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). The Bala Wande manipulative boxes were designed in consultation with Jade Education. The boxes provide high quality materials which are an integral part of the teaching and learning programme.
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1. Yintoni iBala wande?

iBala Wande yinkqubo yemathematika yeFunda Wande.

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


The Bala Wande programme comprises three elements:

1.1 Isikhokelo sikatitshala

Isikhokelo sikatitshala seBala Wande sinika umkhombandlela wemihla ngemihla wokufundisa imathematika ngendlela eza kubangela abafundi babe nokuqonda imathematika kwaye baqale ukubala ngokuzithemba besebenzisa izixhobo ezikwibhokisi yeBala Wande.

Ngeveki nganye yemisebenzi ecwangcisiweyo, kukho isikhokelo esinamaphepha amabini aneenkcukacha malunga nezibalo zentloko neenxalenye zokuphuhliswa kwesigama sezifundo eziquka:

- Izixhobo 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 nganye silungiselelewe uvavanyo noqukaniso lomxholo ofundisiwe kuloo 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.

The Bala Wande programme comprises three elements:

1.1 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.
1.2 Izixhobo ezongezelelweyo zokufunda nokufundisa

Zonke iziko ezithatha inxaxhebo ziza kufumana izixhobo ezongezelelweyo zokuncedisa abafundi nootitshala ezihambelana nezicwungcisco zezifundo zeBala Wande. iNCwadi Yomfundi Yemisebenzi yeBala Wande iyahambelana neCAPS kwaye yncwadi yemisebenzi yabafundi elandlelaniswe ngocoselelo neyenzelwe ukufundisa umsebenzi oweniwa kulu kokota. Le ncwadi yemisebenzi iqulethe amaphesha emisebenzi yeklasi iphela, awabafundi abaza kuyenzeka nganye nganye nemidlalo elungiselelele ukufunda imibwa yengqiao efundwayo.

Kukwakho nesichazimagama seBala Wande sesigama semathematika esingeelwimi ezimbini.

Ezinye izixhobo zokufunda eziza kunikezelwa zizixhobo ezifana nezakhelo zamashumi, izibalisi, oonathshelusa (iisimboli zamanani, amagama amanani kunye namakhadi amachokoza).

1.3 Iividiyo zeBala Wande zootitshala abaziintshatsheli

Iividiyo zeBala Wande ziqulethe amagqabantshintshi emiboniso yemisebenzi eyenziwa eklasini. Ezi vidiyo zingasetyenziswa ngoottitshala xa belungiselela izifundo zabo. Kuza kwenzeka nenziwe uviidiyo ezindana zemisebenzi yeziizifundo ukuze zibe nokufumaneka.

Ezi vidiyo zinika ulwazi nobuchule obunfuyenwe kootitshala abaziintshatsheli (uPermie noLihle) obuligalelo kwilqwingiyo ngemathematika nobuchule bokufundisa.

Ezi zixhobo zongezelelweyo zokufunda zabafundi nootitshala zilungiselelele wena neklasi yakho. Siyacefa kukuba uzijonjwe ngokakhathelo kuba zikabiza kakhu kwaye kunzima ukuzifumana kwakhona. Kuza kwenza ukusebenza usisiphaye ukuyenzeka kwake kwakho futhi kuze ukuyenzeka kuze ukuphila kwakho kusuka kwamathlapane elungiselelwe izikhuzo.

Ingaba iBala Wande iyakumbulela neCAPS?

Ewe. Inkqubo yeBala Wande ijolise ekufundiseni abafundi ukubala ngokuzithemba xa bephumelele ibanga lesi-3. Le nkqubo yenzelwa kanye ikharityhulam yaseMzantsi Afrika kwaye ihambelana nqo neCAPS. IBala Wande ilandela iCAPS elungelelaniswe yiTMU ngemvume efunyenwe kwiSebe leMfundu esiSiseko.

- Umxholo, ukwabiwa kwexesha kunye novavanyo lwezifundo, konke oku kusekelwe kwiCAPS.
- Ukusuka kusuka lokhu-1 ukuga kolwe-4 kwiveki nganye kuhle emisebenzi yeziizifundo elungiselelele iintsuku ezi-4. Ezi zizifundo ezithatha imizuzu engama-90 (kuquka imiszilwana yokukala yemihla ngemihla yeziizifundo zentloko, ukufundisa okungundqo osuku ngende engama-60, izicwangciso zovavanyo zekota namaphethsha amanqaku ziyafumaneka.

- Usuku lwenza imisebenzi yokuphula ngakho ngemipho lebhokisa futhi ili lokhu kwakho kwakho kwakho iyahambela neCAPS.

- Izicwangciso zovavanyo zekota namaphethsha amanqaku ziyafumaneka.
1.2 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 concept development 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.

1.3 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 (Permie and Lihle) into particular mathematical concepts or teaching techniques.

Please take good care of the LTSM. 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.

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.
2. Yintoni esebhokisini?
Ngaphakathi ebhokisi uza kufumana zonke izixhobo ezifunekayo ukuze ukwazi ukulandela inkqubo yeBala Wande.

**Isikhokelo sikatitshala**
- Isishwankathelo semiba eza kufundiswa kwiveki nganye.
- Izibalo zentloko ezicwangciselwe imihla yonke (iintsuku 1–4).
- Imisebenzi yokufundisa engundoqa exhaswa zizipowusta nezixhobo ezisebhokisini (iintsuku 1–4).
- Ilkopi zamaphepha eencwadi zemisebenzi zabafundi (nawo afakwe ngokulandelelana kwisikhokelo sikatitshala).
- Uvavanyo lokufundu (usuku lwesi-5 kwiiveki 3–8).
- Uqukaniso ( usuku lwesi-5 iiveki 1–10).

**Ividiyo**
- Izishunwe ezibonisa ootitshala abaziintshatheli befundisa kwaye bexoxa izifundo

**Isichazimagama esineelwimi ezimbini**
- Isichazimagama esineelwimi ezimbini sesiGaba esiSiseko esineenkcazelo nemizekelo.

**iNcwadi Yomfundi Yemisebenzi**
- Imisebenzi yemihla ngemihla ehambelana nemisebenzi yezifundo.
- Imisebenzi yemihla ngemihla yabafundi abaza kuyenza ngabanye-ngabanye okanye ngokwamaqela.
- Imidlalo ehambelana nemisebenzi yezifundo

**Izixhobo zokuncedisa zikatitshala**
- Iintlobo ngeentlobo ezixhobo ezipathhekayo oza kuzisebenzisa xa ufundisa.

**Ibhokisi yezixhobo zokufunda abafundi**
- Ibhokisi ephethe iindidi ezahlukenejo ezixhobo zokufunda eziza kusetyenziswa ngabafundi kwimisebenzi yabo, Ibhokisi enye kwiqela ngalinye labafundi aba-6

**Izixhobo zovavanyo**
- Isicwangciso sekota sovavanyo.
- Imisebenzi nemisetyenzana yovavanyo ecwangcisiweyo ngosuku lwesi-5 lweveki nganye (iiveki 3–8).
- Iphetshana lokubhala amanqaku elinokusetyenziselwa ukufaka amanqaku eSA SAMS.
2. What’s in the box?

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

<table>
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<tr>
<th>Bala Wande Teacher Guide</th>
<th><img src="image1.jpg" alt="Image" /></th>
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</thead>
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<tr>
<td>• overview of the concepts to be taught each week</td>
<td></td>
</tr>
<tr>
<td>• Mental Maths activities for every day (days 1–4)</td>
<td></td>
</tr>
<tr>
<td>• core concept teaching activities supported by posters and manipulatives from the box (days 1–4)</td>
<td></td>
</tr>
<tr>
<td>• copies of the Learner Activity Book pages for the day (embedded in sequence in the Teacher Guide)</td>
<td></td>
</tr>
<tr>
<td>• assessment for learning (day 5, weeks 3–8)</td>
<td></td>
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<tr>
<td>• consolidation (day 5, weeks 1–10)</td>
<td></td>
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<tr>
<th>Videos</th>
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<tr>
<td>• clips showing master teachers teaching and discussing the lessons</td>
<td></td>
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<th>Bilingual dictionary</th>
<th><img src="image3.jpg" alt="Image" /></th>
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<tbody>
<tr>
<td>• a bilingual dictionary of Foundation Phase mathematical terms with explanations and examples</td>
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<table>
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<th>Bala Wande Learner Activity Book</th>
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<td>• daily activities that align with the lesson activities</td>
<td></td>
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<tr>
<td>• daily activities for learners to work on independently or in groups</td>
<td></td>
</tr>
<tr>
<td>• games aligned with the lesson activities</td>
<td></td>
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<th>Posters</th>
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<tr>
<td>• a calendar</td>
<td></td>
</tr>
<tr>
<td>• a ten frame class register</td>
<td></td>
</tr>
<tr>
<td>• posters aligned to the lesson plans</td>
<td></td>
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<th><img src="image6.jpg" alt="Image" /></th>
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</thead>
<tbody>
<tr>
<td>• a variety of manipulatives for teachers to use in the classroom</td>
<td></td>
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</table>

<table>
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<tr>
<th>Box of manipulatives for learners</th>
<th><img src="image7.jpg" alt="Image" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>• a variety of manipulatives for learners to use in the activities, one box for each group of 6 learners</td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Tools for assessment</th>
<th><img src="image8.jpg" alt="Image" /></th>
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</thead>
<tbody>
<tr>
<td>• an assessment plan for each term</td>
<td></td>
</tr>
<tr>
<td>• planned assessment tasks and activities for the 5th day of weeks 2-8 in Term 2.</td>
<td></td>
</tr>
<tr>
<td>• a mark record sheet that can be used to enter marks on SA SAMS.</td>
<td></td>
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</table>
Uluhlu Iwezinto ezifunekayo

Uluhlu Iwezixhobo zokufunda zeBala Wande eziza kusetyenziswa kwibhokisi yekota yoku-2:

1. Isikhokelo sikatitshala
2. Isichazimagama esineelwimi ezimbini
3. iNcwadi Yomfundi Yemisebenzi kumntwana ngamnye
4. lipawusta
   a. ikhalenda
   b. irejista
   c. umboniso 1 wemifanekiso yasefama ethe saa (amanani ukuya kuma ku-5)
   d. umboniso 2 wemifanekiso yasefama ethe saa (amanani ukuya kuma ku-10)
   e. umboniso 1 wemifanekiso yasefama exineneyo (amanani ukuya kuma ku-5)
   f. umboniso 2 wemifanekiso yasefama exineneyo (amanani ukuya kuma ku-10)
   g. umboniso waseklasini
   h. ipowusta yemithi
   i. umgcamanani
   j. umzilamanani
   k. isikwere se-100
   l. iintsuku zeveki
   m. iinyanga zonyaka
   n. imali
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 wamaso katitshala
7. Ilbloko (100)
8. Ikomityi yeplasitiki
9. Isakhelo samashumi esinemagnethi (2) nezibalisi ezinemagnethi (20)
10. Iliblokho ezinkumila kwe-2D (ilbhokisi ezi-4)
11. Ilbhokisi zabafundi ezi-6:
   a. Ikomityi zeplasitiki ezi-6
   b. Imitya yamaso emincinci emi-6
   c. Amadayisi amabini kumfundis ngamnye (elinamachokoza nelmanamanani)
   d. ilbloko 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)
      - Amakhadi amagama amanani eBala Wande (IsiXhosa) (alingene abafundi)
   f. Izakhelo zamashumi zeplasitiki ezi-6 nezibalisi (ama-20 iseti nganye)
Checklist
Lists of all Bala Wande resources in the Term 2 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
   i. number line
   j. number track
   k. 100 square
   l. days of the week
   m. months of the year
   n. money
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 iziwhobo zokufunda zeBala Wande zifumaneka ngeelwimi ezimbini. Oku kwenzelwe ukunika inkxaso kuphuhliso lolwimi/lwesigama semathematika ngesiXhosa nangesiNgesi. Oku kwenzelwa ukuba kube lula ukuthintshatshintsha phakathi kwezi lwimi xa kuthethwa ngemathematika. Isichazimagama seBala Wande siza kukunceda ukwazi ukusebenzisa ilwimi ezinini xa ucacisa amagama athile emathematika xa kujimfuneko yokho.


Isiqendu sesi-4 seCAPS ehlaziyiweyo (Uvavanyo) siphehlelela ukusetjenziwa ezinini xukuze utethelele ngokwemathematika.

4. Ukusebenzisa izicwangciso zezezifundo nencwadi yemisebenzi yomfundile
Iphepha lokuqala lamagqabantshintshi eveki liqulethe oku:

Isishwankathelo esifutshane sezibalo zentloko nemisebenzi yezezifundo zezeviki nezizikhobo zokufunda ekufuneka uziQungisile.

Ululuulwimi lweekunjongo zezeviki onokuzilesebenzi ukuphulise ukuba ikwazi elishwayo yakaniso kubonakala elichenkileyo.

Inkcazelo yomebenzi wovavanyo enikwa ngosuku lwesi-5 lweveki.

**Amabali okudibanisa neepatheni**

<table>
<thead>
<tr>
<th>Izibalo zentloko</th>
<th>Ulshaba</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sebenzisa umnyama wamatho ukuze</td>
<td>Imithyo gamasho kuthinthatho nabafundi.</td>
</tr>
<tr>
<td>kwezimo yamatho engezinkomo</td>
<td>Imithyo gamasho kathatha nabafundi.</td>
</tr>
<tr>
<td>kubonakala elishwayo kwekudlanirese</td>
<td>Imithyo gamasho kathatha nabafundi.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Umsebenzi wezezezifundo</th>
<th>Ulshaba</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Lekubonakala ekwazi-0</td>
<td>Ibhunye ngomsebenzi eziyathile.</td>
</tr>
<tr>
<td>2 Leziqanisa ezinikho</td>
<td>Ibhunye ngomsebenzi eziyathile.</td>
</tr>
<tr>
<td>3 Likubonakala ekwazi-0</td>
<td>Ibhunye ngomsebenzi eziyathile.</td>
</tr>
<tr>
<td>4 Lekubonakala ekwazi-0</td>
<td>Ibhunye ngomsebenzi eziyathile.</td>
</tr>
<tr>
<td>5 Likubonakala ekwazi-0</td>
<td>Ibhunye ngomsebenzi eziyathile.</td>
</tr>
</tbody>
</table>

**Emva kwezimo yamatho enakwazi**

- Kwenzi kubonakala elishwayo kwezimo yamatho.
- Leziqanisa ezinikho kwezimo yamatho.
- Leziqanisa ezinikho kwezimo yamatho.
- Likubonakala ekwazi-0.
- Likubonakala ekwazi-0.
- Likubonakala ekwazi-0.

**Uvavanyo**

Uvavanyo elishwayo: Ingxesi zokudlanisenze, zizakulala manani nesiphatheni (NPR).

[80]
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 the Bala Wande Learner Activity Book

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

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Addition with 0</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>2</td>
<td>Creating stories for addition</td>
<td>LAB, bead string</td>
</tr>
<tr>
<td>3</td>
<td>Consolidation of addition</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>4</td>
<td>Patterns of addition</td>
<td>LAB, teacher addition cards</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:

- Add 0 to a given number correctly, for example, $5 + 0 = 5$
- Add to 0 correctly, for example, $0 + 8 = 8$
- Create stories for addition to help in the understanding of word problems.

Find patterns of addition using addition cards

Assessment

- Written assessment: Addition problems, number sentences and patterns (NOT) Record a mark out of 12 in the term mark sheet.
Iphepha lesibini lamaggabantshihtshi eveki liqulethe oku:

Inkazelo yenqubela yemisebenzi yezibalo zentloko vekini. 

Inkazelo yesigama esingando oza kusifundisa kule vekini. 

Izinto ezithile ezinokuqwalaselwa evekini. Isonokuba ziimpazamo esizaziyo ezixhaphakileyo ezenziwa ngabafundi okanye imiba ebalulekelayo efuna ukugxiniswa. 

Eli phepha likusa kwizishunye zevidiyo ezinika ulwazi oluvela kootishala abaziintshatsheli olumalunga nesigama esithile semathamatika okanye ubuchule bokufundisa ngosuku ngalunye.

Kufuneka wenze ntoni ukuze ukwazi ukulungiselela iveki nganye
- Funda isikhokelo uze ulingiselele iveki nesifundo ngasinye.
- Bukela iividiyo - zibonisa izishunye zeklasi yokwenyana apho imisebenzi yesifundo ikhe yalingwa khona nalapho ootishhala abafundise ezo zifundo banika ulwazi neengcebiso.
The second page provides more details about the activities and concepts learners will need to acquire in the week.

### Addition stories and patterns

<table>
<thead>
<tr>
<th>Mental Maths video</th>
<th>Game video</th>
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</thead>
<tbody>
<tr>
<td>This week we use bead strings in the Mental maths activity to keep learners actively looking for <strong>bonds</strong> of given numbers (to 10). Allow learners to show all the different combinations for number bonds to 10 using their bead strings. Accept all correct bond combinations. Encourage them to use the friendly number 5 for numbers over 5. Discuss different combinations and work with learner errors when necessary.</td>
<td>Throw the blocks and let’s add!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conceptual development video</th>
</tr>
</thead>
<tbody>
<tr>
<td>This week our focus stays on addition, and we look at working with zero, addition stories and addition patterns. In our work on addition, we will focus on:</td>
</tr>
</tbody>
</table>
| • 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.

### What to look out for this week

- It is essential that learners are able to recognize that adding zero does not increase the value of the original number.
- Learners may find the creation of addition stories quite challenging, so it is important to model an example. Write each part of the addition story on a new line so that learners can identify the relevant information.
- Encourage learners to recognize the pattern of increase and decrease in the addition problems as this will eventually enable them to easily solve problems mentally.

This week we continue using the vocabulary related to addition. Encourage learners to respond verbally during all lessons.

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.
Usuku ngalunye

Sebenzisa irejista ukuze ubale abafundi abaseklasini

Ebhokisini kukho ipowusta yerejista yeklasi eyodwa. Ngosuku ngalunye umfundi ngamnye uza kuziphawula ngokubeka ichokoza okanye abhale onobumba bokuqala begama lakhe kwirejista.

Qinisekisa ukuba abafundi bazalalise izakhelo zamashumi kwirejista ngokukulandela.

Ekugeleni khesifundo semathematika bala inani labafundi abakhayo, umz., balishumi, ngamashumi amabini, ngamashumi amathathu, amashumi amane. Ngamashumi amane abafundi abakhayo namhlane.”

La msebenzi Uphindaphindwa yonke imihla ubethelwela imbono yokuba ukhlelela nokubala ngamashumi kuyasebenza kwaye kwenza abafundi bayeke ukubala ngoononye.

Xoxa nabafundi ngomhla wamhlaphane usebenziswe ikhala


Sebenzisa ifowutshathi ukuze ubone ukulandelelela kwemisebenzi yosuku

Ekugaleni kosuku ngalunye kunikwa ifowutshathi esishwankathelo solandwelelwano lwemisebenzi yosuku.

Yenza umsebenzi wezibalo zentloko (imizuzu eli-15)


Ngosuku ngalunye, isikhokelo sikatitshala sinika isikhumbuzo 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 *Bala Wande Teacher Guide* also provides a photographic reminder of the Mental Maths activity for the day.
Yenza Uphuhliso lweNgqiqo

Iintsuku ezininzi ziza kuba nomsebenzi wophuhliso lwengqiqo apha uza kusebenza nabafundi ukuze nixoxe ngemiba ephambili yolo suku.

Kukho ividiyo ezibonisa imisebenzi yeklasi yonke isenziwa eklasini kwaye kukwakho nenkcazelo yemisebenzi efumaneka kumagqabantshintshi eveki.

Ngosuku ngalunye, isikhokelo sikatitshala sinika isikhumbuzo esingumfanekiso ngqondweni wophuhliso lwengqiqo wolo suku.

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

1. Zingaphi izinja?
How many dogs?

2. Kukho izinja ezi-4
There are 4 dogs.

3. Zingaphi ilihagu?
How many pigs?

4. Masitshatise izilwanyana zasefama ze sizibale.
Let us match and count the farm animals.
Do the concept development activity
Most days there will be a concept development activity where the learners work together as a class to discuss the key ideas of the day.

There are videos showing the concept development activity in action in the classroom and there is a description of each activity in the overview for the week.

For each day, the Bala Wande Teacher Guide provides a photographic reminder of the concept development activity for the day.

1. Zingaphi izinja? How many dogs?
2. Kukho izinja ezi-4 There are 4 dogs.
3. Zingaphi ihagu? How many pigs?
4. Masitshatise iziwayana zasefama ze sizibale. Let us match and count the farm animals.
Imisebenzi yile kanye iza kubonwa ngabafundi ezincwadini zabo.

Apha sinekhathuni yomdlalo oza kudlalwa ngabafundi. Ngokwazisa lo mdlalo mtsha kubafundi kufanele ukuba uboniswe kwilokazi ithetha phambi kokuba abafundi badlale ngababini okanye ngokwamaqela.

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

Yonke imiyalelo nolwazi inikwa ngesiXhosa nangenguqulelo efumaneka ngesiNgesi.

Amaphepha emisebenzi anomzekelo (oboniswa libala elingwevu nepenisile ebomvu).
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.

Learner worksheets have a worked example (indicated by the grey background and the red pencil).

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

The burgundy tag indicates that this is a worksheet.

The Bala Wande Learner Activity Book is embedded in the Teacher Guide
5. Ishedulyi yemihla ngemihla, itheyibhile yexesha nesicwanga ciso sexesha

Ishedulyi yemihla ngemihla lintsuku 1–4

![Diagram showing steps: Xoxa ngerejista yeklasi, Imihla neentsuku zokusalwa, Izibalo zentloko Imizulu eli-15, Uphuhlisa lweNgqiqo • Amaphepha okusebenzela nemidlalo Imizulu eli-75]

Ishedulyi yemihla ngemihla Usuku 5

<table>
<thead>
<tr>
<th>liveki yesi-1, 9 neye-10</th>
<th>liveki 2 – 8</th>
<th>liveki 4 neye-7</th>
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<tbody>
<tr>
<td>Xoxa ngerejista yeklasi</td>
<td>Xoxa ngerejista yeklasi</td>
<td>Xoxa ngerejista yeklasi</td>
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<tr>
<td>Imihla neentsuku zokusalwa</td>
<td>Imihla neentsuku zokusalwa</td>
<td>Imihla neentsuku zokusalwa</td>
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<tr>
<td>Qukanisa umsebenzi weveki Amaphepha okusebenzela oqukaniso kwincwadi yemisebenzi yomfundl</td>
<td>Uvavanyo olubhalwayo</td>
<td>Gqibeze/ Zalisa irubriki yovavanyo oluthethwayo yomntwana ngamnye</td>
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<tr>
<td>Umsebenzi womfundl emaphephyeni oqukaniso</td>
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</tr>
</tbody>
</table>
5. Daily schedule, time table and term plan

Daily schedule Days 1–4

Discuss class register

Date and birthdays

Mental Maths
15 minutes

Concept development • Worksheet and games
75 minutes

Daily schedule Day 5

<table>
<thead>
<tr>
<th>Weeks 1, 9 and 10</th>
<th>Weeks 2 - 8</th>
<th>Weeks 4 and 7</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>
<tr>
<td>Consolidate the week’s work</td>
<td>Written assessment</td>
<td>Complete rubric for oral assessment for each learner</td>
</tr>
<tr>
<td>Consolidation worksheets in the learner activity</td>
<td>Consolidate the week’s work</td>
<td>Learners work on consolidation worksheets</td>
</tr>
<tr>
<td></td>
<td>Consolidation worksheets in the learner activity</td>
<td></td>
</tr>
</tbody>
</table>
6. Itheyibhile yexesha

<table>
<thead>
<tr>
<th></th>
<th>Ngomvulo</th>
<th>Ngolwesibini</th>
<th>Ngolwesithathu</th>
<th>Ngolwesine</th>
<th>Ngolwesihlanu</th>
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</thead>
<tbody>
<tr>
<td><strong>Imiz e-li-15</strong></td>
<td>Intlanganiso yakusasa Irejista lkalenda, lintsuku zokuzalwa, lmozulu</td>
<td>Intlanganiso yakusasa lindaba zam</td>
<td>Intlanganiso yakusasa Irejista, lkalenda, lintsuku zokuzalwa, lmozulu</td>
<td>Intlanganiso yakusasa lindaba zam</td>
<td>Intlanganiso yakusasa Irejista, lkalenda, lintsuku zokuzalwa, lmozulu</td>
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<td><strong>4 x 85 miz</strong></td>
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<td>IMathematika</td>
<td>Bala Wande</td>
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<td><strong>Imiz e-li-15</strong></td>
<td>Ukuphulaphula nokuthetha Ibal elifundwa ngokukhwaza</td>
<td>Ukuphulaphula nokuthetha Ingxoso</td>
<td>Umsebenzi wolwazi Olusisiseko noLonwabo lwesiQu noLuntu</td>
<td>Ukuphulaphula nokuthetha/ Isicengelezo/ ingoma</td>
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<td><strong>Imiz e-li-15</strong></td>
<td>Ulwazi Olusisiseko noLonwabo lwesiQu noLuntu Itekisi yokufunda notitshala</td>
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<td><strong>Imiz e-30</strong></td>
<td>Izandi nokubhala ngesandla Unobumba omtsha – isandi</td>
<td>Izandi nokubhala ngesandla Ukwakha igama notitshala</td>
<td>Izandi nokubhala ngesandla Unobumba omtsha – isandi 2/</td>
<td>Izandi nokubhala ngesandla Ukwakha igama uwedwa/</td>
<td>Ulwazi Olusisiseko noLonwabo lwesiQu noLuntu Ibal likatitshala, Phanda</td>
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*Azikho kwezi zicwangciso zezifundo
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<td><strong>Register, My news</strong></td>
<td><strong>Register, calendar, birthdays, weather</strong></td>
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<td><strong>Beginning knowledge and PSWB:</strong></td>
<td><strong>Listening and speaking:</strong></td>
<td><strong>Physical education:</strong></td>
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<td><strong>Read-aloud story</strong></td>
<td><strong>Discussion</strong></td>
<td><strong>Activity</strong></td>
<td><strong>Rhyme/song</strong></td>
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<td></td>
<td><strong>15 min</strong></td>
<td><strong>Beginning knowledge and PSWB:</strong></td>
<td><strong>Shared reading text, discussion</strong></td>
<td><strong>Shared writing</strong></td>
<td><strong>Independent writing</strong></td>
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<td><strong>Independent writing</strong></td>
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<td><strong>15 min</strong></td>
<td><strong>Physical education (indoors)</strong></td>
<td><strong>Physical education (indoors)</strong></td>
<td><strong>Physical education (indoors)</strong></td>
<td><strong>Beginning knowledge and PSWB:</strong></td>
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<td><strong>Phonics and handwriting:</strong></td>
<td><strong>Phonics and handwriting:</strong></td>
<td><strong>Phonics and handwriting:</strong></td>
<td><strong>Teacher story, Find out</strong></td>
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<td><strong>New letter-sound 1</strong></td>
<td><strong>New letter-sound 2</strong></td>
<td><strong>Independent word building</strong></td>
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</tr>
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<td></td>
<td><strong>Group Guided Reading and Independent Work (2grps × 15min)</strong></td>
<td><strong>Group Guided Reading and Independent Work (2grps × 15min)</strong></td>
<td><strong>Group Guided Reading and Independent Work (2grps × 15min)</strong></td>
<td><strong>Group Guided Reading and Independent Work (2grps × 15min)</strong></td>
<td><strong>Group Guided Reading and Independent Work (2grps × 15min)</strong></td>
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<td><strong>Performing Arts</strong></td>
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<td><strong>2nd AL (if applicable)</strong>*</td>
<td><strong>2nd AL (if applicable)</strong>*</td>
<td><strong>2nd AL (if applicable)</strong>*</td>
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*Not covered in these lesson plans*
## 7. Isicwangciso sekota

