3 + 2 + 5 = 10
4 + 6 = 10
10 + 10 = 20
Mmetse
Mathematics

Puku ya Mošomo ya Morutwana
Learner Activity Book

Sepedi | English

The development of this workbook was carried out by the collaborative Bala Wande–Magic Classroom Collective team in consultation with a reference team made up of individuals from several universities, mathematics NGOs and the Department of Basic Education. These materials draw on the DBE workbooks and existing iterations of lesson plans (GPLMS, Jika iMfundo, NECT and TMU). The Bala Wande manipulative boxes were designed in consultation with Jade Education. The boxes provide high quality materials which are an integral part of the teaching and learning programme.

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**DITENG**

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<td>Go naganela le go ela mothamo</td>
<td>Estimating and measuring capacity</td>
</tr>
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<td><strong>LETŠATŠI 5 • DAY 5</strong></td>
<td>Kelo le teefatšo</td>
<td>Assessment and consolidation</td>
</tr>
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<td>Addition and subtraction</td>
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<td>Subtraction bridging 10</td>
</tr>
<tr>
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<td>Dihlopha tša 2, 5 le 10</td>
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</tr>
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<td>Dihlopha tša 3</td>
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</tr>
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<td>Dihlopha tša 4</td>
<td>Groups of 4</td>
</tr>
<tr>
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<td>Teefatšo</td>
<td>Consolidation</td>
</tr>
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<td><strong>DIDIRIŠWA RESOURCES</strong></td>
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<td></td>
</tr>
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<td>Tafola ya kemapalo</td>
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<td></td>
</tr>
<tr>
<td>Dithengramo</td>
<td>Tangrams</td>
<td></td>
</tr>
</tbody>
</table>
Go šomiša Puku ya Mešomo ya Moithuti ya Bala Wande

Puku ye ya Mešomo ya Morutwana e na le mešongwana ye o beakanyeditšwe go matšatši a 40 a go ruta ka Kotara ya 4. Go na le mešongwana ye go godiphapoši ka moka, mešongwana ka botee le dipapadi tša baithuti tša go rolokwa ka bobedi le ka diholpha. Dikarabo tša mešongwana di ka ngwalwa ka pukung ye.

Didirišwa di tšweletšwa ka mokgwa wale malemepedi. Tshepo ya rena ke go re go tšweletša mešongwana ka maleme a mabedi go tla thuša barutwana go tlwela mantšu a mmetse ka Leleme la Gae le ka Seisemane. Go dira ka mokgwa woo go tla thuša go tlabela barutwana ka ditlabela tša go ithuta mmetse bophelo ka moka.

Ge barutwana ba šoma mešongwana ya puku ye ya mešomo go ya ka peakanyo ya tšatši ka tšatši, ka kotara ye nngwe le ye nngwe, ba tla kgona go fetša kharikhulamo ka moka ya mmetse ya nwgaga. Re tshepa gore mešongwana ye e tla ba tsela ya go kgahiša ya go ba thuša go hwetša tsebo ya motheo ya mmetse.

Mathomo a letšatši le lengwe le le lengwe le leswa go bontšhitšwe ka sefoka se setalamarogo.

**LETŠATŠI 1 • DAY 1**

**Dikemedi tša dipalo**

Representation of numbers

Ka tlase ga sefoka go na le taekramo ya go ela yeo e akaretšago tatelano ya mešongwana ya letšatši.

Mmetse wa Hlogo ke mošongwana wa mathomo wa letšatši le lengwe le le lengwe. Morutšiši a tla eto mošongwana wo pele.

Matlakala a mangwe ka moka ka pukung ye, a directše barutwana gore a šome ka boyena goba ka diholpha ka tlhahlo le thekgo ya morutšiši. Go ka ba le matlakalatšhomelo goba dipapadi, go teefatsa dikgopolo tšeo di rutilwele le tšatšing leo. Dipapadi di tšweletšwa ka go šomiša dikhathune tša barutwana ba bontšha ka fao papadi e swanetšego go rolokwa ka gona.

**2 Bontšha palo o šomiša marontho, dipalelo, diploko, dika le mantšu.**
Show the number using dots, tallies, cubes, symbols, and words.

<table>
<thead>
<tr>
<th>Dikara</th>
<th>Papadi</th>
<th>Kgodišo ya kgoopo</th>
<th>Matlakalatšhomelelo worksheets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tša Marontho</td>
<td>Tša Ditlemagano Tša Dipalo Dot Cards Number Bonds</td>
<td>Game</td>
<td>Concept Development</td>
</tr>
<tr>
<td>Mmetal Mota</td>
<td>Mental Mots</td>
<td>Mental Mots</td>
<td>Mental Mots</td>
</tr>
</tbody>
</table>

**Ditaelo ka moka le tshedimošo di filwe ka Sepedi tša fetolelwa go Seisemane.**

Matlakalatšhomelo a barutwana a na le mohlala woo o šetšego o dirilwe (o bontšhitšwe ka mmala wo mopududu ka morago le ka phensele ye khubedu).

Letšatši la bo5 la beke ye nngwe le ye nngwe le beakanyeditšwe teefatso le kelo.
This Learner Activity Book has activities planned for 40 days of teaching in Term 4. There are concept development activities, individual learner activities and games for learners to play in pairs and groups. Answers to the activities can be written in this book.

The material is presented using a bilingual format. We hope that presenting the activities in two languages will help learners to become familiar with maths words in both their home language and in English. This will equip them for lifelong learning of maths.

If learners work systematically through these workbook-style activities every day and every term, they will cover the whole maths curriculum for the year. We hope that these activities will be a fun way to help them acquire foundational maths knowledge.

The start of each new day is shown with a green banner.

Underneath the banner is a flow diagram that summarises the sequence of activities for the day.

Mental Maths is the first activity every day. The teacher will lead this activity.

All the other pages in the book are for learners to work on independently or in groups with guidance and support from the teacher. They may be worksheets or games, for consolidation of the concepts covered that day. Games are presented using cartoons of learners to show how the game should be played.

Day 5 of each week is planned for consolidation and assessment.
47 + 20 =

47 e swana le 40 le 7.
47 is the same as 40 and 7.

Bjale a re hlakantšheng 20.
Now let’s add 20.

Go na le masome a 6 ge a hlakana ka moka.
There are 6 tens altogether.

Go na le metšo ye 7 ge e hlakana ka moka.
There are 7 ones altogether.

Hlakantšha ka go šomiša diploko.
Add using blocks.

39 + 50 = 89
64 + 20 = ___
28 + 70 = ___

45 + 30 = ___
77 + 10 = ___
52 + 40 = ___
You can use blocks to add. When you add the 1s, what do you get? When you add the 10s, what do you get?

<table>
<thead>
<tr>
<th>t</th>
<th>o</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

+ 2 0

---

5 4

Ke na le 54 ge di hlakana ka moka.
I have 54 altogether.

<table>
<thead>
<tr>
<th>t</th>
<th>o</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>7</td>
</tr>
</tbody>
</table>

+ 5 0

---

5 4

Ke na le ___ ge di hlakana ka moka.
I have ___ altogether.

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

+ 3 0

---

4 2

Ke na le ___ ge di hlakana ka moka.
I have ___ altogether.

<table>
<thead>
<tr>
<th>t</th>
<th>o</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

+ 4 0

---

2 2

Ke na le ___ ge di hlakana ka moka.
I have ___ altogether.
Go hlakantšha ka go šomiša diploko tša sehlopha sa lesome
Addition using base ten blocks

<table>
<thead>
<tr>
<th>masome</th>
<th>metšo</th>
</tr>
</thead>
<tbody>
<tr>
<td>tens</td>
<td>ones</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>+</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

| 59 |

A re hlakantšheng ma10 le bol.
Let’s add 10s and 1s.

Masome a ma2 le masome a ma3 a dira masome a ma5. Metšo ye 6 le metšo ye me3 e dira metšo ye 9.
Ke na le 59 ge di hlakana ka moka.
2 tens and 3 tens makes 5 tens.
6 ones and 3 ones makes 9 ones.
I have 59 altogether.

Hlakantšha ka go šomiša diploko.
Add using blocks.

<table>
<thead>
<tr>
<th>65 + 12 = <strong>77</strong></th>
<th>43 + 52 = ____</th>
<th>37 + 21 = ____</th>
</tr>
</thead>
<tbody>
<tr>
<td>56 + 32 = ____</td>
<td>47 + 22 = ____</td>
<td>76 + 13 = ____</td>
</tr>
<tr>
<td>t</td>
<td>o</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>+ 1</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

| 3 | 9 |

Ke na le 39 ge di hlakana ka moka.
I have 39 altogether.

---

Masome a ma2 le lesome le 1 a dira masome a ma3.
2 tens and 1 ten makes 3 tens.

Metšo ye 8 le motšo o 1 e dira metšo ye 9.
8 ones and 1 one makes 9 ones.

---

Ke na le ___ ge di hlakana ka moka.
I have ___ altogether.

---

Ke na le ___ ge di hlakana ka moka.
I have ___ altogether.

---

Ke na le ___ ge di hlakana ka moka.
I have ___ altogether.

---

Ke na le ___ ge di hlakana ka moka.
I have ___ altogether.
Go ntšha ka go šomiša diploko tša sehlopha sa lesome
Subtraction using base ten blocks

64 − 30 =

64 e swana le 60 le 4.
64 is the same as 60 and 4.

Bjale a re ntšheng 30.
Now let’s subtract 30.

Masome a ma3 le metšo ye me4
di dira 34.
6 tens take away 3 tens leaves
3 tens. 3 tens and 4 ones makes 34.

Masome a 6, o tloša masome
a ma3 go šala masome a ma3.
Masome a ma3 le metšo ye me4
di dira 34.

1 Ntšha ka go šomiša diploko.
Subtract using blocks.

<table>
<thead>
<tr>
<th>masome</th>
<th>metšo</th>
</tr>
</thead>
<tbody>
<tr>
<td>tens</td>
<td>ones</td>
</tr>
<tr>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>-3</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

57 − 20 = 37
44 − 30 = ___
86 − 50 = ___

35 − 10 = ___
94 − 40 = ___
68 − 20 = ___

63 − 30 = ___
71 − 50 = ___
59 − 40 = ___
Subtraction using base ten blocks

Week 1 • Day 3

Go šala __.
There is __ left over.

7Subtraction using base ten blocks

<table>
<thead>
<tr>
<th>t</th>
<th>o</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

Go šala 43.
There is 43 left over.

Go o tloša masome a ma3 go masome a 7 go šala masome a ma4.
7 tens take away 3 tens leaves 4 tens.

Go sa na le metšo ye me3.
There are still 3 ones.

You can use blocks to subtract. Subtract the 10s and 1s. How much is left over?

Go šala __.
There is ____ left over.

Go šala __.
There is ____ left over.

Go šala __.
There is ____ left over.

Go šala __.
There is ____ left over.
49 – 21 =

49 e swana le 40 le 9.
49 is the same as 40 and 9.

Bjale a re ntšheng 21.
Now let’s subtract 21.

Go šala masome a ma2.
There are 2 tens left over.

Go šala metšo ye 8.
There are 8 ones left over.

