Believe that South Africa belongs to all who live in it, united in our diversity.

Recognise the injustices of our past;

We, the people of South Africa;

higher than the President, higher than the courts and higher than the government.

It describes how the people of our country should treat each other, and what their rights and responsibilities are. The constitution of a country is there to protect all of its people.

Build a society based on democratic values, higher than the mistakes of past.

Heal the division of the past and establish a society based on democratic values, higher than the President, higher than the courts and higher than the government.

Sovereign state in the family of nations.

It is the highest law in the land.


A higher law than the President, higher than the courts and higher than the government.

It describes how the people of our country should treat each other, and what their rights and responsibilities are. The constitution of a country is there to protect all of its people.

We, the people of South Africa;
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Mrs Angie Motshakga,  
Minister of Basic Education

Mr Enver Surty,  
Deputy Minister of Basic Education

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

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

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

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

We wish you and your learners every success in using these workbooks.
Grade 2

Mathematics

This book belongs to:

ENGLISH

Book 2
Numbers 50 to 99

Colour in 58 circles.

Write an answer. The first example will guide you.

60 + 8 = 68

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.

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<td>71</td>
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</table>

Complete these number lines.

80  81  82  83  84  85  86  87  88  89  90

60  59  58  57  56  55  54  53  52  51  50

67  68  69  70  71  72  73  74  75  76  77

Cut three numbers between 50 and 99 from a magazine or newspaper. Paste them here.
Write a number sentence for:

- \(100 + 20 + 8 = 128\)
- \(100 + 40 + 9 = \) (unfilled)
- \(100 + 40 + 2 = \) (unfilled)
- \(100 + 50 = \) (unfilled)
- \(100 + 20 + 7 = \) (unfilled)
- \(100 + 30 + 5 = \) (unfilled)

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.

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<th>Number</th>
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<td>141</td>
<td></td>
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<td>134</td>
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</tbody>
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Complete these number lines.

150 151 153 156 160

180 179 178

166 167 172 175 176

Cut three numbers between 100 and 150 from a magazine or newspaper. If you cannot find any, cut digits to make up the three numbers. Paste them here in order from smallest to biggest.
Full, half full, empty

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.

Draw three of your own containers. Each container can hold 4 litres. Then colour them to show that the container is:

Which container holds the most?
More capacity

Look at the pictures. What are the children doing?

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

One teaspoon fills the cup up to here.
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?
Numbers 150 to 170

Colour in 162 circles.

Write a number for:

100 + 50 + 2
= 152

Which numbers come between:

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.

<table>
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<th>Smaller</th>
<th>Number</th>
<th>Bigger</th>
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</tbody>
</table>

Complete the number lines.

150 151 152 153 154 155 156 157 158

160 161 162 163 164 165 166 167 168 169 170

Cut three numbers between 150 and 170 from a magazine or newspaper. Paste them here from biggest to smallest.
Counting and estimating (0 – 100)

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

Estimate and then count the beads.

Term 3
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?
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?

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?
Addition: 0 to 50

Look at the picture and add the marbles.

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

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

- 7 + 40 = 47
- 10 + 2 = 12
- 20 + 5 = 25
- 3 + 30 = 33
### Addition Problems

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<td>10</td>
<td>+</td>
<td>3</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>+</td>
<td>5</td>
<td>=</td>
<td></td>
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<tr>
<td>40</td>
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<td>+</td>
<td>4</td>
<td>=</td>
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<tr>
<td>30</td>
<td>+</td>
<td>9</td>
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<td>+</td>
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<td>=</td>
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<td>+</td>
<td>6</td>
<td>=</td>
<td></td>
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<tr>
<td>40</td>
<td>+</td>
<td>8</td>
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### Problems with Numbers

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<td>16</td>
<td>+</td>
<td>13</td>
<td>=</td>
<td>29</td>
</tr>
<tr>
<td>37</td>
<td>+</td>
<td>11</td>
<td>=</td>
<td>48</td>
</tr>
<tr>
<td>36</td>
<td>+</td>
<td>12</td>
<td>=</td>
<td>48</td>
</tr>
<tr>
<td>28</td>
<td>+</td>
<td>21</td>
<td>=</td>
<td>49</td>
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</tbody>
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### Teacher, Sign, Date

11 12 13 14 15 16 17 18 19 20
Addition: 0 to 75

What is the total of each block?