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<thead>
<tr>
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<th>Usuku 2</th>
<th>Usuku 3</th>
<th>Usuku 4</th>
<th>Usuku 5</th>
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<tbody>
<tr>
<td>1</td>
<td>Ukuqalisa ukubanisa</td>
<td>Ukwandisa nokunciphisa</td>
<td>Ukwandisa nokunciphisa</td>
<td>Zingaphi zidibene?</td>
<td>Izivakalisi manani zokudibanisa</td>
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<td>2</td>
<td>Ukudibanisa</td>
<td>Sebenzisa izivakalisi manani ukuze ubonise ukudibanisa</td>
<td>Ukudibanisa (theleleka)</td>
<td>Sebenzisa izivakalisi manani ukuze ubonise ukudibanisa (theleleka)</td>
<td>Uqukaniso</td>
</tr>
<tr>
<td>3</td>
<td>Amabali okudibanisa neepatheni</td>
<td>Ukudibanisa (hianganisa)</td>
<td>Amabali okudibanisa</td>
<td>Lipatheni zokudibanisa</td>
<td>Uqukaniso</td>
</tr>
<tr>
<td>4</td>
<td>Ukuqalisa ukuthabatha</td>
<td>Ukusebenzisa izivakalisi manani ukuze ubonise ukuthabatha (tshintsha)</td>
<td>Ukuthabatha (izahlulo-mente ephelelelo)</td>
<td>Ukusebenzisa izivakalisi manani ukuze ubonise ukuthabatha (tshintsha)</td>
<td>Uqukaniso</td>
</tr>
<tr>
<td>5</td>
<td>Lingxaki zokuthabatha neepatheni</td>
<td>Lipatheni zokuthabatha</td>
<td>Ukuthabatha (theleleka)</td>
<td>Ukusebenzisa izivakalisi manani ukuze ubonise ukuthabatha (theleleka)</td>
<td>Uqukaniso</td>
</tr>
<tr>
<td>6</td>
<td>Amabali okuthabatha neepatheni</td>
<td>Ukuylala amabali okuthabatha</td>
<td>Ukudibanisa nokuthabatha</td>
<td>Dlala ngokudibanisa nokuthabatha</td>
<td>Uqukaniso</td>
</tr>
<tr>
<td>7</td>
<td>Ubude</td>
<td>Ukuthela ukubalela</td>
<td>Ukuthela ukubalela</td>
<td>Ukulelinganelela ukubalela</td>
<td>Uqukaniso</td>
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<tr>
<td>8</td>
<td>Ivolyum nekhasihathi (umthamo)</td>
<td>Ukuboniselela ivolyum nekhasihathi</td>
<td>Ukulelinganelela ivolyum nekhasihathi</td>
<td>Uqukaniso</td>
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<tr>
<td>9</td>
<td>Izinto ezi-3D</td>
<td>Ukukhatha iincochoyi</td>
<td>Ukuqengqeleka</td>
<td>Uqukaniso</td>
<td></td>
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<td>10</td>
<td>Izinto ezi-3D neepatheni</td>
<td>Ukude ezi-3D ngezinto ezi-3D</td>
<td>Ukuqengqeleka</td>
<td>Uqukaniso</td>
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### Inani, izibalo nolwalamano
<table>
<thead>
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<th>lipatheni, imisebenzi neAljebra</th>
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<tbody>
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<td>Indawo nemilo (Ijometri)</td>
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<td>Umlinganelelo</td>
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</table>
### Term Plan: Grade 1 Term 2

<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>Introducing addition</td>
<td>Increase and decrease</td>
<td>How many altogether?</td>
<td>Addition number sentences</td>
<td>Consolidation</td>
</tr>
<tr>
<td>2</td>
<td>Addition</td>
<td>Addition (combine)</td>
<td>Using number sentences to show addition (combine)</td>
<td>Addition (compare)</td>
<td>Using number sentences to show addition (compare)</td>
</tr>
<tr>
<td>3</td>
<td>Addition stories and patterns</td>
<td>Addition with 0</td>
<td>Addition stories</td>
<td>Consolidation of addition</td>
<td>Addition patterns</td>
</tr>
<tr>
<td>4</td>
<td>Introducing subtraction</td>
<td>Subtraction (change)</td>
<td>Using number sentences to show subtraction (change)</td>
<td>Subtraction (part-whole)</td>
<td>Using number sentences to show subtraction (part-whole)</td>
</tr>
<tr>
<td>5</td>
<td>Subtraction problems and patterns</td>
<td>Subtraction patterns</td>
<td>Using number sentences to show subtraction (compare)</td>
<td>Subtraction with 0</td>
<td>Assessment and consolidation</td>
</tr>
<tr>
<td>6</td>
<td>Subtraction stories and patterns</td>
<td>Creating stories for subtraction</td>
<td>Addition and subtraction</td>
<td>Play with addition and subtraction</td>
<td>Consolidation of addition and subtraction</td>
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<tr>
<td>7</td>
<td>Length</td>
<td>Comparing lengths</td>
<td>Comparing lengths</td>
<td>Measuring length</td>
<td>Measuring length</td>
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<tr>
<td>8</td>
<td>Volume and capacity</td>
<td>Comparing volume and capacity</td>
<td>Measuring volume and capacity</td>
<td>Measuring volume and capacity</td>
<td>Measuring volume and capacity</td>
</tr>
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<td>9</td>
<td>3-D objects</td>
<td>Building with 3-D objects</td>
<td>Building towers</td>
<td>Slide and roll</td>
<td>Faces of 3-D objects</td>
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<tr>
<td>10</td>
<td>3-D objects</td>
<td>3-D objects</td>
<td>Building with blocks</td>
<td>Geometric patterns</td>
<td>Geometric patterns</td>
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<thead>
<tr>
<th>Number, operations and relationships</th>
<th>Patterns, functions and algebra</th>
<th>Space and shape (geometry)</th>
<th>Measurement</th>
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8. Isicwangciso sovavanyo sekota yoku-2
Uvavanyo Iwekota luyilelwe kwizicwangciso zezifundo. Uvavanyo luquka umsebenzi obhalwayo, othethwayo novavanyo.

Usuku Iwesi-5 Iweveki nganye lukwangciselwe uqukaniso novavanyo
Isicwangciso sovavanyo sekota yoku-2 sifumaneka ngezantsi.


Kwiiveki 4 nakweye-7 kwenziwa izicwangciso zovavanyo oluthethwayo nolwenziwayo. Xa uvavanyo abafundi uza kusebenzisa imisebenzi eyenziwayo/esebenzisayo nerubriki oqinikwe kumagqabantshintshi eveki. Amaphepha okusebenzisa ayaqumisebenzi kwiniCwadi Yomfundifwe Yemisebenzi ukuhlanganisa umsebenzi weveki kwaye abafundi bangasebenzela kuwo ngelixa wena wenza uvavanyo oluthethwayo nolwenziwayo nolwenziwayo nabaye abafundi ngokwamaqela okanye nangane- nganye.


limvavanyo ezikwikota yoku-2 zesi:

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<tbody>
<tr>
<td>Amanqaku</td>
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</table>

| Iweki 2 | Ukudibanisa | Olubhalwayo | 14 |
| Iweki 3 | lingxaki zokudibanisa, izivakalisi manani neepatheni | Olubhalwayo | 12 |
| Iweki 4 | Izivakalisi manani neengxaki zokuthabatha (ukutshintsha nokuhlanganisa) | Olubhalwayo | 16 |
| Iweki 4 | Qwalasela isakhono somfundi ngamnye sokudibanisa nokuthabatha. | Oluthethwayo nolwenziwayo | 5 |
| Iweki 5 | lingxaki zokuthabatha, izivakalisi manani neepatheni | Olubhalwayo | 15 |
| Iweki 6 | lingxaki zokudibanisa nokuthabatha nezivakalisi manani. | Olubhalwayo, | 14 |
| Iweki 7 | Ukutheleksisa nokulinganisela ubude usebenzisa iiyunithi ezingekho sesikweni/mgangathweni. | Olubhalwayo | 8 |
| Iweki 7 | Qwalasela abafundi ukuze uvavanye izakhono zabo zokukwazi ukudibanisa nokuthabatha amanani | Oluthethwayo nolwenziwayo | 7 |
| Iweki 8 | Ukutheleksisa nokulinganisela ivolyum nekhaphasithi usebenzisa iiyunithi ezingekho sesikweni. | Olubhalwayo | 11 |
8. Term 2 assessment plan

The assessment for the term is included in the lesson plans. Assessment includes written, oral and practical activities.

Day 5 of each week is for consolidation and assessment

The assessment plan for Term 2 is provided below.

On Day 5 of each week, learners should work on the worksheets provided in the Bala Wande 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 7, 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 2–8, written assessment activities are planned. These are provided in the LAB. After they have completed the written assessment activity learners can work on the consolidation worksheets in the LAB.

The assessments that are in Term 2 are as follows:

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity Description</th>
<th>Assessment Type</th>
<th>Mark</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>Addition</td>
<td>Written</td>
<td>14</td>
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<tr>
<td>Week 3</td>
<td>Addition problems, number sentences and patterns</td>
<td>Written</td>
<td>12</td>
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<tr>
<td>Week 4</td>
<td>Subtraction number sentences and problems (change and combine)</td>
<td>Written</td>
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<td>Week 4</td>
<td>Observe learners to assess their ability to add and subtract numbers.</td>
<td>Oral and practical</td>
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<tr>
<td>Week 5</td>
<td>Subtraction problems, number sentences and patterns</td>
<td>Written</td>
<td>15</td>
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<tr>
<td>Week 6</td>
<td>Addition and subtraction problems and number sentences</td>
<td>Written</td>
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<tr>
<td>Week 7</td>
<td>Comparing and measuring length using non standard units.</td>
<td>Written</td>
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<tr>
<td>Week 7</td>
<td>Observe learners to assess their ability to add and subtract numbers.</td>
<td>Oral and practical</td>
<td>7</td>
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<tr>
<td>Week 8</td>
<td>Comparing and measuring volume and capacity using non standard units.</td>
<td>Written</td>
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9. Iphetshana lamanqaku ovavanyo lwekota yoku-2

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Amankakus 1 4 1 2 1 6 5 1 4

Igama nefani yomfundis

| 14 | 12 | 16 | 5 | 14 | 15 | 76 | 8 | 7 | 11 | 26 | 102 |
# 9. Term 2 assessment mark sheet

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<th>Week</th>
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<th>4</th>
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<th>6</th>
<th>7</th>
<th>7</th>
<th>8</th>
<th>TOTAL FOR NUMBER</th>
<th>TOTAL FOR MEASUREMENT</th>
<th>TERM TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marks</td>
<td>14</td>
<td>12</td>
<td>16</td>
<td>5</td>
<td>14</td>
<td>15</td>
<td>76</td>
<td>8</td>
<td>7</td>
<td>11</td>
<td>26</td>
<td>102</td>
</tr>
</tbody>
</table>

**Learner name and surname**

| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
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**GRADE 1 Term 2**

**Mathematics**

**Suggested formal assessment mark sheet**

Number: written
Number: written
Number: oral and practical
Number: written
Number: written
Number: written
Measurement: written
Measurement: oral and practical
Measurement: written

**TOTAL FOR NUMBER**

**TOTAL FOR MEASUREMENT**

**TERM TOTAL**
# Izibalo zentloko: ibhondi ukuya kutsho ku-10

**Umdlalo:** Ukuleqana emlanjeni usija phambili uphinde ubuye emva

## Uzumela

### Uzumela wale veki

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ukwandisa nokunciphisa (imizila yamanani)</td>
<td>iNcwadi Yomfundi Yemisebenzi, amakhadi amanani, ibhodi yomdlalo womlambo</td>
</tr>
<tr>
<td>2</td>
<td>Ukwandisa nokunciphisa</td>
<td>iNcwadi Yomfundi Yemisebenzi, iibloko</td>
</tr>
<tr>
<td>3</td>
<td>Ukudibanisa (tshintsha)</td>
<td>iNcwadi Yomfundi Yemisebenzi, iibloko</td>
</tr>
<tr>
<td>4</td>
<td>Ukusebenzisa izivakalisi manani ukuze kuboniswe ukudibanisa (tshintsha)</td>
<td>iNcwadi Yomfundi Yemisebenzi, iibloko</td>
</tr>
<tr>
<td>5</td>
<td>Uuqkaniso</td>
<td>iNcwadi Yomfundi Yemisebenzi</td>
</tr>
</tbody>
</table>

## Ukuqalisa ukudibanisa

- Ukubha nengqiqo ngokwandisa nokunciphisa.
- Ukusebenzisa imizila yamanani ngokubethelela ulwazi lweebhondi zika-10.
- Ukuba nengqiqo ngokudibanisa.
- Ukusebenzisa iibloko ukuze asombulule lingxaki zokudibanisa.
- Ukusebenzisa izivakalisi manani ukuze abonise ukudibanisa.
- Ukudibanisa izixa ngokwandisa inani lokuqala.

## Uvavanyo

Akukho vavanyo lusesikweni kule veki.

Kufuneka ubaqaphele abafundi eklasini yakho yonke imihla kwaye uthathe amanqaku njengenxalenye yovavanyo oluqhubekayo olungekho sesikweni olujolise ekufundeni.
## Introducing addition

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Increase and decrease (number tracks)</td>
<td>LAB, multifix blocks, number cards, river game board</td>
</tr>
<tr>
<td>2</td>
<td>Increase and decrease</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>3</td>
<td>Addition (change)</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>4</td>
<td>Using number sentences to show addition (change)</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation</td>
<td>LAB</td>
</tr>
</tbody>
</table>

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

- Understand the concepts of increase and decrease
- Use number tracks to reinforce their knowledge of bonds of 10
- Understand the concept of addition
- Use multifix blocks to solve addition problems
- Use number sentences to show addition
- Add quantities by increasing the first number

### 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 yezibalo zentloko**

Kule veki sijolisa kwibhondi zamanani ukuya kutsho kwishumi size sidlale umdlalo othi Fizz Pop! ngenjongo yokuzihlaziya. Abafundi kufuneka bazazi ibhondi zamanani. La manani asetyenziswa xa kusenziwa izibalo zokudibanisa nokuthathatha.

**Ividiyo yomdlalo**

_Ukuleqana emlanjeni usija phambili uphinde ubuye ubume_ 

**Ividiyo yophuhliso lwengqiqo**


Kumsebenzi wethu wokwandisa nokunciphisa siza kugxila koku:

- Indlela atshintsha ngayo amanani. Uza kunceda abafundi bakuqonde oku ngokuyala imeko ezibonisa indlela anokwanda okanye anciphe ngayo amanani kwiimeko zemihla ngemihla.
- Ukwenza abafundi basebenzise imizila yamanani ukubonisa ukuba andya okanye ancipha njani amanani.

Kumsebenzi wokudibanisa siza kugxila koku:

- Ekuncedeni abafundi babhale izivakalisi manani besebenzisa isimboli ezichanekileyo. Kubalulekile ukuba abafundi bayiqonde intsingiselo yesivakalisi manani nokubonisa isivakalisi manani ngezihlobo eziphathhekayo.
- Ukwenza abafundi bakwazi ukudibanisa izixa ezibini ngokwandisa siza sokuqala ukuze kuqalisa inani elikhulu. Oku kuthiwa yingxaki yohlobo lokuthathsha.

**Into emayiqatshelwe kule veki**

- Kufuneka abafundi baqhele isigama esisetyenziswayo ukubonisa indlela atshintsha ngayo amanani. Ingaba abafundi bawasebenzisa kakuhle amagama athi ekhohlo, zidibene/zizonke, zenza, ngaphazulu, ngaphantsi, yandisa, ncihiphi, isivakalisi manani, ukudibanisa, dibanisa?
- Xa abafundi beqala ukudibanisa, basukela ekubaleni zonke izinto (ukuqalisa ukudibanisa ngokubala ukusukela ku-1) baye phambili (ukuqalisa ukudibanisa ngokubala usija phambili usukela kwini amanani) phambili kokudlulela ukubonisa isivakalisi manani abawaziyo ukuze badibaniwe. Oku kuthetha ukuba kufuneka sibancede abafundi bahambwe ngale nkubo ngokubonisa indlela yokubala konke, ukubala usija phambili nokusebenzisa ibhondi xa udibanisa. (Iibhondi zifundisiwe kwikKota yoku-1 kwaye ziza kubethelele kule kota.)
Introducing addition

**Mental Maths video**
This week, we focus on the bonds of numbers up to ten and play the game *Fizz Pop!* to revise them. Learners should know their number bonds fluently. These basic number facts are used when doing **addition** and **subtraction**.

**Game video**
*Chasing forwards and backwards across the river*

**Conceptual development video**
This week we focus on the notion of **increase** and **decrease** in preparation for the teaching and learning of **addition** and **subtraction**. We also introduce addition and addition change-type problems.

In our work on increase and decrease we will focus on:
- the idea of how numbers change. You will help learners see this by creating scenarios to show how numbers can increase and decrease in everyday situations.
- getting learners to use **number tracks** to show how numbers increase and decrease.

In our work on addition we focus on:
- helping learners to write **number sentences** using appropriate symbols. It is important for learners to understand what the number sentence means, and to represent the number sentence using concrete apparatus.
- getting learners to add two quantities by increasing the first amount to get to a **bigger** number. This is the change-type problem.

**What to look out for this week**
- Learners need to become familiar with the vocabulary that is used to show how numbers change. Are the learners using the words **left**, **altogether**, **make**, **more**, **less**, **increase**, **decrease**, **number sentence**, **addition**, **add**, **altogether** correctly?
- When learners start to do addition, they progress from **counting all** (starting to add by counting from 1) to **counting on** (starting to add by counting on from one of the given numbers) before they move on to using known facts to add. This means that we need to help learners move along this progression by modelling counting all, counting on and using bonds to add. (Bonds were introduced in Term 1 and will be consolidated this term.)
Bethelela iibhondi zamanani ukuya ku-10 usebenzise umdlalo othi Fizz Pop!
Consolidate number bonds up to 10 using the Fizz Pop! game.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imhla.
Remember to check the date and mark the register every day.
Masihambe ecaleni mgcamanani. Let’s walk along the number track.

Yiya phambili amanyathelo ama-5. Please move 5 steps forward.

Yima phezu kwenani u-3. Please stand on the number 3.

3 ... 4, 5, 6, 7, 8
Ukwandisa nokunciphisa

Umi phezu kweliphi inani ngoku?
What number are you on now?

Buya umva amanyathelo ama-2.
Please move 2 steps backwards

Umi kweliphi inani ngoku?
What number are you on now?

Learners need to practise moving forwards and backwards on number tracks. Repeat the steps above, using different numbers, so that they have many opportunities to do this. Call different learners to the front and ask them to move forwards and backwards using different numbers and then let them repeat the same actions on their own number tracks on their desks.
**WEEK 1 • DAY 1**

Ukwandisa nokunciphisa

**Umdalo: Ukuleqana emlanjeni usiya phambili uphinde ubuye umva**

Game: Chasing forwards and backwards across the river

1. 4, 5, 6
2. 1, 2, 3

Ndifumene u-2 ngoko ke andikwazi ukuhamba! I got 2 so I can't move!

Ndifumene u-4! I got 4!

3. 

4. 

5. 

Umuntu wokuqala ukudlula ku-10 nguye ophumelelayo.

First person to step over 10 wins.
Yiya phambili uphinde ubuye umva kumgcamanani.
Move forwards and backwards on the number track.

Increase and decrease
IZIBALO ZENTLOKO | MENTAL MATHS

Bethelela iibhondi zamanani ukuya ku-10 usebenzise umdlalo othi Fizz Pop!. Consolidate the number bonds up to 10 using the Fizz Pop! game.

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Aba bafundi badlala esantini.
These learners are playing in the sandpit.

Bangaphi abafundi abasesantini?
How many learners are in the sandpit?

Kufike abanye abafundi aba-3 esantini.
3 more learners get into the sandpit.

Ngoku kukho abafundi aba-4, 5, 6, nabasi-7 esantini.
Now there are 4, 5, 6, 7 learners in the sandpit.

The purpose of this activity is to consolidate the idea that numbers can increase and decrease. It is important for learners to participate in the activity physically using their multifix blocks. Tell learners more stories like this so that they can practise the concept. Remember to move learners away from counting all by modelling counting on and the use of known facts.
**Ukwandisa nokunciphisa**

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

**Zingaphi zizonke?**

How many altogether?

1. __

2. __

3. __

4. __

5. __

6. __

7. __

8. __
Increase and decrease

2 Kuphuma umhlobo omnye. Bangaphi abashiyekileyo?
One friend gets out. How many remain?

- _ oshiye kileyo / remains

- _ oshiye kileyo / remains

- _ oshiye kileyo / remains

- _ oshiye kileyo / remains

3 Kuphuma abahlobo ababini. Bangaphi abashiyekileyo?
Two friends get out. How many remain?

- _ oshiye kileyo / remain

- _ oshiye kileyo / remain
IZIBALO ZENTLOKO | MENTAL MATHS

Bethelela iibhondi zamanani ukuya ku-10 usebenzise umdlalo othi Fizz Pop!.
Consolidate the number bonds up to 10 using the Fizz Pop! game.

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Ukhumbule ukuba izolo siqale ngabafundi aba-4 esantini.
Remember yesterday we started with 4 learners in the sandpit.

Kufike abanye aba-3 ngaphezulu baze babasi-7 bedibene.
And then 3 more learners joined them in the sandpit to make 7 learners altogether.
How many altogether?

Kuza kufuneka abafundi baziqhelise ukusombulula iingxaki bafumane ukuba “zingaphi zidibene?” Phinda la manyathelo usebenzise amanani namabali ahlukeneyo ukuze abafundi babe namathuba amaninzi okuziqhelisa ukusombulula iingxaki zokudibanisa nokuzinxulumanisa nemifanekiso yeenxalenye zeenxaleny ezingaphi. Learners will need to practise solving problems to find ‘how many altogether?’ Repeat the steps above, using different numbers and different stories, so that learners have lots of opportunities to practise solving addition problems linking them to the part-part-whole diagrams and number sentences.

Singakwazi ukubonisa abafundi ababa-4 kunye naba-3 abaye bafika. We can show the 4 learners and the 3 more who came like this.

Kukho abafundi abasi-7 bebonke. And altogether there are 7 learners.

Sibhala u-4 kunye no-3 benza u-7. We write 4 plus 3 equals 7.

Fundisa abafundi indlela yokubhala isivakalisi manani. Kufuneka ubafundise amagama kunye neentsingiselo zezi mpawu.

Teach learners how to write a number sentence. You should also teach them the names and meanings of the signs.

+ =

45
Zingaphi zidibene?

How many altogether?

<table>
<thead>
<tr>
<th>Zingaphi zidibene?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many altogether?</td>
</tr>
</tbody>
</table>

1. Gqibeza isivakalisi manani sokudibanisa.
   Complete the addition number sentence.

   |  +   =   |
   | 2     3   5  |

   |  +   =   |
   |        |

   |  +   =   |
   |        |

   |  +   =   |
   |        |
How many altogether?

Bangaphi abafundi bedibene? Bhala isivakalisi manani sokudibanisa.
How many learners are there altogether? Write the addition number sentence.
IZIBALO ZENTLOKO | MENTAL MATHS

Bethelela iibhondi zamanani ukuya kwi -10 usebenzise umdlalo othi Fizz Pop!.
Consolidate the number bonds up to 10 using the Fizz Pop! game.

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Kukho iintyatyambo ezi-4 evazini. Umama ufake ezinye ezi-2 evazini. Zingaphi iintyatyambo ezisevazini ngoku?
There are 4 flowers in a vase. Mom puts 2 more flowers in the vase. How many flowers are there now?

Sebenzisa iibloko zakho undibonise ukuba zingaphi iintyatyambo ebezisevazini ekuqaleni.
Use your blocks to show me how many more flowers mom put in the vase.
Learners need to practise solving addition (change) problems. Repeat the steps above, using different numbers and different stories, so that learners have lots of opportunities to practise solving addition problems. Allow learners time to discuss the problems and to verbalise their solutions. Use this as an opportunity to address learners’ misconceptions and errors.
**Izivakalisi manani zokudibanisa**

Write the number sentence to add the red and blue dots.

<table>
<thead>
<tr>
<th>Abomvu red</th>
<th>Ablowu blue</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>0</td>
</tr>
</tbody>
</table>
### Addition number sentences

**WEEK 1 • DAY 4**

Zingaphi iibhiskithi zidibene? Bhala isivakalisi manani.
How many biscuits altogether? Write the number sentence.

#### 1. Kukho iibhiskithi ezi-3 ebhokisini. Zingaphi iibhiskithi zidibene?
There are 3 biscuits in the box. How many biscuits altogether?

<table>
<thead>
<tr>
<th>3</th>
<th>5 + 3 = 8</th>
<th>___ + ___ = ___</th>
</tr>
</thead>
</table>

#### 2. Kukho iibhiskithi ezi-5 ebhokisini. Zingaphi iibhiskithi zidibene?
There are 5 biscuits in the box. How many biscuits altogether?

<table>
<thead>
<tr>
<th>5</th>
<th>___ + ___ = ___</th>
<th>___ + ___ = ___</th>
</tr>
</thead>
</table>

#### 3. Kukho iibhiskithi ezisi-7 ebhokisini. Zingaphi iibhiskithi zidibene?
There are 7 biscuits in the box. How many biscuits altogether?

<table>
<thead>
<tr>
<th>7</th>
<th>___ + ___ = ___</th>
<th>___ + ___ = ___</th>
</tr>
</thead>
</table>

#### 4. Kukho iibhiskithi ezi-6 ebhokisini. Zingaphi iibhiskithi zidibene?
There are 6 biscuits in the box. How many biscuits altogether?

<table>
<thead>
<tr>
<th>6</th>
<th>___ + ___ = ___</th>
<th>___ + ___ = ___</th>
</tr>
</thead>
</table>
1 Yiya phambili uze ubuye umva kumzila wamanani.
Move forwards and backwards on the number track.

2 Bhala phantsi ukuba zingaphi ezikhoyo.
Write how many there are.
I take 3. How many remain?

4. Bhala isivakalisi manani ukuze udibanise amachokoza abomvu nablowu.
Write the number sentence to add the red and blue dots.
**Ukudibanisa**

<table>
<thead>
<tr>
<th>Izibalo zento ko:</th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2, 3 bonisa. Zingaphi ngaphezulu? Zingaphi ngaphantsi?</td>
<td>Azikho</td>
</tr>
</tbody>
</table>

**Umdlalo:** Ukwenza zibe ninzi ngeebloko

---

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ukudibanisa (dibanisa/hlanganisa)</td>
<td>iNcwadi Yomfundi Yemisebenzi, iibloko</td>
</tr>
<tr>
<td>2</td>
<td>Sebenzisa izivakalisi manani ukubonisa ukudibanisa (hlanganisa)</td>
<td>iNcwadi Yomfundi Yemisebenzi, iibloko</td>
</tr>
<tr>
<td>3</td>
<td>Ukudibanisa (thelekisa)</td>
<td>iNcwadi Yomfundi Yemisebenzi, iibloko</td>
</tr>
<tr>
<td>4</td>
<td>Sebenzisa izivakalisi manani ukubonisa ukudibanisa (thelekisa)</td>
<td>iNcwadi Yomfundi Yemisebenzi, iibloko</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso</td>
<td>iNcwadi Yomfundi Yemisebenzi</td>
</tr>
</tbody>
</table>

**Emva kwale veki umfundikana akwazi uhleni oku:**

- Yongeza izixa ngokudibanisa amanani amabini.
- Thelekisa uze udibanise amanani usebenzisa ulwazi luka- ‘ngaphezu kuna’.
- Sebenzisa izivakalisi manani ukubonisa ukudibanisa (hlanganisa uze uthelekise iingxaki).
- Bhala izivakalisi manani zokudibanisa.

**Uvavanyo**

**Uvavanyo olubhalwayo:** Ukudibanisa

Bhala phantsi amanqaku afunyenweyo kwali-14 kwiphetshana lamangleku eakota.
Addition

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Addition (combine)</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>2</td>
<td>Using number sentences to show addition (combine)</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>3</td>
<td>Addition (compare)</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>4</td>
<td>Using number sentences to show addition (compare)</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation</td>
<td>LAB</td>
</tr>
</tbody>
</table>

After this week the learners should be able to:
- Add quantities by combining two numbers
- Compare and add numbers using an understanding of more than
- Use number sentences to show addition (combine and compare problems)
- Write addition number sentences

Assessment

Written assessment: Addition

Record a mark out of 14 in the term mark sheet.
### Ividiyo yezibalo zentloko


### Ividiyo yomdlalo

Ukwenza zibe ninzi ngeebloko

---

### Ividiyo yophuhliso lwengqiao

Siza kugxila kakhu ku kudibaniso kule veki. Sijonga kwiindidi ezimbini ze engxaki zokudibanisa – ukuhlanganisa nokuthelekisa. Ulwazi lwengqiao ngokudibanisa nolwazi lweebhondi zamanani luza kubancela abafundi bayeke ukusebenza ukubala xa besombulula iingxaki. Abafundi baza kuba nakhho ukusombulula iingxaki ngendlela eyiyo besebenzisa inyani ezaziwayo. Kurnsebenzi wethu wokudibanisa, sisebenzisa iingxaki zokudibanisa nokuthelekisa, siza kugxila koku:

- **Ukunceda abafundi babhale izivakalisi manani besebenzisa iisimboli ezichanekileyo.** Kubalulekile kufuneka ukuba bakwazi ukutolika imiboniso yeengxaki zokudibanisa. Kukwakwena bakwazi ukubhala izivakalisi manani ukuvakalisa oko bakubona kwimiboniso ephathekayo.
- **Ukunceda abafundi batolike iingxaki zamagama zokudibanisa.**
- **Ukwenza abafundi badibanise izixa ezibini ukuze benze indibanisela gezinto.** Oku kubizwa ngokuba yingxaki yohlobo lokudibanisa.
- **Ukwenza abafundi baspumane isiphumo ngokuthelekisa izixa ezibini.** Oku kubizwa ngokuba yingxaki yohlobo lokuthelekisa.

