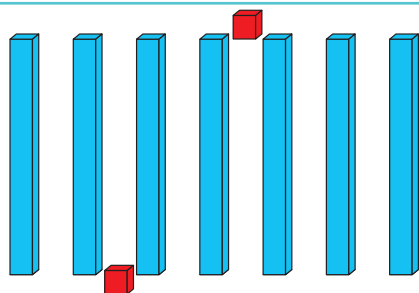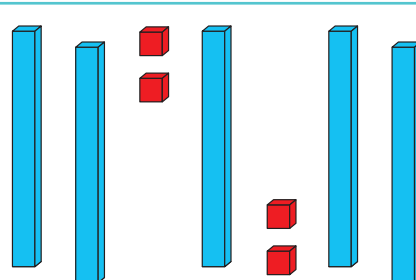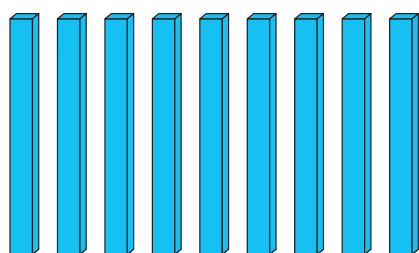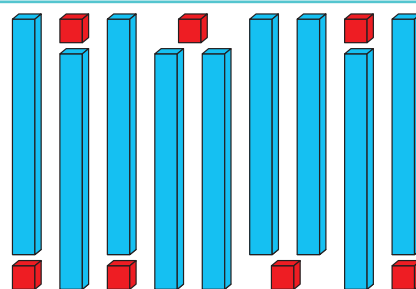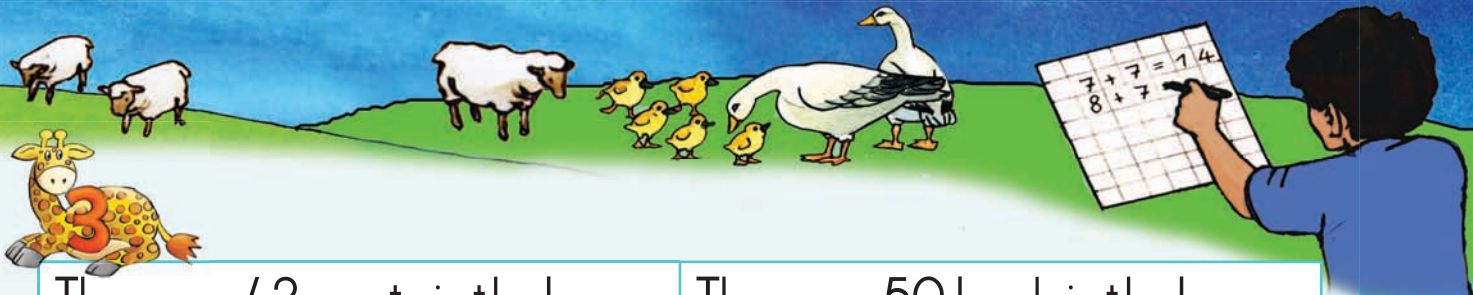
There are 42 sweets in the box. How many are hidden?

There are 50 beads in the box. How many are hidden?
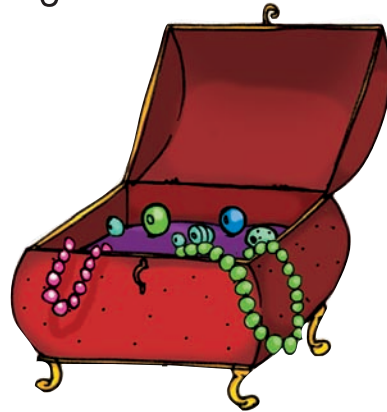
There are 78 sweets in the box. How many are hidden?

There are 100 beads in the box. How many are hidden?

How fast can you do this?

Each container holds 10 blocks. How many blocks are here?
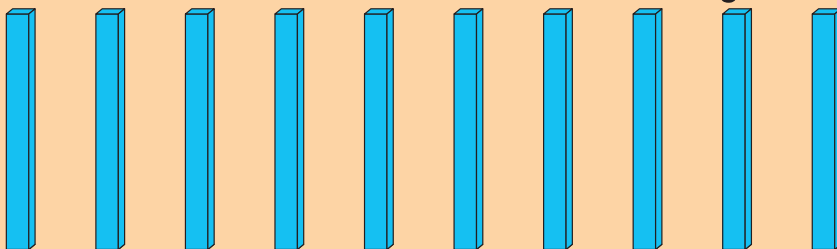
More data

Sort the flowers. Make your own drawing. Write the total in the box.

1 2 3 4 5 6 7 8 9 10

Date:

2 Draw a pictograph of your sorted flowers. What will your heading be?

KEY: ❀

🔵	🔴	🟢	🟣	🟡

3 Answer the following questions:

How many purple flowers are there? [ ]

How many red flowers are there? [ ]

How many green flowers are there? [ ]

How many pink flowers are there? [ ]

How many yellow flowers are there? [ ]

What is the most popular colour flower? [ ]

What is the least popular colour flower? [ ]

What is your favourite colour flower? [ ]

Teacher:
Sign:
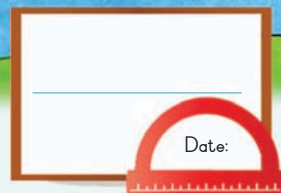
Date:

Addition: 0 to 50
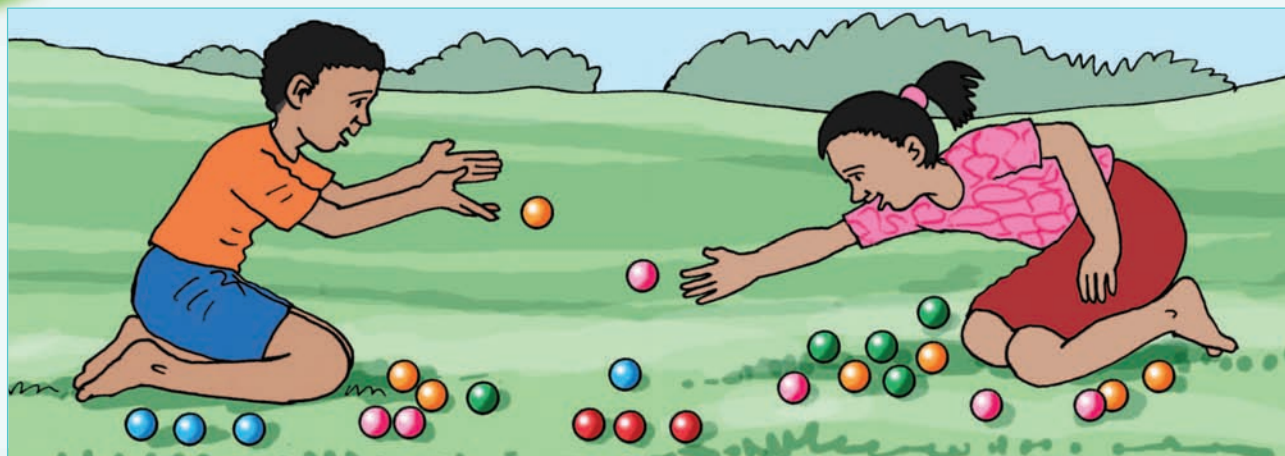
Look at the picture and add the marbles.

red	+	blue		+		=	
green	+	blue		+		=	
pink	+	blue		+		=	
green	+	orange		+		=	
red	+	green		+		=	

Match the cards with the correct sums. Draw a line from the sum to the correct cards.

| 2 | 5 | 3 | 7 |
| 1 0 | 2 0 | 3 0 | 4 0 |

| 7 + 40 = 47 | 10 + 2 = 12 | 20 + 5 = 25 | 3 + 30 = 33 |

1 2 3 4 5 6 7 8 9 10

Add.

10	+	3	= [ ]	30 + 2 = [ ]
20	+	5	= [ ]	30 + 7 = [ ]
40	+	1	= [ ]	20 + 6 = [ ]
10	+	4	= [ ]	40 + 8 = [ ]
30	+	9	= [ ]	

Add.

16 + 13

6 | 3 | 9
10 + 10 = 20

1 6 + 1 3 = 2 9

24 + 12

4 | 2 | [ ]
20 + 10 = [ ]

[ ] + [ ] = [ ]

37 + 11

7 | 1 | [ ]
30 + 10 = [ ]

[ ] + [ ] = [ ]

25 + 23

5 | 3 | [ ]
20 + 20 = [ ]

[ ] + [ ] = [ ]

36 + 12

6 | 2 | [ ]
30 + 10 = [ ]

[ ] + [ ] = [ ]

28 + 21

8 | 1 | [ ]
20 + 20 = [ ]

[ ] + [ ] = [ ]

Lisa has 16 counters and Aakar has 12.

What is the total? [ ]

11 12 13 14 15 16 17 18 19 20

Addition: 0 to 75

Date:

1 What is the total of each block?

1	10
5	10

6	20
2	10

3	20
5	30

4	40
4	30

2 Add.

12 + 11

☐ ☐ + ☐ ☐

= ☐ + ☐ + ☐ + ☐

= ☐ + ☐

= ☐

23 + 41

☐ ☐ + ☐ ☐

= ☐ + ☐ + ☐ + ☐

= ☐ + ☐

= ☐

3 Complete.

28	+	11	=	2 8	+	1 0	+	1	=	38	+	1	=	39
34	+	12	=	3 4	+	1 0	+	2	=	☐	+	☐	=	☐
43	+	23	=	4 3	+	2 0	+	3	=	☐	+	☐	=	☐
45	+	23	=	4 5	+	2 0	+	3	=	☐	+	☐	=	☐
56	+	11	=	5 6	+	1 0	+	1	=	☐	+	☐	=	☐

1 2 3 4 5 6 7 8 9 10
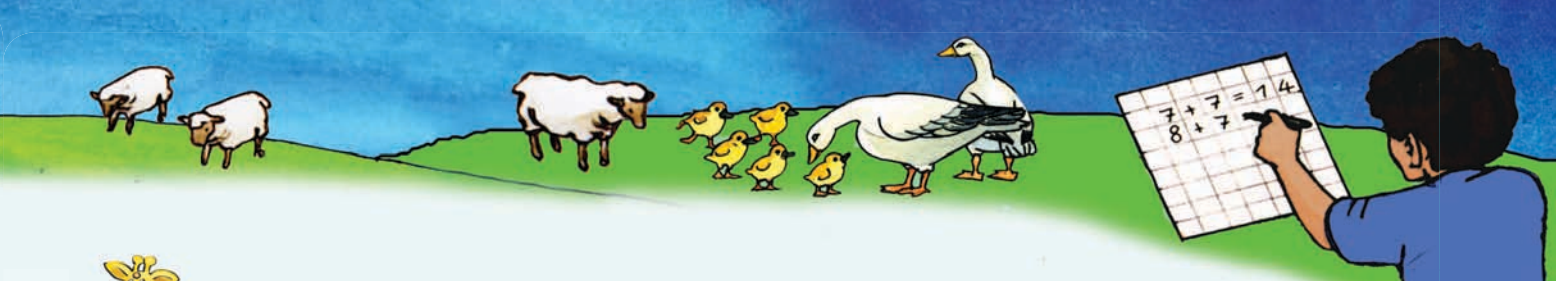
Add.

21 + 10 = ☐   53 + 10 = ☐   46 + 10 = ☐

68 + 10 = ☐   37 + 10 = ☐   42 + 10 = ☐

74 + 10 = ☐   19 + 10 = ☐   55 + 10 = ☐

The sum of 47 and 6 is? ☐
Draw a picture to show your answer.

Make your own word sum using the pictures.
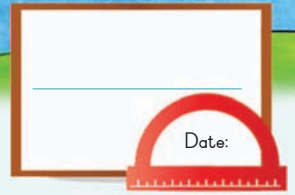
More addition: 0 to 75

Date:

1 Match the cards. Draw a line from the sum to the correct cards.

9	5	4	7
6 0	5 0	7 0	4 0

7 + 40 = 47	60 + 9 = 69	50 + 5 = 55	4 + 70 = 74

2 Write a sum for the following and then fill in the answers.

[ ] + [ ] = [ ]

[ ] + [ ] = [ ]

[ ] + [ ] = [ ]
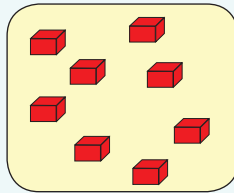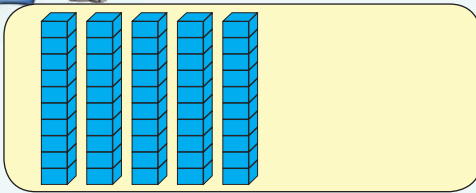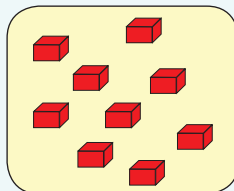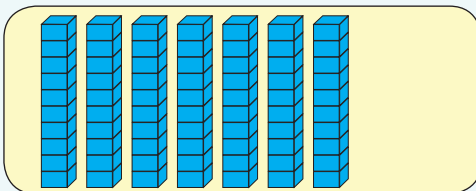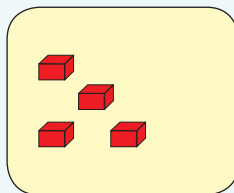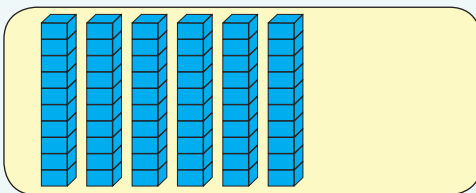
3 Add.

6 0 + 4 = [ ]   3 0 + 2 = [ ]

4 0 + 9 = [ ]   5 0 + 4 = [ ]

2 0 + 8 = [ ]   1 0 + 7 = [ ]

7 0 + 5 = [ ]   7 0 + 8 = [ ]

5 0 + 6 = [ ]

1 2 3 4 5 6 7 8 9 10

Add.

56 + 15

34 + 17

| 56 | + | 15 | = | 71 |

| | + | | = | |

48 + 13

63 − 41

| | + | | = | |

| | + | | = | |

75 − 51

72 − 49

| | + | | = | |

| | + | | = | |

Make a drawing to show that Mbali has 52 blocks and Zander has 36.

What is the total? _____

Teacher:
Sign:
Date:
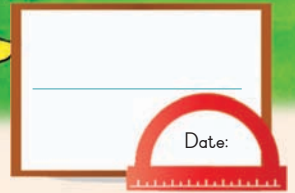
Balls, boxes and cylinders

Can you still remember what shapes these are?

These words might help you:

boxes

balls

cylinders

Identify the balls, boxes and cylinders by writing the word below each.

1 2 3 4 5 6 7 8 9 10
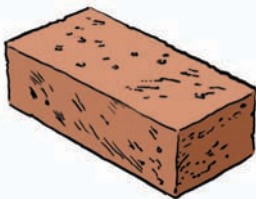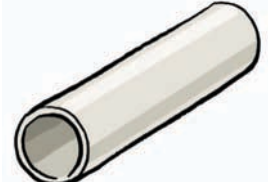
2 Colour the smaller objects blue.
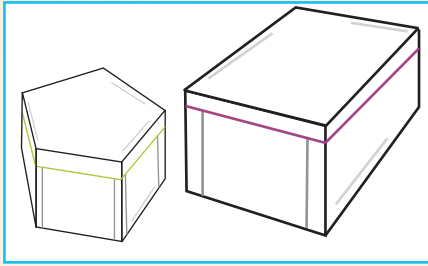
boxes	balls	cylinders
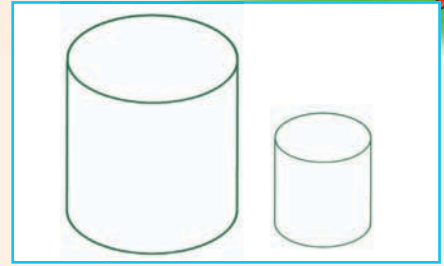
3 Draw a bigger object.
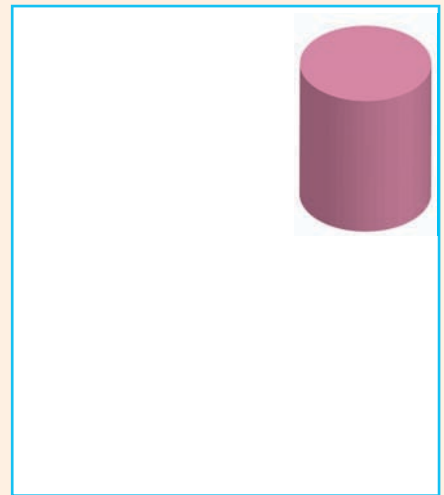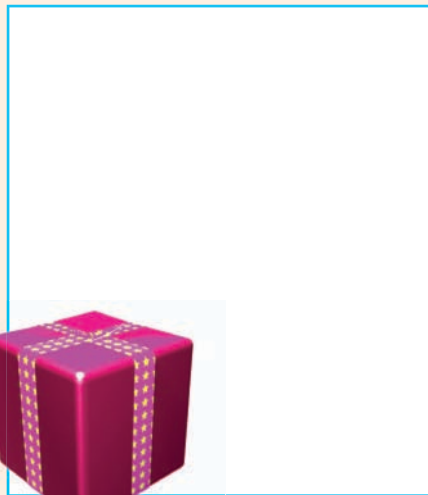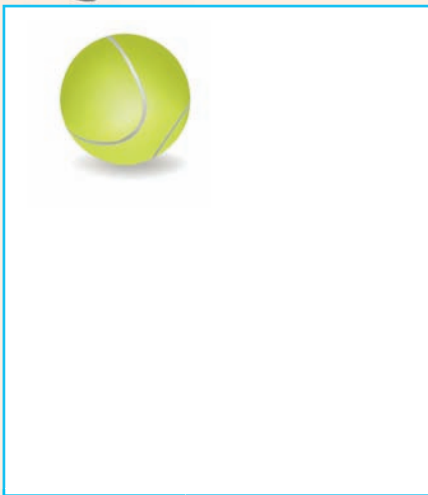
4 You want to put your mother's birthday present in this container. You need to explain to the shop assistant what you are looking for. How would you explain it.

_____

_____

_____

_____

Term 3
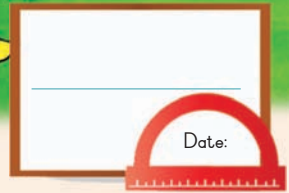
Slide, roll and build with 3-D objects

Date:

Your teacher will do this activity practically with you to see if the following will balance:

- A box on top of a box.
- A ball on top of a box.
- A ball on top of a ball.
- Two boxes on top of one box.

Boxes, balls and cylinders can roll or slide. Your teacher will give you the following objects to see if it will roll or slide. After doing the activity practically say if the objects will roll or slide.
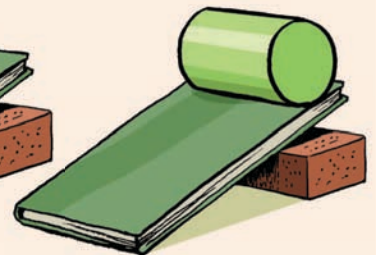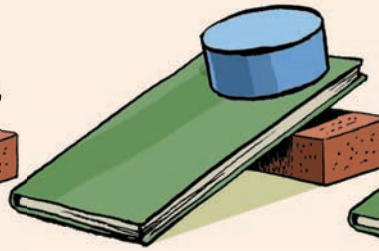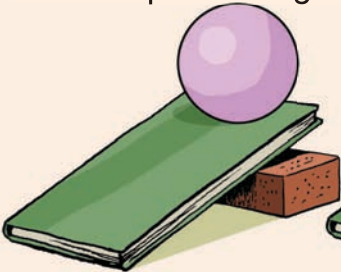
Find pictures of objects in magazines that will roll or slide and paste it here.

roll	slide

1 2 3 4 5 6 7 8 9 10
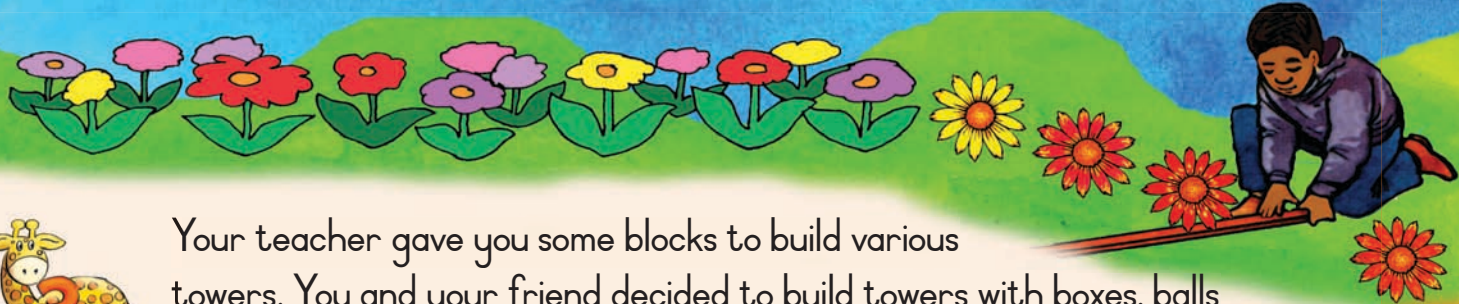
Your teacher gave you some blocks to build various towers. You and your friend decided to build towers with boxes, balls and cylinders. This is what you build or tried to build. Say if it worked or not.
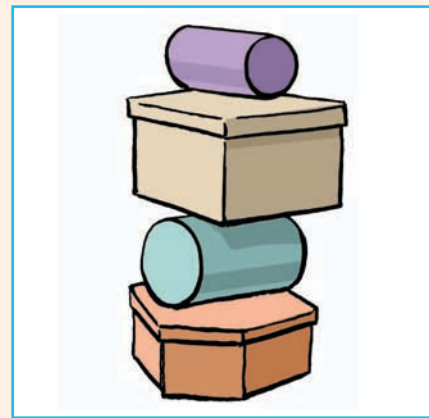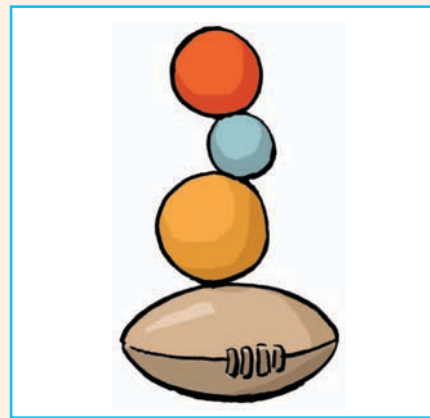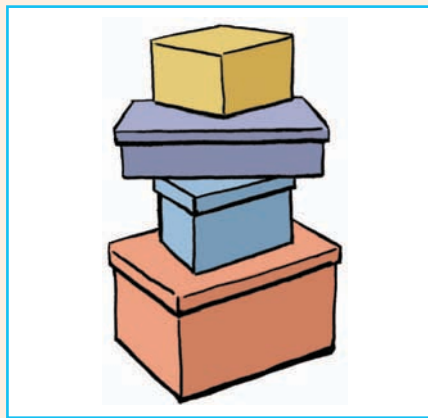
This will work
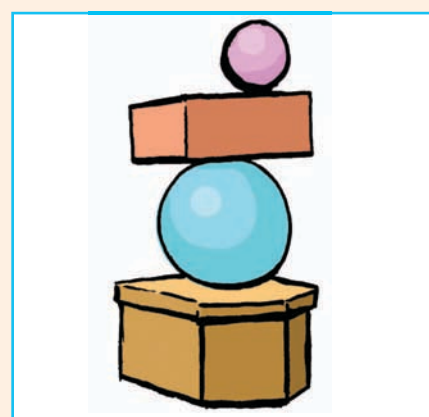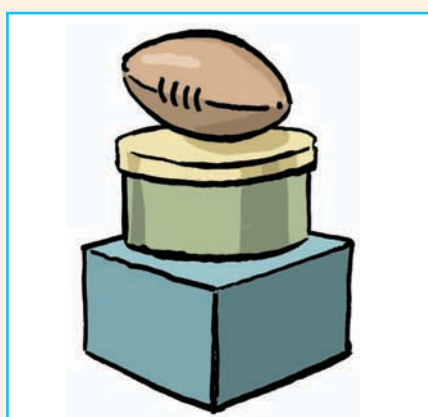
Here are some match box towers.
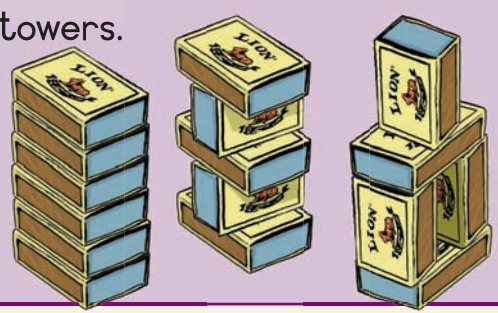
You need:
Match boxes.

What to do:
Now try to build a match box tower as high as you can without using glue.

More addition and subtraction 0 to 75

Date:

1 Add the numbers in each block and write down the answer.

	5 0		5 0		4 0		3 0
2	2 0	7	1 0	4	1 0	8	2 0
3		2		3		1	
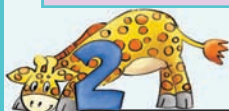
2 Add using your own method.

52 + 21

43 + 28

3 Complete.

28 + 31 = 2 8 + 3 0 + 1 = 58 + 1 = 59

45 + 32 = 4 5 + 3 0 + 2 = ☐ + ☐ = ☐

52 + 14 + 5 2 + 1 0 + 4 = ☐ + ☐ = ☐

4 Add.   41 + 10 = ☐   44 + 10 = ☐   71 + 10 = ☐

5 The sum of 36 and 24 is _____ .
Draw a picture to show your answer.

1 2 3 4 5 6 7 8 9 10
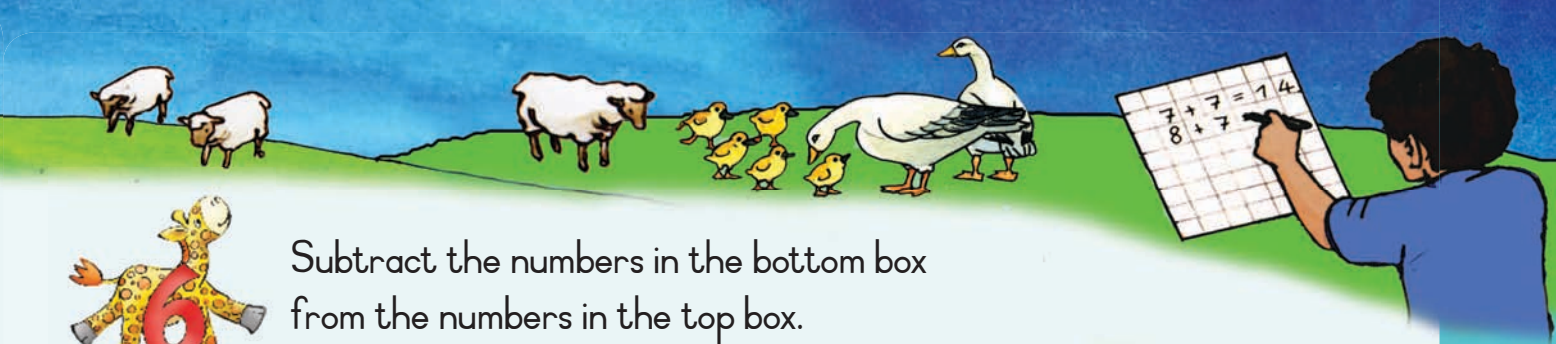
6 Subtract the numbers in the bottom box from the numbers in the top box.

5	7 0	2	6 0	7	5 0	9	3 0
3	4 0	1	2 0	6	1 0	5	1 0

7 Write a sum for the following.

☐ − ☐ = ☐   ☐ − ☐ = ☐
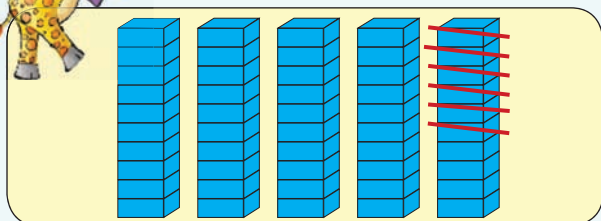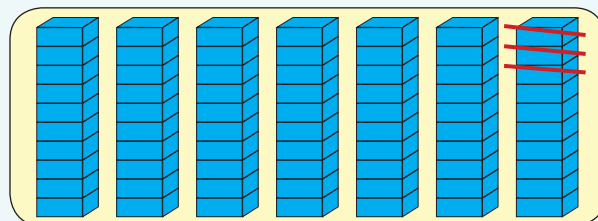
8 Subtract:

$65 - 23$

$72 - 29$

9 Minus.

$61 - 10 = $ ☐ $42 - 10 = $ ☐ $37 - 10 = $ ☐

10 Make a drawing to show that Palesa had 62 marbles and then lost 21.

How many marbles are left? _____

Teacher:
Sign:
Date:
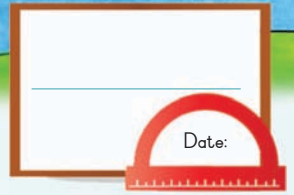
More money

1 What is in my piggy bank?

2 Use the coins from Cut-out 3 and paste the right amounts here.

100c	110c
120c	140c
155c	175c

1 2 3 4 5 6 7 8 9 10

3 How many cents?

2c 1c 50c 50c 10c		5c 20c 10c 20c 2c 50c

2c 10c 5c 10c 20c 50c 10c		5c 20c 10c 5c 10c 2c 50c 5c 1c

2c 20c 10c 20c 20c 5c 50c 50c 1c		1c 10c 20c 2c 5c 10c 1c 50c 2c 5c 1c
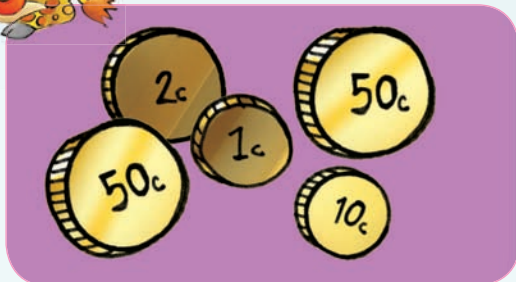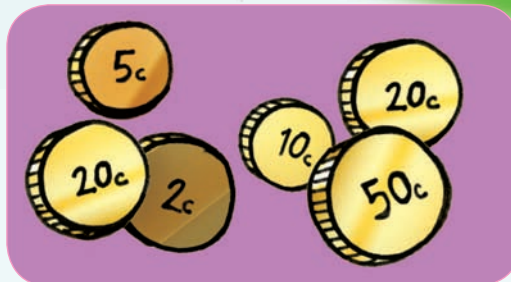
4 Word sums:

I have 100c. My father gives me another 50c. How much do I have? Draw a picture to show your answer.

I have 170c. I bought a sweet for 100c. How much money do I have left? Draw a picture to show your answer.

11 12 13 14 15 16 17 18 19 20

Term 3
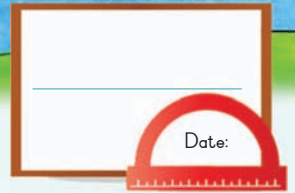
Note money

How much money is in my purse?