10
5
10

20
6
20

20
3
5

40
4
40

Add.

12 + 11

23 + 41

Complete.

28 + 11 = 28 + 10 + 1 = 38 + 1 = 39

34 + 12 = 34 + 10 + 2 = 4 + 2 = 6

43 + 23 = 43 + 20 + 3 = 4 + 3 = 7

45 + 23 = 45 + 20 + 3 = 4 + 3 = 7

56 + 11 = 56 + 10 + 1 = 5 + 1 = 6
Add.

\[
\begin{align*}
21 + 10 &= \_\_ \\
53 + 10 &= \_\_ \\
46 + 10 &= \_\_ \\
68 + 10 &= \_\_ \\
37 + 10 &= \_\_ \\
42 + 10 &= \_\_ \\
74 + 10 &= \_\_ \\
19 + 10 &= \_\_ \\
55 + 10 &= \_\_ \\
\end{align*}
\]

The sum of 47 and 6 is? ______

Draw a picture to show your answer.

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

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

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.

60 + 4 = 64 30 + 2 = 32
40 + 9 = 49 50 + 4 = 54
20 + 8 = 28 10 + 7 = 17
70 + 5 = 75 70 + 8 = 78
50 + 6 = 56
Add.

56 + 15

48 + 13

75 - 51

34 + 17

63 - 41

72 - 49

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

What is the total? ________
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.
Slide, roll and build with 3-D objects

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.

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.

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

You need:
Match boxes.

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

Here are some match box towers.
More addition and subtraction 0 to 75

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

Add using your own method.

52 + 21

43 + 28

Complete.

28 + 31 = 28 + 30 + 1 = 59

45 + 32 = 45 + 30 + 2 = 77

52 + 14 + 52 + 10 + 4 = 78

Add.

41 + 10 = 51

44 + 10 = 54

71 + 10 = 81

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.

6

Write a sum for the following.

7

Subtract:

8

Minus.

9

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

10

How many marbles are left? _______
More money

What is in my piggy bank?

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

<table>
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<th>100c</th>
<th>110c</th>
</tr>
</thead>
<tbody>
<tr>
<td>120c</td>
<td>140c</td>
</tr>
<tr>
<td>155c</td>
<td>175c</td>
</tr>
</tbody>
</table>
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.
**Note money**

How much money is in my purse?

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

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<td>R150</td>
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<tr>
<td>R110</td>
<td>R130</td>
<td></td>
<td></td>
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<tr>
<td>R160</td>
<td>R190</td>
<td></td>
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</tr>
</tbody>
</table>
How many Rands?

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? _________________________________________________________

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? _________________________________________________________
Time-patterns

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 10s start at 1.

Count in 2s start at 3.

Count in 5s start at 2.

What time do you go to school?

What time do you go home?

What time do you eat supper?
Hours and minutes

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 ________________________________.
Draw the long hand and short hand to show.

**Quarter past two.**

The short hand shows us ____________________.
The long hand shows us it is ____________________.
We say it is ________________________________.

**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

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 ______________.
Draw the long hand and short hand to show:

Five to eight.

Five to one.

Thirteen to seven.

Twenty to three.

Ten to six.

Twelve to twelve.

The short hand stands on ___________________.
The long hand stands on ___________________.
It is _____________ before the long hand is on 12.
We say it is __________ to _______________.

Teacher:
Sign:
Date:
Repeated addition

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: $2 + 2 + 2 + 2 = \underline{8}$
Multiplication sum: $4 \times 2 = \underline{8}$

Each bag has 5 sweets.

Sentence: __________________
Addition sum: _______________
Multiplication sum: ____________

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 $3 \times 5 = 15$

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 × 4 = 28

Sentence: _______________
Addition sum: _______________
Multiplication sum: _______________

Complete the multiplication table.

