

MATHEMATICS

Grade 3

**English/
Sepedi**

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. 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.

Matseno

Paka ye ya didirišwa e na le mešongwana ye masomehlano yeo e nomorilwego ya tšatši ka tšatši ya ka phapošing le ya gae. Mešongwana e nyalelana le mešongwana yeo e lego ka gare ga boitokišetšo bja dithuto. Dikarabo tša mešongwana di ka ngwalwa ka mo pukung ye.

Didirišwa tše ke phetolelo ya maleme a mabedi. Re tshepa go re go hlagiša mešongwana ye ka maleme a mabedi go tla thuša barutwana go ithuta mantšu a mmetse ka leleme la gae le ka Seisemane. Se se tla ba tlabakela ka thuto ya bophelo ka moka ya mmetse.

Ge barutwana ba ka šoma ka peakanyo ya mešongwana ye ya mmetse, ba tla ithuta, ba akaretša kharikhulamo ka moka. Tshepo ya rena ke go re mešongwana ye e tla ba tsela ya go kgahliša ya go ba thuša go hwetša tsebo ya mmetse.

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Term 3 Lesson 1

Kotara ya 3 Thuto ya 1

Multiplication (I)

Katišo (I)

CLASSWORK MOŠOMO WA KA PHAPOŠING

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

Beakanya dikarata tša katišo ka tatelano mo go ditafola tša dikatišo tše di latelago:

a $\times 1$

b $\times 2$

c $\times 3$

d $\times 4$

e $\times 5$

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

Raloka papadi ya karata ya katišo ya 1 go fihla go 5. Morutiši wa gago o tla go hlalošetša melao ya papadi.

HOMEWORK MOŠOMO WA GAE

Complete the table:

Feleletša tafola:

	Multiple Atiša	Answer Karabo
1	2×3	
2	4×4	
3	5×2	
4	4×5	

Term 3 Lesson 2

Kotara ya 3 Thuto ya 2

Multiplication (2)

Katišo (2)

CLASSWORK MOŠOMO WA KA PHAPOŠING

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

Raloka papadi ya karata ya katišo ya 1 go fihla go 9. Morutiši wa gago o tla go hlalošetša melao ya papadi.

HOMEWORK MOŠOMO WA GAE

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

Thala tokologanyo go laetša katišo o be o ngwale karabo ka tlase ga yona:

	Multiple Atiša	Array Tokologanyo		Multiple Atiša	Array Tokologanyo
a	6×7		b	7×6	
c	8×9		d	9×8	

Term 3 Lesson 3

Kotara ya 3 Thuto ya 3

Grouping and sharing

Go hlopha le go aba

CLASSWORK MOŠOMO WA KA PHAPOŠING

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

Raloka dipapadi tša karata ya katišo. Morutiši wa gago o tla go hlalošetša melao ya dipapadi.

HOMEWORK MOŠOMO WA GAE

Calculate the multiple. Draw an array to show it.

Balela katišo. Thala tokologanyo go laetša katišo.

	Multiple Atiša	Array Tokologanyo		Multiple Atiša	Array Tokologanyo
a	3×5 = _____		b	5×3 = _____	
c	2×6 = _____		d	6×2 = _____	

Term 3 Lesson 4

Kotara ya 3 Thuto ya 4

Division
Karolo

CLASSWORK MOŠOMO WA KA PHAPOŠING

Solve the problem:

Rarolla marara:

<p>There are 14 mangoes. Give all the mangoes to 2 children equally. How many mangoes does each child get? Go na le dimanko tše 14. Efa bana ba ba 2 dimanko ka moka tša go lekana. Na o tee o hwetša dimanko tše kae?</p>	
<p>Draw a diagram. Thala taekramo.</p>	
<p>Write the number sentence. Ngwala lefokopalo.</p>	
<p>Write the answer. Ngwala karabo.</p>	

HOMEWORK MOŠOMO WA GAE

Solve the problem:

Rarolla marara:

There are 8 chocolates.

Share the chocolates between 4 children.

How many chocolates will each child get?

Go na le ditšhokolete tše 8.

Aba ditšhokolete magareng ga bana ba ba 4.

Na o tee o tla hwetša ditšhokolete tše kae?

Draw a diagram.

Thala taekramo.

Write the number sentence.

Ngwala lefokopalo.

Write the answer.

Ngwala karabo.

Term 3 Lesson 5

Kotara ya 3 Thuto ya 5

Consolidation

Teefatšo

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

Thala tokologanyo go laetša katišo o be o ngwale karabo ka tlase ga yona:

	Multiple Atiša	Array Tokologanyo		Multiple Atiša	Array Tokologanyo
a	4×5		b	5×4	

	Multiple Atiša	Array Tokologanyo		Multiple Atiša	Array Tokologanyo
c	2×8		d	8×2	

2 Solve the problems:

Rarolla marara:

a	<p>There are 15 apples. Put all the apples into 3 bags equally. How many apples will go in each bag? Go na le diapole tše 15. Tšhela diapole ka moka ka gare ga mekotla ye 3 ka go lekana. Na mokotla o tee o tla tšhela diapole tše kae?</p>	
	<p>Draw a diagram. Thala taekramo.</p>	
	<p>Write the number sentence. Ngwala lefokopalo.</p>	
	<p>Write the answer. Ngwala karabo.</p>	

b	<p>There are 18 sweets. Share the sweets between 2 children equally. How many sweets will each child get? Go na le malekere a 18. Aba malekere magareng ga bana ba ba 2 ka go lekana. Na ngwana o tee o tla hwetša malekere a makae?</p>	
	<p>Draw a diagram. Thala taekramo.</p>	
	<p>Write the number sentence. Ngwala lefokopalo.</p>	
	<p>Write the answer. Ngwala karabo.</p>	
c	<p>There are 20 pieces of litter. 5 children each pick up equal amounts of litter. How many pieces of litter will each child pick up? Go na le diripana tše 20 tša matlakala. Bana ba ba 5 ba topela palo ya go lekana ya matlakala ka o tee, ka o tee. Na ngwana yo mongwe le yo mongwe o tla topela diripana tše kae tša matlakala?</p>	
	<p>Draw a diagram. Thala taekramo.</p>	
	<p>Write the number sentence. Ngwala lefokopalo.</p>	
	<p>Write the answer. Ngwala karabo.</p>	

Term 3 Lesson 6

Kotara ya 3 Thuto ya 6

Assessment

Kelo

Term 3 Lesson 7

Kotara ya 3 Thuto ya 7

Division (sharing)

Karolo (go abela)

CLASSWORK MOŠOMO WA KA PHAPOŠING

Solve the problem:

Rarolla marara:

<p>I have a 16 m length of rope. A learner divides it into 2 pieces. How long is one of the pieces of rope? Ke na le thapo ya botelele bja dimetara tše 16. Moithuti o arola thapo ka diripana tše 2. Na seripa se tee ke botelele bjo bokae bja thapo?</p>	
<p>Draw a diagram. Thala taekramo.</p>	
<p>Write the number sentence. Ngwala lefokopalo.</p>	
<p>Write the answer. Ngwala karabo.</p>	

HOMEWORK MOŠOMO WA GAE

Solve the problem:

Rarolla marara:

There are 9 sweets.

Share the sweets equally between 3 children.

How many sweets will each child get?

Go na le malekere a 9.

Aba malekere ka go lekana magareng ga bana ba ba 3.

Na ngwana o tee o tla hwetša malekere a makae?

Draw a diagram.

Thala taekramo.

Write the number sentence.

Ngwala lefokopalo.

Write the answer.

Ngwala karabo.

Term 3 Lesson 8

Kotara ya 3 Thuto ya 8

Division (grouping)

Karolo (go hlopha)

CLASSWORK MOŠOMO WA KA PHAPOŠING

Solve the problem:

Rarolla marara:

I have a 16 m length of rope.	
Risuna cuts the rope into 2 m lengths.	
How many pieces of rope will she get?	
Ke na le thapo ya botelele bja dimetara tše 16.	
Risuna o ripa thapo ka botelele bja dimetara tše 2.	
Na Risuna o tla hwetša diripana tše kae tša thapo?	
Write the number sentence. Ngwala lefokopalo.	
Turn it into multiplication. Ngwala katišo go hwetša karabo.	
Write the answer. Ngwala karabo.	

HOMEWORK MOŠOMO WA GAE

Solve the problem:

Rarolla marara:

There are 18 chocolates.

You give 3 chocolates to each of your friends.

How many friends do you have?

Gro na le ditšhokolete tše 18.

O fa yo mongwe le yo mongwe wa bagwera ba gago ditšhokolete tše 3.

Na o na le bagwera ba bakae?

Write the number sentence.

Ngwala lefokopalo.

Turn it into multiplication.

Ngwala katišo go hwetša karabo.

Write the answer.

Ngwala karabo.

Term 3 Lesson 9

Kotara ya 3 Thuto ya 9

Division (sharing and grouping)

Karolo (go abela le go hlopha)

CLASSWORK MOŠOMO WA KA PHAPOŠING

Use multiplication facts to complete the table.

Šomiša dintlha tša katišo go feleletša tafola.

		$\square \times \underline{\hspace{2cm}}$ $= \underline{\hspace{2cm}}$	$\square = \underline{\hspace{2cm}}$
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 MOŠOMO WA GAE

Use multiplication facts to complete the table.

Šomiša dintlha tša katišo go feleletša tafola.

		$\square \times \underline{\hspace{2cm}} =$ <u> </u>	$\square =$ <u> </u>
a	$14 \div 7 = \square$		
b	$8 \div 4 = \square$		
c	$12 \div 2 = \square$		

Term 3 Lesson 10

Kotara ya 3 Thuto ya 10

Consolidation

Teefatšo

1 Solve the problems:

Rarolla marara:

a	There are 14 apples. Share the apples between 2 children equally. How many apples will each child get? Go na le diapole tše 14. Aba diapole magareng ga bana ba ba 2 ka go lekana. Na ngwana o tee o tla hwetša diapole tše kae?	
	Draw a diagram. Thala taekramo.	
	Write the number sentence. Ngwala lefokopalo.	
	Write the answer. Ngwala karabo.	
b	There are 10 sweets. You give 2 sweets to each of your friends. How many friends did you give sweets to? Go na le malekere a 10. O fa yo mongwe le yo mongwe wa bagwera ba gago malekere a 2. Na ke bagwera ba bakae bao o ba filego malekere?	
	Draw a diagram. Thala taekramo.	
	Write the number sentence. Ngwala lefokopalo.	
	Write the answer. Ngwala karabo.	

c	<p>There are 9 books. The books are put into piles of 3. How many piles of books are there? Go na le dipuku tše 9. Dipuku di pakilwe ka mekgobo ya 3. Na go na le mekgobo ye mekae ya dipuku?</p>	
	<p>Draw a diagram. Thala taekramo.</p>	
	<p>Write the number sentence. Ngwala lefokopalo.</p>	
	<p>Write the answer. Ngwala karabo.</p>	
d	<p>There are 12 pencils. Share the pencils equally between 6 learners. How many pencils will each learner get? Go na le diphensele tše 12. Aba diphensele ka go lekana magareng ga bana ba 6. Na ngwana o tee o tla hwetša diphensele tše kae?</p>	
	<p>Draw a diagram. Thala taekramo.</p>	
	<p>Write the number sentence. Ngwala lefokopalo.</p>	
	<p>Write the answer. Ngwala karabo.</p>	

2 Use multiplication facts to complete the table.

Šomiša dintlha tša katišo go feleletša tafola.