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

R 170	R 150
R 110	R 130
R 160	R 190

1　2　3　4　5　6　7　8　9　10

3 How many Rands?

R100 R50	R100 R20 R20
[ ]	[ ]

R10 R10 R100 R10	R20 R10 R100
[ ]	[ ]

R20 R10 R100 R50	R100 R20 R20 R20 R10 R50 R10
[ ]	[ ]
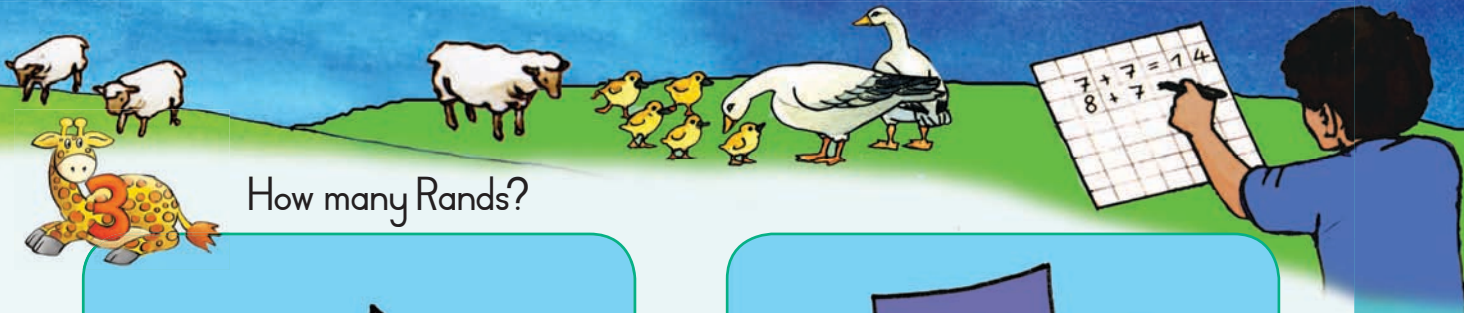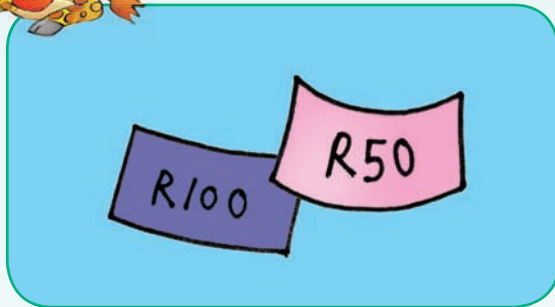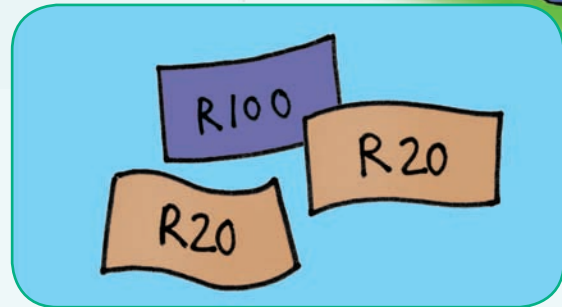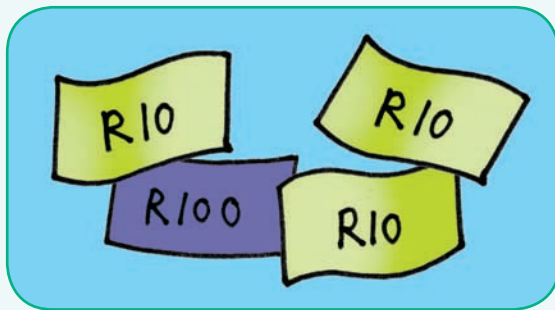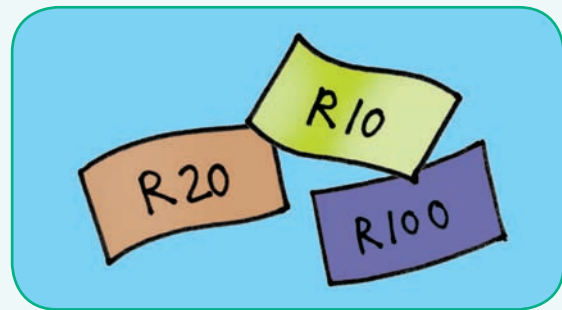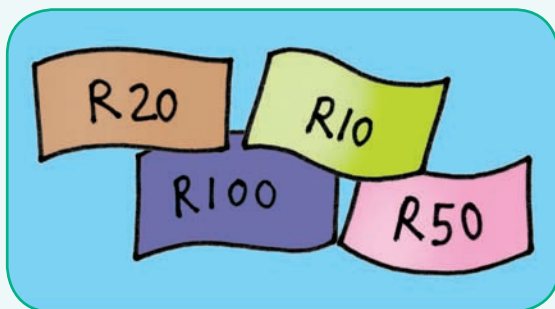
4 Word sums:

My brother has R100. I have R50 and my little sister has R20. How much money do we have altogether? _____

I have R160. I bought a shirt for R50. How much money do I have left?

_____

Term 3

Time-patterns

Date:

1 Talk about the clock.
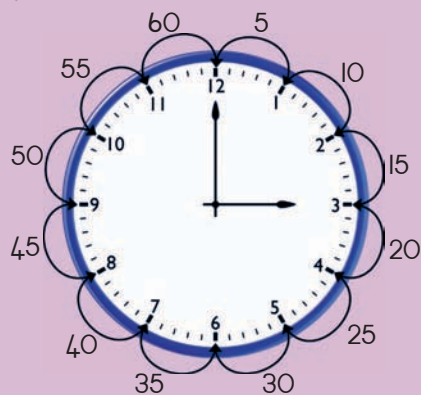
A clock shows us the time.

The short hand shows us hours.

The long hand shows us minutes.

Here we count the minutes in fives.

2 What is the pattern? Look at the arrows each time and write down the pattern.

10 ___, ___, ___, ___, ___,

3 ___, ___, ___, ___, ___, ___, ___,

___, ___, ___, ___, ___, ___, ___, ___,

___, ___, ___, ___,
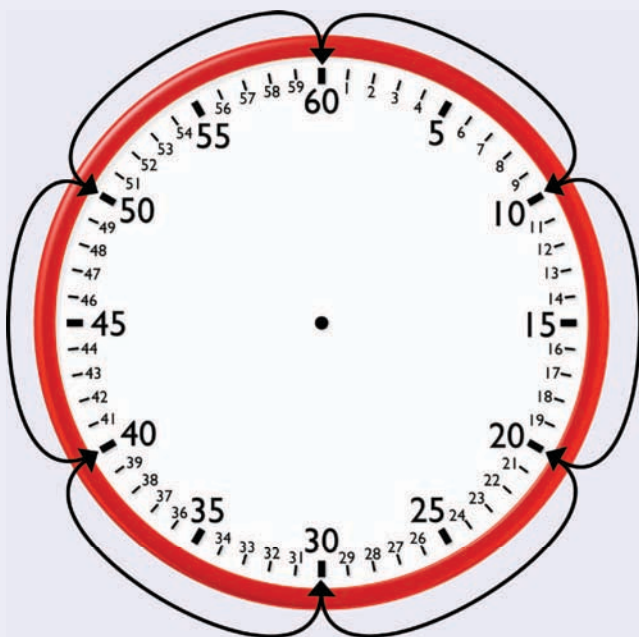
1 2 3 4 5 6 7 8 9 10
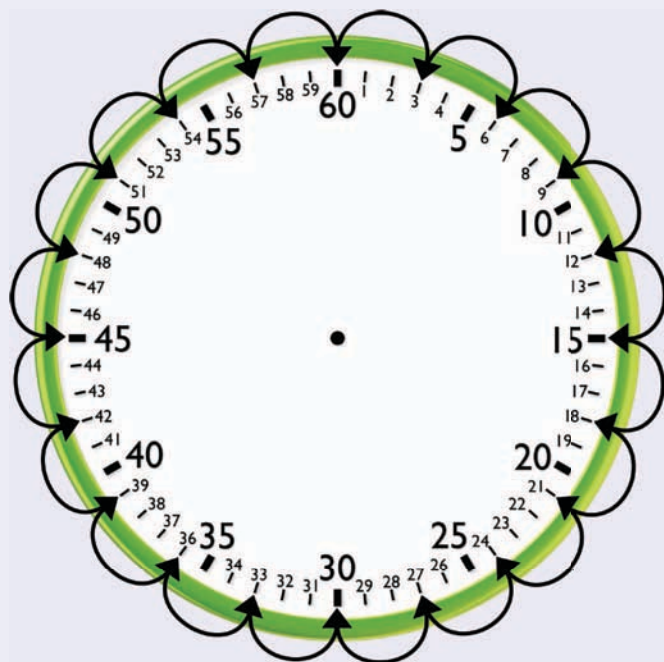
3 Show the pattern using arrows.

Count in 3s start at 4.
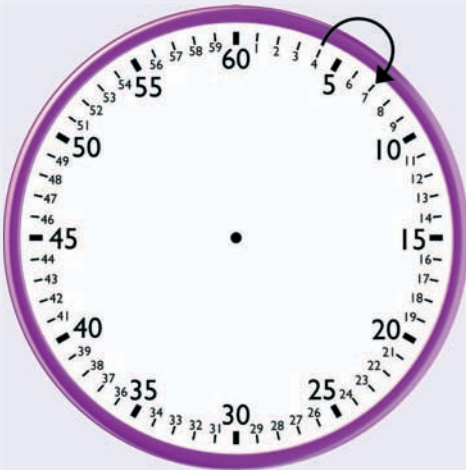
Count in 2s start at 3.
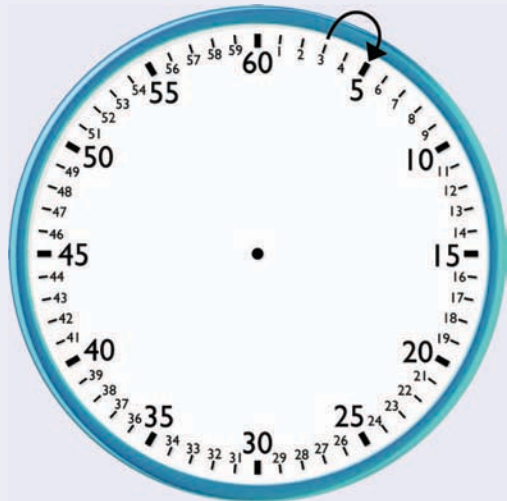
Count in 10s start at 1.
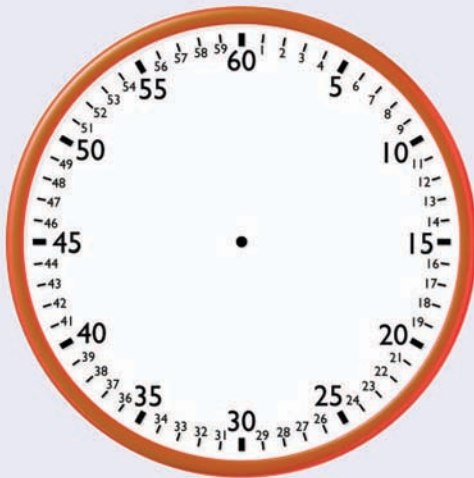
Count in 5s start at 2.
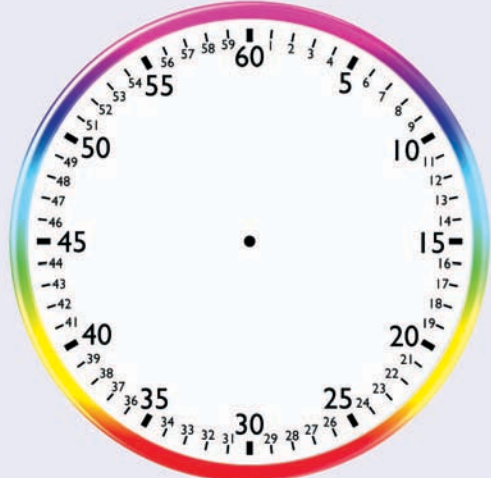
What time do you go to school?	What time do you go home?	What time do you eat supper?
_____	_____	_____

Hours and minutes

1 Talk about the clock.
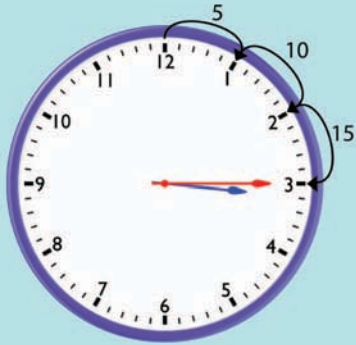
The **short hand** shows us a little past **3 hours**.
The **long hand** shows us it is **15 minutes**.
We say it is a **quarter past three**.
We mean it is fifteen minutes after 3 hours.
Fifteen minutes is a quarter of sixty minutes (an hour).

2 What is the time?
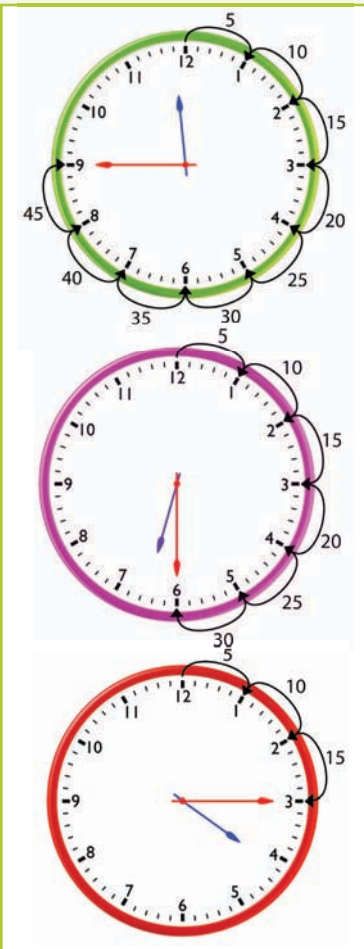
The **short hand** is nearly at _____ .

The **long hand** shows us it is _____ .

We say it is _____ .

The **short hand** is between _____ .

The **long hand** shows us it is _____ .

We say it is _____ .

The **short hand** is just past _____ .

The **long hand** shows us it is _____ .

We say it is _____ .

1   2   3   4   5   6   7   8   9   10
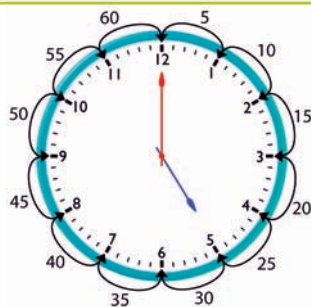
The short hand shows us _____.

The long hand shows us it is _____.

We say it is _____.

Draw the long hand and short hand to show.

Quarter past two.

Half past nine.
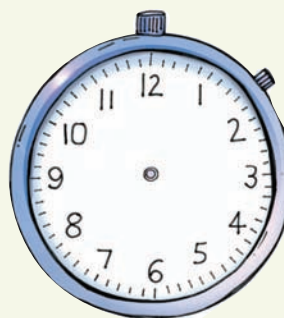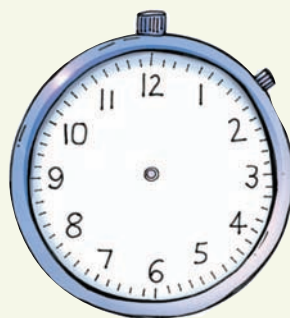
Ten o'clock.

Quarter to six.

What do you do during this time in the week? Draw a picture.

Quarter past eight in the morning.

Quarter past eight in the evening.

Teacher:
Sign:
Date:

81b

Minutes and hours

1 Talk about the clock.

The short hand is just before three.

The long hand stands on 35 minutes.

It is 25 minutes before the long hand is on 12.

We say it is twenty five to three.

We mean it is 25 minutes before the 3rd hour.

2 What is the time?

The short hand stands on _____ .

The long hand stands on _____ .

It is _____ before the long hand is on 12.

We say it is _____ to _____ .

The short hand stands on _____ .

The long hand stands on _____ .

It is _____ before the long hand is on 12.

We say it is _____ to _____ .

The short hand stands on _____ .

The long hand stands on _____ .

It is _____ before the long hand is on 12.

We say it is _____ to _____ .

1 2 3 4 5 6 7 8 9 10
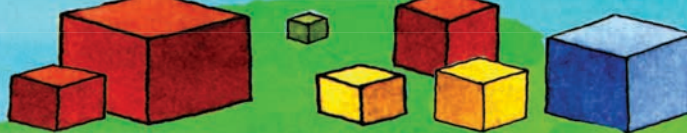
The short hand stands on _____ .

The long hand stands on _____ .

It is _____ before the long hand is on 12.

We say it is _____ to _____ .

Draw the long hand and short hand to show:

Five to eight.
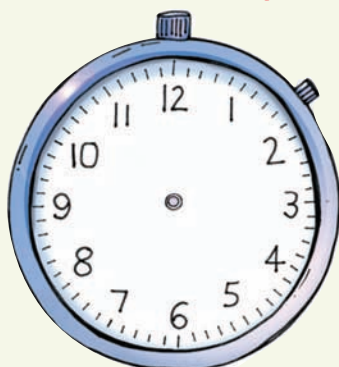
Twenty to three.
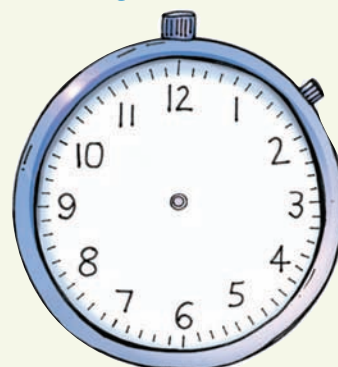
Five to one.

Ten to six.
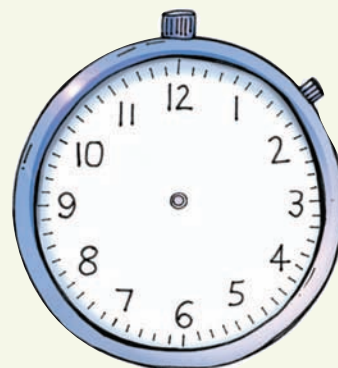
Thirteen to seven.
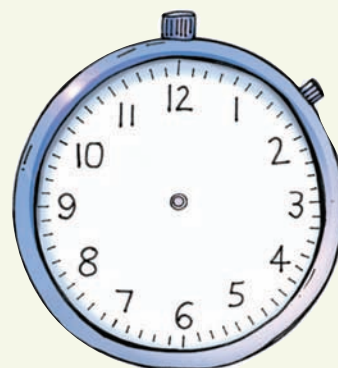
Twelve to twelve.

Repeated addition

Date:

I have 3 bags with 2 sweets each.

I can write it as
$2 + 2 + 2 = 6$ or
$3 \times 2 = 6$

I have 3 bags with 5 sweets in.

I can write it as
$5 + 5 + 5 = 15$
or $3 \times 5 = 15$

Look at the bags with sweets:
- Write a sentence on each.
- Write an addition sum for each.
- Write a multiplication sum for each.

Each bag has 2 sweets.

Sentence: 4 groups of 2
Addition sum: $2 + 2 + 2 + 2 =$ __
Multiplication sum: $4 \times 2 =$ _____

Each bag has 2 sweets.
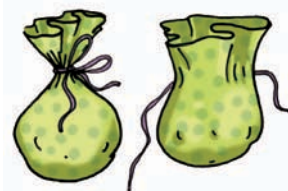
Sentence: _____
Addition sum: _____
Multiplication sum: _____

Each bag has 5 sweets.

Sentence: _____
Addition sum: _____
Multiplication sum: _____

Each bag has 2 sweets.

Sentence: _____
Addition sum: _____
Multiplication sum: _____

1 2 3 4 5 6 7 8 9 10
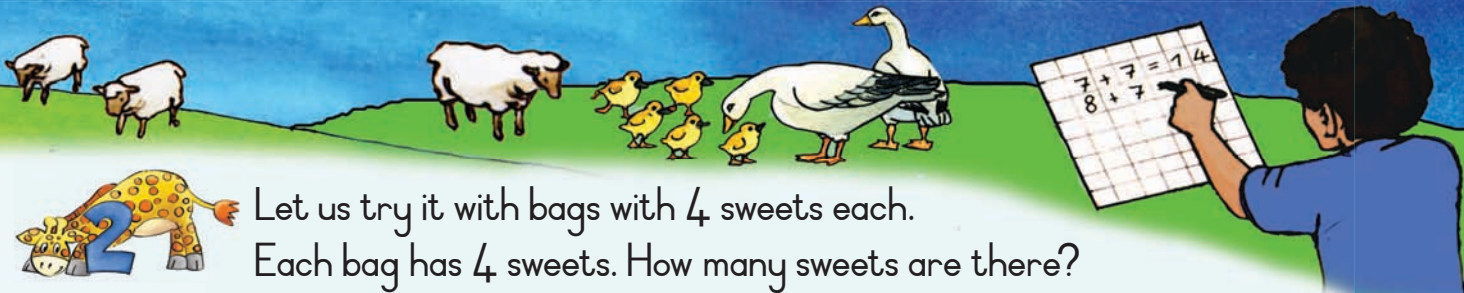
Let us try it with bags with 4 sweets each.
Each bag has 4 sweets. How many sweets are there?

Sentence: 7 groups of 4
Addition sum:
$4 + 4 + 4 + 4 + 4 + 4 + 4 = 28$
Multiplication sum: $7 \times 4 = 28$

Sentence: _____
Addition sum: _____
Multiplication sum: _____
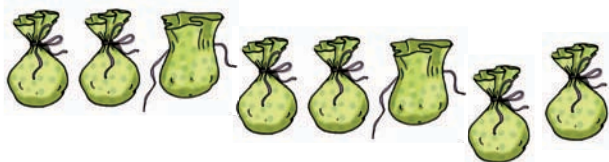
Sentence: _____
Addition sum: _____
Multiplication sum: _____

Sentence: _____
Addition sum: _____
Multiplication sum: _____

Complete the multiplication table.

| ×	1	2	3	4	5	6	7	8	9	10
2			6							
4					20					
5										50

I have five boxes with two muffins in each. How many muffins are there in total?

I have four boxes with five cupcakes each. How many cupcakes are there in total?

I have three boxes with four doughnuts in each. How many doughnuts are there in total?

Multiply by 5

Date:

One foot has 5 toes.

One hand has 5 fingers.
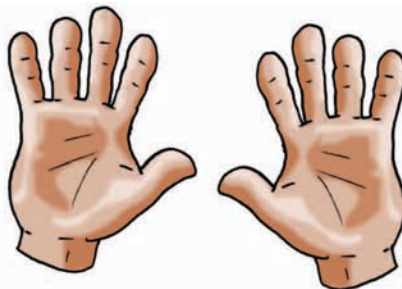
What is the total number of toes?

What is the total number of fingers?

Complete the following:

	×		=				×		=	
Toes on one foot		Feet				Fingers on one hand		Hand		

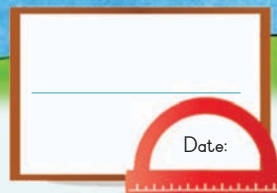|	×		=				×		=	
Toes on one foot		Feet				Fingers on one hand		Hands		

	×		=				×		=	
Toes on one foot		Feet				Fingers on one hand		Hands		

	×		=				×		=	
Toes on one foot		Feet				Fingers on one hand		Hands		

1   2   3   4   5   6   7   8   9   10
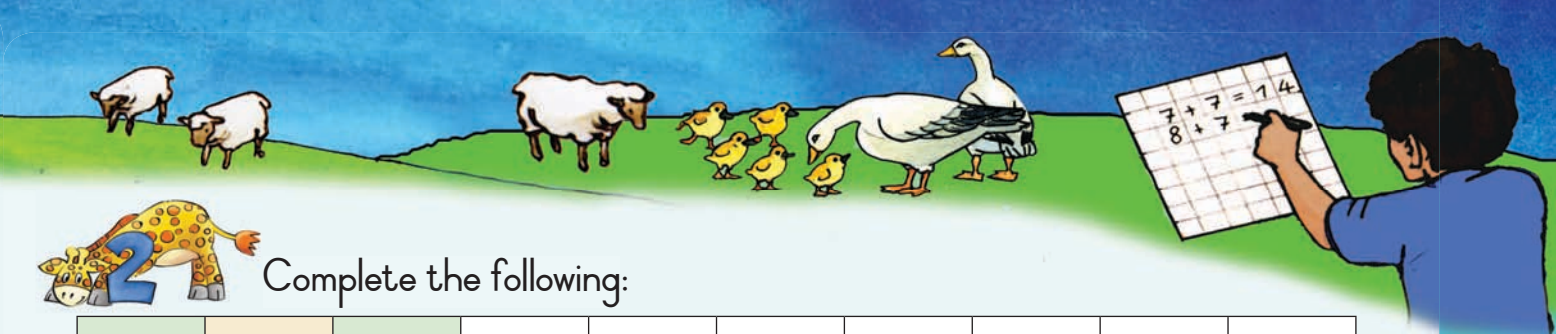
2 Complete the following:

5	10	15					

50	45	40					

3 Complete the following:

$5 \times$ $=$ ☐ apples

$4 \times$ $=$ ☐ bananas

$6 \times$ $=$ ☐ bananas

$7 \times$ $=$ ☐ apples

4 Complete the following:

$15 \times 5 =$ ☐
$\boxed{1\ 0}\ \boxed{5} \times 5$
$= \boxed{1\ 0} + \boxed{5} \times 5$
$= \boxed{1\ 0} \times 5 + \boxed{5} \times 5$
$= 50 + 25$
$= 75$

$12 \times 5 =$ ☐
$\boxed{1\ 0}\ \boxed{2} \times 5$
$= \boxed{} + \boxed{} \times \boxed{}$
$= \boxed{} \times \boxed{} + \boxed{} \times \boxed{}$
$= \boxed{} + \boxed{}$
$= \boxed{}$

$14 \times 5 =$ ☐
$\boxed{1\ 0}\ \boxed{4} \times 5$
$= \boxed{} + \boxed{} \times \boxed{}$
$= \boxed{} \times \boxed{} + \boxed{} \times \boxed{}$
$= \boxed{} + \boxed{}$
$= \boxed{}$

$13 \times 5 =$ ☐
$\boxed{1\ 0}\ \boxed{3} \times 5$
$= \boxed{} + \boxed{} \times \boxed{}$
$= \boxed{} \times \boxed{} + \boxed{} \times \boxed{}$
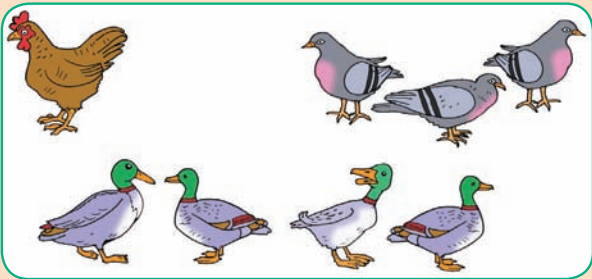$= \boxed{} + \boxed{}$
$= \boxed{}$

Teacher:
Sign:

Date:

Multiply by 2

Date:

All birds have 2 feet.

All birds have 2 wings.

What is the total number of feet in this picture?

What is the total number of wings in this picture?

Look at the picture and complete the following.

pigeons

	×		=	
Number of pigeons		Feet per bird		

	×		=	
Number of pigeons		Wings per bird		

ducks

	×		=	
Number of ducks		Feet per bird		

	×		=	
Number of ducks		Wings per bird		

Complete the following:

2	4	6						
20	18	16						

Complete the following:

5 × 🍎🍎 = ___ apples

4 × 🍌🍌 = ___ bananas

6 × 🍌🍌 = ___ bananas

7 × 🍎🍎 = ___ apples

1 2 3 4 5 6 7 8 9 10

Complete the following:

$12 \times 2 = \boxed{}$

$\boxed{1\ 0}\ \boxed{2} \times 2$

$= \boxed{1\ 0} + \boxed{2} \times 2$

$= \boxed{1\ 0} \times 2 + \boxed{2} \times 2$

$= 20 + 4$

$= 24$

$15 \times 2 = \boxed{}$

$\boxed{1\ 0}\ \boxed{5} \times 2$

$= \boxed{} + \boxed{} \times \boxed{}$

$= \boxed{} \times \boxed{} + \boxed{} \times \boxed{}$

$= \boxed{} + \boxed{}$

$= \boxed{}$
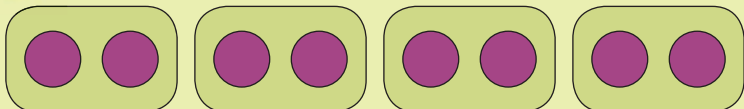
$2 + 2 + 2 + 2 = 8$

or

$4 \times 2 = 8$

or

$8 \div 2 = 4$

This is a division symbol.

Draw 2 stars on each flag.
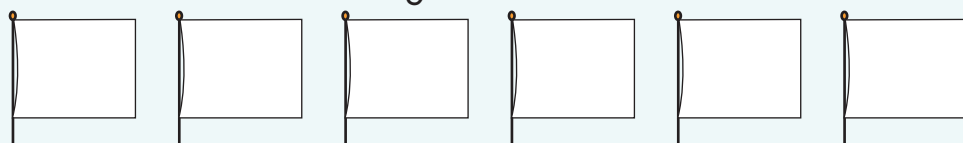
$2 + \underline{} + \underline{} + \underline{} + \underline{} + \underline{} = \underline{}$

$\underline{} \times \underline{} = \underline{}$

How many blocks in these slabs of chocolate.

$\underline{} \times \underline{} = \underline{}$

$\underline{} \times \underline{} = \underline{}$

Teacher:
Sign:
Date:

Quarter past
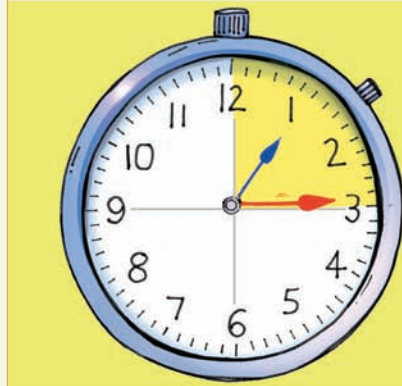
Date:

1 Talk about the clock.

The short hand just passed one.
The long hand stands on fifteen minutes.
We say it is quarter past one.
We mean it is a quarter of an hour
(15 minutes) after the 1st hour.

2 What is the time?

The short hand just passed _____ .
The long hand stands on _____ minutes.
We say it is _____ past _____ .

3 Draw the long hand and short hand.

Quarter past 8.   Quarter past 3.

1   2   3   4   5   6   7   8   9   10

Quarter to

Talk about the clock.

The short hand is just before three.

The long hand stands on forty five minutes.

We say it is quarter to three.

We mean it is a quarter of an hour

(15 minutes) before the 3rd hour.

What is the time?

The short hand is just before _____ .

The long hand stands on _____ minutes.

We say it is _____ to _____.

Draw the long hand and short hand.

Quarter to 4.   Quarter to 8.

Teacher:
Sign:
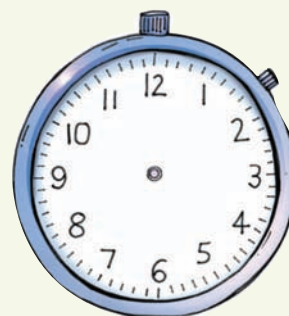
Date:

Time passes

Date:

2 hours   2 hours   1 hour

How long did it take to complete the activity?

1 2 3 4 5 6 7 8 9 10

2 Count the hours.

How many hours is it from 4 o'clock to 7 o'clock? _____

How many hours is it from 8 o'clock to 12 o'clock? _____

How many hours is it from 1 o'clock to 8 o'clock? _____

How many hours is it from 5 o'clock to 10 o'clock? _____

How many hours is it from 2 o'clock to 11 o'clock? _____

3 Draw a picture for.
Bongi went to her friend's house at 10 o'clock on Saturday morning. She came home at 3 o'clock in the afternoon. For how many hours was she away?

4 John went fishing with his father. They left at 4 o'clock in the morning and got home at 10 o'clock at night. For how many hours were they away?
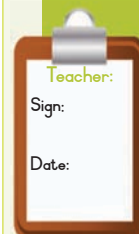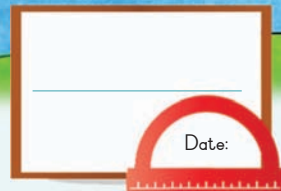
Double up

Look at the first and second picture. What happened?
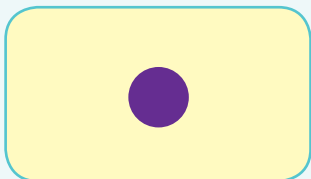

Add the dots and write a sum for each.

