# MATHEMATICS

# Grade 3

# English

# Learner Activity Book

# 2019 TERM 3

# Introduction

This resource pack has fifty numbered daily activities for classwork and homework. The activities correspond to the activities in the lesson plans. The daily lesson should be followed by classwork and then homework.

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.

# Contents

# Term 3 Lesson 1

## Multiplication (1)

CLASSWORK

1   Arrange the multiplication cards in order for the following times tables:

  a   × 1

  b   × 2

  c   × 3

  d   × 4

  e   × 5

2   Play the 1 to 5 multiplication card game. Your teacher will explain the rules.

HOMEWORK

Complete the table:

|   | Multiple | Answer |
|---|----------|--------|
| 1 | 2 × 3 | |
| 2 | 4 × 4 | |
| 3 | 5 × 2 | |
| 4 | 4 × 5 | |

# Term 3 Lesson 2

## Multiplication (2)

CLASSWORK

Play the 1 to 9 multiplication card game. Your teacher will explain the rules.

HOMEWORK

Draw an array to show the multiple and write the answer below the array:

| | Multiple | Array | | Multiple | Array |
|---|---|---|---|---|---|
| a | 6 × 7 | | b | 7 × 6 | |
| c | 8 × 9 | | d | 9 × 8 | |

# Term 3 Lesson 3

## Grouping and sharing

CLASSWORK

Play the multiplication card games. Your teacher will explain the rules.

HOMEWORK

Calculate the multiple. Draw an array to show it.

| | Multiple | Array | | Multiple | Array |
|---|---|---|---|---|---|
| a | 3 × 5 = ___ | | b | 5 × 3 = ___ | |
| c | 2 × 6 = ___ | | d | 6 × 2 = ___ | |

# Term 3 Lesson 4

## Division

### CLASSWORK

Solve the problem:

| There are 14 mangoes. Give all the mangoes to 2 children equally. How many mangoes does each child get? | |
| --- | --- |
| Draw a diagram. | |
| Write the number sentence. | |
| Write the answer. | |

### HOMEWORK

Solve the problem:

| There are 8 chocolates. Share the chocolates between 4 children. How many chocolates will each child get? | |
| --- | --- |
| Draw a diagram. | |
| Write the number sentence. | |
| Write the answer. | |

# Term 3 Lesson 5

## Consolidation

1  Draw an array to show the multiple and write the answer below the array:

| | Multiple | Array | | Multiple | Array |
|---|---|---|---|---|---|
| a | 4 × 5 | | b | 5 × 4 | |
| c | 2 × 8 | | d | 8 × 2 | |

2   Solve the problems:

| a | There are 15 apples.<br>Put all the apples into 3 bags equally.<br>How many apples will go in each bag? | |
|---|---|---|
| | Draw a diagram. | |
| | Write the number sentence. | |
| | Write the answer. | |
| b | There are 18 sweets.<br>Share the sweets between 2 children equally.<br>How many sweets will each child get? | |
| | Draw a diagram. | |
| | Write the number sentence. | |
| | Write the answer. | |
| c | There are 20 pieces of litter.<br>5 children each pick up equal amounts of litter.<br>How many pieces of litter will each child pick up? | |
| | Draw a diagram. | |
| | Write the number sentence. | |
| | Write the answer. | |

# Term 3 Lesson 6

Assessment

# Term 3 Lesson 7

## Division (sharing)

### CLASSWORK

Solve the problem:

| I have a 16 m length of rope.<br>A learner divides it into 2 pieces.<br>How long is one of the pieces of rope? | |
|---|---|
| Write the number sentence. | |
| Turn it into multiplication. | |
| Write the answer. | |

### HOMEWORK

Solve the problem:

| There are 9 sweets.<br>Share the sweets equally between 3 children.<br>How many sweets will each child get? | |
|---|---|
| Draw a diagram. | |
| Write the number sentence. | |
| Write the answer. | |

# Term 3 Lesson 8

## Division (grouping)

CLASSWORK

Solve the problem:

| I have a 16 m length of rope. Risuna cuts the rope into 2 m lengths. How many pieces of rope will she get? | |
|---|---|
| Write the number sentence. | |
| Turn it into multiplication. | |
| Write the answer. | |

HOMEWORK

Solve the problem:

| There are 18 chocolates. You give 3 chocolates to each of your friends. How many friends do you have? | |
|---|---|
| Write the number sentence. | |
| Turn it into multiplication. | |
| Write the answer. | |

# Term 3 Lesson 9

## Division (sharing and grouping)

CLASSWORK

Use multiplication facts to complete the table.

|   |   | $\square \times \underline{\quad} = \underline{\quad}$ | $\square = \underline{\quad}$ |
|---|---|---|---|
| a | $16 \div 2 = \square$ | | |
| b | $12 \div 4 = \square$ | | |
| c | $15 \div 3 = \square$ | | |
| d | $20 \div 5 = \square$ | | |
| e | $14 \div 7 = \square$ | | |
| f | $25 \div 5 = \square$ | | |
| g | $54 \div 9 = \square$ | | |
| h | $63 \div 7 = \square$ | | |

## HOMEWORK

Use multiplication facts to complete the table.

| | | $\square \times \underline{\quad} = \underline{\quad}$ | $\square = \underline{\quad}$ |
|---|---|---|---|
| a | $14 \div 7 = \square$ | | |
| b | $8 \div 4 = \square$ | | |
| c | $12 \div 2 = \square$ | | |

# Term 3 Lesson 10

## Consolidation

1   Solve the problems:

| a | There are 14 apples.<br>Share the apples between 2 children equally.<br>How many apples will each child get? | |
|---|---|---|
| | Draw a diagram. | |
| | Write the number sentence. | |
| | Write the answer. | |
| b | There are 10 sweets.<br>You give 2 sweets to each of your friends.<br>How many friends did you give sweets to? | |
| | Draw a diagram. | |
| | Write the number sentence. | |
| | Write the answer. | |
| c | There are 9 books.<br>The books are put into piles of 3.<br>How many piles of books are there? | |
| | Draw a diagram. | |
| | Write the number sentence. | |
| | Write the answer. | |

| d | There are 12 pencils. | |
|---|---|---|
| | Share the pencils equally between 6 learners. | |
| | How many pencils will each learner get? | |
| | Draw a diagram. | |
| | Write the number sentence. | |
| | Write the answer. | |

2   Use multiplication facts to complete the table.

| | | $\square \times \underline{\quad} = \underline{\quad}$ | $\square = \underline{\quad}$ |
|---|---|---|---|
| a | $20 \div 4 = \square$ | | |
| b | $40 \div 5 = \square$ | | |
| c | $27 \div 9 = \square$ | | |
| d | $48 \div 6 = \square$ | | |

# Term 3 Lesson 11

## Assessment

# Term 3 Lesson 12

## Practicing division

Calculate:

1   6 ÷ 3 = _____

2   8 ÷ 2 = _____

3   12 ÷ 6 = _____

4   21 ÷ 7 = _____

5   32 ÷ 8 = _____

6   40 ÷ 5 = _____

7   18 ÷ 2 = _____

8   12 ÷ 6 = _____

9   42 ÷ 7 = _____

10   32 ÷ 4 = _____

CLASSWORK

Calculate:

a   63 ÷ 9 = _____

b   36 ÷ 9 = _____

c   $56 \div 7 =$ _____

d   $81 \div 9 =$ _____

e   $64 \div 8 =$ _____

f   $9 \div 9 =$ _____

g   $6 \div 1 =$ _____

h   $6 \div 6 =$ _____

i   $4 \div 1 =$ _____

j   $1 \div 1 =$ _____

## HOMEWORK

Calculate:

a   $15 \div 3 =$ _____

b   $24 \div 8 =$ _____

c   $27 \div 9 =$ _____

d   $35 \div 7 =$ _____

# Term 3 Lesson 13

## Division of 0

CLASSWORK

Calculate:

**a** $0 \div 2 =$ _____

**b** $42 \div 6 =$ _____

**c** $54 \div 9 =$ _____

**d** $24 \div 3 =$ _____

**e** $21 \div 7 =$ _____

**f** $0 \div 4 =$ _____

**g** $50 \div 10 =$ _____

**h** $16 \div 2 =$ _____

**i** $45 \div 5 =$ _____

**j** $0 \div 8 =$ _____

## HOMEWORK

Calculate:

**a**  $0 \div 7 =$ _____

**b**  $36 \div 6 =$ _____

**c**  $48 \div 6 =$ _____

**d**  $81 \div 9 =$ _____

# Term 3 Lesson 14

## Division stories

CLASSWORK

Calculate:

**a**  30 ÷ 5 = _____

**b**  36 ÷ 9 = _____

**c**  49 ÷ 7 = _____

**d**  40 ÷ 10 = _____

**e**  56 ÷ 8 = _____

**f**  28 ÷ 4 = _____

**g**  48 ÷ 6 = _____

**h**  0 ÷ 9 = _____

**i**  9 ÷ 1 = _____

**j**  18 ÷ 3 = _____

## HOMEWORK

Calculate:

a   $0 \div 10 =$ _____

b   $21 \div 3 =$ _____

c   $30 \div 10 =$ _____

d   $12 \div 2 =$ _____

# Term 3 Lesson 15

## Consolidation

1   Solve the problems:

| a | There are 20 boys. The boys must be put in teams of 5. How many teams there be? | |
|---|---|---|
| | Write the number sentence. | |
| | Turn it into multiplication. | |
| | Write the answer. | |
| b | There are 36 eggs. 6 eggs fit in one box. How many boxes will we need? | |
| | Write the number sentence. | |
| | Turn it into multiplication. | |
| | Write the answer. | |
| c | There are 42 sweets. Share the sweets equally between 7 learners. How many sweets will each learner get? | |
| | Write the number sentence. | |
| | Turn it into multiplication. | |
| | Write the answer. | |

**2** Calculate:

    **a** $72 \div 9 =$ _____

    **b** $64 \div 8 =$ _____

    **c** $27 \div 3 =$ _____

    **d** $63 \div 9 =$ _____

    **e** $35 \div 7 =$ _____

    **f** $30 \div 5 =$ _____

    **g** $42 \div 6 =$ _____

    **h** $32 \div 8 =$ _____

    **i** $50 \div 10 =$ _____

    **j** $54 \div 6 =$ _____

# Term 3 Lesson 16

## Division using multiples

CLASSWORK

Solve the problems:

| a | Stick 1 is 36 m long. Stick 2 is 9 m long. How many times longer is Stick 1 than Stick 2? | |
|---|---|---|
| | Draw the diagram. | |
| | The number sentence. | |
| | Write the answer. | |
| b | There are 70 m of thin rope and 10 m of thick rope. How many times longer is the thin rope than the thick rope? | |
| | Draw the diagram. | |
| | The number sentence. | |
| | Write the answer. | |

| c | There are 24 jars in the cupboard. |
|---|---|
| | There are 6 jars on the shelf. |
| | How many times more jars are there in the cupboard than on the shelf? |

| Draw the diagram. | |
|---|---|
| The number sentence. | |
| Write the answer. | |

## HOMEWORK

Solve the problem:

| There are 21 sweets in a tub. |
|---|
| There are 3 sweets in a bag. |
| How many times more sweets are there in the tub than in the bag? |

| Draw the diagram. | |
|---|---|
| The number sentence. | |
| Write the answer. | |

# Term 3 Lesson 17

Assessment

# Term 3 Lesson 18

## Sharing leading to fractions

CLASSWORK

1   Colour in the fraction parts.

| | Fraction | |
|---|---|---|
| a | $\frac{1}{2}$ | |
| b | $\frac{1}{8}$ | |
| c | $\frac{1}{4}$ | |

2   What fraction is shaded in each diagram?

| | Fraction | |
|---|---|---|
| a | | |
| b | | |
| c | | |

## HOMEWORK

Colour in the fraction parts:

| | Fraction | | | | |
|---|---|---|---|---|---|
| a | $\frac{1}{2}$ | | | | |
| b | $\frac{1}{4}$ | | | | |
| c | $\frac{1}{8}$ | | | | |

# Term 3 Lesson 19

## Fractions (1)

CLASSWORK

Colour in the fraction parts:

| | Fraction | |
|---|---|---|
| a | $\frac{1}{2}$ | |
| b | $\frac{1}{8}$ | |
| c | $\frac{1}{4}$ | |
| d | $\frac{1}{3}$ | |

HOMEWORK

Colour in the fraction parts:

| | Fraction | |
|---|---|---|
| a | $\frac{1}{2}$ | |
| b | $\frac{1}{4}$ | |
| c | $\frac{1}{3}$ | |

# Term 3 Lesson 20

## Consolidation

1 Write the fractions:

    a One third. _____

    b One quarter. _____
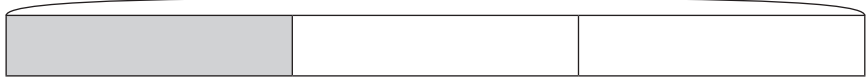
    c One half. _____

    d One eighth. _____

2 Colour in the fraction parts:

| | Fraction | |
|---|---|---|
| a | $\frac{1}{3}$ | |
| b | $\frac{1}{4}$ | |
| c | $\frac{1}{8}$ | |
| d | $\frac{1}{2}$ | |

**3**   What is the length of the shaded part?

| | | Length |
|---|---|---|
| a | 1 m | |
| b | 1 m | |
| c | 1 m | |
| d | 1 m | |

# Term 3 Lesson 21

## Fractions (2)

CLASSWORK

| 1 m | | | | | |
|---|---|---|---|---|---|
| $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{1}{6}$ |

| 1 m | | |
|---|---|---|
| $\frac{1}{3}$ m | $\frac{1}{3}$ m | $\frac{1}{3}$ m |
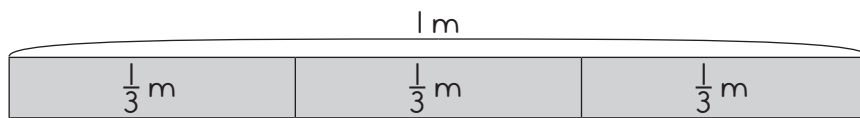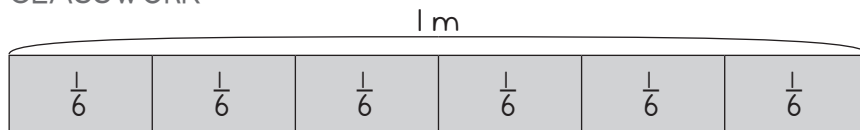
HOMEWORK

What is the length of the shaded parts?
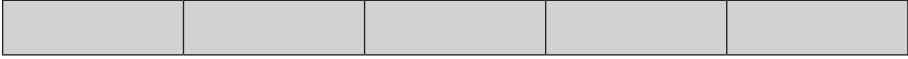
| | | Length |
|---|---|---|
| a | 1 m | |
| b | 1 m | |
| c | 1 m | |
| d | 1 m | |

# Term 3 Lesson 22

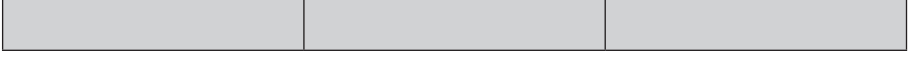## Fractions as numbers

CLASSWORK

What fraction has been shaded?

| | | Fraction |
|---|---|---|
| a | | |
| b | | |
| c | | |
| d | | |
| e | | |
| f | | |

## HOMEWORK

Complete the table:

| | | Shade the bar diagram to show the fraction | Fraction |
|---|---|---|---|
| | Three quarters | | $\frac{3}{4}$ |
| a | Three sixths | | |
| b | Two quarters | | |
| c | Two eighths | | |

