
The Constitution of South Africa (1996) is the highest law in the country. This law is 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 us now, and our children in the future.

Be aware of our past. Let us not repeat the mistakes of past. Our Constitution helps us to imagine and build a better future for all.

We, the people of South Africa;

Recognise the injustices of our past;

Respect those who have worked to build and develop our country; and

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

We therefore, through our freely elected representatives, adopt this Constitution as law of the Republic so as to —

Heal the division of the past and establish a society based on democratic values, social justice and fundamental human rights;

Lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law;

Improve the quality of life of all citizens and free the potential of each person; and

Build a united and democratic South Africa able to take its rightful place as a Sovereign state in the family of nations.

Claim your rights as a South African and be responsible to protect the rights of others.

Know your Bill of rights & Bill of Responsibilities.

May God protect our people.

Nkosi Sikelel' iAfrika. Morena boloka setjhaba sa heso.

God seën Suid-Afrika. God bless South Africa.

Mudzimu fhatutshedza Afurika. Hosi katekisa Afrika.
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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
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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Complete these number lines.

80 81 82   86 87   89 90

60 59 58   50

67 68 69   73 74   77

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

1. \[100 + 20 + 8 = 128\]
2. \[100 - 20 = 80\]
3. \[100 - 50 = 50\]
4. \[100 + 40 = 140\]
5. \[100 + 40 = 140\]
6. \[100 - 30 = 70\]

What number comes between?

1. 103 and 105? ______________________________________
2. 139 and 141?  ______________________________________
3. 120 and 122? ______________________________________
4. 150 and 148? ______________________________________
5. 146 and 148? ______________________________________
Write down two numbers smaller and two numbers bigger than the given number.

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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.

11 12 13 14 15 16 17 18 19 20
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.

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?
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:

\[
\begin{align*}
100 + 50 + 2 &= 152 \\
100 + 50 + 4 &= 154 \\
100 + 60 &= 160 \\
100 + 60 + 1 &= 161 \\
100 + 60 + 2 &= 162 \\
100 + 60 + 3 &= 163 \\
100 + 70 &= 170 \\
100 + 70 + 1 &= 171 \\
100 + 70 + 2 &= 172 \\
100 + 70 + 3 &= 173
\end{align*}
\]

Which numbers come between:

150 and 155 ____________________________

158 and 162 ____________________________

170 and 165 ____________________________

163 and 167 ____________________________

172 and 166 ____________________________

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

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Complete the number lines.

Cut three numbers between 150 and 170 from a magazine or newspaper. Paste them here from biggest to smallest.
Estimate and then count the beads.

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

Counting and estimating (0–100)

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There are 42 sweets in the box. How many are hidden?

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

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

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

How fast can you do this?

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

Sort the flowers. Make your own drawing. Write the total in the box.
Draw a pictograph of your sorted flowers. What will your heading be?

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**KEY:** 🌸

**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?

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**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?
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>30 + 2 =</td>
<td>20 + 5 =</td>
<td>30 + 7 =</td>
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<tr>
<td>20 + 1 =</td>
<td>20 + 6 =</td>
<td>40 + 1 =</td>
<td>40 + 8 =</td>
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<td>10 + 4 =</td>
<td>10 + 3 =</td>
<td>30 + 9 =</td>
<td>30 + 2 =</td>
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### Second Page

**Problem:**

Lisa has 16 counters and Aakar has 12.

Lisa has 16 counters and Aakar has 12.

What is the total?

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<td>16 + 13 =</td>
<td>24 + 12 =</td>
<td>37 + 11 =</td>
<td>25 + 23 =</td>
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<tr>
<td>36 + 12 =</td>
<td>28 + 21 =</td>
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**Answer:**

29
What is the total of each block?

10 5 10
6 20 2 10
3 20 5 30
4 40 4 30

Add.

12 + 11
= 2 + 1 + 1 + 1

23 + 41
= 2 + 4 + 4 + 4 + 4 + 4

Complete.

