

I'M THE BOSS OF MY BODY! STOP SEXUAL ABUSE!

STOP! RUN! TELL! REPORT!

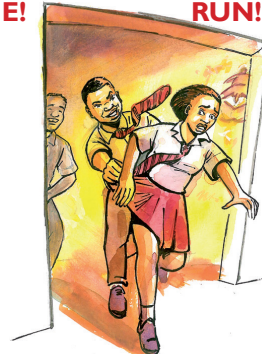
STOP SEXUAL ABUSE!



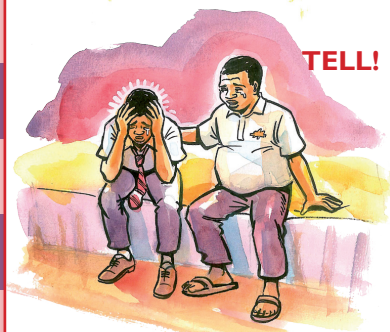
STOP TOUCHING ME!



RUN!



TELL!



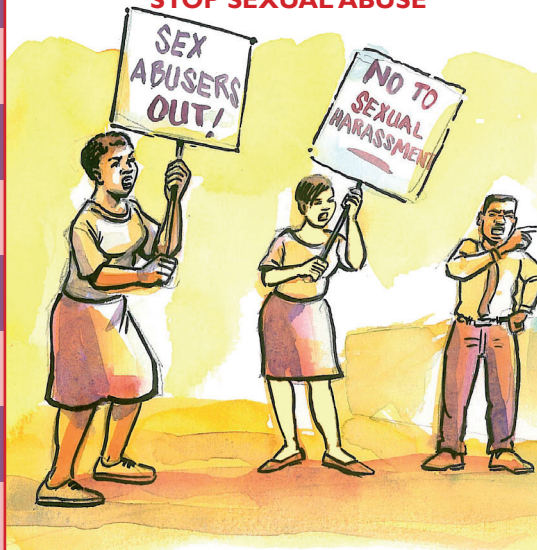
REPORT TO POLICE



TALK TO PARENTS
AND EDUCATORS



IT IS EVERYONE'S RESPONSIBILITY TO
STOP SEXUAL ABUSE



ABUSERS MUST
BE REPORTED
AND DEALT WITH
LAWFULLY!



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



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MATHEMATICS IN ENGLISH
GRADE 5 – BOOK 2 • TERMS 3 & 4
ISBN 978-1-4315-0169-4
THIS BOOK MAY NOT BE SOLD.
15th Edition

MATHEMATICS IN ENGLISH – Grade 5 Book 2

ISBN 978-1-4315-0169-4

Revised and
CAPS aligned



Grade 5

Name:

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Basic Education
REPUBLIC OF SOUTH AFRICA

MATHEMATICS
IN ENGLISH

Book 2
Terms
3 & 4

Contents

No.	Topic	Page
65	Describing and ordering fractions	2
66	Equivalent fractions	4
67	More equivalent fractions	6
68	Even more equivalent fractions	8
69	Addition and subtraction of fractions	10
70	Addition of mixed numbers	12
71	Addition and subtraction of mixed numbers	14
72	Fractions of whole numbers	16
73	Fraction problems	18
74a	Measuring and recording mass	20
74b	Measuring and recording mass (continued)	22
75	Mass - converting measurement units	24
76	Mass	26
77	Fractions in use	28
78	Problems doing measuring	30
79	Numbers 0 - 50 000	32
80	Rounding off	34
81a	All about whole numbers	36
81b	All about whole numbers (continued)	38
82a	Addition and subtraction	40
82b	Addition and subtraction (continued)	42
83	Solving money problems with a budget	44
84	Using the vertical column method to add	46
85	Using the vertical column method to subtract	48
86	Views	50
87	More views	52
88	Polygons	54
89a	Right angles	56
89b	More right angles	58
90	Tessellation	60
91	Reflection	62
92	Rotation	64
93	Translation	66
94	Temperature and the weather	68
95	Measuring temperature	70
96	Data and pictographs	72
97a	Pictographs and bar graphs	74
97b	Pictographs and bar graphs (continued)	76
97c	Pictographs and bar graphs (continued)	78
98	Data collection	80
99	Pie charts	82
100	Finding the mode of ungrouped numerical data sets	84
101	Number patterns	86
102	More number patterns	88
103a	Multiplication: 3-digit by 2-digit and 4-digit by 1-digit	90
103b	Multiplication: 3-digit by 2-digit and 4-digit by 1-digit (continued)	92
104	More multiplication: 3-digit by 2-digit and 4-digit by 1-digit	94

105	Numbers 0 - 100 000	96
106a	Addition: 5-digit numbers	98
106b	Addition: 5-digit numbers (continued)	100
107	Subtraction: 5-digit numbers	102
108	Subtraction using the the vertical column method	104
109	Addition and subtraction	106
110	Solving buying and selling problems	108
111a	Identifying and naming 3-D objects	110
111b	Identifying and naming 3-D objects (continued)	112
111c	Identifying and naming 3-D objects (continued)	114
112	Ordering and comparing common fractions	116
113a	Adding and subtracting common fractions	118
113b	Adding and subtracting common fractions (continued)	120
114a	Fractions of whole numbers	122
114b	Fractions of whole numbers (continued)	124
115	Fraction problems	126
116	More fraction problems	128
117	Even more fraction problems	130
118	Addition and subtraction of mixed numbers	132
119a	Grouping and sharing	134
119b	Grouping and sharing (continued)	136
120	Division words	138
121	Division and remainders	140
122	Division	142
123	Division: 3-digit by 2-digits	144
124	Factors	146
125	More factors	148
126a	Division problem solving	150
126b	Division problem solving (continued)	152
127	Perimeter, length and width	154
128	Square units	156
129	Area and perimeter	158
130	Volume	160
131	More volume	162
132	More about volume	164
133	Map work	166
134	Position and direction: following direction	168
135	Tessellations	170
136	Translations and tessellations	172
137	Reflections and tessellations	174
138	Glide reflection	176
139	Rotations and tessellations	178
140	Geometric patterns	180
141a	More geometric patterns	182
141b	Even more geometric patterns	184
142	Properties of numbers	186
143a	Basic operations	188
143b	Basic operations (continued)	190
144	Probability	192



Ms Siviwe Gwarube
Minister of
Basic Education



Dr Reginah Mhaule,
Deputy Minister of
Basic Education

These workbooks have been developed for the children of South Africa under the leadership of the Minister of Basic Education, Ms Siviwe Gwarube, and the Deputy Minister of Basic Education, Dr Reginah Mhaule.

The Rainbow Workbooks form part of the Department of Basic Education's range of interventions aimed at improving the performance of South African learners in the first six grades. As one of the priorities of the Government's Plan of Action, this project has been made possible by the generous funding of the National Treasury. This has enabled the Department to make these workbooks, in all the official languages, available at no cost.

We hope that teachers will find these workbooks useful in their everyday teaching and in ensuring that their learners cover the curriculum. We have taken care to guide the teacher through each of the activities by the inclusion of icons that indicate what it is that the learner should do.

We sincerely hope that children will enjoy working through the book as they grow and learn, and that you, the teacher, will share their pleasure.

We wish you and your learners every success in using these workbooks.



Grade **5**

Mathematics

PART
3

WORKSHEETS
65 to 144

ENGLISH
Book
2

Name: _____



- How many numbers are marked between the given numbers?
- How far is the unnumbered mark from the next number?

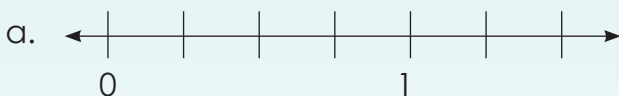
What do the fraction strips tell you?



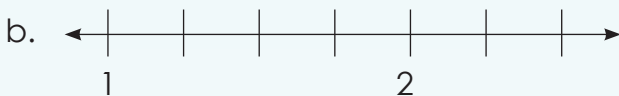
1 whole



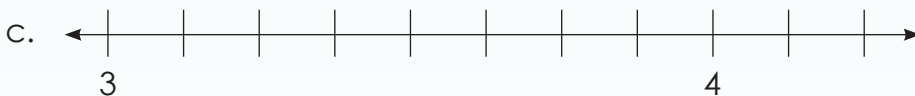
1. Use these number lines to answer the questions:



- What do the interval marks between 0 and 1 show us? _____
- How did you work it out? _____
- What will the interval be between 0 and the next mark after 1? _____



- What do the interval marks between 1 and 2 show us? _____
- How did you work it out? _____
- What will the interval be between 1 and the next mark after 2? _____



- What do the intervals between 3 and 4 tell us? _____
- How did you work it out? _____
- What will the interval be between 3 and the second mark after 4? _____

2. What fraction of the pictures below have been coloured?

a.



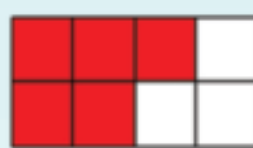
b.



c.

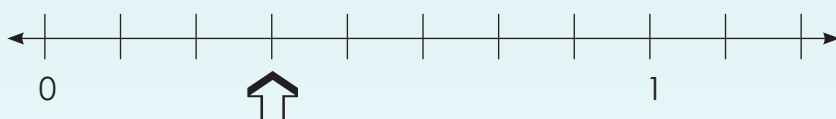


d.

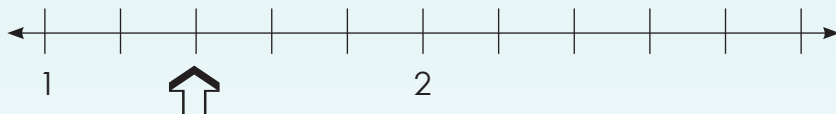


3. What fraction does the arrow show?

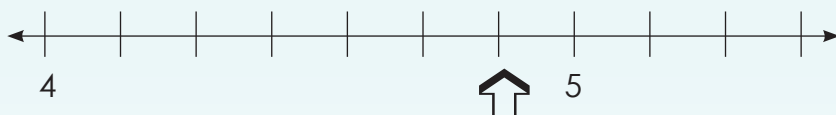
a.



b.



c.



d.

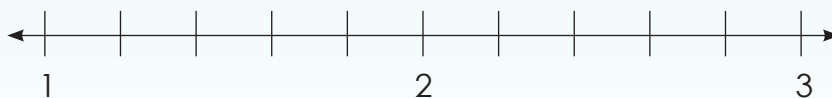


4. Show the following on the number lines.

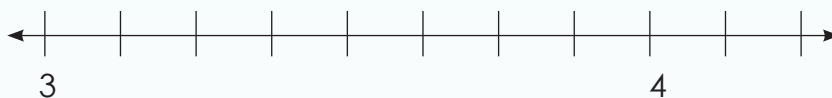
a. One and a half



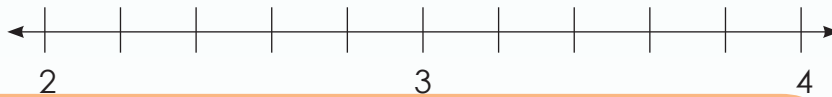
b. Two and one quarter



c. Three and one eighth



d. Two and one fifth



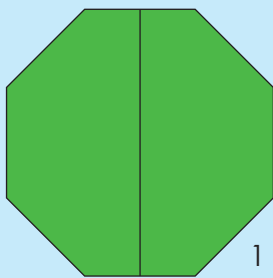
Sharing sweets

If 5 children share 35 sweets, how many sweets will each child get? What fraction of the sweets will each child get?

Sign:

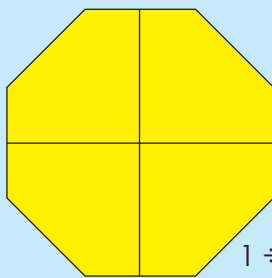
Date:

Look at the fractions and the sums. Talk about it.



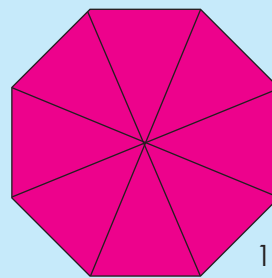
$$1 \div 2 = \frac{1}{2}$$

Halves



$$1 \div 4 = \frac{1}{4}$$

Quarters



$$1 \div 8 = \frac{1}{8}$$

Eighths

1. Using the above diagrams, write an equivalent fraction for:

a. $\frac{1}{2} = \frac{\boxed{2}}{\boxed{4}}$

b. $\frac{3}{4} = \frac{\boxed{}}{\boxed{}}$

c. $\frac{4}{8} = \frac{\boxed{}}{\boxed{}}$

d. $\frac{2}{4} = \frac{\boxed{}}{\boxed{}}$

e. $\frac{2}{2} = \frac{\boxed{}}{\boxed{}}$

f. $\frac{6}{8} = \frac{\boxed{}}{\boxed{}}$

2. Fill in <, > or =.

a. $\frac{1}{2} \boxed{>} \frac{1}{4}$

b. $\frac{1}{2} \boxed{} \frac{2}{8}$

c. $\frac{1}{4} \boxed{} \frac{3}{8}$

d. $\frac{1}{2} \boxed{} \frac{2}{4}$

e. $\frac{2}{4} \boxed{} \frac{1}{8}$

f. $\frac{5}{8} \boxed{} \frac{2}{4}$

g. $\frac{2}{4} \boxed{} \frac{6}{8}$

h. $\frac{1}{4} \boxed{} \frac{4}{8}$

i. $\frac{4}{8} \boxed{} \frac{1}{2}$

j. $\frac{1}{2} \boxed{} \frac{3}{4}$

k. $\frac{1}{2} \boxed{} \frac{1}{8}$

l. $\frac{5}{8} \boxed{} \frac{1}{2}$

m. $\frac{1}{2} \boxed{} \frac{8}{8}$

n. $\frac{4}{4} \boxed{} \frac{7}{8}$

o. $\frac{1}{2} \boxed{} \frac{7}{8}$

3. Complete the following:

a. One whole = $\frac{1}{2} + \frac{1}{2}$

b. One whole = $\frac{2}{4} + \frac{}{}$

c. One whole = $\frac{4}{8} + \frac{}{}$

d. One whole = $\frac{3}{4} + \frac{}{}$

e. One whole = $\frac{3}{8} + \frac{}{}$

f. One whole = $\frac{2}{8} + \frac{}{}$

4. Draw a picture for the following:

a. Jabu had two quarters of a slab of chocolate, and William had five eighths of another slab. Who ate the most chocolate?

b. Ben had $\frac{1}{4}$ of a cool drink, and then another $\frac{1}{4}$. Sam had $\frac{1}{4}$ of the same type of cool drink. What do you notice?

Fractions everywhere you look

Divide any object into eighths.



Show one quarter of the object.



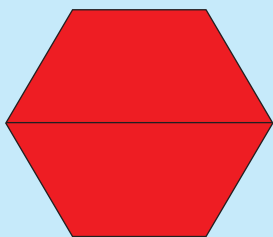
Show one half of the object.

Sign:

Date:

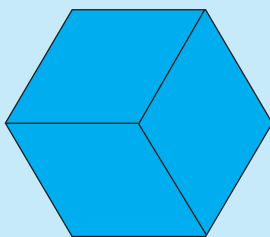
Look at the fractions and the sums. Talk about it.

$$1 \div 2 = \frac{1}{2}$$



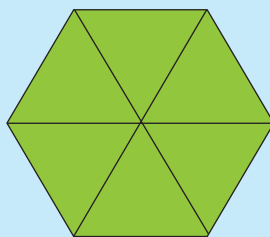
Halves

$$1 \div 3 = \frac{1}{3}$$



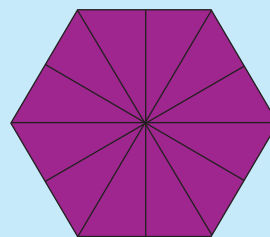
Thirds

$$1 \div 6 = \frac{1}{6}$$



Sixths

$$1 \div 12 = \frac{1}{12}$$



Twelfths

1. Using the above diagrams, write an equivalent fraction for:

a. $\frac{1}{2} = \frac{\boxed{3}}{\boxed{6}}$

b. $\frac{1}{3} = \frac{\boxed{}}{\boxed{}}$

c. $\frac{1}{6} = \frac{\boxed{}}{\boxed{}}$

d. $\frac{2}{3} = \frac{\boxed{}}{\boxed{}}$

e. $\frac{3}{6} = \frac{\boxed{}}{\boxed{}}$

f. $\frac{10}{12} = \frac{\boxed{}}{\boxed{}}$

g. $\frac{4}{6} = \frac{\boxed{}}{\boxed{}}$

h. $\frac{12}{12} = \frac{\boxed{}}{\boxed{}}$

i. $\frac{6}{12} = \frac{\boxed{}}{\boxed{}}$

2. Fill in < or >.

a. $\frac{6}{12} \boxed{<} \frac{2}{3}$

b. $\frac{1}{2} \boxed{\phantom{<}} \frac{2}{6}$

c. $\frac{9}{12} \boxed{\phantom{<}} \frac{1}{2}$

d. $\frac{1}{2} \boxed{\phantom{<}} \frac{4}{6}$

e. $\frac{2}{6} \boxed{\phantom{<}} \frac{3}{12}$

f. $\frac{7}{12} \boxed{\phantom{<}} \frac{2}{3}$

g. $\frac{11}{12} \boxed{\phantom{<}} \frac{6}{6}$

h. $\frac{1}{12} \boxed{\phantom{<}} \frac{4}{6}$

i. $\frac{2}{3} \boxed{\phantom{<}} \frac{1}{2}$

j. $\frac{1}{2} \boxed{\phantom{<}} \frac{5}{6}$

k. $\frac{11}{12} \boxed{\phantom{<}} \frac{2}{3}$

l. $\frac{10}{12} \boxed{\phantom{<}} \frac{2}{3}$

m. $\frac{1}{2} \boxed{\phantom{<}} \frac{1}{3}$

n. $\frac{10}{12} \boxed{\phantom{<}} \frac{1}{6}$

o. $\frac{1}{3} \boxed{\phantom{<}} \frac{5}{12}$

3. Complete the following:

a. One whole = $\frac{1}{2} + \square$

b. One whole = $\frac{3}{6} + \square$

c. One whole = $\frac{6}{12} + \square$

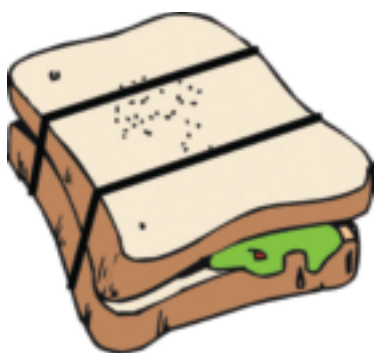
d. One whole = $\frac{1}{3} + \square$

e. One whole = $\frac{5}{6} + \square$

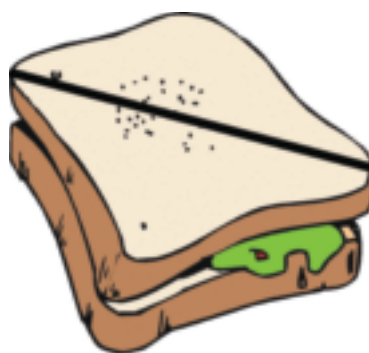
f. One whole = $\frac{5}{12} + \square$

4. Write a word problem for each.

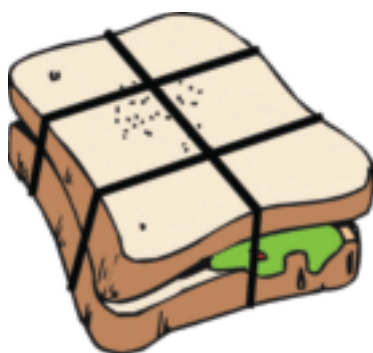
a.



b.



c.



d.



Fraction problems

Suraya made 12 samoosas.

Two-sixths of the samoosas were chicken.

How many chicken samoosas did Suraya make?

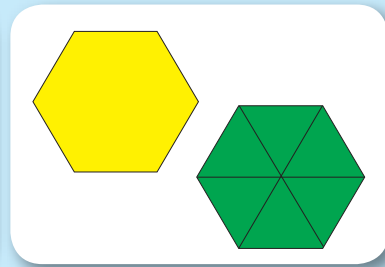
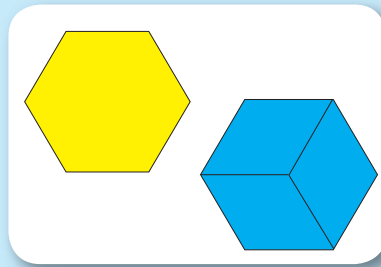
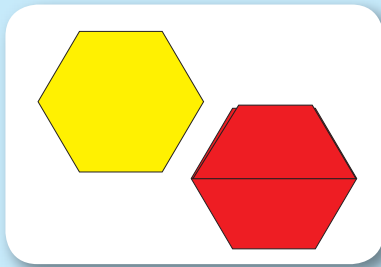
Make a drawing to help you to solve this.

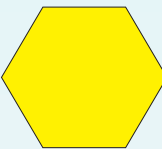
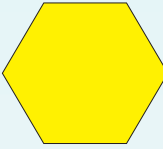


Sign:

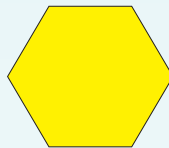
Date:

Talk about these yellow whole hexagons and the fractions.



1. Answer the following questions. Use two   = 1 whole

a. The yellow hexagon



is which part of the whole?

b. The red trapezium



is which part of the whole?

c. The blue rhombus



is which part of the whole?

d. The green triangle



is which part of the whole?

2. Do these.

a. How many green triangles



are in one blue rhombus



?

b. How many green triangles



are in one red trapezium

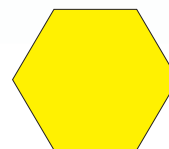


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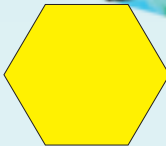
c. How many green triangles

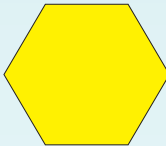


are in one yellow hexagon

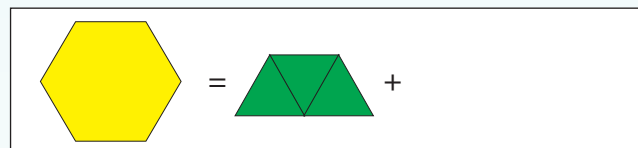
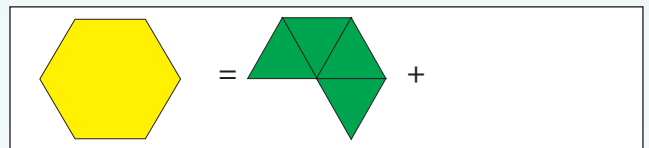
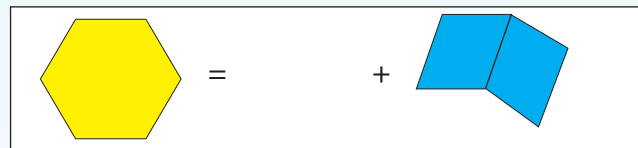
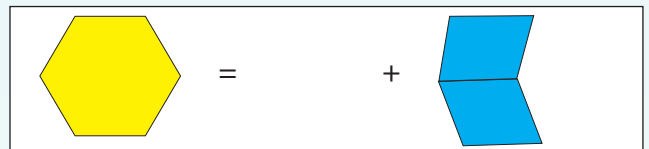
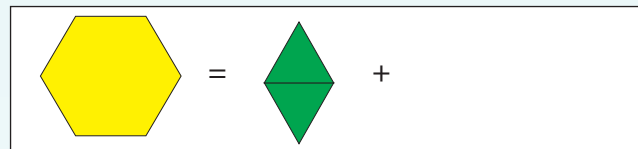
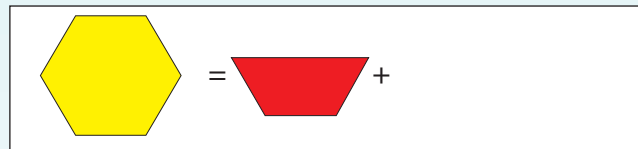
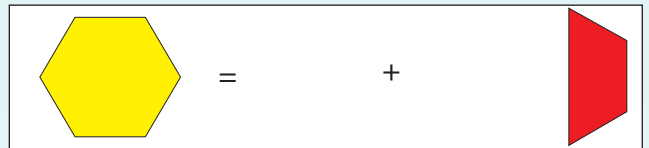
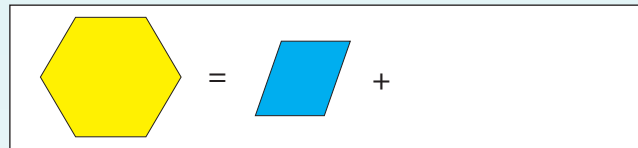


?

d. How many blue rhombuses  are in one yellow hexagon  ?

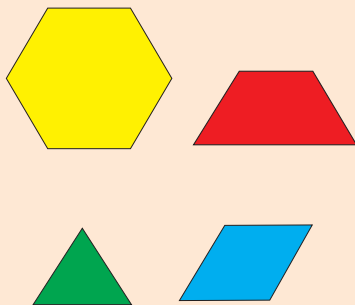
e. How many red trapezium  are in one yellow hexagon  ?

3. Complete the following by drawing shapes.



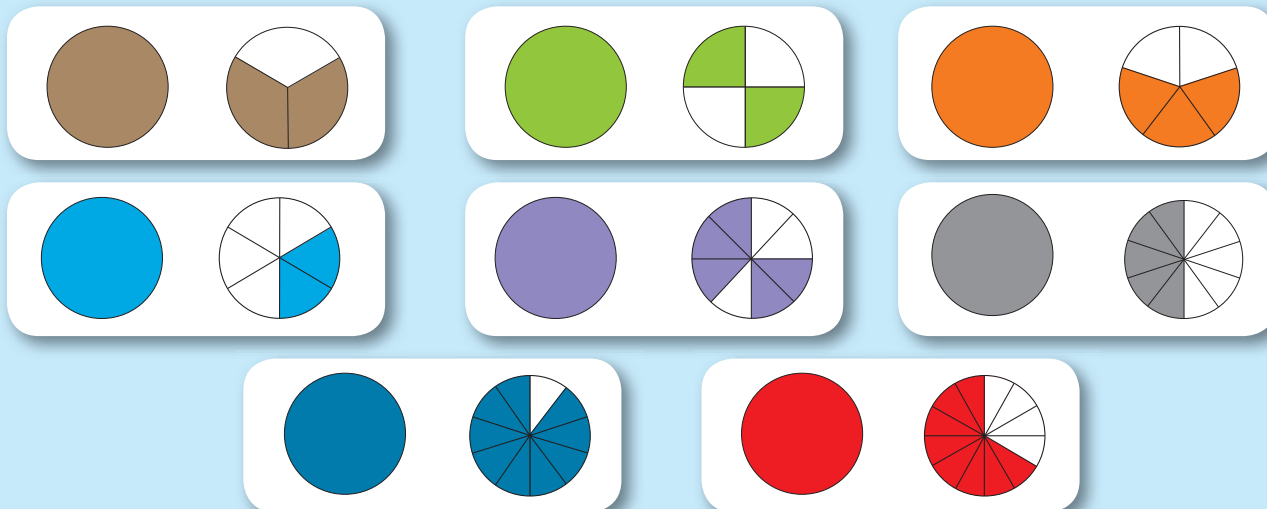
Make my own sums

Make five of your own fraction sums using the shapes on the left.



Sign:
Date:

Look at the diagram. Make addition sums using the colour fraction circles?



1. Do these calculations. Use the diagram to help you.

- a. = $\frac{1}{3}$ +
- b. = $\frac{1}{4}$ + +
- c. = $\frac{1}{5}$ + + +
- d. = $\frac{1}{6}$ + +
- e. = $\frac{1}{8}$ + + +
- f. = $\frac{1}{9}$ + + +
- g. = $\frac{1}{10}$ + + +
- h. = $\frac{1}{12}$ + + + +

2. Use the diagram to complete the sums.



a. $\frac{1}{4} + \frac{2}{4} = \frac{3}{4}$

b. $\frac{6}{10} + \frac{2}{10} = \frac{\quad}{\quad}$

c. $\frac{7}{8} - \frac{3}{8} = \frac{\quad}{\quad}$

d. $\frac{9}{12} - \frac{7}{12} = \frac{\quad}{\quad}$

e. $\frac{4}{7} - \frac{3}{7} = \frac{\quad}{\quad}$

f. $\frac{5}{11} + \frac{4}{11} = \frac{\quad}{\quad}$

g. $\frac{8}{10} - \frac{6}{10} = \frac{\quad}{\quad}$

h. $\frac{3}{6} + \frac{1}{6} = \frac{\quad}{\quad}$

i. $\frac{1}{3} + \frac{1}{3} = \frac{\quad}{\quad}$

j. $\frac{3}{12} + \frac{8}{12} = \frac{\quad}{\quad}$

k. $\frac{11}{12} - \frac{8}{12} = \frac{\quad}{\quad}$

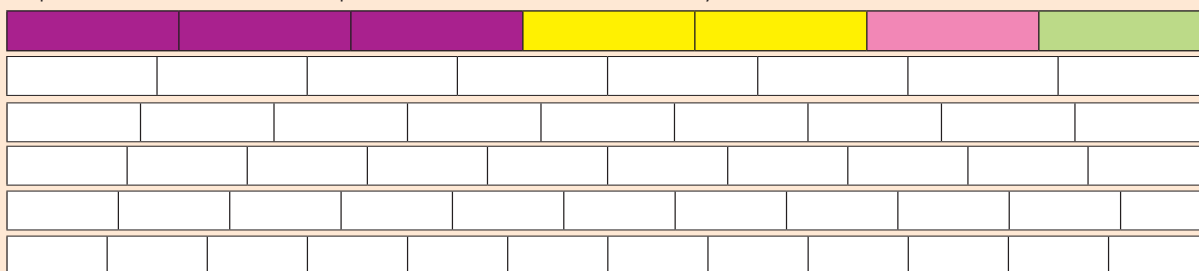
l. $\frac{6}{11} + \frac{3}{11} = \frac{\quad}{\quad}$

3. At the party I ate $\frac{2}{12}$ of a pizza, my friend had $\frac{1}{12}$ and my big brother had $\frac{4}{12}$ of the same pizza. How much pizza did we eat altogether? Show your answer. Show your answer on a separate piece of paper.



Fraction sums

Colour each fraction strip in different colours. Ask a friend to write down the fractions each colour represents in the fraction strip. We coloured the first one for you.

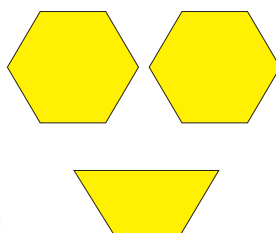
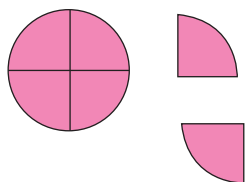


Sign:

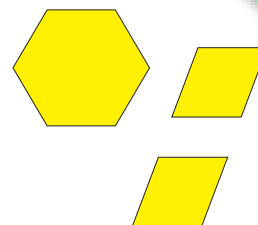
Date:

What is each picture telling you?

Think carefully
with the next
two.

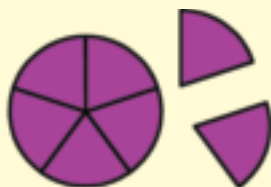


We say that
these are mixed
numbers.



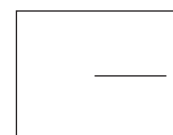
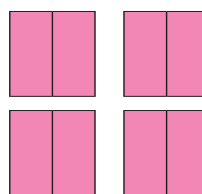
1. Write it as a mixed number:

a.

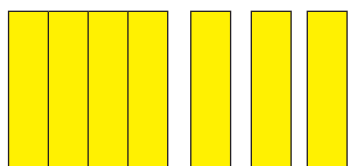


$1\frac{2}{5}$

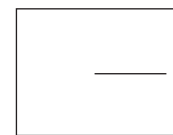
b.



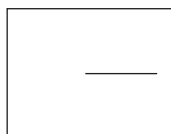
c.



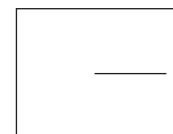
d.



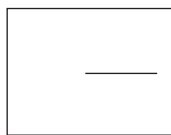
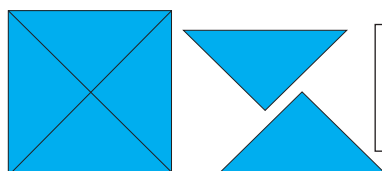
e.



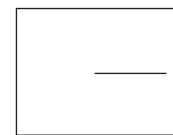
f.



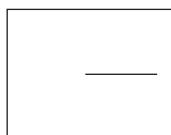
g.



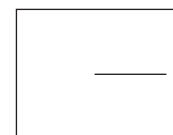
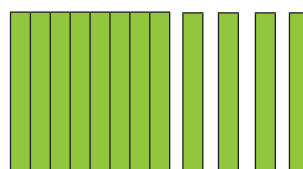
h.



i.



j.



2. Calculate the following:

a. 	$1\frac{3}{5} + \frac{1}{5} = 1\frac{4}{5}$
b. 	$1\frac{5}{8} + \frac{2}{8} =$
c. 	$1\frac{3}{6} + \frac{1}{6} =$
d. 	$1\frac{2}{4} + \frac{1}{4} =$
e. 	$1\frac{3}{9} + \frac{4}{9} =$
f. 	$1\frac{2}{12} + \frac{6}{12} =$
g. 	$1\frac{2}{12} + \frac{4}{12} =$
h. 	$2\frac{3}{8} + \frac{1}{8} =$
i. 	$3\frac{2}{6} + \frac{3}{6} =$
j. 	$3\frac{2}{8} + \frac{4}{8} =$

What does this mean?

Make a drawing to show this.

$1\frac{1}{2}$ glasses of water

$3\frac{1}{2}$ plates of food

$1\frac{3}{4}$ cakes

Sign:

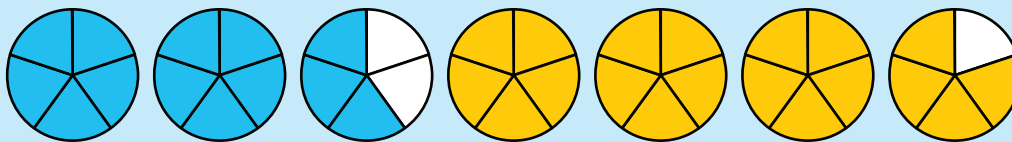
Date:

Addition and subtraction of mixed numbers

Look at the sum and the diagrams. Explain this in your own words.

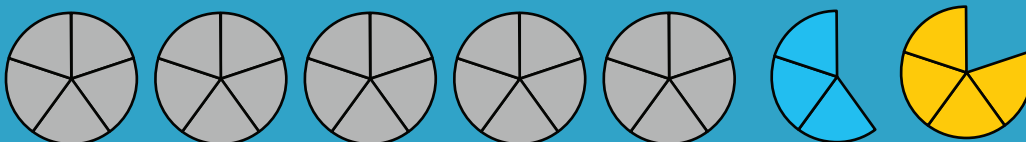
Step 1

$$2\frac{3}{5} + 3\frac{4}{5}$$



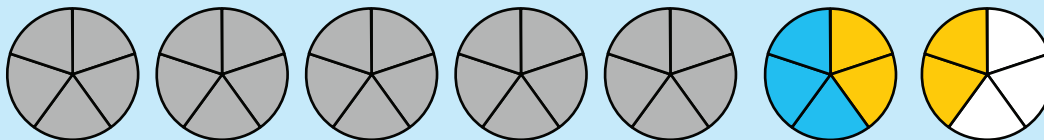
Step 2

$$= 5\frac{7}{5}$$



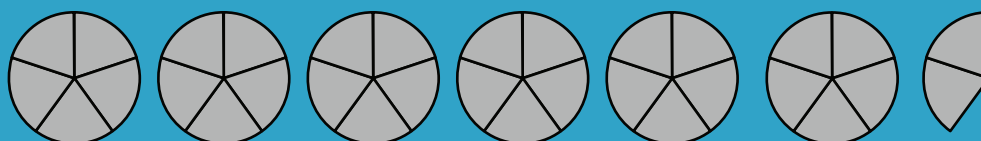
Step 3

$$5 + \frac{5}{5} + \frac{2}{5}$$



Step 4

$$= 6\frac{2}{5}$$



1. Complete the following addition sums.

a. $\frac{3}{4} + \frac{1}{4} =$

b. $\frac{2}{5} + \frac{1}{5} =$

c. $\frac{4}{7} + \frac{1}{7} =$

d. $2\frac{3}{8} + \frac{3}{8} =$

e. $1\frac{2}{4} + \frac{1}{4} =$

f. $4\frac{1}{8} + \frac{4}{8} =$

2. Complete the following subtraction sums.

a. $\frac{3}{4} - \frac{1}{4} =$

b. $\frac{2}{5} - \frac{1}{5} =$

c. $\frac{4}{7} - \frac{1}{7} =$

d. $2\frac{3}{8} - \frac{3}{8}$

e. $1\frac{2}{4} - \frac{1}{4}$

f. $3\frac{7}{8} - \frac{4}{8}$

3. Complete the following sums and remember to show your calculations.

a. $1\frac{3}{4} + \frac{1}{4} =$

b. $3\frac{2}{5} + \frac{1}{5} =$

c. $5\frac{4}{7} + \frac{1}{7} =$

d. $2\frac{3}{8} + 4\frac{3}{8} =$

e. $2\frac{2}{4} - 1\frac{1}{4} =$

f. $4\frac{1}{8} + 4\frac{4}{8} =$

g. $7\frac{3}{8} - 2\frac{3}{8} =$

h. $9\frac{2}{4} + 1\frac{1}{4} =$

i. $3\frac{1}{8} - 3\frac{4}{8} =$

4. Complete the following story sums.

a. Father brings home $5\frac{3}{8}$ chocolate from work. If Mother eats $2\frac{1}{8}$, how much is left for me?

b. John buys 3 cakes. He and his friends eat $2\frac{1}{8}$. How much is left over?

c. Sipho has 6 oranges. His family eats $2\frac{1}{6}$. How much is left over?

a.

b.

c.