☐ + ☐ = ☐

☐ + ☐ = ☐

☐ + ☐ = ☐

☐ + ☐ = ☐

☐ + ☐ = ☐

1   2   3   4   5   6   7   8   9   10
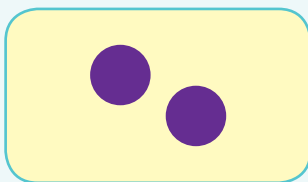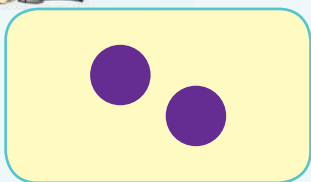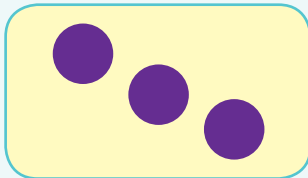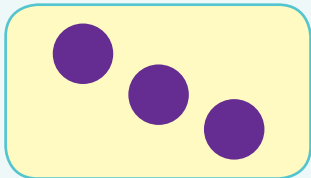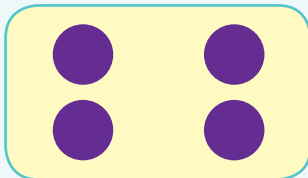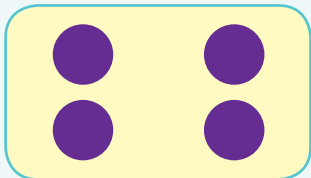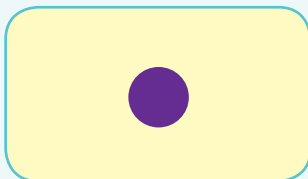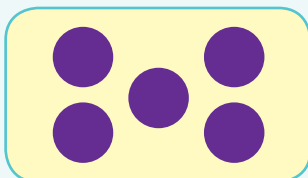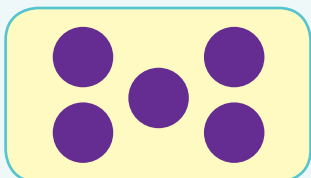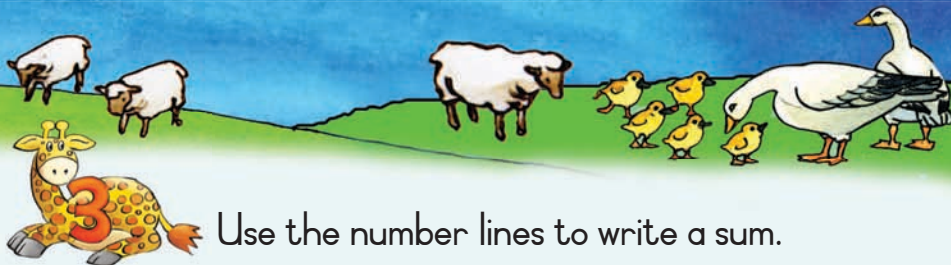
3 Use the number lines to write a sum.

0 1 2 3 4 5 6 7 8 9 10

0 1 2 3 4 5 6 7 8 9 10

0 1 2 3 4 5 6 7 8 9 10

0 1 2 3 4 5 6 7 8 9 10

0 1 2 3 4 5 6 7 8 9 10

☐ + ☐ = ☐

☐ + ☐ = ☐

☐ + ☐ = ☐

☐ + ☐ = ☐

☐ + ☐ = ☐
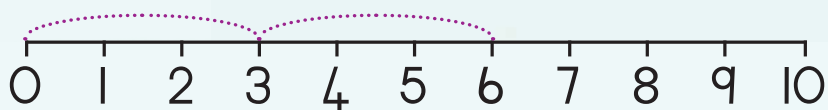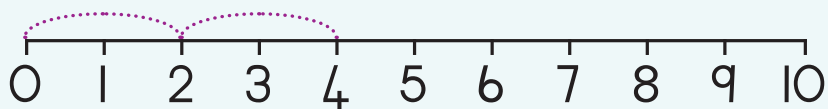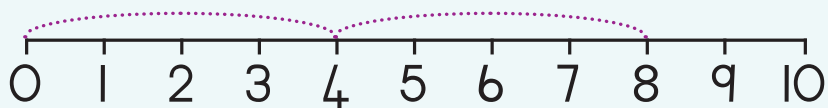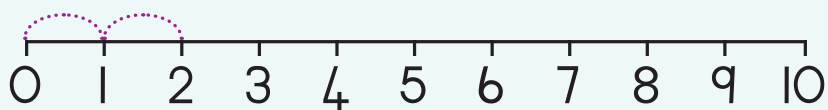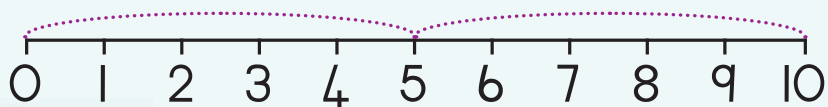
4 Double the following numbers.

Double 1   ☐ + ☐ = ☐   2 × ☐ = ☐

Double 2   ☐ + ☐ = ☐   2 × ☐ = ☐

Double 3   ☐ + ☐ = ☐   2 × ☐ = ☐
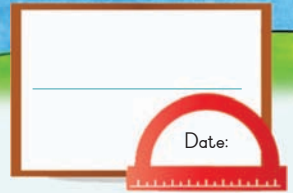
Double 4   ☐ + ☐ = ☐   2 × ☐ = ☐

Double 5   ☐ + ☐ = ☐   2 × ☐ = ☐

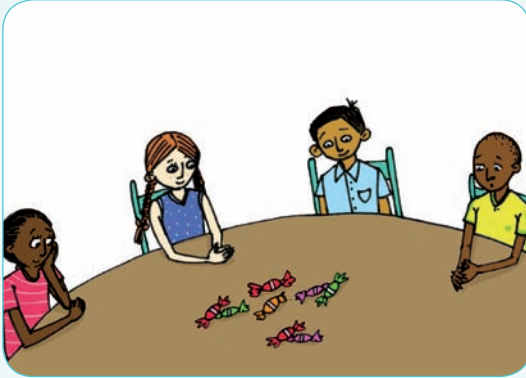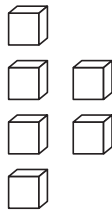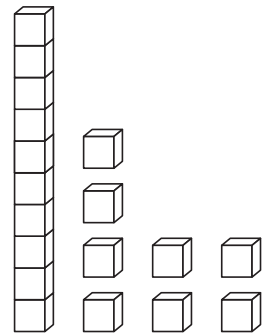2 4 6 8 10 12 14

Teacher:
Sign:
Date:

Doubling and halving

Date:

1 Look at the two pictures. Make your own story.

2 Count the objects and colour in half of them.

Count [ ]
Half is [ ]

Count [ ]
Half is [ ]

3 Complete the following and make a drawing.

Double 12 is [ ]

[ ] + [ ]

4 Complete.

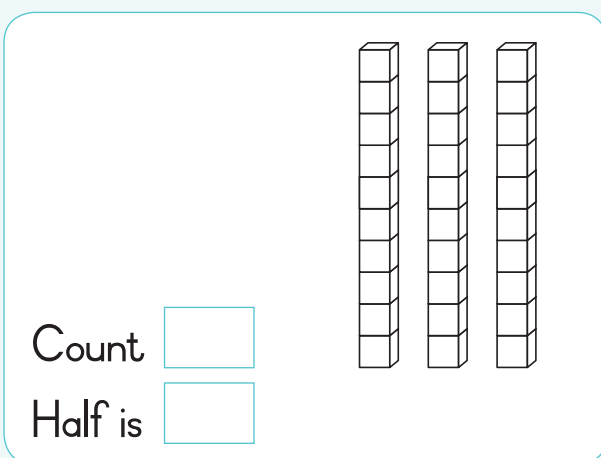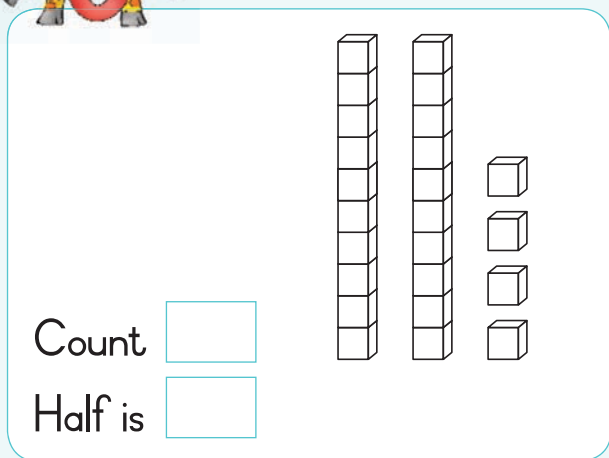| 14	8		16	
		2		9

1 2 3 4 5 6 7 8 9 10

Look at the two pictures. Make your own story.

There are 10 sweets in a bag.
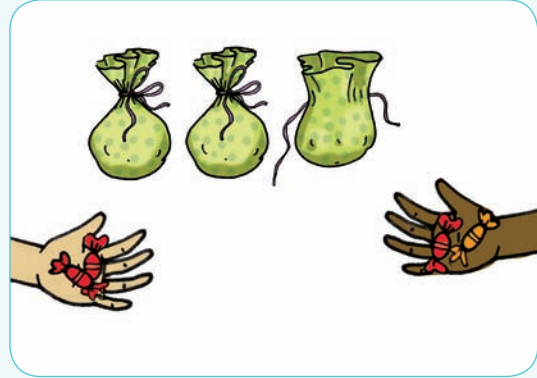
Count the objects and colour in half of them.

Count ▢
Half is ▢

Count ▢
Half is ▢

Complete the following and make a drawing.

Double 16 is ▢

▢ + ▢

Complete.

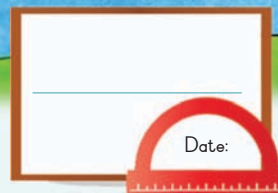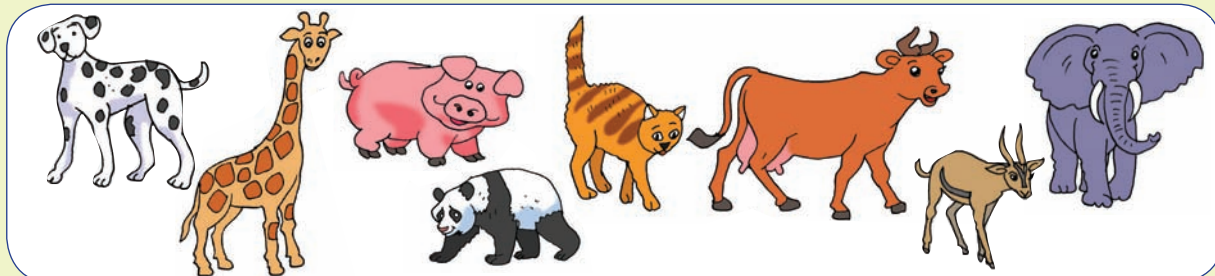| 34				36	40
		22	19		

More multiplication

Date:

All these animals have 4 legs.   All these animals have 2 eyes.

What is the total number of feet in this picture?

What is the total number of ears in this picture?

1 Look at the picture and complete the following:

Dogs

| | × | | = | |
| Number of dogs | | Feet per animal | | |

| | × | | = | |
| Number of dogs | | Eyes per animal | | |

Wild animals

| | × | | = | |
| Number of wild animals | | Legs per animal | | |

| | × | | = | |
| Number of wild animals | | Ears per animal | | |

2 Complete the following:

| 4 | 8 | 12 | | | | | | | |

| 40 | 36 | 32 | | | | | | | |

3 Complete the following:

5 × = apples

4 × = bananas

6 × = bananas

7 × = apples

1 2 3 4 5 6 7 8 9 10
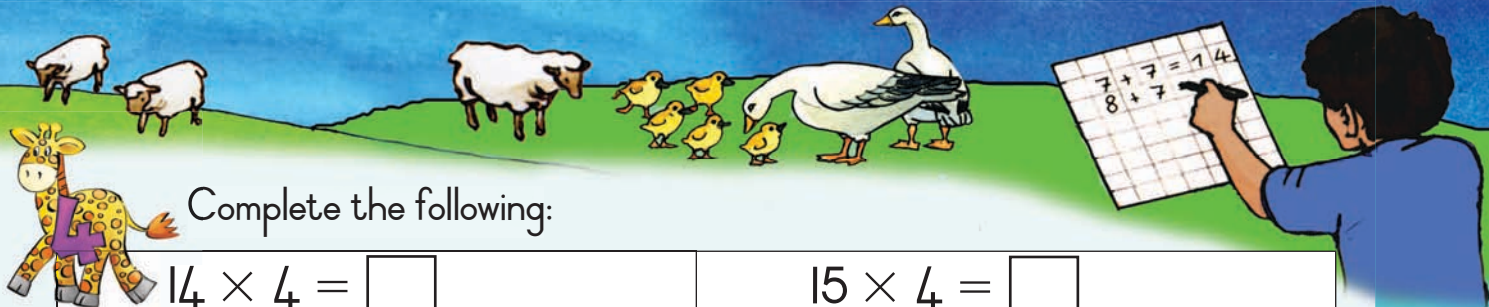
Complete the following:

$14 \times 4 = \boxed{}$

$\boxed{1 \quad 0 \quad \boxed{4}} \times 4$

$= \boxed{1 \quad 0} + \boxed{4} \times 4$

$= \boxed{1 \quad 0} \times 4 + \boxed{4} \times 4$

$= 40 + 16$

$= 56$

$15 \times 4 = \boxed{}$

$\boxed{1 \quad 0 \quad \boxed{5}} \times 4$

$= \boxed{} + \boxed{} \times \boxed{}$

$= \boxed{} \times \boxed{} + \boxed{} \times \boxed{}$

$= \boxed{} + \boxed{}$

$= \boxed{}$

Two friends play with two tea sets. Afterwards they sort them. What do they need to have exactly the same of each?

Complete the following.

Share 19 marbles equally between 4 children.	Share 22 pencils equally between 4 children.
Each get $\boxed{}$ Left over $\boxed{}$	Each get $\boxed{}$ Left over $\boxed{}$

Draw pictures to show your answers.

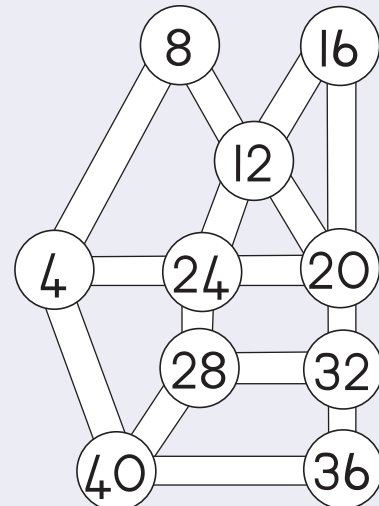| Share 23 books between 4 children.	Share 15 books between 4 children.
Each get $\boxed{}$ Left over $\boxed{}$	Each get $\boxed{}$ Left over $\boxed{}$

Term 3

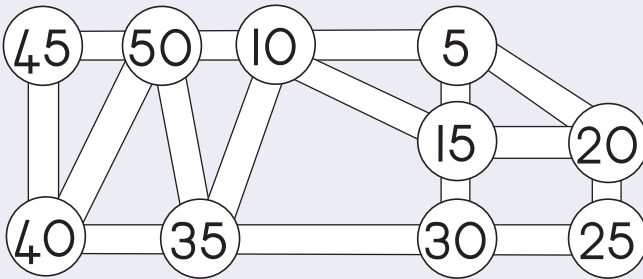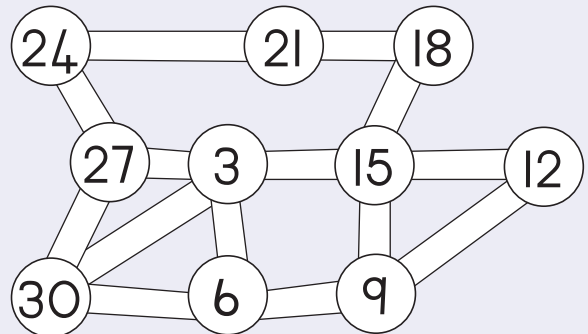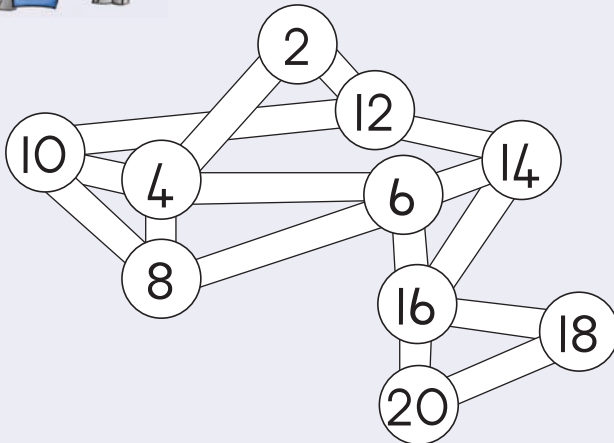# Number patterns

1 What will the number on the next leaf be?

2 Identify the pattern. Draw the path, starting with the smallest number.

1 2 3 4 5 6 7 8 9 10

Draw the hands onto the clocks and complete the pattern of times.

4:20	4:25	__:__	__:__	__:__
11:10	11:20	11:30	__:__	__:__
9:25	9:40	9:55	__:__	__:__
10:30	10:35	10:40	__:__	__:__
5:10	5:20	5:30	__:__	__:__
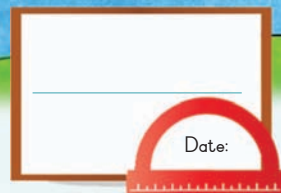
Fractions — halves

1 Look at the picture. Colour the other halves the same colour.
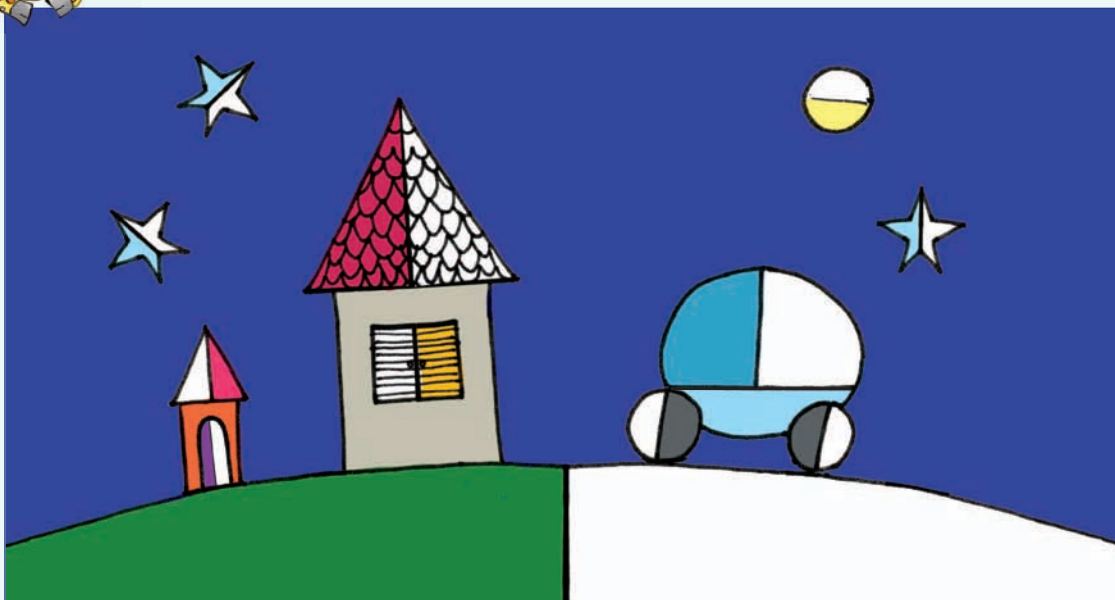
2 Look at the picture. Tick the shapes that show halves.
Colour one half of each shape that is divided into halves.

3 Colour half of each shape.
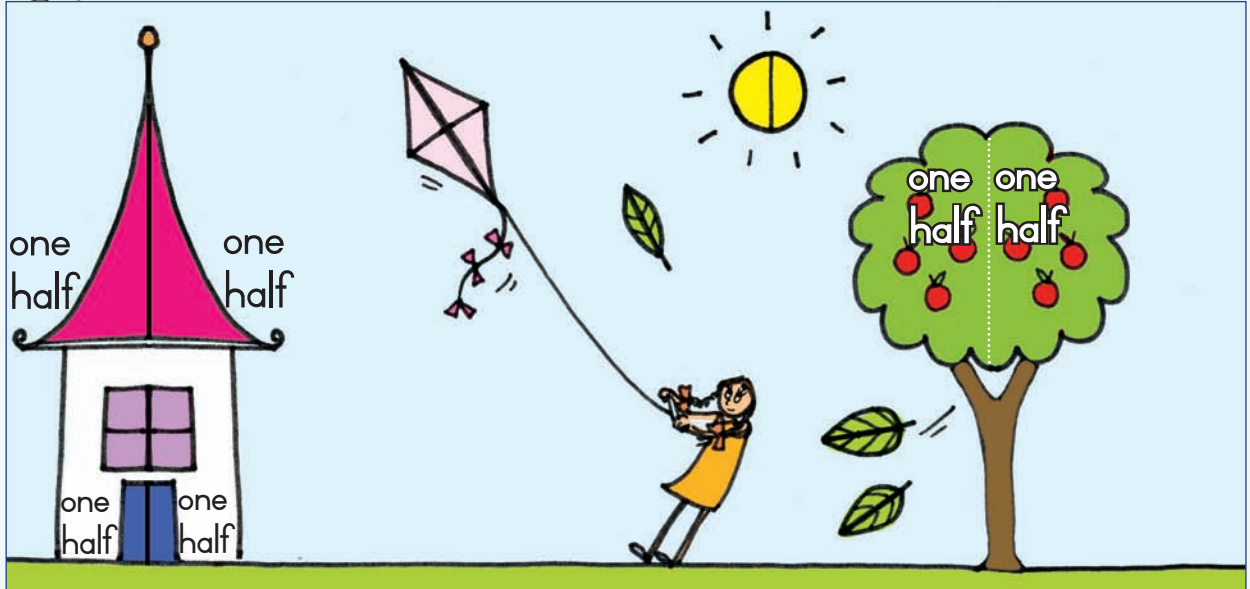
4 Colour half of the animals in each block.

half half half half

Teacher:
Sign:
Date:

Fractions — more halves
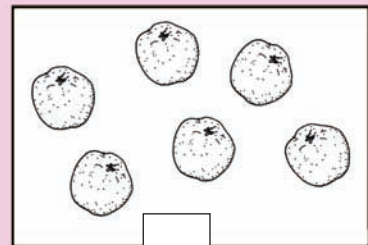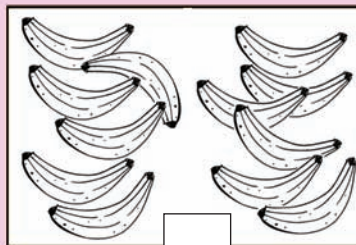
1 Look at the picture. What does one half mean?

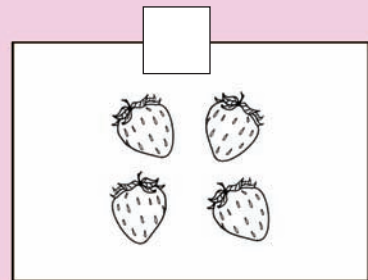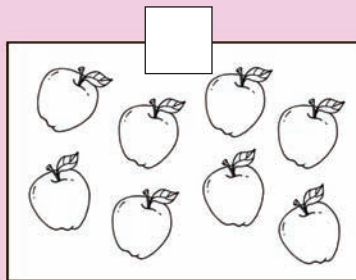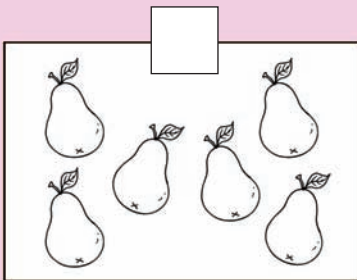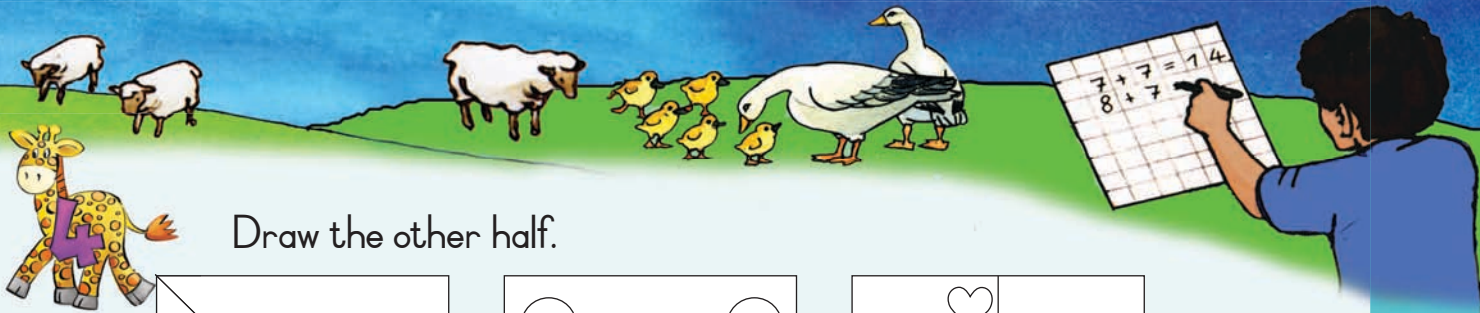**2** One half of the apples on the tree is [ ] .

3 Colour in half the fruit in each group.
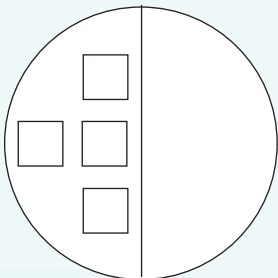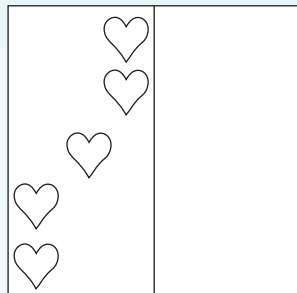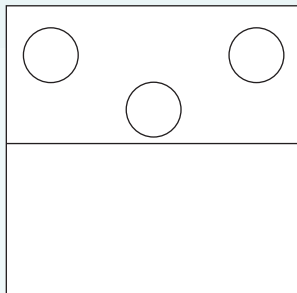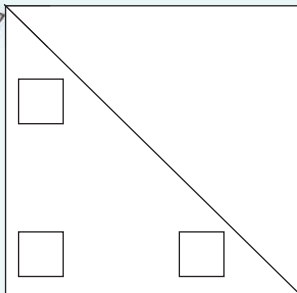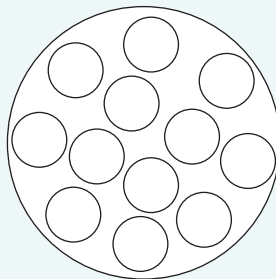What is half the number of fruit in each group?

1 2 3 4 5 6 7 8 9 10
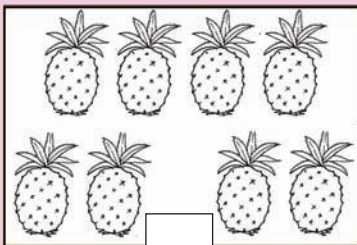
Draw the other half.
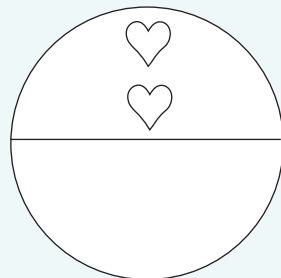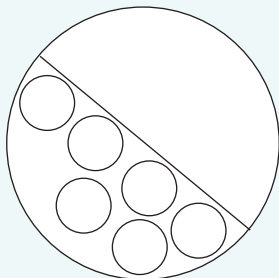
Colour in half of the shapes.

half half half half

Position and views

Date:

Where is the bird standing? The words will help you.

Front view of building.

Side view of building.

Top view of building.

1 Where was this person standing when they saw this?
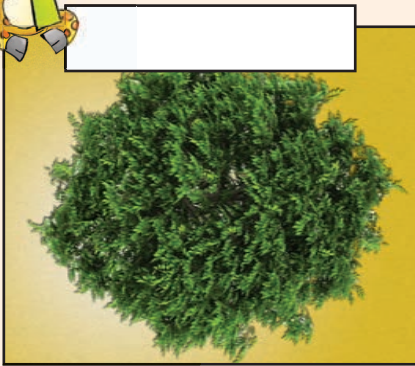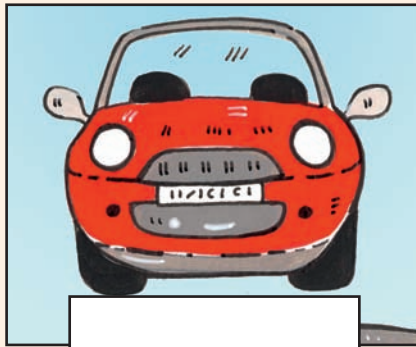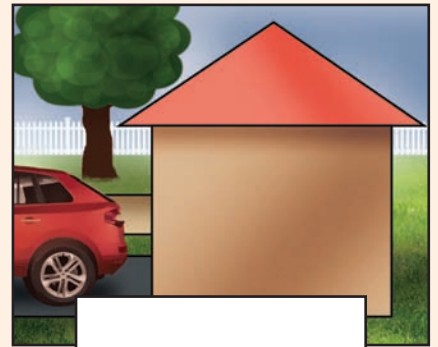
2 Write these words below the correct picture. What is the person seeing?

| front view | top view | side view |

1 2 3 4 5 6 7 8 9 10
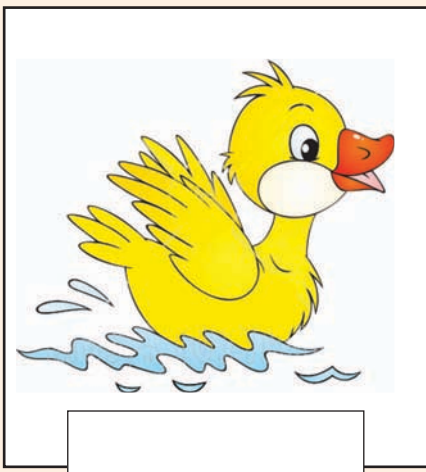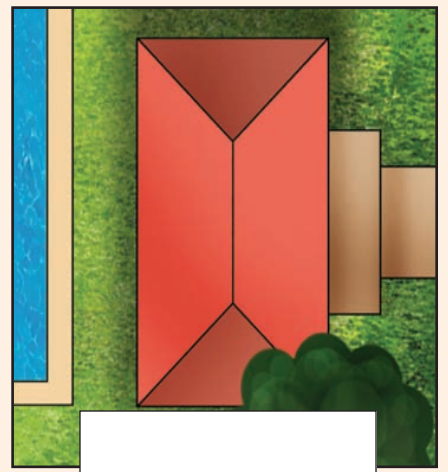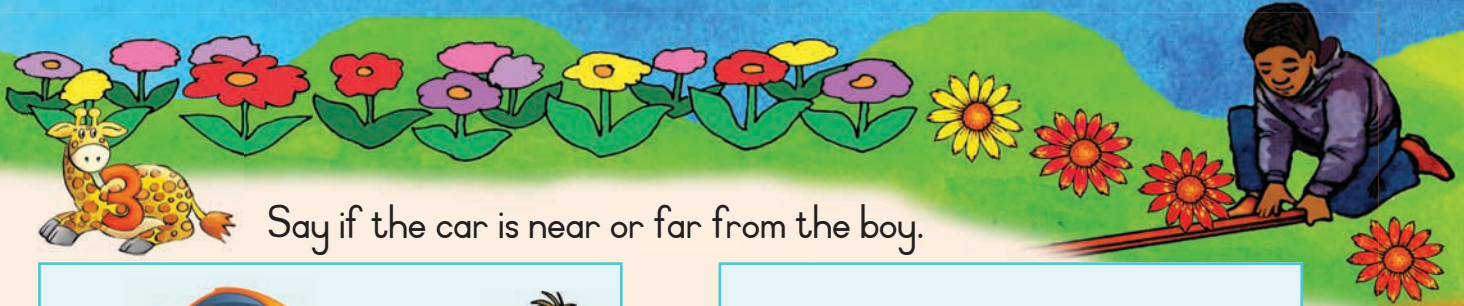
Say if the car is near or far from the boy.
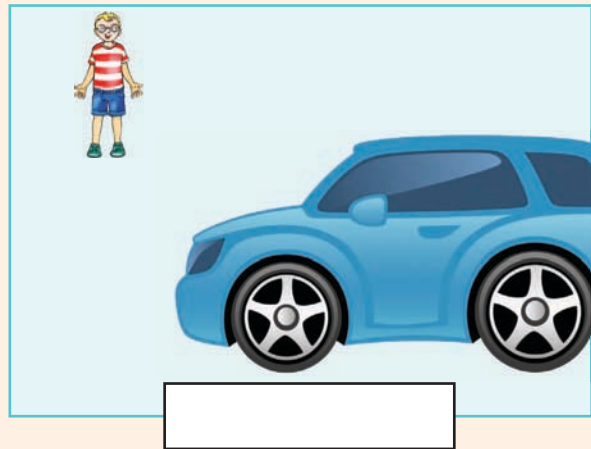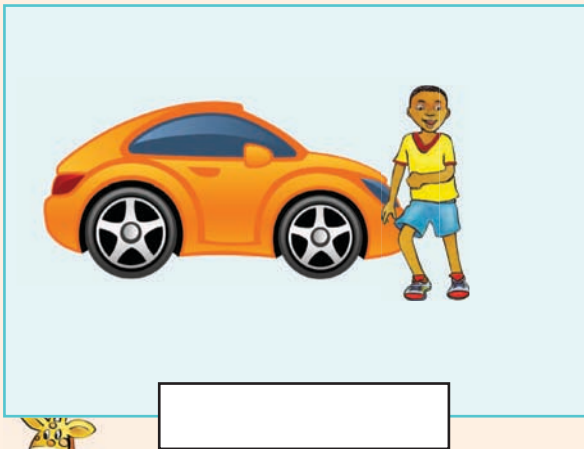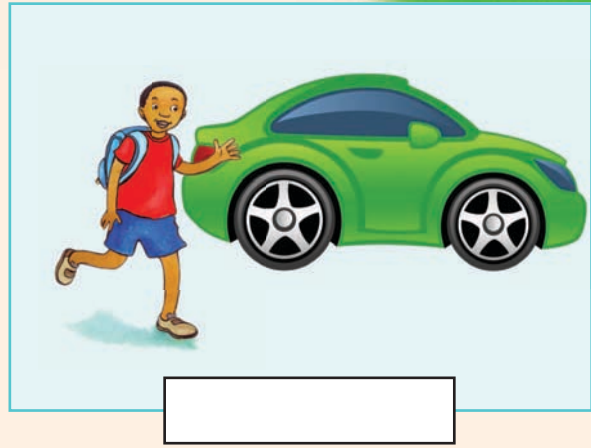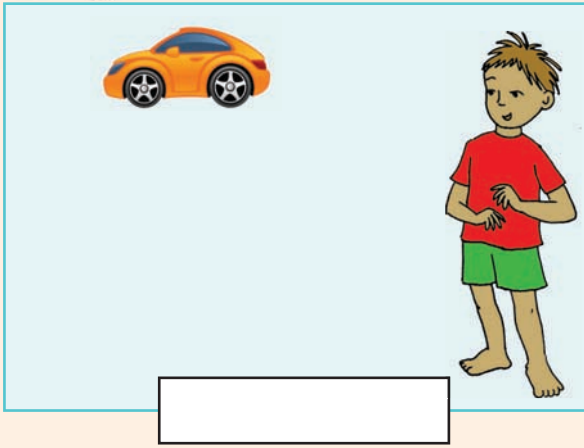
Draw a tree near and far from the girl.

near

far
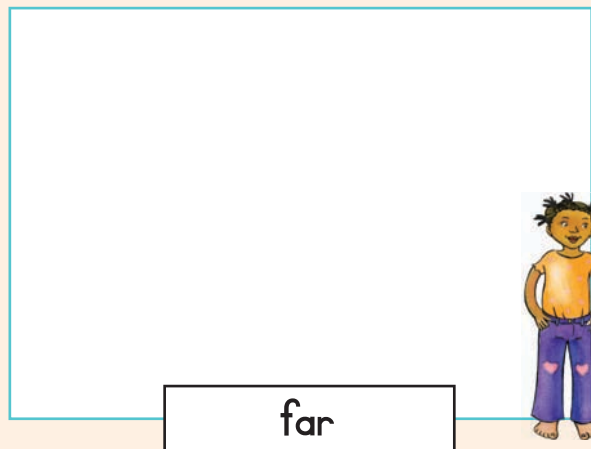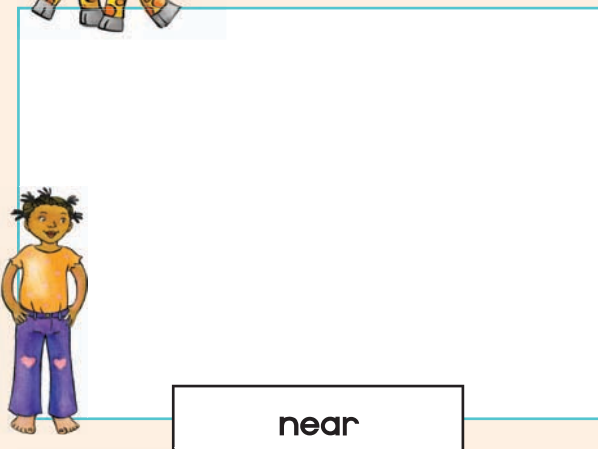
Do this activity:
- Look at any two objects with both eyes. What do you see?
- Close the one eye with one hand and what do you see now?