<table>
<thead>
<tr>
<th>×</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
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<td>50</td>
</tr>
</tbody>
</table>

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

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

I have three boxes with four doughnuts in each. How many doughnuts are there in total?
Multiply by 5

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 \( \times \) Feet = [ ]
Fingers on one hand \( \times \) Hand = [ ]

Toes on one foot \( \times \) Feet = [ ]
Fingers on one hand \( \times \) Hands = [ ]

Toes on one foot \( \times \) Feet = [ ]
Fingers on one hand \( \times \) Hands = [ ]

Toes on one foot \( \times \) Feet = [ ]
Fingers on one hand \( \times \) Hands = [ ]
### Complete the following:

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<tr>
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<tr>
<td>5</td>
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<td>50</td>
<td>45</td>
<td>40</td>
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### Complete the following:

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<tr>
<th></th>
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<tbody>
<tr>
<td>$5 \times \text{apples}$</td>
<td>$4 \times \text{bananas}$</td>
<td></td>
</tr>
<tr>
<td>$6 \times \text{bananas}$</td>
<td>$7 \times \text{apples}$</td>
<td></td>
</tr>
</tbody>
</table>

### Complete the following:

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<table>
<thead>
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<tbody>
<tr>
<td>$15 \times 5 = \boxed{}$</td>
<td>$12 \times 5 = \boxed{}$</td>
<td></td>
</tr>
<tr>
<td>$1 \times 0$ $5 \times 5$</td>
<td>$1 \times 0$ $2 \times 5$</td>
<td></td>
</tr>
<tr>
<td>$= 1 \times 0 + 5 \times 5$</td>
<td>$= \boxed{} + \boxed{} \times \boxed{}$</td>
<td></td>
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<tr>
<td>$= 1 \times 0 \times 5 + 5 \times 5$</td>
<td>$= \boxed{} \times \boxed{} + \boxed{} \times \boxed{}$</td>
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<td>$= 50 + 25$</td>
<td>$= \boxed{} + \boxed{}$</td>
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<tr>
<td>$= 75$</td>
<td>$= \boxed{}$</td>
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<tr>
<td>$14 \times 5 = \boxed{}$</td>
<td>$13 \times 5 = \boxed{}$</td>
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<td>$1 \times 0$ $4 \times 5$</td>
<td>$1 \times 0$ $3 \times 5$</td>
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<td>$= \boxed{} + \boxed{}$</td>
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</tbody>
</table>
Multiply by 2

All birds have 2 feet.

All birds have 2 wings.

What is the total number of feet in this picture?  
What is the total number of wings in this picture?

Look at the picture and complete the following.

<table>
<thead>
<tr>
<th>Pigeons</th>
<th>Number of pigeons</th>
<th>Feet per bird</th>
<th></th>
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<th></th>
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</thead>
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<td>=</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ducks</th>
<th>Number of ducks</th>
<th>Feet per bird</th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
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</tbody>
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Complete the following:

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<td>20</td>
<td>18</td>
<td>16</td>
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Complete the following:

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</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
<td></td>
<td>apples</td>
<td>4</td>
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<td>6</td>
<td></td>
<td></td>
<td>bananas</td>
<td>7</td>
</tr>
</tbody>
</table>
Complete the following:

\[
12 \times 2 = \\
102 \times 2 \\
= 10 + 2 \times 2 \\
= 10 \times 2 + 2 \times 2 \\
= 20 + 4 \\
= 24
\]

\[
15 \times 2 = \\
105 \times 2 \\
= \\
= \\
= \\
= \\
= \\
= \\
= 
\]

\[
2 + 2 + 2 + 2 = 8 \\
\text{or} \\
4 \times 2 = 8 \\
\text{or} \\
8 \div 2 = 4
\]

This is a division symbol.

Draw 2 stars on each flag.

\[
\begin{array}{cccc}
\text{ } & \text{ } & \text{ } & \text{ } \\
\text{ } & \text{ } & \text{ } & \text{ } \\
\text{ } & \text{ } & \text{ } & \text{ } \\
\text{ } & \text{ } & \text{ } & \text{ } \\
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\text{ } & \text{ } & \text{ } & \text{ } \\
\text{ } & \text{ } & \text{ } & \text{ } \\
\end{array}
\]

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

How many blocks in these slabs of chocolate.

\[
\_ \times \_ = \_ \\
\_ \times \_ = \_
\]
Quarter past

Talk about the clock.

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

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.
Time passes

2 hours  2 hours  1 hour

How long did it take to complete the activity?
2. Count the hours.

How many hours is it from 4 o’clock to 7 o’clock? _____________
How many hours is it from 8 o’clock to 12 o’clock? _____________
How many hours is it from 1 o’clock to 8 o’clock? _____________
How many hours is it from 5 o’clock to 10 o’clock? _____________
How many hours is it from 2 o’clock to 11 o’clock? _____________

3. Draw a picture for.

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

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?
Look at the first and second picture. What happened?

