

LET'S STOP BULLYING WITH

BUDDY BUNNY



WHEN YOU'RE BEING BULLIED,
BUDDY BUNNY SAYS...

STOP.
TELL THE
BULLY TO
STOP

WALK.
WALK
AWAY

TALK.
TALK TO
AN ADULT
YOU TRUST

FOR RESOURCES ON BULLYING VISIT:
www.stopwalktalk.co.za



MATHEMATICS IN ENGLISH – Grade 2 Book 2

ISBN 978-1-4315-0136-6

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



MATHEMATICS IN ENGLISH
GRADE 2 – BOOK 2 • TERMS 3 & 4
ISBN 978-1-4315-0136-6
THIS BOOK MAY NOT BE SOLD.
13th Edition

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Mrs Angie Motshekga,
Minister of
Basic Education



Dr Reginah Mhaule,
Deputy Minister of
Basic Education

These workbooks have been developed for the children of South Africa under the leadership of the Minister of Basic Education, Mrs Angie Motshekga, and the Deputy Minister of Basic Education, Dr Reginah Mhaule.

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

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

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

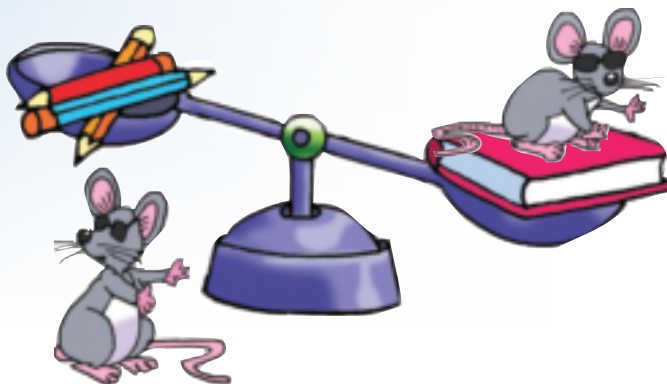
We wish you and your learners every success in using these workbooks.

Grade 2



Mathematics

This book belongs to:

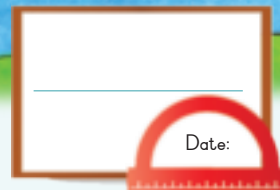


ENGLISH

Book

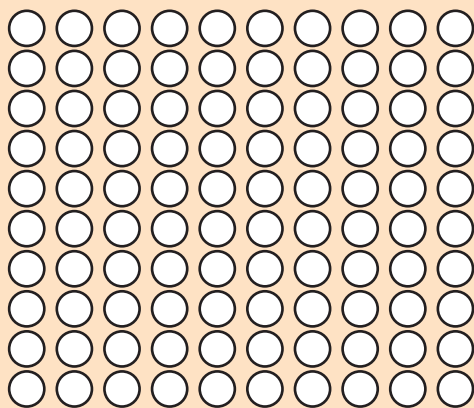
2

65



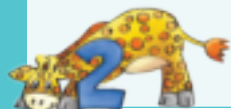
Numbers 50 to 99

Colour in 58 circles.



5 0

8



Write an answer. The first example will guide you.

$$60 + 8 = 68$$



6 0

8

8 0

6

5 0

3

7 0

1

9 0

5

6 0

9



Write your answers for the above in words:

sixty-eight

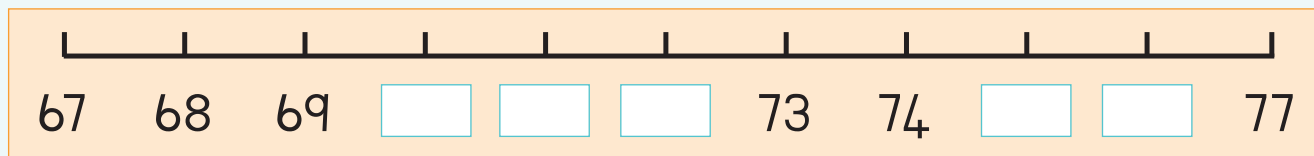
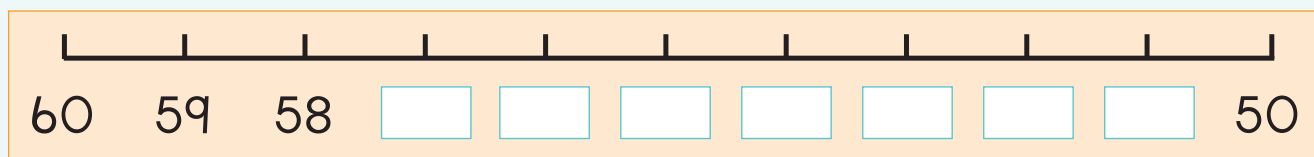
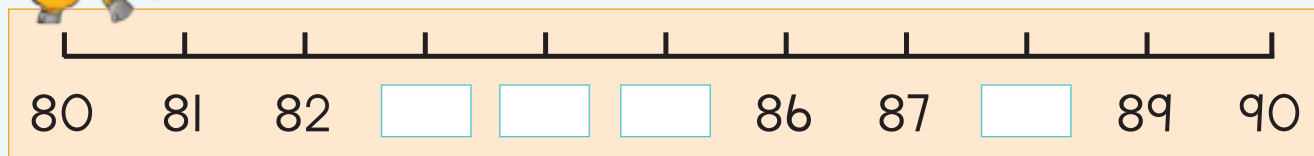


Write down two numbers that are smaller and two numbers that are bigger than the given number.

| Smaller | | Number | Bigger | |
|---------|--|--------|--------|--|
| | | 55 | | |
| | | 63 | | |
| | | 88 | | |
| | | 95 | | |
| | | 71 | | |



Complete these number lines.



Cut three numbers between 50 and 99 from a magazine or newspaper. Paste them here.



Teacher:
Sign:
Date:

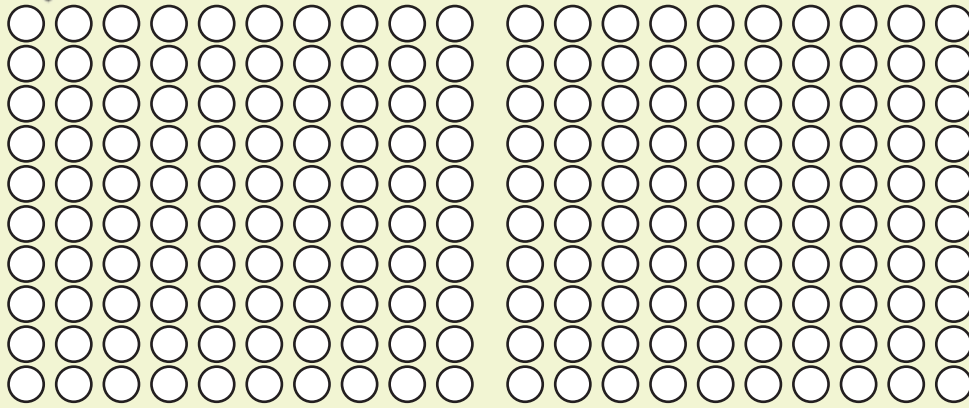
66



Date: _____

Numbers 100 to 150

Colour in 139 circles.



1 0 0

3 0

9



Write a number sentence for:

$$100 + 20 + 8 = 128$$

$$100 + 40 + 9 =$$

$$100 + 40 + 2 =$$

$$100 + 50 =$$

$$100 + 20 + 7 =$$

$$100 + 30 + 5 =$$



What number comes between?

103 and 105? _____

139 and 141? _____

120 and 122? _____

150 and 148? _____

146 and 148? _____

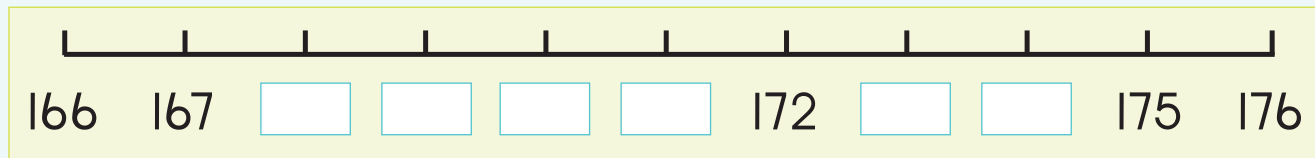
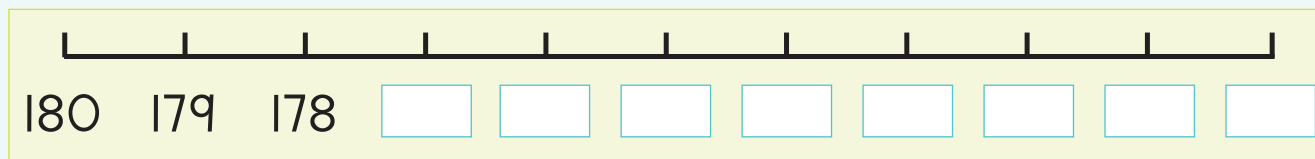
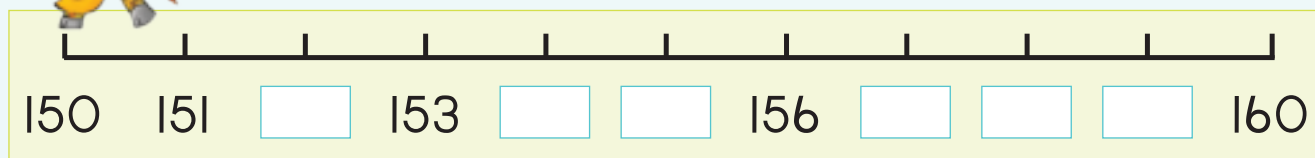


Write down two numbers smaller and two numbers bigger than the given number.

| Smaller | | Number | Bigger | |
|---------|--|--------|--------|--|
| | | 123 | | |
| | | 145 | | |
| | | 108 | | |
| | | 141 | | |
| | | 134 | | |



Complete these number lines.



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.

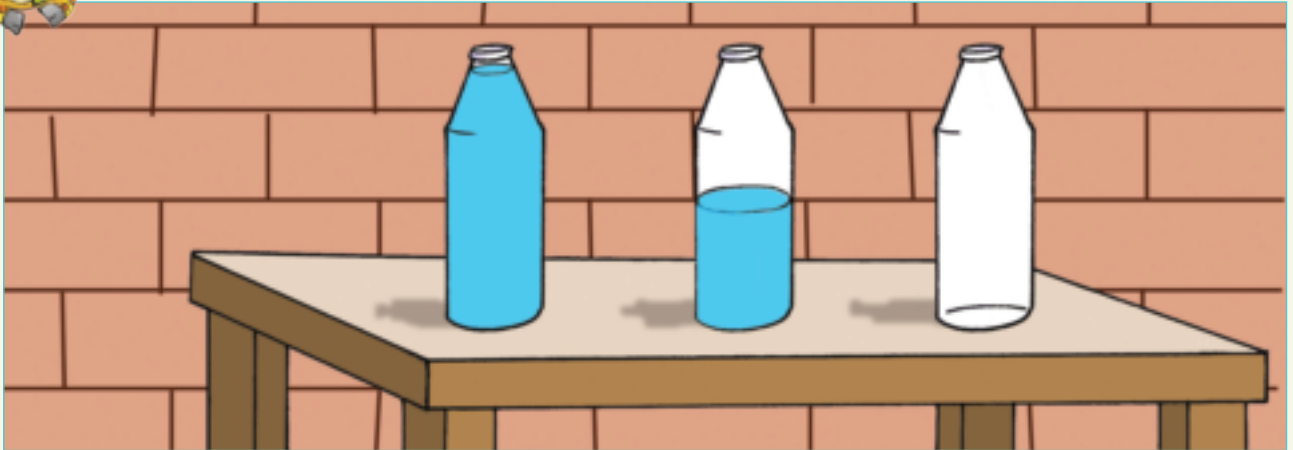


Teacher:
Sign:
Date:

Full, half full, empty

Date: _____

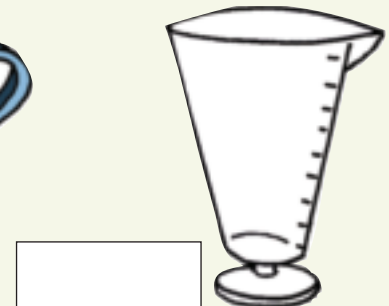
Talk about the bottles on the teacher's table.

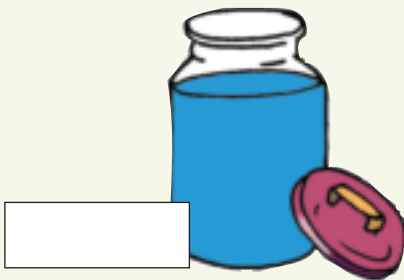


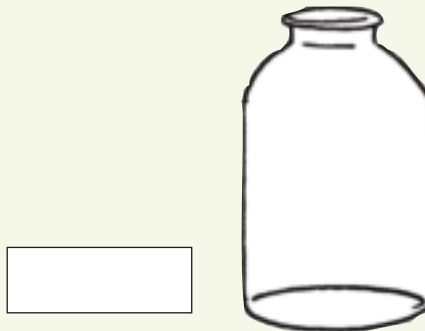
Say if the container is full, half full or empty.



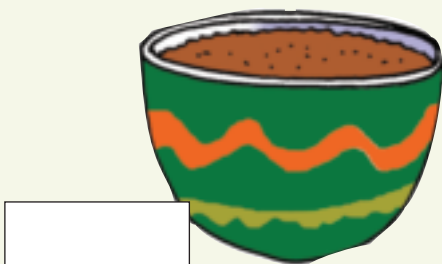


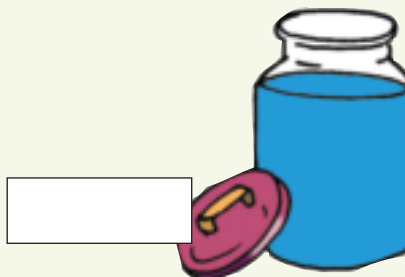
















Colour in to show how much liquid is in the containers.

| Full | Half full | Empty |
|------|-----------|-------|
| | | |



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?



Teacher: _____
Sign: _____
Date: _____



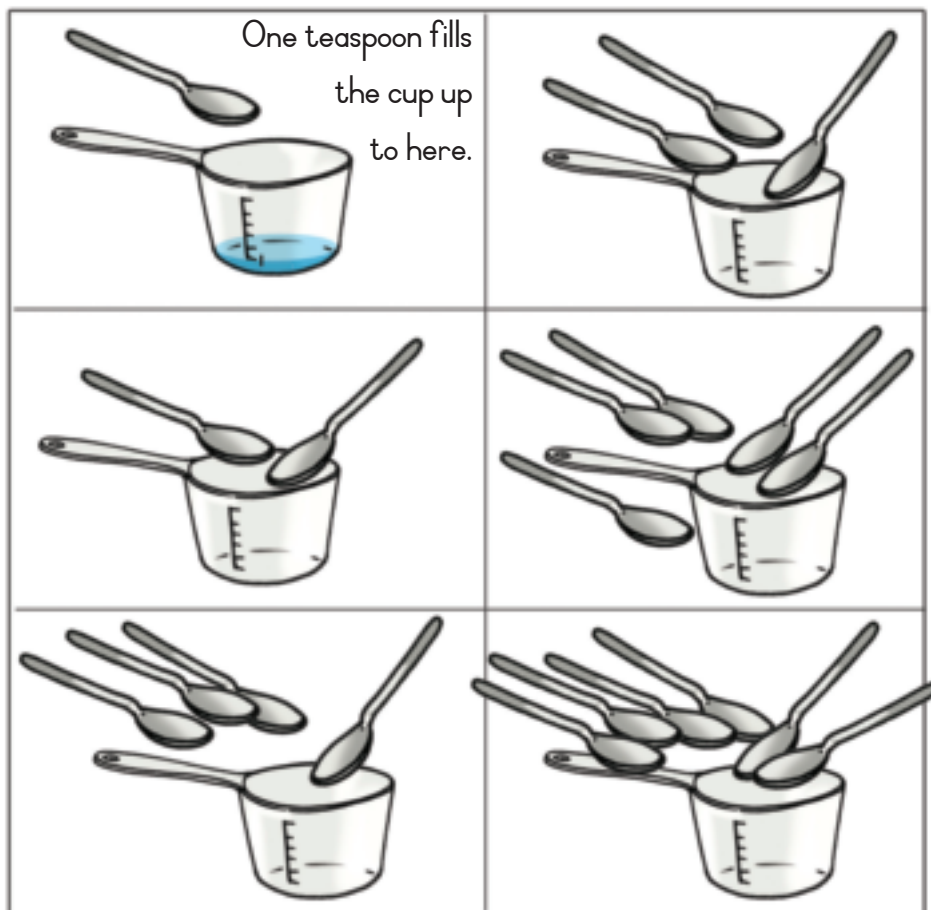
More capacity

Date: _____

Look at the pictures. What are the children doing?



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





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?



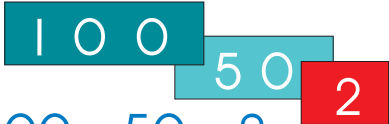

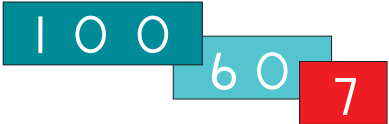
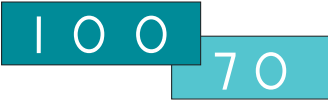
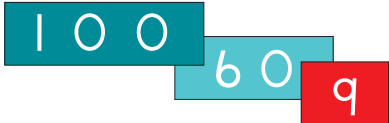
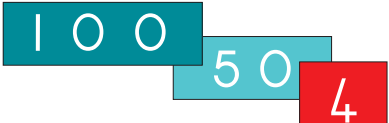
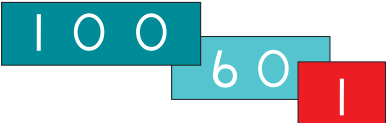
Teacher:
Sign:
Date:

Term 3



Date:



| | | |
|--|---|--|
|  <p>100 50 2</p> <p>$100 + 50 + 2$ $= 152$</p>  |  <p>100 60 7</p> <p>=</p> |  <p>100 70</p> <p>=</p> |
|  <p>100 60 9</p> <p>=</p> |  <p>100 50 4</p> <p>=</p> |  <p>100 60 1</p> <p>=</p> |



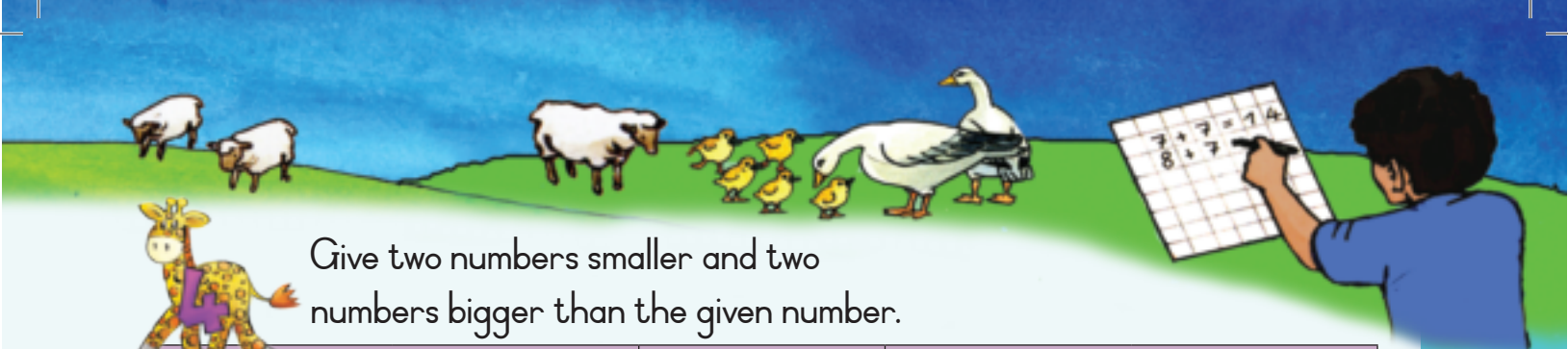
150 and 155

158 and 162

170 and 165

163 and 167

172 and 166



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.



Teacher: _____

Sign: _____

Date: _____

70

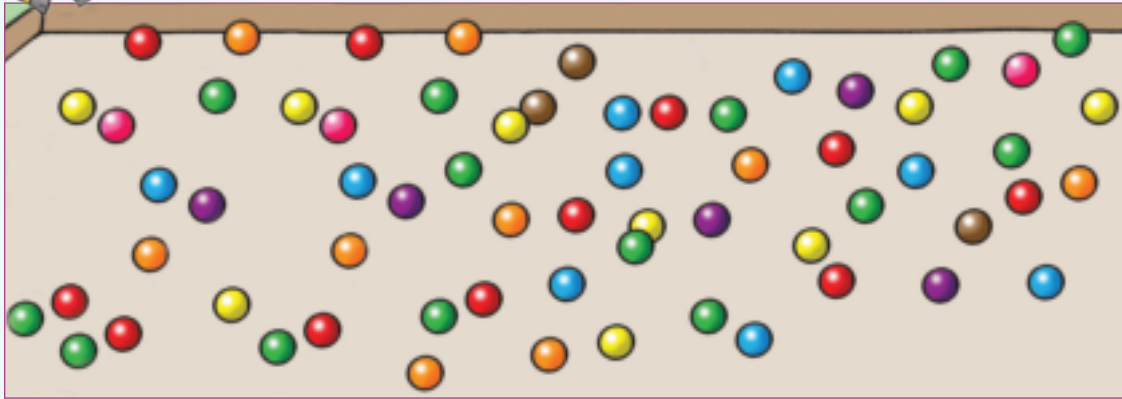
Counting and estimating (0–100)

Date: _____

Term 3



Estimate and then count the beads.

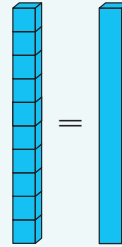


estimate

count



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



| | |
|--|--|
| <p>estimate <input type="text"/></p> <p>count <input type="text"/></p> | <p>estimate <input type="text"/></p> <p>count <input type="text"/></p> |
| <p>estimate <input type="text"/></p> <p>count <input type="text"/></p> | <p>estimate <input type="text"/></p> <p>count <input type="text"/></p> |
| <p>estimate <input type="text"/></p> <p>count <input type="text"/></p> | <p>estimate <input type="text"/></p> <p>count <input type="text"/></p> |



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?



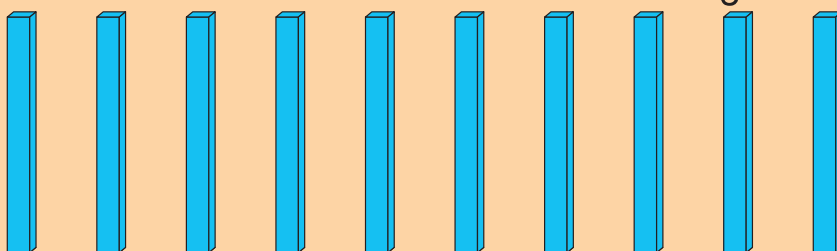
There are 100 beads in the box.
How many are hidden?





How fast can you do this?

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





Teacher:
Sign:
Date:



Date:

More data

Term 3



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





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

KEY:



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?

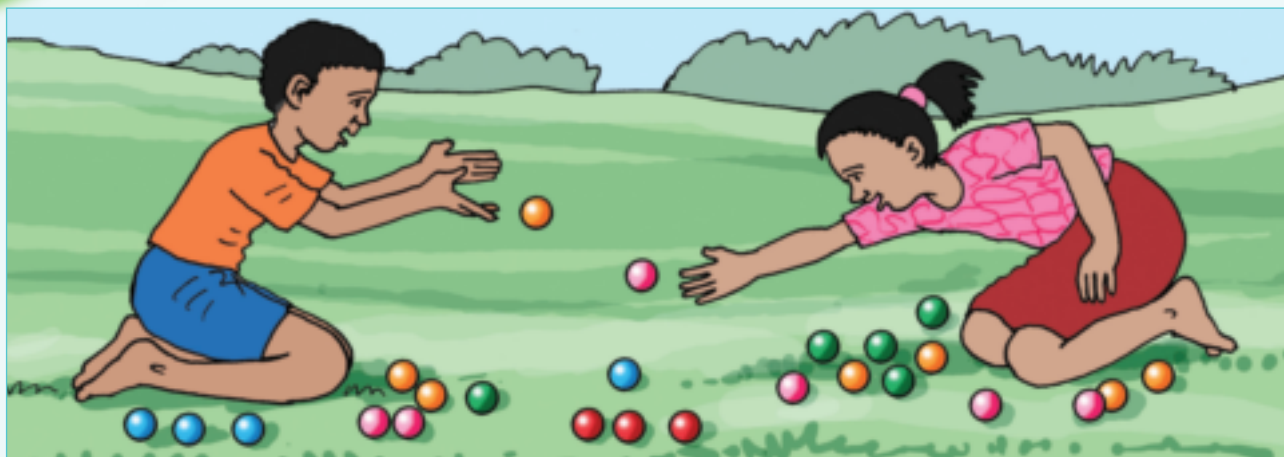


Teacher:
Sign:
Date:



Addition: 0 to 50

Term 3



Look at the picture and add the marbles.

| | | | | | | | |
|-------|---|--------|----------------------|---|----------------------|---|----------------------|
| red | + | blue | <input type="text"/> | + | <input type="text"/> | = | <input type="text"/> |
| green | + | blue | <input type="text"/> | + | <input type="text"/> | = | <input type="text"/> |
| pink | + | blue | <input type="text"/> | + | <input type="text"/> | = | <input type="text"/> |
| green | + | orange | <input type="text"/> | + | <input type="text"/> | = | <input type="text"/> |
| red | + | green | <input type="text"/> | + | <input type="text"/> | = | <input type="text"/> |



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

| | | | |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| <div>2</div> <div>1 0</div> | <div>5</div> <div>2 0</div> | <div>3</div> <div>3 0</div> | <div>7</div> <div>4 0</div> |
| $7 + 40 = 47$ | $10 + 2 = 12$ | $20 + 5 = 25$ | $3 + 30 = 33$ |



Add.

| | |
|--------------------|--------------------|
| $10 + 3 = \square$ | $30 + 2 = \square$ |
| $20 + 5 = \square$ | $30 + 7 = \square$ |
| $40 + 1 = \square$ | $20 + 6 = \square$ |
| $10 + 4 = \square$ | $40 + 8 = \square$ |
| $30 + 9 = \square$ | |



Add.

16 + 13

$\overset{6}{10} + \overset{3}{10} = \overset{9}{20}$

$16 + 13 = 29$

24 + 12

$\overset{4}{20} + \overset{2}{10} = \square$

$\square + \square = \square$

37 + 11

$\overset{7}{30} + \overset{1}{10} = \square$

$\square + \square = \square$

25 + 23

$\overset{5}{20} + \overset{3}{20} = \square$

$\square + \square = \square$

36 + 12

$\overset{6}{30} + \overset{2}{10} = \square$

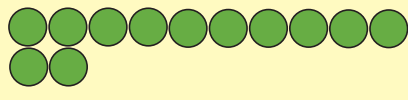
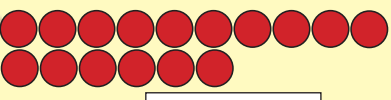
$\square + \square = \square$

28 + 21

$\overset{8}{20} + \overset{1}{20} = \square$

$\square + \square = \square$

Lisa has 16 counters and Aakar has 12.



What is the total?

Teacher: _____

Sign: _____

Date: _____



Date:

Addition: 0 to 75

Term 3



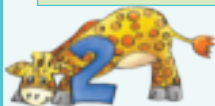
What is the total of each block?

| | |
|---|----|
| 1 | 10 |
| 5 | 10 |

| | |
|---|----|
| 6 | 20 |
| 2 | 10 |

| | |
|---|----|
| 3 | 20 |
| 5 | 30 |

| | |
|---|----|
| 4 | 40 |
| 4 | 30 |



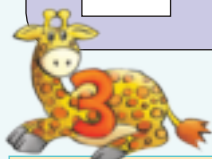
Add.

$12 + 11$

| | | | | | | | |
|---|--|---|--|---|--|---|--|
| | | + | | | | | |
| = | | + | | + | | + | |
| = | | + | | | | | |
| = | | | | | | | |

$23 + 41$

| | | | | | | | |
|---|--|---|--|---|--|---|--|
| | | + | | | | | |
| = | | + | | + | | + | |
| = | | + | | | | | |
| = | | | | | | | |



Complete.

$$28 + 11 = \begin{array}{|c|c|} \hline 2 & 8 \\ \hline \end{array} + \begin{array}{|c|c|} \hline 1 & 0 \\ \hline \end{array} + \begin{array}{|c|} \hline 1 \\ \hline \end{array} = \begin{array}{|c|} \hline 38 \\ \hline \end{array} + \begin{array}{|c|} \hline 1 \\ \hline \end{array} = \begin{array}{|c|} \hline 39 \\ \hline \end{array}$$

$$34 + 12 = \begin{array}{|c|c|} \hline 3 & 4 \\ \hline \end{array} + \begin{array}{|c|c|} \hline 1 & 0 \\ \hline \end{array} + \begin{array}{|c|} \hline 2 \\ \hline \end{array} = \begin{array}{|c|} \hline \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array} = \begin{array}{|c|} \hline \\ \hline \end{array}$$

$$43 + 23 = \begin{array}{|c|c|} \hline 4 & 3 \\ \hline \end{array} + \begin{array}{|c|c|} \hline 2 & 0 \\ \hline \end{array} + \begin{array}{|c|} \hline 3 \\ \hline \end{array} = \begin{array}{|c|} \hline \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array} = \begin{array}{|c|} \hline \\ \hline \end{array}$$

$$45 + 23 = \begin{array}{|c|c|} \hline 4 & 5 \\ \hline \end{array} + \begin{array}{|c|c|} \hline 2 & 0 \\ \hline \end{array} + \begin{array}{|c|} \hline 3 \\ \hline \end{array} = \begin{array}{|c|} \hline \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array} = \begin{array}{|c|} \hline \\ \hline \end{array}$$

$$56 + 11 = \begin{array}{|c|c|} \hline 5 & 6 \\ \hline \end{array} + \begin{array}{|c|c|} \hline 1 & 0 \\ \hline \end{array} + \begin{array}{|c|} \hline 1 \\ \hline \end{array} = \begin{array}{|c|} \hline \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array} = \begin{array}{|c|} \hline \\ \hline \end{array}$$



Add.

$21 + 10 = \square$

$53 + 10 = \square$

$46 + 10 = \square$

$68 + 10 = \square$

$37 + 10 = \square$

$42 + 10 = \square$

$74 + 10 = \square$

$19 + 10 = \square$

$55 + 10 = \square$



The sum of 47 and 6 is?

Draw a picture to show your answer.



Make your own word sum using the pictures.



Teacher:

Sign:

Date:

74



Date: _____

More addition: 0 to 75

Term 3

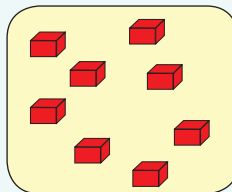
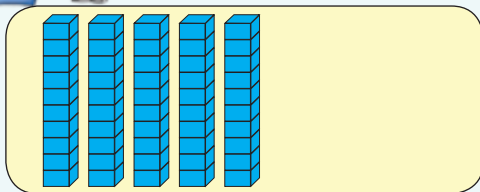


Match the cards. Draw a line from the sum to the correct cards.

