Le ncwadi sisiqhamo sentsebenziswano phakathi kweqela elibizwa ngokuba yiBala Wande–Magic Classroom Collective team kunye neqela lokuqinisekisa elenziwe ngabantu-ngabantu abakwiyyunivesithi eziliqela ezahlukeneyo, imibutho engalawulwa ngurhulumente (NGOs) esebe ngemathematika kwakunye neSebe leMfundo esiSiseko. Ezi xhobo zokufunda zithathela iincwadi zemisebenzi ezilunqwe liSebe leMfundo esiSiseko nakuphindaphindo lwezicwangciso zezifundo (GPLMS, Jika iMfundo, NECT neTMU).

The development of this workbook was carried out by the collaborative Bala Wande–Magic Classroom Collective team in consultation with a reference team made up of individuals from several universities, mathematics NGOs and the Department of Basic Education. These materials draw on the DBE workbooks and existing iterations of lesson plans (GPLMS, Jika iMfundo, NECT and TMU).

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Ukusebenzisa iBala Wande ekufundiseni imathematika kwisiGaba sesiSeko

1. Yintoni iBala wande?
IBala Wande yinkqubo yemathematika yeFunda Wande.

IFunda Wande ngumbutho ongenanjongo zakwenza nzuvo, oneenjongo zokuqinisekisa ukuba bonke abafundi baseMzantsi Afrika bayakwazi ukufunda ngokuqonda/ukufundela intsingiselo ngeelwimi zasekomba xa beneminyaka eli-10. IBala Wande yinkqubo ehamba neFunda Wande yemathematika (yezibalo) ejolise ekubeni bonke abafundi baseMzantsi Afrika basiFunda Wande isiseko esisiso semathematika kwakwiminyaka yamabanga aphantsi.


Ingenelele njani iBala Wande kwiphondo laseMpuma Koloni?
Ngo-2019 iFunda Wnade iye yasebenzisana neSebe lezeMfundo laseMpuma Koloni (ECDOE) ngeenjongo zokuphucula iziphumo zakwifundisa zesiXhosa kwizikolo ezingama-30. Izikolo ezilishumi kwizithili ezithathu: Sarah Baartman, Nelson Mandela Bay naseBuffalo City. Inkqubo ezenziweyo zibandakanya imiba emine eyile:

1. Ukufundisa nokunika inxaso eklasini

2. Isikhokelo sikatitshala
Isikhokelo sikatitshala seBala Wande sinika umkhombandlela wemihla ngemihla wokuqonda imathematika ngendlela eza kubangela abafundi babe nokuphendula imathematika kwage baqele ukuba ngokuqithemba besebenzisa izikhobo ezikwihokisi yeBala Wande.

Ngeveki nganye yemisebenzi ecwangcisiweyo, kukho isikhokelo esinamaphepha amabini aneenkukachana malunga nezibalo zentloko neenxala yezokuphuliswa kwesigama sezifundo eziquka:
• Izikhobo ezifunekayo kwimisebenzi yosuku ngalunye
• Linjongo zemisebenzi yezifundo zemihla ngemihla
• Izinto emakucingwe ngazo xa kufundiswa imisebenzi yesifundo esilungiselelewe iveki

Uvavanyo lwakhelwe kwinkqubo yeBala Wande eqhubekayo. Isifundo sokugqibela seveki ngange silungiselelewe uuvanyo noqukaniso lomxholo ofundiswe kuqelda veki.
Using *Bala Wande* for teaching Foundation Phase mathematics

1. **What is Bala Wande?**

*Bala Wande* is the mathematics programme of *Funda Wande*.

*Funda Wande* is a not-for-profit organisation that aims to ensure that all learners in South Africa can read for meaning in their home language by the age of 10. *Bala Wande* is the accompanying mathematics programme that aims to ensure that all learners in South Africa get an effective grounding in mathematics in the early primary school years.

We develop video and print materials to support teachers in the teaching of mathematics in Grades 1–3. All our materials are freely available and are Creative Commons licensed, so anyone can use them.

**What is the Bala Wande intervention in the Eastern Cape?**

In 2018 and 2019, *Funda Wande* worked with the Eastern Cape Department of Education (ECDOE) to improve reading outcomes in isiXhosa in 30 schools by implementing the *Funda Wande* programme. In 2020, *Bala Wande* will be added to the trial programme in the same 30 schools. There are ten schools in each of three districts: Sarah Baartman, Nelson Mandela Bay and Buffalo City. The programmes consist of four elements:

1. **In-class coaching and support**

   The same coaches will visit schools on a weekly basis to support teachers using the *Funda Wande* materials and the *Bala Wande* mathematics material. Coaches provide advice on how to teach mathematics effectively and how to use the materials provided, as well as answer teachers’ questions. Our coaches are aware of the value of teaching mathematics using a bilingual approach. They have coached the teaching of isiXhosa home language in schools for the past two years.

2. **Teacher Guide**

   The *Bala Wande* Teacher Guide provides a day-by-day guide on how to teach mathematics so that learners will develop their mathematical understanding and begin to calculate with confidence using the resources in the *Bala Wande* box.

   For each week of planned lesson activities, there is a two-page guide that gives an overview of the mental maths and concept development components of the lessons, including:
   - resources teachers will need for each day’s activities
   - objectives for the daily lesson activities
   - things to think about when teaching the lesson activities for the week

   Assessment is built into the *Bala Wande* programme on a continuous basis. The final lesson of each week is used to assess and consolidate the content covered in that week.
3. Izixhobo ezongezelelweyo zokufunda nokufundisa

Zonke izikolo ezithatha inxaxheba ziza kufumana izixhobo ezongezelelweyo zokuncedisa abafundi nootitshala ezihambelana nezicwangciso zezifundo zeBala Wande. Incwadi yomfundi yemisebenzi yeBala Wande iyahambelana neCAPS kwaye yincwadi yemisebenzi yabafundi elandlelaniswe ngcoselelelo negqoselelo neyenzelwe ukufundisa umsebenzi owenziwa kuloo kota. Le ncwadi yemisebenzi iqulethe amphepha emisebenzi yeklasi iphela, awabafundi abaza kuyenzela nganye nganye nemidlalo elungiselelwe ukufunda imiba yengqiyo efwundwayo.

Kukwakho nesichazimagama seBala Wande sesigama semathematika esingeelwimi ezimbini.

Ezinye izixhobo zokufunda eziza kunikezelwa zizifane nezakhelo zamashumi, izibalisi, oonotsheluza (iisimboli zamanani, amagama amanani kunye namakhadi amachokoza).

4. Iividiyo zeBala Wande zootitshala abaziintshatsheli


Ezi iividiyo zinika ulwazi nobuchule obufunyenwe kootitshala abaziintshatsheli obuligalelo kwesi-90 ngemathematika nobuchule bokufundisa.

Ingaba iBala Wande iyahambelana neCAPS?

Ewe. Inkqubo yeBala Wande iholise ekufundiseni abafundi ukubala ngokuzithemba xa bephumelele ibanga lesi-3. Le nkqubo yenzelwa kanje ikharityhulam yaseMzantsi Afrika kwaye ihambelana nqo neCAPS. IBala Wande ilandela iCAPS elunglelaniswe yiTMU ngemvume efunyenwe kwesiSebe leMfundo esiSiseko.

- Umxholo, ukwabiwa kwexesha kunye novavanyo lwezifundo, konke oku kusekelwe kwiCAPS.
- Ukusuka kusuku loku-1 ukya kolwe-4 kwiveki nganye kukho imisebenzi yezifundo elungiselelwe iintsuku ezi-4. Ezi zizifundo ezithatha imizuzu engama-90 (kuquka imisebenzi yezifundo elungiselelwe iintsuku ezi-4. Ezi zizifundo ezithatha imizuzu engama-90 (kuquka imisetyenziswa yokunzima ukufundisa omswazi nesithetha izifundo ezikhulu kubaluleka kuyenzela nesithetha izifundo ezikhulu kubaluleka kuyenzela nesithetha izifundo ezikhulu kubaluleka kuyenzela).
- Usuku lwesi-5 lunika ithuba lokwenza imisebenzi yokuqukanisa ngezifundo. Sisifundo semizuzu engama-60.
- Izicwangciso zovavanyo zekota namaphethshana amanqaku ziyafumaneka.

Ingaba kuza kufuneka sizicgingcine ezi zixhobo zongezelelweyo zokufundisa (LTSM)?

Ewe. Ezi zixhobo zongezelelweyo zokufunda zabafundi nootitshala zilungiselelwe wena nekleni yakho. Sijacela ukuba uzijonge ngenkathala kuba zixabisa kakhu kwaye kunzima ukuzifumana kwakhona. Kuza kufuneka usajine ubonise ukuyamkela kwakho le bhokisi kwaye izi kuba busa luxanduva lwakho ukuyijonga nazo zonke izixhobo ezikuyo ozinkimiweyo.
3. Additional LTSM

All participating schools receive additional Learner and Teacher Support Materials (LTSM) that support the Bala Wande lesson plans. The Bala Wande Learner Activity Book (LAB) is a CAPS-aligned, carefully sequenced learner workbook that is designed to cover the work to be done in the term. The LAB contains activity sheets for the whole class activities, worksheets for learners to complete individually and games for active learning of concepts being taught.

There is also a Bala Wande bilingual dictionary of mathematical vocabulary.

Other LTSM that will be provided are manipulatives such as ten frames, counters, flash cards (number symbols, number names and dot cards), cups and dice, bead strings and multifix cubes.

4. The Bala Wande videos of master teachers

The Bala Wande videos contain short clips of classroom footage that exemplify core aspects of the lesson activities. These can be used by teachers as they prepare to teach the lessons themselves. Longer clips of the lesson activities will also be made available.

The videos provide insights from our master teachers into particular mathematical concepts or teaching techniques.

Is Bala Wande CAPS compliant?

The Bala Wande programme was developed specifically for the South African curriculum and is CAPS-compliant. The course follows the TMU reorganised CAPS with permission from the DBE.

• The content, time allocation and assessment for learning all are based on the CAPS.
• Day 1–4 input each week provides planned lesson activities for 4 days. These are 90 minute lessons which include a mental maths daily starter activity and core concept teaching suggestions as well as some independent or group work learner activities for each day.
• Day 5 provides an opportunity for consolidation and assessment for learning. It is a 60 minute lesson.
• Assessment term plans and mark sheets are provided.

Do we get to keep the additional LTSM?

The additional Learner and Teacher Support Materials (LTSM) are for teachers and learners in the classroom. Please take good care of them. These materials are costly and cannot be replaced. Teachers will sign to indicate your acceptance of the box and will be held responsible for the care of all the materials given to you.
2. **Yintoni esebhokisini?**

Ngaphakathi ebhokisi uza kufumana zonke izixhobo ezifunekayo ukuze ukwazi ukulandela inkqubo yeBala Wande.

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</tr>
<tr>
<td>• Imisebenzi nemisetyenzana yovavanyo ecwangcisisweyo ngosuku lwesi-5 iiveki nganye (iiveki 3-8).</td>
<td></td>
</tr>
<tr>
<td>• Iphetshana lokubhala amanqaku elinokuseteyenziselwa ukufaka amanqaku eSA SAMS.</td>
<td></td>
</tr>
</tbody>
</table>
2. What’s in the box?

Inside the box, you’ll find all the resources needed to use the Bala Wande programme effectively.

<table>
<thead>
<tr>
<th>Teacher Guide</th>
<th>Videos</th>
<th>Bilingual dictionary</th>
<th>Learner Activity Book</th>
<th>Posters</th>
<th>Manipulatives for the teacher</th>
<th>Box of manipulatives for learners</th>
<th>Tools for assessment</th>
</tr>
</thead>
</table>
| • overview of the concepts to be taught each week  
• Mental Maths activities for every day (days 1–4)  
• core concept teaching activities supported by posters and manipulatives from the box (days 1–4)  
• copies of the Learner Activity Book pages for the day (embedded in sequence in the Teacher Guide)  
• assessment for learning (day 5, weeks 3–8)  
• consolidation (day 5, weeks 1–10) | • clips showing master teachers teaching and discussing the lessons | • a bilingual dictionary of Foundation Phase mathematical terms with explanations and examples | • daily activities that align with the lesson activities  
• daily activities for learners to work on independently or in groups  
• games aligned with the lesson activities | • a 2020 calendar  
• a ten frame class register  
• posters aligned to the lesson plans | • a variety of manipulatives for teachers to use in the classroom | • one box for each group of 6 learners  
• a variety of manipulatives for learners to use in the activities | • assessment plan for each term  
• planned assessment tasks and activities for the 5th day of weeks 3–8 in Term 2  
• mark record sheet that can be used to enter marks on SA SAMS. |
Uluhu Iwezinto ezifunekayo
Uluhu Iwezixhobo zokufunda zeBala Wande eziza kusetyenziswa kwibhokisi:

1. Isikhokelo sikatitshala
2. Isichazimagama esineelwimi ezimbini
3. Incwadi yemisebenzi yomfundi kumntwana ngamnye
4. Lipowusta
   a. Ikhalenda
   b. Irejista
   c. Umboniso 1 wemifanekiso yasefama ethe saa (amanani ukuya kuma ku-5) Unclustered
   d. Umboniso 2 wemifanekiso yasefama ethe saa (amanani ukuya kuma ku-10)
   e. Umboniso 1 wemifanekiso yasefama exineneyo (amanani ukuya kuma ku-5) Clustered
   f. Umboniso 2 wemifanekiso yasefama exineneyo (amanani ukuya kuma ku-10) Clustered
   g. Umboniso waseklasini
   h. Ipowusta yemithi
5. Ipakethe enye yamakhadi okuzekelisa katitshala:
   a. Amakhadi amanani eBala Wande (alingene ukubonisa)
   b. Amakhadi amachokoza eBala Wande (alingene ukubonisa)
   c. Amakhadi amagama amanani eBala Wande (ngesiXhosa) (alingene ukubonisa)
      (IsiXhosa)
   d. Amakhadi amagama amanani eBala Wande (English) (alingene ukubonisa)
6. Umtya wamango katitshala
7. Ibloko (100)
8. Ikomityi yeplasitiki
9. Isakhelo samashumi esinemagnethi (2) nezibalisi ezinemagnethi (20)
10. Iibhokisi ezinokumila kwe-2-D (iibhokisi ezi-4)
11. Iibhokisi zabafundi ezi-6:
   a. Ikomityi zeplasitiki ezi-6
   b. Imitya yamango emincinci emi-6
   c. Amadajisi amabini kumfundi ngamnye (elinamachokoza nelinamanani)
   d. Iibhokisi ezili-100 zokwabelana
   e. Ipakethe ezi-6 zamakhadi zabafundi:
      - Amakhadi amanani eBala Wande (alingene abafundi)
      - Amakhadi amachokoza eBala Wande (alingene abafundi)
      - Amakhadi amagama amanani eBala Wande (IsiXhosa) (alingene abafundi)
      - Amakhadi amagama amanani eBala Wande (English) (alingene abafundi)
   f. Izakhelo zamashumi zeplasitiki ezi-6 nezibalisi (ama-20 iseti nganye)
Checklist
Lists of all Bala Wande resources in the box:

1. Teacher Guide
2. Bilingual dictionary
3. Learner Activity Book (LAB) for each learner
4. Posters
   a. Calendar
   b. Register
   c. Unclustered farm scene 1 (numbers up to 5)
   d. Unclustered farm scene 2 (numbers up to 10)
   e. Clustered farm scene 1 (numbers up to 5)
   f. Clustered farm scene 2 (numbers up to 10)
   g. Classroom scene
   h. Trees poster
5. One teacher demo size pack of cards:
   a. Bala Wande number cards (demo size)
   b. Bala Wande dot cards (demo size)
   c. Bala Wande number name cards (IsiXhosa) (demo size)
   d. Bala Wande number name cards (English) (demo size)
6. Teacher bead string
7. Multifix blocks (100)
8. Plastic cup
9. Magnetic ten frame (2) with magnetic counters (20)
10. 2-D shape attribute blocks (4 boxes)
11. 6 learner boxes that include:
    a. 6 plastic cups
    b. 6 small bead strings
    c. 12 dice (2 per learner, one with dots and one with numbers)
    d. 100 multifix blocks to share
    e. 6 learner size packs of cards:
       - Bala Wande number cards (learner size)
       - Bala Wande dot cards (learner size)
       - Bala Wande number name cards (IsiXhosa) (learner size)
       - Bala Wande number name cards (English) (learner size)
    f. 6 plastic ten frames and counters (20 per set)
3. Ndisebenzisa oluphi ulwimi xa ndifundisa imathematika?

Zonke izihlobo zokufunda zeBala Wande zifumaneka ngelelwini. Oku kwenzelwe ukunika inkxaso kuphuhlilo lolwimi/lwesigama semathematika ngesiXhosa nangesiNglesi. Oku kwenzelwe ukuba kube lula ukutshintshatshintsha phakathi kwezi lwimi xa kuthethwa ngemathematika. Isichazimagama seBala Wande siza kukunceda ukwazi ukusebenzisa ilwimi ezininzi xa ucacisa amagama athile emathematika xa kujimfuneko yoko.


Isiqendu sesi-4 seCAPS ehlaziyiweyo (Uvavanyo) siphelelela ukusetyenziswa ezininzi ukuze uthelele ngokwemathematika.

4. Ukusebenzisa izicwangciso zezifundo nencwadi yemisebenzi yomfundi

Iphepha lokuqala lamagqabantshintshi eveke liqulethe oku:

| Isishwankathelo esifutshane sezibalo zentloko nemisebenzi yezifundo yeveke nezikhobo zokufunda ekufuneka uzelungisile. |
| Ululhu lwdeenjongo yeveke onokusebenzisa ukuqinisekisa ukuba iklasi yakho isekhondweni elishanekileyo. |
| Inkcazeloyo yomsebenzi wowavanyo enikwa ngosuku lwesi-5 lweweke. |

Isiqendu sesi-4 seCAPS ehlaziyiweyo (Uvavanyo) siphelelela ukusetyenziswa ezininzi ukuze uthelele ngokwemathematika.
3. What language do I use when I teach mathematics?

The Bala Wande material is all bilingual. It supports the development of mathematics language in both isiXhosa and English by moving naturally between languages when speaking about mathematics. The Bala Wande dictionary will help teachers use more than one language to explain mathematical words if necessary.

Many South African mathematics teachers already code-switch to help their learners understand mathematical concepts and terms. This means that they alternate between two or more languages when explaining mathematics. Research has shown that this is a very useful practice that does indeed help learners to understand. Code-switching allows teachers and learners to draw on all of their language skills to learn, rather than to be limited by one language only. This practice is used internationally and is also called ‘translanguaging’.

The revised CAPS Section 4 (Assessment) endorses the use of more than one language to speak mathematically.

4. Using the lesson plans and Learner Activity Book

Use the overview on the first page to prepare for the week.

<table>
<thead>
<tr>
<th>Day</th>
<th>Mental Maths</th>
<th>MM Resources</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>copying number of claps/clucks/ stamps/hops/jumps</td>
<td>claps/clucks/ stamps/hops/jumps</td>
<td>Match and sort counters on a picture.</td>
<td>LAB, farm scene poster (unclustered) counters</td>
</tr>
<tr>
<td>2</td>
<td>copying number of claps/clucks/ stamps/hops/jumps</td>
<td>claps/clucks/ stamps/hops/jumps</td>
<td>Match and sort counters on a picture to compare numbers.</td>
<td>LAB, farm scene poster (unclustered) counters</td>
</tr>
<tr>
<td>3</td>
<td>copying number of fingers shown</td>
<td>fingers</td>
<td>Compare numbers up to 5.</td>
<td>LAB, counters, number cards (1 to 5)</td>
</tr>
<tr>
<td>4</td>
<td>copying number of fingers shown</td>
<td>fingers</td>
<td>Counting from 1 to 5.</td>
<td>LAB, counters, number cards (1 to 5), number line</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td>Consolidation and assessment for learning.</td>
<td>LAB</td>
</tr>
</tbody>
</table>

Every day, learners must mark themselves present in the register. Help learners to sort and count the number of learners present.

After this week the learners should be able to:
- Match counters to items correctly (one-to-one)
- Sort counters onto a five frame or ten frame
- Compare numbers displayed in a five frame or ten frame
- Use the vocabulary more than and less than to compare numbers
- Recognise the symbols >, <, =, and 5

Assessment
- There is no formal assessment this week.
- You should observe the learners in your class daily and make notes as part of your informal ongoing assessment for learning.

A quick overview of the Mental Maths and lesson activities for the week and the resources teachers will need.

A list of aims for the week that can be used to check whether your class is on track.

A description of the assessment activity which is done on day 5 of the week.
Iphepha lesibini lamaggabantshihtshi eveki liqulethe oku:

**Ukutshatisa, ukuhlela ukucwangacisa nokuthelelekisa amanani**

<table>
<thead>
<tr>
<th>Ividigo yeziwalo zentloko</th>
<th>Sigqala kubuduni belinganisa okanye betsheliso inani ukupha ku-5. Basha nobubhaweni imihloko ye balinganisa ko-60 uyezi.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evekini ghabango Ikoba:</strong></td>
<td>- Yakhetho abuthetho balinganisa inani ukuphahalayo.</td>
</tr>
<tr>
<td></td>
<td>- Ukuphahalayo ilo-3, ilo-4, ilo-5.</td>
</tr>
<tr>
<td></td>
<td>- Yakhetho abuthetho balinganisa inani ukuphahalayo.</td>
</tr>
<tr>
<td></td>
<td>- Makubonisa uqentwini ezifanele eziphathweni izikhathi.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ividigo yophuhliso lwengqoqo</th>
<th>Kule vezi sigqala kunani okupha ku-5. Zimbini izinto zizawubalulekilela kwazinto sulipho ukuphakathi noma kukuhlanjwa ngezimba.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evekini ghabango Ikoba:</strong></td>
<td>- Inte yokothole ngiyazilungisa ukuphahalayo.</td>
</tr>
<tr>
<td></td>
<td>- Ngabe abuthetho balinganisa inani ukuphahalayo.</td>
</tr>
<tr>
<td></td>
<td>- Inktha abuthetho balinganisa inani ukuphahalayo.</td>
</tr>
</tbody>
</table>

**Izinto ezithile ezinokuvwalaselwa evekini.** Isenokuba ziimpazamo esizaziyo ezikhaphakileyo ezenziwa ngabafundi okanye imba ebalulekeleyo efuna ukugxiniswa.

**Inkazelo yenqubela yemisebenzi yeziwalo zentloko vekezi.**

**Inkazelo yesigama esingundoqo oza kusifundisa kule vekezi.**

Eli phepha likusa kwizishunye zeviyezika ulwazi oluwela kootishala abazintshatheli olumalungo nesigama esithile semathamatica okanye ubuchule bokufundisa ngosuku ngalunye.
The second page provides more details about the activities and concepts learners will need to acquire in the week.

### A description of the key concepts to be taught over the week.

### A description of how the Mental Maths activities progress over the week.

### A list of things teachers must watch out for such as mistakes learners often make or important ideas to emphasise.

### What to look out for this week
- Ensure that learners are able to accurately match counters to items and move them across to ten frames to find out how many items there are.
- In using ten frames to structure numbers we want to encourage learners to be able to instantly see what number is shown. For example, we want learners to recognize 7 as 7 without having to count each individual counter. This week learners will match, sort and order numbers by using counters and ten frames. They will start to use the number names 1 to 5.
- Are learners able to use the vocabulary more than and less than correctly?
Usuku ngalunye

Sebenzisa irejista ukuze ubale abafundi abasekhasini
Ebhokisini kukho ipowusta yerejista yeklasi eyodwa. Ngosuku ngalunye umfundi ngamnye uza kuziphawula ngokukeka ichokoza okanye abhale oonobumba bokuqala begama lakhe kwirejista.

Qinisekisa ukuba abafundi bazalisa izakhelo zamashumi kwirejista ngokulandelana.

Ekuqaleni kwestifundo semathematika bala inani labafundi abakhoyo, umz., balishumi, ngamashumi amabini, ngamashumi amathathu, amashumi amane. Ngamashumi amane abafundi abakhoyo namhlane."

Lo masebenzi uphindaphindwa yonke imihla ubethelela imbono yokuba ukhulela nokubala ngamashumi kuyasebenza kwaye kwenza abafundi bayeke ukubala ngoononye.

Xoxa nabafundi ngomhla wanamhlane usebenzise ikhalenda

Sebenzisa ifowutshathi ukuze ubone ukulandelana kwemisebenzi yosuku
Ekuqaleni kosuku ngalunye kunikwa ifowutshathi esisishwankathelo solandwelelwano lwemisebenzi yosuku.

Yenza umsebenzi wezibalo zentloko (imizuzu eli-15)

Ngosuku ngalunye, isikhokelo sikatitshala sinika isikhumhuzo esingumfanekiso ngqondweni womsebenzi wezibalo zentloko wolo suku.
Each day

Use the register to count the learners in the class

In the box there is a special class register poster. Each day each learner will mark themselves by putting a dot or their initials on the register.

Ensure that the learners fill the ten frames on the register in order.

At the start of the maths class, use the register to count the number of learners present. For example, “Ten, twenty, thirty, forty, four. Forty-four learners are present today.”

This repeated daily activity reinforces the idea that grouping and counting in tens is efficient and steers learners away from counting in ones.

Discuss the date with learners using the calendar

In the box there is a calendar. Each day identify the year, month, day and date with the class. Mark the date on the wall calendar. Note any birthdays.

Use the flow diagram to see the sequence of activities for the day

At the start of each day, a flow diagram is given which summarises the sequence of activities for the day.

Do the Mental Maths activity (15 minutes)

Mental Maths is an important component of every lesson. We use the mental maths activities to ensure that learners become fluent in the basic facts. There are videos showing the Mental Maths activities in action in the classroom and there is a description of each Mental Maths activity in the overview for the week.

The Teacher Guide also provides a photographic reminder of the Mental Maths activity for the day.
Yenza umsebenzi weklasi

lintsuku ezininzi ziza kuba nomsenbenzi owenziwa yiklasi yonke apho uza kusebenza nabafundi ukuse nixoxe imiba ephambili yolo suku.

Kukho iiviidyelwa imisebenzi yezibalo zentloko isenziwa eklasini kwayi kukwakho nenkezelo nomsenbenzi yezibalo zentloko zeveki kula magqabantshintshi.

Ngosuku ngalunye, isikhokelo sikatitshala sinika isikhumbuzo esingumfanekiso ngqondweni womsebenzi wezibalo wolo suku.

Incwadi yemisebenzi yomfundzi iyinxalenyi yesikhokelo sikatitshala

Uphawu oluluhlaza luxela ukuba luthlabo luni na lomsenbenzi (iklasi yonke, iphepha lomsebenzi).

Imisebenzi yile kanye iza kubonwa ngabafundi ezinxalwini zabo.

Apha sinekhathuni yomdlalo oza kudlalwa ngabafundi. Ngokwazisa lo mdala lo mtsha kufanele ukuba uboniswe kwiklasi iphepha phambi kokuba abafundi badlale ngababini okanye ngakwamaqela.

Yonke imiyalelo nolwazi inikwa ngesiXhosa nangengqulele efumaneka ngesiNgesi.

Amaphepha emisebenzi anomzekelo (oboniswa libala elingwevu nepenisile ebomvu).

UMSEBENZI WEKLASI YONKE | WHOLE CLASS ACTIVITY

Let us match and count the farm animals.

Zingaphi izinja?

How many dogs?

Kukho izinja ezi-4

There are 4 dogs.

Zingaphi iihagu?

How many pigs?

Mazithathise izilwanyana zasefama ze zibale.

Let us match and count the farm animals.
Do the whole class activity

Most days there will be a whole class activity where the learners work together as a class to discuss the key ideas of the day.

There are videos showing the whole class activities in action in the classroom and there is a description of the activities in the overview for the week.

For each day, the Teacher Guide provides a photographic reminder of the whole class activity for the day.

The Learner Activity Book is embedded in the Teacher Guide

The burgundy tag indicates that this is a worksheet.

The activities are exactly as the learners will see them in their books.

Here, for example, we have a cartoon of a game that the learners will play. In introducing a new game to the learners it is best to demonstrate the game to the whole class before letting learners play in pairs or groups.

All instructions and information are given in isiXhosa with an English translation below.

Learner worksheets have a worked example (indicated by the grey background and the red pencil).
Usuku Iwesi-5 Iweveki nganye lucwangciselwe uqukaniso novavanyo
Usuku Iwesi-5 Iweveki nganye lucwangciselwe uqukaniso novavanyo Isicwangciso sovavanyo sekota yoku-3 sifumaneka kwiphepha lama-27.


Kwiveki ye- 4 nakweye-5 kwenzwi izicwangciso zovavanyo oluthethwayo nolwenziwayo. Xa uvavanyo abafundi uza kusebenzisa imisebenzi eyenziwayo/esebenzisayo nerubriki oyinikwe kumagaqabantshintshi eveki. Amaphetha okusebenzela ayafumaneka kwincwadi yemisebenzi yomfundisi ukuhlanganisa umsebenzi weveki kwaye abafundi bangasebenzela kuwo ngelixa wena wenza uvavanyo oluthethwayo nolwenziwayo nabanye abafundi ngokwamaqela okanye nganye nganye-27.

Kwiiveki ye- 4 nakweye-5 kwenzwi izicwangciso zovavanyo oluthethwayo nolwenziwayo. Xa uvavanyo abafundi uza kusebenzisa imisebenzi eyenziwayo/esebenzisayo nerubriki oyinikwe kumagaqabantshintshi eveki. Amaphetha okusebenzela ayafumaneka kwincwadi yemisebenzi yomfundisi ukuhlanganisa umsebenzi weveki kwaye abafundi bangasebenzela kuwo ngelixa wena wenza uvavanyo oluthethwayo nolwenziwayo nabanye abafundi ngokwamaqela okanye nganye nganye-27.


Kufuneka wenze ntoni ukuze ukwazi ukulungiselela iweki nganye

• Funda isikhokelo uze ulingiselele iweki nesifundo ngasinye.
• Bukela ividiyo – zibonisa izijungqe zeklasi yokwenyani apho imisebenzi yesifundo ikhe yalingwa khona nalapho ooitshala abafundise ezo zifundo banika ulwazi neengcebiso.
• Wakube usifundisile isifundo, cinga ngendlela esiqhubeke ngayo. Bhala amanqaku ngezimvo onazo malunga nokuba ungenza ntoni eyahlukileyo ukuba unokufundisa eso sifundo kwakhona.
• Kwiveki yesi-2 nesi-8 kuza kungiselele umsebenzi wowavanyo weveki. Kubaluleke kakhulu ukuba kwiveki eziza kuba novavanyo oluthethwayo nolwenziwayo ucwangcise indlela oza kubhala ugcine ngayo inkqubela yomfundisi ngamnye usebenzise irubriki ivesi yonke.
Day 5 of each week is for consolidation and assessment

Day 5 of each week is for consolidation and assessment. The assessment plan for Term 3 is provided on page 27.

On day 5 of each week, learners should work on the worksheets provided in the Learner Activity Book (LAB) to consolidate the work for the week. In weeks 1, 9 and 10 there is no formal assessment activity. Informal assessment can be done at any time.

In weeks 4 and 5, oral and practical assessment activities are planned. Use these practical activities and the rubric provided in the week overview to assess learners. Worksheets that consolidate the work for the week are provided in the LAB and the class can work on these while you complete the oral and practical assessments with learners in small groups or individually.

In weeks 2, 3, 4, 5, 6, 7, and 8, written assessment activities are planned. These are provided in the learner activity book. After they have completed the written assessment activity learners can work on the consolidation worksheets in the learner activity book.