Masome a ma4, o tloša masome a ma2 go šala masome a ma2.
Metšo ye 9, o tloša motšo o 1 go šala metšo ye 8.
Masome a ma2 le metšo ye 8 dira 28.
4 tens take away 2 tens leaves 2 tens.
9 ones take away 1 one leaves 8 ones.
2 tens and 8 ones makes 28.

Ntšha ka go šomiša diploko.
Subtract using blocks.

<table>
<thead>
<tr>
<th>67 – 51 =</th>
<th>84 – 42 =</th>
<th>59 – 27 =</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>45 – 33</td>
<td>77 – 53</td>
<td>98 – 67</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Subtraction using base ten blocks

<table>
<thead>
<tr>
<th></th>
<th>t</th>
<th>o</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>−</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

**Go šala metšo ye 21.**

There is 21 left over.

---

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>−</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Go šala ____.
There is ____ left over.**

---

<table>
<thead>
<tr>
<th></th>
<th>6</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>−</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Go šala ____.
There is ____ left over.**

---

<table>
<thead>
<tr>
<th></th>
<th>6</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>−</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Go šala ____.
There is ____ left over.**

---

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>−</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Go šala ____.
There is ____ left over.**
Solve. You can use your blocks. Write what you did to work it out.

<table>
<thead>
<tr>
<th>masome</th>
<th>metšo</th>
</tr>
</thead>
<tbody>
<tr>
<td>tens</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>+</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>masome</th>
<th>metšo</th>
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<tbody>
<tr>
<td>tens</td>
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<td>6</td>
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<td>3</td>
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<td>3</td>
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<tr>
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<td>+</td>
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</tbody>
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<table>
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<tr>
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<tr>
<td>tens</td>
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<tr>
<td>7</td>
<td>8</td>
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<table>
<thead>
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<th>masome</th>
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<td>tens</td>
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<tr>
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<table>
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<th>masome</th>
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<td>tens</td>
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<tr>
<td>5</td>
<td>6</td>
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<tr>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

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A re boleleng Mmetse!

Ka Sepedi re re:
- diploko tša sehlopha sa 10
- 10 le tee le swana le bol ba lesome.
- Hlakantšha mai0 le bol.
- Ntšha mai0 le bol.

In English we say:
- base 10 blocks
- One 10 is the same as ten 1s.
- Add 10s and 1s.
- Subtract 10s and 1s.
2 Rarolla ka go šomiša diploko. Ngwala seo o se dirilego go bontšha gore o baletše bjiang.
Solve using blocks. Write what you did to work it out.

<table>
<thead>
<tr>
<th>masome</th>
<th>metšo</th>
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<tbody>
<tr>
<td>tens</td>
<td>ones</td>
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<tr>
<td>6</td>
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<td>masome</td>
<td>metšo</td>
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<tr>
<td>tens</td>
<td>ones</td>
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<td>4</td>
<td>2</td>
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</tbody>
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<table>
<thead>
<tr>
<th>masome</th>
<th>metšo</th>
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<tbody>
<tr>
<td>tens</td>
<td>ones</td>
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<td>2</td>
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<td>masome</td>
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<td>3</td>
<td>6</td>
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</tr>
</tbody>
</table>

3 Rarolla mararantšu. O ka šomiša diploko tša gago.
Solve the word problems. You can use your blocks.

Thembi o rekile puku ka R45 le sebapadišane ka R53. Na o šomišitšе bokae ge e hlakana ka moka?
Thembi bought a book for R45 and a toy for R53. How much did she spend altogether?

Ntando o be a na le R65 gomme a šomiša R44 go reka kgwele. Na o šaletšwe ke bokae?
Ntando had R65 and he spent R44 on a ball. How much does he have left?
Papadi: Na ke bokgole bjo bo kaakang go ya ga 10 la go latela?

Game: How far to the next 10?

1. Šomang ka bobedi.
   Work in pairs.

2. Kgetha palo.
   Choose a number.

3. Na 10 la go latela ke eng?
   What is the next 10?

4. Ke bokgole bjo bo kaakang go ya ga 10 la go latela?
   How far to the next 10?

5. Bušeletša gape!
   Do it again!

Efa maina le mebala ya dibopego tše.

Name and colour these shapes.

<table>
<thead>
<tr>
<th>sekwere</th>
<th>talamorogo</th>
<th>pinki</th>
<th>khubedu</th>
<th>talaleratadima</th>
<th>namune</th>
</tr>
</thead>
<tbody>
<tr>
<td>square</td>
<td>green</td>
<td>pink</td>
<td>red</td>
<td>blue</td>
<td>yellow</td>
</tr>
</tbody>
</table>

34! Ke bokgole bjo bo kaakang go ya ga 10 la go latela?
   How far to the next 10?

Na 10 la go latela ke eng?
   What is the next 10?

Na 10 la go latela
   6

40
2 Thala methalo go nyalanya dibopego tša mahlakorepedi le maina a maleba.
Draw lines to match the 2-D shapes to the correct names.

- sediko
  circle
- khutlonnethwi
  rectangle
- sekwere
  square
- khutlotharo
  triangle

3 Ripa dibopego letlakaleng la 83 o di kgomaretshe di nyalane le maina ao a nepagetšego.
Cut out the shapes on page 83 and paste them to match the correct names.

<table>
<thead>
<tr>
<th>sediko</th>
<th>khutlotharo</th>
</tr>
</thead>
<tbody>
<tr>
<td>circle</td>
<td>triangle</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>sekwere</th>
<th>khutlonnethwi</th>
</tr>
</thead>
<tbody>
<tr>
<td>square</td>
<td>rectangle</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Hwetša dibopego.

Find the shapes.

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

- Thala sediko go dikologa dikwere tše dinnyane.
  Draw a circle around the small squares.
- Khalara dikwere tše dikgolo ka moka ka mmala wo motalaleratadima.
  Colour all the big squares blue.
- Bea leswao la ✓ go didikolo ka moka tše dikgolo.
  Put a ✓ on all the big circles.
- Khalara didiko ka moka tše dinnyane ka mmala wo mokhubedu.
  Colour all the small circles red.
- Bea leswao la ✔ go dikhutlonnethwi ka moka tše dikgolo.
  Put a ✔ on all the big rectangles.
- Khalara dikhutlonnethwi tše dinnyane ka moka ka mmala wo motalamorogo.
  Colour all the small rectangles green.
- Bea ✷ go dikhutlotharo ka moka tše dinnyane.
  Put a ✷ on all the small triangles.
- Khalara dikhutlotharo tše dikgolo ka moka ka mmala wo motalaleratadima.
  Colour all the big triangles blue.
Thala phoofolo o šomiša dibopego tše ka moka.

Draw an animal using all these shapes.

<table>
<thead>
<tr>
<th>sediko</th>
<th>khutlotharo</th>
<th>sekwere</th>
<th>khutlonnethwi</th>
</tr>
</thead>
<tbody>
<tr>
<td>circle</td>
<td>triangle</td>
<td>square</td>
<td>rectangle</td>
</tr>
</tbody>
</table>

Na o thadile phoofolo efe?

What animal did you draw?
Ripa dibopego tše 7 (di bitšwa thengramo) mo letlkaleng la 85 o be o di šomiše go dira seswantšho se.

Cut out the 7 shapes (called a tangram) on page 85 and use them to make this picture.

Dira sebopego se.
Se lebelega bjalo ka gempe.
Make this shape.
It looks like a shirt.

Dira sebopego se. Na se lebelega bjalo ka eng?
Make this shape.
What does it look like?
Dira sebopego se. Na se lebelega bjalo ka eng?
Make this shape. What does it look like?

Dira sebopego se. Na se lebelega bjalo ka eng?
Make this shape. What does it look like?
1. **Khalara sebopego sa go nyalana le sa mathomo mothalading wo mongwe le wo mongwe.**
Shade the shape that matches the first one in each row.

<table>
<thead>
<tr>
<th><img src="square.png" alt="Square" /></th>
<th><img src="circle.png" alt="Circle" /></th>
<th><img src="rectangle.png" alt="Rectangle" /></th>
<th><img src="triangle.png" alt="Triangle" /></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="circle.png" alt="Circle" /></td>
<td><img src="square.png" alt="Square" /></td>
<td><img src="circle.png" alt="Circle" /></td>
<td><img src="triangle.png" alt="Triangle" /></td>
</tr>
<tr>
<td><img src="triangle.png" alt="Triangle" /></td>
<td><img src="circle.png" alt="Circle" /></td>
<td><img src="square.png" alt="Square" /></td>
<td><img src="triangle.png" alt="Triangle" /></td>
</tr>
<tr>
<td><img src="rectangle.png" alt="Rectangle" /></td>
<td><img src="circle.png" alt="Circle" /></td>
<td><img src="square.png" alt="Square" /></td>
<td><img src="triangle.png" alt="Triangle" /></td>
</tr>
</tbody>
</table>

2. **Ngwala leina la sebopego se sengwe le se sengwe.**
Write the name of each shape.

| ![Square](square.png) | **sekwere**  
| square |
| ![Triangle](triangle.png) |  |
| ![Circle](circle.png) |  |
| ![Rectangle](rectangle.png) |  |
3 Khalara mahlakore ka mmala wo motalaleratadima. Colour the sides blue.

<table>
<thead>
<tr>
<th></th>
<th>mahlakore</th>
<th></th>
<th>mahlakore</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>sides</td>
<td>4</td>
<td>sides</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>dikhutlo</th>
<th></th>
<th>dikhutlo</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>corners</td>
<td>4</td>
<td>corners</td>
</tr>
</tbody>
</table>

Khalara dikhutlo ka mmala wo mokhubedu. Colour the corners red.

<table>
<thead>
<tr>
<th></th>
<th>mahlakore</th>
<th></th>
<th>mahlakore</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>sides</td>
<td></td>
<td>sides</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>dikhutlo</th>
<th></th>
<th>dikhutlo</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>corners</td>
<td></td>
<td>corners</td>
</tr>
</tbody>
</table>

2-D shapes

Week 2 • Day 4
Feleletša tafola.
Complete the table.

<table>
<thead>
<tr>
<th>efa leina name</th>
<th>ke mahlakore a makae? how many sides?</th>
<th>a ngokolo goba a thwi? round or straight?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Triangle" /></td>
<td><img src="image2" alt="Square" /></td>
<td><img src="image3" alt="Rectangle" /></td>
</tr>
<tr>
<td><img src="image2" alt="Square" /></td>
<td><img src="image4" alt="Circle" /></td>
<td><img src="image3" alt="Rectangle" /></td>
</tr>
<tr>
<td><img src="image3" alt="Rectangle" /></td>
<td><img src="image1" alt="Triangle" /></td>
<td><img src="image4" alt="Circle" /></td>
</tr>
<tr>
<td><img src="image4" alt="Circle" /></td>
<td><img src="image2" alt="Square" /></td>
<td><img src="image3" alt="Rectangle" /></td>
</tr>
</tbody>
</table>
1. **Tlatša tafola.**

   Fill in the table.

<table>
<thead>
<tr>
<th>sebopego</th>
<th>leina</th>
<th>palo ya dikhutlo</th>
</tr>
</thead>
<tbody>
<tr>
<td>shape</td>
<td>name</td>
<td>number of corners</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   | ![Shape 1] |       |                  |
   | ![Shape 2] |       |                  |

2. **Thala mohlala wa moo sebopego se sengwe le se sengwe se hwetšagalago gona mo bophelong bja nnete.**

   Draw an example of where each shape is found in real life.

   | ![Shape 3] | ![Shape 4] |
   |           |           |
   |           |           |
   |           |           |
1 Thala methalö ya go ripa gare ka go lekana go sebópego se sengwe le se sengwe.
Draw lines of symmetry in each shape.

