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.

Artists: Mary-Anne Hampton and Angie Bowring

www.fundawande.org
Version 3: 2024

Anyone is free to share (copy and redistribute the material in any medium or format) or adapt (remix, transform and build on the material for any purpose), provided that you credit the work as follows: Bala Wande, IMathematika INcwadi kaTitshala, Ikota 2, Ikota 1, CC BY 4.0.

You may not add terms or measures that legally restrict others from doing anything the licence permits.

For more information: https://creativecommons.org/licenses/by/4.0/
# Contents

1. **Wamkelekile Kwibanga Lesi-2!** .......................................................... 6  
2. **Welcome to Grade 2!** ....................................................................... 7  
3. **Izixhobo Zokufunda Zebala Wande Zabafundi Nootitshala** .............. 4  
4. **Bala Wande Learner and Teacher Support Materials** ......................... 5  
5. **Uluhlu Lwezinto Ezifunekayo: Iipowusta** ............................................. 6  
6. **Checklist: Posters** ........................................................................... 6  
7. **Uluhlu Lwezinto Ezifunekayo: Izixhobo Zootitshala Nabafundi** .......... 7  
8. **Checklist: Teacher and learner manipulatives** .................................. 7  
9. **UKusebenzisa Inkqubo Yemathematika Yebala Wande** ...................... 8  
10. **Using the Bala Wande Mathematics Programme** ............................... 9  
    - Lungiselela Iweki Nganye .................................................................. 8  
    - Prepare for each week ...................................................................... 9  
    - Okufuneka Kwenzwiwe Nootitshala Ukuze Bakwazi Ukulungiselela Iweki Nganye .................................................. 10  
    - What teachers need to do to prepare for each week ...................... 10  
    - Usuku Ngalunye ............................................................................... 11  
    - Each day ......................................................................................... 11  
11. **Itheyibhile Yexesha Yeveki Nganye** .................................................. 16  
12. **Weekly Timetable** ......................................................................... 17  
13. **Isicwangciso Sekota** ....................................................................... 18  
14. **Term Plan** .................................................................................... 19
<table>
<thead>
<tr>
<th>Week 1 • Revision</th>
<th>Representation of numbers</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2 • Counting in 2s, 3s, 4s and 5s</td>
<td>Counting in 3s</td>
<td>49</td>
</tr>
<tr>
<td>Week 3 • Breaking down 6s, 7s, 8s and 9s</td>
<td>Breaking down 6</td>
<td>64</td>
</tr>
<tr>
<td>Week 4 • Getting to 10</td>
<td>Breaking down 10</td>
<td>84</td>
</tr>
<tr>
<td>Week 5 • Visiting the 10</td>
<td>Make a 10 (addition)</td>
<td>104</td>
</tr>
</tbody>
</table>

**Course Outline**

**Week 1 • Revision**
- **USUKU 1 • DAY 1** Representation of numbers
- **USUKU 2 • DAY 2** Number lines
- **USUKU 3 • DAY 3** Smallest to biggest
- **USUKU 4 • DAY 4** Half
- **USUKU 5 • DAY 5** Consolidation

**Week 2 • Counting in 2s, 3s, 4s and 5s**
- **USUKU 1 • DAY 1** Double
- **USUKU 2 • DAY 2** Counting in 3s
- **USUKU 3 • DAY 3** Counting in 4s
- **USUKU 4 • DAY 4** Counting in 5s
- **USUKU 5 • DAY 5** Assessment and consolidation

**Week 3 • Breaking down 6s, 7s, 8s and 9s**
- **USUKU 1 • DAY 1** Breaking down 6
- **USUKU 2 • DAY 2** Breaking down 7
- **USUKU 3 • DAY 3** Breaking down 8
- **USUKU 4 • DAY 4** Breaking down 9
- **USUKU 5 • DAY 5** Assessment and consolidation

**Week 4 • Getting to 10**
- **USUKU 1 • DAY 1** Counting in 10
- **USUKU 2 • DAY 2** Find the 10s
- **USUKU 3 • DAY 3** Next 10
- **USUKU 4 • DAY 4** Previous 10
- **USUKU 5 • DAY 5** Assessment and consolidation

**Week 5 • Visiting the 10**
- **USUKU 1 • DAY 1** Make a 10 (addition)
- **USUKU 2 • DAY 2** Jump forwards to 10
- **USUKU 3 • DAY 3** Get to 10 (subtraction)
- **USUKU 4 • DAY 4** Jump backwards to 10
- **USUKU 5 • DAY 5** Assessment and consolidation
Inkqubo yeMathematika yeBala Wande

IFunda Wande ngumbutho ongenanjongo zakwenzu nzuze, oneenjongo zokuqinisekisa ukuba bonke abafundi baseMzantsi Afrika bayakwazi ukufunda ngokuqanda/ukufundela intsingiselo nge-10. IBala Wande yinkqubo ehamba neIFunda Wande yemathematika (yezibalo) ejolise ekubeni bonke abafundi baseMzantsi Afrika bafumane isiseko esisiso semathematika kwakwiminyaka yamabanga aphantsi.

Isikhokelo sikatitshala seBala Wande sinika umkhombandlela wemihla ngemihla wokufundisiza imathematika ngenzelo eza ekubeni ukuba abafundi abaphendula. Bonke abafundi baseMzantsi Afrika bayakwazi ukufunda ngokuqanda/ukufundela intsingiselo nge-10. IBala Wande yinkqubo ehamba neIFunda Wande yemathematika (yezibalo) ejolise ekubeni bonke abafundi baseMzantsi Afrika bafumane isiseko esisiso semathematika kwakwiminyaka yamabanga aphantsi.

Izixhobo sezifundo zeBala Wande zibandakanya isikhokelo sikaTitshala. Incwadi yemisebenzi yangabafundi kunye nezinye izixhobo ezisetyenziswa ngootitshhala nabafundi ekufundeni (jonga kumaphethe 6 & 7).

1. Wamkelekile kwiBanga lesi-2!

Sinqwenela ukuba abafundi babe nemikhwa emihle xa besenza izibalo kwasekuqaleni. Thetha nabo ngokuqaphela ngenyameko loo nto bafanele ukuyenza. Ngosuku ngalunye xa uqalisa umsebenzi waseklasini abazenzela bebowda abafundi, bacele bajonge emaphetheheni baze bakwadi abakabonango. Bacinga ukuba bafanele ukwenza ntoni?

Isiqhelo 1: Sizobaba imifanekiso. Ndingazoba ntoni enokundinceda ndisombululele le ngxaki?

Isiqhelo 2: Sizobaba imifanekiso. Ndingazoba ntoni enokundinceda ndisombululele le ngxaki?

Isiqhelo 3: Sizobaba imifanekiso. Ndingazoba ntoni enokundinceda ndisombululele le ngxaki?

Isiqhelo 4: Sizobaba imifanekiso. Ndingazoba ntoni enokundinceda ndisombululele le ngxaki?

Isiqhelo 5: Sizobaba imifanekiso. Ndingazoba ntoni enokundinceda ndisombululele le ngxaki?

Isiqhelo 6: Sizobaba imifanekiso. Ndingazoba ntoni enokundinceda ndisombululele le ngxaki?

Isiqhelo 7: Sizobaba imifanekiso. Ndingazoba ntoni enokundinceda ndisombululele le ngxaki?

Isiqhelo 8: Sizobaba imifanekiso. Ndingazoba ntoni enokundinceda ndisombululele le ngxaki?

Isiqhelo 9: Sizobaba imifanekiso. Ndingazoba ntoni enokundinceda ndisombululele le ngxaki?

Isiqhelo 10: Sizobaba imifanekiso. Ndingazoba ntoni enokundinceda ndisombululele le ngxaki?

Eyona njongo yethu iphambili kulo nyaka kukukuthhaza abafundi ukuba bathethe bakhwaze ngemathematics. Yonke imihla, kufuneka ujolise ekuqaphakene ekubandakanya abafundi abazenzela bawo bangwaqondiya kungqo kuyakwazi ukuba abafundi babunyaka ukufunda ngokuqanda/ukufundela intsingiselo nge-10. Isikhokelo sikatitshala seBala Wande sinika umkhombandlela wemihla ngemihla wokufundisiza imathematika ngenzelo eza ekubeni ukuba abafundi abaphendula. Bonke abafundi baseMzantsi Afrika bayakwazi ukufunda ngokuqanda/ukufundela intsingiselo nge-10. IBala Wande yinkqubo ehamba neIFunda Wande yemathematika (yezibalo) ejolise ekubeni bonke abafundi baseMzantsi Afrika bafumane isiseko esisiso semathematika kwakwiminyaka yamabanga aphansi.

Ootitshalaabaninizibemathematika baseMzantsi Afrika bayakwazi ibumani xe befundisa nge-10 zokunceda abafundi babo babo nokuqanda ngemathematics. Ukuxhabhamba abafundi bafumane ibukubonayo ukuqinisekisa ukuba bafundiswa nge-10. Isikhokelo sikatitshala seBala Wande sinika umkhombandlela wemihla ngemihla wokufundisiza imathematika ngenzelo eza ekubeni ukuba abafundi abaphendula. Bonke abafundi baseMzantsi Afrika bayakwazi ukufunda ngokuqanda/ukufundela intsingiselo nge-10. IBala Wande yinkqubo ehamba neIFunda Wande yemathematika (yezibalo) ejolise ekubeni bonke abafundi baseMzantsi Afrika bafumane isiseko esisiso semathematika kwakwiminyaka yamabanga aphantsi.

KwisiGaba esisiseko, ukufundisa imathematika nokufundisa ulwimi kwenziwa ngaxeshanye. Inkqubo yeBala Wande ilungiselelele ukuba ikuxhase kanje ekwenzeni oku.
The Bala Wande Foundation Phase mathematics programme

Funda Wande is a not-for-profit organisation that aims to ensure that all learners in South Africa can read for meaning and calculate with confidence 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.

The Bala Wande mathematics programme 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. The programme was developed specifically for the South African curriculum and is CAPS-compliant. The content, time allocation and assessment for learning all are based on the CAPS.

The Bala Wande course materials comprise a Teacher Guide, a Learner Activity Book and manipulatives for both teacher and learners (see pages 6 & 7).

1. Welcome to Grade 2!

We would like learners to establish good habits while doing maths right from the start. Talk to them about looking carefully at what they are supposed to do. Each day when you introduce the independent classwork, help learners develop these habits:

**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 learners to start to talk out loud about maths. 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.

Keep your eye out for learners who are struggling with things such as basic number concept. If there are learners 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.

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. 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’.

In the Foundation Phase, teaching mathematics and teaching language go together. The Bala Wande programme has been planned to support you in this teaching.
2. Izikhobo zokufunda zeBala Wande zabafundi nootitshala

Isikhokelo sikatitshala seBala Wande
- isishwankathelo semiba eza kufundiswa kwiveki nganye.
- Izibalo zentloko ezicwangciselwe imihla yonke (intsuku 1-4).
- imisetyenzana yokutyebisa (rhoaqo ngweki - intsuku 1-4)
- imisebenzi yokufundisa engundaoqo exhaswa zizipowusta nezikhobo ezisebhokisini (intsuku 1-4).
- ilikopizomphepha eeNCwadi zemiSebenzi yabaFundi zeBala Wande zolo suku (ezifakwe ngokulandelela kwisiKhokelo sikaTishala) ezinezisombululo namanqaku katitshala.
- uvavanyo olujolise ekufundeni (usuku lwesi-5 kwiveki 2–8).
- uqukanisa (usuku lwesi-5 iiveki 1-10)

Incwadi yemisebenzi yabafundi yeBala Wande
- imisebenzi yemihla ngemihla hambelana nemisebenzi yezifundo
- imisebenzi yemihla ngemihla yabafundi abaza kuyenza ngabanye-ngabanye okanye ngokwamaqela
- imidlalo hambelana nemisebenzi yezifundo

Isichazimagama esineelwimi ezimbini
- isichazimagama esineelwimi ezimbini sesigama semathematika sesiGaba esiSiseko esineenkcazelo nemizimela

Iividiyo
- iividiyo zezifundo ezinemifanekiso yasekhasini katitshala efezekisa ezinye zezifundo ezicwangcisiweyo
- iividiyo zoqeqesho zinika umfanekiso wekhasi enemibonisa yooyopapayi eqaqambisa nekwazekelisa ngeendlela eziphambili zokufundisa iMathematika kwisiGaba esiSiseko

Iipowusta
- ikhalenda
- irejista yeklasi ekwisakhelo samashumi
- iipowusta ezihambelana nezicwangciso zezifundo

Izixhobo zokufunda ezisetyenziswa ngutitshala nabafundi
- inendlela zikhokelo zokufunda ezikhokelo zokufunda ezisebhokisini (intsuku 1-4).
- ilithi zikhokelo zokufunda ezisebhokisini ekukuphila izikhokelo kuneMpendulo ekKhwezi (QR code) ezishuleka izinkunzi kumakise.

Izixhobo zovavanyo
- isicwangciso sekota sovavanyo
- imisebenzi ethethwayo neyenziwayo eneerubriki/enoluhlulokuyawalselwayo (zi-2 ngokota nganye)
- imisebenzi nemisetyenzana yovavanyo ecwangcisiweyo ngosuku lwesi-5 iiveki nganye (lveki 2–8: jonga kumpa kumaphepha angasemva esi sikhokelo)
- Iqhamashela lekhawuleni yeMpendulo eKhwulezayo (QR code) lezakhelo zaphumapha amanqaku

Uxwebhu lokumakisha lwakwaFunda Wande

20
Uqukaniso
Consolidation
USUKU 5 • USUKU 5 • DAY 5
IVEKI • WEEK 
1

Gqibezela iipatheni zamanani.
Complete the number patterns.
3 6 9
4 8 12

Isaqingatha se-
Half of
Phinda kabini
Double

2 3 3 5
4 5 4 2
### Bala Wande Teacher Guide
- overview of the concepts to be taught each week
- Mental Maths activities for every day (Days 1–4)
- core concept teaching activities supported by posters and manipulatives (Days 1–4)
- enrichment activities (weekly - Days 1-4)
- copies of the Bala Wande Learner Activity Book pages for the day (embedded in sequence in the Teacher Guide) with solutions and teacher notes
- assessment for learning (Day 5, Weeks 2–8)
- consolidation (Day 5, Weeks 1–10)

### Bala Wande Learner Activity Book
- daily activities that align with the lesson activities
- daily activities for learners to work on independently or in groups
- games aligned with the lesson activities

### Bilingual dictionary
- a bilingual dictionary of Foundation Phase mathematical terms with explanations and examples

### Videos
- lesson videos showing classroom footage of teachers implementing some of the planned lessons
- training videos that provide classroom footage combined with animations that highlight and exemplify good methodologies for the teaching of mathematics in the Foundation Phase

### Posters
- a calendar
- a ten frame class register
- posters aligned to the lesson plans

### Manipulatives for the teacher and learners
- a variety of manipulatives for teachers and learners to use in the classroom

### Tools for assessment
- assessment plan for each term
- oral and practical activities with rubrics/checklists (2 per term)
- planned assessment tasks and activities for the 5th day of each week (Weeks 2–8: see back pages of this guide)
- QR code link to mark sheet templates

---

#### Complete the number patterns.

<table>
<thead>
<tr>
<th>Complete the number patterns.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 6 9</td>
</tr>
<tr>
<td>4 8 12</td>
</tr>
</tbody>
</table>

#### Half of Phinda kabini Double

<table>
<thead>
<tr>
<th>Half of</th>
<th>Double</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 3 3 5</td>
<td></td>
</tr>
<tr>
<td>4 5 4 2</td>
<td></td>
</tr>
</tbody>
</table>

#### Uxwebhu lokumakisha lwakwa Funda Wande

<table>
<thead>
<tr>
<th>Uqukaniso</th>
<th>Consolidation</th>
</tr>
</thead>
<tbody>
<tr>
<td>USUKU 5 • USUKU 5 • DAY 5</td>
<td></td>
</tr>
<tr>
<td>IVEKI • WEEK 2</td>
<td></td>
</tr>
</tbody>
</table>

#### IPHEPHA LOKUSEBENZLA WORKSHEET

<table>
<thead>
<tr>
<th>Masithethe ngeMaths!</th>
</tr>
</thead>
<tbody>
<tr>
<td>In English we say:</td>
</tr>
<tr>
<td>count forwards</td>
</tr>
<tr>
<td>count backwards</td>
</tr>
<tr>
<td>count forwards by 2</td>
</tr>
<tr>
<td>count backwards by 2</td>
</tr>
</tbody>
</table>

#### Isiqingatha se-

- count forwards
- count backwards
- count forwards by 2
- count backwards by 2

<table>
<thead>
<tr>
<th>isine singaphezulu kunesithathu</th>
</tr>
</thead>
<tbody>
<tr>
<td>four is more than three</td>
</tr>
<tr>
<td>three is less than four</td>
</tr>
<tr>
<td>four comes after three</td>
</tr>
<tr>
<td>three comes before four</td>
</tr>
</tbody>
</table>
Uluhlu Iwezinto ezifunekayo • Checklist

Iipowusta • Posters

Ikhalenda
Calendar

Irejista
Register

Izikwere ezili-100
100 square

Amagama amanani
0-19
Number names 0-19

Amagama amanani
10-100
Number names 10-100

Amagama amanani
100-1000
Number names 100-1000

Iintsuku zeveki
Days of the week

Iinyanga zonyaka
Months of the year

Imali
Money

limilo ze-2D
2-D shapes

Izinto zemilo ye-3D
3-D objects

lindonga zamaqhezu
Fraction walls

Umgcamanani 0-20 (ongaphawulwanga)
Number line 0–20 (blank)

Umgcamanani 0-20
Number line 0–20
<table>
<thead>
<tr>
<th><strong>Izixhobo zootitshala nabafundi • Teacher and learner manipulatives</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amakhadi amanani 0-1000</strong> (ootitshala)</td>
</tr>
<tr>
<td>Number cards 0-1000 (teacher)</td>
</tr>
<tr>
<td><strong>Amakhadi amanani 0-20</strong> (abafundi)</td>
</tr>
<tr>
<td>Number cards 0-20 (learner)</td>
</tr>
</tbody>
</table>

| **Ibloko ezidinyaniswayo** (ootitshala nabafundi) | **Ibloko ziséseko seshumi – ama-100, ama-10, oo-1** (umboniso oncamathelayo) |
| Multifix blocks (teacher and learner) | Base ten blocks – 100s, 10s, 1s (demo magnetic) |

| **Iwotshi encinci yomfundi eneeyure ezingama-24** (ootitshala nabafundi) | **Imilo ezine-3D ezineenethi** (ezilingene ukubonisa) |
| 24-hour small clock (teacher and learner) | 3-D shape nets (teacher demo) |

| **Amadayisi amabini kumfundini ngamnye** | **Iteyiphu yokulinganisela e-1** (yokwabelana) |
| 2 dice per learner | 1 tape measure (to share) |
3. Ukusebenzisa inkqubo yeMathematika yeBala Wande
Lungiselela iveki nganye

Iphepha lokuqala lamagqabantshintshi iveki liqulethe oku

Isishwankathelo esifutshane sezibalɔ sentloko nemisebenzi yezikifo izevekile yake nezikhoba zakufunda ekufuneka uzilungisile

Ululhu lweeneyengo izevekile onokutzisebenzisa ukuqinisekisa ukuba iklasi yake isekhondweni elichanekileyo

Inkcazelo yomsebenzi wovawanyo enikwa ngosuku lwesı-5 lweveki

Iphepha lesibini lamagqabantshintshi iveki liqulethe oku.

Inkcazelo yeziBALO zeNtloko nomdlalo weveki. Ukuba kukho ithuba exhasa le misetyenzana, iikhowudi zempendulo ekhawulezayo (QR) zifumaneka

Inkcazelo yesigama esingundoqo oza kusifundisa kule iveki. Amanqaku malunga ngosiga esiza kusigxini nisa kule iveki. Ukuba kukho ithuba exhasa le misetyenzana, iikhowudi zempendulo ekhawulezayo (QR) zifumaneka

Ululhu lwenzinto ekufuneka ziqatshelwe ngootshala ezifanana neempazamo ezenziwa rhoqo ngabafundi, izimvo ezibalulekileyo ezinokugxiniswa ngosiga esingundoqo izeveki

Iphepha lesibini lamagqabantshintshi iveki liqulethe oku.

Inkcazelo yeziBALO zeNtloko nomdlalo weveki. Ukuba kukho ithuba exhasa le misetyenzana, iikhowudi zempendulo ekhawulezayo (QR) zifumaneka

Iphepha lezisabili lamagqabantshintshi iveki liqulethe oku.
3. Using the Bala Wande mathematics programme

Prepare for each week

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

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

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

A description of the assessment activity which is done on Day 5 of the week.

The second page provides more details about the week’s activities.

A description of the Mental Maths and game for the week. If there is a video that supports these activities the QR codes are provided.

A description of the key concepts to be taught over the week. Notes about the vocabulary to emphasise this week. If there is a video that supports these key concepts the QR codes are provided.

A list of things teachers must watch out for such as mistakes learners often make, important ideas to emphasise and key vocabulary for the week.
Kufuneka wenze ntoni ukuze ukwazi ukulungiselela iveki nganye

• Funda isikhokelo uze ulungiselele iveki nesifundo ngasinjwe (bukela ividado ukuba ibalulekle).
• Wakube usifundisile isifundo, cinga ngendlela esiqhubeka ngayo. Bhala amanqaku ngezimvo onazo malunga nokuba ungenza ntoni eyahlukileyo ukuba unokufundisa eso isifundo kwakhona.
• Kwiveki 2-8 kuza kufuneka ulungiselele umsebenzi wowavanyo weveki. Kubaluleke kakhu kuba kwiveki eziza kuba novavanjo oluthethwayo nelwenzisekiso ukubaluleke leyo. Ngayo inkqubela yomfundi ngamnye ukuthi ukuze ngewenza ivu kubale isifundo ngayo njami ukuze ukulungiselela.

Usuku ngalunye

Sebenzisa irejista ukuze ubale abafundi abaseklasini

Inkaobo yeBala Wande iyile ipowusta yerejista yeklasi eyodwa. Umfundi ngamnye uza kuziphawula ngokukhombekile okanye oonabumba bokuphula barnagama akhe kwirejista leyo yonke imhla. Qinisekisa ukuba abafundi bazalisa izakhele zamashumi kwirejista ngokulandelelana.

Ekuqaleni kwegqaleni semathematika bala inani labafundi abakhoyo, umz., balishumi, ngamashumi amabini, ngamashumi amathathu, amashumi amane. Ngamashumi amane abafundi abakhoyo namhlanje.”

Usuku ngalunye

Sebenzisa irejista ukuze ubale abafundi abaseklasini

Inkaobo yeBala Wande iyile ipowusta yerejista yeklasi eyodwa. Umfundi ngamnye uza kuziphawula ngokubalulekile okanye oonabumba bokuphula barnagama akhe kwirejista leyo yonke imhla. Qinisekisa ukuba abafundi bazalisa izakhele zamashumi kwirejista ngokulandelelana.

Ekuqaleni kwegqaleni semathematika bala inani labafundi abakhoyo, umz., balishumi, ngamashumi amabini, ngamashumi amathathu, amashumi amane. Ngamashumi amane abafundi abakhoyo namhlanje.”

Lo msebenzi uphindaphindwa yonke imhla ubethelela imbondo yokuba ukuhlela nokubala ngamashumi kuyasebenza kwaye kwenza abafundi bayeke ukubala ngoonyonye.

Xoxa nabafundi ngomhla wanamhlanje usebenzise ikhalenda


Imisetyenzana yokutyebisa

Bhala imisetyenzana esebhodini ekupheleni kwesifundo sabafundi abagqiba imisebenzi yaseklasini ngokukhawuleza.
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 if relevant).
• After teaching the lesson, reflect on how it went. Make notes on what went well and what to do differently next time.
• In Weeks 2–8, prepare for the assessment activity of the week. In the weeks in which there is an oral and practical assessment, teachers need to plan how to record each learner’s progress using the rubric or checklist over the course of the week.

Each day

Use the register to count the learners in the class

The Bala Wande programme has created a special class register poster. Every day, each learner will mark themselves by putting a dot or their initials on the register. Ensure that the learners fill the ten frames on the register in order.

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

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

Discuss the date with learners using the calendar

Use the calendar to identify the year, month, day and date with the class each day. Mark the date on the wall calendar. Note any birthdays. This forms part of the teaching of time every day of the year.

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.
Sebenzisa iflowutshathi ukuze ubone ukulandelelela kwemisebenzi yosuku

Ekuqaleni kosuku ngalunye kunikwa iflowutshathi esishwankathelo solandwelwano lwemisebenzi yosuku.

IZIBALO ZENTLOKO | MENTAL MATHS
UKULINGANISA NOKUBONISA AMANANI 1-5 | COPY AND SHOW NUMBERS 1-5

Yenza umsebenzi wezibalo zentloko (imizuzu eli-15)

Izibalo zentloko zizinxalenye ebalulekileyo yesiyinisekisa ukuba abafundi banolwazi olululo olusisiseko. Kukho ili idiyo ezibonisa imisebenzi yezibalo zentloko siyisebenzisela ukuxxa ekisini wokucela kwawo omsebenzi yosuku. Ngosuku ngalunye, isikhokelo sikatitshala sinika isikhumbuzo esingumfanekiso ngqondweni womsebenzi wezibalo zentloko wo lo su xuko.

IZIBALO ZENTLOKO | MENTAL MATHS
UKULINGANISA NOKUBONISA AMANANI 1-5 | COPY AND SHOW NUMBERS 1-5

Yenza umsebenzi weklasi (imizuzu engama-30)


Dlalani umdlalo (imizuzu eli-15)

Imidlalo inceda abafundi baqehele basebenzise izakhono ngokuzenzekela kuywe bonwabe xa besenza loo nto. Sisebenzisa imidlalo yeveki ukuqinisekisa nokubethelela ingqiqo ezilula nezakhono ekufuneka zaziwe ngabafundi.

