

MATHEMATICS

Grade 3

**English/
Xitsonga**

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.

Manghenelo

Xikatsa lexi xa switirhisiwa xi ni migingiriko ya siku ni siku ya makumentlhanu leyi nomboriweke ya ntirho wa le tllasini ni ntirhokaya. Migingiriko leyi yi fambisana ni migingiriko leyi nga eka makungu ya tidyondzontsongo. Tidyondzontsongo ta siku ni siku ti fanele ti landzeriwa hi ntirho wa le tllasini ivi ku landzela ntirhokaya. Tinhlamulo ta migingiriko leyi ti nga tsariwa laha bukwin.

Switirhisiwa leswi swi tsariwe hi Xitsonga ni Xinghezi. Ha tshemba leswaku ku tsala migingiriko leyi hi tindzimi timbirhi swi ta pfuna vadyondzi ku dyondza marito ya matematiki hi ririmi ra manana ni hi Xinghezi. Leswi swi ta va hlomisela ku dyondza matematiki ni le nkarhini lowu taka.

Loko vadyondzi vo dyondza hilaha migingiriko leyi yi hleriweke hakona, va nga hlanganisa kharikhulamu hinkwayo. Ha tshemba leswaku migingiriko leyi yi ta va madyondziselo yo tsakisa yo va pfuna ku dyondza vutivi bya matematiki.

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Term 3 Lesson 1

Theme ya 3 Dyondzontsongo ya 1

Multiplication (1)

Ku andzisa (1)

CLASSWORK NTIRHO WA LE TLILASINI

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

Xaxameta makhadi ya ku andzisa ya menthele lowu landzelaka:

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.

Tlangani ntlango wa makhadi wa ku andzisa ka 1 kufika eka 5. Mudyondzisi u ta mi hlamusela milawu.

HOMEWORK NTIRHOKAYA

Complete the table:

Hetisa tafula:

	Multiple Nyandziso	Answer Nhlamulo
1	2×3	
2	4×4	
3	5×2	
4	4×5	

Term 3 Lesson 2

Theme ya 3 Dyondzontsongo ya 2

Multiplication (2)

Ku andzisa (2)

CLASSWORK NTIRHO WA LE TLILASINI

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

Tlangani ntlango wa makhadi wa ku andzisa ka 1 kufika eka 9. Mudyondzisi u ta mi hlamusela milawu.

HOMEWORK NTIRHOKAYA

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

Dirowa mixaxamelo ku komba nyandziso kutani u tsala nhlamulo ehansi ka nxaxamelo.

	Multiple Nyandziso	Array Mixaxamelo		Multiple Nyandziso	Array Mixaxamelo
a	6×7		b	7×6	
c	8×9		d	9×8	

Term 3 Lesson 3

Theme ya 3 Dyondzontsongo ya 3

Grouping and sharing

Ku endla mitlawa na ku avela

CLASSWORK NTIRHO WA LE TLILASINI

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

Tlangani mitlango ya makhadi ya ku andzisa. Mudyondzisi u ta mi hlamusela milawu ya kona.

HOMEWORK NTIRHOKAYA

Calculate the multiple. Draw an array to show it.

Khakhuleta nyandziso. Dirowa mixaxamelo ku komba nyandziso.

	Multiple Nyandziso	Array Mixaxamelo		Multiple Nyandziso	Array Mixaxamelo
a	3×5 = _____		b	5×3 = _____	
c	2×6 = _____		d	6×2 = _____	

Term 3 Lesson 4

Theme ya 3 Dyondzontsongo ya 4

Division

Ku avanyisa

CLASSWORK NTIRHO WA LE TLILASINI

Solve the problem:

Ololoxa xiphiso:

<p>There are 14 mangoes. Give all the mangoes to 2 children equally. How many mangoes does each child get? Ku na 14 wa timango. Nyika vana va2 timango hinkwato hi ku ringana. Xana un'wana na un'wana wa vona u kuma timango tingani?</p>	
<p>Draw a diagram. Dirowa dayagiramu.</p>	
<p>Write the number sentence. Tsala xivulwa xa tinomboro.</p>	
<p>Write the answer. Tsala nhlamulo.</p>	

HOMEWORK NTIRHOKAYA

Solve the problem:

Ololoxa xiphiqo:

There are 8 chocolates.

Share the chocolates between 4 children.

How many chocolates will each child get?

Ku na tichokoleti ta 8.

Avela vana va 4 tichokoleti.

Xana n'wana un'wana na un'wana u ta kuma tichokoleti tingani?

Draw a diagram.

Dirowa dayagiramu.

Write the number sentence.

Tsala xivulwa xa tinomboro.

Write the answer.

Tsala nhlamulo.

Term 3 Lesson 5

Theme ya 3 Dyondzontsongo ya 5

Consolidation

Nkatsakanyo

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

Dirowa mixaxamelo ku komba nyandziso kutani u tsala nhlamulo ehansi ka nxaxamelo:

	Multiple Nyandziso	Array Mixaxamelo		Multiple Nyandziso	Array Mixaxamelo
a	4×5		b	5×4	

	Multiple Nyandziso	Array Mixaxamelo		Multiple Nyandziso	Array Mixaxamelo
c	2×8		d	8×2	

2 Solve the problems:

Ololoxa swiphiqo:

a	<p>There are 15 apples. Put all the apples into 3 bags equally. How many apples will go in each bag? Ku na 15 wa maapula. Chela maapula hinkwawo emikwameni yi3 hi ku ringana. Xana ku ta nghena maapula mangani enkwameni wun'wana na wu'wana?</p>	
	<p>Draw a diagram. Dirowa dayagiramu.</p>	
	<p>Write the number sentence. Tsala xivulwa xa tinomboro.</p>	
	<p>Write the answer. Tsala nhlamulo.</p>	

b	<p>There are 18 sweets.</p> <p>Share the sweets between 2 children equally.</p> <p>How many sweets will each child get?</p> <p>Ku na swiwitsi swa 18.</p> <p>Avela vana vambirhi swiwitsi hi ku ringana.</p> <p>Xana n'wana un'wana na un'wana u ta kuma swiwitsi swingani?</p>	
	<p>Draw a diagram.</p> <p>Dirowa dayagiramu.</p>	
	<p>Write the number sentence.</p> <p>Tsala xivulwa xa tinomoro.</p>	
	<p>Write the answer.</p> <p>Tsala nhlamulo.</p>	
c	<p>There are 20 pieces of litter.</p> <p>5 children each pick up equal amounts of litter.</p> <p>How many pieces of litter will each child pick up?</p> <p>Ku na 20 wa swijumba swa thyaka.</p> <p>5 wa vana va tlakula nhlayo yo ringana ya swijumba.</p> <p>Xana n'wana un'wana na un'wana u tlakule swijumba swingani swa thyaka?</p>	
	<p>Draw a diagram.</p> <p>Dirowa dayagiramu.</p>	
	<p>Write the number sentence.</p> <p>Tsala xivulwa xa tinomoro.</p>	
	<p>Write the answer.</p> <p>Tsala nhlamulo.</p>	

Term 3 Lesson 6

Theme ya 3 Dyondzontsongo ya 6

Assessment

Makambelelo

Term 3 Lesson 7

Theme ya 3 Dyondzontsongo ya 7

Division (sharing)

Ku avanyisa (ku avela)

CLASSWORK NTIRHO WA LE TLILASINI

Solve the problem:

Ololoxa xiphiqo:

<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? Ndzi na ntambu yo leha 16 m. Mudyondzi u yi avanyisa yi va tintambu ti2. Xana ntambu yin'we yi lehe timitara tingani?</p>	
<p>Draw a diagram. Dirowa dayagiramu.</p>	
<p>Write the number sentence. Tsala xivulwa xa tinomboro.</p>	
<p>Write the answer. Tsala nhlamulo.</p>	

HOMEWORK NTIRHOKAYA

Solve the problem:

Ololoxa xiphiqo:

There are 9 sweets.

Share the sweets equally between 3 children.

How many sweets will each child get?

Ku na swiwitsi swa 9.

Avela vana va3 swiwitsi hi ku ringana.

Xana n'wana un'wana na un'wana u ta kuma swiwitsi swingani?

Draw a diagram.

Dirowa dayagiramu.

Write the number sentence.

Tsala xivulwa xa tinomoro.

Write the answer.

Tsala nhlamulo.

Term 3 Lesson 8

Theme ya 3 Dyondzontsongo ya 8

Division (grouping)

Ku avanyisa (Ku endla mitlawa)

CLASSWORK NTIRHO WA LE TLILASINI

Solve the problem:

Ololoxa xiphiqo:

<p>I have a 16 m length of rope. Risuna cuts the rope into 2 m lengths. How many pieces of rope will she get? Ndzi na ntambu ya vulehi bya 16 m. Risuna u yi tsemelela yi va tintambu to leha 2 m. Xana u ta va na tintambu tingani?</p>	
<p>Write the number sentence. Tsala xivulwa xa tinomboro.</p>	
<p>Turn it into multiplication. Tsala ku andzisa leswaku u kuma nhlamulo.</p>	
<p>Write the answer. Tsala nhlamulo.</p>	

HOMEWORK NTIRHOKAYA

Solve the problem:

Ololoxa xiphiqo:

There are 18 chocolates.

You give 3 chocolates to each of your friends.

How many friends do you have?

U na tichokoletu ta 18.

U nyika munghana un'wana na un'wana wa wena tichokoletu ti3.

Xana u na vanghana vangani?

Write the number sentence.

Tsala xivulwa xa tinomboro.

Turn it into multiplication.

Tsala ku andzisa leswaku u kuma nhlamulo.

Write the answer.

Tsala nhlamulo.

Term 3 Lesson 9

Theme ya 3 Dyondzontsongo ya 9

Division (sharing and grouping)

Ku avanyisa (ku avela na ku endla mitlawa)

CLASSWORK NTIRHO WA LE TLILASINI

Use multiplication facts to complete the table.