---

### Into emayiqatshelwe kule veki

- **Kufuneka abafundi baphile esigama esi nxulumume nokudibanisa.** Ingaba abafundi bawasebenzisa kokuhle na amagama athi yenza/zenza, ngaphezulu/ninzi, yonjeza/yandisa, nziphisa, isivakalisi manani, ukudibanisa, diebanisa, zidibane, yandisa?
- **Ingaba abafundi bayazithetha izisombululo zabo ukuze bakwazi ukuphinda intsingiselo yengxaki nokuba kufuneka bethi nto ukuze bayisombulule loo ngxaki.**
- **Abafundi bakufumana kunzima ukuphinda intetho ethi ‘Ndinelekeke ezi-2 ngaphezu kwanzo yena’. Sebenzisa izibalo zentloko nemisetyenzane ukuze bafumane ithuba lokuziqhelisa ukusebenzisa ezi ntetho.**
Addition

Mental Maths video
This week we play the game 1, 2, 3 show. When you play the game, ask learners to compare their numbers. They must ask each other: Who has more? How many more? Who has less? How many less? This is will prepare them for the addition compare problems.

Game video
Making more with blocks

Conceptual development video
This week our focus stays on addition. We look at two other types of addition problems - combine and compare. Conceptual understanding of addition and fluency with number bonds will help learners to move past using counting to solve problems. Learners will become more able to solve problems using known facts. In our work on addition using combine and compare type problems, we will focus on:
• helping learners to write number sentences using the appropriate symbols. It is important for learners to be able to interpret representations of addition problems. They should also be able to write number sentence to express what they see in given concrete representations.
• helping learners to interpret addition word problems.
• getting learners to add two quantities together to make a total number of items. This is the combine-type problem.
• getting learners to find a total by being able to compare two quantities. This is the compare-type problem.

What to look out for this week
• Learners need to become familiar with the vocabulary that is associated with addition. Are the learners using the words make, more, increase, number sentence, addition, add, altogether, extend correctly?
• Are learners verbalising their solutions so that they can develop an understanding of what the problem means, and what they need to do to solve the problem.
• Learners find language like ‘I have 2 more sweets than she does’ quite hard. Use the mental maths and activities to give them plenty of opportunity to practise using these expressions.
Dlala umdlalo othi 1, 2, 3 bonisa ukuze abafundi baziqhelise ukuthelekisa amanani besebenzisa isigama esithi ngaphezulu /zininzi kuna- nesithi ngaphantsi/zimbalwa kuna-.

Play 1, 2, 3 show so that learners can practise comparing numbers using more than and less than.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

Remember to check the date and mark the register every day.
Kukho amakhwenkwe ama-4 namantombazana ama-3 ebaleni lokudlala. Bangaphi abantwana abakhoyo bebonke?
There are 4 boys and 3 girls in the playground. How many children are there altogether?

Mangaphi amakhwenkwe akhoyo?
How many boys are there?

Mangaphi amantombazana akhoyo?
How many girls are there?

Bonisa oku usebenzisa iibloko zakho.
Show this using your blocks.
Ukudibanisa (hlanganisa)

Singakwazi ukubonisa amakhwenkwe ama-4 namantombazana ama-3 ngolu hlubo. We can show the 4 boys and the 3 girls like this.

Kufuneka abafundi baziqhelise ukusombulula iingxaki zokudibanisa nokuqonda iingxaki (izibalo) zamagama. Phinda amanyathelo angasentla usebenzise amabali ahlukeneyo ukuze abafundi babe namathuba amaninzi okuziqhelanisa nokusombulula iingxaki zokudibanisa.

Learners will need to practise solving addition (combine) problems and making sense of word problems. Repeat the steps above, using different stories, so that learners have multiple opportunities to practise solving addition (combine) problems.

Basi-7 abantwana bebonke. Altogether there are 7 children.

Sibhala u-4 odibene no-3 benza u-7. We write 4 plus 3 equals 7.
Gqibezela isivakalisi manani sokudibanisa.

Complete the addition number sentence.

\[
\begin{align*}
6 + 4 &= 10 \\
\_ + \_ &= \_
\end{align*}
\]
Addition (combine)

WEEK 2 • DAY 1

2 Zingaphi zizonke?
How many altogether?

___ + ___ = ___

___ + ___ = ___

___ + ___ = ___

___ + ___ = ___

___ + ___ = ___

___ + ___ = ___

___ + ___ = ___
IZIBALO ZENTLOKO | MENTAL MATHS

Dlala umdlalo othi 1, 2, 3, bonisa ukuze abafundi baziqhelise ukuthelekisa amanani besebenzisa amagama athi ngaphezulu kune-/zinini okanye ngaphantsi kune-/zimalwa.

Play 1, 2, 3 show so that learners can practise comparing numbers using more than and less than.

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

UAndile uneleke sesi-5. UBusi uneleke sesi-4. Zingaphi iileke abanazo zidibene?
Andile has 5 sweets. Busi has 4 sweets. How many sweets do they have altogether?

Work in pairs. One of you is Andile and the other one is Busi. Use blocks as sweets. You and your partner must have different coloured blocks.

1

Sinzilithoba xa zidibene.
We have nine altogether.

Cingela ngathi besinombuzo owahlukileyo saze safumana kwale mpendulo. Kodwa kukho umntu ocime inani leelekeke zikaBusi. Zingaphi iilekeke anazo uBusi?
Imagine we did a different question and got this answer. But someone has rubbed the number of sweets Busi has. How many sweets does Busi have?

2

3

4
Kufuneka abafundi baziqhelise ukusombulula iingxaki zokudibanisa nokuqonda izivakalisi manani. Phinda amanyathelo angasentla usebenzise amanani ahlukeneyo ukuze abafundi babe namathuba amaninzi okuziqhelanisa nokusombulula iingxaki zokudibanisa. Yenza ezimbalwa kodwa ube neenxalenye zombuzo ozisheyeleyelo ukuze abafundi baqashele ukuba kushiywe ntoni.

Learners will need to practise solving addition (combine) problems and making sense of number sentences. Repeat the steps above, using different numbers, so that learners have lots of opportunities to practise solving addition problems. Try a few leaving out different parts of the question and getting learners to figure out the missing part.
Sebenzisa izivakalisi manani ukuze ubonise ukudibanisa

Umdalo: Ukwenza zibe ninzi ngeebloko
Game: Making more with blocks


2. Ndifumene ezi-4!
   I got 4!

3. Ndifumene ezi-5!
   I got 5!

4. Ndifumene ezi-2!
   Ngoku ndinezi-6.
   I got 2! Now I have 6

5. Ndifumene ez-3!
   Ngoku ndinezini-8.
   I got 3! Now I have 8.

6. Ezam zingaphantsi ngez-2 kunezakholo!
   I have 2 less than you do!

   Ezam zingaphazulu ngezi-2 kunezakholo!
   I have 2 more than you do!

Dlalani kwakhona. Zalisani iithyijbile nize nibhale izivakalisi manani ngexesha ngalinye.

Play again. Fill in the tables and write the number sentences every time.
Using number sentences to show addition (combine)

WEEK 2 • DAY 2

6 + 2 = 6
2 + 2 = 4

6, kakhulu kuna
more than

4, kancinci kuna
less than

___ + ___ = ___
___ + ___ = ___

___ + ___ = ___
___ + ___ = ___

___ + ___ = ___
___ + ___ = ___
Sebenzisa izivakalisi manani ukuze ubonise ukudibanisa

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

\[ 2 + \_ = 4 \]

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<tbody>
<tr>
<td>3</td>
<td>2</td>
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<td></td>
<td>2</td>
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</table>

\[ \_ + 2 = 3 \]

<p>| | |</p>
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<thead>
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<tbody>
<tr>
<td>5</td>
<td>4</td>
</tr>
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</table>

\[ \_ + 4 = 5 \]

<p>| | |</p>
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<td>2</td>
<td>3</td>
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\[ 2 + 3 = \_ \]

<p>| | |</p>
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<tbody>
<tr>
<td>6</td>
<td></td>
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<tr>
<td>1</td>
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\[ 1 + \_ = 6 \]

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<tbody>
<tr>
<td>7</td>
<td>4</td>
</tr>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

\[ \_ + 4 = 7 \]

**UAndile unelekeze ezi-2.**
**UBusi unelekeze ezi-2.**
**Banelekeze ezi-4 zidibene.**

Andile has 2 sweets.
Busi has 2 sweets.
They have 4 sweets altogether.

**Ndineebhanana ezi-___.**
**Umnakwethu unama-apile ama-3.**
**Sinama-apile ama-3 edibene.**

I have ____ apples.
My brother has 3 apples.
We have 3 apples altogether.
Using number sentences to show addition (combine)

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</tr>
</thead>
<tbody>
<tr>
<td>2 + 3 = 5</td>
<td></td>
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<td></td>
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</tbody>
</table>

<p>| | | | |</p>
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</tbody>
</table>

Using number sentences to show addition (combine)
Dlala umdlayo othi 1, 2, 3 bonisa kwakhona ukuze abafundi baziqhelise ukuthethilekisa amanani besebenzisa amagama athi ngaphezulu kuna- okanye ngaphantsi kuna-.

Play 1, 2, 3 show again today so that learners can practise comparing numbers using *more than* and *less than*.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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

Ndineebhaluni ezi-2.
Umhlobo wam uneebhaluni ezi-3 ngaphezu kwezi ndinazo.
Zingaphi ibhaluni anazo?
I have 2 balloons.
My friend has 3 more balloons than I have.
How many balloons does she have?

Sebenzisa iminwe yakho ubonise inani leebhaluni. Zingaphi ibhaluni anazo umntu ngamnye?
Use your fingers to show the number of balloons. How many balloons do you each have?

Ndinezi-3 ngaphezulu kunezakho.
I have 3 more than you.

Sebenzisa ibloko zakho ubonise inani leebhaluni.
Zingaphi ibhaluni anazo umntu ngamnye?
Use your blocks to show the number of balloons. How many balloons do you each have?
Learners will need to practise solving addition (compare) problems. Repeat the steps above, using different numbers and different stories, so that learners have lots of opportunities to practise representing problems that involve comparing two numbers. Allow learners time to discuss the problems and to verbalise their solutions. Use this as an opportunity to address learners’ misconceptions and help them to correctly interpret the given problems.
### Ukudibanisa (thelekisa)

**IVEKI 2 • USUKU 3**

**IVEKI 2 • WEEK 2**

**Ukudibanisa (thelekisa)**

Addition (compare)

<table>
<thead>
<tr>
<th></th>
<th>zoba</th>
<th>bhala</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unezi-2</td>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
</tr>
<tr>
<td>has 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unezi-3</td>
<td><img src="image3.png" alt="Image" /></td>
<td><img src="image4.png" alt="Image" /></td>
</tr>
<tr>
<td>ngaphezulu</td>
<td>has 3 more</td>
<td></td>
</tr>
<tr>
<td><strong>2.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unezi-3</td>
<td><img src="image5.png" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td>has 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unezi-5</td>
<td><img src="image6.png" alt="Image" /></td>
<td><img src="image7.png" alt="Image" /></td>
</tr>
<tr>
<td>ngaphezulu</td>
<td>has 5 more</td>
<td></td>
</tr>
<tr>
<td><strong>3.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unezi-6</td>
<td><img src="image8.png" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td>has 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unezi-2</td>
<td><img src="image9.png" alt="Image" /></td>
<td><img src="image10.png" alt="Image" /></td>
</tr>
<tr>
<td>ngaphezulu</td>
<td>has 2 more</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**

- **Unezi-2** has 2
- **Unezi-3** ngaphezulu has 3 more
- **Unezi-5** ngaphezulu has 5 more
- **Unezi-6** has 6
- **Unezi-2** ngaphezulu has 2 more

---

**Additional Notes:**

- The task involves drawing and counting to compare quantities and then writing the corresponding equations.
- The images provide visual aids for the task, helping students to understand the concept of addition by comparing quantities.
Addition (compare)

2 Fakela amanani ashiyiweyo.
Fill in the missing numbers.

<table>
<thead>
<tr>
<th>UMelo una-</th>
<th>UYeyesa una-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melo has</td>
<td>Yeyesa has</td>
</tr>
<tr>
<td>🎈🎈</td>
<td>2</td>
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<tr>
<td></td>
<td>3 ngaphezulu</td>
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<td></td>
<td>3 more</td>
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<tr>
<td></td>
<td>2 + 3 = 5</td>
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<tr>
<td></td>
<td>2 ngaphezulu</td>
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<tr>
<td></td>
<td>2 more</td>
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<td>___ + ___ = ___</td>
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<td>🍬🍬</td>
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<tr>
<td></td>
<td>1 ngaphezulu</td>
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<td>1 more</td>
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<td>___ + ___ = ___</td>
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<td>5 ngaphezulu</td>
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<td>5 more</td>
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<td>___ + ___ = ___</td>
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<td>🚄杜兰</td>
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<tr>
<td></td>
<td>2 ngaphezulu</td>
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<td>2 more</td>
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<td>___ + ___ = ___</td>
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<td>6 ngaphezulu</td>
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<td>6 more</td>
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<td>___ + ___ = ___</td>
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<td></td>
<td>1 ngaphezulu</td>
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<tr>
<td></td>
<td>1 more</td>
</tr>
<tr>
<td></td>
<td>___ + ___ = ___</td>
</tr>
</tbody>
</table>
IZIBALO ZENTLOKO
MENTAL MATHS

Dlala umdlalo othi 1, 2, 3 bonisa kwakhona namhlanje ukuze abafundi baziqhelise ukuthelekisa amanani besebenzisa amagama athi ngaphezulu kuna- okanye ngaphantsi kuna-. 
Play 1, 2, 3 show again today so that learners can practise comparing numbers using more than and less than.

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

UPHUHLISO LWENGQISO
CONCEPT DEVELOPMENT

USipho unezitikha ezi-5. UBongi unezitikha ezi-2 ngaphezulu kunezikaSipho. Zingaphi izitika anazo uBongi?
Sipho has 5 stickers. Bongi has 2 more stickers than Sipho. How many stickers does Bongi have?

Zingaphi izitikha anazo uSipho?
How many stickers does Sipho have?
Using number sentences to show addition

**Kufuneka abafundi baziqhelise ukusombulula iingxaki zokudibanisa (zokuthelekisa) nokuqonda izivakalisi manani. Phinda amanyathelo angasentla usebenzise amanani ahlukeneyo ukuze abafundi babe namathuba aliqela okuziqhelanisa nokuqondakusombulula iingxaki zokudibanisa. Banike ithuba lokuxoxa ngezi ngxaki nokuthetha ngezisombululo zabo. Sebenzisa oku njengethuba lako lokulongisa imipazamo zabafundi nokubancedisa ekutolikeni iingxaki abazinikiwayo.**

Learners will need to practise solving addition (compare) problems and making sense of number sentences. Repeat the steps above, using different numbers, so that learners have lots of opportunities to practise solving addition problems. Allow learners time to discuss the problems and to verbalise their solutions. Use this as an opportunity to address learners’ misconceptions and help them to correctly interpret the given problems.
**IVEKI 2 • USUKU 4**

Sebenzisa izivakalisi manani ukuze ubonise ukudibanisa

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<table>
<thead>
<tr>
<th><strong>IVEKI 2 • WEEK 2</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>USUKU 4 • DAY 4</td>
</tr>
<tr>
<td>Sebenzisa izivakalisi manani ukuze ubonise ukudibanisa</td>
</tr>
<tr>
<td>Using number sentences to show addition</td>
</tr>
</tbody>
</table>

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### 1. Zingaphi iibloko zika?

*How many blocks does have?*

<table>
<thead>
<tr>
<th>Unezi-2 ngaphezulu. has 2 more.</th>
<th>Unezi-4 ngaphezulu. has 4 more.</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Image of blocks] + 2 = 10</td>
<td>[Image of blocks]</td>
</tr>
</tbody>
</table>

\[
\_\_ + \_\_ = \_\_\]

<table>
<thead>
<tr>
<th>Unezi-3 ngaphezulu. has 3 more.</th>
<th>Unezi-5 ngaphezulu. has 5 more.</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Image of blocks]</td>
<td>[Image of blocks]</td>
</tr>
</tbody>
</table>

\[
\_\_ + \_\_ = \_\_\]

<table>
<thead>
<tr>
<th>Unezi-1 ngaphezulu. has 1 more.</th>
<th>Unezi-3 ngaphezulu. has 3 more.</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Image of blocks]</td>
<td>[Image of blocks]</td>
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</tbody>
</table>

\[
\_\_ + \_\_ = \_\_\]

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### Using number sentences to show addition

#### WEEK 2 • DAY 4

**2. Dibanisa.**

<table>
<thead>
<tr>
<th>2 + 1 = ___</th>
<th>3 + 4 = ___</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 + 4 = ___</td>
<td>5 + 2 = ___</td>
</tr>
<tr>
<td>6 + 3 = ___</td>
<td>7 + 2 = ___</td>
</tr>
<tr>
<td>8 + 1 = ___</td>
<td>6 + 2 = ___</td>
</tr>
</tbody>
</table>

**3. Dibanisa.**

<table>
<thead>
<tr>
<th>1 + 1 = ___</th>
<th>2 + 0 = ___</th>
<th>3 + 0 = ___</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 + 0 = ___</td>
<td>2 + 1 = ___</td>
<td>3 + 1 = ___</td>
</tr>
<tr>
<td>1 + 2 = ___</td>
<td>2 + 3 = ___</td>
<td>3 + 2 = ___</td>
</tr>
<tr>
<td>1 + 3 = ___</td>
<td>0 + 2 = ___</td>
<td>4 + 1 = ___</td>
</tr>
<tr>
<td>1 + 4 = ___</td>
<td>0 + 3 = ___</td>
<td>4 + 0 = ___</td>
</tr>
</tbody>
</table>
Mangaphi ama-apile edibene? Bhala isivakalisi manani.
How many apples altogether? Write the number sentence.

\[
\begin{array}{ccc}
\text{\ } + \text{\ } &=& \text{\ } \\
\text{\ } + \text{\ } &=& \text{\ }
\end{array}
\]

Bhala amanani anekhoyo.
Fill in the missing numbers.

\[
\begin{array}{ccc}
8 & & 5 \\
\text{\ } &+ &\text{\ } \\
7 & & 2 \\
\text{\ } &+ &\text{\ } = 7 \\
\end{array}
\]

UThina unelelekeze ezi-2.
USiphokazi unelelekeze ezi-____.
Banelekeze ezi-4 zidibene.
Thina has 2 sweets.
Siphokazi has ____ sweets.
They have 4 sweets altogether.

Ndinama-apile ama-____.
Udade wethu unama-apile ama-3.
Sinama-apile ama-3 edibene.
I have ____ apples.
My sister has 3 apples.
We have 3 apples altogether.
Fakela amanani ashiyiweyo.

**UBokanga una-**
Bokang has

<table>
<thead>
<tr>
<th></th>
<th>2 ngaphezulu</th>
<th>2 more</th>
<th></th>
<th>1 ngaphezulu</th>
<th>1 more</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Cars" /></td>
<td></td>
<td>+ 2 = 6</td>
<td><img src="image2" alt="Cars" /></td>
<td></td>
<td>+ _ = _</td>
</tr>
<tr>
<td><img src="image3" alt="Cars" /></td>
<td></td>
<td></td>
<td><img src="image4" alt="Cars" /></td>
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<tr>
<td><img src="image5" alt="Cars" /></td>
<td></td>
<td></td>
<td><img src="image6" alt="Cars" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image7" alt="Cars" /></td>
<td></td>
<td></td>
<td><img src="image8" alt="Cars" /></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**UNwabisa una-**
Nwabisa has

<table>
<thead>
<tr>
<th></th>
<th>3 ngaphezulu</th>
<th>3 more</th>
<th></th>
<th>2 ngaphezulu</th>
<th>2 more</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image9" alt="Cars" /></td>
<td></td>
<td></td>
<td><img src="image10" alt="Cars" /></td>
<td></td>
<td>+ _ = _</td>
</tr>
<tr>
<td><img src="image11" alt="Cars" /></td>
<td></td>
<td></td>
<td><img src="image12" alt="Cars" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image13" alt="Cars" /></td>
<td></td>
<td></td>
<td><img src="image14" alt="Cars" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image15" alt="Cars" /></td>
<td></td>
<td></td>
<td><img src="image16" alt="Cars" /></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Dibanisa.

Add.

<table>
<thead>
<tr>
<th>9 + 1 =</th>
<th>7 + 3 =</th>
<th>5 + 5 =</th>
<th>8 + 1 =</th>
<th>6 + 3 =</th>
<th>4 + 5 =</th>
<th>8 + 2 =</th>
<th>6 + 4 =</th>
<th>3 + 6 =</th>
<th>7 + 2 =</th>
<th>5 + 4 =</th>
<th>3 + 7 =</th>
</tr>
</thead>
<tbody>
<tr>
<td>___</td>
<td>___</td>
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<td>___</td>
<td>___</td>
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<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>
Amabali okudibanisa neepatheni

<table>
<thead>
<tr>
<th>Izibalo zentloko: Sebenzisa umtya wamaso ukuze wenze kwaye ubonise iibhondi zamanani ukuya ku-10.</th>
<th>Izixhobo</th>
</tr>
</thead>
</table>

| Imidyalo: Phosa iibloko; Masidibanise! |  |

<table>
<thead>
<tr>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Ukudibanisa okuno-0</td>
<td>iNcwadi Yomfundi Yemisebenzi, iibloko</td>
</tr>
<tr>
<td>2 Ukuylila amabali okudibanisa</td>
<td>iNcwadi Yomfundi Yemisebenzi, imitya yamaso</td>
</tr>
<tr>
<td>3 Ukubethelela ukudibanisa</td>
<td>iNcwadi Yomfundi Yemisebenzi, iibloko</td>
</tr>
<tr>
<td>4 Iipatheni zokudibanisa</td>
<td>iNcwadi Yomfundi Yemisebenzi, amakhadi okudibanisa katitshala</td>
</tr>
<tr>
<td>5 Uqukaniso novavanyo olujolise ekufundeni</td>
<td>iNcwadi Yomfundi Yemisebenzi</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emva kwale veki umfundi kufuneka akwazi ukwenza oku:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dibaniisa u-0 kwinani olinikiweyo ngendlela echanekileyo. Umz. 5 + 0 = 5</td>
</tr>
<tr>
<td>Dibaniisa ku-0 ngendlela echanekileyo. Umz. 0 + 8 = 8</td>
</tr>
<tr>
<td>Yila amabali okudibanisa, ukuze ancede ekuqondeni iingxaki (izibalo) zamagama.</td>
</tr>
<tr>
<td>Yenza iipatheni zokudibanisa usebenzise amakhadi okudibanisa.</td>
</tr>
</tbody>
</table>

Uvavanyo

**Uvavanyo olubhalwayo:** Iingxaki zokudibanisa, izivakalisi manani neepatheni (NOR)

Bhala phantsi amanqaku afunyenweyo kwali-12 kwiphetshana lamanqaku eakota.
Addition stories and patterns

<table>
<thead>
<tr>
<th>Mental Maths: Use bead strings to make and show number bonds up to 10</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher and learner bead strings</td>
<td></td>
</tr>
</tbody>
</table>

Games: *Throw the blocks and Let’s add!*

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Addition with 0</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>2</td>
<td>Creating stories for addition</td>
<td>LAB, bead string</td>
</tr>
<tr>
<td>3</td>
<td>Consolidation of addition</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>4</td>
<td>Patterns of addition</td>
<td>LAB, teacher addition cards</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:

- Add 0 to a given number correctly, for example, $5 + 0 = 5$
- Add to 0 correctly, for example, $0 + 8 = 8$
- Create stories for addition to help in the understanding of word problems.
- Find patterns of addition using *addition cards*

Assessment

Written assessment: Addition problems, number sentences and patterns (NOR)

Record a mark out of 12 in the term mark sheet.
Amabali okudibanisa neepatheni

Ividiyo yezibalo zentloko

Ividiyo yomdlalo
Phosa ibloklo: Masidibanise!

Ividiyo yophuhliso lwengqiqo
Siza kugxila kudibaniso nakule veki, kwaye sijonge ukusebenza ngenani uziro -0, amabali okudibanisa neepatheni zokudibanisa. Kumebenzi wethu wokudibanisa siza kugxila koku:
• Ekuncedeni abafundi bakwazi ukudibanisa uziro nokudibanisa kuziro. Kubalulekile oku ukuba kufundiswa kwaye abafundi kuza kufuneka babe nethuba elininzi lokuziqhelisa.
• Ukwenza abafundi bathethe baze babhale amabali okudibanisa. Abafundi baza kujonga emfanekisweni baze babalise ibali lokudibanisa eliya kukhokelela kwisivakalisi manani. Isakhono sokuyila amabali okudibanisa angawabo siyabanceda abafundi babe nelwazi olungcono lwewengkazi (izibalo) zamagama. Akukho mfuneko yokugxila kusuka olufanelekileyo lwamagama njengoko kugxiniswa uphuhliso lwamabali okudibanisa afanelekileyo.
• Ekuchongeni iipatheni ezenziweyo neebhondi zamanani. Ekuqaleni ubume bamakhadi okudibanisa bungangathi buyongamela, kanti ulwazi lweepatheni luya abawaziyo. Oku kuza bakwazi ukusombulula ingxaki ngempumelelo.

Into emayiqatshelwe kule veki
• Kubalulekile ukuba abafundi bakwazi ukubona nokuqonda ukuba uziro akalandisi ixabiso lenani ebelikhulu kuqala.
• Abafundi bangakufumana kukuyila amabali kunobunzima kancinci, ngoko ke kubalulekile ukubonisa umzekela xa kuyiqaleni. Kunganye le ukuba kubalulekile kuncela nhomoya ngaphambi lokudibanisa kumgca omthsha ukusebenza abafundi babhale, abafundi bakwazi ukuza kusindiso zehloko/ezibalo.
• Bakhuthaze abafundi ukuba bakwazi ukunokana ipatheni yokwambelele ngokuphile okuza ukuze abafundi abhekhele, abafundi bakwazi ukuza kusindiso izibalo.

Kule veki siza kuqhuba nokusebenzisa isigama esinxulumene nokudibanisa Bakhuthaze abafundi ukuba baphendule ngomlomo kwizifundo zonke.
Addition stories and patterns

Mental Maths video
This week we use bead strings in the Mental maths activity to keep learners actively looking for bonds of given numbers (to 10). Allow learners to show all the different combinations for number bonds to 10 using their bead strings. Accept all correct bond combinations. Encourage them to use the friendly number 5 for numbers over 5. Discuss different combinations and work with learner errors when necessary.

Game video
Throw the blocks and Let’s add!

Conceptual development video
This week our focus stays on addition, and we look at working with zero, addition stories and addition patterns. In our work on addition, we will focus on:
• helping learners to add zero and to add to zero. This is an important concept to address, and learners will need much practice.
• getting learners to verbalise and write addition stories. Learners will look at a picture and make up an addition story that leads to a number sentence. The ability to create their own addition stories helps learners to develop a better understanding of given word problems. There does not need to be a focus on correct spelling of words as the emphasis is on the development of appropriate addition stories.
• identifying the patterns made by number bonds. Initially the layout of the addition cards may look overwhelming, but an understanding of the patterns will help learners to increase their known number facts. This will enable them to solve problems more efficiently.

What to look out for this week
• It is essential that learners are able to recognise that adding zero does not increase the value of the original number.
• Learners may find the creation of addition stories a little challenging, so it is important to model an example. Write each part of the addition story on a new line in order to help learners to identify the relevant information.
• Encourage learners to recognition the pattern of increase and decrease in the addition problems as this will eventually enable them to easily solve problems mentally.

This week we continue using the vocabulary related to addition. Encourage learners to respond verbally during all lessons.

Allow learners to show all the different combinations for number bonds to 10 using their bead strings. Accept all correct bond combinations. Encourage them to use the friendly number 5 for numbers over 5.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

Remember to check the date and mark the register every day.
**WEEK 3 • DAY 1**

**Addition with 0**

***UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT***

1. **Azikho.**
   *None.*
   *Ziro*
   *Zero.*

2. **Beka iibloko phambi kwakho.**
   *Put some blocks in front of you.*

3. **Zingaphi iibloko onazo ngoku?**
   *How many blocks do you have now?*
   *Ndineebloko ezi-2.*
   *I have 2 blocks.*

4. **Uqale ngeeblebloko ezingu-0 waze wabeka iibloko ezi-2. Ngoku uneebloko ezi-2 edesikeni yakho.**
   *You started with 0 blocks and you put out 2 blocks. You now have 2 blocks on your desk.*
Abafundi mababe nexesha elininzi bedibanisa uziro kananjanjalo badibanise kuziro ngele ndlela. Thetha nabo ngoku bakwenzayo ukuze uqinisekise ukuba baqonda kakuhle ukuba udityaniswa njani u-0 kwanokuba kudityaniswa njani ku-0.