2 Thala sediko go dibópego tšeo di nago le mothalo wa maleba wa go ripa gare ka go lekana.
Circle the shapes with a correct line of symmetry.
3 Thala methalo ya go ripa gare ka go lekana go dikhunkhwane tše.
Draw the lines of symmetry in these insects.

4 Na o bona methalo ye mekae ya go ripa gare ka go lekana mo go dithalwa tše? E thale.
How many lines of symmetry can you see in the drawings below? Draw them.

Thala sediko.
Draw a circle.

Na o ka thala methalo ye mekae ya go ripa gare ka go lekana mo sedikong se?
How many lines of symmetry can you draw on a circle?

Thala sefahlego.
Draw a face.

Na o ka thala methalo ye mekae ya go ripa gare ka go lekana mo sefahlegong se?
How many lines of symmetry can you draw on a face?

Ke ka lebaka la eng o ka kgona go thala methalo ye mentši ya go ripa gare ka go lekana mo sedikong go teta sefahlegong?
Why can you draw more lines of symmetry on a circle than on a face?
1 Thala methalo ya go ripa gare ka go lekana mo dibopegong tša ka tlase. 

Draw the lines of symmetry on the shapes below.

\[
\text{a) } \quad \text{b) } \quad \text{c) } \quad \text{d) } \\
\text{e) } \quad \text{f) } \quad \text{g) } \quad \text{h) } \\
\text{i) } \quad \text{j) } \quad \text{k) } \quad \text{l) }
\]

Ga se dithalwa ka moka tšeo di nago le methalo ya go ripa gare ka go lekana! Hlokomela! Leka ka go phutha pampiri. 

Not all of the drawings have lines of symmetry! Be careful! Test by folding paper.
2. Dira dipaterone tša go ba le methalo ye me2 ya go ripa gare ka go lekana.
   Make patterns that have 2 lines of symmetry.

3. Dira dipaterone tša go ba le methalo ye me4 ya go ripa gare ka go lekana.
   Make patterns that have 4 lines of symmetry.
1. Ngwala leina la sebopego se sengwe le se sengwe.
Write the name of each shape.

- [Diagram of circle]
- [Diagram of square]
- [Diagram of triangle]
- [Diagram of rectangle]

2. Nyalanya.
Match.

- [Diagram of circle] lepokisi
  - box
- [Diagram of rectangle] silintere
  - cylinder
- [Diagram of triangle] kgolokwe
  - sphere

3. Nyalanya.
Match.

- se a thelela
  - fela
  - slide only
- se a kgokologa
  - fela
  - roll only
- se a thelela le
go kgokologa
  - slide and roll

4. Ke tše kae?
How many?

<table>
<thead>
<tr>
<th>dikhutlo</th>
<th>merumo</th>
<th>difahlego</th>
</tr>
</thead>
<tbody>
<tr>
<td>corners</td>
<td>edges</td>
<td>faces</td>
</tr>
</tbody>
</table>
5. Bala. Aga ditora!
Count. Build towers!

Colour in the blocks to show the number.

Compare. Write >, < or =.

8. Na dikgolokwe di feta disilintere ka tše kae?
How many more spheres than cylinders?

_______
Boemo le thoko  
Position and direction

- Khutlotharo ya tlase ke ye talamorogo.
  The bottom triangle is green.

- Sediko sa ka la go ja ke se se phifadu.
  The circle on the right is blue.

- Sekwere sa godimo ke se se serolane.
  The top square is yellow.

- Sebopego sa tlase ga sediko se se talaleratadima ke se se khubedu.
  The shape below the blue circle is red.

- Sediko sa ka godimo ga khutlotharo ke se se talamorogo.
  The circle above the triangle is green.

- Khutlotharo ya godimo ke ye khubedu.
  The top triangle is red.

- Sebopego seo se šetšego ke se se serolane.
  The remaining shape is yellow.
Hlalošetša mogwera wa gago tsela ya go tloga lefelong le tee go ya go le lengwe mo kriting ye. Hlama kanegelo ka lefelô leo o yago go lona!

Explain to your partner how to move from one place to another on the grid. Make a story about where you go!

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Sandcastle" /></td>
<td><img src="image2" alt="Children playing soccer" /></td>
<td><img src="image3" alt="Swimming pool" /></td>
</tr>
<tr>
<td><img src="image4" alt="Children playing with balloons" /></td>
<td><img src="image5" alt="Store" /></td>
<td></td>
</tr>
<tr>
<td><img src="image6" alt="Airplane" /></td>
<td></td>
<td><img src="image7" alt="Children at crossing" /></td>
</tr>
<tr>
<td><img src="image8" alt="Sliding down a slide" /></td>
<td></td>
<td><img src="image9" alt="School" /></td>
</tr>
</tbody>
</table>

Thoma

Start

- **pele**: forward
- **morago**: backward
- **la go ja**: right
- **la nengele**: left

Position and direction  Week 3 • Day 4
1. Ekaba mothalo wa marontho ke mothalo wa go ripa gare ka go lekana? Ngwala ee goba aowa.
   
   Is the dotted line a line of symmetry? Write yes or no.

   ![Diagram of shapes with dotted lines indicating lines of symmetry.]

2. Thala methalo ya go ripa gare ka go lekana sebopegong se sengwe le se sengwe.
   
   Draw the lines of symmetry in each shape.

   ![Diagram of shapes to draw lines of symmetry.]

---

### Ka Sepedi re re:
- go ripa gare ka go lekana
- mothalo wa go ripa gare ka go lekana
- ka godimo ga
- ka pele ga
- ka morago
- kgaswi le
- ngele le la go ja
- godimo le fase

### In English we say:
- symmetrical
- line of symmetry
- on top of
- in front of
- behind
- next to
- left and right
- up and down
1. Thala mothalo wa go ripa gare ka go lekana sebopegong se sengwe le se sengwe.
   Draw a line of symmetry on each picture.

2. Tšwetša paterone pele.
   Continue the pattern.

3. Bolela le mogwera wa gago ka boemo bja dilo mo seswantšhong.
   Talk to your partner about the positions of the objects in the picture.
**Papadi: Mmetse wa lebelo ka letaese – kitima go ya go 0**

**Game: Fast maths with dice – race to 0**

- **Ralokang ka bobedi.**
  Play in pairs.

- **Kgokološa letaese. Ntšha palo ya gago go 100.**
  Roll the dice. Subtract your number from 100.

- **Šiedišanang. Kgokološa gape.**
  Take turns. Roll again.

- **Tšwela pele ka go ntšha o be o fihle go 0.**
  Keep subtracting till you get to 0.

---

**Na selo seo se khalariaiwe go se mo maemong afe?**

**What position is the shaded object in?**

<table>
<thead>
<tr>
<th>ya-1 1st</th>
<th>yabo-2 2nd</th>
<th>yabo-3 3rd</th>
<th>yabo-4 4th</th>
<th>yabo-5 5th</th>
<th>yabo-6 6th</th>
<th>yabo-7 7th</th>
<th>yabo-8 8th</th>
<th>yabo-9 9th</th>
<th>yabo-10 10th</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
<td><img src="image3.png" alt="Image" /></td>
<td><img src="image4.png" alt="Image" /></td>
<td><img src="image5.png" alt="Image" /></td>
<td><img src="image6.png" alt="Image" /></td>
<td><img src="image7.png" alt="Image" /></td>
<td><img src="image8.png" alt="Image" /></td>
<td><img src="image9.png" alt="Image" /></td>
<td><img src="image10.png" alt="Image" /></td>
</tr>
</tbody>
</table>

**yabo-2 2nd**
2 Thala sediko go karabo yeo e nepagetšego.  
Circle the correct answer.

<table>
<thead>
<tr>
<th>Question</th>
<th>kgama</th>
<th>lepogo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who came first?</td>
<td>kgama</td>
<td>lepogo</td>
</tr>
<tr>
<td>Who came last?</td>
<td>kgopa</td>
<td>khudu</td>
</tr>
<tr>
<td>Who came third?</td>
<td>kgama</td>
<td>mmutla</td>
</tr>
<tr>
<td>Who came seventh?</td>
<td>tlou</td>
<td>katse</td>
</tr>
<tr>
<td>Who came second?</td>
<td>thutlwa</td>
<td>kgama</td>
</tr>
<tr>
<td>Who came first?</td>
<td>kgama</td>
<td>cheetah</td>
</tr>
<tr>
<td>Who came last?</td>
<td>kgopa</td>
<td>tortoise</td>
</tr>
<tr>
<td>Who came third?</td>
<td>kgama</td>
<td>rabbit</td>
</tr>
<tr>
<td>Who came seventh?</td>
<td>tlou</td>
<td>cat</td>
</tr>
<tr>
<td>Who came second?</td>
<td>thutlwa</td>
<td>kgama</td>
</tr>
<tr>
<td>Who came first?</td>
<td>kgama</td>
<td>cheetah</td>
</tr>
<tr>
<td>Who came last?</td>
<td>kgopa</td>
<td>snail</td>
</tr>
<tr>
<td>Who came third?</td>
<td>kgama</td>
<td>giraffe</td>
</tr>
<tr>
<td>Who came seventh?</td>
<td>tlou</td>
<td>dog</td>
</tr>
<tr>
<td>Who came second?</td>
<td>thutlwa</td>
<td>kgama</td>
</tr>
<tr>
<td>Who came first?</td>
<td>khudu</td>
<td>tortoise</td>
</tr>
<tr>
<td>Who came last?</td>
<td>kgopa</td>
<td>snail</td>
</tr>
<tr>
<td>Who came third?</td>
<td>lepogo</td>
<td>cheetah</td>
</tr>
<tr>
<td>Who came seventh?</td>
<td>tlou</td>
<td>cat</td>
</tr>
<tr>
<td>Who came second?</td>
<td>thutlwa</td>
<td>giraffe</td>
</tr>
<tr>
<td>Who came first?</td>
<td>thutlwa</td>
<td>giraffe</td>
</tr>
<tr>
<td>Who came last?</td>
<td>tlou</td>
<td>dog</td>
</tr>
<tr>
<td>Who came third?</td>
<td>kgama</td>
<td>giraffe</td>
</tr>
<tr>
<td>Who came seventh?</td>
<td>tlou</td>
<td>cat</td>
</tr>
<tr>
<td>Who came second?</td>
<td>kgama</td>
<td>giraffe</td>
</tr>
<tr>
<td>Who came first?</td>
<td>thutlwa</td>
<td>giraffe</td>
</tr>
<tr>
<td>Who came last?</td>
<td>tlou</td>
<td>dog</td>
</tr>
<tr>
<td>Who came third?</td>
<td>kgama</td>
<td>giraffe</td>
</tr>
<tr>
<td>Who came seventh?</td>
<td>tlou</td>
<td>cat</td>
</tr>
<tr>
<td>Who came second?</td>
<td>kgama</td>
<td>giraffe</td>
</tr>
<tr>
<td>Who came first?</td>
<td>thutlwa</td>
<td>giraffe</td>
</tr>
<tr>
<td>Who came last?</td>
<td>tlou</td>
<td>dog</td>
</tr>
</tbody>
</table>

3 Khalara sediko seo se nepagetšego.  
Colour the correct circle.

Sediko sa boraro go tloga go la go ja.  
3rd circle from the right
1  Ke sediko sefe?
Which circle?