Tirhisa maendlelo ya ku andzisa leswaku u hetisa tafula leri:

		$\square \times \underline{\hspace{2cm}}$ $= \underline{\hspace{2cm}}$	$\square = \underline{\hspace{2cm}}$
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 NTIRHOKAYA

Use multiplication facts to complete the table.

Tirhisa maendlelo ya ku andzisa leswaku u hetisa tafula leri:

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

Term 3 Lesson 10

Theme ya 3 Dyondzontsongo ya 10

Consolidation

Nkatsakanyo

1 Solve the problems:

Ololoxa swiphigo:

a	There are 14 apples. Share the apples between 2 children equally. How many apples will each child get? Ku na 14 wa maapula. Avela vana va2 maapula hi ku ringana. Xana n'wana un'wana na un'wana u ta kuma maapula mangani?	
	Draw a diagram. Dirowa dayagiramu.	
	Write the number sentence. Tsala xivulwa xa tinomboro.	
	Write the answer. Tsala nhlamulo.	
b	There are 10 sweets. You give 2 sweets to each of your friends. How many friends did you give sweets to? Ku na malekere ya 10. Avela vana va3 malekere hi ku ringana. Xana n'wana un'wana na un'wana u ta kuma malekere mangani?	
	Draw a diagram. Dirowa dayagiramu.	
	Write the number sentence. Tsala xivulwa xa tinomboro.	
	Write the answer. Tsala nhlamulo.	

c	<p>There are 9 books. The books are put into piles of 3. How many piles of books are there? Ku na tibuku ta 9. Tibuku ta kona ti vekiwe hi tinhulu ti3. Xana ku na tinhulu tingani ta tibuku?</p>	
	<p>Draw a diagram. Dirowa dayagiramu.</p>	
	<p>Write the number sentence. Tsala xivulwa xa tinomboro.</p>	
	<p>Write the answer. Tsala nhlamulo.</p>	
d	<p>There are 12 pencils. Share the pencils equally between 6 learners. How many pencils will each learner get? Ku na 12 wa tipenisele. Ava tipenisele hi ku ringana exikarhi ka vadyondzi va6. Xana mudyondzi un'wana na un'wana u ta kuma tipenisele tingani?</p>	
	<p>Draw a diagram. Dirowa dayagiramu.</p>	
	<p>Write the number sentence. Tsala xivulwa xa tinomboro.</p>	
	<p>Write the answer. Tsala nhlamulo.</p>	

2 Use multiplication facts to complete the table.

Tirhisa maendlelo ya ku andzisa leswaku u hetisa tafula leri:

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

Term 3 Lesson 11

Theme ya 3 Dyondzontsongo ya 11

Assessment

Makambelelo

Term 3 Lesson 12

Theme ya 3 Dyondzontsongo ya 12

Practicing division

Ku titoloveta ku avanyisa

Calculate:

Khakhuleta:

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 NTIRHO WA LE TLILASINI

Calculate:

Khakhuleta:

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 NTIRHOKAYA

Calculate:

Khakhuleta:

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

Theme ya 3 Dyondzontsongo ya 13

Division of 0

Ku avanyisa ka 0

CLASSWORK NTIRHO WA LE TLILASINI

Calculate:

Khakhuleta:

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 NTIRHOKAYA

Calculate:

Khakhuleta:

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

Theme ya 3 Dyondzontsongo ya 14

Division stories

Switori swa ku avanyisa

CLASSWORK NTIRHO WA LE TLILASINI

Calculate:

Khakhuleta:

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 NTIRHOKAYA

Calculate:

Khakhuleta:

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

Theme ya 3 Dyondzontsongo ya 15

Consolidation

Nkatsakanyo

I Solve the problems:

Ololoxa swiphiqo:

a	<p>There are 20 boys. The boys must be put in teams of 5. How many teams there be? Ku na 20 wa vafana. Vafana lava va fanele va endliwa swipanu swa vanhu va 5 haxin'we. Xana ku ta huma swipanu swingani?</p>	
	<p>Write the number sentence. Tsala xivulwa xa tinomboro.</p>	
	<p>Turn it into multiplication. Xi tsale hi ku andzisa.</p>	
	<p>Write the answer. Tsala nhlamulo.</p>	

b	<p>There are 36 eggs. 6 eggs fit in one box. How many boxes will we need? Ku na 36 wa matandza. Bokisi rin'we ri rhwala 6 wa matandza. Xana ku ta laveka mabokisi mangani?</p>	
	Write the number sentence. Tsala xivulwa xa tinomboro.	
	Turn it into multiplication. Xi tsale hi ku andzisa.	
	Write the answer. Tsala nhlamulo.	
c	<p>There are 42 sweets. Share the sweets equally between 7 learners. How many sweets will each learner get? Ku na 42 wa malekere. Ava malekere hi ku ringana exikarhi ka 7 wa vadyondzi. Xana mudyondzi un'wana na un'wana u ta kuma malekere mangani?</p>	
	Write the number sentence. Tsala xivulwa xa tinomboro.	
	Turn it into multiplication. Xi tsale hi ku andzisa.	
	Write the answer. Tsala nhlamulo.	

2 Calculate:

Khakhuleta:

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

Theme ya 3 Dyondzontsongo ya 16

Division using multiples

Ku avanyisa hi ku tirhisa ku andzisa

CLASSWORK NTIRHO WA LE TLILASINI

Solve the problems:

Ololoxa swiphiqo:

a	Stick 1 is 36 m long. Stick 2 is 9 m long. How many times longer is Stick 1 than Stick 2? Mhandzi yo 1 yi lehe 36 m. Mhandzi ya vu2 yi lehe 9 m. Xana Mhandzi yo 1 yi tlula mhandzi ya vu2 kangani hi ku leha?	
	Draw the diagram. Dirowa dayagiramu ya kona.	
	The number sentence. Tsala xivulwa xa tinomboro.	
	Write the answer. Tsala nhlamulo.	

b	<p>There are 70 m of thin rope and 10 m of thick rope.</p> <p>How many times longer is the thin rope than the thick rope?</p> <p>Ku na ntambu yo lala ya 70 m na ntambu yo bumbula ya 10 m.</p> <p>Xana ntambu yo lala yi tlula leyo bumbula kangani hi ku leha?</p>	
	<p>Draw the diagram.</p> <p>Dirowa dayagiramu ya kona.</p>	
	<p>The number sentence.</p> <p>Tsala xivulwa xa tinomboro.</p>	
	<p>Write the answer.</p> <p>Tsala nhlamulo.</p>	
c	<p>There are 24 jars in the cupboard.</p> <p>There are 6 jars on the shelf.</p> <p>How many times more jars are there in the cupboard than on the shelf?</p> <p>Ku na tijeke ta 24 ekhabotini.</p> <p>Ku na tijeke ta 6 exelufini.</p> <p>Xana tijeke ta le khabotini ti andze hi tingani ku tlula ta le xelufini?</p>	
	<p>Draw the diagram.</p> <p>Dirowa dayagiramu ya kona.</p>	
	<p>The number sentence.</p> <p>Tsala xivulwa xa tinomboro.</p>	
	<p>Write the answer.</p> <p>Tsala nhlamulo.</p>	

HOMEWORK NTIRHOKAYA

Solve the problem:

Ololoxa xiphiso:

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?

Ku na 21 wa malekere exhibyeni.

Ku na malekere ma3 enkwameni.

Xana malekere lama nga exhibyeni ma hundza lama nga enkwameni hi mangani?

Draw the diagram.

Dirowa dayagiramu ya kona.

The number sentence.

Tsala xivulwa xa tinomboro.

Write the answer.

Tsala nhlamulo.

Term 3 Lesson 17

Theme ya 3 Dyondzontsongo ya 17

Assessment

Makambelelo

Term 3 Lesson 18

Theme ya 3 Dyondzontsongo ya 18




Sharing leading to fractions

Ku avela loku nga na swiphemu

CLASSWORK NTIRHO WA LE TLILASINI



1 Colour in the fraction parts.

Khalara swiphemu endzeni.

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

2 What fraction is shaded in each diagram?

I yini xiphemu lexi dzwihatiweke eka dayagiramu yin'wana na yin'wana?

	Fraction Xiphemu	
a		
b		
c		

HOMEWORK NTIRHOKAYA

Colour in the fraction parts:

Khalara swiphemu endzeni:

	Fraction Xiphemu									
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

Theme ya 3 Dyondzontsongo ya 19

Fractions (I)

Swiphemu (I)

CLASSWORK NTIRHO WA LE TLILASINI

Colour in the fraction parts:

Khalara swiphemu endzeni:

	Fraction Xiphemu									
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 NTIRHOKAYA

Colour in the fraction parts:

Khalara swiphemu endzeni:

	Fraction Xiphemu					
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

Theme ya 3 Dyondzontsongo ya 20

Consolidation

Nkatsakanyo

1 Write the fractions:

Tsala swiphemu:

a One third.

N'we xanharhu. _____

b One quarter.

Kotara yin'we. _____

c One half.

Hafu yin'we. _____

d One eighth.

N'we xanhungu. _____



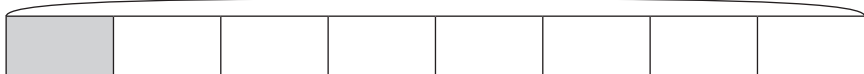

2 Colour in the fraction parts:

Khalara swiphemu endzeni.

	Fraction Xiphemu									
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?

Xana xiphemu lexi dzwihatiweke xi na vulehi byo tanihi kwihhi?

		Length Vulehi
a		
b		
c		
d		

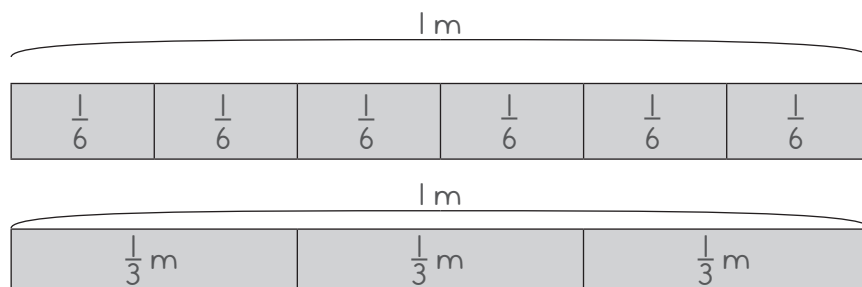
Term 3 Lesson 21

Theme ya 3 Dyondzontsongo ya 21

Fractions (2)

Swiphemu (1)

CLASSWORK NTIRHO WA LE TLILASINI



HOMEWORK NTIRHOKAYA

What is the length of the shaded parts?

