8!
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.
# ISIQULATHO

## CONTENTS

1. **Yintoni iBala wande?** ................................................................. 2
2. **What is Bala Wande?** ............................................................... 3

   - **Wamkelekile kwiBanga lesi-2!** .................................................. 6
   - **Welcome to Grade 2!** ................................................................. 7

2. **Yintoni esebhokisini?** .............................................................. 8
3. **What’s in the box?** ................................................................. 9

   - **Uluhlu lwezinto ezifunekayo** .................................................. 10
   - **Checklist** ................................................................................ 11

3. **Ndisebenzisa oluphi ulwimi xa ndifundisa imathematika?** ........ 12
4. **What language do I use when I teach mathematics?** ............... 13

4. **Ukusebenzisa izicwangciso zezifundo nencwadi yemisebenzi yomfundi** ................................................................. 12

5. **Ishedulyi yemihla ngemihla, itheyibhile yexesha nesicwangciso sexesha** ................................................................. 24

6. **Itheyibhile yexesha** ................................................................. 26

7. **Term plan: Grade 2 Term 1** .................................................... 29
8. **Term 1 Assessment plan** .......................................................... 31

9. **Iphetshana lamangaku ovavanyo lwekota yoku-1** .................... 32
10. **Term 1 Assessment Mark Sheet** ............................................. 33
## IVEKI 1 • UHLAZIYO WEEK 1 • REVISION

<table>
<thead>
<tr>
<th>USUKU 1</th>
<th>DAY 1</th>
<th>Ukuboniswa kwamanani</th>
<th>Representation of numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>USUKU 2</td>
<td>DAY 2</td>
<td>Imigcmanani</td>
<td>Number lines</td>
</tr>
<tr>
<td>USUKU 3</td>
<td>DAY 3</td>
<td>Ukusuka kwelona lincinci uye kwelona likhulu</td>
<td>Smallest to biggest</td>
</tr>
<tr>
<td>USUKU 4</td>
<td>DAY 4</td>
<td>Isiqingatha</td>
<td>Half</td>
</tr>
<tr>
<td>USUKU 5</td>
<td>DAY 5</td>
<td>Uqukaniso</td>
<td>Consolidation</td>
</tr>
</tbody>
</table>

## IVEKI 2 • IZI-2, IZI-3, IZI-4 NEZI-5 WEEK 2 • 2S, 3S, 4S AND 5S

<table>
<thead>
<tr>
<th>USUKU 1</th>
<th>DAY 1</th>
<th>Phinda kabini</th>
<th>Double</th>
</tr>
</thead>
<tbody>
<tr>
<td>USUKU 2</td>
<td>DAY 2</td>
<td>Ukubala ngezi-3</td>
<td>Counting in 3s</td>
</tr>
<tr>
<td>USUKU 3</td>
<td>DAY 3</td>
<td>Ukubala ngezi-4</td>
<td>Counting in 4s</td>
</tr>
<tr>
<td>USUKU 4</td>
<td>DAY 4</td>
<td>Ukubala ngezi-5</td>
<td>Counting in 5s</td>
</tr>
<tr>
<td>USUKU 5</td>
<td>DAY 5</td>
<td>Uvavanyo noqukaniso</td>
<td>Assessment and consolidation</td>
</tr>
</tbody>
</table>

## IVEKI 3 • IZIVAKALISI MANANI ZOKUDIBANISA NOKUTHABATHA WEEK 3 • ADDITION AND SUBTRACTION NUMBER SENTENCES

<table>
<thead>
<tr>
<th>USUKU 1</th>
<th>DAY 1</th>
<th>Ukucazulula isi-6</th>
<th>Breaking down 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>USUKU 2</td>
<td>DAY 2</td>
<td>Ukucazulula isi-7</td>
<td>Breaking down 7</td>
</tr>
<tr>
<td>USUKU 3</td>
<td>DAY 3</td>
<td>Ukucazulula isi-8</td>
<td>Breaking down 8</td>
</tr>
<tr>
<td>USUKU 4</td>
<td>DAY 4</td>
<td>Ukucazulula i-9</td>
<td>Breaking down 9</td>
</tr>
<tr>
<td>USUKU 5</td>
<td>DAY 5</td>
<td>Uvavanyo noqukaniso</td>
<td>Assessment and consolidation</td>
</tr>
</tbody>
</table>

## IVEKI 4 • UKUFIKELELA KWI-10 WEEK 4 • GETTING TO 10

<table>
<thead>
<tr>
<th>USUKU 1</th>
<th>DAY 1</th>
<th>Ukucazulula i-10</th>
<th>Breaking down 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>USUKU 2</td>
<td>DAY 2</td>
<td>Fumana ama-10</td>
<td>Find the 10s</td>
</tr>
<tr>
<td>USUKU 3</td>
<td>DAY 3</td>
<td>I-10 elilandelayo</td>
<td>Next 10</td>
</tr>
<tr>
<td>USUKU 4</td>
<td>DAY 4</td>
<td>I-10 elidlulileyo</td>
<td>Previous 10</td>
</tr>
<tr>
<td>USUKU 5</td>
<td>DAY 5</td>
<td>Uvavanyo noqukaniso</td>
<td>Assessment and consolidation</td>
</tr>
</tbody>
</table>

## IVEKI 5 • UKUTYELELA I-10 WEEK 5 • VISITING THE 10

<table>
<thead>
<tr>
<th>USUKU 1</th>
<th>DAY 1</th>
<th>Yenza i-10 (ukudibanisa)</th>
<th>Make a 10 (addition)</th>
</tr>
</thead>
<tbody>
<tr>
<td>USUKU 2</td>
<td>DAY 2</td>
<td>Tsibela phambili ukuya kwi-10</td>
<td>Jump forwards to 10</td>
</tr>
<tr>
<td>USUKU 3</td>
<td>DAY 3</td>
<td>Yiya kwi-10 (ukuthabatha)</td>
<td>Get to 10 (subtraction)</td>
</tr>
<tr>
<td>USUKU 4</td>
<td>DAY 4</td>
<td>Tsibela ngasemva ukuya kwi-10</td>
<td>Jump backwards to 10</td>
</tr>
<tr>
<td>USUKU 5</td>
<td>DAY 5</td>
<td>Uvavanyo noqukaniso</td>
<td>Assessment and consolidation</td>
</tr>
</tbody>
</table>
1. Yintoni iBala wande?

iBala Wande yinkqubo yemathematika yeFunda Wande.

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


Thekgo ya lenaneo la Bala Wande le akaretša:

1.1 Isikhokelo sikatitshala

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

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

• Izixhobo ezifunekayo kwimisebenzi yosuku ngalunye
• linjongo zemisebenzi yezifundo zemihla ngemihla
• Izinto emakucingwe ngazo xa kufundiswa imisebenzi yesifundo esilungiselelewe iveki

Uvavanyo lwakhelwe kwinkqubo yeBala Wande eqhubekeyo.
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 R–3. All our materials are freely available and are Creative Commons licensed, so anyone can use them.

The Bala Wande programme support includes:

1.1 Bala Wande 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.
1.2 Izixhobo ezongezelelweyo zokufunda nokufundisa

Zonke iziko ezithatha inxaxheba ziza kufumana izixhobo ezongezelelweyo zokuncedisa abafundi nootitshala ezihambelana nezicwangeniscio zezifundo zbala Wande. Ncwadi yokufunda yemisebenzi yeBala Wande iyahambelana neCAPS kwaye yincwadi yemisebenzi yabafundi elandlelaniswe ngocoselelo neyenzelwe ukufundisa umsebenzi ogunziwo kulo kokota. Le ncwadi yemisebenzi iqulethe amaphetha emisebenzi yeeklasiiiphela, awabafundi abaza kuyenza nganye nganye nemidalo elungiselelwana ukufunda imibha yengqiao efundwayo.

Kukwakho nesichazimagama seBala Wande sesigama semathematika esingeelwimi ezimbini.

Ezinye izixhobo zokufunda eziza kunikezelwa zizixhobo ezifana neebloko zeziseko zamashumi, iimilo eziqinileyo, iwotshi yamanani, oonotsheluza neebloko ezidityaniswayo.

Nceda ukhathalele le LTSM. Siyacela ukuba uzijonge ngenkathalo kuba zixabisa kakhulu kwaye kunzima ukuzifumuna kwakhona. Kuza kufuneka usajine ubonise ukuymkelwa kwakhilo le bhokisi kwaye izi kuba luxanduva lwakho ukuyijonga nazo zonke izihlobo ezikuyo ozinikiweyo.

1.3 lvidiyo zeBala Wande zootitshala abaziintshatsheli

Lvidiyo zeBala Wande ziqulethe amagqabantshintshi emiboniso yemisebenzi eyenziwa eklasini. Ezini lvidiyo zingasetyeniziswa ngooyitshala xa belungelelela izifundo zabo. Kuza kwenzwe nenzinye lvidiyo ezinda emisebenzi yezezifundo ukuze zibe nokufumaneka.

Ezini lvidiyo zinika ulwazi nobuchule obufunyenwe kootitshala abaziintshatheli obuligalelo kwiligiouso ngemathematika nobuchule bokufundisa.

Ingaba iBala Wande iyahambelana neCAPS?

Le nkqubo yenzelwa kanye ikharityhulam yaseMzantsi Afrika kwaye ihambelana nqo neCAPS. IBala Wande ilandelana iCAPS elungelelaniswe yiTMU ngemvume efunyenwe kwisebe leMfundu esisiseko.
- Umxholo, ukwabiwa kwexesha kunye novavanyo lwesifundo, konke oku kusukela kwiCAPS.
- Ukusuka kusuku loku-1 ukuya kolwe-4 kwiveki nganye kukho imisebenzi yezezifundo elungiselelwana iintsuklu eziz-4. Ezini zizifundo ezithatha imizuzo engama-90 (kuquka imisetyenzana yokuqala yjemilha ngemilha yezezifundo engama-90, kusuka imisetyenzana yokuqala yjemilha ngemilha yezezifundo engama-90, kusuka imisetyenzana yokuqala yjemilha ngemilha yezezifundo engama-90, kusuka imisetyenzana yokuqala yjemilha ngemilha yezezifundo engama-90, kusuka imisetyenzana yokuqala yjemilha ngemilha yezezifundo engama-90, kusuka imisetyenzana yokuqala yjemilha ngemilha yezezifundo engama-90).
- Usuku lwesi-5 lunika ithuba lokwenza imisebenzi yokuqukanisa negovwenywe lwesifundo. Sisifundo semizuzo engama-60.
- Izicwangciso zovavanyo zekota namaphethshana amangaku ziyafumaneke. Yonke imisebenzi yovavanyo inikwe njengemizekelelu ukuzi ixhase inkqubo yokufundisa nokufunda.
1.2 Additional LTSM materials
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 base ten blocks, solid shapes, analogue clocks, flard cards and multifix cubes.

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.

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 into particular mathematical concepts or teaching techniques.

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

- The content, time allocation and assessment for learning all are based on the CAPS.
- Day 1-4 input each week provides planned lesson activities for 4 days. These are 90 minute lessons (this includes a mental maths daily starter activity, core concept teaching each day and some independent or group work learner activities 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. All assessments are given as exemplars to support the teaching and learning programme.
Wamkelekile kwiBanga lesi-2!


KwiBanga lesi-2 sinqwlenela ukuba abafundi babe neziqhelo ezilungileyo xa besenza izibalo. Thetha nabo ngokuqaphela ngenyameko loo nto bafanele ukuyenza. Ngosuku ngalunye xa ugalisa umsebenzi waseklasini ozimelelo, cela abafundi bajonge emaphepheni baze bakuqala lokuqala. Bacinga ukuba bafanele ukwenza ntoni?

Isiqhelo 1: Siyazikhangelwa. Ndibona nto? Kufuneka ndenze ntoni?
Isiqhelo 2: Sizoba imifanekiso. Ndingazoba nto enokundinceda ndisombulule le ngxaki?
Isiqhelo 3: Sithetha sikhwaza ngezibilalo (ngemaths).


Beka iliso kubafundi abatsala nzima ngengqiqo yamanani alula. Ukuba kukho abafundi abangawoqondiyisa uyakanani akulima ku-0 ukuya kwi-10, banike imisetyenzana euyakwaziyo ukuze basebenze ngamanani akolu luhlu kwaye umane ubabuza ngamanani nkosisho zamanani ezikulu luhlu ude uqonde ukuba buqwalwa ukusebenza ngokuzithemba ngamanani aqala 0 ukuya kwi-10.

Eyona nto iyodwa nge-LAB yeBanga lesi-2 kukuba rhoqo ngosuku lwesi-5 kwiveki nganye kubakho icandelo ilwimi kwisifundo. Oku kwenza ukwazi ukuthetha ngemaths ngolwimi lwesiNgesi nolwesiXhosa kwaye uhlaziye amabenzana namagama angundoqo afundlewe eyekini.

---

**Masithethe ngeMaths!**

Let’s talk Maths!

<table>
<thead>
<tr>
<th>NgesiXhosa sithi</th>
<th>In English we say</th>
</tr>
</thead>
<tbody>
<tr>
<td>dibanisa</td>
<td>add</td>
</tr>
<tr>
<td>thabatha</td>
<td>take away</td>
</tr>
<tr>
<td>dibanisa ibe nye</td>
<td>add one</td>
</tr>
<tr>
<td>thabatha ibe nye</td>
<td>take away one</td>
</tr>
<tr>
<td>thelekisa</td>
<td>compare</td>
</tr>
<tr>
<td>inkomo inkulu kunekati</td>
<td>the cow is bigger than the cat</td>
</tr>
<tr>
<td>ikati incinci kunenkomo</td>
<td>the cat is smaller than the cow</td>
</tr>
<tr>
<td>isine sikhulu kunesithathu</td>
<td>four is bigger than three</td>
</tr>
<tr>
<td>isithathu sincinci kunesine</td>
<td>three is smaller than four</td>
</tr>
</tbody>
</table>
Welcome to Grade 2!

The first three weeks of the Grade 2 Term 1 workbook are designed to go over Grade 1 material. This will remind learners about concepts they learned in Grade 1. We will build on these concepts more carefully from Week 4. This means that the first section of the work is revision. We want learners to feel some confidence that they already have learned a lot of maths and know a lot of things.

In Grade 2 we would like learners to establish good habits while doing maths. Talk to them about looking carefully at what they are supposed to do. Each day when you introduce the independent classwork, ask children to look at the pages and tell you what they see. What do they think they are supposed to do?

**Habit 1:** We look for ourselves. What do I see? What must I do?
**Habit 2:** We draw pictures. What can I draw to help me solve the problem?
**Habit 3:** We talk out loud about maths.

Our biggest goal this year is to encourage children to start to talk out loud about maths. Every day, you should aim to involve as many learners as possible in the active whole class discussions. Walk around and facilitate the independent classwork – ask probing questions to find out if learners understand what they are doing. Listen to the questions they ask and respond as clearly as possible to what they have asked.

Keep your eye out for children who are struggling with things such as basic number concept. If there are children who do not seem to understand basic numbers from 0 to 10, give them extra activities to work with numbers in this range. Keep asking them questions about numbers and number bonds in this range until you see that they are able to work confidently with the numbers 0 to 10.

A special feature of the Grade 2 LAB is that on Day 5 every week there is a language component to the lesson. This gives you an opportunity to speak maths in English and IsiXhosa and revise key phrases and words learned over the week.

---

**Masithethe ngeMaths!**

**Let's talk Maths!**

<table>
<thead>
<tr>
<th>NgesiXhosa sithi</th>
<th>In English we say</th>
</tr>
</thead>
<tbody>
<tr>
<td>dibanisa</td>
<td>add</td>
</tr>
<tr>
<td>thabatha</td>
<td>take away</td>
</tr>
<tr>
<td>dibanisa ibe nye</td>
<td>add one</td>
</tr>
<tr>
<td>thabatha ibe nye</td>
<td>take away one</td>
</tr>
<tr>
<td>thelekisa</td>
<td>compare</td>
</tr>
<tr>
<td>inkomo inkulu kunekati</td>
<td>the cow is bigger than the cat</td>
</tr>
<tr>
<td>ikati incinci kunenkomo</td>
<td>the cat is smaller than the cow</td>
</tr>
<tr>
<td>isine sikhulu kunesithathu</td>
<td>four is bigger than three</td>
</tr>
<tr>
<td>isithathu sincinci kunesine</td>
<td>three is smaller than four</td>
</tr>
</tbody>
</table>
2. Yintoni esebhokisini?
Ngaphakathi ebhokisi uza kufumana zonke izixhobo ezifunekayo ukuze ukwazi ukulandela inkqubo yeBala Wande.

**Isikhokelo sikatitshala**
- isikhokelo sikatitshala
- isishwankathelo semiba eza kufundiswa kwiveki nganye
- izibalo zentloko ezicwangciselwe imihla yonke (lintsuku 1–4)
- imiseteyenzana yokutyebisa (rhoqo ngeveki - lintsuku 1–4)
- imisebenzi yokufundisa engundaya exhaswa zipowusta nezixhobo ezisebhokisini (lintsuku 1–4)
- ikopi zamaphepha eencwadi zemisebenzi zabafundi (nawo afakwe ngokulandelelana kwisikhokelo sikatitshala)
- uqukaniso (Usuku lwesi-5 Kwiiveki 2–8)
- uvavanyo lokufunda (Usuku lwesi-5 Kwiiveki 2–8)

**Ilividiyo**
- izishunye ezibonisa ootitshala abaziintshatheli befundisa kwaye bexoxa izifundo

**Isichazimagama esineelwimi ezimbini**
- isichazimagama esineelwimi ezimbini sesigama semathematika sesiGaba esisiSeko esineenkcazelo nemizekelo

**INcwadi yemisebenzi yabafundi**
- imisebenzi yemihla ngemihla ehambelana nemisebenzi yezifundo
- imisebenzi yemihla ngemihla yabafundi abaza kuyenzi ngabanye-ngabanye okanye ngokwamaqela
- imidlalo ehambelana nemisebenzi yezifundo

**Iipowusta**
- ikhalenda ka-2022
- iipowusta ezihambelana nezicwangciso zezifundo

**Izixhobo zokuncedisa zikatitshala**
- iintlobo ngeentlobo zeixhobo ezipathhekayo oza kuzisebenzisa xa ufundisa

**Ibhokisi yeziixhobo zokufunda abafundi**
- ibhokisi enye kwigela ngalinye labafundi abab-6
- ibhokisi epethe iiindidi ezahlukene yezixhobo zokufunda eziza kusetyenziswa ngabafundi kwimisebenzi yabo

**Izixhobo zovavanyo**
- isicwangciso sekota sovavanyo
- imiseteyenzana ethethwayo neyenziwayo (emi-2 ngekota)
- imiseteyenzana ethethwayo neyenziwayo (2)
- iphetshana lokubhala amanqaku elinokusetyenziselwa ukufaka amanqaku eSA SAMS
2. **What’s in the box?**

Inside the box, you’ll find all the resources you need to follow the Bala Wande programme.

<table>
<thead>
<tr>
<th><strong>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 planned for every day (Days 1-4)</td>
<td></td>
</tr>
<tr>
<td>• enrichment activities (weekly - 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>![Manipulatives Image]</td>
</tr>
<tr>
<td>• copies of the Learner Activity Book pages for the day (embedded in sequence in the teacher’s guide)</td>
<td></td>
</tr>
<tr>
<td>• assessment for learning (Day 5 Weeks 2-8)</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>Bala Wande 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>![Calendar Image]</th>
</tr>
</thead>
<tbody>
<tr>
<td>• a 2022 calendar</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 you to use in your teaching</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>• one box for each group of 6 learners</td>
<td></td>
</tr>
<tr>
<td>• the box contains a variety of manipulatives for learners to use in the activities</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>• assessment term plan</td>
<td></td>
</tr>
<tr>
<td>• oral and practical activities (2 per term)</td>
<td></td>
</tr>
<tr>
<td>• planned written assessment tasks and activities on the 5th day of each week (weeks 2-8)</td>
<td>![Assessment Sheet Image]</td>
</tr>
<tr>
<td>• mark record sheet that can be used to enter marks on SA SAMS</td>
<td></td>
</tr>
</tbody>
</table>
Uluhlu Iwezinto ezifunekayo

Uluhlu Iwezixhobo zokufunda zeBW eziza kusetyenziswa kwibhokisi yekota yoku-1.

1. Isikhokelo sikatitshala
2. Isichazimagama esineelwimi ezimbini
3. iNcwadi yemisebenzi yomfundi kumntwana ngamnye.

4. lipowustu
   a. ikhalenda
   b. irejista
   c. umgcamanani (0–20)
   d. umgcamanani (ongaphawulwanga)
   e. 100 square
   f. amagama amanani 0–20 (IsiXhosa)
   g. amagama amanani 10–100 (IsiXhosa)
   h. amagama amanani 100–1000 (IsiXhosa)
   i. imali
   j. iintsuku zeveki
   k. ilinyanga zonyaka

5. Ipakethe enye yamakhadi okuzekelisa katitshala:
   a. Amakhadi amanani eBala Wande 0-1000 (alingene ukubonisa)
   b. Amakhadi amachokoza eBala Wande 0-10 (alingene ukubonisa)
   c. Amakhadi eBala Wande 0-1000 (alingene ukubonisa)

6. libloko (100)

7. Imilo ezine-3D ezineenethi – ezilingene ukubonisa

8. libloko zesiseko seshumi ama-100, ama-10, oo-1 – umboniso oncamathelayo

9. Iwotshi encinci yomfundi eneeeyure ezingama-24 (Umboniso katitshala)

10. libhokisi zabaamfundo ezi-6 ezinezi zinto
    a. amadaqisi amabini umfundi ngamnye
    b. iibloko ezingama-20 umfundi ngamnye
    c. iipaketha ezi-6 zamakhadi alingene abafundi:
        • Amakhadi amanani eBala Wande 0-20 (alingene abafundi)
        • Amakhadi eBala Wande 0-1000 (alingene abafundi)
    d. iibloko zesiseko seshumi (ama-100, ama-10, imi-1) (zezokwabelana).
    e. iteyiphu yokulinganisela e-1 (yokwabelana)
    f. iiwotshi zamanani zeeyure ezingama-24 ezintathu (zezokwabelana):
Checklist

List of all Bala Wande resources in the Term 1 box.

1. Teacher Guide
2. Bilingual dictionary
3. Learner Activity Books for each learner
4. Posters
   a. calendar
   b. register
   c. number line (0–20)
   d. number line (unmarked)
   e. 100 square
   f. number names 0–20 (IsiXhosa)
   g. number names 10–100 (IsiXhosa)
   h. number names 100–1000 (IsiXhosa)
   i. money
   j. days of the week
   k. months of the year
5. One teacher demo size pack of cards:
   a. Bala Wande number cards 0-1000 (demo size)
   b. Bala Wande dot cards 0-10 (demo size)
   c. Bala Wande Flard cards 0-1000 (demo size)
6. Multifix blocks (100)
7. 3-D shapes with nets (demo size)
8. Base ten blocks – 100s, 10s, 1s (demo magnetic)
9. 24 hour small clock (teacher demo)
10. 6 learner boxes that include:
    a. 2 dice per learner
    b. 20 multifix blocks per learner
    c. 6 learner size packs of cards:
        • Bala Wande number cards 0-20 (learner size)
        • Bala Wande Flard cards 0-1000 (learner size)
    d. base ten blocks (100s 10s 1s) to share.
    e. 1 tape measure (to share)
    f. three 24-hour clocks (to share)
3. Ndisebenzisa oluphi ulwimi xa ndifundisa imathematika?


Isiqendu sesi-4 seCAPS ehlaziyiweyo (Uvavanyo) siphelelela ukusetjenziwa ezininzi ukuze utethelele ukusa kwakhelelela kwathendama.

4. Ukusebenzisa izicwangciso zezezifundo nencwadi yemisebenzi yomfundi

Ukulingiselelela iveki elandelayo: Iphepha lokuqala lamaggabantshintshi eveki liqulethe oku:

Isishwankathelo esifutshane sezibalo zentloko, imidalo nemisebenzi yezifundo zevhe nezikhoko zokufunda ekufuneka uZulungisile.

Uluhlulwe enjongo zevhe onokuzisebenzisa ukuqinisekisa ukuba ikhlasa yakho isekhondweni elichancileyo.

Inkazelo yomsebenzi wovavanyo enikwa ngosuku lwesi-5 lweveki.

---

Isiqendu sesi-4 seCAPS ehlaziyiweyo (Uvavanyo) siphelelela ukusetjenziwa ezininzi ukuze utethelele ukusebenzisa iilwimi ezininzi xa u-cacisa amagama athile emathematika xa kuyimfuneko yoko.

---

**Uhlaziyo**

<table>
<thead>
<tr>
<th>Isinhlombe</th>
<th>Izikhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Izibala zentloko</td>
<td>Amakhosi amacchokoza xa izikhomba</td>
</tr>
<tr>
<td>Isinhlololo</td>
<td>Zikhomba zoxwe</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Isinhlololo</th>
<th>Izikhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Izibala zentloko</td>
<td>Amakhosi amacchokoza</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wezezifundo</th>
<th>Izikhobo ezizifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Umbhazwa wamamuni</td>
<td>Amakhosi amamuni, LILIKO, LAB</td>
</tr>
<tr>
<td>2</td>
<td>Umgushaveni</td>
<td>Amakhosi amamuni (0-2), LAB</td>
</tr>
<tr>
<td>3</td>
<td>Ukucina kwesiko kwezi ukuqinisekisa ekufunda</td>
<td>Amakhosi amamuni, uMgushaveni (0-2), LAB</td>
</tr>
<tr>
<td>4</td>
<td>Isiphathelwe/khotho</td>
<td>Zikhobo, uMgushaveni (okanye eziKholo), LILIKO, LAB</td>
</tr>
<tr>
<td>5</td>
<td>Ukuqinisekisa</td>
<td>LILIKO</td>
</tr>
</tbody>
</table>

**Umgama yezezifundo**

<table>
<thead>
<tr>
<th>Umsebenzi wezezifundo ukuqinisekisa</th>
<th>Izikhobo ezizifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Umbhazwa wamamuni</td>
</tr>
<tr>
<td>2</td>
<td>Umgushaveni</td>
</tr>
<tr>
<td>3</td>
<td>Ukucina kwesiko kwezi ukuqinisekisa ekufunda</td>
</tr>
</tbody>
</table>

**Ukuqinisekisa**

Ukuqinisekisa ukuba ikhlasa yakho isekhondweni elichancileyo.

---

**Ukuthethe inumane**

Ukuthethe inumane ukuqinisekisa ukuqinisekisa ukuqinisekisa ekufunda ekufunda.
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 Bala Wande Learner Activity Book

Prepare for the week:
The first page of the week overview gives you:

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Representation of numbers</td>
<td>LAB, number cards, multibase blocks</td>
</tr>
<tr>
<td>2</td>
<td>Number lines</td>
<td>LAB, number cards</td>
</tr>
<tr>
<td>3</td>
<td>Smallest to biggest</td>
<td>LAB, number cards, number line (teacher)</td>
</tr>
<tr>
<td>4</td>
<td>Half</td>
<td>LAB, bread, manou efe (or similar), knife</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation</td>
<td>LAB</td>
</tr>
</tbody>
</table>

A quick overview of the mental maths, games and lesson activities for the week and the resources you need to have ready.

A list of aims for the week that you can use 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 lamagqabantshi tshi eveki liqulethe oku:

Inkcazelo genkubela gemisebenzi yezibalo zentloko zezekhe kune nentsalela yomdlalo wevidiyo

Inkcazelo yesigama esingundoqo oza kusifundisa kule veki. Amanqaku malunga nesigama esiza kusigxininisa kule veki.

Izinto ezithile ezinokuqwalaselewa evekini. Isenkuba zimpamzamo esizaziyo ezikakhulekileyo ezensiwa ngabafundi okanye imibha ebalulekileyo efuna ukugxiniswa.

Eli phepha likusa kwizishunye zefunilayo ezinika ukuze ebodlala kwizishunye zekhu nezinkungaphila ntoni eziqamva okanye ezihilokhu nezinkungaphila ntoni eziqamva oqukuqelayo.

Kufuneka wense ntoni ukuze ukwazi wezicolikileyo levidiyo yehloko, ukufuneka wense ntoni ukwazi wezicolikileyo levidiyo yehloko.

Usuku ngalunye

Sebenzisa ifowutshathi ukuze ubone ukubalulela lekweziko yosebenzisisa

Ekuqaleni kosuku ngalunye

Umdalo kanye amaphethe lokusebenzela yemisebenzi eVeki, uya kusala kuloo vidiyo kanye.
The second page provides more details about the week’s activities.

**A description of how the Mental Maths activities progress over the week and a reminder of the game video.**

**A description of the key concepts to be taught over the week. Notes about the vocabulary to emphasise this week.**

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

This page also refers you to the video clips that provide insights from our master teachers into particular mathematical concepts or teaching techniques.

In the digital version of the Teacher Guide on the website, hyperlinks are provided to the videos. If you click on the video slide for the Mental Maths, Game and Weekly Overview, you will be taken to that video.

**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.

**Each day**

**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.

If you click on the play button in the concept development bubble in the flow diagram, you will be taken to that day’s video clip.
Xoxa nabafundi ngomhla wanamhlane usebenzise ikhalenda


Imisetyenzana yokutyebisa

Bhala imisetyenzana esebhodini ekupheleni kwesifundo sabafundi abagqiba imisebenzi yaseklasini ngokukhawuleza.

Amaphepha nemisiko engasemva kwilAB

Apha ngasemva kwilAB uya kufumana amakhosi anomxholo kunye nemisiko nta ezo eziza kusetyenziswa ngabafundi. Ezi zikhobo zikwafumaneka nakwisikhokelo sikaTishiThala ukuse kubaluleka ukukhangelaga.
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.

Enrichment activities

There are enrichment activities provided for Days 1-4. Write these activities on the board at the end of a lesson for learners who finish the classwork activities more quickly.

LAB back pages and cut outs

At the back of the LAB there are some content and cut-out pages for learners to use. They are also included at the end of this Teacher Guide for easy reference.
Yenza umsebenzi wezibalo zentloko (imizuzu eli-15)


Ngosuku loku-1, Isikhokelo sikaTitshala sinika ulandelelwano lwemifanekiso yemisetyenzana yeZibalo zentloko yolo suku. Ngosuku lwesi-2, olwesi-3 nolwesi-4 kukho isikhumbuzo sokwenza kwalo msebenzi ufanayo ekuqaleni kxesifundo.

IZIBALO ZENTLOKO | MENTAL MATHS

Sebenzi amakhadi amachokotha ukuze nithethe ngeendiboniselwano ezahlukileyo zomani.

Use dot cards to talk about different number combinations.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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

Dlalani umdlalo (imizuzu eli-15)

Imidlalo inceda abafundi baqhele basebenzise izakhono ngokuzenzekela kwaye bonwabe xa besenza loo nto. Sisebenzisa imidlalo yeveki ukufundisa nokubethelela ingqiqo ezilula nezakhono ekufuneka zaziwe ngabafundi.

Imidlalo ekwiLAB iboniswa ngemifanekiso yoopopayo/ yeekhathuni. Abafundi bacaciselwe amanyathelo okudlala umdlalo baze baboniswa nendlela abanokuwalandela ngayo la manyathelo.

Umdlalo: Izibalo ezikhawulezayo namakhadi – cwangcisa

Game: Fast maths with cards – order

• Xuba amakhadi aqala ku-0 ukuya kuma-20!
  Mix cards from 0 to 20!

• Wabeke apakishane!
  Place in a pile!

• Veza amakhadi amathathu!
  Flip up three cards!

• Wacwangcise aqale kwelona lincinci ukuya kwelona likhulu!
  Order from smallest to largest!
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.

On Day 1, the Teacher Guide provides a photographic sequence of the Mental Maths activity for the day. On Days 2, 3 and 4 there is a reminder to do the same activity at the start of the lesson.

IZIBALO ZENTLOKO | MENTAL MATHS

Sebenzisa amakhadi amachokoza ukuze nithethe ngeendibaniselwano ezahlukileyo zamanani.
Use dot cards to talk about different number combinations.

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

Play the game (15 minutes)
Games help learners automatise skills and enjoy themselves while they do it. We use weekly games to teach and consolidate important basic concepts and skills learners need to know.

The games appear in the LAB in cartoon format. Steps for how to play the game are provided and an illustration to help learners follow the steps is also given.

Umdlalo: Izibalo ezikhawulezayo namakhadi – cwangcisa
Game: Fast maths with cards – order

- Xuba amakhadi aqala ku-0 ukuya kuma-20!
  Mix cards from 0 to 20!
- Wabeke apakishane!
  Place in a pile!
- Veza amakhadi amathathu!
  Flip up three cards!
- Wacwangcise aqale kwelona lincinci ukuya kwelona likhulu!
  Order from smallest to largest!
Yenza uphuhliso lweNgqiqo
lintsuku ezininzi ziza kuba nomsebenzi uphuhliso lwengqiqo apho uza kubebenza nabafundi ukuze nixoxe
imiba ephambili yolo suku.

Kukho iviidiyo ezibonisa imisebenzi yeklasi yonke isenziwa eklasini kwaye kukwakho nenkcazelo
yemisebenzi efumaneka kumagaqabantshintshi eveki.

Ngosuku ngalunye, isiKhokelo sikaTitshala sinika isikhumbuzo esingumfanekiso ngqondweni wophuhliso
lwengqiqo wolo suku.

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

1. Ndinga ngazinto ez-i-5.  
   Zinto zini ez-i-5 ndicinga ngazo?  
   I'm thinking of 5 things. What 5 things could be thinking of?

2. Abafundi aba-5  
   5 learners

   Use your blocks to show me 5.

4. Zaba izinti zakubala ez-i-5 undibonise isi-5.  
   Draw tally marks to show me 5.

   Imiqca emileyo emi-  
   4 kunye nomqca  
   onqamleza yo-1  
   yenza isi-5.  
   4 standing lines and 1 crossing line make 5.
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.

The Teacher Guide provides a photographic sequence of the concept development activity for the day.
Incwadi yemisebenzi yomfundi iyinxalenye yesikhokelo sikatitshala


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

Yonke imiyalelo nolwazi inikwa ngesiXhosa nangenguqulelo efumaneka ngesiNgesi.

Amaphepha emisebenzi anomzekelo (oboniswa libala elingwevu nepenisile ebomvu).

Kufuneka wenze ntoni ukuze ukwazi ukulingiselela iweki nganye?
• Funda isikhokelo uze ulingiselele iweki nesifundo ngasinye.
• Bukela iividiyo – zibonisa izishunqe zeklasi yokwenyani apho imisebenzi yesifundo ikhe yalingwa khona nalapho ootitshala abafundise ezo zifundo banika ulwazi neengcebiso.

Wakube usifundisile isifundo, cinga ngendlela esiqhubeke ngayo. Bhala amanqaku ngezimvo onazo malungu nokuba ungenza ntoni eyahlukileyo ukuba unokufundisa eso sifundo kwakhona.

Kwiiveki 2-8 kuza kufuneka ulungiselele umsebenzi wovavanyo weveki. Kubaluleke kakhulu ukuba kwiiweki eziza kuba novavanyo oluthethwayo nolwenziwayo ucwangcise indlela oza kubhala ugcine ngayo inkqubela yomfundi ngamnye usebenzise irubriki okanye uluhlulwewe izi fumke yokanye.
The 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 them play in pairs or groups.

The green tag indicates that this is a worksheet.

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).

To do to prepare for each week, you need to:

• read the Teacher 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 the teachers who have taught them provide insights and advice.