Add the dots and write a sum for each.

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

Double the following numbers.

Double 1: 

Double 2: 

Double 3: 

Double 4: 

Double 5: 

24 6 8 10 12 14
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.
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.

Complete the following and make a drawing.

Double 16 is

Complete.

34 22 19 36 40
More multiplication

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? ❑

Look at the picture and complete the following:

Dogs

\[ \square \times \square = \square \]

Number of dogs
Feet per animal

\[ \square \times \square = \square \]

Number of dogs
Eyes per animal

Wild animals

\[ \square \times \square = \square \]

Number of wild animals
Legs per animal

\[ \square \times \square = \square \]

Number of wild animals
Ears per animal

Complete the following:

1. 4 8 12
2. 40 36 32
3. 5 \times \square = \square apples
4 \times \square = \square bananas
6 \times \square = \square bananas
7 \times \square = \square apples
Complete the following:

14 × 4 =

\[
\begin{array}{c}
10 \\
4 \times 4
\end{array}
\]

= 10 + 4 \times 4

= 10 \times 4 + 4 \times 4

= 40 + 16

= 56

15 × 4 =

\[
\begin{array}{c}
10 \\
5 \times 4
\end{array}
\]

= \_ \_ + \_ \_ \times \_ \_ 

= \_ \_ \times \_ \_ + \_ \_ \times \_ \_ 

= \_ \_ + \_ \_ 

= \_ \_ 

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.

Each get \_ \_ Left over \_ \_

Share 22 pencils equally between 4 children.

Each get \_ \_ Left over \_ \_

Draw pictures to show your answers.

Share 23 books between 4 children.

Each get \_ \_ Left over \_ \_

Share 15 books between 4 children.

Each get \_ \_ Left over \_ \_
Number patterns

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.
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.
<table>
<thead>
<tr>
<th>Colour half of each shape.</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Shape Images]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Colour half of the animals in each block.</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Animal Images]</td>
</tr>
</tbody>
</table>

half half half half half
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?
Draw the other half.

Colour in half of the shapes.

---

half half half half half
Position and views

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?

front view
top view
side view

Write these words below the correct picture. What is the person seeing?
Say if the car is near or far from the boy.

Draw a tree near and far from the girl.

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

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

Through sorting I put the same fruit together.
Draw a pictograph of your sorted fruit.

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

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

Which fruit do we have the least of?
**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.

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</tbody>
</table>
Colour in one quarter of each shape.

Colour in one quarter of each group of animals.

quarter quarter quarter
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?
Draw more shapes to make each quarter equal.

Show one quarter of the shapes.

Which is bigger? Tick the correct answer.

quarter quarters
Geometric patterns

Match the pattern.

Copy the following pattern.
Colour the pattern that comes next.

Draw the next pattern.

Extend the pattern.

Draw the next pattern.

Draw your own pattern.
Data sorting

Sort the weather objects. Make your own drawing.
Write the total in the box.
Draw a pictograph of your sorted weather conditions.

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

Did we have more sunny or more cloudy days?

What season do you think is it?
Why?
Will this be the same in all the provinces?
Numbers 150 to 180

Colour in 172 circles.

Write a number sentence for:

- $100 + 50 + 8 = 158$
- $100 + 50 + 9 = =$
- $100 + 70 + 2 = =$
- $100 + 50 = =$
- $100 + 60 + 7 = =$
- $100 + 50 = =$

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.

<table>
<thead>
<tr>
<th>Smaller</th>
<th>Number</th>
<th>Bigger</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>157</td>
<td></td>
</tr>
<tr>
<td></td>
<td>165</td>
<td></td>
</tr>
<tr>
<td></td>
<td>178</td>
<td></td>
</tr>
<tr>
<td></td>
<td>161</td>
<td></td>
</tr>
<tr>
<td></td>
<td>174</td>
<td></td>
</tr>
</tbody>
</table>

Complete these number lines.

150 151 153 156 160

180 179 178

166 167 172 175 176

Cut three numbers between 150 and 180 from a magazine or newspaper. Paste them here from biggest to smallest.
Numbers 170 to 200

Colour in 199 circles.

