



Mrs Angie Motshekga,
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 Motshekga, and the Deputy Minister of Basic Education, Mr Enver Surty.

The Rainbow Workbooks form part of the Department of Basic Education's range of interventions aimed at improving the performance of South African learners 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.



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5 6 7 8
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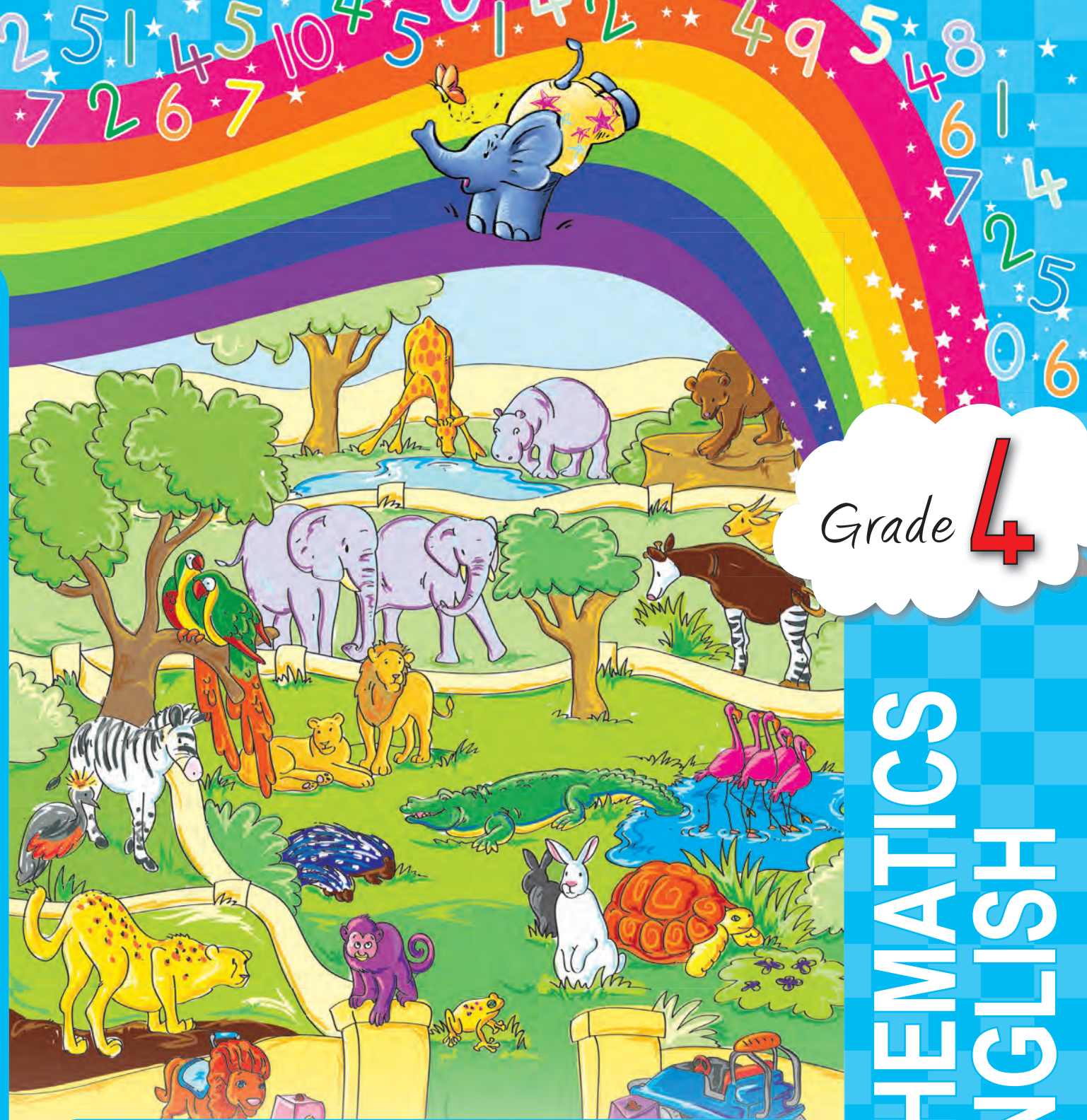
MATHEMATICS IN ENGLISH
GRADE 4 – BOOK 2
TERMS 3 & 4
ISBN 978-1-4315-0158-8
**THIS BOOK MAY
NOT BE SOLD.**



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MATHEMATICS IN ENGLISH – Grade 4, Book 2

ISBN 978-1-4315-0158-8



Grade 4

Name: _____ Class: _____



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

MATHEMATICS
IN ENGLISH
Book 2
Terms 3 & 4



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X Multiplication table

$2 \times 2 = 4$

1	2	3	4	5	6	7	8	9	10
2	4	6	8	10	12	14	16	18	20
3	6	9	12	15	18	21	24	27	30
4	8	12	16	20	24	28	32	36	40
5	10	15	20	25	30	35	40	45	50
6	12	18	24	30	36	42	48	54	60
7	14	21	28	35	42	49	56	63	70
8	16	24	32	40	48	56	64	72	80
9	18	27	36	45	54	63	72	81	90
10	20	30	40	50	60	70	80	90	100

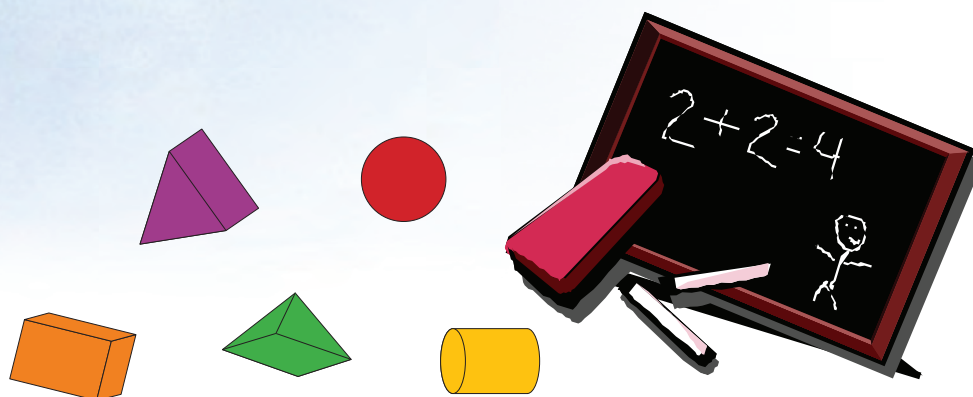
Grade 4



Mathematics

in ENGLISH

This book belongs to:

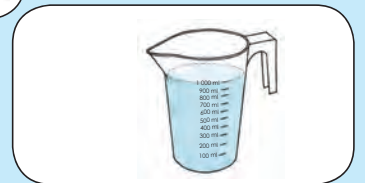


ENGLISH

Book

2

Which measuring instrument will you use to weigh objects?



1. Colour the measuring cups that will make 1 litre

a. 1 l → 200 ml 100 ml 200 ml 500 ml 100 ml

b. 1 l → 150 ml 250 ml 350 ml 500 ml 50 ml

c. 1 l → 125 ml 250 ml 100 ml 500 ml 125 ml

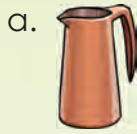
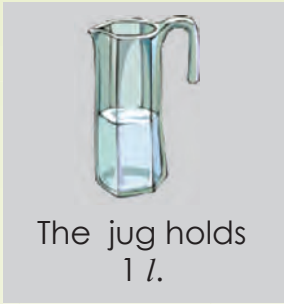
d. 1 l → 100 ml 300 ml 200 ml 400 ml 100 ml

e. 1 l → 50 ml 100 ml 125 ml 275 ml 950 ml

2. How much cool drink is in the measuring jug?

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

3. Will you use ml or l to measure the following?



4. Waseela used 2 l of water for making tea and coffee and 60 ml of water for doing her washing and 3 l of water for washing dishes. How much water did she use altogether?

Blank writing area with horizontal lines for the answer.

Continue on an extra sheet of paper

Millimetre fun

Collect some junk mail.

Find 10 items which measurements are given in ml.

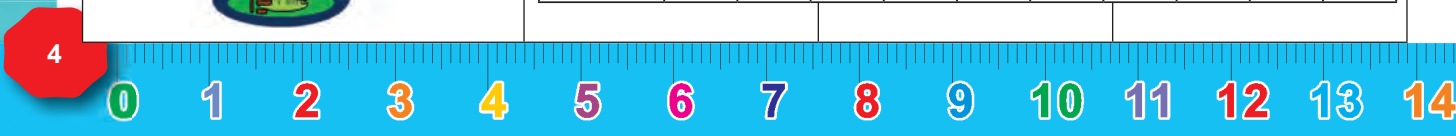


How much cool drink is in each jug?

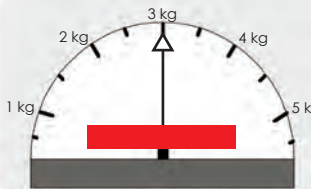
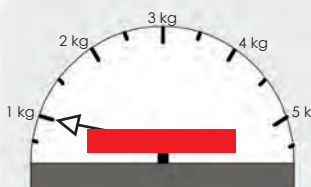
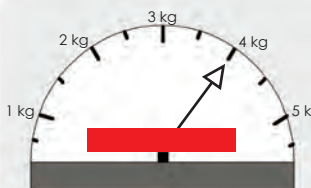



1. Read the measuring jug and complete the table.

	How many litres are there in the jug?	Decimal fraction	Number of 500 ml units
	4 litres 500 ml	4,5 litre	9
	Count	0	0,5
		1	1,5
		2	2,5
		3	3,5
		4	4,5
	Count		
	Count		
	Count		



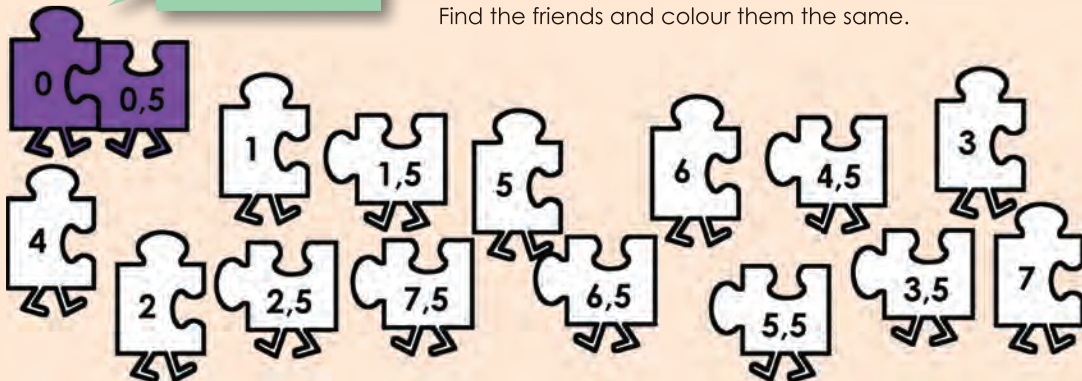
2. Complete the table:

	How many kilograms?	Decimal fraction	How many 500 g units								
	3 kg 500 g	2,5 kg									
	Count	0	0,5	1	1,5	2	2,5	3	3,5	4	4,5
											
	Count										
											
	Count										
											
	Count										

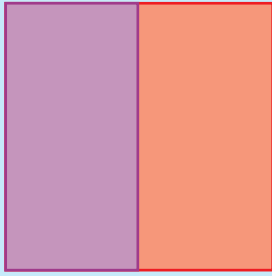
We are friends

Find the friends ...

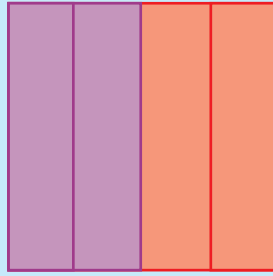
Find the friends and colour them the same.



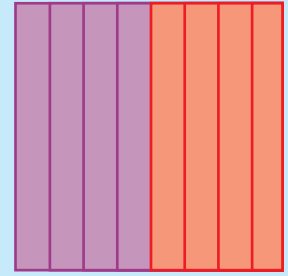
Look at the fractions. Talk about it.



Halves



Quarters



Eighths

1. Write an equivalent fraction for:

a. $\frac{1}{4} = \square$

b. $\frac{1}{2} = \square$

c. $\frac{6}{8} = \square$

d. $\frac{2}{4} = \square$

e. $\frac{2}{2} = \square$

f. $\frac{2}{8} = \square$

g. $\frac{8}{8} = \square$

h. $\frac{4}{8} = \square$

i. $\frac{4}{4} = \square$

2. Fill in $<$, $>$ or $=$.

a. $\frac{1}{2} \square \frac{1}{4}$

b. $\frac{1}{2} \square \frac{2}{8}$

c. $\frac{1}{4} \square \frac{3}{8}$

d. $\frac{1}{2} \square \frac{2}{4}$

e. $\frac{2}{2} \square \frac{1}{8}$

f. $\frac{5}{8} \square \frac{2}{4}$

g. $\frac{2}{4} \square \frac{8}{8}$

h. $\frac{1}{4} \square \frac{4}{8}$

i. $\frac{4}{8} \square \frac{1}{2}$

j. $\frac{1}{2} \square \frac{4}{4}$

k. $\frac{1}{2} \square \frac{1}{8}$

l. $\frac{5}{8} \square \frac{1}{2}$

m. $\frac{1}{2} \square \frac{7}{8}$

n. $\frac{3}{4} \square \frac{1}{8}$

o. $\frac{1}{4} \square \frac{6}{8}$

3. Complete the following:

a. One whole = $\frac{1}{2}$ +

b. One whole = $\frac{1}{4}$ +

c. One whole = $\frac{1}{8}$ +

4. Draw a picture for the following:

Palesa had 1 quarter of the cake, and July had 2 eights of the cake. Who had the most cake?

John had four eighths of the cool drink and Ben had half of the cool drink. Did they have the same amount of cool drink?

Fractions in circles

Divide the circle into eighths.

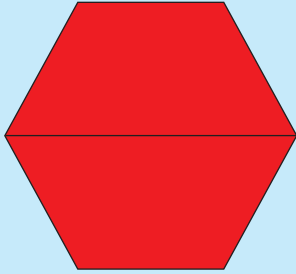


Show one quarter of the circle.

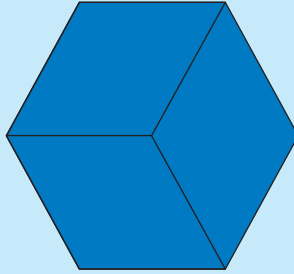


Show one half of the circle.

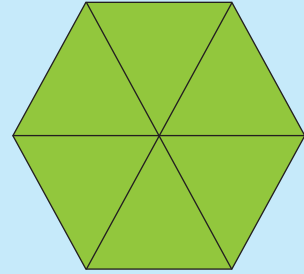
Look at the fractions. Talk about it.



Halves



Thirds



Sixths

1. Write an equivalent fraction for each of the following.

a. $\frac{1}{2} = \square$

b. $\frac{2}{6} = \square$

c. $\frac{4}{6} = \square$

d. $\frac{1}{3} = \square$

e. $\frac{2}{2} = \square$

f. $\frac{3}{6} = \square$

g. $\frac{2}{3} = \square$

h. $\frac{6}{6} = \square$

i. $\frac{3}{3} = \square$

2. Fill in $<$, $>$ or $=$.

a. $\frac{1}{2} \square \frac{1}{3}$

b. $\frac{1}{2} \square \frac{2}{6}$

c. $\frac{1}{3} \square \frac{3}{6}$

d. $\frac{1}{2} \square \frac{2}{3}$

e. $\frac{2}{3} \square \frac{1}{6}$

f. $\frac{5}{6} \square \frac{2}{3}$

g. $\frac{2}{3} \square \frac{6}{6}$

h. $\frac{1}{3} \square \frac{4}{6}$

i. $\frac{4}{6} \square \frac{1}{2}$

j. $\frac{1}{2} \square \frac{3}{3}$

k. $\frac{1}{2} \square \frac{1}{6}$

l. $\frac{5}{6} \square \frac{1}{2}$

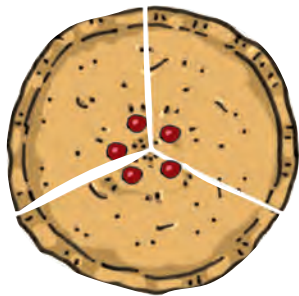
3. Complete the following:

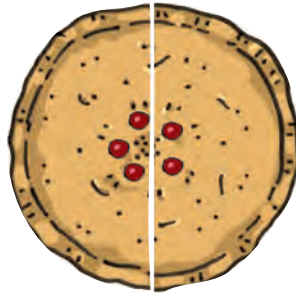
a. One whole = $\frac{1}{2}$ +

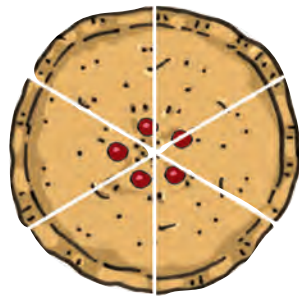
b. One whole = $\frac{1}{3}$ +

c. One whole = $\frac{1}{6}$ =

4. Write a word problem for each.









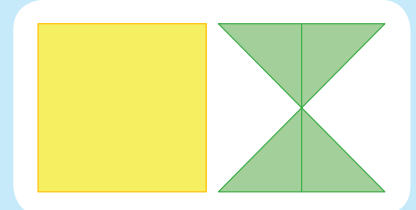
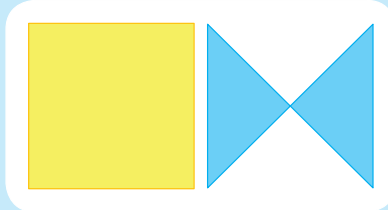
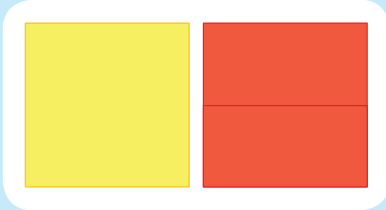
Thinking fractions

Three children have to share 12 oranges equally so that nothing remains.
How many oranges will each child get?

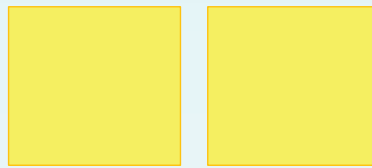
You might need to make a drawing to help you to solve this.



Talk about these yellow whole squares and the fractions.



1. Use two yellow squares as the whole.



= 1 whole

a. The yellow square  is what part of the whole?

b. The red rectangle  is what part of the whole?

c. The blue triangle  is what part of the whole?

d. The green triangle  is what part of the whole?

2. Answer these questions.

a. How many green triangles  are in one blue triangle  ?



b. How many green triangles  are in one red rectangle  ?

c. How many green triangles  are in one yellow square  ?



d. How many blue triangles  are in one yellow square ?



e. How many red rectangles  are in one yellow square ?

3. Draw the missing fraction pieces


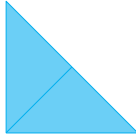
 =  +



 = + 


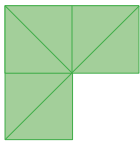
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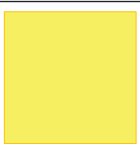

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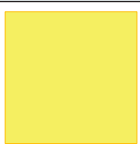

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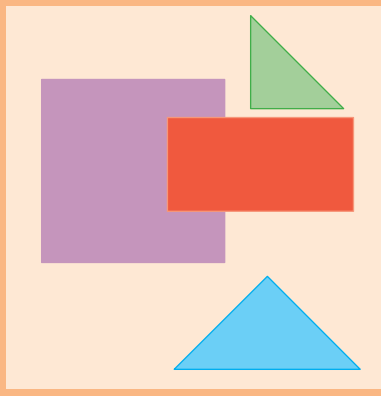
 =  +

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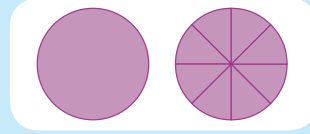
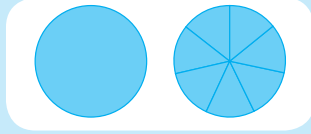
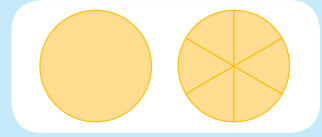
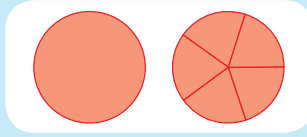
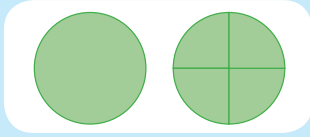
Make my own sums



Make five of your own sums using the shapes on the left.

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

Talk about these fraction circles.



1. Write a sum for the following. Turn your page to answer the questions.

$$\text{Green circle} = \frac{1}{4} + \square + \square + \square + \square$$

$$\text{Red circle} = \frac{1}{5} + \square + \square + \square + \square$$

$$\text{Yellow circle} = \frac{1}{6} + \square + \square + \square + \square + \square$$

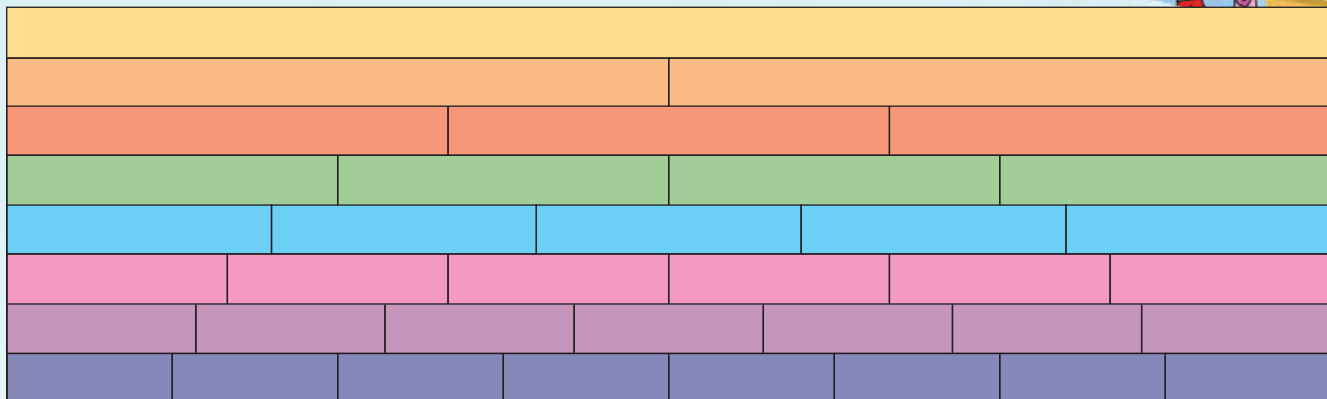
$$\text{Blue circle} = \frac{1}{7} + \square + \square + \square + \square + \square + \square$$

$$\text{Purple circle} = \frac{1}{8} + \square + \square + \square + \square + \square + \square + \square$$

Which is greater, $\frac{1}{4}$ or $\frac{1}{7}$?



2. Use the diagram to complete the sums.



a. $\frac{1}{4} + \frac{2}{4} = \square$

b. $\frac{2}{5} + \frac{1}{5} = \square$

c. $\frac{3}{8} + \frac{2}{8} = \square$

d. $\frac{1}{6} + \frac{2}{6} = \square$

e. $\frac{3}{7} + \frac{2}{7} = \square$

f. $\frac{5}{8} + \frac{1}{8} = \square$

g. $\frac{4}{8} + \frac{3}{8} = \square$

h. $\frac{3}{5} + \frac{2}{5} = \square$

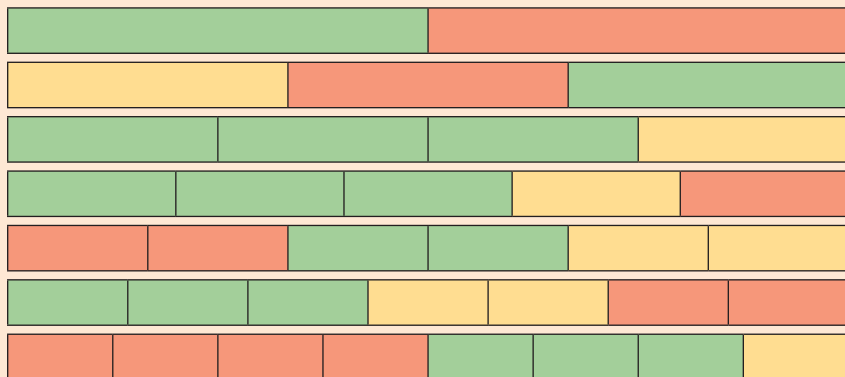
i. $\frac{1}{6} + \frac{4}{6} = \square$

3. At the party I had $\frac{1}{8}$ of the cake and my friend had $\frac{3}{8}$. How much cake did we have altogether? Make a drawing to show your answer.

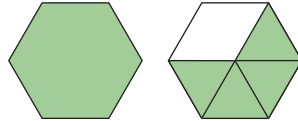
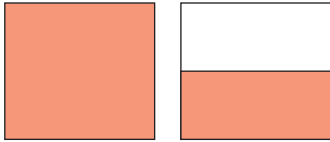


Fraction fun

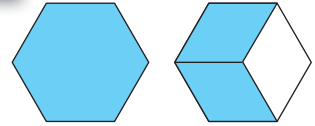
Make seven sums using the colours on each fraction strip.



What is each picture telling you?



Think carefully
with the next two.




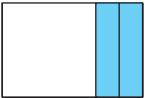

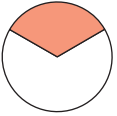
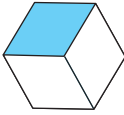
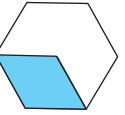
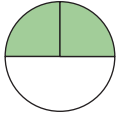



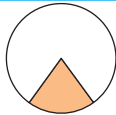
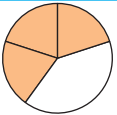
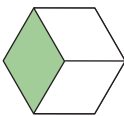




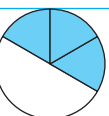
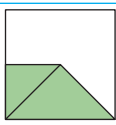
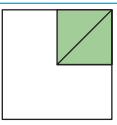
We say that
these are mixed
numbers.



1. Write the following as mixed numbers:

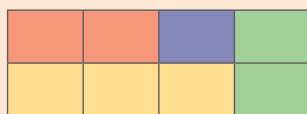
		$1 \frac{4}{8}$			<input type="text"/>
		<input type="text"/>			<input type="text"/>
		<input type="text"/>			<input type="text"/>
		<input type="text"/>			<input type="text"/>
		<input type="text"/>			<input type="text"/>

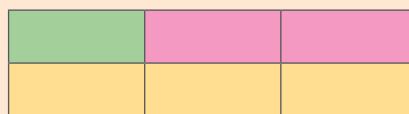
2. Calculate the following.

		$\frac{2}{6} + \frac{2}{6} = \square$
		$\frac{1}{3} + \frac{1}{3} = \square$
		$\frac{1}{3} + \frac{1}{3} = \square$
		$\frac{2}{4} + \frac{1}{4} = \square$
		$\frac{1}{4} + \frac{2}{4} = \square$
		$\frac{1}{5} + \frac{3}{5} = \square$
		$\frac{2}{6} + \frac{3}{6} = \square$
		$\frac{4}{8} + \frac{2}{8} = \square$
		$\frac{1}{6} + \frac{3}{6} = \square$
		$\frac{3}{8} + \frac{2}{8} = \square$

Thinking fractions

Make a sum for each diagram.









Use the picture above to answer the questions.

1. Colour the following:

- One quarter of the red window.
- Two quarters of the purple window.
- Three quarters of the orange window.
- One quarter plus one quarter of the green window.
- Two quarters plus one quarter of the yellow window.
- Two quarters plus two quarters of the brown window.
- One fifth of the first tree light green and the rest dark green.
- Two fifths of the second tree light green and the rest dark green.
- One fifth of the third tree light green, two fifths dark green and the rest yellow.
- Three fifths of the fourth tree green and the rest yellow.