<table>
<thead>
<tr>
<th>Circle Description</th>
<th>Circles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross out the ninth circle from the right.</td>
<td>![Crossed Circle]</td>
</tr>
<tr>
<td>Draw a face in the third circle from the right.</td>
<td>![Face]</td>
</tr>
<tr>
<td>Draw a triangle in the last circle from the right.</td>
<td>![Triangle]</td>
</tr>
<tr>
<td>Colour in the first circle from the right.</td>
<td>![Coloured Circle]</td>
</tr>
<tr>
<td>Draw a heart in the fourth circle from the right.</td>
<td>![Heart]</td>
</tr>
<tr>
<td>Draw a square in the seventh circle from the right.</td>
<td>![Square]</td>
</tr>
</tbody>
</table>

2  Khalara sediko goba didiko tšeo di nepagetšego.
Colour the correct circle or circles.

<table>
<thead>
<tr>
<th>Circle Description</th>
<th>Circles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross out the ninth circle from the right.</td>
<td>![Crossed Circle]</td>
</tr>
<tr>
<td>Three circles from the right</td>
<td>![Crossed Circles]</td>
</tr>
<tr>
<td>Fifth circle from the left</td>
<td>![Crossed Circles]</td>
</tr>
<tr>
<td>Five circles from the left</td>
<td>![Crossed Circles]</td>
</tr>
<tr>
<td>Eight circles from the right</td>
<td>![Crossed Circles]</td>
</tr>
</tbody>
</table>

34
### Šomiša sekwere sa 100 go araba dipotšišo.

Use the 100 square to answer the questions.

<table>
<thead>
<tr>
<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>
<tr>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
<tr>
<td>31</td>
<td>32</td>
<td>33</td>
<td>34</td>
<td>35</td>
<td>36</td>
<td>37</td>
<td>38</td>
<td>39</td>
<td>40</td>
</tr>
<tr>
<td>41</td>
<td>42</td>
<td>43</td>
<td>44</td>
<td>45</td>
<td>46</td>
<td>47</td>
<td>48</td>
<td>49</td>
<td>50</td>
</tr>
<tr>
<td>51</td>
<td>52</td>
<td>53</td>
<td>54</td>
<td>55</td>
<td>56</td>
<td>57</td>
<td>58</td>
<td>59</td>
<td>60</td>
</tr>
<tr>
<td>61</td>
<td>62</td>
<td>63</td>
<td>64</td>
<td>65</td>
<td>66</td>
<td>67</td>
<td>68</td>
<td>69</td>
<td>70</td>
</tr>
<tr>
<td>71</td>
<td>72</td>
<td>73</td>
<td>74</td>
<td>75</td>
<td>76</td>
<td>77</td>
<td>78</td>
<td>79</td>
<td>80</td>
</tr>
<tr>
<td>81</td>
<td>82</td>
<td>83</td>
<td>84</td>
<td>85</td>
<td>86</td>
<td>87</td>
<td>88</td>
<td>89</td>
<td>90</td>
</tr>
<tr>
<td>91</td>
<td>92</td>
<td>93</td>
<td>94</td>
<td>95</td>
<td>96</td>
<td>97</td>
<td>98</td>
<td>99</td>
<td>100</td>
</tr>
</tbody>
</table>

#### Palo ya mathomo ke eng?
What is the first number? 1

#### Palo ya mafelelo ke eng?
What is the last number?

#### Thala sediko go palo ya bobedi ka go la go ja la palo 70.
Circle the second number to the right of the number 70.

#### Na palo ya bošupa mo kriting ke eng, ge o thoma go 1?
What is the seventh number on the grid, starting from 1?

#### Na palo ya bošupa ka morago ga palo 1 ke eng?
What is the seventh number after the number 1?

#### Na ke dife dipalo tše 3 tša mathomo go tloga go la mgele la palo 10?
What are the first 3 numbers from the left of the number 10?

#### Na palo ya bolesomešupa mo letlapeng ke eng?
What is the seventeenth number on the board?

#### Na palo ya bohlano ka morago ga palo 10 ke eng?
What is the fifth number after 10?

#### Na palo ya bolesomehlano ka morago ga palo 10 ke eng?
What is the fifteenth number after 10?

#### 8 ke palo ya ____________________.
8 is the __________ number.
1. Ke dihlopha tše kae?
How many groups?

Ge o šomiša diapole tše 11:
Using 11 apples:

\[
\text{dihlopha tše } 3 \text{ tša } 3
\]

3 groups of 3

Na go šetše tše kae? 2
How many are left over? 2

Ge o šomiša diapole tše 10:
Using 10 apples:

\[
\text{dihlopha tše } \text{____ tša } 5
\]

____ groups of 5

Na go šetše tše kae? _____
How many are left over? _____

Ge o šomiša diapole tše 15:
Using 15 apples:

\[
\text{dihlopha tše } \text{____ tša } 3
\]

____ groups of 3

Na go šetše tše kae? _____
How many are left over? _____

Ge o šomiša diapole tše 14:
Using 14 apples:

\[
\text{dihlopha tše } \text{____ tša } 2
\]

____ groups of 2

Na go šetše tše kae? _____
How many are left over? _____

2. Thala gore o hwetše dihlopha.
Draw to find the groups.

Na o ka dira dihlopha tše kae tša 2 ka 27? 13
How many groups of 2 can you make from 27? 13

Na go šetše tše kae? 1
How many are left over? 1

Na o ka dira dihlopha tše kae tša 4 ka 50? _____
How many groups of 4 can you make from 50? _____

Na go šetše tše kae? _____
How many are left over? _____
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>O reka mapokisi a ma4 a go ba le malekere a 6 ka go le lengwe le le lengwe.</td>
<td>2</td>
</tr>
<tr>
<td>Malekere ao a sego ka lepokising?</td>
<td>4</td>
</tr>
<tr>
<td>O reka mapokisi a 8 a go ba le diphentshele tše 4 ka go le lengwe le le lengwe.</td>
<td>2</td>
</tr>
<tr>
<td>Diphentshele tšeo di sego ka lepokising?</td>
<td>4</td>
</tr>
<tr>
<td>O reka mapokisi a ma5 a go ba le ditšhokolete tše 9 ka go le lengwe le le lengwe.</td>
<td>2</td>
</tr>
<tr>
<td>Ditšhokolete tšeo di sego ka lepokising?</td>
<td>4</td>
</tr>
<tr>
<td>O reka mapokisi a 9 a go ba le diswiri tše 7 ka go le lengwe le le lengwe.</td>
<td>2</td>
</tr>
<tr>
<td>Diswiri tšeo di sego ka lepokising?</td>
<td>4</td>
</tr>
</tbody>
</table>
### Aba ka go lekana. Na go šala tše kae?

Share equally. How many left over?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Amount Left Over</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abela bana ba 8 diphentshele tše 20. Share 20 pencils among 8 children.</td>
<td>Abela bana ba ba2 matšoba a 25. Share 25 flowers between 2 children.</td>
<td>4</td>
</tr>
<tr>
<td>Ngwana o tee o hwetša tše kae? How many each?</td>
<td>Ngwana o tee o hwetša a makae? How many each?</td>
<td>2</td>
</tr>
<tr>
<td>Na go šala tše kae? How many are left over?</td>
<td>Na go šala tše kae? How many are left over?</td>
<td>4</td>
</tr>
<tr>
<td>Ngwana o tee o hwetša tše kae? How many each?</td>
<td>Ngwana o tee o hwetša tše kae? How many each?</td>
<td>2</td>
</tr>
<tr>
<td>Na go šala tše kae? How many are left over?</td>
<td>Na go šala tše kae? How many are left over?</td>
<td>2</td>
</tr>
<tr>
<td>Abela bagwera ba ba5 malekere a 23. Share 23 sweets among 5 friends.</td>
<td>Abela batho ba 7 matšoba a 30. Share 30 flowers among 7 people.</td>
<td>4</td>
</tr>
<tr>
<td>Mogwera o tee o hwetša a makae? How many each?</td>
<td>Motho o tee o hwetša a makae? How many each?</td>
<td>4</td>
</tr>
<tr>
<td>Na go šala tše kae? How many are left over?</td>
<td>Na go šala tše kae? How many are left over?</td>
<td>4</td>
</tr>
</tbody>
</table>
2 Aba ka go lekana. Na go šala tše kae?
Share equally. How many left over?

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ngwana o tee o hwetša tše kae? How many each?</td>
<td>Motho o tee o hwetša tše kae? How many each?</td>
</tr>
<tr>
<td>Na go šala tše kae? How many are left over?</td>
<td>Na go šala tše kae? How many are left over?</td>
</tr>
<tr>
<td>Abela bana ba 8 dinamune tše 45. Share 45 oranges among 8 learners.</td>
<td>Abela bana ba ba5 dikgwele tše 34. Share 34 balls among 5 children.</td>
</tr>
<tr>
<td>Ngwana o tee o hwetša tše kae? How many each?</td>
<td>Ngwana o tee o hwetša tše kae? How many each?</td>
</tr>
<tr>
<td>Na go šala tše kae? How many are left over?</td>
<td>Na go šala tše kae? How many are left over?</td>
</tr>
<tr>
<td>Motho o tee o hwetša tše kae? How many each?</td>
<td>Ngwana o tee o hwetša tše kae? How many each?</td>
</tr>
<tr>
<td>Na go šala tše kae? How many are left over?</td>
<td>Na go šala tše kae? How many are left over?</td>
</tr>
</tbody>
</table>
1. Lebelela mothallopo o be o arabe ka mo tafole. Thoma ka go la ngale. Thala sediko go karabo yeo e nepagetšego.
   Look at the number line and answer in the table. Start on the left. Circle the correct answer.

<table>
<thead>
<tr>
<th>Ke sefe sa bobedi?</th>
<th>Ke sefe sa bosenyane?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which is second?</td>
<td>Which is ninth?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ke sefe sa mafelelo?</th>
<th>Ke sefe sa bone?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which is last?</td>
<td>Which is fourth?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ke sefe sa bošupa?</th>
<th>Ke sefe sa mathomo?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which is seventh?</td>
<td>Which is first?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ke sefe sa bohlano?</th>
<th>Ke sefe sa boraro?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which is fifth?</td>
<td>Which is third?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Rarolla.
   Solve.

   O reka mapokisi a 8 a go ba le dipisikiti tše 8 ka go le lengwe le le lengwe.
   You buy 8 boxes with 8 biscuits each.

   Mapokisi a go ba le 10? | Tšeo di sego ka lepokising?
   Boxes of 10? | Loose?

---

A re boleleng Mmetse!

In English we say:

- **Ka Sepedi re re:**
  - palosešupatatelano
  - mathomo
  - mafelelo
  - boemo
  - sehlopha
  - aba

- ** ordinal number**
- **first**
- **last**
- **position**
- **group**
- **share**

Let’s talk Maths!
## Khalara.

Shade.