Write a number sentence for:

100 + 70 + 7 = 177

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.

<table>
<thead>
<tr>
<th>Smaller</th>
<th>Number</th>
<th>Bigger</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>170</td>
<td></td>
</tr>
<tr>
<td></td>
<td>198</td>
<td></td>
</tr>
<tr>
<td></td>
<td>185</td>
<td></td>
</tr>
<tr>
<td></td>
<td>174</td>
<td></td>
</tr>
<tr>
<td></td>
<td>181</td>
<td></td>
</tr>
</tbody>
</table>

Complete the number lines.

170 171 172 ______ ______ ______ ______ ______ 180

175 176 177 ______ ______ ______ ______ ______

190 ______ 192 193 194 ______ ______ ______ 199 200

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

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

Fit the word with the shape.

Colour:
- Big circles red
- Small circles yellow

Colour:
- Big rectangles red
- Small rectangles yellow

• triangle
• circle
• square
• rectangle
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.
Numbers 0 to 200

How many different numbers can you make?

Complete the following.

<table>
<thead>
<tr>
<th>100</th>
<th>40</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>100</td>
<td>1</td>
</tr>
<tr>
<td>20</td>
<td>70</td>
<td>8</td>
</tr>
</tbody>
</table>

100 + 40 + 9 = 149
100 + 70 + 3 = 173
100 + 20 + 8 = 128

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

181 = __ + __ + __
144 = __ + __ + __
135 = __ + __ + __
156 = __ + __ + __
169 = __ + __ + __
Add the following:

\[
\begin{align*}
60 + 4 &= \underline{} \\
90 + 8 &= \underline{} \\
40 + 7 &= \underline{} \\
30 + 6 &= \underline{} \\
50 + 2 &= \underline{}
\end{align*}
\]

\[
\begin{align*}
100 + 20 + 3 &= \underline{} \\
100 + 40 + 9 &= \underline{} \\
100 + 70 + 8 &= \underline{} \\
100 + 60 + 1 &= \underline{} \\
100 + 50 + 5 &= \underline{}
\end{align*}
\]

Fill in the missing number:

\[
\begin{align*}
70 + \underline{} &= 71 \\
30 + \underline{} &= 38 \\
60 + \underline{} &= 69 \\
20 + \underline{} &= 24 \\
80 + \underline{} &= 85 \\
100 + \underline{} + 3 &= 153 \\
100 + \underline{} + 9 &= 169 \\
\underline{} + 70 + 8 &= 178 \\
100 + \underline{} + 1 &= 191 \\
100 + 50 + \underline{} &= 157
\end{align*}
\]

Make your own sums using hundreds, tens and units.

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

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

\[
\begin{align*}
509 &< 1000 \\
100 &< 940 \\
450 &< 1000
\end{align*}
\]
Addition and subtraction

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

Add or subtract the beads.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
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<td>48</td>
<td>49</td>
<td>50</td>
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<td>63</td>
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<tr>
<td>91</td>
<td>92</td>
<td>93</td>
<td>94</td>
<td>95</td>
<td>96</td>
<td>97</td>
<td>98</td>
<td>99</td>
<td>100</td>
</tr>
</tbody>
</table>

50 + 5 = 55
40 + 15 = 55
10 + 9 = 19

30 - 5 = 25
30 - 15 = 15
30 - 9 = 21

101
Estimate and then calculate.

\[
\begin{array}{c}
\text{Estimate} \quad \text{Calculate} \\
\end{array}
\]

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?
Addition and subtraction again

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

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.

\[
\begin{array}{c}
58 + 35 \\
\hline
\end{array}
\begin{array}{c}
\text{Estimate} \\
\text{Calculate}
\end{array}
\]

\[
\begin{array}{c}
58 - 26 \\
\hline
\end{array}
\begin{array}{c}
\text{Estimate} \\
\text{Calculate}
\end{array}
\]

Calculate using your own method.

What is 74 and 19? 
Take away 34 from 72.

The sum of 46 and 27. 
The difference between 81 and 36.
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.
More addition and subtraction

Look at the number lines. Talk about them.

20 + 30
50 - 30

30 + 20 + 8 + 7
65 - 28

Write an addition and subtraction sum using the number line.