- k. Colour the fifth tree and explain it here.

2. Look at the train in the picture on the previous page and answer the following:

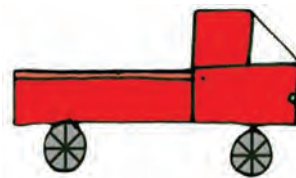
- a. How many passenger carriages does the train have?
- b. What fraction is yellow? Orange? Red?
- c. The wheels are divided into parts. Write one part as fraction.
- d. Each passenger carriage has windows. Write one window as a fraction.
- e. Colour in two sixths of the yellow carriage windows, four sixths of the orange carriage windows, five sixths of the red carriage windows.

3. Answer the questions on the small trucks.

- a. How many boxes are on the red truck? What fraction is yellow?
- What fraction is blue? What fraction is brown?
- Write an addition sum for it:
- b. How many boxes are on the purple truck?
- What fraction is pink? What fraction is blue?
- What fraction is brown?
- Write an addition sum for it?

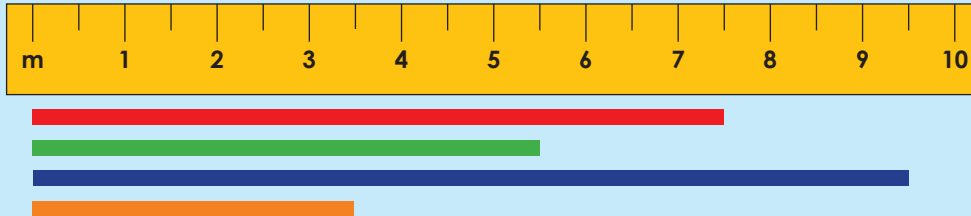
My own questions

Look at the pictures and make your own fraction questions. Remember it should be different from the questions in this worksheet.







There is an open space on the picture on the other page. Draw something that will fit into the picture and then write a fraction question for it.





How long is each length of coloured string?



1. Read the lengths on the measuring tape and complete the table:

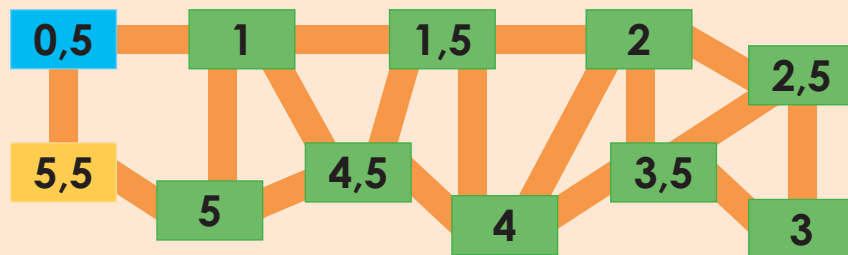
	Write in metres and centimetres/millimetres	Decimal fraction
Red string 	7 metres 50 cm or 500 mm	7,5 meter
Count: 0; 0,5; 1; 1,5; 2; 2,5; 3; 3,5; 4; 4,5; 5; 5,5; 6; 6,5; 7; 7,5		
Green string 	_____ _____	_____ _____
Count: _____		
Orange string 	_____ _____	_____ _____
Count: _____		
Blue string 	_____ _____	_____ _____
Count: _____		

2. Read the odometer. Complete the table.
Count a few numbers forwards.

	Write in kilometres and metres	Decimal fraction
	47 km 500 m	47,5
	Count: 40,5; 41,5; 42,5; 43,5; 44,5; 45,5; 46,5; 47,5; 48,5; 49,5	
	_____ _____ _____	_____ _____ _____
	Count: _____	
	_____ _____ _____	_____ _____ _____
	Count: _____	
	_____ _____ _____	_____ _____ _____
	Count: _____	

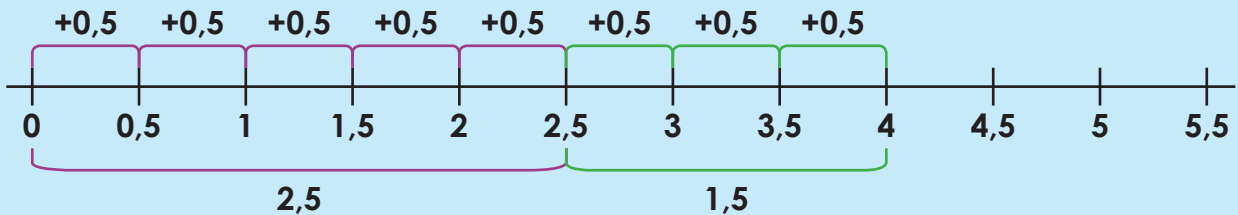
Follow the path.

Start on the blue rectangle, draw the path counting forwards, and end on the yellow rectangle.



Number line

I bought 2,5 litres of milk for our family the first week, the second week I bought 1,5 litres of milk. How much milk did I buy in total?



1. Answer the following, use a number line to show your answer.

- a. 0,5 litres of water were added to 1 litre of water. How much water was there altogether?

- b. Dudu buys 0,5 kg of flour, 2,5 kg sugar and 12,5 kg maize meal. What was the mass for all these items bought? kg or grams.

c. I need 2,5 litres of water for cooking, 20,5 litres for washing clothes and 30,5 litres to water the garden. What is the sum of all the litres of water that I need?

d. Bongani jogged 4,5 km the first day, 2,5 km on the second day and 3 km on the third day. How many km did he run in 3 days?

Make your own word sums

Use the decimals to make your own word sums.

Mass

1,5 kg

4,5 kg

2,5 kg

Capacity

2,5 litres

3,5 litres

0,5 litres

Length

0,5 metres

1,5 metres

5,5 metres



Read the comic strip.

My parents bought a lounge suite for R5 000.



My mom dreams of this beautiful fridge for R3 000.



Yes, she already saved R1 000.



Eish... it must be beautiful!



So, is your mom going to save?



Oh, so she needs to save another R2 000.



1. Find items advertised for about R4 000. Paste a picture here.

2. Calculate:

a. $1\ 000 + 500 + 90 + 3 =$

b. $2\ 000 + 300 + 40 + 1 =$

c. $3\ 000 + 800 + 20 + 9 =$

d. $4\ 000 + 90 + 3 =$

e. $4\ 000 + 700 =$

3. Complete the following:

a. $2\ 000 + 600 + 30 + 9 =$

d. $4\ 000 + 50 =$

b. $4\ 000 + 50 + 1 + 400 =$

e. $2\ 000 + 2 =$

c. $2 + 90 + 800 + 1\ 000 =$

4. Change the digit 5 to zero in each number. Show your operation.

a. $4\ 854 =$

b. $3\ 521 =$

c. $2\ 005 =$

d. $6\ 050 =$

e. $5\ 000 =$

5. Use these digits to make five different 4-digit numbers smaller than 5 000 but bigger than 2 000.

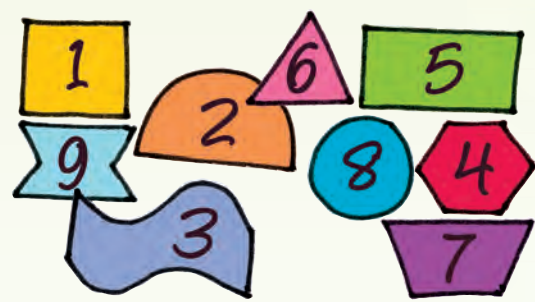
a.

b.

c.

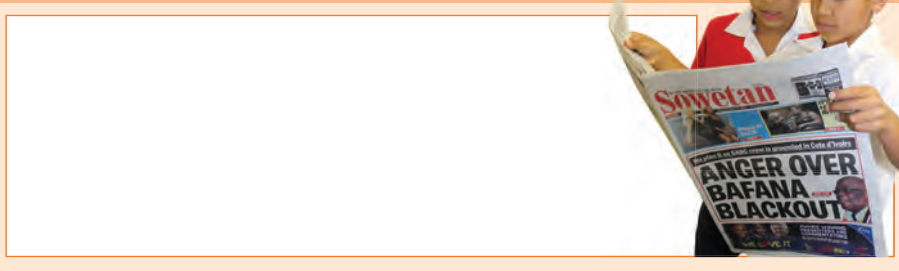
d.

e.



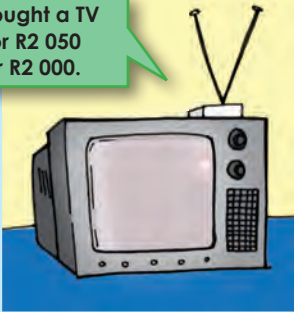
Number madness

Take a newspaper. Find some 4-digit numbers that are bigger than 2 000 but smaller than 5 000. Paste them here.



Which would be easier to say?

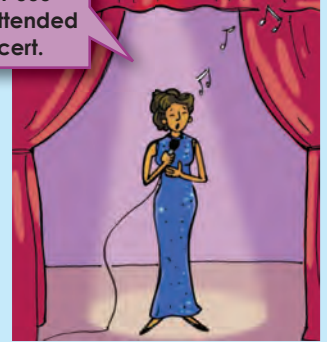
I bought a TV
for R2 050
or R2 000.



I ran 1 989 m
or 2 000 m.



987 or 1 000
people attended
a concert.



1. Between what two thousands are:

- | | | | | | |
|----------|----------------------|----------------------|----------|----------------------|----------------------|
| a. 1 234 | <input type="text"/> | <input type="text"/> | b. 3 890 | <input type="text"/> | <input type="text"/> |
| c. 2 478 | <input type="text"/> | <input type="text"/> | d. 8 932 | <input type="text"/> | <input type="text"/> |
| e. 4 329 | <input type="text"/> | <input type="text"/> | f. 9 323 | <input type="text"/> | <input type="text"/> |
| g. 6 173 | <input type="text"/> | <input type="text"/> | h. 5 984 | <input type="text"/> | <input type="text"/> |
| i. 7 394 | <input type="text"/> | <input type="text"/> | | | |

2. Give any number between.

- | | | | |
|--------------------|----------------------|--------------------|----------------------|
| a. 2 000 and 3 000 | <input type="text"/> | b. 4 000 and 5 000 | <input type="text"/> |
| c. 3 000 and 4 000 | <input type="text"/> | d. 8 000 and 9 000 | <input type="text"/> |
| e. 1 000 and 2 000 | <input type="text"/> | f. 5 000 and 6 000 | <input type="text"/> |
| g. 6 000 and 7 000 | <input type="text"/> | h. 7 000 and 8 000 | <input type="text"/> |

3. Go back to the numbers you wrote in question 2. Underline the number that is closest to your answer.

Example:

2 000 and 3 000

2 387

4. Round off to the nearest 1 000. Circle the number which you look at when deciding whether to round up or down to the nearest 1 000. Complete the sentences.

- a. 2 000 is between and and would be rounded to .
- b. 3 400 is between and and would be rounded to .
- c. 1 900 is between and and would be rounded to .
- d. 4 700 is between and and would be rounded to .

5. Round off to the nearest 1 000. Circle the number which you look at when deciding whether to round up or down to the nearest 1 000. Complete the sentences.

- a. 2 050 is between and and would be rounded to .
- b. 4 490 is between and and would be rounded to .
- c. 3 680 is between and and would be rounded to .
- d. 1 450 is between and and would be rounded to .

6. Round off to the nearest 1 000. Circle the number which you look at when deciding whether to round up or down to the nearest 1 000. Complete the sentences.

- a. 3 412 is between and and would be rounded to .
- b. 2 623 is between and and would be rounded to .
- c. 4 499 is between and and would be rounded to .
- d. 1 507 is between and and would be rounded to .



Maths artist

You want to explain to your friend, who was absent from school, what rounding off means. Make a drawing.

What is the difference between the numbers? Count forwards.

1 000	2 000	3 000	4 000	5 000
2 600	2 700	2 800	2 900	3 000
500	1 500	2 500	3 500	4 500
109	1 109	2 109	3 109	4 109
1 500	2 000	2 500	3 500	4 000

What is the difference between the numbers? Count backwards.

1. What number comes next?

a. 1 000, 2 000, 3 000,

b. 3 300, 3 400, 3 500,

c. 689, 1 689, 2 689,

d. 2 760, 3 760, 4 760,

2. Complete the table by adding or subtracting to or from the number in the first column.

Number	Add 100	Subtract 100	Add 1 000	Subtract 1 000
3 212				
2 910				
3 106				
1 069				
2 989				

Examples:

Example 1:

$1\,256 + 1\,323$

1 000

200

50

6

1 000

300

20

3

$= 1\,000 + 1\,000 + 200 + 300 + 50 + 20 + 6 + 3$

$= 2\,000 + 500 + 70 + 9$

$= 2\,579$

Example 2:

$2\ 459 + 1\ 816$

2 000

400

50

9

1 000

800

10

6

$= 2\ 000 + 1\ 000 + 400 + 800 + 50 + 10 + 9 + 6$

$= 3\ 000 + 1\ 200 + 60 + 15$

$= 3\ 000 + 1\ 000 + 200 + 60 + 10 + 5$

$= 4\ 000 + 200 + 70 + 5$

$= 4\ 275$



3. Calculate these sums. Write the steps you use on a separate piece of paper.

a. $2\ 481 + 1\ 318 =$

b. $1\ 516 + 3\ 243 =$

c. $3\ 265 + 1\ 329 =$

d. $2\ 548 + 1\ 264 =$

e. $1\ 458 + 1\ 258 =$

f. $1\ 786 + 2\ 547 =$

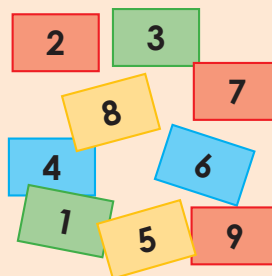
4. Complete the word problems. Show your calculations.

a. There were 75 children in the music lesson, 15 went home early and 3 went to soccer lessons. How many children were left in the music lesson?

b. Andile collects 2 283 cans for recycling in the first month. He collects 3 325 cans in the second month. How many cans did he collect altogether?

I dropped my number puzzle.

I dropped my puzzle pieces. Help me to fill the spaces so that each row and column adds up to 15. You can only use each number once.



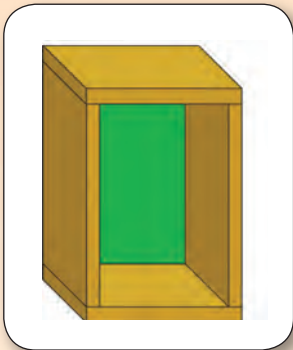
Look at the pictures. What does front, side and top mean?



1. Complete the table by drawing the side, front and top view of each house.

Picture	Side view	Front view	Top view

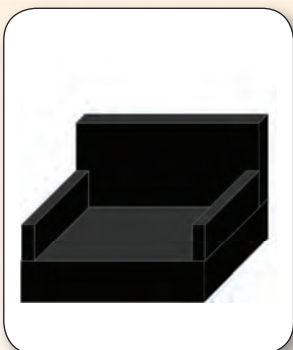
2. Name the following views:



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



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



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

Where is the person standing?



Where do you think the person stood when he or she took the photograph?

In which direction was the photograph taken?



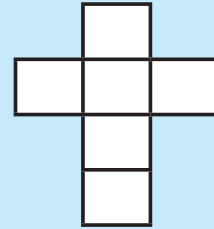
Here are the six faces of a cube:



Here are three views of the cube:



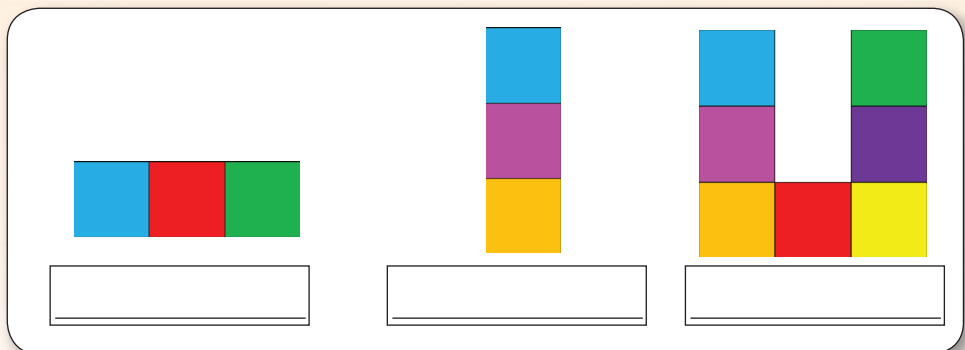
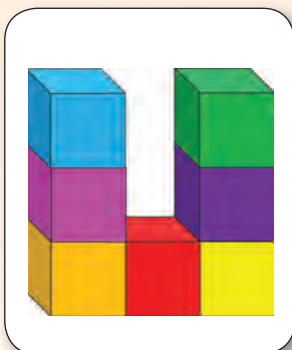
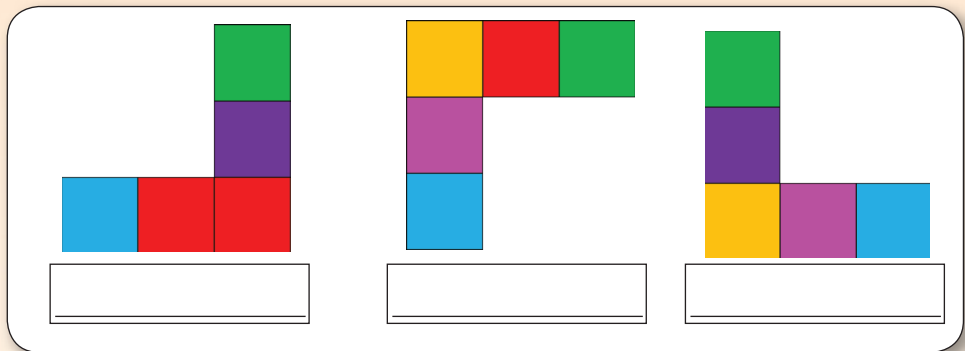
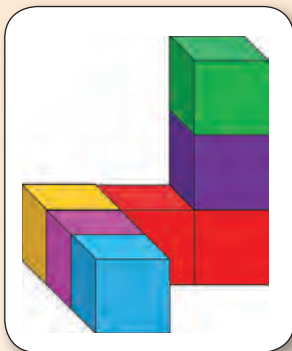
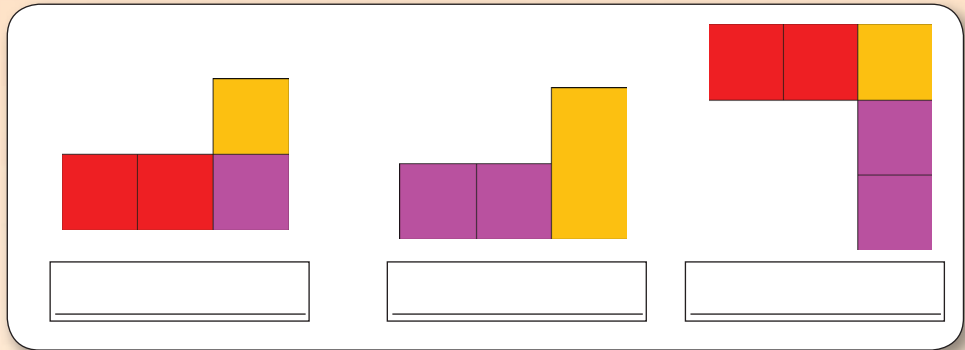
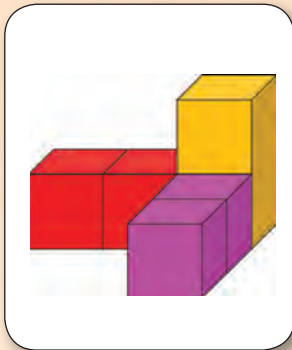
Can you deduce where the faces are in relation to each other and record them on the net of the cube?



1. Complete the table.

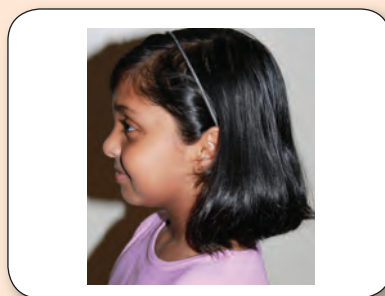
Picture	Side view	Front view	Top view

2. Name the following views of the blocks:



Views

What view of the child do you see?



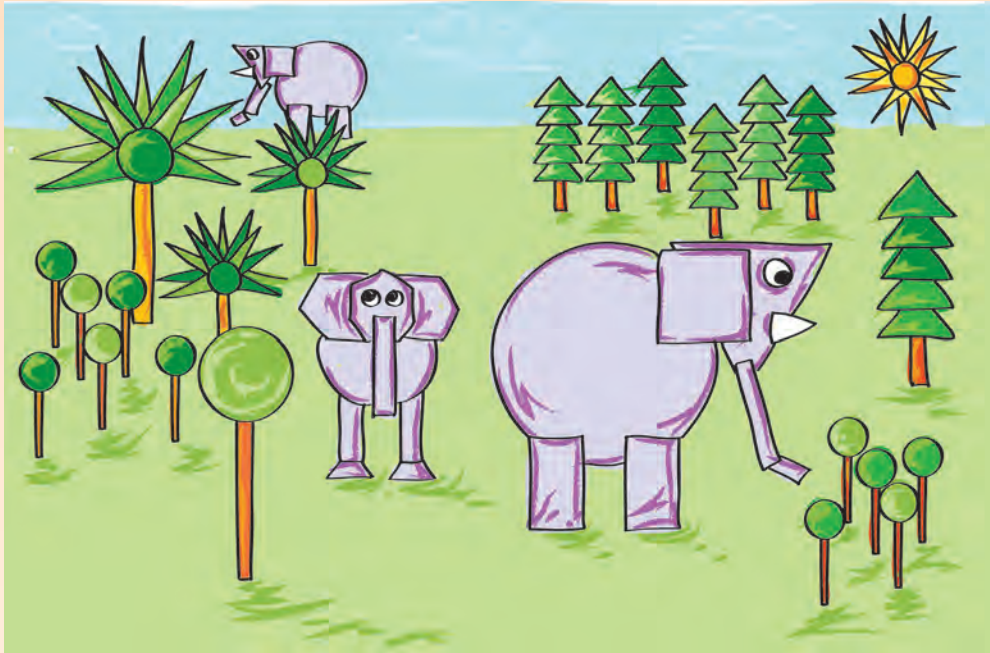
Look at the picture. Identify all the polygons. Identify a shape that is not a polygon.



1. Look at the picture above. Draw an example of each of the shapes with straight sides. Name the shapes.
2. Under each shape write how many sides the shape has.

3. Look at the picture. Draw the shape with curved sides. Name the shape.

4. Add 5 polygons to the picture above.

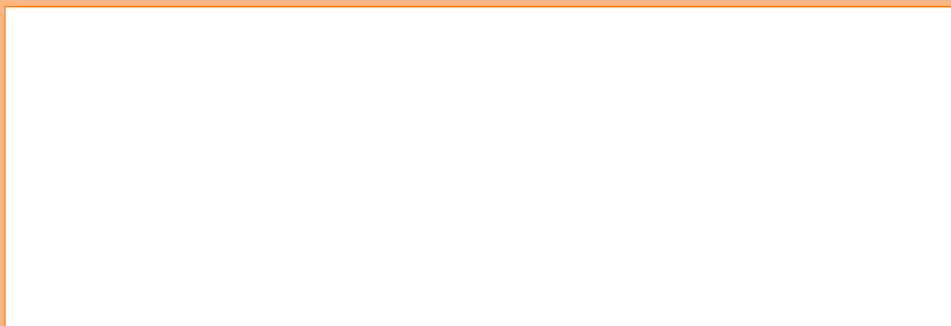


1. Look at the picture. Write the **alphabet** letter of the shapes on the picture. For example for square shapes put the letter a. Complete the table.

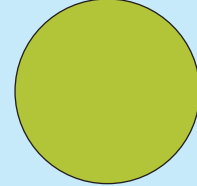
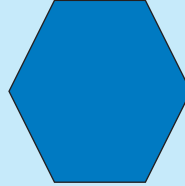
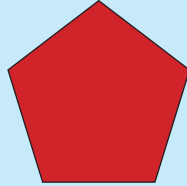
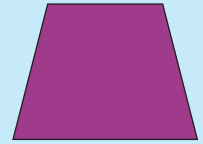
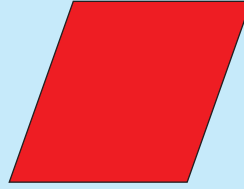
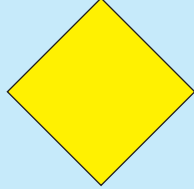
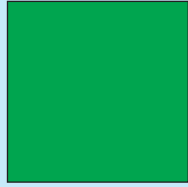
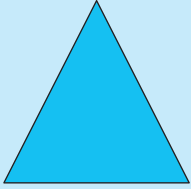
Shape	Number of sides	Straight or curved sides
a. Square		
b. Hexagon		
c. Circle		
d. Triangle		
e. Rectangle		

A Shape animal

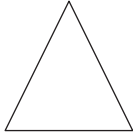


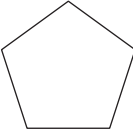
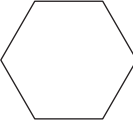
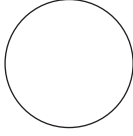
Draw your own animal using various shapes.



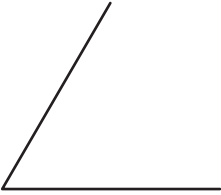
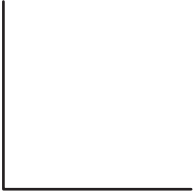
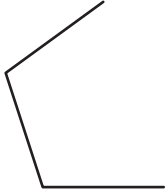
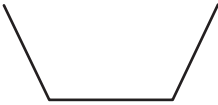




Name the 2-dimensional shapes:



1. Complete the table:

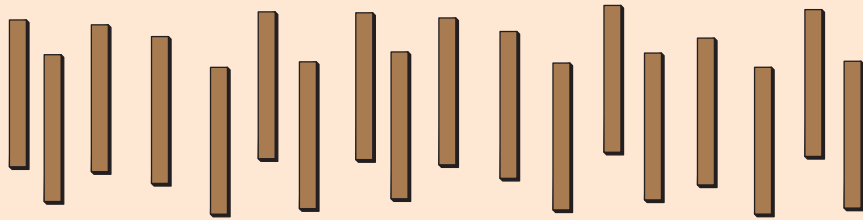
Shape	Name of shape	Straight or curved sides	Number of sides
			
			
			
			
			
			

2. Complete the shapes by drawing a side or sides.

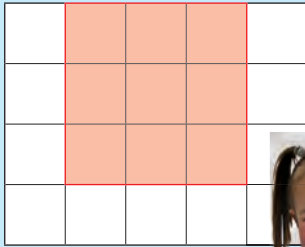
<p>Triangle</p> 	<p>Square</p> 
<p>Pentagon</p> 	<p>Hexagon</p> 
<p>Triangle</p> 	<p>Square</p> 
<p>Pentagon</p> 	<p>Hexagon</p> 

How many shapes ?

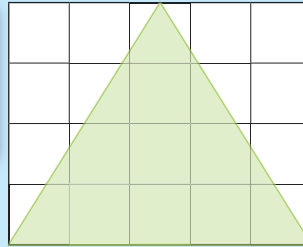
How many shapes can you make with these sticks? Name them.



Using grid paper is an easy way to draw perfect, geometric shapes and diagrams.



How many squares are coloured?



How many squares are coloured?