What teachers need to do to prepare for each week

• Read the guide and prepare for the week and for each lesson
• Watch the videos – these show clips from real classrooms where the lesson activities have been trialled and where the teachers who have taught them provide insights and advice.
• After teaching the lesson, reflect on how it went. Make notes on what went well and what to do differently next time.
• In weeks 2-8, prepare for the assessment activity of the week. In the weeks in which there is an oral and practical assessment, teachers need to plan how to record each learner’s progress using the rubric or checklist over the course of the week.
5. Ishedulyi yemihla ngemihla, itheyibhile yexashe nesicwangciso sexesha

Ishedulyi yemihla ngemihla lintsuku 1–4

- Xoxa ngerejista yeklasi
- Imihla neentsuku zokuzaalwa
- Izibalo zentloko
  Imizuzu eli-15
- Umsebenzi weklasi yonke • Amaphepha okusebenzela nemidlalo
  Imizuzu eli-75

Ishedulyi yemihla ngemihla Usuku 5

<table>
<thead>
<tr>
<th>liveki yesi-1, 9 neye-10</th>
<th>liveki yesi-2, 3, 4, 5, 6, 7 neye-8</th>
<th>liveki 4 neye-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Xoxa ngerejista yeklasi</td>
<td>Xoxa ngerejista yeklasi</td>
<td>Xoxa ngerejista yeklasi</td>
</tr>
<tr>
<td>Imihla neentsuku zokuzaalwa</td>
<td>Imihla neentsuku zokuzaalwa</td>
<td>Imihla neentsuku zokuzaalwa</td>
</tr>
<tr>
<td>Qukanisa umsebenzi weveki Amaphepha okusebenzela oqukaniso kwincwadi yemisebenzi yomfundi</td>
<td>Uvavanyo olubhalwayo</td>
<td>Gqibezelela/ Zalisa irubriki yovavanyo oluchethayo yomntwana ngamnye</td>
</tr>
<tr>
<td></td>
<td>Qukanisa umsebenzi weveki Amaphepha okusebenzela oqukaniso kwincwadi yemisebenzi yomfundi</td>
<td>Umsebenzi womfundi emaphepeni oqukaniso</td>
</tr>
</tbody>
</table>
5. Daily schedule, time table and term plan

Daily schedule days 1-4

1. Discuss class register
2. Date and birthdays
3. Mental Maths
   - 15 minutes
4. Whole class activity • Worksheet and games
   - 75 minutes

Daily schedule day 5

<table>
<thead>
<tr>
<th>Weeks 1, 9 and 10</th>
<th>Weeks 2, 3, 4, 5, 6, 7, and 8</th>
<th>Weeks 4 and 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss class register</td>
<td>Discuss class register</td>
<td>Discuss class register</td>
</tr>
<tr>
<td>Date and birthdays</td>
<td>Date and birthdays</td>
<td>Date and birthdays</td>
</tr>
</tbody>
</table>
| Consolidate the week’s work
  Consolidation worksheets in the learner activity | Written assessment | Complete rubric for oral assessment for each learner |
| | Consolidate the week’s work
  Consolidation worksheets in the learner activity | Learners work on consolidation worksheets |
## Itheyibhile yexesha

<table>
<thead>
<tr>
<th>Lithini</th>
<th>uMvulo</th>
<th>uLwesibini</th>
<th>uLwesithathu</th>
<th>uLwesine</th>
<th>uLwesihlanu</th>
</tr>
</thead>
<tbody>
<tr>
<td>08:00–09:30</td>
<td>Izibalo zentloko (15 min)</td>
<td></td>
<td></td>
<td></td>
<td>Uqukaniso novavanyo (60 min)</td>
</tr>
<tr>
<td></td>
<td>Izibalo: umsebenzi weklasi yonke nowomntu ngamnye (75 min)</td>
<td></td>
<td></td>
<td></td>
<td>Ezobugcisa (30 min)</td>
</tr>
<tr>
<td>09:30–09:50</td>
<td>Ukuphulaphula nokuthetha; Ukufunda ukhwaza (Izakhono zobomi: Imizuzu engama-60 yokuqala)</td>
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<tr>
<td>09:50–10:10</td>
<td>Isidlo</td>
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<tr>
<td>10:10–10:25</td>
<td>Ikhefu lokuqala</td>
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<tr>
<td>10:25–11:10</td>
<td>Ukufunda notitshala (1) (15 min)</td>
<td>Ukufunda notitshala (2) (15 min)</td>
<td>Ukufunda notitshala (3) (15 min)</td>
<td>Izandi (15 min)</td>
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<tr>
<td>11:10–12:05</td>
<td>EFAL – Ukuphulaphula nokuthetha (60 min), Ukufenda nezandi (60 min), Ukubhala (60 min), Ulwimi (30 min)</td>
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<tr>
<td>12:05–12:20</td>
<td>Ikhefu lesibini</td>
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<tr>
<td>12:20–12:50</td>
<td>GGR × amaqela ama-2 ngemini; Ukufunda ngababini; Ukufunda uwedwa (30 min)</td>
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<tr>
<td>12:50–13:30</td>
<td>Ezobugcisa (× 2) Ukuzilolonga (× 3)</td>
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### Ulwimi lwasekhaya neZakhono zobomi

- Ulwimi Olongezelelwayo Lokuqala
- Izibalo/IMathematika
- Ezobugcisa nezokuzilolonga
<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>08:00–09:30</td>
<td>Mental Maths (15 min)</td>
<td>Consolidation and Assessment (60 min)</td>
<td>Maths: whole class and independent work (75 min)</td>
<td>Creative Arts (30 min)</td>
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<td></td>
<td>Creative Arts (30 min)</td>
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<tr>
<td>09:30–09:50</td>
<td>Listening and speaking; Read aloud (Life Skills: Beginning 60 min)</td>
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<tr>
<td>09:50–10:10</td>
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<td>Feeding</td>
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<tr>
<td>10:10–10:25</td>
<td>First break</td>
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<tr>
<td>10:25–11:10</td>
<td>Shared (1) (15 min)</td>
<td>Shared (2) (15 min)</td>
<td>Shared (3) (15 min)</td>
<td>Phonics (15 min)</td>
<td>Phonics (15 min)</td>
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<td>Phonics (15 min)</td>
<td>Phonics (15 min)</td>
<td>Handwriting (15 min)</td>
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<td>Handwriting (15 min)</td>
<td>Writing (15 min)</td>
<td>Writing (15 min)</td>
<td>Writing (15 min)</td>
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<tr>
<td>11:10–12:05</td>
<td>EFAL – Listening and speaking (60 min), Reading and phonics (60 min), Writing (60 min), Language use (30 min)</td>
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<tr>
<td>12:05–12:20</td>
<td>Second Break</td>
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<tr>
<td>12:20–12:50</td>
<td>GGR × 2 groups a day; paired reading; independent reading (30 min)</td>
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<tr>
<td>12:50–13:30</td>
<td>Creative arts (x 2) / PE (x 3)</td>
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</table>

**Home language and Life Skills** | **English FAL** | **Maths** | **Creative arts and PE**
<table>
<thead>
<tr>
<th>Iveli</th>
<th>Usuku 1</th>
<th>Usuku 2</th>
<th>Usuku 3</th>
<th>Usuku 4</th>
<th>Usuku 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Amanani ukuya kuma-20</td>
<td>Amanani 0 ukuya kwi-10 uhlaziyo</td>
<td>Amanani ukuya kwi-15</td>
<td>Amanani 16 ukuya kuma-20</td>
<td>Amanani ukuya kuma-20</td>
</tr>
<tr>
<td>2</td>
<td>Thelekisa, dibanisa uze uctwungcise uyanani 0 ukuya kuma-20</td>
<td>Thelekisa uze uctwungcise uyanani 0 ukuya kuma-20</td>
<td>Ukudibanisa nokuthabatha ukuya kuma-20</td>
<td>Ukudibanisa nokuthabatha ukuya kuma-20</td>
<td>Okunjye ukudibanisa nokuthabatha ukuya kuma-20</td>
</tr>
<tr>
<td>3</td>
<td>lingxaki zokudibanisa nokuthabatha</td>
<td>lingxaki zamagama zokudibanisa</td>
<td>lingxaki zamagama zokudibanisa</td>
<td>Ukudibanisa nokuthabatha amanani ama-3</td>
<td>Izibalo ezixubileyo</td>
</tr>
<tr>
<td>4</td>
<td>Ubunzima</td>
<td>Enzima nekhaphukaphu</td>
<td>Ukuthelekisa ubunzima</td>
<td>Ukuthelekisa ubunzima</td>
<td>Ukuthelekisa ubunzima</td>
</tr>
<tr>
<td>5</td>
<td>Lipatheni zokudibanisa</td>
<td>Amanani kumgca manani</td>
<td>Ukudibanisa kwi-9</td>
<td>Ukudibanisa kwisi-8 nakwisi-7</td>
<td>Lipatheni zokudibanisa</td>
</tr>
<tr>
<td>6</td>
<td>Ukubala okuwelela ngaphaya kwe-10</td>
<td>Ukudibanisa okuwelela ngaphaya kwe-10</td>
<td>Ukudibanisa okuwelela ngaphaya kwe-10</td>
<td>Ukudibanisa okuwelela ngaphaya kwe-10</td>
<td>lingxaki zamagama zokudibanisa</td>
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<tr>
<td>7</td>
<td>Ukudibanisa okuphindweyo, ukuphindweyo</td>
<td>Ukudibanisa okuphindweyo</td>
<td>Ukudibanisa okuphindweyo</td>
<td>Ukuphindweyo kabini nokwahulula kubini</td>
<td>Ukuphindweyo kabini nokwahulula kubini</td>
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<td>8</td>
<td>Lipatheni zokuthabatha</td>
<td>Ukuthabatha okuwelela ngaphaya kwe-10</td>
<td>Ukuthabatha isi-9</td>
<td>Ukuthabatha isi-8 nesi-7</td>
<td>Lipatheni zokuthabatha</td>
</tr>
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<td>9</td>
<td>Ukuthabatha okuwelela ngaphaya kwe-10</td>
<td>Ukuthabatha okuwelela ngaphaya kwe-10</td>
<td>Ukuthabatha okuwelela ngaphaya kwe-10</td>
<td>Fumana inani elishiyiweyo</td>
<td>Ukuthabatha okuwelela ngaphaya kwe-10</td>
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<tr>
<td>10</td>
<td>lingxaki zokuthabatha</td>
<td>lingxaki zamagama zokuthabatha</td>
<td>Amabali okuthabatha</td>
<td>Izivakalisi manani</td>
<td>Lipatheni zeebhondi zamanani</td>
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</tbody>
</table>

| Inani, Izibalo nolwalamano | lipatheni, imisebenzi neAljebra | Umlinganiselo |
## Term plan: Grade 1 Term 3

<table>
<thead>
<tr>
<th>Week</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Numbers to 20</td>
<td>Numbers 0 to 10 revision</td>
<td>Numbers up to 15</td>
<td>Numbers 16 to 20</td>
<td>Numbers up to 20</td>
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<tr>
<td></td>
<td><strong>Consolidation</strong></td>
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<tr>
<td>2</td>
<td>Compare, add and subtract up to 20</td>
<td>Compare and order numbers 0 to 20</td>
<td>Addition up to 20</td>
<td>Subtraction up to 20</td>
<td>More addition and subtraction up to 20</td>
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<td></td>
<td><strong>Assessment and consolidation</strong></td>
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</tr>
<tr>
<td>3</td>
<td>Addition and subtraction problems</td>
<td>Addition word problems</td>
<td>Subtraction word problems</td>
<td>Addition and subtraction of 3 numbers</td>
<td>Mixed operations</td>
</tr>
<tr>
<td></td>
<td><strong>Assessment and consolidation</strong></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>4</td>
<td>Mass</td>
<td>Heavy and light</td>
<td>Comparing mass</td>
<td>Comparing mass</td>
<td>Measuring mass</td>
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<td></td>
<td><strong>Assessment and consolidation</strong></td>
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<tr>
<td>5</td>
<td>Addition patterns</td>
<td>Numbers on a number lines</td>
<td>Adding on to 9</td>
<td>Adding on to 8 and 7</td>
<td>Addition patterns</td>
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<td><strong>Assessment and consolidation</strong></td>
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<td>6</td>
<td>Addition bridging 10</td>
<td>Addition bridging 10</td>
<td>Addition bridging 10</td>
<td>Addition word problems</td>
<td>Addition stories</td>
</tr>
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<td></td>
<td><strong>Assessment and consolidation</strong></td>
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<td>7</td>
<td>Repeated addition, doubling and halving</td>
<td>Repeated addition</td>
<td>Repeated addition</td>
<td>Doubling and halving</td>
<td>Doubling and halving</td>
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<td><strong>Assessment and consolidation</strong></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>8</td>
<td>Subtraction patterns</td>
<td>Subtraction bridging 10</td>
<td>Subtracting 9</td>
<td>Subtracting 8 and 7</td>
<td><strong>Subtraction patterns</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Assessment and consolidation</strong></td>
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<td></td>
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<tr>
<td>9</td>
<td>Subtraction bridging 10</td>
<td>Subtraction bridging 10</td>
<td>Subtraction bridging 10</td>
<td>Find the missing number</td>
<td><strong>Subtraction bridging 10</strong></td>
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<td><strong>Consolidation</strong></td>
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<tr>
<td>10</td>
<td>Subtraction problems</td>
<td>Subtraction word problems</td>
<td>Subtraction stories</td>
<td>Number sentences</td>
<td>Number bond patterns</td>
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<td></td>
<td><strong>Consolidation</strong></td>
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</tbody>
</table>

### Topics
- **Number, operations and relationships**
- **Patterns, functions and algebra**
- **Measurement**
**Isicwangciso sovavanyo sekota yesi-3**

Uvavanyo Iwekota luyilele kwizicwangciso zezifundo. Uvavanyo luquka umsebenzi obhalwayo, othethwayo nowenziwayo.

Limvavanyo ezikwikota yesi-3 zezi:

<table>
<thead>
<tr>
<th>Iveki</th>
<th>Izivakalisi zamanani zokubaluleka nokuthabata</th>
<th>Amanqaku</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Izivakalisi zamanani, izukuhloko kuncane kuqala zezifundo.</td>
<td>Olubhalwayo 20</td>
</tr>
<tr>
<td>3</td>
<td>Izivakalisi zamanani, iqusho kuqala zezifundo.</td>
<td>Olubhalwayo 15</td>
</tr>
<tr>
<td>4</td>
<td>Ubunzima (umlinganiselo)</td>
<td>Olubhalwayo 12</td>
</tr>
<tr>
<td>5</td>
<td>Qaphela abafundi ngenjongo zokuhloko ulwazi lwabo lokusebenzisa isigama sobunzima kunye nokusebenzisa isikali</td>
<td>Oluthethwayo nowenziwayo 7</td>
</tr>
<tr>
<td>6</td>
<td>Ukudibanisa okuwelela ngaphaya kwe-10 usebenzisa izakhelo zeshumi kunye nemiggca manani</td>
<td>Olubhalwayo 18</td>
</tr>
<tr>
<td>6</td>
<td>Qaphela abafundi ngenjongo zokuhloko ulwazi lwabo lokusebenzisa imigca manani</td>
<td>Oluthethwayo nowenziwayo 7</td>
</tr>
<tr>
<td>7</td>
<td>Iingxaki zokudibanisa okuwelela ngaphaya kwe-10 nezivakalisi manani</td>
<td>Olubhalwayo 14</td>
</tr>
<tr>
<td>7</td>
<td>Ukudibanisa okuphindiweyo, iindlela zophi zinkwazi kubini nokwahluva kubini ukusombulula iingxaki.</td>
<td>Olubhalwayo 10</td>
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<tr>
<td>8</td>
<td>Ukuwelela ngaphaya kwe-10 usebenzisa izakhelo zamashumi nemiggca manani.</td>
<td>Olubhalwayo 18</td>
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</table>
Term 3 Assessment plan
The assessment for the term is included in the lesson plans. Assessment includes written, oral and practical activities.

The assessments that are in Term 3 are as follows:

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
<th>Mark</th>
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</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Addition and subtraction number sentences</td>
<td>20</td>
</tr>
<tr>
<td>Week 3</td>
<td>Number sentences, word problems and mixed operations</td>
<td>15</td>
</tr>
<tr>
<td>Week 4</td>
<td>Mass (Measurement)</td>
<td>12</td>
</tr>
<tr>
<td>Week 5</td>
<td>Observe learners to assess their ability to use the terminology of mass and use a balance scale.</td>
<td>7</td>
</tr>
<tr>
<td>Week 6</td>
<td>Addition bridging ten using ten frames and number lines</td>
<td>18</td>
</tr>
<tr>
<td>Week 6</td>
<td>Observe learners to assess their ability to work with number lines</td>
<td>7</td>
</tr>
<tr>
<td>Week 7</td>
<td>Addition bridging 10 problems and number sentences</td>
<td>14</td>
</tr>
<tr>
<td>Week 7</td>
<td>Repeated addition, doubling and halving techniques to solve problems</td>
<td>10</td>
</tr>
<tr>
<td>Week 8</td>
<td>Subtraction (bridging ten) using ten frames and number lines</td>
<td>18</td>
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## Iphetshana lamanqaku ovavanyo Iwekota yesi-3

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<th>7</th>
<th>8</th>
<th>4</th>
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<td><strong>Iphetshana lokubhala amanqaku ovavanyo olusesikweni elicetyiswayo</strong></td>
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<tr>
<td>Amanqakus</td>
<td>20</td>
<td>15</td>
<td>18</td>
<td>7</td>
<td>14</td>
<td>10</td>
<td>18</td>
<td>102</td>
<td>12</td>
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### Igama nefani yomfundi

<p>| | | | | | | | | | | | | |
| | | | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Number: Written</th>
<th>Number: Written</th>
<th>Number: Written</th>
<th>Number: Oral and practical</th>
<th>Number: Written</th>
<th>Number: Written</th>
<th>Number: Written</th>
<th>Measurement: Oral and practical</th>
<th>Measurement: Written</th>
<th>TOTAL FOR NUMBER</th>
<th>TOTAL FOR MEASUREMENT</th>
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</thead>
<tbody>
<tr>
<td>Marks</td>
<td>20</td>
<td>15</td>
<td>18</td>
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<td>14</td>
<td>10</td>
<td>18</td>
<td>102</td>
<td>12</td>
<td>7</td>
<td>19</td>
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</tbody>
</table>

**Learner name and surname**
### Amanani ukuya kuma-20

#### Izibalo zentloko
- Ixesha (imisebenzi yekhalenda)

#### Izixhobo zezibalo
- Khalenda

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
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<tbody>
<tr>
<td>1</td>
<td>Amanani 0 ukuya kwi-10 uhlaziyo</td>
<td>Izakhelo zamashumi, izibalisi, Incwadi yemisebenzi yabafundi</td>
</tr>
<tr>
<td>2</td>
<td>Amanani ukuya kwi-15</td>
<td>Izakhelo zamashumi, izibalisi, Incwadi yemisebenzi yabafundi</td>
</tr>
<tr>
<td>3</td>
<td>Amanani 0 ukuya kuma-20</td>
<td>Izakhelo zamashumi, izibalisi, Incwadi yemisebenzi yabafundi</td>
</tr>
<tr>
<td>4</td>
<td>Amanani ukuya kuma-20</td>
<td>Izibalisi, izakhelo zamashumi, Incwadi yemisebenzi yabafundi</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso</td>
<td>Incwadi yemisebenzi yabafundi</td>
</tr>
</tbody>
</table>

#### Emva kwale veki umfundi kufuneka akwazi ukwenza oku:

- Ukuhlaziya ukucazulula nokwakha amanani 0 ukuya kwi-10.
- Ukuchonga amashumi nemivo kumanani 11 ukuya kuma-20 kusetyenziswa izakhelo zamashumi nezibalisi.
- Theleksa uze ulandelelanise amanani 0 ukuya kuma-20.

#### Uvavanyo

Akukho vavanyo lusesikweni kule veki.

Kufuneku ubaqaphele abafundi eklasini yafane imihla kwaye uthathe amanqaku njengenxalenye yovavanyo oluqhubekayo olungekho sesikweni olujolise ekuqhubeka.

---

**30**
Numbers to 20

<table>
<thead>
<tr>
<th>Mental Maths</th>
<th>MM resources</th>
</tr>
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<tbody>
<tr>
<td>Time (calendar activities)</td>
<td>Calendar</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Numbers 0 to 10 revision</td>
<td>Ten frames, counters, LAB</td>
</tr>
<tr>
<td>2</td>
<td>Numbers up to 15</td>
<td>Ten frames, counters, LAB</td>
</tr>
<tr>
<td>3</td>
<td>Numbers 16 to 20</td>
<td>Ten frames, counters, LAB</td>
</tr>
<tr>
<td>4</td>
<td>Numbers up to 20</td>
<td>Counters, ten frames, LAB</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation</td>
<td>LAB</td>
</tr>
</tbody>
</table>

After this week the learners should be able to:

- Revise breaking down and building up of numbers 0 to 10
- Identify the tens and ones in numbers 11 to 20 using ten frames and counters
- Compare and sequence numbers 0 to 20

Assessment

There is no formal assessment this week.

Observe learners daily and make notes as part of your informal ongoing assessment for learning.
### Amanani ukuya kuma-20

#### Ividiyo yezibalo zentloko
Kule veki sijolisa kumba wexesha, kanye xa abafundi besebenzisa ikhalenda bekhulisa isigama sabo esimalunga nexesha. Abafundi baza kuthetha ngentsuku zabo zokuzalwa baze baxoxe ngeenyanga zonyaka neentsuku zekweki.

#### Ividiyo yophuhliso lwengqiyo
Kule veki sigxila kumanani ukusuka ku-0 ukuya kuma-20. Abafundi baza kuhlaziya amanani 0–10 phambi kokuba badlulele kumanani 11–20. Xa sisebenza ngala manani 0–20, siza kujonga oku:
- Ukusebenzisa izakhelo zamashumi ukwakha nokucazulula amanani.
- Ukubona u-5 njengenani elinobuhlobo ekuncediseni ukudibanisa.
- Ukuba Jinpingise ekudibaniseni amanani ngokunakana indawo afaneleke kuyo ukuba kudityanise ishumi kwinani elaziwayo.
- Ukuchaza, ukucwangcisa nokutheleksisa la manani kusetyenziswa isigama esithi inkulu kuna/kuno- okanye incinci kuna/kuno-.

#### Into emayiqatshelwe kule veki
- Kubalulekile ukuba abafundi basisebenzise isigama ukuze bafunde ulwimi lweMathematika kwaye baphuhlise ngakumbi ukuqonda kwabo esi sigama (ngaphezulu kuna/kuno -, ngaphantsi kuna/kuno -, ilingana ne/no/nama-, phambi, emva, phakathi, amagama amanani (11 ukuya kuma-20), amashumi, imivo, kunye ne-, dibanisa).
Numbers to 20

Mental Maths video
This week we focus on time and learners use a calendar to develop their time-related vocabulary. Learners will talk about their birthdays and discuss months of the year and days of the week.

Conceptual development video
This week we focus on numbers from 0–20. Learners will revise the numbers 0 to 10 before looking at the numbers 11–20. In our work on numbers 0–20, we will focus on:
• using ten frames to build up and break down numbers
• seeing 5 as a friendly number to support addition
• becoming efficient in adding numbers by recognising where it is appropriate to simply add ten to a known number fact
• describing, ordering and comparing these numbers, using vocabulary such as bigger than and smaller than

What to look out for this week
• It is essential that learners use the vocabulary themselves in order to learn the language of mathematics and to improve their understanding of this concept (more than, less than, equal to, before, after, in between, number names (11 to 20), tens, ones, and, add).
• Learners may find the concept of 2-digit numbers confusing, which is why it is useful to include ten frames in the development of their understanding of place value. It is important for learners to recognise the fact that a number such as 16 is made up of 1 ten and 6 ones.
Sebenzisa ikhalenda yeBala Wande ukuze uchaze kwaye ulandelelane uiyanga zonyaka kunye neentsuku zeveki uze ubeke iintsuku zokuzalwa ekhalendeni.

Use the Bala Wande calendar to name and sequence months of the year and days of the week. Add learners’ birthdays to the calendar.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

Remember to check the date and mark the register every day.

1. Yeyiphi inyanga eza phambi kukaJulayi? Which month comes before July?

2. Yeyiphi inyanga elandela uJulayi? Which month comes after July?


5. UJuni uza phambi kukaJulayi.

6. Lungoluphi usuku lweveki usuku lokuzalwa kukaNtando? What day of the week is Ntando’s birthday?

7. Ubaluleke ngantoni umhla wama-25 kuJulayi? What is special about the 25th of July?

8. Usuku lokuzalwa lukaNtando lungoMgqibelo. Ntando’s birthday is on Saturday.
WEEK 1 • DAY 1
Numbers 0 to 10 revision

UMSEBENZI WEKLASI YONKE | WHOLE CLASS ACTIVITY

Masibonise u-7 kwisakhelo seshumi.
Let’s show 7 on a ten frame

Ndiqala ndizalise umgca ongasentla ndize emva koko ndifake izibalisi ezi-2 ngasezantsi.
I fill up the top row first and then put 2 counters under that.

Nika abafundi ithuba lokuphindaphinda la manyathelo ongasentla besebenzisa amanani 6, 8, 9 no-10. Oku kubethelela ukuba nombono wamanani ukuya kwishumi kwimo ka-5 + _____. Sithi u-5 ‘linani elinobuhlobo’ elisincedayo sakhe siyokufika kwishumi.

Give learners an opportunity to repeat the steps above with the numbers 6, 8, 9 and 10. This consolidates visualisation of numbers to ten in the form 5 + _____. We say that 5 is a ‘friendly number’ to help us build up to ten.

Uzibeka njani izibalisi zokho kwisakhelo sakho seshumi?
How do you place your counters on your ten frame?

Siyabona ukuba u-7 uyafana no-5 + 2.
We can see that 7 is the same as 5 + 2.

Masibhale isivakalisi manani.
Let’s write the number sentence.

Siyabona ukuba u-7 uyafana no-5 + 2.
We can see that 7 is the same as 5 + 2.
IVEKI 1 • USUKU 1
Amanani 0 ukuya kwi-10 uhlaziyo

1 Zingaphi? Bhala isivakalisi manani.
How many? Write the number sentence.

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5 + 2 = 7

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5 + ___ = ___

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5 + ___ = ___

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5 + ___ = ___

2 Zingaphi iibloko?
How many blocks?

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5 + 5 = 10

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___ + ___ = ___

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___ + ___ = ___

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</table>

___ + ___ = ___

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</tbody>
</table>

___ + ___ = ___

5 + 0 = 5
   Complete to match the number at the top.

\[
\begin{align*}
6 & \quad 3 + \_ \\
   & \quad 2 + \_ \\
   & \quad 4 + \_ \\
   & \quad \_ + 1 \\
   & \quad \_ + 6 \\
   & \quad \_ + 4 \\
7 & \quad 4 + 3 \\
   & \quad 5 + \_ \\
   & \quad 3 + \_ \\
   & \quad \_ + 7 \\
   & \quad \_ + 2 \\
   & \quad \_ + 1 \\
8 & \quad 5 + 3 \\
   & \quad 6 + \_ \\
   & \quad 7 + \_ \\
   & \quad \_ + 3 \\
   & \quad \_ + 2 \\
   & \quad \_ + 4 \\
\end{align*}
\]

4. Landela iindlela zika-4 no-5.
   Follow the paths of 4 and 5.
**IVEKI 1 • USUKU 2**

**Amanani ukuya kwi-15**

**IZIBALO ZENTLOKO | MENTAL MATHS**

Ixesha – usuku 1 kwiphepha 38

Time – use the activity on day 1 page 38.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

Remember to check the date and mark the register every day.

**UMSEBENZI WEKLASI YONKE | WHOLE CLASS ACTIVITY**

Zingaphi izibalisi endizibeke ebhodini? Yiza uzokuzifaka kwizakhelo zamashumi.

How many counters have I stuck on the board? Come and sort them into the ten frames.

Ndinesakhelo seshumi esinye esizeleyo nesibalisi esinye kwisakhelo seshumi sesibini. Eli nani ngu-11.

I have one full ten frame and one more counter in the second ten frame. This is the number 11.

Beka izakhelo ezi-11 kwisakhelo sakhe seshumi.

Put 11 counters into your ten frames.
WEEK 1 • DAY 2

Numbers up to 15

Uqaphela ntoni ngendlela ozizalise ngayo izakhelo zamashumi zakho?
What do you notice about the way you filled your ten frames?

Isakhelo seshumi esinye sinezibalisi ezili-10 ukuze esinye isakhelo seshumi sibe nesibalisi esi-1.
One ten frame has 10 counters and the other ten frame has 1 counter.

Masibhale oku njengesivakalisi manani – uneshumi no-1.
Let’s write this as a number sentence – you have ten and 1.

Nika abafundi ithuba lokuphindaphinda la manyathelo angasentla besebenzisa amanani 12,13, 14 no-15. Lo msebenzi ubethelela isakhiwo samanani amakhulu kuno-10 njengamanani akwimo ka-10 no ... okanye 10 + _______.

Give learners an opportunity to repeat the steps above with numbers 12, 13, 14 and 15. This activity consolidates the structure of numbers bigger than 10 as numbers of the form 10 and ... or 10 + _______.

Uqaphela ntoni ngendlela ozizalise ngayo izakhelo zamashumi zakho?
What do you notice about the way you filled your ten frames?

Isakhelo seshumi esinye sinezibalisi ezili-10 ukuze esinye isakhelo seshumi sibe nesibalisi esi-1.
One ten frame has 10 counters and the other ten frame has 1 counter.

Masibhale oku njengesivakalisi manani – uneshumi no-1.
Let’s write this as a number sentence – you have ten and 1.

Nika abafundi ithuba lokuphindaphinda la manyathelo angasentla besebenzisa amanani 12,13, 14 no-15. Lo msebenzi ubethelela isakhiwo samanani amakhulu kuno-10 njengamanani akwimo ka-10 no ... okanye 10 + _______.

Give learners an opportunity to repeat the steps above with numbers 12, 13, 14 and 15. This activity consolidates the structure of numbers bigger than 10 as numbers of the form 10 and ... or 10 + _______.
Write the number sentence. Draw the dots.

<table>
<thead>
<tr>
<th>14 = 10 + ___</th>
<th><img src="image1" alt="Dots" /></th>
<th><img src="image2" alt="Dots" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>15 = 10 + ___</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 = 10 + ___</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 = 10 + ___</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 = 10 + ___</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 = 10 + ___</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Fakela amanani anekhoyo.
Fill in the missing numbers.

<table>
<thead>
<tr>
<th></th>
<th>2</th>
<th>3</th>
<th>4+</th>
<th>5</th>
<th>7</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>13</td>
<td>15</td>
<td>17</td>
<td>19</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### WEEK 1 • DAY 2

**Numbers up to 15**

#### 3 Bhala amanani.
Write the numbers.

<table>
<thead>
<tr>
<th>Elisemva kweli</th>
<th>Eliphambi kweli</th>
<th>Eliphakathi kwala</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comes after</td>
<td>Comes before</td>
<td>Comes between</td>
</tr>
<tr>
<td>10</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>11</td>
<td>13</td>
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<td>8</td>
<td>7</td>
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<td>11</td>
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<td>9</td>
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<td>14</td>
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<td>14</td>
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<tr>
<td>7</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>12</td>
<td>14</td>
<td>12</td>
</tr>
</tbody>
</table>

#### 4 Biyela inani elikhulu.
Circle the bigger number.

<table>
<thead>
<tr>
<th>7</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>15</td>
<td>10</td>
</tr>
</tbody>
</table>

#### 5 Biyela inani elincinci.
Circle the smaller number.

<table>
<thead>
<tr>
<th>11</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>14</td>
</tr>
<tr>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>15</td>
</tr>
</tbody>
</table>

**Numbers up to 15** Week 1 • Day 2
Amanani 16 ukuya kuma-20

Ixesha – usuku 1 kwiphepha 38
Time – use the activity on day 1 page 38.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.

Masitshatise izibalisi neentliziyo ukuze sibone ukuba zingaphi ezikhoyo.
Let’s match the counters on to the hearts to see how many there are.

Masihlele kwizakhelo zamashumi ukuze sibone ukuba zingaphi iintliziyo esinazo.
Let’s sort onto the ten frame to see how many hearts we have.

Faka izibalisi ezi-16 kwizakhelo zakho zamashumi.
Put 16 counters into your ten frames.

Uqaphela ntoni ngendlela ozizalise ngayo izakhelo zakho zamashumi?
What do you notice about the way you filled your ten frames?

Isakhelo samashumi esinye sinezibalisi ezili-10 ukuze esinye isakhelo seshumi sibe nezibalisi ezi-6.
One ten frame has 10 counters and the other ten frame has 6 counters.

Nika abafundi ithuba lokuphindaphinda la manyathelo angasentla besebenzisa amanani 17, 18, 19 no-20 ukuze wandise umhlaba wamanani uye ku-20. Bonisa abafundi indlela yokubiza neyokubhala inani ngaliniye.
Give learners an opportunity to repeat the steps above with numbers 17, 18, 19 and 20 to extend the number range to 20. Show them how to say and write each number.
WEEK 1 • DAY 3

Numbers from 16 to 20

1. Zalisa amanani angekhoyo.
   Fill in the missing numbers.
   
   1 2 3 5
   12 11 8
   15 17

2. Biyela inani elikhulu.
   Circle the bigger number.
   
   12 20 9 19 13 15 16 11

   Circle the smaller number.
   
   9 6 20 2 5 8 15 17

4. Cazulula la manani ibe ngamashumi nemivo.
   Break down the numbers into tens and ones.
   
   12
   10 2

   13

   15

   14

   11

   10
IVEKI 1 • USUKU 3
Amanani 16 ukuya kuma-20

5 Gqibezeza izivakalisi manani.
Complete the number sentences.

\[
\begin{align*}
10 + 2 &= 12 \\
10 + 3 &= \_\_\_ \\
10 + \_\_\_ &= 11 \\
\_\_\_ + 5 &= 15 \\
10 + \_\_\_ &= 19 \\
10 + 4 &= \_\_\_ \\
10 + \_\_\_ &= 16 \\
\_\_\_ + 8 &= 18
\end{align*}
\]
Numbers up to 20

IVEKI 1 • USUKU 4

IZIBALO ZENTLOKO | MENTAL MATHS

Ixesha – usuku 1 kwiphepha 38
Time – use the activity on day 1 page 38.
Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.

UMSEBENZI WEKLASI YONKE | WHOLE CLASS ACTIVITY

Sebenzisa izibalisi zakho nezakhelo zamashumi ukuze ubonise u-5 + 2.
Use your counters and ten frames to show 5 + 2.

Ezi-5 nezi-2 zenza ezisi-7.
5 and 2 is 7.

Sebenzisa izibalisi zakho nezakhelo zamashumi ukuze ubonise i-15.
Use your counters and ten frames to show 15.

Ezili-10 nezi-5 zenza ezili-15.
10 and 5 is 15.

Sebenzisa izibalisi zakho ukuze ubonise u-15 + 2.
Use your counters to show 15 + 2.

Ndiyazi ukuba ezi-5 nezi-2 zenza ezisi-7.
Ndiyazi kwakhona ukuba 10 + 5 + 15.
Ngoko ke, ukuze ndibonise 15 + 2,
kufuneka ndidibanise ekwili-10 kwincochoyi yam ka-5 + 2.
I know that 5 and 2 make 7. I also know that 10 + 5 = 15. So, to show 15 + 2, I just need to add 10 to my 5 + 2 tower.

Nika abafundi ithuba lokuphindaphinda la manyathelo angasentla ngokwenza ezi ngxaki zokudibanisa zilandelayo:
Give learners an opportunity to repeat the steps above with the following addition problems:
• 3 + 5 an/kunye 13 + 5
• 1 + 4 and/kunye 11 + 4
• 4 + 4 and/kunye 14 + 4
• 2 + 7 and/kunye 12 + 7
Dibanisa amachokoza ablowu nabomvu.
Add the blue and red dots.

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<tbody>
<tr>
<td>3 + 2 = ____</td>
<td>13 + 2 = ____</td>
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</tr>
<tr>
<td>1 + 6 = ____</td>
<td>11 + 6 = ____</td>
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<tr>
<td>4 + 5 = ____</td>
<td>14 + 5 = ____</td>
<td></td>
</tr>
<tr>
<td>6 + 2 = ____</td>
<td>16 + 2 = ____</td>
<td></td>
</tr>
<tr>
<td>7 + 3 = ____</td>
<td>17 + 3 = ____</td>
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</tr>
<tr>
<td>2 + 4 = ____</td>
<td>12 + 4 = ____</td>
<td></td>
</tr>
<tr>
<td>5 + 2 = ____</td>
<td>15 + 2 = ____</td>
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</tr>
</tbody>
</table>
Isibini ngasinye sabafundi sidlala ngezibalisi ezingama-20. Xa utsaliwe thatho isibalisi. Umntu onezibalisi ezininzi nguye ophumeleleayo.