After you have taught the lesson, reflect on how it went. Make notes on your ideas for what you would do differently if you taught the lesson again.

In Weeks 2-8 you will need to prepare for the assessment activity of the week. It is particularly important in the weeks in which there is an oral and practical assessment that you plan how you will be able to record each learner’s progress using the rubric or checklist over the course of the week.
5. Ishedyuli yemihla ngemihla, itheyibhile yexesha nesicwangciso sexesha

Ishedyuli yemihla ngemihla liintsuku 1–4

Irejista, umhla neentsuku zokusalwa

Izibalo zentloko
Imizuzu eli-15

Imidlalo
Imizuzu eli-15

Uphuhliso IweNgaqiao • Amaphepha emisebenzi
Imizuzu engama-75

Ishedyuli yemihla ngemihla Usuku 5

**Week 1, 9 and 10**

Irejista, umhla neentsuku zokusalwa

Masithethe ngeMaths!

Bethelela umsebenzi weveki.
Amaphepha emisebenzi yoqukaniso ekwiLAB.

**Weeks 2–8**

Irejista, umhla neentsuku zokusalwa

Uvavanyo olubhalwayo (olusesikweni)

Masithethe ngeMaths!

Bethelela umsebenzi weveki.
Amaphepha emisebenzi yoqukaniso ekwiLAB.

**Weeks 3 and 7**

Gqibezele uze ubhale phantsi amanqaku
ovavanyo oluthethwayo
nolwenziwayo lweveki.
5. Daily schedule, time table and term plan

Daily schedule Days 1–4

- Register, date and birthdays
- Mental Maths
  - 15 minutes
- Game
  - 15 minutes
- Concept development • Worksheets
  - 75 minutes

Daily schedule Day 5

- **Week 1, 9 and 10**
  - Register, date and birthdays
  - Let’s talk Maths!
  - Consolidate the weeks’ work
  - Consolidation worksheet in LAB

- **Weeks 2–8**
  - Register, date and birthdays
  - Written assessment (formal)
  - Let’s talk Maths!
  - Consolidate the weeks’ work
  - Consolidation worksheet in LAB

- **Weeks 3 and 7**
  - Finalise and record marks for oral and practical assessment for the week
### 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 yakusasa Irejista ikhalenda, lintsuku zokuzalwa, Imozulu</td>
<td>Intlanganiso yakusasa lindaba zam</td>
<td>Intlanganiso yakusasa lindaba zam</td>
<td>Intlanganiso,yakusasa Irejista, Ikhalenda, lintsuku zokuzalwa, Imozulu</td>
<td></td>
</tr>
<tr>
<td><strong>4 x 85 miz</strong></td>
<td></td>
<td>IMathematika</td>
<td>Bala Wande</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Imiz e-li-15</strong></td>
<td>Ukuphulaphula nokuthetha Ibali elfundwa ngokukhwaza</td>
<td>Ukuphulaphula nokuthetha Ingxoxo</td>
<td>Umsebenzi wolwazi Olusisiseko noLonwabo IwesiQu noLuntu</td>
<td>Ukuphulaphula nokuthetha/ Isicengelezo/ ingoma</td>
<td>Imithambo eyenzelwa phandle</td>
</tr>
<tr>
<td><strong>4 x 85 miz</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ulwazi Olusisiseko noLonwabo IwesiQu noLuntu</strong></td>
<td>Ukufunda notitshala Isicatshulwa</td>
<td>Ukufunda notitshala Ukuazulula</td>
<td>Ukufunda notitshala Ubuchule bokufunda nokuphendula</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Imiz e-li-15</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Imiz e-30</strong></td>
<td>Izandi nokubhala ngesandla Unobomba omtsha – isandi</td>
<td>Izandi nokubhala ngesandla Unobomba omtsha – isandi</td>
<td>Izandi nokubhala ngesandla Unobomba omtsha – isandi</td>
<td>Izandi nokubhala ngesandla Unobomba omtsha – isandi</td>
<td>(Imiz e-li15) UkuhlaZiya okanye uholo lwezandi</td>
</tr>
<tr>
<td><strong>Imiz e-30</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Imiz e-30</strong></td>
<td>Imithambo eyenzelwa phandle</td>
<td>Ezobugcisa obubonwayo</td>
<td>Ezobugcisa obubonwayo</td>
<td>Ezobugcisa obenziwayo</td>
<td>Ezobugcisa obenziwayo</td>
</tr>
<tr>
<td><strong>Imiz e-30</strong></td>
<td>FAL*</td>
<td>FAL*</td>
<td>FAL*</td>
<td>FAL*</td>
<td>FAL* (60 min)</td>
</tr>
<tr>
<td><strong>Imiz e-li-15</strong></td>
<td>2nd AL (ukuba yimfuneko)*</td>
<td>2nd AL (ukuba yimfuneko)*</td>
<td>2nd AL (ukuba yimfuneko)*</td>
<td>2nd AL (ukuba yimfuneko)*</td>
<td>2nd AL (ukuba yimfuneko)*</td>
</tr>
</tbody>
</table>

*Azikho kwezi zicwangciso zezifundo*
### 6. Timetable

<table>
<thead>
<tr>
<th>Time</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>1 × 55 min</td>
<td>Mathematics Bala Wande</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: New letter-sound 2</td>
<td>Phonics and handwriting: Independent word building</td>
<td>Phonics revision or test (15 min)</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
### 7. Isicwangciso sekota

<table>
<thead>
<tr>
<th>Iveki 1</th>
<th>Uhlaziyo</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>Ukuboniswa kwamanani</td>
<td>Imigcamanani</td>
<td>Ukusuka kwelona lincinci uye kwelona likhulu</td>
<td>Isiqingatha</td>
<td>Uqukaniso</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Iveki 2</th>
<th>Izi-2, izi-3, izi-4 nezi-5</th>
<th>Phinda kabini</th>
<th>Ukubala ngezi-3</th>
<th>Ukubala ngezi-4</th>
<th>Ukubala ngezi-5</th>
<th>Uvavanayo noqukaniso</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Iveki 3</th>
<th>Izivakalisi manani zakudibanisa nokuthabatha</th>
<th>Ukucazulula isi-6</th>
<th>Ukucazulula isi-7</th>
<th>Ukucazulula isi-8</th>
<th>Ukucazulula i-9</th>
<th>Uvavanayo noqukaniso</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Iveki 4</th>
<th>Ukufikelela kwi-10</th>
<th>Ukucazulula i-10</th>
<th>Fumana ama-10</th>
<th>I-10 elilandelayo</th>
<th>I-10 elidlulileyo</th>
<th>Uvavanayo noqukaniso</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Iveki 5</th>
<th>Ukutyelela i-10</th>
<th>Yenza i-10 (ukudibanisa)</th>
<th>Tsabela phambili ukuya kwi-10</th>
<th>Yiya kwi-10 (ukuthabatha)</th>
<th>Tsabela ngasemvu ukuya kwi-10</th>
<th>Uvavanayo noqukaniso</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Iveki 6</th>
<th>lipatheni, linkcukacha, limilo neXesha</th>
<th>Ikhalenda</th>
<th>Ukuxela ixesha – eyamanani</th>
<th>Ukuxela ixesha – eyamasiba</th>
<th>liyure neziqingatha zeeyure</th>
<th>Uvavanayo noqukaniso</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Iveki 7</th>
<th>Amanani ukuya kwi-100</th>
<th>Isikwere se-100</th>
<th>Ndiyazi ... ngoko ke ndiyazi...</th>
<th>Ezilishumi ngaphezulu nezilishumi ngaphantsi</th>
<th>Heshthegi!</th>
<th>Uvavanayo noqukaniso</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Iveki 8</th>
<th>Ukuphinda kabini nokwahlula kabini</th>
<th>Ukuphinda kabini kulingana namaqela amabini alinganayo</th>
<th>Ukuphinda kabini amanani amakhulu</th>
<th>Ukwahlula kabini</th>
<th>Ukwahlula kabini okunentsalela</th>
<th>Uvavanayo noqukaniso</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Iveki 9</th>
<th>Ukuphinda-phinda kumalunga namaqela alinganayo</th>
<th>Ukupinda-phinda ngesi-2</th>
<th>Ukuphinda-phinda nge-10</th>
<th>Ukuphinda-phinda ngesi-5</th>
<th>Ukusombulula lingxaki zemali</th>
<th>Uqukaniso</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Iveki 10</th>
<th>Uhlaziyo</th>
<th>Ukudibanisa nokuthabatha</th>
<th>Ukucwangcisa amanani; ukwahlula kabini</th>
<th>Ukudibanisa nokuthabatha</th>
<th>Ukuphinda kabini</th>
<th>Ukuphinda-phinda ngesi-5</th>
</tr>
</thead>
</table>

| Inani, Izibalo noLwalamano | Lipatheni, Imisebenzi (functions) neAlgebra | Umlinganiselo |
## 7. Term plan

<table>
<thead>
<tr>
<th>Week 1</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>Revision</td>
<td>Representation of numbers</td>
<td>Number lines</td>
<td>Smallest to biggest</td>
<td>Half</td>
<td>Consolidation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</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>2s, 3s, 4s and 5s</td>
<td>Double</td>
<td>Counting in 3s</td>
<td>Counting in 4s</td>
<td>Counting in 5s</td>
<td>Assessment and consolidation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3</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>Addition and subtraction number sentences</td>
<td>Breaking down 6</td>
<td>Breaking down 7</td>
<td>Breaking down 8</td>
<td>Breaking down 9</td>
<td>Assessment and consolidation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4</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>Getting to 10</td>
<td>Breaking down 10</td>
<td>Find the 10s</td>
<td>Next 10</td>
<td>Previous 10</td>
<td>Assessment and consolidation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5</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>Visiting the 10</td>
<td>Make a 10 (addition)</td>
<td>Jump forwards to 10</td>
<td>Get to 10 (subtraction)</td>
<td>Jump backwards to 10</td>
<td>Assessment and consolidation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 6</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>Patterns, Data, Shapes and Time</td>
<td>The calendar</td>
<td>Telling the time – digital</td>
<td>Telling the time – analogue</td>
<td>Hours and half hours</td>
<td>Assessment and consolidation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 7</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>Numbers to 100</td>
<td>100 square</td>
<td>I know … therefore I know …</td>
<td>Ten more and ten less</td>
<td>Hashtag!</td>
<td>Assessment and consolidation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 8</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>Double and half</td>
<td>Double is two equal groups</td>
<td>Doubling bigger numbers</td>
<td>Halving</td>
<td>Half with a remainder</td>
<td>Assessment and consolidation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 9</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>Multiplication is about equal groups</td>
<td>Multiplying by 2</td>
<td>Multiplying by 10</td>
<td>Multiplying by 5</td>
<td>Solving money problems</td>
<td>Consolidation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 10</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>Revision</td>
<td>Addition and subtraction</td>
<td>Ordering numbers; Halving</td>
<td>Addition and subtraction</td>
<td>Doubling</td>
<td>Multiply by 5</td>
</tr>
</tbody>
</table>
8. Isicwangciso sovavanyo sekota yoku-1


Kwiveki yesi-3 nakweye-7 kwenziwa izicwangciso zovavanyo olwesikweni olubhalwayo. Xa uvavanyo abafundi uma kusebenzisa imisebenzi eyenziwayo/esebenzisa yeubafuni eubafuni yaseyehla umsebenzi weveki. Kungenzwi uvavanyo olungenkho sikweni.

Kwiveki 2-8 kulungiselele uvavanyo olubhalwayo. Le misebenzi ifumaneka kwincwadi yemisebenzi yomfundi. Bakugqiba ukwenza umsebenzi wovavanyo abafundi bangasebenza ngamaphepha akusebenzela oqukaniso asezingwabini zabo zemisebenzi.

Iimvavanyo ezikwikota yoku-1 zezi:

<table>
<thead>
<tr>
<th>Iweki</th>
<th>Amanani, izibalo nolwalamanoma</th>
<th>Amanqaku</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Olubhalwayo</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>Olubhalwayo</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>Olubhalwayo</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>Olubhalwayo</td>
<td>8</td>
</tr>
<tr>
<td>6</td>
<td>Olubhalwayo</td>
<td>9</td>
</tr>
<tr>
<td>7</td>
<td>Olubhalwayo</td>
<td>11</td>
</tr>
<tr>
<td>8</td>
<td>Olubhalwayo</td>
<td>12</td>
</tr>
</tbody>
</table>
8. Term 1 Assessment plan

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

Day 5 of each week is planned for assessment and consolidation

The assessment plan for Term 1 is provided below.

In Weeks 1, 9 and 10, there is no formal assessment activity. On Day 5 learners should work on the worksheets provided in the Learner Activity Book to consolidate the work for the week. Informal assessment can be done.

In Weeks 3 and 7, oral and practical assessment activities are planned. You will use practical activities and the rubric provided in the week overview to assess learners. Oral and practical activities should be carried out throughout the week, individually or in groups of learners, while the class is busy with the independent classwork activities.

In Weeks 2-8, written assessment activities are planned. These are provided in the Learner Activity Book. After they have completed the written assessment activity learners can work on the consolidation worksheets in the Learner Activity Book.

The assessments that are in Term 1 are as follows:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Type</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Numbers, operations and relationships</td>
<td>Written</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>Numbers, operations and relationships</td>
<td>Written</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>Measurement: Time (observe learners to assess their ability to tell the time)</td>
<td>Oral and practical</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>Numbers, operations and relationships</td>
<td>Written</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>Numbers, operations and relationships</td>
<td>Written</td>
<td>8</td>
</tr>
<tr>
<td>6</td>
<td>Measurement</td>
<td>Written</td>
<td>9</td>
</tr>
<tr>
<td>7</td>
<td>Patterns</td>
<td>Written</td>
<td>11</td>
</tr>
<tr>
<td>7</td>
<td>Patterns (observe learners to assess their ability to count in 2s, 5s and 10s and work with a 100 square)</td>
<td>Oral and practical</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>Numbers, operations and relationships</td>
<td>Written</td>
<td>12</td>
</tr>
</tbody>
</table>
9. Iphetshana lamanqaku ovavanyo lwekota yoku-1

<table>
<thead>
<tr>
<th>Iveki</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>8</th>
<th>7</th>
<th>7</th>
<th>3</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>IBANGA 2 Ikota 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IMathematika</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Iphetshana lamanqaku ovavanyo olusesikweni elicetyiswayo</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inani, obhalwayo</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lipathi, obhalwayo</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Iipatheni, obhalwayo</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ipethethwayo, nwerzwalo</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AMANQAKU ECANDELO LENANI</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AMANQAKU ECANDELO LEPATHENI</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AMANQAKU ECANDELO NONGANDISO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Umlinganiselo, obhalwayo</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Umlinganiselo, nwerzwalo</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AMANQAKU EKOTA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Amanqaku</th>
<th>7</th>
<th>15</th>
<th>15</th>
<th>8</th>
<th>12</th>
<th>47</th>
<th>11</th>
<th>7</th>
<th>18</th>
</tr>
</thead>
</table>

Igama nefani yomfundi

- Inani, Izibalo noLwalamano
- Lipathi, Imisebenzi (functions) neAlgebra
- Umlinganiselo
9. Term 1 Assessment mark sheet

<table>
<thead>
<tr>
<th>Week</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>8</th>
<th>7</th>
<th>7</th>
<th>3</th>
<th>6</th>
<th>TOTAL FOR NUMBER</th>
<th>TOTAL FOR PATTERNS</th>
<th>TOTAL FOR MEASUREMENT</th>
<th>TERM TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marks</td>
<td>7</td>
<td>15</td>
<td>15</td>
<td>8</td>
<td>12</td>
<td>47</td>
<td>11</td>
<td>7</td>
<td>18</td>
<td>15</td>
<td>6</td>
<td>9</td>
<td>80</td>
</tr>
</tbody>
</table>

Learner name and surname

Number, Operations and Relationships

Patterns, Functions and Algebra

Measurement
# Uhlaziyo

<table>
<thead>
<tr>
<th>Izibalo zentloko</th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amakhadi amachokoza libhondi zamanani</td>
<td>amakhadi amachokoza</td>
</tr>
<tr>
<td>Qhathanisa! kunye nezibalo ezikhawulezayo namakhadi – cwangcisa</td>
<td>ipenisile nephepha</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>Umboniso wamanani</td>
<td>Amakadi amanani, ibloko, iLAB</td>
</tr>
<tr>
<td>2</td>
<td>Imigcamanani</td>
<td>Amakhadi amanani (0-20), iLAB</td>
</tr>
<tr>
<td>3</td>
<td>Ukusuka kwelona lincinci uye kwelona likhulu</td>
<td>Amakhadi amanani, umgcamanani (utitshala), iLAB</td>
</tr>
<tr>
<td>4</td>
<td>Isiqingatha/ihafu</td>
<td>Isonka, amagwinya (okanye into efanayo), imela, iLAB</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso</td>
<td>iLAB</td>
</tr>
</tbody>
</table>

**Emva kwale veki umfundikwakwazi ukwenza oku:**

- Ukuqonda ukuba amanani angaboniswa ngeendlela ngeendlela.
- Ukuqonda ukuba amanani angaboniswa ngeendlela ngeendlela.
- Ukuqonda ukuba amanani angaboniswa ngeendlela ngeendlela.
- Ukuqonda ukuba amanani angaboniswa ngeendlela ngeendlela.
- Ukuqonda ukuba amanani angaboniswa ngeendlela ngeendlela.

**Uvavanyo**

Akukho vavanyo lusesikweni kule veki.
Kufuneka ubaqaphele abafundi eklasini yakho yonke imihla kwaye uthathe amanqaku njengenxalenye yovavanyo oluqhubekayo olungekho sesikweni olujolise ekufundeni.
Revision

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Representation of numbers</td>
<td>LAB, number cards, multifix blocks</td>
</tr>
<tr>
<td>2</td>
<td>Number lines</td>
<td>LAB, number cards</td>
</tr>
<tr>
<td>3</td>
<td>Smallest to biggest</td>
<td>LAB, number cards, number line (teacher)</td>
</tr>
<tr>
<td>4</td>
<td>Half</td>
<td>LAB, bread, amagwinya (or similar), knife</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation</td>
<td>LAB</td>
</tr>
</tbody>
</table>

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

- understand that numbers can be represented in different ways.
- place numbers on a number line (0-20).
- use mathematical language to discuss number relationships.
- order and compare whole numbers according to smaller than, greater than and more than, less than, is equal to.
- divide a 2d shape into two equal parts.

**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.
Uhlaziyo

Ividiyo yezibalo zentloko

Ividiyo yomdlalo

Ividiyo yophuhliso lwengqiqo
Kule veki sijolisa ekugqinisekiseni ukuba abafundi bayaziqhela/bayazonwabela iziseko ezifundwe kwilanga loku-1. Izifundo zale veki zingasetyenziselwa ukufumana inqanaba akulo umfundlango. Siza kuqolisa koku:
• Ukuqonda ukuba amanani angaboniswa ngeendlela ezahlukeneyo. Abafundi baza kubona baze bathethe ngamani aboniswe ngamachokoza, izinti zokwenyani zasebomini, izinti zokubala, ibilo kunye neesimbali zamanani.
• Ukufaka amanani kumgcamanani (0-20). Abafundi baza kusebenzisa ulwimi lwemathematika oluchenjileayo olufunekayo ukuze baxoxe ngolwalamano lwamanani.
• Ukucwangcisa amanani ukusuka kwelona likhulu uyile kwelona lincinci. Abafundi baza kucwangcisa baze bateleke bisebomini, basebenzise isigama semathematika esichenkileyo.
• Ukwahlula imilo ye-2D ibe ngamacala abamini alinganayo. Abafundi baza kuqonda ukuba ihafu ezimbini zilingana ncem kwaye xa zidibene zenza enke epheleleyo.

Into emayiqatshelwe kule veki
Siyamakela kule veki yokuxqala yeBanga lesi-2! Eyona njongo iphambili yale veki kukwamakela abafundi nokubenza bazinze baqhele izithetha zemaths zemihla ngemihla. Siyathemba ukuba ekupheleni kweveki baza kuqonda ukuba iihafu ezimbini zilingana ncem kwaye xa zidibene zenza enke epheleleyo.
Revision

**Mental Maths video**

This week we focus on number bonds. Learners must discuss the different combinations of dots that make up the total number on each card. This Mental Maths activity develops the skill of subitising: learners will practice recognising a total number of dots without counting them. Subitising and bonds help learners to solve problems quickly and efficiently.

**Game video**

This week we play the games Tally! and Fast maths with cards - order. Learners practice making groups of 5 to represent numbers. It is important that you show learners how to represent a number using tallies. You should also explain verbally while you show learners that to represent 5 you use 4 standing lines and 1 line crossing. Start with the numbers 0 to 10, before going up to 20. Remind learners that two 5s make a 10. Learners should play in pairs by the end of the week.

**Conceptual development video**

This week we focus on making sure learners are comfortable with the basics from Grade 1. The lessons this week can be used to determine the level at which each learner is currently working. We will focus on:

- understanding that numbers can be represented in different ways. Learners will see and talk about numbers represented by dots, real life objects, tallies, multifix blocks and number symbols.
- placing numbers on a number line (0-20). Learners will use the correct mathematical language required to discuss number relationships.
- arranging numbers from biggest to smallest. Learners will order and compare numbers, using appropriate mathematical vocabulary.
- dividing a 2-D shape into two equal parts. Learners will understand that two halves are exactly the same, and that together they make a whole.

**What to look out for this week**

Welcome to the first week of Grade 2! The main goal of this week is welcome learners and begin to settle them into the daily maths rituals. By the end of this week, we hope they will begin to understand that every day we:

1. do some Mental Math
2. play a quick game
3. learn some new things
4. complete 2 pages in the workbook.
IZIBALO ZENTLOKO | MENTAL MATHS

Sebenzisa amakhadi amachokoza ukuze nithethe ngeendibaniselwano ezahlukileyo zamanani.
Use dot cards to talk about different number combinations.

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

1. Zingaphi? How many?
2. Ngawaphi amanye amanani enza isi-5?
   What numbers make 5?
   Sis-3 nesi-2
   3 and 2
3. Ngawaphi amanye amanani enza isi-5?
   What numbers make 5?
4. Ngu-1 nesi-4
   1 and 4

IZIBALO ZENTLOKO
MENTAL MATHS
## Enrichment activities • Imisyenzana yokutyebisa

### WEEK 1 • DAY 1
**Representation of numbers**

<table>
<thead>
<tr>
<th>Usuku 1 Day 1</th>
<th>Usuku 2 Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yenza amanani usebenzisa iibloko.</strong>&lt;br&gt;Make numbers using blocks.</td>
<td><strong>Bhala unye ngaphezu.</strong>&lt;br&gt;Write one more.</td>
</tr>
<tr>
<td>12&lt;br&gt;5&lt;br&gt;10&lt;br&gt;13&lt;br&gt;4</td>
<td>8&lt;br&gt;17&lt;br&gt;4&lt;br&gt;11&lt;br&gt;17</td>
</tr>
<tr>
<td><strong>Zoba amanani usebenzisa iithali.</strong>&lt;br&gt;Draw numbers using tallies.</td>
<td><strong>Bhala unye ngaphantsi.</strong>&lt;br&gt;Write one less</td>
</tr>
<tr>
<td>6&lt;br&gt;8&lt;br&gt;3&lt;br&gt;9&lt;br&gt;7</td>
<td>15&lt;br&gt;8&lt;br&gt;10&lt;br&gt;19&lt;br&gt;6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Usuku 3 Day 3</th>
<th>Usuku 4 Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Biyela elona lincinci.</strong>&lt;br&gt;Circle the smallest.</td>
<td><strong>Bhala hafu.</strong>&lt;br&gt;Write half.</td>
</tr>
<tr>
<td>30&lt;br&gt;20&lt;br&gt;50&lt;br&gt;24&lt;br&gt;29&lt;br&gt;51&lt;br&gt;75&lt;br&gt;57&lt;br&gt;73&lt;br&gt;55&lt;br&gt;51&lt;br&gt;15&lt;br&gt;99&lt;br&gt;100&lt;br&gt;101</td>
<td>8&lt;br&gt;16&lt;br&gt;4&lt;br&gt;12&lt;br&gt;14</td>
</tr>
<tr>
<td><strong>Biyela elona likhulu.</strong>&lt;br&gt;Circle the biggest.</td>
<td><strong>Bhala kabini.</strong>&lt;br&gt;Write double.</td>
</tr>
<tr>
<td>81&lt;br&gt;12&lt;br&gt;50&lt;br&gt;17&lt;br&gt;27&lt;br&gt;7&lt;br&gt;34&lt;br&gt;21&lt;br&gt;86&lt;br&gt;96&lt;br&gt;66&lt;br&gt;26&lt;br&gt;43&lt;br&gt;83&lt;br&gt;51</td>
<td>3&lt;br&gt;6&lt;br&gt;10&lt;br&gt;8&lt;br&gt;12</td>
</tr>
</tbody>
</table>

Encourage learners to think of a variety of answers to the questions so that they can see the different representations of numbers. Ask lots of questions using different numbers so that you give opportunities to learners to feel comfortable giving their answers. Explain the tally system to the class.
Representation of numbers

Umdalo: Bala
Game: Tally

- Utitshala wakho uza kubiza inani eliphakathi ko-0 nama-20.
  Your teacher will call out a number between 0 and 20.
- Sebenzisa izikhewu esingasezantsi ukuze ubonise elo nani usebenzise izinti zokubala.
  Use the space below to show the number using tallies.
- Xa isikhewu sizele, qhubeka ngokusebenzisa incwadi yakho enkulule
  When the space is full, continue using your counter book.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>1</td>
</tr>
<tr>
<td>II</td>
<td>2</td>
</tr>
<tr>
<td>III</td>
<td>3</td>
</tr>
<tr>
<td>IV</td>
<td>4</td>
</tr>
<tr>
<td>V</td>
<td>5</td>
</tr>
<tr>
<td>V + V = 10</td>
<td></td>
</tr>
</tbody>
</table>

1 Bala.
Tally

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>
2 Bonisa inani ngokusebenzisa amachokoza, izinti zokubala, iibloko, isimboli kunye namagama.

Show the number using dots, tallies, cubes, symbols, and words.

<table>
<thead>
<tr>
<th>6th Chickens</th>
<th>6 Dots</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Tally</td>
<td></td>
</tr>
<tr>
<td>6 Tally</td>
<td>6</td>
</tr>
<tr>
<td>thandathu</td>
<td>six</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12 Cupcakes</th>
<th>12 Dots</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15 Cookies</th>
<th>15 Dots</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>3 Beach Balls</th>
<th>3 Dots</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Phinda la manyathelo ngamakhadi amanani aseleyo ngendlela eyenza abafundi bakwazi ukuxoxa ngamanani ngexesha ngalinye. Bancedise abafundi ukuze bakwazi ukuchaza indawo anokubekwa kuyo amanani ngokubabonisa indlela yokusebenzisa ulwimi lwemathematika.

Repeat the steps above with all the remaining number cards, allowing learners opportunities to discuss the numbers each time. Help the learners to verbalise where the numbers should go by modelling the correct use of mathematical language.
Imigcamanani

1. Bhala amanani asiyiweyo.
   Fill in the missing numbers.

   0 1 2 3 4 5 6 7 [8] 9 10


**Number lines**

2. Sombulula ngokubonisa kumgcamanani.
   Solve by showing on the number line.

   $4 + 1 = \underline{5}$

   $7 + 1 = \underline{8}$

   $8 - 1 = \underline{7}$

   $10 - 1 = \underline{9}$

   Write one more.

   7 8 5
   10 9
   19

4. Bhala inani elingaphantsi ngononye.
   Write one less.

   6 5 10
   20 18
   11 8
Discuss different ways of comparing the numbers, for example, 7 is bigger than 4 but smaller than 9. Then ask the learners to work in pairs and take turns to choose 3 cards and explain how to arrange them from smallest to biggest.

Bakhuthaze abafundi ubohlungu kwenani u-4 baze uLwandile onenani elingu-7 noKhwezi onenani u-9 babe ngasekunene. Nkazi must go on the left with the number 4, then Lwandile with the number 7 and Khwezi must be on the right with the number 9.

Waze njani ukuba amanani kufuneka alandelelane ngolo hlobo? How did you know the numbers must go in that order?

Elona nani lincinci kufuneka libe ngasekohlo lize inani elikhulu libe ngasekunene. The smallest number must go on the left and the biggest number must go on the right.

Xoxa ngeendlela ezahlukhenyoni zokutheleleka amanani, umzekelo, isi-7 singaphezulu kwesi-4 kodwa singaphantsi kwe-9. Yalela ke ngoku abafundi ubokusebenze ngababini baze batshintshiselane ukukhetha amakhadi ama-3 baze bachaze indlela yokuhlwangularisa ukusuka kwelona lincinci ukuya kwelona likhulu.

Discuss different ways of comparing the numbers, for example, 7 is bigger than 4 but smaller than 9. Then ask the learners to work in pairs and take turns to choose 3 cards and explain how to arrange them from smallest to biggest.

Bakhuthaze abafundi ukuba baxoxe ngamanani kwaye bacacise ukuba ngawaphi amanani amakhulu okanye amancinci. Abafundi bangasebenzisa umgcamanani ukuze ubancede bathethe ngamanani.

Encourage learners to discuss the numbers and to verbalise which numbers are bigger or smaller. Learners can use the number line to help them talk about the numbers.
1. Bhala amanani ashiyiweyo.
   Fill in the missing numbers:
   0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

2. Gqibezele ngokubhala <, > okanye =.
   Complete by writing <, > or =.
   
   | 20 > 2 | 10 ___ 5 |
   | 15 ___ 5 | 22 ___ 12 |
   | 15 ___ 25 | 10 ___ 10 |

3. Cwangcisa amanani aqale kwelona lincinci ukuya kwelona likhulu.
   Order numbers from smallest to largest.
   12 2 20
   2 12 20
   8 20 18
   17 23 13

4. Cwangcisa amanani aqale kwelona likhulu ukuya kwelona lincinci.
   Order numbers from largest to smallest.
   10 19 7 9
   19 10 9 7
   14 26 11 6
   20 14 8 18
Ukusuka kwelona lincinci uye kwelona likhulu

Umdlalo: Izibaloe zikhawulezayo namakhadi - cwaycisa
Game: Fast maths with cards - order

- Xuba amakhadi aqala ku-0 ukuya kuma-20.
  Mix cards from 0 to 20.
- Wabeke apakishane.
  Place in a pile.
- Veza amakhadi amathathu.
  Flip up three cards.
- Wacwangcise aqale kwelona lincinci ukuya kwelona likhulu.
  Order from smallest to largest.

5
ULulo uphethe iilitha ezili-15 zamanzi.
ULNeo uphethe iilitha ezili-12 zamanzi.
Ngubani uphethe amanzi amanini? ________
Maninzi kangakanani? ______

Lulo carries 15 litres of water.
Neo carries 12 litres of water.
Who carries more water? ________
How much more? ______

Ikati inobunzima obuziikhilologo ezi-5.
Inja encinci inobunzima obuziikhilologo ezili-10.
Sesipi isilwanyana esinzima kakhulu? ________
Sinzima ngaphezulu kangakanani? ______

The cat weighs 5 kilograms.
The small dog weighs 10 kilograms.
Which animal weighs more? ______
How much more? ______

6
Gqibezela iipatheni zamani.
Complete the number patterns.

<table>
<thead>
<tr>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>22</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

15 | 16 |
14 | 13 |
18 | 19 |

7
Biyela imali eninzi.
Circle the money that is more.

Smallest to biggest

Week 1 • Day 3
UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

**Kuza kufuneka ndenze ntoni ukuba ndifuna ukwabelana nomhlobo wam?**
What would I need to do if I wanted to share this with my friend?

**Xa sisahlula into ibe ngamacala amabini alinganayo, sithi icala ngaline “sisiqingatha” okanye “yihafu”.
When we cut something into two equal parts we call each part “one half”. How many halves can you see?**

**Kufuneka wahlule embindini (kubini) uze unike umntu ngamnye iqhekeza elinye.**
You need to cut it in half and give one piece to each person.

**Xa sisahlula into ehafini, la macala mabini kufuneka alingane. Kufuneka afane twatse.**
When we cut something in half, the two pieces must be equal in size. They must be exactly the same.

**Uqaphela ntoni xa ndidibanisa ezi hafu?**
What do you notice when I put the two halves together?

**Xa sithetha ngesiqingatha esiXhoseni sisebenzisa amagama afana nala: ihafu, isibini esinye, isiqingatha. Maxa wambi sisebenzisa igama elithi icala elikwathetha ihafu.**
Encourage learners to talk about halves and wholes. Ask them to think of different objects that can be halved, discussing the fact that the two parts of a whole are exactly the same each time.

When we talk about half in isiXhosa, we use these words: ihafu, isibini esinye or isgqinqatha. Sometimes we even use the word icala to mean half.
IVEKI 1 • USUKU 4

Isiqingatha


2. Bonisa iihafu ezi-2 ngeendlela ezimbini ezahlukeneyo.
Show 2 halves in two different ways.

I share 1 pizza equally between 2 children. How much pizza does each child get? _half_

Ndahlula itsikolethi e-1 ngokulinganayo phakathi kwabantwana aba-2. Ufumana itsikolethi engakanani umntwana ngamnye? ______
I share 1 chocolate equally between 2 children. How much chocolate does each child get? ______

Ndahlula ilofu yesonka ngokulinganayo phakathi kwabantwana aba-2. Ufumana ilofu esingakanani umntwana ngamnye? ______
I share 1 loaf of bread equally between 2 children. How much bread does each child get? ______
Usuku olunye luneeyure ezingama-24.
Ubuso bewotshi busibonisa iiyure ezili-12.
Iwotshi inamasiba ama-2.
There are 24 hours in one day
A clock face shows us 12 hours.
A clock has 2 arms.

Ngubani ixesha?
What is the time?

Usiba olufuthane lwalatha kwiyure yolo suku.
The short arm points to the hour of the day.

Usiba olude lwalatha kwimizuzu.
The long arm points to the minutes.

Usiba lwemizuzu lujiклеza iwotshi ngazo zonke iiyure.
Kukho imizuzu engama-60 kwiyure enye.
The minute arm goes around the clock every hour.
There are 60 minutes in an hour.

Ama-30 sisiinqathathi sama-60. Xa usiba lwemizuzu lusalatha ku-6, sithi ixesha “licala emva”.
30 is half of 60. When the minute arm points to the 6, we say “half past”.

Xa usiba lwuyure lumi ku-4 luze usiba lwemizuzu lube ku-6, sithi ixesha “licala emva kweyesi-4”. Sibhala ngolu hlobo 4:30.
When the hour arm is on the 4 and the minute arm is on the 6, we say, “half past 4”. We write 4:30.
IVEKI 1 • USUKU 5

Uqukaniso

IVEKI 1 • WEEK 1

Uqukaniso

Consolidation

1 Bala.
Tally.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

Sombulula.

Solve.

14 + 1 = ____  
20 - 1 = ____

2 Cwangcisa amanani uqale ngelona lincinci uye kwelona likhulu.
Order the numbers from smallest to largest.

13 6 9
12 20 19

3 Bhala elingaphantsi ngononye.
Write one less.

20

Bhala elingaphezulu ngononye.
Write one more.

12

4 Bhala amanani ashiyiweyo.
Fill in the missing numbers.

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

Masithethe ngeMaths!

Let’s talk Maths!