<table>
<thead>
<tr>
<th>(1)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>sediko sa bobedi go tloga go la go ja</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>didiko tše pedi go tloga go la go ja</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>sediko sa bolesome go tloga go la nngele</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>didiko tše lesome go tloga go la nngele</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>sediko sa mathomo go tloga go la go ja</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>sediko se tee go tloga go la go ja</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>sediko sa bone go tloga go la nngele</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>didiko tše nne go tloga go la nngele</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

- sediko sa bobedi go tloga go la go ja — second circle from the right
- didiko tše pedi go tloga go la go ja — two circles from the right
- sediko sa bolesome go tloga go la nngele — tenth circle from the left
- didiko tše lesome go tloga go la nngele — ten circles from the left
- sediko sa mathomo go tloga go la go ja — first circle from the right
- sediko se tee go tloga go la go ja — one circle from the right
- sediko sa bone go tloga go la nngele — fourth circle from the left
- didiko tše nne go tloga go la nngele — four circles from the left

<table>
<thead>
<tr>
<th>(2)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>didiko sa boraro go tloga fase</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>didiko tše tharo go tloga fase</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

- didiko sa boraro go tloga fase — third circle from the bottom
- didiko tše tharo go tloga fase — three circles from the bottom

<table>
<thead>
<tr>
<th>(3)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>sediko sa botshelela go tloga godimo</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>didiko tše tshela go tloga godimo</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

- sediko sa botshelela go tloga godimo — sixth circle from the top
- didiko tše tshela go tloga godimo — six circles from the top

## Rarolla.

Solve.

<table>
<thead>
<tr>
<th>Na o ka dira diholpha tše kae tša 10 ka 19?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How many groups of 10 can you make from 19?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dihlopha tša 10?</th>
<th>Tša go se felele?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groups of 10?</td>
<td>Loose?</td>
</tr>
</tbody>
</table>

Assessment and consolidation Week 4 • Day 5
Go pedifatša
Doubling

Papadi: Na ke ma10 a makae? Na ke bo1 ba bakae?
Game: How many 10s? How many 1s?

• Šomang ka bobedi. Bontšha palo ka go šomiša dikarata tša gago tša palo tša sehlopha sa 10.
  Work in pairs. Show the number using your base 10 number cards.

• Na ke ma10 a makae? Na ke bo1 ba bakae?
  How many 10s? How many 1s?

• Ke palo efe?
  What number?


• Šomang ka bobedi. Bontšha palo ka go šomiša dikarata tša gago tša palo tša sehlopha sa 10.
  Work in pairs. Show the number using your base 10 number cards.

• Na ke ma10 a makae? Na ke bo1 ba bakae?
  How many 10s? How many 1s?

• Ke palo efe?
  What number?

**Pedifatša. Šomiša diploko tša gago.**
Double. Use your blocks.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11</td>
<td>21</td>
<td>32</td>
</tr>
<tr>
<td>42</td>
<td>12</td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>

Metšo ye me3 le metšo ye me3 e dira metšo ye 6. Lesome le le le lesome le le la dira masome a ma2. Ke na le 26 ge a hlaaka ka moka.
3 ones and 3 ones makes 6 ones.
1 ten and 1 ten makes 2 tens.
I have 26 altogether.
Pedifatša 22.
Double 22.

Pedifatša 31.
Double 31.

Pedifatša 14.
Double 14.

Pedifatša 24.
Double 24.

Pedifatša 23.
Double 23.

Pedifatša 33.
Double 33.

Double the numbers!
How much altogether?

Pedifatša dipalo!
Na ke bokae ge di hlakana ka moka?
Go ripa ka bogare
Halving

<table>
<thead>
<tr>
<th>masome tens</th>
<th>metšo ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Block Image]</td>
<td>![Block Image]</td>
</tr>
<tr>
<td>![Block Image]</td>
<td>![Block Image]</td>
</tr>
<tr>
<td>![Block Image]</td>
<td>![Block Image]</td>
</tr>
</tbody>
</table>

82 e swana le 80 le 2. Nka hwetša seripa sa 82 ka go hwetša seripa sa 80 le seripa sa 2. 82 is the same as 80 and 2. I can find half of 82 by finding half of 80 and half of 2.

Seripa sa masome a 8 ke masome a ma4. Half of 8 tens is 4 tens.

Seripa sa metšo ye me2 ke motšo o 1. Half of 2 ones is 1 one.

1. Hwetša seripa sa palo ye nngwe le ye nngwe ka go šomiša diploko tša gago.
Find half of each number using your blocks.

| 28 | 14 | 64 | 42 |
| 86 | 48 | 66 |

2. Seripa sa 22 Half of 22
Seripa sa 60 Half of 60
Seripa sa 46 Half of 46
Seripa sa 82 Half of 82
<table>
<thead>
<tr>
<th>masome</th>
<th>metšo</th>
</tr>
</thead>
<tbody>
<tr>
<td>tens</td>
<td>ones</td>
</tr>
</tbody>
</table>

Seripa sa 26 ke 13.  
Half of 26 is 13.

Seripa sa 64 ke ____.  
Half of 64 is ______.

Seripa sa 82 ke ____.  
Half of 82 is ______.

Go hwetša seripa, hwetša seripa sa masome le seripa sa metšo.  
To find half, find half of the half and half of the tens and ones.
1. Swaya lepokisi o bontšhe gore ke palophatlho efe yeo e thaletšwego ka sediko.
   Tick the box to show what fraction has been circled.

<table>
<thead>
<tr>
<th>Fraction</th>
<th>Image</th>
<th>Image</th>
<th>Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>one third</td>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
</tr>
<tr>
<td>one half</td>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
</tr>
<tr>
<td>one half</td>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
</tr>
<tr>
<td>one half</td>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
</tr>
<tr>
<td>one fifth</td>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
</tr>
<tr>
<td>one quarter</td>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
</tr>
<tr>
<td>one third</td>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
</tr>
<tr>
<td>one half</td>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
</tr>
<tr>
<td>one quarter</td>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
</tr>
<tr>
<td>one third</td>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
</tr>
<tr>
<td>one half</td>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
</tr>
<tr>
<td>one half</td>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
</tr>
<tr>
<td>one sixth</td>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
</tr>
<tr>
<td>one third</td>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
</tr>
<tr>
<td>half</td>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
</tr>
<tr>
<td>half</td>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
</tr>
<tr>
<td>half</td>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
</tr>
<tr>
<td>one fifth</td>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
</tr>
<tr>
<td>one third</td>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
</tr>
<tr>
<td>half</td>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
</tr>
<tr>
<td>half</td>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
</tr>
<tr>
<td>one fifth</td>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
</tr>
<tr>
<td>one third</td>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
</tr>
<tr>
<td>half</td>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
</tr>
<tr>
<td>half</td>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
</tr>
</tbody>
</table>
2. **Na ke diripa tše kae tša go lekana?**
   - How many equal parts?

<table>
<thead>
<tr>
<th>Leina la palophatlo:</th>
<th>Fraction name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Thala sediko go diswantšho tšeo di bontšhago tee tharong.
Circle the pictures that show one third.

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

### Thala sediko go diswantšho tšeo di bontšhago pedi tharong.
Circle the pictures that show two thirds.

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

3. **Na ke diripa tše kae tša go lekana?**
   - How many equal parts?

<table>
<thead>
<tr>
<th>Leina la palophatlo:</th>
<th>Fraction name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Thala sediko go diswantšho tšeo di bontšhago kotara e tee.
Circle the pictures that show one quarter.

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

4. **Na ke diripa tše kae tša go lekana?**
   - How many equal parts?

<table>
<thead>
<tr>
<th>Leina la palophatlo:</th>
<th>Fraction name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Dikotara tše nne di swana le selo se tee sa go felela. Na o a bona?
Four quarters is the same as one whole. Can you see?
1 Sizwe o a sepela go ya sekolong letšatši le lengwe le le lengwe. Seripa gare sa leeto la go ya sekolong, go na le mohlare. Thala mohlare godimo ga mothalo palo.

Sizwe walks to school every day. Halfway to school, there is a tree. Draw the tree on the number line.

![Tree](image)

Ntlo ya gabogwe wa gagwe ke kotara e tee go ya moo. Thala sekwere go bontšha ntlo ya gabogwe gagwe godimo ga mothalo palo.

His friend’s house is one quarter of the way there. Draw a square to show his friend’s house on the number line.

![Square](image)

Tee hlanong ya leeto la go ya sekolong, go na le noka. Thala mothalo go bontšha noka godimo ga mothalo palo.

One fifth of the way to school, there is a river. Draw a line to show the river on the number line.

![River](image)

Tee tshelela ya leeto la go ya sekolong, go na le mpša. Thala lerontho go bontšha mpša godimo ga mothalo palo.

One sixth of the way to school, there is a dog. Draw a dot to show the dog on the number line.

![Dog](image)

2 Ngwala palo yeo e lebo seripa gare mo methalopalong ye.

Write the number that is halfway along these number lines.

![Number Lines](image)
3. Lebelela dikarolo tšeo di khalarilwego tša pizza?
Ngwala >, < goba =.
Look at the coloured parts of pizza. Write >, < or =.

4. Lebelela dikarolo tšeo di khalarilwego tša borotho?
Ngwala >, < goba =.
Look at the coloured parts of bread. Write >, < or =.

Bolela le mogwera wa gago ka dikarolo tša palophatlo tšeo o di bonago mo letlakaleng le.
Talk to your friend about the fraction parts you can see on this page.
1 Efa leina la palophatlo.
Name the fraction.

![Fraction Pictures](image)

2 Thala sediko go diswantšho tšeo di bontšhago dikotara.
Circle the pictures that show quarters.

![Fraction Pictures](image)

**A re boleleng Mmetse!**
Let’s talk Maths!

<table>
<thead>
<tr>
<th>Ka Sepedi re re:</th>
<th>In English we say:</th>
</tr>
</thead>
<tbody>
<tr>
<td>pedifatša</td>
<td>double</td>
</tr>
<tr>
<td>seripa</td>
<td>half</td>
</tr>
<tr>
<td>ripa ka bogare</td>
<td>halve</td>
</tr>
<tr>
<td>seripa se tee</td>
<td>one half</td>
</tr>
<tr>
<td>tee tharong</td>
<td>one third</td>
</tr>
<tr>
<td>kotara e tee</td>
<td>one quarter</td>
</tr>
<tr>
<td>tee hlanong</td>
<td>one fifth</td>
</tr>
<tr>
<td>tee tshelela</td>
<td>one sixth</td>
</tr>
</tbody>
</table>
1 Sizwe o khutša ka fase ga mohlare tee tharong ya leeto la go ya sekolong. Thala mohlare godimo ga mothalopalo.
Sizwe rests at a tree one third of the way to school. Draw the tree on the number line.

2 Buhle o kopana le mogwera wa gagwe pedi tharong ya leeto la go ya kerekeng. Thala sefahlego sa mogwera wa gagwe godimo ga mothalopalo.
Buhle meets her friend two thirds of the way to church. Draw her friend’s face on the number line.

3 Ngwala palo yeo e lego seripa gare mo methalopalong ye.
Write the number that is halfway along these number lines.

4 Pedifatša palo. Ņomiša diploko tša gago.
Double the number. Use your blocks.

5 Ņomiša diploko tša gago go hwetša seripa.
Find half using your blocks.
Papadi: 1, 2, 3 Bontšha – go hlakantšha
Game: 1, 2, 3 Show – addition

- **Ralokang ka bobedi ka dikarata tša lena tša 0–20.**
  Play in pairs with your 0–20 cards.
- **Bobedi bja barutwana ba ribolla karata.**
  Both learners flip a card.
- **Hlakantšha! Tšea karata ge e le gore o e kgonne.**
  Add! Keep the cards if you get it right.
- **Bušeletšang!**
  Go again!

