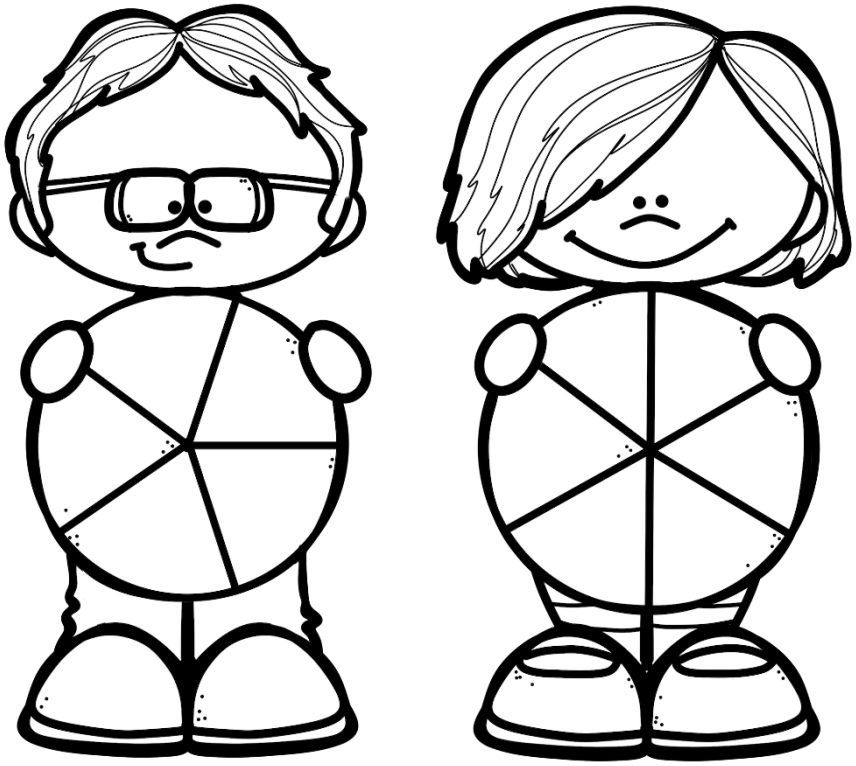
GRADE 3
Mathematics

Term 2

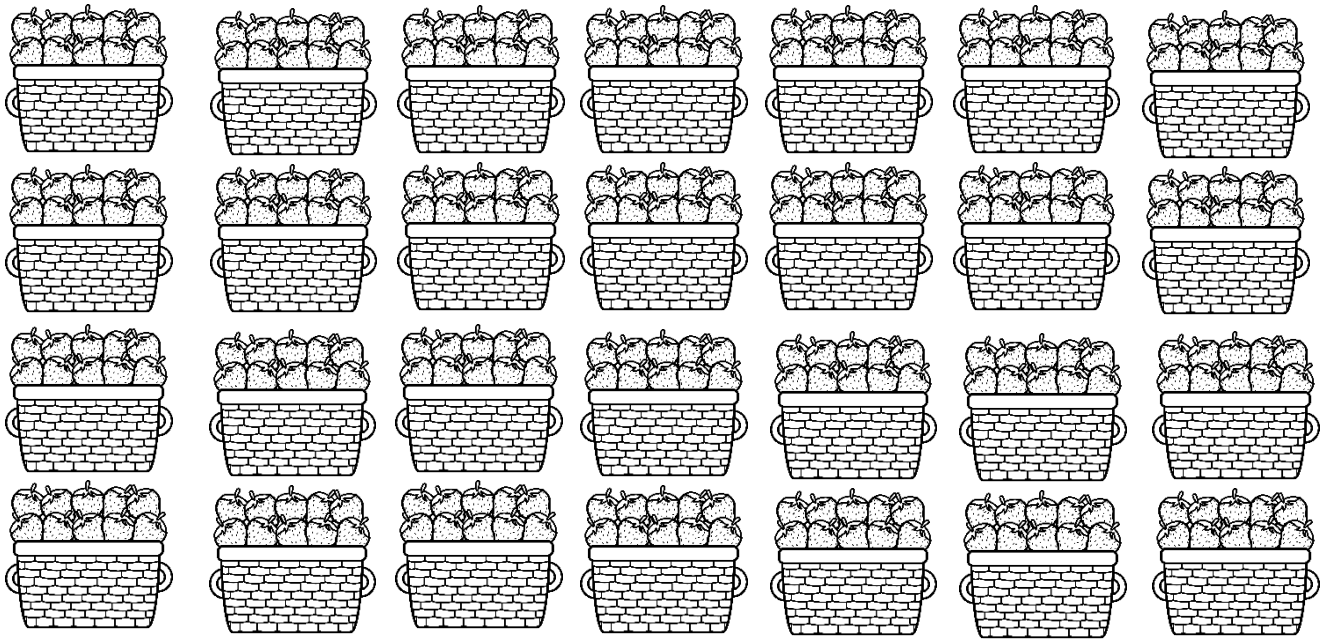


Name:

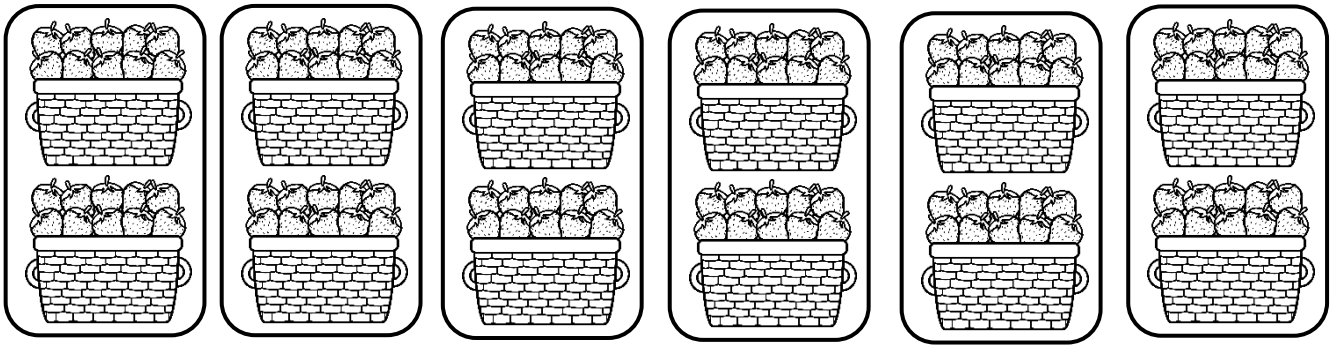
Groups

Count the strawberries in the baskets by counting in groups.

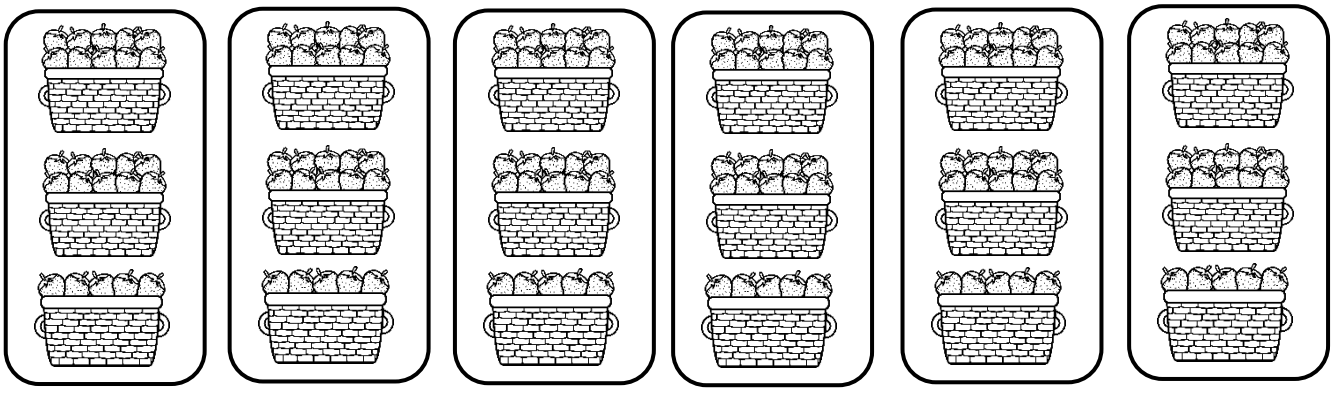
Write a number sentence.



_____ groups of _____ = _____ strawberries



_____ groups of _____ = _____ strawberries

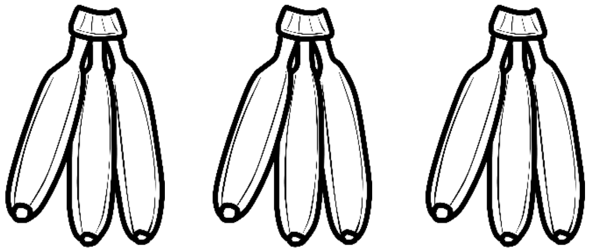


_____ groups of _____ = _____ strawberries

Groups of 3

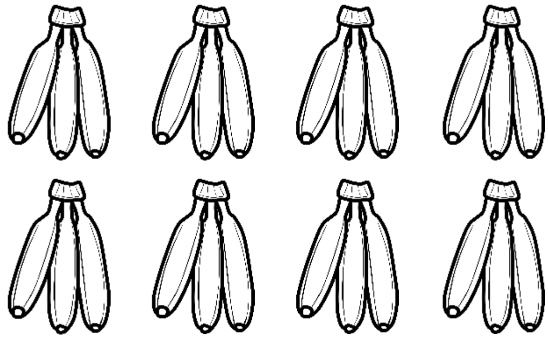
Count the bananas by counting in groups.

Write a number sentence.



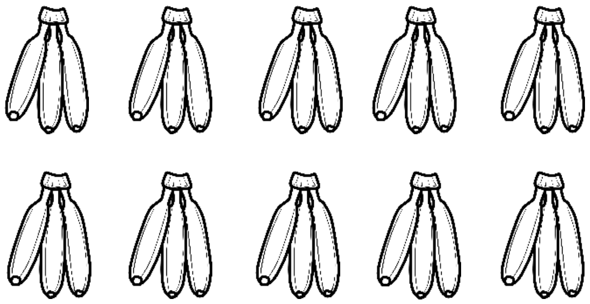
______________________________ = _____ bananas

________ groups of ________ = _________ bananas



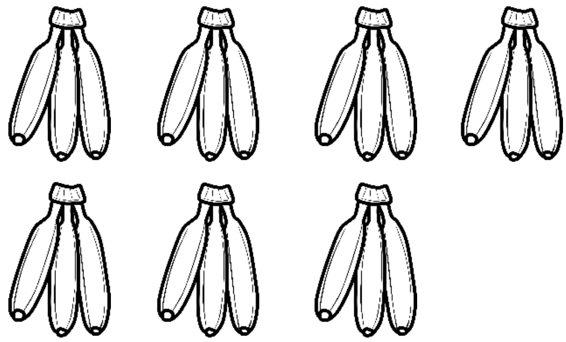
______________________________ = _____ bananas

________ groups of ________ = _________ bananas



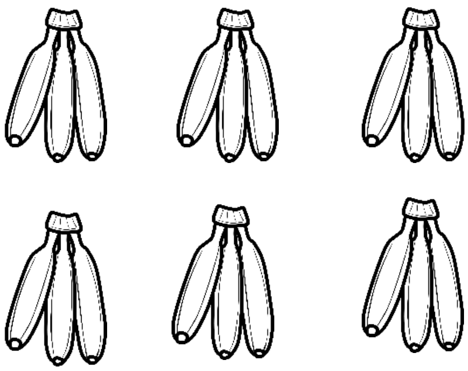
______________________________ = _____ bananas

________ groups of ________ = _________ bananas



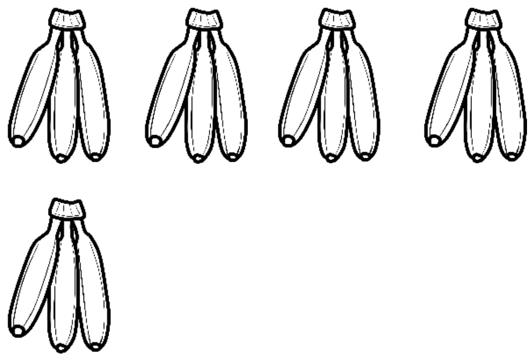
______________________________ = _____ bananas

________ groups of ________ = _________ bananas



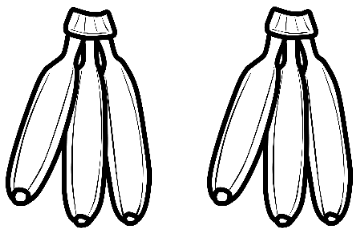
______________________________ = _____ bananas

________ groups of ________ = _________ bananas



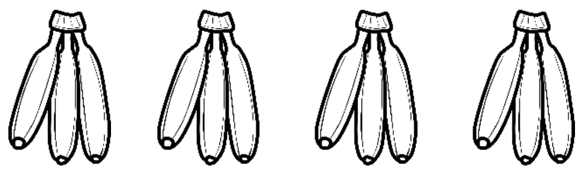
______________________________ = _____ bananas

________ groups of ________ = _________ bananas



______________________________ = _____ bananas

________ groups of ________ = _________ bananas



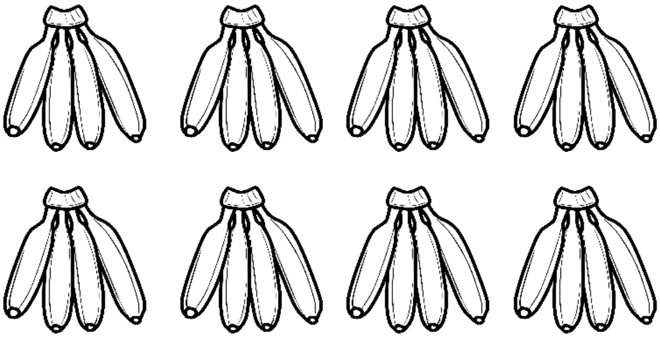
______________________________ = _____ bananas

________ groups of ________ = _________ bananas

Groups of 4

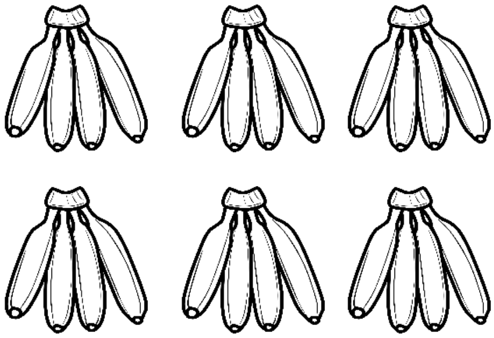
Count the bananas by counting in groups.

Write a number sentence



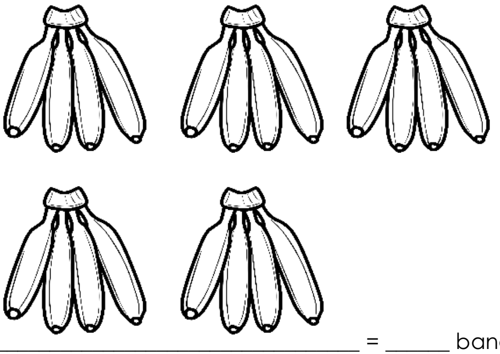
________________________ = _____ bananas

_______ groups of _______ = _______ bananas



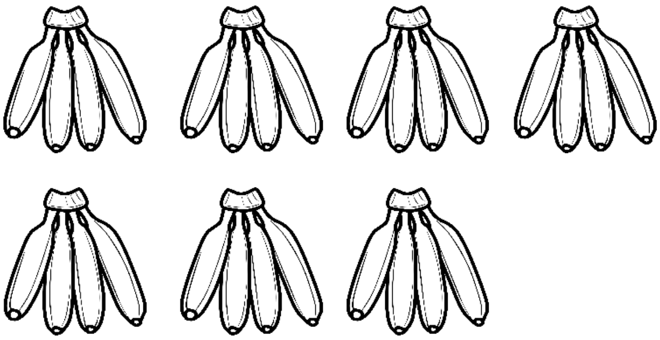
________________________ = _____ bananas

_______ groups of _______ = _______ bananas



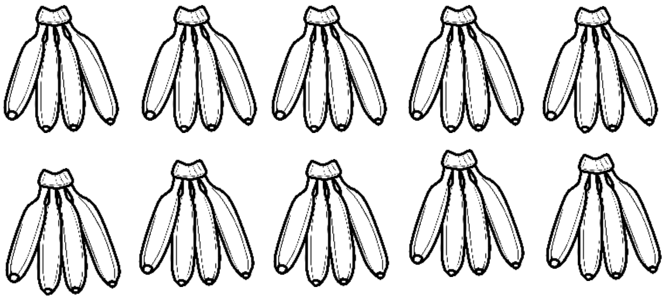
________________________ = _____ bananas

_______ groups of _______ = _______ bananas



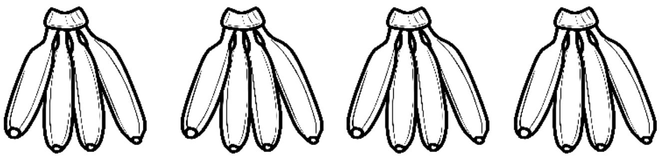
________________________ = _____ bananas

_______ groups of _______ = _______ bananas



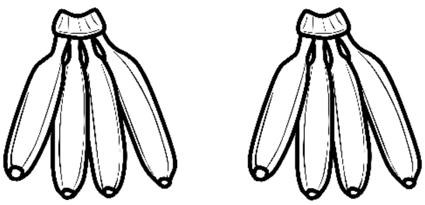
________________________ = _____ bananas

_______ groups of _______ = _______ bananas



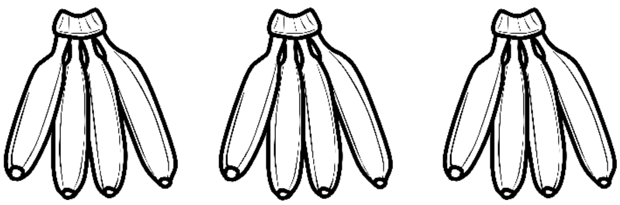
________________________ = _____ bananas

_______ groups of _______ = _______ bananas



________________________ = _____ bananas

_______ groups of _______ = _______ bananas



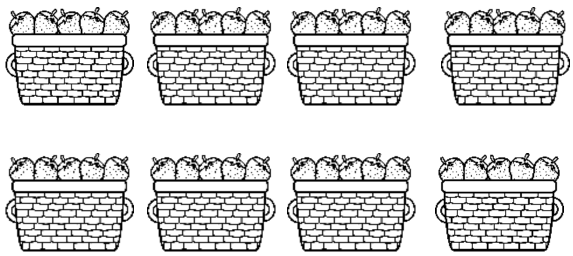
________________________ = _____ bananas

_______ groups of _______ = _______ bananas

Groups of 5

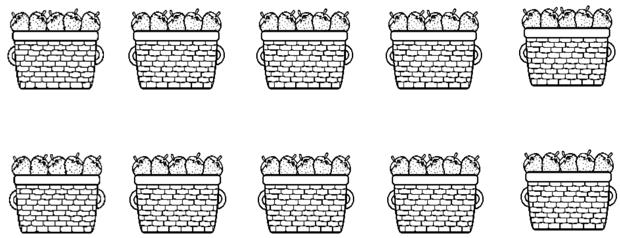
Count the strawberries in the baskets by counting in groups.

Write a number sentence.



