# GRADE 3

# TERM 4 2019

# MATHEMATICS
# ENGLISH / SETSWANA

# 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: Setswana version**

**Resource Sheets**

*This is a list of the mathematical resources that you will need 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. Regtangular 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*

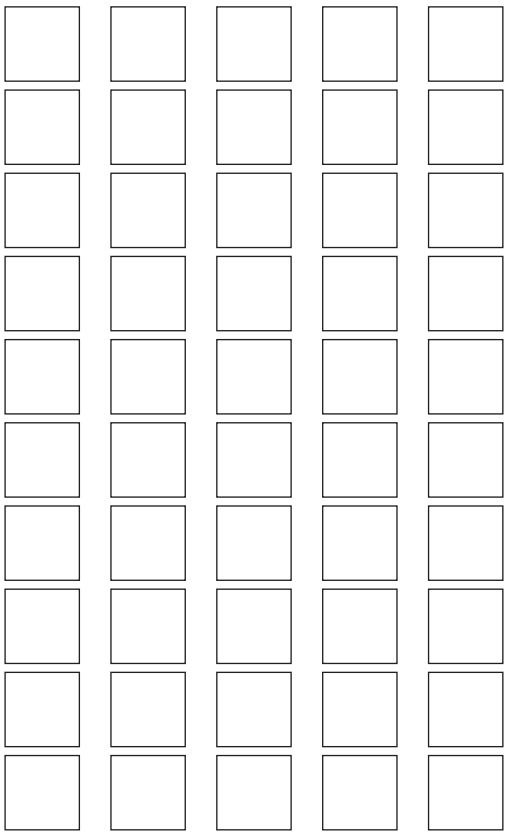
There are also other resources such as informal resources (old magazines, pieces of string, scrap paper, etc.) that you may need in certain lessons. You should have a careful look at the list of resources needed for each lesson which is given in the lesson plans each day to see which resources are needed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

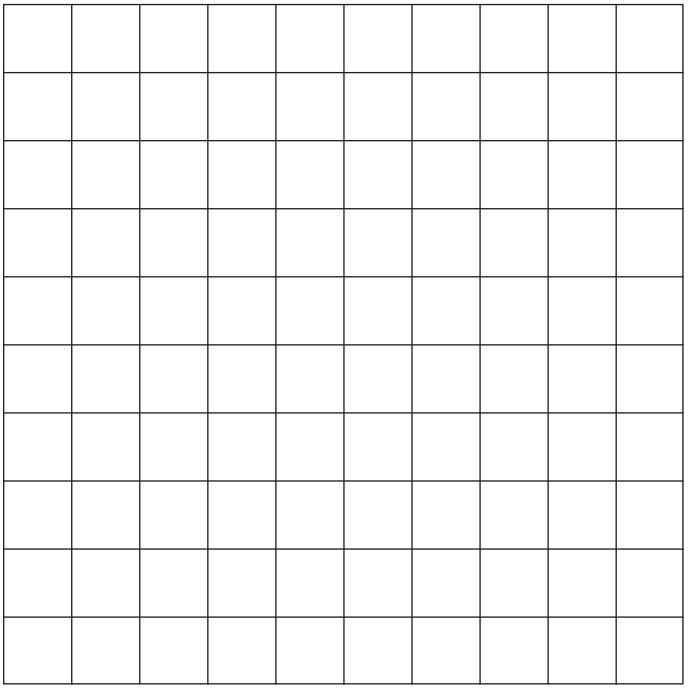
## 1. Base ten blocks (Several lessons)

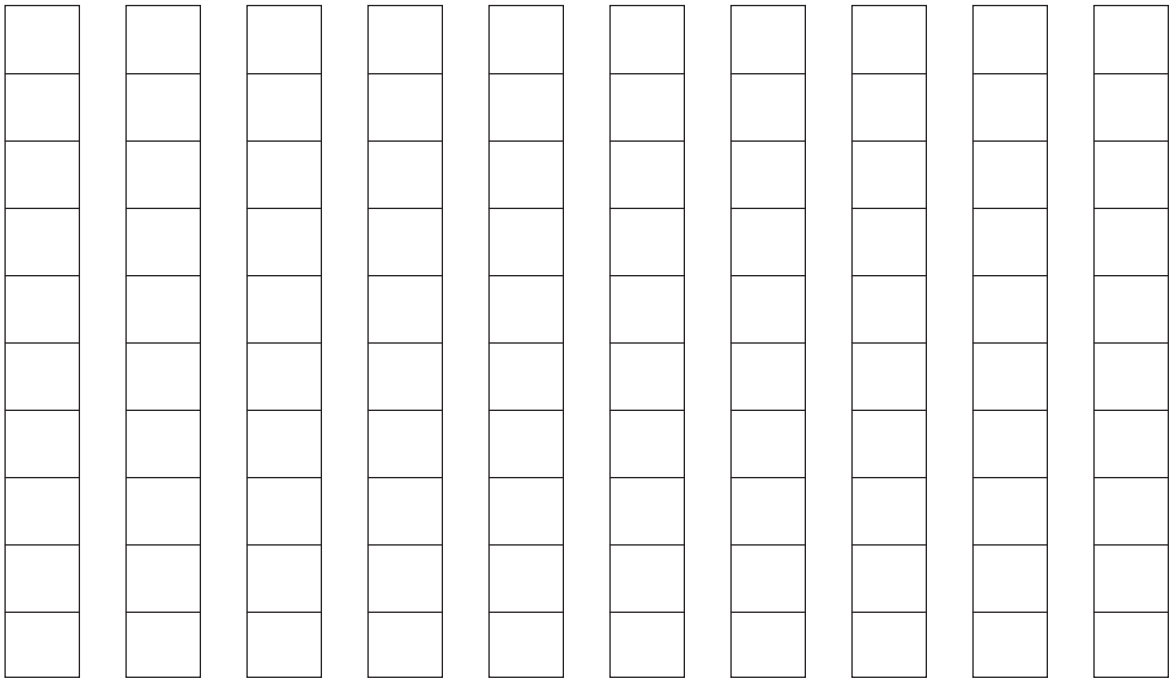
To make the base ten block kit you need to paste a copy of this sheet onto cardboard and then cut out all of the blocks.

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.



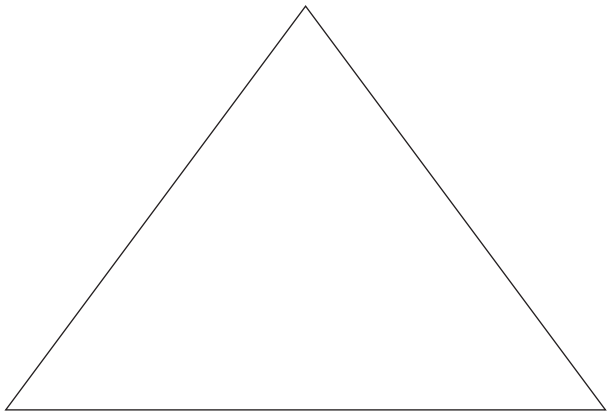


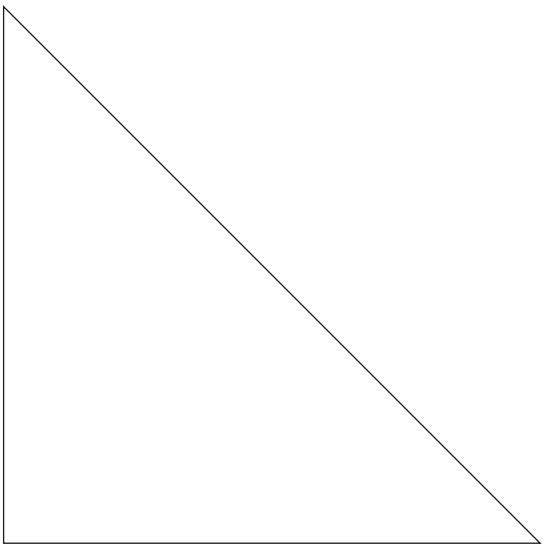


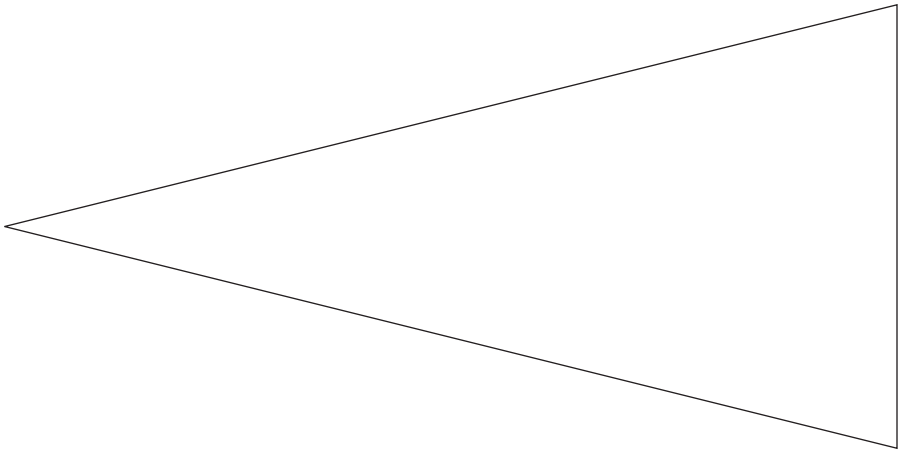
**2. Flard cards (Several lessons)**

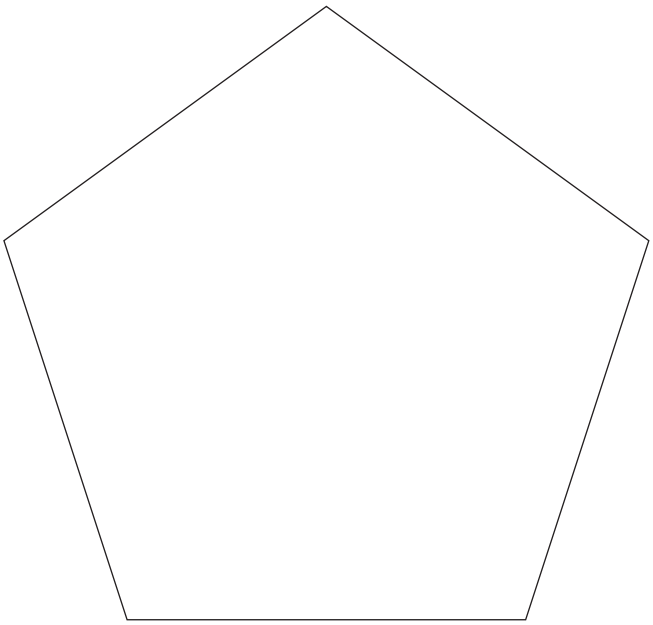
| | | | | | |
|---|---|---|---|---|---|
| 1 | 1 | 0 | 1 | 0 | 0 |
| 2 | 2 | 0 | 2 | 0 | 0 |
| 3 | 3 | 0 | 3 | 0 | 0 |
| 4 | 4 | 0 | 4 | 0 | 0 |
| 5 | 5 | 0 | 5 | 0 | 0 |
| 6 | 6 | 0 | 6 | 0 | 0 |
| 7 | 7 | 0 | 7 | 0 | 0 |
| 8 | 8 | 0 | 8 | 0 | 0 |
| 9 | 9 | 0 | 9 | 0 | 0 |
| | | 1 | 0 | 0 | 0 |

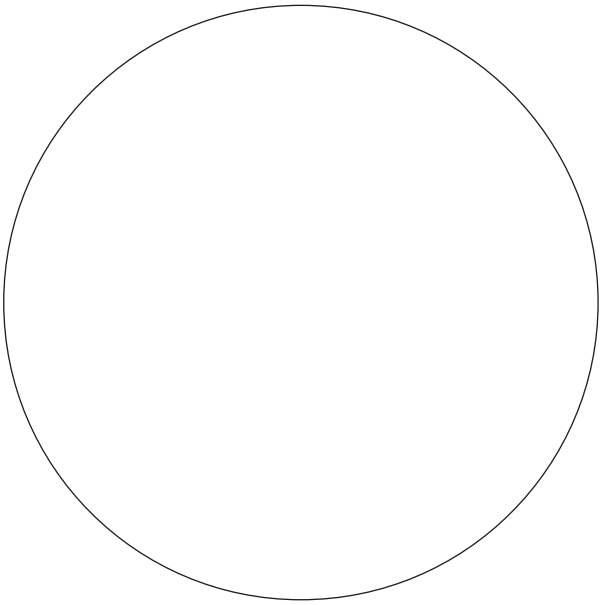
## 3. Symmetry cut-out shapes (Lesson 10)

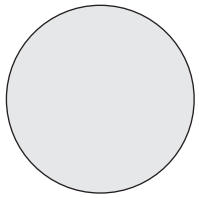
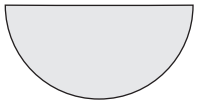
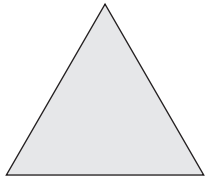
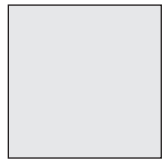
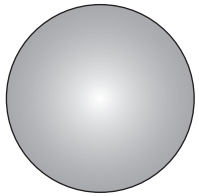
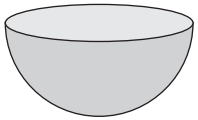
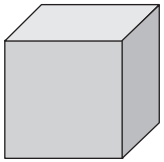
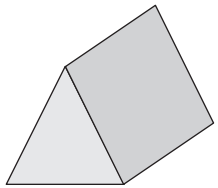
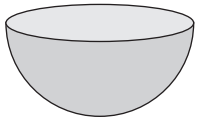
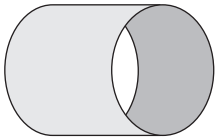
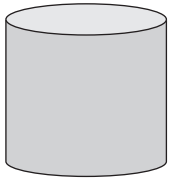
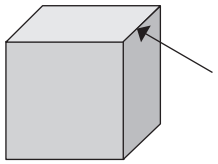
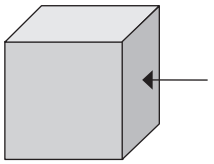
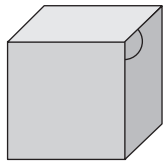








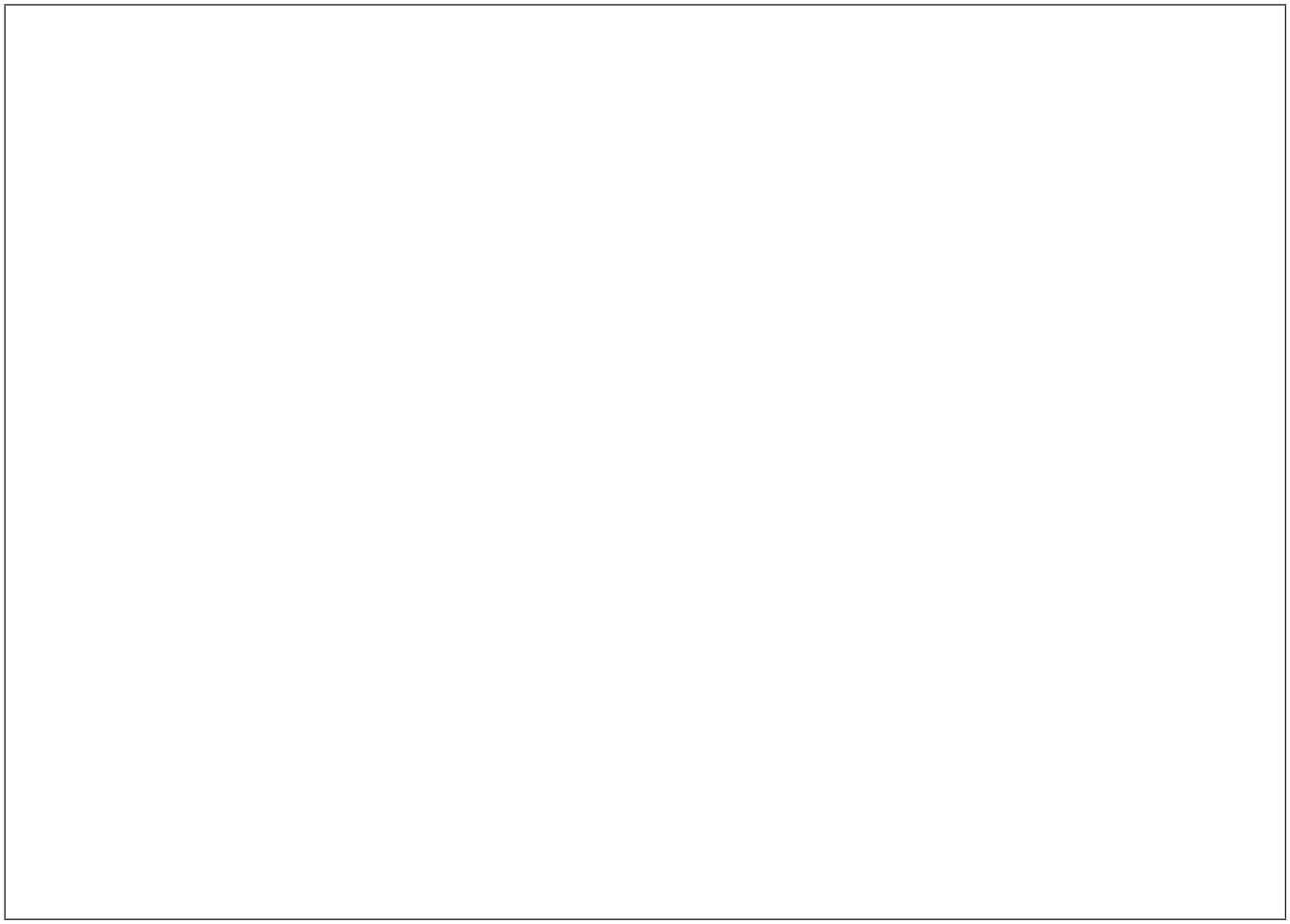


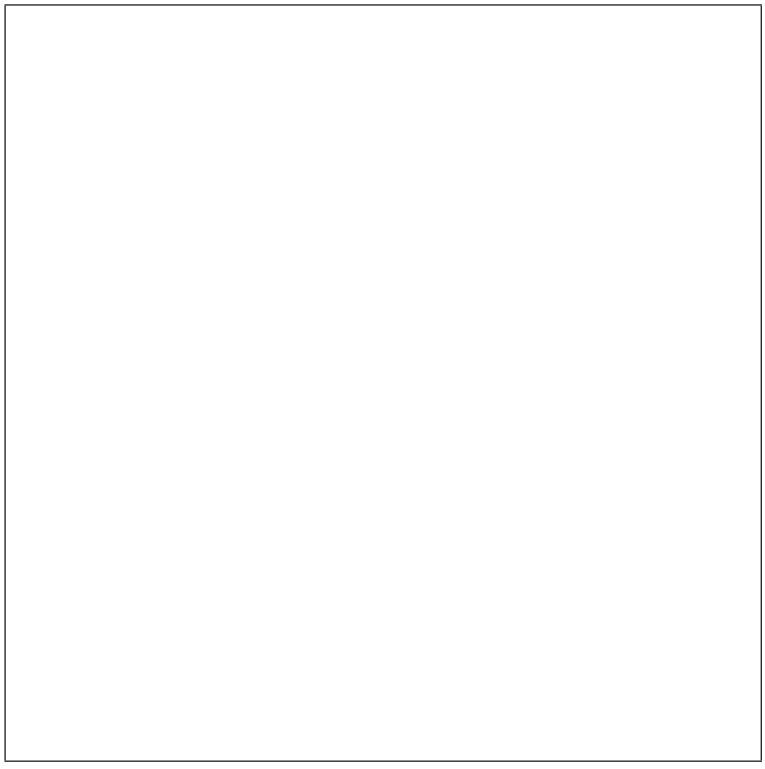
| | | | | |
|---|---|---|---|---|
| circle  | semi-circle  | triangle  | rectangle  | sqaure  |
| sphere  | hemi-sphere  | cude square prism  | triangular prism  | $\frac{1}{2}$ sphere  |
| open cylinder  | closed cylinder  | edge  | face  | corner  |