Xana swiphemu leswi dzwihatiweke swi na vulehi byo tanihi kwihi?

		Length Vulehi
a		
b		
c		
d		

Term 3 Lesson 22

Theme ya 3 Dyondzontsongo ya 22





Fractions as numbers

Swiphemu hi tinomboro

CLASSWORK NTIRHO WA LE TLILASINI

What fraction has been shaded?





I yini xiphemu lexi dzwihatiweke?

		Fraction Xiphemu
a		
b		
c		
d		
e		
f		

HOMEWORK NTIRHOKAYA

Complete the table:

Hetisa tafula:

		Shade the bar diagram to show the fraction Khalara dayagiramu ya tibarara ku komba xiphemu	Fraction Xiphemu
	Three quarters Tikotara tinharhu		$\frac{3}{4}$
a	Three sixths Nharhu xatsevu		
b	Two quarters Tikotara timbirhi		
c	Two eighths Mbirhi xanhungu		

Term 3 Lesson 23

Theme ya 3 Dyondzontsongo ya 23

Assessment

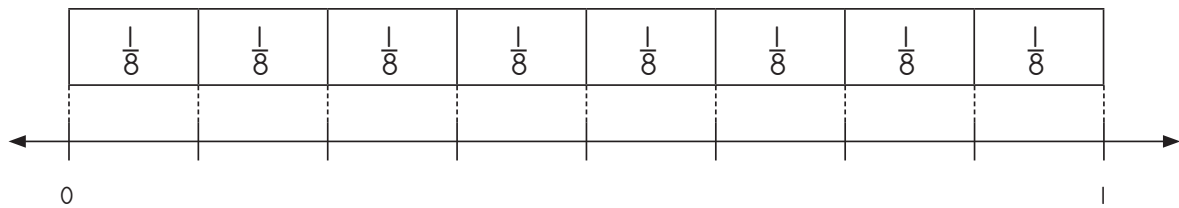
Makambelelo

Term 3 Lesson 24

Theme ya 3 Dyondzontsongo ya 24

Fractions on a number line

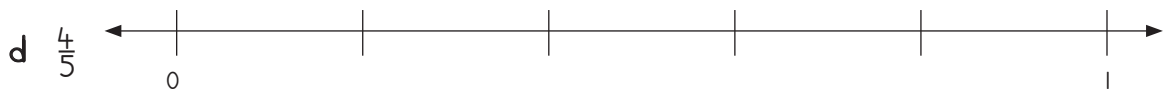
Swiphemu eka ndzhati wa mitsengo

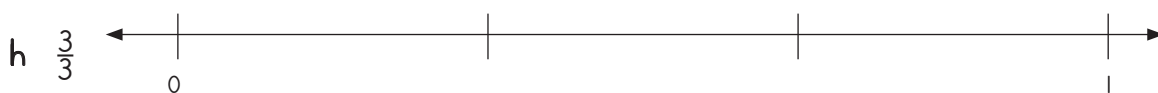
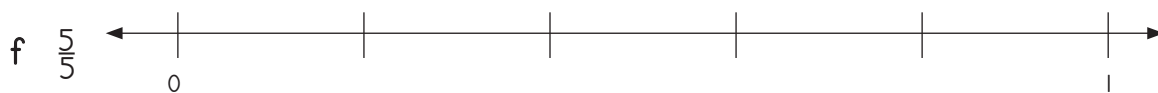


CLASSWORK NTIRHO WA LE TLILASINI

Show the fraction on the number line.

Kombisa xiphemu eka ndzhati wa mitsengo.

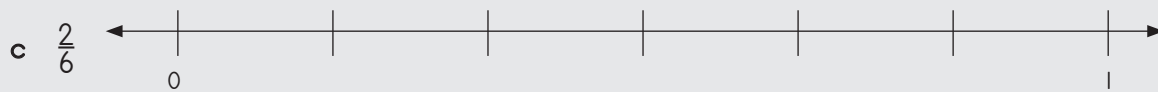
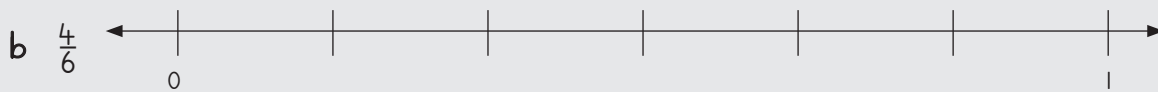
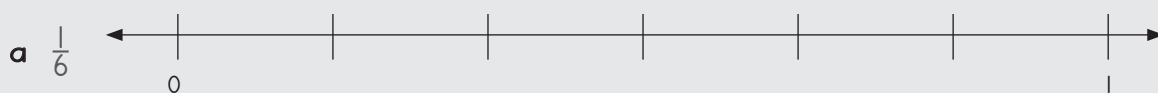




HOMWORK NTIRHOKAYA

Show the fraction on the number line.

Kombisa xiphemu eka ndzhati wa mitsengo.



Term 3 Lesson 25

Theme ya 3 Dyondzontsongo ya 25

Consolidation

Nkatsakanyo

1 What is the length of the shaded part?

Xana swiphemu leswi dzwihatiweke swi na vulehi byo tanihi kwihi?

		Length Vulehi
a		
b		
c		




2 What is the length of the shaded parts?

Xana swiphemu leswi dzwihatiweke swi na vulehi byo tanihi kwihi?

		Length Vulehi
a		
b		
c		

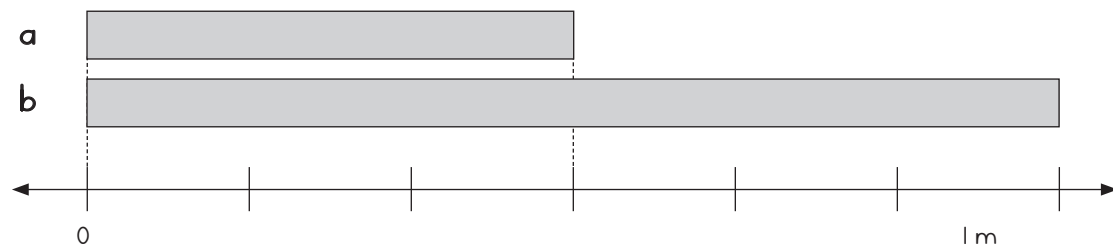
3 What is the number?

I mani nomboro?

		Shade the bar diagram to show the fraction Khalara dayagiramu ya tibaraku komba xiphemu	Fraction Xiphemu
a	Four fifths Mune xantlhanu		
b	Two thirds Mbirhi xanharhu		
c	Three eighths Nharhu xanhungu		

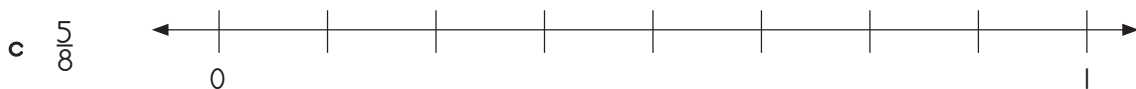
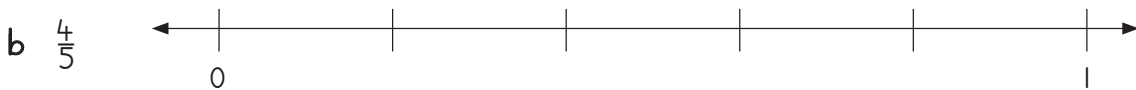
4 How long are the bars? Write the fractions on the number line:

Xana tibaraku tilehe tanihikwih? Tsala xiphemu eka ndzhati wa mitsengo:



5 Show the fraction on the number line.

Kombisa xiphemu eka ndzhati wa mitsengo.

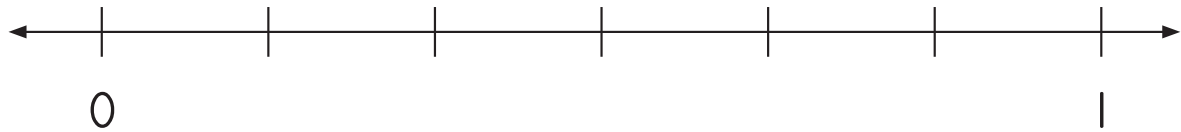


Term 3 Lesson 26

Theme ya 3 Dyondzontsongo ya 26

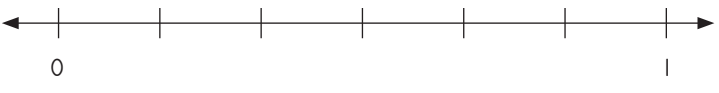
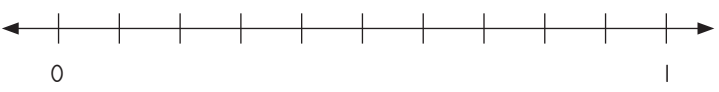
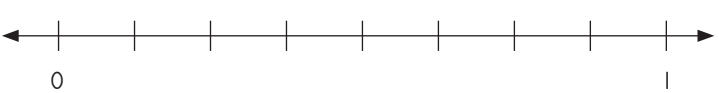
Comparing fractions