![Image of cups and bottles showing 1 litre equals 4 cups]

1 litre is the same as 4 cups.

![Image of a container]

**Ekaba setšhelo se rwala go feta goba ga nnyane go feta litere e 1? Thala sediko go karabo yeo e nepagetsěgo.**
Does the container hold more or less than 1 litre? Circle the correct answer.

<table>
<thead>
<tr>
<th></th>
<th>ntsi</th>
<th>nnyane</th>
</tr>
</thead>
<tbody>
<tr>
<td>more</td>
<td></td>
<td></td>
</tr>
<tr>
<td>less</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Na o hloka dikomiki tše kae gore o tlatše lepotlelo le lengwe le le lengwe?
How many cups do you need to fill each bottle?

<table>
<thead>
<tr>
<th>kakanyo estimation</th>
<th>kelo measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

3. Lelepola le tee la meetse le tlatša lepotlelo le go fihla morumong wa mathomo. Na go tšhetšwe malepola a makae a meetse go tlatša lepotlelo?
How many spoons of water have been put into the bottle?

When you estimate, you think about what the value will be. It must be close to the right answer to be a good estimate.
### mothamo ka dikomiki
**capacity in cups**

<table>
<thead>
<tr>
<th></th>
<th>kettle</th>
<th>senwelo</th>
<th>sebjana</th>
<th>nkgo</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>🥚</td>
<td>🥚</td>
<td>🥚</td>
<td>🥚</td>
</tr>
<tr>
<td>9</td>
<td>🥚</td>
<td>🥚</td>
<td>🥚</td>
<td>🥚</td>
</tr>
<tr>
<td>8</td>
<td>🥚</td>
<td>🥚</td>
<td>🥚</td>
<td>🥚</td>
</tr>
<tr>
<td>7</td>
<td>🥚</td>
<td>🥚</td>
<td>🥚</td>
<td>🥚</td>
</tr>
<tr>
<td>6</td>
<td>🥚</td>
<td>🥚</td>
<td>🥚</td>
<td>🥚</td>
</tr>
<tr>
<td>5</td>
<td>🥚</td>
<td>🥚</td>
<td>🥚</td>
<td>🥚</td>
</tr>
<tr>
<td>4</td>
<td>🥚</td>
<td>🥚</td>
<td>🥚</td>
<td>🥚</td>
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<tr>
<td>3</td>
<td>🥚</td>
<td>🥚</td>
<td>🥚</td>
<td>🥚</td>
</tr>
<tr>
<td>2</td>
<td>🥚</td>
<td>🥚</td>
<td>🥚</td>
<td>🥚</td>
</tr>
<tr>
<td>1</td>
<td>🥚</td>
<td>🥚</td>
<td>🥚</td>
<td>🥚</td>
</tr>
</tbody>
</table>

#### Kerafo ya diswantšho e bontšha gore setšhelo se sengwe le se sengwe se kgona go rwala dikomiki tše kae.
The pictograph shows how many cups each container can hold.

#### Bolela le mogwera wa gago ka dipotšišo tše.
Talk to your friends about these questions.

---

<table>
<thead>
<tr>
<th>Na ke</th>
<th>tše kae tšeo di tlatsago</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many</td>
<td>fill the</td>
<td>?</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Na ke</th>
<th>tše kae tšeo di tlatsago</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many</td>
<td>fill the</td>
<td>?</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Na ke</th>
<th>tše kae tšeo di tlatsago</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many</td>
<td>fill the</td>
<td>?</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Na ke</th>
<th>tše kae tšeo di tlatsago</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many</td>
<td>fill the</td>
<td>?</td>
</tr>
</tbody>
</table>

---

**O laleditše bagwera ba 7 go tla ga geno. Na o ka ba rekela liter e 1 ya juse gore ba nwe, ka lebaka la engy?**
You have invited 7 friends to your house. Would you buy 1 litre of juice for them to drink and why?

**Mma o reka diliter e tša maswi. Go na le batho ba ba3 ka lapeng la gešo. Yo mongwe le yo mongwe wa bona o nwa litere e 1 ya maswi letšatši le lengwe le le lengwe. Ekaba Mma o rekile maswi ao a lekanego?**
Mom buys 2 litres of milk. There are 3 people in our family. Each of them drinks 1 litre of milk every day. Did Mom buy enough milk?
Dikomiki tše 5 di tlatša nkgo e tee.
5 cups fill one jug.

Na ke dikomiki tše kae tšeo di tlatšago dinkgo tše di latelago?
How many cups fill the following jugs?

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[
5 \times 1 = ___ \quad 5 \times 4 = ___ \quad 5 \times 3 = ___ \quad 5 \times 2 = ___
\]

Dikomiki tše 10 di tlatša ketlele e tee.
10 cups fill one kettle.

Na ke dikomiki tše kae tšeo di tlatšago diketlele tše di latelago?
How many cups fill the following kettles?

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[
10 \times 1 = 10 \quad 10 \times 3 = ___ \quad 10 \times 2 = ___ \quad 10 \times 5 = ___
\]
1

<table>
<thead>
<tr>
<th>Mapotlelo</th>
<th>Na ke mapotlelo a makae?</th>
<th>Na ke dilitere tše kae?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 l</td>
<td>How many bottles?</td>
<td>How many litres?</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mapotlelo</th>
<th>Na ke mapotlelo a makae?</th>
<th>Na ke dilitere tše kae?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 l</td>
<td>How many bottles?</td>
<td>How many litres?</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mapotlelo</th>
<th>Na ke mapotlelo a makae?</th>
<th>Na ke dilitere tše kae?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(\frac{1}{2}) l</td>
<td>How many bottles?</td>
<td>How many litres?</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mma o reka dilitere tše 2 tša maswi, Tate o reka dilitere tše dingwe tše 5. Na ke dilitere tše kae ge di hlakana ka moka?

Mom buys 2 litres of milk and Dad buys another 5 litres. How many litres altogether?

Jabu o reka dilitere tše 2 tša cola gomme Vusi o reka litere e 1. Na ba na le dilitere tše kae tša cola ge di hlakana ka moka?

Jabu buys 2 litres of cola and Vusi buys 1 litre. How many litres of cola they have together?
3

<table>
<thead>
<tr>
<th>Na ke mapotlelo a makae?</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many bottles?</td>
<td></td>
</tr>
<tr>
<td>Na ke dilitere tše kae?</td>
<td>3</td>
</tr>
<tr>
<td>How many litres?</td>
<td></td>
</tr>
</tbody>
</table>

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</tr>
<tr>
<td>Na ke dilitere tše kae?</td>
</tr>
<tr>
<td>How many litres?</td>
</tr>
</tbody>
</table>

4

<table>
<thead>
<tr>
<th>Na ke dilitere tše kae ka lepokising le lengwe le le lengwe?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many litres in each box?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>½ l</td>
<td>2 l</td>
</tr>
<tr>
<td>½ l</td>
<td>2 l</td>
</tr>
<tr>
<td>½ l</td>
<td>2 l</td>
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<tr>
<td>½ l</td>
<td>2 l</td>
</tr>
<tr>
<td>½ l</td>
<td>2 l</td>
</tr>
</tbody>
</table>

Ke lefe lepokisi leo le nago le dilitere tše dintši?
Which box has more litres?

Ke tše dintši ka tše kae?
How many more?
1. Thala sediko go setšhelo seo se ka swarago meetse a mannyane.

Circle the container that will hold less water.

2. Jabu o gile meetse a go lekana 3 ℓ pomping. Mmagwe o mo kgopotse gore a ge 10 ℓ. Na o sa swanetšwe ke go ga dilitere tše kae gape?

Jabu has collected 3 ℓ of water from the tap. His mother asked him to collect 10 ℓ. How many more litres must he collect?
3 Thala sediko go setšhelo seo se ka rwalago meetse a mantši.
Circle the container that will hold more.

4 Ke sefe setšhelo seo se rwalago kudu?
Which container holds more?

Estimating and measuring capacity
1. Lelepola le tee la meetse le tlatsa lepotlelo le go fihla morumong wa mathomo. Na go tšhetšwe malepola a makae a meetse go tlatsa lepotlelo?

One spoon of water fills this bottle up to the first mark. How many spoons of water have been put into the bottle?

2. Ngwala methamo ye e latele go tloga ka wo monnyane go ya go wo montši: dilitere tše 2, dilitere tše 5, dilitere tše 4, litere e 1 le dilitere tše 3.

Write the following amounts from the least to the most: 2 litres, 5 litres, 4 litres, 1 litre and 3 litres.

---

**A re boleleng Mmetse!**

*Let’s talk Maths!*

<table>
<thead>
<tr>
<th>Ka Sepedi re re:</th>
<th>In English we say:</th>
</tr>
</thead>
<tbody>
<tr>
<td>mothamo</td>
<td>capacity</td>
</tr>
<tr>
<td>Lepotlelo le rwala dikomiki tše 4 tša meetse.</td>
<td>The bottle holds 4 cups of water.</td>
</tr>
<tr>
<td>Litere e tee e swana le dikomiki tše 4.</td>
<td>One litre is the same as 4 cups.</td>
</tr>
<tr>
<td>Setšhelo se segolo se na le mothamo wo mogolo.</td>
<td>A big container has a large capacity.</td>
</tr>
<tr>
<td>Setšhelo se sennyane se na le mothamo wo monnyane.</td>
<td>A small container has a small capacity.</td>
</tr>
</tbody>
</table>
1. Thala sediko go setšhelo seo se ka rwalago meetse a mannyane.
Circle the container that will hold less.

2. Na ke mapotlelo a makae?
   How many bottles?

   Na ke dilitere tše kae?
   How many litres?

3. Na ke dipakete tše kae?
   How many buckets?

   Na ke dilitere tše kae?
   How many litres?

Na ke dipitša tše kae?
   How many pots?

   Na ke dilitere tše kae?
   How many litres?

3. Na ke dilitere tše kae?
   How many litres?
Addition and subtraction

Papadi: Mmetse wa lebelo ka dikarata – ntšha
Game: Fast maths with cards – subtract

- Bea dikarata tša dipalo 0 go ya ga 10 ka mokgobo.
  Place number cards 0 to 10 in a pile.
- Ribolla karata e tee.
  Flip one card.
- Ntšha go tloga ga 50.
  Subtract from 50.
- Bjale leka go ntšha go tloga ga 60, 70 le 80.
  Now try to subtract from 60, 70 and 80.

\[26 + 71 =\]

26 e swana le masome a ma2 le metšo ye 6.
26 is the same as 2 tens and 6 ones.

Bjale a re hlakantšheng 71.
Now let’s add 71.

Go na le masome a 9 ge a hlakana ka moka.
There are 9 tens altogether.

Go na le metšo ye 7 ge e hlakana ka moka.
There are 7 ones altogether.

Hlakantšha ka go šomiša diploko.
Add using blocks.

| 18 + 51 = 69 | 34 + 42 = ___ | 63 + 25 = ___ |
| 75 – 14 = ___ | 56 – 32 = ___ | 44 – 23 = ___ |
Add or subtract.