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

Umdlalo: Izibalo ezikhawulezayo namakhadi – cwaungcisa
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.
- Wacwaungcise aqale kwelona lincinci ukuya kwelona likhulu.
  Order from smallest to largest.

Imidlalo: Izibalo zentloko

IZIBALO ZENTLOKO | MENTAL MATHS
UKULINGANISA NOKUBONISA AMANANI 1-5 | COPY AND SHOW NUMBERS 1-5

Yenza umsebenzi wezibalo zentloko (imizuzu eli-15)

Izibalo zentloko zizinxalenye ebalulekileyo yesiyinisekisa ukuba abafundi banolwazi olululo olusisiseko. Kukho ili idiyo ezibonisa imisebenzi yezibalo zentloko siyisebenzisela ukuxxa ekisini wokucela kwawo omsebenzi yosuku. Ngosuku ngalunye, isikhokelo sikatitshala sinika isikhumbuzo esingumfanekiso ngqondweni womsebenzi wezibalo zentloko wo lo su xuko.

IZIBALO ZENTLOKO | MENTAL MATHS
UKULINGANISA NOKUBONISA AMANANI 1-5 | COPY AND SHOW NUMBERS 1-5

Yenza umsebenzi weklasi (imizuzu engama-30)


Dlalani umdlalo (imizuzu eli-15)

Imidlalo inceda abafundi baqehele basebenzise izakhono ngokuzenzekela kuywe bonwabe xa besenza loo nto. Sisebenzisa imidlalo yeveki ukuqinisekisa nokubethelela ingqiqo ezilula nezakhono ekufuneka zaziwe ngabafundi.

Imidlalo ekwiLAB iboniswa ngemifanekiso yoopopayi/yeekhathuni. Abafundi bacakiselwe amanyathelo okudlala umdlalo baze baboniswa nendlela abanokuwalandela ngayo la manyathelo.
Use the flow diagram to see the sequence of activities for the day

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

**IZIBALO ZENTLOKO**
Mental Maths

**UKULINGANISA NOKUBONISA AMANANI 1-5**
Copy and Show Numbers 1-5

**UPHUHLISO LWENGQIQO**
Concept Development

**UMDLALO**
Game

**AMAPHEPHA OKUSEBENZELA WORKSHEETS**

---

**Do the Mental Maths activity (15 minutes)**

Mental Maths is an important component of every lesson. We use the Mental Maths activities to ensure that learners become fluent in the basic facts. There are some videos showing the Mental Maths activities in action in the classroom and there is a description of the Mental Maths activity in the overview for the week. At the start of each week, there is a photographic sequence that illustrates the Mental Maths activity that must be done every day of the week.

---

**Do the Concept Development (30 minutes)**

Concept development is when the learners work together as a class to discuss the key mathematical concept of the day, before they break into smaller groups or work individually. There are some videos showing the concept development activities in action in the classroom and there is a description of the activities in the overview for the week. In the Teacher Guide, there is a daily photographic sequence to demonstrate the concept development activities.

---

**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.
Kufuneka wenze ntoni ukuze ukwazi ulungiselela ivesiki nganye?
• funda isikhokelo uze ulingiselele iveki nesifundo ngasinye.
• bukela iividiyo – zibonisa izishunqe zeklasi yokwenyani apho imisebenzi yesifundo ikhe yalingwa khona nalaapho ootitshala abafundise eze zifundo banika ulwazi neengcebiso.

Wakube usifundisile isifundo, cinga ngendlela esiqhubeke ngayo. Bhala amanqaku ngezimvo onazo malunga nokuba ungenza ntoni eyahlukileyo ukuba unokufundisa ezo sifundo kwakhalwa.

Kwiveki 2-8 kuza kufuneka ulungiselela umsebenzi wovavanyo weveki. Kubaluleke kakhulu ukuba kwiveki eziza kuba novavanyo oluthethwayo nolebenzwayo ucwangcise indlela oza kubala ugcine ngayo inqubela yokweste isifundo ngesiXhosa ngulwazi esinonke isikhokelo ngokwazaokwenzeka.
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.
4. Itheyibhile yexesha

<table>
<thead>
<tr>
<th>IBANGA 2 (ULWIMI LWASEKHAYA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mvulo</td>
</tr>
</tbody>
</table>

IZIBALO*  
85 imiz x iintsuku ezi-4 + 55 imiz x usuku olu-1 / 96 imiz x iintsuku esi-5 kwisiCwangcisco esiHlaziyiweyo

<table>
<thead>
<tr>
<th>ULWAZI OLUSISISEKO NEPN</th>
</tr>
</thead>
</table>

| 15 imiz | LS (isifundo esigxile kwitekisi) | LS (umsebenzi) | LS (uphando) | LSPN (Umsebenzi) | Umsebenzi woLS (Uphando lokubhala) (kwisiCwangcisco esiHlaziyiweyo: Asenziwa isifundo ngokokqibeza umsebenzi ngexesha elongzelelweyo loFQNT) |

<table>
<thead>
<tr>
<th>UKUFUNDA NOKUBHALA</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 imiz</td>
</tr>
</tbody>
</table>

| 15 imiz | Ukufundu (Nabanye) | Ukufundu (UkwaKhula isivalakisi) | Ukufundu (Namaqela nayedwa) | Ukufundu |

| 15 imiz | Ukubhala (lindaba) | Ukufundu nabanye | Ukubhala yedwa | Ukuhlela / Ukufundu ngengiqalo | Ukubhala yedwa |

| 10 imiz | Intshayelelo yokuBhala ngeSandla nomSebenzi Owenza Wedwa |

| 30 imiz | Imisebenzi yoFQNT / nomSebenzi Owenza Wedwa | Imisebenzi yoFQNT / nomSebenzi Owenza Wedwa | Imisebenzi yoFQNT / nomSebenzi Owenza Wedwa | Imisebenzi yoFQNT / nomSebenzi Owenza Wedwa |

| 10 imiz | Imisebenzi eyenziwa kwi e-classroom | Imisebenzi eyenziwa kwi e-classroom | Imisebenzi eyenziwa kwi e-classroom | Imisebenzi eyenziwa kwi e-classroom |

| 15 imiz | | | | UkuJonga unike Ingxelo |

| 25 imiz | EFAL* | EFAL* | EFAL* | EFAL* |

IZAKHONO ZOBOMI

| 30 imiz | EzobuGsisa obuBovanayo: (kwisiCwangcisco esiHlaziyiweyo: yenza uFQNT nomsebenzi abawenza bodwa wakwaDBE) | EzobuGsisa obuBovanayo: (kwisiCwangcisco esiHlaziyiweyo: yenza uFQNT nomsebenzi abawenza bodwa wakwaDBE) | UbGuCisa beQonga (kwisiCwangcisco esiHlaziyiweyo: yenza umsebenzi owongezelelweyo woFQNT nomSebenzi Owenza Wedwa) |

| 30 imiz | EzemiThambo (Intshayelelo) (kwisiCwangcisco esiHlaziyiweyo: yenza uFQNT nomsebenzi abawenza bodwa wakwaDBE) | EzemiThambo (litzishiki zemisebenzi) (kwisiCwangcisco esiHlaziyiweyo: yenza uFQNT nomsebenzi abawenza bodwa wakwaDBE) | EzemiThambo (litzishiki zemisebenzi) (kwisiCwangcisco esiHlaziyiweyo: yenza uFQNT nomsebenzi abawenza bodwa wakwaDBE) |

*Akuqukwanga kolu Cwangcisco lwesifundo
### 4. Weekly timetable

<table>
<thead>
<tr>
<th>Grade 2 (Minimum HL)</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MATHS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 min</td>
<td>Oral (HL) <em>(Read aloud)</em></td>
<td>Oral (PSWB)</td>
<td>Oral (PSWB) I think I feel <em>(For Recovery timetable: Omit lesson)</em></td>
<td>Oral (PSWB) Song/poem <em>(For Recovery timetable: Omit lesson)</em></td>
<td>Oral (HL) <em>(Find out discussion)</em></td>
</tr>
<tr>
<td>15 min</td>
<td>BK <em>(text-based lesson)</em></td>
<td>BK <em>(activity)</em></td>
<td>BK <em>(Find Out)</em></td>
<td>PSWB <em>(activity)</em></td>
<td>BK activity <em>(Find out writing)</em> <em>(For Recovery timetable: Omit lesson and complete activity during extra GGR)</em></td>
</tr>
<tr>
<td><strong>READING AND WRITING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 min</td>
<td>Phonics <em>(New letter-sound)</em></td>
<td>Phonics <em>(Activity)</em></td>
<td>Phonics <em>(Letter families)</em></td>
<td>Phonics <em>(Activity)</em></td>
<td>Phonics <em>(Dictation/Timed Word Reading)</em></td>
</tr>
<tr>
<td>15 min</td>
<td>Reading <em>(Shared)</em></td>
<td>Reading <em>(Sentence making)</em></td>
<td>Reading <em>(Paired and independent)</em></td>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>15 min</td>
<td>Writing <em>(News)</em></td>
<td>Shared Writing</td>
<td>Independent Writing</td>
<td>Edit / Comprehension</td>
<td>Independent writing</td>
</tr>
<tr>
<td>10 min</td>
<td>Introduction to Handwriting and Independent work activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GGR / Independent Work Activities</strong></td>
<td><strong>GGR / Independent Work Activities</strong></td>
<td><strong>GGR / Independent Work Activities</strong></td>
<td><strong>GGR / Independent Work Activities</strong></td>
<td><strong>GGR / Independent Work Activities</strong></td>
<td><strong>GGR / Independent Work Activities</strong></td>
</tr>
<tr>
<td>10 min</td>
<td>Activities from e-classroom</td>
<td>Activities from e-classroom</td>
<td>Activities from e-classroom</td>
<td>Activities from e-classroom</td>
<td>Activities from e-classroom</td>
</tr>
<tr>
<td>15 min</td>
<td></td>
<td></td>
<td></td>
<td>Checking and Feedback</td>
<td></td>
</tr>
<tr>
<td>25 min</td>
<td>EFAL*</td>
<td>EFAL*</td>
<td>EFAL*</td>
<td>EFAL*</td>
<td>EFAL*</td>
</tr>
<tr>
<td><strong>LIFE SKILLS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Not included in these lesson plans*
### 5. Isicwangciso sekota

<table>
<thead>
<tr>
<th>Iveki</th>
<th>Usuku 1</th>
<th>Usuku 2</th>
<th>Usuku 3</th>
<th>Usuku 4</th>
<th>Usuku 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Uhlaziyo</td>
<td>Imigcamanani</td>
<td>Usukusa kwelona lincinci uye kwelona likhulu</td>
<td>Isiqingatha</td>
<td>Uqukaniso</td>
</tr>
<tr>
<td>2</td>
<td>Izi-2, izi-3, izi-4 nezi-5</td>
<td>Phinda kabini</td>
<td>Ukubala ngezi-3</td>
<td>Ukubala ngezi-4</td>
<td>Ukubala ngezi-5</td>
</tr>
<tr>
<td>3</td>
<td>Izivakalisi manani zokudibanisa nokuthabatha</td>
<td>Ukucazulula isi-6</td>
<td>Ukucazulula isi-7</td>
<td>Ukucazulula isi-8</td>
<td>Ukucazulula i-9</td>
</tr>
<tr>
<td>4</td>
<td>Ukufikelela kwi-10</td>
<td>Ukucazulula i-10</td>
<td>I-10 elilandelayo</td>
<td>I-10 elidiulileyo</td>
<td>Uvavanyo noqukaniso</td>
</tr>
<tr>
<td>5</td>
<td>Ukutyelela i-10</td>
<td>Yenza i-10</td>
<td>Tsibela phambili ukuya kwi-10</td>
<td>Yiya kwi-10</td>
<td>Tsibela ngasemva ukuya kwi-10</td>
</tr>
<tr>
<td>6</td>
<td>Ubude</td>
<td>Ubude</td>
<td>Ukulinganisela ubude</td>
<td>Ukulinganisela ubude</td>
<td>Limittha neesentimitha</td>
</tr>
<tr>
<td>7</td>
<td>Indawo neemilo</td>
<td>Izinto ezinemili-nganiselo emi-3 (3-D)</td>
<td>Izinto ezikhoyo ezine-3D</td>
<td>Ukwakha ngezinto ezine-3D</td>
<td>Indawo neembonakalo</td>
</tr>
<tr>
<td>8</td>
<td>Ukuphinda kabini</td>
<td>Ukuphinda kabinakwela amanani alinganayo</td>
<td>Ukuphinda kabini amakhulu</td>
<td>Ukwahlila kabini</td>
<td>Ukwahlula kabini okunentsalela</td>
</tr>
<tr>
<td>9</td>
<td>Ukuphinda-phinda kumalunga namaqela alinganayo</td>
<td>Ukuphinda-phinda ngesi-2</td>
<td>Ukuphinda-phinda nge-10</td>
<td>Ukuphinda-phinda ngesi-5</td>
<td>Ukusombulula lingxaki zemali</td>
</tr>
<tr>
<td>10</td>
<td>Uhlaziyo</td>
<td>Ukuboniswa kwamanani</td>
<td>Imigcamanani</td>
<td>Isiqingatha</td>
<td>Uqukaniso</td>
</tr>
</tbody>
</table>

**Inani, Izibalo nolwalamano:** Lipatheni, imisebenzi neAljebra

**Indawo nemilo:** (Ijometri)

**Umlinganiselo:**

**Ukupathwa kwedatha:**
5. Term plan

<table>
<thead>
<tr>
<th>Week</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Revision</td>
<td>Representation of numbers</td>
<td>Number lines</td>
<td>Smallest to biggest</td>
<td>Half</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Consolidation</td>
</tr>
<tr>
<td>Week 2</td>
<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>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Assessment and consolidation</td>
</tr>
<tr>
<td>Week 3</td>
<td>Addition and subtraction</td>
<td>Breaking down 6</td>
<td>Breaking down 7</td>
<td>Breaking down 8</td>
<td>Breaking down 9</td>
</tr>
<tr>
<td></td>
<td>number sentences</td>
<td></td>
<td></td>
<td></td>
<td>Assessment and consolidation</td>
</tr>
<tr>
<td>Week 4</td>
<td>Getting to 10</td>
<td>Breaking down 10</td>
<td>Find the 10s</td>
<td>Next 10</td>
<td>Previous 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Assessment and consolidation</td>
</tr>
<tr>
<td>Week 5</td>
<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>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Assessment and consolidation</td>
</tr>
<tr>
<td>Week 6</td>
<td>Length</td>
<td>Length</td>
<td>Measuring length</td>
<td>Measuring length</td>
<td>Metres and centimetres</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Assessment and consolidation</td>
</tr>
<tr>
<td>Week 7</td>
<td>Space and shape</td>
<td>3-D objects</td>
<td>3-D objects</td>
<td>Building with 3-D objects</td>
<td>Position and views</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Assessment and consolidation</td>
</tr>
<tr>
<td>Week 8</td>
<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>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Assessment and consolidation</td>
</tr>
<tr>
<td>Week 9</td>
<td>Multiplication is about</td>
<td>Multiplying by 2</td>
<td>Multiplying by 10</td>
<td>Multiplying by 5</td>
<td>Solving money problems</td>
</tr>
<tr>
<td></td>
<td>equal groups</td>
<td></td>
<td></td>
<td></td>
<td>Consolidation</td>
</tr>
<tr>
<td>Week 10</td>
<td>Revision</td>
<td>Addition and subtraction</td>
<td>Ordering numbers; Halving</td>
<td>Addition and subtraction</td>
<td>Doubling</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Multiply by 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number, operations and relationships</th>
<th>Patterns, functions and algebra</th>
<th>Space and shape (geometry)</th>
<th>Measurement</th>
<th>Data Handling</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Uhlaziyo

<table>
<thead>
<tr>
<th>Izibalo zentloko: Amakhadi amachokoza libhondi zamanani</th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amakhadi amachokoza</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Imidlalo: Qhathanisa! kunye nezibalo ezikhawulezayo namakhadi - cwangcisa</th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ipenisle nephepha</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>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 umfundi kufuneka akwazi ukwenza oku:

1. Ukuqonda ukuba amanani angaboniswa ngeendlela ngeendlela.
2. Ukufaka amanani kumgcamanani (0-20).
3. Ukusebenzisa ulwimi lwemathematika ukuxoxa ngolwalamano lwamanani.
4. Ukucwangcisa nokuthelekisa amanani apheleleyo ngokobuncinci kuna-, ukuba nkulu kuna-, ukuba ngaphantsi kuna- okanye ukulingana ne-
5. Ukwahlula imilo eyi-2D ibe ngamacala amabini alinganayo.

Uvavanyo

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

<table>
<thead>
<tr>
<th>Mental Maths: Dot cards number bonds</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Games: Tally! and Fast maths with cards - order</td>
<td>pencil and paper</td>
</tr>
</tbody>
</table>

### Day | Lesson activity          | Lesson resources          |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>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

Izibalo zentloko

Umdlapo

Uphuhliso lwengqiqo
Kule veki sijolisa ekugqinisekiseni ukuba abafundi bayaziqhla/bayazonwabela iziseko ezifundwe kwibanga loku-1. Izifundo zale veki zingasetyenziselwa ukufumanisa inqanaba akulo umfundi ngoku. Siza kuqolisa koku:

• Ukuqonda ukuba amanani angaboniswa ngeendlela ezahlukene. Abafundi baza kubona baze bathethe ngamanani aboniswe ngamachokoza, izinto zokwenzani zasebomini, izinto zokubala, ibiilo kunye neesimboli zamanani.
• Ukufaka amanani kUMBcAMANANI (0-20). Abafundi baza kusebenzisa ulwimi lweMathematica oluchanekileyo olufunekayo ukuse baxoxe ngolwalamano lwananani.
• Ukwahlula amanani ukusuka kwelona likhulu uyeye kwelona lincinci. Abafundi baza kucwangcisa baze baphethela amanani, basebenzise isigama semathematica esichanekileyo.
• Ukuvuma imilo ye-2D ibe ngamagalala abamini alinganayo. Abafundi baza kuchanisa ukuba iihafi ezimbini zilingana ncam kwaye xa zidibene zenza into epheleleyo.

Into emayiqatshele we kule veki
Siyanamkela kule veki yokuqala yeBanga lesi-2! Eyona njongo iphambili yale veki kukwakamkela abafundi nokubenza bazinise baqhele izithetho zemathsha zemihla ngemihla. Siyathemba ukuba ekupheleni kweveki baza kuqonda ukuba yonke imihla senza oku:
1. izibalo zentloko
2. umdlalo okhawulezileyo
3. ukufunda izinto ezintsha
4. kunye nokwenza umsebenzi wamaphepha abanini kwincwadi yemisebenzi.
Revision

Mental Maths
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
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
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.

Zingaphi? How many?

Ngawaphi amanye amanani enza isi-5?

What numbers make 5?

Sisi-3 nesi-2

3 and 2

Ngu-1 nesi-4

1 and 4
## Representation of numbers

### Enrichment activities • Imisetyenzana yokutyebisa

<table>
<thead>
<tr>
<th>Usuku 1 Day 1</th>
<th>Usuku 2 Day 2</th>
</tr>
</thead>
</table>
| **Yenza amanani usebenzisa iibloko.**  
Make numbers using blocks.  
12  
5  
10  
13  
4 | **Bhala enye ngaphezulu.**  
Write one more.  
8  
17  
4  
11  
17 |
| **Zoba amanani usebenzisa iithali.**  
Draw numbers using tallies.  
6  
8  
3  
9  
7 | **Bhala enye ngaphantsi.**  
Write one less  
15  
8  
10  
19  
6 |

<table>
<thead>
<tr>
<th>Usuku 3 Day 3</th>
<th>Usuku 4 Day 4</th>
</tr>
</thead>
</table>
| **Biyela elona lincinci.**  
Circle the smallest.  
30 20 50  
24 29 51  
75 57 73  
55 51 15  
99 100 101 | **Bhala ihafu.**  
Write half.  
8  
16  
4  
12  
14 |
| **Biyela elona likhulu.**  
Circle the biggest.  
81 12 50  
17 27 7  
34 21 86  
96 66 26  
43 83 51 | **Bhala kabini.**  
Write double.  
3  
6  
10  
8  
12 |
Bakhuthaze abafundi ukuba bacinge impendulo eziliqela ezahlukeneyo zemibuzo ukuze babone iindlela ezahlukeneyo zakubonisa amanani. Babuze imibuzo eliqela usebenzise amanani ukuze bazive bekhululekile ukunika iimpendulo zabo. Cacisela iklasi inkqubo yokuthalisha.

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.
Ukuboniswa kwamanani
Representation of numbers

• Utitshala wakho uza kubiza inani eliphakathi ko-0 nama-20. Your teacher will call out a number between 0 and 20.

• Sebenzisa isikhewu esingasezantsi ukuze ubonise elo nani usebenzise izinti zokubala. Use the space below to show the number using tallies.

• Xa isikhewu sizele, qhubeka ngokusebenzisa incwadi yako yemisebenzi. When the space is full, continue using your classwork 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</td>
<td>5 + 5 = 10</td>
</tr>
</tbody>
</table>

Teacher calls out

Number: 8

Imigca emine emileyo kunye nomgca omnye onqamlezileyo. Yimigca emi-5.

Four lines standing and one line crossing. That is 5 lines.

15

14
2. Bonisa inani ngokusebenzisa amachokoza, izinti zokubala, isimboli kunye namagama.

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

<table>
<thead>
<tr>
<th>Number</th>
<th>Dots</th>
<th>Tally</th>
<th>Symbol</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>🐔=localhost</td>
<td>🐔</td>
<td>six</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>🍂 localhost</td>
<td>🍂</td>
<td>eight</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>🍂 localhost</td>
<td>🍂</td>
<td>ten</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>🦋 localhost</td>
<td>🦋</td>
<td>seven</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>⛺ localhost</td>
<td>⛺</td>
<td>four</td>
<td></td>
</tr>
</tbody>
</table>

Representation of numbers  
Week 1 • Day 1
Phinda la manyathelo ngamakhadi amanani aseleyo ngendlela eyenza abafundi bakwazi ukuxoxa ngamanani ngexesha ngaliniye. 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.
1 Bhala amanani ashiyiweyo.

Fill in the missing numbers.

- 0 1 2 3 4 5 6 7 8 9 10
- 0 1 2 3 4 5 6 7 8 9 10
- 0 1 2 3 4 5 6 7 8 9 10
- 10 11 12 13 14 15 16 17 18 19 20
- 10 11 12 13 14 15 16 17 18 19 20
- 10 11 12 13 14 15 16 17 18 19 20
- 10 11 12 13 14 15 16 17 18 19 20
2 Dibanisa kumgcamanani.  
Add on the number line.

\[
4 + 1 = 5 \\
7 + 1 = \underline{8} \\
10 - 1 = \underline{9}
\]

3 Thabatha kumgcamanani.  
Subtract on the number line.

\[
8 - 1 = 7 \\
10 - 1 = \underline{9}
\]

4 Bhala inani elingaphezulu ngononye.  
Write one more.

\[
\begin{array}{ccc}
7 & 8 & 5 \\
10 & 11 & 9 \\
19 & 20 & 0 \\
\end{array}
\]

5 Bhala inani elingaphantsi ngononye.  
Write one less.

\[
\begin{array}{ccc}
6 & 5 & 10 \\
20 & 19 & 18 \\
11 & 10 & 8 \\
\end{array}
\]
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.

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

Inani 4 lingaphantsi ngesi-3 kunesi-7. 4 is 3 less than 7.

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


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 boxexe 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.
   
   Fill in the missing numbers.

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

3. Cwangcisa amanani aqale kwelona lincinci ukuya kwelona likhulu.
   Order numbers from smallest to biggest.

4. Cwangcisa amanani aqale kwelona likhulu ukuya kwelona lincinci.
   Order numbers from biggest to smallest.
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 ngelona lincinci ukuya kwelona likhulu.
Order from smallest to biggest.

5

ULulo uphethe iilitha ezili-15 zamanzi.
UNeo uphethe iilitha ezili-12 zamanzi.
Ngubani ophethe amanzi amaninzi? ________
Maninzi kangakanani? _____

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

Ikati inobunzima obuziikhilogram ezi-5.
Inja encinci inobunzima obuziikhilogram ezili-10.
Sesiphi isilwanyana esinzima kakhulu? ________
Sinzima ngaphezulu kakhulu? _____

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

6

Gqibezela iipatheni zamanani.
Complete the number patterns.

3 4 5 6 7 8 10 9 8 7 6 5 22 21 20 19 18 17 15 16 17 18 19 20 14 13 12 11 10 9 18 19 20 21 22 23

7

Biyela ngesangqa ingqekembe ebonisa imali eninzi.
Circle the coin that shows more money.

Smallest to biggest
Half

**CONCEPT DEVELOPMENT**

**IIBHONDI ZAMANANI**

- Dot Cards Number Bonds
- Umdalalo Game
- Uphuhliso LWengqiqo
- Amaphetha Okusebenzelwa
- WorksSheets

**UPHUHLISO LWENGQIQO**

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

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

3. 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.

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

5. Iihafu ezimbini zenza into enye epheleleyo.
   Two halves make one whole.

Bakhuthaze abafundi bathethe ngeehafu nezinto ezipheleleyo. Bacele ukuba bacinge ngezinto ezahlukileyo ezinokwahulwa kubini, baxoxe ngokuba amacandelo amabini ento epheleleyo afana ncum ngexesha ngalinye.

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.
**Isiqingatha**

1. **Yabela abantwana ab-2 ngokulinganayo.** Krwela umgca. Fakela umbala kwisiqingatha.

2. **Bonisa ihafu ezi-2 ngeendlela ezimbini ezahlukileyo.**
   - Show 2 halves in two different ways.

3. **Ndahlula ipitsa e-l phakathi kwabantwana ab-2 ngokulinganayo.** Ufumana ipitsa engakanani umntswana ngamnye?
   - I share 1 pizza equally between 2 children. How much pizza does each child get?

   **Ndahlula itsishokolethi e-l ngokulinganayo phakathi kwabantwana ab-2.** Ufumana itsishokolethi engakanani umntswana ngamnye?
   - I share 1 chocolate equally between 2 children. How much chocolate does each child get?