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

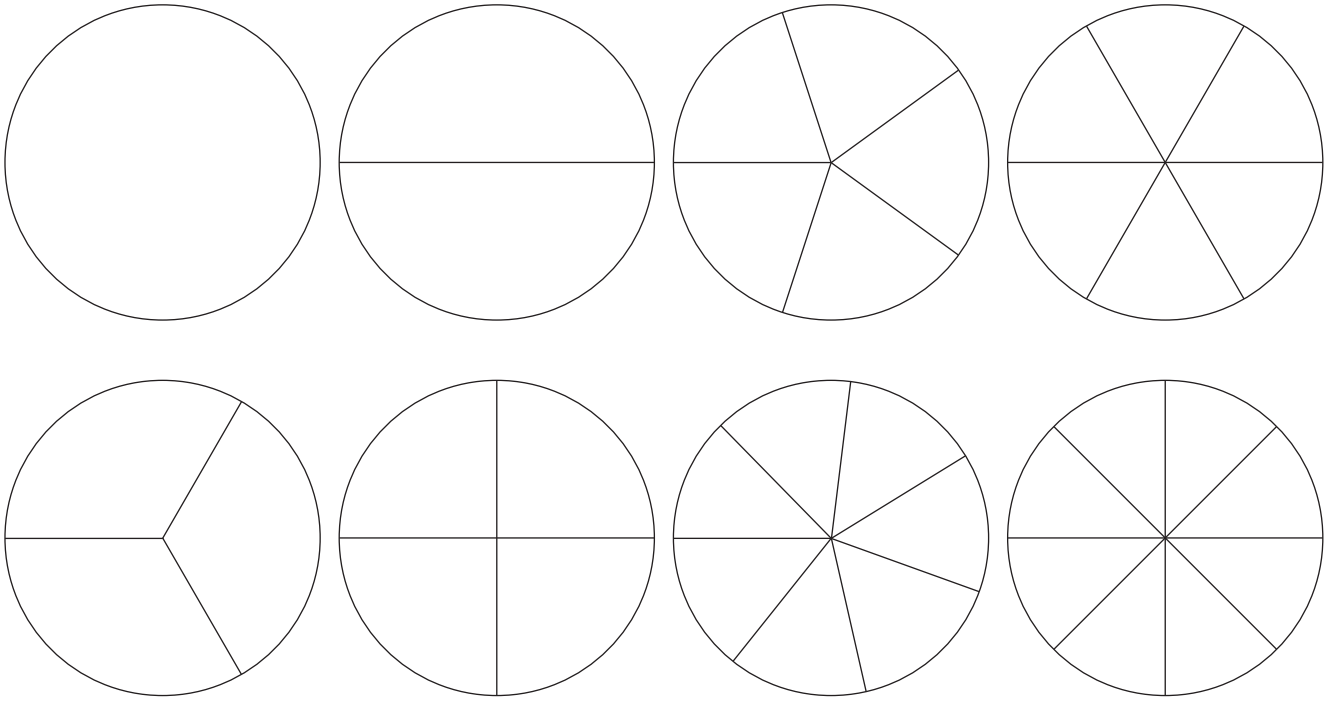
## 5. Squares template (Lessons 13, 14)

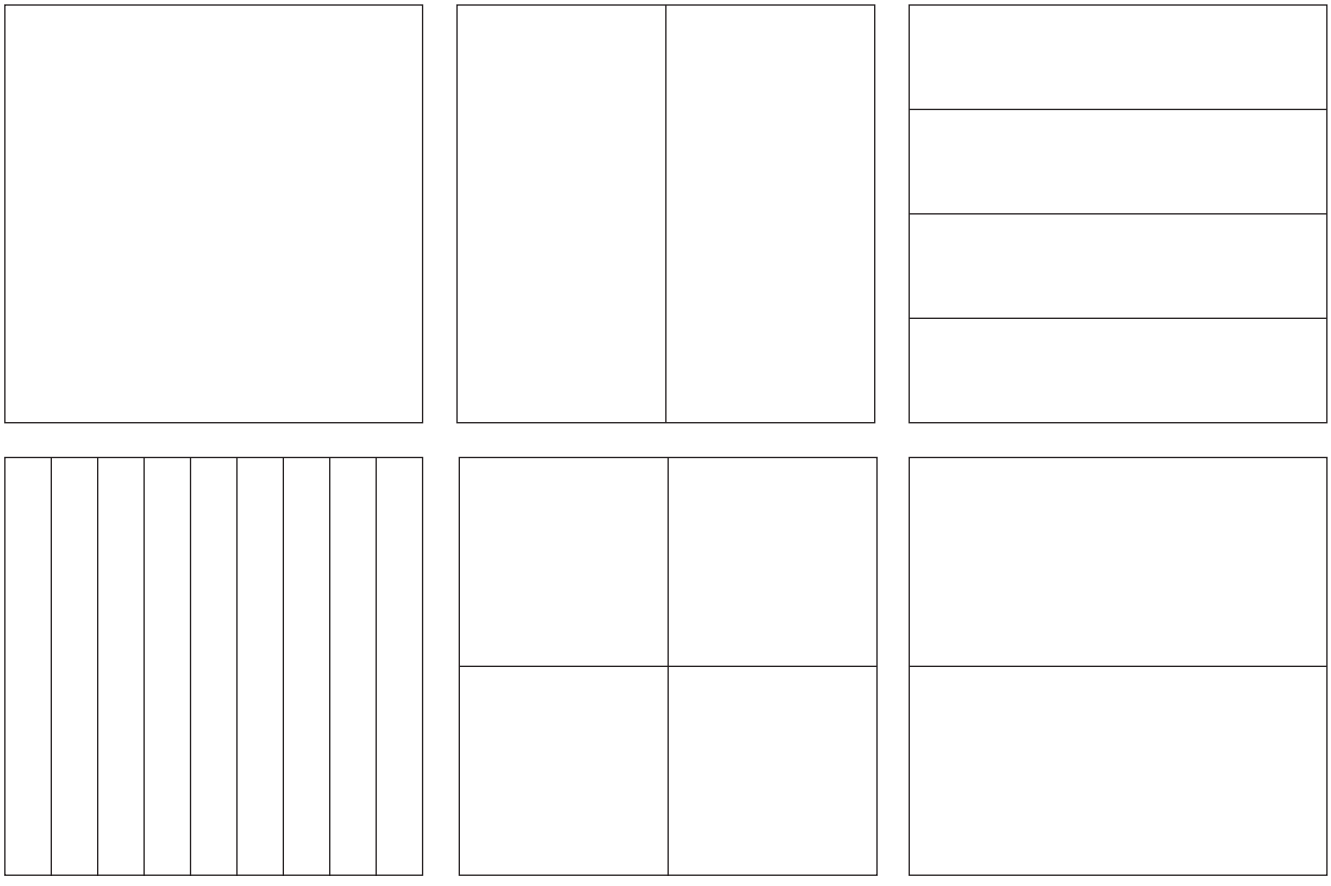
## 6. Rectangular shapes (Lesson 14)



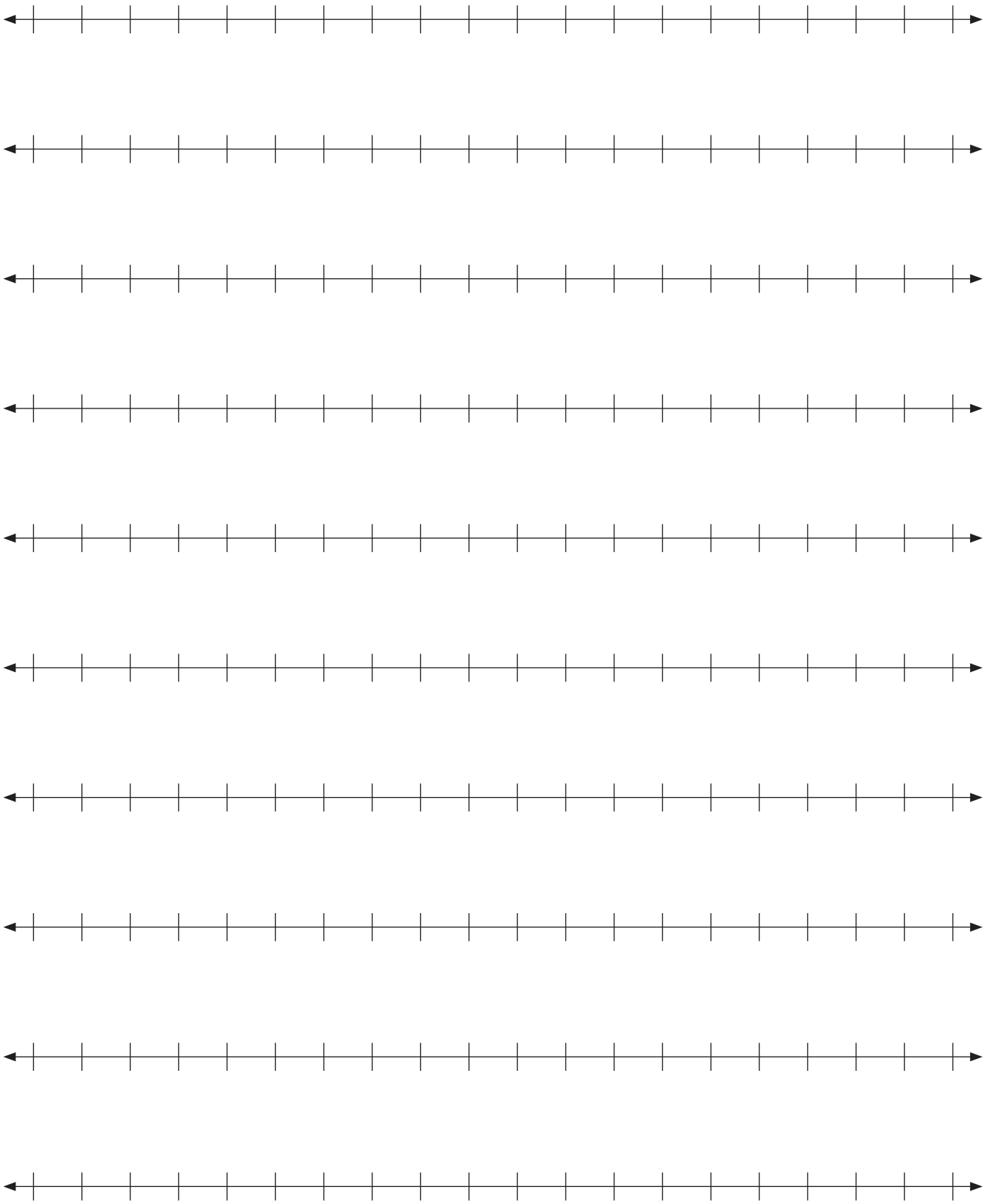


## 7. Fraction circles and squares (Lesson 22)





## 8. Blank number lines (Lessons 28, 29, 30)



## 9. 901–1 000 Number board (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: Bilingual 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

### Tiro ya Dipalo Karata 1

1. 52 + 2 = ___
2. 54 + 2 = ___
3. 53 + 3 = ___
4. 151 + 6 = ___
5. 152 + 8 = ___
6. 155 + 4 = ___
7. 254 + 4 = ___
8. 353 + 6 = ___
9. 459 + 1 = ___
10. 599 + 0 = ___

## Maths Challenge Card 2

### Tiro ya Dipalo Karata 2

1. ___ ÷ 4 = 6
2. ___ ÷ 10 = 10
3. 20 ÷ ___ = 5
4. 40 ÷ ___ = 8
5. 50 ÷ ___ = 2
6. 24 ÷ ___ = 3
7. ___ ÷ 31 = 8
8. ___ ÷ 5 = 9
9. ___ ÷ 13 = 1
10. 15 ÷ ___ = 3

## Maths Challenge Card 3

### Tiro ya Dipalo Karata 3

1. 25 ÷ 2 = ___
2. 25 ÷ 4 = ___
3. 25 ÷ 10 = ___
4. 25 ÷ 3 = ___
5. 29 ÷ 5 = ___
6. 29 ÷ 4 = ___
7. 29 ÷ 10 = ___
8. 29 ÷ 3 = ___
9. 29 ÷ 5 = ___
10. 30 ÷ 29 = ___

## Maths Challenge Card 4

### Tiro ya Dipalo Karata 4

1. 25 + 25 – 1 = ___
2. 51 – 50 + 11 = ___
3. 25 + 20 – 5 = ___
4. 60 – 40 + 10 = ___
5. 60 – 40 – 10 = ___
6. 85 – 75 + 2 =
7. 13 – 2 + 4=
8. 125 + 25 – 1 =
9. 50 + 25 – 50 =
10. 100 – 40 + 40 =

## Maths Challenge Card 1: Answers

### Tiro ya Dipalo Karata 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

### Tiro ya Dipalo Karata 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

### Tiro ya Dipalo Karata 3: Dikarabo

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

## Maths Challenge Card 4: Answers

### Tiro ya Dipalo Karata 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

### Tiro ya Dipalo Karata 5

1. 100 – 21 = ___
2. 50 + 21 = ___
3. 80 – 21 = ___
4. 60 + 21 = ___
5. 40 – 21 = ___
6. 31 + 21 = ___
7. 60 – 21 = ___
8. 40 + 21 = ___
9. 50 – 21 = ___
10. 73 + 21 = ___

## Maths Challenge Card 6

### Tiro ya Dipalo Karata 6

1. 15 + ___ = 100
2. 8 + ___ = 100
3. 7 + ___ = 100
4. 16 + ___ = 100
5. 14 + ___ = 100
6. 100 – ___ = 13
7. 100 – ___ = 12
8. 100 – ___ = 70
9. 100 – ___ = 51
10. 49 + ___ = 100

## Maths Challenge Card 7

### Tiro ya Dipalo Karata 7

1. 48, 59, 48, 59, ___, ___
2. ○ ○ □ □ ○ ○ □ □ ○ ___ ___ ___
3. △ □ ○ △ □ ○ ___ ___ ___
4. ___, ___, 101, 103, 105
5. ___, ___, 210, 230, 250
6. 425, 450, 475, ___, ___
7. ___, ___, 650, 700, 750
8. ___, ___, R506, R606, R706
9. 8:00, 8:15, 8:30, ___
10. 2, 2¼, 2½, ___, ___

## Maths Challenge Card 8

### Tiro ya Dipalo Karata 8

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

## Maths Challenge Card 5: Answers

### Tiro ya Dipalo Karata 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

### Tiro ya Dipalo Karata 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

### Tiro ya Dipalo Karata 7: Dikarabo

1. 48, 59
2. ○ □ □
3. △ □ ○
4. 97, 99
5. 190
6. 500, 525
7. 600
8. R306, R406
9. 8:45
10. 2¾, 3

## Maths Challenge Card 8: Answers

### Tiro ya Dipalo Karata 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

## 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.

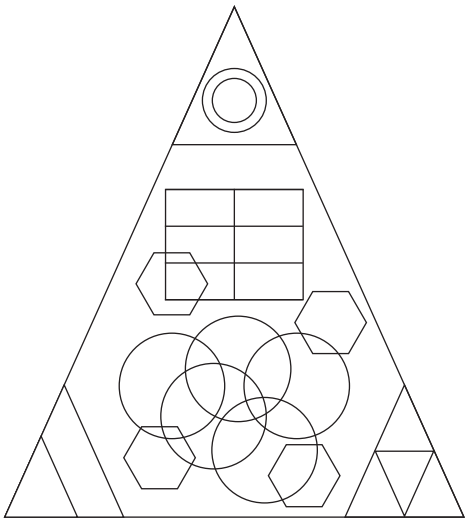
These cards include activities that you can use for enrichment opportunities for learners who have completed the lesson activities ahead of the rest of the class. Learners should work on these cards independently or with their peers who have also completed the classwork. You may need to explain some 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? _____

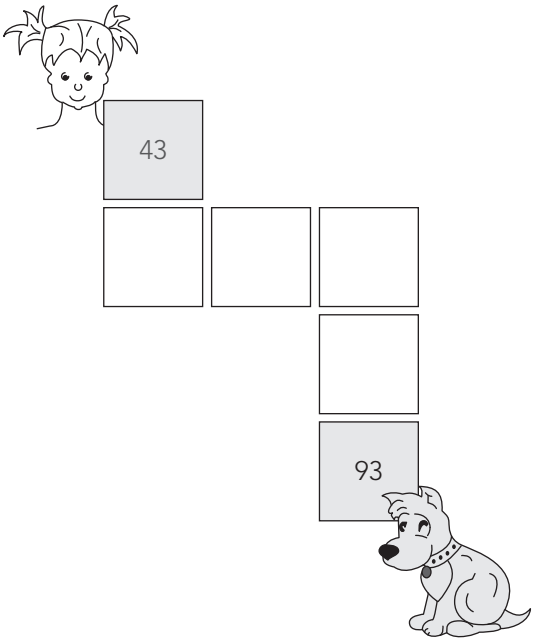
How many ▭ are there? _____

How many ◯ are there? _____

How many △ are there? _____

**Enrichment Activity 4.2**

Find Sarah's lost dog.