# Term 3 Lesson 23

Assessment

# Term 3 Lesson 24

## Fractions on a number line
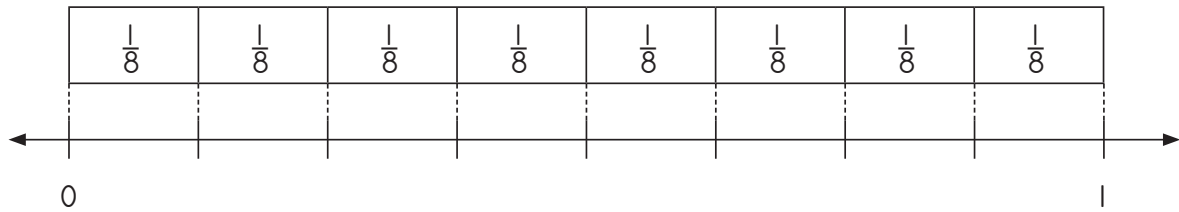
| $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ |
|---|---|---|---|---|---|---|---|

0         1

### CLASSWORK

Show the fraction on the number line.

a   $\frac{3}{6}$

0         1

b   $\frac{5}{6}$

0         1

c   $\frac{6}{6}$

0         1

d   $\frac{4}{5}$

0         1

e   $\frac{1}{5}$

0         1

f  $\frac{5}{5}$

0                                                          1

g  $\frac{1}{3}$

0                                                          1

h  $\frac{3}{3}$

0                                                          1

## HOMEWORK

Show the fraction on the number line.

a  $\frac{1}{6}$

0                                                          1

b  $\frac{4}{6}$

0                                                          1

c  $\frac{2}{6}$

0                                                          1
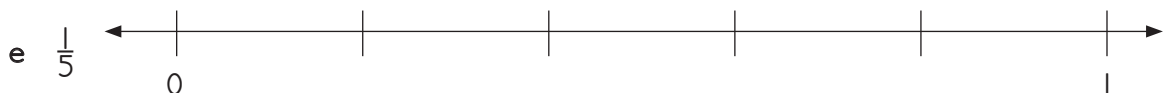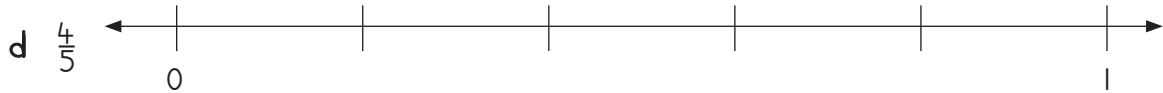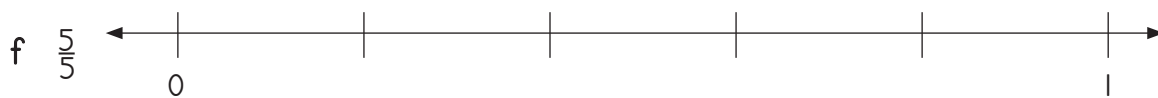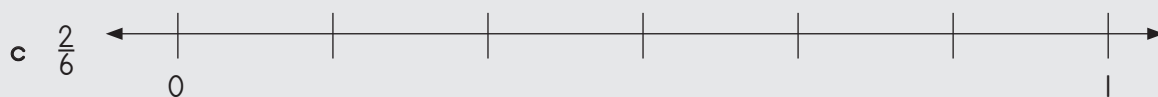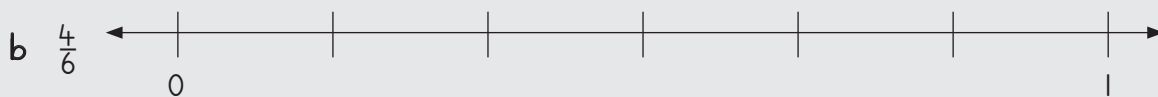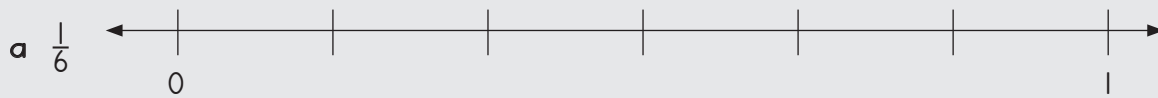
# Term 3 Lesson 25

## Consolidation

1   What is the length of the shaded part?

| | | Length |
|---|---|---|
| a | 1 m | |
| b | 1 m | |
| c | 1 m | |

2   What is the length of the shaded parts?

| | | Length |
|---|---|---|
| a | 1 m | |
| b | 1 m | |
| c | 1 m | |

3   What is the number?

| | | Shade the bar diagram to show the fraction | Fraction |
|---|---|---|---|
| a | Four fifths | | |
| b | Two thirds | | |
| c | Three eighths | | |

4   How long are the bars? Write the fractions on the number line:

a

b

0                                                                    I m
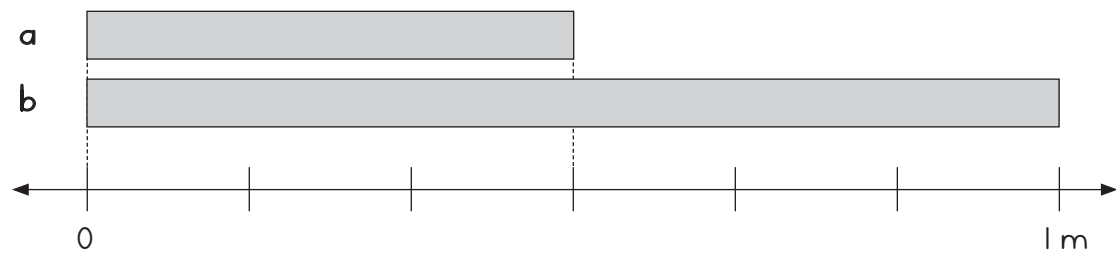
5   Show the fraction on the number line.

a   $\frac{2}{4}$

0                                                        I

b   $\frac{4}{5}$

0                                                        I

c   $\frac{5}{8}$

0                                                        I
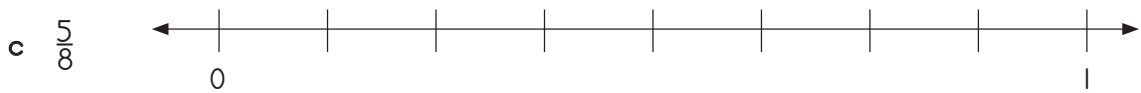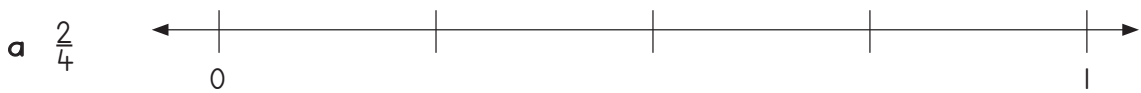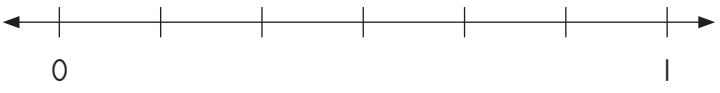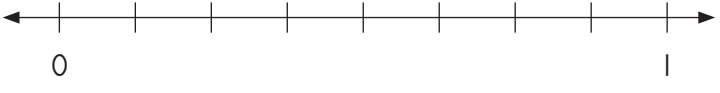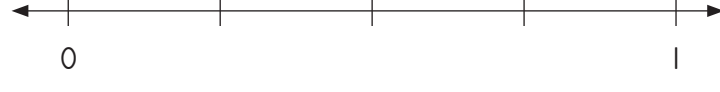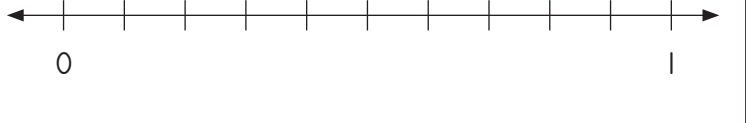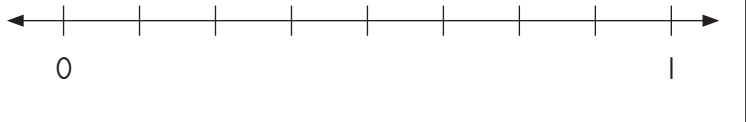
# Term 3 Lesson 26