		$\square \times \underline{\hspace{2cm}} =$ $\underline{\hspace{2cm}}$	$\square =$ $\underline{\hspace{2cm}}$
a	$20 \div 4 = \square$		
b	$40 \div 5 = \square$		
c	$27 \div 9 = \square$		
d	$48 \div 6 = \square$		

Term 3 Lesson 11

Kotara ya 3 Thuto ya 11

Assessment

Kelo

Term 3 Lesson 12

Kotara ya 3 Thuto ya 12

Practicing division

Go itlwaetša karolo

Calculate:

Balela:

1 $6 \div 3 = \underline{\quad}$

2 $8 \div 2 = \underline{\quad}$

3 $12 \div 6 = \underline{\quad}$

4 $21 \div 7 = \underline{\quad}$

5 $32 \div 8 = \underline{\quad}$

6 $40 \div 5 = \underline{\quad}$

7 $18 \div 2 = \underline{\quad}$

8 $12 \div 6 = \underline{\quad}$

9 $42 \div 7 = \underline{\quad}$

10 $32 \div 4 = \underline{\quad}$

CLASSWORK MOŠOMO WA KA PHAPOŠING

Calculate:

Balela:

a $63 \div 9 = \underline{\quad}$

b $36 \div 9 = \underline{\quad}$

c $56 \div 7 = \underline{\quad}$

d $81 \div 9 = \underline{\quad}$

e $64 \div 8 = \underline{\quad}$

f $9 \div 9 = \underline{\quad}$

g $6 \div 1 = \underline{\quad}$

h $6 \div 6 = \underline{\quad}$

i $4 \div 1 = \underline{\quad}$

j $1 \div 1 = \underline{\quad}$

HOMEWORK MOŠOMO WA GAE

Calculate:

Balela:

a $15 \div 3 = \underline{\quad}$

b $24 \div 8 = \underline{\quad}$

c $27 \div 9 = \underline{\quad}$

d $35 \div 7 = \underline{\quad}$

Term 3 Lesson 13

Kotara ya 3 Thuto ya 13

Division of 0

Karolo ya 0

CLASSWORK MOŠOMO WA KA PHAPOŠING

Calculate:

Balela:

a $0 \div 2 = \underline{\quad}$

b $42 \div 6 = \underline{\quad}$

c $54 \div 9 = \underline{\quad}$

d $24 \div 3 = \underline{\quad}$

e $21 \div 7 = \underline{\quad}$

f $0 \div 4 = \underline{\quad}$

g $50 \div 10 = \underline{\quad}$

h $16 \div 2 = \underline{\quad}$

i $45 \div 5 = \underline{\quad}$

j $0 \div 8 = \underline{\quad}$

HOMEWORK MOŠOMO WA GAE

Calculate:

Balela:

a $0 \div 7 = \underline{\quad}$

b $36 \div 6 = \underline{\quad}$

c $48 \div 6 = \underline{\quad}$

d $81 \div 9 = \underline{\quad}$

Term 3 Lesson 14

Kotara ya 3 Thuto ya 14

Division stories

Dikanegelo tša go arola

CLASSWORK MOŠOMO WA KA PHAPOŠING

Calculate:

Balela:

a $30 \div 5 = \underline{\quad}$

b $36 \div 9 = \underline{\quad}$

c $49 \div 7 = \underline{\quad}$

d $40 \div 10 = \underline{\quad}$

e $56 \div 8 = \underline{\quad}$

f $28 \div 4 = \underline{\quad}$

g $48 \div 6 = \underline{\quad}$

h $0 \div 9 = \underline{\quad}$

i $9 \div 1 = \underline{\quad}$

j $18 \div 3 = \underline{\quad}$

HOMEWORK MOŠOMO WA GAE

Calculate:

Balela:

a $0 \div 10 = \underline{\quad}$

b $21 \div 3 = \underline{\quad}$

c $30 \div 10 = \underline{\quad}$

d $12 \div 2 = \underline{\quad}$

Term 3 Lesson 15

Kotara ya 3 Thuto ya 15

Consolidation

Teefatšo

I Solve the problems:

Rarolla marara:

a	There are 20 boys. The boys must be put in teams of 5. How many teams there be? Go na le bašemane ba 20. Bašemane ba swanetše go bewa ka dihlopha tša 5. Na go tlo ba le dihlopha tše kae?	
	Write the number sentence. Ngwala lefokopalo.	
	Turn it into multiplication. Le fetolele go katišo.	
	Write the answer. Ngwala karabo.	

b	<p>There are 36 eggs. 6 eggs fit in one box. How many boxes will we need? Go na le mae a 36. Mae a 6 a lekanela ka gare ga lepokisi le tee. Na re tla hloka mapokisi a makae?</p>	
	Write the number sentence. Ngwala lefokopalo.	
	Turn it into multiplication. Le fetolele go katišo.	
	Write the answer. Ngwala karabo.	
c	<p>There are 42 sweets. Share the sweets equally between 7 learners. How many sweets will each learner get? Go na le malekere a 42. Aba malekere ka go lekana magareng ga baithuti ba 7. Na moithuti o tee o tla hwetša malekere a makae?</p>	
	Write the number sentence. Ngwala lefokopalo.	
	Turn it into multiplication. Le fetolele go katišo.	
	Write the answer. Ngwala karabo.	

2 Calculate:

Balela:

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

Kotara ya 3 Thuto ya 16

Division using multiples

Karolo ka go šomiša dikatišo

CLASSWORK MOŠOMO WA KA PHAPOŠING

Solve the problems:

Rarolla marara:

a	Stick 1 is 36 m long. Stick 2 is 9 m long. How many times longer is Stick 1 than Stick 2? Patla ya 1 ke ya botelele bja dimetara tše 36. Patla ya 2 ke ya botelele bja dimetara tše 9. Na Patla ya 1 e feta Patla ya 2 ka botelele ga kae?	
	Draw the diagram. Thala taekramo.	
	The number sentence. Ngwala lefokopalo.	
	Write the answer. Ngwala karabo.	

<p>b</p>	<p>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? Go na le dimetara tše 70 tša thapo ye tshesane le dimetara tše 10 tša thapo ye koto. Na thapo ye tshesane e feta thapo ye koto ka botelele ga kae?</p>
<p>Draw the diagram. Thala taekramo.</p>	
<p>The number sentence. Ngwala lefokopalo.</p>	
<p>Write the answer. Ngwala karabo.</p>	
<p>c</p>	<p>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? Go na le dijeke tše 24 ka khapoteng. Go na le dijeke tše 6 godimo ga raka. Na go na le bontši bjo bokaakang bja dijeke tše di lego ka khapoteng go feta tše di lego rakeng?</p>
<p>Draw the diagram. Thala taekramo.</p>	
<p>The number sentence. Ngwala lefokopalo.</p>	
<p>Write the answer. Ngwala karabo.</p>	

HOMEWORK MOŠOMO WA GAE

Solve the problem:

Rarolla marara:

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?

Go na le malekere a 21 ka gare ga setšhelo.

Go na le malekere a 3 ka gare ga mokotla.

Na go na le bontši bjo bo kae bja malekere ao a lego ka gare ga setšhelo go feta ao a lego ka mokotleng?

Draw the diagram.

Thala taekramo.

The number sentence.

Ngwala lefokopalo.

Write the answer.

Ngwala karabo.

Term 3 Lesson 17

Kotara ya 3 Thuto ya 17

Assessment

Kelo

Term 3 Lesson 18

Kotara ya 3 Thuto ya 18




Sharing leading to fractions

Go abela go iša go dipalophatlo

CLASSWORK MOŠOMO WA KA PHAPOŠING




1 Colour in the fraction parts.

Khalara dikarolo tša palophatlo.

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

2 What fraction is shaded in each diagram?

Ke palophatlo efe yeo e khalarilwego mo taekramong ye nngwe le ye nngwe?

	Fraction Palophatlo	
a		
b		
c		

HOMEWORK MOŠOMO WA GAE

Colour in the fraction parts:

Khalara dikarolo tša palophatlo.

	Fraction Palophatlo									
a	$\frac{1}{2}$	<table border="1"><tr><td></td><td></td></tr></table>								
b	$\frac{1}{4}$	<table border="1"><tr><td></td><td></td><td></td><td></td></tr></table>								
c	$\frac{1}{8}$	<table border="1"><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>								

Term 3 Lesson 19

Kotara ya 3 Thuto ya 19

Fractions (I)

Dipalophatlo (I)

CLASSWORK MOŠOMO WA KA PHAPOŠING

Colour in the fraction parts:

Khalara dikarolo tša palophatlo.

	Fraction Palophatlo									
a	$\frac{1}{2}$	<table border="1" style="width: 100%;"><tr><td style="width: 50%;"></td><td style="width: 50%;"></td></tr></table>								
b	$\frac{1}{8}$	<table border="1" style="width: 100%;"><tr><td style="width: 12.5%;"></td><td style="width: 12.5%;"></td><td style="width: 12.5%;"></td><td style="width: 12.5%;"></td><td style="width: 12.5%;"></td><td style="width: 12.5%;"></td><td style="width: 12.5%;"></td><td style="width: 12.5%;"></td></tr></table>								
c	$\frac{1}{4}$	<table border="1" style="width: 100%;"><tr><td style="width: 25%;"></td><td style="width: 25%;"></td><td style="width: 25%;"></td><td style="width: 25%;"></td></tr></table>								
d	$\frac{1}{3}$	<table border="1" style="width: 100%;"><tr><td style="width: 33.3%;"></td><td style="width: 33.3%;"></td><td style="width: 33.3%;"></td></tr></table>								

HOMEWORK MOŠOMO WA GAE

Colour in the fraction parts:

Khalara dikarolo tša palophatlo.

