

**GRADE 3**

**TERM 4 2019**

**MATHEMATICS**

**ENGLISH /**

**TSHIVENDA**

**RESOURCE PACK**

# PRINTABLE RESOURCES

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The following printable resources are included in this section:

1. Resource sheets
2. Mental mathematics challenge cards: Bilingual version
3. Enrichment activity cards: English version
4. Enrichment activity cards: Tshivenda version

## Resource Sheets

*This is a list of the mathematical resources that you will need in this term. You need to make sure that you have them for the lessons for which they are recommended.*

1. Base ten blocks (Several lessons – reprint from Term 1)
2. Flard cards (Several lessons – reprint from Term 1)
3. Symmetry cut-out shapes (Lesson 14)
4. 3-D objects and 2-D shapes (Lesson 13)
5. Squares template (Lesson 17 and 18)
6. Rectangular shapes (Lesson 18)
7. Fractions circles and squares (Lesson 35)
8. Blank number lines (Lessons 11, 12 and 13)
9. 901–1 000 Number grid (Lesson 21)

### *Resources for each day of teaching*

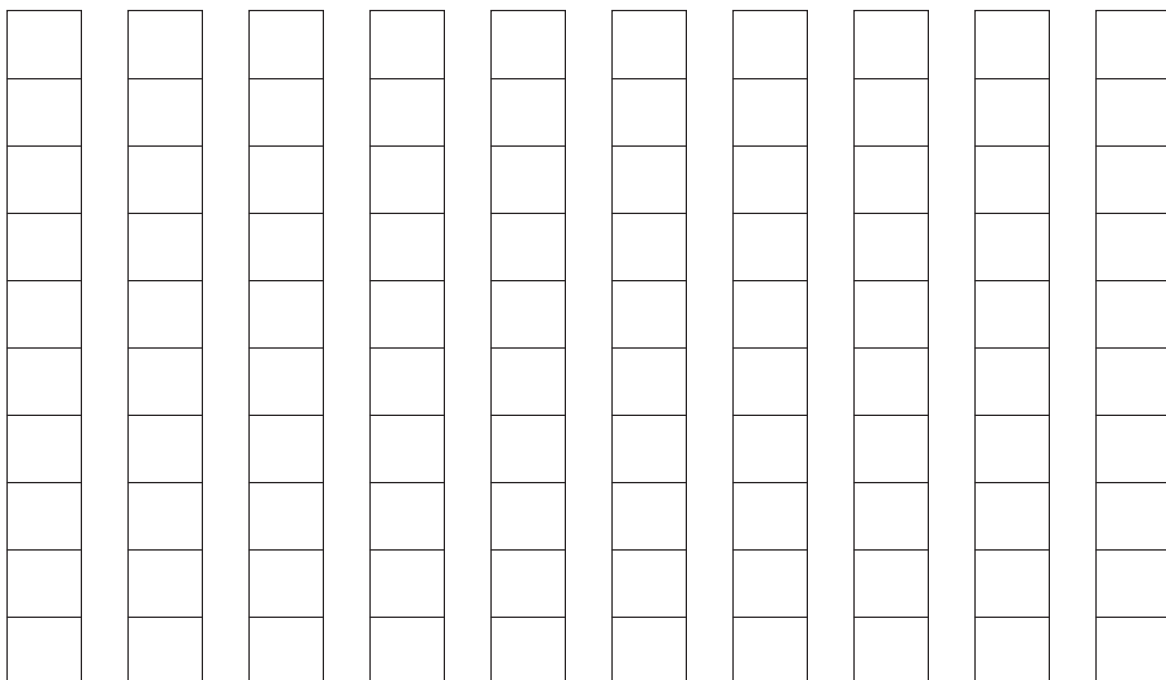
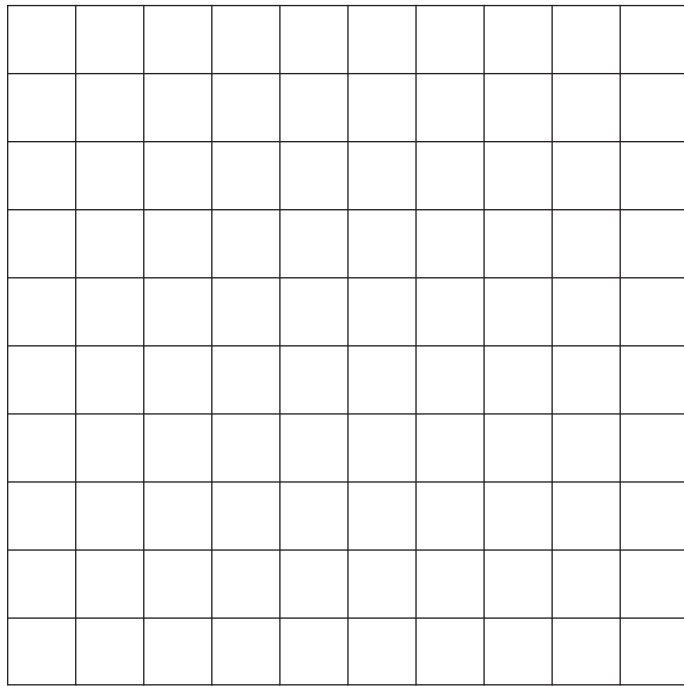
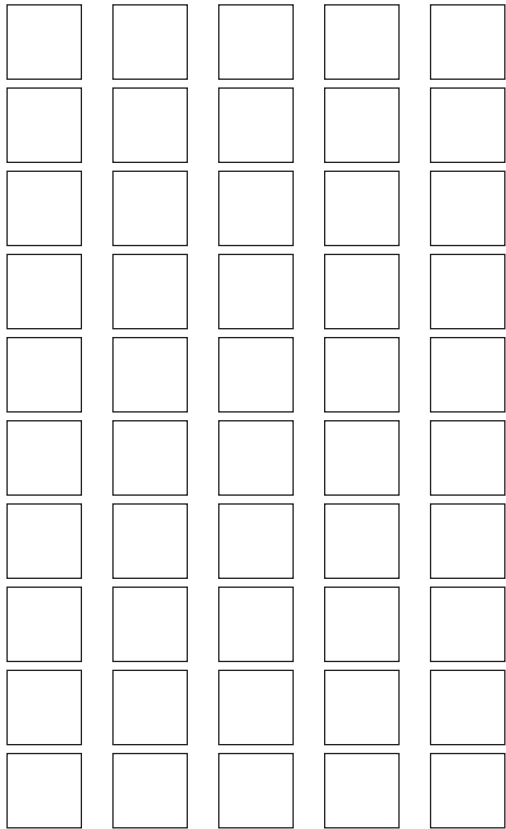
There are also other resources such as informal resources (old magazines, pieces of string, scrap paper, etc.) that you may need in certain lessons. You should have a careful look at the list of resources needed for each lesson which is given in the lesson plans each day to see which resources are needed for that day. Prepare yourself so that you have the necessary resources for the lessons on a daily basis.

# 1. Base ten blocks (Several lessons)

To make the base ten block kit you need to paste a copy of this sheet onto cardboard and then cut out all of the blocks.

You could also use grid paper and mark out the blocks and cut them out.

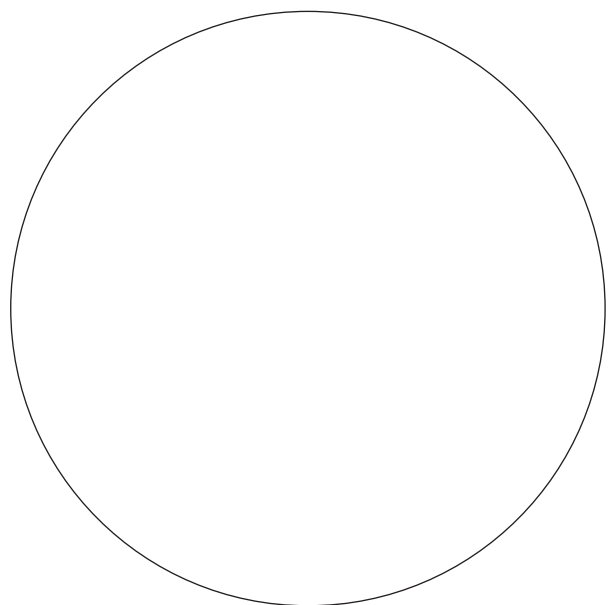
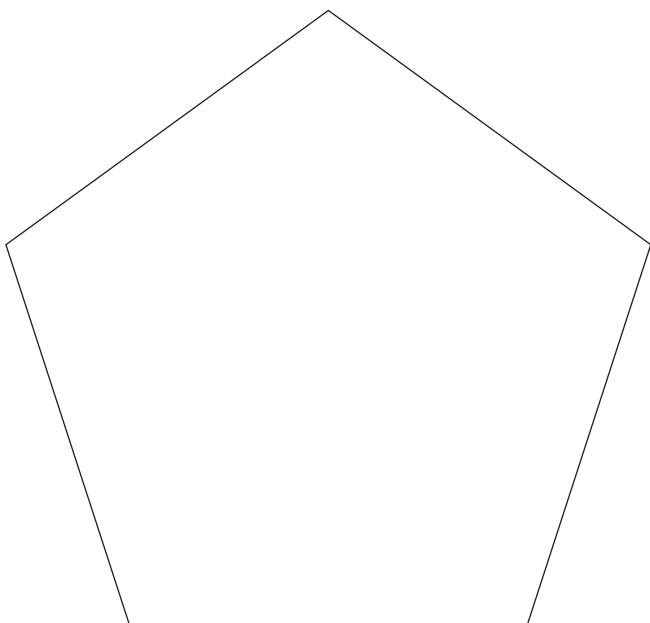
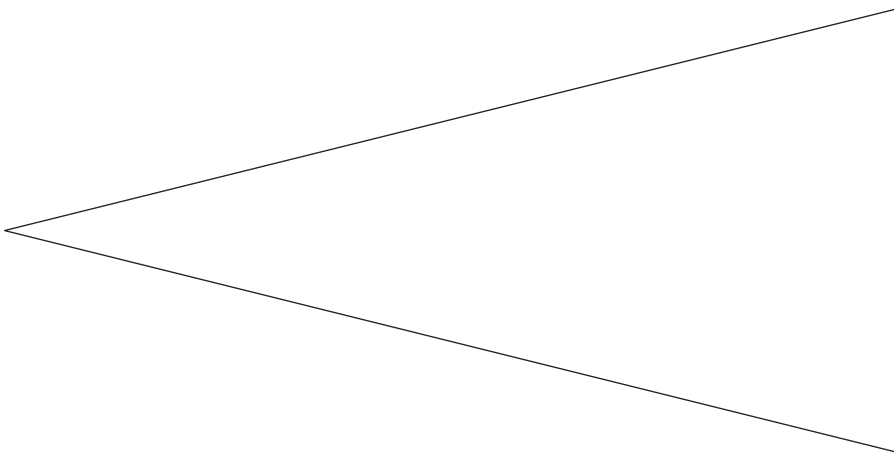
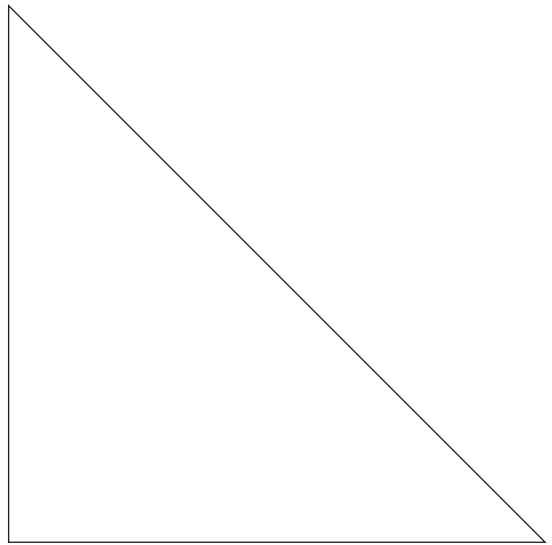
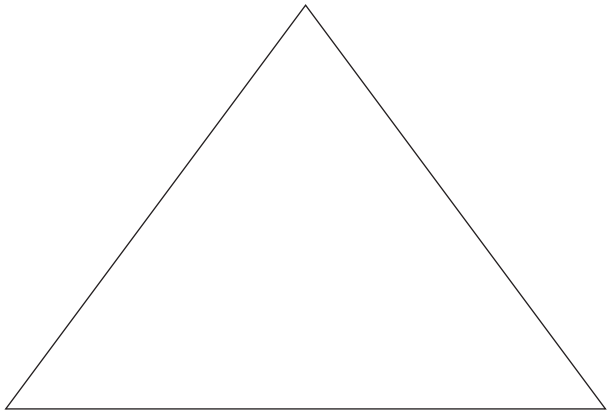
- The small blocks are used to represent unit/ones.
- The long blocks are used to represent tens.
- The big flat blocks are used to represent hundreds.



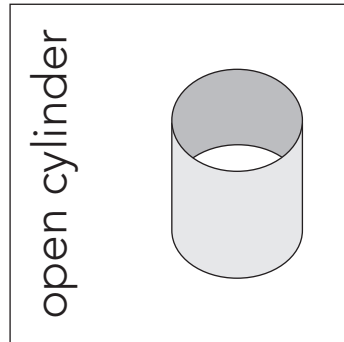
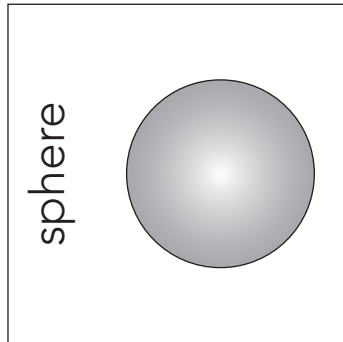
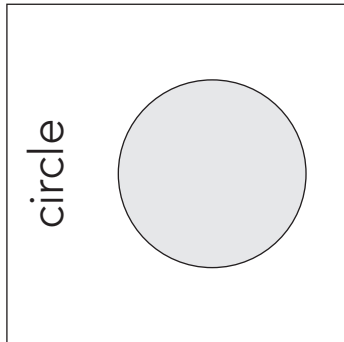
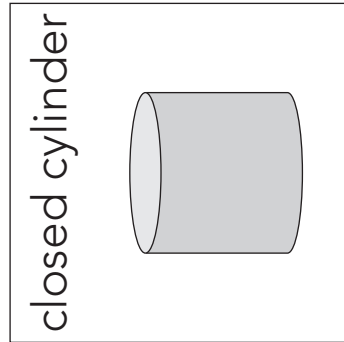
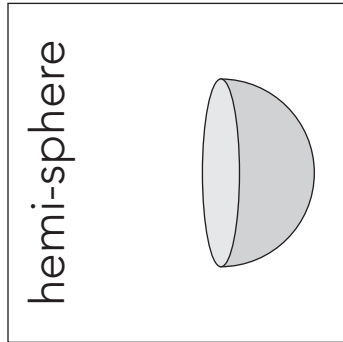
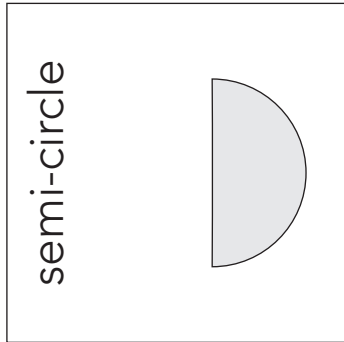
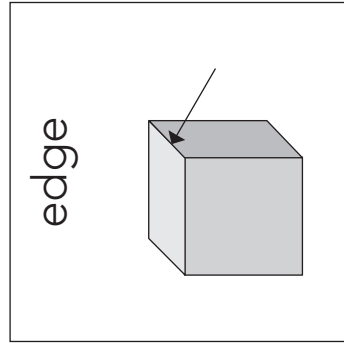
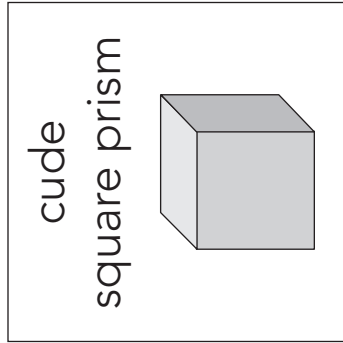
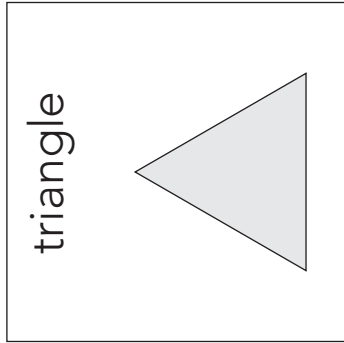
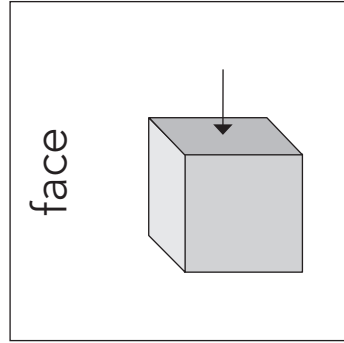
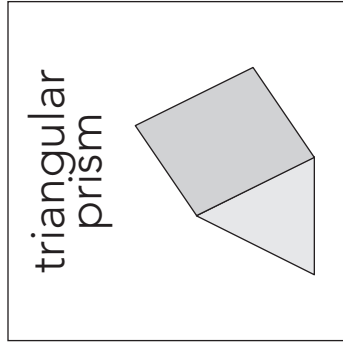
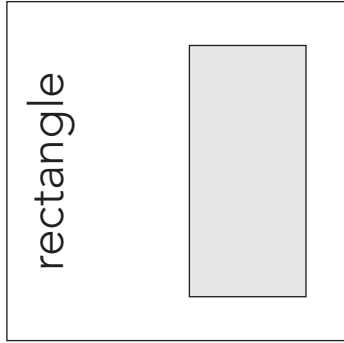
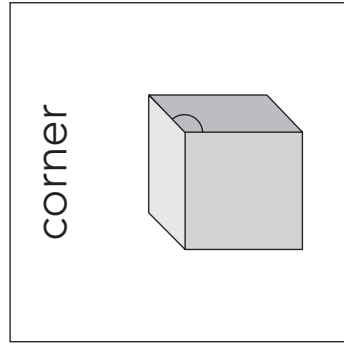
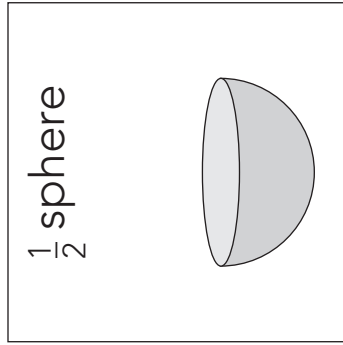
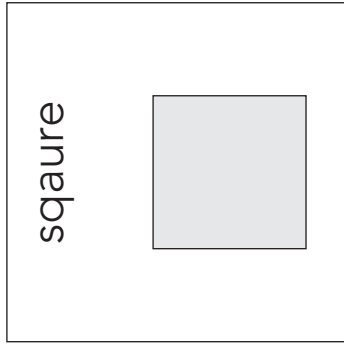
2. Flard cards (Several lessons)