Reading fractions

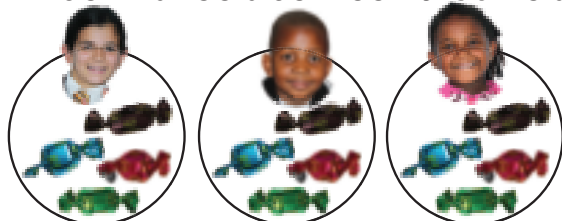
Bongi enjoys reading. She has read $\frac{3}{4}$ of a 120-page book. How many pages of the book does she still have to read?

Sign:

Date:

Discuss the following:

Divide 12 sweets between 3 learners.



- What fraction did each one get? $\frac{1}{3}$
- How many sweets did each learner get?

Divide 12 sweets between 4 learners.



- What fraction did each one get? $\frac{1}{4}$
- How many sweets did each learner get?

1. Write a fraction number sentence for each.

Example 1:

- If we divide 12 **sweets** between 3 learners, each one gets 4 sweets.
- This means that each learner gets $\frac{1}{3}$.
- $\frac{1}{3}$ of 12 sweets equals 4.
- We write it as a number sentence:
 $\frac{1}{3}$ of 12 = 4

Example 2:

- If we divide 12 **sweets** between 4 learners, each one gets 3 sweets.
- This means that each learner gets $\frac{1}{4}$.
- $\frac{1}{4}$ of 12 sweets equals 3.
- We write it as a number sentence:
 $\frac{1}{4}$ of 12 = 3

a. If we divide 24 marbles between 3 children, each one will get 8 marbles.

b. If we divide 45 cards between 5 children, each one will get 9 cards.

c. If we divide 35 counters between 7 children, each one will get 5 counters.

d. If we divide 32 sweets between 4 children, each one will get 8 sweets.

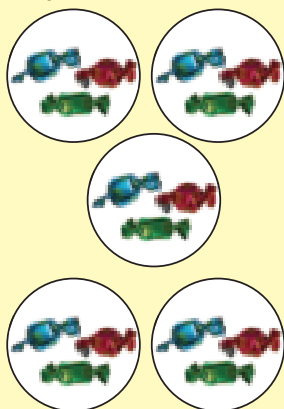
e. If we divide 63 blocks between 7 children, each one will get 9 blocks.

f. If we divide 72 coins between 6 children, each one will get 12 coins.

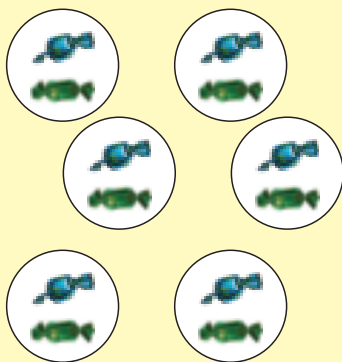
2. Solve the following. Show a drawing for each.

Example 1:

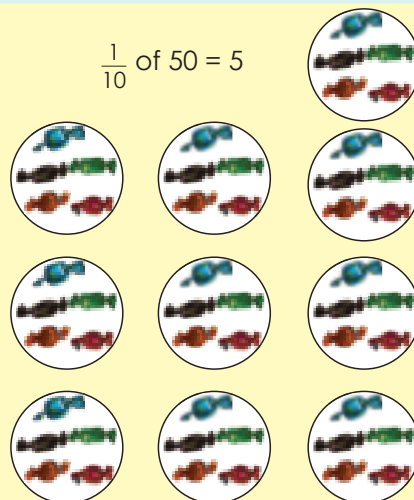
$$\frac{1}{5} \text{ of } 15 = 3$$



$$\frac{1}{6} \text{ of } 12 = 2$$



$$\frac{1}{10} \text{ of } 50 = 5$$



a. $\frac{1}{3}$ of 24 =

b. $\frac{1}{11}$ of 44 =

c. $\frac{1}{7}$ of 63 =

d. $\frac{1}{4}$ of 40 =

e. $\frac{1}{7}$ of 77 =

f. $\frac{1}{4}$ of 48 =

g. $\frac{1}{10}$ of 100 =

h. $\frac{1}{6}$ of 24 =

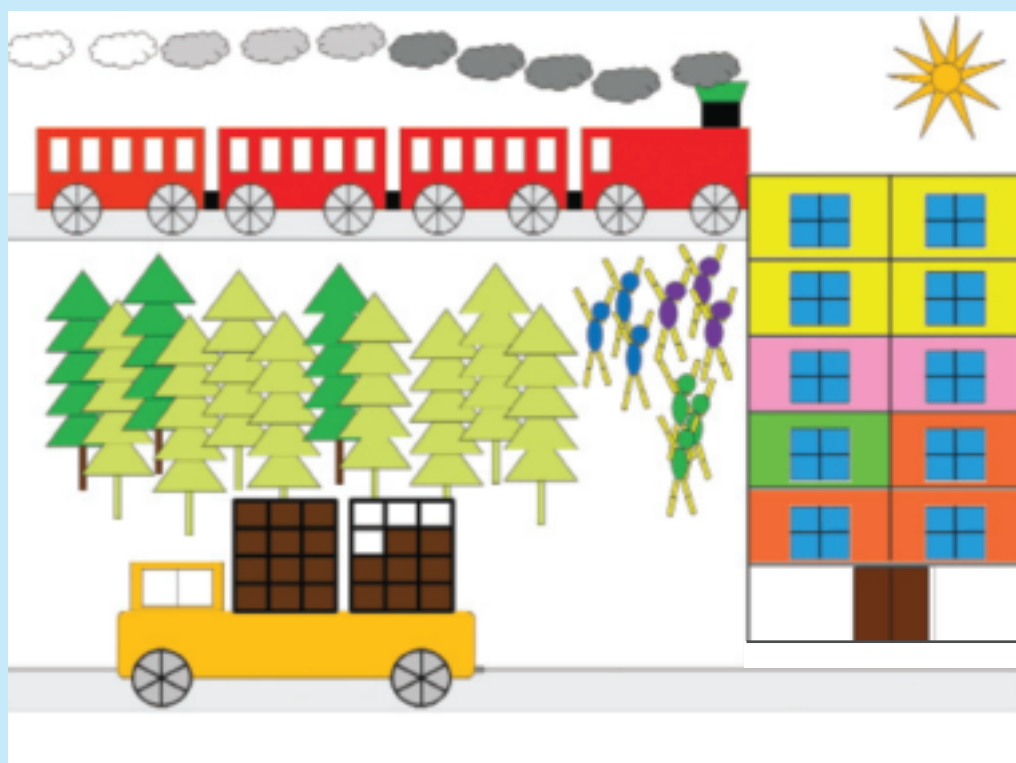
i. $\frac{1}{9}$ of 54 =

Sweet fractions

My mother buys a big bag of Fizzers with 144 sweets inside. My brother and 11 friends share the bag between them. How many will each child receive? What fraction of the fizzers will each child get?

Sign:

Date:



1. Use the picture above to answer the questions.

- What fraction of the trees are light green?
- What fraction of the trees are dark green?
- Write a fraction sum for the trees
- The forestry department planted one more dark green tree. What fraction of the trees are now dark green? light green?
- Two light green trees died. What fraction of the trees are now dark green? light green?

2. Use the picture above to answer the questions.

- How many big containers are on the truck?
- Each container is filled with small boxes.
How many small boxes are in the first container?
How many small boxes are in the second container?
Write it as a fraction of the second container.
- Another 6 small boxes are to be loaded onto the truck.
Write it as a fraction of all the small boxes now on the truck.

3. Some people do their early morning aerobics outside.

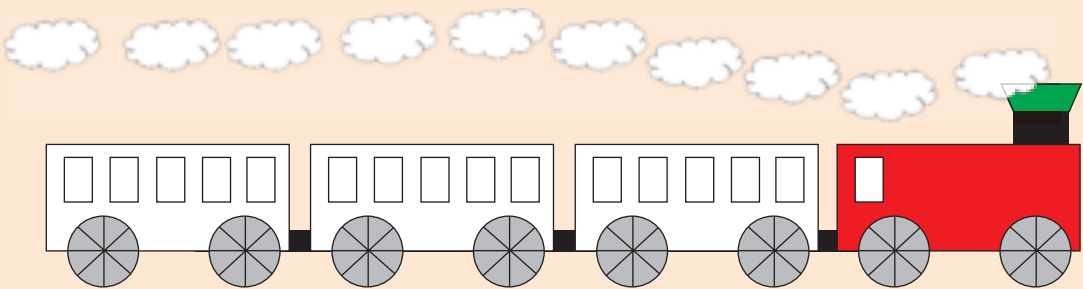
- a. How many people are doing physical exercises outside?
- b. What fraction of them are wearing blue sport's wear?
- c. What fraction of them are wearing purple sport's wear?
- d. What fraction of them are wearing green sport's wear?
- e. Write a fraction sum for the clothing of all the people doing exercises.

4. Look at the building. Answer the questions.

- a. What fraction of the building is yellow? pink?
orange? green?
- b. Write a fraction sum to show the colours of the building.
- c. What fraction of the building has windows?
- d. What fraction of the building has a door?
- e. Complete the table below:

Fraction of building	$\frac{1}{12}$	$\frac{2}{12}$	$\frac{3}{12}$	$\frac{4}{12}$	$\frac{5}{12}$	$\frac{6}{12}$	$\frac{7}{12}$	$\frac{8}{12}$	$\frac{9}{12}$	$\frac{10}{12}$
Windows panes	4									

My own questions



Look at the picture of the train. Colour the carriages and then write your own fraction question. Remember it should be different from the questions in the worksheet.

Sign:

Date:

What would you weigh with the following measuring instruments? Give three examples.



1. Would you weigh the following in grams or kilograms?

a. A dog:

b. Sugar for baking a cake:

c. A paper clip:

d. Your friend:

2. Give three examples of each: Something that weighs:

a. between 1 kg and 2 kg.

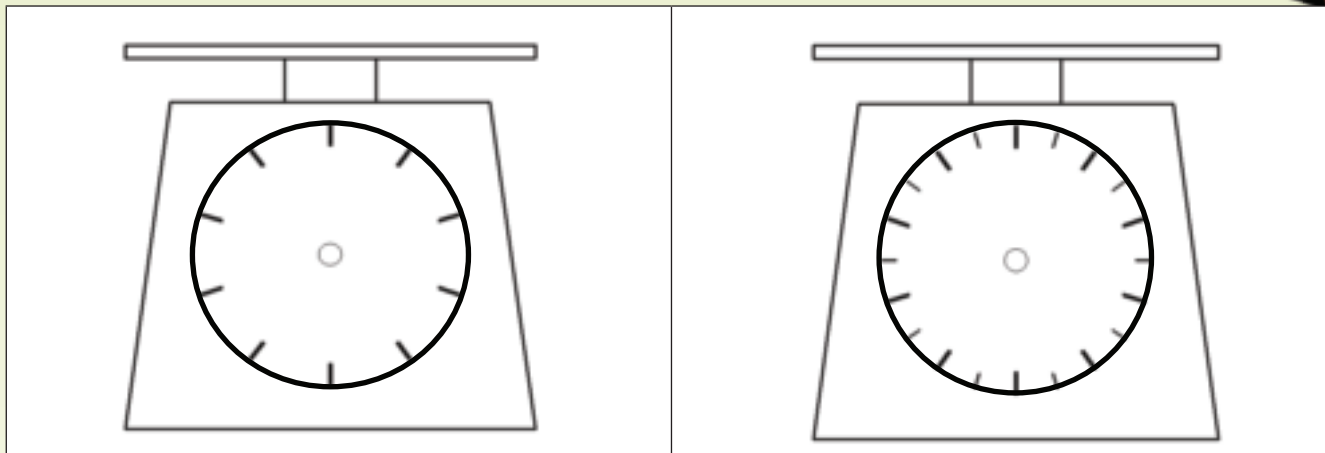
b. less than 1 kg but more than 500 g

c. more than 1,5 kg but less than 2 kg

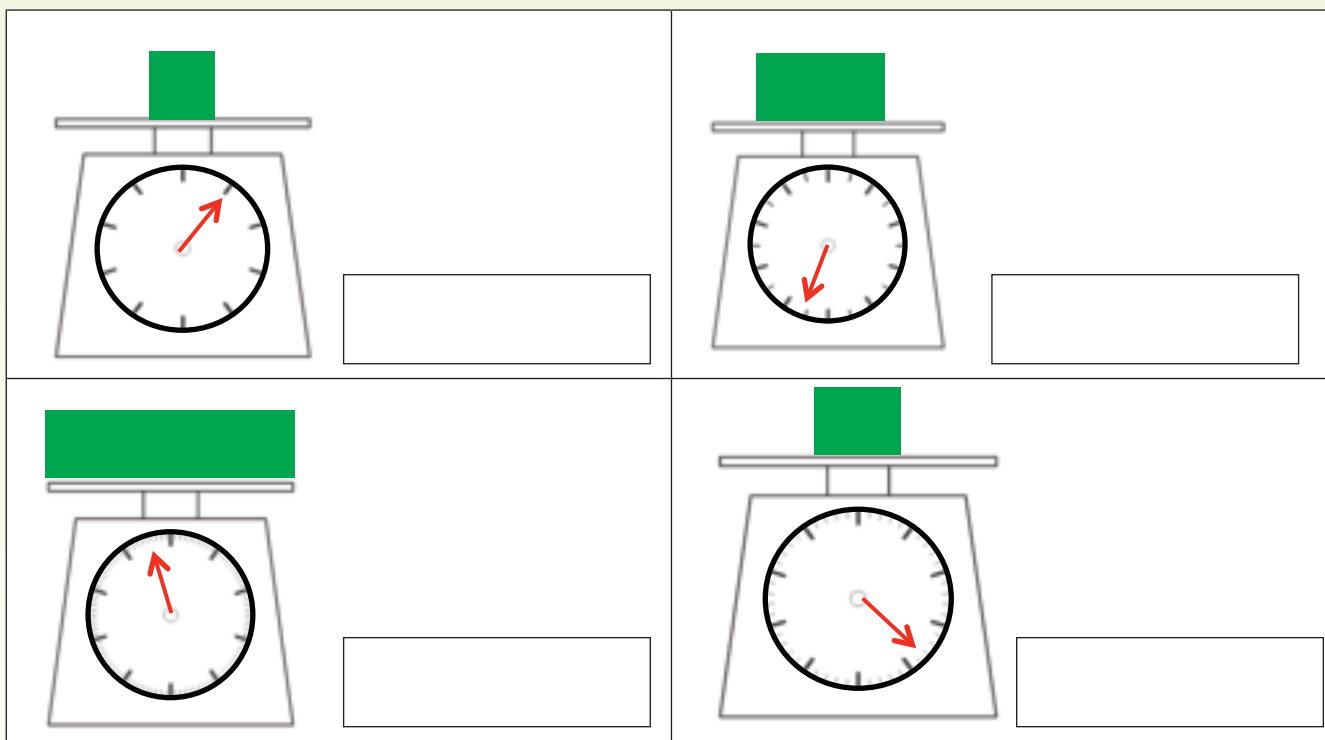
d. less than 5 000 g but more than 2 kg

e. between 2 500 g and 3 kg

3. Fill in the intervals on these two 10 kg scales.



4. Complete the intervals on these 10 kg scales. How much do the objects weigh?



5. Calculate the total mass of all the objects.

Remember to add the grams first and then the kilograms.

Sign:

Date:

continued

74b

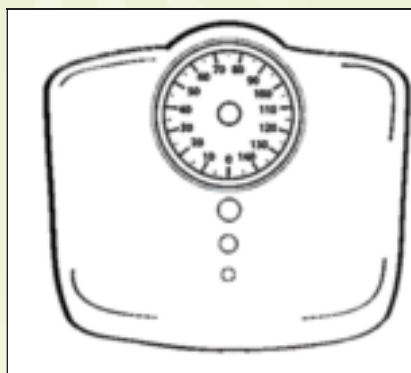
Measuring and recording mass continued

6. Draw the pointer to these positions on the bathroom scales.

a. 57 kg 500 g

b. 125 kg

c. 32,5 kg

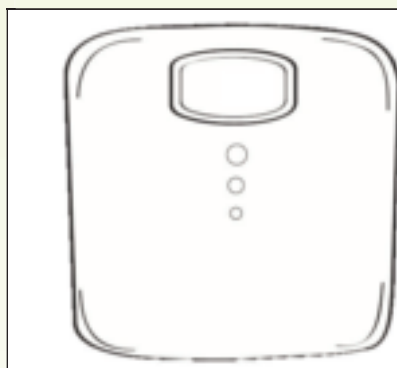


7. Write the following as it would appear on the scale.

a. 75 kg 500 g

b. 125 kg

c. 146 kg 500 g

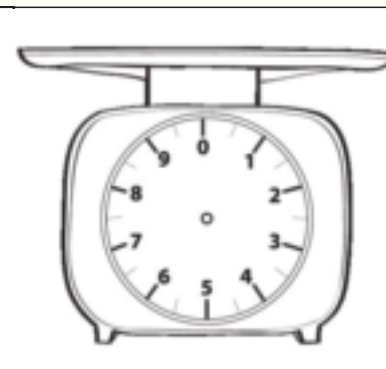
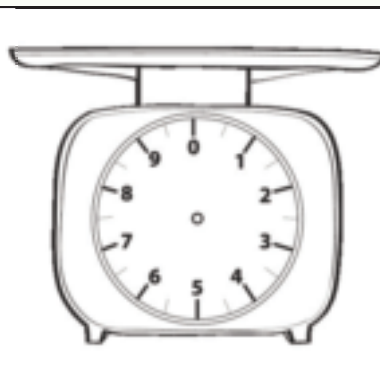
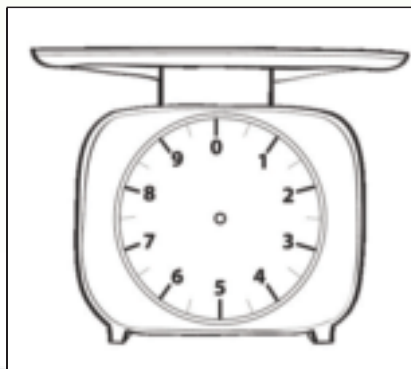


8. Draw the pointer to the following positions on the scale. Draw or paste an appropriate picture for the mass shown.

a. 2 kg

b. 3 kg 500 g

c. 4 kg 750 g

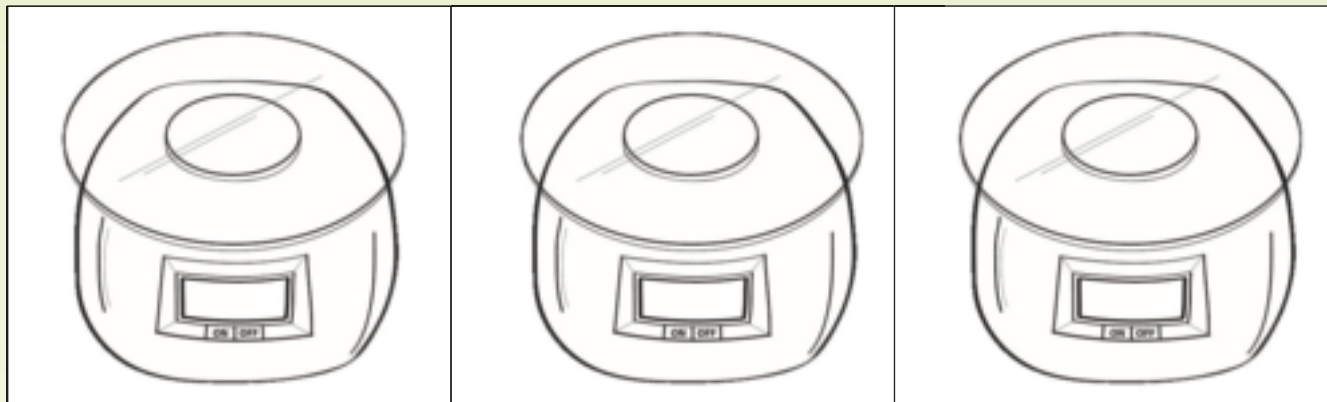


9. Write the following as it would appear on the scale.

a. 4 kg

b. 7 kg 500 g

c. $3\frac{1}{2}$ kg



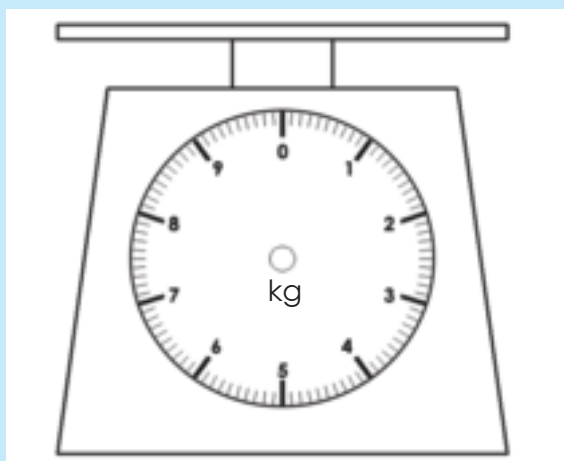
10. Find pictures and paste in or draw pictures and write the names of five objects that weigh more than 2 kg 500 g but less than 5 000 g.

Blank area for pasting or drawing pictures and writing names of objects.



Sign:

Date:



- What do the intervals from 0 to 1 mean? 1 to 2? 8 to 9?
- Let us count: 100 g, 200 g, 300 g, 400 g, 500 g, 600 g, 700 g, 800 g, 900 g, 1 kg, 1 kg 100 g, 1 kg 200 g, 1 kg 300g ...
- We say there are 1 000 grams in 1 kilogram.

1. How much do the objects weigh? Write your answer in:

- kilograms and
- grams

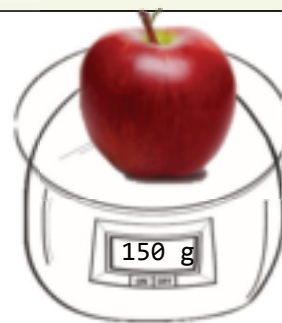
a.



i.

ii.

b.



i.

ii.

c.



i.

ii.

d.



i.

ii.

2. Write the following in grams.

a. $2\text{ kg } 250\text{ g} = 2\,250\text{ g}$

b. $3\text{ kg } 500\text{ g} =$

c. $4\text{ kg } 150\text{ g} =$

d. $1\text{ kg } 200\text{ g} =$

e. $6\text{ kg } 750\text{ g} =$

f. $8\text{ kg } 950\text{ g} =$

3. Write the following in kilograms and grams.

a. $4\,150\text{ g} = 4\text{ kg } 150\text{ g}$

b. $6\,550\text{ g} =$

c. $7\,650\text{ g} =$

d. $5\,250\text{ g} =$

e. $9\,950\text{ g} =$

f. $8\,750\text{ g} =$

4. My mother bought 2 kg 250 g of meat and 1 500 g of vegetables for her stew. How much do the ingredients for the stew weigh? Give your answer in kilograms and grams.



Weighing the dog

Four friends weigh their dogs. Which dogs weigh the same? Susan's dog weighs 3 500 g, Mandla's dog weighs 3 kg 50 g, John's dog weighs 3 kg 500 g and Kevin's dog weighs 3,5 kg.

Sign:

Date:



Which instruments will you use to measure the mass of an object?



1. Colour the blocks that will give the total on the left:

a.	1 kg	→	100 g	200 g	300 g	250 g	350 g	450 g	500 g	550 g
b.	3.5 kg	→	1 kg	500 g	250 g	125 g	100 g	1 kg	1 kg	25 g
c.	2.5 kg	→	2 kg	2 kg 500 g	1 kg	1 kg 500 g	500 g	1 kg	25 g	6 kg
d.	0.5 kg	→	1 kg	100 g	50 g	1,5 kg	200 g	1,5 kg	100 g	150 g
e.	1.5 kg	→	1 kg	100 g	100 g	100 g	100 g	50 g	50 g	1 kg

2. I can write:

- | | |
|---------------------------------------|---------------------------------------|
| a. 1 kg 200 g as <input type="text"/> | b. 3 kg 500 g as <input type="text"/> |
| c. 2 kg 500 g as <input type="text"/> | d. 4 kg 500 g as <input type="text"/> |
| e. 1 kg 200 g as <input type="text"/> | f. 2 kg 300 g as <input type="text"/> |
| g. 7 kg 100 g as <input type="text"/> | h. 4 kg 750 g as <input type="text"/> |
| i. 3 kg 250 g as <input type="text"/> | j. 6 kg 125 g as <input type="text"/> |

3. Write the following as kg and g:

a. 6,5 kg =

b. 7,5 kg =

c. 9,2 kg =

d. 8,4 kg =

e. 10,9 kg =

f. 5,3 kg =

g. 1,15 kg =

h. 4,25 kg =

i. 2,125 kg =

j. 3,172 kg =

4. A big bag of dog food contains 9 kg. John used 500 g the first day and 500 g the next day. He then divided the rest equally into 16 separate small bags. What is the mass of each of these small bags.

Continue on an extra sheet of paper

Gram, kilogram fun

Look at a newspaper or advertising mail (sometimes called junk mail). Find items which measurements are given in grams and kilograms.



Sign:

Date:

How many litres of cool drink are in each jug?



1. Answer the following questions:

a. How many 500 ml are there in 4 litre?

Let us count in litres: 0,5 ℓ; 1 ℓ; 1,5 ℓ; 2 ℓ; 2,5 ℓ; 3 ℓ; 3,5 ℓ; 4 ℓ; ...

b. How many 500 ml are there in 6,5 ℓ?

Let us count in litres:

c. How many 500 ml are there in 2 ℓ?

Let us count in litres:

d. How many 500 ml are there in 9,5 ℓ?

Let us count in litres:

e. How many 500 ml are there in 8 ℓ?

Let us count in litres:

f. How many 500 ml are there in 7,5 ℓ?

Let us count in litres:

g. How many 500 ml are there in 12,5 ℓ?

Let us count in litres:

2. Answer the following questions.

a. How many 500 g are there in 2 kilograms?

4

Let us count in kilograms : 0,5 kg; 1 kg; 1,5 kg; 2 kg

b. How many 500 g are there in 4,5 kg?

Let us count in kilograms:

c. How many 500 g are there in 5,5 kg?

Let us count in kilograms:

d. How many 500 g are there in 7,5 kg?

Let us count in kilograms:

e. How many 500 g are there in 9 kg?

Let us count in kilograms:

f. How many 500 g are there in 10,5 kg?

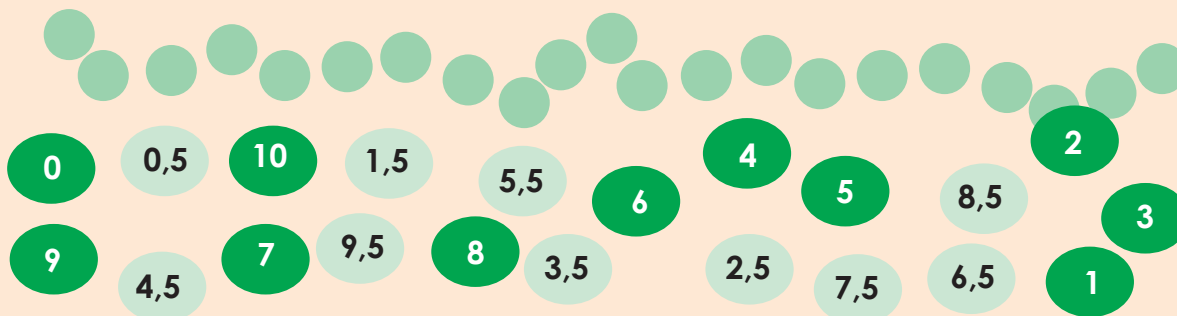
Let us count in kilograms:

g. How many 500 g are there in 14,5 kg?

Let us count in kilograms:

Fraction hunt

I drop the numbered circles onto the blank circles. Help me to draw a decimal worm.

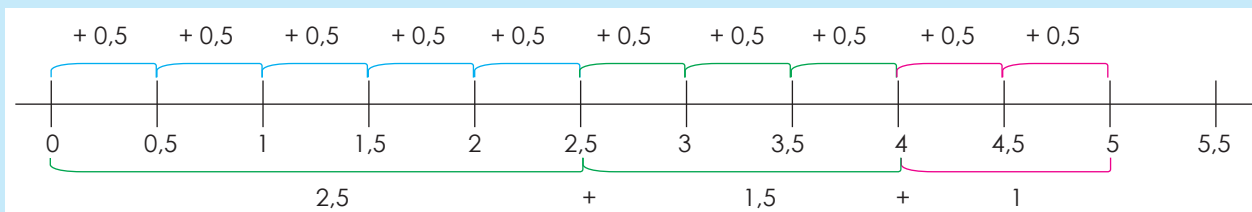


Sign:

Date:

Number line

I jogged 2,5 kilometres on the first day, 1,5 km on the second day and 1 km on the third day. How far did I jog in 3 days?



1. Answer the questions using a number line to show your answer.

Jane baked 4,5 kg of cakes in the first week, 3 kg in the second week, 1,5 kg in the third week and 5,5 kg in the fourth week.

- What is the total mass of all the cakes baked in four weeks?
- Write the total mass of the cakes baked in grams.
- What is the difference between the mass baked in the first week and the weight baked in the fourth week?
- What is the difference between the mass baked in the second week and the weight baked in the third week?
- What is the total of the mass baked in the first week and the mass baked in the fourth week?

2. Study the following recipe for scones and answer the following questions.
Make a drawing or use a number line to solve it.

1,5 kg margarine
10 cups flour
50 g baking powder
0,5 litres milk
0,5 kg sugar
5 eggs
5 bottle tops vanilla essence

- a. If we have one egg, how many grams of margarine are we going to need?
b. If I use one litre of milk, how much sugar will I need?
c. 1,5 kg of sugar will need how many litres of milk?
d. How much margarine will 20 cups of flour need?
e. What is half of 0,5 litres?

Make your own word sums

Use the decimals to make your own word sums.

Mass

0,5 kg
1,5 kg
1,5 kg
2 500 g

Capacity

2 500 ml
2,5 litres
0,5 litres
1,5 litres

Length

0,5 metres
10,5 metres
6,5 metres
8 metres

Sign:

Date:

My brother
wants to buy
a second
hand car.



How much
will it be?



It costs
R50 000.



That is a lot
of money.



He already
saved
R30 000.



That is not
too bad. He
needs to save
another
R20 000.



1. Look in a newspaper for as many numbers as you can that are bigger than 20 000 but smaller 50 001. Paste them here. Explain what they mean.

2. Complete the following:

a. $30\,000 + 8\,000 + 700 + 50 + 1 =$

b. $3\,000 + 20\,000 + 8 + 500 + 40 =$

c. $60 + 9 + 200 + 5\,000 + 10\,000 =$

d. $40\,000 + 3\,000 + 6 =$

e. $20\,000 + 600 + 8 =$

3. Change the digit 5 to zero in each number. Show the operation that will make it zero.

a. $47\,523 =$

$47\,523 - 500 = 47\,023$

b. $28\,325 =$

c. $14\,952 =$

d. $35\,040 =$

e. $50\,000 =$

4. Your mother has to pay some bills. Assist her to fill in the four blank cheques. Use the amounts in the yellow tags.

Rich People's Bank R 9 615 Date: _____

Pay _____

the sum of _____ R _____

Check No. 000243 Branch Sort Code 01-0203 Account No. 01234567

Rich People's Bank R 18 989 Date: _____

Pay _____

the sum of _____ R _____

Check No. 000243 Branch Sort Code 01-0203 Account No. 01234567

Rich People's Bank R 10 050 Date: _____

Pay _____

the sum of _____ R _____

Check No. 000243 Branch Sort Code 01-0203 Account No. 01234567

Rich People's Bank R 21 009 Date: _____

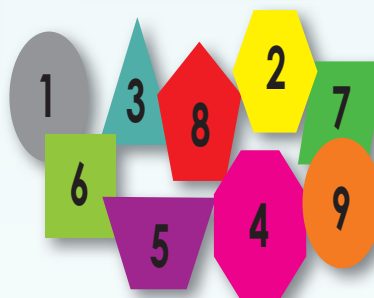
Pay _____

the sum of _____ R _____

Check No. 000243 Branch Sort Code 01-0203 Account No. 01234567

5. Write in expanded notation. Use the digits to make five different 5-digit numbers smaller than 50 000 but bigger than 20 000. Use a digit only once in a number.

- a. $38\ 549 = 30\ 000 + 8\ 000 + 500 + 40 + 9$
- b. _____
- c. _____
- d. _____
- e. _____



Magazines and newspapers

Find items advertised for sale between R20 000 and R50 000.

Paste three examples here.



Sign: _____

Date: _____

What would you rather say?



My mother is going to purchase lounge suite for **R11 835.**

My mom is going to purchase a lounge suite for **R12 000.**



My brother is going to buy a flat screen television for **R10 250.**

My brother is going to buy a flat screen for **R10 000.**



The truck transported **14 772** potatoes.

The truck transported **15 000** potatoes.

1. Between what two ten-thousands do the following numbers lie:

- | | | | | | |
|-----------|-------------------------------------|-------------------------------------|-----------|----------------------|----------------------|
| a. 14 789 | <input type="text" value="14 000"/> | <input type="text" value="15 000"/> | b. 13 472 | <input type="text"/> | <input type="text"/> |
| c. 12 234 | <input type="text"/> | <input type="text"/> | d. 15 893 | <input type="text"/> | <input type="text"/> |
| e. 17 578 | <input type="text"/> | <input type="text"/> | f. 16 178 | <input type="text"/> | <input type="text"/> |
| g. 11 943 | <input type="text"/> | <input type="text"/> | h. 18 389 | <input type="text"/> | <input type="text"/> |
| i. 10 178 | <input type="text"/> | <input type="text"/> | | | |

2. Give any number between

- | | |
|----------------------|----------------------|
| a. 20 000 and 30 000 | <input type="text"/> |
| b. 30 000 and 40 000 | <input type="text"/> |
| c. 10 000 and 20 000 | <input type="text"/> |
| d. 40 000 and 50 000 | <input type="text"/> |

3. Go back to the numbers you wrote in question 2. Underline the ten thousand that is closest to your answer. Example:

20 000 and 30 000

4. Round off to the nearest 10. Circle the digits which you look at when deciding whether to round up or down to the nearest 10. Complete the sentences.

- a. 44 321 is between and and would be rounded to .
- b. 23 548 is between and and would be rounded to .
- c. 16 648 is between and and would be rounded to .
- d. 33 339 is between and and would be rounded to .
- e. 49 999 is between and and would be rounded to .

5. Round off to the nearest 100. Circle the digits which you look at when deciding whether to round up or down to the nearest 100. Complete the sentences.

- a. 13 548 is between and and would be rounded to .
- b. 20 488 is between and and would be rounded to .
- c. 34 078 is between and and would be rounded to .
- d. 39 529 is between and and would be rounded to .
- e. 29 956 is between and and would be rounded to .

6. Round off to the nearest 1 000. Circle the digits which you look at when deciding whether to round up or down to the nearest 1 000. Complete the sentences.

- a. 11 781 is between and and would be rounded to .
- b. 18 945 is between and and would be rounded to .
- c. 20 378 is between and and would be rounded to .
- d. 31 069 is between and and would be rounded to .
- e. 49 500 is between and and would be rounded to .

Help a friend



Your friend doesn't understand rounding off to the nearest 10, 100 and 1 000. Make a drawing of the rounded numbers below.

14 894

28 234

46 434

Sign:

Date:



Look at the numbers and answer the questions.

187 536

Give the number in expanded notation.

What is the value of the:

- 1?
- 8?
- 7?
- 5?
- 3?
- 6?

- Count three numbers **forwards** from this number, in 2s, 3s, 5s and then 10s.
- Count three numbers **backwards** from this number, in 2s, 3s, 5s and then 10s.

187 000

- Count three numbers **forwards** from this number, in 25s, 50s and then 100s.
- Count three numbers **backwards** from this number, in 25s, 50s and then 100s.

1. Write the following in expanded notation.

a. 238 571 $200\ 000 + 30\ 000 + 8\ 000 + 500 + 70 + 1$

b. 443 006

c. 747 523

d. 235 040

2. What is the place value of the underlined digit?

a. 44 3 21

b. 233 3 39

c. 929 9 56

9

3. Count three numbers forwards in 2s, 3s, 5s and 10s from the given number.

a. 11 781

b. 31 069

c. 96 434

2s: _____, _____, _____

3s: _____, _____, _____

5s: _____, _____, _____

10s: _____, _____, _____

2s: _____, _____, _____

3s: _____, _____, _____

5s: _____, _____, _____

10s: _____, _____, _____

2s: _____, _____, _____

3s: _____, _____, _____

5s: _____, _____, _____

10s: _____, _____, _____

4. Count three numbers backwards in 2s, 3s, 5s and 10s from the given number.

a. 46 703

2s: _____, _____, _____
 3s: _____, _____, _____
 5s: _____, _____, _____
 10s: _____, _____, _____

b. 293 254

2s: _____, _____, _____
 3s: _____, _____, _____
 5s: _____, _____, _____
 10s: _____, _____, _____

c. 136 846

2s: _____, _____, _____
 3s: _____, _____, _____
 5s: _____, _____, _____
 10s: _____, _____, _____

5. Count three numbers forwards in 25s, 50s and 100s from the given number.

a. 16 470

25s: _____, _____, _____
 50s: _____, _____, _____
 100s: _____, _____, _____

b. 790 235

25s: _____, _____, _____
 50s: _____, _____, _____
 100s: _____, _____, _____

c. 646 580

25s: _____, _____, _____
 50s: _____, _____, _____
 100s: _____, _____, _____

6. Count three numbers backwards in 25s, 50s and 100s (descending order).

a. 384 755

25s: _____, _____, _____
 50s: _____, _____, _____
 100s: _____, _____, _____

b. 57 360

25s: _____, _____, _____
 50s: _____, _____, _____
 100s: _____, _____, _____

c. 825 090

25s: _____, _____, _____
 50s: _____, _____, _____
 100s: _____, _____, _____

7. Write the following from the smallest to the biggest (ascending order).

a. 254 562, 254 526, 254 625, 254 256

b. 215 487, 215 784, 215 478, 215 748

8. Write the following from the biggest to the smallest (descending order).

a. 734 588, 785 848, 754 625, 754 858

b. 84 257, 84 752, 84 275, 84 725

continued

Sign:

Date:

9. Look at the following 5-digit numbers.

53 001 53 018
21 503 53 102
21 005 21 054

a. Identify all the **even numbers**.

b. How do you know it is an even number?

c. Is zero an even number?