	Fraction Palophatlo					
a	$\frac{1}{2}$	<table border="1" style="width: 100%;"><tr><td style="width: 50%;"></td><td style="width: 50%;"></td></tr></table>				
b	$\frac{1}{4}$	<table border="1" style="width: 100%;"><tr><td style="width: 25%;"></td><td style="width: 25%;"></td><td style="width: 25%;"></td><td style="width: 25%;"></td></tr></table>				
c	$\frac{1}{3}$	<table border="1" style="width: 100%;"><tr><td style="width: 33.3%;"></td><td style="width: 33.3%;"></td><td style="width: 33.3%;"></td></tr></table>				

Term 3 Lesson 20

Kotara ya 3 Thuto ya 20

Consolidation

Teefatšo

1 Write the fractions:

Ngwala dipalophatlo:

a One third.

Tee tharong. _____

b One quarter.

Tee kotareng. _____

c One half.

Tee seripeng. _____

d One eighth.

Tee seswaing. _____

2 Colour in the fraction parts:

Khalara dikarolo tša palophatlo.

	Fraction Palophatlo									
a	$\frac{1}{3}$	<table border="1" style="width: 100%;"><tr><td style="width: 33%;"></td><td style="width: 33%;"></td><td style="width: 33%;"></td></tr></table>								
b	$\frac{1}{4}$	<table border="1" style="width: 100%;"><tr><td style="width: 25%;"></td><td style="width: 25%;"></td><td style="width: 25%;"></td><td style="width: 25%;"></td></tr></table>								
c	$\frac{1}{8}$	<table border="1" style="width: 100%;"><tr><td style="width: 12.5%;"></td><td style="width: 12.5%;"></td><td style="width: 12.5%;"></td><td style="width: 12.5%;"></td><td style="width: 12.5%;"></td><td style="width: 12.5%;"></td><td style="width: 12.5%;"></td><td style="width: 12.5%;"></td></tr></table>								
d	$\frac{1}{2}$	<table border="1" style="width: 100%;"><tr><td style="width: 50%;"></td><td style="width: 50%;"></td></tr></table>								

3 What is the length of the shaded part?

Na botelele bja karolo yeo e khalarilwego ke bokae?

		Length Botelele
a		
b		
c		
d		

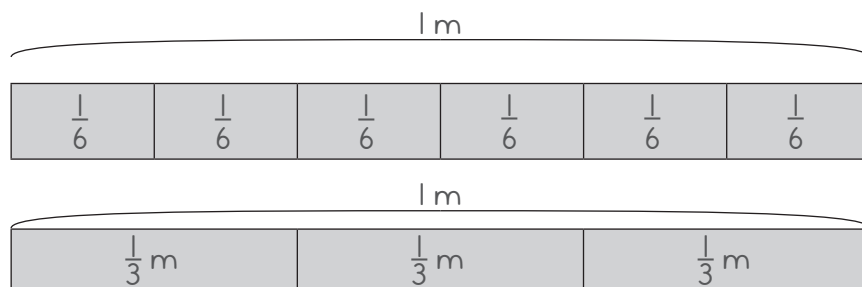
Term 3 Lesson 21

Kotara ya 3 Thuto ya 21

Fractions (2)

Dipalophatlo (2)

CLASSWORK MOŠOMO WA KA PHAPOŠING



HOMEWORK MOŠOMO WA GAE

What is the length of the shaded parts?

Na botelele bja karolo yeo e khalarilwego ke bokae?

		Length Botelele
a		
b		
c		
d		

Term 3 Lesson 22

Kotara ya 3 Thuto ya 22






Fractions as numbers

Dipalophatlo bjale ka dipalo

CLASSWORK MOŠOMO WA KA PHAPOŠING

What fraction has been shaded?





Na ke palophatlo efe yeo e khalarilwego?

		Fraction Palophatlo
a		
b		
c		
d		
e		
f		

HOMEWORK MOŠOMO WA GAE

Complete the table:

Feleletša tafola:

		Shade the bar diagram to show the fraction Khalara taekramo ya methalopepetla go laetša palophatlo	Fraction Palophatlo
	Three quarters Tharo kotareng		$\frac{3}{4}$
a	Three sixths Tharo tshelala		
b	Two quarters Pedi kotareng		
c	Two eighths Pedi seswaing		

Term 3 Lesson 23

Kotara ya 3 Thuto ya 23

Assessment

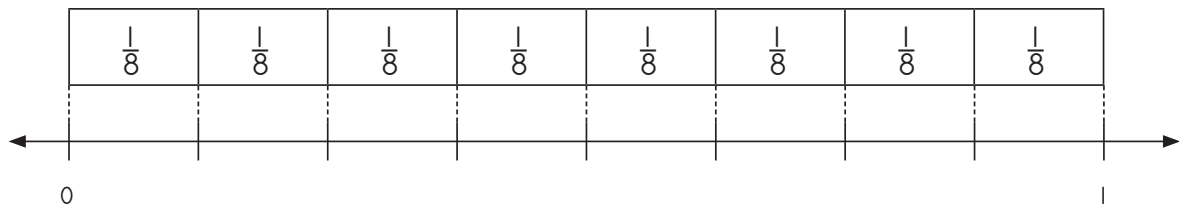
Kelo

Term 3 Lesson 24

Kotara ya 3 Thuto ya 24

Fractions on a number line

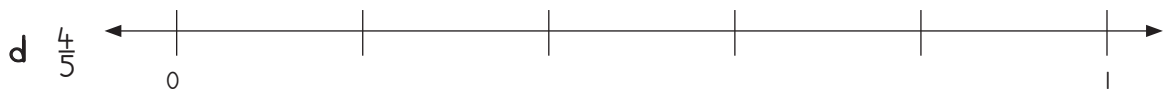
Dipalophatlo godimo ga mothaloalo

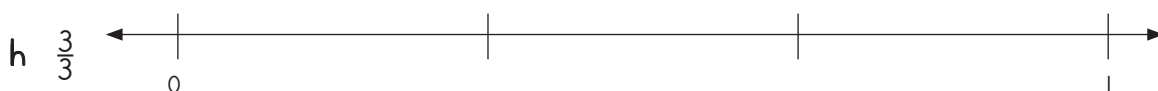
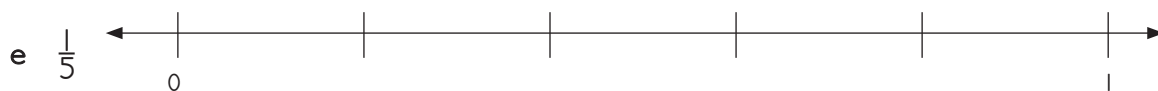


CLASSWORK MOŠOMO WA KA PHAPOŠING

Show the fraction on the number line.

Laetša palophatlo godimo ga mothaloalo.

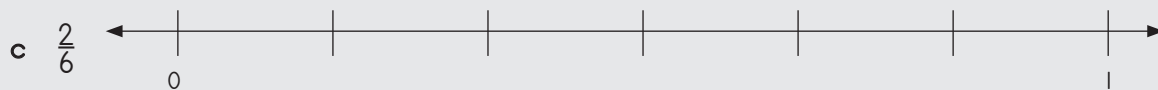
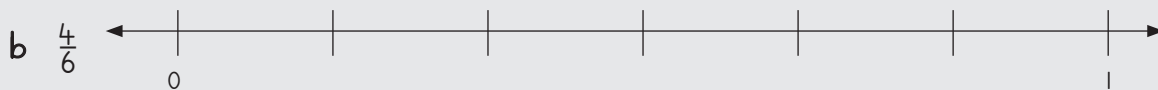
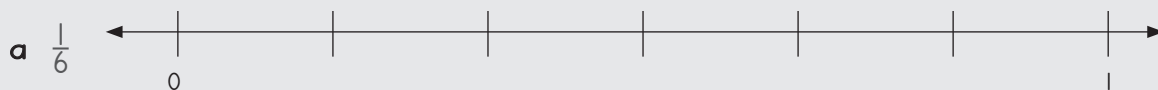




HOMEWORK MOŠOMO WA GAE

Show the fraction on the number line.

Laetša palophatlo godimo ga mothalopalo.



Term 3 Lesson 25

Kotara ya 3 Thuto ya 25

Consolidation

Teefatšo

1 What is the length of the shaded part?

Na botelele bja karolo yeo e khalarilwego ke bokae?

		Length Botelele
a		
b		
c		




2 What is the length of the shaded parts?

Na botelele bja dikarolo tšeo di khalarilwego ke bokae?

		Length Botelele
a		
b		
c		

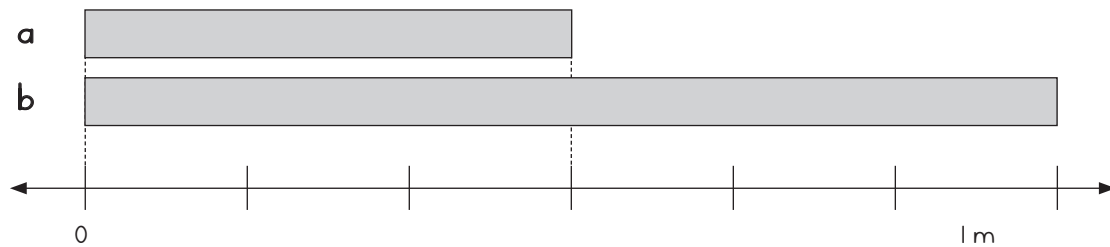
3 What is the number?

Na palo ke efe?

		Shade the bar diagram to show the fraction Khalara taekramo ya methalopepetla go laetša palophatlo	Fraction Palophatlo
a	Four fifths Nne hlanong		
b	Two thirds Pedi tharong		
c	Three eighths Tharo seswaing		

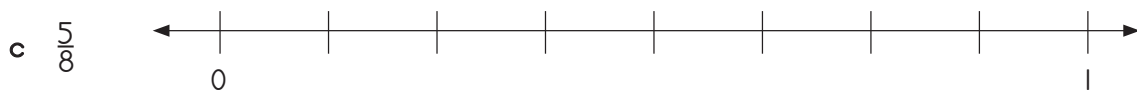
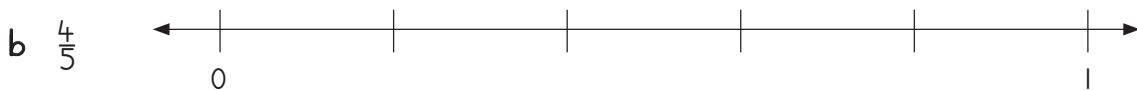
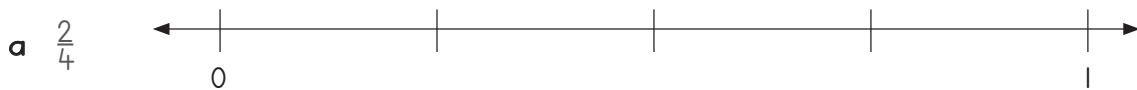
4 How long are the bars? Write the fractions on the number line:

Na botelele bja methalopepetla ke bokae? Ngwala dipalophatlo godimo ga mothalopalo:



5 Show the fraction on the number line.

Laetša palophatlo godimo ga mothalopalo.