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

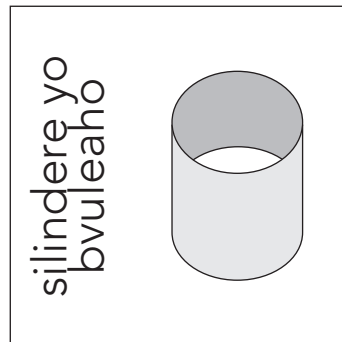
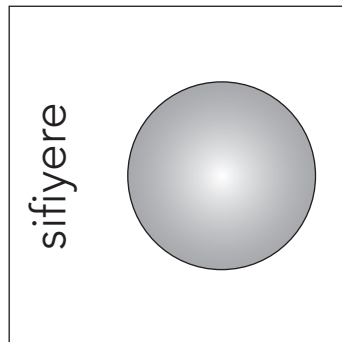
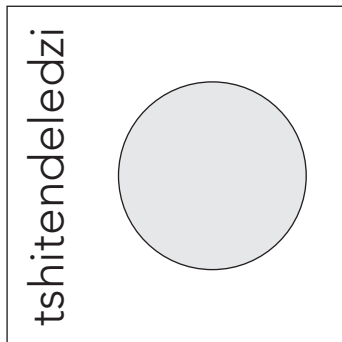
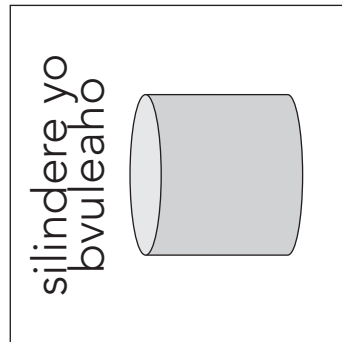
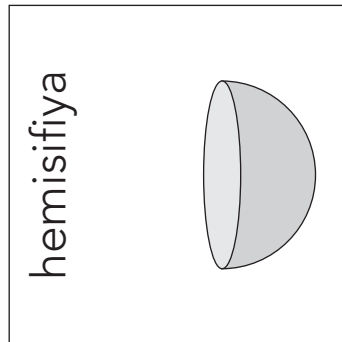
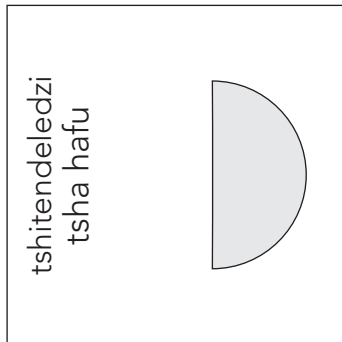
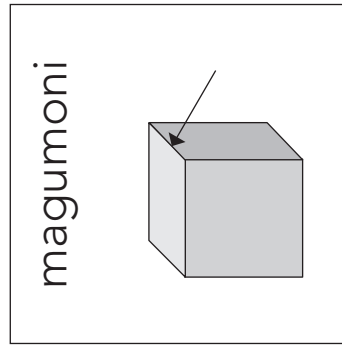
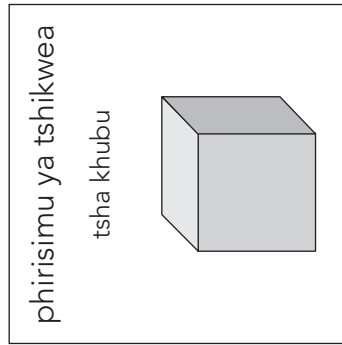
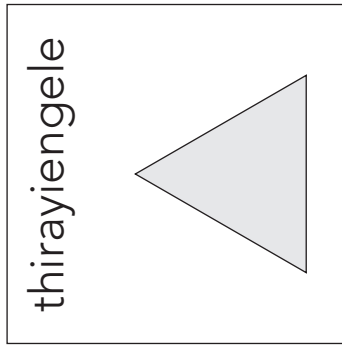
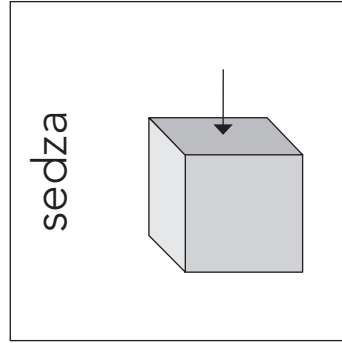
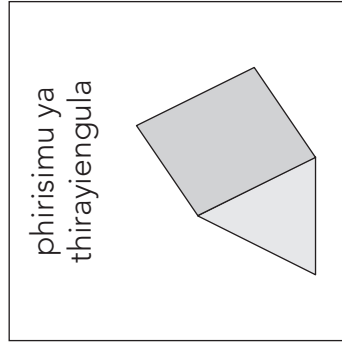
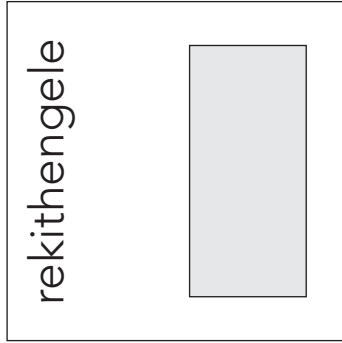
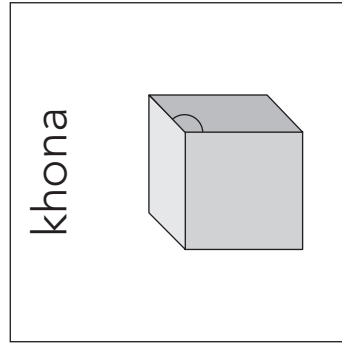
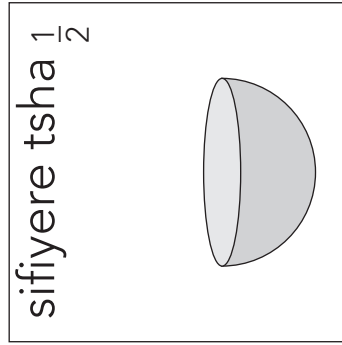
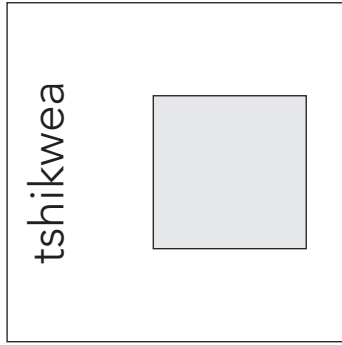
### 3. Symmetry cut-out shapes (Lesson 10)



#### 4. 3-D objects and 2-D shapes (Lesson 12)



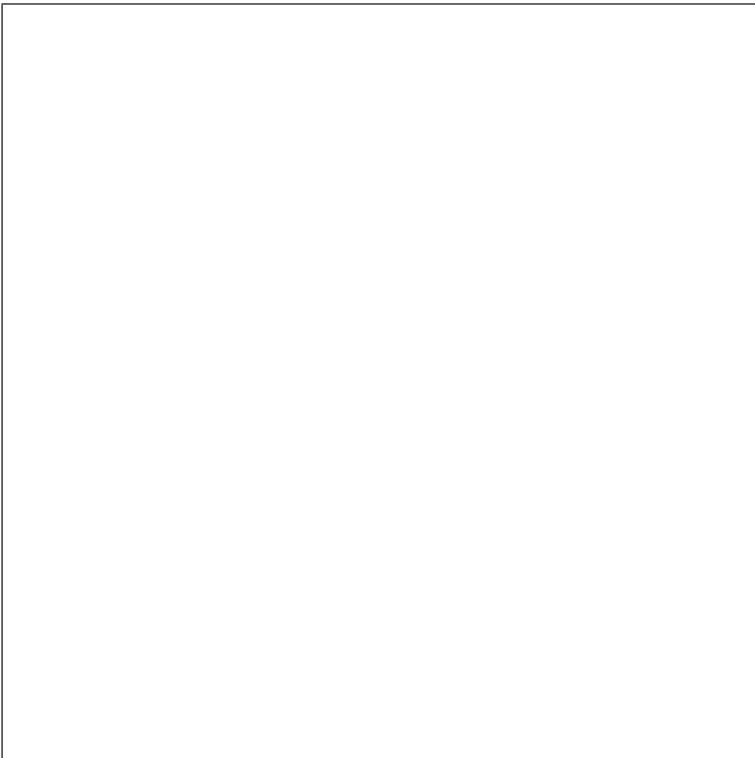
#### 4. 3-D objects and 2-D shapes (Lesson 12)



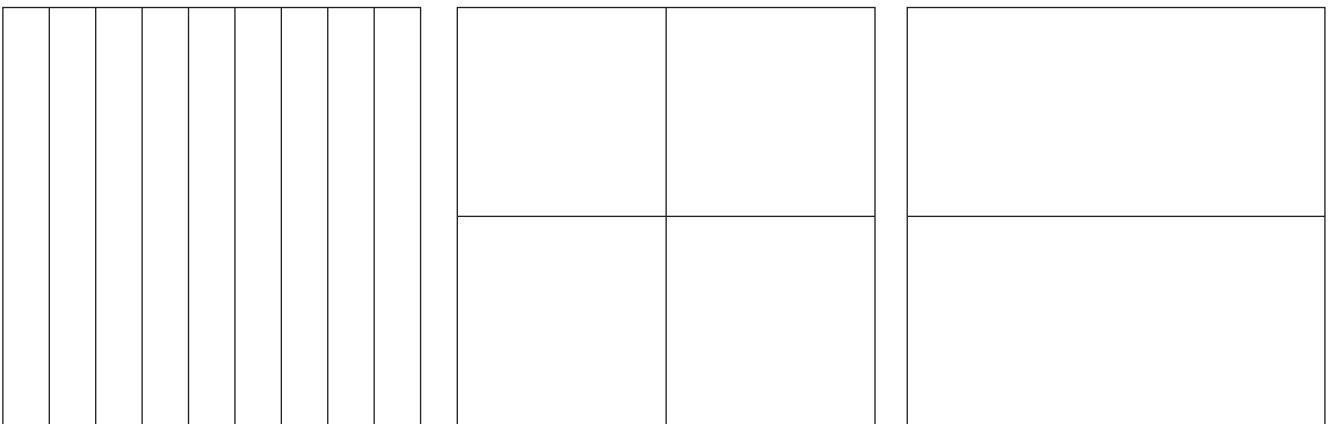
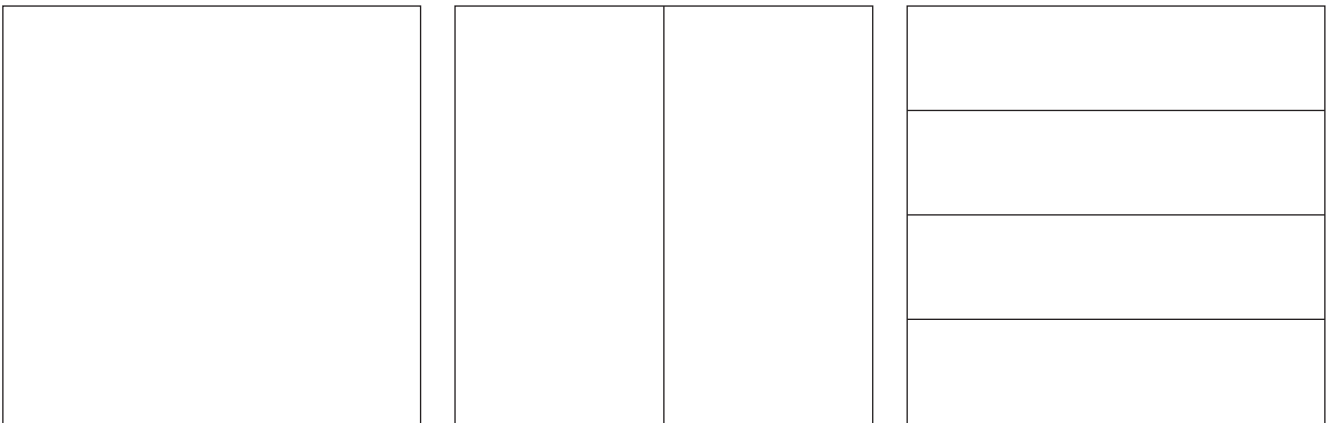
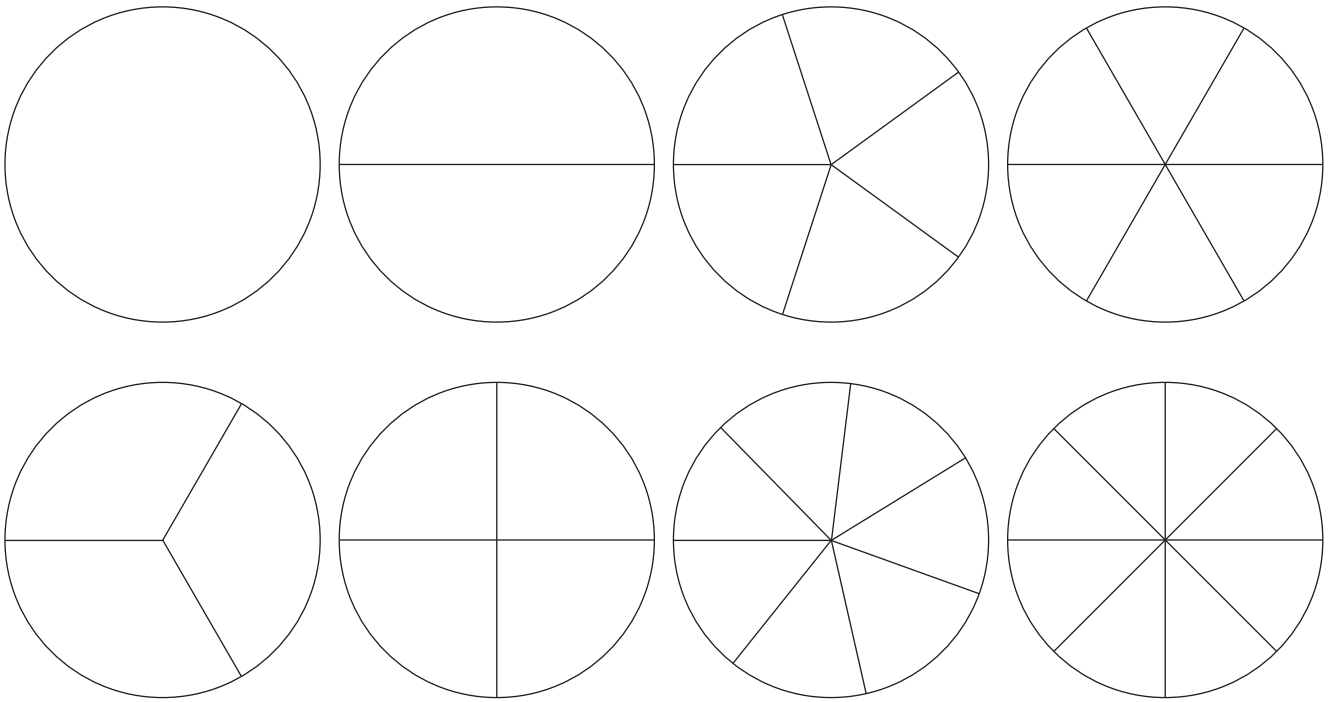
**5. Squares template (Lessons 13, 14)**



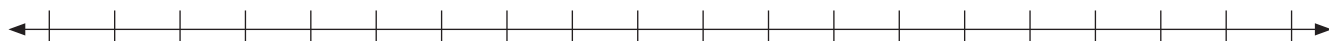
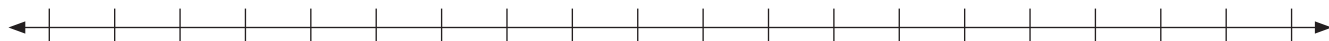

## 6. Rectangular shapes (Lesson 14)



## 7. Fraction circles and squares (Lesson 22)



## 8. Blank number lines (Lessons 28, 29, 30)



9. 901–1 000 Number board (Lesson 34)

901	902	903	904	905	906	907	908	909	910
911	912	913	914	915	916	917	918	919	920
921	922	923	924	925	926	927	928	929	930
931	932	933	934	935	936	937	938	939	940
941	942	943	944	945	946	947	948	949	950
951	952	953	954	955	956	957	958	959	960
961	962	963	964	965	966	967	968	969	970
971	972	973	974	975	976	977	978	979	980
981	982	982	984	985	986	987	988	989	990
991	992	993	994	995	996	997	998	999	1 000

## Mental Mathematics Challenge Cards: Bilingual Version

*Each term there will be a set of eight mental mathematics challenge cards. If you make them into cards and collect them over the course of the year, you will have a set of one card per teaching week for a year.*

### *Use of the mental mathematics challenge cards*

Once a week learners should do mental mathematics in written form, so that there is some record of your daily mental mathematics activities. You can use the mental mathematics challenge cards for this purpose.

Learners should not use concrete material to work out the answers in mental mathematics. If learners need to, let them use their fingers as a concrete aid during mental mathematics, but make a note of who they are and then spend time with them during remediation to help them with the basic number and operation skills. Mental mathematics skills improve hugely from Grade 1 to Grade 3. In Grade 1 learners might only manage five questions, especially when they have to write the answers, but by Grade 3 learners should manage ten questions with written answers easily.