Ke na le ___ e di hlakana ka moka.
I have ___ altogether.

Go šetše tše ____.
There is ____ left over.

73 – 42 =

Ge o tloša masome a ma4 go masome a 7 go šala masome a ma3.
7 tens take away 4 tens leaves 3 tens.

Ge o tloša metšo ye me2 go metšo ye me3 go šala motšo o 1.
3 ones take away 2 ones leaves 1 one.

Go šala 31.
There is 31 left over.

2 Hlakantšha goba o ntšhe.

Ke na le ___ e di hlakana ka moka.
I have ___ altogether.

Go šetše tše ____.
There is ____ left over.
1. **Hlakantšha.**

   Add.

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

   Ke na le ____ ge di hlakana ka moka.
   I have ____ altogether.

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

   Ke na le ____ ge di hlakana ka moka.
   I have ____ altogether.

2. **Hlakantšha! Šomiša diploko tša gago.**

   Add! Use your blocks.

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

   24 + 33 = 57
   56 + 13 = ____
   11 + 47 = ____

   36 + 51 = ____
   71 + 22 = ____
   84 + 15 = ____

   14 + 75 = ____
   56 + 32 = ____
   23 + 44 = ____

   52 + 12 = ____
   27 + 72 = ____
   43 + 33 = ____

   **Hlakantšha metšo o be o hlakantšhe masome.**

   Add the ones and add the tens.
### 3 Ntšha.
Subtract.

<p>| | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<th></th>
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<th></th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
<td><img src="image3.png" alt="Image" /></td>
<td><img src="image4.png" alt="Image" /></td>
<td><img src="image5.png" alt="Image" /></td>
<td><img src="image6.png" alt="Image" /></td>
<td><img src="image7.png" alt="Image" /></td>
<td><img src="image8.png" alt="Image" /></td>
</tr>
<tr>
<td><img src="image9.png" alt="Image" /></td>
<td><img src="image10.png" alt="Image" /></td>
<td><img src="image11.png" alt="Image" /></td>
<td><img src="image12.png" alt="Image" /></td>
<td><img src="image13.png" alt="Image" /></td>
<td><img src="image14.png" alt="Image" /></td>
<td><img src="image15.png" alt="Image" /></td>
<td><img src="image16.png" alt="Image" /></td>
</tr>
<tr>
<td><img src="image17.png" alt="Image" /></td>
<td><img src="image18.png" alt="Image" /></td>
<td><img src="image19.png" alt="Image" /></td>
<td><img src="image20.png" alt="Image" /></td>
<td><img src="image21.png" alt="Image" /></td>
<td><img src="image22.png" alt="Image" /></td>
<td><img src="image23.png" alt="Image" /></td>
<td><img src="image24.png" alt="Image" /></td>
</tr>
<tr>
<td><img src="image25.png" alt="Image" /></td>
<td><img src="image26.png" alt="Image" /></td>
<td><img src="image27.png" alt="Image" /></td>
<td><img src="image28.png" alt="Image" /></td>
<td><img src="image29.png" alt="Image" /></td>
<td><img src="image30.png" alt="Image" /></td>
<td><img src="image31.png" alt="Image" /></td>
<td><img src="image32.png" alt="Image" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image33.png" alt="Image" /></td>
<td><img src="image34.png" alt="Image" /></td>
</tr>
</tbody>
</table>

- 1

**Go šetše tše 16.**
There is 16 left over.

<table>
<thead>
<tr>
<th>3</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image35.png" alt="Image" /></td>
<td><img src="image36.png" alt="Image" /></td>
</tr>
</tbody>
</table>

- 1

**Go šetše tše 22.**
There is 22 left over.

<table>
<thead>
<tr>
<th>4</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image37.png" alt="Image" /></td>
<td><img src="image38.png" alt="Image" /></td>
</tr>
</tbody>
</table>

- 2

**Go šetše tše __.**
There is ___ left over.

<table>
<thead>
<tr>
<th>4</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image39.png" alt="Image" /></td>
<td><img src="image40.png" alt="Image" /></td>
</tr>
</tbody>
</table>

- 1

**Go šetše tše __.**
There is ___ left over.

<table>
<thead>
<tr>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image41.png" alt="Image" /></td>
<td><img src="image42.png" alt="Image" /></td>
</tr>
</tbody>
</table>

- 3

**Go šetše tše __.**
There is ___ left over.

<table>
<thead>
<tr>
<th>6</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image43.png" alt="Image" /></td>
<td><img src="image44.png" alt="Image" /></td>
</tr>
</tbody>
</table>

- 4

**Go šetše tše __.**
There is ___ left over.

### 4 Ntšha! Šomiša diploko tša gago.
Subtract! Use your blocks.

<table>
<thead>
<tr>
<th>97</th>
<th>35</th>
<th>62</th>
</tr>
</thead>
<tbody>
<tr>
<td>46</td>
<td>15</td>
<td>___</td>
</tr>
<tr>
<td>84</td>
<td>63</td>
<td>___</td>
</tr>
</tbody>
</table>

**Addition and subtraction**

*Week 7 • Day 2*
## Letšatši 3 • Day 3

Go hlakantšha ka go tshela 10
Addition bridging 10

<table>
<thead>
<tr>
<th>Masome a ma3 le lesome le 1 di dira masome a ma4.</th>
<th>34 + 18 =</th>
<th>Metšo ye me4 le metšo ye 8 e dira metšo ye 12.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 tens and 1 ten makes 4 tens.</td>
<td></td>
<td>4 ones and 8 ones makes 12 ones.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masome a ma4 le lesome le 1 di dira masome a ma5.</td>
<td></td>
<td>Metšo ye 12 = lesome le 1 le metšo ye me2.</td>
</tr>
<tr>
<td>4 tens and 1 ten makes 5 tens.</td>
<td></td>
<td>12 ones = 1 ten and 2 ones.</td>
</tr>
</tbody>
</table>

### Hlakantšha! Šomiša diploko tša gago.

Add! Use your blocks.

<table>
<thead>
<tr>
<th>3</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>+</td>
<td>2</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>+</td>
<td>4</td>
</tr>
</tbody>
</table>
**Week 7 • Day 3**

**Addition bridging 10**

---

### Example:

**67 + 25 =**

<table>
<thead>
<tr>
<th>60 (6 tens)</th>
<th>7 (7 ones)</th>
<th>20 (2 tens)</th>
<th>5 (5 ones)</th>
</tr>
</thead>
<tbody>
<tr>
<td>80</td>
<td>12</td>
<td></td>
<td>7</td>
</tr>
</tbody>
</table>

### Metšo ye 12

= lesome le 1 le metšo ye me2.

12 ones = 1 ten and 2 ones.

---

### Ka moka.

Altogether.

---

### 2 Rarolla ka go šomiša diploko.

Solve using blocks.

<table>
<thead>
<tr>
<th>36 + 47 = <strong>83</strong></th>
<th>57 + 35 = ___</th>
<th>78 + 16 = ___</th>
</tr>
</thead>
<tbody>
<tr>
<td>65 + 29 = ___</td>
<td>49 + 16 = ___</td>
<td>28 + 45 = ___</td>
</tr>
<tr>
<td>55 + 29 = ___</td>
<td>39 + 26 = ___</td>
<td>76 + 14 = ___</td>
</tr>
<tr>
<td>64 + 28 = ___</td>
<td>44 + 18 = ___</td>
<td>82 + 18 = ___</td>
</tr>
</tbody>
</table>

---

O ka šomiša diploko go hlakantšha. A re hlakantšheng mai0 le bol.

You can use blocks to add. Let’s add 10s and 1s.

---

O gopole go tšhentšhiša.

Remember to exchange.

---

Altogether.

---

Ka moka.

Altogether.
Go ntšha ka go tshela 10
Subtraction bridging 10

MASOME a 6 tloša
tsele le 1 go šala
masome a ma5.
6 tens take away
1 ten leaves 5 tens.

MASOME a ma5 tloša
tsele ma2 go šala
masome a ma3.
5 tens take away
2 tens leaves
3 tens.

62 – 29 =
Masome a 6 tloša
lesome le 1 go šala
masome a ma5.
6 tens take away
1 ten leaves 5 tens.

Metšo ye 12
tloša metšo ye 9 go šala
metšo ye ma3.
12 ones take away
9 ones leaves
3 ones.

Masome a 6 tloša
lesome le 1 go šala
masome a ma5.
6 tens take away
1 ten leaves 5 tens.

Metšo ye 10
tloša metšo ye me2 e dira
metšo ye ma2.
10 ones and 2 ones
makes 12 ones.

BEKE • WEEK 7
LETŠATŠI 4 • DAY 4

MATLAKALATŠHOMELO WORKSHEETS
MMETSE WA HLOGO MENTAL MATHS
MPONTŠHE PALO! SHOW ME A NUMBER!
PAPADI GAME
KGODIŠO YA KGOPOLO CONCEPT DEVELOPMENT

68

O gopole go tšhentšhiša
gē go hlokega.
Remember to exchange if you need to.
You can use blocks to subtract. Let’s subtract 10s and 1s.

Rarolla ka go šomiša diploko.
Solve using blocks.

| 66 - 27 = 39 | 31 - 18 = ___ | 52 - 36 = ___ |
| 45 - 29 = ___ | 53 - 15 = ___ | 75 - 48 = ___ |
| 84 - 39 = ___ | 92 - 64 = ___ | 61 - 25 = ___ |
| 73 - 56 = ___ | 64 - 25 = ___ | 33 - 14 = ___ |
| 56 - 12 = ___ | 89 - 45 = ___ | 48 - 17 = ___ |
Solve. You can use your blocks. Write what you did to work it out.

\[
\begin{align*}
26 + 42 &= \quad &95 - 22 &= \quad &35 + 51 &= \\
| & t & | & o \quad & | & t & | & o \quad & | & t & | & o \\
+ & & & & - & & & & + \\
& & & & & & & & \\
67 - 34 &= \quad & 68 + 15 &= \quad & 82 - 35 &= \\
| & t & | & o \quad & | & t & | & o \quad & | & t & | & o \\
- & & & & + & & & & - \\
& & & & & & & & \\
\end{align*}
\]

A re boleleng Mmetse!
Let’s talk Maths!

Ka Sepedi re re:

- diploko tša sehlopha sa 10
- 10 le tee le swana le boi ba lesome.
- hlakantšha
- ntšha
- e tšhentšhiše

In English we say:

- base 10 blocks
- One 10 is the same as ten 1s.
- add
- subtract
- exchange
1. Rarolla ka go šomiša diploko. Ngwala seo o se dirilego go bontšha gore o baletše bjang.
   Solve using blocks. Write what you did to work it out.

   \[
   \begin{align*}
   55 + 14 &= \\
   81 - 37 &= \\
   36 + 47 &= \\
   64 - 29 &= 
   \end{align*}
   \]

   Solve the word problems. You can use your blocks.

   Thembi o rekile puku ka R45 le sebapadišane ka R53. Na o šomišitše bokae ge e hlakana ka moka?
   Thembi bought a book for R45 and a toy for R53. How much did she spend altogether?

