

GRADE 3

Mathematics

Learner Toolkit:
Learner Activity Book
English/**isiZulu**

TERM 3

Published in 2020 by Jika iMfundo.

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The Programme to Improve Learning Outcomes (PILO)
The Shed, The Pines, 9 Gordon Hill Road, Parktown, 2193
Tel: + 27 10 880 2431
Email: admin@pilo.co.za

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The National Education Collaboration Trust
Ground Floor, Block D, Lakefield Office Park, 272 West Avenue, Centurion, 0163
Tel: +27 12 752 6200
Email: info@nect.org.za
Web: www.nect.org.za

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These learner activity books were initially developed by the Gauteng Department of Education as part of the Gauteng Primary Literacy and Mathematics Strategy. They are being used in KwaZulu-Natal under a memorandum of agreement between the two provinces. They have been revised for the context of KZN on the advice of district and provincial officials.

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INTRODUCTION

Welcome to the *Jika iMfundo Learner Activity Book* for Term 3. This resource pack has 40 numbered daily activities for classwork and homework. The activities correspond to the activities in the *Jika iMfundo Lesson Plans*. The daily lesson should be followed by classwork and then homework.

Classwork activities should be done in the learners' maths exercise books and the homework activities in their homework books. Learners should not write in the Learner Activity Books. They are only issued once, and so you should keep them for learners to use in the following years.

This Learner Activity Book is in both isiZulu and English. We hope that presenting the activities in two languages will help learners to learn the maths words in both their home language and in English. This will equip them for lifelong learning of maths.

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

ISETHULO

Siyakwamukela Encwadini Yomsebenzi Womfundi iJika iMfundo yeThemu 3. Le nsiza-kufundisa inemisebenzi yansuku zonke elinganiselwa emashumini amane omsebenzi wasekilasini kanye nomsebenzi wasekhaya. Imisebenzi ivumelana nemisebenzi yezinhlelo zesifundo ezikuJika iMfundo. Isifundo sansukuzonke kufanele silandelwe umsebenzi wasekilasini bese kuba umsebenzi wasekhaya.

Imisebenzi yasekilasini kufanele yenzelwe emabhukwini ezibalo abafundi futhi imisebenzi yomsebenzi wasekhaya emabhukwini abo omsebenzi wasekhaya. Abafundi akufanele babhale ezincwadini Zomsebenzi Womfundi. Zinikezwa kanye kuphela, futhi kufanele uzigcinele abafundi ukuze bazisebenzise eminyakeni elandelayo.

Le Ncwadi Yomsebenzi Womfundi ingesiZulu nangesiNgisi. Sethemba ukuthi ukubeka imisebenzi ngezilimi ezimbili kuzosiza abafundi ukuba bafunde amagama ezibalo ngolimi lwabo lwasekhaya kanye nangesiNgisi. Lokhu kuzobahlomisa ekubeni bafunde izibalo esikhathini esizayo.

Uma abafundi besebenza ngokuhleleka kule misebenzi yezibalo, bazohlenganisa lonke uhlelo lokufunda. Sethemba ukuthi le misebenzi izoba yindlela ejabulisayo yokubasiza ukuba bathole ulwazi lwezibalo.

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TERM 3 LESSON 1: NUMBERS 500–600

ITHEMU 3 ISIFUNDO 1: IZINOMBOLO 500–600

Classwork Umsebenzi waseklasini

501	502	503	504	505	506	507	508	509	510
511	512	513	514	515	516	517	518	519	520
521	522	523	524	525	526	527	528	529	530
531	532	533	534	535	536	537	538	539	540
541	542	543	544	545	546	547	548	549	550
551	552	553	554	555	556	557	558	559	560
561	562	563	564	565	566	567	568	569	570
571	572	573	574	575	576	577	578	579	580
581	582	583	584	585	586	587	588	589	590
591	592	593	594	595	596	597	598	599	600

- Circle any five numbers that are less than 576.
Kokelezela noma yiziphi izinombolo ezinhlanu ezingaphansi kwama-576.
- Put a cross on five numbers that are more than 576.
Beka isiphambano ezinombolweni ezinhlanu ezingaphezulu kwama-576.
- Write these numbers from the smallest to the biggest: 515, 555, 505, 551, 550.
Bhala lezi zinombolo uqale ngencane kunazo zonke uye kwenkulu kunazo zonke: 515, 555, 505, 551, 550.
- Write these numbers from the biggest to the smallest: 599, 509, 519, 590, 501.
Bhala lezi zinombolo uqale ngenkulu kunazo zonke uye kwencane kunazo zonke: 599, 509, 519, 590, 501.
- Draw and complete this number line: 530 to 540.
Dweba uphinde uqedelele lo mugqa wezinombolo: 530 uye ema-540.
 - Circle the number that is 2 more than 532.
Kokelezela inombolo enkulu ngoku-2 ema- 532.
 - Circle the number that is equal to 536.
Kokelezela inombolo elingana nama-536.

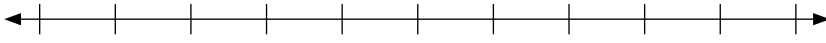
Homework Umsebenzi wasekhaya

- Fill in greater than, less than or equal to:
Gcwalisa ngamagama -khulu kuna-, -ncane kuna- noma -lingana na-:
a) 540 ____ 514 b) 514 ____ 541 c) 504 ____ 540 d) 554 ____ 554
- Write these numbers in words: / Bhala lezi zinombolo ngamagama:
a) 509 b) 595 c) 559 d) 590

TERM 3 LESSON 2: NUMBERS 500-600 PLACE VALUE

ITHEMU 3 ISIFUNDO 2: IZINOMBOLO 500-600 ISIKHUNDLA SENOMBOLO

Classwork Umsebenzi waseklasini

1. Write a number sentence and the answer for five 100 blocks and two 10 blocks and 9 unit blocks.
Bhala umusho wezinombolo unikeze nependulo yamabhulokhi amahlanu ama-100 namabili ama-10 bese kuba yimivo eyi-9.
2. Write a number sentence and the answer for 500 and 80 and 6.
Bhala umusho wezinombolo kanye nependulo yama-500, ama-80 kanye nemivo e-6.
3. Draw and complete a 560–570 number line using this blank number line:
Dweba uphinde uqedele umugqa wezinombolo zama-560 – 570 usebenzisa umugqa wezinombolo ongenalutho:

 - a) Circle all the numbers that come before 565.
Kokelezela zonke izinombolo eziza ngaphambili kwama-565.
 - b) Make a cross over all the numbers that come after 565.
Yenza isiphambano kuzo zonke izinombolo eziza emva kwama-565.
4. Write 328 in words.
Bhala ama-328 ngamagama.
5. Write 472 in words.
Bhala ama-472 ngamagama.

Homework Umsebenzi wasekhaya

1. Break down these numbers using place value:
Hlakaza lezi zinombolo usebezisa izikhundla zezinombolo:
 - a) 438
 - b) 549
 - c) 607
2. Write the number names:
Bhala lezi zinombolo ngamagama:
 - a) 414
 - b) 404
 - c) 440
 - d) 441

TERM 3 LESSON 3: NUMBERS 600-700 PLACE VALUE

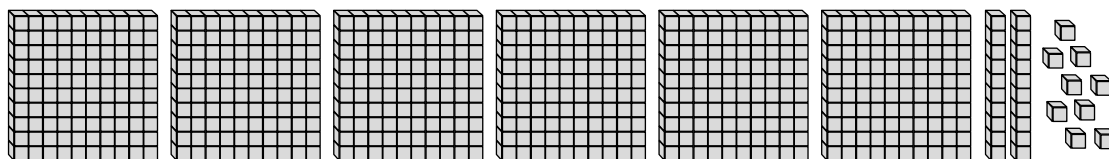
ITHEMU 3 ISIFUNDO 3: IZINOMBOLO 600-700 ISIKHUNDLA SENOMBOLO

Classwork Umsebenzi waseklasini

1. Show the following numbers using base ten blocks and then write a number sentence for each. The first one has been done for you.

Khombisa izinombolo ezilandelayo usebenzisa amabhulokhi eshumi bese ubhala umugqa wezinombolo ngenombolo ngayinye. Okokuqala sewenzelwe khona.

a) 629



$$600 + 20 + 9 = 629$$

b) 648

c) 662

2. Write a number sentence and the answer for the following:

Bhala umusho wezinombolo kanye nempendulo yalokhu:

a) 600 and 80 and 3 / 600 nama-80 no-3

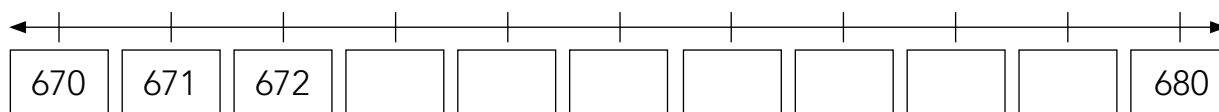
b) 90 and 600 and 8 / 90 nama-600 no-8

3. Write 493 in words.

Bhala ama-493 ngamagama.

4. Complete the number line:

Qedela umugqa wezinombolo:



Homework Umsebenzi wasekhaya

1. Write the value for each digit:

Bhala ubungako bedijithi ngalinye:

a) 632

b) 601

c) 670

2. Write in words:

Bhala lezi zinombolo ngamagama:

a) 618

b) 680

c) 681

d) 608

TERM 3 LESSON 4: ORDINAL NUMBERS

ITHEMU 3 ISIFUNDO 4: UKULANDELANA KWEZINOMBOLO

Classwork Umsebenzi waseklasini

601	602	603	604	605	606	607	608	609	610
611	612	613	614	615	616	617	618	619	620
621	622	623	624	625	626	627	628	629	630
631	632	633	634	635	636	637	638	639	640
641	642	643	644	645	646	647	648	649	650
651	652	653	654	655	656	657	658	659	660
661	662	663	664	665	666	667	668	669	670
671	672	673	674	675	676	677	678	679	680
681	682	683	684	685	686	687	688	689	690
691	692	693	694	695	696	697	698	699	700

1. Circle the twelfth number. / Kokelezela inombolo yeshumi nambili.
2. 631 is the ___ number. / Ama-631 yinombolo yama- ___.
3. 612 is the ___ number. / Ama-612 yinombolo yama- ___.
4. ___ is the twentieth letter of the alphabet.
Uhlamvu ___ ngolwamashumi amabili ezinhlamvini ze-alfabhethi.
5. The fifteenth letter of the alphabet is ____.
Uhlamvu lweshumi nahlanu ku-alfabhethi ngu- ____.

Homework Umsebenzi wasekhaya

Draw a 620–630 number line and show the following:

Dweba umugqa wezinombolo zama-620 – 630 ukhombise lokhu okulandelayo:

1. Circle the number that is two less than 623.
Kokelezela inombolo encane ngokubili ema-623.
2. Circle the numbers between 621 and 624.
Kokelezela izinombolo eziphakathi kwama-621 nama-624.
3. Circle this number: 600 and 5 and 20.
Kokelezela le nombolo: 600 nesi-5 kanye nama-20.
4. Circle the answer for this number sentence: $600 + 20 + 9 = \underline{\quad}$.
Kokelezela impendulo yalo musho wezinombolo: $600 + 20 + 9 = \underline{\quad}$.
5. Circle this number: 6 hundreds and 2 tens and 8 units.
Kokelezela le nombolo: amakhulu ayi-6 amashumi ama-2 nemivo eyi-8.

TERM 3 LESSON 6: NUMBERS – ROUNDING OFF TO THE NEAREST 10

ITHEMU 3 ISIFUNDO 6: INOMBOLO – UKUSONDEZELA E-10 ELISEDUZE

Classwork **Umsebenzi waseklasini**

1. Write down all the numbers which can be rounded off to 30.
Bhala zonke izinombolo ezisondezeleka ema-30.
2. Write down all the numbers which can be rounded off to 240.
Bhala zonke izinombolo ezisondezeleka ema-240.
3. Round off to the nearest 10:
Sondezela lezi nombolo e-10:
 - a) 467
 - b) 504
 - c) 155
 - d) 401
 - e) 698
 - f) 649
4. Neo has R77. Nearly how many R10 notes could he have?
UNeo unama-R77. Angahle abe namangaki ama-R10 angamaphepha?
5. Neo has R778. Nearly how many R10 notes could he have?
UNeo unama-R778. Angahle abe namangaki ama-R10 angamaphepha?

