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.

Artist: Mary-Anne Hampton

www.fundawande.org
Version 2.1: 2023

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# ISIQULATHO CONTENTS

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<td>USUKU 1</td>
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</tr>
<tr>
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<td>Addition</td>
<td>USUKU 2</td>
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</tr>
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<td>Week 3</td>
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<td>USUKU 3</td>
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</tr>
<tr>
<td>Week 4</td>
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<td>USUKU 3</td>
<td>Ukuthabatha (Tshintsha) (Subtraction (change))</td>
</tr>
<tr>
<td>Week 5</td>
<td>Subtraction Problems and Patterns</td>
<td>USUKU 4</td>
<td>Iipatheni zokuthabatha (Subtraction patterns)</td>
</tr>
</tbody>
</table>

**Translation Notes:**
- Ukudibanisa: Addition
- Ukuthabatha: Subtraction
- Ubhaxha: Addition with 0
- Uqukaniso: Consolidation
- Usuku: Day
**IVEKI 6 • AMABALI OKUTHABATHA NEEPATHENI**  
WEEK 6 • SUBTRACTION STORIES AND PATTERNS

| USUKU 1 • DAY 1 | Ukuyila amabali okuthabatha Creating stories for subtraction |
| USUKU 2 • DAY 2 | Ukudibanisa nokuthabatha Addition and subtraction |
| USUKU 3 • DAY 3 | Dlala ngokudibanisa nokuthabatha Play with addition and subtraction |
| USUKU 4 • DAY 4 | Ukubethelela ukudibanisa nokuthabatha Consolidation of addition and subtraction |
| USUKU 5 • DAY 5 | Uvavanyo noqukaniso Assessment and consolidation |

**IVEKI 7 • UBUBE**  
WEEK 7 • LENGTH

| USUKU 1 • DAY 1 | Ukuthelekisa ubude Comparing lengths |
| USUKU 2 • DAY 2 | Ukuthelekisa ubude Comparing lengths |
| USUKU 3 • DAY 3 | Ukulinganisela ubude Measuring length |
| USUKU 4 • DAY 4 | Ukulinganisela ubude Measuring length |
| USUKU 5 • DAY 5 | Uvavanyo noqukaniso Assessment and consolidation |

**IVEKI 8 • IVOLYM NEKHAPHASITHI**  
WEEK 8 • VOLUME AND CAPACITY

| USUKU 1 • DAY 1 | Ukuthelekisa ivolyum nekhaphasithi Comparing volume and capacity |
| USUKU 2 • DAY 2 | Ukulinganisela ivolyum nekhaphasithi Measuring volume and capacity |
| USUKU 3 • DAY 3 | Ukulinganisela ivolyum nekhaphasithi Measuring volume and capacity |
| USUKU 4 • DAY 4 | Ukulinganisela ivolyum nekhaphasithi Measuring volume and capacity |
| USUKU 5 • DAY 5 | Uvavanyo noqukaniso Assessment and consolidation |

**IVEKI 9 • IZINTO EZI-3D**  
WEEK 9 • 3-D OBJECTS

| USUKU 1 • DAY 1 | Ukwakha ngezinto ezi-3D Building with 3-D objects |
| USUKU 2 • DAY 2 | Ukwakha iincochoyi Building towers |
| USUKU 3 • DAY 3 | Ukutyibilika nokuqengqeleka Slide and roll |
| USUKU 4 • DAY 4 | Limbuso zezinto ezi-3D Faces of 3-D objects |
| USUKU 5 • DAY 5 | Uqukaniso Consolidation |

**IVEKI 10 • IZINTO EZI-3D NEEPATHENI ZEJOMETRI**  
WEEK 10 • 3-D SHAPES AND GEOMETRIC PATTERNS

| USUKU 1 • DAY 1 | Izinto ezi-3D 3-D objects |
| USUKU 2 • DAY 2 | Ukwakha ngeebloko Building with blocks |
| USUKU 3 • DAY 3 | lipatheni zejometri Geometric patterns |
| USUKU 4 • DAY 4 | lipatheni zejometri Geometric patterns |
| USUKU 5 • DAY 5 | Uqukaniso Consolidation |
Ukusebenzisa iBala Wande ekufundiseni imathematika kwisiGaba sesiSeko

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

IFunda Wande ngumbutho ongenanjongo zakwenza nuzzo, oneenjongo zokuqinisekisa ukuba bonke abafundi baseMzantsi Afrika bayakwazi ukufunda ngokuqonda/ukufundela intsingiselo ngeelwimi zasekhakhaya xa beneminyaka eli-10. IBala Wande yinkqubo ehebha 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 kwakwiminyaka yamabanga aphantsi.

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 esilungiselelwe iveki

Uvavanyo lwakhelwe kwinkqubo yeBala Wande eqhubekayo. Isifundo sokugqibela sekevi nganye silungiselelwe uvavanyo noqukaniso lomxholo ofundiswe kuloo iveki.
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 lo ethiathwa inxamheba ziza kufumana izixhobo ezongezelelweyo zokuncedisa abafundi nootitshala ezihambelana nezicwangcisco zezifundo zebala Wande. iNCwadi Yomfundi Yemisebenzi yeBala Wande iyahambelana neCAPS kwaye yincwadi yemisebenzi yabafundi elandlelaniswe ngocoselelo neyenzelwe ukufundisa umsebenzi owenziwa kuloo kota. Le ncwadi yemisebenzi iqulethe amaphepha emisebenzi yeiklasiphe, awabafundi abaza kuyenza nganye nganye nemidlalo elungiselelele ukufundisa imiba yimbi yengqayo efundwayo.

Kukwakho nesichazimagama seBala Wande sesigama semathematika esingeelwimi ezimbini.

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

1.3 Iividiyo zeBala Wande zootitshala abaziintshatsheli


Kukwakho nesichazimagama seBala Wande sesigama semathematika esingeelwimi ezimbini.

Ingaba iBala Wande iyahambelana neCAPS?

Ewe. Inkqubo yeBala Wande ijolise ekufundiseni abafundi ukubala ngokuzithemba xa bephumelele ibanga lesi-3. Le nkqubo yenzelwa kanye likhathulam yaseMzantsi Afrika kwaye ihambelana nqo neCAPS. iBala Wande ilandelwa iCAPS elunglelaniswe yiTMU ngemvume efunyenwe kwileMfundisa esisiSeko.

- Umxholo, ukwabiwa kwexesha kunye novavanyo lwezifundo, konke oku kusekelwe kwicasap.
- Ukusuka kusuku lou-1 ukya kolwe-4 kwiveki nganye kukho imisebenzi yeizifundo elungiselelewe imizulu engama-90 (kuquka imisetyenzana yokukala yemhlaba ngemhla yeizibalo zentloko, ukufundisa okungundoqo usuku ngalunye kunye neminye imisebenzi yamaqela okanye yomuntu ngamnye ezimele).
- Usuku lwesi-5 lunika ithuba lokwenza imisebenzi yokukuqananisa ngeyenye kwilegezimento sugumulo engama-60.
- Izicwangciso zovavanyo zekota namaphethshana amank'akwa 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 ezिफunekayo ukuze ukwazi ukulandela inkqubo yeBala Wande.

<table>
<thead>
<tr>
<th>Isikhokelo sikatitshala</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Isishwankathelo semiba eza kufundiswa kwiveki nganye.</td>
</tr>
<tr>
<td>• Izibalo zentloko ezicwanga-ciselwe imihla yonke (iintsuku 1–4).</td>
</tr>
</tbody>
</table>
| • Imisebenzi yokufundisa engundoqo exhaswa zizipowusta
  nezixhobo ezisibhokisini (iintsuku 1–4). |
| • Iikopi zamaphepha eencwadi zemisebenzi zabafundi (nawo
  afakwe ngokulandelelana kwisikhokelo sikatitshala). |
| • Uvavanyo lokufunda (usuku lwesi-5 kwiiveki 3–8). |
| • Uqukaniso ( usuku lwesi-5 iiveki 1–10). |

<table>
<thead>
<tr>
<th>Iividiyo</th>
</tr>
</thead>
</table>
| • Izishunjwe ezimonisa ootitshala abaziintshatheli befundisa
  kwaye bexoxa izifundo |

<table>
<thead>
<tr>
<th>Isichazimagama esineelwimi ezimbini</th>
</tr>
</thead>
</table>
| • Isichazimagama esineelwimi ezimbini sesigama
  semathematika sesiGaba esiSiseko esineenkcazel
  nemizekelo. |

<table>
<thead>
<tr>
<th>iNcwadi Yomfundi Yemisebenzi</th>
</tr>
</thead>
</table>
| • Imisebenzi yemihla ngemihla ehambelana nemisebenzi
  yezifundo. |
| • Imisebenzi yemihla ngemihla yabafundi abaza kuyenza
  ngabanye-ngabanye okanye ngokwamaqela. |
| • Imidlalo ehambelana nemisebenzi yezifundo |

<table>
<thead>
<tr>
<th>liphowusta</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ikhalenda</td>
</tr>
<tr>
<td>• Irejista yeklase ekwisakhele samashumi</td>
</tr>
<tr>
<td>• Lipowusta ezihambelana nezicwanga-ciso yezifundo</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Izixhobo zokuncedisa zikatitshala</th>
</tr>
</thead>
</table>
| • Ilitholo ngeentlobo ezixhobo ezimxeqheke oza
  kuqizebenzisa xa ufundisa |

<table>
<thead>
<tr>
<th>Ibhokisi yezixhobo zokufunda abafundi</th>
</tr>
</thead>
</table>
| • Ibhokisi ephethe iindidi ezahlukenejo ezixhobo zokufunda
  eziza kusetyenziswa ngabafundi kwimisebenzi yabo, |
| • Ibhokisi enye kwiqela ngalinye labafundi aba-6 |

<table>
<thead>
<tr>
<th>Izixhobo zovavanyo</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Isicwanga-ciso sekota sovavanyo.</td>
</tr>
</tbody>
</table>
| • Imisebenzi nemisetyenzana yovavanyo ecwanga-cisiweyo
  ngosuku lwesi-5 lweveki nganye (iiveki 3–8). |
| • Iphetshana lokubhala amanqaku elinokusetyenziselwa
  ukufaka amanqaku eSA SAMS. |

---

6
2. What’s in the box?

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

<table>
<thead>
<tr>
<th><strong>Bala Wande Teacher Guide</strong></th>
<th>![Teacher Guide Image]</th>
</tr>
</thead>
<tbody>
<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>
</tr>
<tr>
<td>• consolidation (day 5, weeks 1–10)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Videos</strong></th>
<th>![Video Image]</th>
</tr>
</thead>
<tbody>
<tr>
<td>• clips showing master teachers teaching and discussing the lessons</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Bilingual dictionary</strong></th>
<th>![Dictionary Image]</th>
</tr>
</thead>
<tbody>
<tr>
<td>• a bilingual dictionary of Foundation Phase mathematical terms with explanations and examples</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Bala Wande Learner Activity Book</strong></th>
<th>![Activity Book Image]</th>
</tr>
</thead>
<tbody>
<tr>
<td>• daily activities that align with the lesson activities</td>
<td></td>
</tr>
<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>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Posters</strong></th>
<th>![Posters Image]</th>
</tr>
</thead>
<tbody>
<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>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Manipulatives for the teacher</strong></th>
<th>![Manipulatives Image]</th>
</tr>
</thead>
<tbody>
<tr>
<td>• a variety of manipulatives for teachers to use in the classroom</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Box of manipulatives for learners</strong></th>
<th>![Manipulatives 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>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Tools for assessment</strong></th>
<th>![Assessment Image]</th>
</tr>
</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>
</tr>
</tbody>
</table>
**Uluhlu lwezinto 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. lipowusta
   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. ilinjanga 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)
   d. Amakhadi amagama amanani eBala Wande (English) (alingene ukubonisa)
6. Umtya wamoso katitshala
7. Ibloko (100)
8. Ikomityi yeplasitiki
9. Isakhelo samashumi esinemagnethi (2) nezibalisi ezinemagnethi (20)
10. Iibhokisi ezinokumila kwe-2D (iibhokisi ezi-4)
11. Iibhokisi zabafundi ezi-6:
   a. Ikomityi zeplasitiki ezi-6
   b. Imitya yamaso emincinci emi-6
   c. Amadayisi amabini kumfundi ngamnye (elinamachokoza nelinamanani)
   d. Iibhoko ezili-100 zokwabelana
   e. Ipakethe ezi-6 zamakhadi zabafundi:
      - Amakhadi amanani eBala Wande (alingene abafundi)
      - Amakhadi amachokoza eBala Wande (alingene abafundi)
      - Amakhadi amagama amanani eBala Wande (IsiXhosa) (alingene abafundi)
      - Amakhadi amagama amanani eBala Wande (English) (alingene abafundi)
   f. Izakhelo zamashumi zeplasitiki ezi-6 nezibalisi (ama-20 iseti nganye)
Checklist
Lists of all Bala Wande resources in the 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 iziwozokufunda seBalwa Wande zifumaneka ngqalo esigama ezinhliziyo. Oku kwenzelwe ukunika
inkxaso kuphuhliso lolwimi/lwesigama semathematikana ngesiXhosa nangesiNgesi. Oku kwenzelwa ubaba
kube lula ukuthintshintshintsho phakathi kwezi lwimi xa kuthethwa ngemathematika. Isichazimagama
seBalwa Wande siza kucacisa amathematika isizulu ezingakunzi xa ucacisa amagama athile
emathematika xa kujimfungo yoko.

Ootitshala abaninizi bemathematika baseMzantsi Afrika bayazikuba ilwimi xa befundisa ngeenjongo
zakunceda abafundi babo babe nokuqonza isigama semathematika. Oku kuthetha ukubeka
bayathintshintshintsho phakathi kwezi lwimi unize ezingaphezulu xa beacacisa imathematika.
Upando lubonisa ukuba ukwenza oku kuba luncedo kakhulu kubafundi. Ukuxuba ilwimi kunika
ootitshala nabafundi bakwazi ukusebenza儿子 izakhono zabo zolwimi ekufundeni endaweni yokunyinwa
lwimi olunye. Esi sithatho sitsetjenziswa nakumazwe ngamazwe kwaye sibizwa ngokuba yi-
‘translanguaging’ ukukhutha imida yeulwimi.

Isiqendu sesi-4 seCAPS ehlaziyweyo (Uvavanyo) siphelelela ukusetyenziswa ezininzi ukuze uthethe
ngokwemathematika.

4. Ukusebenzisa izicwanciso zezifundo nencwadi yemisebenzi yomfundi
Iphepha lokuyale lamagqabantshintshi eveke liqulethe oku:

Isishwankathelo esifutshane sezibalo
zentloko nemisebenzi
yezifundo zekwe
nezishobo zokufunda
ekufuneka uzelungisele.

Ululhlu Iweenjongo
zeveke onokuzisebenzisa
ukuqinisekisa ukuba iklaso
yakho isekhondweni
elelchanekelelo.

Inkazelo yomsebenzi
wowavanyo enikwa
ngosuku lwesi-5 lwveke.

<table>
<thead>
<tr>
<th>Amabali okudibanisa neepatheni</th>
</tr>
</thead>
</table>
| Izibalo zentloko: Sebenzisa umthuto wamatho wowe
wenzhe kwaye lwehlophele nileliso
zamazomazi ukuba ku-10 |
| Izimvelo: Phakathi phakathi, Hlohalo! |

<table>
<thead>
<tr>
<th>Ukuku</th>
<th>Umsebenzi wenzifundo</th>
<th>Izibalo izifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ukubalwenza ukukuxeka 0</td>
<td>Imdwa imatho temisebenzi ilokho</td>
</tr>
<tr>
<td>2</td>
<td>Ukubalwenza ukubalwenza</td>
<td>Imdwa imatho temisebenzi ilokho</td>
</tr>
<tr>
<td>3</td>
<td>Ukubalwenza ukubalwenza</td>
<td>Imdwa imatho temisebenzi ilokho</td>
</tr>
<tr>
<td>4</td>
<td>Ukubalwenza ukubalwenza</td>
<td>Imdwa imatho temisebenzi ilokho</td>
</tr>
<tr>
<td>5</td>
<td>Ukubalwenza ukubalwenza</td>
<td>Imdwa imatho temisebenzi ilokho</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Embuleni wokuvana ukubalwenza kulwimi ukucacisa ukuba</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dibali ku-0 ngqalo ngamendleka endleka - Enhlelo, Umz. 5 + 5</td>
</tr>
<tr>
<td>Dibali ku-1 ngqalo ngamendleka endleka - Enhlelo, Umz. 5 + 6</td>
</tr>
</tbody>
</table>
| Yase umatho ukuqinisekisa, ukuba kusenele ezicwanciso
uqinisekiso ilokho: |
| Yenza izifatheni zokubalwenza wewenzhe ezikhatheni |

<table>
<thead>
<tr>
<th>Uvavanyo</th>
</tr>
</thead>
</table>
| Uvavanyo olambathelo: Ingxokolo zokubalwenza, sezokweseko lokuzinisa
zokunzeka (VAF) ephila phemba zamazomazi olimematho kwakhe-12 ikufundeka
zolelwana izimpilo. |
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.

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

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

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

Inkazelo yenqubela yemisebenzi yezibalo zentloko vekini.

Inkazelo yesigama esingundo oza kusifundisa kule vekini.

Izinto ezithile ezingkuqwalaselwa eveki. Isenokuba ziimpazamo esizazayo ezixhaphakileyo ezenziwa ngabafundi okanye imiba ebalulekileyo efuna ukugxiniswa.

Kufuneka wenze ntoni ukuze ukwazi ukulungiselela iveki nganye

- Funda isikhokelo uze ulingiselele ivenze iesifundo ngasebenzise ezu zicwa kwazi ukubaluleke.
- Bukela iividlo – zibonisa izishunqo zekhokelo epho imisebenzi yesifundo ikhe yelungisa kodwa ikhokelo kulungiselela.
- Wakube usifundisile isifundo, cinga ningendlela esiqhubele ngayo. Bhala amanqaku ngezimvo esithetha ezenziwa okanye ukuthula bokufundisa ngalunye.
- Kwiveki 2–8 kuza kufuneka ukutshwana ukwazi ukulungiselela. Kuza kuza kwiveki esithetha ezenziwa okanye ukubaluleke.
The second page provides more details about the activities and concepts learners will need to acquire in the week.