### Maths Challenge Card 1

#### Mupikisano wa Mbalo wa Garaṭa 1

1.  $52 + 2 = \underline{\quad}$
2.  $54 + 2 = \underline{\quad}$
3.  $53 + 3 = \underline{\quad}$
4.  $151 + 6 = \underline{\quad}$
5.  $152 + 8 = \underline{\quad}$
6.  $155 + 4 = \underline{\quad}$
7.  $254 + 4 = \underline{\quad}$
8.  $353 + 6 = \underline{\quad}$
9.  $459 + 1 = \underline{\quad}$
10.  $599 + 0 = \underline{\quad}$

### Maths Challenge Card 2

#### Mupikisano wa Mbalo wa Garaṭa 2

1.  $\underline{\quad} \div 4 = 6$
2.  $\underline{\quad} \div 10 = 10$
3.  $20 \div \underline{\quad} = 5$
4.  $40 \div \underline{\quad} = 8$
5.  $50 \div \underline{\quad} = 2$
6.  $24 \div \underline{\quad} = 3$
7.  $\underline{\quad} \div 31 = 8$
8.  $\underline{\quad} \div 5 = 9$
9.  $\underline{\quad} \div 13 = 1$
10.  $15 \div \underline{\quad} = 3$

### Maths Challenge Card 3

#### Mupikisano wa Mbalo wa Garaṭa 3

1.  $25 \div 2 = \underline{\quad}$
2.  $25 \div 4 = \underline{\quad}$
3.  $25 \div 10 = \underline{\quad}$
4.  $25 \div 3 = \underline{\quad}$
5.  $29 \div 5 = \underline{\quad}$
6.  $29 \div 4 = \underline{\quad}$
7.  $29 \div 10 = \underline{\quad}$
8.  $29 \div 3 = \underline{\quad}$
9.  $29 \div 5 = \underline{\quad}$
10.  $30 \div 29 = \underline{\quad}$

### Maths Challenge Card 4

#### Mupikisano wa Mbalo wa Garaṭa 4

1.  $25 + 25 - 1 = \underline{\quad}$
2.  $51 - 50 + 11 = \underline{\quad}$
3.  $25 + 20 - 5 = \underline{\quad}$
4.  $60 - 40 + 10 = \underline{\quad}$
5.  $60 - 40 - 10 = \underline{\quad}$
6.  $85 - 75 + 2 = \underline{\quad}$
7.  $13 - 2 + 4 = \underline{\quad}$
8.  $125 + 25 - 1 = \underline{\quad}$
9.  $50 + 25 - 50 = \underline{\quad}$
10.  $100 - 40 + 40 = \underline{\quad}$

### Maths Challenge Card 1: Answers

#### Mupikisano wa Mbalo wa Garaṭa 1: Phindulo

1. 54
2. 56
3. 56
4. 157
5. 160
6. 159
7. 258
8. 359
9. 460
10. 599

### Maths Challenge Card 2: Answers

#### Mupikisano wa Mbalo wa Garaṭa 2: Phindulo

1. 24
2. 100
3. 4
4. 5
5. 25
6. 8
7. 24
8. 45
9. 13
10. 5

### Maths Challenge Card 3: Answers

#### Mupikisano wa Mbalo wa Garaṭa 3: Phindulo

1. 12 rem / kusale 1
2. 6 rem / kusale 1
3. 2 rem / kusale 5
4. 8 rem / kusale 1
5. 5 rem / kusale 4
6. 7 rem / kusale 1
7. 2 rem / kusale 9
8. 9 rem / kusale 2
9. 5 rem / kusale 41
10. 1 rem / kusale 1

### Maths Challenge Card 4: Answers

#### Mupikisano wa Mbalo wa Garaṭa 4: Phindulo

1. 49
2. 12
3. 40
4. 30
5. 10
6. 12
7. 15
8. 149
9. 25
10. 100

### Maths Challenge Card 5

#### Mupikisano wa Mbalo wa Garaça 5

1.  $100 - 21 = \underline{\quad}$
2.  $50 + 21 = \underline{\quad}$
3.  $80 - 21 = \underline{\quad}$
4.  $60 + 21 = \underline{\quad}$
5.  $40 - 21 = \underline{\quad}$
6.  $31 + 21 = \underline{\quad}$
7.  $60 - 21 = \underline{\quad}$
8.  $40 + 21 = \underline{\quad}$
9.  $50 - 21 = \underline{\quad}$
10.  $73 + 21 = \underline{\quad}$

### Maths Challenge Card 6

#### Mupikisano wa Mbalo wa Garaça 6

1.  $15 + \underline{\quad} = 100$
2.  $8 + \underline{\quad} = 100$
3.  $7 + \underline{\quad} = 100$
4.  $16 + \underline{\quad} = 100$
5.  $14 + \underline{\quad} = 100$
6.  $100 - \underline{\quad} = 13$
7.  $100 - \underline{\quad} = 12$
8.  $100 - \underline{\quad} = 70$
9.  $100 - \underline{\quad} = 51$
10.  $49 + \underline{\quad} = 100$

### Maths Challenge Card 7

#### Mupikisano wa Mbalo wa Garaça 7

1. 48, 59, 48, 59,  $\underline{\quad}$ ,  $\underline{\quad}$
2.  $\bigcirc \bigcirc \square \square \bigcirc \bigcirc \square \square \bigcirc$   $\underline{\quad}$   $\underline{\quad}$   $\underline{\quad}$
3.  $\triangle \square \bigcirc \triangle \square \bigcirc$   $\underline{\quad}$   $\underline{\quad}$   $\underline{\quad}$
4.  $\underline{\quad}$ ,  $\underline{\quad}$ , 101, 103, 105
5.  $\underline{\quad}$ ,  $\underline{\quad}$ , 210, 230, 250
6. 425, 450, 475,  $\underline{\quad}$ ,  $\underline{\quad}$
7.  $\underline{\quad}$ ,  $\underline{\quad}$ , 650, 700, 750
8.  $\underline{\quad}$ ,  $\underline{\quad}$ , R506, R606, R706
9. 8:00, 8:15, 8:30,  $\underline{\quad}$
10. 2,  $2\frac{1}{4}$ ,  $2\frac{1}{2}$ ,  $\underline{\quad}$ ,  $\underline{\quad}$

### Maths Challenge Card 8

#### Mupikisano wa Mbalo wa Garaça 8

1. 220, 222, 224,  $\underline{\quad}$ ,  $\underline{\quad}$
2.  $\underline{\quad}$ ,  $\underline{\quad}$ , 112, 114, 116
3. 14, 24, 34,  $\underline{\quad}$ ,  $\underline{\quad}$
4.  $\underline{\quad}$ ,  $\underline{\quad}$ ,  $\underline{\quad}$ , 47, 57, 67
5. 205, 210, 215,  $\underline{\quad}$ ,  $\underline{\quad}$ ,  $\underline{\quad}$
6.  $\underline{\quad}$ ,  $\underline{\quad}$ , 520, 515, 510
7. 830,  $\underline{\quad}$ ,  $\underline{\quad}$ ,  $\underline{\quad}$ , 870
8. 750,  $\underline{\quad}$ ,  $\underline{\quad}$ ,  $\underline{\quad}$ , 710
9. 322, 324, 326,  $\underline{\quad}$ ,  $\underline{\quad}$ ,  $\underline{\quad}$
10.  $\underline{\quad}$ ,  $\underline{\quad}$ ,  $\underline{\quad}$ , 935, 930, 925



**Maths Challenge Card 5: Answers**

**Mupikisano wa Mbalo wa Garaça 5:  
Phindulo**

1. 79
2. 71
3. 59
4. 81
5. 19
6. 52
7. 39
8. 61
9. 29
10. 93

**Maths Challenge Card 6: Answers**

**Mupikisano wa Mbalo wa Garaça 6:  
Phindulo**

1. 85
2. 92
3. 93
4. 84
5. 86
6. 87
7. 88
8. 30
9. 49
10. 51

**Maths Challenge Card 7: Answers**

**Mupikisano wa Mbalo wa Garaça 7:  
Phindulo**

1. 48, 59
2. ○□□
3. △□○
4. 97, 99
5. 190
6. 500, 525
7. 600
8. R306, R406
9. 8:45
10.  $2\frac{3}{4}$ , 3

**Maths Challenge Card 8: Answers**

**Mupikisano wa Mbalo wa Garaça 8:  
Phindulo**

1. 226, 228
2. 108, 110
3. 44, 54
4. 17, 27, 37
5. 220, 225, 230
6. 530, 525
7. 840, 850, 860
8. 740, 730, 720
9. 328, 330, 332
10. 950, 945, 940

## Enrichment Activity Cards: English Version

*Each term a set of new enrichment cards will be provided. You should retain this set, as they will not be reproduced each term.*

### *Use of the enrichment activity cards*

Optional as required.

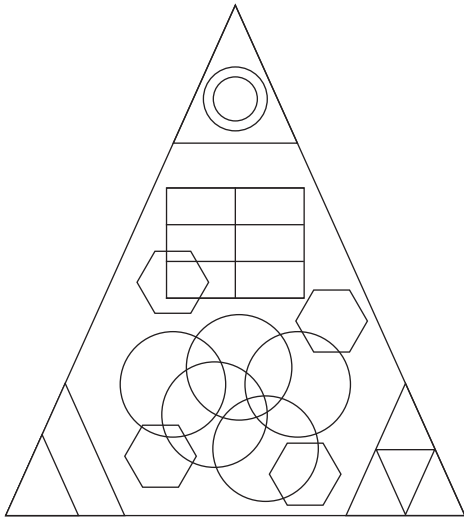
These cards include activities that you can use for enrichment opportunities for learners who have completed the lesson activities ahead of the rest of the class. Learners should work on these cards independently or with their peers who have also completed the classwork. You may need to explain some of the activities to the learners who use them. You should remind them to ask you questions about any of the enrichment activities that they are doing, so that you can guide them as necessary.


You should photocopy the enrichment cards, paste them onto cardboard and laminate them (if possible), so that they can be used as a resource, not only this year but in the future as well.

Put the laminated cardboard cards into a box in a set place in your classroom, so that learners know where to find them. These cards are for all learners and do not have to be used in a particular order. Learners should keep a record of the cards that they have done, so that they continue to choose a new card each time they go to the box. Learners must be taught to replace the cards in numeric order in the box, so that everyone who looks for cards can easily find the one they want to use.


### Enrichment Activity 4.1


Count the different shapes.



How many  are there? \_\_\_\_\_

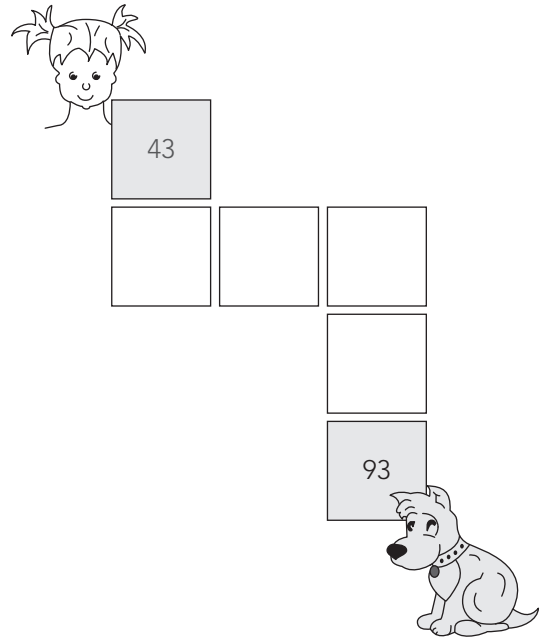
How many  are there? \_\_\_\_\_

How many  are there? \_\_\_\_\_

How many  are there? \_\_\_\_\_

### Enrichment Activity 4.2

Find Sarah's lost dog.



### Enrichment Activity 4.3

Work out the sums and complete the crossword puzzle by filling in the number names.

#### Down

1.  $101 - 85 = \underline{\quad}$

2.  $55 \div 5 = \underline{\quad}$

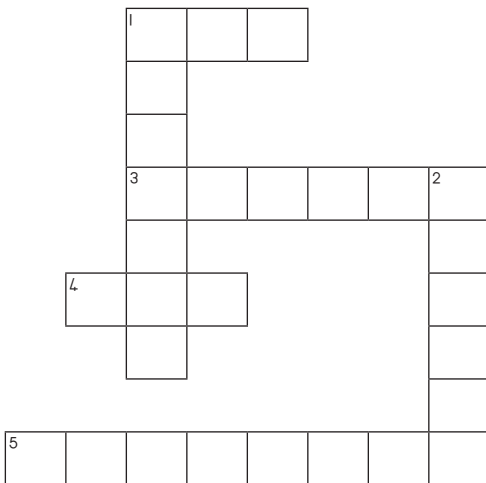
#### Across

1.  $366 \div \underline{\quad} = 11$

3.  $63 \times \underline{\quad} = 36$

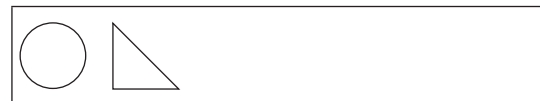
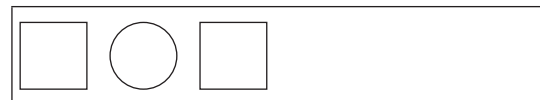
4.  $93 - \underline{\quad} = 83$

5.  $133 - 114 = \underline{\quad}$



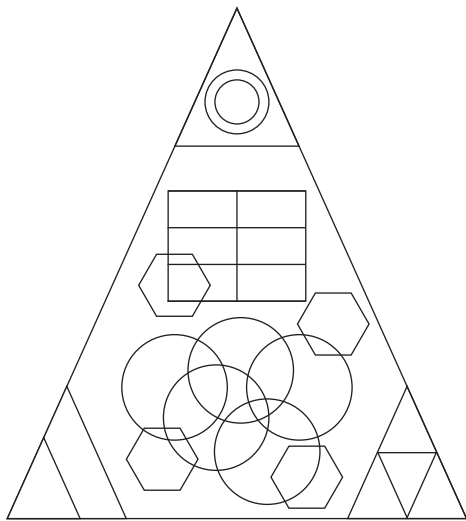
### Enrichment Activity 4.4


Complete the following patterns.




### Enrichment Activity 4.1: Answers

Count the different shapes?



How many  are there? (4)

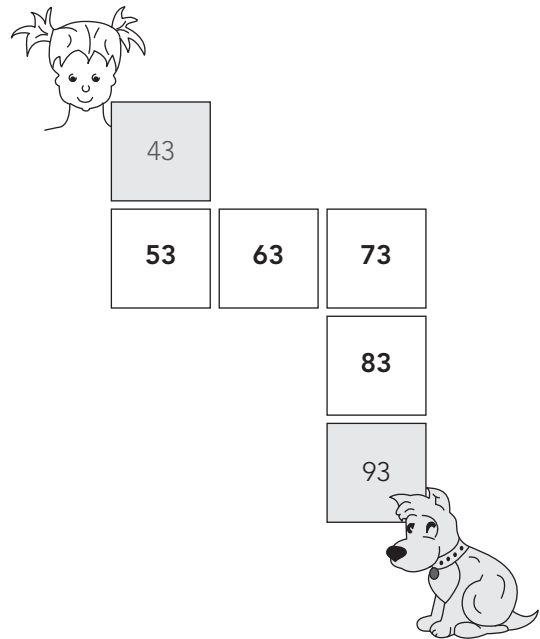
How many  are there? (14)

How many  are there? (7)

How many  are there? (9)

### Enrichment Activity 4.2: Answers

Find Sarah's lost dog.



### Enrichment Activity 4.3: Answers

Work out the sums and complete the crossword puzzle by filling in the number names:

#### Down

1.  $101 - 85 = \underline{\quad}$

2.  $55 \div 5 = \underline{\quad}$

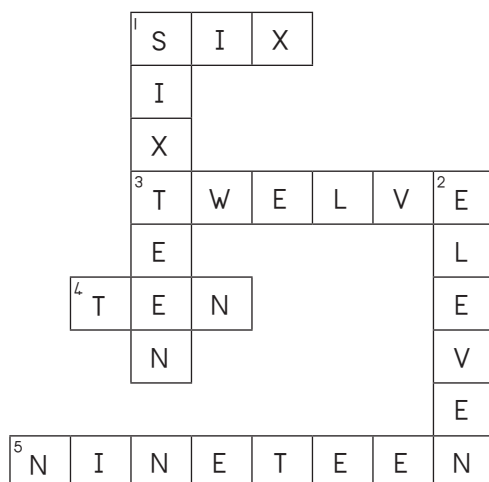
#### Across

1.  $366 \div \underline{\quad} = 11$

3.  $63 \times \underline{\quad} = 36$

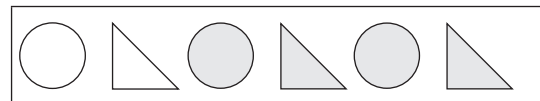
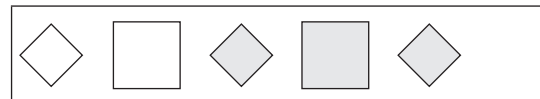
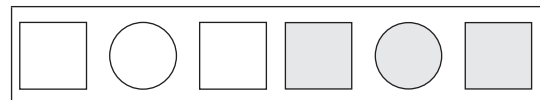
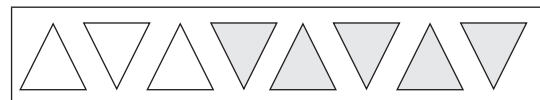
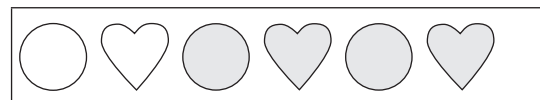
4.  $93 - \underline{\quad} = 83$

5.  $133 - 114 = \underline{\quad}$



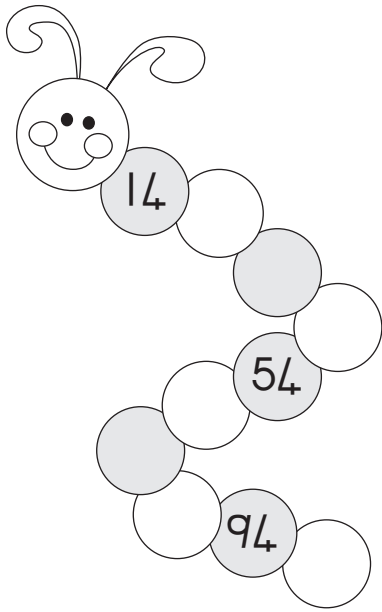
### Enrichment Activity 4.4: Answers

Complete the following patterns.



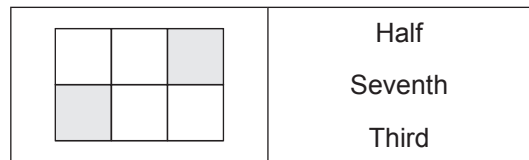
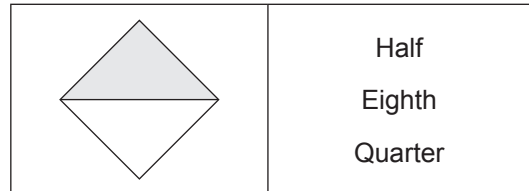
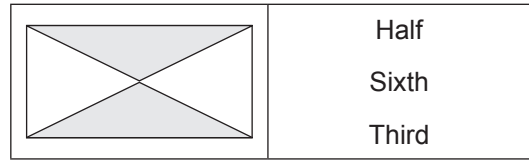
**Enrichment Activity 4.5**

Figure out the pattern to complete the worm.



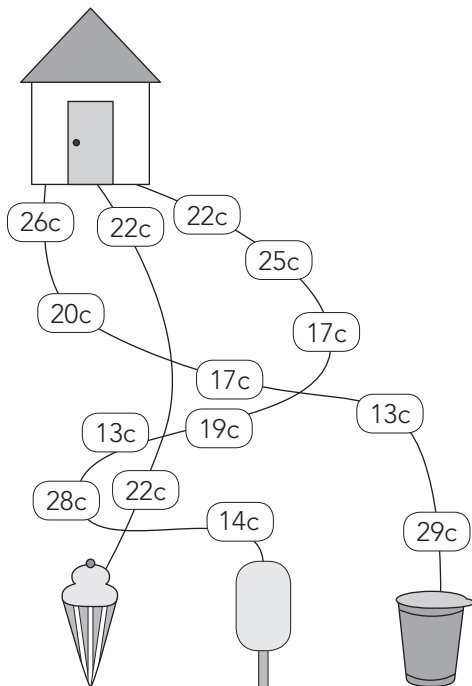
**Enrichment Activity 4.6**

What fraction of the shape is coloured?  
Choose the correct answer.