28 + 11 = 2 8 + 1 0 + 1 = 3 8 + 1 = 3 9
34 + 12 = 3 4 + 1 0 + 2 = 1 0 + 1 0 = 1 0 0
43 + 23 = 4 3 + 2 0 + 3 = 0 + 2 0 = 2 0 0
45 + 23 = 4 5 + 2 0 + 3 = 0 + 2 0 = 2 0 0
56 + 11 = 5 6 + 1 0 + 1 = 0 + 1 0 = 1 0 0
Add.

21 + 10 =  
53 + 10 =  
46 + 10 =  
68 + 10 =  
37 + 10 =  
42 + 10 =  
74 + 10 =  
19 + 10 =  
55 + 10 =  

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

Make your own word sum using the pictures.

The sum of 47 and 6 is 53.
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 = 
40 + 9 = 
20 + 8 = 
70 + 5 = 
50 + 6 =

30 + 2 =
50 + 4 =
10 + 7 =
70 + 8 =

Term 3
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? ________
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

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.
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 + 4 = 10 + 10 = 20

Add.

41 + 10 = 44 + 10 = 71 + 10 =

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.

<table>
<thead>
<tr>
<th>5</th>
<th>7</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Write a sum for the following.

```
5  6  7  8  9
10 11 12 13 14
```

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? _____
More money

What is in my piggy bank?

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

100c

110c

120c

140c

155c

175c
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.

<table>
<thead>
<tr>
<th>R 170</th>
<th></th>
<th>R 150</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R 110</td>
<td></td>
<td>R 130</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R 160</td>
<td></td>
<td>R 190</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How many Rands?

R100  R50

R100  R20

R10  R10

R20  R10

R20  R10  R50

R100  R20  R20  R10

11 12 13 14 15 16 17 18 19 20

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:
Term 3

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.

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 ______________.
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.

Twelve to twelve.

Thirteen to seven.

Twenty to three.

Ten to six.
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 = \_\_\_\_\_
Multiplication sum: $4 \times 2 = \_\_\_\_\_

Each bag has 5 sweets.

Sentence: __________________
Addition sum: _______________
Multiplication sum: ____________

Each bag has 2 sweets.

Sentence: __________________
Addition sum: _______________
Multiplication sum: ____________

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

I have 3 bags with 2 sweets each.

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.

I have 3 bags with 2 sweets each.

Each bag has 2 sweets.

Sentence: __________________
Addition sum: _______________
Multiplication sum: ____________

Each bag has 5 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: ____________

Complete the multiplication table.

<table>
<thead>
<tr>
<th>\times</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>
<td></td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>50</td>
<td></td>
<td></td>
<td></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:

83

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:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>50</td>
<td>45</td>
<td>40</td>
</tr>
</tbody>
</table>

Complete the following:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(5 \times )</td>
<td>() apples</td>
</tr>
<tr>
<td>(4 \times )</td>
<td>() bananas</td>
</tr>
<tr>
<td>(6 \times )</td>
<td>() bananas</td>
</tr>
<tr>
<td>(7 \times )</td>
<td>() apples</td>
</tr>
</tbody>
</table>

Complete the following:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(15 \times 5 = )</td>
<td></td>
</tr>
<tr>
<td>(10)</td>
<td>(5 \times 5)</td>
</tr>
<tr>
<td></td>
<td>(10 + 5 \times 5)</td>
</tr>
<tr>
<td></td>
<td>(10 \times 5 + 5 \times 5)</td>
</tr>
<tr>
<td></td>
<td>(50 + 25)</td>
</tr>
<tr>
<td></td>
<td>(= 75)</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(12 \times 5 = )</td>
<td></td>
</tr>
<tr>
<td>(10)</td>
<td>(2 \times 5)</td>
</tr>
<tr>
<td></td>
<td>(10 \times 2)</td>
</tr>
<tr>
<td></td>
<td>(10 \times 2\times 2)</td>
</tr>
<tr>
<td></td>
<td>(=)</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(14 \times 5 = )</td>
<td></td>
</tr>
<tr>
<td>(10)</td>
<td>(4 \times 5)</td>
</tr>
<tr>
<td></td>
<td>(10 + 4 \times 5)</td>
</tr>
<tr>
<td></td>
<td>(10 \times 4 + 4 \times 5)</td>
</tr>
<tr>
<td></td>
<td>(=)</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(13 \times 5 = )</td>
<td></td>
</tr>
<tr>
<td>(10)</td>
<td>(3 \times 5)</td>
</tr>
<tr>
<td></td>
<td>(10 \times 3)</td>
</tr>
<tr>
<td></td>
<td>(10 \times 3\times 3)</td>
</tr>
<tr>
<td></td>
<td>(=)</td>
</tr>
</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>Total Feet</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ducks</th>
<th>Number of Ducks</th>
<th>Feet per Bird</th>
<th>Total Feet</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Complete the following:

2 4 6
20 18 16

Complete the following:

5 × [apples] = [apples]
6 × [bananas] = [bananas]
4 × [bananas] = [bananas]
7 × [apples] = [apples]
Complete the following:

\[ 12 \times 2 = \square \]

\[ 1 \quad 0 \quad 2 \times 2 \]

\[ = 1 \quad 0 \quad 2 \times 2 \]

\[ = 20 + 4 \]

\[ = 24 \]

\[ 15 \times 2 = \square \]

\[ 1 \quad 0 \quad 5 \times 2 \]

\[ = \square \times \square \]

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

\[ = \square \times \square \]

\[ = \square \]

\[ 2 + 2 + 2 + 2 = 8 \]

\[ 4 \times 2 = 8 \]

\[ 8 \div 2 = 4 \]

This is a division symbol.

Draw 2 stars on each flag.

\[ \square \square \square \square \square \square \]

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

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

How many blocks in these slabs of chocolate.

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

\[ \square \times \square = \square \]
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?
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.

```
   + =
   + =
   + =
   + =
   + =
   + =
```
Use the number lines to write a sum.

0 1 2 3 4 5 6 7 8 9 10

0 1 2 3 4 5 6 7 8 9 10

0 1 2 3 4 5 6 7 8 9 10

0 1 2 3 4 5 6 7 8 9 10

Double the following numbers.

Double 1

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

\[ 2 \times \square = \square \]

Double 2

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

\[ 2 \times \square = \square \]

Double 3

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

\[ 2 \times \square = \square \]

Double 4

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

\[ 2 \times \square = \square \]

Double 5

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

\[ 2 \times \square = \square \]

2 4 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.

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: 

34  
22  
19

Complete.

36  
40

Teacher: 
Sign: 
Date: 

ENG NUM G2 BK2 BODY.indb   51
2014/07/03   10:33 PM
More multiplication

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

Look at the picture and complete the following:

<table>
<thead>
<tr>
<th>Dogs</th>
<th>Wild animals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of dogs</td>
<td>Number of wild animals</td>
</tr>
<tr>
<td>Feet per animal</td>
<td>Legs per animal</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What is the total number of feet in this picture?

What is the total number of ears in this picture?

Complete the following:

<table>
<thead>
<tr>
<th>4</th>
<th>8</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>36</td>
<td>32</td>
</tr>
</tbody>
</table>

Complete the following:

<table>
<thead>
<tr>
<th>5 ×</th>
<th>apples</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 ×</td>
<td>bananas</td>
</tr>
</tbody>
</table>

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

\[
\begin{align*}
4 \times 4 &= 10 + 4 \\
&= 10 \times 4 + 4 \\
&= 40 + 16 \\
&= 56
\end{align*}
\]

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 [ ]

Share 23 books between 4 children.

Each get [ ] Left over [ ]

Share 15 books between 4 children.

Each get [ ] Left over [ ]

Draw pictures to show your answers.
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  ___:___  ___:___
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.
Colour half of each shape.

Colour half of the animals in each block.

---

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
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?

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.

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?