1. Use a ruler and the lines on the grid paper to draw the following, you may also use the grid on the next page:

- | | |
|------------------------------|-----------------------------|
| a. Small and large triangle | b. Small and large square |
| c. Small and large rectangle | d. Small and large pentagon |
| e. Small and large hexagon | |

2. What is the area of each shape?

a. small triangle:

large triangle:

b. small square:

large square:

c. small rectangle:

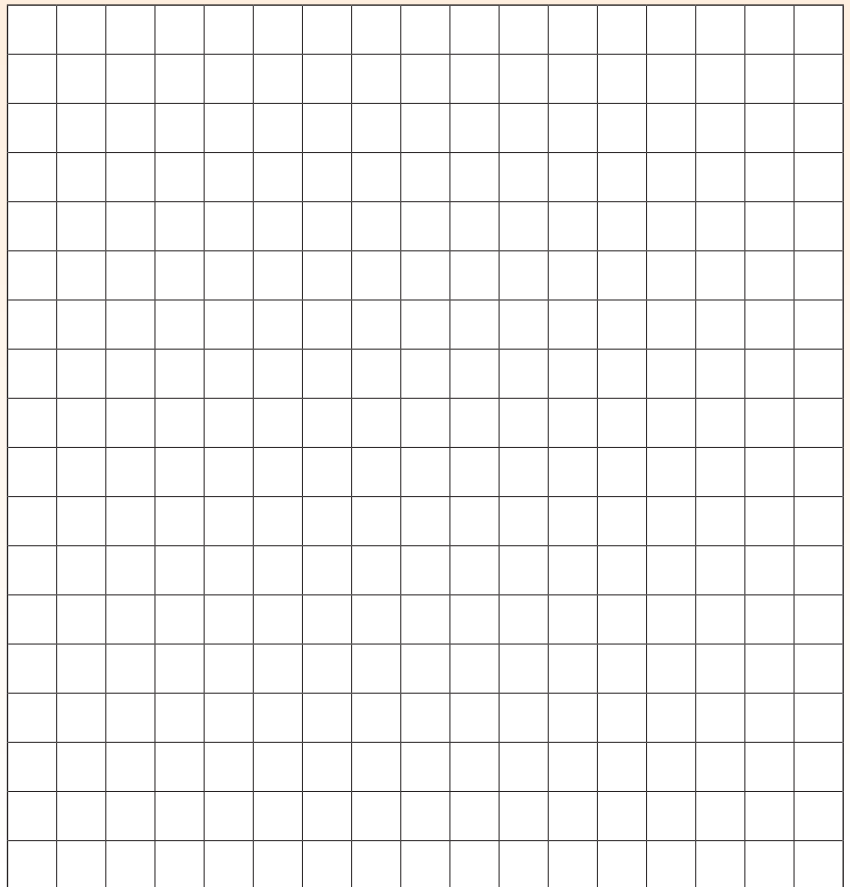
large rectangle:

d. small pentagon:

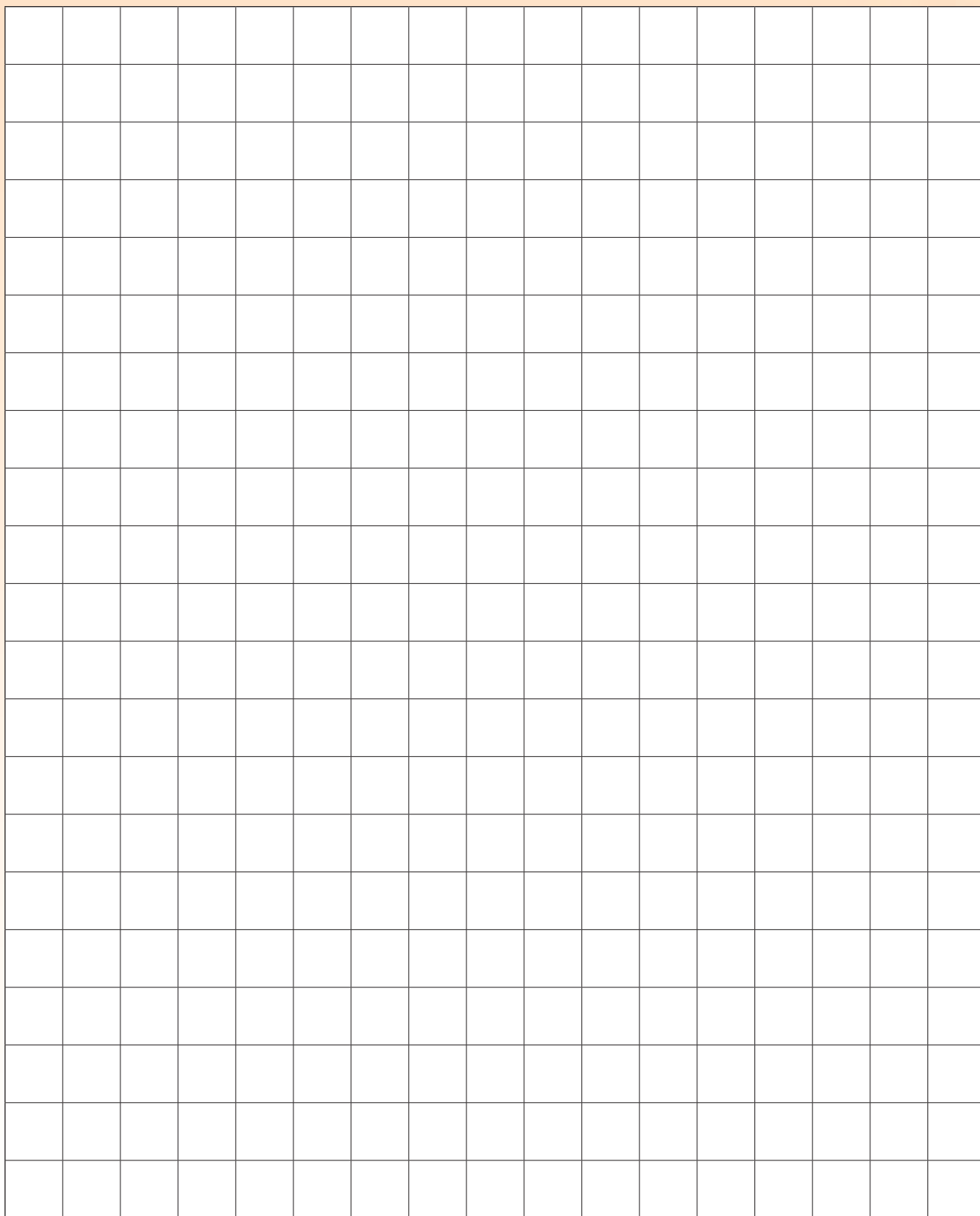
large pentagon:

e. small hexagon:

large hexagon:



3. Fill the page with triangles, squares, rectangles and hexagons.
Colour the shapes. Try not to leave any gaps on the grid paper.



Look at the pictures. Why do we need to take part in sport?



1. In groups of six you will do the following activity. Your teacher will keep time. Write your results in the table below.

How many times can you skip in one minute?

Name	Skips in one minute

You can make a skipping rope by tying old plastic shopping bags together.



2. Write five questions on the data you have collected.


3. Each person in a group of six tries to balance on an object. Your teacher will time you to see who can stay the longest on the object. Organise and record your data.

Name	Time



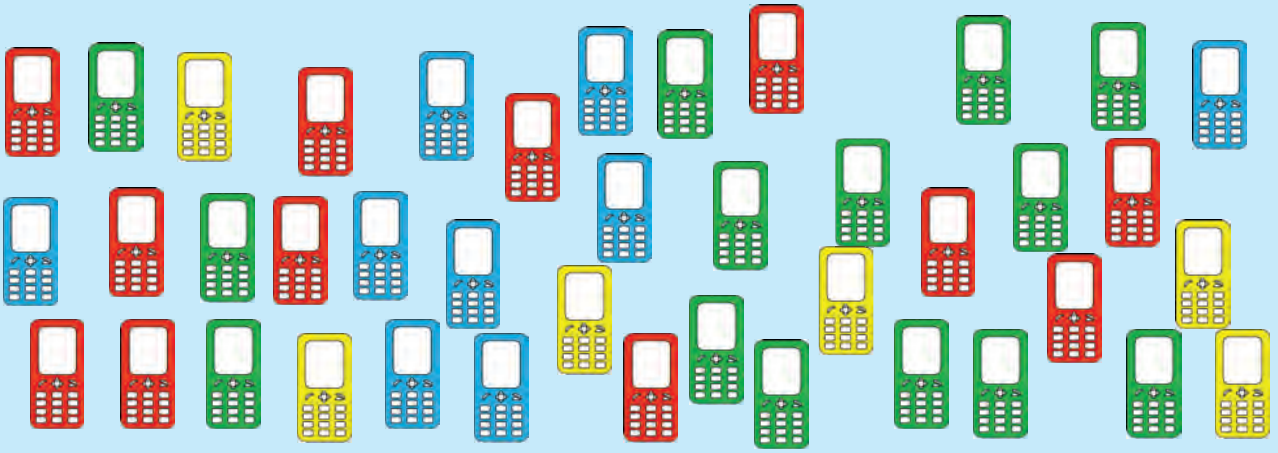
4. Write five questions on the data you have collected.

Fitness survey



One of your friends told you that children in your school doing sport are more healthy. How do you think she knows this?





How many cell phones did the shop sell?



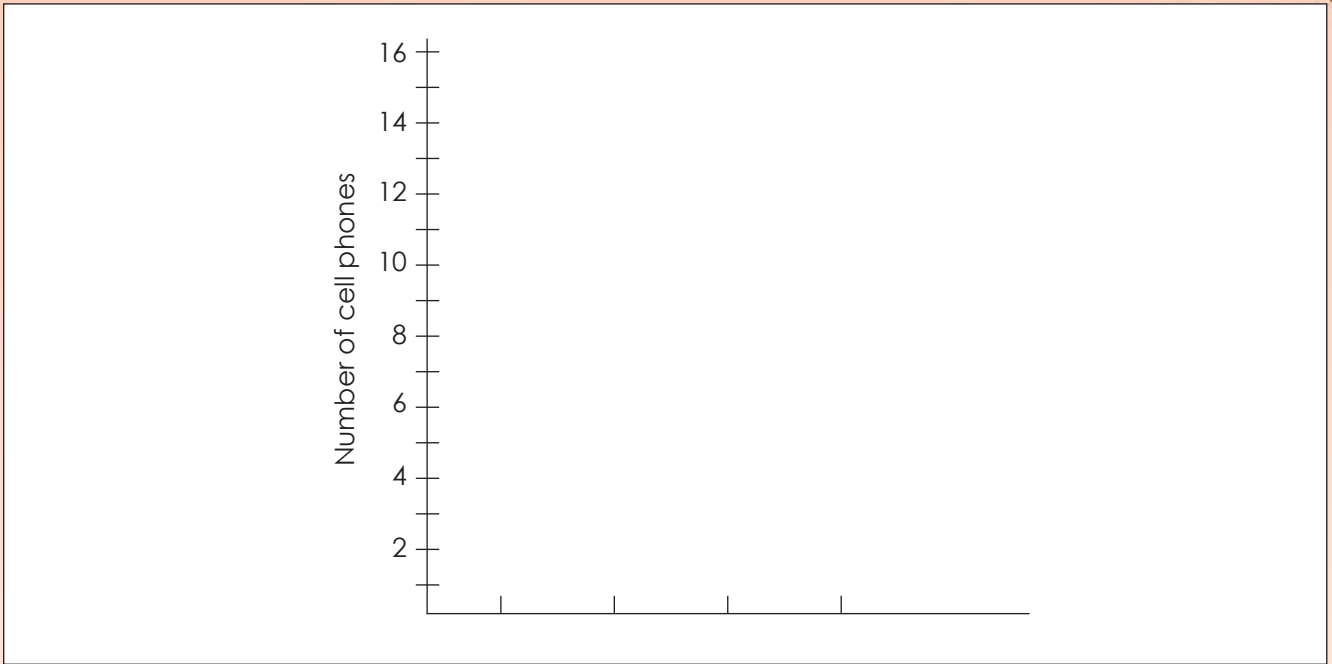
1. Complete the frequency table on coloured cell phones.

	Tally	Frequency
Red cell phone		
Blue cell phone		
Green cell phone		
Yellow cell phone		

2. Use the table above and draw a pictograph.

3. Draw a bar graph using the pictograph.



4. Complete the following questions:

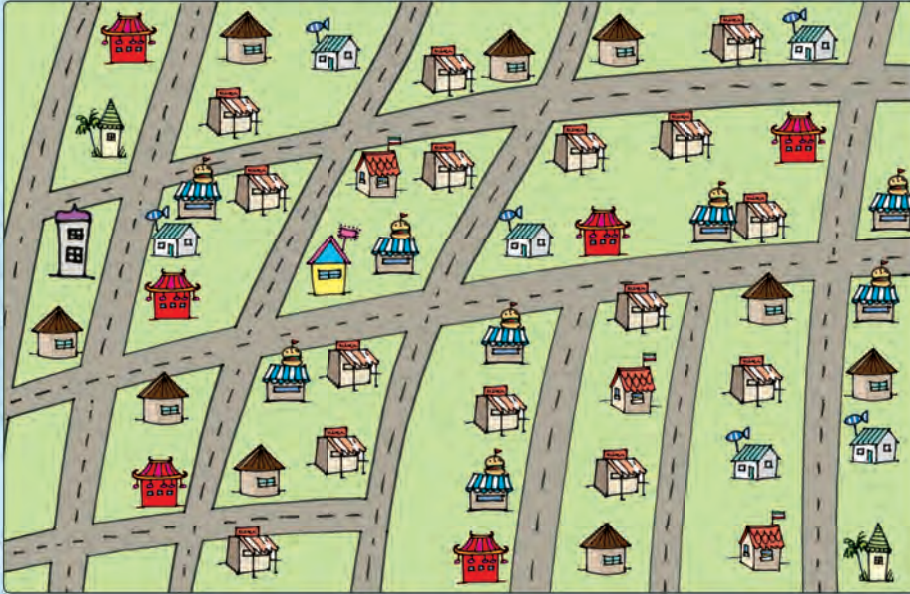
- a. How many red cell phones have been sold?
- b. How many blue cell phones have been sold?
- c. How many green cell phones have been sold?
- d. How many yellow cell phones have been sold?
- e. What colour phone was the most popular?
- f. What colour phone was the least popular?
- g. What colour do you like? Why?

Cell phone hunt ...

How many cell phones can you find?



Look at the map of the food hub. Discuss it.

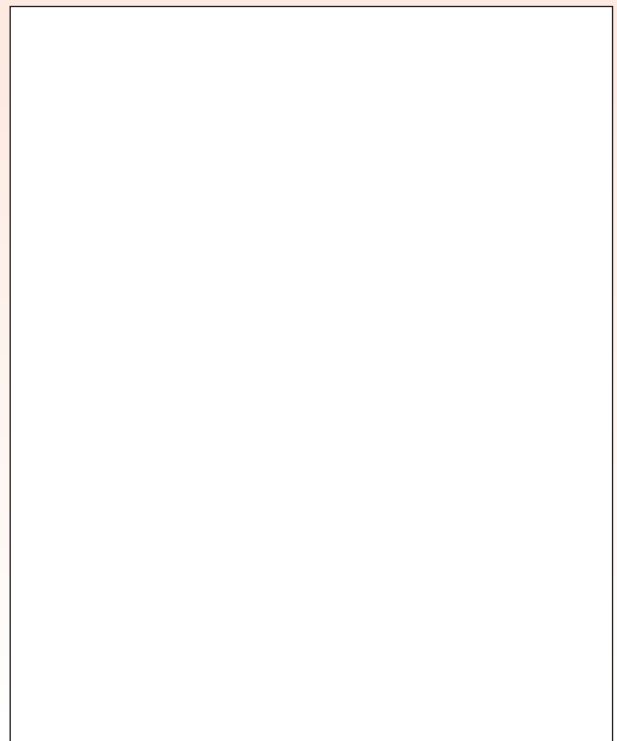


- Chinese 
- Steakhouse 
- Roadhouse 
- Hamburger places 
- Health food 
- Fish 
- Take-aways 
- Pizza 
- Hotel 

1. Write down all the types of restaurants/ take-aways on your map.

2. Design a food picture that you will use in your pictograph.

Type of Restaurant	Total



3. Show each answer with the food picture you designed.

4. Answer the following questions.

a. How many hamburger places are there?

b. How many take away places are there?

c. How many restaurants are there in total?

d. Which is the most common type of restaurant?

e. Which is the least common type of restaurant?

Favourite restaurant

Find out what is the favourite restaurant in your class.





1. Answer the following questions:

a. What are you going to collect?

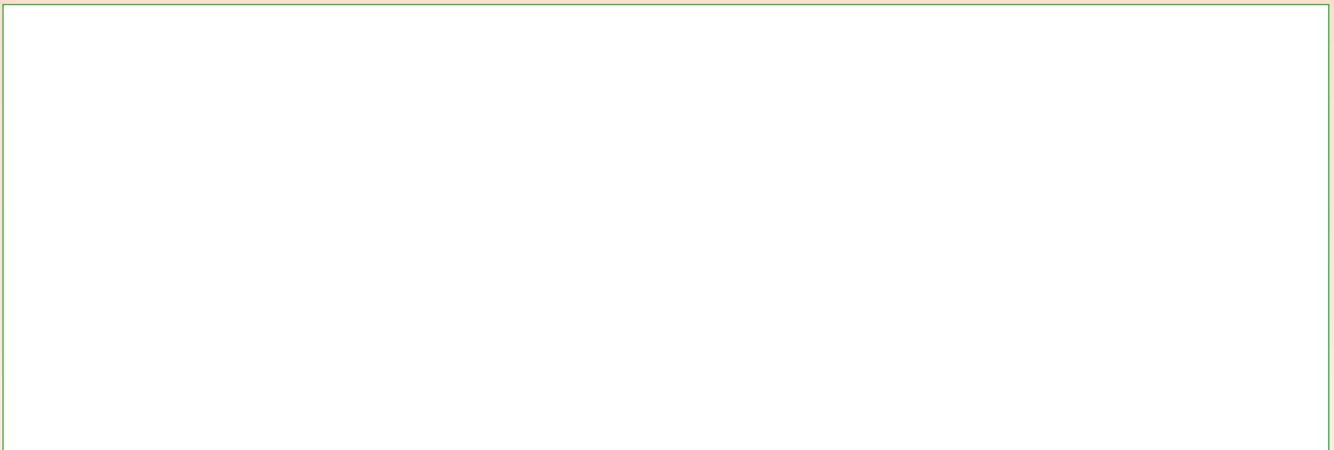
b. How will you do it?

c. How will you sort (organise) your data?

2. Draw a picto-graph.

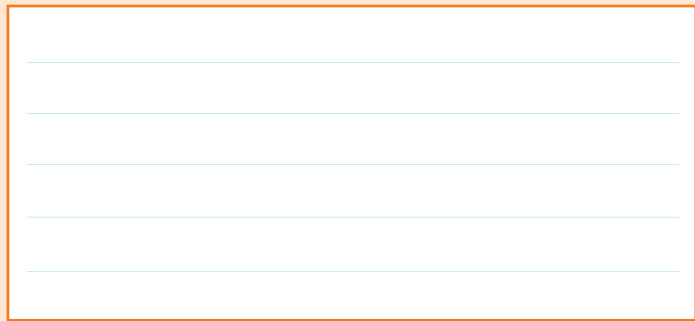


3. Draw a bar graph.




























I think about data.

Decide on five questions you will ask about the bar graph.



Waste collected in our school.

Week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					

1. Draw a pictograph using the information above.

Week 1	Week 2	Week 3	Week 4	Week 5

2. Use the pictograph to draw a bar graph.



3. Answer the following questions:

a. How many bags of waste did we collect in

week 1? week 2? week 3? week 4? week 5?

b. During which week did we collect the most waste?

c. During which week did we collect the least waste?

d. What did you think happened on Friday?

Waste management



How many waste bags or dustbins does your class fill with rubbish each day?

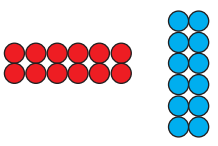
Quick recall. How fast can you answer the following.

$3 + 4 =$ <input type="text"/>	$7 \times 2 =$ <input type="text"/>	$3 \times 3 =$ <input type="text"/>	$4 + 2 =$ <input type="text"/>
$7 \times 1 =$ <input type="text"/>	$4 \times 3 =$ <input type="text"/>	$3 \times 2 =$ <input type="text"/>	$5 + 3 =$ <input type="text"/>
$9 \times 2 =$ <input type="text"/>	$1 + 2 =$ <input type="text"/>	$3 + 3 =$ <input type="text"/>	$5 \times 2 =$ <input type="text"/>
$6 \times 2 =$ <input type="text"/>	$4 \times 3 =$ <input type="text"/>	$1 \times 3 =$ <input type="text"/>	$2 \times 2 =$ <input type="text"/>
$9 + 2 =$ <input type="text"/>	$8 \times 3 =$ <input type="text"/>	$3 + 2 =$ <input type="text"/>	$4 + 3 =$ <input type="text"/>

1. Complete the following. The example will guide you.

- a. $7 + 1 = 1 + 7$ $70 + 10 = 10 + 70$
- b. + 3 = 3 + 2 $20 +$ = $30 + 20$
- c. $8 + 4 = 4 +$ $80 + 40 =$ + 80
- d. $1 + 6 =$ + 1 $10 +$ = $60 + 10$
- e. $4 + 2 = 2 +$ + = + 40

2. Look at the first example. Make your own drawings to show this.

a.  $2 \times 6 = 6 \times 2$	b. $1 \times 7 = 7 \times 1$
c. $9 \times 3 = 3 \times 9$	d. $8 \times 5 = 5 \times 8$
e. $4 \times 8 = 8 \times 4$	f. $3 \times 3 = 3 \times 3$

3. Complete the following:

a. $7 + (1 + 4) = (1 + 7) + 4$

$1 + \boxed{} = 8 + 4$

$12 = \boxed{}$

b. $(8 + 1) + 4 = (1 + \boxed{}) + 8$

$9 + 4 = \boxed{} + 8$

$\boxed{} = 13$

c. $2 + (6 + 4) = (\boxed{} + 6) + 4$

$2 + 10 = \boxed{} + 4$

$\boxed{} = \boxed{}$

d. $1 + (3 + \boxed{}) = (1 + 4) + 3$

$1 + \boxed{} = \boxed{} + 3$

$8 = 8$

e. $\boxed{} + (4 + 3) = (3 + 1) + 4$

$1 + 7 \boxed{} = \boxed{} + 4$

$\boxed{} = \boxed{}$

4. Complete the following:

a. $2 \times (2 \times 3) = (2 \times 2) \times 3$

$2 \times 6 = 4 \times \boxed{}$

$12 = 12$

b. $2 \times (3 \times 1) = (3 \times 2) \times 1$

$2 \times 3 = \boxed{} \times 1$

$\boxed{} = \boxed{}$

c. $3 \times (5 \times 2) = (2 \times 3) \times \boxed{}$

$\boxed{} \times 10 = 6 \times 5$

$30 = 30$

d. $4 \times (3 \times 3) = (3 \times 4) \times \boxed{}$

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

$36 = 36$

e. $6 \times (3 \times 2) = (2 \times 6) \times 3$

$\boxed{} \times 6 = \boxed{} \times 3$

$\boxed{} = 36$

I made a mess ...

Help me to find the numbers I messed on.

$12 + 14 = \text{star} + 12$

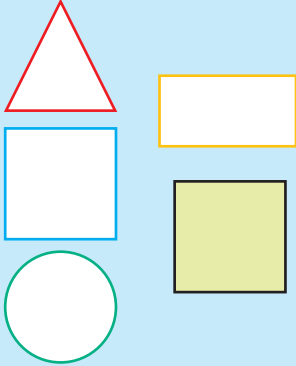
$\text{star} + 5 = 5 + 11$

$16 + 8 = \text{star} + 16$

$13 + \text{star} = 7 + 13$

Number patterns

Describe all the patterns.



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

1. Complete the pattern.

a. 122 122 126

b. 366 369 372

c. 155 160 165

d. 520 530 540

e. 375 400 425

f. 250 300 350

2. Complete the pattern.

a. 846 844 842

b. 456 453 450

c. 925 920 915

d.

480	470	460										
-----	-----	-----	--	--	--	--	--	--	--	--	--	--

e.

725	700	675										
-----	-----	-----	--	--	--	--	--	--	--	--	--	--

f.

650	600	550										
-----	-----	-----	--	--	--	--	--	--	--	--	--	--

3. Fill in the missing numbers.

a. 100, 102, 104,

--	--	--	--	--	--	--	--	--	--	--

b. 156, 159, 162,

--	--	--	--	--	--	--	--	--	--	--

c. 285, 290, 295,

--	--	--	--	--	--	--	--	--	--	--

d. 100, 110, 120,

--	--	--	--	--	--	--	--	--	--	--

e. 175, 200, 225,

--	--	--	--	--	--	--	--	--	--	--

f. 150, 200, 250,

--	--	--	--	--	--	--	--	--	--	--

4. Fill in the missing numbers.

a. 86, 84, 82,

--	--	--	--	--	--	--	--	--	--

b. 111, 108, 105,

--	--	--	--	--	--	--	--	--	--

c. 625, 620, 615,

--	--	--	--	--	--	--	--	--	--

d. 260, 250, 240,

--	--	--	--	--	--	--	--	--	--

e. 475, 450, 425,

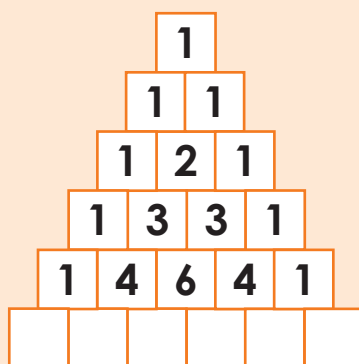
--	--	--	--	--	--	--	--	--	--

f. 950, 900, 850,

--	--	--	--	--	--	--	--	--	--

Pattern fun

What will the missing numbers be?



Talk about this.



How much do you still need?

It costs R100. I have R50 in my savings account. I also sold some old toys for R30.

How much do you still need?



A budget is a plan that shows what money you plan on spending and where it is coming from.

Term 3 - Week 7

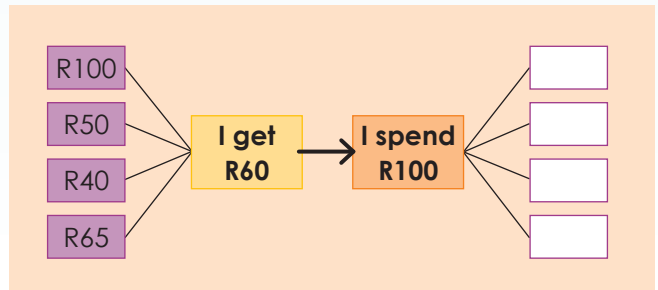
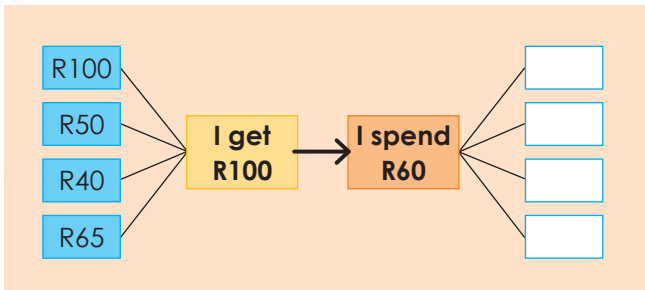
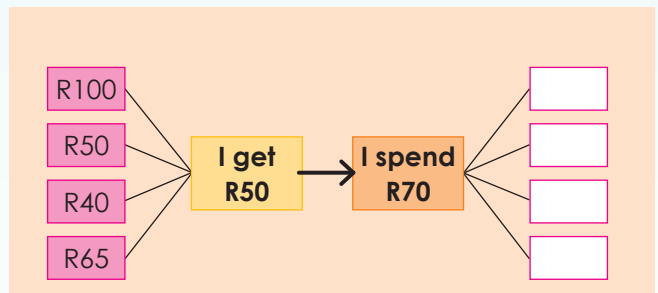
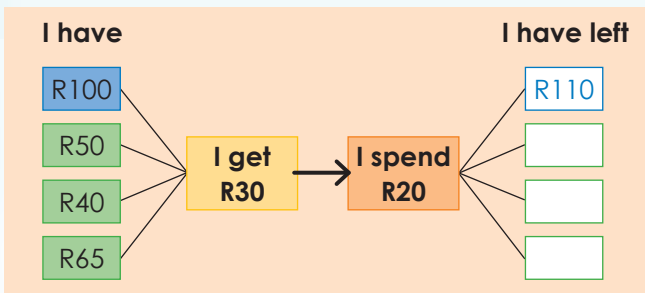


1. How much money do you have left?

- a. I have R90. I spend R40.
- b. I have R120. I spend R50.
- c. I have R100. I spend R50,50.
- d. I have R60,75. I spend R20.
- e. I have R80,50. I spend R20,20.