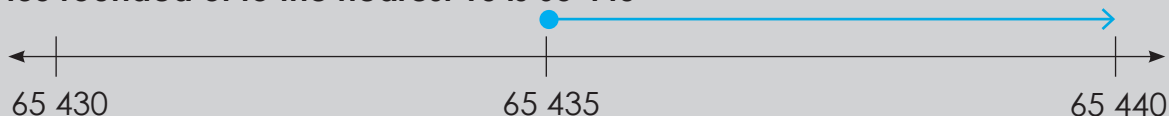
d. Identify all the **odd numbers**.

e. How do you know it is an odd number?

10. Look at the rounded off numbers and number lines and answer the questions.

	To the nearest 10	To the nearest 100	To the nearest 1 000	To the nearest 10 000
65 435	65 440	65 400	65 000	70 000

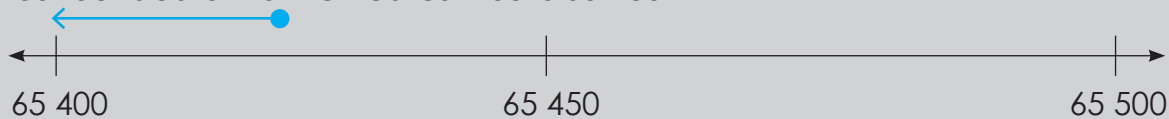
65 435 rounded off to the nearest 10 is 65 440



a. Where do the 65 430 and 65 440 on the number line come from?

b. On what number is the blue dot? Why?

65 435 rounded off to the nearest 100 is 65 400



c. Why is the arrow pointing in this direction?

65 435 rounded off to the nearest 1 000 is 65 000



d. Why is the arrow pointing in this direction?

65 435 rounded off to the nearest 10 000 is 70 000



e. Why do the 60 000 and 70 000 now appear on the number line?

11. Round off the following numbers to the nearest 5.

a. 95 541

95 540

b. 25 387

c. 94 025

d. 19 976

e. 78 573

f. 93 254

g. 26 582

h. 53 899

i. 76 481

Big numbers with meaning

Find five 5-digit numbers in a newspaper or magazine. What do each of these numbers mean?

What would happen if you removed that number from the text in the magazine or newspaper?

Sign:

Date:

What is the difference between the numbers? Count forwards.

10 000	20 000	30 000	40 000	50 000
6 700	16 700	26 700	36 700	46 700
33 500	34 500	35 500	36 500	37 500
5 666	15 666	25 666	35 666	45 666
9 999	10 099	10 199	10 299	10 399

What is the difference between the numbers? Count backwards.

1. What number comes next?

- a. 12 000, 22 000, 32 000,
- b. 14 500, 15 500, 16 500,
- c. 16 666, 26 666, 36 666,
- d. 19 620, 20 620, 21 620,

2. Complete the table: Add to or subtract from the given number.

Number	Add 1 000	Subtract 1 000	Add 10 000	Subtract 10 000
13 254				
18 654				
26 847				
34 518				
37 777				

Examples:

Example 1:

$$36\,864 + 9\,654$$

$$= 30\,000 + 6\,000 + 9\,000 + 800 + 600 + 60 + 50 + 4 + 4$$

$$= 30\,000 + 15\,000 + 1\,400 + 110 + 8$$

$$= 30\,000 + 10\,000 + 5\,000 + 1\,000 + 400 + 100 + 10 + 8$$

$$= 40\,000 + 6\,000 + 500 + 10 + 8$$

$$= 46\,518$$

Example 2:

3 6 8 6 4	
+ 9 6 5 4	
<u> </u>	8
	(4 + 4)
1 1 0	(60 + 50)
1 4 0 0	(800 + 600)
1 5 0 0 0	(6 000 + 9 000)
+ 3 0 0 0 0	(30 000 + 0)
<u>4 6 5 1 8</u>	

Test your answer.

4 6 5 1 8	
- 3 6 8 6 4	
<u> </u>	4
	(8 - 4)
5 0	(110 - 60)
6 0 0	(1 400 - 800)
9 0 0 0	(15 000 - 6 000)
<u> </u>	0
	(30 000 - 30 000)
<u>9 6 5 1 8</u>	



continued ➡

Sign:

Date:

3. Use both methods shown on the previous page to calculate each of the following.

Write down the steps.

a. $95\,242 - 42\,135 =$

b. $62\,363 - 21\,057 =$

Continue on an extra sheet of paper

c. $86\,843 - 41\,028 =$

d. $12\,748 + 13\,887 =$

Continue on an extra sheet of paper

e. $14\,678 + 16\,846 =$

f. $27\,654 + 16\,956 =$

Continue on an extra sheet of paper

4. Work out the word problems below. Make use of pictures to show your answer.

- a. Jacob has 3 090 jellybeans. He gave 1 295 to his teacher and he ate 277. How many jellybeans were left?

Continue on an extra sheet of paper

Continue on an extra sheet of paper

- b. In a recent survey, 21 550 people said they liked only chocolate ice cream and 24 550 said they liked only vanilla. How many people were in the survey?

Continue on an extra sheet of paper

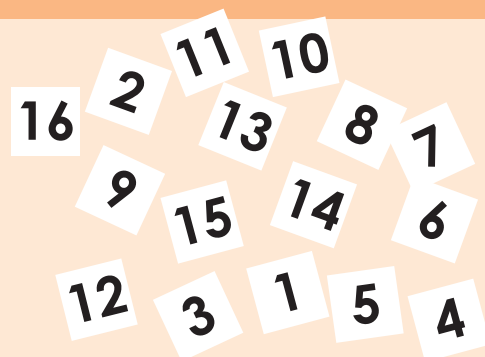
Continue on an extra sheet of paper

I dropped my puzzle pieces.

What to do.

I dropped my puzzle pieces. Help me to fill the spaces so that each row and column adds up to 34. You can only use each number once.

16			
	10		
		7	
			1



Sian:

Date:

Solving money problems with a budget

Can you remember what a budget is? Use the words to describe it.



plan

money

spending

1. How much money do I have? if ____

a. I had R95,20. I spend R42,30. I earn R36,50.

b. I had R75,60. I spend R69,30. I earn R44,20.

c. I had R100,75. I spend R37,25. I earn R46,15.

d. I had R97,65. I spend R89,75. I earn R43,95.

e. I had R195,25. I spend R108,98. I earn R58,99

2. Complete these flow diagrams. Replace the "I spend" block with the amount in the matching coloured block at the top.

R300

R200

R5 000

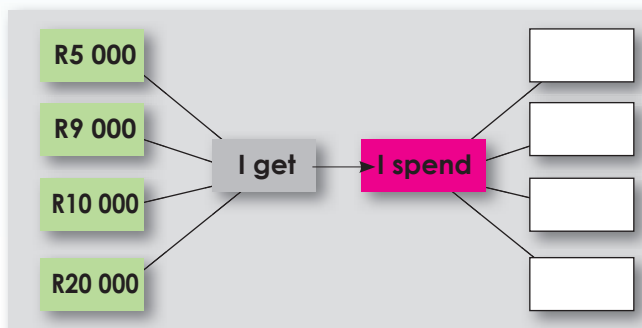
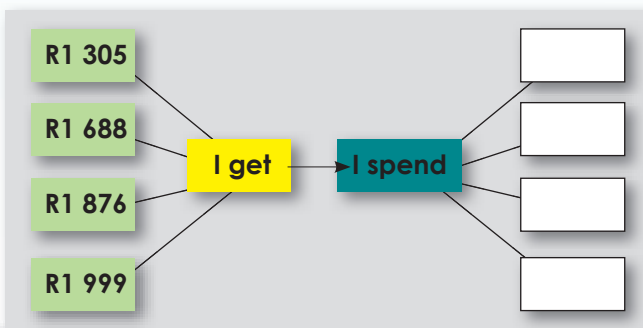
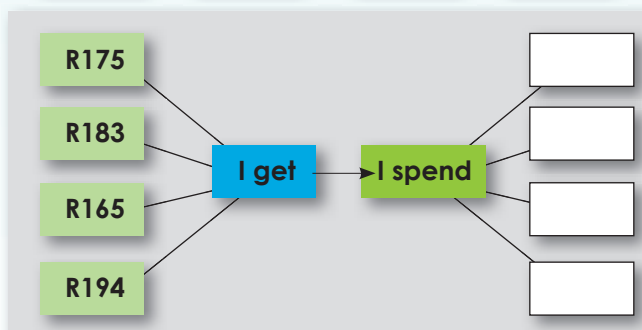
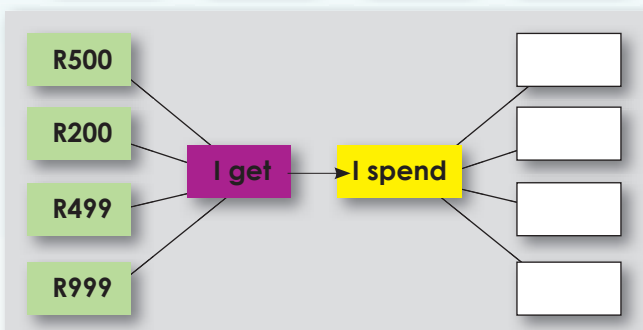
R2 000

R1 200

R1 300

R2 500

R2 500



3. Mbali earns pocket money once a month. Her parents encourage her to keep a budget.



The money we get is called income.



The money we spend is called expenditure.

Oct	Money I get	Money I spend	Money left
5	Pocket money R150,00		R150,00
8		Book R45	R105,00
14	Extra chores R25,00		R130,00
22	Birthday present R55,00		R185,00
25		Hamburger R28	R157,00
26	Extra chores R25,00		R182,00
28		DVD on special R55,00	R127,00
29		Gift for friend R65,50	R61,50

- What was Mbali's income on the 5th of October?
- What was Mbali's expenditure on the 8th of October?
How much money does she have left on that day?
- On the 8th of October Mbali had R105,00 left.
Why does she have R130,00 left on the 14th of October?
- On the 14th of October Mbali had R130,00 left. On the 26th of October Mbali had R182,00 left.
What happened?
- Write down all the income and expenditure Mbali had for the month of October.

Income	Expenditure

Budget

Draw up you own budget. It can be real or you can make up one.

Sign:

Date:

Using the vertical column method to add

$$\begin{array}{r} 1 \\ 2 \ 5 \\ + \ 1 \ 7 \\ \hline 4 \ 2 \end{array}$$

- Add the units (5 and 7) first.
- Note how we split the 12 (5 + 7) into 1 ten and 2 units.
- We then write the 1 ten at the top of the tens column.
- Add up the tens.

Rather than say 'carry over 1' (which does not help us to understand place value) we should say 'write the ten at the top of the tens column'.

1. How fast can you calculate the following using the column method?

a. $73 + 19 =$

b. $63 + 28 =$

c. $53 + 29 =$

2. Calculate the following.:

Example:

$$\begin{array}{r} \\ 5 \ 6 \ 4 \ 8 \ 3 \\ + \ 1 \ 2 \ 3 \ 9 \\ \hline 5 \ 7 \ 7 \ 2 \ 2 \end{array}$$

- Add the units first.
- We split the 12 (3 + 9) into 1 ten and 2 units.
- We then write the 1 ten at the top of the tens column.
- Add up the tens.
- We then split 120 (80 + 30 + 10) into 1 hundred and 2 tens.
- Add up the hundreds.
- Add up the thousands.
- Add up the ten thousands.

a. $95\,312 + 2\,346 =$

b. $47\,264 + 1\,428 =$

c. $45\,224 + 3\,896 =$

d. $44\,295 + 2\,346 =$

e. $38\,217 + 4\,196 =$

f. $61\,389 + 5\,436 =$

3. Calculate the following:

a. $87\,125 + 14\,997 =$

b. $23\,238 + 57\,986 =$

c. $23\,476 + 87\,895 =$

4. Calculate the following:

a. Find the sum of 23 624 and 19 999.

b. Add these two numbers using two different methods: $43\,852 + 19\,620 =$

Vehicle sums

My father buys a second-hand car for R64 540 and a motor cycle for R21 350. How much did he pay for the two vehicles?

Sign:

Date:

Using the vertical column method to subtract

$$\begin{array}{r} 5 \quad 10 \\ \cancel{6} \quad 5 \\ - 2 \quad 7 \\ \hline 3 \quad 8 \end{array}$$

- Subtract the units (5 and 7) first.
- Take note of how we break down the 60 into 50 + 10. We then add the 10 to the 5; that gives us 15.
- Now we can subtract the units.
- Subtract the tens.

Take note that saying 'carry over 1' does not help us to understand place value. Rather say 'We write the 10 at the top of the units column'.

1. How fast can you calculate the following using the column method?

a. $96 - 48$

b. $83 - 25$

c. $94 - 46$

2. Calculate the following:

Example:

$$\begin{array}{r} 2 \quad 5 \quad 7 \quad 4 \quad 6 \\ - 1 \quad 4 \quad 5 \quad 3 \quad 2 \\ \hline 1 \quad 1 \quad 2 \quad 1 \quad 4 \end{array}$$

- Subtract the units, then
- subtract the tens, then
- subtract the hundreds, then
- subtract the thousands, then
- subtract the ten thousands.

a. $90\,237 - 34\,012$

b. $59\,429 - 26\,213$

c. $65\,515 - 23\,204$

3. Complete the following.

Example:

$$\begin{array}{r}
 2 5 7 3 ^{10} 6 \\
 - 1 4 5 3 8 \\
 \hline
 1 1 2 0 8
 \end{array}$$

- Subtract the units.
- Note how we break down the 40 into 30 + 10. We then add the 10 to the 6; that gives us 16.
- Now we can subtract the units.
- Subtract the tens.
- Subtract the hundreds, thousands and ten thousands.

a. 95 242 – 42 135

b. 62 363 – 21 057

c. 86 843 – 41 028

4. Complete the following.

Example:

$$\begin{array}{r}
 2 5 7 4 ^{10} 3 ^{10} 6 \\
 - 1 2 9 3 8 \\
 \hline
 1 2 8 0 8
 \end{array}$$

a. 41 483 – 10 295

b. 81 536 – 30 269

c. 52 262 – 20 178

5. Test your answers in question 4 using addition. You will need extra paper to do this activity.

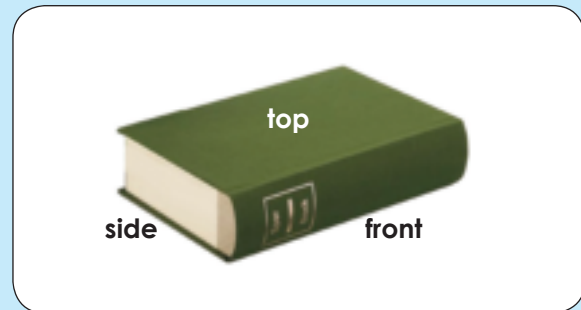
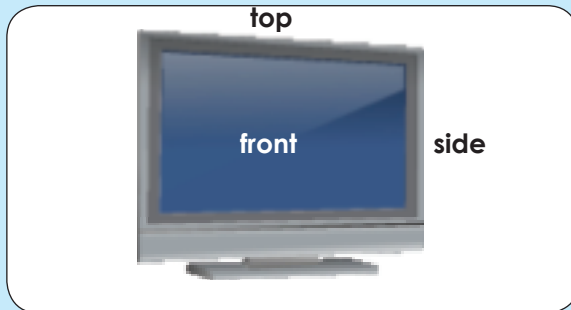
The cost of university

My father paid R36 780 for my brother to study at the university this year. The cost next year will rise to R42 990. How much extra would my father pay for my brother next year?

Sign:

Date:

Look at the pictures. What does front, side and top mean?



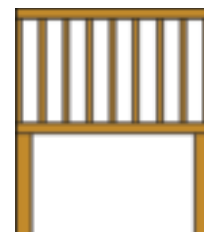
1. Complete the table by drawing the side, front and top views of the houses.

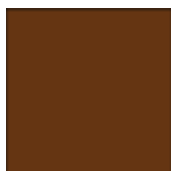
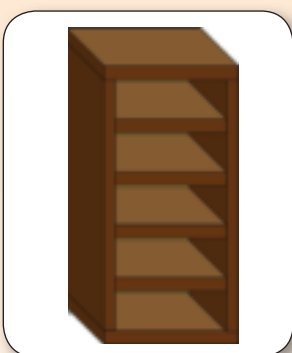
House	Side view	Front view	Top view

2. Name the following views:



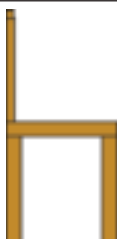
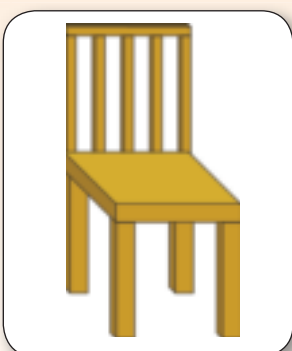
















Where is the person standing?



Where do you think the person stood when he or she took the photograph?

In which direction was the photograph taken?

Sign:

Date:

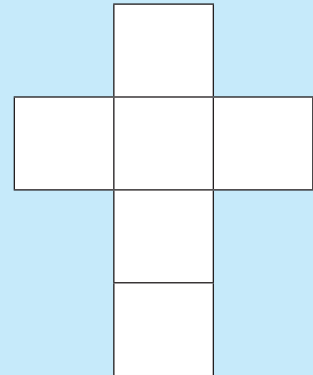
Here are the six faces of a cube:



Here are three views of the cube:



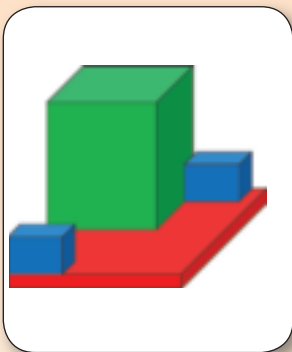
Can you deduce where the faces are in relation to each other and record them on the net of the cube?



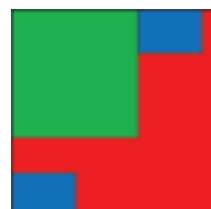
1. Complete the table by drawing the side, front and top views of the blocks.

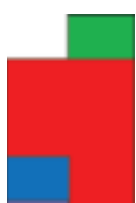
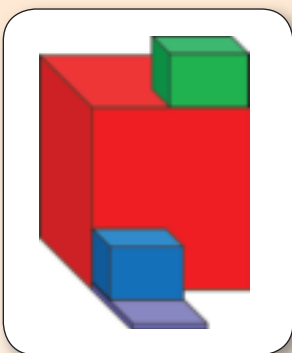
Picture	Side view	Front view	Top view

2. Name the following views:

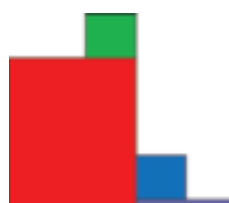


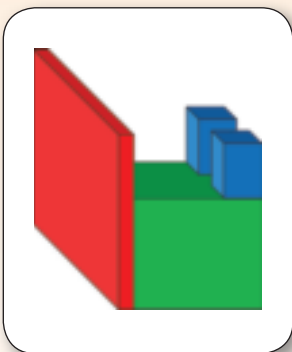


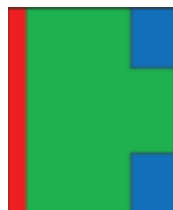


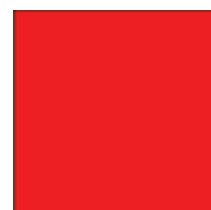












Views

Find a picture in a magazine that is taken from the:

Front view

Top view

Side view

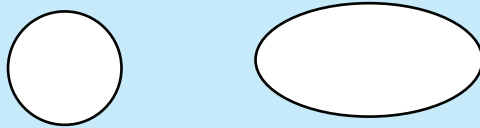
Sign:

Date:

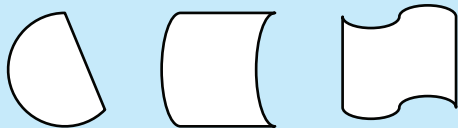
Straight sides:



Curved sides:



Straight and curved sides:



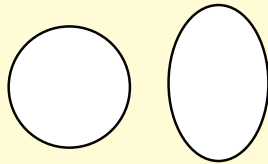
What type of sides
will the following
shapes have?

- A triangle
- A square
- A rectangle
- A pentagon
- A hexagon

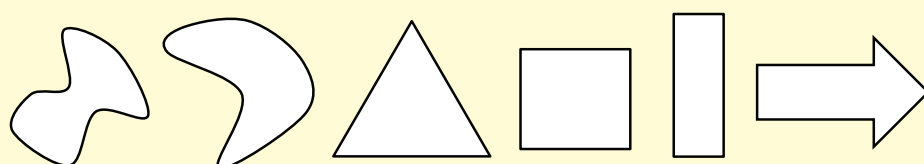
Tri -angle:	Tri – 3
Quad -rilateral:	Quad – 4
Pent -agon:	Pent – 5
Hex -agon:	Hex – 6
Hept -agon:	Hept – 7
Oct -agon:	Oct – 8

Example of closed shapes with curved and straight sides.

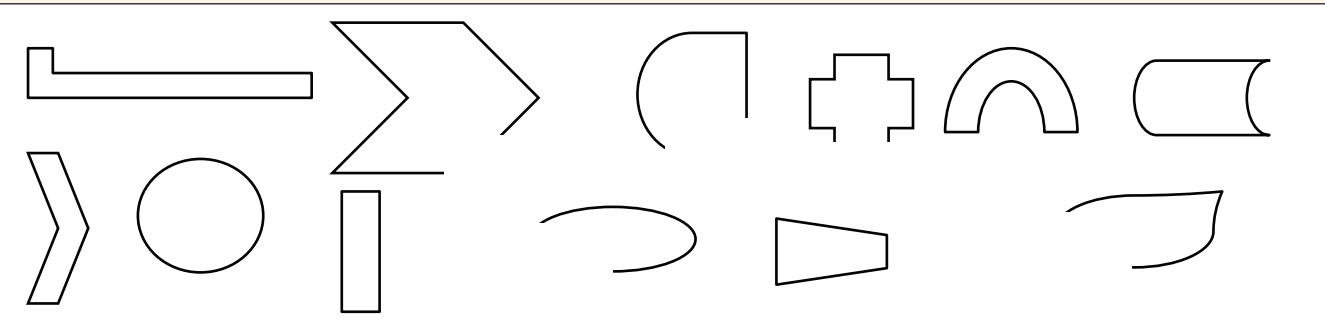
Curved sides



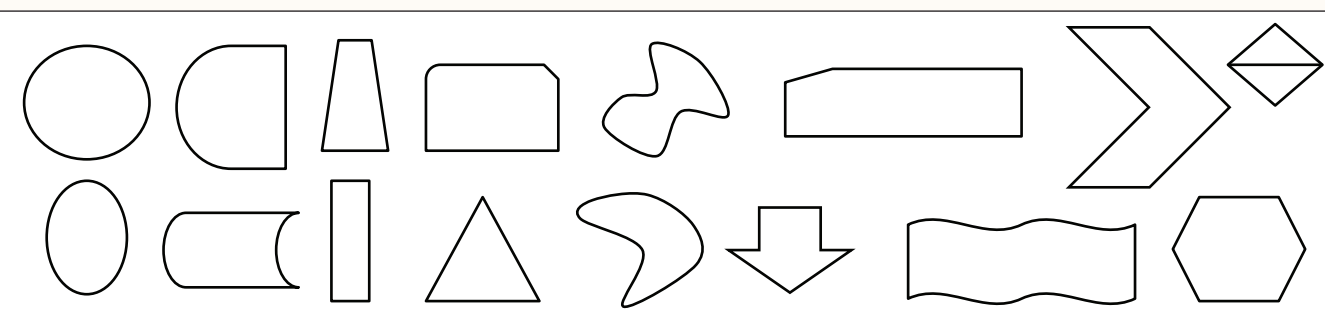
Straight sides



1. Colour in the closed shapes.

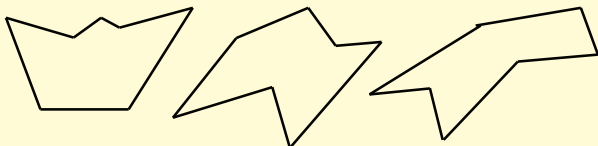


2. Colour in the shapes with straight sides only.

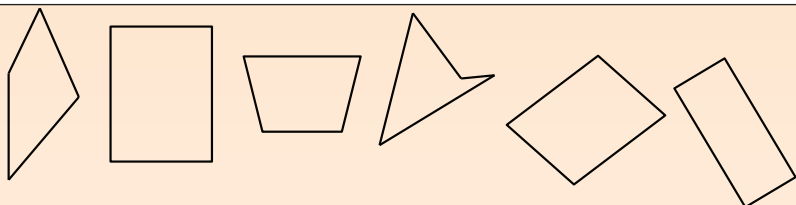


3. These are all closed 2-D shapes. What are their names and why do they have those names?

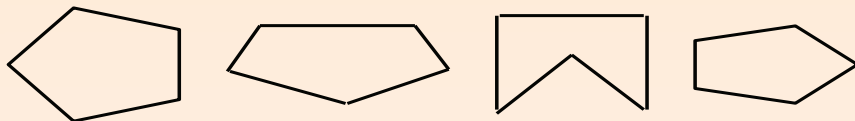
a. Heptagons because they have seven straight sides.



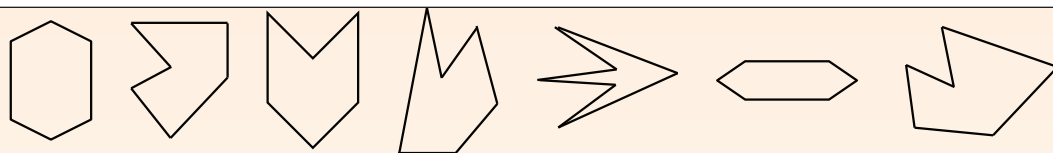
b.



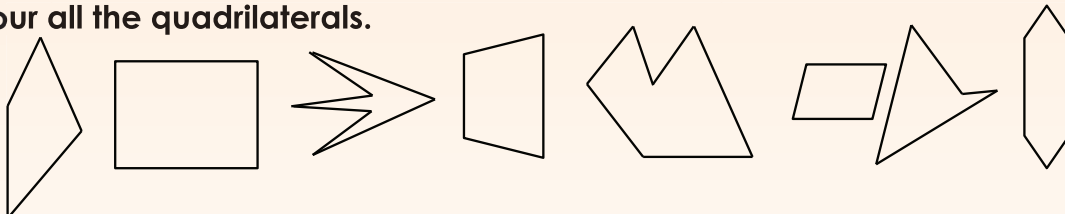
c.



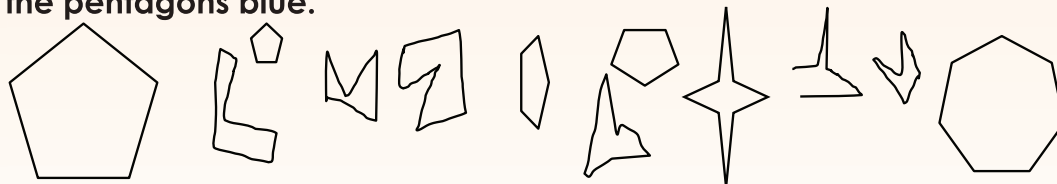
d.



3. Colour all the quadrilaterals.

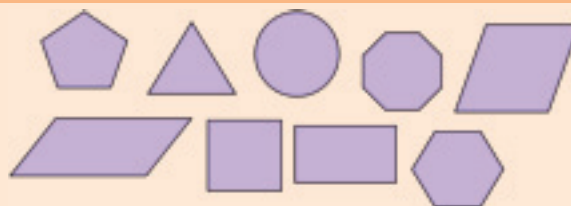


4. Colour the pentagons blue.



Special shapes

Name the shapes below which are quadrilaterals and have special names. If they are quadrilaterals which do not have special names just write "Quad" under it.



Sign:

Date:

89a

Right angles

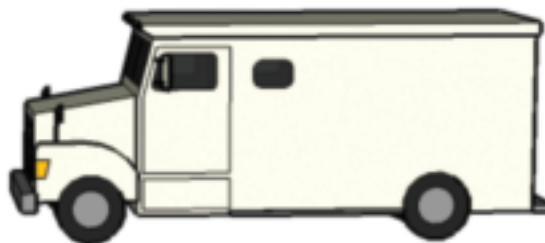
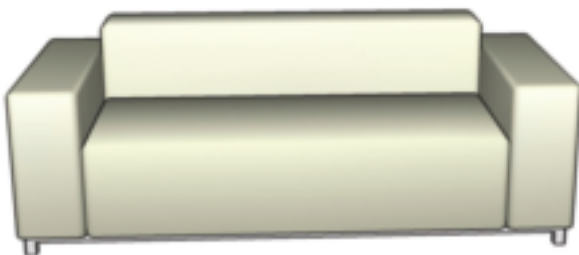
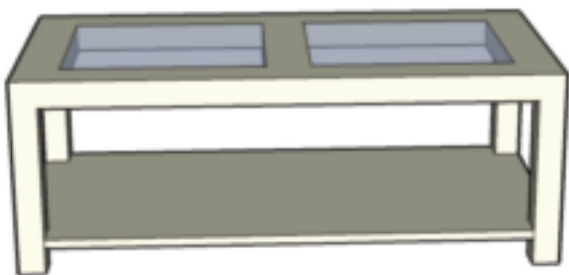
Identify all the things in the picture that look like this:



We say that the angles are right angles.



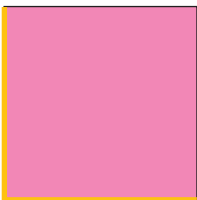
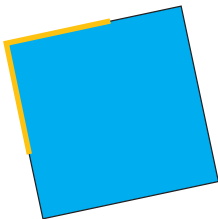
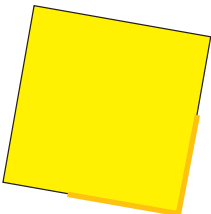
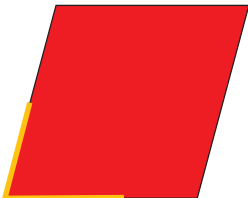
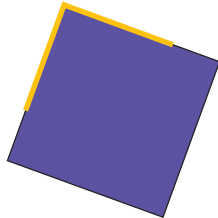
1. Identify and mark as many right angles as possible in the pictures below.



2. Find pictures in magazines or newspapers, and identify the right angles in them.

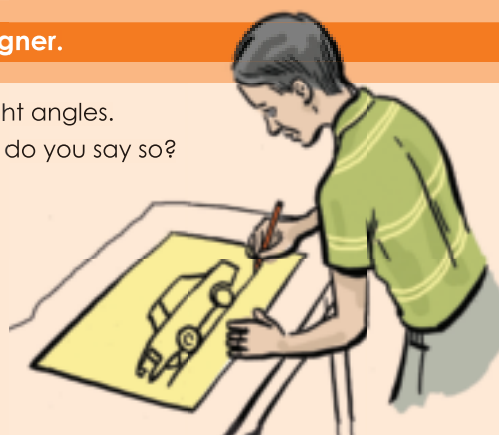
--	--

3. Say if the angles are right angles or not.

a. 	b. 	c. 
d. 	e. 	f. 

I am a car designer.

Draw a picture of a motor car on grid paper mainly with right angles.
Does it look like a modern car or a car from the past? Why do you say so?



Sign:

Date:



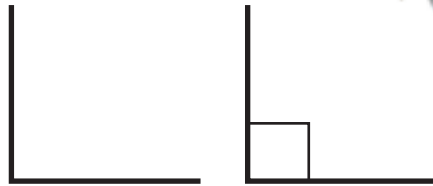
A right angle is also called a 90 degree angle.

When we say 90 degrees we can write it as 90° .

So the little symbol $^\circ$ means degrees.

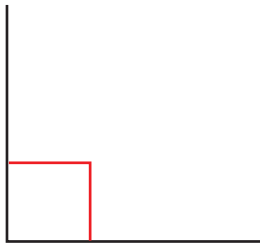


We also have a symbol to show it is a 90 degrees angle.

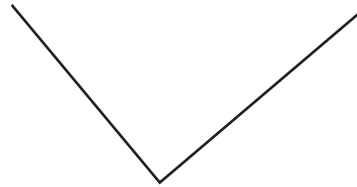


1. Show which is the right angle and write its size in degrees.

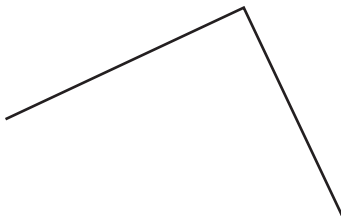
a. 90°



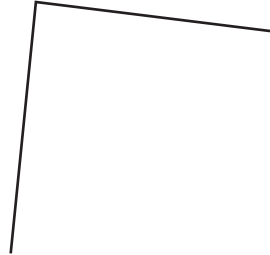
b. _____



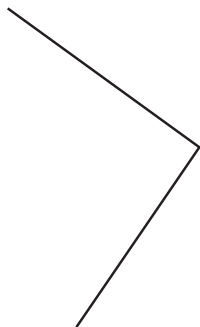
c. _____



d. _____



e. _____



f. _____



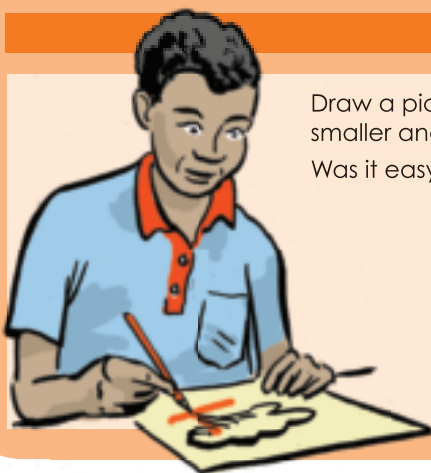
2. Draw four different right angles.

a.	b.
c.	d.

3. Use 90° angles to help you to draw animals. We did the first one for you.

a. 	b.	c.
d.	e.	f.

I am an architect.



Draw a picture of a building on grid paper using right angles and angles smaller and greater than right angles.

Was it easy or difficult? Why or why not?

Sign:

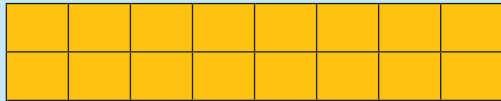
Date:

Another word
for tessellations is
tiling.

These three tessellations are regular tessellations.



A tessellation of triangles



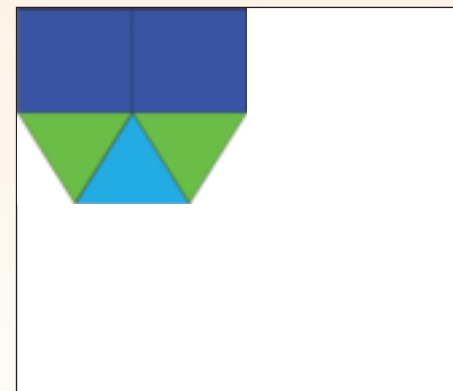
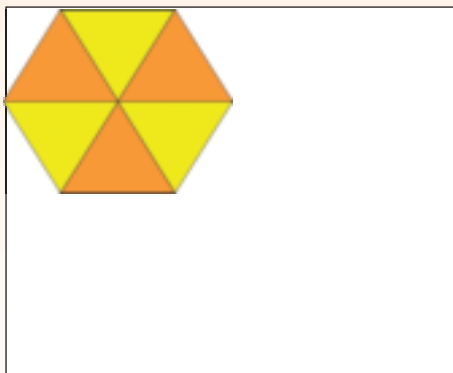
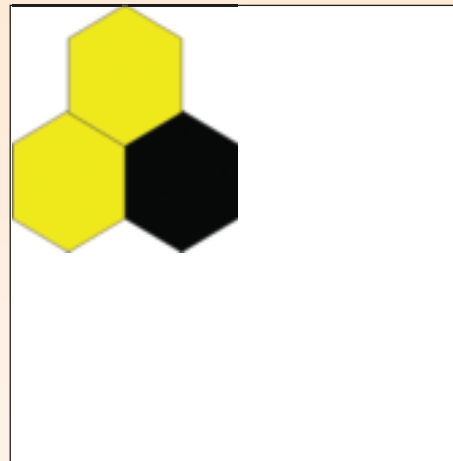
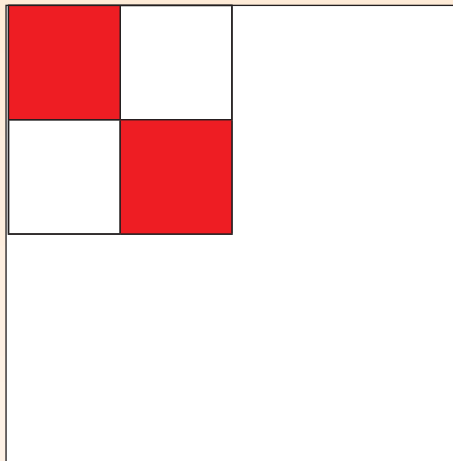
A tessellation of squares



A tessellation of hexagons



1. Tile the rest of the floor with these patterns.

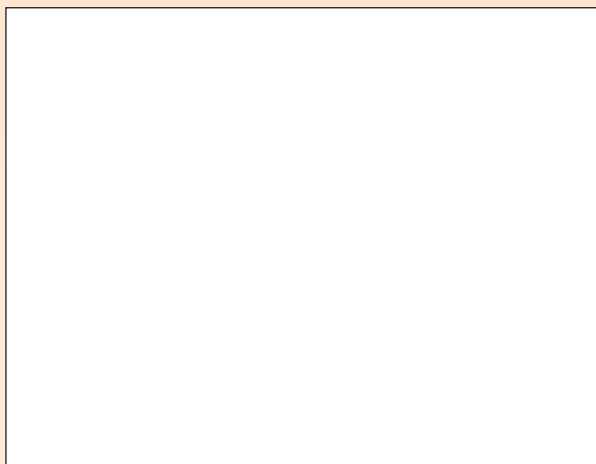
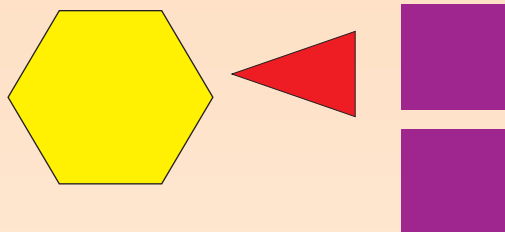


We can also use two
or more shapes to
make a tessellation
pattern.