Ku Pimanisa swiphemu

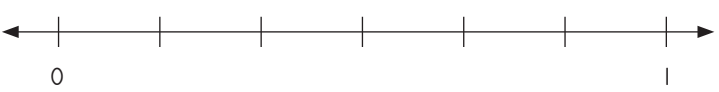

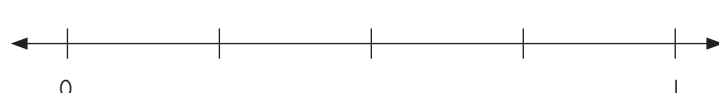


CLASSWORK NTIRHO WA LE TLILASINI

	Write the fractions in the correct places on the number line. Tsala swiphemu etindhawini leti faneleke eka ndzhati wa mitsengo.	Which fraction is larger? Hi xihhi xiphemu lexikulu?	
a	$\frac{1}{6}$ and $\frac{3}{6}$ na $\frac{3}{6}$	 0 1	
b	$\frac{5}{8}$ and $\frac{3}{8}$ na $\frac{3}{8}$	 0 1	
c	$\frac{1}{4}$ and $\frac{3}{4}$ na $\frac{3}{4}$	 0 1	
d	$\frac{2}{3}$ and 1 na 1	 0 1	
e	$\frac{5}{5}$ and $\frac{3}{5}$ na $\frac{3}{5}$	 0 1	

	Write the fractions in the correct places on the number line. Tsala swiphemu etindhawini leti faneleke eka ndzhati wa mitsengo.		Which fraction is larger? Hi xihhi xiphemu lexikulu?
f	$\frac{5}{6}$ and $\frac{4}{6}$ na $\frac{4}{6}$		
g	1 and $\frac{9}{10}$ na $\frac{9}{10}$		
h	$\frac{2}{8}$ and $\frac{4}{8}$ na $\frac{4}{8}$		

HOMEWORK NTIRHOKAYA

	Write the fractions in the correct places on the number line. Tsala swiphemu etindhawini leti faneleke eka ndzhati wa mitsengo.		Which fraction is larger? Hi xihhi xiphemu lexikulu?
a	$\frac{4}{6}$ and $\frac{2}{6}$ na $\frac{2}{6}$		
b	$\frac{1}{8}$ and $\frac{7}{8}$ na $\frac{7}{8}$		
c	$\frac{4}{4}$ and $\frac{2}{4}$ na $\frac{2}{4}$		

Term 3 Lesson 27

Theme ya 3 Dyondzontsongo ya 27

Addition of fractions

Ku hlanganisa swiphemu

CLASSWORK NTIRHO WA LE TLILASINI

Solve the problems:

Ololoxa swiphiqo:

<p>a</p>	<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? Ku na rhiboni yo tshwuka yo leha $\frac{4}{6}$ m. Ku na rhiboni ya wasi yo leha $\frac{1}{6}$ m. Xana rhiboni hinkwayo yi lehe tanihikwihi?</p>
	<p>Draw the bar diagram. Dirowa dayagiramu ya tibara.</p>
	<p>Write the number sentence. Tsala xivulwa xa tinomboro.</p>
	<p>Write the answer. Tsala nhlamulo.</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? Mulalo u hoxa bolo $\frac{2}{5}$ m. Kutani bolo yi khunguluka $\frac{1}{5}$ m kuya emahlweni. Xana bolo yi fambe mpfhuka wo tanihikwihi?</p>
	<p>Draw the number line. Dirowa ndzhati wa mitsengo.</p>
	<p>Write the number sentence. Tsala xivulwa xa tinomboro.</p>
	<p>Write the answer. Tsala nhlamulo.</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 u nwa mati ya $\frac{1}{3}$ L. Kutani a nwa mati man'wana ya $\frac{2}{3}$ L. Xana mati hinkwawo lawa Mpho a ma nweke ma tanihikwihi?</p>
	<p>Draw the number line. Dirowa ndzhati wa mitsengo.</p>
	<p>Write the number sentence. Tsala xivulwa xa tinomboro.</p>
	<p>Write the answer. Tsala nhlamulo.</p>

HOMEWORK NTIRHOKAYA

Solve the problem:

Ololoxa xiphiqo:

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 u dirowa ntila wa $\frac{4}{10}$ m hi ku leha.

Kutani u engetela $\frac{2}{10}$ m tin'wana entileni wa yena.

Xana ntila hinkwawo lowu Bulelwa a nga wu dirowa wu lehe tanihikwihi?

Draw the bar diagram.

Dirowa dayagiramu ya tibera.

Write the number sentence.

Tsala xivulwa xa tinomboro.

Write the answer.

Tsala nhlamulo.

Term 3 Lesson 28

Theme ya 3 Dyondzontsongo ya 28

Subtraction of fractions

Ku susa swiphemu

CLASSWORK NTIRHO WA LE TLILASINI

Solve the problems:

Ololoxa swiphigo:

a	<p>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? Manana u na nguvu yo leha $\frac{5}{6}$ m. U tsema xiphemu xa $\frac{2}{6}$ m eka yona? Xana nguvu leyi saleke yi lehe tanihikwihi?</p>	
	<p>Draw the bar diagram. Dirowa dayagiramu ya tibarara.</p>	
	<p>Write the number sentence. Tsala xivulwa xa tinomboro.</p>	
	<p>Write the answer. Tsala nhlamulo.</p>	

<p>b</p>	<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? Mufunwa u dirowa ntila wa $\frac{7}{10}$ m hi ku leha. Kutani a sula $\frac{4}{10}$ m eka ntila. Xana ntila wu lehe tanihikwihi sweswi?</p>	
	<p>Draw the number line. Dirowa ndzhati wa mitsengo.</p>	
	<p>Write the number sentence. Tsala xivulwa xa tinomboro.</p>	
	<p>Write the answer. Tsala nhlamulo.</p>	
<p>c</p>	<p>Tshepo has 1 L of milk. He spills $\frac{1}{4}$ L of the milk. How much milk does Tshepo have left? Tshepo u na 1 L ya meleka. U halata $\frac{1}{4}$ L ya meleka. Xana Tshepo u sale na meleka wo tanihikwihi?</p>	
	<p>Draw the number line. Dirowa ndzhati wa mitsengo.</p>	
	<p>Write the number sentence. Tsala xivulwa xa tinomboro.</p>	
	<p>Write the answer. Tsala nhlamulo.</p>	

HOMEWORK NTIRHOKAYA

Solve the problem:

Ololoxa xiphiso:

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?

Khosi u xava rhiboni ya $\frac{8}{8}$ m hi ku leha.

Kutani a tsema $\frac{4}{8}$ m eka yona.

Xana rhiboni leyi saleke yi lehe tanihikwihi?

Draw the bar diagram.

Dirowa dayagiramu ya tibarara.

Write the number sentence.

Tsala xivulwa xa tinomboro.

Write the answer.

Tsala nhlamulo.

Term 3 Lesson 29

Theme ya 3 Dyondzontsongo ya 29

Fraction of a collection

Xiphemu xa nhlengeleto

CLASSWORK NTIRHO WA LE TLILASINI

Solve the problem:

Olooxa xiphiqo:

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?

Avela vanghana va 4 tichokoleti ta 13 hi ku ringana naswona ku nga sali nchumu.

Xana un'wana na un'wana u ta kuma tichokoleti tingani?

Draw the bar diagram.

Dirowa dayagiramu ya tibaba.

Write the number sentence.

Tsala xivulwa xa tinomboro.

Write the answer.

Tsala nhlamulo.

HOMEWORK NTIRHOKAYA

Solve the problem:

Ololoxa xiphiqo:

Nomsa has 18 marbles.

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

How many marbles does she take?

Nomsa u na 18 wa timabulu.

U teka $\frac{1}{6}$ wa timabulu a ya na tona exikolweni.

Xana u teka timabulu tingani?

Draw the bar diagram.

Dirowa dayagiramu ya tibarara.

Write the number sentence.

Tsala xivulwa xa tinomboro.

Write the answer.

Tsala nhlamulo.

Term 3 Lesson 30

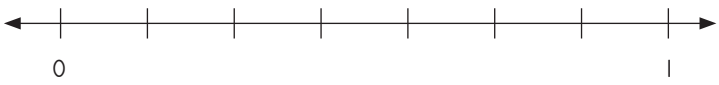
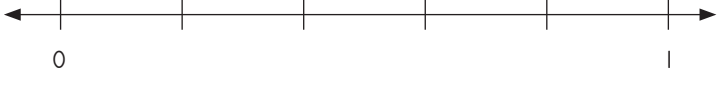
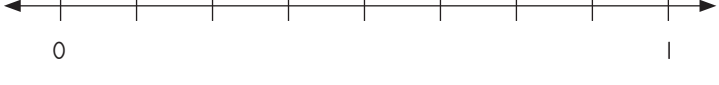
Theme ya 3 Dyondzontsongo ya 30

Consolidation

Nkatsakanyo

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

Tsala swiphemu eka ndzhati wa mitsengo kutani u swi pimanisa.

	Write the fractions in the correct place on the number lines. Tsala swiphemu laha ku faneleke eka ndzhati wa mitsengo.	Which fraction is smaller? Hi xihhi xiphemu lexitsongo?
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:

Ololoxa swiphiqo:

<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? Tshilidzi u na ngoti yo leha $\frac{7}{8}$ m. U tsema $\frac{5}{8}$ m. Xana ngoti leyi saleke yi lehe tanihikwihi?</p>	
<p>Draw the number line. Dirowa ndzhati wa mitsengo.</p>	
<p>Write the number sentence. Tsala xivulwa xa tinomboro.</p>	
<p>Write the answer. Tsala nhlamulo.</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 u endle tiya ya $\frac{2}{3}$ L. Kutani a endla yin'wana ya $\frac{1}{3}$ L. Xana tiya hinkwayo leyi a yi endleke yi tanihikwihi?</p>	
<p>Draw the number line. Dirowa ndzhati wa mitsengo.</p>	
<p>Write the number sentence. Tsala xivulwa xa tinomboro.</p>	
<p>Write the answer. Tsala nhlamulo.</p>	

3 Solve the problem:

Ololoxa xiphiqo:

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 u na 20 wa swiluva.

U nyika mudyondzisa wa yena $\frac{4}{5}$ wa swiluva.

Xana u nyika mudyondzisi wa yena swiluva swingani?

Draw the diagram.

Dirowa dayagiramu ya kona.

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

Tsala xivulwa xa tinomboro ku komba $\frac{4}{5}$ ya 20.

Write the answer.

