

**MATHEMATICS**

**Grade 3**

**English**

**Learner**

**Activity**

**Book**

**2020 TERM 1**



# Introduction

This resource pack has fifty numbered daily activities for classwork and homework. The activities correspond to the activities in the lesson plans. Answers to the activities can be written in this book.

These resources are bilingual. We hope that presenting the activities in two languages will help learners to learn the maths words in both their home language and in English. This will equip them for lifelong learning of maths.

If learners work systematically through these maths activities, they will cover the whole curriculum. Hopefully these activities will be a fun way to help them acquire this maths knowledge.



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# Term | Lesson |

## Numbers up to 999

### CLASSWORK

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Show these numbers using your base ten kit.

1 149

2 276

3 385

4 632

5 728

6 515

7 498

8 837

9 964

10 999

#### EXTENSION

Read and show these numbers using your base ten kit.

1 342

2 198

3 567

4 812

5 677



# Term 1 Lesson 2

## More numbers up to 999

### CLASSWORK

Write the number shown by the base ten kits.

1

\_\_\_\_\_

2

\_\_\_\_\_

3

\_\_\_\_\_

4

\_\_\_\_\_

5

\_\_\_\_\_

6

\_\_\_\_\_

7

\_\_\_\_\_

8

\_\_\_\_\_

EXTENSION

Write the number shown by the base ten kits.

1

\_\_\_\_\_

2

\_\_\_\_\_

3

\_\_\_\_\_

# Term 1 Lesson 3

## Expanded notation

### CLASSWORK

1 Use your flard cards to make the number. Write the number.

a 6 hundreds, 3 tens and 4 ones \_\_\_\_\_

b 4 hundreds, 9 tens and 0 ones \_\_\_\_\_

c 9 hundreds, 1 ten and 7 ones \_\_\_\_\_

d 2 hundreds, 0 tens and 8 ones \_\_\_\_\_

e 7 hundreds, 7 tens and 7 ones \_\_\_\_\_

2 Use your base ten kits to make the number. Fill in the missing numbers.

a	435	has	<input type="text"/>	hundreds	<input type="text"/>	tens	<input type="text"/>	ones
b	569	has	<input type="text"/>	hundreds	<input type="text"/>	tens	<input type="text"/>	ones
c	302	has	<input type="text"/>	hundreds	<input type="text"/>	tens	<input type="text"/>	ones
d	780	has	<input type="text"/>	hundreds	<input type="text"/>	tens	<input type="text"/>	ones
e	941	has	<input type="text"/>	hundreds	<input type="text"/>	tens	<input type="text"/>	ones

#### EXTENSION

Write the number:

1 3 hundreds, 9 tens and 0 ones \_\_\_\_\_

2 7 hundreds, 1 ten and 8 ones \_\_\_\_\_

3 5 hundreds, 0 tens and 4 ones \_\_\_\_\_

4 8 hundreds, 4 tens and 0 ones \_\_\_\_\_

# Term 1 Lesson 4

## Counting forwards and backwards up to 999

### CLASSWORK

1 Write the following as number symbols:

a one hundred and eight. \_\_\_\_\_

b three hundred and eighteen. \_\_\_\_\_

c seven hundred and eleven. \_\_\_\_\_

d the number between 478 and 480. \_\_\_\_\_

e the number that is one more than 699. \_\_\_\_\_

f the number that is one less than 900. \_\_\_\_\_

2 Write the following as number names:

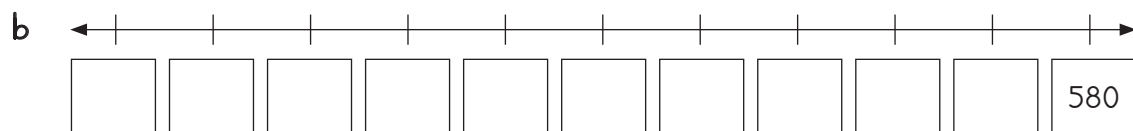
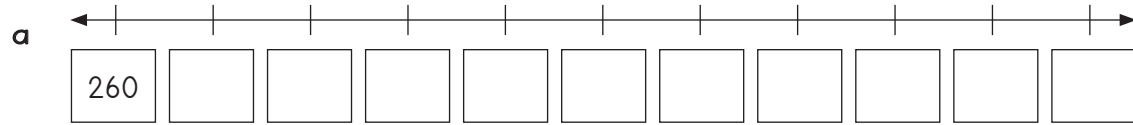
a 914 \_\_\_\_\_

b 580 \_\_\_\_\_

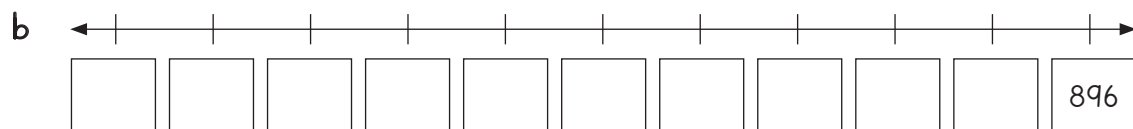
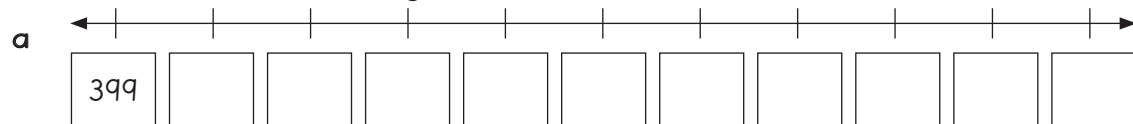
c 106 \_\_\_\_\_

d 200 \_\_\_\_\_

3 Count in 10s. Fill in the missing numbers on the number line.



4 Count in 1s. Fill in the missing numbers on the number line.



EXTENSION

1 Write the following as number names:

a 145 \_\_\_\_\_

b 606 \_\_\_\_\_

2 Write the following as number symbols:

a Three hundred and fifty-four. \_\_\_\_\_

b Nine hundred and twelve. \_\_\_\_\_

c Seven hundred and one. \_\_\_\_\_



# Term 1 Lesson 5

## Consolidation

1 Write the following as number symbols:

a seven hundred and thirty-eight. \_\_\_\_\_

b one hundred and seventeen. \_\_\_\_\_

c the number between 824 and 826. \_\_\_\_\_

d the number that is one more than 329. \_\_\_\_\_

e the number that is one less than 550. \_\_\_\_\_

2 Write the following as number names:

a 372 \_\_\_\_\_

b 920 \_\_\_\_\_

c 801 \_\_\_\_\_

3 Use your flard cards to make the number. Write the number:

a 4 hundreds, 2 tens and 6 ones \_\_\_\_\_

b 9 hundreds, 0 tens and 3 ones \_\_\_\_\_

c 5 hundreds, 9 tens and 8 ones \_\_\_\_\_

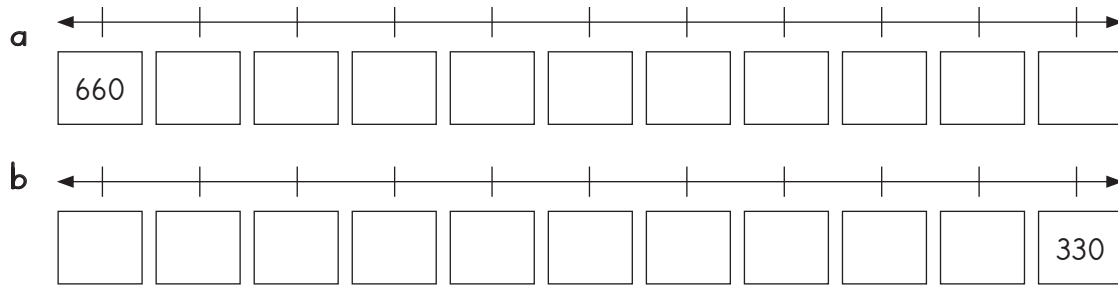
d 8 hundreds, 1 ten and 0 ones \_\_\_\_\_

e 3 hundreds, 0 tens and 9 ones \_\_\_\_\_

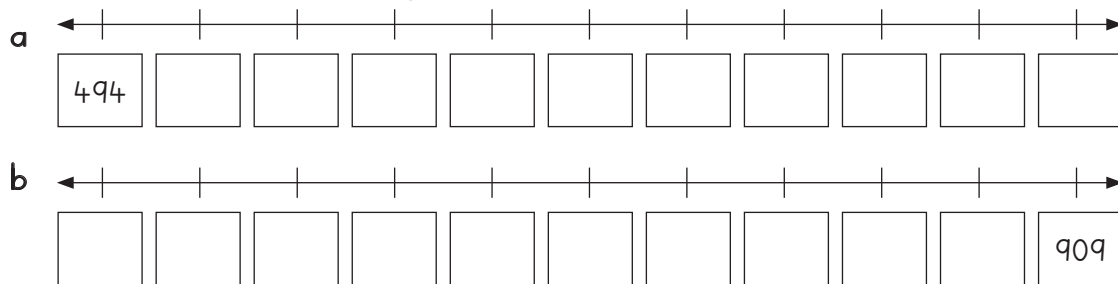
4 Use your base ten kits to make the number. Fill in the missing numbers.

a	593	has	<input type="text"/>	hundreds	<input type="text"/>	tens	<input type="text"/>	ones
b	780	has	<input type="text"/>	hundreds	<input type="text"/>	tens	<input type="text"/>	ones
c	606	has	<input type="text"/>	hundreds	<input type="text"/>	tens	<input type="text"/>	ones
d	444	has	<input type="text"/>	hundreds	<input type="text"/>	tens	<input type="text"/>	ones
e	912	has	<input type="text"/>	hundreds	<input type="text"/>	ten	<input type="text"/>	ones

5 Count in 10s. Fill in the missing numbers on the number line.



6 Count in 1s. Fill in the missing numbers on the number line.



# Term 1 Lesson 6

## Multiples of 10

### CLASSWORK

1 Complete these patterns of 10:

a 670, 680 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 730.

b 483, 493, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 543.

c 670, 680 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 740.