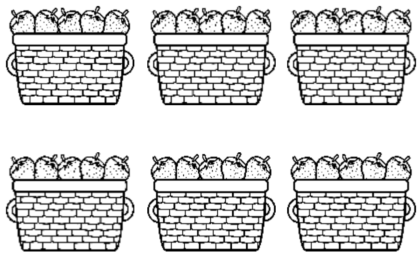
______________________________ = _______ strawberries

_________ groups of ________ = _________ strawberries



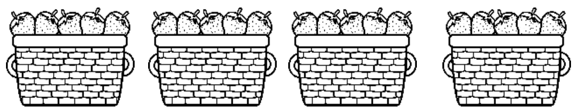
______________________________ = _______ strawberries

_________ groups of ________ = _________ strawberries



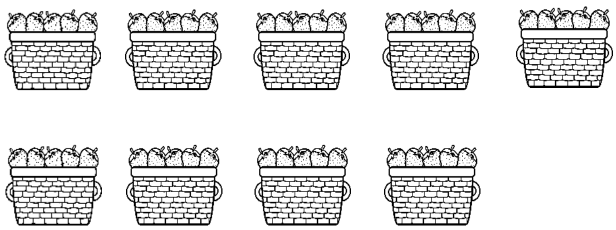
______________________________ = _______ strawberries

_________ groups of ________ = _________ strawberries



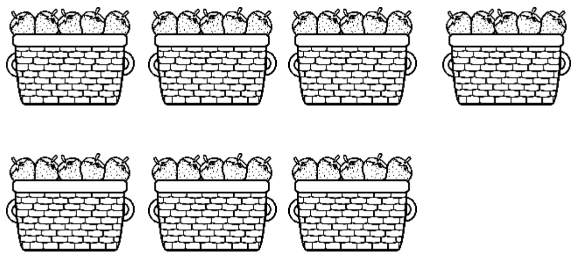
______________________________ = _______ strawberries

_________ groups of ________ = _________ strawberries



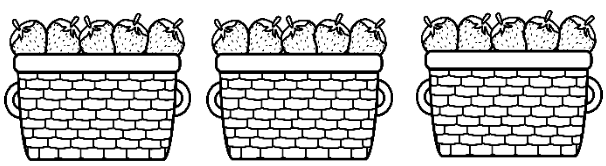
______________________________ = _______ strawberries

_________ groups of ________ = _________ strawberries



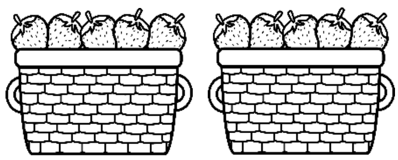
______________________________ = _______ strawberries

_________ groups of ________ = _________ strawberries



______________________________ = _______ strawberries

_________ groups of ________ = _________ strawberries



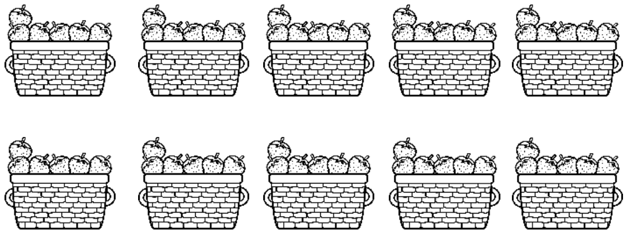
______________________________ = _______ strawberries

_________ groups of ________ = _________ strawberries

Groups of 6

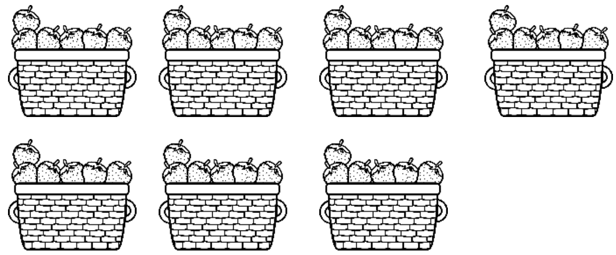
Count the strawberries in the baskets by counting in groups.

Write a number sentence.



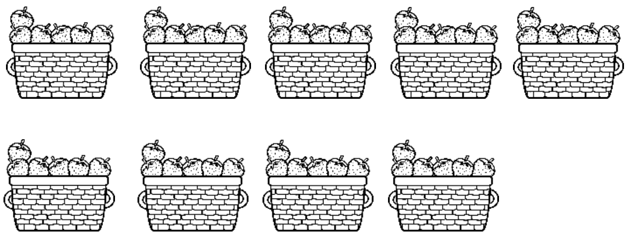
______________________________ = _______ strawberries

_________ groups of ________ = __________ strawberries



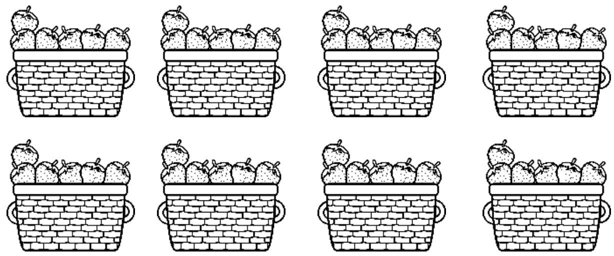
______________________________ = _______ strawberries

_________ groups of ________ = __________ strawberries



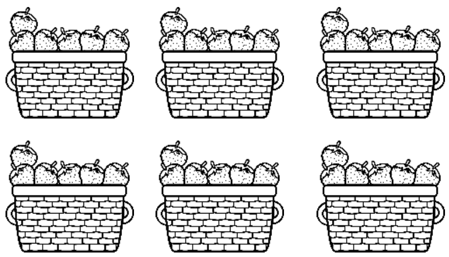
______________________________ = _______ strawberries

_________ groups of ________ = __________ strawberries



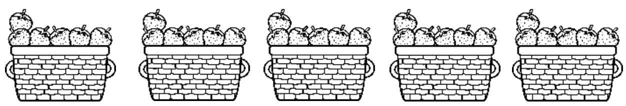
______________________________ = _______ strawberries

_________ groups of ________ = __________ strawberries



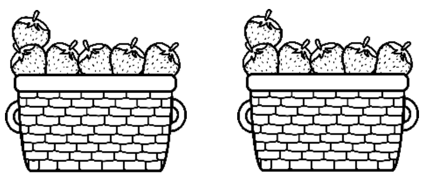
______________________________ = _______ strawberries

_________ groups of ________ = __________ strawberries



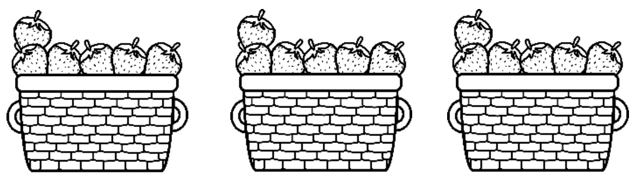
______________________________ = _______ strawberries

_________ groups of ________ = __________ strawberries



______________________________ = _______ strawberries

_________ groups of ________ = __________ strawberries

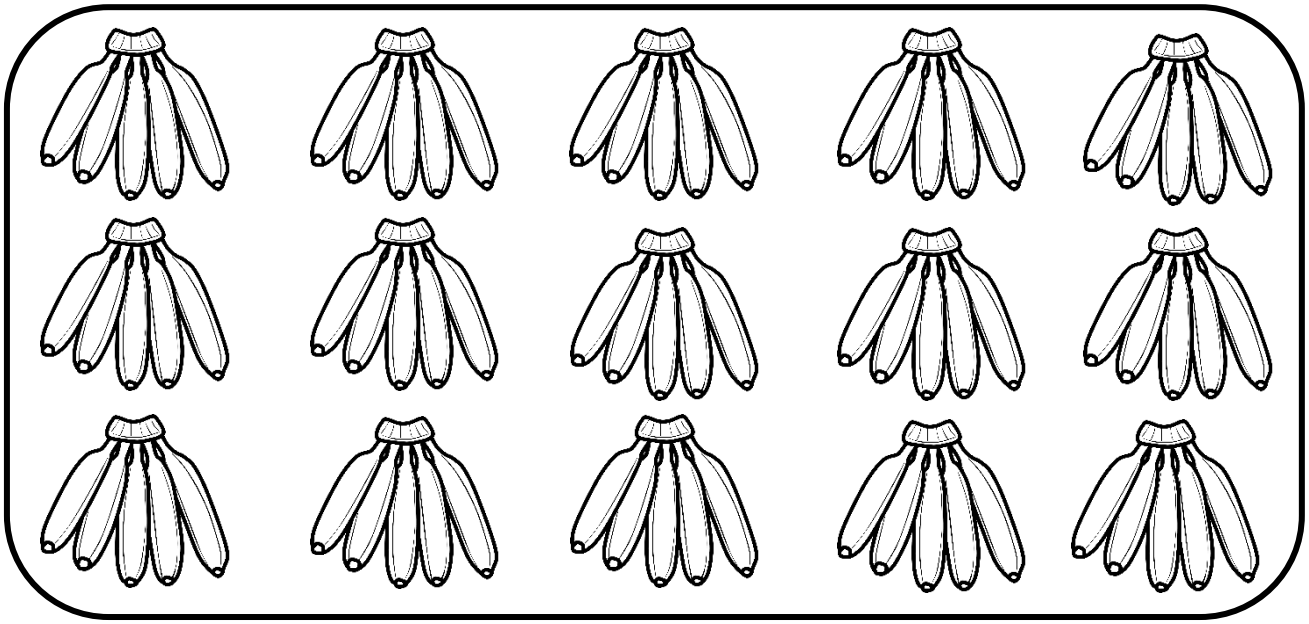


______________________________ = _______ strawberries

_________ groups of ________ = __________ strawberries

Groups

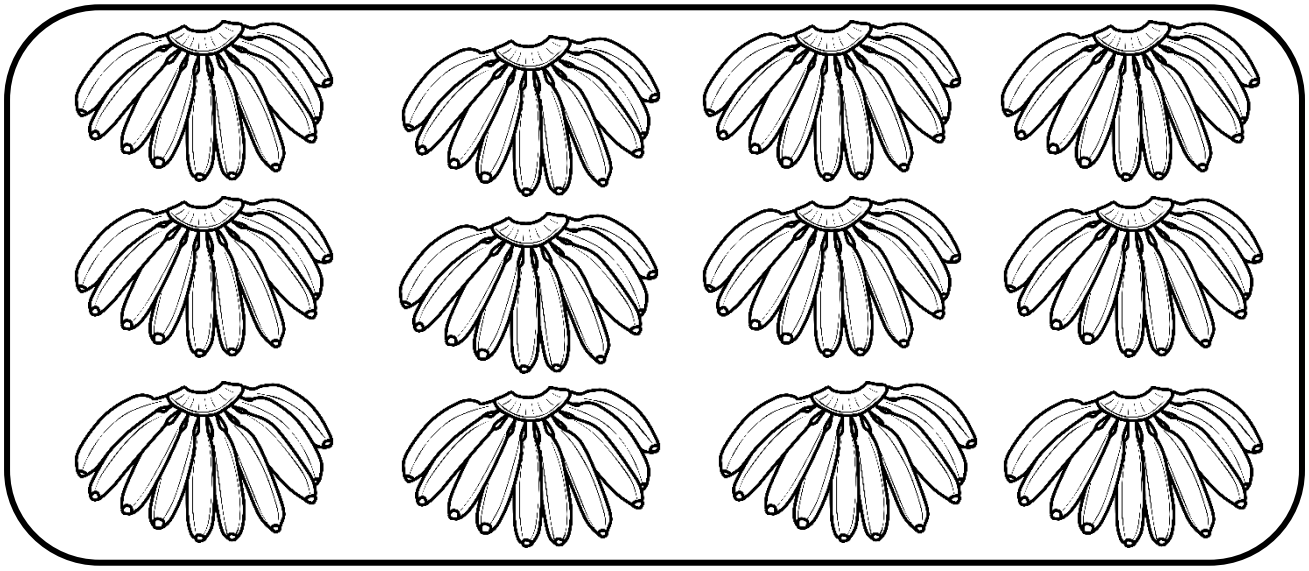
Row 1
Row 2
Row 3



1. How many bananas are in a bunch? _____
2. How many bunches are in a row? _____
3. How many bananas are in a row? _____
4. How many bananas are there altogether? _____
5. Write a number sentence for the total amount of bananas.

_____

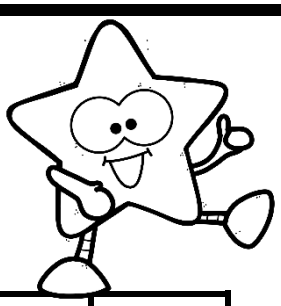
Row 1
Row 2
Row 3



1. How many bananas are in a bunch? _____
2. How many bunches are in a row? _____
3. How many bananas are in a row? _____
4. How many bananas are there altogether? _____
5. Write a number sentence for the total amount of bananas.

_____

Count backward and forward



Count backward and forward in 2's.

a.

246	248					258		

b.

315	317						329	

c.

197	199									

d.

460			454		450					

Count backward and forward in 3's.

e.

300	303					318		

f.

227	224			215				

g.

372	375	378						

Count backward and forward in 5's.

h.

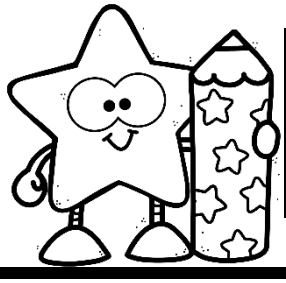
85			70			55		

i.

240			255					280

405		395			380			365	

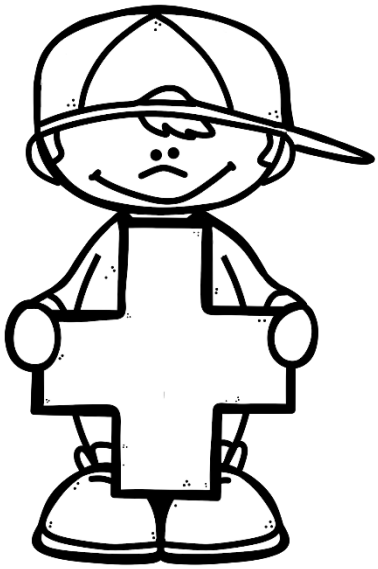
Count in 4's from 144 - 212.

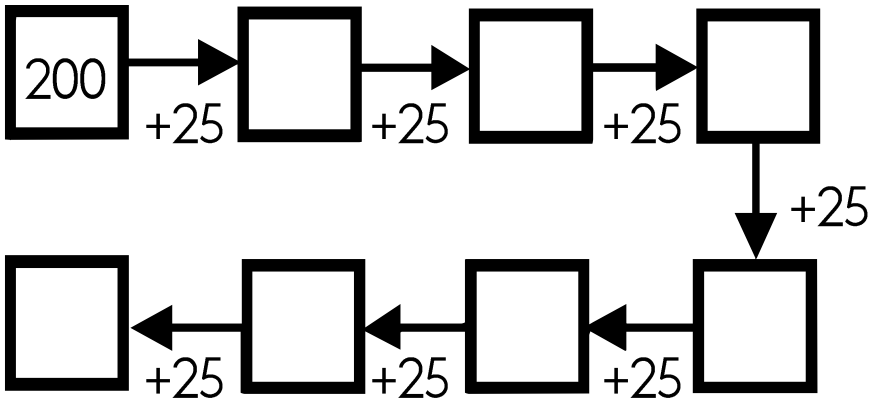


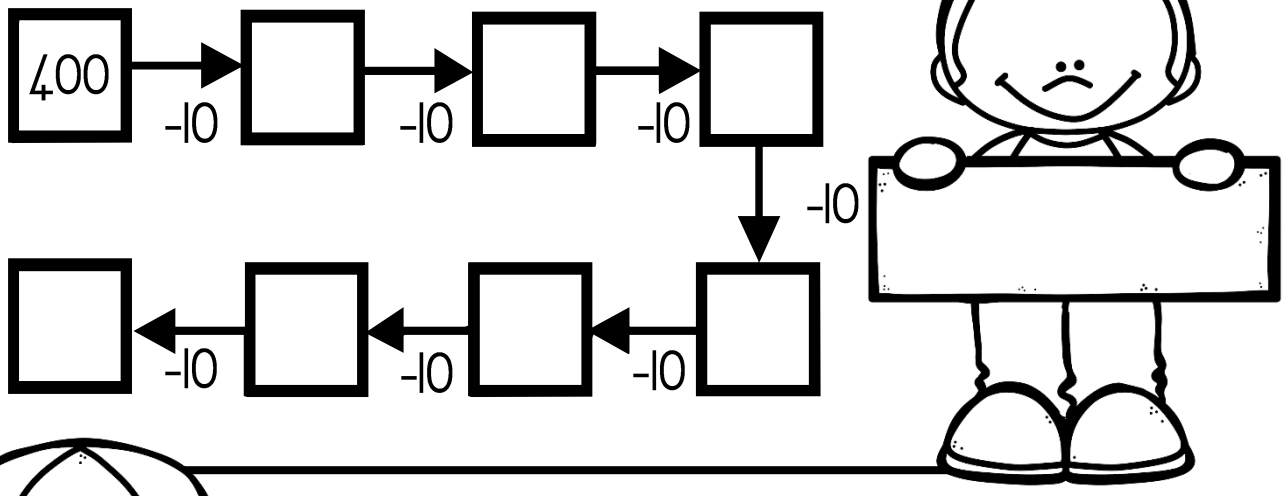
144			156					
	184				200			212

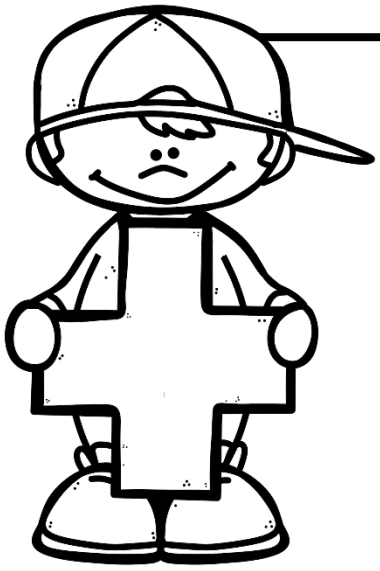
Let us think smart!

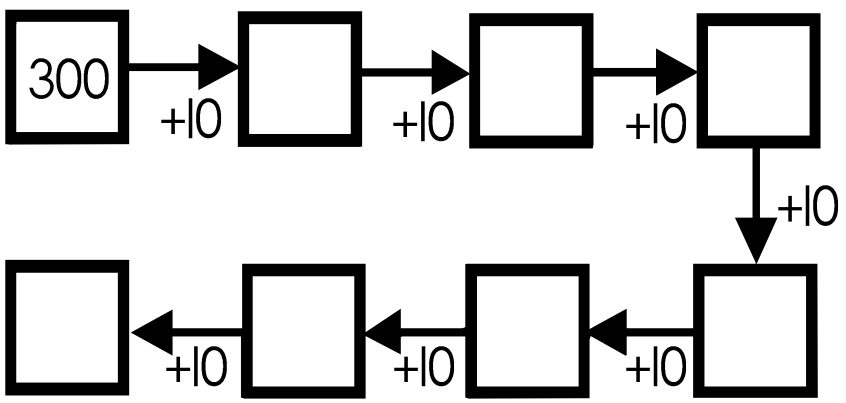
Complete the missing numbers.