Start the game with 20 counters. If you win a draw, take a counter. The learner with the most counters is the winner.
# Uqukaniso

## 1. Zingaphi iimilo?
How many shapes?

<table>
<thead>
<tr>
<th>18</th>
<th>14</th>
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</thead>
<tbody>
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</tbody>
</table>

## 2. Zingaphi?
How much?

<table>
<thead>
<tr>
<th>16</th>
<th>14</th>
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<tbody>
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</tbody>
</table>

**Usuku 5**

**Day 5**

**Uqukaniso**

**Consolidation**
Zingaphi? Yenza amachokoza.
How much? Draw the dots.

| 10 + 1 = ___ | ![Picture of dots] | ![Picture of grid] |
| 10 + 2 = ___ | ![Picture of dots] | ![Picture of grid] |
| 10 + 3 = ___ | ![Picture of dots] | ![Picture of grid] |
| 10 + 4 = ___ | ![Picture of dots] | ![Picture of grid] |
| 10 + 5 = ___ | ![Picture of dots] | ![Picture of grid] |
| 10 + 6 = ___ | ![Picture of dots] | ![Picture of grid] |
| 10 + 7 = ___ | ![Picture of dots] | ![Picture of grid] |
| 10 + 8 = ___ | ![Picture of dots] | ![Picture of grid] |
| 10 + 9 = ___ | ![Picture of dots] | ![Picture of grid] |
| 10 + 10 = ___ | ![Picture of dots] | ![Picture of grid] |
Izibalo zentloko | Izihobo zezibalo
--- | ---
Libhondi zika-10 usebenzisa amakhadi amanani. | Oonotsheluza bebhondi zamanani, amakhadi amanani abafundi 0 -10

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izihobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Thelekisa uze ucwangcise amanani 0 ukuya kuma-20</td>
<td>Mzila wamanani (utitshala), Incwadi yemisebenzi yabafundi</td>
</tr>
<tr>
<td>2</td>
<td>Ukudibanisa nokuthabatha ukuya kuma-20</td>
<td>Mzila wamanani (utitshala), izakhelo zamashumi; izibalisi; Incwadi yemisebenzi yabafundi</td>
</tr>
<tr>
<td>3</td>
<td>Ukudibanisa nokuthabatha ukuya kuma-20</td>
<td>Mzila wamanani (utitshala), izakhelo zamashumi; izibalisi; Incwadi yemisebenzi yabafundi</td>
</tr>
<tr>
<td>4</td>
<td>Okunye ukudibanisa nokuthabatha ukuya kuma-20</td>
<td>Izakhelo zamashumi; izibalisi; Incwadi yemisebenzi yabafundi</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanyo olujolise ekufundeni.</td>
<td></td>
</tr>
</tbody>
</table>

**Emva kwale veki umfundi kufuneka akwazi ukwenza oku:**

- Thelekisa, cwangcise uze ulandlelanise amanani 0 ukuya kuma-20.
- Lungelelanisa idatha kwigrafu yemifanekiso ukuze uthelekise amanani.
- Dibanisa uze uthabathe amanani ukusuka ku-0 uye kuma-20.

**Uvavanyo**

Uvavanyo olubhalwayo:

Bhala phantsi amanqaku afunyenweyo kwali-20 kwiphetshana lamanqaku ekota.
### Compare, add and subtract up to 20

<table>
<thead>
<tr>
<th>Mental Maths</th>
<th>MM resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bonds of 10 using number cards</td>
<td>Number bond flash cards, learner number cards 0-10</td>
</tr>
</tbody>
</table>

#### Day | Lesson activity                                      | Lesson resources                                |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Compare and order numbers 0 to 20</td>
<td>Number track (teacher), LAB</td>
</tr>
<tr>
<td>2</td>
<td>Addition and subtraction up to 20</td>
<td>Number track (teacher), ten frames; counters, LAB</td>
</tr>
<tr>
<td>3</td>
<td>Addition and subtraction up to 20</td>
<td>Number track (teacher), ten frames; counters, LAB</td>
</tr>
<tr>
<td>4</td>
<td>More addition and subtraction up to 20</td>
<td>Ten frames, counters, LAB</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

#### After this week the learners should be able to:

- **Compare, order and sequence** numbers 0 to 20
- Organise data in a **pictograph** in order to compare numbers
- **Add** and **subtract** numbers from 0 to 20

#### Assessment

**Written assessment:** Addition and subtraction number sentences

Record a mark out of 20 in the term mark sheet.
**Theleksisa, dibanisa uze uthabathe uyokuma kuma-20**

**Ividiyo yezibalo zentloko**
Sigxila kwibhondi ze-10 kule veki kwaye sisebenzisa amakhadi amanani ukubonisa imidibaniso yeebhondi zamenani. Le yindlela elungileyo yokwenza abafundi bathathe inxaxheba ngexesha lesifundo, kwaye yenza kube lula nakuwe ukuphaphela ukuba bayazazi na iibhondi zabo. Ukuthi krwaqu eklasini kuya kwenza ukuba uqaphela abafundi abaphetho ikhadi elichanekeleyo. Uya kukwazi ke ukulungisa ukungaqondi ngeli xa ubeke iliso.

**Ividiyo yophuhliso lwengqiao**
Kule veki sigxila kudibaniso nothabatho lwamanani ukusuka ku-0 ukuya kuma-20. Siza kugxila nasekuthelekiseni amanani. Kufuneka abafundi bakwazi ukuthelekisa nokucwangcisa amanani kwaye bakwazi nakunakana amanani ukusuka ku-0 ukuya kuma-20. Siza kujolisa koku:
- Ukuthelekisa nokucwangcisa amanani uqala ku-0 uye kuma-20.
- Ukudibanisa nokuthathatha amanani ukuya kuma-20 (kunyekho kuweza) ngokusebenzisa izibalisi nezakhelo zamashumi.
- Ukusebenzisa izakhele zamashumi nezibalsi ukubethelela ukuqonda kwabafundi ixabiso lendawo (amashumi nemivo).

**Into emayiqatshelwe kule veki**
- Qinisekisa ukuba abafundi bayasisebenzisa isigama ukuze bafundiswa ixabiso lendawo kule veki njengokuba abafundi beqaphela ukuba akunyanzelelanga ukuba babale into ngnaye ukuze bafumane isisombulula kwisombululo kwani kwinani kwindawo yamashumi.

- Kufundiswa ixabiso lendawo kule veki njengokuba abafundi basibone isakhelo samashumi esizeleyo ngokupheleleleyo ukuze kube lula ukusombulula ingxaki kuba bayja kuqonda ukuba bangazisombulula iingxaki bengakhange balitshintshe inani kwindawo yamashumi.
Mental Maths video
We focus on the bonds of 10 this week and use our number cards to show the number bond combinations. This is a good way to keep learners actively involved in the lesson, and also provides an easy way for you to see if they know their bonds. A quick glance around the classroom will allow you to see which learners are holding up the correct card. You can then help learners who are still struggling with bonds of 10.

Conceptual development video
This week we focus on the addition and subtraction of numbers from 0–20. Another focus is comparison of numbers. Learners must be able to compare and order numbers and to recognise numbers in the range 0 to 20. We will focus on:
• comparing and ordering numbers from 0–20.
• adding and subtracting numbers up to 20 (without carrying) using counters and ten frames.
• using ten frames and counters to reinforce learners’ understanding of place value (tens and ones).

What to look out for this week
• Ensure that learners use the vocabulary themselves in order to learn the language of mathematics and to better their understanding of this concept (tens, ones, more, less, and, add, comes before, comes after, in between, subtract, more than, less than).
• Place value is a key concept developed this week as learners begin to realise that they do not need to count every item in order to determine the solutions to the problems. Learners need to see the full ten frame as a whole and realise that they can solve problems without changing the number in the tens place. In this way, solving problems becomes easier.
Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.
Namhlane siza kujonga inani labantu abathanda iziqhamo ezizotywe ebhodini. Today we are going to look at how many people like the different fruits drawn on the board.

Fakela umbala kwichokoza elikwibloko engasentla komfanekiso ukuze ubonise inani labantu abathanda uhlobo lwesiqhamo. Draw a dot in the blocks above each picture to show how many people liked each type of fruit.

Sesiphi isiqhamo esithandwa ngabona bantu baninzi? Which fruit do most people like?

Wazi njani ukuba abantu abaninzi bathanda amapere? How do you know that most people like pears?

Kukho amachokoza amaninzi amapere kunawezinye iziqhamo. There are more dots drawn for pears than for the other fruit.

U-15 lelona nani likhulu. Likhulu kuno-8, 5 no-11. 15 is the biggest number. It is bigger than 8, 5 and 11.
Thelekisa uze ucwangcise amanani 0 ukuya kuma-20

Bangaphi abantu abathanda ama-orenji?
How many people like oranges?

Ba-5 abantu abathanda ama-orenji.
5 people like oranges.

Qhubeka nokuthelekisa amanani usebenzisa igrafu kunye nomzila wamanani ngokubuza imibuza efana nale:

• Bangaphi abantu abathanda iibhanana/ama-apile/amapere/ama-orenji?
• Sesiphi isiqhamo esithandwa kancinci/kakhulu?
• Thelekisa inani labantu abathanda iibhanana nama-apile njlnjl.

Qinisekisa ukuba abafundi bayazi ukuba usetyenziswa njani umzila wamanani ukukhangela nokuthelekisa amanani.

Continue comparing numbers using the graph and number track by asking questions such as:

• How many people like bananas/apples/pears/oranges?
• Which fruit do people like least/most?
• Compare the number of people who like bananas and apples and so on.

Make sure the learners know how to use the number track to look for numbers and compare them.
WEEK 2 • DAY 1

Compare and order numbers 0 to 20

1. Kukho izinto ezininzi ekhitshini.
   There are lots of things in the kitchen.

| 14 | 11 | 12 | 3  | 4  | 6  |

Yenza amachokoza ubonise inani lento nganye esekhitshini.
Draw dots to show the number of each thing in the kitchen.

2. Zingaphi izinto ezikhoyo zizonke?
   How many things are there altogether?

| nezi- | + | 14 | = | 18 |
|______|__|_____|__|____|
| nezi- | + |     | = |
|______|__|_____|__|____|

| nezi- | + |     | = |
|______|__|_____|__|____|
| nezi- | + |     | = |
|______|__|_____|__|____|

Note: The numbers are represented by images of kitchen items.
3. Fakela amanani.
Write the numbers.

<table>
<thead>
<tr>
<th>16</th>
<th>17</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>13</td>
<td>18</td>
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<tr>
<td>19</td>
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<td>19</td>
<td>14</td>
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<tr>
<td>12</td>
<td>13</td>
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<tr>
<td>17</td>
<td>19</td>
</tr>
<tr>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>15</td>
<td>17</td>
</tr>
</tbody>
</table>

Circle the numbers.

<table>
<thead>
<tr>
<th>11</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>11</td>
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<tr>
<td>6</td>
<td>16</td>
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<td>15</td>
<td>9</td>
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<td>20</td>
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<tr>
<td>20</td>
<td>11</td>
</tr>
<tr>
<td>20</td>
<td>11</td>
</tr>
</tbody>
</table>

Compare and order numbers 0 to 20  Week 2 • Day 1
Addition up to 20

Ziqhelise ukwenza iibhondi ze-10 ngokusebenzisa oonotsheluza beebhondi zamanani.
Practice bonds of 10 using your number bond flash cards.
Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.

Umsebenzi Weklasi Yonke
Whole Class Activity

Sombulula le ngxaki 14 + 2 usebenzise izakhelo zamashumi nezibalisi.
Solve the problem 14 + 2 using your ten frames and counters.

Silibonisa ngolu hlobo i-14 kwizakhelo zamashumi.
We show 14 on the ten frames like this.

Ukuba kufuneka songeze ezi-2, kuza kufuneka songeze izibalisi ezi-2 kwisakhelo seshumi.
If we have to add on 2, then we must put 2 more counters on the ten frame.

Zili-16 izibalisi zizonke.
There are 16 counters altogether.

Wazi njani ukuba bezili-16 izibalisi zizonke?
How did you know that there are 16 counters altogether?

Kukho izibalisi ezili-10 kwesinye isakhelo seshumi nezi-6 kwesinye isakhelo seshumi.
There are 10 counters on one ten frame and 6 counters on the other ten frame.

Wazi njani ukuba bekukho izibalisi ezili-10 kwesi sakhelo seshumi? Uye wanyanzeleka ukuba uzipale zonke?
How did you know that there were 10 counters on this ten frame? Did you have to count them all?

Hayi, khange kufuneka ndizibale zonke. Ndidibonile ukuba isakhelo seshumi sizele ndazi ukuba kukho izibalisi ezili-10.
No, I didn’t have to count them. I could see that the ten frame is full so I know that there are 10 counters on it.

Phinda wenze nezinye ingxaki zokudibanisa ezifana nezi:
Repeat with other addition problems, such as:
• 15 + 4 • 11 + 6 • 13 + 3
Bonisa abafundi ukuba bangasebenzisa umzila wamanani ukuze bafumane impendulo.
Show learners that they could use a number track to find the answers as well.
**IVEKI 2 • USUKU 2**

**Ukudibanisa ukuya kuma-20**

Addition up to 20

1. Dibanisa amachokoza ablowu nabomvu.
   
   Add the blue and red dots.

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</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>+</td>
<td>5</td>
<td>=</td>
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<td></td>
</tr>
<tr>
<td>10</td>
<td>+</td>
<td>6</td>
<td>=</td>
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<td>16</td>
<td>+</td>
<td>2</td>
<td>=</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
WEEK 2 • DAY 2
Addition up to 20

2. Bhala inani eliza phambi nasemva kwenani elinikiweso.
   Write the numbers that come before and after.

   ____ 7 ____
   ____ 9 ____
   ____ 10 ____
   ____ 11 ____
   ____ 12 ____
   ____ 15 ____
   ____ 14 ____
   ____ 16 ____
   ____ 18 ____
   ____ 17 ____
   ____ 19 ____

3. Dibanisa.
   Add.
   17 + 2 = __9__
   7 + 1 = ___
   16 + 3 = ___
   7 + 0 = ___
   10 + 8 = __8__
   15 + 3 = ___
   17 + 1 = ___
   15 + 4 = ___
**IZIBALO ZENTLOKO | MENTAL MATHS**

Ziqhelise ukwenza iibhondi ze-10 ngokusebenzisa oonotcheluza beebehondi zamanani.
Practice **bonds of 10** using your **number bond flash cards**.

**UMSEBENZI WEKLASI YONKE | WHOLE CLASS ACTIVITY**

Sombulula le ngxaki 17 – 4 usebenzise izakhelele zamashumi nezibalisi zakho.
Solve the problem 17 – 4 using your ten frames and counters.

Silibonisa ngolo hlobodo i-17 kwizakhelele zamashumi.
We show 17 on the ten frames like this.

Silibonisa ngolo hlobo i-17 kwizakhelele zamashumi.
If we have to take away 4, then we must move 4 counters off one ten frame.

There are 13 counters left.

Wazi njani ukuba bekushiyeke izibalisi ezili-13?
How did you know that there were 13 counters left?

Kukho izibalisi ezili-10 kwesinye isakhelo seshumi nezi-3 kwesinye isakhelo seshumi.
There are 10 counters on one ten frame and 3 counters left on the other ten frame.

Wazi njani ukuba bekukho izibalisi ezili-10 kwesi sakhelo seshumi nezi-3 kwesinye isakhelo seshumi.
There are 10 counters on one ten frame and 3 counters left on the other ten frame.

Hayi, khange kufuneka ndizibale zonke. Ndibonile ukuba isakhelo seshumi sizele kwaye ndazile ukuba sinezibalisi ezili-10.
No, I didn’t have to count them. I could see that the ten frame is full so I know that there are 10 counters on it.

Phinda wenze oku nangezinye iingxaki zokuthabatha ezifa nezi:
Repeat with other subtraction problems, such as:
• 19 – 3 • 15 – 2 • 18 – 5

Bonisa abafundi ukuba bangasebenzisa umzila wamanani ukuze bafumane iimpendulo.
Show learners that they can also use a number track to find the answers.
**WEEK 2 • DAY 3**

Subtraction up to 20

---

**1. Sebenzisa izakhelo zamashumi ukuze uthabathe amachokoza.**

*Use the ten frames to subtract the dots.*

<table>
<thead>
<tr>
<th>19 - 5 = 14</th>
<th>17 - 4 = ___</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 - 5 = ___</td>
<td>20 - 1 = ___</td>
</tr>
<tr>
<td>14 - 3 = ___</td>
<td>16 - 4 = ___</td>
</tr>
<tr>
<td>19 - 3 = ___</td>
<td>17 - 5 = ___</td>
</tr>
<tr>
<td>15 - 2 = ___</td>
<td>20 - 6 = ___</td>
</tr>
<tr>
<td>14 - 1 = ___</td>
<td>16 - 6 = ___</td>
</tr>
<tr>
<td>19 - 7 = ___</td>
<td>17 - 3 = ___</td>
</tr>
</tbody>
</table>
2 Bhala inani eliphambi nelisemva kwenani elini kwemva.
Write the numbers that come before and after.

____ 8 ____
____ 4 ____
____ 9 ____
____ 13 ____
____ 19 ____
____ 11 ____
____ 18 ____
____ 10 ____
____ 7 ____
____ 17 ____
____ 15 ____

3 Sombulula iingxaki zokuthabatha.
Solve these subtraction problems.

\[ 17 - 2 = 15 \]
\[ 16 - 2 = ____ \]
\[ 18 - 3 = ____ \]
\[ 17 - 4 = ____ \]
\[ 16 - 4 = ____ \]
\[ 18 - 5 = ____ \]
More addition and subtraction up to 20

IZIBALO ZENTLOKO | MENTAL MATHS

Ziqhelise ukwenza iibhondi ze-10 ngokusebenzisa oonotsheluza beebhondi zamanani.
Practice bonds of 10 using your number bond flash cards.
Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.

UMSEBENZI WEKLASI YONKE | WHOLE CLASS ACTIVITY

Masifumane amanani angekhoyo ngokudibanisa.
Let’s find the missing numbers by adding.

Qhuba nokubiza abafundi ngabafundi beze ngaphambili eklasini zide zizale zonke iipetali zentyatyambo. [translation needed]
Continue calling different learners to come to the front of the class until all of the petals of the flowers are filled. Do the same with the subtraction flowers that follow.
Okunye ukudibanisa nokuthabatha ukuya kuma-20

Chazela ikliki ukuba namhlana baza kwenza imisetyenzana efana nale uyenziyo kwaye baza kudlala umdlalo emva koko. Ukhumbule ukubacacisela umdlalo phambi kokuba bawudlale.

Explain to the class that today they will do more activities like this one and then they will play a game. Remember to explain the game to the learners before they play it.
More addition and subtraction up to 20

1. Dibanisa. Add.
   - 5 + 6 = __
   - 2 + 3 = __
   - 14 + 1 = __

2. Thabatha. Subtract.
   - 6 - 1 = __
   - 13 - 2 = __
   - 5 - 2 = __

   - 10 + 7 = __
   - 17 - 4 = __
   - 12 + 3 = __
   - 16 + 1 = __
   - 17 - 6 = __
   - 14 + 2 = __
   - 15 + 2 = __
   - 16 - 3 = __
   - 13 + 3 = __
   - 15 + 1 = __
4 Sombulula ezi ngxaki zokuthabatha.
Solve the subtraction problems.

20 – 3 = 17
20 – 6 = ___
20 – 2 = ___
20 – 7 = ___
20 – 4 = ___
20 – 3 = ___
14 – 4 = ___
18 – 8 = ___
13 – 3 = ___

5 Bhala iimpendulo uqale ngeyona incinci uye kweyona inkulu.
Write the answers from the smallest to the largest.

16 – 4 = ___
20 – 1 = ___
17 – 3 = ___
12 – 2 = ___
18 – 3 = ___

6 Bhala iimpendulo uqale ngeyona inkulu uye kweyona incinci.
Write the answers from the largest to the smallest.

18 – 5 = ___
17 – 2 = ___
19 – 1 = ___
20 – 8 = ___
16 – 2 = ___

More addition and subtraction up to 20 Week 2 • Day 4
More addition and subtraction up to 20

Umdlalo: Qashela inani lam
Game: Guess my number

1

Qashela inani lam.
Lingaphantsi kwama-20.
Guess my number.
It is less than 20.

9

Lincinci kakhulu!
Too small!

2

Likhulu kakhulu!
Too big!

15

3

Uchani! Masidlale
kwakhona.
Correct!
Let’s play again.

11

4

Iveki 2 • Usuku 4  Okunye ukudibanisa nokuthabatha ukuya kuma-20
1. Bhala inani eliza phambi okanye emva kwenani elinikiweto.
Write the numbers that come before and after.

___ 8 ___
___ 13 ___
___ 19 ___

2. Biyela inani elincinci.
Circle the smaller number.

20   10
4    14

Circle the bigger number.

15   5
8    18

4. Sombulula ezi ngxaki zokudibanisa nokuthabatha.
Solve the addition and subtraction problems.

<table>
<thead>
<tr>
<th>12</th>
<th>6</th>
<th>20</th>
<th>5</th>
<th>16</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>+</td>
<td>=</td>
<td>-</td>
<td>=</td>
<td>+</td>
<td>=</td>
</tr>
<tr>
<td>20</td>
<td>5</td>
<td>19</td>
<td>6</td>
<td>16</td>
<td>3</td>
</tr>
</tbody>
</table>

5. Dibanisa okanye uthabathe usebenzise amachokoza.
Add or subtract using the dots.

12 + 7 = ___
14 - 4 = ___

15 + 3 = ___
16 - 2 = ___
1. Thabatha ukuze usombulule iingxaki.
   Subtract to solve the problems.

2. Sombulula ezi ngxaki zokudibanisa nokuthabatha.
   Solve these addition and subtraction problems.
   \[10 + 7 = \]  \[12 + 7 = \]  \[19 - 1 = \]
   \[10 + 9 = \]  \[13 + 5 = \]  \[19 - 4 = \]
   \[10 + 8 = \]  \[14 + 5 = \]  \[19 - 3 = \]
   \[10 + 10 = \]  \[15 + 4 = \]  \[19 - 5 = \]

   Solve the problems and write the letters in the squares below to find the words.
   \[11 + 3 = \] \[11 + 6 = \] \[12 + 3 = \] \[12 + 4 = \] \[13 + 5 = \] \[15 - 5 = \] \[18 - 5 = \] \[17 - 5 = \] \[19 - 8 = \] \[20 - 1 = \]
   B E A L N M T I

Iveki 2 • Usuku 5  Uvavanyo noqukaniso
Izibalo zentloko | Izixhobo zezibalo
---|---
1, 2, 3 veza Ukudibanisa (isandla esinye) | Azikho

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>lingxaki zamagama zokudibanisa</td>
<td>Izibalisi, izakhelo zamashumi, incwadi yemisebenzi yabafundi</td>
</tr>
<tr>
<td>2</td>
<td>lingxaki zamagama zokuthabatha</td>
<td>Izibalisi, izakhelo zamashumi, incwadi yemisebenzi yabafundi</td>
</tr>
<tr>
<td>3</td>
<td>Ukudibanisa nokuthabatha amanani ama-3</td>
<td>Mzila wamanani (utitshala), izakhelo zamashumi, izibalisi, incwadi yemisebenzi zabafundi</td>
</tr>
<tr>
<td>4</td>
<td>Izibalo ezixubileyo</td>
<td>Mzila wamanani (utitshala), izakhelo zamashumi, izibalisi, incwadi yemisebenzi zabafundi</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanyo olujolise ekufundeni</td>
<td>Incwadi yemisebenzi yabafundi</td>
</tr>
</tbody>
</table>

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:

- Sombulula iingxaki zokudibanisa ngamanani 0 ukuya kuma-20.
- Sombulula iingxaki zokuthabatha ngamanani 0 ukuya kuma-20.
- Dibanisa uze uthabathe amanani ama-3.
- Sombululila iingxaki usebenzise amanani ama-3 nezibalo ezixubileyo zokudibanisa nokuthabatha.

Uvavanyo

Uvavanyo olubhalwayo:

Bhala phantsi amanqaku afunyenweyo kwali-15 kwiphetshana lamanqaku ekota.
# Addition and subtraction problems

<table>
<thead>
<tr>
<th>Mental Maths</th>
<th>MM resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>123 show addition (one hand)</td>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Addition word problems</td>
<td>Counters, ten frames, LAB</td>
</tr>
<tr>
<td>2</td>
<td>Subtraction word problems</td>
<td>Counters, ten frames, LAB</td>
</tr>
<tr>
<td>3</td>
<td>Addition and subtraction of 3 numbers</td>
<td>Number track (teacher), counters, ten frames, LAB</td>
</tr>
<tr>
<td>4</td>
<td>Mixed operations</td>
<td>Number track (teacher), counters, ten frames, LAB</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

**After this week the learners should be able to:**

- Solve **addition word problems** with numbers 0 to 20.
- Solve **subtraction word problems** with numbers 0 to 20.
- Add and **subtract** 3 numbers.
- Solve problems using 3 numbers and mixed operations of addition and subtraction.

**Assessment**

**Written assessment:** Number sentences, word problems and mixed operations (NOR)

Record a mark out of 15 in the term mark sheet.
Ividiyo yezibalo zentloko

Ividiyo yophuhliso lwengqiqo
Kule veki sijolisa ekudibaniseni nasekuthabatheni. Abafundi baza kusombulula imigxaki zamaqama zokudibanisa nezokuthabatha, phambi kokuba bafunde ukudibanisa nokuthabatha amanani amathamathu. Abafundi baya kufunda ukusombulula imigxaki zezibalo ezixubileyo. Kumsebenzi wethu wokudibanisa nokuthabatha siza kugxila koku:
  • Ukudibanisa nokuthabatha ngamanani ukuya kuma-20 kusetyenziwa imigxaki ezahlukeneyo.
  • Ukusombulula imigxaki ngokusebenzisa izibalisi nezokhelo zamashumi ukuze babe nokugqoza iXabiso lendawo.
  • Ukudibanisa nokuthabatha a曼ani ama-3 ukulungiselela ukuqalisa ukudibanisa okuvezayo nokuthabatha okubolekayo.
  • Ukusombulula imigxaki zezibalo ezixubileyo ngokwenza ishumi ngokuthi badibanise a曼ani ama-2 kwamathathu akwisivakalisini manani abanaso ukuze kwenziwe lula ukubala isimoswululo sengxaki.

Into emayiqatshelwe kule veki
  • Qinisekisa ukuba abafundi bayasisebenzisa isigama ngokwabo ukuze bafunde ulwimi lwesigama (dibanisa, kunye ne-, ngaphezulu kuna-, zenza, thabatha, susa, ingaphantsi kuna-, zenza).
  • Kule veki abafundi baza kusenebenza ngeugxaki ezizinakawoza okanye ukuboleka kwaye kubalulekile ukuba baziqhelise kakhuho olu hlobo lokubala phambi kokuba baphuhlise ngaphaya kwe-10.
  • Ngokwenza abafundi basombulule imigxaki ezininzi besebenzisa izakhele zamashumi, banye baqonde ukuba akukho mfuneko yakubala ukuze basombulule imigxaki. Ngokusebenzisa izakhele zamashumi abafundi baqalisa ukuboneza ngempumelelo (besebenzisa ibhondi zemanani) ukulungiselela imigxaki zexesha elizayo eziya kubandakanya ukuzeza nokuboleka.
### Mental Maths video

We focus on the bonds of 10 this week and use our fingers to show the **number bond combinations**. Learners can be actively involved in the lesson which will help them solve simple addition problems quickly and efficiently. It will also help them recall their number facts at a later stage.

### Conceptual development video

This week we focus on **addition** and **subtraction**. Learners will solve **addition** and **subtraction word problems** before learning to add and subtract three numbers. Learners will then learn to solve **mixed operation problems**. In our work on addition and subtraction, we will focus on:

- adding and subtracting with numbers up to 20 using a variety of word problems.
- solving problems by using **counters** and **ten frames** so as to begin to develop an understanding of **place value**.
- adding and subtracting 3 numbers, in preparation for the introduction of **addition with carrying** and **subtraction with borrowing**.
- solving mixed operation problems by making a ten by combining 2 of the 3 numbers in the number sentences they work with, in order to simplify the calculation of solution to the problem.

### What to look out for this week

- Ensure that learners use the vocabulary themselves in order to learn the language of mathematics and to better their understanding of this concept (**add**, **and**, **more than**, **equals**, **subtract**, **take away**, **less than**, **equals**).
- This week learners will work with problems that do not involve carrying or borrowing and it is important that they have a lot of practice with this type of calculation before moving on to bridging 10.
- By allowing learners to solve many problems using **ten frames** and **counters**, they begin to realise that they do not need to count to solve problems. By using the **ten frames**, they begin to work more efficiently (using **number bonds**), in preparation for future problems that will involve **carrying** and **borrowing**.
INGAKA ZAMAGAMA ZOKUDIBANISA

IZIBALO ZENTLOKO | MENTAL MATHS

Ngokubala ka-3, umntu ngmanje kufuneka aphakamise isandla avese iminwe ethile. 1, 2, 3 veza! On the count of 3, each of you must show one hand with some fingers held up. 1, 2, 3 show!

Masenze kwakhona! Let’s do it again! 1, 2, 3 show!

Mingaphi iminwe ephezulu iyonke? How many fingers are held up all together?

Mingaphi iminwe ephezulu iyonke? How many fingers are held up all together?

Ukhumbole ukuginisekisa umhla uze uphawule irejista yonke imihla. Remember to check the date and mark the register every day.
Addition word problems

**UMSEBENZI WEKLASI YONKE | WHOLE CLASS ACTIVITY**

1. **U Sewela unelekese ezili-15. UTumelo umnike ezinye ililekese ezi-4. Zingaphi ililekese anazo u Sewela zizonke?**
   - Sewela has 15 sweets.
   - Tumelo gives her 4 more sweets.
   - How many sweets does Sewela have altogether?

2. **Sebenzisa izibalisi zakho ubonise ukuba zingaphi ililekese anazo u Sewela.**
   - Use your counters to show how many sweets Sewela has.

3. **Ucinga ukuba kufuneka sidibanise okanye sithabathe ukuze sifumane impendulo yale ngxaki?**
   - Do you think we need to add or subtract to find the answer to this problem?

4. **Sombulula ingxaki usebenzise izibalisi nezakhelo zamashumi zakho.**
   - Solve the problem using your counters and ten frames.

5. **Ndicinga ukuba kufuneka sidibanise kuba u Sewela ufumene ezinye ililekese ngaphezulu.**
   - I think we need to add because Sewela is getting more sweets.

6. **Ndiyabona ukuba kukho isithuba esinge kaphela kwisakhelo samashumi, ngoko ke ndiyazi ukuba u-15 + 4 = 19.**
   - I can see there is only one empty space left on the ten frames so I know that 15 + 4 = 19.

**Phinda la Manyathelo Nakwezinye iInxaki Zokudibanisa Ezinokudibanisa Kwindawo Yemivo.**

- Umzekelo 11 + 3; 14 + 2; 17 + 1, njinjile. Nangona impendulo zikululhu oluma kuma-20, imibuzo akufunekeni ibandakanye ukudluwelela ngaphaya kwe-10 - oku kuya kwenziwa kama. Umsebenzi wesibini kwincwadi yemisebenzi unegrafu yemifanekiso. Bakhumbuze abafundi ukuba isetyenziswa njani.

Repeat the steps with other addition word problems with addition in the ones place. For example: 11 + 3, 14 + 2, 17 + 1, and so on. Although the answers are in the range up to 20, the questions should not involve bridging 10 – this will be done later. The second activity in the workbook involves a pictograph. Remind learners how to work with it.
**IVEKI 3 • USUKU 1**

**lingxaki zamagama zokudibanisa**

<table>
<thead>
<tr>
<th>IVEKI 3 • WEEK 3</th>
<th>IPHESHA LOKUSEBENZELA</th>
<th>WORKSHEET</th>
</tr>
</thead>
<tbody>
<tr>
<td>USUKU 1 • DAY 1</td>
<td>lingxaki zamagama zokudibanisa</td>
<td>Addition word problems</td>
</tr>
</tbody>
</table>

### 1. Sombulula iingxaki zamagama usebenzise izakhelo zamashumi.

Solve these word problems using the ten frames.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Ten Frame Illustration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ndineebhaloni ezili-12. Umhlobo wam uneebhaluni ezi-6 ngaphezu kwezo ndinazo. Zingaphi iibhaloni anazo?</td>
<td></td>
</tr>
<tr>
<td>I have 12 balloons. My friend has 6 more balloons than me. How many balloons does she have?</td>
<td></td>
</tr>
<tr>
<td>12 + 6 = 18</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Problem</th>
<th>Ten Frame Illustration</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNosisi unamapetyu aluhlaza ali-13 namapetyu zuba ama-4. Mangaphi amapetyu anawo ewonke?</td>
<td></td>
</tr>
<tr>
<td>Nosisi has 13 green marbles and 4 blue marbles. How many marbles does she have?</td>
<td></td>
</tr>
<tr>
<td>____ + ____ = ____</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Problem</th>
<th>Ten Frame Illustration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ndinama-apile ali-11. UKhwezi yena unama-apile ama-5 ngaphezu kwalawo ndinawo. Mangaphi ama-apile anawo?</td>
<td></td>
</tr>
<tr>
<td>I have 11 apples. Khwezi has 5 more apples than me. How many apples does he have?</td>
<td></td>
</tr>
<tr>
<td>____ + ____ = ____</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Problem</th>
<th>Ten Frame Illustration</th>
</tr>
</thead>
<tbody>
<tr>
<td>UTumelo unelekekese ezibomvu ezili-10 neelekekese ezizuba ezi-9. Zingaphi ilekese anazo zizonke?</td>
<td></td>
</tr>
<tr>
<td>Tumelo has 10 red sweets and 9 blue sweets. How many sweets does she have altogether?</td>
<td></td>
</tr>
<tr>
<td>____ + ____ = ____</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Problem</th>
<th>Ten Frame Illustration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ndineepenisile ezili-15. Umhlobo wam uneepenisile ezi-3 ngaphezu kwezam. Zingaphi ipenisile anazo?</td>
<td></td>
</tr>
<tr>
<td>I have 15 pencils. My friend has 3 more pencils than me. How many pencils does he have?</td>
<td></td>
</tr>
<tr>
<td>____ + ____ = ____</td>
<td></td>
</tr>
</tbody>
</table>
### Addition word problems

#### 2 Abahlobo bethu

**Our friends**

<table>
<thead>
<tr>
<th>15</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>5</td>
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<tr>
<td>0</td>
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</tbody>
</table>

**Zingaphi izilwanyana zohlobo ngalunye eziboniswa kule grafu?**

**How many of each animal is shown on the graph?**

<table>
<thead>
<tr>
<th>Donkey</th>
<th>Sheep</th>
<th>Calf</th>
<th>Rooster</th>
<th>Pig</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>5</td>
<td>2</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

#### 3 Zingaphi zizonke?

**How many altogether?**

<table>
<thead>
<tr>
<th>Donkey + Sheep</th>
<th>Calf + Rooster</th>
<th>Sheep + Pig</th>
<th>Calf + Pig</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 + 5 = 9</td>
<td>12 + 4 = 16</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Calf + Pig</th>
<th>Sheep + Pig</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

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**Iveki 3 • Usuku 1 lingxaki zamagama zokudibanisa**
Dlala umdlalo wokudibanisa othi 1, 2, 3 veza
Play the 1, 2, 3 show ... addition game.