## Comparing fractions
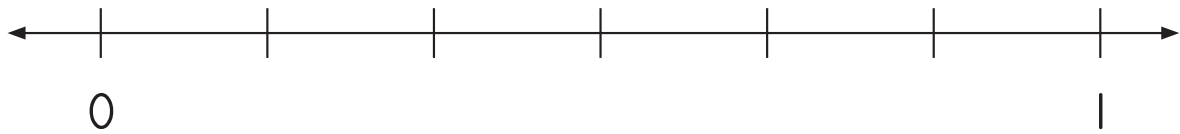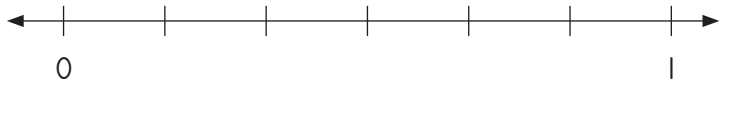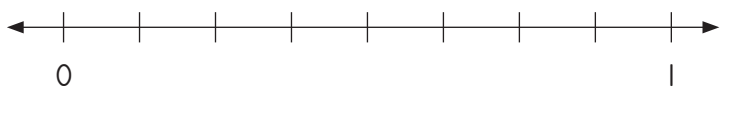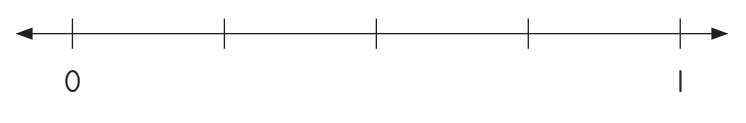
CLASSWORK

| | Write the fractions in the correct places on the number line. | Which fraction is larger? |
|---|---|---|
| a | $\frac{1}{6}$ and $\frac{3}{6}$ | |
| b | $\frac{5}{8}$ and $\frac{3}{8}$ | |
| c | $\frac{1}{4}$ and $\frac{3}{4}$ | |
| d | $\frac{2}{3}$ and 1 | 1 |
| e | $\frac{5}{5}$ and $\frac{3}{5}$ | |
| f | $\frac{5}{6}$ and $\frac{4}{6}$ | |

| | Write the fractions in the correct places on the number line. | Which fraction is larger? |
|---|---|---|
| g | 1 and $\frac{9}{10}$  | 1 |
| h | $\frac{2}{8}$ and $\frac{4}{8}$  | |

HOMEWORK

| | Write the fractions in the correct place on the number line. | Which fraction is larger? |
|---|---|---|
| a | $\frac{4}{6}$ and $\frac{2}{6}$  | |
| b | $\frac{1}{8}$ and $\frac{7}{8}$  | |
| c | $\frac{4}{4}$ and $\frac{2}{4}$  | |

# Term 3 Lesson 27

## Addition of fractions

CLASSWORK

Solve the problems:

| a | There is a $\frac{4}{6}$ m length of red ribbon.<br>There is a $\frac{1}{6}$ m length of blue ribbon.<br>How long is the total amount of ribbon? | |
|---|---|---|
| | Draw the bar diagram. | |
| | Write the number sentence. | |
| | Write the answer. | |
| b | Mulalo throws a ball $\frac{2}{5}$ m.<br>The ball then rolls $\frac{1}{5}$ m further.<br>How far did the ball go? | |
| | Draw the number line. | |
| | Write the number sentence. | |
| | Write the answer. | |

| c | Mpho drinks $\frac{1}{3}$ L of water. She then drinks another $\frac{2}{3}$ L of water. How much water did Mpho drink in total? | |
|---|---|---|
| | Draw the number line. | |
| | Write the number sentence. | |
| | Write the answer. | |

## HOMEWORK

Solve the problem:

| Bulelwa draws a line that is $\frac{4}{10}$ m long. He then adds on another $\frac{2}{10}$ m to his line. How long is the total length of the line that Bulelwa drew? | |
|---|---|
| Draw the bar diagram. | |
| Write the number sentence. | |
| Write the answer. | |

# Term 3 Lesson 28

## Subtraction of fractions

CLASSWORK

Solve the problems:

| | | |
|---|---|---|
| **a** | Mom has a $\frac{5}{6}$ m length of fabric.<br>She cuts a $\frac{2}{6}$ m length off it.<br>How long is the length of fabric left over? | |
| | Draw the bar diagram. | |
| | Write the number sentence. | |
| | Write the answer. | |
| **b** | Mufunwa draws a line that is $\frac{7}{10}$ m long.<br>She then erases $\frac{4}{10}$ m of the line.<br>How long is the line now? | |
| | Draw the number line. | |
| | Write the number sentence. | |
| | Write the answer. | |

| c | Tshepo has 1 L of milk. He spills $\frac{1}{4}$ L of the milk. How much milk does Tshepo have left? | |
|---|---|---|
| | Draw the number line. | |
| | Write the number sentence. | |
| | Write the answer. | |

**HOMEWORK**

Solve the problem:

| Khosi buys a ribbon that is $\frac{8}{8}$ m long. She cuts off $\frac{4}{8}$ m of the ribbon. How long is the length of ribbon left over? | |
|---|---|
| Draw the bar diagram. | |
| Write the number sentence. | |
| Write the answer. | |

# Term 3 Lesson 29

## Fraction of a collection

CLASSWORK

Solve the problem:

| Share 13 chocolate bars between 4 friends so that they all get the same amount and there is nothing left over. How many chocolate bars will they each get? | |
|---|---|
| Draw the bar diagram. | |
| Write the number sentence. | |
| Write the answer. | |

## HOMEWORK

Solve the problem:

| Nomsa has 18 marbles. She takes $\frac{1}{6}$ of her marbles to school. How many marbles does she take? | |
| --- | --- |
| Draw the bar diagram. | |
| Write the number sentence. | |
| Write the answer. | |
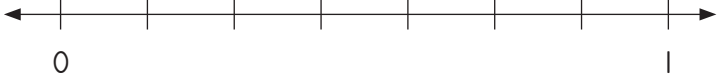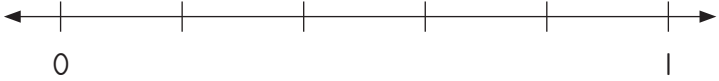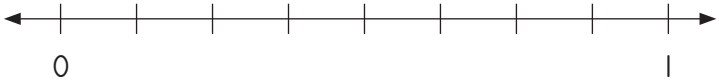
# Term 3 Lesson 30

## Consolidation

1 Write the fractions on the number line and compare them.

| | Write the fractions in the correct place on the number lines. | Which fraction is smaller? |
|---|---|---|
| a | $\frac{5}{7}$ and $\frac{3}{7}$    0          1 | |
| b | $\frac{4}{5}$ and $\frac{3}{5}$    0          1 | |
| c | $\frac{2}{8}$ and $\frac{4}{8}$    0          1 | |

2 Solve the problems:

| a | Tshilidzi had a $\frac{7}{8}$ m length of string. <br> He cut off $\frac{5}{8}$ m. <br> How long is the length of string left over? | |
|---|---|---|
| | Draw the number line. | |
| | Write the number sentence. | |
| | Write the answer. | |

| b | Priya made $\frac{2}{3}$ L of tea. |
|---|---|
| | She then made another $\frac{1}{3}$ L of tea. |
| | How much tea did she make altogether? |

| Draw the number line. | |
|---|---|
| Write the number sentence. | |
| Write the answer. | |

3   Solve the problem:

| Themba has 20 flowers. |
|---|
| She gives $\frac{4}{5}$ of her flowers to her teacher. |
| How many flowers does she give to her teacher? |

| Draw the diagram. | |
|---|---|
| Write the number sentences to show $\frac{4}{5}$ of 20. | |
| Write the answer. | |