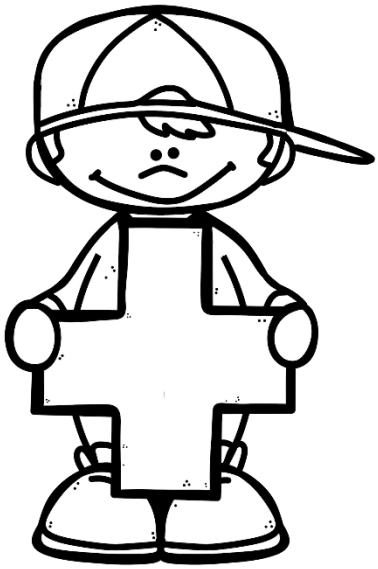


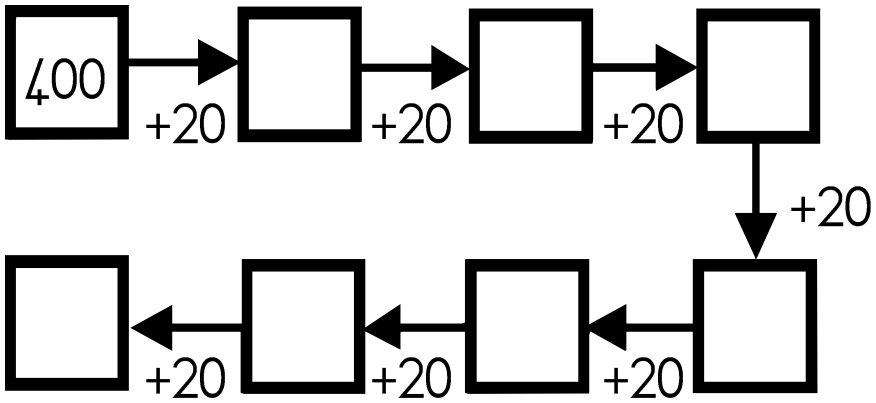


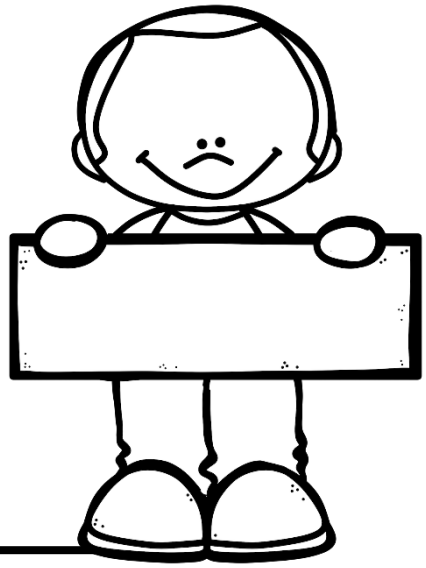


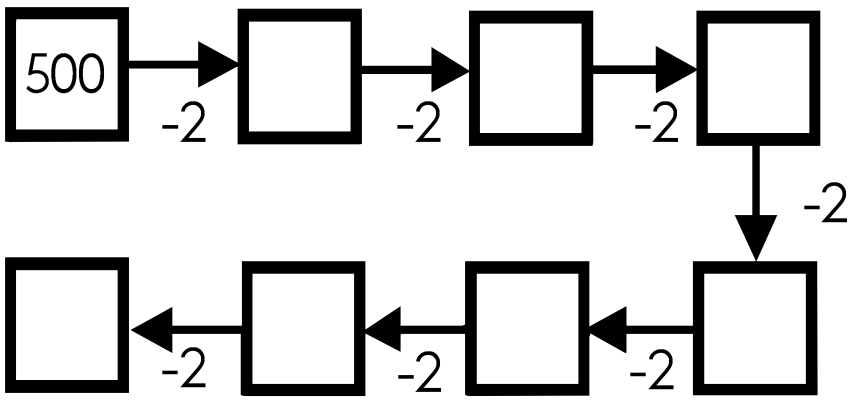
Let us think smart!

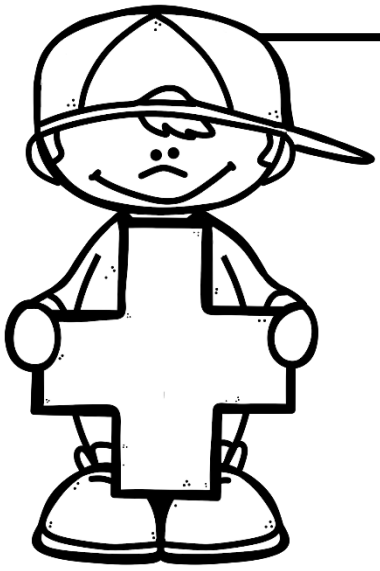
Complete the missing numbers.

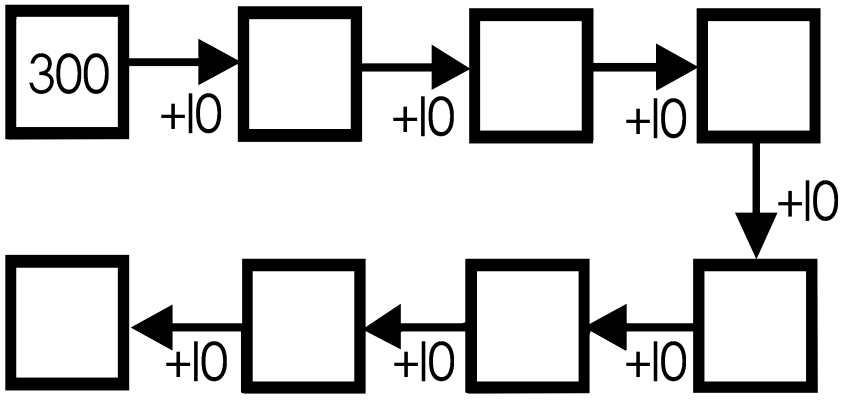












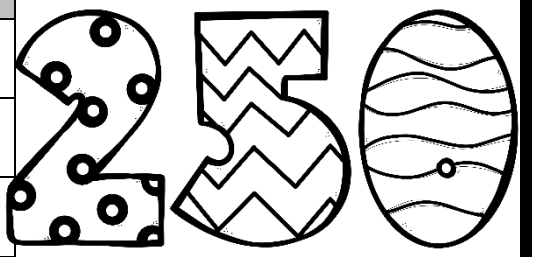
Number names and number symbols

Match column A with column B by drawing a line with a ruler.

Column A		Column B
99		two hundred and fifty
489		three hundred and twenty four
161		one hundred and sixty three
250		four hundred and eighty nine
324		ninety nine
163		seventy three
73		one hundred and sixty one

Write the number symbol for the number names.

Number name	Number symbol
one hundred and seventy six	
two hundred and three	
one hundred and fifty	
two hundred and thirty three	



Write the number name for the number symbol.

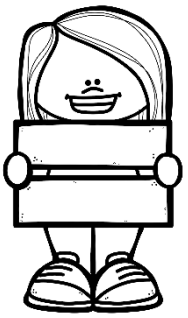
Number symbol	Number name
129	
231	
250	
190	

Smaller than, greater than and equal to

Fill in: Smaller than, greater than and equal to.

smaller than

greater than



equal to

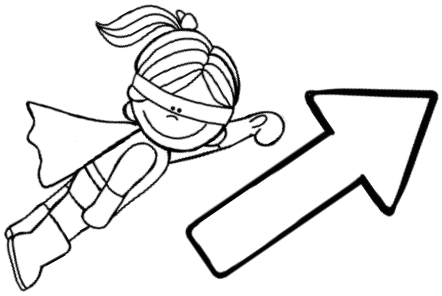
339		239
129		229
119		199
2 x 5		5 x 2
6 x 5		6 x 4

3 + 3 + 3 + 3		3 x 4
2H + 3T + 9U		329
88		44 x 2
4 + 4 + 4 + 4		4 x 6
1H + 2T + 7U		127

Fill in: <u>more</u> than or <u>fewer</u> than

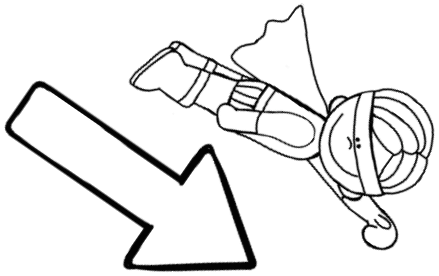
1. 129 is 5 _____ than 124.
2. 235 is 3 _____ than 238.
3. 170 is 10 _____ than 180.
4. 175 is 25 _____ than 200.
5. 140 is 20 _____ than 160.
6. 200 is 50 _____ than 150.

Smallest and greatest order



smallest order

smallest to the greatest



greatest order

greatest to the smallest

Order the numbers from the smallest to the greatest.

a. 339, 93, 313, 133, 393, 323, 191

_____, _____, _____, _____, _____, _____, _____

b. 41, 451, 145, 411, 51, 151, 455

_____, _____, _____, _____, _____, _____, _____

c. 212, 120, 12, 210, 121, 21, 222

_____, _____, _____, _____, _____, _____, _____

Order the numbers from the greatest to the smallest.

a. 71, 171, 17, 177, 170, 107, 117

_____, _____, _____, _____, _____, _____, _____

b. 354, 35, 54, 435, 350, 453, 341

_____, _____, _____, _____, _____, _____, _____

c. 283, 82, 238, 382, 28, 388, 383

_____, _____, _____, _____, _____, _____, _____

Place value and number value

Place value

Place value shows the **position** of a number.

3	4	1
H	T	U

341 – H

341 – T

341 – U

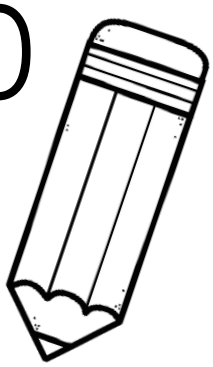
Number value

Number value is the **value** of a number.

341 – 300

341 – 40

341 – 1



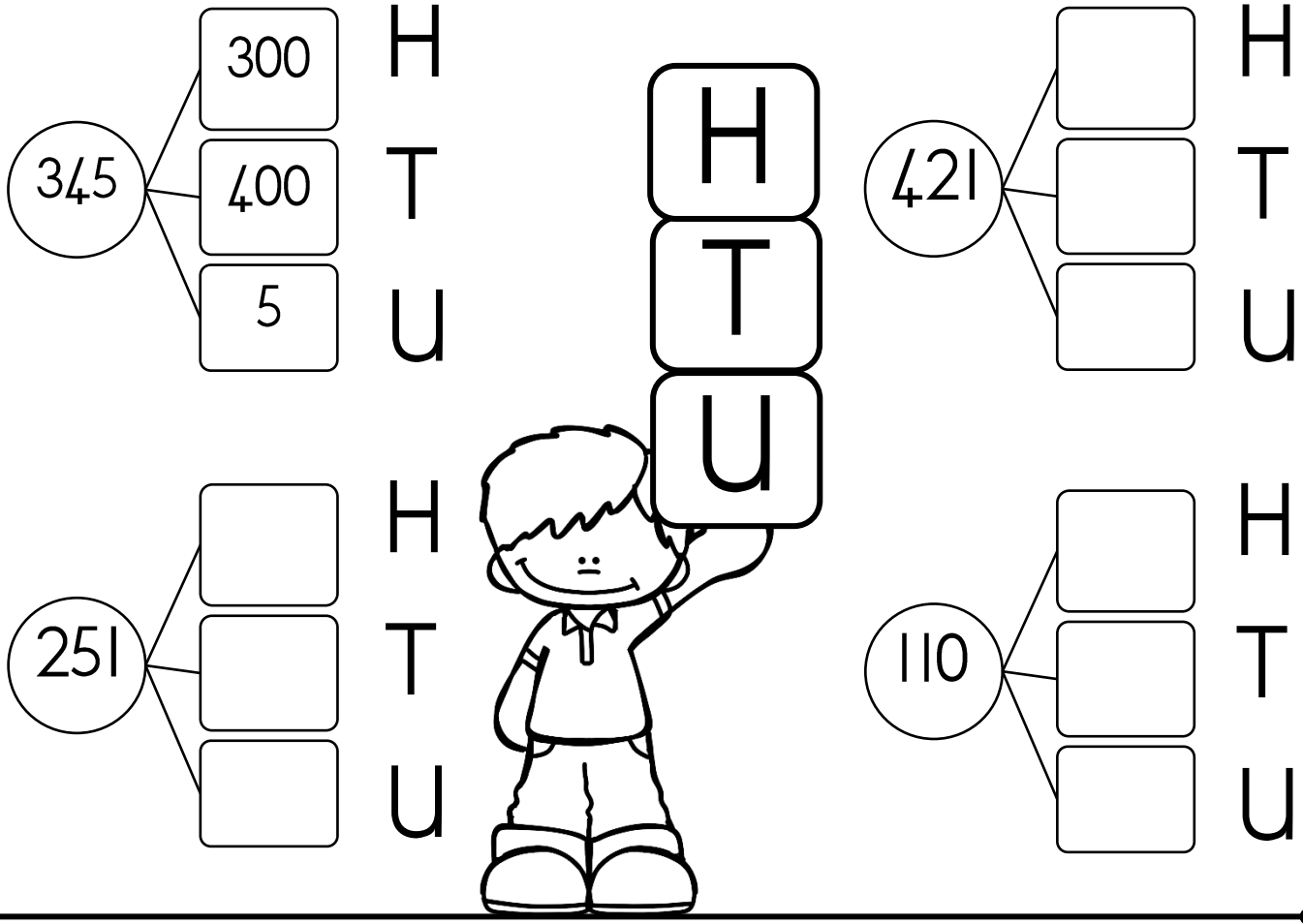
Write the place value of the numbers.

1. 231 → ____
2. 231 → ____
3. 381 → ____
4. 498 → ____
5. 498 → ____
6. 498 → ____
7. 273 → ____
8. 273 → ____
9. 273 → ____
10. 156 → ____

Write the number value of the numbers.

1. 231 → ____
2. 231 → ____
3. 381 → ____
4. 498 → ____
5. 498 → ____
6. 498 → ____
7. 273 → ____
8. 273 → ____
9. 273 → ____
10. 156 → ____

Decompose the 3 digit numbers in hundreds, tens and ones.
The first one has been done for you.



Decompose the 3 digit numbers in hundreds, tens and ones.

Example:
273 = 200 + 70 + 3

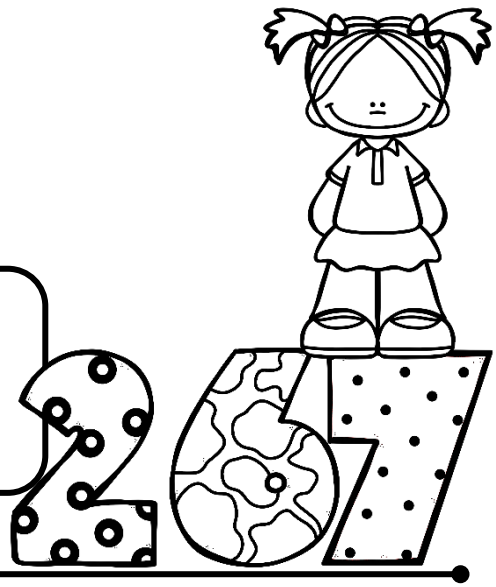
1. 346 = _____
2. 428 = _____
3. 499 = _____
4. 102 = _____
5. 245 = _____
6. 392 = _____

Complete the missing numbers in the blocks.

1. 467 = 400 + ☐ + 7
2. 300 + 60 + 8 = ☐
3. 125 = ☐ + 20 + 5
4. 200 = 200 + ☐ + ☐
5. 400 + 20 + 8 = ☐
6. 398 = 300 + ☐ + ☐
7. 400 + 0 + 2 = ☐
8. 200 + 50 + 0 = ☐

Place value

Write the number:



Example:

2 hundreds + 6 tens + 7 ones = 267

	Number
1 hundred + 3 tens	
2 hundreds + 4 tens + 5 ones	
3 hundreds + 9 tens + 2 ones	
4 hundreds + 5 tens + 7 ones	
2 hundreds + 7 tens + 3 ones	
4 hundreds + 1 tens + 6 ones	
1 hundred + 2 tens + 1 ones	
1 hundred + 3 tens + 4 ones	
2 hundreds + 9 ones	
3 hundreds + 7 tens	
2 hundreds + 7 tens + 5 ones	
4 hundreds + 5 tens	

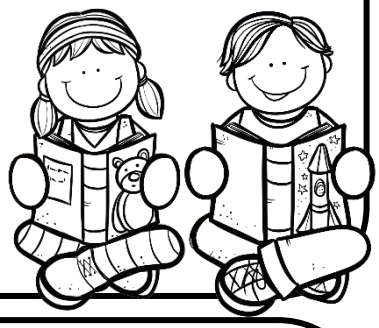
Problem solving

- Addition and subtraction –

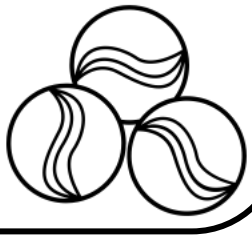
Read the word problems. Show your calculations.

Write a number sentence.

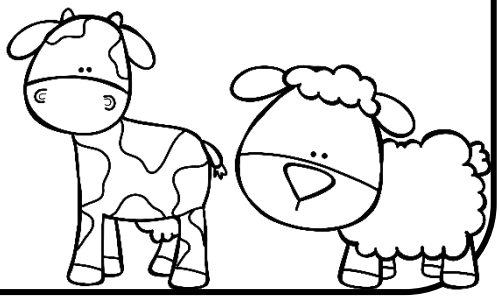
Jan reads 115 pages. Karla reads 126 pages. How many more pages did Karla read than Jan?



Kevin has 218 marbles. He has 97 marbles less than Oliver. How many marbles does Kevin have?



Farmer Fred counts his animals. He counts 123 sheep and 145 cows. How many animals does he have in total?



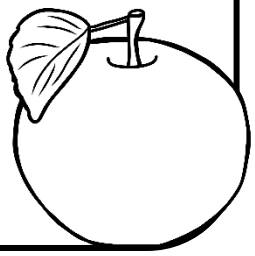
Problem solving

- Addition and subtraction –

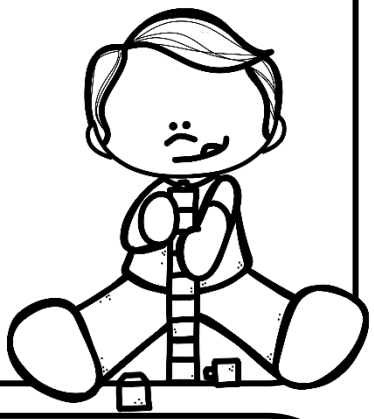
Read the word problems. Show your calculations.

Write a number sentence.

Mia picked 34 apples and then she picked another 67 apples. How many apples did she pick in total?



Zander counts out 82 blocks. Ken counts out 38 blocks. How many blocks more does Zander have than Ken?



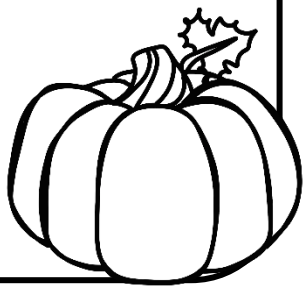
Benjamin sells candy floss at the fair. At the beginning he had 92 candy floss sticks and now he has 67 left. How many candy floss has been sold?

Problem solving

- Repeated addition leading to multiplication –

Read the word problems. Show your calculations. Draw a picture if necessary. Write a number sentence.

A vegetable garden has 12 rows of pumpkins. Each row has 7 pumpkins. How many pumpkins are there in the garden?



A vegetable garden has 48 plants which are planted in rows. There are 6 plants in each row. How many rows are there?

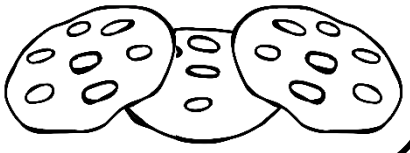
Mia plants 10 rows of seeds. There are 7 seeds in each row. How many seeds did she plant in total?

Problem solving

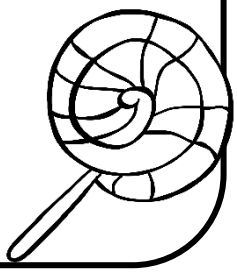
- Repeated addition leading to division –

Read the word problems. Show your calculations. Draw a picture if necessary. Write a number sentence.

