MATHEMATICS

Grade 2

English/ Tshivenḓa

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.

Marangaphanḓa

Phekhe iyi ya zwiko i na nyito dza fuiṋa dza ḓuvha na ḓuvha dzo nomboriwaho, dzi dza mushumo wa kiḽasini na tshuṅwahaya. Nyito idzi dzi yelana na nyito dzi re kha pulane dza ngudo. Ngudo dza ḓuvha ḽiṅwe na ḽiṅwe dzi tea u tevhelwa nga mushumo wa kiḽasini ha kona u tevhela tshuṅwahaya.

Mbudziso dza nyito dzi nga fhindulelwa buguni iyi.

Zwiko izwi zwi kha nyambo mbili. Ri na fulufhelo ḽa uri u shuma nga nyambo mbili zwi ḓo thusa vhagudi uri vha gude maipfi a mbalo nga luambo lwavho lwa hayani na nga English (Luisimane). Hezwi zwi ḓo vha pfundisela (lugisela) u dzhena kha u guda mbalo ha vhutshilo hoṱhe – ha tsiavhafu.

Arali vhagudi vha nga shuma mishumo iyi i tshi ṱanḓulukana (nga sisiṱeme), vha ḓo kona u khunyeledza kharikhuḽamu yoṱhe. Ri na fulufhelo ḽa uri, musi vhagudi vha tshi khou ita nyito idzi, vha ḓo vha vha tshi khou guda mbalo hu na u ḓiphiṋa.

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Multiplication Tables Revision (1)
Ndovhololo ya Thebuḽu dza Muandiso (1)

CLASSWORK MUSHUMO WA KIḼASINI

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

Tambani mitambo ya magaraṱa ya muandiso. Mudededzi waṋu vha ḓo ni ṱalutshedza milayo ya hone.

HOMEWORK TSHUṄWAHAYA

Complete the table.

Fhedzisani thebuḽu.

	Reverse the factors Shandani nyandisi/mbalonyandisi
4 × 3 = 12	3 × 4 = 12
5 × 2 = 10	
3 × 2 = 6	
4 × 1 = 4	
3 × 5 = 15	

Term 4 Lesson 2
Themo ya 4 Ngudo ya 2

Multiplication Tables Revision (2)
Ndovhololo ya Thebuḽu dza Muandiso (2)

CLASSWORK MUSHUMO WA KILASINI

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

Tambani mitambo ya magaraṱa ya muandiso. Mudededzi waṋu vha ḓo ni ṱalutshedza milayo ya hone.

HOMEWORK TSHUṄWAHAYA

Complete the table:

Fhedzisani thebuḽu:

	What is … ? … Ndi mini?	Answer Phindulo
a	$8 \times 4 =$	
b	$6 \times 5 =$	
c	$5 \times 3 =$	
d	$7 \times 4 =$	
e	$9 \times 3 =$	

Term 4 Lesson 3
Themo ya 4 Ngudo ya 3
Investigating Multiplication (1)
U ṱoḓisisa Muandiso (1)

CLASSWORK MUSHUMO WA KIḼASINI

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

Tambani mitambo ya magaraṱa ya muandiso. Mudededzi waṋu vha ḓo ni ṱalutshedza milayo ya hone.

HOMEWORK TSHUṄWAHAYA

Complete the table:

Fhedzisani thebuḽu:

	1	2	3	4	5	6	7	8	9
× 4									

Term 4 Lesson 4
Themo ya 4 Ngudo ya 4
Investigating Multiplication (2)
U ṱoḓisisa Muandiso (2)

CLASSWORK MUSHUMO WA KIḼASINI

Complete the table.

Fhedzisani thebuḽu.

	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 TSHUṄWAHAYA

Complete:

Fhedzisani:

2

5

8

6

10

× 4
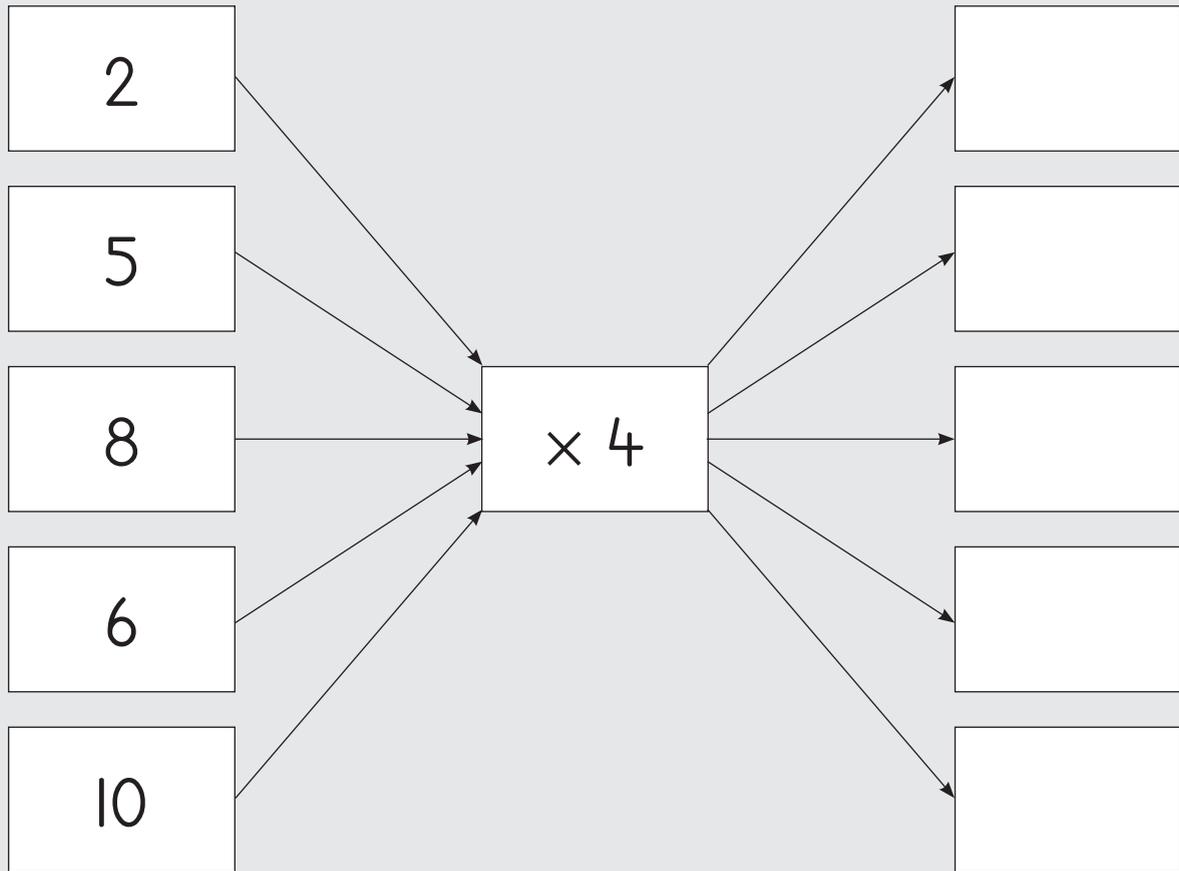
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Assessment
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Investigating Multiplication (3)
U ṱoḓisisa Muandiso (3)

CLASSWORK MUSHUMO WA KIḼASINI

Classwork Activity 1

Nyito ya mushumo wa kiḽasini ya 1

	Number sentences to make … Mafhungombalo a u vhumba …
2	
3	
4	
5	
6	
8	
9	

	Number sentences to make … Mafhungombalo a u vhumba …
10	
12	
15	
16	
18	
20	
24	
30	
40	

Fill in the missing numbers.

Ṅwalani/dzhenisani nomboro dzi no khou ṱahela.

a $3 \times$ _____ $= 9$ **b** $5 \times$ _____ $= 15$

c   2 × _____ = 10   d   6 × _____ = 18

e   4 × _____ = 20   f   6 × _____ = 30

g   7 × _____ = 28   h   9 × _____ = 36

i   8 × _____ = 24   j   7 × _____ = 21

k   9 × _____ = 45   l   8 × _____ = 32

HOMEWORK TSHUṄWAHAYA

Complete the table:

Fhedzisani thebuḽu:

	Reverse the factors Shandani nyandisi/mbalonyandisi
4 × 5 = 20	
3 × 2 = 6	
4 × 3 = 12	
5 × 1 = 5	
2 × 5 = 10	

Term 4 Lesson 7
Themo ya 4 Ngudo ya 7

Investigating Multiplication (4)
U ṱoḓisisa Muandiso (4)

CLASSWORK MUSHUMO WA KIḼASINI

1   Solve the following word problem.

Tandululani thaidzo/mbalo ya maipfi i tevhelaho.

A packet has 1 mango and 3 oranges. If you buy 2 packets, how many mangoes and oranges will you have? How many fruits will you have altogether?	Phakhethe i na ḽinngo ḽa 1 na maswiri a 3. Arali na renga phakhethe dza 2, ni ḓo vha ni na manngo mangana na maswiri mangana? Mitshelo ine na vha nayo yo ṱangana yoṱhe ndi mingana?	
Draw a diagram. Olani nyolo.		
Write the number sentences. Ṅwalani mafhungombalo.		
Write the answer. Ṅwalani phindulo.		

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

Fhedzisani thebuḽu. Vhambedzani phindulo dzi re kha tsha monde na dzi re kha tsha u ḽa. Ni vhona mini?

	Number sentence Fhungombalo	Answer Phindulo
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 TSHUṄWAHAYA

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

Fhedzisani thebuḽu. Vhambedzani phindulo dzi re kha tsha monde na dzi re kha tsha u ḽa. Ni vhona mini?

	Number sentence Fhungombalo	Answer Phindulo
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
Themo ya 4 Ngudo ya 8

Multiplication consolidation
U ṱanganya magudiswa a muandiso

CLASSWORK MUSHUMO WA KILASINI

Complete the table:
Fhedzisani thebuḽu:

		Number sentence with answer. Fhungombalo ḽi re na phindulo.
a	9 groups of 4 zwigwada zwa 9 zwa 4	$9 \times 4 = 36$
b	8 groups of 5 zwigwada zwa 8 zwa 5	
c	9 groups of 3 zwigwada zwa 9 zwa 3	
d	5 groups of 5 zwigwada zwa 5 zwa 5	

		Number sentence with answer. Fhungombalo ḽi re na phindulo.
e	7 groups of 4 zwigwada zwa 7 zwa 4	
f	8 groups of 3 zwigwada zwa 8 zwa 3	
g	6 groups of 4 zwigwada zwa 6 zwa 4	
h	7 groups of 3 zwigwada zwa 7 zwa 3	
i	6 groups of 2 zwigwada zwa 6 zwa 2	
j	7 groups of 5 zwigwada zwa 7 zwa 5	

HOMEWORK TSHUṄWAHAYA

Complete the table:

Fhedzisani thebuḽu:

		Number sentence with answer. Fhungombalo ḽi re na phindulo.
a	3 groups of 4 zwigwada zwa 3 zwa 4	3 × 4 = 12
b	8 groups of 5 zwigwada zwa 8 zwa 5	
c	9 groups of 3 zwigwada zwa 9 zwa 3	
d	6 groups of 5 zwigwada zwa 6 zwa 5	
e	7 groups of 4 zwigwada zwa 7 zwa 4	

Term 4 Lesson 9
Themo ya 4 Ngudo ya 9

Assessment
U linga

Term 4 Lesson 10
Themo ya 4 Ngudo ya 10
Numbers up to 999 (1)
Nomboro u swika kha 999 (1)

CLASSWORK MUSHUMO WA KILASINI

1   Show these numbers using the base ten kit.

Sumbedzani nomboro ni tshi shumisa khithi ya muteomahumi.

    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.

Vhalelani ni tshi ya phanḓa u bva kha 95 u ya kha 105 na u bva kha 195 u ya kha 205 ni tshi shumisa khithi ya muteomahumi.