Homework **Umsebenzi wasekhaya**

1. Write down all the numbers which can be rounded off to 20.
Bhala zonke izinombolo ezisondezeleka ema-20.
2. Write down all the numbers which can be rounded off to 250.
Bhala zonke izinombolo ezisondezeleka ema-250.
3. Neo has R49. Nearly how many R10 notes could he have?
UNeo unama-R49. Angahle abe namangaki ama-R10 angamaphepha?

TERM 3 LESSON 7: ADDITION AND SUBTRACTION 0-800 - BUILDING UP AND BREAKING DOWN

ITHEMU 3 ISIFUNDO 7: UKUHLANGANISA NOKUSUSA 0-800 - UKWAKHA NOKUHLAKAZA

Classwork Umsebenzi waseklasini

Break down the numbers to add:

Hlakaza lezi zinombolo ukuze uhlanganise:

1. $213 + 155 =$

2. $585 + 107 =$

3. $785 - 602 =$

4. $567 - 358 =$

5. Jabulile read 425 pages. Buhle read 46 pages.

How many pages did Buhle and Jabulile read altogether?

UJabulile ufunde amakhasi angama-425. UBuhle wafunda angama-46.

Mangaki amakhasi afundwe ngoBuhle benoJabulile esehlanganisiwe?

6. Mrs Zuma needs to buy tiles for her bathroom. She needs 178 black tiles and 283 white tiles. How many tiles does she need altogether?

UNkk Zuma udinga ukuthenga amathayili asekamelweni lokugezela. Udinga amathayili ayi-178 amnyama nangama-283 amhlophe. Mangaki esewonke amathayili awadingayo?

Homework Umsebenzi wasekhaya

Break down the numbers to add:

Hlakaza lezi zinombolo ukuze uhlanganise:

1. Thuli has saved R444. By the end of the month she will earn R109 more.

How much will she have altogether?

UThuli wonge ama-R444. Ekupheleni kwenyanga uhole i-R109.

Malini azoba nayo seyiyonke?

2. Mary, Neo and Pam each planted 205 bean seeds.

How many bean seeds did they plant altogether?

UMary, uNeo kanye noPam batshale ngamunye imbewu kabhontshisi engama-205.

Yingaki imbewu kabhontshisi abayitshalile seyiyonke?

TERM 3 LESSON 8: ADDITION - DOUBLES AND NEAR DOUBLES

ITHEMU 3 ISIFUNDO 8: UKUHLANGANISA - UKUPHINDA KABILI NOKUCISHE KUBE NGUKUPHINDA KABILI

Classwork **Umsebenzi waseklasini**

Use doubling to solve the following:

Sebenzisa ukuphinda kabili ukuxazulula lokhu okulandelayo:

1. $40 + 41 = \underline{\quad}$

2. $40 + 39 = \underline{\quad}$

3. $250 + 249 = \underline{\quad}$

4. $250 + 251 = \underline{\quad}$

5. $300 + 299 = \underline{\quad}$

6. $301 + 300 = \underline{\quad}$

7. There are two boxes with 150 Easter eggs in each box. Tina ate one Easter egg.

How many Easter eggs are left?

Kunamabhokisi amabili amaswidi ePhasika ebhokisini ngalinye. UThina udle elilodwa iswidi. Mangaki amaswidi ePhasika asele?

Homework **Umsebenzi wasekhaya**

Use doubling to add the following numbers:

Sebenzisa ukuphinda kabili ukuhlanganisa lezi zinombolo:

1. I have R200 and Pam has R201. How much do we have altogether?

Nginama-R200 kanti uPam unama-R201. Malini esinayo seyiyonke?

2. $400 + 399 = \underline{\quad}$

3. $401 + 400 = \underline{\quad}$

TERM 3 LESSON 9: NUMBER LINES - ADDITION OF MULTIPLES OF 10

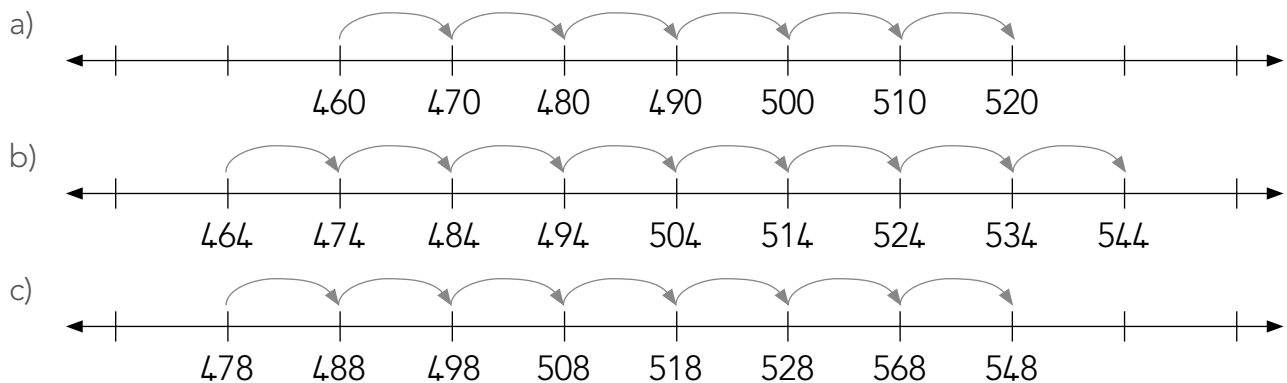
ITHEMU 3 ISIFUNDO 9: UMUGQA WEZINOMBOLO - UKUHLANGANISA KANYE NOKWEHLUKANISA NGE-10

Classwork Umsebenzi waseklasini

1. Use number lines to work out the following addition sums in your maths book.
Sebenzisa umugqa wezinombolo ukuthola lokhu okulandelayo ngesibalo sokuhlanganisa, kwenze encwadini yakho yezibalo.

- a) $560 + 50 = \underline{\quad}$
b) $678 + 40 = \underline{\quad}$
c) $765 + 60 = \underline{\quad}$

2. Copy these number lines and write the number sentences for each number line.
Kopisha le migqa yezinombolo bese ubhala imisho yezinombolo ngomugqa ngamunye.



Homework Umsebenzi wasekhaya

1. Use number lines to work out the following addition sums:
Sebenzisa umugqa wezinombolo ukuthola lokhu okulandelayo ngesibalo sokuhlanganisa:
- a) $573 + 30 = \underline{\quad}$
b) $675 + 20 = \underline{\quad}$
c) $784 + 50 = \underline{\quad}$
2. A school has 438 books in the library. The librarian bought 70 more books.
How many books does the library now have?
Emtatsheni wezincwadi wesikole sinezincwadi ezingama-438. Umsebenzi wase mtatsheni uthenge ezinye ezingama-70. Zingaki izincwadi esinazo manje emtatsheni wezincwadi?

TERM 3 LESSON 10: NUMBER LINE - ADDITION WITH BREAKING DOWN THE ADDEND

ITHEMU 3 ISIFUNDO 10: UMUGQA WEZINOMBOLO - UKUHLANGANISA NOKUHLAKAZA INOMBOLO EZOHLANGANISWA

Classwork Umsebenzi waseklasini

1. Write the number sentences for the sum shown on each number line.

Bhala imishonombolo yengqikithi eboniswe kuyinkabamudwa yezinombolo ngayinye.

a)



b)



c)



2. Use number lines to work out the following addition sums. First add the tens and then add the units. / Sebenzisa umugqa wezinombolo ukuthola lokhu okulandelayo ngesibalo sokuhlanganisa. Qala ngokuhlanganisa amashumi bese uhlanganisa imivo.

a) $560 + 57 = \underline{\quad}$

b) $678 + 42 = \underline{\quad}$

c) $765 + 63 = \underline{\quad}$

Homework Umsebenzi wasekhaya

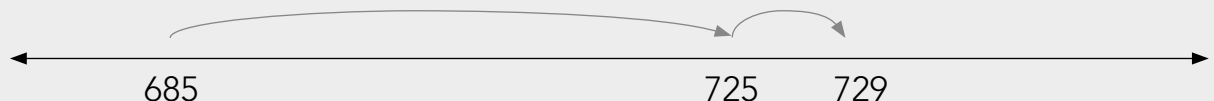
1. Write the number sentences for the sum shown on each number line.

Bhala imishonombolo yengqikithi eboniswe kuyinkabamudwa yezinombolo ngayinye.

a)



b)



2. Use number lines to work out the following addition sums.

First add the tens and then add the units.

Sebenzisa imigqa yezinombolo ukuthola lokhu okulandelayo ngesibalo sokuhlanganisa.

Qala ngokuhlanganisa amashumi bese uhlanganisa imivo.

a) $560 + 37 = \underline{\quad}$

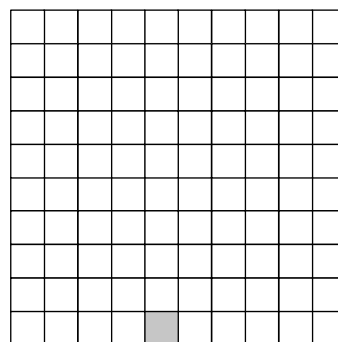
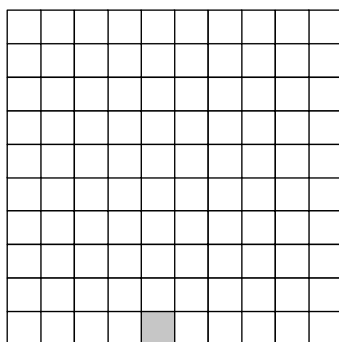
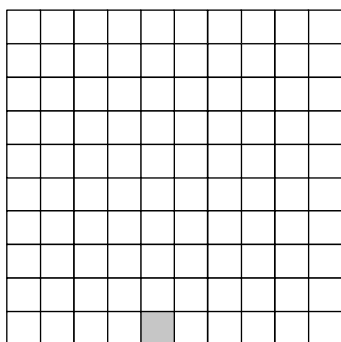
b) $678 + 43 = \underline{\quad}$

TERM 3 LESSON 11: POSITION AND DIRECTION

ITHEMU 3 ISIFUNDO 11: ISIKHUNDLA NENKOMBANDLELA

Classwork Umsebenzi waseklasini

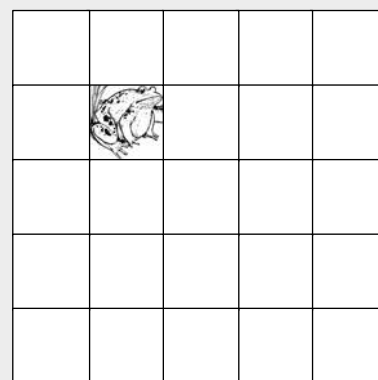
1. Use the grids to colour the paths. Use a new grid for each question.
Sebenzisa amagridi ukufaka umbala endleleni. Sebenzisa igridi entsha embuzweni ngamunye.



- a) Start at the black block. Go 3 blocks up. Go 4 blocks right. Go 2 blocks up. Go 6 blocks left. Go 2 blocks down. Draw a face in the block where you stopped. / Qala ebhulokhini elimnyama. Khuphuka ngamabhulokhi ama-3. Iya kwesokudla ngamabhulokhi ama-4. Khuphuka ngamabhulokhi ama-2. Iya kwesokunxele ngamabhulokhi ayi-6. Yehla ngamabhulokhi ama-2. Dweba ubuso ebhulokhini ofike wama kulo.
- b) Start at the black block. Go 2 blocks left. Go 9 blocks up. Go 6 blocks right. Go 4 blocks down. Draw a star in the block where you stopped. / Qala ebhulokhini elimnyama. Iya kwesokunxele ngamabhulokhi ama-2. Khuphuka ngamabhulokhi ayi-9. Iya kwesokudla ngamabhulokhi ayi-6. Yehla ngamabhulokhi ama-4. Dweba inkanyezi ebhulokhini ofike wama kulo.
- c) Start at the black block. Go 5 blocks right. Go 5 blocks up. Go 5 blocks left. Go 5 blocks up. Draw a circle in the block where you stopped. / Qala ebhulokhini elimnyama. Iya kwesokudla ngamabhulokhi ama-5. Khuphuka ngamabhulokhi ama-5. Iya kwesokunxele ngamabhulokhi ama-5. Khuphuka ngamabhulokhi ama-5. Dweba isiyingi ebhulokhini ofike wama kulo.

