Term 2

1

UNIT 1: WHOLE NUMBERS
UNIT 2: ADDITION AND SUBTRACTION
UNIT 3:COMMON FRACTIONS
UNIT 4: LENGTH
UNIT 5: MULTIPLICATION
UNIT 6: PROPERTIES OF 3D SHAPES
UNIT 7: GEOMETRIC PATTERNS
UNIT 8: SYMMETRY
UNIT 9: DIVISION

Week 1

- Whole Numbers
- Addition and Subtraction

Whole Numbers

- **Activity 3 (pg 108) –Working with place Value**

A	6307	Six thousand, three hundred and seven
B	25468	Twenty five thousand, four hundred and sixty eight
C	31607	Thirty one thousand, six hundred and seven
D	40784	Forty thousand, seven hundred and eighty four
E	68310	Sixty eight thousand, three hundred and ten
F	58001	Fifty eighty thousand and one
G	90707	Ninety thousand, seven hundred and seven.
H	70003	Seventy thousand and three

Whole Numbers

- **Activity 4 (pg 108) –Write numbers and words**

1	40600	Forty thousand , six hundred
2	82309	Eighty two thousand, three hundred and nine
3	4902	Four thousand, nine hundred and two
4	16007	Sixteen thousand and seven
5	24901	Twenty four thousand, nine hundred and one
6	10004	Ten thousand and four
7	12049	Twelve thousand and forty nine
8	62020	Sixty two thousand and twenty
9	43900	Forty three thousand, nine hundred

Whole Numbers

- **Activity 6 (pg 110) –Write words,numbers and**

1a	269 467	200000 + 60 000 + 9000 + 400 + 60 + 7
1b	607 594	600 000 + 7000 + 500 + 90 + 4
1c	240 469	200 000 + 40 000 + 400 + 60 + 9
1d	123 058	100 000 + 20 000 + 3000 + 50 + 8

	Number	Bold digit	Write number in words
2 a	462 025	**2000**	Four hundred and sixty two thousand and twenty five
2 b	209 41**2**	**2**	Two hundred and nine thousand, four hundred and twelve
2	130 **2**71	**200**	One hundred and thirty thousand, two

Whole Numbers

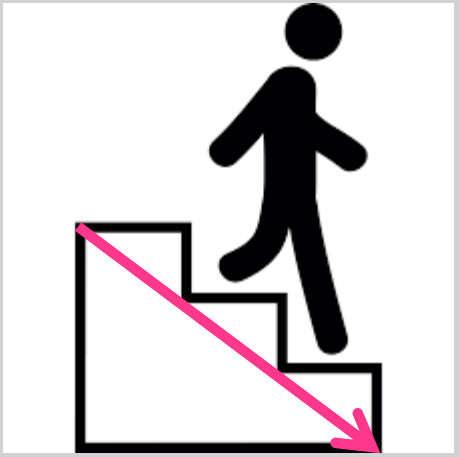
- **Activity 7 (pg 110 no 1- 3) –Compare the numbers**

1a	**465 123**	**<**	**465 213**
1b	**753 159**	**>**	**735 951**
1c	**561 379**	**<**	**563 179**
1d	**430 101**	**<**	**431 001**
1e	**428 014**	**>**	**Four hundred and twenty two thousand, eight hundred and twenty two**
1f	**369 741**	**<**	**300 000 + 90 000 + 6000 + 400 + 20 + 3**

Whole Numbers

Draw the following in your books:

Ascending



Descending

Whole Numbers

- **Activity 7 (pg 110 no 1-3) –Compare the numbers**

2) Ascending order
241 365 ; 45 169 ; 963 147 ; 582 147 ; 465 324
45 169 ; 241 365 ; 465 324 ; 582 147 ; 963 147
3) Descending order
654 159 ; 654 357 ; 645 123 ; 465 195
654 357 ; 654 159 ; 645 123 ; 465 195