2. Complete all the calculations in each of these spider diagrams.

In the first example, I have R100, I get R30 more, I spend R20, and I then have R110 left.



3. Ann earns pocket money once a month.
Her parents encourage her to keep a budget.

Sept	Money I get	Money I spend	Money left
1	Pocket money R50,00		R50,00
5		Tuck shop R10,00	R40,00
6	Extra chores R30,00		R70,00
15	Birthday present R40,00		R110,00
18		Book R30,00	R80,00
22	Extra chores R30,00		R110,00
24		CD on special R60,00	R50,00
28		Gift for friend R30,00	R20,00

- a. How much money did Ann get on the 1st of September?
- b. How much did she spend on the 5th of September?
How much money is left?
- c. Did she get or spend money on the 6th of September?
How much? . How much money does she have left?
- d. When is Ann's birthday? . How much money did she get?
How much money does Ann have now?
- e. What did Ann do on the 18th of September?
How much money does she have left?
- f. How much did she earn on the 22nd of September?
What did she do to earn it?
How much money does she have left?
- g. What did she buy on the 24th and 28th of September?
- h. How much money does she have left for the month?
- i. What can she do with the left over money?

What comes in ____s. Look at the pictures and discuss it.

4



7



8



10



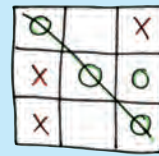
5



6



9



1. Answer the following orally:

4

How many wheels will 5 cars have? Let us count 4, 8, 12, ...

5

How many fingers will 10 hands have? Let us count ...

6

How many eggs will 7 half dozen boxes hold?

7

How many days will be in 8 weeks? Let us count ...

8

How many legs will 9 spiders have? Let us count ...

9

How many small squares will be on 5 "Naught and crosses boards"? Let us count ...

2. Write down the multiples of

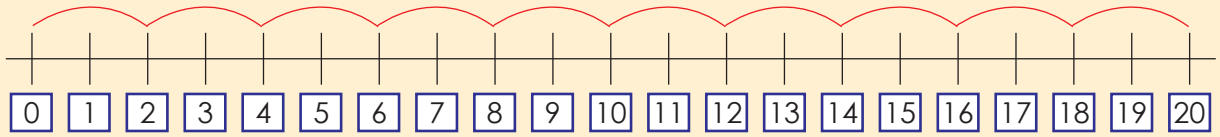
a.	2,	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
b.	3,	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
c.	4,	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
d.	5,	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
e.	6,	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
f.	7,	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
g.	8,	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
h.	9,	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
i.	10,	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Term 3 - Week 7

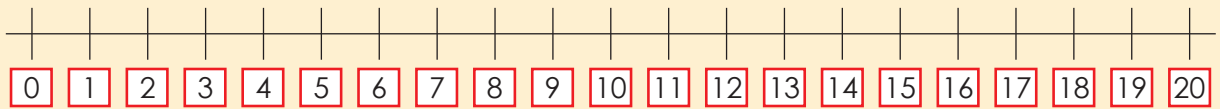


3. Show the following on the number lines.

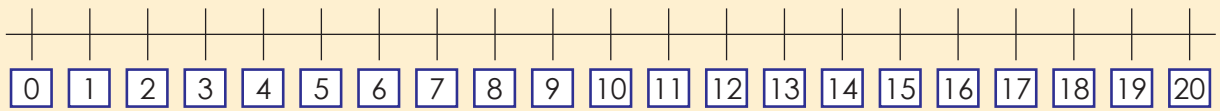
a. Multiples of 2



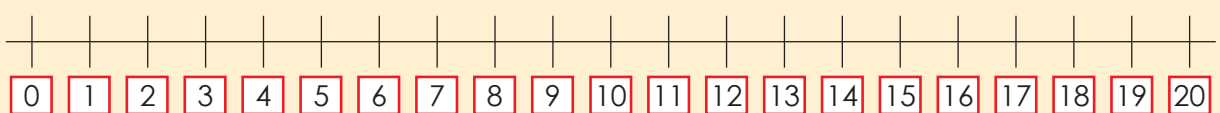
b. Multiples of 5



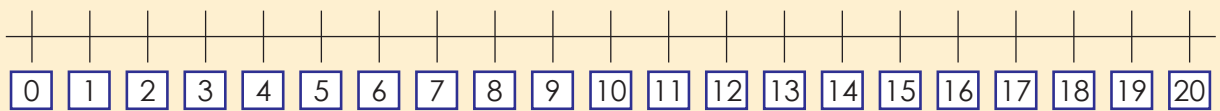
c. Multiples of 3



d. Multiples of 4



e. Multiples of 6



In real life?

What comes in multiples of these numbers in the everyday world:



Remember you can not give the same answers as before.

Four horizontal blue lines for writing answers.



Multiples

The multiples of **2** are 2, 4, 6, 8, 10, 12, , , , ,

The multiples of **3** are 3, 6, 9, 12, 15, 18, , , , ,

1. Colour the multiples of

a. 4 blue

b. 5 red

×	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100



2. Give the missing multiples:

a.	×	1	2	3	4	5	6	7	8	9	10
	3	3	6	9	12	15					
		3×1	3×2	3×3	3×4	3×5	3×6	3×7	3×8	3×9	3×10

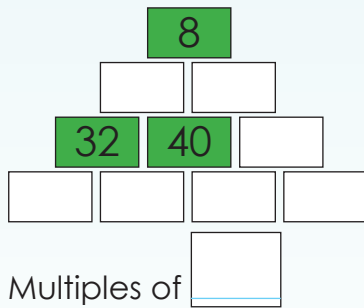
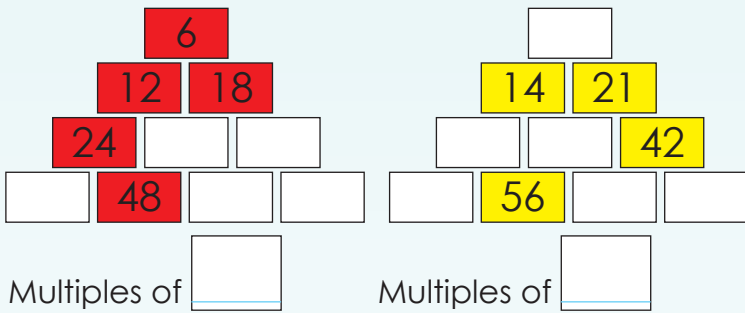
b.	×	1	2	3	4	5	6	7	8	9	10
	2										

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

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

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

3. Complete the multiple pattern.



4. These numbers are multiples of:

- a. 3, 6, 9, 12, 15, ...
- b. 6, 12, 18, 24, 30, ...
- c. 10, 20, 30, 40, 50, 60, ...
- d. 5, 10, 15, 20, 25, ...
- e. 7, 14, 21, 28, 35, ...

A riddle

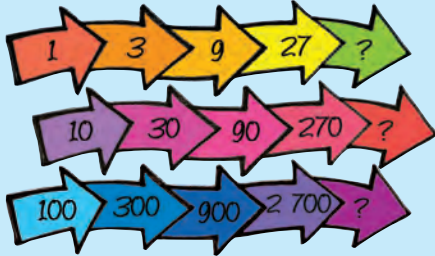
I am thinking of 3 numbers.
 They are all multiples of 2, 5 and 10.
 They all have 2 digits.
 They are all greater than 10 and less than 41.
 They are all even.

What are the numbers?



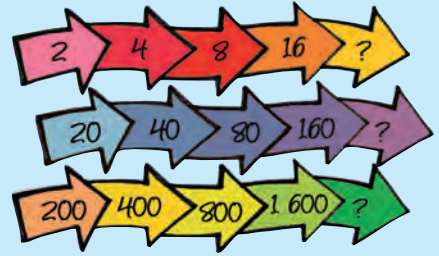
Multiplication: 2-digit by 2-digit and 3-digit by 1-digit

What number comes next?



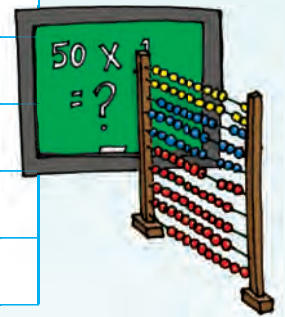
What if I start
with 1 000?

Try this!



1. Complete the table below.

Number	x 1	x 2	x 3	x 4	x 5	x 6	x 7	x 8	x 9
50									
80									
100									
150									
200									



2. Use both methods to solve the sums below. Write the steps you use on a separate piece of paper.

Example 1:

$$\begin{aligned}
 57 \times 78 &= (50 \times 70) + (7 \times 70) + (50 \times 8) + (7 \times 8) \\
 &= 3\,500 + 490 + 400 + 56 \\
 &= 3\,000 + 500 + 400 + 90 + 400 + 50 + 6 \\
 &= 3\,000 + 500 + 400 + 400 + 90 + 50 + 6 \\
 &= 3\,000 + 1\,300 + 140 + 6 \\
 &= 3\,000 + 1\,000 + 300 + 100 + 40 + 6 \\
 &= 4\,000 + 400 + 40 + 6 \\
 &= 4\,446
 \end{aligned}$$

Example 2:

$$\begin{aligned}
 216 \times 6 &= (200 \times 6) + (10 \times 6) + (6 \times 6) \\
 &= 1\,200 + 60 + 36 \\
 &= 1\,000 + 200 + 60 + 30 + 6 \\
 &= 1\,000 + 200 + 90 + 6 \\
 &= 1\,296
 \end{aligned}$$

You did 2-digit x 2-digit before
but this time your answer will
be bigger than 2 000 and
smaller than 5 000.
See if this is true!!!



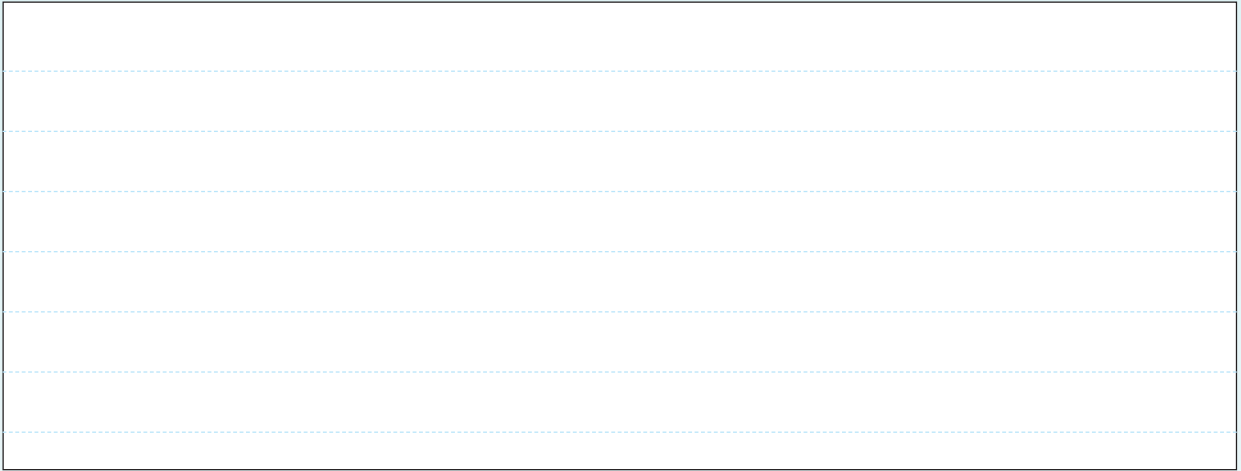
a. $67 \times 39 = \square$ b. $76 \times 56 = \square$ a. $597 \times 7 = \square$ b. $715 \times 6 = \square$

c. $66 \times 43 = \square$ d. $28 \times 92 = \square$ c. $916 \times 4 = \square$ d. $405 \times 9 = \square$

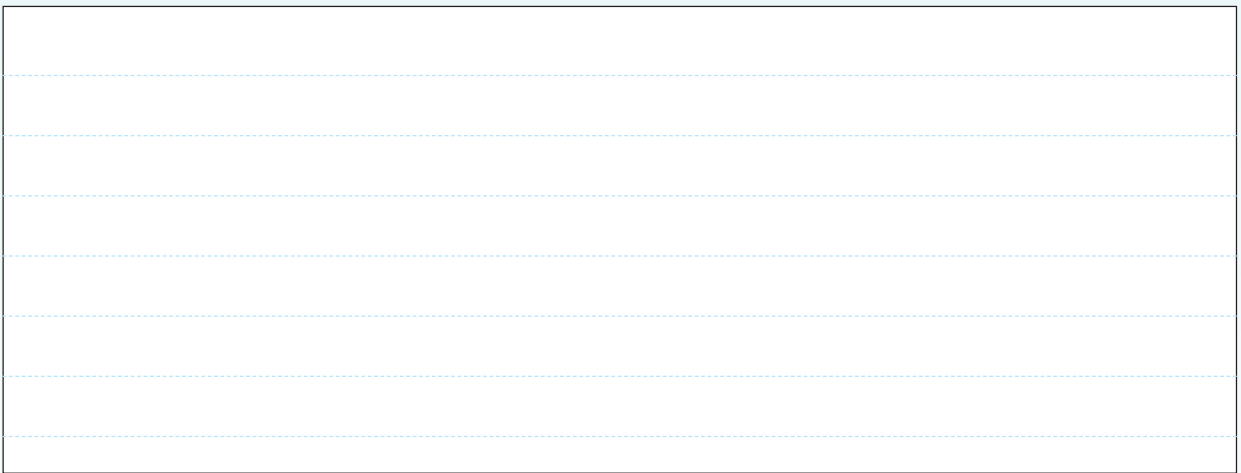
e. $83 \times 47 = \square$ e. $498 \times 8 = \square$

3. Solve the problems.

- a. There are 45 sweets in one packet. How many sweets are there in 12 packets?



- b. The shopkeeper sells 98 litres of milk in one week. How many litres will he have sold in 12 weeks?

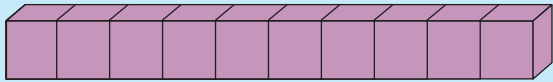


How quick can you calculate this?

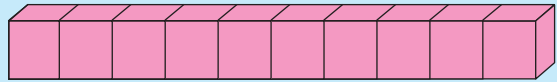
$$2 \times 3 \times 1 \times 2 \times 3 \times 1 \times 2 = \square$$

$$2 \times 4 \times 3 \times 2 \times 4 \times 3 \times 2 = \square$$

Share the small cubes in this block between **5** children.



Share the small cubes in this block between **3** children.



1. Complete the following:

a. You have 97 objects.

Divide them into groups of 4.

How many do you have in a group?

How many objects are left over

that do not fit into a group?

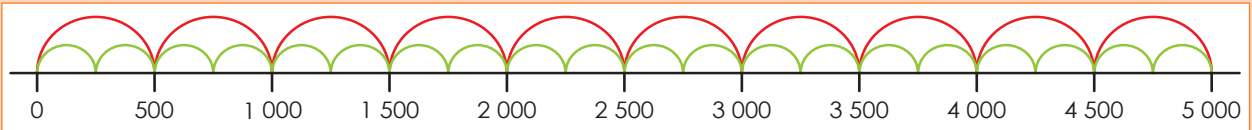
b. Do a division sum for 97 divided by 4.

Draw a picture of your groups.

2. Complete the table. If you need more space for your picture, use a separate sheet of paper to draw it.

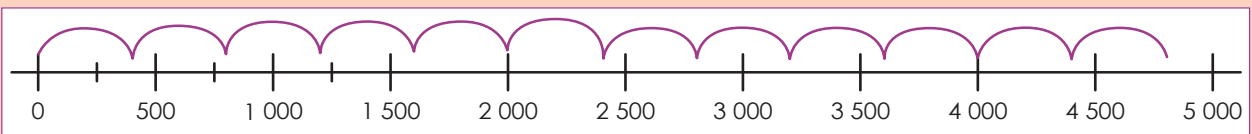
	How many do you have in a group?	How many objects are left over that do not fit into a group?	A picture	Division sum
Divide 10 objects into 5 groups.				
Divide 100 objects into 8 groups.				
Divide 100 objects into 7 groups.				
Divide 100 objects into 6 groups.				

3. Look at the number line and answer the questions below:



- a. How many red groups do you have from 0 – 5 000?
- b. What is the size of each group?
- c. Write a multiplication sum for the red groups.
- d. Write a division sum for the red groups.
- e. How many green groups do you have from 0 – 5 000?
- f. What is the size of each group?
- g. Write a multiplication sum for the green groups.
- h. Write a division sum for the green groups.

4. Look at the number line and answer the questions below.



- a. How many groups do you have?
- How many objects are left over that do not fit into a group?
- Write this as a division sum.

How many groups?



How many groups can you make that will give you a total of 5 000? Remember all the groups must be the same size.

--

1. Complete the spider diagrams.

<p>a.</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> <p>1 200</p> <p>1 350</p> <p>1 187</p> <p>1 499</p> </div> <div style="text-align: center; margin-right: 10px;"> <p>+ 500</p> </div> <div> <p><input type="text"/></p> <p><input type="text"/></p> <p><input type="text"/></p> <p><input type="text"/></p> </div> </div>	<p>b.</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> <p>2 500</p> <p>1 350</p> <p>4 275</p> <p>9 027</p> </div> <div style="text-align: center; margin-right: 10px;"> <p>+ 125</p> </div> <div> <p><input type="text"/></p> <p><input type="text"/></p> <p><input type="text"/></p> <p><input type="text"/></p> </div> </div>
<p>c.</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> <p>6 230</p> <p>9 145</p> <p>4 587</p> <p>1 120</p> </div> <div style="text-align: center; margin-right: 10px;"> <p>+ 1 000</p> </div> <div> <p><input type="text"/></p> <p><input type="text"/></p> <p><input type="text"/></p> <p><input type="text"/></p> </div> </div>	<p>d.</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> <p>9 200</p> <p>8 916</p> <p>4 150</p> <p>6 099</p> </div> <div style="text-align: center; margin-right: 10px;"> <p>- 200</p> </div> <div> <p><input type="text"/></p> <p><input type="text"/></p> <p><input type="text"/></p> <p><input type="text"/></p> </div> </div>
<p>e.</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> <p>3 099</p> <p>7 819</p> <p>4 215</p> <p>6 400</p> </div> <div style="text-align: center; margin-right: 10px;"> <p>- 500</p> </div> <div> <p><input type="text"/></p> <p><input type="text"/></p> <p><input type="text"/></p> <p><input type="text"/></p> </div> </div>	<p>f.</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> <p>1</p> <p>2</p> <p>3</p> <p>4</p> </div> <div style="text-align: center; margin-right: 10px;"> <p>+ 0,5</p> </div> <div> <p><input type="text"/></p> <p><input type="text"/></p> <p><input type="text"/></p> <p><input type="text"/></p> </div> </div>
<p>g.</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> <p>$\frac{2}{6}$</p> <p>$\frac{4}{6}$</p> <p>$\frac{5}{6}$</p> <p>$\frac{3}{6}$</p> </div> <div style="text-align: center; margin-right: 10px;"> <p>+ $\frac{1}{6}$</p> </div> <div> <p><input type="text"/></p> <p><input type="text"/></p> <p><input type="text"/></p> <p><input type="text"/></p> </div> </div>	<p>h.</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> <p>$\frac{2}{8}$</p> <p>$\frac{4}{8}$</p> <p>$\frac{6}{8}$</p> <p>$\frac{3}{8}$</p> </div> <div style="text-align: center; margin-right: 10px;"> <p>+ $\frac{1}{8}$</p> </div> <div> <p><input type="text"/></p> <p><input type="text"/></p> <p><input type="text"/></p> <p><input type="text"/></p> </div> </div>

2. Complete the table.

a.

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

b.

		-3	-3								
		36	33	30	27	24	21	18	15	12	9
3											

c.

		-7	-7								
		84	77	70	63	56	49	42	35	28	21
7											

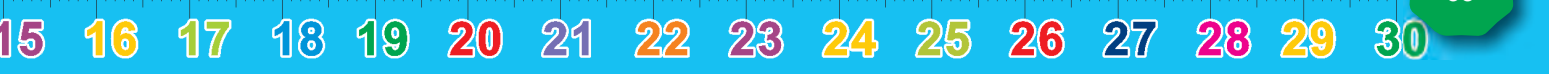
d.

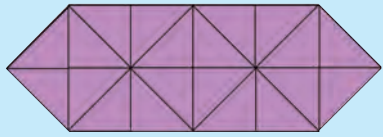
		+7	+7								
		5	6	7	8	9	10	11	12	13	14
$\times 8$											

Create a table

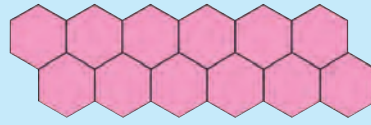
Create your own tables like the ones above.

\times									
\div									

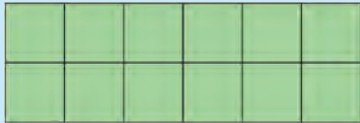




A tessellation of triangles.



A tessellation of hexagons.



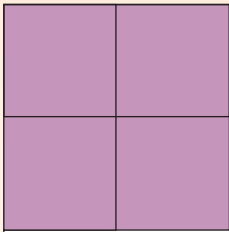
A tessellation of squares.

Another word
for tessellations
is tiling.

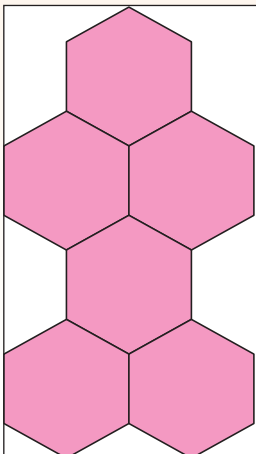


1. Show that these shapes tessellate by tiling the floor. We started it for you.

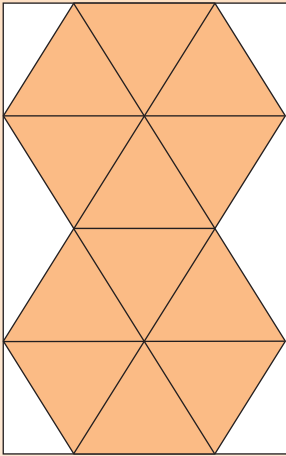
a.



b.

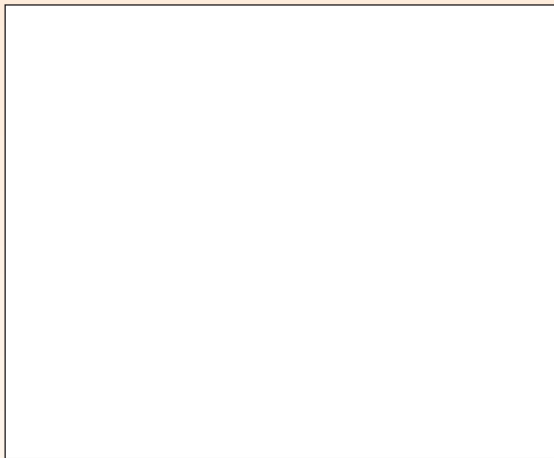
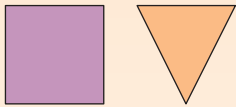


c.

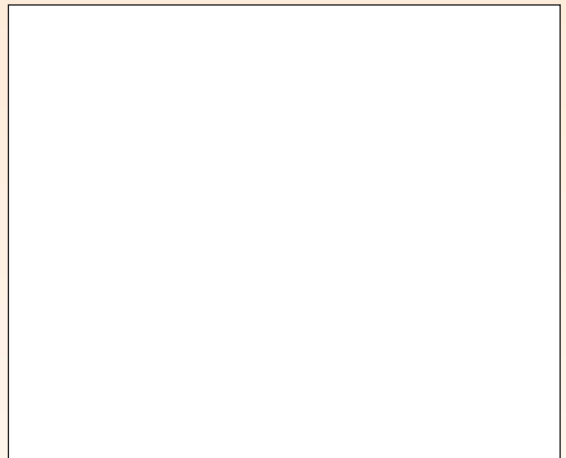
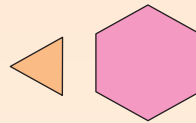


2. Show a tessellation pattern using these shapes.

a.

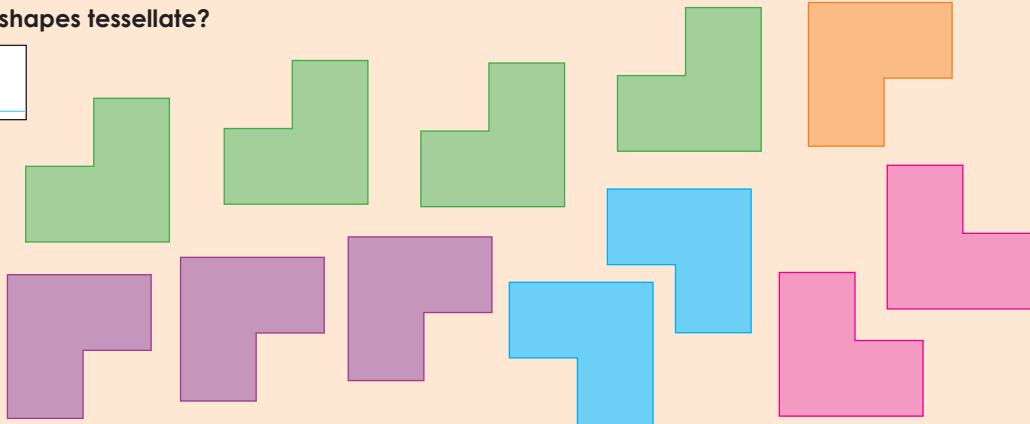


b.



Tessellations

Will these shapes tessellate?



How much is 10 000?

What is the number just before 10 000?



What is the number just after 10 000?



How many R100 notes do you need to make R10 000?



How many R200 notes do you need to make R10 000?

1. Say if the following is true or false:

a. There are 10 R100 notes in R1 000.

b. There are 100 R100 notes in R10 000.

c. There are 5 R200 notes in R1 000.

d. There are 5 R200 notes in R10 000.

e. There are 10 000 mm in 10 m.