   Ntando o be a na le R65 gomme a šomiša R44 go reka kgwele. Na o šaletšwe ke bokae?
   Ntando had R65 and he spent R44 on a ball. How much does he have left?
Dihlopha tša 2, 5 le 10
Groups of 2, 5 and 10

Papadi: Na ma10 ke a makae? Na bo1 ke ba bakae?
Game: How many 10s? How many 1s?

• Šomang ka bobedi. Bontšha palo ka go šomiša dikarata tša gago tša palo tša sehlopha sa 10.
  Work in pairs. Show a number using your base 10 number cards.
• Na ma10 ke a makae?
  Na bol ke ba bakae?
  How many 10s? How many 1s?
• Ke palo efe?
  What number?

1 Na bo2 ke ba bakae? Go šetše bokae?
How many 2s? How many left over?

<table>
<thead>
<tr>
<th>palo number</th>
<th>Na dihlopha ke tše kae? How many groups?</th>
<th>Go šetše bokae? How many left over?</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Na bo5 ke ba bakae? Go šetše bokae?
How many 5s? How many left over?

<table>
<thead>
<tr>
<th>palo number</th>
<th>Na dihlopha ke tše kae? How many groups?</th>
<th>Go šetše bokae? How many left over?</th>
</tr>
</thead>
<tbody>
<tr>
<td>41</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Menwana ye me5 leotong.

5 toes on a foot.

| Na maoto ke a makae? (How many feet?) | 6 |
| Na menwana ke ye mekae? (How many toes?) | 30 |
| Go šetše ye mekae? (How many left over?) | 0 |

| Na maoto ke a makae? (How many feet?) |
| Na menwana ke ye mekae? (How many toes?) |
| Go šetše ye mekae? (How many left over?) |

### Malekere a 10 ka mokotleng.

10 sweets in a bag.

| Na mekotla ke ye mekae? (How many bags?) | 5 |
| Na malekere ke a makae? (How many sweets?) | 50 |
| Go šetše a makae? (How many left over?) | 0 |

| Na malekere ke a makae? (How many sweets?) |
| Na mekotla ke ye mekae? (How many bags?) |
| Go šetše malekere a makae? (How many sweets left over?) |

| Na malekere ke a makae? (How many sweets?) |
| Na mekotla ke ye mekae? (How many bags?) |
| Go šetše malekere a makae? (How many sweets left over?) |
1. Na bo3 ke ba bakae? Go šetše bokae?
How many 3s? How many left over?

<table>
<thead>
<tr>
<th>Palo number</th>
<th>Dihlopha tša 3 (groups of 3)</th>
<th>Ya go šala (left over)</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>24</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>39</td>
<td></td>
<td></td>
</tr>
<tr>
<td>41</td>
<td></td>
<td></td>
</tr>
<tr>
<td>36</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Šomiša diploko tša gago go hwetša bo3. Leka go balela ka hlogo pele ke moka o kgonthišiše ka morago ga moo. Use your blocks to find the 3s. Try to work it out in your head first, then check.

2. Mokotla o tee o na le diapole tše 3.
One bag has 3 apples.

| Na mekotla ke ye mekae? (How many bags?) | 1 |
| Na diapole ke tše kae? (How many apples?) | 3 |
**Mokotla o tee o na le diapole tše 3.**
One bag has 3 apples.

<table>
<thead>
<tr>
<th></th>
<th>Na diapole ke tše kae?</th>
<th>Na mekotla ke ye mekae?</th>
<th>Na go šetše diapole tše kae?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Apples" /></td>
<td>How many apples?</td>
<td>How many bags?</td>
<td>How many apples left over?</td>
</tr>
</tbody>
</table>

**Count in 3s to answer.**

<table>
<thead>
<tr>
<th>diapole apples</th>
<th>mekotla bags</th>
<th>diapole tša go šala left over apples</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>31</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>42</td>
<td></td>
<td></td>
</tr>
<tr>
<td>39</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>46</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1 Na bo4 ke ba bakae? Go šetše bokae?
How many 4s? How many left over?

<table>
<thead>
<tr>
<th>palo number</th>
<th>diholpha tša 4</th>
<th>tša go šala</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>22</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>44</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>37</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>49</td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Šomiša diploko tša gago go hwetša bo4. Leka go balela ka hlogo pele ke moka o kgonthišiše ka morago ga moo.
Use your blocks to find the 4s. Try to work it out in your head first, then check.

2 Mokotla o tee o na le malekere a ma4.
One bag has 4 sweets.

<table>
<thead>
<tr>
<th>Na mekotla ke ye mekae?</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many bags?</td>
<td></td>
</tr>
<tr>
<td>Na malekere ke a makae?</td>
<td>4</td>
</tr>
<tr>
<td>How many sweets?</td>
<td></td>
</tr>
</tbody>
</table>
**Mokotla o tee o na le malekere a ma4.**
One bag has 4 sweets.

<table>
<thead>
<tr>
<th>malekere sweets</th>
<th>mekotla bags</th>
<th>malekere a go šala left over sweets</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>23</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>44</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>49</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>35</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. **Senwamaphodi se tee se bitša R2.**

One cooldrink costs R2.

<table>
<thead>
<tr>
<th>Na dinwamaphodi ke tše kae?</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many cooldrinks?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Na diranta ke tše kae?</th>
<th>R8</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many Rands?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Na dinwamaphodi ke tše kae?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How many cooldrinks?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Na diranta ke tše kae?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How many Rands?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Na dinwamaphodi ke tše kae?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How many cooldrinks?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Na diranta ke tše kae?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How many Rands?</td>
<td></td>
</tr>
</tbody>
</table>

2. **Na o lefela bokae go:**

How much do you pay for:

<table>
<thead>
<tr>
<th>× 3 = R6</th>
<th>× 4 = ___</th>
<th>× 5 = ___</th>
<th>× 8 = ___</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>R2 × 4 = R8</th>
<th>R2 × 6 = ___</th>
<th>R2 × 8 = ___</th>
<th>R2 × 11 = ___</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>R2 × 5 = ___</th>
<th>R2 × 3 = ___</th>
<th>R2 × 7 = ___</th>
<th>R2 × 12 = ___</th>
</tr>
</thead>
</table>

3. **Thami o na le R20. O reka dinwamaphodi tše 2. Na o šalelwa ke bokae?**

Thami has R20. She buys 2 cooldrinks. How much change does she get?
### 4. Asekhirimile i tee i bitša R5.

One ice cream costs R5.

<table>
<thead>
<tr>
<th>Na diasekhirimile ke tše kae?</th>
<th>Na diranta ke tše kae?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many ice creams?</td>
<td>How many Rands?</td>
</tr>
</tbody>
</table>

![Ice cream images]

### 5. Asekhirimile i tee i bitša R5.

One ice cream costs R5.

<table>
<thead>
<tr>
<th>How many ice creams?</th>
<th>How many Rands?</th>
</tr>
</thead>
<tbody>
<tr>
<td>× 3 = ___</td>
<td>× 4 = ___</td>
</tr>
<tr>
<td>× 5 = ___</td>
<td>× 8 = ___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>R5 × 4 = ___</th>
<th>R5 × 5 = ___</th>
<th>R5 × 8 = ___</th>
<th>R5 × 10 = ___</th>
</tr>
</thead>
</table>

### 6. Pakana e tee ya ditšhipisi e bitša R10.

One packet of chips costs R10.

<table>
<thead>
<tr>
<th>Na go na le mekotla ye mekae?</th>
<th>Na diranta ke tše kae?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many bags?</td>
<td>How many Rands?</td>
</tr>
</tbody>
</table>

![Chips image]

### 7. Pakana e tee ya ditšhipisi e bitša R10.

One packet of chips costs R10.

<table>
<thead>
<tr>
<th>How much do you pay for:</th>
</tr>
</thead>
<tbody>
<tr>
<td>× 3 = ___</td>
</tr>
<tr>
<td>× 4 = ___</td>
</tr>
<tr>
<td>× 5 = ___</td>
</tr>
<tr>
<td>× 8 = ___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>R10 × 4 = ___</th>
<th>R10 × 5 = ___</th>
<th>R10 × 8 = ___</th>
<th>R10 × 10 = ___</th>
</tr>
</thead>
</table>
## Feleletša ditafola.

**Complete the tables.**

<table>
<thead>
<tr>
<th>Dikhoine tša R2 R2 coins</th>
<th>4</th>
<th>7</th>
<th>10</th>
<th>14</th>
<th>16</th>
<th>19</th>
<th>21</th>
<th>25</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Diranta Rands</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dikhoine tša R5 R5 coins</th>
<th>2</th>
<th>4</th>
<th>5</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Diranta Rands</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>R10 tša tšheletepampiri R10 notes</th>
<th>2</th>
<th>4</th>
<th>5</th>
<th>7</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Diranta Rands</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### A re boleleng Mmetse!

**Let’s talk Maths!**

<table>
<thead>
<tr>
<th>Ka Sepedi re:</th>
<th>In English we say:</th>
</tr>
</thead>
<tbody>
<tr>
<td>diholpha tša go lekana</td>
<td>equal groups</td>
</tr>
<tr>
<td>Dihlopha tše 3 tša 2 ke 6.</td>
<td>3 groups of 2 is 6.</td>
</tr>
<tr>
<td>Dihlopha tše 6 tša 3 ke 18.</td>
<td>6 groups of 3 is 18.</td>
</tr>
<tr>
<td>Dihlopha tše 4 tša 4 ke 16.</td>
<td>4 groups of 4 is 16.</td>
</tr>
<tr>
<td>Dihlopha tše 5 tša 5 ke 25.</td>
<td>5 groups of 5 is 25.</td>
</tr>
<tr>
<td>Dihlopha tše 2 tša 10 ke 20.</td>
<td>2 groups of 10 is 20.</td>
</tr>
<tr>
<td>ya go šala</td>
<td>left over</td>
</tr>
<tr>
<td>Item Description</td>
<td>Quantity</td>
</tr>
<tr>
<td>------------------</td>
<td>----------</td>
</tr>
<tr>
<td>One book</td>
<td>1</td>
</tr>
<tr>
<td>One ice cream</td>
<td>1</td>
</tr>
<tr>
<td>One sweet</td>
<td>1</td>
</tr>
<tr>
<td>One apple</td>
<td>1</td>
</tr>
<tr>
<td>One pen</td>
<td>1</td>
</tr>
<tr>
<td>One book</td>
<td>1</td>
</tr>
<tr>
<td>One ice cream</td>
<td>1</td>
</tr>
<tr>
<td>One sweet</td>
<td>1</td>
</tr>
<tr>
<td>One book</td>
<td>1</td>
</tr>
<tr>
<td>One ice cream</td>
<td>1</td>
</tr>
<tr>
<td>One sweet</td>
<td>1</td>
</tr>
</tbody>
</table>

Consolidation  Week 8 • Day 5
<table>
<thead>
<tr>
<th>masome</th>
<th>metšo</th>
</tr>
</thead>
<tbody>
<tr>
<td>tens</td>
<td>ones</td>
</tr>
</tbody>
</table>
Sete ye ya dibopego tše 7 e bitšwa thenkramo.
This set of 7 shapes is called a tangram.

Thoma o ripe letlakala le go tšwa ka pukung ya gago ya mešomo.
First cut out this page from your workbook.

Ripa dibopego tše 7 ka šedi.
Carefully cut out the 7 shapes.

Di boloke lefelong la go bolokega!
Store them in a safe place!