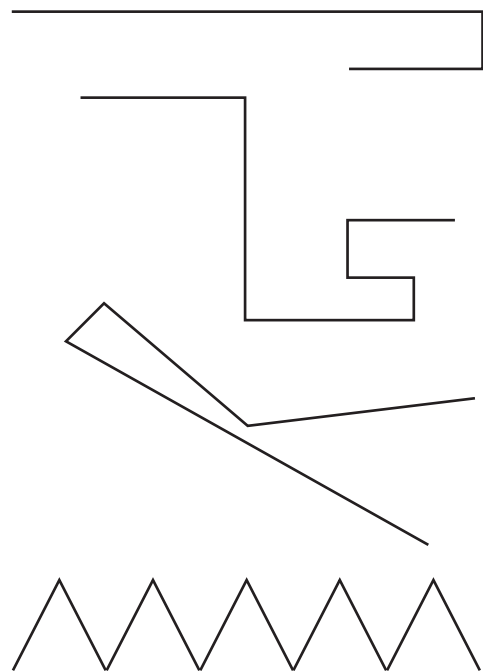
**Enrichment Activity 4.7**

Follow the paths and then circle the ice-cream that is the cheapest.



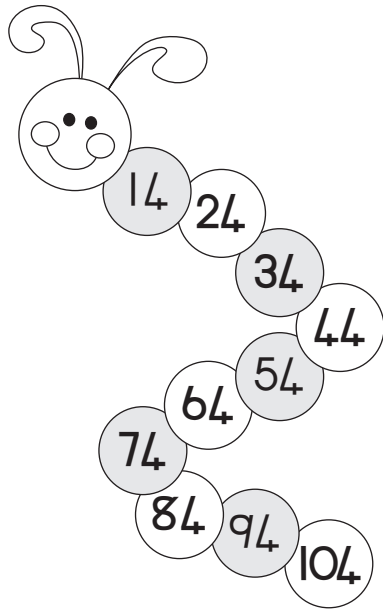
**Enrichment Activity 4.8**

Circle the line that is the longest. You may use a ruler to measure the lines.



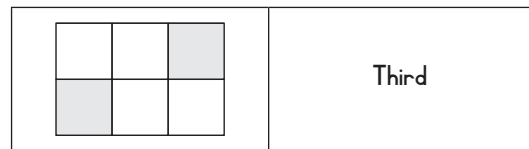
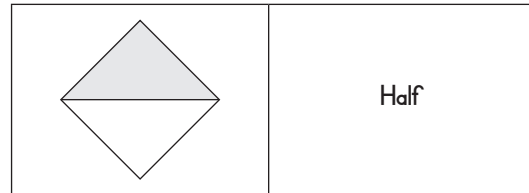
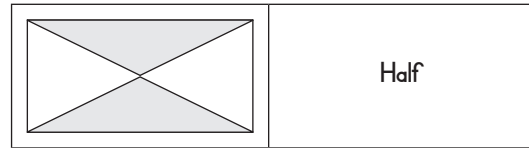
### Enrichment Activity 4.5: Answers

Figure out the pattern to complete the worm.



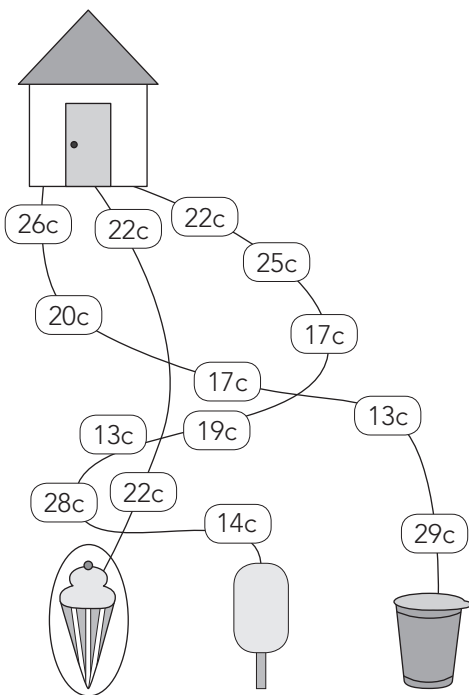
### Enrichment Activity 4.6: Answers

What fraction of the shape is coloured?  
Choose the correct answer.



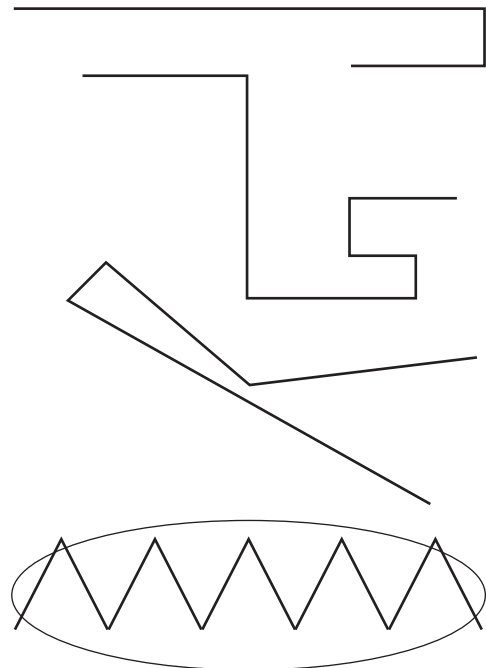
### Enrichment Activity 4.7: Answers

Follow the paths and then circle the ice-cream that is the cheapest.



### Enrichment Activity 4.8: Answers

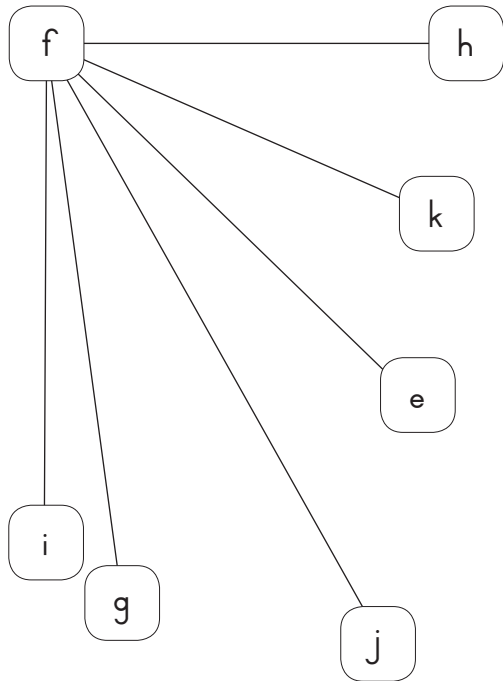
Circle the line that is the longest. You may use a ruler to measure the lines.



### Enrichment Activity 4.9

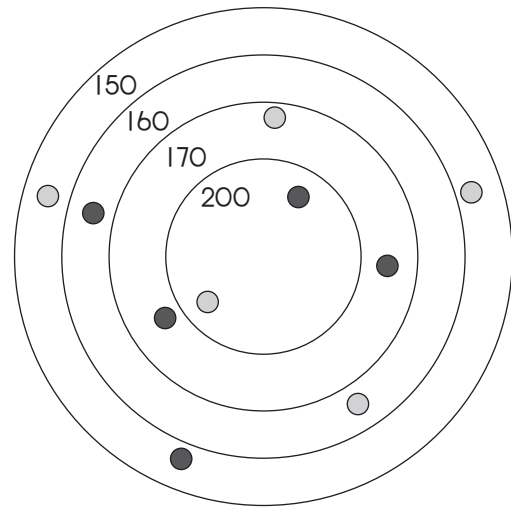
Which line will be the longest?

E to F or F to G or F to H or F to I or F to J  
or F to K?



### Enrichment Activity 4.10

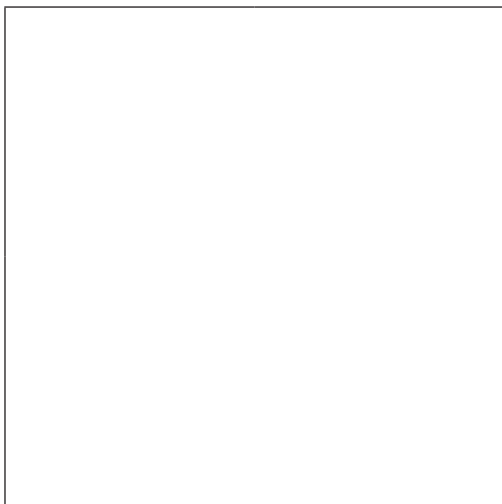
Jane and Jake are playing marbles.  
Add their scores to see who is winning.



● Jane \_\_\_\_\_      ● Jake \_\_\_\_\_

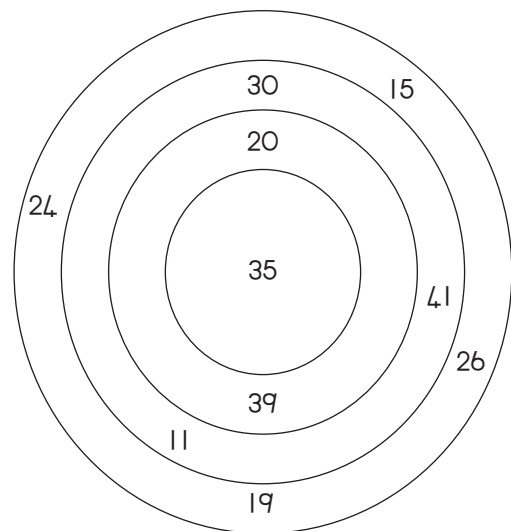
### Enrichment Activity 4.11

Divide this square into 16 smaller rectangles.



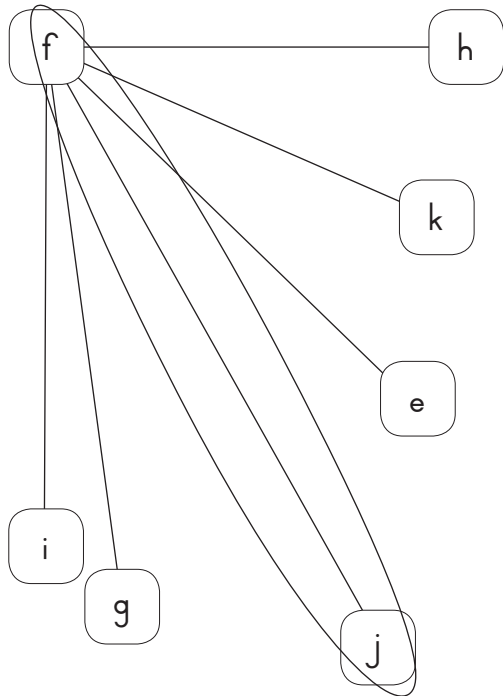
### Enrichment Activity 4.12

Use the numbers and figure out how many sums you can make with 50 as the answer.



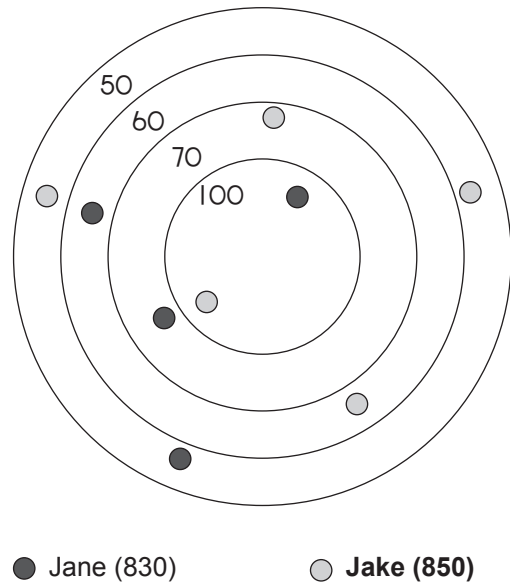
**Enrichment Activity 4.9: Answers**

Which line will be the longest?  
 E to F or F to G or F to H or F to I or F to J  
 or F to K?



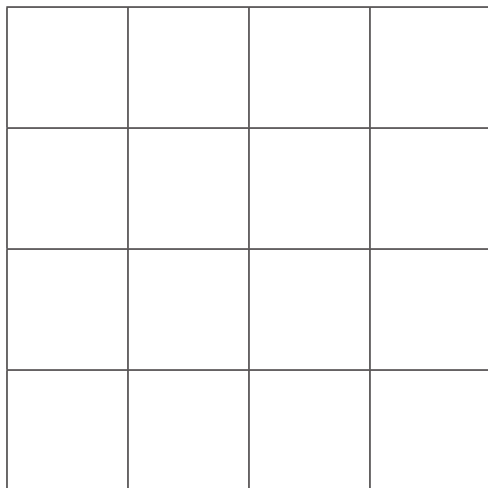
**Enrichment Activity 4.10: Answers**

Jane and Jake are playing marbles.  
 Add their scores to see who is winning.



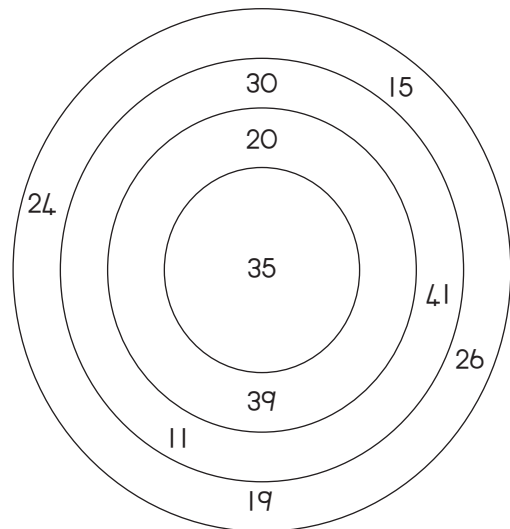
**Enrichment Activity 4.11: Answers**

Divide this square into 16 smaller rectangles.



**Enrichment Activity 4.12: Answers**

Use the numbers and figure out how many sums you can make with 50 as the answer.



You can make 5 sums:  
 $26 + 24$ ;  $11 + 19 + 20$ ;  $39 + 11$ ;  
 $30 + 20$ ,  $35 + 15$



**Enrichment Activity 4.13**

Match the problems in Block A with the answers in Block B.

Block A	Block B
$5 \times 14 =$	20
$20 \times 5 =$	70
$16 + 33 =$	83
$12 + 46 =$	40
$60 \div 3 =$	138
$10 \times 7 =$	49
$40 \times 1 =$	70
$27 + 111 =$	58
$44 + 39 =$	100

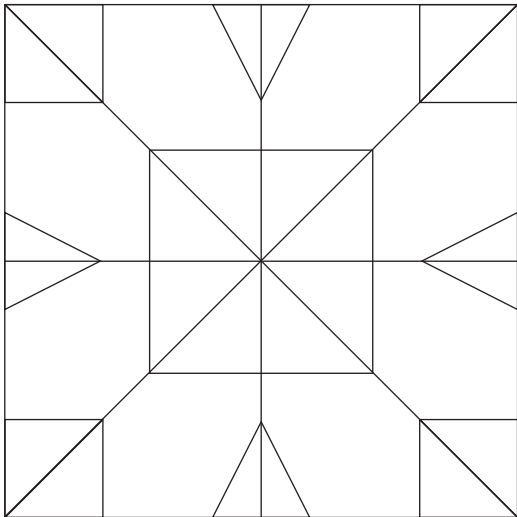
**Enrichment Activity 4.14**

Try to work out the sums in these blocks.

+	18	70	150
22			
34			
16			
80			
100			

**Enrichment Activity 4.15**

How many  $\triangle$  do you see?



- 12 Triangles      46 Triangles  
 33 Triangles      26 Triangles

**Enrichment Activity 4.16**

Match the numbers with the number names.

Numbers	Number names
200	Four hundred and twelve
224	Ninety-nine
96	Two hundred
99	Ninety-six
412	Two hundred and twenty-four
514	Six hundred and seventy-one
671	Five hundred and fourteen

### Enrichment Activity 4.13: Answers

Match the problems in Block A with the answers in Block B.

Block A	Block B
$5 \times 14 =$	20
$20 \times 5 =$	70
$16 + 33 =$	83
$12 + 46 =$	40
$60 \div 3 =$	138
$10 \times 7 =$	49
$40 \times 1 =$	70
$27 + 111 =$	58
$44 + 39 =$	100

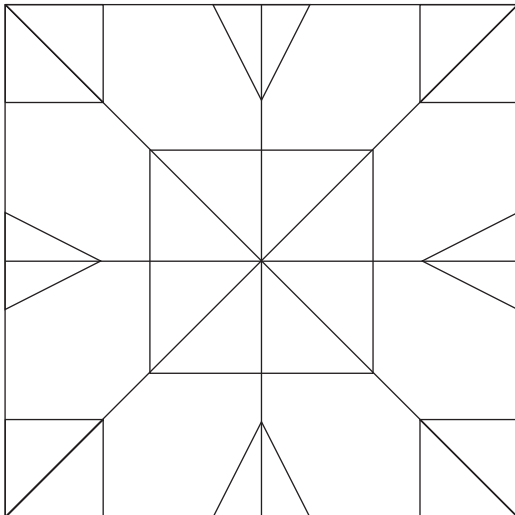
### Enrichment Activity 4.14: Answers

Try to work out the sums in these blocks.

+	18	70	150
22	40	92	172
34	52	104	184
16	34	86	166
80	98	150	230
100	118	170	250

### Enrichment Activity 4.15: Answers

How many  $\triangle$  do you see?



**46 Triangles**

### Enrichment Activity 4.16: Answers

Match the numbers with the number names.

Numbers	Number names
200	Two hundred
224	Two hundred and twenty-four
96	Ninety-six
99	Ninety-nine
412	Four hundred and twelve
514	Five hundred and fourteen
671	Six hundred and seventy-one

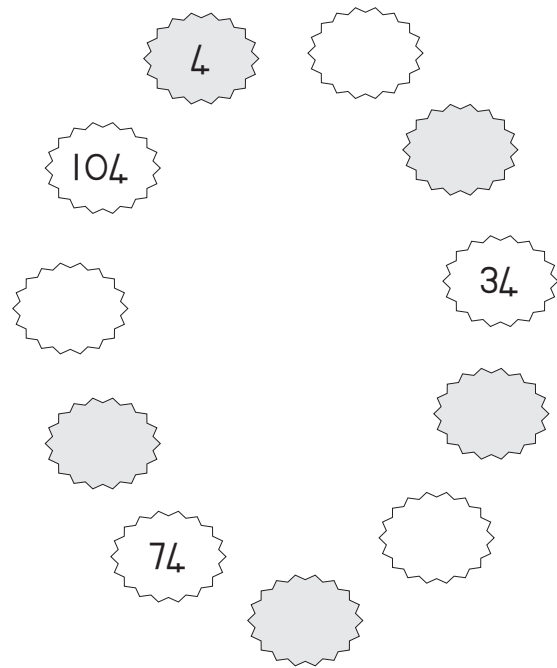
**Enrichment Activity 4.17**

Complete the table by working out the sums.