More and more data

Sort the fruit. Make your own drawing to show it.
Write the total in the box.

Through sorting I put the same fruit together.

1 2 3 4 5 6 7 8 9 10
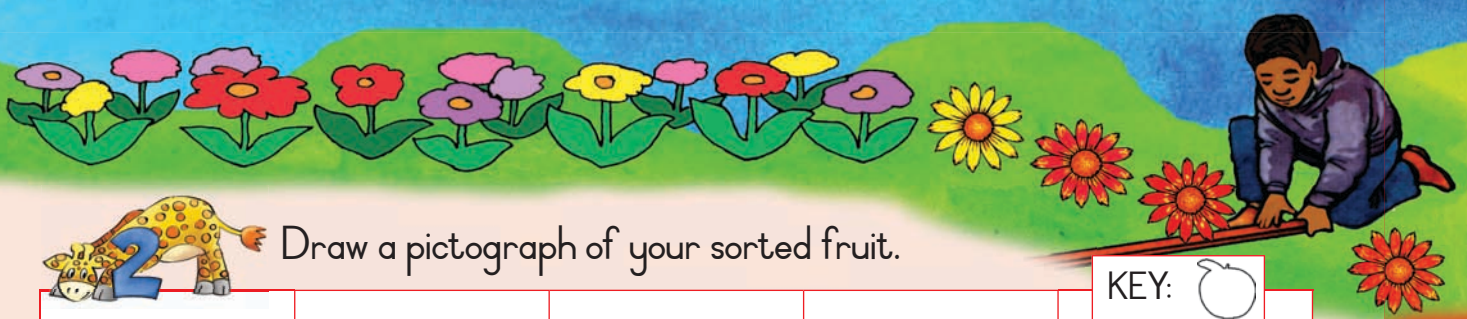
2 Draw a pictograph of your sorted fruit.

KEY: 🍎

🍓	🍐	🍎	🍌	🍊

3 Use the information in the pictograph above to complete the bar graph.

🍓	🍐	🍎	🍌	🍊

Answer the questions:
Which fruit do we have the most of?

Which fruit do we have the least of?

Teacher:
Sign:
Date:

Fractions – quarters

1 Colour the last quarter the same colour.
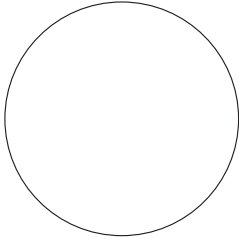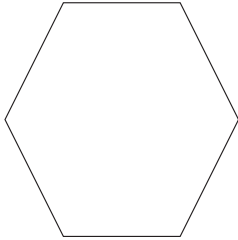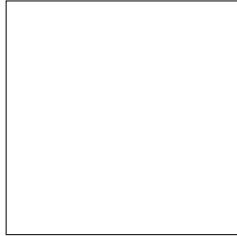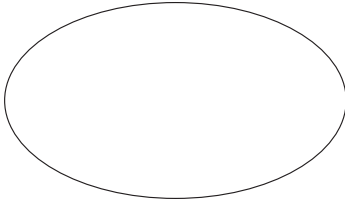
2 Tick the shapes that show quarters.
Colour one quarter of each shape that is divided into quarters.
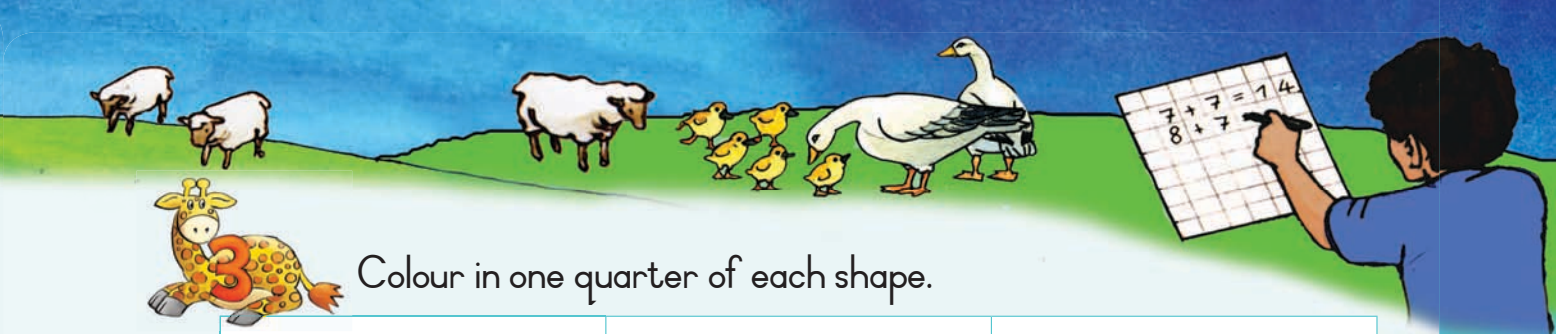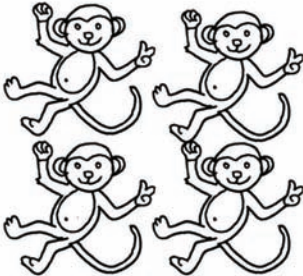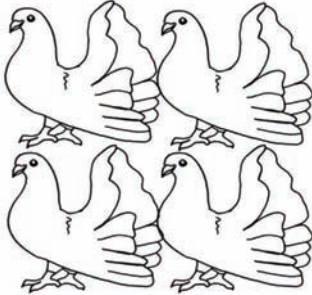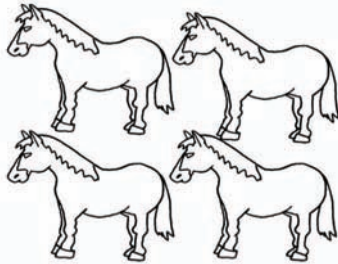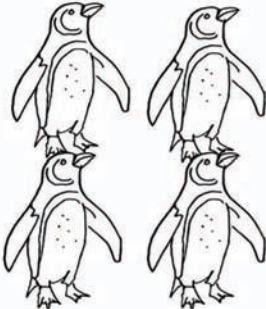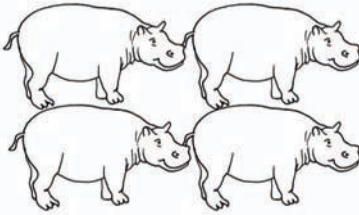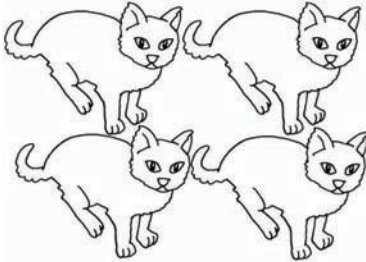
Colour in one quarter of each shape.

Colour in one quarter of each group of animals.

quarter quarter

Teacher:
Sign:
Date:

Fractions — more quarters

1 Colour the last quarter the same colour.
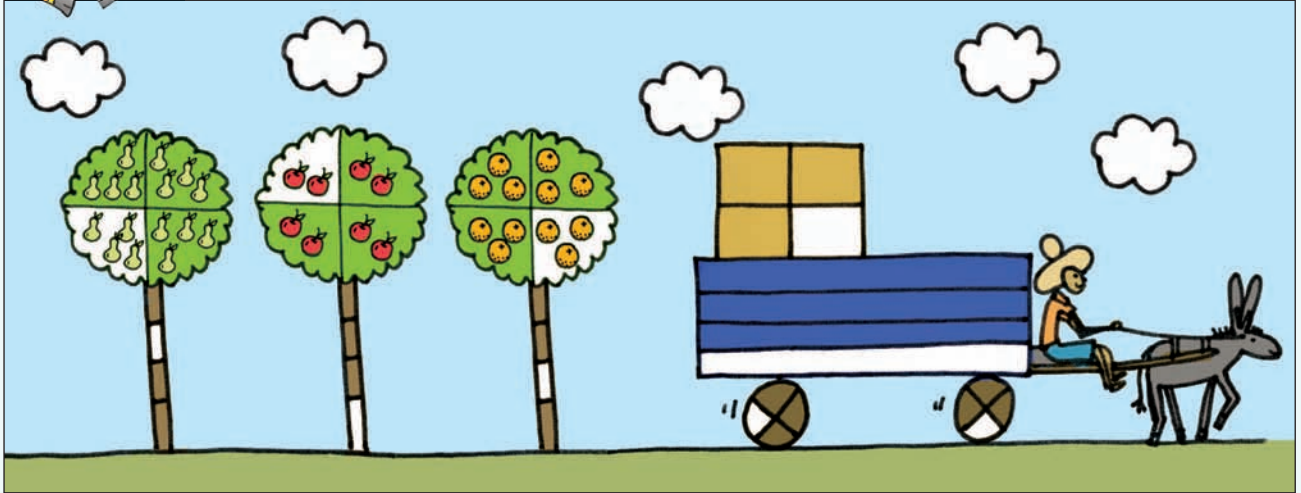
2 Answer the following:

one quarter of the pears on the tree is _____ .

one quarter of the apples on the tree is _____ .

one quarter of the oranges on the tree is _____ .

3 Colour in a quarter of the fruit in each group. What is a quarter of the number of the fruit in each group?

1 2 3 4 5 6 7 8 9 10

Draw more shapes to make each quarter equal.
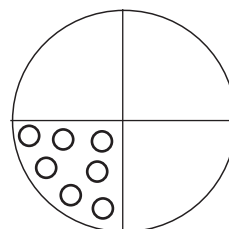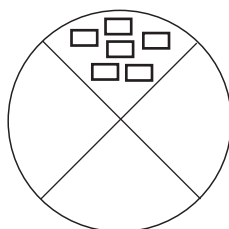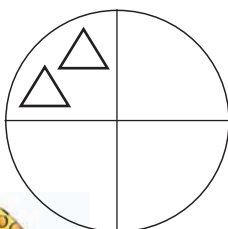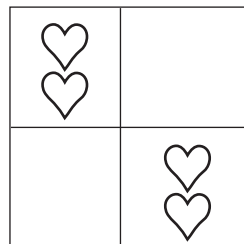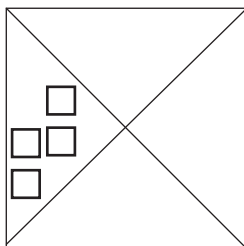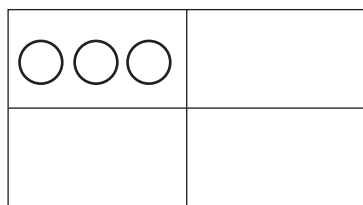
Show one quarter of the shapes.
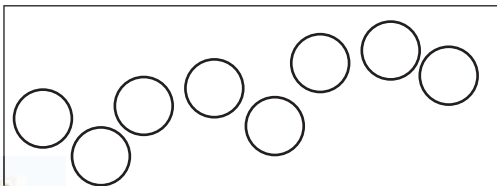
Which is bigger? Tick the correct answer.
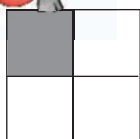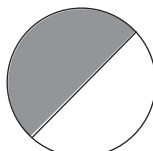
one half ☐
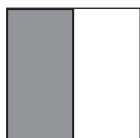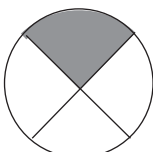
one quarter ☐

quarter quarters

Geometric patterns

1 Match the pattern.
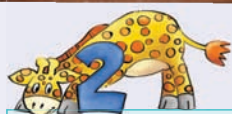
2 Copy the following pattern.
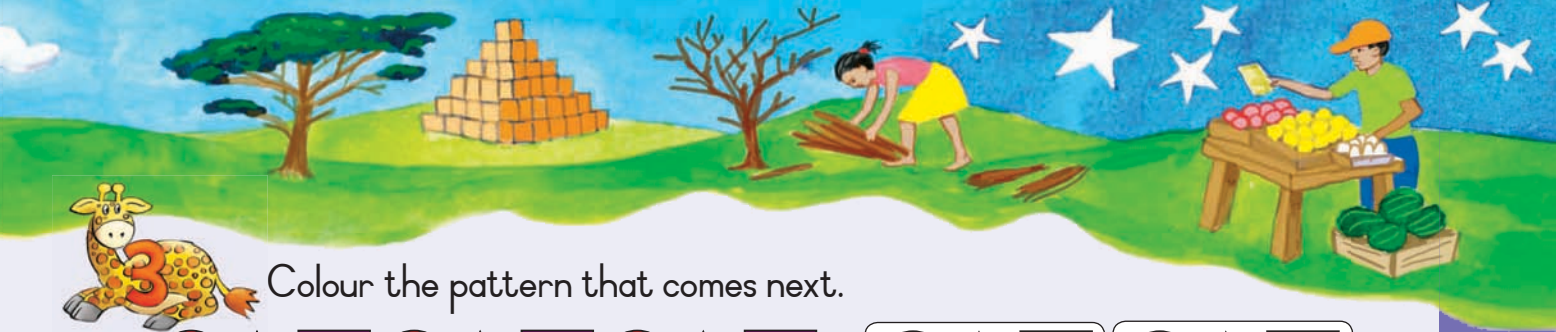
3 Colour the pattern that comes next.

○ ▲ ▢ ○ ▲ ▢ ○ ▲ ▢ ○ ▲ ▢ | ○ ▲ ▢ | ▢ ○ ▲ ▢

4 Draw the next pattern.

● ▪ ● ▪ ● ▪

▲ ● ▪ ▲ ● ▪ ▲ ● ▪
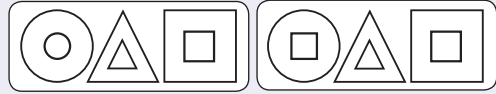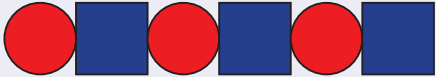
5 Extend the pattern.
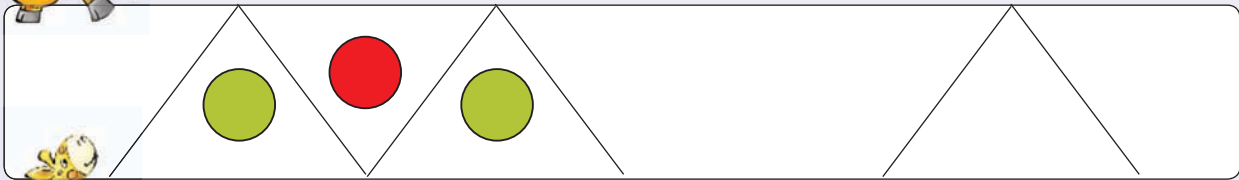
6 Draw the next pattern.
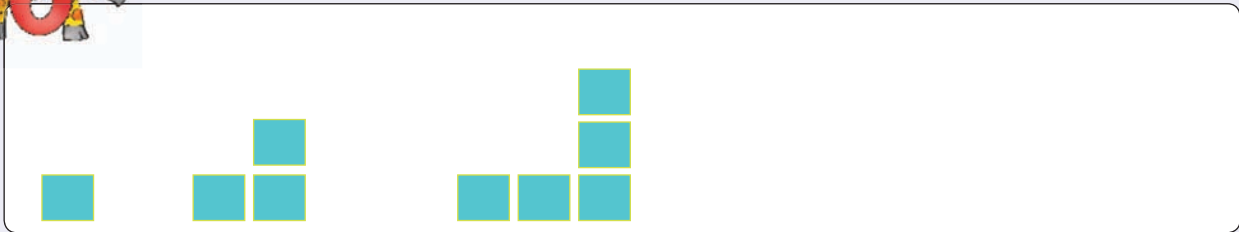
7 Draw your own pattern.

Data sorting

Date:
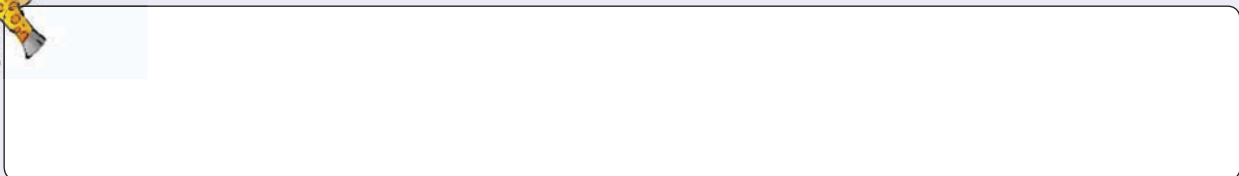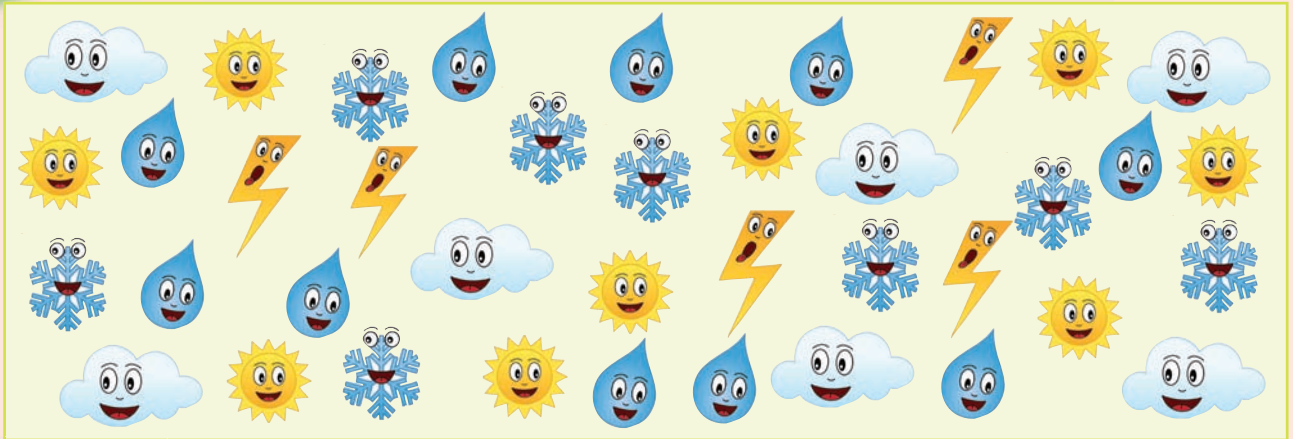
Sort the weather objects. Make your own drawing.
Write the total in the box.

1 2 3 4 5 6 7 8 9 10

2 Draw a pictograph of your sorted weather conditions.

KEY: ☁

☀	☁	⚡	💧	❄

3 Use the pictograph above to complete the bar graph below. Then answer the following questions.

☀	☁	⚡	💧	❄

Did we have more sunny or more cloudy days?

What season do you think is it?

Why?

Will this be the same in all the provinces?

Numbers 150 to 180

1 Colour in 172 circles.

1	0	0

7	0

2
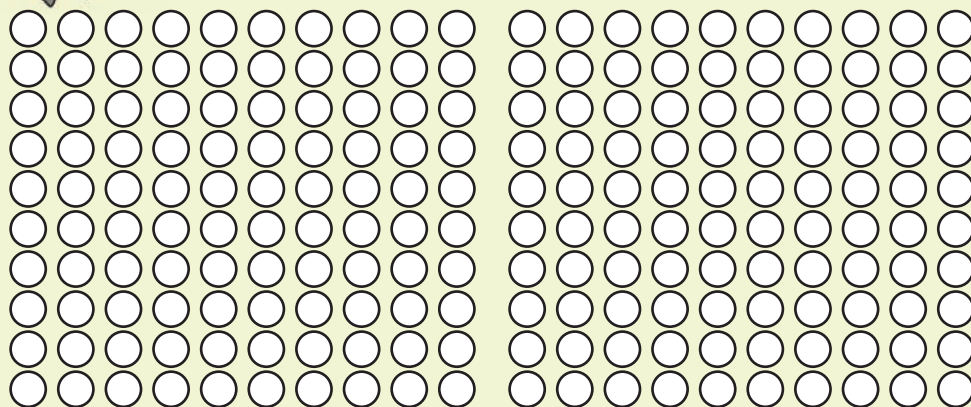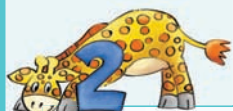
2 Write a number sentence for:

1 0 0	5 0	8

100 + 50 + 8 = 158

1 0 0	5 0	9

=

1 0 0	7 0	2

=

1 0 0	5 0

=

1 0 0	6 0	7

=

1 0 0	5

=

3 Which numbers come between:

150 and 158 _____

172 and 177 _____

180 and 175 _____

160 and 155 _____

165 and 160 _____
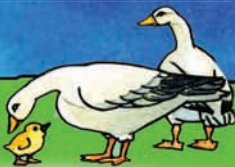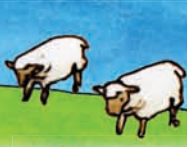
1 2 3 4 5 6 7 8 9 10

Write down two numbers smaller and two numbers bigger than the given number.

Smaller		Number	Bigger	
		157		
		165		
		178		
		161		
		174		

Complete these number lines.

| 150 | 151 | | 153 | | | 156 | | | | 160 |

| 180 | 179 | 178 | | | | | | | | |

| 166 | 167 | | | | | 172 | | | 175 | 176 |
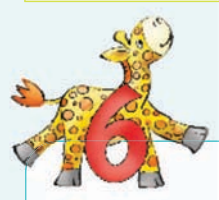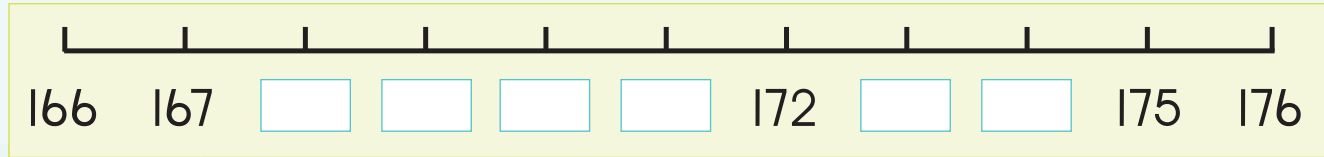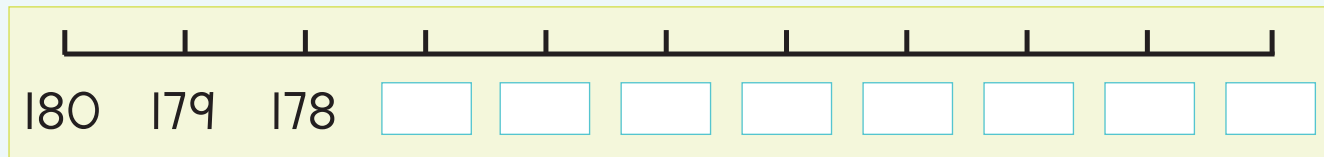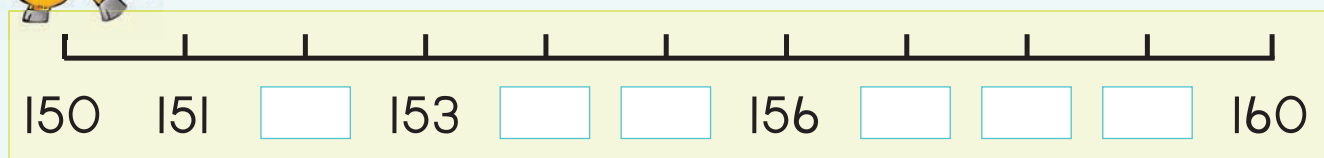
Cut three numbers between 150 and 180 from a magazine or newspaper. Paste them here from biggest to smallest.

Teacher:
Sign:
Date:

Term 4

Numbers 170 to 200

1 Colour in 199 circles.

1	0	0
q	0	
q		

2 Write a number sentence for:

| 1 0 0 | 70 | 7 |
100 + 70 + 7
= 177

| 1 0 0 | 9 0 | 3 |
=

| 1 0 0 | 8 0 | 1 |
=

| 1 0 0 | 9 0 | 5 |
=

| 1 0 0 | 9 0 | q |
=

| 1 0 0 | 7 0 | q |
=

3 Which numbers come between:

170 and 175 _____

198 and 195 _____

180 and 175 _____

168 and 173 _____

200 and 196 _____
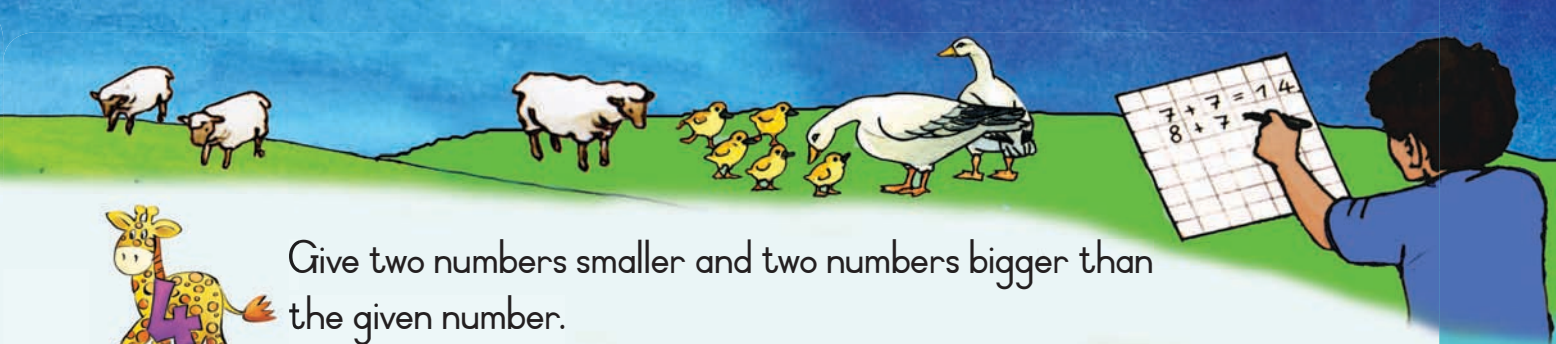
1 2 3 4 5 6 7 8 9 10

Give two numbers smaller and two numbers bigger than the given number.

Smaller		Number	Bigger	
		170		
		198		
		185		
		174		
		181		

Complete the number lines.

170   171   172   ☐   ☐   ☐   ☐   ☐   ☐   ☐   180

175   176   177   ☐   ☐   ☐   ☐   ☐   ☐   ☐   ☐

190   ☐   192   193   194   ☐   ☐   ☐   ☐   199   200
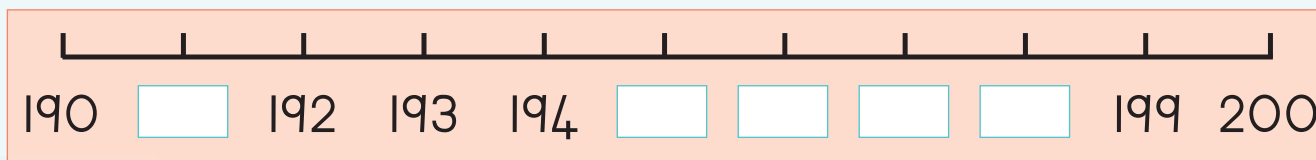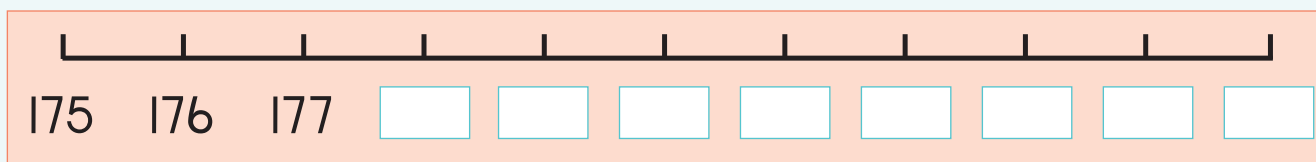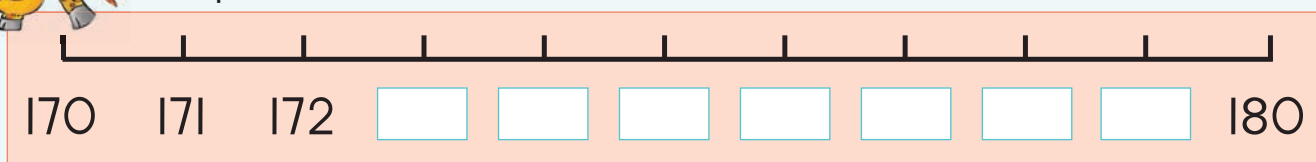
Cut three numbers between 170 and 200 from a magazine or newspaper. Paste them here from biggest to smallest.