2. Complete the following:

a. $10\ 000 + 9\ 000 + 300 + 20 + 5 =$

b. $10\ 000 + 3\ 000 + 600 + 4 =$

c. $10\ 000 + 1\ 000 + 700 =$

d. $10\ 000 + 9 =$

e. $8 + 6\ 000 + 10\ 000 + 80 =$

3. What is the value of the underlined digits in each number?

a. $10\ \underline{7}38 =$

b. $13\ \underline{6}24 =$

c. $17\ \underline{3}80 =$

d. $17\ 00\underline{9} =$

e. $18\ \underline{9}99 =$

4. Circle the number that is:

a. 4 000 more than 3 415: 3 815; 7 145; 7 415; 7 541; 7 514

b. 3 000 more than 6 201: 8 201; 9 201; 9 210; 6 501; 8 210

c. 500 more than 5 126: 5 526; 1 126; 8 126; 5 626; 7 400

d. 8 000 more than 1 333: 2 133; 9 333; 9 313; 2 833; 4 987

e. 10 000 more than 2 948: 12 948; 3 948; 2 984; 12 489; 12 498

5. Use any of these digits to make five different 4-digit numbers smaller than 9 999 but bigger than 5 000.

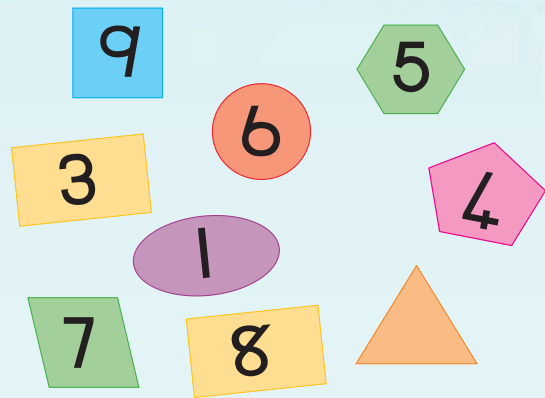
a.

b.

c.

d.

e.



6. Answer $<$, $>$ or $=$

- a. 12 518 11 581
- b. 13 491 13 419
- c. 13 948 13 849
- d. 10 020 10 002
- e. 14 909 14 990

7. Write the following in numbers:

- a. Ten thousand nine hundred and sixteen.
- b. Ten thousand three hundred and eighty one.

8. Write the following in words:

- a. 10 478
- b. 10 732
- c. 15 004
- d. 12 040



Bigger than and less than

Find 10 numbers in a newspaper that is bigger than 1 000 but smaller than 10 000.
How many numbers are closer to 1 000 than to 10 000?
What do the numbers tell us?

What is the difference between the numbers? Count forwards and backwards.

6 000	7 000	8 000	9 000	10 000
3 070	4 070	5 070	6 070	7 070
3 600	4 600	5 600	6 600	7 600
5 900	6 900	7 900	8 900	9 900
5 998	6 098	6 198	6 298	6 398

1. What number comes next?

a. 7 000, 8 000, 9 000,

c. 6 989, 7 989, 8 989,

b. 6 647, 6 747, 6 847,

d. 8 406, 8 906, 9 406,

2. Complete the table.

Number	Add 100	Subtract 100	Add 1 000	Subtract 1 000
7 416				
8 896				
4 560				
6 209				
8 008				

3. Calculate the following:

a. $7\,568 + 64 =$

b. $8\,721 + 657 =$

c. $4\,825 + 1\,265 =$

d. $2\,548 + 6\,980 =$

4. Subtract the following:

a. $9\,471 - 49 =$

b. $7\,958 - 394 =$

c. $9\,864 - 1\,459 =$

d. $8\,210 - 5\,784 =$

5. 3 500 people attended the first show of a concert. Another 2 425 booked tickets for the second show but 518 of them did not arrive. How many people attended the second show.

How quick can you calculate?

start

$100 + 100 + 100 + 100 + 100 + 100 + 100 + 100$

+

$100 + 100 + 100 + 100 + 100 + 100 + 100 + 100$

+

$100 + 100 + 100 + 100 + 100 + 100 + 100 = \bigcirc$

end

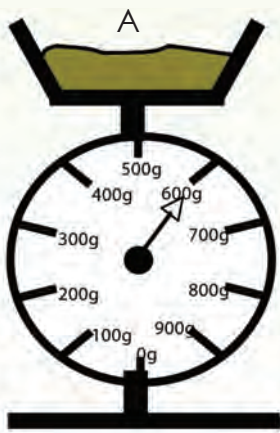
Which measuring instrument will you use to weigh each object?

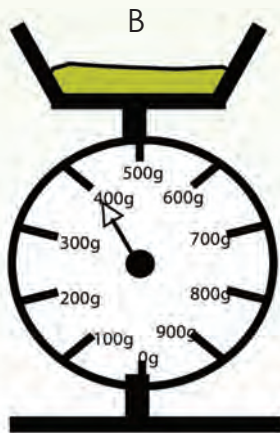


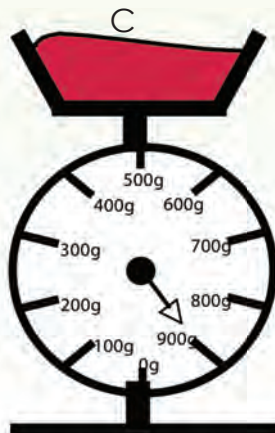
1. Colour in the blocks that will make 1 kg.

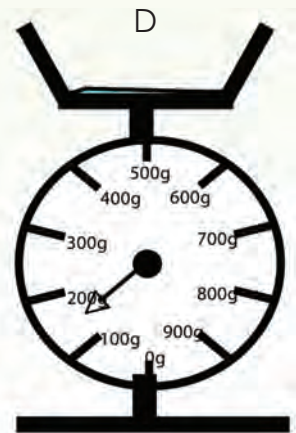
a.	1 kg	▶	100 g	500 g	500 g	200 g	50 g
b.	1 kg	▶	250 g	250 g	100 g	150 g	500 g
c.	1 kg	▶	250 g	750 g	150 g	100 g	125 g
d.	1 kg	▶	50 g	150 g	75 g	950 g	250 g
e.	1 kg	▶	500 g	125 g	50 g	125 g	250 g

2. What does each object weigh?









3. Use the objects on the left to estimate whether each objects is heavier or lighter than kilogram or gram:



a. Boots



b. Paper



c. Rope



d. Baby bottle





e. Sugar



f. Banana



4. A bag of maize meal contains 10 kg. Busi used 2 kg in the first week and 3 kg the next week. She then divided the rest equally into 2 separate bags. What will be the mass each of the 2 remaining bags?

Blank writing area with horizontal lines for the answer.

Continue on an extra sheet of paper

Gram fun...

Look at a newspaper or advertising mail (sometimes called 'junk mail').

Find 10 items for which measurements are given in grams.



Half of the picnic baskets were sold. How many picnic baskets were sold.



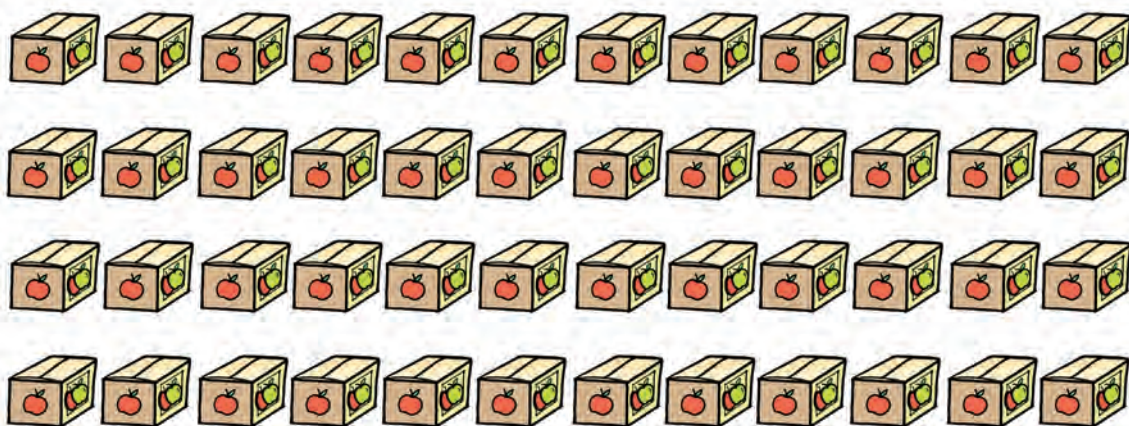
1. A $\frac{1}{3}$ of 12 girls like bananas. How many girls like bananas?



2. There are 10 flowers in a vase on the table, $\frac{1}{3}$ of these flowers are red. How many red flowers are in the vase?



3. The apple farmer had 48 boxes of apples. He sold $\frac{1}{4}$ of these to the vegetable market. How many boxes did he sell to the vegetable market?



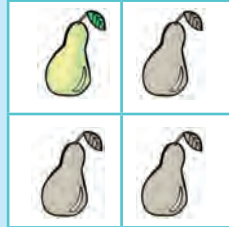
4. Sipho's father has 64 cows. $\frac{1}{8}$ of them are brown. How many are not brown?



Painted walls

There are 30 classrooms in my school. $\frac{1}{10}$ of them have walls painted purple. How many classrooms are painted purple? Draw a picture to solve this.

What do you think the question will be?



1. Draw a picture to solve the problems.

- a. One tenth of the 30 bananas is rotten. How many bananas are rotten?

- b. There are 18 chairs in the classroom room. One third of them are green in colour. How many chairs are not green in colour?

- c. One half of the 6 people in a taxi are going to town.
What fraction of people are going to town?

- d. There are 64 children in the park, three sixths of them are wearing blue shoes.
How many children in the park are wearing blue shoes?

Children at my party

Six tenths of the children at my party like chocolate ice-cream.

How many children like chocolate ice-cream?

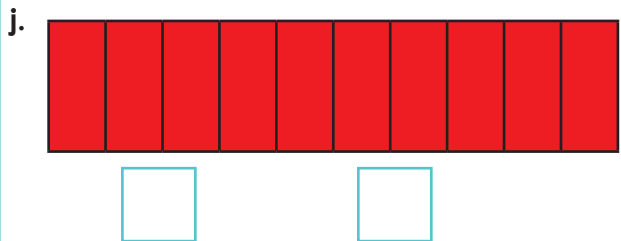
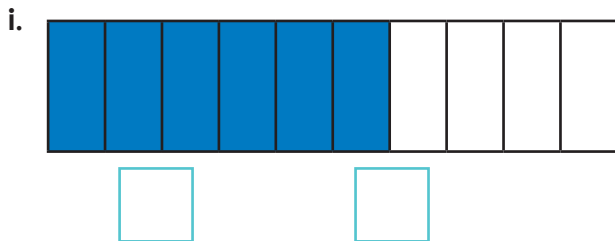
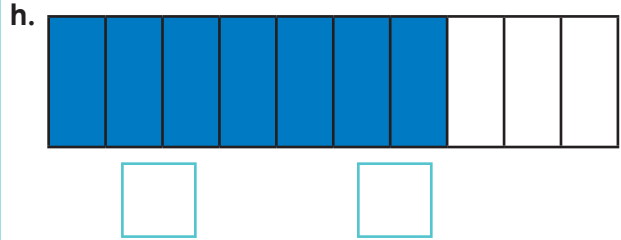
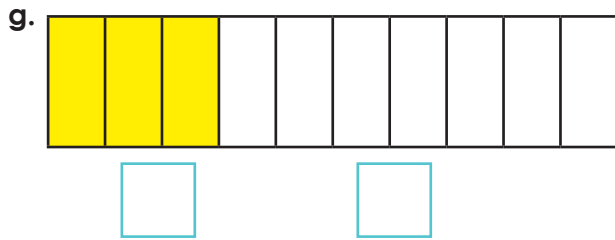
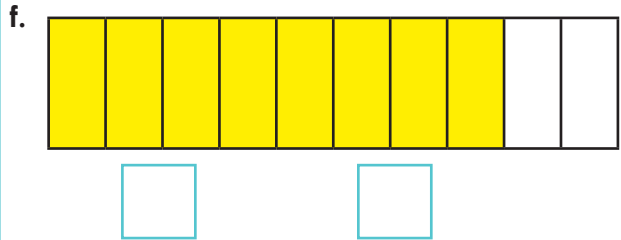
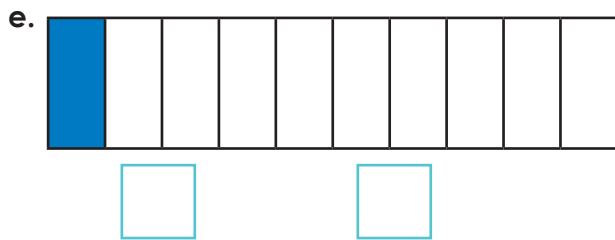
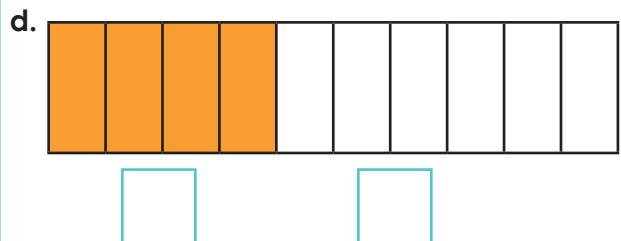
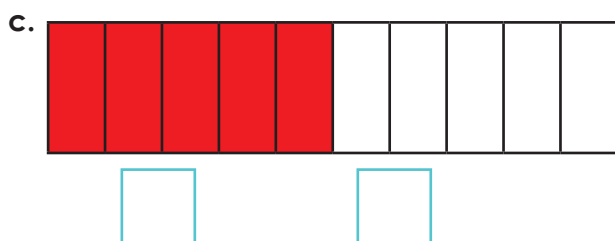
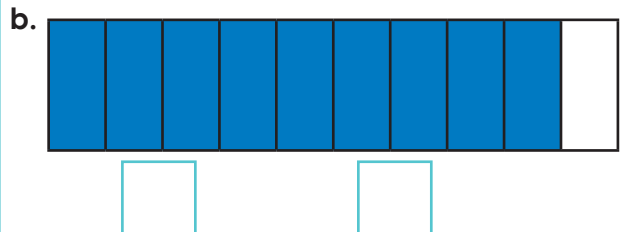
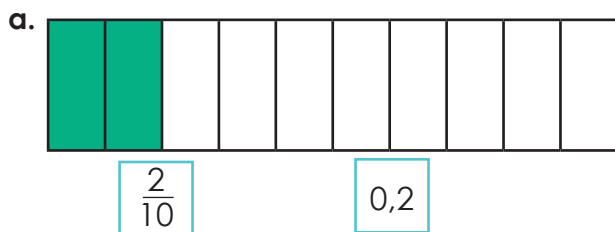
How many do not like chocolate ice-cream?



Each strip represents one whole. Describe it in fractions using the colours.



1. Write each of the following as a fraction and a decimal.



Term 4 - Week 2



2. Colour in both diagrams in every box.

$\frac{8}{10}$ 	Three tenths 	Eight tenths
One tenths 	$\frac{6}{10}$ 	Two tenths
$\frac{4}{10}$ 	Nine tenths 	Four tenths
$\frac{9}{10}$ 	$\frac{2}{10}$ 	$\frac{1}{10}$
Six tenths 	$\frac{7}{10}$ 	Five tenths

Decimal diagrams

Draw diagrams that represent these decimals:



The diagrams should be different to the ones you have already used.



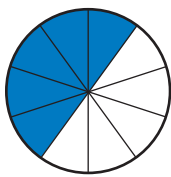
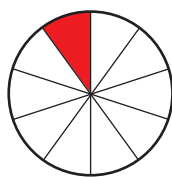
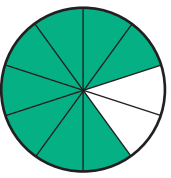
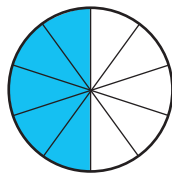
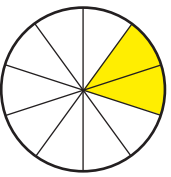
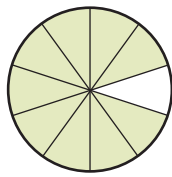
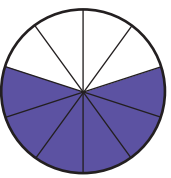
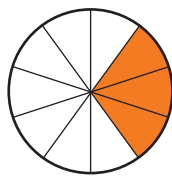
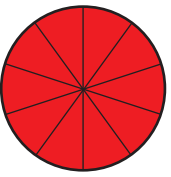
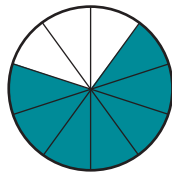
What fraction of the food did we eat? Also give your answers in decimals.



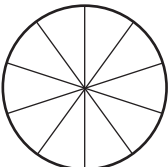
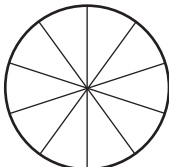
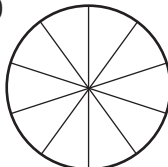
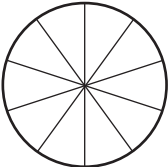
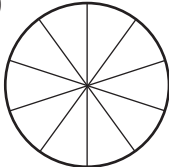
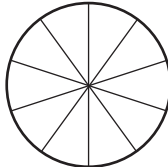
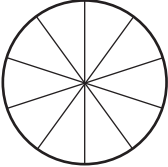
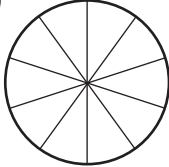
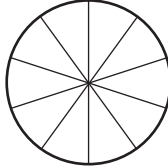
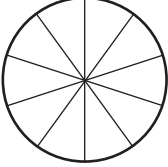
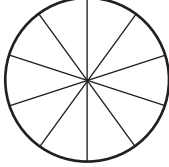
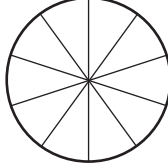
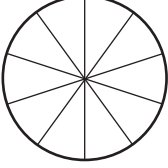
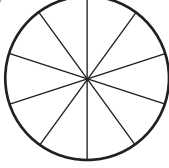
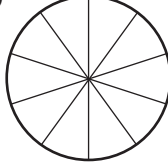




1. Write each of the following as a fraction and a decimal.

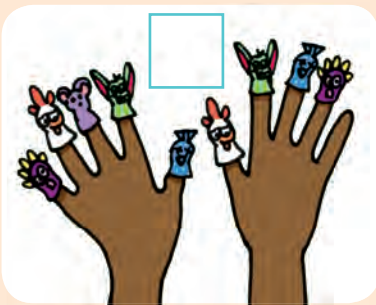
<p>a.</p> <div style="display: flex; align-items: center; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px;">$\frac{4}{10}$</div>  <div style="border: 1px solid black; padding: 5px;">0,4</div> </div>	<p>b.</p> <div style="display: flex; align-items: center; justify-content: space-around;"> <input style="width: 40px; height: 30px;" type="text"/>  <input style="width: 40px; height: 30px;" type="text"/> </div>
<p>c.</p> <div style="display: flex; align-items: center; justify-content: space-around;"> <input style="width: 40px; height: 30px;" type="text"/>  <input style="width: 40px; height: 30px;" type="text"/> </div>	<p>d.</p> <div style="display: flex; align-items: center; justify-content: space-around;"> <input style="width: 40px; height: 30px;" type="text"/>  <input style="width: 40px; height: 30px;" type="text"/> </div>
<p>e.</p> <div style="display: flex; align-items: center; justify-content: space-around;"> <input style="width: 40px; height: 30px;" type="text"/>  <input style="width: 40px; height: 30px;" type="text"/> </div>	<p>f.</p> <div style="display: flex; align-items: center; justify-content: space-around;"> <input style="width: 40px; height: 30px;" type="text"/>  <input style="width: 40px; height: 30px;" type="text"/> </div>
<p>g.</p> <div style="display: flex; align-items: center; justify-content: space-around;"> <input style="width: 40px; height: 30px;" type="text"/>  <input style="width: 40px; height: 30px;" type="text"/> </div>	<p>h.</p> <div style="display: flex; align-items: center; justify-content: space-around;"> <input style="width: 40px; height: 30px;" type="text"/>  <input style="width: 40px; height: 30px;" type="text"/> </div>
<p>i.</p> <div style="display: flex; align-items: center; justify-content: space-around;"> <input style="width: 40px; height: 30px;" type="text"/>  <input style="width: 40px; height: 30px;" type="text"/> </div>	<p>j.</p> <div style="display: flex; align-items: center; justify-content: space-around;"> <input style="width: 40px; height: 30px;" type="text"/>  <input style="width: 40px; height: 30px;" type="text"/> </div>

2. Colour in both diagrams in every box.

$\frac{10}{10}$ 	Eight tenths 	$\frac{4}{10}$ 
Six tenths 	$\frac{5}{10}$ 	Ten tenths 
Five tenths 	$\frac{8}{10}$ 	Two tenths 
$\frac{3}{10}$ 	Seven tenths 	Three tenths 
Nine tenths 	$\frac{8}{10}$ 	$\frac{7}{10}$ 

Ten fingers

How many fingers have got finger puppets on? Give your answer in decimals.



How fast can you complete the following?

$$\frac{1}{4} + \frac{2}{4} = \square$$

$$\frac{2}{8} + \frac{3}{8} = \square$$

$$\frac{3}{7} + \frac{1}{7} = \square$$

$$\frac{4}{6} + \frac{1}{6} = \square$$

$$\frac{1}{5} + \frac{2}{5} = \square$$

$$\frac{4}{8} + \frac{1}{8} = \square$$

$$\frac{1}{3} + \frac{1}{3} = \square$$

$$\frac{5}{8} + \frac{2}{8} = \square$$

$$\frac{3}{5} + \frac{1}{5} = \square$$

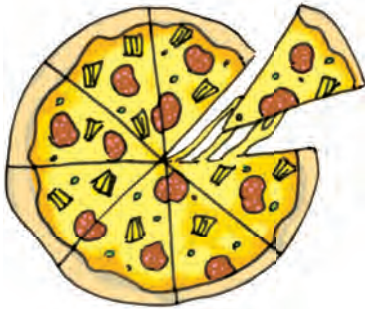
$$\frac{1}{4} + \frac{1}{4} = \square$$

$$\frac{2}{6} + \frac{3}{6} = \square$$

$$\frac{6}{8} + \frac{1}{8} = \square$$

1. Use the pictures or diagrams to help you to solve the problem.

- a. There are eight pieces of pizza. Sipho ate five eighths of the pizza for lunch. He ate one eighth of the pizza for supper. How much pizza has he eaten in all?



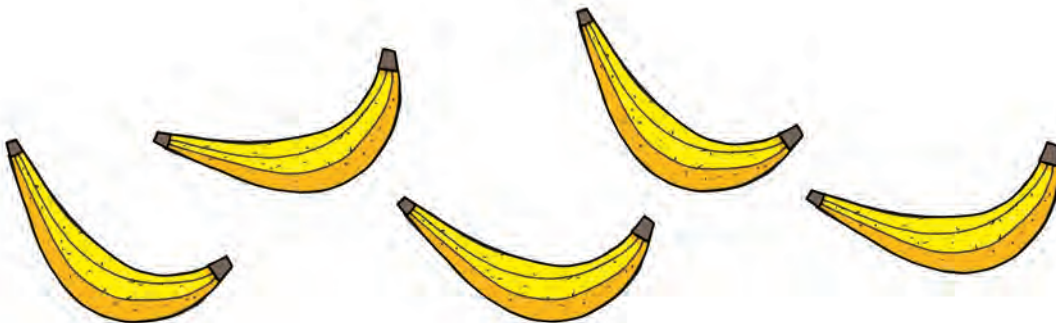
- b. There were three fourths of a litre of milk in the refrigerator. There was also one fourth of a litre of chocolate milk. How much more plain milk was there than chocolate milk?



- c. On Monday Ben picked one sixth of a kilogram of strawberries.
On Tuesday he picked three sixths of a kg of strawberries.
What is the total mass of strawberries Ben picked?



- d. There were 5 bananas on the counter. Two fifths of the bananas were eaten yesterday. One fifth of the bananas were eaten today. What fraction of the bananas has been eaten in all?



Make your own problems

Look at the pictures and make your own fraction word problems.

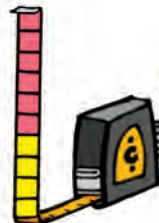
1 litre



1 kilogram



1 metre



How fast can you complete the following:

$$\frac{1}{7} + \frac{3}{7} = \square$$

$$\frac{2}{8} + \frac{5}{8} = \square$$

$$\frac{1}{4} + \frac{1}{4} = \square$$

$$\frac{1}{3} + \frac{2}{3} = \square$$

$$\frac{3}{6} + \frac{2}{6} = \square$$

$$\frac{3}{8} + \frac{3}{8} = \square$$

$$\frac{4}{8} + \frac{3}{8} = \square$$

$$\frac{1}{6} + \frac{4}{6} = \square$$

$$\frac{3}{5} + \frac{2}{5} = \square$$

$$\frac{2}{4} + \frac{1}{4} = \square$$

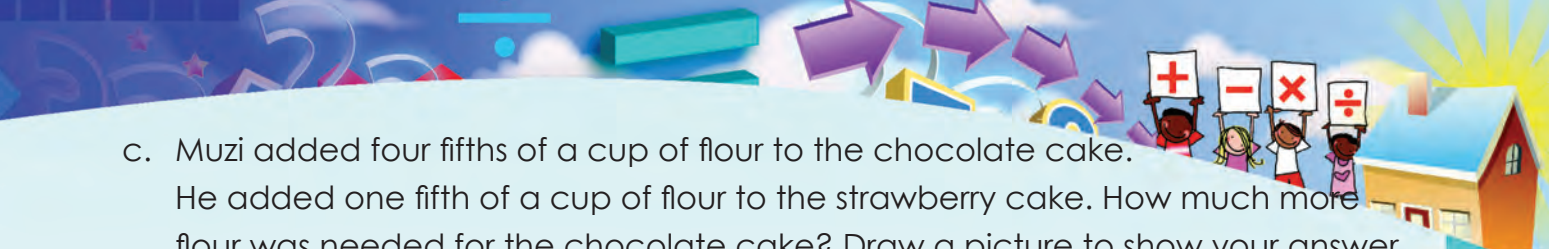
$$\frac{6}{8} + \frac{2}{8} = \square$$

$$\frac{1}{5} + \frac{3}{5} = \square$$

1. Solve the following by making your own drawing or diagram.

- a. Bongi ate three eighths of her orange before lunch and four eighths of her orange after lunch. How much of her orange did she eat in all? Draw a picture to show your answer.

- b. Ben has six rand. He spent four sixths of his money on sweets and one sixth of his money on milk. What fraction of his money did he spend altogether? Draw a picture to show your answer.

- 
- c. Muzi added four fifths of a cup of flour to the chocolate cake. He added one fifth of a cup of flour to the strawberry cake. How much more flour was needed for the chocolate cake? Draw a picture to show your answer.

- d. On Friday James ate a third of a kilogram of strawberries. On Saturday he ate two thirds of a kilogram of strawberries. What was the total weight of the strawberries that James ate? Draw a picture to show your answer.

Cutting the cake

My mother baked a cake. She cut it into 10 equal slices. We ate 6 equal pieces.

- What fraction of the cake did we eat?
- What fraction of the cake did we not eat?
- Write it as a sum.

Choose a fraction.

What fraction comes before or after this fraction?

$$\frac{2}{10}$$

$$\frac{9}{10}$$

$$\frac{6}{10}$$

Choose a fraction.

What fraction comes before or after this fraction?