Homework Umsebenzi wasekhaya

The frog is in Row 2 Column 2. It moves three blocks down, then two blocks to the right, three blocks up and two blocks to the left. Draw the path the frog takes. Where does it end up? / Isele lisemgqeni wesi-2 kukholamu yesi-2. Ligxuma lihlala emabhulokhini amathathu ezansi, bese ligxuma amabhulokhi amabili liya kwesokudla, amathathu likhuphuka namabili liya kwesokunxele. Dweba indlela ethathwe yisele. Liphelelaphi?



TERM 3 LESSON 12: POSITION AND DIRECTION – MAPS

ITHEMU 3 ISIFUNDO 12: UKUMA NENKOMBANDLELA – AMABALAZWE

Classwork Umsebenzi waseklasini

1. Draw a little map of your classroom and show the following:
Dweba ibalazwe elincane leklasi lakho ukhombise lokhu:
 - a) Where you are sitting.
Lapho uhlezi khona.
 - b) Label the picture using the words: left-hand side, right-hand side, behind.
Lebula isithombe usebenzise amagama athi: kwesokunxele, kwesokudla, ngemuva.
 - c) Who is sitting behind you.
Ngubani ohlezi emva kwakho.
 - d) Who is sitting on your left- and right-hand sides.
Ngubani ohlezi kwesokunxele sakho nohlezi kwesokudla.
2. Explain how you would walk from your seat to the classroom door. Use words like, turn left, turn right, and go straight.
Chaza ukuthi uhamba kanjani usuka esihlalweni sakho eklasini uya esicabheni. Sebenzisa amagama athi, ngijikela kwesokunxele, kwesokudla, ngibuye ngiqonde.

Homework Umsebenzi wasekhaya

When you are at home:

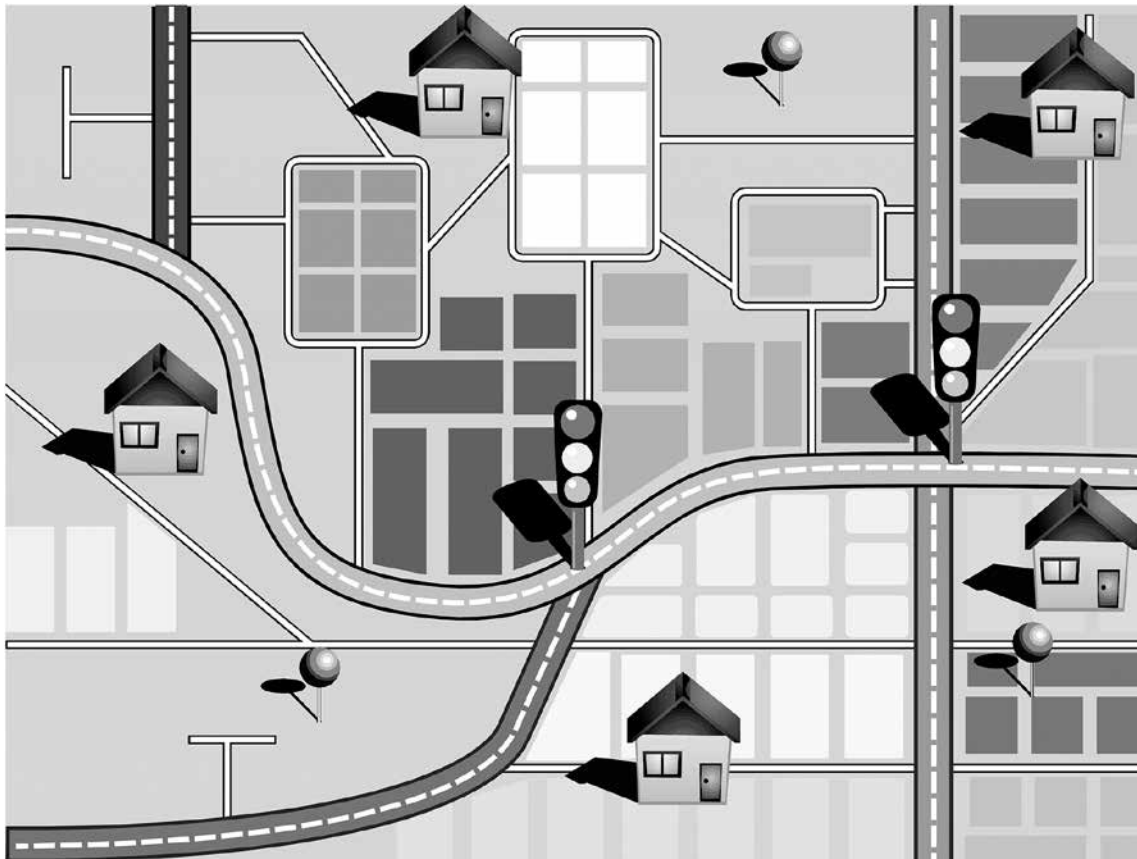
Uma usekhaya:

1. Which way do you turn from your room to go to the kitchen?
Ujikela ngalaphi uma uphuma ekamelweni lakho uya ekhishini?
2. Which way do you turn from your room to go to the bathroom?
Ujikela ngalaphi uma uphuma ekamelweni lakho uya ekamelweni lokugezela?
3. Explain how you would walk from the front door to the bathroom. Use words like, turn left, turn right, and go straight.
Chaza ukuthi uhamba kanjani uma usuka emnyango wangaphambili uya ekamelweni lokugezela. Sebenzisa amagama afana nathi, ngijikela kwesokunxele, ngijikela kwesokudla, bese ngihamba ngiqonde.

TERM 3 LESSON 13: MAP WORK

ITHEMU 3 ISIFUNDO 13: IBALAZWE

Classwork Umsebenzi waseklasini



1. Draw one more traffic light on your map. Explain why you drew it there.
Dweba irobhothi elilodwa ebalazweni lakho. Chaza ukuthi ulidwebeleni lapho.
2. Draw your own road map in your book and show the following on your map:
Dweba ibalazwe lemigwaqo encwadini yakho ukhombise lokhu okulandelayo:
 - a) Traffic lights
Amarobhothi
 - b) School
Isikole
 - c) Hospital
Isibhedlela
 - d) Police station
Isiteshi samaphoyisa
 - e) Anything else you may find on a map.
Kanye nokunye obona ukuthi kumele kube khona ebalazweni lakho.

Homework Umsebenzi wasekhaya

	bus stop isitobhi sebhasi	
clinic umtholampilo		school isikole
	garage igaraji	

Use the table to fill in the blanks.

Sebenzisa leli thebhula ukugcwalisa izikhala.

1. The bus stop is to the _____ of the school.
Isitobhi sebhasi si-_____ yesikole
2. The _____ is to the south of the school.
I-_____ liseningizimu yesikole.
3. The clinic is to the _____ of the school.
Umtholampilo u-_____ yesikole.
4. The _____ and the _____ are to the right of the clinic.
I-_____ ne-_____ kusentshonalanga yesikole.
5. If mum drove from the clinic to the school, in which direction would she be driving?

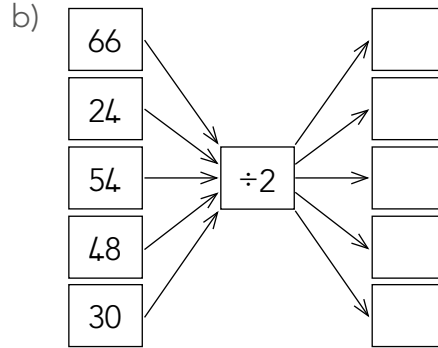
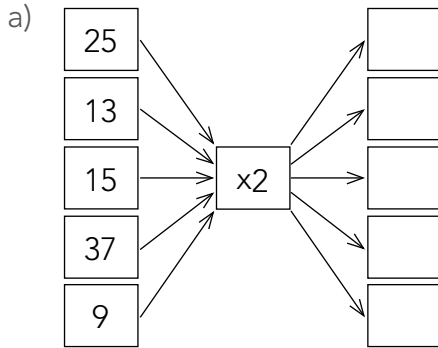
Umama uhambe ngemoto wasuka emtholampilo waya esikoleni, ushayele waya ngalaphi? _____

TERM 3 LESSON 14: 2s – MULTIPLICATION AND DIVISION

ITHEMU 3 ISIFUNDO 14: UKUPHINDAPHINDA NOKUHLUKANISA NGOKU-2

Classwork Umsebenzi waseklasini

1. Complete the spider diagrams.
Qedela le midwebo esabulwembu.



2. The manager has to order tyres for 35 bicycles. If each bicycle needs two tyres, how many tyres must the manager order?
Imenenja izofaka i-oda lamathayi amabhayisikili angama-35. Uma ibhayisikili ngalinye lidinga amathayi amabili, kumele imenenja i-ode amathayi amangaki?
3. If two learners fit into a car how many cars will take 24 learners?
Uma kungena abafundi ababili kuphela emotweni, zingaki izimoto ezizothatha abafundi abangama-24?

Homework Umsebenzi wasekhaya

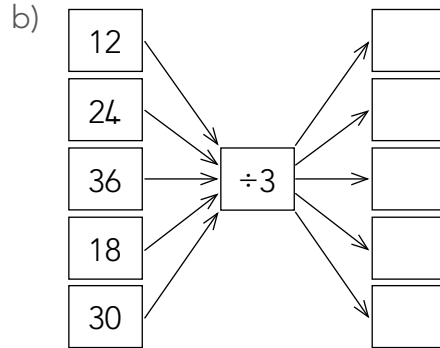
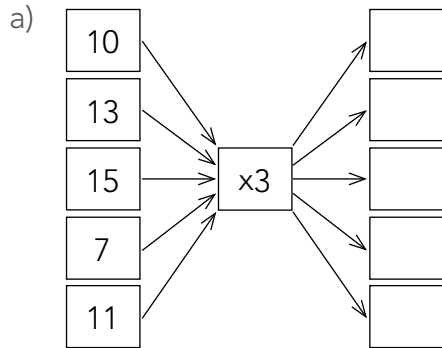
1. In the shop there are 23 pairs of shoes. How many single shoes are there? _____
Esitolo kunamapheya ezicathulo angama-23. Zingaki izicathulo ezikhona uma uzibala ngasinye? _____
2. A teacher gives out 2 books to each child in her class. She gives out 68 books. How many children are in her class? _____
Uthisha ukhiphe izincwadi ezimbili wanika abantwana ngamunye eklasini. Ubanikeze izincwadi ezingama-68. Zingaki izincwadi azinikeze abantwana eklasini lakhe? _____
3. Calculate:
Bala:
- $22 \div 2 = \underline{\quad}$
 - $28 \div 2 = \underline{\quad}$
 - $20 \div 2 = \underline{\quad}$
 - $32 \div 2 = \underline{\quad}$

TERM 3 LESSON 15: 3s – MULTIPLICATION AND DIVISION

ITHEMU 3 ISIFUNDO 15: UKUPHINDAPHINDA NOKUHLUKANISA NGOKU-3

Classwork Umsebenzi waseklasini

1. Complete the spider diagrams. / Qedela le midwebo esabulwembu.



2. The nursery school teacher has to order tyres for 9 tricycles. If each tricycle needs three tyres, how many tyres must the nursery school teacher order? / Uthisha wasenkulisa kumele athole amathayi osondo-ntathu abayi-9. Uma usondo-ntathu oyedwa edinga amathayi amathathu, mangaki amathayi okumele uthisha wasenkulisa awathenge?

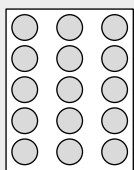
3. Write a story about: / Bhala indaba elingana ne-:

a) $10 \times 3 = 30$

b) $12 \div 3 = 4$

Homework Umsebenzi wasekhaya

Look at the array below. / Buka lokhu okuhlelwe ngezansi.