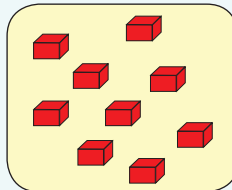
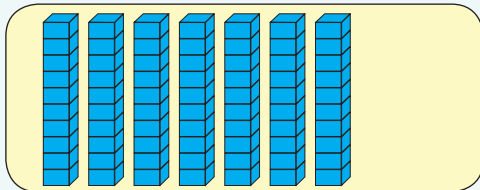
| | | | |
|--|--|--|--|
| <div style="background-color: white; border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <div style="background-color: red; color: white; padding: 2px 10px; display: inline-block;">9</div> </div> <div style="background-color: blue; color: white; padding: 5px; display: inline-block;">6 0</div> | <div style="background-color: white; border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <div style="background-color: red; color: white; padding: 2px 10px; display: inline-block;">5</div> </div> <div style="background-color: blue; color: white; padding: 5px; display: inline-block;">5 0</div> | <div style="background-color: white; border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <div style="background-color: red; color: white; padding: 2px 10px; display: inline-block;">4</div> </div> <div style="background-color: blue; color: white; padding: 5px; display: inline-block;">7 0</div> | <div style="background-color: white; border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <div style="background-color: red; color: white; padding: 2px 10px; display: inline-block;">7</div> </div> <div style="background-color: blue; color: white; padding: 5px; display: inline-block;">4 0</div> |
| $7 + 40 = 47$ | $60 + 9 = 69$ | $50 + 5 = 55$ | $4 + 70 = 74$ |



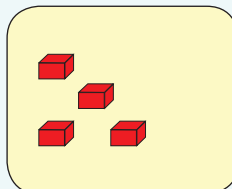
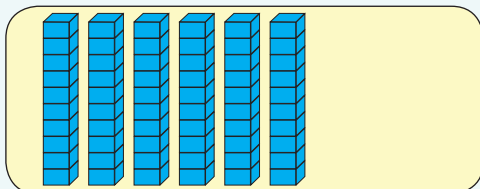
Write a sum for the following and then fill in the answers.



+=



+=



+=



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

=



Add.

$56 + 15$



$56 + 15 = 71$

$48 + 13$

$\square + \square = \square$

$75 - 51$

$\square + \square = \square$

$34 + 17$

$\square + \square = \square$

$63 - 41$

$\square + \square = \square$

$72 - 49$

$\square + \square = \square$



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

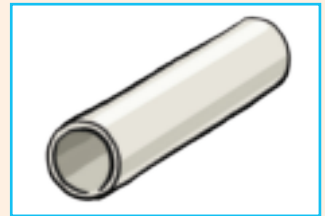


Identify the balls, boxes and cylinders by writing the word below each.







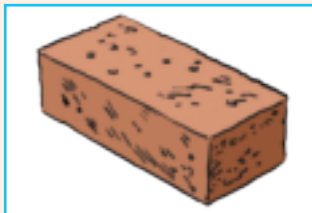












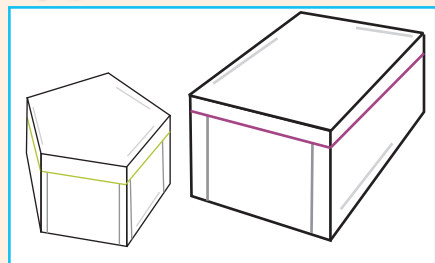




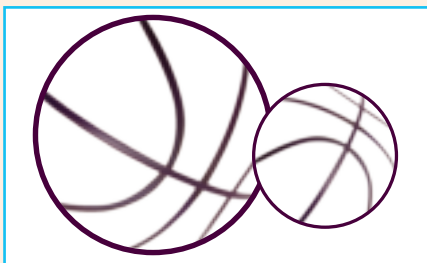




Colour the smaller objects blue.



boxes



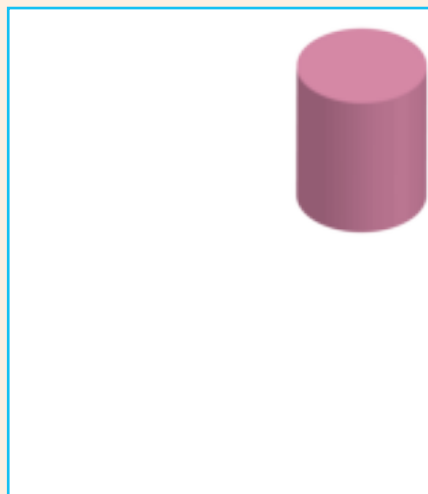
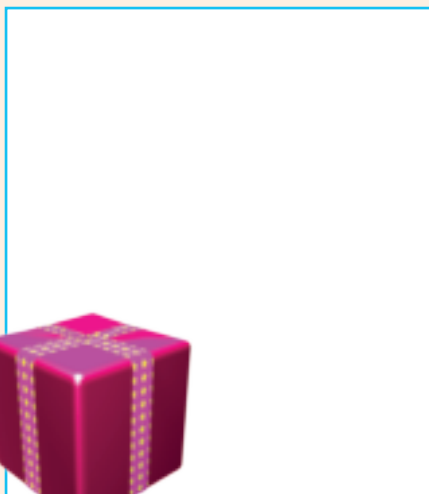
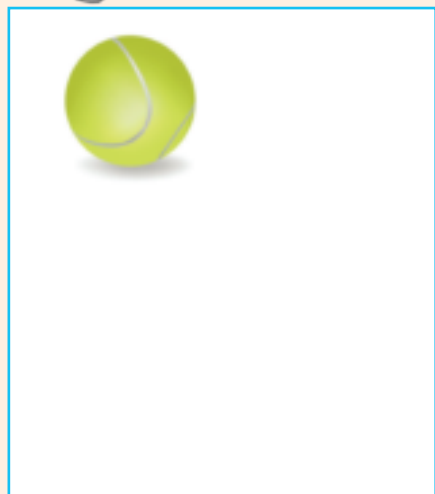
balls



cylinders



Draw a bigger object.



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.



Teacher: _____

Sign: _____

Date: _____



Slide, roll and build with 3-D objects

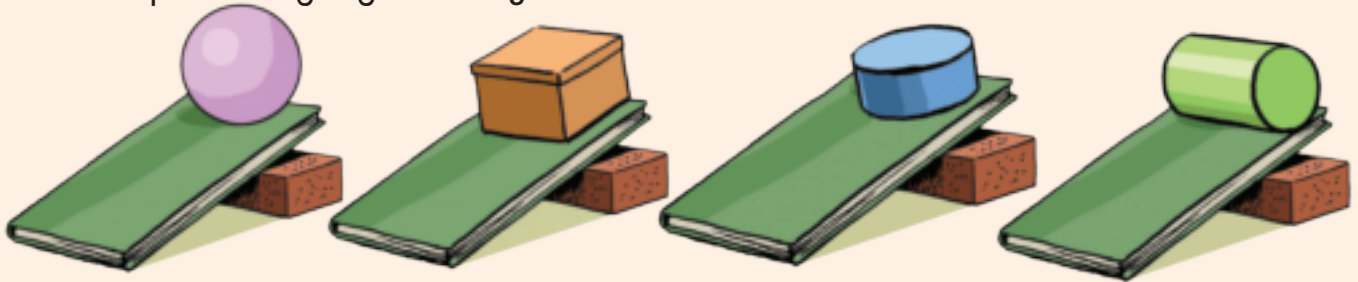


Your teacher will do this activity practically with you to see if the following will balance:

- 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.





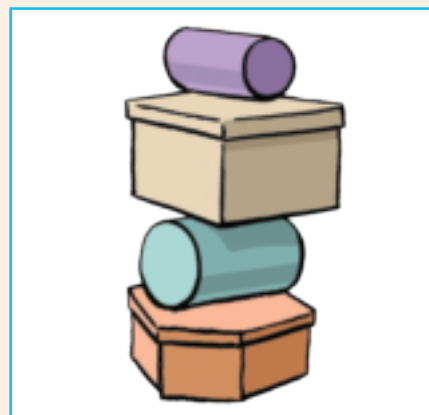
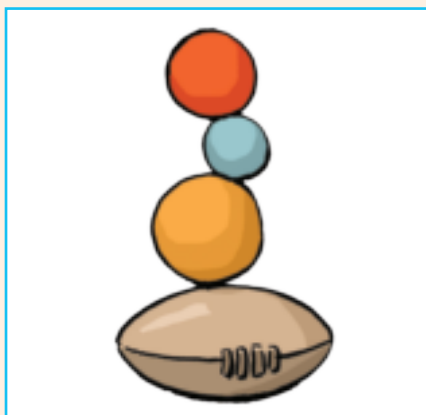
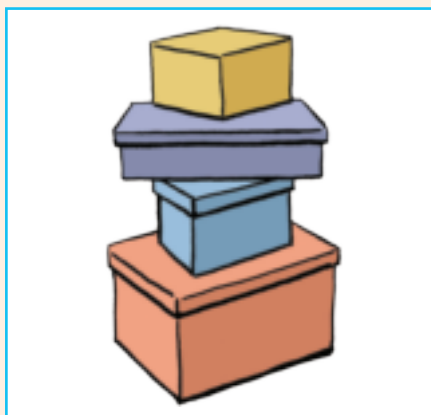
Find pictures of objects in magazines that will roll or slide and paste it here.

roll

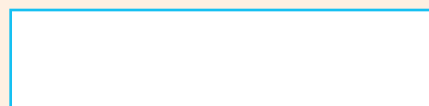
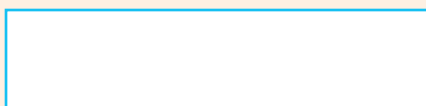
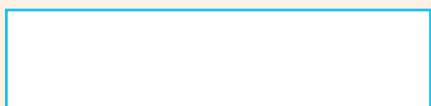
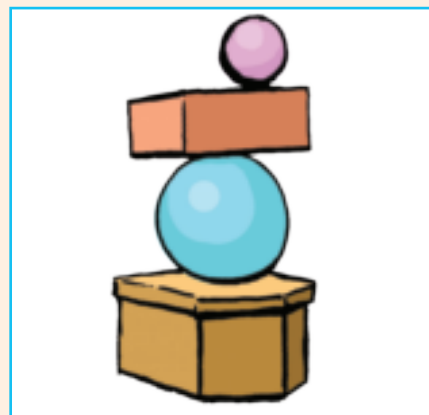
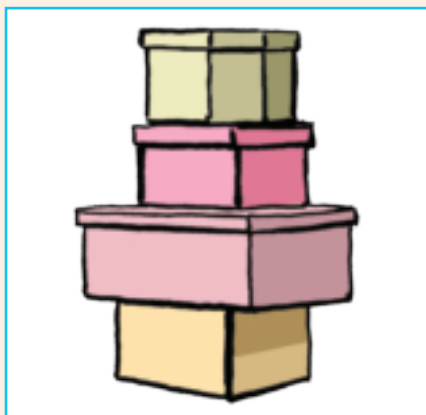
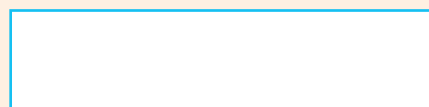
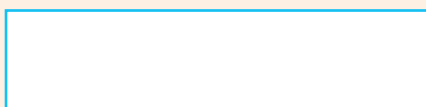
slide



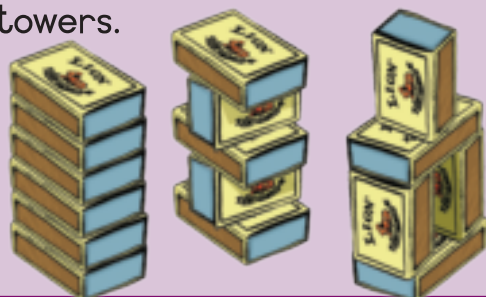
Your teacher gave you some blocks to build various towers. You and your friend decided to build towers with boxes, balls and cylinders. This is what you build or tried to build. Say if it worked or not.



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.






Date: _____

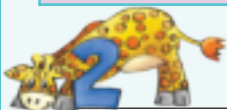
More addition and subtraction 0 to 75

Term 3



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

| | | | |
|--|--|--|--|
|  <div> <div>5 0</div> <div>2 0</div> <div>3 <input type="text"/></div> </div> | <div> <div>5 0</div> <div>7 0</div> <div>2 <input type="text"/></div> </div> | <div> <div>4 0</div> <div>4 0</div> <div>3 <input type="text"/></div> </div> | <div> <div>3 0</div> <div>8 0</div> <div>1 <input type="text"/></div> </div> |
|--|--|--|--|



Add using your own method.

$$52 + 21$$

$$43 + 28$$



Complete.

| | | | | | | | | | | | | | | |
|----|---|----|---|-----|---|-----|---|---|---|----------------------|---|----------------------|---|----------------------|
| 28 | + | 31 | = | 2 8 | + | 3 0 | + | 1 | = | 58 | + | 1 | = | 59 |
| 45 | + | 32 | = | 4 5 | + | 3 0 | + | 2 | = | <input type="text"/> | + | <input type="text"/> | = | <input type="text"/> |
| 52 | + | 14 | + | 5 2 | + | 1 0 | + | 4 | = | <input type="text"/> | + | <input type="text"/> | = | <input type="text"/> |



Add.

$$41 + 10 = \square$$

$$44 + 10 = \square$$

$$71 + 10 = \square$$

The sum of 36 and 24 is _____.

Draw a picture to show your answer.





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 |
| | | | |



Write a sum for the following.

- =

- =



Subtract:

65 - 23

72 - 29



Minus.

61 - 10 =

42 - 10 =

37 - 10 =

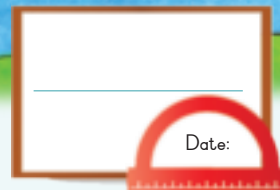


Make a drawing to show that Palesa had 62 marbles and then lost 21.



How many marbles are left? _____

Teacher: _____
 Sign: _____
 Date: _____



More money

What is in my piggy bank?

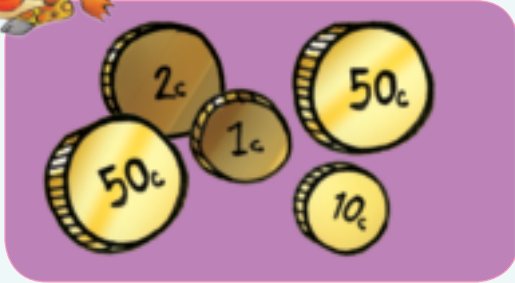


Use the coins from Cut-out 3 and paste the right amounts here.





How many cents?















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.



Teacher: _____
Sign: _____
Date: _____



Note money

How much money is in my purse?

Date:



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

| | |
|---|--|
|  |  |
|  |  |
|  |  |

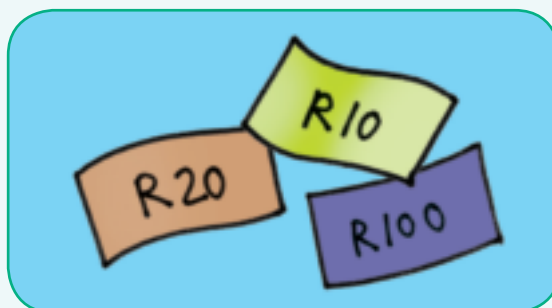


How many Rands?















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? _____



Teacher:

Sign:

Date:

80

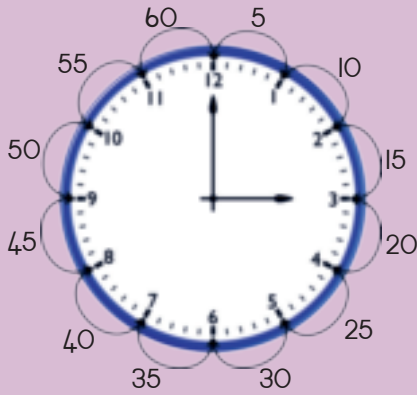
Time-patterns

Date: _____

Term 3



Talk about the clock.



A clock shows us the time.

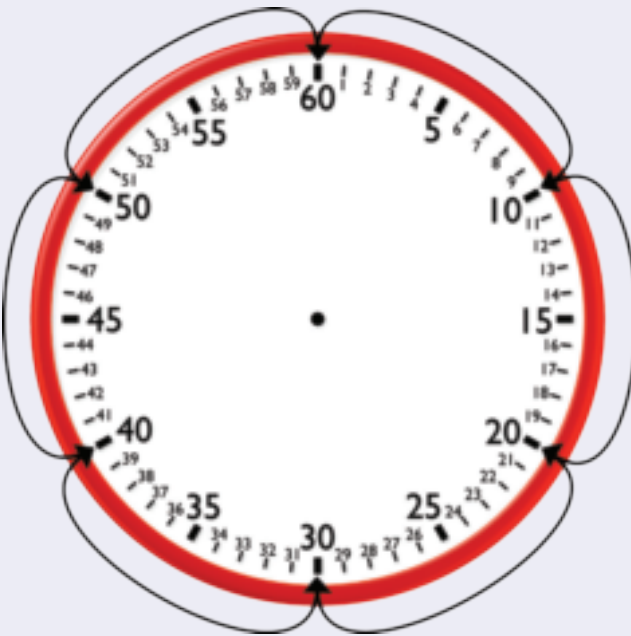
The **short hand** shows us hours.

The **long hand** shows us minutes.

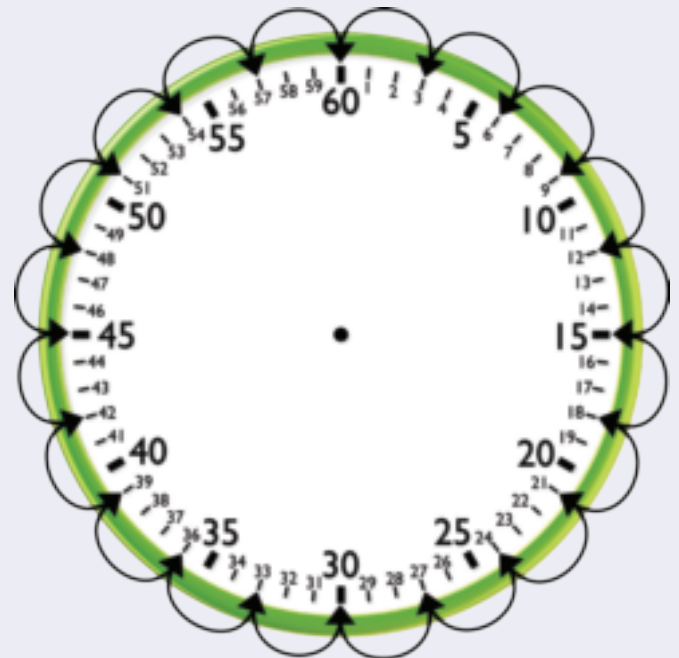
Here we count the minutes in fives.



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



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?



Teacher:

Sign:

Date:

8la

Term 3

Hours and minutes

Date: _____



Talk about the clock.



The **short hand** shows us a little past **3 hours**.

The **long hand** shows us it is **15 minutes**.

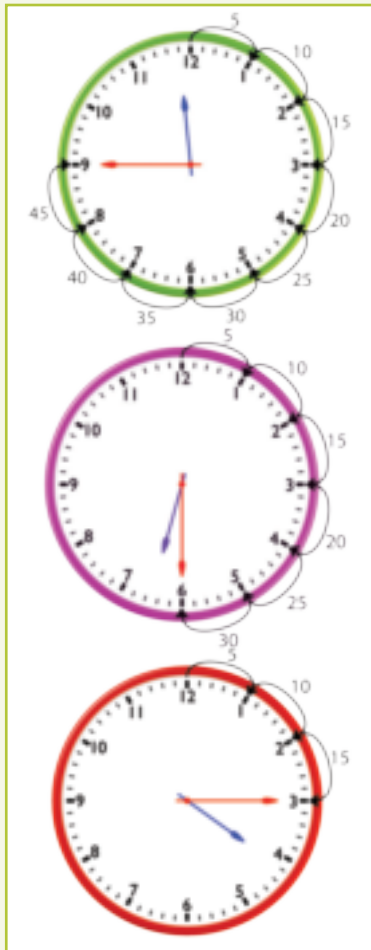
We say it is a **quarter past three**.

We mean it is fifteen minutes after 3 hours.

Fifteen minutes is a quarter of sixty minutes (an hour).



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 _____.



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.



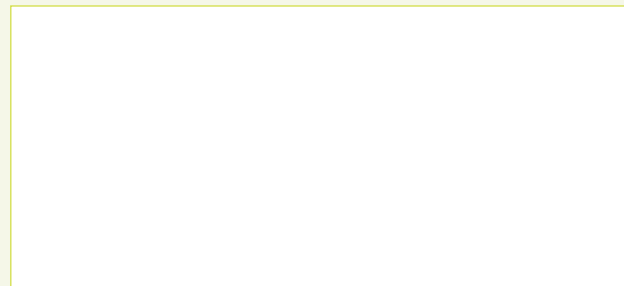
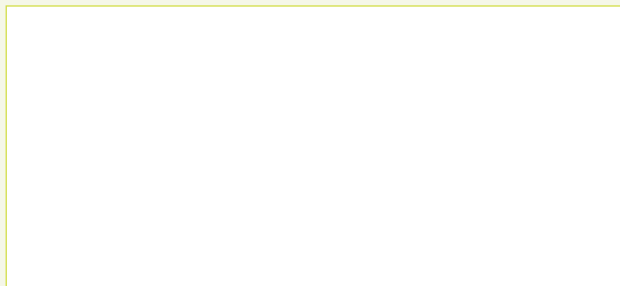
Quarter to six.



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.



Minutes and hours

Date: _____



Talk about the clock.



The **short hand** is just before three.

The **long hand** stands on **35 minutes**.

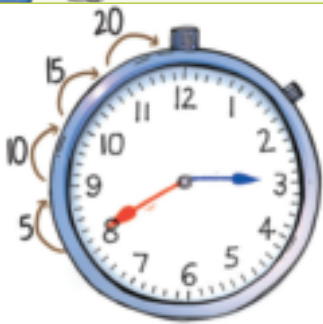
It is 25 minutes before the long hand is on 12.

We say it is **twenty five to three**.

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



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 _____.



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.

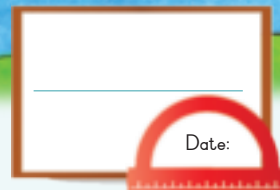


Thirteen to seven.

Twelve to twelve.




Teacher: _____
Sign: _____
Date: _____



Repeated addition


Term 3

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: _____



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.

| \times | 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?



Teacher:

Sign:

Date:



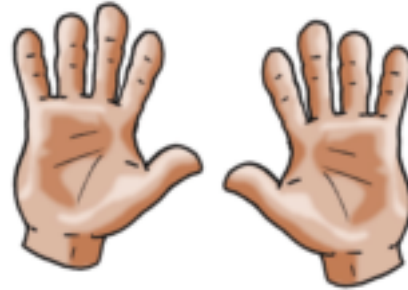
Multiply by 5

Date: _____

Term 3

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

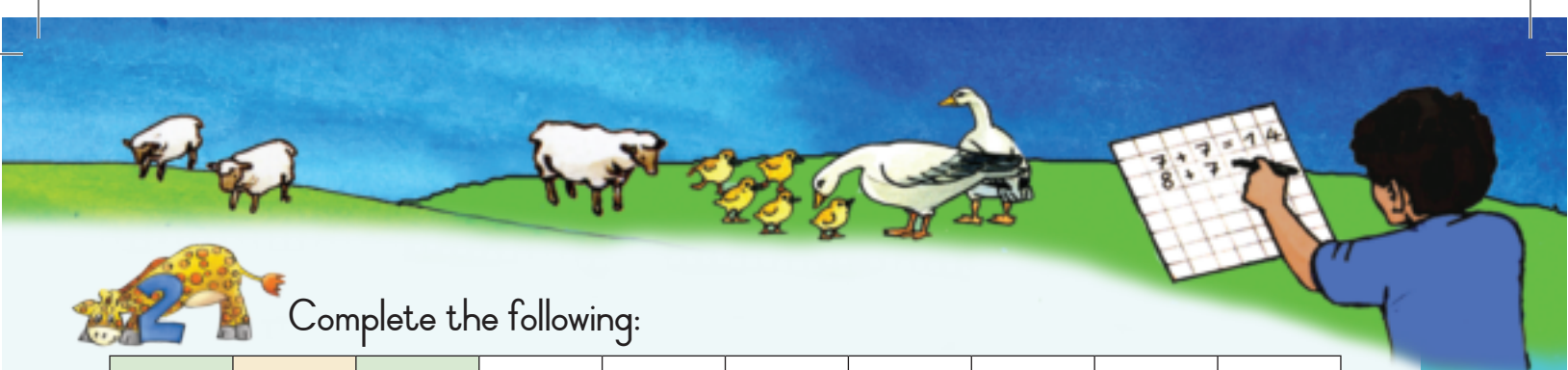


×

=

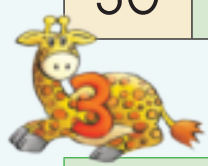
Fingers on
one hand

Hands







Complete the following:

| | | | | | | | | | |
|----|----|----|--|--|--|--|--|--|--|
| 5 | 10 | 15 | | | | | | | |
| 50 | 45 | 40 | | | | | | | |



Complete the following:

| | |
|---|--|
| $5 \times$  $=$ <input type="text"/> apples | $4 \times$  $=$ <input type="text"/> bananas |
| $6 \times$  $=$ <input type="text"/> bananas | $7 \times$  $=$ <input type="text"/> apples |



Complete the following:

| | |
|---|---|
| $15 \times 5 =$ <input type="text"/> $10 \times 5 + 5 \times 5$ $= 10 + 5 \times 5$ $= 10 \times 5 + 5 \times 5$ $= 50 + 25$ $= 75$ | $12 \times 5 =$ <input type="text"/> $10 \times 5 + 2 \times 5$ $=$ <input type="text"/> $+$ <input type="text"/> \times <input type="text"/> $=$ <input type="text"/> \times <input type="text"/> $+$ <input type="text"/> \times <input type="text"/> $=$ <input type="text"/> $+$ <input type="text"/> $=$ <input type="text"/> |
| $14 \times 5 =$ <input type="text"/> $10 \times 5 + 4 \times 5$ $=$ <input type="text"/> $+$ <input type="text"/> \times <input type="text"/> $=$ <input type="text"/> \times <input type="text"/> $+$ <input type="text"/> \times <input type="text"/> $=$ <input type="text"/> $+$ <input type="text"/> $=$ <input type="text"/> | $13 \times 5 =$ <input type="text"/> $10 \times 5 + 3 \times 5$ $=$ <input type="text"/> $+$ <input type="text"/> \times <input type="text"/> $=$ <input type="text"/> \times <input type="text"/> $+$ <input type="text"/> \times <input type="text"/> $=$ <input type="text"/> $+$ <input type="text"/> $=$ <input type="text"/> |



Teacher: _____

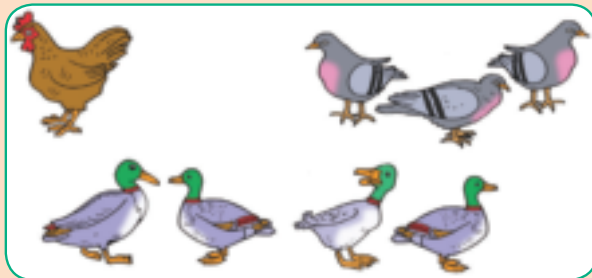
Sign: _____

Date: _____

Multiply by 2

Date: _____

Term 3

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? 

pigeons



| | | | | |
|----------------------|---|----------------------|---|----------------------|
| <input type="text"/> | × | <input type="text"/> | = | <input type="text"/> |
| Number of pigeons | | Feet per bird | | |

| | | | | |
|----------------------|---|----------------------|---|----------------------|
| <input type="text"/> | × | <input type="text"/> | = | <input type="text"/> |
| Number of pigeons | | Wings per bird | | |

ducks



| | | | | |
|----------------------|---|----------------------|---|----------------------|
| <input type="text"/> | × | <input type="text"/> | = | <input type="text"/> |
| Number of ducks | | Feet per bird | | |

| | | | | |
|----------------------|---|----------------------|---|----------------------|
| <input type="text"/> | × | <input type="text"/> | = | <input type="text"/> |
| Number of ducks | | Wings per bird | | |











Complete the following:

| | | | | | | | | | |
|----|----|----|--|--|--|--|--|--|--|
| 2 | 4 | 6 | | | | | | | |
| 20 | 18 | 16 | | | | | | | |



Complete the following:

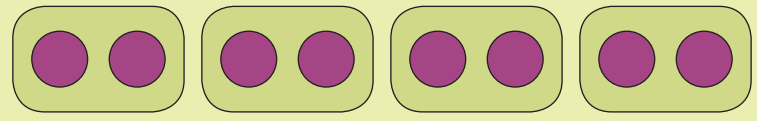
| | |
|--|---|
| 5 ×   = <input type="text"/> apples | 4 ×   = <input type="text"/> bananas |
| 6 ×   = <input type="text"/> bananas | 7 ×   = <input type="text"/> apples |



Complete the following:

$$\begin{aligned}
 12 \times 2 &= \square \\
 10 \text{ (teal)} + 2 \text{ (red)} &\times 2 \\
 = 10 \text{ (teal)} + 2 \text{ (red)} &\times 2 \\
 = 10 \text{ (teal)} \times 2 + 2 \text{ (red)} \times 2 \\
 = 20 + 4 \\
 = 24
 \end{aligned}$$

$$\begin{aligned}
 15 \times 2 &= \square \\
 10 \text{ (teal)} + 5 \text{ (red)} &\times 2 \\
 = \square + \square &\times \square \\
 = \square \times \square + \square \times \square \\
 = \square + \square \\
 = \square
 \end{aligned}$$



$$2 + 2 + 2 + 2 = 8$$

or

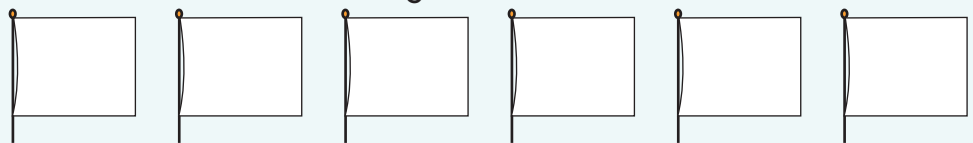
$$4 \times 2 = 8$$

or

$$8 \div 2 = 4$$

This is a division symbol.

Draw 2 stars on each flag.



$$\begin{aligned}
 2 + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} &= \underline{\quad} \\
 \underline{\quad} \times \underline{\quad} &= \underline{\quad}
 \end{aligned}$$



How many blocks in these slabs of chocolate.

$$\begin{aligned}
 \underline{\quad} \times \underline{\quad} &= \underline{\quad} \\
 \underline{\quad} \times \underline{\quad} &= \underline{\quad}
 \end{aligned}$$



Teacher: _____
 Sign: _____
 Date: _____

85a

Term 3



Talk about the clock.

Quarter past

Date: _____



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.



What is the time?



The short hand just passed _____.

The long hand stands on _____ minutes.

We say it is _____ past _____.



Draw the long hand and short hand.

Quarter past 8.



Quarter past 3.





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:

85b

Time passes

Date:

Term 3

2 hours 2 hours 1 hour



How long did it take to complete the activity?