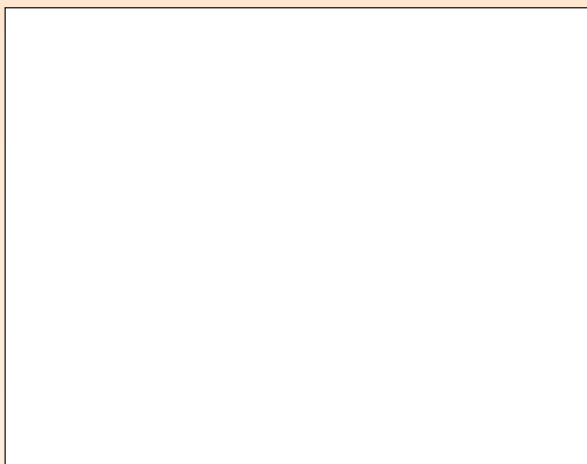
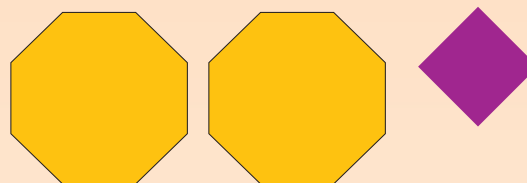


2. Show a tessellation pattern using these shapes:

a.

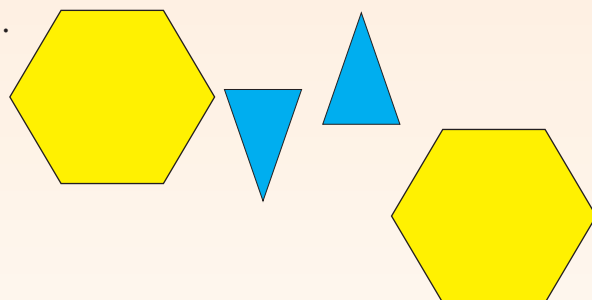


b.

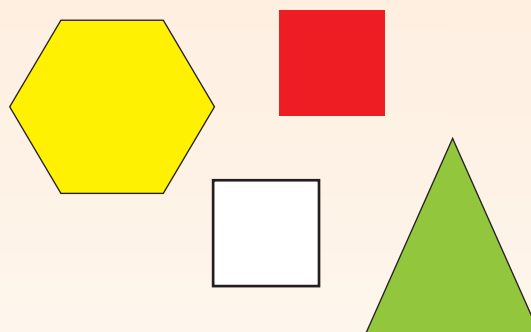


3. Will these shapes tessellate?

a.



b.



Tessellation pattern

Create your own tessellation pattern.



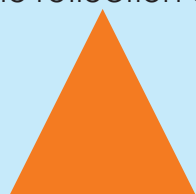
Sign:

Date:

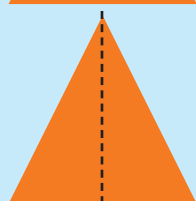
What is the difference between reflective symmetry and reflection?

Reflective symmetry

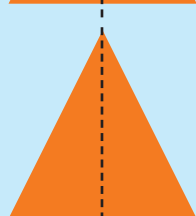
A type of symmetry where one half is the reflection of the other half.



Let us see if this shape has reflective symmetry



We draw a line down the middle of the shape. Is the one half the same as the other?



We can then call this a line of symmetry and this shape has reflective symmetry

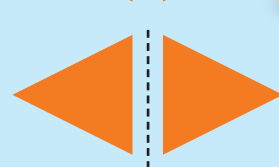
Reflection

An image or shape as it would be seen in a mirror or on a smooth lake

Original shape



Remember a mirror does not cut you in half. So reflection shows the whole shape.

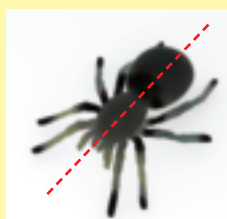


Mirror shape

We call this reflection and the line is called a line of reflection.

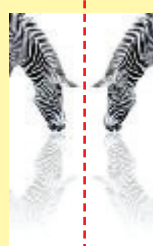
It is important to remember that the distance from the original shape to the line of reflection must be the same as the distance between the line of reflection and the mirror shape.

1. We get reflective symmetry in nature. Show it by drawing a line of symmetry.



The line of symmetry shows the reflective symmetry on the spider.

2. We also get reflection in nature. Show it by drawing a line of reflection



Reflection can be seen in water.

a.



b.



c.



a.



b.



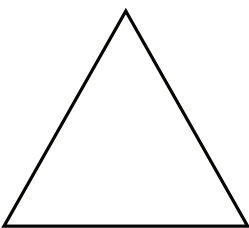
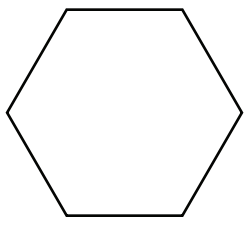
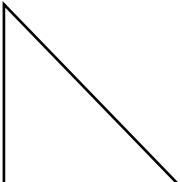
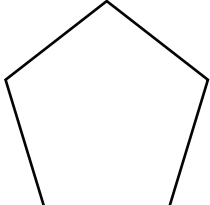
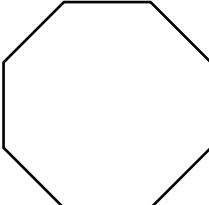
Words we can use to describe reflective symmetry.

mirror, shape, line of symmetry, number of lines of symmetry

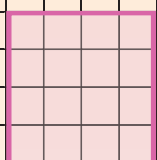
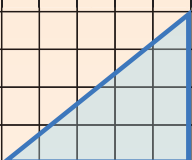
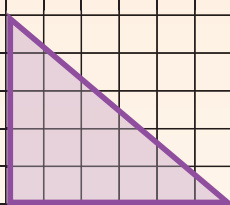
Words we can use to describe reflection.

mirror shape, original shape, line of reflection, lines of symmetry

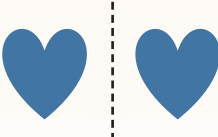
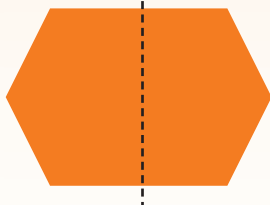
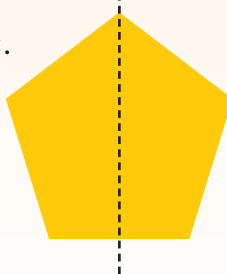
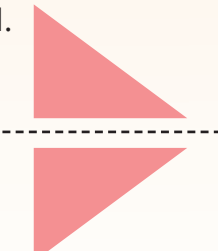
3. Draw all the lines of symmetry on these shapes.

a. 	b. 	c. 
d. 	e. 	f. 

4. Draw the reflection of the shape and show the line of reflection.

a. 	b. 
c. 	d. 

5. Describe each picture using your knowledge of reflection and reflective symmetry.

a. 	b. 	c. 	d. 
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I am a designer

Design a tessellation pattern using reflection.

Sign:

Date:

Rotational symmetry

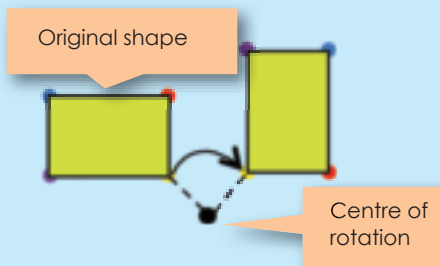
When a shape has rotational symmetry it means the outline of the turning figure matches its original shape. Does this circle have rotational symmetry? Explain.



Why do we say the circle has an order of symmetry of 4?

Rotation

There is a central point that stays fixed and everything else moves around that point in a circle. Look at the drawing and explain it.

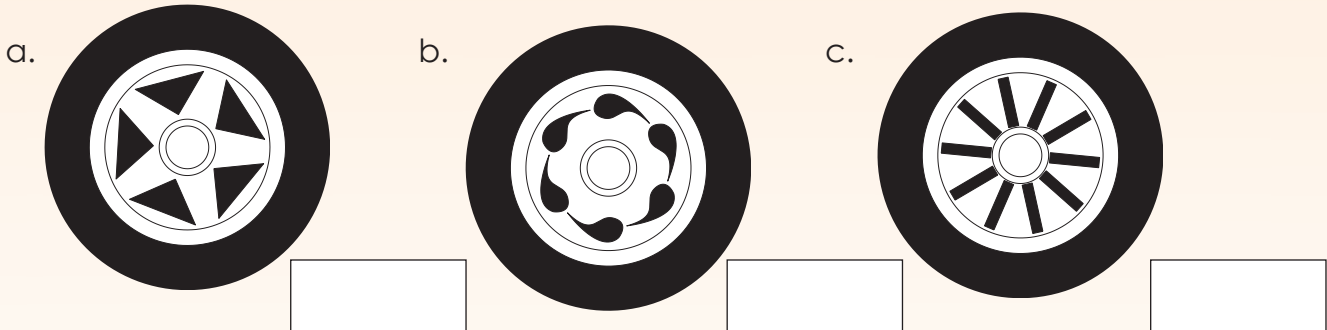


The dots are drawn in different colours so that we can see in which direction the shape has been rotated.

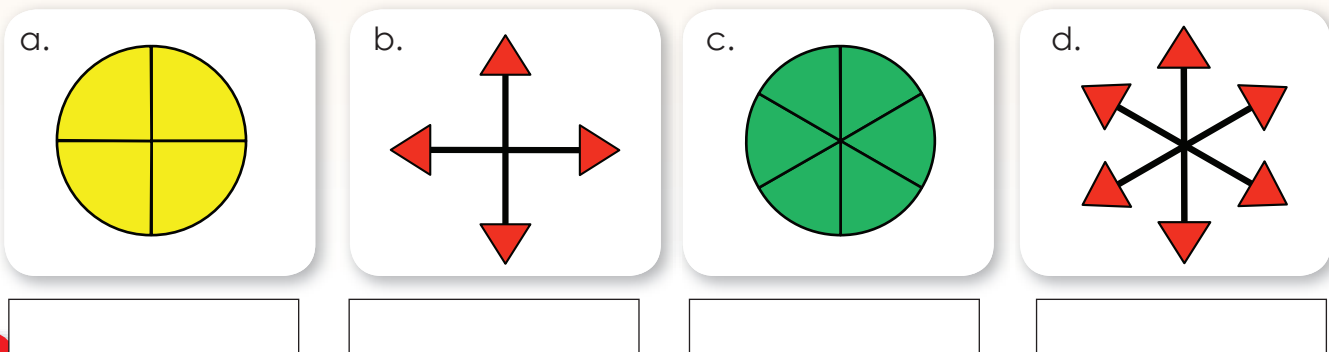
Words to describe rotation

rotated or turned, clockwise, anti-clockwise, point of rotation and distance.

1. How many times will the wheel turn to get back to its original position?

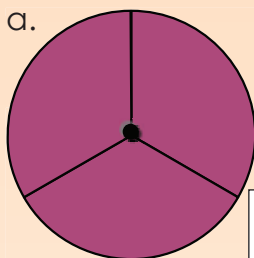


2. Are these examples of rotational symmetry or rotation.

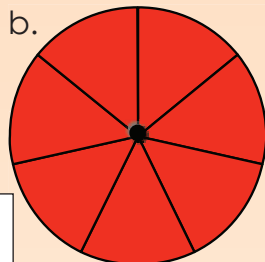


3. How many times will each circle turn to get back to its starting point?

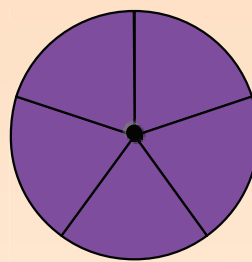
a.



b.

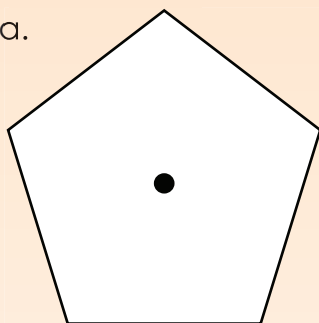


c.

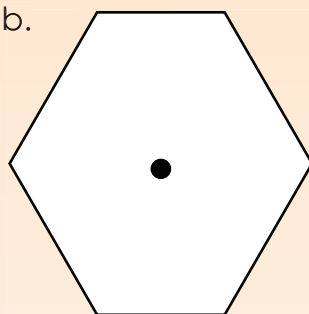


4. Draw the lines of symmetry. How many times will each shape rotate?

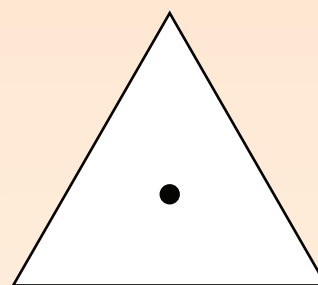
a.



b.



c.



5. Complete the rotation.

a.

b.

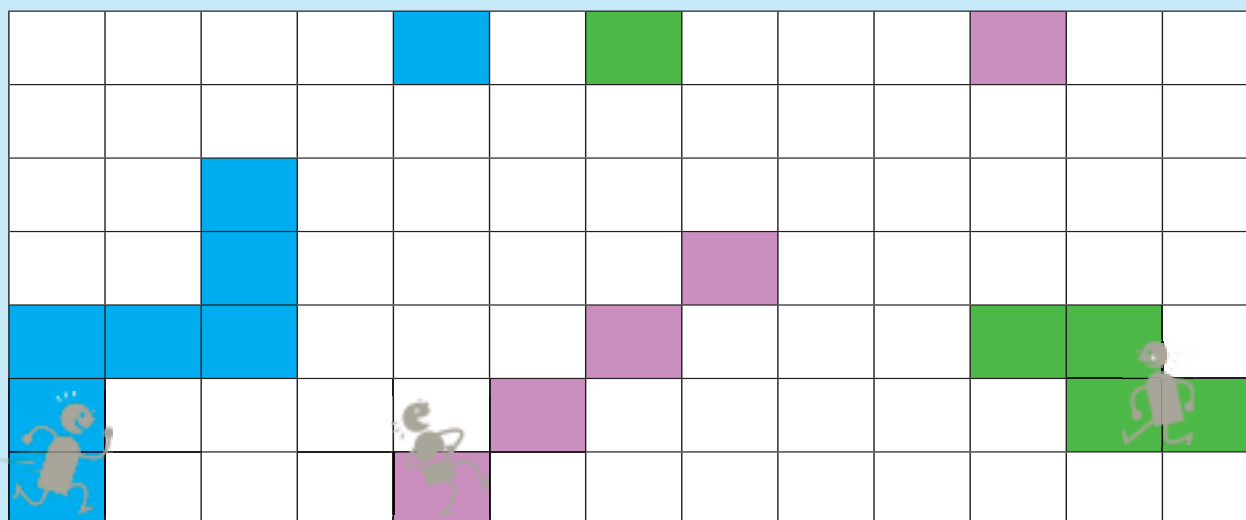
Drawing rotation

Draw your own example of a shape that has rotational symmetry.

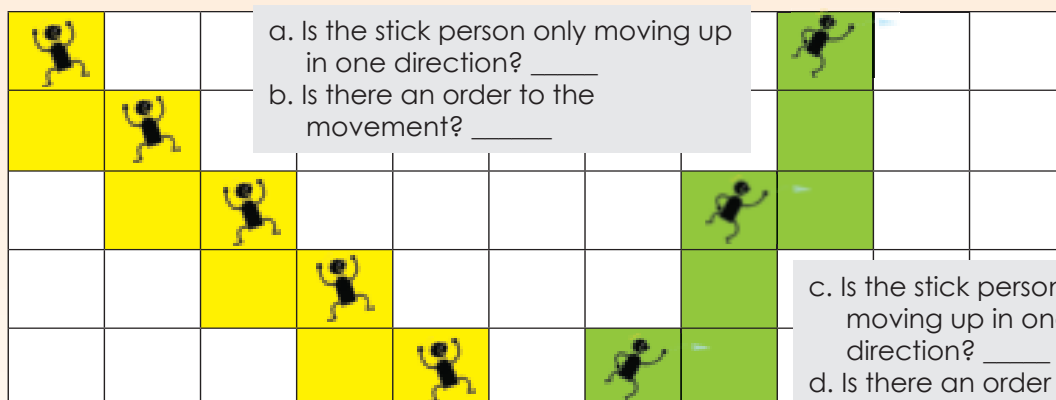
Sign:

Date:

Help the stick person to get to the top block by filling in the missing parts of the pattern.



1. Look at the translations and answer the questions.

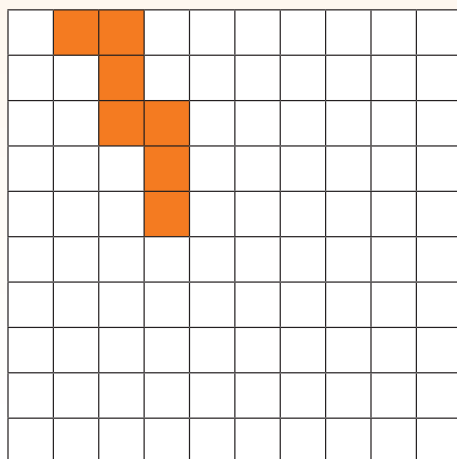


- a. Is the stick person only moving up in one direction? _____
b. Is there an order to the movement? _____

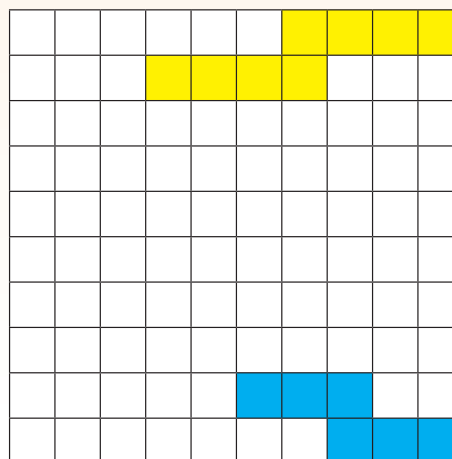
- c. Is the stick person only moving up in one direction? _____
d. Is there an order to the movement? _____

2. Complete the patterns.

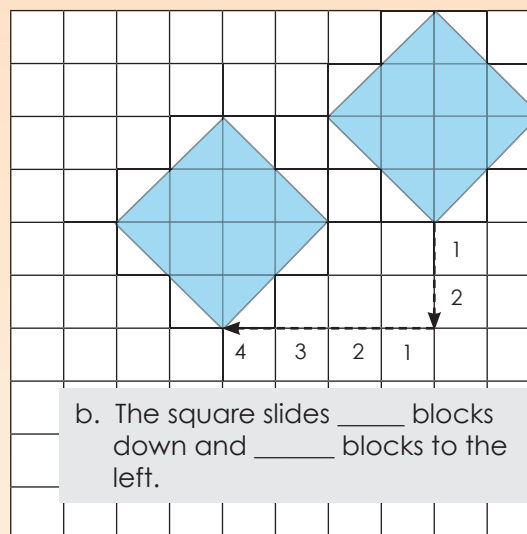
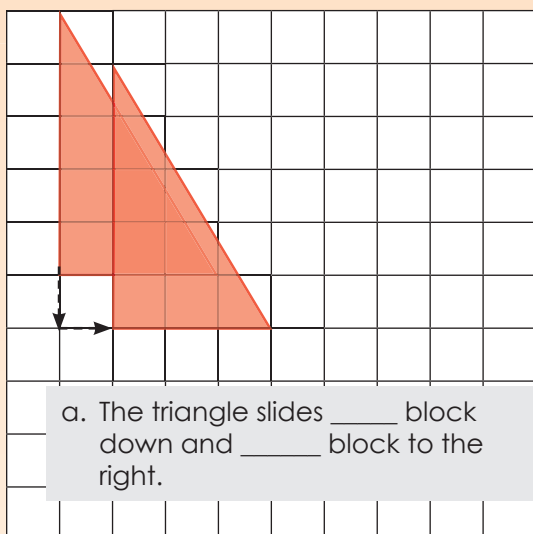
a.



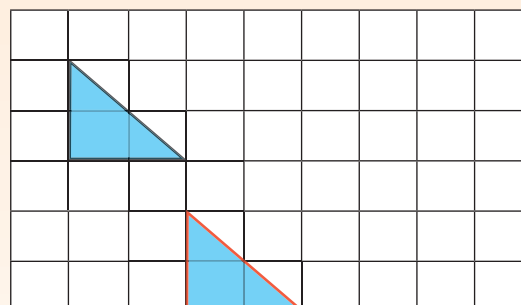
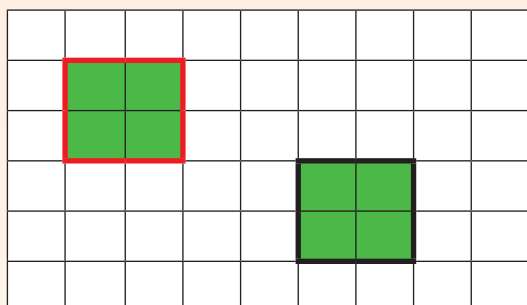
b.



3. Describe the translation. The sentences at the bottom can be given to help them explain what has happened.



4. Describe what has happened to these translated shapes. The original shape has a red border.



a. How many places down did we slide the green block?

b. How many places to the left did we slide the triangle?

c. Have we changed the shape, size or orientation of the shapes?

d. Can we say that the shapes have been translated?

Moving a star

Draw a star that has been translated three blocks down and four to the left.

Sign:

Date:

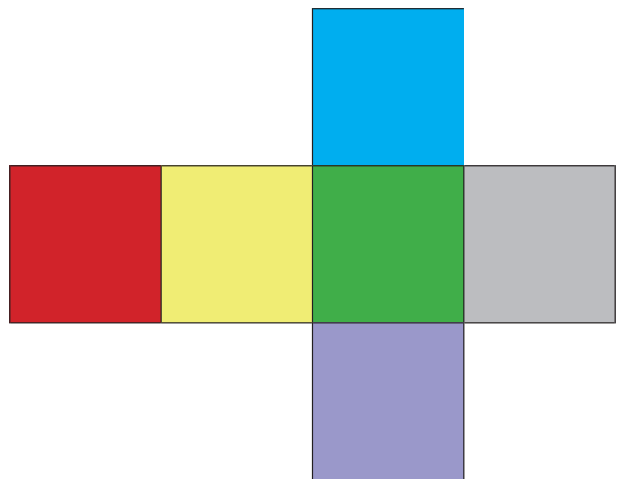
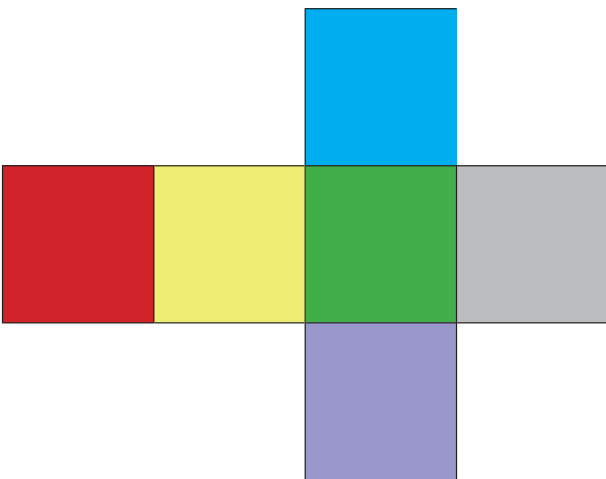
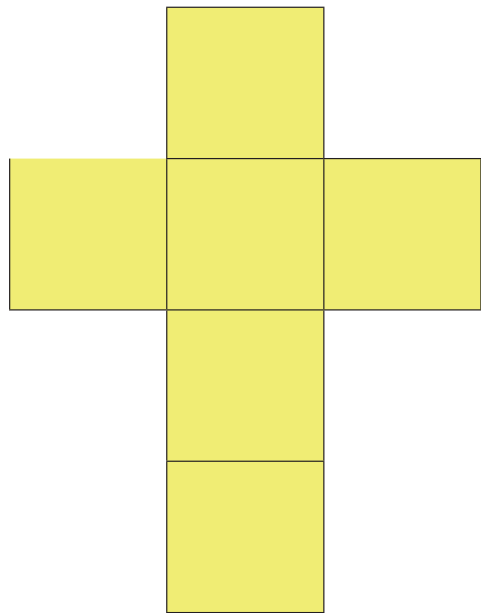
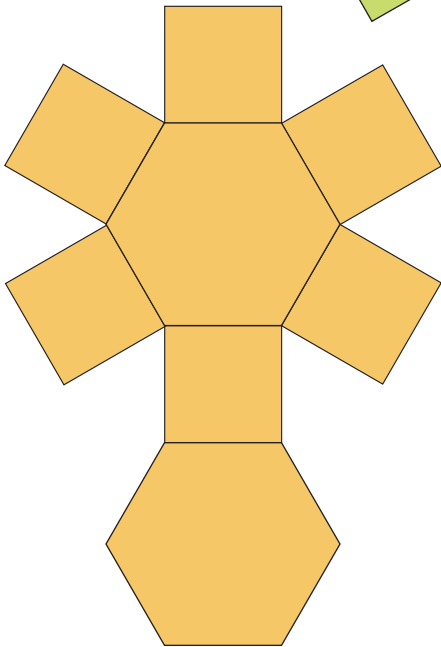
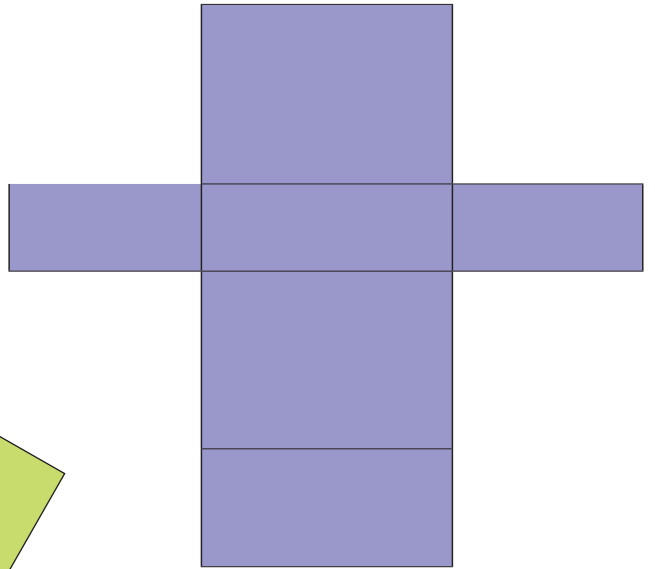
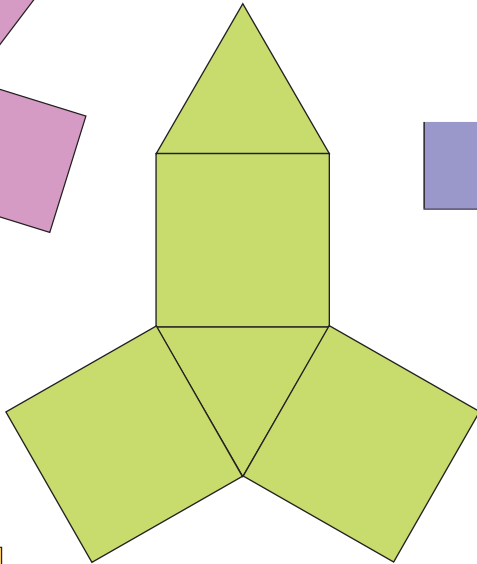
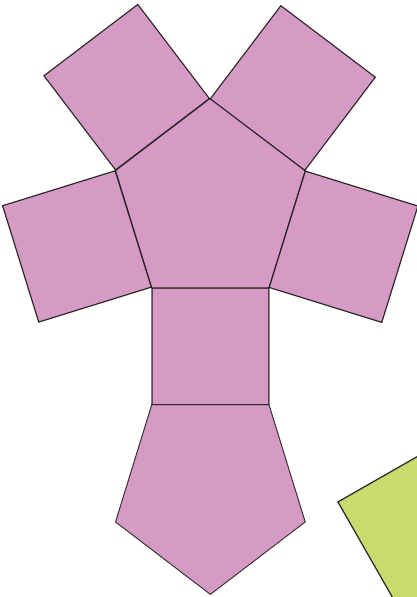
Look at the pictures. What weather does it show?

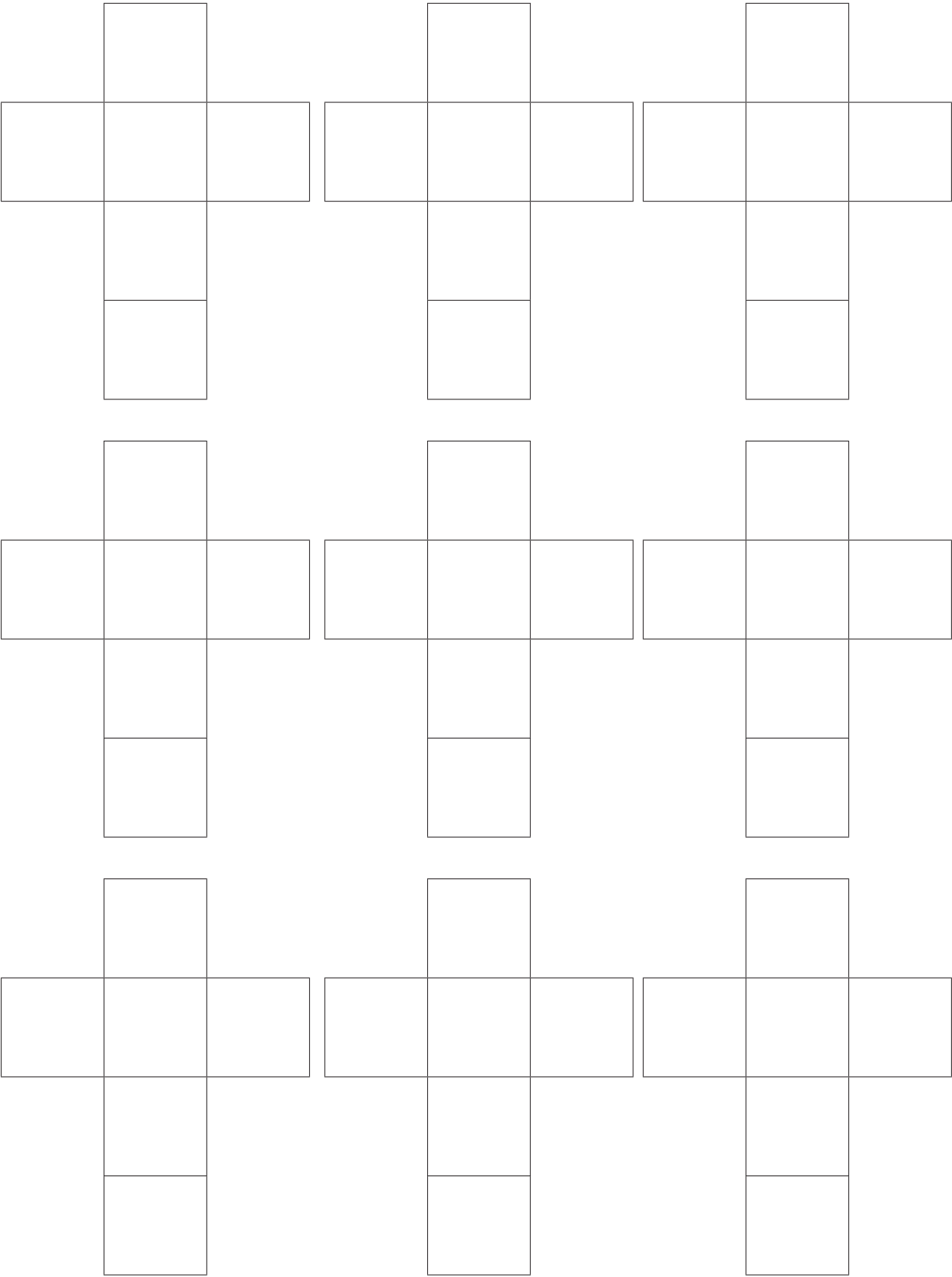


1. Look at the calendar. Answer the questions below.

November						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		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			

- Write down the dates the sun was shining brightly.
- Do you think it was hot or cold on those days? Why?
- Write down the dates it was raining.
- Do you think it was hot or cold on those days? Why?
- Write down the dates it was partly cloudy.
- Do you think it was hot or cold on those days? Why?

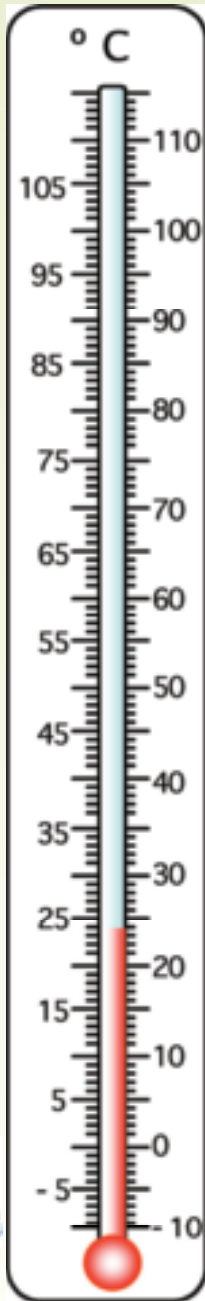




The degree Celsius ($^{\circ}\text{C}$) is the metric unit for measuring temperature.

When we say it is hot or cold we are referring to temperature.

We use thermometer to measure it.



Water boils at 100°C

37°C
Body temperature
 35°C
Hot day
 15°C
Cool day



0°C
Water freezes

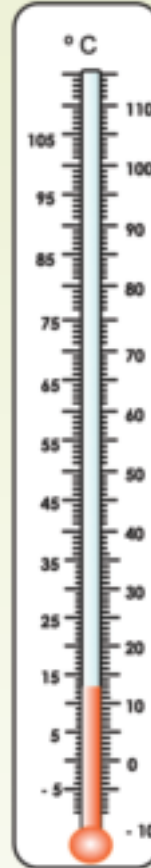
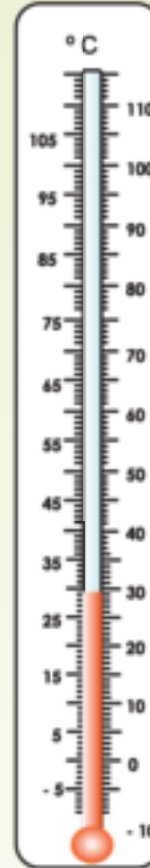
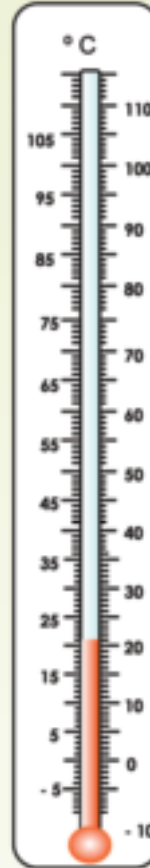
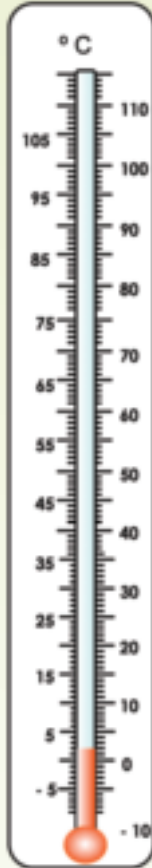
Monday

Tuesday

Wednesday

Thursday

Friday



2. What was the temperature on:

- Monday:
- Tuesday:
- Wednesday:
- Thursday:
- Friday:

Temperatures

Look in a newspaper for tomorrow's expected temperature:

Minimum temperature

Maximum temperature



Sign:

Date:

What did we learn so far? How to read a thermometer.



Sometimes in South Africa when it is very cold in the winter they say it is going to be -5°C .



What does it mean when they say minus?



My mother told me that it is colder than 0 degrees.

1. Read these thermometers. Write down the temperature. Say if it is very cold, cold, cool, warm or very warm.

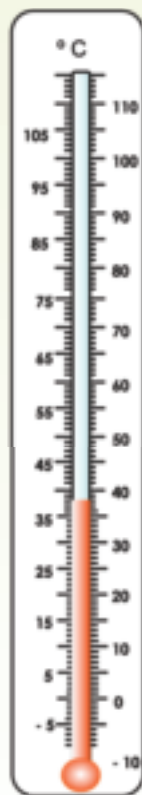
a.

b.

c.

d.