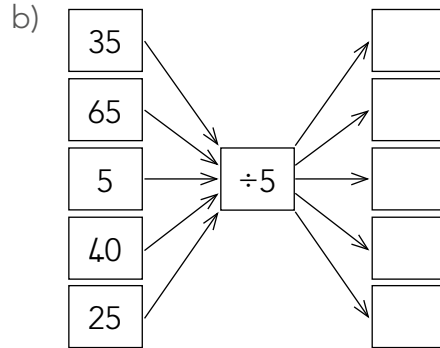
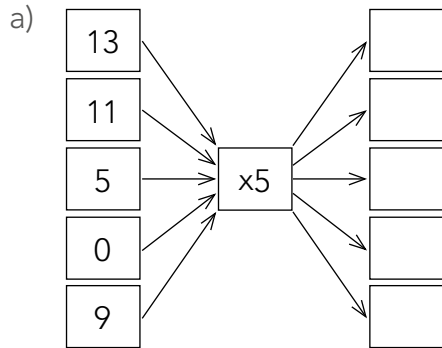
- Write an addition number sentence.
Bhala umusho wezinombolo wokuhlanganisa.
- Write a multiplication number sentence.
Bhala umusho wezinombolo wokuphindaphinda.
- Write a story about the multiplication number sentence.
Bhala indaba ngomusho wezinombolo wokuphindaphinda.
- Write a division number sentence.
Bhala umusho wezinombolo wokuhlukanisa.
- Write a story about the division number sentence.
Bhala indaba ngomusho wezinombolo wokuhlukanisa.

TERM 3 LESSON 16: 5s – MULTIPLICATION AND DIVISION

ITHEMU 3 ISIFUNDO 16: UKUPHINDAPHINDA NOKUHLUKANISA NGOKU-5

Classwork Umsebenzi waseklasini

1. Complete the spider diagrams. / Qedela le midwebo esabulwembu.



2. If the baker uses 5 eggs each day, how long will 75 eggs last?

Uma umbhaki esebenzisa amaqanda ama-5 ngosuku, kuzomthatha isikhathi esingakanani ukusebenzisa angama-75?

3. If the baker uses 5 eggs each day, how many eggs will he use in 13 days?

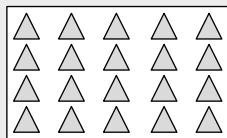
Uma umbhaki esebenzisa amaqanda ama-5 ngosuku, mangaki amaqanda azowasebenzisa ezinsukwini eziyi-13?

Homework Umsebenzi wasekhaya

1. Uncle Thomas keeps R5 coins in the ashtray of his car. He has eleven R5 coins.

How much money does he have in his ashtray? / UMalume uThomas unama-R5 awagcine emotweni. Unezinhlamvu eziyishumi nanye zama-R5. Unamalini emotweni?

2. Look at the array below. / Buka ama-array ngezansi.



a) Write an addition number sentence. / Bhala umusho wezinombolo wokuhlanganisa.

b) Write a subtraction number sentence. / Bhala umusho wezinombolo wokususa.

c) Write a multiplication number sentence.

Bhala umusho wezinombolo wokuphindaphinda.

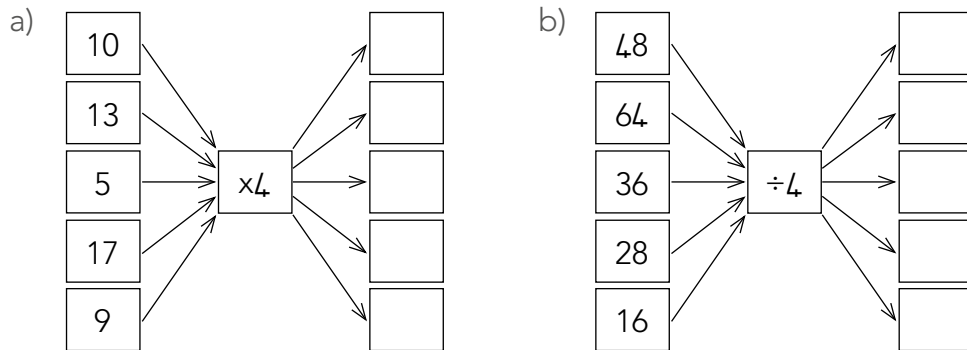
d) Write a division number sentence. / Bhala umusho wezinombolo wokuhlukanisa.

TERM 3 LESSON 17: 4s – MULTIPLICATION AND DIVISION

ITHEMU 3 ISIFUNDO 17: UKUPHINDAPHINDA NOKUHLUKANISA NGOKU-4

Classwork Umsebenzi waseklasini

1. Complete the spider diagrams.
Qedela le midwebo esabulwembu.



2. Samuel has 68 sweets. He has four times as many sweets as Moeketsi.
How many sweets does Moeketsi have?
USamuel unamaswidi angama-68. La maswidi aphindwe kane emaswidini kaMoeketsi.
Kusho ukuthi uMoeketsi unamaswidi amangaki?
3. A vegetable garden has 4 rows of plants. Each row has 15 plants.
How many plants are there in the garden?
Engadini kunemigqa emi-4 yezitshalo. Umugqa ngamunye unezitshalo eziyi-15.
Zingaki izitshalo ezisengadini sezizonke?
4. Write a story for:
Bhala indaba elingana amakhasi a-:
a) $5 \times 4 = 20$
b) $24 \div 4 = 6$

Homework Umsebenzi wasekhaya

Calculate and write a story for:

Bala bese ubhala indaba ngalokhu:

- a) $17 \times 4 = \underline{\quad}$
b) $36 \div 4 = \underline{\quad}$

TERM 3 LESSON 18: NUMBER LINES – GROUPS OF 10

ITHEMU 3 ISIFUNDO 18: IMIGQA YEZINOMBOLO – AMAQOQO OKUYI-10

Classwork Umsebenzi waseklasini

1. Complete these patterns of 10:

Qedela la maphethini e-10:

- a) 670, 680, _____, _____, _____, _____, 530.
- b) 483, 493, _____, _____, _____, _____, 543.
- c) 670, _____, _____, _____, _____, _____, 740.
- d) 634, 424, _____, _____, _____, _____, _____, 563.

2. Draw a number line starting at 600 and going to 700.

On the number line show how you would count in tens from 600 up to 700.

Dweba umugqa wezinombolo uqale ema-600 uye ema-700.

Kulo mugqa khombisa ukuthi ungabala kanjani ngamashumi usuke ema-600 uye ema-700.

3. Draw a number line starting at 550 and show 6 jumps of 10.

Where do you land?

Dweba umugqa wezinombolo uqale ema-550 ukhombise ukugxuma ka-6 uye e-10.

Ufinyelela kuphi?

4. Draw a number line starting at 500. Show how many jumps of 10 you need to get to 580.

Dweba umugqa wezinombolo usuke ema-500. Khombisa ukuthi ungagxuma kangaki ngama-10 uya ema-580.

Homework Umsebenzi wasekhaya

1. Complete these patterns of 10:

Qedela la maphethini e-10:

- a) 470, 480, _____, _____, _____, 520
- b) 583, 593, _____, _____, _____, _____, 643.

2. Draw a number line starting at 460 and going to 560.

On the number line show how you would count in 10s from 460 to 560.

Dweba umugqa wezinombolo usuke ema-460 uye ema-560. Kulo mugqa khombisa ukuthi ungabala kanjani ngamashumi usuke ema-460 uye ema-560 ubala ngamashumi.

TERM 3 LESSON 19: GEOMETRIC PATTERNS

ITHEMU 3 ISIFUNDO 19: AMAPHETHINI EZIBALO

Classwork **Umsebenzi waseklasini**

1. Draw the pattern that your group made with the cups. Describe the pattern.
Dweba iphethini elenziwe yiqembu lakho ngezinkomishi. Lichaze iphethini lelo.
2. Draw the pattern that your group made with the spoons. Describe your pattern.
Dweba iphethini elenziwe yiqembu lakho ngezipuni. Lichaze iphethini lelo.
3. Draw the pattern that was the one voted the best. Describe the pattern.
Dweba iphethini abalivotele bathi liphuma phambili. Lichaze iphethini lelo.
4. Design your own pattern, using triangles. Describe the pattern.
Dizayina iphethini lakho usebenzise onxantathu. Lichaze iphethini lelo.

Homework **Umsebenzi wasekhaya**

1. Design a colourful and beautiful carpet for our classroom.
Dizayina ukhaphethi omuhle omibalabala osekilasini lakho.
 - a) You may use any shapes and colours.
Uvumelekile ukusebenzisa noma yisiphi isimo nanoma yimuphi umbala futhi.
 - b) Remember to extend the pattern you started with.
Khumbula ukulinweba iphethini ozobe uqale ngalo.
 - c) You may use more than one pattern in your design.
Uvumelekile ukusebenzisa izinhlobo eziningi zamaphethini.

TERM 3 LESSON 20: NUMBER PATTERNS

ITHEMU 3 ISIFUNDO 20: AMAPHETHINI EZINOMBOLO

Classwork Umsebenzi waseklasini

1. Work in pairs to find which number does not belong. Give reasons for your answers. Sebenzani ngababili ukuthola ukuthi iyiphi inombolo engadingeki. Nikezani izizathu zezimpendulo zenu.
 - a) 57, 27, 87, 67, 72 _____
 - b) 29, 67, 28, 25, 24 _____
 - c) 416, 614, 164, 616 _____
 - d) 15, 52, 20, 30, 45 _____
 - e) 12, 24, 30, 19, 27 _____
2. Copy these numbers and write down the next three numbers in the pattern. Kopisha lezi zinombolo bese ubhala ezilandelayo ezintathu ngephethini.
 - a) 104, 109, 114, _____, _____, _____
 - b) 121, 119, 117, _____, _____, _____
 - c) 1, 2, 4, 8, _____, _____, _____
 - d) 25, 50, 75, 100, _____, _____, _____
3. What are the first two numbers in this pattern? Yiziphi izinombolo zokuqala ezimbili kuleli phethini?
 - a) _____, _____, 45, 50, 55
 - b) _____, _____, 55, 50, 45
 - c) _____, _____, 68, 58, 48,
 - d) _____, _____, 48, 58, 68,

Homework Umsebenzi wasekhaya

Find the missing numbers to complete these patterns:

Thola izinombolo ezingekho uqedele ngazo la maphethini:

1. 172, 182, 192, _____, _____
2. 621, 619, 617, _____, _____
3. _____, _____, 238, 248, 258
4. _____, _____, 258, 248, 238
5. 225, 250, 275, _____, 325
6. 850, _____, 700, 650

TERM 3 LESSON 21: NUMBER PATTERNS USING MONEY

ITHEMU 3 ISIFUNDO 21: AMAPHETHINI EZINOMBOLO KUSETSHENZISWA IMALI

Classwork Umsebenzi waseklasini

1. Work in pairs to find which number does not belong. Give reasons for your answers. Sebenzani ngababili ukuthola ukuthi iyiphi inombolo engadingeki. Nikezani izizathu zezimpendulo zenu.
 - a) 16; 22; 20; 24; 28; 32; ____
 - b) R25,00; R56,00; R38,15; R217,00; R387,00; ____
 - c) 100c; 75c; 125c; 45c; 150c; 200c; 175c; ____
 - d) R5,00; R5,50; R6,00; R6,50; R7,00; R7,50; ____
 - e) R3,25; R4,59; R8,02; R6, 00; R1,53; ____
2. What are the next three numbers in this pattern? Yiziphi izinombolo ezilandelayo ezintathu kuleli phethini?
 - a) R6,40; R6,60; R6,80; ____; ____; ____
 - b) R12,50; R12,00; R11,50; ____; ____; ____
 - c) R2; R4; R6; ____; ____; ____
3. What are the first two numbers in this pattern? Yiziphi izinombolo zokuqala ezimbili kuleli phethini?
 - a) ____; ____; R125; R155; R185
 - b) ____; ____; 374c; 384c; 394c
 - c) ____; ____; R12; R15; R18
 - d) ____; ____; R120; R150; R180
 - e) ____; ____; R180; R150; R120
 - f) ____; ____; R125; R155; R185
 - g) ____; ____; R575; R550; R500

Homework Umsebenzi wasekhaya

1. Find the missing numbers to complete these patterns: Thola izinombolo ezingekho uqedele ngazo la maphethini:
 - a) 659c; 669c; 679c; ____; ____
 - b) R63; R61; R59; _____, _____
 - c) ____; ____ R2,38; R2,48; R2,58
 - d) ____; ____ R2,58; R2,48; R2,38
 - e) 850; ____ 750; 700; 650
 - f) ____; 40c; 50c; 60c; ____
2. Collect all of the cutlery in your kitchen and sort it into spoons, knives and forks. Count how many of each you have. Remember to bring the data you collected of the cutlery in your kitchen for the lesson tomorrow. Qoqa zonke izinto ezisetshenziswa uma kudliwa uzihlele ngezipuni, imibese kanye nezimfologo. Yisho ukuthi kungaki ngakunye okwazile ukukuthola. Khumbula ukuletha iminingwane oyiqoqe ngezinto zasekhishini edingeka esifundweni sakusasa.