### 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.**

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

<table>
<thead>
<tr>
<th>Conceptual development video</th>
</tr>
</thead>
</table>
| 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:
| • 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 is no need to be too focused 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. |

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

<table>
<thead>
<tr>
<th>Mental Maths activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>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).</strong> 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>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>What to look out for this week</th>
</tr>
</thead>
<tbody>
<tr>
<td>• It is essential that learners are able to recognise that adding zero does not increase the value of the original number.</td>
</tr>
<tr>
<td>• Learners may find the creation of addition stories 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.</td>
</tr>
<tr>
<td>• Encourage learners to recognise the pattern of increase and decrease in the addition problems as this will eventually enable them to easily solve problems mentally.</td>
</tr>
<tr>
<td>This week we continue using the vocabulary related to addition. Encourage learners to respond verbally during all lessons.</td>
</tr>
</tbody>
</table>
Usuku ngalunye

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

Qinisekisa ukuba abafundi bazalisa izakhelo zamashumi kwirejista ngokulandelelana.

Ekuqaleni kwesifundo semathematika bala inani labafundi abakhoyo, umz, balishumi, ngamashumi amabini, ngamashumi amathathu, amashumi amane. Ngamashumi amane abafundi abakhayo namhlane.”

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

Xoxa nabafundi ngomhla wanamhlane usebenzise ikhalenda

Sebenzisa ifowutshathi ukuze ubone ukulandelelana kwemisebenzi yosuku
Ekuqaleni kosuku ngalunye kunikwa ifowutshathi esishwankathelo solandwelelwano lwemisebenzi yosuku.

Yenza umsebenzi wezibalokho ze menthal maths

Ngosuku ngalunye, isikhokelo sikatitshala sinika isikhumpuzo esingumfanekiso ngqondweni womsebenzi wezibalokho 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.

IZIBALO ZENTLOKO | MENTAL MATHS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

AMAPHEPHA LOKUSEBENZELA | WORKSHEETS

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

Kukho iividiyo 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 iihagu?
   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.

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

1. Zingaphi izinja?
   How many dogs?

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

3. Zingaphi ihagu?
   How many pigs?

4. Masitshatise izilwanyana zasefama ze sizibale.
   Let us match and count the farm animals.
Imisebenzi yile kanye iza kubonwa ngabafundi ezincwadini zabo.

Apha sinekathuni yomdlalo oza kudlalwa ngabafundi. Ngokwazisa lo mdlalo mtsha kubafundi kufanele ukuba ublishwe kwiklasi iphepha phambi kokuba abafundi badlale ngababini okanye ngokwamaqela.

Uphawu oluhluhaza 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 *Bala Wande Learner Activity Book* is embedded in the *Teacher Guide*.

The activities are exactly as the learners will see them in their books. Here, for example, we have a cartoon of a game that the learners will play. In introducing a new game to the learners it is best to demonstrate the game to the whole class before letting learners play in pairs or groups.

All instructions and information are given in isiXhosa with an English translation below. Learner worksheets have a worked example (indicated by the grey background and the red pencil).
5. Ishedyuli yemihla ngemihla, itheyibhile yexesha nesicwangciso sexesha

Ishedyuli yemihla ngemihla lintsuku 1–4

<table>
<thead>
<tr>
<th>liveki yesi-1, 9 neye-10</th>
<th>liveki 2 – 8</th>
<th>liveki 4 neye-7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Xoxa ngerejista yeklasi</td>
<td>Xoxa ngerejista yeklasi</td>
<td>Xoxa ngerejista yeklasi</td>
</tr>
<tr>
<td>Imihla neentsuku zokuvalwa</td>
<td>Imihla neentsuku zokuvalwa</td>
<td>Imihla neentsuku zokuvalwa</td>
</tr>
<tr>
<td>Qukanisa umsebenzi weveki</td>
<td>Uvavanyo olubhalwayo</td>
<td>Gqibezela/Zalisa irubriki yovavanyo oluthethwayo yomtwana ngamnye</td>
</tr>
<tr>
<td>Amaphepha okusebenzela oqukaniso kwincwadi yemisebenzi yomfundi</td>
<td></td>
<td>Umsebenzi womfundi emaphepheni oqukaniso</td>
</tr>
</tbody>
</table>

Ishedyuli yemihla ngemihla Usuku 5

- Xibalo zento lo izibalo zentloko
- Imizuzu eli-15
- Uphuhlisa lweNgiqo
- Amaphepha okusebenzela nemidlalo
  - Imizuzu eli-75
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>
</tbody>
</table>
| Consolidate the week’s work
Consolidation worksheets in the learner activity | Written assessment | Complete rubric for oral assessment for each learner |
| | Consolidate the week’s work
Consolidation worksheets in the learner activity | Learners work on consolidation worksheets |
### 6. Itheyibhile yexesha

<table>
<thead>
<tr>
<th></th>
<th>Ngomvulo</th>
<th>Ngolwesibini</th>
<th>Ngolwesithathu</th>
<th>Ngolwesine</th>
<th>Ngolwesihlanu</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Imiz e-li-15</strong></td>
<td>Intlanganiso yakuwusa rejista likhahenda, lintsuku zokuzaalwa, Imozulu</td>
<td>Intlanganiso yakuwusa lindaba zam</td>
<td>Intlanganiso yakuwusa rejista, likhahenda, lintsuku zokuzaalwa, Imozulu</td>
<td>Intlanganiso yakuwusa lindaba zam</td>
<td>Intlanganiso yakuwusa rejista, likhahenda, lintsuku zokuzaalwa, Imozulu</td>
</tr>
</tbody>
</table>

| **4 x 85 miz**  | IMathematika            | Bala Wande                 | IMathematika              | Bala Wande               | IMathematika              |
| **1 x 55 miz**  | **Imiz e-30**           |                            |                           |                          |                            |

| **Imiz e-li-15** | Ukuphulaphula nokuthetha Ibali eifundwa ngokukhwaza | Ukuphulaphula nokuthetha Ingxoxo | Umsebenzi wolvazi Olisisiseko noLonwabo IwesiQu noLuntu | Ukuphulaphula nokuthetha/Isicengcelezo/ingoma | Imithambo eyenzelwa phandle |

| **Imiz e-li-15** | Ulwazi Olisisiseko noLonwabo IwesiQu noLuntu Itekisi yokufunda notitshala | Umsebsnzi wolvazi Olisisiseko noLonwabo IwesiQu noLuntu, Phanda | Ukufunda notitshala Ukucazulula | Ukufunda notitshala Ubuchule bokufunda nokuhendula | Ukubhala uwedwa |

| **Imiz e-li-15** | Imithambo eyenzelwa ngaphakathi | Imithambo eyenzelwa ngaphakathi | Imithambo eyenzelwa ngaphakathi | Imithambo eyenzelwa ngaphakathi | Ulwazi Olisisiseko noLonwabo IwesiQu noLuntu Ibali likatitshala, Phanda |

| **Imiz e-30**   | Izandi nokubhala ngesanda Unobomba omtsha – isandi | Izandi nokubhala ngesanda Ukwakha igama notitshala | Izandi nokubhala ngesanda Ukwakha igama notitshala | Izandi nokubhala ngesanda Ukwakha igama notitshala | (Imiz e-li15) Ukuhlaziya okanye uhlolo Iwezandi |


| **Imiz e-30**   | Imithambo eyenzelwa phandle | Ezobugcisa obubonwayo | Ezobugcisa obubonwayo | Ezobugcisa obenziwayo | Ezobugcisa obenziwayo |

| **Imiz e-30**   | FAL* | FAL* | FAL* | FAL* | FAL* (60 min) |

| **Imiz e-li-15** | 2nd AL (ukuba yimfuneko)* | 2nd AL (ukuba yimfuneko)* | 2nd AL (ukuba yimfuneko)* | 2nd AL (ukuba yimfuneko)* | 2nd AL (ukuba yimfuneko)* |

*Azikho kwezi zicwangciso zezifundo
# 6. Timetable

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 min</td>
<td>Morning meeting: Register, calendar, birthdays, weather</td>
<td>Morning meeting: My news</td>
<td>Morning meeting: Register, calendar, birthdays, weather</td>
<td>Morning meeting: My news</td>
<td>Morning meeting: Register, calendar, birthdays, weather</td>
</tr>
<tr>
<td>4 × 85 min</td>
<td>Mathematics Bala Wande</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 min</td>
<td>Listening and speaking: Read-aloud story</td>
<td>Listening and speaking: Discussion</td>
<td>Beginning knowledge and PSWB: Activity</td>
<td>Listening and speaking: Rhyme/song</td>
<td>Physical education (outdoors)</td>
</tr>
<tr>
<td>15 min</td>
<td>Beginning knowledge and PSWB: Shared reading text, discussion</td>
<td>Shared Reading: Comprehension</td>
<td>Shared Reading: Decoding</td>
<td>Shared Reading: Fluency and response</td>
<td></td>
</tr>
<tr>
<td>15 min</td>
<td>Physical education (indoors)</td>
<td>Physical education (indoors)</td>
<td>Physical education (indoors)</td>
<td>Physical education (indoors)</td>
<td>Beginning knowledge and PSWB: Teacher story, Find out</td>
</tr>
<tr>
<td>30 min</td>
<td>Phonics and handwriting: New letter-sound 1</td>
<td>Phonics and handwriting: Shared word building</td>
<td>Phonics and handwriting: Independent word building</td>
<td>Phonics revision or test (15 min)</td>
<td></td>
</tr>
<tr>
<td>30 min</td>
<td>Group Guided Reading and Independent Work (2grps × 15min)</td>
<td>Group Guided Reading and Independent Work (2grps × 15min)</td>
<td>Group Guided Reading and Independent Work (2grps × 15min)</td>
<td>Group Guided Reading and Independent Work (2grps × 15min)</td>
<td>Group Guided Reading and Independent Work (2grps × 15min)</td>
</tr>
<tr>
<td>30 min</td>
<td>Physical education (outdoors)</td>
<td>Visual Arts</td>
<td>Visual Arts</td>
<td>Performing Arts</td>
<td>Performing Arts</td>
</tr>
<tr>
<td>30 min</td>
<td>FAL*</td>
<td>FAL*</td>
<td>FAL*</td>
<td>FAL*</td>
<td>FAL* (60 min)</td>
</tr>
<tr>
<td>15 min</td>
<td>2nd AL (if applicable)*</td>
<td>2nd AL (if applicable)*</td>
<td>2nd AL (if applicable)*</td>
<td>2nd AL (if applicable)*</td>
<td>2nd AL (if applicable)*</td>
</tr>
</tbody>
</table>

*Not covered in these lesson plans

<table>
<thead>
<tr>
<th>Intlanganiso yakusasa</th>
<th>Ulwimi lwasekhaya</th>
<th>IMathematika</th>
<th>Izakhono zobomi</th>
<th>FAL/2nd AL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning meeting</td>
<td>Home language</td>
<td>Mathematics</td>
<td>Life skills</td>
<td></td>
</tr>
</tbody>
</table>
### 7. Isicwangciso sekota

<table>
<thead>
<tr>
<th>Iveki</th>
<th>Usuku 1</th>
<th>Usuku 2</th>
<th>Usuku 3</th>
<th>Usuku 4</th>
<th>Usuku 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ukuqalisa ukudibanisa</td>
<td>Ukwandisa nokunciphisa</td>
<td>Ukwandisa nokunciphisa</td>
<td>Zingaphi zidibene?</td>
<td>Izivakalisi manani zokudibanisa</td>
</tr>
<tr>
<td>2</td>
<td>Ukudibanisa</td>
<td>(hianganisa)</td>
<td>Sebenzisa izivakalisi manani ukuze ubonise ukudibanisa</td>
<td>Ukudibanisa (thelekisa)</td>
<td>Sebenzisa izivakalisi manani ukuze ubonise ukudibanisa (thelekisa)</td>
</tr>
<tr>
<td>3</td>
<td>Amabali okudibanisa neepatheni</td>
<td>Ukudibanisa</td>
<td>Amabali okudibanisa</td>
<td>Ubude Ubude</td>
<td>Ukuqalisa ukudibanisa</td>
</tr>
<tr>
<td>4</td>
<td>Ukuqalisa ukuthabatha</td>
<td>Ukuquka (tshintsha)</td>
<td>Ukusebenza izivakalisi manani ukuze ubonise ukuthabatha (tshintsha)</td>
<td>Ukuthabatha (izahlulo-ntelo epehelele)</td>
<td>Ukuthabatha (izahlulo nento epehelele)</td>
</tr>
<tr>
<td>5</td>
<td>Lingxaki zokuthabatha neepatheni</td>
<td>Lipatheni zokuthabatha</td>
<td>Ukuthabatha (thelekisa)</td>
<td>Ukusebenza izivakalisi manani ukuze ubonise ukuthabatha (thelekisa)</td>
<td>Ukuthabatha okuno-0</td>
</tr>
<tr>
<td>6</td>
<td>Amabali okuthabatha neepatheni</td>
<td>Ukuquka amabali okuthabatha</td>
<td>Ukudibanisa nokuthabatha</td>
<td>Ukuquka amabali okuthabatha (thelekisa)</td>
<td>Ukudibanisa nokuthabatha</td>
</tr>
<tr>
<td>7</td>
<td>Ubude</td>
<td>Ukuthabatha</td>
<td>Ubude</td>
<td>Ubude</td>
<td>Ubude</td>
</tr>
<tr>
<td>8</td>
<td>Ivolyum nekphasithi (umthamo)</td>
<td>Ukuthabatha</td>
<td>Ukuthabatha</td>
<td>Dlale ngokudibanisa nokuthabatha</td>
<td>Ukuthabatha okuno-0</td>
</tr>
<tr>
<td>9</td>
<td>Izinto ezi-3D</td>
<td>Ukwakha ngezinto ezi-3D</td>
<td>Ukwakha iincochoyi</td>
<td>Ukwakha iincochoyi</td>
<td>Limbuso zezinto ezi-3D</td>
</tr>
<tr>
<td>10</td>
<td>Izinto ezi-3D neepatheni zejometri</td>
<td>Izinto ezi-3D</td>
<td>Ukwakha ngeebloko</td>
<td>Ukwakha ngeebloko</td>
<td>Ukwakha ngeebloko</td>
</tr>
</tbody>
</table>

| Inani, izibalo nolwalamano | lipatheni, imisebenzi neAljebra | Indawo nemilo (Ijometri) | Umlinganiselo |
### 7. 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>Increase and decrease</td>
<td>How many altogether?</td>
<td>Addition number sentences</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>Subtraction (compare)</td>
<td>Using number sentences to show subtraction (compare)</td>
<td>Subtraction with 0</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>
</tr>
<tr>
<td>7</td>
<td>Length</td>
<td>Comparing lengths</td>
<td>Comparing lengths</td>
<td>Measuring length</td>
<td>Measuring length</td>
</tr>
<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>
<tr>
<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>
</tr>
<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>
</tr>
</tbody>
</table>

| Number, operations and relationships | Patterns, functions and algebra | Space and shape (geometry) | Measurement |
8. Isicwangciso sovavanyo sekota yoku-2

Uvavanyo Iwekota lujilelwe kwicwangciso zezifundo. Uvavanyo luquka umsebenzi obhalwayo, othethwayo novavanyo.

Usuku Iwesi-5 Iweveki nganye lucwangciselwe 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 nerubrski oqinikwe kumaqabantshintshi eveki. Amaphepha akusebenzisa ayaqifumana kwicwadi Yomfundi Yemisebenzi ukuhlanganisa umsebenzi weveki kwaye abafundi bangasebenza kuqekwa kwane ngokwamaqela okanye nganye-


<table>
<thead>
<tr>
<th>Iweki</th>
<th>Amanqaku</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Ukudibanisa</td>
</tr>
<tr>
<td>3</td>
<td>Lingxaki zokudibanisa, izivakalisi manani neepatheni</td>
</tr>
<tr>
<td>4</td>
<td>Izivakalisi manani neengxaki zokuthabatha (ukutshintsha kucwadi)</td>
</tr>
<tr>
<td>4</td>
<td>Qwalasela isakhono somfundi ngamnye sokudibanisa nokuthabatha</td>
</tr>
<tr>
<td>5</td>
<td>Lingxaki zokuthabatha, izivakalisi manani neepatheni</td>
</tr>
<tr>
<td>6</td>
<td>Lingxaki zokudibanisa nokuthabatha nezivakalisi manan.</td>
</tr>
<tr>
<td>7</td>
<td>Uku interpreta nokulinganisela ubude usebenzisa iiyunithi ezingekho sesikweni/mgangathweni</td>
</tr>
<tr>
<td>7</td>
<td>Qwalasela abafundi ukuze uvavanye izakhono zabo zokukwazi ukudibanisa nokuthabatha aamanani</td>
</tr>
<tr>
<td>8</td>
<td>Uku interpreta nokulinganisela ivoluyum nekhaphasithi usebenzisa iiyunithi ezingekho sesikweni.</td>
</tr>
</tbody>
</table>
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</th>
<th>Grade</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Addition</td>
<td>Written</td>
<td>14</td>
</tr>
<tr>
<td>Week 3</td>
<td>Addition problems, number sentences and patterns</td>
<td>Written</td>
<td>12</td>
</tr>
<tr>
<td>Week 4</td>
<td>Subtraction number sentences and problems (change and combine)</td>
<td>Written</td>
<td>16</td>
</tr>
<tr>
<td>Week 4</td>
<td>Observe learners to assess their ability to add and subtract numbers.</td>
<td>Oral and practical</td>
<td>5</td>
</tr>
<tr>
<td>Week 5</td>
<td>Subtraction problems, number sentences and patterns</td>
<td>Written</td>
<td>15</td>
</tr>
<tr>
<td>Week 6</td>
<td>Addition and subtraction problems and number sentences</td>
<td>Written</td>
<td>14</td>
</tr>
<tr>
<td>Week 7</td>
<td>Comparing and measuring length using non standard units.</td>
<td>Written</td>
<td>8</td>
</tr>
<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>
</tr>
<tr>
<td>Week 8</td>
<td>Comparing and measuring volume and capacity using non standard units.</td>
<td>Written</td>
<td>11</td>
</tr>
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</table>
9. Iphetshana lamanqaku ovavanyo Iwekota yoku-2

<table>
<thead>
<tr>
<th>Iveki</th>
<th>2</th>
<th>3</th>
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<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>7</th>
<th>8</th>
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<tbody>
<tr>
<td>Imathematika</td>
<td>AMANQAKU AMANANI EWONKE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Iphetshana lokubhala amanqaku ovavanyo alusesikweni elicetyiswayo</td>
<td>AMANQAKU AMANANI EWONKE</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Umlinganiselc: Olubhalwayo</td>
<td>AMANQAKU AMANANI EWONKE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Umlinganiselc: Olubhalwayo</td>
<td>AMANQAKU AMANANI EWONKE</td>
<td></td>
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</tr>
<tr>
<td>Umlinganiselc: Olubhalwayo</td>
<td>AMANQAKU AMANANI EWONKE</td>
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<tr>
<td>Umlinganiselc: Olubhalwayo</td>
<td>AMANQAKU AMANANI EWONKE</td>
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<td></td>
</tr>
<tr>
<td>Umlinganiselc: Olubhalwayo</td>
<td>AMANQAKU AMANANI EWONKE</td>
<td></td>
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</tr>
<tr>
<td>Umlinganiselc: Olubhalwayo</td>
<td>AMANQAKU AMANANI EWONKE</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Umlinganiselc: Olubhalwayo</td>
<td>AMANQAKU AMANANI EWONKE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amanqakus</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>
</tr>
</tbody>
</table>

Igama nefani yomfundi
### 9. Term 2 assessment mark sheet

<table>
<thead>
<tr>
<th>Week</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>7</th>
<th>8</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>
</tr>
<tr>
<td></td>
<td>26</td>
<td>102</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**GRADE 1 Term 2 Mathematics Suggested formal assessment mark sheet**

**Learner name and surname**
Ukuqalisa ukudibanisa

| Izibalo zentloko: | Ibhondi ukuya kutsho ku-10 | Azikho |
| Umdlalo: | Ukuleqana emlanjeni usija phambili uphinde ubuye emva |

<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>Uqukaniso</td>
<td>iNcwadi Yomfundi Yemisebenzi</td>
</tr>
</tbody>
</table>

| Emva kwale veki umfundi kufuneka akwazi ukwenza oku: |

| Ukuba nengqiqo ngokwandisa nokunciphisa. |
| Ukusebenzisa imizila yamanani ngokubethelela ulwazi lwebhondi zika-10. |
| Ukuba nengqiqo ngokudibanisa. |
| Ukusebenzisa iibloko ukuze asombulule ingxaki 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.
Ukuqalisa ukudibanisa

Ividiyo yezibalo zentloko
Kule veki sijolisa kwiibhondi zamanani ukuya kutsho kwishumi size sidlale umdlalo othi Fizz Pop! ngenjongo yokuzihlaziya. Abafundi kufuneka bazazi iibhondi zamanani. La manani asetyenziswa xa kusenziwa izibalo zokudibanisa nokuthabatha.

