

MATHEMATICS
Grade 2
**English/
Sepedi**
Learner
Activity
Book
2019 TERM 4

Introduction

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

Answers to the activities can be written in this book.

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

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

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 4 Lesson 1

Kotara ya 4 Thuto ya 1

Multiplication Tables Revision (I)

Poeletšo ya Ditafola tša Katišo (I)

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 hlaloša melao ya papadi.

HOMEWORK MOŠOMO WA GAE

Complete the table.

Feleletša tafola.

	Reverse the factors Fetola dikatišani
$4 \times 3 = 12$	$3 \times 4 = 12$
$5 \times 2 = 10$	
$3 \times 2 = 6$	
$4 \times 1 = 4$	
$3 \times 5 = 15$	

Term 4 Lesson 2

Kotara ya 4 Thuto ya 2

Multiplication Tables Revision (2)

Poeletšo ya Ditafola tša Katišo (2)

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 hlaloša melao ya papadi.

HOMEWORK MOŠOMO WA GAE

Complete the table:

Feleletša tafola:

	What is ... ? Ke eng ... ?	Answer Karabo
a	$8 \times 4 =$	
b	$6 \times 5 =$	
c	$5 \times 3 =$	
d	$7 \times 4 =$	
e	$9 \times 3 =$	

Term 4 Lesson 3

Kotara ya 4 Thuto ya 3

Investigating Multiplication (I)

Go nyakišiša katišo (I)

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 hlaloša melao ya papadi.

HOMEWORK MOŠOMO WA GAE

Complete the table:

Feleletša tafola:

	1	2	3	4	5	6	7	8	9
$\times 4$									

Term 4 Lesson 4

Kotara ya 4 Thuto ya 4

Investigating Multiplication (2)

Go nyakisiša katišo (2)

CLASSWORK MOŠOMO WA KA PHAPOŠING

Complete the table.

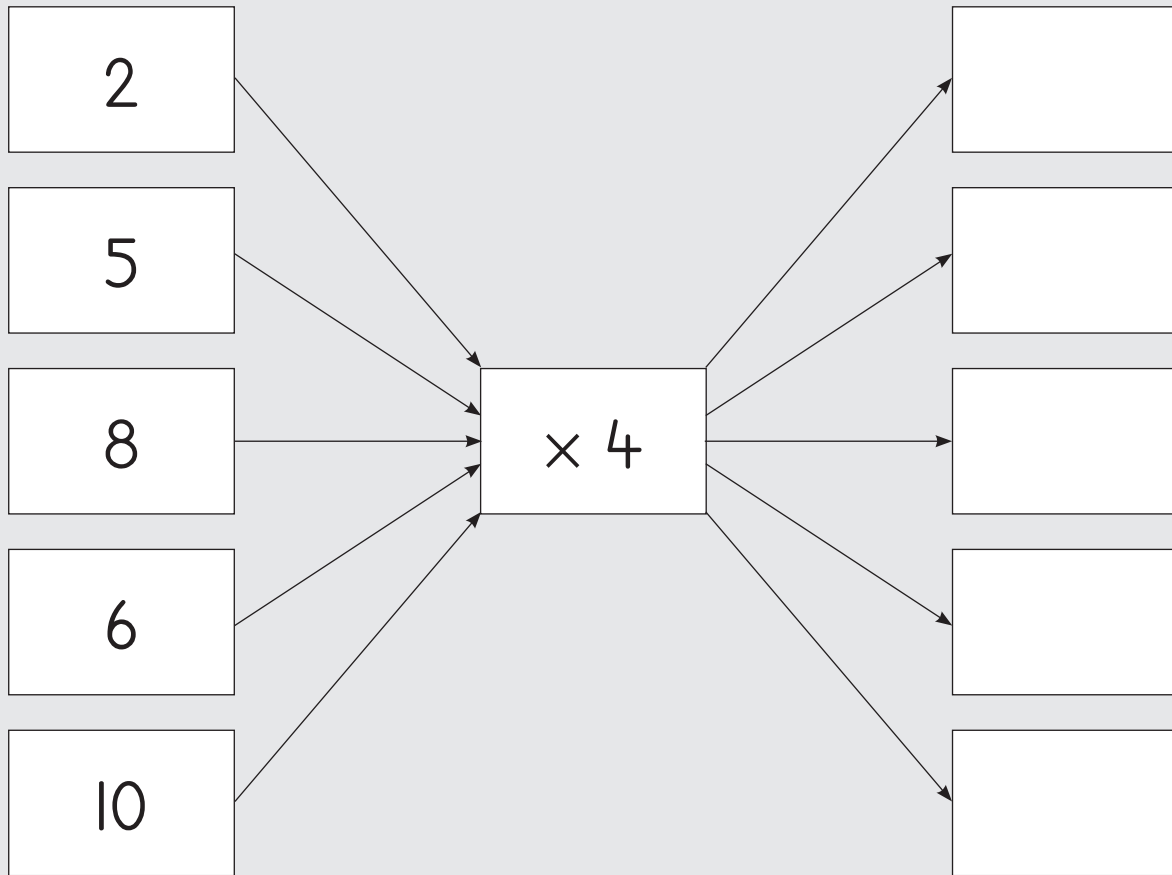
Feleletša tafola.

	1	2	3	4	5
1	1	2	3		5
2		4	6	8	
3		6	9	12	
4	4		12	16	20
5	5	10		20	25
6	6		18	24	30
7		14			35
8	8	16		32	
9	9		27	36	45

HOMEWORK MOŠOMO WA GAE

Complete:

Feleletša:



Term 4 Lesson 5
Kotara ya 4 Thuto ya 5
Assessment
Kelo

Term 4 Lesson 6

Kotara ya 4 Thuto ya 6

Investigating Multiplication (3)

Go nyakišiša katišo (3)

CLASSWORK MOŠOMO WA KA PHAPOŠING

Classwork Activity I

Mošomo wa ka phapošing wa I

	Number sentences to make ... Ngwala palo ya mafoko go dira ...
2	
3	
4	
5	
6	
8	
9	

	Number sentences to make ... Ngwala palo ya mafoko go dira ...
10	
12	
15	
16	
18	
20	
24	
30	
40	

Fill in the missing numbers.

Tlatša dipalo tšeo di tlogetšwego.

a $3 \times \underline{\hspace{2cm}} = 9$

b $5 \times \underline{\hspace{2cm}} = 15$

c $2 \times \underline{\hspace{2cm}} = 10$

d $6 \times \underline{\hspace{2cm}} = 18$

e $4 \times \underline{\hspace{2cm}} = 20$

f $6 \times \underline{\hspace{2cm}} = 30$

g $7 \times \underline{\hspace{2cm}} = 28$

h $9 \times \underline{\hspace{2cm}} = 36$

i $8 \times \underline{\hspace{2cm}} = 24$

j $7 \times \underline{\hspace{2cm}} = 21$

k $9 \times \underline{\hspace{2cm}} = 45$

l $8 \times \underline{\hspace{2cm}} = 32$

HOMEWORK MOŠOMO WA GAE

Complete the table:

Feleletša tafola:

	Reverse the factors Fetola dikatišani
$4 \times 5 = 20$	
$3 \times 2 = 6$	
$4 \times 3 = 12$	
$5 \times 1 = 5$	
$2 \times 5 = 10$	

Term 4 Lesson 7

Kotara ya 4 Thuto ya 7

Investigating Multiplication (4)

Go nyakisiša katišo (4)

CLASSWORK MOŠOMO WA KA PHAPOŠING

- 1 Solve the following word problem.

Rarolla mararantšu a a latelago.

<p>A packet has <u>1</u> mango and <u>3</u> oranges. If you buy <u>2</u> packets, how many mangoes and oranges will you have? How many fruits will you have altogether?</p>	<p>Pakana e na le manko o <u>1</u> le dinamune tše <u>3</u>. Ge o reka dipakana tše <u>2</u>, na o tla hwetša dimanko le dinamune tše kae? Na o tla ba le dienywa tše kae ge di hlakana ka moka?</p>	
<p>Draw a diagram. Thala taekramo.</p>		
<p>Write the number sentences. Ngwala mafokopalo.</p>		
<p>Write the answer. Ngwala karabo.</p>		

- 2 Complete the table. Compare the answers on the left and the right. What do you notice?

Feleletša tafola. Bapetša dikarabo tša ka lehlakoreng la ngele le tša ka lehlakoreng la go ja. Na o lemoga eng?

	Number sentence Lefokopalo	Answer Karabo
a	$3 \times (2 + 4) =$	
b	$(3 \times 2) + (3 \times 4) =$	
c	$4 \times (2 + 3) =$	
d	$(4 \times 2) + (4 \times 3) =$	
e	$2 \times (3 + 4) =$	
f	$(2 \times 3) + (2 \times 4) =$	

HOMEWORK MOŠOMO WA GAE

Complete the table. Compare the answers on the left and the right. What do you notice?

Feleletša tafola. Bapetša dikarabo tša ka lehlakoreng la ngele le tša ka lehlakoreng la go ja. Na o lemoga eng?

	Number sentence Lefokopalo	Answer Karabo
a	$5 \times (2 + 3) =$	
b	$(5 \times 2) + (5 \times 3) =$	
c	$3 \times (5 + 1) =$	
d	$(3 \times 5) + (3 \times 1) =$	
e	$4 \times (2 + 5) =$	
f	$(4 \times 2) + (4 \times 5) =$	

Term 4 Lesson 8

Kotara ya 4 Thuto ya 8

Multiplication consolidation

Go teefatša katišo

CLASSWORK MOŠOMO WA KA PHAPOŠING

Complete the table:

Feleletša tafola:

		Number sentence with answer. Lefokopalo le karabo.
a	9 groups of 4 Dihlopha tše 9 tša 4	$9 \times 4 = 36$
b	8 groups of 5 Dihlopha tše 8 tša 5	
c	9 groups of 3 Dihlopha tše 9 tša 3	
d	5 groups of 5 Dihlopha tše 5 tša 5	

		Number sentence with answer. Lefokopalo le karabo.
e	7 groups of 4 Dihlopha tše 7 tša 4	
f	8 groups of 3 Dihlopha tše 8 tša 3	
g	6 groups of 4 Dihlopha tše 6 tša 4	
h	7 groups of 3 Dihlopha tše 7 tša 3	
i	6 groups of 2 Dihlopha tše 6 tša 2	
j	7 groups of 5 Dihlopha tše 7 tša 5	

HOMEWORK MOŠOMO WA GAE

Complete the table:

Feleletša tafola:

		Number sentence with answer. Lefokopalo le karabo.
a	3 groups of 4 Dihlopha tše 3 tša 4	$3 \times 4 = 12$
b	8 groups of 5 Dihlopha tše 8 tša 5	
c	9 groups of 3 Dihlopha tše 9 tša 3	
d	6 groups of 5 Dihlopha tše 6 tša 5	
e	7 groups of 4 Dihlopha tše 7 tša 4	

Term 4 Lesson 9
Kotara ya 4 Thuto ya 9
Assessment
Kelo

Term 4 Lesson 10

Kotara ya 4 Thuto ya 10

Numbers up to 999 (I)

Dipalo tša go fihla go 999 (I)

CLASSWORK MOŠOMO WA KA PHAPOŠING

- 1 Show these numbers using the base ten kit.
Laetša dipalo tše o šomiša khiti ya sehlopha sa lesome.
 - a 149
 - b 276
 - c 693
 - d 515
 - e 999
- 2 Count forwards from 95 to 105 and 195 to 205 using the base ten kit.
Balela pele go tloga go 95 go fihla go 105 le 195 go fihla go 205 o šomiša khiti ya sehlopha sa lesome.

HOMEWORK MOŠOMO WA GAE

Show these numbers using the base ten kit.

Laetša dipalo tše o šomiša khiti ya sehlopha sa lesome.