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? _____



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?



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?

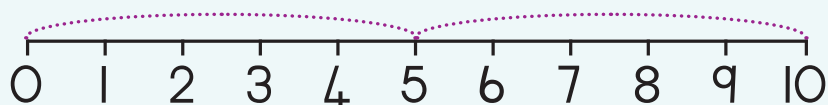
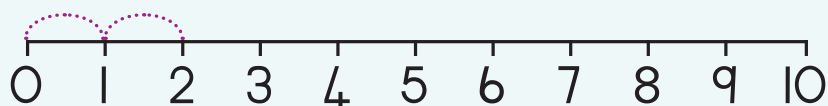
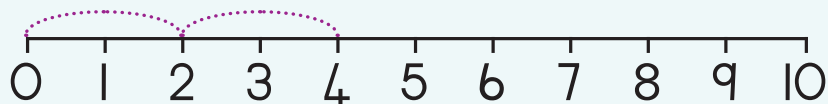
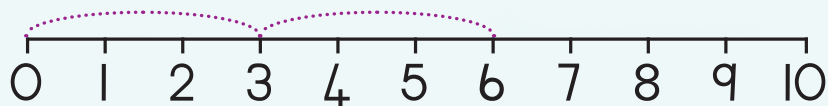


Add the dots and write a sum for each.

| | | |
|--|--|--|
| | | <input type="text"/> + <input type="text"/> = <input type="text"/> |
| | | <input type="text"/> + <input type="text"/> = <input type="text"/> |
| | | <input type="text"/> + <input type="text"/> = <input type="text"/> |
| | | <input type="text"/> + <input type="text"/> = <input type="text"/> |
| | | <input type="text"/> + <input type="text"/> = <input type="text"/> |



Use the number lines to write a sum.



$$\square + \square = \square$$

$$\square + \square = \square$$

$$\square + \square = \square$$

$$\square + \square = \square$$

$$\square + \square = \square$$



Double the following numbers.

Double 1

$$\square + \square = \square$$

Double 2

$$\square + \square = \square$$

Double 3

$$\square + \square = \square$$

Double 4

$$\square + \square = \square$$

Double 5

$$\square + \square = \square$$

$$2 \times \square = \square$$

$$2 \times \square = \square$$

$$2 \times \square = \square$$

$$2 \times \square = \square$$

$$2 \times \square = \square$$



2 4 6 8 10 12 14

Teacher:

Sign:

Date:

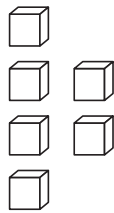


Doubling and halving

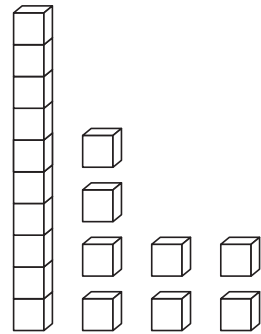
Look at the two pictures. Make your own story.



Count the objects and colour in half of them.



Count
Half is



Count
Half is



Complete the following and make a drawing.

Double 12 is

+



Complete.

| | |
|----|--|
| 14 | |
| | |

| | |
|---|--|
| 8 | |
| | |

| | |
|--|---|
| | |
| | 2 |

| | |
|----|--|
| 16 | |
| | |

| | |
|--|---|
| | |
| | 9 |



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 |
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| | 22 | 19 | | |



Teacher: _____

Sign: _____

Date: _____

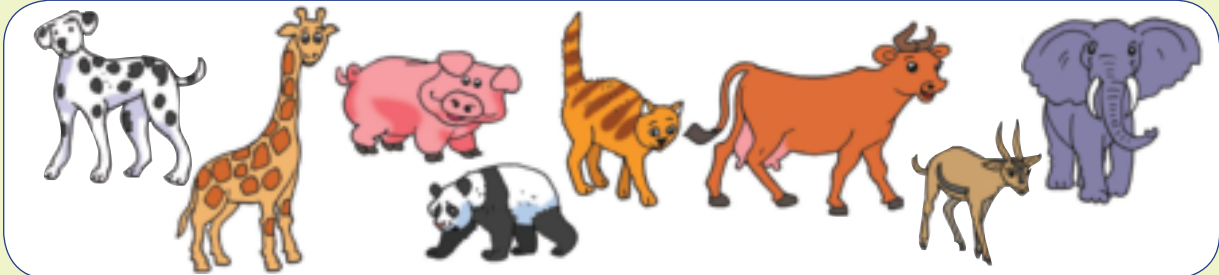
More multiplication

Date: _____

Term 3

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?



Dogs

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

Number of dogs Feet per animal

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

Number of dogs Eyes per animal

Wild animals

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

Number of wild animals Legs per animal

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

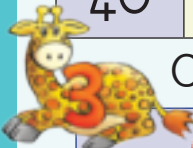
Number of wild animals Ears per animal



Complete the following:

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

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



Complete the following:

$$5 \times \text{5 apples} = \boxed{} \text{ apples}$$

$$4 \times \text{4 bananas} = \boxed{} \text{ bananas}$$

$$6 \times \text{4 bananas} = \boxed{} \text{ bananas}$$

$$7 \times \text{2 apples} = \boxed{} \text{ apples}$$



Complete the following:



$$\begin{aligned}
 14 \times 4 &= \square \\
 10 &+ 4 \times 4 \\
 &= 10 + 4 \times 4 \\
 &= 10 \times 4 + 4 \times 4 \\
 &= 40 + 16 \\
 &= 56
 \end{aligned}$$

$$\begin{aligned}
 15 \times 4 &= \square \\
 10 &+ 5 \times 4 \\
 &= \square + \square \times \square \\
 &= \square \times \square + \square \times \square \\
 &= \square + \square \\
 &= \square
 \end{aligned}$$



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 Left over

Each get Left over



Draw pictures to show your answers.

Share 23 books between 4 children.

Share 15 books between 4 children.

Each get Left over

Each get Left over

Teacher: _____
Sign: _____
Date: _____

89

Number patterns

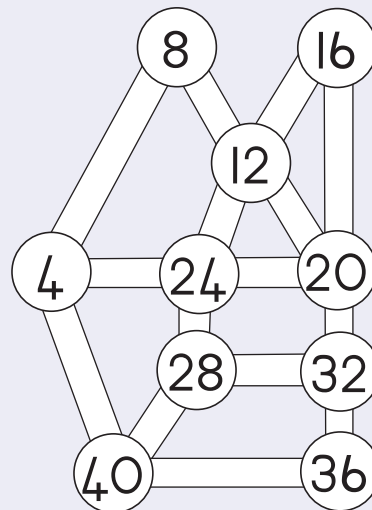
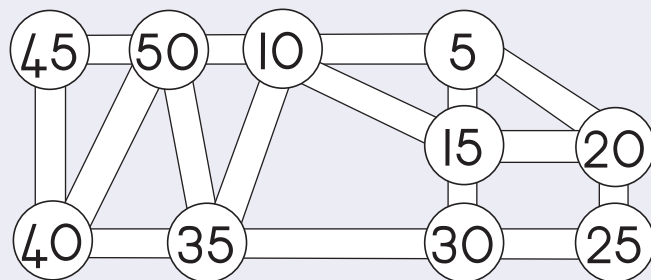
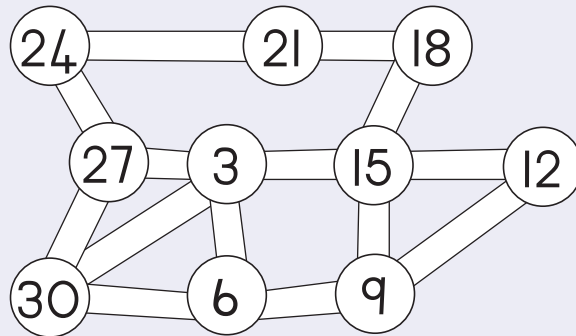
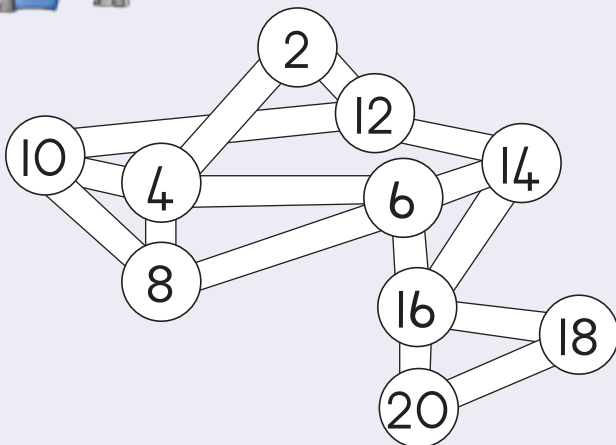
Date: _____

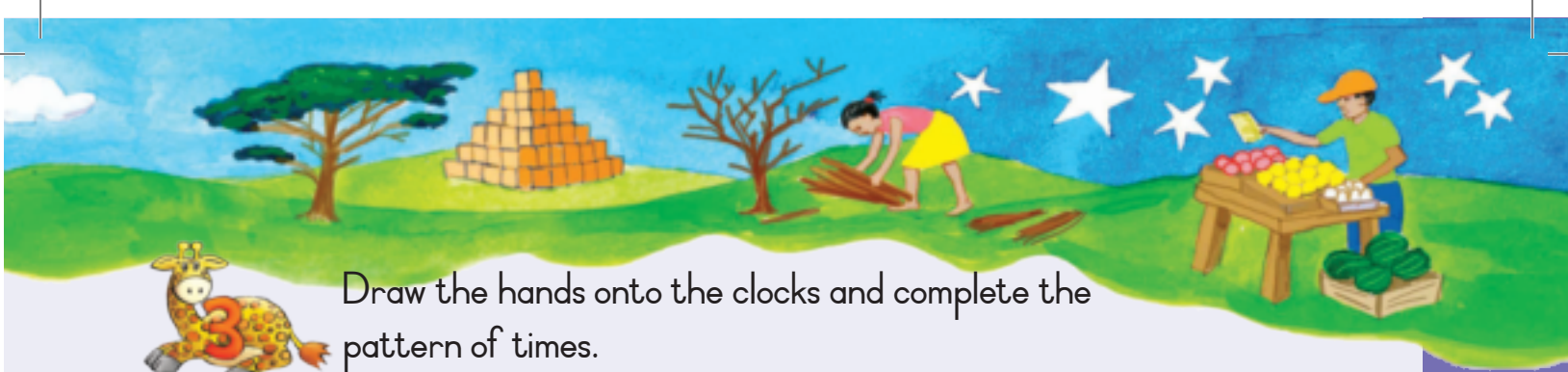
Term 3

What will the number on the next leaf be?



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





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



_____ :



_____ :



Teacher: _____
Sign: _____
Date: _____

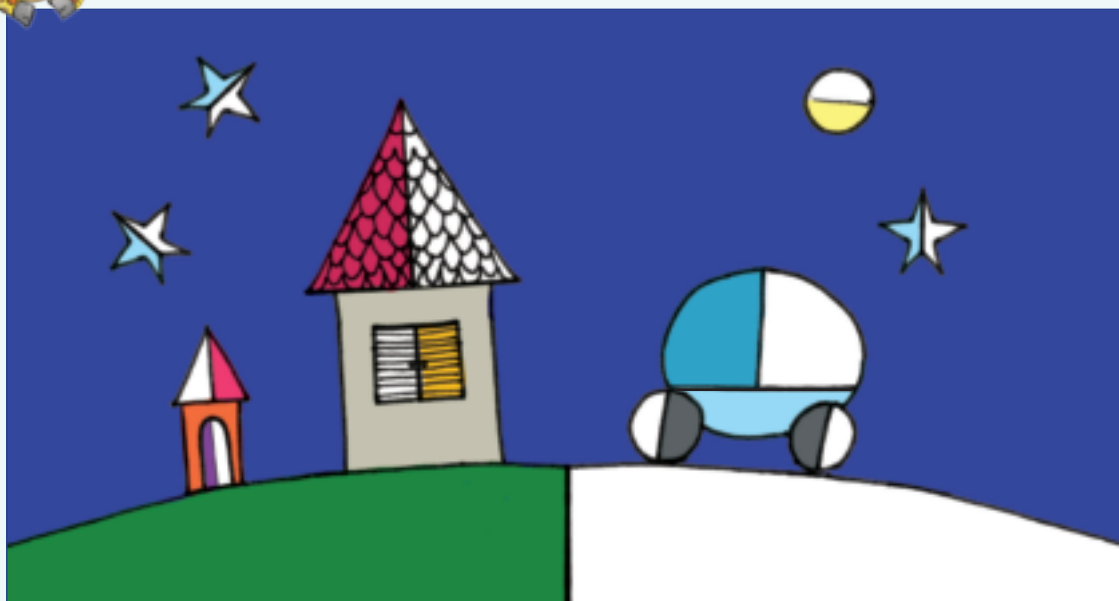


Date: _____

Fractions – halves

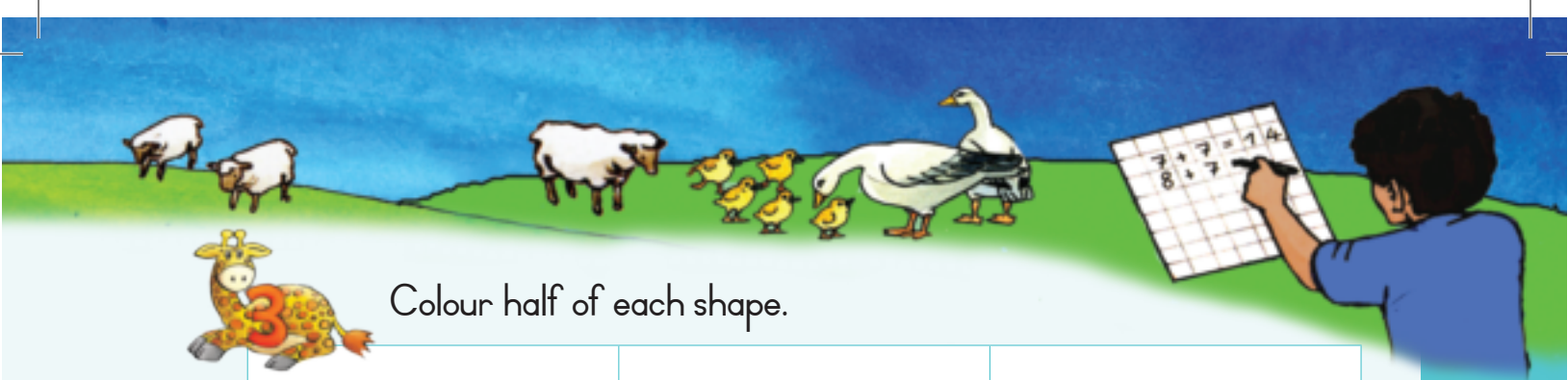


Look at the picture. Colour the other halves the same colour.



Look at the picture. Tick the shapes that show halves.
Colour one half of each shape that is divided into halves.

| | | | |
|------------------------------|------------------------------|------------------------------|------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



Colour half of each shape.

| | | |
|--|--|--|
| | | |
| | | |



Colour half of the animals in each block.

| | | |
|--|--|--|
| | | |
| | | |



half half half half

Teacher: _____

Sign: _____

Date: _____

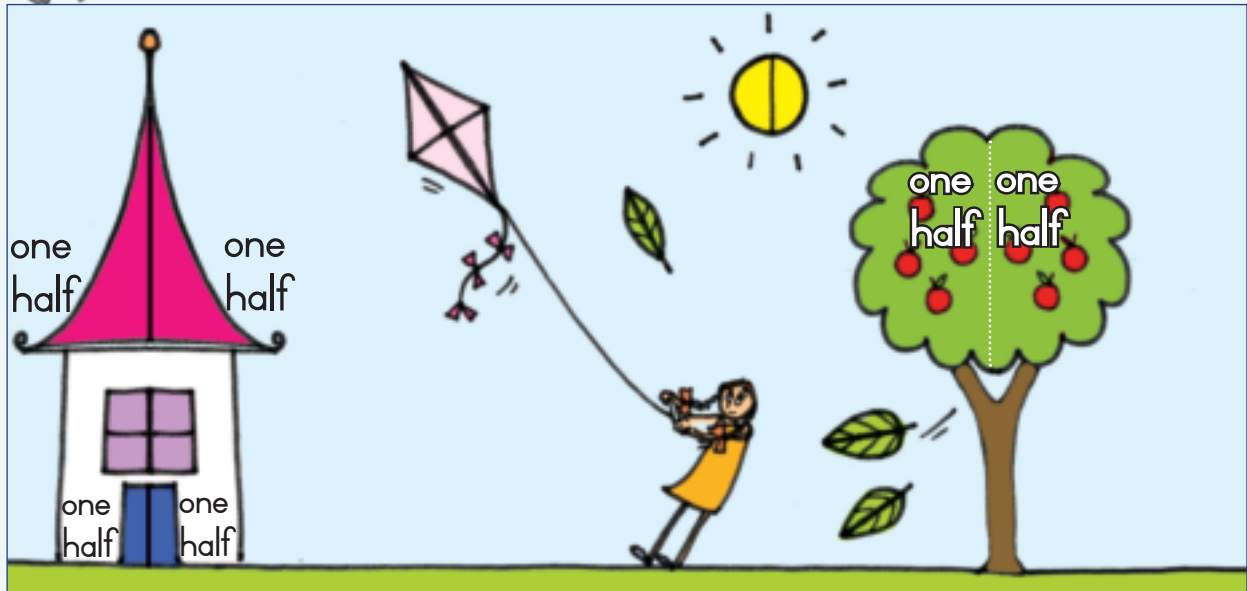




Fractions – more halves



Look at the picture. What does one half mean?

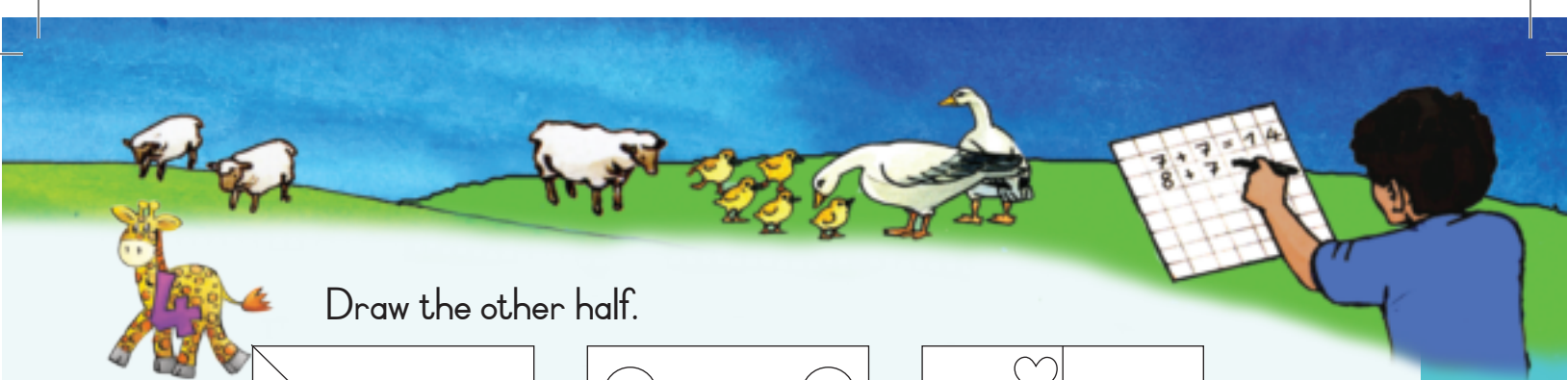


One half of the apples on the tree is .

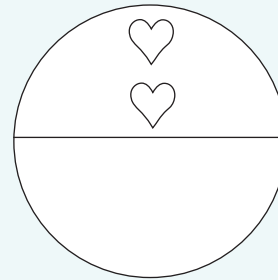
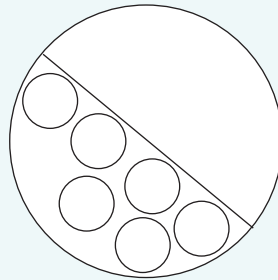
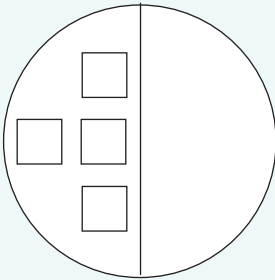
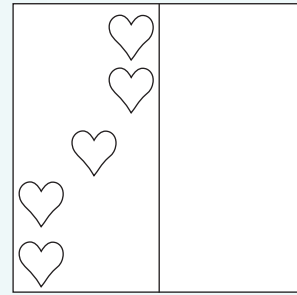
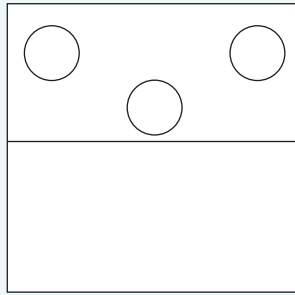
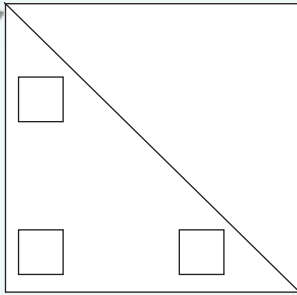


Colour in half the fruit in each group.
What is half the number of fruit in each group?

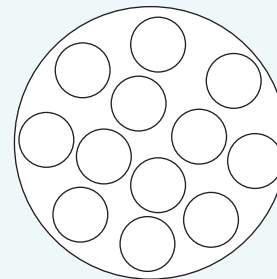
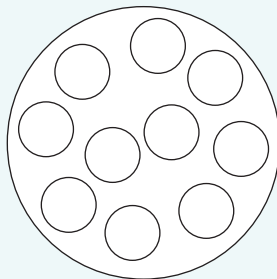
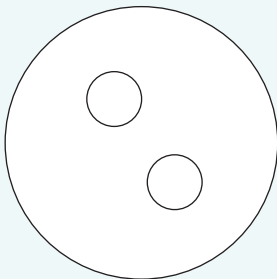
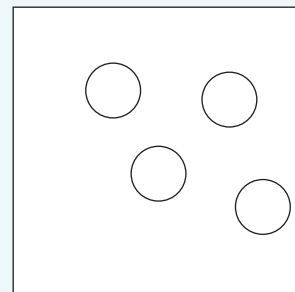
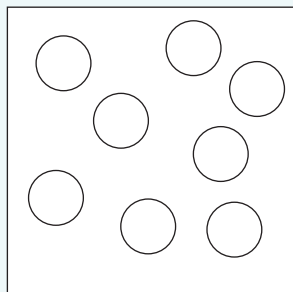
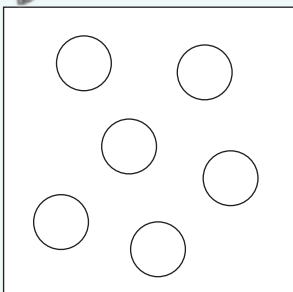
| | | |
|--------------------------|--------------------------|--------------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> | <input type="text"/> |



Draw the other half.



Colour in half of the shapes.



half half half half

Teacher: _____
Sign: _____
Date: _____



Position and views

Term 3

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



Front view of building.



Side view of building.

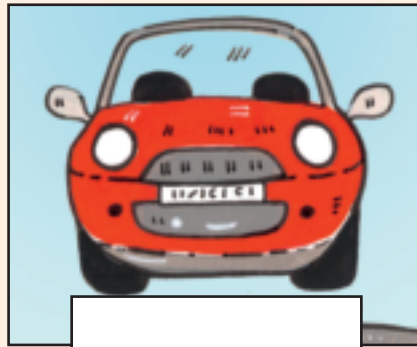


Top view of building.



Where was this person standing when they saw this?







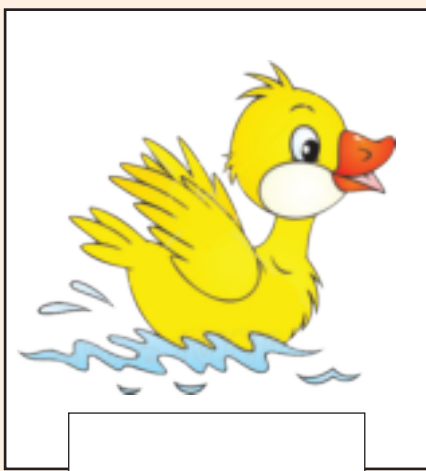


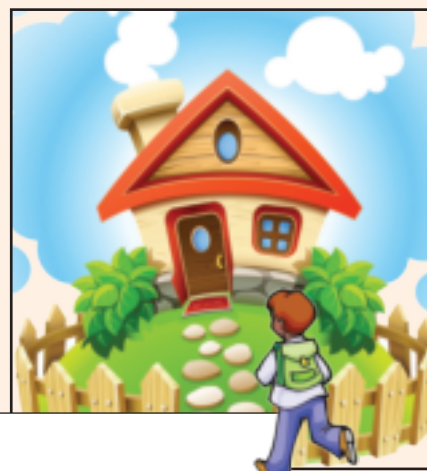
Write these words below the correct picture. What is the person seeing?

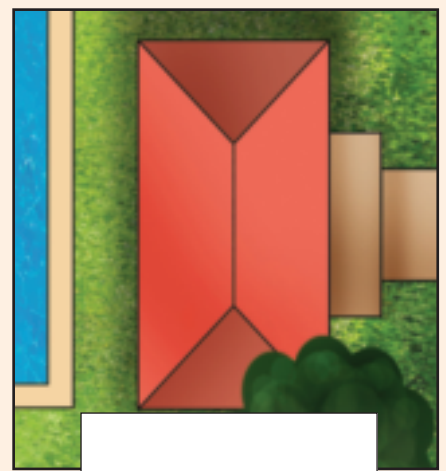
front view

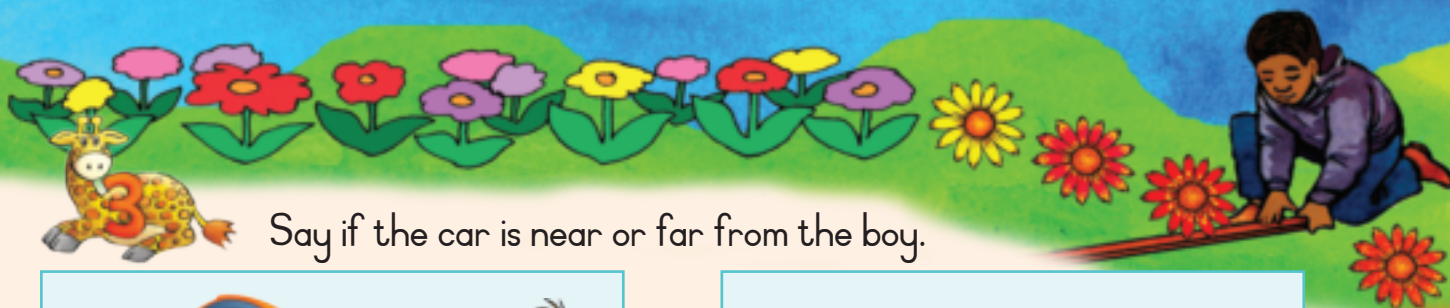
top view

side view

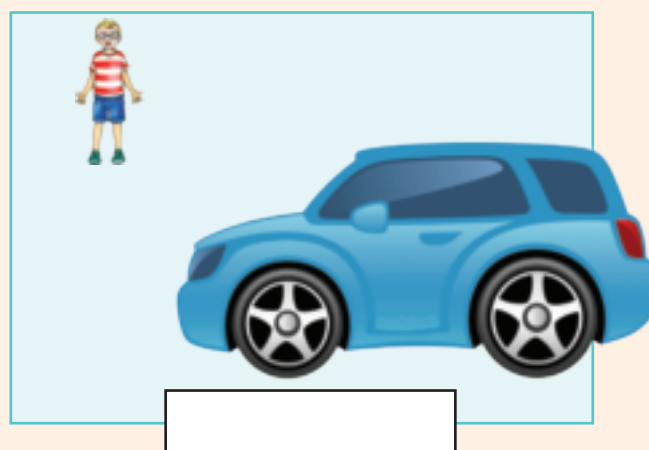
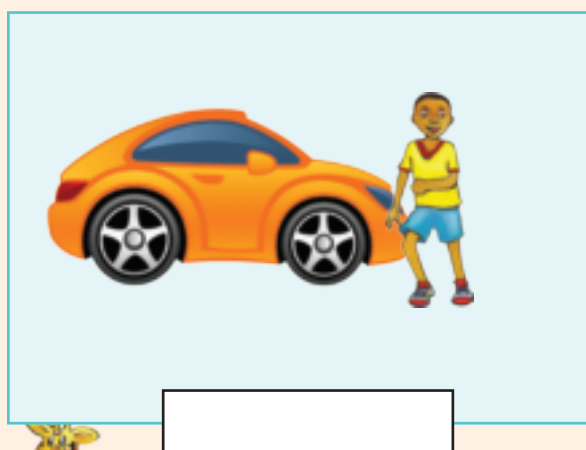
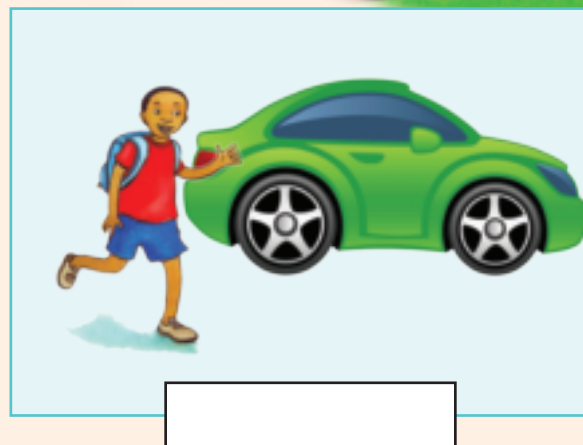
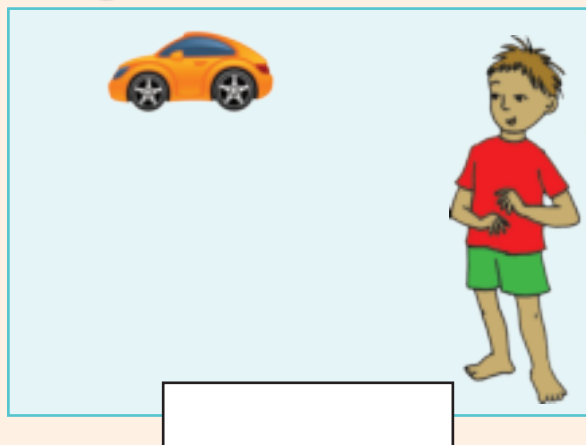




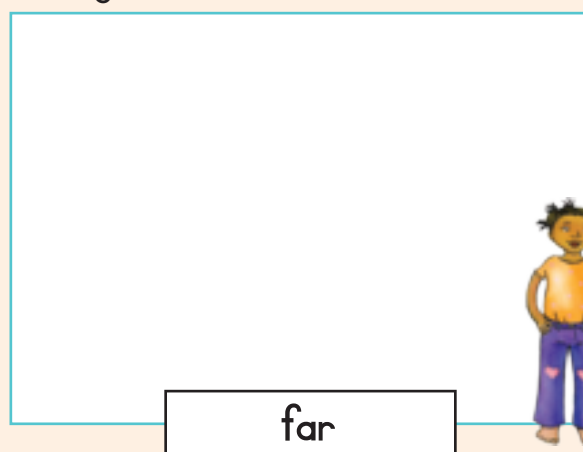




Say if the car is near or far from the boy.