Ividiyo yomdlalo
Ukuleqana emlanjeni usija phambili uphinde ubuye emva

Ividiyo yophuhliso lwengqiqo
Sigxila kumba wokwandisa nokunciphisa kule veki silungiselela ukufundisa nokuthabatha. Sikwaqalisa iingxaki zokudibanisa nezohlobo lokutshintsha ukudibanisa.

Kumsebenzi wethu wokwandisa nokunciphisa siza kugxila koku:
• Indlela atshintsha ngayo amanani. Uza kunceda abafundi bakuqonde oku ngokuyila imeko ezibonisa indlela anokwanda okanye anciphe ngayo amanani kwiimeko zemihla ngemihla.
• Ukwenza abafundi basebenzise imizila yamanani ukubonisa ukuba anda okanye ancipha njani amanani.

Kumsebenzi wokudibanisa siza kujolisa koku:
• Ekuncedeni abafundi babhale izivakalisi manani besebenzisa isimboli ezichanekileyo. Kubalulekile ukuba abafundi bayiqonde intsingiselo yesivakalisi manani nokubonisa isivakalisi manani ngezihlobo eziphathekayo.
• Ukwenza abafundi bakwazi ukudibanisa izixa ezibini ngokwandisa isixa sokuqala ukuze kufumaneke inani elikhulu. Oku kuthiwa yingxaki yohlobo lokutshintsha.

Into emayiqatshelwe kule veki
• Kufuneka abafundi baqhele isigama esisetyenziswayo ukubonisa indlela atshintsha ngayo amanani. Ingaba abafundi bawasebenzisa kakuhle amagama athi ekhohlo, zidbene/zizonke, zenza, ngaphezulu, ngaphantsi, yandisa, nciphisa, isivakalisi manani, ukudibanisa, dibanisa?
• Xa abafundi beqala ukudibanisa, basukela ekubaleni zonke izinto (uqalisa ukudibanisa ngokubala ukusukela ku-1) baye phambili (uqalisa ukudibanisa ngokubala usija phambili usukela kwani elinkweyo) phambi kokudlulela ekusebenziseni inyabani abazaziyo/ amanani abawaziyo ukuze badibanise. Oku kuthetha ukuba kufuneka sibancede abafundi bahambe ngale nkqubo ngokubonisa indlela yokubala konke, ukubala usija phambili nokusebenzisa ibhondi xa udibanisa. (Iibhondi zifundisiwe kwiKota yoku-1 kwaye ziza kubethelelwa 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.)
Ukwandisa nokunciphisa

IZIBALO ZENTLOKO | MENTAL MATHS

Bethelela iibhondi zamanani ukuya ku-10 usebenzise umdlalo oti Fizz Pop!
Consolidate 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.
WEEK 1 • DAY 1
Increase and decrease

UPHULISO LWENGQISO | CONCEPT DEVELOPMENT

Masihambe ecaleni mgcamanani.
Let’s walk along the number track.

1

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

2

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

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.
Ukwandisa nokunciphisa

Game: Chasing forwards and backwards across the river

1. 4, 5, 6
2. Ndifumene u-4! I got 4!
3. Ndifumene u-2 ngoko ke andikwazi ukuhamba! I got 2 so I can’t move!
4. Umntu wokuqala ukudlula ku-10 nguye ophumelela yo.

First person to step over 10 wins.
Yiya phambili uphinde ubuye umva kumgcamanani.

Move forwards and backwards on the number track.
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 LWENGQIYO | 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.
**Zingaphi zizonke?**
*How many altogether?*

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><img src="image1.png" alt="Image 1" /></td>
<td>2</td>
<td><img src="image2.png" alt="Image 2" /></td>
</tr>
<tr>
<td><img src="image3.png" alt="Image 3" /></td>
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<td><img src="image4.png" alt="Image 4" /></td>
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<td><img src="image10.png" alt="Image 10" /></td>
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<td><img src="image11.png" alt="Image 11" /></td>
<td></td>
<td><img src="image12.png" alt="Image 12" /></td>
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**Ukwandisa nokunciphisa**
*Increase and decrease*

1. **IZIBALO ZENTLOKO**
   *Mental Maths*

2. **UPHUHLISO LWENGQIQO**
   *Concept Development*

3. **IPHEPHA LOKUSEBENZELA**
   *Worksheet*

---

**IVEKI 1 • USUKU 2**

---

**IVEKI 1 • WEEK 1**

---

**ivaso**

---

**IVEKI 1 • USUKU 2**
2. Kuphuma umhlobo omnye. Bangaphi abashiyekileyo?
   One friend gets out. How many remain?

   Two friends get out. How many 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?

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.

Kuza kufuneka abafundi baziqhelise ukusombulula iingxaki bafumane ukuba “zingaphi zidibene?” Phinda la manyathelo usebenzise amanani namabali ahlukeneyo ukuze abafundi baba namathuba amaninzi okuziqhelisa ukusombulula iingxaki zokudibanisa nokuzinxulumanisa nemifanekiso yeenxalenye zeenxalenye nezinto ezipheleleyo nezivakalisi manani.

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.
IVEKI 1 • USUKU 3

Zingaphi zidibene?

Gqibezela isivakalisi manani sokudibanisa.

Complete the addition number sentence.

\[
\begin{align*}
2 + 3 &= 5 \\
\_\_ + \_\_ &= \_\_\_ \\
\_\_ + \_\_ &= \_\_\_ \\
\_\_ + \_\_ &= \_\_\_ \\
\end{align*}
\]
How many altogether?

2 Bangaphi abafundi bedibene? Bhala isivakalisi manani sokudibanisa.

How many learners are there altogether? Write the addition number sentence.

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___ + ___ = ___

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</table>

___ + ___ = ___
IZIBALO ZENTLOKO | MENTAL MATHS

Bethelela iiibhondi 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 flowers were in the vase in the beginning.

Sebenzisa iibloko zakho ukuze undibonise ukuba zingaphi iintyatyambo azongezileyo umama ngaphezulu evazini.
Use your blocks to show me how many more flowers mom put in the vase.
Zingaphi intyatyambo zidibene?
Singazibonisa ngolu hlobo intyatyambo ezi-4 nezinye ezi-2 ngaphezulu.
How many flowers **altogether**?
We can show the 4 flowers and the 2 more flowers like this.

Xa zidibene ziintyatyambo ezi-6.
And altogether there are 6 flowers.

Sibhala u-4 kunye no-2 benza u-6.
We write 4 plus 2 equals 6.


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

**IVEKI 1 • USUKU 4**

**Addition number sentences**

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

<table>
<thead>
<tr>
<th>Abomvu</th>
<th>Ablowu</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Red Dots" /></td>
<td><img src="image2" alt="Blue Dots" /></td>
<td><img src="image3" alt="Total" /></td>
</tr>
<tr>
<td><img src="image4" alt="Red Dots" /></td>
<td><img src="image5" alt="Blue Dots" /></td>
<td><img src="image6" alt="Total" /></td>
</tr>
<tr>
<td><img src="image7" alt="Red Dots" /></td>
<td><img src="image8" alt="Blue Dots" /></td>
<td><img src="image9" alt="Total" /></td>
</tr>
<tr>
<td><img src="image10" alt="Red Dots" /></td>
<td><img src="image11" alt="Blue Dots" /></td>
<td><img src="image12" alt="Total" /></td>
</tr>
<tr>
<td><img src="image13" alt="Red Dots" /></td>
<td><img src="image14" alt="Blue Dots" /></td>
<td><img src="image15" alt="Total" /></td>
</tr>
<tr>
<td><img src="image16" alt="Red Dots" /></td>
<td><img src="image17" alt="Blue Dots" /></td>
<td><img src="image18" alt="Total" /></td>
</tr>
<tr>
<td><img src="image19" alt="Red Dots" /></td>
<td><img src="image20" alt="Blue Dots" /></td>
<td><img src="image21" alt="Total" /></td>
</tr>
<tr>
<td><img src="image22" alt="Red Dots" /></td>
<td><img src="image23" alt="Blue Dots" /></td>
<td><img src="image24" alt="Total" /></td>
</tr>
<tr>
<td><img src="image25" alt="Red Dots" /></td>
<td><img src="image26" alt="Blue Dots" /></td>
<td><img src="image27" alt="Total" /></td>
</tr>
<tr>
<td><img src="image28" alt="Red Dots" /></td>
<td><img src="image29" alt="Blue Dots" /></td>
<td><img src="image30" alt="Total" /></td>
</tr>
<tr>
<td><img src="image31" alt="Red Dots" /></td>
<td><img src="image32" alt="Blue Dots" /></td>
<td><img src="image33" alt="Total" /></td>
</tr>
</tbody>
</table>
2 Zingaphi iibhiskithi zidibene? Bhala isivakalisi manani.
How many biscuits altogether? Write the number sentence.

| Kukho iibhiskithi ezi-3 ebhokisini. Zingaphi iibhiskithi zidibene? 
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>There are 3 biscuits in the box. How many biscuits altogether?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image1" alt="Image of 3 biscuits in a box with one missing" /></td>
<td><img src="image2" alt="Image of 3 biscuits in a box without any missing" /></td>
<td></td>
</tr>
<tr>
<td>[5 + 3 = 8]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ + ___ = ___</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Kukho iibhiskithi ezi-5 ebhokisini. Zingaphi iibhiskithi zidibene? 
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>There are 5 biscuits in the box. How many biscuits altogether?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image3" alt="Image of 5 biscuits in a box with one missing" /></td>
<td><img src="image4" alt="Image of 5 biscuits in a box without any missing" /></td>
<td></td>
</tr>
<tr>
<td>___ + ___ = ___</td>
<td>___ + ___ = ___</td>
<td></td>
</tr>
</tbody>
</table>

| Kukho iibhiskithi ezisi-7 ebhokisini. Zingaphi iibhiskithi zidibene? 
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>There are 7 biscuits in the box. How many biscuits altogether?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image5" alt="Image of 7 biscuits in a box with one missing" /></td>
<td><img src="image6" alt="Image of 7 biscuits in a box without any missing" /></td>
<td></td>
</tr>
<tr>
<td>___ + ___ = ___</td>
<td>___ + ___ = ___</td>
<td></td>
</tr>
</tbody>
</table>

| Kukho iibhiskithi ezi-6 ebhokisini. Zingaphi iibhiskithi zidibene? 
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>There are 6 biscuits in the box. How many biscuits altogether?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image7" alt="Image of 6 biscuits in a box with one missing" /></td>
<td><img src="image8" alt="Image of 6 biscuits in a box without any missing" /></td>
<td></td>
</tr>
<tr>
<td>___ + ___ = ___</td>
<td>___ + ___ = ___</td>
<td></td>
</tr>
</tbody>
</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.
**3** Ndithatha ezi-3. Kushiyeka ezingaphi?
I take 3. How many remain?

___ oshiye kileyo/remains ___ oshiye kileyo/remain

___ oshiye kileyo/remain ___ oshiye kileyo/remain

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

<table>
<thead>
<tr>
<th>Red</th>
<th>Blue</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Red Dots" /></td>
<td><img src="image2" alt="Blue Dots" /></td>
<td>10</td>
</tr>
<tr>
<td><img src="image3" alt="Red Dots" /></td>
<td><img src="image4" alt="Blue Dots" /></td>
<td></td>
</tr>
<tr>
<td><img src="image5" alt="Red Dots" /></td>
<td><img src="image6" alt="Blue Dots" /></td>
<td></td>
</tr>
<tr>
<td><img src="image7" alt="Red Dots" /></td>
<td><img src="image8" alt="Blue Dots" /></td>
<td></td>
</tr>
<tr>
<td><img src="image9" alt="Red Dots" /></td>
<td><img src="image10" alt="Blue Dots" /></td>
<td></td>
</tr>
</tbody>
</table>
Ukudibanisa

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

<table>
<thead>
<tr>
<th>Umdlalo:</th>
<th>Ukwenza zibe ninzi ngeebloko</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umdlalo:</td>
<td>Ukwenza zibe ninzi ngeebloko</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Uuku</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 umfundi kufuneka akwazi ukwenza 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 lamanqaku eakota.
Addition

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>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
• Ukunceda abafundi batolike iingxaki zamagama zokudibanisa.
• Ukwenza abafundi badibanise izixa ezibini ukuze benzine indibanisela gezinto. Oku kubizwa ngokuba yingxaki yoloho lokudibanisa.
• Ukwenza abafundi bafumane isiphumo ngokuthelekisa izixa ezibini. Oku kubizwa ngokuba yingxaki yoloho lokuthelekisa.

Into emayiqatshelwe kule veki
• Kufuneka abafundi baqhele isigama esimxulumene nokudibanisa. Ingaba abafundi bawasebenzisa kakuhle na omagama athi yenza/zenza, ngaphezulu/ninzi, yorgeza/yandisa, ncihipha, isivakalisi manani, ukudibanisa, dibanisa, zidibene, yandisa?
• Ingaba abafundi bayazithetha izisombululo zabo ukuze bakwazi ukuqonda intsingiselo yengxaki nokuba kufuneka benzine ntoni ukuze bayisombulule loo ngxaki.
• Abafundi bakufumana kunzima ukuqonda intetho ethi “Ndinelekeze ezi-2 ngaphezu kwanazo yena”. Sebenzisa izibalo zentloko nemisetyenzana 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.
Bonisa oku usebenzisa iibloko zakho.
Show this using your blocks.
Kufuneka abafundi baziqhelise ukusombulula iingxaki zokudibanisa nokuqonda iingxaki (izibalo) zamagama. Phinda amanyathelo angasentla usebenzise amabali ahlukenyelo 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.
Ukudibanisa (hlanganisa)

Gqibezela isivakalisi manani sokudibanisa.

Complete the addition number sentence.

\[
\begin{array}{c}
\underline{6} + \underline{4} = \underline{10} \\
\underline{1} + \underline{1} = \underline{2} \\
\underline{2} + \underline{3} = \underline{5} \\
\underline{3} + \underline{1} = \underline{4}
\end{array}
\]
Addition (combine)

2 Zingaphi zizonke?
How many altogether?

___ + ___ = ___

___ + ___ = ___

Addition (combine) • Week 2 • Day 1
Dlala umdlalo othi 1, 2, 3, bonisa ukuze abafundi baziqheli sebekatheleleka amanani besebenzisa amagama athi ngaphezulu kune-/zininzi 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 imhla.

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

UAndile unelelese ezi-5. UBusi unelelese ezi-4. Zingaphi iilekese 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.

Sinezilithoba xa zidibene. We have nine altogether.

Cingela ngathi besinombuzo owahlukileyo saze safumana kwale mpendulo. Kodwa kukho umntu ocime inani leelelese zikaBusi. Zingaphi iilekese 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?
Using number sentences to show addition (combine)

Kufuneka abafundi baziqhelise ukusombulula iingxaki zokudibanisa nokuqonda izivakalisi manani. Phinda amanyathelo angasentla usebenzise amanani ahlukeneyo ukuze abafundi babe namathuba amaninzi okuqhelanisa nakusombulula iingxaki zokudibanisa. Yenza ezimbalwa kodwa ube neenxalenye zombuzo ozishelelayo 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

Using number sentences to show addition (combine)

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

Dlalani kwakhona. Zalisani iitheyibhile 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)

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

Using number sentences to show addition (combine)
### Fill in the missing numbers.

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

\[2 + \_ = 4\]

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

\[\_ + 2 = 3\]

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

\[\_ + 4 = 5\]

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

\[2 + 3 = \_\]

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

\[1 + \_ = 6\]

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>4</td>
</tr>
</tbody>
</table>

\[\_ + 4 = 7\]

**Andile unelekese ezi-2.**
**Busi unelekese ezi-2.**
**Banelekese 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)

<table>
<thead>
<tr>
<th>🐟 🐟</th>
<th>🐟 🐟 🐟</th>
<th>(2 + 3 = 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>🐟 🐟 🐟</td>
<td></td>
<td>(_ + _ = _)</td>
</tr>
<tr>
<td>⚽ ⚽ ⚽ ⚽</td>
<td>⚽</td>
<td>(_ + _ = _)</td>
</tr>
<tr>
<td>🌸</td>
<td>🌸 🌸 🌸 🌸 🌸 🌸 🌸</td>
<td>(_ + _ = _)</td>
</tr>
<tr>
<td>🍓 🍓 🍓 🍓 🍓 🍓 🍓 🍓 🍓</td>
<td></td>
<td>(_ + _ = _)</td>
</tr>
<tr>
<td>📝 📝 📝 📝</td>
<td></td>
<td>(_ + _ = _)</td>
</tr>
<tr>
<td>🍎 🍎 🍎 🍎 🍎</td>
<td></td>
<td>(_ + _ = _)</td>
</tr>
</tbody>
</table>
Dlala umdialo othi 1, 2, 3 bonisa kwakhona abafundi baziqhelise ukuthethelekisa 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-2.