   **Ndahlula ilofu yesonka ngokulinganayo phakathi kwabantwana ab-2.** Ufumana ilofu esingakanani umntswana ngamnye?
   - I share 1 loaf of bread equally between 2 children. How much bread does each child get?
Usuku olunye luneeyure ezimgama-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 hands.

Usiba olufutshane lwalatha kwiyure yolo suku.
The short hand points to the hour of the day.

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

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

Ama-30 sisiqingatha sama-60. Xa usiba lwemizuzu lusala ku-6, sithi ixesha ‘licala emva’.
30 is half of 60. When the minute hand points to the 6, we say ‘half past’.

Xa usiba lweyure lumi ku-4 luze usiba lwemizuzu lube ku-6, sithi ixesha ‘licala emva kweyesi-4’.
Sibhala ngolu klobo 4:30.
When the hour hand is on the 4 and the minute hand is on the 6, we say, ‘half past 4’. We write 4:30.
Masithethe ngeMaths!
Let’s talk Maths!

**NgesiXhosa sithi:**
- *dibanisa* add
- *thabatha* take away
- *dibanisa ibe nye* add one
- *thabatha ibe nye* take away one
- *thelekisa* compare
- *inkomo inkulu kunekatini* the cow is bigger than the cat
- *ikati incinci kunenkomo* the cat is smaller than the cow
- *isine singaphezulu kunesithathu* four is more than three
- *isithathu singaphantsi kunesine* three is less than four

1. **Bala.** Tally.
   - 16

2. **Cwangcisa amanani uqale ngelona lincinci uye kwelona likhulu.**
   Order the numbers from smallest to largest.
   - 6 9 13
   - 12 20 19

3. **Bhala elingaphantsi ngononye.**
   Write one less.
   - 20 19

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
5 Gqibezela iipatheni zamanani.
Complete the number patterns.

- 23  22  21  20  19  18
- 14  13  12  11  10  9
-  7  8  9 10 11 12

- 16  17 18 19 20 21
-  8  9 10 11 12 13
- 28  29 30 31 32 33

6 Dibanisa okanye uthabathe.
Add or subtract.

- $19 + 1 = \boxed{20}$  
- $20 - 1 = \boxed{19}$
- $15 - 1 = \boxed{14}$  
- $10 + 1 = \boxed{11}$
- $8 - 1 = \boxed{7}$  
- $20 + 1 = \boxed{21}$
- $18 - 1 = \boxed{17}$  
- $10 - 1 = \boxed{9}$

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

- 15  8  19  9
-  19  15  9  8
- 26  19  16  6
-  15  13  5  3

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

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

- $8 \boxed{> } 5$
- $20 \boxed{> } 12$
- $2 \boxed{< } 20$
- $12 \boxed{< } 18$
- $15 \boxed{= } 15$
- $8 \boxed{< } 18$
## Ukubala ngezi-2, ngezi-3, ngezi-4 nangezi-5

<table>
<thead>
<tr>
<th>Izibalo zentloko: Yakha ngeeblako!</th>
<th>Iblako</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umdalo: Izibalo ezikhawuleza yo ngamakhadi – ezi-2 ngaphezulu 2 ngaphantsi</td>
<td>Amakhadi amanani</td>
</tr>
</tbody>
</table>

### Izixhobo

<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 ekufundi</td>
<td>LAB</td>
</tr>
</tbody>
</table>

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

- ukusombulula iingxaki zamagama zakudibanisa nokuthabatha ngokukhawuleza nangempumelelo usebenzisa umgcamanani.
- ukusebenzisa ukuphindza kabini nokwahulula kabini njengobuchule bokusombulula iingxaki.
- ukusombulula nokucacisa izisombululo kwiingxaki ezenziwayo eziquka ukubala okuqakathayo.
- ukuxela ixesha ngeeyure nangeziqathingatha zeyure.

### Uvavanyo (jonga kumaphepha angasemva esi sikhokelo)

- **Uvavanyo olubhalwayo**: Amanani, izibalo nolwalamano. Ukubala ngezi-2, ngezi-3, ngezi-4 nangezi-5
- **Uvavanyo oluthethwayo nolwenziwayo**: Lipatheni zamanani nezejometri.
## Counting in 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>

### Resources

<table>
<thead>
<tr>
<th>Mental Maths:</th>
<th>Build with blocks</th>
<th>multifix blocks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Game:</td>
<td>Fast maths with cards - 2 more 2 less</td>
<td>number cards</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** (see back pages of this guide)

- **Written assessment**: Numbers, operations and relationships. Counting in 2s, 3s, 4s and 5s.
- **Oral and practical assessment**: Numeric and geometric patterns.
Ukubala ngezi-2, ngezi-3, ngezi-4 nangezi-5

Izibalolo zentloko

Umdlalo
Kule veki sidlalo umdlalo izibalo ezikhawulezayo ngamakhadi -2 ngaphezulu 2 ngaphantsi. Injongo yalo mdlando kukunika abafundi ithuba lokuzialphalalisa neebhondi zokudibanisa ezulula bade bazazi. Ulwazi olululo lweebhondi zokudibanisa kunye nesakhono sokusombululeni iingxaki ngobuchule lywa kuba sisiseko esomeleleyo sezingxake ezintsha ngokukhawuleza. Abafundi bangalaphalalisa nokudibanisa inani elahlukileyo ngosuku nalunye ukuze bandise ulwazi lwabo lweebhondi zokudibanisa.

Uphuhliso lwengqiqo
Kwizifundo zeklasi yonke siza kujolisa kubalo oluqakathayo kule veki. Abafundi baza kuze kwakathayo ukuze basombululeni iingxaki. Kwimisetjenzana abayenza ngokuzimvelo, abafundi baza kubethelela ulwazi lwabo lokudibanisa nokuthabatha, ukuphinda kabini nokwahlula kabini, kwakunye nokuxela ixesha. Siza kugxila koku:
• Ukusombululeni nokucacisa izisombululeni zezangakhe ezenziwayo eziqoka ukubala oluqakathiyo. Ukusetyenziswa kokubala oluqakathayo ekusombululeni iingxaki kuqa kakhokhelela abafundi ekuqondeni uquphinda, kubancede nasekusombululeni iingxaki ngokukhawuleza.  
• Ukusombululeni iingxaki zamagama zokudibanisa nokuthabatha ngokukhawuleza nangobuchule besebenzisa umgcamanani.  
• Ukusebenzisa ukuphinda kabini nokwahlula kabini njengobuchule xa besombululeni iingxaki.  
• Ukuxela ixesha leeyure ezili-12 ngokweeyure nangeziqintsha ngokukhawuleza

Into emayiqatshelwe kule veki
• Qinisekisa ukuba uyababonisa abafundi indlela yokubala uqakathayo. Xa ubala ngezi-2, bakhuthaze abafundi ukuba bawasebeze amanani ayiminkaathathi baze bawakhwaze amanani angoombini. Xa bebala ngo-3, oo-4 noo-5, bancedise abafundi ukuba banakane ipatheni ngokubeka ibloko kwisikwere se-100. Ibloko ziqakama amanani angakhwazwayo xa ebalwa, kwaye oku kwunco abafundi baqaphelisise ipatheni.  
• Bakhuthaze abafundi bancokole ukuze bakwazi ukusombululeni isigama esifanelekileyo xa bexoxa ngeebhondi zokudibanisa (dibanisa, kunje, ngaphezulu, thabatha, susa, ngaphantsi, incinci kuna-, inkulu kuna-/inkudlwana, ingaphezulu kuna-, ingaphantsi kuna-)

42
**Counting in 2s, 3s, 4s and 5s**

**Mental Maths**

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**

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**

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-10 nezi-5. I have 10 and 5

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

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

**Yenza amanani ngezinti zokubala.**

Draw numbers using tallies

<table>
<thead>
<tr>
<th>Number</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>2</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>10</td>
</tr>
<tr>
<td>13</td>
</tr>
<tr>
<td>4</td>
</tr>
</tbody>
</table>

### Usuku 2 Day 2

**Ufuna ezingaphi ngaphezulu ukuze ufike kwezili-10?**

How much more to get to 10?

<table>
<thead>
<tr>
<th>Equation</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>$4 + ___ = 10$</td>
<td>6</td>
</tr>
<tr>
<td>$7 + ___ = 10$</td>
<td>3</td>
</tr>
<tr>
<td>$9 + ___ = 10$</td>
<td>1</td>
</tr>
<tr>
<td>$1 + ___ = 10$</td>
<td></td>
</tr>
<tr>
<td>$10 + ___ = 10$</td>
<td></td>
</tr>
<tr>
<td>$8 + ___ = 10$</td>
<td></td>
</tr>
<tr>
<td>$6 + ___ = 10$</td>
<td></td>
</tr>
<tr>
<td>$3 + ___ = 10$</td>
<td></td>
</tr>
<tr>
<td>$0 + ___ = 10$</td>
<td></td>
</tr>
<tr>
<td>$2 + ___ = 10$</td>
<td></td>
</tr>
</tbody>
</table>

### Usuku 3 Day 3

**Thabatha kwezili-10.**

Subtract from 10.

<table>
<thead>
<tr>
<th>Equation</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>$10 - 4 = ___$</td>
<td></td>
</tr>
<tr>
<td>$10 - 0 = ___$</td>
<td></td>
</tr>
<tr>
<td>$10 - 6 = ___$</td>
<td></td>
</tr>
<tr>
<td>$10 - 3 = ___$</td>
<td></td>
</tr>
<tr>
<td>$10 - 2 = ___$</td>
<td></td>
</tr>
<tr>
<td>$10 - 1 = ___$</td>
<td></td>
</tr>
<tr>
<td>$10 - 10 = ___$</td>
<td></td>
</tr>
<tr>
<td>$10 - 9 = ___$</td>
<td></td>
</tr>
<tr>
<td>$10 - 7 = ___$</td>
<td></td>
</tr>
<tr>
<td>$10 - 8 = ___$</td>
<td></td>
</tr>
</tbody>
</table>

### Usuku 4 Day 4

**Ufuna ezingaphi ngaphezulu ukuze ufike kuma-20?**

How much more to get to 20?

<table>
<thead>
<tr>
<th>Equation</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>$14 + ___ = 20$</td>
<td></td>
</tr>
<tr>
<td>$17 + ___ = 20$</td>
<td></td>
</tr>
<tr>
<td>$9 + ___ = 20$</td>
<td></td>
</tr>
<tr>
<td>$11 + ___ = 20$</td>
<td></td>
</tr>
<tr>
<td>$10 + ___ = 20$</td>
<td></td>
</tr>
<tr>
<td>$18 + ___ = 20$</td>
<td></td>
</tr>
<tr>
<td>$6 + ___ = 20$</td>
<td></td>
</tr>
<tr>
<td>$13 + ___ = 20$</td>
<td></td>
</tr>
<tr>
<td>$3 + ___ = 20$</td>
<td></td>
</tr>
<tr>
<td>$2 + ___ = 20$</td>
<td></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.
AMAPHEPHA OKUSEBENZELA | WORKSHEETS

WEEK 2 • DAY 1

Double

Umdlalo: izibalo ezikhawulezayo ngamakhadi – ezi-2 ngaphezulu

Game: Fast maths with cards – 2 more

- Dlala nomhlobo wakho.
  Play with a friend.
- Xuba amakhadi asuka ku-0 ukuya kwi-10.
  Mix cards from 0 to 10. Put in a pile.
- Guqula ikhadi elinye.
  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

4
4

Isi-4 esiphindwe kabini senza 8.

Double 4 is 8.

4 + 4 = 8
4 x 2 = 8

Kukho izi-4 ezibini kwi-8.
There are two 4s in 8.

Phinda kabini ezi-3

Double 3

Isi-3 esiphindwe kabini senza ___.

Double 3 is 6.

3 + 3 = 6
3 x 2 = 6

Kukho izi-3 ezibini kwi-6.
There are two 3s in 6.

Phinda kabini ezi-5

Double 5

Isi-5 esiphindwe kabinienza ___.

Double 5 is 10.

5 + 5 = 10
5 x 2 = 10

Kukho izi-5 ezibini kwi-10.
There are two 5s in 10.

When we double, we repeat a number 2 times.
2  Zingaphi iibhayisekile?
   How many bicycles?

   How many wheels?

3  Zingaphi iibhayisekile?
   How many bicycles?

   amavili
   wheels

   |   1  2  3  4  5  6  7  8  9  10 |
   |   2  4  6  8 10 12 14 16 18 20 |

4  Zingaphi iingqekembe?
   How many coins?

   Zingaphi irandi?
   How many Rands?

   Krwela umgca phantsi
ekwenani lokuqala. Biyela
ngesangqa impendulo.

   Underline the first number.
   Circle the answer.

5 Thabatha kumgcamanani.
Subtract on the number line.

   17 – 2 = 15
   11 – 2 = 9
   10 – 2 = 8

6 Bala ngezi-2 uqale ku-2. Fakela umbala kumtsi ngamnye.
Count in 2s starting from 2. Colour each jump.
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.

Ziqhelise ukubala ngezi-3 ngokubala inani lemilenze yoonopotyi abahlukeneyo. Bakhuthaze abafundi eklasini babale kunye bonke.

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.
**IVEKI 2 • USUKU 2**

**Ukubala ngezi-3**

**Counting in 3s**

1. **Bala uye phambili ngezi-3.**
   Count forwards in 3s.
   
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>6</td>
<td>q</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>18</td>
<td>21</td>
<td>24</td>
<td>27</td>
<td>30</td>
</tr>
<tr>
<td>33</td>
<td>36</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. **Zingaphi iimbiza?**
   How many pots?
   
   **Mingaphi imilenze?**
   How many legs?
   
   - **iimbiza**
     - pots
     - 1
     - 2
     - 3
     - 4
     - 5
     - 6
     - 7
     - 8
     - 9
     - 10
   - **imilenze**
     - legs
     - 3
     - 6
     - 9
     - 12
     - 15
     - 18
     - 21
     - 24
     - 27
     - 30

3. **Bangaphi oonxantathu?**
   How many triangles?
   
   **Mangaphi amacala?**
   How many sides?
   
   - **Bangaphi oonxantathu?**
     - 3
   - **Mangaphi amacala?**
     - 9

4. **Ukukhwela itekisi kuxabisa i-R3.**
   Iza kubiza malini ngabantu aba-2?
   The taxi ride costs R3. How much does it cost for 2 people?
   
   \[3 + 3 = 6\]  \[R_6\]

5. **Ukukhwela itekisi kuxabisa i-R3.**
   Iza kubiza malini ngabantu aba-3?
   The taxi ride costs R3. How much does it cost for 3 people?
   
   \[3 + 3 + 3 = 9\]  \[R_9\]

6. **Ngubani ixesha?**
   What is the time?
   
   **3 o'clock**
Counting in 3s

7. Amachokoza ama-3
   3 dots
   11
   14
   17
   20
   23
   26
   29
   30
   33
   36
   39
   42
   45
   48
   51
   54
   57
   60
   63
   66
   69
   72
   75
   78
   81
   84
   87
   90
   93
   96
   99
   102
   105
   108
   111
   114
   117
   120
   123
   126
   129
   132
   135
   138
   141
   144
   147
   150
   153
   156
   159
   162
   165
   168
   171
   174
   177
   180
   183
   186
   189
   192
   195
   198
   201
   204
   207
   210
   213
   216
   219
   222
   225
   228
   231
   234
   237
   240
   243
   246
   249
   252
   255
   258
   261
   264
   267
   270
   273
   276
   279
   282
   285
   288
   291
   294
   297
   300
   303
   306
   309
   312
   315
   318
   321
   324
   327
   330
   333
   336
   339
   342
   345
   348
   351
   354
   357
   360
   363
   366
   369
   372
   375
   378
   381
   384
   387
   390
   393
   396
   399
   402
   405
   408
   411
   414
   417
   420
   423
   426
   429
   432
   435
   438
   441
   444
   447
   450
   453
   456
   459
   462
   465
   468
   471
   474
   477
   480
   483
   486
   489
   492
   495
   498
   501
   504
   507
   510
   513
   516
   519
   522
   525
   528
   531
   534
   537
   540
   543
   546
   549
   552
   555
   558
   561
   564
   567
   570
   573
   576
   579
   582
   585
   588
   591
   594
   597
   600
   603
   606
   609
   612
   615
   618
   621
   624
   627
   630
   633
   636
   639
   642
   645
   648
   651
   654
   657
   660
   663
   666
   669
   672
   675
   678
   681
   684
   687
   690
   693
   696
   699
   702
   705
   708
   711
   714
   717
   720
   723
   726
   729
   732
   735
   738
   741
   744
   747
   750
   753
   756
   759
   762
   765
   768
   771
   774
   777
   780
   783
   786
   789
   792
   795
   798
   801
   804
   807
   810
   813
   816
   819
   822
   825
   828
   831
   834
   837
   840
   843
   846
   849
   852
   855
   858
   861
   864
   867
   870
   873
   876
   879
   882
   885
   888
   891
   894
   897
   900
   903
   906
   909
   912
   915
   918
   921
   924
   927
   930
   933
   936
   939
   942
   945
   948
   951
   954
   957
   960
   963
   966
   969
   972
   975
   978
   981
   984
   987
   990
   993
   996
   999

8. Dibanisa okanye uthabathe kumgcamanani.
   Add or subtract on the number line.

   Fill in the missing numbers.
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?
   4

Mangaphi amavili?
   How many wheels?
   16

2. Mangaphi amahashe?
   How many horses?
   3

Mingaphi imilenze?
   How many legs?
   12

3. Zingaphi izikwere?
   How many squares?
   5

Mangaphi amacala?
   How many sides?
   20

4. Ukukhwela itekisi kuxabisa i-R4. Baza kubhatala malini abahlolobo aba-2 xa bekhwele itekisi?
   The taxi ride costs R4. How much does it cost for 2 friends to ride the taxi?
   4 + 4 = 8 R8

5. Ngubani ixesha?
   What is the time?
   half past 4

U-Emihle une-R10. Ubhatala i-R4 eteksini. Yimalini itshintshi ayifumanayo?
   Emihle has R10. She pays R4 to ride the taxi. How much change does she get?
   10 - 4 = 6 R6

4 o’clock
6. amachokoza ama-4
   4 dots
   yahlula kubini
   half
   yahlula kubini
   half

7. Dibanisa okanye uthabathe kumgcamanani.
   Add or subtract on the number line.

   \[ 6 + 4 = 10 \]
   \[ 20 - 4 = 16 \]
   \[ 8 + 4 = 12 \]

8. 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>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></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>
</tbody>
</table>

Ufumana imidundu emingaphi umfundi ngamnye?
How many hotdogs does each learner get?

2 hotdogs
**WEEK 2 • DAY 4**

Counting in 5s

**UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT**

**Mingaphi iminwe esandleni esinye?**
How many fingers on one hand?

**Mingaphi iminweephakanyisilewyo**
How many fingers are held up?

**Singayibala njani iminwe ngokukhawuleza?**
How can we count the fingers quickly?

**Kukho izandla ezi-6 ezininewo emi-5 sisinge, ngoko ke singabala ngezi-5.**
There are 6 hands with 5 fingers each so we can count in 5s.

**Masibale ngezi-5!**
Let’s count in 5s!

**Nika abafundi ithuba lokuziqhelanisa nokubala ngezi-5 ngokubala inani leminwe kwinani elahlukileyo izandla. 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.
1. Bala uye phambili ngezi-5.
   Count forwards in 5s.
   5 10 15 20 25 30
   25 30 35 40 45 50
   15 20 25 30 35 40

2. Bala ubuye umva ngezi-5.
   Count backwards in 5s.
   50 45 40 35 30 25
   35 30 25 20 15 10
   25 20 15 10 5 0

3. Zingaphi izandla?
   How many hands?
   2

4. Mingaphi iminwe?
   How many fingers?
   10

5. Zingaphi iingqekembe?
   How many coins?
   5

6. Zingaphi iiirandi?
   How many Rands?
   25
7. Dibanisa okanye uthabathe kumgcamanani. Add or subtract using the number line.

\[ 6 + 5 = \] 11

\[ 12 - 5 = 7 \]


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


\[ 5 + 5 + 5 = 15 \] 15 kilograms

Ibhakethe lamanzi lithatha iliitha ezi-5. Amabhakethe ama-4 aza kuthatha iliitha ezingaphi? A bucket carries 5 litres. How many litres do 4 buckets carry?

\[ 5 + 5 + 5 + 5 = 20 \] 20 litres
Masithethe ngeMaths!

Let’s talk Maths!

NgesiXhosa sithi:  
<table>
<thead>
<tr>
<th>Bala uye phambili</th>
<th>In English we say:</th>
</tr>
</thead>
<tbody>
<tr>
<td>bala ubuye umva</td>
<td>count backwards</td>
</tr>
<tr>
<td>bala ngezi-2 uye phambili</td>
<td>count forwards by 2</td>
</tr>
<tr>
<td>bala ngezi-2 ubuye umva</td>
<td>count backwards by 2</td>
</tr>
<tr>
<td>Cwangcisa</td>
<td>order</td>
</tr>
<tr>
<td>Isine singaphezulu kunesithathu</td>
<td>four is more than three</td>
</tr>
<tr>
<td>Istathhu singaphantsi kunesine</td>
<td>three is less than four</td>
</tr>
<tr>
<td>Isine siza emva kwenqathathu</td>
<td>four comes after three</td>
</tr>
<tr>
<td>Isithathu siza phambisize kwenqathathu</td>
<td>three comes before four</td>
</tr>
</tbody>
</table>

1 Gqibezela iipatheni zamanani. 
Complete the number patterns.

<table>
<thead>
<tr>
<th>3</th>
<th>6</th>
<th>9</th>
<th>12</th>
<th>15</th>
<th>18</th>
<th>21</th>
<th>24</th>
<th>27</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>8</td>
<td>12</td>
<td>16</td>
<td>20</td>
<td>24</td>
<td>28</td>
<td>32</td>
<td>36</td>
<td>40</td>
</tr>
</tbody>
</table>

2 Isiqingatha se-
Phinda kabini

<table>
<thead>
<tr>
<th>Half of</th>
<th>Double</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>

Learners can also say:

- One and a half
- Two and a half
WEEK 2 • DAY 5

Assessment and consolidation

3

Zingaphi iibhayisekile?
How many bicycles?
5

Mangaphi amavili?
How many wheels?
10

4

<table>
<thead>
<tr>
<th>iibhayisekile ezi-bicycles</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 ma-wheels</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
<td>12</td>
<td>14</td>
<td>16</td>
<td>18</td>
<td>20</td>
</tr>
</tbody>
</table>

5

Zingaphi izandla?
How many hands?
4

Mingaphi iminwe?
How many fingers?
20

6

<table>
<thead>
<tr>
<th>izandla ezi-hands</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>iminwe e-fingers</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>25</td>
<td>30</td>
<td>35</td>
<td>40</td>
<td>45</td>
<td>50</td>
</tr>
</tbody>
</table>
Ukucazulula izi-6, izi-7, izi-8 nezi-9

<table>
<thead>
<tr>
<th>Izibalo zentloko: Ukuba la okuqakathayo</th>
<th>Izixhobo</th>
<th>Isikwere se-100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Izimidal: Izibalo ezikhawulezayo ngedayisi – yenzi isi-6 ukuya kwi-10 uphinde ucazulule 6 ukuya 10!</td>
<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</td>
<td>Ukucazulula ezi-6</td>
<td>iibloko, iLAB</td>
</tr>
<tr>
<td>2</td>
<td>Ukucazulula ezisi-7</td>
<td>iibloko, iphepha elingange-A4, iLAB</td>
</tr>
<tr>
<td>3</td>
<td>Ukucazulula ezisi-8</td>
<td>iibloko, iLAB</td>
</tr>
<tr>
<td>4</td>
<td>Ukucazulula ezili-9</td>
<td>iibloko, 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:**

- ukubala uqakatha ngezi-2, ngezi-5 nangama-10.
- ukucazulula uze wakhe amanani usebenzisa iibloko.
- ukusebenzisa ulwazi lweebhondi zamanani ekusombululeni iingxaki kunye nokubhala izivakalisi manani.
- ukuchonga ulwalamano lwemiguqulwa phakathi kokudibanisa nokuthabatha.
- ukusebenzisa ukuphindla kubini nokwahlula kubini njengobuchule xa usombulula iingxaki.
- ukuxela ixesha leeyure ezili-12 ngeeyure nangeziqangatha zeeyure.

**Uvavanyo** (jonga kumaphepha angasemva esi sikhokelo)

**Uvavanyo olubhalwayo:** Amanani, izibalo nolwalamano. Ukucazulula izi-6, izi-7, izi-8 nezi-9.
# Breaking down 6s, 7s, 8s and 9s

<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>

<table>
<thead>
<tr>
<th>After this week the learner should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>skip count in 2s, 5s and 10s.</td>
</tr>
<tr>
<td>break down and build up numbers using multifix blocks.</td>
</tr>
<tr>
<td>use knowledge of number bonds to solve problems and write number sentences.</td>
</tr>
<tr>
<td>identify the inverse relationship between addition and subtraction.</td>
</tr>
<tr>
<td>use doubling and halving as techniques when solving problems.</td>
</tr>
<tr>
<td>tell 12-hour time in hours and half hours.</td>
</tr>
</tbody>
</table>

**Assessment** (see back pages of this guide)

**Written assessment:** Numbers, operations and relationships. Breaking down 6s, 7s, 8s and 9s.
Ukucazulula izi-6, izi-7, izi-8 nezi-9

Izibalo zentloko


Umdlalo

Izibalo ezikhawulezileyo enye ngaphezulu - yenza u6 ukuya 10 ukuze uze ucazulule u6 ukuya 10! Kulo mdlalo kufuneka abafundi 'batsibele' kwinani elahlukileyo ngosuku ngalunye. Abafundi kufuneka bachaze ukuba 'zingaphi ngaphezulu ezenza i-10' kwinani elizeewe lidayisi eliphoswelo. Ngale ndlela abafundi baza kuziqhelanisa neebhondi zamanani, kunye nokukhumbula ngokuhawuleza iibhondi zabo zamanani.