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

**Enrichment Activity 4.18**

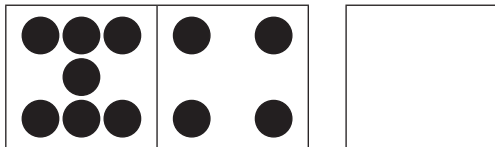
Complete the pattern.



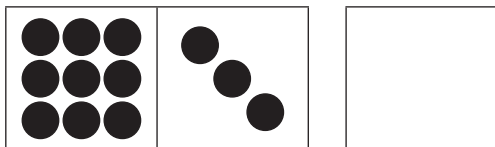
**Enrichment Activity 4.19**

Multiply the dots on the dominoes and fill in the answers.

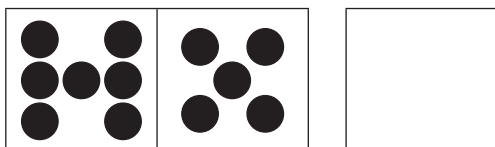
How much will it be?



How much will it be?

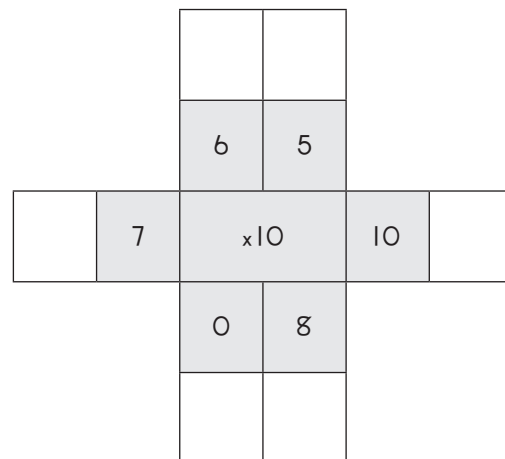


How much will it be?



**Enrichment Activity 4.20**

Multiply the inner number with the outer numbers.



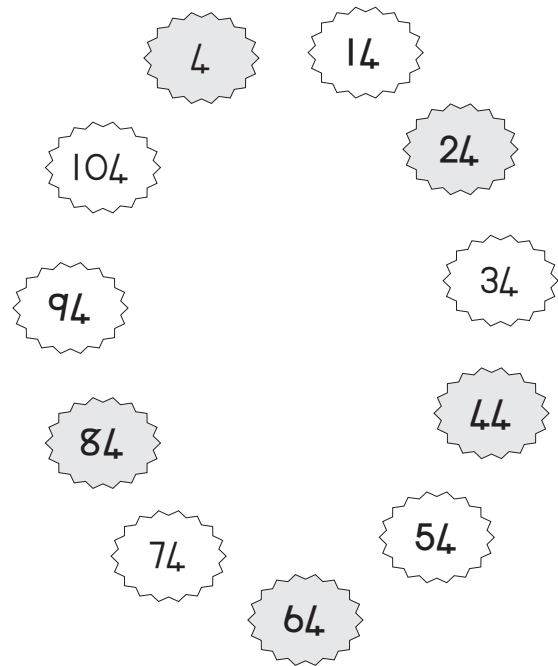
### Enrichment Activity 4.17: Answers

Complete the table by working out the sums.

x	5	4	3
0	0	0	0
8	40	32	24
5	25	20	15
4	20	16	12
3	15	12	12
6	30	24	18
7	35	28	21
2	10	8	6
9	45	36	27
1	5	4	3

### Enrichment Activity 4.18: Answers

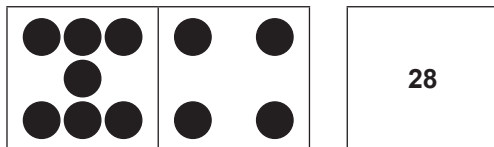
Complete the pattern.



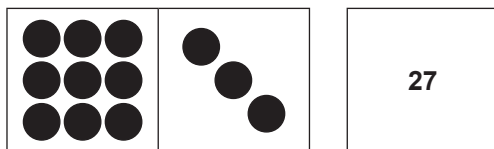
### Enrichment Activity 4.19: Answers

Multiply the dots on the dominoes and fill in the answers.

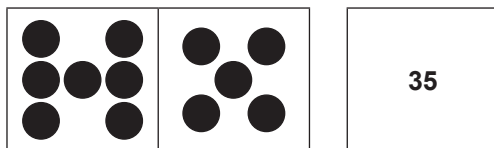
How much will it be?



How much will it be?



How much will it be?



### Enrichment Activity 4.20: Answers

Multiply the inner number with the outer numbers.

		60	50		
		6	5		
70	7	x10		10	100
		0	8		
		0	80		

### Enrichment Activity 4.21

Calculate the following and draw a line to the answer.

$$33 \div 1 =$$

133

$$13 + 120 =$$

664

$$3 \times 9 =$$

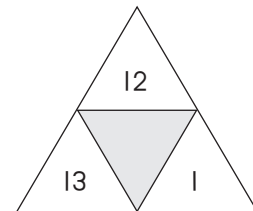
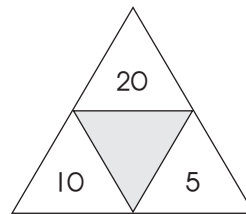
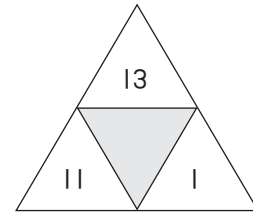
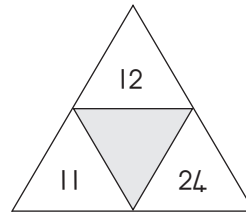
11

$$684 - 20 =$$

27

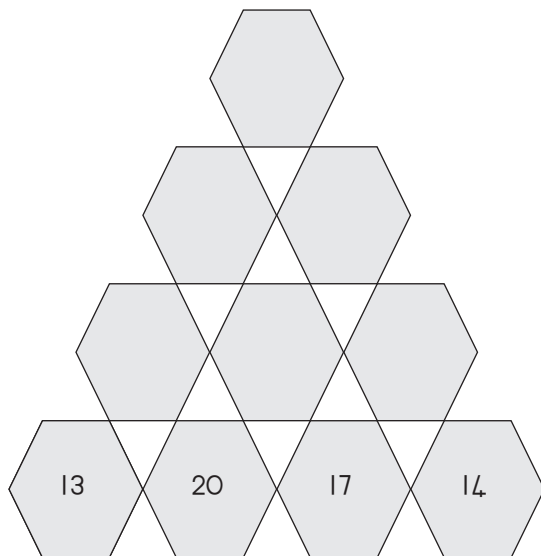
### Enrichment Activity 4.22

Add the numbers to find the number in the middle.



### Enrichment Activity 4.23

The number in each hexagon is made up by adding the numbers in the two hexagons below it. Calculate the missing numbers.



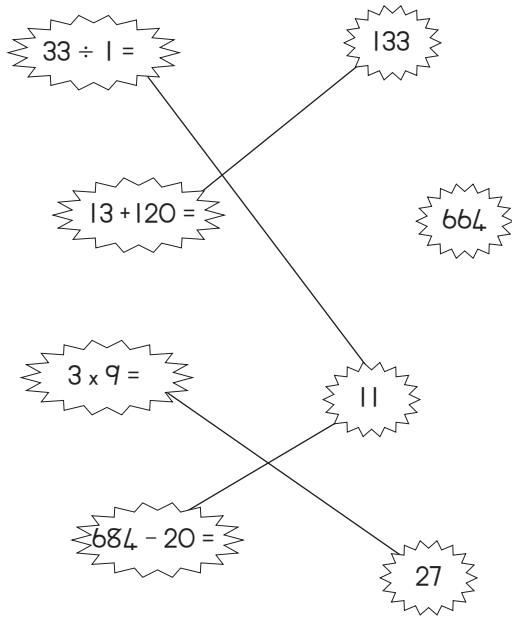
### Enrichment Activity 4.24

Calculate each row of the puzzle. Fill in the answers. Calculate each column of the puzzle.

	+	12	=	
+		+		+
13	+	17	=	
=		=		=
	+		=	56

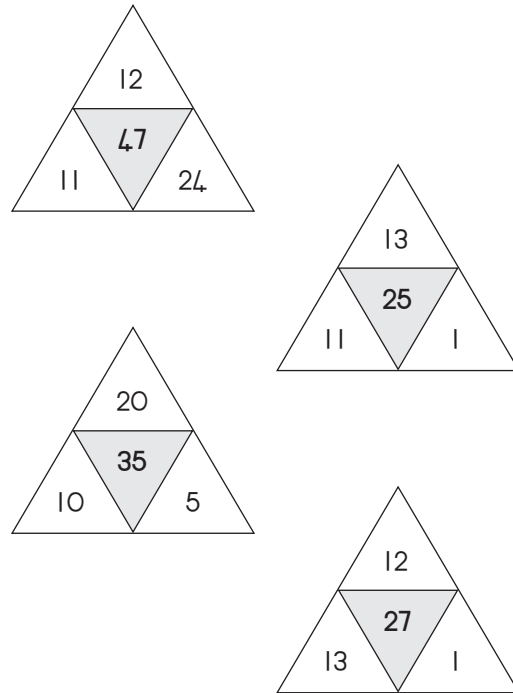
### Enrichment Activity 4.21: Answers

Calculate the following and draw a line to the answer.



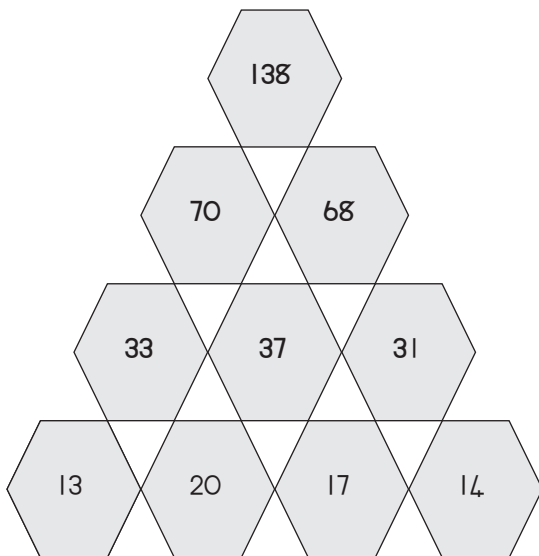
### Enrichment Activity 4.22: Answers

Add the numbers to find the number in the middle.



### Enrichment Activity 4.23: Answers

The number in each hexagon is made up by adding the numbers in the two hexagons below it. Calculate the missing numbers.



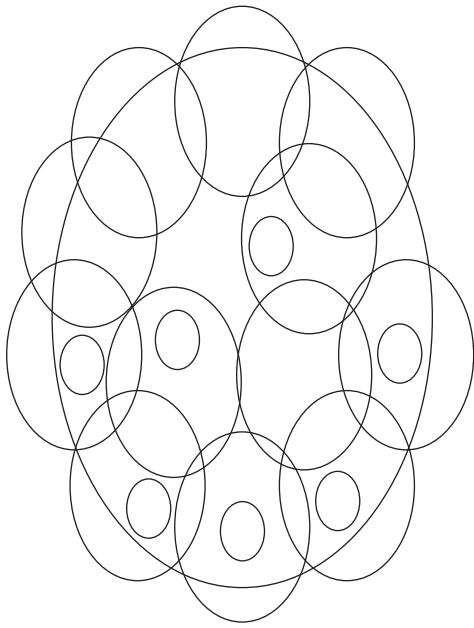
### Enrichment Activity 4.24: Answers

Calculate each row of the puzzle. Fill in the answers. Calculate each column of the puzzle.

14	+	12	=	26
+		+		+
13	+	17	=	30
=		=		=
27	+	29	=	56

### Enrichment Activity 4.25

How many ovals do you see?



21


24

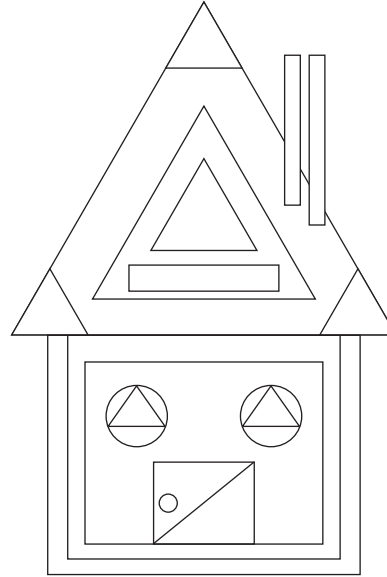
14

### Enrichment Activity 4.26

How many  ?

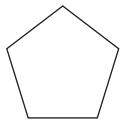
How many  ?

How many  ?

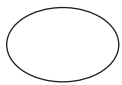


### Enrichment Activity 4.27

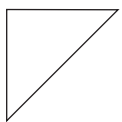
Name the different shapes.



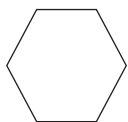
\_\_\_\_\_



\_\_\_\_\_



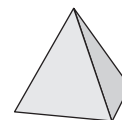
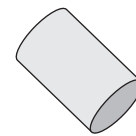
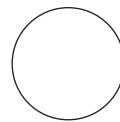
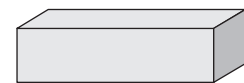
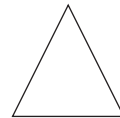
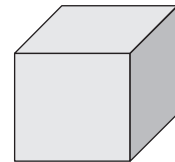
\_\_\_\_\_



\_\_\_\_\_

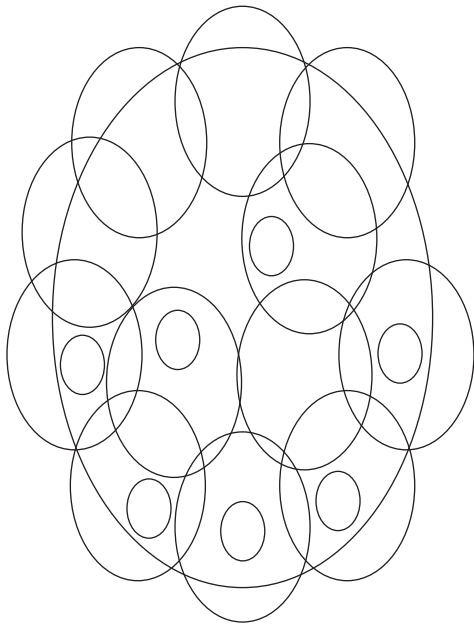
### Enrichment Activity 4.28

Match the object with the shape that will make up its base.



**Enrichment Activity 4.25: Answers**

How many ovals do you see?



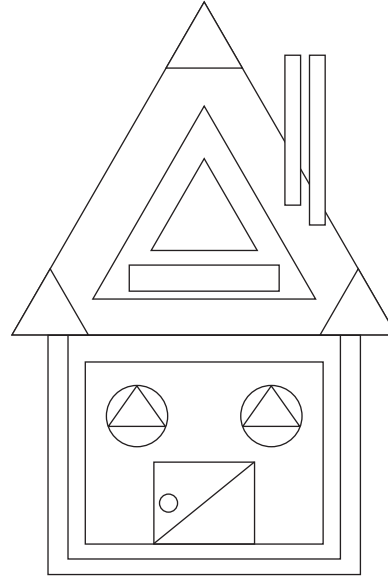
21      24      14

**Enrichment Activity 4.26: Answers**

How many  ? (7)

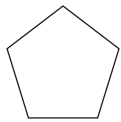
How many  ? (6)

How many  ? (10)

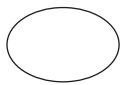


**Enrichment Activity 4.27: Answers**

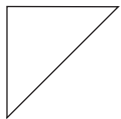
Name the different shapes.



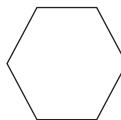
**Pentagon**



**Oval**



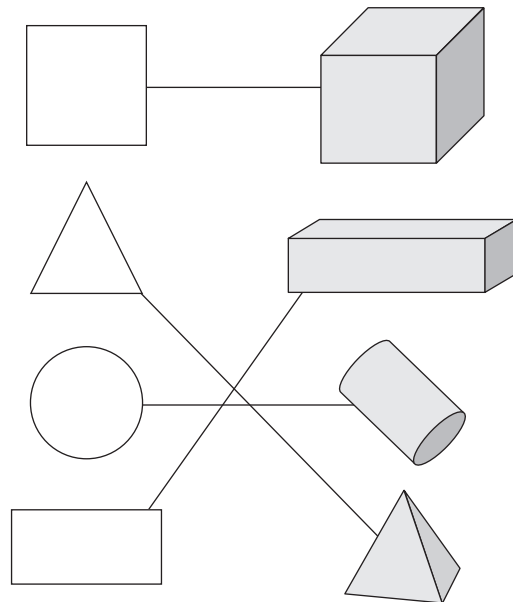
**Triangle**



**Hexagon**

**Enrichment Activity 4.28: Answers**

Match the object with the shape that will make up its base.





### Enrichment Activity 4.29

Add each row of numbers to get an answer.

=							=
	23					25	
		27			22		
			29				
		28			21		
	20					27	
=							=

### Enrichment Activity 4.30

A farmer has 12 m of fence.

He wants to enclose a plot of land for his chickens.

What is the greatest area that can be enclosed? Should it be a square or a rectangle?

Which plot will have the biggest area?

\_\_\_\_\_

### Enrichment Activity 4.31

Solve these problems:

Neo spends a quarter of her money on sweets, half of her money on a present for Margaret, and one eighth of her money on stickers. She has R13 left. How much did she have to begin with?

\_\_\_\_\_

This is how the 45 children in our class get to school.

Two fifths of the children in our class walk to school. One fifth take the bus. How many children come by car?

\_\_\_\_\_

### Enrichment Activity 4.32

Can you work this out.

If John and his dad add their ages they would get 48 years.

John was born when his dad was 24 years old.

How old are John and his dad now?

\_\_\_\_\_

### Enrichment Activity 4.29: Answers

Add each row of numbers to get an answer.

79						76
=						=
	23					25
		27		22		
			29			
		28		21		
	20					27
=						=
77						77

### Enrichment Activity 4.30: Answers

A farmer has 12 m of fence.

He wants to enclose a plot of land for his chickens.

What is the greatest area that can be enclosed? Should it be a square or a rectangle?

Which plot will have the biggest area?