I have 2.

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)**

<table>
<thead>
<tr>
<th>zoba</th>
<th>bhala</th>
</tr>
</thead>
</table>
| **unezi-2**  
has 2 | 2 |
| **unezi-3 ngaphezulu**  
has 3 more | 2 + 3 = 5 |

<table>
<thead>
<tr>
<th>zoba</th>
<th>bhala</th>
</tr>
</thead>
</table>
| **unezi-3**  
has 3 |  |
| **unezi-5 ngaphezulu**  
has 5 more |  +  =  |

<table>
<thead>
<tr>
<th>zoba</th>
<th>bhala</th>
</tr>
</thead>
</table>
| **unezi-6**  
has 6 |  |
| **unezi-2 ngaphezulu**  
has 2 more |  +  =  |
Addition (compare)

Fakela amanani ashiyiweyo.
Fill in the missing numbers.

<table>
<thead>
<tr>
<th>UMelominana-</th>
<th>UYeyesa una-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melo has</td>
<td>Yeyesa has</td>
</tr>
<tr>
<td><img src="image" alt="Balloon" /></td>
<td>3 ngaphezulu 3 more</td>
</tr>
<tr>
<td><img src="image" alt="Car" /></td>
<td>2 ngaphezulu 2 more</td>
</tr>
<tr>
<td><img src="image" alt="Candy" /></td>
<td>1 ngaphezulu 1 more</td>
</tr>
<tr>
<td><img src="image" alt="Book" /></td>
<td>5 ngaphezulu 5 more</td>
</tr>
<tr>
<td><img src="image" alt="Train" /></td>
<td>2 ngaphezulu 2 more</td>
</tr>
<tr>
<td><img src="image" alt="Ruler" /></td>
<td>6 ngaphezulu 6 more</td>
</tr>
<tr>
<td><img src="image" alt="Football" /></td>
<td>1 ngaphezulu 1 more</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 LWENQIQO  |  CONCEPT DEVELOPMENT

USipho unezitikha ezi-5. UBongi unezitikha ezi-2 ngaphezulu kunezikaSipho. Zingaphi izitikha 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

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

Zingaphi iibloko zika?
How many blocks does have?

<table>
<thead>
<tr>
<th>Unezi-2 ngaphezulu.</th>
<th>Unezi-4 ngaphezulu.</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

\[
\begin{array}{c}
8 + 2 = 10 \\
\hline
+ = \\
\hline
\end{array}
\]

\[
\begin{array}{c}
\quad \\
\hline
\end{array}
\]

<table>
<thead>
<tr>
<th>Unezi-3 ngaphezulu.</th>
<th>Unezi-5 ngaphezulu.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

\[
\begin{array}{c}
3 + 4 = 7 \\
\hline
+ = \\
\hline
\end{array}
\]

\[
\begin{array}{c}
\quad \\
\hline
\end{array}
\]

<table>
<thead>
<tr>
<th>Unezi-1 ngaphezulu.</th>
<th>Unezi-3 ngaphezulu.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

\[
\begin{array}{c}
1 + 3 = 4 \\
\hline
+ = \\
\hline
\end{array}
\]

\[
\begin{array}{c}
\quad \\
\hline
\end{array}
\]
Using number sentences to show addition

2. Dibanisa.  
Add.  

| 2 + 1 = ___ | 3 + 4 = ___ |
| 4 + 4 = ___ | 5 + 2 = ___ |
| 6 + 3 = ___ | 7 + 2 = ___ |
| 8 + 1 = ___ | 6 + 2 = ___ |

3. Dibanisa.  
Add.  

| 1 + 1 = ___ | 2 + 0 = ___ | 3 + 0 = ___ |
| 1 + 0 = ___ | 2 + 1 = ___ | 3 + 1 = ___ |
| 1 + 2 = ___ | 2 + 3 = ___ | 3 + 2 = ___ |
| 1 + 3 = ___ | 0 + 2 = ___ | 4 + 1 = ___ |
| 1 + 4 = ___ | 0 + 3 = ___ | 4 + 0 = ___ |
1 Mangaphi ama-apile edibene? Bhala isivakalisi manani.

How many apples altogether? Write the number sentence.

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

___ + ___ = ___

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

___ + ___ = ___

2 Bhala amanani anekhoyo.

Fill in the missing numbers.

<table>
<thead>
<tr>
<th>8</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

___ + 5 = ___

<table>
<thead>
<tr>
<th>5</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

___ + ___ = ___

<table>
<thead>
<tr>
<th>7</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

___ + ___ = 7

<table>
<thead>
<tr>
<th>9</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

___ + 4 = ___

UThina unelelekeze ezi-2.
USiphokazi unelelekeze ezi-___.
Banelelekeze 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.
**FRONT PAGE**

**Uqukaniso | Consolidation**

1. **Fakela amanani ashiyiweyo.**
   Fill in the missing numbers.

<table>
<thead>
<tr>
<th>UBokanga una-</th>
<th>UNwabisa una-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bokang has</td>
<td>Nwabisa has</td>
</tr>
<tr>
<td>![Cars]</td>
<td>2 ngaphezulu</td>
</tr>
<tr>
<td></td>
<td>2 more</td>
</tr>
<tr>
<td></td>
<td>+ + 2 = 6</td>
</tr>
<tr>
<td>![Minivans]</td>
<td>1 ngaphezulu</td>
</tr>
<tr>
<td></td>
<td>1 more</td>
</tr>
<tr>
<td></td>
<td>+ + + = +</td>
</tr>
<tr>
<td>![Planes]</td>
<td>3 ngaphezulu</td>
</tr>
<tr>
<td></td>
<td>3 more</td>
</tr>
<tr>
<td></td>
<td>+ + + = +</td>
</tr>
<tr>
<td>![Trains]</td>
<td>2 ngaphezulu</td>
</tr>
<tr>
<td></td>
<td>2 more</td>
</tr>
<tr>
<td></td>
<td>+ + + = +</td>
</tr>
<tr>
<td>![Cars]</td>
<td>3 ngaphezulu</td>
</tr>
<tr>
<td></td>
<td>3 more</td>
</tr>
<tr>
<td></td>
<td>+ + + = +</td>
</tr>
<tr>
<td>![Ships]</td>
<td>1 ngaphezulu</td>
</tr>
<tr>
<td></td>
<td>1 more</td>
</tr>
<tr>
<td></td>
<td>+ + + = +</td>
</tr>
<tr>
<td>![Planes]</td>
<td>2 ngaphezulu</td>
</tr>
<tr>
<td></td>
<td>2 more</td>
</tr>
<tr>
<td></td>
<td>+ + + = +</td>
</tr>
</tbody>
</table>

2. **Dibanisa.**
   Add.

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

<table>
<thead>
<tr>
<th>Izibalo zentloko: Sebenzisa umtya wamaso ukuze wenze kwaye wobonise iibhondi zamanani ukuza ku-10.</th>
<th>Izixhobo</th>
<th>Imitya yamaso katitshala nabafundi.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Imidlalo:</strong> Phosa iibloko; Masidibanise!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dibanisa u-0 kwinani olinikiweyo ngendlela echanekileyo. Umz. 5 + 0 = 5</td>
<td></td>
</tr>
<tr>
<td>Dibanisa ku-0 ngendlela echanekileyo. Umz. 0 + 8 = 8</td>
<td></td>
</tr>
<tr>
<td>Yila amabali okudibanisa, ukuze ancede ekuqondeni iingxaki (izibalo) zamagama.</td>
<td></td>
</tr>
<tr>
<td>Yenza iipatheni zokudibanisa usebenzise amakhadi okudibanisa.</td>
<td></td>
</tr>
</tbody>
</table>

**Uvavanyo**

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

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

**Resources**

**Mental Maths:** Use bead strings to make and show number bonds up to 10

**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 ibloko; Masidibanise!*

---

**Ividiyo yophuhliso lwengqiqo**

Siza kugxila kudibaniso nakule veki, kwaye sijonge ukusebenza ngenani uziro -0, amabali okudibanisa neepatheni zokudibanisa. Kumebenzini wethu wokudibanisa siza kugxila koku:

- Ekuncedeni abafundi bakwazi ukudibanisa uziro nokudibanisa kuziro. Kubalulekile oku ukuba kufundiswe 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 nolwazi olungcono lweengxaki (izibalo) zamagama. Akukho mfeneke yokugxila kupela olufanelekileyo lwamagama njengoko kugxila kusizwa uze wakubele amabali okudibanisa uze waphuhliso lwamagama njengoko kugxila kusizwa uze wafanelekileyo.
- Ekuchongeni iipatheni ezahlukeneyo neebhondi zamanani. Ekuqaleni ubume bamakhadi okudibanisa bungangathi buyongamela, kanti ulwazi lweepatheni nesebenza abafundi bandise inani lamanani abawaziyo. Oku kuza kubenza bakwazi ukusombulula iingxaki ngempumelelo.

---

**Into emayiqatshelwe kule veki**

- Kubalulekile ukuba abafundi bakwazi ukubona nokuqonda ukuba uziro okalandisi ixabiso lenani ebelikhaya kuyisho.
- Abafundi bangakufumana ukuyila amabali kunobunzima kancinci, ngoko ke kubalulekile ukubonise umzekela xa kuyisho lenani ebelikhaya kuyisho. Kubalulekile ukuba kubalwe inxalenyi ngenye yebali lokudibanisa kungca omthabo ukuze kuncedeni abafundi bakwazi ukwalathu iinkcukakhe ezibalulekileyo.
- Bakhuthaze abafundi ukuba bakwazi ukunakana ipatheni yokwamandisa neyokuciphisa kwisivakalisi zakudibanisa njengoko oku kuza kubenza bakwazi ukusombulula iingxaki/izibalo lula ngentloko.

Kule veki siza kuyi abapho 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 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 recognise 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.
Azikho.
None.

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

Ziro
Zero.

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

Zingaphi iibloko onazo ngoku?
How many blocks do you have now?

Ndineebloko ezi-2.
I have 2 blocks.

Uqale ngeebloko 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.
Masebenzi ezinye. Makuze abafundi abathathu ngaphambili. Let’s add some more. Three learners come to the front.

Abafundi mababe nexesha elininzi bedibanisa uziro kananjalo badibanise kuziro ngale ndlela. Thetha nabo ngoku bakwenzayo ukuze uqiniseki 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.
Ukudibanisa okuno-0

**Umdalo: Phosa iibloko**
Game: Throw the blocks

I got 2 in the box! And I'm outside the box.

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

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

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

2 Zingaphi iibhola ezisebhokisini?
   How many balls in the box?
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 LWENGQIQO | CONCEPT DEVELOPMENT

Yahlula umtya wakho ka-2. Ingaba sindixelela ntoni isivakalisi manani ngendlela owohlule ngayo umtya wamaso?

Separate your string into 2 parts. What addition number sentence tells me about the way you split your beads?

Ngubani

Ngubani onokusibalisela ibali elihambelana nesi sivakalisi manani?

Who can tell us a story to go with this number sentence?
Addition stories

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.


Bekukho amantshontsho enkukhu ama-6 eyadini. Kuye kwafika amanye ama-4 eyadini. Mangaphi amantshontsho enkukhu aseyadini elibene?
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?
### Balisela iqabane lakho ibali lokudibanisa elimalunga nalo mfanekiso uze ubhale isivakalisi manani.

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

<table>
<thead>
<tr>
<th></th>
<th>Isivakalisi manani</th>
<th>Number sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Picture 1]</td>
<td>8 + 2 = 10</td>
<td></td>
</tr>
<tr>
<td>![Picture 2]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>![Picture 3]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>![Picture 4]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>![Picture 5]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>![Picture 6]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>![Picture 7]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>![Picture 8]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Addition stories

WEEK 3 • DAY 2

2 Dibanisa.
Add.

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

Umdalo: Masidibanise!
Game: Let’s add!

1 Tshofu lo amakhadi amanani akho.
Shuffle your number cards.

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

3 1, 2, 3 veza

4 ?!

5 Ndiphumelele! I win!

6 Umfundi onamakhadi amanini ekupheleli komdlalo nguye ophumelelayo.
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 LWENGQIQO | CONCEPT DEVELOPMENT

Kukho izinja ezis-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?

Izinja ezi-7 neekati ezi-2
7 dogs and 2 cats

Zingaphi izilwanyana ezikhoyo zidibene?
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 aliqela 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.
Funda ibali. Wakugqiba bhala isivakalisi manani sokusombulula ingxaki.

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

Utata uJola ebeneenkomo ezi-6. Unyana wakhe uze nezinye ezi-2. Zingaphi inkomo anazo zidibene?

Tata Jola had 6 cows. His son brought 2 more. How many cows altogether?

\[
\begin{array}{c}
6 \quad + \quad 2 \quad = \quad 8
\end{array}
\]

ULulo uneentyatymbo ezi-3. Umhlobo wakhe uneentyatymbo ezi-3. Zingaphi iinyatyatymbo zabo zidibene?

Lulo has 3 flowers. Her friend has 3 flowers. How many flowers altogether?

\[
\begin{array}{c}
\_ \quad + \quad \_ \quad = \quad \_
\end{array}
\]

Ndineebhokisi ezi-5. Wena uneebhokisi ezi-3 ngaphezu kwezi ndinazo. Zingaphi iibhokisi onazo?

I have 5 boxes. You have 3 more boxes than I do. How many boxes do you have?

\[
\begin{array}{c}
\_ \quad + \quad \_ \quad = \quad \_
\end{array}
\]

UKhanya uneelekese ezi-4. UVusi uneelekese ezi-6. Zingaphi iilekese zabo zidibene?

Khanya has 4 sweets. Vusi has 6 sweets. How many sweets altogether?

\[
\begin{array}{c}
\_ \quad + \quad \_ \quad = \quad \_
\end{array}
\]


Thina has 3 apples. Her mother needs 2 more apples than Thina has. How many apples does her mother need?

\[
\begin{array}{c}
\_ \quad + \quad \_ \quad = \quad \_
\end{array}
\]
**Umdalo: Masidibanise!**
**Game: Let’s add!**

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

2. **Uwabeke ngobuse edesikeni.**
   *Put them face down on your desk.*

3. **1, 2, 3 veza**

4. **71**

5. **Ndiphumelel! I win!**

6. **Umfundi onamakhadi amaninzi ekupheleni komdlalo nguye ophumelelayo.**
   *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 LWENGQIQO | 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 esigqo?
Is this the only possible number sentence that has the answer 7?
Addition patterns

Yeyiphi ipatheni oyibonayo kule theyibhile emva kokukhupha amakhadi anesiphumo 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.

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.

Umgca ofana nalo. A line like this.

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

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

Agenyuka ngesexha ngalinye. They get bigger by one each time.


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.

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.
1. Gqibezela isivakalisi manani.
   Complete the number sentence.

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 1 + ___ = 10 | 9 + ___ = 10 |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2 + ___ = 10 | 8 + ___ = 10 |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 3 + ___ = 10 | 7 + ___ = 10 |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 4 + ___ = 10 | 6 + ___ = 10 |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 5 + ___ = 10 | 0 + ___ = 10 |
2. Sombulula uze ufakele umbala.
Solve and colour:

3. Bhala izivakalisi manani.
Write number sentences:

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>(2 + 3 = 5)</td>
<td></td>
<td>____ + ____ = 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 + 2 = 5</td>
<td></td>
<td>____ + ____ = 4</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td>____ + ____ = 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>+ ___ = 6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td>____ + ____ = 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>+ ___ = 7</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td>____ + ____ = 8</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>+ ___ = 8</td>
<td></td>
</tr>
</tbody>
</table>
1. Gqibezela izivakalisi manani.
   Complete the number sentences.

   | 5 + ___ = 10 | 0 + ___ = 10 |
   | 3 + ___ = 10 | 6 + ___ = 10 |
   | 7 + ___ = 10 | 2 + ___ = 10 |

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?

   ____ + ____ = ____

   Write an addition story for the picture.

   Bhala ibali lokudibanisa lalo mfanekiso.
   Write a number sentence for the picture.
**Assessment and consolidation**

1. **Zingaphi iibhola ezisebhokisini?**
   How many balls in the box?

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

---

**Uqukaniso | Consolidation**

---

**Assessment and consolidation**  Week 3 • Day 5
Ukuqalisa ukuthabatha

<table>
<thead>
<tr>
<th>Izixhobo</th>
<th>Izibalo zentloko: Ilbhondi zeshumi usebenzisa amakhadi amachokoza.</th>
<th>Amakhadi amachokoza katitshala.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<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-nento epheleleyo)</td>
<td>iNcwadi Yomfundi Yemisebenzi, iibloko</td>
</tr>
<tr>
<td>4</td>
<td>Ukusebenzisa izivakalisi manani ukuze ubonise ukuthabatha (izahlulo-nento epheleleyo)</td>
<td>iNcwadi Yomfundi Yemisebenzi, iibloko, idayisi</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:

| Ukuqonda kabanzi ingqiqo yokuthabatha. |
| Sebenzisa ibbloko ukuze usombulule lingxaki zokuthabatha. |
| Sombulula iindidi ezimbini zeengxaki zokuthabatha (ukuthshintsha kunye nezahlulo-nento epheleleyo) |
| Sebenzisa izivakalisi manani ukuze ubonise ukuthabatha (ingxaki zokuthshintsha kunye nezahlulo-nento epheleleyo) |

Uvavanyo

Uvavanyo olubhalwayo: Izivakalisi manani neengxaki zokuthabatha (ukuthshintsha nokuhlanganisa) (NOR)
Bhala phantsi amanqaku afunyenweyo kwali-16 kwiphepha lamanzaku ekota.