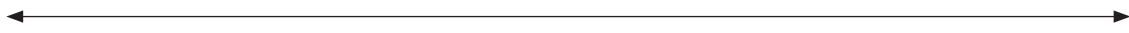
d 634, 624, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 564.

2 Use your numbered counters to complete the following:

There are		tens in	180
There are		tens in	250
There are		tens in	320
There are	14	tens in	

There are	21	tens in	
There are	36	tens in	

- 3 Draw a number line starting at 600 and going to 700. On the number line show how you would count in tens from 600 up to 700.



## EXTENSION

Complete the table:

There are		tens in	150
There are		tens in	230
There are	19	tens in	
There are	29	tens in	

# Term 1 Lesson 7

## Assessment

# Term 1 Lesson 8

## The number 1 000

### CLASSWORK

1 Complete the following:

1000	1000	1000	1000
one thousand	one thousand	one thousand	

2 Fill in the missing numbers:

901		903	904	905		907	908	909	
911	912	913		915	916	917		919	920
921		923	924	925		927	928	929	
931	932	933		935	936	937		939	940
941		943	944	945		947	948	949	
951	952	953		955	956	957		959	960
961		963	964	965		967	968	969	
971	972	973		975	976	977		979	980
981	982	983	984	985		987	988	989	
991	992	993		995	996	997		999	1000

3 Complete the following:

a The number that is 10 more than 990 \_\_\_\_\_

b The number that is 1 less than 1000 \_\_\_\_\_

c The number that is 100 more than 900 \_\_\_\_\_

d The number that is 300 less than 1000 \_\_\_\_\_

**EXTENSION**

Fill in the missing numbers:

100	200								1 000
								990	1 000
			994	995	996				
1 000							300		



# Term 1 Lesson 9

## Numbers up to 1 000

### CLASSWORK

1 Fill in the missing numbers:

a	491	has	<input type="text"/>	hundreds	<input type="text"/>	tens	<input type="text"/>	one
b	638	has	<input type="text"/>	hundreds	<input type="text"/>	tens	<input type="text"/>	ones
c	945	has	<input type="text"/>	hundreds	<input type="text"/>	tens	<input type="text"/>	ones
d	550	has	<input type="text"/>	hundreds	<input type="text"/>	tens	<input type="text"/>	ones
e	212	has	<input type="text"/>	hundreds	<input type="text"/>	ten	<input type="text"/>	ones

2 Fill in the missing numbers:

a	650 is	<input type="text"/>	less than	700
b	780 is	<input type="text"/>	less than	800
c	940 is	<input type="text"/>	more than	900
d	830 is	<input type="text"/>	more than	800
e	370 is	<input type="text"/>	less than	400

EXTENSION

Fill in the missing numbers:

a	310 is	<input type="text"/>	more than	300
b	630 is	<input type="text"/>	more than	600
c	580 is	<input type="text"/>	less than	600
d	260 is	<input type="text"/>	less than	300
e	880 is	<input type="text"/>	less than	900

# Term I Lesson 10

## Consolidation

1 If there are 10 sticks  in one bundle , how many sticks in:

a 3 bundles \_\_\_\_\_

e 15 bundles \_\_\_\_\_

b 7 bundles \_\_\_\_\_

f 8 bundles \_\_\_\_\_

c 12 bundles \_\_\_\_\_

g 26 bundles \_\_\_\_\_

d 9 bundles \_\_\_\_\_

h 35 bundles \_\_\_\_\_

2 Fill in the blanks.

a 70, 80, 90, \_\_\_\_\_, \_\_\_\_\_, 120, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 160

b 350, 340, 330, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 260

c \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 910, \_\_\_\_\_, \_\_\_\_\_, 940, \_\_\_\_\_.

3 Fill in the missing numbers.

901		903	904		906	907		909	910
	912	913		915	916		918	919	
921	922		924	925		927	928		930
931		933	934		936	937		939	940
	942	943		945	946		948	949	
951	952		954	955		957	958		960
961		963	964		966	967		969	970
	972	973		975	976		978	979	
981	982		984	985		987	988		990
991		993	994		996	997		999	1000

4 Fill in the missing numbers:

a	321	has	<input type="text"/>	hundreds	<input type="text"/>	tens	<input type="text"/>	one
b	501	has	<input type="text"/>	hundreds	<input type="text"/>	tens	<input type="text"/>	one
c	789	has	<input type="text"/>	hundreds	<input type="text"/>	tens	<input type="text"/>	ones
d	650	has	<input type="text"/>	hundreds	<input type="text"/>	tens	<input type="text"/>	ones
e	209	has	<input type="text"/>	hundreds	<input type="text"/>	tens	<input type="text"/>	ones
f	920	has	<input type="text"/>	hundreds	<input type="text"/>	tens	<input type="text"/>	ones
g	444	has	<input type="text"/>	hundreds	<input type="text"/>	tens	<input type="text"/>	ones
h	817	has	<input type="text"/>	hundreds	<input type="text"/>	ten	<input type="text"/>	ones

5 Draw base ten kit pictorials to show the following numbers:

a 423

b 591

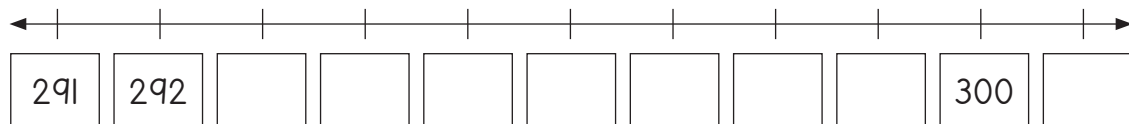
c 605

# Term I Lesson II

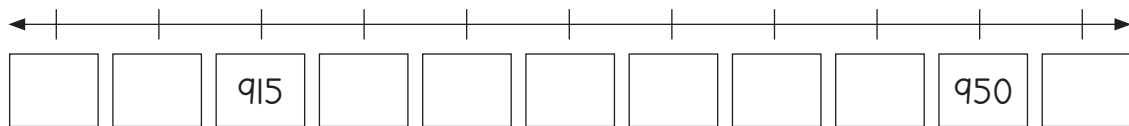
## Sequencing and comparing numbers

### CLASSWORK

- 1 Fill in the missing numbers on the number line:




- 2 Can you find these numbers on the number line? Write them on the number line.