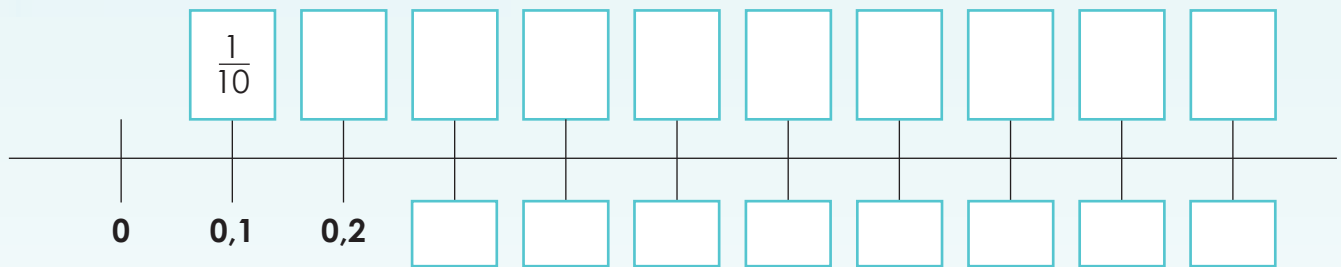
$$0,5$$

$$0,4$$

$$0,7$$

$$0,8$$

$$0,3$$

1. Complete the number line:**2. Write the following in decimal form:**

a. $\frac{1}{10} =$

b. $\frac{7}{10} =$

c. $\frac{5}{10} =$

d. $\frac{9}{10} =$

e. $\frac{3}{10} =$

f. $\frac{2}{10} =$

g. $\frac{4}{10} =$

h. $\frac{6}{10} =$

i. $\frac{8}{10} =$

3. Write the following in fraction form:

a. 0,2 =

b. 0,7 =

c. 0,5 =

d. 0,4 =

e. 0,1 =

f. 0,9 =

g. 0,6 =

h. 0,8 =

i. 0,3 =

4. Answer $<$, $>$ or $=$

a. $\frac{4}{10}$ 0,4

b. 0,9 0,2

c. 0,5 0,3

d. 0,4 0,8

e. 1 0,6

f. 1 0,1

g. 0,3 $\frac{3}{10}$

h. 0,5 $\frac{5}{10}$

i. 0,7 0,6

j. 1 $\frac{2}{10}$

k. 0,8 1

l. $\frac{7}{10}$ 1

4. Give a decimal smaller and bigger than the given decimal number:

a. 0,3

b. 0,9

c. 0,2

d. 0,8

e. 0,7

f. 0,4

g. 0,6

h. 0,1

i. 0,5

Word sums

Peter ran 0,9 km. Suzy ran $\frac{7}{10}$.
Who ran the furthest?

Palesa bought 0,3 kg chocolates.
Mbali bought $\frac{5}{10}$ kg chocolates.
Who bought the most?

Quick recall.

$100 \div 2 =$	$500 \div 5 =$	$900 \div 9 =$	$200 \div 2 =$	$400 \div 4 =$
$300 \div 3 =$	$600 \div 3 =$	$800 \div 4 =$	$500 \div 2 =$	$600 \div 6 =$
$700 \div 2 =$	$100 \div 5 =$	$450 \div 5 =$	$300 \div 2 =$	$900 \div 3 =$
$400 \div 2 =$	$800 \div 8 =$	$640 \div 8 =$	$360 \div 6 =$	$700 \div 5 =$
$200 \div 5 =$	$700 \div 7 =$	$960 \div 3 =$	$72 \div 6 =$	$450 \div 9 =$

Example 1:

$$\begin{aligned}
 633 \div 3 &= (600 + 30 + 3) \div 3 \\
 &= (600 \div 3) + (30 \div 3) + (3 \div 3) \\
 &= 200 + 10 + 1 \\
 &= 211
 \end{aligned}$$

Test the answer.

Example 2:

$$\begin{aligned}
 589 \div 4 &= (500 + 80 + 9) \div 4 \\
 &= (500 \div 4) + (80 \div 4) + (9 \div 4) \\
 &= 125 + 20 + 2 \text{ rem } 1 \\
 &= 147 \text{ rem } 1
 \end{aligned}$$

Test the answer.

1. Show your calculations in your writing book:

- $481 \div 3 =$
- $635 \div 3 =$
- $744 \div 3 =$
- $815 \div 3 =$
- $965 \div 3 =$

3. Show your calculations in your writing book:

- $218 \div 7 =$
- $350 \div 7 =$
- $482 \div 7 =$
- $678 \div 7 =$
- $928 \div 7 =$

5. Show your calculations in your writing book:

- $230 \div 9 =$
- $349 \div 9 =$
- $487 \div 9 =$
- $865 \div 9 =$
- $985 \div 9 =$

2. Show your calculations in your writing book:

- $267 \div 5 =$
- $578 \div 5 =$
- $650 \div 5 =$
- $812 \div 5 =$
- $942 \div 5 =$

4. Show your calculations in your writing book:

- $150 \div 8 =$
- $267 \div 8 =$
- $615 \div 8 =$
- $863 \div 8 =$
- $941 \div 8 =$

You need to go and practice some of these sums at home.



Example 3:

	7 2				
6	4 3 2				
-	4 2 0			6 x 7 0	
	1 2				
-	1 2			6 x 2	
	0				

6. Say in each case whether there is a remainder or not, and if there is, then what it is. Show all your calculations in your writing book.

a. $157 \div 8 =$

b. $648 \div 4 =$

c. $531 \div 9 =$

d. $842 \div 6 =$

e. $914 \div 5 =$

f. $999 \div 7 =$

7. The farmer collected 574 eggs. He packed them in half a dozen containers. How many containers did he fill? Were there any eggs left?

How fast can ...

How fast can you calculate the sums below?

100 \div **2** \div **5** \div **2** \div **1** =

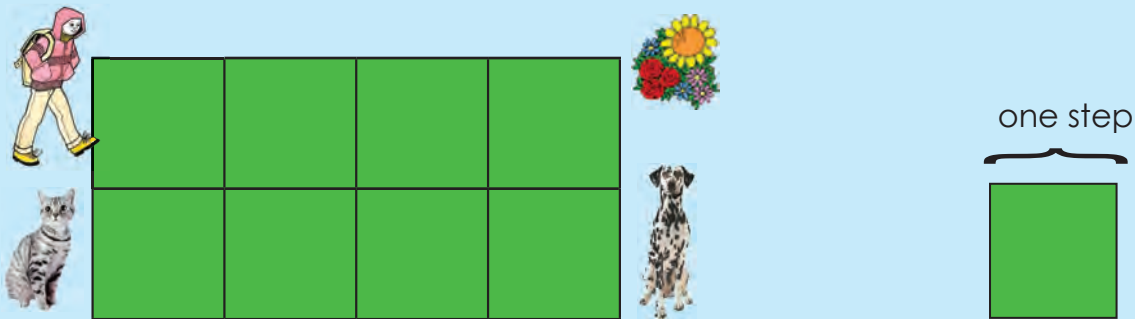
64 \div **2** \div **2** \div **2** \div **2** =

Make your own sum.

\div \div \div \div =



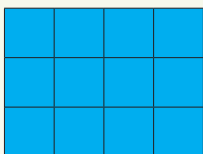
What is the distance around the field?



1. How many steps will the person walk:

- a. To the flowers?
- b. From the flowers to the dog?
- c. From the dog to the cat?
- d. From the cat to where the person started walking?
- e. What is the total distance that the person walked?

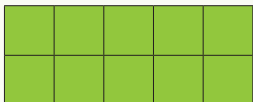
2. What is the total distance around these shapes.



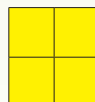
a. units.



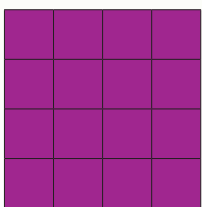
b. units.



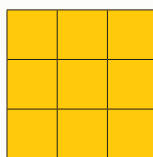
c. units.



d. units.



e. units.



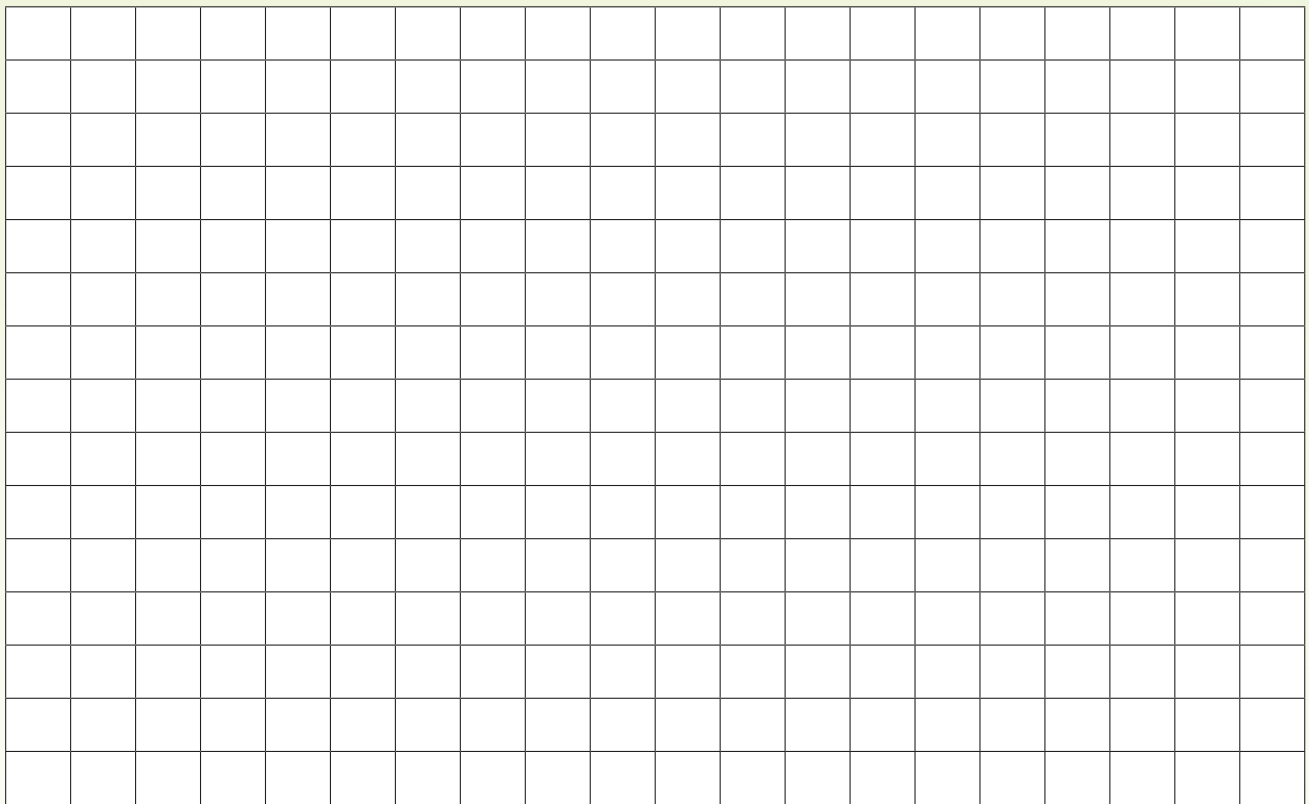
f. units.

We call the distance around a shape its perimeter.



3. Use the grid below and make drawings of shapes with the following perimeter:

- a. A blue shape with a perimeter of 16
- b. A red shape with a perimeter of 12.
- c. A Green shape with a perimeter of 18.
- d. A yellow shape with a perimeter of 8.
- e. A brown shape with a perimeter of 10.



Perimeter at school

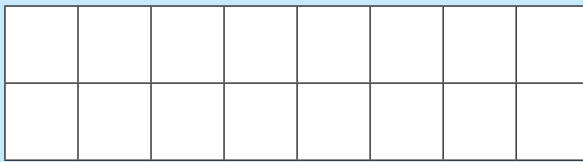
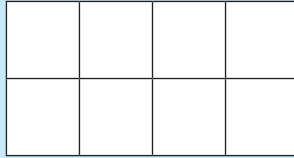
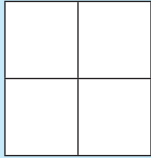


- How many steps will you take around the soccer field/netball court/ rugby field/ tennis court?

How many square units will it take to cover the square and rectangles?

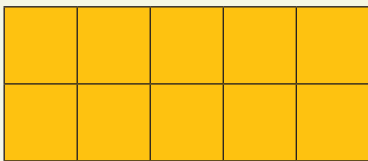


square
unit



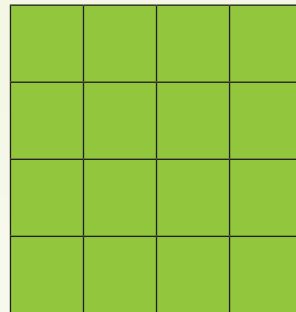
1. How many square units are there in each of these shapes?

a.



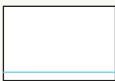
square units

b.



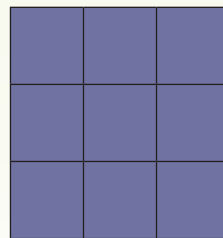
square units

c.



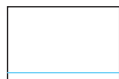
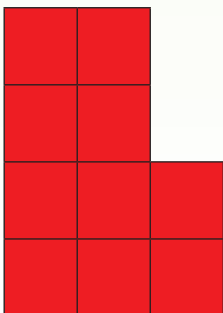
square units

d.



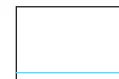
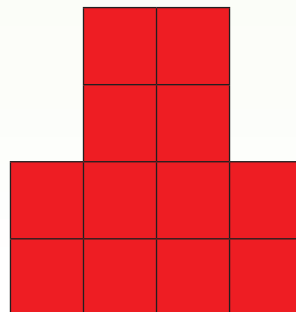
square units

e.



square units

f.



square units

2. Draw the following. Your drawings should be of different shapes?

A rectangle with 12 square units.

A different rectangle with 12 square units.

A different rectangle with 12 square units.

A square with 16 square units.

A rectangle with 16 square units.

A different square with 16 square units.

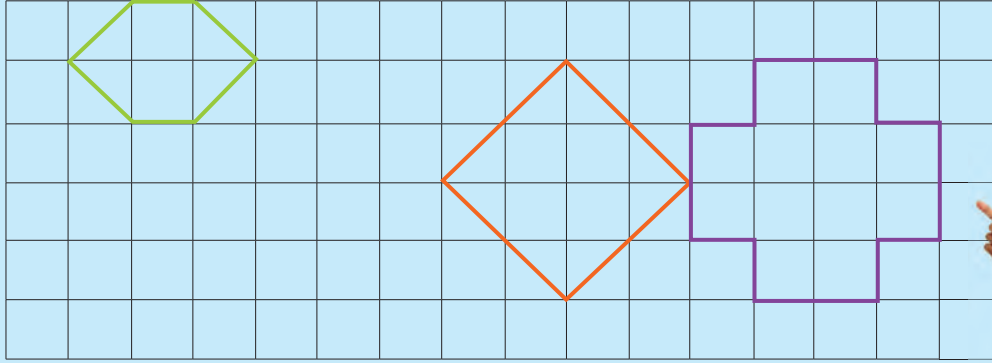
Any shape with 18 square units.

Any shape with 18 square units.

Any different shape with 18 square units.



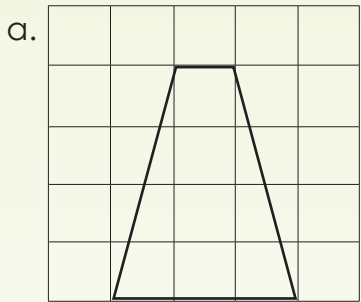
Count the square units.

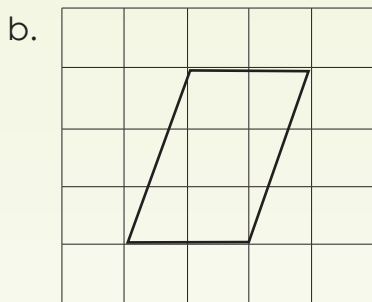


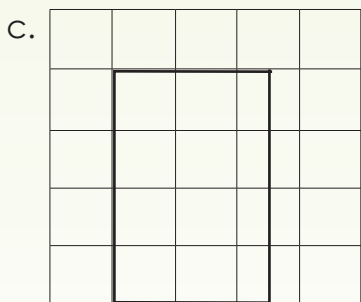
I see two squares and 4 half squares. 4 half squares give me 2. 4 plus two equals 6 square units.

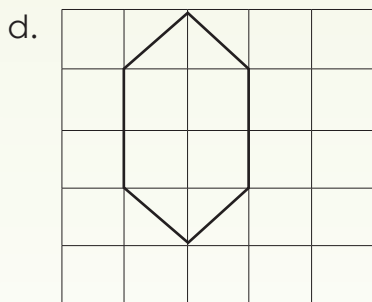


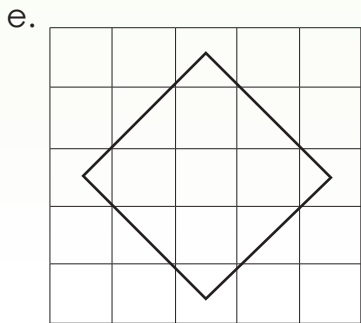
1. How many square units in each shape?

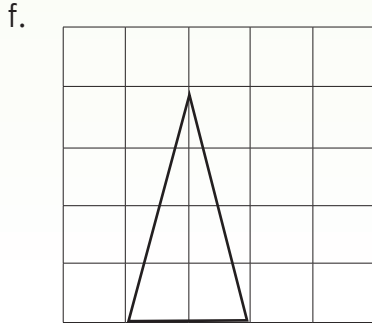




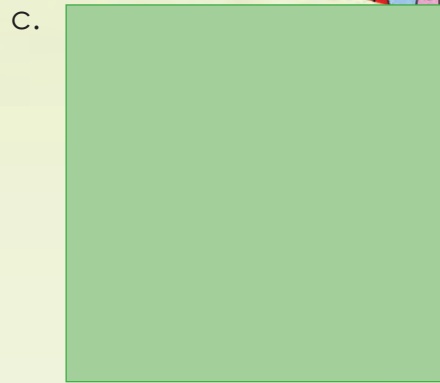




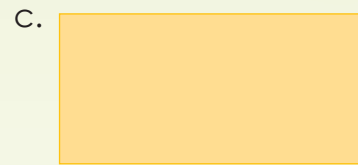
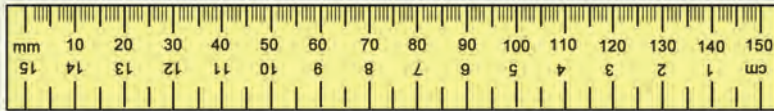




2. Measure and label the length and the width of the sides.



3. Use your ruler and measure the sides of the shapes. Give your answer in mm.



Length:

Length:

Length:

Width:

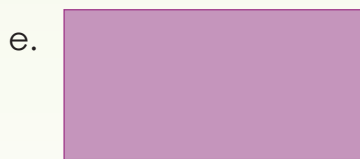
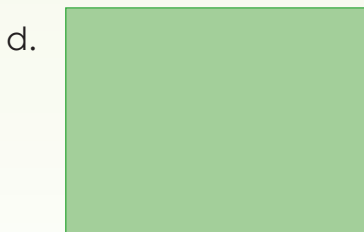
Width:

Width:

Total distance around
the shape:

Total distance around
the shape:

Total distance around
the shape:



Length:

Length:

Length:

Width:

Width:

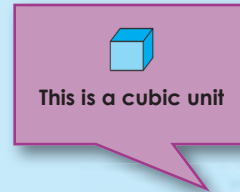
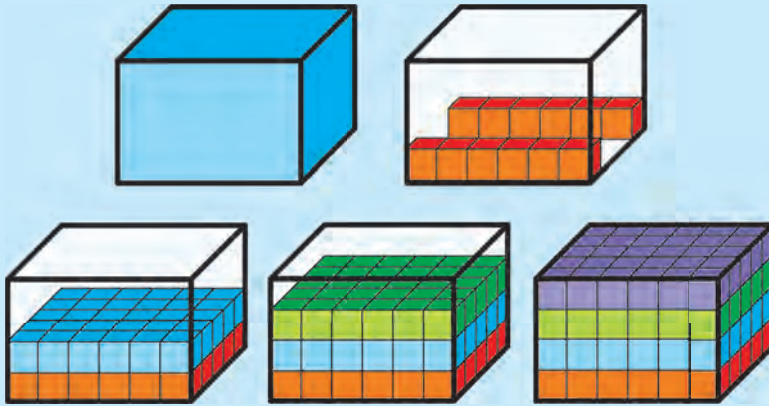
Width:

Total distance around
the shape:

Total distance around
the shape:

Total distance around
the shape:

How many cubes do you need to fill a paper box?



1. Answer the following questions:

a. Look at the first layer. How many cubes are in this layer?

b. How many cubes are in the:

2nd layer? 3rd layer? 4th layer?

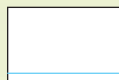
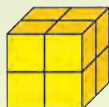
2. What is the total number of cubes in the box?

a. Calculate it using addition.

b. Calculate it using multiplication.

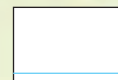
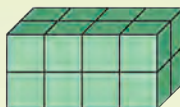
2. How many cubic units are there?

a.



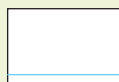
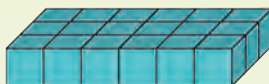
cubic units

b.



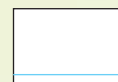
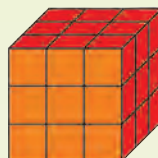
cubic units

c.



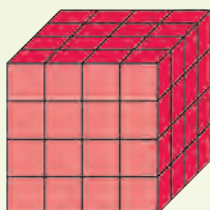
cubic units

d.



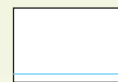
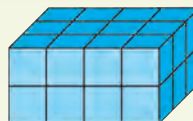
cubic units

e.



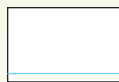
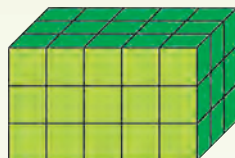
cubic units

f.



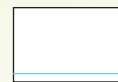
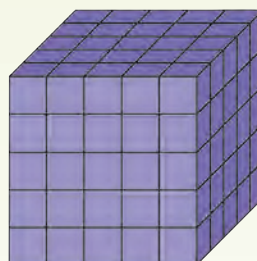
cubic units

g.



cubic units

h.

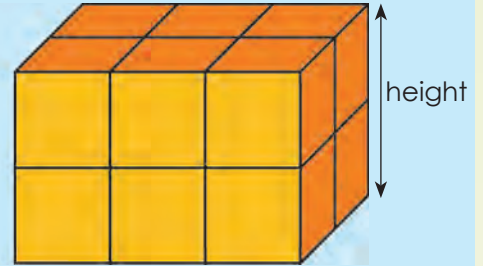
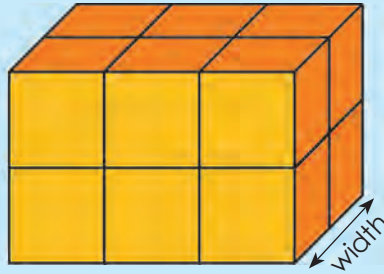
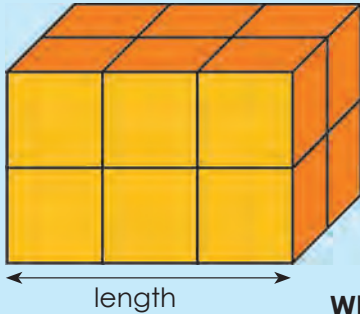


cubic units

In order

List the objects above in order, from the smallest to the biggest volume.

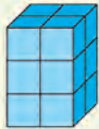
What is the length, width and height of this block?



What is the height of the block?
 What is the width of the block?
 What is the length of the block?

1. Show the length, width and height of each block.

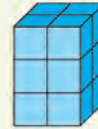
a.



What is the length of the block?



What is the width of the block?



What is the height of the block?

b.



What is the length of the block?

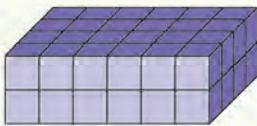


What is the width of the block?

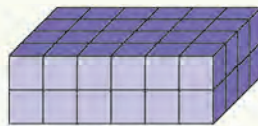


What is the height of the block?

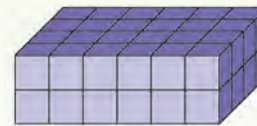
c.



What is the length of the block?

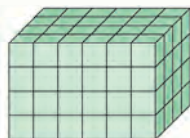


What is the width of the block?

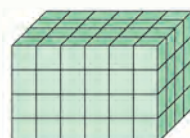


What is the height of the block?

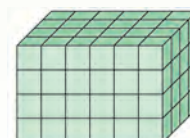
d.



What is the length of the block?



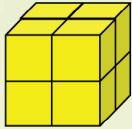
What is the width of the block?



What is the height of the block?

2. Without counting each cube. How many cubic units are there?

a.



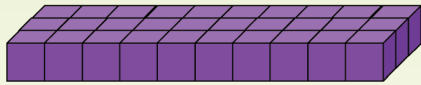
Length = cubic units

Width = cubic units

Height = cubic units

We can say: x x = cubic units

b.



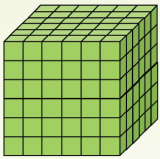
Length = cubic units

Width = cubic units

Height = cubic unit

We can say: x x = cubic units

c.



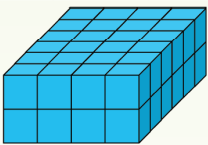
Length = cubic units

Width = cubic units

Height = cubic unit

We can say: x x = cubic units

d.



Length = cubic units

Width = cubic units

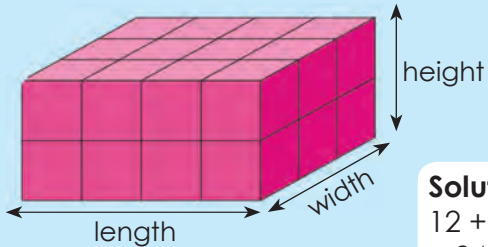
Height = cubic unit

We can say: x x = cubic units

Cubic units

What will be the length, width and height of an object with 16 cubic units?