Uvavanyo oluthethwayo nolwenziwayo

<table>
<thead>
<tr>
<th>CAPS: Amanani nemisebenzi Umsebenzi: Qwalasela isakhono somfundi ngamnye sokudibanisa nokuthabatha.</th>
<th>Amanqaku: 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inqaku</td>
<td>Ikhrayitheriya - Uluhlu lwezinto ezijongwayo: (inquaku eli-1 kwikhrayitheriya/inqobo nganye efezekisiweyo)</td>
</tr>
<tr>
<td>1</td>
<td>Uyakwazi ukudibanisa nokuthabatha esebenzisa izinto eziphathekayo.</td>
</tr>
<tr>
<td>1</td>
<td>Uyakwazi ukudibanisa nokuthabatha ngokubala ebuya uma 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 lamanzaku ekota.
## Introducing subtraction

<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, multifix blocks</td>
</tr>
<tr>
<td>2</td>
<td>Using <strong>number sentences</strong> to show subtraction (change)</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>3</td>
<td>Subtraction (part-whole)</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>4</td>
<td>Using number sentences to show subtraction (part-whole)</td>
<td>LAB, multifix blocks, dice</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment</td>
<td>LAB</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>After this week the learners should be able to:</th>
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<tbody>
<tr>
<td>Understand the concept of subtraction</td>
</tr>
<tr>
<td>Use <strong>multifix blocks</strong> to solve subtraction problems</td>
</tr>
<tr>
<td>Solve two types of <strong>subtraction</strong> problems (change and part-whole)</td>
</tr>
<tr>
<td>Use number sentences to show subtraction (change and part-whole problems)</td>
</tr>
</tbody>
</table>

### 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>
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</table>

Record a mark out of 5 in the term mark sheet.
Ukuqalisa ukuthabatha

Ividiyo yeziyalolo zentloko

Ividiyo yophuhliso lwengqiqo
Kule veki siza kugxila kuthabatho, kwaye siza kujonga iindidi ezimbini zeengxaki zokuthabatha – utshintsha kunje nezahlulonto epheleleyo. Kubalulekile ukuba abafundi belle nokuqanda okunengqiqo malunga nokuthabatha ukwazi bakwazi ukusombulula liyaxikho besebenzisa iinyani ezaziwayo. Kusukela wethu wokuthabatha kuqetjenziswa iindidi zeengxaki ezitheshayo nezahlulonto nento epheleleyo, siza kugxila koku:

• Ekuncedeni abafundi babhale izivakalisi manani besebenzisa isimboli ezichanekileyo. Kubalulekile ukuba abafundi balwazi ukutshintsha kunye nezahlulonto entloko. Kufuneka balwazi nokuqonda izivakalisi manani ukwazi bakhona abakubonaya kwimiboniso ephathhekayo enikiweyo.
• Ukwenza abafundi bathabathe izixa ezincinci kwezikhulu. Okuphapho ngokuthelo ngokusiyembeka ukuthola. Kufuneka ngokuthelo ngokuthela ukuthola. Kufuneka ngokuthelo ngokuthela ukuthola
• Ukwenza abafundi bahlule kabini into epheleleyo, apho isisahlulo/ iyinxalenye enye kuhla ukuthola. Okuphapho ngokuthelo ngokuthela ukuthola. Kufuneka ngokuthelo ngokuthela ukuthola

Into emayiqathelwe kule veki

• Abafundi kufuneka basazi basiqhele isigama esinxulumene nokuthabatha. Ingaba abafundi bawasebenzisa kakhule na amagama athi isivakalisi manani, ukuthabatha, thabatha, ngaphantsi, eshiyekileyo?
• Ingaba abafundi bayathetha ngezisombululo zabo ukuze babe nelwazi malunga nentsingisele yengxaki nokuba kufuneka benze ntone ukuze basombulule ingxaki. Sebenzisa eli thuba ukulungisa impazamo zaphambanini.
• Ingaba uyalelnza unxulumani phakathi kokubandisa nokuthabatha ukwazi ukwazi ukukhulisa ulwazi lwabafundi lshawalamiwo ongbezwayo. Itheyihile yezahlulonto nento epheleleyo ngumonibono ochanekileyo onokusetzweni ekwenzeni olu nxulumano, usakhela kulwazi lwabafundi lwabhandla zamashumi.
## 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.

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

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

Kufuneka ndangeze ezingaphi ukuze zibe li 10?
How many more to make 10?
**UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT**

**WEEK 4 • DAY 1**

**Subtraction (change)**


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.

---

1. Bekukho ilekese ezi-7. UNangamso wathatha za-4 kuzo. Zingaphi ezishiyekileyo?
   - There were 7 sweets. Nangamso took 4 of them. How many are left?
2. Masisebenzise ibloko sibale oku. Let’s use blocks to work this out.
   - I have 7 blocks and I take 4 blocks away.
3. Zingaphi ezishiyekileyo?
   - How many are left?
   - I have 7 blocks and I take 4 blocks away.
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?

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


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

Ukhumbule ukuqinisekisa umhra uze uphawule irejista yonke imhra.

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?

Mangaphi ama-apile awanike uSilo?

How many apples does she give to Silo?

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

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

**WEEK 4 • DAY 2**

Kufuneka abafundi babe namathuba kungayi namagama eempawu neentsingiselo zazo.

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

```
-=
```

Abafundi mabaziqhelise ukubhala emoyeni - kunye ne= amaxesha aliqela baze babhale ezincedini zabo zemisebenzi yaseklasini emva koko. Bhala isivakalisi manani 3 - 2 = __. Ngezantsi kwegizakalisi 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.


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 a bear and glasses with numbers removed]

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

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

**WEEK 4 • DAY 2**

**Zingaphi ezishiyekileyo? Bhala isivakalisi manani.**

*How many are left? Write the number sentence.*

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**Using number sentences to show subtraction**  
**Week 4 • Day 2**
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.
Subtraction (part-whole)

Ezi-5 ziluhlaza, zingaphi ezibomvu?
5 are green, how many are red?
Zi-3 ezibomvu.
3 are red.

Zingaphi izitulo ezibomvu?
How many chairs are red?
Zi-3 izitulo ezibomvu.
3 red chairs.

Amanani akwitheyibhile yezahlulo-nento epheleleyo asibonisa ntoni?
What do the numbers in the part-whole table show us?
U-5 xa edibene no-3 benza u-8.
5 and 3 make 8.
Xa uthatha ezi-5 kwezisi-8 kushiyeka ezi-3
8 take away 5 leaves 3.

Kuza kufuneka abafundi baziqhelise ukusombulula iingxaki zokuthabatha (zezahlulo-nento epheleleyo). Kufuneka unike abafundi amathuba aliqela okuziqhelisa ukusombulula iingxaki zokuthabatha besebenzisa iblokolo zabo. Xa besiya bezithemba ngokuzithemba baza kuqalisa ukuzisombulula ngentloko iingxaki besebenzisa ibhondi zamanani. 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.
Zingaphi iibhola ezifanele ukuba sebhokisini engenanto?

How many balls should be in the empty box?
2 Zoba amachokoza kwitheybhiile yezahlulo nento epheleleyo uze uqibezele isivakalisi manani.

Draw dots in the part-whole table and complete the number sentence.

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5 - 1 = __

5 - 3 = ___

9 - 5 = ___

8 - 2 = ___

7 - 6 = ___

10 - 5 = ___

8 - 6 = ___

9 - 3 = ___

10 - 1 = ___

7 - 5 = ___
IZIBALO ZENTLOKO | MENTAL MATHS

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

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 olungumguqulwa phakathi kwezi zinto (kubonwe kwiindlela ezahlukeneyo 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.

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1. \[ 7 - 2 = 5 \]
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10.
**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.

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<tbody>
<tr>
<td>6</td>
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<tr>
<td>6 - 1 = ___</td>
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<td>8 - 7 = ___</td>
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<td>6 - 2 = ___</td>
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<tr>
<td>10 - 4 = ___</td>
<td>10 - 7 = ___</td>
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</tbody>
</table>
1 Ukuba ndithatha ____, kuza kushiyeka ezingaphi?
If I take ____, how many remain?

---

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

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<td>9 - 1 = ____</td>
</tr>
</tbody>
</table>
1 Mangaphi amaqunube ashiyekileyo? Bhala isivakalisi manani sokuthabatha.
How many berries are left? Write the subtraction sentences.

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

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

\[
\begin{align*}
6 - 3 &= \phantom{\boxed{}} \\
6 - 1 &= \phantom{\boxed{}} \\
7 - 5 &= \phantom{\boxed{}} \\
7 - 4 &= \phantom{\boxed{}} \\
5 - 2 &= \phantom{\boxed{}} \\
10 - 2 &= \phantom{\boxed{}} \\
8 - 4 &= \phantom{\boxed{}} \\
5 - 3 &= \phantom{\boxed{}} \\
7 - 2 &= \phantom{\boxed{}} \\
7 - 2 &= \phantom{\boxed{}} \\
9 - 7 &= \phantom{\boxed{}} \\
9 - 5 &= \phantom{\boxed{}} \\
6 - 4 &= \phantom{\boxed{}} \\
6 - 2 &= \phantom{\boxed{}} \\
10 - 3 &= \phantom{\boxed{}} \\
10 - 7 &= \phantom{\boxed{}} 
\end{align*}
\]
Izibalo zentloko: Bonisa iibhondi zika-10 usebenzise amakhadi amanani

Amakhadi amanani katitshala nabafundi

Umdlalo: Phosa iibloko

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

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:

- Funa iipatheni zokuthabatha usebenzise amakhadi okuthabatha.
- Sombulula iingxaki zokuthabatha zohlobo lokuthelekisa.
- Sebenzisa izivakalisi manani ukuze ubonise ukuthabatha (ingxaki zokuthelekisa)
- Ukuqonda intsingiselo yokuthabatha u-0 nokuthabatha ukuze ufumane u-0.

Uvavanyo

Uvavanyo olubhalwayo: Iingxaki zokuthabatha, izivakalisi manani neepatheni (NOR)
Bhala phantsi amanqaku afunyenweyo kwali-15 kwiphepha lamangaqaku 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><strong>Subtraction</strong> patterns</td>
<td>LAB, <strong>multifix blocks</strong>, teacher <strong>subtraction cards</strong> (make your own using A4 paper)</td>
</tr>
<tr>
<td>2</td>
<td>Subtraction (compare)</td>
<td>LAB, <strong>multifix blocks</strong></td>
</tr>
<tr>
<td>3</td>
<td>Using number sentences to show subtraction (compare)</td>
<td>LAB, <strong>multifix blocks</strong></td>
</tr>
<tr>
<td>4</td>
<td>Subtraction with 0</td>
<td>LAB, <strong>multifix blocks</strong></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:**

- 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 yezibalozentloko

Sigxila kwiibhondi zika-10 kule veki kwaye sisebenzisa amakhadi amanani ukuze sibonise ibhondi zamanani neendibanisela. Le yindlela elungileyo yokwenza abafundi baphathwe inxaxheba kwizifundo kwaye ikwenzelana lula ukuze ubone ukuba bayazazi na abafundi ibhondi zabo. Xa unokuthi kwqaqo nje eklasini uya kukwazi ukusuphela abafundi abaphakamise amakhadi achanekileyo. Ungakwazi ukulungisa impazamo oziqaphelayo.

Ividiyo yomdlalo

*Phosa ibloko*

Ividiyo yophuhliso lwengqixo

Kule veki sigxila kuthabatho kwaye sijonga kwingxaki yohlobo lokuthelekiswa. Kubalulekile kubafundi ukuba baphuhlise ukuqonda okunengqixo ngokuthabatha ukuze bakwazi ukusombulula lingxaki kakhulhe besebenzisa inyani ezaziwayo. Kumsebenzi wethu wokuthabatha sisebenzisa iingxaki yohlobo lokuthelekiswa, siza kugxila koku:


- Ukenika abafundi ithuba lokufumana umahluko phakathi kwezixa ezibini ngokuthlelekisa amanani amabini akulo ngxaki. Le ke kuthiwa yingxaki yohlobo lokuthelekiswa. Abafundi bayaqhubeka nolukhala izisombululo besebenzisa izivakalisi manani zokuthabatha.


Into emayiqatshelwe kule veki

- Kufuneka abafundi baqhele ukusenzisa isigama esinxulumene nokuthabatha. Ingaba abafundi bawasebenzisa kakhulhe amagama angala: isivakalisi manani, ukuthabatha, thabatha, ngaphatsi/ nganeno, esishyekileyo/eseleyo?

- Bakuthaza abafundi ukuba bakwazi ukunakana/ukubona iipatheni ezibonakalayo kwilingxaki zokuthabatha njengoko oku kubanceda ekuphuhliseni izakhono zabo zokuqiza zemathematika.

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.
Bethelela ulwazi iwebhondi 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?
1. Ungakwazi ukufumana isivakalisi manani esinesiphumo esingu-3?
   Can you find me a number sentence that has the answer 3?

2. 6 - 3

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

4. 10 - 7
   4 - 1

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

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


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.
<table>
<thead>
<tr>
<th>Bhalizivakalisi manani.</th>
<th>Write number sentences.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Number Representation" /></td>
<td><img src="image2.png" alt="Number Representation" /></td>
</tr>
<tr>
<td><img src="image3.png" alt="Number Representation" /></td>
<td><img src="image4.png" alt="Number Representation" /></td>
</tr>
<tr>
<td><img src="image5.png" alt="Number Representation" /></td>
<td><img src="image6.png" alt="Number Representation" /></td>
</tr>
<tr>
<td><img src="image7.png" alt="Number Representation" /></td>
<td><img src="image8.png" alt="Number Representation" /></td>
</tr>
<tr>
<td><img src="image9.png" alt="Number Representation" /></td>
<td><img src="image10.png" alt="Number Representation" /></td>
</tr>
<tr>
<td><img src="image11.png" alt="Number Representation" /></td>
<td><img src="image12.png" alt="Number Representation" /></td>
</tr>
<tr>
<td><img src="image13.png" alt="Number Representation" /></td>
<td><img src="image14.png" alt="Number Representation" /></td>
</tr>
<tr>
<td><img src="image15.png" alt="Number Representation" /></td>
<td><img src="image16.png" alt="Number Representation" /></td>
</tr>
</tbody>
</table>

**Translation:**

<table>
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<th>Write number sentences.</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td><img src="image5.png" alt="Number Representation" /></td>
<td><img src="image6.png" alt="Number Representation" /></td>
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<tr>
<td><img src="image7.png" alt="Number Representation" /></td>
<td><img src="image8.png" alt="Number Representation" /></td>
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<td><img src="image14.png" alt="Number Representation" /></td>
</tr>
<tr>
<td><img src="image15.png" alt="Number Representation" /></td>
<td><img src="image16.png" alt="Number Representation" /></td>
</tr>
</tbody>
</table>
2 Bhala izivakalisi manani ukuze zilingane namanani aseziblokweni.
Write subtraction sentences to equal the numbers in the blocks.

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>3</td>
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<tr>
<td>4</td>
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<tr>
<td>5</td>
<td></td>
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<td></td>
<td></td>
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<td></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 iWeebhondi 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.
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?

Ndineelekese 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?

\[
\begin{array}{ccc}
9 - 3 &=& 6 \\
\hline
\ldots - \ldots &=& \ldots \\
\ldots - \ldots &=& \ldots \\
\ldots - \ldots &=& \ldots \\
\ldots - \ldots &=& \ldots \\
\ldots - \ldots &=& \ldots \\
\ldots - \ldots &=& \ldots \\
\end{array}
\]

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?

\[
4 - 2 = 2
\]

Kukho izitulo ezili-10 kweli gumbi kunye nezitulo ezisí-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?
3. Zalisa izangq'a ezingenanto.
   Fill the empty circles.

\[
\begin{array}{ccc}
10 & 7 & 9 \\
5 & 2 & 1 \\
5 & 8 & 6 \\
3 & 6 & 3 \\
3 & 4 & 10 \\
1 & 2 & 7 \\
\end{array}
\]

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

\[
\begin{array}{ccc}
5 - 4 &=& 1 \\
7 - 2 &=& ____ \\
4 - 3 &=& ____ \\
8 - 4 &=& ____ \\
6 - 4 &=& ____ \\
10 - 5 &=& ____ \\
9 - 5 &=& ____ \\
3 - 1 &=& ____ \\
5 - 2 &=& ____ \\
10 - 3 &=& ____ \\
8 - 6 &=& ____ \\
9 - 3 &=& ____ \\
\end{array}
\]

Subtraction (compare)  Week 5 • Day 2 47
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 neenkomo?
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 neenkomo?
What is the difference between the number of sheep and cows?
Using number sentences to show subtraction (compare)

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

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

Yintoni umahluko phakathi kwenani leegusha neleenkomo? What is the difference between the number of sheep and cows?

Kukho iigusha ezingaphezulu ngo-6 kuneenkomo. Umahluko phakathi kuka-9 no-3 ngu-6. There are 6 more sheep than cows. The difference between 9 and 3 is 6.


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

   ![Image](image1.png)

   \[3 - 4 = 1\]

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

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

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

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

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

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

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

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

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

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

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

   \[10 - 3 = \_\_\_\]
Using number sentences to show subtraction (compare)

3. Zingaphi iibhiskithi ezishiyekileyo ukuba uDada utya ezi-____?
   How many biscuits are left if Dada eats ____?
   
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>10 - 6 = 4</td>
<td>____ - ____ = ____</td>
</tr>
</tbody>
</table>

<p>| | |</p>
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<tbody>
<tr>
<td>4</td>
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</tr>
<tr>
<td>____ - ____ = ____</td>
<td>____ - ____ = ____</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>____ - ____ = ____</td>
<td>____ - ____ = ____</td>
</tr>
</tbody>
</table>

4. Thabatha uze ufakele umbala.
   Subtract and colour.

   5 - 4  10 - 8  4 - 3  5 - 3
   1 3 5
   2 4

   4 - 1  10 - 5  9 - 5  5 - 1
   4 - 1  10 - 5  9 - 5  5 - 1

   5 - 2  9 - 7  6 - 5  7 - 3

Using number sentences to show subtraction  Week 5 • Day 3
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.

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

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 iibloko ezi-4 ngesandla. Tshintshiselanani ngokuphosa iibloko zenu ebhokisini.

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

1. 

2. 

3. 

4. 

5. 

Ndifake za-3 ebhokisini!
I-1 engaphandle kwebhokisi.
I got 3 in the box.
And I outside the box.

Yigem yom. Ndifake za-2 ebhokisini, ezinye ezi-2 zingaphandle kwebhokisi.
My turn. I got 2 in the box and 2 outside the box!

Umntu ngamnye makafumane ithuba ukuze azalise amaphetheleka okurekhodisha. Fumana umahluko phakathi kwenani elikhulu nelincinci.