**Enrichment Activity 4.3**

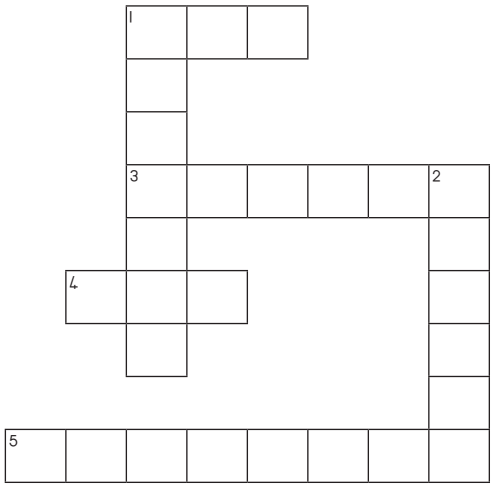
Work out the sums and complete the crossword puzzle by filling in the number names.

**Down**

1. 101 – 85 = __
2. 55 ÷ 5 = __

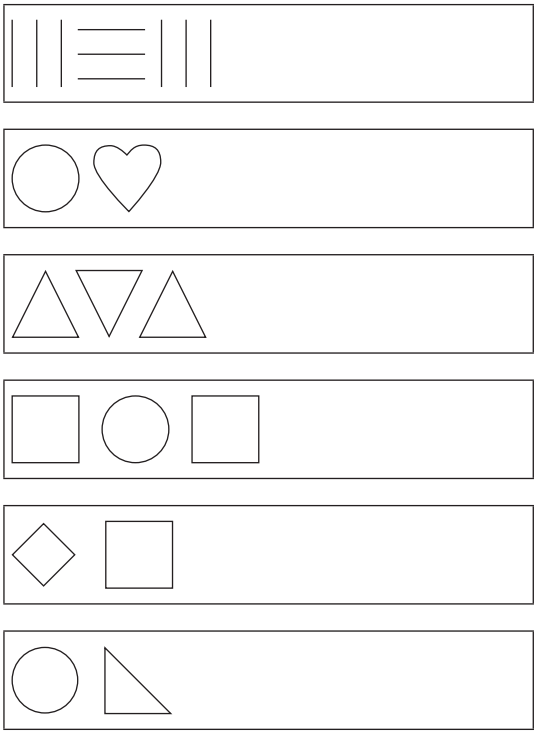
**Across**

1. 366 ÷ __ = 11
3. 63 x __ = 36
4. 93 – __ = 83
5. 133 – 114 = __



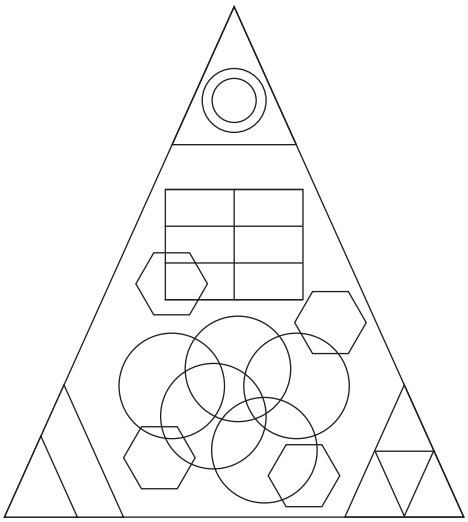

**Enrichment Activity 4.4**

Complete the following patterns.



**Enrichment Activity 4.1: Answers**

Count the different shapes?



How many ⬡ are there? (**4**)

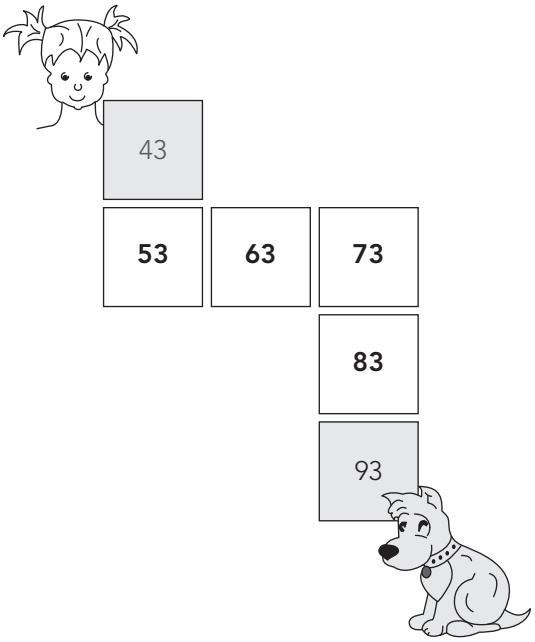
How many ▭ are there? (**14**)

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 = __
2. 55 ÷ 5 = __

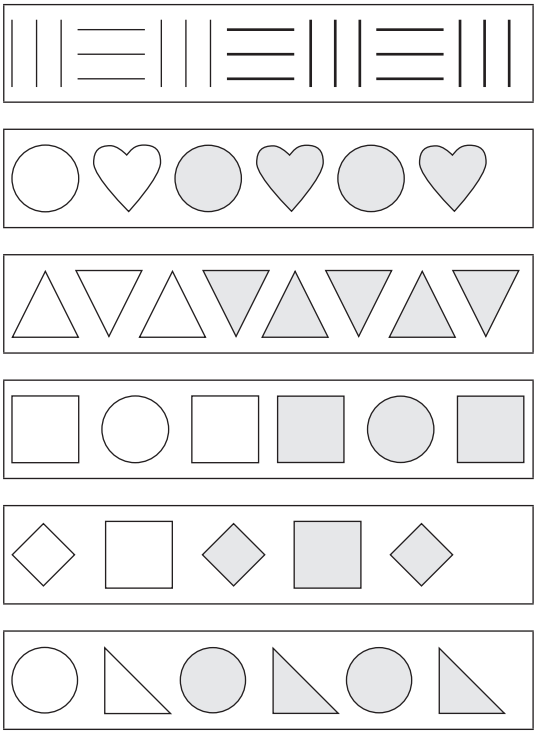
**Across**

1. 366 ÷ __ = 11
3. 63 x __ = 36
4. 93 – __ = 83
5. 133 – 114 = __

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

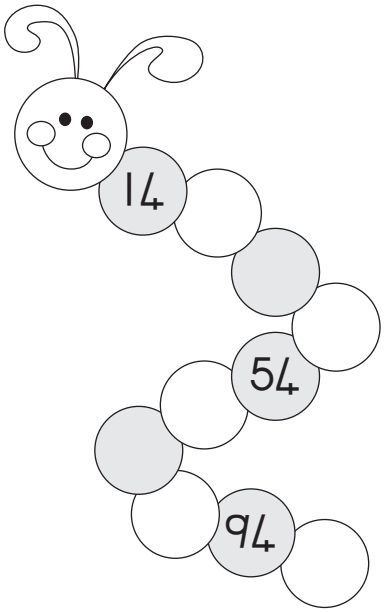
**Enrichment Activity 4.4: Answers**

Complete the following patterns.



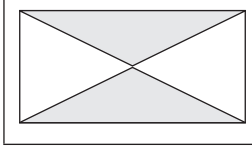
**Enrichment Activity 4.5**

Figure out the pattern to complete the worm.

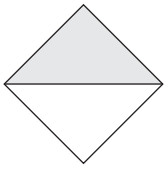



**Enrichment Activity 4.6**

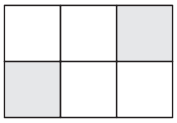
What fraction of the shape is coloured? Choose the correct answer.



Half
Sixth
Third



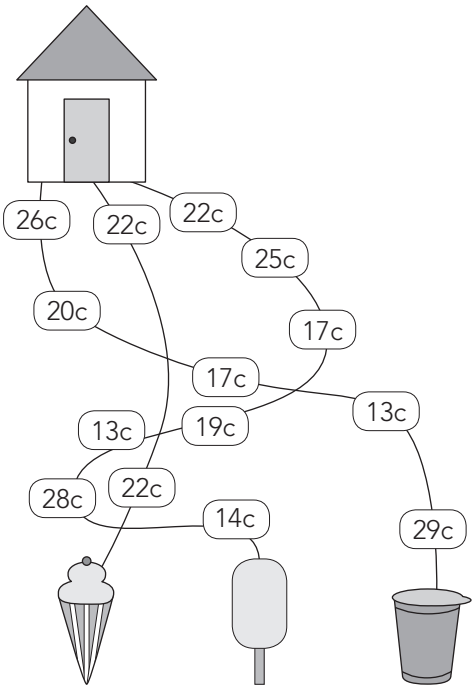
Half
Eighth
Quarter



Half
Seventh
Third

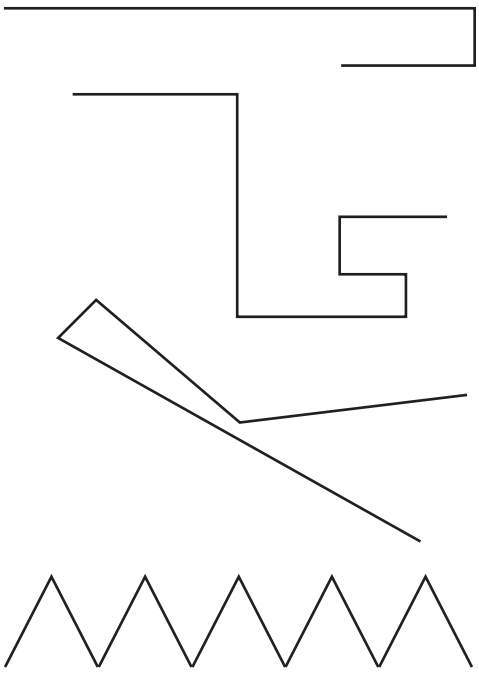
**Enrichment Activity 4.7**

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



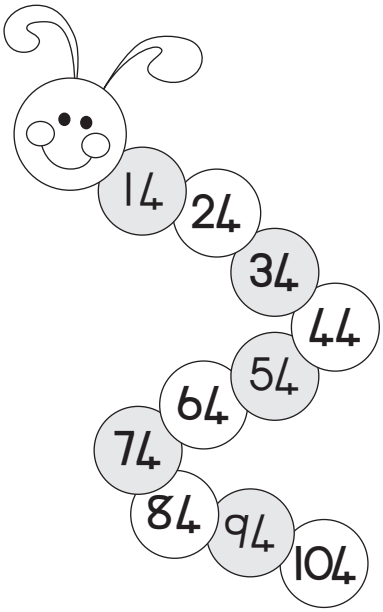

**Enrichment Activity 4.8**

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



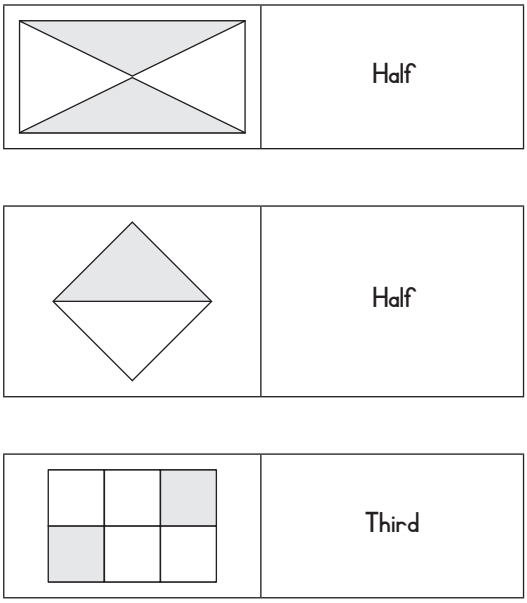
**Enrichment Activity 4.5: Answers**

Figure out the pattern to complete the worm.



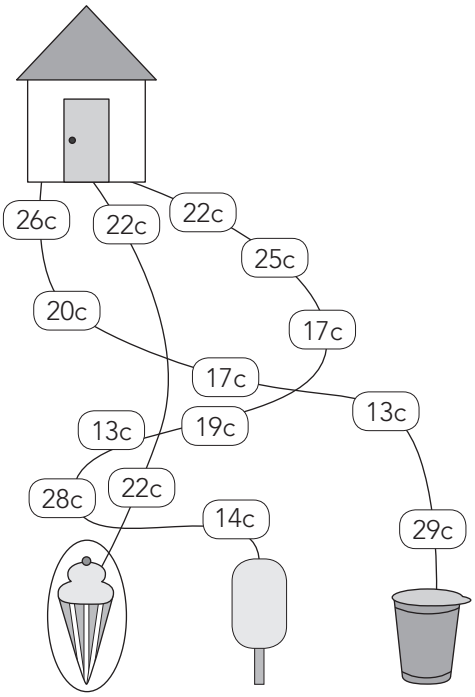

**Enrichment Activity 4.6: Answers**

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



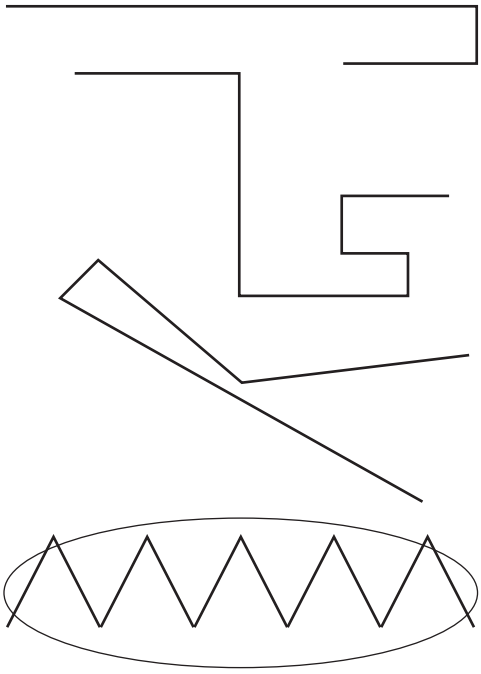

**Enrichment Activity 4.7: Answers**

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



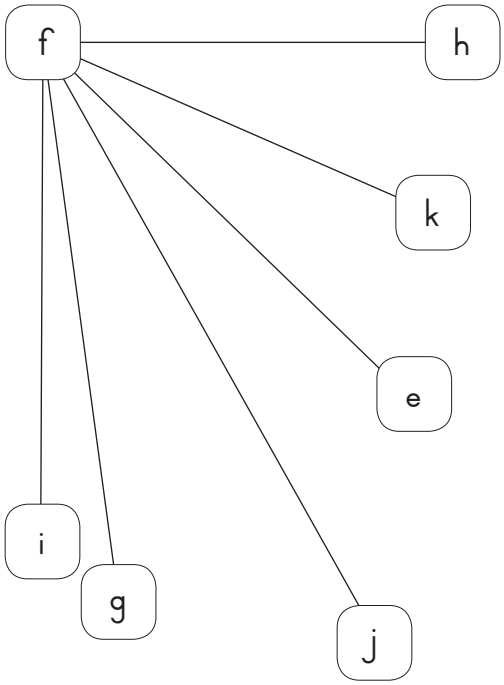

**Enrichment Activity 4.8: Answers**

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



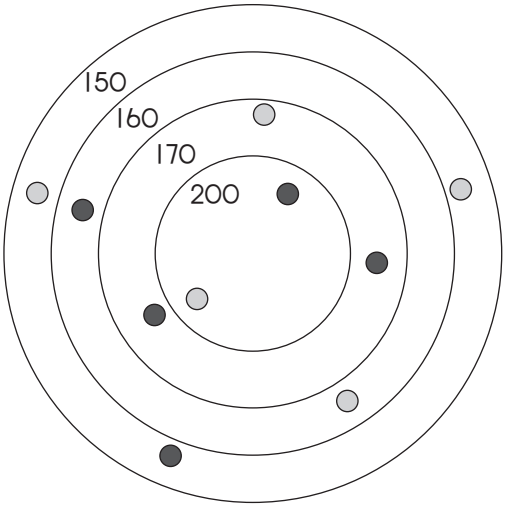
**Enrichment Activity 4.9**

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**

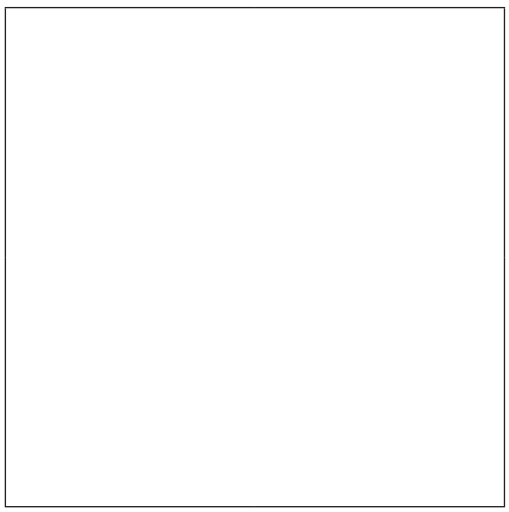
Jane and Jake are playing marbles.
Add their scores to see who is winning.