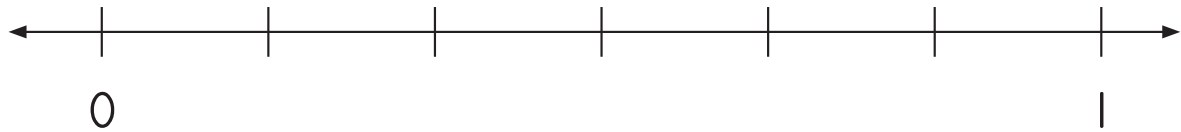


Term 3 Lesson 26

Kotara ya 3 Thuto ya 26

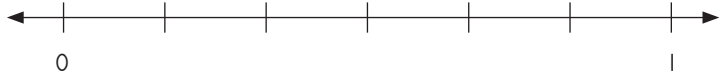

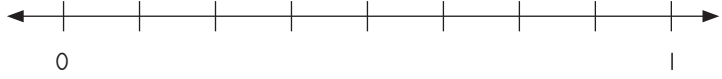
Comparing fractions

Go bapetša dipalophatlo


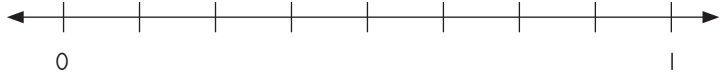
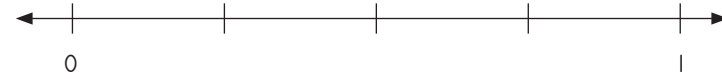


CLASSWORK MOŠOMO WA KA PHAPOŠING

	Write the fractions in the correct places on the number line. Ngwala dipalophatlo mafelong a maleba mo mothalopalong.	Which fraction is larger? Na palophatlo ye kgolo ke efe?	
a	$\frac{1}{6}$ and $\frac{3}{6}$ le		
b	$\frac{5}{8}$ and $\frac{3}{8}$ le		
c	$\frac{1}{4}$ and $\frac{3}{4}$ le		
d	$\frac{2}{3}$ and 1 le		
e	$\frac{5}{5}$ and $\frac{3}{5}$ le		

	Write the fractions in the correct places on the number line. Ngwala dipalophatlo mafelong a maleba mo mothalopalong.	Which fraction is larger? Na palophatlo ye kgolo ke efe?	
f	$\frac{5}{6}$ and $\frac{4}{6}$ le		
g	1 and $\frac{9}{10}$ le		
h	$\frac{2}{8}$ and $\frac{4}{8}$ le		

HOMEWORK MOŠOMO WA GAE

	Write the fractions in the correct places on the number line. Ngwala dipalophatlo mafelong a maleba mo mothalopalong.	Which fraction is larger? Na palophatlo ye kgolo ke efe?	
a	$\frac{4}{6}$ and $\frac{2}{6}$ le		
b	$\frac{1}{8}$ and $\frac{7}{8}$ le		
c	$\frac{4}{4}$ and $\frac{2}{4}$ le		

Term 3 Lesson 27

Kotara ya 3 Thuto ya 27

Addition of fractions

Tlhakantšho ya dipalophatlo

CLASSWORK MOŠOMO WA KA PHAPOŠING

Solve the problems:

Rarolla marara:

a	<p>There is a $\frac{4}{6}$ m length of red ribbon. There is a $\frac{1}{6}$ m length of blue ribbon. How long is the total amount of ribbon? Go na le botelele bja $\frac{4}{6}$ ya dimetara tša ripone ye khubedu. Go na le botelele bja $\frac{1}{6}$ ya dimetara tša ripone ye talaleratadima. Na palomoka ya botelele bja ripone ke bokae?</p>
	<p>Draw the bar diagram. Thala taekramo ya methalopepetla.</p>
	<p>Write the number sentence. Ngwala lefokopalo.</p>
	<p>Write the answer. Ngwala karabo.</p>

<p>b</p>	<p>Mulalo throws a ball $\frac{2}{5}$ m. The ball then rolls $\frac{1}{5}$ m further. How far did the ball go? Khutšo o foša kgwele dimetara tše $\frac{2}{5}$. Kgwele e kgokologa go tšwela pele dimetara tše $\frac{1}{5}$. Na kgwele e ile bokgole bjo bokaakang?</p>	
	<p>Draw the number line. Thala mothalopalo.</p>	
	<p>Write the number sentence. Ngwala lefokopalo.</p>	
	<p>Write the answer. Ngwala karabo.</p>	
<p>c</p>	<p>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? Mpho o nwa dilitere tše $\frac{1}{3}$ tša meetse. A buša a nwa gape dilitere tše $\frac{2}{3}$ tša meetse. Na Mpho o nwele palomoka ya meetse a makaakang?</p>	
	<p>Draw the number line. Thala mothalopalo</p>	
	<p>Write the number sentence. Ngwala lefokopalo.</p>	
	<p>Write the answer. Ngwala karabo.</p>	

HOMEWORK MOŠOMO WA GAE

Solve the problem:

Rarolla marara:

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?
 Bulelwa o thala mothalo wa botelele bja dimetara tše $\frac{4}{10}$.
 O oketša gape mothalo wa gagwe ka dimetara tše $\frac{2}{10}$.
 Na palomoka ya botelele bja mothalo woo Bulelwa a o thadilego ke bokae?

Draw the bar diagram.

Thala taekramo ya methalopepetla.

Write the number sentence.

Ngwala lefokopalo.

Write the answer.

Ngwala karabo.

Term 3 Lesson 28

Kotara ya 3 Thuto ya 28

Subtraction of fractions

Dipalophatlo tša go ntšha

CLASSWORK MOŠOMO WA KA PHAPOŠING

Solve the problems:

Rarolla marara:

a	Mom has a $\frac{5}{6}$ m length of fabric. She cuts a $\frac{2}{6}$ m length off it. How long is the length of fabric left over? Mma o na le lešela la botelele bja dimetara tše $\frac{5}{6}$. O ripa botelele bja dimetara tše $\frac{2}{6}$ tša lešela. Na go šetše botelele bjo bokaakang bja lešela?	
	Draw the bar diagram. Thala taekramo ya methalopepetla.	
	Write the number sentence. Ngwala lefokopalo.	
	Write the answer. Ngwala karabo.	

b	<p>Mufunwa draws a line that is $\frac{7}{10}$ m long. She then erases $\frac{4}{10}$ m of the line. How long is the line now? Lerato o thala mothalo wa botelele bja dimetara tše $\frac{7}{10}$. O phumola dimetara tše $\frac{4}{10}$ tša mothalo. Na botelele bja mothalo ke bokae gabjale?</p>	
	<p>Draw the number line. Thala mothalo palo.</p>	
	<p>Write the number sentence. Ngwala lefokopalo.</p>	
	<p>Write the answer. Ngwala karabo.</p>	
c	<p>Tshepo has 1 L of milk. He spills $\frac{1}{4}$ L of the milk. How much milk does Tshepo have left? Tshepo o na le Litere e 1 ya maswi. O falatša $\frac{1}{4}$ ya Litere ya maswi. Na Tshepo o šaletšwe ke maswi a makaakang?</p>	
	<p>Draw the number line. Thala mothalo palo.</p>	
	<p>Write the number sentence. Ngwala lefokopalo.</p>	
	<p>Write the answer. Ngwala karabo.</p>	

HOMEWORK MOŠOMO WA GAE

Solve the problem:

Rarolla marara:

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?

Kgoši o reka ripone ya botelele bja dimetara tše $\frac{8}{8}$.

O ripa dimetara tše $\frac{4}{8}$ tša ripone.

Na go šetše botelele bjo bokae bja ripone?

Draw the bar diagram.

Thala taekramo ya
methalopepetla.

Write the number sentence.

Ngwala lefokopalo.

Write the answer.

Ngwala karabo.

Term 3 Lesson 29

Kotara ya 3 Thuto ya 29

Fraction of a collection

Palophatlo ya kgoboketšo

CLASSWORK MOŠOMO WA KA PHAPOŠING

Solve the problem:

Rarolla marara:

Share 13 chocolate bars between 4 friends so that they all get the same amount and there is nothing left over.

Abaganya dipepetla tše 13 tša tšhokolete magareng ga bagwera ba ba 4 gore ba hwetše tša go lekana, go se be le yeo e šalago.

Na o tee o tla hwetša dipepetla tše kae tša tšhokolete?

Draw the bar diagram.

Thala taekramo ya methalopepetla.

Write the number sentence.

Ngwala lefokopalo.

Write the answer.

Ngwala karabo.

HOMEWORK MOŠOMO WA GAE

Solve the problem:

Rarolla marara:

Nomsa has 18 marbles.

She takes $\frac{1}{6}$ of her marbles to school.

How many marbles does she take?

Nomsa o na le dimabole tše 18.

O tšea $\frac{1}{6}$ ya dimabole tša gagwe o di iša sekolong.

Na o tšere dimabole tše kae?

Draw the bar diagram.

Thala taekramo ya methalopepetla.

Write the number sentence.

Ngwala lefokopalo.

Write the answer.

Ngwala karabo.

Term 3 Lesson 30

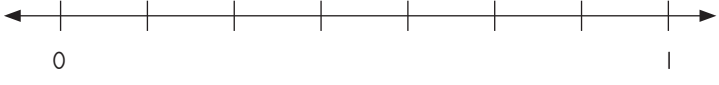

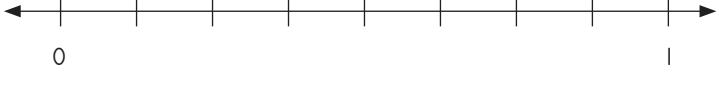
Kotara ya 3 Thuto ya 30

Consolidation

Teefatšo

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

Ngwala dipalophatlo godimo ga mothalo palo o di bapetše.