Everybody take turns and fill in your record sheets. Find the difference between the bigger number and the smaller number.
## Subtraction with 0

### 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>
1. Thabatha ukuze uggibezele ithembile.
Subtract to complete the table.

<table>
<thead>
<tr>
<th>Amaqhosha ekuqaleni ...</th>
<th>USisanda uthatha ...</th>
<th>Amaqhosha ashiyekelelo ...</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.

| 1 - 1 = ___ | 10 - 10 = ___ |
| 1 - 0 = ___ | 10 - 0 = ___ |
| 3 - 0 = ___ | 6 - 0 = ___ |
| 3 - 3 = ___ | 6 - 6 = ___ |
| 5 - 5 = ___ | 8 - 8 = ___ |
| 5 - 0 = ___ | 8 - 0 = ___ |
| 4 - 0 = ___ | 9 - 0 = ___ |
| 4 - 4 = ___ | 9 - 9 = ___ |
| 2 - 2 = ___ | 7 - 7 = ___ |
| 2 - 0 = ___ | 7 - 0 = ___ |
IVEKI 5 • USUKU 5

Uvavanyo noqukaniso

1. Bhala isivakalisi manani.
   Write number sentences.
   
   ![Number sentences with images of symbols for subtraction]

2. Yintoni umahluko?
   What is the difference?
   
   ![Illustration of two sets of fruits with a question mark box for subtraction]

3. Thabatha.
   Subtract.
   
   
   | 3 − 2 = ___ | 8 − 5 = ___ | 9 − 5 = ___ |
   | 5 − 4 = ___ | 9 − 0 = ___ | 6 − 2 = ___ |
   | 10 − 2 = ___ | 7 − 4 = ___ | 10 − 7 = ___ |
### Assessment and consolidation

#### WEEK 5 • DAY 5

**Uqkaniso • Consolidation**

1. **Bhala izivakalisi manani.**
   Write the number sentences.
   - \[ 5 - 2 = 3 \]
   - \[ \underline{\text{____}} - \underline{\text{____}} = \underline{\text{____}} \]
   - \[ \underline{\text{____}} - \underline{\text{____}} = \underline{\text{____}} \]

2. **Yintoni umahluko?**
   What is the difference?
   - \[ \text{____} - \text{____} = \text{____} \]
   - \[ \text{____} - \text{____} = \text{____} \]

3. **Zalisa izangqa ezingenanto.**
   Fill the empty circles.
   - \[ q \]
   - \[ 8 \]
   - \[ 10 \]
   - \[ 7 \]
   - \[ q \]
   - \[ 8 \]
   - \[ 10 \]
   - \[ 7 \]
   - \[ q \]
   - \[ 8 \]
   - \[ 10 \]
   - \[ 7 \]
### Amabali okuthabatha neepatheni

<table>
<thead>
<tr>
<th>Izibalo zentloko: Umdlalo othi Saluta</th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umdlalo: Diala ngokudibanisa nokuthabatha</td>
<td>Amakhadi amanani aqala ku-0 ukuya ku-5</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>

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

- Ukuyila amabali okuthabatha, ukwenzela ukuncedisa ukuqonda iingxaki (izibalo) zamagama.
- Ukuchonga ulwazi olungundoqo emabalini okudibanisa nokuthabatha
- Ukusombulula izivakalisi manani zokudibanisa nokuthabatha

### 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/impawu ezichanekileyo. Kubalulekile ukuba abafundi bayazi intsingiselo yesivakalisi manani, nendlela yokubonisa isivakalisi manani besebenzisa izikhobo eziphathekayo.
- Ukwenza abafundi basombulule ingxaki zokudibanisa, ukuthatho nezokuthelelekisa besebenzisa izivakalisi manani namabali okudibanisa nokuthabatha.

Into emayiqatshelwe kule veki
- Kufuneka abafundi baqhele isigama esimalunga nokudibanisa nokuthabatha. Ingaba abafundi bawasebenzisa kakuhle na amagama athi isivakalisi manani, yenza/zenza, ukudibanisa, dibanisa, ngaphhezu, zizonce/zidibene, yandisa, yongeza, thelekisa, ukuthabatha, susa, thabatha, ngaphantsi, eselelo/esheikileyo?
- Kufuneka abafundi bawasebenzisa kakuhle na amagama athi isivakalisi manani, yenza/zenza, ukudibanisa, dibanisa, ngaphhezu, zizonce/zidibene, yandisa, yongeza, thelekisa, ukuthabatha, susa, thabatha, ngaphantsi, eselelo/esheikileyo?
## 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.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

Remember to check the date and mark the register every day.
Creating stories for subtraction

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT


2. UAyanda unebloko ezi-4, mna ndinebloko ezi-5. Ayanda has 4 blocks and I have 5 blocks.

3. 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

Ukuyila amabali okuthabatha
Creating stories for subtraction

1. Balisela umhlubo 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.

<table>
<thead>
<tr>
<th>Picture</th>
<th>Number Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Picture 1" /></td>
<td><img src="example1" alt="Subtraction Example" /></td>
</tr>
<tr>
<td><img src="image2.png" alt="Picture 2" /></td>
<td><img src="example2" alt="Subtraction Example" /></td>
</tr>
<tr>
<td><img src="image3.png" alt="Picture 3" /></td>
<td><img src="example3" alt="Subtraction Example" /></td>
</tr>
<tr>
<td><img src="image4.png" alt="Picture 4" /></td>
<td><img src="example4" alt="Subtraction Example" /></td>
</tr>
</tbody>
</table>
### Sombulula ezi ngxaki.

**Solve the problems.**


Buhle has 7 pineapples. She eats 2 pineapples. How many pineapples are left?

<table>
<thead>
<tr>
<th>Pineapples</th>
<th>Pineapples</th>
<th>Pineapples</th>
<th>Pineapples</th>
<th>Pineapples</th>
<th>Pineapples</th>
<th>Pineapples</th>
<th>Pineapples</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Pineapples" /></td>
<td><img src="image2.png" alt="Pineapples" /></td>
<td><img src="image3.png" alt="Pineapples" /></td>
<td><img src="image4.png" alt="Pineapples" /></td>
<td><img src="image5.png" alt="Pineapples" /></td>
<td><img src="image6.png" alt="Pineapples" /></td>
<td><img src="image7.png" alt="Pineapples" /></td>
<td><img src="image8.png" alt="Pineapples" /></td>
</tr>
</tbody>
</table>

\[ 7 - 2 = 5 \]

**UMhle uneeenjeni ezil-10. Uphise ngeeenjeni ezil-6. Zingaphi iiorenji ezishiyekileyo anazo?**

Mhle has 10 oranges. She gives away 6 oranges. How many oranges does she have left?

<table>
<thead>
<tr>
<th>Oranges</th>
<th>Oranges</th>
<th>Oranges</th>
<th>Oranges</th>
<th>Oranges</th>
<th>Oranges</th>
<th>Oranges</th>
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<th>Oranges</th>
<th>Oranges</th>
<th>Oranges</th>
<th>Oranges</th>
<th>Oranges</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image9.png" alt="Oranges" /></td>
<td><img src="image10.png" alt="Oranges" /></td>
<td><img src="image11.png" alt="Oranges" /></td>
<td><img src="image12.png" alt="Oranges" /></td>
<td><img src="image13.png" alt="Oranges" /></td>
<td><img src="image14.png" alt="Oranges" /></td>
<td><img src="image15.png" alt="Oranges" /></td>
<td><img src="image16.png" alt="Oranges" /></td>
<td><img src="image17.png" alt="Oranges" /></td>
<td><img src="image18.png" alt="Oranges" /></td>
<td><img src="image19.png" alt="Oranges" /></td>
<td><img src="image20.png" alt="Oranges" /></td>
<td><img src="image21.png" alt="Oranges" /></td>
</tr>
</tbody>
</table>


Ava has some red apples and some green apples. She has 8 apples. 2 of the apples are red. How many apples are green?

<table>
<thead>
<tr>
<th>Apples</th>
<th>Apples</th>
<th>Apples</th>
<th>Apples</th>
<th>Apples</th>
<th>Apples</th>
<th>Apples</th>
<th>Apples</th>
<th>Apples</th>
<th>Apples</th>
<th>Apples</th>
<th>Apples</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image23.png" alt="Apples" /></td>
<td><img src="image24.png" alt="Apples" /></td>
<td><img src="image25.png" alt="Apples" /></td>
<td><img src="image26.png" alt="Apples" /></td>
<td><img src="image27.png" alt="Apples" /></td>
<td><img src="image28.png" alt="Apples" /></td>
<td><img src="image29.png" alt="Apples" /></td>
<td><img src="image30.png" alt="Apples" /></td>
<td><img src="image31.png" alt="Apples" /></td>
<td><img src="image32.png" alt="Apples" /></td>
<td><img src="image33.png" alt="Apples" /></td>
<td><img src="image34.png" alt="Apples" /></td>
</tr>
</tbody>
</table>

**Kukho iintlanzi ezi-6. Ezi-4 ziye zadada zemka. Zingaphi ezishiyekileyo?**

There are 6 fish. 4 of them swim away. How many are left?

<table>
<thead>
<tr>
<th>Fish</th>
<th>Fish</th>
<th>Fish</th>
<th>Fish</th>
<th>Fish</th>
<th>Fish</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image35.png" alt="Fish" /></td>
<td><img src="image36.png" alt="Fish" /></td>
<td><img src="image37.png" alt="Fish" /></td>
<td><img src="image38.png" alt="Fish" /></td>
<td><img src="image39.png" alt="Fish" /></td>
<td><img src="image40.png" alt="Fish" /></td>
</tr>
</tbody>
</table>

**ULily uneemagi ezi-9. Ezi-3 kuzo zimdaka kodwa ezinye zicocekile. Zingaphi iimagi ezicocekileyo anazo?**

Lily has 9 mugs. 3 of them are dirty but the rest are clean. How many clean mugs does she have?

<table>
<thead>
<tr>
<th>Mugs</th>
<th>Mugs</th>
<th>Mugs</th>
<th>Mugs</th>
<th>Mugs</th>
<th>Mugs</th>
<th>Mugs</th>
<th>Mugs</th>
<th>Mugs</th>
<th>Mugs</th>
<th>Mugs</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image41.png" alt="Mugs" /></td>
<td><img src="image42.png" alt="Mugs" /></td>
<td><img src="image43.png" alt="Mugs" /></td>
<td><img src="image44.png" alt="Mugs" /></td>
<td><img src="image45.png" alt="Mugs" /></td>
<td><img src="image46.png" alt="Mugs" /></td>
<td><img src="image47.png" alt="Mugs" /></td>
<td><img src="image48.png" alt="Mugs" /></td>
<td><img src="image49.png" alt="Mugs" /></td>
<td><img src="image50.png" alt="Mugs" /></td>
<td><img src="image51.png" alt="Mugs" /></td>
</tr>
</tbody>
</table>
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


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 ezisi-7 ezibomvu. Zingaphi iilekese 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.
I have 7 green sweets and my brother has 3 blue sweets. How many do we have altogether? Write the number sentence for this story.

Ukuba bendithe ndineelekese ezi-3 ezimthubi aze umnakwethu abe neelekese ezisi-7 ezibomvu, bendinokubhala ndithi xa ezi-3 zidibene nezisi-7 zenza ezili-10.
And if I said I have 3 blue sweets and my brother has 7 green sweets, I could write 3 plus 7 equals 10.

Olu sapho lwezivakalisi manani zivelwa sakhele 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 lwезivakalisi manani kumfanekiso ngamnye.

Create a family of number sentences for each of the pictures.

\[
\begin{align*}
5 + 2 &= 7 \\
7 - 2 &= 5 \\
2 + 5 &= 7 \\
7 - 5 &= 2
\end{align*}
\]
## WEEK 6 • DAY 2

Addition and subtraction

### 2. Gqibezele ngokusebenzisa ukudibanisa nokuthabatha.

Complete using addition or subtraction.

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

### 3. Hlaba amachokoza uze uqibezele izivakalisi manani.

Cross out the dots and complete the number sentences.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8 - 8 =</td>
<td>10 - 2 =</td>
<td>9 - 7 =</td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10 - 9 =</td>
<td>8 - 4 =</td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10 - 3 =</td>
<td>9 - 0 =</td>
</tr>
</tbody>
</table>

Iveki 6 • Usuku 2 Ukudibanisa 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 LWENGQIQO | CONCEPT DEVELOPMENT

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.

Qhubani ngolu hlobo bade abafundi benze izivakalisi manani ezi-6 ezahlukileyo.
Continue in this way until the learners have made 6 different number sentences.
Yiza uzokukhetha amakhadi amabini ukuze wenze isivakalisi manani sokuthabatha esenza u-5. Come and pick two cards to make a subtraction number sentence that 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.

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.

Ndiza kudibanisa.
U-3 odlene no-2 benza u-5.
I am going to add.
3 plus 2 equals 5.

U-9 odlene no-1 benza u-10.
Yay! I got the lucky number 6. I am going to make it 9 and add.
9 plus 1 equals 10.

Ndiza kuthabatha. Xa uuthabatha u-1 ku-4 kusala u-3.
I am going to subtract.
4 subtract 1 equals 3.

Umuntu wokuqala owagqume onke amatyeyi nguye ophumeleleyo.
The first person to cover all their stones is the winner.
1. Fakela amanani angekho.
   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 isivakali isanani uze usombulule ingxaki.
   Write the number sentence and solve the problem.

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>🍭🍬🍭</td>
<td>8 – 8 = 0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ndinelekese ezisi-7. I have 7 sweets.</th>
<th>Umakhulu wam undiphe ezi-3 ngaphezulu. Zingaphi endinazo ngoku? My granny gives me 3 more sweets. How many are left?</th>
</tr>
</thead>
<tbody>
<tr>
<td>🍭🍬🍭</td>
<td>___ + ___ = ___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ndinelekese ezili-10. I have 10 sweets.</th>
<th>Udale wethu unezi-3 ngaphantsi kunezam. Zingaphi ilelekese anazo udale? My sister has 3 less sweets than me. How many does my sister have?</th>
</tr>
</thead>
<tbody>
<tr>
<td>🍭🍬🍭</td>
<td>___ – ___ = ___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ndinelekese ezisi-7. I have 7 sweets.</th>
<th>Umnakwethu unezi-2 ngaphezulu kunezam. Zingaphi ilelekese anazo umnakwethu? My brother has 2 more sweets than me. How many does my brother have?</th>
</tr>
</thead>
<tbody>
<tr>
<td>🍭🍬🍭</td>
<td>___ + ___ = ___</td>
</tr>
</tbody>
</table>
Dlalani umdlalo othi Saluta.
Play the Salute game.

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

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?

U-6 no-4 benza u-10.
6 and 4 make 10.

Ndineebhola ezili-10 zidibene.
I have 10 balls altogether.
WEEK 6 • DAY 4

Consolidation of addition and subtraction

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 amani.
   Make 10 by drawing a line to add numbers.

   ![Diagram of numbers 1 to 10 connected by lines](image)

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

   **Kukho iintlanzi eziblowu ezi-5 nezingwevu ezi-4 edamini. Zingaphi iintlanzi ezikhoyo zidibene?**
   There are 5 blue fish and 4 grey fish in a pond. How many fish are there altogether?

   ![Image of fish with numbers](image)
   
   **Ndinama-apile ali-10. Nditye ama-5. Mangaphi aseleyo?**
   I have 10 apples. I eat 5. How many are left?

   ![Image of apples](image)

   **Ndineelekese ezisebhegini neelekese ezi-2 esandleni sam. Ndineelekese ezisi-8 xa zidibene. Zingaphi iilekese ezisebhegini?**
   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?
Sombulula uze ufakkele umbala.
Solve and colour.

2 + 3 = __ 6 + 1 = __
6 - 5 = __ 3 + 1 = __
3 + 1 = __ 5 + 2 = __
5 + 3 = __ 5 + 2 = __
1 + 4 = __ 5 + 3 = __
1 + 5 = __ 6 + 2 = __
3 + 2 = __ 7 + 2 = __
3 + 3 = __ 8 - 3 = __
5 + 1 = __ 7 - 1 = __
2 + 2 = __ 9 - 4 = __
9 - 4 = __ 9 - 3 = 6

1. imnyama/black
2. iluhlaza/green
3. iorenji/orange
4. ibomvu/red
5. ublowu okhanyayo/light blue
6. ublowu omnyama/dark blue
7. imhlophe/white
8. imsobo/purple

Iveki 6 • Usuku 4 Ukubethelela ukudibanisa nokuthabatha
Uvavanyo noqukaniso

1. Gqibezela 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 = ___

   I have 7 red sweets and 3 blue sweets. How many altogether?

   There are 9 fish in the water. 2 swim away. How many fish are left?
**WEEK 6 • DAY 5**

Assessment and consolidation

### Uqkaniso • Consolidation

   Complete using addition or subtraction.
   
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
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</tbody>
</table>

   - $\bigcirc + \bigcirc = 10$
   - $\bigcirc + \bigcirc = 10$
   - $\bigcirc + \bigcirc = 10$

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

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

   - $10 - \bigcirc = 4$
   - $10 - \bigcirc = \_\_\_\_
   - $10 - \bigcirc = \_\_\_\_$

64 Iweki 6 • Usuku 5 Uvavanyo noqukaniso
# Ubude

<table>
<thead>
<tr>
<th>Izihobo</th>
<th>Izikhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IZIBALO ZENTLOKO:</strong> ibhondi zika-2, 3, 4, 5 no-6</td>
<td>iNcwadi Yomfundl Yemisebenzi, iibloko</td>
</tr>
<tr>
<td>Imitya yamaso</td>
<td>iNcwadi Yomfundi Yemisebenzi, iimitiya/intambo ezisikwe zazijungqeqe engalinganiyo ngobude</td>
</tr>
<tr>
<td><strong>Usuku</strong></td>
<td><strong>Umsebenzi wesifundo</strong></td>
</tr>
<tr>
<td>1</td>
<td>Ukuthelekisa ubude</td>
</tr>
<tr>
<td>2</td>
<td>Ukulinganisela ubude</td>
</tr>
<tr>
<td>3</td>
<td>Ubude</td>
</tr>
<tr>
<td>4</td>
<td>Ubude</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanyo olujolise ekufundeni</td>
</tr>
</tbody>
</table>

**Emva kwale veki umfundi 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/sesikweni.

---

**Uvavanyo**

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

Bhala phantsi amanqakhu afunyenweyo kwali-8 kwiphetshana lamanyana ukuthi umqatheni.