**A square with 3 m sides uses 12 m of fence and has a 9 square metre area.**

**A rectangle with 2 m and 4 m sides uses 12 m of fencing and has a smaller area (8 square metres).**

**The square is best. Biggest area for the same amount of fence.**

### Enrichment Activity 4.31: Answers

Solve these problems:

Neo spends a quarter of her money on sweets, half of her money on a present for Margaret, and one eighth of her money on stickers. She has R13 left. How much did she have to begin with?

**R104**

This is how the 45 children in our class get to school.

Two fifths of the children in our class walk to school. One fifth take the bus. How many children come by car?

**18 children**

### Enrichment Activity 4.32: Answers

Can you work this out.

If John and his dad add their ages they would get 48 years.

John was born when his dad was 24 years old.

How old are John and his dad now?

**John is 12 years old**

**Dad is 36 years old**

## Enrichment Activity Cards: Tshivenda Version

*Each term a set of new enrichment cards will be provided. You should retain this set, as they will not be reproduced each term.*

### *Use of the enrichment activity cards*

Optional as required.

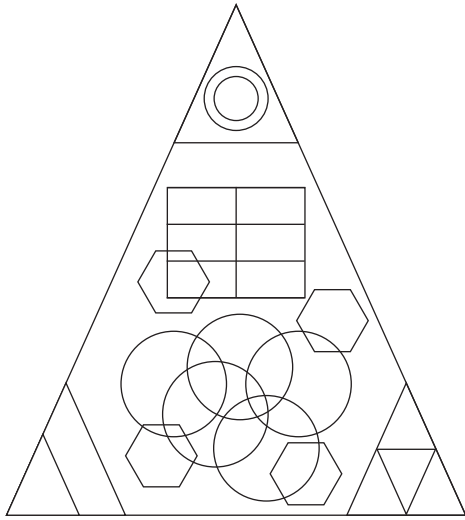
These cards include activities that you can use for enrichment opportunities for learners who have completed the lesson activities ahead of the rest of the class. Learners should work on these cards independently or with their peers who have also completed the classwork. You may need to explain some of the activities to the learners who use them. You should remind them to ask you questions about any of the enrichment activities that they are doing, so that you can guide them as necessary.


You should photocopy the enrichment cards, paste them onto cardboard and laminate them (if possible), so that they can be used as a resource, not only this year but in the future as well.


Put the laminated cardboard cards into a box in a set place in your classroom, so that learners know where to find them. These cards are for all learners and do not have to be used in a particular order. Learners should keep a record of the cards that they have done, so that they continue to choose a new card each time they go to the box. Learners must be taught to replace the cards in numeric order in the box, so that everyone who looks for cards can easily find the one they want to use.

**Mushumo wa u Pfumisa Ndivho 4.1**


Vhalani zwivhumbeo zwo fhambanaho



Hu na  zwingana? \_\_\_\_\_

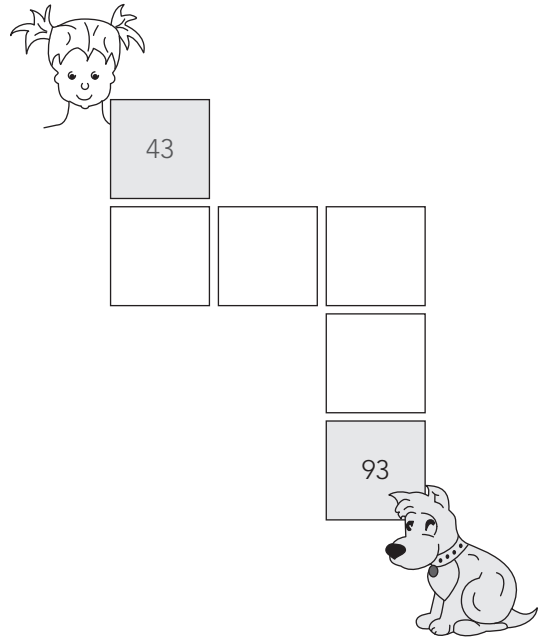
Hu na  zwingana? \_\_\_\_\_

Hu na  zwingana? \_\_\_\_\_

Hu na  zwingana? \_\_\_\_\_

**Mushumo wa u Pfumisa Ndivho 4.2**

Wanani mmbya ya Sarah yo xelaho.



**Mushumo wa u Pfumisa Ndivho 4.3**

Shumani mbalo ni gadze phazili nga u dzhenisa madzinanomboro:

**Fhasi**

1.  $101 - 85 = \underline{\quad}$

2.  $55 \div 5 = \underline{\quad}$

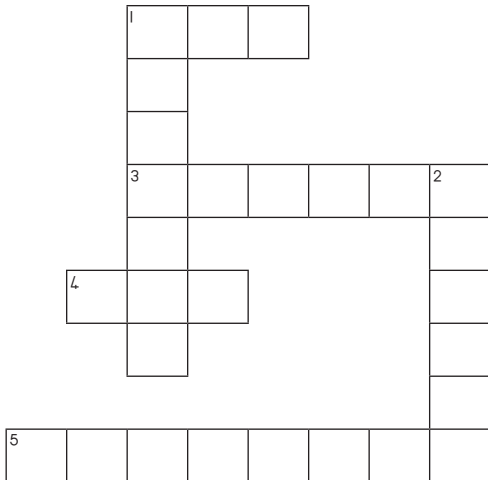
**U budekanya**

1.  $366 \div \underline{\quad} = 11$

3.  $63 \times \underline{\quad} = 36$

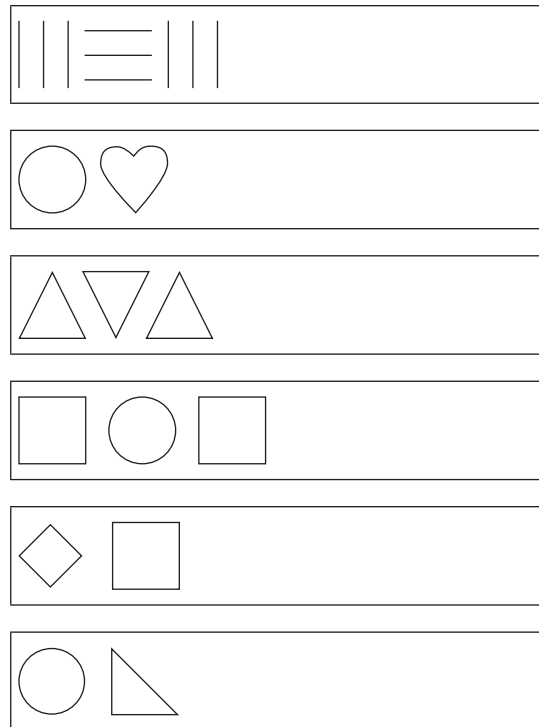
4.  $93 - \underline{\quad} = 83$

5.  $133 - 114 = \underline{\quad}$



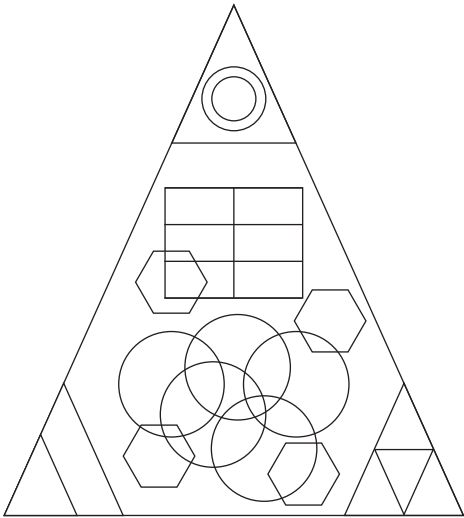
**Mushumo wa u Pfumisa Ndivho 4.4**

Fhedzisani phetheni I tevhelaho.




**Mushumo wa u Pfumisa Ndivho 4.1: Phindulo**

Vhalani zwiwhumbeo zwo fhambanaho



Hu na  zwingana? (4)

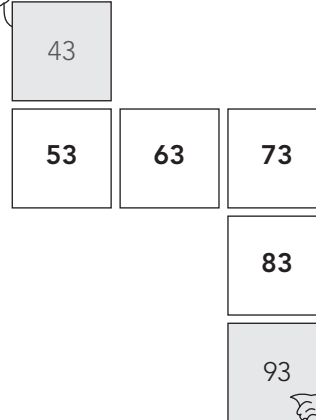
Hu na  zwingana? (14)

Hu na  zwingana? (7)

Hu na  zwingana? (9)

**Mushumo wa u Pfumisa Ndivho 4.2: Phindulo**

Wanani mmya ya Sarah yo xelaho.



**Mushumo wa u Pfumisa Ndivho 4.3: Phindulo**

Shumani mbalo ni gadze phazili nga u dzhenisa mazzinanomboro:

**Fhasi**

- $101 - 85 = \underline{\quad}$
- $55 \div 5 = \underline{\quad}$

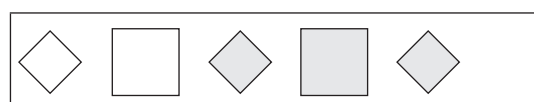
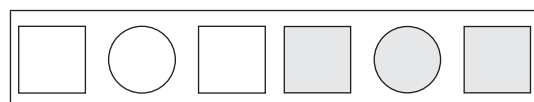
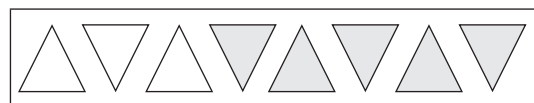
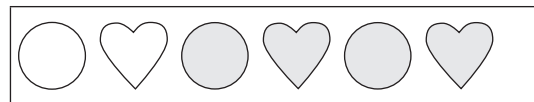
**U budekanya**

- $366 \div \underline{\quad} = 11$
- $63 \times \underline{\quad} = 36$
- $93 - \underline{\quad} = 83$
- $133 - 114 = \underline{\quad}$

	1	S	I	X						
		I								
		X								
		3	T	W	E	L	V	2	E	
			E						L	
	4	T	E	N					E	
			N						V	
									E	
5	N	I	N	E	T	E	E	N		

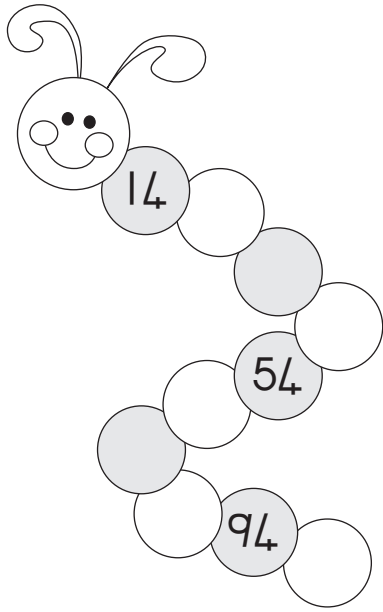
**Mushumo wa u Pfumisa Ndivho 4.4: Phindulo**

Fhedzisani phetheni I tevhelaho.



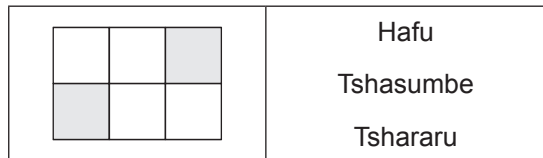
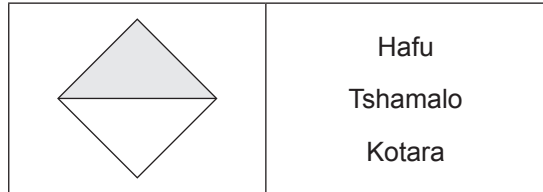
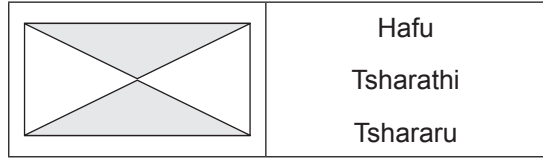
**Mushumo wa u Pfumisa Ndivho 4.5**

Humbulani phetheni u fhedzisa tshivhungu.



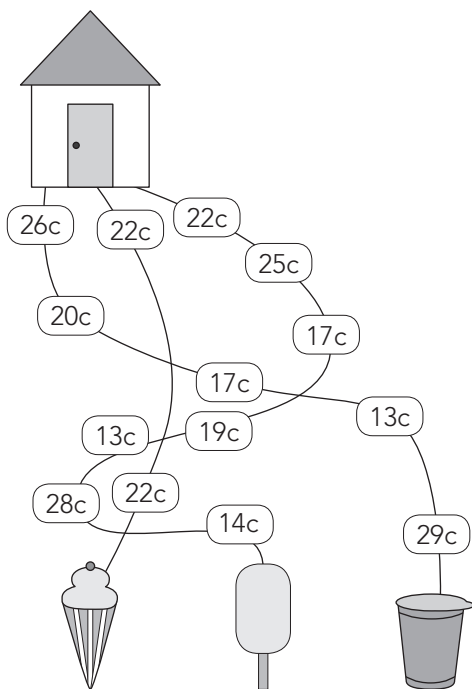
**Mushumo wa u Pfumisa Ndivho 4.6**

Ndi furakishini ifhio ya tshivhumbeo yo khalariwaho? Nangani phindulo ire yone.



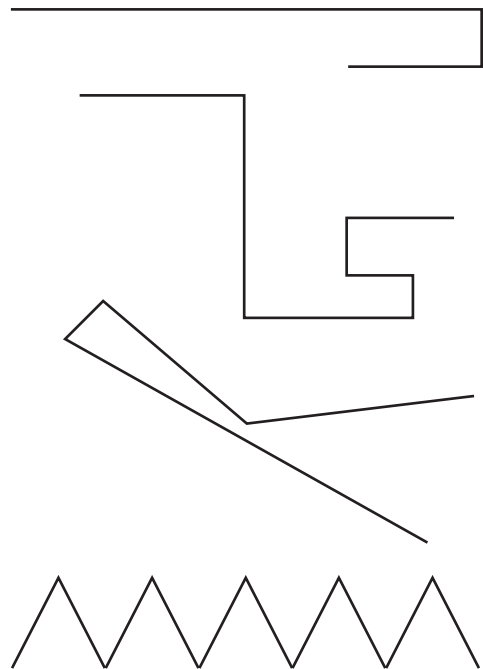
**Mushumo wa u Pfumisa Ndivho 4.7**

Tovhelani ndila ni tingeledze ayisikhirimu yo tshipesaho. .



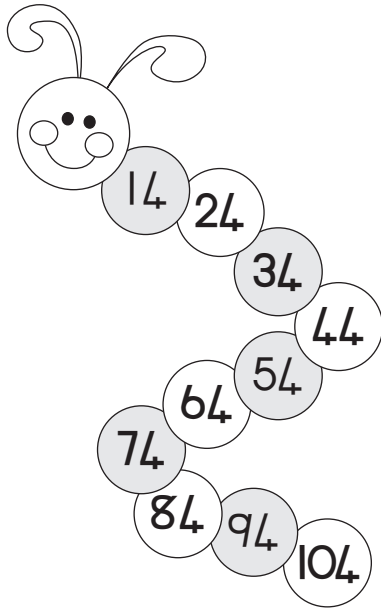
**Mushumo wa u Pfumisa Ndivho 4.8**

Tingeledzani mutalo u re mulapfusa. Ni nga shumisa rula u kala mutalo.



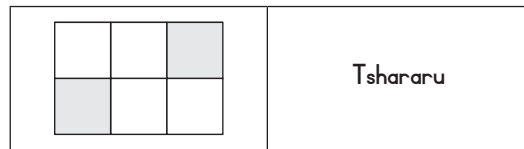
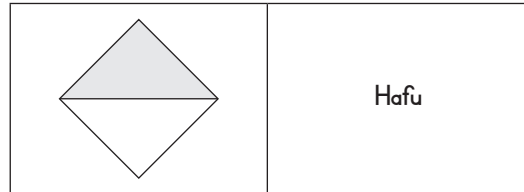
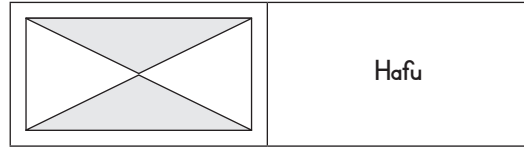
**Mushumo wa u Pfumisa Ndivho 4.5: Phindulo**

Humbulani phetheni u fhedzisa tshivhungu.



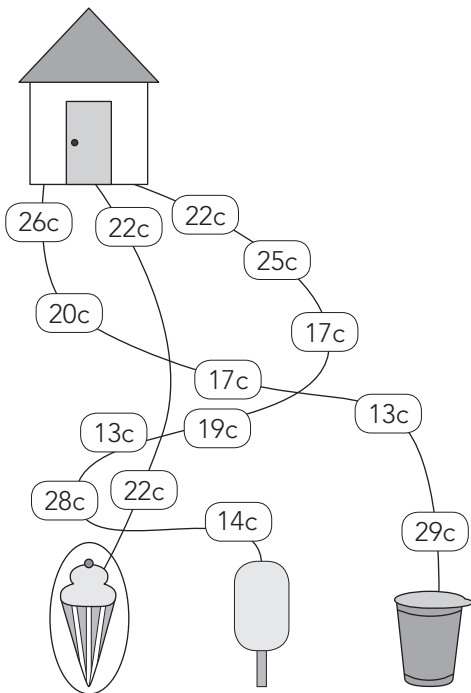
**Mushumo wa u Pfumisa Ndivho 4.6: Phindulo**

Ndi furakishini ifhio ya tshivhumbeo yo khalariwaho? Nangani phindulo ire yone.



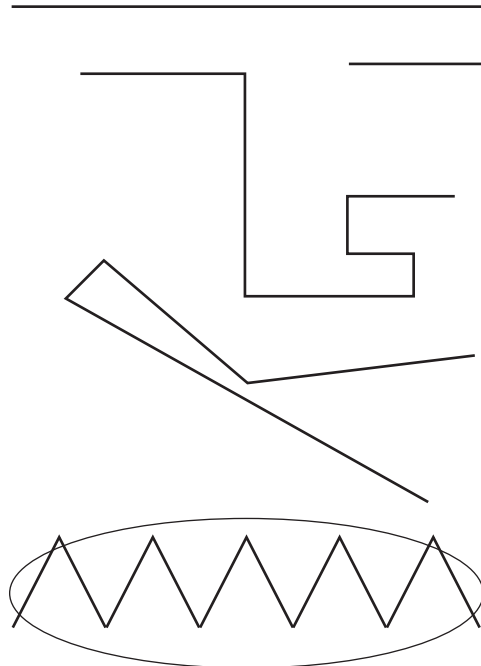
**Mushumo wa u Pfumisa Ndivho 4.7: Phindulo**

Tovhelani ndila ni tingeledze ayisikhirimu yo tshipesaho. .