Addition sum: ____________________ Subtraction sum: ________________

Addition sum: ____________________ Subtraction sum: ________________

Addition sum: ____________________ Subtraction sum: ________________

Addition sum: ____________________ Subtraction sum: ________________
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.
Even more addition and subtraction

Make the sides equal.

10 + 4 + 5
9 + □ + □
90 − 50 □ − 20

Complete the following.

1 more 1 less 10 more 10 less

<table>
<thead>
<tr>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
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<td>9</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
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<tr>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>8</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>60</td>
</tr>
<tr>
<td>9</td>
<td>70</td>
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<td>2</td>
<td>20</td>
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<td>7</td>
<td>80</td>
</tr>
<tr>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>40</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>150</td>
<td>20</td>
</tr>
<tr>
<td>20</td>
<td>110</td>
</tr>
<tr>
<td>110</td>
<td>200</td>
</tr>
<tr>
<td>200</td>
<td>60</td>
</tr>
<tr>
<td>60</td>
<td>180</td>
</tr>
<tr>
<td>180</td>
<td>70</td>
</tr>
</tbody>
</table>

Complete the following diagrams.

25 □ □
37 □ □
89 □ □

199 □ □
175 □ □
163 □ □
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.

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

What is addition?

What is subtraction?

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?
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
Even more data

Sort the shapes. Make your own drawing. Write the total in the box.
Draw a pictograph of your sorted shapes.

KEY:  

Teacher:  
Sign:  
Date:  

Colour the blocks to complete your bar graph.

How many circles are there?  
How many squares are there?  
How many rectangles are there?  
How many triangles are there?
Calculating money

Colour the coins that will make 95c.

<table>
<thead>
<tr>
<th>75c</th>
<th>85c</th>
<th>90c</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Colour the money that will make R99.

<table>
<thead>
<tr>
<th>R87</th>
<th>R75</th>
<th>R94</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>75c</th>
<th>85c</th>
<th>90c</th>
<th>R87</th>
<th>R75</th>
<th>R94</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
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.
Sheila sells hot dogs at R4 each. Complete the table to help her to find the amount for large orders.

<table>
<thead>
<tr>
<th>Number of hotdogs</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coins</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost in Rand</td>
<td>R4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What if Sheila ask R5 per hot dog?

<table>
<thead>
<tr>
<th>Number of hotdogs</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coins</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost in Rand</td>
<td>R5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Number of hotdogs  1  2  3  4  5  6  7  8  9  10

Number of chocolates  1  2  3  4

Cost in Rand R4
Sello babysits. He charges R5 per hour. Complete this table.

<table>
<thead>
<tr>
<th>Number of hours</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost in Rand</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Number of hours</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost in Rand</td>
<td>10</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
Grouping and sharing

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

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

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

<table>
<thead>
<tr>
<th>3 groups of 2</th>
<th>4 groups of 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Plus sum:</td>
<td>Plus sum:</td>
</tr>
<tr>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Times sum:</td>
<td>Times sum:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Share 12 counters between 4.</th>
<th>Share 36 counters between 3.</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Minus sum:</td>
<td>Minus sum:</td>
</tr>
<tr>
<td>÷</td>
<td>÷</td>
</tr>
<tr>
<td>Division sum:</td>
<td>Division sum:</td>
</tr>
</tbody>
</table>

Calculate.

<table>
<thead>
<tr>
<th>2 groups of 7</th>
<th>3 groups of 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 groups of 5</td>
<td>2 groups of 15</td>
</tr>
<tr>
<td>Share 18 by 2</td>
<td>Share 24 by 3</td>
</tr>
<tr>
<td>Share 35 by 5</td>
<td>Share 50 by 10</td>
</tr>
</tbody>
</table>

**double share**
Even more capacity

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?

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

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

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

Fill in the missing numbers.

Fill in the missing numbers.
Complete the following counting backwards.