TERM 3 LESSON 22: DATA

ITHEMU 3 ISIFUNDO 22: IMINININGWANE

Classwork Umsebenzi waseklasini

Use the data you collected on the cutlery in your home for homework.

Sebenzisa imininingwane oyiqoqe ngezinto zasekhishini ebiwumsebenzi wasekhaya.

1. Draw a table for your data.

Dweba ithebhula ozofaka kulo imininingwane yakho.

Tablespoons Izipuni	
Knives Imibese	
Forks Izimfologo	
Teaspoons Amathisipuni	

2. Draw a bar graph to represent your data. Use the scale on the axis to get the correct length of the bar.

Dweba igravu eyibha ozofaka kuyo imininingwane.

Kala ubude ngendlela efanele ngokusebenzisa i-eksisi yebha.

3. Write a sentence that tells us something about the number of:
Bhala umusho usho okuthile ngenani lalokhu:

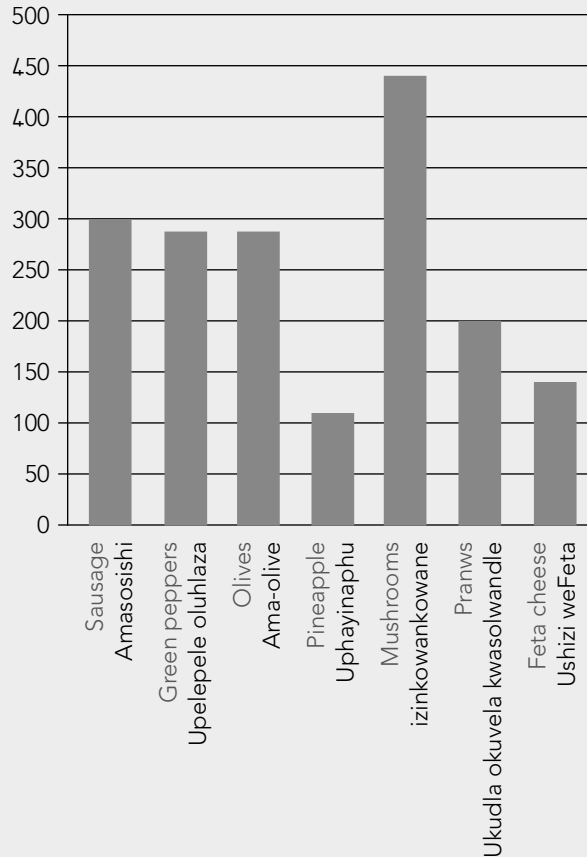
- forks and knives
lezimfologo nemibese
- tablespoons and teaspoons
lamathisipuni nezipuni
- forks and tablespoons
lezimfologo namathisipuni
- anything else that is interesting about the data.
nokunye okuthandekayo okukhona emininingwaneni.

Homework Umsebenzi wasekhaya

At Papa Paulo's Pizzeria, all the pizzas come with tomato sauce and cheese. Look at the chart to see some popular extras, and answer the questions below.

EPizzeria kaPapa Paulos wonke amapizza anotamatisosi noshizi. Buka ishadi ukuthola ezinye izinto ezengeziwe kuwo, bese uphendula le mibuzo engezansi.

Papa Paulo's Pizzeria – most popular toppings this month
IPizzeria kaPapa Paulo –ukuvuzelwa okuhamba phambili kule nyanga



1. Which topping was most popular?
Yikuphi okuvuzelwa phezulu okuthandwa kakhulu?
2. Which was least popular?
Yikuphi okungathandwa kakhulu?
3. Which two toppings were equally popular?
Yikuphi okuvuzelwayo okulinganayo ngokuthandwa?

TERM 3 LESSON 23: DATA

ITHEMU 3 ISIFUNDO 23: IMINININGWANE

Classwork Umsebenzi waseklasini

1. Copy this frequency table into your maths book and then answer the questions:
Kopisha encwadini yakho yezibalo leli thebhula lokubala bese uphendula imibuzo:

Sea creature Izilwane zasolwandle	Tally count (frequency) Ukubala (kangaki)
Sharks / Oshaka	10
Fish / Izinhlanzi	20
Jelly fish / Izinhlanzi ezisajeli	5
Sea stars / Izinkanyezi zolwandle	5
Stingrays / Izinhlanzi ezintinyelayo	2

- How many sharks did they see? _____
Babone oshaka abangaki? _____
- How many fish did they see? _____
Babone izinhlanzi ezingaki? _____
- How many jelly-fish did they see? _____
Babone izinhlanzi ezisajeli ezingaki? _____
- How many sea stars did they see? _____
Babone izinhlanzi eziyinkanyezi ezingaki? _____
- How many stingrays did they see? _____
Babone izinhlanzi ezintinyelayo ezingaki? _____
- What type of sea creature did they see the most of?
Yiluphi uhlobo lwesilwane sasolwandle abasibone saba siningi?

Homework Umsebenzi wasekhaya

1. Draw a bar graph using this information: / Dweba igrafu eyibha usebenzisa le mininingwane:

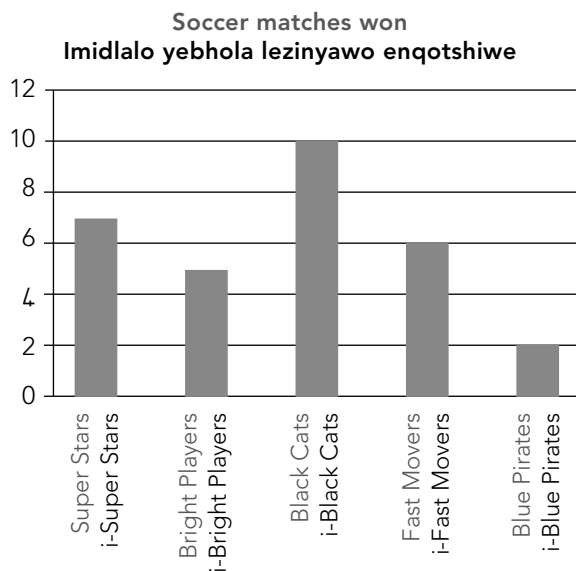
Sea creature Izilwane zasolwandle	Tally count Ukubala
Sharks / Oshaka	15
Fish / Izinhlanzi	20
Jelly fish / Izinhlanzi ezisajeli	5
Sea stars / Izinkanyezi zolwandle	5
Stingrays / Izinhlanzi ezintinyelayo	2

TERM 3 LESSON 24: DATA

ITHEMU 3 ISIFUNDO 24: IMININGWANE

Classwork Umsebenzi waseklasini

1. Answer the questions using the bargraph below:
Phendula le mibuzo usebenzise igrafu eyibha:



2. How many matches did each of these teams win?
Ngabe iqembu ngalinye lidlale imidlalo emingaki?
- Super Stars _____
i-Super Stars _____
 - Bright Players _____
i-Bright Players _____
 - Black Cats _____
i-Black Cats _____
 - Fast Movers _____
i-Fast Movers _____
 - Blue Pirates _____
i-Blue Pirates _____
3. Who won the most matches? _____
Yiliphi iqembu elinqobe imidlalo eminingi? _____
4. Who won the least matches? _____
Yiliphi iqembu elinqobe imidlalo embalwa kakhulu? _____
5. Who came second? _____
Yiliphi iqembu eliphume isibili? _____

6. Who came second last? _____

Yiliphi iqembu elilandele elisemsileni? _____

7. What is the difference in wins between Super Stars and Black Cats?

Yimuphi umahluko ekunqobeni kwe-Super Stars ne-Black Cats?

Homework Umsebenzi wasekhaya

1. Write down the names of ten friends and family members.

Bhala amagama abangani abayishumi kanye nemindeneni yabo.

2. Draw a tally table to show how many are males and how many are females.

Dweba ithebhula uhlele ukuthi bangaki abesilisa bangaki abesifazane.

3. Write two sentences to describe the data.

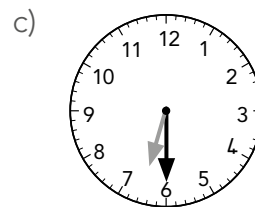
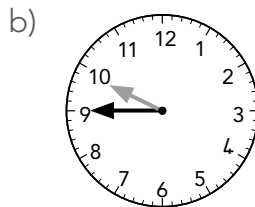
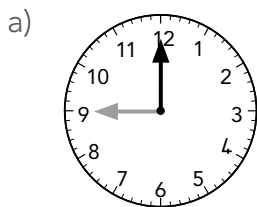
Bhala imisho emibili uchaze imininingwane yakho.

TERM 3 LESSON 25: TIME - ANALOGUE CLOCK

ITHEMU 3 ISIFUNDO 25: ISIKHATHI - IWASHI LEZINTI

Classwork Umsebenzi waseklasini

1. What is the time? Write the time in words.
Sikhathi sini? Bhala isikhathi ngamagama.

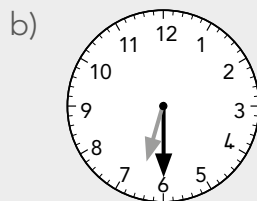
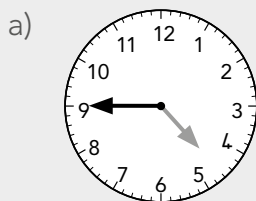


2. Draw clocks to show the time:
Dweba amawashi ukhombise isikhathi:

- a) Ten o'clock
Yihora leshumi nqo
- b) Quarter to twelve
Iyishumi nhlanu ngaphambi kweleshumi nambili
- c) Nine minutes to one
Iyishiyagalolunye ngaphambi kwelokuqala
- d) 17:35

Homework Umsebenzi wasekhaya

1. What is the time? Write the time in words.
Sikhathi sini? Bhala isikhathi ngamagama.



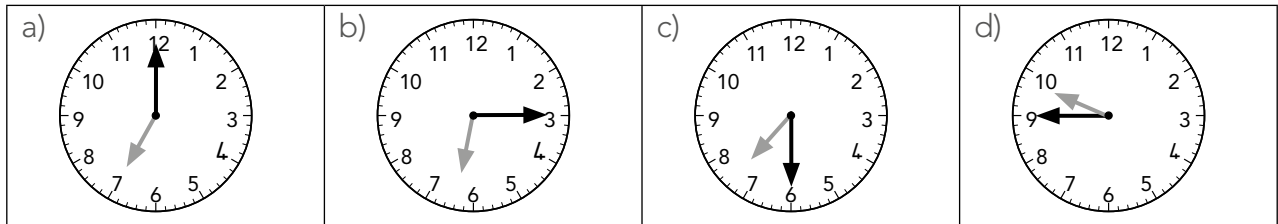
2. Draw clock faces to show the time:
Dweba iwashi ukhombise isikhathi:
- a) Nine minutes past one
Iyishiyagalolunye lishayile elokuqala.
- b) Quarter to three
Iyishumi nanhlanu ngaphambi kwelesithathu.
- c) Seventeen minutes past five
Iyishumi nesikhombisa lishayile elesihlanu.
- d) Seventeen minutes to five.
Iyishumi nesikhombisa ngaphambi kwelesihlanu.