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
</tbody>
</table>

**KEY:**

- Strawberry
- Pear
- Apple
- Banana
- Orange
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.
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.
Sort the weather objects. Make your own drawing.
Write the total in the box.
Draw a pictograph of your sorted weather conditions.

<table>
<thead>
<tr>
<th>Weather Condition</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunny</td>
<td>11</td>
</tr>
<tr>
<td>Cloudy</td>
<td>12</td>
</tr>
<tr>
<td>Lightning</td>
<td>13</td>
</tr>
<tr>
<td>Rain</td>
<td>14</td>
</tr>
<tr>
<td>Snow</td>
<td>15</td>
</tr>
</tbody>
</table>

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 = 150

100 + 70 = 170

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

100 + 90 + 3 =

100 + 90 + 5 =

100 + 90 + 9 =

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 __ __ __ __ __ __ __ __ __ __ __ __ 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
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>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 + 40 + 9 =</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>100</th>
<th>70</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 + 70 + 3 =</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>100</th>
<th>20</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 + 20 + 8 =</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>100</th>
<th>10</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 + 10 + 7 =</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>100</th>
<th>90</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 + 90 + 2 =</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

181 = 
144 = 
135 = 
156 = 
169 = 

Date: 11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31
Add the following:

- \(60 + 4 = \) [ ]
- \(90 + 8 = \) [ ]
- \(40 + 7 = \) [ ]
- \(30 + 6 = \) [ ]
- \(50 + 2 = \) [ ]
- \(100 + 20 + 3 = \) [ ]
- \(100 + 40 + 9 = \) [ ]
- \(100 + 70 + 8 = \) [ ]
- \(100 + 60 + 1 = \) [ ]
- \(100 + 50 + 5 = \) [ ]

Fill in the missing number:

- \(70 + \) [ ] = 71
- \(30 + \) [ ] = 38
- \(60 + \) [ ] = 69
- \(20 + \) [ ] = 24
- \(80 + \) [ ] = 85
- \(100 + \) [ ] + 3 = 153
- \(100 + \) [ ] + 9 = 169
- \(\_\_\_ + 70 + 8 = 178\)
- \(100 + \) [ ] + 1 = 191
- \(100 + 50 + \) [ ] = 157

Make your own sums using hundreds, tens and units.

[ ] + [ ] + [ ] = [ ]
[ ] + [ ] + [ ] = [ ]

What number is the biggest (B)?

What number is the smallest (S)?
Addition and subtraction

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

<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>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
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<td>21</td>
<td>22</td>
<td>23</td>
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<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td></td>
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<td>31</td>
<td>32</td>
<td>33</td>
<td>34</td>
<td>35</td>
<td>36</td>
<td>37</td>
<td>38</td>
<td>39</td>
<td>40</td>
<td></td>
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<tr>
<td>41</td>
<td>42</td>
<td>43</td>
<td>44</td>
<td>45</td>
<td>46</td>
<td>47</td>
<td>48</td>
<td>49</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>51</td>
<td>52</td>
<td>53</td>
<td>54</td>
<td>55</td>
<td>56</td>
<td>57</td>
<td>58</td>
<td>59</td>
<td>60</td>
<td></td>
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<tr>
<td>61</td>
<td>62</td>
<td>63</td>
<td>64</td>
<td>65</td>
<td>66</td>
<td>67</td>
<td>68</td>
<td>69</td>
<td>70</td>
<td></td>
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<tr>
<td>71</td>
<td>72</td>
<td>73</td>
<td>74</td>
<td>75</td>
<td>76</td>
<td>77</td>
<td>78</td>
<td>79</td>
<td>80</td>
<td></td>
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<tr>
<td>81</td>
<td>82</td>
<td>83</td>
<td>84</td>
<td>85</td>
<td>86</td>
<td>87</td>
<td>88</td>
<td>89</td>
<td>90</td>
<td></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>
<td></td>
</tr>
</tbody>
</table>

Add or subtract the beads.