128 126 124 ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ____
Multiply by 3

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:

\[
\begin{array}{ccc}
\text{Number} & \times & \text{Feet per animal} \\
\text{of mice} & & \\
\end{array}
\]

\[
\begin{array}{ccc}
\text{Number} & \times & \text{Ears per animal} \\
\text{of mice} & & \\
\end{array}
\]

Complete the following:

<table>
<thead>
<tr>
<th>3</th>
<th>6</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>27</td>
<td>24</td>
</tr>
</tbody>
</table>

Complete the following:

<table>
<thead>
<tr>
<th>5 \times \text{apples} = 5</th>
<th>4 \times \text{bananas} = 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 \times \text{bananas} = 6</td>
<td>7 \times \text{apples} = 7</td>
</tr>
</tbody>
</table>
Complete the following:

13 × 3 = 

10 3 × 3

= 10 + 3 × 3

= 10 × 3 + 3 × 3

= 30 + 9

= 39

15 × 3 = 

10 5 × 3

= 10 + 5 × 3

= 10 × 3 + 5 × 3

= 30 + 15

= 45

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

Look at the following. What do you notice?

5 + 5 + 5 = 15

3 lots of 5 = 15
3 groups of 5 is 15

3 times 5 = 15
3 × 5 = 15
5 × 3 = 15

Complete the table below. The example will guide you.

<table>
<thead>
<tr>
<th>Skip counting</th>
<th>Equal groups</th>
<th>Repeated addition</th>
<th>Arrays</th>
<th>Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td>3, 6, 9, 12</td>
<td></td>
<td>3 + 3 + 3 + 3</td>
<td>3 rows of 4 × × × ×</td>
<td>3 × 4 = 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>× × × × ×</td>
<td>4 × 3 = 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2, 4, 6, 8, 10, 12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4 + 4 + 4

6 × 5 = 30
5 × 6 = 30
### How fast can you complete the following?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$1 \times 2 =$</td>
<td>$1 \times 5 =$</td>
</tr>
<tr>
<td>$2 \times 2 =$</td>
<td>$2 \times 5 =$</td>
</tr>
<tr>
<td>$3 \times 2 =$</td>
<td>$3 \times 5 =$</td>
</tr>
<tr>
<td>$4 \times 2 =$</td>
<td>$4 \times 5 =$</td>
</tr>
<tr>
<td>$5 \times 2 =$</td>
<td>$5 \times 5 =$</td>
</tr>
<tr>
<td>$6 \times 2 =$</td>
<td>$6 \times 5 =$</td>
</tr>
<tr>
<td>$7 \times 2 =$</td>
<td>$7 \times 5 =$</td>
</tr>
<tr>
<td>$8 \times 2 =$</td>
<td>$8 \times 5 =$</td>
</tr>
<tr>
<td>$9 \times 2 =$</td>
<td>$9 \times 5 =$</td>
</tr>
<tr>
<td>$10 \times 2 =$</td>
<td>$10 \times 5 =$</td>
</tr>
</tbody>
</table>

### Answer the following questions.

**What is:**

- four fives
- double 6
- 6 times 5
- 2 multiplied by 4
- 8 times 2

**Replace the place holder with a number:**

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

### Problem:

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

Look at the examples.

What is multiplication?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>4×2</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3×4</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4×5</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2×6</td>
<td>12</td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

What is 2 times 7?

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

Complete:

2  4  6

Use your own method to solve this.

12 × 2

16 × 2

Complete:

3  6  9

Use your own method to solve this.

13 × 3

15 × 3
Complete:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>×4</td>
<td>4</td>
<td>8</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Use your own method to solve this.

11 × 4

14 × 4

Complete:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>×5</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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?
Days of the week

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?

<table>
<thead>
<tr>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>June</td>
<td>July</td>
<td>August</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>September</td>
<td>October</td>
<td>November</td>
<td>December</td>
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</tbody>
</table>

Answer the following:

- What comes before March? _____________________________
- What comes after June? _______________________________

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

- September? _______________________________________
- Your birthday? _____________________________________

Remember it is a name of a month so it should start with a capital letter.
## Days, weeks and months

### December 2015

<table>
<thead>
<tr>
<th></th>
<th>Sun</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>2</td>
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Look at the calendar and answer the following:

1. What day is the 1st of December? ________________________
2. What day is the 15th of December? ______________________
3. What day is the 24th of December? _____________________
4. What day is the 12th of December? ____________________

Answer these questions:

1. How many days are there in December? __________________
2. How many weeks are there in December? ________________
3. How many days are there in a week? ____________________
4. When is the school closing in December? _______________
5. What happens on the 25th of December? ________________
6. What happens on the 31st of December? _________________
7. 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.

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
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</tr>
</tbody>
</table>

What date and day is it?

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

How many days is it from:

<table>
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<tr>
<th>to</th>
<th></th>
</tr>
</thead>
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<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
More number patterns

Explain the pattern on each board.