NgesiXhosa siti:

<table>
<thead>
<tr>
<th>Xhosa</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>dibanisa</td>
<td>add</td>
</tr>
<tr>
<td>thabatha</td>
<td>take away</td>
</tr>
<tr>
<td>dibanisa ibe nye</td>
<td>add one</td>
</tr>
<tr>
<td>thabatha ibe nye</td>
<td>take away one</td>
</tr>
<tr>
<td>thelekisa</td>
<td>compare</td>
</tr>
<tr>
<td>inkomo inkulu kunekati</td>
<td>the cow is bigger than the cat</td>
</tr>
<tr>
<td>ikati incinci kunenkomo</td>
<td>the cat is smaller than the cow</td>
</tr>
<tr>
<td>isine sikhulu kunesithathu</td>
<td>four is bigger than three</td>
</tr>
<tr>
<td>isithathu sencinci kunesine</td>
<td>three is smaller than four</td>
</tr>
</tbody>
</table>
5 Gqibezela iipatheni zamanani.
Complete the number patterns.

<table>
<thead>
<tr>
<th>23</th>
<th>22</th>
<th></th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>13</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16</th>
<th>17</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>29</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6 Sombulula.
Solve.

<table>
<thead>
<tr>
<th>19 + 1 = ___</th>
<th>20 - 1 = ___</th>
<th>15 - 1 = ___</th>
<th>10 + 1 = ___</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 - 1 = ___</td>
<td>20 + 1 = ___</td>
<td>18 - 1 = ___</td>
<td>10 - 1 = ___</td>
</tr>
</tbody>
</table>

7 Cwancisana amanani uqale ngelona likhulu uye kwelona lincinci.
Order the numbers from largest to smallest.

<table>
<thead>
<tr>
<th>15 8 19 9</th>
<th>19 16 26 6</th>
<th>15 3 13 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>__________</td>
<td>__________</td>
<td>__________</td>
</tr>
</tbody>
</table>

8 Bhala amanani ashiyiweyo.
Fill in the missing numbers.

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

9 Gqibezela ngokubhala <, > okanye =.
Complete by writing <, > or =.

<table>
<thead>
<tr>
<th>8 __ 5</th>
<th>20 __ 12</th>
<th>2 __ 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 __ 18</td>
<td>15 __ 15</td>
<td>8 __ 18</td>
</tr>
</tbody>
</table>
### Izi-2, izi-3, izi-4 nezi-5

#### Izibalo zentloko
Yakha ngeeblokola! ibloko

#### Umdla: Iziphezulu
Izibalo ezikhawulezayo ngamakhadi – ezi-2 amakhadi amanani

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Phinda kabini</td>
<td>LAB</td>
</tr>
<tr>
<td>2</td>
<td>Ukubala ngezi-3/ngoo-3</td>
<td>Isikwere se-100, iLAB</td>
</tr>
<tr>
<td>3</td>
<td>Ukubala ngezi-4/ngoo-4</td>
<td>Isikwere se-100, iLAB</td>
</tr>
<tr>
<td>4</td>
<td>Ukubala ngezi-5/ngoo-5</td>
<td>Isikwere se-100, iLAB</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanyo olujolise ekufundeni</td>
<td>LAB</td>
</tr>
</tbody>
</table>

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

- ukusombulula iingxaki zamagama zakudibanisa nokuthabatha ngokukhawuleza nangempumelelo usebenzisa umgcamanani.
- ukusebenzisa ukuphinda kabini nokwahlula kubini njengobuchule bokusombulula iingxaki.
- ukusombulula nokucacisa izisombululo kwiingxaki ezenziwayo eziquka ukubala okuqakathayo.
- ukuxela ixesha ngeeyure nangeziqangatha zeyure.

#### Uvavanyo

**Uvavanyo olubhalwayo**
Amanani, izibalo nolwalamano
Bhala phantsi amanqaku afunyenweyo kwasi-7 kwiphethshana lamanqaku ekota.
2s, 3s, 4s and 5s

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Double</td>
<td>LAB</td>
</tr>
<tr>
<td>2</td>
<td>Counting in 3s</td>
<td>LAB, 100 square</td>
</tr>
<tr>
<td>3</td>
<td>Counting in 4s</td>
<td>LAB, 100 square</td>
</tr>
<tr>
<td>4</td>
<td>Counting in 5s</td>
<td>LAB, 100 square</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

After this week the learner should be able to:

solve **addition** and **subtraction word problems** quickly and efficiently using a number line.

use **doubling** and **halving** as techniques when solving problems.

solve and explain solutions to practical problems involving **skip counting**.

tell **12-hour time** in hours and half hours.

Assessment

**Written assessment**: Numbers, operations and relationships

Record a mark out of 7 in the term mark sheet.
Izi-2, izi-3, izi-4 nezi-5

Ividiyo yezibalo zentloko

Ividiyo yomdlalo
Kule veki sidlala umdlalo izibalo ezikhawulezayo ngamakhadi

Ividiyo yophuhliso lwengqiao
Kwizifundo zeklasi yonke siza kujolisa kubalo oluqathayo kule veki. Abafundi baza kubala beqakathu ukutsho basombulule liingxaki. Kwimisetjenza abayenza ngokuzimela, abafundi baza kubelelela ulwazi lwabo lokudibanisa nokuthathu, ukuphinda kabini nokwahlula kubini, kwakunye nokuxela ixesha. Siza xaqhoxa koku:
• Ukusombulula nokuqacisa izisombululo zeengxaki ezienziwayo eziquka ukubala okukoqathayo. Ukusetjenisiza kokubala okukoqathayo ekusombululeni iningxaki kuza kukkankelela abafundi ekuqondoni uphindaphindo, kubancede nasekusombululeni iningxaki ngokukhawuleza.
• Ukusombulula iningxaki zamagama zokudibanisa nokuthathu ngokukhawuleza nangobuchule besebenzisa umgcamanani.
• Ukusebenzisa ukuphinda kabini nokwahlula kubini njengobuchule xa besombulula liingxaki.
• Ukuxela ixesha leeyure ezili-12 ngokweeyure nangeziqinqathu zeyure.

Into emayiqatshelwe kule veki
• Qinisekisa ukuba uyababonisa abafundi indlela yokubala uqathayo. Xa ubala ngezi-2, bakhuthaze abafundi ukuba bawasebeze amanani ayiminqakathini baze bawakwazi amanani angqoombini. Xa bebele ngoo-3, oo-4 noo-5, bancedise abafundi ukuba banakane ipatheni ngokubeka ibloklo kwiskiwere se-100. Iibloklo ziqguma amanani angakhawzwayo xa ebalwa, kwaye oku kunceda abafundi baqaphelisise ipatheni.
• Bakhuthaze abafundi bakhuthaze ukuxesha ukusebenzisa isigma esifanelelelo xa bebele ngeebhondi zamunani nolwalamano (dibanisa, kunje, ngaphezulu, thabhatha, susa, ngaphantsi, incinci kuna-, inkulu kunje-inkudlwana, ingaphezulu kuna- ingaphantsi kuna-).
2s, 3s, 4s and 5s

Mental Maths video
This week we continue to focus on number bonds. Learners use multifix blocks to build a number called out by the teacher, working as quickly as possible. Learners must then split their multifix blocks into two groups, discussing the different combinations of blocks that make up the total number. It is important for learners to become efficient in recognising numbers and number bonds, as this will help them to solve problems more quickly.

Game video
This week we play the game Fast Maths with cards – 2 more 2 less. The purpose of this game is to provide learners with an opportunity to practice simple addition facts until they become fluent. A sound knowledge of number facts and an ability to solve simple problems efficiently will serve as a solid foundation for more complex problems. Learners can practice adding a different number each day in order to extend their understanding of addition facts.

Conceptual development video
In the concept development lessons this week we focus on skip counting. Learners will use skip counting to solve problems. In the independent activities this week, learners will consolidate their understanding of addition and subtraction, doubling and halving, and telling the time. We will focus on:
- solving and explaining solutions to practical problems involving skip counting. The use of skip counting to solve problems will lead learners towards an understanding of multiplication, helping them to solve problems more quickly.
- solving addition and subtraction word problems quickly and efficiently using a number line.
- using doubling and halving as techniques when solving problems.
- telling 12-hour time in hours and half hours.

What to look out for this week
- Make sure you show learners how to skip count. When counting in 2s, encourage learners to say the odd numbers softly and the even numbers louder. When counting in 3s, 4s or 5s, help learners to recognise the pattern by putting multifix blocks on a 100 square. The multifix blocks cover the numbers that are not counted aloud, and this helps learners to see the patterns more clearly.
- Encourage conversation between learners so that they can use the correct vocabulary as they discuss number bonds and relationships (add, and, more, subtract, take away, less, smaller than, greater than, more than, less than).
IZIBALO ZENTLOKO | MENTAL MATHS

Yakha ngeebloko! Sebenzisa iibloko ukuze uthethe ngezibini zamanani ezahlukileyo ezenza inani elithile.

Use blocks to talk about different number pairs that make a given number. Build with blocks!

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

Ndibonise i-15 usebenzise iibloko zakho ukhawulezise kangangoko unako. Show me 15 as fast as you can using your blocks.

Ndinezisi-7 nezisi-8. I have 7 and 8.

Ndinezili-9 nezi-6. I have 9 and 6.

Ndinezili-10 nezi-5. I have 10 and 5.

Yahlula iibloko zakho zibe ngamaqela amabini. Break your blocks into two groups.

Khandixelele ngamaqela akho amabini. Tell me about your two groups.
## Enrichment activities • Imisetyenzana yokutyebisa

### Usuku 1 Day 1

<table>
<thead>
<tr>
<th>Yenza amanani ngezinti zokubala. Draw numbers using tallies</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
</tr>
<tr>
<td>8</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>9</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>12</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>10</td>
</tr>
<tr>
<td>13</td>
</tr>
<tr>
<td>4</td>
</tr>
</tbody>
</table>

### Usuku 2 Day 2

<table>
<thead>
<tr>
<th>Ufuna ezingaphi ngaphezulu ukuze ufike kwezili-10? How much more to get to 10?</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 + ____ = 10</td>
</tr>
<tr>
<td>7 + ____ = 10</td>
</tr>
<tr>
<td>9 + ____ = 10</td>
</tr>
<tr>
<td>1 + ____ = 10</td>
</tr>
<tr>
<td>10 + ____ = 10</td>
</tr>
<tr>
<td>8 + ____ = 10</td>
</tr>
<tr>
<td>6 + ____ = 10</td>
</tr>
<tr>
<td>3 + ____ = 10</td>
</tr>
<tr>
<td>0 + ____ = 10</td>
</tr>
<tr>
<td>2 + ____ = 10</td>
</tr>
</tbody>
</table>

### Usuku 3 Day 3

<table>
<thead>
<tr>
<th>Thabatha kwezili-10. Subtract from 10.</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 – 4 = ____</td>
</tr>
<tr>
<td>10 – 0 = ____</td>
</tr>
<tr>
<td>10 – 6 = ____</td>
</tr>
<tr>
<td>10 – 3 = ____</td>
</tr>
<tr>
<td>10 – 2 = ____</td>
</tr>
<tr>
<td>10 – 1 = ____</td>
</tr>
<tr>
<td>10 – 10 = ____</td>
</tr>
<tr>
<td>10 – 9 = ____</td>
</tr>
<tr>
<td>10 – 7 = ____</td>
</tr>
<tr>
<td>10 – 8 = ____</td>
</tr>
</tbody>
</table>

### Usuku 4 Day 4

<table>
<thead>
<tr>
<th>Ufuna ezingaphi ngaphezulu ukuze ufike kuma-20? How much more to get to 20?</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 + ____ = 20</td>
</tr>
<tr>
<td>17 + ____ = 20</td>
</tr>
<tr>
<td>9 + ____ = 20</td>
</tr>
<tr>
<td>11 + ____ = 20</td>
</tr>
<tr>
<td>10 + ____ = 20</td>
</tr>
<tr>
<td>18 + ____ = 20</td>
</tr>
<tr>
<td>6 + ____ = 20</td>
</tr>
<tr>
<td>13 + ____ = 20</td>
</tr>
<tr>
<td>3 + ____ = 20</td>
</tr>
<tr>
<td>2 + ____ = 20</td>
</tr>
</tbody>
</table>

Some learners may count the eyes in 1s, others will count in 2s. Encourage learners to count in 2s when they count eyes. Practice counting in multiples of 2 by counting the number of knees, shoes, ears and thumbs. Encourage all the learners in the class to count together.
**WEEK 2 • DAY 1**

Double

### Umdalo: izibalo ezikhawulezayo ngamakhadi – ezi-2 ngaphezulu

Game: Fast maths with cards – 2 more

- **Dala nomhlobo wakho.**
  Play with a friend.
- **Xuba amakhadi asuka ku-0 ukuya kwi-10.**
  Mix cards from 0 to 10. Put in a pile.
- **Vula ikhadi elinge.**
  Flip one card.
- **Dibanisa zibe-2.**
  Add 2.
- **Yenza njalo ngesicuku sonke.**
  Work through the pile.
- **Phinda kwakhona. Khawulezisa!**
  Do it again. Faster!

### Phinda kabini ezi-4

Double 4

**Isi-4 esiphindwe kabini senza 8.**

Double 4 is 8.

\[
4 + 4 = 8 \\
4 \times 2 = 8
\]

Kukho izi-4 ezibini kwisi-8.

There are two 4s in 8.

### Phinda kabini ezi-3

Double 3

**Isi-3 esiphindwe kabini senza _____.**

Double 3 is _____.

\[
3 + 3 = ___ \\
3 \times 2 = ___
\]

Kukho izi-3 ezibini kwisi-6.

There are two 3s in 6.

### Phinda kabini ezi-5

Double 5

**Isi-5 esiphindwe kabini senza _____.**

Double 5 is _____.

\[
5 + 5 = ___ \\
3 \times 2 = ___
\]

Kukho izi-5 ezibini kwisi-10.

There are two 5s in 10.
Phinda kabini

2. Zingaphi iibhayisekile?
   How many bicycles?

3. Mangaphi amavili?
   How many wheels?

<table>
<thead>
<tr>
<th>iibhayisekile</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>
<tr>
<td>amavili</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Zingaphi iingqâsekembe?
   How many coins?

   Zingaphi irandi?
   How many Rands?

   Krwela umgca phantsi kwenani lokuqala. Biyela ngessanga impendulo.
   Underline the first number.
   Circle the answer.

5. Sombulula kumgcamanani.
   Solve on the number line.

   17 – 2 = 15

   11 – 2 = _____

   10 – 2 = _____

   Count in 2s starting from 2. Colour each jump.
Counting in 3s

Inemilenze emingaphi imbiza enye?
How many legs does one potjie pot have?

How many legs are there on 3 potjie pots?

How many legs does one potjie pot have?

There are 3 legs on a potjie pot so we can count in 3s.

Let’s count in 3s all together.

Practice counting in 3s by counting the number of legs on a varying number of potjie pots. Encourage all the learners in the class to count together.
1 Bala uje phambili ngezi-3.
Count for wards in 3s.

| 3 | 6 | 9 | 12 | 15 | 18 | 21 | 24 | 27 | 30 |

2 Zingaphi iimbiza?
How many pots?

| Mingaphi imilenze?
How many legs? |
|----------------|

3 iimbiza pots

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

imilenze legs

| 3 | 6 | 9 | 12 | 15 | 18 | 21 | 24 | 27 | 30 |

4 Bangaphi oonxantathu?
How many triangles?

| Mangaphi amacala?
How many sides? |
|----------------|

5 Ukukhwela itekisi kuxabisa i-R3.
Iza Kubiza malini ngabantu aba-2?
The taxi ride costs R3. How much does it cost for 2 people?

Ukukhwela itekisi kuxabisa i-R3.
Iza Kubiza malini ngabantu aba-3?
The taxi ride costs R3. How much does it cost for 3 people?

6 Ngubani ixesha?
What is the time?
WEEK 2 • DAY 2

Counting in 3s

7. **amachokoza ama-3**
   - 3 dots
   - yahlula kubini
   - yahlula kubini
   - half
   - half

8. **Ufumana imidundu emingaphi umfundisi ngamnye?**
   - How many hotdogs does each learner get?
   - _________

   **imidundu emi-3**
   - 3 hotdogs
   - yahlula kubini
   - yahlula kubini
   - half
   - half

8. **Sombulula kumgqamanani.**
   - Solve on the number line.
   - **17 + 3 = 20**
   - **11 − 3 = _____**
   - **9 + 3 = _____**

9. **Fakela inani elishiyiweyo.**
   - Fill in the missing numbers:

<table>
<thead>
<tr>
<th></th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>7</th>
<th>8</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>13</td>
<td>14</td>
<td>16</td>
<td>17</td>
<td>19</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>23</td>
<td>25</td>
<td>26</td>
<td>28</td>
<td>29</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Counting in 3s  Week 2 • Day 2**
Get learners to practice counting in 4s by counting the number of legs on different numbers of animals, for example, three dogs or ten elephants. Encourage all the learners in the class to count together.
WEEK 2 • DAY 3

Counting in 4s

1. Zingaphi iimoto?
   How many cars?
   Mangaphi amavili?
   How many wheels?

2. Mangaphi amahashe?
   How many horses?
   Mingaphi imilenze?
   How many legs?

3. Zingaphi izikwere?
   How many squares?
   Mangaphi amaciala?
   How many sides?

4. Ukukhwela itekisi kuxabisa i-R4. Baza kubhatala malini abahlolo aba-2 xa bekhuwele itekisi?
The taxi ride cost R4. How much does it cost for 2 friends to ride the taxi?

   U-Emiinke une-R10. Ubhatala i-R4 eteksini. Yimalini itshintshi ayifumanayo?
   Emiikhe has R10. She pays R4 to ride the taxi. How much change does she get?

5. Ngubani ixesha?
   What is the time?

   [Clock showing 3:15]

   [Clock showing 2:30]
Ukubala ngezi-4

6. **amachokoza ama-4**
   - yahlula kubini: half
   - yahlula kubini: half

   **Ufumana imidundu emingaphi umfundalingamnye?**
   How many hotdogs does each learner get?

   yahlula kubini: half
   yahlula kubini: half

7. **Sombulula kumgcamanani.**
   Solve on the number line.

   \[ 6 + 4 = 10 \]

   \[ 20 - 4 = \quad \]

   \[ 8 + 4 = \quad \]

8. **Fakela inani elishiyiweyo.**
   Fill in the missing numbers.

<p>| | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>12</td>
<td>13</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>29</td>
<td>30</td>
</tr>
<tr>
<td>31</td>
<td>32</td>
<td>33</td>
<td>35</td>
<td>36</td>
<td>37</td>
<td>39</td>
<td>40</td>
</tr>
</tbody>
</table>

**Counting in 4s** Week 2 • Day 3
Nika abafundi ithuba lokuziqhelanisa nokubala ngezi-5 ngokubala inani leminwe kwinani elahlukileyo lezandla. Bakhuthaze bonke abafundi eklasini ukuba babale kunye.

Get learners to practice counting in 5s by counting the number of fingers on a varying number of hands. Encourage all the learners in the class to count together.
### IVEKI 2 • USUKU 4

**Ukubala ngezi-5**

**Counting in 5s**

1. **Bala uye phambili ngezi-5.**
   - Count forwards in 5s.
   - | 5 | 10 | 15 |
   - | 25 | 30 |
   - | 15 | 20 |

2. **Bala ubuye umva ngezi-5.**
   - Count backwards in 5s.
   - | 50 | 45 | 40 |
   - | 35 | 30 |
   - | 25 | 20 |

3. **Zingaphi izandla?**
   - How many hands?

   **Mingaphi iminwe?**
   - How many fingers?

4. | izandla ezi-hands | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
   | iminwe e-fingers | 5 | 10 |

5. **Zingaphi iingqekembe?**
   - How many coins?

   **Zingaphi iirandi?**
   - How many Rand(s)?

6. | iingqekembe ezi-coins | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
   | iirandi ezi-Rands | 5 | 10 |
WEEK 2 • DAY 4

Counting in 5s

7 Sombulula usebenzisa umgcamanani. Solve using the number line.

\[ 6 + 5 = \quad \]  
\[ 12 - 5 = \quad \]

8 Bala ngezi-5 uqale kwisi-5. Fakela umbala kwizi-5. Count in 5s starting at 5. Colour the 5s.

<p>| | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<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>
</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>
</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>
</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>
</tr>
</tbody>
</table>


Ibhakethe lamanzi lithatha ilitha ezi-5. Amabhakethe ama-4 aza kuthatha ilitha ezingaphi? A bucket carries 5 litres. How many litres do 4 buckets carry?
IVEKI 2 • USUKU 5
Uvavanyo noqukaniso

1. Gqibezela iipatheni zamanani.
   Complete the number patterns.

<table>
<thead>
<tr>
<th>2</th>
<th>4</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>10</td>
<td>15</td>
</tr>
</tbody>
</table>

2. Zingaphi iibhayisekile?
   How many bicycles?

   Mangaphi amavili?
   How many wheels?

3. Zingaphi izandla?
   How many hands?

   Mingaphi iminwe?
   How many fingers?

4. 11 − 2 = __________

Masithethe ngeMaths!
Let’s talk Maths!

NgesiXhosa sithi:                               In English we say:
   bola uye phambili                             count forwards
   bula ubuye umva                               count backwards
   bula ngezi-2 uye phambili                     count forwards by 2
   bula ngezi-2 ubuye umva                      count backwards by 2
   cwanqisa                                     order
   isine singaphezulu kunesithathu              four is more than three
   isithathu singaphantsi kunesine              three is less than four
   isine siza umva kwesithathu                   four comes after three
   isithathu siza phambi kwesine                 three comes before four
**Assessment and consolidation**

1. Gqibezele iipatheni zamanani.
   Complete the number patterns.
   
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>12</td>
</tr>
</tbody>
</table>

2. Isiqingatha se-
   Half of
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

   Phinda kabini
   Double
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

3. Zingaphi iibhayisekile?
   How many bicycles?

   Mangaphi amavili?
   How many wheels?

4. | iibhayisekile ezi-
   bicycles | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
   |---|---|---|---|---|---|---|---|---|---|---|
   | amavili ma-
   wheels |   |   |   |   |   |   |   |   |   |   |

5. Zingaphi izandla?
   How many hands?

   Mingaphi iminwe?
   How many fingers?

6. | izandla ezi-
   hands | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
   |---|---|---|---|---|---|---|---|---|---|---|
   | iminwe e-
   fingers |   |   |   |   |   |   |   |   |   |   |
Izivakalisi manani zokudibanisa nokuthabatha

<table>
<thead>
<tr>
<th>Izibalo zentloko: Ukubala okuqakathayo</th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Isikwere se-100</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Imidlalo: Izibalo ezikhawulezayo ngedayisi – yenza isi-6 ukuya kw10 uphinde ucazulule 6 ukuya 10!</th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Idayisi</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 Ukucazulula ezi-6</td>
<td>libloko, iLAB</td>
<td></td>
</tr>
<tr>
<td>2 Ukucazulula ezisi-7</td>
<td>libloko, iphepha elingange-A4, iLAB</td>
<td></td>
</tr>
<tr>
<td>3 Ukucazulula ezisi-8</td>
<td>libloko, iLAB</td>
<td></td>
</tr>
<tr>
<td>4 Ukucazulula ezili-9</td>
<td>libloko, iLAB</td>
<td></td>
</tr>
<tr>
<td>5 Uqukaniso novavanyo olujolise ekufundeni</td>
<td>iLAB</td>
<td></td>
</tr>
</tbody>
</table>

Emva kwale veki umfundikwakhe akwazi ukwenza oku:

- ukubaLa uqakatha ngezi-2, ngezi-5 nangama-10.
- ukucazulula uze wakhe amanani usebenzisa iibloko.
- ukusebenzisa ulwazi lwebezwini izikhathini ezikusuku olukhmlophe, izikhathini ezihlobo elingane-A4, iLAB.
- ukuchonga ulwalamano lwemiguqulwa phakathi kokudibanisa nokuthabatha.
- ukusebenzisa ukuphinda kabini nokwathula, kubini njengobuchule xa usombulule iingxaki.
- ukuxela ixesha leeyure ezili-12 ngeeyure nangeziyingatha zeeyure.

Uvavanyo

Uvavanyo olubhalwayo

Amanani, izibalo nolwalamano.
Bhala phantsi amanqaku afunyenweyo kwali-15 kwiphethshana lamanqaku ekota.

Uvavanyo oluluthethwayo

<table>
<thead>
<tr>
<th>CAPS Umlinganiselololwalamano: Ixesha</th>
<th>Amanqaku 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qaphela abafundi ukuse uvaneyi izakhono zabo zokuxela ixesha</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Uluhlhu Iwezinto ezijongwayo: Ilungile/ayilunganga/iphantse</th>
<th>Amanqaku 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>√ Uyakwazi ukwalatha usiba lweyure</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukwalatha usiba lwemizuzu</td>
<td></td>
</tr>
<tr>
<td>Uyazi ukuba zingaphi iiyure ezikusuku olunye</td>
<td></td>
</tr>
<tr>
<td>Uyazi ukuba mingaphi imizuzu kwiyure enye.</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukuxela ixesha ngokweeyure kwiwotshi yamasiba</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukuxela ixesha ngokweziyingatha zeyure kwiwotshi yamasiba</td>
<td></td>
</tr>
</tbody>
</table>

Bhala phantsi amanqaku afunyenweyo kwali-15 kwiphethshana lamanqaku ekota.
Addition and subtraction number sentences

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Maths: Skip counting 100 square</td>
</tr>
<tr>
<td>Games: Fast maths with dice - make 6 to 10 and Break 6 to 10! dice</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>Breaking down 6</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>2</td>
<td>Breaking down 7</td>
<td>LAB, multifix blocks, A4 page</td>
</tr>
<tr>
<td>3</td>
<td>Breaking down 8</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>4</td>
<td>Breaking down 9</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 learner should be able to:

- skip count in 2s, 5s and 10s.
- break down and build up numbers using multifix blocks.
- use knowledge of number bonds to solve problems and write number sentences.
- identify the inverse relationship between addition and subtraction.
- use doubling and halving as techniques when solving problems.
- tell 12-hour time in hours and half hours.

Assessment

Written assessment Numbers, operations and relationships
Record a mark out of 15 in the term mark sheet.

Oral and practical assessment

| Checklists: correct/incorrect/almost |
|-----------------------------------|---|---|---|
| Can identify the hour hand         | ✓ |   |   |
| Can identify the minute hand       |   |   |   |
| Knows how many hours there are in a day |   |   |   |
| Knows how many minutes there are in an hour |   |   |   |
| Can tell the time in hours on an analogue clock |   |   |   |
| Can tell the time in half hours on an analogue clock |   |   |   |

Mark 6

Record a mark out of 6 in the term mark sheet.
Izivakalisi manani zokudibanisa nokuthabatha

Ividiyo yezibalo zentloko


Ividiyo yomdlalo

Izibalo ezikhawulezileyo nge dayisi - yenza u6 ukuya 10 ukuze uze ucazulule u6 ukuya 10! Kulo mdalalo kufuneka abafundi 'batsibele' kwini elahlukileyo ngosuku ngalunye. Abafundi kufuneka bachaize ukuba 'zingaphi ngaphezulu ezenza i-10' kwini elivezwe lidayisi eliphosweyo. Ngale ndlela abafundi baza kuziqhelanisa neebhondi zamanani, kunye nokukhumbula ngokakhawuleza iibhondi zabo zamani.

Ividiyo yophuhliso lwengqiqo


- ukubala uqakatha ngezi-2, izi-5 nama-10.
- ukucazulula nokwakha amanani usebenzisa ibloko.
- ukusebenzisa ulwazi lweebhondi zamanani ekusombululeni iingxaki nokubhala izivakalisi manani.
- ukuchaza ulwalamano lwemiguqulwa phakathi kokudibanisa nokuthabatha.
- ukusebenzisa ukuphinda kabini nokwahlula kubini njengobuchule xa besombulula iingxaki.
- ukuxeza iksesha leeyure ezili-12 ngokweyenye nangeziqilingatha zeyure.

Into emayiqatshelwe kule veki

- Bancedise abafundi baqonde ukuba ukudibanisa nokuthabatha yimiguqulwa, ngokubabonisa ukuba kuthetha ntoni oko (ukusebenza ngamani amathathu umzekelelo 2 + 5 = 7 nokuba 7 – 5 = 2). Abafundi bangayisebenzisa le miguqulwa ekuggibezelezi izivakalisi manani kwinani isekhetha umzamo amathathu umzekelelo 6, 7, 8 ne-9.
- Bakhuthaze ukuba bancokole ukuze baqhele ukusebenzisa isigama esichanekileyo xa bexoxa ngeebhondi zamanani kunye nezivakalisi manani (dibanisa, kunye, ngaphezulu, thabatha, susa, ngaphantsi).
Addition and subtraction number sentences

**Mental Maths video**
This week the learners will practice **skip counting**. It is important for learners to be able to skip count in 2s, 5s and 10s so each day learners will practice with a different number. At first they will use a 100 square so that they can see and understand the patterns. After that they practice skip counting forwards and backwards more quickly so they can develop their fluency.

**Game video**
The games for this week are *Fast maths with dice - make 6 to 10* and *Break 6 to 10!* In this game, learners need to jump to a different number each day. Learners need to identify how many more to make 10 from the number shown on the rolled dice. In this way, learners will practice both their **number bonds** and their rapid recall of number facts.

**Conceptual development video**
In the concept development lessons this week we focus on **breaking down and building numbers**. Learners will use their knowledge of number bonds to write addition and subtraction number sentences. This will help them to understand the **inverse relationship between addition and subtraction**. In the independent activities, learners will consolidate their understanding of skip counting, addition and subtraction, doubling and halving, and telling the time. We will focus on:
- **skip counting** in 2s, 5s and 10s.
- **breaking down and building up numbers** using **multifix blocks**.
- using knowledge of **number bonds** to solve problems and write number sentences.
- identifying the **inverse relationship between addition and subtraction**.
- using **doubling** and **halving** as techniques when solving problems.
- **telling 12-hour time** in hours and half hours.

**What to look out for this week**
- When counting in 2s, remind learners that they can say the odd numbers softly and the even numbers louder. This will help them to recognise the pattern of counting in 2s.
- Help learners to recognise that addition and subtraction are inverse operations by showing them what this means (working with number triples, for example 2 + 5 = 7 and 7 – 5 = 2). Learners can use these inverse operations to complete number sentences for the different number combinations for 6, 7, 8 and 9.
- Encourage conversation between learners so that they can use the correct vocabulary as they discuss number bonds and number sentences (**add, and, more, subtract, take away, less**).
Sebenzisa izikwere ezili-100 ukuze ubale. Bala uye phambili uze uphindle ubale ubuye umva.

Use 100 squares to count. Count forwards and then backwards.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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

Masibale siye phambili ngezi-2.
Let’s count forwards in 2s.

Yalatha amanani akwisikwere sakho se-100 xa ubala.
Point to the numbers on your 100 square as you count.

Kunjalo! Ngama-30!
Masibale sibuye umva ke ngoku ngezi-2.
Yes! 30! Now let’s count backwards in 2s.
WEEK 3 • DAY 1
Breaking down 6

Enrichment activities • Imisetyenzana yokutyebisa

<table>
<thead>
<tr>
<th>Usuku 1 Day 1</th>
<th>Usuku 2 Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zoba usebenzise amachokoza. Biyela ama-10. Draw using dots. Circle the 10s.</td>
<td>Bhala amagama amanani Write the number names</td>
</tr>
<tr>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>38</td>
<td>38</td>
</tr>
<tr>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>17</td>
<td>20</td>
</tr>
<tr>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>55</td>
<td>55</td>
</tr>
<tr>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>43</td>
<td>43</td>
</tr>
<tr>
<td>24</td>
<td>77</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Usuku 3 Day 3</th>
<th>Usuku 4 Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bhala inani eliphambi kweli Write the number before</td>
<td>Bhala inani eliphakathi kwala Write the number in between</td>
</tr>
<tr>
<td>___ 17</td>
<td>11 ___ 13</td>
</tr>
<tr>
<td>___ 29</td>
<td>29 ___ 31</td>
</tr>
<tr>
<td>___ 36</td>
<td>45 ___ 47</td>
</tr>
<tr>
<td>___ 51</td>
<td>62 ___ 64</td>
</tr>
<tr>
<td>___ 78</td>
<td>97 ___ 99</td>
</tr>
<tr>
<td>Bhala inani eliza emva kweli: Write the number after</td>
<td>18 ___ 20</td>
</tr>
<tr>
<td>21 ___</td>
<td>33 ___ 35</td>
</tr>
<tr>
<td>44 ___</td>
<td>56 ___ 58</td>
</tr>
<tr>
<td>57 ___</td>
<td>84 ___ 86</td>
</tr>
<tr>
<td>82 ___</td>
<td>90 ___ 92</td>
</tr>
<tr>
<td>95 ___</td>
<td>95 ___</td>
</tr>
</tbody>
</table>
Kufuneka abafundi baqhube nokucazulula iincochoyi zabo zesi-6 ngeendlela ezahlukileyo. Bakhuthaze bathethe ngeendibaniselwano zamani ukubethelela ukuqonda kwabo iibhondi zamanani uze ubancede baqonde ulwalamano lwemiguqulwa phakathi kwezibalo.

Learners should continue breaking their towers of 6 in different ways. Encourage them to talk about the number combinations, consolidating their understanding of number bonds and helping them to see the inverse relationship between the operations.
WEEK 3 • DAY 1

Breaking down 6

Umdalo: izibalo ezikhwulezayo ngedayisi – yenza isi-6
Game: Fast maths with dice – make 6

- Dlala idayisi.
  Roll the dice.
- Kufuneka ezingaphi ukwenza isi-6?
  How many more to make 6?
- Phinda kwakhona.
  Khawuleza!
  Do it again. Faster!

Umdalo: Cazulula isi-6!
Game: Break 6!

- Yenza incochoyi ngeebloko ezi-6.
  Make a tower with 6 blocks.
- Yahlula incochoyi ibe zizahlulo ezi-2.
  Break the tower into 2 parts.
- Xa uyidibanisa cinga ngesivakalisi
  manani sokudibanisa.
  As you put it together, think about an addition number sentence.
- Bhala isivakalisi manani sokudibanisa.
  Write the addition number sentence.

   Break the 6 tower. Write addition number sentences.

   \[
   4 + 2 = 6
   \]

2. Sombulula.
   Solve.

   \[
   \begin{align*}
   3 + \_\_ = 6 \\
   4 + \_\_ = 6 \\
   1 + \_\_ = 6
   \end{align*}
   \]
Count in 2s starting at 2. Colour the 2s.

<table>
<thead>
<tr>
<th></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>
<tr>
<td>1</td>
<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>
<td></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>
<td></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>
<td></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>
<td></td>
</tr>
</tbody>
</table>

4. Bhala inani elikwichokoza.
Write the number at the dot.

0   | 5   | 10  | 15  | 20  |

0   | 5   | 10  | 15  | 20  |

5. UMusa unamapetyu ama-6. Amapetyu ka Ina aphindwe kabini. Mangaphi amapetyu anawo uIna?
Musa has 6 marbles. Ina has double. How many marbles does Ina have?

UXola unamapetyu ala-10. Ama-6 azuba. Ashiyekileyo aluhlaza. Mangaphi amapetyu aluhlaza?
Xola has 10 marbles. 6 are blue. The rest are green. How many green marbles does he have?

6. Ngubani ixesha?
What is the time?
Breaking down 7

Phosela ibloko ezisi-7 ephepeni lakho. Ziwe njani ibloko zakho ephepeni lakho?
Throw 7 blocks onto your page. How did your blocks land on your page?