Tsala nhlamulo

Term 3 Lesson 3I

Theme ya 3 Dyondzontsongo ya 3I

Assessment

Makambelelo

Term 3 Lesson 32

Theme ya 3 Dyondzontsongo ya 32

Metres

Timitara

CLASSWORK NTIRHO WA LE TLILASINI

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

Rhanga u pimanyeta ivi u pima michumu leswaku u vona loko michumu yi lehile kumbe yi komile eka mitara.

	Measure Pima	Estimate Pimanyeta		Measure Mpimo
		longer than a metre lehe kutlula mitara	shorter than a metre kome kutlula mitara	Was I right? A ndzi be kona ke?
1	Your height. Ku leha ka wena.			
2	The width of the chalkboard. Vuanami bya bodo yo tsalela.			
3	The length of your desk. Vulehi bya desika ra wena.			
4	The width of the doorway. Vuanami bya nyangwa.			
5	The height of your desk. Vutlakuki bya desika ra wena.			

HOMEWORK NTIRHOKAYA

- 1 Draw a picture of something at home that is longer than 1 m.
Dirowa xifaniso xa nchumu wo karhi ekaya lowu leheke kutlula 1 m.

- 2 Draw a picture of something at home that is shorter than 1 m.
Dirowa xifaniso xa nchumu wo karhi ekaya lowu komeke kutlula 1 m.

Term 3 Lesson 33

Theme ya 3 Dyondzontsongo ya 33




Centimetres

Tisentimitara

CLASSWORK NTIRHO WA LE TLILASINI

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

Rhanga u pimanyeta, kutani u pima vulehi. Hetisa tafula.

	Estimate Pimanyeta	Measure Pima	Difference Ku hambana
1 			
2 			
3 			
4 The length of my Maths Workbook. Ku leha ka buku ya mina ya Metsi.			
5 The width of my Maths Workbook. Vuanami bya buku ya mina ya Metsi.			
6 My handspan. Xandla xa mina.			
7 My friend's handspan. Xandla xa munghana wa mina.			

HOMEWORK NTIRHOKAYA

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

Kombela 4 wa vanhu ekaya leswaku va yima va xaxamela.

a _____ is the tallest.
u lehe ku va tlula hinkwavo.

b _____ is the shortest.
u kome ku va tlula hinkwavo.

2 Use a tape measure to find out:

Pima hi thepu:

a I am _____ cm tall.

Ndzi lehe _____ cm.

b _____ is _____ cm tall.

_____ u lehe hi _____ cm.

c _____ is _____ cm tall.

_____ u lehe hi _____ cm.

d _____ is _____ cm tall.

_____ u lehe hi _____ cm.

Term 3 Lesson 34

Theme ya 3 Dyondzontsongo ya 34

Working with units of length

Ku tirhana ni swipimo swa vulehi

Activity 1 Recording Sheet

Nghingiriko | Xo Tsalela

Object Nchumu	Estimate Pimanyeta	Measure Pima	Difference Ku hambana
Door (height) Rivanti (ku leha)	2 m	1,8 m	0,2 m
Door (width) Rivanti (vuanami)			
Teacher's desk (height) Desika ra mudyondzisi (vutlakuki)			
Teacher's desk (length) Desika ra mudyondzisi (vulehi)			
Teacher's desk (breadth) Desika ra mudyondzisi (vuandlalo)			
Chalkboard (length) Bodo yo tsalela (vulehi)			
Chalkboard (height) Bodo yo tsalela (vutlakuki)			
Width of the class Vuanami bya tlilasi			

Activity 2 Recording Sheet

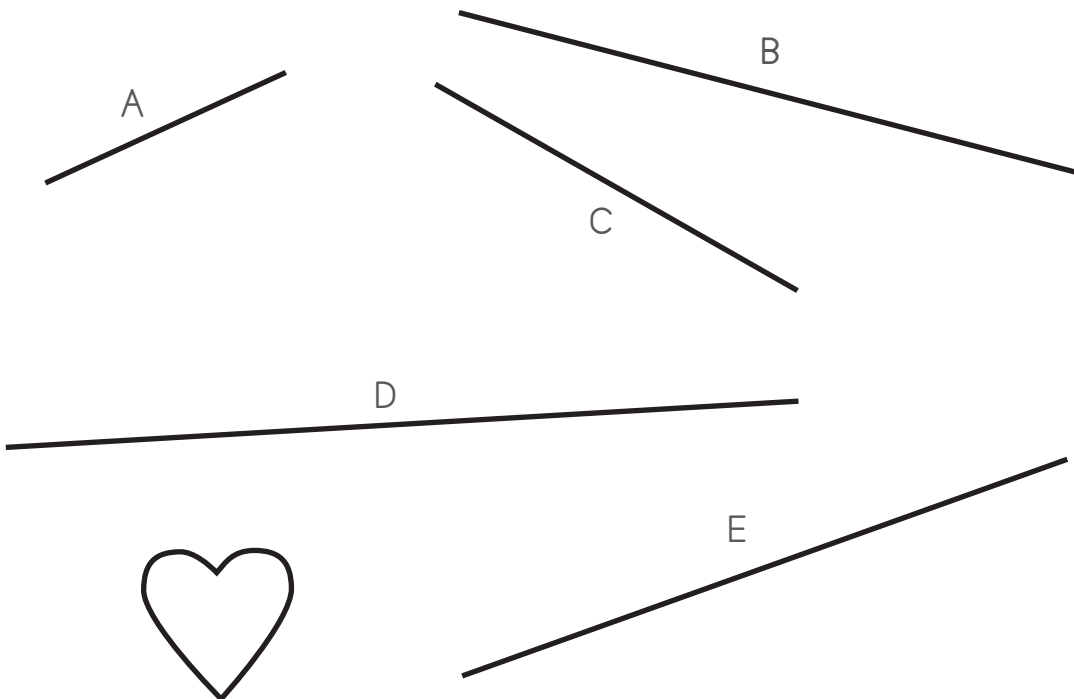
Nghingiriko 2 Xo Tsalela

String Ngoti	Estimate Pimanyeta	Measure Pima	Difference Ku hambana
A			
B			
C			
D			

CLASSWORK NTIRHO WA LE TLILASINI

Measuring length

Ku pima vulehi



I A = _____ cm.

2 B = _____ cm.

3 C = _____ cm.

4 D = _____ cm.

5 E = _____ cm.

6 Line _____ is the longest.

Ntila wa _____ wu lehe kutlula hinkwayo.

7 Line _____ is the shortest.

Ntila wa _____ wu komile kutlula hinkwayo.

8 _____ and _____ have the same length.

_____ na _____ yi lehe ku ringana.

9 A is _____ shorter than D.

A u kome kutlula D hi _____.

10 B is _____ longer than A.

B u lehe kutlula A hi _____.

11 The difference between A and _____ is 2 cm.

Ku hambana eka A na _____ i 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.

Tirhisa ngoti ku pima vulehi bya matlhelo ya mbilu. Tirhisa rhula ya wena ku pima hi ti-cm.

HOMEWORK NTIRHOKAYA

- 1 Calculate

Khakhuleta:

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:

Tata hi swi tlula, switsongo eka, kumbe swi ringana na:

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

Theme ya 3 Dyondzontsongo ya 35

Consolidation

Nkatsakanyo

I Complete the table:

Hetisa tafula:

	Estimate Pimanyeta	Measure Pima	Difference between estimation and measurement Ku hambana exikarhi ka mpimanyeto na mpimo
Width of classroom. Vuanami bya tilasi.			
Width of the window. Vuanami bya fasitere.			
Length of teacher's table. Vulehi bya tafula ra mudyondzisi.			

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

Kuma swilo swi3 etlilasini leswi nga koma kutlula 10 cm. Hetisa tafula.

	Name of object Vito ra nchumu	Measurement of length Mpimo wa vulehi
1		
2		
3		

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

Kuma swilo swi3 etlilasini leswi nga leha kutlula 10 cm. Hetisa tafula.

	Name of object Vito ra nchumu	Measurement of length Mpimo wa vulehi
1		
2		
3		

Term 3 Lesson 36

Theme ya 3 Dyondzontsongo ya 36

Perimeter

Pherimita

CLASSWORK NTIRHO WA LE TLILASINI

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

Landzelerisa bokisi ra mecisi ebukwini ya wena. Pima ku leha ka matlhelo kutani u ma tsala.

What is the perimeter of the rectangle you drew?

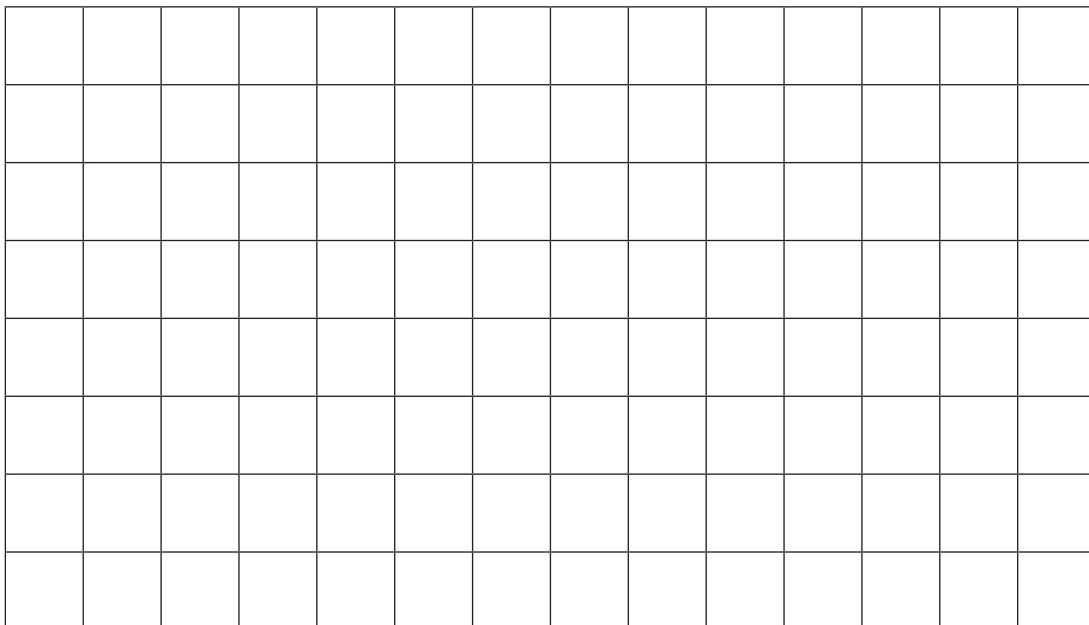
I mani pherimita ya rhekuthengula leyi u yi diroweke? _____

- 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.