- 1 342
- 2 198
- 3 567
- 4 812
- 5 677

Term 4 Lesson 11

Kotara ya 4 Thuto ya 11

Numbers up to 999 (2)

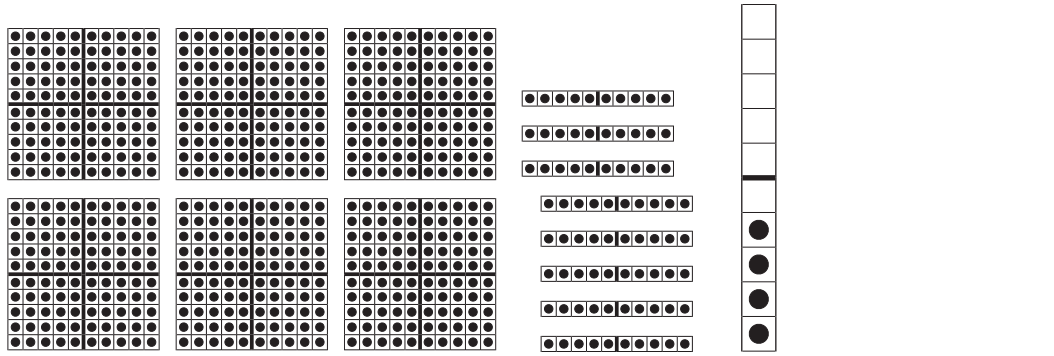
Dipalo tša go fihla go 999 (2)

CLASSWORK MOŠOMO WA KA PHAPOŠING

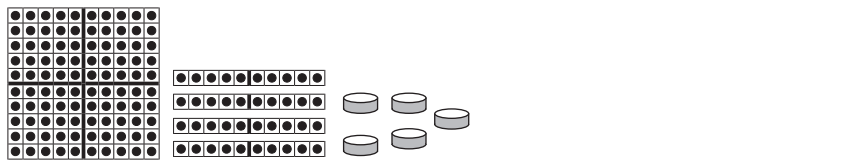
1 Write the number shown by the base ten kit.

Ngwala palo yeo e laeditšwego ke khiti ya sehlopha sa lesome.

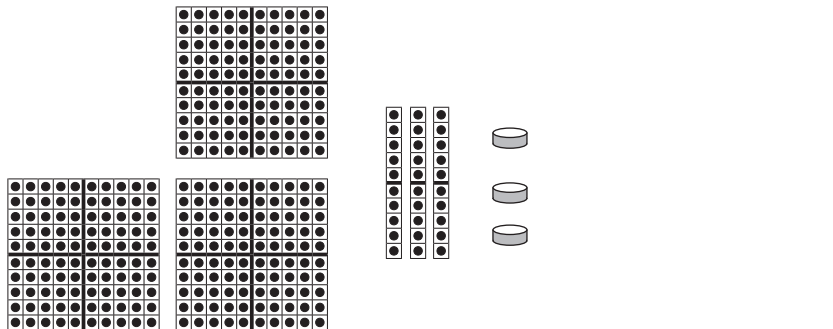
a



b



c



2 Write using number symbols:

Ngwala o šomiša dikapalo:

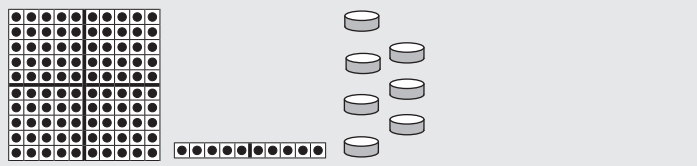
a Seven hundred and thirty-eight.

Lekgološupa-masometharo seswai.

- b** One hundred and seventeen.
Lekgolo-lesomešupa. _____
- c** The number between 824 and 826.
Palo ya magareng ga 824 le 826. _____
- d** The number that is one more than 329.
Palo yeo e fetago 329 ka tee. _____
- e** The number that is one less than 550.
Palo yeo e lego tlase ga 550 ka tee. _____
- 3** Show using flard cards and then write the number symbol.
Laetša o šomiša dikarata tša go aga palo o be o ngwale sekapalo.
- a** 6 hundreds, 3 tens and 4 ones
Makgolo 6, masome a 3 le metšo ye 4 _____
- b** 9 hundreds, 1 ten and 7 ones
Makgolo 9, lesome le 1 le metšo ye 7 _____

HOMEWORK MOŠOMO WA GAE

- 1** Write the number shown by the base ten kit.
Ngwala palo yeo e laeditšwego ke khiti ya sehlopha sa lesome.



- 2** Write the number names:
Ngwala mainapalo:

a 915 _____

b 851 _____

Term 4 Lesson 12

Kotara ya 4 Thuto ya 12

3-digit Numbers

Dipalo tša mono-3

CLASSWORK MOŠOMO WA KA PHAPOŠING

1 Write the number shown by the base ten kit.

Ngwala palo yeo e laeditšwego ke khiti ya sehlopha sa lesome.

a

b

c

2 Draw simplified pictorials to show the numbers.

Thala diswantšho tšeo di nolofaditšwego go laetša dipalo.

a 435

H	T	O

b 569

H	T	O

c 302

H	T	O

d 780

H	T	O

e 200

H	T	O

3 Write as a number symbol.

Ngwala bjale ka sekapalo.

a One hundred and eight.

Lekgoloseswai. _____

b Three hundred and eighteen.

Makgolotharo-lesomeseswai. _____

- c Seven hundred and eleven.
Makgološupa-lesometee. _____
- d The number between 478 and 480.
Palo ya magareng ga 478 le 480. _____
- e The number that is one more than 699.
Palo yeo e fetago 699 ka tee. _____
- f The number that is one less than 900.
Palo yeo e lego tlase go 900 ka tee. _____

HOMEWORK MOŠOMO WA GAE

1 Write the number names:

Ngwala mainapalo:

a 145 _____

b 606 _____

2 Write as a number symbol.

Ngwala bjale ka sekapalo.

a Three hundred and fifty-four.
Makgolotharo-masomehlano nne. _____

b Nine hundred.
Makgolosenyane. _____

c Seven hundred and one.
Makgološupa-tee. _____

Term 4 Lesson 13

Kotara ya 4 Thuto ya 13

Expanded Notation Palo yeo e katološitšwego

CLASSWORK MOŠOMO WA KA PHAPOŠING

1 Write as a number symbol.

Ngwala bjale ka sekapalo.

a 4 hundreds, 2 tens and 6 ones

Makgolo 4, masome a 2 le metšo ye 6 _____

b 9 hundreds, 0 tens and 3 ones

Makgolo 9, masome a 0 le metšo ye 3 _____

c 5 hundreds, 9 tens and 8 ones

Makgolo 5, masome a 9 le metšo ye 8 _____

d 8 hundreds, 1 ten and 0 ones

Makgolo 8, lesome le 1 le metšo ye 0 _____

e 7 hundreds, 0 tens and 9 ones

Makgolo 7, masome a 0 le metšo ye 9 _____

2 Draw simplified pictorials to show the numbers.

Thala diswantšho tšeo di nolofaditšwego go laetša dipalo.

a 593

H	T	O

b 780

H	T	O

c 601

H	T	O

3 Write the following numbers in expanded notation:

Ngwala tše di latelago bjale ka palo yeo e katološitšwego:

a 280 = _____

b 156 = _____

c 701 = _____

4 Write the number symbol:

Ngwala bjale ka sekapalo:

a Between 789 and 791.

Magareng ga 789 le 791. _____

b That is one more than 899.

E feta 899 ka tee. _____

c That is one less than 700.

E tlase go 700 ka tee. _____

HOMEWORK MOŠOMO WA GAE

Write the number symbol:

Ngwala bjale ka sekapalo:

1 3 hundreds, 9 tens and 0 ones

Makgolo 3, masome a 9 le metšo ye 0

2 7 hundreds, 1 ten and 2 ones

Makgolo 7, lesome le 1 le metšo ye 2

3 5 hundreds, 0 ten and 6 ones

Makgolo 5, lesome le 0 le metšo ye 6

4 8 hundreds, 4 tens and 0 ones

Makgolo 8, masome a 4 le metšo ye 0

Term 4 Lesson 14

Kotara ya 4 Thuto ya 14

Assessment

Kelo

Term 4 Lesson 15

Kotara ya 4 Thuto ya 15

How many tens?

Na ke masome a makae?

CLASSWORK MOŠOMO WA KA PHAPOŠING

- 1 Fill in the missing numbers.

Tlatša dipalo tšeo di tlogetšwego.

a	There are Go na le masome a		tens in ka go	180
b	There are Go na le masome a		tens in ka go	250
c	There are Go na le masome a		tens in ka go	320
d	There are Go na le masome a		tens in ka go	700
e	There are Go na le masome a	14	tens in ka go	

f	There are Go na le masome a	21	tens in ka go	
g	There are Go na le masome a	36	tens in ka go	
h	There are Go na le masome a	60	tens in ka go	

2 Circle the correct answer:

Thala sediko go karabo ya maleba:

- a** 240 is 22 or 24 groups of 10.
240 ke 22 goba dihlopha tše 24 tša 10.
- b** 390 is 30 or 39 groups of 10.
390 ke 30 goba dihlopha tše 39 tša 10.
- c** 850 is 85 or 87 groups of 10.
850 ke 85 goba dihlopha tše 87 tša 10.
- d** 560 is 56 or 55 groups of 10.
560 ke 56 goba dihlopha tše 55 tša 10.
- e** 910 is 90 or 91 groups of 10.
910 ke 90 goba dihlopha tše 91 tša 10.

HOMEWORK MOŠOMO WA GAE

Fill in the missing numbers.

Tlatša dipalo tšeo di tlogetšwego.

a	There are Go na le masome a		tens in ka go	150
b	There are Go na le masome a		tens in ka go	230
c	There are Go na le masome a	19	tens in ka go	
d	There are Go na le masome a	20	tens in ka go	