HOMEWORK TSHUṄWAHAYA

Show these numbers using the base ten kit.

Sumbedzani nomboro idzi ni tshi shumisa khithi ya muteomahumi.

1   342

2   198

3   567

4   812

5   677

Term 4 Lesson 11
Themo ya 4 Ngudo ya 11
Numbers up to 999 (2)
Nomboro u swika kha 999 (2)

CLASSWORK MUSHUMO WA KIḼASINI

1   Write the number shown by the base ten kit.

Ṅwalani nomboro yo sumbedziwaho nga khithi ya muteomahumi.

a

_____
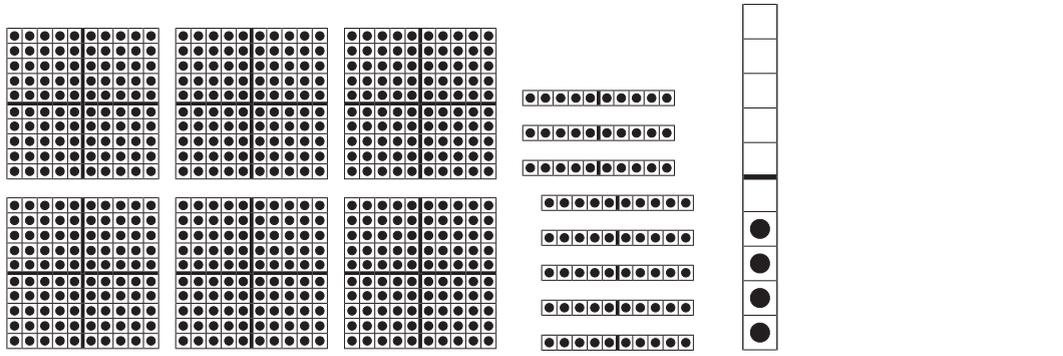
b

_____
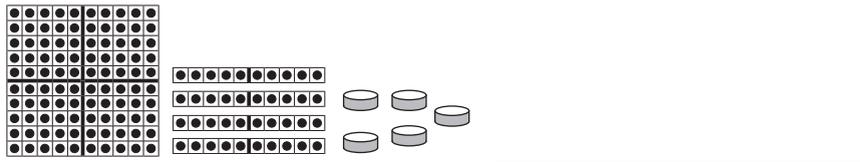
c

_____
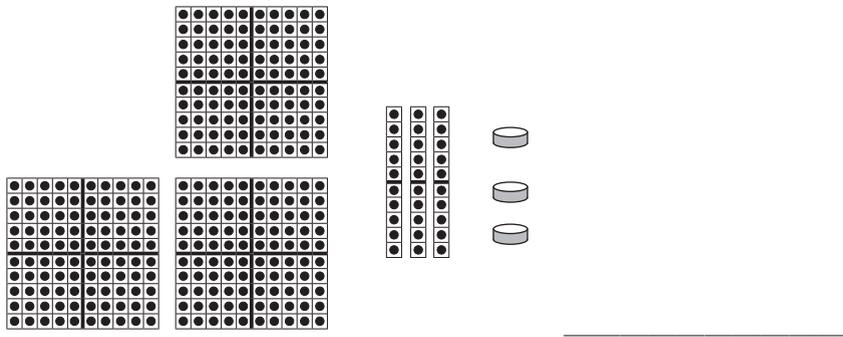
2   Write using number symbols:

Ṅwalani ni tshi shumisa zwiga zwa nomboro:

a   Seven hundred and thirty-eight.

Maḓana a sumbe na furaru-malo _____

b One hundred and seventeen.

Ḓana ḽithihi na fumisumbe _____

c The number between 824 and 826.

Nomboro i re vhukati ha 824 na 826 _____

d The number that is one more than 329.

Nomboro i re khulwane kha 329 nga nthihi _____

e The number that is one less than 550.

Nomboro i re ṱhukhu kha 550 nga nthihi _____

3 Show using flard cards and then write the number symbol.

Sumbedzani nga garaṱaphaṱanomboro ni ṅwale tshiganomboro.

a 6 hundreds, 3 tens and 4 ones

Maḓana a 6, mahumi a 3 na thihi dza 4 _____

b 9 hundreds, 1 ten and 7 ones

Maḓana a 9, fumi ḽa 1 na thihi dza 7 _____

HOMEWORK TSHUṄWAHAYA

1 Write the number shown by the base ten kit.

Ṅwalani nomboro yo sumbedziwaho nga khithi ya muteomahumi.

_____
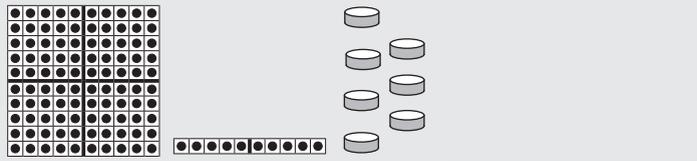
2 Write the number names:

Ṅwalani madzina a nomboro:

a 915 _____

b 851 _____

Term 4 Lesson 12
Themo ya 4 Ngudo ya 12

3-digit Numbers
Nomboro dza 3-didzhithi

CLASSWORK MUSHUMO WA KIḼASINI

1   Write the number shown by the base ten kit.

Ṅwalani nomboro yo sumbedziwaho nga khithi ya muteomahumi.

a   _____

b   _____

c   _____

2 Draw simplified pictorials to show the numbers.

Olani zwifanyiso zwi sa dini ni tshi sumbedza nomboro.

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.

Zwi ṅwaleni sa tshiganomboro (tshiga tsha nomboro).

a One hundred and eight.

Ḓana ḽithihi na malo.   _____

b Three hundred and eighteen.

Maḓana mararu na fumimalo.   _____

c Seven hundred and eleven.

Maḓana a sumbe na fumithihi. _____

d The number between 478 and 480.

Nomboro i re vhukati ha 478 na 480. _____

e The number that is one more than 699.

Nomboro i re khulwane kha 699 nga nthihi. _____

f The number that is one less than 900.

Nomboro i re ṱhukhu kha 900 nga nthihi. _____

HOMEWORK TSHUṄWAHAYA

1 Write the number names:

Ṅwalani madzina a nomboro:

a 145 _____

b 606 _____

2 Write as a number symbol.

Zwi ṅwaleni sa tshiganomboro (tshiga tsha nomboro).

a Three hundred and fifty-four.

Maḓana mararu na fuṱhanu-iṋa. _____

b Nine hundred.

Maḓana a ṱahe. _____

c Seven hundred and one.

Maḓana a sumbe na thihi. _____

Term 4 Lesson 13
Themo ya 4 Ngudo ya 13
Expanded Notation
Muṅwalo wo ṱanḓavhudzwaho

CLASSWORK MUSHUMO WA KIḼASINI

1   Write as a number symbol.

Zwi ṅwaleni sa tshiganomboro (tshiga tsha nomboro).

a   4 hundreds, 2 tens and 6 ones

Maḓana a 4, mahumi a 2 na thihi dza 6   _____

b   9 hundreds, 0 tens and 3 ones

Maḓana a 9, mahumi a 0 na thihi dza 3   _____

c   5 hundreds, 9 tens and 8 ones

Maḓana a 5, mahumi a 9 na thihi dza 8   _____

d   8 hundreds, 1 ten and 0 ones

Maḓana a 8, fumi ḽa 1 na thihi dza 0   _____

e   7 hundreds, 0 tens and 9 ones

Maḓana a 7, mahumi a 0 na thihi dza 9   _____

2   Draw simplified pictorials to show the numbers.

Olani zwifanyiso zwi sa dini ni tshi sumbedza nomboro.

a   593

H	T	O

b 780

H	T	O

c 601

H	T	O

3 Write the following numbers in expanded notation:

Ṅwalani zwi tevhelaho nga muṅwalo wo ṱanḓavhudzwaho:

a 280 = _____

b 156 = _____

c 701 = _____

4 Write the number symbol:

Zwi ṅwaleni sa tshiganomboro (tshiga tsha nomboro):

a Between 789 and 791.

Vhukati ha 789 na 791. _____

b That is one more than 899.

I re khulwane kha 899 nga nthihi. _____

c That is one less than 700.

I re ṱhukhu kha 700 nga nthihi. _____

HOMEWORK TSHUṄWAHAYA

Write the number symbol:

Zwi ṅwaleni sa tshiganomboro (tshiga tsha nomboro):

1   3 hundreds, 9 tens and 0 ones

   Maḓana a 3, mahumi a 9 na thihi dza 0   _____

2   7 hundreds, 1 ten and 2 ones

   Maḓana a 7, fumi ḽa 1 na thihi dza 2   _____

3   5 hundreds, 0 ten and 6 ones

   Maḓana a 5, mahumi a 0 na thihi dza 6   _____

4   8 hundreds, 4 tens and 0 ones

   Maḓana a 8, mahumi a 4 na thihi dza 0   _____

Term 4 Lesson 14
Themo ya 4 Ngudo ya 14

Assessment
U linga

Term 4 Lesson 15
Themo ya 4 Ngudo ya 15

How many tens?
Huna mahumi mangana?

CLASSWORK MUSHUMO WA KILASINI

1 Fill in the missing numbers.

Ṅwalani/dzhenisani nomboro dzi no khou ṱahela.

			tens in wa mahumi kha	
a	There are Hu na		tens in wa mahumi kha	180
b	There are Hu na		tens in wa mahumi kha	250
c	There are Hu na		tens in wa mahumi kha	320
d	There are Hu na		tens in wa mahumi kha	700
e	There are Hu na	14	tens in wa mahumi kha	

f	There are Hu na	21	tens in wa mahumi kha	
g	There are Hu na	36	tens in wa mahumi kha	
h	There are Hu na	60	tens in wa mahumi kha	

2   Circle the correct answer:

Tangedzelani/tingedzelani phindulo yone:

a   240 is 22 or 24 groups of 10.

240 ndi   zwigwada zwa 22 kana zwa 24 zwa 10.

b   390 is 30 or 39 groups of 10.

390 ndi   zwigwada zwa 30 kana zwa 39 zwa 10.

c   850 is 85 or 87 groups of 10.

850 ndi   zwigwada zwa 85 kana zwa 87 zwa 10.

d   560 is 56 or 55 groups of 10.

560 ndi   zwigwada zwa 56 kana zwa 55 zwa 10.

e   910 is 90 or 91 groups of 10.

910 ndi   zwigwada zwa 90 kana zwa 91 zwa 10.

HOMEWORK TSHUṄWAHAYA

Fill in the missing numbers.