**Uvavanyo oluthethwayo nolwenziwayo**

**CAPS: Linganisela Umsebenzi: Ubude**

<table>
<thead>
<tr>
<th>Inqaku</th>
<th>Ikhrayitheriya</th>
<th>Amanqaku: 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Uyakwazi ukuthelekisa ubude bezinto ezimbini ngokubeka enye ecaleni kwenye.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Uyakwazi ukuthelekisa ubude bezinto ezingaphezulu kwesibini ngokuzibeka enye ecaleni kwenye.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Uyakwazi ukucwangcisa ubude bezinto ezimbini nangaphezulu ngokuzibeka enye ecaleni kwenye.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Uyakwazi ukusebenzisa ulwimi athethe ngokuthelekisa ubude (umz. inde, indana, imfutshanana, yeysana inde, yeysana imfutshane).</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Uyakwazi ukuqiqelela aze abhale phantsi ubude ezebenzisa imilinganiselo engekho sesikweni (umz. itreyini iziblolo ezi-5 ubude)</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Uyakwazi ukulinganisela aze abhale phantsi ubude ezebenzisa imilinganiselo engekho sesikweni.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Uyakwazi ukuthelekisa aze acwangcise ubude ezebenzisa imilinganiselo engekho sesikweni.</td>
<td></td>
</tr>
</tbody>
</table>

Bhala phantsi inqaku alifumeneyo kwasi-7 kwiphepha lamanyana ekota.
Length

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mental Maths:</strong> Bonds of 2, 3, 4, 5 and 6</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>Comparing lengths</td>
<td>LAB, <em>multifix blocks</em></td>
</tr>
<tr>
<td>2</td>
<td>Measuring <em>length</em></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, <em>multifix blocks</em></td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

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

- 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**

**CAPS: Measurement**

**Activity: Length**

<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 compare the length of two objects by placing them next to each other</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>
</tr>
<tr>
<td>1</td>
<td>Able to order the length of two or more objects by placing them next to each other</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>
</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>
</tr>
<tr>
<td>1</td>
<td>Able to measure and record length using non-standard measures</td>
</tr>
<tr>
<td>1</td>
<td>Able to compare and order length using non-standard measures</td>
</tr>
</tbody>
</table>

Record a mark out of 7 in the term mark sheet.
Ubude

**Ividiyo yezibalo zentloko**
Sigxila kwiibhondi zika-2, 3, 4, 5 no-6 kule veki, sisebenzisa imitya yamoso. Kubaluleke kakhulu ukuba abafundi bazaki 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 malunga nobude. Kumsebenzi wethu ongobude siza kuxila koku:
- Ukuthelekisa nokucwangcisa ubude bezinto ezimbini okanye ngaphezulu ngokuzibeka enye ecaleni kwenye.
- Ukusebenzisa isigama esichanekileyo sokuchaza ubude bezinto ezifumaneka eklasini.
- Ukulinganisela, ukucwangcisa nokubhala phantsi ubude besebenzisa imilinganiselo engekho sesikweni eyahlukenyayo.

**Into emayiqatshelwe kule veki**
- Abafundi bangasifumana sinobunzima isigama esimalunga nobude, kwaye bafune ukukhuthazwa ukuze balusebenzise olu lwimi kangangoko kunokwenzeka (ubude, ukulinganisela, inde/indana okanye okanye ecaleni kwenye).
- Liyunithi zemilinganiselo engekho sesikweni zisetyenziselwa ukunceda abafundi ukuze bayazi Indlela yokulinganisela ubude ngokuthelekisa ubude bento nobude benye into. Ungasebenzisa nokuba zeziphi na izikhobo ezikhoyo ezifana neebloko, izandla, iinyawo, iipensile njl-njl.
- Umahluko ophakathi kwemitingane zabaqonde abafundi baqonde ukuba kufuneka sisebenzise iyunithi efanayo ukuze sibe nemilinganiselo engatshintshiyo. Kodwa asiyshebenzisi imilinganiselo esesikweni side sibe siyifumene ingqiaqo 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.
Ukutha lelekisa ubude

IZIBALO ZENTLOKO | MENTAL MATHS

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

Akwaba bendina-4.
I wish I had 4.

Kufuneka ube na-2.
You need 2.

Akwaba bendina-6.
I wish I had 6.

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?

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 umhlalo omfutshane.

Draw a square around the shorter friend.
Comparing lengths

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

   Draw a star next to the **shortest** animal. Circle the **tallest** animal.

   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 LWENQIQO | 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 ngokobude uqale ngowona mfutshane uye kowona mde.
Sort your strings from shortest to longest.
Comparing lengths

Nika abafundi ixesha elaneleyo lokusebenzisa isigama sobude njengokuba bethelikisa ubude bemitya emaqeleni abo. Bamamele xa bethetha ukuze uqinisekise ukuba bawasebenzisa onke amagama obude - inde, inde kuna-, yeyona inde, imfutshane, imfutshane kuna-, yeyona inde. 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 kangangoko ukuba beze ngaphambili ukuze bathethe ngobude bemitya.
• Lo mfutshane. Lo mde.
• Lo mfutchane. 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.
Ukuthelekisa ubude

1. Biyela ngesangqa owona mtya mfunshane. Circle the shortest string.

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

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

5 Biyela ipenisile ende kunenyane.
   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.

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

UPHUHLISO LWENGQIQO | 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 kangezandla 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 katitsala 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.


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?

<table>
<thead>
<tr>
<th></th>
<th>Ibloko eziblowu ezi-2</th>
<th>Ibloko ezimsobo ezi-4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 blue blocks</td>
<td>4 purple blocks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Ibloko eziblowu ezi-</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>___ blue blocks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Ibloko ezimsobo ezi-</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>___ purple blocks</td>
</tr>
</tbody>
</table>

2. **Inde kangakanani?**  
How long?

<table>
<thead>
<tr>
<th></th>
<th>Ibloko ezi-</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>___ blocks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Ibloko ezi-</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>___ blocks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Ibloko ezi-</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>___ blocks</td>
</tr>
</tbody>
</table>
### Measuring length

3. **Lo mgca mde khangangeebloko ezingaphi?**
   How many blocks long is each line?

   - [Diagram of a line divided into equal parts]
     __________
     __________
     __________

4. **Inde kanganani? Sebenzisa iibloko.**
   How long? Count the blocks.

   - [Diagram of a rectangle]
     iibloko ezi-__
     8 blocks
   - [Diagram of a triangle]
     iibloko ezi-__
     ____ blocks
   - [Diagram of a triangle]
     iibloko ezi-__
     ____ blocks
   - [Diagram of a rectangle]
     iibloko ezi-__
     ____ blocks
   - [Diagram of a triangle]
     iibloko ezi-__
     ____ blocks
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

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

Nika abafundi ixesha elaneleyo lokulinganisela ububanzi nobude beencwadi zabo besebenzisa iibloko. Qinisekisa ukuba bazisebenzisa ngenyameko iibloko ukuze bafune imilinganiselo. Kufuneka bazibeye ngcoselelo enye emva kwenye bangashigi 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.

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

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

3. Icalalinye lide khangangeenyawo ezingaphi?
   How many feet long is each side?

   Iinyawo ezi-____
   ____ feet

   Iinyawo ezi-____
   ____ feet

   Iinyawo ezi-____
   ____ feet

   Iinyawo ezi-____
   ____ feet

   Iinyawo ezi-____
   ____ feet
Measuring length

4. Sebenzisa iibloko zako ulinganisele le migca.
   Use your blocks to measure these lines.

   Iibloko ezi-__
   _blocks

   Iibloko ezi-__
   _blocks

   Iibloko ezi-__
   _blocks

   Iibloko ezi-__
   _block

   Iibloko ezi-__
   _blocks

   Iibloko ezi-__
   _blocks

5. Phendula le mibuzo.
   Answer the questions.

   2
   1
   4
   3

   Bhala inani.
   Write the number.

   Ngowuphi owona mgca mde?
   Which line is the longest?

   Ngowuphi owona mgca mfutshane?
   Which line is the shortest?
Uvavanyo noqukaniso

1 Biyela imilo endana.
Circle the longer shape.

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

3 Inde kangakanani?
How long?

<table>
<thead>
<tr>
<th>Iibloko ezi-___</th>
<th>Iibloko ezi-___</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ blocks</td>
<td>___ blocks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Iibloko ezi-___</th>
<th>Iibloko ezi-___</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ blocks</td>
<td>___ blocks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Iibloko ezi-___</th>
<th>Iibloko ezi-___</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ blocks</td>
<td>___ blocks</td>
</tr>
</tbody>
</table>
Assessment and consolidation

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

2. Imithi mide khangangezandla ezingaphi?
How many hands tall are the trees?
Izixhobo

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

Amakhadi amachokoza katitshala

**Umdlalo:** Sesphi isikhongozelo esithatha kakhulu?

### Usuku | Umsebenzi wesifundo | Izixhobo zezifundo
---|---|---
1. | Uku*therelekisa* ivolyum nekhaphasithi | iNcwadi Yomfundz Yemisebenzi, izikhongozelo ezaahlukene e-zilitha e-1
2. | Uku*linganisela* ivolyum nekhaphasithi | iNcwadi Yomfundz Yemisebenzi, zibe-2 kuhlobo nyalunye: iibhotile ze-500 ml, iibhotile zilitha e-1, iibhotile zelitha ezi-2, amanz
3. | Uku*linganisela* ivolyum nekhaphasithi | iNcwadi Yomfundz Yemisebenzi, ithabhu yeayogathi, isitya/ithabhu yemajarini, ithabhu yeayisikhrimi, ikomityi encinci, amanz, isitya
4. | Uku*linganisela* ivolyum nekhaphasithi | iNcwadi Yomfundz Yemisebenzi, iibhotile ezine zelitha eziz-2, ikomityi, icephe, ikomityi encinci, ikomityi enkulu, iijagi encinci, iijagi enkulu, isitya
5. | Uku*vakansiso* novavanyo olujolise ekufundzini | iNcwadi Yomfundz Yemisebenzi

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

Thelekisa uze ucwangcise umthamo wolwelo olunokuphathwa zizikhongozeli ezibini xa zizaliswe.

Linganisela, thelekisa, cwangcise uze ubhale phantsi ikhaphasithi yezikhongozeli ngokusebenzisa imlinganiselo engekho sesikweni, umz. amacephe neekomityi.

**Uvavanyo**

**Uvavanyo olubhalwayo:** Ukuthelekisa nokulinganisela ivolyum nekhaphasithi usebenzisa iiyunithi ezingekho sesikweni.

Bhala phantsi amanqaku afunyenweyo kwali-11 kwiphetshana lamanqaku 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.
Ivoluyo nekhaphasithi

Ividiyo yezibalo zentloko

Ividiyo yomdlalo
Sesiph isikhongozelola esithatha kakhu?

Ividiyo yophuhliso lwengqiqo
Kule veki siza kugxila kumba wevolyum nekhaphasithi. Kubalulekile ukuba abafundi bathathe inxaxheba ngokwenza eklasini ukuze babe nokuqanda 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, kwaje kufuneke ukuba bakuthazwe ekusebenziseni olu lwimi (izele, ayinanto, ininzi kuna-, incinci kuna-, iyalanga, thelekisa, umthamo, linganisela, ikhaphasithi, ivolyum, eyona ininzi, eyona incinci, rekhodisha, isikhongozeli, ikomityi, icephe) kungankoke benakho.
- Eyona njongo yokusebenzisa iyunithi ezingekho sesikweni kakhokela abafundi baqonde ukuba kuyimfuneko ukusebenzisa iyunithi zokulinganisela ezisemgangathweni/ezisesikweni. Ukungafani kweempendulo xa kulinganiselwa kunceda abafundi baqonde ukuba kufuneke sisebenzise iyunithi efanayo ukuze sikwazi ukuthelekisa impendulo zethu.
- Ukusebenzisa abafundi kwesi sifundo kubalulekile ukuze baphuhlise ukuqanda 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 lweefoto zezibalo zentloko zeveki yesi-4.
Practise bonds of 10 using teacher dot cards – see p108

Ukumbule 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 ukupathha umthamo olinganayo wamanzi?
Do these containers hold the same amount of water when they are full?

1

2
Comparing volume and capacity

Misa izikhongozelo ngokwemithamo ezinokuyithatha uqale ngesinokuthatha kakhulu uye 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 kwisikhongozelo sesibini?
What do you notice about the amount of water that fits into the second container?

Amanzi akwisikhongozelo sokuqala angena onke kwisikhongozelo sesibini.
All the water from the first container fits into the second container.

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

<table>
<thead>
<tr>
<th>Ijagi ithatha</th>
<th>kakhulu kuna</th>
<th>kunebhakethi eliblouwu</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>Ibhekethi 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 LWENGQIQO | 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 | MENTAL MATHS

Ikhaphasithi yesikhongozelo isixelela ukuba singathatha umthamo ongakanani na. Ukuba isikhongozelo sizele, sigcwaliswe ngokwekhaphasithi yaso. Ukuba asinanto, asigcwaliswa 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.

Let’s see which bottle can hold more and which can hold less.

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.
Ukulinganisela ivolyum nekhaphasithi

<table>
<thead>
<tr>
<th>ezeleyo</th>
<th>engenato</th>
<th>alinganayo</th>
</tr>
</thead>
<tbody>
<tr>
<td>full</td>
<td>empty</td>
<td>the same amount</td>
</tr>
</tbody>
</table>

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 elichane kileyo 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>[Image of box]</td>
<td>full</td>
<td>empty</td>
</tr>
<tr>
<td>[Image of basket]</td>
<td>full</td>
<td>empty</td>
</tr>
<tr>
<td>[Image of box with clothes]</td>
<td>full</td>
<td>empty</td>
</tr>
<tr>
<td>[Image of trash can]</td>
<td>full</td>
<td>empty</td>
</tr>
<tr>
<td>[Image of shopping cart]</td>
<td>full</td>
<td>empty</td>
</tr>
<tr>
<td>[Image of shopping cart with items]</td>
<td>full</td>
<td>empty</td>
</tr>
</tbody>
</table>
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.

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 ngokuvakala leni 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 ugalala ngekomityi kwenye sezikhongozelo.**
Use the small cup to fill the containers with water. Record how many cups it takes to fill each one.

**Ungandichazela ngakumbi ngekhaphasithi yezi zikhongozelo zithathu?**
Can you tell me more about the capacity of the three containers?

3

4

**Xoxa ngeziphumo neklasi yonke. Wachithe okanye wakhuphele amanzi akwisikhongozelo ukuze abafundi baphinde bazizalise, bebala inani leekomityi 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 kusenziwa imilinganiselo ngekomityi (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).
1. Fakela umbala kwigilazi yesibini ukuze ibe nomthamo omnncinci kunegilasi yokuqala.
   Colour in the second glass so that it has less than the first glass.
   ![Diagram of glasses showing different volumes]

2. Fakela umbala kwigilazi yesibini ukuze ibe nomthamo omninzi kunegilasi yokuqala.
   Colour in the second glass so that it has more than the first glass.
   ![Diagram of glasses showing different volumes]

3. Phawula.ngethiki (√) igama elichanekileyo elichaza imifaneiko.
   Tick the correct word to describe the pictures.
   ![Table with options: lizele full, alinanto empty, lisehafini half full]

<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>
Measuring volume and capacity

   Look at the pictures and answer the questions.

   ![Image of a bucket](bucket.png)
   →
   I-emele ligcina iikomityi ezi-____ ezincinci.
   The bucket holds ____ small cups.

   ![Image of an ice cream tub](ice_cream_tub.png)
   →
   Umggomo we-ayisi khrim uphethe iikomityi ezi-____ ezincinci.
   The ice cream tub holds ____ small cups.

   ![Image of a jar](jar.png)
   →
   Ibhotile ithatha iikomityi ezincinci ezi-____.
   The jar holds ____ small cups.

   ![Image of a large glass](large_glass.png)
   →
   Igilasi enkulu ithatha iikomityi ezincinci ezi-____.
   The large glass holds ____ small cups.

   ![Image of a bottle](bottle.png)
   →
   Le bhotilana ithatha iikomityi ezincinci ezi-____.
   The bottle holds ____ small cups.
Ukulinganisela ivolyum nekhaphasithi

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

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 nekla niqikelele niphinde nilinganisele inani leekomityi ezikwibhotile nganye yeelitha ezi-2. Qala ngokuqikelela wandule ukulinganisela.
• Xoxa ngemilinganisele yebhathile nganye ngeli xesha nenza lo msebenzi.
• Sebenzisa ulwazi onalo malunga namanzi akwibhotile yokuqala nyesibini 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.
Measuring volume and capacity

**WEEK 8 • DAY 4**

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.

---

Nika abafundi ixesha lokuqikelela nelokulinganisela umthamo wamanzi akwizikhongozelo ezahlukeneyo nelokuthelekisa imilinganiselo yabo. Ukuze sifumane umlinganiselo ofanayo, kwakufuneka sisebenzise ikomityi enye.

---

Sebenza neklasi niqikelele emva koko nilinganisele ukuba zingaphi iijagi zamanzi ezikwibhotile nganye yeelitha ezi-2. Qala ngokuqikelela wandule ukulinganisela.

- Xoxa ngengqikelelo nemilinganiselwalo 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?

---

Masilinganisele amanzi akwibhotile nganye sisebenzise le jagi. Bala inani leejagi.
Now let's measure how much water is in each bottle using this jug. Count the number of jugs.
Ukulinganisela ivolyum nekhaphasithi

Measuring volume and capacity

Umdlalo: Sesphi isikhongozele 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. Icepe l ithatha kancinci kune komeziy. The spoon holds less than the cup.

3. Ikomityi l ithatha kakhulu kune ekwempelele. The cup holds more than the spoon. I win.

4. Masikhethe ke ngoku ethetha kancinci. Now let’s choose the one that holds less.

Abafundi mabatshintshiseleni 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.

82  Iweki 8 • Usuku 4  Ukulinganisela ivolyum nekhaphasithi
Uvavanyo noqukaniso

1. Fakela umbala ukuze ubonise.
   Colour to show.

<table>
<thead>
<tr>
<th>lizele</th>
<th>alinanto</th>
<th>lisehafini</th>
</tr>
</thead>
<tbody>
<tr>
<td>full</td>
<td>empty</td>
<td>half full</td>
</tr>
</tbody>
</table>

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

   | iketile ithatha ii-gilasi ezincinci ezi-___.
   The kettle holds ____ cups.
   | ipani ithatha ii-gilasi ezincinci ezi-___.
   The pan holds ____ cups.
   | ijagi ithatha ii-gilasi ezincinci ezi-___.
   The jug holds ____ cups.

