

GRADE 3

TERM 4 2019

**MATHEMATICS
ENGLISH / SEPEDI /
XITSONGA**

RESOURCE PACK

PRINTABLE RESOURCES

The following printable resources are included in this section:

1. Resource sheets
2. Mental mathematics challenge cards: Bilingual version
3. Enrichment activity cards: English version
4. Enrichment activity cards: Sepedi and Xitsonga version

Resource Sheets

This is a list of the mathematical resources that you will need in this term. You need to make sure that you have them for the lessons for which they are recommended.

1. Base ten blocks (Several lessons – reprint from Term 1)
2. Flard cards (Several lessons – reprint from Term 1)
3. Symmetry cut-out shapes (Lesson 14)
4. 3-D objects and 2-D shapes (Lesson 13)
5. Squares template (Lesson 17 and 18)
6. Rectangular shapes (Lesson 18)
7. Fractions circles and squares (Lesson 35)
8. Blank number lines (Lessons 11, 12 and 13)
9. 901–1 000 Number grid (Lesson 21)

Resources for each day of teaching

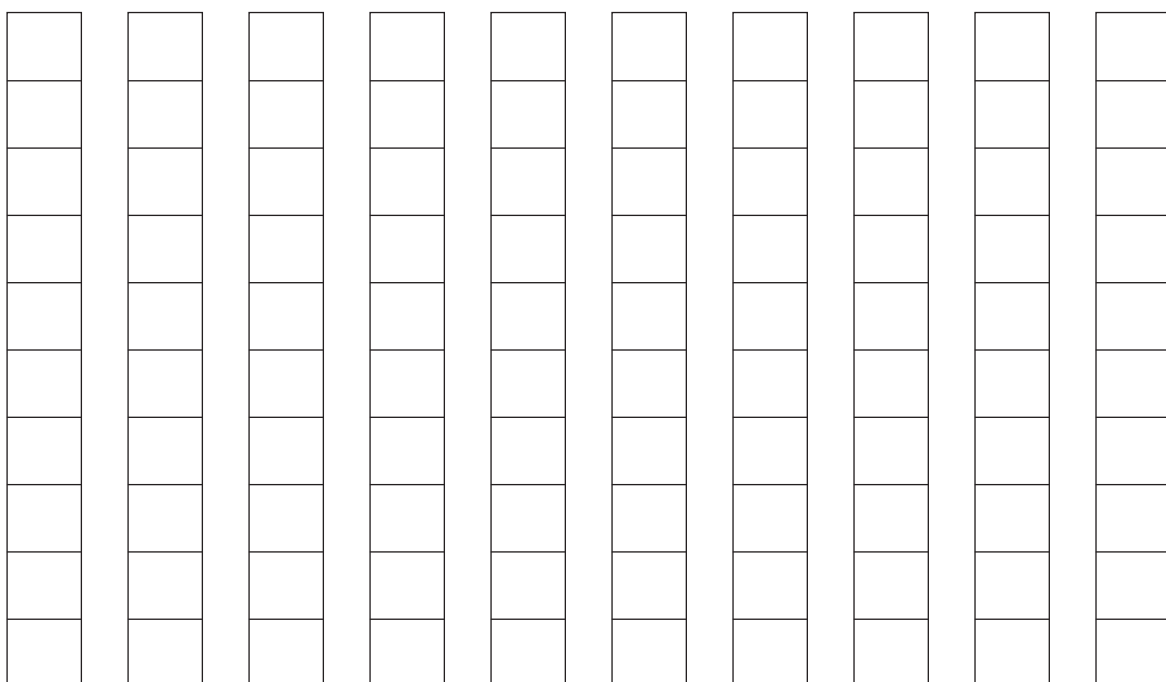
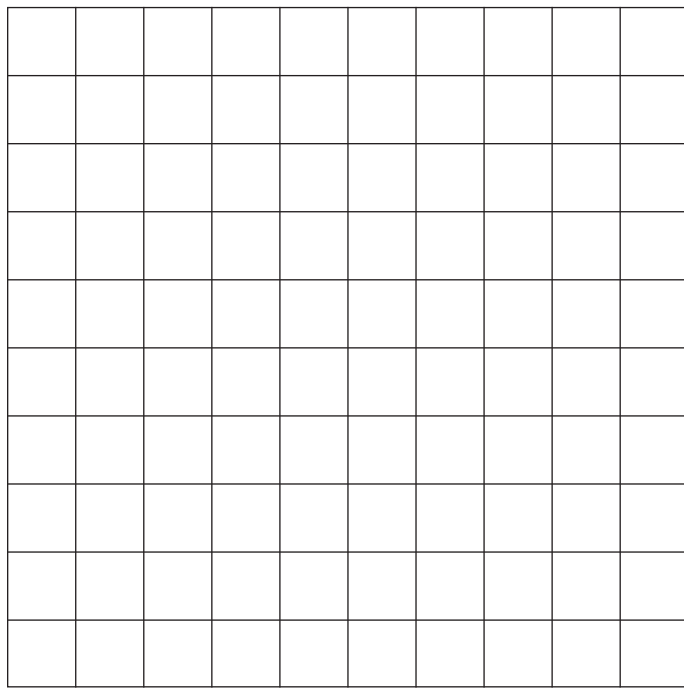
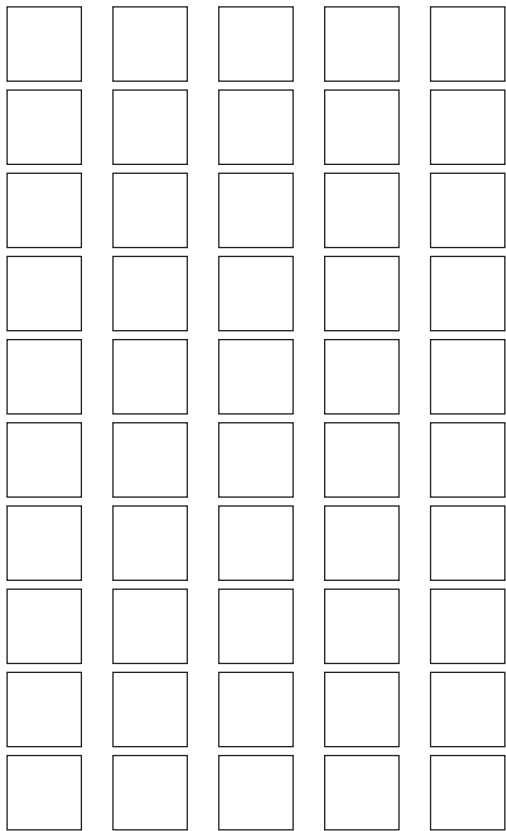
There are also other resources such as informal resources (old magazines, pieces of string, scrap paper, etc.) that you may need in certain lessons. You should have a careful look at the list of resources needed for each lesson which is given in the lesson plans each day to see which resources are needed for that day. Prepare yourself so that you have the necessary resources for the lessons on a daily basis.

1. Base ten blocks (Several lessons)

To make the base ten block kit you need to paste a copy of this sheet onto cardboard and then cut out all of the blocks.

You could also use grid paper and mark out the blocks and cut them out.

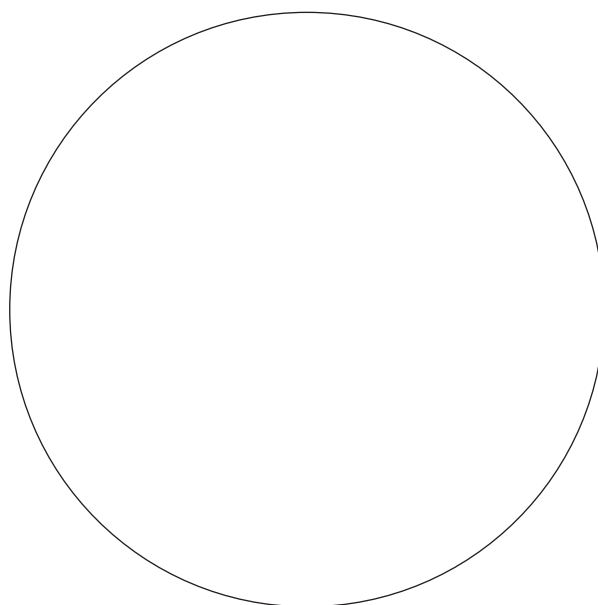
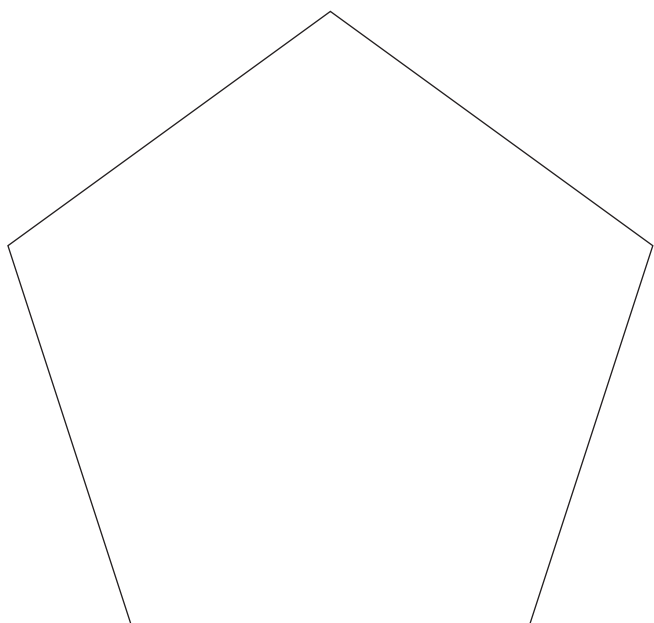
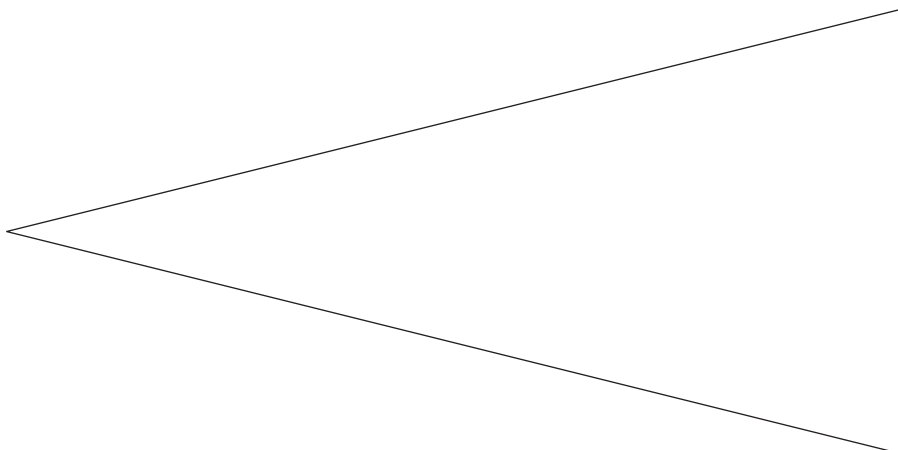
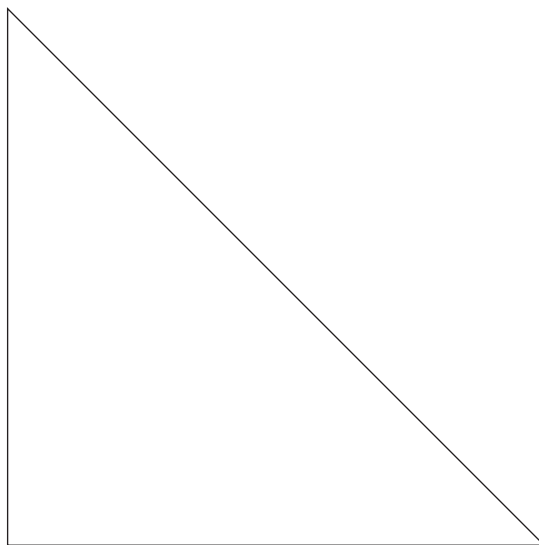
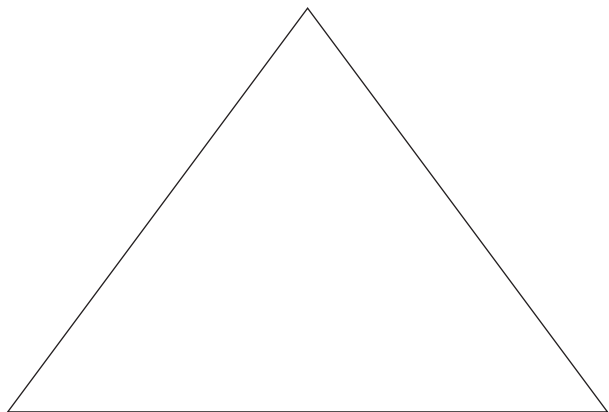
- The small blocks are used to represent unit/ones.
- The long blocks are used to represent tens.
- The big flat blocks are used to represent hundreds.



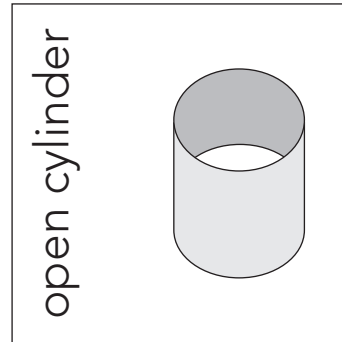
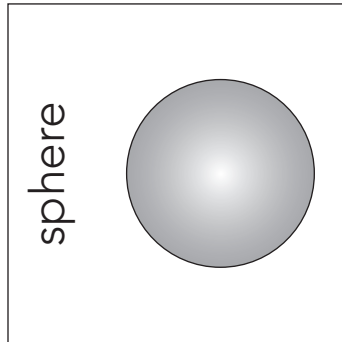
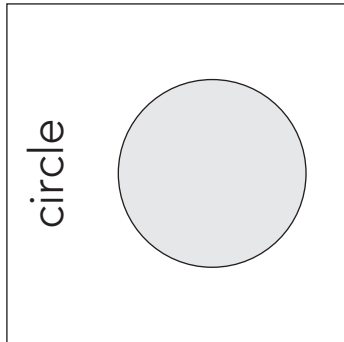
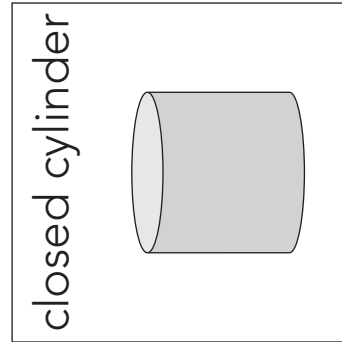
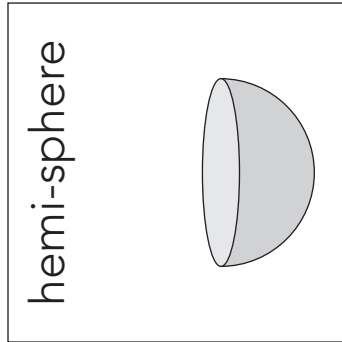
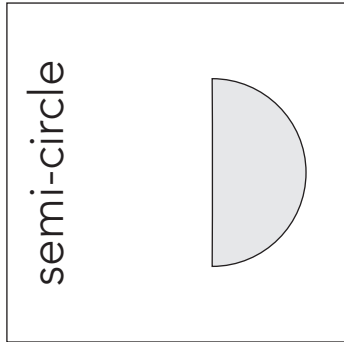
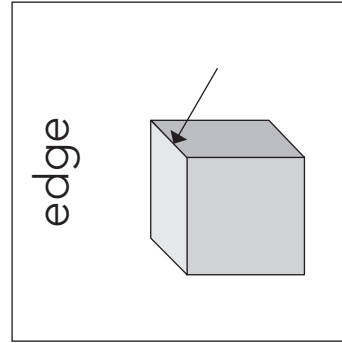
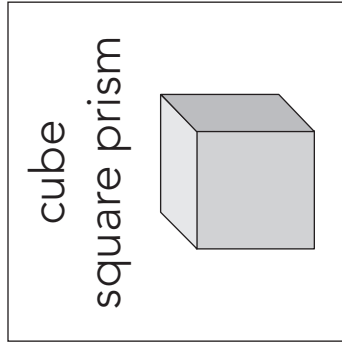
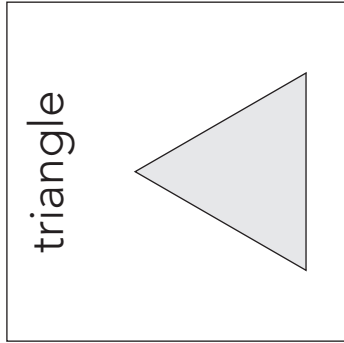
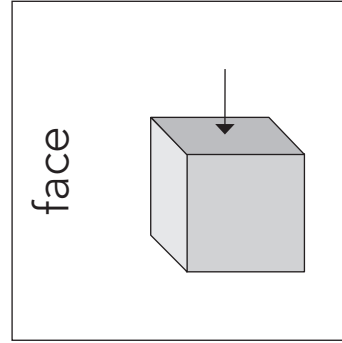
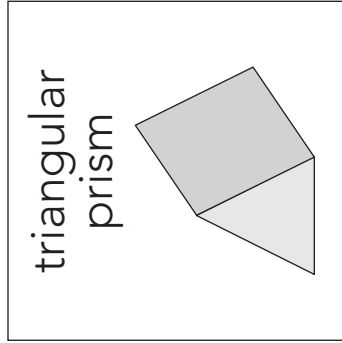
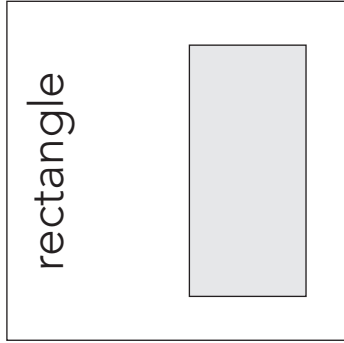
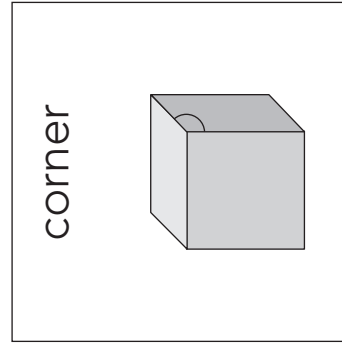
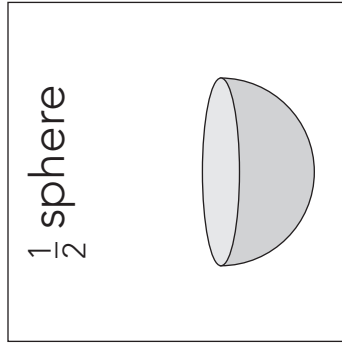
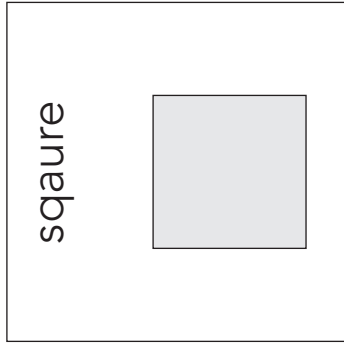
2. Flard cards (Several lessons)

1	1	0	1	0	0
2	2	0	2	0	0
3	3	0	3	0	0
4	4	0	4	0	0
5	5	0	5	0	0
6	6	0	6	0	0
7	7	0	7	0	0
8	8	0	8	0	0
9	9	0	9	0	0
		1	0	0	0

3. Symmetry cut-out shapes (Lesson 10)

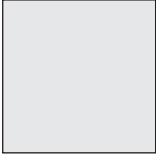
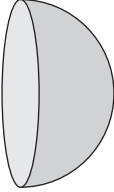
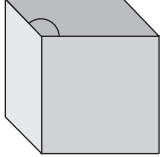

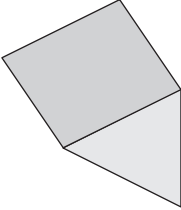
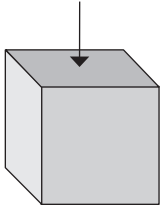
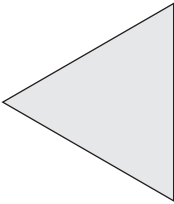
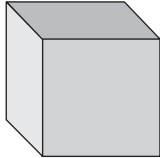
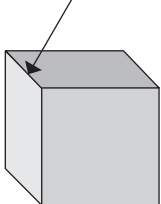

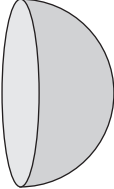
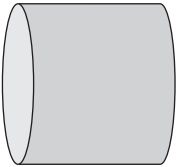
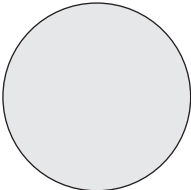
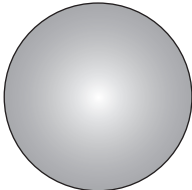
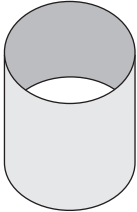


4. 3-D objects and 2-D shapes (Lesson 12)



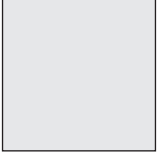
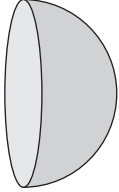
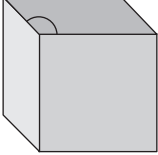

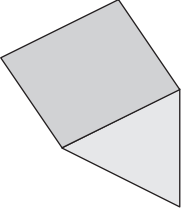
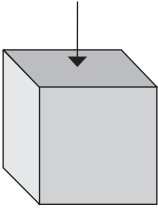
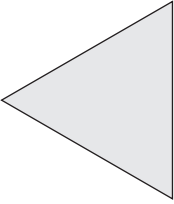
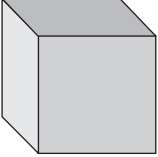
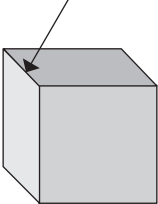

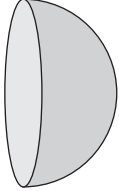
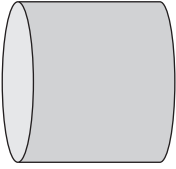
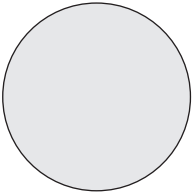
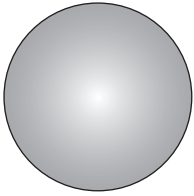
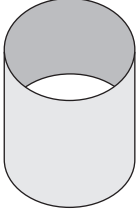
SEPEDI

4. Dilo tša3-D le Diboego tša 2-D (Thuto 12)

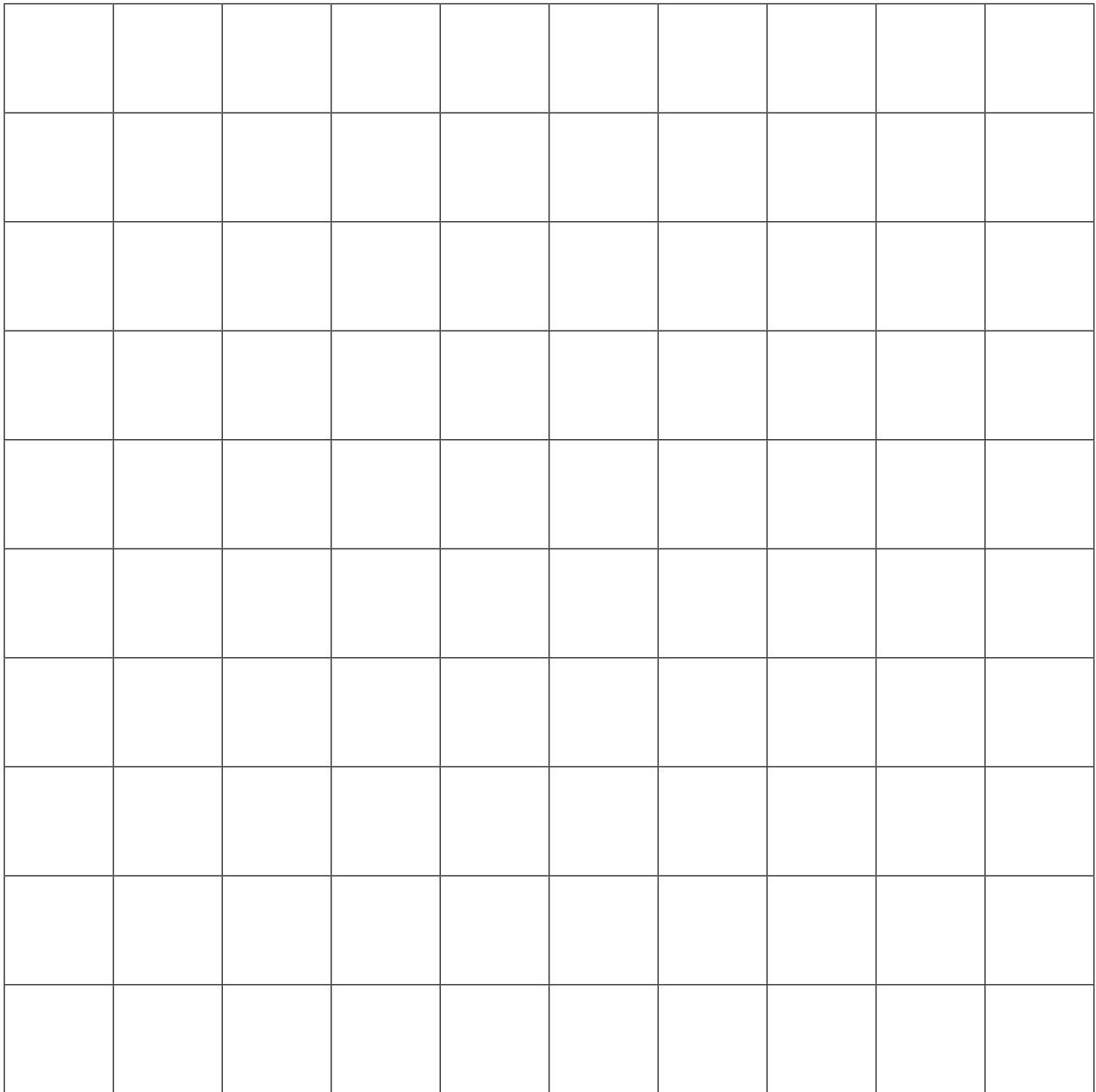
Sekwere 	$\frac{1}{2}$ Nkgokolo 	Khutlo 
Khutlonne thwii 	prisimi ya khutlotharo 	Sefahlego 
Khutlotharo 	Prisimi ya sekwere 	mafelelong 
Seripa sa sediko 	Seripa sa nkgokolo 	Silintara ya go tswalelega 
Sediko 	Nkgokolo 	Silintara ya go bulega 