- a 940
- b 905
- c 930
- d 920
- e 945
- f 955
- g 925
- h 935
- i 910

3 Which number is bigger? Show it on the number line.

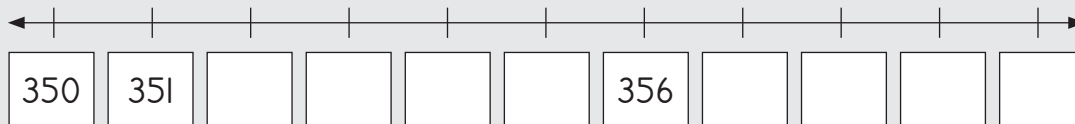
a 410 or 380 

b 810 or 930 

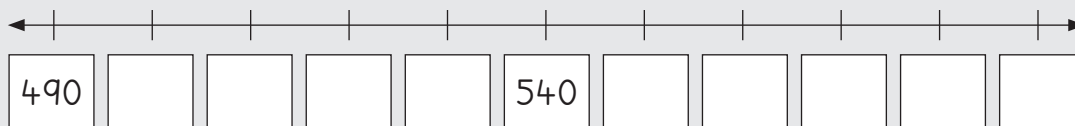
c 770 or 780 

EXTENSION

1 Fill in the missing numbers on the number line.



2 Can you find these numbers on the number line? Write them on the number line.



- a 495
- b 555
- c 565



# Term 1 Lesson 12

## Comparing, ordering and rounding off numbers

### CLASSWORK

1 Fill in  $>$  or  $<$ :

a  $459$  \_\_\_  $549$

b  $321$  \_\_\_  $221$

c  $699$  \_\_\_  $966$

d  $211$  \_\_\_  $112$

e  $328$  \_\_\_  $376$

f  $691$  \_\_\_  $672$

g  $187$  \_\_\_  $178$

h  $934$  \_\_\_  $974$

i  $342$  \_\_\_  $345$

j  $983$  \_\_\_  $981$

2 Draw number lines to help you round off the following numbers to the nearest ten:

a  $173$  \_\_\_\_\_

**b** 548 \_\_\_\_\_

**c** 959 \_\_\_\_\_

**d** 795 \_\_\_\_\_

**e** 431 \_\_\_\_\_

## EXTENSION

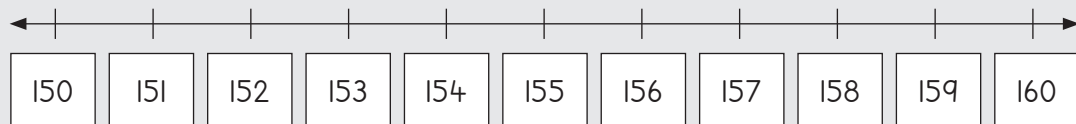
1 Fill in  $>$  or  $<$ :

a  $618$  \_\_\_\_  $816$

b  $445$  \_\_\_\_  $455$

c  $739$  \_\_\_\_  $737$

2 Look at the number line.



a 152 rounded off is \_\_\_\_\_

b 157 rounded off is \_\_\_\_\_

# Term 1 Lesson 13

## More numbers up to 1 000

### CLASSWORK

1 Write the number on the line.

a 5 hundreds, 3 tens and 2 ones \_\_\_\_\_

b 7 hundreds, 5 tens and 6 ones \_\_\_\_\_

c 1 hundred, 0 tens and 4 ones \_\_\_\_\_

d 4 hundreds, 9 tens and 5 ones \_\_\_\_\_

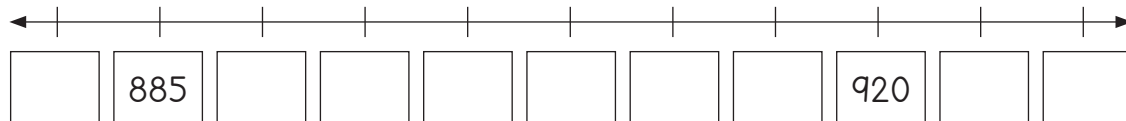
e 6 hundreds, 7 tens and 0 ones \_\_\_\_\_

2 Complete the following:

There are	<input type="text"/>	tens in	520
There are	<input type="text"/>	tens in	470
There are	<input type="text"/>	tens in	610

There are	84	tens in	
There are	39	tens in	
There are	75	tens in	

3 Fill in the missing numbers on the number line? Write them on the number line.



EXTENSION

Write the number on the line.

a 3 hundreds, 0 tens and 2 ones \_\_\_\_\_

b 9 hundreds, 6 tens and 0 ones \_\_\_\_\_

c 5 hundreds, 5 tens and 5 ones \_\_\_\_\_

d 7 hundreds, 2 tens and 0 ones \_\_\_\_\_

# Term 1 Lesson 14

## Assessment

# Term 1 Lesson 15

## Consolidation

1 Write the number:

a 9 hundreds, 1 tens and 7 ones \_\_\_\_\_

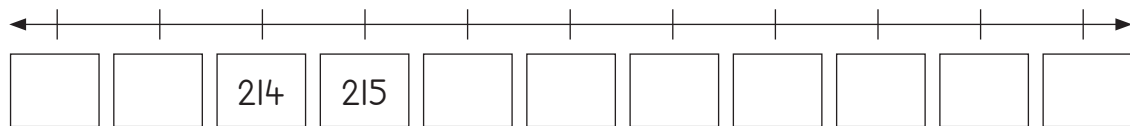
b 6 hundreds, 8 tens and 2 ones \_\_\_\_\_

c 3 hundreds, 3 tens and 0 ones \_\_\_\_\_

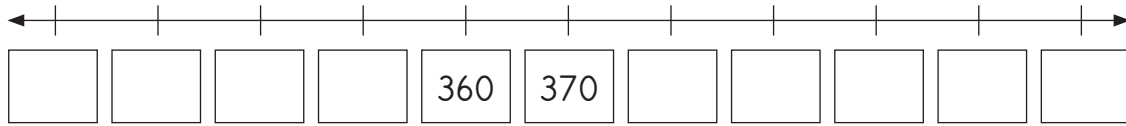
d 2 hundreds, 0 tens and 3 ones \_\_\_\_\_

e 7 hundreds, 2 tens and 9 ones \_\_\_\_\_

2 Fill in the missing numbers on the number line:



- 3 Can you find these numbers on the number line? Write them on the number line.



- |              |              |
|--------------|--------------|
| <b>a</b> 340 | <b>f</b> 420 |
| <b>b</b> 410 | <b>g</b> 350 |
| <b>c</b> 390 | <b>h</b> 380 |
| <b>d</b> 320 | <b>i</b> 330 |
| <b>e</b> 400 |              |

- 4 Fill in > or <:

- |                        |
|------------------------|
| <b>a</b> 489 _____ 849 |
| <b>b</b> 325 _____ 352 |
| <b>c</b> 674 _____ 664 |
| <b>d</b> 299 _____ 289 |
| <b>e</b> 851 _____ 951 |

- 5 Draw number lines to help you round off the following numbers to the nearest ten:

- a** 994 \_\_\_\_\_



b 677 \_\_\_\_\_

c 258 \_\_\_\_\_

d 422 \_\_\_\_\_

e 571 \_\_\_\_\_

# Term 1 Lesson 16

## Addition and subtraction of multiples of 10

### CLASSWORK

Solve:

1  $20 + 90 =$  \_\_\_\_\_ or \_\_\_\_\_ tens.  
or

H	T	O
1	1	0

2  $130 - 50 =$  \_\_\_\_\_ or \_\_\_\_\_ tens.  
or

H	T	O
0	8	0

3  $200 + 600 =$  \_\_\_\_\_ or \_\_\_\_\_ tens.  
or

H	T	O
8	0	0

4  $900 - 700 =$  \_\_\_\_\_ or \_\_\_\_\_ tens.  
or

H	T	O

5  $60 + 70 =$  \_\_\_\_\_ or \_\_\_\_\_ tens.  
or

H	T	O

## EXTENSION

Solve:

1  $40 + 90 =$  \_\_\_\_\_ or \_\_\_\_\_ tens.  
or

H	T	O
1	3	0

2  $700 - 300 =$  \_\_\_\_\_ or \_\_\_\_\_ tens.  
or

H	T	O
4	0	0

# Term 1 Lesson 17

## Mental maths – addition

### CLASSWORK

1 Fill in the missing numbers:

a  $15 + \underline{\hspace{2cm}} = 20$

b  $13 + \underline{\hspace{2cm}} = 20$

c  $17 + \underline{\hspace{2cm}} = 20$

d  $19 + \underline{\hspace{2cm}} = 20$

e  $16 + \underline{\hspace{2cm}} = 20$

2 Solve the following:

a  $82 + 8 = \underline{\hspace{2cm}}$

b  $55 + 5 = \underline{\hspace{2cm}}$

c  $63 + 7 = \underline{\hspace{2cm}}$

d  $46 + 4 = \underline{\hspace{2cm}}$

e  $21 + 9 =$  \_\_\_\_\_

f  $74 + 6 =$  \_\_\_\_\_

g  $38 + 2 =$  \_\_\_\_\_

h  $57 + 3 =$  \_\_\_\_\_

**EXTENSION**

Solve the following:

a  $41 + 9 =$  \_\_\_\_\_

b  $37 + 3 =$  \_\_\_\_\_

c  $28 + 2 =$  \_\_\_\_\_

d  $65 + 5 =$  \_\_\_\_\_

e  $84 + 6 =$  \_\_\_\_\_

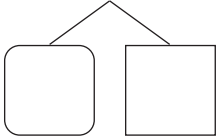
# Term 1 Lesson 18

## Mental maths – addition with carrying

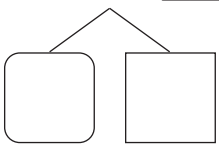
### CLASSWORK

1 Break up the number to find the solution:

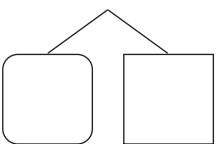
a  $27 + 5 =$  \_\_\_\_\_



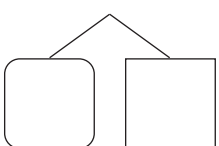
b  $68 + 5 =$  \_\_\_\_\_




c  $55 + 7 =$  \_\_\_\_\_



d  $83 + 9 =$  \_\_\_\_\_



e  $18 + 4 =$  \_\_\_\_\_





2 Solve:

a  $48 + 3 =$  \_\_\_\_\_

b  $19 + 7 =$  \_\_\_\_\_

c  $65 + 6 =$  \_\_\_\_\_

d  $75 + 8 =$  \_\_\_\_\_

e  $13 + 9 =$  \_\_\_\_\_

3 What do we get if we add:

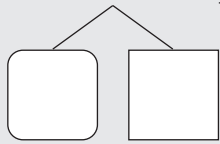
a  $13 + 80 =$  \_\_\_\_\_

b  $51 + 20 =$  \_\_\_\_\_

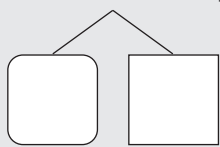
## EXTENSION

Break up the number to find the solution:

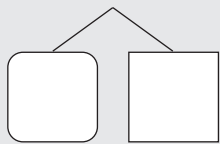
a  $54 + 7 =$  \_\_\_\_\_



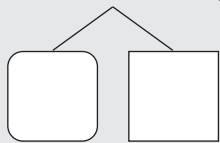
b  $29 + 5 =$  \_\_\_\_\_



c  $63 + 9 =$  \_\_\_\_\_



d  $42 + 9 =$  \_\_\_\_\_



# Term 1 Lesson 19

## Mental maths – subtraction

### CLASSWORK

1 Fill in the missing numbers:

a 20 is 13 and \_\_\_\_\_

b 20 is 19 and \_\_\_\_\_

c 20 is 12 and \_\_\_\_\_

d 20 is 16 and \_\_\_\_\_

e 20 is 15 and \_\_\_\_\_

2 Solve the following:

a  $20 - 7 =$  \_\_\_\_\_

b  $70 - 5 =$  \_\_\_\_\_

c  $40 - 1 =$  \_\_\_\_\_

d  $30 - 8 =$  \_\_\_\_\_

e  $60 - 6 =$  \_\_\_\_\_

f  $80 - 9 =$  \_\_\_\_\_

g  $50 - 3 =$  \_\_\_\_\_

h  $90 - 2 =$  \_\_\_\_\_

EXTENSION

Solve the following:

a  $30 - 1 =$  \_\_\_\_\_

b  $70 - 8 =$  \_\_\_\_\_

c  $20 - 5 =$  \_\_\_\_\_

d  $90 - 3 =$  \_\_\_\_\_

e  $60 - 4 =$  \_\_\_\_\_

# Term I Lesson 20

## Consolidation

I Solve the problems:

a  $57 + 5 =$  \_\_\_\_\_

b  $39 + 3 =$  \_\_\_\_\_

c  $65 + 8 =$  \_\_\_\_\_

d  $46 + 7 =$  \_\_\_\_\_

e  $57 + 4 =$  \_\_\_\_\_

f  $79 + 4 =$  \_\_\_\_\_

g  $32 + 9 =$  \_\_\_\_\_

h  $83 + 8 =$  \_\_\_\_\_

2 Fill in the missing numbers:

a  $55 + \underline{\hspace{2cm}} = 60$

b  $37 + \underline{\hspace{2cm}} = 40$

c  $41 + \underline{\hspace{2cm}} = 50$

3 Solve the following:

a  $53 + \underline{\hspace{2cm}} = 60$

b  $42 + 8 = \underline{\hspace{2cm}}$

c  $27 + \underline{\hspace{2cm}} = 30$

d  $88 + 2 = \underline{\hspace{2cm}}$

4 Fill in the missing numbers:

a 20 is 14 and  $\underline{\hspace{2cm}}$

b 30 is 29 and  $\underline{\hspace{2cm}}$

c 40 is 32 and  $\underline{\hspace{2cm}}$

5 Solve the following:

a  $40 - 6 =$  \_\_\_\_\_

b  $80 - 5 =$  \_\_\_\_\_

c  $20 - 9 =$  \_\_\_\_\_

d  $60 - 7 =$  \_\_\_\_\_

# Term 1 Lesson 21

## Mental maths – subtraction with borrowing

### CLASSWORK

1 Break down the number into tens and ones to find the solution:

a  $24 - 9 =$  \_\_\_\_\_

A tree diagram with a root node '24' at the top. Two lines branch down from the root to two empty square boxes, representing the decomposition of 24 into tens and ones.

b  $57 - 8 =$  \_\_\_\_\_

A tree diagram with a root node '57' at the top. Two lines branch down from the root to two empty square boxes, representing the decomposition of 57 into tens and ones.

c  $26 - 8 =$  \_\_\_\_\_

A tree diagram with a root node '26' at the top. Two lines branch down from the root to two empty square boxes, representing the decomposition of 26 into tens and ones.

d  $85 - 8 =$  \_\_\_\_\_

A tree diagram with a root node '85' at the top. Two lines branch down from the root to two empty square boxes, representing the decomposition of 85 into tens and ones.

e  $92 - 7 =$  \_\_\_\_\_

A tree diagram with a root node '92' at the top. Two lines branch down from the root to two empty square boxes, representing the decomposition of 92 into tens and ones.

2 Solve the problems:

a  $22 - 8 =$  \_\_\_\_\_

b  $52 - 9 =$  \_\_\_\_\_



c  $77 - 9 =$  \_\_\_\_\_

d  $26 - 7 =$  \_\_\_\_\_

e  $81 - 4 =$  \_\_\_\_\_

3 What do we get if we subtract:

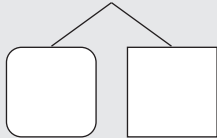
a  $63 - 10 =$  \_\_\_\_\_

b  $93 - 50 =$  \_\_\_\_\_

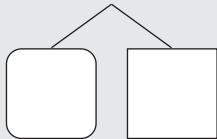
**EXTENSION**

Break down the number into tens and ones to find the solution:

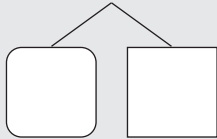
a  $63 - 9 =$  \_\_\_\_\_



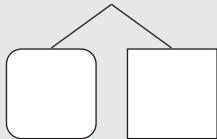
b  $57 - 8 =$  \_\_\_\_\_



c  $45 - 7 =$  \_\_\_\_\_



d  $32 - 6 =$  \_\_\_\_\_



# Term I Lesson 22

## Assessment

# Term 1 Lesson 23

## Addition using the column method

### CLASSWORK

Solve the following using base ten kits, then using the column method:

**a**  $71 + 64 =$  \_\_\_\_\_

**b**  $53 + 65 =$  \_\_\_\_\_

**c**  $41 + 88 =$  \_\_\_\_\_

**d**  $85 + 92 =$  \_\_\_\_\_

**e**  $67 + 81 =$  \_\_\_\_\_

EXTENSION

**a**  $82 + 57 =$  \_\_\_\_\_

**b**  $31 + 95 =$  \_\_\_\_\_

**c**  $73 + 84 =$  \_\_\_\_\_

# Term 1 Lesson 24

## Addition using the column method and a number line

### CLASSWORK

1 Solve the following using the column method:

a  $85 + 49 =$  \_\_\_\_\_

b  $77 + 69 =$  \_\_\_\_\_

c  $38 + 76 =$  \_\_\_\_\_

2 Solve the following using a number line:

a  $65 + 58 =$  \_\_\_\_\_



**b**  $74 + 69 =$  \_\_\_\_\_



**c**  $37 + 89 =$  \_\_\_\_\_



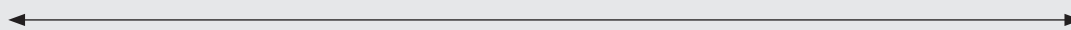
EXTENSION

1 Solve the following using the column method:

**a**  $79 + 64 =$  \_\_\_\_\_      **b**  $48 + 84 =$  \_\_\_\_\_

2 Solve the following using a number line:

$33 + 79 =$  \_\_\_\_\_



# Term 1 Lesson 25

## Consolidation

1 Solve the following using the column method:

a  $29 + 78 =$  \_\_\_\_\_

b  $43 + 99 =$  \_\_\_\_\_

c  $65 + 89 =$  \_\_\_\_\_

d  $59 + 74 =$  \_\_\_\_\_

2 Solve the following by a number line:

a  $37 + 89 =$  \_\_\_\_\_



b  $68 + 54 =$  \_\_\_\_\_



c  $87 + 38 =$  \_\_\_\_\_



d  $44 + 77 =$  \_\_\_\_\_





# Term I Lesson 26

## Addition using various strategies

### CLASSWORK

Solve the following using the column method, simplified pictorials and a number line:

**a**  $39 + 84 =$  \_\_\_\_\_

**b**  $58 + 77 =$  \_\_\_\_\_

c  $94 + 48 =$  \_\_\_\_\_

## EXTENSION

Solve the following using the column method, simplified pictorials and a number line:

**a**  $86 + 65 =$  \_\_\_\_\_

**b**  $67 + 96 =$  \_\_\_\_\_

# Term I Lesson 27

## Assessment

# Term 1 Lesson 28

## Subtraction using the column method

### CLASSWORK

Solve the following using the column method:

a  $159 - 64 =$  \_\_\_\_\_

b  $128 - 41 =$  \_\_\_\_\_

c  $136 - 82 =$  \_\_\_\_\_

d  $167 - 73 =$  \_\_\_\_\_

e  $119 - 36 =$  \_\_\_\_\_

EXTENSION

Solve the following:

a  $155 - 92 =$  \_\_\_\_\_

b  $139 - 45 =$  \_\_\_\_\_

c  $147 - 74 =$  \_\_\_\_\_

# Term 1 Lesson 29

## Subtraction using the column method

### CLASSWORK

Solve the following using the column method and simplified pictorials:

a  $114 - 28 =$  \_\_\_\_\_

b  $144 - 67 =$  \_\_\_\_\_

c  $123 - 98 =$  \_\_\_\_\_

d  $167 - 79 =$  \_\_\_\_\_

e  $131 - 64 =$  \_\_\_\_\_

EXTENSION UMSEBENZI WASEKHAYA

Solve the following using the column method and simplified pictorials:

a  $112 - 38 =$  \_\_\_\_\_

b  $131 - 95 =$  \_\_\_\_\_

c  $184 - 87 =$  \_\_\_\_\_



# Term I Lesson 30

## Consolidation

I Solve the following using simplified pictorials:

a  $81 + 76 =$  \_\_\_\_\_

H	T	O

b  $42 + 89 =$  \_\_\_\_\_

H	T	O

c  $175 - 82 =$  \_\_\_\_\_

H	T	O

d  $142 - 65 =$  \_\_\_\_\_

H	T	O

2 Solve the following using the column method:

a  $56 + 75 =$  \_\_\_\_\_

b  $99 + 99 =$  \_\_\_\_\_

c  $113 - 48 =$  \_\_\_\_\_

d  $162 - 88 =$  \_\_\_\_\_

3 Solve the following by using a number line:

a  $22 + 89 =$  \_\_\_\_\_



b  $69 + 73 =$  \_\_\_\_\_



# Term 1 Lesson 31

## Subtraction using the column method

### CLASSWORK

Solve using the column method:

**a**  $105 - 56 =$  \_\_\_\_\_

**b**  $103 - 49 =$  \_\_\_\_\_

**c**  $106 - 9 =$  \_\_\_\_\_

**d**  $100 - 4 =$  \_\_\_\_\_

**e**  $142 - 138 =$  \_\_\_\_\_

## EXTENSION

Solve using the column method:

**a**  $107 - 49 =$  \_\_\_\_\_

**b**  $108 - 9 =$  \_\_\_\_\_

**c**  $121 - 116 =$  \_\_\_\_\_

# Term 1 Lesson 32

## Subtraction using various strategies

### CLASSWORK

1 Solve the problems using the column method:

a  $136 - 97 =$  \_\_\_\_\_

b  $166 - 78 =$  \_\_\_\_\_

c  $144 - 99 =$  \_\_\_\_\_

d  $192 - 98 =$  \_\_\_\_\_

e  $155 - 79 =$  \_\_\_\_\_

- 2 Check to see if these subtraction problems are correct by adding.  
Put a tick or a cross to show if the subtraction problem is correct or incorrect.

				Correct	Incorrect																			
a	$158 - 79 = 98$	<table border="1"> <tr><td></td><td>H</td><td>T</td><td>O</td></tr> <tr><td></td><td></td><td> </td><td></td></tr> <tr><td></td><td></td><td>9</td><td>8</td></tr> <tr><td>+</td><td></td><td>7</td><td>9</td></tr> <tr><td></td><td> </td><td>7</td><td>7</td></tr> </table>		H	T	O							9	8	+		7	9			7	7		
	H	T	O																					
		9	8																					
+		7	9																					
		7	7																					
b	$111 - 22 = 89$	<table border="1"> <tr><td></td><td>H</td><td>T</td><td>O</td></tr> <tr><td></td><td></td><td> </td><td></td></tr> <tr><td></td><td></td><td>8</td><td>9</td></tr> <tr><td>+</td><td></td><td>2</td><td>2</td></tr> <tr><td></td><td> </td><td> </td><td> </td></tr> </table>		H	T	O							8	9	+		2	2						
	H	T	O																					
		8	9																					
+		2	2																					
c	$143 - 86 = 57$	<table border="1"> <tr><td></td><td>H</td><td>T</td><td>O</td></tr> <tr><td></td><td></td><td> </td><td></td></tr> <tr><td></td><td></td><td>5</td><td>7</td></tr> <tr><td>+</td><td></td><td>8</td><td>6</td></tr> <tr><td></td><td> </td><td>4</td><td>3</td></tr> </table>		H	T	O							5	7	+		8	6			4	3		
	H	T	O																					
		5	7																					
+		8	6																					
		4	3																					
d	$137 - 18 = 43$	<table border="1"> <tr><td></td><td>H</td><td>T</td><td>O</td></tr> <tr><td></td><td></td><td> </td><td></td></tr> <tr><td></td><td></td><td>4</td><td>3</td></tr> <tr><td>+</td><td></td><td>1</td><td>8</td></tr> <tr><td></td><td></td><td>6</td><td>1</td></tr> </table>		H	T	O							4	3	+		1	8			6	1		
	H	T	O																					
		4	3																					
+		1	8																					
		6	1																					

EXTENSION

Check to see if these subtraction problems are correct by adding.  
Put a tick or a cross to show if the subtraction problem is correct or incorrect.

# Term I Lesson 33

## Assessment



# Term I Lesson 34

## Addition and subtraction using the column method

### CLASSWORK

Solve the problems using the column method:

a  $352 + 44 =$  \_\_\_\_\_

b  $463 + 24 =$  \_\_\_\_\_

c  $327 + 51 =$  \_\_\_\_\_

d  $546 + 23 =$  \_\_\_\_\_

e  $713 + 55 =$  \_\_\_\_\_

f  $295 - 31 =$  \_\_\_\_\_

g  $479 - 46 =$  \_\_\_\_\_

h  $589 - 54 =$  \_\_\_\_\_

i  $672 - 62 =$  \_\_\_\_\_

j  $899 - 98 =$  \_\_\_\_\_

## EXTENSION

Solve the problems using the column method:

**a**  $737 + 51 =$  \_\_\_\_\_

**b**  $327 + 22 =$  \_\_\_\_\_

**c**  $376 - 32 =$  \_\_\_\_\_

**d**  $654 - 42 =$  \_\_\_\_\_

# Term I Lesson 35

## Consolidation

I Solve the following using the column method:

a  $43 + 68 =$  \_\_\_\_\_

b  $88 + 74 =$  \_\_\_\_\_

c  $146 - 77 =$  \_\_\_\_\_

d  $191 - 45 =$  \_\_\_\_\_

e  $103 - 8 =$  \_\_\_\_\_

2 Solve the following using a number line:

a  $52 + 79 =$  \_\_\_\_\_

b  $146 - 129 =$  \_\_\_\_\_

3 Check to see if these subtraction problems are correct by adding.

Put a tick or a cross to show if the subtraction problem is correct or incorrect.

a  $542 - 19 = 523$

		T	O
	5	2	3
+		1	9
	5	4	2
		T	O
	3	2	3
+		4	9
	3	7	2

Correct

Incorrect



b  $381 - 49 = 323$

# Term 1 Lesson 36

## Word problems

### CLASSWORK

Solve the word problems using a bar diagram:

- a The teacher has 342 pencils. The shop down the road gives her 69 more. How many pencils does she have now?
- b Thembi picks up 543 shells. 29 were broken. How many unbroken shells does Thembi have?

### EXTENSION

Draw a bar diagram to show the following addition problem.

Silo picks up 264 pieces of litter. He then picks up another 17 pieces of litter. How many pieces of litter did Silo pick up altogether?

# Term I Lesson 37

## Revision of addition and subtraction

### CLASSWORK

Solve the problems then check your answers.

Solve the problems  
using the column  
method

Check to see if you  
solved it correctly

a  $142 - 74 =$  \_\_\_\_\_

	H	T	O

b  $125 - 46 =$  \_\_\_\_\_

	H	T	O

c  $687 - 59 =$  \_\_\_\_\_

	H	T	O

d  $574 - 35 =$  \_\_\_\_\_

	H	T	O

e  $105 - 58 =$  \_\_\_\_\_

	H	T	O

	H	T	O

EXTENSION

Solve the problems then check your answers.