Ndinezi-5 kwelinye icala nezi-2 kwelinye.
I have 5 on one side and 2 on the other side.

Singakwazi ukwenza ezinye izivakalisi manani sisebenzisa kwa la manani?
Can we make other number sentences using these numbers?

Ncedisa abafundi bachonge izivakalisi manani ngokunjonga amaqela eebloko kwicala ngalinye lomgca osephepheni, nangokuthetha ngenani leebloko ezikhoyo.
Help learners to identify the number sentences by looking at the groups of blocks on either side of the line on the page, and by talking about how many blocks there are altogether.

Uqaphela ntoni ngezivakalisi manani ezibhalwe ebhodini?
What do you notice about the number sentences written on the board?

Sibhale izivakalisi zokudibanisa nezokuthabatha.
There are addition and subtraction sentences.

Zonke izivakalisi manani zisebenzise amanani afanayo.
All the number sentences use the same three numbers.

Ncedisa abafundi bachonge izivakalisi manani ngokudibanisa amaqhekeza eencochoyi zabo baze baphinde bazahlule.
Help learners to identify the number sentences by putting the pieces of their block towers together and breaking them apart again.
Ukucazulula isi-7

Umdalo: izibalo ezikhawulezayo ngedayisi – yenza isi-7
Game: Fast maths with dice – make 7

- Phosa idayisi.
  Roll the dice.
- Kufuneka ezingaphi ngaphezulu ukwenza isi-7?
  How many more to make 7?
- Phinda kwakhona. Khawulezisa!
  Do it again. Faster!

Umdalo: Cazulu isi-7!
Game: Break 7!

- Yenza incochoyi ngeebloko ezisi-7.
  Make a tower with 7 blocks.
- Yahlula incochoyi kabini.
  Break the tower into 2 parts.
- Xa uyidibanisa kwakhona,
  cinga ngesivakalisi manani sokudibanisa.
  As you put it back together, think about an addition sentence.
- Ungakwazi ukubhala izivakalisi manani zokudibanisa ezi-2?
  Can you write 2 addition sentences?

1 Yahlula incochoyi yesi-7. Bhala izivakalisi manani zokudibanisa.
Break the 7 tower. Write addition number sentences.

| 4 + 3 = 7 |
| 3 + 4 = 7 |

2 Sombulula.
Solve.

| 3 + 4 = ___ | 5 + 2 = ___ | 4 + 3 = ___ | 2 + 5 = ___ |
| 7 - 3 = ___ | 7 - 5 = ___ | 7 - 4 = ___ | 7 - 2 = ___ |
3 Bala ngezi-2 uqale kwisi-2. Fakela umbala kwizi-2.
Count in 2s starting at 2. Colour the 2s.

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

4 Bhala inani elikwichokoza.
Write the number at the dot.

5 Kubiza i-R7 ukuya edolphini. Kuyimalini ukuya nokubuya edolphini?
It cost R7 to get to town. How much does it cost to travel to town and back?

Sithe has R20. He buys an apple for R7. How much change does he get?

6 Ngubani ixesha?
What is the time?
Learners should continue picking up different numbers of blocks from their desks to make different combinations of 8. Encourage them to talk about what they see, helping them to consolidate their understanding of number bonds and the inverse relationship between the operations.

Singakwazi ukwenza izivakalisi manani sisebenzisa kwa la manani?
Can we make other number sentences using these numbers?

Bhala isivakalisi manani malunga neebloko zakho.
Write a number sentence about your blocks

Ndithathe ibloko ezi-3, kwaze kwasala ibloko ezi-5 edesikeni.
I picked up 3 blocks, and there are 5 blocks still on the desk.

Uqaphela ntoni ngezi bloko ngoku?
Take some blocks! What do you notice about the blocks now?

Uqaphela ntoni ngezivakalisi manani ezibhalwe ebhodini?
What do you notice about the number sentences written on the board?

Sibhale izivakalisi manani zokudibanisa nezokuthabatha.
They are addition and subtraction sentences.


IZIBALO
MENTAL MATHS
UKUBALA
OKUQAKATHAYO IZI-5
UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT
AMAPHEPHA
LOKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

Thatha ezinye ibloko! Uqaphela ntoni ngezi bloko ngoku?
Take some blocks! What do you notice about the blocks now?

3 + 5 = 8
WEEK 3 • DAY 3

Breaking down 8

Umdlalo: izibalo ezikhawulezayo ngedayisi – yenza isi-8
Game: Fast maths with dice - make 8

- Phosa idayisi.
  Roll the dice.
- Kufuneka ezingaphi ngaphezulu ukwenza isi-8?
  How many more to make 8?
- Phinda kwakhona. Khwauleisa!
  Do it again. Faster!

Umdlalo: Cazulula isi-8!
Game: Break 8!

- Yenza incochoyi ngeebloko ezi-8.
  Make a tower with 8 blocks.
- Yahlula incochoyi kabini.
  Break the tower into 2 parts.
- Cinga ngesivakalisi manani sokuthabatha.
  Think about a subtraction number sentence.
- Bhala isivakalisi manani sokuthabatha.
  Write the subtraction number sentence.

1 Yahlula incochoyi yesi-8. Bhala izivakalisi manani zokuthabatha.
Break the 8 tower. Write the subtraction number sentences.

<table>
<thead>
<tr>
<th>8 − 5 = 3</th>
<th>8 −</th>
<th>8 −</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 − 3 = 5</td>
<td>8 −</td>
<td>8 −</td>
</tr>
</tbody>
</table>

2 Sombulula.
Solve.

<table>
<thead>
<tr>
<th>5 + 3 = ___</th>
<th>6 + 2 = ___</th>
<th>4 + 4 = ___</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 − 3 = ___</td>
<td>8 − 2 = ___</td>
<td>8 − 4 = ___</td>
</tr>
</tbody>
</table>
3 Bala ngezi-5 uqale kwisi-5. Fakela umbala kwizi-5.
Count in 5s starting from 5. Colour the 5s.

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

4 Bhala inani elikhokhoza.
Write the number at the dot.

5 UAfikile une-R20. Uthenga iziqhama ze-R8. Yimalini itshintshi ayifumanayo?
Afikile has R20. He buys fruit for R8. How much change does he get?

Ukukhwela itekisi kuxabisa i-R8. Kuza kuxabisa malini xa kakhwele abantu aba-2?
The taxi ride cost R8. How much does it cost for 2 people to ride?

6 Ngubani ixesha?
What is the time?
Breaking down 9

Yahlula iibloko zakho eziliti-9 zibe ngamaqela ama-2 edesikeni yakho. Uqaphela ntoni ngeebloko zakho ngoku?
Separate your 9 blocks into 2 groups on your desk. What do you notice about the blocks now?

Kukho iibloko ezi-6 kwelinye icala neebloko ezi-3 kwelinye icala.
There are 6 blocks on one side and 3 blocks on the other side.

Singakwazi ukwenza ezinye izivakalisi manani sisebenzisa kwa la manani?
Can we make other number sentences using these numbers?

Ncedisa abafundi bachonge izivakalisi manani ngokujonga kula maqela mabini eebloko nangokuthetha ngenani leebloko ezikhoyo zizonke.
Help learners to identify the number sentences by looking at the two groups of blocks, and by talking about how many blocks there are altogether.

Abafundi mabaqhube nokuthatha amanani ahlukileyo eebloko ezidesikeni zabo ukuze bengokathile eebloko ezikhoyo zelonke. Bakhuthaze bathethe ngabakubonayo ngendlela ebanceda ukuba babethelele ukugqonda kwabo iibhondi zamani kunye nothalamano lwemiguqulwa phakathi kwenzibalo ezizikhayo.
Learners should continue grouping 9 in blocks in different ways. Encourage learners to talk about what they see, helping them to consolidate their understanding of number bonds and the inverse relationship between the operations.

Break the 9 tower. Write the subtraction number sentences.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>q - 6 = 3</td>
<td>q -</td>
<td>q -</td>
</tr>
<tr>
<td>q - 3 = 6</td>
<td>q -</td>
<td>q -</td>
</tr>
</tbody>
</table>

2 Sombulula.

Solve.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>q - ___ = ___</td>
<td>6 + 2 = ___</td>
<td>4 + 4 = ___</td>
</tr>
<tr>
<td>8 - ___ = ___</td>
<td>8 - 2 = ___</td>
<td>8 - 4 = ___</td>
</tr>
</tbody>
</table>
### Breaking down 9


Count in 5s starting from 5. Colour the 5s.

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

#### 4. Bhala inani elikwichokoza.

Write the number at the dot.

![Number Line](image)

#### 5. Umdlalo wesoka uqale ngentsimbi ye-9 kusasa. Uphele ngentsimbi yeshumi kusasa. Ubumde khangakanani umdlalo?

The soccer game started at 9 in the morning. It ended at 10 in the morning. How long was the game?

Umdlalo webhola yomnyazi uqale nge-9:30 kusasa. Uphele nge-10:30 kusasa. Ubumde khangakanani umdlalo?

The netball game started at 9:30 in the morning. It ended at 10:30 in the morning. How long was the game?

#### 6. Ngubani ixesha?

What is the time?

[Clock Images]

---

*Breaking down 9* Week 3 • Day 4
IVEKI 3 • USUKU 5

Uvavanyo noqukaniso

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

<table>
<thead>
<tr>
<th></th>
<th>52</th>
<th>54</th>
<th>55</th>
<th>56</th>
<th>57</th>
<th>58</th>
<th>59</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>62</td>
<td>63</td>
<td>64</td>
<td>65</td>
<td>67</td>
<td>68</td>
<td>69</td>
</tr>
<tr>
<td></td>
<td>72</td>
<td>73</td>
<td>74</td>
<td>75</td>
<td>76</td>
<td>77</td>
<td>79</td>
</tr>
</tbody>
</table>

2. Bhala inani elikwichokoza.
   Write the number at the dot.

   Solve.

   \[8 - 5 = \] \[8 - 3 = \] \[9 - 6 = \] \[9 - 3 = \]

Masithethe ngeMaths!
Let's talk Maths!

NgesiXhosa sithi: | In English we say:
---|---
ukudibanisa | addition
dibanisa | add
dibanisa zibe mbini | add two
ezine nezintlanu zenza ezlithoba | four and five is nine
ukuthabatha | subtraction
thabatha okanye susa | take away
thabatha zibe mbini | take away two
kwezisibhozo thabatha zibe ntathu kusola ezintlanu | eight take away three is five
zenza okanye zilingana | equal
ziyatana ne- | is the same as
WEEK 3 • DAY 5
Assessment and consolidation

Uqukaniso | Consolidation

1. Gqíbezela iipatheni zamanani.
Complete the number patterns.

<table>
<thead>
<tr>
<th>70</th>
<th>69</th>
<th>68</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>24</td>
<td>26</td>
</tr>
</tbody>
</table>

<p>| Isíqingatha se- | Phinda kabini |</p>
<table>
<thead>
<tr>
<th>Half of</th>
<th>Double</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>10</td>
</tr>
</tbody>
</table>

2. Zingaphi iibhayisekile?
How many bicycles?

Mangaphi amavili?
How many wheels?

3. iibhayisekile eziphatheni

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

amavili maphetheni

4. Zingaphi izandla?
How many hands?

Mingaphi iminwe?
How many fingers?

5. izandla ezihubeka

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

iminwe ezihubeka

Assessment and consolidation  Week 3 • Day 5
**Ukufikelela kwi-10**

<table>
<thead>
<tr>
<th>Izibalo zentloko: Fizz Pop</th>
<th>Isikwere se-100 (ajinyanzelekanga)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imidlalo: Izibalo ezikhawulezayo ngedayisi – yenza i-10 Fumana ama-10 kunye Cazulula i-10!</td>
<td>Idayisi</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>Ukucazulula i-10</td>
<td>libloko, iLAB</td>
</tr>
<tr>
<td>2</td>
<td>Fumana ama-10</td>
<td>iLAB</td>
</tr>
<tr>
<td>3</td>
<td>Ishumi elilandelayo</td>
<td>Umgcamanani (utitshala), iLAB</td>
</tr>
<tr>
<td>4</td>
<td>Ishumi elidlulileyo</td>
<td>Umgcamanani (utitshala), iLAB</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanyo olujolise ekufundeni</td>
<td>iLAB</td>
</tr>
</tbody>
</table>

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

- Ukusebenzisa itheyibhile yamanani ekwalatheni nasekubhaleli izivakalisi manani zeebhondi ze-10.
- Ukudibanisa amanani angaphezulu kwesibini ngokufumana amanani enza i-10 xa edityanisiwe.
- Ukusebenzisa umgcamanani ukuze aqonde ukuba kufuneka ezingaphi ngaphezulu ukuze afike kwishumi elilandelayo.
- Ukusebenzisa umgcamanani ukuze aqonde ukuba kufuneka ezingaphi ngaphantsi ukuze afike kwishumi elidlulileyo.

**Uvavanyo**

**Uvavanyo olubhalwayo:** Amanani, izibalo nolwalamano

Bhala phantsi amanqaku afunyenweyo kwali-15 kwiphetshana lamanqaku ekota.
Getting to 10

**Mental Maths:** *Fizz Pop*  
100 square (optional)

**Games:** *Fast maths with dice* - make 10, *Find the 10s* and *Break 10!*

dice

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Breaking down 10</td>
<td>LAB, <em>multifix blocks</em></td>
</tr>
<tr>
<td>2</td>
<td>Find the 10s</td>
<td>LAB</td>
</tr>
<tr>
<td>3</td>
<td>Next ten</td>
<td>LAB, <em>number line</em> (teacher)</td>
</tr>
<tr>
<td>4</td>
<td>Previous ten</td>
<td>LAB, <em>number line</em> (teacher)</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

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

use a number table to identify and write number sentences for the **bonds of 10**.

add more than two numbers by finding numbers that add up to 10.

use a number line to recognise how many more is needed to get to the next ten.

use a number line to recognise how many less is needed to get to the previous ten.

**Assessment**

**Written assessment** Numbers, operations and relationships  
Record a mark out of 15 in the term mark sheet.
Ukufikelela kwi-10

Ividiyo yezibalo zentloko
Sidlala umdlalo othandwayo othi *Fizz Pop* ukuziqhelanisa nokudibanisa i-10 nokuthathathana i-10. Ukukhumbula ngokukhawuleza kwabafundi ezili-10 ngaphezulu nezili-10 ngaphantsi kubalulekile ukuzima bakwazi ukusombulula iingxaki ngobuchule. Qinisekisa ukuba uyasebenzisa isikwere se-100 ukuzima uncede abafundi baphumelela ipatheni ze-10 ngaphezulu ne-10 ngaphantsi.

Ividiyo yomdlalo
Imidlalo yale veki Izibalo ezikhawulezayo ngedayisi – yenza i-10, Fumana ama-10 uphinde ucazulule i-10! Abafundi badlala umdlalo ngadelayisi ukubaluleka ‘zingaphi ngaphezulu ukwenza i-10’ kwimizwane elivezwe lidayisi eliphosiweyo. Ngale ndlela abafundi baza kuziqhelanisa neebhondi ze-10 kunye nokukhumbula ngokukhawuleza iibhondi zamanani.

Ividiyo yophuhliso lwengqiqo
Kwizifundo zeklasi yonke kule veki sigxila kwinani i-10. Sijolisa ekucazululeni nasekwakheni i-10, nama-10 kumgcamanani. Abafundi baza kuphuhlisa isakhono sokukhumbula ngokukhawuleza iibhondi zamanani, baze bakwazi ukusombulula iingxaki ngobuchule. Abafundi basebenzisa itheighbile zamani, nto leyo eza kuphuhlisa ngakumbi ukwenzeka kwabo uwalamanabo phakathi kokudibanisa nokuthathathana. Siza kuqonisa koku:
- ukusebenzisa itheighbile zamani ekuchongeni nasekubhaleni izivakalisi manani zeebhondi ze-10.
- ukudibanisa amanani angaphezulu kwesibini ngokufumana amanani enza i-10 xa edityaniwe.
- ukusebenzisa imigcamanani ukusebenzisa iziwathi bofane kwinani ekukhumbula isigama esichanekileyo xa bexoxa ngeebhondi zamanani nezivakalisi manani.

Into emayiqatshelwe kule veki
- Khuthaza abafundi ukuba basebenzise ezabo iibhondi zamanani ukubaluleka ekusombululeni iingxaki ngokukhawuleza nangobuchule.
- Ukunceda abafundi baza ukubaluleka nokuthathathana yimiguqulwa. Abafundi bangasebenzisa itheighbile yamanani ibhongena ekuchongeni iziwakalisi manani ezahlukileyo ezinkubhalwe kwiinkhumbulisekileyo ezithile zamani.
- Khuthaza incoko phakathi kwabafundi ukubaluleka ezabo iibhondi zamani ekukhumbula iindibaniseleyo xa bexoxa ngeebhondi zamani nezivakalisi manani (*dibanisa, kunye, ngaphezulu kuna-, thabatha, susa, ngaphantsi kuna-, elandelayo, edlulileyo, phambi, emva*)
Getting to 10

Mental Maths video
We play a favourite game – Fizz Pop – to practice adding and subtracting 10. A quick recall of 10 more and 10 less is important for learners to be able to solve problems efficiently. Make sure you use the 100 square to help learners identify the patterns of 10 more and 10 less.

Game video
The games for this week are Fast maths with dice - make 10, Find the 10s and Break 10! Learners play a game with dice to practice identifying how many more to make 10 from the number shown on the rolled dice. In this way, learners will practice their bonds of 10, and their rapid recall of number facts.

Conceptual development video
In the concept development lessons this week we focus on the number 10. We look at breaking down and building 10, and 10s on a number line. Learners will develop their quick recall of number facts, helping them to solve problems efficiently. Learners use number tables, which will continue to develop their understanding of the inverse relationship between addition and subtraction. We will focus on:
- using number tables to identify and write number sentences for the bonds of 10.
- adding more than two numbers by finding numbers that add up to 10.
- using number lines to recognise how many more steps to make a 10.
- using number lines to recognise how many steps back get to the previous ten.

What to look out for this week
- Encourage learners to use their known number facts to help them solve problems quickly and efficiently.
- Help learners to recognise that addition and subtraction are inverse operations. Learners can use their number tables to help them identify the different number sentences that can be written for particular number combinations.
- Encourage conversation between learners so that they can use the correct vocabulary as they discuss number bonds and number sentences (add, and, more than, subtract, take away, less than, next, previous, before, after).
IZIBALO ZENTLOKO | MENTAL MATHS

Bethelela ukudibanisa nokuthabatha i-10 ukuya kuma-50 usebenzisa umdlalo uFizz Pop.

Consolidate adding and subtracting 10 up to 50 using the Fizz Pop game.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

Remember to check the date and mark the register every day.
### Enrichment activities • Imisetyenzana yokutyebisa

#### Usuku 1 Day 1

**Bhala elingaphantsi ngononye nelingaphezulu ngononye.**
Write one less and one more.

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

#### Usuku 2 Day 2

**Bhala >; < okanye =**
Fill in >; < or =

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>74</td>
<td>98</td>
</tr>
<tr>
<td>35</td>
<td>18</td>
</tr>
<tr>
<td>62</td>
<td>62</td>
</tr>
<tr>
<td>59</td>
<td>95</td>
</tr>
<tr>
<td>41</td>
<td>42</td>
</tr>
<tr>
<td>86</td>
<td>46</td>
</tr>
<tr>
<td>24</td>
<td>41</td>
</tr>
<tr>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>78</td>
<td>62</td>
</tr>
<tr>
<td>71</td>
<td>71</td>
</tr>
</tbody>
</table>

#### Usuku 3 Day 3

**Biyela elona nani lincinci.**
Circle the smallest number.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td>24</td>
<td>29</td>
<td>51</td>
</tr>
<tr>
<td>75</td>
<td>57</td>
<td>73</td>
</tr>
<tr>
<td>55</td>
<td>51</td>
<td>15</td>
</tr>
<tr>
<td>99</td>
<td>100</td>
<td>101</td>
</tr>
</tbody>
</table>

**Biyela elona nani likhulu.**
Circle the biggest number

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>27</td>
<td>7</td>
</tr>
<tr>
<td>34</td>
<td>21</td>
<td>86</td>
</tr>
<tr>
<td>96</td>
<td>66</td>
<td>26</td>
</tr>
<tr>
<td>43</td>
<td>83</td>
<td>51</td>
</tr>
<tr>
<td>81</td>
<td>12</td>
<td>50</td>
</tr>
</tbody>
</table>

#### Usuku 4 Day 4

**Gqibezela ipatheni.**
Complete the pattern.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>61</td>
<td>62</td>
<td>63</td>
<td></td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>44</td>
<td>43</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>35</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>79</td>
<td>69</td>
<td>59</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>41</td>
<td>51</td>
<td></td>
<td></td>
</tr>
<tr>
<td>55</td>
<td>50</td>
<td>45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>86</td>
<td>87</td>
<td>88</td>
<td></td>
<td></td>
</tr>
<tr>
<td>62</td>
<td>52</td>
<td>42</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>23</td>
<td>33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>75</td>
<td>70</td>
<td>65</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Ukucazulula i-10

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Yenza incochoyi ngeebloko ezili-10. Masibhale amanani kwitheybihilile yamanani.
Make a tower of 10 blocks. Let’s write the numbers in the number table.

Silibhala phi i-10 kule theyibihile yamanani?
Where do we write 10 in the number table?

Ewe, i-10 linani elipheleleyo. Ndiwabhale phi amanani ukuze ndibonise inxalenye?
Yes, 10 is the whole amount. Where do I write the numbers to show the parts?

Nika abafundi ixesha lokuxoxa ngezivakalisi manani abacinga ukuba bangazibhala kule theyibihile yamanani.
Give learners time to discuss the numbers sentences that they think can write from the number table.

Abafundi mabaqhubhe nokwahlula incochoyi ye-10 ibe zizahlulo ezahlukileyo kwakunye nokubhala iseti ezahlukileyo zezivakalisi manani besebenzisa inindibaniselwano abazenzayo. Bakhuthaze ukuba bathethe ngetheyibihilile yamanani, ubancede babone ulwalamano phakathi kwamanani akwitheybihilile leyo.
Learners can carry on breaking the 10 tower into different parts and writing different sets of number sentences using the combinations they make. Encourage them to talk about the number table and help them see the relationship between the numbers in the table.
WEEK 4 • DAY 1

Breaking down 10

Umdalo: izibalo ezikhawulezayo ngedayisi – yenza i-10
Game: Fast maths with dice - make 10

- Phosa idayisi.
  Roll the dice.
- Zibe ngaphi ngaphezulu ukwenza i-10?
  How many more to make 10?
- Phinda kwakhona. Khawulezisa!
  Do it again. Faster!

1

Zingaphi?
How many?

Zibe ngaphi
ukugqibezela i-10?
How many to
make 10?

3

7

Zingaphi?
How many?

Zibe ngaphi
ukugqibezela i-10?
How many to
make 10?

Zingaphi?
How many?

Zibe ngaphi
ukugqibezela i-10?
How many to
make 10?

Umdalo: Fumana ama-10
Game: Find the 10s

- Dlala nabahlobo aba-2.
  Play with 2 friends.
- Phosa amadayisi ama-5.
  Roll 5 dice.
- Fumana ama-10.
  Find the 10s.
- Dibanisa isiphumo.
  Add the total.

3 + 2 + 5 = 10
4 + 6 = 10
10 + 10 = 20
2. Itekisi kaTa’ Jola ithwala abafundi abali-10.

10 learners can fit into Ta’ Jola’s taxi.

Kukho abafundi aba-2 eteksinisani. Kufuneka abafundi abangaphi ngaphezulu ukuze izale iteksi?

There are 2 learners in the taxi. How many more learners can get in before it is full?

\[10 - 2 = 8\]

Bekukho abafundi aba-2 eteksinisani. Kwafika abanyeaba-4. Bangaphi abafundi abanokungena etekisinisani?

2 learners were in the taxi. 4 more get on. How many more learners can still fit in the taxi?

3. Biyela ama-10. Uyakwazi ukufumana isiphumo?

Circle the 10s. Can you find the total?

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

4. Fumana i-10. Dibanisa emva koko.

Find the 10. Then add.

\[\begin{array}{ccc}
6 + 7 + 4 = 17 & 8 + 7 + 2 = \_\_\_ & 7 + 6 + 3 = \_\_\_ \\
5 + 8 + 5 = \_\_\_ & 6 + 8 + 4 = \_\_\_ & 9 + 5 + 1 = \_\_\_ \\
6 + 7 + 4 = \_\_\_ & 7 + 2 + 1 + 5 = \_\_\_ & 7 + 5 + 3 = \_\_\_ \\
\end{array}\]

5. Biyela ama-10. Yimalini?

Circle the 10s. How much money?

\[\begin{array}{ccc}
\text{R11} & \text{\_\_\_\_\_} & \text{\_\_\_\_\_} \\
\end{array}\]


Ta’ Jola’s taxi can take 10 learners.

Itekisi yakhe inesiqingatha senani. Bangaphi abafundi abasetekisi?

His taxi is half full. How many learners are in the taxi?

Itekisi inesiqingatha senani. Bangaphi abafundi abanokungena etekisi?

His taxi is half full. How many more learners can get in the taxi?
Find the 10s

Ungakwazi ukudibanisa la manani ngokukhawuleza?
Could you add all these numbers quickly?

Hayi, ndingacothiswa ukuze ndingawaphosi amanani.
No, I would go slowly so that I don’t miss out any numbers.

Ndibona i-10. Ezi-4 nezi-6 zenza i-10.
I see a 10. 4 and 6 equals 10.

Ndibona elinye inani. Ezi-7 nezi-3 zilingana ne-10.
I see another ten. 7 and 3 equals 10.

Sinamashumi amabini. Sinamashumi amangaphi edibene?
We have two tens. How many do we have altogether?

10 + 10 + 2 + 1 = 23

Phinda amanyathelo angasentla ngezi seti zahlukenyoyezamanani, unike abafundi amathuba aliqela okufumana ama-10 nokudibanisa ngokukhawuleza.
Repeat the steps above with different sets of numbers, allowing learners multiple opportunities to find the 10s and to add numbers quickly.
Fumana ama-10

- Yenza incochoyi ngeebloko ezili-10. 
  Make a tower out of 10 blocks.
- Yahlula incochoyi ibe zizahlulo ezi-2. 
  Break the tower into 2 parts.
- Bhala izivakalisi manani zokudibanisa ezi-2. 
  Write 2 addition number sentences.
- Bhala izivakalisi manani zokuthabatha ezi-2. 
  Write 2 subtraction number sentences.
- Phinda kwakhona! 
  Do it again!

### 1. Bhala izivakalisi manani.

Write the number sentences.

<table>
<thead>
<tr>
<th></th>
<th>ezokudibanisa</th>
<th>ezokuthabatha</th>
</tr>
</thead>
<tbody>
<tr>
<td>addition</td>
<td>7 + 3 = 10</td>
<td>3 + 7 = 10</td>
</tr>
<tr>
<td>subtraction</td>
<td>10 - 3 = 7</td>
<td>10 - 7 = 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>ezokudibanisa</th>
<th>ezokuthabatha</th>
</tr>
</thead>
<tbody>
<tr>
<td>addition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>subtraction</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>ezokudibanisa</th>
<th>ezokuthabatha</th>
</tr>
</thead>
<tbody>
<tr>
<td>addition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>subtraction</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Xa ndizahlulo zibe ngamaqhekeza amabini ailinganayo, kukho isivakalisi manani sokudibanisa esinye nesivakalisi manani sokuthabatha esinye.

When I break into two equal pieces, there is only one addition number sentence and one subtraction number sentence.
Find the 10s


Build the towers. Break them into two parts. Complete the number tables.

3. Bhala izivakalisi manani zokudibanisa ezi-2 nezivakalisi manani zokuthabatha ezi-2.

Write 2 addition and 2 subtraction number sentences.

Singohlula neliphi na inani libe ngamanani amancinci ama-2. Singawabhala ama-3 lamanani kwitheyibhile yamanani ngoluhlobo:

We can break any number into 2 smaller numbers. We can write the 3 numbers in a number table like this:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>7</td>
<td>3</td>
</tr>
</tbody>
</table>
Phinda la manyathelo angasentla usebenzise amanani ahlukileyo ukuqala ku-0 uye kuma-20, ukuze bonke abafundi bakwazi ukuziqhelanisa nokwenza imitsi eya kwishumi elilandelayo kumgcamanani.

Repeat the steps above, using different numbers from 0 – 20 so that the learners can all practise jumping to the next 10 on a number line.
**WEEK 4 • DAY 3**

Next 10

**Ngubani i-10 elilandelayo?**
What is the next 10?

6  
4  
16  
14

**Kukude kangakanani kwi-10 elilandelayo?**
How far to the next 10?

7  
10  
5  
10  
4  
10  
8  
10  
14  
20  
16  
20

**Fakela amanani ashiyekileyo.**
Fill in the missing numbers.

| 7 + ___ = 10 | 6 + ___ = 10 | 15 + ___ = 20 | 16 + ___ = 20 |
| 3 + ___ = 10 | 2 + ___ = 10 | 18 + ___ = 20 | 14 + ___ = 20 |
4 Kukude kangakanani ukuya kwi-10 elilandelayo?
How far to the next 10?

5 Bhala inani elikwichokoza. Biyela i-10 elilandelayo.
Kukanganani ukuya kwi-10 elilandelayo?
Write the number at the dot. Circle the next 10. How far to the next 10?
Phinda la manqathelo angasentla usebenzise amanani ahlukileyo ukuqala ku-0 uye kuma-20, ukuze bonke abafundi baziqhelanise nokutsiba bebuyela kwi-10 elidlulileyo kumgcamanani.

 Repeat the steps above, using different numbers from 0 - 20, so that the learners can all practise jumping back to the previous 10 on a number line.
I-10 elidlulileyo

1. Kukude kangakanani kwi-10 elidlulileyo?
   How far to the previous 10?
   
   -7 16 10 14
   -5 15 20 25

2. Bhala inani elikwichokoza. Biyela i-10 elidlulileyo. Kukude kangakanani kwi-10 elidlulileyo?
   Write the number at the dot. Circle the previous 10. How far to the previous 10?

   0 5 10 15 16 20
   -6

   i-10 elidlulileyo
   previous 10
   kukude kangakanani?
   how far?

   10
   6

3. Fakela amanan ishiyiweyo.
   Fill in the missing numbers.

   | 15 - ___ = 10 | 16 - ___ = 10 | 22 - ___ = 20 | 26 - ___ = 20 |
   | 12 - ___ = 10 | 19 - ___ = 10 | 24 - ___ = 20 | 28 - ___ = 20 |
4. Kukude kangakanani kwi-10 elidlulileyo?
How far to the previous 10?

5. Bhala inani elikwichokoza. Biyela i-10 elidlulileyo. Kukude kangakanani kwi-10 elidlulileyo?
Write the number at the dot. Circle the previous 10. How far to the previous 10?

Ta’ Jola’s taxi can fit 10 learners.

Le tekisi ayinamntu. Kukho abantu abali-14 esitopini. Bangaphi ekuza kufuneka balinde itekisi elandelayo?
The taxi is empty. There are 14 people at the stop. How many will have to wait for the next taxi?
IVEKI 4 • USUKU 5

Uvavanyo noqukaniso

**Uvavanyo noqukaniso**
Assessment and consolidation

1. **10 - 7 = ____**  
   **10 - 6 = ____**  
   **3 + ____ = 10**  
   **4 + ____ = 10**

2. **Gqibezela itheyibhile yamanani.**
   Complete the number table.

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

2. **Bhala izivakalisi manani ezi-2 zokudibanisa nezi-2 zokuthabatha.**
   Write 2 addition and 2 subtraction number sentences:

<table>
<thead>
<tr>
<th>ezokudibanisa</th>
<th>ezokuthabatha</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. **Biyela ama-10. Uyakwazi ukufumana isiphumo?**
   Circle the 10s. Can you find the total?

| 6 | 4 | 2 | 5 | 3 | 4 | 4 | 2 | 8 | 2 |

4. **6 + 7 + 4 = ____**  
   **8 + 5 + 2 = ____**  
   **7 + 6 + 3 = ____**

**Masithethe ngeMaths!**
Let’s talk Maths!

**NgesiXhosa sithi:**

- ndiyawathanda ama-10!
- funa ama-10!
- mangaphi?
- zingaphi ezenza i-10?
- kukude kangakanani kw-i-10 elilandelayo?
- ukusuka kwisi-7 nditsiba ndiye phambili ka-3
- ukuze ndifike kwi-i-10.
- kukude kangakanani kw-i-10 eliIduluLileyo?
- ukusuka kw-i-12, nditsiba ndibuye umva ka-2 ukuze ndifike kw-i-10.

**In English we say:**

- I love the 10s!
- find the 10s!
- how many?
- how many to make 10?
- how far to the next 10?
- from 7, I jump forward 3 spaces to get to 10.
- how far to the previous 10?
- from 12, I jump backwards 2 spaces to get to 10.
WEEK 4 • DAY 5
Assessment and consolidation

1 Gqibezele itheyibhile yamanani.
Complete the number tables.

Bhala izivakalisi manani ezi-2 zokudibanisa nezi-2 zokuthabatha.
Write 2 addition and 2 subtraction number sentences.

<table>
<thead>
<tr>
<th>ezokudibanisa</th>
<th>ezokuthabatha</th>
</tr>
</thead>
<tbody>
<tr>
<td>addition</td>
<td>subtraction</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ezokudibanisa</th>
<th>ezokuthabatha</th>
</tr>
</thead>
<tbody>
<tr>
<td>addition</td>
<td>subtraction</td>
</tr>
</tbody>
</table>

2 Fumana i-10. Dibanisa emva koko.

Find the 10. Then add.

8 + 7 + 2 = \_17\_ 7 + 6 + 3 = ___ 5 + 8 + 5 = ___

6 + 8 + 4 = ___ 9 + 5 + 1 = ___ 7 + 2 + 1 + 5 = ___

3 Gqibezele iipatheni zamanani.

Complete the number patterns.

<table>
<thead>
<tr>
<th>83</th>
<th>82</th>
<th>81</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>90</td>
<td>80</td>
</tr>
</tbody>
</table>

4 Bala.

Calculate.