Let learners spend more time adding zero and adding to zero in this way. Speak to them about what they are doing to make sure they understand how to add 0 and to add to 0.
Amanqaku ootitshala

Teacher notes
Ukudibanisa okuno-0

Umdlalo: Phosa iibloko
Game: Throw the blocks

Ndina-2 ebhokisisi. Ndinle-1 ngaphandle kwebhokisi.
I got 2 in the box!
And I outside the box.

Yigem yam. Ndifake zo-3 ebhokisisi ne-0 ngaphandle kwebhokisi.
My turn. I got 3 in the box
and 0 outside the box.

Wonke umntu makafumane elakhe ithuba abhale ephepheni lengxelo.
Everybody take turns and fill in your record sheets.

<table>
<thead>
<tr>
<th>Phosa-1</th>
<th></th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Throw 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phosa-2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Throw 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phosa-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Throw 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zizonke</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Zingaphi?
   How many?

2. Zingaphi iibhola ezisebhokisini?
   How many balls in the box?

Use bead strings to make and show number bonds up to 10. Allow learners to show all the different combinations for number bonds to 10 using their bead strings. Accept all correct bond combinations. Encourage them to use the friendly number 5 for numbers over 5. Remember to check the date and mark the register every day.
Abafundi bachitha ixesha beqamba amabalule amabali aseyadini edibene?
There were 6 chickens in the yard. 4 more chickens came into the yard. How many chickens are there all together?

Bekukho amantshontsho enkukhu ama-6 eyadini. Kuye kwafika amanye ama-4 eyadini. Mangaphi amantshontsho enkukhu aseyadini edibene?
There were 6 chickens in the yard. 4 more chickens came into the yard. How many chickens are there all together?

Besine apile eli-1 ekhaya. Umama uye wathenga amanye ama-apile ali-9, Mangaphi ama-apile esinawo ngoku?
We had 1 apple at home. Mom bought 9 more apples. How many apples do we have now?

Let learners spend more making up stories to go with the beads on their bead strings. They must work in pairs and take turns to divide the beads up into two parts and tell their partner an addition story to go with the two groups of beads. Tell as many stories as you can. Share some more stories with the class and write the number sentences on the board.
Balisela iqabane lakho ibali lokudibanisa elimalungu nalo m’fanekiso uze ubhale isivakalisi manani.

Tell an addition story to your partner about each picture. Then write the number sentence.

<table>
<thead>
<tr>
<th>Isivakalisi manani</th>
<th>Number sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 + 2 = 10</td>
<td></td>
</tr>
<tr>
<td>+ + = ___</td>
<td></td>
</tr>
<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>
Addition stories

WEEK 3 • DAY 2

2 Dibanisa.
Add.

\[
\begin{align*}
4 + 3 &= \_\_ \quad 8 + 2 &= \_\_ \quad 7 + 1 &= \_\_ \quad 6 + 4 &= \_\_ \\
3 + 6 &= \_\_ \quad 0 + 6 &= \_\_ \quad 7 + 0 &= \_\_ \quad 5 + 0 &= \_\_ \\
9 + 7 &= \_\_ \quad 7 + 3 &= \_\_ \quad 2 + 7 &= \_\_ \quad 6 + 2 &= \_\_ \\
0 + 9 &= \_\_ \quad 5 + 7 &= \_\_ \quad 5 + 5 &= \_\_ \quad 5 + 2 &= \_\_ \\
\end{align*}
\]

Umdalo: Masidibanise!
Game: Let's add!

Tshofilo amakhadi amanani akho.
Shuffle your number cards.

Uwabeke ngobuso edesikeni.
Put them face down on your desk.

1, 2, 3 veza

?!

Ndiphumelele! I win!

Umfundi onamakhadi amanini ekupheleni komdlalo nguye ophumelelo ya.
The learner with the most cards at the end wins the game.

Use bead strings to make and show number bonds up to 10. Allow learners to show all the different combinations for number bonds to 10 using their bead strings. Accept all correct bond combinations. Encourage them to use the friendly number 5 for numbers over 5. Remember to check the date and mark the register every day.

Kukho izinja ezisi-7 neekati ezi-2 egadini. Zingaphi izilwanyana ezikhoyo zidibene?
There are 7 dogs and 2 cats in the garden. How many animals are there altogether?

Masisebenzise umzobo ukuze usincede njengoko besenzile ngaphambili. How many animals are there altogether? Let’s use a drawing to help us like we did before.
Kufuneka abafundi baziqhelise ukusombulula iingxaki zokudibanisa nokuqonda izivakalisi manani. Phinda la manyathelo angasentla usebenzise amabali namanani ukuze abafundi babe namathuba aligela okuziqhelisa ukusombulula iingxaki zokudibanisa. Nika abafundi ithuba lokuthetha ngeempendulo zabo baze baxoxe ngazo ukuze babe nokuzithemba bakhulise ulwazi lwabo.

Learners will need to practise solving addition problems and making sense of number sentences. Repeat the steps above, using different stories and numbers, so that learners have lots of opportunities to practise solving addition problems. Allow learners to verbalise their answers and engage with their responses to help them gain confidence and build their understanding.
Ukubethelela ukudianisa

Read the story. Then write a number sentence to solve the problem.

<table>
<thead>
<tr>
<th>Utata uJola ebeneenkomo ezi-6. Unyana wakhe uze nezinye ezi-2. Zingaphi iinkomo anazo zidibene?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tata Jola had 6 cows. His son brought 2 more. How many cows altogether?</td>
</tr>
</tbody>
</table>
| **6** + **2** = **8**

<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lulo has 3 flowers. Her friend has 3 flowers. How many flowers altogether?</td>
</tr>
</tbody>
</table>
| **3** + **3** = **6**

<table>
<thead>
<tr>
<th>Ndineebhokisi ezi-5. Wena uneebhokisi ezi-3 ngaphezu kwezi ndinazo. Zingaphi iibhokisi onazo?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have 5 boxes. You have 3 more boxes than I do. How many boxes do you have?</td>
</tr>
</tbody>
</table>
| **5** + **3** = **8**

<table>
<thead>
<tr>
<th>UKhanya uneelekese ezi-4. UVusi uneelekese ezi-6. Zingaphi iilekese zabo zidibene?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Khanya has 4 sweets. Vusi has 6 sweets. How many sweets altogether?</td>
</tr>
</tbody>
</table>
| **4** + **6** = **10**

<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Thina has 3 apples. Her mother needs 2 more apples than Thina has. How many apples does her mother need?</td>
</tr>
</tbody>
</table>
| **3** + **2** = **5**
Consolidation of addition

Umdalo: Masidibanise!
Game: Let’s add!

1. Tshofula amakhadi amanani akho.
   Shuffle your number cards.

2. Uwabeke ngobuso edesikeni.
   Put them face down on your desk.

3. 1, 2, 3 veza

4. 71

5. Ndiphumelele!
   I win!

6. Umfundi onamakhadi amanini ekupheleni komdlalo nguye ophumeleleayo.
   The learner with the most cards at the end wins the game.
IZIBALO ZENTLOKO | MENTAL MATHS

Use bead strings to make and show number bonds up to 10. Allow learners to show all the different combinations for number bonds to 10 using their bead strings. Accept all correct bond combinations. Encourage them to use the friendly number 5 for numbers over 5. Remember to check the date and mark the register every day.

UPHUHLISO LWENQIQO | CONCEPT DEVELOPMENT

Ungandifumanela isivakalisi manani esinesiphumo esingu-7? Can you find me a number sentence that has the answer 7?

Ingaba kuphela kwesivakalisi manani esinokuba nesiphumo esingu-7 esi? Is this the only possible number sentence that has the answer 7?
**Addition patterns**

Yeyiphi ipatheni oyibonayo kule theyibhile emva kokukhupha amakhadi anesiphumi esingu-7?
What pattern do you see in the table after taking out the cards that have the answer 7?

Ewe, umgca oxwesileyo.
Yes, a diagonal line.

Umgca ofana nalo.
A line like this.

Amanani angasekohlo kophawu lokudibanisa ahamba ngolu hlobo 1, 2, 3, 4, 5, 6 njengokuba uye usehla namakhadi.
The numbers on the left of the plus sign go 1, 2, 3, 4, 5, 6 as you go down the cards.

Amonyuka ngexeshia ngalinye.
They get bigger by one each time.

Ungandixelelwa ntoni ngesivakalisi manani esiSikhuphileyo?
What can you tell me about the number sentences that we took out?

Amanani angasekunene kophawu lokudibanisa aya esibamanciniso ngo-1 njengokuba usehla namakhadi.
The numbers on the right of the plus sign get smaller by 1 as you go down the cards.

Masibone ke ngoku ukuba kwenzeka ntoni xa sikhupha zonke izivakalisi manani ezenza u-5.
Now let’s see what happens when we take out all of the number sentences that make up 5.

Phinda ujongi ibhondi zamanani nganye-nganye ngolu hlobo ukuze abafundi babone ipatheni kwesivakalisi manani zokudibanisa.
Nika abafundi amathuba aliqela okuchaza ipatheni abazibonayo. Oko kuya kubanika ithuba lokuphuhlisa izakhono zabo zengqiqo zemathematika.
Go through each of the number bonds 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.
**IVEKI 3 • USUKU 4**

**laphathi zokudibanisa**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IVEKI 3 • WEEK 3</strong></td>
<td></td>
</tr>
<tr>
<td>USUKU 4 • DAY 4</td>
<td><strong>laphathi zokudibanisa</strong></td>
</tr>
<tr>
<td>Addition patterns</td>
<td></td>
</tr>
</tbody>
</table>

1. Gqibezela isivakalisi manani.
   Complete the number sentence.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 + ____ = 10</td>
<td>9 + ____ = 10</td>
</tr>
<tr>
<td>2 + ____ = 10</td>
<td>8 + ____ = 10</td>
</tr>
<tr>
<td>3 + ____ = 10</td>
<td>7 + ____ = 10</td>
</tr>
<tr>
<td>4 + ____ = 10</td>
<td>6 + ____ = 10</td>
</tr>
<tr>
<td>5 + ____ = 10</td>
<td>0 + ____ = 10</td>
</tr>
</tbody>
</table>
Solve and colour:

Addition patterns

Write number sentences:

5

2 + 3 = 5

3 + 2 = 5

4

___ + ___ = 4

___ + ___ = 4

6

___ + ___ = 6

___ + ___ = 6

7

___ + ___ = 7

___ + ___ = 7

8

___ + ___ = 8

___ + ___ = 8
1. Gqibezela izivakalisi manani.
Complete the number sentences.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5 +</td>
<td></td>
<td>0 +</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 +</td>
<td></td>
<td>6 +</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 +</td>
<td></td>
<td>2 +</td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Bekukho iintaka ezi-6 kwaze kwafika ezinye ezi-3 zadibana nazo. Zingaphi iintaka zidibene?
There are 6 birds and 3 more birds join them. How many altogether?

2 + 3 = ___

Write an addition story for the picture.

Bhala ibali lokudibanisa lalo mfanekiso.
Write a number sentence for the picture.
1. Zingaphi iibhola ezisebhokisini?
   How many balls in the box?

2. Sombulula uze ufakele umbala.
   Solve and colour.
**Ukuqalisa ukuthabatha**

<table>
<thead>
<tr>
<th>Izixhobo</th>
<th>Izibalo zentloko: Iibhondi zeshumi usebenzisa amakhadi amachokoza.</th>
<th>Amakhadi amachokoza katitshala.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Usuku</td>
<td>Umsebenzi wesifundo</td>
<td>Izixhobo zezifundo</td>
</tr>
<tr>
<td>1</td>
<td>Ukuthabatha (tshintsha)</td>
<td>iNcwadi Yomfundi Yemisebenzi, iibloko</td>
</tr>
<tr>
<td>2</td>
<td>Ukusebenzisa izivakalisi manani ukuze ubonise ukuthabatha (tshintsha)</td>
<td>iNcwadi Yomfundi Yemisebenzi, iibloko</td>
</tr>
<tr>
<td>3</td>
<td>Ukuthabatha (izahlulo-nto epheleleyo)</td>
<td>iNcwadi Yomfundi Yemisebenzi, iibloko</td>
</tr>
<tr>
<td>4</td>
<td>Ukusebenzisa izivakalisi manani ukuze ubonise ukuthabatha (izahlulo-nto epheleleyo)</td>
<td>iNcwadi Yomfundi Yemisebenzi, iibloko, idayisi</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanyo olujolise ekufunendi</td>
<td>iNcwadi Yomfundi Yemisebenzi</td>
</tr>
</tbody>
</table>

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

| Ukuqonda kabanzi ingqiqo yokuthabatha. |
| Sebenzisa ibbloko ukuze usombulule inglekazi zokuthabatha. |
| Sombulula inindile ezimbini zeingxaki zokuthabatha (ukuthintsha kunye neizahlulo-nto epheleleyo) |
| Sebenzisa izivakalisi manani ukuze ubonise ukuthabatha (inglekazi zokuthintsha kunye neizahlulo-nto epheleleyo) |

**Uvavanyo**

**Uvavanyo olubhalwayo:** Izivakalisi manani neingxaki zokuthabatha (ukuthintsha nokuthabatha) (NOR)

Bhala phantsi amanqaku afunyenweyo kwali-16 kwiphepha lamangwane ekota.

**Uvavanyo oluthethwayo nolwenziwayo**

**CAPS: Amanani nemisebenzi Umsebenzi: Qwalasela isakhono somfundi ngamnye sokudibanisa nokuthabatha.**

**Amanqaku: 5**

<table>
<thead>
<tr>
<th>Inqaku</th>
<th>Ikhrayitheriya - UluHlu Iwezinto ezijongwayo: (inquaku eli-1 kwikhayithieriya/inqobo nganye efezekisiwego)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Uyakwazi ukudibanisa nokuthabatha esebenzisa izinto eziphathhekayo.</td>
</tr>
<tr>
<td>1</td>
<td>Uyakwazi ukudibanisa nokuthabatha ngokubala ebuya umva okanye esiya phambili.</td>
</tr>
<tr>
<td>1</td>
<td>Uyakwazi ukudibanisa nokuthabatha esebenzisa iibhondi zamanani.</td>
</tr>
<tr>
<td>1</td>
<td>Uyakwazi ukufumana isiphumo kwisivakalisi manani sokudibanisa umz. 2 + 4 = __</td>
</tr>
<tr>
<td>1</td>
<td>Uyakwazi ukufumana isiphumo kwisivakalisi manani sokuthabatha, umz. 5 − 3 = __</td>
</tr>
</tbody>
</table>

Bhala phantsi inqaku alifumeneyo kwasi-5 kwiphepha lamangwane ekota.
Introducing subtraction

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mental Maths:</strong> Bonds of ten using <em>dot cards</em></td>
</tr>
<tr>
<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><strong>Subtraction</strong> (change)</td>
<td>LAB, <em>multifix blocks</em></td>
</tr>
<tr>
<td>2</td>
<td>Using <em>number sentences</em> to show subtraction (change)</td>
<td>LAB, <em>multifix blocks</em></td>
</tr>
<tr>
<td>3</td>
<td><strong>Subtraction</strong> (part-whole)</td>
<td>LAB, <em>multifix blocks</em></td>
</tr>
<tr>
<td>4</td>
<td>Using <em>number sentences</em> to show subtraction (part-whole)</td>
<td>LAB, <em>multifix blocks, dice</em></td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment</td>
<td>LAB</td>
</tr>
</tbody>
</table>

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

- Understand the concept of subtraction
- Use *multifix blocks* to solve subtraction problems
- Solve two types of *subtraction* problems (change and part-whole)
- Use *number sentences* to show subtraction (change and part-whole problems)

**Assessment**

**Written assessment:** Subtraction number sentences and problems (change and combine) (NOR)

Record a mark out of 16 in the term mark sheet.

**Oral and practical assessment**

**CAPS: Number and operations**

*Activity:* Observe learners to assess their ability to add and subtract numbers.

<table>
<thead>
<tr>
<th>Level</th>
<th>Criteria – Checklist: (1 mark for each criterion achieved)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Able to add and subtract using concrete items</td>
</tr>
<tr>
<td>1</td>
<td>Able to add and subtract by counting backwards or forwards</td>
</tr>
<tr>
<td>1</td>
<td>Able to add and subtract using number bonds</td>
</tr>
<tr>
<td>1</td>
<td>Able to find the answer to an addition number sentence e.g. 2 + 4 = ___</td>
</tr>
<tr>
<td>1</td>
<td>Able to find the answer to a subtraction number sentence e.g. 5 - 3 = ___</td>
</tr>
</tbody>
</table>

Record a mark out of 5 in the term mark sheet.
### Ividiyo yezibalo zentloko


### Ividiyo yophuhliso lwengqiqo

Kule veki siza kugxila kuthabatho, kwaye siza kujonga iindidi ezimbini zeengxaki zokuthabatha – ukutshintsha kunye nezahlulo-nento epheleleuyo. Kubalulekile ukuba abafundi babe nokuqonqo okunengqiqo malunga nokuthabatha ukuze bakwazi ukusombulula liingxaki besebenzisa inyani ezaziwayo. Kunsebenzi wethu wokuthabatha kusetyenziswa iindidi zeengxaki ezitshintshayo nezathathwa-nento epheleleuyo, siza kgxila koku:

- Ekuncedeni abafundi babhale izivakalisi manani besebenzisa isimboli ezichanekileyo. Kubalulekile ukuba abafundi bakwazi ukutshintsha manani besebenzisa ukukhumbula imiboniso ezizakhelelo kwaye babhale izivakalisi manani besebenzisa ukukhumbula imiboniso ephathakayo enikiweyo.
- Ukwenza abafundi bathabathe izixa ezincinci kwezikhulu. Oku kwaziwa ngokuba yingxaki yohlobolo lotshintsha.
- Ukwenza abafundi bahlule kabini into epheleleuyo, apho isisahlulo/ iyinxalenye enye kuphela eyaziwayo. Oku kwaziwa ngokuba yingxaki yohlobolo lwenzahlulo nento epheleleuyo.

### Into emayiqatshelwe kule veki

- Abafundi kufuneka basazi baphile isixamela esinxulumene nokuthabatha. Ingaba abafundi bawasebenzisa kakhule na amagama athi isivakalisi manani, ukuthabatha, thabatha, ngaphantsi, eshiyekileyo?
- Ingaba abafundi bayathetha ngezisombulululo zabo olukusekho bele ngokubonisa kakhule, nenthe ukuze basombulule ngikazi. Sekhululekile ukuze basamphako saba nokubonisa basizimba basizebenzisa izikhathi ezizakhelelo kwaye babhale izivakalisi manani, besebenzisa, thabatha, ngaphantsi, esihlakazana?
- Ingaba uyalwenza ungqathi phakathi kokudibanisa nokuthabatha ukuze ukwazi ukukhunsuka ulwazi lwabafundi lowlwalamando lomunye. Ithejihlile yezahlulo nento epheleleuyo ngumboniso ochanekelelo onokusetyenziswa ekwenzeni olu nxulumano, usakhela kulwazi lwabafundi lwesithetha zokuthabatha zonke.

---

**Ukuqalisa ukuthabatha**
Introducing subtraction

**Mental Maths video**
This week we consolidate knowledge of the bonds of 10 using dot cards. It is important that learners know the bonds of 10 fluently as these facts are used in most addition and subtraction. Using dot cards to identify ‘how many more to 10’ is a good way of using the structure of the ten frame (and reasoning that involves subtraction) to recall bonds of 10 efficiently. This activity calls on learners to visualise 10 by filling the ten frames.

**Conceptual development video**
This week our focus moves to subtraction. It is important for learners to develop a conceptual understanding of subtraction in order to efficiently solve problems using known facts. We look at two types of subtraction problems - change and part-whole - and will focus on:
- helping learners to write number sentences using the appropriate symbols. It is important for learners to be able to interpret representations of subtraction problems. They should also be able to write number sentence to express what they see in given concrete representations.
- getting learners to subtract a smaller quantity from a larger quantity. This is the change type problem.
- getting learners to divide a whole into two parts, where only one part is known. This is the part-whole type problem.

**What to look out for this week**
- Learners need to become familiar with the vocabulary that is associated with subtraction. Are the learners using the words number sentence, subtraction, take away, subtract, less, left over correctly?
- Are learners verbalising their solutions so that they can develop an understanding of what the problem means, and what they need to do to solve the problem. Use this as an opportunity to address learners’ misconceptions and errors.
- Are you making connections between addition and subtraction in order to develop learners’ understanding of additive relations? The part-whole table is a good representation to use to make these connections, building on learners’ knowledge of number bonds.
Bethelela iibhondi zeshumi usebenzise amakhadi amachokoza.
Consolidate bonds of ten using dot cards.

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

You must provide learners with lots of opportunities to practise subtracting using their *multifix* blocks. Do this by repeating the story above with different numbers or making up other similar stories. As learners gain confidence, they will begin to solve problems mentally using *number bonds*. Ask learners what they do to *subtract* and engage with their answers. This will help them to develop their mathematical language.
Ukuthabatha (tshintsha)

1. Ukuba ezi-4 ziyabaleka zimke, kushiyeka ezingaphi?
   If 4 run away, how many are left behind?

2. Ukuba ezi-2 ziyabaleka zimke, kushiyeka ezingaphi?
   If 2 run away, how many are left behind?
2 Sebenzisa iibloko zakho. Zingaphi ezishiyekileyo?

Use your blocks. How many are left?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8 − 3</td>
<td>7 − 4</td>
</tr>
<tr>
<td>6 − 5</td>
<td>4 − 3</td>
</tr>
<tr>
<td>9 − 1</td>
<td>10 − 6</td>
</tr>
<tr>
<td>10 − 3</td>
<td>9 − 4</td>
</tr>
<tr>
<td>8 − 7</td>
<td>6 − 3</td>
</tr>
<tr>
<td>9 − 2</td>
<td>7 − 5</td>
</tr>
</tbody>
</table>
Bethelela iibhondi zika-10 usebenzise amakhadi amachokoza. Dlala umdlalo othi Fizz Pop ngeebhondi zika-10 ukuba ufuna ukwangeza ezinge.

Consolidate bonds of ten using dot cards. Play Fizz Pop with bonds to 10 if you want to add some variety.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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

**UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT**

UNoluthando unama-apile ama-5. Unike uSilo ama-apile ama-2.

Mangaphi ama-apile anawo ngoku?
Noluthando had 5 apples.
She gave 2 apples to Silo.
How many apples does she have now?

Unoluthando ebenama-apile ama-5.
Noluthando has 5 apples.

Mangaphi ama-apile awanike uSilo?
How many apples does she give to Silo?

Unike uSilo ama-apile ama-2.
She gives Silo 2 apples.
Unama-apile ama-3 ashiyekileyo.
She has 3 left.
Using number sentences to show subtraction

5

Bafundise abafundi indlela yokubhala isivakalisi manani sokuthabatha kunye namagama eempawu neentsingiselo zazo.

Teach learners how to write a subtraction number sentence and the names and meanings of the signs.

\[
\begin{array}{c}
- \\
= \\
\end{array}
\]

Abafundi mabaziqhelise ukubhala emoyeni - kunye ne- = amaxesha aliqela baze babhale ezincwadini zabo zemisebenzi yaseklasini emva koko. Bhala isivakalisi manani \(3 - 2 = \_\). Ngezantsi kwesivakalisi manani \(3 - 2 = \_\) bhala oku ‘xa uthabatha ezi-2 kwezi-3 kusala \_’.

Let learners practise how to write - and = several times in the air and then in their classwork books.

Write the number sentence \(3 - 2 = \_\).
Write 3 minus 2 makes \_ below the number sentence.

6

Sisibhala ngolu hlobo isivakalisi manani sokuthabatha.
This is how we write the subtraction number sentence

Mangaphi ama-apile anawo ngoku uNoluthando?
How many apples does Noluthando have now?

7

Kufuneka abafundi babe namathuba aliqela okuziqhelisa ukusombulule iingxaki zokuthabatha. Phinda la manyathelo angasentla usebenzise amanani ahlukileyo kunye namabali ahlukileyo ukuze abafundi babe namathuba aliqela okuziqhelisa ukusombulula iingxaki zokuthabatha. Ukuba kuyenzeka, bacele abafundi bazenzele awabo amabali okuthabatha baze benze izibalo zokusombulula bebonke eklasini.

Learners need lots of practice solving subtraction problems. Repeat the steps above, using different numbers and different stories, so that learners have multiple opportunities to practise solving subtraction problems. If possible, ask the learners to make up their own subtraction stories and do the calculations to solve them as a class.
1. Ukuba ndithatha ____ kuza kushiyeka ezingaphi?
   If I take ____ how many remain?

   ![Image of bottles with some crossed out]
   4
   ![Image of glasses with some crossed out]
   2
   ____ eshiyekayo/remain
   ____ eshiyekayo/remain

2. Sebenzisa iibloko zakho. Zingaphi ezishiyekileyo?
   Use your blocks. How many are left?

   \[
   \begin{align*}
   8 - 1 &= ____ & 10 - 4 &= ____ & 7 - 1 &= ____ & 9 - 2 &= ____ \\
   8 - 6 &= ____ & 7 - 3 &= ____ & 10 - 2 &= ____ & 9 - 3 &= ____ \\
   7 - 2 &= ____ & 6 - 4 &= ____ & 6 - 3 &= ____ & 8 - 1 &= ____ 
   \end{align*}
   \]
Using number sentences to show subtraction

   How many are left? Write the number sentence.

<table>
<thead>
<tr>
<th>Image</th>
<th>Number Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Image of 8 cats, 2 crossed out]</td>
<td>__ - 2 = 6</td>
</tr>
<tr>
<td>![Image of 8 rabbits, 2 crossed out]</td>
<td>__ - ____ = ____</td>
</tr>
<tr>
<td>![Image of 6 chickens, 2 crossed out]</td>
<td>__ - ____ = ____</td>
</tr>
<tr>
<td>![Image of 8 ladybugs, 2 crossed out]</td>
<td>__ - ____ = ____</td>
</tr>
<tr>
<td>![Image of 6 sheep, 2 crossed out]</td>
<td>__ - ____ = ____</td>
</tr>
<tr>
<td>![Image of 8 birds, 2 crossed out]</td>
<td>__ - ____ = ____</td>
</tr>
<tr>
<td>![Image of 8 butterflies, 2 crossed out]</td>
<td>__ - ____ = ____</td>
</tr>
</tbody>
</table>
Bethelela iibhondi zeshumi usebenzise amakhadi amachokoza. Dlala umdlalo othi Fizz Pop ngeebhondi zika-10 ukuba ufuna ukwangeza ezinye.

Consolidate bonds of ten using dot cards. Play Fizz Pop with bonds to 10 if you want to add some variety.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

Remember to check the date and mark the register every day.
Kuza kufuneka abafundi baziqhelise ukusombulula iingxaki zokuthabatha (zezahlulo-nento epheleleyo). Kufuneka unike abafundi amathuba aliqela okuziqhelisa ukusombulula iingxaki zokuthabatha besebenzisa iibloko zabo. Xa besiya bezithemba ngokuzithemba baza kuqalisa ukuzisombulula ngentloko iingxaki besebenzisa iibhondi zamani. Xa uxoxa ngomfanekiso wezahlulo nento epheleleyo, bonisa unxulumano phakathi kokudibanisa nokuthabatha.

Learners will need to practise solving subtraction (part-whole) problems. Give learners lots of opportunities to practise solving subtraction problems using their multifix blocks. As learners gain confidence, they will begin to solve problems mentally using number bonds. When you discuss the part-whole diagram make the connections between addition and subtraction.
Ukuthabatha (izahlulo-nento epheleleyo)

1. Zingaphi iibhola ezifanele ukuba sebhokisini engenanto?

How many balls should be in the empty box?
Draw dots in the part-whole table and complete the number sentence.

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image.png" alt="Image" /></td>
<td><img src="image.png" alt="Image" /></td>
<td>5 - 1 = ___</td>
<td>5 - 3 = ___</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image.png" alt="Image" /></td>
<td><img src="image.png" alt="Image" /></td>
<td>9 - 5 = ___</td>
<td>8 - 2 = ___</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image.png" alt="Image" /></td>
<td><img src="image.png" alt="Image" /></td>
<td>7 - 6 = ___</td>
<td>10 - 5 = ___</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image.png" alt="Image" /></td>
<td><img src="image.png" alt="Image" /></td>
<td>8 - 6 = ___</td>
<td>9 - 3 = ___</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image.png" alt="Image" /></td>
<td><img src="image.png" alt="Image" /></td>
<td>10 - 1 = ___</td>
<td>7 - 5 = ___</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
IZIBALO ZENTLOKO | MENTAL MATHS

Bethelela iibhondi zeshumi usebenzise amakhadi amachokoza. Dlala umdlalo othi Fizz Pop ngeebhondi ukuya ku-10 ukuba ufuna imizekelo eminini.