Teacher:
Sign:
Date:

2-D shapes

Date:

Trace all the shapes. Colour all the circles red, triangles green, squares yellow and rectangles blue.
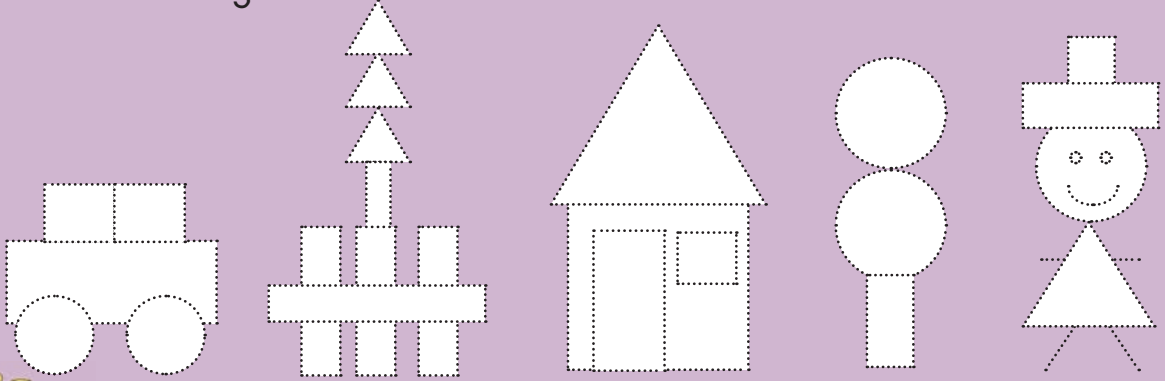
1 Fit the word with the shape.
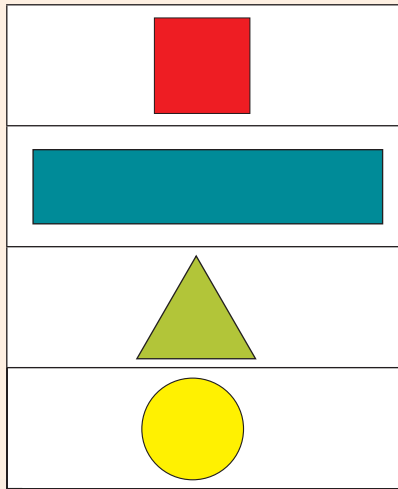
triangle
circle
square
rectangle

2 Colour:
- Big circles red
- Small circles yellow

Colour:
- Big rectangles red
- Small rectangles yellow

1   2   3   4   5   6   7   8   9   10
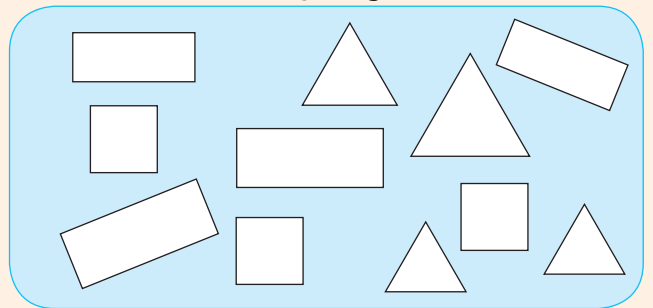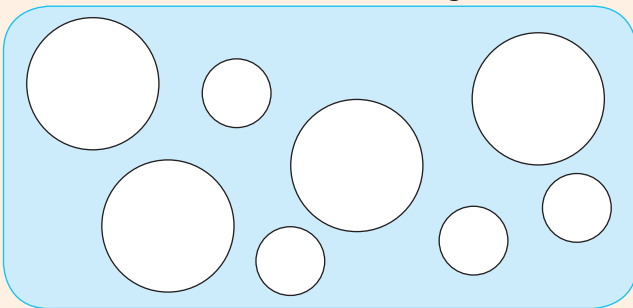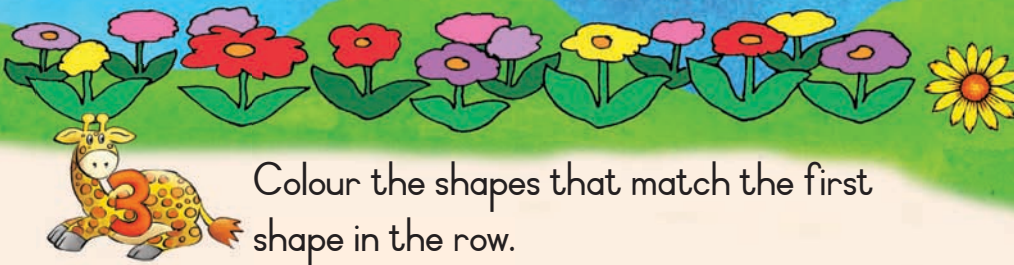
Colour the shapes that match the first shape in the row.
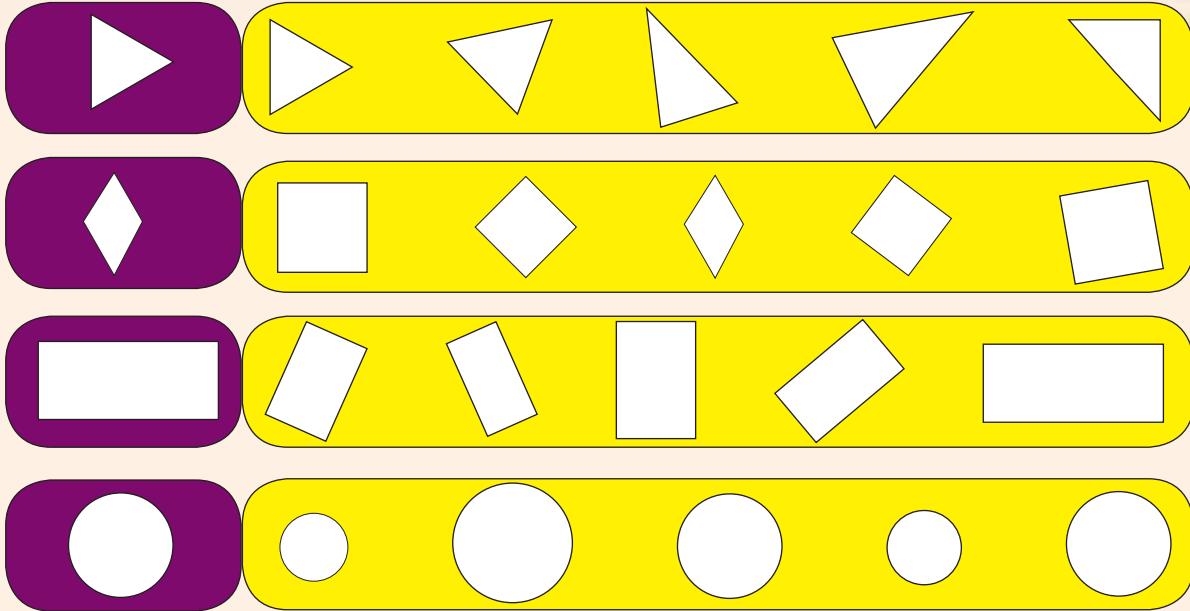
Draw your own picture using only squares, rectangles, triangles and circles.

Cut out from old paper and make your own picture using squares, rectangles, circles and triangles.

Teacher:
Sign:
Date:
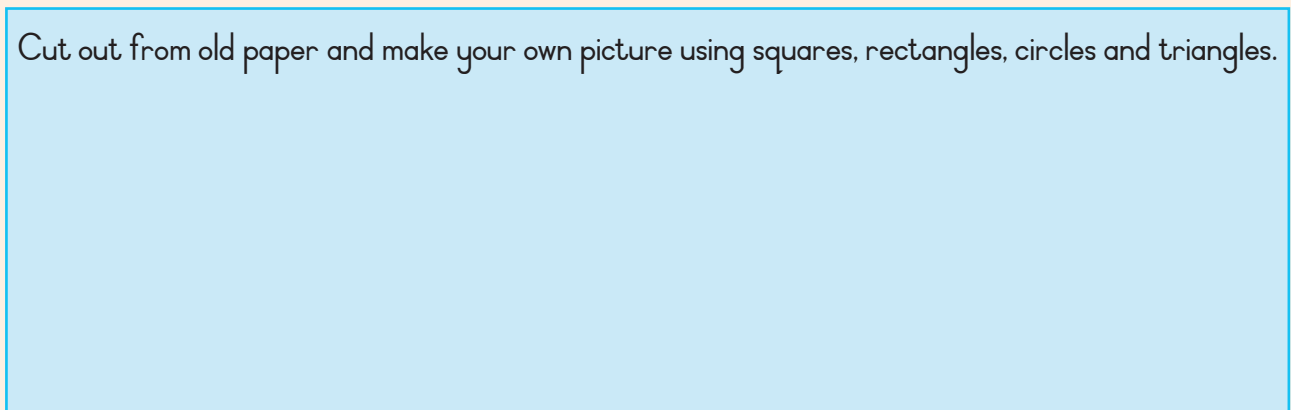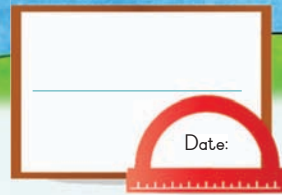
Numbers 0 to 200

1 How many different numbers can you make?

1 0 0		4 0		2
5 0		1 0 0
9		1 0 0
2 0		1		7 0		8

2 Complete the following.

1 0 0 4 0 9	1 0 0 7 0 3	1 0 0 2 0 8
100 + 40 + 9 = ☐	100 + 70 + 3 = ☐	100 + 20 + 8 = ☐

1 0 0 1 0 7	1 0 0 9 0 2
100 + 10 + 7 = ☐	100 + 90 + 2 = ☐

3 Fill in the empty boxes using hundreds, tens and units to complete the sums.

181 = ☐ + ☐ + ☐

144 = ☐ + ☐ + ☐

135 = ☐ + ☐ + ☐

156 = ☐ + ☐ + ☐

169 = ☐ + ☐ + ☐

1 2 3 4 5 6 7 8 9 10

Add the following:

60 + 4 = ☐   100 + 20 + 3 = ☐

90 + 8 = ☐   100 + 40 + 9 = ☐

40 + 7 = ☐   100 + 70 + 8 = ☐

30 + 6 = ☐   100 + 60 + 1 = ☐

50 + 2 = ☐   100 + 50 + 5 = ☐

Fill in the missing number:

70 + ☐ = 71   100 + ☐ + 3 = 153

30 + ☐ = 38   100 + ☐ + 9 = 169

60 + ☐ = 69   ☐ + 70 + 8 = 178

20 + ☐ = 24   100 + ☐ + 1 = 191

80 + ☐ = 85   100 + 50 + ☐ = 157

Make your own sums using hundreds, tens and units.

☐ + ☐ + ☐ = ☐   ☐ + ☐ + ☐ = ☐

What number is the biggest (B)?   What number is the smallest (S)?

5 0 9   1 0 0   4 5 0
1 0 0   9 4 0   1 0 0

11   12   13   14   15   16   17   18   19   20

Addition and subtraction

Date:
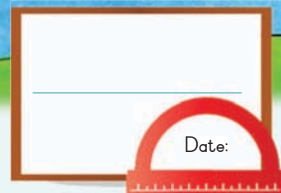
1 Look at the number board and beads. Talk about it.

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
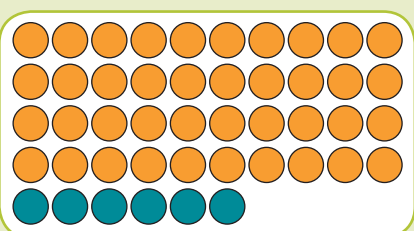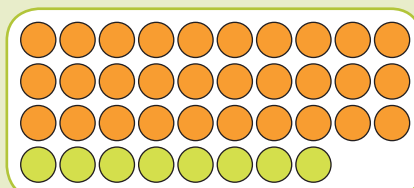
2 Add or subtract the beads.

50 5 – 30 6
= 40 + 15 – 30 – 6
= 10 + 9
= 19
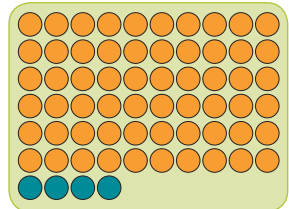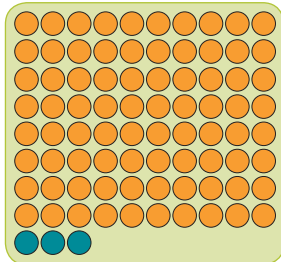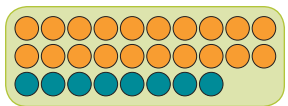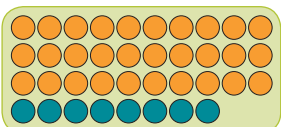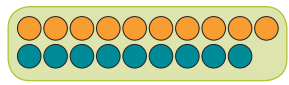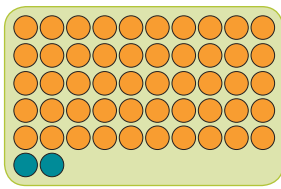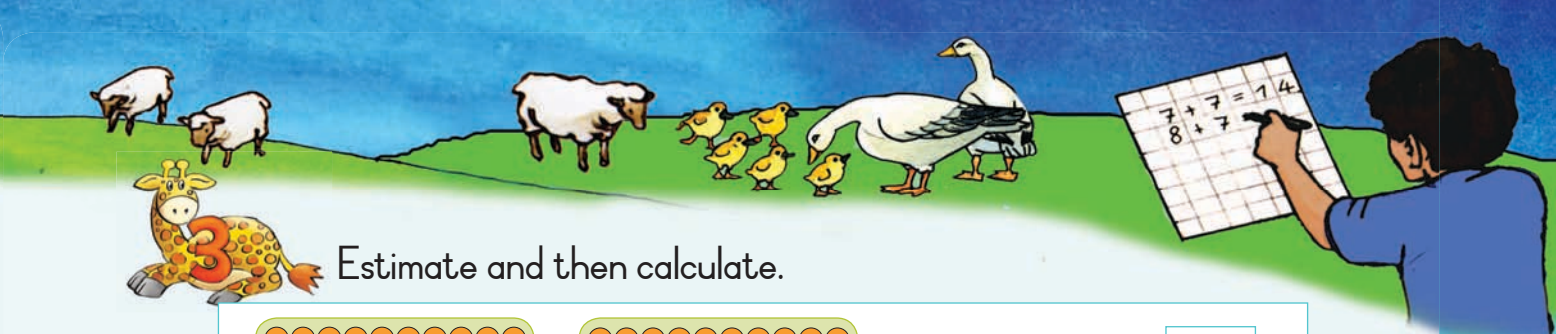
☐ ☐ – ☐ ☐
= ☐ + ☐ – ☐ – ☐
= ☐ + ☐
= ☐

☐ ☐ + ☐ ☐
= ☐ + ☐ + ☐
= ☐ + ☐ + ☐ + ☐
= ☐ + ☐
= ☐

☐ ☐ + ☐ ☐
= ☐ + ☐ + ☐
= ☐ + ☐
= ☐

1 2 3 4 5 6 7 8 9 10

3 Estimate and then calculate.
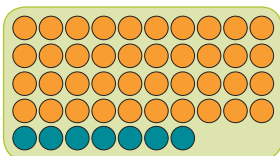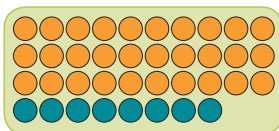
+ Estimate [ ]
Calculate [ ]

+ Estimate [ ]
Calculate [ ]

4 Calculate using your own method.

53 + 39	92 − 48

5

Add 39 and 29.

[ ]

What is 43 less 19?

[ ]

Subtract 45 from 74.

[ ]

What is 82 take away 69?

[ ]

Addition and subtraction again

1 Look at the abacuses on the left and right. What do you see?

| 2 | 0 | 8 | = | 6 | 0 | 5 |

| 3 | 0 | 7 |

Add the two numbers.

It equals to?
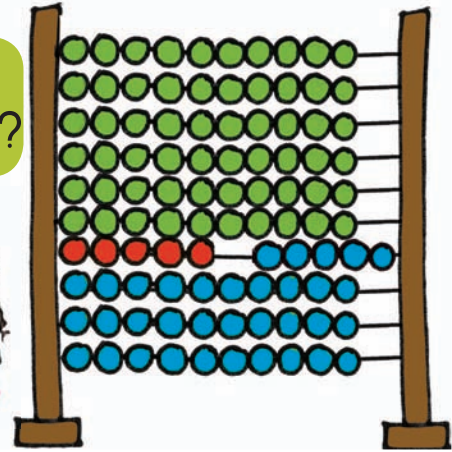
2 Write an addition and subtraction sum. Calculate it.
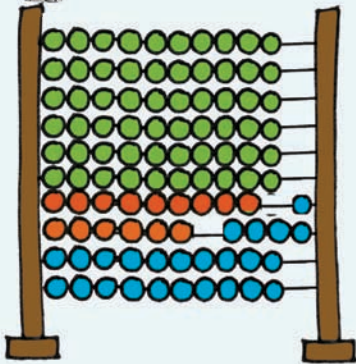
Addition sum	Subtraction sum
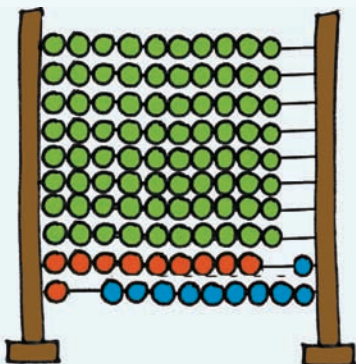
Addition sum	Subtraction sum
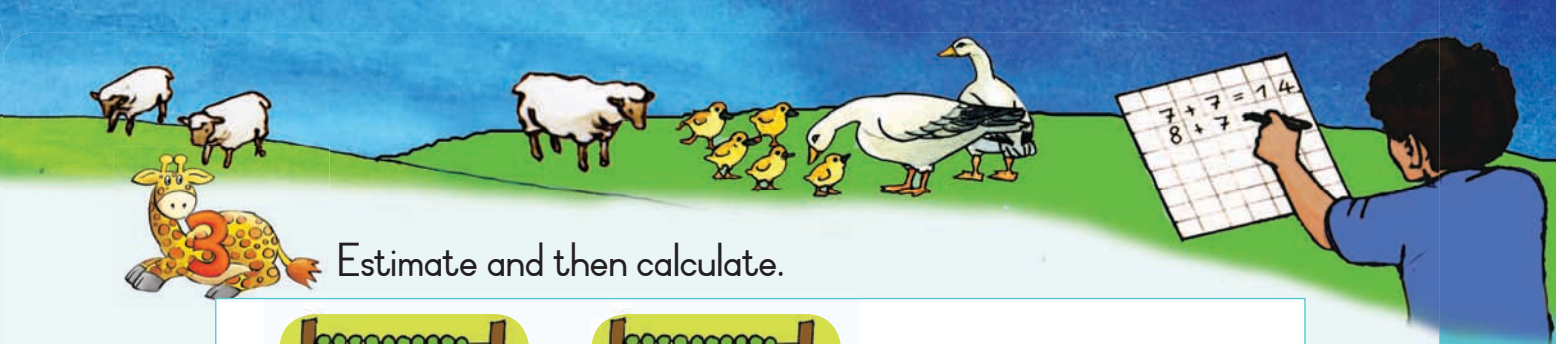
1 2 3 4 5 6 7 8 9 10

3 Estimate and then calculate.
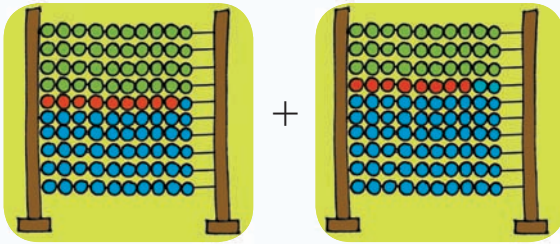
Estimate [ ]
Calculate [ ]
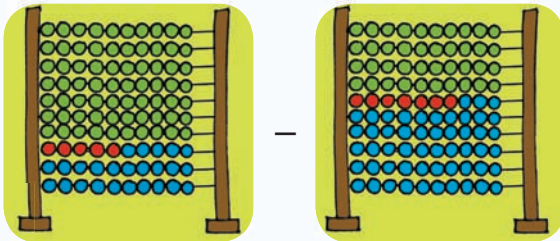
Estimate [ ]
Calculate [ ]

4 Calculate using your own method.

58 + 35	34 – 26

5 What is 74 and 19?

[ ]

The sum of 46 and 27.

[ ]

Take away 34 from 72.

[ ]

The difference between 81 and 36.

[ ]

Teacher:
Sign:
Date:

Shape patterns

1 Describe the pattern.
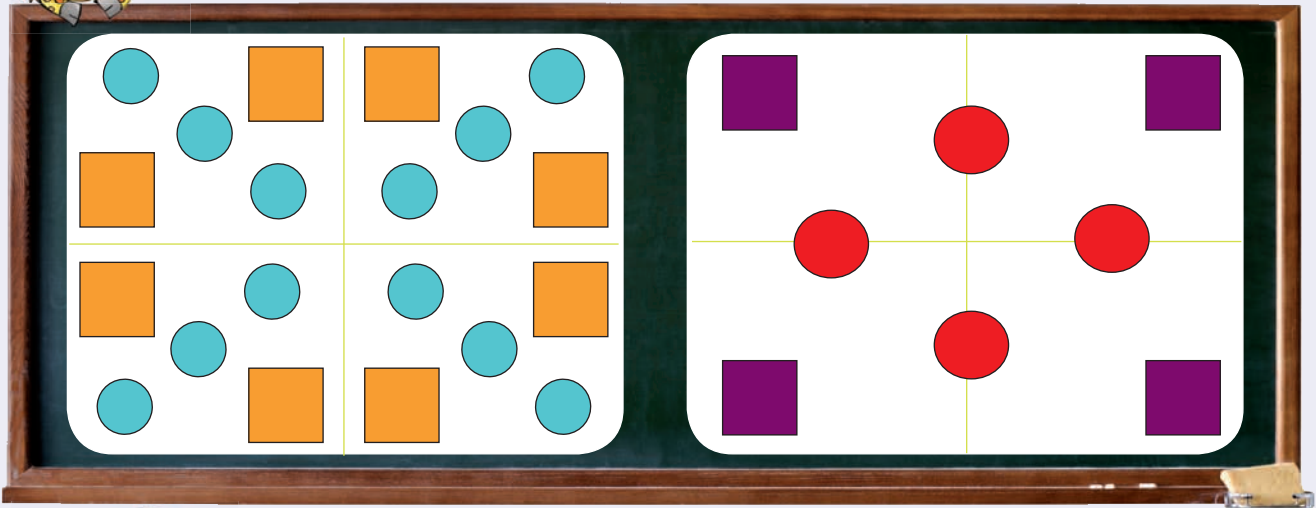
2 Trace the pattern and then colour it.
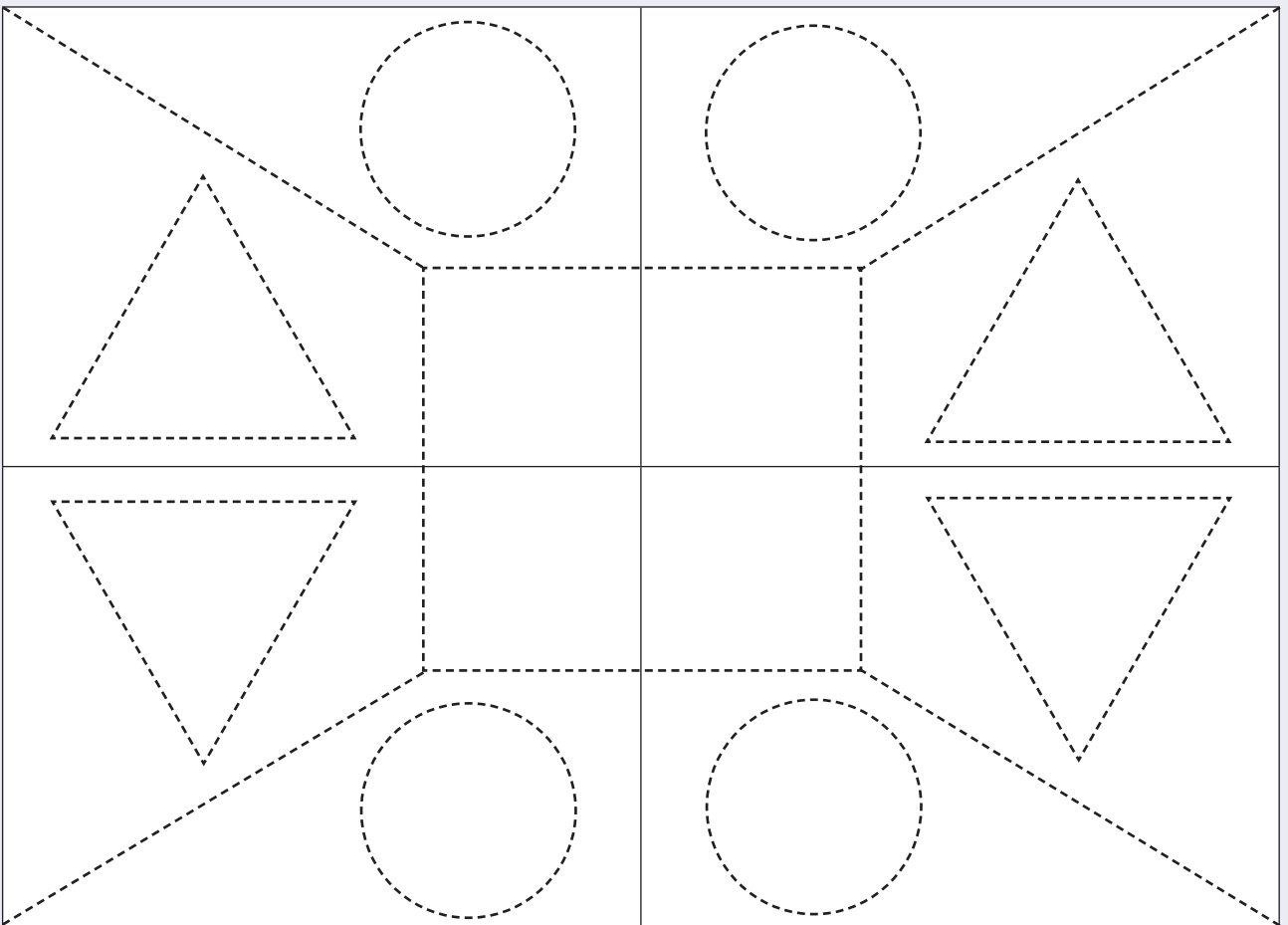
Trace the pattern and then colour it.
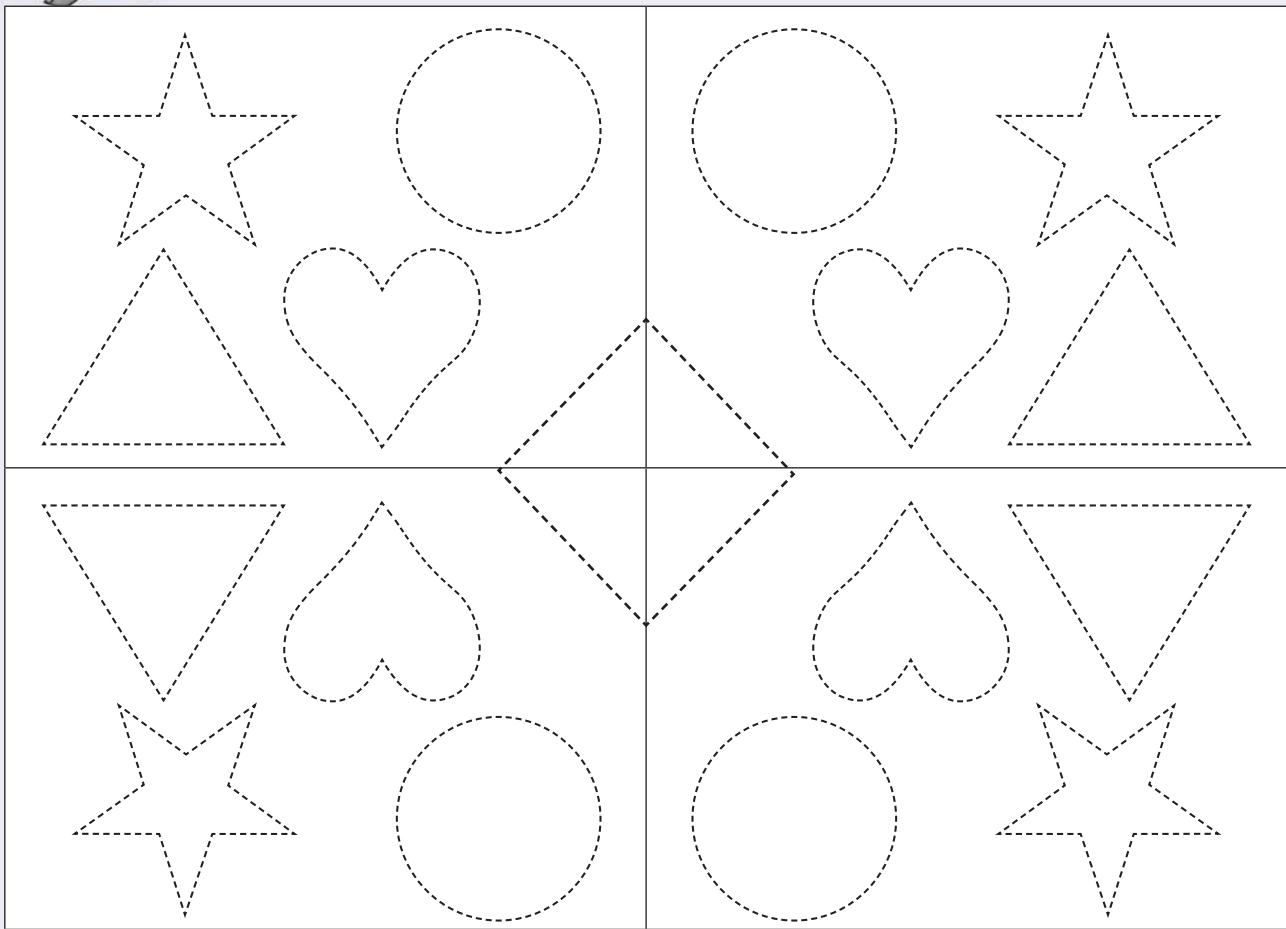
Create your own pattern using shapes.

II I2 I3 I4 I5 I6 I7 I8 I9 20

104

More addition and subtraction

Date:
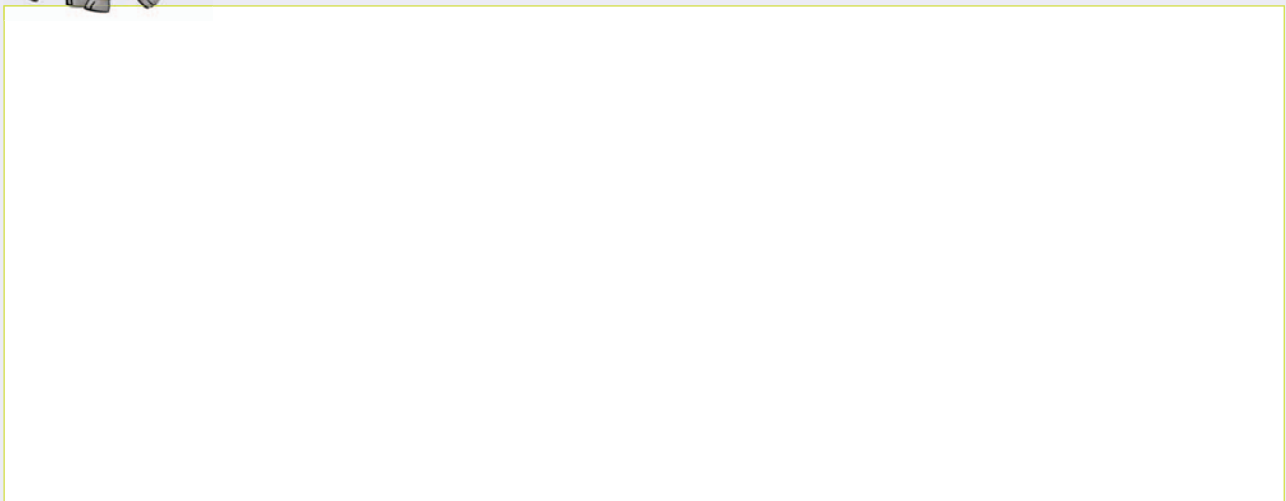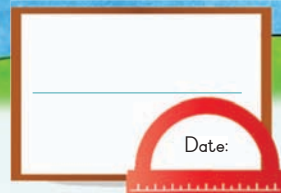
1 Look at the number lines. Talk about them.