<table>
<thead>
<tr>
<th>yahlula kubini</th>
<th>phinda kabini</th>
<th>sombulula</th>
</tr>
</thead>
<tbody>
<tr>
<td>half</td>
<td>double</td>
<td>solve</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7</th>
<th>3__</th>
<th>7</th>
<th>14</th>
<th>7 + 3 = 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>8</td>
<td>5 + ___ = 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>9</td>
<td>4 + ___ = 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>2 + ___ = 10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Ukutyelela i-10**

<table>
<thead>
<tr>
<th>Izibalo zentloko: Ukubala okuqakathayo</th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Isikwere se-100</td>
<td></td>
</tr>
</tbody>
</table>

**Imidlalo:** Izibalo ezikhawulezayo ngamakhadi – ngaphantsi ngezi-2, Ukubalanisa ngokwenza i-10 kunye nokuthatha ngokuya kwi-10

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yenza i-10 (ukudibanisa)</td>
<td>Iibloko, iLAB</td>
</tr>
<tr>
<td>2</td>
<td>Tsibela phambili uye kwi-10</td>
<td>Umgcamanani (utitshala), iLAB</td>
</tr>
<tr>
<td>3</td>
<td>Yenza i-10 (ukuthabatha)</td>
<td>Iibloko, iLAB</td>
</tr>
<tr>
<td>4</td>
<td>Tsibela ngemva uye kwi-10</td>
<td>Umgcamanani (utitshala), iLAB</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanyo olujolise ekufundeni</td>
<td>iLAB</td>
</tr>
</tbody>
</table>

**Emva kwale veki umfundikwazi ukwenza oku:**

<table>
<thead>
<tr>
<th>Emva kwali umfundikwazi akwazi ukwenza oku:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ukubalanisa inani elinomvo omnye kwelinye elinomvo omnye okanye kwelinye elinomvo emibini, uwelele ngaphaya kwe-10.</td>
</tr>
<tr>
<td>ukuthabatha inani elinomvo omnye kwinani elinomvo emibini, uwelele ngaphaya kwe-10.</td>
</tr>
<tr>
<td>ukusombulula iingxaki ngokwenza i-10 (ukubalanisa nokuthabatha).</td>
</tr>
</tbody>
</table>

**Uvavanyo**

**Uvavanyo olubhalwayo** Amanani, izibalo nolwalamano. Bhala phantsi amanqaku afunyenweyo kwasi-8 kwiphetshana lamanqaku ekota.
Visiting the 10

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Make a 10 (addition)</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>2</td>
<td>Jump forwards to 10</td>
<td>LAB, number line (teacher)</td>
</tr>
<tr>
<td>3</td>
<td>Make a 10 (subtraction)</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>4</td>
<td>Jump backwards to 10</td>
<td>LAB, number line (teacher)</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

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

- add a **single digit** to a single digit or to a double digit, **bridging a 10**.
- subtract a single digit from a **double digit**, bridging a 10.
- solve problems by making a 10 (addition and subtraction).

**Assessment**

*Written assessment* Numbers, operations and relationships
Record a mark out of 8 in the term mark sheet.
Ukutyelela i-10

Ividiyo yezibalo zentloko

Ividiyo yomdlalo

Ividiyo yophuhliso lwengqiqo

Into emayiqatshelwe kule veki
Xa usenza i-10 kwiingxaki zokudibanisa, abafundi baza kuqonda ukuba kuyakwuleza kwaye kulula ukwensa i-10 ngamanganani amakhulu 9, 8, 7 no-6.
Kuthabatho, imbono yokusebenza ebando abafundi bebuyela kwishumi elidululeyo. Kufuneka abafundi bazuziqhelanise nokuthabatha inani ukuze babuye kwishumi elidululeyo phambi kokugqibezela ingxaki.
Bakhuthaze abafundi bancokole ukuze bavelu ngeendlela zabo zokusombulula ingxaki. Qinisekisa ukuba abafundi basebenzisa isigama esichanekileyo (i-10, dibanisa, kunye, ngaphezulu, thabatha, susa, ngaphantsi, tsiba).
Visiting the 10

**Mental Maths video**
This week the learners will practice **skip counting** in 2s, 10s and 5s. They will count to higher number ranges than they did in Week 3. Learners will use a 100 **square** so that they can see and understand the pattern. Learners will also be encouraged to practice skip counting forwards and backwards more quickly so that they can develop their fluency.

**Game video**
This week we play the games **Fast maths with cards: 2 less, Add by making a 10 and Subtract by getting to 10**. The purpose of this game is to provide learners with an opportunity to practice simple **subtraction** facts until they become fluent. A sound knowledge of number facts and an ability to solve simple problems efficiently will serve as a solid foundation for more complex problems. Learners can practice subtracting a different number each day in order to extend their understanding of subtraction facts.

**Conceptual development video**
This week we focus on problems that involve **bridging 10**. Learners will solve **addition** and **subtraction** problems that bridge ten, using **multifix blocks** and number lines to help them. Solving problems by using **multifix blocks** consolidates learners’ understanding of place value. In our work on bridging ten, we will focus on:

- adding a **single digit** to a single digit or to a **double digit**, bridging a 10.
- solving **addition bridging 10** problems by making a 10.
- subtracting a single digit from a double digit, bridging a 10.
- solving **subtraction bridging 10** problems by jumping back to the previous 10.
- using number lines to do addition and subtraction. Number lines are an important mathematical representation and learners need to be confident in their use of these.

**What to look out for this week**
- When making a 10 for addition problems, learners will realise that it is quicker and easier to make a 10 from the bigger numbers 9, 8, 7 and 6.
- For subtraction, the idea of working with involves the learners getting back to the previous ten. Learners need to practice subtracting a number so that they can get back to the previous ten before completing the problem.
- Encourage conversation between learners so that they can share their solution methods. Ensure that learners are using the correct vocabulary (a **10**, **add**, **and**, **more**, **subtract**, **take away**, **less**, **jump**).
IZIBALO ZENTLOKO | MENTAL MATHS

Sebenzisa izikwere ezili-100 ukuze ubale. Bala uye phambili uphinde ubuye umva.
Use 100 squares to count. Count forwards and then backwards.
Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.

Masibale siye phambili ngezi-2.
Let’s count forwards in 2s.

Yalatha amanani kwisikwere sakho se-100 ngalo lonke ixesha ubiza inani.
Point to the numbers on your 100 square every time you say a number.

50! Ewe/Yes! Masibale sibuye umva ngezi-2. Qala kuma-50.
Now let’s count backwards in 2s. Start at 50.
### Enrichment activities • Imisetyenzana yokutyebisa

#### Usuku 1 Day 1

**Cazulula ibe ngama-10 nemivo.**  
Break up into 10s and units.

- 11
- 27
- 36
- 52
- 68
- 75
- 63
- 89
- 83
- 94

#### Usuku 2 Day 2

**Zoba inani. Sebenzisa ☐ kwi-10.**  
Draw the number. Use ☐ for 10.

- 17
- 23
- 34
- 58
- 62
- 75
- 67
- 81
- 87
- 96

#### Usuku 3 Day 3

**Cazulula ibe ngama-10 nemivo.**  
Break up into 10s and units.

- 31
- 27
- 46
- 52
- 68
- 75
- 63
- 49
- 53
- 64

#### Usuku 4 Day 4

**Zoba inani. Sebenzisa ☐ kwi-10.**  
Draw the number. Use ☐ for 10.

- 11
- 27
- 36
- 52
- 68
- 75
- 63
- 89
- 80
- 94
Qhuba kwa ngale ndlela ingasentla. Unike abafundi iiingxaki ezininzi bazisombulule besebenzisa ibloko ukuze bathethe ngenani emaliseteyenziswe ekwenzeni i-10. Kulula ukwenza i-10 xa usebenzisa inani elikhulu, ngoko ke abafundi kufuneka batshintshe ukulelelelana kwamanani baqale ngelikhulu xa kuyimfuneko.

Continue in the same way as above, allowing learners to do many problems where they use blocks to talk about which number should be used to make a 10. It is easier to make a 10 using the bigger number, so learners should change the order of the numbers to start with the bigger number when necessary.
**WEEK 5 • DAY 1**

Make a 10 (addition)

**Umdloko: izibalo ezikhawulezayo ngamakhadi - ngaphantsi ngezi-2**

*Game: Fast maths with cards – 2 less*

- **Xuba amakhadi ukusuka ku-2–12. Wabeke abe sisiyak化进程.**
  - Mix cards from 2-12. Put in a pile.
- **Vula ikhadi libe linye. Thabatha ezi-2.**
  - Flip one card. Subtract 2.
- **Yenza njalo kwisicuku sonke.**
  - Work through pile.
- **Phinda kwakhona. Khawulezisa!**
  - Do it again. Faster!

**Umdloko: Ukudibanisa ngokwenza i-10**

*Game: Add by making a 10*

- **Yakha amanani amabini usebenzisa iibloko.**
  - Build two numbers using blocks.
- **Susa iibloko ukuze uqajibezele i-10.**
  - Move blocks to complete a 10.
- **Qala nge-7.**
  - Start with 7.
- **Hambisa iibloko ezi-3 ukusukela kwi-8 ukuze wenze i-10.**
  - Move 3 blocks from the 8 to make 10.
- **Zenza i-10 nemivo emi-5.15!**
  - That makes 10 and 5 ones. 15!

**Sebenzisa iibloko ukuze wakhe inani ngolinye. Yaba iibloko ukuze wenze i-10.**

Use blocks to build each number. Share blocks to make a 10.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7 + 6 = ____</td>
<td>8 + 5 = ____</td>
<td>6 + 8 = ____</td>
</tr>
<tr>
<td>5 + 7 = ____</td>
<td>6 + 5 = ____</td>
<td>8 + 7 = ____</td>
</tr>
</tbody>
</table>
IVEKI 5 • USUKU 1

Yenza i-10 (ukudibanisa)

2 Biyela i-10. Fakela amanani ashiyiweyo.
Circle the 10. Fill in the missing numbers.

\[
\begin{align*}
7 + 8 & = 15 \\
10 + 5 & = 15
\end{align*}
\]

- \( 6 + 7 \)
  \[
  \begin{array}{c}
  6 + 7 = \_\_\_ \\
  \_\_\_ \\
  \end{array}
  \]

- \( 7 + 5 \)
  \[
  \begin{array}{c}
  7 + 5 = \_\_\_ \\
  \_\_\_ \\
  \end{array}
  \]

- \( 9 + 7 \)
  \[
  \begin{array}{c}
  9 + 7 = \_\_\_ \\
  \_\_\_ \\
  \end{array}
  \]

- \( 6 + 8 \)
  \[
  \begin{array}{c}
  6 + 8 = \_\_\_ \\
  \_\_\_ \\
  \end{array}
  \]

Make a 10 (addition) Week 5 • Day 1
WEEK 5 • DAY 2

Jump forwards to 10

IZIBALO
ZENTLOKO
MENTAL MATHS

UKUBALA OKUQATHAYO
AMA-10 (0-200)

UMDLALO
GAME

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

AMAPHEPHA
LOKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Simbonisa njani u-7 + 8 kumgcamanani?
How do we show 7 + 8 on the number line?

Kulula ukusombulula iinxaki ngokutsibela kw-10. Mingaphi imitsi eya phambili uyokufika kw-10?
It is easier to solve problems by jumping to a 10. How many jumps forward to get to 10?

Qala kwisi-7 uze wenze imitsi esi-8 uye phambili. Start at 7 and then take 8 jumps forward.

Kufuneka utsibe iindawo ezisi-8 zizonke. Mingaphi imitsi ekufuneka uyenze ngaphezulu?
You must jump 8 places in total. How many more jumps must you do?

Kufuneka nditsibe iindawo ezisi-3 ukuze ndifike kw-10.
I must jump 3 places to get to 10.

I have jumped 3 times. I must jump 5 more times.

We know that 3 + 5 = 8. You jumped 3 places to get to 10. Then you jumped 5 places to get to 15.

Phinda la manyathelo angasentla usebenzise amanani ahlukileyo ukusuka ku-0 ukuya kuma-20, ukuze abafundi babe namathuba aliqela okuziqhelanisa nokusombulula iinxaki zokudibanisa okuwelela ngaphaya kwe-10.
Repeat the steps above, using different numbers from 0 – 20, so that learners have multiple opportunities to practice solving addition problems that bridge 10.
IVEKI 5 • USUKU 2

Tsibela phambili ukuya kwi-10

Solve by visiting the 10.

6 + 7 =

8 + 7 =

5 + 6 =

7 + 5 =

6 + 8 =

4 + 8 =
Jump forwards to 10

1. Qala kwisi-7. Biyela i-10 elilandelayo. Tsiba ka-3 ukuya kwi-10 elilandelayo. Kufuneka nditsibe kangakanani?
Start at 7. Circle the next 10. Jump 3 to the next 10. How far do I still need to jump?

2. Dibanisa ubonisile kumgcamanani.
Add by showing on the number line.

   6 + 7

   8 + 5

   7 + 7

   6 + 8

Complete.

   Jump forwards to 10

Week 5 • Day 2
Yiya kwi-10 (ukuthabatha)

**IZIBALO ZENTLOKO**  
Mental Maths

**UKUBALA OKUQAKATHAYO**  
IZI•5 (0-100)

**UMDLALO GAME**

**UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT**

**AMAPHEPHA LOKUSEBENZELA WORKSHEETS**

**UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT**

Masisebenzise iibloko ukuze sifumane u-15 – 8.  
Let’s use the blocks to find 15 – 8.

Ndigqala nge-10 nesi-5 ezenza i-15.  
I start with 10 and 5 which is 15.

Ndineebloko ezisi-7 ezishiyekileyo kuba 10 – 3 = 7.  
I have 7 blocks left because 10 – 3 = 7.

8 – 5 = 3, ngoko ke kufuneka ndisuse iibloko ezi-3 kwincochoyi ye-10.  
8 – 5 = 3, so I need to take 3 blocks away from the 10 tower.

Masenze enye! Sebenzisa iibloko ukuthabatha isi-6 kwi-14.  
Let’s do another one! Use blocks to subtract 6 from 14.

Qhuba kwa ngale ndlela ingasentla unike abafundi ithuba lokusombulula iingxaki eziliqela besebenzisa iibloko nalapho bathetha ngendlela yokuthabatha ukuze ufumane i-10.  
Continue in the same way as above, allowing learners to do many problems where they use blocks and talk about how to subtract to get to a 10.
Get to 10 (subtraction)

**Umdlalo: Thabatha ngokuya kwi-10**
Game: Subtract by getting to 10

- Yakha inani lokugala.
  Build the first number.
- Susa iibloko ukuze uye kwi-10.
  Take away blocks to get to 10.
- Kufuneka ususe zibe ninzi kangakanani?
  How many more must you take away?


   Use blocks to build each number. Take away blocks to get 10. Then solve.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>14 - 6</td>
<td>12 - 5</td>
<td>15 - 8</td>
</tr>
<tr>
<td>13 - 7</td>
<td>16 - 9</td>
<td>15 - 7</td>
</tr>
</tbody>
</table>

---

**Ndighala nge-14.**
I start with 14.

**Ndithabatha ezi-4.**
I subtract 4 to get to the 10.

**Ndithabatha ezinye ezi-2.**
I subtract 2 more.
Yiya kwi-10 (ukuthabatha)

2 Biyela i-10. Fakela amanani ashiyiweyo.
Circle the 10. Fill in the missing numbers.

\[\begin{align*}
12 - 7 &= \_\_ \\
16 - 9 &= \_\_ \\
15 - 9 &= \_\_ \\
14 - 6 &= \_\_ \\
15 - 7 &= \_\_ \\
17 - 9 &= \_\_
\end{align*}\]

Zama ke ngoku!
Now you try!

3 Gqibezelela
Complete.

\[\begin{align*}
&60 &61 &62 &63 &64 &65 &66 &67 &68 &69 &70 \\
&\_\_ &\_\_ &\_\_ &\_\_ &\_\_ &\_\_ &\_\_ &\_\_ &\_\_ &\_\_ &\_\_ \]

Get to 10 (subtraction)
Singayifumana njani impendulo ka-14 – 6 sisebenzisa umgcamanani? How can we find 14 – 6 using a number line?

Qala kwi-14 uze utsibe ka-6 ubuye umva. Start at 14 and jump backwards 6 places.

Kufuneka nditsibe ndibuye umva ka-4 ukuya kwi-10. I must jump 4 places back to get to 10.

Siyazi ukuba 6 -4 = 2. Ngoko ke utsibe iindawo ezi-4 ukubuyela kwi-10. Waze watsiba ezinye iindawo ezi-2 waya kuma kwisi-8. We know that 6 – 4 = 2. First you jumped 4 places to get back to 10. Then you jumped another 2 places and landed on 8.

Phinda la manyathelo angasentla usebenzise amanani ahlukileyo ukusuka ku-0 ukuya kuma-20, ukuze abafundi babe namathuba aliqela okuziqhelanisa nokusombulula ingxaki zokuthabatha eziwelela ngaphaya kwe-10. Repeat the steps above, using different numbers from 0-20, so that learners have multiple opportunities to practice solving subtraction problems that bridge 10.

Kulula ukusombulula iingxaki ngokutsibela kwi-10. Mingaphi imitsi emva ukuya kwi-10? It is easier to solve problems by jumping to a 10. How many jumps back to get to 10?

Kufuneka utsibe iindawo ezi-6 zizonke. Kufuneka wenze imitsi emingaphi ngaphezulu? You must jump 6 places in total. How many more jumps must you do?

Nditsibe ka-4. Kufuneka nditsibe ka-2 ngaphezulu. I have jumped 4 places. I must jump 2 more.
Tsibela ngasemva ukuya kwi-10

Sombulula ngokutyelela i-10.
Solve by visiting the 10.
Jump backwards to 10

2 Thabatha ngokubonisa kumgcamanani.
Subtract by showing on the number line.

2.1 13 - 7

2.2 12 - 5

2.3 16 - 8

2.4 13 - 6

3 Gqibezela.
Complete.

Jump backwards to 10
IVEKI 5 • USUKU 5

Uvavanyo noqukaniso

1. Sombulula ngokutyelela i-10.
   Solve by visiting the 10.

   \[ 8 + 5 = \_\_\_ \]
   \[ 6 + 7 = \_\_\_ \]
   \[ 12 - 7 = \_\_\_ \]
   \[ 14 - 8 = \_\_\_ \]

2. \[ 7 + 8 = \_\_\_ \] \[ 8 + 4 = \_\_\_ \] \[ 13 - 5 = \_\_\_ \] \[ 14 - 6 = \_\_\_ \]

Masithethe ngeMaths!

Let’s talk Maths!

NgesiXhosa sithi: In English we say:

- theleka \hspace{1cm} compare
- impuku incinci \hspace{1cm} the mouse is small
- ikati inkuluwana \hspace{1cm} the cat is bigger
- inkomo yeyona inkulu \hspace{1cm} the cow is the biggest
- inkomo inkulu \hspace{1cm} the cow is big
- ikati incinane \hspace{1cm} the cat is smaller
- impuku yeyona incinci \hspace{1cm} the mouse is the smallest
- i-10 likhulu kunesi-5 \hspace{1cm} 10 is bigger than 5
- i-10 lincinane kune-15 \hspace{1cm} 10 is smaller than 15
### Assessment and consolidation

#### Week 5 • Day 5

#### Uqukaniso | Consolidation

1. **Gqibezela itheyibhile yamanani.**  
   Complete the number table.  

   Complete the number table.  

<table>
<thead>
<tr>
<th>ezokudibanisa</th>
<th>ezokuthabatha</th>
</tr>
</thead>
</table>

2. **Gqibezela iiipatheni zamanani.**  
   Complete the number patterns.  

   Complete the number patterns.  

<table>
<thead>
<tr>
<th>24</th>
<th>26</th>
<th>28</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>38</td>
<td>36</td>
</tr>
</tbody>
</table>

3. **Fumana i-10. Dibanisa ke ngoku.**  
   Find the 10. Then add.  

   Find the 10. Then add.  

   \[ 5 + 6 + 5 + 4 + 8 = \underline{28} \quad 8 + 7 + 2 + 3 + 5 = \underline{\_\_\_} \]

   \[ 5 + 3 + 2 + 7 + 8 + 3 = \underline{\_\_\_} \quad 8 + 4 + 2 + 6 + 7 = \underline{\_\_\_} \]

4. **Zingaphi izandla?**  
   How many hands?  

   **Mingaphi iminwe?**  
   How many fingers?  

5. **izandla ezi-hands**  
   1 2 3 4 5 6 7 8 9 10

   **iminwe e-fingers**

6. **Isiqingatha se-Half of**  
   6 7 6 7

   **Phinda Kabini**  
   Double

---

Assessment and consolidation
### Masithethe ngexesha

<table>
<thead>
<tr>
<th>Izibalo zentloko: Fizz Pop</th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Isikwere se-100 (ayinyanzelekanga)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Umdlalo: Izibalo ezikhawulezayo ngamakhadi – ezi-6 ngaphezulu</th>
<th>Amakhadi amanani</th>
</tr>
</thead>
</table>

#### Usuku | Umsebenzi wesifundo | Izixhobo zezifundo
---|---------------------|------------------|
1 | Ikhalenda | iLAB, ipowusta yekhalenda |
2 | Ukuxela ixesha – eyamanan | iLAB, iiwotshi |
3 | Ukuxela ixesha – eyamasiba | iLAB, iiwotshi |
4 | Iiyure kunye neziqingatha zeeyure | iLAB, iiwotshi |
5 | Uqukaniso novavanyo olujolise ekufundeni | iLAB |

#### Emva kwale veki umfundikufuneka akwazi ukwenza oku

- ukusebenzisa ikhalenda ukuze alandelelanise iintsuku zeveki neenyanga zonyaka.
- ukusebenzisa iwotshi yamanani ukuxela ixesha ngeeyure nangeziqingatha zeyure.
- ukusebenzisa iwotshi yamasiba ukuxela ixesha ngeeyure nangeziqingatha zeyure.

#### Uvavanyo

**Uvavanyo olubhalwayo:** Umlinganisela

Bhala phantsi amanqaku afunyenweyo kwali-7 kwiphetshana lamanqaku ekota.
# Let’s talk about time

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The calendar</td>
<td>LAB, calendar poster</td>
</tr>
<tr>
<td>2</td>
<td>Telling the time – digital</td>
<td>LAB, clocks</td>
</tr>
<tr>
<td>3</td>
<td>Telling the time – analogue</td>
<td>LAB, clocks</td>
</tr>
<tr>
<td>4</td>
<td>Hours and half hours</td>
<td>LAB, clocks</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

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

- use a calendar to sequence days of the week and months of the year.
- use a digital clock to tell the time in hours and half hours.
- use an analogue clock to tell the time in hours and half hours.

**Assessment**

**Written assessment:** Measurement

Record a mark out of 7 in the term mark sheet.
Masithethe ngexesha

**Ividiyo yeziyalelelelelelo**

Sidlala umdlalo othandwa kakhulu uFizz Pop ngenjongo yokuziqhelisa ukudibanisa i-10. Isakhono sokukhumbula ngokukhawuleza i-10 ngaphezulu kunenani elikhoyo siya kubanceda abafundi ekusombululeni ingxaki ngobuchule. Bakhuthaze abafundi ukuba basebenzise isikwere se-100 sibancede ekuchongeni ipatheni yokwangeza i-10

**Ividiyo yomdlalo**


**Ividiyo yophuhliso lwengqiquqo**

Kule veki sigxila kuphatho lwexesha. Kumsebenzi wethu wexesha, abafundi banikwa amathuba okusebenza ngeekhalenda, iwothshi zamasiba neewotshi zamanani. Abafundi baza kufunda ukuxela ixesha ngokweeyure nangeziqinelisa zeyure. Siza kujolisa koku:

- ukusebenzisa ikhalenda ukulandelelanisa intsuku zeveki neenyanga zonyaka.
- ukuxela ixesha ngokweeyure nangeziqinelisa zeyure usebenzisa iwothshi yamasiba.
- ukuxela ixesha ngokweeyure nangeziqinelisa zeyure usebenzisa iwothshi yamanani.

**Into emayiqatshelwe kule veki**

- Kwibanga lesi-2 abafundi bafundiswa ukuxela ixesha ngeeyure, ngeziqinelisa zeyure nangeekota zeyure. Sisakhono esibalulekileyo esi kwaye kubalulekile ukuba abafundi bakhululeke malunga nomba wokuhamba kwexesha. Oku kuya kubanceda baqonde ukuba amasiba ebotshi abaxelela ntoni na, endaweni yokuba abafundi bacengceleze imigaiqo ngesi ngaphandle kokukqanda.
- Abafundi baza kuziqhelisa ukufunda nokubhala ixesha ngokweeyure nangeziqinelisa zeyure. Bafundiswa ixesha lamanani ngoka ke kufuneka banikwe amathuba aliqela okubona unxulumano oluphakathi kwabakwaziyo ngewotshi yamasiba nengqiquqo entsha yexesha lamanani.
Let’s talk about time

Mental Maths video
We play a favourite game, Fizz Pop to practice adding 10. The ability to quickly recall 10 more than given numbers will help learners solve problems efficiently. Encourage them to use the 100 square to help them identify the pattern of 10 more.

Game video
This week we play the game Fast maths with cards – 6 more. We focus on adding 6 each time a new card is turned over. Learners will be given opportunities to practice making a ten and then adding the remaining amount each time. Bridging the 10 is an important skill for learners to develop so that they can solve problems efficiently. Encourage them to talk about making a ten so that this becomes a strategy that they are confident in using to solve problems.

Conceptual development video
This week we focus on time. Learners are given opportunities to work with calendars, analogue clocks and digital clocks. Learners will practice telling the time in hours and half hours. We will focus on:
• using a calendar to sequence days of the week and months of the year.
• using a digital clock to tell the time in hours and half hours.
• using an analogue clock to tell the time in hours and half hours.

What to look out for this week
• In Grade 2 learners are taught to tell the time in hours, half hours and quarter hours. This is an essential skill, and it is important that learners are comfortable with the notion of time passing. This will help them to understand what the hands on a clock are telling them, rather than the learners just memorising rules and vocabulary without understanding.
• Learners will practice reading and recording time in hours and half hours. They are also introduced to digital time and so will need multiple opportunities to see the connections between what they know about analogue time and the new concept of digital time.
Bethelela ukudibanisa nokuthabatha i-10 ukuya kuma-50 usebenzisa umdlalo uFizz Pop.

Consolidate adding and subtracting 10 up to 50 using the Fizz Pop game.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imhla.

Remember to check the date and mark the register every day.
### Enrichment activities • Imisetyenzana yokutyebisa

**Usuku 1 Day 1**

<table>
<thead>
<tr>
<th>Sombulula kumgeamanani.</th>
<th>Solve on the number line.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 + 3 = ____</td>
<td></td>
</tr>
<tr>
<td>1 + 3 = ____</td>
<td></td>
</tr>
<tr>
<td>2 + 4 = ____</td>
<td></td>
</tr>
<tr>
<td>4 + 2 = ____</td>
<td></td>
</tr>
<tr>
<td>5 + 3 = ____</td>
<td></td>
</tr>
<tr>
<td>2 + 3 = ____</td>
<td></td>
</tr>
<tr>
<td>3 + 3 = ____</td>
<td></td>
</tr>
<tr>
<td>4 + 1 = ____</td>
<td></td>
</tr>
<tr>
<td>6 + 2 = ____</td>
<td></td>
</tr>
<tr>
<td>7 + 2 = ____</td>
<td></td>
</tr>
</tbody>
</table>

**Usuku 2 Day 2**

<table>
<thead>
<tr>
<th>Sombulula kumgeamanani.</th>
<th>Solve on the number line.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 – 3 = ____</td>
<td></td>
</tr>
<tr>
<td>5 – 1 = ____</td>
<td></td>
</tr>
<tr>
<td>7 – 4 = ____</td>
<td></td>
</tr>
<tr>
<td>9 – 6 = ____</td>
<td></td>
</tr>
<tr>
<td>8 – 3 = ____</td>
<td></td>
</tr>
<tr>
<td>9 – 4 = ____</td>
<td></td>
</tr>
<tr>
<td>4 – 3 = ____</td>
<td></td>
</tr>
<tr>
<td>8 – 6 = ____</td>
<td></td>
</tr>
<tr>
<td>6 – 2 = ____</td>
<td></td>
</tr>
<tr>
<td>7 – 2 = ____</td>
<td></td>
</tr>
</tbody>
</table>

**Usuku 3 Day 3**

<table>
<thead>
<tr>
<th>Sombulula kumgeamanani.</th>
<th>Solve on the number line.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 + 6 = ____</td>
<td></td>
</tr>
<tr>
<td>8 + 3 = ____</td>
<td></td>
</tr>
<tr>
<td>9 + 4 = ____</td>
<td></td>
</tr>
<tr>
<td>5 + 6 = ____</td>
<td></td>
</tr>
<tr>
<td>9 + 3 = ____</td>
<td></td>
</tr>
<tr>
<td>7 + 5 = ____</td>
<td></td>
</tr>
<tr>
<td>5 + 8 = ____</td>
<td></td>
</tr>
<tr>
<td>4 + 7 = ____</td>
<td></td>
</tr>
<tr>
<td>6 + 8 = ____</td>
<td></td>
</tr>
<tr>
<td>6 + 5 = ____</td>
<td></td>
</tr>
</tbody>
</table>

**Usuku 4 Day 4**

<table>
<thead>
<tr>
<th>Sombulula kumgeamanani.</th>
<th>Solve on the number line.</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 – 4 = ____</td>
<td></td>
</tr>
<tr>
<td>15 – 7 = ____</td>
<td></td>
</tr>
<tr>
<td>13 – 5 = ____</td>
<td></td>
</tr>
<tr>
<td>11 – 6 = ____</td>
<td></td>
</tr>
<tr>
<td>14 – 8 = ____</td>
<td></td>
</tr>
<tr>
<td>11 – 4 = ____</td>
<td></td>
</tr>
<tr>
<td>16 – 9 = ____</td>
<td></td>
</tr>
<tr>
<td>12 – 7 = ____</td>
<td></td>
</tr>
<tr>
<td>13 – 6 = ____</td>
<td></td>
</tr>
<tr>
<td>15 – 8 = ____</td>
<td></td>
</tr>
</tbody>
</table>
Sebenzisa ikhalenda ukuze ubuze abafundi imibuzo eyahlukenyo malunga neenyanga zonyaka. Bakhuthaze ukuba bajonge ikhalenda kwaye baqonde intsingiselo yolwazi abalufumanayo aphi.

Use the calendar to ask the learners a variety of questions about the months of the year. Encourage them to look at the calendar and to make sense of the information they find there.
WEEK 6 • DAY 1

The calendar

Umdlalo: Izibalo ezikhawulezayo ngamakhadi – ezi-6 ngaphezulu
Game: Fast maths with cards – 6 more

- Beka amakhadi amanani 0 ukuya kwi-10 abe siscuku.
  Place number cards 0 to 10 into a pile.
- Tyhila ikhadi libe linye.
  Flip over one card.
  Khawulezisa!
  Add 6. Try again. Faster!
- Dlalani niziqhelanise yonke imihla kule veki.
  Play and practice every day this week.

1. Zingaphi iinyanga enyakeni?
   How many months in a year?

2. UIMama Kholwa ufumene umntwana ngomhla woku-l kweyoMdumba 2021. Luza kuba neenyanga ezingaphi usana:
   Mama Kholwa gave birth to her baby on 1 February 2021. How many months old will the baby be:

   ngowoku-l kweyoKwindla 2021?
   on 1 March 2021?

   ngowoku-l kweyeSilimela 2021?
   on 1 June 2021?

   ngowoku-l kweyoMnga?
   on 1 December 2021?

   ngowoku-l kweyoMdumba 2021?
   on 1 February 2021?
3 Zingaphi iintsuku kuTshaziimpuzi?
How many days in April?

Lungolwesingaphi uSuku IweNkululeko?
What day of the week is Freedom Day?

Fakela umbala oluhlaza kwimpelaveki.
Colour the weekends in green.

Zingaphi impelaveki kwekaTshaziimpuzi?
How many weekends in April?

Zingaphi iintsuku zotyelelo lukaMakhulu?
How many days did Makhulu visit?

4 Bhala iiholide ezi-3 ezikwikhalenda yesikolo:
Write these 3 school holidays on the calendar:

IPasika ingomhla wesi-2 wekaTshaziimpuzi.
Good Friday is on the 2nd of April.

USuku Iweentsapho lungomhla wesi-5 kwekaTshaziimpuzi.
Family Day is on the 5th of April.

USuku IweNkululeko lungohla wama-27 kwekaTshaziimpuzi.
Freedom Day is on the 27th of April.
WEEK 6 • DAY 2

Telling the time – digital

IZIBALO ZENTLOKO
MENTAL MATHS

FIZZ POP – DIBANISA 10
FIZZ POP ADD 10

UMDLALO GAME

UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT

AMAPHEPHA LOKUSEBENZELA WORKSHEETS

Yiwortshi yamanani le. This is a digital clock.

Licala emva kwentsimbi yeuthoba (kweyethoba). It is half past nine.

Ungalibhala njani icala emva kweyethoba kule wotshi? So how would you write half past nine on this clock?

Singabhala iiyure nemizuzu ngolu hlobo. We’d write the hours and then the minutes like this.

Jonga indlela elibonisa ngayo ixesha iwortshi yamasiba. Look at the way the analogue clock shows the time.

Sebenzisa eli thuba ukuze uxoxe ngokuba kutheni abafundi basenokubona ixesha lamanani libhalwe ngoku hlobo 09:30. Nceda abafundi baqonde ukuba u-0 ophambi kuka-9 ngumcini ndawo.

Use this opportunity to discuss why learners may see digital time written as 09:30. Help learners to understand that the 0 in front of the 9 is a place holder.

Zombini ezi wotshi zibonisa icala emva kweyethoba. These clocks both show half past nine.

Nika abafundi amathuba okubonisa ixesha kwiwortshi zabo zamasiba ukuze emva koko nixo xe ngendlela eliza kubhalwa ngayo njengexesha lamanani.

Allow learners opportunities to show the time on their analogue clocks, and to then discuss how this would be written as digital time.
Ukuxela ixesha – ngamanani

1. Bhala ixesha ngamanani.
   Write the digital time.

   UShlho uvuka ngemizuzu eli-10 emva kwentsimbi yesi-5.
   Sihlo wakes up at 10 minutes past 5.

   UShlho uya esikolweni ngemizuzu engama-30 emva kweyesi-6.
   Sihlo walks to school at 30 minutes past 6.

   Sihlo plays soccer after school at 15 minutes past 2.

   UShlho ulala ngemizuzu engama-20 emva kweyesi-8.
   Sihlo sleeps at 20 past 8.

   UDineo usuka esikolweni agoduke ngentsimbi yesi-2.
   Dineo walks home from school at 2 o’clock.
2. Bhala ixesha ngamagama.

Write the time in words.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>06:30 pm</td>
<td>yimizuzu engama-30 emva kweyesi-6</td>
</tr>
<tr>
<td></td>
<td>30 minutes past 6</td>
</tr>
<tr>
<td>07:10 am</td>
<td></td>
</tr>
<tr>
<td>10:15 am</td>
<td></td>
</tr>
<tr>
<td>02:25 pm</td>
<td></td>
</tr>
<tr>
<td>05:20 pm</td>
<td></td>
</tr>
<tr>
<td>08:30 pm</td>
<td></td>
</tr>
</tbody>
</table>

3. Bhala ixesha ngamanani – ixesha:

Write in digital time – the time you:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lokuvuka</td>
<td>Wake up</td>
</tr>
<tr>
<td>Lokuqala izifundo</td>
<td>Start class</td>
</tr>
<tr>
<td>Lokuphela kwezifundo</td>
<td>End class</td>
</tr>
<tr>
<td>Lokutya isidl isangokuhlwa</td>
<td>Eat supper</td>
</tr>
<tr>
<td>Lokuywa esikolweni</td>
<td>Go to school</td>
</tr>
<tr>
<td>Lekhefu elide esikolweni</td>
<td>Have a long break</td>
</tr>
<tr>
<td>Lokufika ekhaya</td>
<td>Arrive home</td>
</tr>
<tr>
<td>Lokulala</td>
<td>Go to sleep</td>
</tr>
</tbody>
</table>
Bakhuthaze abafundi baqonde ukuba amasiba ewotshi aya kwicala elinye, nokuba omabini agayijikeleza iwotshi. Kubalulekile ukuba abafundi baqonde ukuba kuthatha ixesha elingangeyure ukuba usiba olude lujiikeleza iwotshi yonke nokuba usiba olufutshane lusuke kwelinga inani luye kwelindelayo.

Encourage learners to realise that the hands of the clock only move in one direction, and that both hands move around the clock. It is important for learners to see that it takes an hour for the long hand to move the whole way around the clock, and for the short hand to move from one number to the next.
**WEEK 6 • DAY 3**

**Telling the time – analogue**

**Ngubani ixesha?**

What is the time?