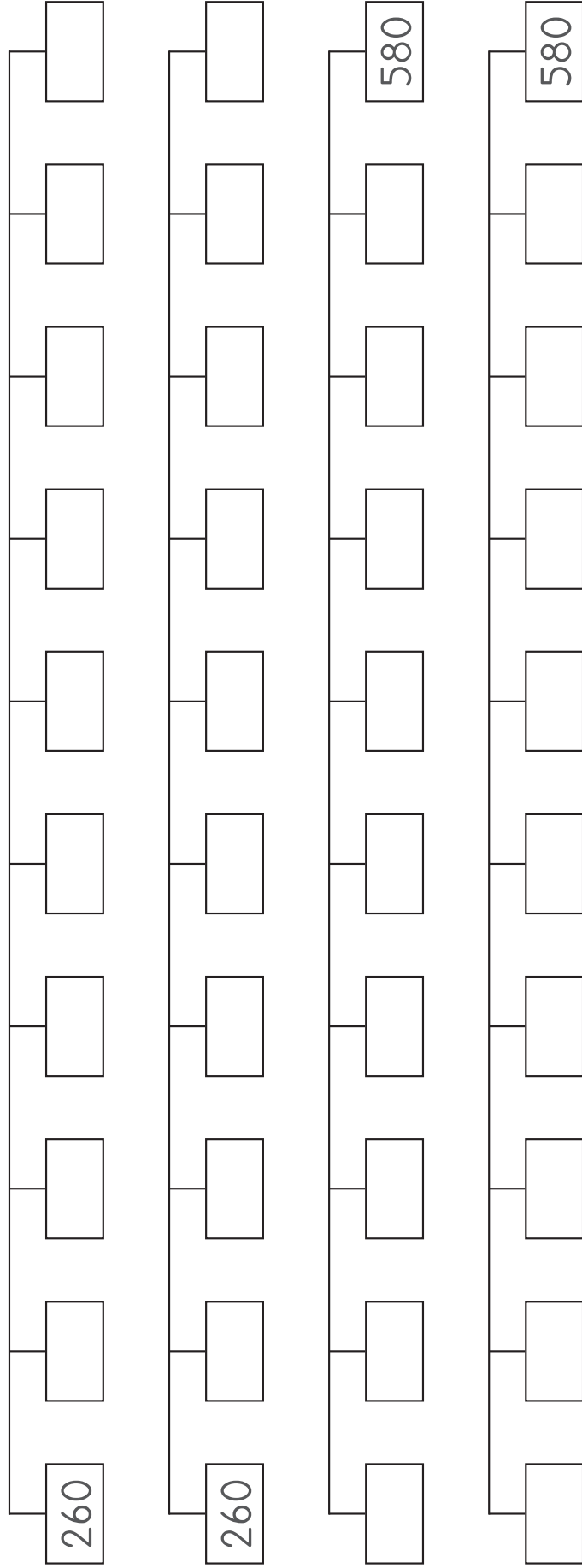
Term 4 Lesson 16

Kotara ya 4 Thuto ya 16

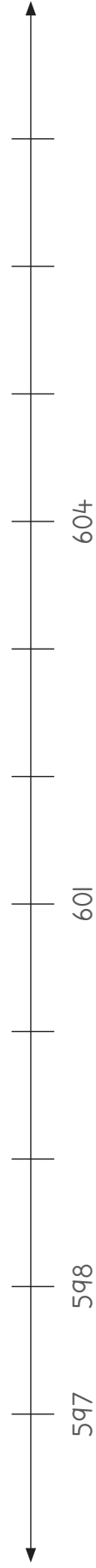
Ordering numbers to 999

Go latelanya dipalo tša go fihla go 999

CLASSWORK ACTIVITY I
MOŠOMO WA KA PHAPOŠING WA I



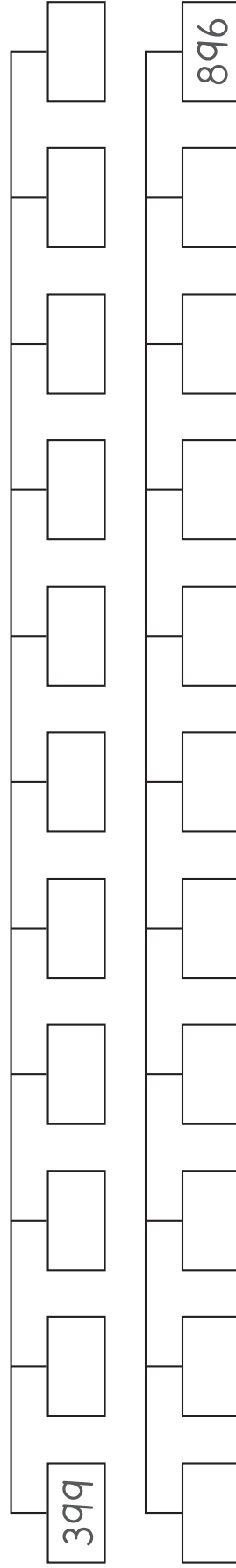
CLASSWORK ACTIVITY 2
MOŠOMO WA KA PHAPOŠING WA 2



CLASSWORK MOŠOMO WA KA PHAPOŠING

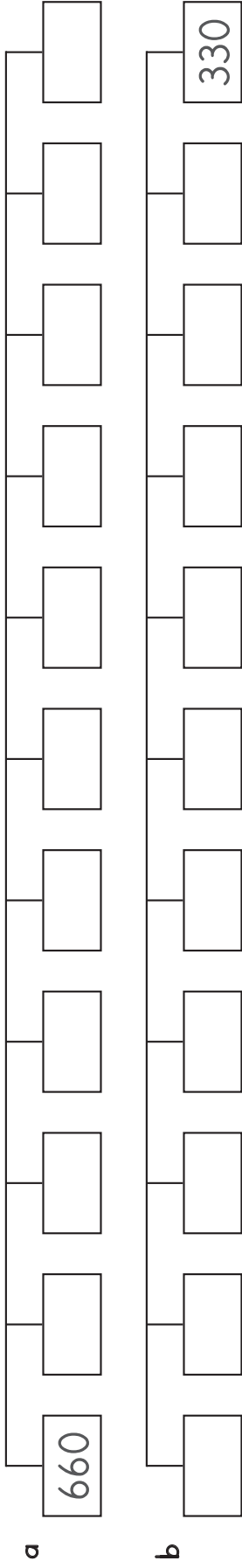
1 Count forwards in 1s. Fill in the missing numbers on the number line.

Balela pele ka diil. Tlatša dikgoba tšeo di tlogetšwego mo mothalopalong.



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

Balela pele ka di10. Tlatša dikgoba tšeo di tlogetšwego mo mothalopalong.



HOMEWORK MOŠOMO WA GAE

- 1 Fill in the missing numbers on the number line.
Tlatša dikgoba tšeo di tlogetšwego mo mothaloplong.



Term 4 Lesson 17

Kotara ya 4 Thuto ya 17

Comparing and ordering numbers to 999

Go bapetša le go latelanya dipalo tša go fihla go 999

CLASSWORK MOŠOMO WA KA PHAPOŠING

1 Underline the smaller number:

Thalela palo ye nnyane:

a 459 or/goba 549

b 321 or/goba 221

c 699 or/goba 966

d 211 or/goba 112

e 578 or/goba 576

2 Underline the bigger number:

Thalela palo ye kgolo:

a 691 or/goba 672

b 187 or/goba 178

c 970 or/goba 974

d 342 or/goba 345

e 983 or/goba 981

3 Write these numbers from the smallest number to the biggest number:

Ngwala dipalo tše go tloga go ye nnyanenyane go ya go ye kgolokgolo:

145, 457, 45 _____

- 4 Write the following numbers from the biggest number to the smallest number:

Ngwala dipalo tše go tloga go ye kgolokgolo go ya go ye nyanenyane:

130, 310, 301 _____

HOMEWORK MOŠOMO WA GAE

- 1 Underline the bigger number:

Thalela palo ye kgolo:

a 618 or/goba 816

b 445 or/goba 455

c 739 or/goba 737

- 2 Write these numbers from the smallest number to the biggest number:

Ngwala dipalo tše go tloga go ye nyanenyane go ya go ye kgolokgolo:

111, 101, 121 _____

Term 4 Lesson 18

Kotara ya 4 Thuto ya 18

Assessment

Kelo

Term 4 Lesson 19

Kotara ya 4 Thuto ya 19

Money (I)

Tšhelete (I)

CLASSWORK MOŠOMO WA KA PHAPOŠING

- 1 Thandi has 10c. Her mom gives her 90c. How much money does she now have?

Thandi o na le 10c. Mmagwe o mo fa 90c. Na gabjale o na le tšhelete ya go lekana bokae?

- 2 I have R1,20. I buy a sweet for 60c. How much money do I have left?

Ke na le R1,20. Ke reka lelekere la 60. Na ke šaletšwe ke tšhelete ya go lekana bokae?

- 3 I have 40c. Can I share it equally amongst four children?

Ke na le 40c. Na nka kgona go e abaganya gare ga bana ba bane?

- 4 Toffees cost 10c each. Busi spent 50c buying toffees. How many toffees did she buy?

Dithofi di bitša 10c e tee. Busi o šomiša 50c go reka dithofi. Na o rekile dithofi tše kae?

- 5 A fizz pop costs R2,50. Palesa wants to buy 4 fizz pops.
Fizz pop e bitša R2,50. Palesa o nyaka go reka difizz pop tše 4.
- a She has R8. Can she buy four fizz pops?
O na le R8. Na a ka kgona go reka difizz pop tše nne? _____
- b How much more money does Palesa need in order to buy the 4 fizz pops?
Na Palesa o hloka bokae gape gore a reke difizz pop tše 4?

HOMEWORK MOŠOMO WA GAE

- 1 Ask someone at home to show you some coins from their wallet. How much money did they take out of their wallet?
Kgopela yo mongwe ka gae a go bontšhe dikhoine ka sepatšheng sa gagwe.
Na ba ntšhitše bokae ka sepatšheng?

- 2 I have R15. I buy a packet of chips for R2, 50 and a Fanta Orange for R8.
Ke na le R15. Ke reka pakana ya ditšhipisi ka R2,50 le Fanta Orange ka R8.
- a How much do I have to pay?
Na ke swanetše go lefela bokae? _____
- b Do I get any change?
Na ke hwetša tšhentšhi? _____
- c If so, how much?
Ge go le bjalo, na ke hwetša bokae? _____

Term 4 Lesson 20

Kotara ya 4 Thuto ya 20

Money (2)

Tšhelete (2)

CLASSWORK MOŠOMO WA KA PHAPOŠING

- 1 Naledi spent R1,80 on sweets that cost 20c each. How many sweets did she buy?

Naledi o šomiša R1,80 go reka malekere ao a bitšago 20c le tee. Na o rekile malekere a makae?

- 2 Peter babysits. He charges R5 per hour for babysitting. Complete this table for him.

Peter o šala a hlokometše ngwana. O lefiša R5 ka iri go šala le ngwana. Mo thuše go tlatša tafola ye.

Number of hours Palo ya diiri	1	2	3	4	5	6	7	8	9	10
Cost in rands Tefelo ka diranta										

HOMEWORK MOŠOMO WA GAE

Ntombi pays R10 to get to school in the morning. She pays with a R20 note.

Ntombi o lefela R10 go ya sekolong mesong. O lefela ka R20 ya pampiri.

a How much change does she receive?

Na o hwetša tšhentšhi ya bokae? _____

b How much money will she have left when she gets home?

Na ge a fihla gae o tla be a šaletšwe ke bokae? _____

Term 4 Lesson 21

Kotara ya 4 Thuto ya 21

Assessment

Kelo

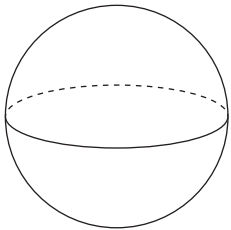
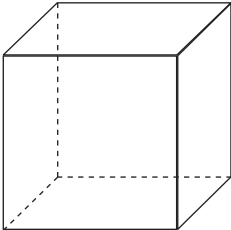
Term 4 Lesson 22

Kotara ya 4 Thuto ya 22

Ball and box shapes

Dibopego tša kgwele le lepokisi

CLASSWORK ACTIVITY I
MOŠOMO WA KA PHAPOŠING WA I

	
<p>Sphere (ball shape) Kgokolo (sebopego sa kgwele)</p>	<p>Cube (Box shape/prism) Kube (Sebopego sa lepokisi/prisimo)</p>

CLASSWORK MOŠOMO WA KA PHAPOŠING

- 1 Draw a picture of a box shape and a ball shape.
Thala seswantšho sa sebopego sa lepokisi le sebopego sa kgwele.
- 2 Give the names of two 3-D objects you can see in the classroom.
Efa maina a dilo tše pedi tša mahlakore-3 tšeo o ka di bonago ka phapošing ya borutelo.

- 3 Do they have round or straight edges?
Na di na le merumo ya nkgokolo goba ya thwi? _____

4 Say if the following will roll or slide:

Bolela ge eba tše di latelago di ka kgokologa goba tša thelela:

a a ball

kgwele _____

b a box

lepokisi _____

c a can of cold drink

thini ya senwamaphodi _____

HOMEWORK MOŠOMO WA GAE

1 Find 3 different objects in your kitchen at home that are ball shaped.

Hwetša dilo tše 3 tša go fapafapana ka moraleng wa geno tša sebopego sa kgwele.

2 Put the objects in order from the smallest object to the biggest object and then draw them.

Bea dilo tše o ka tatelano go tloga ka se sennyanyane go ya go se segologolo o be o di thale.

- 3** Find 3 different box shaped objects in your bedroom/any room at home.
Hwetša dilo tše 3 tša go fapafapana ka phapošing ya gago ya borobalelo/
phapoši ye nngwe le ye nngwe ka gae.
- 4** Put the objects in order from the biggest object to the smallest object and
draw them.
Bea dilo tše o ka tatelano go tloga ka se segologolo go ya go se sennyanyane
o be o di thale.

Term 4 Lesson 23

Kotara ya 4 Thuto ya 23

Building with 3-D objects

Go aga ka dilo tša mahlakore-3 (3-D)

CLASSWORK MOŠOMO WA KA PHAPOŠING

- 1 Can you build a tower with 4 different sized boxes and 2 different sized balls
Na o ka aga tora ka mapokisi a 4 a bogolo bja go fapafapana le dikgwele tše 2
tša bogolo bja go fapafapana?
-

- 2 Can you build a tower just with balls? Why or why not?
Na o ka aga tora ka dikgwele fela? Ke ka lebaka la eng go kgonega goba go
sa kgonege?
-

- 3 Can you build a tower with just boxes? Why or why not?
Na o ka aga tora ka mapokisi fela? Ke ka lebaka la eng go kgonega goba go
sa kgonege?
-

- 4 Draw a tower made of 4 boxes.
Thala tora ya go dirwa ka mapokisi a 4.

- 5 Draw your own picture using balls and boxes.

Thala seswantšho sa gago o šomiša dikgwele le mapokisi.