Talk about the 3 solutions



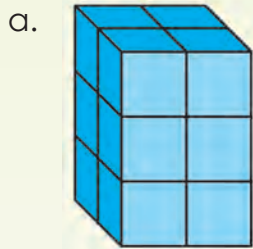
The length equals **4** units
 The width equals **3** units
 The height equals **2** units

Solution 1:
 $12 + 12$
 $= 24$ cubic units

Solution 2:
 $8 + 8 + 8$
 $= 24$ cubic units

Solution 3:
 $4 \times 3 \times 2$
 $= 24$ cubic units

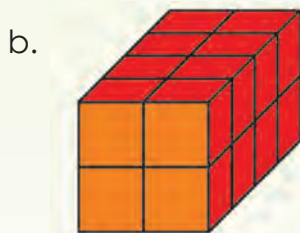
1. Give three ways to calculate the cubic units of the object



Solution 1:

Solution 2:

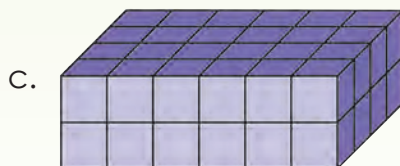
Solution 3:



Solution 1:

Solution 2:

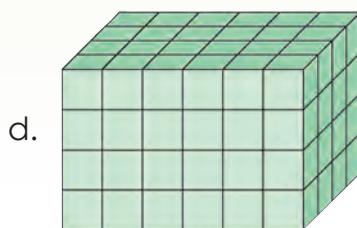
Solution 3:



Solution 1:

Solution 2:

Solution 3:



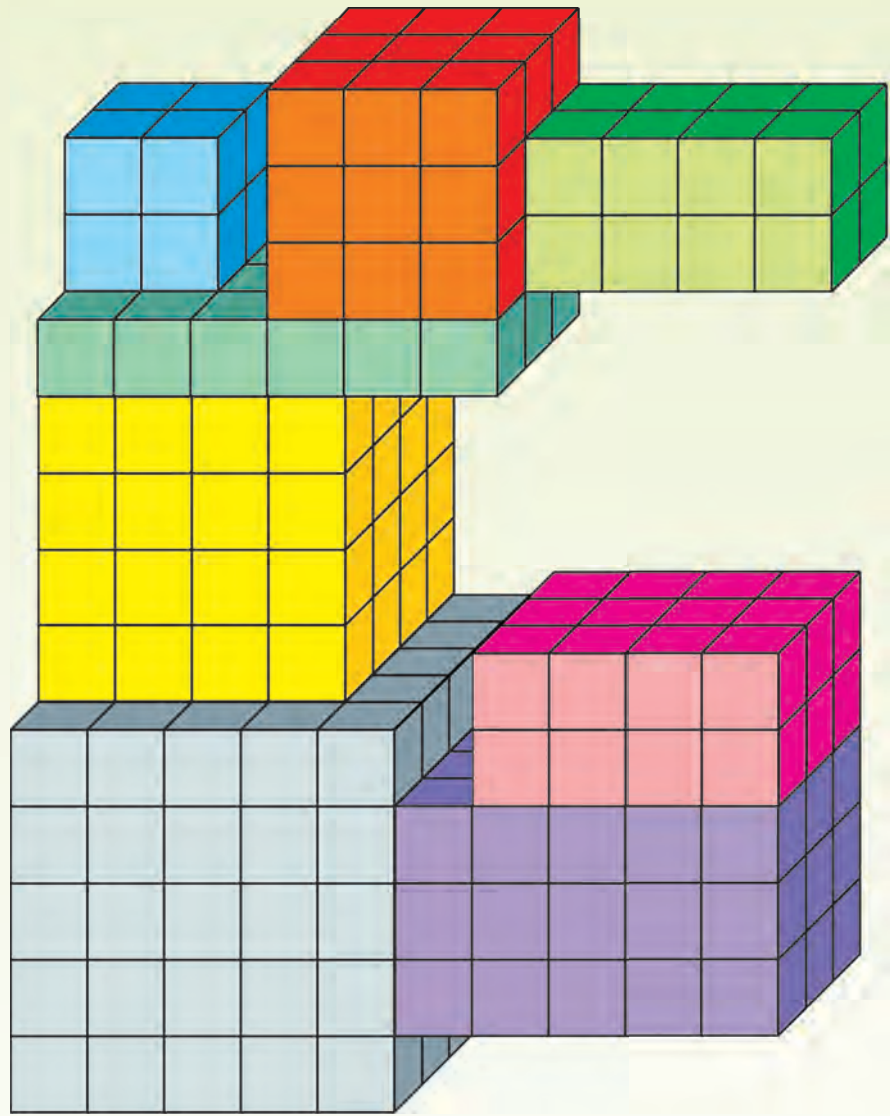
Solution 1:

Solution 2:

Solution 3:


3. How many cubic units are in this model of a modern building?
Use the table to help you.

Solution	



Model fun

Draw your own model of a modern building using cubic units.
It should have more than 100 cubic units. How many cubic units does your model have?


	A	B	C
1			
2			
3			


Use your fingers to help you.


That is easy. It is B2.




1. Where is the boy?

	A	B	C	
1				
2				
3				

	A	B	C	
1				
2				
3				

	A	B	C	
1				
2				
3				

	A	B	C	
1				
2				
3				

2. Draw a girl in:

	A	B	C	B1
1				
2				
3				

	A	B	C	C2
1				
2				
3				

	A	B	C	A3
1				
2				
3				

	A	B	C	B3
1				
2				
3				

3. Use the grid to answer the questions:

	A	B	C	D	E	F	G	H	I	J
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										

Where will you find a?

- a. **Green** hexagon b. **Yellow** square c. **Green** square
 d. **Red** square e. **Orange** hexagon f. **Pink** pentagon
 g. **Purple** pentagon

4. Draw the following on the grid:

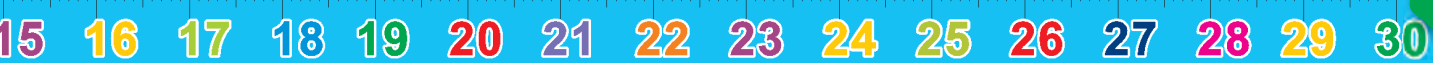
- a. **Blue** triangle in B4 b. **Yellow** circle in E9 c. **Red** pentagon in C1
 d. **Green** rectangle in F3 e. **Purple** hexagon in J10 f. **Green** triangle in H8
 g. **Blue** hexagon in G10 h. **Blue** triangle in I 6 i. **Brown** square in E 5

Fun walk ...

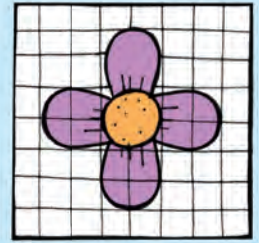
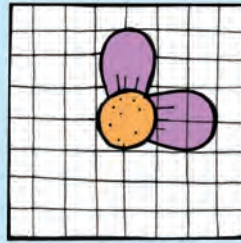
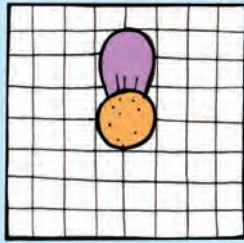
John	A	B	C
1	vest	cap	boots
2	shirt	pants	shirt
3	pants	shoes	cap

- John walks 3 steps across and 2 steps down? What items did John get?
- John walks 1 step across and 3 steps down. What items did John get?
- John walks 3 steps across and 1 step down. What items did John get?

NB: Remember, when writing items you start by recording the item that is across before recording the items that go downwards.

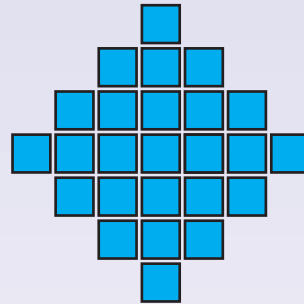
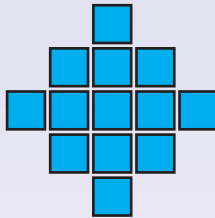


What happens to the petal?



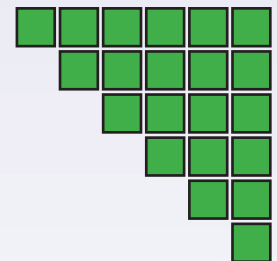
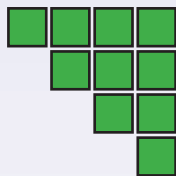
1. Look at the patterns and complete the table below.

a.



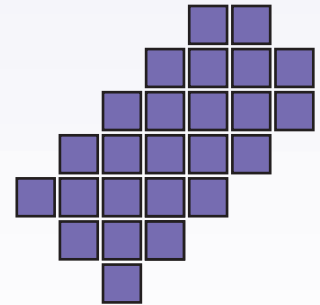
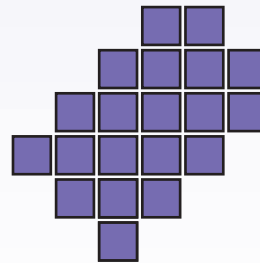
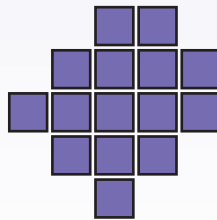
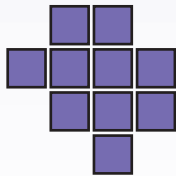
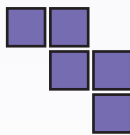
Pattern	1	2	3	4	5	6	7	8	9	10
Blocks										

b.



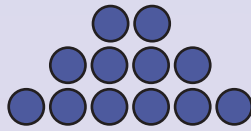
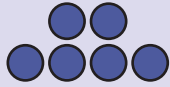
Pattern	1	2	3	4	5	6	7	8	9	10
Blocks										

c.



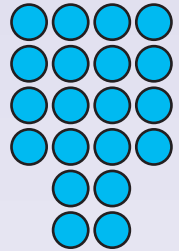
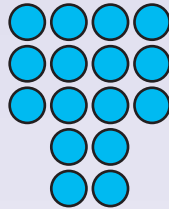
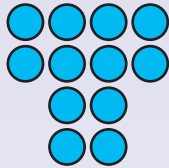
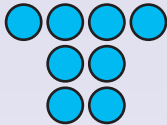
Pattern	1	2	3	4	5	6	7	8	9	10
Blocks										

d.



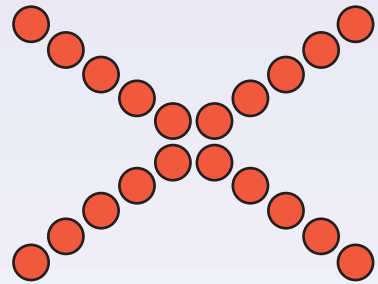
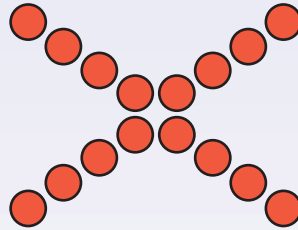
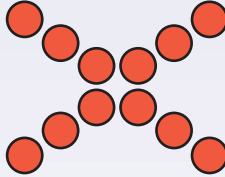
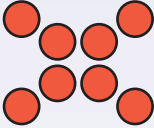
Pattern	1	2	3	4	5	6	7	8	9	10
Circles										

e.



Pattern	1	2	3	4	5	6	7	8	9	10
Circles										

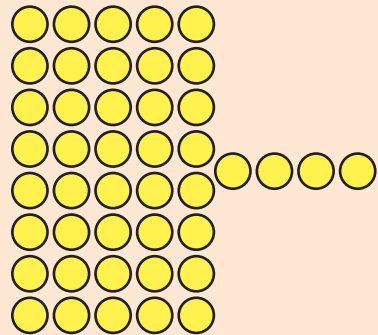
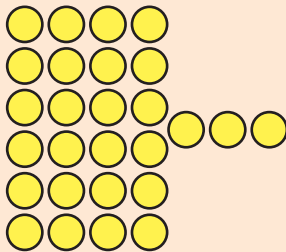
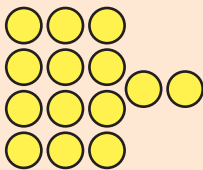
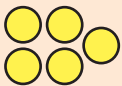
f.



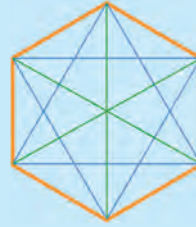
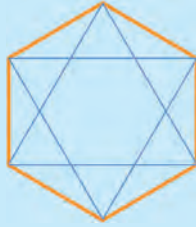
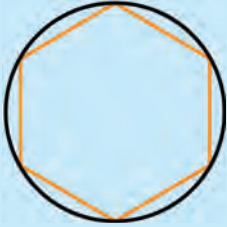
Pattern	1	2	3	4	5	6	7	8	9	10
Circles										

Pattern fun

This is a pattern. Design your own pattern and give it to a friend to solve.



Explain what is happening with this pattern.



Term 4 - Week 5

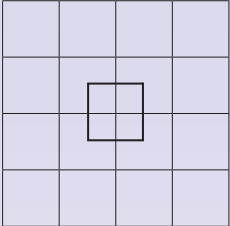
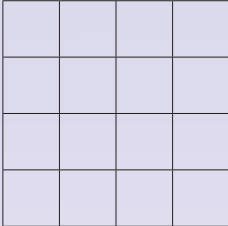
1. Copy the pattern:

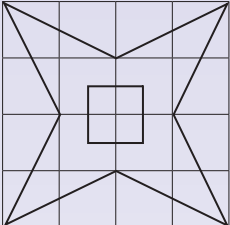
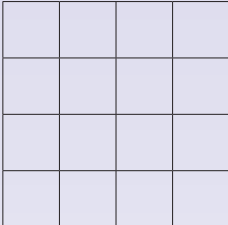
a.

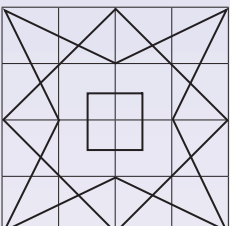
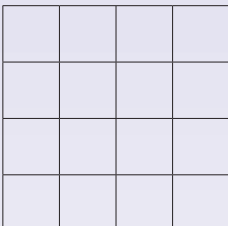
b.

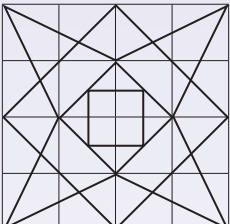
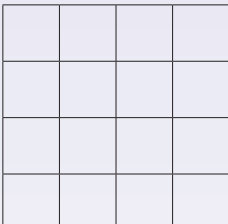
c.

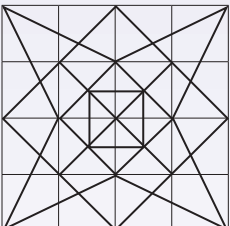
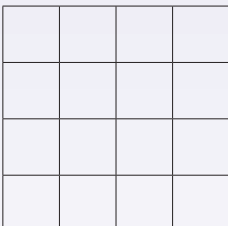
2. Copy the patterns:

a.  

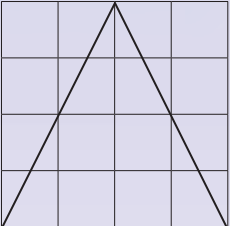
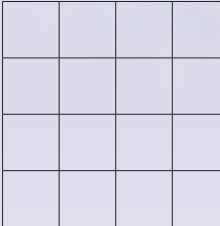
b.  

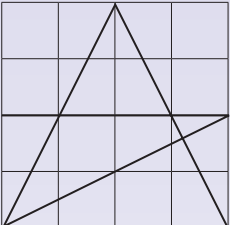
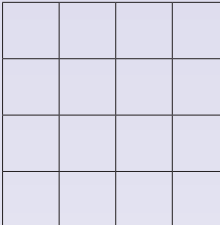
c.  

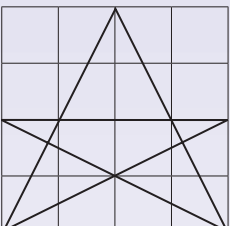
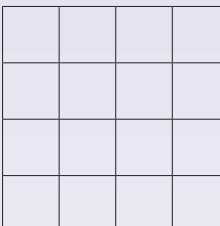
d.  

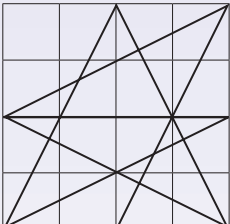
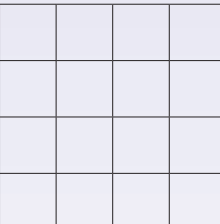
e.  

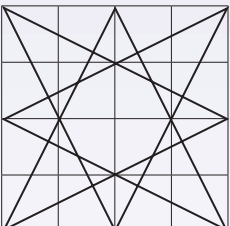
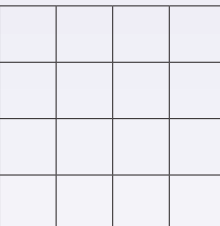
3. Copy the pattern.

a.  

b.  

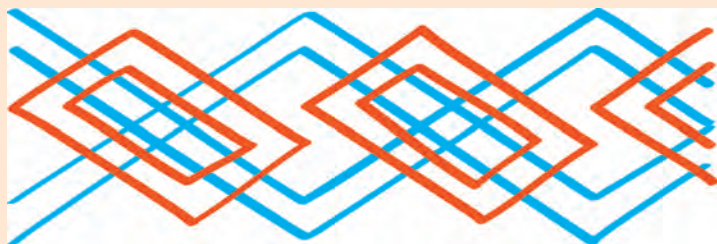
c.  

d.  

e.  

Patterns

Copy and extend this pattern.



Quick recall.

$5\,000 + 6 =$	$6\,000 - 400 =$	$4\,000 - 80 =$
$250 \times 4 =$	$400 \times 8 =$	$800 \div 5 =$
$4\,500 - 700 =$	$8\,000 + 25 =$	$30 \times 30 =$
$880 \div 8 =$	$5\,000 \div 5 =$	$7\,800 \div 6 =$
$9\,000 + 900 =$	$50 \times 60 =$	$7\,500 + 150 =$

1. Work these out in you head.

- a. 36 plus 7
- b. 4 multiplied by 6
- c. The sum of 15 and 32
- d. Divide 48 by 8
- e. The product of 10 and 11
- f. What is the remainder of 22 is divided by 5?
- g. What is 12 less than 4 time a hundred?



2. Tick the correct answer.

a. Another word for addition is:

- i. subtraction
- ii. product
- iii. plus/the sum of

b. Minus mean the same as:

- i. subtraction
- ii. product
- iii. divide

c. Ten thousand has ___ zeros.

- i. 2
- ii. 3
- iii. 4

d. Ten thousand is a ___ digit number.

- i. 3
- ii. 4
- iii. 5

e. The product of 6 and 100 is:

- i. 106
- ii. 600
- iii. 94

f. When adding or subtracting, if a number ends in 9 round it up to the next 10, and then take away or add ___.

- i. 10
- ii. 9
- iii. 1

g. 37 r 3. The r stands for:

- i. remainder
- ii. number
- iii. revision

h. Share 3 000 between 2:

- i. 300
- ii. 1 500
- iii. 1 000

3. Work these out in you head.

a. $72 \div 9 =$

b. $84 \div 4 =$

c. $65 \div 5 =$

d. $93 \div 3 =$

e. $28 \div 5 =$

f. $31 \div 6 =$

4. Match column A with column B.

A

- a. Addition
- b. Subtraction
- c. Multiplication
- d. Division

B

- i. Share
- ii. Product
- iii. Increase by
- iv. Decrease by



5. Fill in the correct symbol.



a. $80 \underline{\hspace{1cm}} 2 = 160$

b. $10\ 000 \underline{\hspace{1cm}} 400 = 10\ 400$

c. $399 \underline{\hspace{1cm}} 301 = 98$

d. $99 \underline{\hspace{1cm}} 9 = 11$

e. $25 \underline{\hspace{1cm}} 4 = 100$

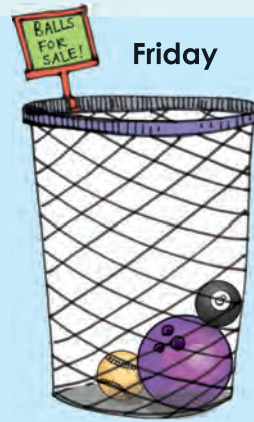
f. $2\ 345 \underline{\hspace{1cm}} 214 = 2\ 559$

Operation symbols and numbers

Fill in the correct symbol and number.



100	$\div 5$	20	<input type="text"/>	50	<input type="text"/>	100	<input type="text"/>	120
60	<input type="text"/>	10	<input type="text"/>	40	<input type="text"/>	50	<input type="text"/>	20
25	<input type="text"/>	5	<input type="text"/>	25	<input type="text"/>	50	<input type="text"/>	10



1. Tick to show if the balls were sold.

	Sold
 R35,99	
 R18,99	
R24,99 	
 R9,99	
 R34,99	
 R49,99	
R12,99 	
 R99,99	
R64,99 	
 R55,99	

a. What would I have got if I sold all the balls?
Show your calculations here.

b. What did I actually get for selling the balls.
Show your calculations here.

2. Colour in the money you get in **blue**, and the money you spend in **orange**.

Pocket money R150	Burger R25	Tuck shop R15	Cool drink R8	Extra chores R50	Book R50
Stationary R22	Airtime R12	Jewellery R18	Birthday money R100	CD special R50	Ice skating R25
Extra Chores R30	Movies R25	Pocket money R150	Jeans R99	Sweet R6	Extra chores R40
Magazine R50	Tuck shop R12	Sweets R15	Airtime R15	Extra chores R30	Birthday card R10

3. Complete this table using the information above.

Money I get	Money I spend

a. Did I stay within my budget?

Explain:



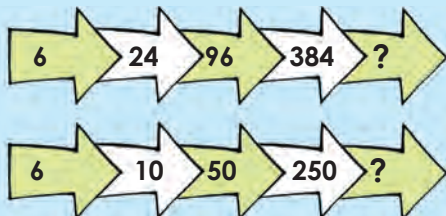
Budget your winnings

If you win a R1 000 prize what will you do with the money?

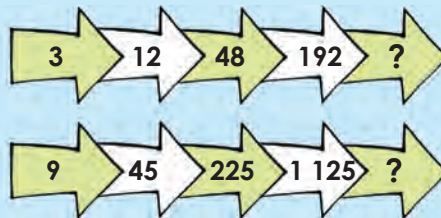


Multiplication: 3-digit by 2-digit, and 2-digit x 2-digit

What number comes next?



Try this!



1. Complete the table below 1.

Number	x 10	x 20	x 30	x 40	x 50
40					
45					
50					
55					
60					

2. Calculate the following:

a. $456 \times 2 =$

b. $27 \times 15 =$

c. $56 \times 76 =$

d. $576 \times 9 =$

3. Solve the problems

- a. There are 250 marbles in one bag. There are 9 bags. How many marbles are there in total.

- b. The computer game costs R199. My father bought two. How much did he pay?

- c. Each chicken costs R42. We need to buy 35 chickens for the function. How much will we pay for all the chickens?

Spinning numbers

Multiply the numbers with the same colour.



Multiples of a number can be made by multiplying the number by any whole number. The first four multiples of 2 are **2, 4, 6** and **8**. You get them by doing 2×1 , 2×2 , 2×3 and 2×4 .

Reminder: When you do multiplication you can write the numbers in any order and get the same answer. 8×3 is the same as 3×8 .



1. Complete the following:

a. The numbers you find in the 3-times table are all multiples of .

b. The numbers you find in the 4-times table are all multiples of .

c. Here is how to make multiples of 4. Just multiply by a whole number each time.

$$1 \times 4 = \text{, } 2 \times 4 = \text{, } 3 \times 4 = \text{, } 4 \times 4 = \text{, ,}$$

$$\text{, , ,$$

d. The numbers you find in the 5-times table are all multiples of .

e. Here is how to make multiples of 5. Just multiply by a whole number each time.

$$1 \times 5 = \text{, } 2 \times 5 = \text{, } 3 \times 5 = \text{, } 4 \times 5 = \text{, ,}$$

$$\text{, , ,$$

f. Here is how to make multiples of 6. Just multiply by a whole number each time.

$$1 \times 6 = \text{, } 2 \times 6 = \text{, } 3 \times 6 = \text{, } 4 \times 6 = \text{, ,}$$

$$\text{, , ,$$

2. Complete the following:

a. Is 12 a multiple of 4? If you multiply 4 by , you get ,
so 12 is a multiple of .

b. Is 36 a multiple of 6? If you multiply 6 by , you get ,
so 36 is a multiple of .

c. Is 49 a multiple of 7? If you multiply 7 by , you get ,
so 49 is a multiple of .

3. Complete the following:

a. 20 is a multiple of 5, because × = 20.

20 is a multiple of 4, because × = 20.

b. 42 is a multiple of 6, because × = 42.

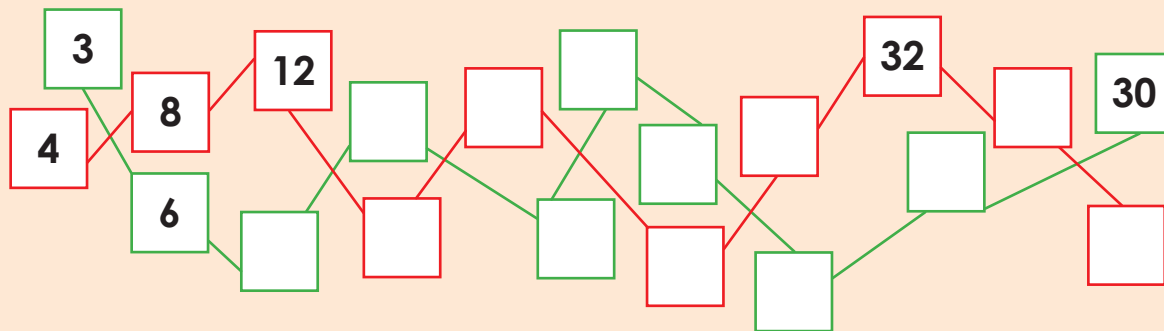
42 is a multiple of 7, because × = 42.

c. 56 is a multiple of 7, because × = 56.

56 is a multiple of 8, because × = 56.

Multiple snakes

Complete the patterns:



Talk about these pictures.

Unlikely to happen.



Likely to happen.



Talk about these pictures.

1. Answer: Likely or unlikely to happen.

I am going to eat supper.

A three-months-old baby is going to walk.

It is going to snow tomorrow.

I will walk to school tomorrow.

I will not go to school tomorrow.

My mom is going to work tomorrow.

My teacher is not coming to school tomorrow.

The sun will shine tomorrow.

It is going to rain this afternoon.

I am going to ride a bicycle this afternoon.

2. Draw a picture.

Something that will **likely** happen with you today.

Something that will **not likely** happen with you today.

3. Use the words and write sentences on:

play with friends

do my homework

play with my dog

play with a cat

eat lunch

going on holiday

eat breakfast

see my grandma

Something that will **likely** happen with you today.

Something that will **not likely** happen with you today.

Ask your family

Ask your family to help you to complete the diagram below.

Likely to happen

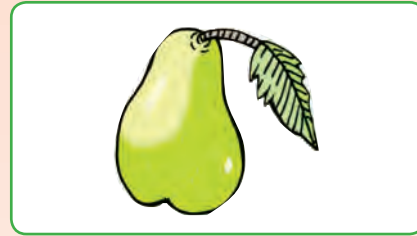
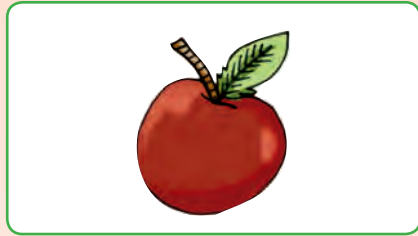
Unlikely to happen



What is in the bag? What would you like to pull out of the bag.



1. Take a non-transparent bag. Make two cards that are similar to the ones below, and place them in the bag.





Take a card from the bag without looking. Check which card you have drawn. Put it back in the bag. Draw a card again. Is it the same or a different card?

- b. Did your friend draw the same cards?

- c. Did the people in your group all draw the same cards?

Now do this activity 50 times. (Draw a card, record your results using tallies and place the card back into the bag).

Write your results in the table below.

This is how you can tally.

| = 1 || = 2
 ||| = 3 |||| = 4
 # = 5

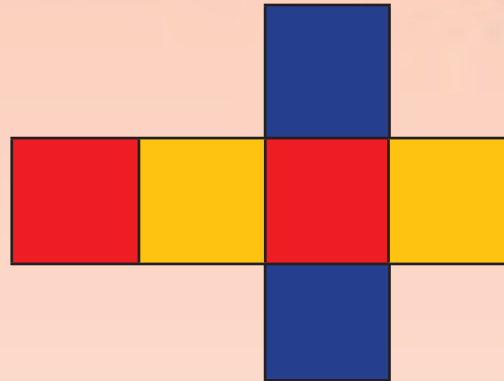


Compare your results with your friend's results.

2. Make your own dice with the following colours and then answer the questions.

a. What colour do you like the most on the dice?

b. What colour do you like the least on the die?



Ask your friend the same questions. What did she or he answer?

d. Roll the dice. On what colour did it land?

e. Ask your friend to roll the dice. On what colour did it land?

f. Did you land on the same colour?

g. Did the other children in your class land on the same colour?

3. Roll the dice 50 times and record your results in the table below using tallies.

Red	
Blue	
Yellow	



1. Look at all the things in this picture. There are only one of some things (for example, the flag). There are more than one of other things (for example, school bags). See how many multiples of numbers you can find when counting things.

a. Identify some numbers and list their multiples.

b. What will the next five multiples be for the first two numbers you found?

i.

ii.

c. Add the following numbers in the hopscotch game:

i. The three numbers in the top row:

ii. The six numbers in the middle row:

iii. The three numbers in the bottom row.

d. What will the next five multiples be for the first two numbers you found?

e. Choose a number in the picture and divide it by 7.

--

f. What is the time on the school clock?