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

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

Complete the pattern.

1 2 3 4 5 6 7 8 9 10
11 12 13 14 15 16 17 18 19 20
21 22 23 24 25 26 27 28 29 30
31 32 33 34 35 36 37 38 39 40
41 42 43 44 45 46 47 48 49 50
51 52 53 54 55 56 57 58 59 60
61 62 63 64 65 66 67 68 69 70
71 72 73 74 75 76 77 78 79 80
81 82 83 84 85 86 87 88 89 90
91 92 93 94 95 96 97 98 99 100
101 102 103 104 105 106 107 108 109 110
111 112 113 114 115 116 117 118 119 120
121 122 123 124 125 126 127 128 129 130
131 132 133 134 135 136 137 138 139 140
141 142 143 144 145 146 147 148 149 150
151 152 153 154 155 156 157 158 159 160
161 162 163 164 165 166 167 168 169 170
171 172 173 174 175 176 177 178 179 180
181 182 183 184 185 186 187 188 189 190
191 192 193 194 195 196 197 198 199 200
Is the number odd or even? Circle odd or even.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>19</td>
<td>21</td>
</tr>
<tr>
<td>odd</td>
<td>even</td>
<td>odd</td>
</tr>
<tr>
<td>26</td>
<td>20</td>
<td>18</td>
</tr>
<tr>
<td>odd</td>
<td>even</td>
<td>odd</td>
</tr>
</tbody>
</table>

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

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, [ ]
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, [ ]

Outline the numbers in colour to help you to solve the problems.
Equal sharing leading to fractions

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

Now share 6 chocolate slabs among 3 children.

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

Show your answer by making a drawing below.

Each child gets one third of the chocolate.

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.
Length

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.
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 $\square = \square \square \square$.
More sharing leading to fractions

Share these apples between the three friends.

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

Look at the example above and complete the following.
• Share the fruit among the different numbers of friends.
• Say what fraction each friend gets.

Grandmother gives Kiki 12 oranges. Kiki makes juice with one third of the oranges. How many oranges did she use?
Three apples are cut into halves.

How many children can each get a half? ____________

Four oranges are cut into thirds.

How many children can each get one third? ____________

Two watermelons are cut into sixths.

How many children can each get one sixth? ________________

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

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

<table>
<thead>
<tr>
<th>one third</th>
<th>one fifth</th>
<th>one half</th>
<th>one sixth</th>
<th>one quarter</th>
</tr>
</thead>
</table>

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
- one third
- one quarter
- one fifth

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

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

From which cake will you prefer a slice. Why?

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

Halves

Thirds

Quarters

Tick the correct answer.

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

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

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

Answer the following questions:
- If I divide a pizza into fifths how many fifths should we eat to eat the whole pizza? ________
- If I divide a cake into sixths how many sixths should we eat to eat the whole cake? ________
Each group of friends get a small packet of jelly tots.

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

Colour the fractions that are the same as one whole.

- three quarter
- two thirds
- four thirds
- three thirds
- five fifths
- two fifths
- one quarter
- four fourths
- four quarters
- five fifths

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.

<p>| | | | |</p>
<table>
<thead>
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Arrays and fractions

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?

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.

<table>
<thead>
<tr>
<th>Multiplication number sentence</th>
<th>Division number sentence</th>
<th>What is one half of the objects?</th>
<th>What is one third of the objects?</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2 \times 3 = 6$ or $3 \times 2 = 6$</td>
<td>$6 \div 2 = 3$ or $6 \div 3 = 2$</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

Use arrays to show:

One quarter of $12$ sweets.

<table>
<thead>
<tr>
<th>Multiplication number sentence</th>
<th>Division number sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>One quarter of $12$ sweets.</td>
<td>One third of $12$ sweets.</td>
</tr>
<tr>
<td>One third of $12$ sweets.</td>
<td>One half of $12$ sweets</td>
</tr>
</tbody>
</table>

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
A fraction of a collection of objects

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 skits. She sold 3.  
What fraction did she sell?  
Underline the question.  
What are the key numbers? _____  
Draw a picture to show your answer.

She had 20 jackets. She sold 4.  
What fraction did she sell?  
Underline the question.  
What are the key numbers? _____  
Draw a picture to show your answer.

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