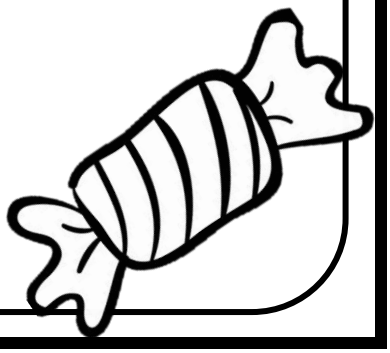
Lisa has 9 bags of cookies. She packs 3 cookies in each bag. How many cookies are there in total?



Benjamin has 20 lollipops. He wants to divide them equally between his 4 friends. How many lollipops will each friend get?



David has 66 sweets. Every day he eats 3 sweets. How many days can he eat sweets?



Money

Steps to write a number as rand and cents.

563c

The first number is the number before the comma. It is "rand".

The last two numbers comes after the comma and they are "cents"

= R5,63

Write the following as rand and cents.

	Rand and cents
345c	
187c	
945c	
220c	
130c	
194c	
274c	

Add the money together. First write it in cents and then in rand and cents.

	cent	rand and cents
90c + 45c		
65c + 55c		
330c + 82c		
115c + 75c		
40c + 64c		

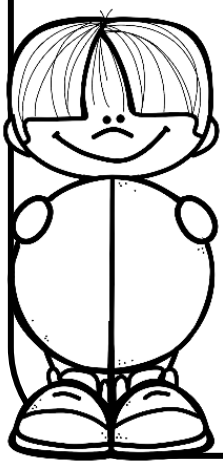
Add the money and write it as rand and cents.

	Column for calculations (If necessary)	Rand and cents
R1 + 50c + 15c + R6=		
10c + 10c + 10c + 50c + 5c + 5c =		
R10 + 30c + 80c + R100=		
R20 + R10 + R5 + 22c		
5c + 5c + 5c + R5 + R5 + R5 + R50		

Fractions

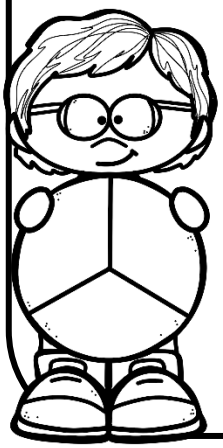
1 whole

halves – $\frac{1}{2}$



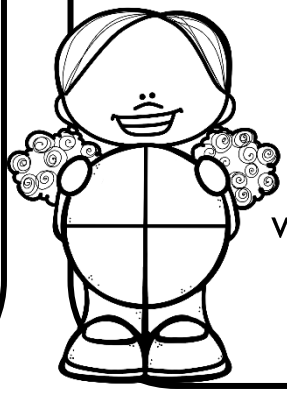
When a shape or object is divided in two or in half, we call it halves.

thirds – $\frac{1}{3}$



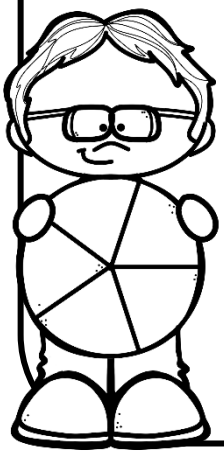
When a shape or object is divided in three equal parts, we call it thirds.

quarters – $\frac{1}{4}$



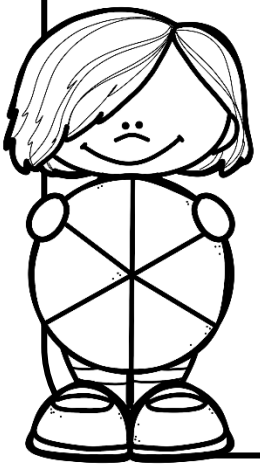
When a shape or object is divided in four equal parts, we call it quarters.

fifths – $\frac{1}{5}$



When a shape or object is divided in five equal parts, we call it fifths.

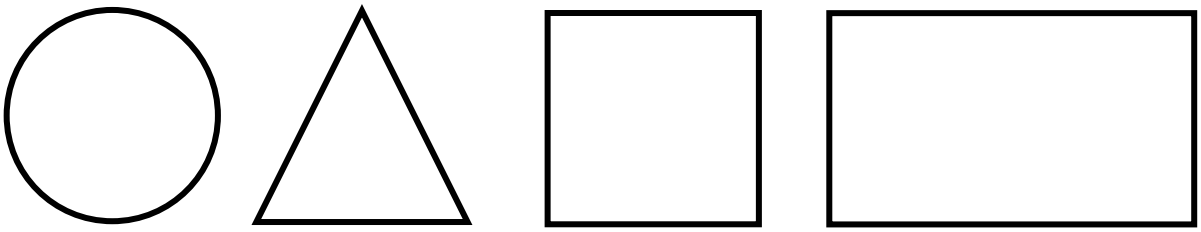
sixths – $\frac{1}{6}$



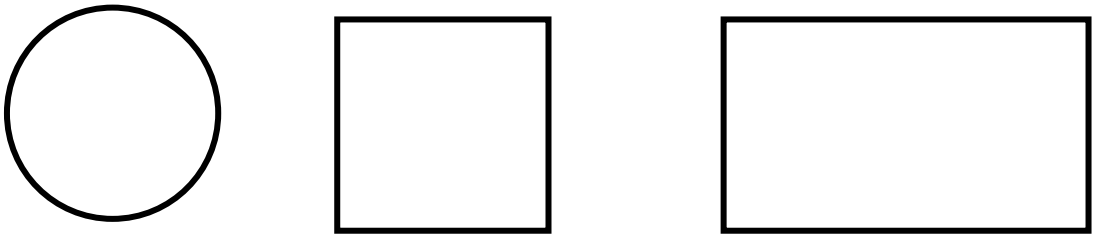
When a shape or object is divided in six equal parts, we call it sixths.

Fractions

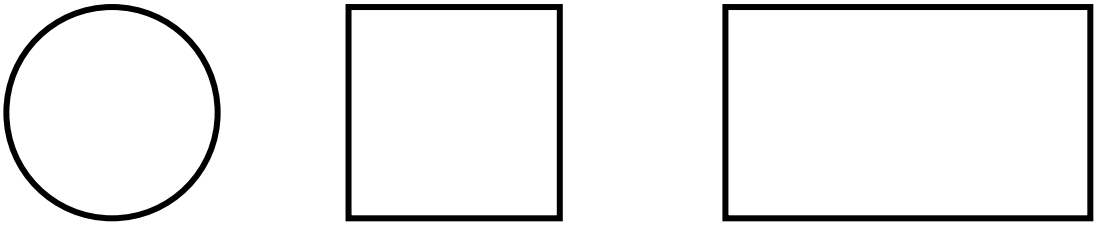
Colour $\frac{1}{2}$ of each shape.



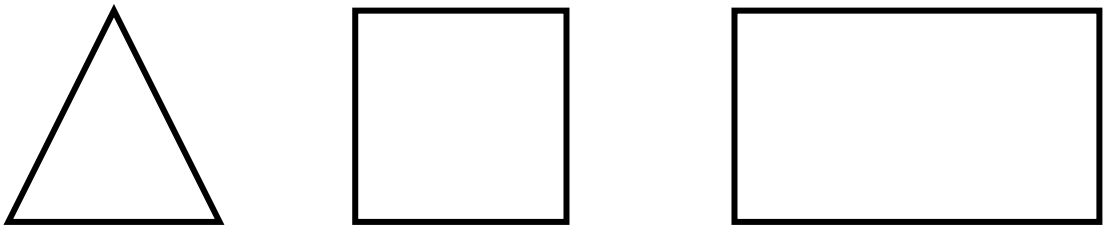
Colour a $\frac{1}{4}$ of each shape.



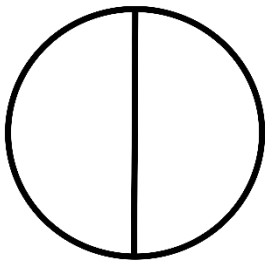
Colour a $\frac{3}{4}$ of each shape.



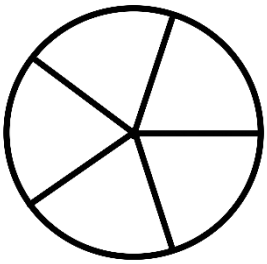
Colour a $\frac{2}{3}$ of each shape.



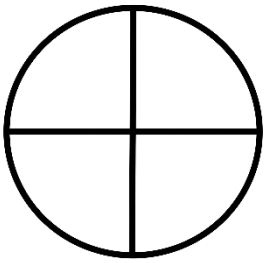
Colour the following fractions.



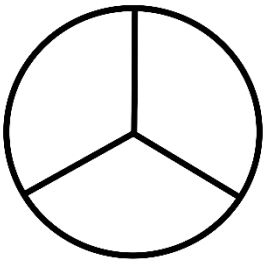
half



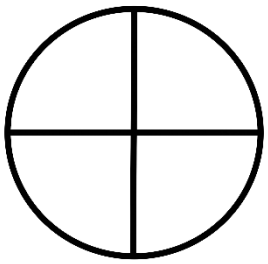
two fifths



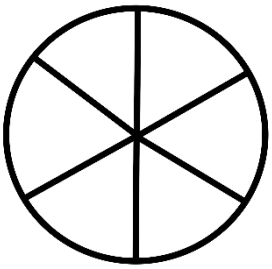
a quarter



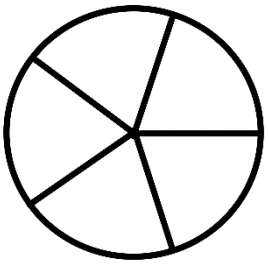
two thirds



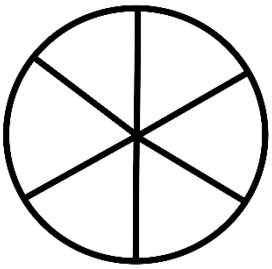
three quarters



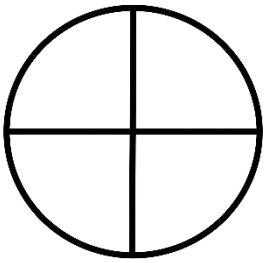
four sixths



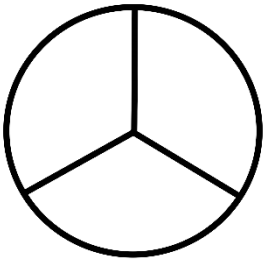
a fifths



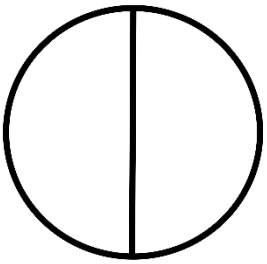
a sixths



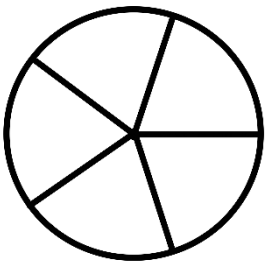
four quarters



a third

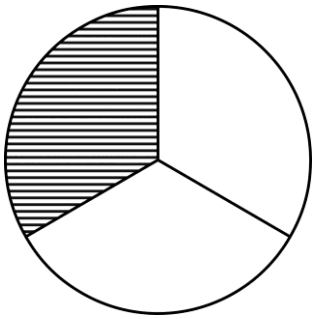


a whole



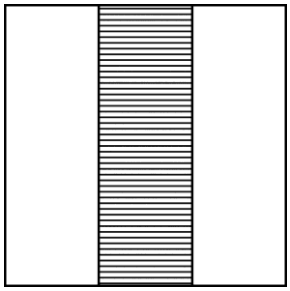
four fifths

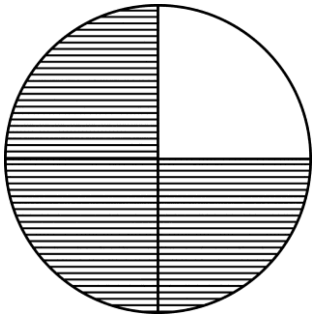
What fraction is coloured in?
The first one has been done for you.

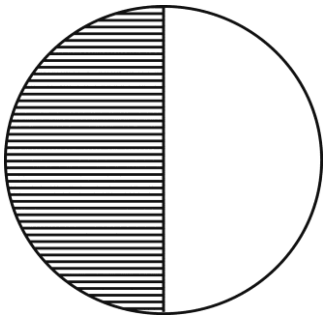


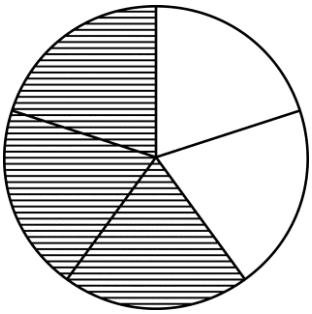
one third

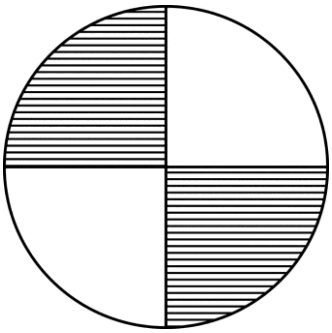
$\frac{1}{3}$

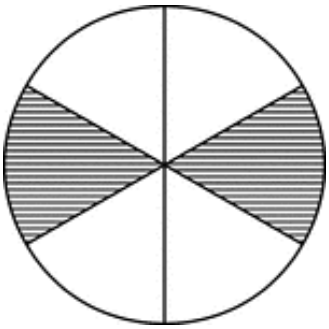


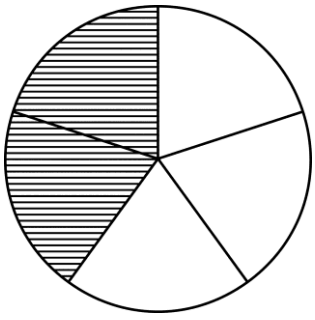


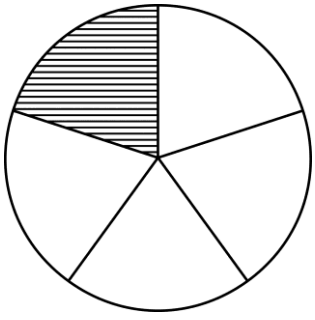










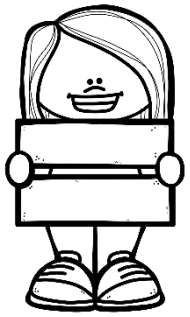


Smaller than, greater than and equal to

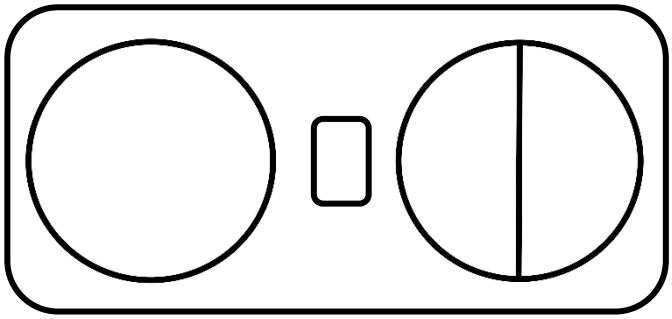
Fill in: Smaller than, greater than and equal to.

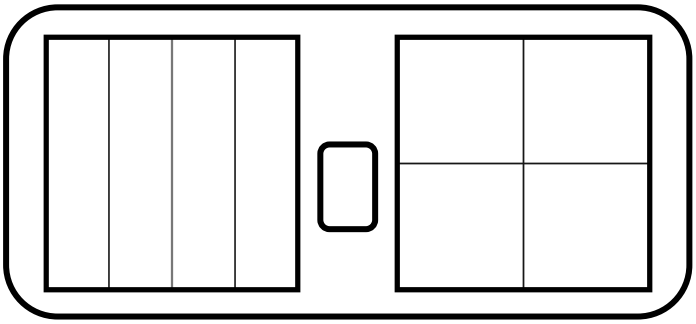
smaller than

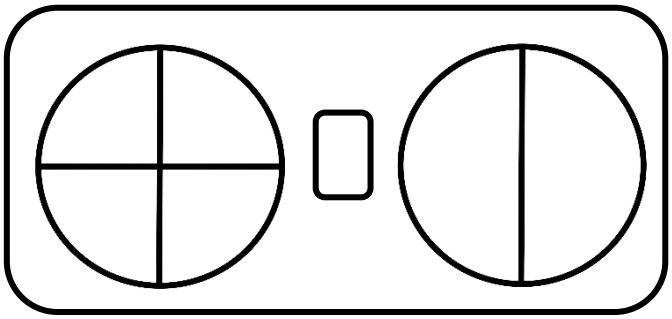
greater than

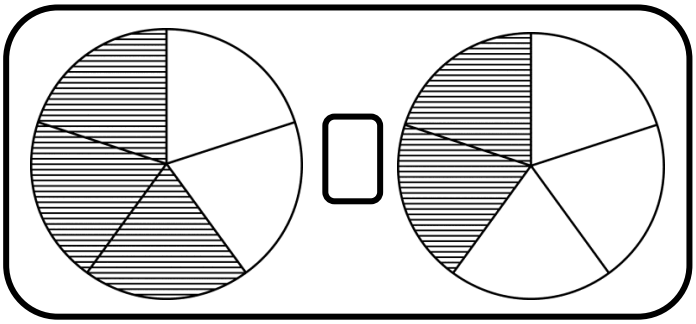


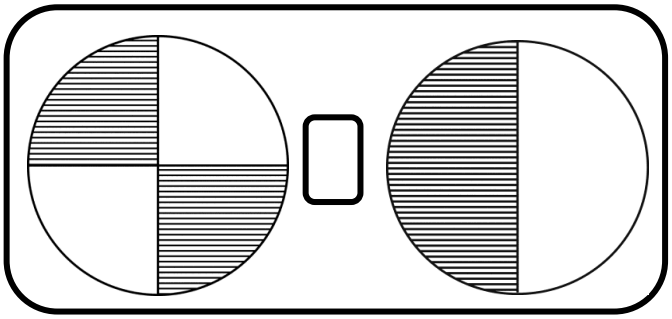
equal to

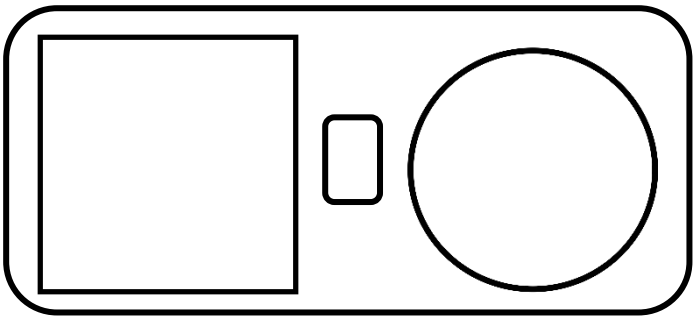


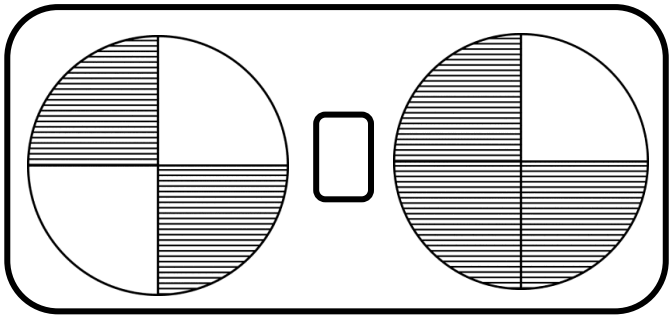


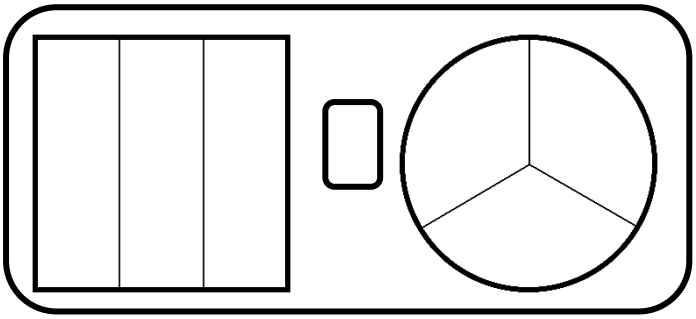












Fraction wall

Colour the fraction wall as indicated.

yellow	1 whole					
red	$\frac{1}{2}$		$\frac{1}{2}$			
green	$\frac{1}{3}$		$\frac{1}{3}$		$\frac{1}{3}$	
blue	$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$	$\frac{1}{4}$
orange	$\frac{1}{5}$	$\frac{1}{5}$		$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$
purple	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$

Fill in smaller than(<) or greater than(>)

$\frac{1}{2} \square \frac{1}{4}$ $\quad$ $\frac{1}{3} \square \frac{1}{2}$ $\quad$ $\frac{1}{5} \square \frac{1}{6}$

$\frac{1}{6} \square \frac{1}{3}$ $\quad$ $\frac{3}{6} \square \frac{2}{5}$ $\quad$ $\frac{1}{6} \square \frac{1}{4}$

Answer the questions by looking at the fraction wall.