--

g. Write the time in digital form.

--

2. Use the picture to answer the questions.

a. Draw a bar graph of the school bags.

e. Copy the pattern on the office building. Describe it.

b. What do you think the children are doing?

--

f. Give another example of reflective symmetry.

--

c. Identify the cylinders in the picture. Why does the school have them?

--

g. Identify as many 2-D shapes in the picture as you can.

d. Is the South African flag symmetrical? Show the line of symmetry.





1. Use the picture to answer the following questions

a. Write down the 4-digit number.

b. What will the answer be if you subtract 400 from the 4-digit number?

c. What will the answer be if you add them together

d. What two 4-digit numbers will give you 9 476 if you add them.

e. Write 9 476 in expanded notation.

f. What is the ratio:

i. Yellow to red flowers:

 :

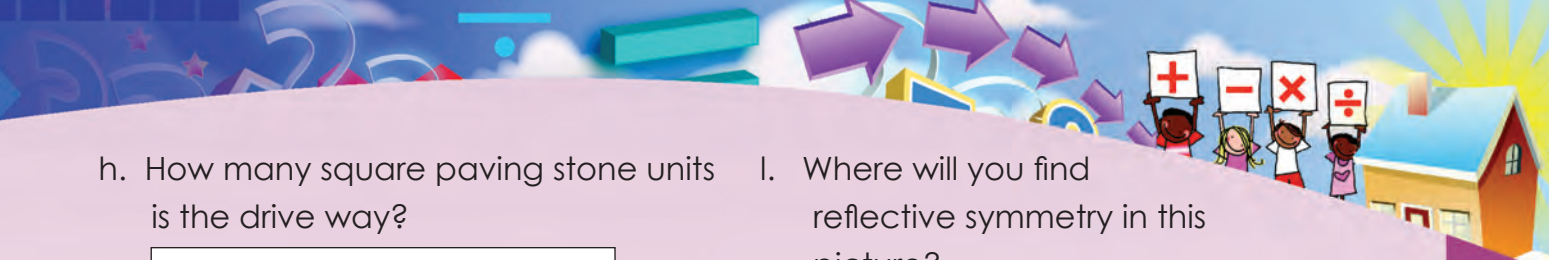
ii. Red to pink flowers:

 :

iii. Yellow to pink flowers:

 :

g. Identify and name all the 3-D objects in front of the house in the picture.



h. How many square paving stone units is the drive way?

i. Draw a pictograph of the flowers.

j. What fraction of the windows on the ground floor are dirty?

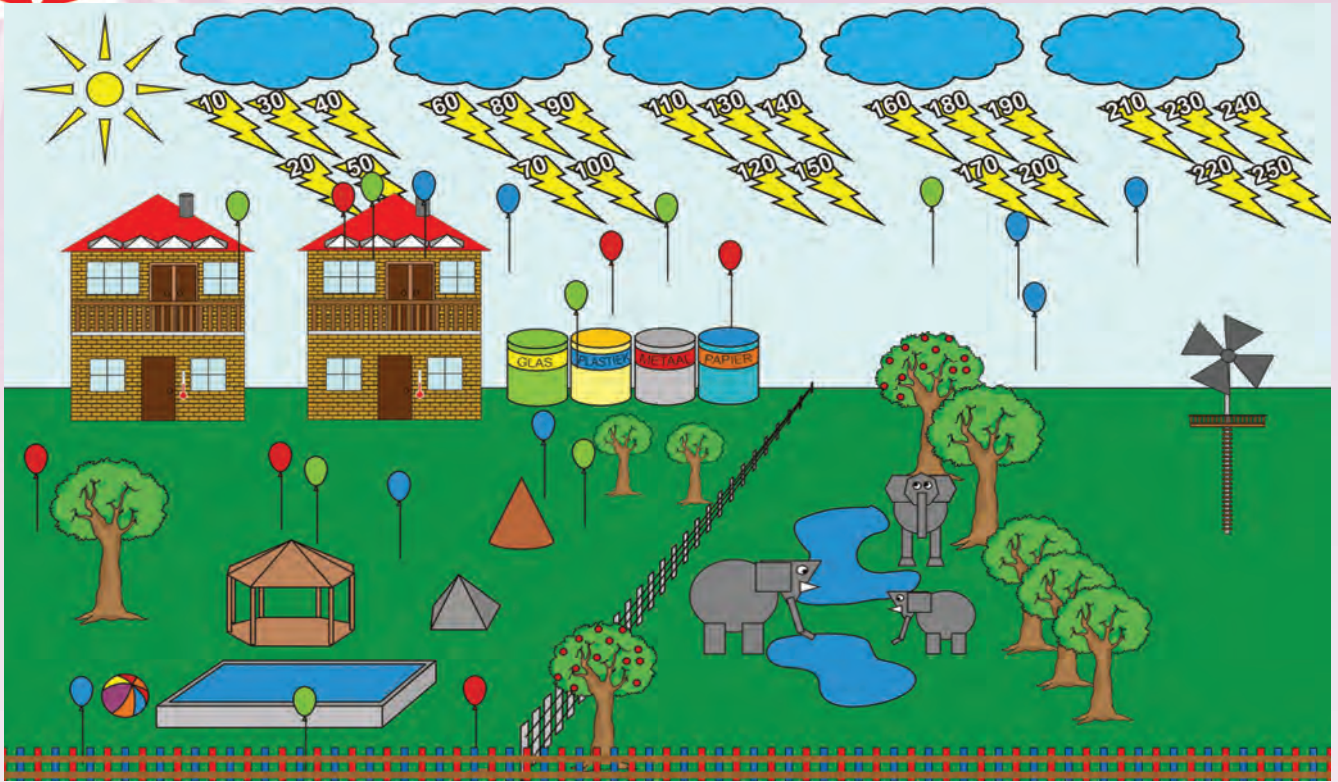
k. What fraction of the windows on the top floor are dirty?

l. Where will you find reflective symmetry in this picture?

m. Copy any pattern in this picture and describe it.

n. Identify three 2-D shapes and draw them here.

Mixed concepts: The environment



1. Look at the picture and answer the questions.

a. Copy two patterns:

i.

ii.

b. Add all the numbers in the first pattern.

c. Add all the numbers in the second pattern.

d. Draw a bar graph of the balloons.

e. Is the house symmetrical?



f. Draw a house that is symmetrical.

g. Look at the words on the recycling bins. Are the letters symmetrical. Show it here?

h. The grid below shows the number of each alphabet letter.

A	B	C	D	C	F
1	2	3	4	5	6
G	H	I	J	K	L
7	8	9	10	11	12
M	N	O	P	Q	R
13	14	15	16	17	18
S	T	U	V	W	X
19	20	21	22	23	24
Y	Z				
25	26				

What will the number for each bin be. Add the digits.

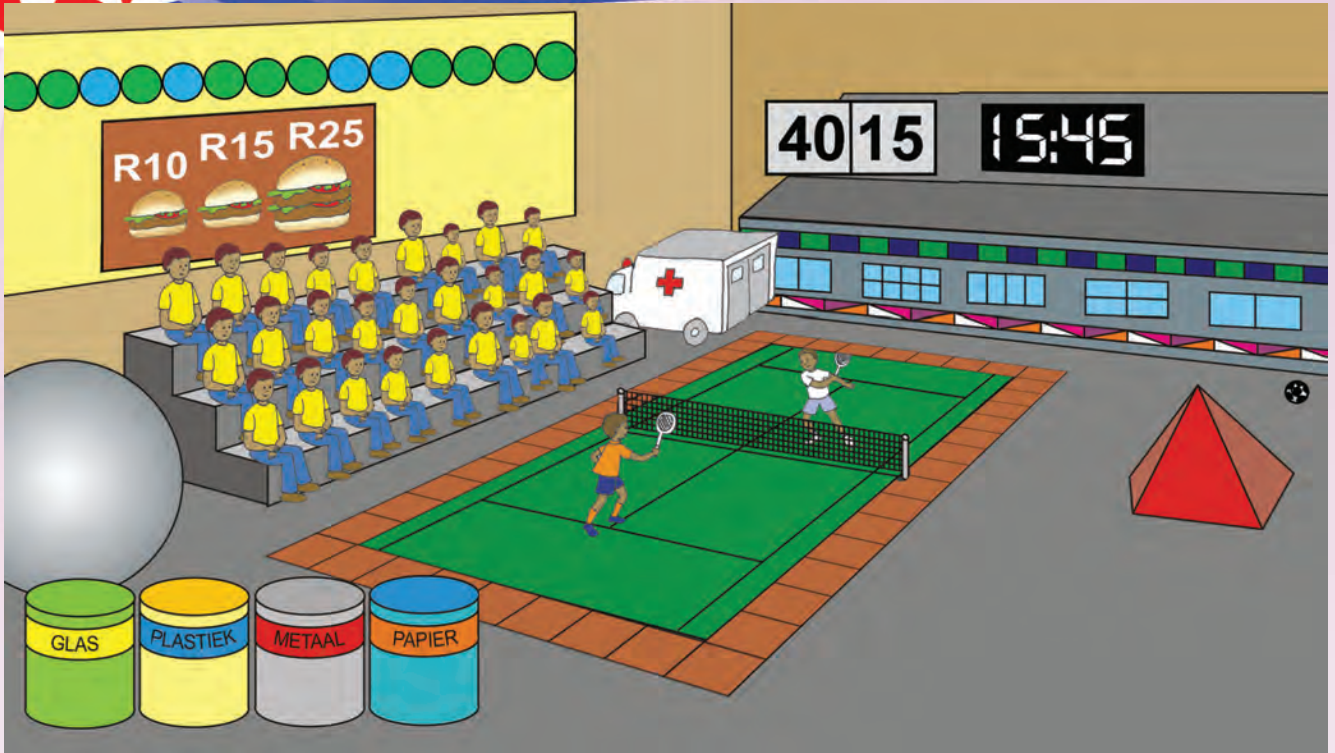
i. Copy the fence pattern.

j. Draw a fence pattern of your own.

k. Name all the 2-D shapes in the picture.

l. Will an elephant be made from these 2-D shapes in reality?





1. Look at the picture and answer the questions.

a. How many people are sitting on the stand?
 (This will need some careful counting.)

b. They are selling 3 different types of hamburgers at the event. What are the prices?

c. You bought one of each. How much did you pay?

d. You paid with a R50 note. How much change did you get?

e. What will you pay if you buy 5 of the cheapest hamburgers?

f. What will you pay if you buy 5 of the most expensive hamburgers?

g. Identify all the 3-D objects represented in this picture:

g. Identify the faces of each 3-D object and name the 2-D shape:

i. Say if it is certain to happen or not certain to happen.

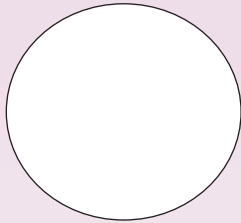
i. Play the match with a soccer ball.

ii. Play the match with a tennis ball.

iii. Play the match in 10 minutes.

j. What is the time?

k. Draw an analogue clock and write to show the time.



l. Copy the circle pattern.



m. Create your own circle pattern.



n. Measure the:

i. Length of the tennis court by the number of tiles :

tiles

ii. Width of the tennis court:

tiles

o. There are five windows on the building. Each is divided equally into small panes. What is the fraction?

i. Window 1:

ii. Window 2:

iii. Window 3:

iv. Window 4:

v. Window 5:

p. What is the score?

q. Previously you counted the spectators on the left. How many spectators will there be, if:

i. 15 leave the stadium?

ii. 25 extra come to watch the match?

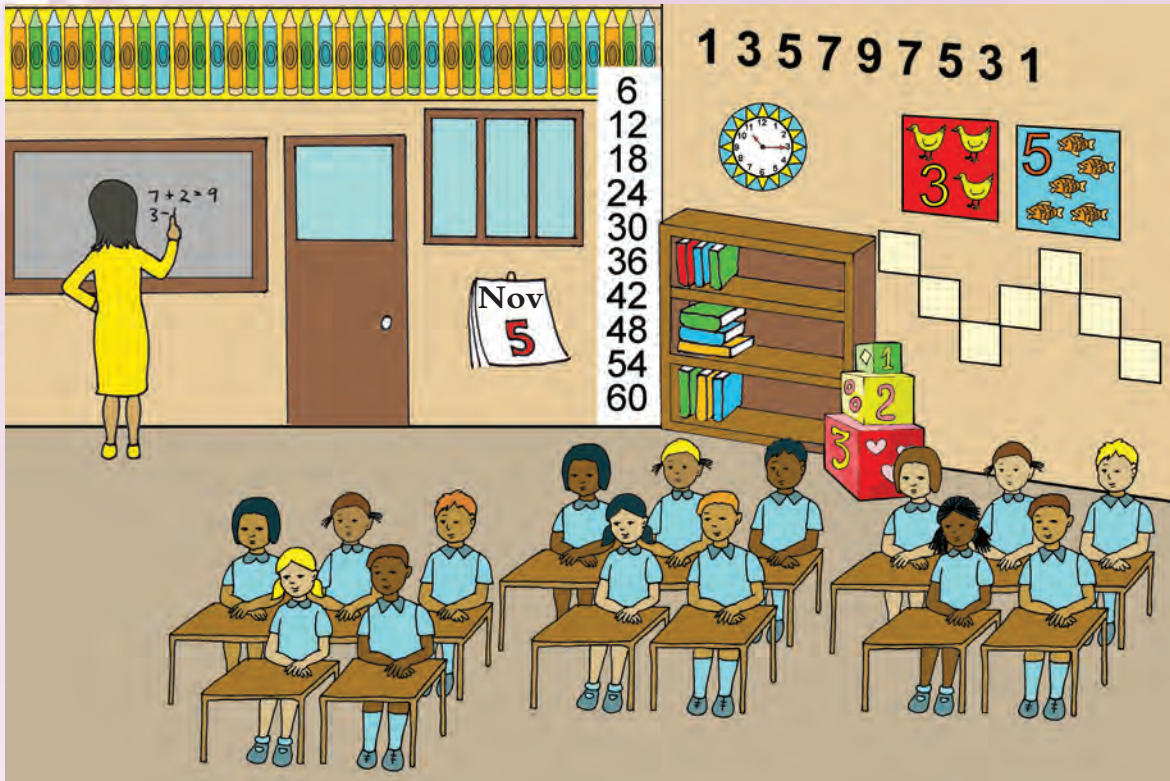
iii. Half went home after the first match finished?

iv. The next day there are double the number of spectators who watched the second match?

What is your favourite sport?

Write down as many things relating to mathematics as you can that apply to your sport.





1. Look at the picture and answer the questions:

- a. The teacher gave each child 100 small cubes to do an activity. How many small cubes did the teacher have in total?
- b. Each child in the class gave R5 for charity. How much did they give to charity?
- c. What is the total number of fingers in the class? Will the total number of toes be the same?
- d. What date is it?
- e. On what day of the week is this date this year?
- f. Can it be a school day? Why or why not?
- g. How long is it before it is December?
- g. When is your birthday?
- i. How long is it before it is your birthday?
- j. What season is it?
- k. Which season comes after this season?

2. Look at the picture and answer these questions.

a. Copy the crayon pattern.

b. Create your own pattern.

c. Multiples of what number can be seen on a list on the wall?

d. Write them down.

e. What will the next three multiples be?

f. What object is divided into sixths?

g. Write down the first ten multiples of three.

h. Write down the first ten multiples of five.

i. How many children's hands are lifted in the class?

j. How many fingers are on the hands?

k. One girl brought 80 sweets for her birthday.

l. How many sweets will each child get?

m. Write down all the 3-D objects inside the classroom (apart from the people).

n. A 3-D object has faces. If we identify these faces we use 2-D shapes. Write down all the 2-D shapes that are on the 3-D objects you listed.

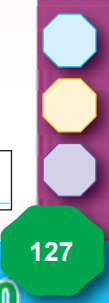
o. Write down the fractions from the smallest to the biggest.

p. Write down the fractions from the biggest to the smallest.

q. What time is it?

r. Write it in digital form.

s. Write down all the mathematics things relating to your teacher has in your own classroom.





1. Look at the picture and answer the following questions:

a. Draw a bar graph of the toy cars.

b. Is this butterfly symmetrical?



c. Colour the butterfly so that it is symmetrical.



d. Find anything else that is symmetrical in the picture.

e. Is the angle of the door open at bigger or smaller than 90° ?

f. Identify and draw 2 angles that are equal to 90° .



g. Identify and name all the 3-D objects.

h. Identify and name all the 2-D objects.

i. Copy the number pattern on the wall.



j. It is multiples of

k. Look at the number pattern. Multiply the first and the last number in row 1.

l. Divide the second last number in row 2 by the first number in row 1.

Maths in you home

What mathematics do you have in your own bedroom? Draw the object.





Notes



A large rectangular area with horizontal blue dashed lines for writing notes.



Notes

A large rectangular area with horizontal dashed lines for writing notes.





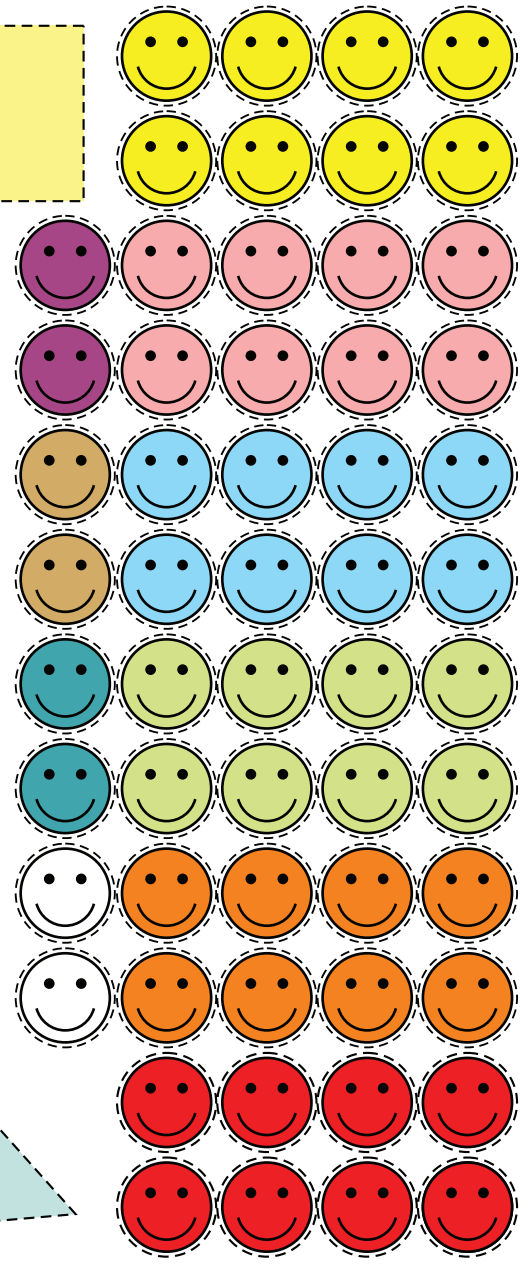
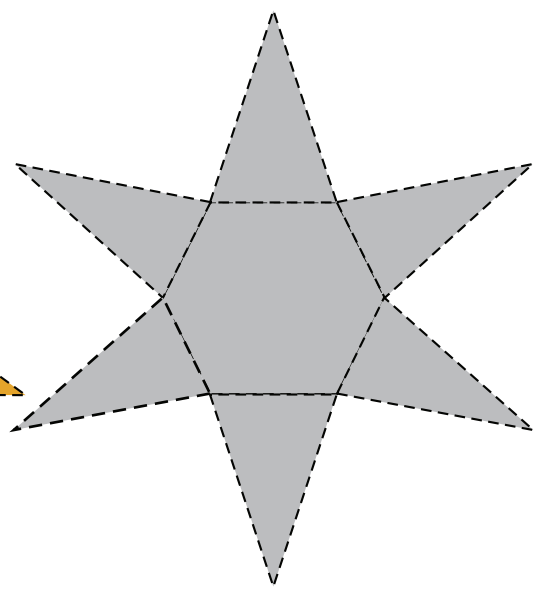
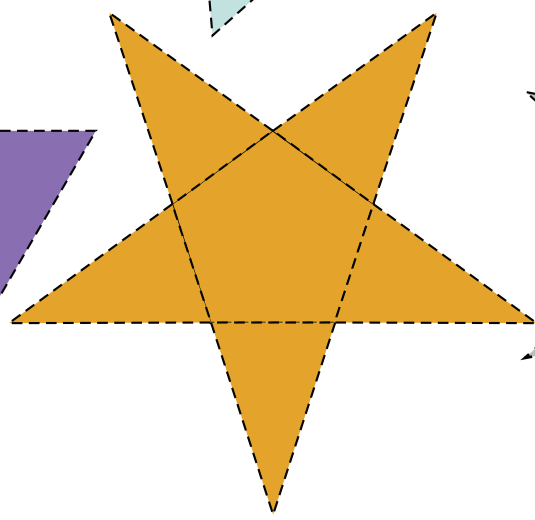
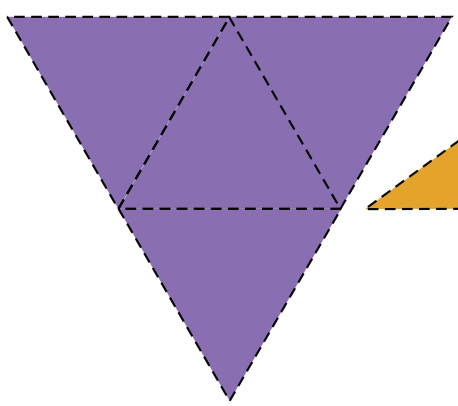
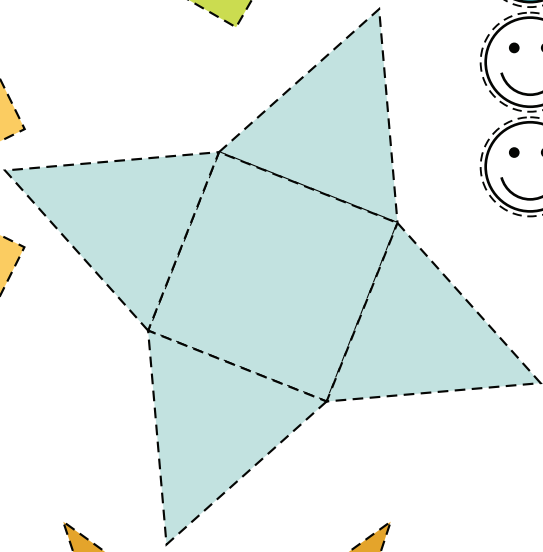
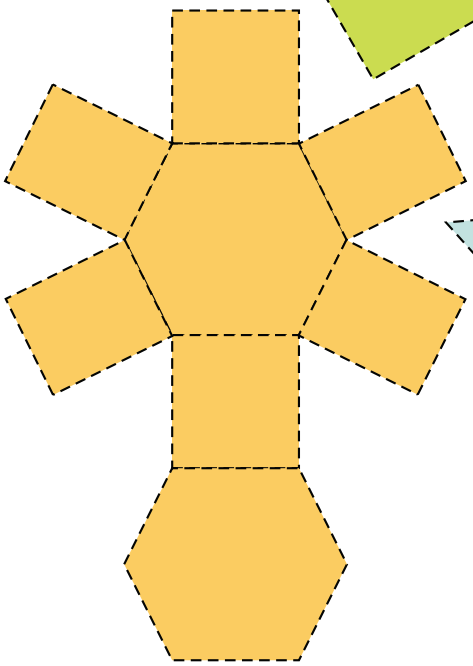
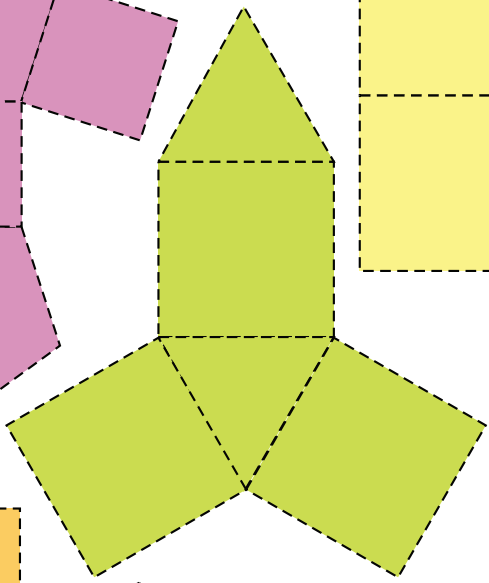
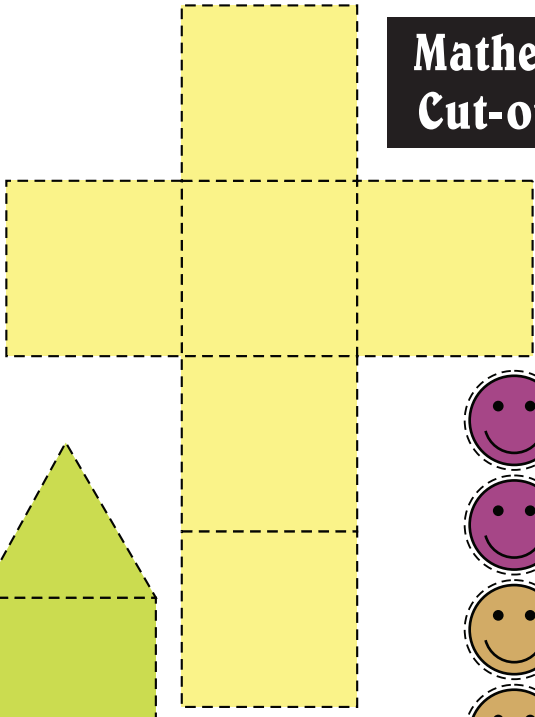
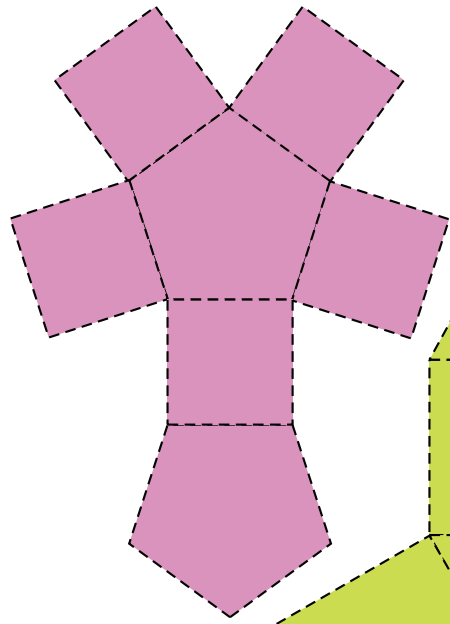
Notes



A large rectangular area with horizontal blue dashed lines, intended for writing notes.

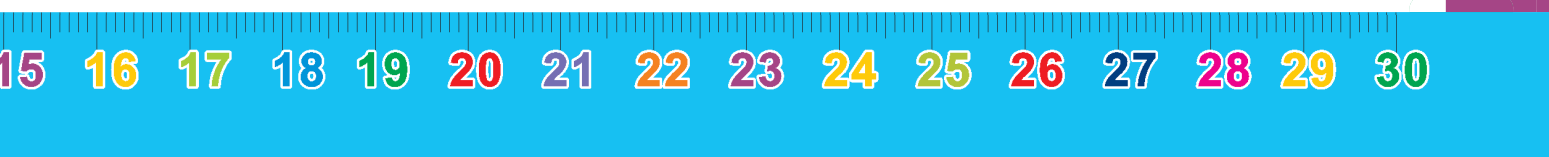


**Mathematics Grade 4
Cut-out 7**



Notes

A large rectangular area with horizontal dashed lines for writing notes.





Notes



A large rectangular area with horizontal blue dashed lines for writing notes.