Draw a tree near and far from the girl.



Teacher:

Sign:

Date:



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

Date:

Term 3



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



Through
sorting I put
the same fruit
together.










Draw a pictograph of your sorted fruit.


KEY:



| | | | | |
|---|---|---|--|---|
| | | | | |
| | | | | |
| | | | | |
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|  |  |  |  |  |



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

| | | | | |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
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Answer the questions:

Which fruit do we have the most of?

Which fruit do we have the least of?



Teacher:
Sign:
Date:



Fractions – quarters

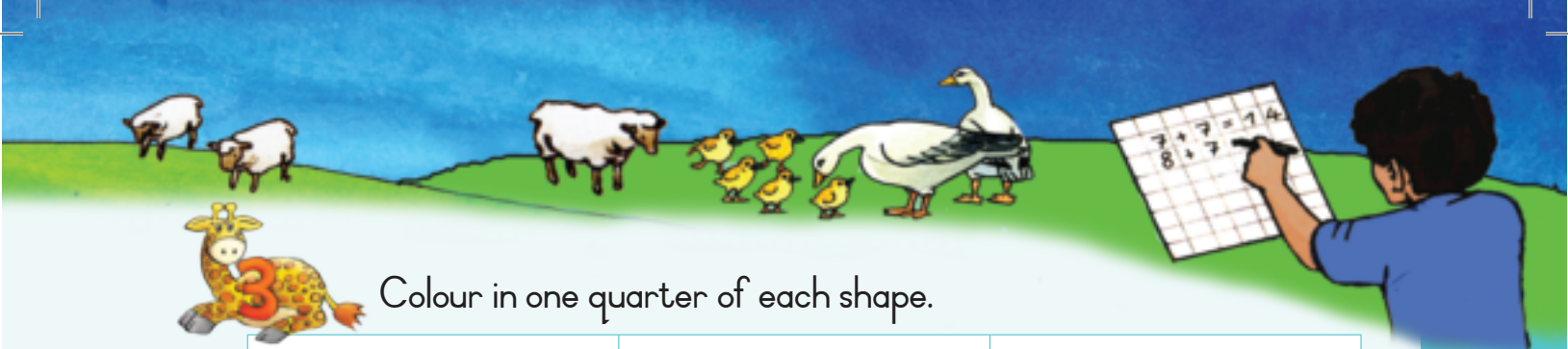
Colour the last quarter the same colour.



Tick the shapes that show quarters.

Colour one quarter of each shape that is divided into quarters.

| | | | |
|------------------------------|------------------------------|------------------------------|------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



Colour in one quarter of each shape.

| | | |
|--|--|--|
| | | |
| | | |



Colour in one quarter of each group of animals.

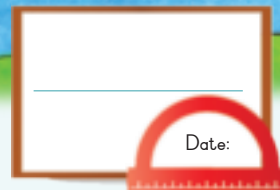
| | | |
|--|--|--|
| | | |
| | | |



quarter quarter

Teacher: _____
Sign: _____
Date: _____





Fractions – more quarters

Colour the last quarter the same colour.



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 _____.



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

| | | |
|--|--|--|
| <div style="border: 1px solid black; width: 50px; height: 50px; display: inline-block; vertical-align: middle;"></div> | <div style="border: 1px solid black; width: 50px; height: 50px; display: inline-block; vertical-align: middle;"></div> | <div style="border: 1px solid black; width: 50px; height: 50px; display: inline-block; vertical-align: middle;"></div> |
| <div style="border: 1px solid black; width: 50px; height: 50px; display: inline-block; vertical-align: middle;"></div> | <div style="border: 1px solid black; width: 50px; height: 50px; display: inline-block; vertical-align: middle;"></div> | <div style="border: 1px solid black; width: 50px; height: 50px; display: inline-block; vertical-align: middle;"></div> |



Draw more shapes to make each quarter equal.

| | | |
|--|--|--|
| | | |
| | | |

Show one quarter of the shapes.

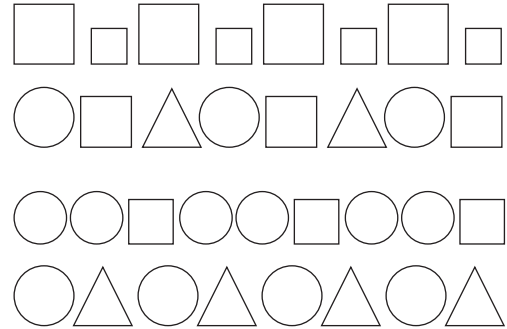
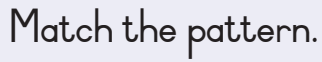
| | |
|--|--|
| | |
|--|--|

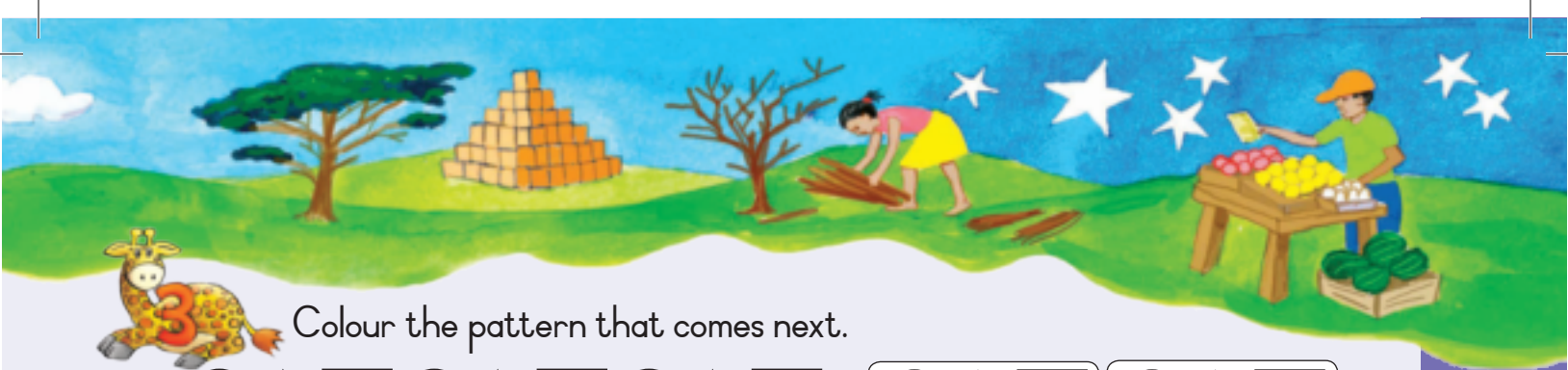
Which is bigger? Tick the correct answer.

| | | | | | |
|--|--------------------------|--|--------------------------|-------------|--------------------------|
| | <input type="checkbox"/> | | <input type="checkbox"/> | one half | <input type="checkbox"/> |
| | <input type="checkbox"/> | | <input type="checkbox"/> | one quarter | <input type="checkbox"/> |

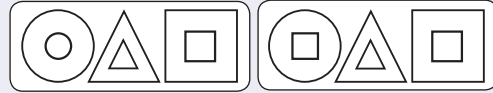
quarter quarters

Teacher: _____
 Sign: _____
 Date: _____





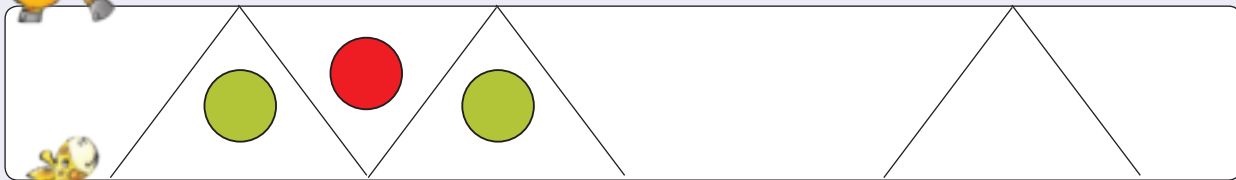
Colour the pattern that comes next.



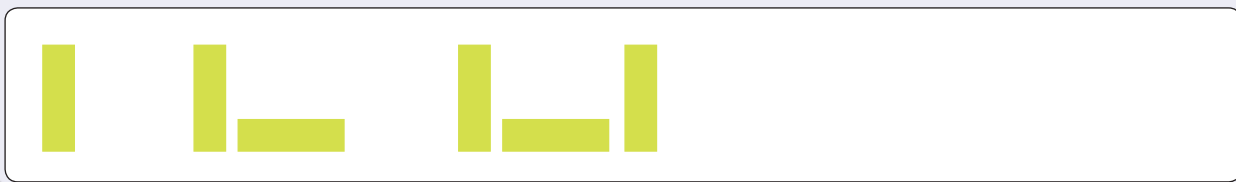
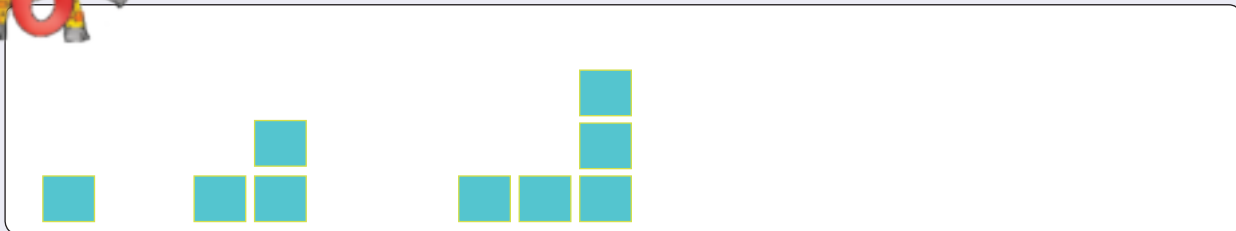
Draw the next pattern.



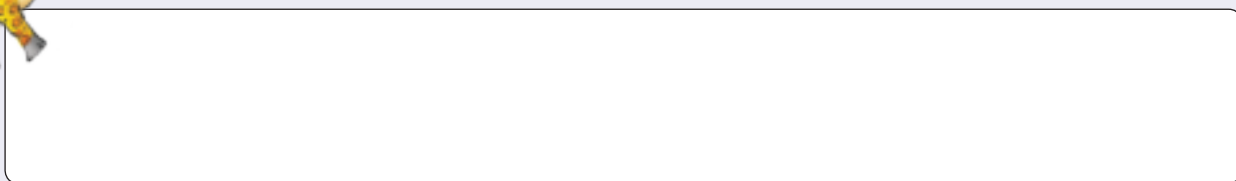
Extend the pattern.



Draw the next pattern.



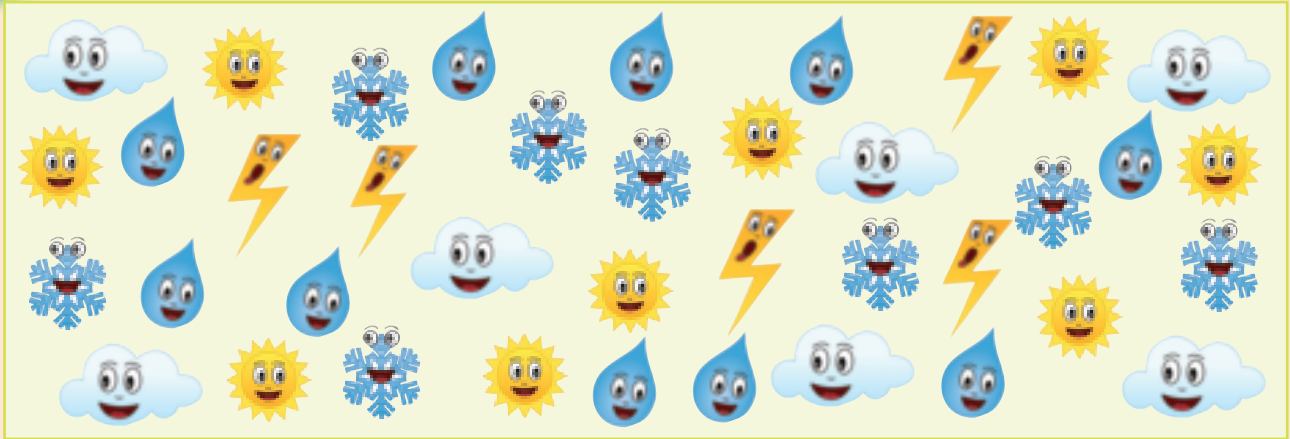
Draw your own pattern.



Data sorting

Date:

Term 3



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










Draw a pictograph of your sorted weather conditions.

KEY:



| | | | | |
|---|---|---|--|---|
| | | | | |
|  |  |  |  |  |



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?



Teacher: _____
Sign: _____
Date: _____

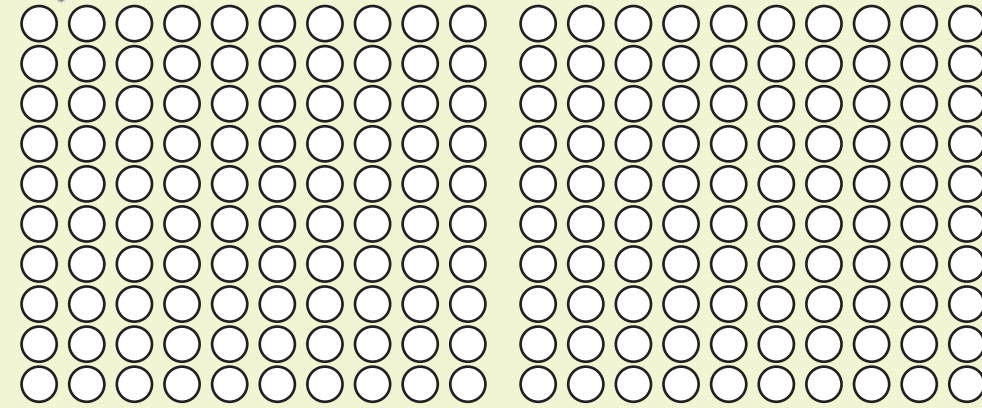
97



Date:

Numbers 150 to 180

Colour in 172 circles.



| | | |
|---|---|---|
| 1 | 0 | 0 |
| 7 | 0 | |
| | | 2 |



Write a number sentence for:

| | | |
|-----|----|---|
| 100 | 50 | 8 |
|-----|----|---|

$$100 + 50 + 8 = 158$$

| | | |
|-----|----|---|
| 100 | 50 | 9 |
|-----|----|---|

$$=$$

| | | |
|-----|----|---|
| 100 | 70 | 2 |
|-----|----|---|

$$=$$

| | |
|-----|----|
| 100 | 50 |
|-----|----|

$$=$$

| | | |
|-----|----|---|
| 100 | 60 | 7 |
|-----|----|---|

$$=$$

| | |
|-----|---|
| 100 | 5 |
|-----|---|

$$=$$



Which numbers come between:

150 and 158

172 and 177

180 and 175

160 and 155

165 and 160

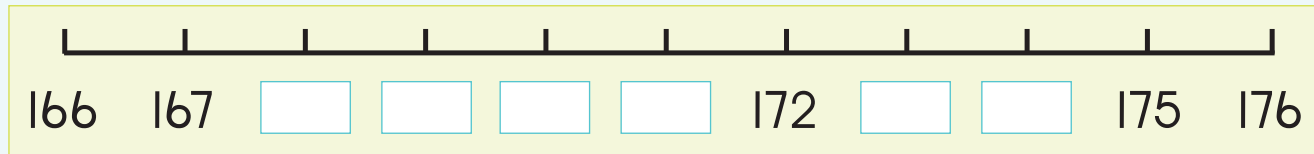
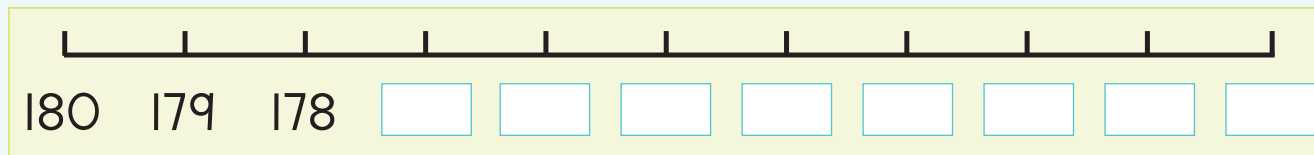
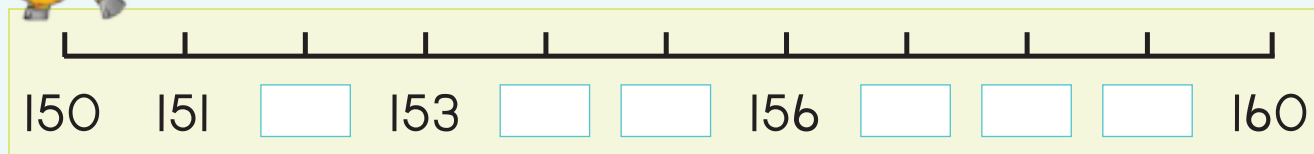


Write down two numbers smaller and two numbers bigger than the given number.

| Smaller | | Number | Bigger | |
|---------|--|--------|--------|--|
| | | 157 | | |
| | | 165 | | |
| | | 178 | | |
| | | 161 | | |
| | | 174 | | |



Complete these number lines.



Cut three numbers between 150 and 180 from a magazine or newspaper. Paste them here from biggest to smallest.



Teacher:
Sign:
Date:

98



Date:

Numbers 170 to 200

Colour in 199 circles.

Term 4

| | |
|--|--|
| | <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> 1 0 0 </div> <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> 9 0 </div> <div style="display: flex; justify-content: space-around;"> 9 </div> |
|--|--|



Write a number sentence for:

| | | |
|---|--|--|
| <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> 100 70 7 </div> <p>100 + 70 + 7 = 177</p> | <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> 100 90 3 </div> <p>=</p> | <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> 100 80 1 </div> <p>=</p> |
| <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> 100 90 5 </div> <p>=</p> | <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> 100 90 9 </div> <p>=</p> | <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> 100 70 9 </div> <p>=</p> |



Which numbers come between:

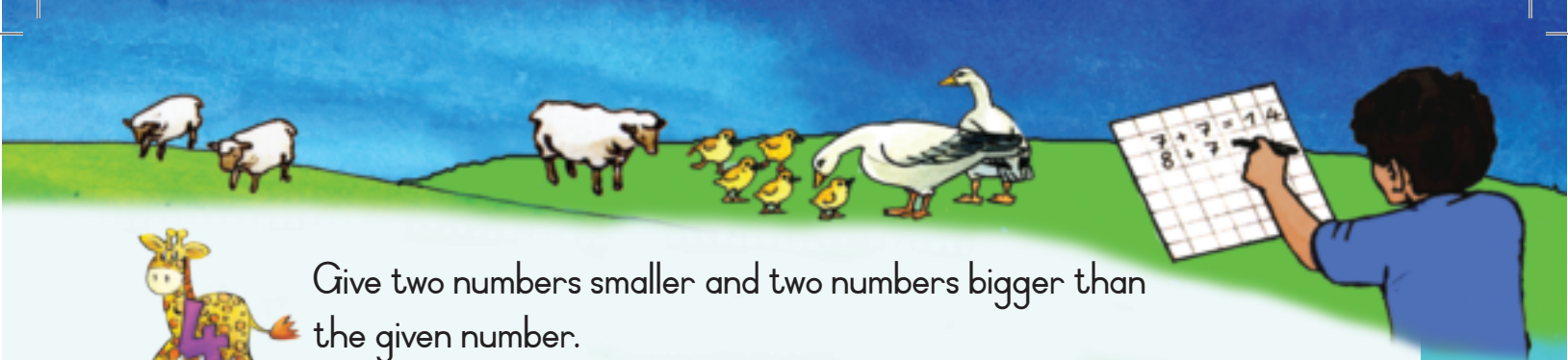
170 and 175

198 and 195

180 and 175

168 and 173

200 and 196

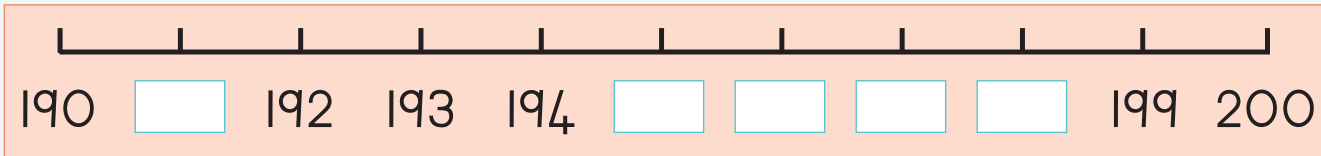
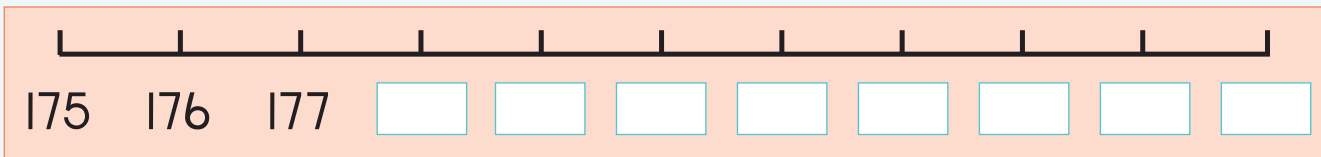
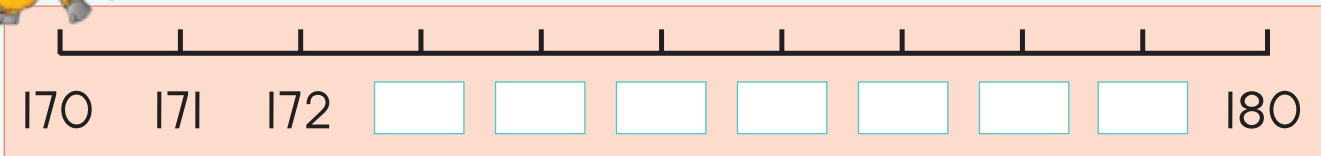


Give two numbers smaller and two numbers bigger than the given number.

| Smaller | | Number | Bigger | |
|---------|--|--------|--------|--|
| | | 170 | | |
| | | 198 | | |
| | | 185 | | |
| | | 174 | | |
| | | 181 | | |



Complete the number lines.



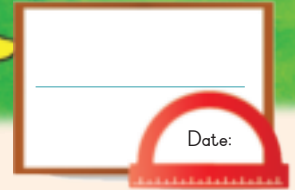
Cut three numbers between 170 and 200 from a magazine or newspaper. Paste them here from biggest to smallest.



Teacher: _____

Sign: _____

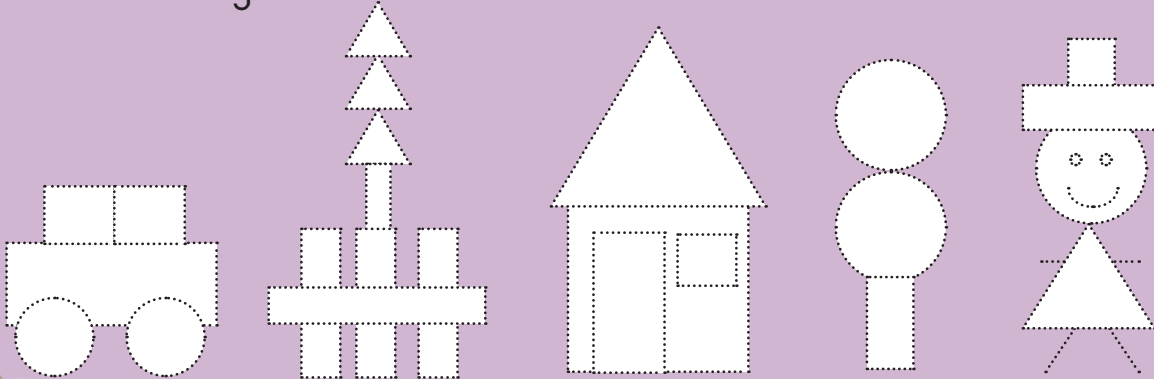
Date: _____



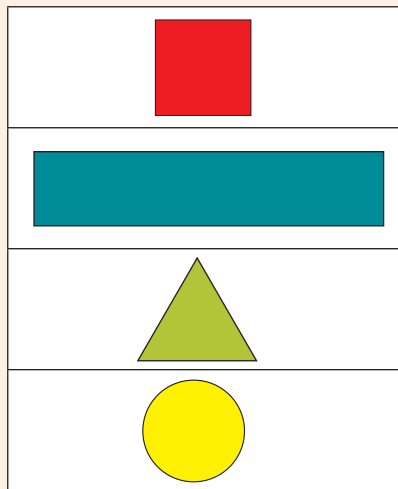
2-D shapes

Term 4

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



Fit the word with the shape.

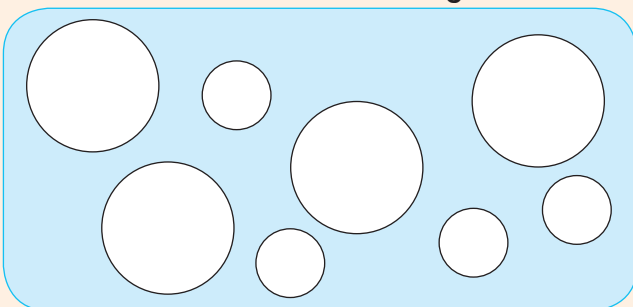


| |
|-----------|
| triangle |
| circle |
| square |
| rectangle |



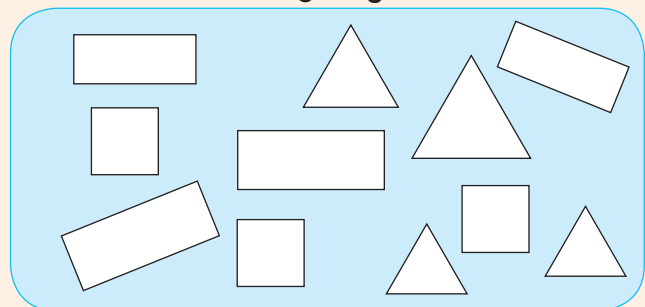
Colour:

- Big circles red
- Small circles yellow



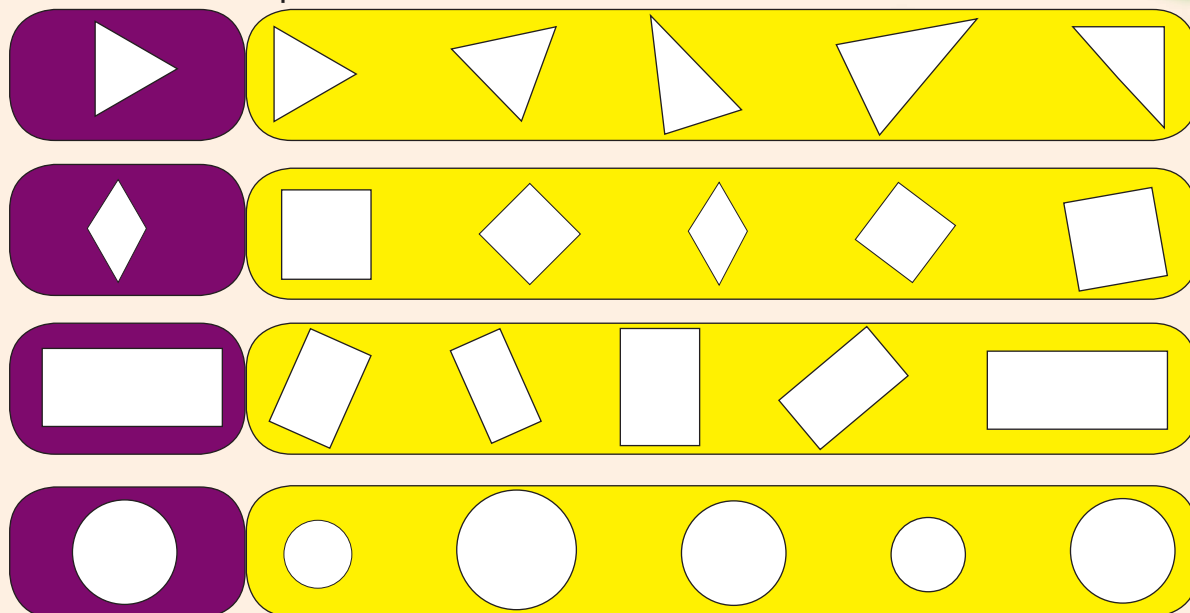
Colour:

- Big rectangles red
- Small rectangles yellow

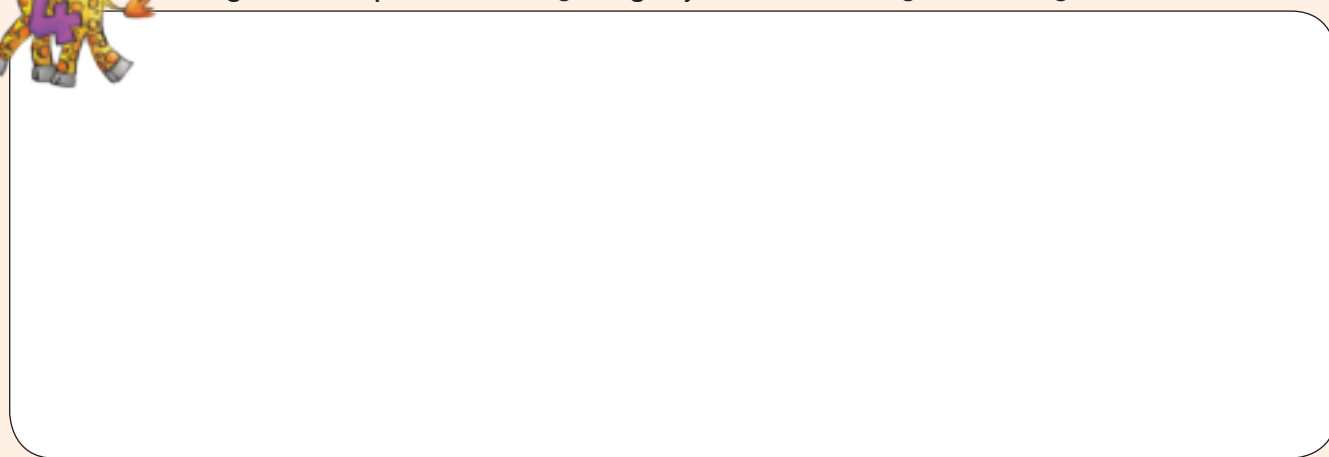




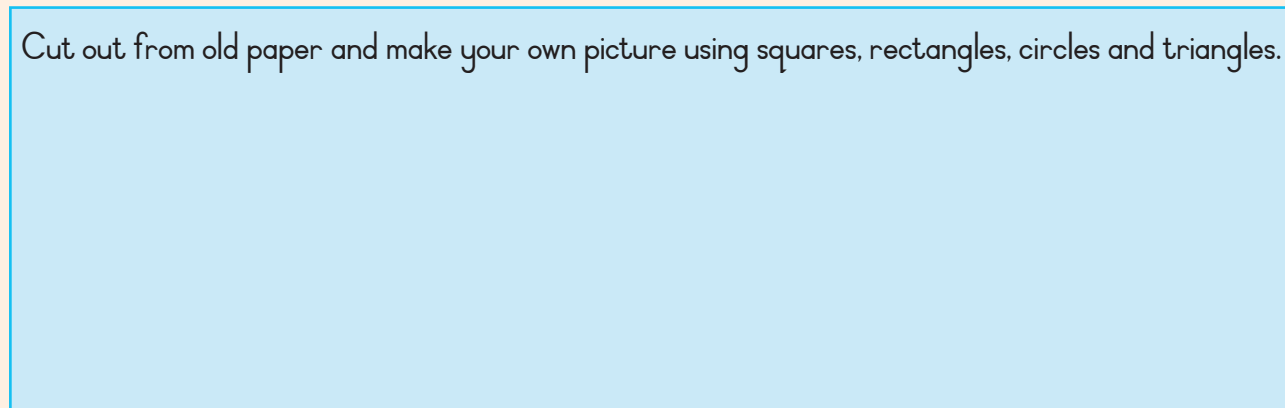
Colour the shapes that match the first shape in the row.