Ukhumbele ukuqinisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.

Kukho amapetyu ali-17 ebhegini. Ama-3 kuwo abomvu ze amonye abe luhlaza. Mangaphi amapetyu aluhlaza?
There are 17 marbles in the bag. 3 of them are red and the others are green. How many green marbles are there?

Sebenzisa izibalisi zakho ubonise ukuba mangaphi amapetyu abomvu akhoyo.
Use your counters to show how many red marbles there are.

Kukho amapetyu ali-17 ewonke. Ama-3 kuwo abomvu.
There are 17 marbles in total. 3 of them are red.

Ucinga ukuba kufuneka sidibanise okanye sithabathe ukuze sifumane impendulo yale ngakixi?
Do you think we need to add or subtract to find the answer to this problem?

Ndicinga ukuba kufuneka sithabathe kuba sisusa amonye kwini ni lamapetyu akhoyo.
I think we need to subtract because we’re taking some of the marbles away from the total number of marbles.

Sombulula le ngxaki usebenzise izibalisi nezakhelo zamsashumi.
Solve the problem using your counters and ten frames.

If I take away 3 counters then there are 4 blocks left on the second ten frame. That means that 17 – 3 = 14.

Phinda la manyathelo nakwezinye iingxaki zamagama zokuthabatha ezinamabali afana nala:
Repeat the steps with other subtraction word problems with stories for problems such as 16 – 4; 12 – 2; 18 – 5, and so on. At this stage, the subtraction problems should not bridge 10. The second activity in the workbook involves a pictograph. Remind learners how to work with it.
Subtraction word problem

1. Sombulula ezi ngxaki zamagama usebenzise izakhelo zamashumi.

   Solve the word problems using the ten frames.

   - **Kukho intaka ezili-17 emthini. Ezi-5 kuzo zibhabhile. Zingaphi iintaka eziseleyo?**
     - There are 17 birds on the branch. 5 of them fly away. How many birds are left?
     - 17 - 5 = 12

   - **Kukho iigusha ezingama-20 efama. Ezi-9 kuzo zilahlekile. Zingaphi iigusha ezishiyekileyo?**
     - There are 20 sheep on the farm. 9 of them get lost. How many sheep are left?
     - _____ + _____ = _____

   - **Kukho iibhola zesoka ezili-18 ebheginini. Ezi-6 ziye zasetyenziswa. Zingaphi iibhola zesoka ezishiyekileyo?**
     - There are 18 soccer balls in the bag. 6 of them are used. How many soccer balls are left?
     - _____ + _____ = _____

   - **Kukho amapetyu abomvu ali-15 naluhlaza ama-4 ebheginini. Yintoni umahluko phakathi kwenani lamapetyu abomvu namapetyu aluhlaza.**
     - There are 15 red marbles and 4 green marbles in a bag. What is the difference between the number of red and green marbles?
     - 5 - 4 = 11

   - **Kukho iipenisile ezili-19 nepeni ezi-6 ebhotileni. Yintoni umahluko phakathi kwenani leepenisile nepeni?**
     - There are 19 pencils and 6 pens in the jar. What is the difference between the number of pencils and pens?
     - _____ + _____ = _____
2. Abahlobo bethu

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Lithini inani lohlobo lwesilwanyana ngalune oluboniswa kule grafu?

How many of each are shown on the graph?

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How many more votes? Compare.

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</table>
 Addition and subtraction of 3 numbers

IZIBALO ZENTLOKO | MENTAL MATHS

Dlala umdlalo wokudibanisa othi 1, 2, 3 veza
Play the 1, 2, 3 show ... addition game.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.

UMSEBENZI WEKLASI YONKE | WHOLE CLASS ACTIVITY

There are 6 cars in the parking lot. Another 4 cars park in the parking lot. Then 3 more cars arrive. How many cars in the parking lot in total?

There are 17 sweets in the jar. I give 7 sweets to my brother. I then give 5 sweets to my sister. How many sweets are left in the jar?

Ungatsibela phambili kumzila wamanani ukuze ufumane impendulo xa udlabanisa.
You can jump forwards on the number track to find the answer when you add.

6 + 4 + 3 = 13

Ungatsiba ubuye umva kumzila wamanani ukuze ufumane impendulo xa udlabanisa.
You can jump backwards on the number track to find the answer when you subtract.

17 - 7 - 5 = 5

Ask learners to make stories that lead to other word problems which involve the addition and subtraction using 3 numbers. Help the learners with their stories when necessary. Allow enough practice so that learners will be able to do the classwork activities using the number tracks.
IVEKI 3 • USUKU 3

Ukudibanisa nokuthabatha amanani ama-3

Sebenzisa umzila wamanani wakho.

Use your number track.

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

1 Mangaphi amaso ewonke?
How many beads altogether?

<table>
<thead>
<tr>
<th>+</th>
<th>+</th>
<th>+</th>
<th>= 10</th>
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<tr>
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</tr>
</thead>
</table>

2 Thabatha. Mangaphi amaso aseleyo?
Subtract. How many beads are left?

13 – 3 – 3 = __

14 – 4 – 3 = ___

15 – 5 – 4 = ___

16 – 6 – 2 = ___

17 – 7 – 3 = ___

18 – 8 – 4 = ___
WEEK 3 • DAY 3
Addition and subtraction of 3 numbers

Zingaphi?
How many?

$$10 + 1 + 4 = 15$$

$$+ + + = 1$$

Yintoni umahluko?
What is the difference?

$$4 - 3 = 1$$

$$- - = 1$$

4 Sombulula uze ufake umbala kwimpendulo engasezantsi.
Solve and then colour the answer below.

$$8 + 2 + 2 = 12$$

$$10 + 5 + 5 = 20$$

$$20 - 2 - 3 =$$

$$20 - 4 - 5 =$$

$$12 - 2 - 1 =$$

$$8 + 2 + 6 =$$

$$6 + 4 + 8 =$$

$$20 - 5 - 5 =$$

$$7 + 3 + 4 =$$

$$5 + 5 + 3 =$$

$$7 + 3 + 7 =$$

$$5 + 5 + 9 =$$

9 10 11 12 13 14 15 16 17 18 19 20
Dlala umdlalo wokudibanisa othi 1, 2, 3 veza

Play the 1, 2, 3 show ... addition game.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

Remember to check the date and mark the register every day.

Masibale 16 + 2 – 5.
Let’s calculate 16 + 2 – 5.

Ungatsibela phambili okanye ngasemva kumzila wamanani ukuze ufumane impendulo.

You can jump forwards and backwards on the number track to find the answer.

Nditsibatsiba ematyeni okuchankcatha. Nditsibela phambili kwi-16, ndiphinde ndiye phambili ka-2 ukuze ndidibanise ezi-2, ndibuye umva ka-5 ukuze ndithabathe ezi-5.

I jump along the stepping stones. I jump forwards to 16, then forwards another 2 to add 2, then backwards 5 to subtract 5.

16 + 2 – 5 = 13
Mixed operations

Phinda la manyathelo angasentla ngezinye
iingxaki ezahlukeneyo ezinokudibanisa
nokuthabatha. Bala kunye neklasi kumzila
wamanani uze usebenzise izakhelo
zamashumi.

Umzekelo: 7 + 3 – 6 = 
5 + 5 – 4 = 
16 + 4 – 9 = 
12 + 5 – 6 = 

Repeat these steps with different problems that
involve addition and subtraction,
for example: 7 + 3 – 6 = ___;
5 + 5 – 4 = ___;
16 + 4 – 9 = ___;
12 + 5 – 6 = ___.

Do the working together with the class on the
number track and using the ten frames.

Masenze kwa le nto
sisebenzise isakhelo seshumi.
Let’s do the same thing using
a ten frame.

Yiza uzokubeka izibalisini kwisakhelo seshumi.
Come and put the counters
into the ten frame.

Ndiyakwazi ukubeka izibalisini kwisakhelo
seshumi ukuze ndidibanise ndize
ndiphinde ndizisuse ukuze ndithabathe.
I can put counters into the ten frame to
add and then take them out to subtract.

Yiza uzokubeka izibalisini kwisakhelo seshumi.
Come and put the counters
into the ten frame.
Sombulula ezi ngxaki.

Solve the problems.

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 9 | 4 | 2 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 8 | 6 | 3 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 9 | 5 | 4 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 8 | 9 | 5 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 7 | 7 | 3 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 12 | 2 | 2 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 8 | 8 | 2 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 9 | 9 | 5 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 12 | 4 | 4 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 11 | 3 | 3 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 11 | 5 | 5 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

Sebenzisa izakhelo zamashumi ukuze udibanise okanye uthabethe.

Use the ten frames to add and subtract.

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<tr>
<td>12</td>
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<td>8</td>
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</tbody>
</table>
WEEK 3 • DAY 4
Mixed operations

Umdlalo: Masidibanise amanani ama-3!
Game: Let’s add 3 numbers!

Dlala ngamakhasi 0–5. Tshofula amakhadi amanani akho uze uwabeke ngobuso edesikeni.
Play with the cards 0–5. Shuffle your number cards and put them face down on the desk.

1, 2, 3 vezal!
1, 2, 3 show!

Umuntu wokuqala ukudibanisa amanani aze akhwaze impendulo uyawagcina amakhadi.
The first person to add the numbers and call out the answer keeps the cards.

5 + 3 + 4 = 12

Ndiphumelele!
I win!

Masidlale kwakhona.
1, 2, 3 vezal!
Let’s play again.
1, 2, 3 show!

Umfundi onamakhadi amaninzi ekupheleni komdlalo nguye ophumelelayo.
The learner with the most cards at the end wins the game.

Iveki 3 • Usuku 4 Izibalo ezixubileyo
IVEKI 3 • USUKU 5

Uvavanyo • Assessment

1 Bala.
Calculate.

\[
\begin{align*}
2 + 8 + 2 &= \_\_\_ \\
9 + 1 - 1 &= \_\_\_ \\
3 + 7 + 4 &= \_\_\_ \\
8 + 2 - 3 &= \_\_\_ \\
20 - 5 - 5 &= \_\_\_ \\
20 - 6 - 2 &= \_\_\_
\end{align*}
\]

2 Zingaphi?
How many?

\[
\begin{array}{cccc}
10 & 1 & 12 & 4 \\
4 & 3 & 4 & \\
\end{array}
\]

Yintoni umahluko?
What is the difference?

\[
\begin{align*}
\_\_\_ + \_\_\_ + \_\_\_ &= \_\_\_ \\
\_\_\_ - \_\_\_ &= \_\_\_
\end{align*}
\]

3 Sombulula ingxaki zamanani usebenzise izakhelo zamashumi.
Solve these word problems using the ten frames.

Kukho ama-apile angama-20 engxoweni. Asi-7 kuwo aye atyiw. Mangaphi ama-apile aseleyo?
There are 20 apples in the bag. 7 of them are eaten. How many apples are left?

\[
\begin{array}{cccc}
\_\_\_ & \_\_\_ & \_\_\_ & \_\_\_ \\
\_\_\_ & \_\_\_ & \_\_\_ & \_\_\_ \\
\_\_\_ & \_\_\_ & \_\_\_ & \_\_\_ \\
\_\_\_ & \_\_\_ & \_\_\_ & \_\_\_ \\
\_\_\_ & \_\_\_ & \_\_\_ & \_\_\_ \\
\_\_\_ & \_\_\_ & \_\_\_ & \_\_\_ \\
\_\_\_ & \_\_\_ & \_\_\_ & \_\_\_ \\
\_\_\_ & \_\_\_ & \_\_\_ & \_\_\_ \\
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\_\_\_ & \_\_\_ & \_\_\_ & \_\_\_ \\
\_\_\_ & \_\_\_ & \_\_\_ & \_\_\_ \\
\_\_\_ & \_\_\_ & \_\_\_ & \_\_\_ \\
\_\_\_ & \_\_\_ & \_\_\_ & \_\_\_ \\
\_\_\_ & \_\_\_ & \_\_\_ & \_\_\_ \\
\end{array}
\]

\[
\begin{align*}
\_\_\_ - \_\_\_ &= \_\_\_ \\
\end{align*}
\]

UYeyesa unamapetyu ali-i2 ablowu nama-4 abomvu. Mangaphi amapetyu anawo ewonke?
Yeyesa has 12 blue marbles and 4 red marbles. How many marbles does she have altogether?

\[
\begin{array}{cccc}
\_\_\_ & \_\_\_ & \_\_\_ & \_\_\_ \\
\_\_\_ & \_\_\_ & \_\_\_ & \_\_\_ \\
\_\_\_ & \_\_\_ & \_\_\_ & \_\_\_ \\
\_\_\_ & \_\_\_ & \_\_\_ & \_\_\_ \\
\_\_\_ & \_\_\_ & \_\_\_ & \_\_\_ \\
\_\_\_ & \_\_\_ & \_\_\_ & \_\_\_ \\
\end{array}
\]

\[
\begin{align*}
\_\_\_ + \_\_\_ &= \_\_\_
\end{align*}
\]
### Uqukaniso • Consolidation

#### WEEK 3 • DAY 5

1. **Bala.**
   
   Calculate.
   
<table>
<thead>
<tr>
<th>Heart</th>
<th>Flower</th>
<th>Leaf</th>
<th>Moon</th>
<th>Star</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>14</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

   - 6 + 5 + 7 = 18
   - 11 - 4 - 6 = 1
   - 5 - 4 - 4 = 0

2. **Sombulula ezi ngxaki.**
   
   Solve the problems.

   | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
   |---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|
   | 11 + 3 - 2 = ___ | 14 + 2 - 5 = ___ | 12 - 5 + 2 = ___ |
   | 13 + 6 - 5 = ___ | 16 + 2 - 6 = ___ | 11 - 7 + 4 = ___ |
   | 16 - 4 + 2 = ___ | 19 - 7 + 2 = ___ | 14 - 8 + 3 = ___ |
   | 15 - 3 + 4 = ___ | 18 - 6 + 7 = ___ | 13 - 6 + 2 = ___ |
   | 4 + 5 + 1 = ___ | 7 + 3 - 5 = ___ | 20 - 7 - 3 = ___ |
   | 5 + 5 + 2 = ___ | 6 + 4 - 6 = ___ | 20 - 4 - 5 = ___ |
Ubunzima

### Izibalo zentloko

<table>
<thead>
<tr>
<th>Izihlobo zezibalo</th>
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</thead>
<tbody>
<tr>
<td>Ukuthelekisa amanani (elikhulu nelincinci)</td>
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</tbody>
</table>

#### Usuku Umsebenzi wesifundo

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izihlobo zezifundo</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Ubinzima</td>
<td>Izinto ezahlukileyo ezinzima nezikhaphukhaphu, LAB</td>
</tr>
<tr>
<td>2</td>
<td>Ubinzima</td>
<td>Izinto ezahlukileyo ezinzima nezikhaphukhaphu, isikali sokulinganisela, LAB</td>
</tr>
<tr>
<td>3</td>
<td>Ubinzima</td>
<td>Izinto isikali sokulinganisela, LAB</td>
</tr>
<tr>
<td>4</td>
<td>Ubinzima</td>
<td>Izinto isikali sokulinganisela, LAB</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanyo olujolise ekufundeni</td>
<td></td>
</tr>
</tbody>
</table>

#### Emva kwale veki umfundikufuneka akwazi ukwenza oku:

Sebenzisa ulwimi oluchanekileyo ukuthetha ngokuthelekisa ubunzima (ikhaphukhaphu, inzima, ikhaphukhaphu kuna-, inzima kuna-).

Linganisela, thelekisa, cwangcisa uze urekhodishe ubunzima usebenzise isikali sokulinganisela kunye nemilinganiselo engekho sesikweni.

### Uvavanyo

#### Uvavanyo olubhalwayo:

Bhala phantsi amanqaku afunyenweyo kwali-12 kwiphethshana lamanqaku ekota.

#### Uvavanyo oluthethwayo nolwenziwayo

<table>
<thead>
<tr>
<th>CAPS: Ubunzima</th>
<th>Umsebenzi: Qwalasela abafundi ukuze uvavanye izakhono zabo zokusebenzisa isigama sobunzima uze usebenzise isikali sokulinganisela.</th>
<th>Amanqaku: 7</th>
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</thead>
<tbody>
<tr>
<td>Inqaku</td>
<td>Ikhrayitheriya</td>
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<tr>
<td>1</td>
<td>Uyakwazi ukusebenzisa ulwimi oluchanekileyo xa ethetha ngobunzima (ikhaphukhaphu, ikhaphukhaphu kuna-)</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Uyakwazi ukusebenzisa ulwimi oluchanekileyo xa ethetha ngokuthelekisa ubunzima (inzima, inzima kuna-)</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Uyazi ukuba isikali sokulinganisela sisetyenziselwa ukulinganisela ubunzima.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Uyakwazi ukubala inani leeyunithi ezilinganisela into ethile esikalini.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Uyakwazi ukuhlela izinto ngokobunzima (eyona ikhaphukhaphu ukuya kweyona inzima)</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Uyakwazi ukuhlela izinto ngokobunzima (eyona inzima ukuya kweyona ikhaphukhaphu)</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Uyakwazi ukurekhodisha ubunzima ngeeyunithi ezingekeho sesikweni. Umz. iibhetri.</td>
<td></td>
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</table>
Mass

<table>
<thead>
<tr>
<th>Mental Maths</th>
<th>MM resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparing numbers (bigger and smaller)</td>
<td>Number cards 0 to 20 (teacher)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Mass</td>
<td>A variety of heavy and light objects, LAB</td>
</tr>
<tr>
<td>2</td>
<td>Mass</td>
<td>A variety of heavy and light objects, balance scale, LAB</td>
</tr>
<tr>
<td>3</td>
<td>Mass</td>
<td>A variety of heavy and light objects, balance scale, LAB</td>
</tr>
<tr>
<td>4</td>
<td>Mass</td>
<td>A variety of objects, balance scale, counters, LAB</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

After this week the learners should be able to:

Use relevant language to talk about comparison of mass (light, heavy, lighter, heavier)

Measure, compare, order and record mass using a balance scale and non-standard measures

Assessment

Written assessment: Mass (measurement)
Record a mark out of 12 in the term mark sheet.

Oral and practical assessment

**CAPS: Mass**
**Activity:** Observe learners and assess their ability to use the terminology of mass and a balance scale

<table>
<thead>
<tr>
<th>Level</th>
<th>Criteria – Checklist: (1 mark for each criterion achieved) efezekisiweyo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Able to use relevant language to talk about mass (light, lighter)</td>
</tr>
<tr>
<td>1</td>
<td>Able to use relevant language to talk about comparison of mass (heavy, heavier)</td>
</tr>
<tr>
<td>1</td>
<td>Knows that a balance scale is used to measure mass</td>
</tr>
<tr>
<td>1</td>
<td>Able to count the number of units that balance an item in a balance scale</td>
</tr>
<tr>
<td>1</td>
<td>Able to sort items according to mass (lightest to heaviest)</td>
</tr>
<tr>
<td>1</td>
<td>Able to sort items according to mass (heaviest to lightest)</td>
</tr>
<tr>
<td>1</td>
<td>Able to record a mass in non-standard units, for example, batteries</td>
</tr>
</tbody>
</table>

Mark: 7
Ubunzima

Ividiyo yezibalo zentloko
Kule veki sigxila kumanani ukuya kuma-20. Abafundi ngabantini baza kusebenzisa iminwe yabo babonise amanani ukuya kuma-
20, baze bathelekise amanani abo nenani eliboniswe ngutshala. Oku kuza kubanceda ekuphuhliseni ulwazi lwabo lwesigama esithi “inkulu kuna-” okanye “incinci kuna-”.

Ividiyo yophuhliso lwengqiao
Kule veki sjolisa kwengqiao yobunzima. Kubalulekile ukuba abafundi basebenze ngexesha lesiFundo ukuze baphuhlise ulwazi lwabo lwale ngqiao. Kwimisebenzi yethu yobunzima siza kugxila koku:
• Ukusebenzisa ulwimi oluchanekileyo xa bethetha ngokushekeleka ubunzima. Kubalulekile ukunika abafundi ithu lokuwabiza la magama ngokwabo.
• Ukushekeleka nokucwangcisa ubunzima bezinto ngokusebenzisa isikali somtu okanye isikali sokulinganisela. Ukuba akunaso isikali sokulinganisela unzienenza esakhokwakusebenzisa ihengara yempaho yacingo kanye neetoti zeyogathi ezimini.
• Ukulinganisela nokurekhodisha ubunzima usebenzisa iindidi ezahlukeneyo zemzilinganiselo engekho sesikweni. Kubalulekile ukuba abafundi baphuhlise ukuze bakwazi ukuphuhlisa okwabo ukuqonda.

Into emayiqatshelwe kule veki
• Qinisekisa ukuba abafundi bajasebenzisa isigama ukuce bafunde ulwimi lwMathematika kwagaye baphuhlise ukuqonda kwabo esi sigama (inzima, inzima kune-, yeyona inzima, ikhaphukhaphu, ikhaphukhaphu kuna-, yeyona ikhaphukhaphu, ukuzinza, ukulinganisela, ukushekeleka, ukucwangcisa, ukurekhodisha, isikali sokulinganisela, ubunzima, qikelela).
• Kwesi sihloko, kufuneka abafundi baphuhlise ukuze babunzima bezinto abazaziyo ezahlukeneyo. Abafundi kufuneka basiBebenzise nabo esi sigama xa bethetha ngexesha ezahlukeneyo.
### Mental Maths video

We focus on numbers up to 20 this week. Pairs of learners will use their fingers to show numbers up to 20, and then will have to compare their numbers to the number shown by the teacher. Learning to use the vocabulary bigger than and smaller than will help the learners develop their understanding of numbers.

### Conceptual development video

This week we focus on the concept of mass. In order to develop a sound understanding of mass, it is essential that learners become practically involved in these lessons. In our work on mass, we will focus on:

- using relevant language to talk about comparison of mass. It is important to allow learners the opportunity to say the words themselves.
- comparing and ordering the mass of objects by using a human scale or a balance scale. If you do not have a commercial balance scale, you can make one of your own by using a wire coat hanger and two yoghurt tubs.
- measuring and recording mass using a variety of non-standard measures. It is essential that learners are actively involved in the lessons so that they can construct their own understanding.

### What to look out for this week

- Ensure that learners use the vocabulary themselves in order to learn the language of mathematics and to better their understanding of this concept (heavy, heavier, heaviest, light, lighter, lightest, balance, measure, compare, order, record, balance scales, mass, estimate).
- In this topic, learners need to be actively involved in the activities so that they can physically experience the mass of different familiar objects. Learners need to use the vocabulary themselves as they talk about the different objects.
Enzima nekhaphukhaphu

2. Inani lethu yayili-14. Lincinci kuno-17. Our number was 14. It is smaller than 17.
4. Inani lethu bingu -20. Likhulu kuno-17. Our number was 20. It is bigger than 17.
5. Inani lam ngu-17. Ingaba inani lakho likhulu okanye lincinci kunelam? My number is 17. Is your number bigger or smaller than my number?

Khetha ke ngoku elinye inani ubonisizibini zakho, nam ndiza kukhetla elinye ikhadi lenani kwimfumba yamakhadi. Now choose another number to show with your partner and I will choose another number card from the pile.

Masenze inani u-12. Let’s make the number 12.

Ukhubule ukuqinisekisa umhla uze uphawule irejista yonke imihla. Remember to check the date and mark the register every day.
Provide more opportunities for learners to use the vocabulary **heavy**, **light**, **heavier than**, **lighter than**, **heaviest** and **lightest**.
1 Biyela eyona inzima.
Circle the heaviest.

2 Biyela eyona ikhaphukhaphu.
Circle the lightest.
3. Fakela umbala kwinto enzima.
   Colour in something that is light.

4. Fakela umbala kwinto ekhaphukhaphu.
   Colour in something that is heavy.

Iveki 4 • Usuku 1
Enzimo nekhaphukhaphu
Thelekisa amanani usebenzise isigama esithi inkulu kuna- okanye incinci kuna-.
Compare numbers using bigger than and smaller than.

Ukumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.

Sisebenzisa igama elithi ubunzima xa sithetha ngobunzini benkqut-nto (imatha) okanye loo ntono yenziwe ngayo into.
We use the word mass to talk about the amount of matter or substance an object is made of.

Beka izinto zakho esikalini sokulinganisela ukuze ukhangele ukuba ubuchanile na.
Place the objects on the balance scale to check if you were correct.

Xa into inzima, singathini ngobunzima bayo?
When an object is heavier, what can we say about its mass?

Ukuba akunaso isikali sokulinganisela, ungazenzela esakho ngokusebenzisa ihengara yemphahla yocingo, umtya kunye neetoti zeyogathi zeplastiki ezimbini.
If you don’t have a balance scale, you can make your own one by using a coat hanger, string and two plastic yoghurt tubs.

Inobunzima obuphezulu – yenziwe ngemathatho eninzi.
It has a higher mass – it is made of more matter or substance.

Phinda la manyathelo angasentia usebenzise ezinye izinto, ukuze abafundi babe nakho ukusebenzisa isigama esithi inzima kuna-, ikhaphukhaphu kuna-, nobunzima.
Repeat the steps above with other items, allowing learners to use the vocabulary heavier than, lighter than and mass.
Comparing mass

1. Enzima kunenye? Tikisha ibhokisi.
   Heavier? Tick the box.

   - [ ] [ ] [ ] [ ] [ ]
   - [ ] [ ] [ ] [ ] [ ]
   - [ ] [ ] [ ] [ ] [ ]
   - [ ] [ ] [ ] [ ] [ ]
   - [ ] [ ] [ ] [ ] [ ]
   - [ ] [ ] [ ] [ ] [ ]
   - [ ] [ ] [ ] [ ] [ ]
   - [ ] [ ] [ ] [ ] [ ]
2 Zoba utolo uye kwinto ekhaphukhaphu.
Draw an arrow to something that is lighter.

<table>
<thead>
<tr>
<th>Inzima</th>
<th>Ikhaphukhaphu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heavier</td>
<td>Lighter</td>
</tr>
<tr>
<td>scissors</td>
<td></td>
</tr>
<tr>
<td>book</td>
<td></td>
</tr>
<tr>
<td>kettle</td>
<td></td>
</tr>
<tr>
<td>pencil</td>
<td></td>
</tr>
<tr>
<td>table</td>
<td></td>
</tr>
<tr>
<td>bag</td>
<td></td>
</tr>
<tr>
<td>chair</td>
<td></td>
</tr>
</tbody>
</table>

Iveki 4 • Usuku 2 Ukuthelekisa ubunzima
Comparing mass

IZIBALO ZENTLOKO | MENTAL MATHS

Thelekisa amanani usebenzise isigama esithi inkulu kuna- okanye incinci kuna-.
Compare numbers using bigger than and smaller than.
Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imhla.
Remember to check the date and mark the register every day.

UMSEBENZI WEKLA YONKE | WHOLE CLASS ACTIVITY

Ungandixelela ntoni ngezinto ezisesandleni sakho?
What can you tell me about the things you are holding?

Isikere sinzima kunerabha.
The scissors are heavier than the eraser.

Ingaba sisixelela ntoni isikali sokulinganisela ngobunzima bezi zinto?
What does the balance scale tell us about the mass of the objects?

Itoti enesikere ijingela ngezantsi kunetoti enerabha.
Ngoko ke isikere sinzima kunerabha.
The tub with the scissors is lower than the tub with the eraser. So, the scissors are heavier than the eraser.

Phinda la manyathelo angasentla, uvumele abafundi bahlole ubunzima bezinto ezahlukeneyo.
Bakhuthaze abafundi basebenzise isigama esithi “inzima kuna-” okanye “ikhaphukhaphu kuna-”.
Repeat the steps above, allowing learners to investigate the mass of different objects. Encourage learners to use the vocabulary heavier than and lighter than.
1. Zoba utolo ubonise ukuba ziya ngaphi izinto (inzima okanye ikhaphukhaphu).

   Draw an arrow to show where the objects would go (heavier or lighter).

<table>
<thead>
<tr>
<th>Object</th>
<th>Arrow 1</th>
<th>Arrow 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book</td>
<td>![Book arrow]</td>
<td>![Book arrow]</td>
</tr>
<tr>
<td>Backpack</td>
<td>![Backpack arrow]</td>
<td>![Backpack arrow]</td>
</tr>
<tr>
<td>Pencil</td>
<td>![Pencil arrow]</td>
<td>![Pencil arrow]</td>
</tr>
<tr>
<td>Can</td>
<td>![Can arrow]</td>
<td>![Can arrow]</td>
</tr>
<tr>
<td>Apple</td>
<td>![Apple arrow]</td>
<td>![Apple arrow]</td>
</tr>
<tr>
<td>Pineapple</td>
<td>![Pineapple arrow]</td>
<td>![Pineapple arrow]</td>
</tr>
<tr>
<td>Scissors</td>
<td>![Scissors arrow]</td>
<td>![Scissors arrow]</td>
</tr>
<tr>
<td>Pencil Case</td>
<td>![Pencil case arrow]</td>
<td>![Pencil case arrow]</td>
</tr>
</tbody>
</table>
   How many blocks? Tick the heavier side.

   How many blocks? Tick the lighter side.

   Draw blocks so that the scale is hanging correctly.
Ukulinganisela ubunzima

IZIBALO ZENTLOKO | MENTAL MATHS

Thelekisa amanani usebenzise isigama esithi inkulu kuna-okanye incinci kuna-

Compare numbers using bigger than and smaller than.

Ukhumble ukuqinisekisa umhla uze uphawule irejista yonke imihla.

Remember to check the date and mark the register every day.

UMSEBENZI WEKLASI YONKE | WHOLE CLASS ACTIVITY

Faka isikere kwitoti enye yeplastiki. Faka iibloko nganye nganye kwenye itoti.
Put the scissors in one tub. Now put the blocks into the other tub one at a time.

Ungandixelela ntoni malunga nobunzima besikera?
What can you tell me about the mass of the scissors?

Isikere inobunzima obulinganayo iibloko ezili-17.
The scissors have the same mass as 17 blocks.

Ungandixelela ntoni ngobunzima besikera njengokuba usebenzisa izibalisi endaweni yeziibloko ukulinganisela ubunzima?
What can you tell me about the mass of the scissors now that you have used counters instead of blocks to measure the mass?

Zisinika impendulo eyahlukileyo.
Iibloko nezibalisi azinabunzima bufanayo.
They give us a different answer. The blocks and the counters don't have the same mass.

Kukho izibalisi ezininzi.
There are more counters.

Bakuthaze abafundi ukuba basebenzise iibloko nezibalisi ukulinganisela izinto ezahlukileyo.
Abafundi kufuneka baqonde ukuba kufuneka basebenzise iyunithi efanayo xa bethelekisa ubunzima bezinto ezahlukeneyo.

Encourage learners to use the blocks and counters to measure a variety of different items. Learners need to understand that they need to use the same unit to compare the mass of different objects.
**Measuring mass**

**Week 4 • Day 4**

**Gqibeze isivakalisi.**

Complete each sentence.

<table>
<thead>
<tr>
<th>Illustration</th>
<th>Sentence</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pawpaw</td>
<td>Ipopo inzima kunetumato.</td>
<td>The pawpaw is heavier than the tomato.</td>
</tr>
<tr>
<td>Tomato</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bag</td>
<td>I_________ ikhaphukhaphu kune_________.</td>
<td>The _________ is lighter than the _________.</td>
</tr>
<tr>
<td>Book</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apple</td>
<td>Iapile linobunzima obulinganayo nobamakhandlela al-12.</td>
<td>The apple has the same mass as 12 small candles.</td>
</tr>
<tr>
<td>Candles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orange</td>
<td>Iorenji inobunzima obulinganayo nobamakhandlela amancinci ama____.</td>
<td>The orange has the same mass as ____ small candles.</td>
</tr>
<tr>
<td>Candles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apple</td>
<td>Iapile linobunzima obufanayo nobeebhetri ezi____.</td>
<td>The apple has the same mass as ____ batteries.</td>
</tr>
<tr>
<td>Batteries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Battery</td>
<td>Ibhola inobunzima obulinganayo nobeebhetri ezi____.</td>
<td>The ball has the same mass as ____ batteries.</td>
</tr>
<tr>
<td>Ball</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2 Iyunithi yibhetri e-l.  
A unit is 1 battery.

<table>
<thead>
<tr>
<th>iibhetri</th>
<th>iorenji</th>
</tr>
</thead>
<tbody>
<tr>
<td>batteries</td>
<td>orange</td>
</tr>
</tbody>
</table>

Ubunzima beorenji ziyunithi ezi-____.
The mass of the orange is ____ units.

<table>
<thead>
<tr>
<th>itumato</th>
<th>iibhetri</th>
</tr>
</thead>
<tbody>
<tr>
<td>tomato</td>
<td>batteries</td>
</tr>
</tbody>
</table>

Ubunzima betumato ziyunithi ezi-____.
The mass of the tomato is ____ units.