---

**Iwotshi inamasiba ama-2.**
Usiba olufuthane lwalatha IYURE. Usiba olude lwalatha IMIZUZU.

There are 2 arms on a clock. The SHORT arm points to the HOUR. The long arm points to the MINUTES.

---

**Xa usibo 1weYURE luku-4 ze usibo 1weMIZUZU lube ku-12 sithi ixesha yintsimbi yesi-4, Sibhala: 04:00.**

When the HOUR hand is on the 4, and the MINUTE hand is on the 12, we say “4 o’clock”. We write: 04:00.

**Xa usibo 1weYURE ludlulile ku-4 ze usibo 1weMIZUZU lube ku-6, sithi ixesha “ticala okange sisiqingatha emva kweyesi-4”. Sibhala ngolu Ndo: 04:30.**

When the HOUR hand is past the 4 and the MINUTE hand is on the 6, we say “half past 4”. We write: 04:30.
2 Amalungu osapho lukaMzi emka aze aphinde abuyele ehkaya ngala maxesha alandelayo. Zingaphi iiyure engekho ehkaya?
Mzi's family members leave home and arrive home at the following times. How many hours are they away from home?

<table>
<thead>
<tr>
<th>Ukushiya ikhaya</th>
<th>Ukufika ekhaya</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leave home</strong></td>
<td><strong>Arrive home</strong></td>
</tr>
</tbody>
</table>

- **iiyure ezi** 2
  - 2 hours

### Telling the time – analogue

Week 6 • Day 3
**WEEK 6 • DAY 4**

**Hours and half hours**

---

**UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT**

**Ucinga ukuba kutheni sifuneka sifunde ukuxela ixesha?**

Why do you think we need to learn to tell the time?

**Ukuze sikwazi ukufika ngexesha esikolweni.**

So that we can get to school on time.

**Ngubani ixesha?**

What is the time?

**Yintsimbi yesi-9.**

9 o'clock

**Licala emva kweye-9.**

Half past 9

**Bonisa indlela ahamba ngayo amasiba ewotshi ukuze ubonise abafundi ukuba amasiba ewotshi aya kwicala elinge, nokuba omabini amasiba ajikeleza iworoshi. Kubalulekile ukuba abafundi babone ukuba usiba olude luthatha iyure ukujikeleza iworoshi yonke, ngokunjalo nosiba olufutshane ukusuka enanini liye kwelilandelayo. Thetha ngokuba silixela njani ixesha ngokweyure okanye isiqingatha seyure.**

Demonstrate the way the hands on the clock move to show learners that the hands of the clock only move in one direction, and that both hands move around the clock. It is important for learners to see that it takes an hour for the long hand to move the whole way around the clock, and for the short hand to move from one number to the next. Talk about how to tell the time in hours and half hours.

---

**IZIBALO ZENTLOKO**

MENTAL MATHS

**FIZZ POP – THABATHA 10**

SUBTRACT 10 (0-50)

**UMDLALO GAME**

**UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT**

**AMAPHEPHA LOKUSEBENZELA WORKSHEETS**

---

**Masizame kwakhona.**

Ngubani ixesha?

Let’s try it again. What is the time?

**Qiniseka ukuba uyabacacisela abafundi ukuba xa usiba olude lumi ku-12 sithi ixesha yintsimbi ethile. Ukuba usiba olufutshane lumi ku-9, yintsimbi ye-9. Kwakhona, bacacisele ukuba ukuthi “licala emva kwe-” kusukela kwinto yokuba usiba olude lululileli kwiyure, lwahamba isiqingatha sewotshi.**

Be sure to explain to learners that when the long hand is on the 12, we say o’clock. So, if the short hand is on the 9, it is 9 o’clock. Also explain that saying half past comes from the fact that the long hand has moved past the hour, halfway around the clock.
liyure neziqingatha zeyure

1. Ngubani ixesha?
   What is the time?

2. Zoba usiba olufutshane.
   Draw the short hand.
WEEK 6 • DAY 4

Hours and half hours

3. Ungubani ixesha?
What is the time?

4. Zoba usiba olufutshane.
Draw the short hand.

Usiba lwefumelela izitshi kubini ngemini enye.
The hour hand goes around the clock two times
in one day. 12 hours and 12 hours is 24 hours!

Usiba lwemizuzu lwefumelela izitshi qho ngeyise
The minute hand goes around the clock every hour!
Enyephelele 60 minutes in an hour!

Amo-30 sisisingatha sama-60. Xa usiba lwemizuzu
Iwalo the ku-6, sithi lilele emva.
30 is half of 60. When the minute hand points
to the 6, we say half past.
Uvavanyo noqukaniso

1. Ngubani ixesha?
   What is the time?

   ![Clocks showing different times]

2. Zingaphi iinyanga ngonyaka?
   How many months in a year?

   - Yeiyiphi iinyanga ephambi kweyoMqungu?
     What month is before January?

   - Yeiyiphi iinyanga esemva kweyoMqungu?
     What month is after January?

---

Masithethe ngeMaths!
Let's talk Maths!

NgesiXhosa sithi:
Ngubani ixesha?
Zingama 24 iyure ngosuku.
Ingama 60 imizuzu kwiyure enye.
Ingama 60 imizuzwana kumzuzu omnye.
Ziph 12 iinyanga ngonyaka.
Zasi 7 iintsuku evekini.
yintsimbi yesibhizo
licala emva kwentsimbi yesibhizo

In English we say:
What is the time?
There are 24 hours in a day.
There are 60 minutes in an hour.
There are 60 seconds in a minute.
There are 12 months in one year.
There are 7 days in one week.
eight o'clock
half past eight.
WEEK 6 • DAY 5

Assessment and consolidation

**Uqukaniso 1 Consolidation**

1. Gqibezele itheyibhile yamanani.
   Complete the number table.
   |   |   |   |
   ├───┼───┼───┤
   │   │   │   │
   ├───┼───┼───┤
   │   │   │   │

2. Gqibezele iipatheni zamanani.
   Complete the number patterns.
   |   |   |   |
   ├───┼───┼───┤
   │ 2  │ 4  │ 6  │
   ├───┼───┼───┤
   │ 5  │10  │15  │

   Solve. Visit the 10.
   \[
   5 + 7 = \_\_\_
   \]
   \[
   8 + 7 = \_\_\_
   \]
   \[
   6 + 8 = \_\_\_
   \]

4. Zingaphi izandla?
   How many hands?
   Mingaphi iminwe?
   How many fingers?

5. Isiqingatha se-
   Half of
   |   |   |
   ├───┼───┼───┤
   │ 6  │ 7  │
   ├───┼───┼───┤
   │ 8  │ 9  │

   Phinda kabini
   Double
   |   |   |
   ├───┼───┼───┤
   │ 6  │ 7  │
   ├───┼───┼───┤
   │ 8  │ 9  │

Assessment and consolidation
Amanani ukuya kwi-100

<table>
<thead>
<tr>
<th>Izibalo zentloko</th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ukubala akuqakathayo</td>
<td>Isikwere se-100</td>
</tr>
</tbody>
</table>

| Imidlalo: Izibalo ezikhawulezaayo ngamakhadi – zingaphantsi ngezi-6 no# hesethegi 100 | Amakhadi amanani |

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Isikwere se-100</td>
<td>Isikwere se-100, iibloko, iLAB</td>
</tr>
<tr>
<td>2</td>
<td>Ndiyazi ... ngoko ke ndiyazi ...</td>
<td>Isikwere se-100, iLAB</td>
</tr>
<tr>
<td>3</td>
<td>Ishumi ngaphezulu neshumi ngaphantsi</td>
<td>Isikwere se-100, iLAB</td>
</tr>
<tr>
<td>4</td>
<td>IHeshthegi</td>
<td>Isikwere se-100, iLAB</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanyo olujolise ekufundeni</td>
<td>iLAB</td>
</tr>
</tbody>
</table>

Emva kwale veki umfundisi kufuneka akwazi ukwenza oku:

- ukuchonga isakhiwo se-10 kwisikwere se-100.
- ukusebenzisa isikwere se-100 ukuze adibanise okanye athabathe inani elinomvo omnye kwinani elinomvo emibini.
- ukusebenzisa isikwere se-100 ukuze adibanise okanye athabathe ishumi kwinani elinomvo emibini.

Uvavanyo

**Uvavanyo olubhalwayo:** Ipatheni
Bhala phantsi amanqaku afunyenweyo kwali-11 kwiphetshana lamanqaku ekota.

**Uvavanyo oluthethwayo nolewensiwayo**

<table>
<thead>
<tr>
<th>CAPS ipatheni</th>
<th>Amanqaku 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qwalasela abafundi ukuze uvavanye izakhono zabo zokubala ngezi-2, izi-5 nama-10 uze usebenze ngesikwere se-100.</td>
<td>✓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Uluhlu Iwezinto ezijongwayo: Ilungile/ayilunganga/iphantse</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Uyakwazi ukubala esiya phambili okanye ebuya umva ngezi-2 ukuya kuma-50</td>
<td>✓</td>
</tr>
<tr>
<td>Uyakwazi ukubala esiya phambili okanye ebuya umva ngezi-5 ukuya kuma-50</td>
<td>x</td>
</tr>
<tr>
<td>Uyakwazi ukubala esiya phambili okanye ebuya umva ngama-10 ukuya kwi-100</td>
<td>●</td>
</tr>
<tr>
<td>Uyakwazi ukubhala inani elikhulu ngononye okanye elingaphantsi ngononye kunenani elinikiweyo</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukulizalisa amanani ashiyiweyo kwisikwere se-100</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukuchonga ipatheni enyuka okanye ehla nge-10 kwikholamu eziskisikwere se-100</td>
<td></td>
</tr>
</tbody>
</table>

Bhala phantsi inqaku alifumeneyo kwasi-7 kwiphetshana lamankqaku eKota.
# Numbers to 100

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>100 square</td>
<td>LAB, 100 square, multifix blocks</td>
</tr>
<tr>
<td>2</td>
<td>I know...therefore I know...</td>
<td>LAB, 100 square</td>
</tr>
<tr>
<td>3</td>
<td>Ten more and ten less</td>
<td>LAB, 100 square</td>
</tr>
<tr>
<td>4</td>
<td>Hashtag!</td>
<td>LAB, 100 square</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

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

- identify the 10 structure on the 100 square.
- use the 100 square to add or subtract a single digit to or from a double digit.
- use the 100 square to add or subtract a ten to or from a double digit.

**Assessment**

**Written assessment:** Patterns

Record a mark out of 11 in the term mark sheet.

**Oral and practical assessment**

**CAPS: Patterns**

Observe learners to assess their ability to count in 2s, 5s and 10s and work with a 100 square

<table>
<thead>
<tr>
<th>Checklist: correct/incorrect/almost</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to count forwards and backwards in 2s to 50</td>
<td>✓</td>
</tr>
<tr>
<td>Able to count forwards and backwards in 5s to 50</td>
<td>X</td>
</tr>
<tr>
<td>Able to count forwards and backwards in 10s to 100</td>
<td>●</td>
</tr>
<tr>
<td>Able to extend number patterns of 2s, 5s and 10s</td>
<td></td>
</tr>
<tr>
<td>Able to write one more and one less than a given number</td>
<td></td>
</tr>
<tr>
<td>Able to fill in missing numbers in a 100 square</td>
<td></td>
</tr>
<tr>
<td>Able to identify the pattern of going up or down by 10 in the columns in a 100 square</td>
<td></td>
</tr>
</tbody>
</table>

Record a mark out of 7 in the term mark sheet.
Amanani ukuya kwi-100

Ividiyo yezibalo zentloko

Ividiyo yomdlalo
Kule veki siza kudlala imidlalo ezikhawulezileyo ngamakhadi: 6 ngaphantsi kunye no # Hashtag 100! Siza kuqohla ekuthathatheni isi-6 ngexesha ngalinye kuvezwa ikhali. Abafundi baza kuziqhelanisa nokuya kwishumi ngokubuyela kwishumi elidlulileyo, baze bathabathe inani eliseleyo ngexesha ngalinye. Ukuwelela ngaphantsi kwanele kwe-10 sisakhono ekuqakathayo ukubalulekileyo ukuba abafundi basiphuhlise lapho nakusombululelwa ngokukhawuleza siphuhlisele. Bakhuthaze abafundi baziqhelanisa ukusebenzisa isikwere se-100 ukuze babone kwanye bokwazi umva ngokukhawuleza s usesiyo phambili okanye bekubaluleka ngaphantsi kuna ukuzungilelwa ekuphuhlise ukuba bangayisebenzisa ukusombululelwa ngokukhawuleza.

Ividiyo yophuhliso lwengqiqo
Kule veki sigxila kumanani ukuya kwi-100. Abafundi baza kuziqhelanisa ukusebenzisa isikwere se-100 ukudibanisa nokuthabatha amanani, besebenzisa ulwazi lwabo lwepatheni zamanani lubancede ekusombululelwa ngokukhawuleza siphuhlisele. Kumsebenzi wethu wamanani ukuya kwi-100, siza kuqohla koku:
• Ukuchonga isakhiwo se-10 kwisikwere se-100.
• Ukusebenzisa isikwere se-100 ekudibanisi nasekuthathathi inani elinomvo omnye kwinani elinemivo embini.
• Ukusebenzisa isikwere se-100 ekudibanisi nasekuthathathi ishumi kwinani elinemivo embini.

Into emayiqatshelwe kule veki
• Kubalulekile ukuba abafundi bazithembe ekudibanisi nasekuthathathi ishumi, ngoko ke kufuneka baziqhelise ukwenza oko. Kufuneka bakwazi ukusebenzisa isikwere se-100 sibancede ukusombululelwa ngokukhawuleza siphuhlisele.
• Khuthaza incoko phakathi kwabafundi ukuse babone ngeendlela zabo zokusombululelwa. Qinisekisa ukuba abafundi basebenzisa isigama esichanekileyo (amashumi, imilo, phambi, emva, Phakathi, dibanisa, kunye, ngaphezulu kuna-, thabatha susa, ngapantsi kuna, tsiba).
Numbers to 100

Mental Maths video
This week the learners practice skip counting in 2s, 10s and 5s again. They will count to higher number ranges than they did in Week 5. Learners use a 100 square so that they can see and understand the patterns. Encourage learners to practice skip counting forwards and backwards more quickly so that they can develop their fluency.

Game video
This week we play the games Fast maths with cards: 6 less and # Hashtag 100! In the first game we focus on subtracting 6 each time a new card is turned over. Learners will practice getting to ten by going back to the previous ten, and then subtracting the remaining amount each time. Bridging the 10 is an important skill for learners to develop so that they can solve problems efficiently. Encourage learners to talk about getting to ten by going back to the previous ten so that this becomes a strategy that they are confident in using to solve problems.

Conceptual development video
This week we focus on numbers to 100. Learners will practice using the 100 square to add and subtract numbers, using their knowledge of the number patterns to help them solve problems. In our work on numbers to 100, we will focus on:
• identifying the 10 structure on the 100 square.
• using the 100 square to add or subtract a single digit to or from a double digit.
• using the 100 square to add or subtract a ten to or from a double digit.

What to look out for this week
• It is important for learners to be confident in adding and subtracting ten, and so they should have much practice with this. They need to be able to use the 100 square to help them solve problems quickly and efficiently.
• Encourage conversation between learners so that they can share their solution methods. Ensure that learners are using the correct vocabulary (tens, ones, before, after, in between, add, and, more than, subtract, take away, less than, jump).
Sebenzisa izikwere ze-100 ukuze ubale. Bala uye phambili uze uphinde ubale ubuye umva.

Use 100 squares to count. Count forwards and then backwards.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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

Masibale siye phambili ngezi-2 side sifike kuma-50. Let’s count forwards in 2s up to 50.


Ewe! Ama-50! Tshintshiselanani ukubala usiya phambili nokubala ubuya umva phakathi ko-0 nama-50. Yes! 50! Take turns to count forwards and backwards between 0 and 50.
100 square

Enrichment activities • Imisetyenzana yokutyebisa

Usuku 1 Day 1

Yandisa ipatheni.
Extend the pattern.

" □ □ □ □ ∙ ∙ ∙ ∙ ∙ ∙ ∙ ∙ ∙ ∙ "

Usuku 2 Day 2

Zingaphezulu kangakanani ezi-
How much more is:
6 kunezi- than 4?
7 kunezi- than 3?
5 kunezi- than 2?
6 kunezi- than 2?
8 kunezi- than 6?
9 kunezi-/than 7?
7 kunezi-/than 4?
6 kunezi-/than1?
5 kunezi-/than 3?
3 kunezi-/than 2?

Usuku 3 Day 3

Bhala ÷; < okanye =
Fill in ÷; < or =

74 ___ 98
35 ___ 18
62 ___ 62
59 ___ 95
41 ___ 42
86 ___ 46
24 ___ 41
13 ___ 3
78 ___ 62
71 ___ 71

Usuku 4 Day 4

Kufuneka ndibe nezingaphi ngaphezulu?
How much more do I need?

14 + ___ = 17
7 + ___ = 9
5 + ___ = 8
11 + ___ = 14
10 + ___ = 13
18 + ___ = 19
6 + ___ = 11
7 + ___ = 15
3 + ___ = 8
2 + ___ = 9
Isikwere se-100

**UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT**

**Uqaphela ntoni ngamanani aphambili nasemva kwenani ama-27?**
What do you notice about the numbers before and after the number 27?

**Onke aqala ngewo-2 into ethetha ukuba onke anamashumi ama-2.**
They all start with 2 so they all have 2 tens.

**Amanani abaphambili ngwy-1 xa sihamba ngomgca ukuywa ngasekunene.**
The numbers get bigger by 1 as we move along the row to the right.

**Jonga ke ngoku amanani 38, 48, nama-58.**
Uqaphela ntoni?
Now look at the numbers 38, 48 and 58. What do you notice?

**Amashumi ahlukile.**
The tens are different.

**Onke aphela ngesi-8 into ethetha ukuba anemivo esi-8.**
They all end with 8 so they all have 8 ones.

**Bakhuthaze abafundi ukuba babone umahluko phakathi kwamanani xa uhamba ngomgca (amanani aye esiba makhulu ngo-1) naxa usehla ngekholam (amanani enyuka nge-10).**
Qiniseka ukuba utetha ngamashumi nemivo, ukunceda abafundi babone indima yexabiso lendawo ekwahuleni phakathi kwamanani.

Encourage learners to see the differences between the numbers when you move along a row (the numbers get bigger by 1) as opposed to when you move down a column (the numbers get bigger by 10). Be sure to talk about tens and ones, helping learners to identify the role place value plays in differentiating between the numbers.

**Ucinga ukuba amanani afihlakeleyo ngawaphi?**
What do you think the hidden number could be?

**33, angasemva kwama-32**
33, it is after 32

**33, angaphezulu nge-10 kunama-23**
33, it is 10 more than 23

**33, aphambi kwama-34**
33, it is before 34

Nika abafundi amathuba aliqela okujonga isikwere se-100 nokuthetha ngendawo yamanani ahlukileyo.
Provide many opportunities for learners to look at the 100 square and to talk about the position of different numbers.
WEEK 7 • DAY 1

100 square

Umdlalo: izibalo ezikhawulezayo ngamakhadi – zingaphantsi ngezi-6
Game: Fast maths with cards – 6 less

- Amakhadi amanani aqala ku-6
  ukuya ku-16. Veza libe linye.
  Use number cards 6 to 16. Flip one.
  Khawulezisa.
- Dlala uze uziqheleanise yokhe imihla kule veki.
  Play and practice every day this week.

1 Bhala amanani ashiyiweyo kwisikwere se-100.
Fill in the missing numbers on the 100 square.

<table>
<thead>
<tr>
<th></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>
<tr>
<td>1</td>
<td></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>11</td>
<td></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></td>
</tr>
<tr>
<td>21</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></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<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>
<td></td>
<td></td>
</tr>
<tr>
<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>
<td></td>
<td></td>
</tr>
<tr>
<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>
<td></td>
<td></td>
</tr>
<tr>
<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>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Bhala.
Write.

<table>
<thead>
<tr>
<th>lingaphantsi ngo-1</th>
<th>lingaphezulu ngo-1</th>
<th>inani eliphakathi</th>
</tr>
</thead>
<tbody>
<tr>
<td>less</td>
<td>more</td>
<td>the number between</td>
</tr>
<tr>
<td>80</td>
<td>81</td>
<td>30</td>
</tr>
<tr>
<td>95</td>
<td></td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>32</td>
<td>32</td>
</tr>
</tbody>
</table>

Bala uqala ku-6 uye kwisikwere se-100. Hambisa umnwe wakho kwisikwere se-100 xa uqala.
Count from 0 to 100. Move your finger along the 100 square as you count.
3. *Yandisa ipatheni.*

Extend the pattern.

<table>
<thead>
<tr>
<th>31</th>
<th>32</th>
<th>33</th>
</tr>
</thead>
<tbody>
<tr>
<td>38</td>
<td>39</td>
<td>40</td>
</tr>
<tr>
<td>100</td>
<td>99</td>
<td>98</td>
</tr>
<tr>
<td>50</td>
<td>49</td>
<td>48</td>
</tr>
</tbody>
</table>

4. 

- \(26 + 1 = \) __
- \(18 + 1 = \) __
- \(91 - 1 = \) __
- \(30 - 1 = \) __

- \(43 + 1 = \) __
- \(56 + 1 = \) __
- \(82 - 1 = \) __
- \(47 + 1 = \) __

5. *Bala ngezi-2 uqale ku-2 uye kwi-100. Fakela umbala kwizi-2.*

Count in 2s from 2 to 100. Colour the 2s.

<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>


Count forwards in 2s.

- 2
- 4
- 6
- 36
- 38

7. *Bala ubuye umva ngezi-2.*

Count backwards in 2s.

- 48
- 46
- 68
- 66

8. *Bala uye phambili ngezi-2.*

Count forwards in 2s.

- 2

9. \(7 + 8 = \) __
Phinda la manyathelo agasentla usebenzise amanani amaninzi ahlukene yo uziqhelanise ukudibanisa nokuthabatha usebenzisa isikwere se-100. Bancedise abafundi babone ukuba ‘Xa usazi ukuba 9 - 4 = 5, iza kwazi ukuba 49 - 4 = 45.

Repeat the steps above, using lots of different numbers practice addition and subtraction using the 100 square. Help learners to see that ‘if you know that 9 - 4 = 5, you will also know that 49 - 4 = 45.'
### IVEKI 7 • USUKU 2

**Ndiyazi ... ngoko ke ndiyazi ...**

#### DAY 2

**Ndiyazi ... ngoko ke ndiyazi**

I know ... therefore I know

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

#### IVEKI 7 • WEEK 7

**Ukuba ndiyakwazi ukudibanisa nokuthabatha ukusuka ku-0 ukuya kw10, ndingakwazi ukudibanisa nokuthabatha ndiyokufika kw100. Qwalalsela lo mgca.**

If I can add and subtract from 0 to 10, I can also add and subtract up to 100. Look closely at this row.

**Kumga ngamnye sigala ukubala ku-i siye kw10. Kulo mgca sigala ukubala kuma-3i siye kuma-10!**

In each row, we count from 1 to 10. In this row, we count from 31 to 40!

1. **Ndiyazi ukuba 2 + 3 = 5. Ngiyokhe noma ukuba 32 + 3 = 35. I know that 2 + 3 = 5. Therefore, I know that 32 + 3 = 35.**
   
   **2 + 3 = 5**
   
   **32 + 3 = 35**

2. **Ndiyazi ukuba 7 - 3 = 4. Ngiyokhe noma ukuba 37 - 3 = 34. I know that 7 - 3 = 4. Therefore, I know that 37 - 3 = 34.**

   **7 - 3 = 4**
   
   **37 - 3 = 34**
### WEEK 7 • DAY 2

I know ... therefore I know ...

#### 3

Masijome kuma-60. Kulo mgca sibala sigale kuma-61 ukuya kuma-70!
Let’s look at the 60s. In this row we count from 61 to 70!

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

**5 + 4 =**___

65 + 4 = ___

**4 + 3 =**___

64 + 3 = ___

**3 + 6 =**___

63 + 6 = ___

**2 + 7 =**___

65 + 4 = ___

**3 + 5 =**___

63 + 5 = ___

**1 + 7 =**___

61 + 7 = ___

#### 4

I know that 8 – 3 = 5. Therefore, I know that 68 – 3 = 65.

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

**8 – 3 =**___

68 – 3 = ___

**4 – 2 =**___

64 – 2 = ___

**6 – 3 =**___

66 – 3 = ___

#### 5

7 + 9 = ___

I know ... therefore I know
Elingaphezulu ngeshumi nelingaphantsi ngeshumi

Xoxa ngendlela ama-10 anyuka esihla ngayo xa sinyuka sisehla kwikholam. Phinda la manyathelo angasentla ngamanani aliqela ahlukenyelo ukuze abafundi baziqhelanise nokudibanisa nokuthabatha i-10 nokucinga ngepingatheni ezikwisikwere se-100.

Discuss the way the 10s go up and down when we move up and down in a column. Repeat the steps above with many different numbers so that learners practise adding and subtracting 10 and thinking about patterns on the 100 square.
1. Bhala amanani ashiyiweyo.
   Fill in the missing numbers.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>35</td>
<td>36</td>
<td>37</td>
<td>38</td>
<td>39</td>
</tr>
<tr>
<td>31</td>
<td>32</td>
<td>33</td>
<td>34</td>
<td>45</td>
<td>46</td>
<td>47</td>
<td>48</td>
<td>49</td>
</tr>
<tr>
<td>41</td>
<td>42</td>
<td>43</td>
<td>44</td>
<td>55</td>
<td>56</td>
<td>57</td>
<td>58</td>
<td>59</td>
</tr>
<tr>
<td>51</td>
<td>52</td>
<td>53</td>
<td>54</td>
<td>65</td>
<td>66</td>
<td>67</td>
<td>68</td>
<td>69</td>
</tr>
<tr>
<td>61</td>
<td>62</td>
<td>63</td>
<td>64</td>
<td>75</td>
<td>76</td>
<td>77</td>
<td>78</td>
<td>79</td>
</tr>
<tr>
<td>71</td>
<td>72</td>
<td>73</td>
<td>74</td>
<td>85</td>
<td>86</td>
<td>87</td>
<td>88</td>
<td>89</td>
</tr>
<tr>
<td>81</td>
<td>82</td>
<td>83</td>
<td>84</td>
<td>95</td>
<td>96</td>
<td>97</td>
<td>98</td>
<td>99</td>
</tr>
</tbody>
</table>

   Jonga kule kholam! Uyabona?
   Look at this column! What can you see?

   Xa ndihlela kumqaca amnye ongasezantsi ndibabanisa i-10! Xa ninyukela kumqaca ongaseenta, ndithathatha i-10!
   When I move down one row, I add 10! When I move up one row, I subtract 10!

2. Bhala elingaphantsi nge-10 nelingaphezulu nge-10.
   Write 10 less and 10 more.

   | 53 | 67 | 41 | 79 | 16 |

   Ishumi ngaphezulu liyafana nokudibanisa ishumi!
   Ten more is the same as adding ten!

   22 + 10 = ___ 34 + 10 = ___
   48 + 10 = ___ 51 + 10 = ___

   Ishumi ngaphezulu liyafana nokudibanisa ishumi!
   Ten less is the same as subtracting ten!

   24 - 10 = ___ 42 - 10 = ___
   35 - 10 = ___ 47 - 10 = ___
### Bala ngama-10 uqale kwi-10 ukuya kwi-100.
Fakela umbala kuma-10.
Count in 10s from 10 to 100. Colour the 10s.

<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>

### Bala uye phambili ngama-10.
Count forwards in 10s.

<p>| | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Bala ubuye umvya ngama-10.
Count backwards in 10s.

<p>| | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>90</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>70</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Bala uye phambili ngama-10.
Count forwards in 10s.

<p>| | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Bala ubuye umvya ngama-10.
Count backwards in 10s.

<p>| | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>94</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>83</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>23 + 10 =</td>
<td>18 + 10 =</td>
<td>31 − 10 =</td>
<td>34 − 10 =</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>42 + 10 =</td>
<td>26 + 10 =</td>
<td>32 − 10 =</td>
<td>39 − 10 =</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>52 + 10 =</td>
<td>39 + 10 =</td>
<td>41 − 10 =</td>
<td>45 − 10 =</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>67 + 10 =</td>
<td>43 + 10 =</td>
<td>47 − 10 =</td>
<td>43 − 10 =</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Ten more and ten less**
Hashtag!

Learners can play Hashtag in pairs. Draw the hashtag and write any number in the middle. They must take turns to fill in the missing numbers in the hashtag. They can fill in the missing numbers in the corners as well if they want to.


Learners can play Hashtag in pairs. Draw the hashtag and write any number in the middle. They must take turns to fill in the missing numbers in the hashtag. They can fill in the missing numbers in the corners as well if they want to.
**Heshthegi**

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td></td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>55</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>88</td>
</tr>
<tr>
<td></td>
<td>62</td>
<td></td>
</tr>
</tbody>
</table>

2. **Gqibezele ngokubhala >, < okanye =.**
   Complete by writing >, < or =.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>36 &gt; 31</td>
<td>20 ___ 40</td>
<td>28 ___ 31</td>
</tr>
<tr>
<td>28 ___ 24</td>
<td>31 ___ 57</td>
<td>52 ___ 49</td>
</tr>
<tr>
<td>62 ___ 68</td>
<td>58 ___ 42</td>
<td>81 ___ 69</td>
</tr>
</tbody>
</table>

**Umdlalo: # heshthegi 100**
**Game: # hashtag 100**
3. Bala ngezi-5 uqale ku-5 uye kwì-100. Fakela umbala kwìzi-5.
Count in Ss from 3 to 100. Colour the 5s.

<table>
<thead>
<tr>
<th></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>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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>
<td>31</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>
<td>41</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>
<td>51</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>
<td>61</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>
<td>71</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>
<td>81</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>
<td>91</td>
</tr>
</tbody>
</table>

4. Bala uye phambili ngezi-5.
Count forwards in 5s.

5 10
55 60

5. Bala ubuye umva ngezi-5.
Count backwards in 5s.

85 80
95 90

Count forwards in 5s.

5
50

7. Bala ubuye umva ngezi-5.
Count backwards in 5s.

100
55

Order! Write the numbers from smallest to greatest.

20 50 70
73 78 71
88 38 83

Hashtag! Week 7 • Day 4
Uvavanyo noqukaniso

1. Yandisa ipatheni.
   Extend the pattern.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>83</td>
<td>84</td>
<td>85</td>
</tr>
<tr>
<td>94</td>
<td>93</td>
<td>92</td>
</tr>
<tr>
<td>12</td>
<td>22</td>
<td>32</td>
</tr>
</tbody>
</table>

2. Sombulula.
   Solve.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>34 + 10 = ___</td>
<td>41 + 3 = ___</td>
<td>48 + 2 = ___</td>
</tr>
<tr>
<td>45 − 10 = ___</td>
<td>67 − 10 = ___</td>
<td>54 − 4 = ___</td>
</tr>
</tbody>
</table>

3. Bala uye phambili ngezi-5.
   Count forwards in 5s.

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

4. Bala ubuye umva ngezi-5.
   Count backwards in 5s.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>95</td>
</tr>
</tbody>
</table>

Masithethe ngeMaths!

NgesiXhosa siti:

- Bhala inani elingaphezulu ngo-nye.
- Ama-31 eza emva kwama-30.
- Bhala elingaphantsi ngo-nye.
- Elingaphantsi ngo-nye kunama-30 ngama-29.
- Ama-29 angaphantsi ngo-1 kunama-30.
- Ama-29 eza phambi kwama-30.

In English we say:

- Write one more.
- One more than 30 is 31.
- 31 is bigger than 30 by 1.
- 31 comes after 30.
- Write one less.
- One less than 30 is 29.
- 29 is smaller than 30 by 1.
- 29 comes before 30.
Assessment and consolidation

1. Gqibezela itheyibhile yamanani.
   Complete the number table.

<table>
<thead>
<tr>
<th>40</th>
<th>41</th>
<th>42</th>
<th>43</th>
<th>44</th>
<th>45</th>
<th>46</th>
<th>47</th>
<th>48</th>
<th>49</th>
<th>50</th>
</tr>
</thead>
</table>

2. Gqibezela.
   Complete.

   Solve.

<table>
<thead>
<tr>
<th>41 + 3 =</th>
<th>44 + 5 =</th>
<th>42 + 6 =</th>
</tr>
</thead>
<tbody>
<tr>
<td>45 - 3 =</td>
<td>46 - 4 =</td>
<td>49 - 3 =</td>
</tr>
</tbody>
</table>

   Complete.

5. Sombulula.
   Solve.

<table>
<thead>
<tr>
<th>72 + 3 =</th>
<th>74 + 4 =</th>
<th>75 + 3 =</th>
</tr>
</thead>
<tbody>
<tr>
<td>74 - 4 =</td>
<td>78 - 3 =</td>
<td>79 - 4 =</td>
</tr>
</tbody>
</table>

6. #Heshthegi! Gqibezela.
   #Hashtag! Complete.

7. Cwangoisa. Elincinci ukuya kwelikhulu!
   Order: Small to big!

---

Assessment and consolidation Week 7 • Day 5
Phinda kabini uze wahlule kubini

<table>
<thead>
<tr>
<th>Izibalo zentloko: Fizz Pop</th>
<th>Azikho</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imidlalo: Izibalo ezikhawulezayo ngamakhadi – Phinda kabini uphinde ukuze uphinde kabini – yahlula kabini ngeebloko</td>
<td>Isikwere se-100</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>Ukuphinda kabini kungamaqela ababinilunganayo</td>
<td>iLAB</td>
</tr>
<tr>
<td>2</td>
<td>Phinda kabini amanani amakhulu</td>
<td>iLAB</td>
</tr>
<tr>
<td>3</td>
<td>Ukwahlula kabini</td>
<td>Iphetha elingasebenziyo, izibalisisi, iLAB</td>
</tr>
<tr>
<td>4</td>
<td>Ukwahlula kabini okunentsalela</td>
<td>Ama-apa, iLAB</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanano olujolise ekufundeni</td>
<td>iLAB</td>
</tr>
</tbody>
</table>

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

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ukuphinda kabini amanani aphakathi kuka-0 nama-20.</td>
</tr>
<tr>
<td>ukwahlula kabini amanani aphakathi kuka-0 nama-20.</td>
</tr>
<tr>
<td>ukwahlula kabini amanani abanentsalela.</td>
</tr>
</tbody>
</table>

**Uvavanyo**

**Uvavanyo olubhalwayo:** Amanani, izibalo nolwalamano

Bhala phantsi amanqaku afunyenweyo kwali-12 kwiphetshana lamanqaku ekota.
Double and half

<table>
<thead>
<tr>
<th>Mental Maths: Fizz Pop</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>none</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Games: Fast maths with cards - double and half with blocks</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 square</td>
<td></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>Double is two equal groups</td>
<td>LAB</td>
</tr>
<tr>
<td>2</td>
<td>Double bigger numbers</td>
<td>LAB</td>
</tr>
<tr>
<td>3</td>
<td>Halving</td>
<td>LAB, scrap paper, counters</td>
</tr>
<tr>
<td>4</td>
<td>Halving with a remainder</td>
<td>LAB, apples</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

After this week the learner should be able to:
- double numbers between 0 and 20.
- halve numbers between 0 and 20.
- halve numbers that result in a remainder.