Consolidate bonds of ten using dot cards. Play Fizz Pop with bonds to 10 if you want to add some variety.

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Ndineebhola ezisi-8. Ezi-4 kuzo ziblowu ze ezishiyekileyo zibe pinki. Zingaphi iibhola ezipinki endinazo?
I have 8 balls. 4 of the balls are blue and the rest are pink. How many pink balls do I have?

Zingaphi izangqa eziblowu? Zifake umbala.
How many circles are blue? Colour them.

Ezi-4 kuzo ziblowu.
4 of them are blue.
Kuza kufuneka abafundi baziqhelise ukusombulula iingxaki zokuthabatha ezibandakanya ukucinga ngezahlulo ezenza into epheleleyo. Phinda inyathelo elingasentla usebenzise amanani ahlukileyo namabali ahlukileyo. Bethelela unxulumano oluphakathi kokudibanisa nokuthabatha ngokuthetha ngolwalamano olungumugqulwa phakathi kwezi zinto (kubonwe kwiindlela ezahlukenenyo esinokudibanisa ngazo amanani kwitheyibhile yezahlulo nento epheleleyo).

Learners will need to practise solving subtraction problems which involve thinking about the parts that make up the whole. Repeat the steps above, using different numbers and different stories. Consolidate the connections between addition and subtraction by speaking about the inverse relationship between them (seen in the different ways we can combine the numbers in the part-whole table).
Mangaphi amaqunube ashiyekileyo? Bhala isivakalisi manani sokuthabatha.

How many berries are left? Write the subtraction sentences.

\[
\begin{align*}
7 - 2 &= 5 \\
\quad - \quad &= \\
\quad - \quad &= \\
\quad - \quad &= \\
\quad - \quad &= \\
\quad - \quad &= \\
\end{align*}
\]
Using number sentences to show subtraction (part-whole)

2 Bhala amanani kule theyibhile uze uq'ibezele isivakalisi manani.
Write the numbers in the table and complete the number sentence.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(6 - 1 = )</td>
<td>(5 - 2 = )</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(7 - 2 = )</td>
<td>(9 - 2 = )</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(8 - 7 = )</td>
<td>(7 - 4 = )</td>
<td></td>
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<td>(6 - 2 = )</td>
<td>(9 - 5 = )</td>
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<td>(10 - 4 = )</td>
<td>(10 - 7 = )</td>
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</tbody>
</table>
**Uvavanyo noqukaniso**

1. **Ukuba ndithatha ____, kuza kushiyeka ezingaphi?**  
   If I take ____, how many remain?

   ![Image of pots and pans](image)

   ____ eshiye kayo / remain

   ____ eshiye kayo / remain

2. **Bhala amanani kule theyibhile uze uqâibezele isivakalisi manani.**  
   Write the numbers in the table and complete the number sentence.

   ![Table of numbers](image)

   $$4 - 3 = ____$$  
   $$5 - 2 = ____$$  
   $$8 - 5 = ____$$  

   $$10 - 6 = ____$$  
   $$7 - 4 = ____$$  
   $$9 - 1 = ____$$
WEEK 4 • DAY 5
Assessment and consolidation

1 Mangaphi amaqunube ashiyekileyo? Bhala isivakalisi manani sokuthabatha.
How many berries are left? Write the subtraction sentences.

\[
\begin{array}{c|c}
\text{6 - 3 = } & \hline \\
\text{10 - 2 = } & \\
\text{7 - 5 = } & \\
\text{10 - 3 = } & \\
\end{array}
\]

\[
\begin{array}{c|c}
\text{2 - 1 = } & \\
\text{8 - 4 = } & \\
\text{9 - 7 = } & \\
\text{10 - 7 = } & \\
\end{array}
\]

2 Sebenzisa iiblako zakho. Zingaphi eziseleyo?
Use your blocks. How many are left?

\[
\begin{array}{c|c}
\text{6 - 3 = } & \hline \\
\text{5 - 2 = } & \\
\text{7 - 2 = } & \\
\text{6 - 4 = } & \\
\end{array}
\]

\[
\begin{array}{c|c}
\text{6 - 1 = } & \\
\text{10 - 2 = } & \\
\text{7 - 2 = } & \\
\text{6 - 2 = } & \\
\end{array}
\]

\[
\begin{array}{c|c}
\text{7 - 5 = } & \\
\text{8 - 4 = } & \\
\text{9 - 7 = } & \\
\text{10 - 3 = } & \\
\end{array}
\]

\[
\begin{array}{c|c}
\text{7 - 4 = } & \\
\text{5 - 3 = } & \\
\text{9 - 5 = } & \\
\text{10 - 7 = } & \\
\end{array}
\]
Izixhobo

Izibalo zentloko: Bonisa iibhondi zika-10 usebenzise amakhadi amanani

Izibalo

Umdlalo: Phosa iblokoko

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesenfundo</th>
<th>Izixhobo wesenfundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>laphatheni zokuthabatha</td>
<td>iNcwadi Yomfundi Yemisebenzi, iblokoko, amakhadi okuthabatha katitshala (zenzele awakho usebenzise iphepha elingu-A4)</td>
</tr>
<tr>
<td>2</td>
<td>Ukuthabatha (thelekisa)</td>
<td>iNcwadi Yomfundi Yemisebenzi, iblokoko</td>
</tr>
<tr>
<td>3</td>
<td>Ukusebenzisa izivakalisi manani ukuze ubonise ukuthabatha (thelekisa)</td>
<td>iNcwadi Yomfundi Yemisebenzi, iblokoko</td>
</tr>
<tr>
<td>4</td>
<td>Ukuthabatha okuno-0</td>
<td>iNcwadi Yomfundi Yemisebenzi, iblokoko</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanyo olujolise ekufundeni</td>
<td>iNcwadi Yomfundi Yemisebenzi</td>
</tr>
</tbody>
</table>

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:

- Funa laphatheni zokuthabatha usebenzise amakhadi okuthabatha.
- Sombulula laphathi zokuthabatha zohlobo lokutelekisa.
- Sebenzisa izivakalisi manani ukuze ubonise ukuthabatha (laphathi zokutelekisa)
- Ukuqonda intsingiselo yokuthabatha u-0 nokuthabatha ukuze ufumane u-0.

Uvavanyo

Uvavanyo olubhalwayo: Lingxaki zokuthabatha, izivakalisi manani neepatheni (NOR)

Bhala phantsi amanqaku afunyenwelo kwali-15 kwiphepha lamangqaku eKota.
# Subtraction problems and patterns

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Subtraction patterns</td>
<td>LAB, multifix blocks, teacher subtraction cards (make your own using A4 paper)</td>
</tr>
<tr>
<td>2</td>
<td>Subtraction (compare)</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>3</td>
<td>Using number sentences to show subtraction (compare)</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>4</td>
<td>Subtraction with 0</td>
<td>LAB, multifix blocks</td>
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<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:**

- Find patterns of subtraction using subtraction cards
- Solve compare type subtraction problems
- Use number sentences to show subtraction (compare problems)
- Understand the meaning of subtracting 0 or subtracting to get 0

## Assessment

**Written assessment**: Subtraction number sentences and problems (change and combine) (NOR)

Record a mark out of 16 in the term mark sheet.
**Ividiyo yezibalo zentloko**

**Ividiyo yomdlalo**
*Phosa iibloko*

**Ividiyo yophuhliso lwengqiao**
Kule veki sigxila kuthatho kwaye sijeza kwinkhanye yohlobo lokuthelele. Kubalulekile ukubafundi ukuqonda okunengqiao ngokuthathathu ukuze bakwazi ukusombulula lingxaki kakuhle besebenzi amani ezaziwayo. Kumsebenzi wethu wkukuthathathu sisebenzisa lingxaki zinhlobo lokuthelele, siza kuqithiwayo kubona:

- Ukunika abafundi ithuba lokufumana umahluko phakathi kwezixa ezibini ngokuthetha amani amabini akulo ngxaki. Le ke kuthiwayo yingxaki kakuhle. Abafundi bayaqhubeka nokubhala izisombululo besebenzi izithakathi amani zokuthathathu.

**Into emayiqatshelwe kule veki**

- Kufuneka abafundi baqhele ukusbenzisa isigama esinxulumene nokuthathathu. Ingaba abafundi bawasebenzi kakuhle amagama angala: *isivakalisi manani, ukuthathathu, thabatha, ngaphatsi/ nganeno, eshikileyo/ eseseleyo?*
### Subtraction problems and patterns

#### Mental Maths video
We focus on the bonds of 10 this week and use number cards to show the number bond combinations. This is a good way to keep learners actively involved in the lesson and it 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. You can then address any errors as you observe them.

#### Game video
*Throw the blocks*

#### Conceptual development video
This week we continue to focus on subtraction, and we look at the compare type of problem. It is important for learners to develop a conceptual understanding of subtraction in order to efficiently solve problems using known facts. In our work on subtraction using compare type problems, we will focus on:

- identifying the patterns made by subtraction problems. This lesson is similar to the lesson on addition patterns. It provides further opportunities for learners to increase their knowledge of number facts. This will enable them to solve problems more efficiently.
- getting learners to find the difference between two quantities by comparing the two numbers in the problem. This is the compare type problem. Learners continue recording solutions using subtraction number sentences.
- helping learners to subtract zero and to subtract to get to zero. This is an important concept to address, and learners will need much practice.

#### What to look out for this week
- Learners need to become familiar with the vocabulary that is associated with subtraction. Are the learners using the words number sentence, subtraction, take away, subtract, less, left over correctly?
- Encourage learners to identify the patterns in subtraction problems as this helps them to develop their mathematical reasoning skills.
- Learners need to be able to recognise that subtracting zero does not decrease the value of the original number. It is also important for learners to know that a number can be subtracted from itself to get a final answer of zero.
IZIBALO ZENTLOKO | MENTAL MATHS

Bethelela ulwazi lweebhondi zika-10 ngokubonisa iindibanisela ezenza u-10 usebenzise amakhadi amanani.

Consolidate knowledge of bonds of ten by showing combinations that make 10 using number cards.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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

Ndina-2. Kufuneka ndangeze ezingaphi ukuze ndifike ku-10?
I have 2. How many more do I need to get to 10?

Ndina-5. Kufuneka ndangeze ezingaphi ukuze ndifike ku-10?
I have 5. How many more do I need to get to 10?

Ndina-8. Kufuneka ndangeze ezingaphi ukuze ndifike ku-10?
I have 8. How many more do I need to get to 10?

Kufuneka zibesi-8.
You need 8.

Kufuneka ezi-5.
You need 5.

Kufuneka ezi-2.
You need 2.
Ungakwazi ukufumana isivakalisi manani esinesiphumo esingu-3?
Can you find me a number sentence that has the answer 3?

Ingaba kuphela kwesivakalisi manani esinokufumaneka esinesiphumo esingu-3?
Is this the only possible number sentence that has the answer 3?

Yeyiphi ipatheni oyibonayo kwitheyihlile emva kokuthatha amakhadi anesiphumo esingu-3?
What pattern do you see in the table after taking out the cards that have the answer 3?

Umgca ofana nalo …
A line like this …

Ewe, umgca oxwesileyo.
Yes, a diagonal line.
Iipatheni zokuthabatha

Ungandixelela ntoni ke ngoku ngezivakalisi manani esizikhuphileyo? Now what can you tell me about the number sentences that we took out?

Masibone ke ngoku ukuba kwenzeka ntoni xa sikhupha zonke izivakalisi manani ezilingana no-6. Now let’s see what happens when we take out all of the number sentences that equal 6.

Amanani angasekohlo kophawu lokudibanisa ahamba ngohlobo luka-4, 5, 6, 7, 8, 9, 10 njengoko usihla namakhadi. Aye esenyuka ngexesha ngalinye. Amanani angasekunene kophawu lokudibanisa aye esenyuka ngo-1 njengoko usihla namakhadi.

The numbers on the left of the plus sign go 4, 5, 6, 7, 8, 9, 10 as you go down the cards. They get bigger by one each time.


Go through as many of the different sets of number sentences 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.
Amanqaku ootitshala

Teacher notes
### Ibeleka izivakali

**Write number sentences.**

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<tr>
<td><img src="image" alt="" /> - 1 = 9</td>
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</tbody>
</table>
Subtraction patterns

2 Bhala izivakalisi manani ukuze zilingane namanani aseziblokweni.
Write subtraction sentences to equal the numbers in the blocks.

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<tbody>
<tr>
<td>1</td>
<td>[2 - 1 = 1]</td>
<td>3</td>
<td>[3 - 2 = 1]</td>
<td>4</td>
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<td>2</td>
<td>[2 - 1 = 2]</td>
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<td>[3 - 2 = 2]</td>
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<td>[3 - 2 = 3]</td>
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<td>[2 - 1 = 4]</td>
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<td>[3 - 2 = 4]</td>
<td>4</td>
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<tr>
<td>5</td>
<td>[2 - 1 = 5]</td>
<td>3</td>
<td>[3 - 2 = 5]</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>[2 - 1 = 6]</td>
<td>3</td>
<td>[3 - 2 = 6]</td>
<td>4</td>
</tr>
</tbody>
</table>

3 Thabatha uze ubhale iimpendulo kule treyini.
Subtract and write the answers in the train.
IZIBALO ZENTLOKO | MENTAL MATHS

Bethelela ulwazi lweebhondi zika-10 ngokubonisa iindibanisela ezenza u-10 usebenzise amakhadi amanani.
Consolidate knowledge of bonds of ten by showing combinations that make 10 using number cards.

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

Ndineelekese ezisi-7 aze umhlobo wam abe neelekese ezi-5.
Yintoni umahluko phakathi kwenani leelekese esinazo?
I have 7 sweets and my friend has 5 sweets. What is the difference between the number of sweets we have?

Sebenzisa iminwe yakho ukuze ubonise inani leelekese. Yintoni umahluko phakathi kwenani leelekese?
Use your fingers to show the number of sweets. What is the difference between the numbers of sweets?

Ndina-7.
I have 7.

Ndina-2 ngaphantsi konazo wena.
I have 2 less than you do.

Ndineelekese ezisi-7 aze umhlobo wam abe neelekese ezi-5.
Yintoni umahluko phakathi kwenani leelekese esinazo?
I have 7 sweets and my friend has 5 sweets. What is the difference between the number of sweets we have?

Sebenzisa iminwe yakho ukuze ubonise inani leelekese. Yintoni umahluko phakathi kwenani leelekese?
Use your fingers to show the number of sweets. What is the difference between the numbers of sweets?

Ndina-7.
I have 7.

Ndina-2 ngaphantsi konazo wena.
I have 2 less than you do.
Subtraction (compare)

Sebenzisa iibloko zakho ukuze ubonise inani leelekese. Yintoni umahluko phakathi kwenani leelekese?
Use your blocks to show the numbers of sweets. What is the difference between the numbers of sweets?

Ndinelekezise ezisi-7.
I have 7 sweets.

Ndina-2 ngaphantsi konazo wena.
I have 2 less than you do.

U-7 mkhulu ngo-2 kuno-5.
7 is 2 more than 5.

Yintoni umahluko phakathi kuka-7 no-5?
What is the difference between 7 and 5?

Yintoni umahluko phakathi kwenani leelekese?
What is the difference between the numbers of sweets?

Umahluko ngu-2.
The difference is 2.
1 Yintoni umahluko?
What is the difference?

<table>
<thead>
<tr>
<th>9 - 3 = 6</th>
<th>- ___ = ___</th>
<th>- ___ = ___</th>
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</table>

2 Yenza amachokoza ukuze usombulule le ngxaki.
Draw dots to solve the problems.

Ndinezitikha ezi-4 aze umhlobo wam abe nezitikha ezi-2. Yintoni umahluko phakathi kwenani lezitikha esinazo?
I have 4 stickers and my friend has 2 stickers. What is the difference between the number of stickers we have?

Kukho izitulo ezili-10 kwelangi kunye nezitikha ezisi-7 kwelinye igumbi. Yintoni umahluko phakathi kwenani lezitulo ezikula magumbi?
There are 10 chairs in this room and 7 chairs in the next room. What is the difference between the number of chairs in the rooms?

\[ 4 - 2 = 2 \]
3 Zalisa izangqa ezingenanto.
*Fill the empty circles.*

![Number trees](image)

4 Yenza amachokoza uze uthabathe.
*Draw dots and subtract.*

<table>
<thead>
<tr>
<th>5 - 4 = ____</th>
<th>7 - 2 = ____</th>
<th>4 - 3 = ____</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 - 4 = ____</td>
<td>6 - 4 = ____</td>
<td>10 - 5 = ____</td>
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<tr>
<td>9 - 5 = ____</td>
<td>3 - 1 = ____</td>
<td>5 - 2 = ____</td>
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<tr>
<td>10 - 3 = ____</td>
<td>8 - 6 = ____</td>
<td>9 - 3 = ____</td>
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</tbody>
</table>
IZIBALO ZENTLOKO | MENTAL MATHS

Bethelela ulwazi lweebhondi zeshumi ngokubonisa iindibanisela ezenza u-10 usebenzise amakhadi amanani.
Consolidate knowledge of bonds of ten by showing combinations that make 10 using number cards.

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Kukho iigusha ezili-9 neenkomo ezi-3 ebuhlanti. Yintoni umahluko phakathi kwenani leegusha neleenkomo?
There are 9 sheep and 3 cows in the backyard. What is the difference between the number of sheep and cows?

Zingaphi iinkomo ezisebuhlanti?
How many sheep are in the backyard?

Zingaphi iigusha ezisebuhlanti?
How many cows are in the backyard?

Yintoni umahluko phakathi kwenani leegusha neleenkomo?
What is the difference between the number of sheep and cows?
Using number sentences to show subtraction (compare)

Sebenzisa iibloko zakho ubonisemahluko phakathi kwenani leegusha neenani leenkomo. Use your blocks to show the difference between the number of sheep and the number of cows.

Zingaphi iigusha ezisebuhlanti? How many sheep are in the backyard?

Learners will need to practise solving subtraction compare problems and making sense of number sentences. Repeat the steps above, using different numbers, so that learners have lots of opportunities to practise solving subtraction problems. Allow learners time to discuss the problems and to verbalise their solutions.
**IVEKI 5 • USUKU 3**

Ukusebenzisa izivakalisi manani ukuze ubonise ukuthabatha

**Using number sentences to show subtraction**

1. **Yintoni umahluko?**
   *What is the difference?*

   ![Diagram showing subtraction](image)

   \[3 - 4 = 1\]

   \[\_\_\_ - \_\_\_ = \_\_\_\]

   \[\_\_\_ - \_\_\_ = \_\_\_\]

2. **Yintoni umahluko?**
   *What is the difference?*

   \[7 - 1 = \_\_\_\]

   \[8 - 1 = \_\_\_\]

   \[10 - 1 = \_\_\_\]

   \[6 - 4 = \_\_\_\]

   \[9 - 4 = \_\_\_\]

   \[10 - 2 = \_\_\_\]

   \[7 - 3 = \_\_\_\]

   \[8 - 3 = \_\_\_\]

   \[10 - 3 = \_\_\_\]
3. Zingaphi iibhiskithi ezishiyekileyo ukuba uDada utya ezi-____?  
How many biscuits are left if Dada eats____?

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<tr>
<td>6</td>
<td>10 - 6 = 4</td>
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4. Thabatha uze ufakele umbala.  
Subtract and colour.

5 - 4 10 - 8 4 - 3 5 - 3
4 - 1 10 - 5 9 - 5 5 - 1
6 - 5 7 - 3

Using number sentences to show subtraction  Week 5 • Day 3
Bethelela ulwazi lweebhondi zeshumi ngokubonisa iindibanisela ezenza u-10 usebenzise amakhadi amanani.
Consolidate knowledge of bonds of ten by showing combinations that make 10 using number cards.

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

Zingaphi iibloko eziphambi kwakho?
How many blocks do you have in front of you?

Susa iibloko ezi-5.
Take 5 blocks away.
Zingaphi iibloko onazo ngoku?
How many blocks do you have now?

Andinazibloko.
I have no blocks.
Subtraction with 0

Let learners spend more time **subtracting zero** and **subtracting to get zero**. Speak to them about what they are doing to make sure they understand what it means to subtract 0 and when you get 0 as an answer after subtracting.
Bamba iblokó ezi-4 ngesandla. Tshintshiselanani ngokuphosa iblokó zenu ebhokisi.

Hold 4 blocks in one hand. Take turns to throw your blocks into the box.

1. I got 3 in the box.
2. And I outside the box.
4. My turn. I got 2 in the box. And 2 outside the box!

Umntu ngamnye makafumane ithuba ukuze azalise amaphetha okurekhodisha. Fumana umahluko phakathi kwenani elikhulu nelingcini.

Everybody take turns and fill in your record sheets. Find the difference between the bigger number and the smaller number.
### WEEK 5 • DAY 4

**Subtraction with 0**

<table>
<thead>
<tr>
<th>Phosa-1</th>
<th>3</th>
<th>1</th>
<th>3 - 1 = 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phosa-2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phosa-3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phosa-4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phosa-5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phosa-6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phosa-7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phosa-8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phosa-9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phosa-10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Subtraction with 0  

**Week 5 • Day 4**
1. Thabatha ukuze uggibezele itheyibhile.
Subtract to complete the table.

<table>
<thead>
<tr>
<th>Amaqhoshja ekugaleni ...</th>
<th>USisanda uthatha ...</th>
<th>Amaqhoshja ashiyekileyo ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buttons in the beginning ...</td>
<td>Sisanda takes ...</td>
<td>Buttons left over ...</td>
</tr>
<tr>
<td>10</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

2. Thabatha.
Subtract.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 1 = ___</td>
<td>10 - 10 = ___</td>
<td></td>
</tr>
<tr>
<td>1 - 0 = ___</td>
<td>10 - 0 = ___</td>
<td></td>
</tr>
<tr>
<td>3 - 0 = ___</td>
<td>6 - 0 = ___</td>
<td></td>
</tr>
<tr>
<td>3 - 3 = ___</td>
<td>6 - 6 = ___</td>
<td></td>
</tr>
<tr>
<td>5 - 5 = ___</td>
<td>8 - 8 = ___</td>
<td></td>
</tr>
<tr>
<td>5 - 0 = ___</td>
<td>8 - 0 = ___</td>
<td></td>
</tr>
<tr>
<td>4 - 0 = ___</td>
<td>9 - 0 = ___</td>
<td></td>
</tr>
<tr>
<td>4 - 4 = ___</td>
<td>9 - 9 = ___</td>
<td></td>
</tr>
<tr>
<td>2 - 2 = ___</td>
<td>7 - 7 = ___</td>
<td></td>
</tr>
<tr>
<td>2 - 0 = ___</td>
<td>7 - 0 = ___</td>
<td></td>
</tr>
</tbody>
</table>
Amanqaku ootitshala

Teacher notes
Uvavanyo noqukaniso

1. Bhala isivakalisi manani.
   Write number sentences.
   
   \[
   \begin{array}{c|c}
   \bullet \bullet \bullet & \bullet \bullet \bullet \\
   \_ - \_ = \_ & \_ - \_ = \_ \\
   \bullet \bullet \bullet \bullet \bullet & \bullet \bullet \bullet \\
   \_ - \_ = \_ & \_ - \_ = \_
   \end{array}
   \]

2. Yintoni umahluko?
   What is the difference?
   
   \[
   \begin{array}{c|c}
   \text{q} & \\
   \_ - \_ = \_
   \end{array}
   \]

3. Thabatha.
   Subtract.
   
   \[
   \begin{align*}
   3 - 2 &= \_ & 8 - 5 &= \_ & 9 - 5 &= \_ \\
   5 - 4 &= \_ & 9 - 0 &= \_ & 6 - 2 &= \_ \\
   10 - 2 &= \_ & 7 - 4 &= \_ & 10 - 7 &= \_
   \end{align*}
   \]
Assessment and consolidation

1. Bhala izivakalisi manani.
   Write the number sentences.
   | 5 - 2 = 3 |
   | ___ - ___ = ___ |
   | ___ - ___ = ___ |

2. Yintoni umahluko?
   What is the difference?
   | ___ - ___ = ___ |
   | ___ - ___ = ___ |

3. Zalisa izangqa ezingenanto.
   Fill the empty circles.
   | 4 | 5 |
   | 7 | 8 |
   | 10 | 1 |
   | 7 | 6 |
   | 7 | 3 |
# Amabali okuthabatha neepatheni

<table>
<thead>
<tr>
<th>Izibalo zentloko: Umdlalo othi Saluta</th>
<th>Izixhobo</th>
<th>Amakhadi amanani aqala ku-0 ukuya ku-5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Umdlalo:</strong> Dlala ngokudibanisa nokuthabatha</td>
<td></td>
<td></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>Ukuyila amabali okuthabatha</td>
<td>iNcwadi Yomfundi Yemisebenzi, iibloko</td>
</tr>
<tr>
<td>2</td>
<td>Ukudibanisa nokuthabatha</td>
<td>iNcwadi Yomfundi Yemisebenzi, izakhelo zamashumi</td>
</tr>
<tr>
<td>3</td>
<td>Ukudlala ngokudibanisa nokuthabatha</td>
<td>iNcwadi Yomfundi Yemisebenzi, umdlalo wokuwela, idayisi, iibloko/izibalisi</td>
</tr>
<tr>
<td>4</td>
<td>Ukubethelela ukudibanisa nokuthabatha</td>
<td>iNcwadi Yomfundi Yemisebenzi, iibloko</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanyo olujolise ekufundeni</td>
<td>iNcwadi Yomfundi Yemisebenzi</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emva kwale veki umfundi kufuneka akwazi ukwenza oku:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ukuyila amabali okuthabatha, ukwenzela ukuncedisa ukuqonda iingxaki (izibalo) zamagama.</td>
</tr>
<tr>
<td>Ukuchonga ulwazi olungundoqo emabalini okudibanisa nokuthabatha</td>
</tr>
<tr>
<td>Ukusombulula izivakalisi manani zokudibanisa nokuthabatha</td>
</tr>
</tbody>
</table>

## Uvavanyo

**Uvavanyo olubhalwayo:** lingxaki zokudibanisa nokuthabatha nezivakalisi manani.

Bhala phantsi amanqaku afunyenweyo kwali-14 kwiphetshana lamanqaku ekota.
### Subtraction stories and patterns

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Creating stories for subtraction</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>2</td>
<td>Addition and subtraction</td>
<td>LAB, ten frames</td>
</tr>
<tr>
<td>3</td>
<td>Play with addition and subtraction</td>
<td>LAB, River crossing game, dice, multifix blocks/counters</td>
</tr>
<tr>
<td>4</td>
<td>Consolidation of addition and subtraction</td>
<td>LAB, multifix blocks</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:**

- Create stories for subtraction, to assist in the understanding of word problems.
- Identify key information in addition and subtraction stories
- Solve addition and subtraction number sentences

**Assessment**

**Written assessment:** Addition and subtraction problems and number sentences (NOR)

Record a mark out of 14 in the term mark sheet.
Ividiyo yezibalo zentloko

Ividiyo yomdlalo
Dlala ngokudibanisa nokuthabatha

Ividiyo yophuhliso lwengqiqo
Kule veki sigxila ekuyileni amabali okuthabatha ukuze emva koko sibethelele ukudibanisa nokuthabatha. Kumsebenzi wethu wale eveki siza kujolisa koku:
- Ukunceda abafundi babhale izivalisi manani besebenzisa isimboli/iimpawu ezichanekileyo. Kubalulekile ukuba abafundi bayazi intsingiselo yesivakalisi manani, nendlela yokubonisa isivakalisi manani besebenzisa izikhobho eziphathhekayo.
- Ukwenza abafundi basombulule inxaki zokudibanisa, ukuthembeka nezokuthelekisa besebenzisa izivakalisi manani namabali okudibanisa nokuthabatha.

Into emayiqatshelwe kule veki
- Kufuneka abafundi baqhele isigama esimalunga nokudibanisa nokuthabatha. Ingaba abafundi bawusebenzisa kakhule na amagama athi isivakalisi manani, yenza/zenza, ukudibanisa, dibanisa, ngaphenzulu, zizonke/zidibene, yandisa, yongeza, thelekisa, ukuthabatha, susa, thabatha, ngaphantsi, eselele/eshiyekileyo?
- Kufuneka abafundi bakwazi ukunakana izibalo /liopareyishini ezahlukeniyo, kwaye bazi ukuba kufuneka benze ntoni xa besombulula iindidi ezahlukeniyo zeengxaki ezifuna ezi zibalo/opareyishini kwizisombululo zazo.
Subtraction problems and patterns

Mental Maths video
This week we play a fun game called Salute for learners to practise their addition and subtraction skills. In the beginning, the whole class will play the game together. As learners get used to the game and addition and subtraction facts, they can play in groups of 3.