HOMEWORK MOŠOMO WA GAE

- 1 Name 3 ball shaped objects in your house.

Efa maina a dilo tše 3 tša sebopego sa kgwele ka ntlong ya geno.

- 2 Name 3 box shaped objects in your house.

Efa maina a dilo tše 3 tša sebopego sa lepokisi ka ntlong ya geno.

Term 4 Lesson 24

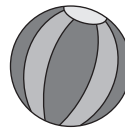
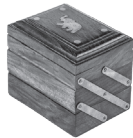
Kotara ya 4 Thuto ya 24

Cylinders Disilintere

CLASSWORK MOŠOMO WA KA PHAPOŠING

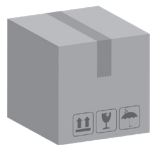
1 Name these objects:

Efa maina a dilo tše:



2 Do these shapes roll or slide?

Na dibopego tše di a kgokologa goba di a thelela?



HOMEWORK MOŠOMO WA GAE

- 1 Find and cut out or draw pictures cylinders and cylinder-like objects.
Hwetša o be o ripe goba o thale diswantšho tša dilo tša go swana le silintere.
- 2 Sort and stick the objects you found here (or make drawings).
Beakanya o be o kgomaretše dilo tšeo o di hweditšego mo (goba dira dithalwa).

Term 4 Lesson 25

Kotara ya 4 Thuto ya 25

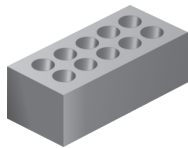
Comparing 3-D objects (I)

Go bapetša dilo tša mahlakore-3 (I)

CLASSWORK MOŠOMO WA KA PHAPOŠING

1 Name these shapes – sphere, prism or cylinder:

Efa maina a dibopego tše – kgokolo, prisimo goba silintere:



a _____ b _____ c _____

2 Paste or draw pictures of objects in the correct column:

Kgomaretša goba o thale diswantšho tša dilo ka kholomong ya maleba:

Objects that roll. Dilo tša go kgokologa.	Objects that slide. Dilo tša go thelela.	Objects that roll and slide. Dilo tša go kgokologa le go thelela.

- 3 Draw a house using prisms, spheres and cylinders.
Thala ntlo o šomiša diprisimo, dikgokolo le disilintere.

HOMEWORK MOŠOMO WA GAE

- 1 Look in your kitchen cupboard and draw a picture of a prism shape that you can find.

Lebelela ka khapoteng ya ka moraleng wa geno o thale seswantšho sa sebopego sa prisimo seo o ka se hwetšago.

- 2 Are there any cylinder shapes in the kitchen?

Na go na le dibopego tša silintere ka moraleng? _____

- 3 Which one of these two vegetables is shaped like a sphere: carrots or peas?

Ke ofe morogo wo o nago le sebopego sa kgokolo gare ga ye mebedi ye: dikherote goba dierekisi?

- 4 Which one of these objects can you roll to your friend: book bag, apple, homework book?

Ke sefe sa dilo tše, seo o ka se kgokološetšago mogwera wa gago: mokotla wa dipuku, apola, puku ya mešomo ya gae?

Term 4 Lesson 26

Kotara ya 4 Thuto ya 26

Comparing 3-D objects (2)

Go bapetša dilo tša mahlakore-3 (3-D)

CLASSWORK MOŠOMO WA KA PHAPOŠING

- 1 Use an old magazine/newspaper to find three pictures that each look like one of the following shapes:

Šomiša makasine/kuranta ya kgale go hwetša diswantšho tše tharo tšeo se sengwe le se sengwe sa tšona se swanago le se sengwe sa dibopego tše di latelago:

a Prism

Prisimo

b Sphere

Kgokolo

c Cylinder

Silintere

- 2 Stick the pictures into the table in size order -from the biggest shape to the smallest shape.

Kgomaretša diswantšho ka gare ga tafola go ya ka tatelano ya bogolo- go tloga ka sebopego se segologolo go ya go sebopego se sennyanyane.

Object Selo	Shapes in order from biggest to smallest Dibopego ka tatelano go tloga ka se segologolo go ya go se sennyanyane
Prism Prisimo	

Object Selo	Shapes in order from biggest to smallest Dibopego ka tatelano go tloga ka se segologolo go ya go se sennyanyane
Sphere Kgokolo	
Cylinder Silintere	

3 Complete the table.

Feletša tafola.

Object Selo	Flat sides or curved sides Mahlakore a phaphathi goba mahlakore a go kgopama	Roll/Slide/Roll and slide Kgokologa/Thelela/ Kgokologa le go thelela
Prism Prisimo		
Sphere Kgokolo		
Cylinder Silintere		

HOMEWORK MOŠOMO WA GAE

Complete the table.

Feleletša tafola.

Object Selo	Draw the object Thala selo
Prism Prisimo	
Sphere Kgokolo	
Cylinder Silintere	

Term 4 Lesson 27

Kotara ya 4 Thuto ya 27

Assessment

Kelo

Term 4 Lesson 28

Kotara ya 4 Thuto ya 28

Grouping and sharing (I)

Go hlopha le go aba (I)

CLASSWORK MOŠOMO WA KA PHAPOŠING

- 1 Divide 18 beads into groups of 2.
Arola dipheta tše 18 ka dihlopha tša 2.
 - a How many groups do you make?
Na o dirile dihlopha tše kae? _____
 - b Do you have any beads left?
Na o na le dipheta tše o di šetšego? _____

- 2 16 suckers are shared between 2 friends. Each friend gets _____ suckers.
_____ suckers are left.

Dimonamonane tše 16 di abaganywa magareng ga bagwera ba ba 2. Mogwera o tee o hwetša dimonamonane tše _____. Go šetše dimonamonane tše _____.

- 3 Divide 20 beads into groups of 4.
Arola dipheta tše 20 ka dihlopha tša 4.
 - a How many groups do you make?
Na o dira dihlopha tše kae? _____
 - b Do you have any beads left?
Na o na le dipheta tša go šala? _____

4 12 balloons are shared between 4 friends. Each friend gets _____ balloons.

_____ balloons are left.

Dipaluni tše 12 di abaganywa magareng ga bagwera ba ba 4. Mogwera o tee o

hwetša dipaluni tše _____. Go šala dipaluni tše _____.

5 You have 18 beads and make bags which each have 3 beads in them.

O na le dipheta tše 18, o dira mekotla yeo o tee o nago le dipheta tše 3 mo go wona.

a How many bags do you make?

Na o dira mekotla ye mekae? _____

b Do you have any beads left?

Na o na le dipheta tša go šala? _____

HOMEWORK MOŠOMO WA GAE

1 Put 14 beads into groups of 2.

Bea dipheta tše 14 ka dihlopha tša 2.

a How many groups do you make?

Na o dira dihlopha tše kae? _____

b Do you have any beads left?

Na o na le dipheta tša go šala? _____

2 20 marbles are shared between 2 friends. Each friend gets _____ marbles.

_____ marbles are left.

Dimabole tše 20 di abaganywa magareng ga bagwera ba ba 2. O tee o hwetša

dimabole tše _____. Go šala dimabole tše _____.

Term 4 Lesson 29

Kotara ya 4 Thuto ya 29

Grouping and sharing (2)

Go hlopha le go aba (2)

CLASSWORK MOŠOMO WA KA PHAPOŠING

- 1 Draw 10 squares. Share the squares equally into two groups.

Thala dikwere tše 10. Aba dikwere ka go lekana ka dihlopha tše pedi.

- a Are there any squares left over?

Na go na le dikwere tša go šala? _____

- b Fill in the missing numbers:

Tlatša dipalo tšeo di tlogetšwego:

_____ shared between _____ is _____. The remainder is _____.

_____ ge di abaganywa magareng ga _____ ke _____.

Go šala _____.

- 2 Draw 15 triangles. Share them equally into two groups.

Thala dikhutlotharo tše 15. Di abaganye ka go lekana ka dihlopha tše pedi.

- a Are there any triangles left over?

Na go na le dikhutlotharo tša go šala? _____

- b Fill in the missing numbers:

Tlatša dipalo tšeo di tlogetšwego:

_____ shared between _____ is _____. The remainder is _____.

_____ ge di abaganywa magareng ga _____ ke _____.

Gro šala _____.

- 3 Draw 11 crosses. Divide the crosses into groups of 2.

Thala difapano tše 11. Arola difapano ka dihlopha tša 2.

- a Are there any crosses left over?

Na go na le difapano tša go šala? _____

- b Fill in the missing numbers:

Tlatša dipalo tšeo di tlogetšwego:

_____ divided into groups of _____ is _____.

The remainder is _____.

_____ ge di arolwa ka dihlopha tša _____ ke _____.

Gro šala _____.

- 4 Draw 18 circles. Divide them into groups of 4.

Thala didiko tše 18. Di arole ka dihlopha tša 4.

- a Are there any circles left over?

Na go na le didiko tša go šala? _____

- b Fill in the missing numbers:

Tlatša dipalo tšeo di tlogetšwego:

_____ divided into groups of _____ is _____.

The remainder is _____.

_____ ge di arolwa ka dihlopha tša _____ ke _____.

Go šala _____.

- 5 Toffees cost 2c each. Thembi spent 20c buying toffees. How many toffees did she buy?

Dithofi di bitša 2c e tee. Thembi o šomiša 20c go reka dithofi. Na o rekile dithofi tše kae?

HOMEWORK MOŠOMO WA GAE

- 1 Draw 16 balls. Share the balls equally between the 2 blocks.

Thala dikgwele tše 16. Abaganya dikgwele ka go lekana magareng ga diploko tše 2.

- a Are there any balls left over?

Na go na le dikgwele tša go šala? _____

- b Fill in the missing numbers:

Tlatša dipalo tše di tlogetšwego:

_____ balls shared between _____ blocks is _____.

The remainder is _____.

Dikgwele tše _____ di abaganywa magareng ga diploko tše

_____ ke _____. Go šala tše _____.

- 2 Draw 21 rectangles and 2 girls. Share the rectangles equally between the girls.

Thala dikhutlonnethwi tše 21 le basetsana ba ba 2. Aba dikhutlonnethwi ka go lekana magareng ga basetsana.

- a Are there any rectangles left over?

Na go na le dikhutlonnethwi tšeo di šetšego? _____

b Fill in the missing numbers:

Tlatša dipalo tšeo di tlogetšwego:

_____ rectangles shared between _____ girls is _____.

The remainder is _____.

Dikhutlonnethwi tše _____ di abaganywa magareng ga basetsana ba

ba _____ ke _____. Go šala tše _____.

3 Make bags of 2 suckers from 17 suckers.

Dira mekotla ya dimonamonane tše 2 ka dimonamonane tše 17.

a Are there any suckers left over?

Na go na le dimonamonane tšeo di šetšego? _____

b Fill in the missing numbers:

Tlatša dipalo tšeo di tlogetšwego:

_____ suckers divided into group of _____ is _____.

The remainder is _____.