Assessment

Written assessment: Numbers, operations and relationships

Record a mark out of 12 in the term mark sheet.
Phinda kabini uze wahlule kubini

Ividiyo yezibalo zentloko
Kule veki siza kudlala umdlalo uFizz Pop kwakhona, sijolise kuphindaphindo kabini. Kubalulekile ukuba abafundi baziqhelanise nokuphindana kabini ukuze babe nobuchule bokusebenzisa le ndlela yokubala. Ukuqonda ukuphindana kabini kuyafuneka xa abafundi beqala ukufunda ngophindaphindo.

Ividiyo yomdlalo

Ividiyo yophuhliso lwengqiqo
Kule veki sigxila ekuphindeni kabini nasekhuwuleni kubini. Abafundi baza kusebenzisa izibalo ukuze baziqhelanise nokuphindana kabini nokhuwuleni kubini. Baza kubona ukuba xa uphinda kabini ukuze bahlephindo inani elinikiweyo ngokuphinda kubini nokunctuationu kubini siza kuqolisela koku:
- ukuphindana amanani aphakathi kuka-0 nama-20.
- ukhuwuleni kubini amanani aphakathi kuka-0 nama-20.
- ukhuwuleni amanani abalweni amane-20.

Into emayiqatshelwe kule veki
- Khuthaza incoko phakathi kwabafundi ukuze bakwazi ukubaleni. Qinisekisa ukuba abafundi basebenzisa isigama esibalulekileyo amashumi, imivo, phambi, emva, Phakathi, ngaphezu kuna-, ngaphantsi kuna-, phinda kabini, yahlula kabini, isiqingatha/ihafu.)
Double and half

Mental Maths video
This week we will play Fizz Pop again, with a focus on doubling. It is important for learners to practice doubling and to become efficient at using this calculation strategy. An understanding of doubling is necessary as learners begin to learn about multiplication.

Game video
This week we play the game Fast maths with cards - double and Double with half blocks. Learners will use a 100 square to help them complete the blocks on the hashtag. This will help learners confidently identify numbers that are 10 more and 10 less, as well as numbers that come before and after a given number. Encourage them to use the correct mathematical language as they explain how they identified the missing numbers. Help learners to talk about the relationship between the numbers they choose and the given number in the center.

Conceptual development video
This week we focus on doubling and halving. Learners will use counters to practice doubling and halving. They will see that for doubling them, the same number is repeated each time, and that for halving, each half is exactly the same. In our work on doubling and halving, we will focus on:
• doubling numbers between 0 and 20.
• halving numbers between 0 and 20.
• halving numbers that result in a remainder.

What to look out for this week
• Halving with remainders is an important skill as this helps learners connect mathematics to real life situations. Learners need to think about what happens when there is a remainder, and how this remainder can be shared out.
• Doubling and halving are essential calculation strategies that help learners solve problems quickly and efficiently. They need to understand that doubling means taking the same number twice while halving means sharing a number into two equal parts.
• Encourage conversation between learners so that they can share their solution methods. Ensure that learners are using the correct vocabulary (tens ones, before, after, in between, more than, less than, double, halve, half).
Bethelela ukuphinda kabini usebenzise umdalo othi Fizz Pop.
Consolidate doubling using the Fizz Pop game.
Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.
### Enrichment activities

<table>
<thead>
<tr>
<th>Usuku 1 Day 1</th>
<th>Usuku 2 Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sombulula.</strong> Solve.</td>
<td><strong>Sombulula.</strong> Solve.</td>
</tr>
<tr>
<td>16 + 3 = ___</td>
<td>26 − 3 = ___</td>
</tr>
<tr>
<td>21 + 6 = ___</td>
<td>15 − 1 = ___</td>
</tr>
<tr>
<td>42 + 4 = ___</td>
<td>37 − 4 = ___</td>
</tr>
<tr>
<td>34 + 2 = ___</td>
<td>49 − 6 = ___</td>
</tr>
<tr>
<td>65 + 3 = ___</td>
<td>68 − 3 = ___</td>
</tr>
<tr>
<td>72 + 7 = ___</td>
<td>39 − 4 = ___</td>
</tr>
<tr>
<td>83 + 6 = ___</td>
<td>54 − 3 = ___</td>
</tr>
<tr>
<td>64 + 1 = ___</td>
<td>78 − 6 = ___</td>
</tr>
<tr>
<td>96 + 3 = ___</td>
<td>86 − 2 = ___</td>
</tr>
<tr>
<td>57 + 2 = ___</td>
<td>97 − 5 = ___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Usuku 3 Day 3</th>
<th>Usuku 4 Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sombulula.</strong> Solve.</td>
<td><strong>Sombulula.</strong> Solve.</td>
</tr>
<tr>
<td>13 + 6 = ___</td>
<td>25 − 1 = ___</td>
</tr>
<tr>
<td>26 + 1 = ___</td>
<td>17 − 4 = ___</td>
</tr>
<tr>
<td>44 + 2 = ___</td>
<td>39 − 6 = ___</td>
</tr>
<tr>
<td>32 + 4 = ___</td>
<td>48 − 3 = ___</td>
</tr>
<tr>
<td>63 + 5 = ___</td>
<td>69 − 4 = ___</td>
</tr>
<tr>
<td>77 + 2 = ___</td>
<td>25 − 1 = ___</td>
</tr>
<tr>
<td>86 + 3 = ___</td>
<td>17 − 4 = ___</td>
</tr>
<tr>
<td>61 + 4 = ___</td>
<td>39 − 6 = ___</td>
</tr>
<tr>
<td>93 + 6 = ___</td>
<td>48 − 3 = ___</td>
</tr>
<tr>
<td>52 + 7 = ___</td>
<td>69 − 4 = ___</td>
</tr>
</tbody>
</table>
Nika abafundi amathuba okuqhubeka nokuphinda kabini amanani ngababini. Umfundi omnye angamisa iminwe aze omnye abonise inani elifanayo leminwe.

Allow the learners opportunities to continue to double numbers in pairs. One learner can hold up some fingers, and the other learner must mirror the number of fingers help up.
WEEK 8 • DAY 1

Double is two equal groups

Umdla: izibalo ezikhawulezayo ngamakhadi - phinda kabini

Game: Fast maths with cards - double

- Beka amakhadi amanani aqala ku-0 ukuya kwi-10 obe sisicuku.
  Put the 0 to 10 number cards into a pile.
- Guqula ikhadi elinye.
  Flip over one card.
- Liphinde kabini!
  Double!


Ina has 3 apples. He gets 3 more.

1. Kopa amachokoza ukuphindle kabini.

Copy the dots to double.

Ezi-3 eziphindwe kabini zenza ___.

Double 3 is ___.
3 + 3 = ___
3 x 2 = ___
Zingaphi izi-3 kwisi-6? ___
How many 3s in 6? ___

Ezi-2 eziphindwe kabini zenza ___.

Double 2 is ___.
2 + 2 = ___
2 x 2 = ___
Zingaphi izi-2 kwisi-4? ___
How many 2s in 4? ___

Ezi-4 eziphindwe kabini zenza ___.

Double 4 is ___.
4 + 4 = ___
4 x 2 = ___
Zingaphi izi-4 kwisi-8? ___
How many 4s in 8? ___
Ukuphinda kabini kwenza amaqela alinganayo amabini

2. Gqíbezela amachokoza edomino ukuze uphinde kabini.
   Complete the domino dots to double.

   Ezi-4 eziphindwe kabini zenza ___.
   Double 4 is ___.

   Ezi-5 eziphindwe kabini zenza ___.
   Double 5 is ___.

   Ezi-6 eziphindwe kabini zenza ___.
   Double 6 is ___.

3. Xa ndiphinda kabini
   When I double    zenza I get
   
   1             2
   2             4
   3
   4
   5
   6
   7
   8
   9
   10

4. Masiphinde kabini imali yethu.
   Let’s double our money.

   Phinda kabini i-R2
   Double R2

   Phinda kabini i-R5
   Double R5

   Phinda kabini i-R10
   Double R10

5. Fumana isiphindwa kabini. Dibanisa.
   Find the double. Then add.

   5 + 3 + 5 = ___
   4 + 4 + 3 = ___
   3 + 5 + 3 = ___
   10 + 4 + 10 = ___
   6 + 3 + 6 = ___
   7 + 7 + 4 = ___
   8 + 8 + 4 = ___

   Double is two equal groups  Week 8 • Day 1
Allow learners many opportunities to double numbers using the magic mirror line. Show them how to represent the numbers using tens and ones and encourage them to talk about how they are solving the problems.
Phinda kabini 4
Double 4

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

Phinda kabini 4: 8
Double 4: 8
4 + 4 = 8
4 × 2 = 8
Kukho oo-4 ababini kusi-8.
There are two 4s in 8.

Phinda kabini 10
Double 10

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

Phinda kabini 10: 20
Double 10: 20
10 + 10 = 20
10 × 2 = 20
Kukho ama-10 amabini kuma-20.
There are two 10s in 20.

Phinda kabini 12
Double 12

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

Phinda kabini 12: 24
Double 12: 24
12 + 12 = 24
12 × 2 = 24
Kukho oo-12 ababini ku-24.
There are two 12s in 24.

1 Phinda kabini.
Double.

<table>
<thead>
<tr>
<th>5</th>
<th>6</th>
<th>8</th>
</tr>
</thead>
</table>

Isi-5 esiphindwe kabini li-____.
Double 5 is ____.

Isi-6 esiphindwe kabini li-____.
Double 6 is ____.

Isi-8 esiphindwe kabini li-____.
Double 8 is ____.

<table>
<thead>
<tr>
<th>10</th>
<th>13</th>
<th>15</th>
</tr>
</thead>
</table>

Isi-10 esiphindwe kabini li-____.
Double 10 is ____.

I-13 eliphindwe kabini ngama-____.
Double 13 is ____.

I-15 eliphindwe kabini ngama-____.
Double 15 is ____.
Doubling bigger numbers

Umdlalo: Izibalo ezikhawulezayo ngamakhadi - phinda kabini
Game: Fast maths with cards - double

- Yenza isicuku ngamakhadi amanani aqala ku-0 ukuya ku-10.
  Place number cards 0 to 10 into a pile.
- Guqula ikhadi elinye.
  Flip over one card.
- Liphinde kabini!
  Double!

2 Gqibezele itheyibhile yokuphindla kabini.
Complete the doubles table.

<table>
<thead>
<tr>
<th>phinda kabini double</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>
<tr>
<td></td>
<td>2</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3 Phinda kabini.
Double.

I-7 esiphindwe kabini li-___.
Double 7 is ___.

I-17 eliphindwe kabini ngama-___.
Double 17 is ___.

Ama-20 aphindwe kabini ngama-___.
Double 20 is ___.

4 Phinda kabini.
Double.

<table>
<thead>
<tr>
<th>5</th>
<th>10</th>
<th>6</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>9</td>
<td>15</td>
<td>19</td>
</tr>
</tbody>
</table>

5 Fumana iziphindwa kabini. Dibanisa emva koko.
Find the doubles. Then add.

\[
\begin{align*}
5 + 6 + 5 &= 16 & 4 + 8 + 4 &= \\
3 + 11 + 3 &= & 6 + 8 + 6 &= 
\end{align*}
\]

Doubling bigger numbers

Week 8 • Day 2
Ukwahlula kubini

Kufuneka senze ntoni ukuze sabele abafundi ababini iphepha elinye ngokulinganayo?
What must we do to share 1 page equally between 2 learners?

Kufuneka silisonge ehafini.
We need to fold it in half.

Singazaba njani ilekese ezi-6 ngokulinganayo phakathi kwabafundi aba-2?
How can we share these 6 sweets equally between 2 learners?

Kufuneka sinike umfundi ngamnye inani elilinganayo leelekese.
We must give each one the same number of sweets.

Uza kufumana ntoni umfundi ngamnye?
What will each learner get?

Umfundi ngamnye uza kufumana isiqingatha sephepha.
Each learner gets half of the page.

Isiqingatha ngasinye sifana nesinye.
Each half is exactly the same size.

Umfundi ngamnye ufumana ilekese ezintathu.
Each learner gets 3 sweets.

Isiqingatha seelelakese ezintandathu ziilekese ezintathu.
Half of 6 sweets is 3 sweets.

Nika abafundi ithuba lokwahlula amanani kubini ngokwaba izibalisi. Bakhuthaze abafundi ukuba bathethe ngeendlela ekufuneka zilingane ngayo isiqingatha.
Allow the learners opportunities to halve many numbers by sharing out counters. Encourage learners to talk about how each half must be equal in size.
**WEEK 8 • DAY 3**

**Halving**

**Zingaphi?**
How many?

<table>
<thead>
<tr>
<th>Ihafu</th>
<th>Ezipheleleyo</th>
</tr>
</thead>
<tbody>
<tr>
<td>halves</td>
<td>wholes</td>
</tr>
<tr>
<td><img src="image" alt="1 half" /></td>
<td>ihafu e-1</td>
</tr>
<tr>
<td><img src="image" alt="2 halves" /></td>
<td>ihafu e-2</td>
</tr>
<tr>
<td><img src="image" alt="3 halves" /></td>
<td>ihafu e-3</td>
</tr>
<tr>
<td><img src="image" alt="4 halves" /></td>
<td>ihafu e-4</td>
</tr>
</tbody>
</table>

1. **Zoba iipitsa!**
Draw the pizzas!

<table>
<thead>
<tr>
<th>e-1 enehafu</th>
<th>2</th>
<th>ezi-2 ezinehafu</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="1 and a half" /></td>
<td><img src="image" alt="2" /></td>
<td><img src="image" alt="2 and a half" /></td>
<td><img src="image" alt="3" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ezi-3 ezinehafu</th>
<th>4</th>
<th>ezi-4 ezinehafu</th>
<th>4 and a half</th>
</tr>
</thead>
</table>
2 Qhezu lini elifunyanwa ngumfundini ngamnye? Zingaphi ilekese ezifunyanwa ngumfundini ngamnye?
What fraction does each learner get? How many sweets does each learner get?

<table>
<thead>
<tr>
<th>Ilekeze ezi-6</th>
<th>Ilekeze ezili-12</th>
<th>Ilekeze ezingama-24</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 sweets</td>
<td>12 sweets</td>
<td>24 sweets</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ilekeze</th>
<th>Sisiqangatha</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Half</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ilekeze ezili-10</th>
<th>Ilekeze ezili-16</th>
<th>Ilekeze ezingama-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 sweets</td>
<td>16 sweets</td>
<td>22 sweets</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ilekeze</th>
<th>Sisiqangatha</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ilekeze</th>
<th>Sisiqangatha</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3 Isiqingatha se-
Half of

| 6 | 8 | 10 | 12 |

Xa sisaabela abafundi abo-2 ngokulingane, umfundini ngamnye ufumana isiqingangtha.
When we share equally between 2 learners, each learner gets half.

Allow the learners opportunities to halve numbers by sharing out counters. Tell them to use odd numbers so they have to think about what to do with the remainder. They have to imagine what to do because they cannot cut the counters!
### Isiqingatha esinentsalela

<table>
<thead>
<tr>
<th>Ukhwuhlulubini okunentsalela</th>
<th>Half with a remainder</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IVEKI 8 • USUKU 4</strong></td>
<td></td>
</tr>
</tbody>
</table>

**IVEKI 8 • WEEK 8**

**IMAPHEPHA LOKUSEBENZELA**

1. **Yabelo abafundi aba-2 ngokulinganayo.**

   Share equally between 2 learners.

<table>
<thead>
<tr>
<th>Imidundu emi-3</th>
<th>Imidundu esi-7</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 hotdogs</td>
<td>7 hotdogs</td>
</tr>
<tr>
<td>Ihafu ka-3 ngu-____.</td>
<td>Ihafu ka-7 ngu-____.</td>
</tr>
<tr>
<td>Half of 3 is ____</td>
<td>Half of 7 is ____</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Imidundu emi-5</th>
<th>Imidundu eli-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 hotdogs</td>
<td>11 hotdogs</td>
</tr>
<tr>
<td>Half of 5 is 2 and a half.</td>
<td>Half of 11 is 5 and a half.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Imidundu eli-9</th>
<th>Imidundu eli-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 hotdogs</td>
<td>15 hotdogs</td>
</tr>
<tr>
<td>Ihafu ka-9 ngu-____.</td>
<td>Ihafu ka-15 ngu-____.</td>
</tr>
<tr>
<td>Half of 9 is ____</td>
<td>Half of 15 is ____</td>
</tr>
</tbody>
</table>
**Umdlalo: Phinda kabini - yahlula kabini ngeebloko**

Game: Double - half with blocks

- Yakha u-4.
  Build 4.

- Yakha u-4 ophindwe kabini.
  Build double 4.

- Yahlula u-4 ophindwe kabini kubini!
  Break double 4 in half!

- Phinda kwakhona ngala manani 3, 5, 6, no-10.
  Do again with numbers 3, 5, 6 and 10!

---

2 Fumana ukuphindla kabini nokwahlula kubini.

Find double and half.

| U-4 ophindwe kabini ngu-___.
  Double 4 is ___.
  Isiqingatha sika-8 ngu-___.
  Half of 8 is ___. |
|-----------------------------|
| U-6 ophindwe kabini li-___.
  Double 6 is ___.
  Isiqingatha se-12 ngu-___.
  Half of 12 is ___.
| U-10 eliphindwe kabini
  ngama-___.
  Double 10 is ___.
  Isiqingatha sama-20 li-___.
  Half of 20 is ___.
| U-3 ophindwe kabini ngu-___.
  Double 3 is ___.
  Isiqingatha sika-6 ngu-___.
  Half of 6 is ___. |
| U-8 ophindwe kabini ngu-___.
  Double 8 is ___.
  Isiqingatha sika-16 ngu-___.
  Half of 16 is ___.
| U-11 ophindwe kabini ngu-___.
  Double 11 is ___.
  Isiqingatha sama-22 ngu-___.
  Half of 22 is ___.
1. Zoba iipitsa!
   Draw the pizzas!

   e-1 enehafu
   1 and a half

   2

   ezi-2 ezinehafu
   2 and a half

   3

2. Yahlula kubini
   Half

   Phinda kubini
   Double

   6
   10
   14
   20
   10
   15

3. Iikomityi ezi-4 zomgubo zenza ikeyiki e-1. Zingaphi
   iikomityi zomgubo ezifunekayo ukwenza ikeyiki ezi-2?

   4 cups of flour make 1 cake. How many cups of flour to make 2 cakes?

Masithethe ngeMaths!
Let's talk Maths!

<table>
<thead>
<tr>
<th>NgesiXhosa sithi:</th>
<th>In English we say:</th>
</tr>
</thead>
<tbody>
<tr>
<td>phinda kubini</td>
<td>double</td>
</tr>
<tr>
<td>Ikeyiki: ezi-3 esiphindwe kubini</td>
<td>Double 3 cakes is six cakes.</td>
</tr>
<tr>
<td>zenza ikeyiki ezi-6.</td>
<td>double 3 is 6</td>
</tr>
<tr>
<td>isi-3 esiphindwe kubini sisi-6</td>
<td>When I share equally between</td>
</tr>
<tr>
<td>Xo ndisahlulela abafundi aba-2</td>
<td>2 learners, each learner</td>
</tr>
<tr>
<td>ngokulinganayo, umfundi ngamnye</td>
<td>receives half.</td>
</tr>
<tr>
<td>ufumanzi isiqingatha.</td>
<td>Half of six is three.</td>
</tr>
<tr>
<td>Isiqingatha sesithandathu sisithathu</td>
<td>one half</td>
</tr>
<tr>
<td>isiqingatha esinye</td>
<td>two halves</td>
</tr>
<tr>
<td>iziqingatha eziphile</td>
<td>one whole</td>
</tr>
</tbody>
</table>

Uvavanyo noqukaniso
WEEK 8 • DAY 5
Assessment and consolidation

1. Gqibezelana itheyibhile yamanani.
   Complete the number table.

2. Yandisa ipatheni.
   Extend the pattern.

   Complete.

4. Sombulula.
   Solve.

5. Ngubani ixesha?
   What is the time?

6. #Heshthegi! Gqibezelela.
   #Hashtag! Complete.

Assessment and consolidation Week 8 • Day 5
**Uphindaphindo lumalunga namaqela alinganayo**

<table>
<thead>
<tr>
<th>Izibalo zentloko: Ukubala okuqakathayo</th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Isikwere se-100</td>
<td></td>
</tr>
</tbody>
</table>

**Umdlalo: Izibalo ezikhawulezayo ngamakhadi – phindaphinda ngo-2 ngesi 2**

| Amakhadi amanani |          |

<table>
<thead>
<tr>
<th>Izibalo ezikhawulezayo ngamakhadi – phindaphinda ngo-2 ngesi 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amakhadi amanani</td>
</tr>
</tbody>
</table>

**Isikhobeni zenza ukuphindaphinda iLAB**

- 1 Ukuphindaphinda ngo-2
- 2 Ukuphindaphinda nge-10
- 3 Ukuphindaphinda ngo-5
- 4 Ukusombulula iingxaki zemali
- 5 Uqukaniso

**Usuku**

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ukuphindaphinda ngo-2</td>
<td>ILAB</td>
</tr>
<tr>
<td>2</td>
<td>Ukuphindaphinda nge-10</td>
<td>Ilkhrayoni, ILAB</td>
</tr>
<tr>
<td>3</td>
<td>Ukuphindaphinda ngo-5</td>
<td>ILAB</td>
</tr>
<tr>
<td>4</td>
<td>Ukusombulula iingxaki zemali</td>
<td>ILAB</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso</td>
<td>ILAB</td>
</tr>
</tbody>
</table>

**Emva kwale veki umfundis akwazi ukwenza oku:**

- ukusebenzisa ukubala okuqakathayo ukuze aphindaphinde ngo-2, 5 nange-10.
- ukusebenzisa ukubala okuqakathayo ukufumanisa inani loo-2, oo-5 kunye nama-10 kwelinye inani.
- ukusombulula iingxaki zophindaphindo besenzisa imeko yemali.

**Uvavanyo**

Akukho vavanyo lusesikweni kule veki.

Kufuneka ubaqaphele abafundi eklasini yakho yonke imihla kwaye uthathe amanqaku njengenxalenye yovavanyo oluqhubekayo olungekho sesikweni olujolise ekufundeni.
Multiplication is about equal groups

<table>
<thead>
<tr>
<th>Resources</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Maths: Skip counting</td>
<td>100 square</td>
</tr>
<tr>
<td>Game: Fast maths with cards – multiply by 2</td>
<td>number cards</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>Multiplying by two</td>
<td>LAB</td>
</tr>
<tr>
<td>2</td>
<td>Multiplying by ten</td>
<td>LAB, crayons, box</td>
</tr>
<tr>
<td>3</td>
<td>Multiplying by five</td>
<td>LAB</td>
</tr>
<tr>
<td>4</td>
<td>Solving money problems</td>
<td>LAB</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation</td>
<td>LAB</td>
</tr>
</tbody>
</table>

After this week the learner should be able to:

- use skip counting to multiply by 2, 5 and 10.
- use skip counting to determine the number of 2s, 5s or 10s in another number.
- solve multiplication problems using the context of money.

**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.
Uphindaphindo lumalunga namaqela alinganayo

**Ividiyo yezibalo zentloko**
Kule veki abafundi baza kuziqhelanisa nokubala okuqakathayo ngoo-2, 10 nangoo-5 kuluhlul lwamanani anyusiwayo. Bavumele abafundi ukuba bajonge kwisikwere se-100 ukuze babone kwaye babe nokuqonda ipathi, Bakhuthaze abafundi baziqhelanise nokubala okuqakathayo besiya phambili okanye bebuyi umva ngokukhawuleza ukuze baphuhlise ubuciko babo.

**Ividiyo yomdlalo**

**Ividiyo yophuhliso lwengqiyo**
• ukusebenzisa ukubala okuqakathayo ukuphinda ngoo-2, 5 nango-10. Uphindaphindo kukuphinda akaqela alinganayo amaxesha amanini, ngoko ke kufuneka abafundi bakwazi ukubala beqakatha ngokuzithemba.
• ukusebenzisa ukubala okuqakathayo ukuze bafumane inani loo-2, oo-5 okanye elama-10 kwelinye inani. Xa siphindaphindo sicinga ngokuba mangaphi amaqela oo-2, awama-10 nawoo-5 akwini eliniwuyo.
• ukusombulula iingxaki zophindaphindo besebenzisa imeko yemali.

**Into emayiqatshelwe kule veki**
• Khumbuza abafundi ukuba uphindaphindo lubandakanya ukuphinda kwakhona amaqela alinganayo. Abafundi kufuneka bazithembe ekubaleni okuqakathayo kuba oko kuza kubanceda ekusombululeni iingxaki zophindaphindo ngokhawuleza nangobuchule.
• Bancede abafundi baqonde intsingiselo yezivakaisi manani zophindaphindo ngokucinga ngokuba mangaphi amaqela oo-2, oo-5 nawama-10 akhoyo kumanani anikiwuyo.
Multiplication is about equal groups

Mental Maths video
This week the learners will practice skip counting in 2s, 10s and 5s in an increased number range. Allow learners to use a 100 square so that they can see and understand the patterns. Encourage them to practice skip counting forwards and backwards more quickly so that they can develop their fluency.

Game video
This week we play the game Fast maths with cards: multiply by 2! The game gives learners an opportunity to practice doubling so that they can solve problems quickly and easily. Encourage them to break up larger numbers in order to simplify the doubling. For example, 7 = 5 + 2. Double 5 is 10 and double 2 is 4. 10 + 4 = 14 so double 7 is 14.

Conceptual development video
This week we focus on multiplication. Learners will use skip counting to solve multiplication problems. They will also identify how many groups they can make with a given number. Learners will apply what they have learnt about multiplication as they solve real life problems using the context of shopping. In our work on doubling and halving, we will focus on:
- using skip counting to multiply by 2, 5 and 10. Multiplication is about repeating equal groups and so learners need to be able to skip count confidently.
- using skip counting to determine the number of 2s, 5s or 10s in another number. When we multiply, we think about how many groups of 2, 10 and 5 there are in given numbers.
- solving multiplication problems using the context of money.

What to look out for this week
- Remind learners that multiplication involves repeating equal sized groups. Learners need to be confident in skip counting as it will help them solve multiplication problems quickly and efficiently.
- Help learners understand what multiplication number sentences mean by thinking about how many groups of 2, 5 and 10 there are in given numbers.
Bala ngezikwere ze-100. Bala usiya phambili uze uphinde ubale ubuya umva.
Use 100 squares to count. Count forwards and then backwards.
Ukhubule ukuqinisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.

Masibale sibuze umva ngoo-2. Let’s count backwards in 2s.

Nikanani amathuba
okubala usiya phambili
nokubala ubuya umva
phakathi kuka-0 nama-50.
Take turns to count forwards and backwards between 0 and 50.

Qala kuma-40. Ukuba
uyafuna, ungala xa ubala.
Start at 40. If you want to,
point while you count.
## WEEK 9 • DAY 1

**Multiplying by 2**

### Enrichment activities • Imisetyenzana yokutyebisa

#### Usuku 1 Day 1

**Yabela abafundi aba-2.**
Share between 2 learners.

- 6
- 8
- 12
- 16
- 14
- 4
- 18
- 10
- 2
- 20

#### Usuku 2 Day 2

**Yabela abafundi aba-2.**
Share between 2 learners.

- 46
- 28
- 42
- 26
- 32
- 34
- 48
- 22
- 24
- 44

#### Usuku 3 Day 3

**Yabela abafundi aba-2.**
Share between 2 learners.

- 6
- 5
- 3
- 9
- 7
- 12
- 5
- 11
- 13
- 4

#### Usuku 4 Day 4

**Yabela abafundi aba-2.**
Share between 2 learners.

- 26
- 25
- 31
- 28
- 47
- 14
- 44
- 45
- 43
- 34
Ukuphindaphinda ngo-2

**UPHUHLISO LWENGQISO | CONCEPT DEVELOPMENT**

1. **Masisebenzise itheyibhile ukuze sibhale inani lezihlangu ezikhoyo!**
   Let’s use a table to write how many shoes there are!

2. **Umfundi o-1 unezihlangu ezi-2.**
   1 learner has 2 shoes.

3. **Abafundi aba-2 banezihlangu ezi-4.**
   2 learners have 4 shoes.

4. **Abafundi aba-3 banezihlangu ezi-6.**
   3 learners have 6 shoes.

5. **Abafundi aba-4 banezihlangu ezisi-8.**
   4 learners have 8 shoes.

6. **Masisebenzise itheyibhile yethu ukuze sibone ukuba uchanile na.**
   Ewe! Siyabona ukuba kukho ama-6 ezibini kwi-12.
   Let’s use our table to see if you are correct. Yes! We can see that there are 6 groups of two in 12.

**Qhubeka nokusebenzisa itheyibhile ukuze uncede abafundi baphindaphinde ngo-2. Bakhuthaze abafundi bathethe ngeendlela abanokubala ngayo ngo-2 ukuze ubancede baphindaphinde ngo-2.**

Continue using the table to help learners multiply by 2. Encourage learners to talk about how they can count in 2s to help them multiply by 2.
**WEEK 9 • DAY 1**

**Multiplying by 2**

---

**Umdualo: izibalo ezikhawulezayo ngamakhadi – phindaphinda ngo-2**

Game: Fast maths with cards – multiply by 2

- **Yenza isicuku samakhadi aqala ku-0 aye ku-10.**
  Place number cards 0 to 10 into a pile.

- **Guqula ikhadi libe linye.**
  Flip over one card.

- **Phindaphinda ngo-2.**
  Multiply by 2.

---

1. Iiperi zezihlangu
   - pairs of shoes
   - izihlangu
     - shoes

2. | abafundi | izihlangu | isivakalisi manani |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>2 x 1 = 2</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. | abafundi | izihlangu | 7 | 8 | 9 | 10 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>10</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Uphindaphinda lumulunga nokuphinda kwakhona amaqela alinganayo.**

Multiplication is about repeating equal groups.
IVEKI 9 • USUKU 1

Ukuphindaphinda ngo-2

4. Zingaphi iibhayisekile?
   How many bicycles?
   Mangaphi amavili?
   How many wheels?

5. iibhayisekile
   bicycle
   amavili
   wheels
   1 2 3 4 5 6 7 8 9 10

6. Mangaphi amavili?
   How many wheels?

7. Bangaphi?
   How many?
   oo-2 ku-6?
   2s in 6?
   oo-2 ku-10?
   2s in 10?
   oo-2 ku-16?
   2s in 16?
   oo-2 ku-8?
   2s in 8?
   oo-2 ku-12?
   2s in 12?
   oo-2 ku-20?
   2s in 20?

8. Itekisi ibiza i-R2 ngomfundhi omnye.
   The taxi costs R2 for one learner.
   Ibiza malini ngabafundi aba-5?
   How much does it cost for 5 learners?
   Ibiza malini ngabafundi abasi-8?
   How much does it cost for 8 learners?
Multiplying by 10

Qhubeka nokusebenzisa itheyibhile ukuze uncede abafundi baphindaphinde nge-10. Bakhuthaze abafundi bathethe ngendlela ababala ngayo ngama-10 ukuze ubancede basombulule iingxaki.

Continue using the table to help learners multiply by 10. Encourage learners to talk about how they can count in 10s to help them solve problems.
IVEKI 9 • USUKU 2

Ukuphindaphinda ngo-10

1. Multiplying by 10

<table>
<thead>
<tr>
<th>abafundi?</th>
<th>learners?</th>
<th>iminwe?</th>
<th>fingers?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Bala ngama-10.
Count in 10s.

<table>
<thead>
<tr>
<th>10</th>
<th>20</th>
<th>30</th>
</tr>
</thead>
</table>

3. abafundi
<table>
<thead>
<tr>
<th>learners</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>iminwe fingers</td>
<td>10</td>
<td>20</td>
<td>50</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. isivakalisi manani

<table>
<thead>
<tr>
<th>abafundi learners</th>
<th>iminwe fingers</th>
<th>isivakalisi manani number sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10</td>
<td>10 x 1 = 10</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
WEEK 9 • DAY 2

Multiplying by 10

5. Multiplying by 10

<table>
<thead>
<tr>
<th>iibhokisi boxes</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>
<tr>
<td>iikhrayoni crayons</td>
<td>10</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Zingaphi iikhrayoni?

How many crayons?

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

7. 10 x 3 = ___  | 10 x 5 = ___  | 10 x 6 = ___  | 10 x 2 = ___  
| 10 x 1 = ___  | 10 x 4 = ___  | 10 x 8 = ___  | 10 x 10 = ___ |

8. Mangaphi?

How many?

<table>
<thead>
<tr>
<th>ama-10 kuma-60? 10s in 60?</th>
<th>ama-10 kuma-40? 10s in 40?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>ama-10 kwí-100? 10s in 100?</th>
<th>ama-10 kuma-50? 10s in 50?</th>
</tr>
</thead>
</table>

9. Ipeni enye ixabisa i-R10.

One pen costs R10.

<table>
<thead>
<tr>
<th>Zixabisa malini iipeni ezi-4? How much do 4 pens cost?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Zixabisa malini iipeni ezisi-7? How much do 7 pens cost?</td>
<td></td>
</tr>
</tbody>
</table>
Qhubeka nokusebenzisa itheyibhile ukunceda abafundi baphindaphinde ngesi-5. Khuthaza abafundi bathethe ngendlela abanokubala ngayo ngezi-5 ukuze ubancede basombulule iingxaki.

Continue using the table to help learners multiply by 5. Encourage learners to talk about how they can count in 5s to help them solve problems.
Week 9 • Day 3

Multiplying by 5

1.

<table>
<thead>
<tr>
<th>izandla? (hands?)</th>
<th>iminwe? (fingers?)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.

Bala ngezi-5.
Count in 5s.

5 10 15

3.

<table>
<thead>
<tr>
<th>izandla (hands)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>iminwe (fingers)</td>
<td>5</td>
<td></td>
<td></td>
<td>25</td>
<td></td>
<td>30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.

<table>
<thead>
<tr>
<th>izandla (hands)</th>
<th>iminwe (fingers)</th>
<th>isivakalisi manani (number sentence)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>$5 \times 1 = 5$</td>
</tr>
<tr>
<td>4</td>
<td>20</td>
<td>$5 \times 4 = 20$</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Ukuphindaphinda ngo-5

5

Zingaphi izitafish?  
How many starfish?

Zingaphi iingalo?  
How many arms?

<table>
<thead>
<tr>
<th>istafishi (starfish)</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>
<tr>
<td>iingalo (arms)</td>
<td>5</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6 Zingaphi iingalo?  
How many arms?

<table>
<thead>
<tr>
<th>iingalo (arms)</th>
<th>3</th>
<th>6</th>
<th>5</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>arms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7

5 x 3 = ___  
5 x 5 = ___  
5 x 6 = ___  
5 x 2 = ___  
5 x 1 = ___  
5 x 4 = ___  
5 x 8 = ___  
5 x 10 = ___

8 Zingaphi?  
How many?

| izi-5 kwi-15?  
5s in 15? | izi-5 kwi-10?  
5s in 10? |
|-----------------|----------------|
| izi-5 kuma-25?  
5s in 25? | izi-5 kuma-20?  
5s in 20? |

9 Iapile elinye lixabisa i-R5.  
One apple costs R5.

| Axabisa malini ama-apile ama-5?  
How much do 5 apples cost? | Axabisa malini ama-apile ali-9?  
How much do 9 apples cost? |
|-----------------------------|-----------------------------|

Multiplying by 5  
Week 9 • Day 3
Solving money problems

**UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT**

1. **Singabala ngezi-2.**
   We can count in 2s.