1. How many halves equal a whole? _____
2. How many quarters equal a whole? _____
3. How many quarters are there in one half? _____
4. How many thirds equal a whole? _____
5. How many sixths equal a third? _____
6. How many sixths equal a half? _____

Addition

Example

Method 1

Adding three-digit with two-digit

324 + 82 =

324 + 82 = (300 + 20 + 4) + (80 + 2)

= 300 + (20 + 80) + (4 + 2)

= (300 + 100) + 6

= 400 + 6

= 406

Method 2

Adding three-digits and three-digits

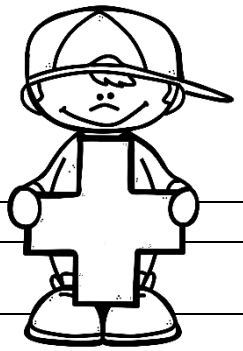
323 + 136 =

323 + 136 = (300 + 20 + 3) + (100 + 30 + 6)

= (300 + 100) + (20 + 30) + (3 + 6)

= 400 + 50 + 9

= 459



Use one of the methods above to calculate the sums.

278 + 36 =

245 + 231 =

265 + 148 =

114 + 62 =

132 + 123 =

276 + 48 =

Subtraction

Example

Method 1

Breaking up both numbers

889 – 137 =

889 – 137 = (800 + 80 + 9) - (100 + 30 + 7)

= (800 – 100) + (80 - 30) + (9 - 7)

= 700 + 50 + 2

= 752

Method 2

Subtracting by breaking up one number

889 – 137 =

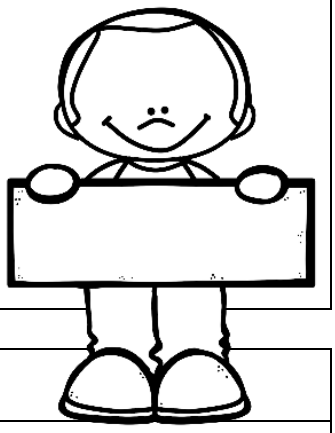
889 – (100 + 30 + 7)

→ 889 – 100

→ 789 – 30

→ 759 – 7

= 752



Use one of the methods above to calculate the sums.

158 – 146 =

194 – 122 =

288 – 199 =

162 – 114 =

132 - 123 =

276 - 148 =

Multiplication

Complete the table by multiplying.

	2	3	4	5	6	7	8	9	10
x2									
x3									
x4									
x5									
x10									

Complete the sums.

12 = 2 x ☐

24 = 3 x ☐

☐ x 3 = 12

9 = ☐ x 3

3 x ☐ = 12

6 = 3 x ☐

2 x ☐ = 4

2 x ☐ = 10

☐ x 3 = 3

☐ x 5 = 15

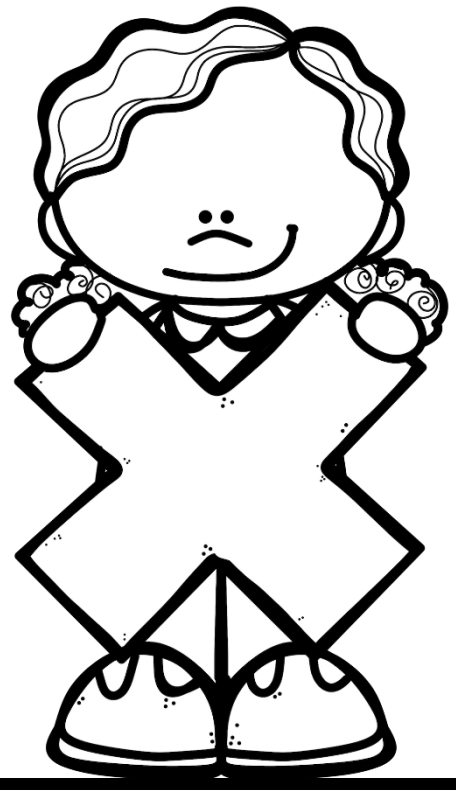
4 x ☐ = 8

☐ x 5 = 25

4 x ☐ = 16

3 x ☐ = 12

☐ x 5 = 50

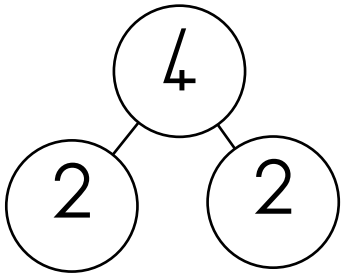


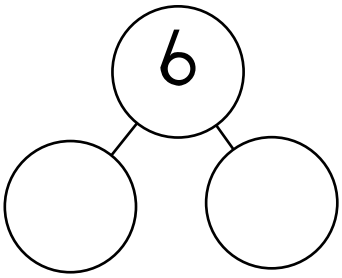
Halving

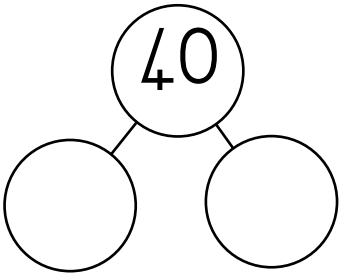
Halve these numbers.

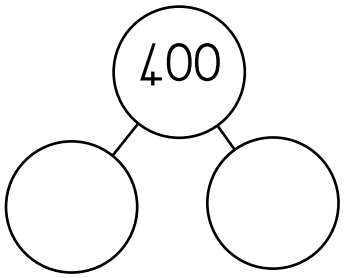
2 =	10 =	22 =	40 =	24 =
4 =	8 =	20 =	50 =	26 =
16 =	12 =	30 =	14 =	200 =

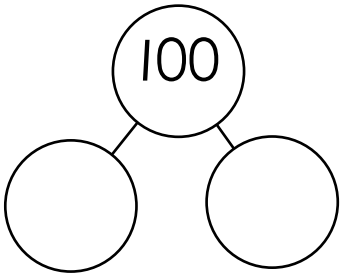
Complete the diagrams by halving.

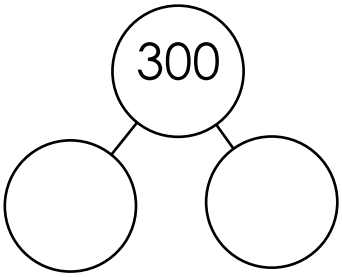


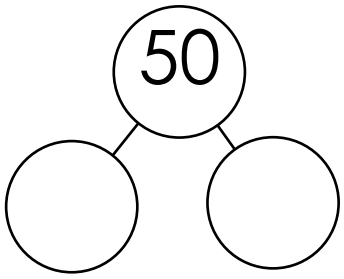


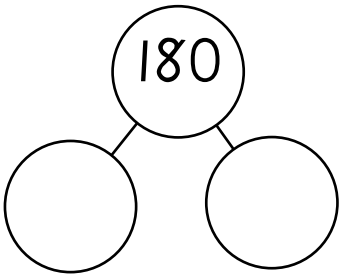


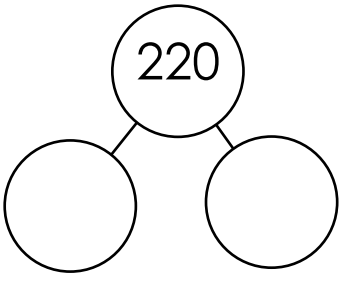


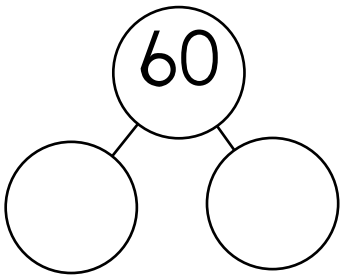


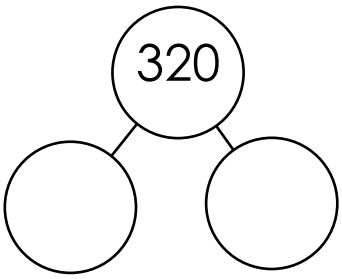


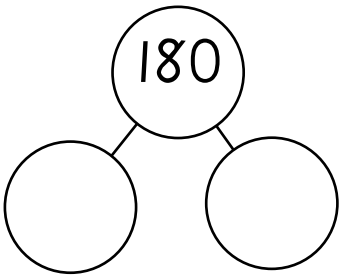












Doubling

Double the numbers.

2 =	10 =	22 =	40 =	24 =
4 =	8 =	20 =	50 =	120 =
150 =	12 =	30 =	14 =	200 =
170 =	60 =	6 =	13 =	15 =

Problem solving with doubling and halving.

Karla would like to buy herself a dress. She has saved half of the money. How much money does she still have to save?

_____

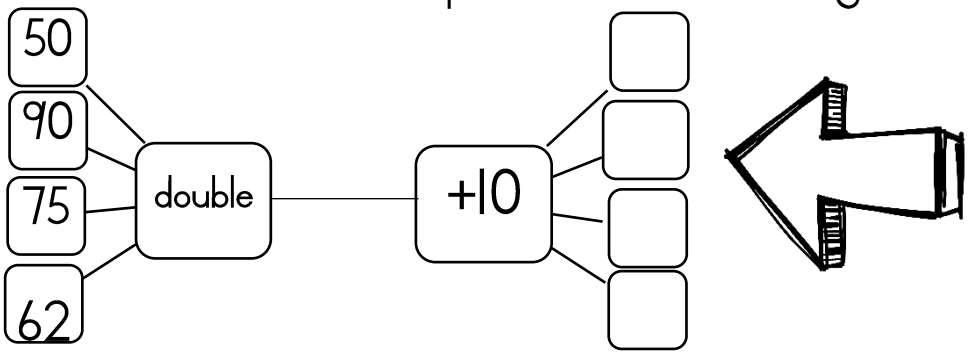
R185

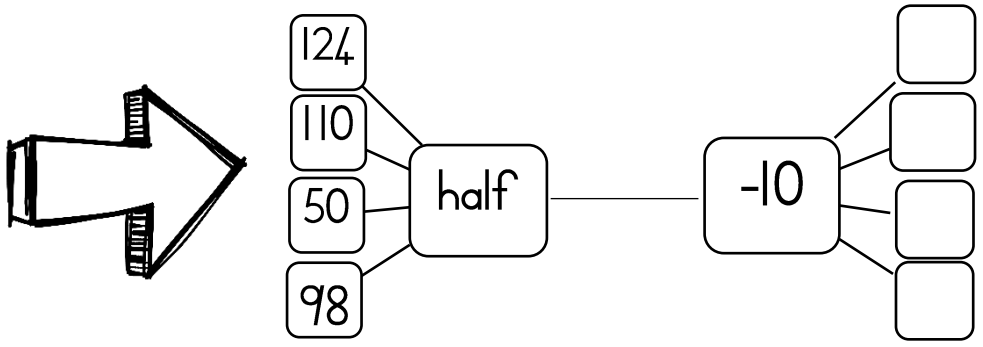
Mia's dress is double the amount of this one. How much does Mia's dress cost?

_____

R79

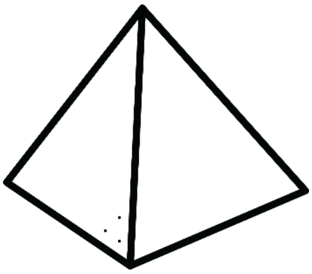
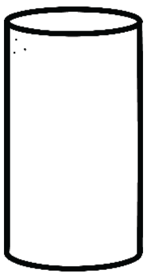
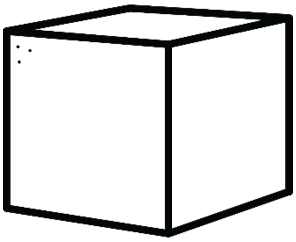
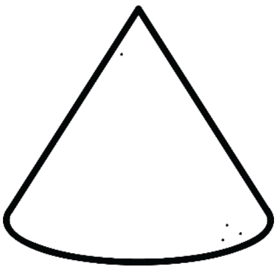
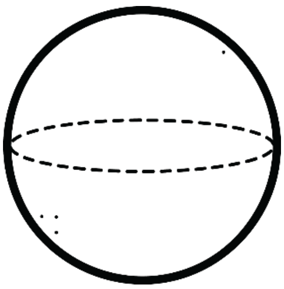
Complete the flow diagrams.





3D objects

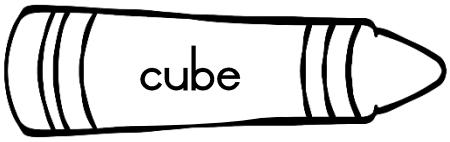
Colour the correct answer.

	Name of 3D object	Type of surface	2D shapes that make up the faces of the 3D objects
	cylinder cube sphere cone pyramid	flat curved	square circle triangle rectangle
	cylinder cube sphere cone pyramid	flat curved	square circle triangle rectangle
	cylinder cube sphere cone pyramid	flat curved	square circle triangle rectangle
	cylinder cube sphere cone pyramid	flat curved	square circle triangle rectangle
	cylinder cube sphere cone pyramid	flat curved	square circle triangle rectangle

3D objects

Colour the 3D objects as follow:

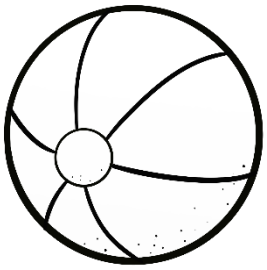
red 

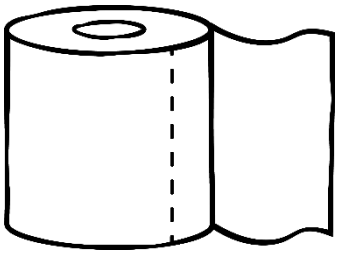
green 

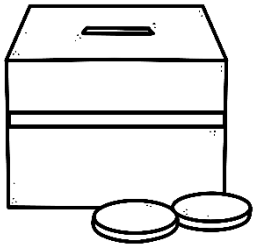
blue 

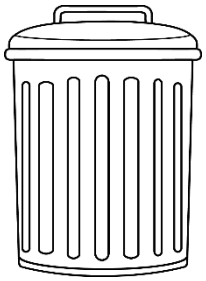
yellow 

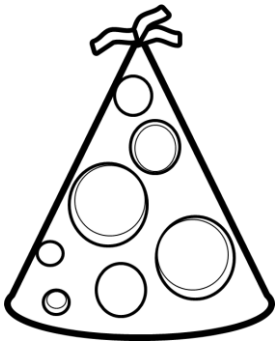
purple 

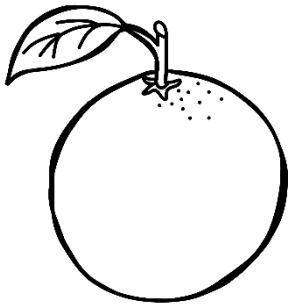


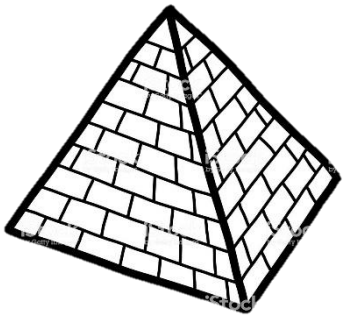


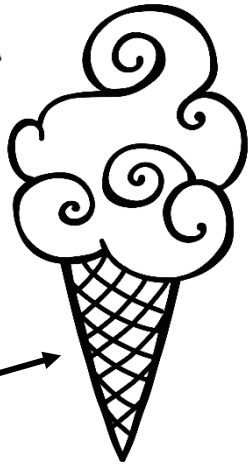


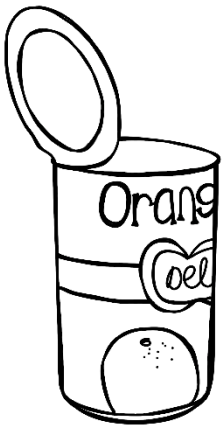


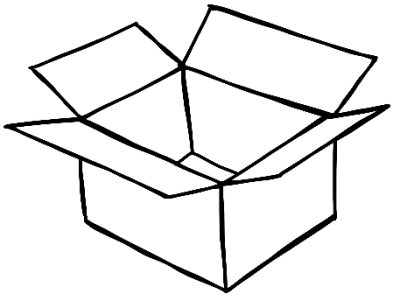


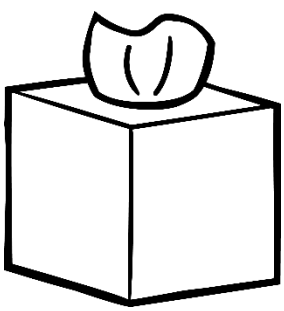




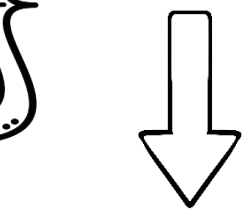




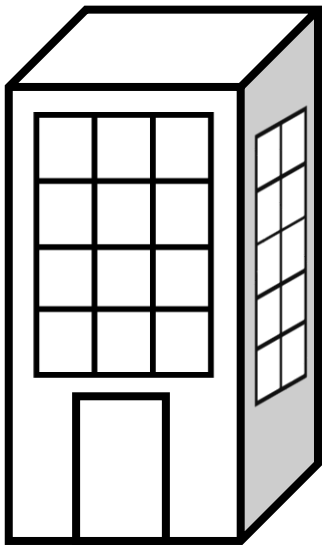


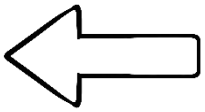


Position and views

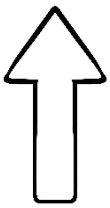


top view

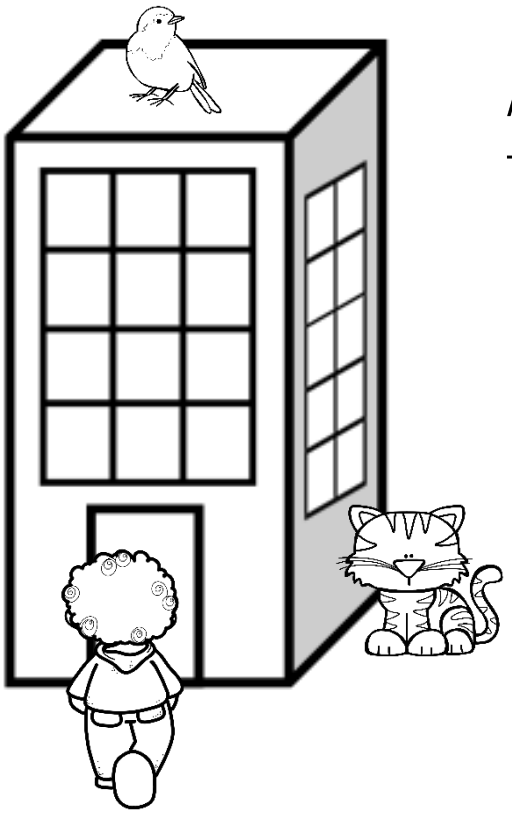




side view



front view



Answer the questions by filling in one of the following views:

top view, side view, front view

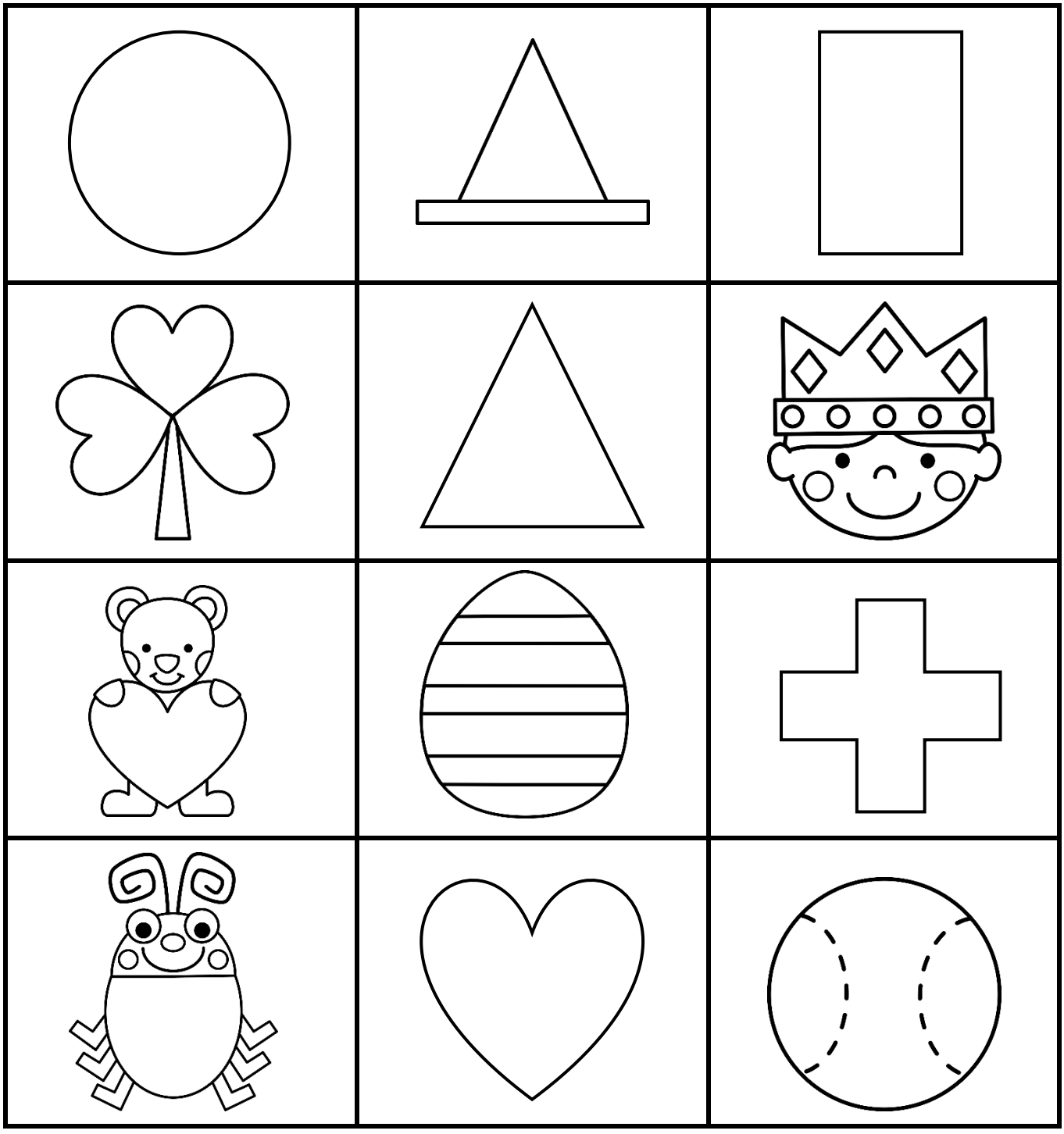
1. Where is the bird? _____
2. Where is the boy standing? _____
3. Where is the cat sitting? _____

Symmetry

A line of symmetry divides a shape into two halves so that each half is a mirror-image reflection of the other.

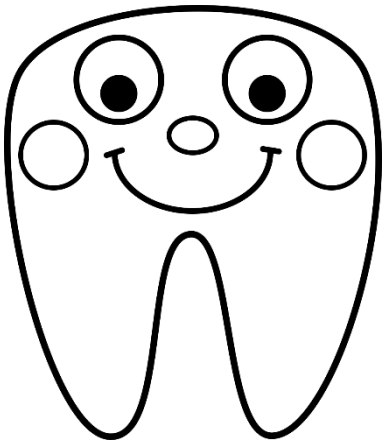
A shape has symmetry if you can fold it along the line of symmetry so that the two halves match exactly.

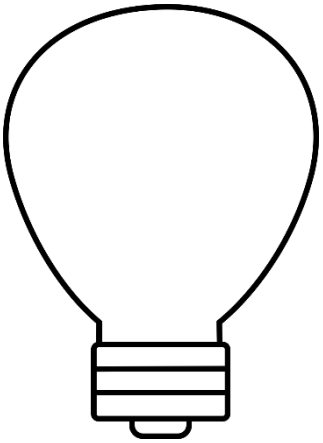
Draw a line of symmetry for the objects and shapes.

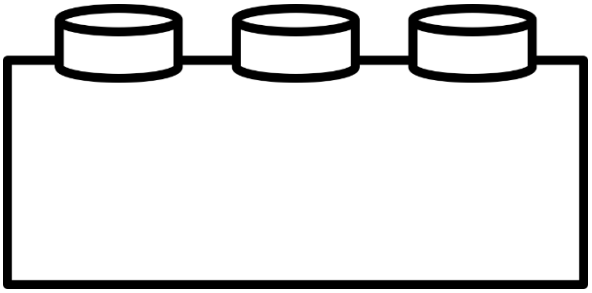


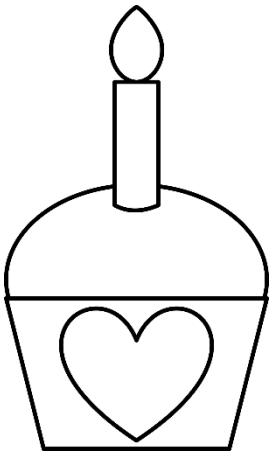
Symmetry

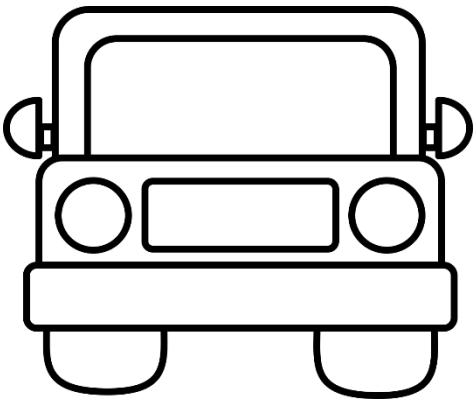
- Cut out the pictures on the next page.
- Fold the picture in half so that both sides look the same.
- Draw a dotted line with colour pencil on the line you folded.
- Paste the pictures in the blocks below.

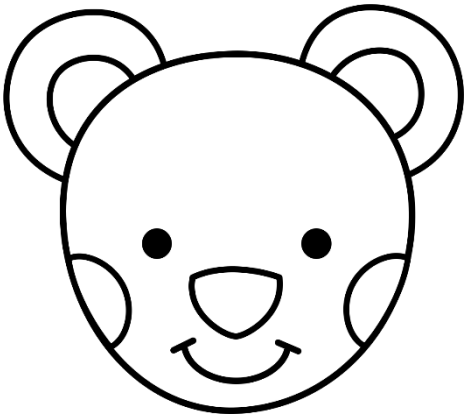












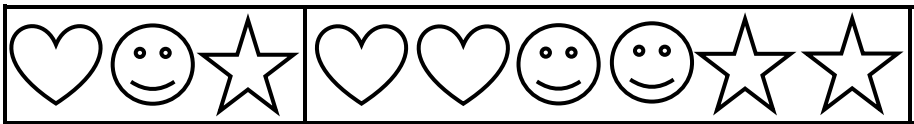
Geometric patterns

Expand the patterns and describe the pattern in words.

Describe the pattern in words.

_____

_____



Describe the pattern in words.

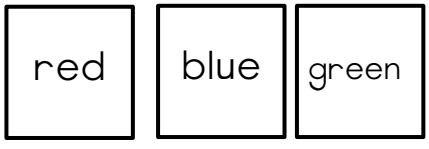
_____

_____

Describe the pattern in words.

_____

_____



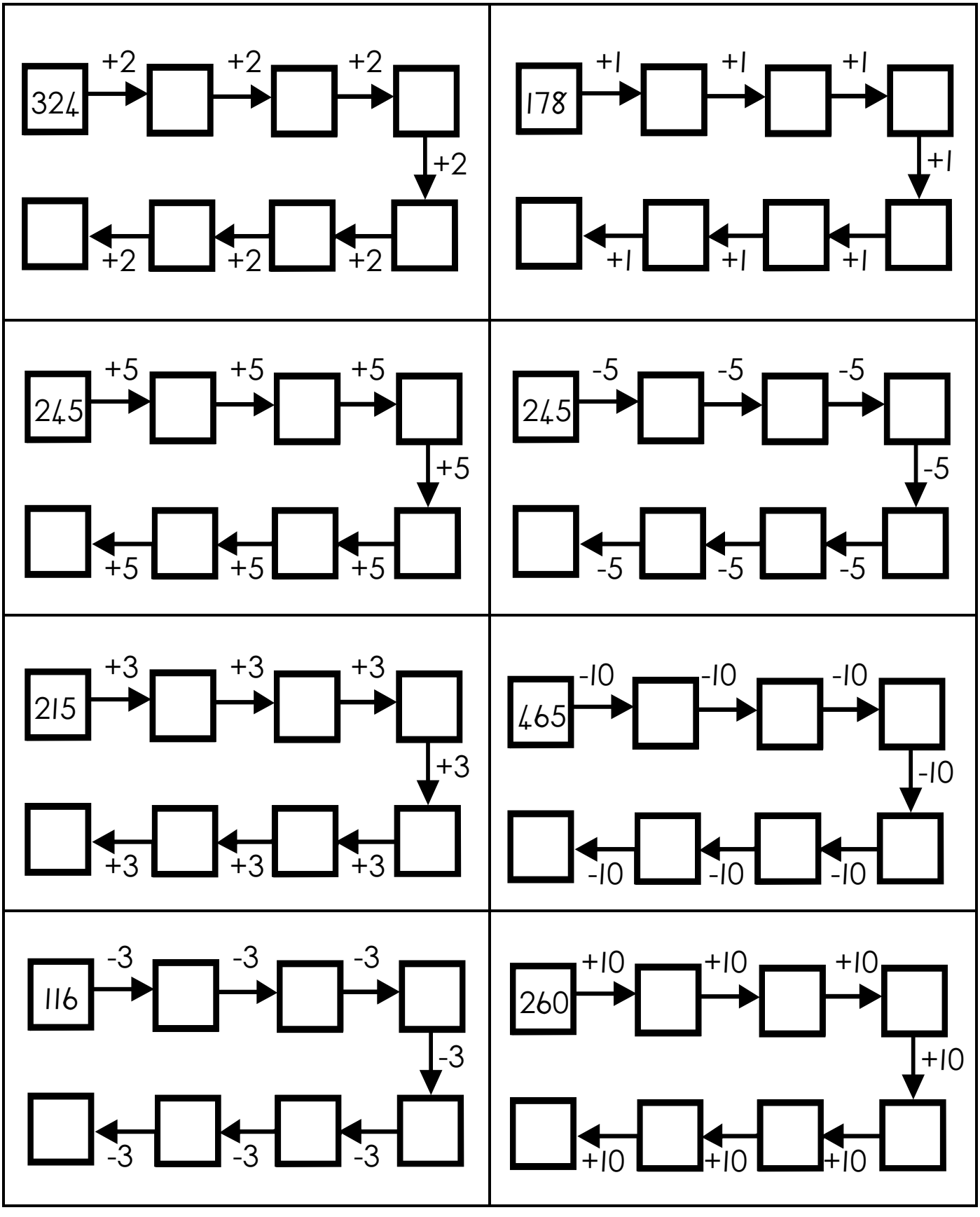
Describe the pattern in words.

_____

_____

Number patterns

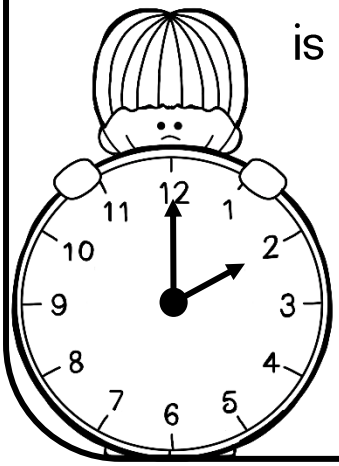
Complete the patterns.



Time

hours

When the long hand is at the 12, it is called hours.

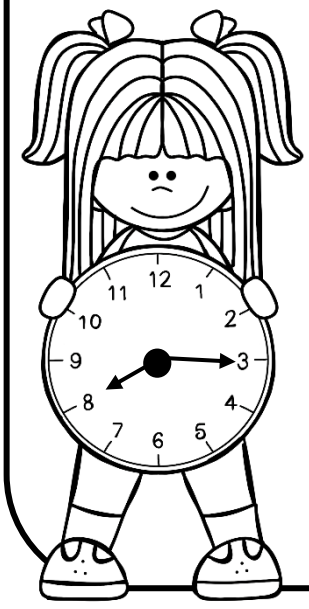


half hours

When the long hand is at the 6, it is called half hours.

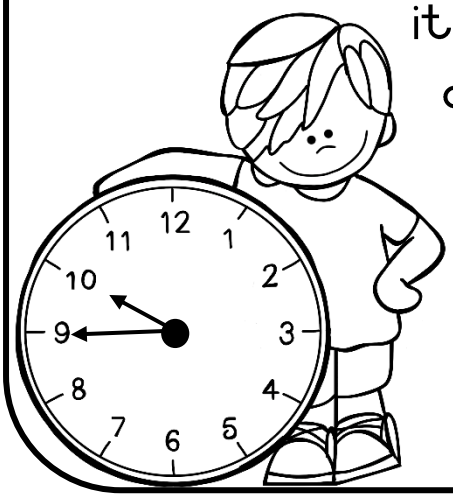
quarter past

When the long hand is at the 3, it is called quarter past.



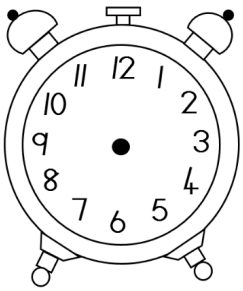
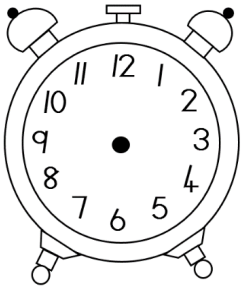
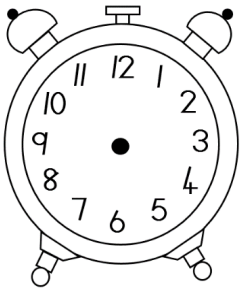
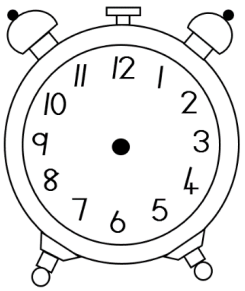
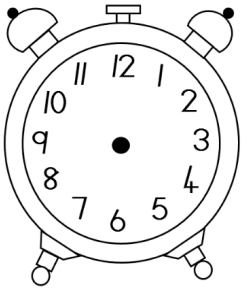
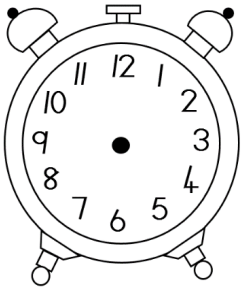
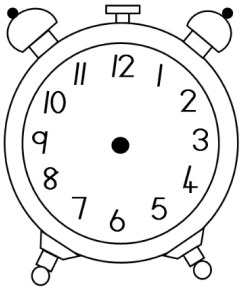
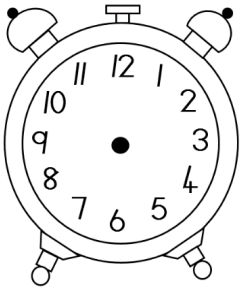
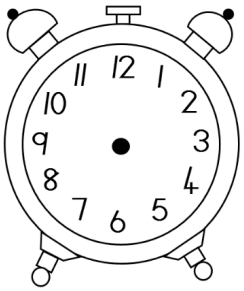
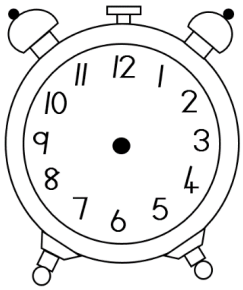
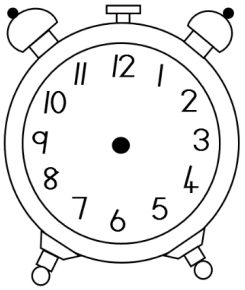
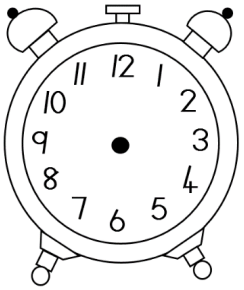
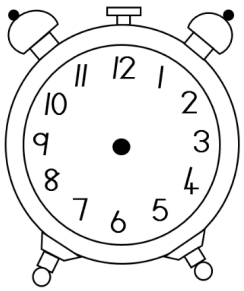
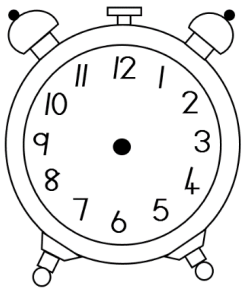
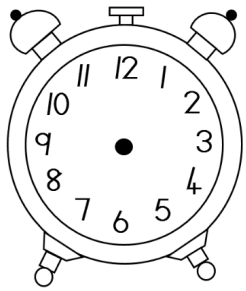
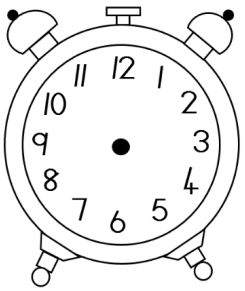
quarter to

When the long hand is at the 9, it is called quarter to.