Tsema swiphephana swinharhu. Hinkwaswo swi fanele swi ringana hi ku leha. Swi namarhete etibukwini ta wena u endla yinlanharhu.

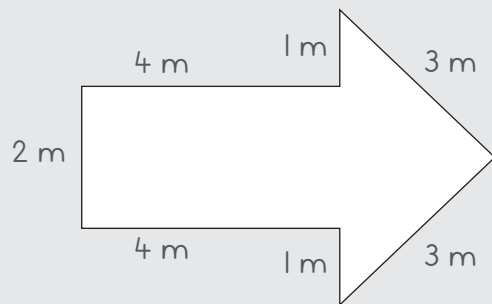
What is the perimeter of the triangle you made?
I mani pherimita ya yinlanharhu leyi u yi endleke? _____

- 3 Draw two different rectangles with a perimeter of 12 cm on the grid.
Dirowa tirhekuthengula timbirhi to hambana ti va na pherimita ya 12 cm eka giridi.



HOMEWORK NTIRHOKAYA

Calculate the perimeter of the following shapes.
Khakhuleta pherimita ya swivumbeko leswi landzelaka.



Perimeter = _____
Pherimita _____



Perimeter = _____
Pherimita _____

Term 3 Lesson 37

Theme ya 3 Dyondzontsongo ya 37

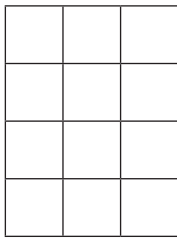
Area

Vuandlalo

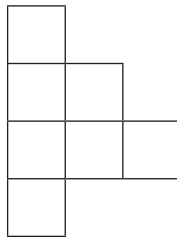
CLASSWORK NTIRHO WA LE TLILASINI

- 1 What is the area of each of these shapes?
Xana i yini vuandlalo bya swivumbeko leswi?

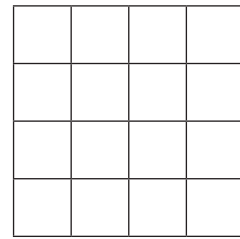
a _____



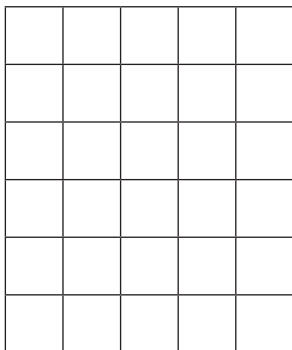
b _____



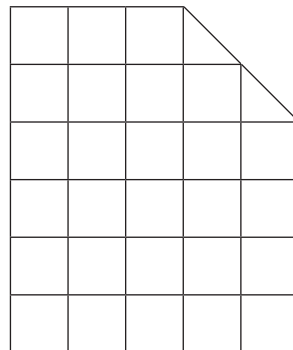
c _____



d _____

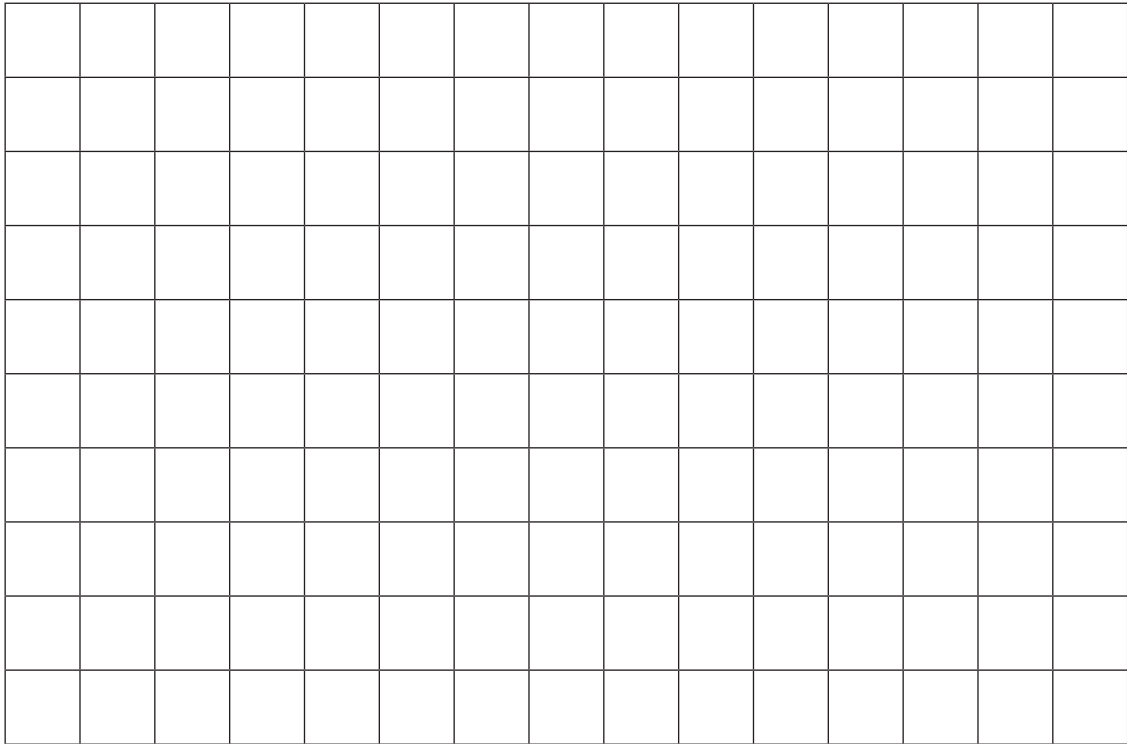


e _____



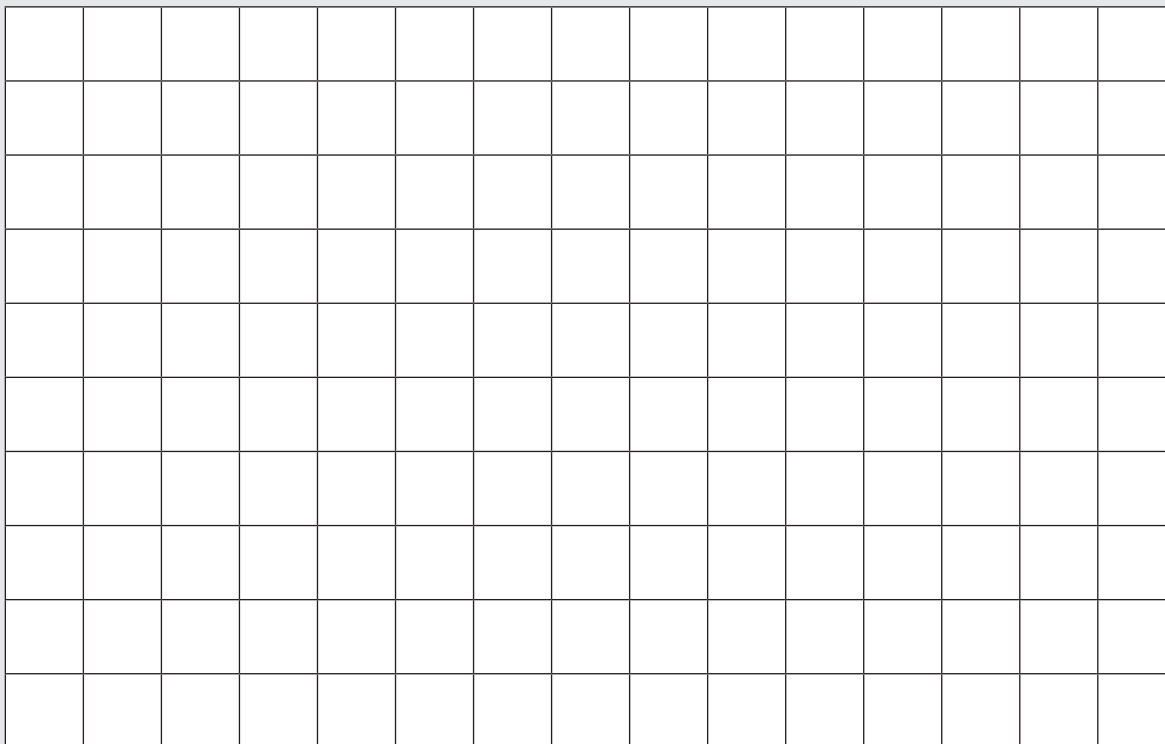
- 2 Use squares and half squares to draw three shapes on the grid paper below. Each shape should have an area of 12 squares. (□ ▽)

Tirhisa swikwere na swikwere swa tihafu ku dirowa swivumbeko swinharhu ephepheni ra giridi laha hansi. Xivumbeko xin'wana na xin'wana xi fanele xi va na vuandlalo bya swikwere swa 12. (□ ▽)



HOMEWORK NTIRHOKAYA

Draw three shapes, each with an area of 10 blocks on the grid paper.
Dirowa swivumbeko swinharhu, xin'wana na xin'wana xi va na tibuloko ta 10 eka giridi ya phepha.



Term 3 Lesson 38

Theme ya 3 Dyondzontsongo ya 38

Assessment

Makambelelo

Term 3 Lesson 39

Theme ya 3 Dyondzontsongo ya 39

South African money

Mali ya Afrika-Dzonga

CLASSWORK NTIRHO WA LE TLILASINI

1 Write 325c in rands and cents.

Tsala 325c hi tirhandi na tisente. _____

2 What national symbol is on the 20c coin?

Hi wihi mfungho wa rixaka lowu kombisiweke eka khoyini ya 20c.