● Jane _____ ○ Jake _____

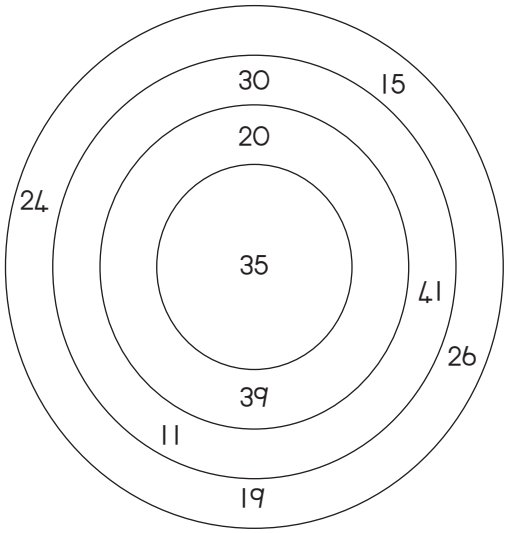
**Enrichment Activity 4.11**

Divide this square into 16 smaller rectangles.



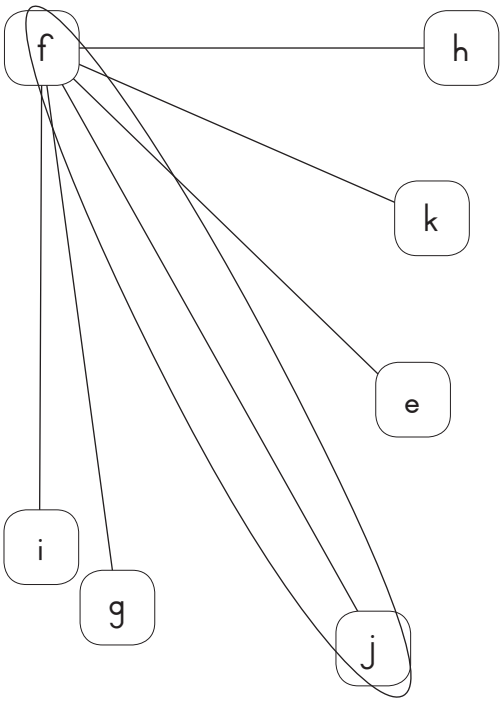
**Enrichment Activity 4.12**

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



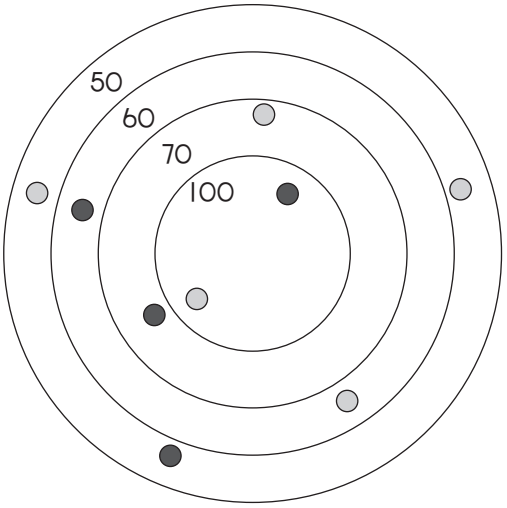
**Enrichment Activity 4.9: Answers**

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**

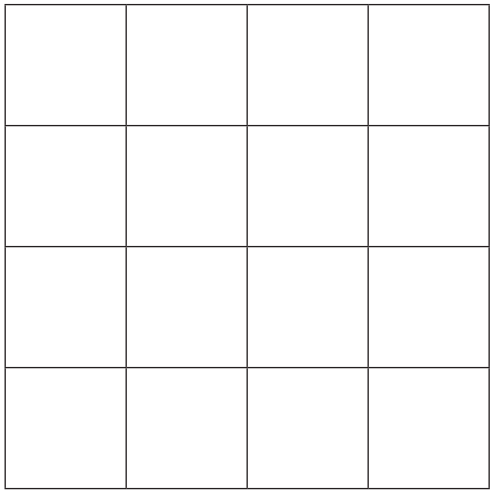
Jane and Jake are playing marbles.
Add their scores to see who is winning.




Jane (830) **Jake (850)**

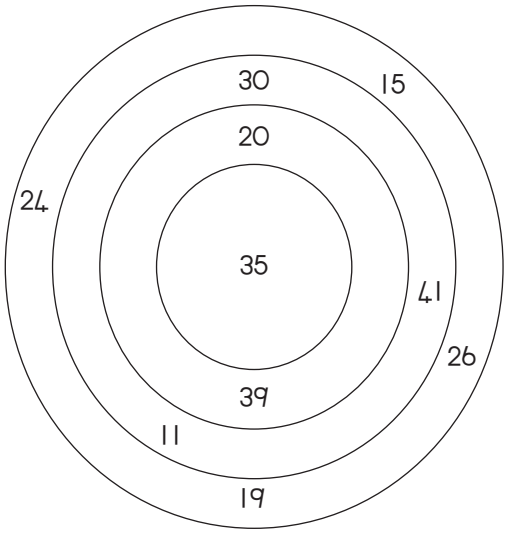
**Enrichment Activity 4.11: Answers**

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 x 14 = | 20 |
| 20 x 5 = | 70 |
| 16 + 33 = | 83 |
| 12 + 46 = | 40 |
| 60 ÷ 3 = | 138 |
| 10 x 7 = | 49 |
| 40 x 1 = | 70 |
| 27 + 111 = | 58 |
| 44 + 39 = | 100 |

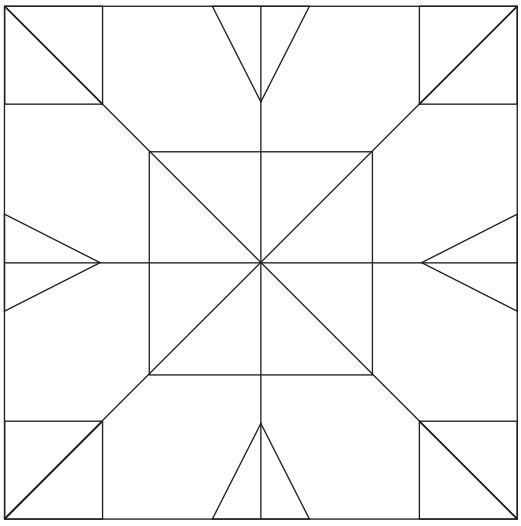
**Enrichment Activity 4.14**

Try to work out the sums in these blocks.

| + | 18 | 70 | 150 |
|---|---|---|---|
| **22** | | | |
| **34** | | | |
| **16** | | | |
| **80** | | | |
| **100** | | | |

**Enrichment Activity 4.15**

How many △ 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 x 14 = | 20 |
| 20 x 5 = | 70 |
| 16 + 33 = | 83 |
| 12 + 46 = | 40 |
| 60 ÷ 3 = | 138 |
| 10 x 7 = | 49 |
| 40 x 1 = | 70 |
| 27 + 111 = | 58 |
| 44 + 39 = | 100 |

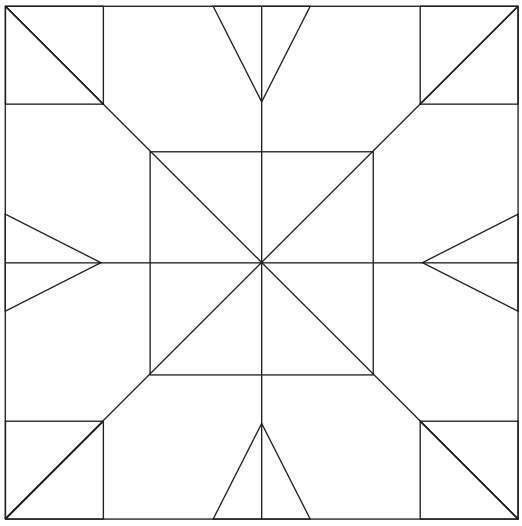
**Enrichment Activity 4.14: Answers**

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 △ 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 |

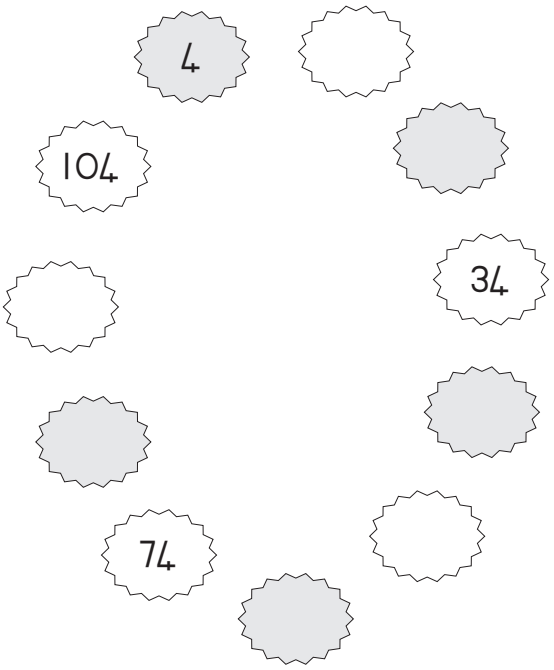
**Enrichment Activity 4.17**

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**

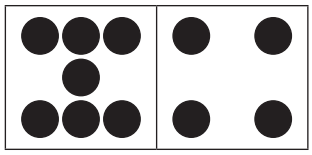
Complete the pattern.



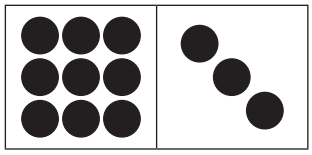

**Enrichment Activity 4.19**

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

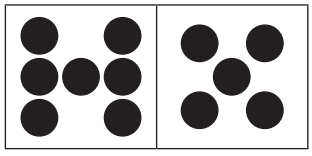
How much will it be?



How much will it be?

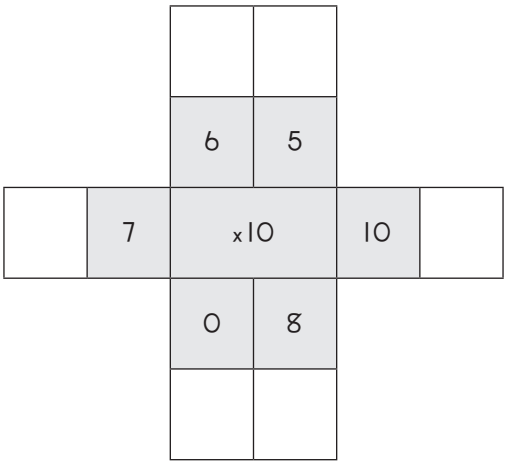


How much will it be?



**Enrichment Activity 4.20**

Multiply the inner number with the outer numbers.



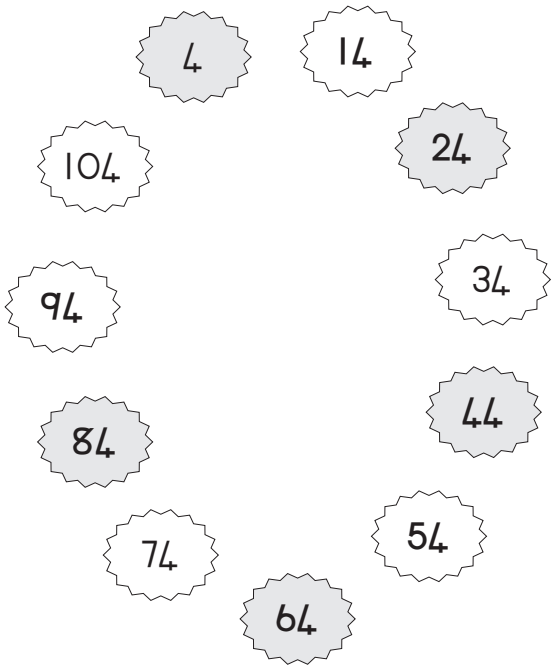
**Enrichment Activity 4.17: Answers**

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**

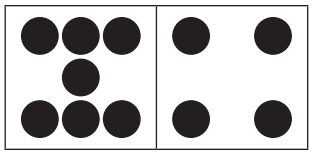
Complete the pattern.




**Enrichment Activity 4.19: Answers**

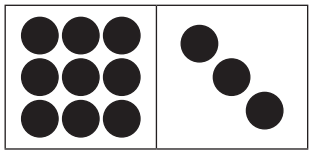
Multiply the dots on the dominoes and fill in the answers.

How much will it be?



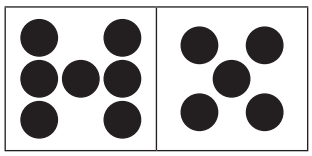
**28**

How much will it be?



**27**

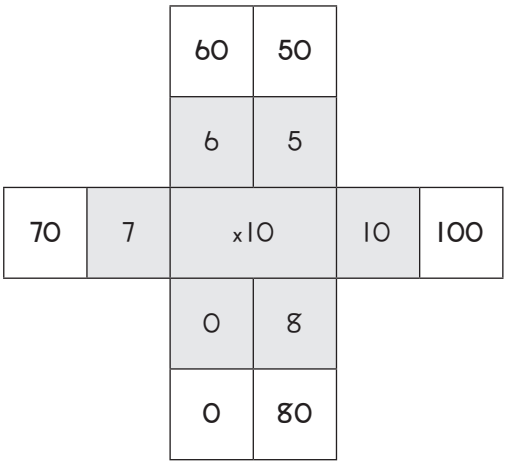
How much will it be?



**35**

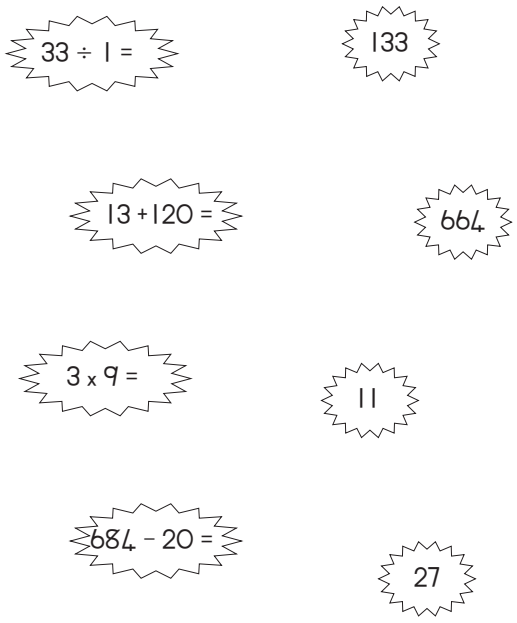
**Enrichment Activity 4.20: Answers**

Multiply the inner number with the outer numbers.



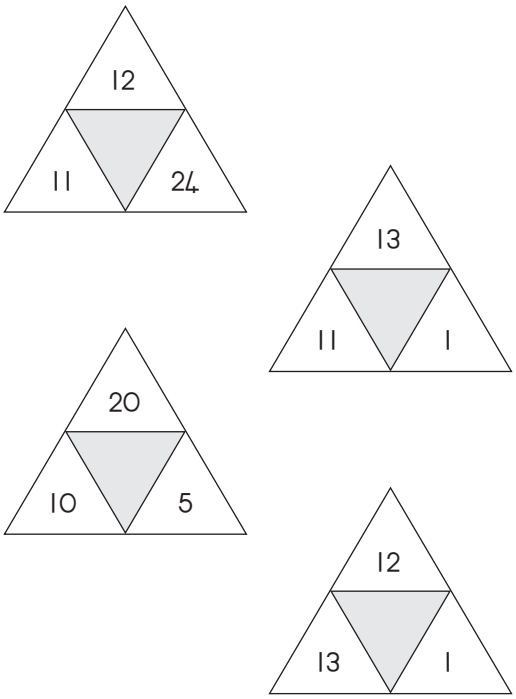
**Enrichment Activity 4.21**

Calculate the following and draw a line to the answer.



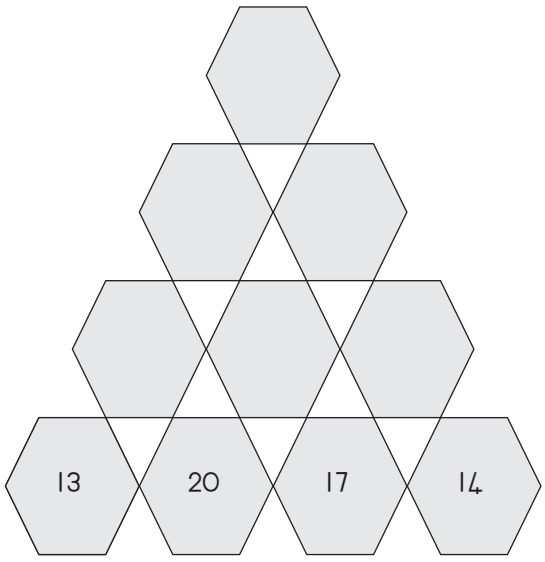

**Enrichment Activity 4.22**

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.