1. $50 - 30 = 20$
2. $15 - 10 = 5$
3. $6 + 15 = 21$
4. $6 + 10 = 16$

= $\boxed{20}$
= $\boxed{5}$
= $\boxed{21}$
= $\boxed{16}$

Addition and subtraction
Estimate and then calculate.

\[ \begin{array}{ccc}
\text{Estimate} & + & \text{Calculate} \\
\end{array} \]

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.
Estimate and then calculate.

\[
\begin{array}{cccc}
& \text{Estimate} & \text{Calculate} \\
\hline
+ & & \\
- & & \\
\end{array}
\]

Calculate using your own method.

\[
\begin{array}{c}
58 + 35 \\
34 - 26
\end{array}
\]

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.

\[ 74 + 18 \quad 72 - 43 \]

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.

\[ 10 + 4 + 5 \quad 9 + \_ \_ \_ + \_ \_ \_ \]
\[ 90 - 50 \quad \_ \_ \_ - 20 \]

Complete the following.

<table>
<thead>
<tr>
<th>1 more</th>
<th>1 less</th>
<th>10 more</th>
<th>10 less</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>4</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>7</td>
<td>3</td>
<td>50</td>
<td>30</td>
</tr>
<tr>
<td>5</td>
<td>8</td>
<td>10</td>
<td>150</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
<td>60</td>
<td>20</td>
</tr>
<tr>
<td>9</td>
<td>9</td>
<td>70</td>
<td>110</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>20</td>
<td>200</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>80</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>6</td>
<td>30</td>
<td>180</td>
</tr>
<tr>
<td>8</td>
<td>3</td>
<td>100</td>
<td>70</td>
</tr>
</tbody>
</table>

Complete the following diagrams.

\[ +100 \]
\[ -100 \]
Make 5 sums using these numbers and symbols. You can use the same numbers twice.

<table>
<thead>
<tr>
<th>9</th>
<th>0</th>
<th>2</th>
<th>0</th>
<th>+</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

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?

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?
3-D objects

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.

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.

Colour the money that will make R99.

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

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

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

<p>| | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>R87</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R75</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R94</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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.
Solve money problems

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

<table>
<thead>
<tr>
<th>1 chocolate</th>
<th>2 chocolates</th>
<th>3 chocolates</th>
<th>4 chocolates</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
<td><img src="image3.png" alt="Image" /></td>
<td><img src="image4.png" alt="Image" /></td>
</tr>
</tbody>
</table>

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><img src="image5.png" alt="Image" /></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><img src="image6.png" alt="Image" /></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>
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.

3 groups of 2

Plus sum:

Times sum:

Share 12 counters between 4.

Minus sum:

Division sum:

4 groups of 10

Plus sum:

Times sum:

Share 36 counters between 3.

Minus sum:

Division sum:

Calculate.

2 groups of 7  
4 groups of 5  
Share 18 by 2  
Share 35 by 5

3 groups of 8  
2 groups of 15  
Share 24 by 3  
Share 50 by 10

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.
Number patterns

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

5  3  8  1  9  7  6  2  4
61  66  64  69  62  68  67  63  65
136  132  140  138  131  135  133  137  134  139

Fill in the missing numbers.

103  104
142  144
150
103  106
124  132
95  105  115
Complete the following counting backwards.

- 128 126 124 122 120 118
- 160 157 154 151 148 145
- 200 195 190 185 180 175

Complete the following by extending the pattern.

- 100, 102, 104, ___, ___, ___, ___, ___
- 160, 155, 150, ___, ___, ___, ___, ___
- 115, 118, 121, ___, ___, ___, ___, ___
- 200, 190, 180, ___, ___, ___, ___, ___

Complete the number line.

- \(2 + 2 + 2\)
  - \(0 2 4 6\)
- \(3 + 3 + 3\)
  - \(0 3 6 9\)
- \(4 + 4 + 4\)
  - \(0 4 8 12\)

In what do we count?