Game video
Cover the stepping stones

Conceptual development video
This week we look at creating stories for subtraction, and then we consolidate both addition and subtraction. In our work this week, we will focus on:

• getting learners to verbalise and write subtraction stories. Learners will look at a picture and provide a subtraction story that leads to a number sentence. This ability to create their own subtraction stories helps learners to develop a better understanding of given word problems. There does not need to be a focus on correct spelling of words as the emphasis is on the development of appropriate subtraction stories.
• helping learners to write number sentences using appropriate symbols. It is important for learners to understand what the number sentence means, and to represent the number sentence using concrete apparatus.
• getting learners to solve combine, change and compare problems using both number sentences and addition and subtraction stories.

What to look out for this week

• Learners need to become familiar with the vocabulary that is associated with addition and subtraction. Are the learners using the words number sentence, make, addition, add, more, altogether, increase, compare, subtraction, take away, subtract, less, left over correctly?
• Learners need to be able to recognise the different operations, and to know what to do when solving different types of problems that call for these operations in their solution.
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.

Ukumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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

Ndingukapteni kwaye aba ngoomatiloshe barn ababini.

I am the captain and these are my two sailors.

Musa ukujonga inani elikwikhadi lakho.

Don’t look at the number on your card.

Oomatiloshe bayasaluta.

Sailors salute.

Oomatiloshe bayasaluta.

Sailors salute.

Ungakwazi ukuqikelela ukuba ngubani inani lakho?

Can you figure out what your number is?

Ndino-3!

I have 3!

Ndino-4!

I have 4!
Creating stories for subtraction

UPHUHLISO LWENGGISO | CONCEPT DEVELOPMENT

WEEK 6 • DAY 1


U Ayanda uneebloko ezi-4, mna ndineebloko ezi-5. Ayanda has 4 blocks and I have 5 blocks.

Lithini ibali lokuthabatha onokulenza eliza kuhambelana nesi sivakalisi manani? What subtraction story can you make up to go with this number sentence?

Encourage learners to come up with multiple subtraction stories. Learners might come up with different stories involving splitting the 9 into two parts (e.g. boys and girls). Learners could also come up with stories relating to taking away e.g. you had 9 sweets and Ayanda took 4 sweets. How many do you have left? Do the same thing for other number sentences giving many learners opportunities to share ideas.
Creating stories for subtraction

**Week 6 • Day 1**

1. **Balisela umhlobo wakho ibali lokuthabatha kumfanekiso ngamnye.**
   Tell a subtraction story to a friend for each picture.

2. **Bhala isivakalisi manani kumfanekiso ngamnye.**
   Write the number sentence for each picture.

- **Picture 1:**
  
- **Picture 2:**
  
- **Picture 3:**
  
- **Picture 4:**
**Sombulula ezi ngxaki.**
Solve the problems.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buhle has 7 pineapples. She eats 2 pineapples. How many pineapples are left?</td>
<td></td>
</tr>
<tr>
<td><strong>UMihle uneeorenji ezili-10. Uphise ngeeorenji ezi-6. Zingaphi iiorenji ezishiyekileyo anazo?</strong></td>
<td>— — — — — —</td>
</tr>
<tr>
<td>Mihle has 10 oranges. She gives away 6 oranges. How many oranges does she have left?</td>
<td></td>
</tr>
<tr>
<td>Ava has some red apples and some green apples. She has 8 apples. 2 of the apples are red. How many apples are green?</td>
<td></td>
</tr>
<tr>
<td><strong>Kukho intlanzi ezi-6. Ezi-4 ziye zadada zemka. Zingaphi ezishiyekileyo?</strong></td>
<td>— — — — — — — —</td>
</tr>
<tr>
<td>There are 6 fish. 4 of them swim away. How many are left?</td>
<td></td>
</tr>
<tr>
<td>Lily has 4 mugs. 3 of them are dirty but the rest are clean. How many clean mugs does she have?</td>
<td></td>
</tr>
</tbody>
</table>
Amanqaku ootitshala

Teacher notes
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.

---


I have 10 sweets and I eat the 3 blue ones. How many do I have left?

Write the number sentence for this story.

Bendineelekese ezili-10 ndaze ndatya ezi-7 ezibomvu. Zingaphi illekese ezishiyekileyo endinazo? Bhala isivakalisi manani seli bali?

I have 10 sweets and I eat the 7 green ones. How many do I have left?

Write the number sentence for this story.
WEEK 6 • DAY 2
Addition and subtraction

Olu sapho lwezivakalisi manani zivela kwesi sakhelo seshumi. Yenza ezinye iintsapho zezivakalisi manani usebenzise ezinye izibini zamanani.

This family of number sentences all come from this ten frame. Make other families of number sentences using other pairs of numbers.
Yakha usapho lwezivakalisi manani kumfanekiso ngamnye.
Create a family of number sentences for each of the pictures.

\[
\begin{align*}
5 + 2 &= 7 \\
7 - 2 &= 5 \\
2 + 5 &= 7 \\
7 - 5 &= 2 \\
\end{align*}
\]

\[
\begin{align*}
\_\_ + \_\_ &= \_\_ \\
\_\_ + \_\_ &= \_\_ \\
\_\_ - \_\_ &= \_\_ \\
\_\_ - \_\_ &= \_\_ \\
\_\_ + \_\_ &= \_\_ \\
\_\_ + \_\_ &= \_\_ \\
\_\_ - \_\_ &= \_\_ \\
\_\_ - \_\_ &= \_\_ \\
\_\_ + \_\_ &= \_\_ \\
\_\_ + \_\_ &= \_\_ \\
\_\_ - \_\_ &= \_\_ \\
\_\_ - \_\_ &= \_\_ \\
\_\_ + \_\_ &= \_\_ \\
\_\_ + \_\_ &= \_\_ \\
\_\_ - \_\_ &= \_\_ \\
\_\_ - \_\_ &= \_\_ \\
\_\_ + \_\_ &= \_\_ \\
\_\_ + \_\_ &= \_\_ \\
\_\_ - \_\_ &= \_\_ \\
\_\_ - \_\_ &= \_\_ \\
\_\_ + \_\_ &= \_\_ \\
\_\_ + \_\_ &= \_\_ \\
\_\_ - \_\_ &= \_\_ \\
\_\_ - \_\_ &= \_\_ \\
\end{align*}
\]
2. Gqíbezela ngokusebenzisa ukudibanisa nokuthabatha.
   Complete using addition or subtraction.

<table>
<thead>
<tr>
<th>8</th>
<th>1</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>q</td>
<td>q</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10</th>
<th>7</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>q</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

3. Hlaba amachokoza uze uqíbezele izivakalisi manani.
   Cross out the dots and complete the number sentences.

   8 - 8 = __
   10 - 2 = ___
   9 - 7 = ___

   10 - 9 = ___
   8 - 4 = ___
   7 - 5 = ___

   10 - 3 = ___
   9 - 0 = ___
   6 - 4 = ___
Dlala ngokudibanisa nokuthabatha

**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.

**UPHUHLISO LWENGQIWO | CONCEPT DEVELOPMENT**

1. Yiza uzokukhetha amakhadi amabini ukuze wenze isivakalisi manani sokudibanisa esinesiphumo esingu-5.

   Come and pick two cards to make an addition number sentence that equals 5.

2. Ngxatsho ke! Ngubani omnye ofuna ukwenza isivakalisi manani sokudibanisa esenza u-5?

   Great! Who wants to make another addition number sentence that equals 5?

   U-1 odibene no-4 benza u-5
   1 plus 4 equals 5

Qhubani ngolu hlobo bade abafundi benze izivakalisi manani ezi-6 ezahlukileyo.

Continue in this way until the learners have made 6 different number sentences.
WEEK 6 • DAY 3

Play with addition and subtraction

Yiza uzokukhetha amakhadi amabini ukuze wenze isivakalisi manani sokuthabatha esenza u-5.

Create other groups of number sentences using other pairs of numbers that all have the same answer.

Qhubani ngolu hlobo bade abafundi benze izivakalisi manani ezi-6 ezahlukileyo.

Continue in this way until the learners have made 6 different number sentences.

Xa uthatha ezi-4 kwezili-9 kushiyeka ezi-5

9 subtract 4 equals 5

Ngxatsho ke! Ngubani omnye ofuna ukwenza isivakalisi manani sokuthabatha esenza u-5?

Great! Who wants to make another subtraction number sentence that equals 5?

Ngxatsho ke! Ngubani omnye ofuna ukwenza isivakalisi manani sokuthabatha esenza u-5?

Great! Who wants to make another subtraction number sentence that equals 5?

Yakha amanye amaqela ezivakalisi manani usebenzise ezinye izibini zamanani eziza kuba nesiphumo esinye.

Create other groups of number sentences using other pairs of numbers that all have the same answer.
Dlala ngokudibanisa nokuthabatha


Roll 2 dice. Decide whether you want to add or subtract and then put a block on the stepping stone with that answer. 6 is a lucky number – if you roll a 6 you can make it any number you want.

   I am going to add. 3 plus 2 equals 5.

   Yay! I got the lucky number 6. I am going to make it 9 and add. 9 plus 1 equals 10.

   I am going to subtract. 4 subtract 1 equals 3.

Umuntu wokuqala owagqume onke amatywe nguye ophumeleleyo.
The first person to cover all their stones is the winner.
1. Fakela amanani angekhoyo.
   Fill in the missing numbers.

   | 5 – 3 = ___ | 2 + 3 = ___ | 2 + ___ = 5 | 4 + 2 = ___ |
   | 6 – 4 = ___ | ___ + 3 = 5 | 4 + 3 = ___ | 7 – 4 = ___ |
   | 5 – 3 = ___ | 4 + ___ = 7 | 7 – 3 = ___ | 2 + 8 = ___ |
   | 4 + ___ = 8 | ___ + 4 = 8 | 9 – 3 = ___ | 5 + 0 = ___ |

2. Bhala isivakalisi manani uze usombulule ingxaki.
   Write the number sentence and solve the problem.

   | I have 8 sweets.      | Zingaphi ilekele ezishiyekileyo? |
   | □□□□□□□□            | I eat 8 sweets. How many are left? |
   | 8 – 8 = 0            |

   | Ndineelekese ezisi-7. | Umakhulu wam undiphe ezi-3 ngaphezulu. Zingaphi endinazo ngoku? |
   | I have 7 sweets.      | My granny gives me 3 more sweets. How many do I have? |
   | □□□□□□□□            | ___ + ___ = ___ | ___ + 3 = ___ |

   | Ndineelekese ezili-10. | Udale wethu  unezi-3 ngaphantsi kunezam. Zingaphi ilekele anazo udade? |
   | I have 10 sweets.      | My sister has 3 less sweets than me. How many does my sister have? |
   | □□□□□□□□            | ___ – ___ = ___ | ___ – 3 = ___ |

   | I have 7 sweets.      | My brother has 2 more sweets than me. How many does my brother have? |
   | □□□□□□□□            | ___ + ___ = ___ | ___ + 2 = ___ |
Dlalani umdlalo othi Saluta.
Play the Salute game.

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

 Ndineebhola zesoka ezi-6 neebhola zomboxo ezi-4.
Zingaphi iibhola endinazo zizonke?
I have 6 soccer balls and 4 rugby balls.
How many balls do I have altogether?

Ndineebhola ezili-10 zidibene.
I have 10 balls altogether.

U-6 no-4 benza u-10.
6 and 4 make 10.
WEEK 6 • DAY 4

Consolidation of addition and subtraction

I have 9 flowers. I give 7 flowers to my mom. How many flowers do I have left?

Xa uthatha ezisi-7 kwezili-9 kusala ezi-2.
9 take away 7 is 2.

Ndineentyatyambo ezi-2 eziseleyo.
I have 2 flowers left.

Nika abafundi ithuba lokusombulula iingxaki zamagama zokudibanisa nokuthabatha besebenzisa izivakalisi manani.
Give the learners opportunities to solve addition and subtraction word problems using number sentences.
Ukubethelela ukudibanisa nokuthabatha

1. Yeza zibe li-10 ngokukrwela umgca odibanisa amanani.
   Make 10 by drawing a line to add numbers.

2. Sombulula ezi ngxaki uze ubhale izivakalisi manani.
   Solve the problems and write the number sentences.

<table>
<thead>
<tr>
<th>Kukho iintlanzi eziblowu ezi-5 nezingwevu ezi-4 edamini. Zingaphi iintlanzi ezikhoyo zidibene?</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are 5 blue fish and 4 grey fish in a pond. How many fish are there altogether?</td>
</tr>
<tr>
<td>5 + 4 = 9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ndinama-apile ali-10. Nditye ama-5. Mangaphi aseleyo?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have 10 apples. I eat 5. How many are left?</td>
</tr>
<tr>
<td>___ ___ ___ ___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ndineelekese ezisebhegini neelekese ezi-2 esandleni sam. Ndineelekese ezisi-8 xa zidibene. Zingaphi iilekese ezisebhegini?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have some sweets in a bag and 2 sweets in my hand. Altogether I have 8 sweets. How many sweets are in the bag?</td>
</tr>
<tr>
<td>___ ___ ___ ___</td>
</tr>
</tbody>
</table>
Consolidation of addition and subtraction

Sombulula uze ufakile umbala.
Solve and colour.

1. \(2 + 3 = \) ___
2. \(6 + 1 = \) ___
3. \(3 + 4 = \) ___
4. \(6 - 1 = \) ___
5. \(3 + 1 = \) ___
6. \(9 - 2 = \) ___
7. \(5 - 2 = \) ___
8. \(9 - 3 = \) ___
9. \(1 + 4 = \) ___
10. \(8 - 3 = \) ___

Colour the answers:

- imnyama/black
- iluhlaza/green
- iorenji/orange
- ibomvu/red
- ublowu okhanyayo/light blue
- ublowu omnyama/dark blue
- imhlophe/white
- imsobo/purple

Ukubethelela ukudibanisa nokuthabatha
Uvavanyo noqukaniso

1. Gqibeza izivakalisi manani.
   Complete the number sentences.

   | **** | **** | **** |
   | 4 + 5 = ___ | 7 + 0 = ___ | 2 + 6 = ___ |
   | **** | **** | **** |
   | 6 + 4 = ___ | 3 + 5 = ___ | 7 + 2 = ___ |

2. Thabatha.
   Subtract.

   | ****** || ****** || ****** |
   | 10 - 10 = ___ | 9 - 3 = ___ | 8 - 7 = ___ |
   | ****** || ****** || ****** |
   | 9 - 0 = ___ | 10 - 5 = ___ | 8 - 2 = ___ |

3. Ndineelekese ezibomvu ezisi-7
   neelekese eziblowu ezi-3. Zingaphi zizonke?
   I have 7 red sweets and 3 blue sweets. How many altogether?

   ____ ____ ____

   Ezi-2 zidade zemka. Zingaphi iintlanzi ezishiyekileyo?
   There are 9 fish in the water. 2 swim away. How many fish are left?

   ____ ____ ____
Assessment and consolidation

1. Gqibezele ngokudibanisa okanye ngokuthabatha.
Complete using addition or subtraction.

Choose 2 numbers. Write the numbers in the circles and add to find the answer.

Choose 1 number. Write the number in the circles and subtract from 10 to find the answer.

Iveki 6 • Usuku 5 Uvavuyo noqukaniso
Ubude

<table>
<thead>
<tr>
<th>Izibalo zentloko: ilbhondi zika-2, 3, 4, 5 no-6</th>
<th>Imitya yamaso</th>
</tr>
</thead>
</table>

### Usuku Umsebenzi wesifundo | Izikhobo zezifundo
---|---
1 | Ukuthelekisa ubude | iNcwadi Yomfundu Yemisebenzi, iibloko
2 | Ukulinganisela ubude | iNcwadi Yomfundu Yemisebenzi, imitya/intambo ezisikwe zazijungqe engalinganiyo ngobude
3 | Ubude | iNcwadi Yomfundu Yemisebenzi, iiyinto ezikhoyo eklasini
4 | Ubude | iNcwadi Yomfundu Yemisebenzi, iibloko
5 | Uqukaniso novavanyo olujolise ekufundeni | iNcwadi Yomfundu Yemisebenzi

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

- Thelekisa uze ucwangcise ubude bezinto ezikhoyo ezimbini nangaphezulu ngokuthi uzibeke enye ecaleni kwenye.
- Linganisela, thelekisa, cwangcisa uze ubhale phantsi ubude usebenzisa imilinganiselo engekho mgangathweni/esikweni.

### Uvavanyo

**Uvavanyo olubhalwayo:** Ukuthelekisa nokulinganisela ubude usebenzisa iiyunithi ezingekho sesikweni/mgangathweni.

Bhala phantsi amanqaku afunyenweyo kwali-8 kwiphetshana laamanqaku ekota.

**Uvavanyo oluthethwayo nolwenziwayo**

<table>
<thead>
<tr>
<th>CAPS: Linganisela Umsebenzi: Ubude</th>
<th>Amanqaku: 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inqaku</td>
<td>Ikhrayitheriya</td>
</tr>
<tr>
<td>1</td>
<td>Uyakwazi ukuthelekisa ubude bezinto ezimbini ngokubeka enye ecaleni kwenye.</td>
</tr>
<tr>
<td>1</td>
<td>Uyakwazi ukuthelekisa ubude bezinto ezingaphezulu kwesibini ngokuzibeka enye ecaleni kwenye.</td>
</tr>
<tr>
<td>1</td>
<td>Uyakwazi ukucwangcisa ubude bezinto ezimbini nangaphezulu ngokuzibeka enye ecaleni kwenye.</td>
</tr>
<tr>
<td>1</td>
<td>Uyakwazi ukusebenzisa ulwimi athethe ngokuthelekisa ubude (umz. inde, indana, imfuthshanana, yeyona inde, yeyona imfutshane).</td>
</tr>
<tr>
<td>1</td>
<td>Uyakwazi ukuqikelela aze abhale phantsi ubude esebenzisa imilinganiselo engekho sesikweni (umz. itreyini izibloko ezi-5 ubude)</td>
</tr>
<tr>
<td>1</td>
<td>Uyakwazi ukulinganisela aze abhale phantsi ubude esebenzisa imilinganiselo engekho sesikweni</td>
</tr>
<tr>
<td>1</td>
<td>Uyakwazi ukuthelekisa aze acwangcise ubude esebenzisa imilinganiselo engekho sesikweni.</td>
</tr>
</tbody>
</table>

Bhala phantsi inqaku alifumeneyo kwasi-7 kwiphepha laamanqaku ekota.
## Length

<table>
<thead>
<tr>
<th><strong>Mental Maths:</strong> Bonds of 2, 3, 4, 5 and 6</th>
<th><strong>Bead strings</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Day</strong></th>
<th><strong>Lesson activity</strong></th>
<th><strong>Lesson resources</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Comparing lengths</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>2</td>
<td>Measuring length</td>
<td>LAB, pieces of string cut to different lengths</td>
</tr>
<tr>
<td>3</td>
<td>Length</td>
<td>LAB, classroom items</td>
</tr>
<tr>
<td>4</td>
<td>Length</td>
<td>LAB, multifix blocks</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 and order the length of two or more objects by placing them next to each other
- Measure, compare, order and record length using non-standard measures

## Assessment

**Written assessment:** Comparing and measuring length using non standards units.

Record a mark out of 8 in the term mark sheet.

**Oral and practical assessment**

<table>
<thead>
<tr>
<th><strong>CAPS: Measurement</strong></th>
<th><strong>Activity: Length</strong></th>
<th><strong>Mark: 7</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level</strong></td>
<td><strong>Criteria – Checklist: (1 mark for each criterion achieved)</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Able to compare the length of two objects by placing them next to each other</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Able to compare the length of more than two objects by placing them next to each other</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Able to order the length of two or more objects by placing them next to each other</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Able to use language to talk about the comparison of lengths for example, long, longer, shorter, longest, shortest</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Able to estimate and record length using non-standard measures (for example, the train is 5 blocks long)</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Able to measure and record length using non-standard measures</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Able to compare and order length using non-standard measures</td>
<td></td>
</tr>
</tbody>
</table>

Record a mark out of 7 in the term mark sheet.
Ividiyo yezibalo zentloko
Sigxila kwiibhondi zika-2, 3, 4, 5 no-6 kule veki, sisebenzisa imitya yamaso. Kubaluleke kakhulu ukuba abafundi bazazi ilbhondi njengoko a manani esetyenziswa njengesiseko sokudibanisa nokuthabatha.

Ividiyo yophuhliso lwengqiqo
Kule veki siza kubethelela ingqiqo ngobude. Kubalulekile ukuba abafundi bathathe inxaxheba kwezi zifundo ukuze babe nokuqonda okukuko malungu nobude. Kumsebenzi wethu ongobude siza kuxhila koku:
• Ukuthelekisa nokucwangcisa ubude bezinto ezimbini okanye ngaphezulu ngokuzibeka enye ecaleni kweminyeko.
• Ukusebenzisa isigama esichanekileyo sokuchaza ubude bezinto ezifumaneka ekhasini.
• Ukulinganisela, ukucwangcisa nokubhala phantsi ubude besebenzisa imilinganiselo engekho sesikweni eyahlukemenayo.

Into emayiqatshelwe kule veki
• Abafundi bangasifumana sinobunzima isigama esimalunga nobude, kwaye bafune ukukuthazwa ukuze balusebenzise ollu lwimi khangango kunokwenzeko (ubude, ukulinganisela, inde/indana okanye inyama, imfutshane/imfutshanana okanye imfutshane kwa-yingkho, iyonyonisa, iyonyo kwa-zingancisa, lungelelanisa, bhalo phantsi).
• Iiyunithi zemilinganiselo engekho sesikweni zisetyenziselwa ukunceda abafundi ukuze bayazi Indlela yokulinganisela ubude ngokuthlelekisa ubude bento nobude bayaye into. Ungasebenzisa nokuba zeziphi na izikhobo ezikhooyi ezifana neebalelo, izandla, iyawo, iyipensile njn-njn.
• Umahluko ophakathi kweempendulo zabafundi xa balinganisela ngeiyunithi ezingekho sesikweni ukuwanceda abafundi baqonde ukuba kufuneka sisebenzise iyunithi efanayo ukuze sibe nemilinganiselo engatshintshiyo. Kodwa asiyisebenzisi imilinganiselo esesikweni side sibe siyifumene ingqiqo yobude.
**Length**

**Mental Maths video**
We focus on the bonds of 2, 3, 4, 5 and 6 this week using bead strings. It is very important for learners to know their bonds fluently as these number facts are used as a basis for addition and subtraction.

**Conceptual development video**
This week we focus on the concept of length. It is essential that learners become practically involved in these lessons in order to develop a sound understanding of this concept. In our work on length, we will focus on:
- **comparing and ordering** the lengths of two or more objects by placing them next to each other.
- Using the appropriate vocabulary to describe the length of items found in the classroom.
- **measuring, ordering and recording** length using a variety of non-standard measures.

**What to look out for this week**
- Learners may find the vocabulary associated with the concept of length difficult, and need to be encouraged to use the language (length, measure, long/longer than, short/shorter than, longest, shortest, wider than, order, arrange, record) as much as possible.
- Non-standard units of measurement are used to help learners understand how length is measured by comparing the length of one object to the length of another object. You can use any resources that are easily available to you such as multifix blocks, hands, feet, pencils and so on.
- The variations in answers found when measuring using non-standard units also helps learners to understand that we need to use the same unit if we want consistent measurements. But we do not use standard measurements until we have established the concept of length.
Ukuthelekisa ubude

IZIBALO ZENTLOKO | MENTAL MATHS

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

1. Akwaba bendina-4.
   I wish I had 4.

   You need 2.

3. Akwaba bendina-6.
   I wish I had 6.

4. Kufuneka ube ne-1.
   You need 1.
While the learners build their trains, walk around the class, speaking to the groups about the lengths of the trains they make. Which are short, shorter, shortest? Which are long, longer, longest?

While the learners build their trains, walk around the class, speaking to the groups about the lengths of the trains they make. Which are short, shorter, shortest? Which are long, longer, longest?

Yakha itreyini – ungazikhethela ubude. Sebenzisa zonke ibloko. Build a train – any length you choose. Use all the blocks.

Ngubani omdana kwaye ngubani omfutshanana kunomye? Who is taller and who is shorter?

Sebenzani ngokwamaqela nithelekise iitreyini zenu. Yeyiphi eyona imfutshane iyeyiphi eyona inde? In groups, compare your trains. Which is shortest, which is longest?


Encourage learners to use the vocabulary of length themselves as they compare the lengths of different items. Provide learners with the opportunity to use words such as long, longer than, longest, short, shorter than, shortest.
1. Zoba isikwere sijikeleze umhlolo omfutshane.

Draw a square around the shorter friend.
Comparing lengths

Draw a star next to the shortest object. Circle the longest object.

3. Zoba inkwenkwezi ecaleni kwesona silwanyana sifutshane.
Biyela ngesangqa esona silwanyana side.
Draw a star next to the shortest animal. Circle the tallest animal.

4. Zoba inkwenkwezi ecaleni kweyona nto imfutshane.
Biyela ngesangqa eyona nto inde.
Draw a star next to the shortest object. Circle the tallest object.
IZIBALO ZENTLOKO | MENTAL MATHS

Ziqhelise iibhondi zika-2, 3, 4, 5 no-6 usebenzise imitya yamaso kwakhona.
Practise bonds of 2, 3, 4, 5 and 6 using bead strings.

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Nika iqela ngalinye labafundi izijungqe ezi-5 zemitya ezisikwe zanobude obahlukeneyo.
Give each group of learners 5 pieces of string that have been cut in different lengths.

Beka imitya yakho ngobude uqale ngowona mfutshane uye kowona mde.
Sort your strings from shortest to longest.
Comparing lengths


Give the learners time to use the vocabulary of length as they compare the lengths of the strings in their groups. Listen to them as they speak to make sure they use all of the length words - long, longer than, longest, short, shorter than, shortest.

Vumela abantwana abantwana abaninzi khangoko ukuba beze ngaphambili ukuze bathethe ngobude bemitya.
- Lo mfutshane. Lo mde.
- Lo mfutshanana. Lo mdana.
- Lo ngowona mfutshane. Lo ngowona mde.

Allow as many learners as possible to come to the front and to speak about the lengths of string.
- This one is short. This one is long.
- This one is shorter. This one is longer.
- This one is the shortest. This one is the longest.

Yizani nemitya ebhodini.
Bring the strings to the board.

Thetha neqabane lakho ngobude bemitya yenu.
Talk to your partner about the lengths of your strings.
1. Biyela ngesangqa owona mtya mfu tshane.
   Circle the **shortest** string.

2. Nombola imitya uqale kowona mfu tshane uye kowona mde.
   Number the strings from **shortest** to **longest**.
Comparing lengths

4 Biyela ngesangqa ipenisile emfutshane kunenye.
Circle the shorter pencil.

5 Biyela ipenisile ende kunenye.
Circle the longer pencil.

6 Krwela imigca emine uqale ngowona mde uye kowona mfutshane.
Draw 4 lines from longest to shortest.

Oyena mde
Longest

Oyena mfutshane
Shortest
IZIBALO ZENTLOKO | MENTAL MATHS

Ziqhelise iibhondi zika-2, 3, 4, 5 no-6 usebenzise imitya yamaso kwakhona.
Practise bonds of 2, 3, 4, 5 and 6 using bead strings.

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

UPHUHLISO LWENGQIYO | CONCEPT DEVELOPMENT

Masilinganisele ngezandla zethu. Ndiza kukubonisa ukuba ungabulinganisela njani ubude bedesika yakho.
Let’s use our hands to measure. I will show you how to measure the length of your desk.

Idesika yakho inde kangelanezandla ezi-6.
Your desk is 6 hands long.
Linganisela ke ngoku ubude bedesika yakho ngezandla zakho.
Now you measure the length of your desk using your hands.
Thelekisa imilinganiselo emaqeleni. Xoxa malunga nokuba kutheni imilinganiselo katitshala neyabafundi yahlukile nje. Izandla ebezilinganisela ubude zinobude obahlukileyo kungoko ke imilinganiselo ingafani.

Compare the measurements in the groups. Discuss why the teacher and learners get different measurements. The hands which have been used to measure the length are different lengths and so the measurements are not the same.

Masizame kwakhona, kodwa sisebenzise ipenisile kweli tyeli. Linganisela ubude bedesika yako usebenzise ipenisile.

Let’s try again, but this time let’s use pencils. Measure the length of your desk using a pencil.