Dimonamonane tše _____ di arolwa ka dihlopha tša _____ ke

_____. Go šala tše _____.

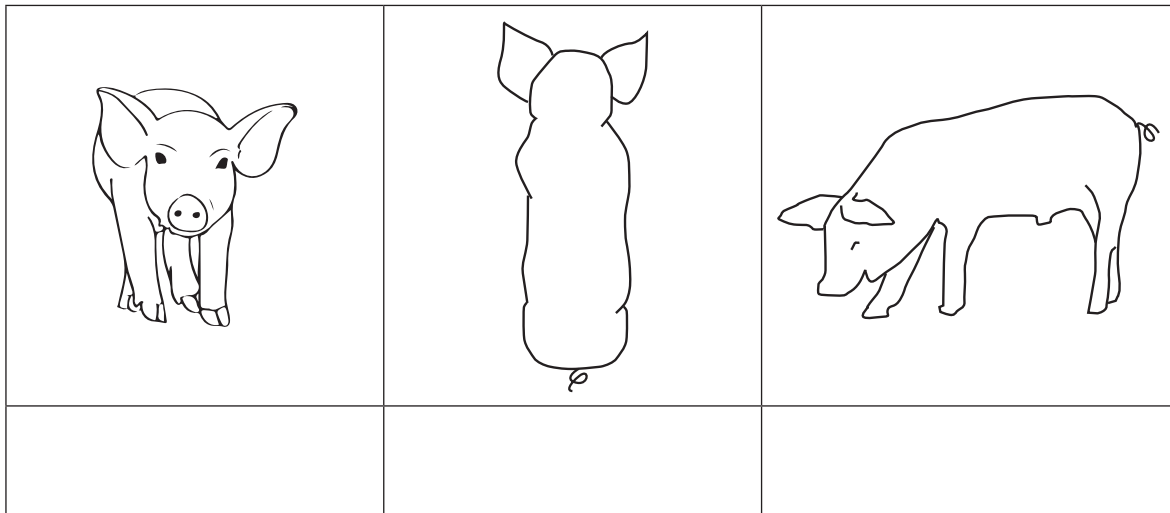
Term 4 Lesson 30

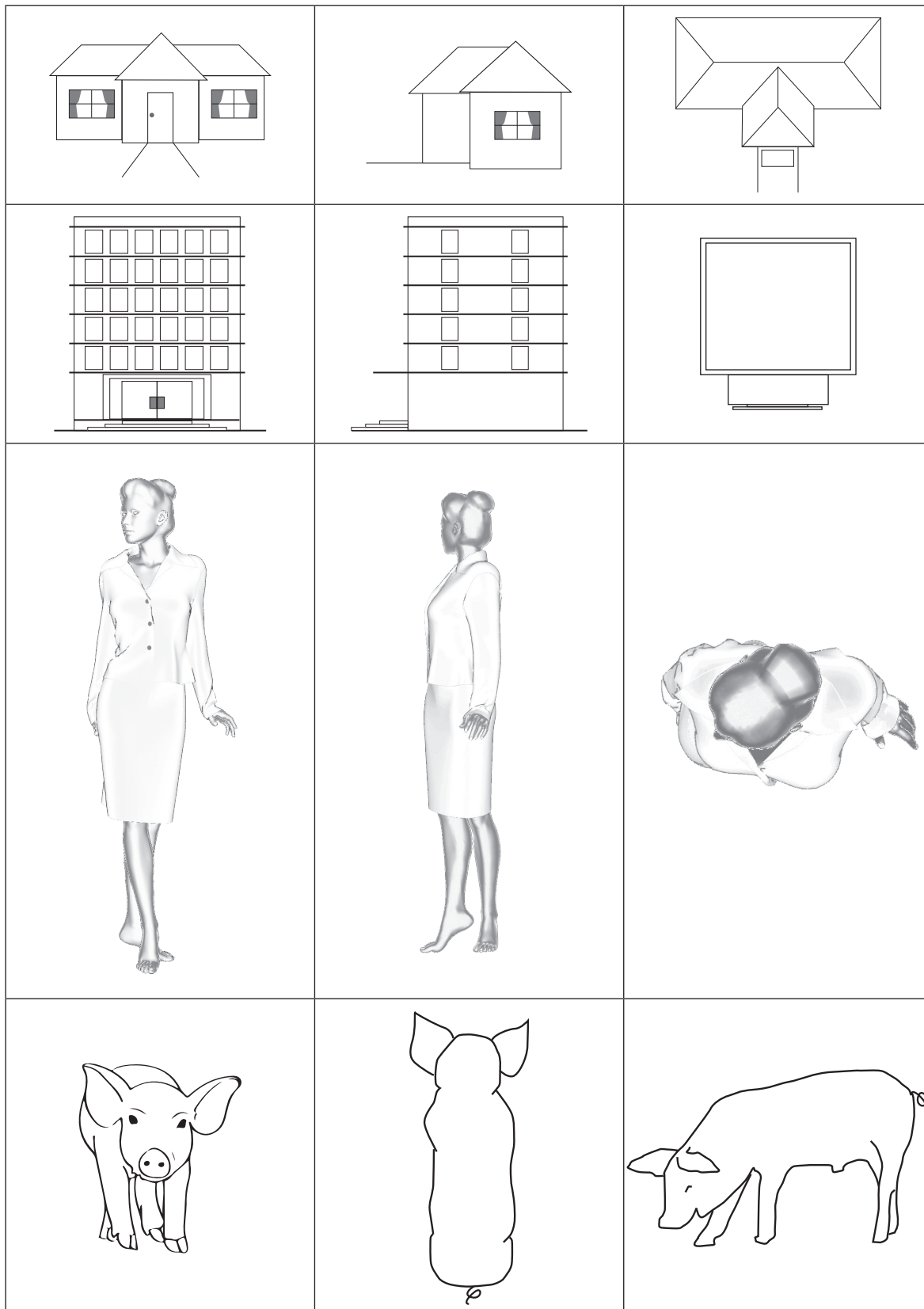
Kotara ya 4 Thuto ya 30

Position and views

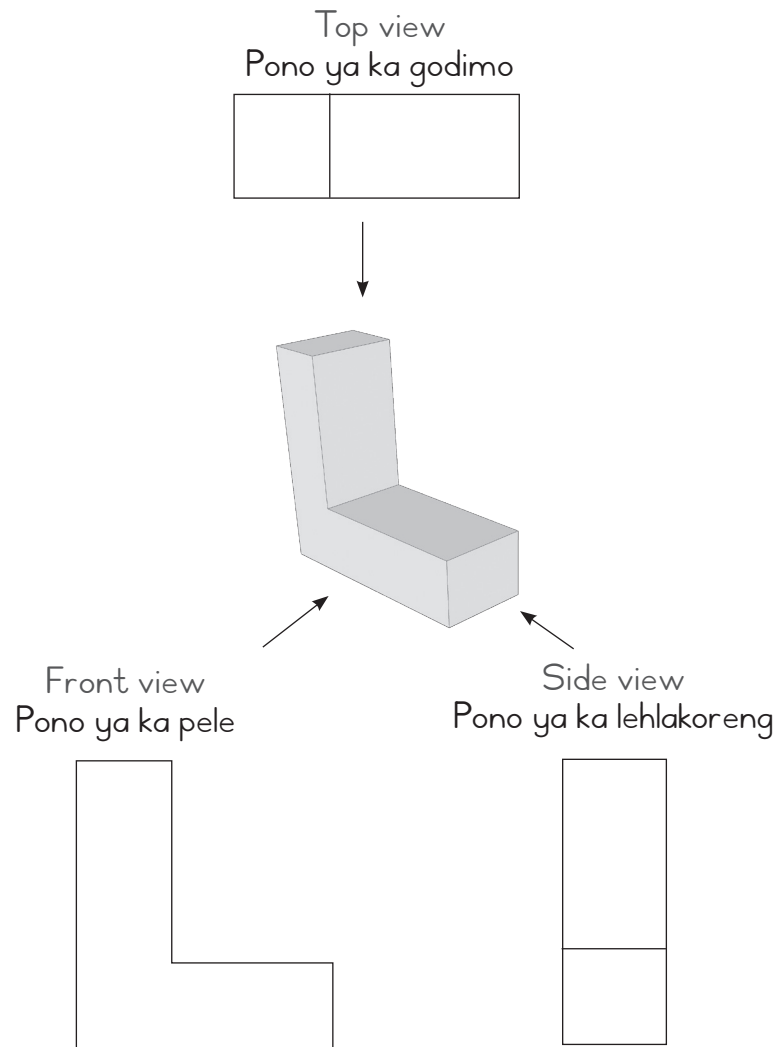
Boemo le dipono

CLASSWORK ACTIVITY I
MOŠOMO WA KA PHAPOŠING WA I





CLASSWORK ACTIVITY 2
MOŠOMO WA KA PHAPOŠING WA 2



CLASSWORK MOŠOMO WA KA PHAPOŠING

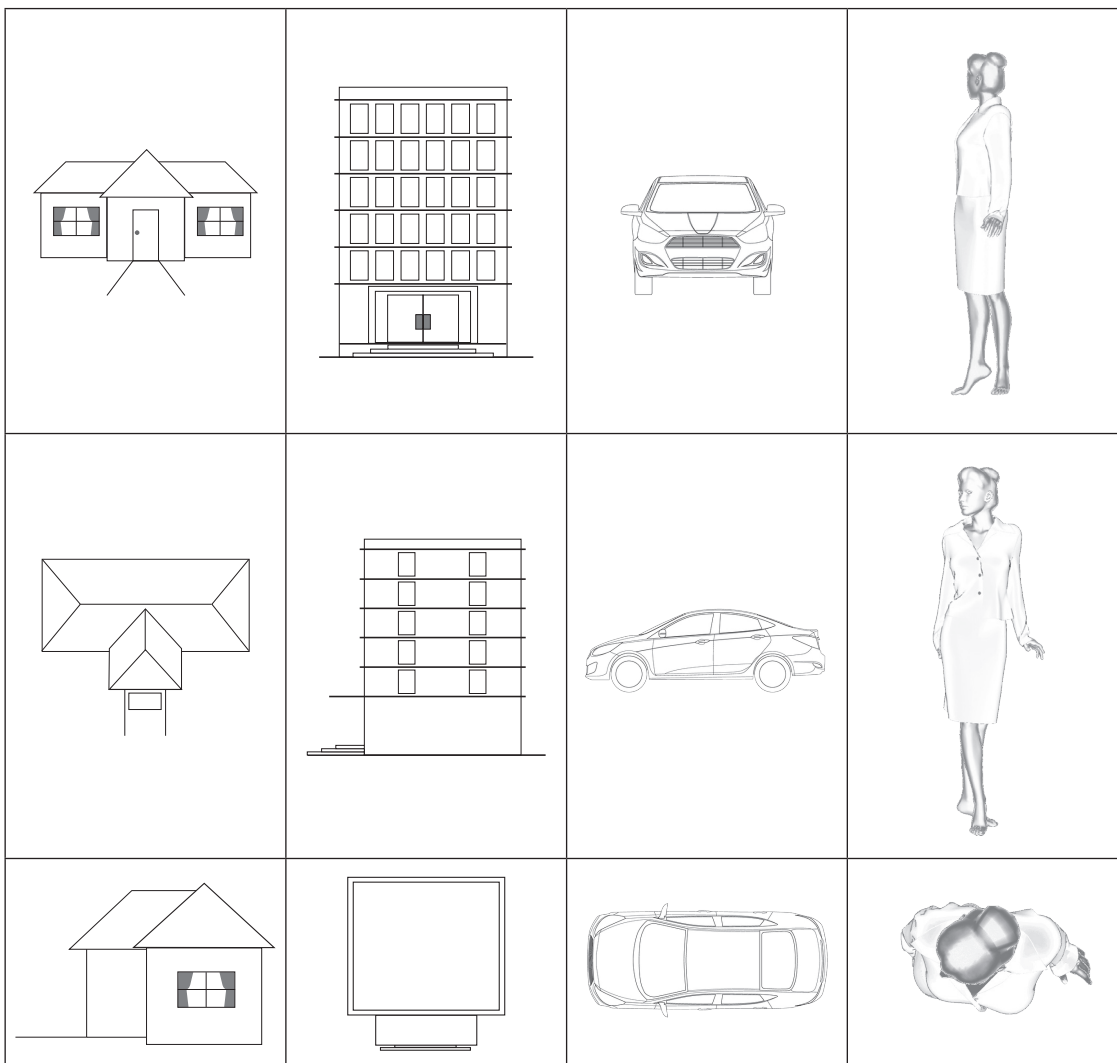
1 Write the labels for the views of a cap shown below.

Ngwala dišupo tša dipono tša kepisi tšeo di laeditšwego ka tlase.

2 Using the pictures below:

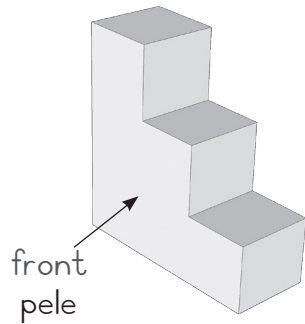
Šomiša diswantšho tša ka tlase:

- a Colour the front view of the car.
Khalara pono ya ka pele ya sefatanaga.
- b Colour the top view of the house.
Khalara pono ya ka godimo ya ntlo.
- c Colour the side view of the lady.
Khalara pono ya ka lehlakoreng ya mosadi.