Uphuhliso lwengqiqo

• ukubala uqakatha ngezi-2, izi-5 nama-10.
• ukucazulula nokwakha amanani usebenzisa ibloko.
• ukusebenzisa ulwazi Iweebhondi zamanani ekusombululeni iingxaki nokubhala izivakalisi manani.
• ukuchaza ulwalamano lwemiguquwlwa phakathi kokudibanisa nokuthabathu.
• ukusebenzisa ukuphinda kabini nokwahlula kubini njengobuchule xa besombulula iingxaki.
• ukuxexela ixesha leeyure ezili-12 ngokweeyure nangeziqingatha zeyure.

Into emayiqatshelwe kule veki

• Xa ubala ngezi-2, khumba abafundi ukuba bangawabiza besebeza amanani ayiminqakathi, baze bakhwaze amanani angoonombini. Oku kuya kubanceda bakwazi ukunakana iapatheni yokubala ngezi-2.
• Bancedise abafundi baqonde ukuba ukudibanisa nokuthabathu yimiguquwlwa, ngokubabonisa ukuba kuthetha ntoni oko (ukusebenza ngamanani amathathu umzekelo 2 +5 =7 nokuba 7 – 5 = 2). Abafundi bangajisebenzisa le miguquwlwa ekugqibezeleni izivakalisi manani kwiindibaniselmani zamanani ahlukileyo umzekelo 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).
# Breaking down 6s, 7s, 8s and 9s

## Mental Maths
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
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
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**).
IZIBALO ZENTLOKO
MENTAL MATHS

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>
</table>
| **Zoba usebenzise amachokoza, Biyela ama-10.**
| Draw using dots. Circle the 10s. | **Bhala amagama amanani**
| Write the number before | Write the number names |
| 16 | 16 |
| 38 | 38 |
| 13 | 13 |
| 29 | 29 |
| 17 | 20 |
| 32 | 55 |
| 55 | 60 |
| 60 | 43 |
| 43 | 77 |
| 24 | |

<table>
<thead>
<tr>
<th>Usuku 3 Day 3</th>
<th>Usuku 4 Day 4</th>
</tr>
</thead>
</table>
| **Bhala inani eliphambi kweli**
| Write the number before | **Bhala inani eliphakathi kwala**
| Write the number in between |
| ___ 17 | 11 ___ 13 |
| ___ 29 | 29 ___ 31 |
| ___ 36 | 45 ___ 47 |
| ___ 51 | 62 ___ 64 |
| ___ 78 | 97 ___ 99 |
| **Bhala inani eliza emva kweli:**
| Write the number after | 18 ___ 20 |
| 21 ___ | 33 ___ 35 |
| 44 ___ | 56 ___ 58 |
| 57 ___ | 84 ___ 86 |
| 82 ___ | 90 ___ 92 |
| 95 ___ | |
Kufuneka abafundi baqhube nokucazulula iincochoyi zabo zesi-6 ngeendlela ezahlukileyo. Bakhuthaze bathethe ngeendibanelwano 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**

**Umdlalo: Izibalo ezikhawulezayo ngedayisi – yenzi isi-6**

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

**Umdlalo: Cazulula isi-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.

1. **Yahlula incochoyi yesi-6. Bhala isivakalisi manani sokudibanisa.**

   Break the 6 tower. Write addition number sentences.

   | 4 + 2 = 6 | 3 + 3 = 6 | 5 + 1 = 6 |
   | 2 + 4 = 6 | 0 + 6 = 6 | 1 + 5 = 6 |

2. **Dibanisa okanye uthabathe ukuze ufumane inani elingekhoyo.**

   Add or subtract to find the missing number.

   | 3 + ___ = 6 | 4 + 2 = 6 | 1 + 5 = 6 |
   Count in 6s starting at 6. Colour the 6s.

<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>
</tbody>
</table>

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

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

   \[6 + 6 = 12\]
   Ina has 12 marbles

UXola unamapetyu ali-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?

   \[10 - 6 = 4\]
   4 green marbles

6. Ngubani ixesha?
   What is the time?

   6 o'clock
   half past 6
Breaking down 7

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

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

Ncedisa abafundi bachonge izivakalisi manani ngokujonga 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.

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

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

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

Help learners to identify the number sentences by putting the pieces of their block towers together and breaking them apart again.
Ukucazulula isi-7

**Umdlalo: Izbalo ezikhawulezayo ngedajisi – 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!

**Umdlalo: Cazulula 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.
- Bhala izivakalisi manani zokudibanisa ezi-2.
  Write 2 addition number sentences.

1. **Yahlula incochoyi yesi-7. Bhala izivakalisi manani zokudibanisa.**
   Break the 7 tower. Write addition number sentences.
   
   | 4 + 3 = 7 | 2 + 5 = 7 | 1 + 6 = 7 |
   | 3 + 4 = 7 | 5 + 2 = 7 | 6 + 1 = 7 |

2. **Dibanisa okanye uthabathe.**
   Add or subtract.
   
   | 3 + 4 = 7 | 5 + 2 = 7 | 4 + 3 = 7 | 2 + 5 = 7 |
   | 7 − 3 = 4 | 7 − 5 = 2 | 7 − 4 = 3 | 7 − 2 = 5 |
Breaking down 7

   Count in 7s starting at 7. Colour the 7s.

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

5. Kubiza i-R7 ukuya edolophini. Kuyimalini ukuya nokubuya edolophini?
   It costs R7 to get to town. How much does it cost to travel to town and back?
   
   \[ 7 + 7 = 14 \quad \text{R}14 \]

   Sithe has R20. He buys an apple for R7. How much change does he get?
   
   \[ 20 - 7 = 13 \quad \text{R}13 \]

6. Ngubani ixesha?
   What is the time?
   
   7 o'clock  half past 7
Yahlula ibloko zakho ezisi-8 zibe ngamaqela ama-2 edesikenzi yakho. Uqaphela ntoni ngeebloko zakho ngoku?
Separate 8 blocks into 2 groups on your desk. What do you notice about the blocks now?

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

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

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

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

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.
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. Khawulezisa! 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 isivakalisi manani zokuthabatha.
Break the 8 tower. Write the subtraction number sentences.

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

2 Dibanisa okanye uthabathe.
Add or subtract.

\[
\begin{array}{ccc}
5 + 3 &=& 8 \\
6 + 2 &=& 8 \\
4 + 4 &=& 8 \\
8 - 3 &=& 5 \\
8 - 2 &=& 6 \\
8 - 4 &=& 4 \\
\end{array}
\]
Count in 8s starting from 8. Colour the 8s.

<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>
</tbody>
</table>

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

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

$20 - 8 = 12$  \[ \text{R12} \]

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

$8 + 8 = 16$  \[ \text{R16} \]

6 Ngubani ixesha?
What is the time?

8 o’clock half past 8
UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Yahlula ibloko zakho ezili-9 zibe ngamaqela ama-2 edesikenzi yathu. Uqaphela ntoni ngeebloko zakho ngoku?
Separate your 9 blocks into 2 groups on your desk.
What do you notice about the blocks now?

Kukho ibloko 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?

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

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.

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

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.
**IVEKI 3 • USUKU 4**

**Ukucazulula i-9**

**Game: Fast maths with dice – make 9**

- **Phosa idayisi.**
  Roll the dice.
- **Zibe ngaphi ngaphezulu ukuze wenze i-9?**
  How many more to make 9?
- **Phinda kwakhona. Khawulezisa!**
  Do it again. Faster!

**Game: Break 9!**

- **Yenza incochoyi ngeebloko ezi-9.**
  Make a tower with 9 blocks.
- **Yahlula incochoyi kabini.**
  Break the tower into 2 parts.
- **Bhala izivakalisi manani zokuthabatha ezi-2.**
  Write 2 subtraction number sentences.

1. **Yahlula incochoyi ye-9. Bhala izivakalisi manani zokuthabatha.**
   Break the 9 tower. Write the subtraction number sentences.

   \[
   \begin{array}{c|c|c|c}
   \text{9} & \text{6} & \text{3} & \text{2} \\
   \text{9} & \text{3} & \text{6} & \text{7} \\
   \text{9} & \text{5} & \text{4} & \text{9} \\
   \text{9} & \text{7} & \text{2} & \text{9} \\
   \end{array}
   \]

2. **Dibanisa okanye uthabathe.**
   Add or subtract.

   \[
   \begin{array}{c|c|c|c}
   \text{9} & \text{5} & \text{4} & \text{6} \\
   \text{8} & \text{2} & \text{6} & \text{8} \\
   \text{4} & \text{4} & \text{8} & \text{4} \\
   \end{array}
   \]

**Learners make their own sentence**
**Breaking down 9**


Count in 9s starting from 9. Colour the 9s.

<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>
</tbody>
</table>

### 4 Bhala inani elikwichokoza.

Write the number at the dot.

![Notice the pattern: +10, j-1]

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

The soccer game started at 9 in the morning. It ended at 10 in the morning.

How long was the game?

10 - 9 = 1  
1 hour

The netball game started at 9.30 in the morning. It ended at 10.30 in the morning.

How long was the game?

10:30 - 9:30 = 1  
1 hour

### 6 Ngubani ixesha?

What is the time?

- 9 o'clock
- Half past 9
Masithethe ngeMaths!
Let’s talk Maths!

NgesiXhosa sithi:
ukudibanisa
dibanisa
dibanisa zibe mbini
ezine nezintlanu zenza ezilithoba
ukuthabatha
thabatha okanye susa
thabatha zibe mbini
kwezisibhozo thabatha zibe ntathu
kusala ezintlanu
zenza okanye zilingana
ziyafana ne-

In English we say:
addition
add
add two
four and five is nine
subtraction
take away
take away two
eight take away three is five
equal
is the same as

1 Gqibezele iipatheni zamanani.
Complete the number patterns.

<table>
<thead>
<tr>
<th>70</th>
<th>69</th>
<th>68</th>
<th>67</th>
<th>66</th>
<th>65</th>
<th>64</th>
<th>63</th>
<th>62</th>
<th>61</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>24</td>
<td>26</td>
<td>28</td>
<td>30</td>
<td>32</td>
<td>34</td>
<td>36</td>
<td>38</td>
<td>40</td>
</tr>
</tbody>
</table>

2 Isiqingatha se-
Half of

<table>
<thead>
<tr>
<th>6</th>
<th>3</th>
<th>8</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>12</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>10</td>
<td>20</td>
</tr>
</tbody>
</table>
Week 3 • Day 5
Assessment and consolidation

3. Zingaphi iibhayisekile? (How many bicycles?)
   Mangaphi amavili? (How many wheels?)

4. Table:

   | iibhayisekile ezi-bicycles | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
   | amavili mawheels            | 2 | 4 | 6 | 8 | 10| 12| 14| 16| 18| 20 |

5. Zingaphi izandla? (How many hands?)
   Mingaphi iminwe? (How many fingers?)

6. Table:

   | izandla ezi-hands | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
   | iminwe e-fingers  | 5 | 10| 15| 20| 25| 30| 35| 40| 45| 50 |
## Ukufikelela kwi-10

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

**Imidlalo:** Izibalo ezikhawulezayo ngedayisi – yenza i-10
Fumana ama-10 uze uCazulule i-10!

<table>
<thead>
<tr>
<th>Izibalo ezikhawulezayo</th>
<th>Idayisi</th>
</tr>
</thead>
<tbody>
<tr>
<td>i-10</td>
<td></td>
</tr>
</tbody>
</table>

### Usuku

<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>iibloko, 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 nasekubhaleni 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

(Uonga kumaphepha angasemva esi sikhokelo)

**Uvavanyo olubhalwayo:** Amanani, izibalo nolwalamano. Ukudibanisa ngokwenza ishum.

**Uvavanyo oluthethwayo nolwenziwayo:** Umlinganiselo – Ixesha
Getting to 10

Resources

**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, multifix blocks</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, number line (teacher)</td>
</tr>
<tr>
<td>4</td>
<td>Previous ten</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:**

- 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** (see back pages of this guide)

**Written assessment:** Numbers, operations and relationships. Adding by making a ten.

**Oral and practical assessment:** Measurement – Time
### Ukufikelela kwi-10

#### Izibalo zentloko
Sidlala umdlalo othandwayo othi Fizz Pop ukuziqhelanisa nokudibanisa i-10 nokuthabatha i-10. Ukukhumbula ngokukhawuleza kwabafundi ezili-10 ngaphezulu nezili-10 ngaphantsi kubalulekile ukuze bakwazi ukusombulula iingxaki ngobuchule. Qinisekisa ukuba uyasisebenzisa isikwere se-100 ukuze uncede abafundi bachaze iipatheni ze-10 ngaphezulu ne-10 ngaphantsi.

#### Umdlalo
Imidlalo yale veki Izibalo ezikhawulezayo ngedayisi – yenza i-10, Fumana ama-10 uphinde ucazulule i-10! Abafundi badlala umdlalo ngedayisi ukuze baziqhelanise nokuchaza ‘zingaphi ngaphezulu ukwenza i-10’ kwinani elivezwe lidayisi eliphosiweyo. Ngale ndlela abafundi baza kuziqhelanisa neebhondi ze-10 kunye nokukhumbula ngokukhawuleza iibhondi zamanani.

#### Uphuhliso lwengqiqo
Kwizifundo zeklasi yonke kule veki sigxila kwinani i-10. Sijolisa ekucazululeke nasekwakheni i-10, nama-10 kumgcamanani. Abafundi baza kuphuhlisa isakhona sokukhumbula ngokukhawuleza iibhondi zamanani, baze bakwazi ukusombulula iingxaki ngobuchule. Abafundi basebenzisa itheyibhile zamanani, nto leyo eza kuphuhlisa ngakumbi ukuqanda kwabo ulwalamano phakathi kokudibanisa nokuthabatha. Siza kujolisa koku:
- ukusebenzisa itheyibhile zamanani ekuchongeni nasekubhaleni izivakalisi manani zeebhondi ze-10.
- ukudibanisa amanani angaphezulu kwezibenini ngokufumana amanani enza i-10 xa edityanisiwe.
- ukusebenzisa imigcamanani ukuze uqonde ukuba mangaphi amanyathelo afunekayo ukwenza i-10.
- ukusebenzisa imigcamanani ukuze uqonde ukuba mangaphi amanyathelo owathathayo ukubuyela kwi-10 elidlulileyo.

#### Into emayiqatshelwe kule veki
- Khuthaza abafundi ukuba basebenzise ezabo iibhondi zamanani ukuze zibancede ekusombululeke iingxaki ngokukhawuleza nangobuchule.
- Ukunceda abafundi baqonde ukuba ukudibanisa nokuthabatha yimaguqulwa. Abafundi bangasebenzisa itheyibhile yamanani ibancede ekuchongeni izivakalisi manani ezahlukileyo ezinkubhalwa kwiindibaniselwano ezithile zamanani.
- Khuthaza incoko phakathi kwabafundi ukuze bakwazi ukusebenzisa isigama esichanekileyo xa bexoxa ngeebhondi zamanani nezivakalisi manani: dibanisa, kunye, ngaphezulu kuna-, thabatha, susa, ngaphantsi kuna-, elandelayo, edlulileyo, phambi, emva.
# Getting to 10

## Mental Maths
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
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
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>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>27</td>
<td></td>
</tr>
<tr>
<td></td>
<td>36</td>
<td></td>
</tr>
<tr>
<td></td>
<td>52</td>
<td></td>
</tr>
<tr>
<td></td>
<td>75</td>
<td></td>
</tr>
<tr>
<td></td>
<td>89</td>
<td></td>
</tr>
<tr>
<td></td>
<td>63</td>
<td></td>
</tr>
<tr>
<td></td>
<td>80</td>
<td></td>
</tr>
<tr>
<td></td>
<td>94</td>
<td></td>
</tr>
</tbody>
</table>

#### Usuku 2 Day 2

**Bhala >; < okanye =**

Fill in >, < or =

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

**Gqibezele ipatheni.**

Complete the pattern.

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

UPHUHLISO LWENGQISO | CONCEPT DEVELOPMENT

   Make a tower of 10 blocks. Let’s write the numbers in the number table.

2. Silibhala phi i-10 kule theyibhilile yamanani?
   Where do we write 10 in the number table?
   Phezulu. At the top.

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

4. Uchanile! Isi-7 nesi-3 zenza i-10. Zeziphi izivakalisi manani esinokuzibhala sisebenzise amanani akwitheyihile?
   Yes! 7 and 3 together equal 10. What number sentences can we write using the numbers in the number table?

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

Abafundi mabaqhube nokwahlula incochoyi ye-10 ibe zizahlulo ezahlukileyo kwakunye nokubhala iseti ezahlukileyo zezivakalisi manani besebenzisa iindibaniselwano abazenzayo. Bakhuthaze ukuba bathethe ngetheyibhilile yamanani, ubancede babone ulwalamano phakathi kwamanani akwitheyihile 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.
Breaking down 10

Umldlalo: Izibalo ezikhawulezayo ngadayisi - 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!

<table>
<thead>
<tr>
<th>Zingaphi?</th>
<th>Zibe ngaphi ukuze wenze i-10?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>How many to make 10?</td>
</tr>
<tr>
<td>7</td>
<td>How many to make 10?</td>
</tr>
<tr>
<td>6</td>
<td>How many to make 10?</td>
</tr>
</tbody>
</table>

Umldlalo: 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. Iteksi kaTa’ Jola ithwala abafundi abali-10.

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

Kukho abafundi aba-2 etekisini. Kufuneka abafundi abangaphi ngaphezulu ukuze izale itekisi?

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 etekisini. Kwafika abanye aba-4. Bangaphi abafundi abanokungena etekisini?

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

2 + 4 = 6

10 – 6 =  4

3. Biyela ama-10. Zingaphi zizonke?

Circle the 10s. What is the total?

6 4 9

2 5 3

1 20 20

4. Fumana i-10. Dibanisa emva koko.

Find the 10. Then add.

6 + 7 + 4 = 17

8 + 7 + 2 = 17

7 + 6 + 3 = 16

5 + 8 + 5 = 18

6 + 8 + 4 = 18

9 + 5 + 1 = 15

6 + 9 + 4 = 19

7 + 2 + 1 + 5 = 15

7 + 5 + 3 = 15

5. Biyela ama-10. Yimalini?

Circle the 10s. How much money?

R11

13

12


Ta’ Jola’s taxi can take 10 learners.

Itekisi yakhe inesiqingatha senani. Bangaphi abafundi abasetekisini?

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

5 learners

Itekisi inesiqingatha senani. Bangaphi abafundi abanokungena etekisini?

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

5 learners
IZIBALO
MENTAL MATHS
ZHETLOKO
FIZZ POP
DIBANISA 10 (0-50)
UMDLALO
GAME
UPHUHLISO LWENGQI/QO
CONCEPT DEVELOPMENT
AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQI/QO | CONCEPT DEVELOPMENT

Cacisa: Namhlanje siza kufunda indlela ekhawulezayo yokudibanisa amanani amaninzi. Ukuze udibanise ngokukhawuleza, kufuneka sifumane kuqala amanani enza i-10 xa edityanisiwe.

Explain: Today we’re going to learn a quick way of adding lots of numbers. To add numbers quickly, we first find the numbers that add up to 10.

Hayi, ndingacothisisa 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 zahlukenyenzo zikanani, 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

**Umdlalo: Cazulula i-10!**

Game: Break 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>ezokudibanisa</th>
<th>ezokuthabatha</th>
</tr>
</thead>
<tbody>
<tr>
<td>(7 + 3 = 10)</td>
<td>(10 - 3 = 7)</td>
</tr>
<tr>
<td>(3 + 7 = 10)</td>
<td>(10 - 7 = 3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ezokudibanisa</th>
<th>ezokuthabatha</th>
</tr>
</thead>
<tbody>
<tr>
<td>(6 + 4 = 10)</td>
<td>(10 - 4 = 6)</td>
</tr>
<tr>
<td>(4 + 6 = 10)</td>
<td>(10 - 6 = 4)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ezokudibanisa</th>
<th>ezokuthabatha</th>
</tr>
</thead>
<tbody>
<tr>
<td>(8 + 2 = 10)</td>
<td>(10 - 2 = 8)</td>
</tr>
<tr>
<td>(2 + 8 = 10)</td>
<td>(10 - 8 = 2)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ezokudibanisa</th>
<th>ezokuthabatha</th>
</tr>
</thead>
<tbody>
<tr>
<td>(9 + 1 = 10)</td>
<td>(10 - 1 = 9)</td>
</tr>
<tr>
<td>(1 + 9 = 10)</td>
<td>(10 - 9 = 1)</td>
</tr>
</tbody>
</table>

Xa ndizahlula zibe ngamaqhekeza amabini alinganayo, kukho izivakalisi manani sokudibanisa esinge nesivakalisi manani sokuthabatha esinge.

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

2 Yenza i-10. Yahlule ibe zizahlulo ezibini. Gqibezela iitheyibhile zamanani.

Make 10s. Break them into two parts. Complete the number tables.

<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>
<tr>
<td>10</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>9</td>
<td>1</td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>4</td>
<td>6</td>
</tr>
</tbody>
</table>

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

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>
<tr>
<td>$\text{8 + 2} = 10$</td>
<td>$10 - 2 = 8$</td>
</tr>
<tr>
<td>$\text{2 + 8} = 10$</td>
<td>$10 - 8 = 2$</td>
</tr>
</tbody>
</table>

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

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

6
4
10
16
20
14
20

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

7
8
5
14
10
10
10
10

3 Fakela amanani ashiyekileyo.
Fill in the missing numbers.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7 + __</td>
<td>=</td>
<td>10</td>
<td>6 + __</td>
<td>=</td>
</tr>
<tr>
<td>3 + __</td>
<td>=</td>
<td>10</td>
<td>2 + __</td>
<td>=</td>
</tr>
<tr>
<td>2 + __</td>
<td>=</td>
<td>10</td>
<td>18 + __</td>
<td>=</td>
</tr>
<tr>
<td>16 + __</td>
<td>=</td>
<td>20</td>
<td>14 + __</td>
<td>=</td>
</tr>
<tr>
<td>15 + __</td>
<td>=</td>
<td>20</td>
<td>16 + __</td>
<td>=</td>
</tr>
<tr>
<td>14 + __</td>
<td>=</td>
<td>20</td>
<td>14 + __</td>
<td>=</td>
</tr>
</tbody>
</table>

Xa ndidibanisa ndiyazibuza, “Kukude kangakanani ukuya kwi-10 elilandelayo?“
When I add, I ask myself, “How far to the next 10?“

Kufuneka nditsibe ka-4 ukuya kwi-10!
I must jump 4 to get to 10!
4. Kukude kangakanani ukuya kwi-10 elilandelayo?
How far to the next 10?

5. Bhala inani elikwichokoza. Biyela i-10 elilandelayo. Kukude kangakanani ukuya kwi-10 elilandelayo?
Write the number at the dot. Circle the next 10. How far to the next 10?
Phinda la manyathelo 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.
1. Kukude kangakanani kwi-10 elidlulileyo?

How far to the previous 10?

-6

-4

-5

-5

-7

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?

3. Fakela amanani ashiyiweyo.

Fill in the missing numbers.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>5</td>
<td>=</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>6</td>
<td>=</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>2</td>
<td>=</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>6</td>
<td>=</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>=</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>7</td>
<td>=</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>4</td>
<td>=</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>8</td>
<td>=</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>
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?

\[14 - 10 = 4\]
4 will wait
Masithethe ngeMaths!

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.

Gqibezele itheyibhile yamanani.
Complete the number tables.

<table>
<thead>
<tr>
<th></th>
<th>ezokudibanisa</th>
<th>ezokuthabatha</th>
</tr>
</thead>
<tbody>
<tr>
<td>add</td>
<td>subtract</td>
<td>add</td>
</tr>
<tr>
<td>10</td>
<td>6 + 4 = 10</td>
<td>10 - 4 = 6</td>
</tr>
<tr>
<td>6</td>
<td>4 + 6 = 10</td>
<td>10 - 6 = 4</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>ezokudibanisa</th>
<th>ezokuthabatha</th>
</tr>
</thead>
<tbody>
<tr>
<td>add</td>
<td>subtract</td>
<td>add</td>
</tr>
<tr>
<td>10</td>
<td>8 + 2 = 10</td>
<td>10 - 2 = 8</td>
</tr>
<tr>
<td>8</td>
<td>2 + 8 = 10</td>
<td>10 - 8 = 2</td>
</tr>
</tbody>
</table>
2. Fumana i-10. Dibanisa emva koko.
Find the 10. Then add.

<table>
<thead>
<tr>
<th>8 + 7 + 2 = 17</th>
<th>7 + 6 + 3 = 16</th>
<th>5 + 8 + 5 = 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 + 8 + 4 = 18</td>
<td>9 + 5 + 1 = 15</td>
<td>7 + 3 + 5 = 15</td>
</tr>
<tr>
<td>4 + 5 + 6 = 15</td>
<td>1 + 8 + 9 = 18</td>
<td>3 + 7 + 2 = 12</td>
</tr>
<tr>
<td>2 + 8 + 5 = 15</td>
<td>4 + 6 + 9 = 19</td>
<td>5 + 1 + 5 = 11</td>
</tr>
</tbody>
</table>

Complete the number patterns.