Give learners many opportunities to measure length and to compare the measurements they find. They can measure the **height**, **length** and **width** of their desks, books, pencils and so on. They must use different measuring units (such as hands, pencils and erasers). These are non-standard units. The activity of measuring by marking off length establishes the concept of length.
1. Inde kangakanani? Yintoni umahluko?
   How long? What is the difference?
   - Ibloko eziblowu ezi-2 blue blocks
   - Ibloko ezimsobo ezi-4 purple blocks
   - Ibloko eziblowu ezi-____ blue blocks
   - Ibloko ezimsobo ezi-____ purple blocks
   - Ibloko eziblowu ezi-____ blue blocks
   - Ibloko ezimsobo ezi-____ purple blocks

2. Inde kangakanani?
   How long?
   - Ibloko ezi-____ blocks
   - Ibloko ezi-____ blocks
   - Ibloko ezi-____ blocks
   - Ibloko ezi-____ blocks
### Measuring length

#### WEEK 7 • DAY 3

#### 3. Lo mgca mde kange ngembloko ezingaphi?

**How many blocks long is each line?**

<table>
<thead>
<tr>
<th>Line</th>
<th>Blocks</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Line 1" /></td>
<td></td>
</tr>
<tr>
<td><img src="image2" alt="Line 2" /></td>
<td></td>
</tr>
<tr>
<td><img src="image3" alt="Line 3" /></td>
<td></td>
</tr>
</tbody>
</table>


**How long? Count the blocks.**

<table>
<thead>
<tr>
<th>Shape</th>
<th>Blocks</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image4" alt="Shape 1" /></td>
<td></td>
</tr>
<tr>
<td><img src="image5" alt="Shape 2" /></td>
<td></td>
</tr>
<tr>
<td><img src="image6" alt="Shape 3" /></td>
<td></td>
</tr>
<tr>
<td><img src="image7" alt="Shape 4" /></td>
<td></td>
</tr>
<tr>
<td><img src="image8" alt="Shape 5" /></td>
<td></td>
</tr>
<tr>
<td><img src="image9" alt="Shape 6" /></td>
<td></td>
</tr>
</tbody>
</table>
IZIBALO ZENTLOKO | MENTAL MATHS

Ziqhelise iibhondi zika-2, 3, 4, 5 no-6 usebenzise imitya yamaso kwakhona.
Practise bonds of 2, 3, 4, 5 and 6 using bead strings.

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Masilinganisele ubude nobubanzi beencwadi zethu sisebenzise iibhondi. 
Let us measure the length and width of our books using blocks.

Nika abafundi ixesha elanelelo lokulinganisela ububanzi nobude beencwadi zabo besebenzisa iibhondi. Qinisekisa ukuba bazisebenzisa ngenyameko iibhondo ukuze bafune imilinganiselo. Kufuneka bazibeke ngocoselelo enye emva kwengwe bangashiyo zithuba.
Give the learners time measure the width and length of their books using blocks. Check that they are using the blocks carefully to get the measurements. They must place them carefully one after the other without leaving gaps.
Measuring length


Give the learners time to do more measurements and use the vocabulary of length as they compare the measurements they get. Watch that they measure carefully and that they use all of the length words – long, longer than, longest, short, shorter than, shortest.
Ukulinganisela ubude

1. Umgca ngamnye mde khangangezandla ezingaphi?
   How many hands long is each line?

2. Biyela ngesangqa owona mgc mde.
   Circle the longest line.

3. Icala ngalinye lide khangangeenyawo ezingaphi?
   How many feet long is each side?
4. Sebenzisa iiboko zakho ulinganisele le migca.
Use your blocks to measure these lines.

<table>
<thead>
<tr>
<th>Iiboko ezi- 2 blocks</th>
</tr>
</thead>
<tbody>
<tr>
<td>__________</td>
</tr>
<tr>
<td>Iiboko ezi- ___ blocks</td>
</tr>
<tr>
<td>__________</td>
</tr>
<tr>
<td>Iiboko ezi- ___ blocks</td>
</tr>
<tr>
<td>__________</td>
</tr>
<tr>
<td>Iiboko e- ___ block</td>
</tr>
<tr>
<td>__________</td>
</tr>
<tr>
<td>Iiboko ezi- ___ blocks</td>
</tr>
<tr>
<td>__________</td>
</tr>
<tr>
<td>Iiboko ezi- ___ blocks</td>
</tr>
</tbody>
</table>

5. Phendula le mibuzo.
Answer the questions.

2 1 4
3

<table>
<thead>
<tr>
<th>Bhala inani. Write the number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ngowuphi owona mgca mde? Which line is the longest?</td>
</tr>
<tr>
<td>Ngowuphi owona mgca mfutshane? Which line is the shortest?</td>
</tr>
</tbody>
</table>
**Uvavanyo noqukaniso**

**IVEKI 7 • USUKU 5**

1. **Biyela imilo endana.**
   Circle the longer shape.

2. **Ngubani oyena mfutshane? Biyela ngesangqa.**
   Which is shortest? Circle it.

3. **Inde kangakanani?**
   How long?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>![Pencil and eraser]</td>
<td>![Pen and eraser]</td>
</tr>
<tr>
<td>Iiboko ezi—_____ blocks</td>
<td>Iiboko ezi—_____ blocks</td>
</tr>
<tr>
<td>![Multiple blocks]</td>
<td>![Single book]</td>
</tr>
<tr>
<td>Iiboko ezi—_____ blocks</td>
<td>Iiboko ezi—_____ blocks</td>
</tr>
<tr>
<td>![Multiple blocks]</td>
<td>![Multiple blocks]</td>
</tr>
<tr>
<td>Iiboko ezi—_____ blocks</td>
<td>Iiboko ezi—_____ blocks</td>
</tr>
</tbody>
</table>
Assessment and consolidation

1. Ingaba ezi ribhoni zinde kangangezikwere ezingaphi?
   How many squares long is each ribbon?

2. Imithi mide kangangezandla ezingaphi?
   How many hands tall are the trees?
## Izikhoba

**Izibalo zentloko:** Iibhondi zika-10 usebenzisa amakhadi amachokoza.

**Amakhadi amachokoza katitshala:** Amakhadi amachokoza katitshala

**Umdlalo:** Sesiphi isikhongozelo esithatha kakhulu?

### Izilungiselo

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ukuqeka izilungiselo</td>
<td>iNcwadi Yomfundzi Yemisebenzi, izikhongozelo ezahlukene yelitha e-1</td>
</tr>
<tr>
<td>2</td>
<td>Ukulinganisela izilungiselo</td>
<td>iNcwadi Yomfundzi Yemisebenzi, zibe-2 kuhlobo ngalunye: iibhotile ze-500 ml, iibhotile zelitha e-1, iibhotile zelitha ezi-2, amanzi</td>
</tr>
<tr>
<td>3</td>
<td>Ukulinganisela izilungiselo</td>
<td>iNcwadi Yomfundzi Yemisebenzi, ithabhu ye-yogathi, isitya/ithabhu ye-yomajarini, ithabhu ye-yasikhrimu, ikomityi encinci, amanzi, isitya</td>
</tr>
<tr>
<td>4</td>
<td>Ukulinganisela izilungiselo</td>
<td>iNcwadi Yomfundzi Yemisebenzi, iibhotile ezine zelitha ezi-2, ikomityi, icephe, ikomityi encinci, ikomityi enkulu, ijagi encinci, ijagi enkulu, isitya</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanyo olujolise ekufundeni</td>
<td>iNcwadi Yomfundzi Yemisebenzi</td>
</tr>
</tbody>
</table>

### Emva kwile veki umfundi kufuneka akwazi ukwenza oku

**Thelekisa uze uqwaqwa umthamo wolwelo olunokuphathwa zizikhongozeli ezibini xa zizalisiwe.**

- Thelekisa uze uqwaqwa umthamo wolwelo olunokuphathwa zizikhongozeli ezibini xa zizalisiwe.
- Linganisela, thelekisa, uqwaqwa umthamo wolwelo olunokuphathwa zizikhongozeli ezibini xa zizalisiwe.

**Linganisela, thelekisa, uqwaqwa umthamo wolwelo olunokuphathwa zizikhongozeli ezibini xa zizalisiwe.**

**Uvavanyo olubhalwayo:** Ukuthelale izilikhiphambili izikhongozeli ezisebenzisa iiyunithi ezingekho sesikweni, umz. amacephe neekomityi.

- Bhala phantsi amaqaku afunyenweyo kwali-11 kwiphetshana lamanaqaku ekota.
## Volume and capacity

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Comparing volume and capacity</td>
<td>LAB, variety of 1 litre containers</td>
</tr>
<tr>
<td>2</td>
<td>Measuring volume and capacity</td>
<td>LAB, 2 of each: 500 ml bottles, 1 litre bottles, 2 litre bottles, water</td>
</tr>
<tr>
<td>3</td>
<td>Measuring volume and capacity</td>
<td>LAB, yoghurt tub, margarine tub, ice cream tub, small cup, water, bowl</td>
</tr>
<tr>
<td>4</td>
<td>Measuring volume and capacity</td>
<td>LAB, four 2 litre bottles, cups, spoon, small cup, large cup, small jug, large jug, bowl</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 and order the amount of liquid that two containers can hold if filled
- **Measure, compare, order** and **record** the capacity of containers by using non-standard measures, for example, spoons and cups

### Assessment

- **Written assessment:** Comparing and measuring volume and capacity using non-standard units.

  Record a mark out of 11 in the term mark sheet.
Ividiyo yezibalo zentloko

Ividiyo yomdlalo
Sesiph isikhongozelo esithatha kakhalu?

Ividiyo yophuhliso lwengqiqo
Kule veki siza kugxila kumba wevolyum nekhaphasithi. Kubalulekile ukuba abafundi bathathe inxaxheba ngokwenza eklasini ukuse nokuqonda okukuko ngezi ngqiqo. Kumsebenzi wevolyum nekhaphasithi siza kugxila koku:
• Ukuthelekisa nokucwangcisa umthamo wolwelo olunokuthathwa zizikhongozeli xa zizalisiwe.
• Ukusebenzisa isigama esifanelekileyo ukuchaza ivolyum/ikhaphasithi yezikhongozeli.
• Ukulinganisela, ukucwangcisa nokubhala phantsi ivolyum usebenzisa indidi ezahlukeneyo zemilinganiselo engekho sesikweni

Into emayiqatshelwe kule veki
• Abafundi bangasifumana sinobunzima isigama esimalunga nomba wevolyum nekhaphasithi, kwaye kufuneke ukuba bakhuthazwe ekusebenziseni olu lwimi (izele, ayinanto, ininzi kuna-, incinci kuna-, ijaifana/iyalingana, theleleka, umthamo, linganisela, ikhaphasithi, ivolyum, eyona ininzi, eyona incinci, rekhodisha, isikhongozeli, ikomityi, icephe) khangangoko benakho.
• Eyona njongo yokusebenzisa iyunithi ezinengeko sesikweni kukhokela abafundi baqonde ukuba kusifuneka ukusebenzisa iyunithi zokulinganisela ezisemgangathweni/ezisesikweni. Ukungafani kweempendulo xa kulinganiselwa kunceda abafundi baqonde ukuba kufuneka sisebenzise iyunithi efanayo ukuze sikwazi ukutelekisa impendulo zethu.
• Ukusebenzisa abafundi kwesi sifundo kubalulekile ukuze baphuhlise ukugxila kwabo.
Volume and capacity

Mental Maths video
This week we consolidate knowledge of the bonds of 10 using dot cards. We repeat the activity from Week 4 in which learners have to visualise 10 by filling the ten frames created by the printed dot cards. This activity strengthens learners understanding of their bonds to 10.

Game video
Which container holds more?

Conceptual development video
This week we focus on the concept of volume and capacity. Learners must become practically involved in these lessons in order to develop a sound understanding of these concepts. In our work on volume and capacity, we will focus on:
• comparing and ordering the amount of liquid that two containers can hold.
• using the appropriate vocabulary to describe the volume / capacity of containers.
• measuring, ordering and recording volume / capacity using a variety of non-standard measures.

What to look out for this week
• Learners may find the vocabulary associated with the concepts of volume and capacity difficult, and need to be encouraged to use the language (full, empty, more than, less than, the same as, compare, amount, measure, capacity, volume, most, least, order, record, container, cup, spoon) as much as possible.
• The purpose of using non-standard units of measurement is to lead learners to the realisation that a standard unit of measurement is necessary. The variations in answers when measuring in non-standard units helps learners to understand that we need to use the same unit in order for our answers to be comparable.
• Are learners actively involved in the activities in order to develop their conceptual understanding of volume and capacity?
IZIBALO ZENTLOKO | MENTAL MATHS

libhondi ukuya ku-10, usebenzisa amakhadi amachokoza katitshala kunye nolandelelwano lwefoto zezibalo zentloko zeveki yesi-4.
Practise bonds of 10 using teacher dot cards – see p108

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Ingaba ezi zikhongozelo zingakwazi ukuphatha umthamo olinganayo wamanzi?
Do these containers hold the same amount of water when they are full?
Comparing volume and capacity

Misa izikhongozelo ngokwemithamo ezinokuyithatha uqale ngesinokuthatha kakhu kwesinokuthatha kancinci. Put the containers in order from the one that can hold the most to the one that can hold the least.

Uqaphela ntoni malunga namanzi angena kwisikhongyo sesibini?
What do you notice about the amount of water that fits into the second container?

Amanzi akwisikhongyo sokuqala angena onke kwisikhongyo sesibini. All the water from the first container fits into the second container.

Galela amanzi akwisikhongyo sokuqala kwisikhongyo ngasinye kwezi. Xoxa: Zonke izikhongyo zithatha umthamo olinganayo wamanzi nangona zikhangeleka zahlukile ngokumila nangobukuhlul.

Pour the water from the first container into each of the other containers. Get learners to talk about the fact that the containers hold the same amount of water even though they look different in shape and size.

Galela amanzi akwisikhongyo sokuqala kwisikhongyo ngasinye kwezi. Xoxa: Zonke izikhongyo zithatha umthamo olinganayo wamanzi nangona zikhangeleka zahlukile ngokumila nangobukuhlul.

Pour the water from the first container into each of the other containers. Get learners to talk about the fact that the containers hold the same amount of water even though they look different in shape and size.

Although containers may look different, if they have the same capacity they can hold the same amount of water. The bottles in this activity can all hold 1 litre. Visualising the capacity of a container helps learners to develop their concept of capacity (how much a container can hold). You should involve as many of the learners as possible in the comparison discussion and activities.
1 Biyela ngesangqa isikhongozelo esinokuthatha kakhulu.

Circle the container that can hold the most.
### Comparing volume and capacity

2. **Biyela kakhulu kun- okanye kancinci kuna**
   
   Circle more than or less than.

<table>
<thead>
<tr>
<th>Icephe lithatha</th>
<th>kakhulu kuna</th>
<th>kunekomityi.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The spoon holds</td>
<td>more than kancinci kuna</td>
<td>the cup.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ijagi ithatha</th>
<th>kakhulu kuna</th>
<th>kunegilasi.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The jug holds</td>
<td>more than kancinci kuna</td>
<td>the glass.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Igilasi ithatha</th>
<th>kakhulu kuna</th>
<th>kunekomityi yeti.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The glass holds</td>
<td>more than kancinci kuna</td>
<td>the tea cup.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ijagi ithatha</th>
<th>kakhulu kuna</th>
<th>kunebhakethi eliblowu.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The jug holds</td>
<td>more than kancinci kuna</td>
<td>the blue bucket.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ibhotile ithatha</th>
<th>kakhulu kuna</th>
<th>kunecephe.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The bottle holds</td>
<td>more than kancinci kuna</td>
<td>the spoon.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ibhakethi elibomvu lithatha</th>
<th>kakhulu kuna</th>
<th>kunekomityi.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The red bucket holds</td>
<td>more than kancinci kuna</td>
<td>the cup.</td>
</tr>
</tbody>
</table>
IZIBALO ZENTLOKO | MENTAL MATHS

Bethelela iibhondi zika-10 usebenzise amakhadi amachokoza.
Consolidate bonds of 10 using dot cards.

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

UPHUHLISO LWENQIQO | CONCEPT DEVELOPMENT

Zeziphi kwezi zilandelayo ezizeleyo izeziphi ezingenanto? Yeyiphi ethathe kakhulu?
Which of these are full and which are empty? Which one has more in it?

IZIBALO ZENTLOKO | WORKSHEETS

1

IZIBALO ZENTLOKO | WORKSHEETS

2

Ikhaphasithi yesikhongozelo isixelela ukuba singathatha umthamo ongakanani na. Ukuba isikhongozelo sizele, sigcwaliswe ngokwekhaphasithi yaso. Ukuba asinanto, asigcwaliswanga kwaphela. Angakanani amanzi akwibhotile nganye?
The capacity of a container tells us how much it can hold. If the container is full, it is filled to its capacity. If it is empty, it has not been filled at all. How much water is in each of the bottles?
Measuring volume and capacity

Use the cup to pour water into the different containers. Count the number of cups that can go into each container. Discuss the differences in **capacity** of the containers.

- The bigger a container is, the more it can hold.
- The shape of a container can make it look as if it can hold more/less compared to another container.
- When the **level** of the water in two containers is the same, it does not necessarily mean there is the same **amount** of water in the containers.

Encourage learners to use the terminology themselves so that they become accustomed to the new words. Give the learners opportunities to compare the capacity of different shaped bottles by pouring cups of water into the different containers.
1. Biyela ngesangqa ibhakethi elinawona manzi maninzi.
Circle the bucket with the most water.

2. Biyela ngesangqa ibhakethi elinawona manzi mancinci.
Circle the bucket with the least water.

3. Faka umbala amanzi alinganayo kwibhakethi ngalinye.
Draw the same amount of water in each bucket.
4. Fakela umbala kwigama elishanekeleyo elihambelana nomfanekiso.
Colour the correct word to match the picture.

<table>
<thead>
<tr>
<th></th>
<th>izele</th>
<th>ayinanto</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Box" /></td>
<td>full</td>
<td>empty</td>
</tr>
<tr>
<td><img src="image2" alt="Basket" /></td>
<td>full</td>
<td>empty</td>
</tr>
<tr>
<td><img src="image3" alt="Box" /></td>
<td>full</td>
<td>empty</td>
</tr>
<tr>
<td><img src="image4" alt="Trash Can" /></td>
<td>full</td>
<td>empty</td>
</tr>
<tr>
<td><img src="image5" alt="Shopping Cart" /></td>
<td>full</td>
<td>empty</td>
</tr>
</tbody>
</table>

---
IZIBALO ZENTLOKO | MENTAL MATHS

Bethelela iibhondi zika-10 usebenzise amakhadi amachokoza.
Consolidate bonds of 10 using dot cards.

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Sesiphi isikhongozeli esineyona khapasithi inkulu isesiphi esineyona incinci? Sesiphi esinokuthatha kakhulu?
Which container has the biggest capacity? Which has the smallest capacity? Which one can hold more?

Biza umfundi aze ngaphambili azokugalela ngekomityi encinci kwisikhongozelo ngasinye. Iklasi kufuneka ibale inani leekomityi ezizalisa isikhongozelo ngasinye. Ukuba alilingani inani leekomityi, kufuneka ubone ukuba ungawuchaza njani umlinganiselo. Umzekelo, iikomityi ezi-3 ezinehafu.
Call a learner to the front and let them fill each container using a small cup. The class must count how many cups it takes to fill each container. If the amounts are not exact, decide how to state the measurement. For example, 3 and a half cups.
Measuring volume and capacity

Umfundi umi ngaphambili u-galela ngekemityi kwenye sezikhongozolo.

Use the small cup to fill the containers with water. Record how many cups it takes to fill each one.

Ungandichazela ngakumbi ngekhaphasithi yezi zikhongozolo zithathu?

Can you tell me more about the capacity of the three containers?

Discuss the findings as a class. Empty the containers and let other learners have a chance to pour and fill them, counting the cups as they do.

Xoxa ngeziphumo neklasi yonke. Wachithe okanye wakhuphele amanzi akwisikhongozelo ukuze abafundi baphinde bazizalise, bebala inani leekemityi abazigalelayo.

Discuss the findings as a class. Empty the containers and let other learners have a chance to pour and fill them, counting the cups as they do.

Qinisekisa ukuba abafundi banexesha elaneleyo lokuziqhelisa ukuthelekisa ikhaphasithi ngokuthatha inxaxheba xa kuseniwa imilinganiselo ngekemityi (okanye ezinye iiyunithi ezingekho sesikweni).

Make sure that the learners have plenty of opportunities to practise comparing capacity by being practically involved in measuring using cups (or other non-standard units).
IVEKI 8 • USUKU 3

Ukulinganisela ivolyum nekhaphasithi

1. Fakela umbala kwigilasi yesibini ukuze ibe nomthamo omnncinci kunegilasi yokuqala.
   Colour in the second glass so that it has less than the first glass.

2. Fakela umbala kwigilasi yesibini ukuze ibe nomthamo omninzi kunegilasi yokuqala.
   Colour in the second glass so that it has more than the first glass.

3. Phawula ngethiki (✔) igama elichanekileyo elichaza imifanekiso.
   Tick the correct word to describe the pictures.

<table>
<thead>
<tr>
<th>lizele</th>
<th>lizele</th>
<th>lizele</th>
</tr>
</thead>
<tbody>
<tr>
<td>full</td>
<td>full</td>
<td>full</td>
</tr>
<tr>
<td>alinanto</td>
<td>alinanto</td>
<td>alinanto</td>
</tr>
<tr>
<td>empty</td>
<td>empty</td>
<td>empty</td>
</tr>
<tr>
<td>lisehafini</td>
<td>lisehafini</td>
<td>lisehafini</td>
</tr>
<tr>
<td>half full</td>
<td>half full</td>
<td>half full</td>
</tr>
</tbody>
</table>
4 Jonga imifanekso uze uphendule imibuzo.

Look at the pictures and answer the questions.

I-emele ligcina iikomityi ezi-____ ezincinci.
The bucket holds ____ small cups.

Umggomo we-ayisi khrim uphethe iikomityi ezi-____ ezincinci.
The ice cream tub holds ____ small cups.

Ibhotile ithatha iikomityi ezincinci ezi-____.
The jar holds ____ small cups.

Igilasi enkulu ithatha iikomityi ezincinci ezi-____.
The large glass holds ____ small cups.

Le bhotilana ithatha iikomityi ezincinci ezi-____.
The bottle holds ____ small cups.
IZIBALO ZENTLOKO  |  MENTAL MATHS

Bethelela iibhondi zika-10 usebenzise amakhadi amachokoza.
Consolidate bonds of 10 using dot cards.

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

UPHUHLISO LWENQIQO  |  CONCEPT DEVELOPMENT

Masilinganisele ukuba mangakanani amanzi akwibhotile nganye sisebenzise le komityi. Bala inani leekomityi.
Let’s measure how much water is in each bottle using this cup. Count the number of cups.

Sebenza neklasi niqikelele niphinde nilinganisele inani leekomityi ezikwibhotile nganye yeelitha ezi-2. Qala ngokuqikelela wandule ukulinganisela.
- Xoxa ngemilinganisele yebothile nganye ngeli xesha nenza lo msebenzi.
- Sebenzisa ulwazi onalo malunga namanzi akwibhotile yokuqala neyesibini ukuqikelela amanzi akwibhotile elandelayo njalonjalo.

Work with the class to estimate and then measure how many cups of water are in each of the 2 litre bottles. First estimate then measure.
- Discuss the measurements for each bottle as you do the activity.
- Use what you know about the amount of water in the first and second bottles to estimate the amount of water in the next bottle and so on.
WEEK 8 • DAY 4  

Measuring volume and capacity

Give learners time to estimate and measure the amount of water in different containers and to compare their measurements. To get the same measurement, we would all need to measure with the same cup.

• Sebenza neklasi niqikelele emva koko nilinganisele ukuba zingaphi iijagi zamanzi ezikwibhotile nganye yeelitha ezi-2. Qala ngokuqikelela wandule ukulinganisela.
  • Xoxa ngengqikelelo nemilinganiselo yebhotile nganye njengokuba nisenza.
  • Inagba sifumene umlinganiselo ofanayo xa sisebenzise ikomityi nejagi? Ngoba kutheni?

Work with the class to estimate and then measure how many jugs of water are in each of the 2 litre bottles. First estimate then measure.
  • Discuss the estimates and measurements for each bottle as you do the activity.
  • Did we get the same measurement using the cup and the jug? Why?

Nika abafundi ixesha lokuqikelela nelokulinganisela umthamo womanzi akwizikhongozelo ezahlukencyo nelokuthhelekisa imilinganiselo yabo. Ukuze sifumane umlinganiselo ofanayo, kwakufuneka sisebenzise ikomityi enye.

Give learners time to estimate and measure the amount of water in different containers and to compare their measurements. To get the same measurement, we would all need to measure with the same cup.
Ukulinganisela ivolyum nekhaphasithi

**IVEKI 8 • USUKU 4**

**Umdlalo: Sesphi isikhongozelo esithatha kakhulu?**
**Game: Which container holds more?**

   Close your eyes while I put all the things in a row. Feel them and choose the one that holds the most.

2. Icephe lithatha kancinci kunekomityi.  
   The spoon holds less than the cup.

3. Ijagi ithatha kakhulu kunekomityi.  
   The jug holds more than the cup. I win.

4. Ikomityi ithatha kancinci kunejagi.  
   The cup holds less than the jug.

Masikhetha ke ngoku ethatha kancinci.  
Now let’s choose the one that holds less.

Abafundisabatshintshiselane ngokuhlela nangokukhetha izinto. Bangabhala phantsi ukuba mingaphi imijikelo abafumana ngayo amangakhu.

Learners take turns to choose items. They can keep a record of how many rounds they win a point.
Measuring volume and capacity

1. Biyela ngesangqa isikhongozelo esithatha kakhulu.
Circle the container that holds more.

2. Biyela ngesangqa isikhongozelo esithatha kancinci.
Circle the container that holds less.
Uvavanyo noqukaniso

1. Fakela umbala ukuze ubonise.
   Colour to show.

   | lizele | alinanto | lisehafini |
   | full   | empty    | half full  |
   ![Bucket](image1.png)
   ![Bucket](image2.png)
   ![Bucket](image3.png)

2. Jonga imifanekiso uze uphendule imibuzo.
   Look at the pictures and answer the questions.

   | Iketile ithatha iiigilasi ezincinci ezi-___.
   | The kettle holds ____ cups.
   ![Kettle](image4.png)

   | Ipani ithatha iiigilasi ezincinci ezi-___.
   | The pan holds ____ cups.
   ![Pan](image5.png)

   | Ijagi ithatha iiigilasi ezincinci ezi-___.
   | The jug holds ____ cups.
   ![Jug](image6.png)

3. Bhala kakhulu kuna-, kancinci kuna- okanye ngokulinganayo ne-.
   Write more than, less than or the same as.

   | Ikomityi ithatha  | kunejagi.
   | The cup holds    | the jug.
   ![Cup](image7.png)

   | Le bhotile ithatha | kuneglasi.
   | The jar holds     | the glass.
   ![Jar](image8.png)

   | Ibhasikiti ithatha | kunomgqomo wenkukukama.
   | The basket holds  | the dustbin.
   ![Basket](image9.png)
1. **Fakela umbala kwigama elichanekileyo elihambelana nomfanekiso.**
   Colour the correct word to match the picture.

<table>
<thead>
<tr>
<th></th>
<th>izele</th>
<th>ayinanto</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td>full</td>
<td>empty</td>
</tr>
<tr>
<td><img src="image2.png" alt="Image" /></td>
<td>izele</td>
<td>full</td>
</tr>
<tr>
<td><img src="image3.png" alt="Image" /></td>
<td>izele</td>
<td>full</td>
</tr>
<tr>
<td><img src="image4.png" alt="Image" /></td>
<td>izele</td>
<td>full</td>
</tr>
</tbody>
</table>

2. **Tikisha into ethatha umthamo omninzi.**
   Tick the thing that holds more.

   | ![Image](image5.png) | ![Image](image6.png) |
   | ![Image](image7.png) | ![Image](image8.png) |

3. **Tikisha into ethatha umthamo omncinci.**
   Tick the thing that holds less.

   | ![Image](image9.png) | ![Image](image10.png) |
   | ![Image](image11.png) | ![Image](image12.png) |
IZINTO EZI-3D

IZIBALO ZENTLOKO: UMDLALO OTHI SALUTA

IZIXHOBONI:
Amakhadi amanani ukusukela ku-0 ukuya ku-5

UMDLALO: IYATYIBILKA OKANYE IYAQENGQELEKA?

<table>
<thead>
<tr>
<th>USUKU</th>
<th>UMSEBENZI WESIFUNDO</th>
<th>IZIXHOBONI ZEZIFUNDO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ukwaqha ngezinto ezi-3D</td>
<td>iNcwadi Yomfundi Yemisebenzi, izinto ezimile okwebhola nebhekisi, (ziqokelele kowenu uze nazo)</td>
</tr>
<tr>
<td>2</td>
<td>Ukwaqha incochoyi</td>
<td>iNcwadi Yomfundi Yemisebenzi, izinto ezimile okwebhola nebhekisi</td>
</tr>
<tr>
<td>3</td>
<td>Ukutyibilika nokuqengqeleka</td>
<td>iNcwadi Yomfundi Yemisebenzi, izinto ezimile okwebhola nebhekisi</td>
</tr>
<tr>
<td>4</td>
<td>Iimbuso zezinto ezi-3D</td>
<td>iNcwadi Yomfundi Yemisebenzi, izinto ezimile okwebhola nebhekisi</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso</td>
<td>iNcwadi Yomfundi Yemisebenzi</td>
</tr>
</tbody>
</table>

EMVA KWALE Veki Umfundi Kufuneka Akwazi Ukwenza Oku:

Ukuqwalasela uze wakhe izinto ezi-3D usebenzisa izinto eziphathekayo.