**Mushumo wa u Pfumisa Ndivho 4.8: Phindulo**

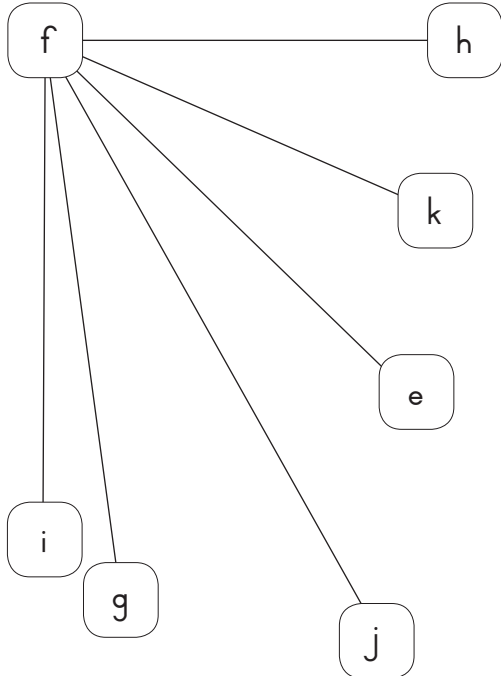
Tingeledzani mutalo u re mulapfusa. Ni nga shumisa rula u kala mutalo.



**Mushumo wa u Pfumisa Ndivho 4.9**

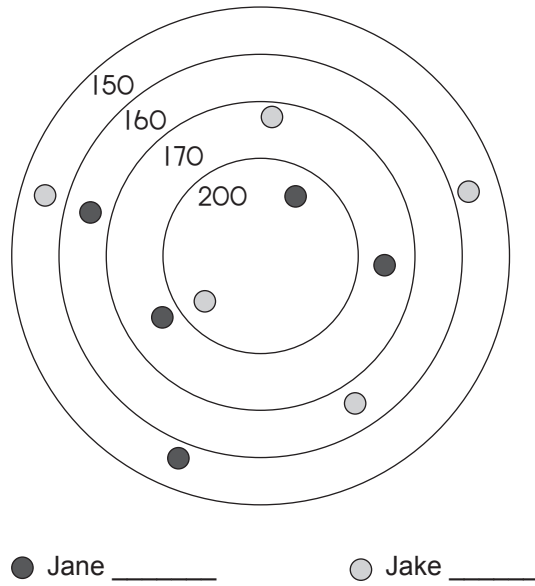
Ndi ufho mutalo wo lapfesaho?

E u swika kha F kana F u swika kha G kana F u swika kha H kana F u swika kha I kana F u swika kha J kana F u swika kha K?



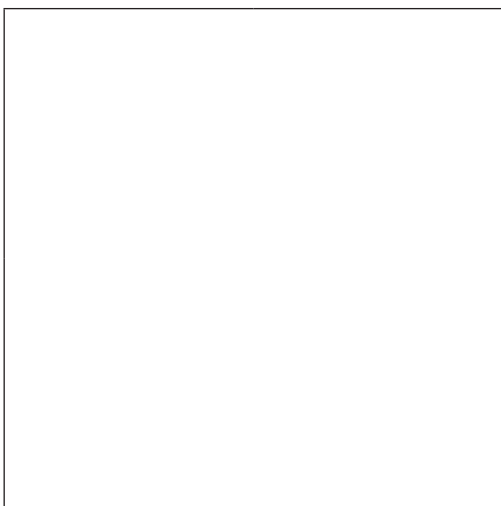
**Mushumo wa u Pfumisa Ndivho 4.10**

Jane na Jake vha khou tamba mutambo wa mimavhuli. Tanganyisani zwickoro zwavho uri ni vhone a no khou kunda



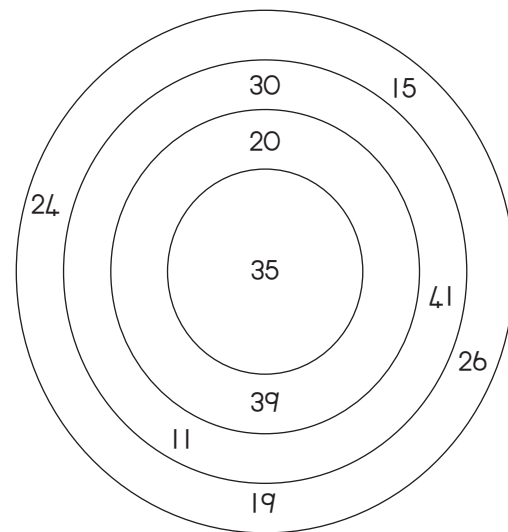
**Mushumo wa u Pfumisa Ndivho 4.11**

Kovhekanyani tshikwea tshi be zwickwea zwiṭuku zwa dzirekithengele. .



**Mushumo wa u Pfumisa Ndivho 4.12**

Shumisani nomboro ni wane uri ni nga ita mbalo nngana arali phindulo l 50.

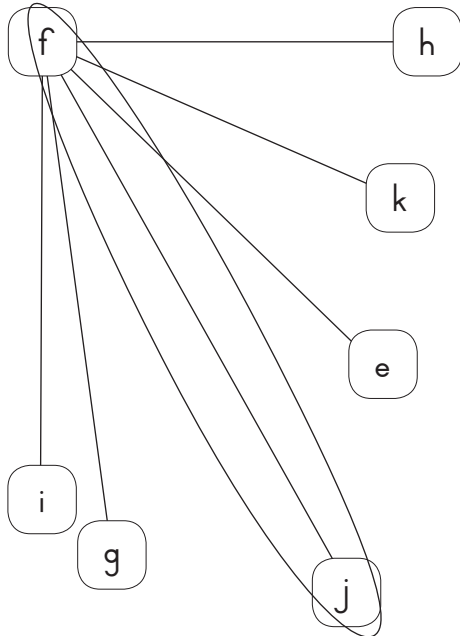




**Mushumo wa u Pfumisa Ndivho 4.9: Phindulo**

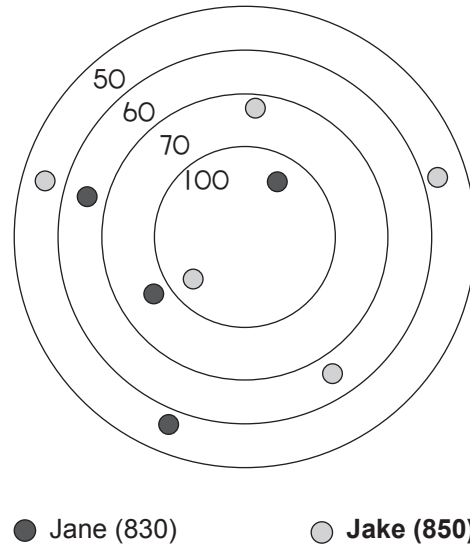
Ndi ufho mutalo wo lapfesaho?

E u swika kha F kana F u swika kha G kana F u swika kha H kana F u swika kha I kana F u swika kha J kana F u swika kha K?



**Mushumo wa u Pfumisa Ndivho 4.10: Phindulo**

Jane na Jake vha khou tamba mutambo wa mimavhuli. Tanganyisani zwickoro zwavho uri ni vhone a no khou kunda

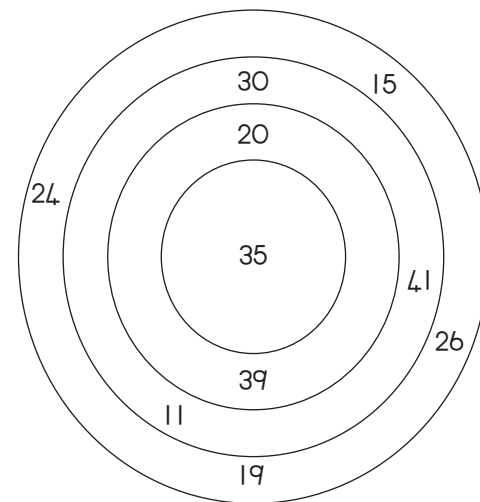


**Mushumo wa u Pfumisa Ndivho 4.11: Phindulo**

Kovhekanyani tshikwea tshi be zwickwea zwiṭuku zwa dzirekithengele. .


**Mushumo wa u Pfumisa Ndivho 4.12: Phindulo**

Shumisani nomboro ni wane uri ni nga ita mbalo nngana arali phindulo l 50.



Ungenza izibalo ezi-5:  
 $26 + 24$ ;  $11 + 19 + 20$ ;  $39 + 11$ ;  
 $30 + 20$ ,  $35 + 15$

**Mushumo wa u Pfumisa Ndivho 4.13**

Vhambedzani thaidzo dza buḵo A na dziphindulo dza buḵo B.

Ibhulokhi A	Ibhulokhi B
$5 \times 14 =$	20
$20 \times 5 =$	70
$16 + 33 =$	83
$12 + 46 =$	40
$60 \div 3 =$	138
$10 \times 7 =$	49
$40 \times 1 =$	70
$27 + 111 =$	58
$44 + 39 =$	100

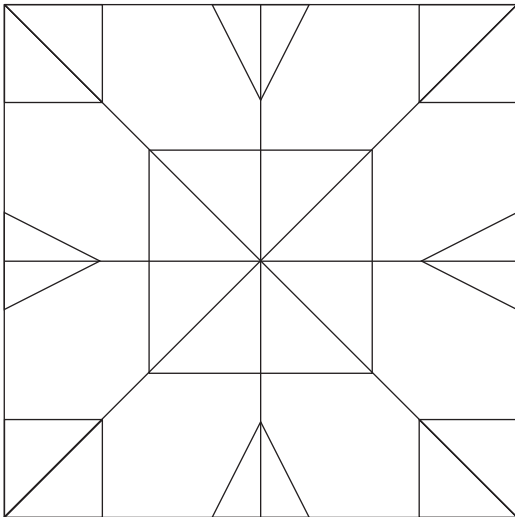
**Mushumo wa u Pfumisa Ndivho 4.14**

Lingedzani u ita mbalo dzire kha buloko hedzi.

+	18	70	150
22			
34			
16			
80			
100			

**Mushumo wa u Pfumisa Ndivho 4.15**

Hu na  zwingana?



- Thiraengele-12
- Thiraengele-33
- Thiraengele-46
- Thiraengele-26

**Mushumo wa u Pfumisa Ndivho 4.16**

Vhambedzani nomboro na madzinanomboro o teaho

Izinombolo	Amagama ezinombolo
200	Amakhulu amane neshumi nambili
224	Amashumi ayisishiyagalolunye nesishiyagalolunye
96	Amakhulu amabili
99	Amashumi ayisishiyagalolunye nesithupha
412	Amakhulu amabili namashumi amabili nane
514	Amakhulu ayisithupha namashumi ayisikhombisa nanye
671	Amakhulu amahlanu neshumi nane

**Mushumo wa u Pfumisa Ndivho 4.13:vPhindulo**

Vhambedzani thaidzo dza buko A na dziphindulo dza buko B.

Ibhulokhi A	Ibhulokhi B
5 x 14 =	20
20 x 5 =	70
16 + 33 =	83
12 + 46 =	40
60 ÷ 3 =	138
10 x 7 =	49
40 x 1 =	70
27 + 111 =	58
44 + 39 =	100

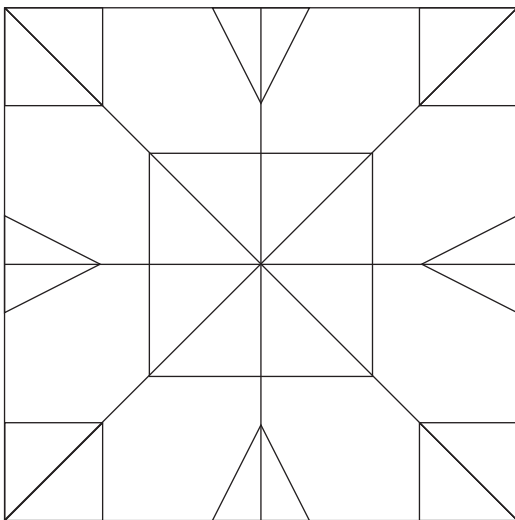
**Mushumo wa u Pfumisa Ndivho 4.14: Phindulo**

Lingedzani u ita mbalo dzire kha buloko hedzi.

+	18	70	150
22	40	92	172
34	52	104	184
16	34	86	166
80	98	150	230
100	118	170	250

**Mushumo wa u Pfumisa Ndivho 4.15: Phindulo**

Hu na  zwingana?



**Thiraengele-46**

**Mushumo wa u Pfumisa Ndivho 4.16: Phindulo**

Vhambedzani nomboro na madzinanomboro o teaho

Izinombolo
200
224
96
99
412
514
671

Amagama ezinombolo
Maḁana mavhili
Maḁana mavhili na fumbili ina
Fuḁtherathi
Fuḁhetahe
Maḁana maḁa na fumimbili.
Maḁana maḁanu na fumiḁa.
Maḁana a rathi na fusumbe nthihi

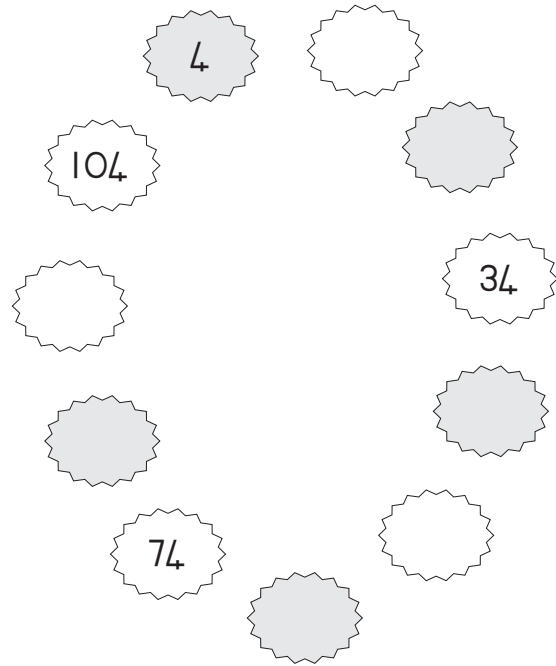
**Mushumo wa u Pfumisa Ndivho 4.17**

Fhedzisani thebuḽu nga u ita mbalo dzo fhambanaho.

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

**Mushumo wa u Pfumisa Ndivho 4.18**

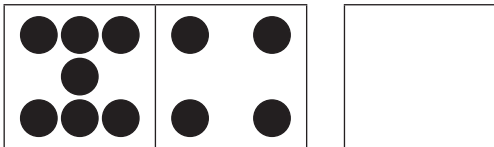
Fhedzisani phetheni.



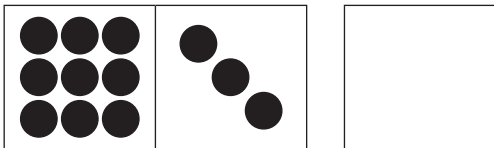
**Mushumo wa u Pfumisa Ndivho 4.19**

Andisani zwithoma zwire kha domini ni ḽwale phindulo.

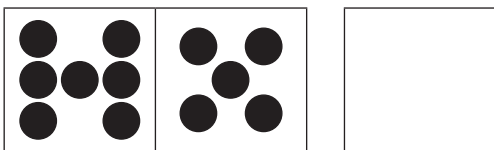
Zwi ḽo vha zwingana?



Zwi ḽo vha zwingana?

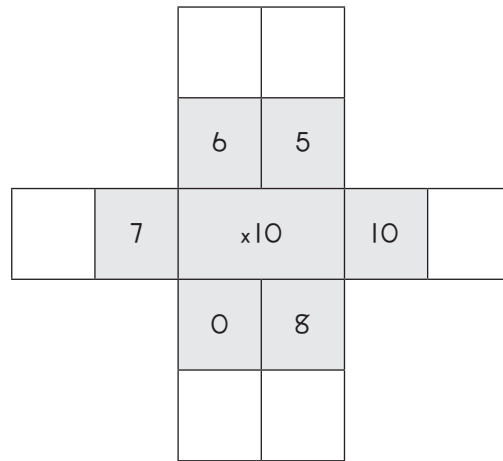


Zwi ḽo vha zwingana?



**Mushumo wa u Pfumisa Ndivho 4.20**

Andisani nomboro ire nga ngomu nga nomboro dzire nḽa.



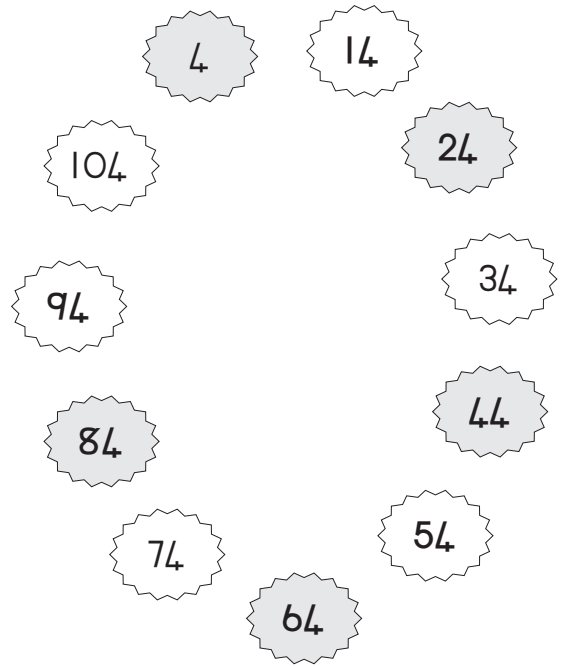
**Mushumo wa u Pfumisa Ndivho 4.17: Phindulo**

Fhedzisani thebuḽu nga u ita mbalo dzo fhambanaho.

x	5	4	3
0	0	0	0
8	40	32	24
5	25	20	15
4	20	16	12
3	15	12	12
6	30	24	18
7	35	28	21
2	10	8	6
9	45	36	27
1	5	4	3

**Mushumo wa u Pfumisa Ndivho 4.18: Phindulo**

Fhedzisani phetheni.



**Mushumo wa u Pfumisa Ndivho 4.19: Phindulo**

Andisani zwithoma zwire kha domini ni ḥwale phindulo.

Zwi ḡo vha zwingana?

	28
--	----

Zwi ḡo vha zwingana?

	27
--	----

Zwi ḡo vha zwingana?

	35
--	----

**Mushumo wa u Pfumisa Ndivho 4.20: Phindulo**

Andisani nomboro ire nga ngomu nga nomboro dzire nḡa.