- 4 8 20 16 12
- 2 8 14 12
- 5 30 25 15 20
- 3 15 21 6

11 12 13 14 15 16 17 18 19 20
Multiply by 3

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

3 blind mice
3 little pigs
3 little bears

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:

\[
\begin{array}{ccc}
\text{Number of mice} \times \text{Feet per animal} &=& \text{Total feet} \\
3 \times 4 &=& 12 \\
30 \times 3 &=& 90 \\
\end{array}
\]

\[
\begin{array}{ccc}
\text{Number of mice} \times \text{Ears per animal} &=& \text{Total ears} \\
3 \times 2 &=& 6 \\
27 \times 3 &=& 81 \\
\end{array}
\]

Complete the following:

\[
\begin{array}{ccc}
5 \times \text{apples} &=& 15 \\
4 \times \text{bananas} &=& 24 \\
6 \times \text{bananas} &=& 18 \\
7 \times \text{apples} &=& 28 \\
\end{array}
\]
Complete the following:

\[
13 \times 3 = \boxed{39}
\]

\[
10 \times 3 = \boxed{30}
\]

\[
10 + 3 \times 3 = \boxed{39}
\]

\[
10 \times 3 + 3 \times 3 = \boxed{39}
\]

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?

\[ 5 + 5 + 5 = 15 \]
\[ 3 \text{ lots of } 5 = 15 \]
\[ 3 \text{ groups of } 5 \text{ is } 15 \]
\[ 3 \times 5 = 15 \]
\[ 5 \times 3 = 15 \]

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>
</table>
| 3, 6, 9, 12   |   \[ \]     | 3 + 3 + 3 + 3     | 3 rows of 4 \[ \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times \times 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\times \times \time

2, 4, 6, 8, 10, 12
How fast can you complete the following?

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$1 \times 5 =$</td>
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<tr>
<td>$2 \times 5 =$</td>
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</tr>
<tr>
<td>$3 \times 5 =$</td>
<td></td>
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<tr>
<td>$4 \times 5 =$</td>
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<td>$5 \times 5 =$</td>
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<td>$9 \times 5 =$</td>
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<tr>
<td>$10 \times 5 =$</td>
<td></td>
<td></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 $3 \times 2 = \Box$
- 4 groups of 3 are 12 or 4 times 3 is 12 or $4 \times 3 = \Box$
- 6 groups of 3 are 18 or 6 times 3 is 18 or $6 \times \Box = 18$

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?

What is 2 times 7?

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>×2</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Use your own method to solve this.

12 × 2

16 × 2

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>×3</td>
<td>3</td>
<td>6</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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
EVENONBR  MEBERCED  GTUUSA  UEJN
AMCHR  AMY  PRLAI  EEMTSPEBR

How many days are there in each month?

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

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

What date and day is it?

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

How many days is it from:

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

Explain the pattern on each board.

Complete the pattern.
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><strong>odd</strong></td>
<td><strong>even</strong></td>
<td><strong>odd</strong></td>
</tr>
<tr>
<td><strong>odd</strong></td>
<td><strong>even</strong></td>
<td><strong>odd</strong></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, 78, 21, 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, __
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 \( \square = \square + \square \).
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 sixth

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:
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

Thirnds

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>
</tbody>
</table>

How many jelly tots will each friend get if the jelly tots are shared equally?

Tick the group that you want to be in. Why?

How many sweets will the following be? What do you notice?

- Two halves
- Three thirds
- Four quarters

Colour the fractions that are the same as one whole.

- Three quarter
- Two thirds
- Four fifths
- Three thirds
- Two fifths
- Three thirds
- Two halves
- Four quarters
- Five fifths
- Four fourths

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

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
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<th>7</th>
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</tbody>
</table>
Draw the other side of the shape.
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 × 3 = 6 or 3 × 2 = 6</td>
<td>6 ÷ 2 = 3 or 6 ÷ 3 = 2</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

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.**
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 cupcakes has banana icing? Strawberry icing? Bubblegum icing?

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Teacher: _______________________
Sign: _______________________
Date: _______________________
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?

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 the one side of the face looks 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 face. The number patterns will help you.

Draw the other side of the insects.