# Term 3 Lesson 31

Assessment

# Term 3 Lesson 32

## Metres

CLASSWORK

Estimate first then measure the objects to see if the objects are longer or shorter than a metre.

| | Measure | Estimate | | Measure |
|---|---|---|---|---|
| | | longer than a metre | shorter than a metre | Was I right? |
| 1 | Your height. | | | |
| 2 | The width of the chalkboard. | | | |
| 3 | The length of your desk. | | | |
| 4 | The width of the doorway. | | | |
| 5 | The height of your desk. | | | |

HOMEWORK

1   Draw a picture of something at home that is longer than 1 m.

2   Draw a picture of something at home that is shorter than 1 m.

# Term 3 Lesson 33

## Centimetres

CLASSWORK

First estimate, then measure the lengths. Complete the table.

|  | Estimate | Measure | Difference |
|---|---|---|---|
| 1 _____ | | | |
| 2 _____ | | | |
| 3 \ | | | |
| 4   The length of my Maths Workbook. | | | |
| 5   The width of my Maths Workbook. | | | |
| 6   My handspan. | | | |
| 7   My friend's handspan. | | | |

HOMEWORK

1  Ask 4 people at home to stand in a line.

a  _____ is the tallest.

b  _____ is the shortest.

2  Use a tape meaure to find out:

a  I am _____ cm tall.

b  _____ is _____ cm tall.

c  _____ is _____ cm tall.

d  _____ is _____ cm tall.

# Term 3 Lesson 34

## Working with units of length

### Activity 1 Recording Sheet

| Object | Estimate | Measure | Difference |
|---|---|---|---|
| Door (height) | 2 m | 1,8 m | 0,2 m |
| Door (width) | | | |
| Teacher's desk (height) | | | |
| Teacher's desk (length) | | | |
| Teacher's desk (breadth) | | | |
| Chalkboard (length) | | | |
| Chalkboard (height) | | | |
| Width of the class | | | |

### Activity 2 Recording Sheet

| String | Estimate | Measure | Difference |
|---|---|---|---|
| A | | | |
| B | | | |
| C | | | |
| D | | | |

CLASSWORK

Measuring length
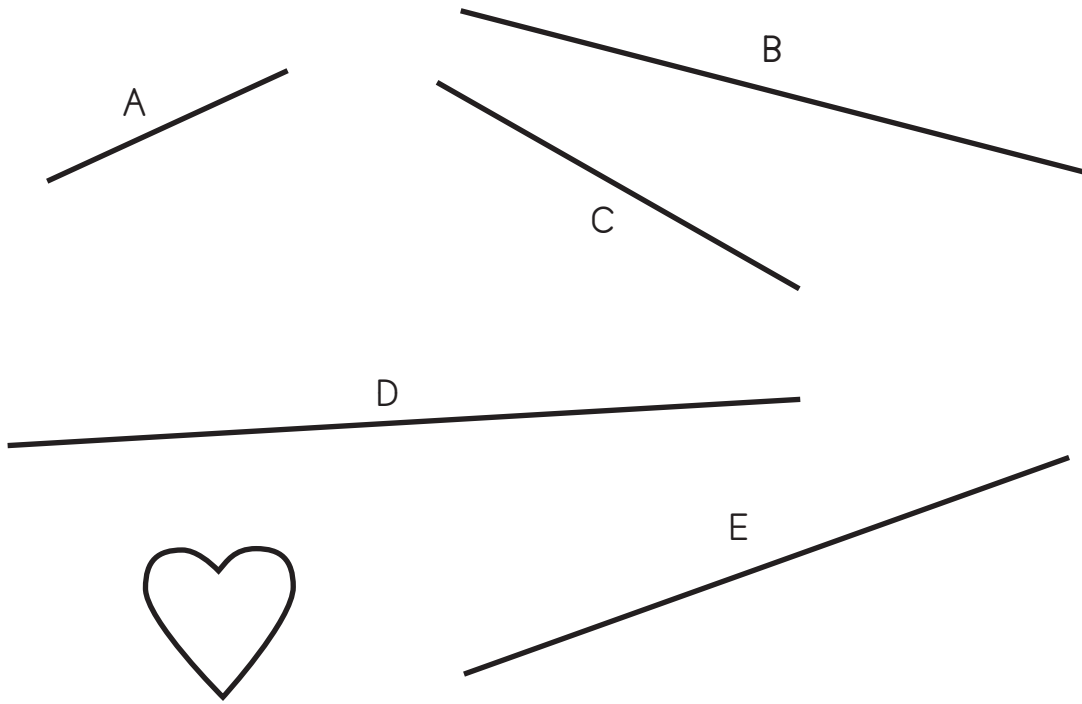


1   A = _____ cm.

2   B = _____ cm.

3   C = _____ cm.

4   D = _____ cm.

5   E = _____ cm.

6   Line _____ is the longest.

7   Line _____ is the shortest.

8   _____ and _____ have the same length.

9   A is _____ shorter than D.

10  B is _____ longer than A.

11  The difference between A and _____ is 2 cm.

12  Use a piece of string to measure the length of the sides of the heart. Use your ruler to work out the measurement in cm.


    _____


HOMEWORK

1   Calculate

    a   64 cm − 23 cm = _____

    b   43 cm + 43 cm = _____

2   Fill in more than, less than, or equal to:

    a   48 cm + 32 cm _____ 100 cm − 15cm

    b   100 cm − 50 cm _____ 50 cm

# Term 3 Lesson 35

## Consolidation

1   Complete the table:

| | Estimate | Measure | Difference between estimation and measurement |
|---|---|---|---|
| Width of classroom. | | | |
| Width of the window. | | | |
| Length of teacher's table. | | | |

2   Find 3 objects in the class that are shorter than 10 cm long. Complete the table.

| | Name of object | Measurement of length |
|---|---|---|
| 1 | | |
| 2 | | |
| 3 | | |

**3** Find 3 objects in the class that are longer than 10 cm long. Complete
the table.

|   | Name of object | Measurement of length |
|---|----------------|-----------------------|
| 1 |                |                       |
| 2 |                |                       |
| 3 |                |                       |

# Term 3 Lesson 36

## Perimeter

CLASSWORK

1   Trace a matchbox in your book. Measure the lengths of the sides and
    label them.

    What is the perimeter of the rectangle you drew? _____

2   Cut three strips of paper. All of them need to be the same length. Stick
    them in your books to make a triangle. Measure the lengths of the sides and
    label them.

    What is the perimeter of the triangle you made? _____

3   Draw two different rectangles with a perimeter of 12 cm on the grid.
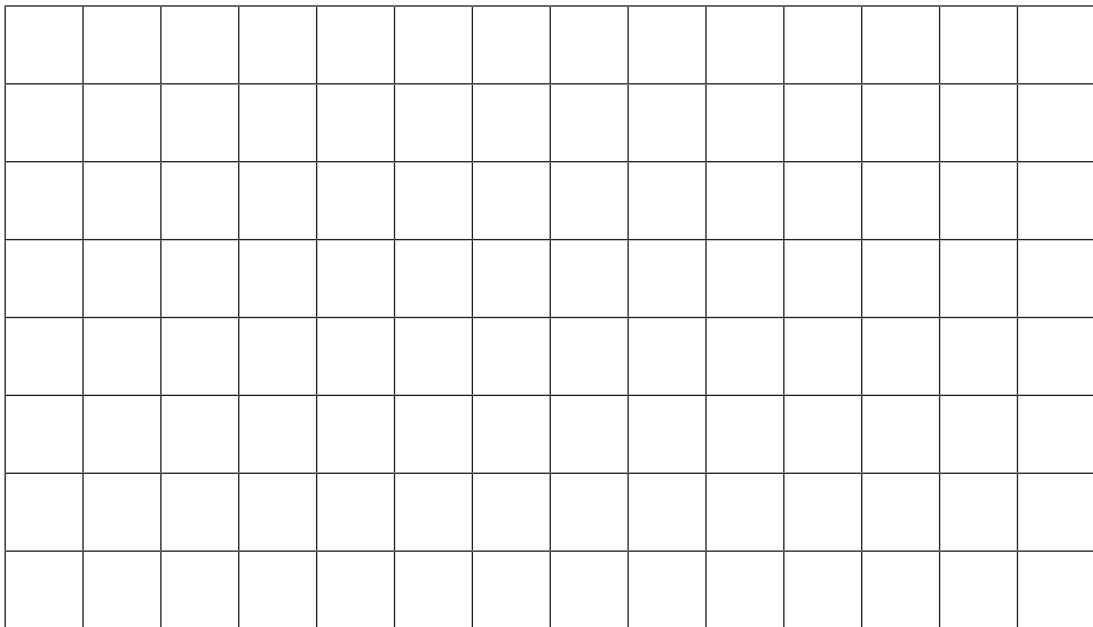
## HOMEWORK