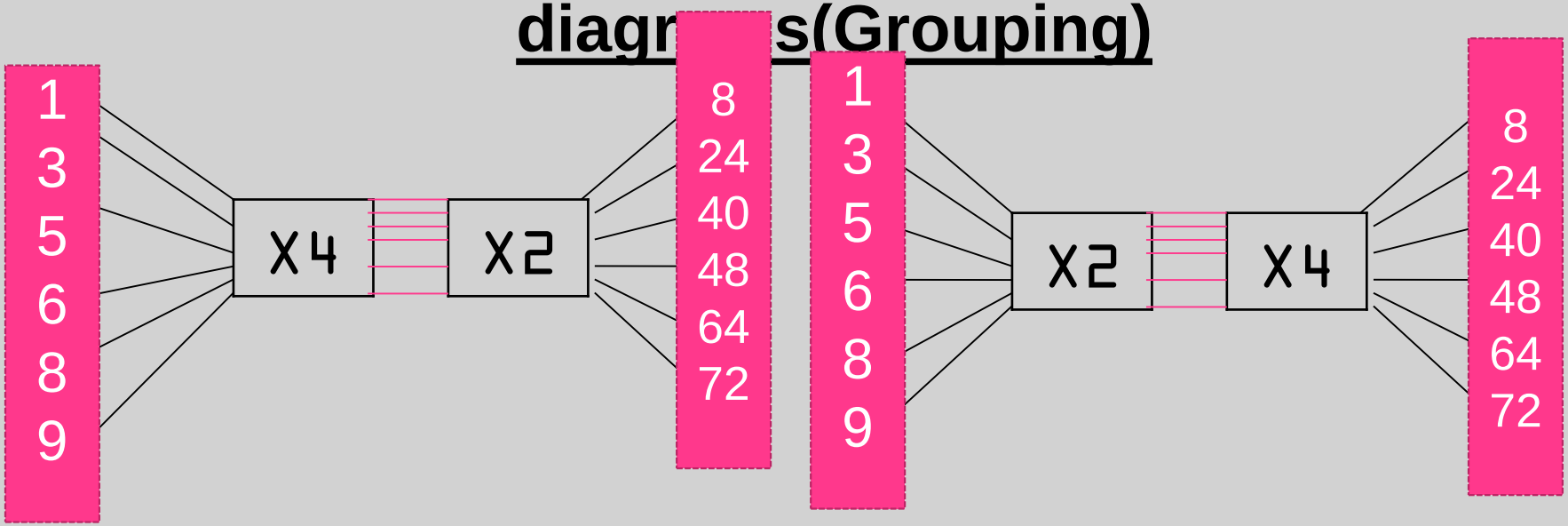
Addition and Subtraction

- **Activity 1 (pg 112 no 1 and 2) Write Addition number sentences**

1a	**7 ; 6 ; 13**	**7 + 6 = 13**	**6 + 7 = 13**
1b	27 ; 38 ; 65	27 + 38 = 65	38 + 27 = 65
1c	307 ; 65 ; 372	307 + 65 = 372	65 + 307= 372
1d	1472 ; 4018 ; 5490	1472 + 4018 = 5490	4018 + 1472 = 5490
2a	**14-8 = 8-14**	**False**	
2b	16 + 4 = 4 + 16	True	
2c	32 – 28 = 28 - 32	False	
2d	7 + 9 = 9 + 7	True	

Addition and Subtraction

- **Activity 4 (pg 114 no 1 -3) Flow diagr s(Grouping)**



2) The two diagrams produce the same output values.

3a	**(3 X 7) X 2 = (7 X 2) X 3**
3b	8 x (4 X 9) = (**9** X 8) X 4
3c	(**9** X 1) X 5 = (1 X 9) X **5**
3d	6 X (3 X 2) = (**3** X 2) X 6

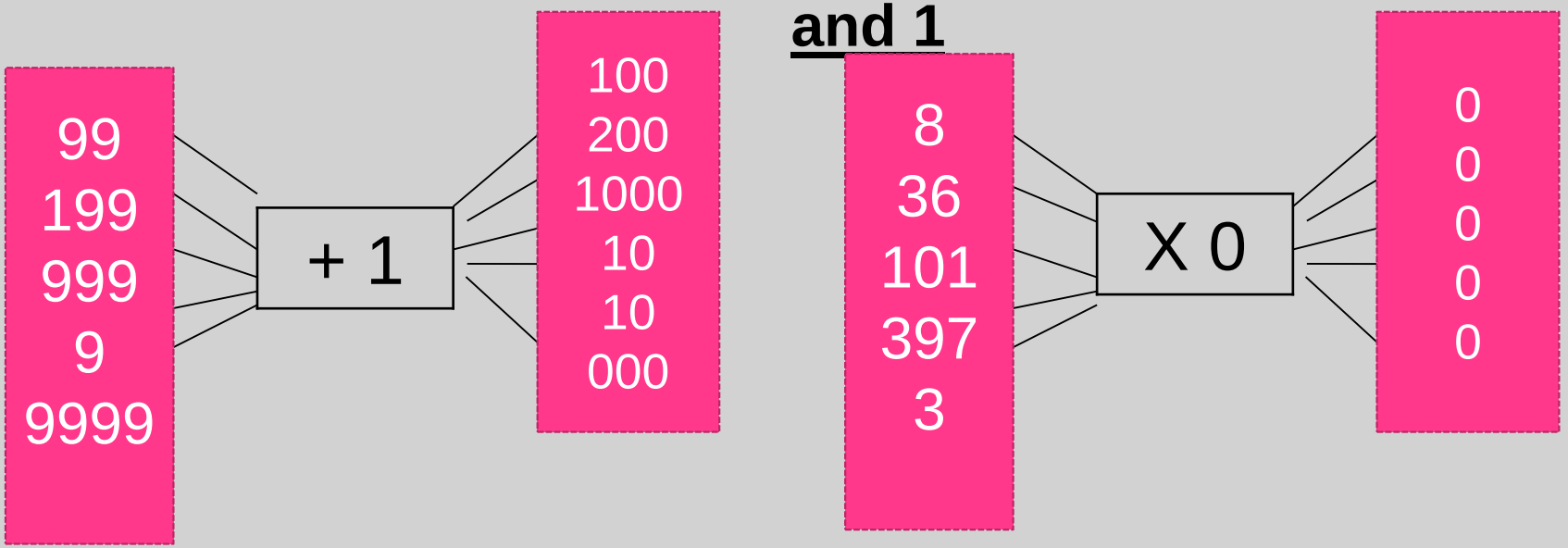
Addition and Subtraction

- **Activity 6 (pg 115 no 1-3)- Work with the properties of 0**

1a	17 + 8 – 8	17
1b	483 + 0	483
1c	13 456 – 0	13456
1d	230 + 15 – 15	230
1e	9004 + 0	9004
1f	8111 + 11 - 11	8111
1g	What do you notice?	The first numbers are not affected because you add an amount but the subtract it again.