	Write the fractions in the correct place on the number lines. Ngwala dipalophatlo mafelong a maleba mo methalopalong.	Which fraction is smaller? Na ke palophatlo efe ye nnyane?
a	$\frac{5}{7}$ and $\frac{3}{7}$ 	
b	$\frac{4}{5}$ and $\frac{3}{5}$ 	
c	$\frac{2}{8}$ and $\frac{4}{8}$ 	

2 Solve the problems:

Rarolla marara:

<p>a Tshilidzi had a $\frac{7}{8}$ m length of string. He cut off $\frac{5}{8}$ m. How long is the length of string left over? Mogau o be a na le botelele bja dimetara tše $\frac{7}{8}$ tša thapo. A ripa dimetara tše $\frac{5}{8}$. Na go šetše botelele bjo bokaakang bja thapo ya gagwe?</p>	
<p>Draw the number line. Thala mothalopalo.</p>	
<p>Write the number sentence. Ngwala lefokopalo.</p>	
<p>Write the answer. Ngwala karabo.</p>	
<p>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? Priya o dirile dilitere tše $\frac{2}{3}$ tša teye. A buša a dira dilitere tše dingwe gape tše $\frac{1}{3}$ tša teye. Na o dirile teye ye kaakang ka moka ge e hlakana?</p>	
<p>Draw the number line. Thala mothalopalo.</p>	
<p>Write the number sentence. Ngwala lefokopalo.</p>	
<p>Write the answer. Ngwala karabo.</p>	

3 Solve the problem:

Rarolla marara:

Themba has 20 flowers.

She gives $\frac{4}{5}$ of her flowers to her teacher.

How many flowers does she give to her teacher?

Themba o na le maloba a 20.

O fa morutiši wa gagwe maloba a gagwe a $\frac{4}{5}$.

Na o fa morutiši wa gagwe maloba a makae?

Draw the diagram.

Thala taekramo.

Write the number sentences to show $\frac{4}{5}$ of 20.

Ngwala lefokopalo go laetša $\frac{4}{5}$ ya 20.

Write the answer.

Ngwala karabo

Term 3 Lesson 3I

Kotara ya 3 Thuto ya 3I

Assessment

Kelo

Term 3 Lesson 32

Kotara ya 3 Thuto ya 32

Metres

Dimetara

CLASSWORK MOŠOMO WA KA PHAPOŠING

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

Akanya pele morago o ele dilo go bona ge eba dilo tšeo ke tše ditelele goba tše dikopana go feta metara.

	Measure Ela	Estimate Akanya		Measure Ela Was I right? Na ke be ke nepile?
		longer than a metre telele go feta metara	shorter than a metre kopana go feta metara	
1	Your height. Bogodimo bja gago.			
2	The width of the chalkboard. Bophara bja letlapa la ka phapošing.			
3	The length of your desk. Botelele bja teseke ya gago.			
4	The width of the doorway. Bophara bja monyako wa lebati.			
5	The height of your desk. Bogodimo bja teseke ya gago.			

HOMEWORK MOŠOMO WA GAE

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

Thala seswantšho sa selo sa ka gae seo se lego se setelele go feta metara o 1.

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

Thala seswantšho sa selo sa ka gae seo se lego se sekopana go feta metara o 1.

Term 3 Lesson 33

Kotara ya 3 Thuto ya 33




Centimetres

Disentimetara

CLASSWORK MOŠOMO WA KA PHAPOŠING

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

Thoma ka go akanya, morago o ele botelele. Feleletša tafola.

	Estimate Akanya	Measure Ela	Difference Phapano
1 			
2 			
3 			
4 The length of my Maths Workbook. Botelele bja Puku ya ka ya Mmetse ya go šomela.			
5 The width of my Maths Workbook. Bophara bja Puku ya ka ya Mmetse ya go šomela.			
6 My handspan. Dipharalatšo tša seatla sa ka.			
7 My friend's handspan. Dipharalatšo tša seatla sa mogwera wa ka.			

HOMEWORK MOŠOMO WA GAE

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

Kgopela batho ba ba 4 ka gae go ema ka mothaladi.

a _____ is the tallest.
ke yo motelele go feta.

b _____ is the shortest.
ke yo mokopana go feta.

2 Use a tape measure to find out:

Šomiša theipi ya go ela go nyakišiša:

a I am _____ cm tall.

Botelele bja ka ke disentimetara tše _____.

b _____ is _____ cm tall.

_____ ke yo motelele ka disentimetara tše _____.

c _____ is _____ cm tall.

_____ ke yo motelele ka disentimetara tše _____.

d _____ is _____ cm tall.

_____ ke yo motelele ka disentimetara tše _____.

Term 3 Lesson 34

Kotara ya 3 Thuto ya 34

Working with units of length

Go šoma ka diyuniti tša botelele

Activity 1 Recording Sheet

Mošomo wa 1 Letlakala la go rekhota

Object Selo	Estimate Akanya	Measure Ela	Difference Phapano
Door (height) Lebati (bogodimo)	2 m	1,8 m	0,2 m
Door (width) Lebati (bophara)			
Teacher's desk (height) Teseke ya morutiši (bogodimo)			
Teacher's desk (length) Teseke ya morutiši (botelele)			
Teacher's desk (breadth) Teseke ya morutiši (bophara)			
Chalkboard (length) Letlapa (botelele)			
Chalkboard (height) Letlapa (bogodimo)			
Width of the class Bophara bja phapoši ya borutelo			

Activity 2 Recording Sheet

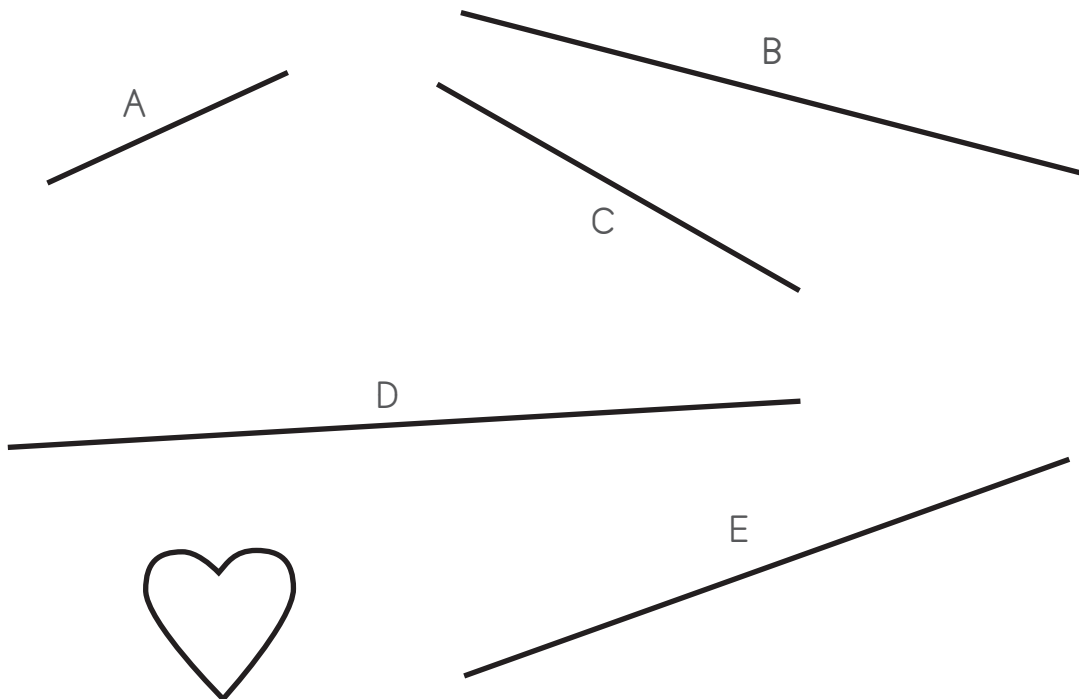
Mošomo wa I Letlakala la go rekhota

String Thapo	Estimate Akanya	Measure Ela	Difference Phapano
A			
B			
C			
D			

CLASSWORK MOŠOMO WA KA PHAPOŠING

Measuring length

Go ela botelele



I A = _____ cm.

A = disentimetara tše _____.

2 B = _____ cm.
B = disentimetara tše _____.

3 C = _____ cm.
C = disentimetara tše _____.

4 D = _____ cm.
D = disentimetara tše _____.

5 E = _____ cm.
E = disentimetara tše _____.

6 Line _____ is the longest.

Mothalo wa _____ ke wo motelele go feta.

7 Line _____ is the shortest.

Mothalo wa _____ ke wo mokopana go feta.

8 _____ and _____ have the same length.

_____ le _____ e a lekana ka botelele.

9 A is _____ shorter than D.

A ke wo mokopana kudu ka _____ go feta D.

10 B is _____ longer than A.

B ke wo motelele kudu ka _____ go feta D.

11 The difference between A and _____ is 2 cm.

Phapano magareng ga A le _____ ke disentimetara tše 2.

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.

Šomiša seripa sa thapo go ela botelele bja mahlakore a pelo. Šomiša rula ya gago go hwetša kelo ka disentimetara.

HOMEWORK MOŠOMO WA GAE

1 Calculate

Balela:

a $64 \text{ cm} - 23 \text{ cm} = \underline{\hspace{2cm}}$

b $43 \text{ cm} + 43 \text{ cm} = \underline{\hspace{2cm}}$

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

Tlatša ka, godimo go feta, tlase go feta goba lekana le:

a $48 \text{ cm} + 32 \text{ cm} \underline{\hspace{1cm}} 100 \text{ cm} - 15 \text{ cm}$

b $100 \text{ cm} - 50 \text{ cm} \underline{\hspace{1cm}} 50 \text{ cm}$

Term 3 Lesson 35

Kotara ya 3 Thuto ya 35

Consolidation

Teefatšo

I Complete the table:

Tlatša tafola:

	Estimate Akanya	Measure Ela	Difference between estimation and measurement Phapano magareng ga kakanyo le kelo
Width of classroom. Bophara bja phapoši ya borutelo.			
Width of the window. Bophara bja lefasetere.			
Length of teacher's table. Botelele bja tafola ya morutiši.			

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

Hwetša dilo tše 3 ka phapošing ya borutelo tše e lego tše dikopana kudu go feta botelele bja disentimetara tše 10. Feleletša tafola.

	Name of object Leina la selo	Measurement of length Kelo ya botelele
1		
2		
3		

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

Hwetša dilo tše 3 ka phapošing ya borutelo tše e lego tše ditelele kudu go feta botelele bja disentimetara tše 10. Feleletša tafola.

	Name of object Leina la selo	Measurement of length Kelo ya botelele
1		
2		
3		

Term 3 Lesson 36

Kotara ya 3 Thuto ya 36

Perimeter Perimeta

CLASSWORK MOŠOMO WA KA PHAPOŠING

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

Gateletša lepokisi la mankgwari ka pukung ya gago. Ela botelele bja mahlakore o be o a ngwale maina.

What is the perimeter of the rectangle you drew?