Calculate the perimeter of the following shapes.
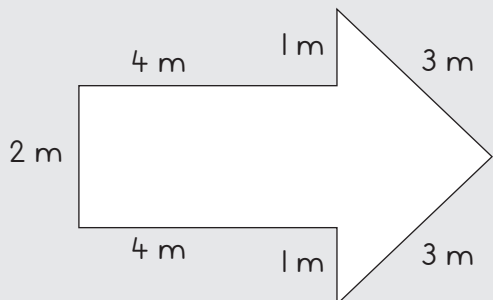


Perimeter = _____
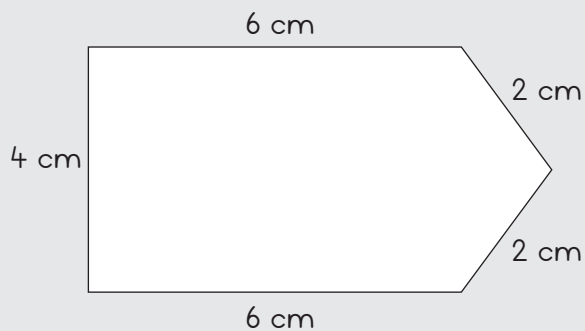
Perimeter = _____

# Term 3 Lesson 37

## Area

CLASSWORK

1    What is the area of each of these shapes?

a    _____
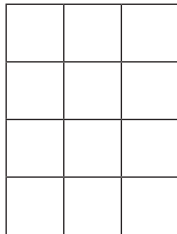
b    _____
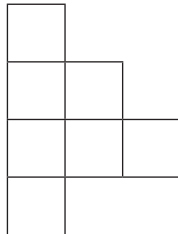
c    _____
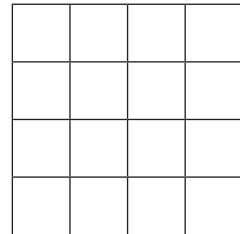
d    _____
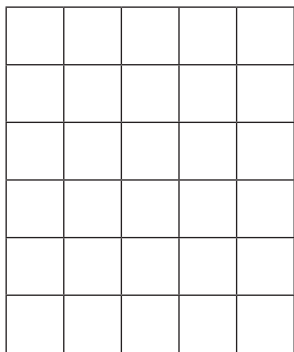
e    _____
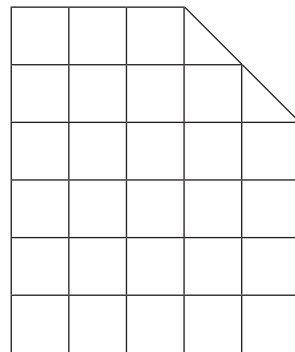
2   Use squares and half squares to draw three shapes on the grid paper below. Each shape should have an area of 12 squares. ( ▢ ◺ )
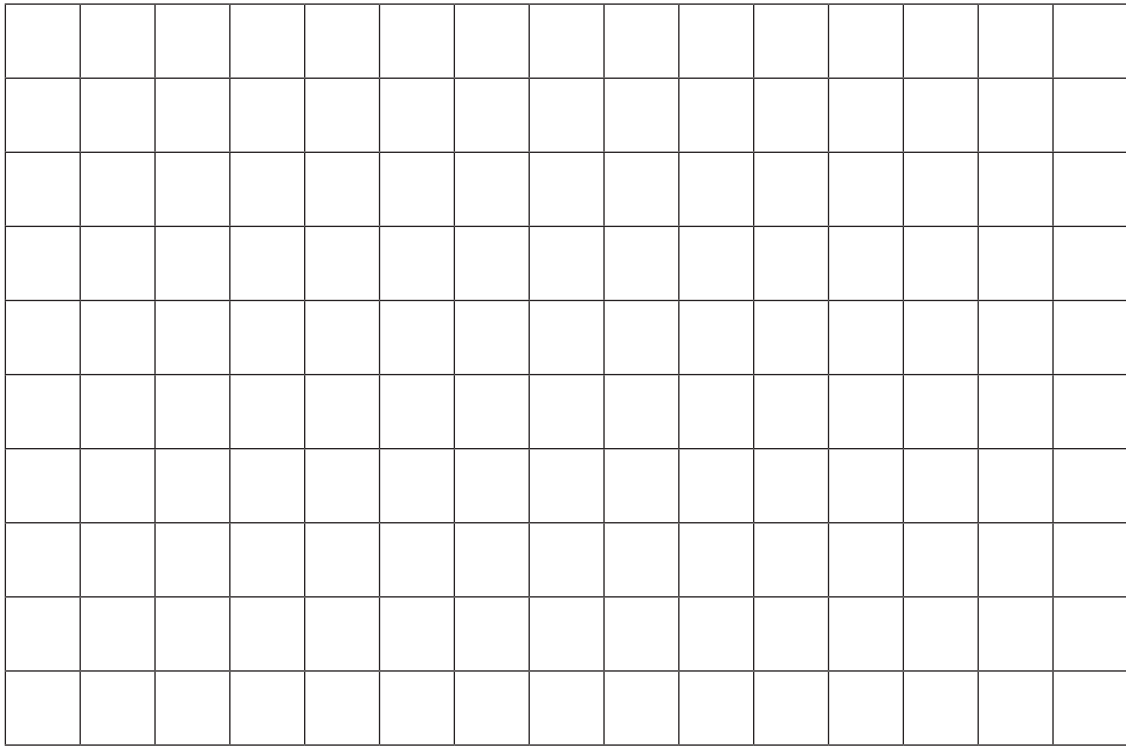
HOMEWORK

Draw three shapes, each with an area of 10 blocks on the grid paper.
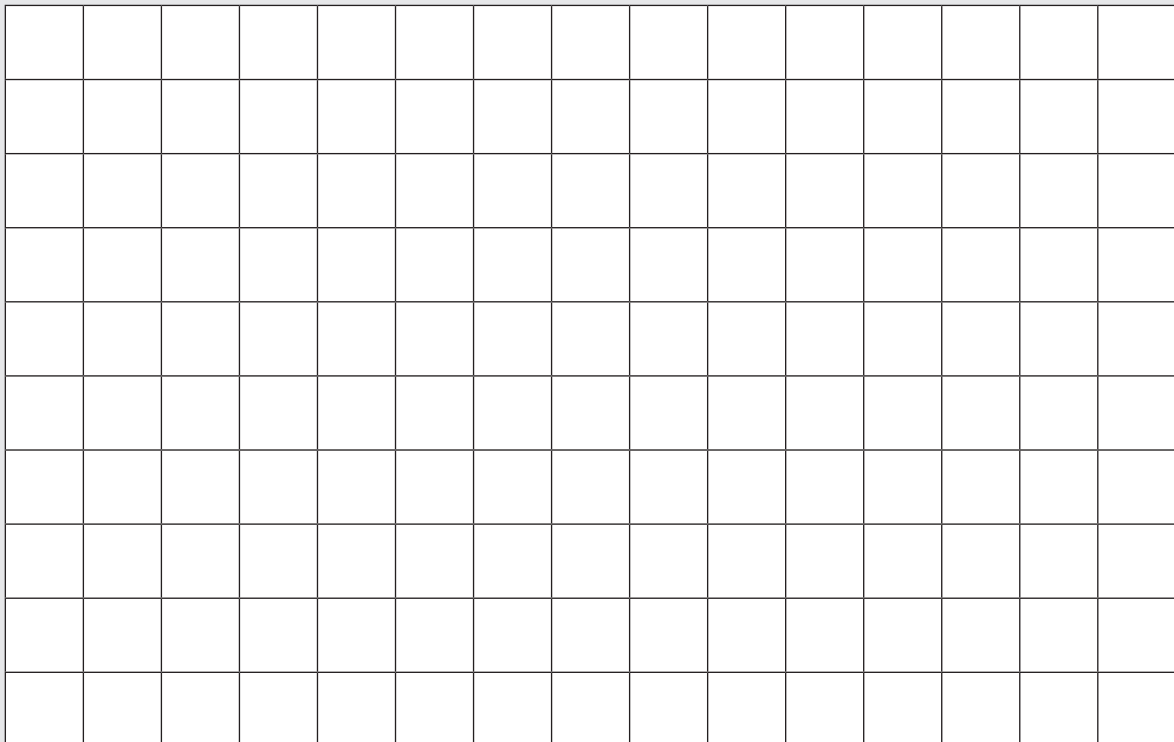
# Term 3 Lesson 38