Addition and Subtraction

- **Activity 6 (pg 115 no 1-3)- Work with the properties of 0 and 1**



3) When you add one to a number ending in 9 the number increases to the next ten, hundred or thousand etc. When you multiply with 0 the answer is always 0.

Week 2

- Rounding off to the nearest 5
  - Addition

Rounding Off

- **Activity 7 (pg 116 no 1-8)-Rounding off to the nearest 5**

1	8436	8435	2	5689	5690
3	7721	**7720**	4	2173	**2175**
5	24372	**24370**	6	19876	**19875**
7	142 459	**142460**	8	246378	**246380**

Rounding Off

- **Board Activity- Rounding off to the nearest 5 , 10, 100, 1000**

Round off	5	10	100	1000
56	**55**	**60**	**100**	**0**
239	**240**	**240**	**200**	**0**
1586	**1585**	**1590**	**1600**	**2000**
8947	**8950**	**8950**	**8900**	**9000**
90443	**90445**	**90440**	**90400**	**90 000**

Addition and Subtraction

- **Activity 8 (pg 117 no 1-2)-Don't estimate, just add or subtract using the column method.**

1a	430 + 230/340 + 230	660/570
1b	820 + 470	**1290**
1c	3565 + 4291	**7856**
1d	21 363 + 32 602	**53 965**
1e	42 387 – 19 999	**22 388**
1f	678 - 249	**429**

Addition and Subtraction

- **Activity 8 (pg 117 no 1-2)-Don't estimate, just add or subtract using the column method.**

2a	27 + 28	55
2b	445 + 447	**892**
2c	1996 + 1999	**3995**
2d	1400 + 1410	**2810**
2e	376 + 375	**751**
2f	482 + 485	**967**

Addition and Subtraction

- **Activity 10 (pg 118 no 1-3).**

Use the breaking down method to complete the following		
1a	68 190 + 8 456	**76646**
1b	87 775 + 11 888	**99663**
1c	30 178 + 8734	**38912**
1d	52 168 + 41 510	**93678**
1e	15 972 + 309	**16281**
1f	25 190 + 985 + 2367	**28542**

Addition and Subtraction

- **Activity 10 (pg 118 no 1-3).**

Use the expanded column method to complete the following		
2a	37 677 + 5270	**42 947**
2b	30 102 + 46 749	**76 851**
2c	12 976 + 42 479	**55 455**
2d	57 495 + 10 760	**68 255**

Addition and Subtraction

- **Activity 10 (pg 118 no 1-3).**

Use the Breaking down the number to be added method **to complete the following**		
3a	37 677 + 5270	**42 947**
3b	30 102 + 46 749	**76 851**
3c	12 976 + 42 479	**55 455**
3d	57 495 + 10 760	**68 255**

Week 3

- Subtraction

Subtraction

- **Activity 11 (pg 120 no 1 and 2)**

Use the Breaking down method to complete the following		
1a	78 848 – 3547	**75301**
1b	57885 - 1515	**56370**
1c	20194 - 19174	**1020**
1d	28007 - 16600	**11407**
1e	88576 - 77857	**10719**
1f	98398 - 38087	**60311**

Subtraction

- **Activity 11 (pg 120 no 1 and 2)**

Use the Column method to complete the following		
2a	71425 - 1314	**70111**
2b	57 885 - 1519	**56366**
2c	25104 - 13821	**11283**
2d	28007 - 12889	**15118**
2e	86676 - 74457	**12219**
2f	91000 - 33142	**57858**

Subtraction

- **Activity 14 (pg 123 no 1,2,3,5) –Problem**

1) Number Sentence	**89 462 – 57259 = ?**
Working out	Any method = 32203
Answer Sentence	I must add 32203
2) Number Sentence	53 782 – 21558 = ?
Working out	Any method =
Answer Sentence	There are still 32224 tickets left.
3) Number Sentence	a) R6 + R6 +R15 + R15 + R17 + R11 + R18 + R18 + R30= R136 b) R200 - R136
Working out	Any method = a) R136 b) R 64
Answer Sentence	a) They spent R136 b) They have R64 change.
5) Number Sentence	35 999 - (20 000 + 8850)
Working out	Any method = R7149
Answer Sentence	He made R 7149 profit