20 + 30

0 10 20 30 40 50 60 70 80 90 100

50 − 30

30 + 20 + 8 + 7

0 10 20 30 40 50 60 70 80 90 100

65 − 28
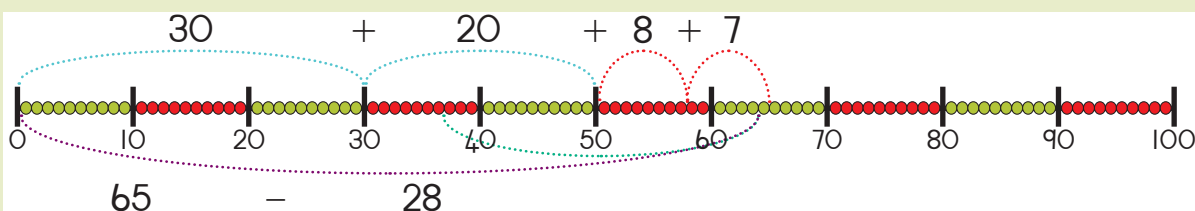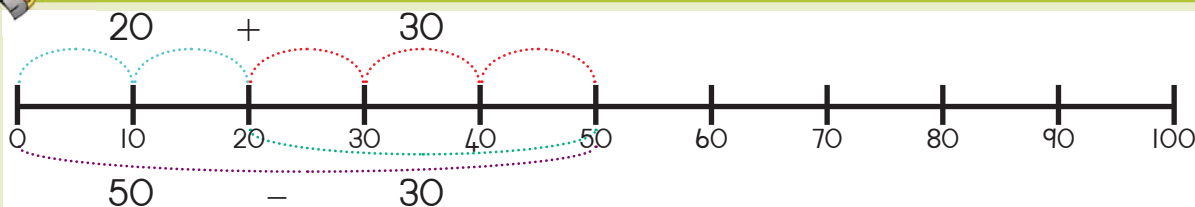
2 Write an addition and subtraction sum using the number line.

0 10 20 30 40 50 60 70 80 90 100

Addition sum: _____ Subtraction sum: _____

0 10 20 30 40 50 60 70 80 90 100

Addition sum: _____ Subtraction sum: _____

0 10 20 30 40 50 60 70 80 90 100

Addition sum: _____ Subtraction sum: _____

0 10 20 30 40 50 60 70 80 90 100

Addition sum: _____ Subtraction sum: _____

1 2 3 4 5 6 7 8 9 10
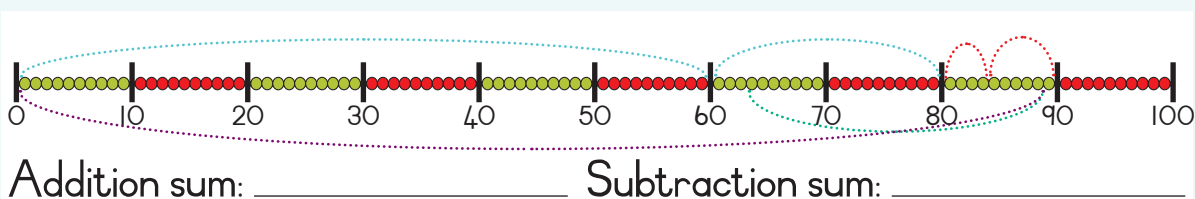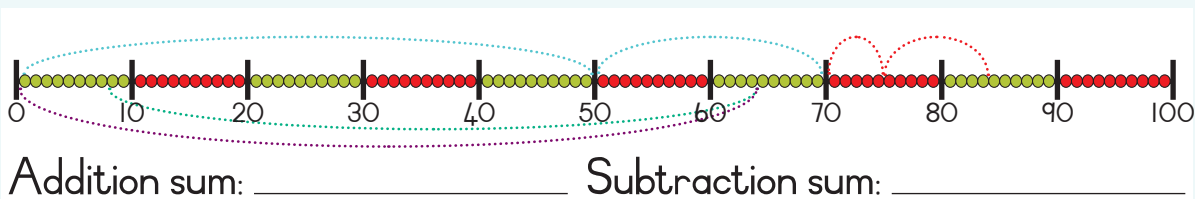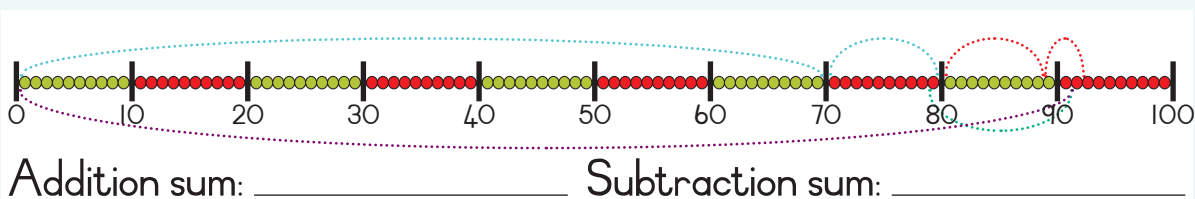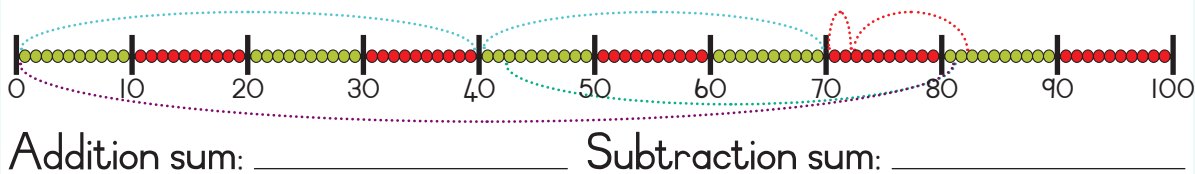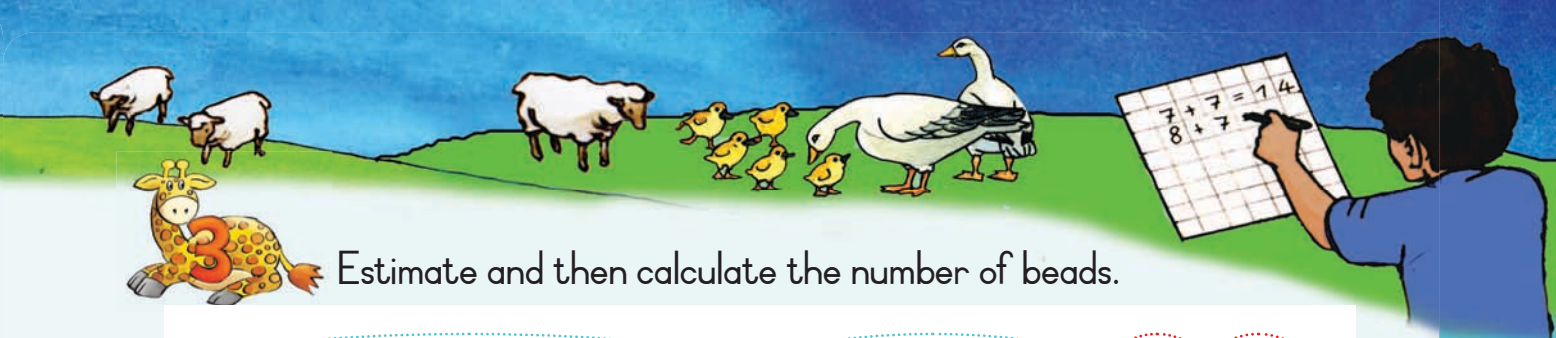
3 Estimate and then calculate the number of beads.
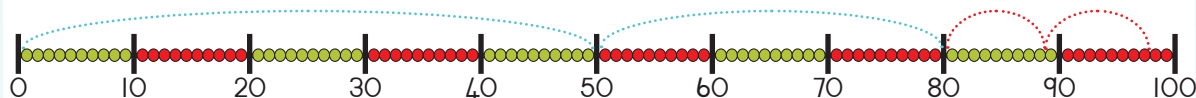
Estimate: _____   Calculate: _____
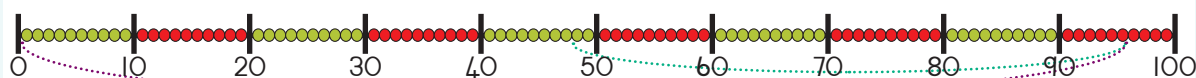
Estimate: _____   Calculate: _____

4 Calculate using your own method.

74 + 18	72 – 43

5

What is 82 and 9?

The sum of 79 and 13.

Take away 44 from 52.   The difference between 98 and 59.

11   12   13   14   15   16   17   18   19   20

Even more addition and subtraction

Date:

1 Make the sides equal.

$10 + 4 + 5$	$9 +$ ☐ $+$ ☐

$90 - 50$	☐ $- 20$

2 Complete the following.

I more		I less		IO more		IO less	
6	7	4	3	40	50	40	30
5		8		10		150	
3		10		60		20	
9		9		70		110	
2		2		20		200	
7		7		80		60	
4		6		30		180	
8		3		100		70	

3 Complete the following diagrams.

25	☐

37	**+100**	☐

89	☐

199	☐

175	**−100**	☐

163	☐

I 2 3 4 5 6 7 8 9 IO
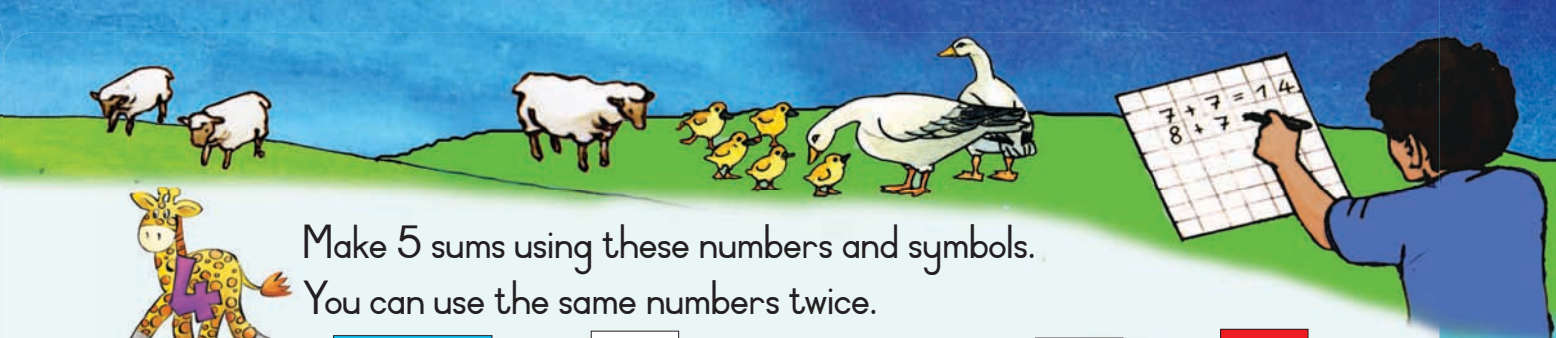
Make 5 sums using these numbers and symbols.
You can use the same numbers twice.

| 9 0 | — | 2 0 | + | 5 |

| 1 0 0 | 4 | 3 | 3 0 |

Look at the numbers and make as many addition or subtraction sums that has an answer written on the board, e.g. $3 + 4 = \boxed{7}$.

What is addition?

2 6 5 7
8
4 7 3 9

What is subtraction?

4
5 9 7
10
8
6 2 3

Calculate the following using your own method.
Show all your calculations.

48 + 36	85 – 59

Solve the word sum. Make a drawing to show your answer.

I saved R42 and my father gave me R29. How much money do I have?	I have R78 and I bought stationary for R34. How much money do I have left?

3-D objects

Date:

Where are the boxes, balls and cylinders?

SHAPES
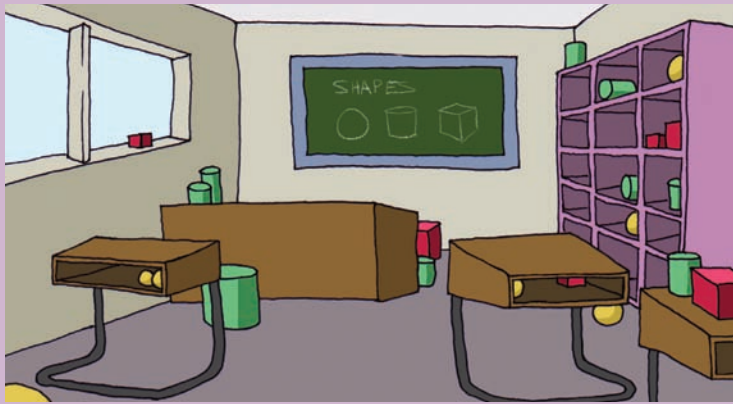
1 Say if it is a box, ball or a cylinder.

NET BALL
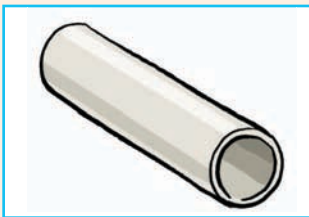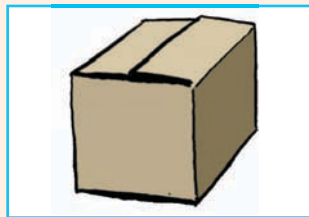
2 Find pictures of the following and paste it here.

Ball

Box

Cylinder

1 2 3 4 5 6 7 8 9 10

Tick the correct set of objects you used to build the tower on the left.
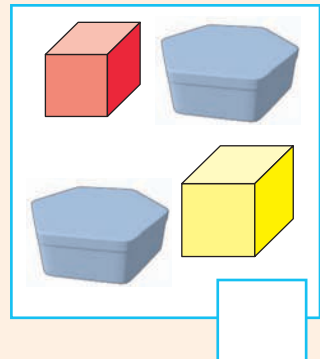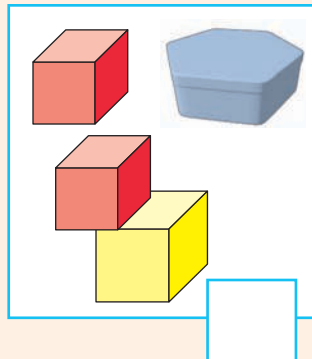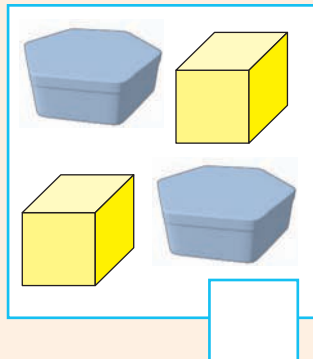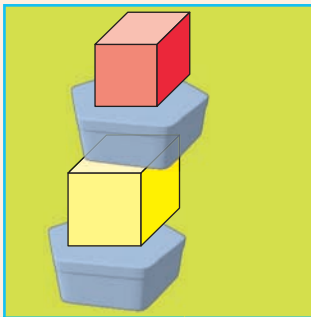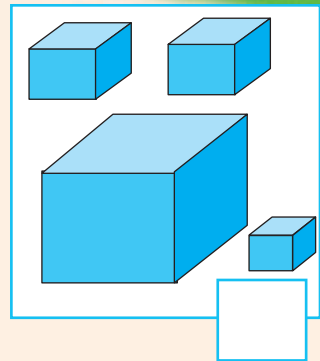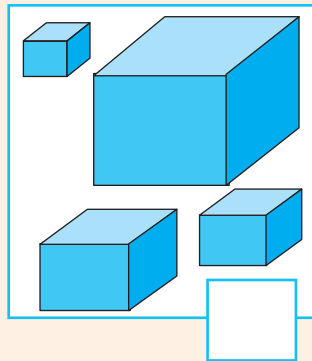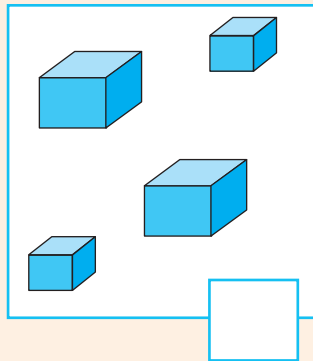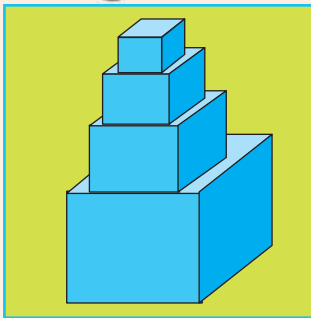
Say if the following will roll or slide.
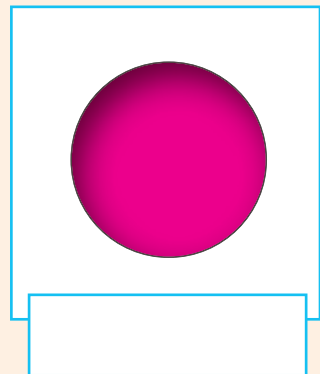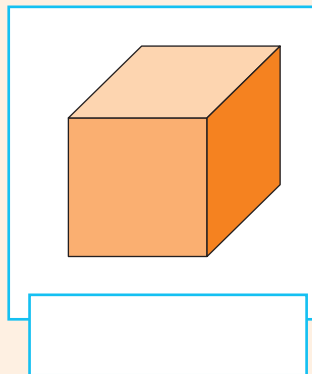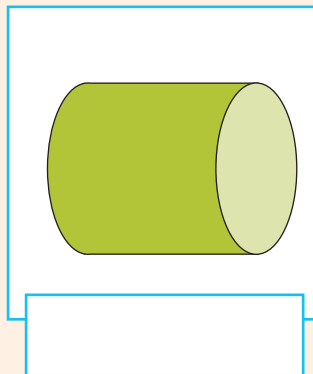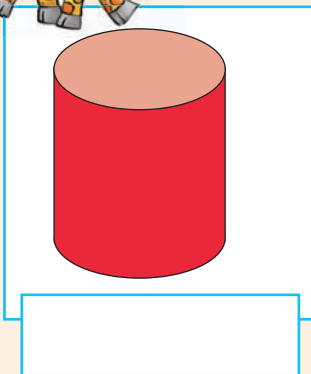
In your house or any place around your house what looks like a:

• Cylinder _____

• Ball _____

• Box _____

Teacher:

Sign:

Date:
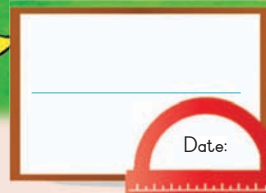
Even more data
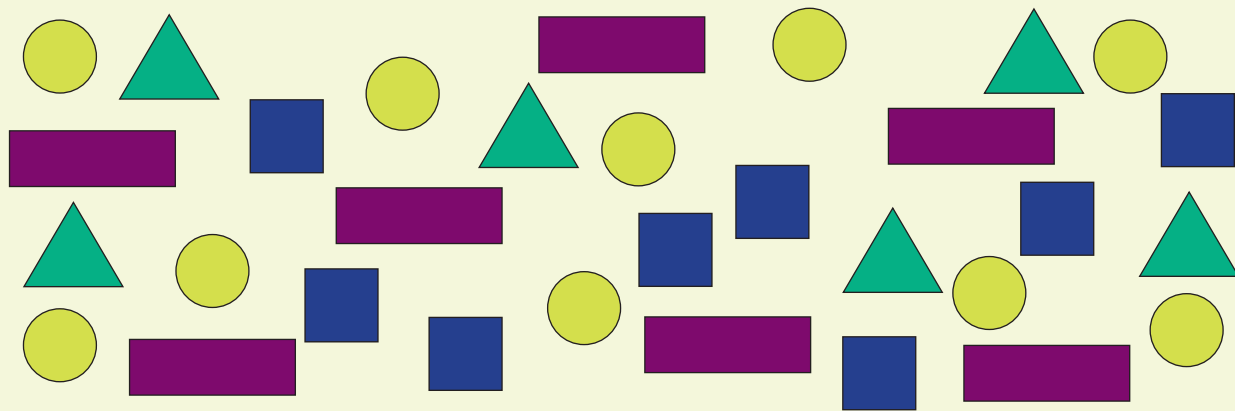
Sort the shapes. Make your own drawing. Write the total in the box.

1 2 3 4 5 6 7 8 9 10

2 Draw a pictograph of your sorted shapes.

KEY: ◯

🟡	🟦	🟪	🔺

3 Colour the blocks to complete your bar graph.

🟡	🟦	🟪	🔺

How many circles are there? ☐

How many squares are there? ☐

How many rectangles are there? ☐

How many triangles are there? ☐

Calculating money

Date:

Colour the coins that will make 95c.

Colour the money that will make R99.
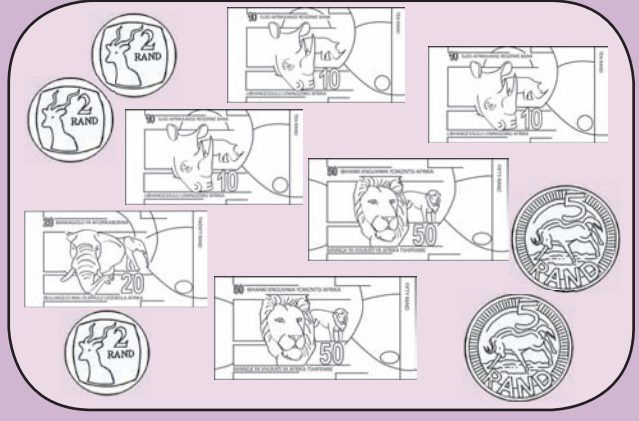
Colour the coins that will give you. Is this the only combination?

		Yes	No
75c	50c 10c 10c 20c 5c 5c		
85c	20c 10c 50c 5c 10c 20c		
90c	20c 50c 20c 20c 20c 10c		

Colour the coins and notes that will give you the following:
Is this the only combination?

		Yes	No
R87	50 20 10 10 10 1RAND 2RAND 1RAND		
R75	50 20 10 10 1RAND 1RAND 2RAND 2RAND 1RAND		
R94	50 20 20 1RAND 1RAND 1RAND 1RAND 2RAND		

1 2 3 4 5 6 7 8 9 10
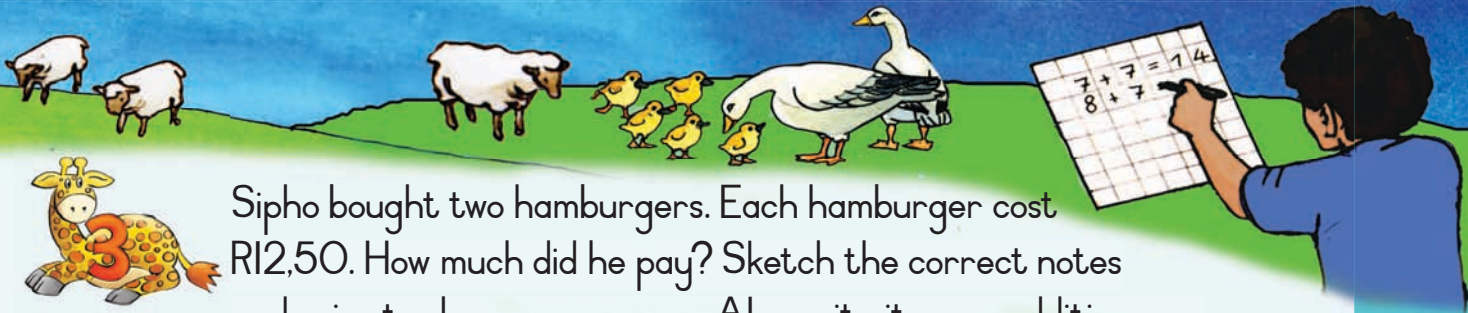
Sipho bought two hamburgers. Each hamburger cost R12,50. How much did he pay? Sketch the correct notes and coins to show your answer. Also write it as an addition sum.

Number sentence:
R12,50 + R12,50 =

What if Sipho buys three hamburgers?
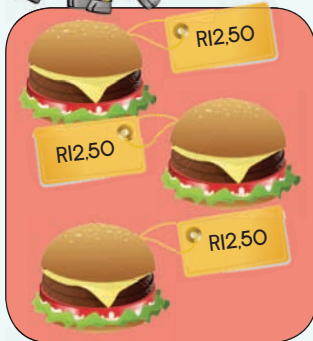
Number sentence:

What if Sipho buys four hamburgers?
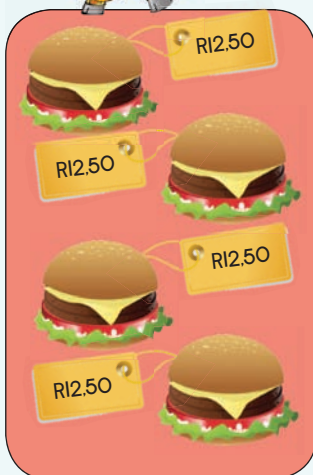
Number sentence:

How many hamburgers can Sipho buy for R87,50. Make a similar drawing like the ones above to help you to solve the problem. Use a separate sheet of paper.

Teacher:
Sign:
Date:

11 12 13 14 15 16 17 18 19 20
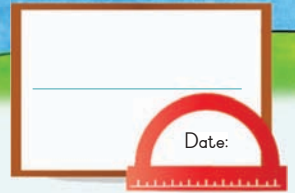
Solve money problems

What will I get if I sell 10 chocolates? Look at the pictures and continue the pattern?

| 1 chocolate | 2 chocolates | 3 chocolates | 4 chocolates |

Sheila sells hot dogs at R4 each. Complete the table to help her to find the amount for large orders.

Number of hotdogs	1	2	3	4	5	6	7	8	9	10
Coins										
Cost in Rand	R4									

What if Sheila ask R5 per hot dog?

Number of hotdogs	1	2	3	4	5	6	7	8	9	10
Coins										
Cost in Rand	R5									

1 2 3 4 5 6 7 8 9 10

3 Sello babysits. He charges R5 per hour. Complete this table.

Number of hours	1	2	3	4	5	6	7	8	9	10
Cost in Rand										

4 Sello decides to double his cost per hour. Show it now in the table.

Number of hours	1	2	3	4	5	6	7	8	9	10
Cost in Rand	10	20								

5 Draw a picture to show Sello's cost for 8 babysitting hours at R5 per hour.

6 You want to buy 10 muffins. Each muffin costs R10. How much will you pay for 1, 2, 3, 4, 5, 6, 7, 8, 9 or 10 muffins. Show it in a table on a separate sheet of paper.

Grouping and sharing

Date:

1 How many blocks are in each circle? Share them between the children.
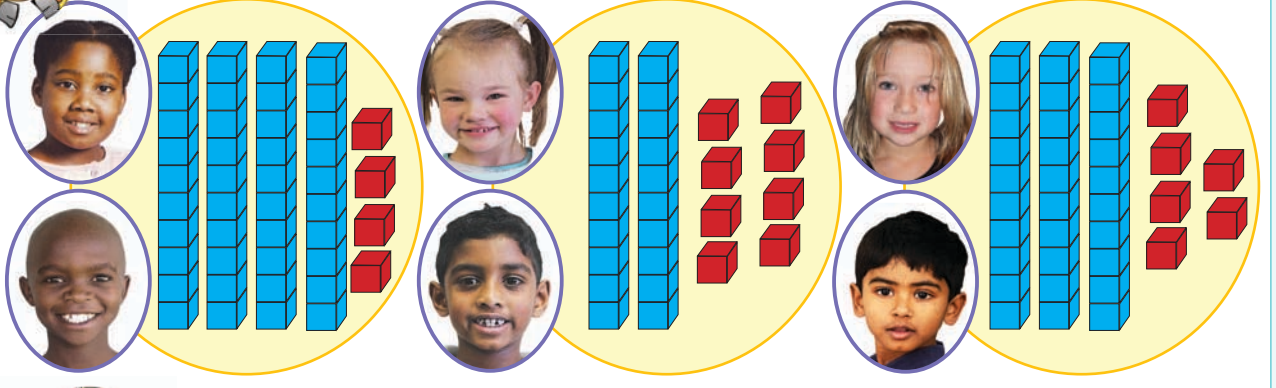
2 How many blocks are in each circle? Write the total in the blue circle. Write a multiplication sum for each.

☐ × ☐ = ☐

☐ × ☐ = ☐

☐ × ☐ = ☐
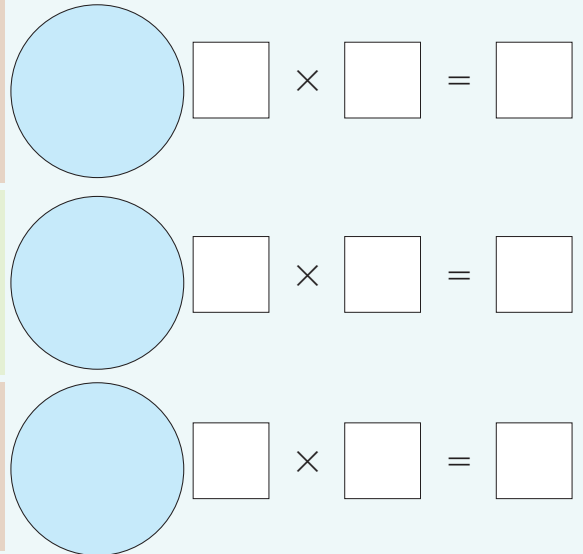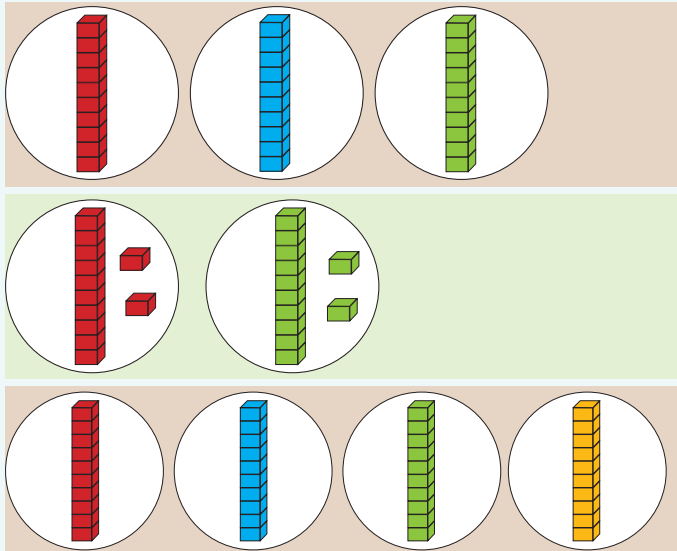
3 Share the blocks between the circles. Write a division sum for each.

☐ ÷ ☐ = ☐

☐ ÷ ☐ = ☐

1 2 3 4 5 6 7 8 9 10
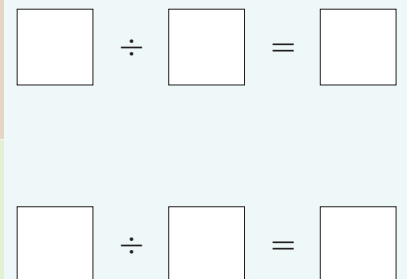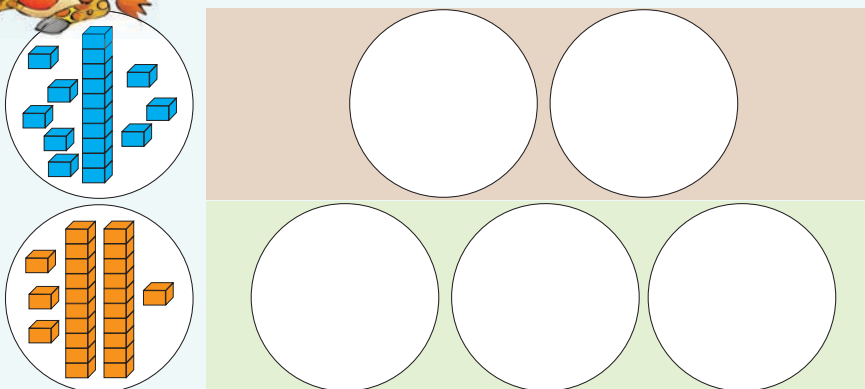
Draw the following. Write a sum for each.
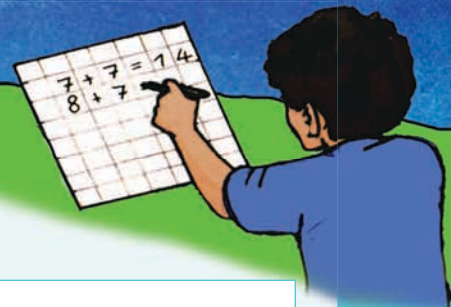
3 groups of 2

+ Plus sum: _____

× Times sum: _____

4 groups of 10

+ Plus sum: _____

× Times sum: _____

Share 12 counters between 4.