XITSONGA

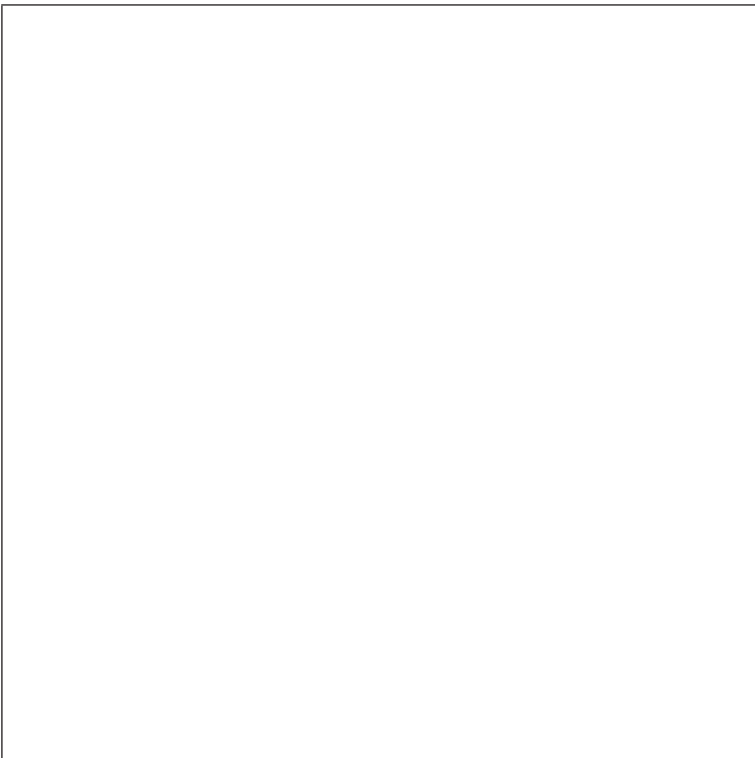
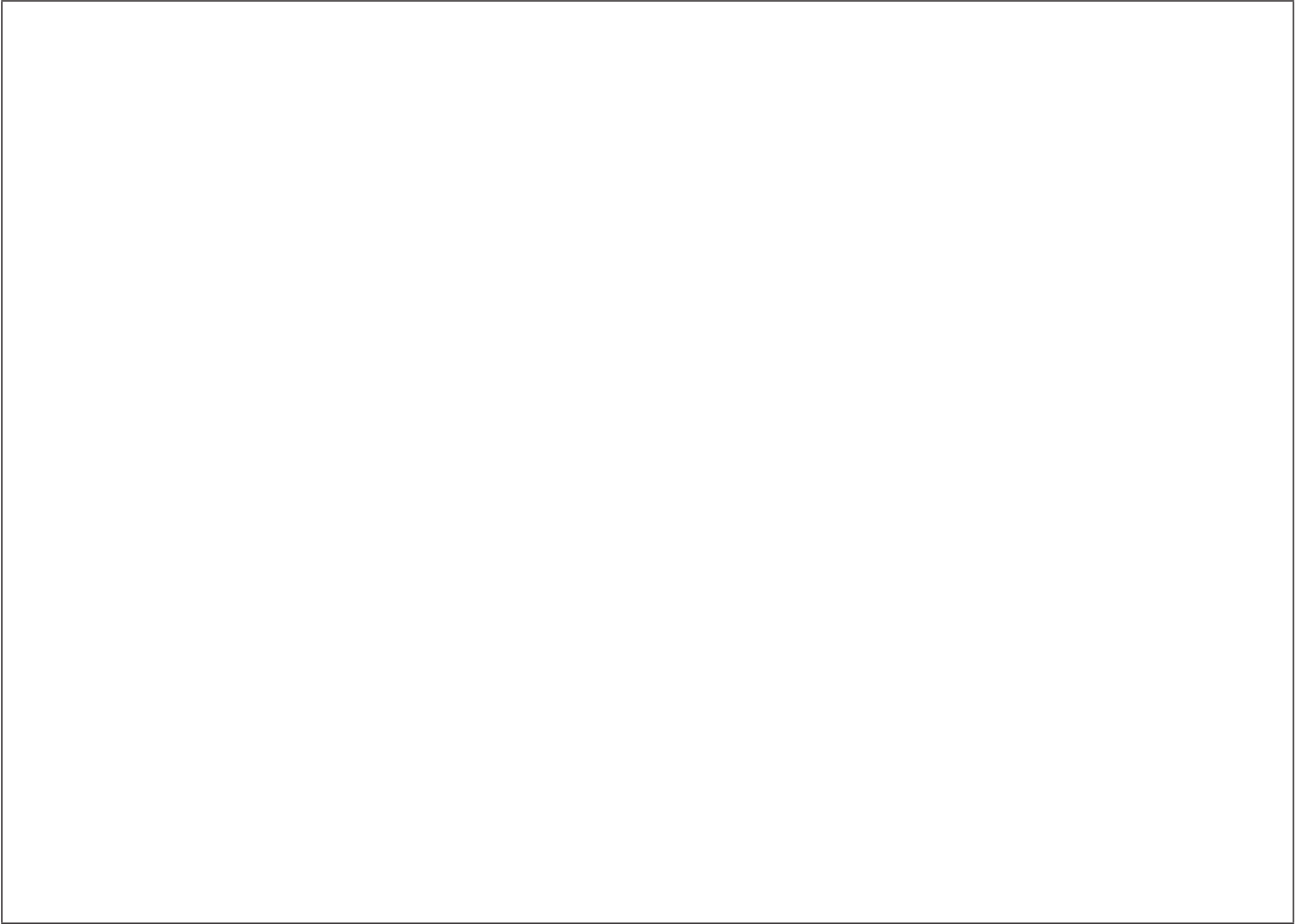
4. Minchumu ya3-D na swivumbeko swa 2-D (Dyondzo ya 12)

xikwere 	$\frac{1}{2}$ rhandzavula 	khona 
rekthengele 	yinlanharhu phirizima 	xikandza 
yinlanharhu 	khubi xikwere phirizima 	mahetelelweni 
hafu ya xirhendzevutana 	hafu ya rhandzavula 	silindara yo pfuleka 
xirhendzevutana 	rhandzavula 	silindara yo pfuleka 

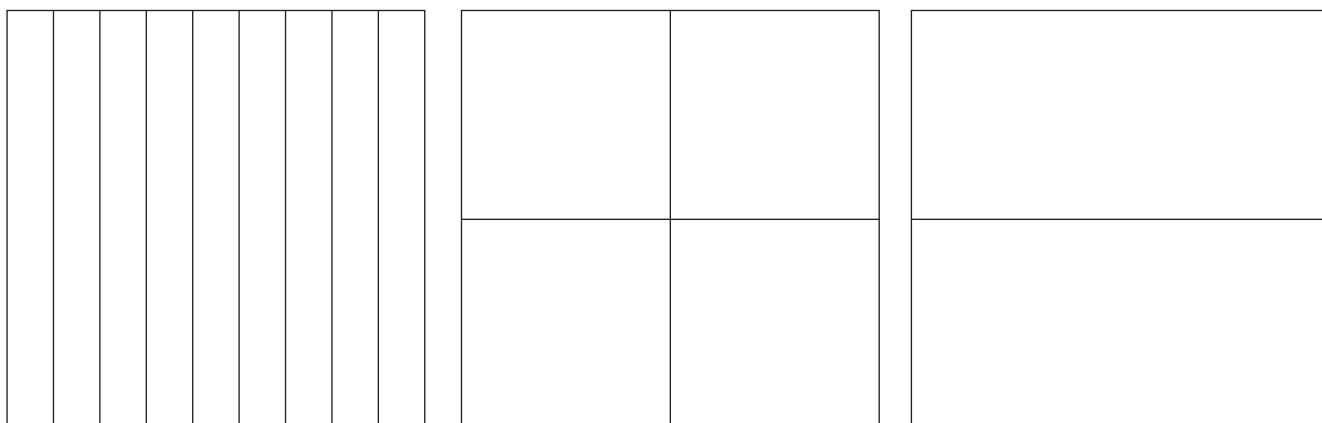
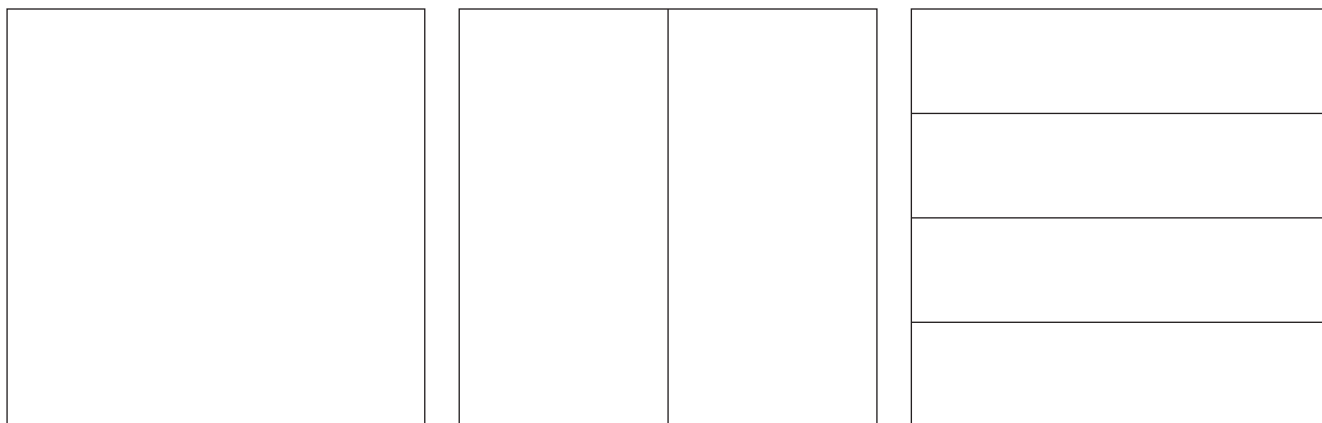
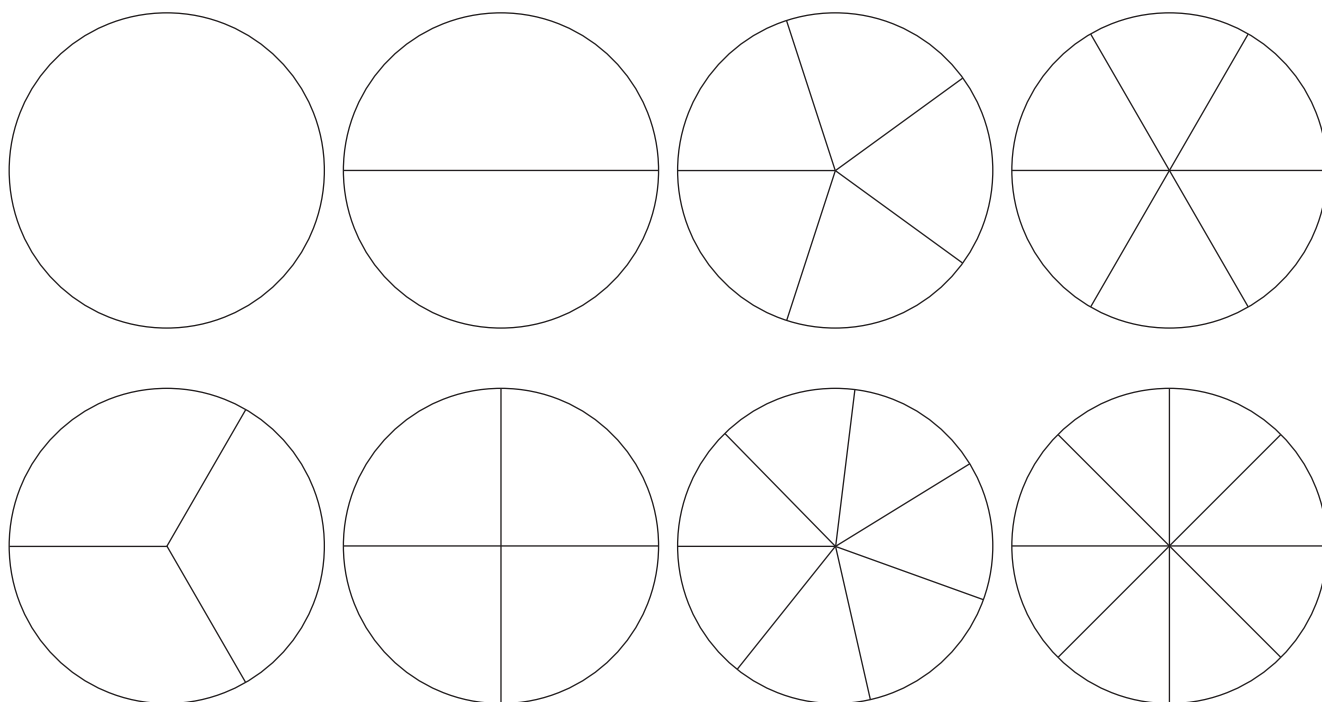
5. Squares template (Lesson 13, 14)



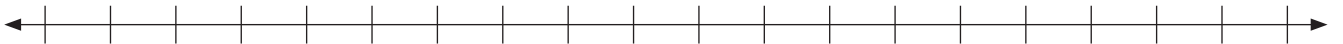
5. Rectangular shapes (Lesson 14)



6. Fractions circles and squares (Lesson 22)



7. Blank number lines (Lessons 28, 29, 30)



8. 901–1 000 Number grid (Lesson 34)

901	902	903	904	905	906	907	908	909	910
911	912	913	914	915	916	917	918	919	920
921	922	923	924	925	926	927	928	929	930
931	932	933	934	935	936	937	938	939	940
941	942	943	944	945	946	947	948	949	950
951	952	953	954	955	956	957	958	959	960
961	962	963	964	965	966	967	968	969	970
971	972	973	974	975	976	977	978	979	980
981	982	982	984	985	986	987	988	989	990
991	992	993	994	995	996	997	998	999	1 000

Mental Mathematics Challenge Cards: English and Sepedi Version

Each term there will be a set of eight mental mathematics challenge cards. If you make them into cards and collect them over the course of the year, you will have a set of one card per teaching week for a year.

Use of the mental mathematics challenge cards

Once a week learners should do mental mathematics in written form, so that there is some record of your daily mental mathematics activities. You can use the mental mathematics challenge cards for this purpose.

Learners should not use concrete material to work out the answers in mental mathematics. If learners need to, let them use their fingers as a concrete aid during mental mathematics, but make a note of who they are and then spend time with them during remediation to help them with the basic number and operation skills. Mental mathematics skills improve hugely from Grade 1 to Grade 3. In Grade 1 learners might only manage five questions, especially when they have to write the answers, but by Grade 3 learners should manage ten questions with written answers easily.

Maths Challenge Card 1

Karata ya teko ya tsebo ya dipalo 1

1. $52 + 2 = \underline{\quad}$
2. $54 + 2 = \underline{\quad}$
3. $53 + 3 = \underline{\quad}$
4. $151 + 6 = \underline{\quad}$
5. $152 + 8 = \underline{\quad}$
6. $155 + 4 = \underline{\quad}$
7. $254 + 4 = \underline{\quad}$
8. $353 + 6 = \underline{\quad}$
9. $459 + 1 = \underline{\quad}$
10. $599 + 0 = \underline{\quad}$

Maths Challenge Card 2

Karata ya teko ya tsebo ya dipalo 2

1. $\underline{\quad} \div 4 = 6$
2. $\underline{\quad} \div 10 = 10$
3. $20 \div \underline{\quad} = 5$
4. $40 \div \underline{\quad} = 8$
5. $50 \div \underline{\quad} = 2$
6. $24 \div \underline{\quad} = 3$
7. $\underline{\quad} \div 31 = 8$
8. $\underline{\quad} \div 5 = 9$
9. $\underline{\quad} \div 13 = 1$
10. $15 \div \underline{\quad} = 3$

Maths Challenge Card 3

Karata ya teko ya tsebo ya dipalo 3

1. $25 \div 2 = \underline{\quad}$
2. $25 \div 4 = \underline{\quad}$
3. $25 \div 10 = \underline{\quad}$
4. $25 \div 3 = \underline{\quad}$
5. $29 \div 5 = \underline{\quad}$
6. $29 \div 4 = \underline{\quad}$
7. $29 \div 10 = \underline{\quad}$
8. $29 \div 3 = \underline{\quad}$
9. $29 \div 5 = \underline{\quad}$
10. $30 \div 29 = \underline{\quad}$

Maths Challenge Card 4

Karata ya teko ya tsebo ya dipalo 4

1. $25 + 25 - 1 = \underline{\quad}$
2. $51 - 50 + 11 = \underline{\quad}$
3. $25 + 20 - 5 = \underline{\quad}$
4. $60 - 40 + 10 = \underline{\quad}$
5. $60 - 40 - 10 = \underline{\quad}$
6. $85 - 75 + 2 = \underline{\quad}$
7. $13 - 2 + 4 = \underline{\quad}$
8. $125 + 25 - 1 = \underline{\quad}$
9. $50 + 25 - 50 = \underline{\quad}$
10. $100 - 40 + 40 = \underline{\quad}$

Maths Challenge Card 1: Answers

Karata ya teko ya tsebo ya dipalo 1:
Dikarabo

1. 54
2. 56
3. 56
4. 157
5. 160
6. 159
7. 258
8. 359
9. 460
10. 599

Maths Challenge Card 2: Answers

Karata ya teko ya tsebo ya dipalo 2:
Dikarabo

1. 24
2. 100
3. 4
4. 5
5. 25
6. 8
7. 24
8. 45
9. 13
10. 5

Maths Challenge Card 3: Answers

Karata ya teko ya tsebo ya dipalo 3:
Dikarabo

1. 12 rem / go šala 1
2. 6 rem / go šala 1
3. 2 rem / go šala 5
4. 8 rem / go šala 1
5. 5 rem / go šala 4
6. 7 rem / go šala 1
7. 2 rem / go šala 9
8. 9 rem / go šala 2
9. 5 rem / go šala 41
10. 1 rem / go šala 1

Maths Challenge Card 4: Answers

Karata ya teko ya tsebo ya dipalo 4:
Dikarabo

1. 49
2. 12
3. 40
4. 30
5. 10
6. 12
7. 15
8. 149
9. 25
10. 100

Maths Challenge Card 5

Karata ya teko ya tsebo ya dipalo 5

1. $100 - 21 = \underline{\quad}$
2. $50 + 21 = \underline{\quad}$
3. $80 - 21 = \underline{\quad}$
4. $60 + 21 = \underline{\quad}$
5. $40 - 21 = \underline{\quad}$
6. $31 + 21 = \underline{\quad}$
7. $60 - 21 = \underline{\quad}$
8. $40 + 21 = \underline{\quad}$
9. $50 - 21 = \underline{\quad}$
10. $73 + 21 = \underline{\quad}$

Maths Challenge Card 6

Karata ya teko ya tsebo ya dipalo 6

1. $15 + \underline{\quad} = 100$
2. $8 + \underline{\quad} = 100$
3. $7 + \underline{\quad} = 100$
4. $16 + \underline{\quad} = 100$
5. $14 + \underline{\quad} = 100$
6. $100 - \underline{\quad} = 13$
7. $100 - \underline{\quad} = 12$
8. $100 - \underline{\quad} = 70$
9. $100 - \underline{\quad} = 51$
10. $49 + \underline{\quad} = 100$

Maths Challenge Card 7

Karata ya teko ya tsebo ya dipalo 7

1. 48, 59, 48, 59, $\underline{\quad}$, $\underline{\quad}$
2. $\bigcirc \bigcirc \square \square \bigcirc \bigcirc \square \square \bigcirc \underline{\quad} \underline{\quad} \underline{\quad}$
3. $\triangle \square \bigcirc \triangle \square \bigcirc \underline{\quad} \underline{\quad} \underline{\quad}$
4. $\underline{\quad}$, $\underline{\quad}$, 101, 103, 105
5. $\underline{\quad}$, $\underline{\quad}$, 210, 230, 250
6. 425, 450, 475, $\underline{\quad}$, $\underline{\quad}$
7. $\underline{\quad}$, $\underline{\quad}$, 650, 700, 750
8. $\underline{\quad}$, $\underline{\quad}$, R506, R606, R706
9. 8:00, 8:15, 8:30, $\underline{\quad}$
10. 2, $2\frac{1}{4}$, $2\frac{1}{2}$, $\underline{\quad}$, $\underline{\quad}$

Maths Challenge Card 8

Karata ya teko ya tsebo ya dipalo 8

1. 220, 222, 224, $\underline{\quad}$, $\underline{\quad}$
2. $\underline{\quad}$, $\underline{\quad}$, 112, 114, 116
3. 14, 24, 34, $\underline{\quad}$, $\underline{\quad}$
4. $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$, 47, 57, 67
5. 205, 210, 215, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$
6. $\underline{\quad}$, $\underline{\quad}$, 520, 515, 510
7. 830, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$, 870
8. 750, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$, 710
9. 322, 324, 326, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$
10. $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$, 935, 930, 925

Maths Challenge Card 5: Answers

Karata ya teko ya tsebo ya dipalo
5:Dikarabo

1. 79
2. 71
3. 59
4. 81
5. 19
6. 52
7. 39
8. 61
9. 29
10. 93

Maths Challenge Card 6: Answers

Karata ya teko ya tsebo ya dipalo 6:
Dikarabo

1. 85
2. 92
3. 93
4. 84
5. 86
6. 87
7. 88
8. 30
9. 49
10. 51

Maths Challenge Card 7: Answers

Karata ya teko ya tsebo ya dipalo 7:
Dikarabo

1. 48, 59
2. $\bigcirc \square \square$
3. $\triangle \square \bigcirc$
4. 97, 99
5. 190
6. 500, 525
7. 600
8. R306, R406
9. 8:45
10. $2\frac{3}{4}$, 3

Maths Challenge Card 8: Answers

Karata ya teko ya tsebo ya dipalo 8:
Dikarabo

1. 226, 228
2. 108, 110
3. 44, 54
4. 17, 27, 37
5. 220, 225, 230
6. 530, 525
7. 840, 850, 860
8. 740, 730, 720
9. 328, 330, 332
10. 950, 945, 940

Mental Mathematics Challenge Cards: English and Xitsonga Version

Each term there will be a set of eight mental mathematics challenge cards. If you make them into cards and collect them over the course of the year, you will have a set of one card per teaching week for a year.

Use of the mental mathematics challenge cards

Once a week learners should do mental mathematics in written form, so that there is some record of your daily mental mathematics activities. You can use the mental mathematics challenge cards for this purpose.

Learners should not use concrete material to work out the answers in mental mathematics. If learners need to, let them use their fingers as a concrete aid during mental mathematics, but make a note of who they are and then spend time with them during remediation to help them with the basic number and operation skills. Mental mathematics skills improve hugely from Grade 1 to Grade 3. In Grade 1 learners might only manage five questions, especially when they have to write the answers, but by Grade 3 learners should manage ten questions with written answers easily.