Solve the problems using the column method

Check to see if you solved it correctly

a  $126 - 89 =$  \_\_\_\_\_

	H	T	O

	H	T	O

b  $843 - 29 =$  \_\_\_\_\_

	H	T	O

	H	T	O



# Term I Lesson 38

## Assessment

# Term 1 Lesson 39

## What's the missing number? Part 1

### CLASSWORK

Complete the following. You may want to draw a number line to help you.

1  $\underline{\quad\quad\quad} - 5 - 4 = 2$

2  $\underline{\quad\quad\quad} + 7 + 1 = 12$

3  $\underline{\quad\quad\quad} - 6 + 3 = 7$

4  $\underline{\quad\quad\quad} + 9 - 1 = 11$

5  $\underline{\quad\quad\quad} - 8 - 8 = 4$

6  $\underline{\quad\quad\quad} + 5 + 7 = 20$

7  $\underline{\quad\quad\quad} - 4 + 6 = 15$

8  $\underline{\quad\quad\quad} + 3 - 7 = 13$

9 What number do we add to 2 and 8 to get 15?  $\underline{\quad\quad\quad}$

10 What number do we add to 8 and 9 to get 20?  $\underline{\quad\quad\quad}$

## EXTENSION

Complete the following:

1 \_\_\_\_\_  $- 5 - 6 = 8$

2 \_\_\_\_\_  $+ 2 - 9 = 11$

3 \_\_\_\_\_  $- 6 + 7 = 9$

# Term 1 Lesson 40

## Consolidation

- 1 I am thinking of a number. When I take 7 away from the number my answer is 11. What number am I thinking of?

\_\_\_\_\_

- 2 Show the following number sentence on the number line:

$$\underline{\hspace{2cm}} - 3 - 7 = 15$$

- 3 Show the following number sentence on the number line:

$$\underline{\hspace{2cm}} + 8 + 2 = 18$$

4  $\underline{\hspace{2cm}} - 8 - 9 = 10$

5  $\underline{\hspace{2cm}} - 4 + 5 = 13$

6  $\underline{\hspace{2cm}} + 8 - 3 = 10$

7  $\underline{\hspace{2cm}} + 4 + 5 = 14$

# Term 1 Lesson 41

## What's the missing number? Part 2

### CLASSWORK

Complete the following. You may want to draw a number line to help you.

1 11 and how many make 20? \_\_\_\_\_

2  $8 + 5 + \underline{\hspace{2cm}} = 14$

3 If I have 9 sweets. How many more do I need to have 15 sweets?

\_\_\_\_\_

4  $12 + 7 - \underline{\hspace{2cm}} = 16$

5  $3 + 10 + \underline{\hspace{2cm}} = 17$

6 17 and how many make 25? \_\_\_\_\_

7  $15 - 10 + \underline{\hspace{2cm}} = 12$

8  $5 + 11 + \underline{\hspace{2cm}} = 21$

9  $16 + 4 - \underline{\hspace{2cm}} = 13$

10  $17 - 4 - \underline{\hspace{2cm}} = 9$

EXTENSION

Complete the following:

1  $5 + 6 + \underline{\hspace{2cm}} = 18$

2  $7 + 7 - \underline{\hspace{2cm}} = 8$

3  $11 - 5 + \underline{\hspace{2cm}} = 13$

# Term I Lesson 42

## Assessment

# Term 1 Lesson 43

## Counting in 2s and 4s

### CLASSWORK

1 Extend the pattern:

a 112, 116, 120, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

b 116, 112, 108, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

c 164, 162, 160, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

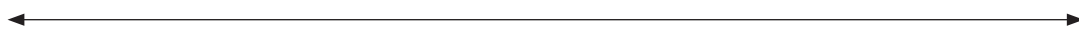
d 132, 129, 126, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

2 Draw the following number lines:

a 4s from 492 to 528



b 3s from 492 to 528





- c Which numbers are in both the 3s pattern and the 4s pattern?

\_\_\_\_\_

#### EXTENSION

Complete the pattern:

1 100, \_\_\_\_\_, 108, \_\_\_\_\_, 116, \_\_\_\_\_

2 100, \_\_\_\_\_, 104, \_\_\_\_\_, 108, \_\_\_\_\_, 112.

- 3 Which numbers are in both the 2s pattern and the 4s pattern?

\_\_\_\_\_

# Term 1 Lesson 44

## Counting in 20s, 25s, 50s and 100s

### CLASSWORK

1 Describe these patterns:

a 200, 220, 240, 260, 280, 300, 320, 340, 360, 380, 400

b 200, 225, 250, 275, 300, 325, 350, 375, 400

c 200, 250, 300, 350, 400

d 200, 300, 400

e What's common if I count in 20s and 25s from 200 to 400?

\_\_\_\_\_

f What's common if I count in 25s and 50s from 200 to 400?

\_\_\_\_\_

g What's common if I count in 50s and 100s from 200 to 400?

\_\_\_\_\_

h What's common if I count in 20s and 100s from 200 to 400?

\_\_\_\_\_

i What's common if I count in 20s, 25s, 50s and 100s from 200 to 400?

\_\_\_\_\_

2 Extend these patterns:

a 499, 494, 489, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

b 380, 360, 340, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

c 500, 400, 300, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

d 236, 336, 436, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

#### EXTENSION

Extend these patterns:

1 300, 400, \_\_\_\_\_

2 300, 350, \_\_\_\_\_, 450, \_\_\_\_\_

3 300, 325, 350, \_\_\_\_\_, 400, \_\_\_\_\_, 450, \_\_\_\_\_, 500

4 What is common between 1 and 2? \_\_\_\_\_

5 What is common between 2 and 3? \_\_\_\_\_

6 What is common between 1 and 3? \_\_\_\_\_

# Term 1 Lesson 4.5

## Consolidation

1 Describe these patterns:

a 100, 102, 104, 106, 108. \_\_\_\_\_

b 360, 370, 380, 390, 400. \_\_\_\_\_

c 414, 417, 420, 423. \_\_\_\_\_

2 Extend these patterns:

a 199, 299, 399, \_\_\_\_\_, \_\_\_\_\_

b 580, 560, 540, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

c 450, 500, 550, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

3 Draw the following number lines:

a 5s from 720 to 765



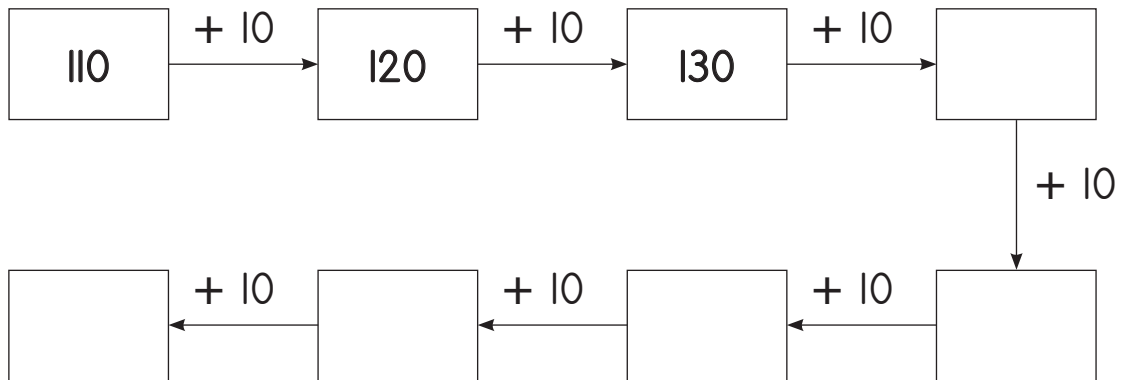
b 3s from 720 to 765



c Which numbers are in both the 5s pattern and the 3s pattern.

\_\_\_\_\_

4 Complete the following:



5 Complete the patterns:

a 127, 130, 133, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

b 108, 105, 102, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

c \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 198, 195, 192

d 38, 40, 42, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

e 140, \_\_\_\_\_, 144, \_\_\_\_\_, 148, \_\_\_\_\_

# Term 1 Lesson 46

## Counting in 2s, 3s, 4s, 5s, 20s, 25s, 50s and 100s

### CLASSWORK

1 Complete the pattern:

a 400, 403, 406, \_\_\_\_\_, 412, \_\_\_\_\_, \_\_\_\_\_, 421.

b 402, 404, \_\_\_\_\_, 408, \_\_\_\_\_, 412, \_\_\_\_\_, \_\_\_\_\_ 418, 420.

c 404, 408, \_\_\_\_\_, 416, \_\_\_\_\_.

d 405, \_\_\_\_\_, 415, \_\_\_\_\_.

2 Which numbers are in both a) and b)? \_\_\_\_\_

3 Which numbers are in both c) and d)? \_\_\_\_\_

4 Which numbers are in both a) and c)? \_\_\_\_\_

5 Which numbers are in both b) and d)? \_\_\_\_\_

## EXTENSION

Copy and underline the numbers that do not belong to the patterns.