TERM 3 LESSON 26: TIME - ANALOGUE AND DIGITAL CLOCKS

ITHEMU 3 ISIFUNDO 26: ISIKHATHI - IWASHI LEZINTI NELEZINOMBOLO

Classwork Umsebenzi waseklasini

1. What is the time? / Sikhathi sini?



2. Write these times on a digital clock: / Bhala lezi zikhathi emawashini acwayizayo:

- Quarter past two / Iyishumi nhlanu lishayile elesibili
 - Quarter to nine / Iyishumi nhlanu ngaphambi kwelesishiyagalolunye
 - Half past nine / Ligamenxe elesishiyagalolunye
 - Seven o' clock. / Yihora lesikhombisa nqo.
3. I left my home at seven this morning and arrived back from school at three o' clock. For how many hours was I away from my home? / Ngihambe ekhaya ngelesikhombisa ekuseni ngabuya ngelesithathu nqo. Kube ngamahora amangaki ngingekho ekhaya?
4. I wake up at six o'clock in the morning. We leave for school at quarter past seven. How long does it take me to get ready for school in the mornings? / Ngivuka ngelesithupha nqo ekuseni. Siya esikoleni iyishumi nhlanu lishayile elesikhombisa. Kungithatha isikhathi esingakanani ukulungela ukuya esikoleni njalo ekuseni?
5. Mom starts with the washing at nine o'clock in the morning. She finishes with the washing and ironing at half past eleven. How long does it take her to do the washing and ironing every day? / Umama uwasha izingubo ngelesishiyagalolunye nqo ekuseni. Uqeda ukuwasha bese e-ayina ligamenxe eleshumi nanye. Kumthatha isikhathi esingakanani ukuqeda ukuwasha kanye noku-ayina nsuku zonke?

Homework Umsebenzi wasekhaya

- Write in digital time: / Bhala lokhu ngendlela yewashi elicwayizayo:
 - Half past six / Ligamenxe elesithupha
 - Quarter past four / Iyishumi nanhlanu lishayile elesine
 - Quarter to seven / Iyishumi nanhlanu ngaphambi kweleshumi nanye
 - Eleven minutes to three. / Iyishumi nanye imizuzu ngaphambi kwelesithathu.
- We had a picnic on Sunday from ten o'clock to half past three in the afternoon. How many hours was the picnic? / Besinepikiniki ngeSonto eqale ngeleshumi nqo yayophela ligamenxe elesithathu ntambama. Ithathe amahora amangaki ipikiniki?

TERM 3 LESSON 27: TIME - PASSING OF TIME

ITHEMU 3 ISIFUNDO 27: ISIKHATHI - UKUCHITHA ISIKHATHI

Classwork Umsebenzi waseklasini

June 2018 / uNhlanguvana 2018						
Sunday ISonto	Monday UMsombuluko	Tuesday ULwesibili	Wednesday ULwesithathu	Thursday ULwesine	Friday ULwesihlanu	Saturday UMgqibelo
					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

* Youth Day/Usuku Lwentsha

Use this calendar to answer the questions:

Sebenzisa le khalenda ukuphendula imibuzo elandelayo:

- From the 12th to the 21st are _____ days. / Kusukela zi-12 kuya zi-21 yizinsuku ezi- _____ .
- From the 9th to the 16th is _____ week. / Kusukela zi-9 kuya zi-16 yisonto _____.
- Today is the 30th of June. My birthday was on the 9th. It was _____ days ago. / Namuhla zi-30 kuNhlanguvana. Usuku lwami lokuzalwa lumhla zi-9. Belusezinsukwini ezi- _____ ezedlule.
- Today is the 30th of June. Mary's birthday was 11 days ago. It was on _____. / Namuhla zi-30 kuNhlanguvana. Usuku lukaMary lokuzalwa belusezinsukwini eziyi-11 ezedlule. Bekumhla zi-_____.
- Today is the 30th of June. What day was it exactly two weeks ago?
Namuhla zi-30 kuNhlanguvana. Bekungolwesingaki emasontweni amabili edlule?
- There are forty school days until my birthday. How many weeks are there before my birthday?
Isinsuku zesikole ezizodlula zingamashumi amane, bese kufika usuku lwami lokuzalwa. Mangaki amasonto ezodlula bese kufika usuku lwami?

Homework Umsebenzi wasekhaya

Look at the calendar for this month. / Buka ikhalenda yale nyanga.

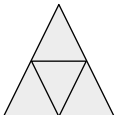
- What month is this? / Iyiphi le nyanga?
- How many Thursdays are there in this month? / Bangaki oLwesine abakhona kule nyanga?
- What is the date one week before the sixteenth of this month? / Yiluphi usuku lwale nyanga olungaphambi komhla ziyishumi nesithupha?
- On what day is the last day of this month? / Usuku lokugcina lwenyanga lungolwesingaki kule nyanga?
- What will the date be one week after the twenty eighth of this month? / Kuzobe kuyiluphi usuku lwenyanga emva kwesonto udlulile umhla ziyishumi nesishiyagalombili lwale nyanga?

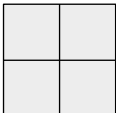
TERM 3 LESSON 28: 2-D SHAPES - STRAIGHT OR ROUND SIDES

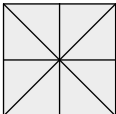
ITHEMU 3 ISIFUNDO 28: ONHLANGOTHI-MBILI - IZINHLANGOTHI EZIQONDILE NEZIGOBILE

Classwork Umsebenzi waseklasini

1. Use 3 square pieces of paper. Fold each one twice to make a different shape.
Sebenzisa amaphepha asikwe aba yizikwele.
Goqa iphepha ngalinye kabili ukwenza isimo esehlukile.
2. Stick them in your maths book and label them.
Wanamathisele encwadini yakho yezibalo bese ubhala amagama ayilebuli.
3. Work in pairs. How many shapes do you see? Count very carefully.
Sebenzani ngababili. Ubona izimo eziningi kangakanani? Balani ngokucophelela.

a)  There are ____ triangles
Kunawonxantathu aba-____

b)  There are ____ squares
Kunezikwele ezi-____

c)  There are ____ squares, ____ triangles and ____ rectangles.
Kunezikwele ezi-____, onxantathu aba-____ nonxande aba-____.

Homework Umsebenzi wasekhaya

1. Find 3 pictures of shapes with straight sides:
Thola izithombe ezi-3 ezinezinhlangothi eziqondile:
 - a) Stick them into your book.
Zinamathisele encwadini yakho.
 - b) Name the shapes.
Nikeza izimo amagama.
2. Find 3 pictures of shapes with round sides:
Thola izithombe ezi-3 ezinezinhlangothi ezigobile:
 - a) Stick them into your book.
Zinamathisele encwadini yakho.
 - b) Name the shapes.
Nikeza izimo amagama.

TERM 3 LESSON 29: 2-D SHAPES - STRAIGHT OR ROUND SIDES

ITHEMU 3 ISIFUNDO 29: ONHLANGOTHI-MBILI - IZINHLANGOTHI EZIQONDILE NEZIGOBILE

Classwork **Umsebenzi waseklasini**

1. Draw a triangle. Draw three more triangles, but in different positions.
Dweba unxantathu. Dweba abanye abathathu abangamile ngokufana.
2. Are the sides of the triangle round or straight?
Ngabe izinhlangothi zikanxantathu ziqondile noma zigobile?
3. Draw a rectangle. Draw three more rectangles, but in different positions.
Dweba unxande. Dweba abanye abathathu abangamile ngokufana.
4. Are the sides of the rectangle round or straight?
Ngabe izinhlangothi zikanxande ziqondile noma zigobile?
5. Draw three circles of different size. / Dweba iziyingi ezinobukhulu obungalingani.
6. Are the sides of the circle round or straight?
Ngabe izinhlangothi zeziyingi ziqondile noma zigobile?
7. Find and cut out triangles of different sizes from a magazine.
Stick them in your book, all in different positions.
Thola onxantathu abangafani ephephabhukwini ubasike.
Banamathisele encwadini yakho, ubamise ngezindlela ezahlukene.
 - a) How many sides does each one have?
Unezinhlangothi ezingaki umunye?
 - b) Are they straight or round?
Baqondile noma bayisiyingi?

Homework **Umsebenzi wasekhaya**

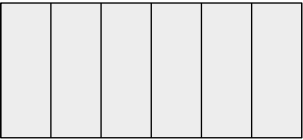

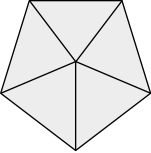
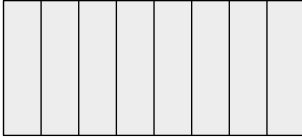
1. Draw a picture of a tree. You may use one shape with straight sides and one shape with round sides.
Dweba isihlahla. Sebenzisa isimo esisodwa esinezinhlangothi eziqondile kanye nezigobile.
2. Draw a picture of a car. You may use two shapes with straight sides and four shapes with round sides.
Dweba imoto. Sebenzisa izimo ezimbili ezinezinhlangothi eziqondile nezine ezigobile.

**TERM 3 LESSON 30: FRACTIONS -
NAME THE FRACTION PARTS**

**ITHEMU 3 ISIFUNDO 30: AMAQHEZU -
NIKEZA IZINGXENYE ZEQHEZU**

Classwork Umsebenzi waseklasini

1. Colour the following: / Faka umbala lokhu okulandelayo:

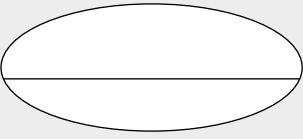
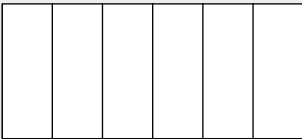
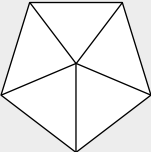
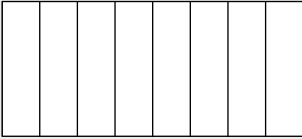
<p>a) Three sixths Okuthathu kokuyisithupha</p> 	<p>b) Two thirds Okubili kokuthathu</p> 
<p>c) Four fifths Okune kokuhlanu</p> 	<p>d) Five eighths Okuhlanu kokuyisishiyagalombili</p> 

3. Draw the following: / Dweba lokhu okulandelayo:

- a) Three quarters using a square / Amakota amathathu avezwe esikweleni
- b) Two thirds, using a rectangle / Okubili kokuthathu okuvezwe kunxande
- c) Four fifths, using a circle. / Okune kokuhlanu okuvezwe esiyingini.

Homework Umsebenzi wasekhaya

Colour the following: / Faka umbala lokhu okulandelayo:

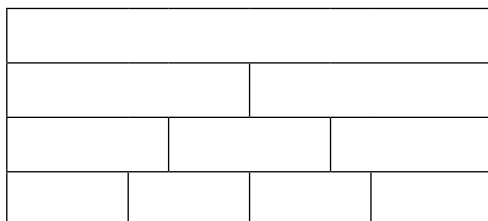
<p>a) One half / Uhhafu owodwa</p> 	<p>b) Two sixths / Okubili kokuyisithupha</p> 
<p>c) Three fifths / Okuthathu kokuhlanu</p> 	<p>d) Seven eighths / Okuyisikhombisa kokuyisishiyagalombili</p> 

TERM 3 LESSON 31: FRACTIONS - SHARE AND GROUP THINGS EQUALLY

ITHEMU 3 ISIFUNDO 31: AMAQHEZU - UKWAHLUKANISELANA NOKWENZA AMAQOQO ALINGANAYO

Classwork Umsebenzi waseklasini

1. We are five friends. We share 25 counters equally.
Singabangani abahlanu. Sihlukaniselana izibali ezingama-25 ngokulingana.
 - a) What fraction will each friend get?
Qhezu lini elizotholwa ngumngani ngamunye?
 - b) How many counters will each friend get?
Zingaki izibali ezizotholwa ngumngani ngamunye?
2. I divide 12 marbles equally among John, Neo and Siphon.
Hlukanisela oJohn, noNeo noSiphon izimabule eziyi-12 ngokulingana.
 - a) What fraction will Neo get?
Qhezu lini elizotholwa nguNeo?
 - b) How many marbles will each boy get?
Zingaki izimabule ezizotholwa ngumfana ngamunye?
3. I divide 16 marbles equally among John, Mary, Siphon and Cindy.
Ngihlukanisela oJohn, noMary, noSiphon noSindi izimabule ezi-16.
 - a) What fraction will the girls, Mary and Cindy get?
Zingaki izimabule ezizotholwa nguMary noSindi?
 - b) How many marbles will Mary get?
UMary uzothola izimabule ezingaki?
4. Use the given fraction wall to decide which is more than/less than, equal to:
Sebenzisa lolu donga lwamaqhezu ukusho ukuthi yikuphi okuningi kunokunye/okumbalwa kunokunye, noma okulingana nokunye:



- a) Two thirds ____ one half
Okubili koku-3 ____ wuhhafu
- b) Three quarters ____ two thirds
Amakota amathathu ____ okubili kokuthathu
- c) Two quarters ____ one half
Amakota amabili ____ wuhhafu

- d) One whole ____ four quarters.
Okuphelele ____ amakota amane.