Ṅwalani/dzhenisani nomboro dzi no khou ṱahela.

a	There are Hu na		tens in wa mahumi kha	150
b	There are Hu na		tens in wa mahumi kha	230
c	There are Hu na	19	tens in wa mahumi kha	
d	There are Hu na	20	tens in wa mahumi kha	

Term 4 Lesson 16

Themo ya 4 Ngudo ya 16

Ordering numbers to 999

U tevhekanya dzinomboro u swika kha 999

CLASSWORK ACTIVITY 1
NYITO YA MUSHUMO WA KIḼASINI YA 1

260									

260									

									580

									580

CLASSWORK ACTIVITY 2
NYITO YA MUSHUMO WA KIḼASINI YA 2

597   598   601   604
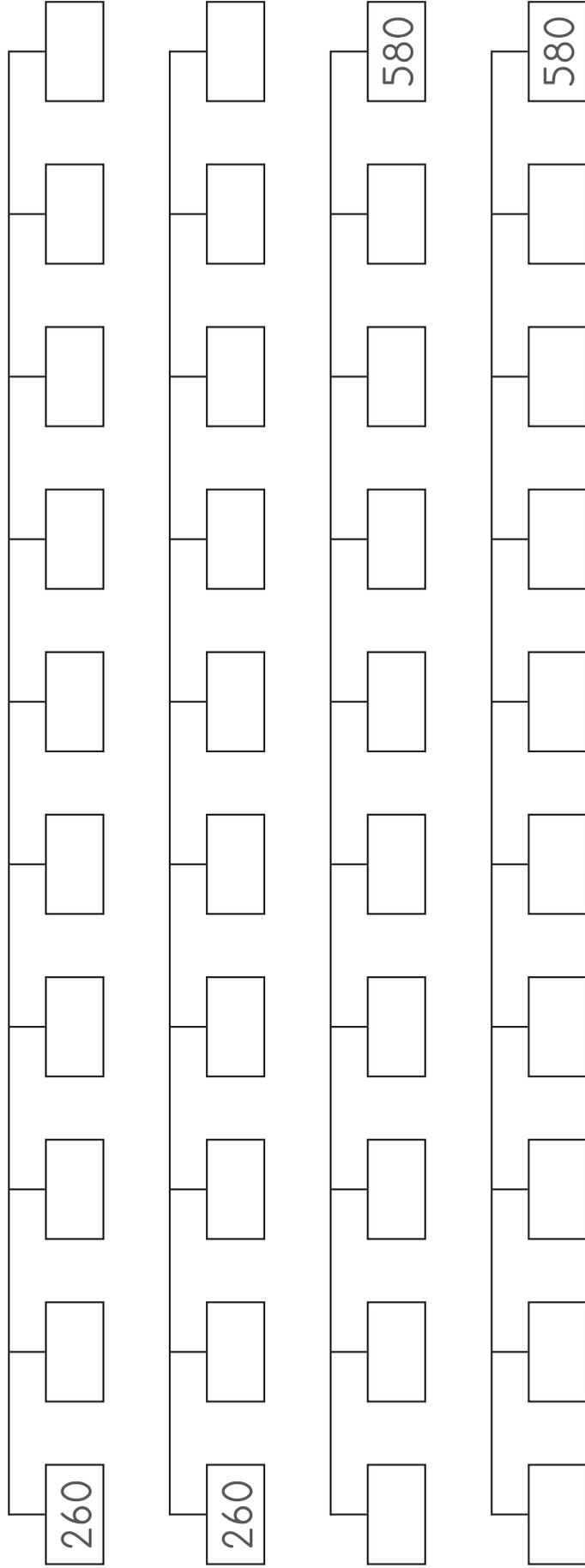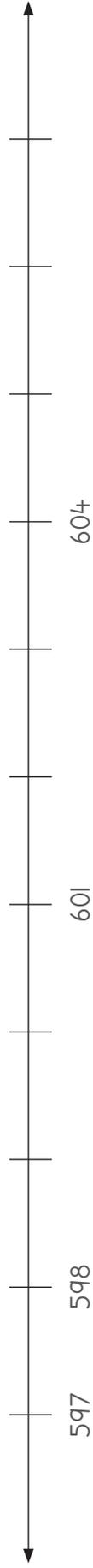
CLASSWORK MUSHUMO WA KIḼASINI

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

Vhalelani phanḓa nga dzi1. Ṅwalani nomboro dzi no khou ṱahela kha mutalombalo.

399

896
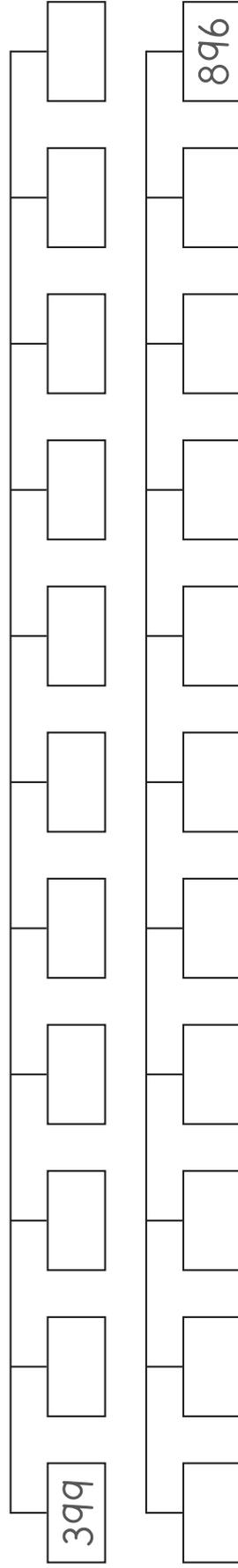
2 Count forwards in 10s. Fill in the missing numbers on the number line.

Vhalelani phanḓa nga dzi10. Ṅwalani nomboro dzi no khou ṱahela kha mutalombalo.

a 660

b 330
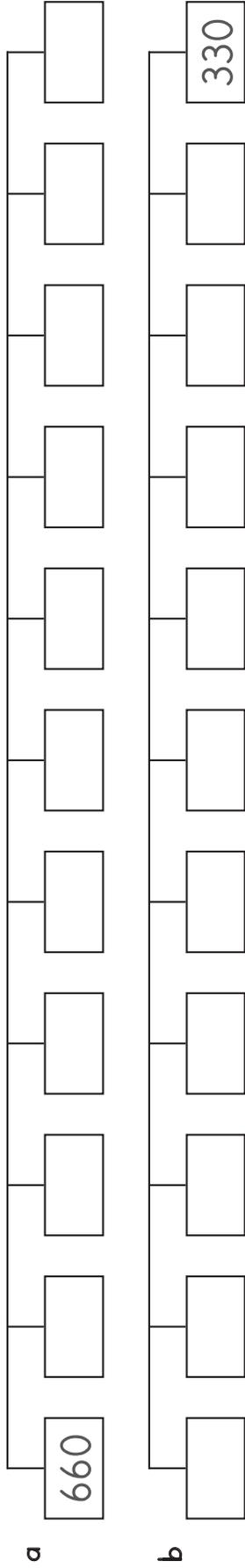
HOMEWORK TSHUṄWAHAYA

1 Fill in the missing numbers on the number line.

Ṅwalani nomboro dzi no khou ṱahela kha mutalombalo.

350   351   356

Term 4 Lesson 17
Themo ya 4 Ngudo ya 17

Comparing and ordering numbers to 999

U vhambedza na tevhekanya nomboro u swika kha 999

CLASSWORK MUSHUMO WA KILASINI

1   Underline the smaller number:

Talelani nomboro ṱhukhu:

a   459   or   549

b   321   or   221

c   699   or   966

d   211   or   112

e   578   or   576

2   Underline the bigger number:

Talelani nomboro khulwane:

a   691   or   672

b   187   or   178

c   970   or   974

d   342   or   345

e   983   or   981

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

Ṅwalani nomboro idzi u bva kha nomboro ṱhukhusesa u swika kha nomboro khulwanesesa:

145, 457, 45 _____

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

Ṅwalani nomboro dzitevhelaho u bva kha nomboro khulwanesesa u ya kha nomboro ṱhukhusesa:

130, 310, 301 _____

HOMEWORK   TSHUṄWAHAYA

1   Underline the bigger number:

Talelani nomboro khulwane:

a   618   or   816

b   445   or   455

c   739   or   737

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

Ṅwalani nomboro idzi u bva kha nomboro ṱhukhusesa u swika kha nomboro khulwanesesa:

111, 101, 121 _____

Term 4 Lesson 18
Themo ya 4 Ngudo ya 18
Assessment
U linga

Term 4 Lesson 19
Themo ya 4 Ngudo ya 19

Money (1)
Tshelede (1)

CLASSWORK MUSHUMO WA KILASINI

1   Thandi has 10c. Her mom gives her 90c. How much money does she now have?
     Thandi u na 10c. Mme awe vha mu fha 90c. U na vhugai zwino?

     _____

2   I have R1,20. I buy a sweet for 60c. How much money do I have left?
     Ndi na R1,20. Ndi renga ḽegere ḽa 60c. Ndo salelwa nga vhugai?

     _____

3   I have 40c. Can I share it equally amongst four children?
     Ndi na 40c. Ndi nga kona u i kovhela vhana vhaṋa vha tshi lingana?

     _____

4   Toffees cost 10c each. Busi spent 50c buying toffees. How many toffees
     did she buy?
     Thofi dzi ḓura 10c nthihi. Busi u renga thofi nga 50c. O renga thofi nngana?

     _____

5   A fizz pop costs R2,50. Palesa wants to buy 4 fizz pops.
     Fizz pop i ḓura R2,50. Palesa u ṱoḓou renga fizz pop dza 4.

a She has R8. Can she buy four fizz pops?

U na R8. A nga kona u renga fizz pop ṋa? _____

b How much more money does Palesa need in order to buy the 4 fizz pops?

Palesa u tea u vha e na vhugai uri a kone u renga fizz pop dza 4?

_____

HOMEWORK TSHUṄWAHAYA

1 Ask someone at home to show you some coins from their wallet. How much money did they take out of their wallet?

Humbelani muṅwe muthu hayani a ni sumbedze khoini dzi re tshipatshini. Vho bvisa vhugai tshipatshini tshavho?

_____

2 I have R15. I buy a packet of chips for R2, 50 and a Fanta Orange for R8.

Ndi na R15. Ndi renga phakhethe ya matshipisi nga R2,50 na Fanta Orange nga R8.

a How much do I have to pay?

Ndi tea u badela vhugai?   _____

b Do I get any change?

Ndi a vhuyelwa nga tshintshi?   _____

c If so, how much?

Arali zwo ralo, ndi vhuyelwa nga vhugai? _____

Term 4 Lesson 20
Themo ya 4 Ngudo ya 20

Money (2)
Tshelede (2)

CLASSWORK MUSHUMO WA KILASINI

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

Naledi u shumisa R1,80 kha malegere ane lithihi la dura 20c. O renga malegere mangana?

_____

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

Peter u a lela vhana. U badelisa R5 nga awara musi a tshi lela vhana. Mu dadzeleni thebulu iyi.

Number of hours Tshivhalo tsha awara	1	2	3	4	5	6	7	8	9	10
Cost in rands Mutengo nga dzirannda										

HOMEWORK TSHUṄWAHAYA

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

Ntombi u badela R10 a tshi ya tshikoloni nga matsheloni. U badela nga noutu ya R20.

a How much change does she receive?

U vhuyelwa nga tshintshi ya vhugai? _____

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

U ḓo vha o salelwa nga vhugai musi a tshi swika hayani? _____

Term 4 Lesson 21
Themo ya 4 Ngudo ya 21

Assessment
U linga

Term 4 Lesson 22
Themo ya 4 Ngudo ya 22

Ball and box shapes

Zwivhumbeo zwa bola na bogisi

CLASSWORK ACTIVITY I
NYITO YA MUSHUMO WA KIḼASINI YA I
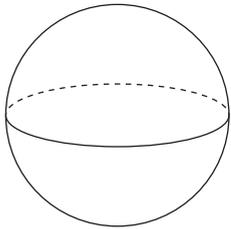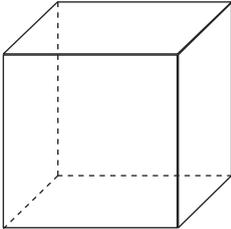
Sphere (ball shape) Tshipulumbu (tshivhumbeo tsha bola)	Cube (Box shape/prism) Khiubu (Tshivhumbeo tsha bogisi/ phirizimu)

CLASSWORK MUSHUMO WA KIḼASINI

1   Draw a picture of a box shape and a ball shape.

Olani tshifanyiso tsha tshivhumbeo tsha tshibogisi na tshivhumbeo tsha bola.

2   Give the names of two 3-D objects you can see in the classroom.

Bulani madzina a zwithu zwivhili zwa 3-D zwine na kona u zwi vhona kiḽasini.