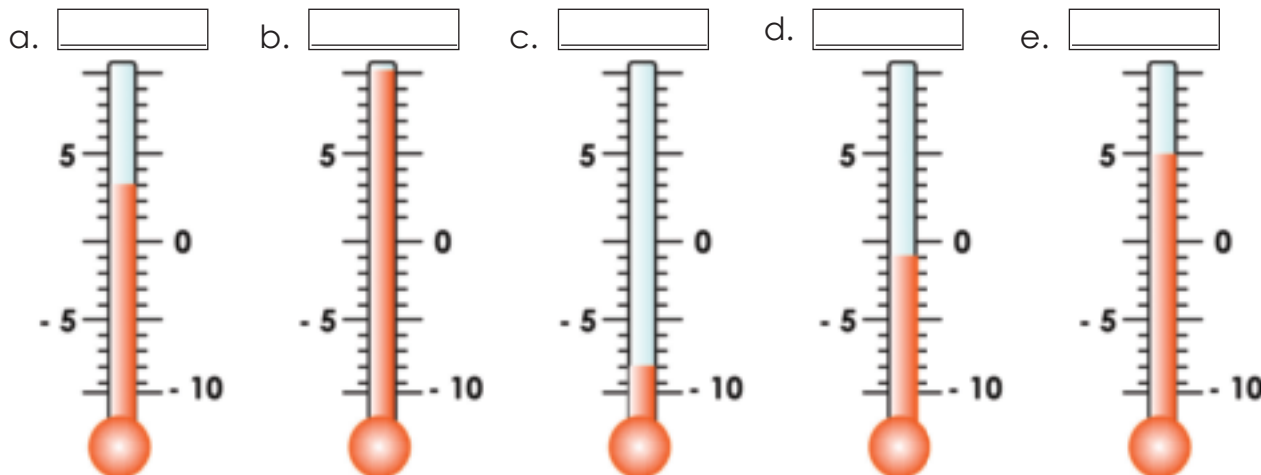
e.



f. What temperature do you like the most?

g. Why?

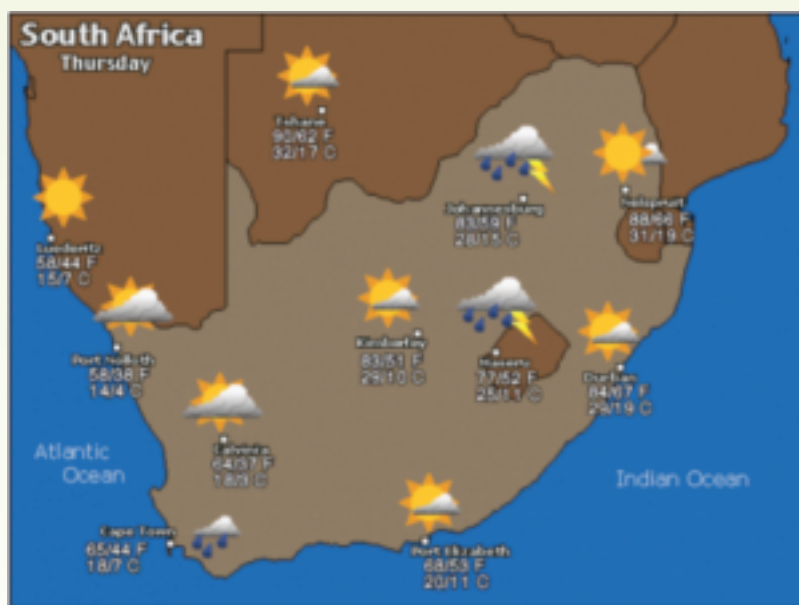
2. Write down each temperature.



f. Which temperature is the lowest?

g. Which temperature is the highest?

3. What will the temperature be for:



a. Johannesburg?

b. Nelspruit?

c. Kimberley?

d. Durban?

e. Port Elizabeth?

f. Cape Town?

g. Calvinia?

h. Port Nolloth?

i. Which town or city is the closest to you?

What to wear

Cut pictures from a magazine showing what people will wear in this weather.

24°C

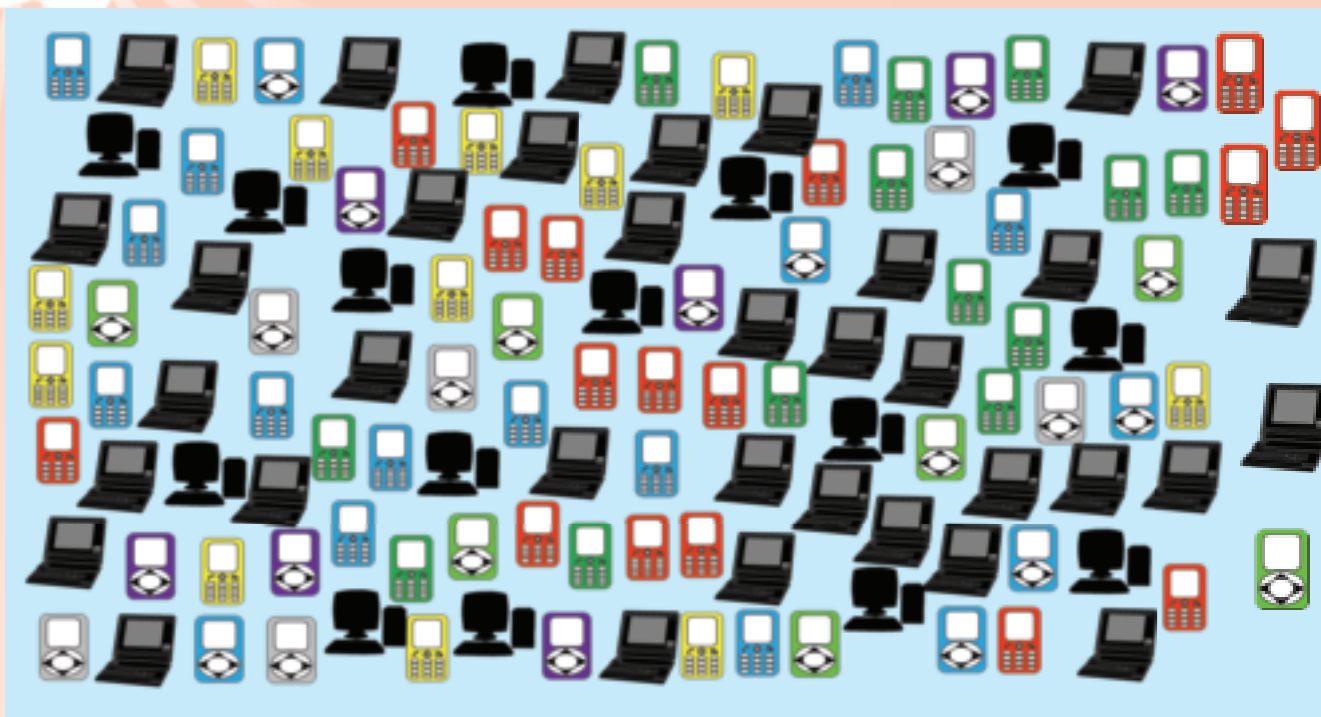
-2°C

You can also make a drawing.



Sign:

Date:



1. Complete the frequency table on electronic equipment. Children in grade 5 have:

	Tally	Frequency
Cell phone		
Computers		
iPod		
Laptop		

2. Use the table above and draw a pictograph.

Cell phones  = 5	Computers  = 5	iPods  = 5	Laptops  = 5

3. Use the pictograph and draw a bar graph.

4. Answer the following questions:

a. How many of the children in grade five have:

- Cell phones?
- Computers?
- Laptops?
- iPods?

b. Which electronic equipment is the most popular in grade 5?

c. Which electronic equipment is the least popular in grade 5?

Pamphlet search ...



Find a promotional leaflet from a computer retail store. Make a list of the products.

What type of product is the most common on the leaflet?

Sign:

Date:

Our restaurant strives to give you - our valued customer - the best in quality, value and service. A few seconds of your time to rate our efforts will help us to achieve even better results.

On the right are the customer satisfaction survey results taken over a period of 6 months.

	How would you rate our service?			
	Excellent	Average	Fair	Poor
Welcome	150	190	60	10
Service	180	205	25	10
Food Quality	210	190	10	10
Atmosphere	180	220	15	5



1. Each  represents 10 people. Represent these numbers using a symbol like this symbol.

- a. 50
- b. 100
- c. 80
- d. 140

2. Draw pictographs to represent the survey results on the four categories of service. Each symbol should represent 10 people.

Welcome

You can design your key with pictograph symbols.



Service

Food quality

Atmosphere

Good service?

Find out if the service of a local restaurant is good or not so good.



continued ➡

Sign:

Date:

3. You are going to find out what children in your grade like to drink at break. This is a list of what drink each child prefers. Study it and then answer the following question.

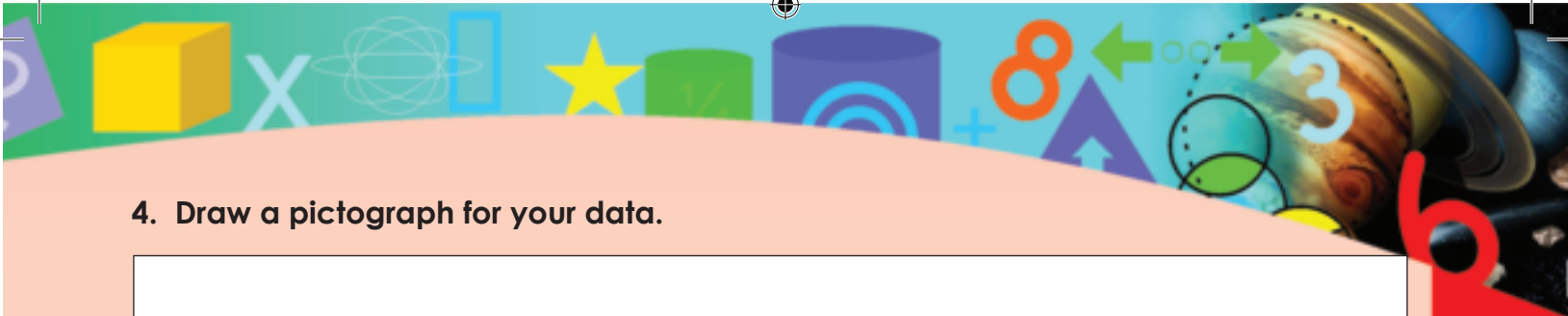


juice	water	milk	milk	juice	water
water	milk	milk	juice	water	juice
milk	milk	milk	milk	juice	water
juice	water	milk	milk	juice	water
water	milk	milk	juice	water	juice
milk	milk	milk	milk	juice	water
juice	juice	juice	water	water	water
milk	milk	milk	juice	water	milk
milk	milk	milk	milk	juice	water
juice	juice	juice	water	water	water
milk	milk	milk	juice	water	milk
juice	juice	juice	water	water	water
juice	juice	juice	water	water	water

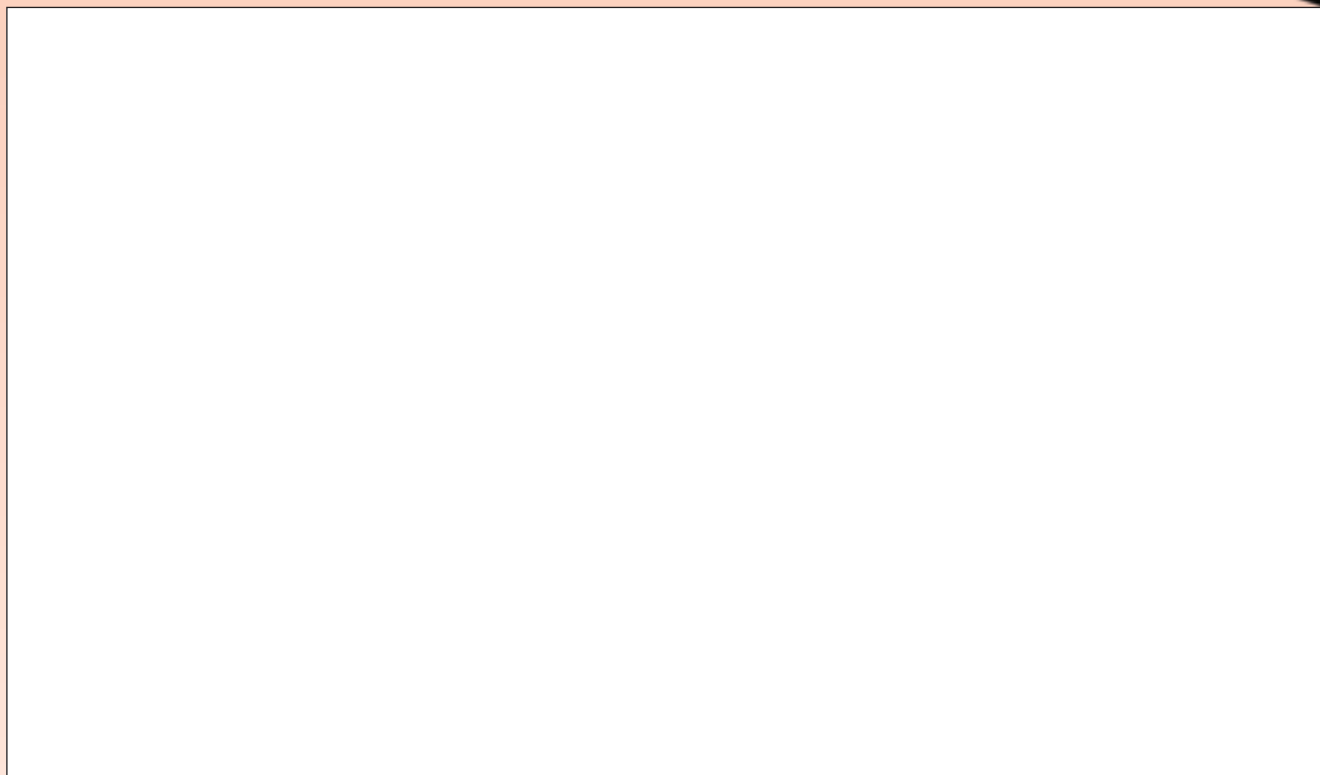
a. What data are you going to collect?

b. How will you do it?

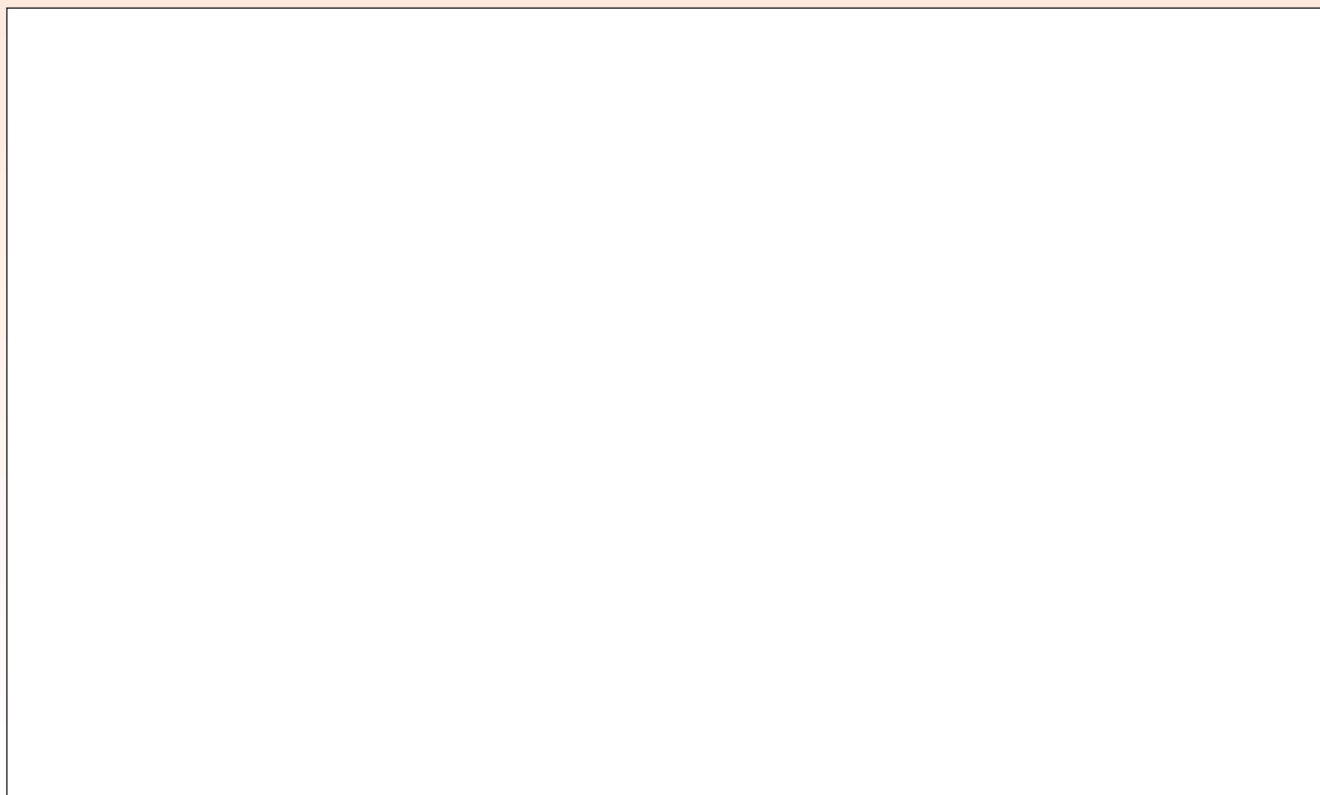
c. How will you sort (organise) your data?



4. Draw a pictograph for your data.



5. Draw a bar graph for your data.



Sign:

Date:

continued ➡

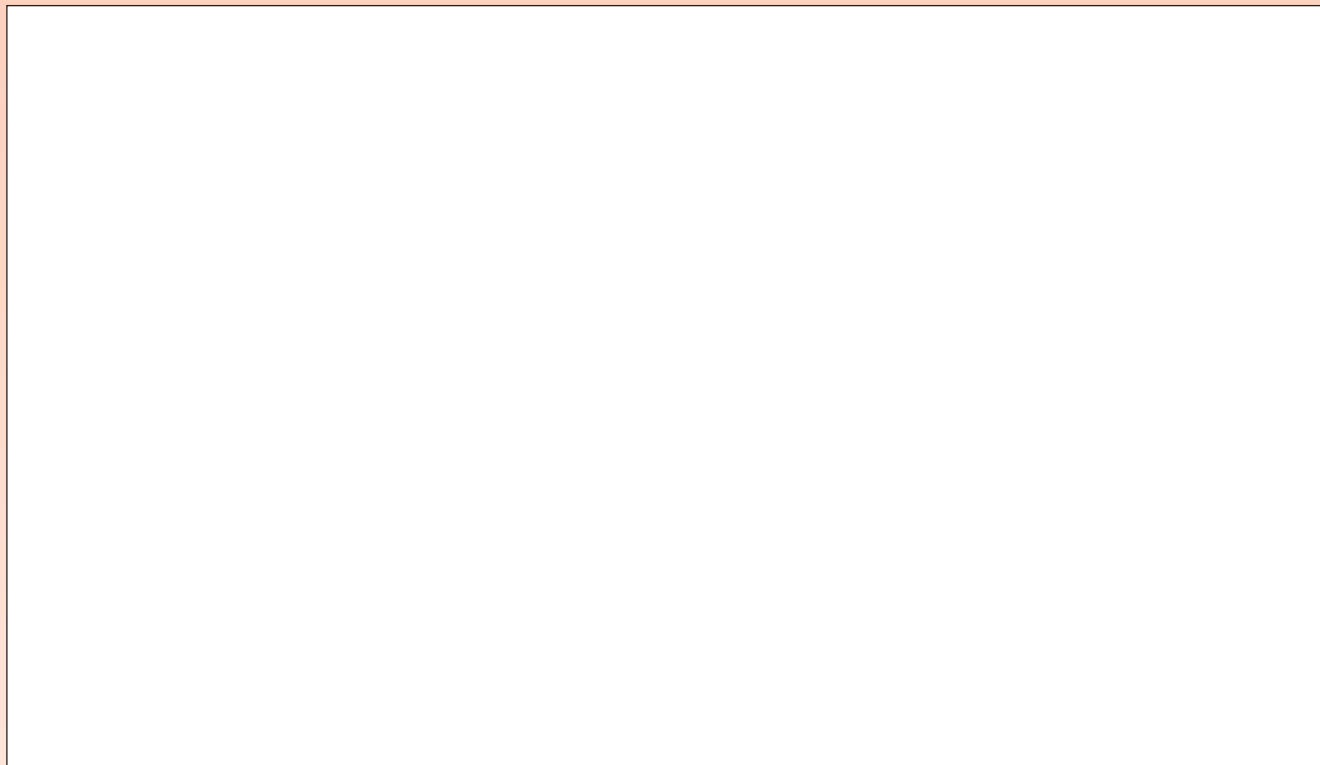
6. This is a record of how many bags of waste were collected at a school over a month. Study it and then draw a pictograph using the information. First draw your own symbol which represents five bags.

Week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	15 bags	25 bags	10 bags	20 bags	5 bags
Week 2	10 bags	15 bags	20 bags	10 bags	5 bags
Week 3	20 bags	15 bags	5 bags	5 bags	10 bags
Week 4	5 bags	5 bags	15 bags	15 bags	5 bags
Week 5	5 bags	10 bags	5 bags	5 bags	5 bags

5 bags

Week 1	Week 2	Week 3	Week 4	Week 5

7. Use the pictograph to draw a bar graph.



8. Answer the questions below.

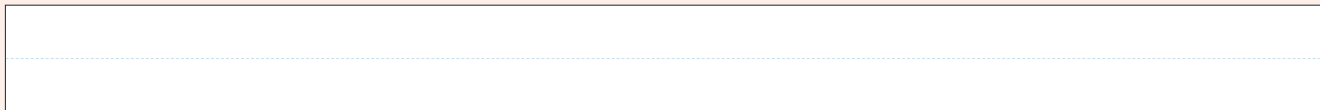
a. Which week did they have the most bags of waste?



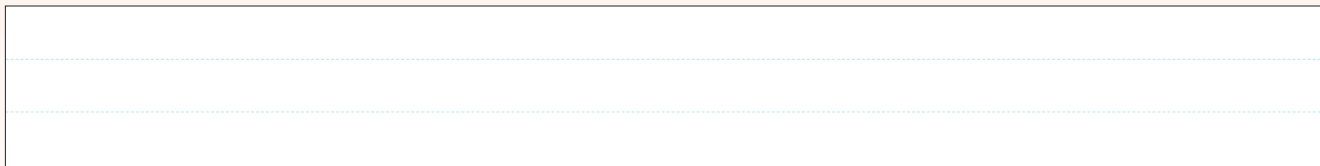
b. Which week did they have the least bags of waste?



c. Compare week 1 to 5. What do you notice?



d. What do you think happened with the waste at this school? Use words such as reduce, less, more, recycle and reuse.



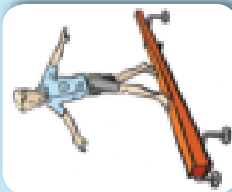
Waste management

How many bags or dustbins does your class fill per day?

Sign:

Date:

Do you like to score in sport? Why do we need to take part in sport?



1. Do the following activity in groups of six. Your teacher will keep time. Write your results in the table below.

How many times can you bounce a ball in one minute?

Name	Bounces in one minute

2. Write five questions on the data you have collected.

3. In groups of six you each will kick 5 goals. Your teacher will time you to see who can kick 5 goals in the shortest period. Organise and record your data.

Name	Time

4. Write five questions on the data you have collected.

[illegible]

Fitness

One of your friends told you that children in your school that exercise regularly are doing better in tests than children who do not exercise.

How do you think she knows this?

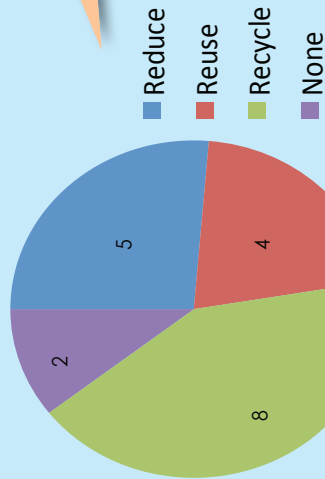


Pie charts

What is this pie chart telling us.

Schools that reduce, reuse, recycle and not

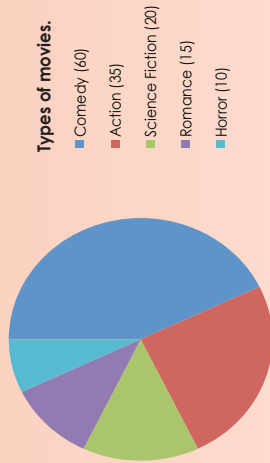
Schools that reduce, reuse, recycle and not



1. After a survey was done. The pie chart above was drawn.

- a. How many schools took part in this survey?
- b. How do you know that?
- c. How many schools are?
- i) reducing
- ii) re-using
- iii) recycling
- iv) not reducing, re-using or recycling
- d. Why do you think more schools recycle than re-use?

2. Grade 5 learners were asked what their favourite type of movie is. This was the result. Answer the questions below.



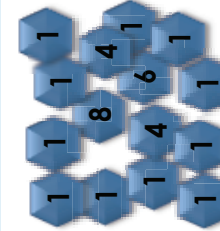
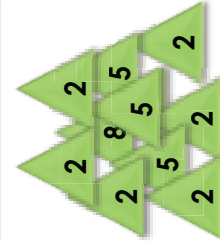
- | | |
|---|--|
| a. What data was collected? | |
| b. How was it collected? | |
| c. How many learners like comedy? | |
| d. How many learners like romance? | |
| e. How many learners like science fiction? | |
| f. Who would want to collect this information? | |
| g. If we wanted to treat the learners on the last day of school, which two movies would we hire? Why? | |

Write a paragraph on the pie cart above.

Finding the mode of ungrouped numerical data sets

100

Look at the numbers in the blocks. Which number appears most often?



The number that appears most often is called the **mode**.

1. We will guide you to complete this example:

Here are the different amounts of paper that the school collected to recycle (in kilograms).

kg	22	21	22	21	20	19	22	23	20
----	----	----	----	----	----	----	----	----	----

a. To identify the mode, it is easier when the kilograms are put in order first. We started to put the kilograms in order. Complete the rest.

kg	19	20						
----	----	----	--	--	--	--	--	--

b. Mode is the most commonly occurring		in a set of numbers.
--	--	----------------------

Let us summarise:

Step 1: Put the numbers in order.

Step 2: Look for the number that occurs most often., e.g. 22 kg occurs the most.

The mode is 22 kg.

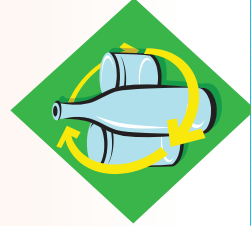
2. Use the tables to help answer the questions.

a. Amount of glass collected.

Week 1	Week 2	Week 3	Week 4	Week 5
5 kg	4 kg	5 kg	6 kg	5 kg

i. Rearrange the results:

ii. The mode is []



b. Amount of plastic collected.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
8 kg	8 kg	7 kg	6 kg	4 kg	7 kg	7 kg	5 kg

i. Rearrange the results:

ii. The mode is

c. Amount of metal collected.

	Week 1	Week 2	Week 3	Week 4	Week 5
	5 kg	6 kg	6 kg	5 kg	5 kg

i. Rearrange the results:

ii. The mode is [

3. Here are the heights of some of the recycling bins.

135 cm, 145 cm, 125 cm, 135 cm, 145 cm, 145 cm, 120 cm, 120 cm, 120 cm, 125 cm, 145 cm, 145 cm, 130 cm and 115 cm.

i. Rearrange the results:

ii. The mode is [

4. Here is the total amount of paper collected in seven weeks.

135 cm, 145 cm, 125 cm, 135 cm, 145 cm, 145 cm, 120 cm, 120 cm, 120 cm, 130 cm and 115 cm.

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
	7 kg	6 kg	7 kg	6 kg	6 kg	7 kg	6 kg

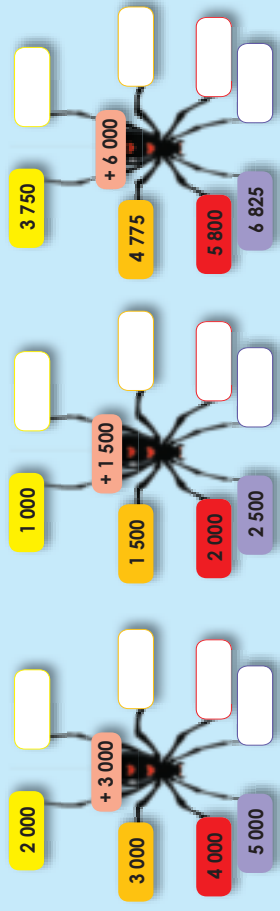
i. Rearrange the results:

ii. The mode is [

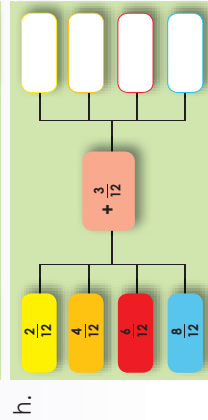
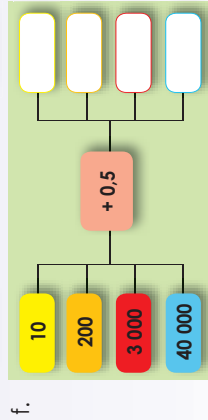
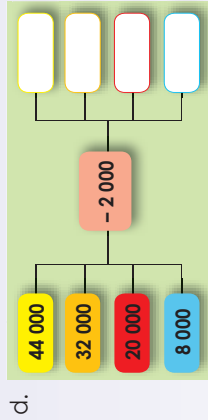
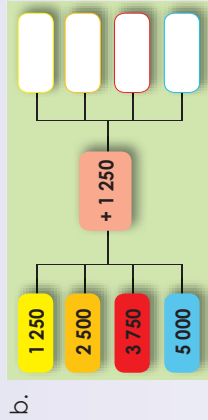
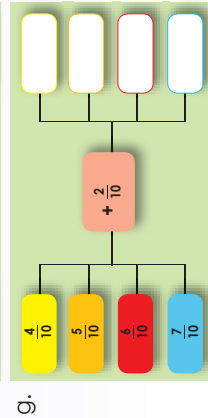
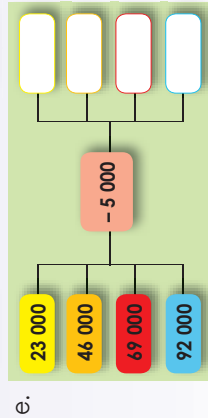
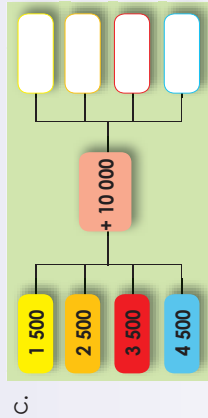
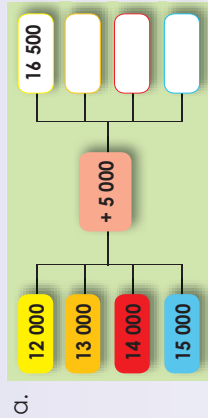
Total waste

Go back to Question 2 and work out how many kilograms of each material was collected.

What is the answer?



1. Complete the flow diagrams.



2. Complete the table.

a.

		+1	+1	+1	+1	+1	+1	+1	+1	
	1	2	3	4	5	6	7	8	9	10
x 5	5	10								
		+5								

b.

-6	-6	-6	-6	-6	-6	-6	-6	-6	-6	
72	66	60	54	48	42	36	30	24	18	
÷ 6	12	11								
	-1	-1								

[illegible][illegible][illegible][illegible][illegible]

Create a table.

Create your own tables like the ones above.

[illegible]

A decorative banner at the top of the page featuring a variety of mathematical symbols and geometric shapes. From left to right, it includes a yellow cube, a blue rectangle, a white 'X', a blue circle with a white dot, a green square, a yellow star, a green circle, a purple cylinder, an orange '8', a green arrow pointing right, a green arrow pointing left, a white '3', a red '9', and a blue sphere.

Try this!

Try this!

3	9	27	81	?
---	---	----	----	---

3 9 27 81 ?

Year	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Population (millions)	7.7	8.0	8.3	8.6	8.9	9.2	9.5	9.8	10.1	10.4	10.7	11.0	11.3	11.6	11.9	12.2	12.5	12.8	13.1	13.4	13.7
GDP (trillion USD)	4.5	5.5	6.5	7.5	8.5	9.5	10.5	11.5	12.5	13.5	14.5	15.5	16.5	17.5	18.5	19.5	20.5	21.5	22.5	23.5	24.5
Per capita GDP (USD)	583	688	784	871	955	1038	1121	1202	1280	1354	1426	1496	1564	1630	1694	1757	1818	1878	1937	1994	2050

Response	Percentage
Very good	10%
Good	20%
Not good	40%
Very bad	30%



. Complete the table below.

[illegible]

2. Use both methods to do the multiplication below.

Examples:

Example 1:

$$\begin{aligned}
& 369 \times 68 \\
&= (300 \times 60) + (60 \times 60) + (9 \times 60) + (300 \times 8) + (60 \times 8) \\
&\quad + (9 \times 8) \\
&= 18\,000 + 3\,600 + 540 + 2\,400 + 480 + 72 \\
&= 10\,000 + 8\,000 + 3\,000 + 600 + 500 + 40 + 2\,000 + \\
&\quad 400 + 400 + 80 + 70 + 2 \\
&= 10\,000 + 13\,000 + 1\,900 + 190 + 2 \\
&= 10\,000 + 10\,000 + 3\,000 + 1\,000 + 900 + 100 + 90 + 2 \\
&= 20\,000 + 4\,000 + 1\,000 + 90 + 2 \\
&= 20\,000 + 5\,000 + 90 + 2 \\
&= 25\,092
\end{aligned}$$

Example 2

$$\begin{array}{r} 369 \\ \times \quad 68 \\ \hline 2952 \\ 22140 \\ \hline 25092 \end{array}$$
$$\begin{array}{l} (9 \times 8) \\ (60 \times 8) \\ (300 \times 8) \\ (9 \times 60) \\ (60 \times 60) \\ (300 \times 60) \end{array}$$

Continue on an extra sheet of paper

c. $984 \times 35 =$

d. $498 \times 53 =$

You did 3-digit x 2-digit multiplication before but this time your answers will be bigger than 20 000 and smaller than 50 000. See if this is true!!!



Continue on an extra sheet of paper

e. $623 \times 44 =$

Continue on an extra sheet of paper

Multiplication: 3-digit by 2-digit and 4-digit by 1-digit continued

3. Use both methods to do the multiplications below.

Examples:

Example 1:

$5\,649 \times 6$

$$= (5\,000 \times 6) + (600 \times 6) + (40 \times 6) + (9 \times 6)$$

$$= 30\,000 + 3\,600 + 240 + 54$$

$$= 30\,000 + 3\,000 + 600 + 200 + 40 + 50 + 4$$

$$= 30\,000 + 3\,000 + 800 + 90 + 4$$

$$= 33\,894$$

Example 2:

5 6 4 9

$$\frac{5}{\lambda}$$

८ ७
५ ४

0 0
4 0
2 2
3

[illegible]

3	0	0	0	0
---	---	---	---	---

(9×6)

(40×6)

(40×6)
 $(9 \times 100 \times 6)$

(9×1000)

a. $5\,693 \times 6 =$

b. $4867 \times 5 =$

Continue on an extra sheet of paper

C. $3989 \times 9 =$

d. $6\,742 \times 3 =$

Continue on an extra sheet of paper

e. $9\,658 \times 4 =$

Continue on an extra sheet of paper

4. Solve the problems.

a. There are 7 grades in our school. In each grade there are 246 learners. How many learners are there altogether in our school?

Continue on an extra sheet of paper

b. There are 188 bags with 35 oranges in each bag. How many oranges are there in total?

Continue on an extra sheet of paper

How quick can you calculate this?

4	$\times$ 3	$\times$ 5	$\times$ 4	$\times$ 3	$\times$ 5	$\times$ 4	=	
---	------------	------------	------------	------------	------------	------------	---	--

104 More multiplication: 3-digit by 2-digit and 4-digit by 1-digit

What number comes next? Try this!

5	50	500	5 000	?
3	36	432	5184	?
1	15	225	3 375	?
11	99	891	8019	?

1. Complete the table below:

Number	x 100	x 300	x 400	x 500	x 800
15	1 500				
25					
40					
60					
75					

2. Calculate the following:

a. $684 \times 47 =$

b. $426 \times 84 =$

c. $5\,123 \times 9 =$

d. $9427 \times 8 =$

3. Solve the problems.

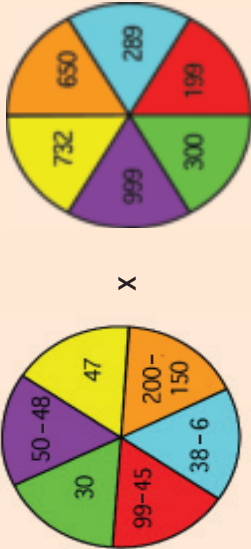
a. 378 children attended the sport event. Each spent R35. How much money did they spend altogether?

b. The TV costs R7 899. The shop sold 8 TVs. How much money did they get for all the TVs?

c. 9 999 people each had 1 litre of milk each day for a week. How much milk did they drink altogether?

Spinning numbers

Multiply the numbers with the same colour.



Numbers 0 – 1 00 000

105

How much is 100 000?

What is the number just before 100 000?

What is the number just after 100 000?



How many R200 notes do you need to make R100 000?

How many R100 notes do you need to make R100 000?

Take each number and round it off to the nearest 5, 10, 100 and 1 000.

1. Say if the following is true or false:

- There are 500 R200 notes in R100 000.
- There are 500 R100 notes in R100 000.
- There are 1 000 R100 notes in R100 000.
- There are 100 000 millilitres in 10 000 litre.
- There are 100 000 millilitres in 100 litres.