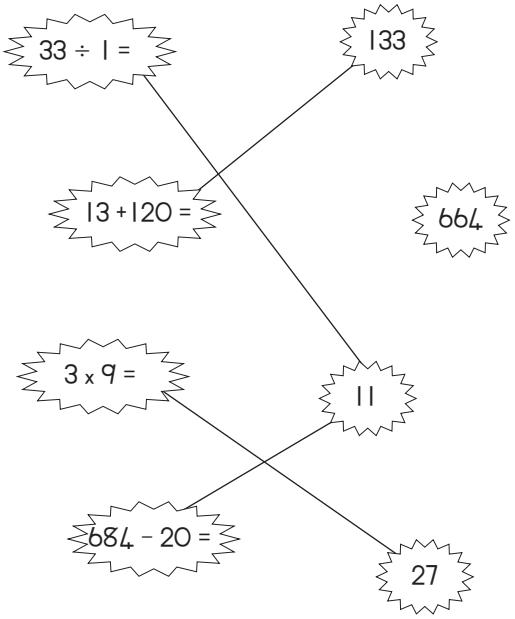

**Enrichment Activity 4.24**

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

| | + | 12 | = | |
|---|---|---|---|---|
| + | | + | | + |
| 13 | + | 17 | = | |
| = | | = | | = |
| | + | | = | 56 |

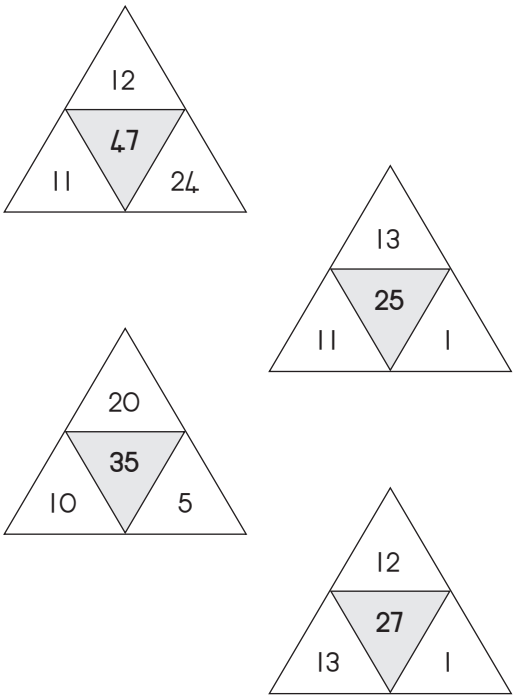
**Enrichment Activity 4.21: Answers**

Calculate the following and draw a line to the answer.



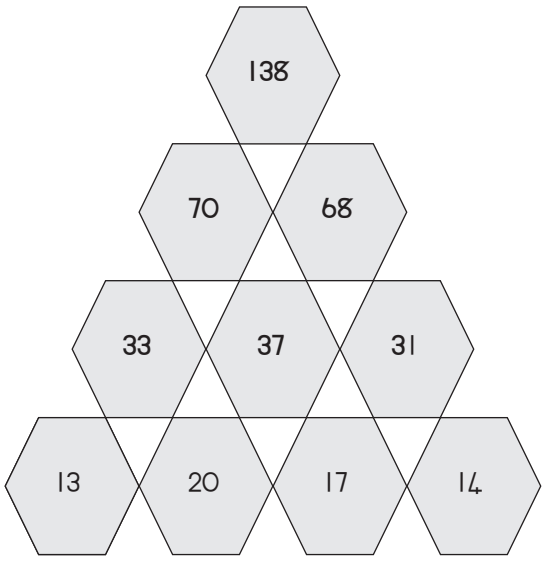

**Enrichment Activity 4.22: Answers**

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.



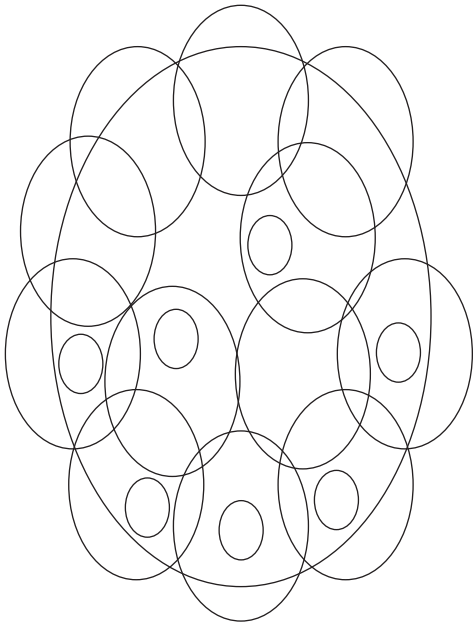

**Enrichment Activity 4.24: Answers**

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?



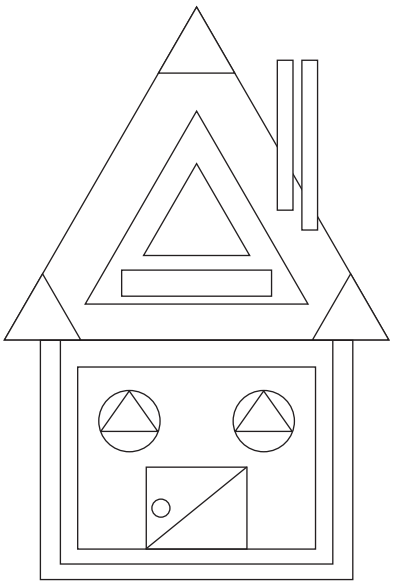
21 24 14

**Enrichment Activity 4.26**

How many ▭ ?

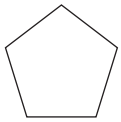
How many ◯ ?

How many △ ?

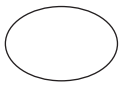


**Enrichment Activity 4.27**

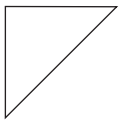
Name the different shapes.



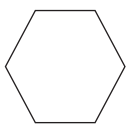
_____



_____



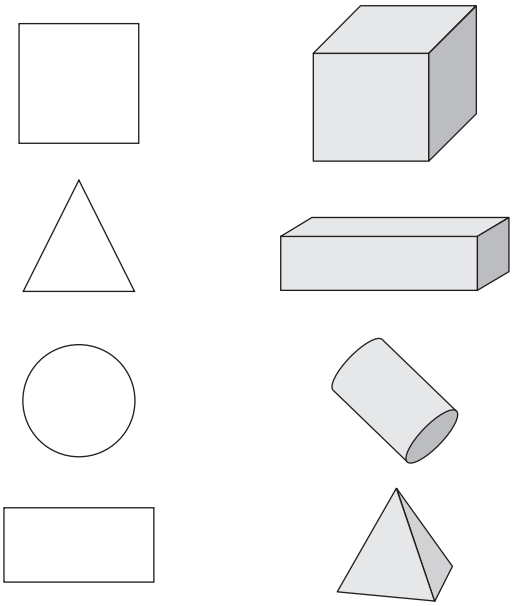
_____



_____

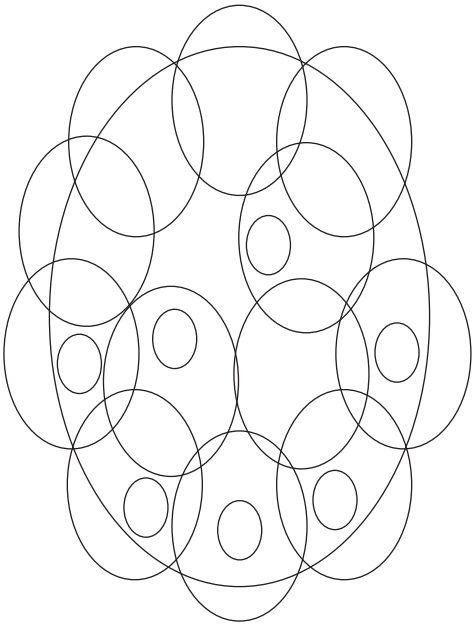
**Enrichment Activity 4.28**

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



**Enrichment Activity 4.25: Answers**

How many ovals do you see?



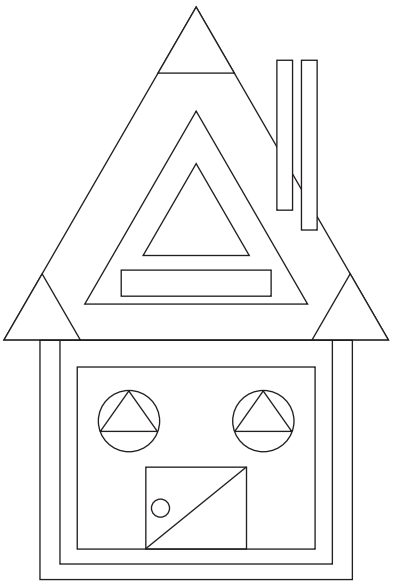
**21** 24 14

**Enrichment Activity 4.26: Answers**

How many ▭ ? (**7**)

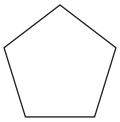
How many ◯ ? (**6**)

How many △ ? (**10**)

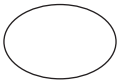


**Enrichment Activity 4.27: Answers**

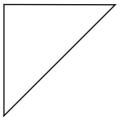
Name the different shapes.



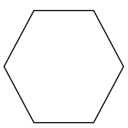
**Pentagon**



**Oval**



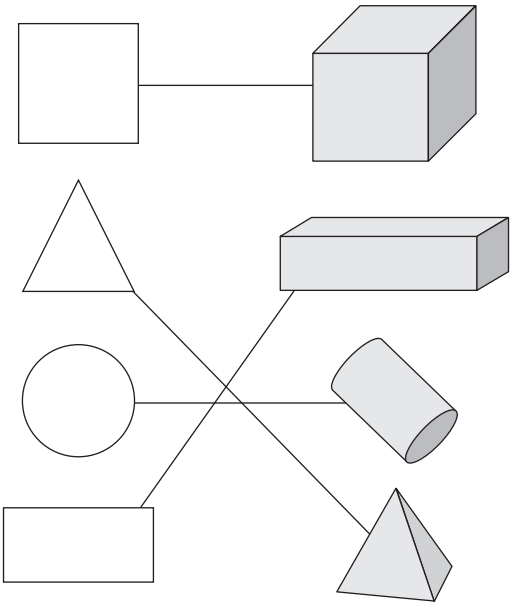
**Triangle**



**Hexagon**

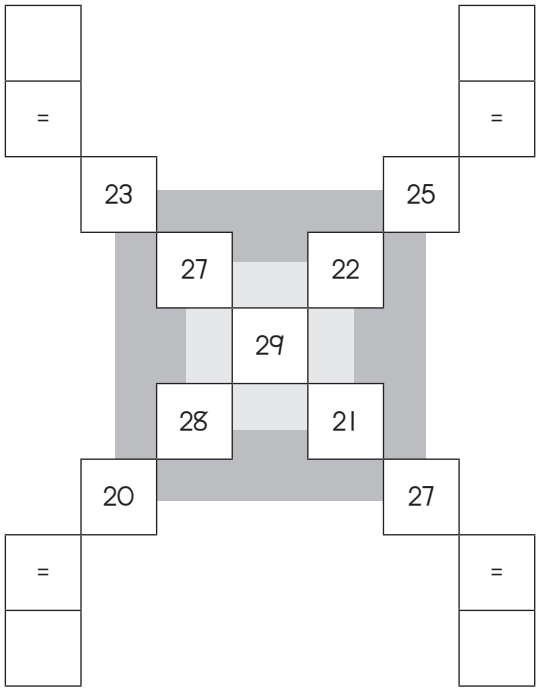
**Enrichment Activity 4.28: Answers**

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.




**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 been 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.

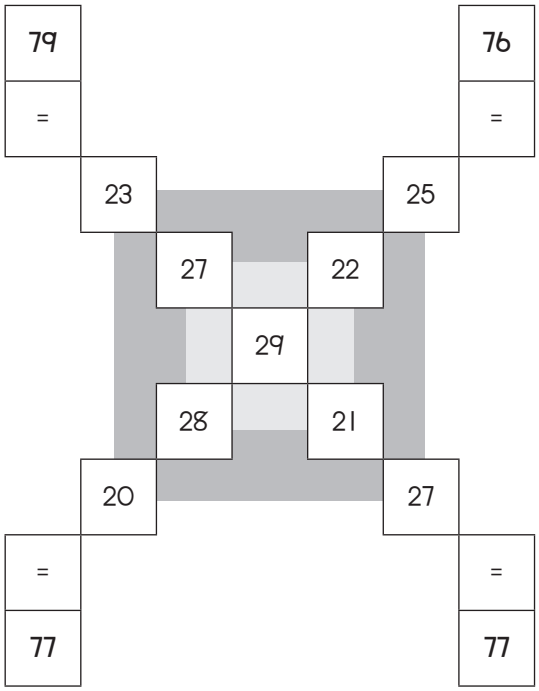
John was born when his dad was 24 years old.

How old are John and his dad now?

_____

**Enrichment Activity 4.29: Answers**

Add each row of numbers to get an answer.




**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 been 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: Setswana 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.

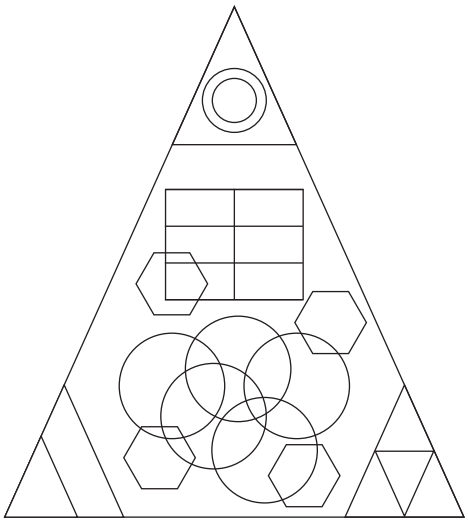
These cards include activities that you can use for enrichment opportunities for learners who have completed the lesson activities ahead of the rest of the class. Learners should work on these cards independently or with their peers who have also completed the classwork. You may need to explain some 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.

**Tirwana ya Khumiso 4.1**

Bala dibopego tse di farologaneng.



Go na le ⬡ tse kae? _____

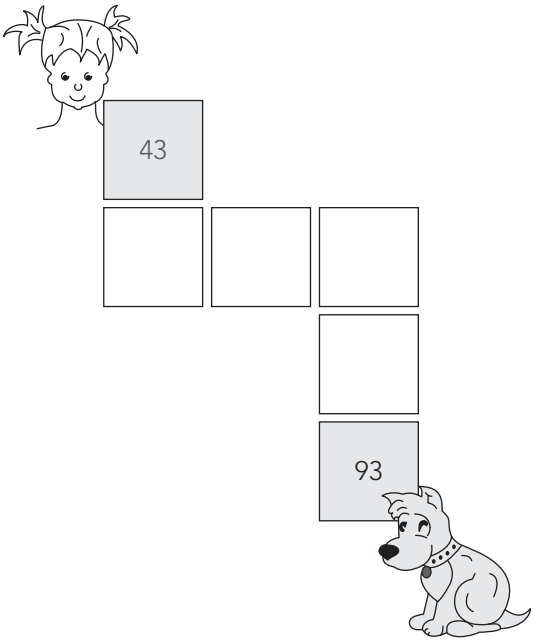
Go na le ▭ tse kae? _____

Go na le ◯ tse kae? _____

Go na le △ tse kae? _____

**Tirwana ya Khumiso 4.2**

Batla ntšwa ya ga Sarah e e latlhegileng.




**Tirwana ya Khumiso 4.3**

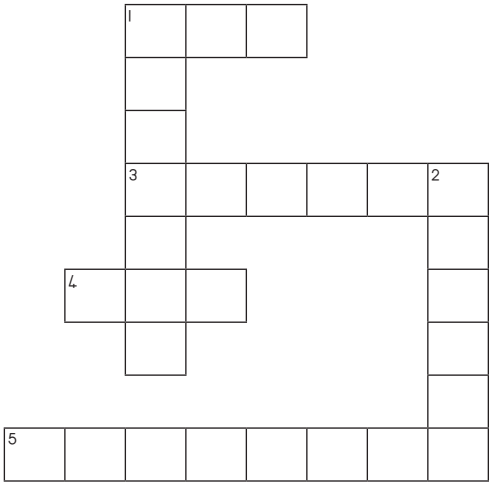
Dira dipalo tsa go rarabolola le go feleletsa malepakgabaganyo ka go tsenya maina a dipalo:

**Tlase**

1. 101 – 85 = __
2. 55 ÷ 5 = __

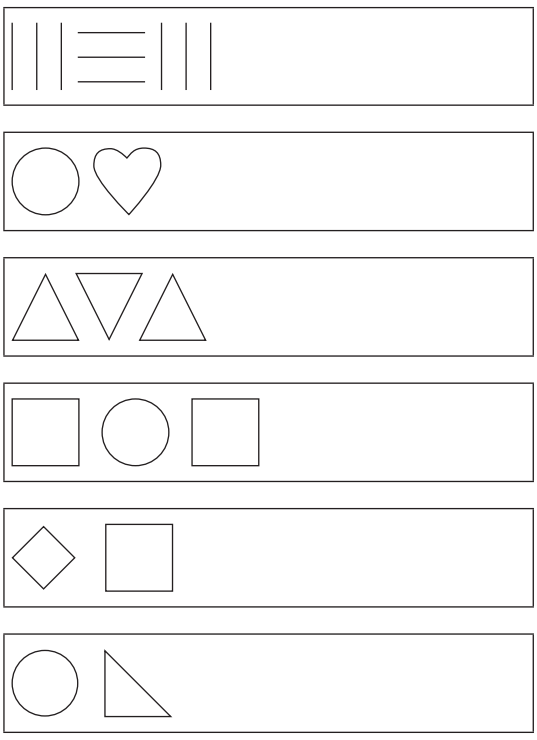
**Kgabaganyo**

1. 366 ÷ __ = 11
3. 63 x __ = 36
4. 93 – __ = 83
5. 133 – 114 = __



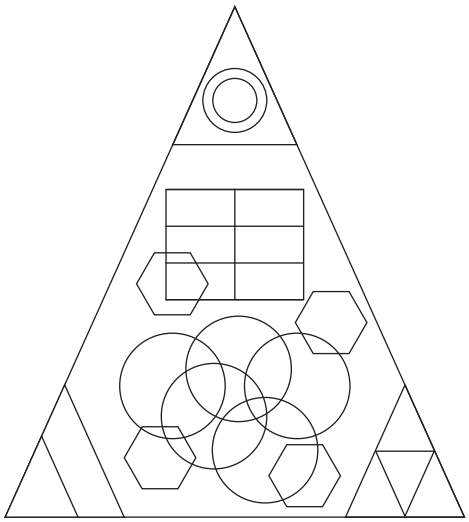

**Tirwana ya Khumiso 4.4**

Feleletsa dipaterone tse di latelang.