Ukuchonga/chaza iimpawu zezinto ezi-3D

Ukuchaza, ukuhlela uze uthelekise izinto ezi-3D (iyaqengqeleka, iyatyibilika, inkulu, incinci)

Ukunakana iimpawu zeembuso zezinto ezi-3D (ingqukuva, imcaba, isikwere, iluxande)

UVAVANYO

Akukho vavanyo lusesikweni kule veki.

Kufuneka ubaqaphele abafundi eklasini yakho yonke imihla kwaye uthathe amanqaku njengenxalenyaye yovavanyo oluqhubekayo olungekho sesikweni olujolise ekufundeni.
3-D objects

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Maths: <em>Salute game</em></td>
</tr>
<tr>
<td>Number cards 0 to 5</td>
</tr>
</tbody>
</table>

**Game: Slide or roll?**

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Building with 3-D objects</td>
<td>LAB, ball and box-shaped objects (collect and bring from home)</td>
</tr>
<tr>
<td>2</td>
<td>Building towers</td>
<td>LAB, ball and box-shaped objects</td>
</tr>
<tr>
<td>3</td>
<td>Slide and roll</td>
<td>LAB, ball and box-shaped objects</td>
</tr>
<tr>
<td>4</td>
<td>Faces of 3-D objects</td>
<td>LAB, ball and box-shaped objects</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation</td>
<td>LAB</td>
</tr>
</tbody>
</table>

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

- Observe and build 3-D objects using concrete materials
- Identify properties of 3-D objects
- Describe, sort and compare 3-D objects (roll, slide, big, small)
- Recognise features of the faces of 3-D objects (round, flat, square, rectangle)

**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.
Izinto ezi-3D

Ividiyo yezibalo zentloko
Kule veki siphindla sidlale umdlalo othi Saluta ukuze abafundi babe nethuza lokuziqhelisa izakhoza zabo zokudibanisa nokuthabatha. Dlaalani lo mdlalo nityiklisi okanye ngokwamaqela anabantu aba-3.

Ividiyo yomdlalo
Iyatyibilika okanye iyaqengqelekwa?

Ividiyo yophuhliso lwengqiqo
Kumsebenzi wethu wezinto ezi-3D siza kugxila koku:
• Ukukhuthaza abafundi basebenzise izinto ezi-3D kubomi babo bemihla ngemihla ukuze bakhe imifanekiso.
• Ukukhuthaza abafundi ukuba bachaze iimilo zezinto ezi-3D.

Into emayiqatshelwe kule veki
• Kumsebenzi wethu ngezinto ezi-3D siquka isigama esimalunga neempawu kunye neembuso zezinto ezi-3D (ibhola, ibhokisi, ukuziniza, ukuthelekisa, ingqkuva, imcaba, igobile, inkulu, incinci, iyaqengqelekwa, iyatyibilika, into ekhoyo, ubuso, isikwere, xandwa).
• Kubalulekile ukuba abafundi ubanike ithuba elaneleyo lokuzakhela ezabo izakhiwo nokuthetha ngezinto abazenzayo njengoko ukwenza njalo kuja kubanceda ekuphuhliseni ulwazi lwabo lwezinto ezi-3D neempawu zazo. Baza kuzifumanela ngokwabo ngokuthatha inxaxheba ukuba zeziphile iimilo ezikwaziyo ukuziniza nokuba ibangelwa yintoni na loo nto.
# 3-D objects

## Mental Maths video
This week we play the game Salute again to give learners more time to practise their **addition** and **subtraction** skills. Play the game as a whole class or in groups of 3.

## Game video
*Slide or roll?*

## Conceptual development video
In our work on 3-D objects this week we will focus on:
- getting learners to use 3-D objects from their everyday lives to construct figures.
- investigating the nature of shapes by thinking about the answers to the questions such as: *Are the faces flat or curved? Are they big or small? Can the shapes roll/slide? How many faces does the shape have? What shape are the faces?*
- encouraging learners to describe the properties of 3-D objects.

## What to look out for this week
- In our work on 3-D objects we include vocabulary related to the properties and faces of 3-D objects (**balls**, **boxes**, **balance**, **compare**, **round**, **flat**, **curved**, **big**, **small**, **roll**, **slide**, **object**, **face**, **square**, **rectangle**).
- It is important that you allow learners time to build their own structures and to talk about what they do as this is how they will develop their understanding of 3-D objects and their properties. They will discover hands-on which shapes are able to balance and why.
Ukwakha ngezinto ezi-3D

IZIBALO ZENTLOKO | MENTAL MATHS

Saluta sebenzisa ulandelelwano Iweefoto zezibalo zentloko zeveki yesi-6
Play the Salute game - see page 156.

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Tell the class they must build using the objects you have given them. Hold up a ball and a box and tell the learners the names of these objects. Write ball and box on the board. They must use as many objects as possible. They should plan what they will build together. They can build anything. They should first work in pairs and then as a group.

Masakhe sisebenzise izinto ezisedesikenzi zenu.
Let’s build using the objects on your desks.

Masibone ke ukuba nakhe ntoni.
Let’s see what you built.
WEEK 9 • DAY 1
Building with 3-D objects

Allow learners time to build a variety of different things, talking about the 3-D objects they use and how they manage to get their items to balance. Make sure they use the language correctly – naming the shapes as balls or boxes. If there is time, break up the built objects and make new ones.


Discuss various important things learners should have noticed:
• they used balls and boxes
• bigger objects should go at the bottom
• round objects do not balance easily
• you can’t balance a box on top of a ball
• and so on

Look what we made!

Nifunde ntoni ngendlela ezizino okanye ezihlala ngayo izinto?
What did you learn about the way objects balance?

Zeziphi iimilo enizisebenzisileyo?
What shapes did you use?

Xoxa ngezinto ezahlukenenyo ezibalulekileyo ekumele ukuba abafundi baziqaphele.
• Basebenzise iibhola neebhokisi
• Izinto ezinkulu zimele ukuba sezantsi.
• Izinto ezingqukuva azizinzi lula.
• Awukwazi ukuzinzisa ibhokisi phezu kwebhola.
• Njl-njl.

Discuss various important things learners should have noticed:
• they used balls and boxes
• bigger objects should go at the bottom
• round objects do not balance easily
• you can’t balance a box on top of a ball
• and so on

Nifa, ntoni ngendlela ezizino okanye ezihlala ngayo izinto?
What did you learn about the way objects balance?

Zeziphi iimilo enizisebenzisileyo?
What shapes did you use?
Thetha ngeemilo eziziibhola neemilo eziziibhokisi.

Talk about ball shapes and box shapes.

- *Zeziphi ezinkulu?*  
  Which are big?

- *Zeziphi eziziibhola?*  
  Which are balls?

- *Zinemibala enjani?*  
  What colour are they?

- *Zeziphi ezincinci?*  
  Which are small?

- *Zeziphi eziziibhokisi?*  
  Which are boxes?
Building with 3-D objects

2 Zoba ibhola.
Draw a ball.

3 Zoba ibhokisi.
Draw a box.

4 Tikisha (phawula nge-✔) ibhokisi ubonise ukuba yibhola na okanye yibhokisi.
Tick ✔ the box to show if the object is a ball or a box.
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.

UPHUHLISO LWENGGIQQO | CONCEPT DEVELOPMENT

Discuss the objects with the class. Note things such as the balls are round or curved, boxes have flat sides. Some shapes are big/bigger, some are small/smaller.
Building towers

Masisebenzise iibhola neebhokisi sakhe incochoyi. Let’s use the balls and boxes to build a tower.


While the learners are building towers, walk round the class and check what they are doing and talk to them about the activity. Are they able to use all the objects to build a tower? No, because the balls are round. Only the boxes can balance. A ball could balance on the top if you are very careful.

  • Sidibanisa amacala amcaba eebhokisi nto leyo eyenza ukuba zizinze.
  • Sibeka iimilo ezinkulu ngaphantsi.
  • Iibhola azikwazi ukuzinza.

Give plenty of time to the building activity and allow learners to speak about what they are doing. Encourage them to speak to each other using the names of the shapes. They must explain the choices they make to build the highest possible tower:
  • We put the flat sides of our boxes together and that makes them balance.
  • We put the bigger shapes at the bottom.
  • The balls cannot balance so we did not use them.
Ukwakha iincochoyi

1. Ingaba incochoyi iza kuma? Tikisha ibloko echanekileyo.
   Will the tower stand? Tick the correct block.

<table>
<thead>
<tr>
<th>Ewe</th>
<th>Hayi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ewe</th>
<th>Hayi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ewe</th>
<th>Hayi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ewe</th>
<th>Hayi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

2. Ungakwazi ukwakha incochoyi ngazo zonke ezi zinto?
   Bhala ewe okanye hayi.
   Can you build a tower with all these objects? Write yes or no.

<table>
<thead>
<tr>
<th>TEA</th>
<th>Football</th>
<th>Cube</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hayi</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Football</th>
<th>Ball</th>
<th>Cube</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hayi</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ball</th>
<th>Cube</th>
<th>Pencil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hayi</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

3. Ungakwazi ukwakha incochoyi ngezi zinto zilandelayo?
   Tikisha ibloko echanekileyo.
   Can you build a tower with all of the following objects? Tick the correct block.

<table>
<thead>
<tr>
<th>Ewe</th>
<th>Hayi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ewe</th>
<th>Hayi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ewe</th>
<th>Hayi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
Do these shapes have flat or curved sides? Tick the correct block.

<table>
<thead>
<tr>
<th></th>
<th>amacala amcaba</th>
<th>amacala agobileyo</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>flat sides</td>
<td>curved sides</td>
</tr>
</tbody>
</table>

5. Tikisha ngesangqa engafaniyo nezinye.
Tick the odd one out.

---

Iveki 9 • Usuku 2 Ukwakha iincochoyi
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.

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Hlela izinto zakho.
Sort your objects.

Nika abafundi ixesha lokuhlela iimilo zabo. Bakhuthaze ukuba bathethe ngento abayenzayo ngeli xesha bahlela iimilo kwaye mabaxoxe ngendlela abazihlela ngayo. Bangazihlela ngolu hlobo:
• Ngokobukhulu (enkulu nencinci)
• Ngokodidi (iibhola neebhokisi)
• Ngokwemibala, okanye ngolunye uhlobo?

Give the learners time to sort their shapes. Encourage them to talk about what they are doing while sorting the shapes and discuss the way they sort them. They could sort them in many ways including:
• size (big and small)
• type (balls and boxes)
• colour
Slide and roll

Ucinga ukuba kuza kwenzeka ntoni kwezi zinto ukuba sizibeka phezulu ethambekeni? What do you think will happen to the objects if we put them at the top of the slope?

Xa ubonisa ikwamva, xhengela ukuba kuza kwenzeka ntoni kwezi zinto xa uzibeka phezulu ethambekeni. Xoxa nekwa: Niqaphela ntoni?

In a demonstration for the class, test what will happen to the objects if you put them at the top of the slope. Ask learners to talk about what they observe.


Encourage conversation between learners as they sort shapes and investigate which objects slide and roll. Discuss with the class – the ball shapes roll and box shapes can slide. The round surfaces allow a shape to roll. A shape can slide on a flat surface.
Ukutyibilika nokuqengqeleka

1. Ingaba ezi zinto ziza kutyibilika okanye ziza kuqengqeleka? Tikisha kwimpendulo echanekileyo.

Will these objects slide or roll? Tick the correct answer.

<table>
<thead>
<tr>
<th></th>
<th>Iyatyibilika slide</th>
<th>Iyaqengqeleka roll</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>![Image of ball]</td>
<td>![Check mark]</td>
</tr>
<tr>
<td>2</td>
<td>![Image of box]</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>![Image of soccer ball]</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>![Image of tissue box]</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>![Image of crayons]</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>![Image of box]</td>
<td></td>
</tr>
</tbody>
</table>

2. Tikisha ngesangqa izinto ezityibilikayo.

Tick the objects that can slide.

- ![Image of playing card]
- ![Image of box]
- ![Image of soccer ball]
- ![Image of tissue roll]
- ![Image of bottle]
- ![Image of book]
- ![Image of dice]
WEEK 9 • DAY 3
Slide and roll

Umdlalo: iyatyibilikwa okanye iyaqengqeleka?
Game: Slide or roll?

Ndikhetha ukutyibilikwa.
I choose slide.

Ndikhetha ukuqengqeleka.
I choose roll.

Ibhokisi yeethikeyi
iza kutyibilikwa.
The tissue box will slide.

Ipeneisle iza
kuqengqeleka.
The pencil will roll.

Abadlali baza kuhubeka bekhetha izinto bade baphelelwe
kukucinga bangabi nanto bayibizayo. Lo mdlalo uyaphela xa
omnye umdlali engakwazi ukucinga ngezinye izinto. Abafundi
bangadlala lo mdlalo ngababini okanye ngokwamaqela.

Players carry on naming things that slide or roll. The game is over when one player can’t think of
any more objects. Learners can play in different pairs or groups.

3 Ezi zinto ziyaqengqeleka okanye ziyatyibilikwa? Tikisha ibhokisi
echenekileyo.

Can the objects roll or slide? Tick the correct box.

<table>
<thead>
<tr>
<th>iyaqengqeleka</th>
<th>iyatyibilikwa</th>
<th>iyaqengqeleka</th>
<th>iyatyibilikwa</th>
</tr>
</thead>
<tbody>
<tr>
<td>roll</td>
<td>slide</td>
<td>roll</td>
<td>slide</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Iveki 9 • Usuku 3
Ukutyibilikwa nokuqengqeleka
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.

Bamba into emile okwebhokisi.
Hold up a box-shaped object.

Uqaphela ntoni ngayo?
What do you notice about it?


Discuss with the class that a box has flat faces. Some of the faces are bigger than others. Learners might call them sides. Explain to them that the word we use to talk about the side of the object is face. Identify the shapes of the faces – rectangles and squares.
Ineembuso ezingaphi ibhokisi nganye? How many faces does each box have?

Allow learners time to count all the faces of a box. Make sure they can all get to the correct number of faces. A rectangular box has 6 faces.

Masitreyise imbuso zeebhokisi. Let’s trace the faces of the boxes.

Show learners how to trace around the face of the box. Walk around to check that they can all do it correctly. Speak to them about what they find when they have traced around a face. They should find that the faces have 4 sides and are either squares or rectangles.

Qinisekisa ukuba bonke abafundi bayakwazi ukuchonga, ukubala nokuxela amagama eembuso zeebhokisi. Kufanele ukuba bakwazi ukutreyisa imbuso zeebhokisi baze baxele amagama eemilo zeeembuso – zeziphi eziya kuba zingxande okanye izikwere.
Make sure that all learners are able to identify, count and name the faces of the boxes. They should also be able to trace the faces of the boxes and name the shapes of the faces – rectangles or squares.
1. Trebyisa ibhokisi yakho uze uzobe imifanekiso yazo.

Trace your box and draw pictures.
### Faces of 3-D objects

2. **Zoba iimbuso ezi-6 zebhokisi nganye. Sebenzisa imilo yebhokisi yokwenyani.**  
Draw the 6 faces of each of these boxes. Use a real box shape to help you.

<table>
<thead>
<tr>
<th>![3D Object 1]</th>
<th>![3D Object 2]</th>
</tr>
</thead>
<tbody>
<tr>
<td>![3D Object 3]</td>
<td>![3D Object 4]</td>
</tr>
</tbody>
</table>

---

**Iveki 9 • Usuku 4**  
limbuso zezinto ezi-3D
# Uqukaniso

## Ukuhla
<table>
<thead>
<tr>
<th>1</th>
<th>ibhola</th>
<th>ibhokisi</th>
<th>ibhola</th>
<th>ibhola</th>
<th>ibhokisi</th>
</tr>
</thead>
<tbody>
<tr>
<td>ball</td>
<td>box</td>
<td>ball</td>
<td>box</td>
<td>ball</td>
<td>box</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>iyaqengqelekana</th>
<th>iyangiyebilika</th>
<th>iyaqengqelekana</th>
<th>iyangiyebilika</th>
</tr>
</thead>
<tbody>
<tr>
<td>roll</td>
<td>slide</td>
<td>roll</td>
<td>slide</td>
<td>roll</td>
</tr>
</tbody>
</table>
Circle the objects that can roll.

4. Biyela ngesangqa izinto ezityibilikayo.
Circle the objects that can slide.

5. Treyisa izinto ezi-3D eziseklasini uze uzobe imifanekiso.
Trace 3-D objects from around the classroom and draw pictures.
Izinto ezi-3D neepatheni zejjometri

<table>
<thead>
<tr>
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Emva kwale veki umfundi kufuneka akwazi ukwenza oku:

- Ukunakana nokuthiya iimilo zebhola nezebhokisi.
- Ukuhlela iimilo eziziibhola neemilo eziziibhokisi.
- Ukuthelekisa iimilo zebhola neemilo zebhokisi ngokubukhulu.
- Ukuthelekisa oonxantathu, izangqa nezikwere ngokubukhulu nemibalala.
- Ukusebenziisa isigama sokuthelekisa ngokuchanekileyo – inkulu kune- okanye incinci kune-; eyona inkulu neyona incinci.
- Ukukhuphela nokwandisa iopatheni zejjometri.

Uvavanyo

Akukho vavanyo lusesikweni kule veki.

Kufuneka ubaqaphele abafundi eklasini yokunka kwaye uthathe amanqaku njengenxalenye yovavanyo oluqhubekayo olungekho sesikweni olujolise ekufundeni.
# 3-D shapes and geometric patterns

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

- Recognise and name ball shapes and box shapes
- Sort **ball** shapes and **box** shapes
- Compare ball shapes and box shapes according to size
- Compare **triangles**, **circles** and **squares** according to size and colour
- Use the vocabulary of comparison correctly - **bigger than** and **smaller than**, **biggest** and **smallest**
- Copy and extend geometric patterns

**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.
Izinto ezi-3D neopatheni zejometri

Ividiyo yezibalo zentloko
Kule veki sibuyela kwilihoni zeshumi kwakunye nokudlala umdlalo othi Fizz Pop! ukuze sizisilaziye. Kubalulekile ukuba abafundi bazazizi bazicule ibhondi zeshumi kwakunye nokudlala ukuba abafundi bazazizi bazicule ibhondi zeshumi kwakunye nokudlala

Ividiyo yomdlalo
Kopa imilo yam

Ividiyo yophuhliso lwengqiqo
Kule veki sigxila kwizinto ezi-3D neopatheni.
Kumsebenzi wethu ongezinto ezi-3D siza kugxila kwimiba emibini:
• Owokugqala kukuba abafundi bayakwazi ukwalatha imilo zebhola nezeebhokisi (izinto ezi-3D). Uza kubancedisa bakwenze oku ngokubani ka nthuba lokuba badlale kwake basebenze ngezi zinto ngokuthi ubabanise imizekelo eminini yezi zinto neemilo.
• Owesibini kukunceda abafundi baphuhlise iliso lejometri ngokubenza bakhe iikopi zeziinto zejometri.

Kumsebenzi wethu ongeezinto ezi-3D siza kugxila kwimiba emibini:
• ekwenzeni ukuba abafundi bakwazi uzukuphile ukuthi ukuhlela iimilo ezilula.
• ekuncedeni abafundi babone ipatheni efanayo enikwe ngeendlela ezimbini ezahlukene (umz. ipatheni etshintshatshintsha amachokoza abomvu nablowu inesakhiwo esiseseko esifanayo nepatheni etshintshatshintsha ukuqhwaba nokungqishla).

Into emayiqatshelwe kule veki
• Abafundi kufuneka baqhele isigama esisetyenziswa kwimilo. Ingaba abafundi bawasebenzisa kakhule amagama athi imilo eyibhokisi, imilo eyibhola, isikwere, isangqa, imilo, into ekuhlela.
• Ingaba abafundi bayakwazi kukhulela imilo ngezinto ezilula?
• Ingaba abafundi bayakwazi kukhulela imilo ngokwemidli zemilo? Are learners able to sort shapes according to the type of shape?
• Ingaba abafundi bayakwazi ukuthelekisa imilo ngokubukhulu nangokwemihala? Xa bethelekisa imilo ngokubukhulu, basisebenzisa kakhule na isigama sokuthelekisa (ebeesifundwe ngaphambili kwimeko yamanani) esisesi: inkulu kune-; incinci kune; eyona inkulu; eyona incinci?
3-D shapes and geometric patterns

Mental Maths video
We return to the bonds of ten this week and play the game Fizz Pop! to revise them. The bonds of ten are very important for learners to know fluently as we will use these facts as a basis for addition and subtraction.

Game video
Copy my shape

Conceptual development video
This week we focus on 3-D objects and patterns.
In our work on 3-D objects we will focus on two aspects:
• learners being able to identify ball shapes and box shapes (3-D objects). Give them opportunities to play with and work with the objects by showing them many examples of these objects and shapes.
• helping learners develop their geometric eye by getting them to construct copies of geometric objects.

In our work on pattern we focus on:
• getting learners to copy and extend simple geometric patterns
• helping learners to see the same pattern given in two different forms (for example, a pattern of alternating red and blue dots has the same underlying structure as a pattern of alternating claps and stamps).

What to look out for this week
• Learners need to become familiar with the vocabulary that is used to name shapes. Are the learners using the words box shape, ball shape, square, triangle, circle, shape, object correctly?
• Are learners able to sort shapes according to the type?
• Are learners able to compare shapes according to size and colour? When they compare shapes according to size, do they use the vocabulary of comparison correctly: bigger than and smaller than, biggest and smallest?
IZIBALO ZENTLOKO | MENTAL MATHS

Umdlalo othi Fizz Pop! Sebenzisa ulandelelwano lweefoto zezebalo zentloko zeveki yoku-1
Play Fizz Pop! - see page 34.

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Hlela izinto ezisetafileni yakho ngokwamaqela.
Sort the things on your table into groups.

Zonke izinto ezinkulu sizibeka ndawonye.
We put all the big things together.

Zonke izinto ezineendawo ezingakuva sizibeka ndawonye
We put all the things that have round parts together.

Zonke izinto ezinemibala sizibeka ndawonye.
We put all the colourful things together.
Xoxa ngokufana okphakathi kwezinto ezimile okwebhola ezahlukeneyo. Zingqukuva kwaye ziyaqengqeleka.
Discuss the similarities between the different ball shaped objects. They are round and they can roll.
1. Treyisa la magama.
Trace the words.

![Trace the words](image)

2. Phawula nge-✓ ecaleni kwemifanekiso efana neebhokisi.
Put a ✓ next to the pictures that look like boxes.

Phawula ngo-✗ ecaleni kwemifanekiso efana neebhola.
Put a ✗ next to the pictures that look like balls.

![Picture grid](image)
3 Zingaphi iibhola? ___
How many balls?

Zingaphi iibhokisi? ___
How many boxes?

Zeziphi ezininzi, ziibhola okanye ziibhokisi?
Are there more balls or boxes?
**IZIBALO ZENTLOKO | MENTAL MATHS**

Dlalani umdlalo othi Fizz Pop! kuzo zonke iibhondi ukuya ku-10.
Play Fizz Pop! for all bonds up to 10.

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

**UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT**

Thathani iibloko ezi-5 umntu ngamnye.
Take 5 blocks each.

Yenza imilo efanayo usebenzise iibloko zakho.
Make the same shape using your blocks.
Make other shapes for the learners to copy and then allow them to work in pairs, making and copying shapes.

Yiva le milo uze wakhe imilo ekwafana nayo ngeebloko zakho. Feel this shape and then build the same shape from your blocks.

Ngxatsho ke. Ukwazile ukwenza imilo efanayo. Well done! You made the same shape.

Yenza ezinye iimilo ukuze abafundi bazikhuphele uze ubanike ithuba lokusebenza ngababini, besenza kwaye bekhuphela iimilo.

Make other shapes for the learners to copy and then allow them to work in pairs, making and copying shapes.
Ukwakha ngeebloko

Umdlalo: Kopa imilo yam
Game: Copy my shape

1. Umdlalo: Kopa imilo yam
   Yenza imilo efanayo.
   Make the same shape as mine.

2. Umdlalo: Kopa imilo yam
   Yiva imilo yam uze wakhe
   eyakho efanayo.
   Feel my shape and make
   one that is the same.

3. Umdlalo: Kopa imilo yam
   Ingaba le iyafana neyakho?
   Is this the same as yours?
1. Yenza iimilo ngeebloko zakho.
   Make the shapes using your blocks.

2. Tshatisa iimilo ezifanayo.
   Match the shapes that are the same.
IZIBALO ZENTLOKO | MENTAL MATHS

Dialani umdlalo othi Fizz Pop! kuzo zonke iibhondi ukuya ku-10.
Play Fizz Pop! for all bonds up to 10.

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Palesa, yiza uze wandise le patheni.
Palesa, come up and extend the pattern.

Tshepo, yiza uze wandise le patheni.
Tshepo, come up and extend the pattern.
Geometric patterns

Nazi ezinye iindlela zokwenza ipatheni. Misa abafundi ngolu hlobo uze ubize abanye abafundi utsho bandise ipatheni.

Here are some other ideas for patterns. Line up learners in this way and call up other learners to extend the patterns.

Yeyiphi imilo elandelayo?
What shape comes next?

Yenza iipatheni ezahlukeneyo usebenzise iimilo ucele abafundi bazandise. Xa usenza oku, hlaziya imibala, ubukhulu neemilo ngokuthi uthethe ‘ngonxantathu omkhulu oblowu’, ‘ngesikwere esincinci esibomvu’ njalo-njalo.

Make different patterns using the shapes and get learners to extend them. While you do this, revise colour, size and shape words by talking about the ‘big blue triangle’, the ‘small red square’ and so on.
1 Yandisa ipatheni.
Extend the patterns.
**WEEK 10 • DAY 3**

Geometric patterns

**2 Yandisa ipathi.**
Extend the patterns.

**3 Yandisa ipathi.**
Extend the patterns.

Iveki 10 • Usuku 3 lipatheni zejometri
Dlalani umdlalo othi Fizz Pop! kuzo zonke iibhondi ukuya ku-10.
Play Fizz Pop! for all bonds up to 10.

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

Ndilandelise ngombala onjani?
What colour must I put on next?

Let’s link the two patterns. Yellow means clap. Red means stamp.

Kuza kulandela ntoni?
What would come next?
WEEK 10 • DAY 4
Geometric patterns

Zama ezinye iipatheni, umzekelo:
Qhwaba, ngqisha, nkqakraza, ngqisha, nkqakraza, qhwaba, ngqisha, nkqakraza

Try other patterns for example:
Clap, stamp, tap, clap, stamp, tap, clap, stamp, tap

Qhwaba, ngqisha, ngqisha, nkqakraza, qhwaba, ngqisha, nkqakraza, qhwaba, ngqisha, ngqisha, nkqakraza, qhwaba, ngqisha, nkqakraza

Clap, stamp, stamp, tap, clap, stamp, stamp, tap, clap, stamp, stamp, tap

Masiqhwabe kwaye singqishe kule patheni.
Ukhumbule ukuba omthubi uthi qhwaba.
Obomvu uthi ngqisha.
Let’s clap and stamp this pattern. Remember yellow is clap. Red is stamp.

Landela ipatheni uze ujoyine.
Follow the pattern and join in.

Ngubani ofuna ukuza akhe le patheni ngeebloko?
Who wants to come and build this pattern with blocks?
1. Fakela umbala kwezi bloko ukuze ughube neopathic.
Colour in the blocks to continue the patterns.

2. Yenza ipatheni yokuhwaba, ukungqisha nokunkqakraza kwiteryini nganye kwezi zingentla.
Make the clapping, stamping, tapping pattern for each of the trains above.

Inkcazo
Key

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<tr>
<th>qhwaba</th>
<th>ngqish</th>
<th>nkqakraza</th>
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<tr>
<td>clap</td>
<td>stamp</td>
<td>tap</td>
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</tbody>
</table>
WEEK 10 • DAY 4

Geometric patterns

3. Yandisa iipatheni.
   Extend the patterns.

4. Yenza ezakho iipatheni usebenzise iimilo ozinikiweyo.
   Draw your own patterns using the given shapes.
Uqukaniso

1. Bala iimilo.
   Count the shapes.

   | iibhola | iibhokisi |
   | balls   | boxes     |

2. Biyela eyona bholo inkulu.
   Circle the biggest ball.

3. Biyela eyona bhokisi incinci.
   Circle the smallest box.
4. Yandisa iipatheni.
Extend the patterns.
Bala Wande
Calculating with Confidence