<table>
<thead>
<tr>
<th>ipopo</th>
<th>iibhetri</th>
</tr>
</thead>
<tbody>
<tr>
<td>pawpaw</td>
<td>batteries</td>
</tr>
</tbody>
</table>

Ubunzima bepopo ziyunithi ezi-____.
The mass of the pawpaw is ____ units.

<table>
<thead>
<tr>
<th>iibhetri</th>
<th>isikwash</th>
</tr>
</thead>
<tbody>
<tr>
<td>batteries</td>
<td>squash</td>
</tr>
</tbody>
</table>

Ubunzima besikwash ziyunithi ezi-____.
The mass of the squash is ____ units.

<table>
<thead>
<tr>
<th>ipayina</th>
<th>iibhetri</th>
</tr>
</thead>
<tbody>
<tr>
<td>pineapple</td>
<td>batteries</td>
</tr>
</tbody>
</table>

Ubunzima bepayina ziyunithi ezi-____.
The mass of the pineapple is ____ units.

<table>
<thead>
<tr>
<th>iibhetri</th>
<th>iti</th>
</tr>
</thead>
<tbody>
<tr>
<td>batteries</td>
<td>tea</td>
</tr>
</tbody>
</table>

Ubunzima beti ziyunithi ezi-____.
The mass of the tea is ____ units.
Measuring mass

Umdlalo: Yeyiphi enzima?
Game: Which one is heavier?

Kuza kufuneka abafundi babe nesikali sokulinganisela abazenzeleyo emakhaya ukuze badlale lo mdlalo.
You will need a home-made balance scale to play the game.

Choose your items! Let’s check the mass.

2. Ndikhetha ipenisile kunyengal. I choose a pencil and a glue.

I say the scissors are heavier than the crayons.

The scissors are lighter than the crayons.

Abafundi mabatshintshiselane ngokuhlela nangokukhetha izinto. Bangabhala phantsi ukuba mingaphi imijikelo abafumana ngayo amangakulu.
Take turns to choose items. Keep a record of how many rounds you win a point.
1 Biyela.
Circle.

<table>
<thead>
<tr>
<th>eyona inzima</th>
<th>eyona ikhaphukhaphu</th>
</tr>
</thead>
<tbody>
<tr>
<td>the heaviest</td>
<td>the lightest</td>
</tr>
</tbody>
</table>

2 Zoba iapile kunye neplam kwesi sikali.
Draw an apple and a plum on the scale.

inzima
heavier

ikhaphukhaphu
lighter

3 Bala ibloko uze ugañibezele izivakalisi.
Count the blocks and complete the sentences.

Ibloko ezi-____
zikhaphukhaphu kuneebloko ezi-____.
____ blocks is lighter than ____ blocks.

Ibloko ezi-____ zinzima kuneebloko ezi-____.
____ blocks is heavier than ____ blocks.
**Uqukaniso • Consolidation**

1. *Iyuni thi yibhetri e-l.*
   
   A unit is 1 battery.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
   | ![Image of soap] | *Ubunzima besepha ziyyuni thi ezi-20.*  
   | ![Image of crayons] | *Ubunzima beekhrayoni ziyyuni thi ezi-__.*  
   | ![Image of cards] | *Ubunzima bamakhadi ziyyuni thi ezi-__.*  

   The mass of the soap is 20 units.
   The mass of the crayons is ____ units.
   The mass of the cards is ____ units.

2. *Phawula nge-✓ umthwalo onzima.*
   
   Tick the heavier load.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>![Image of heavier load]</td>
<td>![Image of lighter load]</td>
<td>![Image of equal load]</td>
</tr>
</tbody>
</table>

   
   Tick the lighter load.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>![Image of lighter load]</td>
<td>![Image of heavier load]</td>
<td>![Image of equal load]</td>
</tr>
</tbody>
</table>
**Iviyi 5 • WEEK 5**

***Iipatheni zokudibanisa***

<table>
<thead>
<tr>
<th>Izibalo zentloko</th>
<th>Izixhobo zezibalo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Libhondi ze-10 usebenzisa amakhadi amanani</td>
<td>Oonotsheluzwa beebhondi zamanani, amakhadi amanani abafundi 0–10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Amanani kumgcamanani</td>
<td>Umgcamanani, mzila wamanani (utitshala), LAB</td>
</tr>
<tr>
<td>2</td>
<td>Ukudibanisa ku-9</td>
<td>Umgcamanani (utitshala), izakhelo zamashumi ezibini, izibalisi ezingama-20, LAB</td>
</tr>
<tr>
<td>3</td>
<td>Ukudibanisa ku-8 no-7</td>
<td>Umgcamanani (utitshala), izakhelo zamashumi ezibini, izibalisi ezingama-20, LAB</td>
</tr>
<tr>
<td>4</td>
<td>Iipatheni zokudibanisa</td>
<td>Amakhadi okudibanisa (utitshala), idayisi nezibalisi, LAB</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanyo olulolise ekufundeni</td>
<td>Incwadi yemisebenzi yabafundi</td>
</tr>
</tbody>
</table>

**Emva kwale veki umfundi kufuneka akwazi ukwenza oku:**

**Sebenzisa umgcamanani ukucwangcisa amanani nokusombulula ingxaki zokudibanisa**

**Sombulula ingxaki zokudibanisa (ukudlulela ngaphaya kwe-10) ngokwenza ishumi**

**Fumana iipatheni zokudibanisa ngokusebenzisa amakhadi okudibanisa**

**Uvavanyo**

**Uvavanyo olubhalwayo:** Ukudibanisa okuwelela ngaphaya kwe-10 usebenzisa izakhelo zeshumi kunye nemigcwa manani. Bhala phantsi amanqaku afunyenweyo kw18 kwiphethshana lamangaku ekota.

**Uvavanyo oluthethwayo nolwenciwayo**

<table>
<thead>
<tr>
<th>CAPS: Amanani neopareyishini</th>
<th>Umsebenzi: Qwalasela abafundi ukuze uvavanye izakhono zabo.</th>
<th>Amanqaku: 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inqaku</td>
<td>Ikhrayitheriya - Uluhlu Iwezinto ezijongwayo: (inqaku eli-1 kwinqobo nganye efezekisiweyo)</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Fumana amanani kumzila wamanani nakumgcamanani.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Yiya phambili uze uphinde ubuye umva kumzila wamanani nakumgcamanani.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Dibanisa usebenzise isakhelo seshumi nezibalisi.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Chonga iipatheni zokudibanisa.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Dibanisa ku-7 usebenzise umzila wamanani okanye umgcamanani.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Dibanisa ku-8 usebenzise umzila wamanani okanye umgcamanani.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Dibanisa ku-9 usebenzise umzila wamanani okanye umgcamanani.</td>
<td></td>
</tr>
</tbody>
</table>
## Addition patterns

<table>
<thead>
<tr>
<th>Mental Maths</th>
<th>MM resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bonds of 10 using number cards</td>
<td>Number bond flash cards, learner number cards 0-10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Numbers on a number line</td>
<td>Number line (teacher), number track (teacher), LAB</td>
</tr>
<tr>
<td>2</td>
<td>Adding onto 9</td>
<td>Number line (teacher), two ten frames, 20 counters, LAB</td>
</tr>
<tr>
<td>3</td>
<td>Adding onto 8 and 7</td>
<td>Number line (teacher), two ten frames, 20 counters, LAB</td>
</tr>
<tr>
<td>4</td>
<td>Addition patterns</td>
<td>Addition cards (teacher), dice and counters, LAB</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

### After this week the learners should be able to:

- Use a number line to sequence numbers and to solve addition problems
- Solve addition (bridging 10) problems by making a ten
- Find patterns of addition using addition cards

### Assessment

**Written assessment:** Addition bridging ten using ten frames and number lines (NOR)
Record a mark out of 18 in the term mark sheet.

**Oral and practical assessment**

### CAPS: Number and operations

**Activity:** Observe learners to assess their ability to work with number lines

<table>
<thead>
<tr>
<th>Level</th>
<th>Criteria – Checklist: (1 mark for each criterion achieved)efezekisiweyo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Locate numbers on a number track and number line.</td>
</tr>
<tr>
<td>1</td>
<td>Move forwards and backwards on a number track and number line.</td>
</tr>
<tr>
<td>1</td>
<td>Add using a ten frame and counters.</td>
</tr>
<tr>
<td>1</td>
<td>Identify patterns of addition.</td>
</tr>
<tr>
<td>1</td>
<td>Add onto 7 using a number track or number line.</td>
</tr>
<tr>
<td>1</td>
<td>Add onto 8 using a number track or number line.</td>
</tr>
<tr>
<td>1</td>
<td>Add onto 9 using a number track or number line.</td>
</tr>
</tbody>
</table>
### Ividiyo yezyibalo zentloko

Kule veki sigxila kwiibhondi zamanani kwaye sisebenzisa amakhadi ethu okubonisa imidibaniso yeebhondi zamanani. Le yindlela elungileyo yokwenza abafundi bathathe inxaxheba esifundweni, kwaye ikwajindlela elula yokufumanisa ukuba ingaba abafundi bayazazi na iiibhondi zabo. Ukuthi krwaqu eklasini kuya kukunceda ubone ukuba ngabaphi abafundi ababambe amakhadi achanekileyo. Ungakwazi nokulungisa okungaqondakaliyo okuqaphelayo.

### Ividiyo yophuhliso lwengqiqo

Sigxila kudibaniso kule veki. Abafundi baza kufunda ngolwalamano phakathi kwemizila yamanani kunye nemigcamanani, kananjalo baya kusombululu inxakazi ezidulula ngaphaya kwe-10. Kwimisebenzi yethu yokubonisa siza kujolisa koku:
- Ukusebenzisa kwemizila yamanani kunye nemigcamanani ukulandelelanisa nokudibanisa amananini.
- Ukusombululu inxakazi zokudibanisa ezidulula ngaphaya kwe-10 ngokwenza i-10. Abafundi baza kuqonda ukuba ukwenza i-10 xa uqondana ne-9, 8 okanye i-7 kwenza lula kwaye kuyakhawulezisa ukusombululul inxakazi.
- Ukusombululu inxakazi ngokusebenzisa izibhalo iziyakhelele nezakhele zamashumi nti leyo ekhulisa ukuqondwa kwawubiso lendawo.
- Ukwakha ulwalamano phakathi kokusombululul inxakazi ngazakhele zamashumi nezibhalo kunye nemigcamanani. Kufuneka abafundi baqalise ukusebenzisa kwemizila yamanani kunye nemigcamanani kwamsinya njengoko iyenye yemiboniso yeMathematika ebalulekileyo.

### Into emayiqatshelwe kule veki

- Kucetyiswa ukwenza ishumi ukusombululul inxakazi zokudibanisa njengendlela yokususa abafundi ekusombulululeni inxakazi ngokubala endaweni yoko bazisombulule ngokubala ngentloko.
- Kubalulekile ukuba abafundi baqonde indlela yokucuzaalula nokwakha amananini ngokusebenzisa izakhelo zamashumi nezibhalisi. Oku kuza kuhlungisa ukuqondana kwawubiso lendawo.
- Khuthaza incoko phakathi kwabafundi ukuze babeleni ngeendlela zabo zokusombululul inxakazi. Qinisekisa ukuba abafundi basebenzisa isigama esichanekileyo (ishumi, imivo, dibanisa, kunye, ngaphezulu).
### Mental Maths video

We focus on **bonds of 10** this week and use our addition **number cards** to show the number bond combinations. This is a good way to keep learners actively involved in the lesson. It also provides an easy way for you to see if the children know their bonds. A quick glance around the classroom will allow you to see which learners are holding up the correct card and immediately address any misconceptions.

### Conceptual development video

This week we focus on **addition**. Learners will learn about the relationship between **number tracks** and **number lines**, and they will also solve **addition problems that bridge 10**. In our work on addition, we will focus on:

- using **number tracks** and **number lines** to sequence numbers and to add numbers.
- solving **addition bridging 10** problems by making a ten. Learners will realise that making a ten when adding with 9, 8 or 7 makes it easier and quicker to solve problems.
- solving **problems** by using **counters** and **ten frames** which begins to develop an understanding of **place value**.
- creating links between solving problems with **ten frames** and **counters** and solving problems with **number tracks** and **number lines**. Learners need to start using number lines early on as they are an important mathematical representation.

### What to look out for this week

- Making a ten to solve **addition problems** is recommended as a way to move learners from solving problems by counting to being able to solve problems by using mental calculations.
- It is important for learners to understand how to break down and build up numbers by working with **ten frames** and **counters**. This will build their understanding of **place value**.
- Encourage conversation between learners so that they can share their solution methods. Ensure that learners are using the correct vocabulary (**a ten**, **ones**, **add**, **and**, **more**).
Ziqhelise ibhondi ze-10 ngokusebenzisa oonotsheluza bakho beebhondi zamanani. Jonga kwipiphepha 54.

Practice bonds of 10 using your number bond flash cards. See page 54.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

Remember to check the date and mark the register every day.

Ungandixelela ntoni mngalo ngamancamanani?
What can you tell me about this number line?

Uqala ku-0.
It starts at 0.

Ungandixelela ntoni mngalo mgamanani?
What can you tell me about this number track?

Amanani aya esiba makhulu xa uhamba usuka ekhohlo usiya ngasekunene.
The numbers get bigger as you go from left to right.

Kukho isikwere ku-0, 5, 10, 15 naku-20.
There are squares at 0, 5, 10, 15 and 20.

Kukho amabala amnyama ku-0, 5, 10, 15 naku-20.
There are darker marks at 0, 5, 10, 15 and 20.
Numbers on a number line

KwiMaths, sisebenzisa umgcamanani endaweni yomzila wamanani. Kulula ukuwuzoba.
In maths, we use a number line instead of a number track. It is much easier to draw.

Yintoni enye onokundixelela yona ngalo mgcamanani?
What else can you tell me about this number line?

Ewe, iintolo zibonisa ukuba umgca uyaqhubeke ukuya macala omabini.
Yes, the arrows show us that the line keeps going in both directions.

Qinisekisa ukuba abafundi bathatha inxaxheba kule ngxoxo kwaye bayalubona unxulumano phakathi komzila wamanani nomgcamanani. Bacacisele ukuba ukususela ngoku siza kusebenzisa umgcamanani rhoqo ngoko ke kufuneka bakwazi ukuwusebenzisa.
Make sure that learners participate in this discussion and can see the links between the number track and the number line. Explain to them that from now on we will use number lines often so they need to know how to use them.

Ndibonise indlela yokubala u-7 + 3 kumzila wamanani nakumgcamanani.
Show me how to work out 7 + 3 on the number track and number line.

Ndingaqala ku-7 ndize ndithathe amanyathelo ama-3 ukuya phambili.
I would start at 7, and then take 3 steps forwards.

Nika abafundi ithuba lokuxoxa ngonxulumano phakathi komzila wamanani nomgcamanani.
Yenza oku ngokuthi ubabizele ngaphambili bazokusombululu iingxaki zokudibanisa ngokusebenzisa umzila wamanani nomgcamanani. Kwesi sifundo gcina umhlaba wamanani uphelela kwi-10.
Give learners lots of opportunities to discuss the links between number tracks and number lines. Do this by calling them to the front to solve addition problems by using the number track and number line. In this lesson, keep the number range up to 10.
### IVEKI 5 • USUKU 1

**Amanani kungcamanani**

**IZIBALO ZENTLOKO**

**MENTAL MATHEMATICS**

**UMSEBENZI WEKHLASSI YONKE**

**WHOLE CLASS ACTIVITY**

**IPHEPHA LOKUSEBENZELA**

**WORKSHEET**

#### IVEKI 5 • WEEK 5

<table>
<thead>
<tr>
<th><strong>1</strong> Tsiabela kwinani eli:**</th>
<th><strong>Uphi ngoku?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Jump to the number track that is:</td>
<td>Where are you now?</td>
</tr>
<tr>
<td>3 ngaphezulu 3 more than</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>4 ngaphantsi 4 less than</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>4 ngaphantsi 4 less than</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>6 ngaphezulu 6 more than</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
</tbody>
</table>

### IVEKI 5 • WEEK 5

<table>
<thead>
<tr>
<th><strong>2</strong> Tsiabela ngaphambili okanye ngasemva.</th>
<th><strong>Uphi ngoku?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Jump forwards or backwards.</td>
<td>Where are you now?</td>
</tr>
<tr>
<td><strong>Ngaphambili ka-5</strong></td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Forwards 5</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td><strong>Ngasemva ka-4</strong></td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Backwards 4</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td><strong>Ngaphambili ka-8</strong></td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Forwards 8</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td><strong>Ngasemva ka-7</strong></td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Backwards 7</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
</tbody>
</table>
Numbers on a number line

3. Fill in the missing numbers.

0 1 2 3 4 5 6 7 8 9 10

4. Fill in the missing numbers.

0 2 4 6 8 10

5. Add. Show the steps on the number line.

1 + 3 = ___

5 + 3 = ___

3 + 6 = ___

4 + 2 = ___

5 + 4 = ___
Ziqhelise ukwenza iibhondi ze-10 ngokusebenzisa oonotshezu bamakhadi amanani. Practice bonds of 10 using your number bond flash cards.

Ukhumbule ukuphawule irejista yonke imihla. Remember to check the date and mark the register every day.

Ndithatha inyathelo eli-1 ukusuka ku-9 ukuya ku-10 namanyathelo ama-3 ngaphezulu ukuya ku-13.

I take 1 step from 9 to 10 and 3 more steps to 13.

Masibale ke ngoku u-9 + 4 sisebenzise izakhelo zamashumi nezibalisi. Now let’s calculate 9 + 4 using ten frames and counters.

Ndibona u-9 + 1 wenza u-10 kunye nezinye ezi-3 zenze u-13. I see 9 +1 is 10 and another 3 makes 13.
Beka izibalisi ezinemagnethi kwizakhelo zama samashumi ezisebhodini. Put the magnetic counters into the ten frames on the board.

9 + 4 = 13

Ingaba ufumene isiphumo esifanayo xa usebenzisa umgcamanani nesakhelo samashumi. Did you get the same answer using the number line and the ten frame?

Ewe! 9 + 4 = 13
Yes! 9 + 4 = 13

Xa ndithatha inyathelo elinye kumgcamanani ndifika kwi-10 ndize ndithatho amanyathelo amathathu ngaphezulu. Ndifika kwi-13
When I take one step along the number line I get to 10 and then I step 3 more. I get to 13.

Ziphinde zombini ezi ndlela kunye neklasi usebenzise ezine iingxaki zokudibanisa ku-9 ezifana nezi:

Repeat both methods together with the class using other adding to 9 problems, such as:
- 9 + 7
- 9 + 5
- 9 + 9

Bakhuthaze abafundi baqaphele ukuba kuzo zombini ezi ndlela siqala senze u-10 ngokudibanisa u-1 ze emva koko siye kwisiphumo sokugqibela.

Encourage learners to notice that in both methods, we first make a ten by adding 1 and then we get to the final answer.

9 + 4 = 13


Encourage learners to share ideas and talk about the different methods. It is important for them to realise that making a ten is quicker and simpler than counting. If they make a ten, they can do the calculation easily in their heads. Encourage them to do this mental calculation.
### Ukudibanisa ku-9

**Add.**

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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>q + 5 =</td>
<td>14</td>
<td>q + 5 =</td>
<td>14</td>
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<tr>
<td>q + 2 =</td>
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<td>q + 2 =</td>
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<tr>
<td>q + 4 =</td>
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<td>q + 4 =</td>
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<tr>
<td>q + 6 =</td>
<td></td>
<td>q + 6 =</td>
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<td></td>
</tr>
<tr>
<td>q + 3 =</td>
<td></td>
<td>q + 3 =</td>
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<tr>
<td>q + 7 =</td>
<td></td>
<td>q + 7 =</td>
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<td></td>
</tr>
</tbody>
</table>

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**What do you notice when you add on to 9?**
2. Zingaphi iibhola ekufuneka zongezwe ukuze wenze inani elingasentla?

How many balls must be added to make the top number?

3. Fakela amanani angekhoyo ukuze usombulule ezi ngxaki.

Fill in the missing numbers to solve these problems.

- $9 + 9 = 18$
- $9 + 2 = 11$
- $9 + 6 = ___$
- $9 + ___ = 14$
- $9 + 4 = ___$
- $9 + 7 = ___$
- $9 + ___ = 12$
- $9 + 2 = ___$
- $9 + ___ = 16$
- $9 + 5 = ___$
- $9 + ___ = 19$
- $9 + 1 = ___$
- $9 + ___ = 15$
- $9 + 3 = ___$
IVEKI 5 • USUKU 3

Ukudibanisa ku-8 naku-7

IZIBALO ZENTLOKO | MENTAL MATHS

Ziqhelise ukwenza iibhondi ze-10 ngokusebenzisa oonotsheluza bamakhadi amanani. Practice bonds of 10 using your number bond flash cards.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla. Remember to check the date and mark the register every day

UMSEBENZI WEKLAGI YONKE | WHOLE CLASS ACTIVITY


Yesterday we used number lines and ten frames to add on to 9. Today we are going to add on to 8 and 7. Let’s start with adding on to 8.

Phinda ezi ndlela zombini kunye neklasi usebenzise ezinye iingxaki ezidibanisa ku-9 ezifana nezi:

Repeat both methods together with the class using other adding to 9 problems, such as:

- 8 + 4  
- 8 + 9  
- 7 + 6  
- 7 + 7

Bakhuthaze abafundi ukuba baphetha ukuba xa ndibibanisa ku-8 ndingenza u-10 ngokudibanisa u-2 kuqala. Emva koko ndidibanisa ezishiyekileyo lula ngentloko. Xa ndidibanisa ku-7 ndidibanisa ezi-3 ukwenza u-10 ndize ndongeze eziselelo lula ngentloko.

Encourage learners to notice that when we add to 8, we can make 10 by first adding 2. Then it is easy to add the rest. When we add to 7, we add 3 to make 10, then add on the rest.
### WEEK 5 • DAY 3

**Adding on to 8 and 7**

#### Dibanise.

Add.

<table>
<thead>
<tr>
<th></th>
<th>8 + 5 = 13</th>
<th>8 + 5 = 13</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8 + 4 = ___</td>
<td>8 + 4 = ___</td>
</tr>
<tr>
<td></td>
<td>8 + 6 = ___</td>
<td>8 + 6 = ___</td>
</tr>
<tr>
<td></td>
<td>8 + 3 = ___</td>
<td>8 + 3 = ___</td>
</tr>
<tr>
<td></td>
<td>8 + 7 = ___</td>
<td>8 + 7 = ___</td>
</tr>
<tr>
<td></td>
<td>8 + 9 = ___</td>
<td>8 + 9 = ___</td>
</tr>
<tr>
<td></td>
<td>8 + 8 = ___</td>
<td>8 + 8 = ___</td>
</tr>
</tbody>
</table>

**Uqaphela ntoni xa usonkeza ku-8?**

What do you notice when you add on to 8?
2 Dibanisa.
Add.

<table>
<thead>
<tr>
<th>7 + 6 = 13</th>
<th>7 + 6 = 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 + 9 = ___</td>
<td>7 + 9 = ___</td>
</tr>
<tr>
<td>7 + 4 = ___</td>
<td>7 + 4 = ___</td>
</tr>
<tr>
<td>7 + 8 = ___</td>
<td>7 + 8 = ___</td>
</tr>
<tr>
<td>7 + 5 = ___</td>
<td>7 + 5 = ___</td>
</tr>
<tr>
<td>7 + 3 = ___</td>
<td>7 + 3 = ___</td>
</tr>
<tr>
<td>7 + 7 = ___</td>
<td>7 + 7 = ___</td>
</tr>
</tbody>
</table>
Addition patterns

**IZIBALO ZENTLOKO | MENTAL MATHS**

Ziqhelise ukwenza iibhondi ze-10 ngokusebenzisa oonotsheluza bamakhadi amanani.

Practice **bonds of 10** using your number bond flash cards.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

Remember to check the date and mark the register every day.

**UMSEBENZI WEKLASI YONKE | WHOLE CLASS ACTIVITY**

Masijonge kwezi patheni zokudibanisa. Khangela zonke izivakalisi manani ezinesiphumo esingu-12.

Let's look at addition patterns. Find me all the number sentences that have the answer 12.

Yeyiphi ipatheni oyibonayo kule theyibhile emva kokuba ususe amakhadi anesiphumo esingu-12.

What pattern do you see in the table after taking out the cards that have the answer 12?

**IPHEPHA LOKUSEBENZELA | WORKSHEET**

Amanani angakwicala lasekhohlo lophawu lokudibanisa aya encipha ngo-1 njengokuba usehla.

The numbers on the left of the plus sign get smaller by 1 as you go down.

Amanani akwicala lasekunene lophawu lokudibanisa aye esenyuka ngo-1 njengokuba usehla.

The numbers on the right of the plus sign get bigger by 1 as you go down.


Go through each of the addition cards in this way so that learners can see the patterns in the addition number sentences. Allow the learners many opportunities to explain the patterns they see. This will give them the chance to develop their mathematical reasoning skills.

Roll 2 dice. Add the points to the number 6. If you find your sum move on to the flower. If not, wait for your next turn. You can only enter the hive if you roll 10.
WEEK 5 • DAY 4

Addition patterns

1. Krwela umgca ukuze wenze inani.
   Draw a line to make the number.

   14
   6  8  7  3
   5  7  4  6
   9

   15
   6  9  8  7  3
   5  7  4  6
   9

   16
   6  8  7  3
   5  7  4  6
   9

   12
   6  9  8  7  3
   5  7  4  6
   9

   13
   6  8  7  3
   5  7  4  6
   9

   18
   6  9  8  7  3
   5  7  4  6
   9

2. Sombulula uze ufakele umbala.
   Solve and colour the answer.

   7 + 4 = 11
   6 + 6 = 12
   8 + 6 = ___
   7 + 8 = ___
   9 + 8 = ___
   9 - 9 = ___
   8 + 8 = ___
   8 + ___ = 17
   7 + 6 = ___
   5 + ___ = 13
   3 + 7 = ___
   7 + ___ = 14

   7  8  9  10  11  12  13  14  15  16  17  18
Dibanisa kwisakhelo samashumi nakumgcamanani.
Add using the ten frame and number line.

9 + 8 = ___

7 + 5 = ___

8 + 7 = ___

9 + 6 = ___

7 + 9 = ___

8 + 4 = ___
1. Dibanisa.

Add.

\[
\begin{align*}
4 + 8 &= \underline{12} \\
6 + 10 &= \underline{10} \\
5 + 4 &= \underline{9} \\
2 + 14 &= \underline{16} \\
10 + 7 &= \underline{17} \\
9 + 6 &= \underline{15} \\
8 + 8 &= \underline{16} \\
7 + 9 &= \underline{16} \\
6 + 7 &= \underline{13}
\end{align*}
\]

2. Funa inani uze udibanise.

Find the number and add.

\[
\begin{align*}
\heartsuit &= 9 \\
\bigstar &= 8 \\
\green &= 7 \\
\moon &= 6 \\
\star &= 5
\end{align*}
\]

\[
\begin{align*}
\heartsuit + \green &= 16 \\
\bigstar + \star &= \underline{\phantom{1}} \\
\bigstar + \bigstar + \star &= \underline{\phantom{1}} \\
\heartsuit + \moon + \star &= \underline{\phantom{1}} \\
\end{align*}
\]
Ukubala okuwelela ngaphaya kwe-10

<table>
<thead>
<tr>
<th>Izibalo zentloko</th>
<th>Izixhobo zezibalo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2, 3 vezal Ukudibanisa (isandla esinye)</td>
<td>Azikho</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ukudibanisa okuwelela ngaphaya kwe-10</td>
<td>Izakhele zamashumi ezibini, izibalisi ezingama-20, incwadi yemisebenzi yabafundi</td>
</tr>
<tr>
<td>2</td>
<td>Ukudibanisa okuwelela ngaphaya kwe-10</td>
<td>Umgcamanani (utitshala), Izakhele zamashumi ezibini, izibalisi ezingama-20, incwadi yemisebenzi yabafundi</td>
</tr>
<tr>
<td>3</td>
<td>lingxaki zamagama zokudibanisa</td>
<td>Izakhele zamashumi ezibini, izibalisi ezingama-20, incwadi yemisebenzi yabafundi</td>
</tr>
<tr>
<td>4</td>
<td>Amabali okudibanisa</td>
<td>Izakhele zamashumi ezibini, amakhadi amanani 1-10, izibalisi ezingama-20, incwadi yemisebenzi yabafundi</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanyo olujolise ekufundeni</td>
<td>Incwadi yemisebenzi yabafundi</td>
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</tbody>
</table>

**Emva kwale veki umfundli kufuneka akwazi ukwenza oku:**

Ukusombulula ingxaki zokudibanisa okuwelela ngaphaya kwe-10 ngokwenza ishumi.

Ukusombulula ingxaki zamagama zokudibanisa okuwelela ngaphaya kwe-10.

Ukuyila amabali eengxaki zokudibanisa okuwelela ngaphaya kwe-10, ukuze uncede ekuphuhliseni ukuqonda ingxaki zamagama

**Uvavanyo**

**Uvavanyo olubhalwayo:** lingxaki zokudibanisa okuwelela ngaphaya kwe-10 nezivakalisi manani Bhala phantsi amanqaku afunyenweyo kwali-14 kwiphetshana lamanqaku ekota.
Addition bridging 10

<table>
<thead>
<tr>
<th>Mental Maths</th>
<th>MM resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,2,3 show! addition (one hand)</td>
<td>None</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Addition bridging 10</td>
<td>Two ten frames, 20 counters, LAB</td>
</tr>
<tr>
<td>2</td>
<td>Addition bridging 10</td>
<td>Number line (teacher), Two ten frames, 20 counters, LAB</td>
</tr>
<tr>
<td>3</td>
<td>Addition word problems</td>
<td>Two ten frames, 20 counters, LAB</td>
</tr>
<tr>
<td>4</td>
<td>Addition stories</td>
<td>Two ten frames, 20 counters, number cards 1-10, LAB</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

After this week the learners should be able to:

- Solve addition problems that bridge 10 by making a ten
- Solve addition word problems that involve bridging 10
- Create stories for addition problems that bridge 10, to assist in developing an understanding of word problems

Assessment

Written assessment: Addition bridging 10 problems and number sentences
Record a mark out of 14 in the term mark sheet.
Ividiyo yezibalole zentloko


Ividiyo yophuhliso lwengqiqo

Kule veki sigxila kudibanisa oluwelela ngaphaya kwe-10, iingxaki zamagama zakudibanisa kwakunye namabali okudibanisa. Abafundi baya kubethelela abakufundileyo malunga nokusombulula iingxaki eziweloza ngaphaya kweshumi. Kumsebenzi wethu wokudibanisa siza kujolisa koku:

- Ukusombulula iingxaki zakudibanisa okuwelela ngaphaya kwe-10 ngokwenza ishumi sisebenzisa izakhelile zamashumi nemiqamanani. Abafundi baya kuqonda ukuba ukwenza ishumi xa udibanisa no-9, 8, 7 kunye no-6 kwenzeka kube lula kwaye kuyakukhawuleza iingxaki.
- Ukusombulula iingxaki sisebenzisa izibalinzi nezakhelile zamashumi sikwidilo shuqala lapho ukwenza ukusombula iingxaki.
- Ukuziqhelisa ukudibanisa okuwelela ngaphaya kwe-10. Abafundi baya kuqonda ukusa zokuqonda xaba lapho ukwenza uze ndlela okusombula iingxaki.
- Ukudibanisa okuwelela ngaphaya kwe-10 kudibanisa okuwelela ngaphaya kwe-10 ngokwenza ishumi sisebenzisa izakhelile zamashumi nemiqamanani. Abafundi baya kuqonda ukuba ukwenza ishumi xa udibanisa no-9, 8, 7 kunye no-6 kwenzeka kube lula kwaye kuyakukhawuleza iingxaki.

Into emayiqatshelwe kule veki

- Bancede abafundi ukuze baqonde ukuba, ukwenza ishumi xa usombulula iingxaki zakudibanisa yeyona ndlela isebenzayo yokusombulula iingxaki kunokubala.
- Bakhuthaze abafundi baqonde ukuba kuyakukhawuleza ukwenza i-10 ngokucazulula inani elincinci ukuze wakhe lula inani elikhulu lile kwi-10. Abafundi kufuneka baqonde ukuba ungakwazi ukucazulula inani lokhuqa okanye elesibini, nokuba lapho na elo llukwenza lula. Kubalulekile ukuba abafundi bakwazi ukuchongisa inani elinokubsanzeni kwe-10 lula.
- Bakhuthaze abafundi ukuba bawamamelisise amabali okudibanisa uze ubancedise ekuchongenzi ulwazi olubalulekileyo. Abafundi kufuneka baqonde ukuba ungakwazi ukucazulula inani lokhuqa okanye elesibini, nokuba lapho na elo llukwenza lula. Kubalulekile ukuba abafundi bakwazi ukuchongisa inani elinokubsanzeni kwe-10 lula.
- Bakhuthaze abafundi ukuba bawamamelisise amabali okudibanisa uze ubancedise ekuchongenzi ulwazi olubalulekileyo.
Addition bridging 10

Mental Maths video
We focus on bonds of 10 this week and use our fingers to show the number bond combinations. Make sure learners are actively involved in the lesson. Using their fingers will help them solve simple addition problems quickly and efficiently and to recall their number facts at a later stage.

Conceptual development video
This week we focus on addition bridging 10, addition word problems and addition stories. Learners will reinforce what they have learnt about solving addition problems that bridge ten. In our work on addition, we will focus on:

- solving addition bridging 10 problems by making a ten using ten frames and number lines. Learners will realise that making a ten when adding with 9, 8, 7 and 6 makes it easier and quicker to solve problems.
- solving problems by using counters and ten frames begins to develop an understanding of place value.
- practising addition bridging 10, using word problems to create a context. Allow learners to discuss their solution methods so that they can share ideas and further develop their own understanding.
- creating stories for addition bridging 10. This allows learners to work with numbers in a context, helping maths to become more relevant.