3 Draw the top, front and side views of this shape:

Thala dipono tša ka godimo, pele le lehlakoreng la sebopego se:



Front view Pono ya ka pele	Top view Pono ya ka godimo	Side view Pono ya ka lehlakoreng

HOMEWORK MOŠOMO WA GAE

Draw views of a table in your home:

Thala dipono tša tafola ka gae ga geno:

Front view Pono ya ka pele	Top view Pono ya ka godimo	Side view Pono ya ka lehlakoreng

Term 4 Lesson 31

Kotara ya 4 Thuto ya 31

Assessment

Kelo

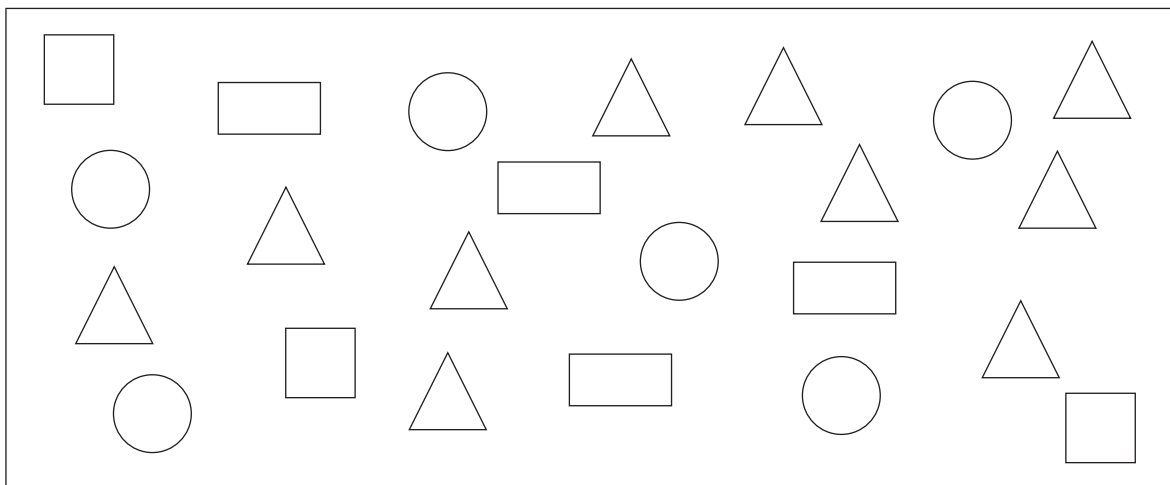
Term 4 Lesson 32

Kotara ya 4 Thuto ya 32

Collecting and organising data

Go kgoboketša le go beakanya data

CLASSWORK ACTIVITY I
MOŠOMO WA KA PHAPOŠING WA I



Shapes/Dibopego

10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
	Squares Dikwere	Triangles Dikhutlotharo	Rectangles Dikhutlonnethwi	Circles Didiko

Key/Senotlelo: ___ = 1 shape/sebopego

CLASSWORK MOŠOMO WA KA PHAPOŠING

Use this data for the activity.
 Šomiša data ye mošomong wo.
 These are the numbers of children who had birthdays during the first term:
 Tše ke dipalo tša bana bao ba bilego le matšatši a matswalo ka kotara ya mathomo:

January: 3	February: 6	March: 1	April: 3
Pherekgong: 3	Dibokwane: 6	Hlakola: 1	Mopitlo: 3

- 1 Colour a block to represent each birthday.
 Khalara ploko ya go emela letšatši le lengwe le le lengwe la matswalo.

Birthdays during the first term
Matšatši a matswalo ka kotara ya mathomo

7				
6				
5				
4				
3				
2				
1				
	January Pherekgong	February Dibokwane	March Hlakola	April Mopitlo

Key/Senotlelo: _____ = one learner/moithuti o tee

- 2 Use the graph to answer the questions:
 Šomiša krafo go araba dipotšišo:
- a How many children had birthdays in the first term?
 Na ke bana ba ba kae bao ba bilego le matšatši a matswalo ka kotara ya mathomo?

b There were _____ birthdays in April.

Go be go na le matšatši a matswalo a _____ ka Mopitlo.

c There were _____ birthdays in February.

Go be go na le matšatši a matswalo a _____ ka Dibokwane.

d There was _____ birthday in March.

Go be go na le matšatši a matswalo a _____ ka Hlakola.

e There were _____ birthdays in January.

Go be go na le matšatši a matswalo a _____ ka Pherekong.

f The most number of birthdays were in
Palo ye ntši ya matšatši a matswalo e be e le ka _____.

g The least number of birthdays were in
Palo ya tlase ya matšatši a matswalo e be e le ka _____.

h Which months had the same number of birthdays?

Na ke dikgwedi dife tšeo di bego di na le palo ya go swana ya matšatši
a matswalo?

HOMEWORK MOŠOMO WA GAE

- 1 Collect a handful of cutlery from the kitchen, e.g. small spoons, forks, knives and big spoons.

Kgoboketša dingwathi go tšwa ka moraleng, mohl. mahwana a manyane le a magolo, diforoko le mefaka.

- 2 Sort the cutlery and use the pictograph grid to represent your data.

Beakanya dingwathi o šomiše kriti ya krafo ya diswantšho go bontšha data ya gago.

Cutlery
Dingwathi

7				
6				
5				
4				
3				
2				
1				
	Small spoons Mahwana a manyane	Forks Diforoko	Knives Mefaka	Big spoons Mahwana a magolo

Key/Senotlelo: _____ = one item/selo se tee

Term 4 Lesson 33

Kotara ya 4 Thuto ya 33

Pictographs

Dikrafo tša diswantšho

CLASSWORK ACTIVITY 3
MOŠOMO WA KA PHAPOŠING WA 3Shapes
Dibopego

10						
9						
8						
7						
6						
5						
4						
3						
2						
1						
	Squares Dikwere	Triangles Dikhutlotharo	Rectangles Dikhutlonnethwi	Circles Didiko	Ovals Dilee	Cubes Dikube

Key/Senotlelo: _____ = one shape/sebopego se tee

CLASSWORK MOŠOMO WA KA PHAPOŠING

- 1 Work in groups. Look in your school bags for some of these objects: lunch boxes, classwork books and reading books.
Šomang ka dihlopha. Lebelelang tše dingwe tša dilo tše ka mekotleng ya lena ya sekolo: dikhafthini, dipuku tša mešomo ya phapošing le dipuku tša go bala.
- 2 Count the number of each item you have found.
Balela palo ya selo se se sengwe le se sengwe seo o se hweditšego.
- 3 Draw a bar graph to show what you found.
Thala krafo ya methalopapetla go laetša seo o se hweditšego.

Our school bags – what we found

Mekotla ya rena ya sekolo – seo re se hweditšego

10			
9			
8			
7			
6			
5			
4			
3			
2			
1			
	Lunch boxes Dikhafthini	Classwork books Dipuku tša mešomo ya phapošing	Reading books Dipuku tša go bala

Key/Senotlelo: _____ = one item/selo se tee

4 Use the graph to answer the questions:

Šomiša krafo go araba dipotšišo:

a The most common item is

Selo sa go bonala kudu ke _____.

b The least common item is

Selo sa go se bonagale kudu ke _____.

HOMEWORK MOŠOMO WA GAE

1 Count the number of 5 different kinds of clothing items you have at home, e.g. the number of shorts, trousers, pairs of socks, shirts or pairs of shoes.

Balela palo ya mehuta ya go fapafapana ye 5 ya diaparo tšeo o nago le tšona ka gae, mohl. palo ya marokgo a makopana, marokgo, dipara tša masokisi, digempe goba dipara tša dieta.

2 Draw your own pictograph showing the data you have at home. Use the pictograph grid below.

Thala krafo ya gago ya diswantšho e laetše data yeo o nago le yona ka gae. Šomiša kriti ya krafo ya diswantšho ya ka tlase.

Clothes/Diaparo

10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
	Shorts Marokgo a makopana	Trousers Marokgo	Socks Masokisi	Shirts Digempe	Shoes Dieta

Key/Senotlelo: _____ = one item/selo se tee

Term 4 Lesson 34

Kotara ya 4 Thuto ya 34

Represent and analyse data

Go bontšha le go fetleka data

CLASSWORK ACTIVITY I

MOŠOMO WA KA PHAPOŠING WA I

Our school bags

Mekotla ya rena ya sekolo

10						
9						
8						
7						
6						
5						
4						
3						
2						
1						
	Pencils Diphensele	Glues Dikgomaretši	Erasers Diphumodi	Sharpeners Diloutši	Scissors Dikero	Rulers Dithalamethalo

Key/Senotlelo: _____ = one item/selo se tee

CLASSWORK MOŠOMO WA KA PHAPOŠING

- 1 In the fruit shop near your school there are 15 apples, 10 paw paws, 6 oranges and 4 bananas. Draw a pictograph showing how much of each kind of fruit there is.

Ka lebenkeleng la dienywa la kgauswi le sekolo sa geno, go na le diapole tše 15, diphopho tše 10, dinamune tše 6 le dipanana tše 4. Thala krafo ya diswantšho e laetše gore ke mehuta ye mekae ya dienywa tše di lego gona.

- 2 Give your pictograph the title.
Efa krafo ya gago hlogo.
- 3 Remember to include a key.
Gopola go akaretša senotlelo.

16				
15				
14				
13				
12				
11				
10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
	Apples Diapole	Paw paws Diphopho	Oranges Dinamune	Bananas Dipanana

Key/Senotlelo: _____ = one fruit/seenywa se tee

4 Of which fruit is there most?

Ke sefe seenywa seo se bonalago kudu? _____

5 Of which fruit is there least?

Ke sefe seenywa seo se hlokegago? _____

HOMEWORK MOŠOMO WA GAE

While walking home from school I see 6 red cars, 4 white cars, 8 black cars and 9 blue cars. Draw a pictograph to record this information.

Ge ke le tseleng ke sepela go tšwa sekolong, ke bona dikoloi tše 6 tše dikhubedu, tše 4 tše dišweu, tše 8 tše dintsho le tše 9 tše ditalaleratadima. Thala krafo ya diswantšho go rekhota tshedimošo ye.

Cars by Colour

Dikoloi go ya ka mmala

10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
	Red car Dikoloi tše dikhubedu	White cars Dikoloi tše dišweu	Black cars Dikoloi tše dintsho	Blue cars Dikoloi tše ditalaleratadima

Key/Senotlelo: _____ = one car/koloi e tee

Term 4 Lesson 35

Kotara ya 4 Thuto ya 35

Interpreting data (I)

Go hlotholla data (I)

CLASSWORK ACTIVITY I
MOŠOMO WA KA PHAPOŠING WA I

	Tally Rekhoto ya palo	Number Palo
Lion Tau		5 learners Baithuti ba 5
Springbok Phuthi		12 learners Baithuti ba 12
Rhino Tšhukudu		6 learners Baithuti ba 6
Elephant Tlou		13 learners Baithuti ba 13

CLASSWORK ACTIVITY 2
MOŠOMO WA KA PHAPOŠING WA 2

13				
12				
11				
10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
	Lion Tau	Springbok Phuthi	Rhino Tšhukudu	Elephant Tlou

Key/Senotlelo: _____ = one animal/phoofolo e tee

CLASSWORK MOŠOMO WA KA PHAPOŠING

A sponsor has offered to give each learner in the class a coloured t-shirt. Learners can choose either a green, red, blue or black t-shirt.

Mothekegi o ithaopile go fa moithuti yo mongwe le yo mongwe ka phapošing sekhupa sa mmala. Baithuti ba ka kgetha se se talamorogo, se se khubedu, se se talaleratadima goba se se ntsho.

There are 40 learners in the class. The teacher does a survey and finds that the learners would like the following t-shirts:

Go na le baithuti ba 40 ka phapošing ya borutelo. Morutiši o dira nyakišišo gomme o hwetša gore baithuti ba ka rata dhipa tše di latelago:

- 12 green t-shirts.
Dhipa tše 12 tše ditalamorogo
- 15 red t-shirts.
Dhipa tše 15 tše dikhubedu
- 7 blue t-shirts.
Dhipa tše 7 tše ditalaleratadima
- The rest of the learners would like a black t-shirt.
Baithuti ba bangwe ka moka ba ka thabela dhipa tše dintsho.

1 How many learners would like a black t-shirt?

Na ke baithuti ba ba kae bao ba ka thabelago dhipa tše dintsho?