2. **Namhlane siya kuthenga evenkileni. Ukuba ilekese enye ixabisa i-R2,00 ziza kuxabisa malini illekese ez-i-6?**
   Today we’re going shopping. If one sweet costs R2,00, what will 6 sweets cost?

3. **Ndicinga ngenani lamaqela ezi-2 kwi-16.**
   I think about the number of groups of 2 in 16.

4. **Masisebenzise itheyibhile isincede.**
   Let’s use the table to help us.

5. **Qhubeka nokusebenzisa itheyibhile ukunceda abafundi basombulule iingxaki zemali. Yenza ngathi uthenga ama-apile axabisa i-R5,00 lilinge, neetshokolethi ezixabiso i-R10,00 inyie. Bakhuthaze abafundi ukuba bathethe ngendlela abanokubala ngayo ngezi-2, izi-5 nangama-10 ukuze bakwazi ukusombulula iingxaki.**
   Continue using the table to help learners solve money problems. Pretend that you are buying apples which cost R5,00 each, and chocolates that cost R10,00 each. Encourage learners to talk about how they can count in 2s, 5s and 10s to help them solve problems.
Ukusombulula iingxaki zemali

Solving money problems

1. Zingaphi iingq'ekembe?
   How many coins?
   Zingaphi iirandi?
   How many Rands?

2. 

<table>
<thead>
<tr>
<th>iingq'ekembe</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>
<tr>
<td>coins</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iirandi</td>
<td>2</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. 

<table>
<thead>
<tr>
<th></th>
<th>2 x 2</th>
<th>2 x 10</th>
<th>2 x 3</th>
<th>2 x 4</th>
<th>2 x 5</th>
<th>2 x 6</th>
<th>2 x 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>value</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Zingaphi?
   How many?

<table>
<thead>
<tr>
<th>izi-2 kwisi-6?</th>
<th>izi-2 kwisi-8?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2s in 6?</td>
<td>2s in 8?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>izi-2 kwis-10?</th>
<th>izi-2 kwisi-12?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2s in 10?</td>
<td>2s in 12?</td>
</tr>
</tbody>
</table>

5. 

Mangaphi amanjaku?
   How many notes?

Zingaphi iirandi?
   How many Rands?

6. 

<table>
<thead>
<tr>
<th>amanjaku notes</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>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>iirandi</th>
<th>10</th>
<th>20</th>
</tr>
</thead>
</table>
### Solving money problems

#### WEEK 9 • DAY 4

#### 10 \times 2 = \_
#### 10 \times 5 = \_
#### 10 \times 3 = \_
#### 10 \times 4 = \_

#### 10 \times 1 = \_
#### 10 \times 10 = \_
#### 10 \times 6 = \_
#### 10 \times 8 = \_

#### Mangaphi?

**How many?**

<table>
<thead>
<tr>
<th>ama-10 kuma-30?</th>
<th>ama-10 kuma-80?</th>
</tr>
</thead>
<tbody>
<tr>
<td>10s in 30?</td>
<td>10s in 80?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ama-10 kuma-50?</th>
<th>ama-10 kwi-100?</th>
</tr>
</thead>
<tbody>
<tr>
<td>10s in 50?</td>
<td>10s in 100?</td>
</tr>
</tbody>
</table>

#### Zingaphi iingqekembe?

**How many coins?**

#### Zingaphi iirandi?

**How many Rands?**

#### iingqekembe coins

<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>
</table>

<table>
<thead>
<tr>
<th>iirandi Rands</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
</tr>
<tr>
<td>10</td>
</tr>
</tbody>
</table>

#### 5 \times 2 = \_
#### 5 \times 5 = \_
#### 5 \times 3 = \_
#### 5 \times 4 = \_

#### 5 \times 1 = \_
#### 5 \times 10 = \_
#### 5 \times 6 = \_
#### 5 \times 8 = \_

#### Mangaphi?

**How many?**

<table>
<thead>
<tr>
<th>ama-10 kuma-40?</th>
<th>ama-10 kuma-60?</th>
</tr>
</thead>
<tbody>
<tr>
<td>10s in 40?</td>
<td>10s in 60?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ama-10 kuma-70?</th>
<th>ama-10 kuma-90?</th>
</tr>
</thead>
<tbody>
<tr>
<td>10s in 70?</td>
<td>10s in 90?</td>
</tr>
</tbody>
</table>
Uqukaniso

1.

Zingaphi iibhayisekile?  
How many bicycles?

Mangaphi amavili?  
How many wheels?

izandla?  
Hands?

iminwe?  
Fingers?

iibhokisi?  
Boxes?

iikhrayoni?  
Crayons?

Masithethe ngeMaths!

Let’s talk Maths!

NgesiXhosa sithi:  
In English we say:

isibini esiphindaphindwe kane  
Two multiplied by four

Zingaphi izibini kwisi 8?  
How many twos in 8?

Isikhulu esiphindaphindwe kathuthu  
Five multiplied by three

Zingaphi izihanu kwisa 15?  
How many fives in 15?

Ishumi esiphindaphindwe kane  
Ten multiplied by four

Mangaphi amashumi kuma 40?  
How many tens in 40?

Amashumi amare angaphezulu ngeshumi kunamashumi amathuthu.  
Forty is ten more than thirty

Amashumi amathathu angaphantsi ngeshumi kunamashumi amane.  
Thirty is ten less than forty

Amashumi amare aza amva kwamashumi amathuthu.  
Forty comes after thirty

Amashumi amathathu aza phambi kwamashumi amane.  
Thirty comes before forty
Consolidation

2
Zoba iipitsa!
Draw the pizzas!

1 2 3
e-1 enehafu
1 and a half

ezi-2 enehafu
2 and a half

3
Gqibezele itheyibhile yamanani.
Complete the number table.

Bhala izivakalisi manani ezi-2 zokudibanisa nezi-2 zokuthabatha.
Write 2 addition and 2 subtraction number sentences.

<table>
<thead>
<tr>
<th>Addition</th>
<th>Subtraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>$7 + 4 = 11$</td>
<td>$11 - 4 = 7$</td>
</tr>
</tbody>
</table>

4
Sombulula.
Solve.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$54 + 3 = ___$</td>
<td>$75 + 3 = ___$</td>
<td>$82 + 6 = ___$</td>
</tr>
<tr>
<td>$59 - 3 = ___$</td>
<td>$76 - 5 = ___$</td>
<td>$87 - 4 + ___$</td>
</tr>
</tbody>
</table>

5
Ngubani ixesha?
What is the time?

6
Cwangcisa uqale kwelona lincinci uye kwelona likhulu.
Order from small to large.

7
Bala.
Calculate.

<table>
<thead>
<tr>
<th>yahlula kubini</th>
<th>phinda kubini</th>
</tr>
</thead>
<tbody>
<tr>
<td>half</td>
<td>double</td>
</tr>
<tr>
<td>q</td>
<td>10</td>
</tr>
<tr>
<td>q</td>
<td>10</td>
</tr>
</tbody>
</table>

Consolidation Week 9 • Day 5
Uhlaziyo

<table>
<thead>
<tr>
<th>Izibalo zentloko: Fizz Pop ukwahlula kubini</th>
<th>Azikho</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umdlalo: Izibalo ezikhawulezayo ngamakhadi – yahlula kubini</td>
<td>Azikho</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Hlaziya ukudibanisa nokuthabatha (ungaweleli ngaphaya kweshumi)</td>
<td>Isikwere sekhulu, iLAB</td>
</tr>
<tr>
<td>2</td>
<td>Hlaziya ukucwangcisa nokwahlula kubini</td>
<td>Amakhadi amanani, umgcamanani (utitshala), iLAB</td>
</tr>
<tr>
<td>3</td>
<td>Hlaziya ukudibanisa nokuthabatha (okuwelela ngaphaya kweshumi)</td>
<td>Umgcamanani (utitshala), iLAB</td>
</tr>
<tr>
<td>4</td>
<td>Hlaziya ukuphindhaphinda ngoo-2</td>
<td>Iphepha (lokusongwa), iLAB</td>
</tr>
<tr>
<td>5</td>
<td>Hlaziya ukuphindaphinda ngeshumi nangesihlanu</td>
<td>iLAB</td>
</tr>
</tbody>
</table>

Emva kwale veki umfundikwakawazi ukwenza oku:

- ukusebenzisa isikwere se-100 ukudibanisa okanye ukuthabatha inani elinomvo omnye kwinani elinemivo emibini.
- ukusebenzisa isikwere se-100 ukudibanisa okanye ukuthabatha ishumi kwinani elinemivo emibini.
- ukucwangcisa nokuteleleksa amanani apheleleyo ngokobuncinci kuna-, ubukhulu kuna-nangokuba ngaphezulu kuna-, ukuba ngaphantsi kuna okanye ukulingana ne.
- ukwahlula imilo ene-2D ibe zizahlulo ezibini ezilinganayo.
- ukudibanisa inani elinomvo omnye nenani elinemivo emibini, ukuwelela ngaphaya kweshumi.
- ukuthabatha inani elinomvo omnye kwinani elinemivo emibini, ukuwelela ngaphaya kweshumi.
- ukusombulula ingxaki ngokwenza ishumi (ukudibanisa nokuthabatha).
- ukusebenzisa ukubala okuqakathayo ngokuphindaphinda ngo-2, 5, nango-10.
- ukusebenzisa ukubala okuqakathayo ukuze ufumane inani loo-2, 5 okanye 10 kwelinye inani.

Uvavanyo

Akukho vavanyo lusesikweni kule veki.

Kufuneka ubabeke esweni abafundi eklasini yakho yonke imihla kwaye uthathe amanqaku njengenxalenye yovavanyo oluqhubekayo olungekho sesikweni olujolise ekufundeni.
## Revision

### Mental Maths: Fizz Pop halving

| Resources | none |

### Game: Fast maths with cards: half

| Resources | none |

## Day | Lesson activity | Lesson resources |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Revise addition and subtraction (without bridging ten)</td>
<td>LAB, 100 square</td>
</tr>
<tr>
<td>2</td>
<td>Revise ordering and halving</td>
<td>LAB, number cards, number line (teacher)</td>
</tr>
<tr>
<td>3</td>
<td>Revise addition and subtraction (bridging ten)</td>
<td>LAB, number line (teacher)</td>
</tr>
<tr>
<td>4</td>
<td>Revise doubling and multiplying by two</td>
<td>paper (to fold)</td>
</tr>
<tr>
<td>5</td>
<td>Revise multiplying by ten and by five</td>
<td>LAB</td>
</tr>
</tbody>
</table>

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

- use the 100 square to add or subtract a single digit to or from a double digit.
- use the 100 square to add or subtract a ten to or from a double digit.
- order and compare whole numbers according to smaller than, greater than and more than, less than, is equal to.
- divide a 2-D shape into two equal parts.
- add a single digit to a single digit or to a double digit, bridging a ten.
- subtract a single digit from a double digit, bridging a ten.
- solve problems by making a ten (addition and subtraction).
- use skip counting to multiply by 2, 5 and 10.
- use skip counting to determine the number of 2s, 5s or 10s in another 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.
Uhlaziyo

Ividiyo yezibalo zentloko

Ividiyo yomdlalo
Kule veki sidlala umdlalo Izibalo ezikhawulezileyo ngamakhadi: Isiqingatha! Injongo yalo mdlalo kukunika abafundi ithuba lokuziqhelanisa nokuphinda kabini ukuze bakwazi ukusombulula iingxaki lula nangokuhwuleza.
Revision

**Mental Maths video**

This week we will play *Fizz Pop* again, with a focus on halving. It is important for learners to become efficient at using halving as a calculation strategy. Remember that it is easier to halve even numbers, but that odd numbers can also be halved. Because odd numbers have a remainder when they are halved, you should be prepared for additional conversations about these types of problems.

**Game video**

This week we play the game *Fast maths with cards: half!* The game gives learners an opportunity to practice halving so that they can solve problems quickly and easily.
Uhlaziyo

Kule veki sihlaziya iingqiqo ngezifundo ezifundwe kule kota. Abafundi baza kunikwa amathuba okuziqhelanisa noko bakufundileyo, ukuze baphuhlise izakhono zabo zokusombulula ingxaki ngobuchule. Siza kujolisa koku:

Usuku 1
Ukuhlaziya ukudibanisa nokuthabatha (ungaweleli ngaphaya kweshumi) ngokwenza oku:
• Ukudibanisa inani elinomvo omnye kwini elinemivo emibini.
• Ukudibanisa ishumi kwini elinemivo emibini.
• Ukuzalisa amanani ashiyiweyo kungcamanani.

Ukujonga kwiVeki yesi-7 Usuku Iwesi-2 nolwesi-3 ngezicwangciso zezifundo ezineencukacha.

Usuku 2
Ukuhlaziya ukulandelelana kwamanani kunye nengqiqo yesiqingatha ngokwenza oku:
• Ukuqhubeka neepatheni zamanani angaphezulu ngo-1, angaphantsi ngo-1, angaphezulu nge-10 nangaphantsi nge-10.
• Ukuhlaziya ukubala ngezi-2, izi-5 nama-10.
• Ukuwancisisa amanani uqale kwelona lincinci uye kwelona likhulu nokusuka kwelona likhulu uye kwelona lincinci.
• Ukuthetha ngesiqingatha (iihafu) nangendlela iiqzingatha ezibini ezenza ngayo into epheleleyo.

Ukujonga kwiVeki yoku-1 Usuku Iwesi-3 nolwesi-4 ngezicwangciso zezifundo ezineencukacha.

Usuku 3
Ukuhlaziya ukudibanisa nokuthabatha (ukuwelela ngaphaya kweshumi) ngokwenza oku:
• Ukuhlaziya ubuchule bokwenza ishumi xa udibanisa okanye uthabatha amanani anomvo omnye abangela ukuwelela ngaphaya kweshumi.

Ukujonga kwiVeki yesi-5 ngezicwangciso zezifundo ezineencukacha.

Usuku 4
Hlaziya ukuphinda kabini nokuphindaphinda ngesibini ngokwenza oku:
• Ukuhlaziya ukuphinda kabini usebenzisa umgca wesipili.
• Ukuhlaziya ukuphindaphinda ngoo-2 ngokubala ngoo-2.
• Ukuhlaziya ukubala ngoo-2 nangezi-5 nangesi-5 ngokubala ngama-10 nangezi-5.

Ukujonga kwiVeki yesi-8 neye-9 ngezicwangciso zezifundo ezineencukacha.

Usuku 5
Ukuhlaziya ukuphindaphinda ngeshumi nangesihlanu ngokwenza oku:
• Ukuhlaziya ukuphindaphinda nge-10 nangesi-5 ngokubala ngama-10 nangezi-5.
• Ukuhlaziya ukubala ngama-10 nangezi-5 ukuze uphendule ukuba ‘bangaphi oo-10 okanye oo-5 ku-’.

Ukujonga kwiVeki yesi-9 ngezicwangciso zezifundo ezineencukacha.
Revision

This week we revise the concepts covered this term. Learners will be given opportunities to practice what they have learnt, and to develop their ability to solve problems efficiently. The focus each day is outlined below.

**Day 1**

Addition and subtraction (without bridging ten) by:
- adding a single digit to a double digit
- adding ten to a double digit
- filling in missing numbers on number line

Refer to **Week 7 Day 2 and 3** for detailed lesson plans.

**Day 2**

The order of numbers and the concept of half by:
- continuing patterns of 1 more, 1 less, 10 more, 10 less
- revising counting in 2s, 5s and 10s
- ordering numbers from smallest to biggest and biggest to smallest
- talking about halves, and about how two halves make one whole

Refer to **Week 1 Day 3 and 4** for detailed lesson plans.

**Day 3**

Addition and subtraction (bridging ten) by:
- revising the make a ten strategy when adding and subtracting single digits that result in bridging ten

Refer to **Week 5** for detailed lesson plans.

**Day 4**

Doubling and multiplying by two by:
- revising doubling using a mirror line
- revising multiplying by 2 by counting in 2s
- revising counting in 2s to work out how many 2s in ____

Refer to **Weeks 8 and 9** for detailed lesson plans.

**Day 5**

Multiplying by ten and by five by:
- revising multiplying by 10 and 5 by counting in 10s and 5s
- revising counting in 10s and 5s to work out how many 10s / 5s in ____

Refer to **Week 9** for detailed lesson plans.
IZIBALO ZENTLOKO | MENTAL MATHS

Bethelela ukwahlula kubini usebenzise umdlalo othi Fizz Pop.

Consolidate halving using the Fizz Pop game.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imhla.

Remember to check the date and mark the register every day.
## Addition and subtraction

### Enrichment activities • Imisetyenzana yokutyebisa

#### Usuku 1 Day 1

**Zibe ngaphi ngaphezulu ukuya kufika kuma-20?**

How much more to get to 20?

<table>
<thead>
<tr>
<th>2 +</th>
<th>= 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 +</td>
<td>= 20</td>
</tr>
<tr>
<td>13 +</td>
<td>= 20</td>
</tr>
<tr>
<td>6 +</td>
<td>= 20</td>
</tr>
<tr>
<td>18 +</td>
<td>= 20</td>
</tr>
<tr>
<td>12 +</td>
<td>= 20</td>
</tr>
<tr>
<td>16 +</td>
<td>= 20</td>
</tr>
<tr>
<td>9 +</td>
<td>= 20</td>
</tr>
<tr>
<td>11 +</td>
<td>= 20</td>
</tr>
<tr>
<td>1 +</td>
<td>= 20</td>
</tr>
</tbody>
</table>

#### Usuku 2 Day 2

**Sombulula.**

Solve.

<table>
<thead>
<tr>
<th>7 + 6</th>
<th>=</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 + 3</td>
<td>=</td>
</tr>
<tr>
<td>9 + 4</td>
<td>=</td>
</tr>
<tr>
<td>5 + 6</td>
<td>=</td>
</tr>
<tr>
<td>9 + 3</td>
<td>=</td>
</tr>
<tr>
<td>67 + 2</td>
<td>=</td>
</tr>
<tr>
<td>56 + 3</td>
<td>=</td>
</tr>
<tr>
<td>41 + 4</td>
<td>=</td>
</tr>
<tr>
<td>83 + 6</td>
<td>=</td>
</tr>
<tr>
<td>32 + 7</td>
<td>=</td>
</tr>
</tbody>
</table>

#### Usuku 3 Day 3

**Thabatha.**

Subtract.

<table>
<thead>
<tr>
<th>11 – 4</th>
<th>=</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 – 9</td>
<td>=</td>
</tr>
<tr>
<td>12 – 8</td>
<td>=</td>
</tr>
<tr>
<td>13 – 7</td>
<td>=</td>
</tr>
<tr>
<td>15 – 7</td>
<td>=</td>
</tr>
<tr>
<td>45 – 1</td>
<td>=</td>
</tr>
<tr>
<td>27 – 4</td>
<td>=</td>
</tr>
<tr>
<td>59 – 3</td>
<td>=</td>
</tr>
<tr>
<td>38 – 6</td>
<td>=</td>
</tr>
<tr>
<td>79 – 2</td>
<td>=</td>
</tr>
</tbody>
</table>

#### Usuku 4 Day 4

**Gqibezele ipatheni.**

Complete the pattern.

<table>
<thead>
<tr>
<th>41 42 43</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>75 74 73</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60 65 70</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>69 59 49</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21 31 41</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>85 80 75</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16 17 18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>52 42 32</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>63 73 83</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35 30 25</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Ukudibanisa nokuthabatha

Umdlalo: Izibalo ezikhawulezayo ngamakhadi – yahlula kubini
Game: Fast maths with cards – half

1. Bhala amanani ashiyiweyo.
   Fill in the missing numbers.

<table>
<thead>
<tr>
<th></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>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<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>32</td>
<td>33</td>
<td>34</td>
<td>35</td>
<td>36</td>
<td>37</td>
<td>38</td>
<td>39</td>
<td></td>
<td></td>
</tr>
<tr>
<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>
<td></td>
</tr>
<tr>
<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>
<td></td>
</tr>
<tr>
<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>
<td></td>
</tr>
<tr>
<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>
<td></td>
</tr>
</tbody>
</table>

2. Sombulula.
   Solve.

<table>
<thead>
<tr>
<th></th>
<th>35 + 3 = ___</th>
<th>41 + 5 = ___</th>
<th>63 + 6 = ___</th>
</tr>
</thead>
<tbody>
<tr>
<td>48 - 4 = ___</td>
<td>57 - 5 = ___</td>
<td>78 - 4 = ___</td>
<td></td>
</tr>
<tr>
<td>45 + 10 = ___</td>
<td>68 + 10 = ___</td>
<td>89 + 10 = ___</td>
<td></td>
</tr>
<tr>
<td>43 - 10 = ___</td>
<td>56 - 10 = ___</td>
<td>78 - 10 = ___</td>
<td></td>
</tr>
</tbody>
</table>
Addition and subtraction

3. Qhibezela.
   Complete.

4. Yandisa ipatheni.
   Extend the pattern.

<table>
<thead>
<tr>
<th>76</th>
<th>77</th>
<th>78</th>
</tr>
</thead>
<tbody>
<tr>
<td>84</td>
<td>83</td>
<td>82</td>
</tr>
<tr>
<td>3</td>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td>109</td>
<td>99</td>
<td>89</td>
</tr>
<tr>
<td>102</td>
<td>92</td>
<td>82</td>
</tr>
<tr>
<td>94</td>
<td>93</td>
<td>92</td>
</tr>
</tbody>
</table>
1 Bala ngezi-2.
Count in 2s.

<table>
<thead>
<tr>
<th>2</th>
<th>4</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>84</td>
<td>82</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Bala ngezi-5.
Count in 5s.

<table>
<thead>
<tr>
<th>5</th>
<th>10</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>45</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Bala ngama-10.
Count in 10s.

<table>
<thead>
<tr>
<th>10</th>
<th>20</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>110</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Cwangcisa amanani uqale kwelona lincinci uye kwelona likhulu.
Order numbers from smallest to greatest.

| 30 | 40 | 70 | 100 | 83 | 39 | 58 | 18 | 72 | 27 | 70 | 58 |

3 Cwangcisa amanani uqale ngelona likhulu uye kwelona lincinci.
Order numbers from greatest to smallest.

| 6 | 66 | 16 | 60 | 93 | 56 | 26 | 41 | 47 | 72 | 81 | 85 |
WEEK 10 • DAY 2
Ordering numbers and halving

4. Biyela imifanekiso ebonisa isiqingatha kwiséla ngalinye.
   Circle the pictures in each group that show half.

5. Tshatisa.
   Match.

<table>
<thead>
<tr>
<th>iihafu ezi-2</th>
<th>e-1 nenhafu e-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 halves</td>
<td>1 and 1 half</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>iihafu ezi-3</th>
<th>ezimbini ezipeleleyo</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 halves</td>
<td>two wholes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>iihafu ezi-4</th>
<th>enye epheleleyo</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 halves</td>
<td>one whole</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>iihafu ezi-5</th>
<th>ezi-2 ezinehafu e-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 halves</td>
<td>2 and 1 half</td>
</tr>
</tbody>
</table>

   Draw the pizzas.

<table>
<thead>
<tr>
<th>e-1 enehafu</th>
<th>2</th>
<th>ezi-2 ezinehafu</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 and a half</td>
<td></td>
<td>2 and a half</td>
<td></td>
</tr>
</tbody>
</table>

Ordering numbers and halving
Ukudibanisa nokuthabatha

1. Sombulula ngokutyelela i-10.
   Solve by visiting the 10.
   \[
   7 + 5 = \quad 8 + 6 =
   \]
   \[
   5 + 9 = \quad 6 + 8 =
   \]

2. Sombulula kumcgamanani. Tyelela i-10!
   Solve on the number line. Visit the 10!
   \[
   8 + 6 = \quad 0 \quad 5 \quad 10 \quad 15 \quad 20
   \]
   \[
   5 + 7 = \quad 0 \quad 5 \quad 10 \quad 15 \quad 20
   \]
   \[
   7 + 6 = \quad 0 \quad 5 \quad 10 \quad 15 \quad 20
   \]

3. \[
   \begin{array}{ccc}
   7 + 5 = & 8 + 4 = & 6 + 5 = \\
   4 + 8 = & 7 + 9 = & 6 + 8 = \\
   \end{array}
   \]

   Litha carried 8 buckets of water. Sethu carried 9 buckets.
   How many buckets did they carry altogether?
5. Sombulula ngokutyelela i-10.
Solve by visiting the 10.

\[
\begin{align*}
14 - 8 &= \\
12 - 7 &= \\
15 - 8 &= \\
16 - 8 &= 
\end{align*}
\]

6. Sombulula kumgcamanani. Tyelela i-10!
Solve on the number line. Visit the 10!

\[
\begin{align*}
14 - 8 &= \\
17 - 9 &= \\
13 - 7 &= 
\end{align*}
\]

7. 
\[
\begin{array}{ccc}
14 - 6 &= & 13 - 7 &= & 16 - 9 &= \\
15 - 7 &= & 12 - 5 &= & 13 - 8 &= 
\end{array}
\]

Sina baked 13 cakes. She sold 7. How many does she have now?
1 Bala isiqingatha.
Calculate half:

<table>
<thead>
<tr>
<th>imidundu eli-12</th>
<th>imidundu eli-13</th>
<th>imidundu eli-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 hotdogs</td>
<td>13 hotdogs</td>
<td>16 hotdogs</td>
</tr>
</tbody>
</table>

2 Gqibezele itheyibhile yokuphinda kabini!
Complete the doubles table!

<table>
<thead>
<tr>
<th></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>
<tr>
<td>phinda kabini</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>double</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3 Phinda kabini.
Double.

8

Isi-8 esipindwe kabini senza ___.
Double 8 is ___.

16

I-16 eliphindwe kabini lenza ___.
Double 16 is ___.

11

I-11 eliphindwe kabini lenza ___.
Double 11 is ___.

4 Isiqingatha se-
Half of

<table>
<thead>
<tr>
<th>Phinda kabini</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
</tr>
<tr>
<td>8</td>
</tr>
</tbody>
</table>
Doubling and multiplication by 2

### WEEK 10 • DAY 4

#### Doubling and multiplication by 2

**5**

<table>
<thead>
<tr>
<th>abafundi learners</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>
<tr>
<td>amehlo eyes</td>
<td>2</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Bangaphi abafundi?**

How many learners?

**Mangaphi amehlo?**

How many eyes?

**6**

**Mangaphi?**

How many?

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

<table>
<thead>
<tr>
<th></th>
<th>2</th>
<th>5</th>
<th>6</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>amehlo eyes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**7**

\[
\begin{align*}
2 \times 3 &= \_ \_ \\
2 \times 5 &= \_ \_ \\
2 \times 6 &= \_ \_ \\
2 \times 2 &= \_ \_ \\
2 \times 1 &= \_ \_ \\
2 \times 4 &= \_ \_ \\
2 \times 8 &= \_ \_ \\
2 \times 10 &= \_ \_ \\
\end{align*}
\]

**8**

**Zingaphi?**

How many?

<table>
<thead>
<tr>
<th>izi-2 kwisi-4?</th>
<th>izi-2 kwisi-8?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2s in 4?</td>
<td>2s in 8?</td>
</tr>
<tr>
<td>izi-2 kwi-10?</td>
<td>izi-2 kwi-14?</td>
</tr>
<tr>
<td>2s in 10?</td>
<td>2s in 14?</td>
</tr>
</tbody>
</table>

**9**

**Ileke se enye ixabisa i-R2.**

One sweet costs R2.

<table>
<thead>
<tr>
<th>Zixabisa malini iilekese ezi-5?</th>
<th>Zixabisa malini iilekese ezisi-8?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much do 5 sweets cost?</td>
<td>How much do 8 sweets cost?</td>
</tr>
</tbody>
</table>

**Doubling and multiplication by 2**

Week 10 • Day 4
IVEKI 10 • USUKU 5
Phindaphinda ngo-5 nange-10

1. **Zingaphi iibhokisi?**
   How many boxes?

<table>
<thead>
<tr>
<th>iibhokisi boxes</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>
<tr>
<td>iikhrayoni crayons</td>
<td>10</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. **Zingaphi iikhrayoni?**
   How many crayons?

<table>
<thead>
<tr>
<th>iikhrayoni crayons</th>
<th>2</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>iikhrayoni crayons</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. \(10 \times 3 = \_\) \(10 \times 5 = \_\) \(10 \times 6 = \_\) \(10 \times 2 = \_\)

   | 10 \times 1 = \_ | 10 \times 4 = \_ | 10 \times 8 = \_ | 10 \times 10 = \_ |

4. **Zingaphi?**
   How many?

<table>
<thead>
<tr>
<th>ama-10 kuma-30? 10s in 30?</th>
<th>ama-10 kuma-50? 10s in 50?</th>
</tr>
</thead>
<tbody>
<tr>
<td>ama-10 kuma-70? 10s in 70?</td>
<td>ama-10 kwi-100? 10s in 100?</td>
</tr>
</tbody>
</table>

5. **Ijusi enye ixabisa i-R10.**
   One juice costs R10.

<table>
<thead>
<tr>
<th>Zixabisa malini iijusi ezi-3? How much do 3 juices cost?</th>
<th>Zixabisa malini iijusi ezi-5? How much do 5 juices cost?</th>
</tr>
</thead>
</table>
Multiply by 5 and 10

WEEK 10 • DAY 5

6

<table>
<thead>
<tr>
<th>izandla?</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>
<tr>
<td>hands?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| iminwe? | 5 | 10 |   |   |   |   |   |   |   |    |
| fingers |   |   |   |   |   |   |   |   |   |    |

7

Zingaphi?
How many?

2 hands

| iminwe? |
| fingers |

5 hands

| iminwe? |
| fingers |

8

$5 \times 3 = ___$
$5 \times 5 = ___$
$5 \times 6 = ___$
$5 \times 2 = ___$
$5 \times 1 = ___$
$5 \times 4 = ___$
$5 \times 8 = ___$
$5 \times 10 = ___$

9

Zingaphi?
How many?

<table>
<thead>
<tr>
<th>izi-5 kwi-15?</th>
<th>izi-5 kuma-25?</th>
</tr>
</thead>
<tbody>
<tr>
<td>5s in 15?</td>
<td>5s in 25?</td>
</tr>
<tr>
<td>izi-5 kuma-20?</td>
<td>izi-5 kuma-50?</td>
</tr>
<tr>
<td>5s in 20?</td>
<td>5s in 50?</td>
</tr>
</tbody>
</table>

10

Ipakethe yamandongomani ixabisa i-R5.
One bag of peanuts costs R5.

<table>
<thead>
<tr>
<th>Tipakethe ezi-3 zamandongomani ixabisa malini?</th>
<th>Zixabisa malini ipakethe zamandongomani ezili-10?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much do 3 bags of peanuts cost?</td>
<td>How much do 10 bags of peanuts cost?</td>
</tr>
</tbody>
</table>
Fakela umbala.

Colour in.
Sika iimilo ezisi-7 (ezibizwa ngokuba ziithengrem) ezikwiphepha le-III uze uzisebenzise ekwenzeni lo mfanekiso.

Cut out the 7 shapes (called a tangram) on page III and use them to make this picture.
Ithengram: Iphepha 103

Sebenzisa iimilo zakho ezi-7 zethengram ukuze wakhe oku.
Use your 7 tangram shapes to build this.

Ingathi ngunonkala.
Uyavuma ukuba kunjalo?
It looks like a crab.
Do you agree?
Sebenzisa iimilo zako zethengram ezisi-7 wakhe oku.
Use your 7 tangram shapes to build this.

It looks like a goose. Do you agree?

Sebenzisa iimilo zako zethengram ezisi-7 wakhe oku.
Use your 7 tangram shapes to build this.

It looks like a bird. Do you agree?
Ithengram: Iphepha 105

Sebenzisa iimilo zakho zethengram ezisi-7 wakhe oku.
Use your 7 tangram shapes to build this.

Ikangeleka ngathi yitopi yokudlala. Ingaba uyavuma?
It looks like a spinning top. Do you agree?

Sebenzisa iimilo zakho zethengram ezisi-7 wakhe oku.
Use your 7 tangram shapes to build this.

Ikangeleka ngathi sisikhephe. Ingaba uyavuma?
It looks like a boat. Do you agree?
Sebenzisa iimilo zakho ezisi-7 zethengram wakhe oku.
Use your 7 tangram shapes to build this.

Ikhangeleka njani?
What does it look like?
**Ithengram: Iphepha 107**

Sebenzisa iimilo zakho ezisi-7 wakhe oku edesikeni yakho.
Use your 7 shapes to build this on your desk.

---

Sebenzisa iimilo zakho ezisi-7 wakhe oku edesikeni yakho.
Use your 7 shapes to build this on your desk.

---

**Ikangeleka njani?**
What does it look like?

---

**Ikangeleka njani?**
What does it look like?
<table>
<thead>
<tr>
<th></th>
<th>Amagama amanani</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>nothi (zero)</td>
</tr>
<tr>
<td>1</td>
<td>nye (one)</td>
</tr>
<tr>
<td>2</td>
<td>mbini (two)</td>
</tr>
<tr>
<td>3</td>
<td>ntathu (three)</td>
</tr>
<tr>
<td>4</td>
<td>ne (four)</td>
</tr>
<tr>
<td>5</td>
<td>ntlanu (five)</td>
</tr>
<tr>
<td>6</td>
<td>ntandathu (six)</td>
</tr>
<tr>
<td>7</td>
<td>sixhenxe (seven)</td>
</tr>
<tr>
<td>8</td>
<td>sibhozo (eight)</td>
</tr>
<tr>
<td>9</td>
<td>lithoba (nine)</td>
</tr>
<tr>
<td>10</td>
<td>ishumi (ten)</td>
</tr>
<tr>
<td>11</td>
<td>ishumi elinanye (eleven)</td>
</tr>
<tr>
<td>12</td>
<td>ishumi elinesibini (twelve)</td>
</tr>
<tr>
<td>13</td>
<td>ishumi elinesithathu (thirteen)</td>
</tr>
<tr>
<td>14</td>
<td>ishumi elinesine (fourteen)</td>
</tr>
<tr>
<td>15</td>
<td>ishumi elinesihlanu (fifteen)</td>
</tr>
<tr>
<td>16</td>
<td>ishumi elinesithandathu (sixteen)</td>
</tr>
<tr>
<td>17</td>
<td>ishumi elinesixhenxe (seventeen)</td>
</tr>
<tr>
<td>18</td>
<td>ishumi elinesibhozo (eighteen)</td>
</tr>
<tr>
<td>19</td>
<td>ishumi elinthoba (nineteen)</td>
</tr>
<tr>
<td>20</td>
<td>amashumi amabini (twenty)</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>---</td>
<td>----</td>
</tr>
<tr>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>31</td>
<td>32</td>
</tr>
<tr>
<td>41</td>
<td>42</td>
</tr>
<tr>
<td>51</td>
<td>52</td>
</tr>
<tr>
<td>61</td>
<td>62</td>
</tr>
<tr>
<td>71</td>
<td>72</td>
</tr>
<tr>
<td>81</td>
<td>82</td>
</tr>
<tr>
<td>91</td>
<td>92</td>
</tr>
</tbody>
</table>
Le seti yeemilo ezisi-7 kuthiwa yithengram xa ibizwa.
This set of 7 shapes is called a tangram.

Qala usike eli phepha kwincwadi yakho yemisebenzi.
First cut out this page from your workbook.

Sika ngononophelo iimilo ezisi-7.
Carefully cut out the 7 shapes.

Zigcine kwindawo ekhuselekileyo!
Store them in a safe place!