<table>
<thead>
<tr>
<th>83</th>
<th>82</th>
<th>81</th>
<th>80</th>
<th>79</th>
<th>78</th>
<th>77</th>
<th>76</th>
<th>75</th>
<th>74</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>90</td>
<td>80</td>
<td>70</td>
<td>60</td>
<td>50</td>
<td>40</td>
<td>30</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>57</td>
<td>58</td>
<td>59</td>
<td>60</td>
<td>61</td>
<td>62</td>
<td>63</td>
<td>64</td>
<td>65</td>
<td>66</td>
</tr>
<tr>
<td>10</td>
<td>20</td>
<td>30</td>
<td>40</td>
<td>50</td>
<td>60</td>
<td>70</td>
<td>80</td>
<td>90</td>
<td>100</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>
<tr>
<td>7</td>
<td>3½</td>
<td>7 + 3 = 10</td>
</tr>
<tr>
<td>8</td>
<td>4</td>
<td>5 + 5 = 10</td>
</tr>
<tr>
<td>9</td>
<td>4½</td>
<td>4 + 6 = 10</td>
</tr>
<tr>
<td>10</td>
<td>5</td>
<td>2 + 8 = 10</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, Ukudibanisa ngokwenza i-10 kunye nokuthatha ngokuya kwi-10 | Amakhadi amanani |

<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 umfundi kufuneka akwazi ukwenza oku:

- ukudibanisa inani elinomvo omnye kwelinye elinomvo omnye okanye kwelinemivo emibini, uwelele ngaphaya kwe-10.
- ukuthabatha inani elinomvo omnye kwinani elinemivo emibini, uwelele ngaphaya kwe-10.
- ukusombulula iingxaki ngokwenza i-10 (ukudibanisa nokuthabatha).

### Uvavanyo (jonga kumaphepha angasemva esi sikhokelo)

**Uvavanyo olubhalwayo:** Amanani, izibalo nelwalamano. Ukudibanisa nokuthabatha okuwelela ngaphaya kwe-10.
## Visiting the 10

<table>
<thead>
<tr>
<th>Mental Maths: Skip counting</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Games: Fast maths with cards: 2 less, Add by making a 10 and Subtract by getting to 10</td>
<td>100 square, 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>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** (see back pages of this guide)

**Written assessment**: Numbers, operations and relationships. Addition and subtraction bridging 10.
Ukutyelela i-10

Izibalo zentloko

Umdlalo
Kule veki siza kudlala imidlalo Izibalo ezikhawulezileyo ngamakhadi: 2 ngapahantsi, Dibanisa ukufumana u10 kwaye uthabatha ngokuya ku10. Injongo yalo mdlalo kukunika abafundi ithuba lokuziqhelanisa neenyani zokuthabatha eziulula bade bhe nobuchule. Ulwazi olululo lweebhendani zamani kunye nesakhono sokusombulula ingxaki ezulula ngobuchule luya kuba sisiseko esomelelelo seenguksi ezinzima. Abafundi bangaziqhelanisa nokuthabatha inani elahlukileyo ngoloshe ngalunye ukuze bandise ukulwazi lwabo Impleni lweenyani zakuthabatha.

Uphuhliso lwengqiqo
Kule veki sigxila kwiingxaki ezibandakanya ukwelela ngaphaya kwe-10. Abafundi baza kusombulula ingxaki zakudibanisa nezokuthabatha eziwelela ngaphaya kwe-10, bencedwa kukusebenzisa iblolo nemigcamanani. Ukusombulula ingxaki ngokusebenzisa iblolo kubethelela ulwazi lwabafundi lwexabiso lendawo. Kusombulula inani ukubuya kwabafundi kwishumi, siza kuqonda koku:
- Ukudibanisa inani elinomvo omnye kwelirawo omnye okanye kwelirawo emibini, ukwelela ngaphaya kwe-10.
- Ukusombulula ingxaki ezithetha ukwelela ngaphaya kwe-10, bencedwa kukusebenzisa ngokwenza i-10.
- Ukuthabatha inani elinomvo omnye kwelirawo emibini, ukwelela ngaphaya kwe-10.
- Ukusombulula ingxaki ezithetha ukwelela ngaphaya kwe-10, bencedwa kukusebenzisa ngokwenza i-10.
- Ukusebenzisa ngokwenza i-10.

Into emayiqatshelwe kule veki
- Xa usenza i-10 kweningxaki zakudibanisa, abafundi baza kuqonda ukuba kuyakhawuleza kwaye kulela ukwenza i-10 ngamakhulu 9, 8, 7 no-6.
- Kuthabatha, imisebenzi eyenziwayo ibandakanya ukubuyela kwabafundi kwishumi elidlulileyo Kufuneka abafundi baziqhelanise nokuthabatha inani ukuze babuyele kwishumi elidlulileyo phambili kokugqibezela ingxaki.
- Bakhuthaze abafundi bancokole ukuze babalane ngenendela zabo zokusombulula iningxaki. Qinisekisa ukuba abafundi basebenzisa isigama esichanekileyo: i-10, dibanisa, kunye, ngaphezulu, thabatha, susa, ngaphantsi, tsiba.
Visiting the 10

Mental Maths
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
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
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, activities involve 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**.
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.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>27</td>
</tr>
<tr>
<td>36</td>
<td>52</td>
</tr>
<tr>
<td>68</td>
<td>75</td>
</tr>
<tr>
<td>63</td>
<td>89</td>
</tr>
<tr>
<td>83</td>
<td>94</td>
</tr>
</tbody>
</table>

#### Usuku 2 Day 2

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>23</td>
</tr>
<tr>
<td>34</td>
<td>58</td>
</tr>
<tr>
<td>62</td>
<td>75</td>
</tr>
<tr>
<td>67</td>
<td>81</td>
</tr>
<tr>
<td>87</td>
<td>96</td>
</tr>
</tbody>
</table>

#### Usuku 3 Day 3

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>27</td>
</tr>
<tr>
<td>46</td>
<td>52</td>
</tr>
<tr>
<td>68</td>
<td>75</td>
</tr>
<tr>
<td>63</td>
<td>49</td>
</tr>
<tr>
<td>53</td>
<td>64</td>
</tr>
</tbody>
</table>

#### Usuku 4 Day 4

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>27</td>
</tr>
<tr>
<td>36</td>
<td>52</td>
</tr>
<tr>
<td>68</td>
<td>75</td>
</tr>
<tr>
<td>63</td>
<td>89</td>
</tr>
<tr>
<td>80</td>
<td>94</td>
</tr>
</tbody>
</table>
Qhuba kwa ngale ndlela ingasentla. Unike abafundi iiingxaki ezininzi bazisombulule besebenzisa iibloko ukuze bathethe ngenani emalisetyenziswe ekwenzeni i-10. Kulula ukwenza i-10 xa usebenzisa inani elikhulu, ngoko ke abafundi kufuneka batshintshe ukulandelelana 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.
Make a 10 (addition)

Umdlalo: Izibalo ezikhawulezayo ngamakhadi – ngaphantsi ngezi-2
Game: Fast maths with cards – 2 less

- Yenza njalo kwisicuku sonke. Work through pile.
- Phinda kwakhona. Khawulezisa! Do it again. Faster!

Umdlalo: Ukudibanisa ngokwenza i-10
Game: Add by making a 10

- Yakha amanani amabini usebenzisa iibloko. Build two numbers using blocks.
- Susa iibloko ukuze uggqibezele 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 ngalinye. Yaba iibloko ukuze wenze i-10.
Use blocks to build each number. Share blocks to make a 10.

\[
\begin{align*}
7 + 6 &= 13 \\
8 + 5 &= 13 \\
6 + 8 &= 14 \\
5 + 7 &= 12 \\
6 + 5 &= 11 \\
8 + 7 &= 15 
\end{align*}
\]
Ndiqala ngesi-7.
I start with 7.

Ndidibanisa ezi-3
ukwenza i-10.
I add 3 to make a 10.

Ndidibanisa isi-5
ngaphezulu.
I add 5 more.

7 + 8
10 + 5 = 15
7 + 8 = 15
10 + 5 = 15

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

6 + 7
9 + 7
9 + 7 = __
__ __
6 + 8
6 + 8 = __
__
7 + 5
7 + 5 = __
__

Zama ke ngoku!
Now you try!
Jump forwards to 10

IZIBALO
ZENTLOKO
MENTAL MATHS

UKUBALA OKUQATHAYO
AMA-10 (0-200)

SKIP COUNTING IN 10S (0-200)

UMDLALO
GAME

UPHUHLISO LWENGQIQO
| CONCEPT DEVELOPMENT

AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

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

Kulula ukusombulula iingxaki ngokutsibela kwi-10. Mingaphi imitsi eya phambili uyokufika kwi-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 ezi-3 ukuze ndifike kwi-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 alicela okuziqhelanisa nokusombulula iingxaki zakudibanisa 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**

**Jump forwards to 10**

1. Dibanisa ngokuya kwi-10.
   
   Add by visiting the 10.

   **6 + 7 =**

   **8 + 7 =**

   **5 + 6 =**

   **4 + 8 =**
WEEK 5 • DAY 2
Jump forwards to 10

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

7 + 8

8 + 5

7 + 7

6 + 8

3 Gqibezele.
Complete.

Jump forwards to 10
Yiya kwi-10 (ukuthabatha)

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

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

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

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

Nhuphathi wela ngale ndlela ingasentla unike abafundi ithuba lokusombulula iingxaki eziliqela besebenzisa ibloko 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 lokuqala.
  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?

Sebenzisa iibloko ukwakha inani ngalinye. Susa iibloko ukuze uye kwi-10. Sombulula.

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

| 14 – 6 = 8 | 12 – 5 = 7 | 15 – 8 = 7 |
| 13 – 7 = 6 | 16 – 9 = 7 | 15 – 7 = 8 |

Ndine-15.
I have 15.

15 – 5 = 10
10 – 3 = 7

Ndithabatha ezi-4
ukuze ndifike kwi-10.
I subtract 4 to get to the 10.

Ndithabatha ezinye ezi-2.
I subtract 2 more.

Ndiqala nge-14.
I start with 14.
2 Biyela i-10. Fakela amanani ashiyiweyo.
Circle the 10. Fill in the missing numbers.

12 – 7

\[ 12 - 7 = 5 \]

15 – 7

\[ 15 - 7 = 8 \]

16 – 9

\[ 16 - 9 = 7 \]

14 – 6

\[ 14 - 6 = 8 \]

15 – 9

\[ 15 - 9 = 6 \]

17 – 9

\[ 17 - 9 = 8 \]

3 Gqibezela.
Complete.

Get to 10 (subtraction)  Week 5 • Day 3

Zama ke ngoku!
Now you try!
**UPHUHLISO LWENGQIQO** | CONCEPT DEVELOPMENT

Singajifumana 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.

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.

Kuluka ukusombulula ingxaki ngokutsibela kwi-10. Mingaphi imitsi ebuya 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?

I have jumped 4 places. I must jump 2 more.

Phinda la manyathelo angasentla usebenzise amanani ahlukileyo ukusuka ku-0 ukuya kuma-20, ukuze abafundi babe namathuba aliqela okuziqhelanisa nokusombulula ingxaki zakuthabatha 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.
Thabatha ngokuya kwi-10.
Subtract by visiting the 10.

13 – 7 = 6

12 – 5 = 7

15 – 7 = 8

14 – 6 = 8

11 – 5 = 6

12 – 4 = 8

NDIQALA KWI-15.
I start at 15.
NDITSIBELA NGASEMVA KA-5
UKUZE NDIFIKI KWI-10.
I jump back 5 places to get to 10.
KUFUNeka NDITSIBE NDBUYE
UMVA KA-3 NGAPHEZULU!
I have to jump back 3 more places!
Jump backwards to 10

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

14 - 6

13 - 7

12 - 5

16 - 8

13 - 6

Complete.

Jump backwards to 10
Masithethe ngeMaths!
Let's talk Maths!

NgesiXhosa sithi:
thelekisa
impuku incinci
ikati inkudlwana
inkomo yeyona inkulu
inkomo inkulu
ikati incinane
impuku yeyona incinci
i-10 likhulu kunesi-5
i-10 lincinane kune-15

In English we say:
compare
the mouse is small
the cat is bigger
the cow is the biggest
the cow is big
the cat is smaller
the mouse is the smallest
10 is bigger than 5
10 is smaller than 15

1 Gqibezela itheyibhile yamanani.
Complete the number table.

Complete the number patterns.

2 Gqibezela iipatheni zamanani.

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>
<tr>
<td>6 + 2 = 8</td>
<td>8 - 2 = 6</td>
</tr>
<tr>
<td>2 + 6 = 8</td>
<td>8 - 6 = 2</td>
</tr>
</tbody>
</table>
3. Fumana i-10. Dibanisa ke ngoku.
Find the 10. Then add.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>$5 + 6 + 5 + 4 + 8$ = $28$</td>
<td></td>
</tr>
<tr>
<td>$8 + 7 + 2 + 3 + 5$ = $25$</td>
<td></td>
</tr>
<tr>
<td>$5 + 3 + 2 + 7 + 8 + 3$ = $28$</td>
<td></td>
</tr>
<tr>
<td>$8 + 4 + 2 + 6 + 7$ = $27$</td>
<td></td>
</tr>
<tr>
<td>$4 + 2 + 6 + 7 + 1 + 3$ = $23$</td>
<td></td>
</tr>
<tr>
<td>$5 + 3 + 2 + 5 + 8$ = $23$</td>
<td></td>
</tr>
<tr>
<td>$6 + 1 + 2 + 4 + 9 + 5$ = $27$</td>
<td></td>
</tr>
<tr>
<td>$7 + 2 + 7 + 8 + 3$ = $27$</td>
<td></td>
</tr>
</tbody>
</table>

4. Zingaphi izandla? How many hands? 8
Mingaphi iminwe? How many fingers? 40

5. izandla ezi-hands: 1 2 3 4 5 6 7 8 9 10
iminwe e-fingers: 5 10 15 20 25 30 35 40 45 50

6. Isiqingatha se- Half of
Phinda kabini Double

<table>
<thead>
<tr>
<th>Number</th>
<th>Half</th>
<th>Phinda kabini</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1</td>
<td>2 4 4 8</td>
</tr>
<tr>
<td>6</td>
<td>3</td>
<td>6 12 7 14</td>
</tr>
<tr>
<td>5</td>
<td>$2 \frac{1}{2}$</td>
<td>5 10 8 16</td>
</tr>
</tbody>
</table>
**Ubude**

<table>
<thead>
<tr>
<th>Izibalo zentloko</th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imigcamanani</td>
<td>imigcamanani (0 – 20 nengenanto)</td>
</tr>
</tbody>
</table>

**Umdlalo:** 1, 2, 3, Veza – umahluko

**Usuku | Umsebenzi wesifundo | Izixhobo zezifundo**

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ubude</td>
<td>LAB, izandla, iipenisile</td>
</tr>
<tr>
<td>2</td>
<td>Ukulinganisela ubude</td>
<td>LAB</td>
</tr>
<tr>
<td>3</td>
<td>Ukulinganisela ubude</td>
<td>LAB, iibloko</td>
</tr>
<tr>
<td>4</td>
<td>Iimitha neesentimitha</td>
<td>LAB, iibloko, iteyipu/umtya yokulinganisela</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanyo olujolise ekufundeni</td>
<td>LAB</td>
</tr>
</tbody>
</table>

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

qikelela, linganisela, thelekisa, cwangcisa uze ubhale phantsi ubude usebenzise imilinganiselo engekho mgangathweni njengenxalenye yokulinganisela okungekho sesikweni.

qikelela, linganisela, thelekisa, cwangcisa uze ubhale phantsi ubude usebenzise iimitha njengeyunithi esemgangathweni yobude.

**Uvavanyo** (jonga kumaphepha angasemva esi sikhokelo)

**Uvavanyo olubhalwayo:** Umlinganiselo – Ubude

**Uvavanyo oluthethwayo nelwenziwayo:** Umlinganiselo – Ubude
Length

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Length</td>
<td>LAB, hands, pencils</td>
</tr>
<tr>
<td>2</td>
<td>Measuring length</td>
<td>LAB</td>
</tr>
<tr>
<td>3</td>
<td>Measuring length</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>4</td>
<td>Metres and centimetres</td>
<td>LAB, multifix blocks, tape measure</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:**

- estimate, measure, compare, order and record length using non-standard measures as part of informal measuring.
- estimate, measure, compare, order and record length using metres as the standard unit of length.

**Assessment** (see back pages of this guide)

**Written assessment:** Measurement – Length

**Oral and practical assessment:** Measurement – Length
**UBUDE**

**IZIBALO ZENTLOKO**

**UMDLALO**

**UPHULHISO IWENGQIQO**
Kule veli sigxila ekusebenzeni ngeeyunithi ezingekeko mngangathweni ukuze siqonde ikabiso lokusebenzisa iyunithi zommalinganiselo ezisemgangathweni xa silinganisela ubude. Xa abafundi beyiqonda ingxaki yokusebenzisa iyunithi ezahlulekileyo zokulinganisela ubude, singaqalisa ukubafundisa iyunithi ezisemgangathweni zeemitha. Abafundi kufuneka bakwazi ukufunda imilinganiselo yeeyunithi kweqaqonda ukuba imele ntoni.
- qikelela, liqine, thelekisa, cwangcisa uze ubhale phantsi ubude usebenzise imilinganiselo engekho mngangathweni njengenxalenyi yokulinganisela okungekho sesiweni.
- qikelela, liqine, thelekisa, cwangcisa uze ubhale phantsi ubude usebenzise iimitha njengeeyunithi ezisemgangathweni yobude.

**INTO EMAYIQATHELWE KULE VEKI**
- Isigama esibalulekileyo: ngaphezulu kuna-, ngaphantsi kuna-, ubude, imitha, inde, imfutshane, inde kuna-, imfutshane kuna-.

---

**Further Reading**
- Uphuhliso lwengqiqo: Kule veli sigxila ekusebenzeni ngeeyunithi ezingekeko mngangathweni ukuze siqonde ikabiso lokusebenzisa iyunithi zommalinganiselo ezisemgangathweni xa silinganisela ubude. Xa abafundi beyiqonda ingxaki yokusebenzisa iyunithi ezahlulekileyo zokulinganisela ubude, singaqalisa ukubafundisa iyunithi ezisemgangathweni zeemitha. Abafundi kufuneka bakwazi ukufunda imilinganiselo yeeyunithi kweqaqonda ukuba imele ntoni.
- Isigama esibalulekileyo: ngaphezulu kuna-, ngaphantsi kuna-, ubude, imitha, inde, imfutshane, inde kuna-, imfutshane kuna-.
Mental Maths
This week we will practice using number lines to solve addition and subtraction problems. Learners will consolidate what they have learnt about adding ones to tens, both with and without bridging the tens. Encourage learners to solve problems quickly and efficiently by remembering their learnt number facts.

Game
This week we will play the game 1,2,3, Show – difference. When they play with one hand each, learners will subtract using numbers up to 5 and when they play with two hands, they will subtract using numbers up to 10. While some learners may still subtract using their fingers and counting, it is important to encourage learners to work towards solving the problems mentally.

Conceptual development
This week we focus on working with non-standard units in order to realise the value of using standard units to measure length. Once learners realise the problem of using different units to measure length, we can then move onto introducing the standard unit of a metre. Learners should be able to read measurements given in metres and understand approximately what they represent.
- estimate, measure, compare, order and record length using non-standardised measures as part of informal measuring.
- estimate, measure, compare, order and record length using metres as the standard unit of length.

What to look out for this week
- A non-standard unit is an object that is not normally used for measurement. For example, using hands or feet to measure the length of the classroom. We begin with non-standard units as they are meaningful to the learner and are readily available. It is important to allow learners time to explore and identify the importance of using standard units. We use standard units as we need to have a measurement system that means the same to everyone who uses it.
- Important vocabulary: more than, less than, length, metre, long, short, longer, shorter.
IZIBALO ZENTLOKO | MENTAL MATHS

Sebenzisa imigcamanani ukuze udibanise kwaye uthabathe.
Use number lines to add and subtract.
Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.

1. Sebenzani ngababini. Ngubani u-12 + 4?
   Work in pairs. What is 12 + 4?

2. Ndibonise kumgcamanani ukuba usifumene njani isisombululo.
   Show me how to find the solution on the number line.

3. Ukuba nditsibela izithuba ezi-4 ukusukela ku-12, ndifika ku-16.
   If I hop 4 places from 12, I get to 16.

4. Ngubani u-17 – 8?
   What is 17 - 8?

5. Ndibonise kumgcamanani ukuba usifumene njani isisombululo.
   Show me how to find the solution on the number line.

   If I hop back 8 places from 17, I get to 9.
### Enrichment activities • Imisetyenzana yokutyebisa

#### Usuku 1 Day 1

**Dibanisa.**
Add.
- $37 + 5 =$
- $25 + 8 =$
- $49 + 3 =$
- $68 + 7 =$
- $17 + 7 =$
- $54 + 8 =$
- $29 + 6 =$
- $12 + 9 =$
- $75 + 6 =$
- $88 + 3 =$

#### Usuku 2 Day 2

**Thabatha.**
Subtract.
- $56 - 9 =$
- $83 - 7 =$
- $65 - 6 =$
- $24 - 5 =$
- $42 - 4 =$
- $36 - 8 =$
- $21 - 6 =$
- $15 - 7 =$
- $73 - 5 =$
- $27 - 9 =$

#### Usuku 3 Day 3

**Dibanisa.**
Add.
- $44 + 8 =$
- $67 + 5 =$
- $26 + 6 =$
- $89 + 2 =$
- $58 + 3 =$
- $47 + 7 =$
- $19 + 5 =$
- $35 + 8 =$
- $16 + 6 =$
- $77 + 6 =$

#### Usuku 4 Day 4

**Thabatha.**
Subtract.
- $43 - 7 =$
- $94 - 5 =$
- $25 - 8 =$
- $61 - 4 =$
- $35 - 7 =$
- $72 - 5 =$
- $86 - 9 =$
- $53 - 5 =$
- $17 - 9 =$
- $22 - 6 =$
Singasebenzisa ntoni ukulinganisela ubude bedesika?
What can we use to measure the length of the desk?

Idesika yakho inde khangangezandalaa ezingaphi?
How many hands long is your desk?

Ndingalinganisela ngesandla sam.
I can measure it using my hand.

Idesika yam inde khangangezandalaa ezili-6.
My desk is 6 hands long.

Usebenzise izandla zakho ukulinganisela ubude bedesika yakho. Khawuqikelele ke ngoku ukuba ibhodi inde khangangezandalaa ezingaphi.
You have used your hands to measure the length of your desk. Now estimate how many hands long the chalkboard is.

Ibhodi inde khangangezandalaa ezili-12.
Uqikelelo lwethu belusondele noko.
The chalkboard is 12 hands long. Our estimation was quite close.

Idesika yam inde khangangezandalaa ezisi-7.
My desk is 7 hands long.

Ndiqikelela ukuba ibhodi ingande khangangezandalaa ezili-14.
I estimate the chalkboard is 14 hands long.

Nika abafundi amathuba aliqela okuqikelela nokulinganisela izinto eziseklasini besebenzisa iiyunithi zokulinganisela ezingekho sesikweni ezifana nezandla okanye ipenisile.
Allow the learners multiple opportunities to estimate and measure classroom items using informal units of measurement such as hand or pencils.

Masiqinisekise uqikelelo lwethu.
Let’s check your estimation.
Ubude
Length

**Umllalo: 1, 2, 3 Veza - ukuthabatha**

*Game: 1, 2, 3 Show - subtraction*

- Sebenzani ngababini. *Yithi 1, 2, 3 Veza!*  
  Work in pairs. Say 1, 2, 3 Show! Show 1 hand each.
- Thabatha iminwe!  
  Subtract the fingers!
- *Yithi 1, 2, 3 Veza!*  
  Say 1, 2, 3 Show! Show 1 hand each.
- Thabatha iminwe!  
  Subtract the fingers! Look for 10s.
- Hamba kwakhona, ukhawuleze.  
  Go again, subtract faster.

1. **Dibanisa umgca negama elichanekileyo.**
   Join the line to the correct word.

<table>
<thead>
<tr>
<th>mdana longer</th>
<th>mfutshanana shorter</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>mdana longer</th>
<th>mfutshanana shorter</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. **Linganisela ubude:**  
   *These are only guidelines*

   - *Ifeositile inobubanzo obungangeepenisile ezi_____.*  
     The window is **7** pencils wide.
   - *Idesika inde khangangezandla ezi_____.*  
     The desk is **8** hands long.
   - *Ngamanyathelo a_____ ukujikeleza iklasi.*  
     It takes **40** steps to walk around the classroom.
### 3 Linganisela ngesandla sakho: Informal units of measurement. Answer could differ

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ububanzi bocango</td>
<td>6</td>
</tr>
<tr>
<td>the width of the door</td>
<td></td>
</tr>
<tr>
<td>ubude bebhodi</td>
<td>17</td>
</tr>
<tr>
<td>the length of the board</td>
<td></td>
</tr>
<tr>
<td>ukuphakama kwesitulo sakho.</td>
<td>6</td>
</tr>
<tr>
<td>the height of your chair</td>
<td></td>
</tr>
<tr>
<td>ubude bedesika katitshala.</td>
<td>8</td>
</tr>
<tr>
<td>the length of the teacher’s desk.</td>
<td></td>
</tr>
</tbody>
</table>

### 4 Linganisela ngepenisile yakho:

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ubude bencwadi yakho.</td>
<td>2</td>
</tr>
<tr>
<td>the length of your book</td>
<td></td>
</tr>
<tr>
<td>ububanzi bedesika yakho.</td>
<td>4</td>
</tr>
<tr>
<td>the width of your desk</td>
<td></td>
</tr>
<tr>
<td>isihlalo sesitulo sakho.</td>
<td>3</td>
</tr>
<tr>
<td>the seat of your chair</td>
<td></td>
</tr>
</tbody>
</table>

### 5 Sebenzisa iinyawo zakho ukuliganisela:

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ubude beklasi.</td>
<td>25</td>
</tr>
<tr>
<td>the length of the classroom.</td>
<td></td>
</tr>
<tr>
<td>ububanzi beklasi.</td>
<td>30</td>
</tr>
<tr>
<td>the width of the classroom.</td>
<td></td>
</tr>
<tr>
<td>ububanzi bepaseji engaphandle kweklasi.</td>
<td>60</td>
</tr>
<tr>
<td>the width of the corridor outside the classroom.</td>
<td></td>
</tr>
</tbody>
</table>
Measuring length

Encourage learners to notice that they get different measurements when they use informal units of measurement. Help them to recognise the need for a standard unit of measurement in order to be able to measure more accurately.

Nceda ulinganisele ububanzi beklasi ngokubala inani lamanyathelo owathathayo ukuya kwelinge icala. Please measure the width of the classroom by counting how many steps you take to get to get to the other side.