What to look out for this week

- Help learners to recognise that making a ten to solve addition problems is a more efficient way of solving problems than counting.
- Encourage learners to realise that it is quicker to make 10 by breaking down the smaller number so that it is easy to build the bigger number up to ten. Learners must realise that you can break down the first or the second number, whichever one makes it easier. It is important that learners can identify the number that can be used to make 10 easily.
- Encourage learners to listen carefully to the addition stories and help them to identify the relevant information.
- Encourage conversation between learners so that they can share their solution methods. Ensure that learners are using the correct vocabulary (ones, a ten, add, and, more).
Dlalani umdlalo wokudibanisa othi 1, 2, 3 veza! Jonga kwiphepha 80.
Play the 1, 2, 3 show! … addition game. See page 80.
Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.

Masibale u-3 + 9 sisebenzise isakhelo seshumi nezibalisi. Siza kusebenzisa izibalisi ezingaphi?
Let’s calculate 3 + 9 using a ten frame and counters. How many counters will we use?

Kufuneka sibe nezibalisi ezi-3 kunye nezibalisi ezili-9.
We need 3 counters and 9 counters.

Kule veki iphelileyo sidibanise ngokwenza ishumi. Sisebenzise eliph i inani ukuze senze ishumi lula?
Last week we added by making a ten. Which number should we use here to make a ten more easily?

U-9, kuba ukufuphi kwi-10 kwaye kuyakhawuleza ukwenza i-10. 9 because it’s closer to 10 so it is quicker to make a ten.

Bakhuthaze abafundu ukuba bathethe ngeendlela zokusombulula ukuze baqonde ukuba kulula kwaye kuyakhawuleza ukwenza ishumi kunokubala.
Encourage learners to talk about the solution methods to help them realise that making a ten is quicker and simpler than counting.
Addition bridging 10

Sinezibalisi ezi-9 kunye nezibalisi ezi-3.

We have 9 counters and 3 counters.

Sizifaka kwizakhelo zamashumi ngolu hlobo. We put them into the ten frames like this:

Kukho izibalisi ezi-2 kwisakhelo seshumi sesibini.

U-9 no-3 benza eliphi inani?

There are 2 counters in the second ten frame. What is 9 + 3?

Qhuba ngale ndlela ingasentla, ubayeke abafundi benze iingxaki ezininzi kangangoko aphi baya kuxxa ngokuba leliphi inani emalisetenziswe ekwenzeni ishumi. Kulula ukwenza ishumi xa usebenzisa inani elikhulu. Tshintsha ukulandlelelana kwamanani ukuze uqale uqale ngenani elikhulu xa ufuna. Umzekelo:

Allow learners to practice doing problems where they discuss which number should be used to make a ten. It is easier to make a ten using the bigger number. Change the order of the numbers to start with the bigger number when you need to. For example: 3 + 9 = ____ would be 9 + 3 = ____

They can do these to practice:

5 + 8 = 2 + 9 = 3 + 8 = 5 + 9 = 4 + 8 =
### IVEKI 6 • USUKU 1

Ukudibanisa okuwelela ngaphaya kwe-10

**Adoition bridging 10**

**IZIBALO ZENTLOKO**  
MENTAL MATHS

**UMSEBENZI WEKLASI YONKE**  
WHOLE CLASS ACTIVITY

**IPHEPHA LOKUSEBENZELA**  
WORKSHEET

<table>
<thead>
<tr>
<th>Make a ten to solve.</th>
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</table>
| \( \begin{array}{c}
q + 5 = \_
\end{array} \) | \( \begin{array}{c}
8 + 6 = \_
\end{array} \) |
| \( \begin{array}{c}
6 + 6 = \_
\end{array} \) | \( \begin{array}{c}
7 + 8 = \_
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| \( \begin{array}{c}
5 + 8 = \_
\end{array} \) | \( \begin{array}{c}
8 + 9 = \_
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| \( \begin{array}{c}
7 + 6 = \_
\end{array} \) | \( \begin{array}{c}
7 + 7 = \_
\end{array} \) |
| \( \begin{array}{c}
8 + 5 = \_
\end{array} \) | \( \begin{array}{c}
3 + 8 = \_
\end{array} \) |
| \( \begin{array}{c}
6 + 9 = \_
\end{array} \) | \( \begin{array}{c}
4 + 7 = \_
\end{array} \) |
| \( \begin{array}{c}
8 + 8 = \_
\end{array} \) | \( \begin{array}{c}
4 + 9 = \_
\end{array} \) |
2. Zingaphi iibhola ekufuneka zongeziwe ukuze wenze inani elingasentla?
How many balls must be added to make the top number?
Nika abafundi ithuba lokuba baxoxe ngokusetyenziswa komgcamanani ukuze ufumane inani elingekhoyo. Sombulula nezinye iingxaki kwangale ndlela. Umzekelo:

Allow time for learners to discuss the use of the number line to find the missing number. Solve many other problems in the same way. For example:

- $8 + \_ = 15$
- $9 + \_ = 11$
- $7 + \_ = 14$
- $8 + \_ = 13$
Sebenzisa umgcamanani ukufumana amanani angekhoyo.

Use the number lines to find the missing numbers.

\[
\begin{align*}
9 + \_ + 3 &= 13 \\
7 + \_ + 4 &= 14 \\
8 + \_ + \_ &= 15 \\
9 + \_ + \_ &= 18 \\
8 + \_ + \_ &= 16 \\
7 + \_ + \_ &= 14
\end{align*}
\]
Ukudibanisa okuwelela ngaphaya kwe-10

2 Dibanisa.
Add.

3 Dibanisa.
Add.

6 + 5 = ___
6 + 6 = ___
7 + 6 = ___

7 + 7 = ___
8 + 7 = ___
8 + 8 = ___

9 + 9 = ___
7 + 9 = ___
6 + 9 = ___
Addition word problems

Dlalani umdlalo wokudibanisa othi 1, 2, 3 veza!
Play the 1, 2, 3 show! … addition game.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.

Kukho abantwana aba-9 ebaleni lokudlala. Kufike abanye abantwana aba-5. Bangaphi abantwana bebonke ngoku?
There were 9 children in the playground. 5 children came and joined in. How many children are there altogether now?

There were 9 children. Then 5 more children arrived.

Singadibanisa u-1 ukuze senze ishumi elizeleyo.
We add 1 more to make a full ten.

Sinezibalisini ezi-4 ezishiyekileyo esizifake kwasinye isakhelo seshumi. Ngoko ke bali-14 abantwana bebonke.
We have 4 counters left which we put in the other ten frame. So there are 14 children altogether.

Replay the steps with other addition word problems. Give the learners lots of opportunities to solve addition problems that bridge 10.
**IVEKI 6 • USUKU 3**

**Iingxaki zamagama zokudibanisa**

1. **Sombulula ezingxaki usebenzise izakhelo zamashumi.**

   Solve these problems using the ten frames.

   | iigusha ezi-3 | 3 sheep       |   |   |
   | Iihagu ezi-8  | 8 pigs        |   |   |
   | iinkomo ezi-6 | 6 cows        |   |   |
   | amahashe ali-9| 9 horses       |   |   |
   | Iikati ezi-7  | 7 cats         |   |   |
   | izinja ezi-5  | 5 dogs         |   |   |

   - \_
   - \_
   - \_
   - \_

2. **Kukho iinkomo ezisi-7 efama. Kukho iigusha ezisi-8 efama. Zingaphi izilwanyana ezisefama?**

   - There are 7 cows on the farm.
   - There are 8 sheep on the farm.
   - How many animals on the farm?

   \_ + 8 = 15

   **Kukho amahashe ama-4 efama. Kukho iigusha ezisi-7 efama. Zingaphi izilwanyana ezisefama?**

   - There are 4 horses on the farm.
   - There are 7 sheep on the farm.
   - How many animals on the farm?

   \_ + \_ = \_
WEEK 6 • DAY 3
Addition word problems

3 Dibanisa kwinani elisebhokisini.
Add to the number in the box.

<p>| | | |</p>
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<tbody>
<tr>
<td>9</td>
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<td>12</td>
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4 Fumana amanani uze udibanise.
Find the numbers and add.

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</tbody>
</table>
Amabali okudibanisa

**IZIBALO ZENTLOKO | MENTAL MATHS**

Dlalani umdlalo wokudibanisa othi 1, 2, 3 veza!

Play the 1, 2, 3 show! ... addition game.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

Remember to check the date and mark the register every day.

**UMSEBENZI WEKLASI YONKE | WHOLE CLASS ACTIVITY**

- 7 + 6 =
  - Ngubani oza kusibalisela ibali elihambelana nesi sivakalisi manani?
  - Who can tell us a story to go with this number sentence?

  - I have 7 sweets. My friend brings me 6 more sweets. How many sweets do I have altogether?

**UMDLALO | GAME**

**IPHEPHA LOKUSEBENZELA | WORKSHEET**

Masisebenzise izakhelo zamashumi nezibalisi ukuze sisombulele ngxaki.

Let's use ten frames and counters to solve the problem.
Addition stories

Singafaka izibalisi ezisi-7 kwisakhelo seshumi ngolu hlobo.
We can put 7 counters on the ten frame like this.

Ndidibanise ezi-3 kwisakhelo seshumi sokuqala ukuze sizale.
Ndinezibalisi ezi-3 ezishiyekileyo endiye ndazifaka kwisakhelo seshumi sesibini.
I add 3 to the first ten frame to make a full ten. I have 3 counters left which I put in the second ten frame.

Ngoko ke kukho ilekese ezili-13 zidibene.
So that means there are 13 sweets altogether.

Phinda la manyathelo nakwezinye iingxaki zamagama zokudibanisa. Nika abafundi amathuba amanini ukuze basombuluwe iingxaki zokudibanisa okuwelela ngaphaya kweshumi.
Repeat the steps with other addition word problems. Give the learners lots of opportunities to make stories of their own that lead to simple addition number sentences that bridge ten.
Balisela iqabane lakho ibali lokudibanisa ngalo mfanekiso uze ubhaâle isivakalisi manani emva koko.

Tell your partner an addition story about the picture then write the number sentence.

<table>
<thead>
<tr>
<th>Isivakalisi manani</th>
<th>Number sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Image 1]</td>
<td>__ + 6 = 15</td>
</tr>
<tr>
<td>![Image 2]</td>
<td>____ + ____ = ____</td>
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<td>![Image 3]</td>
<td>____ + ____ = ____</td>
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<tr>
<td>![Image 4]</td>
<td>____ + ____ = ____</td>
</tr>
<tr>
<td>![Image 5]</td>
<td>____ + ____ = ____</td>
</tr>
<tr>
<td>![Image 6]</td>
<td>____ + ____ = ____</td>
</tr>
</tbody>
</table>
Addition stories

**WEEK 6 • DAY 4**

**Umdlalo: Uphelile!**
Game: All over!

1. 4 + 5 = 9
   - Ndiguqula ikhadi lika-9.
   - I am turning over the 9 card.

2. 2 + 3 = 5
   - Nhlophe u-4.
   - I am turning over the 1 and 4 cards.

3. 6 + 1 = 7
   - Emva kwemijikelo embalwa
   - After a few more turns:

   - Liphelile lam ithuba.
   - I can’t make 7.
   - My game is over.

5. 6 + 6 = 12
   - Andimenzi u-12.
   - Ithuba lam lidiLule.
   - I can’t make 12.
   - My game is over.

6. Amangaku am ama ngolu hlobo 1 + 4 + 8 = 13
   - Ndiphumelele!
   - My final score is 1 + 4 + 8 = 13. I win!

7. Amangaku am am ngolu hlobo 8 + 10 = 18
   - My final score is 8 + 10 = 18.

Qhuba ngolu hlobo ude ube nesiphumo sokuphosa ongenakusenza ngokudibanisa amakhadi ashiyekileyo. Umdlalo uyaphela ke emva koko.
Continue in this way until you throw a total which you can’t make using a combination of the cards that remain. Then your game is over.

Amangaku akho abalwa ngokudibanisa amakhadi onowo ashiyekileyo. Injongo yakho kukuba ube NAWONA manqaku ASEZANTSI.
Your score is the total of the cards you are left with. Try to get the LOWEST score possible.
1. Dibanisa.
   Add.
   \[
   \begin{array}{c}
   9 + 8 = \_\_\_ \\
   8 + 6 = \_\_\_ \\
   9 + \_\_\_ = 13 \\
   \end{array}
   \]
   \[
   \begin{array}{c}
   7 + 5 = \_\_\_ \\
   6 + 9 = \_\_\_ \\
   8 + \_\_\_ = 15 \\
   \end{array}
   \]

2. Dibanisa.
   Add.
   \[
   \begin{array}{c}
   9 + 3 = \_\_\_ \\
   8 + 8 = \_\_\_ \\
   \end{array}
   \]
   \[
   \begin{array}{c}
   5 + 6 = \_\_\_ \\
   4 + 7 = \_\_\_ \\
   \end{array}
   \]
   \[
   \begin{array}{c}
   7 + 4 = \_\_\_ \\
   5 + 8 = \_\_\_ \\
   \end{array}
   \]

3. Bhala ibali lokudibanisa ngalo mfanekiso.
   Write an addition story for the picture.

4. Bhala isivakalisi manani ngalo mfanekiso.
   Write a number sentence for the picture.
Uqukaniso • Consolidation

1. Sombulula ezi ngxaki uze ubhale oonobumba abangezantsi ukuze ufumane amagama.
   Solve the problems and write the letters below to find the words.
   
   $6 + 6 = \underline{\hspace{2cm}}$  $9 + 10 = \underline{\hspace{2cm}}$
   $7 + 7 = \underline{\hspace{2cm}}$  $7 + 4 = \underline{\hspace{2cm}}$
   $8 + 8 = \underline{\hspace{2cm}}$  $5 + 5 = \underline{\hspace{2cm}}$
   $9 + 9 = \underline{\hspace{2cm}}$  $4 + 5 = \underline{\hspace{2cm}}$
   $10 + 10 = \underline{\hspace{2cm}}$  $3 + 5 = \underline{\hspace{2cm}}$
   $6 + 7 = \underline{\hspace{2cm}}$  $8 + 9 = \underline{\hspace{2cm}}$
   $7 + 8 = \underline{\hspace{2cm}}$  $1 + 6 = \underline{\hspace{2cm}}$

2. Sombulula ezi ngxaki.
   Solve the problems.
   
<table>
<thead>
<tr>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
<th>18</th>
<th>19</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>8</td>
<td>7</td>
<td>7</td>
<td>9</td>
<td>9</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>7</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>iinkomo</td>
<td>8 cows</td>
<td>iigusha</td>
<td>7 sheep</td>
<td>iikati</td>
<td>9 cats</td>
<td>iihagu</td>
<td>4 pigs</td>
<td>amahashe ama-6 efama</td>
<td>6 horses</td>
<td></td>
</tr>
<tr>
<td>iigusha</td>
<td>7 sheep</td>
<td>iihagu</td>
<td>4 pigs</td>
<td>amahashe ama-6 efama</td>
<td>6 horses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   ____ + ____ = ____
   ____ + ____ = ____
   ____ + ____ = ____

Assessment and consolidation  Week 6 • Day 5
Izibalo zentloko

Yenza i-10 usebenzise amakhadi amachokoza

<table>
<thead>
<tr>
<th>Izihobo zezibalo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amakhadi amachokoza katitshala</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ukudibanisa okuphindiweyo</td>
<td>Incwadi yemisebenzi yabafundi</td>
</tr>
<tr>
<td>2</td>
<td>Ukudibanisa okuphindiweyo</td>
<td>Umgcamanani (utitshala), izibalisi ezingama-20, incwadi yemisebenzi yabafundi</td>
</tr>
<tr>
<td>3</td>
<td>Ukuphinda kabini nokwahluza kubini</td>
<td>Izibalisi ezingama-20, incwadi yemisebenzi yabafundi</td>
</tr>
<tr>
<td>4</td>
<td>Ukuphinda kabini nokwahluza kubini</td>
<td>Izibalisi ezingama-20, incwadi yemisebenzi yabafundi</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanyo olulise ekufundeni</td>
<td>Incwadi yemisebenzi yabafundi</td>
</tr>
</tbody>
</table>

Emva kwale veiki umfundlani kufuneka akwazi ukwenza oku:

Bala ngokweziphindwa njengendlela yokuqalisa ukudibanisa okuphindiweyo.

Sombulula izivakalisi manani neengxaki zamagama ngokusebenzisa ukudibanisa okuphindiweyo.

Sebenzisa ukuphinda kabini nokwahluza kubini njengeendlela zokusombulula iingxaki.

Uvavanyo

Uvavanyo olubhalwayo: Ukudibanisa okuphindiweyo, iindlela zokuphinda kabini nokwahluza kubini ukusombulula iingxaki.

Bhala phantsi amanqaku afunyenweyo kwali-10 kwiphetshana lamanqaku ekota.
Repeated addition, doubling and halving

<table>
<thead>
<tr>
<th>Mental Maths</th>
<th>MM resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make 10 using <em>dot cards</em></td>
<td>Teacher <em>dot cards</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Repeated addition</td>
<td>LAB</td>
</tr>
<tr>
<td>2</td>
<td>Repeated addition</td>
<td><em>Number line</em> (teacher), 20 <em>counters</em>, LAB</td>
</tr>
<tr>
<td>3</td>
<td><strong>Doubling</strong> and <strong>halving</strong></td>
<td>20 <em>counters</em>, LAB</td>
</tr>
<tr>
<td>4</td>
<td>Doubling and halving</td>
<td>20 <em>counters</em>, LAB</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

**After this week the learners should be able to:**

- Count in **multiples** as an introduction to repeated addition
- Solve **number sentences** and **word problems** by using repeated addition
- Use **doubling** and **halving** as techniques when solving problems

**Assessment**

**Written assessment:** Repeated addition, doubling and halving techniques to solve problems

Record a mark out of 10 in the term mark sheet.
## Ividiyo yezibalo zentloko
Kule veki sibethelela ulwazi lweebhondi ze-10 sisebenzisa amakhadi amachokoza. Abafundi kufuneka babe nombono we-10 ‘lizalisa’ isakhelo seshumi esakhiwe ngamakhadi amachokoza ashiclelwayo. Lo msebenzi uqinisa ulwazi lwabafundi lweebhondi zeshumi no lwalamano olongezwayo.

## Ividiyo yophuhliso lwengqiqo
Kule veki sigxila kudibaniso oluphindiweyo, ukuphindisa kabini nokwuhlula kubini. Abafundi baza bafundi ukuphinda ukuqinisa ulwazi lwabafundi lweebhondi zeshumi esakhiwe ngamakhadi amachokoza. Abafundi baza kusombulula izivakalisi manani ne engxaki zamagama besebenzisa ukudibanisa okuphindweyo, ukuphindisa kabini nokwuhlula kubini. Siza kujolisa koku:
- Ukubala ngeziphindwa ukulungiselela ukudibanisa okuphindweyo. Kubalulekile kubafundi ukuba baqonde ukuba ukubala ngeziphindwa yeyona ndlela isebenzayo yokubala.
- Ukusombulula izivakalisi manani ne engxaki zamagama ngokusebenzisa ukudibanisa okuphindweyo kwimigcamanani. Kufuneka abafundi baqalise ukusebenzisa imigcamanani kwangethuba kuba zizimiboniso ebalulekileyo yemathematika.
- Ukusombulula lingxaki ngokusebenzisa ubuchule bokuphindaphinda kabini nokwuhlula kubini.

## Into emayiqatshelwe kule veki
- Kubalulekile kubafundi ukuphindisa ukuphindaphinda kabini okanye ukuphindisa ukuphindaphinda kabini okanye ukuphindisa ukuphindaphinda kabini (zingaphi, amaqela, ezininzi, zenza, ukudibanisa, isivakalisi manani, ukudibanisa okuphindweyo, izibini, izihlanu, ukuphindisa kabini, ihafu/isisingatha, iyafana, dibanisa, zenza).
Mental Maths video
This week we consolidate our knowledge of the **bonds of 10** using **dot cards**. Learners have to visualise 10 by filling the **ten frames** shown by the printed **dot cards**. This activity strengthens learners understanding of their bonds of ten and **additive relations**.

Conceptual development video
This week we focus on **repeated addition**, **doubling** and **halving**. Learners will solve **number sentences** and **word problems** by using repeated addition, doubling and halving. We will focus on:

- **counting in multiples** in preparation for repeated addition. It is important for learners to understand that counting in multiples is a more efficient way of counting.
- solving number sentences and word problems by using repeated addition on **number lines**. Learners need to start using number lines early on as they are an important mathematical representation.
- solving problems using **doubling** and **halving** techniques.

What to look out for this week

- Encourage learners to think about **repeated addition** rather than simply counting in 2s. As learners progress through the activities, they should recognise that they are consolidating addition by finding out how many they have altogether.
- It is important for learners to recognise that they use techniques such as **doubling** and **halving** to solve problems more efficiently.
- Ensure that learners use the vocabulary themselves in order to learn the language of mathematics and to better their understanding of repeated addition, doubling and halving (**how many**, **groups**, **lots of**, **equals**, **addition**, **number sentence**, **repeated addition**, **twos**, **fives**, **double**, **halve**, **half**, **the same**, **plus**, **equals**).
Ukudibanisa okuphindiweyo

IZIBALO ZENTLOKO | MENTAL MATHS

Kufuneka ndangeze ezingaphi ukuze zibe li-10?
How many more to make 10?

Kufuneka ndangeze ezingaphi ukuze zibe li-10?
How many more to make 10?

Kufuneka ndangeze ezingaphi ukuze zibe li-10?
How many more to make 10?

Ukhumbule ukuphinyisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.
Week 7 • Day 1

Repeated addition

UMSEBENZI WEKLASI YONKE | WHOLE CLASS ACTIVITY

Bangaphi abafundi abangaphambili eklasini?
How many learners are in front of the class?

Mangaphi amehlo owabonayo?
How many eyes do you see?

2, 4, 6, 8, 10 Abafundi aba-5 banamehlo ali-10.
The 5 learners have 10 eyes.

Ngobafundi aba-5.
5 learners.

Mingaphi iminwe oyibonayo kwizandla ezi-5?
How many fingers do you see on 5 hands?

Silifumene njani inani leminwe ekwizandla ezi-5?
How did we find the total number of fingers on 5 hands?

Sibale ngoo-5 (minwe emi-5) ka-5 ukuze sifikelele kuma-25.
We counted up in 5s (5 fingers) 5 times to get to 25.

Bhala ezi zivakalisi manani zilandelayo ebhodini uze uxoxe ngokudibanisa okuphindiweyo.
Write the following number sentences on the board and discuss the idea of repeated addition.

2 + 2 + 2 + 2 + 2 = 10
5 + 5 + 5 + 5 + 5 = 10

Utithsha angaphinda la manyethelo angasentla abhekisele kwezinye izinto ezinokubalwa ngeziphindwa. Umzekelo, bala iiingalo, imilenze (ngoo-2); iminwe kwizandla zozibini (ngoo-10); nji-nji.
Repeat these steps using other objects that allow counting in multiples, for example, arms and legs (2s); fingers on both hands (10s); and so on.
1 Bala amehlo. Bala ngezi-2
Count the eyes. Count in 2s.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Bala imilenze. Bala ngezi-2.
Count the legs. Count in 2s.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

Bala iminwe. Bala ngezi-5.
Count the fingers. Count in 5s.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Bala amabhabhathane. Bala ngezi-5.
Count the butterflies. Count in 5s.

<p>| | | | | |</p>
<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Biyela izi-5 ngezangqa ukuze ubale ukuba zingaphi iimilo ezikhoyo.
Draw circles around 5s to work out how many shapes.

- iqela eli-1 lezi-5: 1 group of 5
- amaqela ama-2 ezi-5: 2 groups of 5
- amaqela ama-3 ezi-5: 3 groups of 5

Write a number sentence and solve the problem.

<table>
<thead>
<tr>
<th>2 + 2 + 2 = 6</th>
<th>___ + ___ + ___ = ___</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>___ + ___ = ___</td>
</tr>
<tr>
<td></td>
<td>___ + ___ + ___ = ___</td>
</tr>
<tr>
<td></td>
<td>___ + ___ = ___</td>
</tr>
<tr>
<td></td>
<td>___ + ___ + ___ = ___</td>
</tr>
</tbody>
</table>

4. Bhala isivakalisi manani.

Write number sentences for these shapes.

<table>
<thead>
<tr>
<th>5 + 5 = 10</th>
<th>___ + ___ + ___ = ___</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>___ + ___ = ___</td>
</tr>
<tr>
<td></td>
<td>___ + ___ = ___</td>
</tr>
</tbody>
</table>
IZIBALO ZENTLOKO | MENTAL MATHS

Ziqhelise ukwenza i-10 usebenzise amakhadi amachokoza.
Practice making 10 using dots cards.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.

IZIBALO ZENTLOKO | MENTAL MATHS

IZIBALO ZENTLOKO | MENTAL MATHS

UMSEBENZI WEKLASI YONKE | WHOLE CLASS ACTIVITY

Izolo sibale amehlo neminwe. Sebenzisa izibalisi zakho ubonise inani lamehlo owabonayo.
Yesterday we counted eyes and fingers. Use your counters to show the number of eyes you can see.

Mangaphi amaqela oo-2 awenza u-10.
How many groups of 2 make 10?

Amaqela ama-5 oo-2 enza u-10.
5 groups of 2 make 10.
WEEK 7 • DAY 2

Repeated addition

Singakubonisa njani ukubala ngoo-2 kumgcamanani?
How can we show counting in 2s on a number line?

2 + 2 + 2 + 2 + 2 = 10

Mangaphi ama-5 oo-2 enza u-10.
5 groups of 2 make 10.

Masenze kwangolu hlobo sibale iminwe.
Mingaphi iminwe oyibonayo kwizandla ezi-3.
Now let's do the same thing counting fingers.
How many fingers do you see on 3 hands?

Landela kwa la manyathelo angasentla ukuze wenze ukudibanisa akuphindiwayo.
Bhekisela kwizinto eziziphindayo ngokwendalo yazo. Umzekelo, sonke
sineengalo ezi-2, imilenze emi-2, inindlebe ezi-2, inzwane ezi-5
kunyawo olunye, njl-njl.

Follow the same steps as above to practice repeated addition.
Refer to objects or things that repeat naturally, for example,
2 arms, 2 legs, 2 ears, 5 toes on one foot, and so on.
IVEKI 7 • USUKU 2

Ukudibanisa okuphindiwayo

1 Bala iindlebe.
Count the ears.

| 2 | 4 |

Bala iingqekembe zemali. Bala ngezi-2.
Count the coins. Count in 2s.

| 2 | 4 |

Bala iminwe.
Count the fingers.

| 5 | 10 |

Bala iingqekembe zemali. Bala ngezi-5.
Count the coins. Count in 5s.

| 5 | 10 |

2 Bala ngezi-2 kumgcamanani.
Count in 2s on the number line.

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

2 + 2 = __+

2 + 2 + 2 = ____
WEEK 7 • DAY 2

Repeated addition

   Write the number sentences and solve the problems.

   \[
   \begin{array}{cccc}
   2 & + & 2 & + \\
   + & + & + & = 8 \\
   \end{array}
   \]

4. Sombulula ezi ngxaki zamanani.
   Solve the word problems.

   Nkazi has 7 bags with 2 sweets in each bag. How many sweets does he have altogether? Draw the sweets in the bags.

   Bhala isivakalisi manani.
   Write the number sentence.

   \[
   \begin{array}{cccc}
   \_ & + & \_ & + \\
   \_ & + & \_ & + \\
   \_ & + & \_ & + \\
   \_ & + & \_ & + \_ = \_ \\
   \end{array}
   \]

   ULwandle uneebhokisi ezi-4. Ibhokisi nganye inemivundla emi-5. Mingaphi imivundla xa idibene?
   Lwandle has 4 boxes. Each box has 5 rabbits. How many rabbits altogether?

   Bhala isivakalisi manani.
   Write the number sentence.

   \[
   \begin{array}{cccc}
   \_ & + & \_ & + \\
   \_ & + & \_ & + \_ = \_ \\
   \end{array}
   \]
IZIBALO ZENTLOKO | MENTAL MATHS

Ziqhelise ukwenza i-10 usebenzise amakhadi amachokoza.
Practice making 10 using dots cards.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.

UMSEBENZI WEKLASI YONKE | WHOLE CLASS ACTIVITY

Beka izibalisi ezi-3. Mangaphi amaqela onawo ezibalisi ezi-3?
Put out 3 counters. How many groups of 3 counters do you have?

Sineqela elinye lezibalisi ezi-3.
We have one group of 3 counters.

Ukhona umntu owaziyo ukuba senza ntoni xa sidibanisa inani kwakulu?
Does anyone know what word we use when we add the same number to itself?

Sithi siphinda kabini.
We use the word double.

Beka elinye iqela lezibalisi ezi-3.
Put out another group of 3 counters.

Ngoku sinamaqela ama-2 ezibalisi ezi-3.
Sinezibalisi ezi-6 xa zidibene zonke.
Now we have two groups of 3 counters. We have 6 counters altogether.

Abafundi mabaxoxe ngala magama athi phinda kabini kwaye bachaze ukuba kuthetha ntoni oko besebenzisa amazwi abo. Yenza imizekelo yokuphinda kabini eliqela kunye neklasi.
Allow learners to discuss the word double and to explain what it means using their own words. Do more examples of doubling with the class.
Doubling and halving

Jonga izibalisi ezi-6 ezisedesikeni yakho. Yabelana ngokulinganayo ngezi zibalisi zi-6 kunye neqabane lakho.

Look at the 6 counters on your desk. Share the 6 counters equally between you and your partner.

Nika abafundi ithuba lokuxoxa ngamagama athi ihafu okanye isiqingatha kunye nokwahlula kubini kwaye bacacise ukuba athetha ntoni la magama ngamazwi abo. Yenza imizekelo eliqela okwahlula kubini kanye neklasi.

Allow learners to discuss the words half and halve and to explain what they mean using their own words. Do more examples of halving with the class.

Sithi sifumene ihafu ka-6. Xa sahlule kubini u-6, sabele abahlolo aba-2 ngokulinganayo.

We say that we found half of 6. When we halved 6, we shared 6 equally between 2 friends.

Ufumene izibalisi ezingaphi umntu ngamnye?

How many counters did you each get?

Sifumene izibalisi ezingaphi umntu ngamnye?

How many counters did you each get?

Sifumene inani ellilinganayo umntu ngamnye.

We each got the same number.

Ihafu ka-6 ngu-3.

Half of 6 is 3.

Sifumene inani ellilinganayo umntu ngamnye.

We each got the same number.

Ufumene izibalisi ezingaphi umntu ngamnye?

How many counters did you each get?

Ufumene izibalisi ezingaphi umntu ngamnye?

How many counters did you each get?

Nika abafundi ithuba lokuxoxa ngamagama athi ihafu okanye isiqingatha kunye nokwahlula kubini kwaye bacacise ukuba athetha ntoni la magama ngamazwi abo. Yenza imizekelo eliqela okwahlula kubini kanye neklasi.

Allow learners to discuss the words half and halve and to explain what they mean using their own words. Do more examples of halving with the class.

Nika abafundi ithuba lokuxoxa ngamagama athi ihafu okanye isiqingatha kunye nokwahlula kubini kwaye bacacise ukuba athetha ntoni la magama ngamazwi abo. Yenza imizekelo eliqela okwahlula kubini kanye neklasi.

Allow learners to discuss the words half and halve and to explain what they mean using their own words. Do more examples of halving with the class.

Nika abafundi amathuba aliqela okusebenzisa ulwimi lwemathematika kwesi sifundo. Qinisekisa ukuba basebenzisa amagama afana nala: phinda kabini, ihafu/isiqingatha, yahlula kubini, ukuphinda kabini, ukwahlula kubini.

Allow the learners many opportunities to use the maths language in this lesson. Ensure that they use the words double, half, doubling and halving.
1. Phinda kabini amapetyu.
   Double the marbles.

<table>
<thead>
<tr>
<th>U-3 ophindwe kabini ngu-6.</th>
<th>U-1 ophindwe kabini ngu-____.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Double 3 is 6.</td>
<td>Double 1 is _____.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>U-4 ophindwe kabini ngu-____.</th>
<th>U-2 ophindwe kabini ngu-____.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Double 4 is _____.</td>
<td>Double 2 is _____.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>U-6 ophindwe kabini ngu-____.</th>
<th>U-5 ophindwe kabini ngu-____.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Double 6 is _____.</td>
<td>Double 5 is _____.</td>
</tr>
</tbody>
</table>

2. Yahlula amapetyu ngokulinganayo phakathi kwabahlobo ababini.
   Share the marbles equally between two friends.

<table>
<thead>
<tr>
<th>Ihafu yesi-8 ngu-____.</th>
<th>Ihafu yesi-6 ngu-____.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Half of 8 is 4.</td>
<td>Half of 6 is _____.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ihafu yesi-2 ngu-____.</th>
<th>Ihafu ye-10 ngu-____.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Half of 2 is _____.</td>
<td>Half of 10 is _____.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ihafu yesi-4 ngu-____.</th>
<th>Ihafu ye-12 ngu-____.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Half of 4 is _____.</td>
<td>Half of 12 is _____.</td>
</tr>
</tbody>
</table>
### Doubling and halving

#### Week 7 • Day 3

**Phinda kabini amachokoza.**
**Yahlula kabini amachokoza.**

<table>
<thead>
<tr>
<th>Phinda kabini amachokoza.</th>
<th>Yahlula kabini amachokoza.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Double the dots.</td>
<td>Halve the dots.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>U-3 ophindwe kabini ngu-6.</th>
<th>Ihafu yesi-8 ngu-4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Double 3 is 6.</td>
<td>Half of 8 is 4.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 3 + 3 = 6                  |

**Phinda kabini ama chokoza.**

Double the dots.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Double 5 is 10.</td>
<td>Double 1 is 2.</td>
<td>Double 2 is 4.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 5 + 5 = 10                  |
| 1 + 1 = 2                  |
| 2 + 2 = 4                  |

**Yahlula kabini amachokoza.**

Halve the dots.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Half of 8 is 4.</td>
<td>Half of 12 is 6.</td>
<td>Half of 10 is 5.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

|                             |                   |
|-----------------------------|-------------------|-------------------|

**Doubling and halving**

Week 7 • Day 3
IZIBALO ZENTLOKO | MENTAL MATHS

Ziqhelise ukwenza i-10 usebenzise amakhadi amachokoza.
Practice making 10 using dots cards.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.