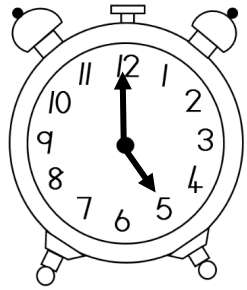
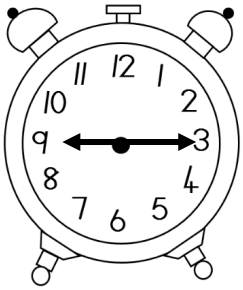
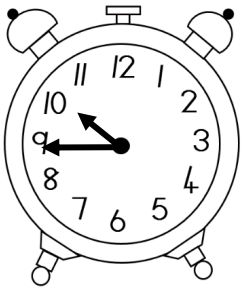
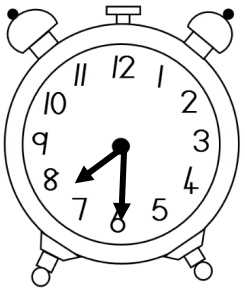
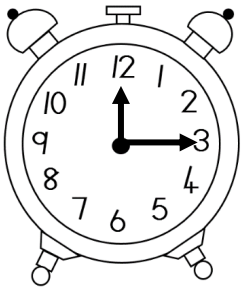
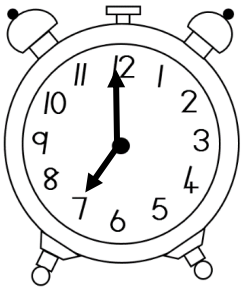
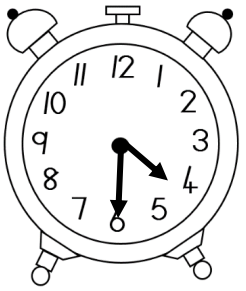
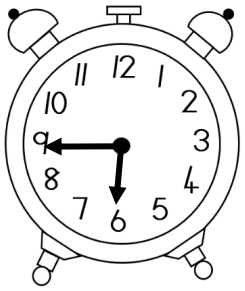
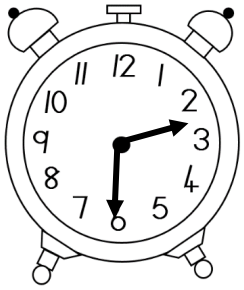
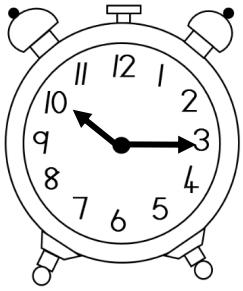
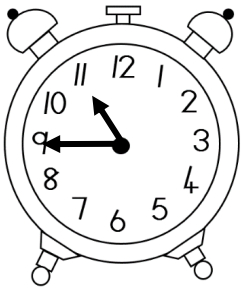
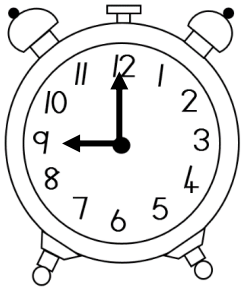
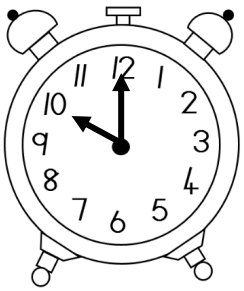
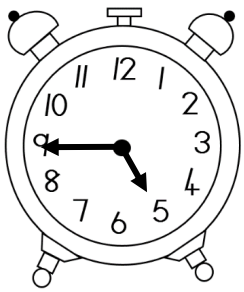
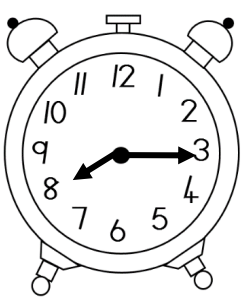
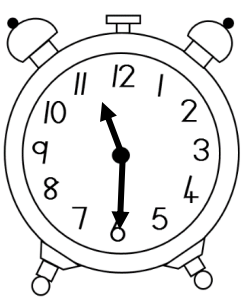
Analogue

Draw the hands for each clock.

			
half past two	3 o'clock	quarter past two	quarter to nine
			
6 o'clock	half past four	4 o'clock	quarter past five
			
half past seven	quarter to three	half past eleven	quarter past seven
			
quarter to four	half past eight	quarter past twelve	8 o'clock

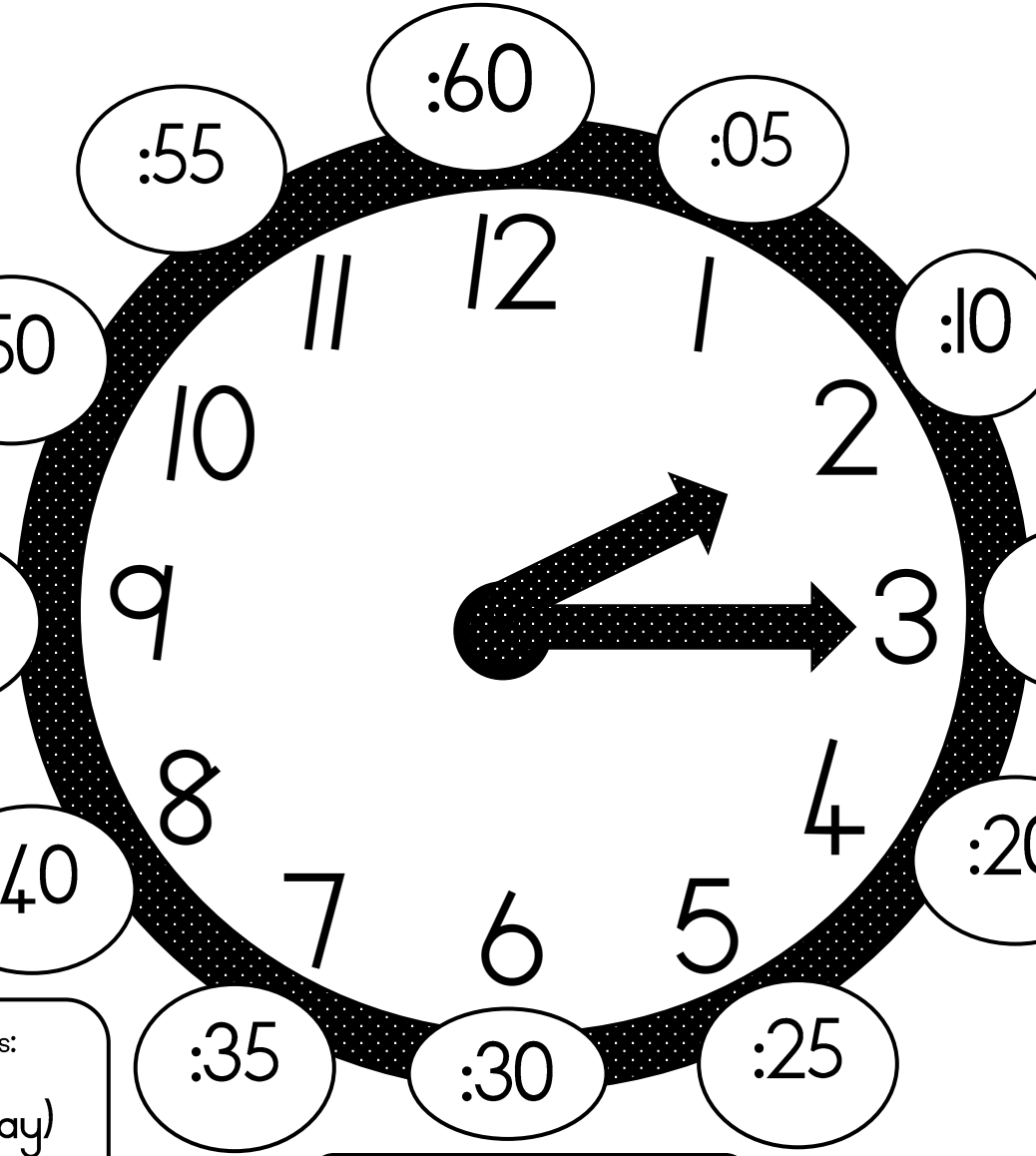
Analogue

Write the time for each clock.

hour

1 hour = 60 minutes



quarter to

quarter past

quarter = 15 minutes

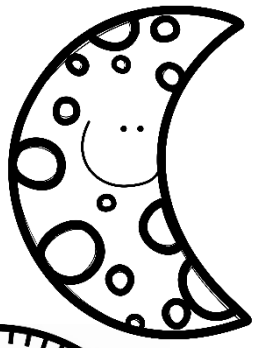
The digital time on the clock is:

14:30 p.m. (after midday)
2:15 a.m. (before midday)

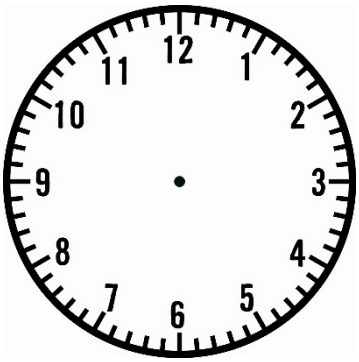
half hours

half hour = 30 minutes

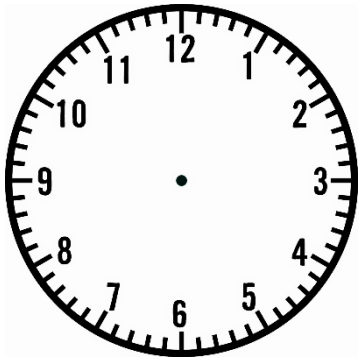
Digital time - after midday



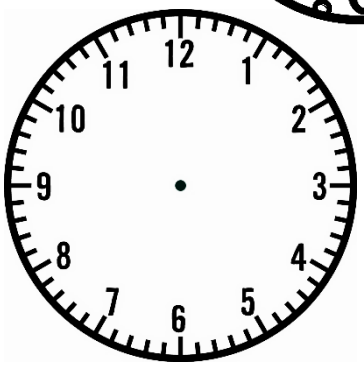
Draw the hands for the clocks in p.m.



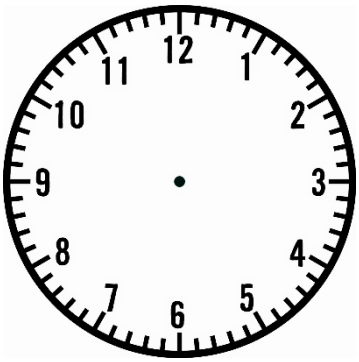
14:30



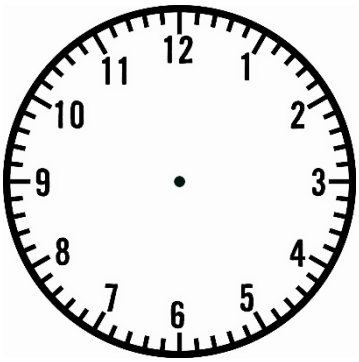
17:45



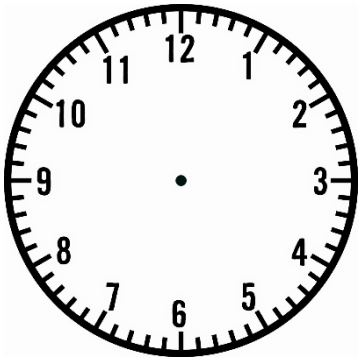
13: 00



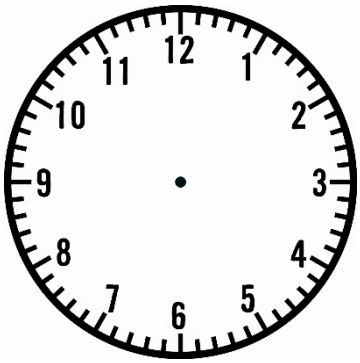
20:15



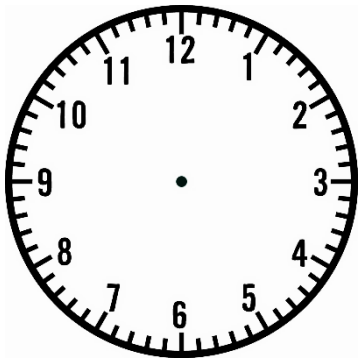
16:45



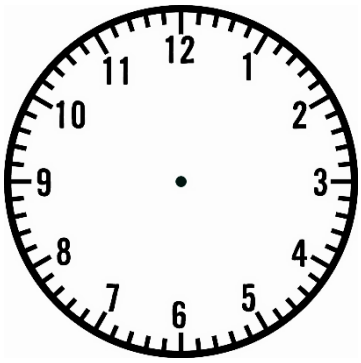
15: 00



17:15

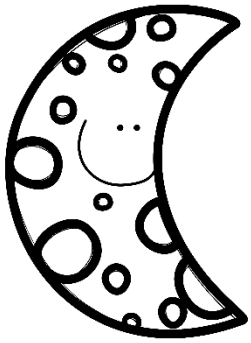


22:30

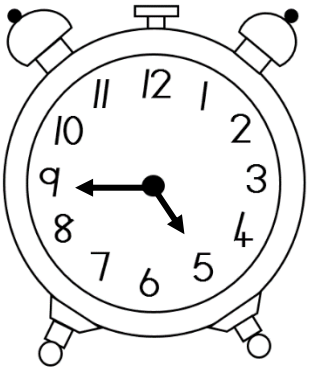


18:45

Digital time - after midday



Write the time for the clocks in p.m.



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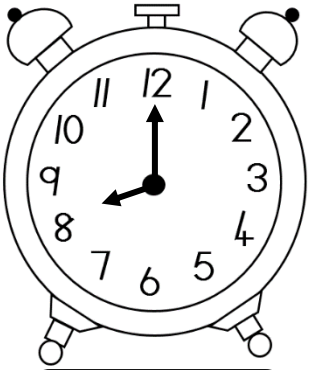

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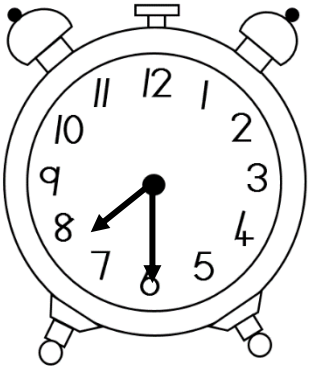

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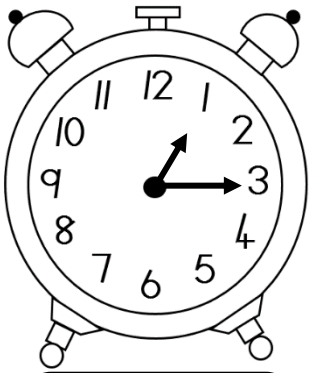

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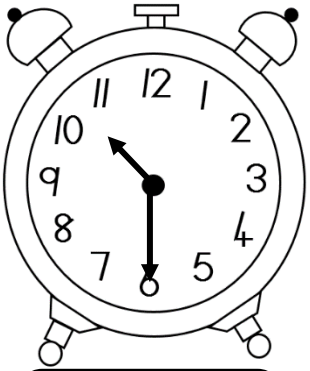

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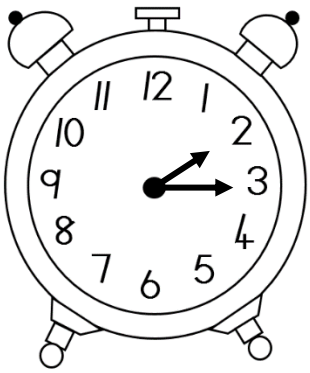

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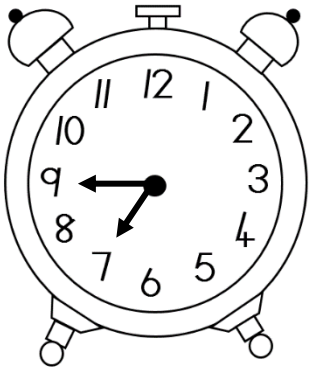

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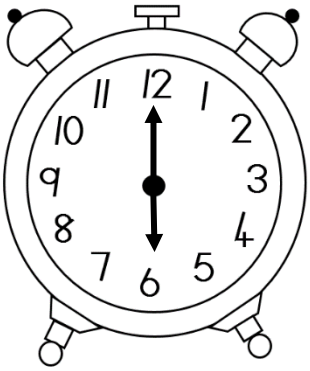

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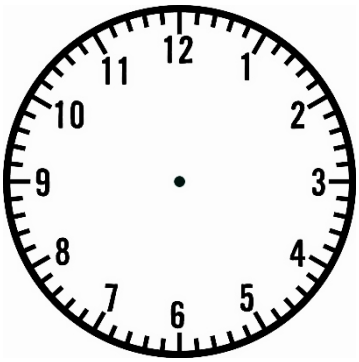
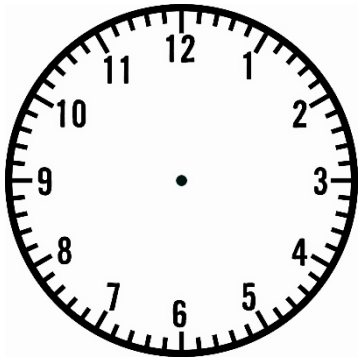
Digital time - before midday

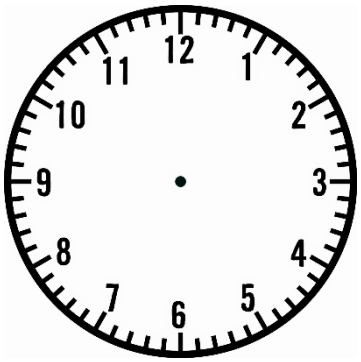
Draw the hands for the clocks in a.m.