Na perimeta ya khutlonnethwi yeo o e thadilego ke eng? _____

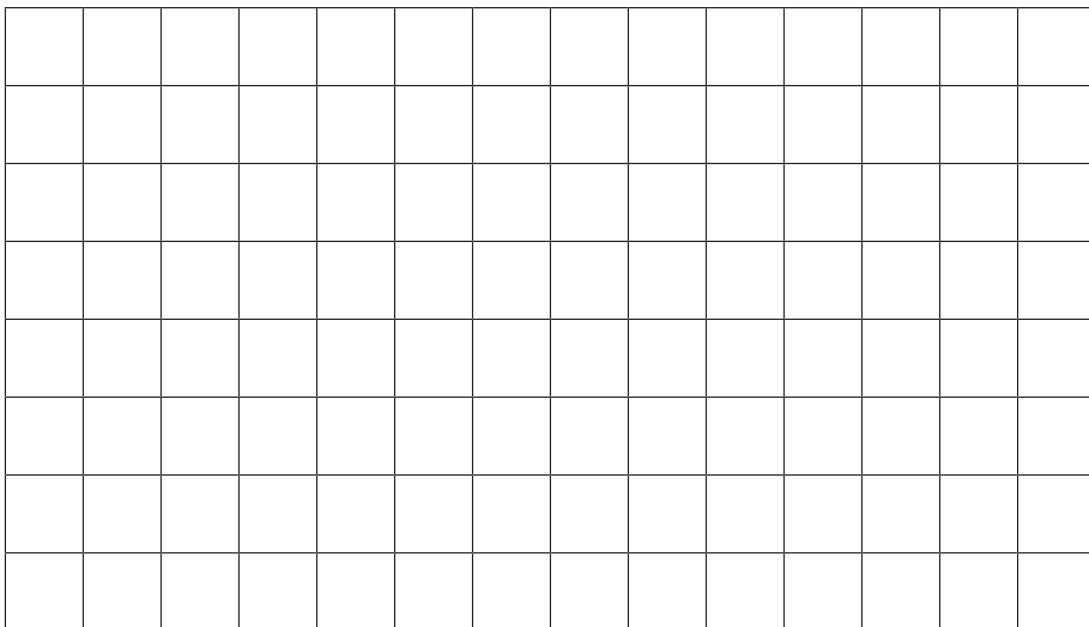
- 2 Cut three strips of paper. All of them need to be the same length. Stick them in your books to make a triangle. Measure the lengths of the sides and label them.

Ripa distripi tša letlakala. Ka moka ga tšona di swanetše go lekana ka botelele. Di kgomaretše ka dipukung tša gago go dira khutlotharo. Ela botelele bja mahlakore o be o a ngwale maina.

What is the perimeter of the triangle you made?
Na perimeta ya khutlotharo yeo o e thadilego ke eng? _____

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

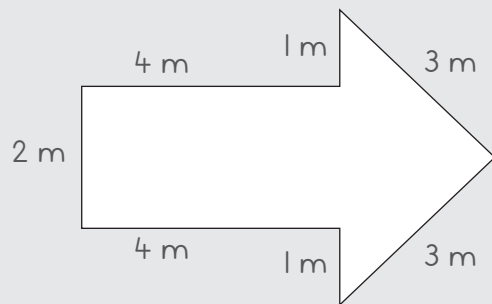
Thala dikhutlonnethwii tše pedi tša go fapafapana tša perimeta ya disentimetara tše 12 mo kriting.



HOMEWORK MOŠOMO WA GAE

Calculate the perimeter of the following shapes.

Balela perimeta ya dibopego tše di latelago:



Perimeter = _____
Perimeta



Perimeter = _____
Perimeta

Term 3 Lesson 37

Kotara ya 3 Thuto ya 37

Area

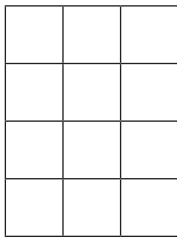
Area

CLASSWORK MOŠOMO WA KA PHAPOŠING

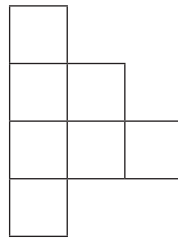
1 What is the area of each of these shapes?

Na area ya sebopego se sengwe le se sengwe ke eng?

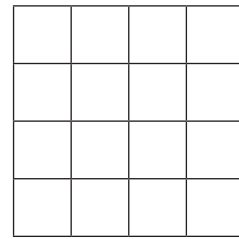
a _____



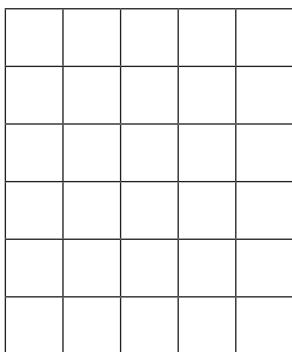
b _____



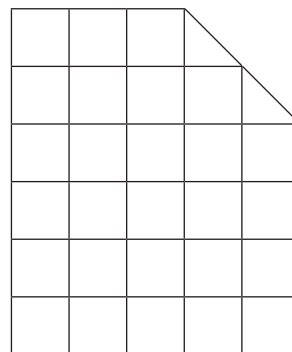
c _____



d _____

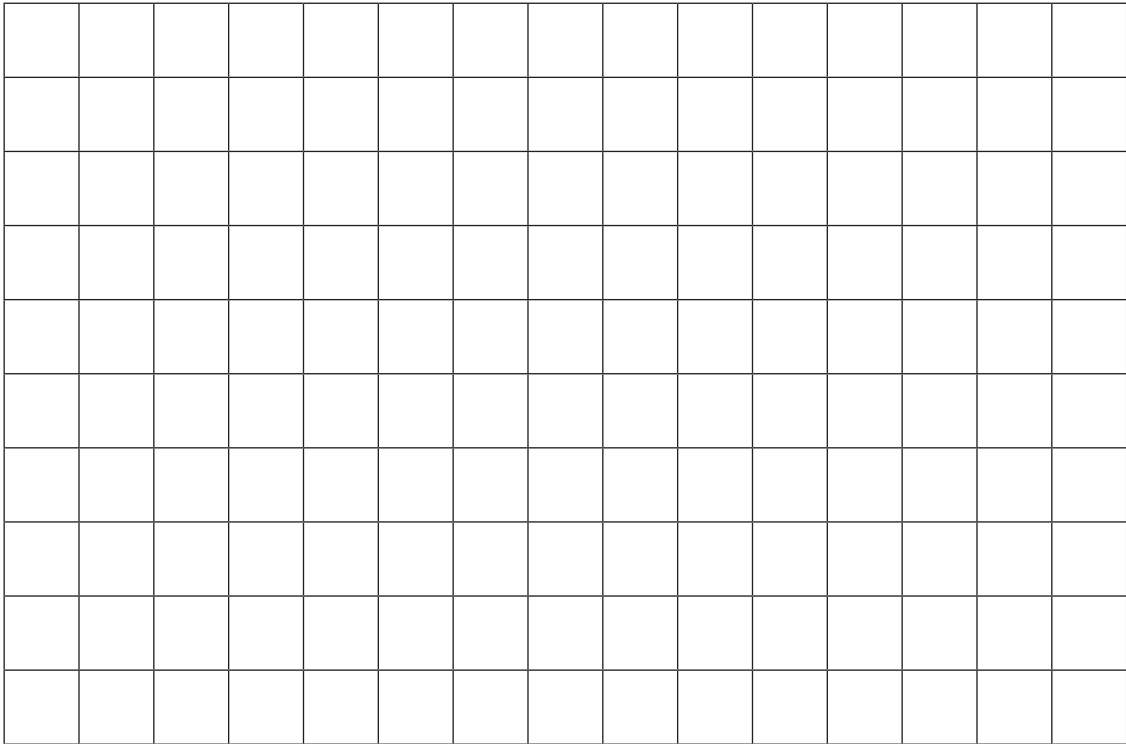


e _____



- 2 Use squares and half squares to draw three shapes on the grid paper below. Each shape should have an area of 12 squares. (□ ▽)

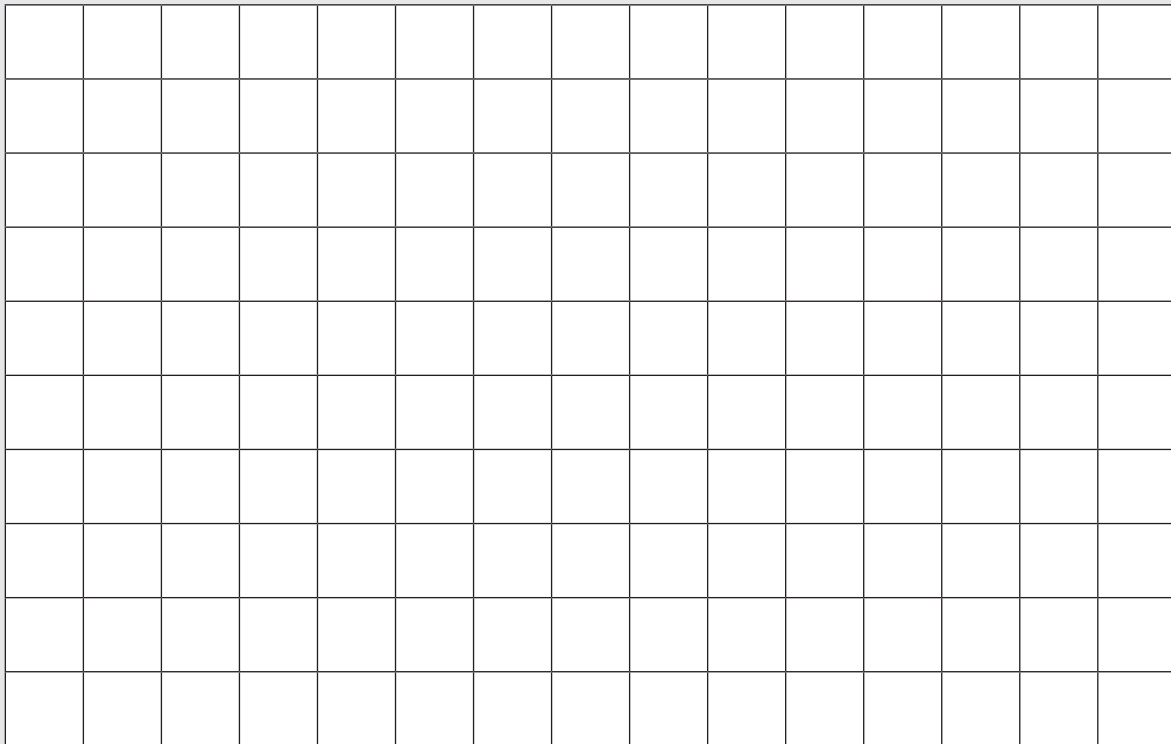
Šomiša dikwere le diripa tša dikwere go thala diboego tše tharo mo go letlakala la kriti ya ka tlase. Seboego se sengwe le se sengwe se swanetše go ba le area ya dikwere tše 12. (□ ▽)



HOMEWORK MOŠOMO WA GAE

Draw three shapes, each with an area of 10 blocks on the grid paper.