2. Complete the following:

- $100\ 000 + 30\ 000 + 1\ 000 + 200 + 90 + 6 =$
- $100\ 000 + 90\ 000 + 5\ 000 + 600 + 7 =$
- $100\ 000 + 40\ 000 + 8 =$
- $100\ 000 + 9 =$
- $10 + 40\ 000 + 7\ 000 + 100\ 000 + 6 =$

3. What is the place value of each of the underlined digits in each number?

- 183 586 = 80 000 and 80
- 123 212 =
- 179 162 =
- 132 002 =
- 199 299 =

4. Circle the number that is:

- 40 000 more than 54 562: 94 652, 14 562, 94 562, 84 562
- 3 000 more than 42 985: 45 895, 45 985, 37 985, 72 985
- 900 more than 95 644: 96 900, 81 644, 84 644, 96 544
- 60 000 more than 15 487: 21 487, 75 487, 55 487, 75 874
- 100 000 more than 79 999: 179 999, 89 999, 69 999, 88 999

5. Use any of these digits to make five different 5-digit numbers smaller than 99 999 but bigger than 50 000.

a.



6. Answer $<$, $>$ or $=$

- 194 578 184 587
- 14 680 15 680
- 10 900 10 090
- 15 303 15 003
- 94 999 94 909

7. Write the following in numbers:

- One hundred and sixty five thousand three hundred and twenty one.
- One hundred thousand two hundred and fifteen.

8. Write the following in words:

- 123 633
- 105 128
- 62 805
- 80 004

9. Say if the numbers in question 8 are odd or even.

Up to 100 000

Find 10 numbers in a newspaper that are bigger than 10 000 but smaller than 100 000.

How many numbers are closer to 10 000 than to 100 000?

What do the numbers tell us?

Take each number and round it off to the nearest 5, 10, 100 and a 1 000.



106a Addition: 5-digit numbers

Revise **place value** and **expanded notation**.

Give the answer for:

90 000 + 7 000 + 800 + 3 =	
50 000 + 9 000 + 400 + 1 =	
30 000 + 2 000 + 60 + 2 =	
80 000 + 6 000 + 700 + 90 =	
40 000 + 1 000 + 5 =	

Write in expanded notation:

90 120	
75 300	
89 060	
34 000	
50 640	

1. Give the answers for the following:

Example: 90 000 + 7 000 + 800 + 3 = 97 803

- 90 000 + 5 000 + 800 + 20 + 5 =
- 70 000 + 1 000 + 500 + 80 + 9 =
- 30 000 + 700 + 10 + 4 =
- 60 000 + 90 + 1 =
- 40 000 + 9 =

2. Write the following in expanded notation.

Example: 90 120 = 90 000 + 100 + 20

- 34 248
- 52 505
- 41 094
- 90 001
- 30 130

3. Calculate and write your answers in expanded notation (in units or tens or hundreds or thousands or ten thousands).

8 + 7	80 + 70	800 + 700	8 000 + 7 000	80 000 + 70 000
= 15	= 150	= 1 500	= 15 000	= 150 000
= 10 + 5	= 100 + 50	= 1 000 + 500	= 10 000 + 5 000	= 100 000 + 50 000

- 3 + 9 =
- 6 000 + 7 000 =
- 800 + 600 =
- 40 + 80 =
- 70 000 + 80 000 =
- 9 + 5 =

4. Calculate the following using the method below.

Example:

$$\begin{array}{r} 56\,832 \\ +\quad 9\,396 \\ +\quad 33\,254 \\ \hline \text{Total} \end{array}$$

$$\begin{array}{r} = 50\,000 + 6\,000 + 800 + 30 + 2 \\ = 9\,000 + 300 + 90 + 6 \\ = 30\,000 + 3\,000 + 200 + 50 + 4 \\ = 80\,000 + 18\,000 + 1\,300 + 170 + 12 \\ = 80\,000 + 10\,000 + 9\,000 + 400 + 80 + 2 \\ = 99\,482 \end{array}$$

a. 74 523 + 3 498 + 48 983 =

b. 26 665 + 6 751 + 38 894 =

5. Do the following on an extra sheet of paper. A farmer sells fruit to several stores in his city. He sold 13 789 pears and 35 678 oranges in one month. How much fruit did he sell altogether?

continued

106b Addition: 5-digit numbers continued

6. Calculate the following using the method below.

Example:

$$\begin{array}{r} 68 \\ + 23 \\ \hline 91 \end{array}$$

a. $74 + 18 =$

b. $54 + 39 =$

c. $65 + 28 =$

d. $39 + 45 =$

e. $42 + 39 =$

f. $53 + 49 =$

7. Calculate the following using the method below.

Example:

$$\begin{array}{r} 43265 \\ + 4527 \\ \hline 47792 \end{array}$$

a. $93\,254 + 3\,429 =$

b. $73\,236 + 6\,537 =$

c. $78\,224 + 1\,569 =$

d. $83\,147 + 5\,635 =$

e. $54\,306 + 4\,576 =$

f. $96\,584 + 2\,308 =$

8. Calculate the following using the method below.

Example:

$$\begin{array}{r} 65432 \\ + 2389 \\ \hline 67821 \end{array}$$

a. $56\,636 + 2\,198 =$

b. $45\,883 + 2\,098 =$

c. $41\,892 + 6\,039 =$

d. $52\,127 + 5\,395 =$

e. $42\,422 + 5\,379 =$

f. $47\,331 + 1\,279 =$

9. Calculate the following using the method below.

Example:

$$\begin{array}{r} 87596 \\ + 94111 \\ \hline 97007 \end{array}$$

a. $43\,356 + 32\,867 =$

b. $25\,626 + 52\,675 =$

c. $76\,734 + 12\,587 =$

d. $58\,272 + 30\,849 =$

e. $63\,789 + 24\,654 =$

f. $77\,932 + 10\,598 =$

Farm costs

My uncle bought a second-hand tractor for R64 375 and a plough for R15 430. How much did he pay for the two items?

Subtraction: 5-digit numbers

107

How fast can you answer the following:

$(90\ 000 + 3\ 000 + 200 + 50 + 4) - 2 =$	
$(80\ 000 + 3\ 000 + 100 + 40 + 7) - 30 =$	
$(30\ 000 + 8\ 000 + 200 + 80 + 3) - 100 =$	
$(70\ 000 + 3\ 000 + 200 + 30 + 6) - 1\ 000 =$	
$(50\ 000 + 4\ 000 + 300 + 6) - 10\ 000 =$	

David got these answers wrong. What did he do wrong?

73 254 ✗
80 147 ✗
28 283 ✗
73 235 ✗
53 306 ✗

1. Give an answer for the following:

Example: $(90\ 000 + 3\ 000 + 200 + 50 + 4) - (30 + 2) = 93\ 222$

- $(40\ 000 + 9\ 000 + 300 + 60 + 5) - (20 + 1) =$
- $(50\ 000 + 8\ 000 + 30 + 6) - (4\ 000 + 20) =$
- $(90\ 000 + 800 + 50 + 7) - (600 + 10 + 5) =$
- $(60\ 000 + 7\ 000 + 100 + 8) - (10\ 000 + 2\ 000 + 100 + 6) =$
- $(80\ 000 + 5\ 000 + 700 + 40) - (10\ 000 + 5\ 000 + 200 + 10) =$

2. Write the subtraction in expanded notation and calculate the answer.

Example: $84\ 434 - 213 = (80\ 000 + 4\ 000 + 400 + 30 + 4) - (200 + 10 + 3) = 84\ 221$

- $96\ 653 - 312 =$
- $85\ 953 - 944 =$
- $74\ 009 - 13\ 211 =$
- $43\ 907 - 42\ 908 =$
- $60\ 080 - 31\ 345 =$

3. Calculate the following using the examples below to guide you. You will need extra paper to complete this.

Example:

$36 - 9$	$536 - 69$	$4\ 536 - 769$
$= (30 + 6) - 9$	$= (500 + 30 + 6) - (60 + 9)$	$= (4\ 000 + 500 + 30 + 6) - (700 + 60 + 9)$
$= (20 + 16) - 9$	$= (400 + 130 + 6) - (60 + 9)$	$= (3\ 000 + 1\ 500 + 30 + 6) - (700 + 60 + 9)$
$= 20 + 7$	$= (400 + 120 + 16) - (60 + 9)$	$= (3\ 000 + 1\ 400 + 130 + 6) - (700 + 60 + 9)$
$= 27$	$= 400 + 60 + 7$	$= (3\ 000 + 1\ 400 + 120 + 16) - (700 + 60 + 9)$
	$= 467$	$= 3\ 000 + 700 + 60 + 7$
		$= 3\ 767$

- $95 - 9 =$
- $4\ 715 - 956 =$
- $765 - 96 =$
- $9\ 684 - 796 =$
- $854 - 97 =$
- $75 - 8 =$
- $856 - 87 =$
- $5\ 738 - 859 =$
- $6\ 824 - 975 =$

4. Complete the following:

Example:

$$\begin{array}{r} 83\ 752 \\ - 32\ 575 \\ \hline \text{Total} \end{array} = 80\ 000 + 3\ 000 + 600 + 140 + 12 = 83\ 752$$

752 = 600 + 140 + 12

- $58\ 476 - 29\ 697 =$
- $71\ 432 - 30\ 675 =$

Cycling a long way!

My brother cycled 63 575 m. His friend cycled 36 589 m. How much farther did my brother cycle?

108 Subtraction using the vertical column method

Revise the following.

$$\begin{array}{r} 7 \quad 10 \\ 8 \quad 6 \\ - 3 \quad 8 \\ \hline 4 \quad 8 \end{array}$$

- Subtract the **units**.
- Note how we break down the **80** into **70 + 10**. We then add the **10** to the **6**; that gives us **16**.
- Now we can subtract the units.
- Subtract the **tens**.

Take note that when saying 'carry over 10' or 'borrow 10', it does not help to understand place value. Rather say 'We write the 10 at the top of the units column'.

1. Calculate the following using the method below.

a. $896 - 507 =$	b. $684 - 267 =$	c. $785 - 567 =$
d. $758 - 439 =$	e. $676 - 359 =$	f. $946 - 128 =$
g. $847 - 328 =$	h. $757 - 238 =$	i. $786 - 459 =$

2. Calculate the following using the method below.

Example: $\begin{array}{r} 6 \quad 2 \quad 5 \quad 4 \quad 7 \\ - 3 \quad 1 \quad 4 \quad 2 \quad 3 \\ \hline 3 \quad 1 \quad 1 \quad 2 \quad 4 \end{array}$	a. $93\,142 - 52\,031 =$	b. $82\,531 - 51\,320 =$
d. $75\,407 - 23\,203 =$	e. $94\,524 - 63\,012 =$	f. $84\,465 - 31\,234 =$
g. $82\,464 - 51\,252 =$	h. $72\,302 - 31\,200 =$	i. $98\,623 - 53\,312 =$

3. Calculate the following using the method below.

Example: $\begin{array}{r} 3 \quad 10 \\ 6 \quad 2 \quad 5 \quad 4 \quad 7 \\ - 3 \quad 1 \quad 4 \quad 2 \quad 9 \\ \hline 3 \quad 1 \quad 1 \quad 1 \quad 8 \end{array}$

a. $82\,723 - 41\,305 =$	b. $94\,876 - 52\,539 =$	c. $73\,853 - 31\,237 =$
d. $74\,156 - 34\,038 =$	e. $85\,134 - 54\,108 =$	f. $96\,123 - 54\,106 =$
g. $95\,218 - 61\,209 =$	h. $72\,538 - 40\,129 =$	i. $88\,713 - 64\,305 =$

4. Calculate the following using the method below.

Example: $\begin{array}{r} 3 \quad 12 \quad 11 \quad 17 \quad 10 \\ 4 \quad 3 \quad 2 \quad 8 \quad 1 \\ - 2 \quad 6 \quad 5 \quad 9 \quad 4 \\ \hline 1 \quad 6 \quad 6 \quad 8 \quad 7 \end{array}$

a. $78\,886 - 43\,597 =$	b. $83\,567 - 50\,398 =$	c. $93\,086 - 61\,297 =$
d. $85\,732 - 52\,474 =$	e. $93\,621 - 52\,857 =$	f. $72\,987 - 30\,098 =$
g. $94\,632 - 52\,753 =$	h. $75\,543 - 42\,765 =$	i. $86\,964 - 37\,969 =$

The cost of training

My father paid R13 860 to go on a training course for two weeks. The next training course he wants to go on will cost R17 340 for a month. How much will the full costs of the training be?

Colour the income in blue and the expenses in orange.

Pocket money R175				Airtime R24	Extra chores R43
	DVD R72,99	Books R63,99		Extra chores R38	Stationary R23,75
Extra chores R37			Received birthday gift R120		Airtime R24
Pocket money R175	Socks for R23,75		Jeans R105,00		
Magazine R50		Extra chores R43,50		T-Shirt R59,99	
	Airtime R50		Books R89,99		Paid for birthday gift R38,75

1. Fill in the empty spaces in the table above. Make sure your expenses do not exceed your income.
2. List your income and expenses below and add it up.

[illegible]

3. Answer the following questions using the table on the previous page.

a. Is this your income and expenditure for 1 or 2 months?

Why do you say so?

- b. How much pocket money did you get over this period?
- c. How much money did you earn doing chores?
- d. How much money did you spend on clothes?
- e. How much money did you spend on airtime?
- f. How much money did you spend on yourself?
- g. How much money did you spend on other people?
- h. Did you plan to save any money?
Why or why not?

[illegible]

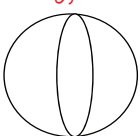
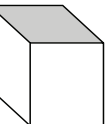
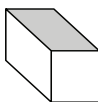
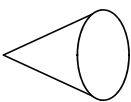
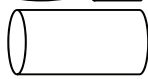
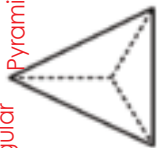
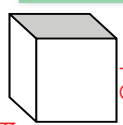
Budgeting for the future



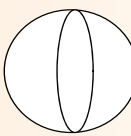
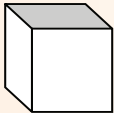
You won R10 000.
You don't want to spend
the money on unnecessary
things.
Draw up a budget.

Identifying and naming 3-D objects

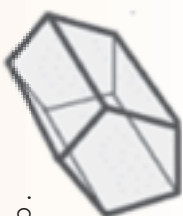
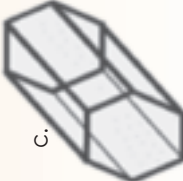
111a

Round surface  Sphere	Can a 3-D object with a curved surface roll or slide?
Flat surfaces Rectangular prisms   	Can a 3-D object with a flat surface roll or slide?
Both flat and round surfaces Cone  Cylinders   	Can a 3-D object with flat and curved surfaces roll or slide?
Pyramid  Cube 	

1. Draw a line to match the names and the 3-D objects.

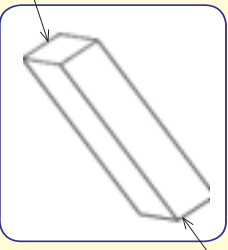
			
Cylinder	Rectangular prism	Cube	Sphere

2 Name the following prisms.

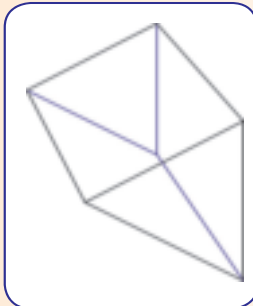
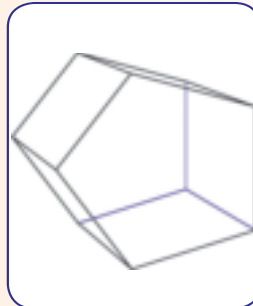
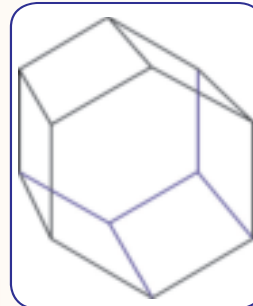
a. 	b. 	c. 

3. Describe the prisms by filling in the missing words.

A prism is a solid object that has two flat ends of exactly the same shape and size and all flat sides. First we identify the two ends (bases) that are identical. We name the prisms by the shape of these ends.



This 3-D object is made up only of **rectangles**. This is a **rectangular prism**.

a. 	b. 	c. 
This 3-D object is made up of two _____ ends and three _____ sides. This is a _____ prism.	This 3-D object is made up of two _____ and five _____.	This 3-D object is made up of two _____ and six _____.
	This is a _____ prism.	
		This 3-D object is made up of two _____ and six _____.
		This is a _____.

continued

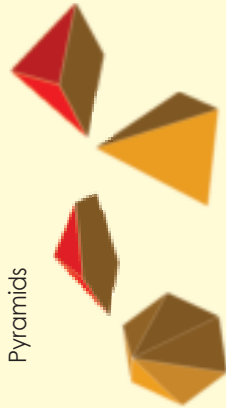
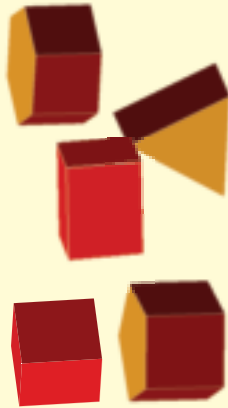
Identifying and naming 3-D objects

continued

Examples:

Prisms

Pyramids

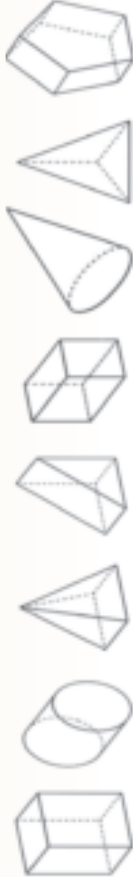


Explain what makes an object a prism and what makes it a pyramid.

4. Complete the table.

	Name of object	Number of faces	Shapes that make up the faces	Flat or curved surfaces	Can roll or slide
a.					
b.					
c.					
d.					
e.					

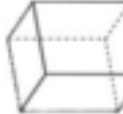
5. Colour the 3-D objects with more than five faces blue.



6. Circle the odd 3-D object in each row.

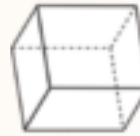
a.    

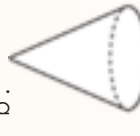
b.    

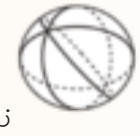
c.    

7. Name the odd 3-D object in 6c and explain why it is the odd one out.

8. Name the following 3-D objects.

a. 

b. 

c. 

continued



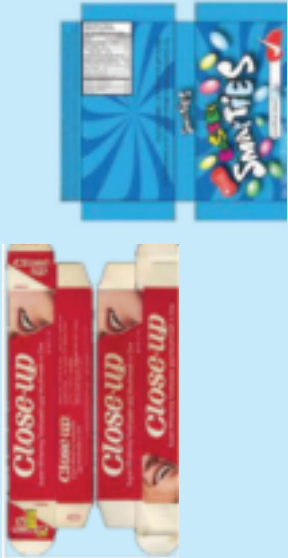
11. Name the following 3-D objects.



12 Complete the table below.

	Name of object	Number of faces	Shapes that make up the faces	Flat or curved surfaces
a.				
b.				
c.				
d.				
e.				

Open similar boxes as shown in the pictures on the left. Discuss what you see.



9. Make a triangular prism and answer the following questions about it.



a. What kind of surfaces does this object have?

b. Would it roll or slide?

c. What is a face?

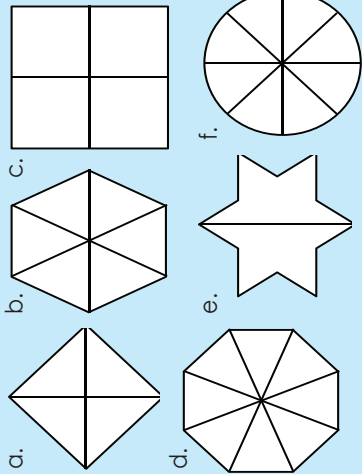
d. What shapes make up the object?

e. How many faces does this object have?

10. Colour the triangular prisms.



Ordering and comparing common fractions



Identify the fractions represented by the parts in each shape.

Colour one or more parts of each shape to represent different fractions.

What fractions of each shape is coloured?

What fraction of each shape is left uncoloured?

1. Work out the missing fractions.



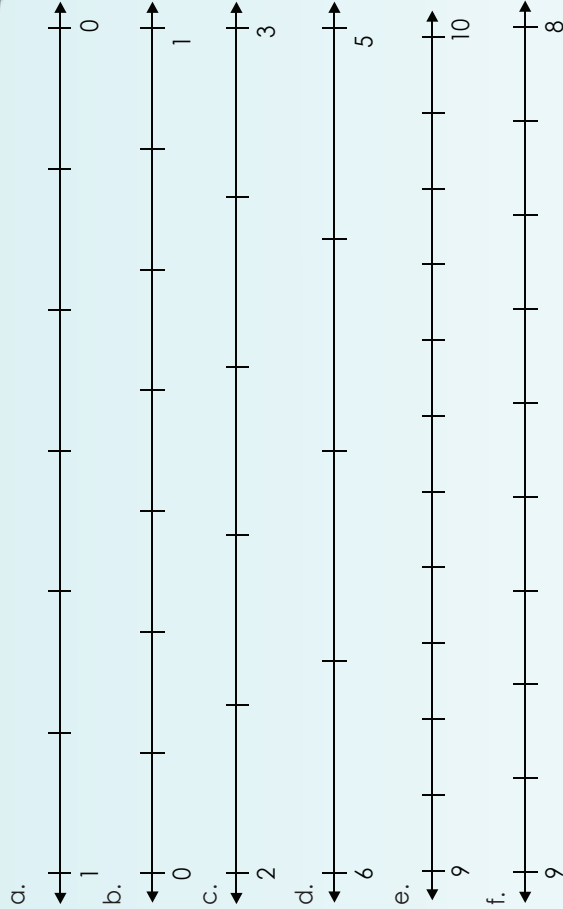
In order to label the number line we need to work out how much (in litres) is represented by each of the marks (gradation lines) on the number line. Once we have worked this out we need to label each line. In this example the number line starts with 0 and ends with 1, so it gets bigger. We were given the first two fractions that showed us we were working in tenths. The missing fractions to be filled in are $\frac{3}{10}$, $\frac{5}{10}$ and $\frac{8}{10}$.

2. Complete labelling the number line below by filling in the fractions.

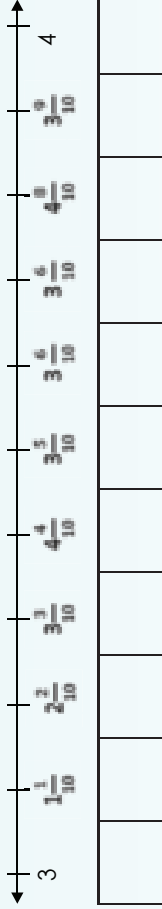


- What fraction does each gradation line represent?
- Do the numbers get bigger or smaller?

3. Complete labelling the number line below by filling in the fractions.



4. Circle the mistakes on this number line and write the correct answer underneath.



5. Draw a number line that starts at 0 and ends at 1. Put the following fractions on the number line: $\frac{3}{10}$, $\frac{2}{3}$, $\frac{1}{3}$ and $\frac{1}{5}$.

6. Draw a number line that starts at 1 and ends at 2. Put the following fractions on the number line: $\frac{1}{2}$, $\frac{3}{10}$, $\frac{1}{2}$ and $1\frac{1}{5}$.

Draw a number line

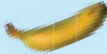
Draw a number line to show $\frac{3}{10}$, $1\frac{3}{10}$, $\frac{2}{10}$ and $1\frac{8}{10}$.

Adding and subtracting common fractions

I have one apple and my friend gives me a . How many apples will I have?



I have five apples and I give my friend a . How many apples do I have?



Both examples are meant to show that we can only add 'like fruit'. In the same way, when we work with fractions we can only add or subtract the fractions with the **same denominators**.

1. Label the fraction showing the numerator and denominator.

$$\frac{2}{5}$$

2. Use a diagram to work out the following sums.

a. $\frac{2}{6} + \frac{3}{6} =$

b. $\frac{12}{12} - \frac{8}{12} =$

3. Fill in the missing information.

a. $\frac{9}{10} - \frac{3}{10} =$

b. $\frac{2}{3} +$ $= \frac{3}{3}$

c. $- \frac{1}{5} = \frac{3}{5}$

d. $\frac{5}{7} + \frac{2}{7} =$

e. $- \frac{1}{6} = \frac{2}{6}$

f. $\frac{12}{12} -$ $= \frac{8}{12}$

4. Solve the following problems:

a. My sister bakes a cake and slices it into 6 equal pieces. My father eats 3 slices and I eat 1 slice. What fraction of the cake is left over?

b. My brother has a packet of sweets. If he eats a quarter of the packet of sweets every day, for how many days will he eat the sweets?

c. I had 7 marbles but on the way home I lost 4. What fraction of my marbles did I lose?

d. Jessica has a cake that her mother sliced into 12 equal pieces. If her uncle eats 3 slices and her brother eats 2 slices, how much is left for her to take to school?

113b Adding and subtracting common fractions continued

5. Use the diagrams to write down each step. We did the first step for you.

	+		=	$2\frac{1}{4} + 1\frac{3}{4}$
	+		=	
	+		=	

6. Use a diagram to work out the following sums.

a. $4\frac{2}{5} + 2\frac{3}{5} =$ b. $3\frac{4}{8} - 2\frac{7}{8} =$

7. Fill in the missing information.

a. $3\frac{2}{10} - 2\frac{3}{10} =$ b. $5\frac{2}{3} +$ c. $-4\frac{1}{5} = \frac{3}{5}$
d. $5\frac{5}{7} + 4\frac{3}{7} =$ e. $- \frac{2}{6} = 5\frac{4}{6}$ f. $2\frac{12}{12} -$ $= 2\frac{8}{12}$

8. Solve the following problems:

a. Mother brings home $1\frac{3}{5}$ of a cake and my brother brings home another $\frac{4}{5}$. How much cake do they bring home altogether?

b. Sipho has bought $3\frac{3}{4}$ chickens. He makes $1\frac{2}{4}$ chicken for supper and packs two $\frac{1}{4}$ chickens for his children's lunch. How much chicken is left?

c. Our family goes out for pizza night. My brother brings home $\frac{3}{8}$ of his pizza, my sister $\frac{4}{8}$ and I bring home $\frac{5}{8}$. How much did we bring home altogether?

d. Jamie bakes 5 cakes and manages to sell $3\frac{3}{6}$ of the cakes at her tea room. How much cake is left over?

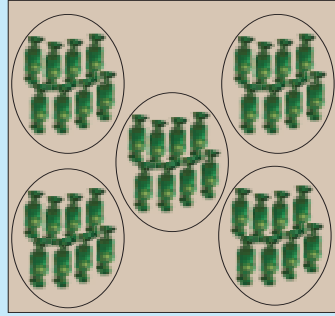
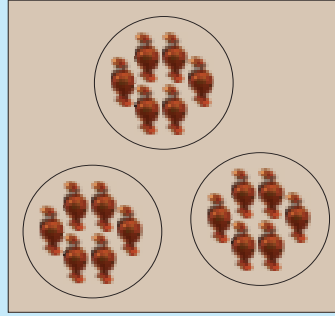
Problem solving

What is $10\frac{4}{9} - 4\frac{8}{9}$?

Fractions of whole numbers

114a

Explain the following:



Example 1:

- If we divide 18 **sweets** amongst 3 learners, it means each learner gets $\frac{1}{3}$
- Each one gets 6 sweets.
- $\frac{1}{3}$ of 18 sweets equals 6.
- We write it as a number sentence:

$$\frac{1}{3} \text{ of } 18 = 6$$

Example 2:

- If we divide 40 **sweets** amongst 5 learners, it means each learner gets $\frac{1}{5}$
- Each one gets 8 sweets.
- $\frac{1}{5}$ of 40 sweets equals 8.
- We write it as a number sentence:

$$\frac{1}{5} \text{ of } 40 = 8$$

1. Write a fraction number sentence for each.

- If we divide 33 marbles amongst 3 children, each one will get 11 marbles. $\frac{1}{3} \text{ of } 33 = 11$
- If we divide 54 cards amongst 9 children, each one will get 6 cards.
- If we divide 70 counters amongst 7 children, each one will get 10 counters.
- If we divide 48 sweets amongst 4 children, each one will get 12 sweets.
- If we divide 108 blocks amongst 12 children, each one will get 9 blocks.
- If we divide 48 coins amongst 6 children, each one will get 8 coins.

2. Solve the following and show a drawing for each. You will need a separate piece of paper.

- $\frac{1}{3}$ of 39 =
- $\frac{1}{11}$ of 22 =
- $\frac{1}{7}$ of 63 =
- $\frac{1}{4}$ of 24 =
- $\frac{1}{7}$ of 49 =
- $\frac{1}{4}$ of 84 =
- $\frac{1}{10}$ of 60 =
- $\frac{1}{6}$ of 36 =
- $\frac{1}{9}$ of 954 =

3. Solve these story sums.

a. Mandla earns $\frac{1}{3}$ of what his brother earns. If his brother earns R372, how much does Mandla earn?

b. Andile has 784 trading cards. He gives $\frac{1}{4}$ of the cards to his friend. How many cards does his friend get?

4. What is $\frac{1}{15}$ of R1050?

5. Solve the following problems:

a. If a recipe asks for $\frac{4}{5}$ of a cup of rice (250 g), how many grams are needed?

b. My mother saved R3 756. She spent $\frac{1}{3}$ of her savings on shoes. How much money is left?

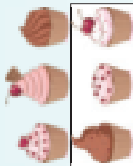
Fractions of whole numbers continued

114b

c. A wall has 124 panels. A painter paints $\frac{2}{6}$ of these panels. How many panels are painted?



d. What is $\frac{2}{5}$ of 125 cup-cakes?



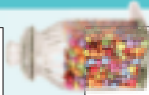
e. Abdul saves R598 to buy a computer game. The game is on special with a discount of $\frac{1}{4}$ of the price. How much money does he save?

f. Grandmother uses a 25 l bottle of paraffin for her stove. If she has used $\frac{3}{5}$ of the bottle already, how much is left?

g. Jabu has worked on her homework for $\frac{3}{5}$ of 2 hours. How many minutes have passed?



h. The teacher gives Mpho $\frac{1}{24}$ of 192 sweets. How many sweets did Mpho get?



i. My aunt's cat weighs 1 266g. Her kitten weighs $\frac{2}{6}$ of the cat's mass. What is the mass of the kitten?

j. A chocolate cake needs $\frac{3}{4}$ cup of flour. If my aunt wants to bake 5 cakes, how much flour will she need?



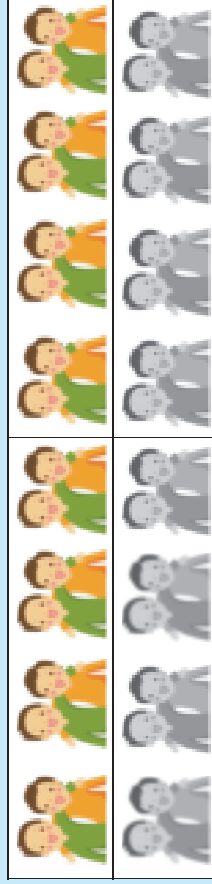
A giant chocolate bar

Design a chocolate bar that can be shared equally between 15 people.

Fraction problems

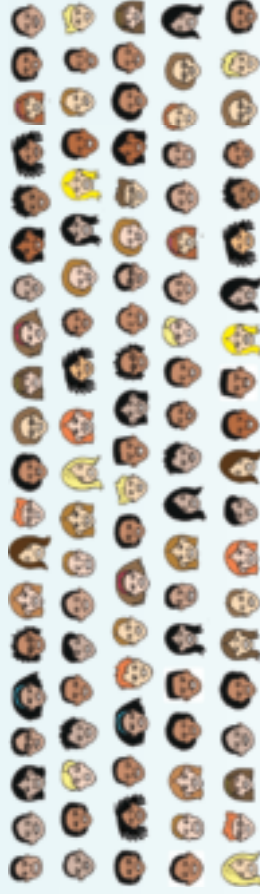
115

32 children went on a trip. Two quarters took orange juice with them. How many children took orange juice?



1. There are 100 learners in Grade 5. A quarter of them come to school by bus.

How many learners come to school by bus?

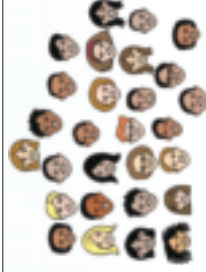


2. 10 girls went to the picnic. $\frac{2}{5}$ of them were wearing blue denim jeans. How many girls were not wearing blue ones?



3. 28 sick children were sent to the clinic. 7 of them were suffering from influenza.

What fraction of the children suffer from influenza?



4. 16 scouts went hiking in the mountains. $\frac{6}{8}$ of them wore blue t-shirts. How many scouts wore blue t-shirts?



5. Suraya made 12 samoosas. Two-sixths of the samoosas were chicken. How many chicken samoosas did Suraya make?



What fraction?

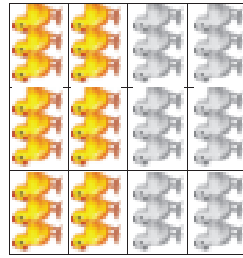
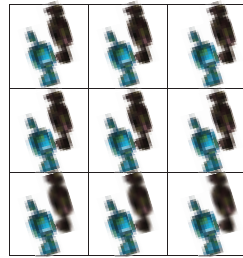
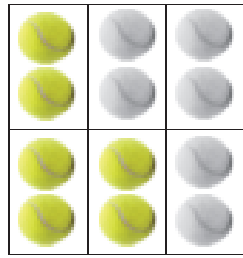
There are 42 teachers in my school. Six of them are from the Eastern Cape. What fraction of the teachers are from the Eastern Cape?



More fraction problems

116

Give a fraction problem for each picture.



1. Solve the following problems:

- a. There are 24 fruit trees on my father's farm. Two eighths of the trees in the garden are peach trees. How many peach trees are there at the farm?

- b. There are 20 desks in a classroom. Three quarters of them are already broken. How many desks are broken?

- c. There were 72 people on the one side of the soccer stadium. 4 people out of 18 were wearing caps. What fraction is that?

- d. Two-ninths of the 27 people at the beach are wearing sunglasses. How many people are wearing sunglasses?

- e. Four-thirteenths of the 13 are hungry. How many people are hungry?

- f. Three sixths of the 66 children are Xhosa speaking. How many learners are not Xhosa speaking?

Children at my party



We are 32 children in our class. One quarter of the children in my class have cell phones that can play music.

- How many children have cell phones that can play music?
- How many children do not have cell phones or cell phones that cannot play music?

Sign: _____
Date: _____

Even more fraction problems

117

How fast can you complete the following?

$$3\frac{1}{4} + 1\frac{2}{4} = \boxed{4\frac{3}{4}}$$

$$1\frac{3}{9} + 2\frac{5}{9} = \boxed{}$$

$$2\frac{2}{10} + 4\frac{4}{10} = \boxed{}$$

$$1\frac{4}{6} + 7\frac{1}{6} = \boxed{}$$

$$3\frac{4}{8} + 4\frac{1}{8} = \boxed{}$$

$$7\frac{1}{5} + 2\frac{2}{5} = \boxed{}$$

$$1\frac{1}{3} + 2\frac{1}{3} = \boxed{}$$

$$2\frac{3}{5} + 3\frac{1}{5} = \boxed{}$$

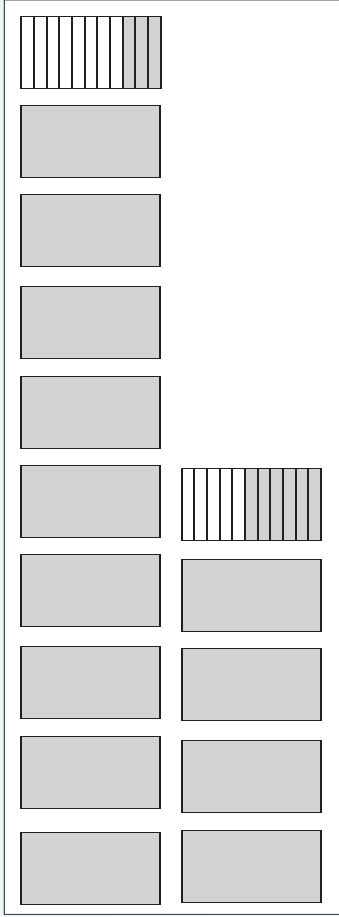
$$3\frac{5}{8} + 5\frac{2}{8} = \boxed{}$$

$$6\frac{1}{4} + 1\frac{1}{4} = \boxed{}$$

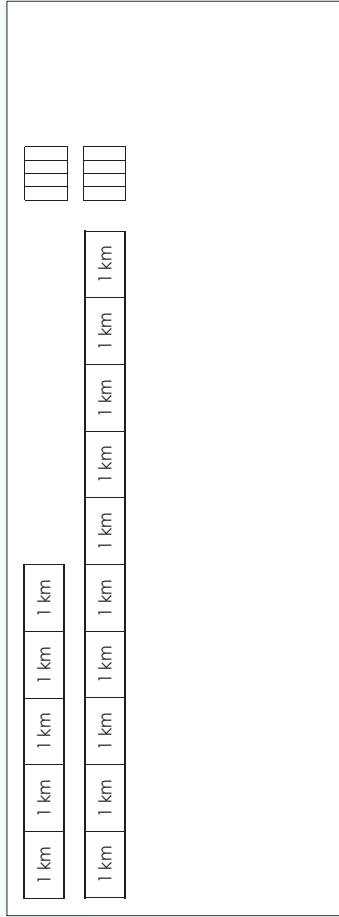
$$4\frac{6}{11} + 1\frac{3}{11} = \boxed{}$$

$$1\frac{7}{12} + 7\frac{2}{12} = \boxed{}$$

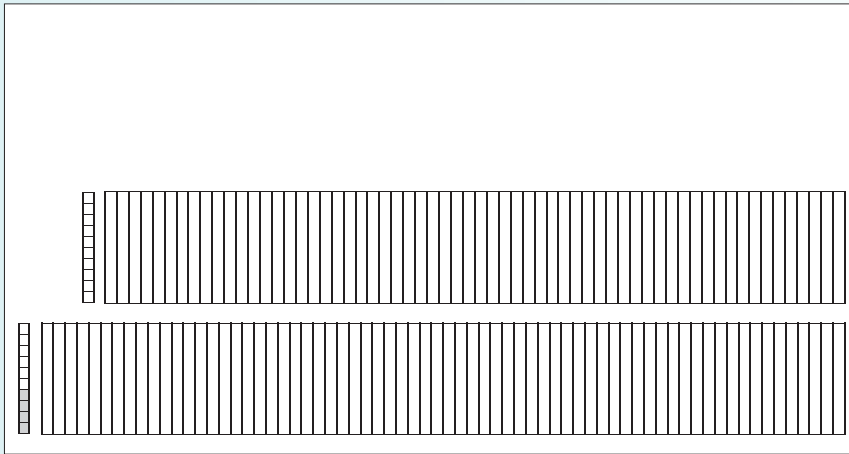
1. Sibongile picked nine and three elevenths bushels of apples on Friday and four and seven elevenths of bushels on Saturday. How many bushels of apples did she pick altogether?