Week 4

- Common Fractions

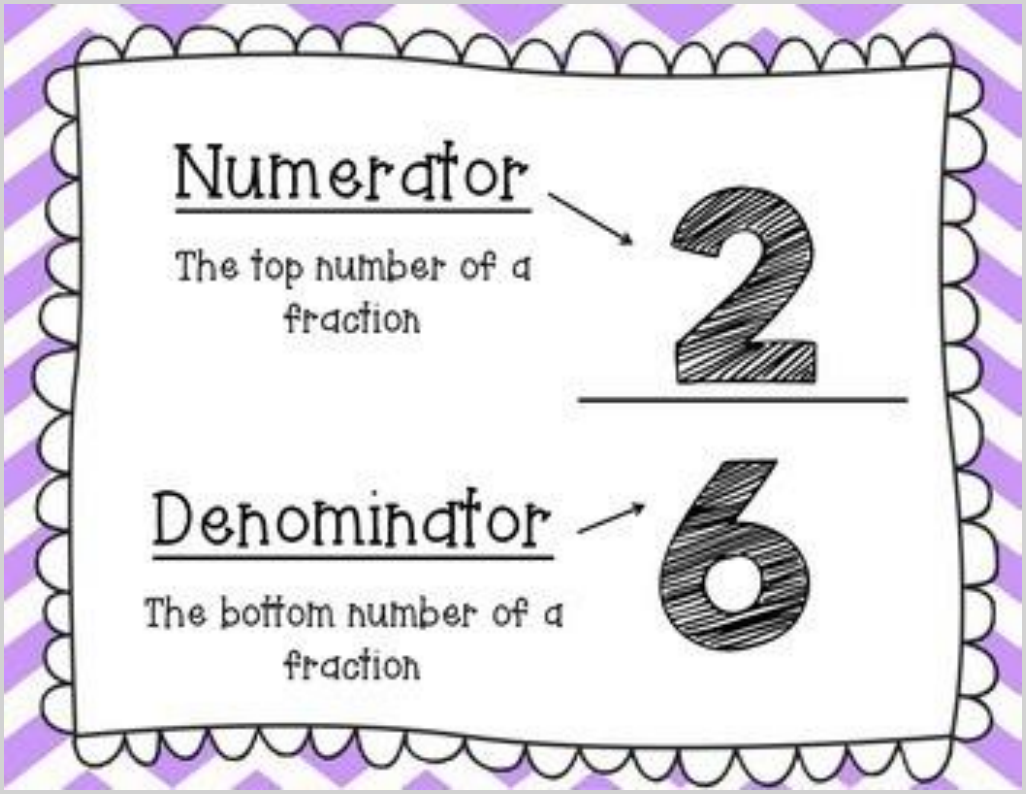
Common Fractions

- Copy

A fraction is an **equal** part of a whole.

One piece of cake from a cake cut into 8 pieces would be ⅛.

A fraction has two parts and is written on one line, not two.



Common Fractions

- **Activity 2 (pg 125 no 1a-j, 2 and 3a-j)**

1a	$\frac{1}{2}$	1b	$\frac{1}{5}$
1c	$\frac{1}{8}$	1d	$\frac{1}{3}$
1e	$\frac{1}{10}$	1f	$\frac{1}{6}$
1g	$\frac{1}{7}$	1h	$\frac{1}{11}$
1i	$\frac{1}{9}$	1j	$\frac{1}{12}$

3a	$\frac{1}{2}$	3b	$\frac{2}{5}$
3c	$\frac{3}{8}$	3d	$\frac{2}{3}$
3e	$\frac{7}{10}$	3f	$\frac{5}{6}$
3g	$\frac{2}{7}$	3h	$\frac{6}{11}$
3i	$\frac{5}{9}$	3j	$\frac{6}{12}$ *or* $\frac{1}{2}$

Common Fractions

- **Copy**
- **Finding the Fractions of a number**

Example 1

$\frac{1}{8}$ of 64

=(64 ÷ 8) X 1

= **8**

Example 2

$\frac{4}{5}$ of 65

= (65 ÷ 5) X 4

= 13 X 4

= **52**

Take the number, divide by the denominator, times by the numerator

Common Fractions

- **Activity 3 (pg 126 no 1)**

1a	$\frac{1}{3}$ of 27 apple	9 apples	1b	$\frac{1}{5}$ of 45 roses	9 roses
1c	$\frac{1}{6}$ of 72 boys	**12 boys**	1d	$\frac{1}{7}$ of 77 girls	**11 girls**
1e	$\frac{1}{8}$ of 48 kgs	**6Kg**	1f	$\frac{1}{9}$ of 63L	**7L**
1g	$\frac{1}{10}$ of 60 minutes	**6min**	1h	$\frac{1}{11}$ of 66 mm	**6mm**
1i	$\frac{1}{2}$ of 120cm	**10cm**			

Common Fractions

- **Activity 3 (pg 126 no 2)**

2a	$\frac{2}{3}$ of 27 apples	18 apples	2b	$\frac{4}{5}$ of 45 roses	36 roses
2c	$\frac{5}{6}$ of 72 boys	60 boys	2d	$\frac{6}{7}$ of 77 girls	66 girls
2e	$\frac{7}{8}$ of 48 Kgs	42 Kgs	2f	$\frac{4}{9}$ of 63 L	28 L
2g	$\frac{3}{10}$ of 60min	18 min	2h	$\frac{8}{11}$ of 66 mm	48mm
2i	$\frac{11}{12}$ of 120cm	110cm			

Common Fractions

- **Addition of Common Fractions**
- **Copy**
- When we add or subtract fractions, we focus on the numerator.
- We add the numerators, not the denominators.
- The denominators MUST be the SAME for all numbers, if you want to add or subtract fractions.