		60	50		
		6	5		
70	7	x10		10	100
		0	8		
		0	80		

**Mushumo wa u Pfumisa Ndivho 4.21**

Vhalelani zwi tevhelaho ni ġirowe mutalo u tshi yak ha phindulo.

$$33 \div 1 =$$

$$133$$

$$13 + 120 =$$

$$664$$

$$3 \times 9 =$$

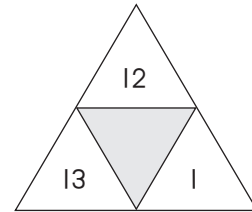
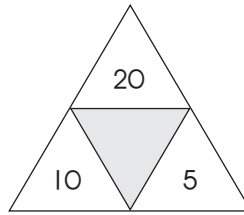
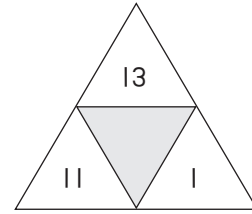
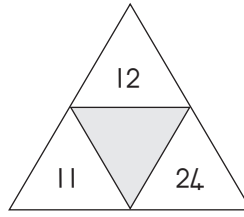
$$11$$

$$684 - 20 =$$

$$27$$

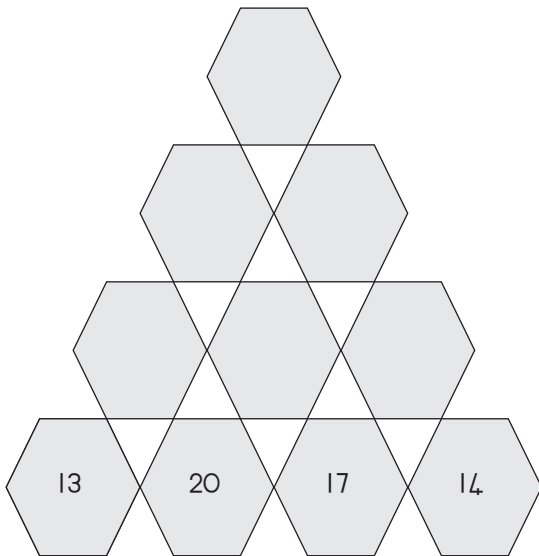
**Mushumo wa u Pfumisa Ndivho 4.22**

Ṭanganyisani nomboro uri ni wane nomboro ire vhukati



**Mushumo wa u Pfumisa Ndivho 4.23**

Nomboro ire kha hezagono yo vhumbywa nga u ṭanganyisa nomboro dzi re kha hezagono mbili dzi re fhasi. Vhalelani nomboro dzi khou ṭahelaho.



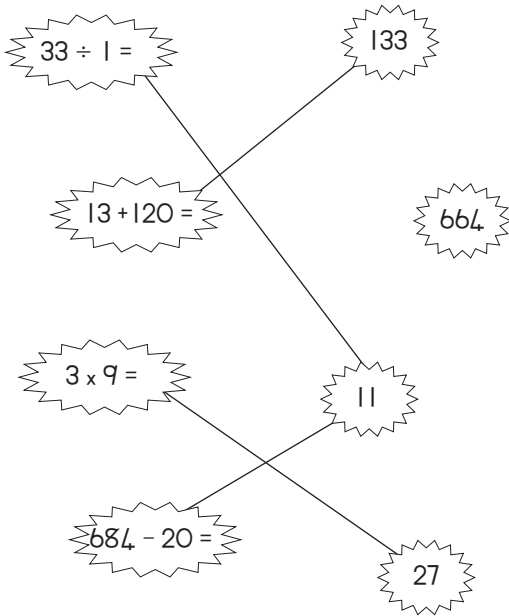
**Mushumo wa u Pfumisa Ndivho 4.24**

Vhalelani muduba wa phazili. Dzhenisani phindulo. Vhalelani khoḷomo ya phazili

	+	12	=	
+		+		+
13	+	17	=	
=		=		=
	+		=	56

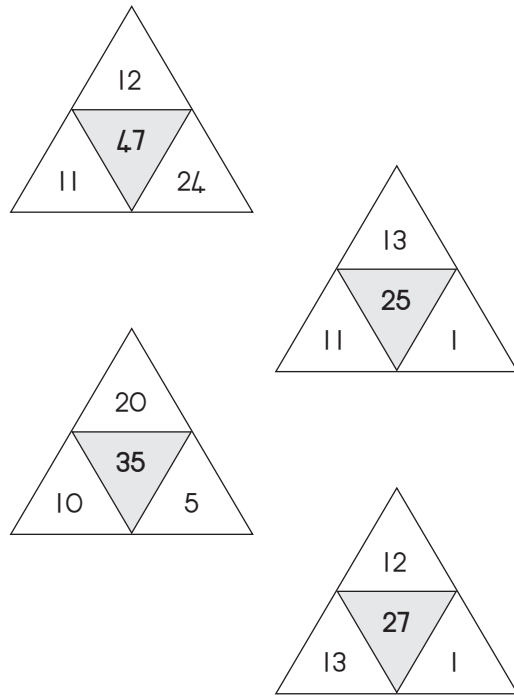
**Mushumo wa u Pfumisa Ndivho 4.21: Phindulo**

Vhalelani zwi tevhelaho ni ġirowe mutalo u tshi yak ha phindulo.



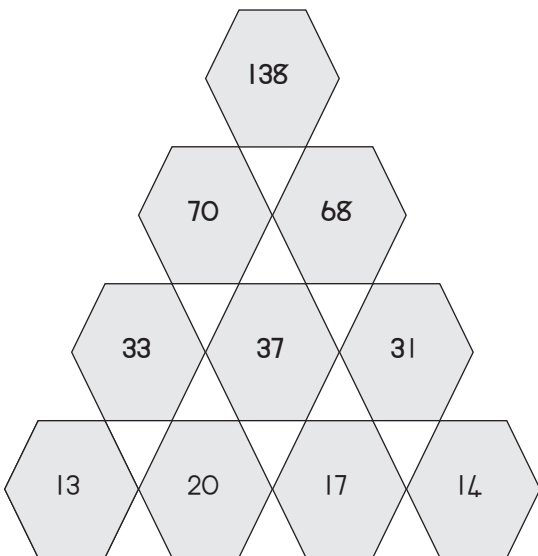
**Mushumo wa u Pfumisa Ndivho 4.22: Phindulo**

Ṭanganyisani nomboro uri ni wane nomboro ire vhukati



**Mushumo wa u Pfumisa Ndivho 4.23: Phindulo**

Nomboro ire kha hezagono yo vhumbywa nga u ṭanganyisa nomboro dzi re kha hezagono mmibili dzi re fhasi. Vhalelani nomboro dzi khou ṭahelaho.



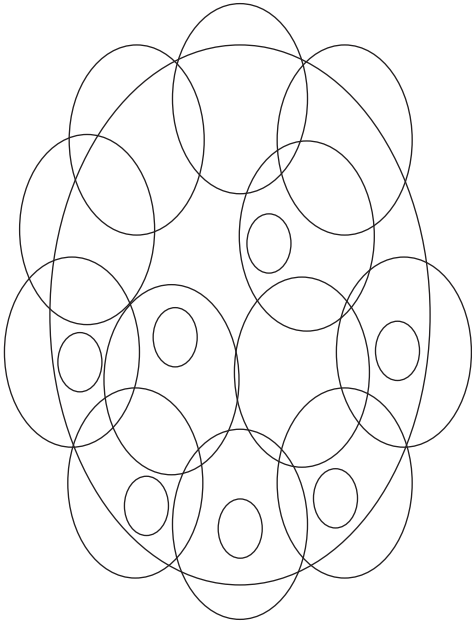
**Mushumo wa u Pfumisa Ndivho 4.24: Phindulo**

Vhalelani muduba wa phazili. Dzhenisani phindulo. Vhalelani khoḷomo ya phazili

14	+	12	=	26
+		+		+
13	+	17	=	30
=		=		=
27	+	29	=	56


**Mushumo wa u Pfumisa Ndivho 4.25**


Huna ovala nngana?




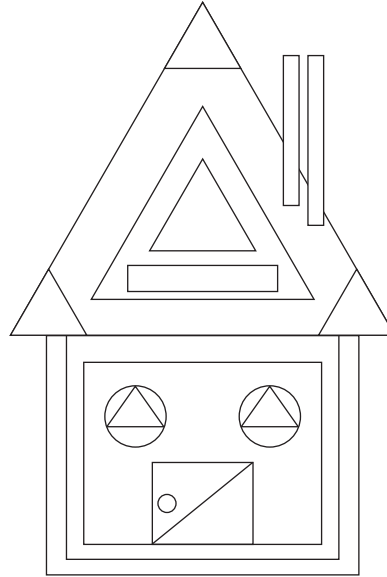
21      24      14

**Mushumo wa u Pfumisa Ndivho 4.26**

Huna zwingana  ?

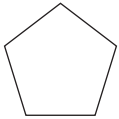
Huna zwinganai  ?

Huna zwingana  ?

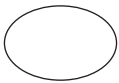


**Mushumo wa u Pfumisa Ndivho 4.27**

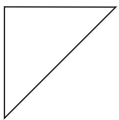
Nwalani zwiwhumbeo zwo fhambanaho.



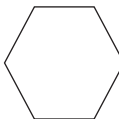
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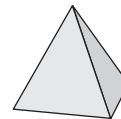
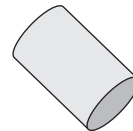
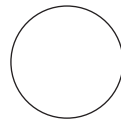
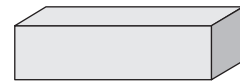
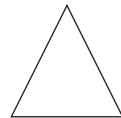
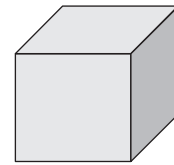
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**Mushumo wa u Pfumisa Ndivho 4.28**

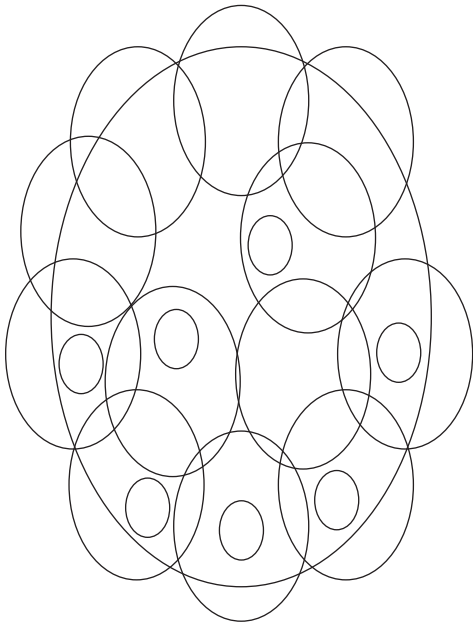
Vhambadzani tshithu na tshivhumbeo tshine tsha nga vha tshone tsho.






**Mushumo wa u Pfumisa Ndivho 4.25:  
Phindulo**


Huna ovala nngana?




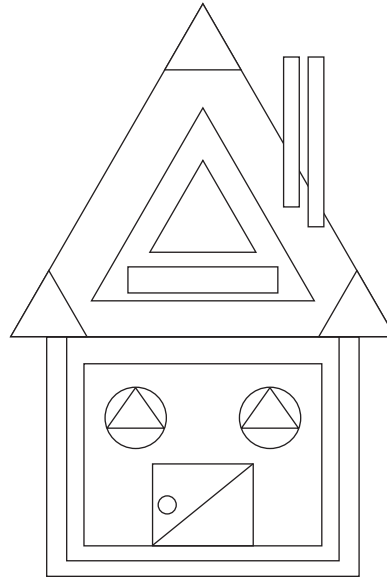
21      24      14

**Mushumo wa u Pfumisa Ndivho 4.26: Phindulo**

Huna zwingana  ? (7)

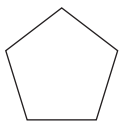
Huna zwingana  ? (6)

Huna zwingana  ? (10)

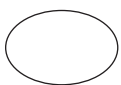


**Mushumo wa u Pfumisa Ndivho 4.27:  
Phindulo**

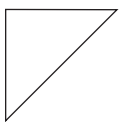
Ñwalani zwivhumbeo zwo fhambanaho.



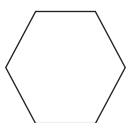
**Phentagono**



**Ovala**



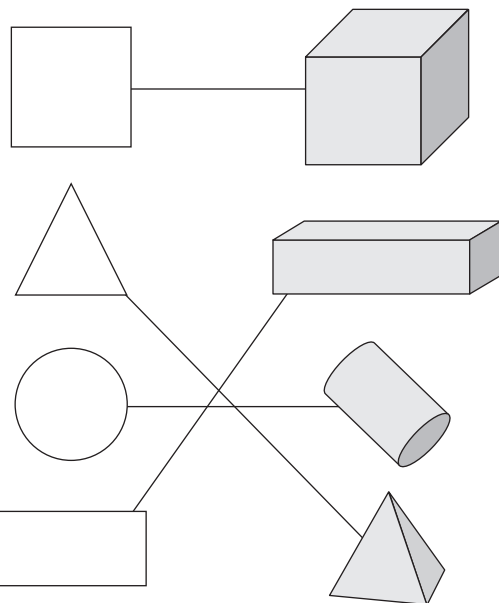
**Triangle**



**Hexagon**

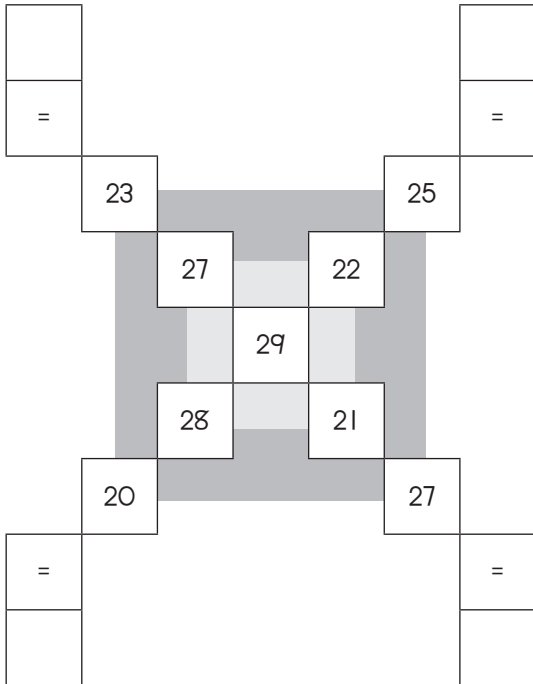
**Mushumo wa u Pfumisa Ndivho 4.28: Phindulo**

Vhambedzani tshithu na tshivhumbeo tshine tsha nga vha tshone tsho.



### Mushumo wa u Pfumisa Ndivho 4.29

Ṭanganyisani muduba wa nomboro ni wane phindulo.



### Mushumo wa u Pfumisa Ndivho 4.30

Shumani mbalo heyi.

Rabulasi u na ɗaraṭa ya 12m.

U khou ṭoɗa u fhaṭela khuhu dzawe tshitumba.

A nga fhaṭa tshitumba tshingafhani? Hu nga vha tshikwea kana rekithengele

---

### Mushumo wa u Pfumisa Ndivho 4.31

Tandululani thaidzo heyi:

Neo o shumisa kotare ya tshelede yawe nga u renga maɓegere, hafu o rengela Margaret tshifhiwa, tshithihi kha malo o renga zwiṭikara. O sala nga R13. O vha o fara vhungai a saathu renga?

---

Vhana vha 45 vha kiɓasi yashu vha tshimbila nga nɗila heyi vha tshi ya tshikoloni.

Vhana vhavhili kha vhaṭanu vha tshimbila nga milenzhe vha tshi ya tshikoloni. Muthihi kha vhaṭanu vha tshimbila nga bisi. Ndi vhana vhanana vhane vha tshimbila nga golo vha tshi

### Mushumo wa u Pfumisa Ndivho 4.32

Shumani mbalo heyi.

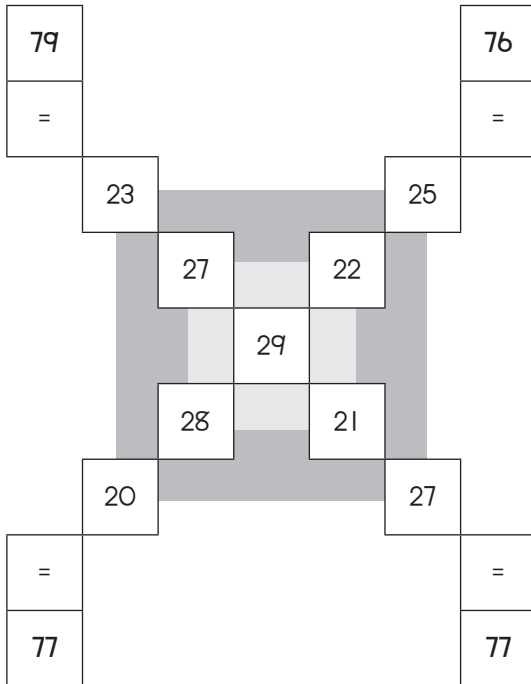
Arali John na khotsi awe vha ṭanganyisa miṅwaha yavho, vha ɗo wana miṅwaha ya 48.

John o bebiwa musi khotsi awe vha na miṅwaha ya 24.

John na khotsi awe vha na miṅwaha mingana ngana?

**Mushumo wa u Pfumisa Ndivho 4.29: Phindulo**

Tanganyisani muduba wa nomboro ni wane phindulo.



**Mushumo wa u Pfumisa Ndivho 4.30: Phindulo**

Shumani mbalo heyi.

Rabulasi u na dāraṭa ya 12m.

U khou ṭoḍa u fhaṭela khuhu dzawe tshitumba.

A nga fhaṭa tshitumba tshingafhani? Hu nga vha tshikwea kana rekithengele

**Isikwele esinezinhlangothi ezingama-3m sidinga i-12 m ocingo kanti siyindawo eyizikwele ezingama-9m.**

**Unxande onezinhlangothi ezingama-2 m nama-4 m udinga ucingo oluyi-12 m kanti uyindawo encane (eyisikwele sama-8 m).**

**Isikwele yiso esingcono. Yiso esiyindawo enkulu edinga ucingo olufanayo ngobude.**

**Mushumo wa u Pfumisa Ndivho 4.31: Phindulo**

Tandululani thaidzo dzi tevhelaho:

Neo o shumisa kotara ya tshelede yawe u renga maḷegere, hafu ya tshelede yawe kha u renga tshifhiwa tsha Margaret , na tshinwe tsha malo kha tshelede yawe u renga zwiṭikara. O sala na R13. Ndi vhugai yea thoma ngayo?

**R104**

Vhana vha 45 vha kiḷasi yashu vha tshimbila nga nḍila heyi vha tshi ya tshikoloni.

Vhana vhavhili kha vhaṭanu vha tshimbila nga milenzhe vha tshi ya tshikoloni. Muthihi kha vhaṭanu vha tshimbila nga bisi. Ndi vhana vhanana vhane vha tshimbila nga goloi vha tshi ya tshikoloni?

Vhana vha 18

**Mushumo wa u Pfumisa Ndivho 4.32: Phindulo**

Shumani mbalo heyi.

Arali John na khotsi awe vha tanganyisa miṅwaha yavho, vha ḍo wana miṅwaha ya 48.

John o bebiwa musi khotsi awe vha na miṅwaha ya 24.

John na khotsi awe vha na miṅwaha mingana ngana?

**John u na miṅwaha ya 12.**

**Khotsi awe vha na miṅwaha ya 36.**