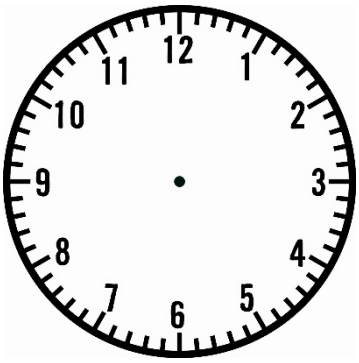
2:30



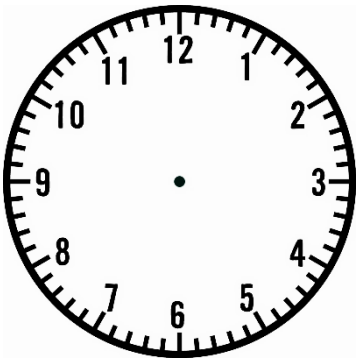
5:45



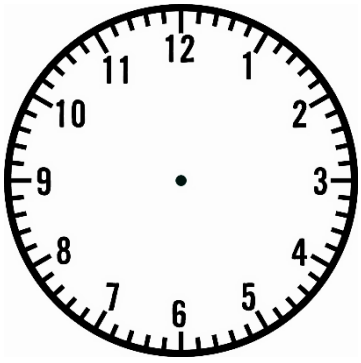
1:00



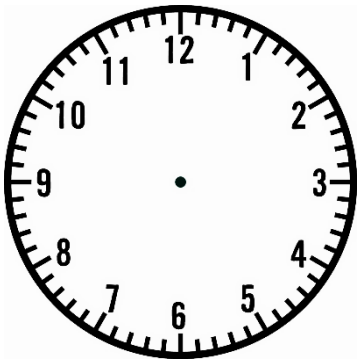
8:15



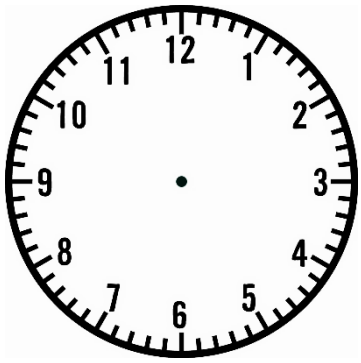
4:45



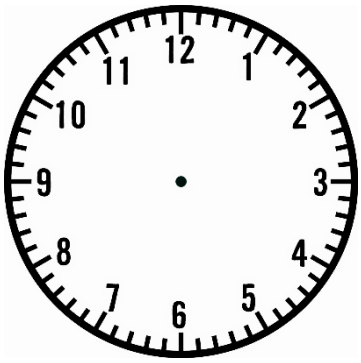
3:00



11:15



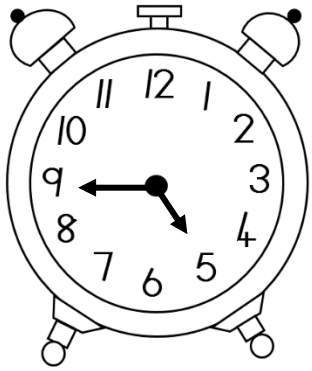
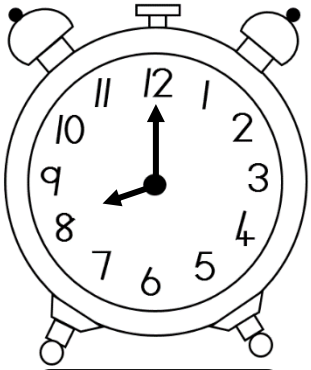
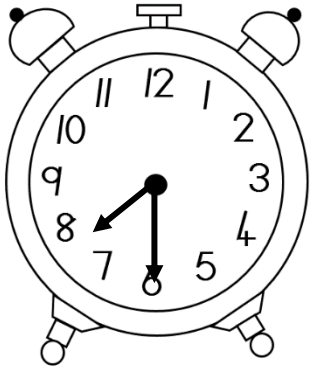
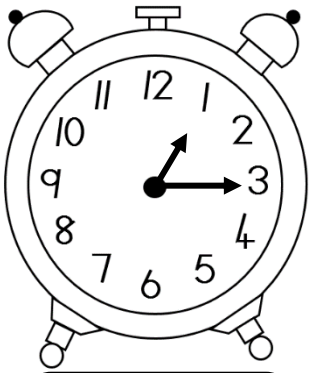
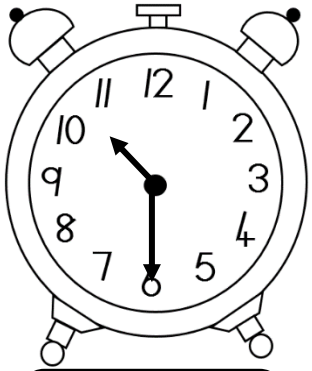
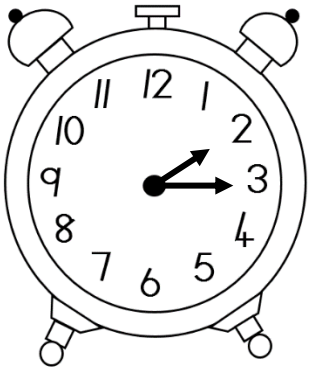
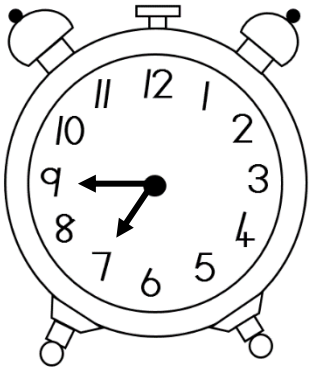
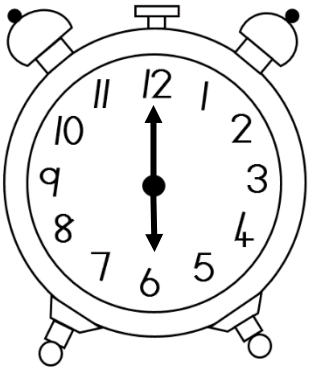
10:30



6:45

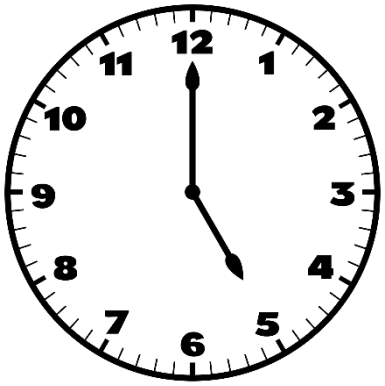
Digital time - before midday

Write the time for the clocks in a.m.

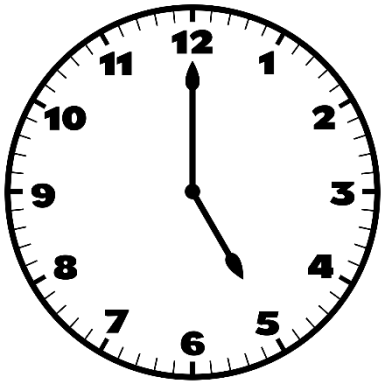
Passing of time

Use the clocks to indicate the elapsed time. Draw the new hour and minute hands with coloured pencils.



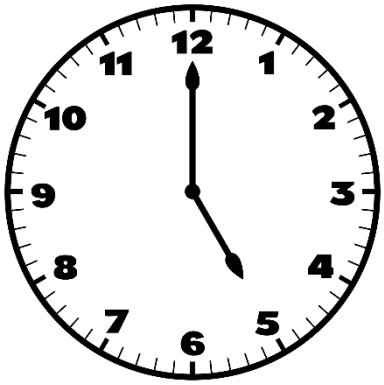
What time will it be in a quarter of an hour?

_____



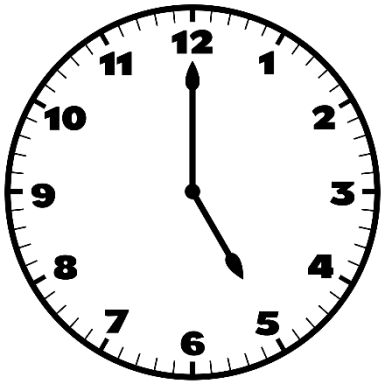
What time will it be in half an hour?

_____



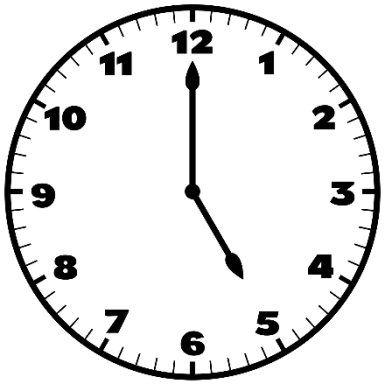
What time will it be in an hour ?

_____



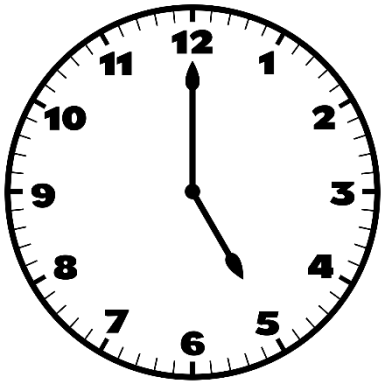
What time will it be in 2 hours?

_____



What time will it be in 4 hours?

_____



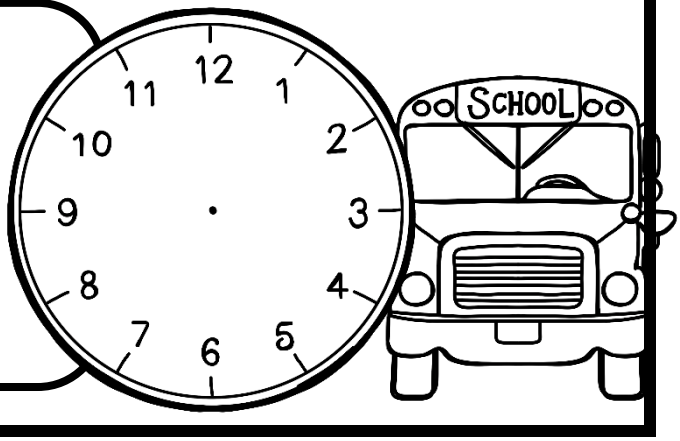
What time will it be in 6 hours?

_____

Jana got on the bus at 14: 15. The bus ride takes 45 minutes.

At what time will Jana be home?

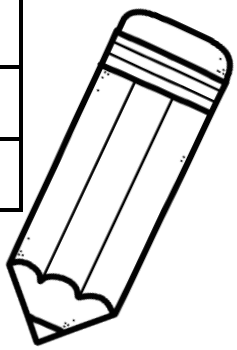
Draw the time on the clock.



Calendar

May 2020						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2020						
S	M	T	W	T	F	S
	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				



Answer the questions about the 2 calendars above.

1. Circle 30 June 2020 on the calendar.

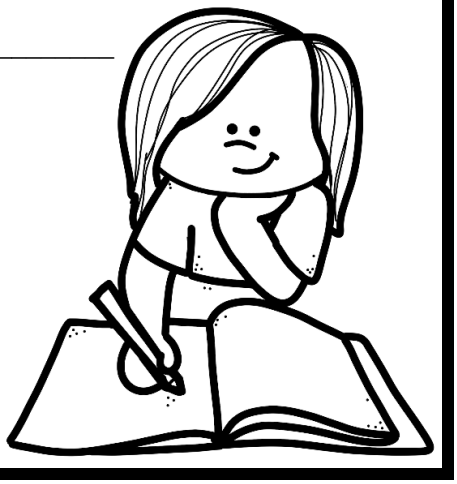
2. A. 1 May is workers day. Colour the day on the calendar.
   B. On what day is it? _____

3. A. 21 Junie is father's day. Colour the day on the calendar
   B. On what day is it? _____

4. Mia's birthday is on 12 May. Liam's birthday is on 20 May.
   a. Colour their birthdays on the calendar.
   b. Who is the oldest? _____
   c. How many days after Mia's birthday is Liam's birthday? _____

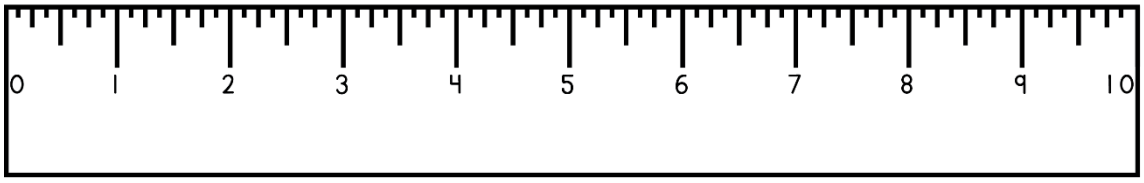
5. What month comes before May? _____
6. What month comes after June? _____
7. What month comes between October and December? _____

8. How many days are there in a week? _____
9. How many days are there in 2 weeks? _____
10. How many months are there in a year? _____
11. How many months are there in 2 years? _____
12. How many hours are there in a day? _____
13. How many hours are there in 2 days? _____

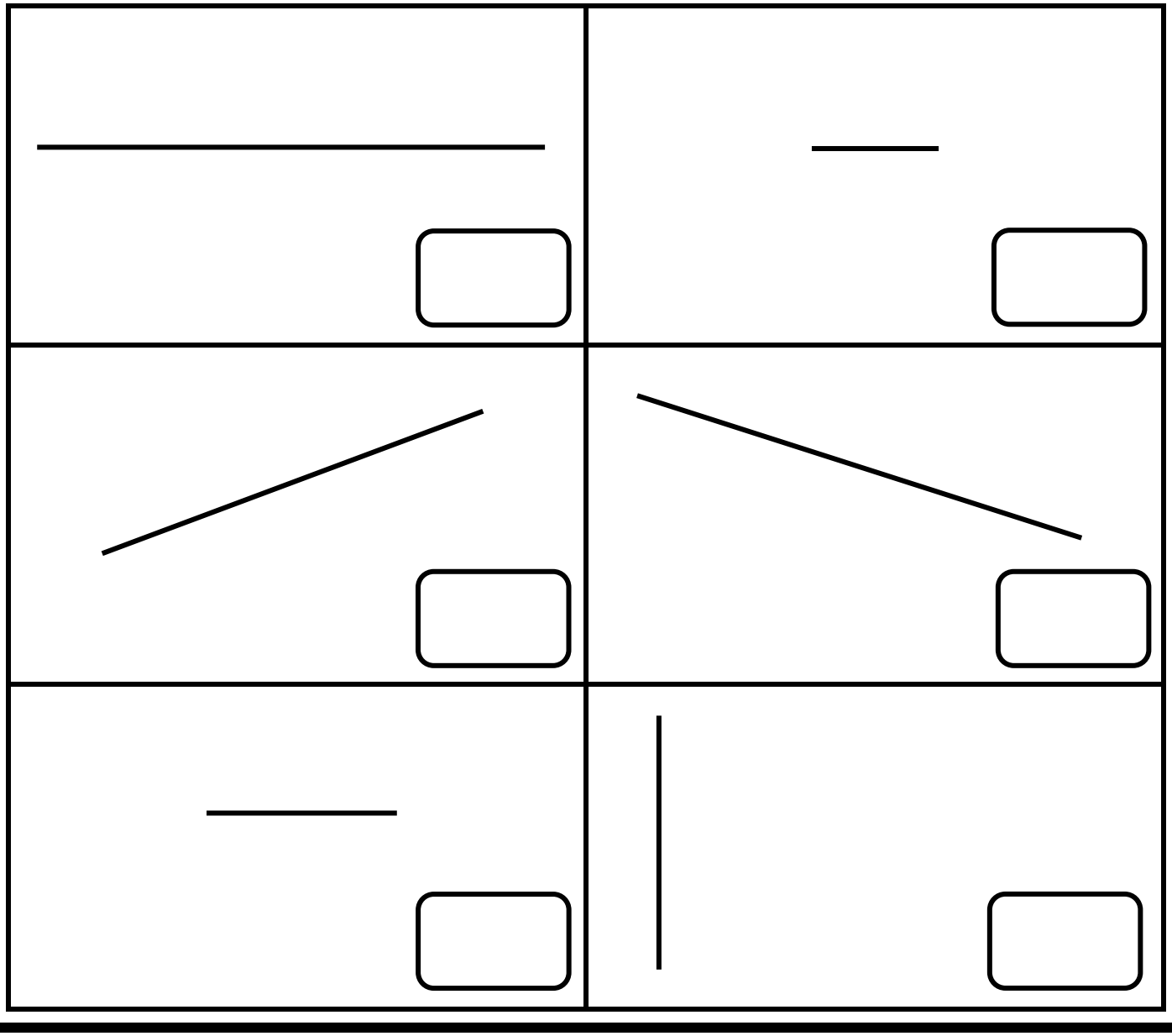


Measuring in centimeters

A ruler is measured in centimeters. We use the abbreviation or symbol cm. When you use a ruler, you must start to measure from 0. Some rulers do not show the 0 like the one on this page.



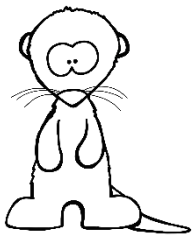
Measure the following lines in centimeters.



Mass

Look at the mass of the following animals.


8kg


1kg


11kg


75kg


48kg

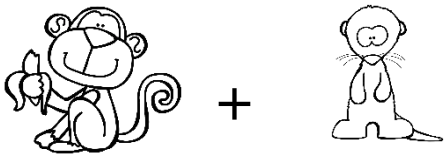
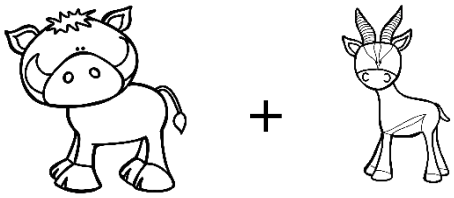
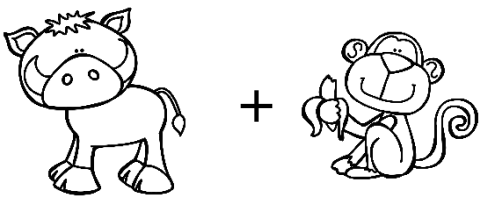
1. Write the mass of the animals from the smallest to the greatest.

_____

1. Write the mass of the animals from the greatest to the smallest.

_____

2. Complete the table by using the mass of the animals.

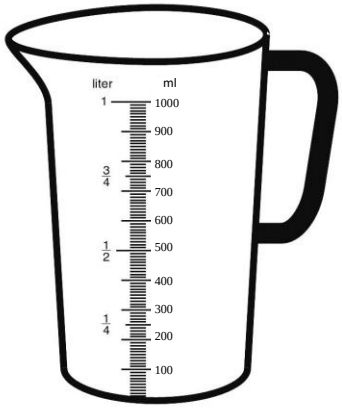
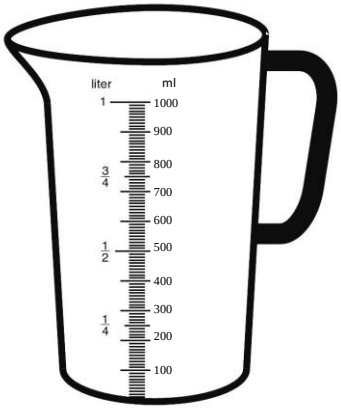
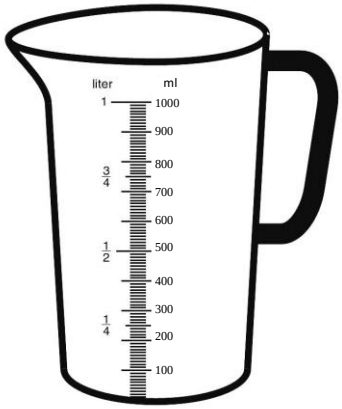
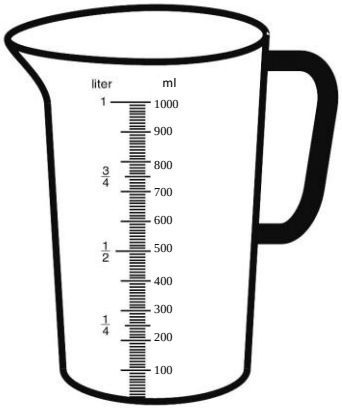
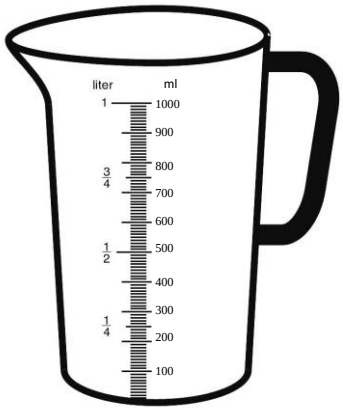
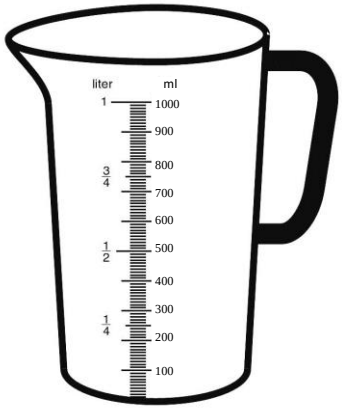
	Add their mass together	The difference between their mass
		
		
		
		

Capacity/ Volume

In what unit do we measure capacity/volume?

☐ + ☐

Colour the indicated amount on each container.

 250ml	 330ml	 1 liter
 ½ liter	 440ml	 200ml

1. Order the capacities from the smallest to the greatest.

_____

1. Order the capacities from the greatest to the smallest.

_____

Data

Study the graph and answer the questions.

The learners bring different size containers to class. They count the amount of different containers. Their teacher then draws it on a graph.

	Capacity of containers					
Amount of containers	20					
	18					
	16					
	14					
	12					
	10					
	8					
	6					
	4					
	2					
		250 milliliter	500 milliliter	750 milliliter	1 liter	2 liter

1. What is the heading of the graph? _____
2. How many learners brought 250 milliliter containers? _____
3. How many learners brought 2 liter containers? _____
4. Which capacity container was the most? _____
5. Which capacity container was the least? _____
6. Which capacity containers were of equal amount? _____
7. How many more 1 liter containers were there than 750 milliliter containers? _____
8. What is the capacity of a standard cup? _____
9. What is the capacity of a teaspoon? _____