Maths Challenge Card 1

Khadi ra ntlhotlho wa Tinhlayo 1

1. $52 + 2 = \underline{\quad}$
2. $54 + 2 = \underline{\quad}$
3. $53 + 3 = \underline{\quad}$
4. $151 + 6 = \underline{\quad}$
5. $152 + 8 = \underline{\quad}$
6. $155 + 4 = \underline{\quad}$
7. $254 + 4 = \underline{\quad}$
8. $353 + 6 = \underline{\quad}$
9. $459 + 1 = \underline{\quad}$
10. $599 + 0 = \underline{\quad}$

Maths Challenge Card 2

Khadi ra ntlhotlho wa Tinhlayo 2

1. $\underline{\quad} \div 4 = 6$
2. $\underline{\quad} \div 10 = 10$
3. $20 \div \underline{\quad} = 5$
4. $40 \div \underline{\quad} = 8$
5. $50 \div \underline{\quad} = 2$
6. $24 \div \underline{\quad} = 3$
7. $\underline{\quad} \div 31 = 8$
8. $\underline{\quad} \div 5 = 9$
9. $\underline{\quad} \div 13 = 1$
10. $15 \div \underline{\quad} = 3$

Maths Challenge Card 3

Khadi ra ntlhotlho wa Tinhlayo 3

1. $25 \div 2 = \underline{\quad}$
2. $25 \div 4 = \underline{\quad}$
3. $25 \div 10 = \underline{\quad}$
4. $25 \div 3 = \underline{\quad}$
5. $29 \div 5 = \underline{\quad}$
6. $29 \div 4 = \underline{\quad}$
7. $29 \div 10 = \underline{\quad}$
8. $29 \div 3 = \underline{\quad}$
9. $29 \div 5 = \underline{\quad}$
10. $30 \div 29 = \underline{\quad}$

Maths Challenge Card 4

Khadi ra ntlhotlho wa Tinhlayo 4

1. $25 + 25 - 1 = \underline{\quad}$
2. $51 - 50 + 11 = \underline{\quad}$
3. $25 + 20 - 5 = \underline{\quad}$
4. $60 - 40 + 10 = \underline{\quad}$
5. $60 - 40 - 10 = \underline{\quad}$
6. $85 - 75 + 2 = \underline{\quad}$
7. $13 - 2 + 4 = \underline{\quad}$
8. $125 + 25 - 1 = \underline{\quad}$
9. $50 + 25 - 50 = \underline{\quad}$
10. $100 - 40 + 40 = \underline{\quad}$

Maths Challenge Card 1: Answers

Khadi ra ntlhotlho ra Tinhlayo 1: Tinhlamulo

1. 54
2. 56
3. 56
4. 157
5. 160
6. 159
7. 258
8. 359
9. 460
10. 599

Maths Challenge Card 2: Answers

Khadi ra ntlhotlho ra Tinhlayo 2: Tinhlamulo

1. 24
2. 100
3. 4
4. 5
5. 25
6. 8
7. 24
8. 45
9. 13
10. 5

Maths Challenge Card 3: Answers

Khadi ra ntlhotlho wa Tinhlayo 3: Tinhlamulo

1. 12 rem / ku sala 1
2. 6 rem / ku sala 1
3. 2 rem / ku sala 5
4. 8 rem / ku sala 1
5. 5 rem / ku sala 4
6. 7 rem / ku sala 1
7. 2 rem / ku sala 9
8. 9 rem / ku sala 2
9. 5 rem / ku sala 41
10. 1 rem / ku sala 1

Maths Challenge Card 4: Answers

Khadi ra ntlhotlho wa Tinhlayo 4: Tinhlamulo

1. 49
2. 12
3. 40
4. 30
5. 10
6. 12
7. 15
8. 149
9. 25
10. 100

Maths Challenge Card 5

Khadi ra ntlhotlho wa Tinhlayo 5

1. $100 - 21 = \underline{\quad}$
2. $50 + 21 = \underline{\quad}$
3. $80 - 21 = \underline{\quad}$
4. $60 + 21 = \underline{\quad}$
5. $40 - 21 = \underline{\quad}$
6. $31 + 21 = \underline{\quad}$
7. $60 - 21 = \underline{\quad}$
8. $40 + 21 = \underline{\quad}$
9. $50 - 21 = \underline{\quad}$
10. $73 + 21 = \underline{\quad}$

Maths Challenge Card 6

Khadi ra ntlhotlho wa Tinhlayo 6

1. $15 + \underline{\quad} = 100$
2. $8 + \underline{\quad} = 100$
3. $7 + \underline{\quad} = 100$
4. $16 + \underline{\quad} = 100$
5. $14 + \underline{\quad} = 100$
6. $100 - \underline{\quad} = 13$
7. $100 - \underline{\quad} = 12$
8. $100 - \underline{\quad} = 70$
9. $100 - \underline{\quad} = 51$
10. $49 + \underline{\quad} = 100$

Maths Challenge Card 7

Khadi ra ntlhotlho wa Tinhlayo 7

1. 48, 59, 48, 59, $\underline{\quad}$, $\underline{\quad}$
2. $\bigcirc \bigcirc \square \square \bigcirc \bigcirc \square \square \bigcirc \underline{\quad} \underline{\quad} \underline{\quad}$
3. $\triangle \square \bigcirc \triangle \square \bigcirc \underline{\quad} \underline{\quad} \underline{\quad}$
4. $\underline{\quad}$, $\underline{\quad}$, 101, 103, 105
5. $\underline{\quad}$, $\underline{\quad}$, 210, 230, 250
6. 425, 450, 475, $\underline{\quad}$, $\underline{\quad}$
7. $\underline{\quad}$, $\underline{\quad}$, 650, 700, 750
8. $\underline{\quad}$, $\underline{\quad}$, R506, R606, R706
9. 8:00, 8:15, 8:30, $\underline{\quad}$
10. 2, $2\frac{1}{4}$, $2\frac{1}{2}$, $\underline{\quad}$, $\underline{\quad}$

Maths Challenge Card 8

Khadi ra ntlhotlho wa Tinhlayo 8

1. 220, 222, 224, $\underline{\quad}$, $\underline{\quad}$
2. $\underline{\quad}$, $\underline{\quad}$, 112, 114, 116
3. 14, 24, 34, $\underline{\quad}$, $\underline{\quad}$
4. $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$, 47, 57, 67
5. 205, 210, 215, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$
6. $\underline{\quad}$, $\underline{\quad}$, 520, 515, 510
7. 830, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$, 870
8. 750, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$, 710
9. 322, 324, 326, $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$
10. $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$, 935, 930, 925

Maths Challenge Card 5: Answers

Khadi ra ntlhotlho wa Tinhlayo 5: Tinhlamulo

1. 79
2. 71
3. 59
4. 81
5. 19
6. 52
7. 39
8. 61
9. 29
10. 93

Maths Challenge Card 6: Answers

Khadi ra ntlhotlho wa Tinhlayo 6: Tinhlamulo

1. 85
2. 92
3. 93
4. 84
5. 86
6. 87
7. 88
8. 30
9. 49
10. 51

Maths Challenge Card 7: Answers

Khadi ra ntlhotlho wa Tinhlayo 7: Tinhlamulo

1. 48, 59
2. $\bigcirc \square \square$
3. $\triangle \square \bigcirc$
4. 97, 99
5. 190
6. 500, 525
7. 600
8. R306, R406
9. 8:45
10. $2\frac{3}{4}$, 3

Maths Challenge Card 8: Answers

Khadi ra ntlhotlho wa Tinhlayo 8: Tinhlamulo

1. 226, 228
2. 108, 110
3. 44, 54
4. 17, 27, 37
5. 220, 225, 230
6. 530, 525
7. 840, 850, 860
8. 740, 730, 720
9. 328, 330, 332
10. 950, 945, 940

Enrichment Activity Cards: English Version

Each term a set of new enrichment cards will be provided. You should retain this set, as they will not be reproduced each term.

Use of the enrichment activity cards

Optional as required.

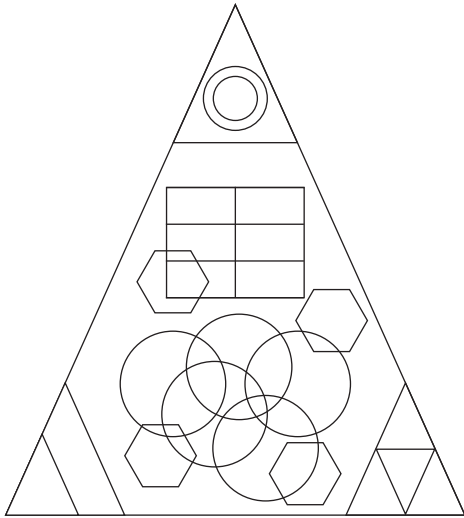
These cards include activities that you can use for enrichment opportunities for learners who have completed the lesson activities ahead of the rest of the class. Learners should work on these cards independently or with their peers who have also completed the classwork. You may need to explain some of the activities to the learners who use them. You should remind them to ask you questions about any of the enrichment activities that they are doing, so that you can guide them as necessary.


You should photocopy the enrichment cards, paste them onto cardboard and laminate them (if possible), so that they can be used as a resource, not only this year but in the future as well.

Put the laminated cardboard cards into a box in a set place in your classroom, so that learners know where to find them. These cards are for all learners and do not have to be used in a particular order. Learners should keep a record of the cards that they have done, so that they continue to choose a new card each time they go to the box. Learners must be taught to replace the cards in numeric order in the box, so that everyone who looks for cards can easily find the one they want to use.


Enrichment Activity 4.1


Count the different shapes.



How many  are there? _____

How many  are there? _____

How many  are there? _____

How many  are there? _____

Enrichment Activity 4.2

Find Sarah's lost dog.



43

93



Enrichment Activity 4.3

Work out the sums and complete the crossword puzzle by filling in the number names.

Down

1. $101 - 85 = \underline{\quad}$

2. $55 \div 5 = \underline{\quad}$

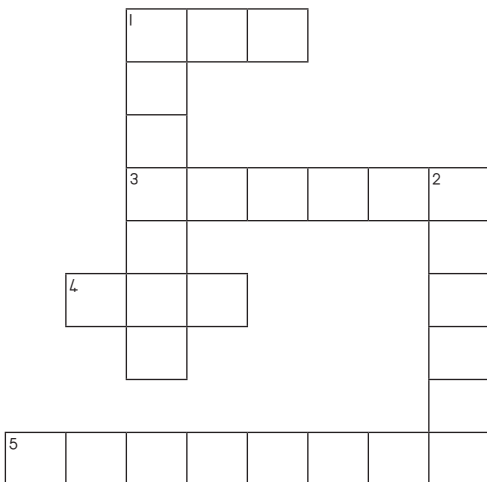
Across

1. $366 \div \underline{\quad} = 11$

3. $63 \times \underline{\quad} = 36$

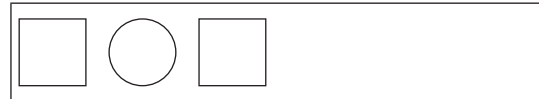
4. $93 - \underline{\quad} = 83$

5. $133 - 114 = \underline{\quad}$



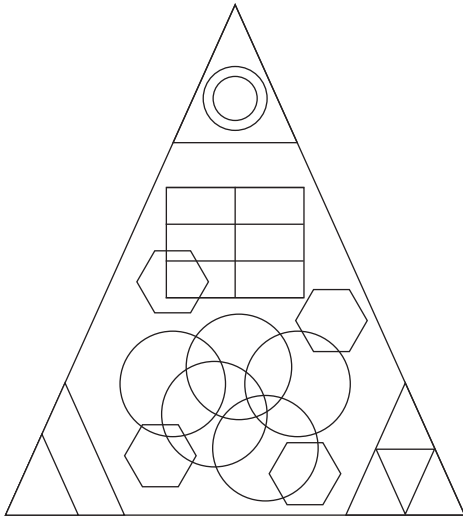
Enrichment Activity 4.4


Complete the following patterns.



Enrichment Activity 4.1: Answers

Count the different shapes?



How many  are there? (4)

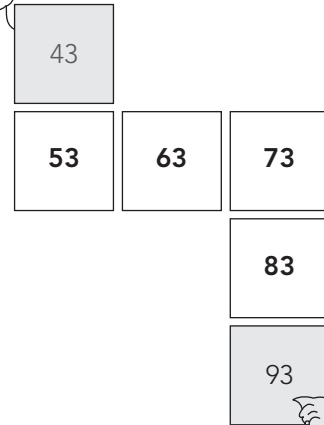
How many  are there? (14)

How many  are there? (7)

How many  are there? (9)

Enrichment Activity 4.2: Answers

Find Sarah's lost dog.



Enrichment Activity 4.3: Answers

Work out the sums and complete the crossword puzzle by filling in the number names:

Down

1. $101 - 85 = \underline{\quad}$

2. $55 \div 5 = \underline{\quad}$

Across

1. $366 \div \underline{\quad} = 11$

3. $63 \times \underline{\quad} = 36$

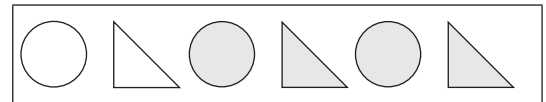
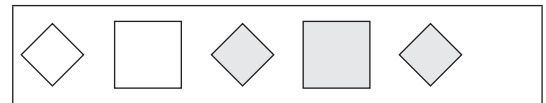
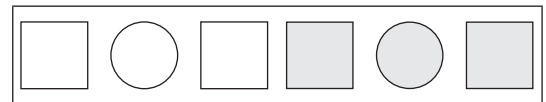
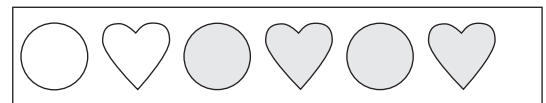
4. $93 - \underline{\quad} = 83$

5. $133 - 114 = \underline{\quad}$

	1	S	I	X						
		I								
		X								
		3	T	W	E	L	V	2	E	
			E						L	
	4	T	E	N					E	
			N						V	
									E	
5	N	I	N	E	T	E	E	N		

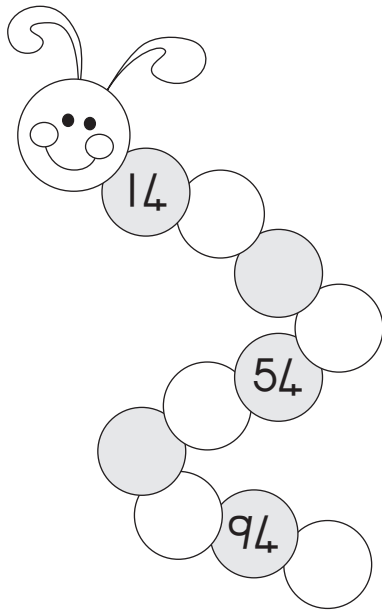
Enrichment Activity 4.4: Answers

Complete the following patterns.



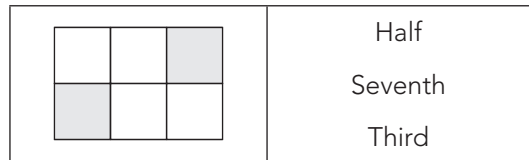
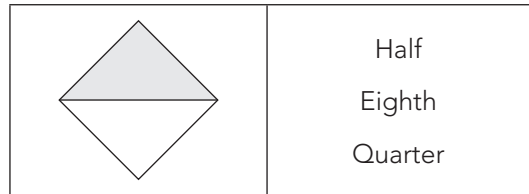
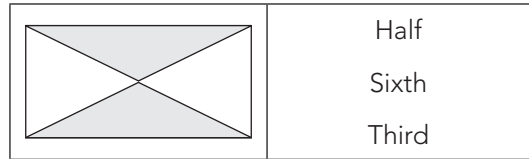
Enrichment Activity 4.5

Figure out the pattern to complete the worm.



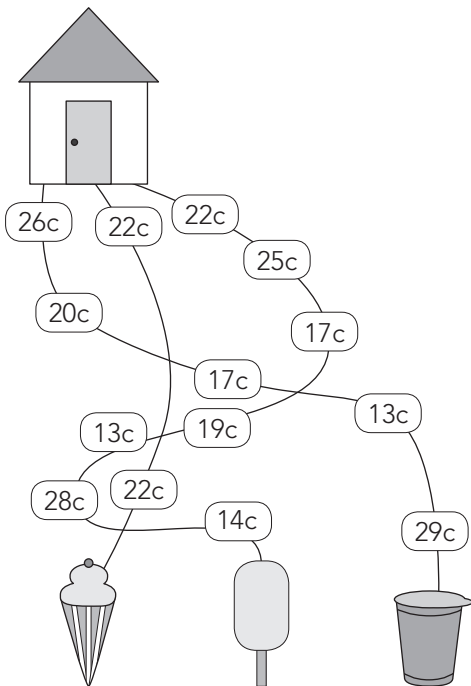
Enrichment Activity 4.6

What fraction of the shape is coloured?
Choose the correct answer.



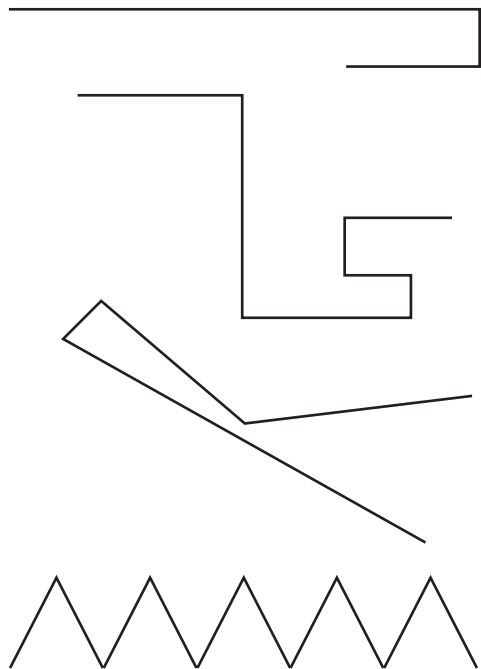
Enrichment Activity 4.7

Follow the paths and then circle the ice-cream that is the cheapest.



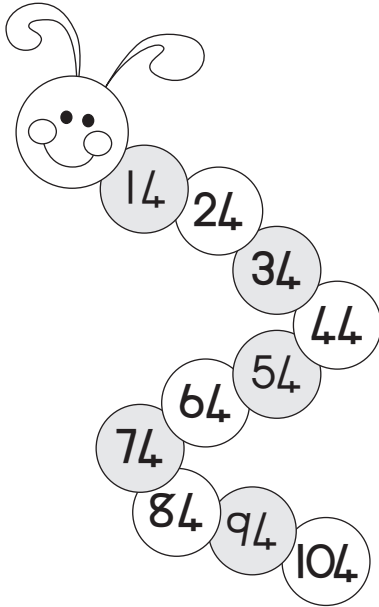
Enrichment Activity 4.8

Circle the line that is the longest. You may use a ruler to measure the lines.



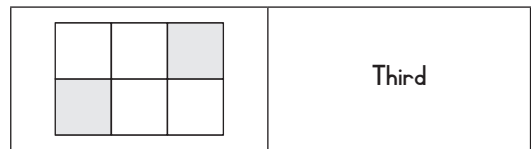
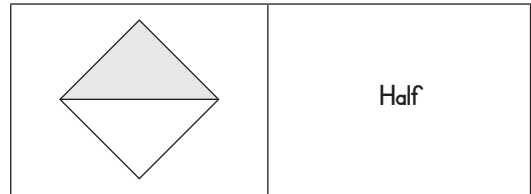
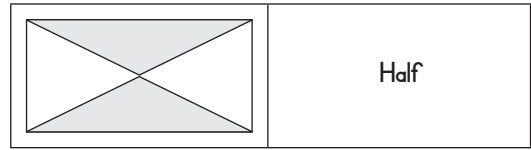
Enrichment Activity 4.5: Answers

Figure out the pattern to complete the worm.



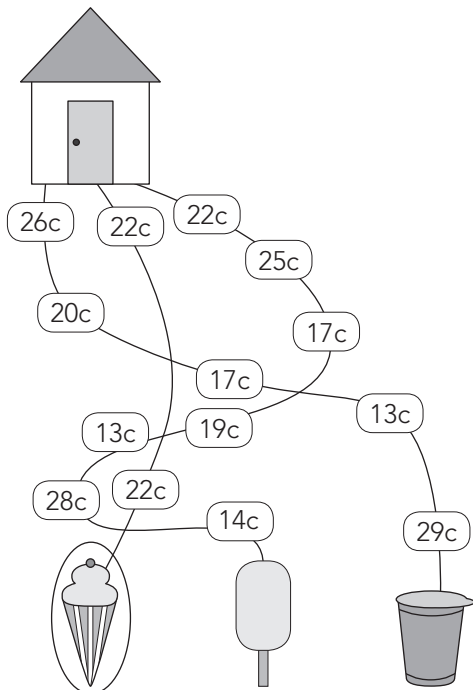
Enrichment Activity 4.6: Answers

What fraction of the shape is coloured?
Choose the correct answer.



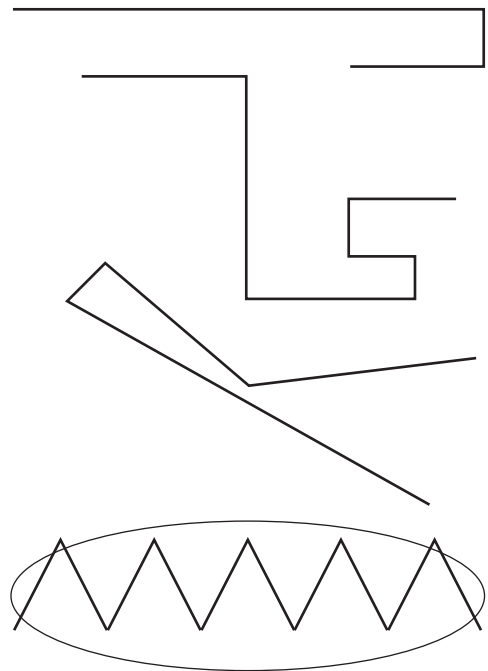
Enrichment Activity 4.7: Answers

Follow the paths and then circle the ice-cream that is the cheapest.



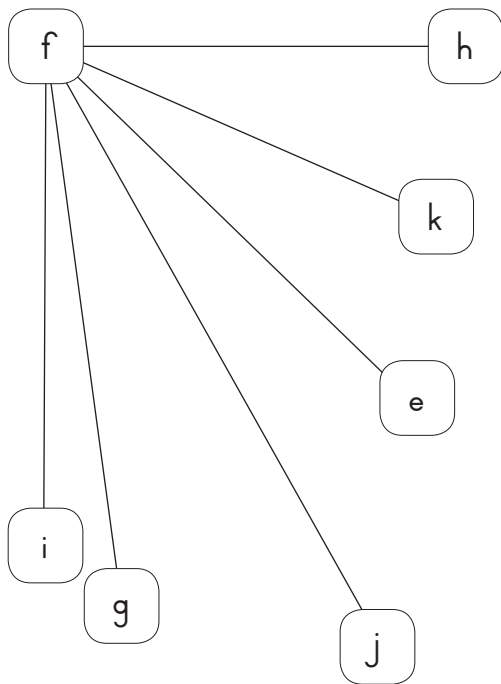
Enrichment Activity 4.8: Answers

Circle the line that is the longest. You may use a ruler to measure the lines.



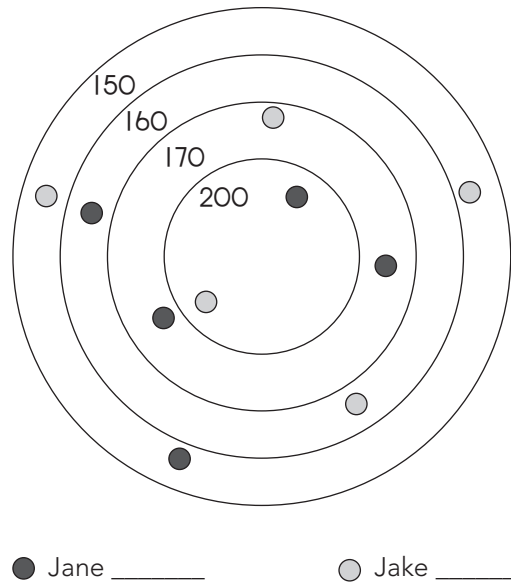
Enrichment Activity 4.9

Which line will be the longest?
E to F or F to G or F to H or F to I or F to J or
F to K?



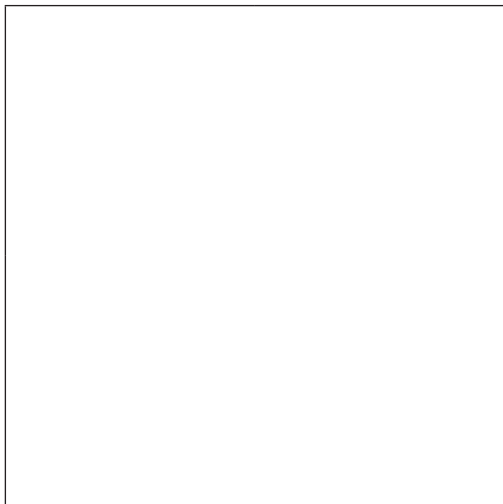
Enrichment Activity 4.10

Jane and Jake are playing marbles.
Add their scores to see who is winning.



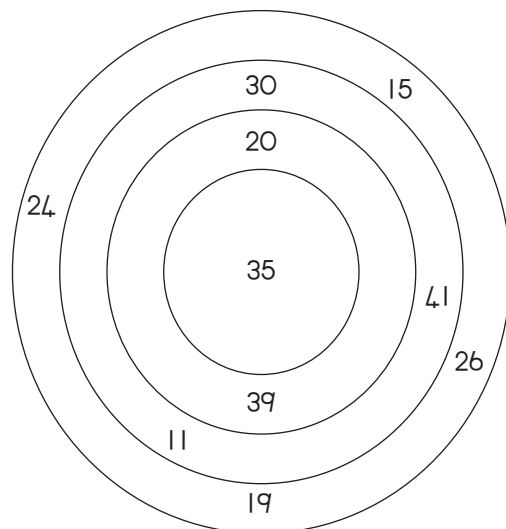
Enrichment Activity 4.11

Divide this square into 16 smaller rectangles.



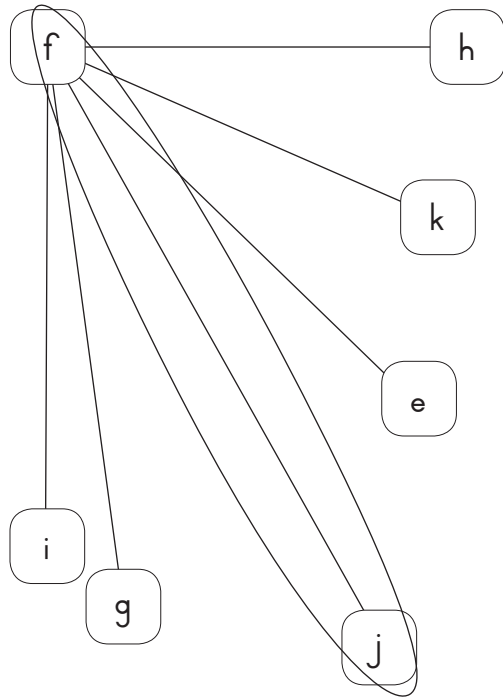
Enrichment Activity 4.12

Use the numbers and figure out how many
sums you can make with 50 as the answer.



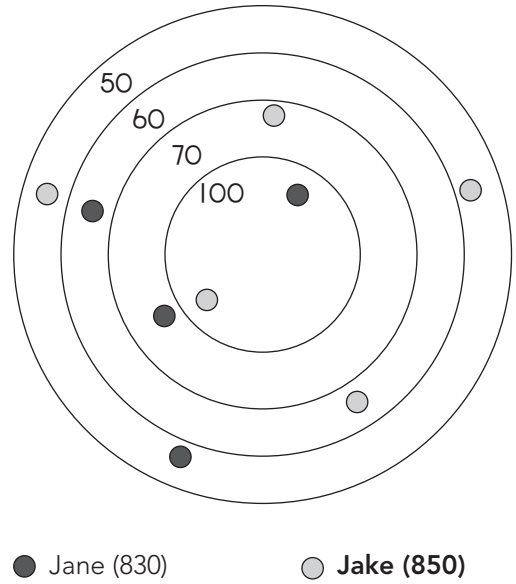
Enrichment Activity 4.9: Answers

Which line will be the longest?
 E to F or F to G or F to H or F to I or F to J or
 F to K?