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

   | Ikomityi ithatha
   The cup holds
   | kunejagi
   the jug
   | Le bhotile ithatha
   The jar holds
   | kuneglasi
   the glass
   | Ibhasikiti ithatha
   The basket holds
   | kunomggomo wenkukukuma
   the dustbin
### Assessment and consolidation

#### WEEK 8 • DAY 5

**Uqkaniso | Consolidation**

1. Fakela umbala kwigama elichanekeleyo elihambela 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></td>
<td>full</td>
<td>empty</td>
</tr>
<tr>
<td></td>
<td>full</td>
<td>empty</td>
</tr>
<tr>
<td></td>
<td>full</td>
<td>empty</td>
</tr>
<tr>
<td></td>
<td>full</td>
<td>empty</td>
</tr>
</tbody>
</table>

2. Tikisha into ethatha umthamoominzi.
   Tick the thing that holds more.

   - [ ]
   - [ ]
   - [ ]
   - [ ]

3. Tikisha into ethatha umthamoomncinci.
   Tick the thing that holds less.

   - [ ]
   - [ ]
   - [ ]
   - [ ]
### Izinto ezi-3D

<table>
<thead>
<tr>
<th>Izibalo zentloko:</th>
</tr>
</thead>
</table>
| Umdlalo othi Saluta 
Amakhadi amanani ukusukela ku-0 ukuya ku-5 |

| Umdlalo: iyatyibilika okanye iyaqengqeleka? |

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ukwakha ngezinto ezi-3D</td>
<td>iNcwadi Yomfundi Yemisebenzi, izinto ezimile okwebhola nebhokisi, (ziqokelele kowenu uze nazo)</td>
</tr>
<tr>
<td>2</td>
<td>Ukwakha incochoyi</td>
<td>iNcwadi Yomfundi Yemisebenzi, izinto ezimile okwebhola nebhokisi</td>
</tr>
<tr>
<td>3</td>
<td>Ukutyibilika nokuqengqeleka</td>
<td>iNcwadi Yomfundi Yemisebenzi, izinto ezimile okwebhola nebhokisi</td>
</tr>
<tr>
<td>4</td>
<td>limbuso zezinto ezi-3D</td>
<td>iNcwadi Yomfundi Yemisebenzi, izinto ezimile okwebhola nebhokisi</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso</td>
<td>iNcwadi Yomfundi Yemisebenzi</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emva kwale veki umfundikize zezinakazwi ukwenza oku:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ukuqwalasela uze wakhe izinto ezi-3D usebenzisa izinto eziphathekayo.</td>
</tr>
<tr>
<td>Ukuchonga/chaza iimpawu zezinto ezi-3D</td>
</tr>
<tr>
<td>Ukuchaza, ukuhlela uze uthelekise izinto ezi-3D (iyaqengqeleka, iyatyibilika, inkulu, incinci)</td>
</tr>
<tr>
<td>Ukunakana iimpawu zeembuso zezinto ezi-3D (ingqukuva, imcaba, isikwere, iluxande)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Uvavanyo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Akukho vavanyo lusesikweni kule veki.</td>
</tr>
<tr>
<td>Kufuneka ubaqaphele abafundi eklasini yakhe yonke imihla kwaye uthathe amanqaku njengenxalenyi yovavanyo oluqhubekayo olungekho sesikweni olujolise ekufundeni.</td>
</tr>
</tbody>
</table>
### 3-D objects

<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 siphinda sidlale umdlalo othi Saluta ukuze abafundi babe nethuba lokuziqhelisa izakho nozobo zokudibanisaza nokuthabatha. Dlalani lo mdlalo nihlakazi okanye ngokwamaqela anabantu aba-3.

**Ividiyo yomdlalo**

Ityabilika okanye iyaqengqeleka?

**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 bachaize iimilo zezinto ezi-3D.

**Into emayiqatshelwe kule veki**

- Kumsebenzi wethu ngezinto ezi-3D siquka isigama esimalunga neempawu kunye neembuso zezinto ezi-3D (ibhola, ibhokisi, ukuzinzanzi, ukuthekela, ingqakuva, imcaba, igobile, inkulu, incinci, iyaqengqeleka, ityabilika, into ekhoyo, ubuso, isikwere, uXande).
- Kubalulekile ukuba abafundi umhlobo elaneleyo lokuzakhele ezabalo izakhiwo nokuthetha ngezinto abazenzayo njengokhe kwenza njalo kuja kubanceda ekuphuhliseni ulwazi lwabo lwezinto ezi-3D neempawu zazo. Baza kuqishumane ngokwabo ngokuthatha inxaxheba ukuba zeziphili iimilo ezikwaziyo ukuzinzanzi 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 lweefoto zezebalo 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.
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!

What did you learn about the way objects balance?

What shapes did you use?

What did you learn about the way objects balance?
Ukwakha ngezinto ezi-3D

1. Thetha ngeemilo ezizibhola neemilo eziziibhokisi.
   Talk about ball shapes and box shapes.
   - Zeziphi ezinkulu?
     Which are big?
   - Zeziphi eziziibhola?
     Which are balls?
   - Zinemibalala enjani?
     What colour are they?
   - Zeziphi ezincinci?
     Which are small?
   - Zeziphi eziziibhokisi?
     Which are boxes?
WEEK 9 • DAY 1
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.
Dlalani umdlalo othi Saluta.
Play the Salute game.

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

Dlalani umdlalo othi Saluta.
Play the Salute game.

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

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

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>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
<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>Hayi</td>
</tr>
<tr>
<td>Hayi</td>
<td>Yes</td>
<td>Hayi</td>
</tr>
<tr>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>No</td>
<td>Yes</td>
<td>No</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>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
### Building towers

#### WEEK 9 • DAY 2

**4** Ingaba ezi milo zinamacala amcaba okanye agobileyo? Tikisha kwibloko echanekileyo.

Do these shapes have flat or curved sides? Tick the correct block.

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

#### 5 Tikisha ngesangqa engafaniyo nezinye.

Tick the odd one out.

![Odd one out image](image)

88 **Iveki 9 • Usuku 2** Ukwakha iinchoyoi
Dlalani umdlalo othi Saluta.

Play the Salute game.

Ukumbule ukuqinisekisa umhla uze uphawule irejista yonke imhla.

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

Nika abafundi ixesha lokuhlela iimilo zabo. Bakhuthaze ukuba bathethe ngento abayenzayo ngeli xesha bahlulela 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
Bakhuthaze abafundi ukuba bancokole xa behlela iimilo baze baphande ukuba zeziphizi qengqeleleka ijeziphi ezityibilikayo. Xoxa nekla: 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.

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

Bakhuthaze abafundi ukuba bancokole xa behlela iimilo baze baphande ukuba zeziphizi qengqeleleka ijeziphi ezityibilikayo. Xoxa nekla: Niqaphela ntoni?

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 fiat surface.
**IVEKI 9 • USUKU 3**

**Ukutyibilika nokuqengqeleka**

<table>
<thead>
<tr>
<th></th>
<th>Slide</th>
<th>Roll</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>![Object 1]</td>
<td>![Object 2]</td>
</tr>
<tr>
<td>2</td>
<td>![Object 3]</td>
<td>![Object 4]</td>
</tr>
<tr>
<td>3</td>
<td>![Object 5]</td>
<td>![Object 6]</td>
</tr>
<tr>
<td>4</td>
<td>![Object 7]</td>
<td>![Object 8]</td>
</tr>
<tr>
<td>5</td>
<td>![Object 9]</td>
<td>![Object 10]</td>
</tr>
</tbody>
</table>

**1** Ingaba ezi zinto ziza kutyibilika okanye ziza kuqengqeleka? Tikisha kwimpendulo echanekileyo.  
Will these objects slide or roll? Tick the correct answer.

**2** Tikisha ngesangqa izinto ezityibilikayo.  
Tick the objects that can slide.
WEEK 9 • DAY 3

Slide and roll

**Umdlalo: iyatyibilika okanye iyaqengqeleka?**
Game: Slide or roll?

1. Ndikhetha ukutyibilika. I choose slide.
3. Ibhokisi yeethiskiyi iza kutyibilika. The tissue box will slide.
4. Ipenisile iza kuqengqeleka. The pencil will roll.

**Abadlali baza kuqhubeka bekhetha izinto bade baphelilewe kukucina bangabi nanto bayibizayo. Lo mdlalo uyaphela xa omnye umdlali engakwazi ukucina 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 ziyatyibilika? Tikisha ibhokisi echanekileyo.**
Can the objects roll or slide? Tick the correct box.

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

90 Iweki 9 • Usuku 3 Ukutyibilika nokuqengqeleka
IZIBALO ZENTLOKO | MENTAL MATHS

Dlani 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

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 zebhokisi.
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 zebhokisi. Kufanele ukuba bakwazi ukutreyisa imbuso zebhokisi baze baxele amagama eemilo zembuso – zeziphi ezija 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.
Iimbuso zezinto ezi-3D

Trace your box and draw pictures.

<table>
<thead>
<tr>
<th>Trace your box</th>
<th>Draw pictures</th>
</tr>
</thead>
</table>

[Images of a cube and a crab]
### 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.
# Uqukaniso

## IVEKI 9 • USUKU 5

### Consolidation

1. | ![Ball](image1) | ![Box](image2) | ![Ball](image3) | ![Box](image4) | ![Ball](image5) | ![Box](image6) |
   | ibhola | ibhokisi | ibhola | ibhokisi | ibhola | ibhokisi |

2. | ![Roll](image7) | ![Slide](image8) | ![Roll](image9) | ![Slide](image10) |
   | iyaqengqeleka | iyatyibilika | iyaqengqeleka | iyatyibilika |

## IVEKI 9 • WEEK 9

240
3 Biyela ngesangqa izinto eziqengqelekayo. 
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 imifaneke. 
Trace 3-D objects from around the classroom and draw pictures.
## Izinto ezi-3D neepatheni zejometri

<table>
<thead>
<tr>
<th>Izibalo zentloko: Fizz Pop! - Iibhondi ukuya kwishumi</th>
<th>Azikho</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umdalo: Kopa imilo yam</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>Izinto ezi-3D</td>
<td>iNcwadi Yomfundi Yemisebenzi, iibhokisi ezahlukencyo; iibhola</td>
</tr>
<tr>
<td>2</td>
<td>Ukwakha ngeebloko</td>
<td>iNcwadi Yomfundi Yemisebenzi, iityhubhu</td>
</tr>
<tr>
<td>3</td>
<td>Ipathereni jejometri</td>
<td>iNcwadi Yomfundi Yemisebenzi, iiimilo zeplasitiki</td>
</tr>
<tr>
<td>4</td>
<td>Ipathereni jejometri</td>
<td>iNcwadi Yomfundi Yemisebenzi, iityhubhu</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:

- Ukunakana nokuthiya iimilo zebhola nezehokisi.
- Ukuhlela iimilo eziziibhola neemilo eziziibhokisi.
- Ukuthelekisa iimilo zebhola neemilo zehokisi ngokobukhulu.
- Ukuthelekisa oonxantathu, izangqa nezikwere ngokobukhulu nemibala.
- Ukusebenzisa isigama sokuthelekisa ngokuchanekeleyo - inkulu kune- okanye incinci kune-, eyona inkulu neyona incinci.
- Ukukhuphela nokwandisa ipatheni zejometri.

### 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 shapes and geometric patterns

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3-D objects</td>
<td>LAB, various cardboard boxes, balls</td>
</tr>
<tr>
<td>2</td>
<td>Building with blocks</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>3</td>
<td>Geometric patterns</td>
<td>LAB, plastic shapes</td>
</tr>
<tr>
<td>4</td>
<td>Geometric patterns</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:**
- 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 neepatheni zejometri

Ividiyo yezibalo zentloko
Kule veki sibuyela kwilbhondi zeshumi kwakunye nokudlala umdlalo athi Fizz Pop! ukuze sizihilaziye. Kubalulekile ukuba abafundi bazazi bazicule ibhondi zeshumi kuba siza kuwasebenzisa la manani njengesiseko sokudibanisa nokuthabatha.

Ividiyo yomdlalo
*Kopa imilo yam*

Ividiyo yophuhliso lwengqiqo
Kule veki sigxila kwizinto ezi-3D neepatheni.
Kumsebenzi wethu ongezinto ezi-3D siza kugxila kwimiba emibini:
- Owokuqala kukuka abafundi bayakwazi ukwalatha iimilo zebhola nezeebhokisi (izinto ezi-3D). Uza kubancedisa bakwenze oku ngokubanika ithuba lokuba badla kwaye basebenze ngezi zinto ngokuthi ubabonise imizekele eminini yezi zinto neemilo.
- Owesibini kukunceda abafundi baphuhlise iliso lejometri ngokubenza bakhe iikopi zezinto zejometri.

Kumsebenzi wethu ongeepatheni sigxila
- ekwenzeni ukuba abafundi bakwazi ukukhuphela nokwandisa iipatheni zejometri ezilula.
- ekuncedeni abafundi babone ipatheni efanayo enikwe ngeendlela ezimbini ezahlukeneayo (umz. ipatheni etshintshatshintsha amachokoza abomvu nablowu inesakhiwo esiseseko esifanayo nepatheni etshintshatshintsha ukuphawo nokungqisha).

Into emayiqatshelwe kule veki
- Abafundi kufuneka baqhele isigama esisetyenziswa kwimilo. Ingaba abafundi bawasebenzisa kakhule amagama athi imilo eyibhokisi, imilo eyibhola, isikwere, isangqa, imilo, into ekhoyo?
- Ingaba abafundi bayakwazi ukuhlela imilo ngokweendidi zemilo? Are learners able to sort shapes according to the type of shape?
- Ingaba abafundi bayakwazi ukuthelekisa iimilo ngokobukhulu nangokwemibala? Xa bethelekisa iimilo ngokobukhulu, basisebenzisa kakhule na isigama sokuthelekisa (ebesifundwe ngaphambili kwimeko yamanani) esisesi: inkulu kune-; incinci kune; eyona inkulu; eyona incinci?
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 zezibalo 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

Hiela izinto ezisetafileni yakho ngokwamaqela.
Sort the things on your table into groups.

Zonke izinto ezunkulu sizibeka ndawonye.
We put all the big things together.

Zonke izinto ezineendawo ezingqukuva sizibeka ndawonye
We put all the things that have round parts together.

Zonke izinto ezinemibala sizibeka ndawonye.
We put all the colourful things together.
Discuss the similarities between the different ball shaped objects. They are round and they can roll.

Can you find any other objects in the classroom that are box shaped?

Can you find any other objects in the classroom that are ball shaped?

This is a box. Who can show me a similar shape?

They are both boxes, but mine is smaller.

Discuss the similarities between the different ball shaped objects. They are round and they can roll.
Izinto ezi-3D

**IVEKI 10 • USUKU 1**

Izinto ezinemilinganiselo ezi-3D

3-D objects

**IVEKI 10 • WEEK 10
IVEKI • USUKU 1**

1. **Treyisa la magama.**
Trace the words.

```
ibhokisi box ibhola ball
```

2. **Phawula nge- ✓ ecaleni kwemifanelo efana neebhokisi.**
Put a ✓ next to the pictures that look like boxes.

Phawula ngo- ✗ ecaleni kwemifanelo efana neebhola.
Put a ✗ next to the pictures that look like balls.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Box" /></td>
<td><img src="image2" alt="Ball" /></td>
<td></td>
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<tr>
<td><img src="image3" alt="Box" /></td>
<td><img src="image4" alt="Ball" /></td>
<td></td>
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<td><img src="image6" alt="Ball" /></td>
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<td><img src="image10" alt="Ball" /></td>
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<td><img src="image12" alt="Ball" /></td>
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<td><img src="image13" alt="Box" /></td>
<td><img src="image14" alt="Ball" /></td>
<td></td>
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<tr>
<td><img src="image15" alt="Box" /></td>
<td><img src="image16" alt="Ball" /></td>
<td></td>
</tr>
</tbody>
</table>

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**IVEKI 10 • WEEK 10
IVEKI • USUKU 1**

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3-D objects

3 Zingaphi iibhola? ____
How many balls?

Zingaphi iibhokisi? ____
How many boxes?

Zeziphi ezininzi, ziibhola okanye ziibhokisi?
Are there more balls or boxes?
**IVEKI 10 • USUKU 2**

**Ukwakha ngeebloko**

**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.
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. Yenza imilo efana neyam. Make the same shape as mine.

2. Yiva imilo yam uze wakhe eyakho efanayo. Feel my shape and make one that is the same.

3. Ingaba le iyafana neyakho? Is this the same as yours?
1 Yenza iimilo ngeeboko 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 irajista 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.
Nazi ezinye iindlela zokwenza iipatheni. Misa abafundi ngolu hlobo uze ubize abanye abafundi utsho bandise iipatheni.

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 iipatheni.
Extend the patterns.
2 Yandisa iipatheni.
Extend the patterns.

3 Yandisa iipatheni.
Extend the patterns.
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

Ndilandelise ngombala onjani?
What colour must I put on next?

Landela ipatheni uze ujoyine.
Follow the pattern and join in.

Let’s link the two patterns. Yellow means clap. Red means stamp.

Kuza kulandela ntoni?
What would come next?
Zama ezinye ipatheni, umzekelo:
Qhwaba, ngqisha, nkqakraza, ngqisha, nkqakraza, qhwaba, ngqisha, nkqakraza

Try other patterns for example:
Clap, stamp, tap, clap, stamp, tap, clap, stamp, tap

Landela ipatheni uze ujoyine.
Follow the pattern and join in.

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.

Ngubani ofuna ukuza akhe le patheni ngeebloko?
Who wants to come and build this pattern with blocks?
1. Fakela umbala kwezi bloko ukuze ughube nepatheni.
   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
- qhwaba clap
- ngqisha stamp
- nkqakraza tap
3 Yandisa iipatheni.
Extend the patterns.

4 Yenza ezakho iipatheni usebenzise iimilo ozinikiweyo.
Draw your own patterns using the given shapes.
1 Bala iimilo.
Count the shapes.

<table>
<thead>
<tr>
<th>iibhola</th>
<th>iibhokisi</th>
</tr>
</thead>
<tbody>
<tr>
<td>balls</td>
<td>boxes</td>
</tr>
</tbody>
</table>

2 Biyela eyona bhola inkulu.
Circle the biggest ball.

3 Biyela eyona bhokisi incinci.
Circle the smallest box.
Yandisa iipatheni.
Extend the patterns.

- Triangles
- Circles
- Squares
- Dots

Consolidation