## Assessment

# Term 3 Lesson 39

## South African money

CLASSWORK

1   Write 325c in rands and cents. _____

2   What national symbol is on the 20c coin? _____

3   Write down all the different ways you can make R400 using only bank notes.

_____

How do you know whether you have all the solutions?

_____

4   If a school tracksuit costs R150, what will 2 tracksuits cost? _____

5   Toffees cost R1,10 each. Neo has one 50c coin and four 20c coins.

   a   Which coins should Neo use to pay for one toffee? _____

   b   How much money will he have left? _____

6   These are the prices of sweets in the tuck shop:

   Choc Chuckles R2,70
   Gums R1,80
   Sour Worms R1,40
   Peach Treats R1,60

Magic Mints R2,20

Toffees R1,20

Akani's granny gave her R5. Which 3 sweets can she buy with his money?

_____

## HOMEWORK

1   Koketso bought three books at R80 each. She paid with R300. How much change will she get?

_____

2   One chewing gum costs 44c. Asanda has R8. She wants to buy 20 chewing gums for her party. How much more does she need to save?

_____

3   Which animal is on the R20 note?

_____

# Term 3 Lesson 40

## Consolidation

1  R2,20 + R4 = _____

2  R3,50 + R2,50 = _____

3  Write 520c as rands and cents. _____

4  Draw notes to show in how many different ways you can make up R400 using only bank notes.

5  Mandla pays R2,50 to take a taxi to school. What does it cost him to get to and from school each day?

_____

6  One pair of shoes costs R250. How much will two pairs of shoes cost?

_____

# Term 3 Lesson 41

## Money word problems (1)

CLASSWORK

1   There are 5 chocolates in a packet. One packet of chocolates costs R1,00. Mr King needs 50 chocolates.

   a   How many packets should he buy? _____

   b   What will he pay? _____

2   I have R200. I need to buy 5 balls. Which balls can I buy?

Soccer balls – R50 each

Cricket balls – R40 each

Netball balls – R45 each

Rugby balls – R55 each

Tennis balls – R15 each

_____

3   Three buses drive on a toll road and are charged R40 each. How much do they pay in total?

_____

HOMEWORK

1   Peter bought 3 pairs of shoes for R90 each. How much change will he get from R300?

_____

2   Three buses drive on a toll road and are charged R35 each. How much do they pay in total?

_____

# Term 3 Lesson 42

## Money word problems (2)

1   Convert the following amounts into cents:

   a   R9,00 = _____ c

   b   R0,40 = _____ c

   c   R0,10 = _____ c

   d   R32,10 = _____ c

2   Convert the following amounts into rands:

   a   770c   = R_____

   b   80c   = R_____

   c   20c   = R_____

   d   2390c = R_____

## CLASSWORK

1   Colour the coins that will make: (different answers are possible)

| 80c | 100c | 220c |
|---|---|---|
|  |  |  |

2   Colour the combination of notes and coins that will make: (different answers are possible)

| R52 | R98 | R85 |
|---|---|---|
|  |  |  |

3   Convert the following amounts into cents:

a   R5,00 = _____c

b   R0,20 = _____c

4   Convert the following amounts into rands:

a   100c    = R_____

b   1000c   = R_____

HOMEWORK

1   Convert the following amounts into cents:

    a   R0,50 = _____ c

    b   R7,90 = _____ c

2   Convert the following amounts into rands:

    a   80c    = R_____

    b   200c = R_____

# Term 3 Lesson 43

## Assessment

# Term 3 Lesson 44

## Mass (1)

CLASSWORK

1   Draw the following products with different masses:

| 250 g mealie meal | 400 g peanut butter | 500 g flour |
|---|---|---|
|  |  |  |

2   Use the products or pictures from Question 1 to complete the following:

a   Mom bought mealie meal and flour. What is the total mass of her products?

   _____

b   I bought peanut butter and flour. What is the total mass of my products?

   _____

c   Dad bought 2 bags of flour. What is the total mass of his products?

   _____

## HOMEWORK

1  Find and draw 3 products with different masses in grams in your kitchen at home. Write the product name and mass.

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

2  Complete these sentences, using the products from your kitchen.

a  Mom bought _____ and _____.

The total mass is _____ g.

b  Dad bought _____ and _____.

The total mass is _____ g.
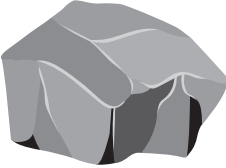
c  I bought _____, _____ and _____.

The total mass is _____ g.

# Term 3 Lesson 45

## Consolidation

1 Order the following from lightest to heaviest:

| a  feather | b  stone | c  truck | d  horse |
|---|---|---|---|
| | | | |

_____

2 Estimate the mass of the feather. _____

3 Here are some products:

| | | |
|---|---|---|
| Marie biscuits: 200 g | Baking powder: 50 g | Smarties: 100 g |

a Which item has the greatest mass?

_____

b Which item has the lowest mass?

_____
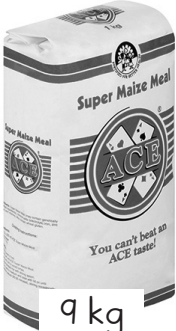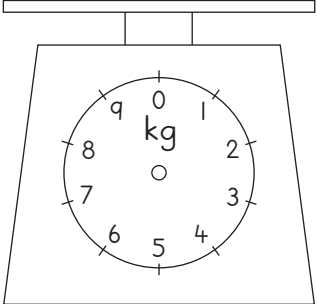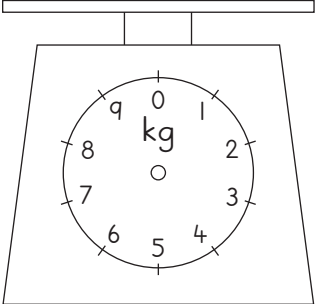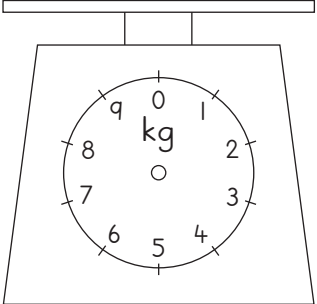
c What is the mass of the Marie biscuits and smarties together?