_____

3   Do they have round or straight edges?

Zwi na meme dza tshipulumbu kana dza tswititi? _____

4   Say if the following will roll or slide:

Bulani uri zwi tevhelaho zwi nga kunguluwa kana u swenda naa:

a   a ball

bola _____

b   a box

bogisi _____

c   a can of cold drink

tshikoṱikoṱi tsha ḓirinkhi/nyamunaithi _____

HOMEWORK   TSHUṄWAHAYA

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

Wanani zwithu zwivhili zwi re khishini ya haṋu zwi re na tshivhumbeo
tsha bola.

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

Vhekanyani zwithu zwi tshi tevhekana u bva kha tshiṱukusesa u swika kha
tshihulwanesa ni zwi ole.

3   Find 3 different box shaped objects in your bedroom/any room at home.

Wanani zwithu zwa 3 zwo fhambanaho zwa tshivhumbeo tsha bogisi kamarani yaṋu/huṅwe na huṅwe hayani.

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

Vhekanyani zwithu zwi tshi tevhekana u bva kha tshihulwanesesa u swika kha tshiṱukusesa ni zwi ole.

Term 4 Lesson 23
Themo ya 4 Ngudo ya 23

Building with 3-D objects
U fhaṱa nga zwithu zwa 3-D

CLASSWORK MUSHUMO WA KIḼASINI

1 Can you build a tower with 4 different sized boxes and 2 different sized balls

Ni nga kona u fhaṱha thawara nga zwibogisi zwa 4 zwo fhambanaho na bola dza 2 dza saizi dzo fhambanaho?

_____

2 Can you build a tower just with balls? Why or why not?

Ni nga kona u fhaṱa thawara nga bola fhedzi? Zwi konadzea hani kana a zwi konadzei ngani?

_____

3 Can you build a tower with just boxes? Why or why not?

Ni nga kona u fhaṱa thawara nga zwibogisi fhedzi? Zwi konadzea hani kana a zwi konadzei ngani?

_____

4 Draw a tower made of 4 boxes.

Olani thawara yo fhaṱiwaho nga zwibogisi zwa 4.

5 Draw your own picture using balls and boxes.

Olani tshifanyiso ni tshi shumisa bola na zwibogisi.

HOMEWORK TSHUṄWAHAYA

1 Name 3 ball shaped objects in your house.

Bulani zwithu zwa 3 zwa tshivhumbeo tsha bola zwi re muḓini wa haṋu.

_____

2 Name 3 box shaped objects in your house.

Bulani zwithu zwa 3 zwa tshivhumbeo tsha bogisi zwi re muḓini wa haṋu.

_____

Term 4 Lesson 24
Themo ya 4 Ngudo ya 24

Cylinders
Siḽinda

CLASSWORK MUSHUMO WA KIḼASINI

1   Name these objects:

Bulani madzina a izwi zwithu:
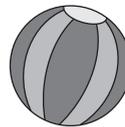
2   Do these shapes roll or slide?

Zwivhumbeo izwi zwi a kunguluwa kana u swenda?

_____

HOMEWORK TSHUṄWAHAYA

1   Find and cut out or draw pictures cylinders and cylinder-like objects.

Wanani ni gere kana u ola zwifanyiso zwa zwithu zwa siḽinda kana zwi no fana na siḽinda.

2   Sort and stick the objects you found here (or make drawings).

Dzudzanyani ni nambatenze hafha izwo zwithu zwe na wana (kana ni tou zwi ola).

Term 4 Lesson 25
Themo ya 4 Ngudo ya 25
Comparing 3-D objects (1)
U vhambedza zwithu zwa 3-D (1)

CLASSWORK MUSHUMO WA KIḼASINI

1 Name these shapes – sphere, prism or cylinder:

Bulani madzina a zwivhumbeo izwi – tshipulumbu, phirizimu kana siḽinda:

a _____   b _____   c _____

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

Nambatedzani kana ni ole zwifanyiso kha khoḽomo yone:

Objects that roll. Zwithu zwi no kunguluwa	Objects that slide. Zwithu zwi no swenda.	Objects that roll and slide. Zwithu zwi no kunguluwa na u swenda.

3 Draw a house using prisms, spheres and cylinders.

Olani nnḓu ni tshi shumisa phirizimu, zwipulumbu na siḽinda.

HOMEWORK TSHUṄWAHAYA

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

Lavhelesani khishini ya haṋu ni ole tshifanyiso tsha tshivhumbeo tsha phirizimu tshe na tshi wana.

2   Are there any cylinder shapes in the kitchen?

Hu na zwivhumbeo zwa siḽinda afho khishini? _____

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

Ndi muroho ufhio kha iyi mivhili i re na zwiv humbeo zwa tshipulumbu: khero tsi kana eregisi?

_____

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

Ndi tshifhio kha izwi zwithu tshine na nga tshi kungulusa kha khonani yaṋu: mukhwama, apula, bugu ya tshuṅwahaya?

_____

Term 4 Lesson 26
Themo ya 4 Ngudo ya 26

Comparing 3-D objects (2)
U vhambedza zwithu zwa 3-D (2)

CLASSWORK MUSHUMO WA KILASINI

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

Kha magadzini wa kale/gurannda ya kale wanani zwifanyiso zwiraru zwine tshiṅwe na tshiṅwe tshazwo tsha fana na tshiṅwe tsha zwivhumbeo zwi tevhelaho:

a Prism

   Phirizimu

b Sphere

   Tshipulumbu

c Cylinder

   Silinda

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

Nambatedzani zwifanyiso kha thebulu zwi tshi tevhekana nga saizi — u thoma kha tshivhumbeo tshihulwanesesa u ya kha tshiṱukusesa.

Object Tshithu	Shapes in order from biggest to smallest Tshivhumbeo u thoma kha tshihulwanesesa u ya kha tshiṱukusesa.
Prism Phirizimu	

Object Tshithu	Shapes in order from biggest to smallest Tshivhumbeo u thoma kha tshihulwanesesa u ya kha tshiṱukusesa.
Sphere Tshipulumbu	
Cylinder Siḽinda	

3 Complete the table.

Fhedzisani thebuḽu.

Object Tshithu	Flat sides or curved sides Vhurumbubande kana vhurumbu ho kutaho	Roll/Slide/Roll and slide Kunguluwa/Swenda/ Kunguluwa na u swenda
Prism Phirizimu		
Sphere Tshipulumbu		
Cylinder Siḽinda		

HOMEWORK TSHUṄWAHAYA

Complete the table.

Fhedzisani thebuḽu.

Object Tshithu	Draw the object Olani itsho tshithu
Prism Phirizimu	
Sphere Tshipulumbu	
Cylinder Siḽinda	

Term 4 Lesson 27
Themo ya 4 Ngudo ya 27

Assessment
U linga

Term 4 Lesson 28
Themo ya 4 Ngudo ya 28
Grouping and sharing (1)
U vhea nga zwigwada na u kovhekanya (1)

CLASSWORK MUSHUMO WA KILASINI

1   Divide 18 beads into groups of 2.

Kovhani malungu a 18 kha zwigwada zwa 2.

a   How many groups do you make?

Hu bva zwigwada zwingana? _____

b   Do you have any beads left?

No salelwa nga maṅwe malungu? _____

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

_____ suckers are left.

Maḽegere a thanda a 16 a kovhelwa khonani dza 2. Muṅwe na muṅwe

wa khonani idzi u wana maḽegere a _____. Ho sala maḽegere

a _____.

3   Divide 20 beads into groups of 4.

Kovhani malungu a 20 kha zwigwada zwa 4.

a   How many groups do you make?

Hu bva zwigwada zwingana?   _____

b   Do you have any beads left?

No salelwa nga maṅwe malungu? _____

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

_____ balloons are left.

Maba̗oni a 12 a kovhelwa khonani dza 4. Muṅwe na muṅwe wa khonani idzi u

wana maba̗oni a _____. Ho sala maba̗oni a _____.

5   You have 18 beads and make bags which each have 3 beads in them.
     Ni na malungu a 18 nahone ni ita zwiputo zwi re na malungu a 3 kha tshithihi.
     a   How many bags do you make?
          Ni ita zwiputo zwingana?   _____
     b   Do you have any beads left?
          No salelwa nga maṅwe malungu? _____

HOMEWORK   TSHUṄWAHAYA

1   Put 14 beads into groups of 2.
     Vheani malungu a 14 kha zwigwada zwa 2.
     a   How many groups do you make?
          Hu bva zwigwada zwingana?   _____
     b   Do you have any beads left?
          No salelwa nga maṅwe malungu? _____

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

_____ marbles are left.

Mimavhu̗u ya 20 i kovhelwa khonani dza 2. Muṅwe na muṅwe wa khonani

idzi u wana mimavhu̗u ya _____. Ho sala mimavhu̗u ya _____.

Term 4 Lesson 29
Themo ya 4 Ngudo ya 29
Grouping and sharing (2)
U vhea nga zwigwada na u kovhekanya (2)

CLASSWORK MUSHUMO WA KILASINI

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

Olani zwikwea zwa 10. Zwi kovheni zwi tshi eḓana kha zwigwada zwivhili.

   a   Are there any squares left over?

       Hu na zwikwea zwo salaho? _____

   b   Fill in the missing numbers:

       Ṅwalani nomboro dzi no khou ṱahela:

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

       Zwikwea zwa _____ zwo kovhiwa kha _____ ndi _____. Zwo salaho

       ndi _____.

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

Olani thiraiengele dza 15.Dzi kovheni dzi tshi eḓana kha zwigwada zwivhili.

   a   Are there are any triangles left over?

       Hu na thiraiengele dzo salaho? _____

   b   Fill in the missing numbers:

       Ṅwalani nomboro dzi no khou ṱahela:

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

Thiraiengele dza _____ dzo kovhiwa kha _____ ndi _____.

Dzo salaho ndi _____ .

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

Olani zwifhambano zwa 15. Zwi kovheni zwi tshi eḓana kha zwigwada zwa 2.

a   Are there any crosses left over?

Hu na zwifhambano zwo salaho? _____

b   Fill in the missing numbers:

Ṅwalani nomboro dzi no khou ṱahela:

_____ divided into groups of _____ is _____.

The remainder is _____.

Zwifhambano zwa _____ zwo kovhiwa kha _____ ndi _____.

Zwo salaho ndi _____ .

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

Olani zwitendeledzi zwa 18. Zwi kovheni zwi tshi eḓana kha zwigwada zwa 4.

a   Are there any circles left over?

Hu na zwitendeledzi zwo salaho? _____

b   Fill in the missing numbers:

Ṅwalani nomboro dzi no khou ṱahela:

_____ divided into groups of _____ is _____.

The remainder is _____ .

Zwitendeledzi zwa _____ zwo kovhiwa kha _____ ndi _____.

Zwo salaho ndi _____ .

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

Thofi dzi ḓura 2c nthihi. Thembi u renga thofi nga 20c. O renga thofi nngana?

_____

HOMEWORK   TSHUṄWAHAYA

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

Olani bola dza 16. Dzi kovheni dzi tshi eḓana kha zwibuḽoko zwa 2.

a   Are there any balls left over?

Hu na bola dzo salaho?_____

b   Fill in the missing numbers:

Ṅwalani nomboro dzi no khou ṱahela:

_____ balls shared between _____ blocks is _____.

The remainder is _____ .

Bola dza _____ dzo kovhiwa kha zwibuḽoko zwa _____ ndi

_____. Dzo salaho ndi _____ .

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

Olani rekhithiengele dza 21 na vhasidzana vha 2. K   ovha   ni rekhithiengele dzi tshi eḓana kha avha vhasidzana vhavhili.

a   Are there any rectangles left over?

Hu na rekhithiengele dzo salaho? _____

b Fill in the missing numbers:

Ṅwalani nomboro dzi no khou ṱahela:

_____ rectangles shared between _____ girls is _____.

The remainder is _____ .

Rekhithiengele dza _____ dzo kovhiwa kha vhasidzana

vha_____ ndi _____. Dzo salaho ndi _____ .