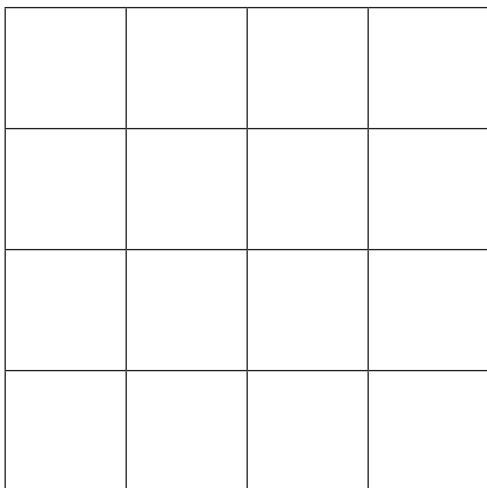
Enrichment Activity 4.10: Answers

Jane and Jake are playing marbles.
 Add their scores to see who is winning.



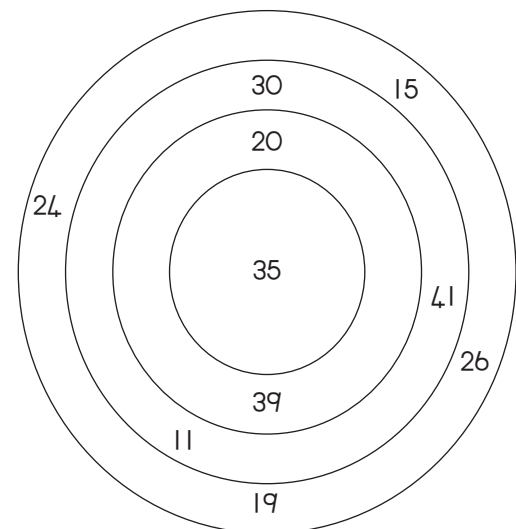
Enrichment Activity 4.11: Answers

Divide this square into 16 smaller rectangles.



Enrichment Activity 4.12: Answers

Use the numbers and figure out how many sums you can make with 50 as the answer.



You can make 5 sums:
 $26 + 24$; $11 + 19 + 20$; $39 + 11$;
 $30 + 20$, $35 + 15$

Enrichment Activity 4.13

Match the problems in Block A with the answers in Block B.

Block A	Block B
$5 \times 14 =$	20
$20 \times 5 =$	70
$16 + 33 =$	83
$12 + 46 =$	40
$60 \div 3 =$	138
$10 \times 7 =$	49
$40 \times 1 =$	70
$27 + 111 =$	58
$44 + 39 =$	100

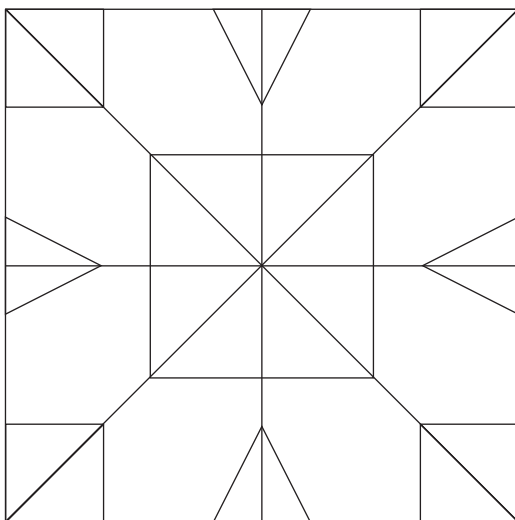
Enrichment Activity 4.14

Try to work out the sums in these blocks.

+	18	70	150
22			
34			
16			
80			
100			

Enrichment Activity 4.15

How many \triangle do you see?



12 Triangles

46 Triangles

33 Triangles

26 Triangles

Enrichment Activity 4.16

Match the numbers with the number names.

Numbers	Number names
200	Four hundred and twelve
224	Ninety-nine
96	Two hundred
99	Ninety-six
412	Two hundred and twenty-four
514	Six hundred and seventy-one
671	Five hundred and fourteen

Enrichment Activity 4.13: Answers

Match the problems in Block A with the answers in Block B.

Block A	Block B
$5 \times 14 =$	20
$20 \times 5 =$	70
$16 + 33 =$	83
$12 + 46 =$	40
$60 \div 3 =$	138
$10 \times 7 =$	49
$40 \times 1 =$	70
$27 + 111 =$	58
$44 + 39 =$	100

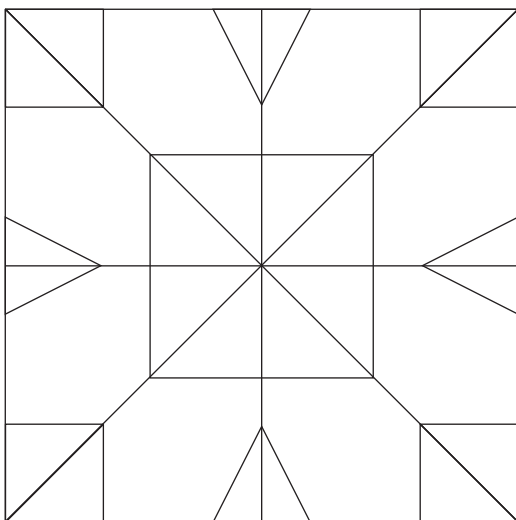
Enrichment Activity 4.14: Answers

Try to work out the sums in these blocks.

+	18	70	150
22	40	92	172
34	52	104	184
16	34	86	166
80	98	150	230
100	118	170	250

Enrichment Activity 4.15: Answers

How many \triangle do you see?



46 Triangles

Enrichment Activity 4.16: Answers

Match the numbers with the number names.

Numbers	Number names
200	Two hundred
224	Two hundred and twenty-four
96	Ninety-six
99	Ninety-nine
412	Four hundred and twelve
514	Five hundred and fourteen
671	Six hundred and seventy-one

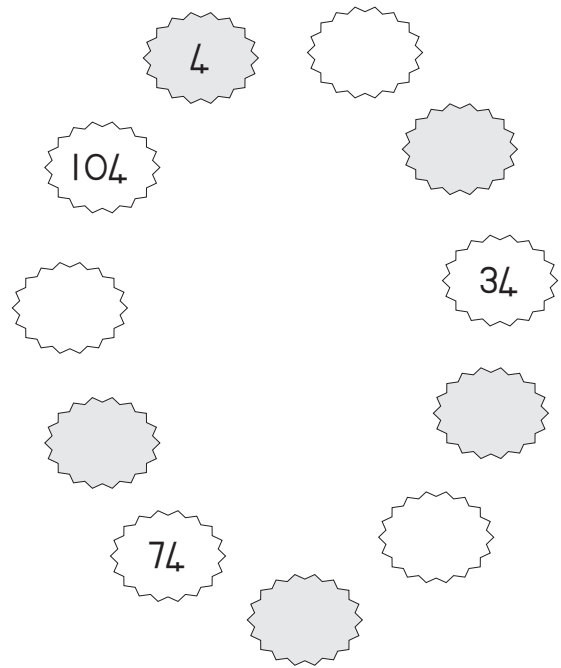
Enrichment Activity 4.17

Complete the table by working out the sums.

x	5	4	3
0			
8			
5			
4			
3			
6			
7			
2			
9			
1			

Enrichment Activity 4.18

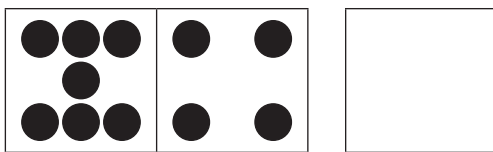
Complete the pattern.



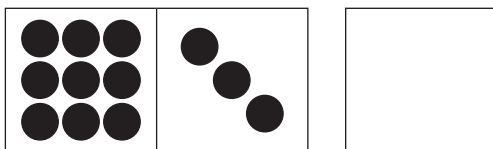
Enrichment Activity 4.19

Multiply the dots on the dominoes and fill in the answers.

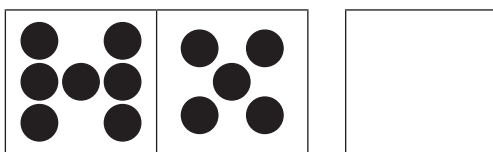
How much will it be?



How much will it be?

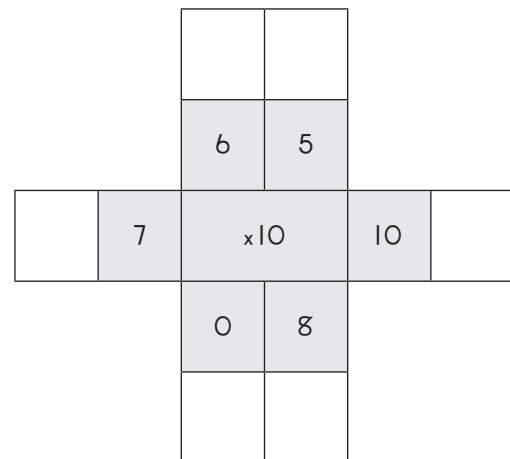


How much will it be?



Enrichment Activity 4.20

Multiply the inner number with the outer numbers.



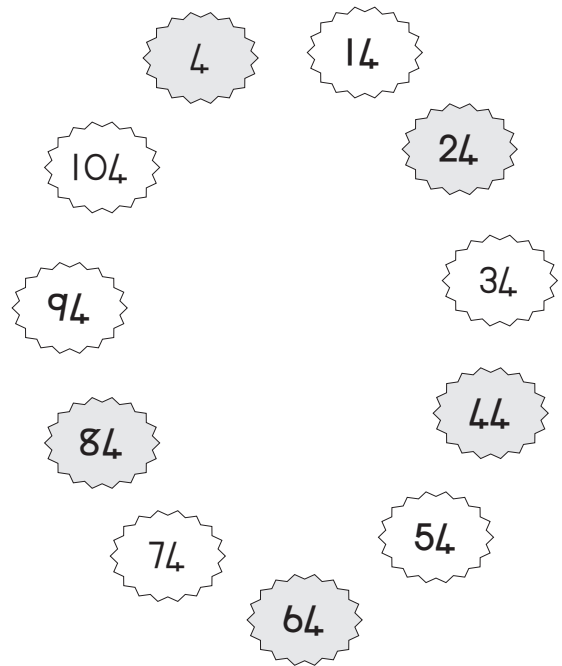
Enrichment Activity 4.17: Answers

Complete the table by working out the sums.

x	5	4	3
0	0	0	0
8	40	32	24
5	25	20	15
4	20	16	12
3	15	12	12
6	30	24	18
7	35	28	21
2	10	8	6
9	45	36	27
1	5	4	3

Enrichment Activity 4.18: Answers

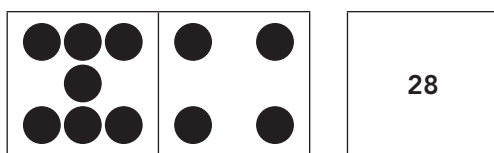
Complete the pattern.



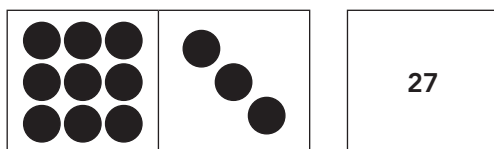
Enrichment Activity 4.19: Answers

Multiply the dots on the dominoes and fill in the answers.

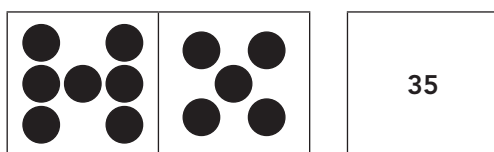
How much will it be?



How much will it be?

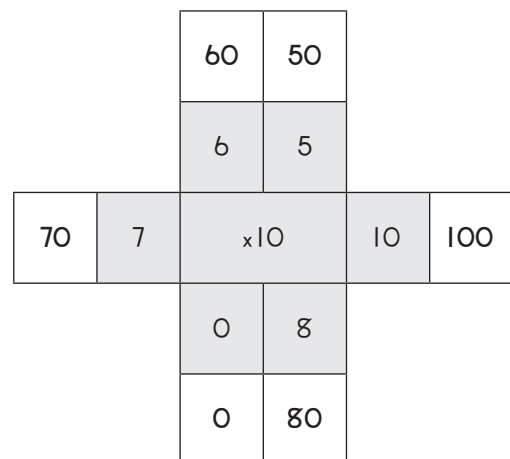


How much will it be?



Enrichment Activity 4.20: Answers

Multiply the inner number with the outer numbers.



Enrichment Activity 4.21

Calculate the following and draw a line to the answer.

$$33 \div 1 =$$

133

$$13 + 120 =$$

664

$$3 \times 9 =$$

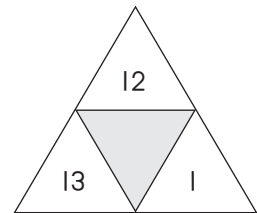
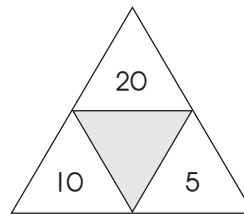
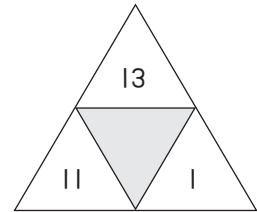
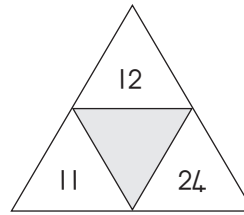
11

$$684 - 20 =$$

27

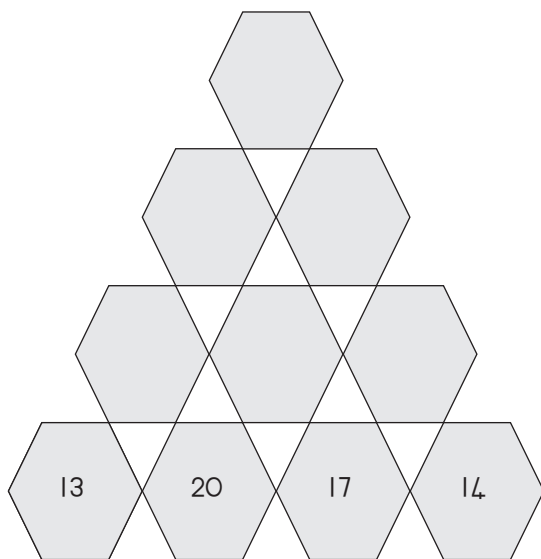
Enrichment Activity 4.22

Add the numbers to find the number in the middle.



Enrichment Activity 4.23

The number in each hexagon is made up by adding the numbers in the two hexagons below it. Calculate the missing numbers.



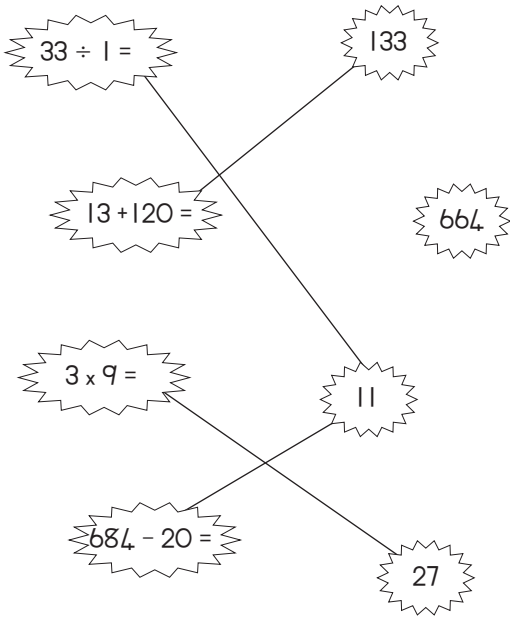
Enrichment Activity 4.24

Calculate each row of the puzzle. Fill in the answers. Calculate each column of the puzzle.

	+	12	=	
+		+		+
13	+	17	=	
=		=		=
	+		=	56

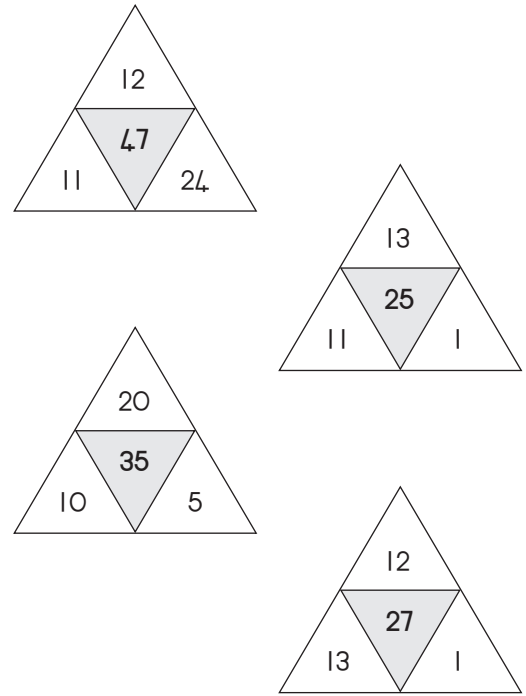
Enrichment Activity 4.21: Answers

Calculate the following and draw a line to the answer.



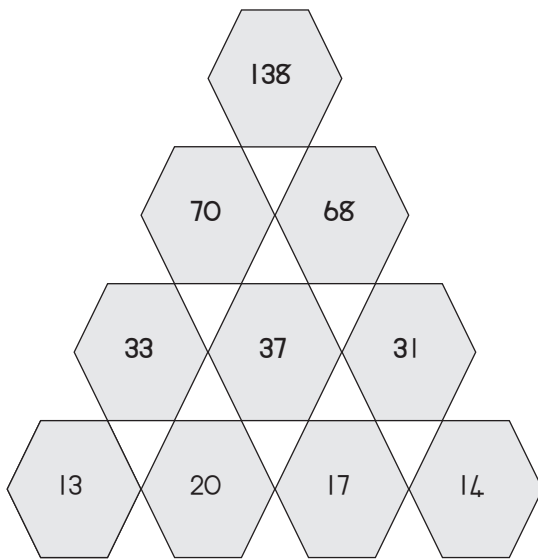
Enrichment Activity 4.22: Answers

Add the numbers to find the number in the middle.



Enrichment Activity 4.23: Answers

The number in each hexagon is made up by adding the numbers in the two hexagons below it. Calculate the missing numbers.



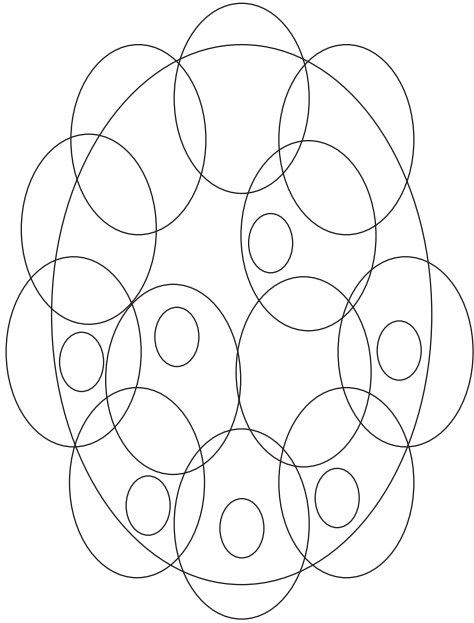
Enrichment Activity 4.24: Answers

Calculate each row of the puzzle. Fill in the answers. Calculate each column of the puzzle.

14	+	12	=	26
+		+		+
13	+	17	=	30
=		=		=
27	+	29	=	56

Enrichment Activity 4.25


How many ovals do you see?



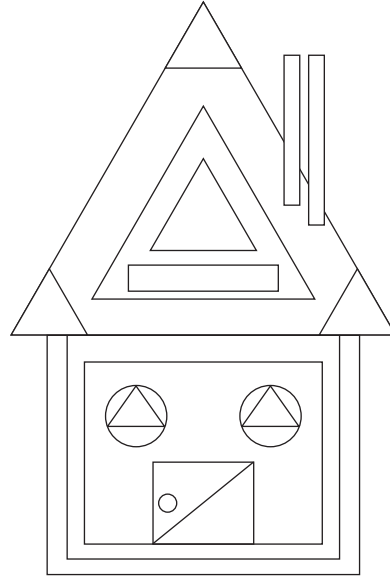
21 24 14

Enrichment Activity 4.26

How many  ?

How many  ?

How many  ?



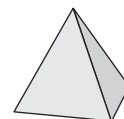
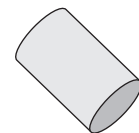
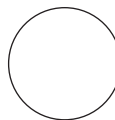
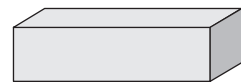
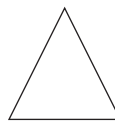
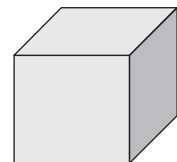
Enrichment Activity 4.27

Name the different shapes.



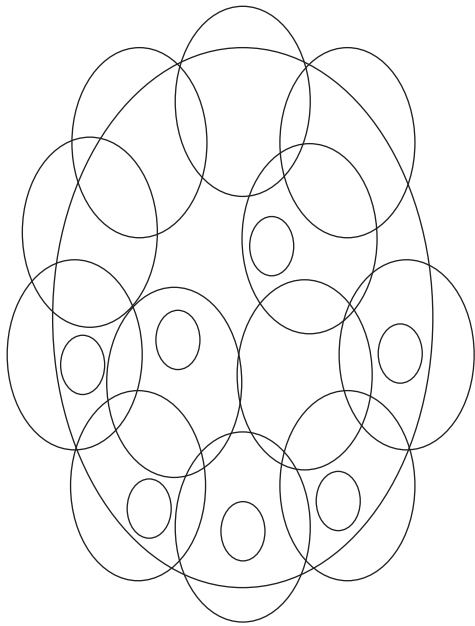
Enrichment Activity 4.28

Match the object with the shape that will make up its base.



Enrichment Activity 4.25: Answers

How many ovals do you see?



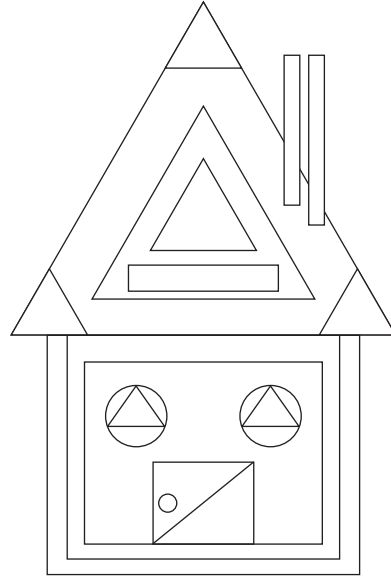
21 24 14

Enrichment Activity 4.26: Answers

How many  ? (7)

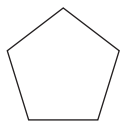
How many  ? (6)

How many  ? (10)

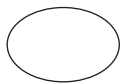


Enrichment Activity 4.27: Answers

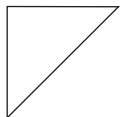
Name the different shapes.



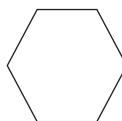
Pentagon



Oval



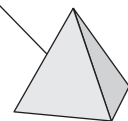
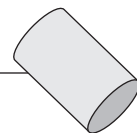
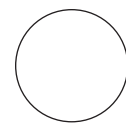
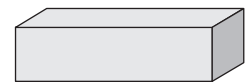
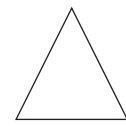
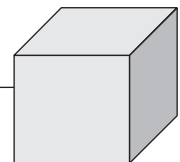
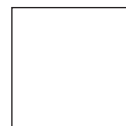
Triangle



Hexagon

Enrichment Activity 4.28: Answers

Match the object with the shape that will make up its base.



Enrichment Activity 4.29

Add each row of numbers to get an answer.

=							=
	23					25	
		27		22			
			29				
		28		21			
	20					27	
=							=

Enrichment Activity 4.30

A farmer has 12 m of fence.

He wants to enclose a plot of land for his chickens.

What is the greatest area that can be closed? Should it be a square or a rectangle?

Which plot will have the biggest area?

Enrichment Activity 4.31

Solve these problems:

Neo spends a quarter of her money on sweets, half of her money on a present for Margaret, and one eighth of her money on stickers. She has R13 left. How much did she have to begin with?

This is how the 45 children in our class get to school.

Two fifths of the children in our class walk to school. One fifth take the bus. How many children come by car?

Enrichment Activity 4.32

Can you work this out.

If John and his dad add their ages they would get 48 years.

John was born when his dad was 24 years old.

How old are John and his dad now?

Enrichment Activity 4.29: Answers

Add each row of numbers to get an answer.

79						76
=						=
	23					25
		27		22		
			29			
		28		21		
	20					27
=						=
77						77

Enrichment Activity 4.30: Answers

A farmer has 12 m of fence.

He wants to enclose a plot of land for his chickens.

What is the greatest area that can be closed? Should it be a square or a rectangle?

Which plot will have the biggest area?

A square with 3 m sides uses 12 m of fence and has a 9 square metre area.

A rectangle with 2 m and 4 m sides uses 12 m of fencing and has a smaller area (8 square metres).

The square is best. Biggest area for the same amount of fence.

Enrichment Activity 4.31: Answers

Solve these problems:

Neo spends a quarter of her money on sweets, half of her money on a present for Margaret, and one eighth of her money on stickers. She has R13 left. How much did she have to begin with?

R104

This is how the 45 children in our class get to school.

Two fifths of the children in our class walk to school. One fifth take the bus. How many children come by car?

18 children

Enrichment Activity 4.32: Answers

Can you work this out.

If John and his dad add their ages they would get 48 years.

John was born when his dad was 24 years old.

How old are John and his dad now?

John is 12 years old

Dad is 36 years old

Enrichment Activity Cards: Sepedi Version

Each term a set of new enrichment cards will be provided. You should retain this set, as they will not be reproduced each term.

Use of the enrichment activity cards

Optional as required.

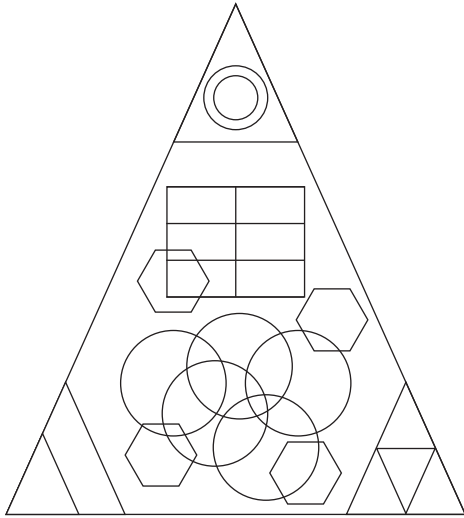
These cards include activities that you can use for enrichment opportunities for learners who have completed the lesson activities ahead of the rest of the class. Learners should work on these cards independently or with their peers who have also completed the classwork. You may need to explain some of the activities to the learners who use them. You should remind them to ask you questions about any of the enrichment activities that they are doing, so that you can guide them as necessary.