− Minus sum: _____

÷ Division sum: _____

Share 36 counters between 3.

− Minus sum: _____

÷ Division sum: _____

Calculate.

2 groups of 7 _____   3 groups of 8 _____

4 groups of 5 _____   2 groups of 15 _____

Share 18 by 2 _____   Share 24 by 3 _____

Share 35 by 5 _____   Share 50 by 10 _____

double share

Even more capacity

1 Look at the pictures. What are the children doing?

2 Colour in up to where the spoons fill the jug with liquid.
We have done the first one for you.

What will happen if you pour **6** cups in the measuring jug?

_____

_____

_____

3 How many cups of water do you need to fill the following jugs?

2 jugs _____   3 jugs _____

4 jugs _____   5 jugs _____

1 2 3 4 5 6 7 8 9 10

How many cups more do you need to fill the measuring jug or jugs?

2
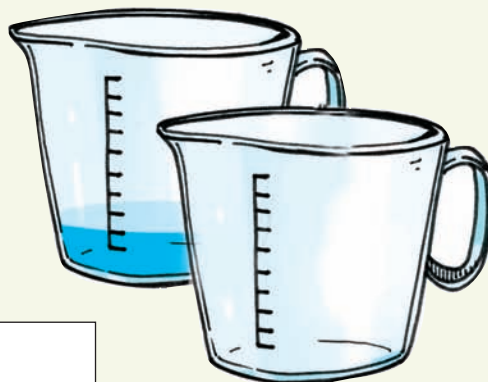
Find pictures of containers that equal 1 litre, 2 litres and 5 litres.
Paste them here or in an exercise book. Paste them from the
containers that holds the most to the container that holds the least.

Term 4

Number patterns

Place the cards in order. First from big to small, then small to big.

| 5 | 3 | 8 | 1 | 9 | 7 | 6 | 2 | 4 |

| 61 | 66 | 64 | 69 | 62 | 68 | 67 | 63 | 65 |

| 136 | 132 | 140 | 138 | 131 | 135 | 133 | 137 | 134 | 139 |

Fill in the missing numbers.

103 104 ☐ ☐ ☐ ☐ 108 ☐ ☐ ☐ ☐

☐ 142 ☐ 144 ☐ ☐ 150 ☐ ☐ ☐ ☐

☐ ☐ ☐ 103 106 109 ☐ ☐ ☐ ☐

124 128 132 ☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ 95 ☐ 105 ☐ 115 ☐ ☐

1 2 3 4 5 6 7 8 9 10

Complete the following counting backwards.

| 128 | 126 | 124 | | | 118 | | | | |

| 160 | 157 | 154 | | | | | | | |

| 200 | 195 | 190 | | | | | | | |

Complete the following by extending the pattern.

100, 102, 104, ___, ___, ___, ___, ___

160, 155, 150, ___, ___, ___, ___, ___

115, 118, 121, ___, ___, ___, ___, ___

200, 190, 180, ___, ___, ___, ___, ___

Complete the number line.

2 + 2 + 2

0   2   4   6

3 + 3 + 3

0   3   6   9

4 + 4 + 4

0   4   8   12
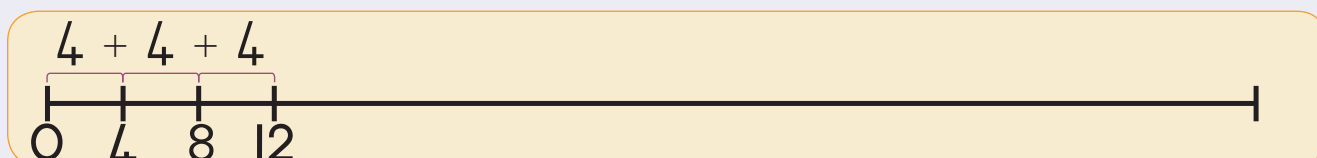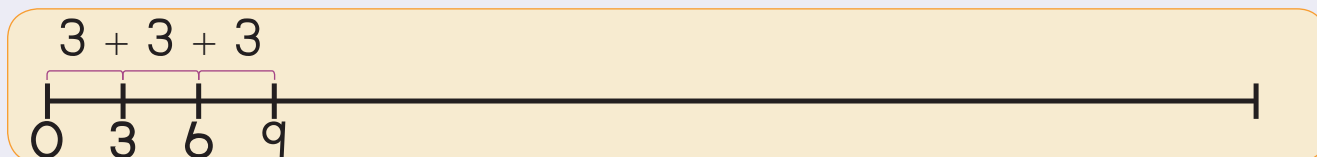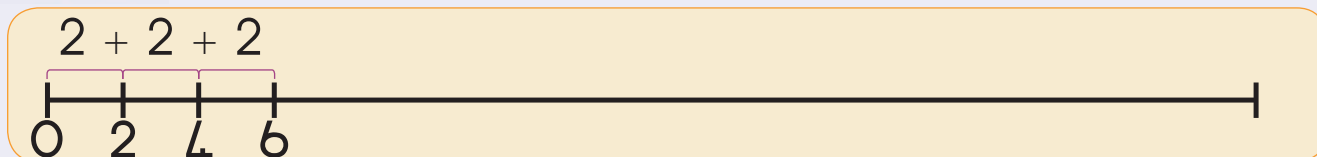
In what do we count?

| 4   20 8   16   12 | 2   14 8   12 10   4   6 | 5   15 25   20 30   10 | 3   21 15   6 18   9   12 |

Multiply by 3

Date:
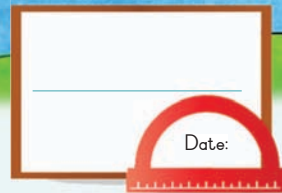
All these animals have 4 feet.   All these animals have 2 ears.

3 little pigs

3 blind mice

3 little bears
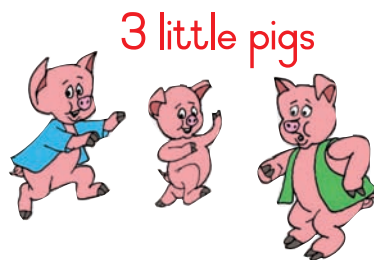
What is the total number of feet in this picture?

What is the total number of ears in this picture?

1 Look at the pictures and complete the following:

	×		=		
Number of mice	Feet per animal				

	×		=	
Number of mice	Ears per animal		

2 Complete the following:

3	6	9						

30	27	24						

3 Complete the following:

5 × 🍎🍎🍎 = ☐ apples   4 × 🍌🍌🍌 = ☐ bananas

6 × 🍌🍌🍌 = ☐ bananas   7 × 🍎🍎🍎 = ☐ apples

1 2 3 4 5 6 7 8 9 10

4 Complete the following:

$13 \times 3 = \boxed{}$

$\boxed{1 \quad 0}\,\boxed{3} \times 3$

$= \boxed{1 \quad 0} + \boxed{3} \times 3$

$= \boxed{1 \quad 0} \times 3 + \boxed{3} \times 3$

$= 30 + 9$

$= 39$

$15 \times 3 = \boxed{}$

$\boxed{1 \quad 0}\,\boxed{5} \times 3$

$= \boxed{} + \boxed{} \times \boxed{}$

$= \boxed{} \times \boxed{} + \boxed{} \times \boxed{}$

$= \boxed{} + \boxed{}$

$= \boxed{}$

5 The two friends dropped their pencil cases. They had exactly the same stationary. Please help them to put it back.

6 Complete the following:
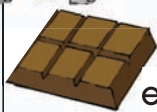
Share this chocolate equally between 2 children.

Each get $\boxed{}$

Share 15 toffees equally between 3 children.

Each get $\boxed{}$

7 Draw pictures to show your answers.

Share 9 pencils between 3 children.

Each get $\boxed{}$

Share 16 crayons between 3 children. Will there be any crayons left over?

Each get $\boxed{}$

11 12 13 14 15 16 17 18 19 20

Mixed multiplication

Look at the following. What do you notice?

$5 + 5 + 5 = 15$

3 lots of $5 = 15$

3 groups of 5 is 15

3 times $5 = 15$

$3 \times 5 = 15$
$5 \times 3 = 15$

Complete the table below. The example will guide you.

Skip counting	Equal groups	Repeated addition	Arrays	Facts
3, 6, 9, 12		$3 + 3 + 3 + 3$	3 rows of 4 ✕ ✕ ✕ ✕ ✕ ✕ ✕ ✕ ✕ ✕ ✕ ✕	$3 \times 4 = 12$ $4 \times 3 = 12$
		$4 + 4 + 4$		
				$6 \times 5 = 30$ $5 \times 6 = 30$
2, 4, 6, 8, 10, 12				

How fast can you complete the following?

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

Answer the following questions. What is:

four fives	
double 6	
6 times 5	
2 multiplied by 4	
8 times 2	
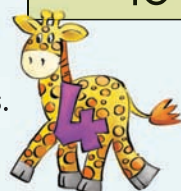
Replace the place holder with a number.

3 groups of 2 are 6 or 3 times 2 is 6 or $3 \times 2 = \square$	
4 groups of 3 are 12 or 4 times 3 is 12 or $4 \times 3 = \square$	
6 groups of 3 are 18 or 6 times 3 is 18 or $6 \times \square = 18$	

Problem: There are three counters in a row. There are 4 rows. How many counters altogether? Draw a picture to show your answer.

More multiplication
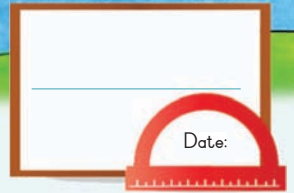
Look at the examples.

What is multiplication?

25 – 10 – 2013

$4 \times 2 = \boxed{8}$

$3 \times 4 = \boxed{12}$

$4 \times 5 = \boxed{20}$

$2 \times 6 = \boxed{12}$

What is 2 times 7?

$1 \times 5 = 5$
$2 \times 5 = 10$
$3 \times 5 = 15$
$4 \times 5 = 20$
$5 \times 5 = 25$
$6 \times 5 = 30$
$7 \times 5 = 35$
$8 \times 5 = 40$
$9 \times 5 = 45$
$10 \times 5 = 50$

Date:

Complete:

	1	2	3	4	5	6	7	8	9	10
× 2	2	4	6							

Use your own method to solve this.

12 × 2	16 × 2

Complete:

	1	2	3	4	5	6	7	8	9	10
× 3	3	6	9							

Use your own method to solve this.

13 × 3	15 × 3

1 2 3 4 5 6 7 8 9 10

Complete:

× 4	1	2	3	4	5	6	7	8	9	10
	4	8	12							

Use your own method to solve this.

11 × 4	14 × 4

Complete:

× 5	1	2	3	4	5	6	7	8	9	10
	5	10	15							

Use your own method to solve this.

12 × 5	16 × 5

There are 12 oranges in a bag. How many oranges are there in:

4 bags?   5 bags?   3 bags?   2 bags?

Teacher:
Sign:
Date:

Days of the week

Date:

1 Unscramble the letters of the days of the week.

AYUETSD

DNYUAS

ONAYDM

ENEDSDWAY

UAYTSRHD

ASTDAUYR

IFADRY

2 Fill in the missing days.

Monday		Wednesday	
Sunday		Tuesday	

3 Write down the days of the week.

Sunday						

4 How many days is it from:

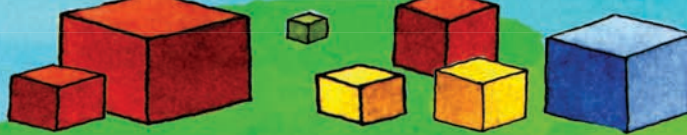Monday to Thursday? _____

Tuesday to Friday? _____

Thursday to Saturday? _____

5 How many days are between:

Tuesday and Saturday? _____

Wednesday and Friday? _____

Thursday and Sunday? _____

1 2 3 4 5 6 7 8 9 10

Months of the year

Unscramble the letters of the months of the year.

1

AURJNAY

EARUBFRY

JYLU

RBCOTOE

EVEMONBR

MEBERCED

GTUUSA

UEJN

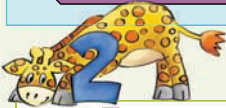AMCHR

AMY

PRLAI

EEMTSPEBR

2 How many days are there in each month?

January 31	February	March	April
May	June	July	August
September	October	November	December

Remember it is a name of a month so it should start with a capital letter.

3 Answer the following:

What comes before March? _____

What comes after June? _____

4 If it is July, how many months is it before:

September? _____

Your birthday? _____

Days, weeks and months

Date:

December 2015

Sun	Mon	Tues	Wed	Thu	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	29	30	31			

1 Look at the calendar and answer the following:

What day is the 1st of December? _____

What day is the 15th of December? _____

What day is the 24th of December? _____

What day is the 12th of December? _____

2 Answer these questions:

How many days are there in December? _____

How many weeks are there in December? _____

How many days are there in a week? _____

When is the school closing in December? _____

What happens on the 25th of December? _____

What happens on the 31st of December? _____

What day comes after the 31st of December? _____

1 2 3 4 5 6 7 8 9 10
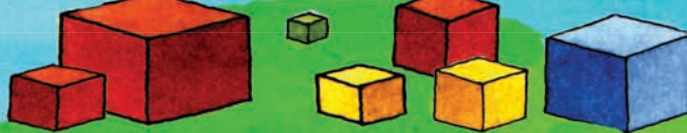
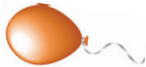Colour all the odd numbers yellow on the calendar.

What do you notice? _____

Colour all the even numbers red on the calendar.

What do you notice? _____

Complete this calendar. Fill in the year and the dates.

April _____

Sun	Mon	Tues	Wed	Thu	Fri	Sat

What date and day is it?

	Date	Day

How many days is it from:

	to		
	to		
	to		
	to		

Teacher:
Sign:
Date:

More number patterns

Explain the pattern on each board.

101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130
131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150

151	152	153	154	155	156	157	158	159	160
161	162	163	164	165	166	167	168	169	170
171	172	173	174	175	176	177	178	179	180
181	182	183	184	185	186	187	188	189	190
191	192	193	194	195	196	197	198	199	200

Complete the pattern.

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
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130
131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150
151	152	153	154	155	156	157	158	159	160
161	162	163	164	165	166	167	168	169	170
171	172	173	174	175	176	177	178	179	180
181	182	183	184	185	186	187	188	189	190
191	192	193	194	195	196	197	198	199	200

Term 4

Is the number odd or even? Circle odd or even.

4	19	21
odd even	odd even	odd even
26	20	18
odd even	odd even	odd even

Fill in the missing number to complete the repeated pattern.

Outline the numbers in colour to help you to solve the problems.

33, 39, 33, ☐ , 33, 39, 33, 39

96, 74, 96, 74, 96, 74, 96, ☐

38, 45, 38, 45, ☐ , 45

49, 5, 46, 20, 49, 5, ☐ , 20, 49, 5, 46, 20, 49, 5, 46

☐ , 78, 21, 11, 78, 21, 11, 78, 21, 11

Fill in the missing number to complete the repeated pattern.

55, 21, 19, 63, 55, 21, 19, 63, 55, 21, 19, 63, 55, 21, 19, ☐

18, 28, 36, 18, 28, 36, 18, 28, 36, 18, 28, 36, 18, ☐

11, 76, 11, 76, 11, 76, 11, 76, ☐

60, 91, 94, 60, 91, 94, 60, 91, 94, 60, ☐

28, 47, 78, 28, 47, 78, 28, 47, 78, 28, 47, 78, 28, ☐

Teacher:
Sign:
Date:
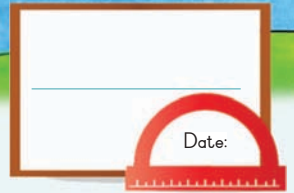
Term 4

Equal sharing leading to fractions

Date:

Share the chocolate slab saying how many blocks each child will get.

1 Now share 6 chocolate slabs among 3 children.
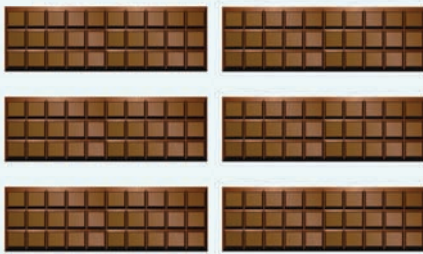
Show your answer by making a drawing below.

Each child gets one third of the chocolate.

2 You have 3 cakes. Share it equally among 4 friends.

Show your answer by making a drawing below.

Each child gets one _____ of the cakes.

1 2 3 4 5 6 7 8 9 10
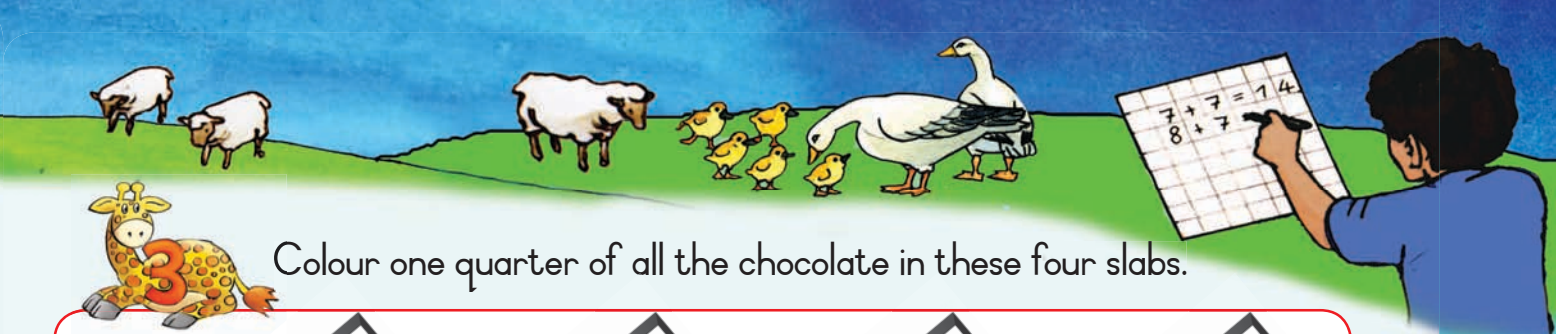
3 Colour one quarter of all the chocolate in these four slabs.
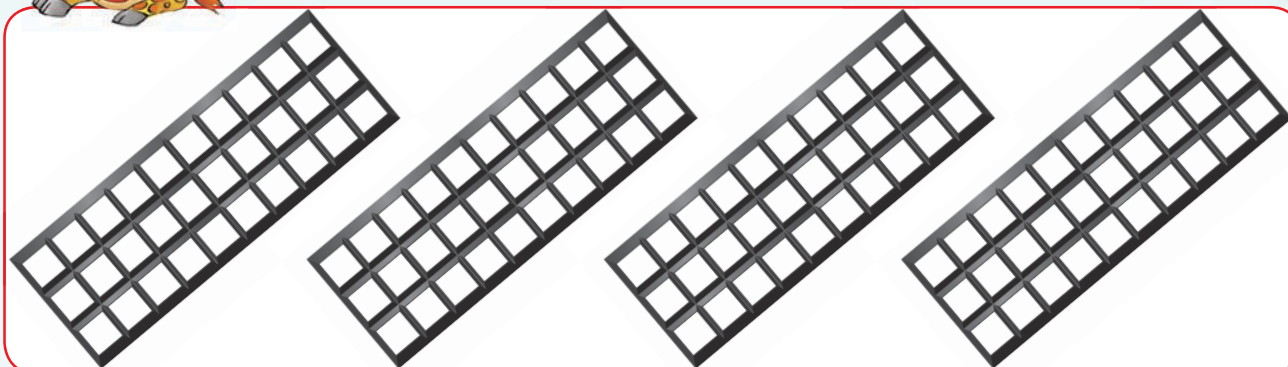
How many blocks of chocolate is one quarter? _____
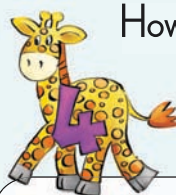
4 How many blocks of chocolate is one fifth? _____

Show one half of the following.
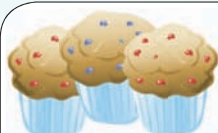
Show one third of
the sweets.

Show one sixth of
the sweets.

Share 11 chocolate bars among four friends so that they all get the same amount of chocolate and there is nothing left over.

Length

Date:

Which sides are short and which sides are long?

The long side is _____ crayons.
The short side is _____ crayons.
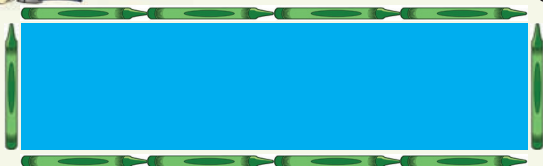
2 Answer the following.

The long side is _____ crayons.
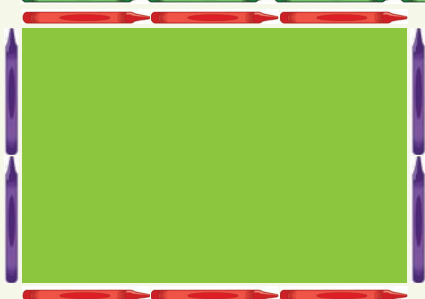
The short side is _____ crayons.

The long side is _____ crayons.

The short side is _____ crayons.

The long side is _____ crayons.

The short side is _____ crayons.

The long side is _____ crayons.

The short side is _____ crayons.

1   2   3   4   5   6   7   8   9   10
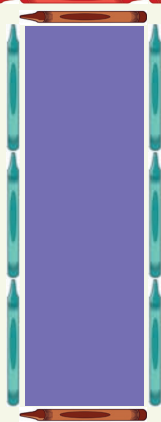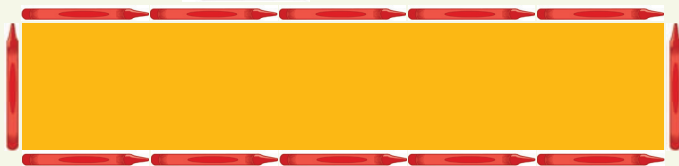
If the worms stood on top of each other, how many worms will it take to reach the butterfly.
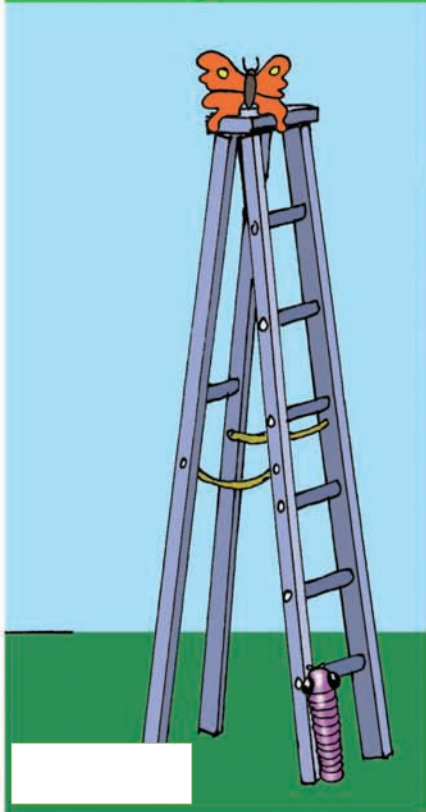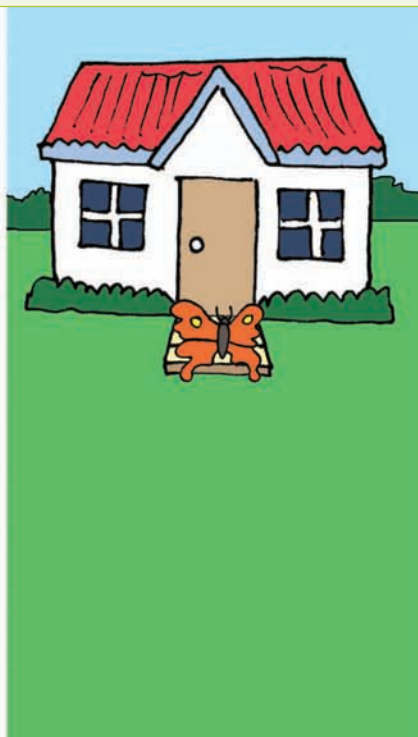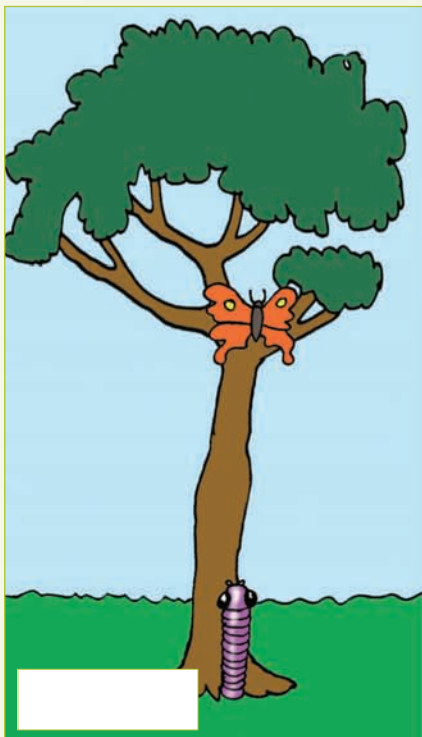
More heavier and lighter

What does heavier and lighter mean?
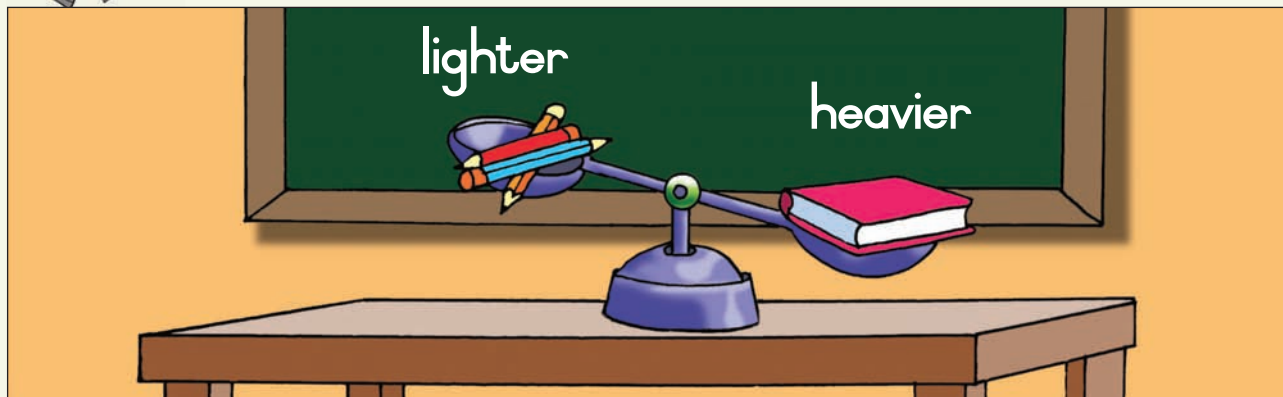
lighter

heavier

2 Colour the picture or pictures that show things lighter than the one in the green block.
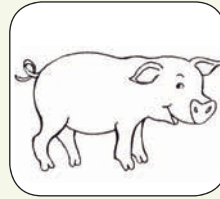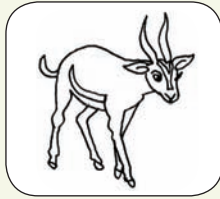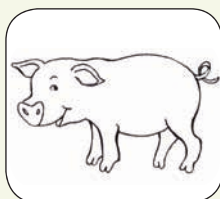
3 Look at the picture. Find 2 pictures of objects that are heavier. Paste them here.

4 Look at the picture. Find 2 pictures of objects that are lighter. Paste them here.

1   2   3   4   5   6   7   8   9   10

5 Say if the balance scales are equal or not.

6 Make the balance scales equal. Make a drawing in empty scales.

| 5 | |

| | |

7 Make drawings to make the balance scales true.

| | |

| | |

8 Add blocks to make the scales balance if 🟥 = 🟨🟨.
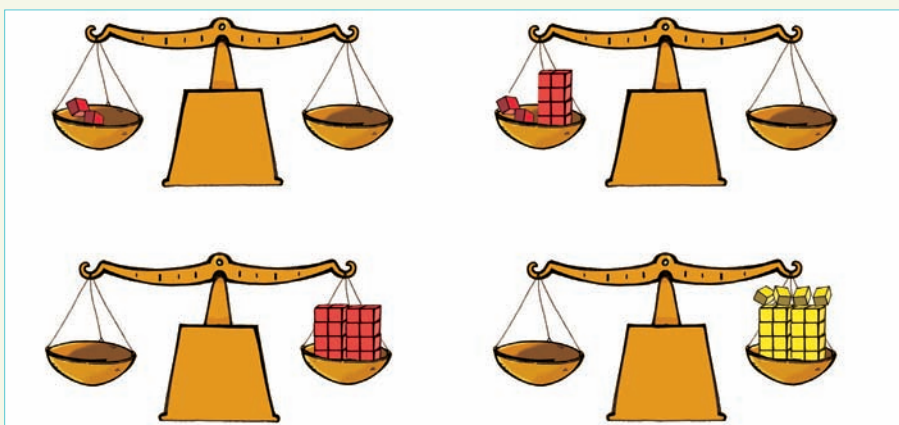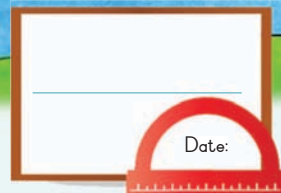
More sharing leading to fractions

Share these apples between the three friends.
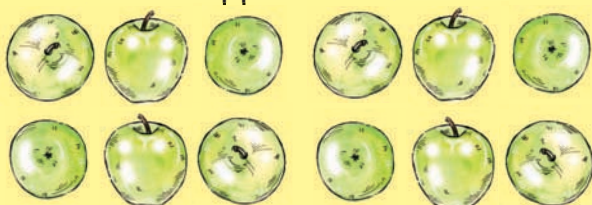
How many apples did each get? Four.
What fractions of all the apples did
each get? One third.

Look at the example above and complete the following.
- Share the fruit among the different numbers of friends.
- Say what fraction each friend gets.
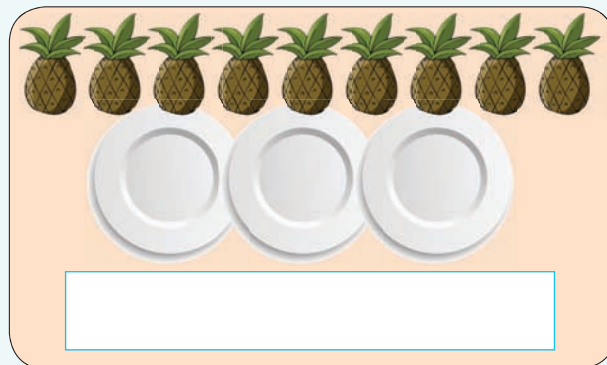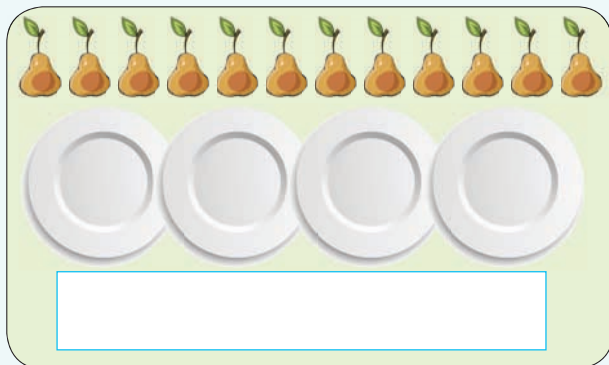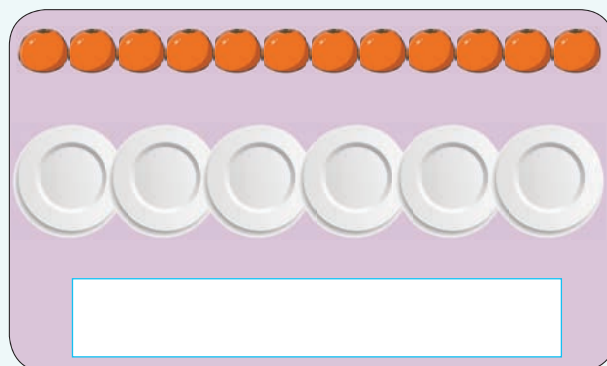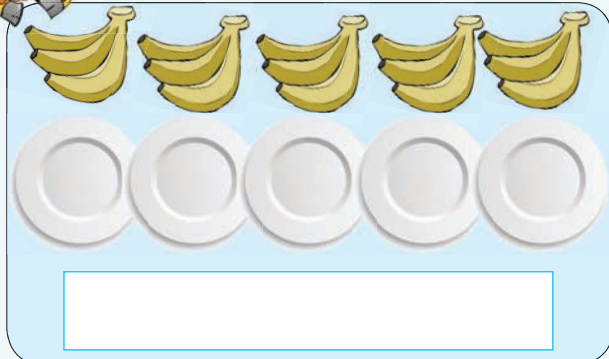
Grandmother gives Kiki 12 oranges. Kiki makes juice with
one third of the oranges. How many oranges did she use?