Common Fractions

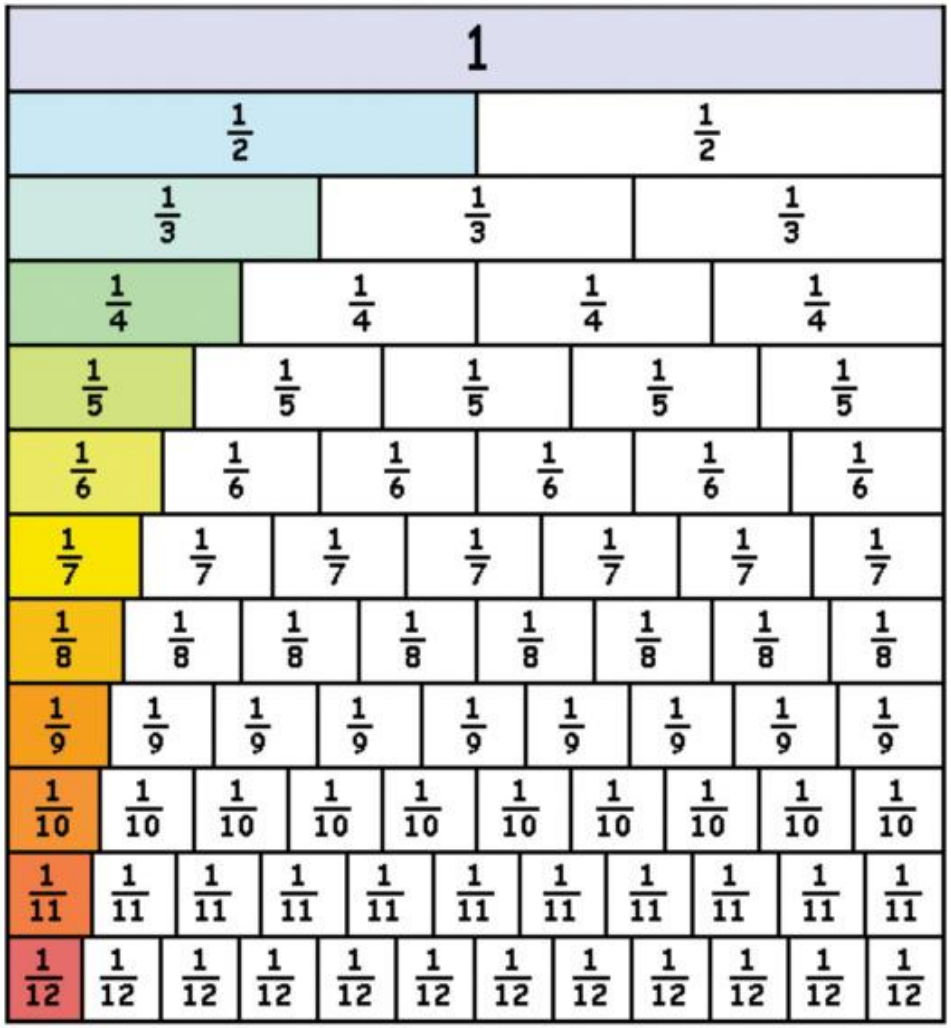
- **Activity 5 (pg 128 no 1-12) Adding Fractions**

1	$\frac{2}{3}+\frac{1}{3}=$	$\frac{3}{3}=1$	2	$\frac{2}{4}+\frac{1}{4}=$	$\frac{3}{4}$
3	$\frac{3}{5}+\frac{1}{5}=$	$\frac{4}{5}$	4	$\frac{3}{6}+\frac{2}{6}=$	$\frac{5}{6}$
5	$\frac{3}{7}+\frac{2}{7}=$	$\frac{5}{7}$	6	$\frac{4}{8}+\frac{2}{8}=$	$\frac{6}{8}$
7	$\frac{5}{9}+\frac{4}{9}=$	$\frac{9}{9}$ or 1	8	$\frac{6}{10}+\frac{2}{10}=$	$\frac{8}{10}$
9	$\frac{6}{11}+\frac{5}{11}=$	$\frac{11}{11}$ or 1	10	$\frac{6}{12}+\frac{6}{12}=$	$\frac{12}{12}$ or 1
11	$\frac{6}{8}+\frac{4}{8}=$	$\frac{10}{8}$ or $1\frac{2}{8}$	12	$\frac{6}{10}+\frac{5}{10}=$	$\frac{11}{10}$ or $1\frac{1}{10}$

Week 5

- Equivalent Fractions

Common Fractions



Common Fractions

- **Activity 7 (pg 130 no 1-3)-Finding equivalent**

1a	$\frac{1}{2}$	$\frac{4}{8}$	1b	$\frac{1}{4}$	$\frac{2}{8}$
1c	$\frac{2}{4}$	$\frac{4}{8}$	1d	$\frac{3}{4}$	$\frac{6}{8}$
2a	$\frac{1}{5}$	$\frac{2}{10}$	**2b**	$\frac{2}{5}$	$\frac{4}{10}$
2c	$\frac{3}{5}$	$\frac{6}{10}$	2d	$\frac{4}{5}$	$\frac{8}{10}$
3a	$\frac{1}{2}$	$\frac{6}{12}$	**3b**	$\frac{1}{3}$	$\frac{4}{12}$
3c	$\frac{1}{4}$	$\frac{3}{12}$	3d	$\frac{1}{6}$	$\frac{2}{12}$
3e	$\frac{2}{3}$	$\frac{8}{12}$	3f	$\frac{3}{4}$	$\frac{9}{12}$
3g	$\frac{3}{6}$	$\frac{6}{12}$	3h	$\frac{5}{6}$	$\frac{10}{12}$

Common Fractions

- **Activity 8 (pg 130 no 1,2,5,6)-Problem solving with fractions**

1	$\frac{1}{2}$ of 8 slices = (8 ÷ 2) x 1 **= 4 slices**	$\frac{1}{4}$ of 8 slices = (8 ÷ 4) x 1 **= 2 slices**	4 + 2 = 6 slices eaten 8 – 6 = 2 slices $\frac{2}{8}$ **=** $\frac{1}{4}$ **of pizza**
2	$\frac{8}{12}$ = the children ate **8 slices of cake.**	$\frac{3}{12}$ = the adults ate 3 slices of cake	$\frac{8}{12}$ + $\frac{3}{12}$= $\frac{11}{12}$ Therefore was $\frac{1}{12}$ left over.
5	$\frac{3}{5}$	$\frac{2}{5}$ of 60 =(60 ÷ 5) x 2 = 12 x 2 = **24 boys**	$\frac{3}{5}$ of 60 girls =(60 ÷ 5) x 3 = 12 x 3 = **36 girls**
6	$\frac{2}{6} + \frac{3}{6} = \frac{5}{6}$ of the learners have blue or brown eyes.	$\frac{1}{6}$ don't have either blue or brown eyes.	$\frac{5}{6}$ of 36 learners =(36 ÷ 6) x 5 = 6 x 5 = **30 learners have blue or brown eyes**