Ingaba ngamanyathelo amangaphi ububanzi bale klasi? How many steps wide is the classroom?

Ncinga ukuba kufuneka senze ntoni ukuze sibe nemilinganiselo echanekileyo? What do you think we need to do to get an accurate measurement?

Bafumene iimpendulo ezahlukileyo kuba amanyathelo kaKhwezi makhulu kunakaLindo. They got different answers because Khwezi’s steps are much bigger than Lindo’s steps.

Kufuneka sisebenzise into efanayo xa silinganisela ubude. We each need to use the same thing to measure the length.

Bakhuthaze abafundi ukuba baqaphele ukuba bafumana imilinganiselo eyahlukileyo xa besebenzisa iyunithi zemilinganiselo ezinge kho sesikweni. Bance de baqibone imfuneko yeyunithi yemilinganiselo esemgangathweni ukuze bakwazi ukuthatha imilinganiselo echanekileyo.

Encourage learners to notice that they get different measurements when they use informal units of measurement. Help them to recognise the need for a standard unit of measurement in order to be able to measure more accurately.
**Inde kangakanani? Linganisela ubude.**
How long? Measure the length.

<table>
<thead>
<tr>
<th>umlinganiselo measurement</th>
<th>umlinganiselo measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="25 feet" /></td>
<td><img src="image" alt="20" /></td>
</tr>
<tr>
<td><img src="image" alt="15 blocks" /></td>
<td><img src="image" alt="10 blocks" /></td>
</tr>
<tr>
<td><img src="image" alt="5" /></td>
<td><img src="image" alt="4" /></td>
</tr>
<tr>
<td><img src="image" alt="9 pencils" /></td>
<td><img src="image" alt="4 pencils" /></td>
</tr>
</tbody>
</table>

*Answers could vary.*
2. Sebenzisa iipenisile ezimbini ezinobude obahlukileyo ukuze ulinganisele:

Use two pencils of different lengths to measure:

<table>
<thead>
<tr>
<th>Ipenisile 1</th>
<th>Ipenisile 2</th>
<th>Yintoni umahluko?</th>
</tr>
</thead>
<tbody>
<tr>
<td>pencil 1</td>
<td>pencil 2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ipenisile e-1</th>
<th>Ipenisile ezi-2</th>
<th>Ipenisile e-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 pencil</td>
<td>2 pencils</td>
<td>1 pencil</td>
</tr>
</tbody>
</table>

|              |                |                |
| 4 pencils    | 8 pencils      | 4 pencils      |
| 5 pencils    | 10 pencils     | 5 pencils      |
| 3 pencils    | 6 pencils      | 3 pencils      |
| 3 pencils    | 6 pencils      | 3 pencils      |
| 2 pencils    | 4 pencils      | 2 pencils      |
| 5 pencils    | 10 pencils     | 5 pencils      |

(Answers could vary)
Nika abafundi amathuba amaninzi okulinganisela ngaencochoyi zeebloko zabo. Xoxa nabo ubabonise ukuba naxa incochoyi yeebloko ibanika imilinganiselo efanayo, ayisixhobo sokulinganisela esisebenzayo sokulinganisela ubude.

Provide multiple opportunities for learners to measure with their multifix block tower. Remind them that while the multifix block tower gives more consistent measurements, it is still not a practical measuring tool when measuring longer lengths.
**WEEK 6 • DAY 3**

Measuring length

**1.** Ingaba le nyoka inde khangangeebloko ezingaphi?

How many blocks long is the snake?

<table>
<thead>
<tr>
<th>Number of Blocks</th>
<th>Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td><img src="image1.png" alt="Snake Diagram 1" /></td>
</tr>
<tr>
<td>8</td>
<td><img src="image2.png" alt="Snake Diagram 2" /></td>
</tr>
<tr>
<td>5</td>
<td><img src="image3.png" alt="Snake Diagram 3" /></td>
</tr>
<tr>
<td>11</td>
<td><img src="image4.png" alt="Snake Diagram 4" /></td>
</tr>
<tr>
<td>7</td>
<td><img src="image5.png" alt="Snake Diagram 5" /></td>
</tr>
<tr>
<td>12</td>
<td><img src="image6.png" alt="Snake Diagram 6" /></td>
</tr>
</tbody>
</table>
2. Sika irula yenyoka engasemva encwadini uze uyisebenzise ukulinganisela imifanekiso.

Cut out the snake ruler at the back of the book and use it to measure the pictures.

<table>
<thead>
<tr>
<th>Object</th>
<th>Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crayon</td>
<td>3 blocks</td>
</tr>
<tr>
<td>Belt</td>
<td>9 blocks</td>
</tr>
<tr>
<td>Pencil</td>
<td>4 blocks</td>
</tr>
<tr>
<td>Stamp</td>
<td>1 block</td>
</tr>
<tr>
<td>Plug</td>
<td>8 blocks</td>
</tr>
<tr>
<td>Bow</td>
<td>5 blocks</td>
</tr>
</tbody>
</table>
WEEK 6 • DAY 4

Metres and centimetres

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Ingaba ucinga ukuba kulungile ukulinganisela ubude bedesika ngeebloko?
Do you think it is a good idea to measure the length of this desk using a block?

Hayi, kuba ibloko incinci kakhulu kwaye idesika inde. Kuya kuthatha ishesh ake elide kakhulu ukulinganisela ngolu hlobo.
No, because the block is small and the desk is long. It will take a very long time to measure like that!

Singasebenzisa lo mtya wokulinganisela ukuze silinganise ubude bedesika.
We can use this tape measure to measure the length of the desk.

Beka isiqalo seteyiphu yokulinganisela ngolu hlobo. Inde kangakanani idesika?
Put the start of the tape measure at the one end, like this. How long is the desk?

Thatha umlinganiselo wobubanzi bedesika yakho.
Now measure the width of your desks.

Idesika inobubanzi obungama-44 cm.
The desk is 44 cm wide.

Xoxani ngeempawu ezikwiteyiphu yomlinganiselo (jisentimitha). Bonisa abafundi indlela yokubeka iteyiphu xa uuthatha umlinganiselo. Qala kuphawu luka-0. Xoxani ngendlela yokufunda umlinganiselo. Leliphi inani olbonayo kwiteyiphu yokulinganisela ekupheleni komgca?
Discuss the markings on the tape measure (centimetres). Show the learners how to place the tape measure when they measure. Start from the 0 mark. Discuss how to read the measurement. What number is on the other end of the tape measure?

Nika abafundi amathuba aliqela okulinganisela izinto ngezinto besebenzisa iteyiphu yokulinganisela. Xa abafundi beqinisekile ngoku, bafundise ingqiqo yemitha e-1.
Allow learners multiple opportunities to measure items and objects using the tape measure. When learners are comfortable with this, then introduce them to the notion of 1 metre.
1. Fakela umbala kwimpendulo echanekileyo.
   Colour in the correct answer.

<table>
<thead>
<tr>
<th>Isikhafuthina</th>
<th>singaphantsi kune shorter than</th>
<th>singaphezulu kune longer than</th>
<th>10 cm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ipenisile</td>
<td>ingaphantsi kune shorter than</td>
<td>ingaphezulu kune longer than</td>
<td>10 cm</td>
</tr>
<tr>
<td>Ipali yefowni</td>
<td>ingaphantsi kune shorter than</td>
<td>ingaphezulu kune longer than</td>
<td>10 cm</td>
</tr>
<tr>
<td>Isiloli sepenisile</td>
<td>singaphantsi kune shorter than</td>
<td>singaphezulu kune longer than</td>
<td>10 cm</td>
</tr>
<tr>
<td>Ifriji</td>
<td>ingaphantsi kune shorter than</td>
<td>ingaphezulu kune longer than</td>
<td>10 cm</td>
</tr>
<tr>
<td>Umnwe</td>
<td>ingaphantsi kune shorter than</td>
<td>ingaphezulu kune longer than</td>
<td>10 cm</td>
</tr>
<tr>
<td>Iglu</td>
<td>ingaphantsi kune shorter than</td>
<td>ingaphezulu kune longer than</td>
<td>10 cm</td>
</tr>
<tr>
<td>Irabha</td>
<td>ingaphantsi kune shorter than</td>
<td>ingaphezulu kune longer than</td>
<td>10 cm</td>
</tr>
</tbody>
</table>

2. Fakela umbala kumlinganiselo ochanekileyo:
   Colour in the correct answer.

<table>
<thead>
<tr>
<th>Obona bude bufutshane ukusika isiqwentshu somtya ngama-</th>
<th>20 cm</th>
<th>30 cm</th>
<th>10 cm</th>
<th>40 cm</th>
<th>50 cm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owona mgama mde wokuqengqa ipetyu ngama-</td>
<td>70 cm</td>
<td>90 cm</td>
<td>80 cm</td>
<td>100 cm</td>
<td>60 cm</td>
</tr>
</tbody>
</table>

The shortest length to cut a piece of string is

The longest distance to roll a marble is
3. Qikelela uze emva koko ulinganisele ubude ngeteyiphu yokulinganisela.

Estimate and then use your tape measure to measure the length.

<table>
<thead>
<tr>
<th>Uqikelelo</th>
<th>Umlinganiselo</th>
<th>Yintoni umahluko?</th>
</tr>
</thead>
<tbody>
<tr>
<td>estimation</td>
<td>measurement</td>
<td>What is the difference?</td>
</tr>
<tr>
<td>80 cm</td>
<td>85 cm</td>
<td>5 cm</td>
</tr>
<tr>
<td>100 cm</td>
<td>120 cm</td>
<td>20 cm</td>
</tr>
<tr>
<td>30 cm</td>
<td>30 cm</td>
<td>0 cm</td>
</tr>
<tr>
<td>20 cm</td>
<td>21 cm</td>
<td>1 cm</td>
</tr>
<tr>
<td>50 cm</td>
<td>70 cm</td>
<td>20 cm</td>
</tr>
<tr>
<td>30 cm</td>
<td>32 cm</td>
<td>2 cm</td>
</tr>
<tr>
<td>100 cm</td>
<td>80 cm</td>
<td>20 cm</td>
</tr>
</tbody>
</table>

The answer could vary.
Masithethe ngeMaths!

Let’s talk Maths!

NgesiXhosa sithi:
- ubude: length
- ububanzi: width
- ukuphakama: height
- inde, indana: long, longer
- imfutshane, imfutshanana: short, shorter
- ukulinganisela: measuring
- imitha: metre
- isentimitha: centimetre

1. Imalunga neebloko ezingaphi ikhowuni yeayisikhrimu?
   - About how many blocks long is each ice cream cone?

   ![Ice Cream Cones](image)

   - Iibloko ezi-7 blocks
   - Iibloko ezi-9 blocks
   - Iibloko ezi-11 blocks
2. Sebenzisa irula ukuze ulinganisele ubude.

Use the ruler to measure the length.

- **4 cm**
- **15 cm**
- **7 cm**
- **3 cm**
- **5 cm**
## Izixhobo

<table>
<thead>
<tr>
<th>Izibalo zentloko: Ukucazulula nokwakha</th>
<th>azikho</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umdlalo: IMath ekhawulezayo ngamakhadi – thabatha kuma-50</td>
<td>amakhadi amanani 1 – 10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Izinto ezinemilinganiselo emi-3D</td>
<td>iLAB, izinto ezine-3D, iisilinda, ibhola neebhokisi</td>
</tr>
<tr>
<td>2</td>
<td>Izinto ezinemilinganiselo emi-3D</td>
<td>iLAB, izinto ezine-3D, iisilinda, ibhola neebhokisi</td>
</tr>
<tr>
<td>3</td>
<td>Ukwakha ngezinto ezine-3D</td>
<td>iLAB, izinto ezine-3D</td>
</tr>
<tr>
<td>4</td>
<td>Indawo neembonakalo</td>
<td>iLAB, izinto ezine-3D</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:

- ukunakana, ukuchaza, ukuhlela nokuthelekisa izinto ezine-3D (iisilinda, izazinge neeprizimu).
- ukwakha izinto ezine-3D kwizinto ezahlukeneyo (linga ngeemilo zeebhola neebhokisi).
- ukutshatisa iimbonakalo zento eqhelekileyo yemihla ngemihla.

### Uvavanyo

**Uvavanyo** (jonga kumaphepha angasemva esi sikhokelo)

**Uvavanyo olubhalawayo:** Indawo neemilo nokupathwa kwedatha (Ihlanganisiwe)
## Space and shape

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3-D objects</td>
<td>LAB, 3-D objects, cylinders, balls and boxes</td>
</tr>
<tr>
<td>2</td>
<td>3-D objects</td>
<td>LAB, 3-D objects, cylinders, balls and boxes</td>
</tr>
<tr>
<td>3</td>
<td>Building with 3-D objects</td>
<td>LAB, 3-D objects</td>
</tr>
<tr>
<td>4</td>
<td>Position and views</td>
<td>LAB, 3-D objects</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

### Mental Maths: Breaking down and building up
none

### Game: Fast maths with cards – subtract from 50
number cards 1 – 10

After this week the learner should be able to:

- recognise, describe, sort and compare 3-D objects (cylinders, spheres and prisms).
- build 3-D objects from materials (experiment with ball and box shapes).
- match different views of the same everyday object.

**Assessment** (see back pages of this guide)
**Written assessment:** Space and shape and data handling (integrated)
Indawo neemilo

Izibalo zentloko

Umdlalo

Uphuhliso lwengqiwo

Uphuhliso lwengqiwo

Into emayiqatshelwe kule veki

- **Izinto ezine-3D** (izinto ezinemilinganiselo emithathu) zinobude, ububanzi nobunzulu. Phambi kokufundisa isifundo kule veki, qinisekisa ukuba uqokelela izinto ezine-3D ezifana neerolo zamaphepha endlu yangasele (nezinye imilo ezizilinda), iibhola ezinobukhulu obahlukileyo, iibhokisi ezinobukhulu obahlukileyo.
- **Isigama esibalulekileyo:** isaginge, isilinge, ippazimu, qengqeleka, tyibilika, imile okwebhokisi, imile okwebhola, chaza, hlela, thelekisa, ubukhulu, ngaphazulu/ngasentla, ngaphantsi, indawo, iimbonakalo (eyangasentla, ecaleni, ngaphambili), tshatisa.
Space and shape

Mental Maths
This week we will play Fizz Pop, focusing on breaking down and building up numbers. Learners will be given opportunities to break numbers into tens and ones on Days 1 and 3, and on Days 2 and 4 they will build two-digit numbers. This consolidates learners’ number concept.

Game
This week we will play Fast maths with cards – subtract from 50. Learners will practice solving problems quickly by recalling number facts. The learners subtract from a different number each day (for example from 50, 60, 70 or 80) as the week goes by.

Conceptual development
In the conceptual development lessons, this week we focus on 3-D objects. Learners will be given the opportunity to describe, sort and compare 3-D objects, by comparing size, and their ability to slide or roll. Learners will also experiment with building a variety of structures using ball and box objects. It is important that the learners continue to use real objects in order to discover and understand the properties of the 3-D objects. Finally, learners will learn about position and views. The topic of views helps learners to develop their ability to visualise (see in their mind’s eye) geometric (and other) shapes and objects. In our work on 3-D objects and position, we will focus on:
• recognising, describing, sorting and comparing 3-D objects (cylinders, spheres and prisms).
• building 3-D objects from materials (experimenting with ball and box shapes).
• matching different views of the same everyday object.

What to look out for this week
• 3-D objects (three-dimensional objects) have length, width and depth. Before teaching the lessons this week, make sure you collect 3-D objects such as toilet rolls (and other cylinder shapes), different sized balls, different sized boxes.
• It is very important to give the learners time to sit and visualise. You should encourage them to close their eyes and ‘look at the images they can see inside their heads’ of the objects you are discussing. It is important that these are related back to the learners’ everyday experiences, so that their learning can be based upon strong connections to their world.
• Important vocabulary: sphere, cylinder, prism, roll, slide, box-shaped, ball-shaped, describe, sort, compare, size, on top, underneath, position, views (top, side, front), match.
Abafundi bacazulula baze bakhe amanani abe ngama-10 nemivo.

Learners break down and build up numbers into 10s and 1s.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

Remember to check the date and mark the register every day.
### WEEK 7 • DAY 1

**3-D objects**

**Imisetyenzana yokutyebisa • Enrichment activities**

#### Usuku 1 Day 1

**Sombulula usebenzise iibloko.**

Solve using blocks.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>33 + 36</td>
<td></td>
</tr>
<tr>
<td>25 + 14</td>
<td></td>
</tr>
<tr>
<td>51 + 24</td>
<td></td>
</tr>
<tr>
<td>48 + 11</td>
<td></td>
</tr>
<tr>
<td>32 + 24</td>
<td></td>
</tr>
<tr>
<td>75 − 14</td>
<td></td>
</tr>
<tr>
<td>55 − 31</td>
<td></td>
</tr>
<tr>
<td>49 − 27</td>
<td></td>
</tr>
<tr>
<td>37 − 34</td>
<td></td>
</tr>
<tr>
<td>65 − 50</td>
<td></td>
</tr>
</tbody>
</table>

#### Usuku 2 Day 2

**Sombulula usebenzise iibloko.**

Solve using blocks.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>61 + 12</td>
<td></td>
</tr>
<tr>
<td>44 + 25</td>
<td></td>
</tr>
<tr>
<td>17 + 42</td>
<td></td>
</tr>
<tr>
<td>32 + 23</td>
<td></td>
</tr>
<tr>
<td>12 + 62</td>
<td></td>
</tr>
<tr>
<td>56 − 45</td>
<td></td>
</tr>
<tr>
<td>49 − 26</td>
<td></td>
</tr>
<tr>
<td>28 − 16</td>
<td></td>
</tr>
<tr>
<td>73 − 62</td>
<td></td>
</tr>
<tr>
<td>35 − 14</td>
<td></td>
</tr>
</tbody>
</table>

#### Usuku 3 Day 3

**Sombulula usebenzise iibloko.**

Solve using blocks.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>33 + 42</td>
<td></td>
</tr>
<tr>
<td>25 + 31</td>
<td></td>
</tr>
<tr>
<td>12 + 55</td>
<td></td>
</tr>
<tr>
<td>44 + 23</td>
<td></td>
</tr>
<tr>
<td>31 + 38</td>
<td></td>
</tr>
<tr>
<td>65 − 51</td>
<td></td>
</tr>
<tr>
<td>55 − 33</td>
<td></td>
</tr>
<tr>
<td>49 − 17</td>
<td></td>
</tr>
<tr>
<td>37 − 24</td>
<td></td>
</tr>
<tr>
<td>75 − 60</td>
<td></td>
</tr>
</tbody>
</table>

#### Usuku 4 Day 4

**Sombulula usebenzise iibloko.**

Solve using blocks.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>51 + 12</td>
<td></td>
</tr>
<tr>
<td>44 + 25</td>
<td></td>
</tr>
<tr>
<td>17 + 32</td>
<td></td>
</tr>
<tr>
<td>22 + 33</td>
<td></td>
</tr>
<tr>
<td>34 + 41</td>
<td></td>
</tr>
<tr>
<td>55 − 41</td>
<td></td>
</tr>
<tr>
<td>39 − 27</td>
<td></td>
</tr>
<tr>
<td>69 − 45</td>
<td></td>
</tr>
<tr>
<td>58 − 36</td>
<td></td>
</tr>
<tr>
<td>42 − 21</td>
<td></td>
</tr>
</tbody>
</table>
Izinto ezinemilinganiselo emi-3D

**UPHUHLISO LWENGQIQO** | CONCEPT DEVELOPMENT

1. Ndibona ibhola yesoka esisazinge.
   I see a soccer ball that is a sphere.

2. Ndibona ibhokisi yeethisyu eyiprizimu.
   I see a tissue box that is a prism.

3. Ndibona iphepha lendlu yangasele eliyisilinda.
   I see a toilet roll that is a cylinder.

Le milo yebhola ibizwa ngokuba sisazinge. Zeziphi ezinye izazinge ozibonayo eklasini?
This ball shape is called a sphere. What other spheres do you see in the class?

Le milo yebhokisi ibizwa ngokuba yiprizimu. Zeziphi ezinye iiprizimu ozibonayo eklasini?
This box shape is called a prism. What other prisms do you see in the class?

Le milo ibizwa ngokuba yisilinda. Zeziphi ezinye iisilinda ozibonayo eklasini?
This shape is called a cylinder. What other cylinders do you see in the class?

Abafundi kufuneka bakhangele izazinge, iiprizimu, neesilinda eklasini. Bakhuthaze bathethe ngezinto ezahlukeneyo ezinemilo engu-3D. Bancedise baqaphele ubukhulu obahlukeneyo bezinto ezikhoyo nokunakana imilo zemathematika kwizonto ezikhoyo zokwenyani.

Learners should look for spheres, prisms and cylinders in the classroom. Encourage them to talk about different 3-D objects. Help them to notice the different sizes of objects, and to recognise the mathematical shapes in real life objects.
WEEK 7 • DAY 1

3-D objects

Umdlalo: IMaths ekhawulezayo ngamakhadi – thabatha kuma-20

Game: Fast maths with cards – subtract from 20

- Beka amakhadi amanani 0 ukuya kwi-10 abe siscuku. Place number cards 0 to 10 in a pile.
- Guqula ikhadi elinye. Flip one card.
- Thabatha kuma-20! Subtract from 20!

1. Fakela umbala obomvu kwizazinge, ozuba kwiprizimu noluhlaza kwiisilinda. Colour all the spheres red, the prisms blue and the cylinders green.

2. Khuphela amagama ezinto ezikhoyo. Trace the object names.
### 3. Isazinge, isilinda okanye iprizimu?
Sphere, cylinder or prism?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Sphere" /></td>
<td><img src="image" alt="Prism" /></td>
<td><img src="image" alt="Cylinder" /></td>
</tr>
<tr>
<td>isazinge</td>
<td>iprizimu</td>
<td>isilinda</td>
</tr>
<tr>
<td>sphere</td>
<td>prism</td>
<td>cylinder</td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Cylinder" /></td>
<td><img src="image" alt="Prism" /></td>
<td><img src="image" alt="Sphere" /></td>
</tr>
<tr>
<td>cylinder</td>
<td>prism</td>
<td>sphere</td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Prism" /></td>
<td><img src="image" alt="Sphere" /></td>
<td></td>
</tr>
<tr>
<td>prism</td>
<td>sphere</td>
<td></td>
</tr>
</tbody>
</table>

### 4. Khuphela uze ufakele umbala kwizinto ezikhoyo.
Trace and colour the objects.

- **Iprizimu**
  - Prism
- **Isilinda**
  - Cylinder
- **Isazinge**
  - Sphere

---

**3-D objects**

**Week 7 • Day 1**
Which of these objects can roll? Why?

- A sphere can roll! It is round.

- A cylinder can also roll!

- A prism can slide! It has flat sides.

Give learners time to play with shapes and encourage them to talk about the different 3-D objects and to identify whether they can slide or roll. Help learners to realise that cylinders can both slide and roll because of their shape.
**Tick the correct answers.**

<table>
<thead>
<tr>
<th>iyaqengqeleka</th>
<th>iyatyibilika</th>
<th>iyaqengqeleka kwaye iyatyibilika</th>
</tr>
</thead>
<tbody>
<tr>
<td>roll</td>
<td>slide</td>
<td>roll and slide</td>
</tr>
<tr>
<td><img src="image1" alt="Ball" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image2" alt="Cube" /></td>
<td><img src="image3" alt="Check" /></td>
<td></td>
</tr>
<tr>
<td><img src="image4" alt="Cylinder" /></td>
<td><img src="image3" alt="Check" /></td>
<td></td>
</tr>
<tr>
<td><img src="image5" alt="Can" /></td>
<td><img src="image3" alt="Check" /></td>
<td></td>
</tr>
<tr>
<td><img src="image6" alt="Box" /></td>
<td><img src="image3" alt="Check" /></td>
<td></td>
</tr>
<tr>
<td><img src="image7" alt="Football" /></td>
<td><img src="image3" alt="Check" /></td>
<td></td>
</tr>
<tr>
<td><img src="image8" alt="Washing Powder" /></td>
<td><img src="image3" alt="Check" /></td>
<td></td>
</tr>
<tr>
<td><img src="image4" alt="Can" /></td>
<td><img src="image3" alt="Check" /></td>
<td></td>
</tr>
</tbody>
</table>

**Isilinda iyakwazi ukuqengqeleka nokutyibilika! Inamacala amcaba nangqukuva.**

A cylinder can roll and slide! It has flat and round sides.
3-D objects

2 Amacala angqukuva okanye amcaba?

Round sides or flat sides?

<table>
<thead>
<tr>
<th></th>
<th>flat</th>
<th>flat</th>
<th>round</th>
</tr>
</thead>
<tbody>
<tr>
<td>agobileyo asicaba</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>round</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>asicaba</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>flat</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3 Bhala iimpendulo ezichanekileyo ukuze uggqibezele itheyibhile.

Write the correct answers to complete the table.

<table>
<thead>
<tr>
<th></th>
<th>amacala amacaba/angqukuva flat/round sides</th>
<th>iyaqengqeleka/iyatyibilika/iyaqengqeleka kwaye iyatyibilika roll/slide/roll and slide</th>
</tr>
</thead>
<tbody>
<tr>
<td>iprizimu prism</td>
<td>imcaba flat</td>
<td>iyatyibilika slide</td>
</tr>
<tr>
<td>isazinge sphere</td>
<td>round</td>
<td>roll</td>
</tr>
<tr>
<td>isilinda cylinder</td>
<td>flat and round</td>
<td>slide and roll</td>
</tr>
</tbody>
</table>
Do you think you could build a tower using boxes? Why?

Do you think you could build a tower using boxes and balls? Why?

Ewe! Amacala eebhokisi amcaba ukuze ndikwazi ukuwapakisha. Yes! The sides of the boxes are flat so I can stack them.

Hayi! Iibhola ziya kuqengqeleka. No! The balls will roll away.

Maxa wambi ibhola iyakwazi ukuzinza ngaphezulu. Sometimes a ball can balance on the top.