3 Make bags of 2 suckers from 17 suckers.

Itani phakhethe dza 2 dza maḽegere a thanda ni tshi shumisa maḽegre a thanda a 17.

a Are there any suckers left over?

Hu na maḽegere a thanda o salaho? _____

b Fill in the missing numbers:

Ṅwalani nomboro dzi no khou ṱahela:

_____ suckers divided into group of _____ is _____.

The remainder is _____ .

Maḽegere a thanda a _____ o kovhiwa kha zwigwada zwa

_____ ndi _____. O salaho ndi _____.

Term 4 Lesson 30
Themo ya 4 Ngudo ya 30

Position and views
Vhuimo na mbonalo

CLASSWORK ACTIVITY 1
NYITO YA MUSHUMO WA KILASINI YA 1
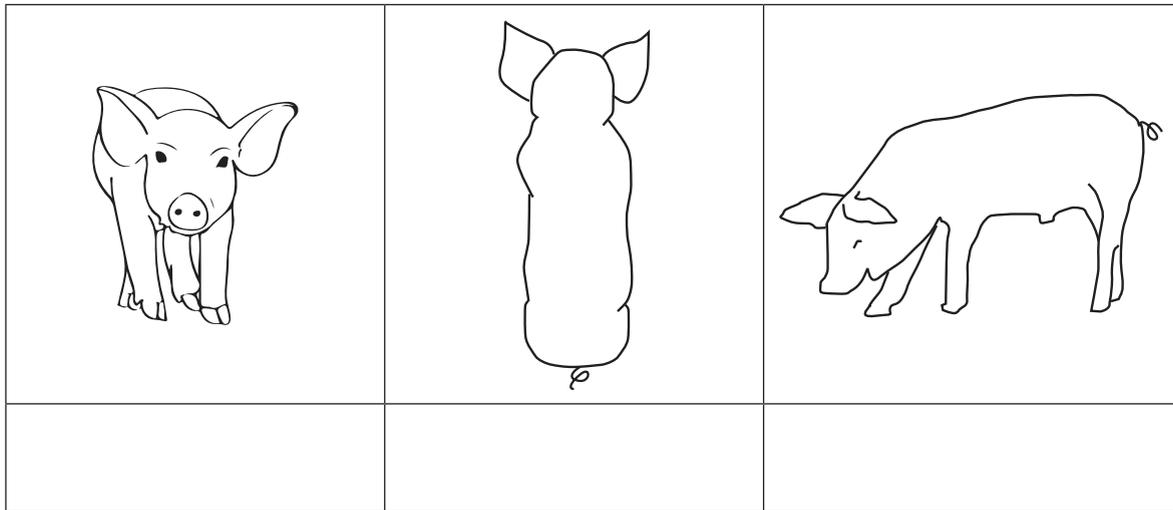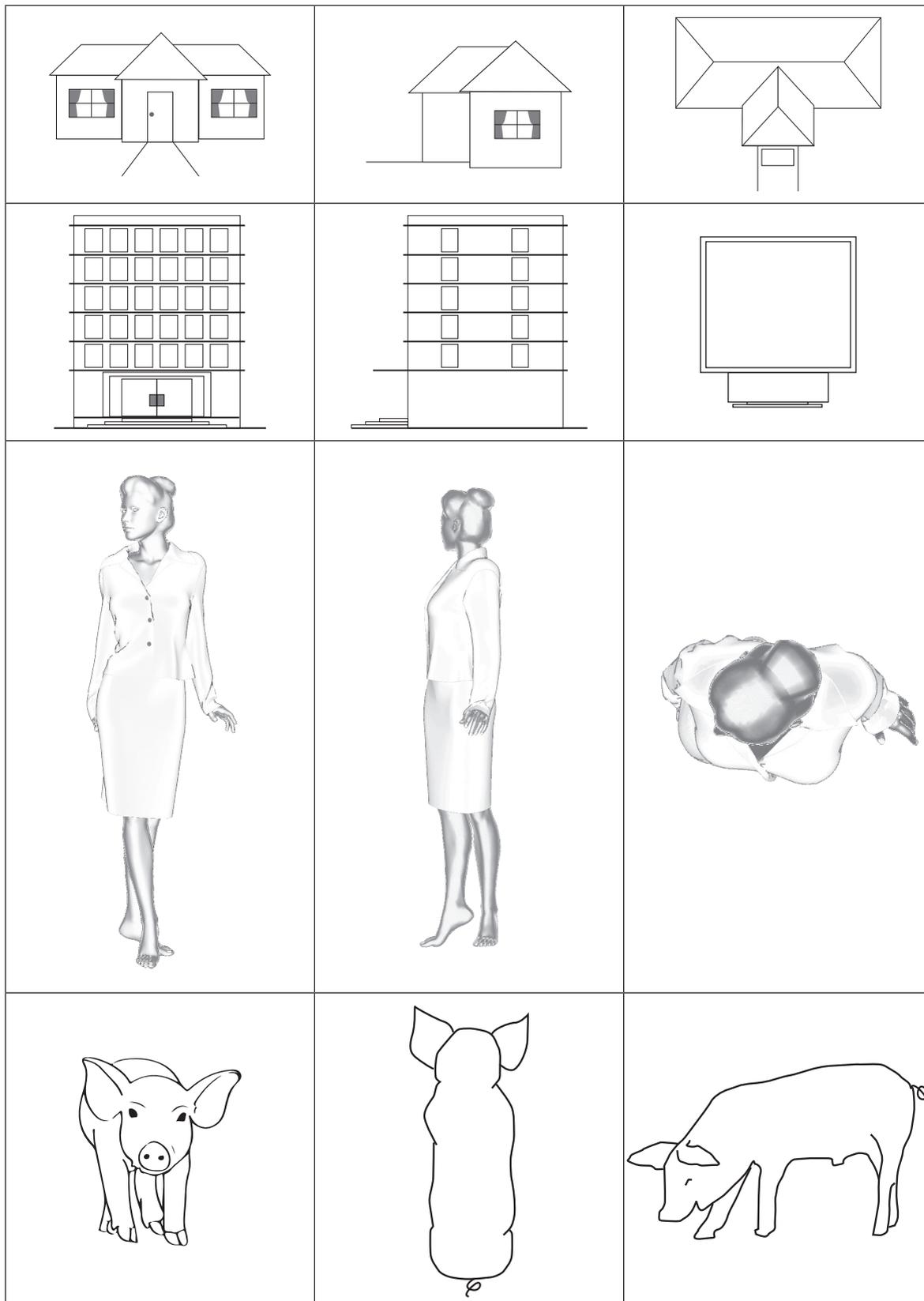
CLASSWORK ACTIVITY 2
NYITO YA MUSHUMO WA KILASINI YA 2

Top view
Mbonalo ya nga ntha

Front view
Mbonalo ya nga phanda

Side view
Mbonalo ya nga matungo
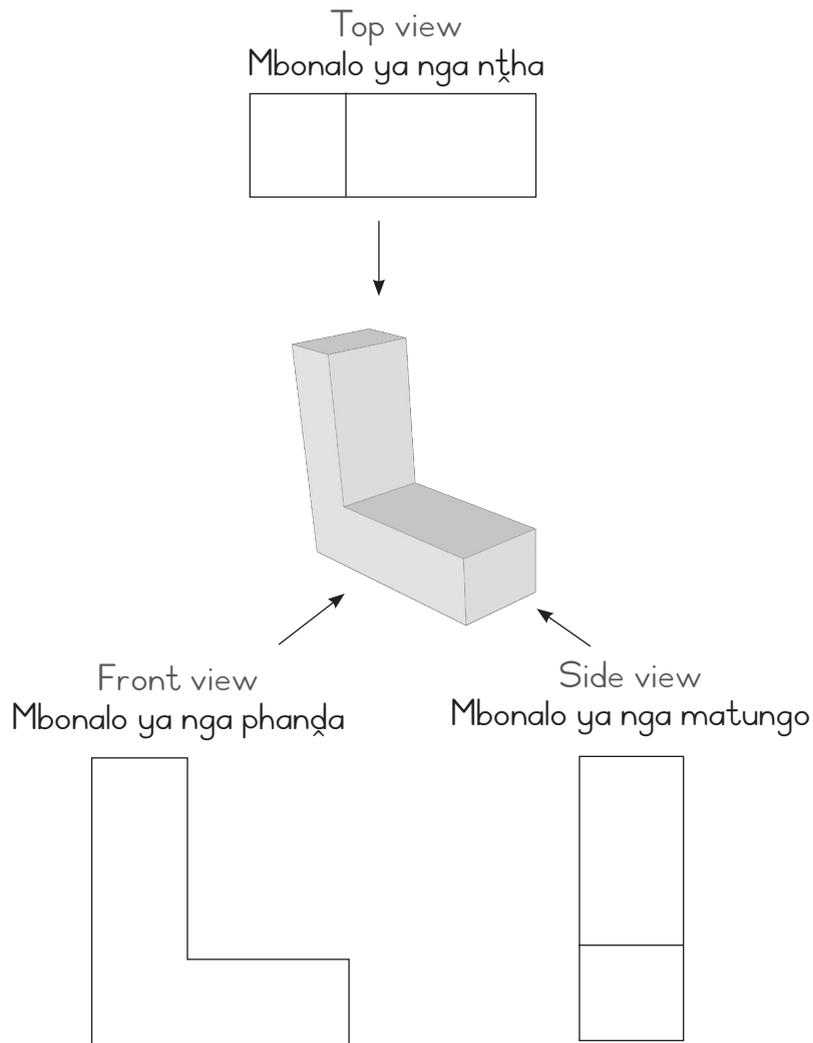
CLASSWORK MUSHUMO WA KILASINI

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

Ṅwalani ḽeibuḽu dza mbonalo dza gebisi tsho sumbedzwaho afho fhasi.
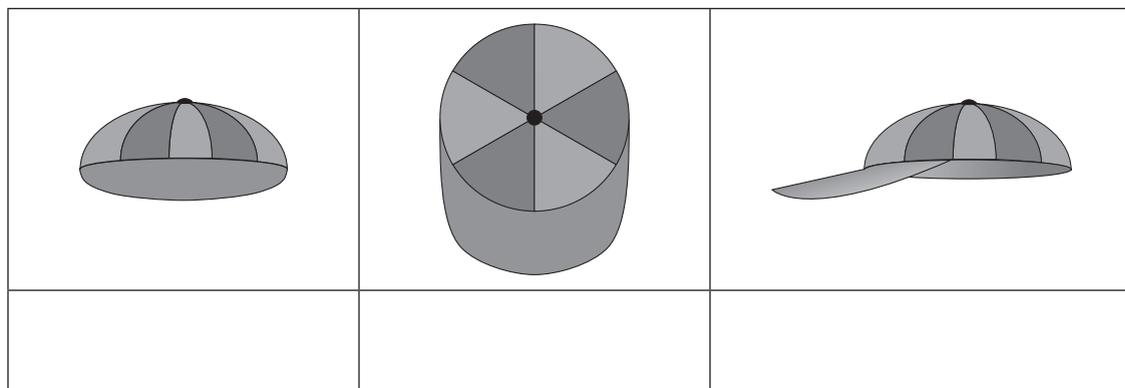
2 Using the pictures below:

Ni tshi shumisa zwifanyiso zwi re afho fhasi:

a Colour the front view of the car.

Khaḽarani mbonalo ya nga phanḓa ya moḓoro.

b Colour the top view of the house.

Khaḽarani mbonalo ya nga nṱha ya nnḓu.

c Colour the side view of the lady.