Week 6

- Length

Length

- **Activity 3 (pg 136 no 1- 5)**

1	**There are 1000 m in one kilometre (km)**
2	The word kilometre means **1000** metres (m)
3	A kilometre is **1000** times longer than one metre.
4	A metre is 1000 times **shorter** than one kilometre.
5	0,5 km is the same as **500** m ,which is $\frac{1}{2}$ a KM
	a KM

Length

- **Activity 4 (pg 137 no 1- 3) Measure Kilometres (trundle wheel)**

1	**It moves a distance of 1m**

2a	**500 turns = 500 m = 0,500 km**
2b	750 turns = 750 m = 0,750 km
2c	1000 turns = 1000m = 1 km
2d	456 turns = 456m = 0,456 km
2e	789 turns = 789m = 0,789 km
2f	999 turns = 999m = 0,999 km

Week 6

- **Activity 4 (pg 137 no 1- 3) Measure Kilometres (trundle wheel)**

3a	**100 m = 100 turns**
3b	500 m = 500 turns
3c	5 km = 5000 m = 5000 turns
3d	10 km = 10 000 m = 10 000 turns
3e	7 ½ km = 7500 m = 7500 turns
3f	12 km 220 m = 12 220 m = 12 220 turns

Length

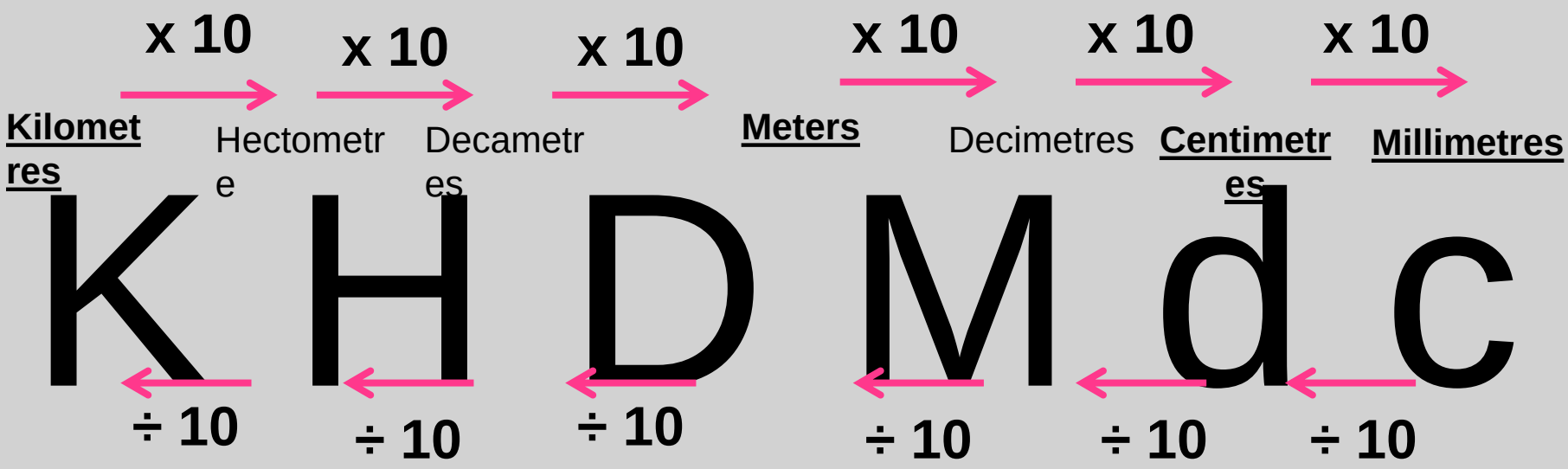
- **Activity 6 (pg 139 no 2-3 a,b,c,f,n,p,q,r)-Rounding off**

Round off to the nearest kilometre					
2a	900m	**1000m = 1 km**	2b	1500m	**2000 m = 2km**
2c	3456m	**3000m = 3 km**	2d	7250m	**7000 m = 7km**
2e	5864m	**6000m = 6 km**	2f	9999m	**10 000m = 10 km**

Round off to the unit in brackets					
3 a	85 cm(m)	**100cm = 1m**	3b	110cm (m)	**100 cm = 1 m**
3c	187cm(m)	**200cm = 2 m**	3f	999cm(m)	**1000 cm = 10 m**
3 n	21 mm(cm)	**20 mm = 2 cm**	3p	135mm (cm)	**140 mm = 14 cm**
3 q	523 mm (cm)	**520 mm = 52 cm**	3r	999mm (cm)	**1000 mm = 100 cm**