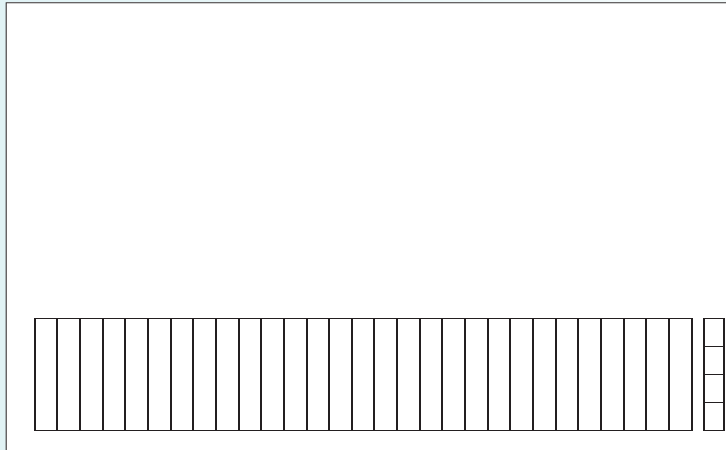
2. The distance from our house to the grocery store is five and one quarter kilometres. The distance from our house to the mall is ten and three quarter kilometres. How much further is the mall than the grocery store from our house?



3. Mandla is sixty eight and four tenths centimetres tall. Ben is sixty two and three tenths centimetres tall. How much taller is Mandla than Ben?



4. Mr Harris bought twenty nine and two quarters metres of rope to make a tire swing for Ben. When he finished the swing, he had five and a half metres of rope left over. How many metres of rope did he use to make the swing?



Make your own drawing.

Make your own drawing to solve this:

Mrs Smith only had three and seven twelfths cups of cake flour left in the bag. She used two and five twelfths cups of flour to make a cake. How much flour was left in the bag?

Addition and subtraction of mixed numbers

How fast can you answer this?

$$1\frac{2}{6} + 6\frac{2}{6} = \boxed{}$$

$$4\frac{3}{9} + 3\frac{4}{9} = \boxed{}$$

$$2\frac{1}{5} + 2\frac{3}{5} = \boxed{}$$

$$4\frac{5}{10} + 4\frac{4}{10} = \boxed{}$$

$$8\frac{2}{5} + 1\frac{1}{5} = \boxed{}$$

$$3\frac{5}{11} + 2\frac{4}{11} = \boxed{}$$

$$1\frac{1}{6} + 8\frac{3}{6} = \boxed{}$$

$$3\frac{1}{3} + 4\frac{1}{3} = \boxed{}$$

$$3\frac{2}{4} + 6\frac{1}{4} = \boxed{}$$

$$5\frac{5}{8} + 2\frac{2}{8} = \boxed{}$$

$$3\frac{3}{4} + 1\frac{1}{4} = \boxed{}$$

$$3\frac{7}{12} + 1\frac{4}{12} = \boxed{}$$

1. Draw a picture or diagram to solve the word problems. If you need more space for your picture or diagrams, use a separate sheet of paper.

a. Nicholas picked six and two sixths bushels of wheat yesterday and six bushels today. How many bushels of wheat did Nicholas pick in all? Draw a picture to show your answer.

b. Palesa bought seventy three and five ninths centimetres of ribbon to make bows for her party dress. After the bows were all made, she still had four and two ninths centimetres of ribbon left. How many centimetres of ribbon did she use for the bows? Draw a picture to show your answer.

c. Lungisani collected two and four twelfths of a litre of honey from his beehives. He gave one and two twelfths litres of honey to his aunt and uncle. How much honey was left? Draw a picture to show your answer.

d. Elizabeth's breadstick measured twelve and one fifth centimetres. Katherine's breadstick measured eighteen and three fifths centimetres. What was the total length of both breadsticks? Draw a picture to show your answer.

e. Kevin has a fig tree in his yard that is one and four eights metres tall. The acacia tree is three and six eights metres tall. How much taller is the acacia tree than the fig tree?

f. Mbali walked a kilometre in eleven and four twelfths minutes. It took Lisa thirteen and eight twelfths minutes. How much longer did it take Lisa to walk a kilometre? Draw a picture to show your answer.

Family fractions

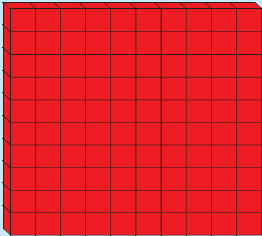
Solve these fractions with a family member.

Suzy ate $\frac{1}{2}$ of the pizza. She then ate $\frac{1}{2}$ of the pizza. What fraction did she eat?

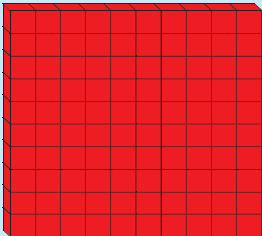
There were 10 equal pieces of pizza. Gugu ate $\frac{1}{2}$ of them and Mandla ate $\frac{1}{3}$ of them. How many pieces of pizza were eaten altogether?

Mkhize had 90 cows. He sold 30 cows. What fraction of the cows did he sell?

Share the small cubes in this block between **5** children.



Share the small cubes in this block between **3** children.



1. Complete the following:

- a. You have 102 objects. Divide them into groups of 4 objects each.

How many groups do you have?

How many objects are left over that do not fit into a group?

- b. Draw a picture of your groups.

- c. Make a division number sentence.

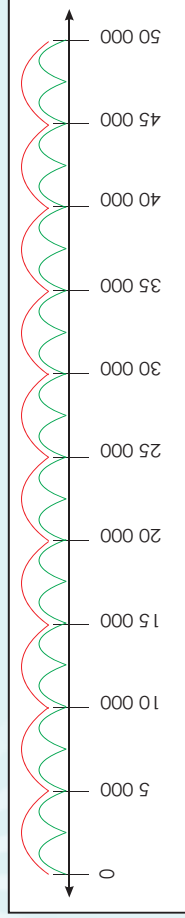
2. Complete the table. If you need more space for your picture, use a separate sheet of paper.

	A picture	How many groups do you have?	How many objects are left over that do not fit into a group?	Division number sentence
Divide 100 objects into 5 groups.				
Divide 1 000 objects into 8 groups.				
Divide 1 000 objects into 7 groups.				
Divide 1 000 objects into 6 groups.				

continued

119b Grouping and sharing continued

3. Use the number line to help you answer the questions below.



Look at the red groups

- How many **red** groups do you have from 0 – 50 000?
- What is the size of each group?
- Write a multiplication sum for the **red** groups.
- Write a division sum for the **red** groups.

Look at the green groups

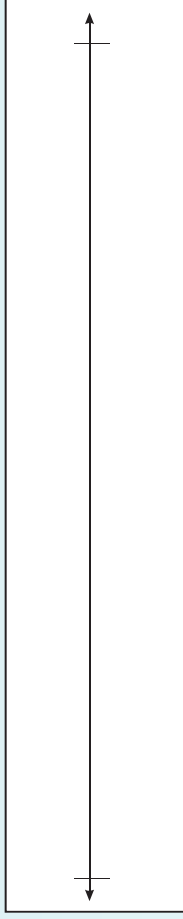
- How many **green** groups do you have from 0 – 50 000?
- What is the size of each group?
- Write a multiplication sum for the **green** groups.
- Write a division sum for the **green** groups.

4. Answer the following and write a division number sentence for each

- 20 divided into 5 groups of 4. $20 \div 5 = 4$
- 200 divided into 50 groups of 4.
- 2 000 divided into 500 groups of 4.
- 20 000 divided into 5 000 groups of 4.

5. You have 50 000 objects. You divide it into 12 groups.

a. Show it on the number line.



- How many objects are in each group?
- How many objects are left?
- Write it as a division sum.

6. Answer the following and write a division sum for each.

- 22 divided in 5 groups and are left. $22 \div 5 = 4 \text{ rem } 2$
- 220 divided in 50 groups and are left.
- 2 200 divided in 500 groups and are left.
- 22 000 divided in 5 000 groups and are left.

How many groups?



How many groups can you make that will give you a total sum of 50 000?
Remember all the groups must be the same size.

Division words

120

Quick recall:

$10 \div 2$	$\square \div \square$	$4 \div 1$	$\square \div \square$	$50 \div 5$	$\square \div \square$	$81 \div 9$	$\square \div \square$	$18 \div 2$	$\square \div \square$	$64 \div 8$	$\square \div \square$
$45 \div 9$	$\square \div \square$	$24 \div 8$	$\square \div \square$	$16 \div 4$	$\square \div \square$	$5 \div 1$	$\square \div \square$	$14 \div 7$	$\square \div \square$	$28 \div 4$	$\square \div \square$
$42 \div 2$	$\square \div \square$	$90 \div 3$	$\square \div \square$	$54 \div 9$	$\square \div \square$	$84 \div 7$	$\square \div \square$	$25 \div 5$	$\square \div \square$	$30 \div 5$	$\square \div \square$
$28 \div 7$	$\square \div \square$	$48 \div 3$	$\square \div \square$	$20 \div 4$	$\square \div \square$	$75 \div 5$	$\square \div \square$	$21 \div 3$	$\square \div \square$	$92 \div 4$	$\square \div \square$
$36 \div 4$	$\square \div \square$	$60 \div 4$	$\square \div \square$	$24 \div 6$	$\square \div \square$	$72 \div 3$	$\square \div \square$	$8 \div 2$	$\square \div \square$	$39 \div 3$	$\square \div \square$

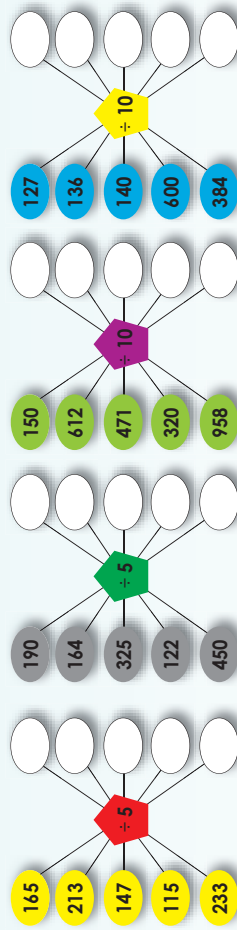
1. Estimate and then calculate the following. Make a drawing to show your answer.

a. Share 168 between 7.	b. Divide 214 by 6.	c. How many groups of 3 can be made from 126?
d. How many lengths of 9 cm can you cut from 234 cm?	e. Is 230 divisible by 5? How do you know?	f. Give two numbers with a quotient of 100.
g. Share 315 between 9.	h. Divide 232 by 8.	i. How many groups of 4 can be made from 152?
j. Give two numbers with a quotient of 152.	k. Divide 434 by 7.	l. Share 159 between 3.

2. Make drawings on a separate sheet to show your calculations.

- I have R150. Tickets cost R10.00 each.
How many can I buy?
- There are 160 people. There are 4 seats in a row.
How many rows are there?
- I have 200 sweets. One packet holds 10 sweets.
How many packets can I fill?
- How many metres are there in 2 kilometres?
- What is one quarter of 100?
- How many 4s are there in 100?
- What is half of 100?
- What is a fifth of 100?
- Make up your own division word sum.

3. Share each of the following between 5 and 10. Write down what the remainder will be.



Circled numbers

Circle the numbers that you can divide exactly by 5 in blue and by 5 with a remainder in red.

215	280	514	347	305	841	902	300
312	320	315	954	654	311	736	357
106	193	715	333	947	344	209	700

Quick recall:

6 ÷ 6		15 ÷ 5		16 ÷ 8		20 ÷ 4		6 ÷ 2		18 ÷ 9	
19 ÷ 1		12 ÷ 4		12 ÷ 2		18 ÷ 3		9 ÷ 3		7 ÷ 7	
5 ÷ 5		12 ÷ 3		10 ÷ 5		8 ÷ 8		20 ÷ 5		14 ÷ 7	
6 ÷ 3		10 ÷ 2		15 ÷ 3		16 ÷ 4		12 ÷ 6		9 ÷ 9	
20 ÷ 2		8 ÷ 2		18 ÷ 2		12 ÷ 1		18 ÷ 1		18 ÷ 6	

1. Estimate and then calculate the following:

- a. $90 \div 10 =$
- b. $150 \div 10 =$
- c. $300 \div 100 =$
- d. $330 \div 10 =$
- e. $700 \div 10 =$
- f. $900 \div 100 =$
- g. $550 \div 10 =$
- h. $500 \div 100 =$

2. Complete the multiplication board. Colour the numbers that are divisible by 2 red, and those that have a remainder blue.

x	10	20	30	40	50	60	70	80	90
1									
2									
3									
4									
5									
6									
7									
8									
9									

- a. Write down all the numbers that are divisible by 3.
- b. Write down all the numbers that are not divisible by 3.
- c. How did the multiplication board help you to work it out quickly?

3. Colour the numbers that are divisible by 4 red and the numbers that are divisible by 5 blue.

x	10	20	30	40	50	60	70	80	90
1									
2									
3									
4									
5									
6									
7									
8									
9									

- a. What do you get when you mix red and blue?
- b. Which numbers are coloured purple?
- c. What do you know about these numbers?
- d. Are the purple numbers divisible by 3?

I have a number

In pairs play the following.

Say to your friend: "I have a 2-digit number. It is divisible by 2. Guess what my number is?"

Give your friend some clues until he or she gets it correct.

Take more turns using other numbers.

Quick recall:

45 ÷ 9	35 ÷ 7	38 ÷ 2	36 ÷ 9	49 ÷ 7	50 ÷ 5
30 ÷ 6	36 ÷ 4	48 ÷ 6	42 ÷ 6	48 ÷ 8	36 ÷ 6
21 ÷ 3	12 ÷ 2	49 ÷ 1	12 ÷ 4	20 ÷ 4	42 ÷ 7
32 ÷ 8	27 ÷ 9	28 ÷ 2	24 ÷ 3	33 ÷ 3	28 ÷ 4
40 ÷ 5	42 ÷ 3	25 ÷ 5	40 ÷ 4	44 ÷ 4	35 ÷ 5

Example 1:

$$\begin{aligned}
 337 \div 3 &= (300 + 30 + 7) \div 3 \\
 &= (300 \div 3) + (30 \div 3) + (7 \div 3) \\
 &= 100 + 10 + 2 \text{ remainder } 1 \\
 &= 112 \text{ remainder } 1
 \end{aligned}$$

Test the answer.

Example 2:

$$\begin{aligned}
 775 \div 7 &= (700 + 75) \div 7 \\
 &= (700 \div 7) + (75 \div 7) \\
 &= 100 + 10 \text{ remainder } 5 \\
 &= 110 \text{ remainder } 5
 \end{aligned}$$

Test the answer.

1. Show your calculations on a separate piece of paper:

- $668 \div 6 =$
- $541 \div 6 =$
- $367 \div 6 =$
- $673 \div 6 =$
- $248 \div 6 =$

2. Show your calculations on a separate piece of paper:

- $884 \div 8 =$
- $405 \div 8 =$
- $326 \div 8 =$
- $818 \div 8 =$
- $649 \div 8 =$

Example 3:

$$\begin{aligned}
 842 \div 4 &= (800 + 42) \div 4 \\
 &= (800 \div 4) + (42 \div 4) \\
 &= 200 + 10 \text{ remainder } 2 \\
 &= 210 \text{ remainder } 2
 \end{aligned}$$

Test the answer.

Example 4:

$$\begin{aligned}
 745 \div 7 &= (700 + 45) \div 7 \\
 &= (700 \div 7) + (45 \div 7) \\
 &= 100 + 6 \text{ remainder } 3 \\
 &= 106 \text{ remainder } 3
 \end{aligned}$$

Test the answer.

3. Show your calculations on a separate piece of paper:

- $412 \div 5 =$
- $358 \div 5 =$
- $694 \div 5 =$
- $213 \div 5 =$
- $914 \div 5 =$

4. Show your calculations on a separate piece of paper:

- $947 \div 9 =$
- $276 \div 9 =$
- $363 \div 9 =$
- $594 \div 9 =$
- $721 \div 9 =$

Example 5:

$$\begin{array}{r}
 8 \overline{) 656} \\
 - 640 \\
 \hline
 16 \\
 - 16 \\
 \hline
 0
 \end{array}$$

Answer: 82

Example 6:

$$\begin{array}{r}
 8 \overline{) 660} \text{ rem } 4 \\
 - 640 \\
 \hline
 20 \\
 - 16 \\
 \hline
 4
 \end{array}$$

Answer: 82 remainder 4

5. Say in each case whether there is a remainder or not, and if there is, then what it is. Show all your calculations in your writing book or on a piece of paper.

$$594 \div 6 = \quad 213 \div 9 = \quad 818 \div 7 =$$

$$136 \div 3 =$$

$$364 \div 8 =$$

$$425 \div 2 =$$

$$256 \div 5 =$$

$$631 \div 4 =$$

$$139 \div 9 =$$

$$189 \div 4 =$$

$$543 \div 3 =$$

$$780 \div 4 =$$

$$356 \div 2 =$$

$$237 \div 8 =$$

$$397 \div 7 =$$

$$561 \div 7 =$$

$$501 \div 6 =$$

$$900 \div 6 =$$

6. Test all your answers by multiplying your results. Show all your calculations in your writing book or on a piece of paper.



Explain to your parent!!

Why do we say division is the opposite of multiplication?
At home explain this to one of your family members.

A factor is a whole number that divides exactly into another whole number. For example, what are the factors of 12? Try making 12 in different ways

Your answer should look like this:
 $12 \times 1 = 12$
 $6 \times 2 = 12$
 $4 \times 3 = 12$



The full list of factors of 12 is 1, 2, 3, 4, 6, and 12.

Don't forget to include 1 and the number itself in your list.

Some numbers have many factors, so it is a good idea to work in an organised way or you may miss some.

Example:

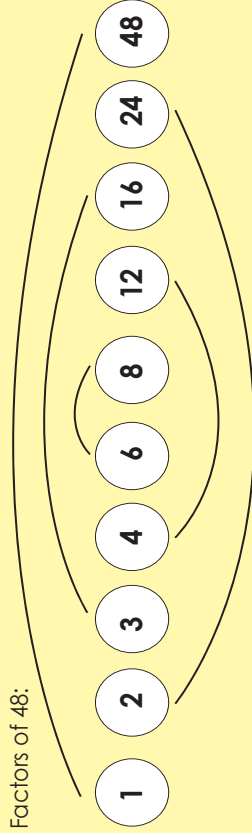
Factors of 48. Start with 1 and break up your number into pairs of numbers.
 1×48 , 2×24 , 3×16 , 4×12 and 6×8 all make 48.
 Write the list in order: 1, 2, 3, 4, 6, 8, 12, 16, 24, 48.

1. Complete the following:

- Factors of 36. _____
Write the list in order: _____
- Factors of 18. _____
Write the list in order: _____
- Factors of 72. _____
Write the list in order: _____
- Factors of 54. _____
Write the list in order: _____
- Factors of 16. _____
Write the list in order: _____
- Factors of 84. _____
Write the list in order: _____
- Factors of 30. _____
Write the list in order: _____
- Factors of 44. _____
Write the list in order: _____
- Factors of 63. _____
Write the list in order: _____
- Factors of 108. _____
Write the list in order: _____

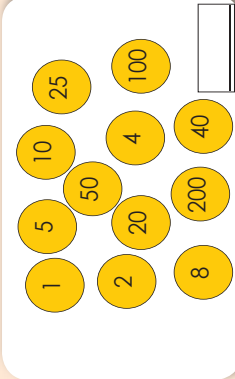
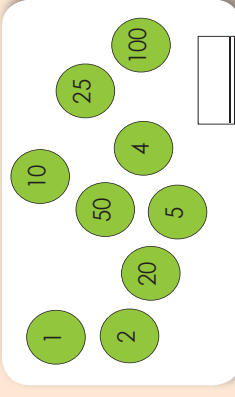
2. Look at the example. Do the same with the numbers below.

Factors of 48:



- Factors of 27. _____
- Factors of 33. _____
- Factors of 28. _____
- Factors of 45. _____
- Factors of 66. _____

These are the factors of ...



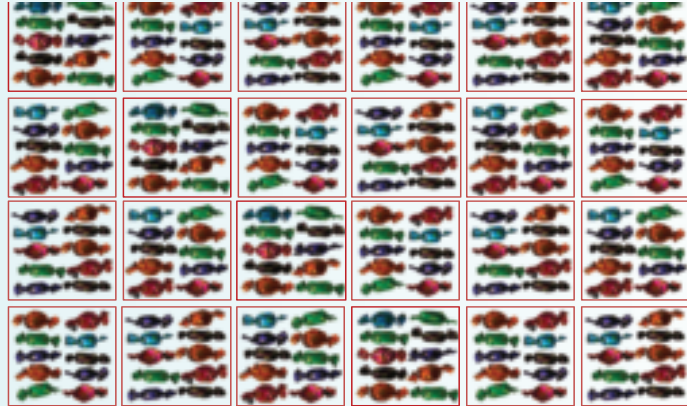
Division problem solving

126a

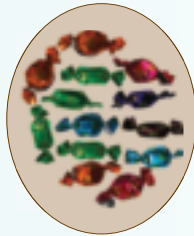
Sam shares 253 sweets equally amongst 24 children.
How many sweets does each child get?

Sam shares 253 sweets equally amongst 24 children.
How many sweets does each child get?

Sam shares 253 sweets equally amongst 24 children.
How many sweets does each child get?



Sweets left over.



Write a number sentence.

$$253 \div 24 = \square$$

$$\begin{array}{r} 10 \text{ r } 13 \\ 24 \overline{) 253} \\ \underline{240} \\ 13 \end{array}$$

$$24 \times 10 = 240 + 13 = 253.$$

Check your answers

Read and underline the question.

Circle the key words.

Circle the key numbers and hidden numbers.

Are there any hidden numbers? (No)

Solve by using pictures/ drawings.

1. Solve the following problems:

a. There are 328 learners in the Intermediate Phase. There are 8 classes. About how many children are there in each class?

b. Jabu buys 376 sweets and packs them in 18 packets. How many sweets will be in each packet? How many remainders will there be?



c. James and his class decided to go to a restaurant for their end of year party. There are 23 learners in the class, including James. The bill was R575. How much did each learner have to pay?

d. Father has a 551 m long rope. He needs 29 equal pieces. How long will each piece of rope be?



continued

126b

-

- 



- 

- 



- 



- 

Max has collected 843 stickers and decides to share them amongst his 24 classmates. How many stickers will each learner receive?

What is the distance around the table?

1. Complete the table.

Rectangle	Perimeter in units	Length	Width	Perimeter in:
30 mm 20 mm	10 units			mm: cm:
200 mm 20 mm				mm: cm:
5 cm 7 cm				mm: cm:
100 mm 50 mm				mm: cm:
130 mm 40 mm				mm: cm:

2. Calculate the perimeter. Make a sketch to help you.

Length: 8 units

Width: 4 units

Perimeter in mm: cm:

Length: 7 units

Width: 5 units

Perimeter in mm: cm:

3. Make a drawing to show your answer.

a. The length is 10 cm and the width is 5 cm. What is the perimeter?

b. The length is 20 cm and the width is 10 cm. What is the perimeter?

c. The perimeter is 24 cm. What can the length and width be. Give 3 possible answers.

Length:

Width:

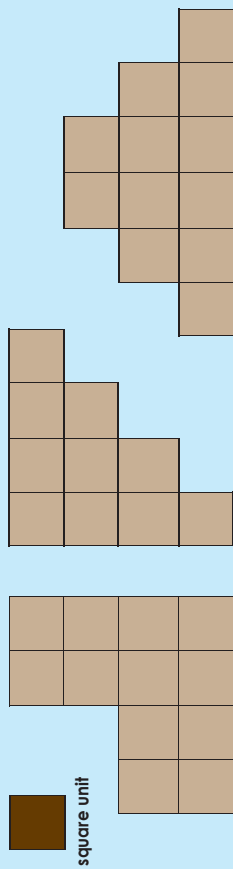
Perimeter at home

Find out what is the perimeter of your stand.

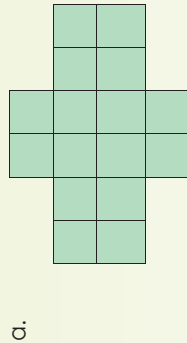
You should give your perimeter in the number of steps you take.



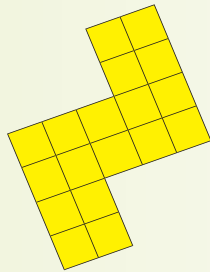
How many square units will it take to cover these shapes?



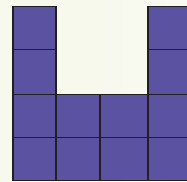
1. How many square units will it take to cover these coloured shapes?



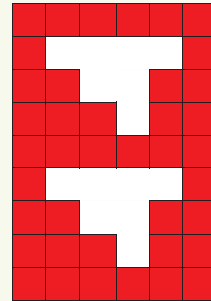
square units



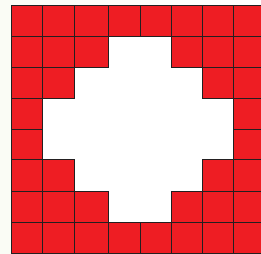
square units



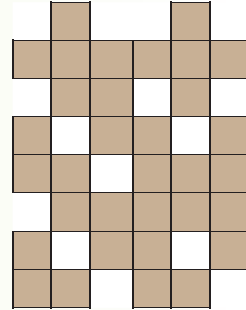
square units



square units



square units

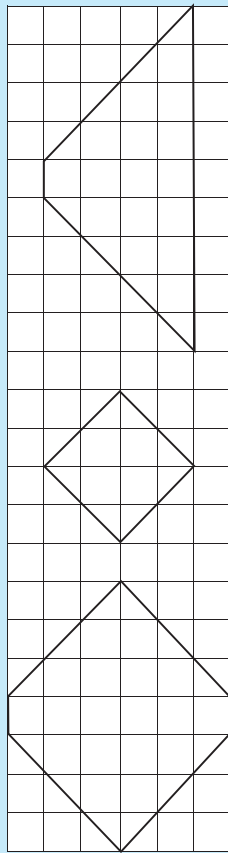


square units

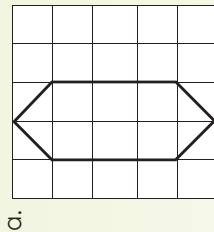
2. Draw the following. Your drawings should all be different from each other.

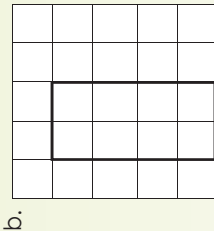
A rectangle with 8 square units	A rectangle with 8 square units	A rectangle with 8 square units
A rectangle with 16 square units	A rectangle with 16 square units	A rectangle with 16 square units
A rectangle with 30 square units	A rectangle with 30 square units	A rectangle with 30 square units

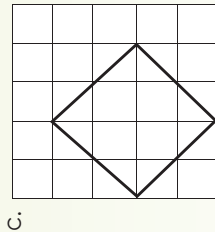
Count the square units

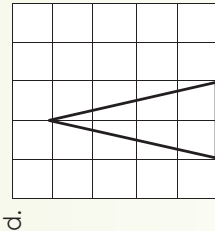


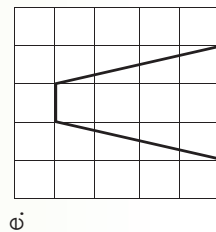
1. How many square units is each shape?

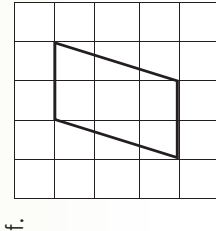




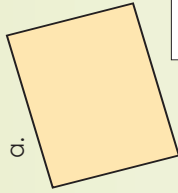


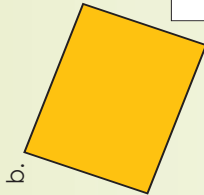


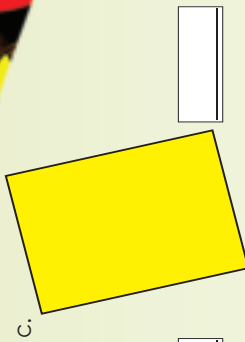




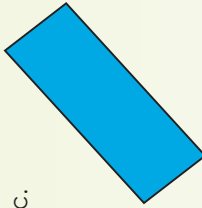
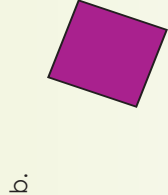
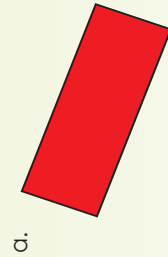
2. Measure the length and the width of the sides.







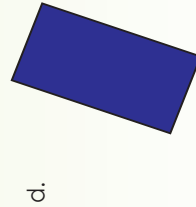
3. Use your ruler and measure the sides of the shapes. Give your answer in mm and cm.



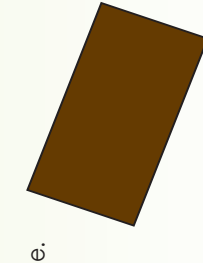
Length:
Width:
Total distance around the shape:

Length:
Width:
Total distance around the shape:

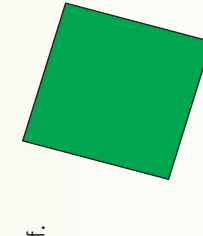
Length:
Width:
Total distance around the shape:



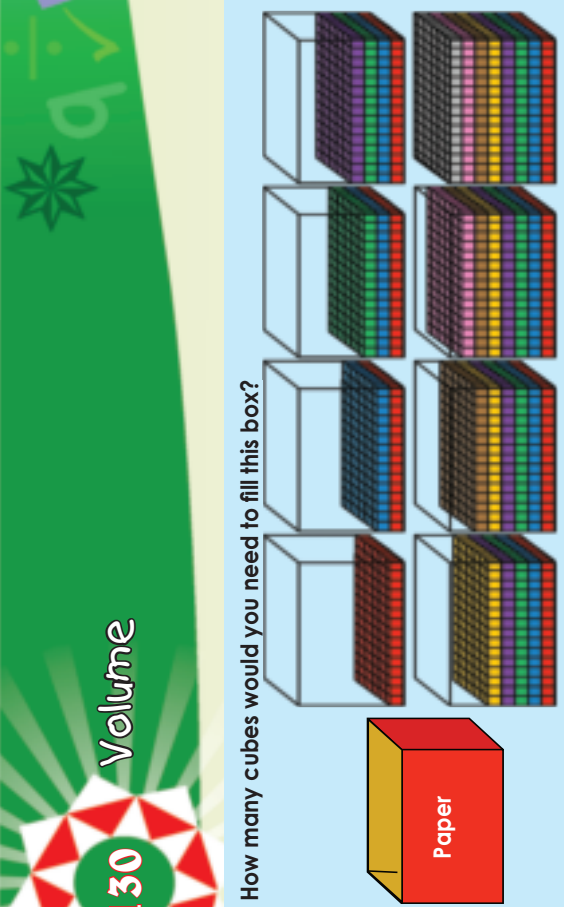
Length:
Width:
Total distance around the shape:



Length:
Width:
Total distance around the shape:



Length:
Width:
Total distance around the shape:



1. Answer the following questions:

- Place cubes in the first layer. How many cubes are in this layer?
- How many cubes are in the:
 - 2nd layer?
 - 3rd layer?
 - 4th layer?
 - 5th layer?
 - 6th layer?
 - 7th layer?
 - 8th layer?

2. How many cubes will fill the whole box?

a. Calculate it using addition.	b. Calculate it using multiplication.

3. How many cubic units are there?

a. cubic units

b. cubic units

c. cubic units

d. cubic units

e. cubic units

f. cubic units

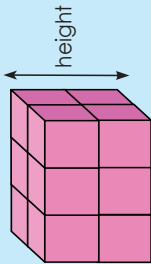
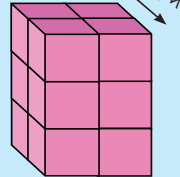
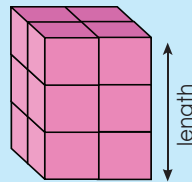
g. cubic units

h. cubic units

In order

List the objects above in order from the smallest to the biggest volume. (Assume all the small blocks have the same size.)

What is the length, width and height of this block?



What is the length of the block?
What is the width of the block?
What is the height of the block?

1. Show the length, width and height of each block.



a.

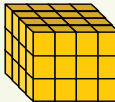
What is the length of the block?



What is the width of the block?

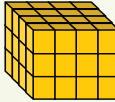


What is the height of the block?

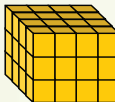


b.

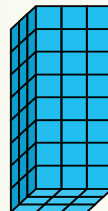
What is the length of the block?



What is the width of the block?

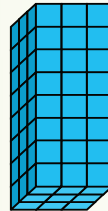


What is the height of the block?

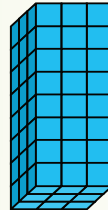


c.

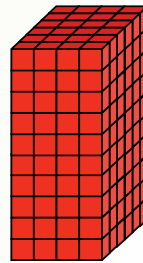
What is the length of the block?



What is the width of the block?

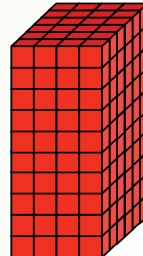


What is the height of the block?

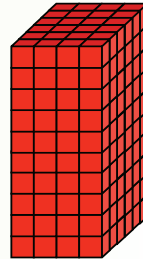


d.

What is the length of the block?

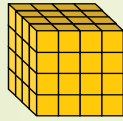


What is the width of the block?



What is the height of the block?

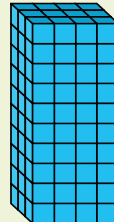
2. Without counting each unit say how many units there are.



a.

Length = units
Width = units
Height = units

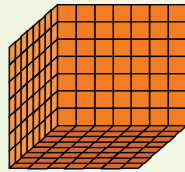
We can say: x x = cubic units



b.

Length = units
Width = units
Height = units

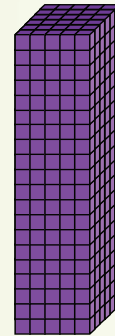
We can say: x x = cubic units



c.

Length = units
Width = units
Height = units

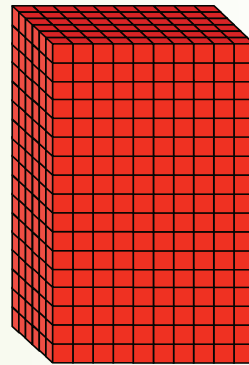
We can say: x x = cubic units



d.

Length = units
Width = units
Height = units

We can say: x x = cubic units



e.

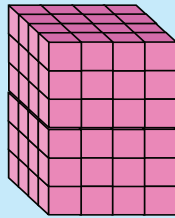
Length = units
Width = units
Height = units

We can say: x x = cubic units

Cubic units

What will the length, width and height of an object with 240 cubic units be?

Talk about these three solutions:



The length equals to 4 units.
The width equals to 4 units.
The height equals to 4 units.

Solution 1:
 $24 + 24 + 24 + 24$
 $= 96$ cubic units.

Solution 2:
 $16 + 16 + 16 + 16 + 16 + 16$
 $= 96$ cubic units.

Solution 3:
 $6 \times 6 \times 6$
 $= 216$ cubic units.

1. Give three ways to calculate the cubic units of the object.

a.

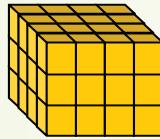


Solution 1:

Solution 2:

Solution 3:

b.

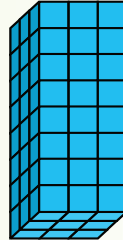


Solution 1:

Solution 2:

Solution 3:

c.

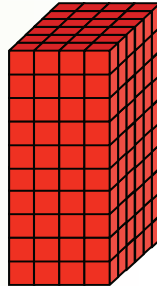


Solution 1:

Solution 2:

Solution 3:

d.

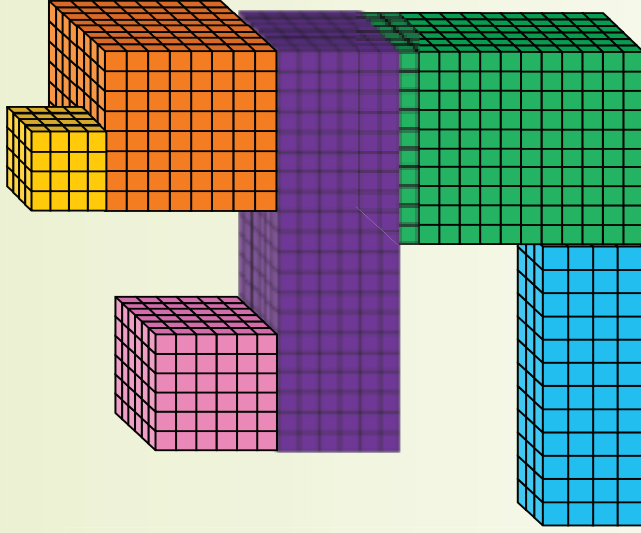


Solution 1:

Solution 2:

Solution 3:

2. How many cubic units are in this modern building? Use the table to help you.



Solution	

Total

Explain to your friend how to get from the school to your house.