Homework Umsebenzi wasekhaya

1. I have 24 marbles. I divide them equally among 6 children.
Nginezimabule ezingama-24. Ngihlukanisela abantwana abayi-6 ngokulinganayo.
- a) What will one sixths of 24 be?
Okukodwa kokuyisithupha kuzoba ngokungaki kokungama-24?
- b) What will two sixths of 24 be?
Okubili kokuyisithupha kuzoba ngokungaki kokungama-24?
- c) What will five sixths of 24 be?
Okuhlenu kokuyisithupha kuzoba ngokungaki kokungama-24?
2. Which is more than/less than/equal to:
Yikuphi okukhulu/okuncane/okulingana nalokhu:
- a) One quarter ____ one half
Ikota ____ nohhafu owodwa
- b) Two thirds ____ one half
Okubili kokuthathu ____ nohhafu owodwa
- c) Two quarters ____ one half.
Amakota amabili ____ nohhafu owodwa.

TERM 3 LESSON 32: FRACTIONS – SHARE AND GROUP THINGS EQUALLY

ITHEMU 3 ISIFUNDO 32: AMAQHEZU – UKWAHLUKANISELANA NOKWENZA AMAQOQO ALINGANAYO

Classwork Umsebenzi waseklasini

1. Share twenty five balls among five friends. Two are boys and three are girls.
Hhlukanisela abangani abahlanu amabhola amahlanu. Abafana babili kanti amantombazana mathathu.
 - a) What fraction will the girls get?
Amantombazana athola liphi iqhezu?
 - b) What fraction will the boys get?
Abafana bathola liphi iqhezu?
 - c) How many balls will the girls get?
Amantombazana athola amabhola amangaki?
 - d) How many balls will the boys get?
Abafana athola amabhola amangaki?
2. Share twelve balls among four friends. Three of the friends are boys.
Hhlukanisela abangani abayi-12 amabhola ama-5. Abafana bathathu.
 - a) What fraction will the girl get?
Amantombazana athola liphi iqhezu?
 - b) What fraction will the boys get?
Abafana bathola liphi iqhezu
 - c) How many balls will the girl get?
Amantombazana athola amabhola amangaki?
 - d) How many balls will the boys get?
Abafana bathola amabhola amangaki?
3. I have 24 marbles. I divide them equally among 6 children.
Nginezimabule ezingama-24. Ngizihlukanisela izingane eziyi-6 ngokulinganayo.
 - a) What will one sixth of 24 be?
Okukodwa kokuyisithupha kuzoba kungaki kokungama-24?
 - b) What will two sixths of 24 be?
Okubili kokuyisithupha kuzoba kungaki kokungama-24?
 - c) What will three sixths of 24 be?
Okuthathu kokuyisithupha kuzoba kungaki kokungama-24?
 - d) What will five sixths of 24 be?
Okuhlanu kokuyisithupha kuzoba kungaki kokungama-24?

Homework Umsebenzi wasekhaya

1. I share 15 marbles equally among John, Mary and Siphso.
Ngihlukanisela oJohn, noMary, noSiphso izimabule ezi-15.
 - a) What fraction will Mary get?
UMary uzothola liphi iqhezu?
 - b) How many marbles will they each get?
Zingaki izimabule ezizotholwa ngumuntu ngamunye?
2. I divide 15 marbles equally among John, Mary, Siphso, Neo and Cindy.
Ngihlukanisela oJohn, noMary, noSiphso, oNeo noSindi izimabule ezi-15.
 - a) What fraction will the girls, Mary and Cindy get?
Yiliphi iqhezu elizotholwa ngoMary noSindi?
 - b) How many marbles will John get?
UJohn uzothola izimabule ezingaki?

TERM 3 LESSON 34: MONEY PROBLEMS

ITHEMU 3 ISIFUNDO 34: IZINKINGA ZEMALI

Classwork Umsebenzi waseklasini

1. Here are the prices of chocolates:
Lawa ngamanani kashokoledi:

Aero R5,40	Tex R6,10	Lunch Bar R6,00	Flake R5,10
I-Aero R5,40	i-Tex R6,10	i-Lunch Bar R6,00	i-Flake R5,10

- a) Which chocolate is the most expensive?
Yimuphi ushokoledi odule kunabo bonke?
- b) Which chocolate is the cheapest?
Yimuphi ushokoledi oshibhe kunabo bonke?
- c) What is the difference between the prices of the Lunch Bar and the Tex?
Mahluko muni okhona phakathi kwamanani e-Lunch Bar ne-Tex?
2. Travis has a 50c coin and four 20c coins. Toffees cost R1,20.
How much change will he get if he pays with all his money?
UTravis unama-50c ayizinhlamvu kanye nama-20c amane. Uswidi ubiza R1,20.
Uzothola ushintshi ongakanani uma ekhokha ngemali yakhe yonke?

Homework Umsebenzi wasekhaya

1. Draw coins to show how many different ways you can make up 100c using only coins.
Dweba imali eyizinhlamvu ukhombise izindlela ezahlukehukene ongenza ngazo ama-100c usebenzisa izinhlamvu kuphela.
2. Draw notes to show how many different ways you can make up R150 using only bank notes.
Dweba imali engamaphepha ukhombisa izindlela ezahlukehukene ongakha ngazo i-R150 usebenzisa imali engamaphepha kuphela.
3. One pair of shoes cost R250. How much will two pairs of shoes cost?
Ipheya elilodwa lezicathulo libiza ama-R250. Azobiza malini amapheya amabili ezicathulo?

TERM 3 LESSON 35: LENGTH

ITHEMU 3 ISIFUNDO 35: UBUDE




Classwork Umsebenzi waseklasini

First estimate, then measure the length of these lines.

Copy and complete this table in your maths book.

Okokuqala linganisela, bese ukala ubude bale migqa.

Kopisha uqedele leli thebhula encwadini yakho yezibalo.

Line Umugqa	Estimation Ukuqagela	Measure Ukukala	Difference Umahluko
1. 			
2. 			
3. 			
4. The length of my DBE Maths Workbook Ubude bencwadi yami yezibalo yakwa-DBE			
5. The width of my DBE Maths Workbook Ububanzi bencwadi yami yezibalo yakwa-DBE			
6. My handspan Ubude besandla sami			
7. My friend's handspan Ubude besandla somngani wami			

Homework Umsebenzi wasekhaya

Ask everybody in your family to line up.

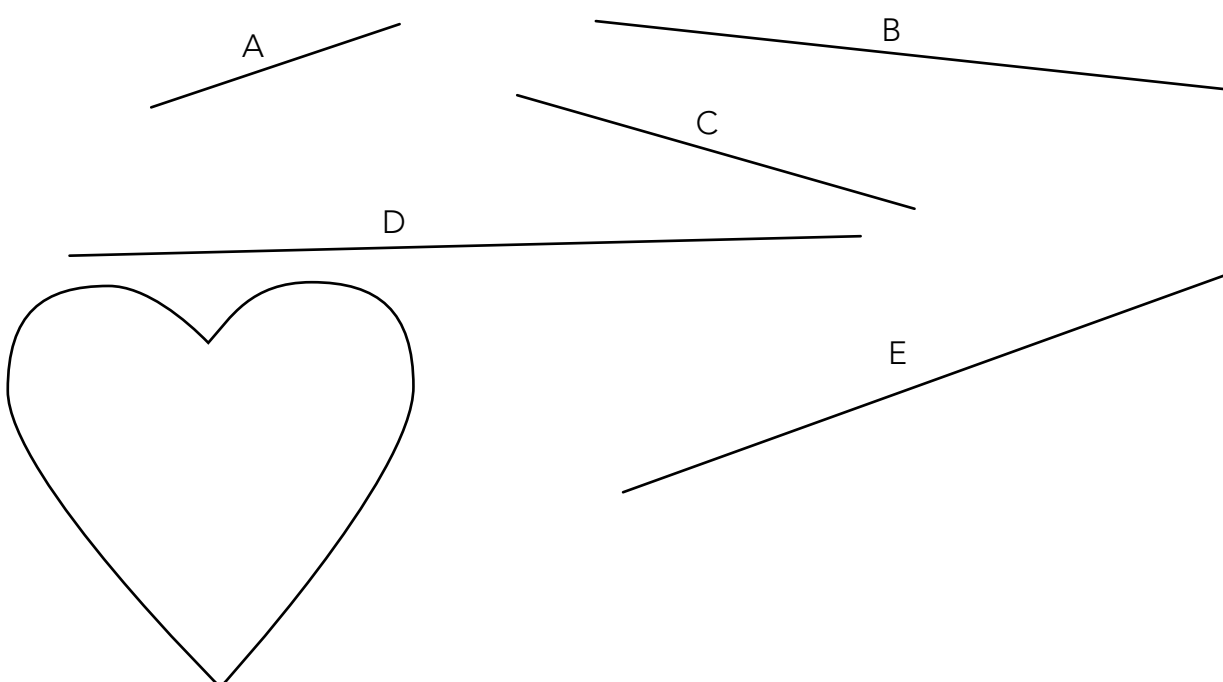
Cela bonke abantu bomndeni wakho ukuthi bame balandelane.

1. ____ is the tallest. / ____ mude kunabo bonke.
2. ____ is the shortest. / ____ mfushane kunabo bonke.
3. Use a tape measure/ruler to find out:
Sebenzisa irula ukuthola lokhu:
 - a) I am ____ cm tall. / Mina ngingamasentimitha a- ____ ubude.
 - b) Dad/Mum/Granny is ____ cm tall.
Ubaba/umama/ugogo ungamasentimitha a- ____ ubude.
 - c) The kitchen chair is ____ cm high.
Isihlalo sasekhishini singamasentimitha a- ____ ukuphakama.

TERM 3 LESSON 36: LENGTH ITHEMU 3 ISIFUNDO 36: UBUDE

Classwork Umsebenzi waseklasini

Measuring length
Ukukala ubude



1. A is ____ cm.
A ungama ____ cm.
2. B is ____ cm.
B ungama ____ cm.
3. C is ____ cm.
C ungama ____ cm.
4. D is ____ cm.
D ungama ____ cm.
5. E is ____ cm.
E ungama ____ cm.

6. Line ____ is the longest.
Umugqa ongu- ____ mude kunayo yonke.
7. Line ____ is the shortest.
Umugqa ongu- ____ mfushane kunayo yonke.
8. ____ and ____ have the same length.
Umugqa ongu- ____ no- ____ mide ngokulinganayo.
9. A is ____ shorter than D.
A mfushane ngama- ____ ku-D.
10. B is ____ longer than A.
B mude ngama- ____ ku-A.
11. The difference between A and ____ is 2 cm.
Umahluko phakathi kuka-A no- ____ ngama-2 cm.
12. Use a piece of string to measure the length of the sides of the heart.
Use your ruler to work out the measurement in cm.
Sebenzisa intambo ukukala ubude bezinhlangothi zenhliziyu.
Sebenzisa irula ukukala lokhu ngama-cm.