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.



100



Date:

Numbers 0 to 200

How many different numbers can you make?



1 0 0

4 0

2

9

5 0

1 0 0

1 0 0

2 0

1

7 0

8



Complete the following.

| | | |
|---|---|---|
| <div style="display: flex; justify-content: space-between; margin-bottom: 10px;"> <div style="background-color: green; color: white; padding: 5px 10px;">1 0 0</div> <div style="background-color: blue; color: white; padding: 5px 10px;">4 0</div> <div style="background-color: red; color: white; padding: 5px 10px;">9</div> </div> $100 + 40 + 9 = \boxed{}$ | <div style="display: flex; justify-content: space-between; margin-bottom: 10px;"> <div style="background-color: green; color: white; padding: 5px 10px;">1 0 0</div> <div style="background-color: blue; color: white; padding: 5px 10px;">7 0</div> <div style="background-color: red; color: white; padding: 5px 10px;">3</div> </div> $100 + 70 + 3 = \boxed{}$ | <div style="display: flex; justify-content: space-between; margin-bottom: 10px;"> <div style="background-color: green; color: white; padding: 5px 10px;">1 0 0</div> <div style="background-color: blue; color: white; padding: 5px 10px;">2 0</div> <div style="background-color: red; color: white; padding: 5px 10px;">8</div> </div> $100 + 20 + 8 = \boxed{}$ |
| <div style="display: flex; justify-content: space-between; margin-bottom: 10px;"> <div style="background-color: green; color: white; padding: 5px 10px;">1 0 0</div> <div style="background-color: blue; color: white; padding: 5px 10px;">1 0</div> <div style="background-color: red; color: white; padding: 5px 10px;">7</div> </div> $100 + 10 + 7 = \boxed{}$ | <div style="display: flex; justify-content: space-between; margin-bottom: 10px;"> <div style="background-color: green; color: white; padding: 5px 10px;">1 0 0</div> <div style="background-color: blue; color: white; padding: 5px 10px;">9 0</div> <div style="background-color: red; color: white; padding: 5px 10px;">2</div> </div> $100 + 90 + 2 = \boxed{}$ | |



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

| | | | | | |
|-------|--|---|--|---|--|
| 181 = | | + | | + | |
| 144 = | | + | | + | |
| 135 = | | + | | + | |
| 156 = | | + | | + | |
| 169 = | | + | | + | |



Add the following:

$60 + 4 = \square$

$100 + 20 + 3 = \square$

$90 + 8 = \square$

$100 + 40 + 9 = \square$

$40 + 7 = \square$

$100 + 70 + 8 = \square$

$30 + 6 = \square$

$100 + 60 + 1 = \square$

$50 + 2 = \square$

$100 + 50 + 5 = \square$

Fill in the missing number:

$70 + \square = 71$

$100 + \square + 3 = 153$

$30 + \square = 38$

$100 + \square + 9 = 169$

$60 + \square = 69$

$\square + 70 + 8 = 178$

$20 + \square = 24$

$100 + \square + 1 = 191$

$80 + \square = 85$

$100 + 50 + \square = 157$



Make your own sums using hundreds, tens and units.

$\square + \square + \square = \square$

$\square + \square + \square = \square$



What number is the biggest (B)?

What number is the smallest (S)?

5 0 9

1 0 0

1 0 0

9 4 0

4 5 0

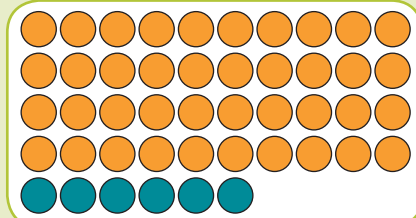
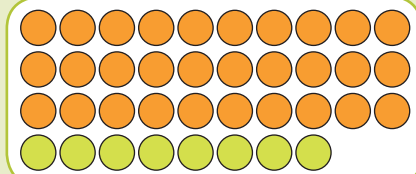
1 0 0

Teacher:
 Sign:
 Date:

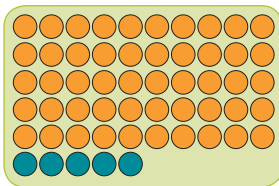
Addition and subtraction

Look at the number board and beads. Talk about it.

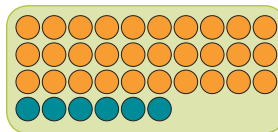
| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 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 |



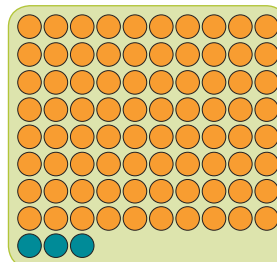
Add or subtract the beads.



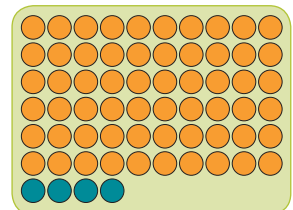
-



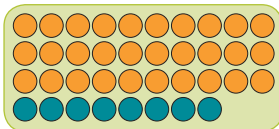
$$\begin{aligned}
 & 50 \quad 5 - 30 \quad 6 \\
 = & 40 + 15 - 30 - 6 \\
 = & 10 + 9 \\
 = & 19
 \end{aligned}$$



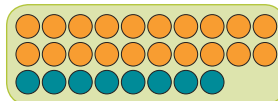
-



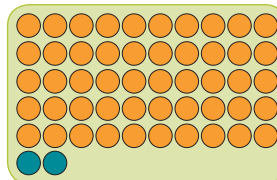
$$\begin{aligned}
 & \quad \quad \quad - \quad \quad \quad \\
 = & \quad + \quad - \quad - \quad \\
 = & \quad + \quad \\
 = & \quad
 \end{aligned}$$



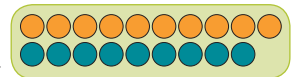
+



$$\begin{aligned}
 & \quad \quad + \quad \quad \\
 = & \quad + \quad + \quad \\
 = & \quad + \quad + \quad + \quad \\
 = & \quad + \quad \\
 = & \quad
 \end{aligned}$$



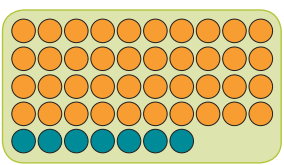
+



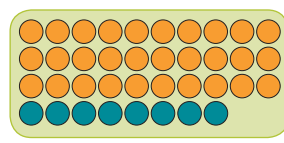
$$\begin{aligned}
 & \quad \quad + \quad \quad \\
 = & \quad + \quad + \quad \\
 = & \quad + \quad \\
 = & \quad
 \end{aligned}$$



Estimate and then calculate.

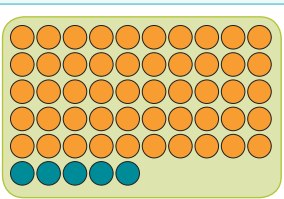


+

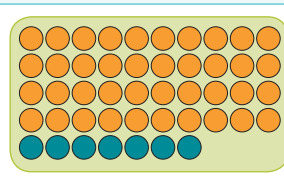


Estimate

Calculate



+



Estimate

Calculate



Calculate using your own method.

53 + 39

92 - 48



Add 39 and 29.

What is 43 less 19?

Subtract 45 from 74.

What is 82 take away 69?

Teacher:

Sign:

Date:



Date: _____

Addition and subtraction again

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



2 0

8

=

6 0

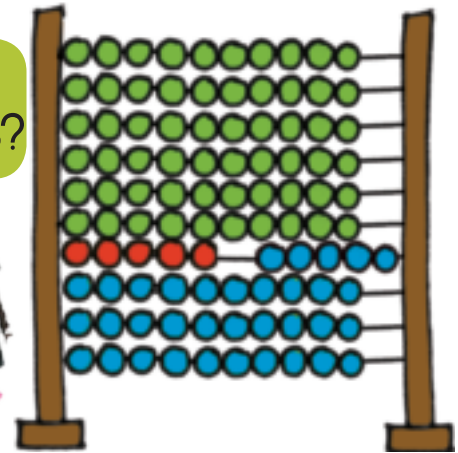
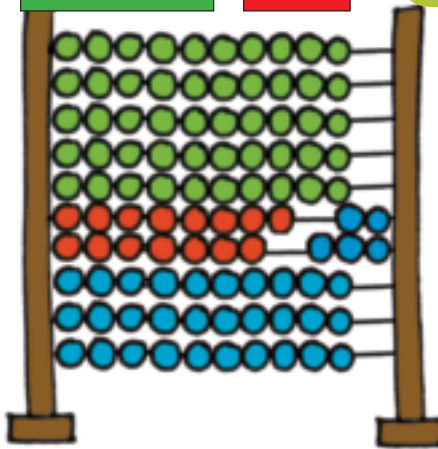
5

3 0

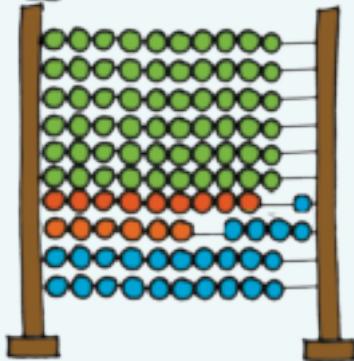
7

Add the
two numbers.

It
equals to?

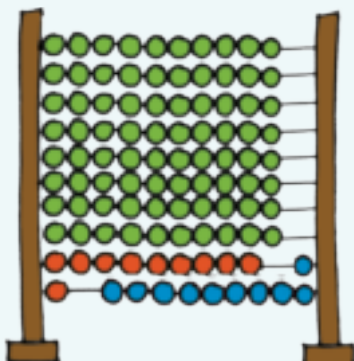


Write an addition and subtraction sum. Calculate it.



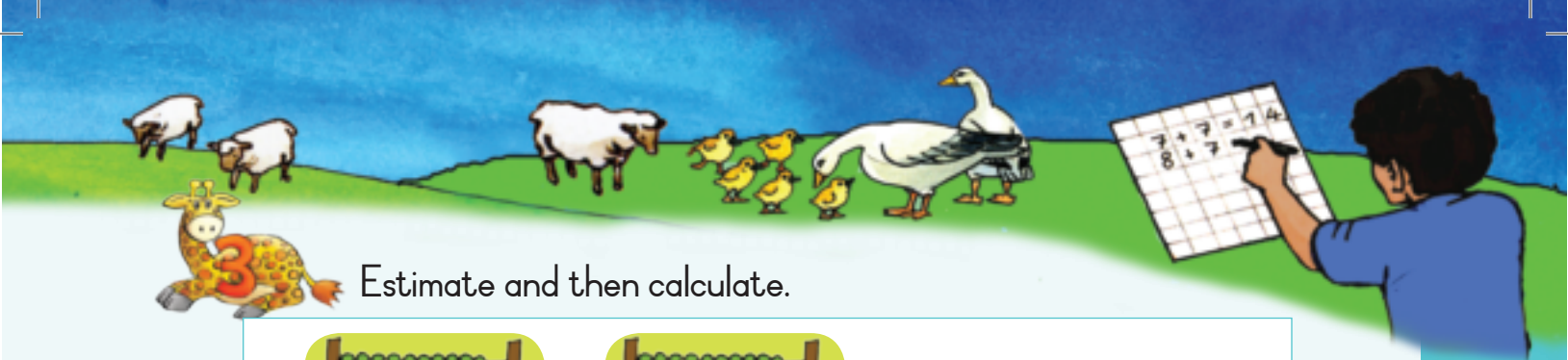
Addition sum

Subtraction sum

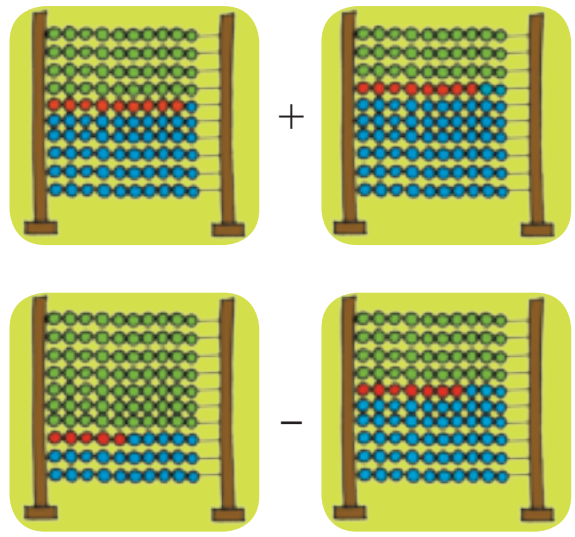


Addition sum

Subtraction sum



Estimate and then calculate.



Estimate

Calculate

Estimate

Calculate



Calculate using your own method.

$58 + 35$

$34 - 26$



What is 74 and 19 ?

Take away 34 from 72 .

The sum of 46 and 27 .

The difference between 81 and 36 .

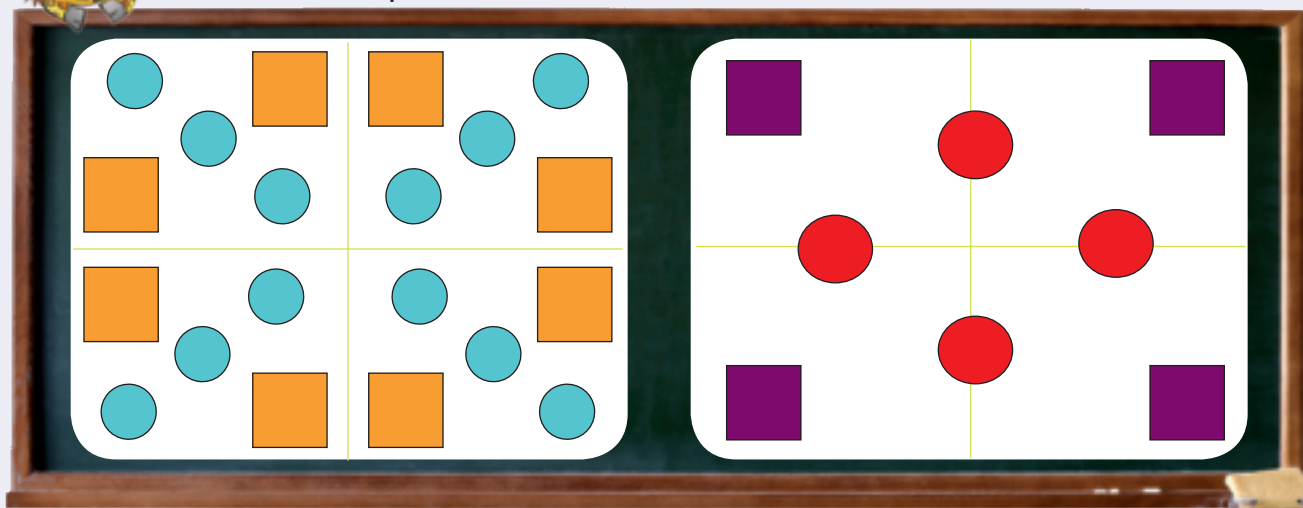
Teacher:

Sign:

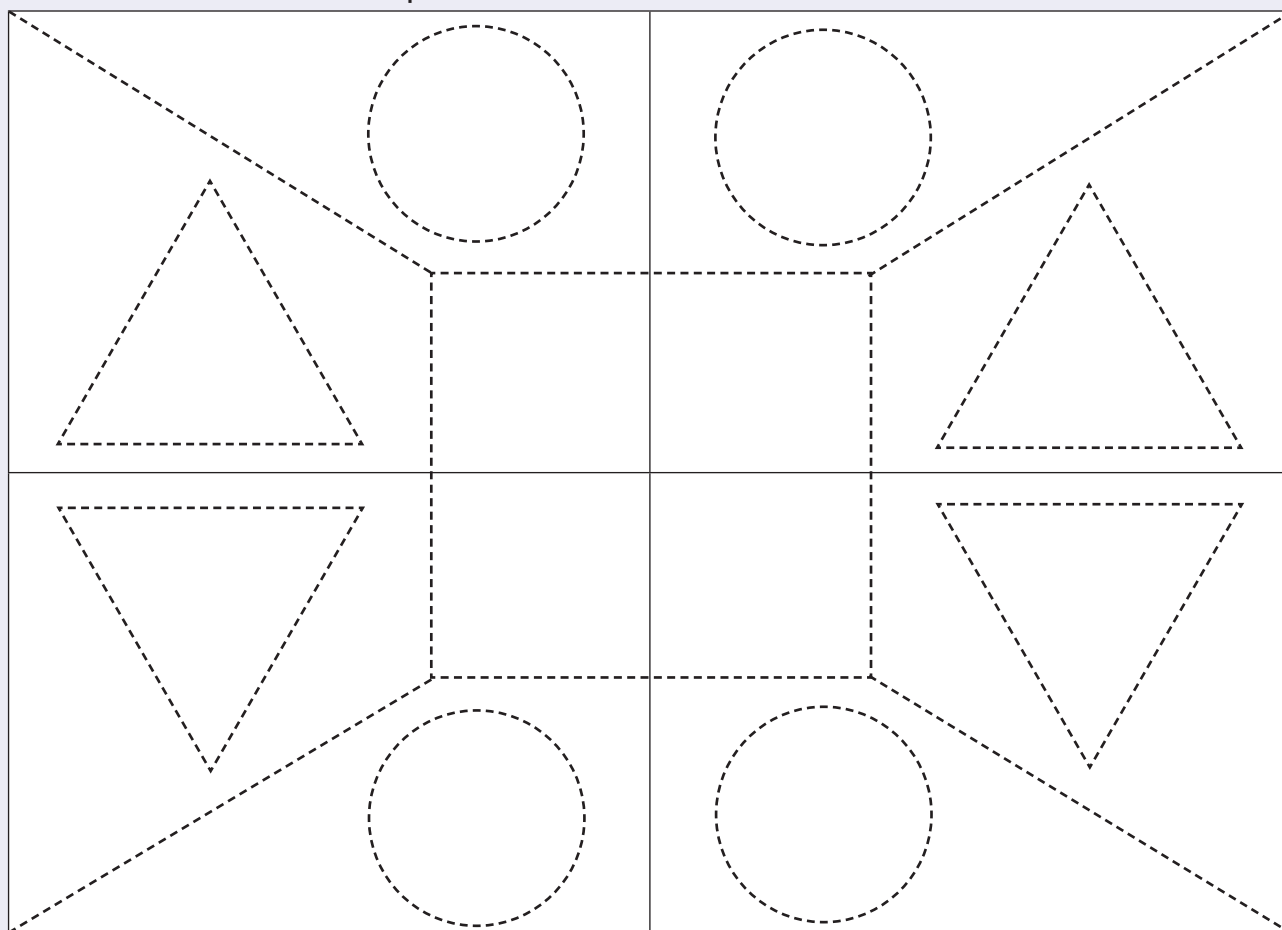
Date:

Shape patterns

Describe the pattern.

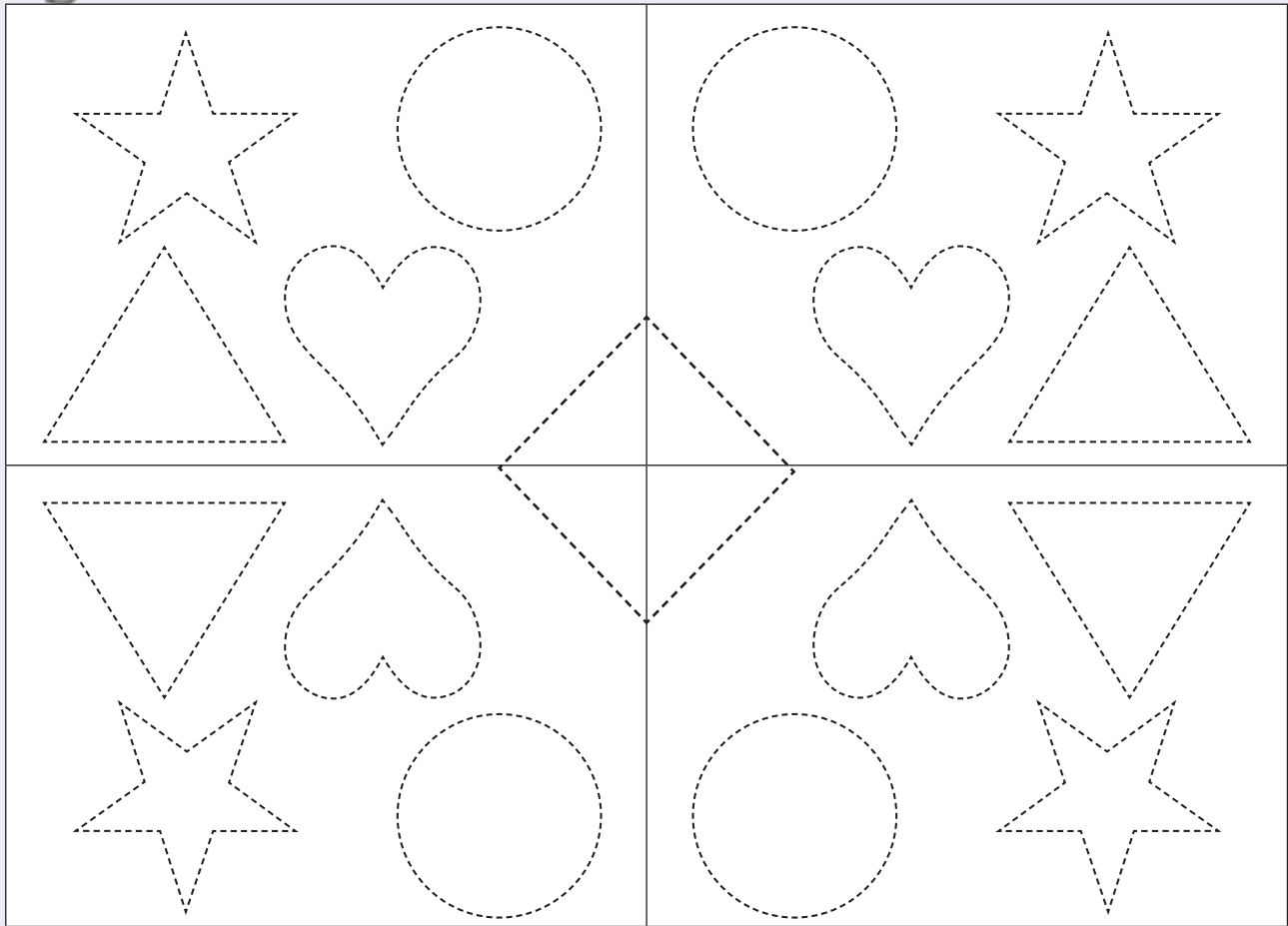


Trace the pattern and then colour it.

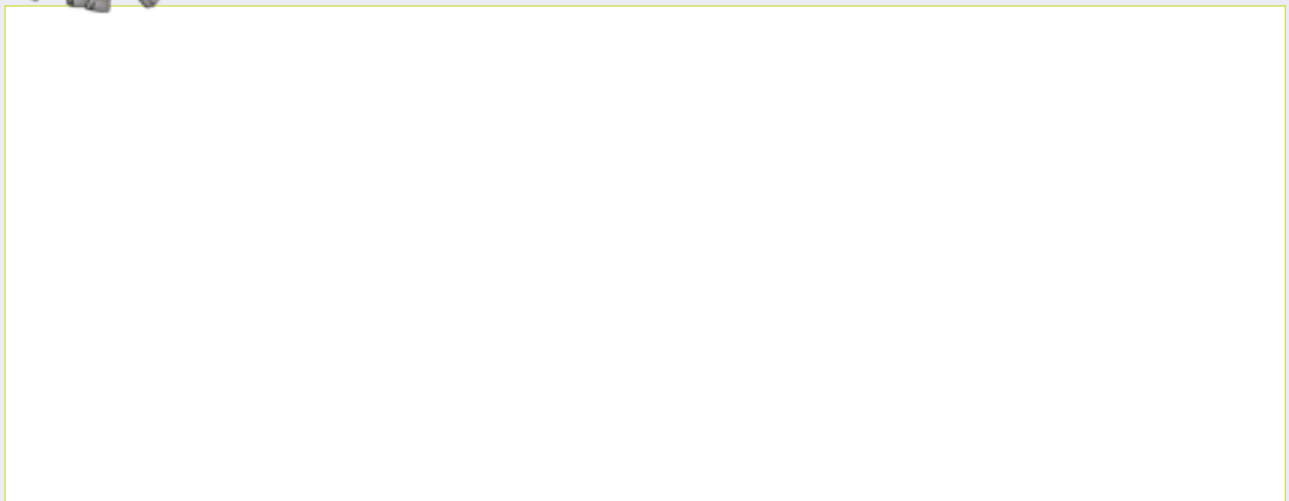




Trace the pattern and then colour it.



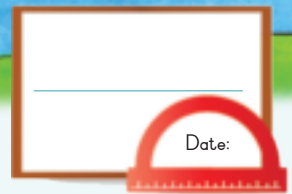
Create your own pattern using shapes.



Teacher:

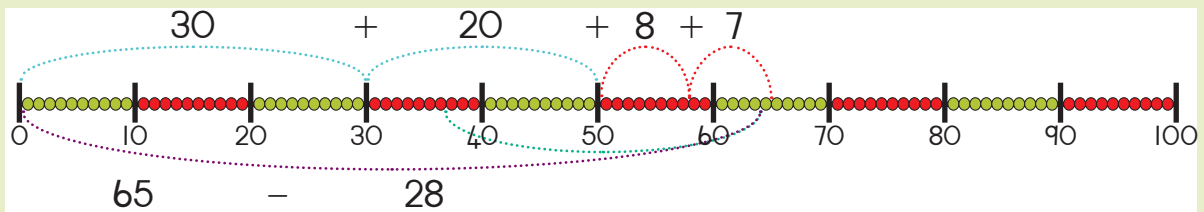
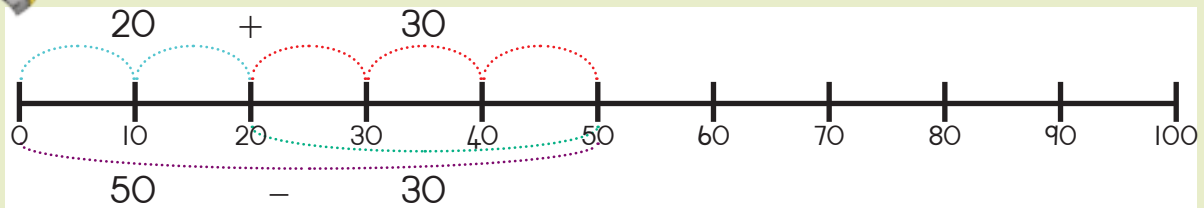
Sign:

Date:

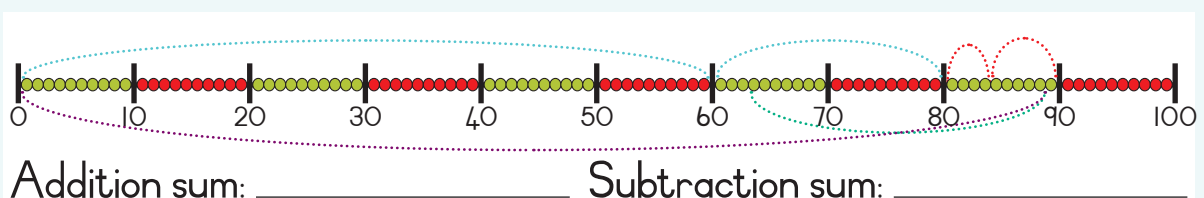
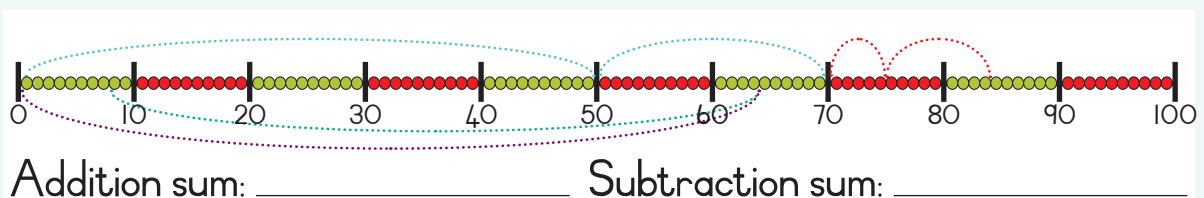
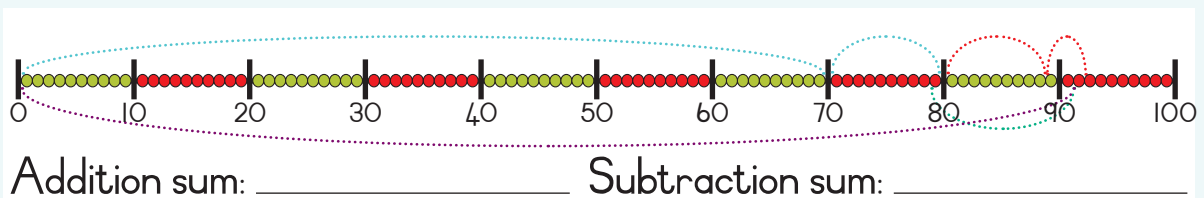
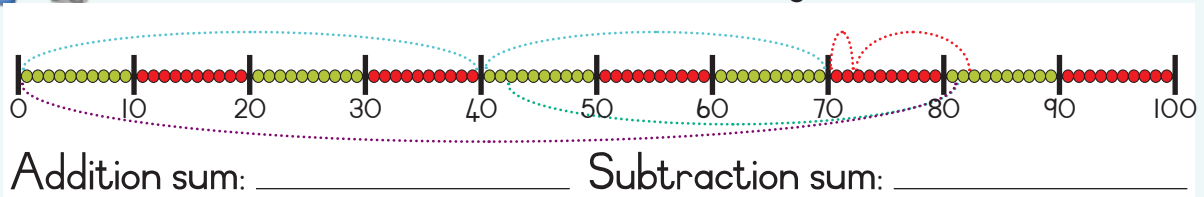


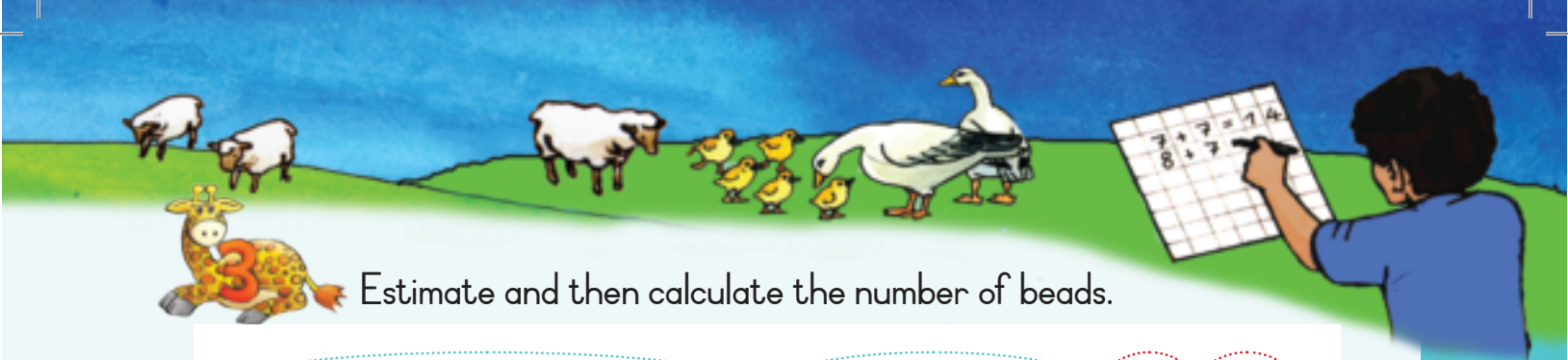
More addition and subtraction

Look at the number lines. Talk about them.