**Tirwana ya Khumiso 4.1: Dikarabo**

Bala dibopego tse di farologaneng?



Go na le ⬡ tse kae? (**4**)

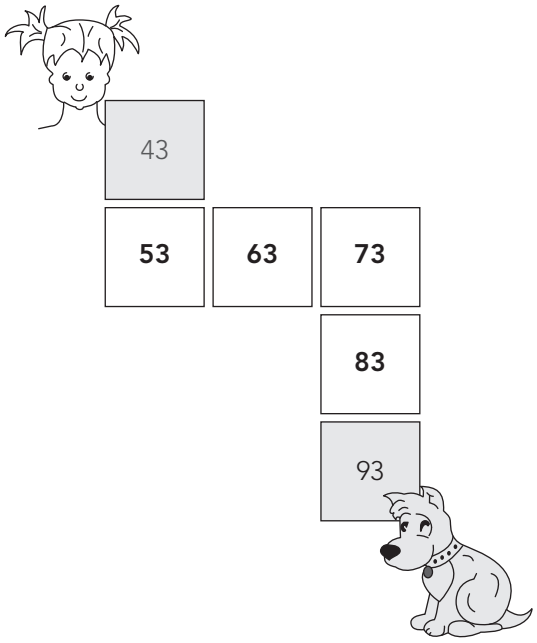
Go na le ▭ tse kae? (**14**)

Go na le ◯ tse kae? (**7**)

Go na le △ tse kae? (**9**)

**Tirwana ya Khumiso 4.2: Dikarabo**

Batla ntšwa ya ga Sarah e e latlhegileng.




**Tirwana ya Khumiso 4.3: Dikarabo**

Dira dipalo tsa go rarabolola le go feleletsa malepakgabaganyo ka go tsenya maina a dipalo:

**Tlase**

1. 101 – 85 = __
2. 55 ÷ 5 = __

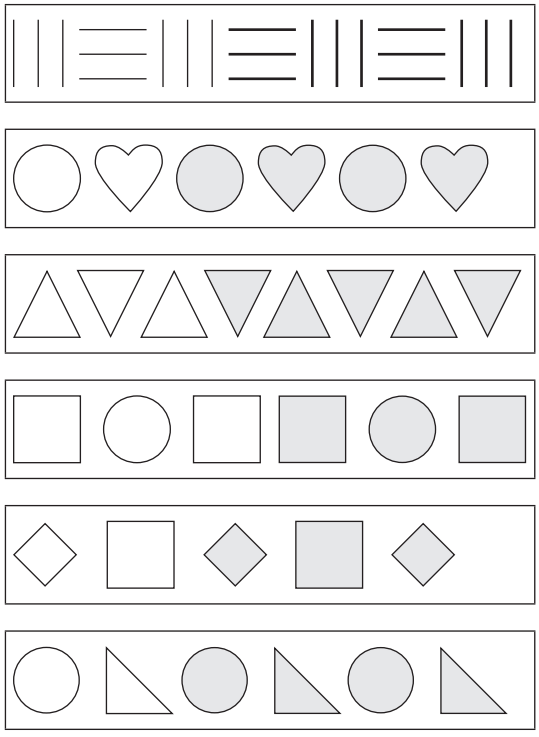
**Kgabaganyo**

1. 366 ÷ __ = 11
3. 63 x __ = 36
4. 93 – __ = 83
5. 133 – 114 = __

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | [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 |

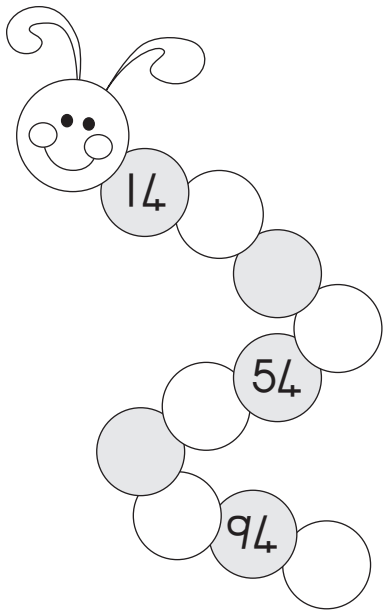
**Tirwana ya Khumiso 4.4: Dikarabo**

Feleletsa dipaterone tse di latelang.



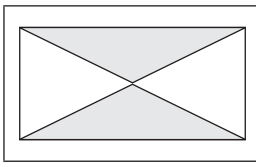
**Tirwana ya Khumiso 4.5**

Akanya ka ga phethene e, mme o feleletse seboko.

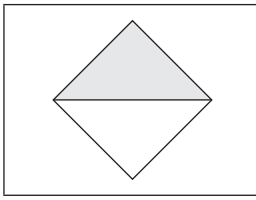



**Tirwana ya Khumiso 4.6**

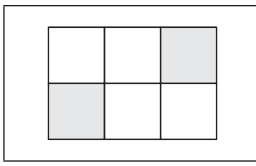
Ke palophatlho efe ya sebopego e e khalarilweng? Tlhopha karabo e e nepagetseng.



Halofo
Nngwethatarong
Nngwetharong



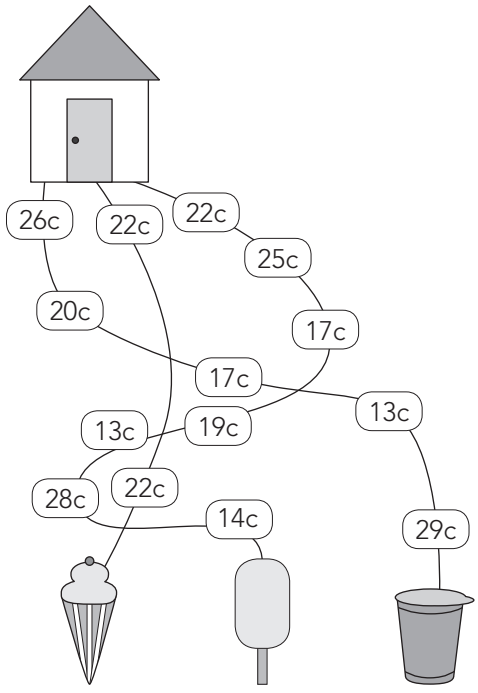
Halofo
Nngwerobeding
Kotara



Halofo
Nngwesupeng
Nngwetharong

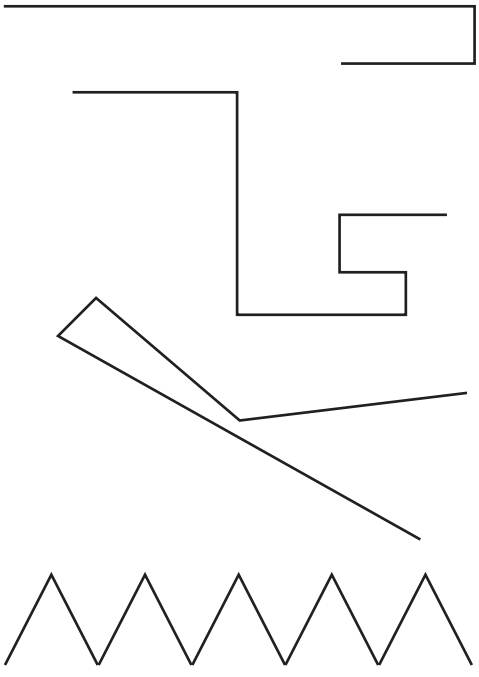
**Tirwana ya Khumiso 4.7**

Sala ditselana morago mme morago o sekeletse bebetsididi e e tlhotlhwatlase.



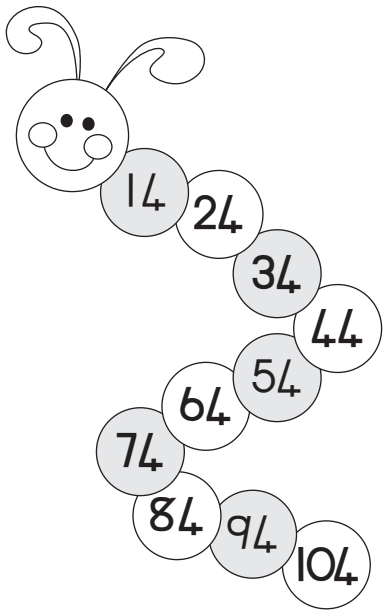

**Tirwana ya Khumiso 4.8**

Sekeletsa mola o moleeleleele. O ka nna wa dirisa rula go lekanyetsa mela.



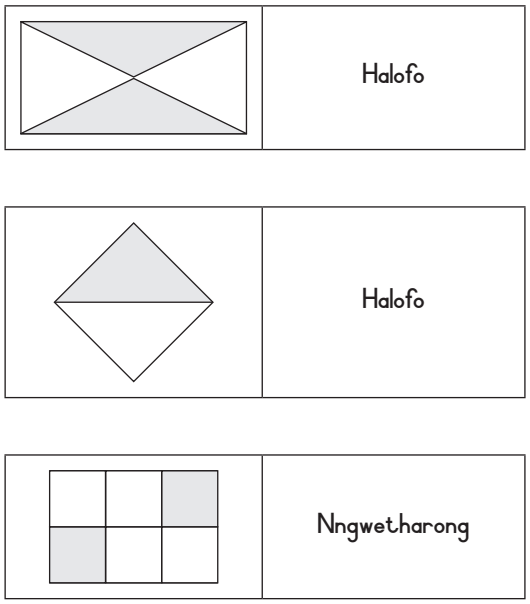
**Tirwana ya Khumiso 4.5: Dikarabo**

Akanya ka ga phethene e, mme o feleletse seboko.



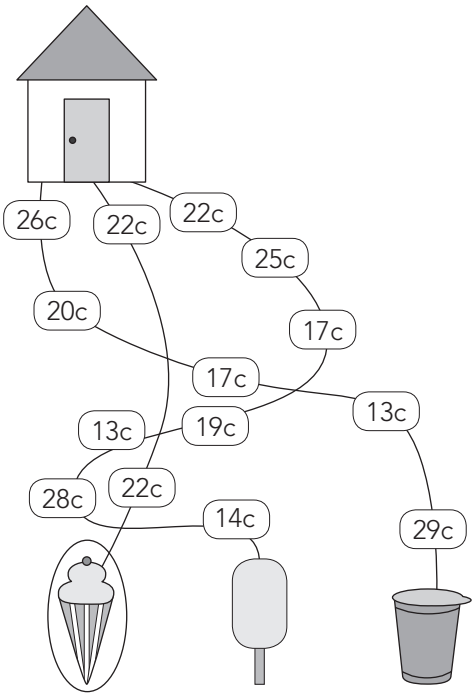

**Tirwana ya Khumiso 4.6: Dikarabo**

Ke palophatlho efe ya sebopego e e khalarilweng? Tlhopha karabo e e nepagetseng.



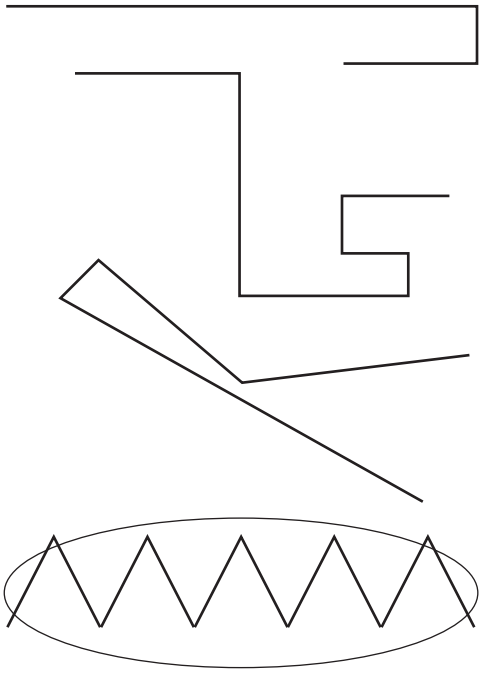

**Tirwana ya Khumiso 4.7: Dikarabo**

Sala ditselana morago mme morago o sekeletse bebetsididi e e tlhotlhwatlase.



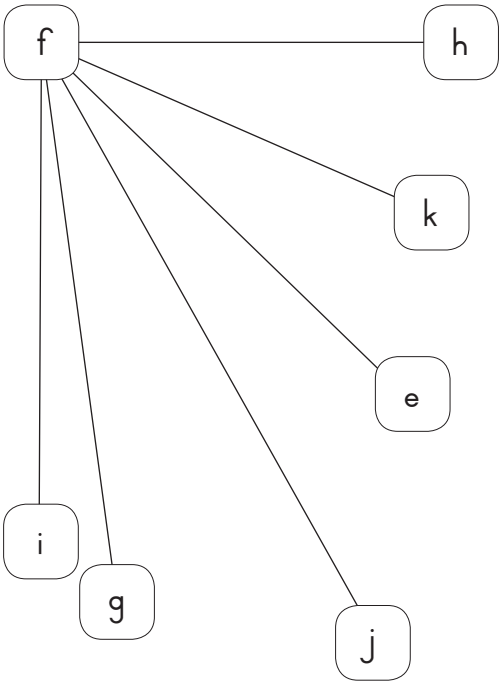

**Tirwana ya Khumiso 4.8: Dikarabo**

Sekeletsa mola o moleeleleele. O ka nna wa dirisa rula go lekanyetsa mela.



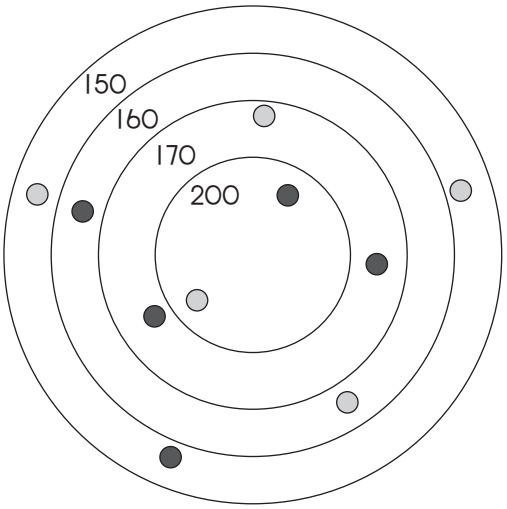
**Tirwana ya Khumiso 4.9**

Ke mola ofe o moleeleleele? E go fitlha F kgotsa F go fitlha G kgotsa F go fitlha H kgotsa F go fitlha ka I kgotsa F kgotsa J kgotsa F kgotsa K?




**Tirwana ya Khumiso 4.10**

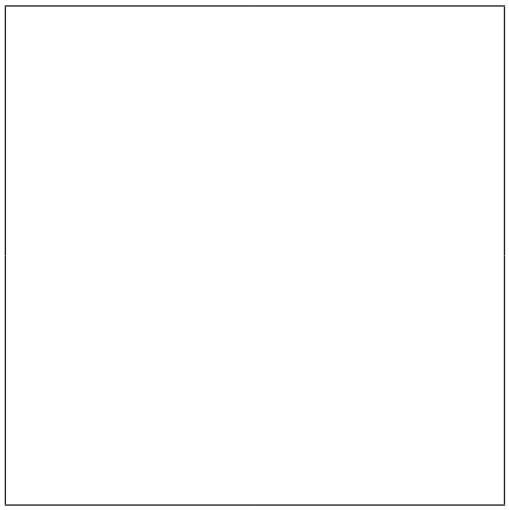
Jane le Jake ba tshameka dimmabole. Tlhakanya dino kana disekoro go bona yo o fenyang.




● Jane _____ ○ Jake _____

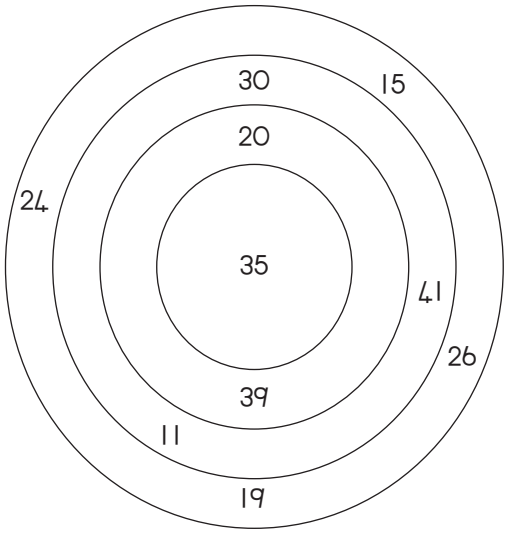
**Tirwana ya Khumiso 4.11**

Aroganya sekwere se go ya ka dikwere tse dinnyanenyana di le 16.