1 505, 510, 515, 520, 523, 530.

2 500, 525, 550, 570, 575, 600

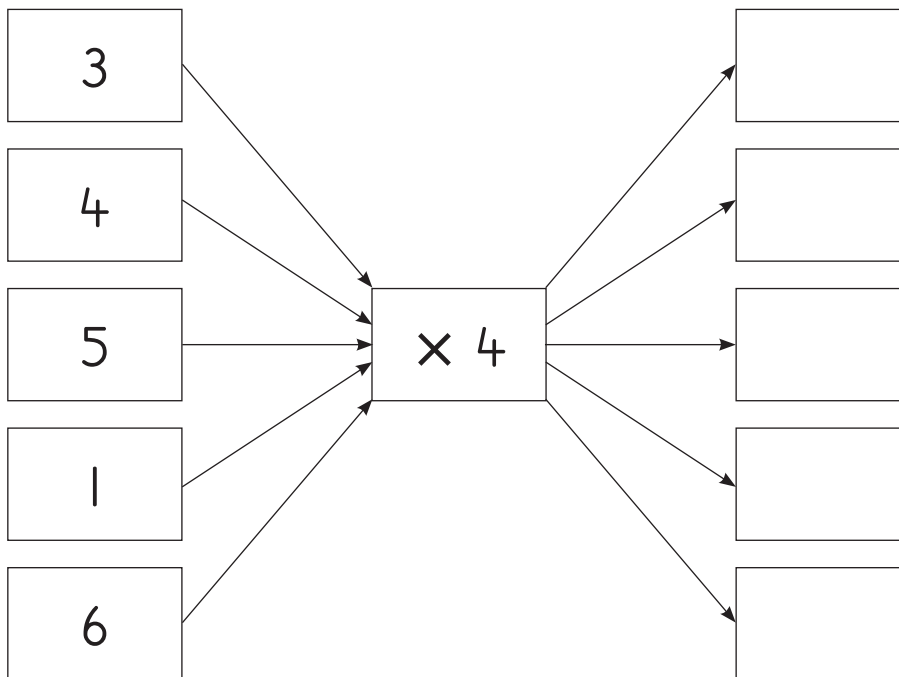
3 500, 510, 520, 530, 535, 540, 550.

# Term 1 Lesson 47

## Flow diagrams and tables

### CLASSWORK

1 Complete the following flow diagram:



The pattern is \_\_\_\_\_

2 Complete the table below:

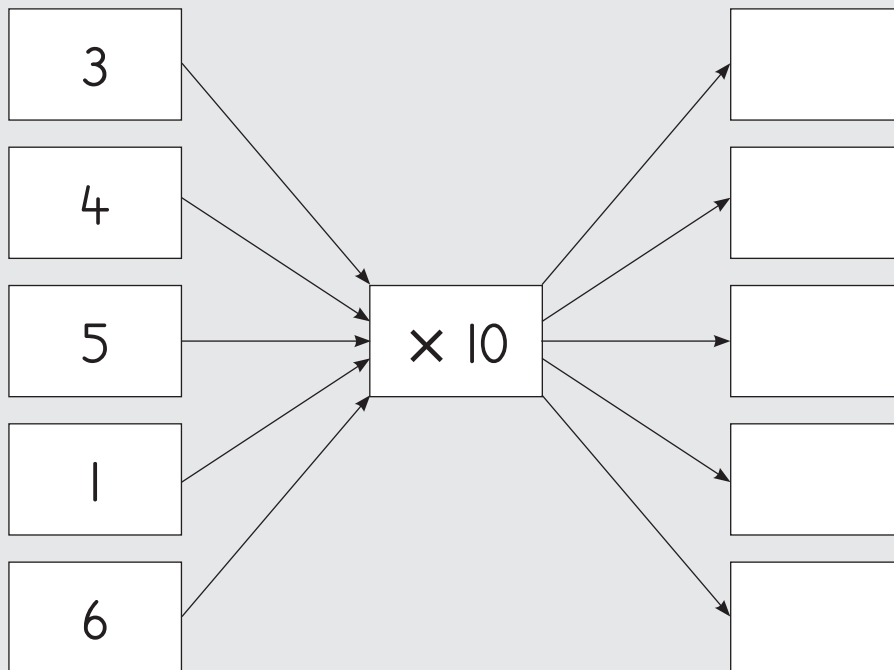
	5	6	7	8	9	10
$\times 2$						

The pattern is \_\_\_\_\_



## EXTENSION

Complete the following flow diagram:



# Term 1 Lesson 48

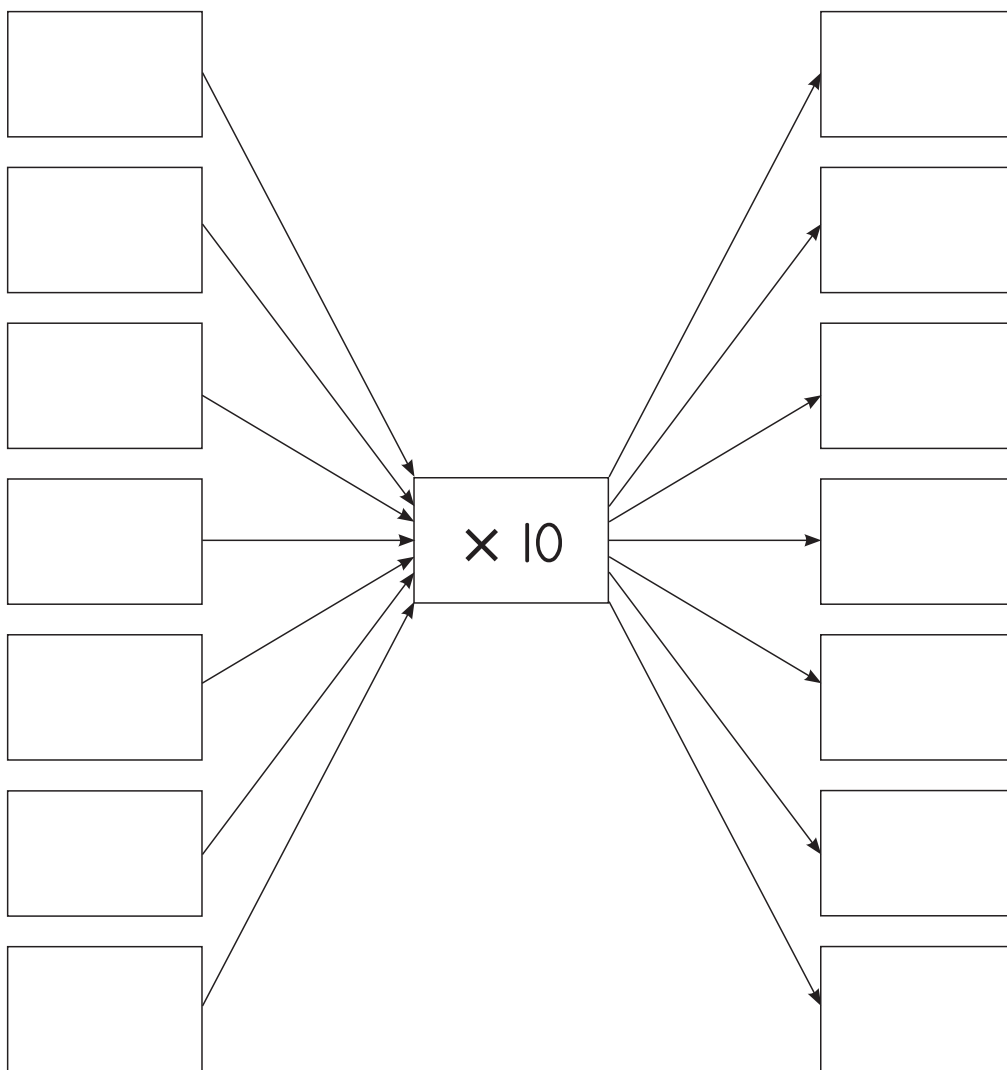
## Number patterns, flow diagrams and tables

### CLASSWORK

Solve the following problem. Show your answers in the table and in the flow diagram.