You should photocopy the enrichment cards, paste them onto cardboard and laminate them (if possible), so that they can be used as a resource, not only this year but in the future as well.

Put the laminated cardboard cards into a box in a set place in your classroom, so that learners know where to find them. These cards are for all learners and do not have to be used in a particular order. Learners should keep a record of the cards that they have done, so that they continue to choose a new card each time they go to the box. Learners must be taught to replace the cards in numeric order in the box, so that everyone who looks for cards can easily find the one they want to use.

Mošomo wa matlafatšo 4.1

Bala dibopego tša go fapana.



Na go nale  tše kae? _____

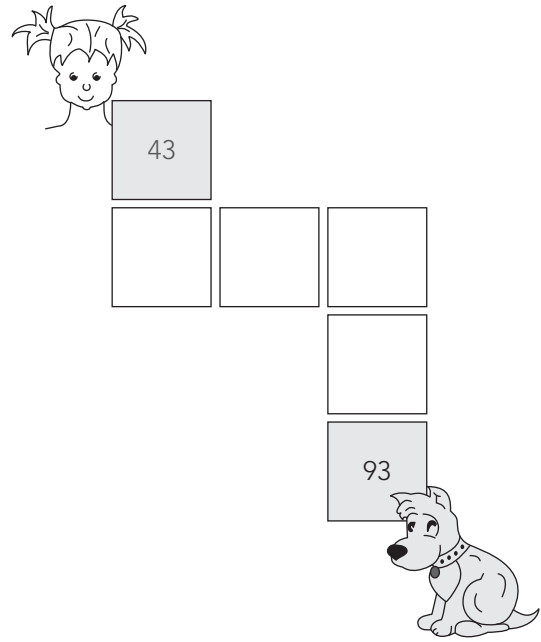
Na go nale  tše kae? _____

Na go nale  tše kae? _____

Na go nale  tše kae _____

Mošomo wa matlafatšo 4.2

Humana mpša ya Sarah ya go timela.



Mošomo wa matlafatšo 4

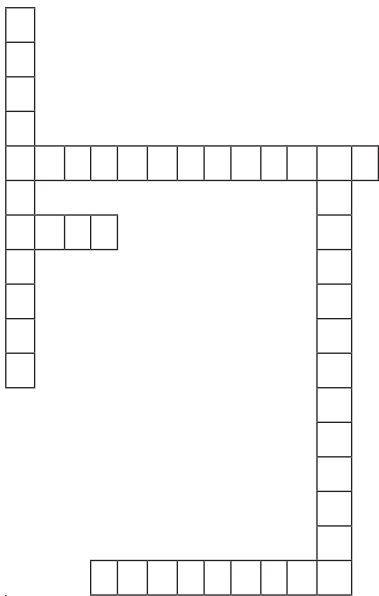
Šoma dipalo tše gomme o feleletše phasele ye ya go putla ka go tlatša mainapalo:

fase

1. $100 - 30 =$
2. $133 - 114 =$

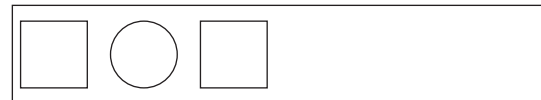
Go putla

3. $610 - 10 =$
4. $107 - 100 =$
5. $120 - 109 =$



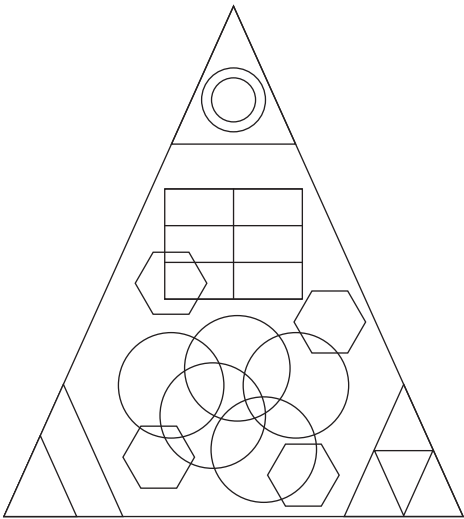
Mošomo wa matlafatšo 4.4

Feleletša dipaterone tše di latelago.




Mošomo wa matlafatšo 4.1: Dikarabo

Bala dibopego tša go fapana.



Go nale di  tše kae? (4)

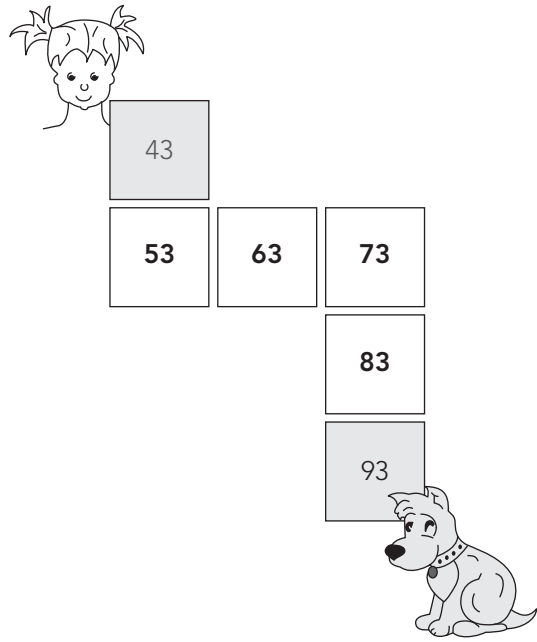
Go nale di  tše kae? (14)

Go nale di  tše kae? (7)

Go nale di  tše kae? (9)

Mošomo wa matlafatšo 4.2: Dikarabo

Humana mpša ya Sarah ya go timela.



Mošomo wa matlafatšo 4.3: Dikarabo

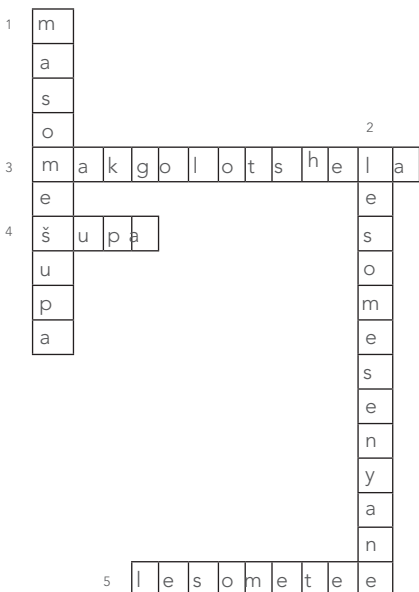
Šoma dipalo gomme o feleletše phasele ya mantšu a go putla ka go tlatša mainapalo:

fase

1. $100 - 30 =$
2. $133 - 114 =$

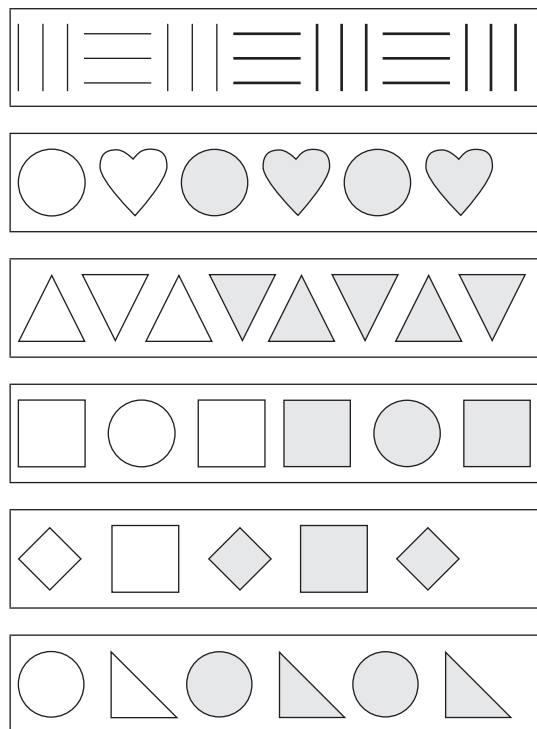
go putla

3. $610 - 10 =$
4. $107 - 100 =$
5. $120 - 109 =$



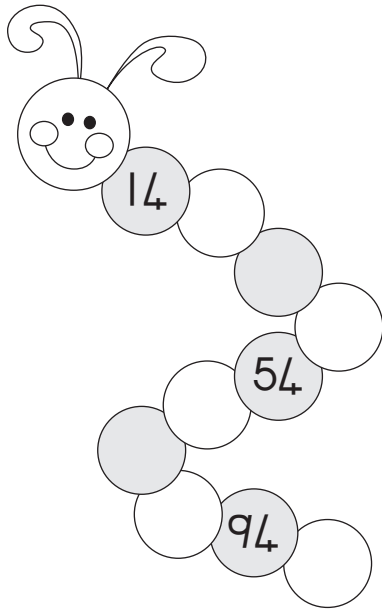
Mošomo wa matlafatšo 4.4: Dikarabo

Feleletša dipaterone tše di latelago.



Mošomo wa matlafatšo 4.5

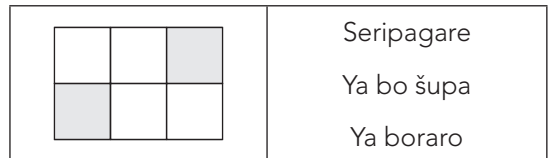
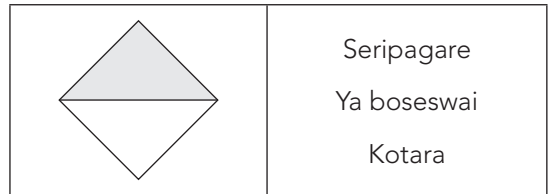
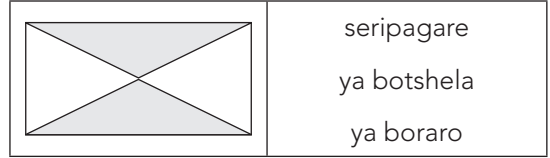
Humana paterone gomme o feleletše seboko.



Mošomo wa matlafatšo 4.6 Dikarabo

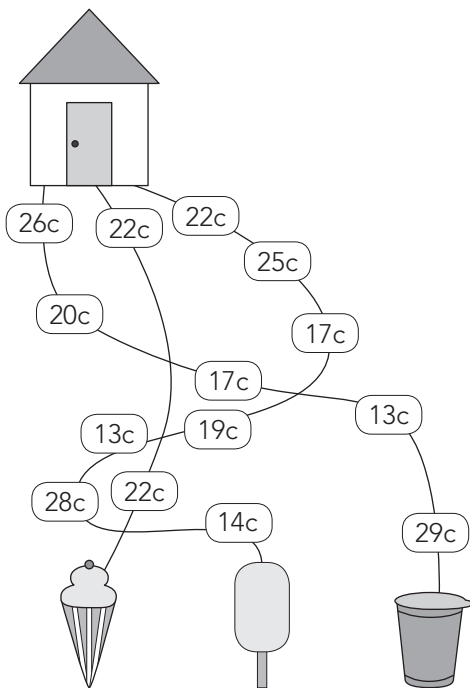
Ke palophatlo efe ya dibopego yeo e khalarilwego?

Kgetha karabo ya maleba.



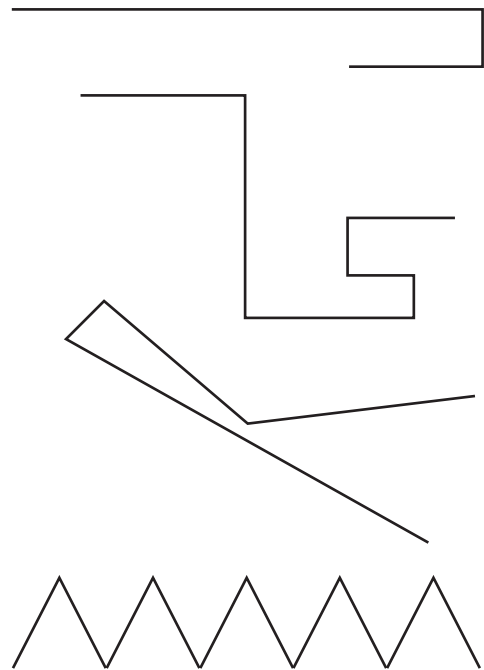
Mošomo wa matlafatšo 4.7

Latela mmila gomme o raretše lebebetšididi la theko ya fase.



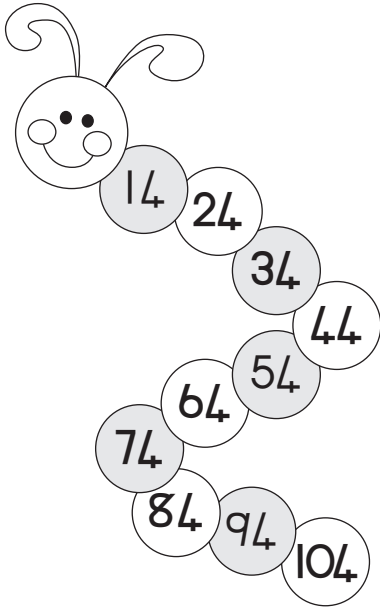
Mošomo wa matlafatšo 4.8

Raretša mothalo o mo telele go feta e mengwe. O ka šomiša rula go kala methalo.



Mošomo wa matlafatšo 4.5: Dikarabo

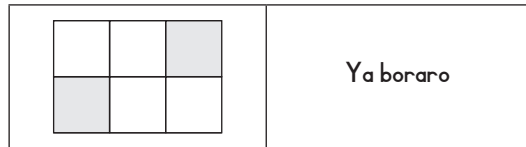
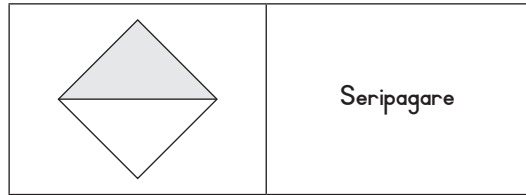
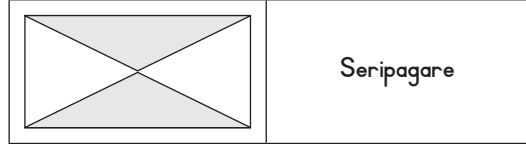
Humana paterone gomme o feleletše seboko.



Mošomo wa matlafatšo 4.6: Dikarabo

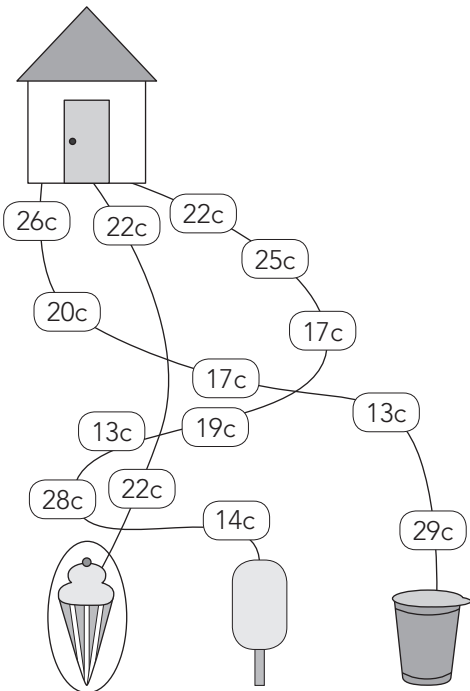
Ke palophatlo efe ya dibopego yeo e khalarilwego?

Kgetha karabo ya maleba.



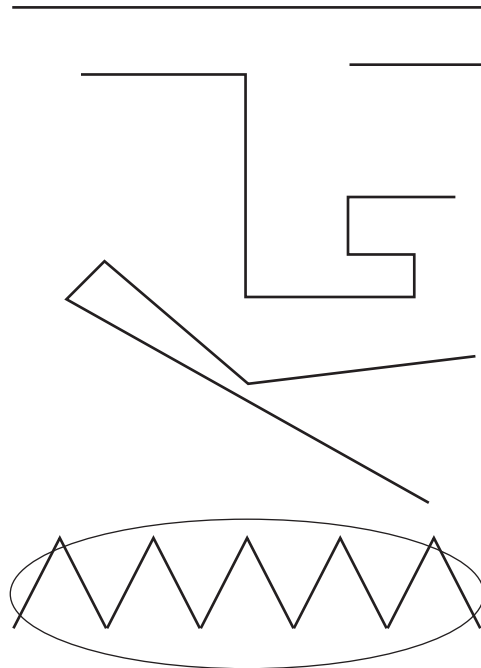
Mošomo wa matlafatšo 4.7: Dikarabo

Latela mmila gomme o raretše lebebetšididi la theko ya fase..



Mošomo wa matlafatšo 4.8: Dikarabo

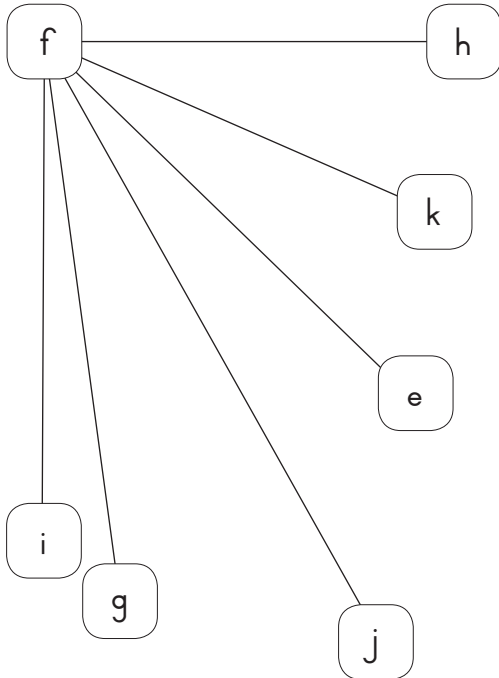
Raretša mothalo o mo telele go feta e mengwe.O ka šomiša rula go kala methalo.



Mošomo wa matlafatšo 4.9

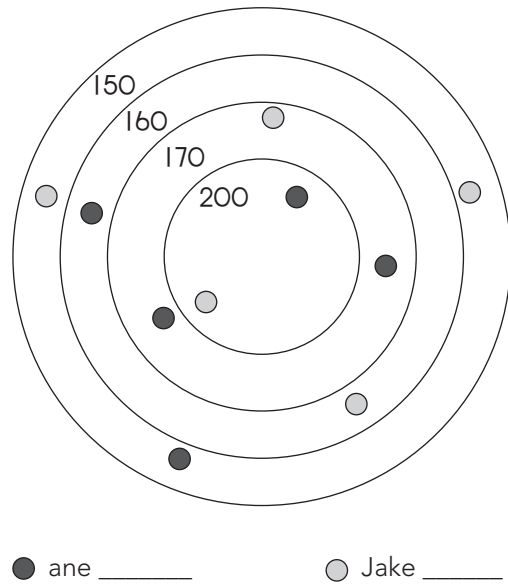
Ke mothalo ofe o motelele go feta e mengwe?

E goba F or F goba G goba F goba H goba F goba I or F goba J goba F goba K?



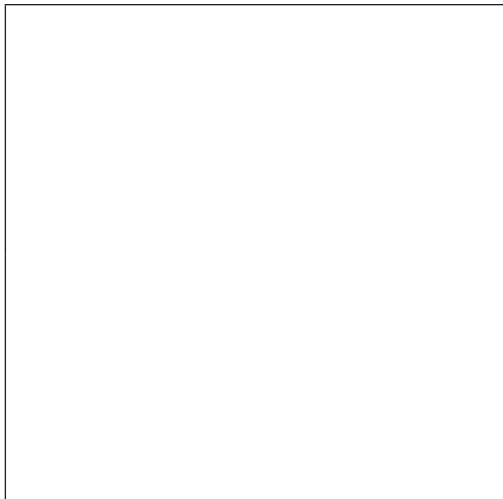
Mošomo wa matlafatšo 4.10

Jane le Jake ba bapala memabole. Hlakantšha dintlha tša bona gore o bone mofenyi.



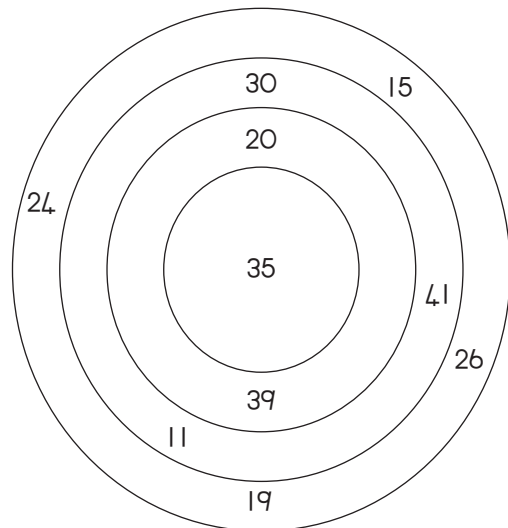
Mošomo wa matlafatšo 4.11

Arola sekwere ka dikhutlonne thwii tše 16 tše dinnyane.



Mošomo wa matlafatšo 4.12

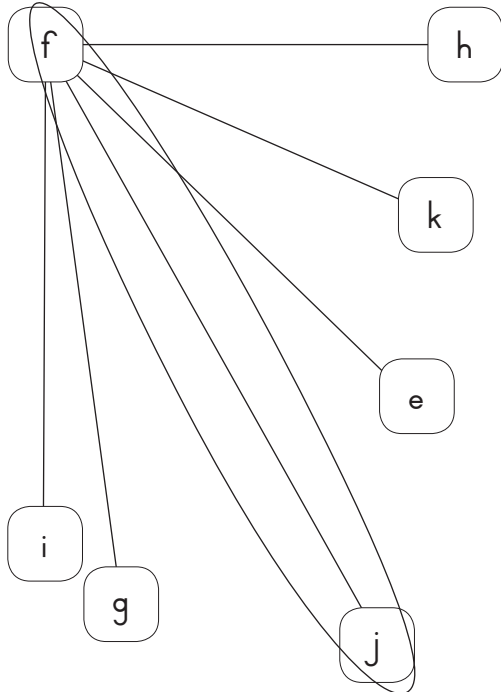
Šomiša dinomoro go humana gore o ka dira dipalo tše kae tšeo karabo ya tšona e lego 50.



Mošomo wa matlafatšo 4.9: Dikarabo

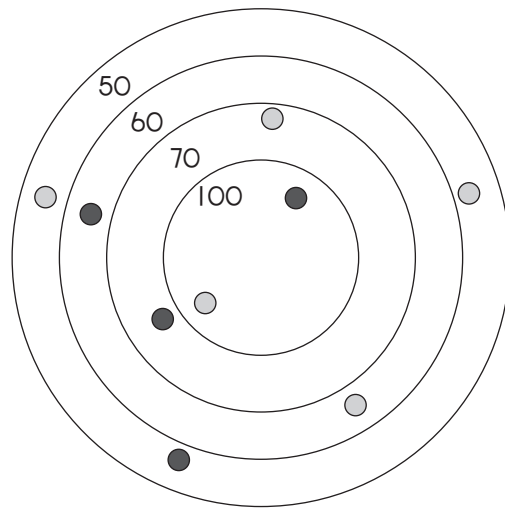
Ke mothalo ofe o motelele go feta e mengwe?

E go ya go F goba F go ya go G goba F go ya go H goba F go ya go I goba F go ya go J goba F go ya go K?



Mošomo wa matlafatšo 4.10: Dikarabo

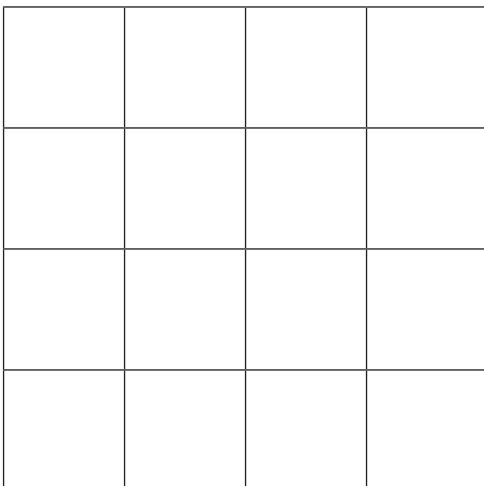
Jane le Jake ba bapala memabole. Hlakantšha dintlha tša bona gore o bone mofenyi.



● UJane (830) ● UJake (850)

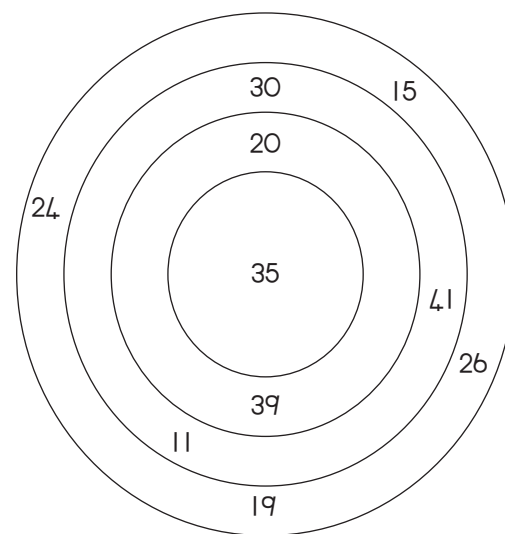
Mošomo wa matlafatšo 4.11: Dikarabo

Arola sekwere ka dikhutlonne thwii tše 16 tše dinnyane.



Mošomo wa matlafatšo 4.12: Dikarabo

Šomiša dinomoro gore o bone gore o ka dira dinomoro tše kae tšeo karabo ya tšona e lego 50



O ka dira dipalo tše 5:
 26 + 24; 11 + 19 + 20; 39 + 11;
 30 + 20, 35 + 15

Mošomo wa matlafatšo 4.13

Lebantšha dipalo tšeo di lego go ploko ya A le dikarabo tšeo di lego go ploko ya B.