Thala dibopego tše tharo, se sengwe le se sengwe se be le area ya diploko tše 10 mo letlakaleng la kriti.



Term 3 Lesson 38

Kotara ya 3 Thuto ya 38

Assessment

Kelo

Term 3 Lesson 39

Kotara ya 3 Thuto ya 39

South African money

Tšhelete ya Afrika Borwa

CLASSWORK MOŠOMO WA KA PHAPOŠING

1 Write 325c in rands and cents.

Ngwala 325c ka diranta le disente. _____

2 What national symbol is on the 20c coin?

Na ke seka sefe sa bosetšhaba seo se lego godimo ga khoine ya 20c?

3 Write down all the different ways you can make R4.00 using only bank notes.

Ngwala mekgwa ka moka ya go fapafapana yeo o ka dirago R4.00 o šomiša tšhelete ya pampiri fela.

How do you know whether you have all the solutions?

Na o tseba bjang ge eba o na le dikarabo ka moka?

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

Ge treksutu ya sekolo e bitša R150, na tše 2 di tla bitša bokae?

- 5 Toffees cost R1,10 each. Neo has one 50c coin and four 20c coins.
Dithofi di bitša R1,10 ka e tee. Neo o na le khoine e tee ya 50c le dikhoine tše nne tša 20c.

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

Na Neo o swanetše go šomiša dikhoine dife go lefela thofi e tee?

b How much money will he have left?

Na o tla šalelwa ke bokae? _____

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

Tše ke ditheko tša malekere ka spazeng:

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?

Koko wa Akani o mo file R5. Na ke malekere afe a 3 ao a ka a rekago ka tšhelete ya gagwe?

HOMEWORK MOŠOMO WA GAE

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

Koketso o rekile dipuku tše tharo ka R80 e tee. O lefetše ka R300. Na o tla šalelwa ke tšhentšhi ya bokae?

- 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?

Tšhepisi e tee e bitša 44c. Asanda o na le R8. O nyaka go reka ditšhepisi tše 20 tša moletlo wa gagwe. Na o hloka go boloka bokae gape?

- 3 Which animal is on the R20 note?

Na ke phoofolo efe yeo e lego godimo ga R20 ya pampiri?

Term 3 Lesson 40

Kotara ya 3 Thuto ya 40

Consolidation

Teefatšo

1 $R2,20 + R4 =$ _____

2 $R3,50 + R2,50 =$ _____

3 Write 520c as rands and cents.

Ngwala 520c bjale ka diranta le disente. _____

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

Thala tšhelete ya pampiri go laetša mekgwa ye mentši ya go fapafapana ya go dira R400 o šomiša tšhelete ya pampiri fela.

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

Mandla o lefela R2, 50 ge a namela thekisi a eya sekolong. Na Mandla o lefela bokae go ya le go boa sekolong ka letšatši le tee?

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

Phere e tee ya dieta e bitša R250. Na diphere tše pedi di tla bitša bokae?

Term 3 Lesson 41

Kotara ya 3 Thuto ya 41

Money word problems (I)

Mararantšu a tšhelete (I)

CLASSWORK MOŠOMO WA KA PHAPOŠING

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

Go na le ditšhokolete tše 5 ka pakeng. Paka e tee ya ditšhokolete e bitša R1,00. Morena Malepe o hloka ditšhokolete tše 50.

- a How many packets should he buy?

Na o swanetše go reka dipaka tše kae? _____

- b What will he pay?

Na o tla lefela bokae? _____

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

Ke na le R200. Ke nyaka go reka dikgwele tše 5. Na ke dikgwele dife tšeo nka di rekago?

Soccer balls – R50 each/Dikgwele tša maoto – R50 e tee

Cricket balls – R40 each/Dikgwele tša khrikhete – R40 e tee

Netball balls – R45 each/Dikgwele tša kgwelentlatlana – R45 e tee

Rugby balls – R55 each/Dikgwele tša rakbi – R55 e tee

Tennis balls – R15 each/Dikgwele tša thenise – R15 e tee

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

Dipese tše tharo di sepela tseleng ya go lefelwa gomme di lefišwa R40 e tee. Na di lefela bokae ka moka?

HOMEWORK MOŠOMO WA GAE

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

Peter o rekile diphere tše 3 tša dieta ka R90 phere e tee. Na o tla hwetša tšhentšhi ya bokae ge a lefela ka R300?

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

Dipese tše tharo di sepela tseleng ya go lefelwa gomme di lefišwa R35 e tee. Na di lefela bokae ka moka?

Term 3 Lesson 42

Kotara ya 3 Thuto ya 42

Money word problems (2)

Mararantšu a tšhelete (2)

1 Convert the following amounts Nchumu cents:

Fetolela ditšhelete tše di latelago go disente:

a $R9,00 = \underline{\hspace{2cm}}$ c

b $R0,40 = \underline{\hspace{2cm}}$ c

c $R0,10 = \underline{\hspace{2cm}}$ c

d $R32,10 = \underline{\hspace{2cm}}$ c

2 Convert the following amounts Nchumu rands:

Fetolela ditšhelete tše di latelago go diranta:

a $770c = R \underline{\hspace{2cm}}$

b $80c = R \underline{\hspace{2cm}}$

c $20c = R \underline{\hspace{2cm}}$

d $2390c = R \underline{\hspace{2cm}}$

CLASSWORK MOŠOMO WA KA PHAPOŠING

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

Khalara dikhoine tšeo di tla dirago:

80c	100c	220c

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

Khalara tšhelete ya pampiri yeo e kopantšhitšwego le dikhoine tšeo di tla dirago:

R52	R98	R85

3 Convert the following amounts Nchumu cents:

Fetolela ditšhelete tše di latelago go disente:

a R5,00 = _____ c

b R0,20 = _____ c

- 4 Convert the following amounts Nchumu rands:
Fetolela ditšhelete tše di latelago go diranta:

a $100c = R$ _____

b $1000c = R$ _____

HOMEWORK MOŠOMO WA GAE

- 1 Convert the following amounts Nchumu cents:
Fetolela ditšhelete tše di latelago go disente:

a $R0,50 =$ _____ c

b $R7,90 =$ _____ c

- 2 Convert the following amounts Nchumu rands:
Fetolela ditšhelete tše di latelago go diranta:

a $80c = R$ _____

b $200c = R$ _____

Term 3 Lesson 4.3

Kotara ya 3 Thuto ya 4.3

Assessment

Kelo

Term 3 Lesson 44

Kotara ya 3 Thuto ya 44

Mass (I)

Boima (I)

CLASSWORK MOŠOMO WA KA PHAPOŠING

- 1 Draw the following products with different masses:

Thala ditšweletšwa tše di latelago tša boima bja go fapafapana:

250 g mealie meal 250 g bupi	400 g peanut butter 400 g potoro ya ditokomane	500 g flour 500 g folouru

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

Šomiša diswantšho tša ditšweletšwa tša Potšišo ya I go feleletša tše di latelago:

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

Mma o rekile bupi le folouru. Na palomoka ya boima bja ditšweletšwa tša gagwe ke bokae?

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

Ke rekile potoo ya ditokomane le folouru. Na palomoka ya boima bja ditšweletšwa tša ka ke bokae?

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

Tate o rekile mekotla ye 2 ya folouru. Na palomoka ya boima bja ditšweletšwa tša gagwe ke bokae?

HOMEWORK MOŠOMO WA GAE

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

Hwetša o be o thale ditšweletšwa tše 3 tša boima bja go fapafapana ka dikremo ka moraleng wa geno. Ngwala leina la setšweletšwa le boima bja sona.

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

Feleletša mafoko a o šomiša ditšweletšwa go tšwa ka moralleng wa geno.

a Mom bought _____ and _____.

The total mass is _____ g.

Mma o rekile _____ le _____.

Palomoka ya boima bja tšona ke dikremo tše _____.

b Dad bought _____ and _____.

The total mass is _____ g.

Tate o rekile _____ le _____.

Palomoka ya boima bja tšona ke dikremo tše _____.

c I bought _____, _____ and _____.

The total mass is _____ g.

Ke rekile _____, _____ le _____.

Palomoka ya boima bja tšona ke dikremo tše _____.

Term 3 Lesson 45


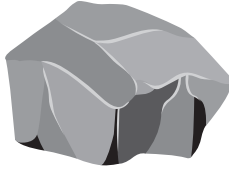


Kotara ya 3 Thuto ya 45

Consolidation

Teefatšo

- 1 Order the following from lightest to heaviest:

Beakanya tše di latelago go tloga go se bofelo go feta go ya go se boima go feta:

<p>a feather lefofa</p> 	<p>b stone leswika</p> 	<p>c truck llori</p> 	<p>d horse pere</p> 
--	---	--	--

- 2 Estimate the mass of the feather.

Akanya boima bja lefofa.

3 Here are some products:

Ditšweletšwa tše dingwe ke tše:

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

a Which item has the greatest mass?

Ke sefe setšweletšwa seo se nago le boima bjo bogologolo?

b Which item has the lowest mass?

Ke sefe setšweletšwa seo se nago le boima bja tlasetlase?

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

Na boima bja Marie biskits le smarties ke bokae ge bo hlakana?

Term 3 Lesson 4b

Kotara ya 3 Thuto ya 4b

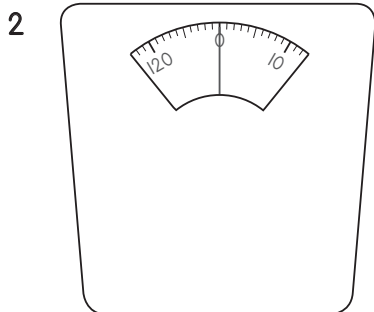
Mass (2)

Boima (2)

CLASSWORK MOŠOMO WA KA PHAPOŠING

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

Thala manakana godimo ga sekala sa ka moraleng go laetša boima bja ditšweletšwa tše:



a What mass reading is shown on this scale?

Na sekala se se laetša boima bja bokae? _____

b Is anyone standing on this bathroom scale?

Na go na le yoo a emego godimo ga sekala se sa ka phapošing ya bohlapelo?

c How do you know?