1 2 3 4 5 6 7 8 9 10
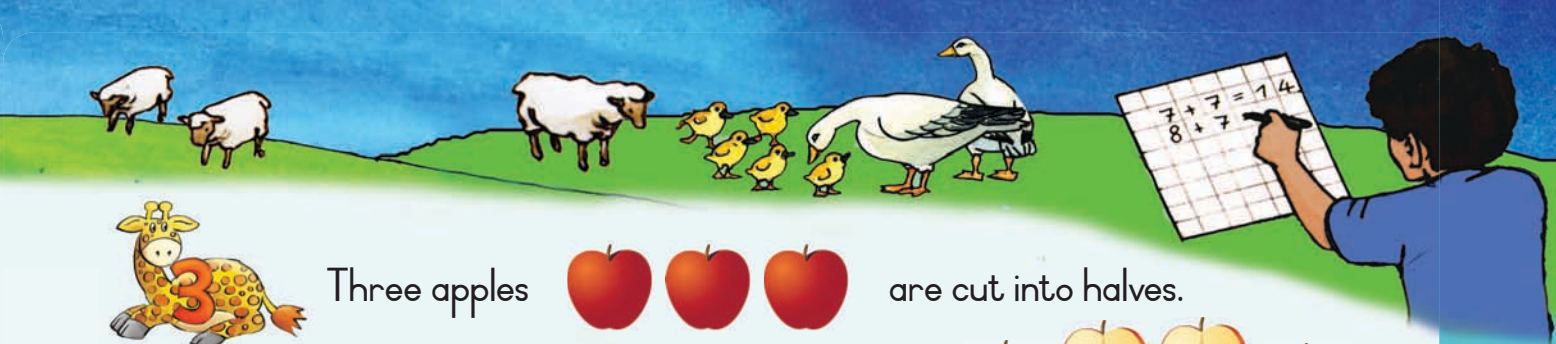
Three apples 🍎🍎🍎 are cut into halves.
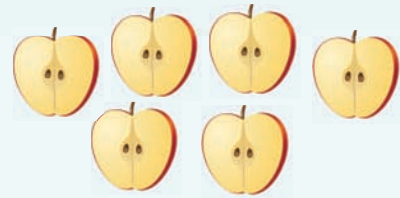
How many children can each get a half? _____

Four oranges 🍊🍊🍊🍊 are cut into thirds.

How many children can each get one third? _____

Two watermelons 🍉🍉 are cut into sixths.

How many children can each get one sixth? _____

A netball coach gives half an orange to each player.
There are 14 players. How many oranges does she need?

Fractions

Date:
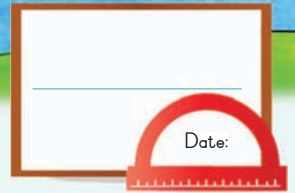
What does each strip mean? The words on the right may help you. Match the word with the strip.
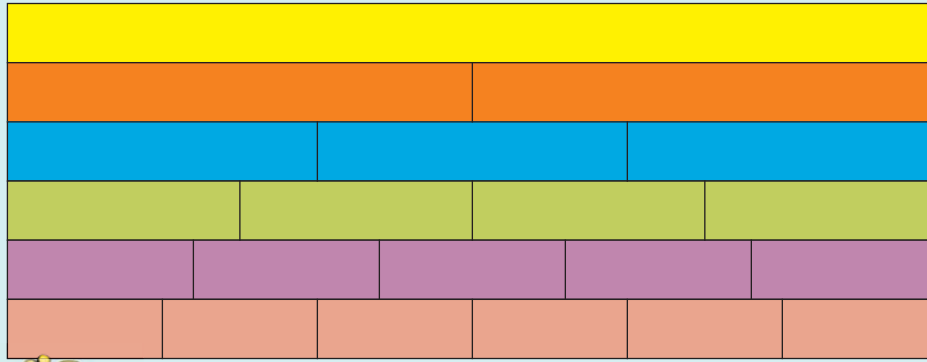
| one third |
| one fifth |
| one half |
| one sixth |
| one quarter |

1 Complete the following.
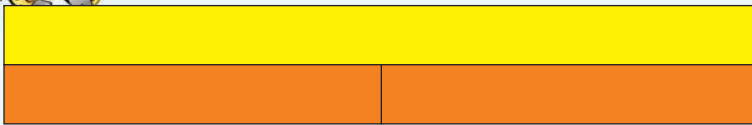
2 halves are the same as _____ whole.
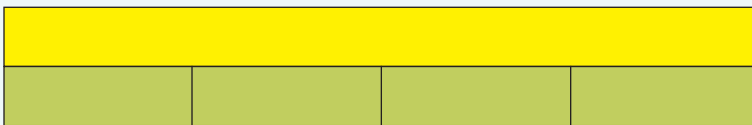
4 quarters are the same as _____ whole.

3 thirds are the same as _____ whole.

5 fifths are the same as _____ whole.
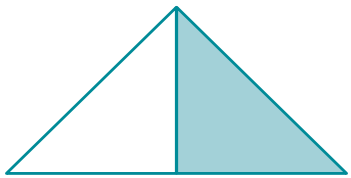
2 Colour one part of each of the following. What do you notice?

1 2 3 4 5 6 7 8 9 10
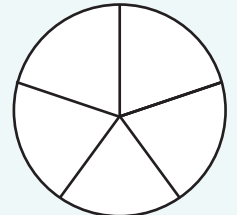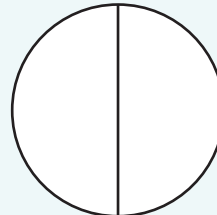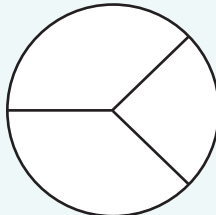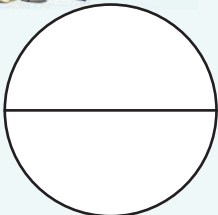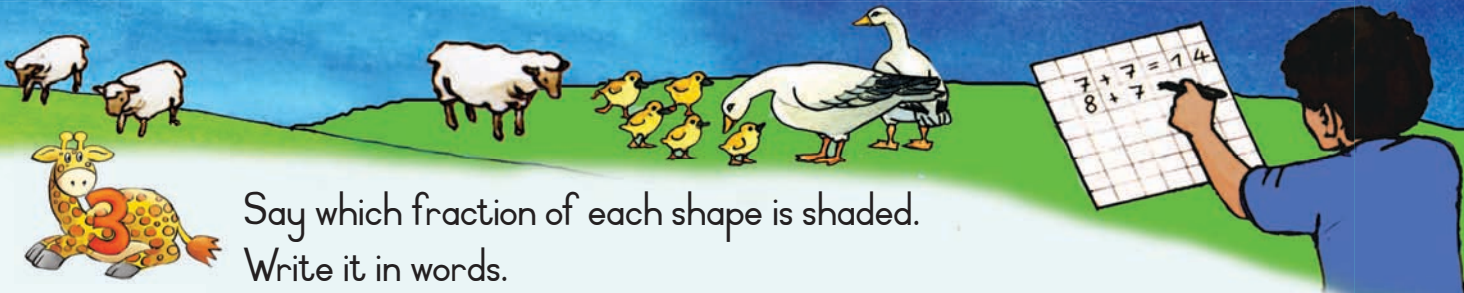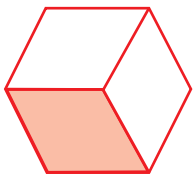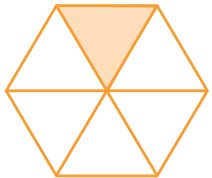
Say which fraction of each shape is shaded.
Write it in words.

3

one half	

4 Draw shapes to show the following. Use squares, rectangles and circles.

one third	one half

one quarter	one fifth

Ask your mother or guardian what will she buy:
- one half of:
- one third of:
- one quarter of:
- one sixth of:

Teacher:
Sign:
Date:

More fractions

Date:

From which cake will you prefer a slice. Why?

Your friend asks you to divide three pizzas into equal slices.
Make a drawing to show each.

Halves
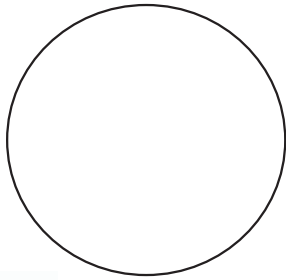
Thirds
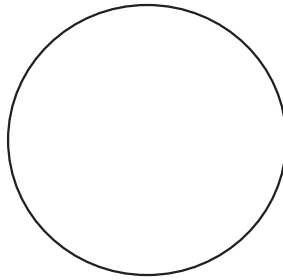
Quarters
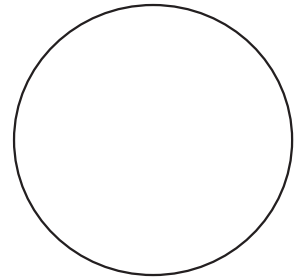
Tick the correct answer.

You and your friend ate two halves of the pizza. How much did you eat?
- One half of the pizza or ☐
- One whole pizza? ☐

Thabo, Sipho and John ate three thirds of the pizza. How much did they eat?
- One third of the pizza or ☐
- One whole pizza? ☐

Lindy, Susan, Lerato and Palesa ate one whole pizza. How much did they eat?
- One quarter or ☐
- Four quarters? ☐

Answer the following questions:
- If I divide a pizza into fifths how many fifths should we eat to eat the whole pizza? _____
- If I divide a cake into sixths how many sixths should we eat to eat the whole cake? _____

1 2 3 4 5 6 7 8 9 10

Each group of friends get a small packet of jelly tots.

Group	1	2	3
Children in the group	2	3	4
How many jelly tots will each friend get if the jelly tots are shared equally?			
Tick the group that you want to be in. Why?			
How many sweets will the following be? What do you notice?	Two halves	Three thirds	Four quarters

Colour the fractions that are the same as one whole.

three quarter

two quarters

two thirds

four fifths

three thirds

four fourths

three thirds

three fifths

two halves

four quarters

five fifths

two fifths

one quarter

five fifths

What will you prefer four quarters of a chocolate or one whole chocolate? Why?
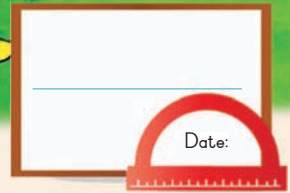
Teacher:
Sign:
Date:

Symmetry and shapes

1 Look at the pictures of the shapes. Does the one side of the shape look the same as the other side? Are they symmetrical?
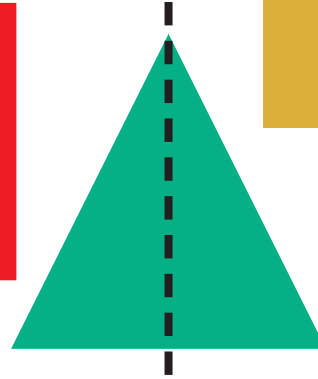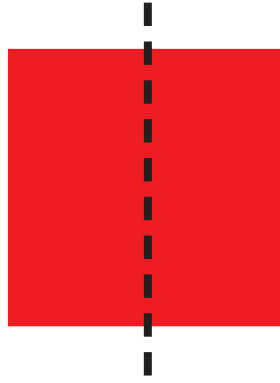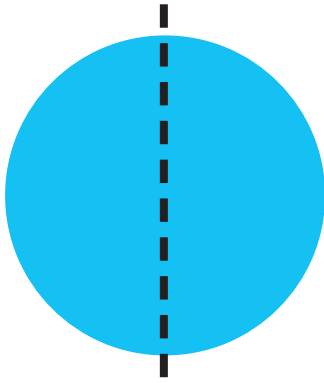
2 Draw a line so the one side of the shape looks the same as the other side.
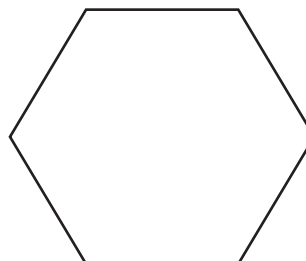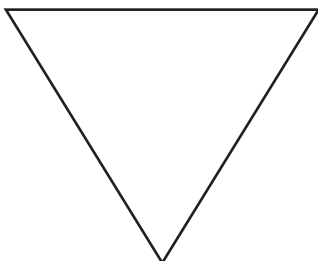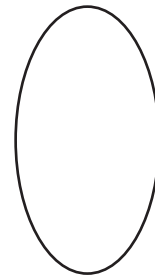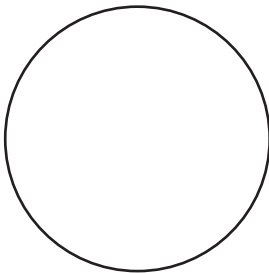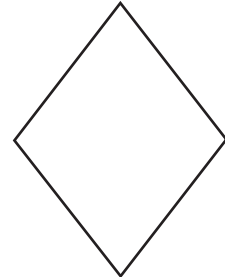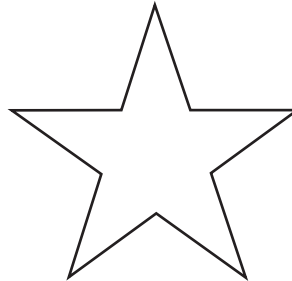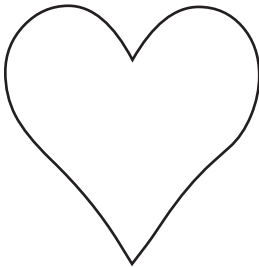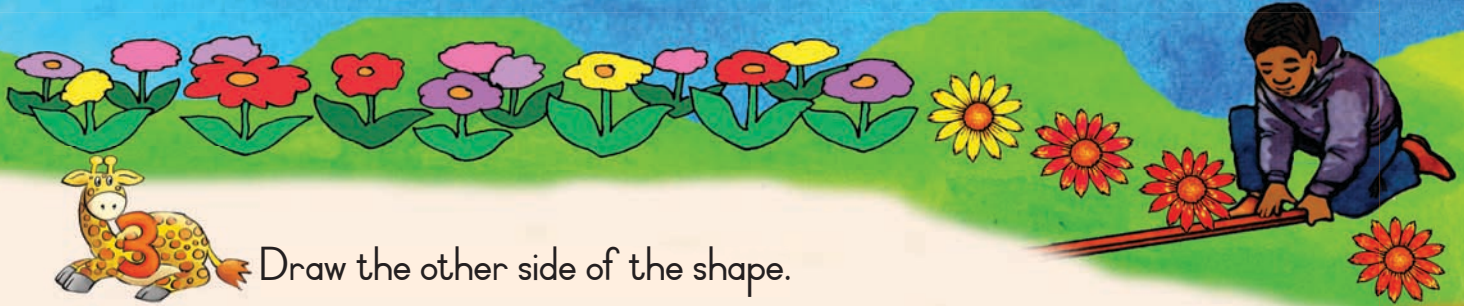
Draw the other side of the shape.
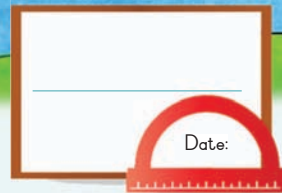
Arrays and fractions

Date:

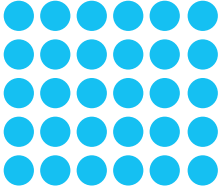Look at these pictures. How fast can you count the shapes?

This is a column.
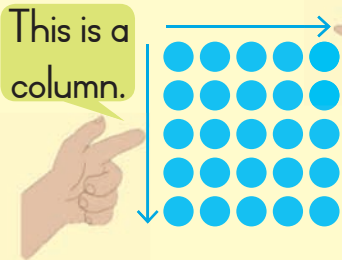
This is a row.

How did you use the columns and rows to help you?
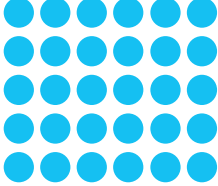
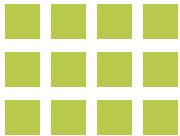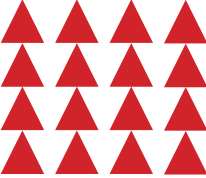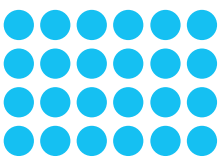How many shapes are there? What is one **half** of the shapes?

6
3

How many shapes are there? What is one **third** of the shapes?
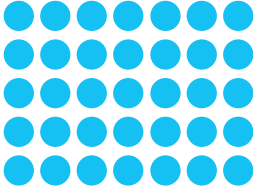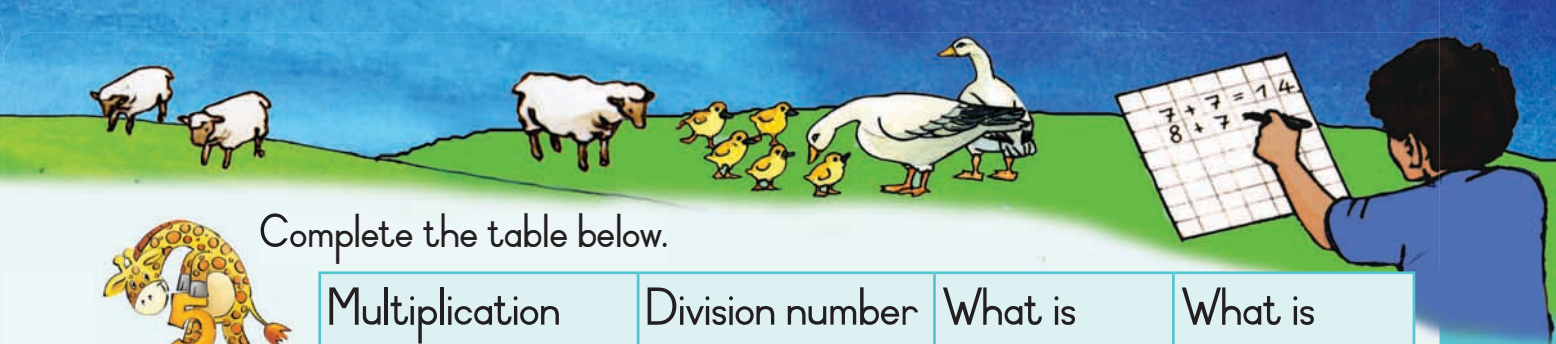
How many shapes are there? What is one **quarter** of the shapes?

How many shapes are there? What is one **fifth** of the shapes?

1 2 3 4 5 6 7 8 9 10

Complete the table below.

	Multiplication number sentence	Division number sentence	What is	What is
	$2 \times 3 = 6$ or $3 \times 2 = 6$	$6 \div 2 = 3$ or $6 \div 3 = 2$	one half of the objects? 3	one third of the objects? 2
			one third of the objects?	one quarter of the objects?
			one quarter of the objects?	one fifth of the objects?

Use arrays to show:

One quarter of 12 sweets.	One third of 12 sweets.	One half of 12 sweets

My mother baked 24 cupcakes for each of the following home industries. This is what they ordered. Make use of the cupcake pictures to guide you.

one half strawberry and the rest vanilla	one quarter chocolate and the rest vanilla	one third caramel and the rest vanilla

Teacher:

Sign:

Date:

Term 4

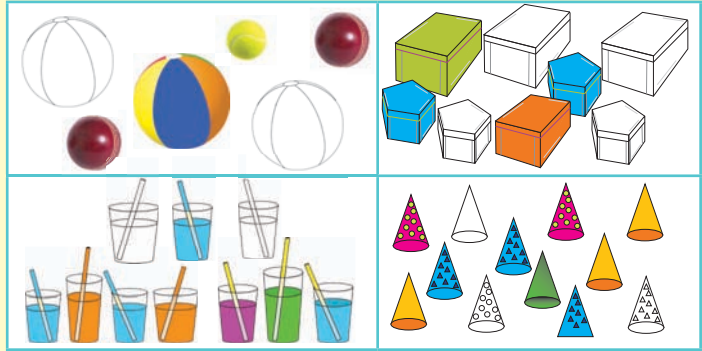# A fraction of a collection of objects

Date:

Look at the descriptions and match them with the pictures to show what fraction of the objects are coloured. Talk about it.
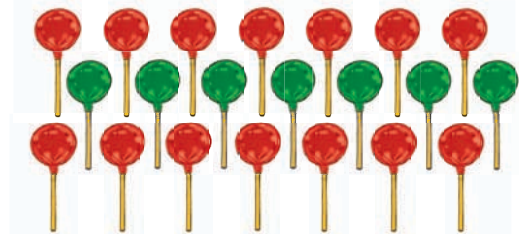
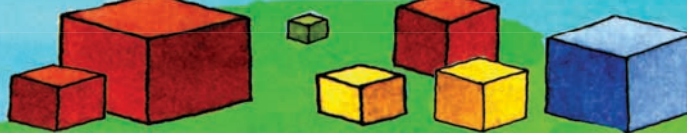| 1 half of a collection of objects |
| 1 third of a collection of objects |
| 1 quarter of a collection of objects |
| 1 fifth of a collection of objects |

Make your own sentence on the pictures below. You need to add some fraction words to your sentences.

1 2 3 4 5 6 7 8 9 10

Solve the word problems. My mother had a jumble sale . . .

She had 15 T-shirts. She sold 5.
What fraction did she sell?

Underline the question.
What are the key numbers? _____

Draw a picture to show your answer.

She had 18 jerseys. She sold 9.
What fraction did she sell?

Underline the question.
What are the key numbers? _____

Draw a picture to show your answer.

She had 12 skits. She sold 3.
What fraction did she sell?

Underline the question.
What are the key numbers? _____

Draw a picture to show your answer.

She had 20 jackets. She sold 4.
What fraction did she sell?

Underline the question.
What are the key numbers? _____

Draw a picture to show your answer.

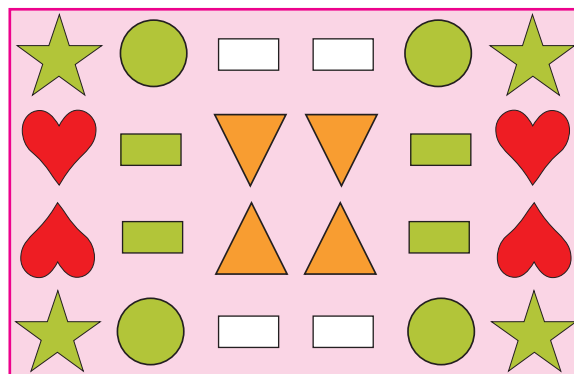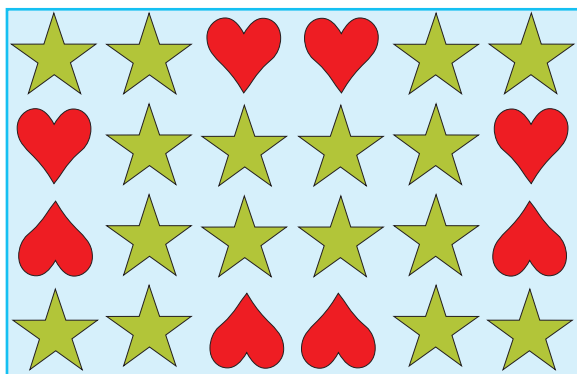What fraction of the cup cakes has banana icing? Strawberry icing? Bubblegum icing?
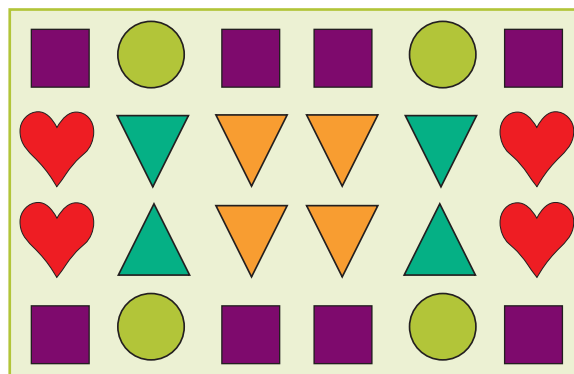
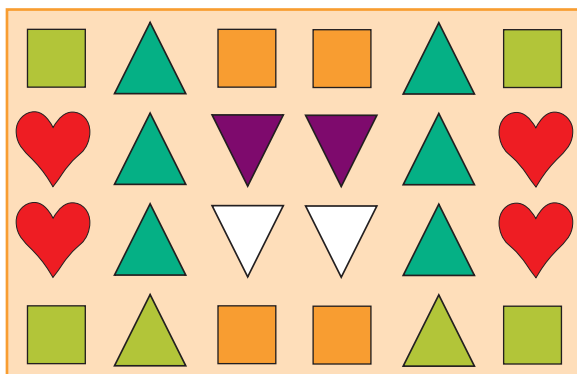Teacher:
Sign:

Date:

Symmetry in patterns

Date:

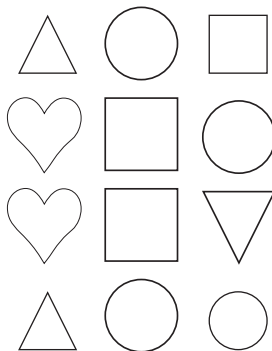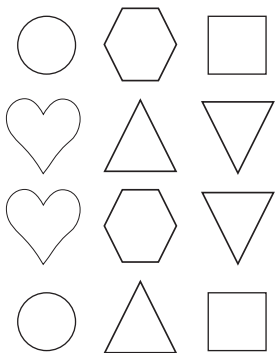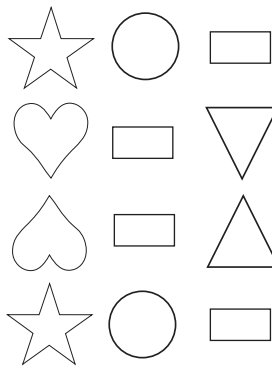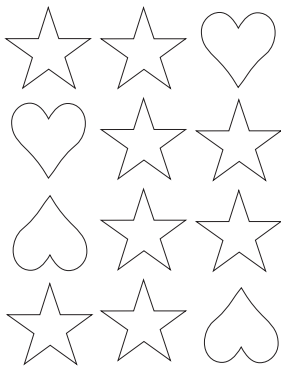**1** Look at the pictures of the quilt. What do you notice?
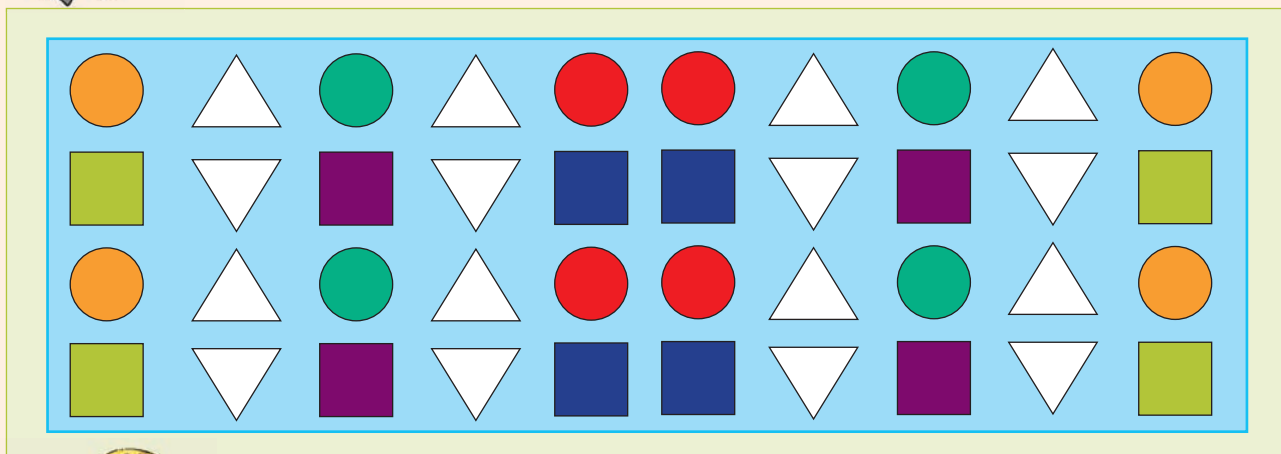
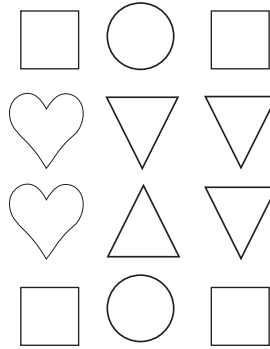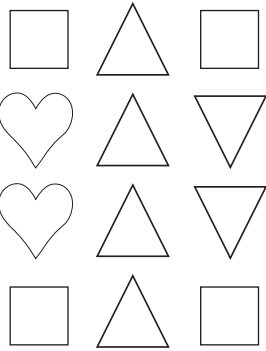**2** Draw lines so the one side of each of these quilts looks the same as the other side.
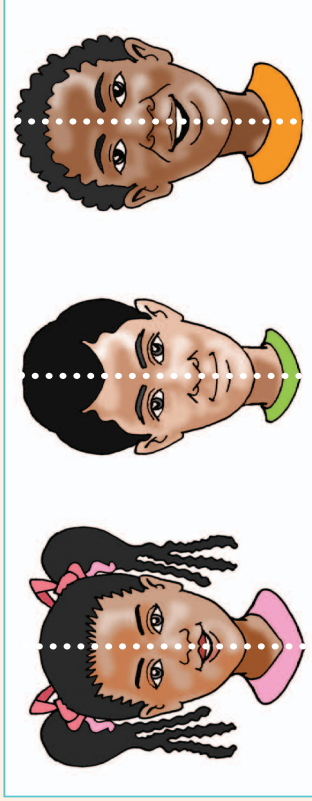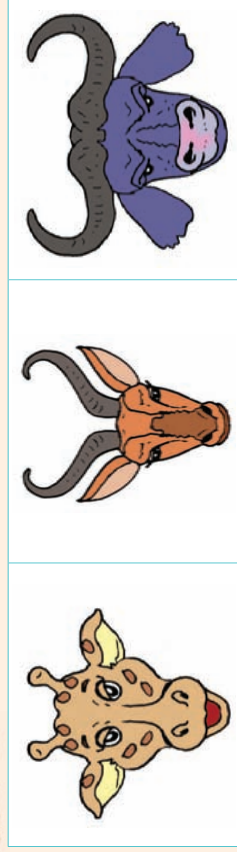
Draw the other side of each quilt. Colour them.

More symmetry

Look at the pictures of the faces.
Does the one side of the face look the same as the other side?

Draw a line so the one side of the face looks the same as the other side.

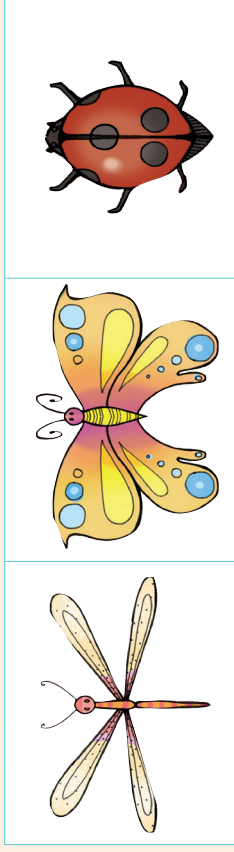Draw the other side of the face.
The number patterns will help you.

Look at the pictures of the shapes. Does the one side of the insect look the same as the other side?

Draw a line so that the one side of the insect looks the same as the other side.

Draw the other side of the insects.