Ploko	PlokoB
$5 \times 14 =$	20
$20 \times 5 =$	70
$16 + 33 =$	83
$12 + 46 =$	40
$60 \div 3 =$	138
$10 \times 7 =$	49
$40 \times 1 =$	70
$27 + 111 =$	58
$44 + 39 =$	100

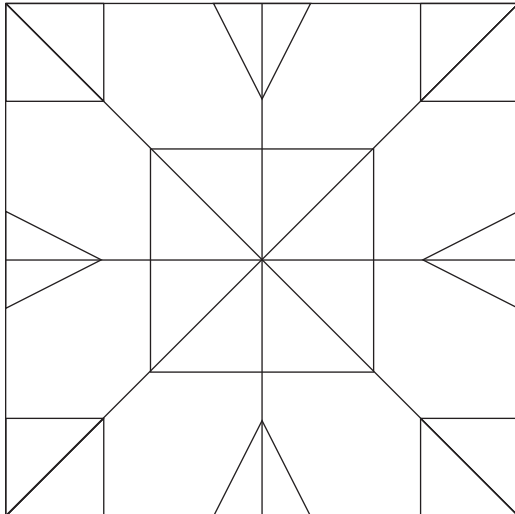
Mošomo wa matlafatšo 4.14

Leka go šoma dipalo tšeo di lego ka diplokong tše.

+	18	70	150
22			
34			
16			
80			
100			

Mošomo wa matlafatšo 4.15

Na o bona di tše kae?



- Dikhutlotharo tše 12
- Dikhutlotharo tše 33
- Dikhutlotharo tše -46
- Dikhutlotharo tše-26

Mošomo wa matlafatšo 4.16

Lebantšha dikapalo le mainapalo.

Dikapalo	Mainapalo
200	Makgolonne lesomepedi
224	Masome senyane senyane
96	Makgolo pedi
99	Masome senyane tshela
412	Makgolopedi masomepedi nne
514	Makgolotshela masomešupa tee
671	Makgolohlano lesomenne

Mošomo wa matlafatšo 4.13: Dikarabo

Lebantšha dipalo tšeo di lego go ploko ya A le dikarabo tšeo di lego go ploko ya B.

Bhloko A	Bhloko B
$5 \times 14 =$	20
$20 \times 5 =$	70
$16 + 33 =$	83
$12 + 46 =$	40
$60 \div 3 =$	138
$10 \times 7 =$	49
$40 \times 1 =$	70
$27 + 111 =$	58
$44 + 39 =$	100

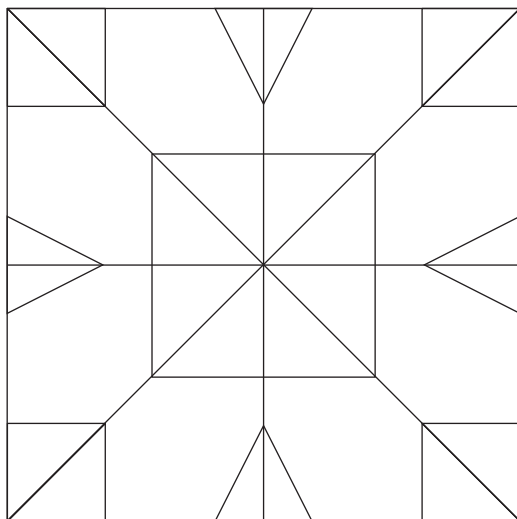
Mošomo wa matlafatšo 4.14: Dikarabo

Leka go šoma dipalo tšeo di lego ka diplokong tše.

+	18	70	150
22	40	92	172
34	52	104	184
16	34	86	166
80	98	150	230
100	118	170	250

Mošomo wa matlafatšo 4.15; Dikarabo

Na o bona di \triangle tše kae??



Dikhutlotharo tše 46

Mošomo wa matlafatšo 4.16: Dikarabo

Lebantšha dikapalo le mainapalo

Dikapalo	Mainapalo
200	Makgolo pedi
224	Makgolopedi masomepedi nne
96	Masome senyane tshela
99	Masome senyane senyane
412	Makgolonne lesomepedi
514	Makgolohlano lesomenne
671	Makgolotshela masomešupa tee

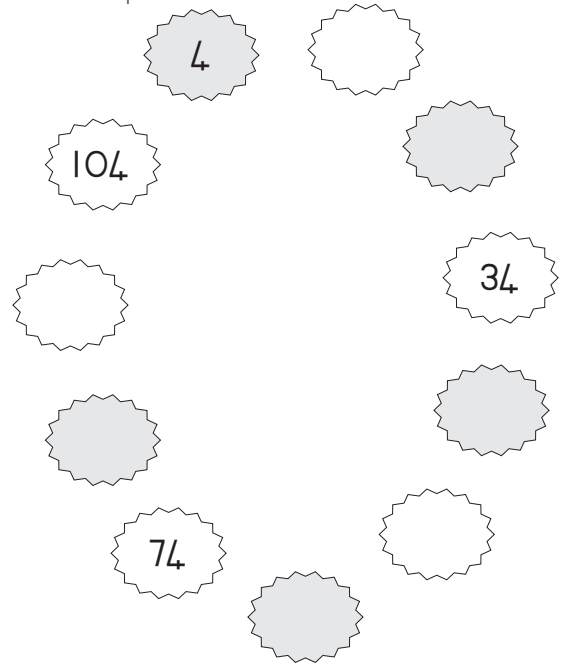
Mošomo wa matlafatšo 4.17

Šoma dipalo gomme o feleletše tafola.

x	5	4	3
0			
8			
5			
4			
3			
6			
7			
2			
9			
1			

Mošomo wa matlafatšo 4.18

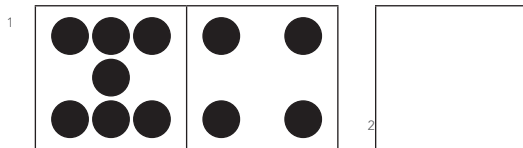
Feleletša paterone.



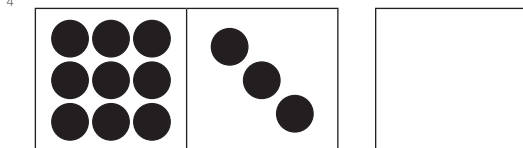
Mošomo wa matlafatšo 4.19

Atiša marontho godimo ga domino gomme o tlatše Dikarabo.

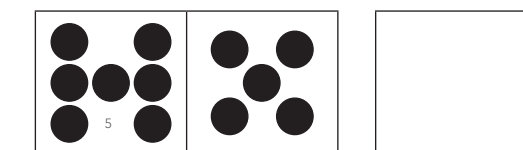
Na e tla ba bokae?



Na e tla ba bokae?

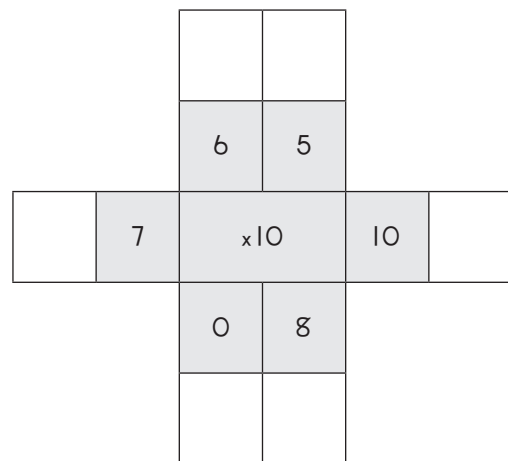


Na e tla ba bokae?



Mošomo wa matlafatšo 4.20

Atiša nomoro ya ka gare ke dinomoro tša ka ntle.



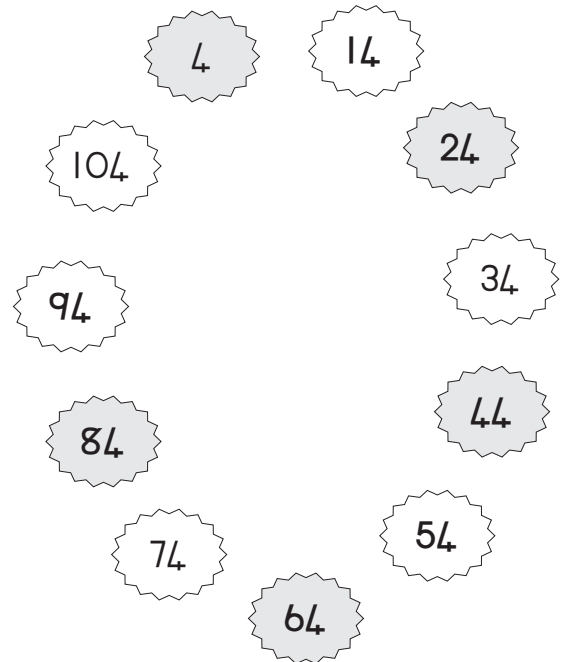
Mošomo wa matlafatšo 4.17: Dikarabo

Šoma dipalo gomme o feleletše tafola.

x	5	4	3
0	0	0	0
8	40	32	24
5	25	20	15
4	20	16	12
3	15	12	12
6	30	24	18
7	35	28	21
2	10	8	6
9	45	36	27
1	5	4	3

Mošomo wa matlafatšo 4.18: Dikarabo

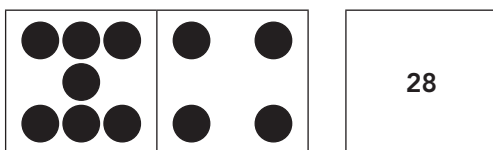
Feleletša paterone.



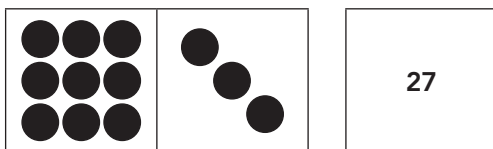
Mošomo wa matlafatšo 4.19: Dikarabo

Atiša marontho godimo ga domino gomme o tlatše Dikarabo:

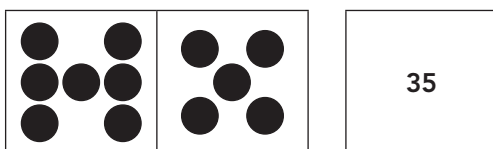
Na e tla ba bokae?



Na e tla ba bokae?

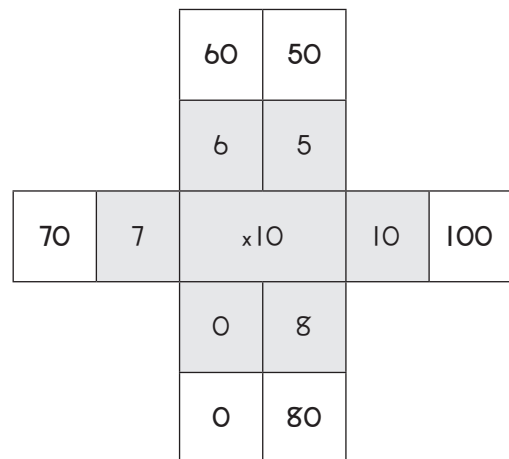


Na e tla ba bokae?



Mošomo wa matlafatšo 4.20 Dikarabo

Atiša nomoro ya ka gare ke dinomoro tša ka ntle.



Mošomo wa matlafatšo 4.21

Balela gomme o thale mothalo go ya go karabo ya maleba.

$33 \div 1 =$

133

$13 + 120 =$

664

$3 \times 9 =$

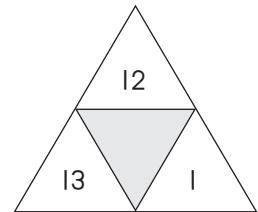
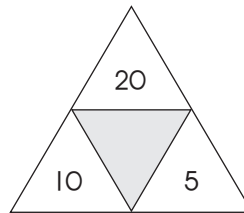
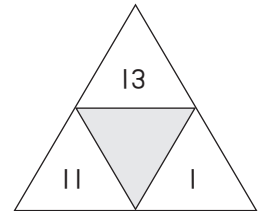
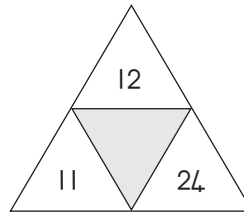
11

$684 - 20 =$

27

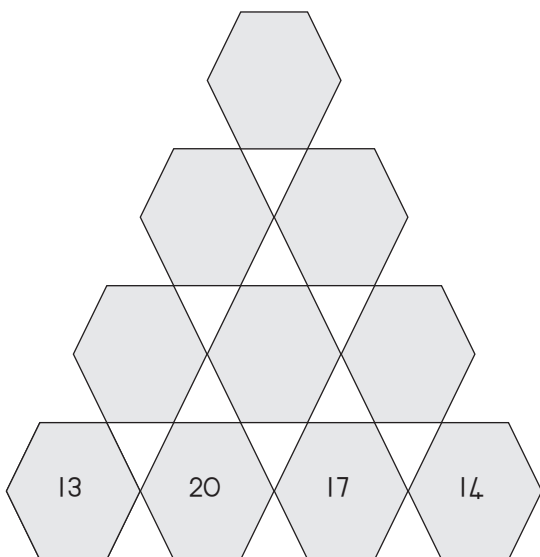
Mošomo wa matlafatšo 4.22

Hlakantšha dinomoro gomme o hwetša nomoro ya magareng.



Mošomo wa matlafatšo 4.23

Nomoro yengwe le yengwe ka gare ga khutlotshela e bopilwe ka go hlakantšha dinomoro tša ka gare ga dikhutlotshela tše pedi tša ka fase ga yona. Balela dinomoro tšeo di tlogetšwego.



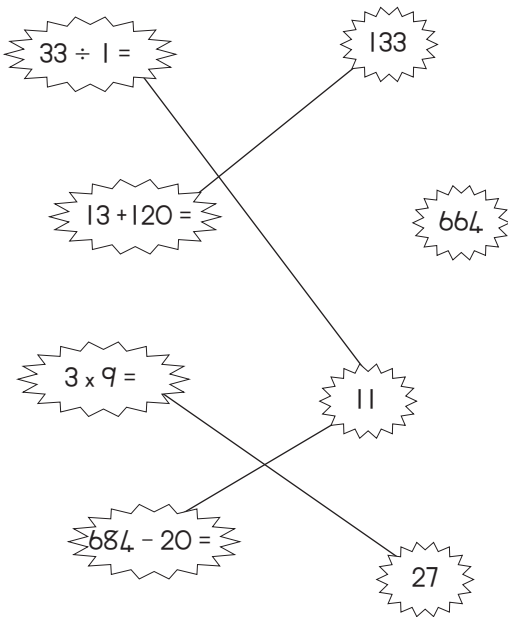
Mošomo wa matlafatšo 4.24

Balela mothaladi wo mongwe le wo mongwe wa phasele. Tlatša Dikarabo. Balela kholomo ye nngwe le ye nngwe ya phasele. Tlatša Dikarabo.

	+	12	=	
+		+		+
13	+	17	=	
=		=		=
	+		=	56

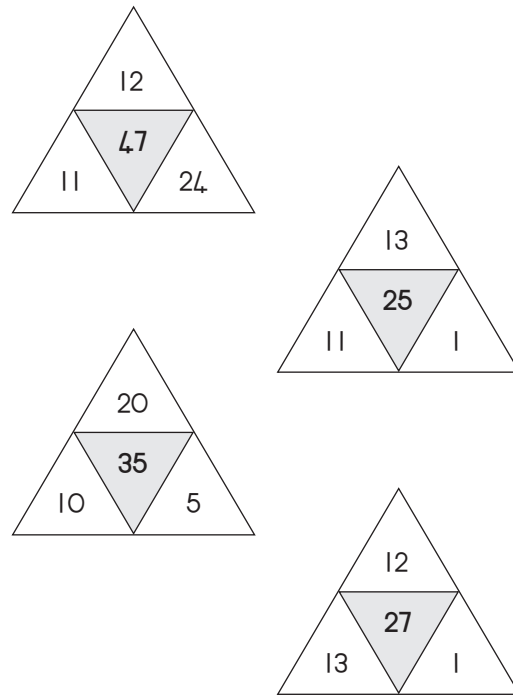
Mošomo wa matlafatšo 4.21: Dikarabo

Balela gomme o thale mothalo go ya go karabo ya maleba.



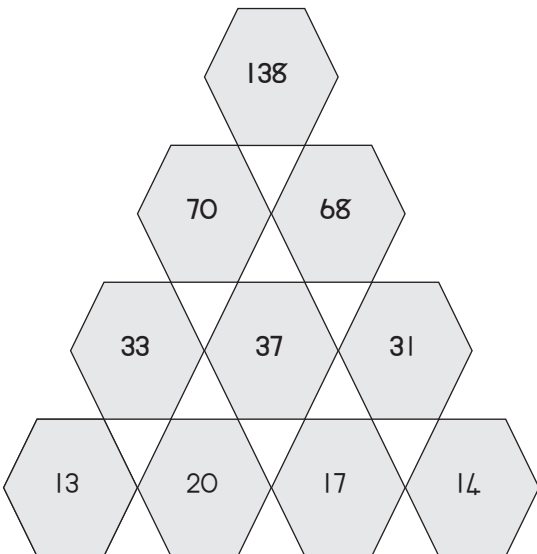
Mošomo wa matlafatšo 4.22: Dikarabo

Hlakantšha dinomoro gomme o hwetša nomoro ya magareng.



Mošomo wa matlafatšo 4.23: Dikarabo

Nomoro yenngwe le yenngwe ka gare ga khutlotshela e bopilwe ka go hlakantšha dinomoro tša ka gare ga dikhutlotshela tše pedi tša ka fase ga yona. Balela dinomoro tšeo di tlogetšwego.



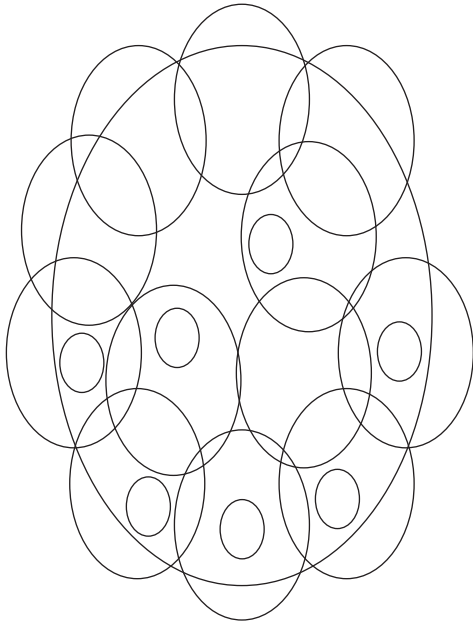
Mošomo wa matlafatšo 4.24: Dikarabo

Balela mothaladi wo mongwe le wo mongwe wa phasele. Tlatša Dikarabo. Balela kholomo ye nngwe le ye nngwe ya phasele. Tlatša Dikarabo.

14	+	12	=	26
+		+		+
13	+	17	=	30
=		=		=
27	+	29	=	56

Mošomo wa matlafatšo 4.25

Na o bona di ovale tše kae?



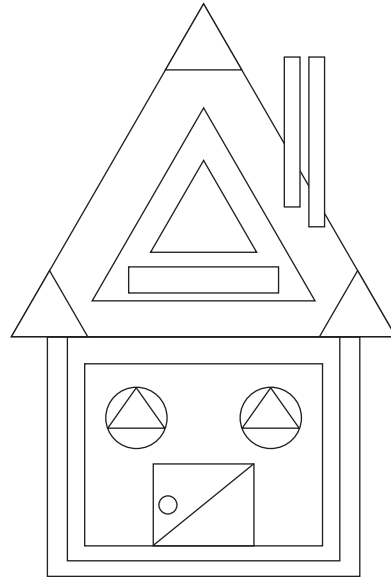
21 24 14

Mošomo wa matlafatšo 4.26

Ke tše kae  ?

Ke tše kae  ?

Ke tše kae  ?



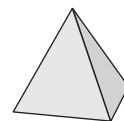
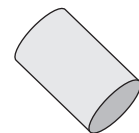
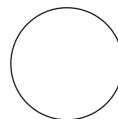
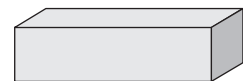
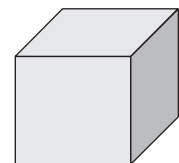
Mošomo wa matlafatšo 4.27

Ngwala maina a dibopego tše tša go fapana..



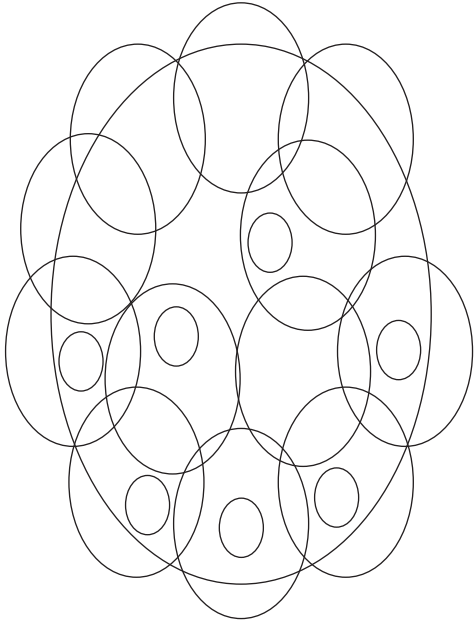
Mošomo wa matlafatšo 4.28

Lebantšha selo se sengwe le se sengwe le sebopego seo se dirago bokafase bja sona



Mošomo wa matlafatšo 4.25: Dikarabo

Na o bona di ovale tše kae?



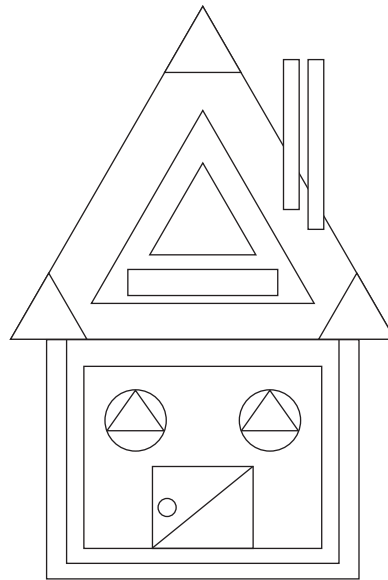
21 24 14

Mošomo wa matlafatšo 4.26: Dikarabo

Ke tše kae  ? (7)

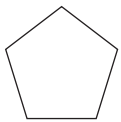
Ke tše kae  ? (6)

Ke tše kae  ? (10)

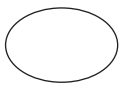


Mošomo wa matlafatšo 4.26: Dikarabo

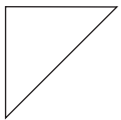
Ngwala maina a diboepogo tše tša go fapana.



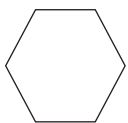
Khutlohlano



Ovale



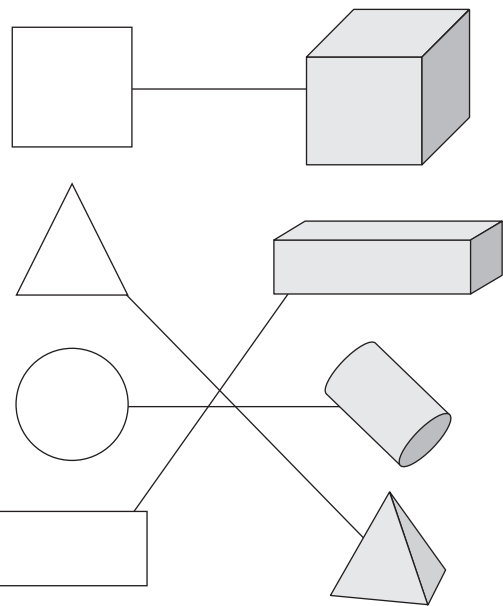
Khutlotharo



Khutlotshela

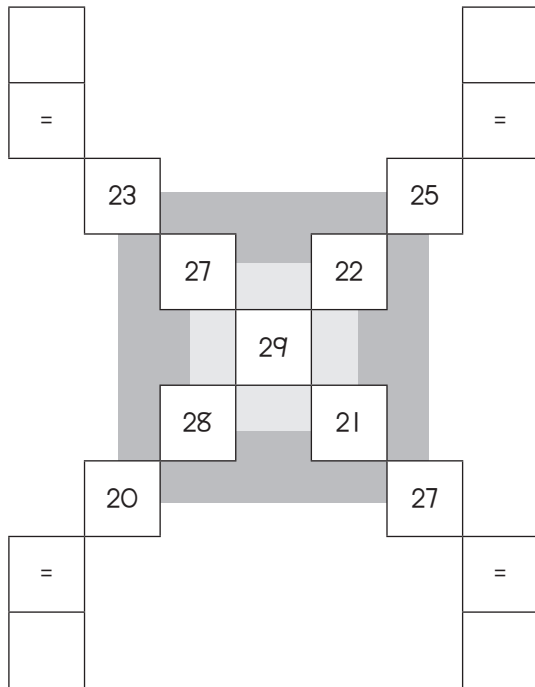
Mošomo wa matlafatšo 4.28: Dikarabo

Lebantšha selo se sengwe le se sengwe le seboepogo seo se dirago bokafase bja sona.



Mošomo wa matlafatšo 4.29 Dikarabo

Hlakantšha mothaladi wo mongwe le wo mongwe wa dinomoro gore o hwetša karabo.



Mošomo wa matlafatšo 4.31

Rarolla dipalontšu tše:

Neo o feditše kotara ya tšhelete ya gagwe ka malekere. Seripagare sa tšhelete ya gagwe a rekela Margaret mpho, tee seswaing ya tšhelete a reka distikara, o šetše ka R13, Na o be a swere bokae mathomong?

Mokgwa woo bana ba 45 ka phapošing ya rena ba ya go sekolong.

Pedi hlanong ya bana ba phapoši ya rena ba sepela ka maoto. Tee hlanong ba sepela ka pese. Na ke bana ba bakae bao ba tlogo ka koloji?

Mošomo wa matlafatšo 4.30 Dikarabo

Rarolla palo ye?

Molemi o nale terata ya dimitara tše 12.

O nyaka go tswalela dikgogo tša ka plotong.