Khaḽarani mbonalo ya nga matungo ya mufumakadzi.
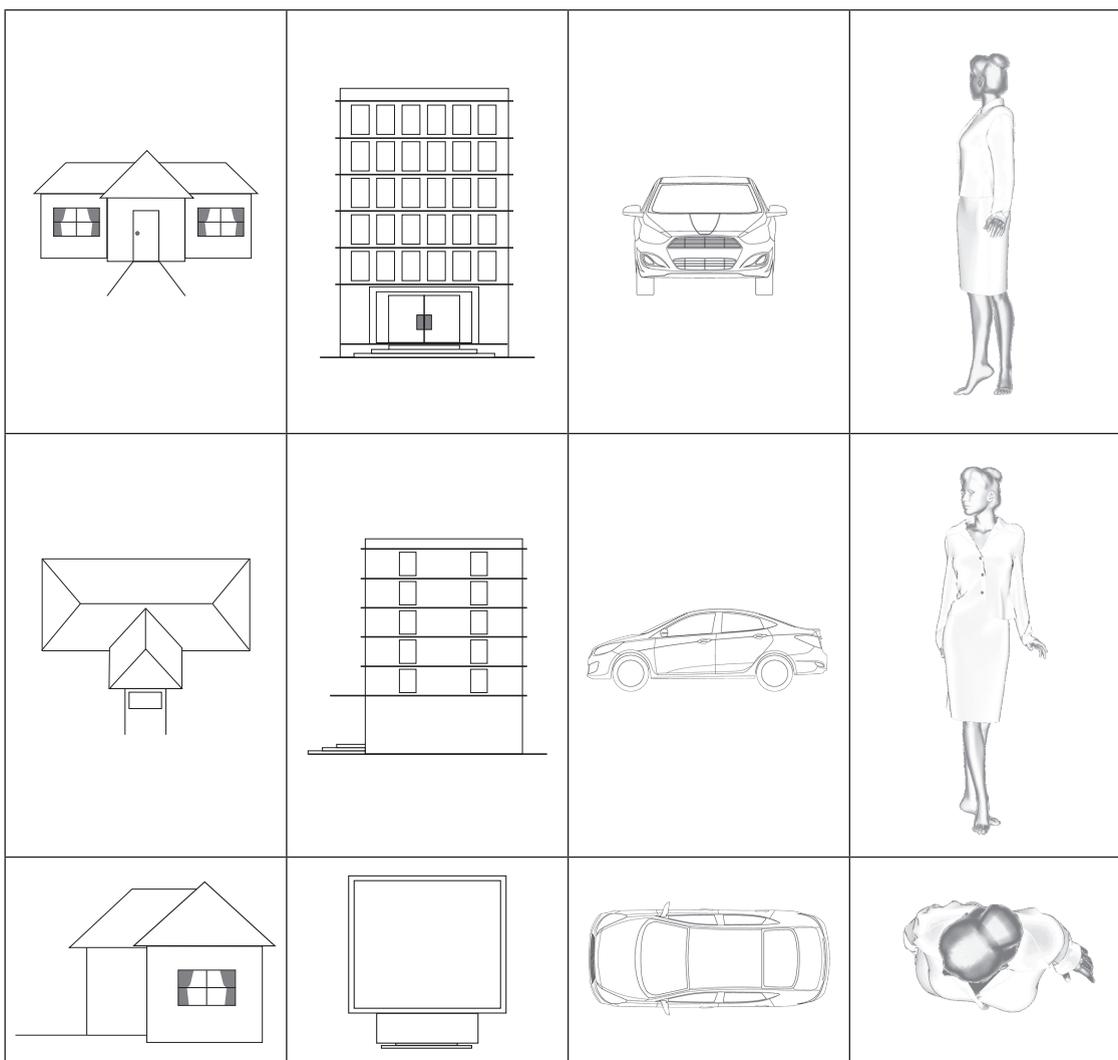
3 Draw the top, front and side views of this shape:

Olani mbonalo dza nga nṱha, phanḓa na dza matungo dza tshivhumbeo itshi:
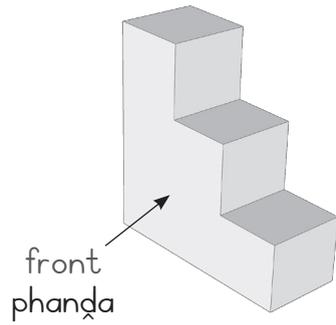
front
phanḓa

Front view Mbonalo ya nga phanḓa	Top view Mbonalo ya nga nṱha	Side view Mbonalo ya nga matungo

HOMEWORK TSHUṄWAHAYA

Draw views of a table in your home:

Olani mbonalo dza ṱafula ya hayani ha haṋu

Front view Mbonalo ya nga phanḓa	Top view Mbonalo ya nga nṱha	Side view Mbonalo ya nga matungo

Term 4 Lesson 31
Themo ya 4 Ngudo ya 31
Assessment
U linga

Term 4 Lesson 32
Themo ya 4 Ngudo ya 32

Collecting and organising data
U kuvhanganya na u dzudzanya data

CLASSWORK ACTIVITY I
NYITO YA MUSHUMO WA KIḼASINI YA I

Shapes/Zwivhumbeo

10				
9				
8				
7				
6				
5				
4				
3				
2				
I				
	Squares Zwikwea	Triangles Thiraiengele	Rectangles Rekhithiengele	Circles Zwitendeledzi

Key/Khii: ____ = I shape/tshivhumbeo tsha I

CLASSWORK MUSHUMO WA KILASINI

Use this data for the activity.

Shumisani data iyi kha nyito iyi.

These are the numbers of children who had birthdays during the first term:

Hezwi ndi zwivhalo zwa vhana vhe vha vha na maḓuvha a mabebo nga themo ya u thoma:

January: 3	February: 6	March: 1	April: 3
Phando: 3	Luhuhi: 6	Ṱhafamuhwe: 1	Lambamai: 3

1   Colour a block to represent each birthday.

Khalarani tshibuloko tsho imela ḓuvha ḽa mabebo ḽiṅwe na ḽiṅwe.

Birthdays during the first term
Maḓuvha a mabebo a themo ya u thoma

7				
6				
5				
4				
3				
2				
1				
	January Phando	February Luhuhi	March Ṱhafamuhwe	April Lambamai

Key/Khii: _____ = one learner/mugudi muthihi

2   Use the graph to answer the questions:

Shumisani girafu kha u fhindula mbudziso:

a   How many children had birthdays in the first term?

Ndi vhana vhangana vhe maḓuvha a mabebo avho a vha kha themo ya u thoma?

_____

b There were _____ birthdays in April.

Ho vha na maḓuvha a mabebo a _____ nga Lambamai.

c There were _____ birthdays in February.

Ho vha na maḓuvha a mabebo a _____ nga Luhuhi.

d There was _____ birthday in March.

Ho vha na ḓuvha ḽa mabebo ḽa _____ nga Ṱhafamuhwe.

e There were _____ birthdays in January.

Ho vha na maḓuvha a mabebo a _____ nga Phando.

f The most number of birthdays were in
Maḓuvha a mabebo a re manzhi o vha nga _____.

g The least number of birthdays were in
Maḓuvha a mabebo a re maṱuku o vha nga _____.

h Which months had the same number of birthdays?
Ndi miṅwedzi ifhio ye ya vha na tshivhalo tshi no lingana tsha maḓuvha a mabebo?

_____

HOMEWORK TSHUŇWAHAYA

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

Dzhiani khathiḽari i no ḓadza tshanḓa khishini, tsumbo, zwilebula zwiṱuku, forogo, phanga na lebula khulwane.

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

Dzudzanyani khathiḽari ni tshi shumisa giridi ya girafuzwifanyiso ni tshi sumbedza data yaṋu.

Cutlery
Khathiḽari

7				
6				
5				
4				
3				
2				
1				
	Small spoons Zwilebula zwiṱuku	Forks Forogo	Knives Phanga	Big spoons Lebula khulwane

Key/Khii: _____ = one item/tshithu tshithihi

Term 4 Lesson 33
Themo ya 4 Ngudo ya 33

Pictographs
Girafuzwifanyiso

CLASSWORK ACTIVITY 3
NYITO YA MUSHUMO WA KILASINI YA 3

Shapes
Zwivhumbeo

10						
9						
8						
7						
6						
5						
4						
3						
2						
1						
	Squares Zwikwea	Triangles Thiraiengele	Rectangles Rekhithiengele	Circles Zwitenedeledzi	Ovals Makumba/ Ovala	Cubes Khuibu

Key/Khii: _____ = one shape/tshivhumbeo tshithihi

CLASSWORK MUSHUMO WA KIḼASINI

1   Work in groups. Look in your school bags for some of these objects: lunch boxes, classwork books and reading books.

Shumani nga zwigwada.Mikhwamani yaṋu ṱalani zwiṅwe zwa zwithu zwi tevhelaho: zwikhafuthini, bugu dza mushumo wa kiḽasini na bugu dza u vhala.

2   Count the number of each item you have found.

Vhalani tshivhalo tsha tshithu tshiṅwe na tshiṅwe tshe na tshi wana.

3   Draw a bar graph to show what you found.

Olani baagirafu ni tshi sumbedza zwe na wana.

Our school bags – what we found
Mikhwama yashu – zwe ra wana

10			
9			
8			
7			
6			
5			
4			
3			
2			
1			
	Lunch boxes Zwikhafuthini	Classwork books Bugu dza mushumo wa kiḽasini	Reading books Bugu dza u vhala

Key/Khii: _____ = one item/tshithu tshithihi

4 Use the graph to answer the questions:

Shumisani girafu kha u fhindula mbudziso:

    a The most common item is

       Zwithu zwo andesaho ndi   _____.

    b The least common item is

       Zwithu zwi songo andesaho ndi   _____.

HOMEWORK TSHUṄWAHAYA

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.

Vhalani zwiambaro zwa 5 zwa tshaka dzo fhambanaho zwi re hayani ha haṋu, tsumbo, tshivhalo tsha shothi, marukhu, phere dza masogisi, hemmbe kana phere dza zwienda.

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

Olani girafuzwifanyiso ya inwi muṋe ni tshi sumbedza data ya zwine zwa vha hayani. Shumisani giridi ya girafuzwifanyiso i re afho fhasi.

Clothes/Zwiambaro

10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
	Shorts Shothi	Trousers Marukhu	Socks Sogisi	Shirts Hemmbe	Shoes Zwienda

Key/Khii: _____ = one item/tshithu tshithihi

Term 4 Lesson 34
Themo ya 4 Ngudo ya 34

Represent and analyse data
U sengulusa data (1)

CLASSWORK ACTIVITY 1
NYITO YA MUSHUMO WA KILASINI YA 1

Our school bags
Mikhwama yashu

10						
9						
8						
7						
6						
5						
4						
3						
2						
1						
	Pencils Penisela	Glues Guluu	Erasers Raba	Sharpeners Zwivhaḓi	Scissors Zwigero	Rulers Rula

Key/Khii: _____ = one item/tshithu tshithihi

CLASSWORK MUSHUMO WA KIḼASINI

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.

Vhengeleni ḽa mitshelo ḽi re tsini na tshikolo tsha vhoiwe hu na maapula a 15, mapapawe a 10, maswiri a 6 na miomva ya 4. Olani girafuzwifanyiso ni tshi sumbedza uri lushaka luṅwe na luṅwe lwa mitshelo lu na mitshelo mingana.

2   Give your pictograph the title.

Ṋeani girafuzwifanyiso yaṋu dzina.

3   Remember to include a key.

Ni elelwe u dzhenisa na khii.

_____

	Apples Maapula	Paw paws Mapapawe	Oranges Maswiri	Bananas Miomva
16				
15				
14				
13				
12				
11				
10				
9				
8				
7				
6				
5				
4				
3				
2				
1				

Key/Khii: _____ = one fruit/mutshelo muthihi

4   Of which fruit is there most?

Mutshelo u re munzhisa ndi ufhio? _____

5   Of which fruit is there least?

Mutshelo u re muṱukusa ndi ufhio? _____

HOMEWORK TSHUṄWAHAYA

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.

Ndi nḓilani ya u vhuya tshikoloni ndo vhona mimoḓoro mitswuku ya 6, mitshena ya 4, mitswu ya 8 na ya lutombo ya 9. Olani girafuzwifanyiso ni tshi rekhoda mafhungo aya.