Learners should experiment to see whether they can make towers by using only balls and boxes or a mixture of the two kinds of shapes.
### Building with 3-D objects

#### Day 3

**Ukwakha ngezinto ezinemilinganiselo emi-3**

Building with 3-D objects

#### Worksheet


   Look at the pictures. Tick balance or cannot balance.

<table>
<thead>
<tr>
<th>iyazinza balance</th>
<th>ayizinzi cannot balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Image 1]</td>
<td>![Image 2]</td>
</tr>
<tr>
<td>![Image 3]</td>
<td>![Image 4]</td>
</tr>
<tr>
<td>![Image 5]</td>
<td>![Image 6]</td>
</tr>
<tr>
<td>![Image 7]</td>
<td>![Image 8]</td>
</tr>
</tbody>
</table>

---

**Incochoyi eyenziwe ngeeprizm iyakwazi ukuzinza! Amacala amcaba ayakwazi ukuzinza. Amacala angqukuva awakwazi ukuzinza!**

A tower made of prisms can balance because the sides are flat. Round sides can't balance!
2 Biyela ngesangqa iseti yezinto ezikhoyo ezisetyenzisiweyo ukwakha incochoyi.
Circle the set of objects used to build the tower.

3 Krwela imigca ukuze utshatise izinto ezine-3D neencochoyi.
Draw lines to match the 3-D objects to the towers.
Close your eyes and imagine a pig. Think about what the pig looks like from the front, the top, and the side.

Let's look at the drawings of a pig. What views do they show?

Discuss the front, top and side views of several everyday objects with the class. Allow learners to hold the objects and look at the views for themselves.

Xoxa ngembonakalo yangaphambili, yangasentla neyasecaleni yezinto eziseklasini imihla ngemihla. Nika abafundi ithuba lokuphatha ezi zinto kwaye bazibonele ngokwabo ezi mbonakalo.

Discuss the front, top and side views of several everyday objects with the class. Allow learners to hold the objects and look at the views for themselves.
Indawo neembonakalo

1 Jonga le mifanekiso. Yeyiphi imbonakalo oyibonayo: yeyangaphambili, yeyasecaleni okanye yeyangasentla?

Look at the pictures. What view do you see: **front view**, **side view** or **top view**?

<table>
<thead>
<tr>
<th>imbonakalo yangaphambili</th>
<th>imbonakalo yangasentla</th>
<th>imbonakalo yasecaleni</th>
</tr>
</thead>
<tbody>
<tr>
<td>front view</td>
<td>top view</td>
<td>side view</td>
</tr>
</tbody>
</table>

Jonga ezi mbonakalo zintathu zekephusi! Look at these three views of a cap!
### Position and views

2. **Tikisha impendulo echanekileyo.**
   Tick the correct answer.

<table>
<thead>
<tr>
<th>Ingasemva (behind)</th>
<th>Ingaphambili (in front of)</th>
<th>Isecaleni (next to)</th>
<th>Ingasentla (on top of)</th>
</tr>
</thead>
</table>

3. **Zoba iimbonakalo.**
   Draw the views.

<table>
<thead>
<tr>
<th>Imbonakalo yangasentla (top view)</th>
<th>Imbonakalo yangaphambili (front view)</th>
<th>Imbonakalo yasecaleni (side view)</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Image 17]</td>
<td>![Image 18]</td>
<td>![Image 19]</td>
</tr>
<tr>
<td>![Image 20]</td>
<td>![Image 21]</td>
<td>![Image 22]</td>
</tr>
<tr>
<td>![Image 23]</td>
<td>![Image 24]</td>
<td>![Image 25]</td>
</tr>
</tbody>
</table>
**Masithethe ngeMaths!**

Let's talk Maths!

<table>
<thead>
<tr>
<th>NgesiXhosa sithi:</th>
<th>In English we say:</th>
</tr>
</thead>
<tbody>
<tr>
<td>iprizimu</td>
<td>prism</td>
</tr>
<tr>
<td>isilinda</td>
<td>cylinder</td>
</tr>
<tr>
<td>isazinge</td>
<td>sphere</td>
</tr>
<tr>
<td>iyagenggeleka kwaye iyatyibilika</td>
<td>roll and slide</td>
</tr>
<tr>
<td>amacala omcaba nangukuva</td>
<td>flat and round sides</td>
</tr>
<tr>
<td>imbonakalo yangaphambili, eyasecaleni neyangasentla</td>
<td>front, side and top view</td>
</tr>
</tbody>
</table>

1. Zoba iimbonakalo.

   Draw the views.

<table>
<thead>
<tr>
<th>imbonakalo yangasentla</th>
<th>imbonakalo yangaphambili</th>
<th>imbonakalo yasecaleni</th>
</tr>
</thead>
<tbody>
<tr>
<td>top view</td>
<td>front view</td>
<td>side view</td>
</tr>
</tbody>
</table>

**Uvavanyo noqukaniso**
2 Tikisha impendulo echanekileyo.
Tick the correct answer.

<table>
<thead>
<tr>
<th>iyaqengqeleka (roll)</th>
<th>iyatyibilika (slide)</th>
<th>iyaqengqeleka kwaye iyatyibilika (roll and slide)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cola</td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="Cola.png" alt="Image" /></td>
<td><img src="Check.png" alt="Image" /></td>
<td><img src="Check.png" alt="Image" /></td>
</tr>
<tr>
<td><img src="Ball.png" alt="Image" /></td>
<td><img src="Check.png" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td><img src="Milk.png" alt="Image" /></td>
<td></td>
<td><img src="Check.png" alt="Image" /></td>
</tr>
<tr>
<td><img src="Gift.png" alt="Image" /></td>
<td><img src="Check.png" alt="Image" /></td>
<td><img src="Check.png" alt="Image" /></td>
</tr>
<tr>
<td><img src="Apple.png" alt="Image" /></td>
<td><img src="Check.png" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td><img src="Crayon.png" alt="Image" /></td>
<td><img src="Check.png" alt="Image" /></td>
<td><img src="Check.png" alt="Image" /></td>
</tr>
<tr>
<td><img src="Book.png" alt="Image" /></td>
<td><img src="Check.png" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td><img src="Bottle.png" alt="Image" /></td>
<td></td>
<td><img src="Check.png" alt="Image" /></td>
</tr>
<tr>
<td><img src="Roll.png" alt="Image" /></td>
<td></td>
<td><img src="Check.png" alt="Image" /></td>
</tr>
</tbody>
</table>
Phinda kabini uze wahlule kubini

<table>
<thead>
<tr>
<th>Izibalo zentloko</th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fizz Pop</td>
<td>Azikho</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Imidlalo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>izibalo ezikhawulezayo ngamakhadi – Ukuphinda kabini nokwahlula kubini 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 amabini alinganayo</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>Iphepha elingasebenziyo, izibalisi, iLAB</td>
</tr>
<tr>
<td>4</td>
<td>Ukwahlula kabini okunentsalela</td>
<td>Ama-apile, iLAB</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanayo olujolise ekufundeni</td>
<td>iLAB</td>
</tr>
</tbody>
</table>

Emva kwale veki umfundikwe akwazimu ukwenza oku:

- ukuphinda kabini amanani aphakathi kuka-0 nama-20.
- ukwahlula kabini amanani aphakathi kuka-0 nama-20.
- ukwahlula kabini amanani aba nentsalela.

Uvavanyo (jonga kumaphepha angasemva esi sikhokelo)

Uvavanyo olubhalwayo: Amanani, izibalo nolwalamano. Ukuphinda kabini nokwahlula kubini.
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 (see back pages of this guide)

Written assessment: Numbers, operations and relationships. Double and half.
Izibalo zentloko
Kule veki siza kudlala umdlalo uFizz Pop kwakhona, sijolise kuphindaphindo kabini. Kubalulekile ukuba abafundi baziqhelanise nokuphindla kabini kukuze babo nobuchule bokusebenzisa le ndlela yokubala. Ukuqonda ukuphindla kabini kuyafuneka xa abafundi beqala ukufunda ngophindaphindo.

Umdlalo
Kule veki sidlala Izibalo ezikhawulezileyo ngamakhadi - ukuphindla kabini nokwahlula kabini ngeebloko. Le midlalo inika abafundi ithuba lokuziqhelisa ukuphindla kabini nokwahlula kabini ukuze bakwazi ukusombulula liingxaki ngokukhwuleza nalula. Basebenzisa amakhadi neebloko nekubala le midlalo.

Uphuhliso lwengqiqo
Kule veki sigxila ekuphindeni kabini nasekwahluleni kabini. Abafundi baza kusebenzisa izibalisi ukuze baziqhelanise nokuphindla kabini nokwahlula kabini. Baza kubona ukuba xasuphinda kabini nefakade isingxaki ngokhawuleza elinye, kwaye xasekhusi kabini isiqingatha esinye sifafane nqwa nesinye. Kumsebenzi wethu wokuphindla kabini nowokwahlula kabini siza kujolisa koku:
• ukuphindla kabini amanani aphakathi kuka-0 nama-20.
• ukwahlula kabini amanani aphakathi kuka-0 nama-20.
• ukwahlula amanani abe nentsalela.

Into emayiqatshelewe kule veki
• Ukwahlula kabini okuneentsalela sisakhono esibalulekileyo kuba sinceda abafundi banxulumanise imathematika neemeko zobomi bokwenyana. Kufuneka abafundi bacinge ngokuba kwenzeka ntoni xa kukho intselela, nokuba ingahlulwa njani le ntsalela.
• Ukuphindla kabini nokwahlula kabini ziindlela zobuchule zakubala ezibalulekileyo ezinceda abafundi ekusombululeni ngokukhwuleza nangobuchule. Abafundi kufuneka bazi ukuba ukuphindla kabini kuthetha ukuthatha inani elinye kabini nokuba ukwahlula kabini kuthetha ukwahlula inani libe zizahlulo ezisizwa esibini.
• Khuthaza incoko phakathi kwabafundi ukuze bakwazi ukwabelana ngeendlela zabo zokusombulula. Qinisekisa ukuba abafundi basebenzisa isigama esichanekileyo: amashumi, imivo, phambili emva, phakathi, ngaphezu kuna-, ngaphantsi kuna-, phinda kabini, yahlula kabini, isiqingatha/ihafu.
Double and half

Mental Maths
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
This week we play the game Fast Fast maths with cards – double, and Half with blocks. The games give learners an opportunity to practice doubling and halving so that they can solve problems quickly and easily. They use cards and blocks to play the games.

Conceptual development
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 umdlalo othi Fizz Pop.
Consolidate doubling using the Fizz Pop game.
Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.
Enrichment activities

### Usuku 1 Day 1

**Sombulula.**

Solve.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 + 3</td>
<td>____</td>
</tr>
<tr>
<td>21 + 6</td>
<td>____</td>
</tr>
<tr>
<td>42 + 4</td>
<td>____</td>
</tr>
<tr>
<td>34 + 2</td>
<td>____</td>
</tr>
<tr>
<td>65 + 3</td>
<td>____</td>
</tr>
<tr>
<td>72 + 7</td>
<td>____</td>
</tr>
<tr>
<td>83 + 6</td>
<td>____</td>
</tr>
<tr>
<td>64 + 1</td>
<td>____</td>
</tr>
<tr>
<td>96 + 3</td>
<td>____</td>
</tr>
<tr>
<td>57 + 2</td>
<td>____</td>
</tr>
</tbody>
</table>

### Usuku 2 Day 2

**Sombulula.**

Solve.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>26 – 3</td>
<td>____</td>
</tr>
<tr>
<td>15 – 1</td>
<td>____</td>
</tr>
<tr>
<td>37 – 4</td>
<td>____</td>
</tr>
<tr>
<td>49 – 6</td>
<td>____</td>
</tr>
<tr>
<td>68 – 3</td>
<td>____</td>
</tr>
<tr>
<td>39 – 4</td>
<td>____</td>
</tr>
<tr>
<td>54 – 3</td>
<td>____</td>
</tr>
<tr>
<td>78 – 6</td>
<td>____</td>
</tr>
<tr>
<td>86 – 2</td>
<td>____</td>
</tr>
<tr>
<td>97 – 5</td>
<td>____</td>
</tr>
</tbody>
</table>

### Usuku 3 Day 3

**Sombulula.**

Solve.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 + 6</td>
<td>____</td>
</tr>
<tr>
<td>26 + 1</td>
<td>____</td>
</tr>
<tr>
<td>44 + 2</td>
<td>____</td>
</tr>
<tr>
<td>32 + 4</td>
<td>____</td>
</tr>
<tr>
<td>63 + 5</td>
<td>____</td>
</tr>
<tr>
<td>77 + 2</td>
<td>____</td>
</tr>
<tr>
<td>86 + 3</td>
<td>____</td>
</tr>
<tr>
<td>61 + 4</td>
<td>____</td>
</tr>
<tr>
<td>93 + 6</td>
<td>____</td>
</tr>
<tr>
<td>52 + 7</td>
<td>____</td>
</tr>
</tbody>
</table>

### Usuku 4 Day 4

**Sombulula.**

Solve.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 – 1</td>
<td>____</td>
</tr>
<tr>
<td>17 – 4</td>
<td>____</td>
</tr>
<tr>
<td>39 – 6</td>
<td>____</td>
</tr>
<tr>
<td>48 – 3</td>
<td>____</td>
</tr>
<tr>
<td>69 – 4</td>
<td>____</td>
</tr>
<tr>
<td>25 – 1</td>
<td>____</td>
</tr>
<tr>
<td>17 – 4</td>
<td>____</td>
</tr>
<tr>
<td>39 – 6</td>
<td>____</td>
</tr>
<tr>
<td>48 – 3</td>
<td>____</td>
</tr>
<tr>
<td>69 – 4</td>
<td>____</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.
Double is two equal groups

Umkhulu: izibalo ezikhawulezayo ngamakhadi – phinda kabini

Put the 0 to 10 number cards into a pile.

- Put the 0 to 10 number cards into a pile.
- Flip over one card.
- Double!

Umlalo: game

Ina unama-apile ama-3. Ufumana amanye ama-3 ngaphezulu.

Inna has 3 apples. He gets 3 more.

Kopa amachokoza ukuphinda kabini.

Copy the dots to double.

Ezi-3 eziphindwe kabini zenza __.
Double 3 is ___.
$3 + 3 = ___$
$3 \times 2 = ___$
Zingaphi izi-3 kwisi-6? ___
How many 3s in 6? ___

Ezi-2 eziphindwe kabini zenza ___.
Double 2 is ___.
$2 + 2 = ___$
$2 \times 2 = ___$
Zingaphi izi-2 kwisi-4? ___
How many 2s in 4? ___

Ezi-4 eziphindwe kabini zenza ___.
Double 4 is ___.
$4 + 4 = ___$
$4 \times 2 = ___$
Zingaphi izi-4 kwisi-8? ___
How many 4s in 8? ___

Ezi-3 eziphindwe kabini zenza 6.
$3 + 3 = 6$
$3 \times 2 = 6$
Zingaphi izi-3 kwisi-6? 2
How many 3s in 6? 2

Ezi-2 eziphindwe kabini zenza 4.
$2 + 2 = 4$
$2 \times 2 = 4$
Zingaphi izi-2 kwisi-4? 2
How many 2s in 4? 2

Ezi-4 eziphindwe kabini zenza 8.
$4 + 4 = 8$
$4 \times 2 = 8$
Zingaphi izi-4 kwisi-8? 2
How many 4s in 8? 2
2. Gqibezela amachokoza edomino ukuze uphinde kabini. 
   Complete the domino dots to double.

   Ezi-4 eziphindwe kabini zenza __.
   Double 4 is 8.

   Ezi-5 eziphindwe kabini zenza __.
   Double 5 is 10.

   Ezi-6 eziphindwe kabini zenza __.
   Double 6 is 12.

3. Xa ndiphinda kabini
   When I double, I get
<table>
<thead>
<tr>
<th>When I double</th>
<th>I get</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>10</td>
<td>20</td>
</tr>
</tbody>
</table>

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
Doubling bigger numbers

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.
**IVEKI 8 • USUKU 2**

**Ukuphinda kabini amanani amakhulu**

**Doubling bigger numbers**

**USUKU 2 • DAY 2**

**IVEKI 8 • WEEK 8**

---

**Phinda kabini isi-4**
- **Double 4**
  - 4 + 4 = 8
  - 4 x 2 = 8
  - Kukho oo-4 ababini kusi-8.
  - There are two 4s in 8.

**Phinda kabini isi-4: 8**
- **Double 4: 8**
  - 4 + 4 = 8
  - 4 x 2 = 8
  - Kukho oo-4 ababini kusi-8.
  - There are two 4s in 8.

**Phinda kabini i-10**
- **Double 10**
  - 10 + 10 = 20
  - 10 x 2 = 20
  - Kukho ama-10 amabini kuma-20.
  - There are two 10s in 20.

**Phinda kabini i-10: 20**
- **Double 10: 20**
  - 10 + 10 = 20
  - 10 x 2 = 20
  - Kukho ama-10 amabini kuma-20.
  - There are two 10s in 20.

**Phinda kabini i-12**
- **Double 12**
  - 12 + 12 = 24
  - 12 x 2 = 24
  - Kukho oo-12 ababini ku-24.
  - There are two 12s in 24.

**Phinda kabini i-12: 24**
- **Double 12: 24**
  - 12 + 12 = 24
  - 12 x 2 = 24
  - Kukho oo-12 ababini ku-24.
  - There are two 12s in 24.

---

**Phinda kabini.**
- **Double.**

<table>
<thead>
<tr>
<th>5</th>
<th>6</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</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>
<tbody>
<tr>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>
| I-10 eliphindwe kabini ngama-__.  
  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 Gqibezela itheyibhile yokuphinda 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>6</td>
<td>8</td>
<td>10</td>
<td>12</td>
<td>14</td>
<td>16</td>
<td>18</td>
<td>20</td>
</tr>
</tbody>
</table>

3 Phinda kabini.
Double.

Isi-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.

5 Fumana iziphindwa kabini. Dibanisa emva koko.
Find the doubles. Then add.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>8</td>
<td>16</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>6</td>
<td>12</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>19</td>
<td>38</td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5 + 6 + 5 =   16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 + 11 + 3 =  <em>17</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 + 8 + 4 =  <em>16</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 + 8 + 6 =  <em>20</em></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Ukwahlula kubini


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.
Halving

Zingaphi? How many?

<table>
<thead>
<tr>
<th>Ihafu</th>
<th>Ezipheleleyo</th>
</tr>
</thead>
<tbody>
<tr>
<td>ihafu e-1</td>
<td>ihafu e-1</td>
</tr>
<tr>
<td>1 half</td>
<td>1 half</td>
</tr>
<tr>
<td>ihafu ezi-2</td>
<td>into epheleleyo e-1</td>
</tr>
<tr>
<td>2 halves</td>
<td>1 whole</td>
</tr>
<tr>
<td>ihafu ezi-3</td>
<td>into e-1 enesiqingatha</td>
</tr>
<tr>
<td>3 halves</td>
<td>1 and a half</td>
</tr>
<tr>
<td>ihafu ezi-4</td>
<td>izinto ezipheleleyo ezi-2</td>
</tr>
<tr>
<td>4 halves</td>
<td>2 wholes</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>1 and a half</td>
<td></td>
<td>2 and a half</td>
<td></td>
</tr>
<tr>
<td>ezi-3 ezinehafu</td>
<td>4</td>
<td>ezi-4 ezinehafu</td>
<td></td>
</tr>
<tr>
<td>3 and a half</td>
<td></td>
<td>4 and a half</td>
<td></td>
</tr>
</tbody>
</table>
2 Qhezu lini elifunyanwa ngumfundi ngamnye? Zingaphi ileyekese ezifunyanwa ngumfundi ngamnye?

What fraction does each learner get? How many sweets does each learner get?

<table>
<thead>
<tr>
<th>ilekese ezili-6</th>
<th>ilekese ezili-12</th>
<th>ilekese ezingama-24</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 sweets</td>
<td>12 sweets</td>
<td>24 sweets</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>iqhezu: sisiqingatha</th>
<th>iilekese: sweets</th>
</tr>
</thead>
<tbody>
<tr>
<td>fraction: half</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>iqhezu: half</th>
<th>iilekese: 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>22</td>
</tr>
</tbody>
</table>

3 Isiqingatha se-
Half of

| 6 | 3 | 8 | 4 | 10 | 5 | 12 | 6 |

When we share equally between 2 learners, each learner gets half.
Singamnika njani umfundi ngamnye isiqingatha sama-apile?
How can we give each of these learners half of the apples?

Kufuneka sahlule ama-apile ngokulinganayo phakathi kwabafundi aba-2.
We need to share 7 apples equally between 2 learners.

Sifumana ama-apile ama-3 emnye, kwaye kushiyeka iapile elinye.
We each get 3 apples, and there is 1 apple left over.

Kufuneka silahlule nalo phakathi kwabafundi aba-2.
We also need to share the leftover apple between the 2 learners.

Mangaphi ama-apile afunyanwa ngumfundini ngamnye?
How many apples will each learner get?

Sithini ke ngeli apile lishiyekileyo?
What must we do with the leftover apple?

Mangaphi ama-apile afunyanwa ngumfundini ngamnye?
How many apples does each learner get?

Emnye ufumana isiqingatha senani lama-apile.
They each get half the number of apples.

Isiqingatha sama-apile asi-7 ngama-apile ama-3 anehafu.
Half of 7 apples is 3 and a half apples.


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!
Ukwahlula kubini okunentsalela

Half with a remainder

**USUKU 4 • DAY 4**

**IVEKI 8 • WEEK 8**

1. Yabela abafundi aba-2 ngokulinganayo.
   Share equally between 2 learners.

   **imidundu emi-3**
   3 hotdogs

   *Ihafu ka-3 ngu-*_____.
   Half of 3 is *one and a half*

   **imidundu esi-7**
   7 hotdogs

   *Ihafu ka-7 ngu-*_____.
   Half of 7 is *3 and a half*

   **imidundu emi-5**
   5 hotdogs

   *Ihafu ka-5 ngu-2 onehafu.*
   Half of 5 is 2 and a half

   **imidundu eli-11**
   11 hotdogs

   *Ihafu ka-11 ngu-5 onesiqingatha.*
   Half of 11 is 5 and a half

   **imidundu eli-9**
   9 hotdogs

   *Ihafu ka-9 ngu-*_____.
   Half of 9 is *4 and a half*

   **imidundu eli-15**
   15 hotdogs

   *Ihafu ka-15 ngu-*_____.
   Half of 15 is *7 and a half*

- You can use dots to show hotdogs.
- Ungasebenzisa amachokoza ukubonisa imidundu.
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 isiphindwa kabini nesiqingatha.
Find double and half.

- Isi-4 esiphindwe kabini sisi-3.
  Double 4 is 3.
- Isi-6 esiphindwe kabini sisi-6.
  Double 6 is 12.
- Isi-8 esiphindwe kabini sisi-8.
  Double 8 is 16.
- Isi-10 eliphindwe kabini ngama-10.
  Double 10 is 20.

- Isi-3 esiphindwe kabini sisi-3.
  Double 3 is 6.
- Isi-6 esiphindwe kabini sisi-12.
  Double 6 is 12.
- Isi-8 esiphindwe kabini sisi-16.
  Double 8 is 16.
- Isi-11 eliphindwe kabini ngama-22.
  Double 11 is 22.

Think about the relationship between half and double.

---

Cinga ngolwalamano oluphakathi kokwahlula kabini nokuphinda kabini.

Week 8 • Day 4
Masithethe ngeMaths!
Let’s talk Maths!

NgesiXhosa sithi:
phinda kabini
Ikkeyiki ezi-3 eziphindwe kabini
zenza ikkeyiki ezi-6.
isi-3 esiphindwe kabini sisi-6
Xa ndisahlulela abafundi aba-2
ngokulinganayo, umfundi ngamnye
ufumanâ isiqingatha.
Isiqingatha sesithandathu sisithathu.
isiqingatha esinye
iziqingatha ezibini
into enye epheleleyo

In English we say:
double
Double 3 cakes
is six cakes.
double 3 is 6
When I share something equally
between 2 learners, each learner
receives half.
Half of six is three.
one half
two halves
one whole

Gqibezele itheyibhile yamanani.
Complete the number table.

<table>
<thead>
<tr>
<th></th>
<th>11</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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>
<tr>
<td>6 + 5 = 11</td>
<td>11 - 5 = 6</td>
</tr>
<tr>
<td>5 + 6 = 11</td>
<td>11 - 6 = 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ezokudibanisa</th>
<th>ezokuthabatha</th>
</tr>
</thead>
<tbody>
<tr>
<td>addition</td>
<td>subtraction</td>
</tr>
<tr>
<td>4 + 7 = 11</td>
<td>11 - 7 = 4</td>
</tr>
<tr>
<td>7 + 4 = 11</td>
<td>11 - 4 = 7</td>
</tr>
</tbody>
</table>
2 Yandisa ipatheni.
   Extend the pattern.