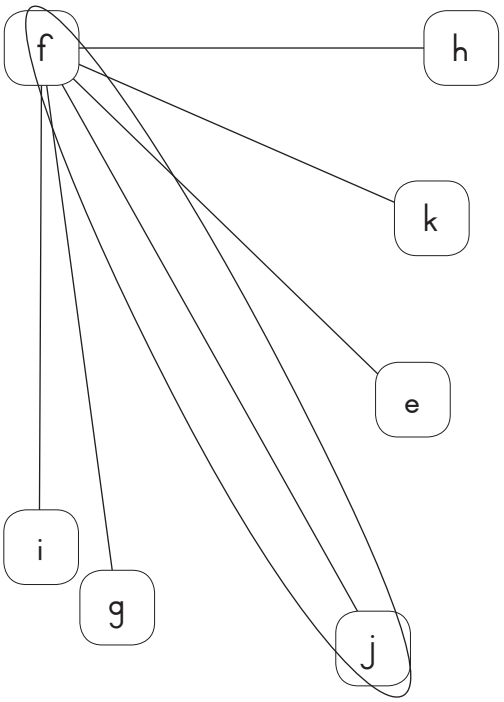
**Tirwana ya Khumiso 4.12**

Dirisa dipalo go batlisisa gore go na le dipalo tse ka kae tse o ka di dirang ka karabo ya 50.



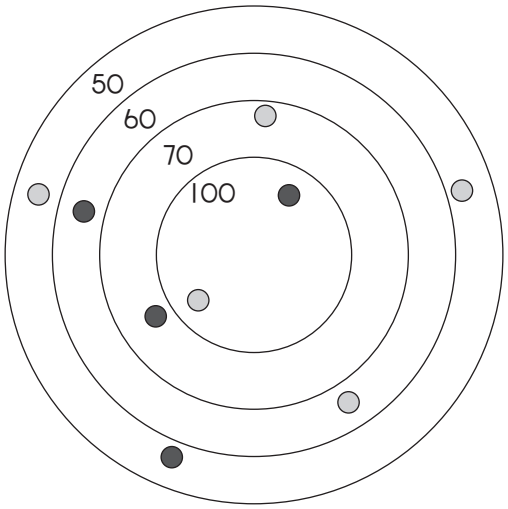
**Tirwana ya Khumiso 4.9: Dikarabo**

Ke mola ofe o moleeleleele? E go fitlha F kgotsa F go fitlha G kgotsa F go fitlha H kgotsa F go fitlha ka I kgotsa F kgotsa J kgotsa F kgotsa K??




**Tirwana ya Khumiso 4.10: Dikarabo**

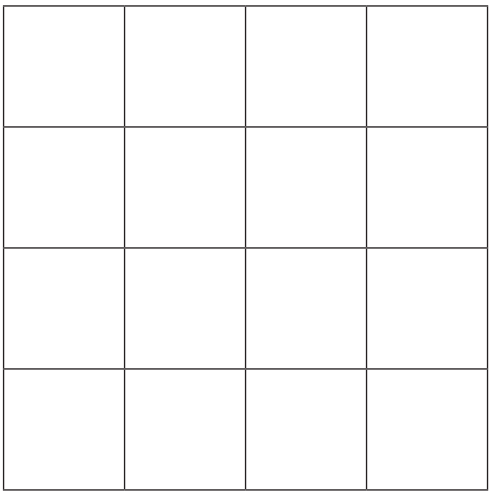
Jane le Jake ba tshameka dimmabole. Tlhakanya dino kana disekoro go bona yo o fenyang.




● Jane (830) ○ **Jake (850)**

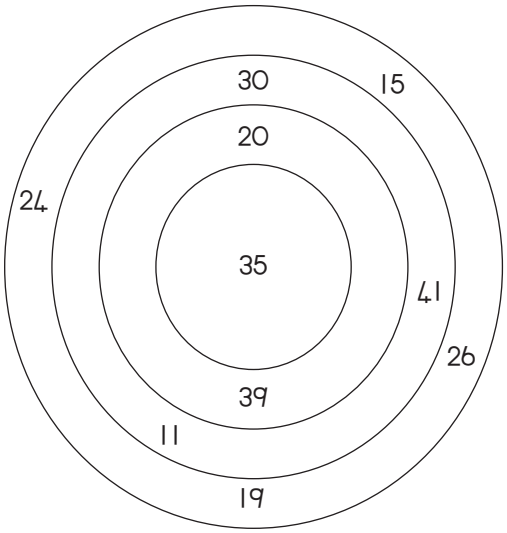
**Tirwana ya Khumiso 4.11: Dikarabo**

Aroganya sekwere se go ya ka dikwere tse dinnyanenyana di le 16.



**Tirwana ya Khumiso 4.12: Dikarabo**

Dirisa dipalo go batlisisa gore go na le dipalo tse ka kae tse o ka di dirang ka karabo ya 50.




O kgona go dira dipalo di le 5:
26 + 24; 11 + 19 + 20; 39 + 11;
30 + 20, 35 + 15

**Tirwana ya Khumiso 4.13**

Golaganya mathata a a mo bolokong ya A le dikarabo tse di mo bolokong ya B.

| Boloko A | Boloko B |
|---|---|
| 5 x 14 = | 20 |
| 20 x 5 = | 70 |
| 16 + 33 = | 83 |
| 12 + 46 = | 40 |
| 60 ÷ 3 = | 138 |
| 10 x 7 = | 49 |
| 40 x 1 = | 70 |
| 27 + 111 = | 58 |
| 44 + 39 = | 100 |

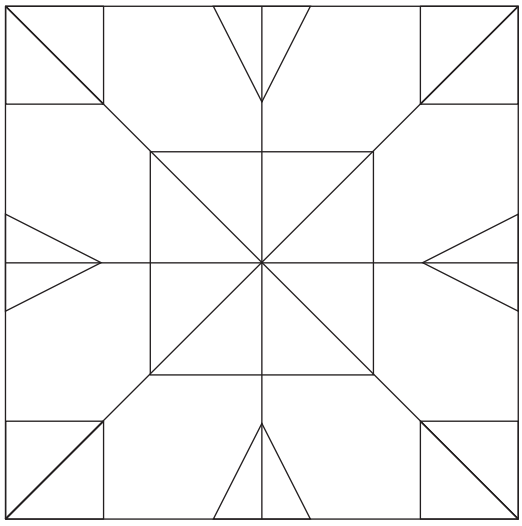
**Tirwana ya Khumiso 4.14**

Leka go dira dipalo tse di mo dibolokong tse.

| + | 18 | 70 | 150 |
|---|---|---|---|
| **22** | | | |
| **34** | | | |
| **16** | | | |
| **80** | | | |
| **100** | | | |

**Tirwana ya Khumiso 4.15**

Go na le tse kae △ tse o dibonang?



Dikhutlotharo di le12
Dikhutlotharo di le 33
Dikhutlotharo di le 46
Dikhutlotharo di le 26

**Tirwana ya Khumiso 4.16**

Golaganya dipalo le mainapalo.

| Dipalo |
|---|
| 200 |
| 224 |
| 96 |
| 99 |
| 412 |
| 514 |
| 671 |

| Mainapalo |
|---|
| Makagoloamane le lesomepedi |
| Masomearobonngwe-robongwe |
| Makgoloamabedi |
| Masomearobonngwe-thataro |
| Makgoloamabedi le masomeambedinne |
| Makgoloamarataro le masomeasupanngwe |
| Makgoloamathano le lesomenne |

**Tirwana ya Khumiso 4.13: Dikarabo**

Golaganya mathata a a mo bolokong ya A le dikarabo tse di mo bolokong ya B.

| Boloko A | Boloko B |
|---|---|
| 5 x 14 = | 20 |
| 20 x 5 = | 70 |
| 16 + 33 = | 83 |
| 12 + 46 = | 40 |
| 60 ÷ 3 = | 138 |
| 10 x 7 = | 49 |
| 40 x 1 = | 70 |
| 27 + 111 = | 58 |
| 44 + 39 = | 100 |

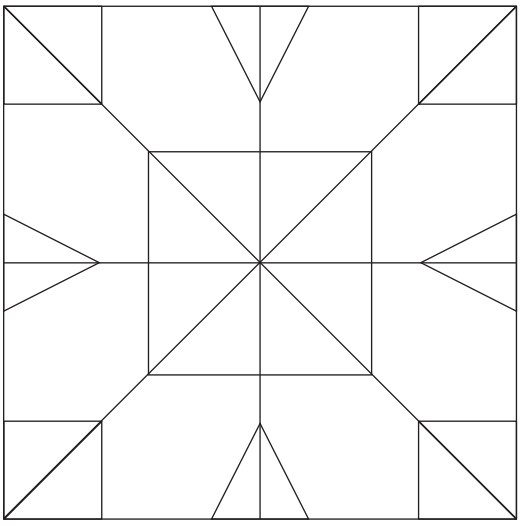
**Tirwana ya Khumiso 4.14: Dikarabo**

Leka go dira dipalo tse di mo dibolokong tse.

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

**Tirwana ya Khumiso 4.15: Dikarabo**

Go na le tse kae △ tse o dibonang?



**Dikhutlotharo di le 46**

**Tirwana ya Khumiso 4.16: Dikarabo**

Golaganya dipalo le mainapalo.

| Dipalo |
|---|
| 200 |
| 224 |
| 96 |
| 99 |
| 412 |
| 514 |
| 671 |
| |

| Mainapalo |
|---|
| Mainapalo |
| Makgoloamabedi |
| Makgoloamabedi le masomeamabedinne |
| Masomearobonngwe-thataro |
| Masomearobonngwe-robongwe |
| Makgoloamane le lesomepedi |
| Makgoloamathano le lesomenne |
| Makgoloamarataro le masomeasupanngwe |

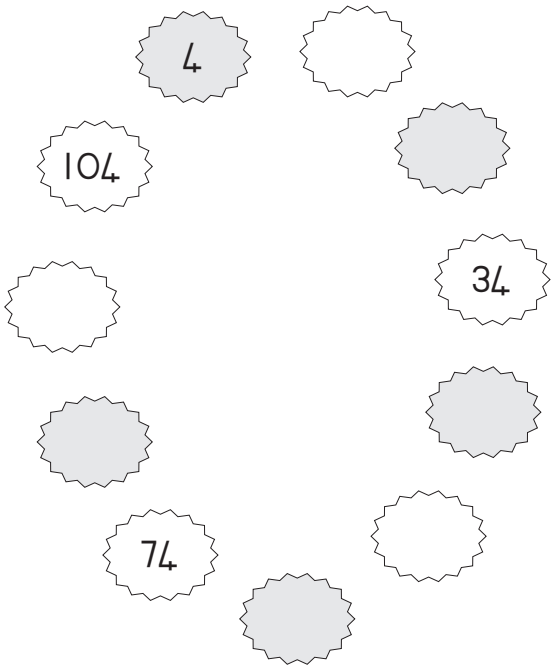
**Tirwana ya Khumiso 4.17**

Feleletsa lenaneo ka go dira dipalo.

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

**Tirwana ya Khumiso 4.18**

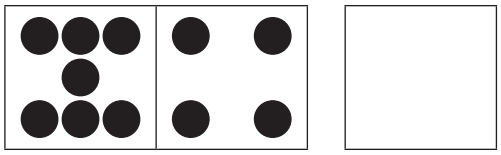
Feleletsa paterone.



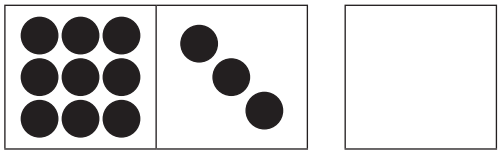

**Tirwana ya Khumiso 4.19**

Atisa maronthorontho a a mo mataeseng mme o tlatse dikarabo.

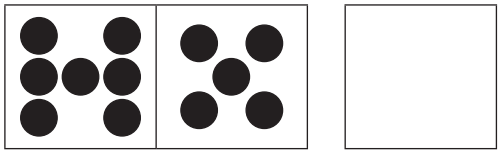
A tla nna makae?



A tla nna makae?

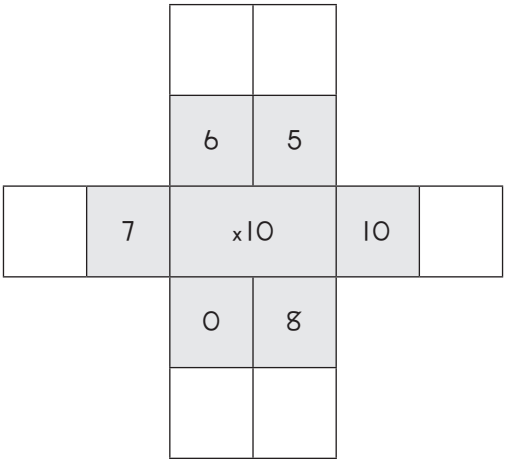


A tla nna makae?



**Tirwana ya Khumiso 4.20**

Atisa palo e e mo gare ka dipalo tse di kwa ntle.



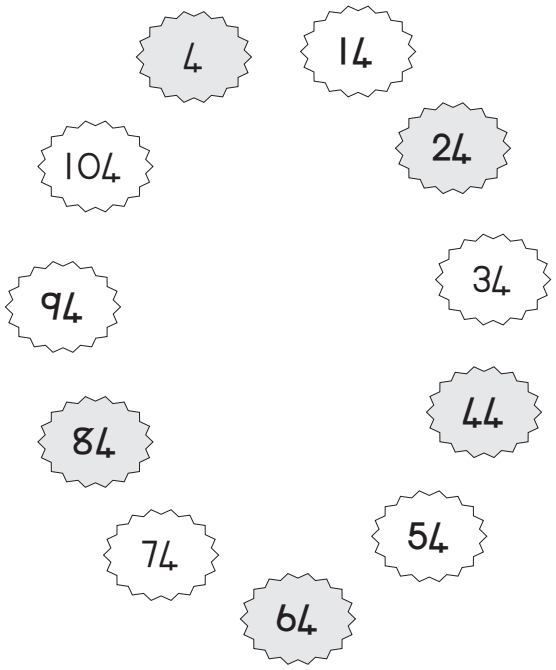
**Tirwana ya Khumiso 4.17: Dikarabo**

Feleletsa lenaneo ka go dira dipalo.

| 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 |

**Tirwana ya Khumiso 4.18: Dikarabo**

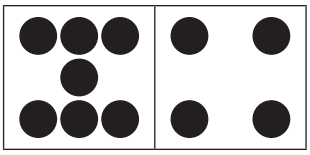
Feleletsa paterone.




**Tirwana ya Khumiso 4.19: Dikarabo**

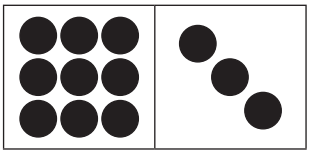
Atisa maronthorontho a a mo mataeseng mme o tlatse dikarabo.

A tla nna makae?



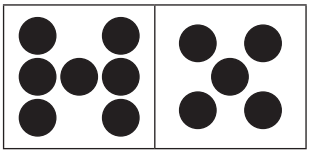
**28**

A tla nna makae?



**27**

A tla nna makae?



**35**

**Tirwana ya Khumiso 4.20: Dikarabo**

Atisa palo e e mo gare ka dipalo tse di kwa ntle.

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

**Tirwana ya Khumiso 4.21**

Balela tse di latelang mme o thale mola go ya kwa karabong.

33 ÷ 1 =

133

13 + 120 =

664

3 x 9 =

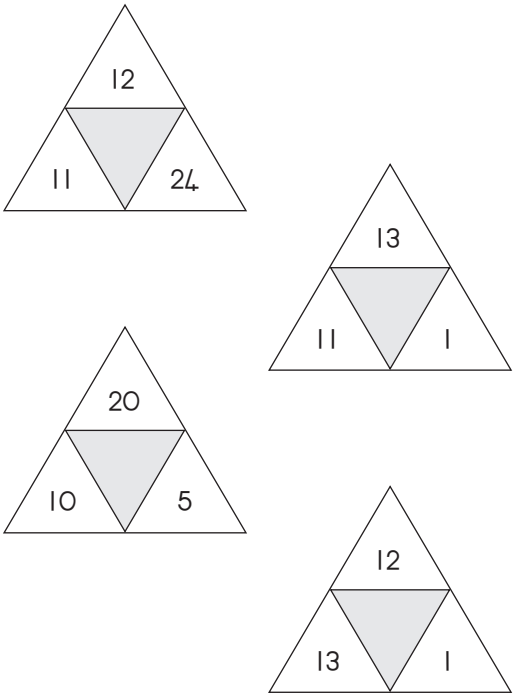
11

684 – 20 =

27

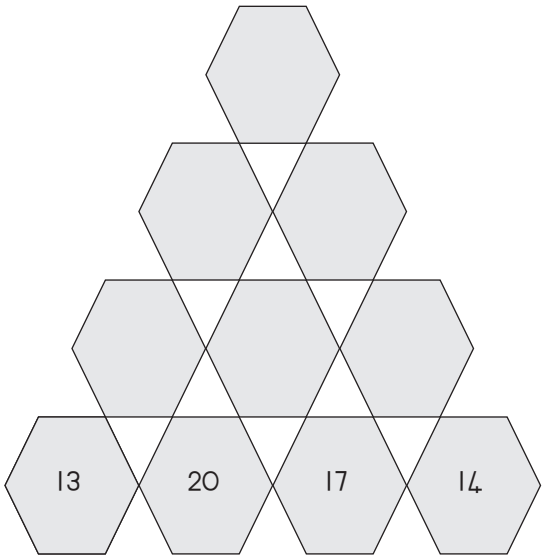
**Tirwana ya Khumiso 4.22**

Tlhakanya dipalo go bona palo e e fa gare.




**Tirwana ya Khumiso 4.23**

Palo e e mo khutlothatarong nngwe le nngwe e bopiwa ka go tlhakanya dipalo tse di mo dikhutlothatarong tse pedi tse di fa tlase. Balela dipalo tse di tlogetsweng.