Cars by Colour

Mimoḓoro nga mivhala

10			
9			
8			
7			
6			
5			
4			
3			
2			
1			
	Red car Mimoḓoro mitswuku	White cars Mimoḓoro mitshena	Black cars Mimoḓoro mitswu	Blue cars Mimoḓoro ya lutombo

Key/Khii: _____ = one car/moḓoro muthihi

Term 4 Lesson 35
Themo ya 4 Ngudo ya 35

Interpreting data (1)
U sengulusa data (1)

CLASSWORK ACTIVITY 1
NYITO YA MUSHUMO WA KILASINI YA 1

	Tally Thaḽi	Number Tshivhalo/Nomboro
Lion Ndau		5 learners Vhagudi vha 5
Springbok Tsepe		12 learners Vhagudi vha 12
Rhino Tshugulu		6 learners Vhagudi vha 6
Elephant Nḓou		13 learners Vhagudi vha 13

CLASSWORK ACTIVITY 2
NYITO YA MUSHUMO WA KILASINI YA 2

_____

13				
12				
11				
10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
	Lion Ndau	Springbok Tsepe	Rhino Tshugulu	Elephant Ndou

Key/Khii: _____ = one animal/phukha nthihi

CLASSWORK MUSHUMO WA KILASINI

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.

Mulambedzi o ḓiimisela u fha mugudi muṅwe na muṅwe kilasini tshikhipha tsha muvhala. Vhagudi vha nga nanga kha tshikhipha tshidala, tshitswuku kana tshitswu.

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

Hu na vhagudi vha 40 kiḽasini. Mudededzi u ita ṱhoḓisiso a wana uri vhagudi vha tama zwikhipha zwi tevhelaho:

- 12 green t-shirts.

    Zwikhipha zwidala zwa 12

- 15 red t-shirts.

    Zwikhipha zwitswulu zwa 15

- 7 blue t-shirts.

    Zwikhipha zwa lutombo zwa 7

- The rest of the learners would like a black t-shirt.

    Vhaṅwe vhagudi vhoṱhe vha tama tshikhipha tshitswu.

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

    Ndi vhagudi vhangana vha no tama tshikhipha tshitswu?

    _____

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

    Olani thebuḽu ya thaḽi ni tshi sumbedza zwikhipha zwe zwa nangiwa nga vhagudi.

	Tally Thaḽi	Number Tshivhalo
Green t-shirts Zwikhipha zwidala		12 learners Vhagudi vha 12
Red t-shirts Zwikhipha zwitswuku		15 learners Vhagudi vha 15
Blue t-shirts Zwikhipha zwa lutombo		7 learners Vhagudi vha 7
Black t-shirts Zwikhipha zwitswu		6 learners Vhagudi vha 6

HOMEWORK TSHUŃWAHAYA

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

Kiḽasini ya Gireidi ya 2 mudededzi vha vhudzisa vhagudi uri ndi tshikoḽeithi ifhio ine vha i funesa:

- 8 learners chose Tex Bars.

    Vhagudi vha 8 vha nanga Tex Bars.
- 6 learners chose Bar One.

    Vhagudi vha 6 vha nanga Bar One.
- 3 learners chose Aero.

    Vhagudi vha 3 vha nanga Aero.
- 5 learners chose Kit Kat.

    Vhagudi vha 5 vha nanga KitKat.

Draw a tally table which shows the learners' favourite chocolates

Olani thebuḽu ya thaḽi i no sumbedza tshokoḽeithi dzine vhana vha dzi funesa.

	Tally Thaḽi	Number Tshivhalo
Tex Bar		8 learners Vhagudi vha 8
Bar One		6 learners Vhagudi vha 6
Aero		3 learners Vhagudi vha 3
Kit Kat		5 learners Vhagudi vha 5

Term 4 Lesson 36
Themo ya 4 Ngudo ya 36

Interpreting data (2)
U sengulusa data (2)

CLASSWORK ACTIVITY 1
NYITO YA MUSHUMO WA KIḼASINI YA 1

_____

13					
12					
11					
10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
	Soccer Sokha	Netball Netiboḽo	Rugby Ragibii	Hockey Hokhi	Swimming U bambela

Key/Khii: _____ = one learner/mugudi muthihi

CLASSWORK MUSHUMO WA KIḼASINI

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

Miri ndi zwiko zwihulwane. Sam o ṱavha miri kha vhege dza 5. Afho fhasi hu na thebuḽu ya thaḽi i no khou sumbedza uri o ṱavha miri mingana.

Week Vhege	Tally Thaḽi	Number of trees Tshivhalo tsha miri
1	ЖЖ I	6
2	ЖЖ	5
3	ЖЖ ЖЖ IIII	14
4	IIII	4
5	II	2

Use the tally table to answer these questions.

Shumisani thebuḽu ya thaḽi kha u fhindula mbudziso idzi.

1   How many trees did Sam plant in week 1?

   Sam o ṱavha miri mingana kha vhege ya 1?   _____

2   In which week did Sam plant the most trees?

   Ndi kha vhege ifhio he Sam a ṱavha miri minzhi?   _____

3   How many trees did he plant in that week?

   O ṱavha miri mingana kha vhege yeneyo?   _____

4   In which week did Sam plant the least trees?

   Ndi kha vhege ifhio he Sam a ṱavha miri miṱuku?   _____

5   How many trees did he plant in that week?

   O ṱavha miri mingana kha vhege yeneyo?   _____

6   How many trees did Sam plant over the 5 weeks?

   Sam o ṱavha miri mingana kha vhege dza 5?   _____

HOMEWORK TSHUṄWAHAYA

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

Kil̯asi ya 2C i ita t̯hod̯isiso ya muroho une wa funeswa nga ṅwana muṅwe na muṅwe.

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

4 – khavhishi; 10 – mad̯abula; 8 – tshipinishi; 12 – kherotsi; 6 – mat̯amat̯isi.

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

Olani girafuzwifanyiso ni tshi sumbedza mvelelo. Ni elelwe u shumisa khii na u l̯eibul̯a girafuzwifanyiso yan̯u.

Favourite Vegetables
Miroho i no funeswa

13					
12					
11					
10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
	Cabbage Khavhishi	Potatoes Mad̯abula	Spinach Tshipinishi	Carrots Kherotsi	Tomatoes Mat̯amat̯isi

Key/Khii: _____ = one vegetable/muroho muthihi

Term 4 Lesson 37
Themo ya 4 Ngudo ya 37
Assessment
U linga

Term 4 Lesson 38/Themo ya 4 Ngudo ya 38

Preparing for Grade 3 (I)/U dilugisela Gireidi ya 3 (I)

Sequencing numbers

Thevhekanyo ya nomboro

What is the number on the number line?

Nomboro i re kha mutalombalo ndi ifhio?

300 · 310 · 320

600 · 650 · 750 · 900
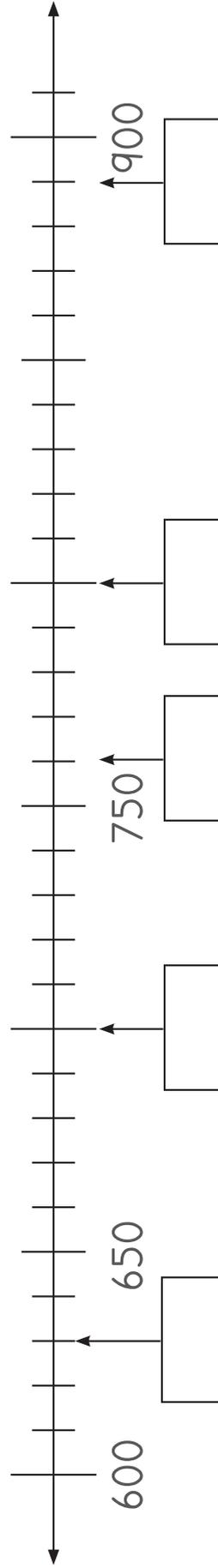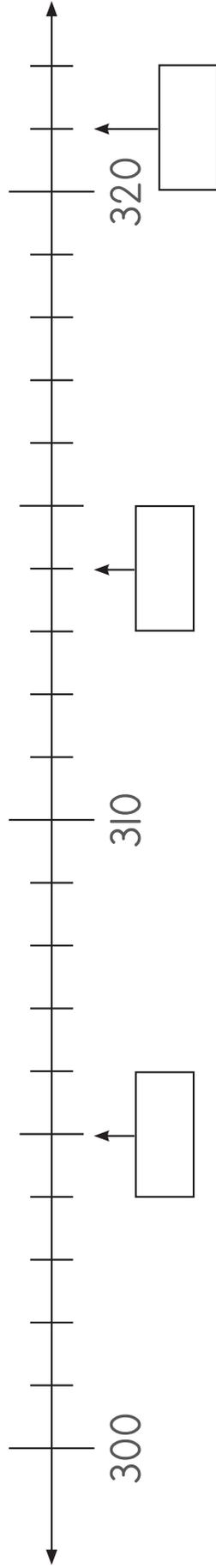
Place Value (Expanded Notation)

Vhuimo ha nomboro (Muṅwalo wo ṱanḓavhudzwaho)

1   How many hundreds, tens and ones?

Hu na mangana maḓana, mahumi na nngana thihi?

a 593	has / i na	5	hundreds / wa maḓana	9	tens / wa mahumi	3	ones / wa thihi
b 780	has / i na		hundreds / wa maḓana		tens / wa mahumi		ones / wa thihi
c 606	has / i na		hundreds / wa maḓana		tens / wa mahumi		ones / wa thihi
d 444	has / i na		hundreds / wa maḓana		tens / wa mahumi		ones / wa thihi
e 912	has / i na		hundreds / wa maḓana		tens / wa mahumi		ones / wa thihi

2   Write using number symbols.

Zwi ṅwaleni sa tshiganomboro (tshiga tsha nomboro):

a   8 hundreds, 2 tens and 3 ones
     Maḓana a 8, mahumi a 2 na thihi dza 3   _____

b   4 hundreds, 0 tens and 1 ones
     Maḓana a 4, mahumi a 0 na thihi ya 1   _____

c   5 hundreds, 8 tens and 9 ones
     Maḓana a 5, mahumi a 8 na thihi dza 9   _____

d   8 hundreds, 4 tens and 0 ones
     Maḓana a 8, mahumi a 4 na thihi dza 0   _____

e   7 hundreds, 0 tens and 5 ones
     Maḓana a 7, mahumi a 0 na thihi dza 5   _____

3 Complete the following:

Fhedzisani zwi tevhelaho:

a 30 + 9 = _____

b 1 hundred + 4 ones =

Ḓana a 1 + thihi dza 4 = _____

c Write the number name:

Ṅwalani dzina ḽa nomboro:

9 hundreds + 7 tens + 6 ones =
Maḓana a 9 + mahumi a 7 + thihi dza 6 =

_____

d 6 tens + 5 ones =

Mahumi a 6 + thihi dza 5 = _____

e _____ = 600 + 80

f 547 = _____ hundreds + _____ tens + _____ ones

547 = maḓana a _____ + mahumi a _____ + thihi dza _____

Comparing and ordering numbers
U vhambedza na u tevhekanya nomboro

1 Write these numbers from smallest to biggest:

Ṅwalani nomboro idzi u thoma kha ṱhukhusesa u swika kha khulwanesesa.

135, 357, 35 _____

2   Write the following numbers from biggest to smallest:

Ṅwalani nomboro dzi tevhelaho u thoma kha khulwanesesa u swika kha ṱhukhusesa.