Length

- **Conversions in Length**



King Hendry Died a Miserable death called meas

m

Length

- **Activity 7 (pg 140 no 1- 3)-Convert between units of**

1a	4km	4000m	1b	5m	500cm	1c	6m	6000mm
1d	8cm	**80 mm**	1e	10km	**10 000 m**	1f	12m	**1200 m**
1g	15m	**15000 mm**	1h	25cm	**250 mm**	1i	49km	**49 000 m**
1j	65m	**6500 cm**	1k	1 ½ m	**1500 mm**	1l	3 ½ km	**3500 m**
1m	2,5 m	**2500 mm**	1n	4,5 cm	**45 mm**	1o	7 ½ m	**750 cm**

2a	1500m	1,5 km	2b	250 cm	2,5 m	2c	85 mm	8,5 cm
2d	3500 mm	**3,5 m**	2e	3501 m	**3,501 km**	2f	321 cm	**3,21 m**
2g	4250 mm	**4,25m**	2h	678 mm	**6, 78 cm**	2i	999 cm	**9,99m**
2j	9999m	**9,999 km**	2k	999 mm	**99,9 cm**	2l	9999 mm	**9,999m**

Length

- **Activity 7 (pg 140 no 1- 3)-Convert between units of length**

3a	2 km	<	2100 m	3b	3500 m	=	3 ½ km	3c	7 ½ m	>	740 cm
3d	456 cm	>	4,5 m	3e	2,5 m	=	2500 mm	3f	505 mm	<	½ m
3g	32 ½ cm	>	321 mm	3h	0,5 cm	=	5mm	3i	34,5 mm	<	3,5 cm

Week 7

- **Length**
- **Multiplication**

Length

- **Activity 8 (pg 140 no 3,4and 6)- Solve problems**

3	**4750 m+ 2500 m+ 2750m** **3a)2500 m = 2 ½ km** **3b) 4750 – 2500 = 2250 m = 2 km and 250 m** **3c)10 000m = 10 km** **3d) ¼**
4	4a) 50cm x 19 = 950 cm 4b) 9 m 50 cm 4c) 9,5 m
6	23 952 km – 23 084 km= 868 km

Multiplication

- **Activity 2 (pg 143 no 2)- Write the factors of a number**

A	10	1 x 10 2 x 5	1 ; 2 ; 5 ; 10	B	32	1 x 32 2 x 16 4 x 8	1 ; 2 ; 4 ; 8 ; 16 ; 32
C	40	1x 40 2 x 20 4 x 10 5 x 8	1 ; 2 ; 4 ; 5 ; 8 ;10 ; 20 ; 40	D	28	1 x 28 2 x 14 4 x 7	1 ; 2 ; 4 ; 7 ; 14 ; 28
E	36	1 x 36 2 x 18 3 x 12 4 x 9 6 x 6	1 ; 2 ; 3 ; 4 ; 6 ;9 ; 12 ; 18 ; 36	F	48	1 x 48 2 x 24 3 x 16 4 x 12 6 x 8	1 ; 2 ; 3 ; 4 ;6 ;8 ;12 ; 16; 24; 48

Multiplication

- **Activity 4 (pg 146 no 1-4)-Multiply by breaking down numbers.**

1	212 x 7	1484
2	762 x 23	17526
3	398 x 19	7562
4	129 x 22	2838

Multiplication

- **<u>Activity 5 (pg 146 no 1-4)-Multiply by breaking into factors.</u>**

1	**608 x 16**	**9728**
2	446 x 15	6690
3	338 x 14	4732
4	849 x 24	20376

Multiplication

- **Activity 6 (pg 148 no 1-6)- Using the column method to multiply**

1	167 x 24	4008	2	394 x 36	14184
3	810 x 76	61560	4	348 x 72	25056
5	632 x 40	25280	6	909 x 36	32724

Week 8

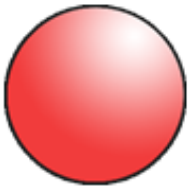
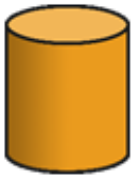
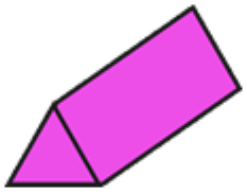
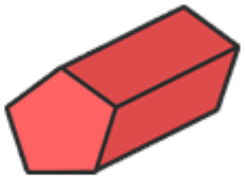
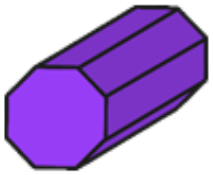
- **Multiplication**
  - **3D Objects**

Multiplication

- **Activity 7 (pg 148 no 1,3,4,5,6,)-Problem solving with multiplication**

	Number sentence	Working out	Answer Sentence
1	33 x 197	Any method	He sells 6501 packets
3	163 x 12	Any Method	He shows 1956 learners
4	173 x 12	Any Method	There are 2076 items of clothing
5	15 x 173	Any	There are 2595 goodie bags

3D Objects

 sphere	 cube	 cuboid	 pyramid
 cylinder	 cone	 triangular prism	 tetrahedron
 pentagonal prism	 hexagonal prism	 octagonal prism	 octahedron

3D Objects

Name of 3D Shape	No of edges	No of faces	No of vertices	No of right angles
Cube	**12**	**6**	**8**	**24**
Square based pyramid	**8**	**5**	**5**	**4**
Rectangular prism	**8**	**6**	**8**	**24**
Triangular Prism	**9**	**5**	**6**	**0**