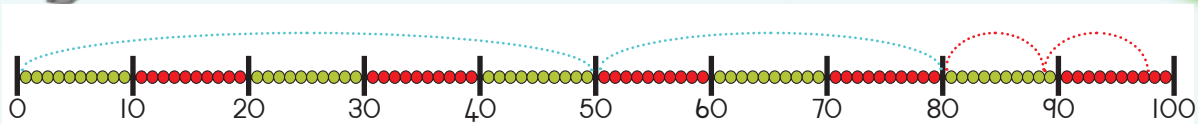


Write an addition and subtraction sum using the number line.



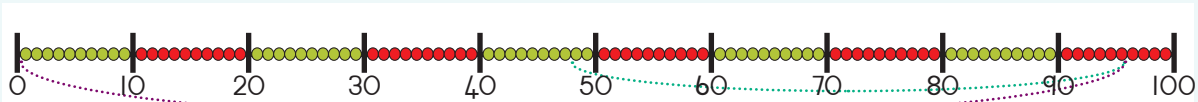


Estimate and then calculate the number of beads.



Estimate: _____

Calculate: _____



Estimate: _____

Calculate: _____



Calculate using your own method.

$$74 + 18$$

$$72 - 43$$



What is 82 and 9?

The sum of 79 and 13.

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



Teacher: _____
Sign: _____
Date: _____



Date: _____

Even more addition and subtraction

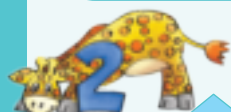
Make the sides equal.

$10 + 4 + 5$

$9 + \square + \square$

$90 - 50$

$\square - 20$



Complete the following.

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

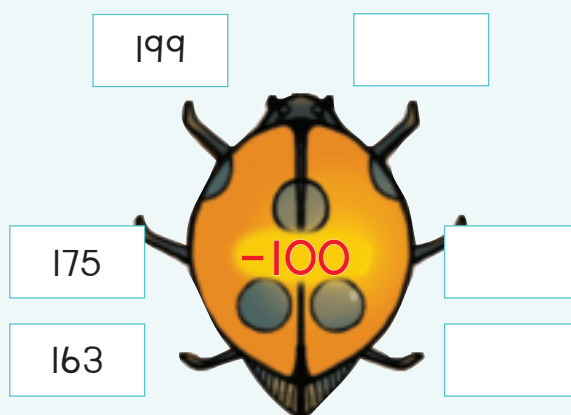
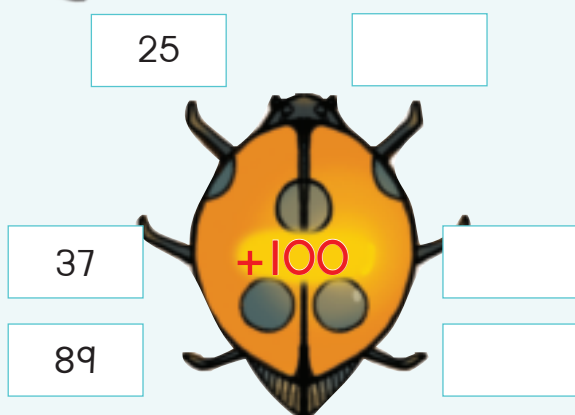
| 1 less | |
|--------|---|
| 4 | 3 |
| 8 | |
| 10 | |
| 9 | |
| 2 | |
| 7 | |
| 6 | |
| 3 | |

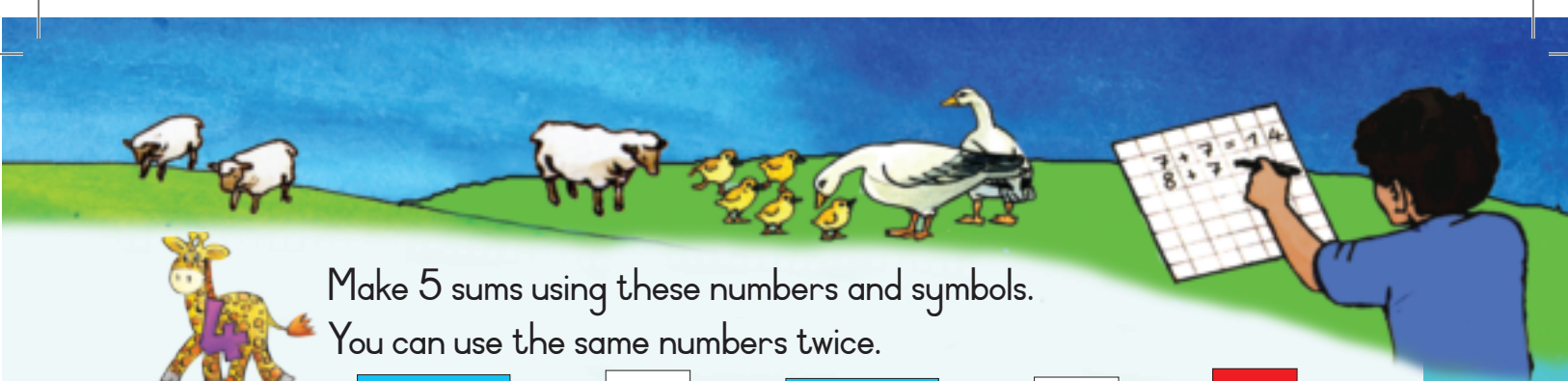
| 10 more | |
|---------|----|
| 40 | 50 |
| 10 | |
| 60 | |
| 70 | |
| 20 | |
| 80 | |
| 30 | |
| 100 | |

| 10 less | |
|---------|----|
| 40 | 30 |
| 150 | |
| 20 | |
| 110 | |
| 200 | |
| 60 | |
| 180 | |
| 70 | |



Complete the following diagrams.





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. $3 + 4 = 7$.



What is addition?

2 6 5 7
4 7 3 8
9



What is subtraction?

4 9 7
5 10
6 2 8 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: _____

Term 4

Where are the boxes, balls and cylinders?



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















Find pictures of the following and paste it here.

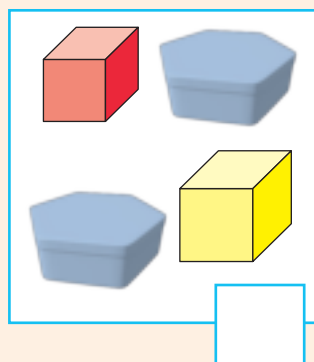
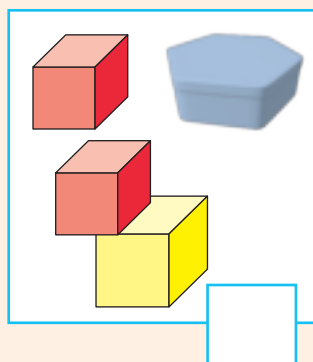
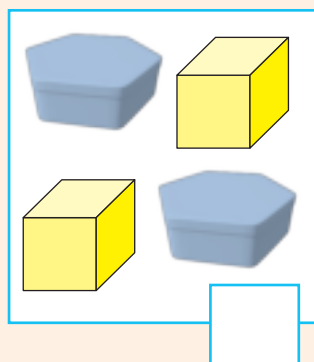
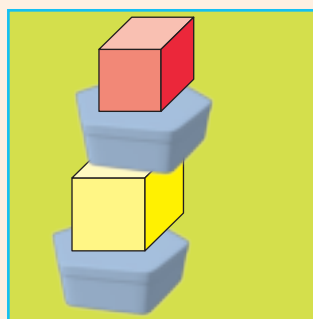
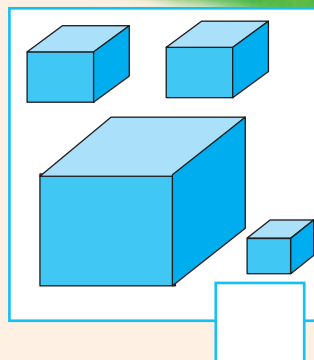
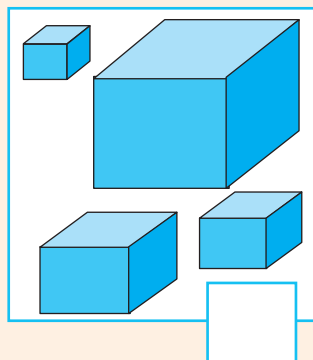
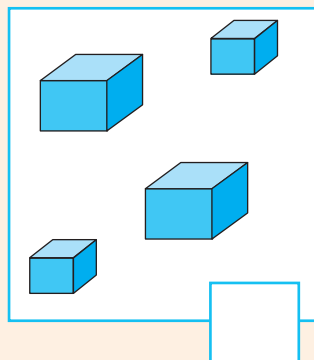
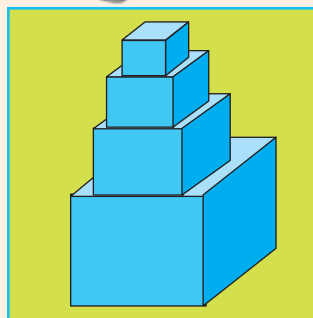
Ball

Box

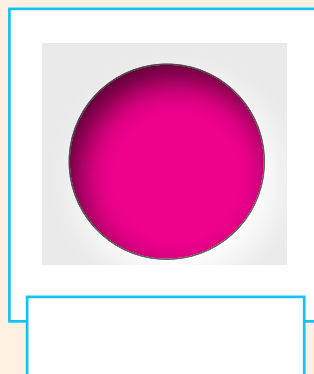
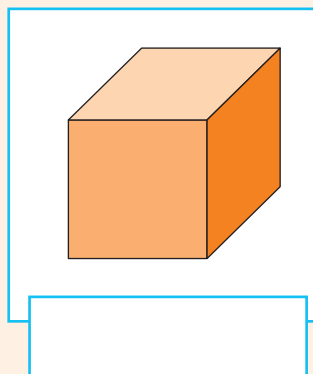
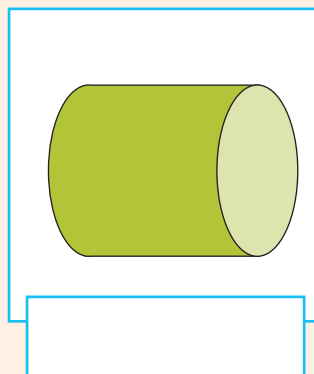
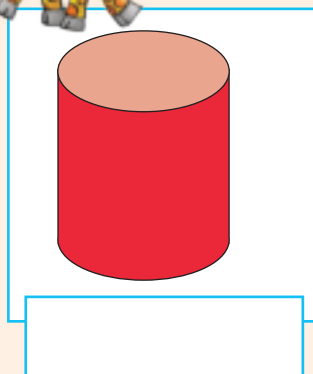
Cylinder



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



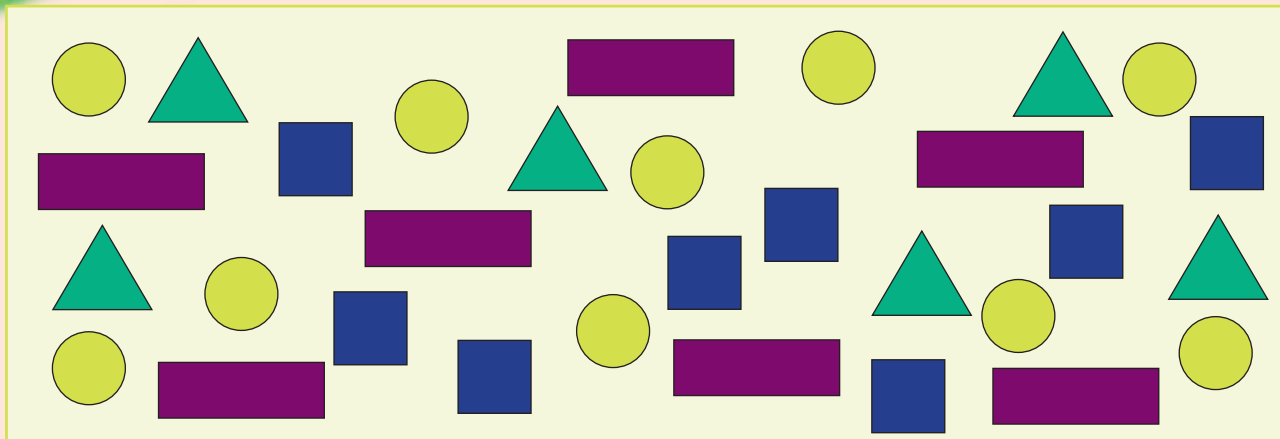
Teacher: _____
Sign: _____
Date: _____



Date:








Even more data

Term 4



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



| | | | |
|---|---|--|--|
|   | | | KEY:  |
|  |  |  |  |

[illegible]

the 1990s, the number of people in the United States who are 65 years of age or older is projected to increase from 20 million to 35 million. The number of people 75 years of age or older is projected to increase from 10 million to 15 million. The number of people 85 years of age or older is projected to increase from 2 million to 4 million.

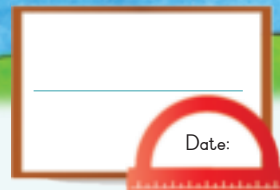
the 1990s, the number of people in the United States who are 65 years of age and older has increased by 50 percent. The number of people 75 years of age and older has increased by 100 percent. The number of people 85 years of age and older has increased by 200 percent. The number of people 95 years of age and older has increased by 400 percent. The number of people 100 years of age and older has increased by 1,000 percent. The number of people 105 years of age and older has increased by 2,000 percent. The number of people 110 years of age and older has increased by 4,000 percent. The number of people 115 years of age and older has increased by 8,000 percent. The number of people 120 years of age and older has increased by 16,000 percent. The number of people 125 years of age and older has increased by 32,000 percent. The number of people 130 years of age and older has increased by 64,000 percent. The number of people 135 years of age and older has increased by 128,000 percent. The number of people 140 years of age and older has increased by 256,000 percent. The number of people 145 years of age and older has increased by 512,000 percent. The number of people 150 years of age and older has increased by 1,024,000 percent. The number of people 155 years of age and older has increased by 2,048,000 percent. The number of people 160 years of age and older has increased by 4,096,000 percent. The number of people 165 years of age and older has increased by 8,192,000 percent. The number of people 170 years of age and older has increased by 16,384,000 percent. The number of people 175 years of age and older has increased by 32,768,000 percent. The number of people 180 years of age and older has increased by 65,536,000 percent. The number of people 185 years of age and older has increased by 131,072,000 percent. The number of people 190 years of age and older has increased by 262,144,000 percent. The number of people 195 years of age and older has increased by 524,288,000 percent. The number of people 200 years of age and older has increased by 1,048,576,000 percent. The number of people 205 years of age and older has increased by 2,097,152,000 percent. The number of people 210 years of age and older has increased by 4,194,304,000 percent. The number of people 215 years of age and older has increased by 8,388,608,000 percent. The number of people 220 years of age and older has increased by 16,777,216,000 percent. The number of people 225 years of age and older has increased by 33,554,432,000 percent. The number of people 230 years of age and older has increased by 67,108,864,000 percent. The number of people 235 years of age and older has increased by 134,217,728,000 percent. The number of people 240 years of age and older has increased by 268,435,456,000 percent. The number of people 245 years of age and older has increased by 536,870,912,000 percent. The number of people 250 years of age and older has increased by 1,073,741,824,000 percent. The number of people 255 years of age and older has increased by 2,147,483,648,000 percent. The number of people 260 years of age and older has increased by 4,294,967,296,000 percent. The number of people 265 years of age and older has increased by 8,589,934,592,000 percent. The number of people 270 years of age and older has increased by 17,179,869,184,000 percent. The number of people 275 years of age and older has increased by 34,359,738,368,000 percent. The number of people 280 years of age and older has increased by 68,719,476,736,000 percent. The number of people 285 years of age and older has increased by 137,438,953,472,000 percent. The number of people 290 years of age and older has increased by 274,877,906,944,000 percent. The number of people 295 years of age and older has increased by 549,755,813,888,000 percent. The number of people 300 years of age and older has increased by 1,099,511,627,776,000 percent. The number of people 305 years of age and older has increased by 2,199,023,255,552,000 percent. The number of people 310 years of age and older has increased by 4,398,046,511,104,000 percent. The number of people 315 years of age and older has increased by 8,796,093,022,208,000 percent. The number of people 320 years of age and older has increased by 17,592,186,044,416,000 percent. The number of people 325 years of age and older has increased by 35,184,372,088,832,000 percent. The number of people 330 years of age and older has increased by 70,368,744,177,664,000 percent. The number of people 335 years of age and older has increased by 140,737,488,355,328,000 percent. The number of people 340 years of age and older has increased by 281,474,976,710,656,000 percent. The number of people 345 years of age and older has increased by 562,949,953,421,312,000 percent. The number of people 350 years of age and older has increased by 1,125,899,906,842,624,000 percent. The number of people 355 years of age and older has increased by 2,251,799,813,685,248,000 percent. The number of people 360 years of age and older has increased by 4,503,599,627,370,496,000 percent. The number of people 365 years of age and older has increased by 9,007,199,254,740,992,000 percent. The number of people 370 years of age and older has increased by 18,014,398,509,481,984,000 percent. The number of people 375 years of age and older has increased by 36,028,797,018,963,968,000 percent. The number of people 380 years of age and older has increased by 72,057,594,037,927,936,000 percent. The number of people 385 years of age and older has increased by 144,115,188,075,855,872,000 percent. The number of people 390 years of age and older has increased by 288,230,376,151,711,744,000 percent. The number of people 395 years of age and older has increased by 576,460,752,303,423,488,000 percent. The number of people 400 years of age and older has increased by 1,152,921,504,606,846,976,000 percent. The number of people 405 years of age and older has increased by 2,305,843,009,213,693,952,000 percent. The number of people 410 years of age and older has increased by 4,611,686,018,427,387,904,000 percent. The number of people 415 years of age and older has increased by 9,223,372,036,854,775,808,000 percent. The number of people 420 years of age and older has increased by 18,446,744,073,709,551,616,000 percent. The number of people 425 years of age and older has increased by 36,893,488,147,419,103,232,000 percent. The number of people 430 years of age and older has increased by 73,786,976,294,838,206,464,000 percent. The number of people 435 years of age and older has increased by 147,573,952,589,676,412,928,000 percent. The number of people 440 years of age and older has increased by 295,147,905,179,352,825,856,000 percent. The number of people 445 years of age and older has increased by 590,295,810,358,705,651,712,000 percent. The number of people 450 years of age and older has increased by 1,180,591,620,717,411,303,424,000 percent. The number of people 455 years of age and older has increased by 2,361,183,241,434,822,606,848,000 percent. The number of people 460 years of age and older has increased by 4,722,366,482,869,645,213,696,000 percent. The number of people 465 years of age and older has increased by 9,444,732,965,739,290,427,392,000 percent. The number of people 470 years of age and older has increased by 18,889,465,931,478,580,854,784,000 percent. The number of people 475 years of age and older has increased by 37,778,931,862,957,161,709,568,000 percent. The number of people 480 years of age and older has increased by 75,557,863,725,914,323,419,136,000 percent. The number of people 485 years of age and older has increased by 151,115,727,451,828,646,838,272,000 percent. The number of people 490 years of age and older has increased by 302,231,454,903,657,293,676,544,000 percent. The number of people 495 years of age and older has increased by 604,462,909,807,314,587,353,088,000 percent. The number of people 500 years of age and older has increased by 1,208,925,819,614,629,174,706,176,000 percent. The number of people 505 years of age and older has increased by 2,417,851,639,229,258,349,412,352,000 percent. The number of people 510 years of age and older has increased by 4,835,703,278,458,516,698,824,704,000 percent. The number of people 515 years of age and older has increased by 9,671,406,556,917,033,397,649,408,000 percent. The number of people 520 years of age and older has increased by 19,342,813,113,834,066,795,298,816,000 percent. The number of people 525 years of age and older has increased by 38,685,626,227,668,133,590,597,632,000 percent. The number of people 530 years of age and older has increased by 77,371,252,455,336,267,181,195,264,000 percent. The number of people 535 years of age and older has increased by 154,742,504,910,672,534,362,390,528,000 percent. The number of people 540 years of age and older has increased by 309,485,009,821,345,068,724,781,056,000 percent. The number of people 545 years of age and older has increased by 618,970,019,642,690,137,449,562,112,000 percent. The number of people 550 years of age and older has increased by 1,237,940,039,285,380,274,899,124,224,000 percent. The number of people 555 years of age and older has increased by 2,475,880,078,570,760,549,798,248,448,000 percent. The number of people 560 years of age and older has increased by 4,951,760,157,141,521,099,596,496,896,000 percent. The number of people 565 years of age and older has increased by 9,903,520,314,283,042,199,193,993,792,000 percent. The number of people 570 years of age and older has increased by 19,807,040,628,566,084,398,387,9

the 1990s, the number of people in the United States who are 65 years of age or older is projected to increase from 20 million to 35 million, and the number of people 75 years of age or older is projected to increase from 10 million to 15 million (U.S. Census Bureau, 1996).

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Date:



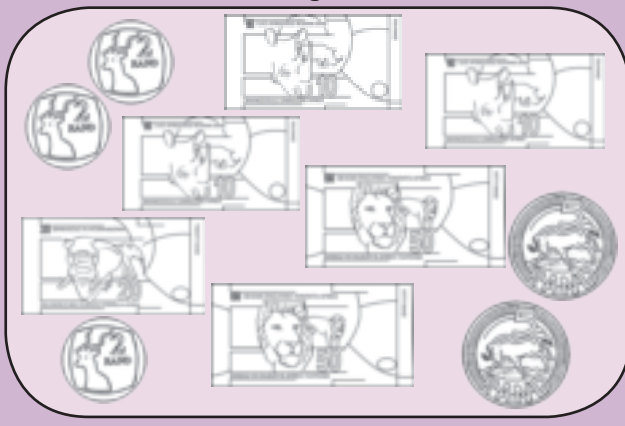
Calculating money

Term 4







Colour the coins that will make 95c.



Colour the money that will make R99.


























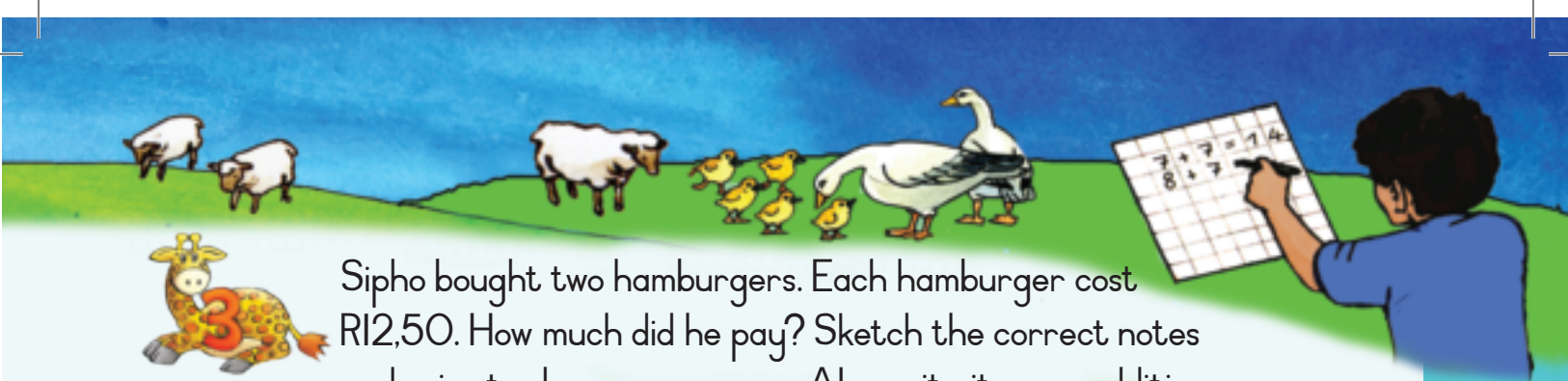
Colour the coins that will give you. Is this the only combination?

| | | Yes | No |
|-----|--|-----|----|
| 75c |       | | |
| 85c |       | | |
| 90c |       | | |



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

| | | Yes | No |
|-----|--|-----|----|
| R87 |        | | |
| R75 |         | | |
| R94 |         | | |



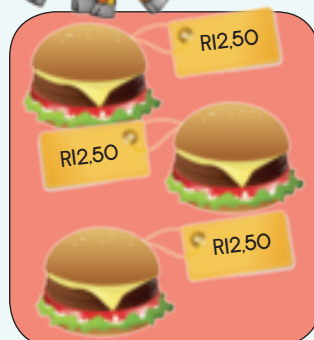
Sipho bought two hamburgers. Each hamburger cost R12,50. How much did he pay? Sketch the correct notes and coins to show your answer. Also write it as an addition sum.



Number sentence:
R12,50 + R12,50 =



What if Sipho buys three hamburgers?

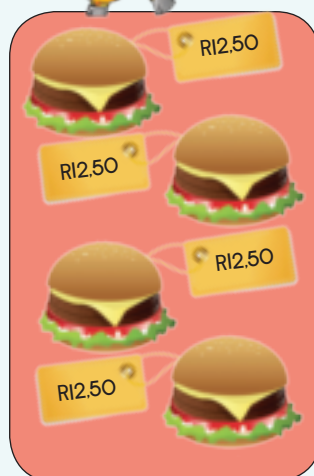


| | | |
|--|--|--|
| | | |
| | | |
| | | |

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:



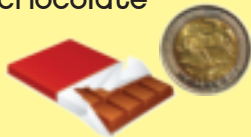
Solve money problems

Date: _____

Term 4

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 | | | | | | | | | |



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 | | | | | | | | | | |



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 | | | | | | | | |



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



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.



Teacher: _____


Sign: _____

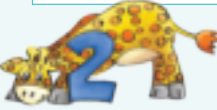

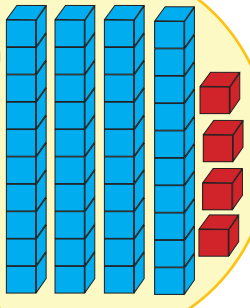



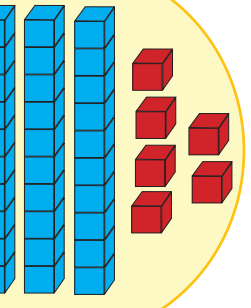

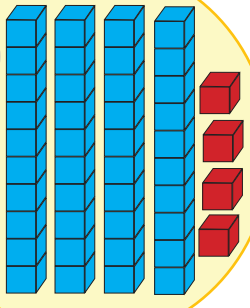



Date: _____

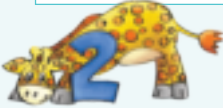
Grouping and sharing

Date: _____

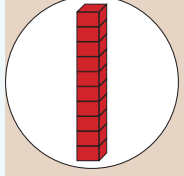
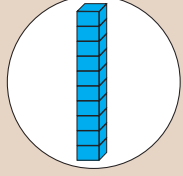
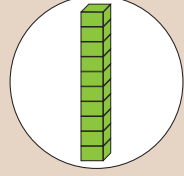
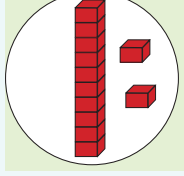
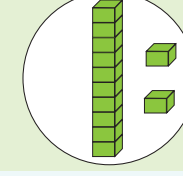
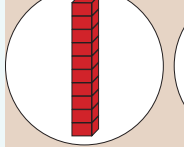
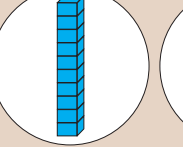
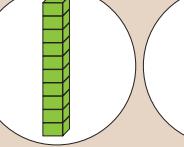
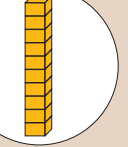
How many blocks are in each circle? Share them between the children.

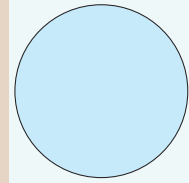
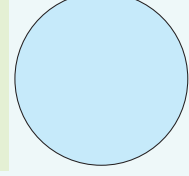
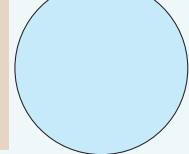


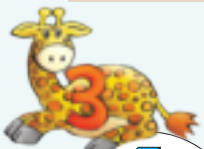
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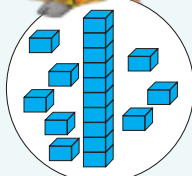
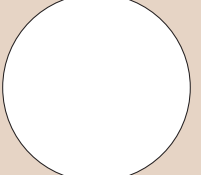
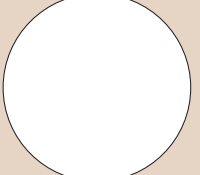
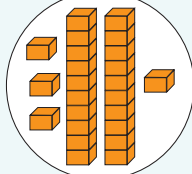
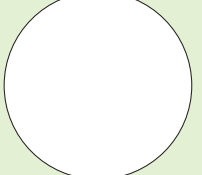
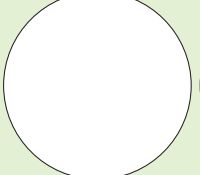
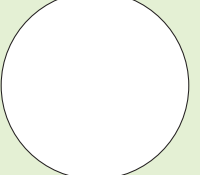
How many blocks are in each circle? Write the total in the blue circle. Write a multiplication sum for each.

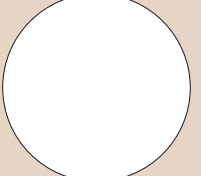
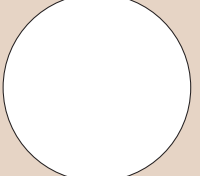
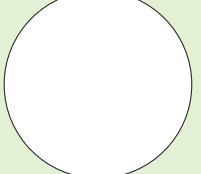
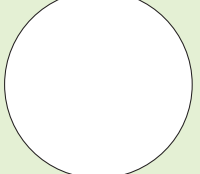
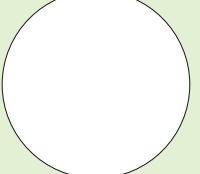
| | | | |
|---|---|---|---|
|  |  |  | |
|  |  | | |
|  |  |  |  |

| | | | | | |
|--|----------------------|---|----------------------|---|----------------------|
|  | <input type="text"/> | × | <input type="text"/> | = | <input type="text"/> |
|  | <input type="text"/> | × | <input type="text"/> | = | <input type="text"/> |
|  | <input type="text"/> | × | <input type="text"/> | = | <input type="text"/> |



Share the blocks between the circles. Write a division sum for each.

| | | | |
|---|---|---|--|
|  |  |  | |
|  |  |  |  |

| | | |
|---|---|--|
|  |  | |
|  |  |  |

| | | | | |
|----------------------|---|----------------------|---|----------------------|
| <input type="text"/> | ÷ | <input type="text"/> | = | <input type="text"/> |
| <input type="text"/> | ÷ | <input type="text"/> | = | <input type="text"/> |



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

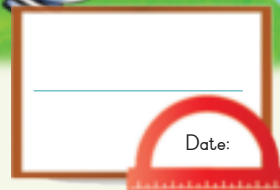
Teacher:

Sign:

Date:



Even more capacity



Term 4

Look at the pictures. What are the children doing?