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

Tsala tindlela hinkwato to hambana leti u nga endlaka hatona R4.00 u tirhisa mali ya maphepha ntsena.

How do you know whether you have all the solutions?

Xana u swi tiva njhani loko u ri na swintshuxo hinkwaswo?

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

Loko tirekisuti ya xikolo yi durha R150, xana titirekisuti ti2 ti ta va mali muni?

5 Toffees cost R1,10 each. Neo has one 50c coin and four 20c coins.
Tithofi i R1,10 yin'we. Neo u na khoyini yin'we ya 50c na mune ta ti 20c.

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

Xana i tikhoyini tihileti Neo a faneleke a ti tirhisa ku hakela thofi yin'we.

b How much money will he have left?

Xana u ta va a sale na mali muni? _____

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

Lawa i malekere yo hambanahambana lama nga kona exiphaza.

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?

Kokwana wa xisati wa Akani u n'wi nyike R5. Xana i malekere wahi ma3 lawa a nga ma xavaka hi mali yakwe?

HOMEWORK NTIRHOKAYA

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

Koketso u xavile tibuku tinharhu hi R80 yin'we. U hakele R300. Xana u ta kuma cinci ya mali muni?

- 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?

Chungama yin'we i 44c. Asanda u na R8. U lava ku xava 20 wa tichungama ta phati ya yena. Xana u fanele a veka mali muni yin'wana?

- 3 Which animal is on the R20 note?

Xana i xiharhi xihle lexi nga eka R20 ya phepha?

Term 3 Lesson 40

Theme ya 3 Dyondzontsongo ya 40

Consolidation

Nkatsakanyo

1 $R2,20 + R4 =$ _____

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

3 Write 520c as rands and cents.

Tsala 520c hi tirhandi na tisente. _____

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

Dirowa mali ya maphepha ku komba tindlela to tala to hambana leti u nga endlaka R400 u tirhisa mali ya maphepha ntsena.

- 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 u hakela R2,50 ku khandziya tekisi a ya exikolweni. Xana u hakela mali muni ku ya na ku vuya siku rin'wana na rin'wana?

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

Phere yin'we ya tintangu i R250. Xana tiphere timbirhi ta tintangu ti nga va mali muni?

Term 3 Lesson 41

Theme ya 3 Dyondzontsongo ya 41

Money word problems (I)

Swiphiqo swa marito swa mali

CLASSWORK NTIRHO WA LE TLILASINI

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

Ku na 5 wa tichokoleti ephaketeni. Phakete rin'we ra tichokoleti i R1,00. Mr King u lava 50 wa tichokoleti.

- a How many packets should he buy?

Xana u fanele a xava maphakete mangani? _____

- b What will he pay?

Xana u ta hakela mali muni? _____

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

Ndzi na R200. Ndzi fanele ndzi xava 5 wa tibolo. Xana ndzi nga xava tibolo tihi?

Soccer balls – R50 each/Bolo ya milenge

Cricket balls – R40 each/Bolo ya khirikete

Netball balls – R45 each/Bolo ya Netball

Rugby balls – R55 each/Bolo ya rhakibi

Tennis balls – R15 each/Bolo ya tenisi

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

Mabazi manharhu ma famba hi patu ra titholigedi naswona bazi rin'wana na rin'wana ri hakela R40. Xana ma ta hakeleriwa mali muni hinkwawo?

HOMEWORK NTIRHOKAYA

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

Peter u xave tiphere ti3 ta tintangu hi R90 yin'we. Xana u ta kuma cinci ya mali muni eka R300?

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

Mabazi manharhu ma famba hi patu ra titholigedi naswona bazi rin'wana na rin'wana ri hakela R35. Xana ma ta hakeleriwa mali muni hinkwawo?

Term 3 Lesson 42

Theme ya 3 Dyondzontsongo ya 42

Money word problems (2)

Swiphiqo swa marito swa mali

1 Convert the following amounts Nchumu cents:

Yisa timali leti eka tisente:

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:

Yisa timali leti eka tirhandi

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 NTIRHO WA LE TLILASINI

- 1 Colour the coins that will make: (different answers are possible)
 Khalara tikhoyini leti nga ta endla: (tinhlamulo ti nga hambana)

80c	100c	220c

- 2 Colour the combination of notes and coins that will make: (different answers are possible)
 Khalara nkatsakanyo wa mali ya maphepha na tikhoyini leyi nga endlaka:
 (tinhlamulo ti nga hambana)

R52	R98	R85

- 3 Convert the following amounts Nchumu cents:
 Yisa timali leti eka tisente:

a R5,00 = ____ c

b R0,20 = ____ c

4 Convert the following amounts Nchumu rands:

Yisa timali leti eka tirhandi:

a $100c = R$ _____

b $1000c = R$ _____

HOMEWORK NTIRHOKAYA

1 Convert the following amounts Nchumu cents:

Yisa timali leti eka tisente:

a $R0,50 =$ _____ c

b $R7,90 =$ _____ c

2 Convert the following amounts Nchumu rands:

Yisa timali leti eka tirhandi:

a $80c = R$ _____

b $200c = R$ _____

Term 3 Lesson 4.3

Theme ya 3 Dyondzontsongo ya 4.3

Assessment

Makambelelo

Term 3 Lesson 44

Theme ya 3 Dyondzontsongo ya 44

Mass (I)

Ntiko (I)

CLASSWORK NTIRHO WA LE TLILASINI

- 1 Draw the following products with different masses:

Dirowa swixavisiwa leswi swi va na ntiko wo hambana:

250 g mealie meal ya mugayo	400 g peanut butter ya phinabata	500 g flour ya mapa

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

Tirhisa swixaviwa kumbe swifaniso swa Xivotiso I leswaku u hetisa leswi landzelaka:

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

Manana u xave mugayo na mapa. Xana ntiko wa swixaviwa swakwe hinkwaswo wu ri yini?

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

Ndzi xave phinabata na mapa. Xana ntiko wa swixaviwa swa mina hinkwaswo wu ri yini?

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

Tatana u xave maphakete ma2 ya mapa. Xana ntiko wa swixaviwa swakwe hinkwaswo wu ri yini?

HOMEWORK NTIRHOKAYA

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

Lava swixavisiwa swi3 swa ntiko wo hambana wa tigiremu ekhixini ra ka n'wina ekaya. Tsala vito ra xixavisiwa na ntiko.

2 Complete these sentences, using the products from your kitchen.
 Hetisa swivulwa leswi, u tirhisa swixavisiwa leswi nga le kixini ra ka n'wina.

a Mom bought _____ and _____.

The total mass is _____ g.

Manana u xave _____ na _____.

Ntsengo wa ntiko hinkwawo i _____ g.

b Dad bought _____ and _____.

The total mass is _____ g.

Tatana u xave _____ na _____.

Ntsengo wa ntiko hinkwawo i _____ g.

c I bought _____, _____ and _____.

The total mass is _____ g.

Ndzi xave _____, _____ na _____.

Ntsengo wa ntiko hinkwawo i _____ g.

Term 3 Lesson 45


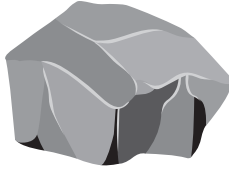


Theme ya 3 Dyondzontsongo ya 45

Consolidation

Nkatsakanyo

- 1 Order the following from lightest to heaviest:

Xaxameta leswi landzelaka kusukela eka leswo vevuka ngopfu kuya eka leswo tika ngopfu:

<p>a feather risiva</p> 	<p>b stone ribye</p> 	<p>c truck lori</p> 	<p>d horse hanci</p> 
--	---	---	---

- 2 Estimate the mass of the feather.

Pimanyeta ntiko wa risiva.

3 Here are some products:

Hi leswi swixavisiwa swin'wana:

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

a Which item has the greatest mass?

I yini lexi nga na ntiko wo tlula hinkwaswo?

b Which item has the lowest mass?

I yini lexi nga na ntiko lowutsongo eka hinkwaswo?

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

Hi wihi ntiko wa ti-Marie biscuit na ti-smarties?

Term 3 Lesson 4b

Theme ya 3 Dyondzontsongo ya 4b

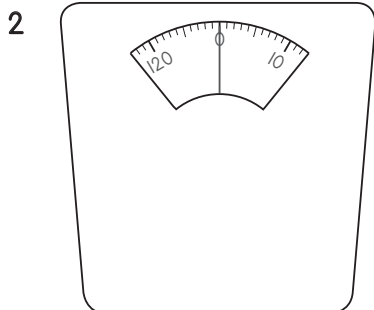
Mass (2)

Ntiko (2)

CLASSWORK NTIRHO WA LE TLILASINI

- 1 Draw the pointers on the kitchen scales to show the mass of these products:
Dirowa tinhi exikalwini xa le khixini ku komba ntiko wa swixavisiwa leswi:

The image shows three kitchen scales, each with a product on top and a label indicating its mass. The first scale has a 'skip' packet and a '1 kg' label. The second scale has a 'Super Maize Meal ACE' tin and a '9 kg' label. The third scale has a 'Surf' packet and a '2 kg' label. Each scale has a circular dial with numbers 0-9 and 'kg' in the center.



- a What mass reading is shown on this scale?
Hi wihi ntiko lowu kombisiwaka hi xikalu lexi? _____

b Is anyone standing on this bathroom scale?

Xana u kona la khandziyeke xikalu lexi xa bathroom?

c How do you know?

U swi tivisa kuyini? _____

HOMEWORK NTIRHOKAYA

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

Kuma michumu ekaya leyi nga na ntiko lowu landzelaka: Kopunula kutani u hetisa tafula.

Mass in kilograms Ntiko hi tikhilogiramu	Item Nchumu
1 kg	
1 kg	
2 kg	
5 kg	
10 kg	

Term 3 Lesson 47

Theme ya 3 Dyondzontsongo ya 47

Estimation of mass

Mpimanyeto wa ntiko

CLASSWORK NTIRHO WA LE TLILASINI

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

Pimanyeta ntiko wa michumu leyi landzelaka kutani u tsala mpimanyeto wa wena etafuleni.