Na ke lefelo la bogolo bjo bo kaakang leo le ka tswalelwago? Na e kaba sekwere goba khutlonnethwii?

Mošomo wa matlafatšo 4.32

Rarolla palo ye?

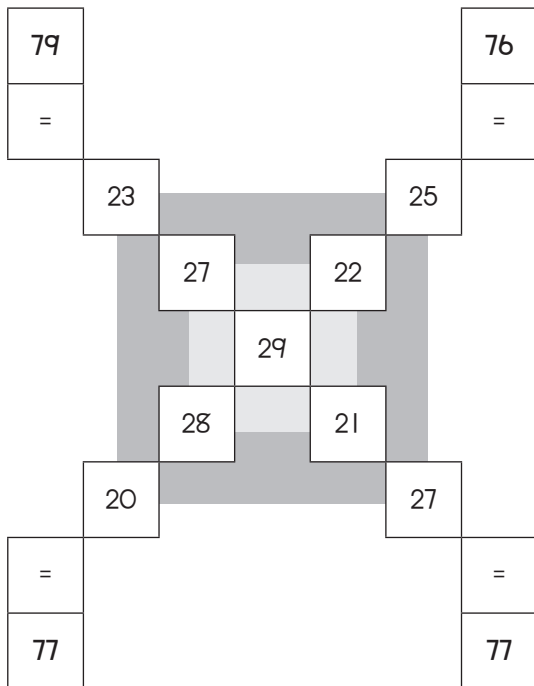
Ge John le tatagwe ba hlakantšha mengwaga ya bona ba hwetša mengwaga ye 48.

John o belegwe ge tatagwe a nale mengwaga ye 24.

Na John le tatagwe ba nale mengwaga ya mekae go na bjale?

Mošomo wa matlafatšo 4.29: Dikarabo

Hlakantšha mothaladi wo mongwe le wo mongwe wa dinomoro gore o hwetša karabo.



Mošomo wa matlafatšo 4.31: Dikarabo

Rarolla dipalo tše:

Neo o feditše kotara ya tšhelete ya gagwe ka malekere. Seripagare sa tšhelete ya gagwe a rekela Margaret mpho, tee seswaing ya tšhelete a reka distikara, o šetše ka R13, Na o be a swere bokae mathomong?

R104

Mokgwa woo bana ba 45 ka phapošing ya rena ba ya go sekolong.

Pedi hlanong ya bana ba phapoši ya rena ba sepela ka maoto. Tee hlanong ba sepela ka pese. Na ke bana ba bakae bao ba tlogo ka koloi?

Bana ba 18

Mošomo wa matlafatšo 4.30: Dikarabo

Ke ploto efe yeo e tla bago le lefelo le legolo?

Sekwere sa mahlakore a 3 m, se šomiša terata ya 12 m ebile se nale lefelo la lefelo la diskwemetara tše 9.

Khutlonne ya mahlakore a 2 m le 4 m e šomiša terata ya 12 m ebile e nale lefelo le lenyenyane. (diskwemitara tše 8).

Sekwere se kaone. Se nale lefelo le legolo ka terata ya go lekana.

Mošomo wa matlafatšo 4.32: Dikarabo

Na o ka rarolla?

Ge John le tatagwe ba hlakantšha mengwaga ya bona ba hwetša mengwaga ye 48.

John o belegwe ge tatagwe a nale mengwaga ye 24.

Na John le tatagwe ba nale mengwaga ya mekae go na bjale?

John o nale mengwaga ye 12

Tate o nale mengwaga ye 36

Enrichment Activity Cards: Xitsonga Version

Each term a set of new enrichment cards will be provided. You should retain this set, as they will not be reproduced each term.

Use of the enrichment activity cards

Optional as required.

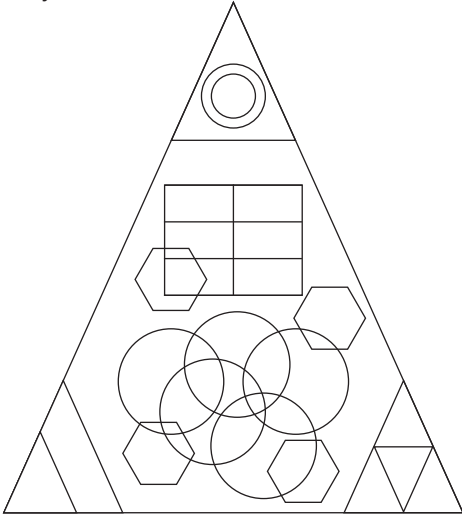
These cards include activities that you can use for enrichment opportunities for learners who have completed the lesson activities ahead of the rest of the class. Learners should work on these cards independently or with their peers who have also completed the classwork. You may need to explain some of the activities to the learners who use them. You should remind them to ask you questions about any of the enrichment activities that they are doing, so that you can guide them as necessary.

You should photocopy the enrichment cards, paste them onto cardboard and laminate them (if possible), so that they can be used as a resource, not only this year but in the future as well.

Put the laminated cardboard cards into a box in a set place in your classroom, so that learners know where to find them. These cards are for all learners and do not have to be used in a particular order. Learners should keep a record of the cards that they have done, so that they continue to choose a new card each time they go to the box. Learners must be taught to replace the cards in numeric order in the box, so that everyone who looks for cards can easily find the one they want to use.

Mfumiso wa Nghingiriko 4.1

Hlayela swivumbeko swo hambanahambana.



Ku na  swingani _____

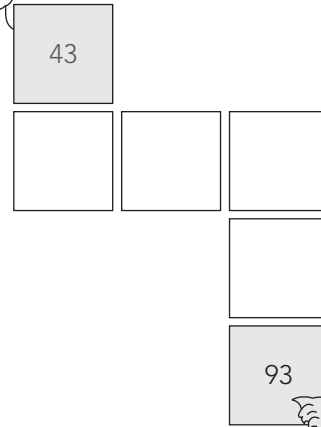
Ku na  swingani? _____

Ku na  swingani? _____

Ku na  swingani _____

Mfumiso wa Nghingiriko 4.2

Kuma mbyana ya Sarah leyi nga lahleka.



Mfumiso wa Nghingiriko 4.3

Endla tinhlayo u hetisa phazili hi ku tatisa mavito ya nomboro:

Hansi

1. $101 - 85 = \underline{\quad}$

2. $55 \div 5 = \underline{\quad}$

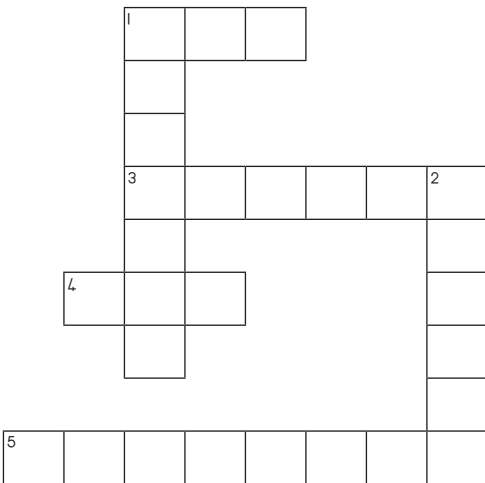
Tsemakanya

1. $366 \div \underline{\quad} = 11$

3. $63 \times \underline{\quad} = 36$

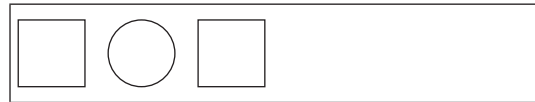
4. $93 - \underline{\quad} = 83$

5. $133 - 114 = \underline{\quad}$



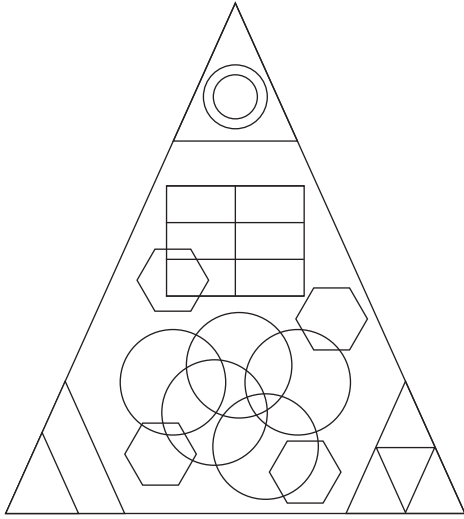
Mfumiso wa Nghingiriko 4.4

Hetisa tipatironi leti landzelaka.



Mfumiso wa Nghingiriko 4.1: Tinhlamulo

Hlayela swivumbeko swo hambanahambana.



Ku na  swingani? (4)

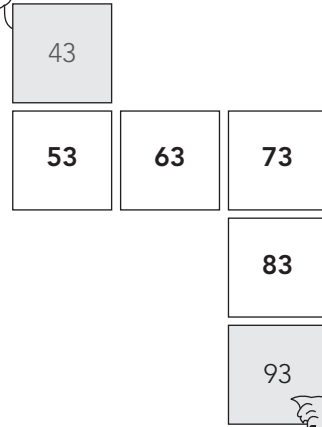
Ku na  swingani? (14)

Ku na  swingani? (7)

Ku na  swingani? (9)

Mfumiso wa Nghingiriko 4.2: Tinhlamulo

Kuma mbyana ya Sarah leyi nga lahleka.



Mfumiso wa Nghingiriko 4.3: Tinhlamulo

Endla tinhlayo u hetisa phazili hi ku tatisa mavito ya nomboro:

Hansi

= 1. $366 \div \underline{\quad} = 11$

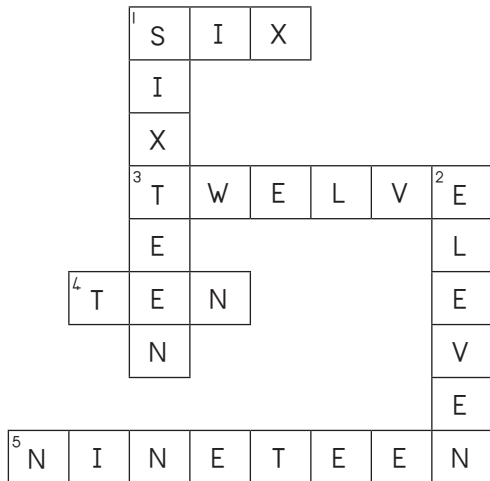
2. $55 \div 5 = \underline{\quad}$

Tsemakanya 1. $101 - 85$

3. $63 \times \underline{\quad} = 36$

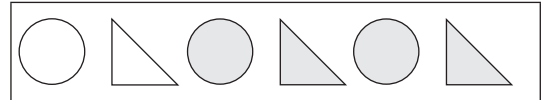
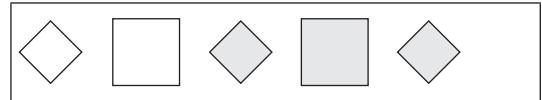
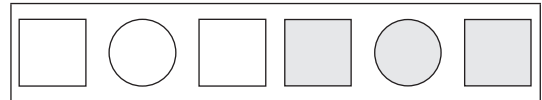
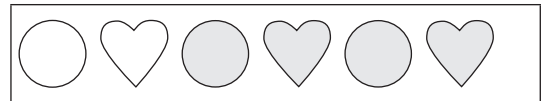
4. $93 - \underline{\quad} = 83$

5. $133 - 114 = \underline{\quad}$



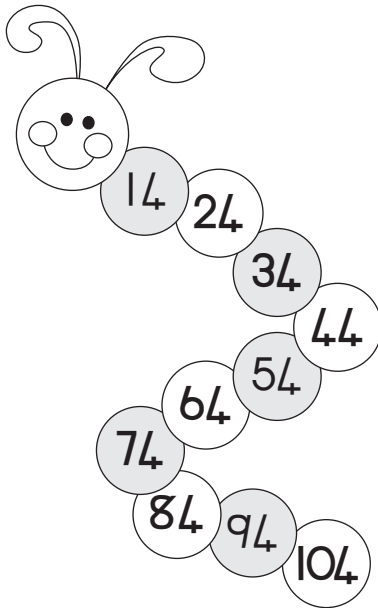
Mfumiso wa Nghingiriko 4.4: Tinhlamulo

Hetisa tipatironi leyi landzelaka.



Mfumiso wa Nghingiriko 4.5: Tinhlamulo

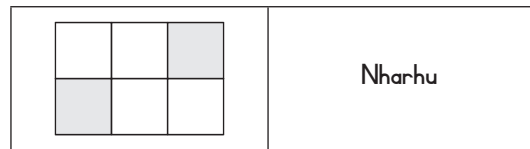
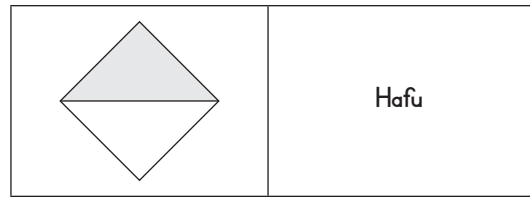
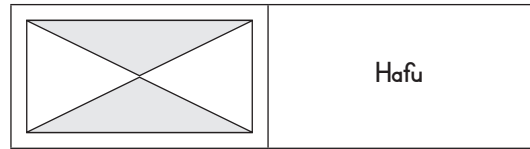
Kuma patironi ku hetisa xivungu/ nyokane.



Mfumiso wa Nghingiriko 4.6: Tinhlamulo

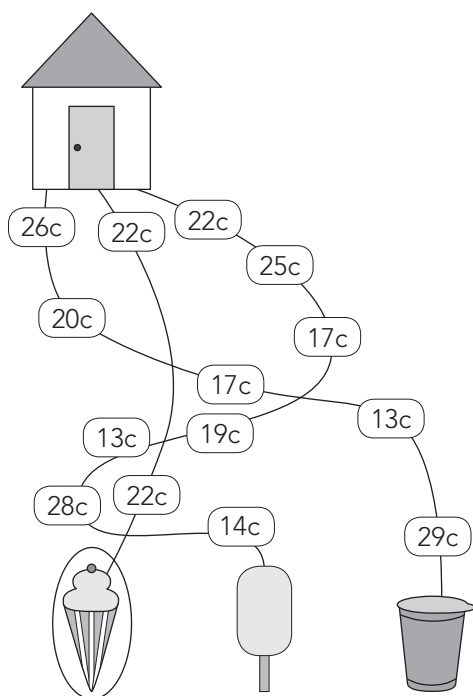
KHi xihi xiphemu lexi nga khalariawa?

Hlawula nhlamulo leyi faneleke.



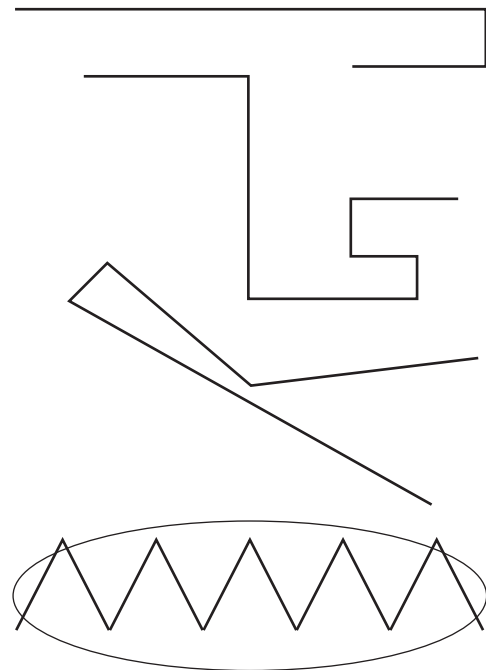
Mfumiso wa Nghingiriko 4.7: Tinhlamulo

Landzelerisa tindlela kutani u ba xirhendzevutana ka ayiskhirimi leyi nga chipa swinene.



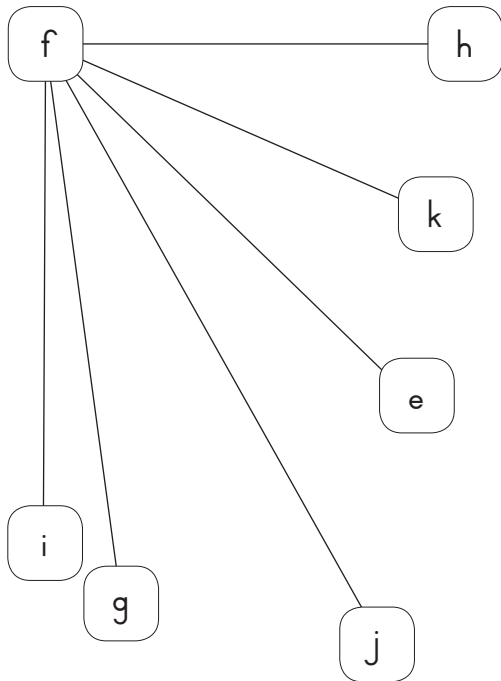
Mfumiso wa Nghingiriko 4.8: Tinhlamulo

Bana xirhendzevutana ka ntila lowu nga leha swinene. U nga tirhisa rhula ku pima mintila.



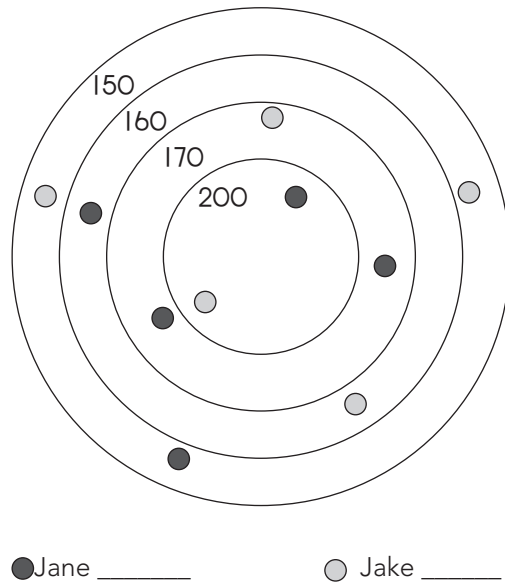
Mfumiso wa Nghingiriko 4.9

Hi wihi ntila lowu nga ta leha swinene? E ku fika F kumbe F ku fika G kumbe F ku fika H kumbe F ku fika I kumbe F ku fika J kumbe F ku fika K?



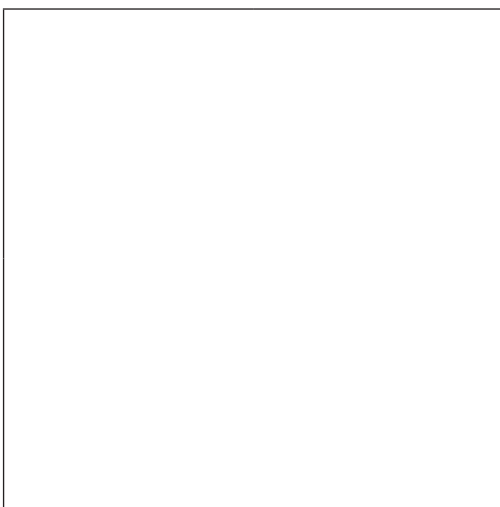
Mfumiso wa Nghingiriko 4.10

Jane na Jake va tlanga timabulu. Hlanganisa mikuntlunyo ya vona ku vona loyi a hlulaka. .



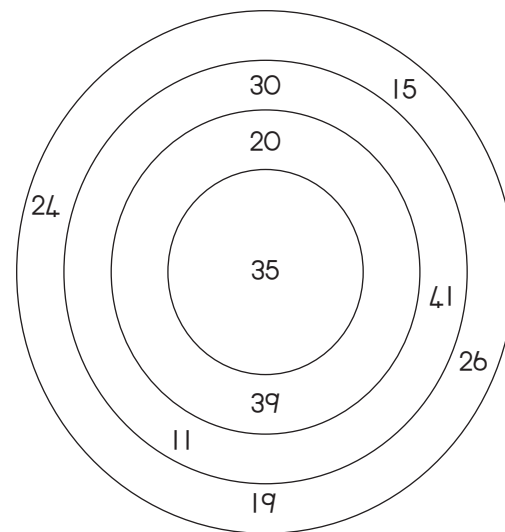
Mfumiso wa Nghingiriko 4.11

Avanyisa xikwere hi 20 wa tiyinlanharhu leti tsongo.



Mfumiso wa Nghingiriko 4.12

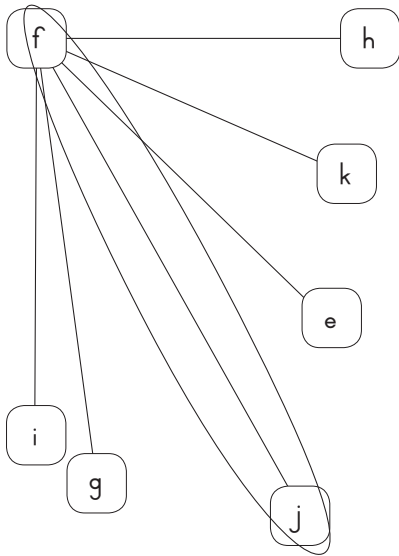
Tirhisa tinomboro ku vona tinhlayo leti u nga ti endlaka hi 50 ku endla nhlamulo.



Mfumiso wa Nghingiriko 4.9: Tinhlamulo

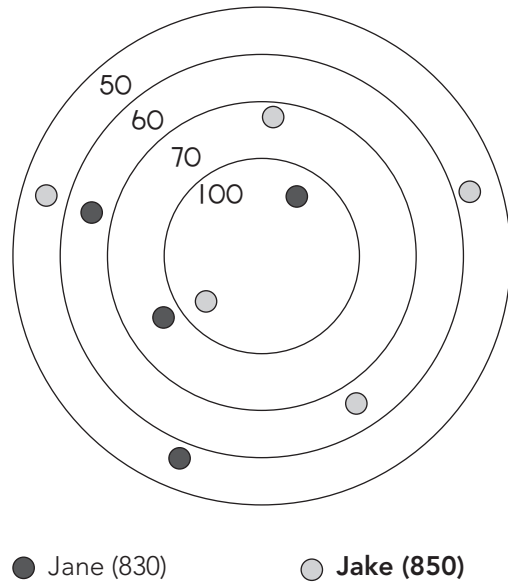
Hi wihhi ntila lowu nga ta leha swinene?

E ku fika F kumbe F ku fika G kumbe F ku fika H kumbe F ku fika I kumbe F ku fika J kumbe F ku fika K?



Mfumiso wa Nghingiriko 4.10: Tinhlamulo

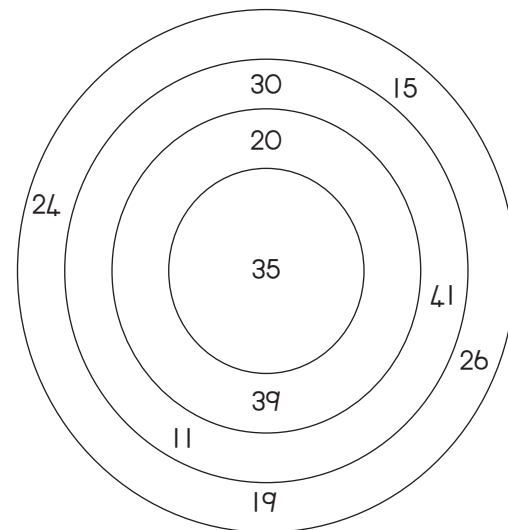
Jane na Jake va tlanga timabulu. Hlanganisa mikuntlunyo ya vona ku vona loyi a hlulaka.



Mfumiso wa Nghingiriko 4.11: Tinhlamulo

Avanyisa xikwere hi 20 wa tiyinhlanmarhu leti tsongo.

Mfumiso wa Nghingiriko 4.12: Tinhlamulo



U nga endla 5 tinhlayo: $26 + 24$;

$11 + 19 + 20$; $39 + 11$; $30 + 20$, $35 + 15$.

Mfumiso wa Nghingiriko 4.13

Fananisa swirhalanganyi ka Buloko A na tinhlamulo ka Buloko B.

Buloko	Buloko
$5 \times 14 =$	20
$20 \times 5 =$	70
$16 + 33 =$	83
$12 + 46 =$	40
$60 \div 3 =$	138
$10 \times 7 =$	49
$40 \times 1 =$	70
$27 + 111 =$	58
$44 + 39 =$	100

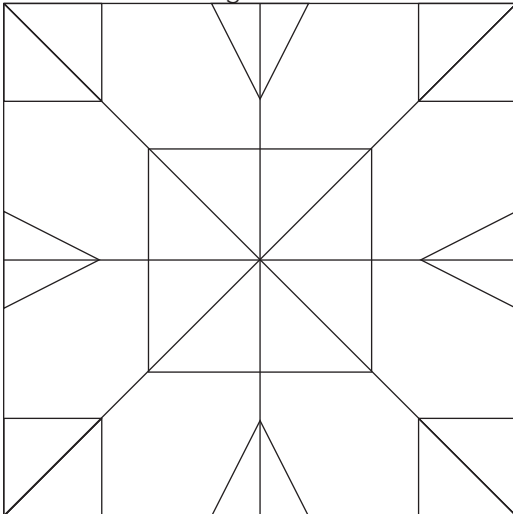
Mfumiso wa Nghingiriko 4.14

Ringeta ku kuma nhlayo ka tibuloko.

+	18	70	150
22			
34			
16			
80			
100			

Mfumiso wa Nghingiriko 4.15

Ku na swingani?



Tiyinlhanharhu 12
 Tiyinlhanharhu 33
 Tiyinlhanharhu -46
 Tiyinlhanharhu-26

Mfumiso wa Nghingiriko 4.16

Fananisa tinomboro na mavito ya tinomboro..

Tinomboro	Mavito ya tinomboro
200	Madzanamune na khumen'we
224	Kakumekaye kaye
96	Madzana mambirhi
99	Makumekaye tsevu
412	Madzanamambirhi na makume mbirhi mbirhi
514	Madzanatsevu makumekombo n'we
671	Madzanantlhanu na makume nkombo

Mfumiso wa Nghingiriko 4.13: Tinhlamulo

Fananisa swirhalanganyi ka Buloko A na tinhlamulo ka Buloko

Buloko A	Buloko B
$5 \times 14 =$	20
$20 \times 5 =$	70
$16 + 33 =$	83
$12 + 46 =$	40
$60 \div 3 =$	138
$10 \times 7 =$	49
$40 \times 1 =$	70
$27 + 111 =$	58
$44 + 39 =$	100

B.