UMSEBENZI WEKLASI YONKE | WHOLE CLASS ACTIVITY

Mingaphi iminwe ekwisandla esinye?
How many fingers on one hand?

Mingaphi iminwe ekwizandla ezibini?
How many fingers on two hands?

Masibhale amanani kwitheyibhile zamanani njengoko besenzile ngaphambili.
Let’s write the numbers in a number table like before.

Iminwe emi-5 kwisandla ngasinge.
5 fingers on each hand. $5 + 5 = 10$.

Complete the number table together with the class. Talk about the numbers as you write them into the table – remember to say that you are doubling the number. Do many such examples.
Doubling and halving

WEEK 7 • DAY 4

Lo msebenzi wenzelwe ukuba uncede abafundi babone ulwalamano phakathi kokuphindaphinda kabini nokwahlula kabini. Phinda la manyathelo angasentla usebenzise amanani ahlukeneyo aliqela, ukhuthaze abafundi babone ukuba bangazibhala njani iingxaki kwiqheqheze kwixesha ngalinye.

This activity is designed to help learners see the relationship between doubling and halving. Repeat the steps above using a variety of different numbers, encouraging learners to see how they would write the problems in the table each time.


Complete the number table together with the class. Talk about the numbers as you write them into the table – remember to say that you are halving the number. Do many such examples.

Bangaphi amabloko? How many blocks?

Bangaphi amabloko? Ngubani ihafu ka-8? How many blocks? What is half of 8?

Masibhale amanani kwitheqhele zama manani njengoko besenzile ngaphambili. Let’s write the numbers in a number table like before.

Ihafu ka-8 ngu-4. Half of 8 is 4.

Ihafu ka-8 ngu-4. Half of 8 is 4.


Complete the number table together with the class. Talk about the numbers as you write them into the table – remember to say that you are halving the number. Do many such examples.

Bangaphi amabloko? How many blocks?

Bangaphi amabloko? Ngubani ihafu ka-8? How many blocks? What is half of 8?

Masibhale amanani kwitheqhele zama manani njengoko besenzile ngaphambili. Let’s write the numbers in a number table like before.

Ihafu ka-8 ngu-4. Half of 8 is 4.

Ihafu ka-8 ngu-4. Half of 8 is 4.


Complete the number table together with the class. Talk about the numbers as you write them into the table – remember to say that you are halving the number. Do many such examples.

Lo msebenzi wenzelwe ukuba uncede abafundi babone ulwalamano phakathi kokuphindaphinda kabini nokwahlula kabini. Phinda la manyathelo angasentla usebenzise amanani ahlukeneyo aliqela, ukhuthaze abafundi babone ukuba bangazibhala njani iingxaki kwiqheqhele kwixesha ngalinye.

This activity is designed to help learners see the relationship between doubling and halving. Repeat the steps above using a variety of different numbers, encouraging learners to see how they would write the problems in the table each time.
IVEKI 7 • USUKU 4

Ukuphinda kabini nokwahlula kubini

   Add. Write the doubles.

   | 4 + 4 = | U-4 ophindwe kabini ngu-___.
          |       | Double 4 is ____.
   | 8 + 8 = | u-8 ophindwe kabini ngu-___.
          |       | Double 8 is ____.
   | 3 + 3 = | u-3 ophindwe kabini ngu-___.
          |       | Double 3 is ____.
   | 7 + 7 = | u-7 ophindwe kabini ngu-___.
          |       | Double 7 is ____.
   | 2 + 2 = | u-2 ophindwe kabini ngu-___.
          |       | Double 2 is ____.

2. Yenza amachokoza kwimigca emibini. Bala ihafu.
   Draw dots in two rows. Calculate half.

   | 18   | Ihafu ye-18 ngu-___.
       |       | Half of 18 is ____.
   | 12   | Ihafu ye-12 ngu-___.
       |       | Half of 12 is ____.
   | 10   | Ihafu ye-10 ngu-___.
       |       | Half of 10 is ____.
   | 14   | Ihafu ye-14 ngu-___.
       |       | Half of 14 is ____.
   | 20   | Ihafu yama-20 ngu-___.
       |       | Half of 20 is ____.
Gqibezela ezi theyibhile ubonise ukuphinda kabini nokwahlula kubini.

Complete the tables to show double and half.

<table>
<thead>
<tr>
<th>6</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>14</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Umdlalo: Phinda kabini amanani ufike ku-10!

Game: Doubling numbers up to 10!

1. Phinda kabini u-7.
   Double 7.

   Double 7.

3. Izandla ezibini zenza u-10!
   Two hands makes 10!

   Double 2 is 4.

10 + 4 = 14

U-7 ophindwe kabini ngu-14.
Double 7 is 14.

Masibale.
Let's work it out!

Masibale.
Let's work it out!

10 + 4 = 14

Masidlale kwakhona Phinda kabini u-9!
Let's play again.
Double 9!
1. Bhala izivakalisi manani uze usombulule ezi ngxaki.
   Write the number sentences and solve these problems.
   \[ \text{___} + \text{___} + \text{___} + \text{___} + \text{___} + \text{___} + \text{___} = \text{___} \]
   \[ \text{___} + \text{___} + \text{___} + \text{___} = \text{___} \]

2. Bala ngezi-2 kumgcamanani.
   Count in 2s on the number line.
   \[ 2 + 2 + 2 + 2 = \text{___} \]

3. Bala ngezi-5 kumgcamanani.
   Count in 5s on the number line.
   \[ 5 + 5 + 5 = \text{___} \]

3. Phinda kabini amachokoza.
   Double the dots.
   Yahlula kabini amachokoza.
   Halve the dots.

   | U-5 ophindwe kabini ngu-____. | ___ amachokoza |
   | Double 5 is ____ dots.        | ___ dots       |
   | 5 + 5 = ____                  | Ihafu ye-12 ngu-____. |
   |                               | Half of 12 is ____ |
WEEK 7 • DAY 5
Uqukaniso • Consolidation

1. Bala iintlani.
   Bala ngezi-2.
   Count the fish. Count in 2s.

2. Bhala izivakalisi manani uze usombulule iingxaki.
   Write the number sentences and solve the problems.

3. Usi-7 ophindwe kabini ngu-____.
   Double 7 is ____.

   U-4 ophindwe kabini ngu-____.
   Double 4 is ____.

   Uli-9 ophindwe kabini ngu-____.
   Double 9 is ____.

   7 + 7 = ____
   4 + 4 = ____
   9 + 9 = ____

   Ihafu ye-10 ngu-____.
   Half of 10 is ____.

   Ihafu ye-16 ngu-____.
   Half of 16 is ____.

   Ihafu ye-14 ngu-____.
   Half of 14 is ____.
### Iipatheni zokuthabatha

<table>
<thead>
<tr>
<th>Izibalo zentloko</th>
<th>Izixhobo zezibalolo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fizz Pop – ukuphinda kabini</td>
<td>Azikho</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ukuthabatha okuwelela ngaphaya kwe-10</td>
<td>Umgcamanani, mzila wamanani (utitshala), izakhele zamashumi ezibini, izibalisi ezingama-20, incwadi yemisebenzi yabafundi</td>
</tr>
<tr>
<td>2</td>
<td>Ukuthabatha u-9</td>
<td>Umgcamanani (utitshala), izakhele zamashumi ezibini, izibalisi ezingama-20, incwadi yemisebenzi yabafundi</td>
</tr>
<tr>
<td>3</td>
<td>Ukuthabatha u-8 no-7</td>
<td>Umgcamanani (utitshala), izakhele zamashumi ezibini, izibalisi ezingama-20, incwadi yemisebenzi yabafundi</td>
</tr>
<tr>
<td>4</td>
<td>Iipatheni zokuthabatha</td>
<td>Amakhadi okuthabatha (katitshala), izakhele zamashumi ezibini, amadayisi ama-2 nezibalisi, incwadi yemisebenzi yabafundi</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanyo olujolise ekufundeni</td>
<td>Incwadi yemisebenzi yabafundi</td>
</tr>
</tbody>
</table>

### Emva kwale veki umfundi kufuneka akwazi ukwenza oku:

- Sebenzisa umgcamanani ukuze usombulule iingxaki zokuphinda kabini nezokwahlula kubini.
- Sombulula iingxaki zokuthabatha (kuwelela ngaphaya kwe-10) ngokuthabatha ukusuka kwi-10.
- Fumana iipatheni zokuthabatha usebenzise amakhadi okuthabatha.

### Uvavanyo

**Uvavanyo olubhalwayo:** Ukuthabatha (kuwelela ngaphaya kwe-10) usebenzisa izakhele zamashumi nemigcamanani.

Bhala phantsi amanqaku afunyenweyo kwali-18 kwiphetshana lamanqaku ekota.
## Subtraction patterns

<table>
<thead>
<tr>
<th>Mental Maths</th>
<th>MM resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fizz Pop – doubling</td>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Subtraction bridging 10</td>
<td><em>Number line, number track (teacher), two ten frames, 20 counters, LAB</em></td>
</tr>
<tr>
<td>2</td>
<td>Subtracting 9</td>
<td><em>Number line (teacher), two ten frames, 20 counters, LAB</em></td>
</tr>
<tr>
<td>3</td>
<td>Subtracting 8 and 7</td>
<td><em>Number line (teacher), two ten frames, 20 counters, LAB</em></td>
</tr>
<tr>
<td>4</td>
<td>Subtraction patterns</td>
<td><em>Subtraction cards (teacher), two ten frames, 2 dice and some counters, LAB</em></td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

**After this week the learners should be able to:**

- Use a number line to solve **doubling** and **halving** problems
- Solve **subtraction** (bridging 10) **problems** by subtracting from ten
- Find **patterns of subtraction** using **subtraction cards**

### Assessment

**Written assessment:** Subtraction (bridging ten) using **ten frames** and number lines

Record a mark out of 18 in the term mark sheet.
Ividiyo yezibalo zentloko

Sibuyela kumdlalo wethu esiwuthandayo – uFizz Pop ukuze siziqhelise ukuphinda kabini. Ukuphindaphinda kabini sisakhono esibalulekileyo esiqxinxalenye yolwazi olusisiseko olufunekayo kuphindaphindo.

Ividiyo yophuhliso lwengqiqo

Kule veki sigxila kuthabatho. Abafundi baza kufunda kabanzi ngolwalamano phakathi kwemizila yamanani nemigcamanani kwaye baza kusombulula ingxaki ezivelela ngaphaya kwe-10. Kwimisebenzi yethu yokuthabathabisa siza kujolisa koku:
- Ukusebenzisa umgcamanani xa uthabatha.
- Ukusombulula ingxaki zokuthabathaba okuwelela ngaphaya kwe-10 ngokuthabathaba ukuze wenze ishumi. Abafundi baza kuqonda ukuba le yindlela elula nekhawulezayo yokusombulula ingxaki xa uthabatha u-9, 8 no-7.
- Ukusombulula ingxaki usebenzisa izibalisi nezakhelo zamashumi eziulungelo ekuphuhliseni ulwazi lwexabiso lendawo.
- Ukwakha unxibelelwano phakathi kokusombulula inxaki ngezakhelo zamashumi nezibalisi kunye nokusombulula inxaki ngemigcamanani. Kufuneka abafundi baqalise ukusebenzisa imigcamanani kamsinyana kuba yimboniso yeMathematika ebalulekileyo.

Into emayiqatshelwe kule veki

- Kucetyiswa ukuthabatha ngokwenza ishumi xa usombulula ingxaki zokuthabathaba okuwelela kwi-10 njengendlela etyhalela abafundi ekubaleni ngentloko endaweni yokubala.
- Kubalulekile ukuba abafundi baqonde indlela yokucazulula nokwakha amanani ngokusebenzisa izakhelo zamashumi nezibalisi. Oku kuya kubanceda abafundi bakhulise ulwazi lwexabiso lendawo kamva.
- Bakhuthaze abafundi ukuba bancokole nabanye ukuze babelane ngeendlela zabo zokusombulula ingxaki. Qinisekisa ukuba abafundi basebenzisa isigama esichanekileyo (ishumi, imivo, thabatha, susa, ngaphantsi, nganeno).
Mental Maths video
We return to a favourite game – Fizz Pop – to practice doubling. Doubling is an important skill which is part of the foundational knowledge needed for multiplication.

Conceptual development video
This week we focus on subtraction. Learners will learn more about the relationship between number tracks and number lines, and they will also solve subtraction problems that bridge 10. In our work on subtraction, we will focus on:

- using number lines to subtract.
- solving subtraction bridging 10 problems by subtracting to make a 10. Learners will realise that this is an easier and quicker method to solve problems when subtracting 9, 8 or 7.
- solving problems by using counters and ten frames which begins to develop an understanding of place value.
- creating links between solving problems with ten frames and counters and solving problems with number lines. Learners need to start using number lines early on as they are an important mathematical representation.

What to look out for this week

- Subtracting by making a ten when solving bridging 10 subtraction problems is recommended as a method that moves learners towards calculating mentally rather than by counting.
- It is important for learners to understand how to break down and build up numbers by working with ten frames and counters. This will help learners to develop an understanding of place value later on.
- Encourage conversation between learners so that they can share their solution methods. Ensure that learners are using the correct vocabulary (a ten, ones, subtract, take away, less)
Bethelela ukuphindaphinda kabini usebenzise umdlalo othi Fizz Pop.
Consolidate doubling using the Fizz Pop game.
Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.
Subtraction bridging 10

UMSEBENZI WEKLASI YONKE | WHOLE CLASS ACTIVITY

Masicinge ngokuthabatha usebenzisa umgcamanani. Masibonise 13 – 4 = ___ kumgcamanani.
Let’s think about subtraction using a number line. Let’s show 13 – 4 = on the number line.

I take 3 steps back from 14 and I land on 10. Then I step back once more. I land on 9.

Masibale ke ngoku 13 – 4 sisebenzise izakhelo zamashumi nezibalisi.
Now let’s calculate 13 – 4 using ten frames and counters.

Sibeka izibalisini-13 kwizakhelelo zamashumi.
Emva koko kufuneka sisuse ezi-4.
We put 13 counters into the ten frames. Then we must take away 4.

If I take away 3 from the second ten frame, I am left with 10. Then I must take away 1 more. I am left with 9.

Yenza imizekelo eliqela neklasi – ukuthabatha okuwelela ngaphaya kweshumi usebenzisa umgcamanani nezakhelelo zamashumi. Sebenza ebhodini ngomgcamanani wakho (okanye umzila wamanani) nezakhelelo zamashumi zemagnethi kodwa unike nabafundi ithuba lokusebenza kwezabo izakhelo zamashumi.

Work though many examples together with the class – doing subtraction bridging ten using a number line and ten frames. Work on the board with your number line (or number track) and magnetic ten frames but also let the learners work with their own ten frames.
IVEKI 8 • USUKU 1

Ukuthabatha okuwelela ngaphaya kwe-10

1 Thabatha.
Subtract.

\[ 11 - 1 - 2 = \_\_\_ \]
\[ 11 - 1 - 4 = \_\_\_ \]
\[ 11 - 1 - 6 = \_\_\_ \]
\[ 11 - 1 - 5 = \_\_\_ \]
\[ 11 - 1 - 7 = \_\_\_ \]

\[ 12 - 2 - 3 = \_\_ \]
\[ 12 - 2 - 2 = \_\_\_ \]
\[ 12 - 2 - 4 = \_\_\_ \]
\[ 12 - 2 - 6 = \_\_\_ \]
\[ 12 - 2 - 5 = \_\_\_ \]

2 Thabatha kwi-11.
Subtract from 11.

\[ 11 - 2 = \_\_\_ \]
\[ 11 - 4 = \_\_\_ \]
\[ 11 - 3 = \_\_\_ \]
\[ 11 - 5 = \_\_\_ \]
\[ 11 - 7 = \_\_\_ \]
\[ 11 - 6 = \_\_\_ \]
\[ 11 - 8 = \_\_\_ \]
\[ 11 - 9 = \_\_\_ \]
WEEK 8 • DAY 1
Subtraction bridging 10

3 Thabatha.
Subtract.

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
<th>18</th>
<th>19</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 - 3 - 3 = 7</td>
<td>14 - 4 - 2 = ___</td>
<td>13 - 3 - 6 = ___</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>13 - 3 - 2 = ___</td>
<td>14 - 4 - 3 = ___</td>
<td>13 - 3 - 5 = ___</td>
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</tr>
<tr>
<td>13 - 3 - 4 = ___</td>
<td>14 - 4 - 1 = ___</td>
<td>14 - 4 - 5 = ___</td>
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<td></td>
<td></td>
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</tr>
</tbody>
</table>

4 Thabatha kwi-13.
Subtract from 13.

- 13 - 4 = ___
- 13 - 6 = ___
- 13 - 5 = ___
- 13 - 7 = ___
- 13 - 9 = ___
- 13 - 8 = ___

5 Thabatha kwi-14.
Subtract from 14.

- 14 - 8 = ___
- 14 - 7 = ___
- 14 - 6 = ___
- 14 - 5 = ___
- 14 - 10 = ___
- 14 - 9 = ___

Subtraction bridging 10  Week 8 • Day 1
IZIBALO ZENTLOKO | MENTAL MATHS

Bethelela ukuphinda kabini usebenzise umdlalo uFizz Pop.
Consolidate doubling using the Fizz Pop game.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.

UMSEBENZI WEKLASI YONKE | WHOLE CLASS ACTIVITY

Sombulula ingxaki 13 – 9 usebenzise izakhelo zamashumi nezibalisi.
Solve the problem 13 – 9 using your ten frames and counters.

Sibeka izibalisi ezilli-13 kwizakhelo zamashumi ngolu hlobo.
We put 13 counters on the ten frames like this.

Kulula ukuthabatha u-9 kwisakhele seshumi esizeleyo.
It is easier to take 9 away from the full ten frame.

Nika abafundi iingxaki eziliqela apho baza kuthabatha u-9 besebenzisa izakhelo zamashumi nezibalisi. Thetha nabo malunga nepatheni eyenza kube lula ukuthabatha – susa ezi-9 kwisakhele seshumi esizeleyo uze udibanise esi-1 kwinani elikwesinge isakhelo seshumi.
Give learners more problems where they must subtract 9 using ten frames and counters. Talk to them about the pattern that makes it easier to subtract – take away 9 from the full ten frame and add 1 to the number in the other ten frame.
Subtracting 9

Ukuba siyathabatha, siya kweliphi icala lomgcamanani?
If we subtract, which way do we step on the number line?

Masizame kumgcamanani.
Let’s try it on a number line.

Bakhuthaze abafundi ukuba babelane ngezimvo kuba ukwenza njalo kubatyhilela nezinye iindlela ezinokusebenza ngakumbi. Kubalulekile ukuba abafundi baqonde ukuba ukuthabatha kwishumi kuyakhawuleza kwaye kulula kunokubala ubuya umva. Ukuba ndithabatha kwishumi kufana nokuthabatha u-10 uze udibanise u-1.

Encourage learners to share ideas as this exposes them to methods that may be more efficient than their own. It is important for learners to realise that subtracting from the ten is quicker and simpler than counting backwards. If I subtract from the ten it is like subtracting 10 and adding 1.
Ukuthabatha u-9

1 Thabatha.
Subtract.

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</table>

15 – 9 = ____
17 – 9 = ____
11 – 9 = ____
13 – 9 = ____
16 – 9 = ____
12 – 9 = ____
14 – 9 = ____

What do you notice when you subtract 9?
WEEK 8 • DAY 2
Subtracting 9

2. Sombulula uze ufakele umbala kwisiphumo.
Solve and colour the answer.

<p>| | | | | | | | | | | |</p>
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<tbody>
<tr>
<td>17 - 9 = ___</td>
<td>20 - 7 = 13</td>
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<td>18 - 9 = ___</td>
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<td>14 - 9 = ___</td>
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<td>20 - 10 = ___</td>
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<td>12 - 6 = ___</td>
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<td>16 - 9 = ___</td>
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<td>20 - 9 = ___</td>
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<td>11 - 8 = ___</td>
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<td>12 - 8 = ___</td>
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<td>12</td>
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3. Thabatha.
Subtract.

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<td>14 - 7 = ___</td>
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<td>13 - 4 = ___</td>
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<td>14 - 5 = ___</td>
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<td>15 - 9 = ___</td>
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<td>13 - 7 = ___</td>
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<td>14 - 9 = ___</td>
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</table>

4. Fakela amanani ashiyiweyo ukuze usombulule ezi ngxaki.
Fill in the missing numbers to solve these problems.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>12 - 9 = ___</td>
<td>15 - ___ = 9</td>
<td>16 - 9 = ___</td>
</tr>
<tr>
<td>14 - 5 = 9</td>
<td>11 - 9 = ___</td>
<td>18 - ___ = 9</td>
</tr>
<tr>
<td>17 - 9 = ___</td>
<td>13 - ___ = 9</td>
<td>12 - ___ = 9</td>
</tr>
</tbody>
</table>
IZIBALO ZENTLOKO  |  MENTAL MATHS

Bethelela ukuphinda kabini usebenzise umdlalo uFizz Pop.
Consolidate doubling using the Fizz Pop game.
Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.

Ungayisombulula njani ingxaki 11 – 8 kumgcamanani?
How can you solve the problem 11 – 8 on the number line?

Umsebenzi weklasi yonke  |  Whole Class Activity

Ziphinde zombini ezi ndlela kunye neklasi usebenzise ezinye iingxaki zokuthabatha ezi-8 nokuthabatha ezi-7 ezifana nezi:
Repeat both methods together with the class using other subtracting 8 and subtracting 7 problems, such as:

- 14 – 8 =
- 13 – 5 =
- 12 – 7 =
- 16 – 7 =

Bakhuthaze abafundi ukuba baqaphele ukuba xa ndithetha ezi-8 ndingathetha i-10 ze ndidibanise ezi-2 ukuze ndifumane isiphumo. Xa ndithetha ezi-7 ndingathetha i-10 ze ndidibanise ezi-3 ukuze ndifumane impendulo.
Encourage learners to notice that when we subtract 8, we can take away 10 and then add 2 to find the answer. When we subtract 7, we can take away 10 and then add 3 to find the answer.
### Subtracting 8 and 7

**Thabatha u-8 no-7**  
Subtracting 8 and 7

**Task:** Subtract.

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 14 | - | 8 | = | ___ |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 17 | - | 8 | = | ___ |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 11 | - | 8 | = | ___ |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 13 | - | 8 | = | ___ |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 16 | - | 8 | = | ___ |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 12 | - | 8 | = | ___ |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 15 | - | 8 | = | ___ |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

**Ugaphela ntoni xa uthabatha isi-8?**  
What do you notice when you subtract 8?
2. Thabatha.
   Subtract.

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 15 – 7 = ___ | 15 – 7 = ___ |
| 17 – 7 = ___ | 17 – 7 = ___ |
| 11 – 7 = ___ | 11 – 7 = ___ |
| 13 – 7 = ___ | 13 – 7 = ___ |
| 16 – 7 = ___ | 16 – 7 = ___ |
| 12 – 7 = ___ | 12 – 7 = ___ |
| 14 – 7 = ___ | 14 – 7 = ___ |

Ugaphela ntoni xa uthabatha isi-7?
What do you notice when you subtract 7?

Subtracting 8 and 7  Week 8 • Day 3
Subtraction patterns

IZIBALO ZENTLOKO | MENTAL MATHS

Bethelela ukuphindla kabini usebenzise umdlalo uFizz Pop.
Consolidate doubling using the Fizz Pop game.

Umkhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.

UMSEBENZI WEKLASI YONKE | WHOLE CLASS ACTIVITY

Khangela amakhadi okuthabatha nganye-nganye ngolu hlobo ukuze abafundi bakwazi ukubona ipatheni kwizivakalisi manani zokuthabatha. Nika abafundi amathuba aliqela okuchaza ipatheni abazibonayo. Oku kuya kubanika ithuba lokuphuhlisa izikhona zabo zokuqiqa.

Go through each of the subtraction cards in this way so that learners can see the patterns in the subtraction number sentences. Allow the learners many opportunities to explain the patterns they see. This will give them the chance to develop their mathematical reasoning skills.
1 Sombulula uze ufakele imibala ukuze ufumane ipatheni.
Solve and colour to find the pattern.

\[
\begin{align*}
q + q &= 18 \\
4 + 4 &= \_\_ \\
7 + 7 &= \_\_ \\
6 + 6 &= \_\_ \\
q + 8 &= \_\_ \\
8 + 7 &= \_\_ \\
5 + 5 &= 10 \\
4 + 5 &= \_\_ \\
5 + 6 &= \_\_ \\
8 + 8 &= \_\_ \\
3 + 4 &= \_\_ \\
7 + 6 &= \_\_ \\
\end{align*}
\]

2 Sombulula uze ufakele imibala ukuze ufumane ipatheni.
Solve and colour to find the pattern.

\[
\begin{align*}
11 - 3 &= 8 \\
13 - 4 &= 9 \\
q + 3 &= 12 \\
11 - 6 &= \_\_ \\
11 - 9 &= \_\_ \\
8 + 5 &= 10 \\
11 - 8 &= \_\_ \\
14 - 7 &= \_\_ \\
7 + 9 &= 10 \\
12 - 6 &= \_\_ \\
15 - 5 &= \_\_ \\
7 + 8 &= 10 \\
12 - 8 &= \_\_ \\
20 - 9 &= \_\_ \\
6 + 8 &= 10 \\
\end{align*}
\]
Subtraction patterns

Roll the dice and add. Find a grape with the answer you got. You can cover that grape.

1. \[4 + 2 = 6\]
   Ndingayigguma idiliya!
   I can cover a grape!

2. Emva kwamatyeli aliqela:
   After a few more turns:

3. Uphumelele!
   You win!

   I got 9 and you got 5.

Umnthu ogquma iiidiliya ezininzi ebhodini nguye ophumelelayo.
The person who covers the most grapes on the board wins.
Thabatha.
Subtract.

<table>
<thead>
<tr>
<th>Equation</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 - q = ___</td>
<td></td>
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<tr>
<td>17 - 8 = ___</td>
<td></td>
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<tr>
<td>15 - 7 = ___</td>
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<tr>
<td>11 - q = ___</td>
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<tr>
<td>14 - 8 = ___</td>
<td></td>
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<tr>
<td>12 - 7 = ___</td>
<td></td>
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</tbody>
</table>
Thabatha usebenzise nokuba yeyiphi indlela.
Subtract using any method.

18 - 9 = ___  
11 - 7 = ___  
13 - 8 = ___

14 - 6 = ___  
15 - 9 = ___  
12 - 7 = ___

17 - 8 = ___  
13 - 6 = ___  
11 - 9 = ___

Zalisa izangqa ezingenanto.
Fill the empty circles.

Assessment and consolidation Week 8 • Day 5
# Ukuthabatha okuwelela ngaphaya kwe-10

<table>
<thead>
<tr>
<th>Izibalo zentloko</th>
<th>Izixhobo zezibalo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umdlalo oti Saluta</td>
<td>Amakhadi amanani 0 – 5</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ukuthabatha okuwelela ngaphaya kwe-10</td>
<td>Izakhelo zamashumi ezibini, izibalisi ezingama-20, incwadi yemisebenzi yabafundi</td>
</tr>
<tr>
<td>2</td>
<td>Ukuthabatha okuwelela ngaphaya kwe-10</td>
<td>Izakhelo zamashumi ezibini, izibalisi ezingama-20, incwadi yemisebenzi yabafundi</td>
</tr>
<tr>
<td>3</td>
<td>Fumana inani elishiyiweyo</td>
<td>Izakhelo zamashumi ezibini, izibalisi ezingama-20, incwadi yemisebenzi yabafundi</td>
</tr>
<tr>
<td>4</td>
<td>Ukuthabatha okuwelela ngaphaya kwe-10</td>
<td>Izakhelo zamashumi ezibini, izibalisi ezingama-20, idayisi, incwadi yemisebenzi yabafundi</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso</td>
<td>Incwadi yemisebenzi yabafundi</td>
</tr>
</tbody>
</table>

**Emva kwale veki umfundi kufuneka akwazi ukwenza oku:**

Sombulula ingxaki zokuthabatha okuwelela ngaphaya kwe-10 ngokuthabatha kwi-10.

Fumana inani elishiyiweyo kwisivakalisi manani.

**Uvavanyo**

Akukho vavanyo lusesikweni kule veki.

Kufuneka ubaqaphele abafundi eklasini yakho yonke imihla kwaye uthathe amanqaku njengenxaleni yeovavanyo oluqhubekayo olungekho sesikweni olujolise ekufundeni.
Subtraction bridging 10

<table>
<thead>
<tr>
<th>Mental Maths</th>
<th>MM resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salute game</td>
<td>Number cards 0-5</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Subtraction bridging 10</td>
<td>Two ten frames, 20 counters, LAB</td>
</tr>
<tr>
<td>2</td>
<td>Subtraction bridging 10</td>
<td>Two ten frames, 20 counters, LAB</td>
</tr>
<tr>
<td>3</td>
<td>Find the missing number</td>
<td>Two ten frames, 20 counters, LAB</td>
</tr>
<tr>
<td>4</td>
<td>Subtraction bridging 10</td>
<td>Two ten frames, 20 counters, dice, LAB</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation</td>
<td>LAB</td>
</tr>
</tbody>
</table>

After this week the learners should be able to:

- Solve **subtraction** problems that bridge 10 by subtracting from the 10
- Find the missing number in a **number sentence**

**Assessment**

There is no formal assessment this week.

You should observe the learners in your class daily and make notes as part of your informal ongoing assessment for learning.
### Ividiyo yeziyaloko zentloko


### Ividiyo yophuhliso lwengqaqo

Kule veki sigxila kuthathamo oluwelela ngaphaya kwe-10 Abafundi baza kubeTHElela oko bakufundileyo malunga nokusombulula iingxaki zokuthathatha eziwelela ngaphaya kweshumi. Kumsebenzi wethu ongokuthathatha siza kujolisa koku:

- Ukusombulula iingxaki zokuthaththa okuwelela ngaphaya kwe-10 ngokuthathatha kweshumi. Abafundi baza kuqonda ukuba kuyakhawuleza kwaye kulula ukusombulula iingxaki ngokuthathatha kweshumi.
- Ukusombulula iingxaki ngokusebenzisa izibaliso nezakhelo zamashumi ezikhulu isikubanisa ukwedziko ukuqonda kwe-10 ngokuthathatha kweshumi. Abafundi baza kuqonda ukuba kuyakhawuleza kwaye kulula ukusombulula iingxaki ngokuthathatha kweshumi.
- Ukusombulula iingxaki isakhono sokufumana inani elishiyiweyo kwisivakalisi manani.
- Ukukhuthaza abafundi baxoxe ngeendlela zabo zokusombulula iingxaki ukuze bavelane ngezimvo kwisivakalisi manani.

### Into emayiqatshelwe kule veki

- Nceda abafundi baqonde ukuba ukuthathatha kwishumi yeyona ndlela isebenzayo yokusombulula iingxaki zokuthathatha endaweni yokubana ubuya umva. Bakhuthaze ukuba babale ngentloko.
- Bakhuthaze ukuba bancokole nabanye abafundi ukuze bavelane ngeendlela zabo zokusombulula iingxaki. Qinisekisa ukuba abafundi basebenzisa isigama esichanekileyo (ishumi, imivo, thabatha, susa, ngaphantsi/ncinci).
### Subtraction bridging 10

**Mental Maths video**

This week we will be playing the game from Term 2 called *Salute*. The game gives learners a chance to practice their addition skills – finding two numbers that add up to a given total. It is a powerful game because learners have to find the missing number, not just the sum.

**Conceptual development video**

This week we focus on *subtraction bridging 10*. Learners will reinforce what they have learnt about solving subtraction problems that bridge ten. In our work on subtraction, we will focus on:

- solving subtraction bridging 10 problems by subtracting from ten. Learners will realise that it is quicker and easier to solve problems by subtracting from the ten.
- solving problems by using *counters* and *ten frames* which begins to develop an understanding of *place value* and consolidating the links between solving problems with *ten frames* and *counters*.
- solve problems to consolidate the ability to find the missing number in a number sentence.
- allowing learners to discuss their solution methods so that they can share ideas and further develop their own understanding.

**What to look out for this week**

- Help learners to recognise that subtracting from a ten is a more efficient way of solving subtraction problems than counting backwards. Encourage them to do mental calculations.
- Encourage conversation between learners so that they can share their solution methods. Ensure that learners are using the correct vocabulary (*a ten, ones, subtract, take away, less*).
Qaphela: Sebenzisa iiseti ezi-2 zamakhadi amanani. Sebenzisa kuphela amanani aqala ku-0 ukuya ku-5.

Note: Use 2 sets of number cards. Use only the numbers 0 to 5.

Ndingukapteni kwaye aba ngoomatiloshe bam ababini.
I am the captain and you are my two sailors.

Musa ukujonga inani elikwikhadi lakho.
Don’t look at the number on your card.

Oomatiloshe bayasaluta.
Sailors salute.

Basi-7 bebonke.
Their total is 7.

Ungakwazi ukuqikelela ukuba ngubani inani lakho?
Can you figure out what your number are?

Ndino-5!
I have 5!

Ndino-2!
I have 2!

Ukumbule ukuqinisekisa umhla uze uphewule irejista yonke imihla.
Remember to check the date and mark the register every day.
Subtraction bridging 10

Ucinga ukuba ungayisombulula njani le ngxaki? How do you think you could solve this problem?

Kufuneka sithabathe u-8 ku-14. We need to subtract 8 from 14.

Siza kufaka zonke izibalisi zethu kwizakhele zameshumi ngolu hlobo. We will put all of our counters on the ten frames like this.

Sifuna ukuthabatha u-8 kwishumi elizeleyo. We need to subtract 8 from the full ten frame.

Khumbula ukuba sifunde ukuba ukuthabatha kwi-10 kusinceda ukuba sithabathe ngokukhawuleza nalula. Remember we learnt that subtracting from a ten helped us to subtract more quickly and easily?

Ngoko ke sizisebenzisa njani izakhelo zamashumi ukusombulula le ngxaki? So how do we use our ten frames to solve this problem?