Homework Umsebenzi wasekhaya

1. Calculate:
Bala:
 - a) $64 \text{ cm} - 23 \text{ cm} = \underline{\hspace{2cm}}$
 - b) $43 \text{ cm} \times 2 = \underline{\hspace{2cm}}$
2. Fill in greater than, less than or equal to:
Gcwalisa ngamagama -khulu kuna-, -ncane kuna- noma -lingana na-:
 - a) $48 \text{ cm} + 32 \text{ cm} \underline{\hspace{1cm}} 100 \text{ cm} - 15 \text{ cm}$
 - b) $100 \text{ cm} \div 5 \underline{\hspace{1cm}} 4 \times 5 \text{ cm}$

TERM 3 LESSON 37: LENGTH - PERIMETER

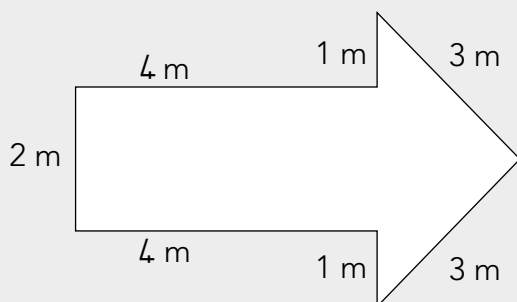
ITHEMU 3 ISIFUNDO 37: UBUDE - UMJIKELEZO

Classwork Umsebenzi waseklasini

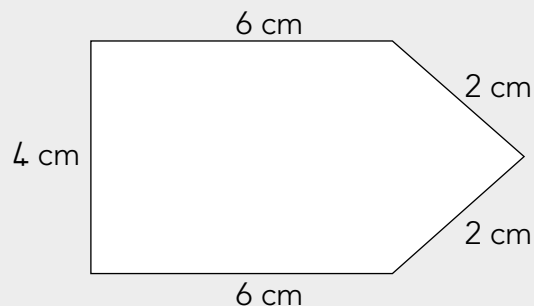
1. Trace a matchbox in your book. Measure the sides and label them.
Add all the sides and write down the perimeter of the rectangle.
Dweba phezu kwebhokisi likamentshiso encwadini yakho. Kala izinhlangothi uzilebule.
Faka izinhlangothi zonke bese ubhala ubude bomjikelezo kanxande.
2. Cut out three strips of paper. All need to be the same length.
Stick them in your books to make a triangle. Measure the sides and label them.
Add all the sides and write down the perimeter of the triangle.
Sika amaphepha abe mathathu. Mawabe nobude obulinganayo wonke.
Wanamathisele encwadini yakho akhe uxantathu. Kala izinhlangothi uzilebule.
Faka zonke izinhlangothi ubhale ubude bomjikelezo kanxantathu.
3. Draw a rectangle in your book. Follow the steps in Question 1.
Dweba unxande encwadini yakho. Landela izinyathole ezisembuzweni 1.
4. The perimeter of a rectangle is 12 cm. The short sides measure 2 cm.
Draw the rectangle and write down the measurements of all of the sides.
Umjikelezo kanxande ungama-12 cm. Izinhlangothi ezimfushane zingama-2 cm.
Dweba unxande ubhale ubude bazo zonke izinhlangothi.

Homework Umsebenzi wasekhaya

1. Calculate the perimeter of the following shapes.
Bhala umjikelezo walezi zimo.



Perimeter / Umjikelezo = _____



Perimeter / Umjikelezo = _____

TERM 3 LESSON 38: 3-D OBJECTS

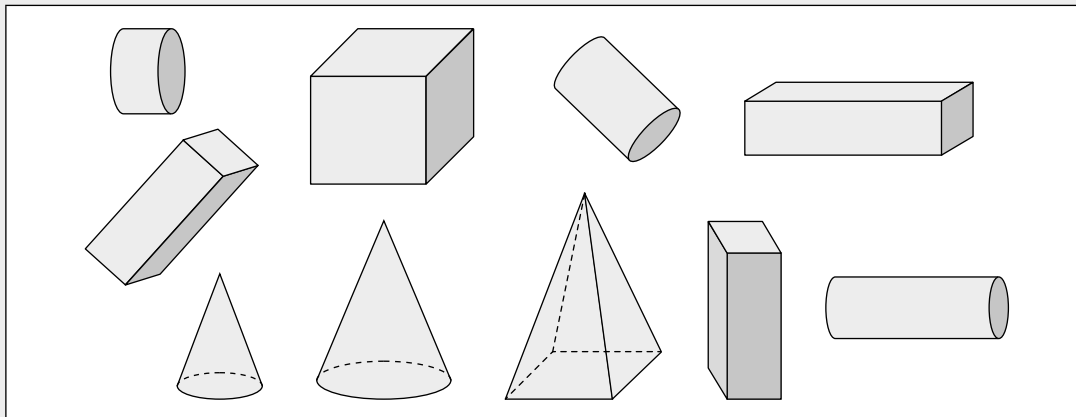
ITHEMU 3 ISIFUNDO 38: ONHLANGOTHI-NTATHU

Classwork Umsebenzi waseklasini

1. Find/draw pictures of objects that look like balls, boxes, cones cylinders and pyramids.
Label the shapes.
Thola/dweba izithombe zezinto ezifana namabhola, amabhokisi, amakhoni, amasilinda kanye namaphiramidi. Bhala amagama okulebula izimo.

Homework Umsebenzi wasekhaya

1. Draw each of these shapes in three different positions.
Dweba isimo ngasinye kulezi sime ngendlela ehlukile.
 - a) Rectangle
Unxande
 - b) Triangle
Unxantathu
 - c) Square.
Isikwele.
2. Write down the number of 3-D objects that you can see in the block .
Bhala inani lawonhlangothi-ntathu obabona ebhulokhini.



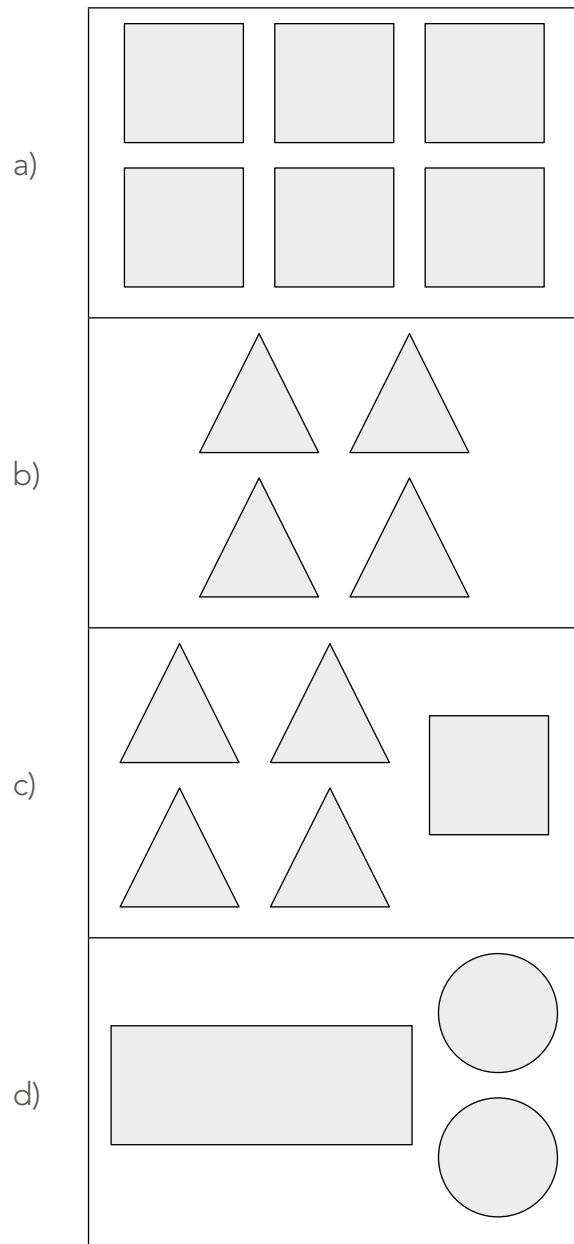
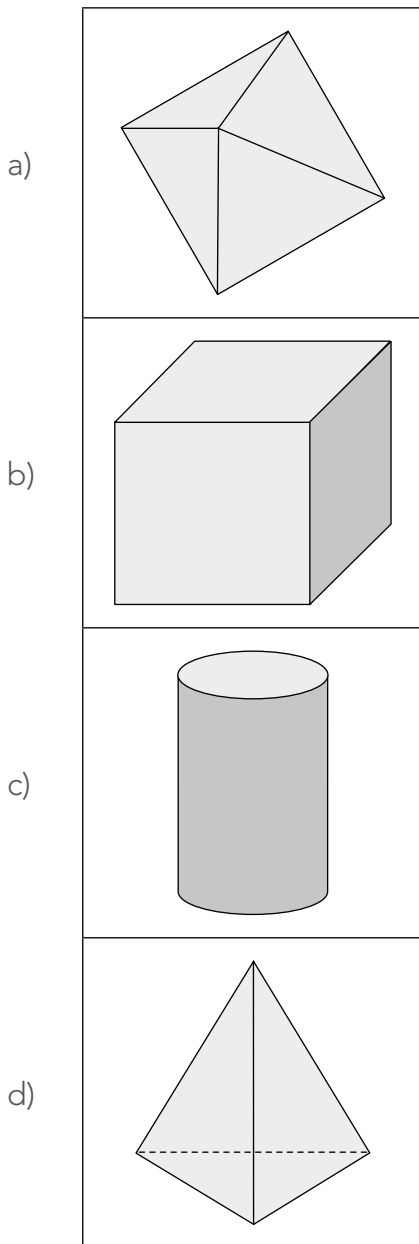
- a) Prisms
Amaphrizimu
- b) Pyramids
Amaphiramidi
- c) Cylinders
Amasilinda
- d) Cones.
Amakhoni.

TERM 3 LESSON 39: 3-D OBJECTS

ITHEMU 3 ISIFUNDO 39: ONHLANGOTHI-NTATHU

Classwork Umsebenzi waseklasini

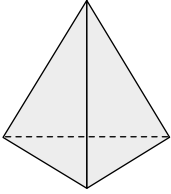
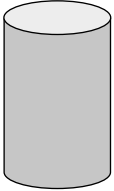
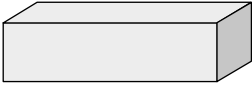
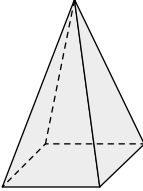
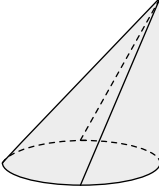
1. Draw and name the following objects: a cube, a sphere, a cylinder, a cone, a pyramid.
Dweba uphinde unikeze igama lezi zinto: ibhokisi, indilinga, isilinda, ikhoni kanye nephiramidi.
2. Match the 3-D object with its surfaces.
Qondanisa onhlangothi-ntathu nezi zinto ezifanele.



Homework Umsebenzi wasekhaya

Write down the number and shapes of the faces for each 3D object.
The first one has been done for you.

Bhala inani lezi zinto kanye nobuso bukanhlangothi-ntathu ngamunye.
Owokuqala wenzelwe wona.

Object Into	Number and shapes of the faces Inani nezimo zobuso
	Four triangles Onxantathu abane
	
	
	
	

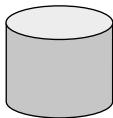
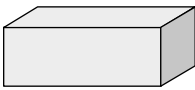
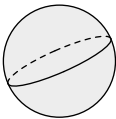
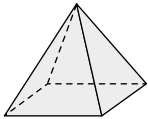
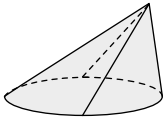
TERM 3 LESSON 40: 3-D OBJECTS

ITHEMU 3 ISIFUNDO 40: ONHLANGOTHI-NTATHU

Classwork Umsebenzi waseklasini

Complete this table in your books.

Qedela leli thebhula encwadini yakho.

Object Into	Name the object Nikeza igama lezi zinto, isb. ibhokisi	Surface Iphezulu lesimo
		___ flat and ___ curved surfaces ___ liyisicaba ___ ligobile
		___ flat and ___ curved surfaces ___ liyisicaba ___ ligobile
		___ flat and ___ curved surfaces ___ liyisicaba ___ ligobile
		___ flat and ___ curved surfaces ___ liyisicaba ___ ligobile
		___ flat and ___ curved surfaces ___ liyisicaba ___ ligobile

Homework Umsebenzi wasekhaya

Draw and write a paragraph about any 3-D object.

Write about the following:

Dweba bese ubhala ipharagrafu nganoma yimuphi unhlangothi-ntathu.

Bhala ngalokhu okulandelayo:

1. Name of object. / Igama lezimo.
2. Flat or curved sides. / Izinhlangothi zigobile noma ziyisicaba.
3. Shapes of sides. / Isimo sezinhlangothi.
4. Roll or slide. / Siyagingqika noma siyashibilika.
5. Number of sides. / Inani lezinhlangothi.
6. Drawing of object. / Umdwebo wezimo.



Jika iMfundo

what I do matters

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THE PROGRAMME TO IMPROVE LEARNING OUTCOMES

The Shed
The Pines
9 Gordon Hill Road
Parktown
2193

Tel: +27 10 880 2431

Email: admin@pilo.co.za

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