3D Objects

- **Activity 9 (pg 156 no 1 - 2)- Matching nets with**

Q	1	9	12
R	**4**	**6**	**10**
S	**2**	**8**	**11**
T	**3**	**5**	**7**

Triangular base prism	A + K
Heptagonal base prism	**B + E + P**
Square based pyramid	**C + L**
Rectangular prism	**D + H + S + U**
Pentagonal based pyramid	**F + G + T**
Hexagonal based prism	**M + R + V**
Cube	**N + Q**

Week 9

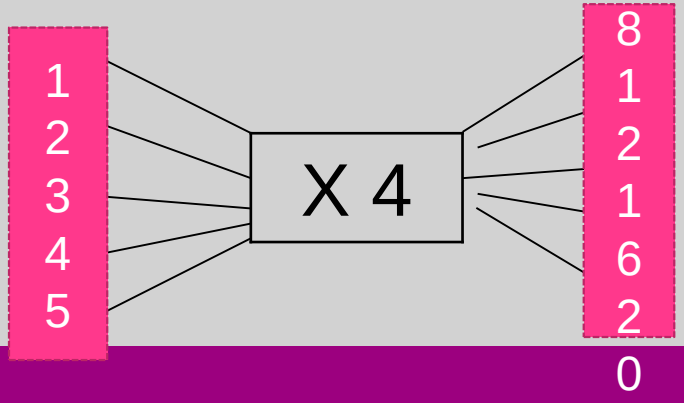
- **Geometric Pattern**
- **Symmetry**

Geometric Patterns

- **Activity 2 (pg 159 no 1)-Work with growing**

1a)	The pattern increases by 4 matches (dots) each time
1b)	Pattern 1- 4 dots Pattern 2 – 8 dots Pattern 3 – 12 dots

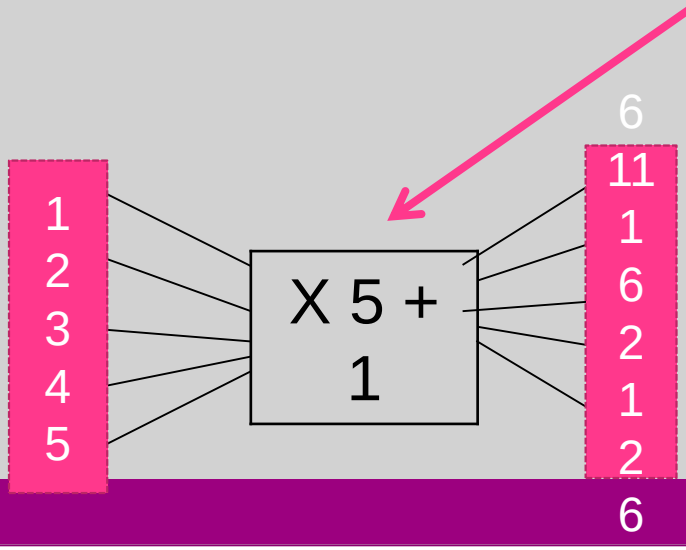
1c) Term	1	2	3	4	5	6
Number of dots	4	8 4	12	16	20	24



1e) Term 7 should have 28 matches(dots)

Geometric Patterns

- **Activity 3 (pg 161 no 1)-Extending Patterns**



A	Hexagons
B	A new hexagon is added on (5 matches)
C	Term 4 -4 hexagons(21 matches) Term 5- 5 Hexagones (26 matches)
D	
E	Yes it does
F	(10 + 5) + 1 = 50 + 1 = 51 matches

Geometric Patterns

- **Activity 4 (pg 162 no 1- 2)- Making polygons of**

1a)	Should have 21 dots
1b)	The term number is equal to the number of dots added.

1c) Term	1	2	3	4	5	6
Number of dots	1	3	6	10	15	21

d) 21 dots

Geometric Patterns

- **Activity 4 (pg 162 no 1- 2)- Making polygons of**

2a)	A row of hearts is being removed each time (- 6 hearts)
2b)	Term 4 should have 24 hearts
2c)	42 ; 36 ; 30 ; 24

2d) Term	1	2	3	4	5
Number of dots	42	36	30	24	18

Symmetry

- **Activity 2 (pg 164 no 1 - 2)-Lines of symmetry in 2D shapes**
- **Trace the shapes into your book!**

A) Name of shapes	Triangle	square	pentagon	hexagon	heptagon
B) Lines of Symmetry	yes	yes	yes	yes	yes
C) How many lines of symmetry	3	4	5	6	7
E) The shapes have equal amounts of sides and lines of symmetry.					

Week 10

- **Division**

Division

- **Activity 7 (pg 170 no 1 - 6)-Divide with no remainders using a clue board**

1	**891 ÷ 33**	**27**
2	832 ÷ 26	32
3	675 ÷ 27	25
4	756 ÷ 21	36
5	925 ÷ 25	37
6	884 ÷ 34	26

Division

- **Activity 8 (pg 171 no 1-6)- Divide with remainders**

1	**418 ÷ 49**	**8 r 26**
2	346 ÷ 16	21 r 10
3	704 ÷ 62	11 r 22
4	534 ÷ 88	6 r 6
5	433 ÷ 48	9 r 1
6	839 ÷ 33	25 r 14

Division

- **Activity 9 (pg 172 no 1,2,4,5)-Problem solving**

	Number Sentence	Working out	Answer Sentence
1	19736 + 8789	Any Method	28 525 people live there
2	R350 000 + R278 485 + R128 707	Any Method	The relief fund was R757 192
4	R996 ÷ 12	Any Method	He donated R83 in one year
5	R135 X 24	Any Method	He saves R 3240 in two years

The End

- **Well Done!**