O tseba bjang? _____

HOMEWORK MOŠOMO WA GAE

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

Hwetša dilo ka gae tšeo di nago le boima bjo bo latelago: Kopa o be o feleletše tafola.

Mass in kilograms Boima ka dikhilokremo	Item Selo
1 kg	
1 kg	
2 kg	
5 kg	
10 kg	

Term 3 Lesson 47

Kotara ya 3 Thuto ya 47

Estimation of mass

Kakanyo ya boima

CLASSWORK MOŠOMO WA KA PHAPOŠING

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

Akanya boima bja dilo tše di latelago o rekhote dikakanyo tša gago ka gare ga tafola.

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

Ela boima bja dilo tše di latelago o šomiša sekala sa ka phapošing ya bohlapelo o be o feleletše tafola.

	Mass in kilograms Boima ka dikhilokremo		
	Estimate Akanya	Measure Ela	Difference Phapano
School bag Mokotla wa sekolo			
10 books Dipuku tše 10			
Learner Moithuti			
Brick Setena			
2 litre bottle of water Diliter e tše 2 tša lepotlelo la meetse			
Other Se sengwe			

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

Balela phapano magareng ga kakanyo ya gago le kelo ya gago. E rekhote ka gare ga tafola.

HOMEWORK MOŠOMO WA GAE

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.

Hwetša dilo tše 6 ka gae o di ngwale lefelong la maleba mo tafoleng. O se ke wa itshwenya ka go ela boima bja tšona – o akanye.

3 items with a mass less than 5 kg Dilo tše 3 tša boima bja ka tlase ga dikhilokremo tše 5.	3 items with a mass more than 5 kg Dilo tše 3 tša boima bja ka godimo ga dikhilokremo tše 5.
1	1
2	2
3	3

Term 3 Lesson 48

Kotara ya 3 Thuto ya 48

Working with units of mass

Go šoma ka diyuniti tša boima

CLASSWORK MOŠOMO WA KA PHAPOŠING



3 kg



1 kg



200 g



1 kg



500 g



1 kg



500 g



2 kg



250 g



100 g



200 g

1 Which is the heaviest product above?

Ke sefe setšweletšwa se boima go feta go tšeo di lego ka godimo?

2 Which is the lightest product above?

Ke sefe setšweletšwa se bofefo go feta go tšeo di lego ka godimo?

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

Efa dilo tše 2 tšeo di nago le boima bjoo bo kopantšwego bja ka tlase ga khilokremo e l.

- 4 Name 2 items that have a combined mass of 500 g.
Efa dilo tše 2 tše o di nago le boima bjoo bo kopantšwego bja dikhilokremo tše 500.

- 5 How much more Pronutro is there than Provita?
Na go na le Pronutro ye kaakang go feta Provita? _____

- 6 What is the total mass of the Cremora and Iwisa?
Na palomoka ya boima bja Cremora le Iwisa ke bokae? _____

HOMEWORK MOŠOMO WA GAE

- 1 Use a bathroom scale to find your mass.
Šomiša sekala sa ka phapošing ya bohlapelo go hwetša boima bja gago. _____
- 2 Write the mass of these products in order from lightest to heaviest.
Ngwala boima bja ditšweletšwa tše ka go latelana go tloga go se bofefo go feta go ya go se boima go feta.



Term 3 Lesson 49

Kotara ya 3 Thuto ya 49

Assessment

Kelo

Term 3 Lesson 50

Kotara ya 3 Thuto ya 50

Consolidation

Teefatšo

1 $200\text{ g} + 800\text{ g} =$

Dikremo tše 200 + dikremo tše 800 = _____

2 1000 g is the same as

Dikremo tše 1000 di swana le _____

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

Thala manakana godimo ga sekala sa ka moralleng go laetša boima:

2 kg Pronutro Dikhilokremo tše 2 tša Pronutro	1 kg Cremora Khilokremo e 1 ya Cremora	5 kg mealie meal Dikhilokremo tše 5 tša bupi	10 kg flour Dikhilokremo tše 10 tša flouru

4 Use the products from Question 3 to complete the following:

Šomiša ditšweletšwa tša Potšišo ya 3 go feletša tše di latelago:

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

Mma o rekile Pronutro le Cremora. Palomoka ya boima bja tšona ke dikhilokremo tše

_____.

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

Tate o rekile flouru le Cremora. Palomoka ya boima bja tšona ke dikhilokremo tše

_____.

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

_____ kg.

Ke rekile bupi, Cremora le Pronutro. Palomoka ya boima bja tšona ke dikhilokremo tše

_____.

d Name 2 products that add up to 15 kg.

Efa ditšweletšwa tšeo di dirago dikhilokremo tše 15 ge di hlakana.

e Name 2 products that add up to 6 kg

Efa ditšweletšwa tšeo di dirago dikhilokremo tše 6 ge di hlakana.

1 Array diagram (lesson 1 and other)

Taekramo ya tokologanyo (thuto ya 1 le tše dingwe)

Array diagram for multiplication table Taekramo ya array ya tafola ya go atiša										
	1	2	3	4	5	6	7	8	9	10
1	●	●	●	●	●	●	●	●	●	●
2	●	●	●	●	●	●	●	●	●	●
3	●	●	●	●	●	●	●	●	●	●
4	●	●	●	●	●	●	●	●	●	●
5	●	●	●	●	●	●	●	●	●	●
6	●	●	●	●	●	●	●	●	●	●
7	●	●	●	●	●	●	●	●	●	●
8	●	●	●	●	●	●	●	●	●	●
9	●	●	●	●	●	●	●	●	●	●
10	●	●	●	●	●	●	●	●	●	●

2 Multiplication cards (lesson 1 and other)
Dikarata tša go atiša (thuto ya 1 le tše dingwe)

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

3 Multiplication cards (lesson 1 and other)
Dikarata tša go atiša (thuto ya 1 le tše dingwe)

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

4. Multiplication cards (lesson 1 and other)
Dikarata tša go atiša (thuto ya 1 le tše dingwe)

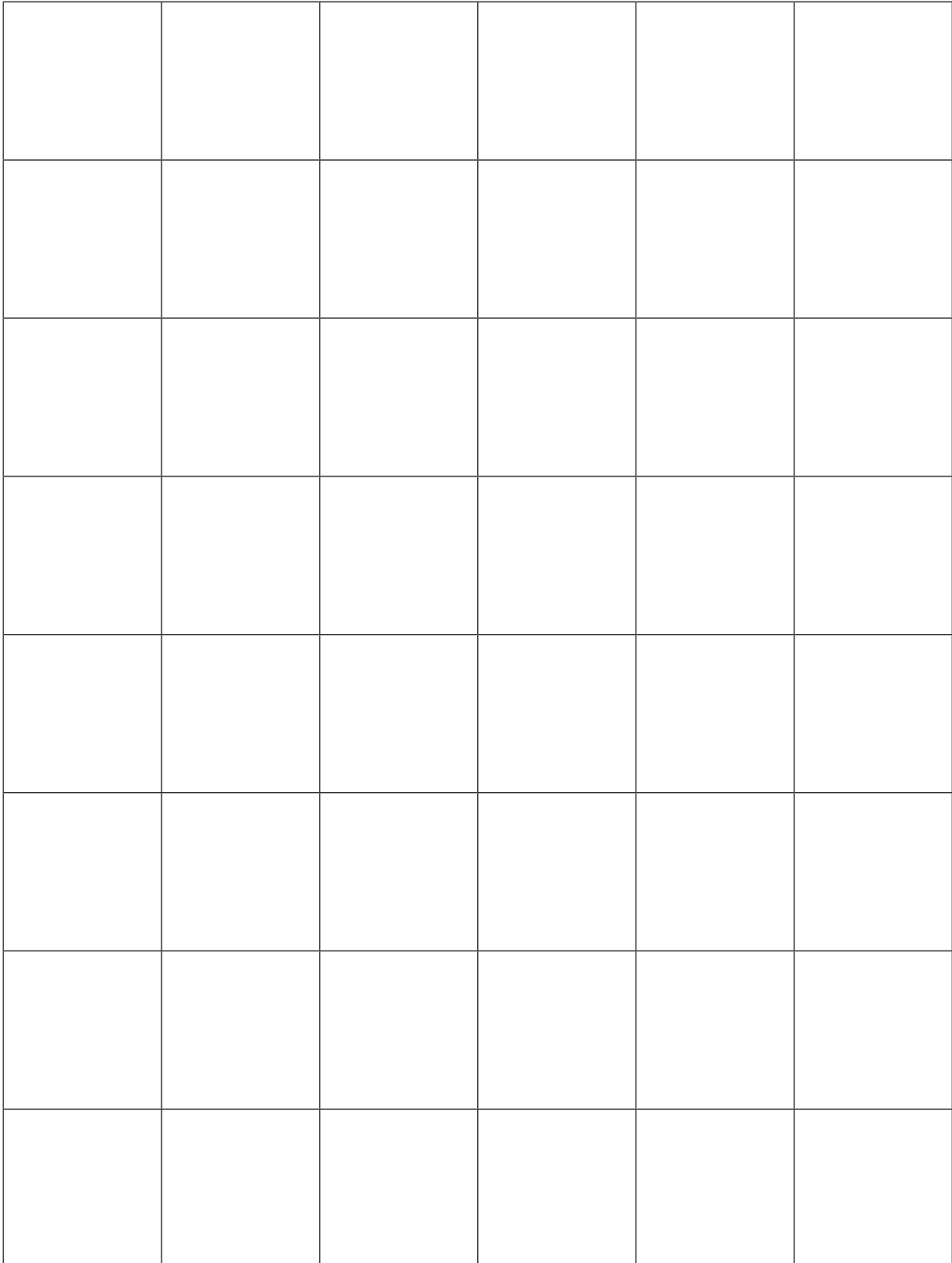
7×1	8×1	9×1
7×2	8×2	9×2
7×3	8×3	9×3
7×4	8×4	9×4
7×5	8×5	9×5
7×6	8×6	9×6
7×7	8×7	9×7
7×8	8×8	9×8
7×9	8×9	9×9

5 Multiplication table (lesson 2 and other)

Dikarata tša go atiša (thuto ya 2 le tše dingwe)

	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)
Papetla ya dikwere (thuto ya 37)



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

Diripana tša tšhelete – dikhoine (thuto ya 39–42)



8 Money cut-outs – notes (lesson 39–42)
Diripana tša tšhelete – tšhelete ya pampiri
(thuto ya 39–42)



9 Money cut-outs _ notes (lesson 39-42)

Diripana tša tšhelete – tšhelete ya pampiri
(thuto ya 39-42)