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

Pima ntiko wa michumu leyi landzelaka u tirhisa xikalu xa le bathroom ivi u hetisa tafula.

	Mass in kilograms Ntiko hi tikhilogiramu		
	Estimate Pimanyeta	Measure Pima	Difference Ku hambana
School bag Nkwama wa xikolo			
10 books 10 wa tibuku			
Learner Mudyondzi			
Brick Xitina			
2 litre bottle of water Tilitara ti2 ta bodhlela ra mati			
Other Swin'wana			

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

Khakhuleta ku hambana ka mpimanyeto na mpimo wa wena. Swi tsale etafuleni.

HOMEWORK NTIRHOKAYA

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.

Kuma swilo swa 6 ekaya ka n'wina kutani u swi tsala laha ku faneleke etafuleni. U nga wu pimi ntiko – wu pimanyete.

3 items with a mass less than 5 kg swilo swi3 swa ntiko wa le hansi ka 5 kg	3 items with a mass more than 5 kg swilo swi3 swa ntiko wo tlula 5 kg
1	1
2	2
3	3

Term 3 Lesson 48

Theme ya 3 Dyondzontsongo ya 48

Working with units of mass

Ku tirha hi swilo swa ntiko

CLASSWORK NTIRHO WA LE TLILASINI



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?
Hi xihhi xixavisiwa lexi tikaka ku swi tlula?

- 2 Which is the lightest product above?
Hi xihhi xixavisiwa lexi vevukaka kutlula hinkwaswo?

- 3 Name 2 items that have a combined mass of less than 1 kg.
Nyika mavito ya swilo swi2 leswi ntiko wa swona loko wu hlanganisiwile wu nga ehansi ka 1 kg.

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

Nyika mavito ya swilo swi2 leswi ntiko wa swona lowu hlanganisiweke wu nga ehansi ka 500g.

- 5 How much more Pronutro is there than Provita?

Xana Pronutro yi tale kutlula Provita hi mpimo wihi? _____

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

Nyika ntiko hinkwawo wa Cremora na Iwisa. _____

HOMEWORK NTIRHOKAYA

- 1 Use a bathroom scale to find your mass.

Tirhisa xikalu xa le bathroom ku kuma ntiko wa wena. _____

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

Tsala ntiko wa swixaviwa leswi hi ku landzelelana kusuka eka leswo vevuka swinene kufikela eka leswo tika swinene.



Term 3 Lesson 49

Theme ya 3 Dyondzontsongo ya 49

Assessment

Makambelelo

Term 3 Lesson 50

Theme ya 3 Dyondzontsongo ya 50

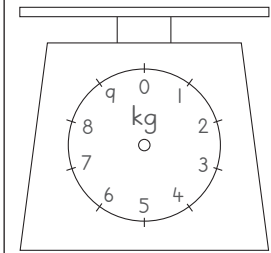
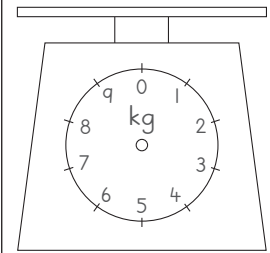
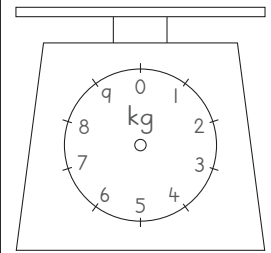
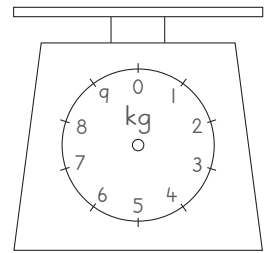
Consolidation

Nkatsakanyo

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

2 1000 g is the same as
1000 g ya fana na _____

3 Draw the pointers on the kitchen scales to show the masses:
Dirowa swimhandzana exikalwini xa le khixini ku komba ntiko:

2 kg Pronutro 2 kg ya Pronutro	1 kg Cremora 1 kg ya Cremora	5 kg mealie meal 5kg ya mugayo	10 kg flour 10 kg ya mapa
			

4 Use the products from Question 3 to complete the following:
Tirhisa swixaviwa swa le ka Xivotiso 3 ku hetisa leswi landzelaka:

a Mom bought Pronutro and Cremora. The total mass is
Manana u xave Pronutro na Cremora. Ntsengo wa ntiko hinkwawo i

_____ kg.

- b** Dad bought flour and Cremora. The total mass is
Tatana u xave mapa na Cremora. Ntsengo wa ntiko hinkwawo i

_____ kg.

- c** I bought mealie meal, Cremora and Pronutro. The total mass is
Ndzi xave mugayo, Cremora na Pronutro. Ntsengo wa ntiko hinkwawo i

_____ kg.

- d** Name 2 products that add up to 15 kg.

Nyika swixaviwa swi2 leswi loko swi hlanganisiwa swi endlaka 15 kg.

- e** Name 2 products that add up to 6 kg

Nyika swixaviwa swi2 leswi loko swi hlanganisiwa swi endlaka 6 kg.

1 Array diagram (lesson 1 and other)

Dayagiramu ya mixaxamelo (dyondzontsongo ya 1 na tin'wana)

Array diagram for multiplication table										
Dayagiramu ya mixaxamelo ya tafula ra menthele										
	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)

Makhadi ya ku andzisa (dyondzontsongo ya 1 na tin'wana)

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)

Makhadi ya ku andzisa (dyondzontsongo ya 1 na tin'wana)

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)

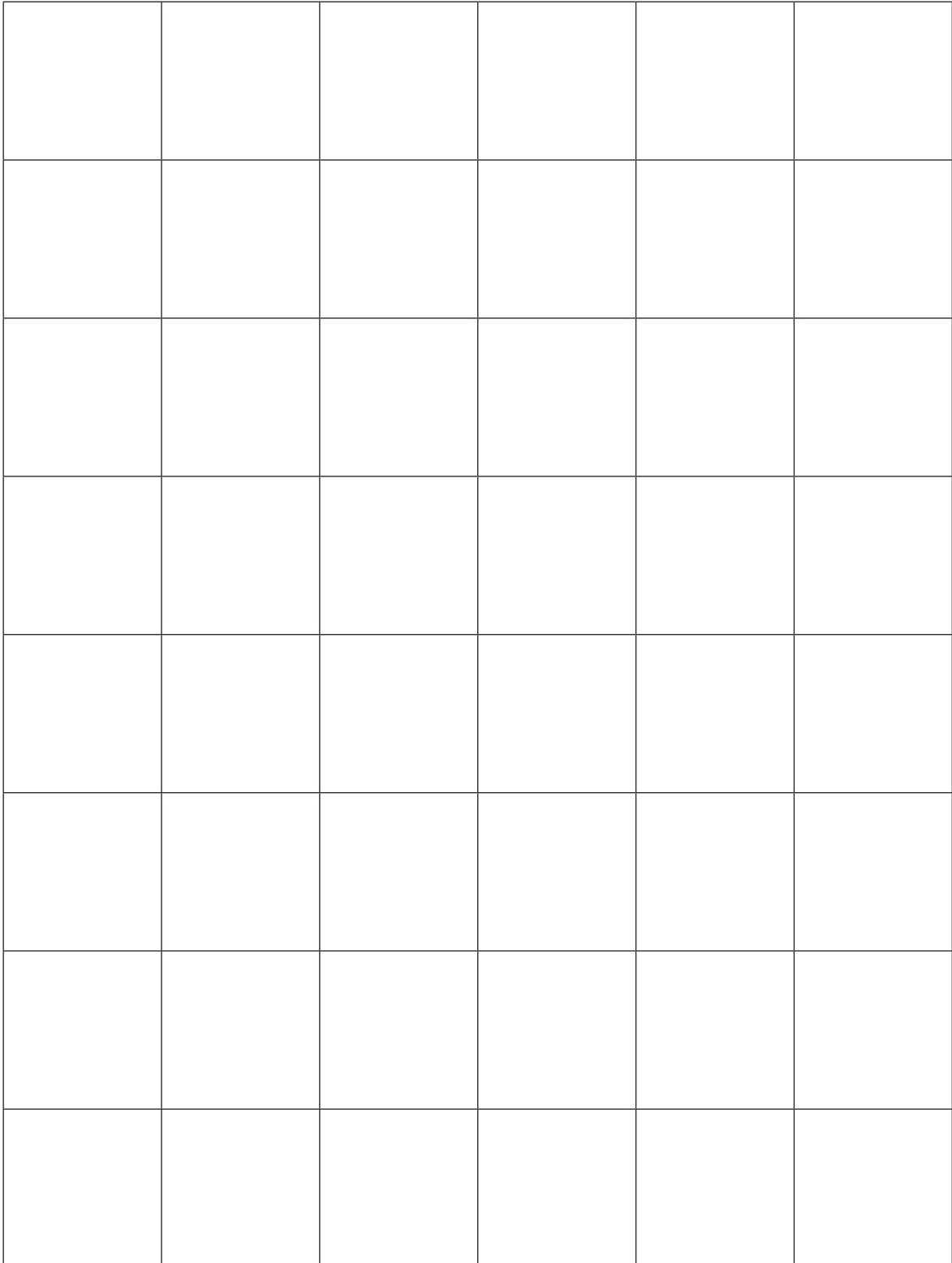
Makhadi ya ku andzisa (dyondzontsongo ya 1 na tin'wana)

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)
Tafula ra Menthele (dyondzontsongo ya 2
na tin'wana)

	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)
Temphilete ya swikwere (dyondzontsongo ya 37)



7 Money cut-outs – coins (lesson 39–42)
Switsemiwa swa mali – tikhoyini
(dyondzontsongo ya 39–42)



8 Money cut-outs – notes (lesson 39–42)
 Switsemiwa swa mali – maphepha
 (dyondzontsongo ya 39–42)



9 Money cut-outs _ notes (lesson 39-42)
 Switsemiwa swa mali – maphepha
 (dyondzontsongo ya 39-42)