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?



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

2 jugs _____

3 jugs _____

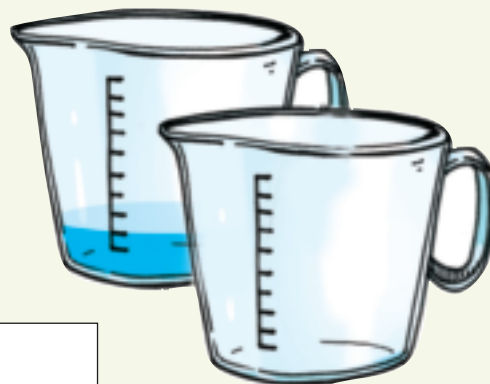
4 jugs _____

5 jugs _____



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.



Teacher:

Sign:

Date:

Number patterns

Date: _____

Term 4



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

106

103

109

128

124

132

95

105

115



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, ____, ____, ____, ____, ____

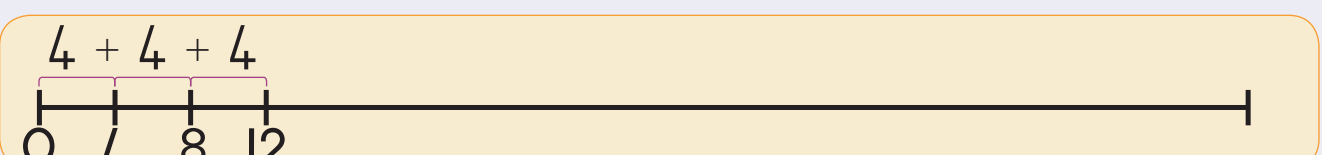
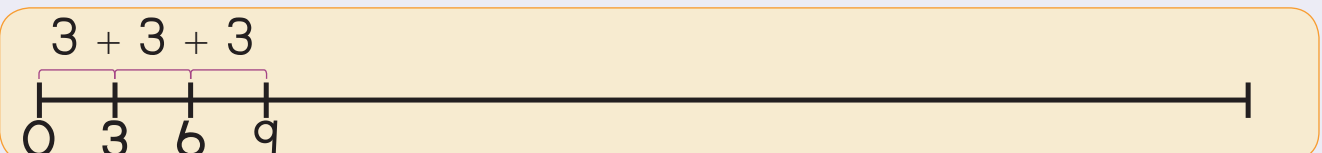
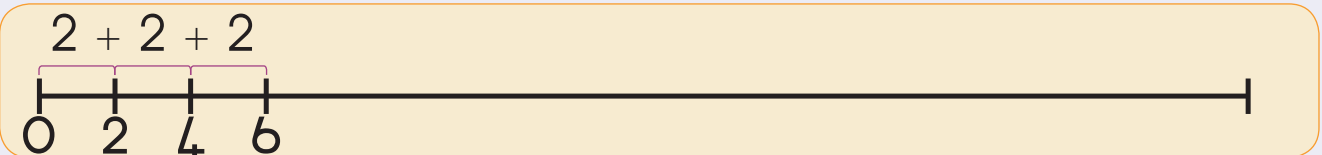
160, 155, 150, ____, ____, ____, ____, ____

115, 118, 121, ____, ____, ____, ____, ____

200, 190, 180, ____, ____, ____, ____, ____



Complete the number line.



In what do we count?

| | | |
|----|---|----|
| 4 | 8 | 20 |
| 16 | | 12 |

| | | | |
|----|---|----|----|
| 2 | 8 | 14 | 12 |
| 10 | 4 | 6 | |

| | | |
|----|----|----|
| 5 | 25 | 15 |
| 30 | 10 | 20 |

| | | |
|----|----|----|
| 3 | 15 | 21 |
| 18 | 9 | 12 |

Teacher: _____

Sign: _____

Date: _____

Multiply by 3

Date: _____

Term 4

All these animals have 4 feet.

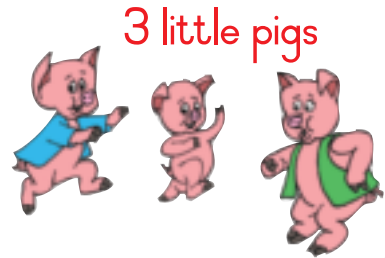
All these animals have 2 ears.



3 blind mice



3 little bears



3 little pigs

What is the total number of feet in this picture?

What is the total number of ears in this picture?



Look at the pictures and complete the following:



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

Number of mice Feet per animal

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

Number of mice Ears per animal



Complete the following:

| | | | | | | | | | |
|----|----|----|--|--|--|--|--|--|--|
| 3 | 6 | 9 | | | | | | | |
| 30 | 27 | 24 | | | | | | | |



Complete the following:

$$5 \times \text{apple} = \boxed{} \text{ apples}$$

$$4 \times \text{banana} = \boxed{} \text{ bananas}$$

$$6 \times \text{banana} = \boxed{} \text{ bananas}$$

$$7 \times \text{apple} = \boxed{} \text{ apples}$$



Complete the following:

$$13 \times 3 = \square$$

$$\begin{array}{|c|c|} \hline 1 & 0 \\ \hline \end{array} \begin{array}{|c|} \hline 3 \\ \hline \end{array} \times 3$$

$$= \begin{array}{|c|c|} \hline 1 & 0 \\ \hline \end{array} + \begin{array}{|c|} \hline 3 \\ \hline \end{array} \times 3$$

$$= \begin{array}{|c|c|} \hline 1 & 0 \\ \hline \end{array} \times 3 + \begin{array}{|c|} \hline 3 \\ \hline \end{array} \times 3$$

$$= 30 + 9$$

$$= 39$$



$$15 \times 3 = \square$$

$$\begin{array}{|c|c|} \hline 1 & 0 \\ \hline \end{array} \begin{array}{|c|} \hline 5 \\ \hline \end{array} \times 3$$

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

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

$$= \square + \square$$

$$= \square$$



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



Complete the following:



Share this chocolate equally between 2 children.

Each get

Share 15 toffees equally between 3 children.



Each get



Draw pictures to show your answers.

Share 9 pencils between 3 children.

Each get

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

Each get





Mixed multiplication

Term 4

Look at the following. What do you notice?

$$5 + 5 + 5 = 15$$


$$3 \text{ lots of } 5 = 15$$



$$3 \text{ groups of } 5 \text{ is } 15$$

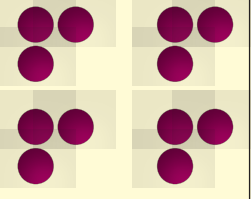
$$3 \text{ times } 5 = 15$$

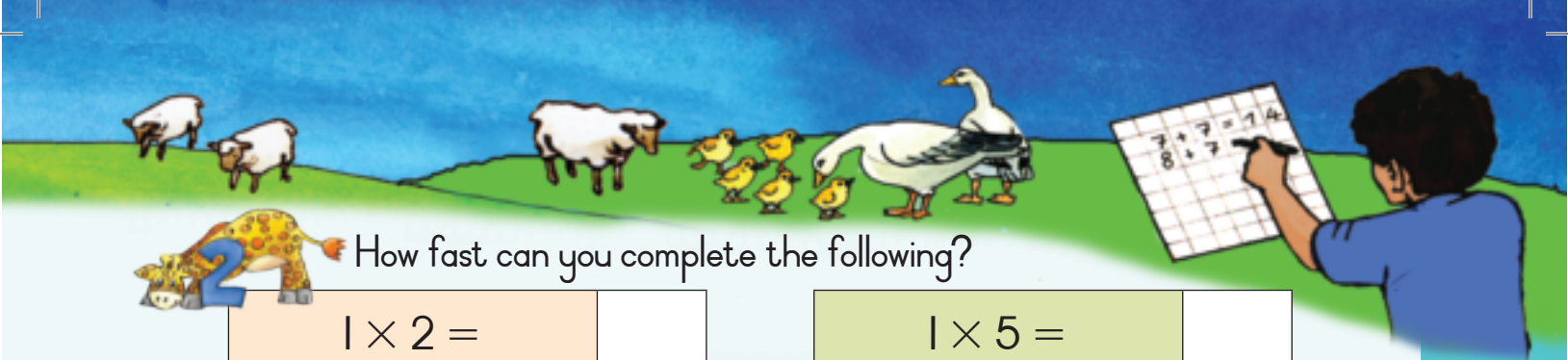
$$3 \times 5 = 15$$

$$5 \times 3 = 15$$



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 $\begin{array}{cccc} \times & \times & \times & \times \\ \times & \times & \times & \times \\ \times & \times & \times & \times \end{array}$ | $3 \times 4 = 12$ $4 \times 3 = 12$ |
| | | $4 + 4 + 4$ | | |
| | | | | $6 \times 5 = 30$ $5 \times 6 = 30$ |
| 2, 4, 6, 8, 10, 12 | | | | |



How fast can you complete the following?

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

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



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.



Teacher: _____

Sign: _____

Date: _____



Look at the examples.

More multiplication

Date: _____



What is multiplication?

$$4 \times 2 = 8$$

$$3 \times 4 = 12$$

$$4 \times 5 = 20$$

$$2 \times 6 = 12$$

What is 2 times 7?

25 - 10 - 2013

$$1 \times 5 = 5$$

$$2 \times 5 = 10$$

$$3 \times 5 = 15$$

$$4 \times 5 = 20$$

$$5 \times 5 = 25$$

$$6 \times 5 = 30$$

$$7 \times 5 = 35$$

$$8 \times 5 = 40$$

$$9 \times 5 = 45$$

$$10 \times 5 = 50$$

Complete:

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

Use your own method to solve this.

$$12 \times 2$$

$$16 \times 2$$

Complete:

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

Use your own method to solve this.

$$13 \times 3$$

$$15 \times 3$$



Complete:

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|------------|---|---|----|---|---|---|---|---|---|----|
| $\times 4$ | 4 | 8 | 12 | | | | | | | |

Use your own method to solve this.

| | |
|---------------|---------------|
| 11×4 | 14×4 |
|---------------|---------------|

Complete:

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|------------|---|----|----|---|---|---|---|---|---|----|
| $\times 5$ | 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: _____

Unscramble the letters of the days of the week.

AYUETSD

DNYUAS

ONAYDM

ENEDSDWAY

UAYTSRHD

ASTDAUYR

IFADRY

Fill in the missing days.

Monday

Wednesday

Sunday

Tuesday

Write down the days of the week.

Sunday

How many days is it from:

Monday to Thursday? _____

Tuesday to Friday? _____

Thursday to Saturday? _____

How many days are between:

Tuesday and Saturday? _____

Wednesday and Friday? _____

Thursday and Sunday? _____



Months of the year

Unscramble the letters of the months of the year.

AURJNAY

EARUBFRY

JYLU

RBCOTOE

EVEMONBR

MEBERCED

GTUUSA

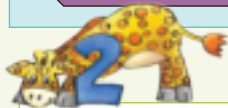
UEJN

AMCHR

AMY

PRLAI

EEMTSPEBR



How many days are there in each month?

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



Answer the following:

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

What comes before March? _____

What comes after June? _____



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

September? _____

Your birthday? _____



Days, weeks and months

Date: _____

Term 4

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 | | | |



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? _____



Answer these questions:

How many days are there in December? _____

How many weeks are there in December? _____

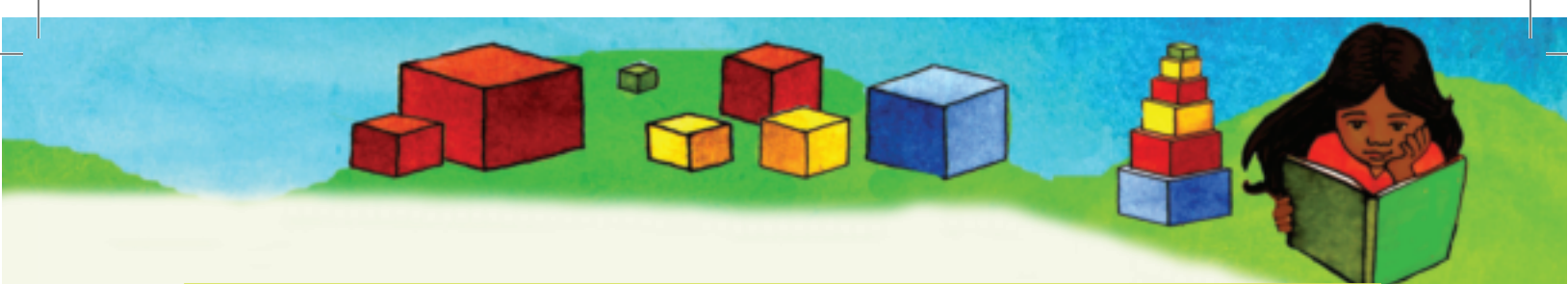
How many days are there in a week? _____

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? _____



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.

| | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| I | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| II | 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 |



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.

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

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



Fill in the missing number to complete the repeated pattern.

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

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

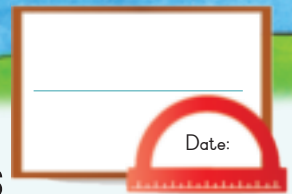
11, 76, 11, 76, 11, 76, 11, 76,

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

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



11 12 13 14 15 16 17 18 19 20



Equal sharing leading to fractions

Term 4



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



Now share 6 chocolate slabs among 3 children.



Show your answer by making a drawing below.

Each child gets one third of the chocolate.



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

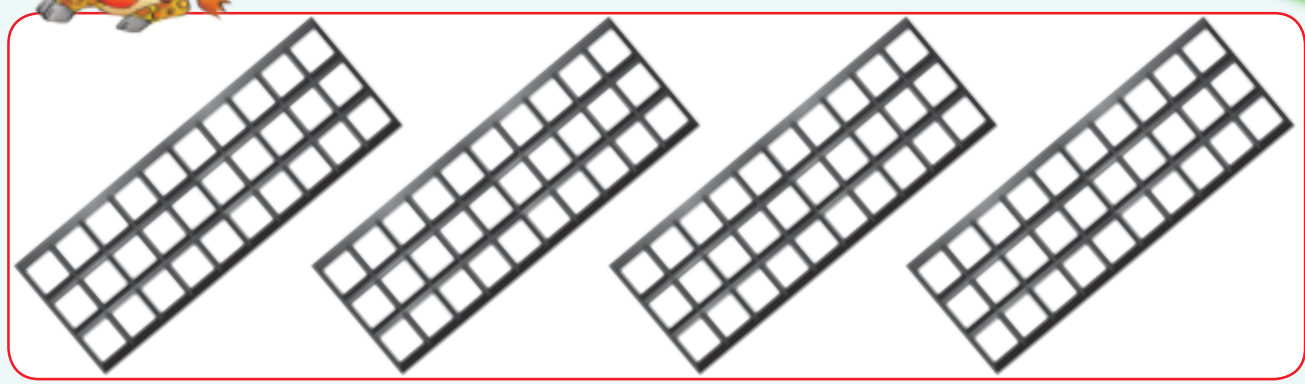


Show your answer by making a drawing below.

Each child gets one _____ of the cakes.



Colour one quarter of all the chocolate in these four slabs.

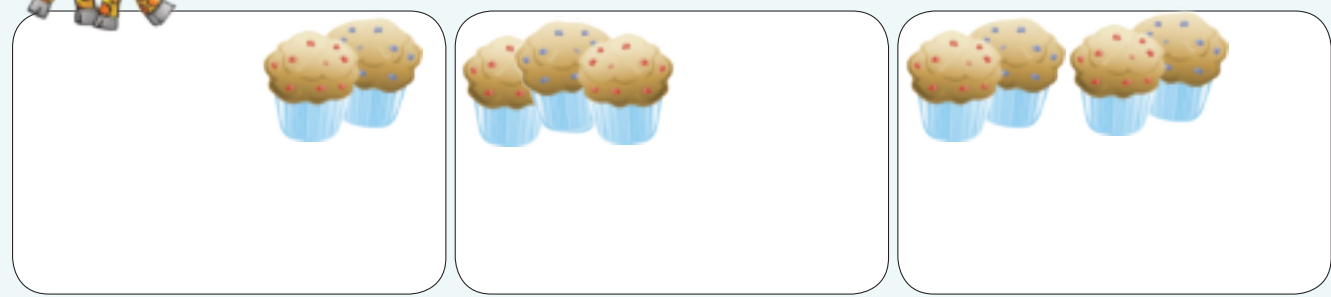


How many blocks of chocolate is one quarter? _____

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.

Teacher: _____
 Sign: _____
 Date: _____

Length

Date: _____

Term 4



Which sides are short and which sides are long?

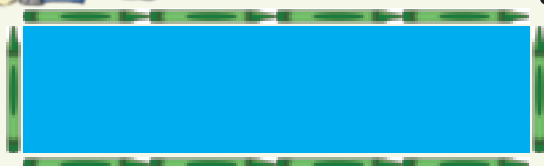


The long side is _____ crayons.

The short side is _____ crayons.

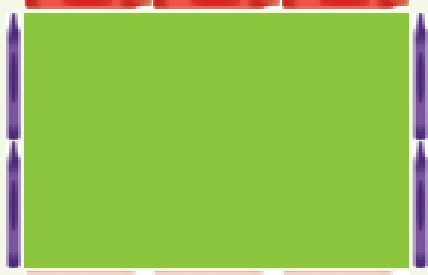


Answer the following.



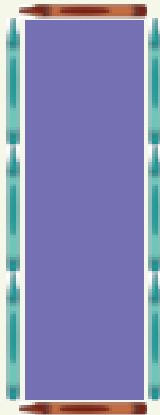
The long side is _____ crayons.

The short side is _____ crayons.



The long side is _____ crayons.

The short side is _____ crayons.



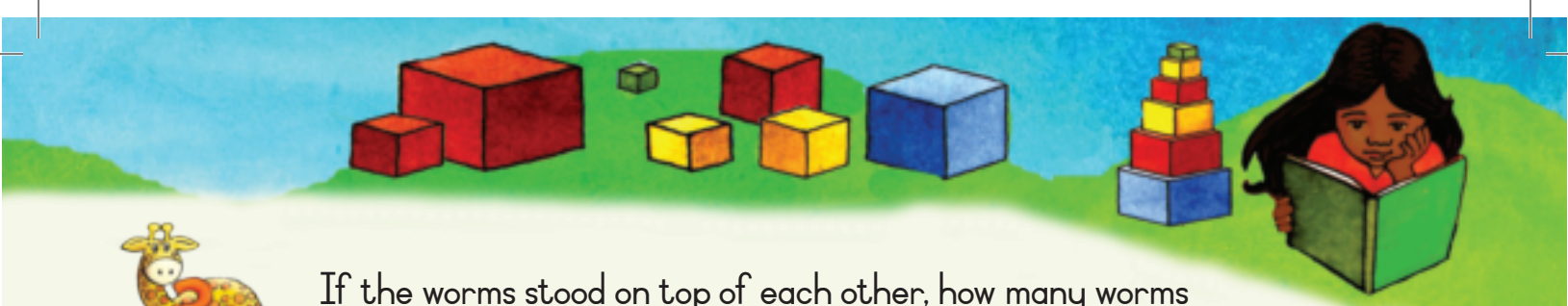
The long side is _____ crayons.

The short side is _____ crayons.



The long side is _____ crayons.

The short side is _____ crayons.



If the worms stood on top of each other, how many worms will it take to reach the butterfly.



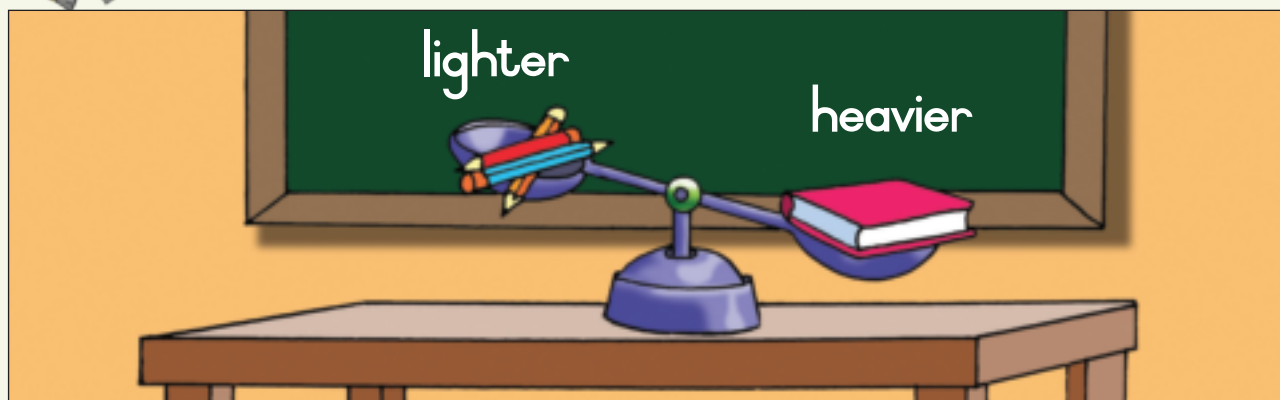
Teacher:

Sign:

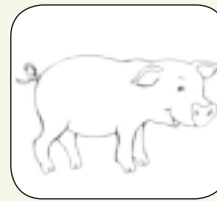
Date:

More heavier and lighter

What does heavier and lighter mean?



Colour the picture or pictures that show things lighter than the one in the green block.



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

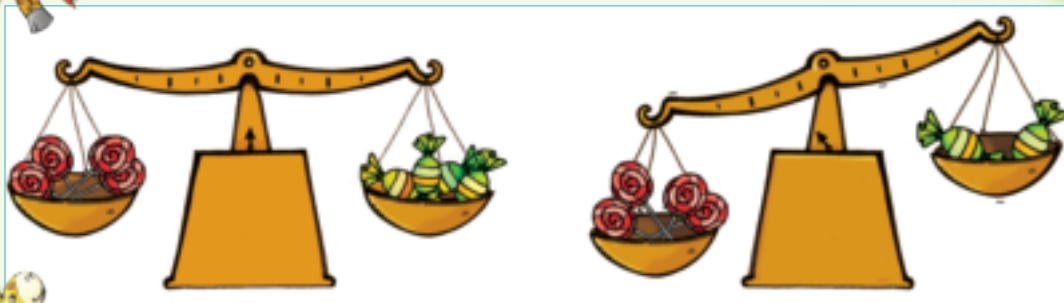


Look at the picture. Find 2 pictures of objects that are lighter. Paste them here.

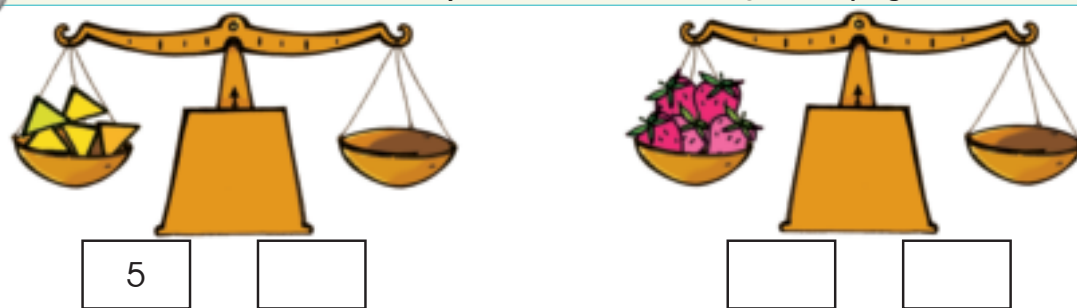




Say if the balance scales are equal or not.



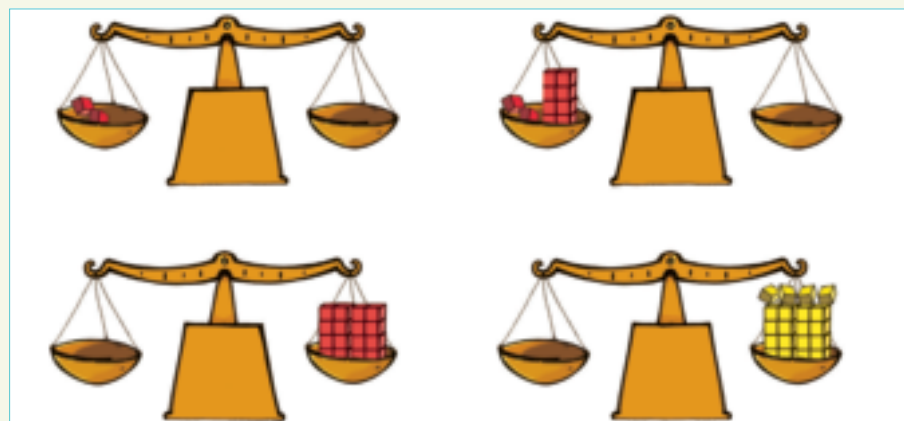
Make the balance scales equal. Make a drawing in empty scales.



Make drawings to make the balance scales true.



Add blocks to make the scales balance if $\text{red block} = \text{yellow block} + \text{yellow block}$.



Teacher: _____

Sign: _____

Date: _____



More sharing leading to fractions

Term 4

Share these apples between the three friends.

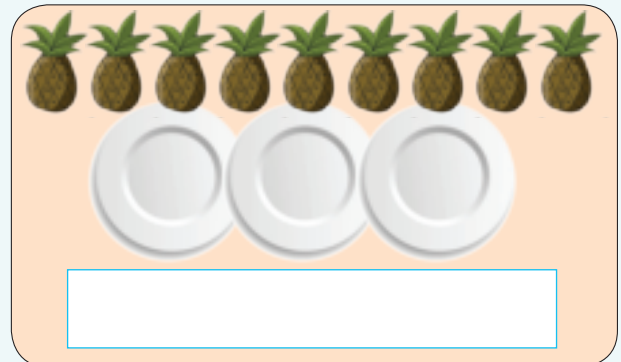
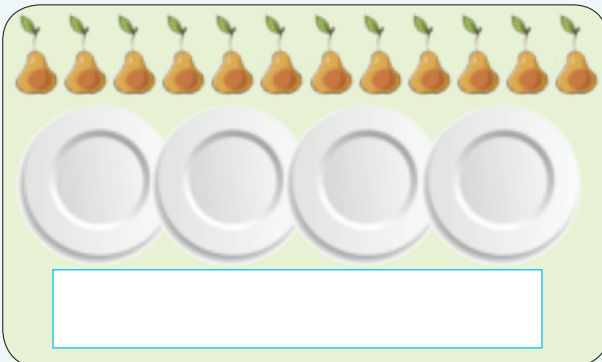
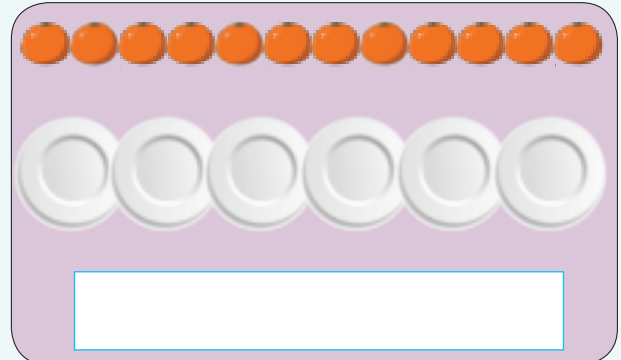
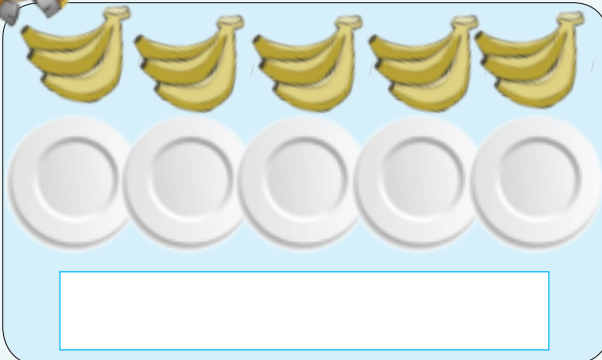


How many apples did each get? Four.
What fractions of all the apples did each get? One third.

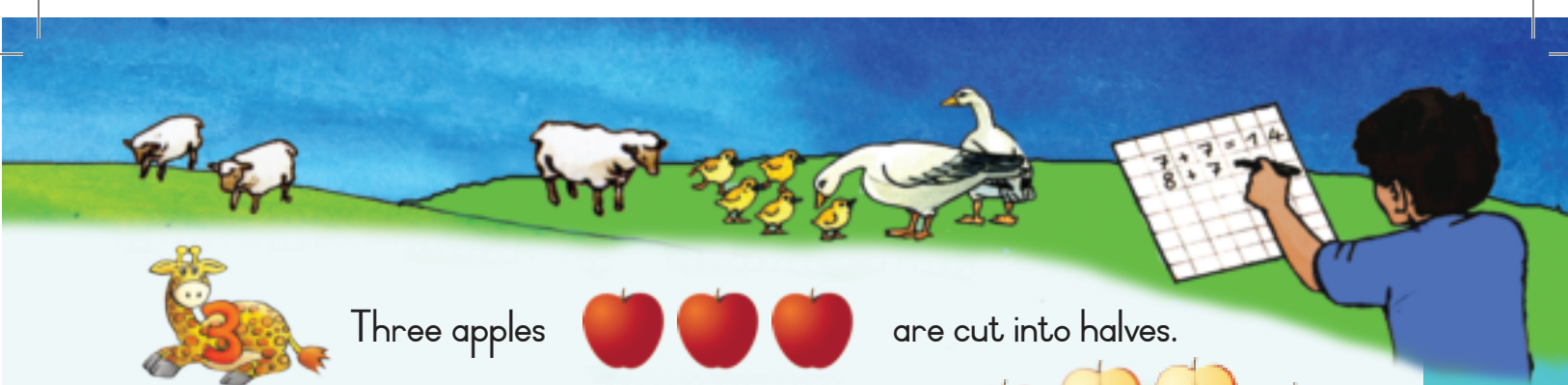


Look at the example above and complete the following.

- Share the fruit among the different numbers of friends.
- Say what fraction each friend gets.



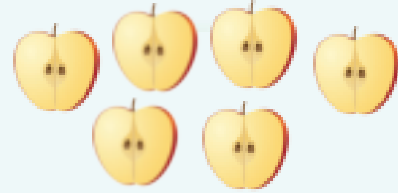
Grandmother gives Kiki 12 oranges. Kiki makes juice with one third of the oranges. How many oranges did she use?



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?