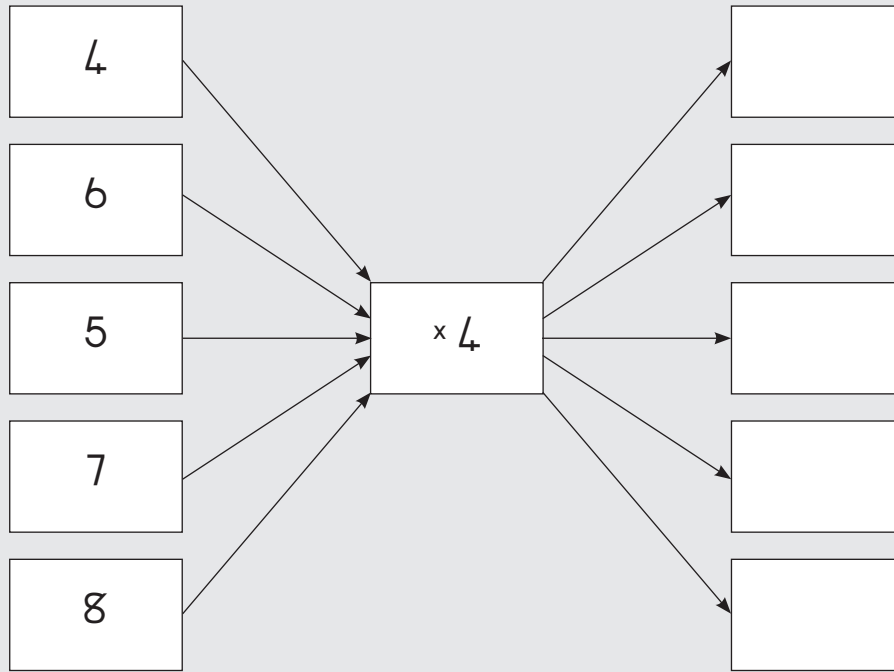
Mbali gets R10 each week. How much will she have after 7 weeks?

R10 note							
Total money							



## EXTENSION

Complete the following flow diagram:



# Term 1 Lesson 49

## Assessment

# Term 1 Lesson 50

## Consolidation

1 Complete the pattern:

a 200, 300, 400, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

b \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 380, 400, 420

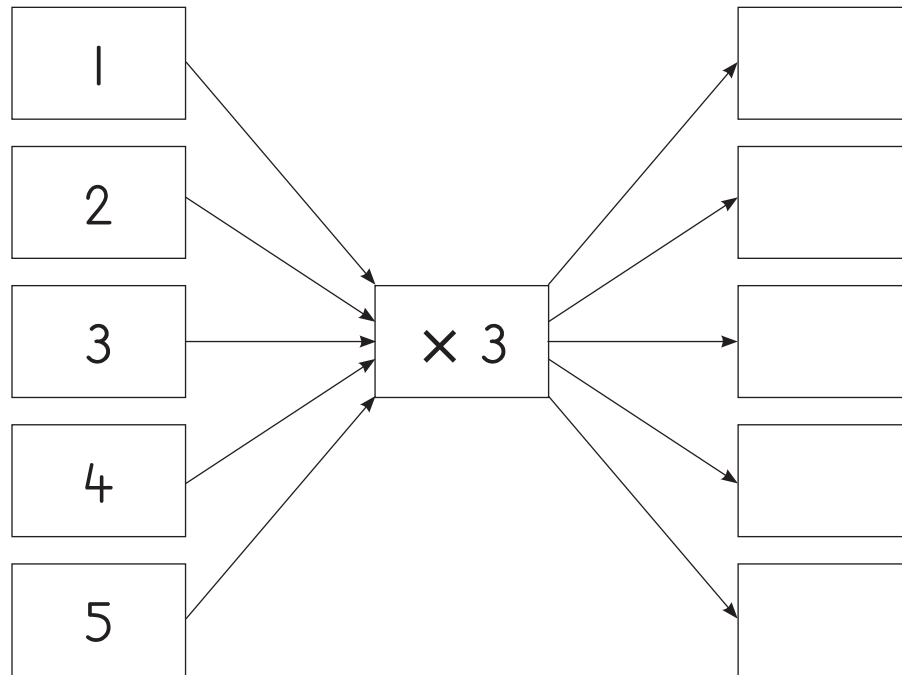
c 450, 500, 550, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

2 Extend the pattern

a 575, 580, 585, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

b 300, 304, 308, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

- 3 Busi eats 3 apples a week. How many apples will she had eaten after 5 weeks?  
Solve this word problem using the flow diagram and table below.



	1	2	3	4	5
$\times 3$					

## 100 board (baseline revision and other lessons)

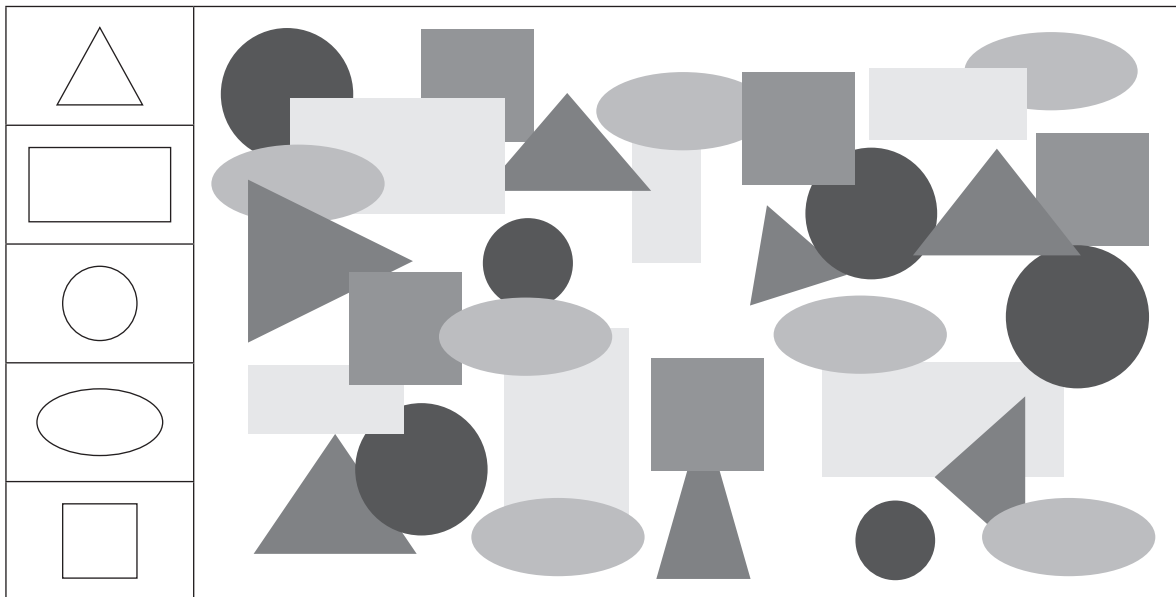
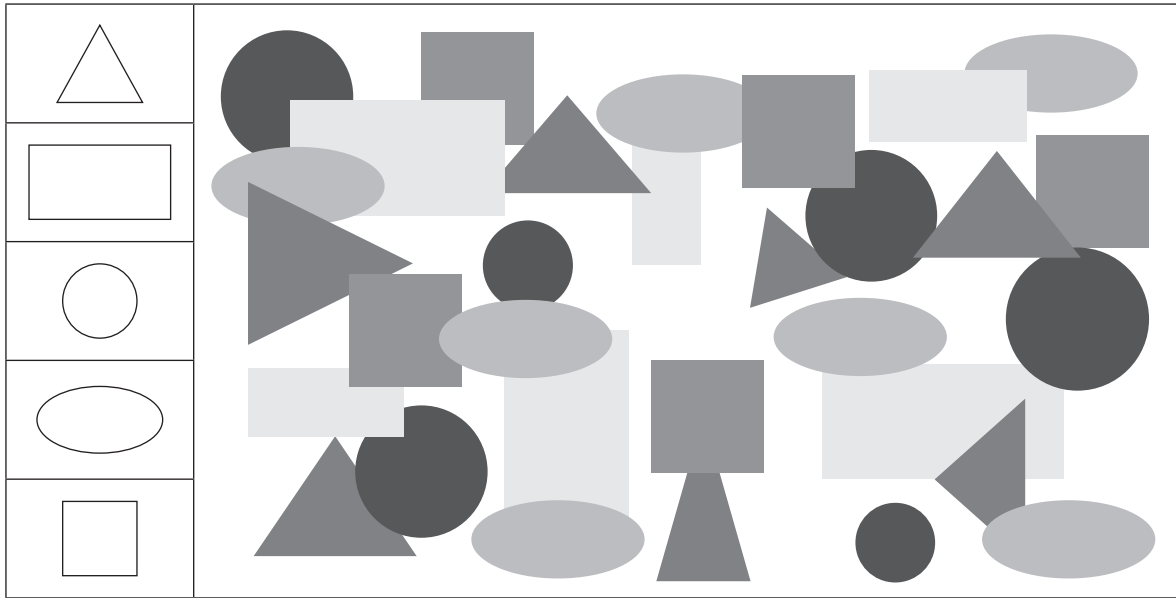
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Flard cards (baseline revision and other lessons)

1	10	100
2	20	200
3	30	300
4	40	400
5	50	500
6	60	600
7	70	700
8	80	800
9	90	900
	1000	



## 2-D shapes picture (baseline revision activity 5)



## 201–1 000 number board (lesson 46)

201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220
221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240
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981	982	983	984	985	986	987	988	989	990	991	992	993	994	995	996	997	998	999	1000

## 1000 board

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
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