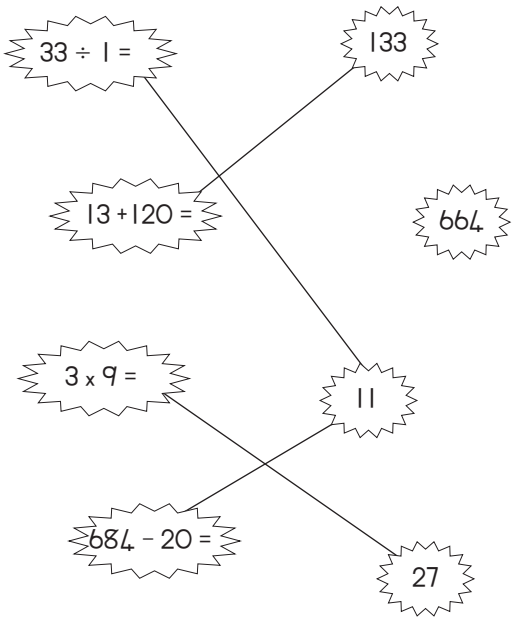

**Tirwana ya Khumiso 4.24**

Balela mola mongwe le mongwe wa malea kana morabaraba. Tlatsa dikarabo. Balela kholomo nngwe le nngwe ya malea.

| | + | 12 | = | |
|---|---|---|---|---|
| + | | + | | + |
| 13 | + | 17 | = | |
| = | | = | | = |
| | + | | = | 56 |

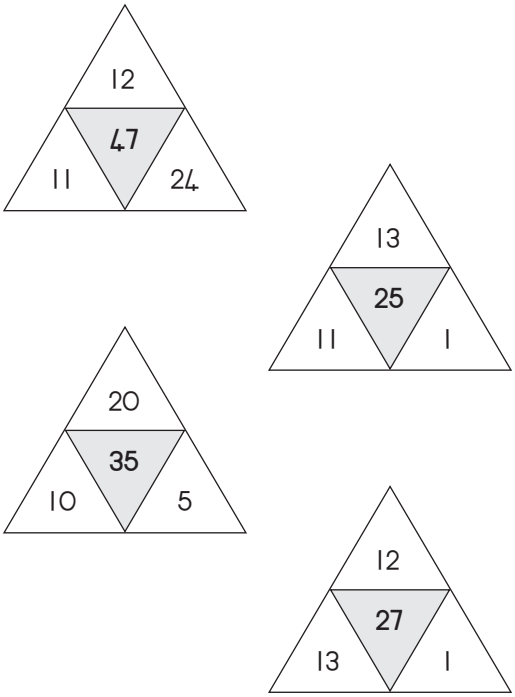
**Tirwana ya Khumiso 4.21: Dikarabo**

Balela tse di latelang mme o thale mola go ya kwa karabong.



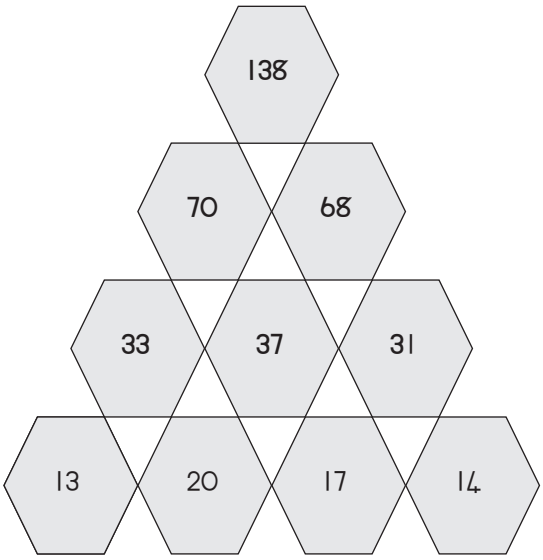

**Tirwana ya Khumiso 4.22: Dikarabo**

Tlhakanya dipalo go bona palo e e fa gare.




**Tirwana ya Khumiso 4.23: Dikarabo**

Palo e e mo khutlothatarong nngwe le nngwe e bopiwa ka go tlhakanya dipalo tse di mo dikhutlothatarong tse pedi tse di fa tlase. Balela dipalo tse di tlogetsweng.



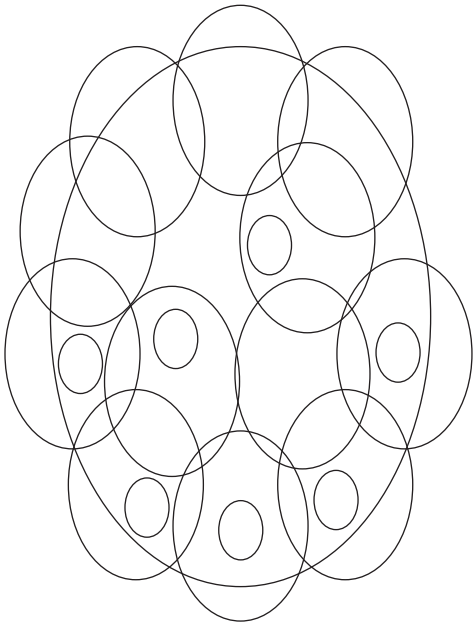

**Tirwana ya Khumiso 4.24: Dikarabo**

Balela mola mongwe le mongwe wa malea kana morabaraba. Tlatsa dikarabo. Balela kholomo nngwe le nngwe ya malea.

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

**Tirwana ya Khumiso 4.25**

Go na le dikgolokwe tse kae?



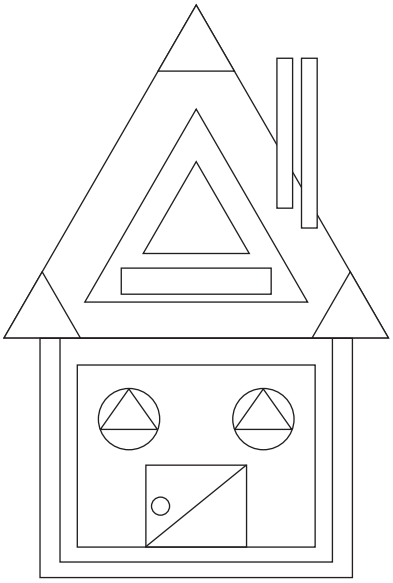
**21** 24 14

**Tirwana ya Khumiso 4.26**

Go na le ▭ tse kae?

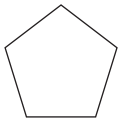
Go na le ◯ tse kae?

Go na le △ tse kae?

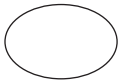


**Tirwana ya Khumiso 4.27**

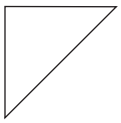
Naya maina a dibopego tse di farologaneng.



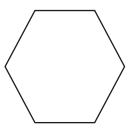
_____



_____



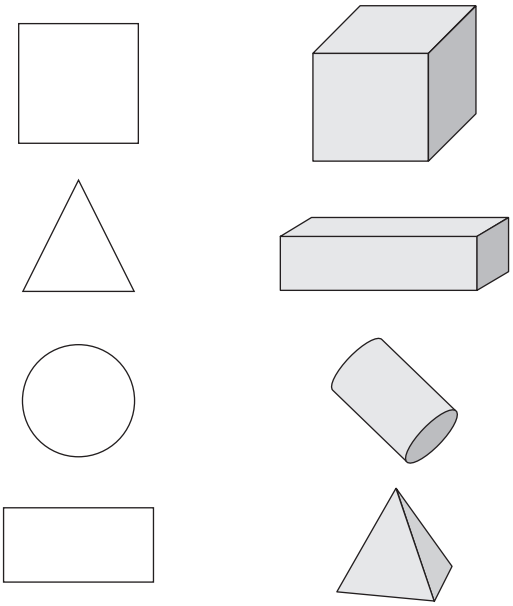
_____



_____

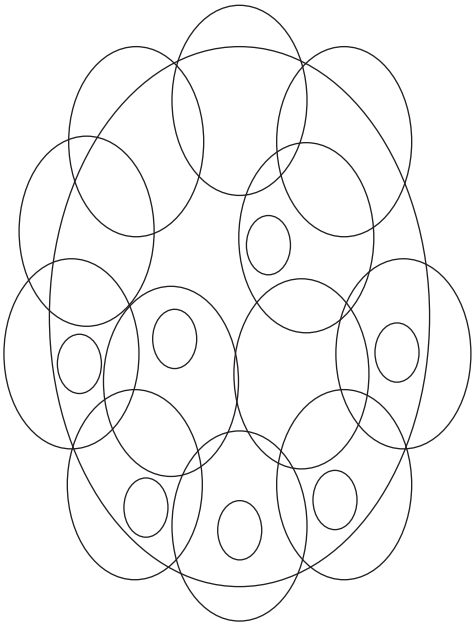
**Tirwana ya Khumiso 4.28**

Golaganya selo le sebopego se se tlaa nnang matlase a sona.



**Tirwana ya Khumiso 4.25: Dikarabo**

Go na le dikgolokwe tse kae?



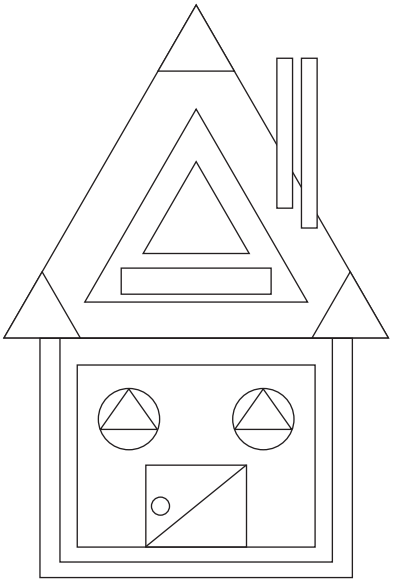
**21** 24 14

**Tirwana ya Khumiso 4.26: Dikarabo**

Go na le ▭ tse kae? (**7**)

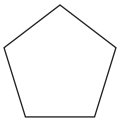
Go na le ◯ tse kae? (**6**)

Go na le △ tse kae? (**10**)

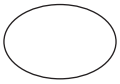


**Tirwana ya Khumiso 4.27: Dikarabo**

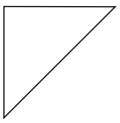
Naya maina a dibopego tse di farologaneng.



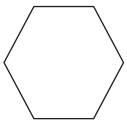
**Khutlotlhano**



**Kgolokwe**



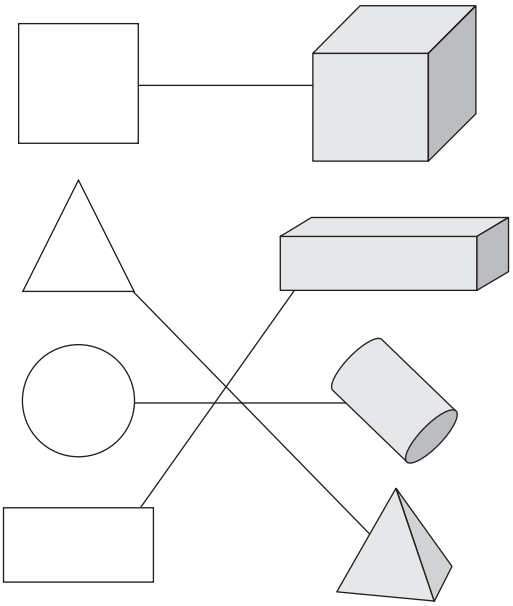
**Khutlotharo**



**Khutlothataro**

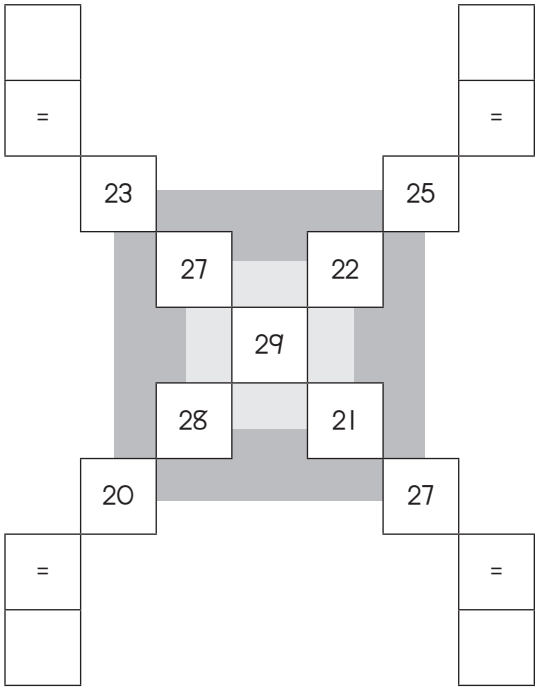
**Tirwana ya Khumiso 4.28: Dikarabo**

Golaganya selo le sebopego se se tlaa nnang matlase a sona.



**Tirwana ya Khumiso 4.29**

Tlhakanya mola mongwe le mongwe wa dipalo gore o bone karabo.




**Tirwana ya Khumiso 4.30**

Rapolasa o na le terata ya legora la 12.

O batla go teratelela agelela poloto ya gagwe ya dikgogo.

Ke karalo efe e kgolokgolo e e tlang go agelelwang/ teratelelwang?

A e tshwanetse go nna sekwere kgotsa khutlonnetsepa?

Ke poloto efe e e tlaa nnang le sekgalatikologo se segologolo?

_____

**Tirwana ya Khumiso 4.31**

Rarabolola mathata a:

Neo o dirisa kotara ya madi a gagwe ka go reka dimonamone, ka halofo ya madi o rekela Margaret mpho, mme ka nngwerobeding ya madi o reka ditikara. O saletswe ke R13. O ne a na le madi a makae kwa tshimologong?

_____

Ono ke mokgwa o bana ba ba 45 ba Mophato wa rona ba yang kwa sekolong ka ona.

Peditlhanong ya bana ba Mophato wa rona ba tsamaya ka dinao go ya kwa sekolong. Nngwetlhanong e tsamaya ka bese. Ke bana ba bakae ba ba yang kwa sekolong ka sejanaga?

_____

**Tirwana ya Khumiso 4.32**

A o kgona go dira palo e.

Fa John le rraagwe ba tlhakanya dingwaga tsa bona ba tlaa bona dingwaga di le 48.

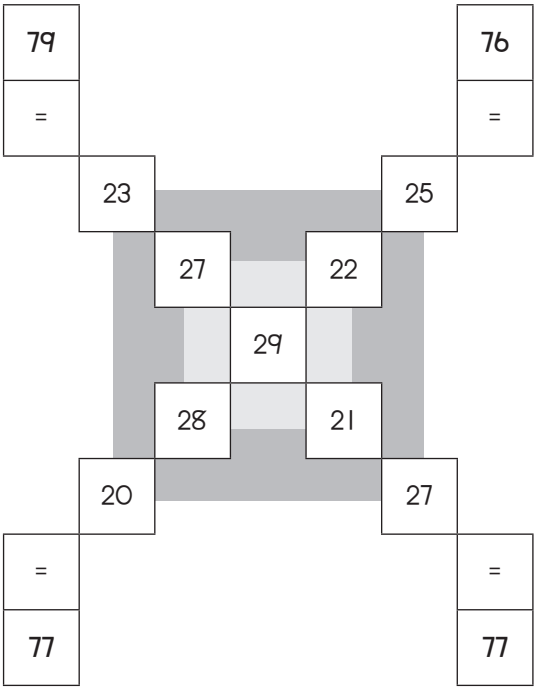
John o tsetswe fa rraagwe a ne a na le dingwaga di le 24.

John le rraagwe ba na le dingwaga di le kae mongwe le mongwe jaanong?

_____

**Tirwana ya Khumiso 4.29: Dikarabo**

Tlhakanya mola mongwe le mongwe wa dipalo gore o bone karabo.




**Tirwana ya Khumiso 4.30: Dikarabo**

Rapolasa o na le terata ya legora la 12.

O batla go teratelela agelela poloto ya gagwe ya dikgogo.

Ke karalo efe e kgolokgolo e e tlang go agelelwang/ teratelelwang?

A e tshwanetse go nna sekwere kgotsa khutlonnetsepa?

Ke poloto efe e e tlaa nnang le sekgalatikologo se segologolo?

**Sekwere sa matlhakore a 3 m se dirisa legora la terata la 12 m mme se na le sekgalatikologo sa sekwere sa dimmitara di le 9.**

**Khutlonnetsepa ya matlhakore a 2 m le 4 m e dirisa legora la terata la 12 m mme e na le sekgalatikologo se sennyane sa (8 sq m).**

**Sekwere ke sona se se gaisang. Sekgalatikologo se segologolo sa legora le le lekanang la terata.**

**Tirwana ya Khumiso 4.31: Dikarabo**

Rarabolola mathata a:

Neo o dirisa kotara ya madi a gagwe ka go reka dimonamone, ka halofo ya madi o rekela Margaret mpho, mme ka nngwerobeding ya madi o reka ditikara. O saletswe ke R13. O ne a na le madi a makae kwa tshimologong?

**R104**

Ono ke mokgwa o bana ba ba 45 ba Mophato wa rona ba yang kwa sekolong ka ona.

Peditlhanong ya bana ba Mophato wa rona ba tsamaya ka dinao go ya kwa sekolong. Nngwetlhanong e tsamaya ka bese. Ke bana ba bakae ba ba yang kwa sekolong ka sejanaga?

**Bana ba 18**

**Tirwana ya Khumiso 4.32: Dikarabo**

A o kgona go dira palo e.

Fa John le rraagwe ba tlhakanya dingwaga tsa bona ba tlaa bona dingwaga di le 48.

John o tsetswe fa rraagwe a ne a na le dingwaga di le 24.

John le rraagwe ba na le dingwaga di le kae mongwe le mongwe jaanong?

**John o na le dingwaga di le 12**

**Rraagwe o na le dingwaga di le 36**