Teacher: _____

Sign: _____

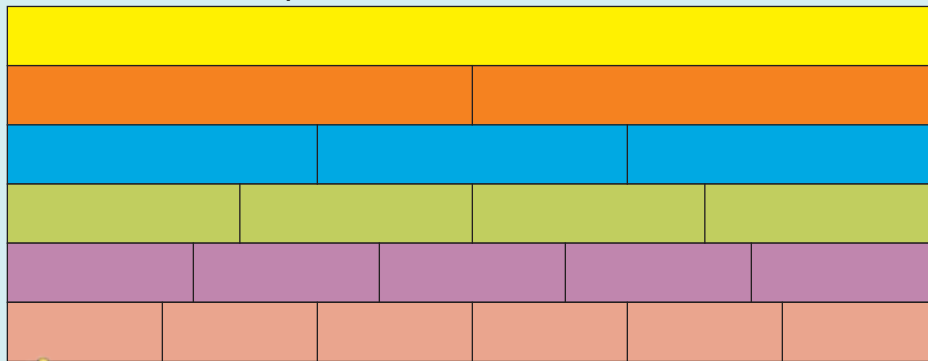
Date: _____

Fractions

Date: _____

Term 4

What does each strip mean? The words on the right may help you. Match the word with the strip.



one third

one fifth

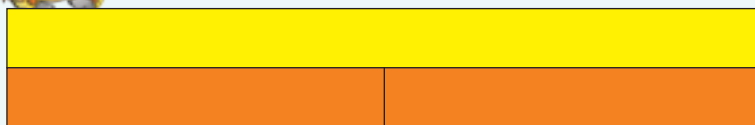
one half

one sixth

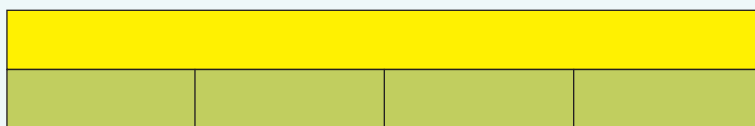
one quarter



Complete the following.



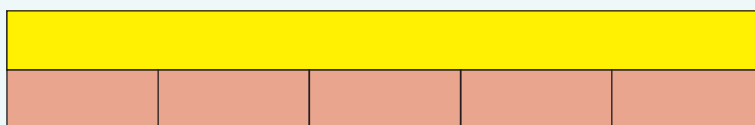
2 halves are the same as _____ whole.



4 quarters are the same as _____ whole.



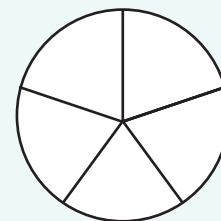
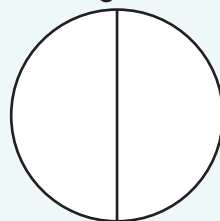
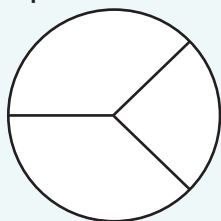
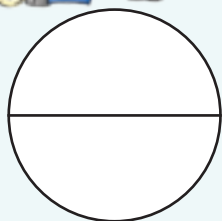
3 thirds are the same as _____ whole.

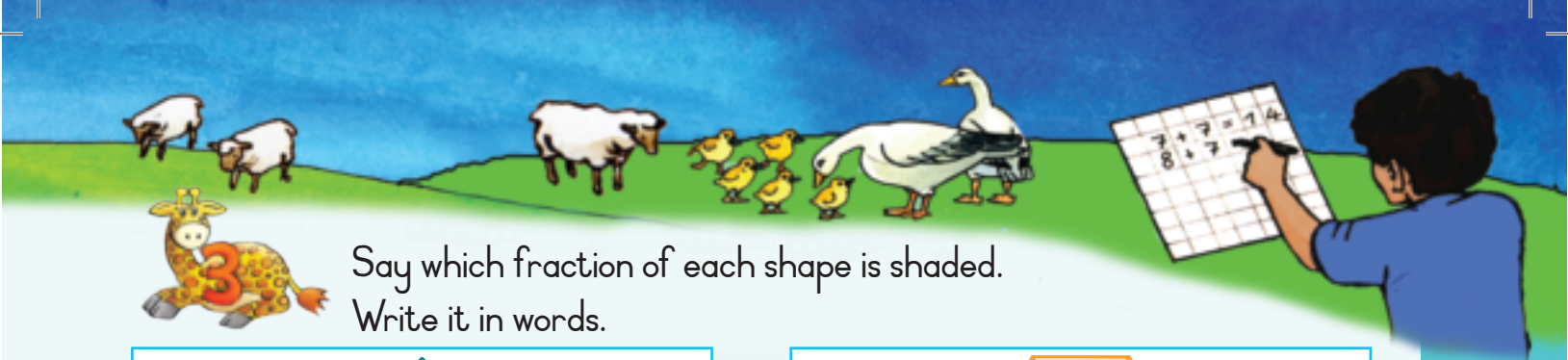


5 fifths are the same as _____ whole.



Colour one part of each of the following. What do you notice?





Say which fraction of each shape is shaded.
Write it in words.

one half



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: _____

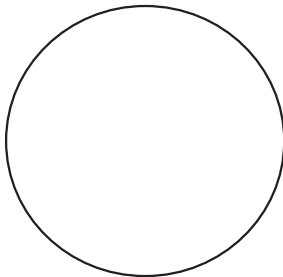
Term 4

From which cake will you prefer a slice. Why?

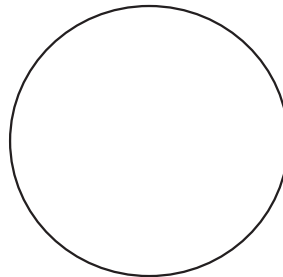


Your friend asks you to divide three pizzas into equal slices. Make a drawing to show each.

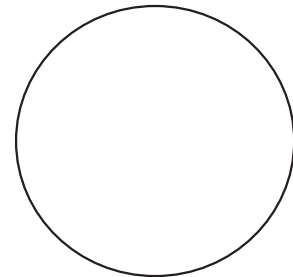
Halves



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 ☐
- One whole pizza? ☐

Thabo, Sipho and John ate three thirds of the pizza. How much did they eat?

- One third of the ☐
- One whole pizza? ☐

Lindy, Susan, Lerato and Palesa ate one whole pizza. How much did they eat?

- One quarter ☐
- 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? _____



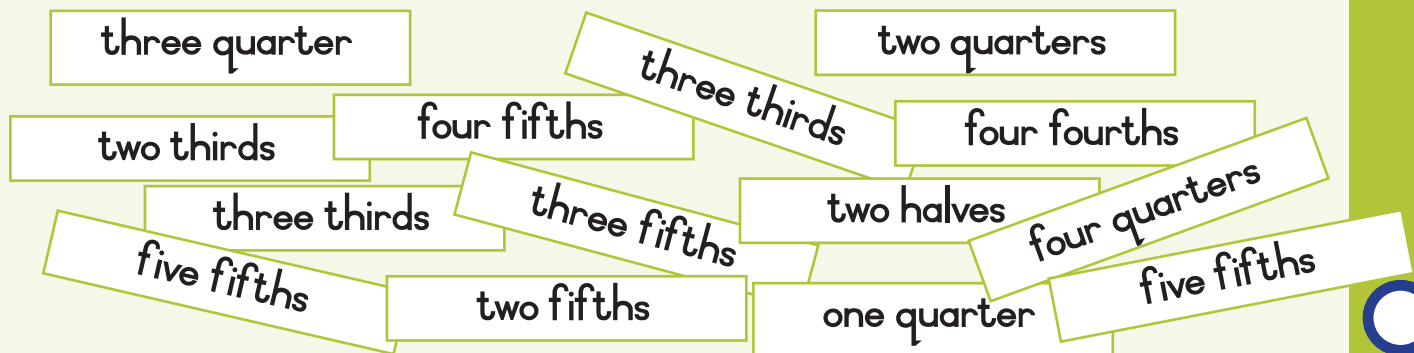
Each group of friends get a small packet of jelly tots.



| 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.



What will you prefer four quarters of a chocolate or one whole chocolate? Why?

| |
|--|
| |
| |
| |
| |

Teacher:

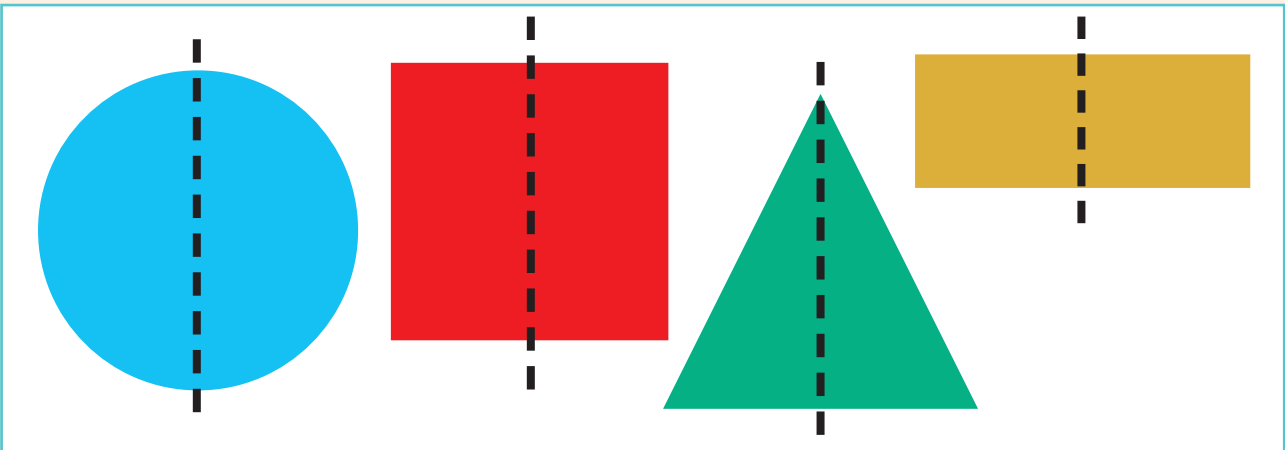
Sign:

Date:

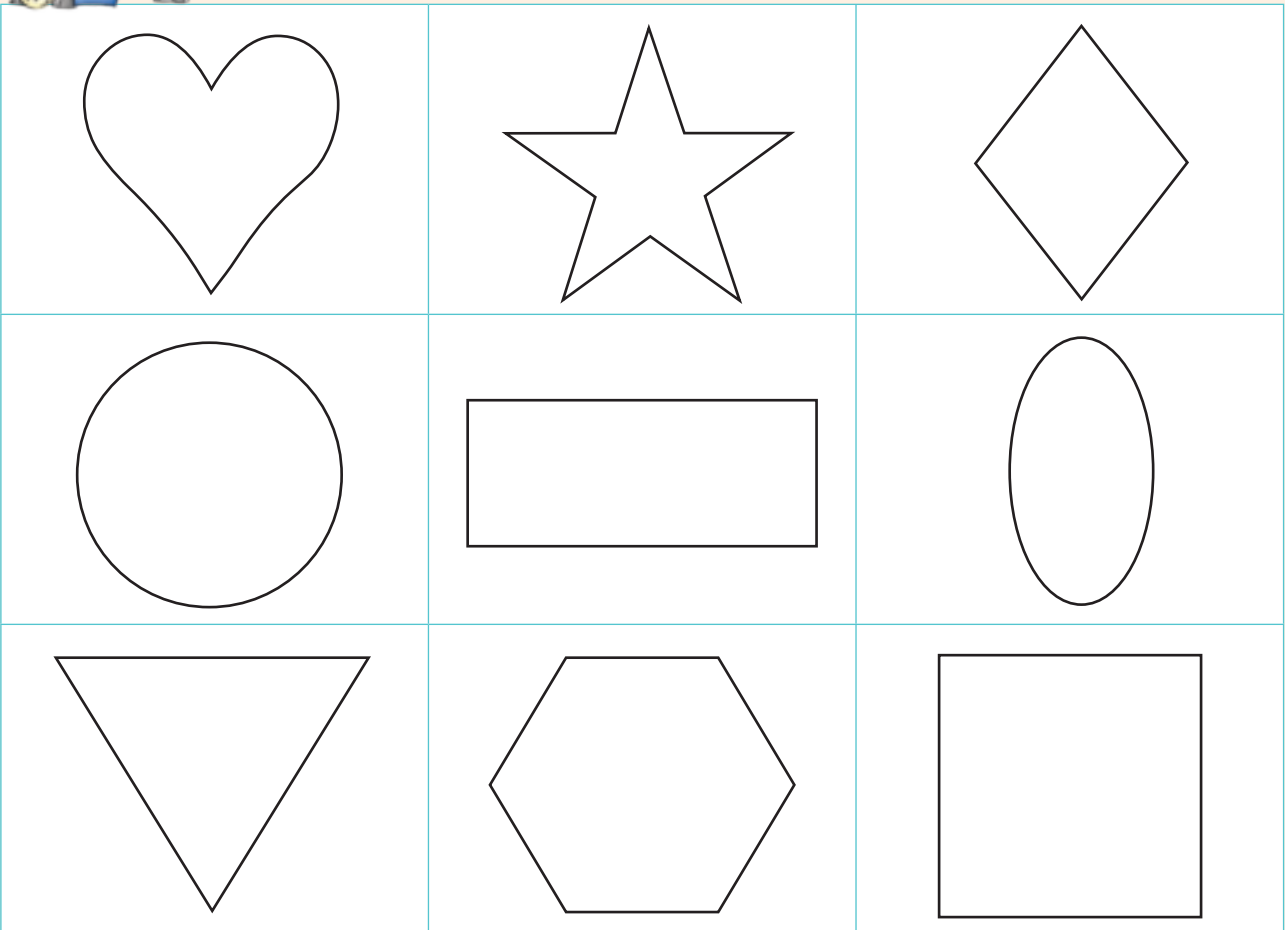


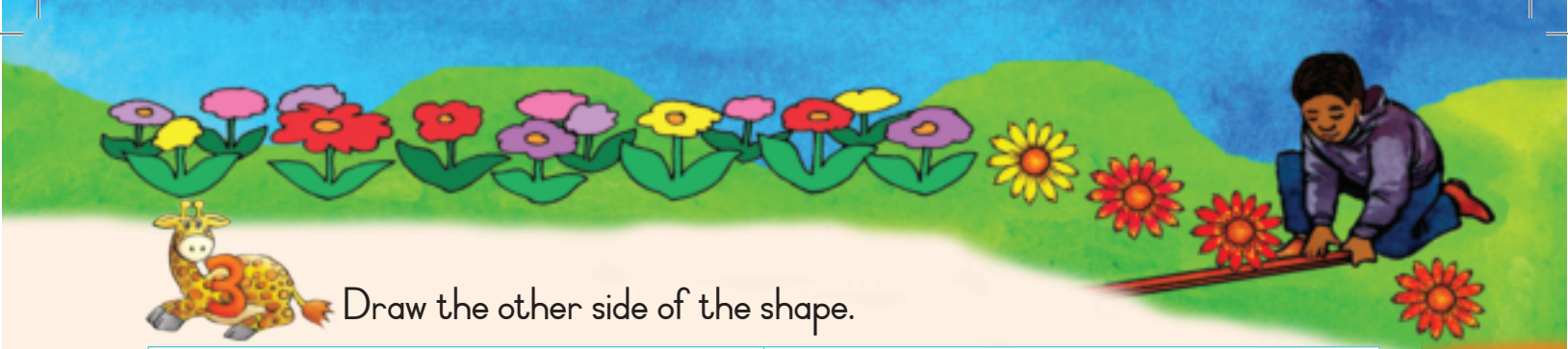
Symmetry and shapes

Look at the pictures of the shapes. Does the one side of the shape look the same as the other side? Are they symmetrical?



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





Draw the other side of the shape.

| | |
|--|--|
| | |
| | |
| | |
| | |



Teacher: _____

Sign: _____

Date: _____

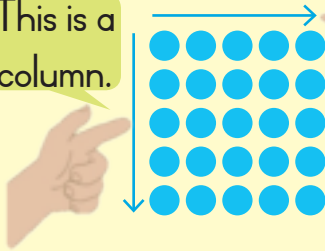
Arrays and fractions

Date: _____

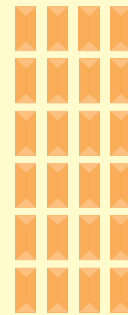
Term 4

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?

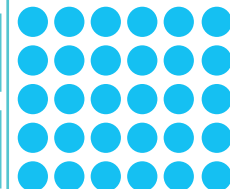


How many shapes are there? What is one **half** of the shapes?

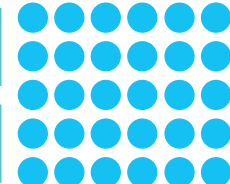
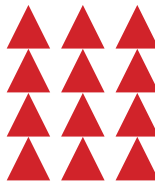


6

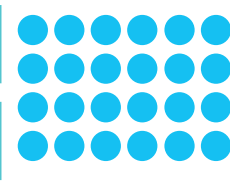
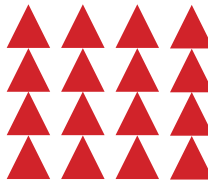
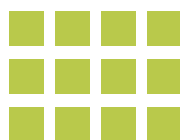
3



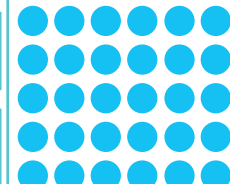
How many shapes are there? What is one **third** of the shapes?

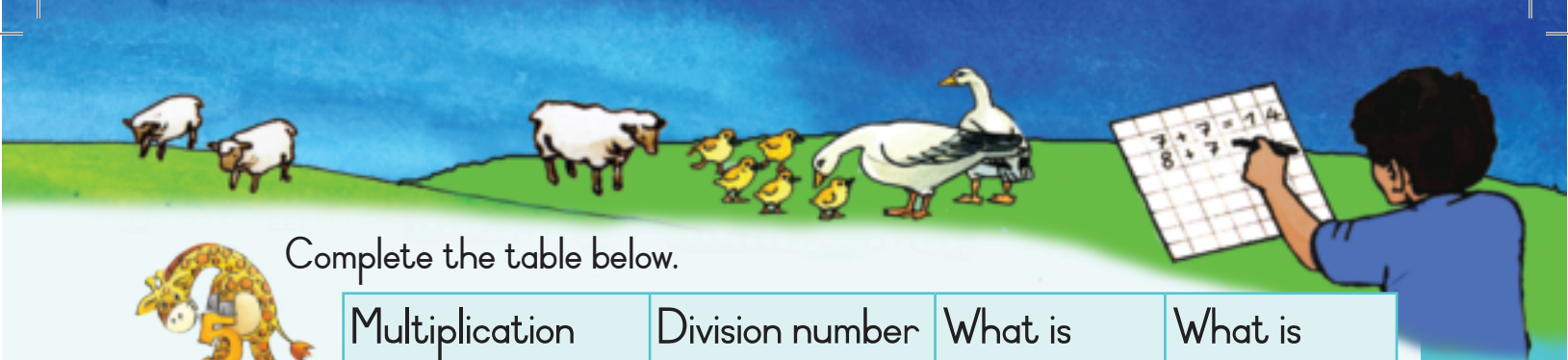


How many shapes are there? What is one **quarter** of the shapes?




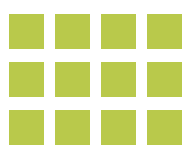
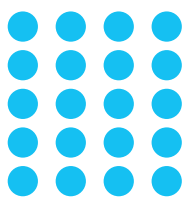


How many shapes are there? What is one **fifth** of the shapes?





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? |

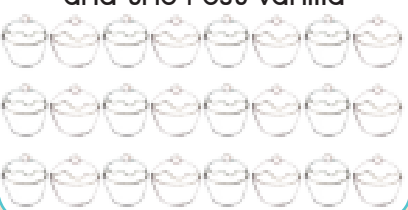


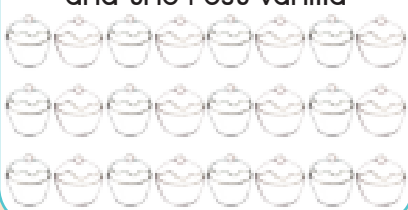
Use arrays to show:

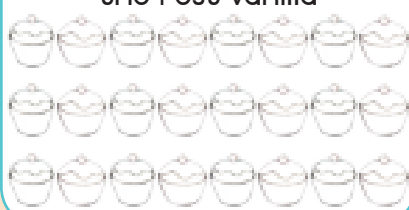
| | | |
|---------------------------|-------------------------|-----------------------|
| One quarter of 12 sweets. | One third of 12 sweets. | One half of 12 sweets |
|---------------------------|-------------------------|-----------------------|



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:



A fraction of a collection of objects

Term 4

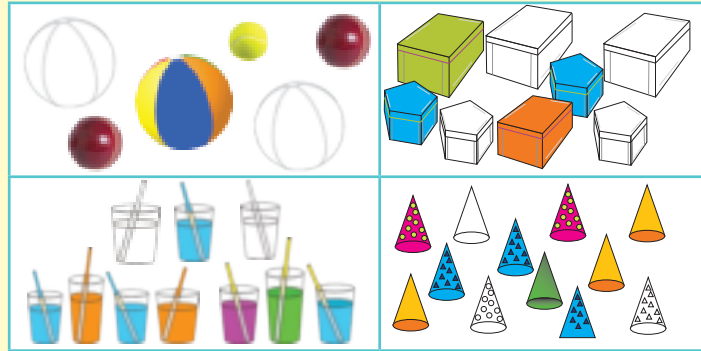
Look at the descriptions and match them with the pictures to show what fraction of the objects are coloured. Talk about it.

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



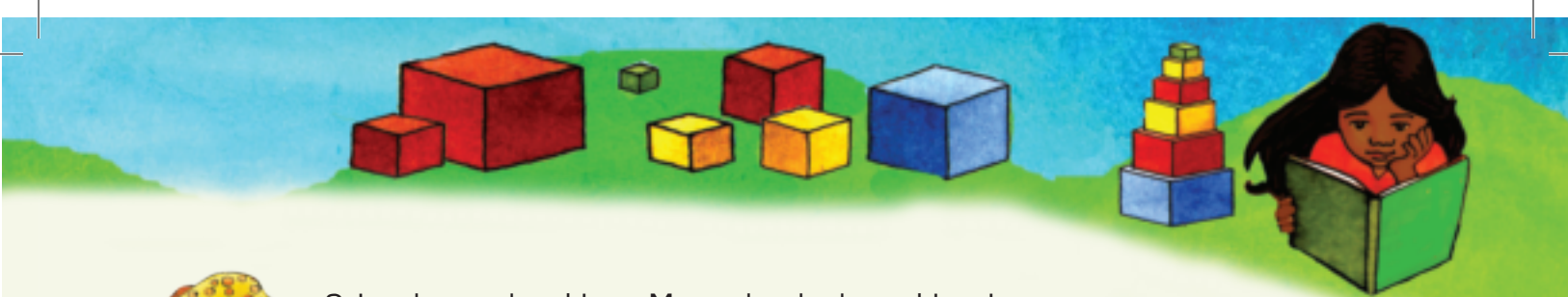
Make your own sentence on the pictures below. You need to add some fraction words to your sentences.











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 skirts. 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?

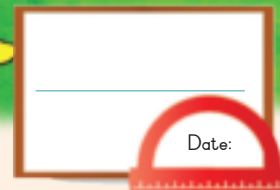
Underline the question.

What are the key numbers? _____

Draw a picture to show your answer.

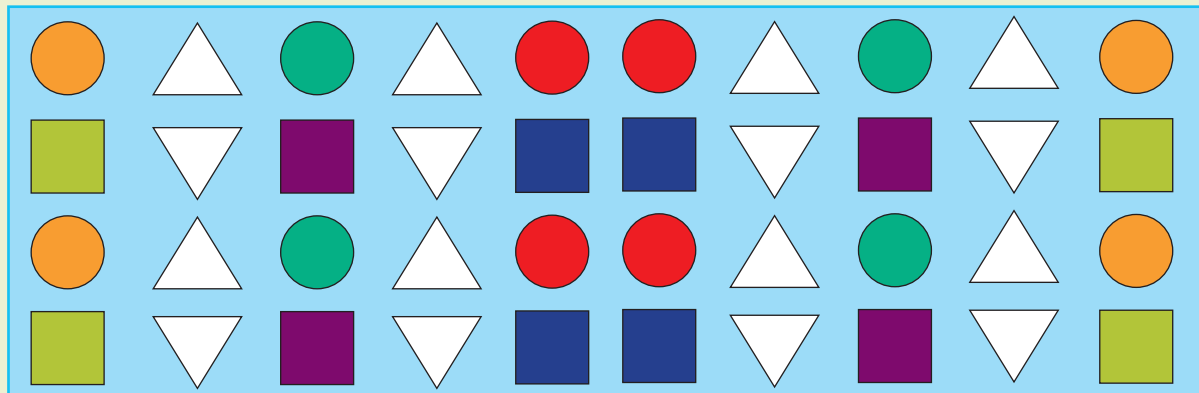
What fraction of the cup cakes has banana icing? Strawberry icing? Bubblegum icing?



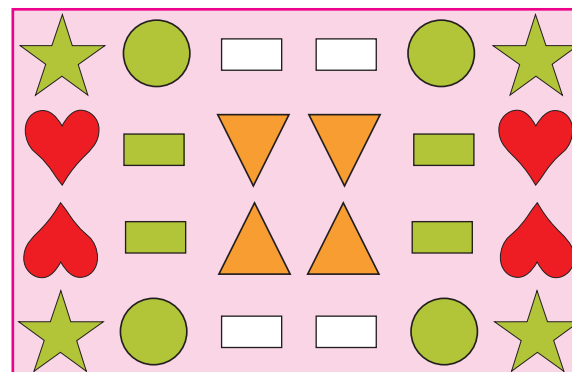
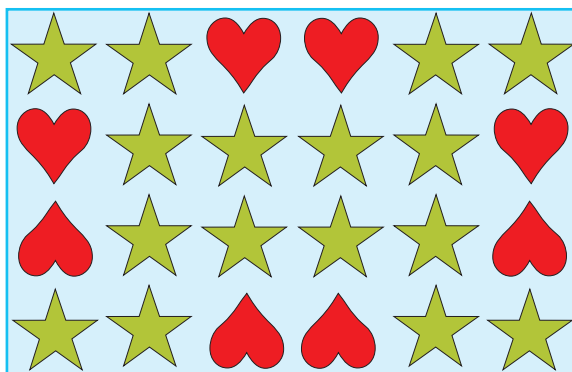
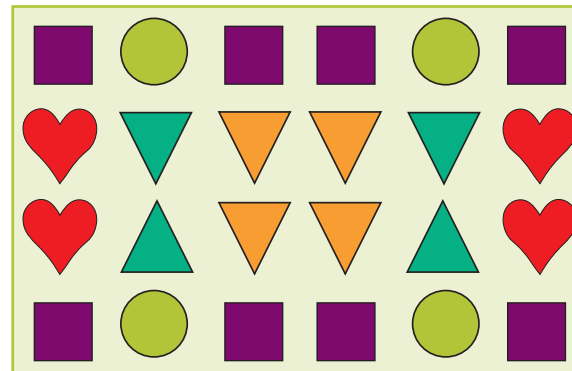
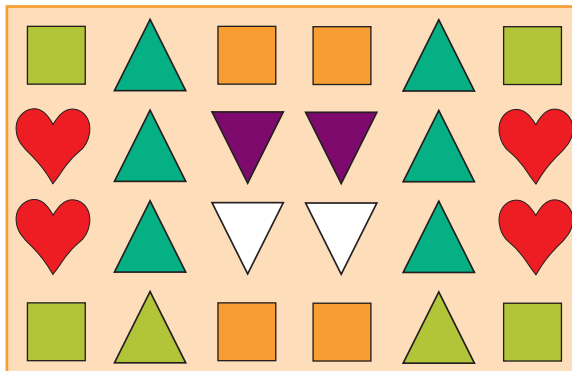


Symmetry in patterns

Look at the pictures of the quilt. What do you notice?

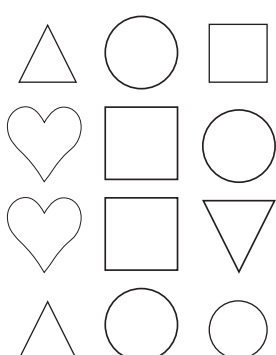
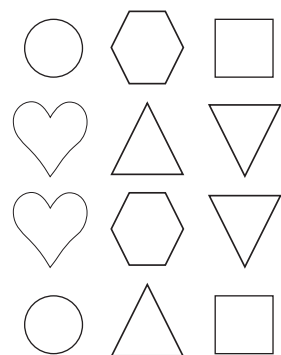
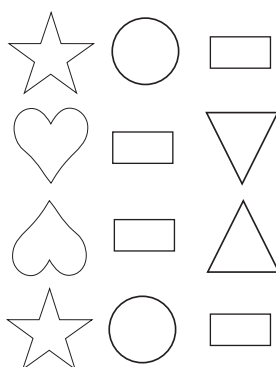
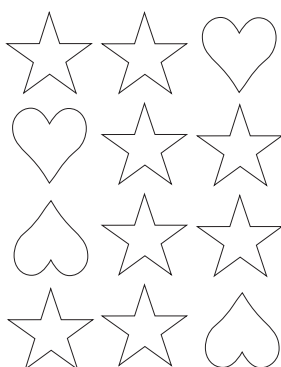
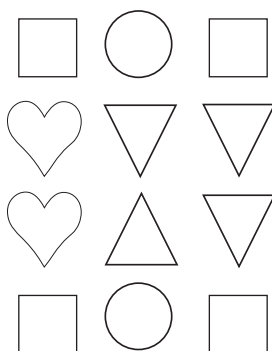
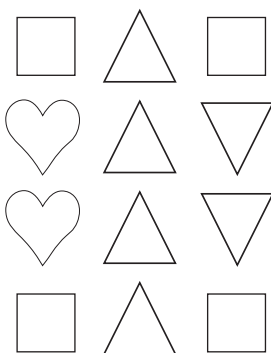


Draw lines so the one side of each of these quilts looks the same as the other side.



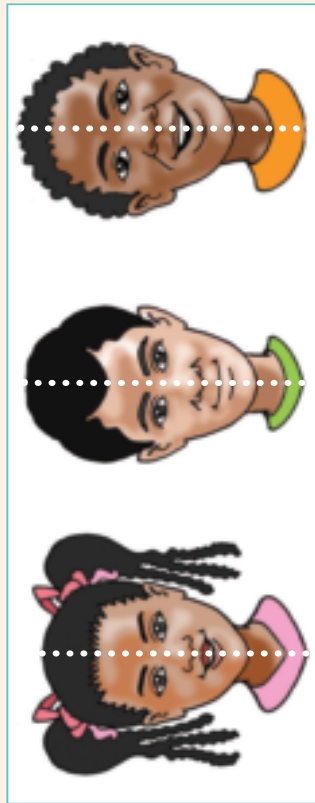


Draw the other side of each quilt. Colour them.



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.



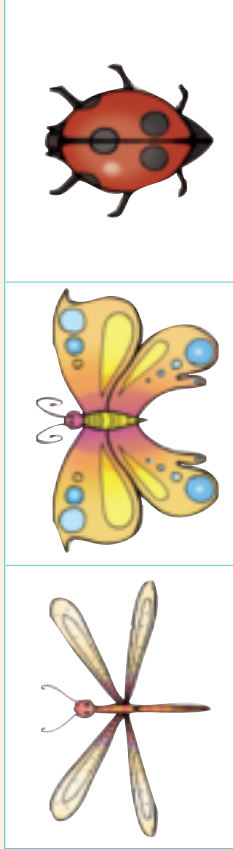
Draw the other side of the face.
The number patterns will help you.



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.