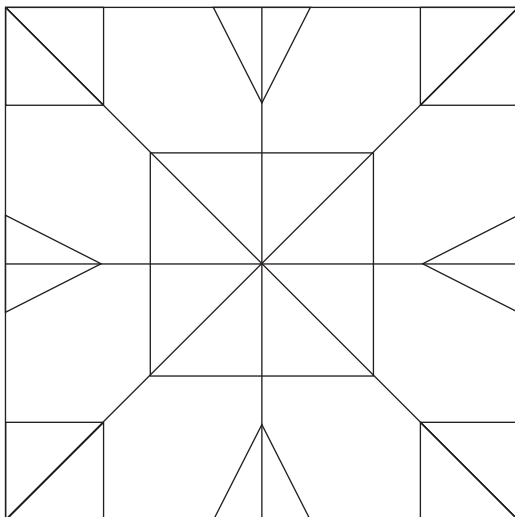
Mfumiso wa Nghingiriko 4.14: Tinhlamulo

Ringeta ku kuma nhlayo ka tibuloko.

+	18	70	150
22	40	92	172
34	52	104	184
16	34	86	166
80	98	150	230
100	118	170	250

Mfumiso wa Nghingiriko 4.15: Tinhlamulo

U vona swingani?



Tiyinlhanharhu 46

Mfumiso wa Nghingiriko 4.16: Tinhlamulo

Fananisa tinomboro na mavito ya tinomboro.

Tinomboro	Mavito ya tinomboro
200	Madzanambirhi
224	Madzanambirhi na makume mbirhimune
96	Makhumetsevu
99	Makumekaye kaye
412	Madzanamune na khume mbirhi
514	Madzanantlhanu makhume mune
671	Madzanatsevu makume nkombo n'we

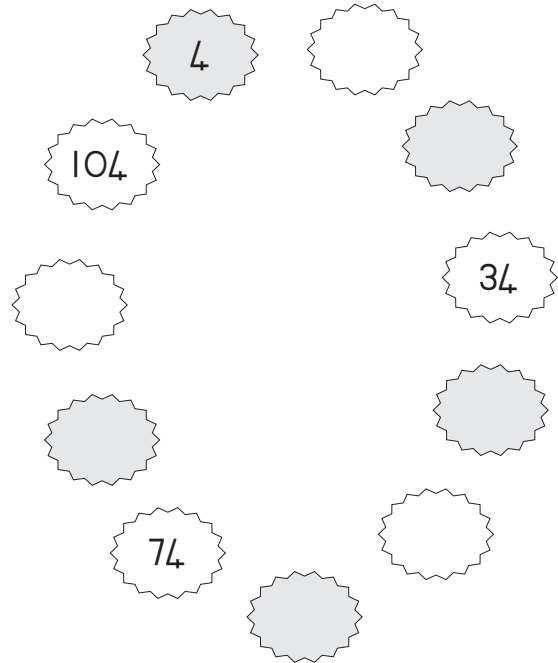
Mfumiso wa Nghingiriko 4.17

Hetisa tafula u endla tinhlayo.

x	5	4	3
0			
8			
5			
4			
3			
6			
7			
2			
9			
1			

Mfumiso wa Nghingiriko 4.18

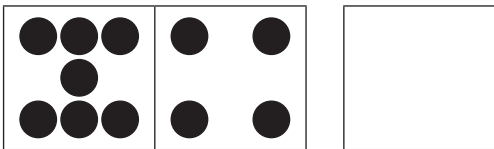
Hetisa tipatironi leti landzelaka.



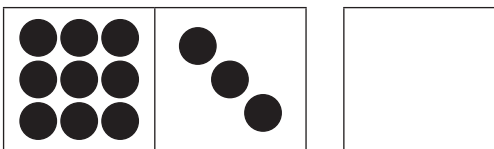
Mfumiso wa Nghingiriko 4.19

Andzisa tidoto ka tidominosi u tatisa tinhlamulo.

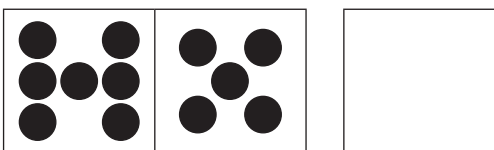
Xana swi tava swingani?



Xana swi tava swingani?

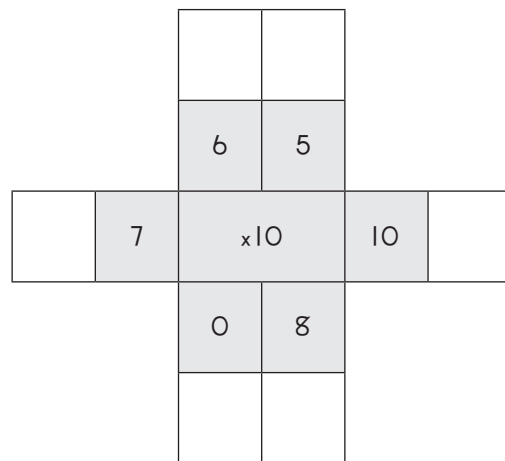


Xana swi tava swingani?



Mfumiso wa Nghingiriko 4.20

Andzisa nomboro ya le ndzeni hi tinomboro ta le handle.



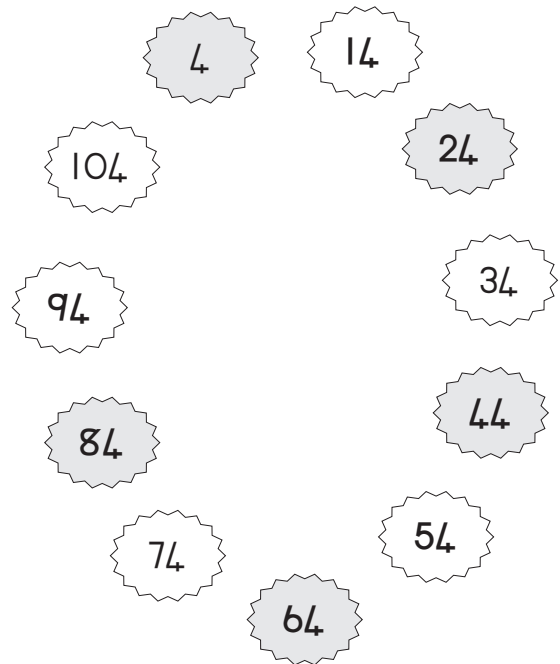
Mfumiso wa Nghingiriko 4.17: Tinhlamulo

Hetisa tafula u endla tinhlayo.

x	5	4	3
0	0	0	0
8	40	32	24
5	25	20	15
4	20	16	12
3	15	12	12
6	30	24	18
7	35	28	21
2	10	8	6
9	45	36	27
1	5	4	3

Mfumiso wa Nghingiriko 4.18: Tinhlamulo

Hetisa patironi.



Mfumiso wa Nghingiriko 4.19: Tinhlamulo

Andzisa tidoto ka tidominosi u tatisa tinhlamulo:

Xana swi tava swingani?

	28
--	----

Xana swi tava swingani?

	27
--	----

Xana swi tava swingani?

	35
--	----

Mfumiso wa Nghingiriko 4.20: Tinhlamulo

Andzisa nomboro ya le ndzeni hi tinomboro ta le handle.

	60	50		
	6	5		
70	7	x10	10	100
	0	8		
	0	80		

Mfumiso wa Nghingiriko 4.21

Khakhuleta leswi landzelaka u dirowa ntila ka nhlamulo.

$33 \div 1 =$

133

$13 + 120 =$

664

$3 \times 9 =$

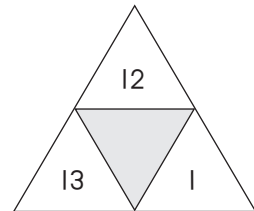
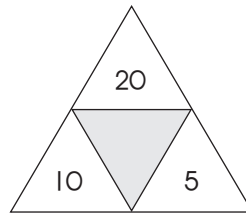
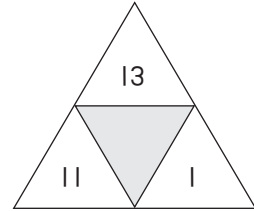
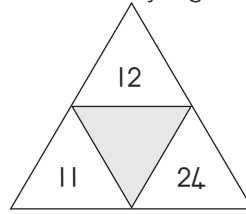
11

$684 - 20 =$

27

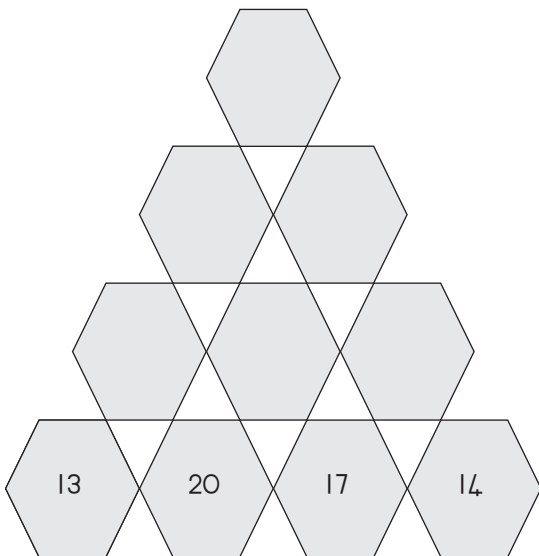
Mfumiso wa Nghingiriko 4.22

Hlanganisa tinomboro ku kuma nomboro leyi nga xikarhi.



Mfumiso wa Nghingiriko 4.23

Nomboro yin'wana na yin'wana ka xivumbeko xa mathelo ya tsevu xi endliwile hi swivumbeko swimbirhi swa mathelo ya tsevu. Khakhuleta tinomboro leti siyiweke.



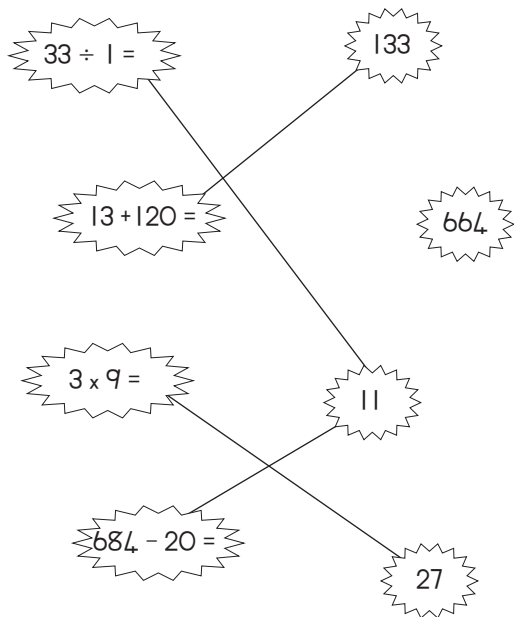
Mfumiso wa Nghingiriko 4.24

Khakhuleta nxaxa yin'wana na yin'wana ka phazili. Tatisa tinhlamulo. Khakhuleta kholomu yin'wana na yin'wana ka phazili.

	+	12	=	
+		+		+
13	+	17	=	
=		=		=
	+		=	56

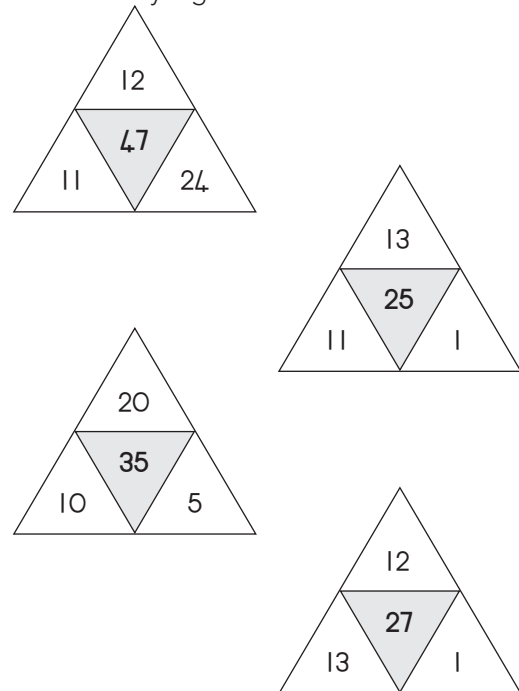
Mfumiso wa Nghingiriko 4.21

Khakhuleta leswi landzelaka u dirowa ntila ka nhlamulo.



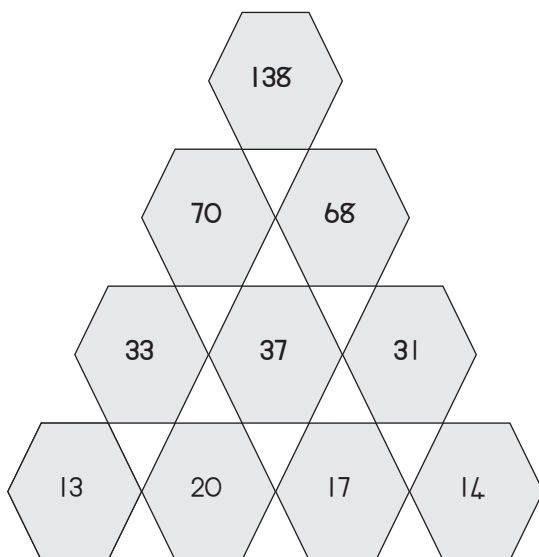
Mfumiso wa Nghingiriko 4.22

Hlanganisa tinomboro ku kuma nomboro leyi nga xikarhi.



Mfumiso wa Nghingiriko 4.23: Tinhlamulo

Nomboro yin'wana na yin'wana ka xivumbeko xa mathelo ya tsevu xi endliwile hi swivumbeko swimbirhi swa mathelo ya tsevu. Khakhuleta tinomboro leti siyiweke.



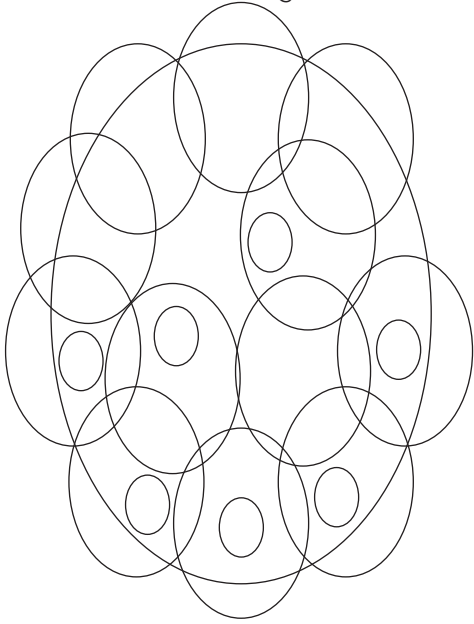
Mfumiso wa Nghingiriko 4.24: Tinhlamulo

Khakhuleta nxaxa yin'wana na yin'wana ka phazili. Tatisa tinhlamulo. Khakhuleta kholomu yin'wana na yin'wana ka phazili.

14	+	12	=	26
+		+		+
13	+	17	=	30
=		=		=
27	+	29	=	56

Mfumiso wa Nghingiriko 4.25

Xana u vona tiiovhali tingani?



21

24

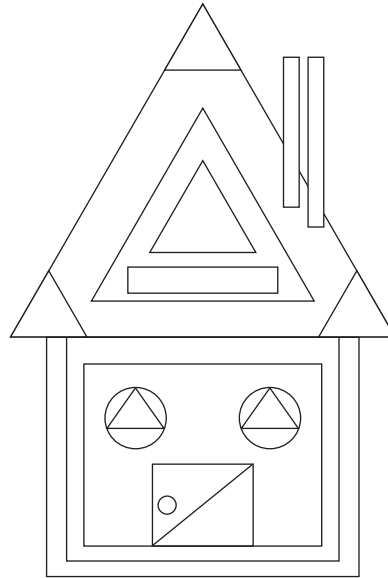
14

Mfumiso wa Nghingiriko 4.26

I swingani  ?

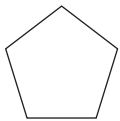
I swingani  ?

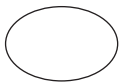
I swingani  ?

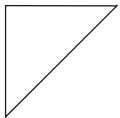


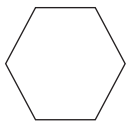
Mfumiso wa Nghingiriko 4.27

Nyika swivumbeko swo hambanahambana.



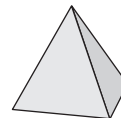
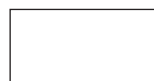
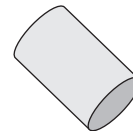
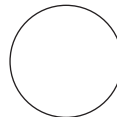
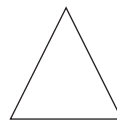
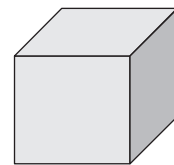
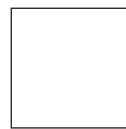






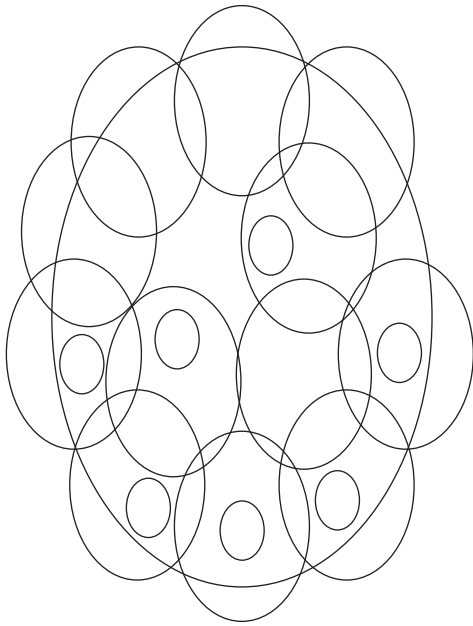
Mfumiso wa Nghingiriko 4.28

Fananisa nchumu na xivumbeko
lexi nga endlaka tshaku.



Mfumiso wa Nghingiriko 4.25: Tinhlamulo

Xana u vona tiovahli tingani?



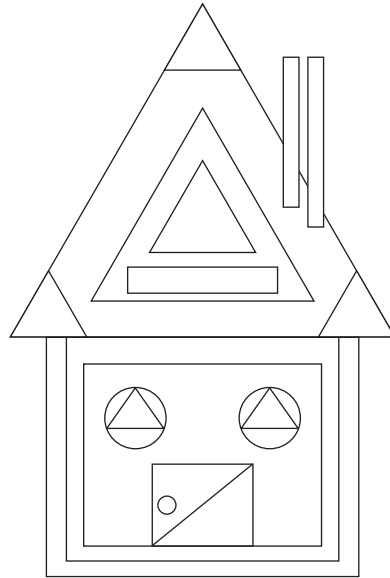
21 24 14

Mfumiso wa Nghingiriko 4.26: Tinhlamulo

I swingani  ? (7)

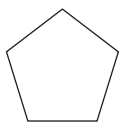
I swingani  ? (6)

I swingani  ? (10)

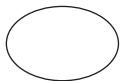


Mfumiso wa Nghingiriko 4.27: Tinhlamulo

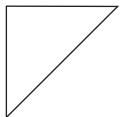
Nyika swivumbeko swo hambanahambana.



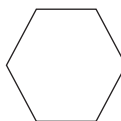
Pentagon



Oval



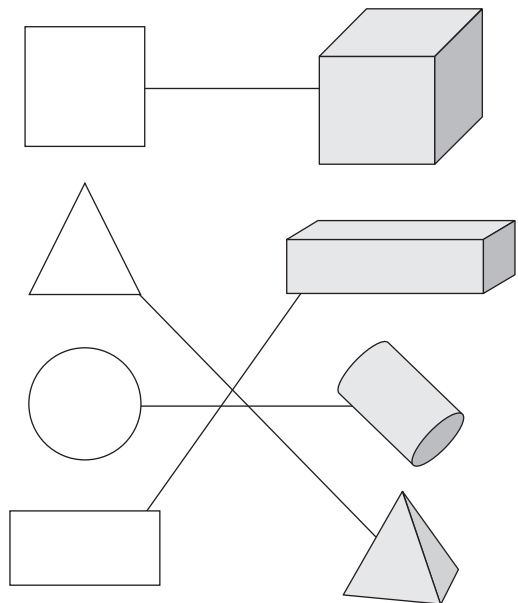
Triangle



Hexagon

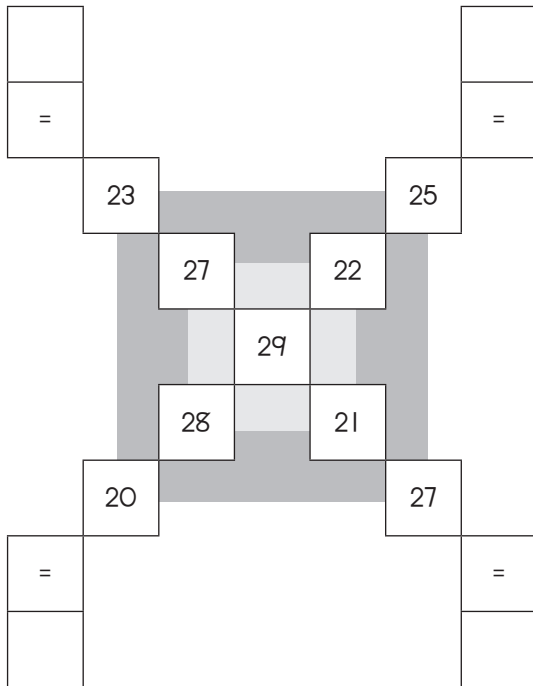
Mfumiso wa Nghingiriko 4.28: Tinhlamulo

F ananisa nchumu na xivumbeko lexi nga endlaka tshaku.



Mfumiso wa Nghingiriko 4.29

Hlanganisa tinomboro ka nxaxa wun'wana na wun'wana ku kuma hlamulo.



Mfumiso wa Nghingiriko 4.30

Tirha leswi landzelaka?

Murimi u na rihlampfu ro ringana 12m.

U lava ku pfalela ndhawu ya yena ya tihuku.

Hi byihi vukulu bya ndhawu leyi a nga yi pfalelaka? Ku ta va xikwere kumbe yinhlanharhu?

Mfumiso wa Nghingiriko 4.31

Ololoxa xirhalanganyi:

Neo u tirhisa kotara ya mali ya yena ka swiwitsi, kotara ya mali ka nyiko ya Margaret, na vuhungu/ xa nhungu bya mali ku xava swidamareti. U sala na R13. Xana a ri na mali muni?

Leyi i ndlela leyi vana va tllasi ya hina va ya ka hi yona exikolweni.

Vumbirhi - vuntlhanu bya vana etlilasini va famba hi milenge ku ya exikolweni. N'we - vutlhanu va tirhisa bazi. Xana i vana vangani va fambaka hi movha.

Mfumiso wa Nghingiriko 4.32

Tirha leswi landzelaka?

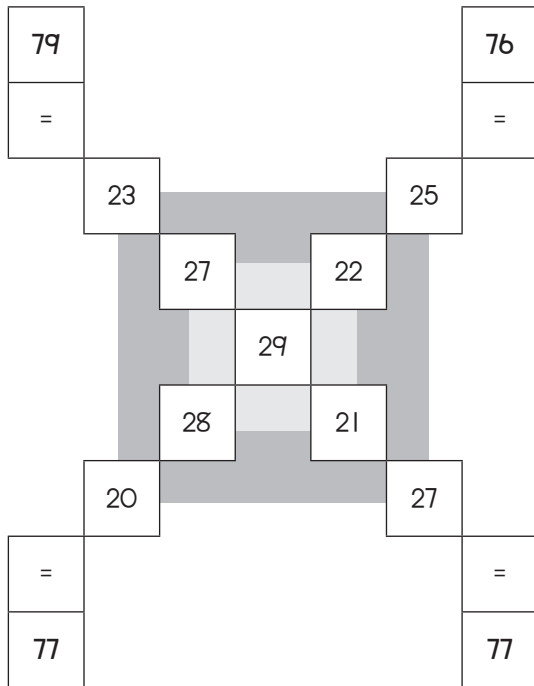
Loko John na tatana wa yena va hlanganisa malembe ya vona va ta kuma 48 wa malembe.

John u velekiwile loko tatana wa yena a ri na 24 wa malembe.

Xana John na tatana wa yena va na malembe mangani?

Mfumiso wa Nghingiriko 4.29: Tinhlamulo

Hlanganisa tinomboro ka nxaxa wun'wana na wun'wana ku kuma hlamulo.



Mfumiso wa Nghingiriko 4.30: Tinhlamulo

Hi yihi ndhawu leyi nga ta va na vuavelo lebyikulu swinene?

Xikwere xa matlhelo ya 3 m hi xitirhisa 12 m ya rihlampfu kumbe darata yi na 9 wa swikwere hi xivandla.

Yinhlanharhu ya 2 m na 4 m wa matlhelo yi tirhisa 12 m ya rihlampfu xi na xivandla lexi ntsongonyana (8 wa swikwere hi mitara)

Xikwere i xa nkoka. Xivandla lexikulu swinene xi ringana rihlampfu.

Mfumiso wa Nghingiriko 4.31: Tinhlamulo

Ololoxa xiphiso:

Neo u tirhisa kotara ya mali ya yena ka swiwitsi, kotara ya mali ka nyiko ya Margaret, na vunhungu/ xa nhungu bya mali ku xava swidamareti. U sala na R13. Xana a ri na mali muni?

R104

Leyi i ndlela leyi vana va tlilasi ya hina va ya ka hi yona exikolweni.

Vumbirhi - vuntlhanu bya vana etlilasini va famba hi milenge ku ya exikolweni. N'we - vutlhanu va tirhisa bazi. Xana i vana vangani va fambaka hi movha.

Mfumiso wa Nghingiriko 4.32: Tinhlamulo

Tirha leswi landzelaka?

Loko John na tatana wa yena va hlanganisa malembe ya vona va ta kuma 48 wa malembe. John u velekiwile loko tatana wa yena a ri na 24 wa malembe.

Xana John na tatana wa yena va na malembe mangani?

John u na 12 wa malembe

Tatana u na 36 wa malembe