_____

# Term 3 Lesson 46

## Mass (2)

CLASSWORK

1   Draw the pointers on the kitchen scales to show the mass of these products:

1 kg          9 kg          2 kg

2

a   What mass reading is shown on this scale? _____

b   Is anyone standing on this bathroom scale? _____

c   How do you know? _____

## HOMEWORK

Find objects at home that have the following mass: Copy and complete the table.

| Mass in kilograms | Item |
|---|---|
| 1 kg | |
| 1 kg | |
| 2 kg | |
| 5 kg | |
| 10 kg | |

# Term 3 Lesson 47

## Estimation of mass

CLASSWORK

1   Estimate the mass of the following objects and record your estimates in the table.

2   Measure the mass of the following objects using a bathroom scale and complete the table.

|  | Mass in kilograms | | |
|---|---|---|---|
|  | Estimate | Measure | Difference |
| School bag |  |  |  |
| 10 books |  |  |  |
| Learner |  |  |  |
| Brick |  |  |  |
| 2 litre bottle of water |  |  |  |
| Other |  |  |  |

3   Calculate the difference between your estimation and your measurement. Record it in the table.

HOMEWORK

Find 6 items in your house and write them in the correct place in the table. You do not have to measure the mass – you should estimate.

| 3 items with a mass less than 5 kg | 3 items with a mass more than 5 kg |
|---|---|
| 1 | 1 |
| 2 | 2 |
| 3 | 3 |

# Term 3 Lesson 48

## Working with units of mass

CLASSWORK



1   Which is the heaviest product above? _____

2   Which is the lightest product above? _____

3   Name 2 items that have a combined mass of less than 1 kg.

    _____

4   Name 2 items that have a combined mass of 500 g.

    _____

5   How much more Pronutro is there than Provita? _____

6   What is the total mass of the Cremora and Iwisa? _____

HOMEWORK

1   Use a bathroom scale to find your mass. _____

2   Write the mass of these products in order from lightest to heaviest.



_____

# Term 3 Lesson 49

## Assessment

# Term 3 Lesson 50

## Consolidation

1   200 g + 800 g = _____

2   1000 g is the same as _____

3   Draw the pointers on the kitchen scales to show the masses:

| 2 kg Pronutro | 1 kg Cremora | 5 kg mealie meal | 10 kg flour |
|---|---|---|---|
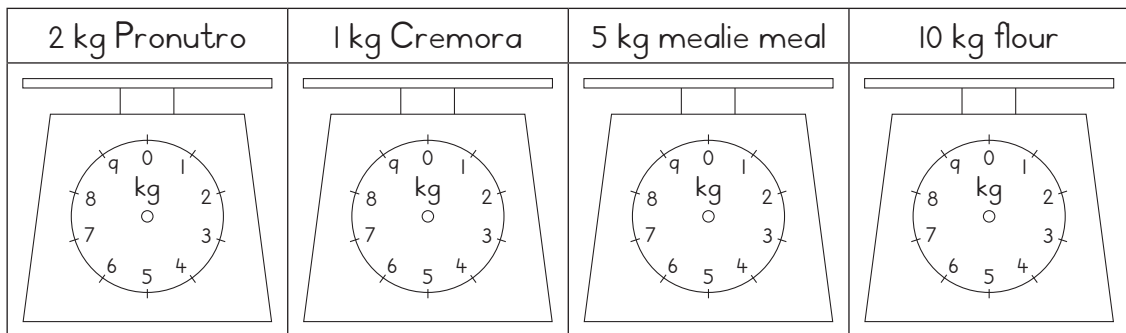
4   Use the products from Question 3 to complete the following:

a   Mom bought Pronutro and Cremora. The total mass is _____ kg.

b   Dad bought flour and Cremora. The total mass is _____ kg.

c   I bought mealie meal, Cremora and Pronutro. The total mass is _____ kg.

d   Name 2 products that add up to 15 kg.

_____

e   Name 2 products that add up to 6 kg

_____

# 1 Array diagram (lesson 1 and other)

| Array diagram for multiplication table | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 2 | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 3 | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 4 | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 5 | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 6 | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 7 | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 8 | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 9 | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 10 | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |

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

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

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

## 5 Multiplication table (lesson 2 and other)

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

# 6 Squares template (lesson 37)

| | | | | | |
|---|---|---|---|---|---|
| | | | | | |
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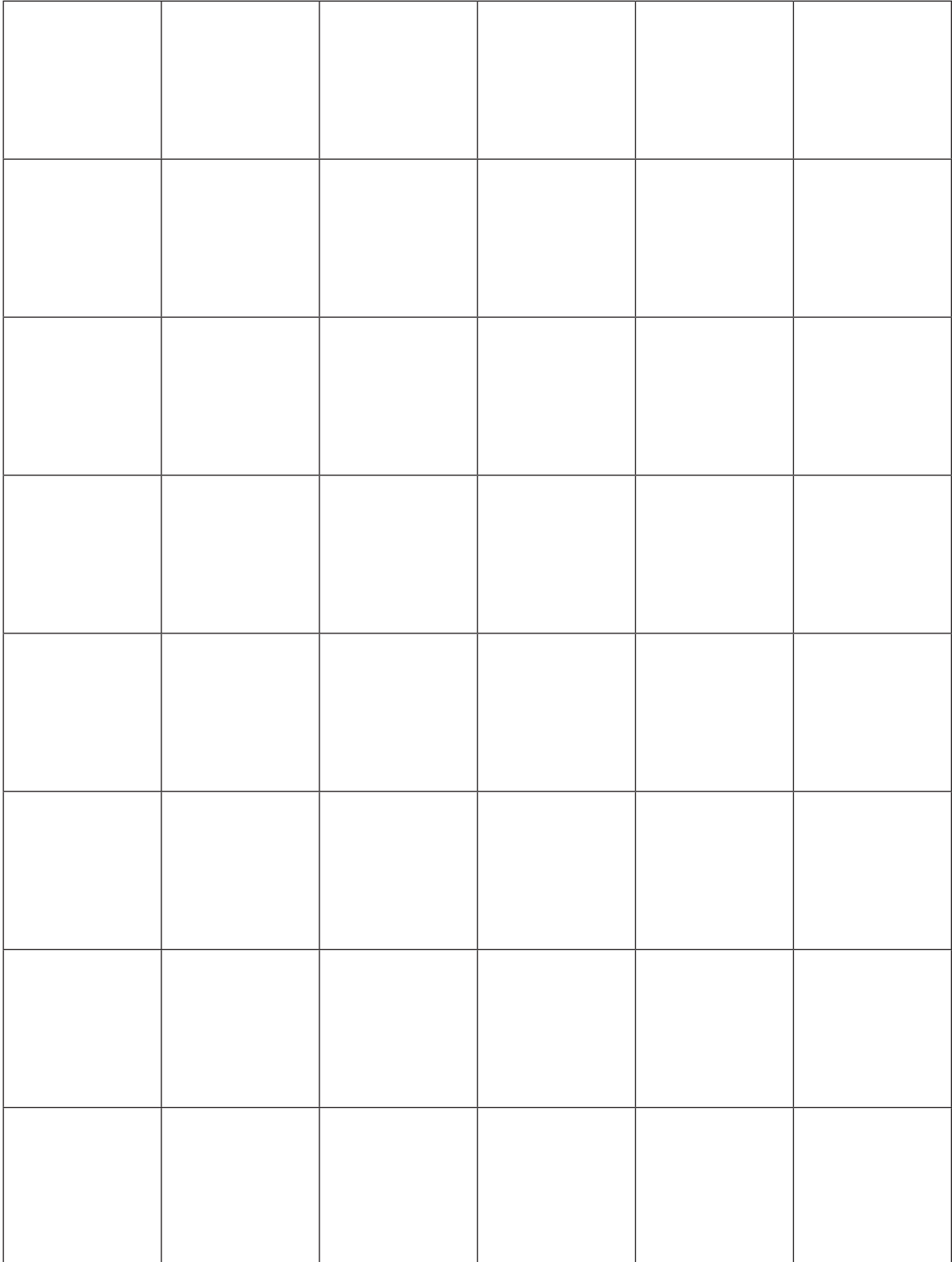
# 7 Money cut-outs – coins (lesson 39–42)

# 8 Money cut-outs – notes (lesson 39–42)

# 9  Money cut-outs – notes (lesson 39–42)