Bakhuthaze abafundi bathethe ngeendlela abasombulula ngazo. Qaphela ukuba abanye abafundi bangakhetha ukususa zonke izibalisi kwisakhelo sesibini baze bathabathe eziseleyo kwisakhelo esizeleyo. Kulungile nokwenza njalo, ngoko ke kungakhuthazwa. Phinda wenze oku nangezinye ingxaki zokuthabatha okunokuwelela ngaphaya kwe-10 ezifana nezi:

Encourage learners to talk about their solution methods. Some learners might prefer to empty the second ten frame and subtract the rest from the full ten. This also works well and should be encouraged. Repeat with other subtraction bridging 10 problems, such as:

- 12 – 3 =
- 11 – 4 =
- 14 – 5 =
### IIVEKI 9 • USUKU 1

**Ukuthabatha okwelela ngaphaya kwe-10**

**Subtraction bridging 10**

#### Thabatha.

**Subtract.**

<table>
<thead>
<tr>
<th></th>
<th>14 - 8</th>
<th>17 - 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>[grid]</td>
<td>[grid]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>12 - 7</th>
<th>16 - 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>[grid]</td>
<td>[grid]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>13 - ____</th>
<th>18 - ____</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>14 - ____</th>
<th>15 - ____</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>13 - 9</th>
<th>12 - 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>[grid]</td>
<td>[grid]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>11 - 9</th>
<th>14 - 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>[grid]</td>
<td>[grid]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>16 - ____</th>
<th>11 - ____</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9</td>
<td>3</td>
</tr>
</tbody>
</table>
2. Thabatha.
Subtract.

\[
\begin{align*}
18 - 7 &= \_\_ \\
16 - 9 &= \_\_ \\
15 - 8 &= \_\_ \\
14 - 6 &= \_\_ \\
\end{align*}
\]

3. Thabatha.
Subtract.

\[
\begin{align*}
12 - 8 &= \_\_ \\
13 - 6 &= \_\_ \\
18 - 9 &= \_\_ \\
14 - 7 &= \_\_ \\
11 - 8 &= \_\_ \\
\end{align*}
\]
Ukuthabatha okuwelela ngaphaya kwe-10

IZIBALO ZENTLOKO | MENTAL MATHS

Dialani umdlalo othi Saluta!
Play the Salute game.
Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.

UMSEBENZI WEKLASI YONKE | WHOLE CLASS ACTIVITY

Ebenzisa izakhelo zamashumi nezibalisi ukuze usombulule ingxaki 12 – 5 ngokukhawuleza.
Use your ten frames and counters to solve 12 – 5 as quickly as possible.

I took 2 from the one ten frame and 3 from the other one. I am left with 7.

Nika abafundi ithuba lokuxoxa batsho ukuba ngubani osombulule ingxaki ngokukhawuleza nokuba yeypili indlela ekhawulezisileyo ukubala. Bakuthhaze ukuba baqaphele ukuba ukusebenzisa izakhelo zamashumi kubanceda baqonde ukuba, ukubona amanani kuyakhawuleza kunokubala (endaweni yokubala izibalisi nganye-nganye).
Allow time for learners to discuss who solved the problem quickest and to think about which calculation method was faster. Encourage them to notice that using the ten frames to help them see the numbers (rather than counting single counters) is quicker than counting.

Qhuba ngolu hlobo lungasentla unike abafundi ithuba lokuthelekisa indlela zabo zakusombulula ngxesha ngalinye. Bakuthhaze ukuba bathele ngokuba bancedwe yintoni ukuze babale ngokukhawuleza (bengabalanga). Yenzani imizekelo eliqela neklasi ngeli xesha baxoxa ngeendlela zabo zokubala.
Continue in the same way as above, allowing learners to compare their methods each time. Encourage learners to talk about what helped them to do the calculations more quickly (not counting). Work through several examples with the class while they discuss their methods.

• 13 – 5 = • 15 – 9 = • 12 – 4 = • 14 – 8 = • 17 – 9 = • 16 – 8 =
### Subtraction Bridging 10

#### Thabatha

Subtract the following numbers.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 - 6</td>
<td>( _ )</td>
</tr>
<tr>
<td>13 - ( _ )</td>
<td>9</td>
</tr>
<tr>
<td>17 - 8</td>
<td>( _ )</td>
</tr>
<tr>
<td>12 - 8</td>
<td>( _ )</td>
</tr>
<tr>
<td>14 - ( _ )</td>
<td>8</td>
</tr>
<tr>
<td>16 - 7</td>
<td>( _ )</td>
</tr>
<tr>
<td>12 - ( _ )</td>
<td>7</td>
</tr>
<tr>
<td>11 - ( _ )</td>
<td>6</td>
</tr>
<tr>
<td>16 - 8</td>
<td>( _ )</td>
</tr>
<tr>
<td>15 - 8</td>
<td>( _ )</td>
</tr>
<tr>
<td>14 - ( _ )</td>
<td>9</td>
</tr>
<tr>
<td>11 - 9</td>
<td>( _ )</td>
</tr>
<tr>
<td>13 - ( _ )</td>
<td>9</td>
</tr>
<tr>
<td>17 - ( _ )</td>
<td>3</td>
</tr>
</tbody>
</table>
IVEKI 9 • USUKU 2

Ukuthabatha okuwelela ngaphaya kwe-10

2 Thabatha.
Subtract.

\[
\begin{align*}
11 - 9 &= \_\_ \\
14 - 8 &= \_\_ \\
12 - 6 &= \_\_ \\
15 - 7 &= \_\_ \\
13 - 8 &= \_\_ \\
15 - 8 &= \_\_
\end{align*}
\]

\[
\begin{align*}
11 - 5 &= \_\_ \\
12 - 8 &= \_\_ \\
15 - 9 &= \_\_ \\
14 - 7 &= \_\_ \\
13 - 6 &= \_\_ \\
14 - 9 &= \_\_
\end{align*}
\]

3 Thabatha uze ufakele imibala.
Subtract and colour.

Subtraction bridging 10
Week 9 • Day 2
**IZIBALO ZENTLOKO | MENTAL MATHS**

**Dlalani umdlalo othi Saluta!**
Play the Salute game.

**Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.**
Remember to check the date and mark the register every day.

**UMSEBENZI WEKLASI YONKE | WHOLE CLASS ACTIVITY**

Masisebenze kunye ukuze sifumane inani elingekhoyo kwintyatyambo ngokuthi sidibanise amanani akula magqabi angaphandle, aze enze isiphumo senani elingaphakathi. Let’s work together to find the missing number on the flower by adding all the numbers on the outside. The inside number is the total.

1. **Kufuneka ndine nezi-16 zizonke. Inani elikwiipetali ngu-1. Inani elingekhoyo ngu-15.**
   I need a total of 16. The total in the petals is 1. The missing number is 15.

2. **Masenze enye! Let’s do another one!**

3. **Kufuneka ndibe nezi-13 zizonke. Inani elikwiipetali ngu-6. Inani elingekhoyo ngu-7.**
   I need a total of 13. The total in the petals is 6. The missing number is 7.

4. **Kufuneka zibe-19 zizonke. Inani elikhoyo kwipetali ngu-10. Inani elingekhoyo ngu-9.**
   I need a total of 19. The total in the petals is 10. The missing number is 9.

**Zoba ezinye iintyatyambo ezineepepetali ezinamanani ashiyiweyo ukeze uziqhelise ukufumana inani elingekhoyo.**
Draw some more flowers with different missing number petals to practise finding the missing number.
Fumana inani elingekhoyo

Find the missing number.

\[
2 + 2 + 1 = 5 \\
12 - 5 = 7
\]
2. **Fumana inani elingekhoyo.**
Find the missing number.

<table>
<thead>
<tr>
<th>11 - ____ = 7</th>
<th>15 - ____ = 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 - 6 = 8</td>
<td>____ - 4 = 8</td>
</tr>
<tr>
<td>13 - ____ = 9</td>
<td>14 - ____ = 7</td>
</tr>
<tr>
<td>____ - 9 = 6</td>
<td>____ - 8 = 9</td>
</tr>
</tbody>
</table>

3. **Sombulula uze ufakele imibala.**
Solve and colour.

<table>
<thead>
<tr>
<th>12 - 7 = 5</th>
<th>11 - 6 = 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 - 8 = ____</td>
<td>____ - 7 = 7</td>
</tr>
<tr>
<td>____ - 9 = 9</td>
<td>16 - 6 = ____</td>
</tr>
<tr>
<td>____ - 7 = 8</td>
<td>____ - 8 = 5</td>
</tr>
<tr>
<td>14 - 6 = ____</td>
<td>15 - 8 = ____</td>
</tr>
<tr>
<td>____ - 9 = 8</td>
<td>____ - 9 = 7</td>
</tr>
</tbody>
</table>
Dlalani umdlalo othi Saluta!
Play the Salute game.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.

Namhlanje siza kudlala umdlalo othi Ubhontsi phezulu, ubhontsi phantsi!
Today we are going to play Thumbs up, thumbs down.

Sombulula ingxaki ebhalwe ebhodini. Ndibonise ubhontsi ophezulu xa impendulo ichanekile okanye ubhontsi ojonge ezantsi ukuba impendulo ayichanekanga.
You must solve the problem written on the board. Show me thumbs up if the answer is correct, or thumbs down if the answer is incorrect.

Encourage the learners to solve the problem by subtracting without counting. Encourage them not to shout out the answer. Walk around to check how learners are solving the problem. When all learners show thumbs up or down, discuss the answer with the class.

Yiba neengxaki zokuthabatha okuwelela ngaphaya kwe-10 eziliqela, ezichanekileyo nezingachaneleka ukuze abafundi bazisombulule. Bakhuthaze abafundi basebenze ngokukhawuleza baze baveze ubhontsi ophezulu okanye osezantsi xa benempendulo.

Kufuneka ubhale impendulo echanekileyo kwezo bezinempendulo engachaneleka. Nceda ungashiyi isivakalisi manani esingachaneleka e bhodini.

Provide a number of both incorrect and correct subtraction bridging 10 problems for the learners to solve. Encourage learners to work as quickly as possible and to show thumbs up or down when they have the answer. You must always write the correct answers for those which were incorrect. Do not leave incorrect number sentences on the board.
1 Thabatha.
Subtract.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11 - 5 =</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 - 8 =</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 - 5 =</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 - ___ = 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 - ___ = 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16 - ___ = 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17 - ___ = 9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Fakela amanani ashiyiweyo.
Fill in the missing numbers.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>17</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>
Umdlalo: Thabatha ku-12!
Game: Subtract from 12!

Masibeke izibalisi zethu.
Let’s put down our counters.

12 - 5 = 7
Ndlingathsha isibalisile sinylele!
I can pick up one counter!

Andikwazi ukuhamba.
Lithuba lelako.
I can’t go. Your turn.

Umntu wokuqala ukususa zonke izibalisi ebhodini nguye ophumelelayo.
The first person to remove all their counters from the board wins.

11 6 9
10 7 6
7 8 9
10 11 8
**Thabatha.**

Subtract.

<table>
<thead>
<tr>
<th>17 − 8 = ___</th>
<th>11 − 6 = ___</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 − 7 = ___</td>
<td>15 − ___ = 7</td>
</tr>
<tr>
<td>16 − ___ = 7</td>
<td>12 − ___ = 6</td>
</tr>
<tr>
<td>11 − ___ = 2</td>
<td>14 − ___ = 8</td>
</tr>
<tr>
<td>18 − 9 = ___</td>
<td>15 − 9 = ___</td>
</tr>
<tr>
<td>12 − 9 = ___</td>
<td>16 − 8 = ___</td>
</tr>
</tbody>
</table>
### WEEK 9 • DAY 5

**Consolidation**

#### 2 Bhala amanani ashiyiweyo.

Fill in the missing numbers.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>q</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>14</td>
<td>q</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>q</td>
<td>10</td>
</tr>
<tr>
<td>19</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 3 Gqibezele ukuze wenze inani elingasentla.

Complete to match the number at the top.

- **12**
  - \( 3 + \_ \_ \)
  - \( 2 + \_ \_ \)
  - \( 4 + \_ \_ \)
  - \( \_ \_ + 10 \)
  - \( \_ \_ + 6 \)
  - \( \_ \_ + 4 \)

- **14**
  - \( 4 + \_ \_ \)
  - \( 5 + \_ \_ \)
  - \( 3 + \_ \_ \)
  - \( \_ \_ + 7 \)
  - \( \_ \_ + q \)
  - \( \_ \_ + 6 \)

- **17**
  - \( q + \_ \_ \)
  - \( 8 + \_ \_ \)
  - \( 7 + \_ \_ \)
  - \( \_ \_ + 7 \)
  - \( \_ \_ + 8 \)
  - \( \_ \_ + q \)
Ilingxaki zokuthabatha

<table>
<thead>
<tr>
<th>Izibalo zentloko</th>
<th>Izixhobo zezibalo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umdlalo othi Phinda kabini</td>
<td>Azikho</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>lingxaki zamagama zokuthabatha</td>
<td>Izakhelo zamashumi ezibini, izibalisi ezingama-20, incwadi yemisebenzi yabafundi</td>
</tr>
<tr>
<td>2</td>
<td>Amabali okuthabatha</td>
<td>Izakhelo zamashumi ezibini, izibalisi ezingama-20, incwadi yemisebenzi yabafundi</td>
</tr>
<tr>
<td>3</td>
<td>Izivakalisi manani</td>
<td>Izibalisi ezingama-20, incwadi yemisebenzi yabafundi</td>
</tr>
<tr>
<td>4</td>
<td>lipatheni zeebhondi zamanani</td>
<td>Iibloko ezingama-20, amakhadi amanani abafundi 0-20, incwadi yemisebenzi yabafundi</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso</td>
<td>Incwadi yemisebenzi yabafundi</td>
</tr>
</tbody>
</table>

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:

- Yila amabali eengxaki zokuthabatha okuwelela ngaphaya kwe-10, ukuncedisa abafundi babe nokuqonda iingxaki zamagama.
- Chonga imithetho yezibalo efunekayo ukuze ubhale kwaye usombulule izivakalisi manani.
- Ukusombulula iingxaki ngokukhawuleza nangempumelelo ngokunakana iipatheni kwihondi zamanani.

Uvavanyo

Akukho vavanyo lusesikweni kule veki.

Kufuneka ubaqaphele abafundi eklasini yakho yonke imihla kwaye uthathe amanqaku njengenxalenye yovavanyo oluqhubekayo olungekho sesikweni olujolise ekufundeni.
Subtraction problems

<table>
<thead>
<tr>
<th>Mental Maths</th>
<th>MM resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phinda kabini game</td>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Subtraction word problems</td>
<td>Two ten frames, 20 counters, LAB</td>
</tr>
<tr>
<td>2</td>
<td>Subtraction stories</td>
<td>Two ten frames, 20 counters, LAB</td>
</tr>
<tr>
<td>3</td>
<td>Number sentences</td>
<td>20 counters, LAB</td>
</tr>
<tr>
<td>4</td>
<td>Number bond patterns</td>
<td>20 multifix blocks, learner number cards 0-20, LAB</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation</td>
<td>LAB</td>
</tr>
</tbody>
</table>

After this week the learners should be able to:

Create stories for subtraction problems that bridge 10, to assist in developing an understanding of word problems

Identify operations needed to write and solve number sentences

Solve problems quickly and efficiently by recognising patterns in number bonds

Assessment

There is no formal assessment this week.

You should observe the learners in your class daily and make notes as part of your informal ongoing assessment for learning.
### Ividiyo yeziyalalo zentloko
Kule veki siza kudlala umdlalo othi Phinda kabini ukunika abafundi ixesha elinini lokuqhelisa izakhono zabo zokuphindaphinda kabini. Dlalani lo mdlalo niyiklasi emva koko nidlale ngababini.

### Ividiyo yophuhliso lwengqiaqo
Kule iveki sigxila kuthabatho. Abafundi baza kusombulula ingxaki zamagama zokuthabatha phambi kokugxini kahle izivakalisi manani ezongozelele ngayo kunje neepatheni zeebhondi zamanani. Kumsebenzi wethu wokuthabatha nokudibanisa (usuku lwesi-4) siza kuqcole koku:
- Ukusombulula ingxaki zamagama zokuthabatha ngokusebenzisa izibalisi nezakhelo zamashumi ukuze abafundi baqalise ukuqonda ixabiso lendawo.
- Ukuchonga imithethe yeziyalalo efunekayo ukuze kugqityezele izivakalisi manani, ukuqonda ukuba izibaliso ezividimigqwilwa zingasetjeniswe ekusombululeni ingxaki.
- Ukunakana ipatheni ezibonakalayo kwibhondi zamanani, zisetyenziswe ekusombululeni ingxaki ngokukhawuleza nangempumelelo.

### Into emayiqatshelwe kule veki
- Ngokwenza abafundi basommbulule ingxaki ezininzi besebenzisa izakhele zamashumi nemigcamanani, baye bagonde ukuba basenkuzisombulula ingxaki ngaphandle nokubala. Bakhuthaze ukuba babale ngentloko basebenzise iibhondi zamanani.
- Qinisakisa ukuba abafundi basisebenzisa ngokwabo isigama ukuze bafunde ulwimi lwesifumanele baso besiyo ndlelo ng condom siyafana (ishumi, imivo, dibanisa, kunye, ngaphezu kuna-, iyalingana, thabatha, susa, ingaphantsi kuna-, zenza/yenza).
Mental Maths video

This week we play the game *Phinda kabini* to give learners more time to practice their **doubling** skills. Play the game as a whole class and then in pairs.

Conceptual development video

This week we focus on subtraction. Learners will solve subtraction word problems, before focusing on **additive number sentences** and **number bond patterns**. In our work on subtraction and addition (Day 4), we will focus on:

- solving subtraction word problems using **counters** and **ten frames** to develop learners’ understanding of **place value**.
- identifying which operation is needed in order to complete number sentences, recognising that **inverse operations** can be used to solve problems.
- recognising the patterns evident in number bonds and using these patterns to solve problems quickly and efficiently.

What to look out for this week

- As learners solve more and more problems using **ten frames** and number lines, they will realise that they do not need to count to solve problems. Encourage learners to do calculations mentally using number bonds.
- Learners must start to use their knowledge of inverse operations and patterns to work more efficiently. It is very important that they discover this information for themselves rather than simply being told what to do. It is necessary for learners to conceptually understand that (for example) $2 + £ = 11$ is the same as $11 - 2 = £$.
- Ensure that learners use the vocabulary themselves in order to learn the language of mathematics and to better their understanding of this concept (a **ten**, **ones**, **add**, **and**, **more than**, **equals**, **subtract**, **take away**, **less than**, **equals**).
Masidlale uPhinda kabini! Omnye wenu makaveze inani aze omnye aveze kwa elo nani.
Let’s play Phinda kabini! One of you must show a number and the other one must show the same number.

Masiphinde! Let’s do it again!

Phinda kabini!

Remember to check the date and mark the register every day.
Subtraction word problems

**UMSEBENZI WEKLASI YONKE | WHOLE CLASS ACTIVITY**

Bekukho ama-apile ali-14 phezu kwetafile. USeliki utye ama-6. Mangaphi ama-apile akhoyo ngoku? There were 14 apples on the table. Seliki ate 6 of them. How many apples are there now?

Sebenzisa izakhelo zamashumi nezibalisi zakho ukuze ubonisene inani lama-apile ashiyekileyo. Use your ten frames and counters to show how many apples are left.

Ndithathe izibalisi ezi-6 kwisakhelo seshumi esizeleyo. Kusele izibalisi ezi-4 kwisakhelo ngasinye seshumi. Asi-8 ama-apile aseleyo. I took away 6 from the full 10. I have 4 counters left over on each ten frame. There are 8 apples left.

I agree that there are 8 apples left.

Phinda la manyathelo ngezinye iingxaki zamagama zokuthabatha. Nika abafundi amathuba aligela okusombulula iingxaki zokuthabatha okuwelela ngaphaya kwe-10. Repeat these steps with other subtraction word problems. Give the learners lots of opportunities to solve subtraction problems that bridge 10.
IVEKI 10 • USUKU 1

lingxaki zamazwi zokuthabatha

1 Mangaphi amaso asalayo ukuba ndisusa ____?
How many beads are left if I take away ____?

\[
\begin{align*}
17 - 9 &= 8 \\
\quad - \quad &= \\
11 - 8 &= \\
\quad - \quad &= \\
15 - 7 &= \\
\quad - \quad &= \\
12 - 9 &= \\
\quad - \quad &= \\
13 - 7 &= \\
\quad - \quad &= \\
\end{align*}
\]

2 Gqibezele isivakalisi manani.
Complete the number sentences.

\[
\begin{align*}
7 \text{ nosi } 8 + 8 &= 15 \\
\quad + 9 &= 11 \\
\end{align*}
\]

\[
\begin{align*}
4 \text{ nosi } 8 + 8 &= \\
\quad + 7 &= 13 \\
\end{align*}
\]
### Subtraction Word Problems

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Description</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Kukho iigusha ezili-11. Ezi-9 zibaleke zemka. Zingaphi iigusha ezishiyekileyo? There are 11 sheep. 9 of them run away. How many sheep are left?</td>
<td><img src="image1" alt="Solution" /> [11 - 9 = 2]</td>
</tr>
<tr>
<td>2.</td>
<td>Kukho iinkomo ezili-12. Ezi-5 ziyokusengwa eshedini. Zingaphi iinkomo ezishiyekileyo? There are 12 cows. 5 go to the milking shed. How many cows are left?</td>
<td><img src="image2" alt="Solution" /> [12 - 5 = 7]</td>
</tr>
<tr>
<td>3.</td>
<td>Kukho ihagu ezili-16. Ezi-7 ziyokudlala edakeni. Zingaphi ihagu ezishiyekileyo? There are 16 pigs. 7 go to play in the mud. How many pigs are left?</td>
<td><img src="image3" alt="Solution" /> [16 - 7 = 9]</td>
</tr>
<tr>
<td>4.</td>
<td>Kukho amahashe ali-14. Asi-8 aye edlelweni. Mangaphi amahashe ashiyekileyo? There are 14 horses. 8 go to the field. How many horses are left?</td>
<td><img src="image4" alt="Solution" /> [14 - 8 = 6]</td>
</tr>
<tr>
<td>5.</td>
<td>Kukho iikati ezili-17. Ezi-9 zibalekile. Zingaphi iikati ezishiyekileyo. There are 17 cats. 9 cats run away. How many cats are left?</td>
<td><img src="image5" alt="Solution" /> [17 - 9 = 8]</td>
</tr>
<tr>
<td>6.</td>
<td>Kukho izinja ezili-15. Izinja ezi-8 zibalekile. Zingaphi izinja ezishiyekileyo. There are 15 dogs. 8 dogs run away. How many dogs are left?</td>
<td><img src="image6" alt="Solution" /> [15 - 8 = 7]</td>
</tr>
</tbody>
</table>
Amabali okuthathatha

IZIBALO ZENTLOKO | MENTAL MATHS

Dlalani umdlalo othi Phinda kabini.
Play the Phinda kabini game.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.

UMSEBENZI WEKLASI YONKE | WHOLE CLASS ACTIVITY

Emaqeleni enu, yilani ingxaki yamagama yesi sivakalisi manani: 15 – 7 = ____.
In your groups, make up a word problem for the number sentence 15 – 7 = ____.

There are 15 green marbles and 7 red marbles in a bag. What is the difference between the red and the green marbles?

Kukho amapetyu ali-15 ebhegini. Asi-7 kuwo abomvu aze amanye abe luhlaza. Mangaphi amapetyu aluhlaza?
There are 15 marbles in the bag. 7 of them are red and the rest are green. How many green marbles are there?

Kunjalo! Singenza amabali awohlukileyo ngesivakalisi manani esinye.
Yes! We can make different stories for the same number sentences.

Phinda la manyathelo ngezinye izivakalisi manani. Nika abafundi ithuba lokuzenzela awabo amabali eengxaki zamagama kwaye babaliselane eklasini.
Repeat the steps with other number sentences. Encourage learners to create their own word problems and share them with the class.
Tell a subtraction story to your partner about the picture then write the number sentence.

<table>
<thead>
<tr>
<th>Isivakalisi manani</th>
<th>Number sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yintoni umahluko phakathi kwenani lamapetyu abomvu nelamapetyu azuba.</td>
<td>13 - 6 = 7</td>
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<tr>
<td>What is the difference between the number of red marbles and blue marbles?</td>
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</tbody>
</table>
**Sombulula iingxaki zamagama usebenzise izakhele zamashumi.**

Solve the word problems using the ten frames.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Frame 1</th>
<th>Frame 2</th>
<th>Equation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kukho izitoki ezili-12.</strong> Ezi-6 zityiwe. Zingaphi izitoki ezishiyekileyo?</td>
<td><img src="image1.png" alt="Frame 1" /></td>
<td><img src="image2.png" alt="Frame 2" /></td>
<td>12 - 6 = 6</td>
</tr>
<tr>
<td><strong>Kukho izitoki ezili-14.</strong> Ezi-9 zityiwe. Zingaphi izitoki ezishiyekileyo?</td>
<td><img src="image3.png" alt="Frame 1" /></td>
<td><img src="image4.png" alt="Frame 2" /></td>
<td>____ - ____ = ____</td>
</tr>
<tr>
<td><strong>Kukho ama-apile ali-17. Asi-8 atyiwe. Mangaphi ama-apile ashiyekeleyo?</strong></td>
<td><img src="image5.png" alt="Frame 1" /></td>
<td><img src="image6.png" alt="Frame 2" /></td>
<td>____ - ____ = ____</td>
</tr>
<tr>
<td><strong>Kukho iibhaluni ezili-11. Ezi-7 zibhabhile. Zingaphi iibhaluni ezishiyekileyo?</strong></td>
<td><img src="image7.png" alt="Frame 1" /></td>
<td><img src="image8.png" alt="Frame 2" /></td>
<td>____ - ____ = ____</td>
</tr>
<tr>
<td><strong>Kukho iintyatyambo ezili-16. Ezi-7 kuphiswe ngazo. Zingaphi iintyatyambo ezishiyekileyo?</strong></td>
<td><img src="image9.png" alt="Frame 1" /></td>
<td><img src="image10.png" alt="Frame 2" /></td>
<td>____ - ____ = ____</td>
</tr>
</tbody>
</table>
**IZIBALO ZENTLOKO | MENTAL MATHS**

Dlalani umdlalo othi *Phinda kabini.*

Play the *Phinda kabini* game.

**UMSEBENZI WEKLASI YONKE | WHOLE CLASS ACTIVITY**

Singenza izivakalisi manani ezithini ngale theyibhile zamanani? What number sentences can we make for this number table?

Nika abafundi ixesha bacinge ngezivakalisi manani ezinxulumene namanani akwitheyibhile zamanani. Sebenza neklasi nibhale zonke izivakalisi manani eninokuzifumana ngetheyibhile nganye yeebhondi zamanani oyibonisa ebhodini.

Allow learners time to come up with all the number sentences related to the numbers in the number bond table. Together as a class, write all the number sentences you can for each number table you show on the board.

**IZIBALO ZENTLOKO | MENTAL MATHS**

Singathini

We can say

13 - 5 = 8

Masenze njalo nangale theyibhile zamanani. Let’s do the same with this number table.


Repeat the steps with different numbers in the table. Allow learners to discuss the number sentences, ensuring that they recognise the operations and symbols that are used each time. Encourage them to notice the commutativity of addition, even if you do not teach them the word commutative.
Izivakalisi manani

Write four number sentences for each bond table.

<table>
<thead>
<tr>
<th>15</th>
<th>6 + 9 = 15</th>
<th>15 - 6 = 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>9</td>
<td>9 + 6 = 15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11</th>
<th>___ + ___ = ___</th>
<th>___ - ___ = ___</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>8</td>
<td>___ + ___ = ___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12</th>
<th>___ + ___ = ___</th>
<th>___ - ___ = ___</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>5</td>
<td>___ + ___ = ___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16</th>
<th>___ + ___ = ___</th>
<th>___ - ___ = ___</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>7</td>
<td>___ + ___ = ___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>14</th>
<th>___ + ___ = ___</th>
<th>___ - ___ = ___</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>8</td>
<td>___ + ___ = ___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>17</th>
<th>___ + ___ = ___</th>
<th>___ - ___ = ___</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>9</td>
<td>___ + ___ = ___</td>
</tr>
</tbody>
</table>
Number sentences

2 Zalisa iitheyibhile zebhondi ukuze wenze inani elingasentla.
Fill the bond tables to make the top number.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>14</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>6</td>
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<td></td>
<td></td>
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<tr>
<td>5</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>13</td>
<td>12</td>
<td>16</td>
<td>18</td>
</tr>
</tbody>
</table>

2 Sombulula.
Solve.

<table>
<thead>
<tr>
<th>Kukho iintaka ezli-14 emthini.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ezi-8 zibhabhile zemka.</td>
<td></td>
</tr>
<tr>
<td>Zingaphi iintaka ezishiyekileyo?</td>
<td></td>
</tr>
<tr>
<td>There are 14 birds in the tree.</td>
<td></td>
</tr>
<tr>
<td>8 of them flew away.</td>
<td></td>
</tr>
<tr>
<td>How many birds are left?</td>
<td></td>
</tr>
</tbody>
</table>

---

| Kukho izitikha ezili-17. |   |
| Umluwa uthatha izitikha ezisi-8. |   |
| Zingaphi izitikha ezishiyekileyo? |   |
| There are 17 stickers.      |   |
| Umluwa took 8 stickers.     |   |
| How many stickers are left? |   |

---

| Kukho amaqanda ali-15 ebhaskitini. |   |
| Asi-8 kuwo ophukile.              |   |
| Mangaphi amaqanda ashiyekileyo?    |   |
| There are 15 eggs in the basket.  |   |
| 8 of them got broken.             |   |
| How many eggs are left?           |   |
Iipatheni zeebhondi zamanani

IZIBALO ZENTLOKO | MENTAL MATHS

Dlalani umdlalo othi *Phinda kabini.*
Play the *Phinda kabini* game.

Ukhumbule ukujinisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.

UMSEBENZI WEKLASI YONKE | WHOLE CLASS ACTIVITY

Sebenzisa ibloko ubonise ukuba ulenza njani i-12. Bonisa iindlela ezahlukeneyo onokwenza ngazo oku.
Use your blocks to show how you can make up 12. Show as many different ways as you can.

Nika ithuba abafundi baze nezivakalisi manani ezininzi ezahlukenenyo besebenzisa izibalisi zabo ukubonisa isivakalisi manani. Zibhale zonke izivakalisi manani ukuze ubonise iipatheni.
Allow learners to come up with as many different number sentences as they can, using their counters to show the number sentence. Write all the number sentences on the board so that learners can see the pattern.
WEEK 10 • DAY 4

Number bond patterns

Uqaphela ntoni ngezi zivakalisi manani?
What do you notice about the number sentences?

Amanani akwicala lasekhohlo lophawu lokudibanisa aye esiba makhulu njengokuba uye usehla noluhlul. The numbers on the left of the plus sign get bigger as you go down the list.

Amanani angasekunene kophawu lakudibanisa aye esiba mancinci njengokuba usehla noluhlul. The numbers on the right of the plus sign get smaller as you go down the list.

Zininzi izivakalisi manani esinokuzenza. There are lots of number sentences we can make!

Masibone ukuba zingaphi izivakalisi manani esinokuzenza ngenani u-17. Let’s see how many sentences we can make for the number 17.

Phinda la manyathelo angasentla ngamanani awohlukeneyo. Bayeke abafundi baxoxe ngezivakalisi manani nangeepatheni abazibonayo.
Repeat the steps above with different numbers. Allow learners to discuss the number sentences and the patterns they can see.
Dlalani ngamakhadi enu amanani 0–10.  
Play with your 0–10 number cards.

1

2

3

4

Xa uthathe ikhadi, yenza isivakalisi manani sokudibanisa nesinye isivakalisi sokuthabatha esilingana inani elikwkhadi lakho.
When you pick up a card, make one addition sentence and one subtraction sentence that equals the number shown on your card.

3 + 4 = 7
15 - 8 = 7

Ewe - ligcine ikhadi.
Lithuba lam.
Yes – keep the card.
My turn.

Hayi, 8 - 5 = 3.
Ndiyaligcina ikhadi!
No, 8 - 5 = 3.
I keep the card!

Qhuba ade asetyenziswe onke amakhadi. Umdlali onamakhadi amaninzi ngye ophumeleleyo.
Keep going until all the cards are used. The player who kept the most cards wins.
1. Bhala inani eliza phambi okanye emva kwenani elikhoyo.
   Write the number that comes before and after.

2. Funa inani elingekhoyo.
   Find the missing number.
1. Sombulula ezi ngxaki zamagama usebenzise izakhelo zamashumi.
   Solve the word problems using the ten frames.

   **Kukho ama-apile ali-17.**
   Asi-8 atyiwe.
   Mangaphi ama-apile ashiyekileyo?
   There are 17 apples. 8 are eaten.
   How many apples are left?

   | 17 |   |   |
   |___|___|___|

   ____ - ____ = ____

   **Kukho iibhaluni ezili-15.**
   Ezisi-8 zibhahbile. Zingaphi iibhaluni ezishiyekileyo?
   There are 15 balloons. 8 float away.
   How many balloons are left?

   | 15 |   |   |
   |___|___|___|

   ____ - ____ = ____

   **Kukho iintatyambo ezili-14.**
   Kuphise ngezisi-7.
   Zingaphi iintatyambo ezishiyekileyo?
   There are 14 flowers. 7 are given away.
   How many flowers are left?

   | 14 |   |   |
   |___|___|___|

   ____ - ____ = ____

2. Zalisa iitheyihile zeebhondi ukuze wenze inani elingasentla.
   Fill the bond tables to make the top number.

<table>
<thead>
<tr>
<th>17</th>
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<th>18</th>
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Complete to match the number at the top.

- 11
  - 3 + __
  - 2 + __
  - 4 + __
  - __ + 1
  - __ + 6
  - __ + 4

- 16
  - 4 + __
  - 5 + __
  - 3 + __
  - __ + 7
  - __ + 8
  - __ + 9

- 13
  - 5 + __
  - 6 + __
  - 7 + __
  - __ + 8
  - __ + 9
  - __ + 4

4. Mangaphi amaso ashiyekayo ukuba ndithatha ____?
How many beads are left if I take away ____?

- 18
  - ____ - ____ = ____

- 13
  - ____ - ____ = ____

- 11
  - ____ - ____ = ____

- 16
  - ____ - ____ = ____

- 13
  - ____ - ____ = ____

- 12
  - ____ - ____ = ____