2 Draw a tally table showing the t-shirt choices the learners made.

Thala tafola ya go rekhota palo e laetša kgetho ya dhipa yeo e dirilwego ke baithuti.

	Tally Rekhoto ya palo	Number Palo
Green t-shirts Dhipa tše ditalamorogo		12 learners Baithuti ba 12
Red t-shirts Dhipa tše dikhubedu		15 learners Baithuti ba 15
Blue t-shirts Dhipa tše ditalaleratadima		7 learners Baithuti ba 7
Black t-shirts Dhipa tše dintsho		6 learners Baithuti ba 6

HOMEWORK MOŠOMO WA GAE

In a Grade 2 class, the teacher asked the learners which chocolate was their favourite:

Ka phapošing ya Kreiti ya 2, morutiši o botsšitše baithuti go re na ke efe tšhokolete yeo e bego e le mmamoratwa.

- 8 learners chose Tex Bars.
Baithuti ba 8 ba kgethile Tex Bars.
- 6 learners chose Bar One.
Baithuti ba 6 ba kgethile Bar One.
- 3 learners chose Aero.
Baithuti ba ba 3 ba kgethile Aero.
- 5 learners chose Kit Kat.
Baithuti ba 5 ba kgethile Kitkat.

Draw a tally table which shows the learners' favourite chocolates

Thala tafola ya go rekhota palo e laetša ditšhokolete tša go ratega tša baithuti.

	Tally Rekhoto ya palo	Number Palo
Tex Bar		8 learners Baithuti ba 8
Bar One		6 learners Baithuti ba 6
Aero		3 learners Baithuti ba ba 3
Kit Kat		5 learners Baithuti ba ba 5

Term 4 Lesson 36

Kotara ya 4 Thuto ya 36

Interpreting data (2)

Go hlaholla data (2)

CLASSWORK ACTIVITY I
MOŠOMO WA KA PHAPOŠING WA I

13					
12					
11					
10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
	Soccer Kgwele ya maoto	Netball Kgwelentlatlana	Rugby Rakbi	Hockey Hokhi	Swimming Go rutha

Key/Senotlelo: _____ = one learner/moithuti o tee

CLASSWORK MOŠOMO WA KA PHAPOŠING

Trees are an important resource. Sam planted trees over 5 weeks. Below is the tally table showing how many trees he planted.

Mehlare ke methopo ye bohlokwa. Sam o gašitše mehlare tekano ya go feta dibeke tše 5. Tafola ya ka tlase e laetša rekhoto ya palo ya mehlare yeo a e gašitšego.

Week Beke	Tally Rekhoto ya palo	Number of trees Palo ya mehlare
1		6
2		5
3		14
4		4
5		2

Use the tally table to answer these questions.

Šomiša rekhoto ya palo go araba dipotšišo tše.

- How many trees did Sam plant in week 1?
Na Sam o gašitše mehlare ye mekae ka beke ya 1? _____
- In which week did Sam plant the most trees?
Na Sam o gašitše mehlare ka bontši ka beke efe? _____
- How many trees did he plant in that week?
Na o gašitše mehlare ye mekae ka beke yeo? _____
- In which week did Sam plant the least trees?
Na Sam o gašitše mehlare ye mennyane ka beke efe? _____
- How many trees did he plant in that week?
Na o gašitše mehlare ye mekae ka beke yeo? _____
- How many trees did Sam plant over the 5 weeks?
Na Sam o gašitše mehlare ye mekae ka tekano ya go feta dibeke tše 5?

HOMEWORK MOŠOMO WA GAE

Class 2C does a survey about each learner's favourite vegetable. Here are the results:

Phapoši ya 2C e dira tekodišišo mabapi le morogo woo moithuti yo mongwe le yo mongwe a o ratago. Dipoelo ke tše:

4 – cabbage; 10 – potatoes; 8 – spinach; 12 – carrots; 6 – tomatoes.

Dikhabetšhe – 4; ditapole – 10; sepeneše – 8; dikherote – 12; ditamati – 6.

Draw a pictograph to show the results. Remember to use a key and to label your pictograph.

Thala krafo ya diswantšho go laetša dipoelo. Gopola go šomiša senotlelo le go ngwala sešupo sa krafo ya gago.

Favourite Vegetables

Merogo ya go rataga

13					
12					
11					
10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
	Cabbage Khabetšhe	Potatoes Ditapole	Spinach Sepeneše	Carrots Dikherote	Tomatoes Ditamati

Key/Senotlelo: _____ = one vegetable/morogo o tee

Term 4 Lesson 37

Kotara ya 4 Thuto ya 37

Assessment

Kelo

Term 4 Lesson 38/Kotara ya 4 Thuto ya 38

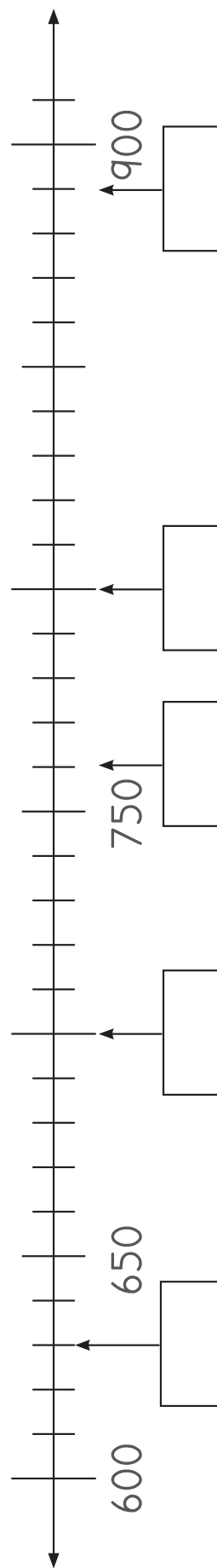
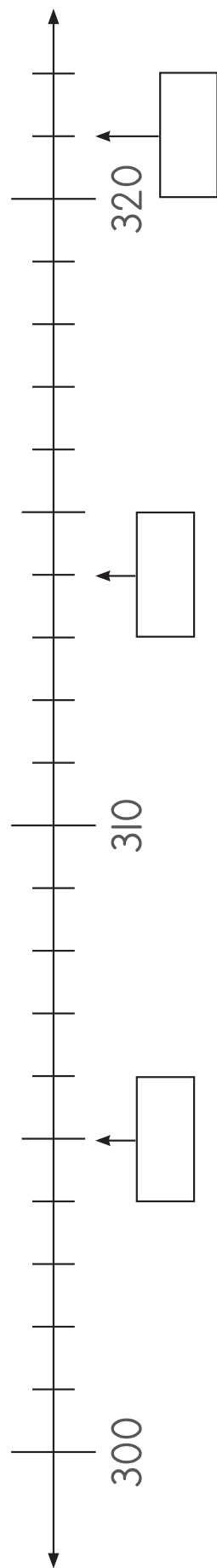
Preparing for Grade 3 (I)/Go lokišetša Kreiti ya 3 (I)

Sequencing numbers

Go latelanya dipalo

What is the number on the number line?

Na palo ya mo mothalopalong ke eng?



Place Value (Expanded Notation)

Kemapalo (Palo yeo e katološitšwego)

1 How many hundreds, tens and ones?

Na ke makgolo, masome le metšo ye mekae?

a	593	has e na le	5	hundreds ya makgolo	9	tens ya masome	3	ones ya metšo
b	780	has e na le		hundreds ya makgolo		tens ya masome		ones ya metšo
c	606	has e na le		hundreds ya makgolo		tens ya masome		ones ya metšo
d	444	has e na le		hundreds ya makgolo		tens ya masome		ones ya metšo
e	912	has e na le		hundreds ya makgolo		tens ya masome		ones ya metšo

2 Write using number symbols.

Ngwala o šomiša dikapalo.

- a 8 hundreds, 2 tens and 3 ones
Makgolo a 8, masome a 2 le metšo ye 3 _____
- b 4 hundreds, 0 tens and 1 ones
Makgolo a 4, masome a 0 le motšo o 1 _____
- c 5 hundreds, 8 tens and 9 ones
Makgolo a 5, masome a 8 le metšo ye 9 _____
- d 8 hundreds, 4 tens and 0 ones
Makgolo a 8, masome a 4 le metšo ye 0 _____
- e 7 hundreds, 0 tens and 5 ones
Makgolo a 7, masome a 0 le metšo ye 5 _____

3 Complete the following:

Feleletša tše di latelago:

a $30 + 9 =$ _____

b 1 hundred + 4 ones =

Lekgolo le 1 + metšo ye 4 = _____

c Write the number name:

Ngwala leinapalo:

9 hundreds + 7 tens + 6 ones =

Makgolo a 9 + masome a 7 + metšo ye 6 =

d _____
6 tens + 5 ones =

Masome a 6 + metšo ye 5 = _____

e _____ = 600 + 80

f $547 =$ _____ hundreds + _____ tens + _____ ones

$547 =$ makgolo a _____ + masome a _____ + metšo ye _____

Comparing and ordering numbers

Go bapetša le go beakanya dipalo

1 Write these numbers from smallest to biggest:

Ngwala dipalo tše go tloga go ye nnyanenyane go ya go ye kgolokgolo:

135, 357, 35 _____

2 Write the following numbers from biggest to smallest:

Ngwala dipalo tše go tloga go ye kgolokgolo go ya go ye nnyanenyane:

170, 710, 701 _____

3 Underline the smaller number:

Thalela palo ye nnyane kudu:

a 359 or/goba 749

b 221 or/goba 121

c 696 or/goba 666

d 524 or/goba 523

e 842 or/goba 866

4 Underline the bigger number:

Thalela palo ye kgolo kudu:

a 774 or/goba 674

b 187 or/goba 180

c 254 or/goba 261

d 340 or/goba 344

e 929 or/goba 985

5 Fill in the missing numbers:

Tlatša dipalo tšeo di tlogetšwego:

800, 810, _____, _____, _____, 850, _____, _____,

_____, _____, 900.

Term 4 Lesson 39

Kotara ya 4 Thuto ya 39

Preparing for Grade 3 (2)

Go lokišetša Kreiti ya 3 (2)

Addition with carrying

Go hlakantšha ka go rwala

Solve the following problems.

Rarolla marara a a latelago:

1 $17 + 34 = \underline{\hspace{2cm}}$

T	O		

O:
T:

2 $48 + 76 =$ _____

	T	O	
			O:
			T:

3 $59 + 83 =$ _____

	T	O	
			O:
			T:

Subtraction with borrowing

Go ntšha ka go adima

Solve the following problems.

Rarolla marara a a latelago:

1 $74 - 56 = \underline{\quad}$

T	O	
		O:
		T:

2 $65 - 36 = \underline{\quad}$

T	O	
		O:
		T:

3 $81 - 78 =$ _____

	T	O	
			O:
			T:

Word problems

Mararantšu

Solve the following problems using the column method.

Rarolla mararantšu a a latelago o šomiša mokgwa wa kholomo.

- 1 Mom buys 17 eggs on Saturday. She buys 16 eggs on Sunday. How many eggs did she buy altogether?

Mma o reka mae a 17 ka Mokibelo. O reka mae a 16 ka Sontaga. Na o rekile mae a makae ge a hlakana ka moka?

	T	O	
			O:
			T:

- 2 Masesi has 90 pencils. She loses 14 of their pencils. How many pencils does she have left?

Masesi o na le diphentshele tše 90. O lahlegelwa ke diphentshele tše 14. Na o šaletšwe ke diphentshele tše kae?

	T	O	
			O:
			T:

Term 4 Lesson 40

Kotara ya 4 Thuto ya 40

Preparing for Grade 3 (3)

Go lokišetša Kreiti ya 3 (3)

Multiplication word problems

Mararantšu a katišo

Solve the following problems using your array diagram:

Rarolla marara a a latelago o šomiša taekramo ya tokologanyo:

- 1 There are 9 groups of children. There are 5 children in each group. How many children are there altogether?

Go na le dihlopha tše 9 tša bana. Go na le bana ba ba 5 sehlopheng se sengwe le se sengwe. Na go na le bana ba ba kae ge ba hlakana ka moka?

- 2 There are 3 chocolate bars in a box. How many chocolate bars are there in 7 boxes?