Where do you live?

My address is: 21 Eighth Avenue, Alberton.

Please explain to me how to get from school to your house.

1. Use the grid to answer the questions:

	A	B	C	D	E	F	G	H	I	J
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										

Where will you find a _____?

- a. Triangle
- b. Square
- c. Rectangle
- d. Pentagon
- e. Hexagon
- f. Heptagon
- g. Cube
- h. Triangular pyramid
- i. Triangular prism
- j. Square pyramid

2. Draw the following on the grid:

- a. Triangle in E 1
- b. Square in F7
- c. Pentagon in B2
- d. Rectangle in A9
- e. Hexagon in G3
- f. Heptagon in H10
- g. Cube in D5
- h. Triangular prism in C3
- i. Triangular pyramid in J4
- j. Square pyramid in I8

3. Draw the path on this map by following the instructions a to k. We will start the first steps for you.

	A	B	C	D	E	F	G	H	I	J
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										

- a. Start on B2. Go 2 blocks to the right. You will be on D2 now.
- b. Go one down. You are in now
- c. Go three to the right. You are in now
- d. Go two up. You are in now.
- e. Go three to the right. You are in now
- f. Go eight down. You are in now.
- g. Go nine to the left. You are in now.
- h. Go one down. You are in now.
- i. Go five to the right. You are in now.
- j. Go four up. You are in now.
- k. Go five to the left. You are in now.

Where did Dudu go?

	Orange	Apple	Grapes
Pie	A	B	C
Chips	D	E	F
Juice	G	H	I

- If Dudu has grapes and pies, where did she go?
- If Dudu has orange and chips, where did she go?
- Dudu collected an apple and the juice, where did she go?
- Dudu collected apple and juice, where did she go?
- If Dudu has grapes and chips, where did she go?

134 Position and direction: following direction

	A	B	C
1			
2			
3			

Give the grid location for:

- the cylinder
- the rectangular prism
- the pentagon
- the quadrilateral

1. Follow the instructions below. We have shown the first 3 moves.

	A	B	C	D	E	F	G	H	I	J
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										

Step 1: Start on J2. Go two blocks to the left. You will be on H2 now.

Step 2: Go two blocks down. You are in ____ now.

Step 3: Go five to the left. You are in ____ now.

Step 4: Go two up. You are in ____ now.

Step 5: Go two to the left. You are in ____ now.

Step 6: Go six down. You are in ____ now.

Step 7: Go five to the right. You are in ____ now.

Step 8: Go one down. You are in ____ now.

Step 9: Go five to the right. You are in ____ now.

Step 10: Go four up. You are in ____ now.

Step 11: Go five to the left. You are in ____ now.

2. Where are the objects?

	A	B	C	D
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

- a. Plates
d. Balloons
g. Cooldrink
- b. Party hats
e. Ice-cream
h. Sweets
- c. Cup-cakes
f. Party whistles
i. Chips

3. Describe the route taken by guests at a party. (Use the arrows to help you.)

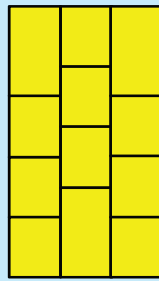
Step 1: Start by collecting the party plate.

Make your own game

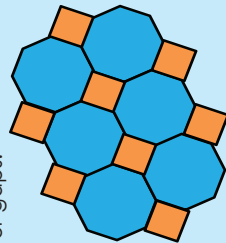
Design your own direction game on a grid.

A **Tessellation** (or **Tiling**) is when you cover a surface with a pattern of flat shapes so that there are no overlaps or gaps.

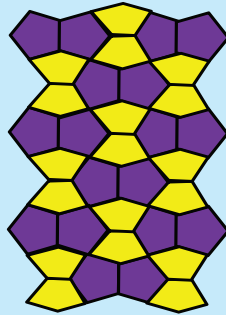
Examples:



rectangles



octagons and squares



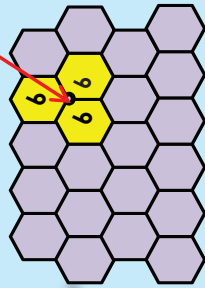
different pentagons

To name a tessellation, look at a vertex and count how many polygons are joined there. For each of these polygons, write down how many sides it has.

So, for example here there are 3 polygons joined at the vertex. They each have 6 sides. So you write 6.6.6.

So this is called a "6.6.6" tessellation.

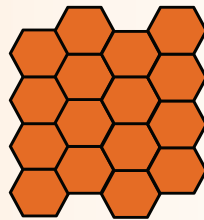
vertex



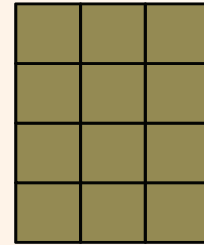
Regular Tessellations:

A **regular** tessellation is a pattern made by repeating a regular polygon.

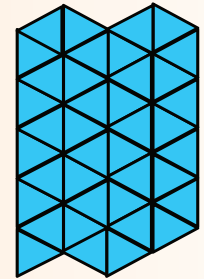
1. There are only 3 regular tessellations: Describe each, we did one for you.



a. Hexagons
6.6.6



b.



c.

2. Which one of the following types of regular polygons cannot be used to make a regular tessellation? Circle the correct answer/s.

a. equilateral triangle b. square c. regular pentagons d. regular hexagons

3. Which one of the following is not a regular tessellation?

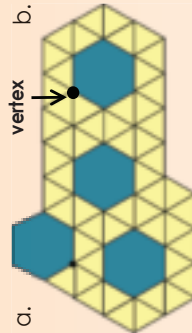
a. 3.3.3.3.3.3 b. 4.4.4.4 c. 6.6.6 d. 8.8.8

Semi-regular Tessellations:

A semi-regular tessellation is made of two or more regular polygons. The pattern at each vertex must be the same!

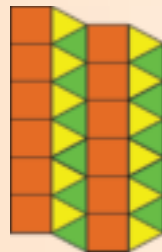
4. There are only 8 semi-regular tessellations. Name and describe them. We have done the first one for you.

Here there are 5 polygons joined at the vertex. Four of them have 3 sides, one has 6 sides. So you write: 3.3.3.3.6 in order. You always start at the polygon with the least number of sides, so "3.3.3.3.6" not "6.3.3.3.3".

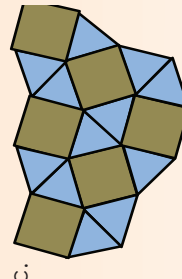


a. vertex

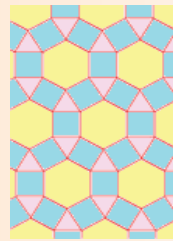
Hexagons and triangles
3.3.3.3.6



b.



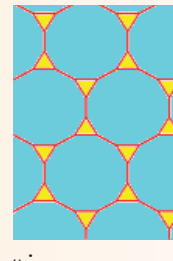
c.



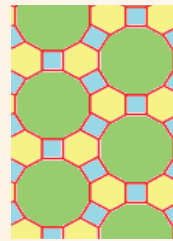
d.



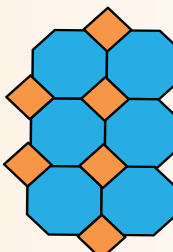
e.



f.



g.



h.

Sorting out tessellations

Circle the correct answer/s.

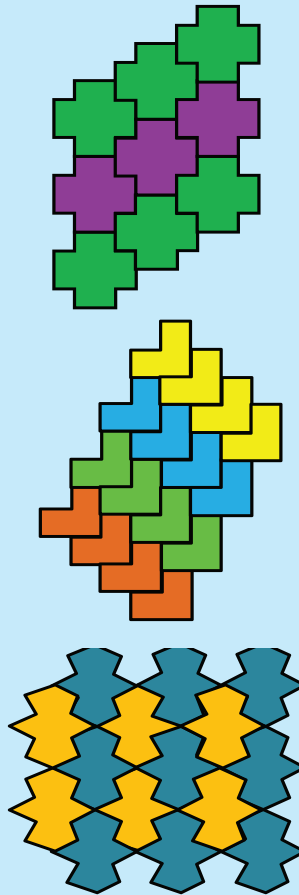
- Which one of the following combinations cannot be used to make a semi-regular tessellation?
 - a. equilateral triangles and hexagons
 - b. equilateral triangles and dodecagons (regular 12-sided polygons)
 - c. equilateral triangles and octagons
 - d. equilateral triangles and dodecagons (regular 12-sided polygons)

Which one of the following is not a semi-regular tessellation?

- a. 3.3.3.3.6 b. 3.4.6.3.4 c. 3.3.3.4.4 d. 3.3.4.3.4

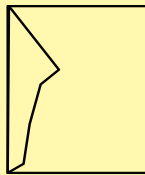
Translation

A translation is a shape that has simply been slid across the paper and drawn again in another place. The translation shows the geometric shape in the same alignment as the original; it does not turn or flip.

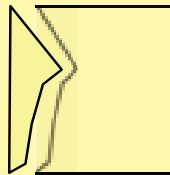


Practical activity

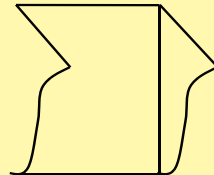
Trace the first pattern on a piece of paper. You can use recycled paper or newspaper.



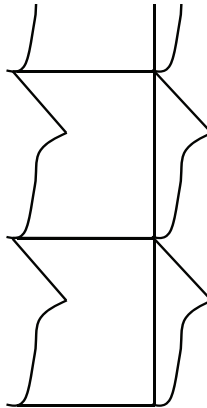
Cut the top part. We call this the 'nibble'.



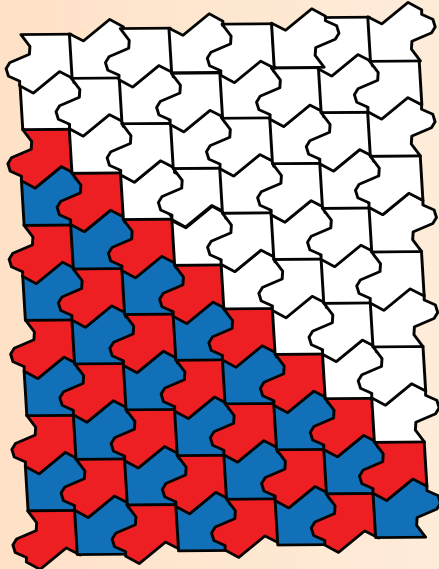
Past the nibble beneath the part you cut from.



1. Use the pieces cut out on the left hand side, as a stencil, to create your own translation (slide) pattern.



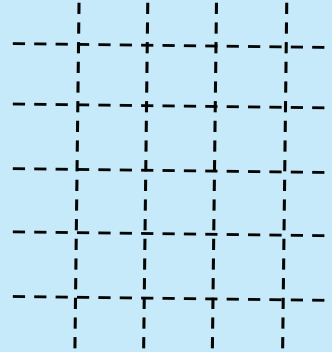
2. Complete the translation pattern by colouring it.



Maurits Cornelis Escher (1898-1972) is one of the world's most famous graphic artists. His art is enjoyed by millions of people all over the world, as can be seen on the many web sites on the internet. He is most famous for graphics such as transformation prints.

The simplest example of an Escher tessellation is based on a square. Start with a simple geometric pattern, like a square a square grid, and then change that square shape into another one that still fits more or less over the original square grid.

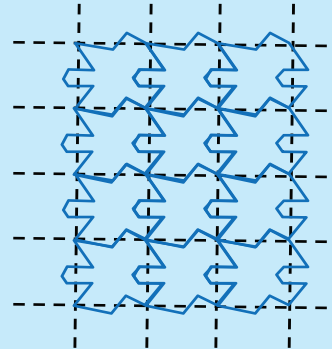
Step 1



Step 2



Step 3



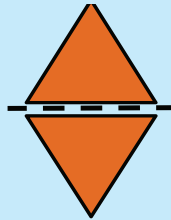
My own creation

Try one like this on a sheet of grid paper ..

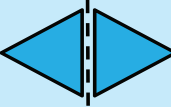
Reflections and tessellations

A reflection is a shape that has been flipped. They can be flipped directly to the left or right or flipped from the top or bottom.

Left to right flip.

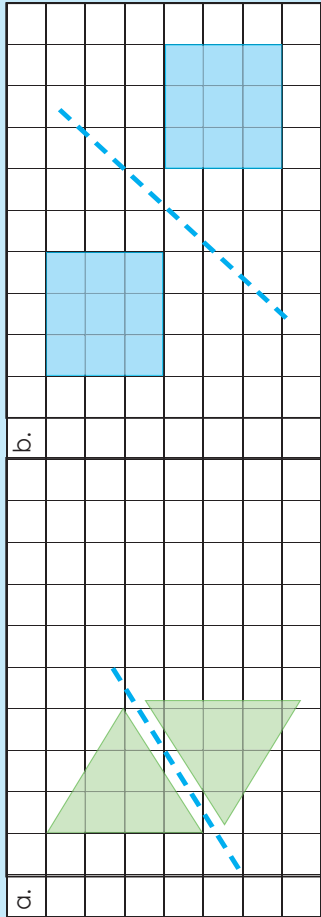


Top to bottom flip.

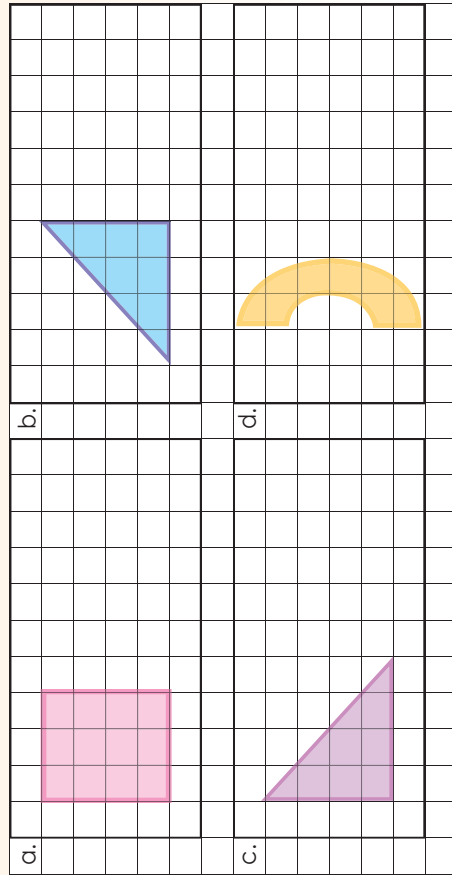


If a reflection has been done correctly, you can draw an imaginary line right through the middle, and the two parts will be symmetrical "mirror" images.

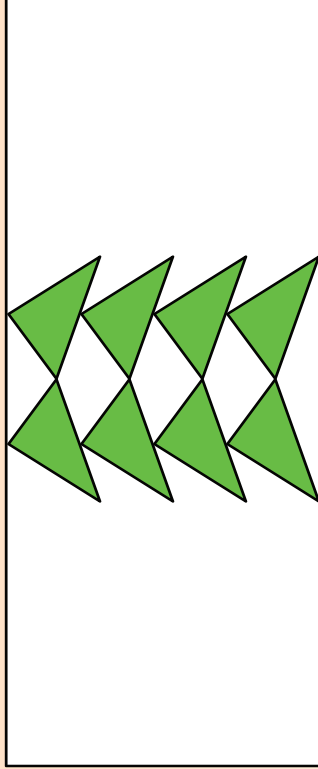
1. Are these lines of reflection? Why or why not?



2. Draw the reflection of the shape and show the line of reflection.

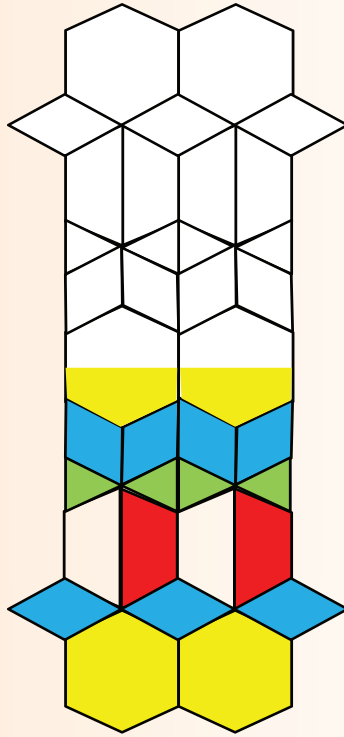


3. Here are examples of tessellations using reflection. Extend the pattern and describe it.



a. Describe why it is a reflection tessellation.

4. Complete this reflection tessellation.



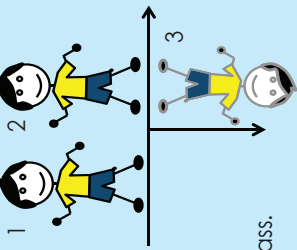
a. Describe why it is a reflection tessellation.

Let's tessellate

Create your own tessellation pattern using reflection (flipping).

A translation and a reflection can be performed one after the other to produce a transformation known as a **glide reflection**.

- The man is the **pre-image**.
- He was then **translated (slid)** to the right.
- He translated image was then **flipped** (top to bottom) over the reflection line.
- The third man is the reflected **image** of the man.
- This represents a glide reflection.



Go outside and do this glide reflection by lying on the grass.

1. Show glide reflection using letters of the alphabet.

a. b. c. d.

2. Colour the glide reflected image the same colour. We did the first one for you. Show the line of reflection in the same colour.

Practical activity

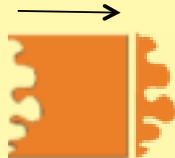
Cut a square from a piece of paper.



Copy this design on your square.



Cut the piece and slide (translate) it across to the opposite side of the square. Flip (reflect) the cut piece.



Flip (reflect) the cut piece.



Use this piece to create your own tessellation pattern.



3. Use the pieces cut out on the left hand side, as a stencil, to create your own tessellation pattern. Remember this pattern (file) needs to be rotated or flipped as it is traced.

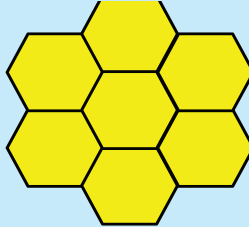
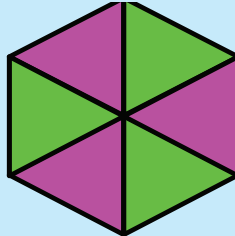
Create a reflection tile

Create your own slide reflection tile.

Rotation

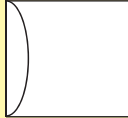
Rotation is spinning the pattern around a point, rotating it. A rotation, or turn, occurs when an object is moved in a circular fashion around a central point which does not move.

A good example of a rotation is one "wing" of a pinwheel which turns around the centre point. Rotations always have a centre, and an angle of rotation.

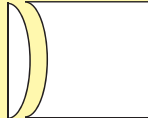


Practical activity

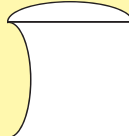
Trace the first pattern on a piece of paper.



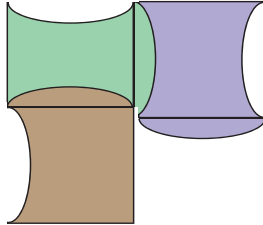
Cut the top part. We call this the 'nibble'.



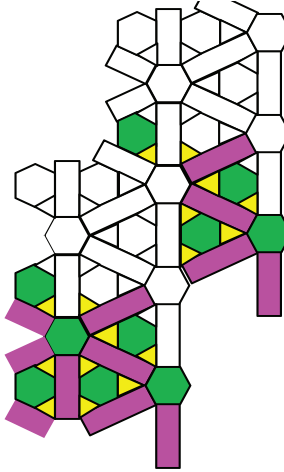
Paste the nibble on the right hand side of the part you cut off.



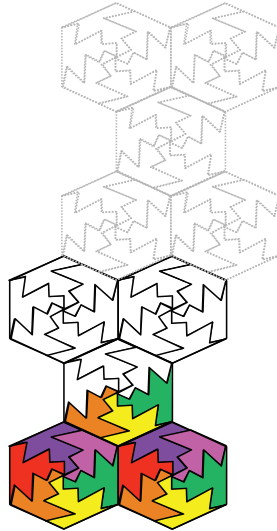
1. Use the pieces cut out on the left hand side, as a stencil, to create your own rotation pattern.



2. Complete and extend the rotational tessellation pattern.



3. Complete and extend the rotational tessellation pattern.



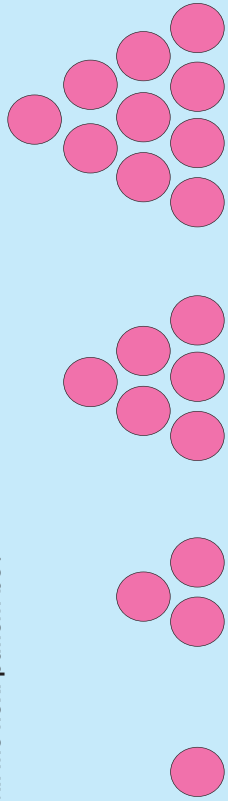
Do another tessellation

Create your own tessellation pattern using rotation.

Geometric patterns

140

What will the next pattern be?



1. Write down the numbers in each pattern. Draw the next pattern:

a. 3 6

b.

c.

d.

e.

f.

g.

h.

i.

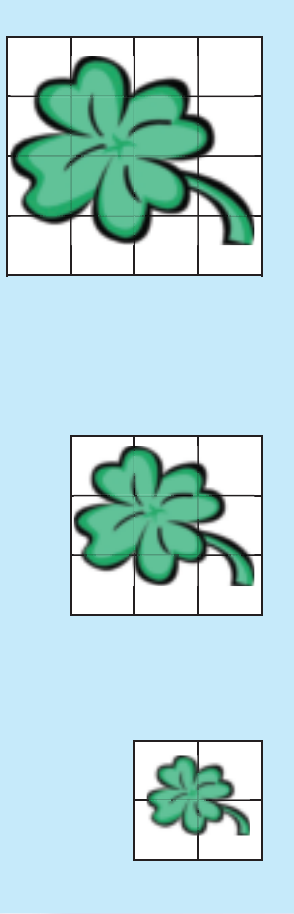
Beautiful pattern ...

Look at the pattern below, design your own. Add an African touch.



More geometric patterns

141a



1. Look at the patterns and complete the table below.

a.



Pattern	1	2	3	4	5	6	7	8	9	10
Dots	4	16								

b.



Pattern	1	2	3	4	5	6	7	8	9	10
Dots										

c.



Pattern	1	2	3	4	5	6	7	8	9	10
Dots										

d.



Pattern	1	2	3	4	5	6	7	8	9	10
Dots										

e.



Pattern	1	2	3	4	5	6	7	8	9	10
Dots										

f.



Pattern	1	2	3	4	5	6	7	8	9	10
Dots										

My own pattern

Complete the pattern.

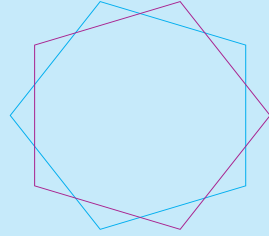
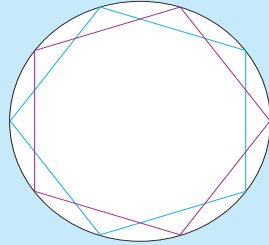
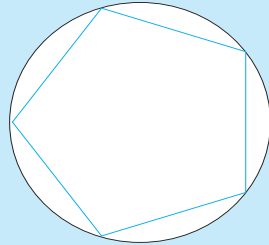
Now you know what a growing pattern is. Create a pattern and give it to your friend to solve.



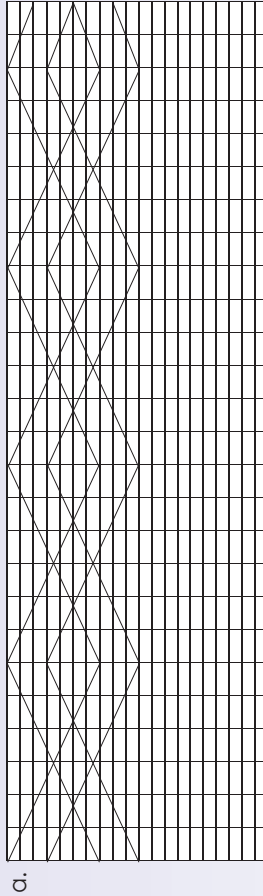
Even more geometric patterns

141b

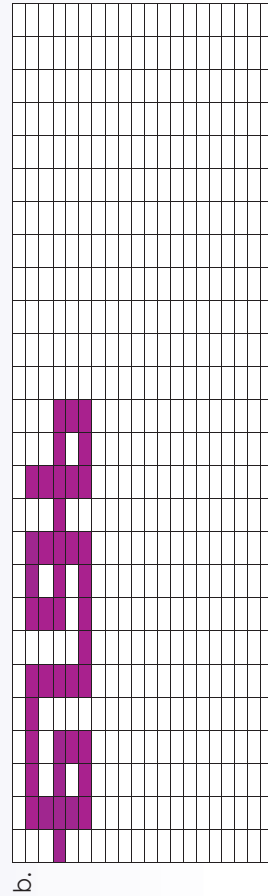
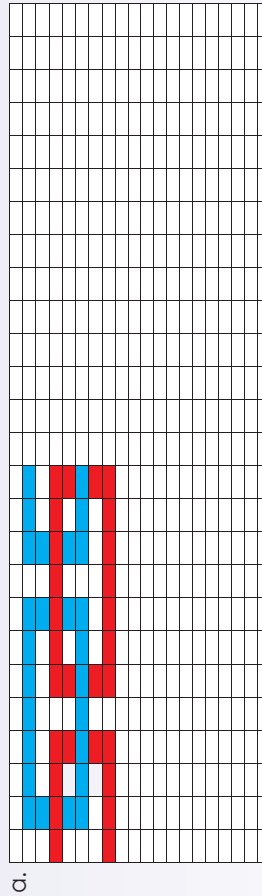
Explain the pattern.



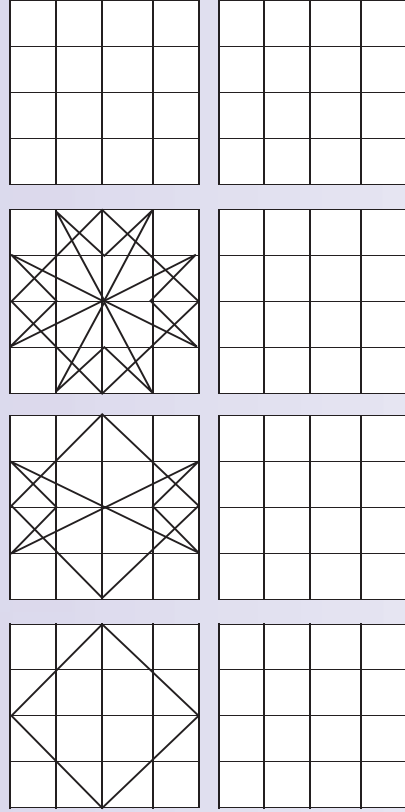
1. Copy the pattern.



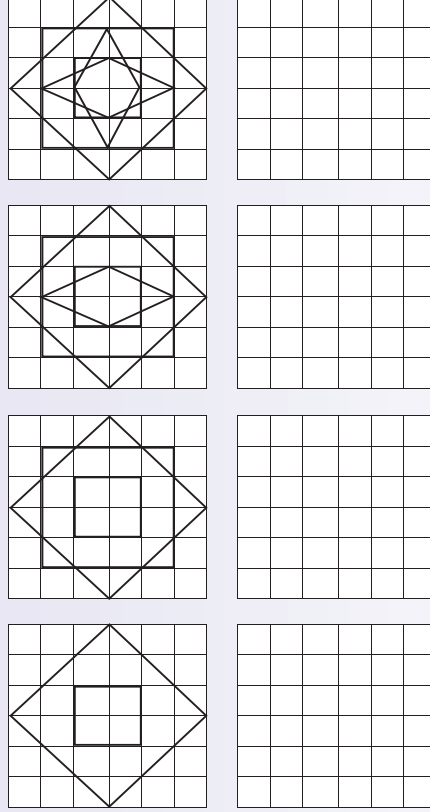
2. Extend and then copy the pattern.



3. Draw the next pattern in the top row. Then copy all the patterns.

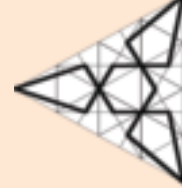


4. Draw the next pattern in the top row. Then copy all the patterns.



Pattern copying

Copy the pattern.



Quick recall. How fast can you answer the following?

1 + 2 =	1 x 2 =	5 x 3 =	8 + 2 =	4 x 2 =	6 + 2 =
7 x 2 =	7 x 3 =	6 x 2 =	9 + 3 =	2 x 3 =	5 + 3 =
4 x 3 =	2 + 2 =	8 + 3 =	8 x 2 =	3 + 2 =	5 x 2 =
3 x 2 =	1 x 3 =	9 x 3 =	2 x 2 =	3 + 3 =	9 x 2 =
9 + 2 =	8 x 3 =	5 + 2 =	4 + 3 =	6 x 3 =	4 + 2 =

1. Complete the following. The example will guide you.

a.	4 + 3 = 3 + 4	40 + 30 = 30 + 40	400 + 300 = 300 + 400
b.	6 + 5 = 5 + 6	60 + = 50 + 60	600 + 500 = 500 +
c.	9 + 2 = 2 +	90 + 20 = + 90	900 + = 200 +
d.	7 + 1 = + 7	70 + = 10 + 70	700 + = 100 + 700
e.	4 + 8 = 8 +	+ = +	+ = +

2. Look at the first example. Make your own drawings to show this.

a.	 	b.	
c.	$3 \times 5 = 5 \times 3$	d.	$4 \times 2 = 2 \times 4$
e.	$7 \times 1 = 1 \times 7$	f.	$8 \times 2 = 2 \times 8$
	$6 \times 3 = 3 \times 6$		$10 \times 4 = 4 \times 10$

3. Complete the following:

a. $1 + (2 + 3) = (1 + 2) +$
 $1 + 5 = 3 +$ =

b. $4 + (5 + 2) = (4 + 5) + 2$
 =
 =

c. $1 + (3 + 5) = (1 + 3) + 5$
 =
 =

d. $5 + (2 + 3) = (5 + 2) + 3$
 =
 =

e. $7 + (4 + 5) = (7 + 4) + 5$
 =
 =

4. Complete the following:

a. $2 \times (3 \times 4) = (2 \times 3) \times 4$
 $2 \times 12 = 6 \times$
 =

b. $4 \times (3 \times 2) = (4 \times 3) \times 2$
 =
 =

c. $1 \times (3 \times 6) = (1 \times 3) \times 6$
 =
 =

d. $5 \times (1 \times 4) = (5 \times 1) \times 4$
 =
 =

e. $6 \times (2 \times 3) = (6 \times 2) \times 3$
 =
 =

Play Sudoku

Fill in the empty small squares with numbers between 1 and 9. You can only use each number once in each full row and each full column. You can only use each number once in each coloured block

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

Quick recall:

$10\,000 + 1 =$	$50\,000 - 4\,000 =$	$70\,000 - 60 =$
$200 \times 40 =$	$150 \times 20 =$	$5\,000 \div 5 =$
$70\,000 - 600 =$	$40\,000 + 9 =$	$100 \times 60 =$
$6\,400 \div 80 =$	$8\,400 \div 70 =$	$5\,600 \div 40 =$
$60\,000 + 100 =$	$150 \times 30 =$	$74\,000 + 900 =$

1. Work these out in your head.

- a. 15 plus 19
- b. 7 multiplied by 6
- c. The sum of 21 and 16
- d. Divide 480 by 10
- e. The product of 30 and 5
- f. What is the remainder if 70 is divided by 6?
- g. What is 50 less than 4 times a thousand?



2. Tick (✓) the correct answer.

- a. Another word for addition is:
i. subtraction
ii. product
iii. plus
- b. Minus means the same as:
i. subtraction
ii. product
iii. divide
- c. A hundred thousand has zeros.
i. 4
ii. 5
iii. 6
- d. A hundred thousand is a digit number.
i. 5
ii. 6
iii. 7
- e. The product of 10 and 100 is:
i. 110
ii. 1 000
iii. 90
- f. When adding or subtracting, if a number ends with a 9, round it off to the next 10, and then take away or add .
- g. 42 r 3. The r stands for:
i. remainder
ii. number
iii. revision
- h. Share R60 000 between two people:
i. R600
ii. R30 000
iii. R40 000

i. 89 rem 5. The rem stands for:

- i. revision
ii. remainder
iii. number

j. Share 2 500 between 5:

- i. 5
ii. 50
iii. 500

3. Calculate the following:

- a. $150 \div 30 =$
- b. $120 \div 20 =$
- c. $180 \div 60 =$
- d. $140 \div 70 =$
- e. $210 \div 30 =$
- f. $240 \div 60 =$

4. Match column A with column B.

- A**
- a. Addition
b. Subtraction
c. Multiplication
d. Division
- B**
- i. Share
ii. Product
iii. Increase by
iv. Decrease by

5. Fill in the correct symbol.

- a. 80 40 = 3 200
- b. 50 000 200 = 50 200
- c. 3 999 1 876 = 2 123
- d. 300 30 = 10
- e. 250 4 = 1 000
- f. 9 999 9 999 = 19 998

6. Fill in the correct symbol and number.

	+	-	x	÷
Start	1 000	÷ 5	200	500
	1 000	1 000	1 200	
600	100	400	200	
250	50	250	100	
	500	500	100	End

Basic operations continued

143b

7. Compare the three columns.

$5 + 3 = 3 +$	$5 + 3 = 3 +$	$5 + 3 = 3 + x$
$8 \times 9 - 9 \times$	$8 \times 9 - 9 \times$	$8 \times 9 - 9 \times x$
$2 + (3 + 5) = (2 +) + 5$	$2 + (3 + 5) = (2 +) + 5$	$2 + (3 + 5) = (2 + x) + 5$

8. Solve the following using the inspection method.

- a. $36 +$  $=$  $- 123 = 123$ 
- b. $\times 10 = 100$  $=$  $\times 125 = 12\ 500$ 
- c. $\div 10 = 7$  $=$  $+ 2\ 365 = 3\ 000$ 

9. Use the trial and improvement method to solve the following number sentences.

- a. $\square \times 34 = 850$ $2\ 375 + \square = 5\ 339$

10. Use the substitution method to solve the following number sentences.

- a. $(37 + 56) \times \square = 837$ $(456 - 234) \div \square = 37$

11. Use any method to solve the following.

- a. $7\ 384 - \square = 2\ 726$ $\square \times 243 = 4\ 374$

12. Circle the statements that are true.

- a. $37 \times 12 =$
 i. $(30 + 7) \times (10 + 2)$
 ii. $(37 \times 10) + (37 \times 2)$
 iii. $30 + 7 \times 10 + 2$
 b. $14 + \square =$
 i. $14 + \square$
 ii. $14 \times \square$
 iii. $\square + 14$
 iv. $\square - 14$
 c. 12×16 is more than 10×16 . How much more?
 i. 10
 ii. 2
 iii. 32
 iv. 16

13. Which of the statements below are equivalent to?

- a. $26 \times (6 \times 8) ?$
 i. $(26 \times 6) \times 8$
 ii. $26 \times 3 \times 2 \times 2 \times 2 \times 2$
 iii. $(26 \times 6) + (26 \times 8)$
 iv. $(10 - 2)(26 \times 8)$
 b. $(23 \times 12) + (123 \times 0) =$
 i. $286 + 123$
 ii. $(23 \times 12) \times 0$
 iii. 276
 iv. 0
 c. $12 \times (3 + 9)$
 i. $(12 \times 9) + (12 \times 3)$
 ii. 12×12
 iii. $12 \times 3 \times 9$
 iv. 121

14. Write the number sentences for these story sums.

- a. A man gives boxes of toys to a school. Each box has 548 toys. How many toys did the school receive? _____
- b. A farmer shares 654 apples equally amongst 45 shops. How many does each shop get? _____
- c. A man struggles to sell his farm house. He decreases the original price by R10 456. He sells his house for R85 787. What was the original price? _____

15. Write a story sum for the following number sentence.

a. $5 \times 36 - 88 =$

b. $873 \times 534 + 91 =$

Joint effort

Write a story sum and let your friend write the number sentence.

Probability

144

Talk about these pictures.

Probability is how likely something is to happen.



Unlikely to happen



Likely to happen

1. Answer: Likely or unlikely to happen

- a. I will drive a car one day. _____
- b. I can stay awake for 4 days. _____
- c. I will play with my dog this afternoon. _____
- d. I will buy a house tomorrow. _____
- e. I will go to Europe this holiday. _____
- f. I will sit down today. _____
- g. The sun will shine next week. _____
- h. This summer it will snow. _____
- i. I will listen to music today. _____
- j. I will go to bed tonight. _____

2. Something that is likely to happen to you today" and "Something that is not likely to happen to you today" respectively.

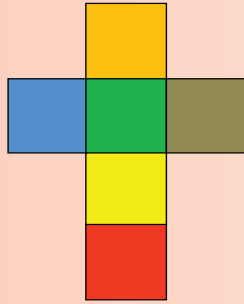
go to sleep	take a shower	move to England	eat breakfast
play in the pool	win the Lotto	play with friends	play soccer

Something that will likely happen to you today.

Something that will not likely happen to you today.

3. Use the dice from Cut-out 6 or make you own from Cut-out 7.

a. What colour do you like the most on the die?



b. What colour do you like the least on the die?

c. Ask your friend the same questions. What did she or he answer?

d. Roll the die. On what colour did it land?

e. Ask your friend to roll the die. On what colour did it land?

f. Did you land on the same colour?

g. Did the other children in your class land on the same colour?

4. Role the die 30 times and record your results in the table below, using tallies.

red	yellow	green	orange	blue	brown

5. What will happen if you use two dice? What is the probability of rolling a:

1?	2?	3?	4?	5?	6?

Ask your family

Ask your family to help you to complete the diagram below.