170, 710, 701 _____

3   Underline the smaller number:

Talelani nomboro ṱhukhu:

a   359 or 749

b   221 or 121

c   696 or 666

d   524 or 523

e   842 or 866

4   Underline the bigger number:

Talelani nomboro khulwane:

a   774 or 674

b   187 or 180

c   254 or 261

d   340 or 344

e   929 or 985

5   Fill in the missing numbers:

Ṅwalani nomboro dzi no khou ṱahela:

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

_____, _____, 900.

Term 4 Lesson 39
Themo ya 4 Ngudo ya 39
Preparing for Grade 3 (2)
U ḓilugisela Gireidi ya 3 (2)

Addition with carrying

Muṱanganyo hu na u pfukisela

Solve the following problems.

Tandululani thaidzo dzi tevhelaho.

1   17 + 34 = _____

T	O

O:

T:

2   48 + 76 = _____

T	O

O:

T:

3   59 + 83 = _____

T	O

O:

T:

Subtraction with borrowing

Muṱuso hu na u pamba

Solve the following problems.

Tandululani thaidzo dzi tevhelaho.

1   74 − 56 = _____

T	O

O:

T:

2   65 − 36 = _____

T	O

O:

T:

3 81 – 78 = _____

```
        T     O


  _____
                         O:

                         T:
  _____
```

Word problems

Thaidzo/mbalo dza maipfi

Solve the following problems using the column method.

Tandululani zwi tevhelaho ni tshi shumisa ngona/nḓila ya khoḽomo.

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

   Mma vha renga makumba a 17 nga Mugivhela. Vha renga makumba a 16 nga Sondaha. Vho renga makumba mangana o ṱangana oṱhe?

```
        T     O


  _____
                         O:

                         T:
  _____
```

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

Masesi u na penisela dza 90. U xedza penisela dza 14 kha dzenedzo. O salelwa nga penisela nngana zwino?

	T	O

O:

T:

Term 4 Lesson 40
Themo ya 4 Ngudo ya 40
Preparing for Grade 3 (3)
U ḓilugisela Gireidi ya 3 (3)

Multiplication word problems

Thaidzo dza maipfi dza muṱanganyo

Solve the following problems using your array diagram:

Tandululani thaidzo dzi tevhelaho ni tshi shumisa nyolomutevhe.

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

Hu na zwigwada zwa 9 zwa vhana. Hu na vhana vha 5 kha tshigwada tshiṅwe na tshiṅwe. Hu na vhana vhangana vho ṱangana vhoṱhe?

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

Hu na mabaphathi a tshokoḽeithi a 3 bogisini. Hu na mabaphathi mangana a tshokoḽeithi mabogisini a 7?

Multiplication Tables

Thebuḽu dza Muandiso

1   Solve the following number sentences:

Tandululani mafhungombalo a tevhelaho:

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:

Fhedzisani:

	1		3	4		6	7	8	9
× 4		8			20				

3 Complete:

Fhedzisani:
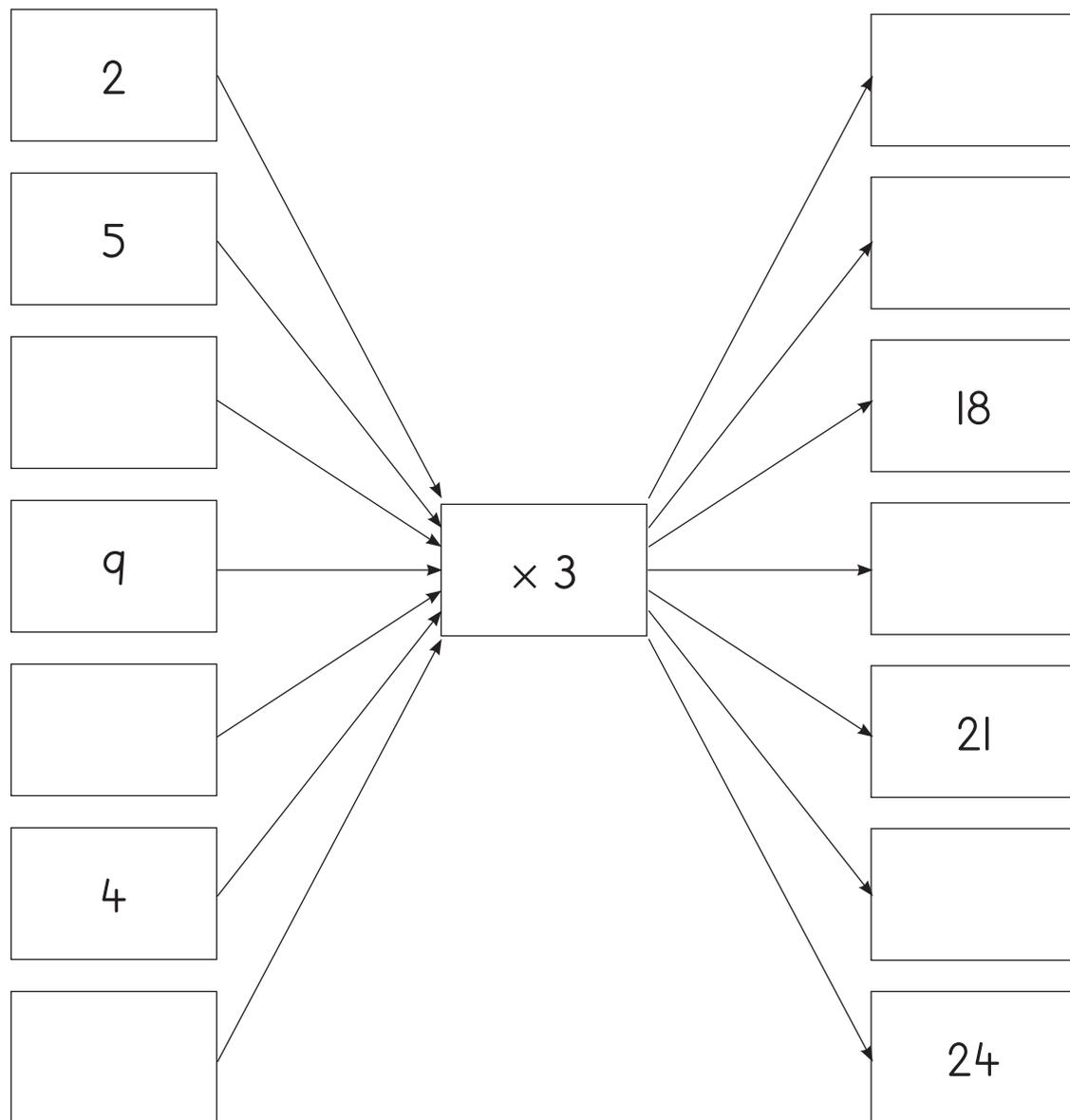
Multiplication cards

Garaṱa dza muandiso

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

Tambani mitambo ya magaraṱa ya muandiso. Mudededzi waṋu vha ḓo ni ṱalutshedza milayo ya hone.

1 Array diagram (lesson 1 and other)
Nyolomutevhe (ngudo ya 1 na iṅwe)

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

2 Multiplication table (lesson 3 and other)
Thebuḽu ya muandiso (ngudo ya 3 na iṅwe)

	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)
   Thebuḽu ya vhuimo ha nomboro (ngudo ya 11 na iṅwe)

Hundreds Maḓana	Tens Mahumi	Ones Dzithihi

4 1000 board (lesson 11 and other)
Bodo ya 1000 (ngudo ya 11 na iṅwe)

| 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)
Khithi ya muteomahumi (ngudo ya 10 na iṅwe)
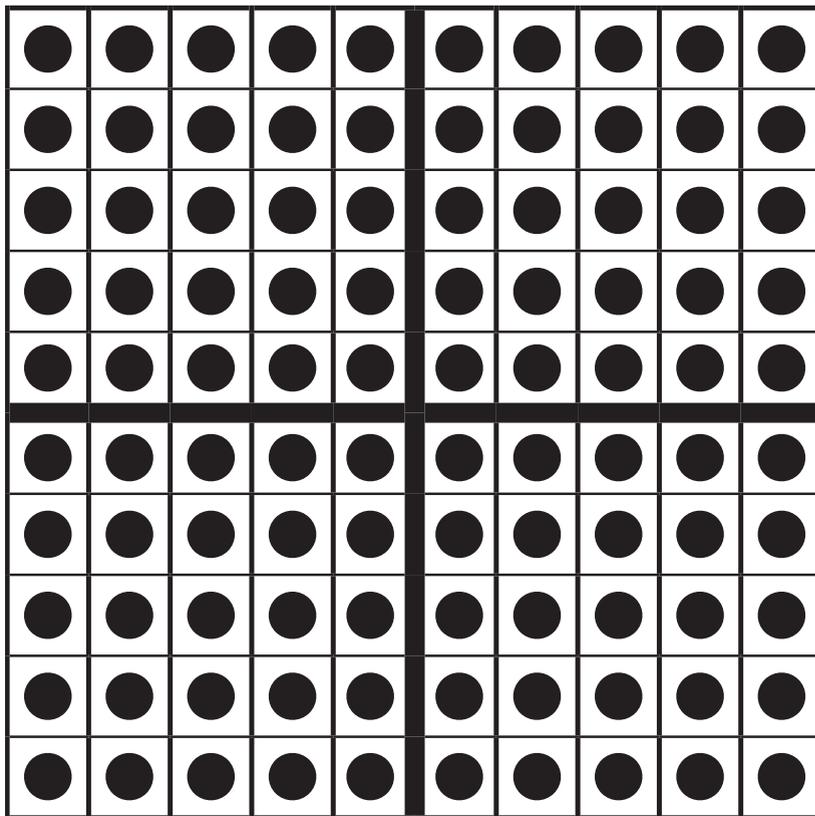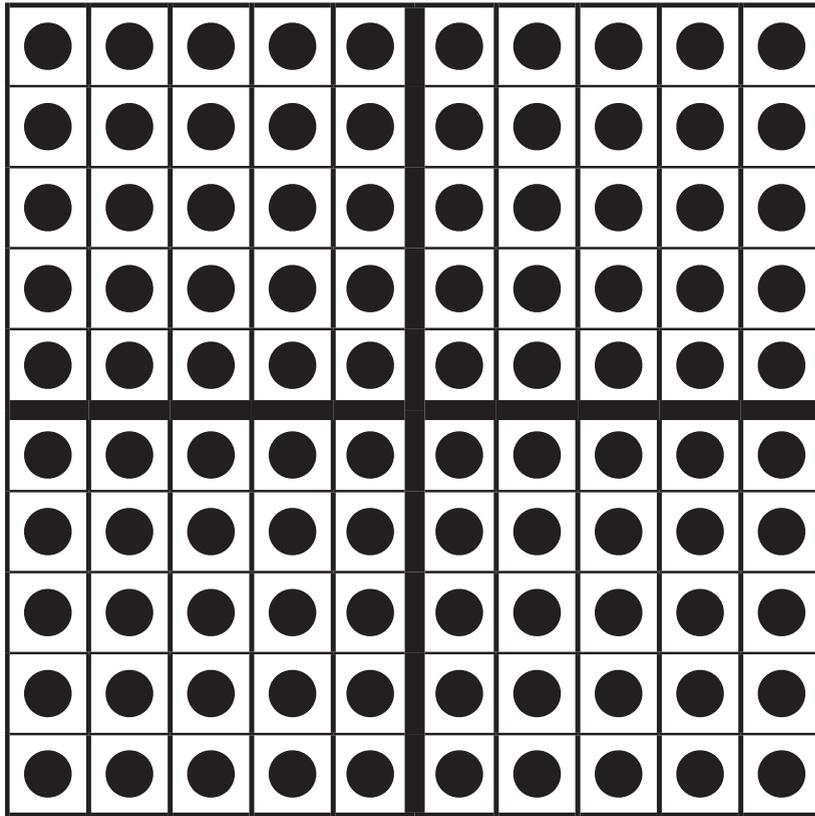
6 Flard cards (lesson 11 and other)
Garaṱaphaṱhanomboro (ngudo ya 11 na iṅwe)

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	