Go na le dipara tša tšhokolete tše 3 ka gare ga lepokisi. Na go na le dipara tše kae tša tšhokolete ka mapokising a 7?

Multiplication Tables

Ditafola tša katišo

- 1 Solve the following number sentences:

Rarolla mafokopalo a a latelago:

a $9 \times 1 =$ _____

b $8 \times 3 =$ _____

c $6 \times 2 =$ _____

d $7 \times 4 =$ _____

e $8 \times 5 =$ _____

f $9 \times 4 =$ _____

g $7 \times 5 =$ _____

h $7 \times 2 =$ _____

i $9 \times 3 =$ _____

j $6 \times 4 =$ _____

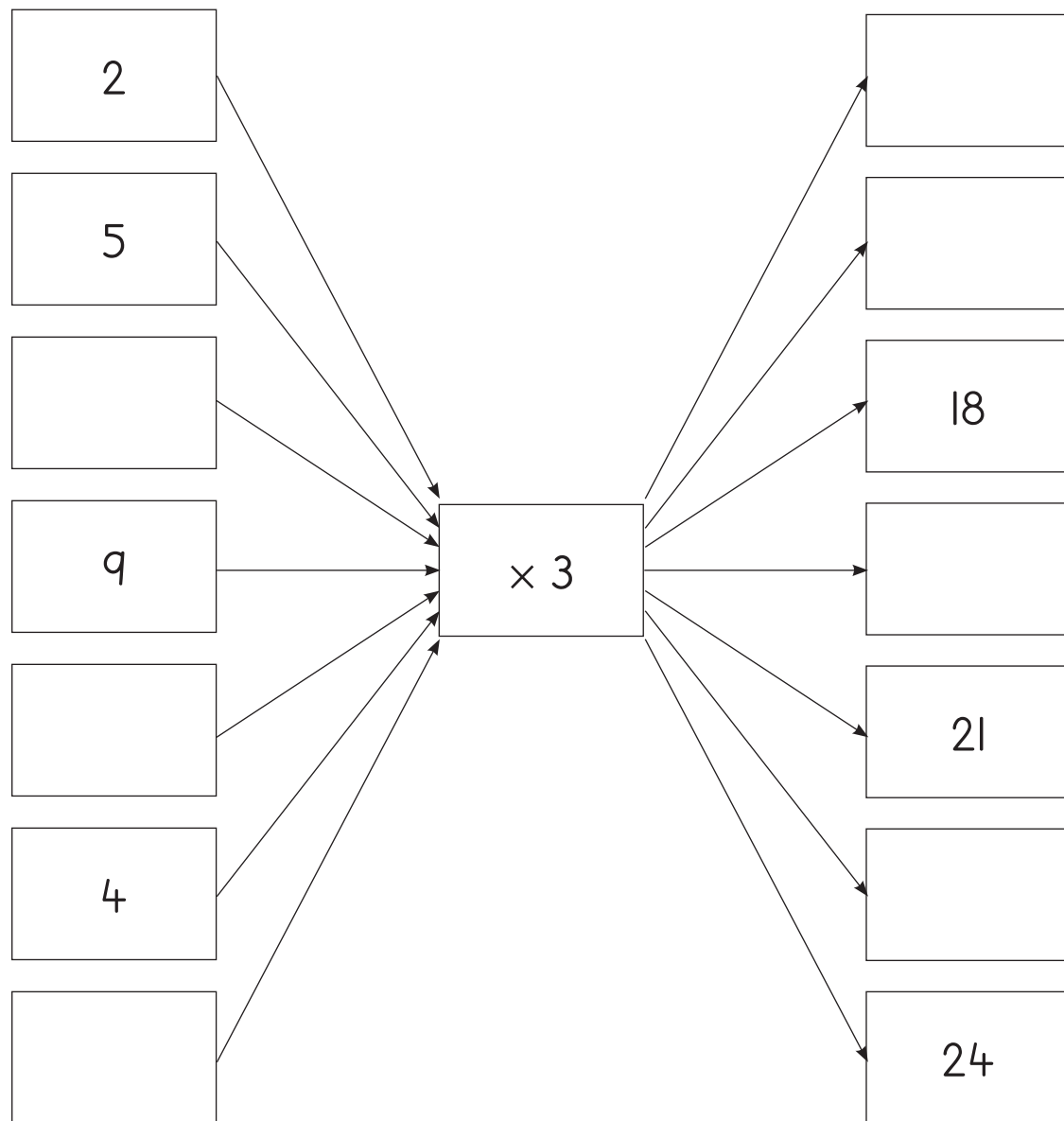
2 Complete:

Feleletša:

	1		3	4		6	7	8	9
$\times 4$		8			20				

3 Complete:

Feleletša:



Multiplication cards

Dikarata tša katišo

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 papadi.

1 Array diagram (lesson 1 and other)

Taekramo ya tokologanyo (thuto ya 1 le tše dingwe)

	1	2	3	4	5
1	●	●	●	●	●
2	●	●	●	●	●
3	●	●	●	●	●
4	●	●	●	●	●
5	●	●	●	●	●
6	●	●	●	●	●
7	●	●	●	●	●
8	●	●	●	●	●
9	●	●	●	●	●
10	●	●	●	●	●

2 Multiplication table (lesson 3 and other)

Tafola ya katišo (thuto ya 3 le tše dingwe)

	1	2	3	4	5
1	1	2	3	4	5
2	2	4	6	8	10
3	3	6	9	12	15
4	4	8	12	16	20
5	5	10	15	20	25
6	6	12	18	24	30
7	7	14	21	28	35
8	8	16	24	32	40
9	9	18	27	36	45
10	10	20	30	40	50

3 Place value table (lesson 11 and other)

Tafola ya kemapalo (thuto ya 11 le tše dingwe)

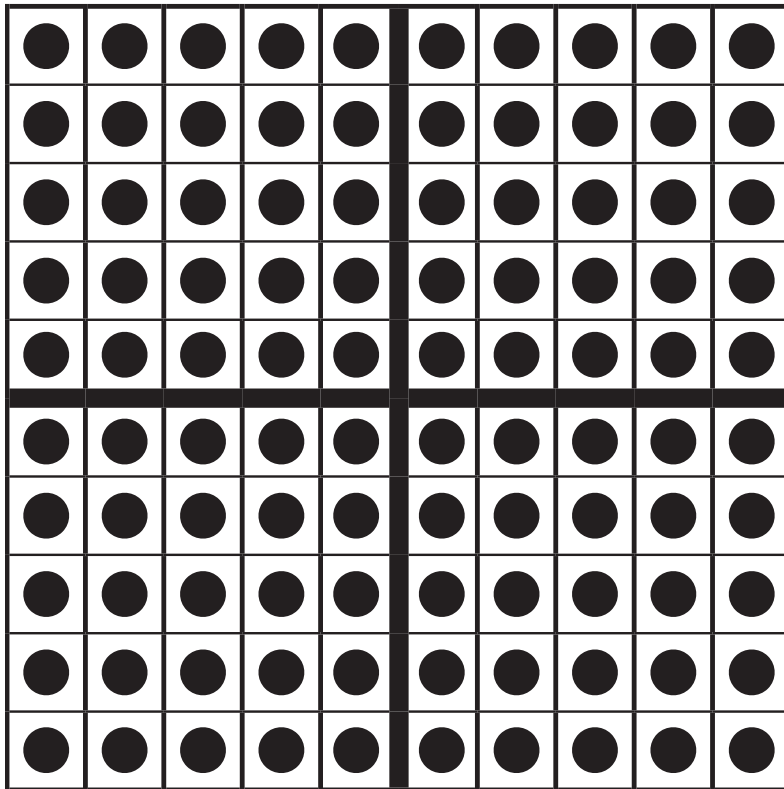
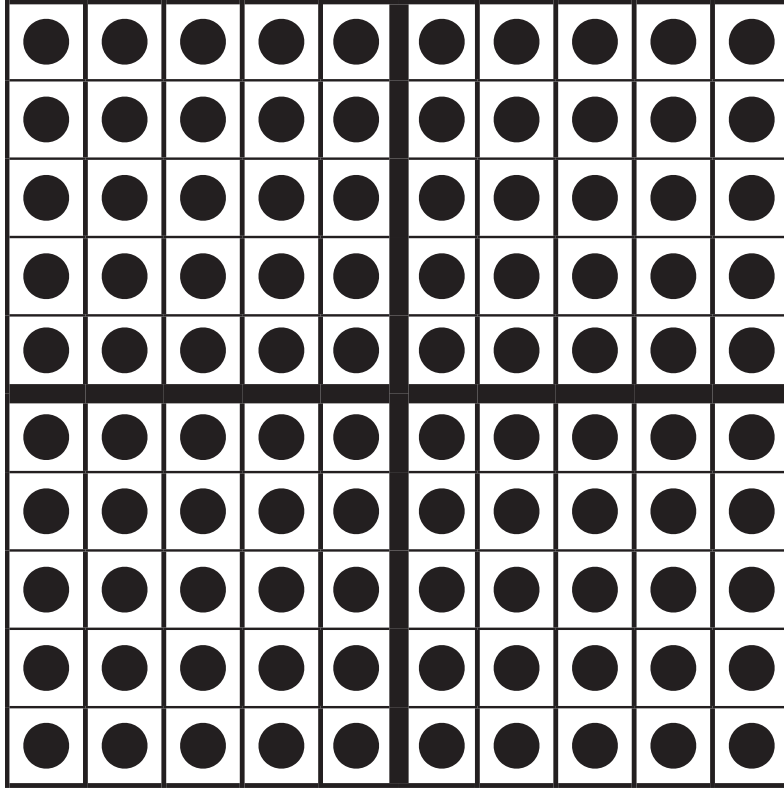
Hundreds Makgolo	Tens Masome	Ones Metšo

4 1000 board (lesson 11 and other)

Poroto ya 1000 (thuto ya 11 le tše dingwe)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75
76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125
126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150
151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175
176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200
201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225
226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250
251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275
276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300
301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325
326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350
351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375
376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400
401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425
426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450
451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475
476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500
501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	525
526	527	528	529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	549	550
551	552	553	554	555	556	557	558	559	560	561	562	563	564	565	566	567	568	569	570	571	572	573	574	575
576	577	578	579	580	581	582	583	584	585	586	587	588	589	590	591	592	593	594	595	596	597	598	599	600
601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619	620	621	622	623	624	625
626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648	649	650
651	652	653	654	655	656	657	658	659	660	661	662	663	664	665	666	667	668	669	670	671	672	673	674	675
676	677	678	679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696	697	698	699	700
701	702	703	704	705	706	707	708	709	710	711	712	713	714	715	716	717	718	719	720	721	722	723	724	725
726	727	728	729	730	731	732	733	734	735	736	737	738	739	740	741	742	743	744	745	746	747	748	749	750
751	752	753	754	755	756	757	758	759	760	761	762	763	764	765	766	767	768	769	770	771	772	773	774	775
776	777	778	779	780	781	782	783	784	785	786	787	788	789	790	791	792	793	794	795	796	797	798	799	800
801	802	803	804	805	806	807	808	809	810	811	812	813	814	815	816	817	818	819	820	821	822	823	824	825
826	827	828	829	830	831	832	833	834	835	836	837	838	839	840	841	842	843	844	845	846	847	848	849	850
851	852	853	854	855	856	857	858	859	860	861	862	863	864	865	866	867	868	869	870	871	872	873	874	875
876	877	878	879	880	881	882	883	884	885	886	887	888	889	890	891	892	893	894	895	896	897	898	899	900
901	902	903	904	905	906	907	908	909	910	911	912	913	914	915	916	917	918	919	920	921	922	923	924	925
926	927	928	929	930	931	932	933	934	935	936	937	938	939	940	941	942	943	944	945	946	947	948	949	950
951	952	953	954	955	956	957	958	959	960	961	962	963	964	965	966	967	968	969	970	971	972	973	974	975
976	977	978	979	980	981	982	983	984	985	986	987	988	989	990	991	992	993	994	995	996	997	998	999	1000

5 Base ten kit (lesson 10 and other)
Khati ya sehlopha sa lesome
(thuto ya 10 le tše dingwe)



6 Flard cards (lesson 11 and other)

Dikarata tša go aga palo (thuto ya 11 le tše dingwe)

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