<table>
<thead>
<tr>
<th>31</th>
<th>32</th>
<th>33</th>
<th>34</th>
<th>35</th>
<th>36</th>
<th>37</th>
<th>38</th>
<th>39</th>
<th>40</th>
</tr>
</thead>
<tbody>
<tr>
<td>38</td>
<td>39</td>
<td>40</td>
<td>41</td>
<td>42</td>
<td>43</td>
<td>44</td>
<td>45</td>
<td>46</td>
<td>47</td>
</tr>
<tr>
<td>100</td>
<td>99</td>
<td>98</td>
<td>97</td>
<td>96</td>
<td>95</td>
<td>94</td>
<td>93</td>
<td>92</td>
<td>91</td>
</tr>
</tbody>
</table>

3 Gqibezela.
   Complete.

<table>
<thead>
<tr>
<th>30</th>
<th>31</th>
<th>32</th>
<th>33</th>
<th>34</th>
<th>35</th>
<th>36</th>
<th>37</th>
<th>38</th>
<th>39</th>
<th>40</th>
</tr>
</thead>
<tbody>
<tr>
<td>70</td>
<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>90</td>
<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>

4 Dibanisa okanye uthabathe.
   Add or subtract.

| 92 + 4 = 96 | 94 + 3 = 97 | 96 + 4 = 100 |
| 95 – 3 = 92 | 98 – 4 = 94 | 97 – 3 = 94 |

5 Ngubani ixesha?
   What is the time?
   half past 11

6 isiqingatha | phinda kabini
  half | double
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td>2\frac{1}{2}</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>12</td>
</tr>
</tbody>
</table>

Consolidation
# Uphindaphindo lumalunga namaqela alinganayo

<table>
<thead>
<tr>
<th>Izibalo zentloko: Ukubala okuqakathayo</th>
<th>Isikwere se-100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umdlalo: Izibalo ezikhawulezayo ngamakhadi – phindaphinda ngo-2</td>
<td>Amakhadi amanani</td>
</tr>
</tbody>
</table>

## Izibalo ezikhawulezayo ngamakhadi – phindaphinda ngo-2

### Usuku | Umsebenzi wesifundo | Izixhobo zezifundo
--- | --- | ---
1 | Ukuphindaphinda ngo-2 | iLAB
2 | Ukuphindaphinda nge-10 | likhrayoni, iLAB
3 | Ukuphindaphinda ngo-5 | iLAB
4 | Ukusombulula iingxaki zemali | iLAB
5 | Uqukaniso | iLAB

### Emva kwale veki umfundi kufuneka 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 kwimeko yemali.

## Uvavanyo

Akukho vavanyo lusesikweni kule veki.

Kufuneka ubaqaphele abafundi eklasini yakho yonke imhla kwaye uthathe amanqaku njengenxalenye yovavanyo oluqhubeKayo olungekho sesikweni olujolise ekufundeni.
Multiplication is about equal groups

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mental Maths:</strong> Skip counting</td>
</tr>
<tr>
<td><strong>Game:</strong> Fast maths with cards – multiply by 2</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</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

Izibalo zentloko
Kule veki abafundi baza kuziqhelanisa nokubala okuqakathayo ngo-2, 10 nangoo-5 kulu huhlu lwamanani anyusiweyo. Bavumele abafundi ukuba bjonge kwiskiwere se-100 ukuze babone kwaye babe nokuqonda ipatheni. Bakhuthaze abafundi baziqhelanise nokubala okuqakathayo besiya phambili okanye bebuyi umva ngokukhawuleza ukuze baphuhlise ubuciko babo.

Umlalo

Uphuhliso lwengqiqo
• ukusebenzisa ukubala okuqakathayo ukuphindaphindo nga-2, 5 nango-10. Uphindaphindo kukuphinda amaqela alinganayo amaxeshwa amanini, ngoko ke kufuneka abafundi bakwazi ukubala beqakathayo 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 akwinani eliniweyo.
• 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 ngokukhawuleza nangobuchule.
• Bancede abafundi baqonde intsingiselo yezivakaisi manani zophindaphindo ngokucinge ngokuba mangaphi amaqela oo-2, oo-5 nawama-10 akhoyo kumanani anikiweyo.
**Multiplication is about equal groups**

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

Masibale sibuye umva ngoo-2.
Let’s count backwards in 2s.

Qala kuma-40. Ukuba uyafuna, ungalatha xa ubala.
Start at 40. If you want to, point while you count.

Nikanani amathuba
okubala usiya phambili
nokubala ubuya umva
phakathi kuka-0 nama-50.
Take turns to count
forwards and backwards
between 0 and 50.
### WEEK 9 • DAY 1

**Multiplying by 2**

<table>
<thead>
<tr>
<th>Usuku 1 Day 1</th>
<th>Usuku 2 Day 2</th>
</tr>
</thead>
</table>
| **Yabela abafundi aba-2.**  
Share between 2 learners. | **Yabela abafundi aba-2.**  
Share between 2 learners. |
| 6 | 46 |
| 8 | 28 |
| 12 | 42 |
| 16 | 26 |
| 14 | 32 |
| 4 | 34 |
| 18 | 48 |
| 10 | 22 |
| 2 | 24 |
| 20 | 44 |

<table>
<thead>
<tr>
<th>Usuku 3 Day 3</th>
<th>Usuku 4 Day 4</th>
</tr>
</thead>
</table>
| **Yabela abafundi aba-2.**  
Share between 2 learners. | **Yabela abafundi aba-2.**  
Share between 2 learners. |
| 6 | 26 |
| 5 | 25 |
| 3 | 31 |
| 9 | 28 |
| 7 | 47 |
| 12 | 14 |
| 5 | 44 |
| 11 | 45 |
| 13 | 43 |
| 4 | 34 |
IVEKI 9 • USUKU 1

Ukuphindaphinda ngo-2

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Masisebenzise itheyibhile ukuze sibhale inani lezihlangu ezikhoyo!
Let’s use a table to write how many shoes there are!

Umfundi o-1
unezihlangu ezi-2.
1 learner has 2 shoes.

Singabala ngezibini.
We can count in twos.

Abafundi aba-2
bonezihlangu ezi-4.
2 learners have 4 shoes.

Abafundi aba-4
bonezihlangu ezisi-8.
4 learners have 8 shoes.

Abafundi aba-3
bonezihlangu ezizi-6.
3 learners have 6 shoes.

Ukuba sinezihlangu ezili-12,
singazinika abafundi abangaphi?
If we have 12 shoes, how many learners can we give shoes to?

Masisebenzise itheyibhile yethu ukuze sibone ukuba uchanile na.
Ewe! Siyabona ukuba kukho amaqela 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.


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**

**Umthamo: izibalo ezikhawulezayo ngamakhadi – phindaphinda ngo-2**

- **Yenza isicuku samakhadi aqala ku-0 aye kwi-10.**
  Place number cards 0 to 10 into a pile.
- **Guqula ikhadi libe linye.**
  Flip over one card.
- **Phindaphinda ngo-2.**
  Multiply by 2.

**Umhlalo: Game: Fast maths with cards – multiply by 2**

<table>
<thead>
<tr>
<th>abafundi learners</th>
<th>izihlangu shoes</th>
<th>isivakalisi manani number sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>2 x 1 = 2</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>2 x 4 = 8</td>
</tr>
<tr>
<td>5</td>
<td>10</td>
<td>2 x 5 = 10</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>2 x 3 = 6</td>
</tr>
</tbody>
</table>

**Uphindaphindo lumalunga nokuphinda kwakhona amaqela alinganayo.**

Multiplication is about repeating equal groups.
4. Zingaphi iibhayisekile?
How many bicycles?

5. 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>bicycle</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>amavili</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
<td>12</td>
<td>14</td>
<td>16</td>
<td>18</td>
<td>20</td>
</tr>
<tr>
<td>wheels</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Mangaphi amavili?
How many wheels?

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

7. Bangaphi?
How many?

<table>
<thead>
<tr>
<th>oo-2 ku-6?</th>
<th>2s in 6?</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>oo-2 ku-10?</td>
<td>2s in 10?</td>
<td>5</td>
</tr>
<tr>
<td>oo-2 ku-16?</td>
<td>2s in 16?</td>
<td>8</td>
</tr>
<tr>
<td>oo-2 ku-8?</td>
<td>2s in 8?</td>
<td>4</td>
</tr>
<tr>
<td>oo-2 ku-12?</td>
<td>2s in 12?</td>
<td>6</td>
</tr>
<tr>
<td>oo-2 ku-20?</td>
<td>2s in 20?</td>
<td>10</td>
</tr>
</tbody>
</table>

8. Itekisi ibiza i-R2 ngomfundi omnye.
The taxi costs R2 for one learner.

<table>
<thead>
<tr>
<th>Ibiza malini ngabafundi aba-5?</th>
<th>R10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ibiza malini ngabafundi abasi-8?</td>
<td>R16</td>
</tr>
</tbody>
</table>
Multiplying by 10

Qhubeka nokusebenzisa itheyibhile ukuze uncede abafundi baphindaphinde nge-10.
Bakhuthaze abafundi bathethe ngendlela ababala ngayo nga-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.
### Ukuphindaphinda ngo-10

#### Multiplying by 10

1. **Abafundi?** (Learners?)
   - 1: 4
   - 2: 10
   - 3: 30
   - 4: 40
   - 5: 50
   - 6: 60
   - 7: 70
   - 8: 80
   - 9: 90
   - 10: 100

2. **Iminwe?** (Fingers?)
   - 1: 4
   - 2: 10
   - 3: 30
   - 4: 40
   - 5: 50
   - 6: 60
   - 7: 70
   - 8: 80
   - 9: 90
   - 10: 100

3. **Count in 10s.**

<table>
<thead>
<tr>
<th>10</th>
<th>20</th>
<th>30</th>
<th>40</th>
<th>50</th>
<th>60</th>
<th>70</th>
<th>80</th>
<th>90</th>
<th>100</th>
</tr>
</thead>
</table>

4. **IsiVakalisi Manani** (Number Sentence)

<table>
<thead>
<tr>
<th>Abafundi (Learners)</th>
<th>Iminwe (Fingers)</th>
<th>IsiVakalisi Manani</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10</td>
<td>1 x 10 = 10</td>
</tr>
<tr>
<td>2</td>
<td>20</td>
<td>2 x 10 = 20</td>
</tr>
<tr>
<td>3</td>
<td>30</td>
<td>3 x 10 = 30</td>
</tr>
<tr>
<td>4</td>
<td>40</td>
<td>4 x 10 = 40</td>
</tr>
<tr>
<td>5</td>
<td>50</td>
<td>5 x 10 = 50</td>
</tr>
<tr>
<td>6</td>
<td>60</td>
<td>6 x 10 = 60</td>
</tr>
<tr>
<td>7</td>
<td>70</td>
<td>7 x 10 = 70</td>
</tr>
<tr>
<td>10</td>
<td>100</td>
<td>10 x 10 = 100</td>
</tr>
</tbody>
</table>

When we multiply 10s, we think about groups of 10.
Multiplying by 10

5

<table>
<thead>
<tr>
<th>iibhokisi</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>boxes</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>iikhrayoni</th>
<th>10</th>
<th>20</th>
<th>30</th>
<th>40</th>
<th>50</th>
<th>60</th>
<th>70</th>
<th>80</th>
<th>90</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>crayons</td>
<td></td>
<td></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?

3 30 iikhrayoni crayons
5 50 iikhrayoni crayons
10 100 iikhrayoni crayons

7

3 x 10 = 30
5 x 10 = 50
6 x 10 = 60
2 x 10 = 20
1 x 10 = 10
4 x 10 = 40
8 x 10 = 80
10 x 10 = 100

8

Mangaphi?
How many?

ama-10 kuma-60?
10s in 60?
6

ama-10 kuma-40?
10s in 40?
3

ama-10 kwi-100?
10s in 100?
10

ama-10 kuma-50?
10s in 50?
5

9

Ipeni enye ixabisa i-R10.
One pen costs R10.

Zixabisa malini iipeni ezi-4?
How much do 4 pens cost?
R 40

Zixabisa malini iipeni ezisi-7?
How much do 7 pens cost?
R 70
Ukuphindaphinda ngo-5

IZIBALO ZENTLOKO
MENTAL MATHS

UKUBALA OSS (9-100)
COUNTING 5S (0-100)

UMDLALO GAME

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

AMAPHEPHA OKUSEBENZELA
WORKSHEETS

1. Isandla esi-1 sineminwe emi-5.
   1 hand has 5 fingers.

2. Mingaphi iminwe esesandleni esinye?
   How many fingers are there on one hand?

3. Mangaphi amaqela ezi-5 kuma-20?
   How many groups of 5 are there in 20?

   There are 4 groups of 5 in 20.

5. Masisebenzise itheyibhile ukuze sibone ukuba ingaba uchanile na.
   Let’s use the table to see if you are correct.

   There are 4 groups of 5 in 20.

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.
Multiplying by 5


Bala ngezi-5.
Count in 5s.

5 10 15 20 25 30 35 40 45 50

izandla hands
1 2 3 4 5 6 7 8 9 10
iminwe fingers
5 10 15 20 25 30 35 40 45 50

izandla hands
iminwe fingers
1 5 3 x 5 = 15
4 20 4 x 5 = 20
3 15
5 25 5 x 5 = 25
6 30 6 x 5 = 30
2 10 2 x 5 = 10
7 35 7 x 5 = 35
10 50 10 x 5 = 50

We count in 5s. One hand has 5 fingers!
5

Zingaphi izitafishi?
How many starfish?

Zingaphi iingalo?
How many arms?

<table>
<thead>
<tr>
<th>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>arms</td>
<td></td>
<td></td>
<td>15</td>
<td>20</td>
<td>25</td>
<td>30</td>
<td>35</td>
<td>40</td>
<td>45</td>
<td>50</td>
</tr>
</tbody>
</table>

6

Zingaphi iingalo?
How many arms?

<table>
<thead>
<tr>
<th>starfish</th>
<th>3</th>
<th>5</th>
<th>6</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>arms</td>
<td>15</td>
<td>25</td>
<td>30</td>
<td>50</td>
</tr>
</tbody>
</table>

7

\[
\begin{array}{ccc}
3 \times 5 &=& 15 \\
5 \times 5 &=& 25 \\
6 \times 5 &=& 30 \\
2 \times 5 &=& 10 \\
1 \times 5 &=& 5 \\
4 \times 5 &=& 20 \\
8 \times 5 &=& 40 \\
10 \times 5 &=& 50 \\
\end{array}
\]

8

Zingaphi?
How many?

\[
\begin{array}{cc}
izi-5 kwi-15? & 3 \\
5s in 15? & 5s in 10? \\
izi-5 kuma-25? & 5 \\
5s in 25? & 5s in 20? \\
izi-5 kuma-20? & 4 \\
\end{array}
\]

9

Iapile elinye lixabisa i-R5.
One apple costs R5.

<table>
<thead>
<tr>
<th>malini ama-apile ama-5?</th>
<th>R25</th>
</tr>
</thead>
<tbody>
<tr>
<td>malini ama-apile ali-9?</td>
<td>R45</td>
</tr>
</tbody>
</table>

Multiplying by 5
Week 9 • Day 3

194
Solving money problems

WEEK 9 • DAY 4

IZIBALO
ZENTLOKO
MENTAL MATHS

UKUBALA IZI-5 (0-120)
COUNTING 5S (0-120)

UMDLALO
GAME

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

1

Singabala ngezi-2.
We can count in 2s.

Namhlane siya kuthenga
evinkeleni. Ukuba ilekese enye
ixabisa i-R2,00 ziza kuxabisa
malini ilekese ezi-6?
Today we’re going shopping.
If one sweet costs R2,00, what
will 6 sweets cost?

2

Ziza kuxabisa malini
ke ilekese ezi-6?
So how much will 6
sweets cost?

Ileke-6 ziza
kuxabisa i-R12,00.
6 sweets will cost
R12,00.

3

Ndicinga ngenani
lamaqela ezi-2 kwi-16.
I think about the number
of groups of 2 in 16.

Ndicinga njeni ukufumana
inani leelekese endinokuzithenga
ukuba ndine-R16?
How can I work out how many
sweets to buy if I have R16?

4

Masisebenzise
itheyihile isincede.
Let’s use the table to
help us.

5

Qhubeka nokusebenzisa
itheyihile
ukunceda abafundi basombulule
ingxaki zemali. Yenza ngathi
uthenga ama-apile
axabisa i-R5,00 ilinye,
netshokolethi
ezixabisa i-R10,00 inye.
Bakhuthaze
abafundi ukuba
bathethe ngendlela
abanokubala
ngayo ngezi-2, izi-5
nangama-10 ukuze
bawkazi
kusombulula
ingxaki.

Kukho amaqela asi-8 ezi-2
kwil6. Ukuze sithenge ilekese
ezisi-8 nge-R16.
There are 8 groups of 2 in 16.
So we can buy 8 sweets with R16.

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.
Zingaphi iingqekembe?
How many coins?

Zingaphi iirandi?
How many Rands?

1 2 3 4 5 6 7 8 9 10

2 4 6 8 10 12 14 16 18 20

1 x 2 = __
2 x 2 = __
3 x 2 = __
4 x 2 = __
5 x 2 = __
6 x 2 = __
7 x 2 = __
8 x 2 = __

Zingaphi?
How many?

izi-2 kwisi-4?
2s in 4?

2

izi-2 kwi-10?
2s in 10?

5

izi-2 kwi-14?
2s in 14?

7

izi-2 kuma-20?
2s in 20?

10

Zingaphi iimali ezingamaphepha?
How many notes?

3

Zingaphi iirandi?
How many Rands?

30

imali
notes

1 2 3 4 5 6 7 8 9 10

iirandi
Rands

10 20 30 40 50 60 70 80 90 100
## Week 9 • Day 4

### Solving money problems

#### 7

<table>
<thead>
<tr>
<th>Multiplication</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2 \times 10$</td>
<td>20</td>
</tr>
<tr>
<td>$5 \times 10$</td>
<td>50</td>
</tr>
<tr>
<td>$3 \times 10$</td>
<td>30</td>
</tr>
<tr>
<td>$4 \times 10$</td>
<td>40</td>
</tr>
<tr>
<td>$1 \times 10$</td>
<td>10</td>
</tr>
<tr>
<td>$10 \times 10$</td>
<td>100</td>
</tr>
<tr>
<td>$6 \times 10$</td>
<td>60</td>
</tr>
<tr>
<td>$8 \times 10$</td>
<td>80</td>
</tr>
</tbody>
</table>

#### 8 Zingaphi?

**How many?**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>izi-5 kuma-30?</td>
<td>6</td>
</tr>
<tr>
<td>izi-5 kuma-80?</td>
<td>16</td>
</tr>
<tr>
<td>izi-5 kuma-50?</td>
<td>10</td>
</tr>
<tr>
<td>izi-5 kwi-100?</td>
<td>20</td>
</tr>
</tbody>
</table>

#### 9

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zingaphi iingqekembe?</td>
<td>4</td>
</tr>
<tr>
<td>Zingaphi iirandi?</td>
<td>20</td>
</tr>
</tbody>
</table>

#### 10

<table>
<thead>
<tr>
<th>iingqekembe coins</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>iirandi Rands</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>25</td>
<td>30</td>
<td>35</td>
<td>40</td>
<td>45</td>
<td>50</td>
</tr>
</tbody>
</table>

#### 11

<table>
<thead>
<tr>
<th>Multiplication</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2 \times 5$</td>
<td>10</td>
</tr>
<tr>
<td>$5 \times 5$</td>
<td>25</td>
</tr>
<tr>
<td>$3 \times 5$</td>
<td>15</td>
</tr>
<tr>
<td>$4 \times 5$</td>
<td>20</td>
</tr>
<tr>
<td>$1 \times 5$</td>
<td>5</td>
</tr>
<tr>
<td>$10 \times 5$</td>
<td>50</td>
</tr>
<tr>
<td>$6 \times 5$</td>
<td>30</td>
</tr>
<tr>
<td>$8 \times 5$</td>
<td>40</td>
</tr>
</tbody>
</table>

#### 12 Mangaphi?

**How many?**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>ama-10 kuma-30?</td>
<td>3</td>
</tr>
<tr>
<td>ama-10 kuma-80?</td>
<td>8</td>
</tr>
<tr>
<td>ama-10 kuma-70?</td>
<td>7</td>
</tr>
<tr>
<td>ama-10 kuma-90?</td>
<td>9</td>
</tr>
</tbody>
</table>
**Masithethe ngeMaths!**

**NgesiXhosa sithi:**
- Isibini esiphindaphindwe kane
- Zingaphi izibini kwisi-8?
- Ishlanu esiphindaphindwe kathathu
- Zingaphi izishlanu kwis-15?
- Ishumi eliphindaphindwe kane
- Mangaphi amashumi kuma-40?

**In English we say:**
- Two multiplied by four
- How many twos in 8?
- Five multiplied by three
- How many fives in 15?
- Ten multiplied by four
- How many tens in 40?

**Amashumi amane angaphezulu ngeshumi kunamashumi amathathu.**
- Forty is ten more than thirty.

**Amashumi amathathu angaphantsi ngeshumi kunamashumi amane.**
- Thirty is ten less than forty.

**Amashumi amane aza emva kwamashumi amathathu.**
- Forty comes after thirty.

**Amashumi amathathu aza phambi kwamashumi amane.**
- Thirty comes before forty.

---

1. **Zingaphi iibhayisekile?**
   - How many bicycles?
   - 7

2. **Mangaphi amavili?**
   - How many wheels?
   - 14

3. **izandla?**
   - Hands?
   - 7

4. **imininwe?**
   - Fingers?
   - 35

5. **iibhokisi?**
   - Boxes?
   - 5

6. **iikhrayoni?**
   - Crayons?
   - 50
Zoba iipitsa!  
Draw the pizzas!

Gsibezela ithembeni leke.  
Complete the number table.

Bhalala izifika zokudibanisa nezi-2 zokuthathathwa.  
Write 2 addition and 2 subtraction number sentences.

Dibanisa okanye uthathathwa.  
Add or subtract.

Ngubani ikesha?  
What is the time?

Cwangcisa uqale kwelona lincinci uye kwelona likhulu.  
Order from small to large.

Bala.  
Calculate.
**Uhlaziyo**

<table>
<thead>
<tr>
<th>Izibalo zentloko: Fizz Pop – ukwahlula kubini</th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Azikho</td>
<td>Azikho</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Umdlalo: Izibalo ezikhawulezayo ngamakhadi – yahlula kubini</th>
<th>Izixhobo</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Hlaziya ukudibanisa nokuthabatha (ungaweleli ngaphaya kweshumi)</td>
<td>Isikwere sekhulu, iLAB</td>
</tr>
<tr>
<td>2</td>
<td>Hlaziya ukucwangcisa nokwahluza 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 ukuphindla kubini nokuphindaphinda ngo-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 umfundi kufuneka akwazi 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 nokuthelekisa amanani aphandlelo 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 njengenxaleny yovavanyo oluqhubekayo olungekho sesikweni olujolise ekufundeni.
Revision

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Maths: Fizz Pop – halving</td>
</tr>
<tr>
<td>none</td>
</tr>
<tr>
<td>Game: Fast maths with cards – half</td>
</tr>
<tr>
<td>none</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>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

Izibalo zentloko

Umdlalo
Kule veki sidlala umdlalo izibalo ezikhawulezileyo ngamakhadi: Isiqingatha! Injongo yalo mdlalo kukunika abafundi ithuba lokuziqhelanisa nokuphindisa kabini ukuze bawazi ukusombulula iingxaki lula nangokukhawuleza.

Usuku 1
Ukuhlaziya ukudibanisa nokuthabatha (ungaweleli ngaphaya kweshumi) ngokwenzaoku:
• Ukuhlaziya inani elinomvo umnye kwinani elinemivo emibini.
• Ukuhlaziya ishumi kwinani elinemivo emibini.
• Ukuhlaziya amanani ashiyiweyo kungcamanani.

Usuku 2
Ukuhlaziya ukulandelela kwamanani kunye nengqiqo yesiqingatha ngokwenzaoku:
• Ukuhlaziya ukubala ngezi-2, izi-5 nama-10.
• Ukuhlaziya uqale kwelona lincinci uye kwelona likhulu nokusuka kvelona likhulu uye kwelona lincinci.

Usuku 3
Ukuhlaziya ukudibanisa nokuthabatha (ukuwelela ngaphaya kweshumi) ngokwenzaoku:
• Ukuhlaziya ubuchule bokwengwa ishumi xa udibanisa okanye uthabatha amanani anomvo omnye abangela ukucwangisa ngokwenza kweshumi.

Usuku 4
Hlaziya ukuphindisa nokuphindaphinda ngeshumi ngokwenzaoku:
• Ukuhlaziya ukuphindaphinda ngoo-2 ngokubala ngoo-2.
• Ukuhlaziya ukuphindaphinda ngoo-2 ukuze uphendule ukuba ‘bangaphi oo-2 ku-_____’.

Usuku 5
Ukuhlaziya ukuphindaphinda ngeshumi nangeshilana ngokwenzaoku:
• Ukuhlaziya ukuphindaphinda nge-10 nangesi-5 ngokubala ngama-10 nangesi-5.
• Ukuhlaziya ukuphindaphinda ngama-10 nangesi-5 ukuze uphendule ukuba ‘bangaphi oo-10 okanye oo-5 ku-_____’.

Bhekisela kwiVeki yesi-5 ngezicwangcisco zezifundo ezineenkukacha.

Usuku 6
Hlaziya ukuphindisa nokuphindaphinda ngeshumi ngokwenzaoku:
• Ukuhlaziya ukuphindaphinda ngoo-2 ngokubala ngoo-2.
• Ukuhlaziya ukuphindaphinda ngoo-2 ukuze uphendule ukuba ‘bangaphi oo-2 ku-_____’.

Bhekisela kwiVeki yesi-8 neye-9.

Usuku 7
Hlaziya ukuphindisa nokuphindaphinda ngeshumi ngokwenzaoku:
• Ukuhlaziya ukuphindaphinda ngoo-2 ngokubala ngoo-2.
• Ukuhlaziya ukuphindaphinda ngoo-2 ukuze uphendule ukuba ‘bangaphi oo-2 ku-_____’.

Bhekisela kwiVeki yesi-9.

Bhekisela kwiVeki yesi-10 ngezicwangcisco zezifundo ezineenkukacha.
Revision

**Mental Maths**
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**
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.

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 3 Day 2 and 3.

**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.

**Day 3**
Addition and subtraction (bridging) 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.

**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.
IZIBALO ZENTLOKO | MENTAL MATHS

Bethelela ukwahlula kubini usebenzise umdlalo oti Fizz Pop.
Consolidate halving using the Fizz Pop game.
Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.

Fizz Pop yahlula kubini!
Fizz Pop halving!
### WEEK 10 • DAY 1

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>Expression</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 + ____ = 20</td>
<td></td>
</tr>
<tr>
<td>3 + ____ = 20</td>
<td></td>
</tr>
<tr>
<td>13 + ____ = 20</td>
<td></td>
</tr>
<tr>
<td>6 + ____ = 20</td>
<td></td>
</tr>
<tr>
<td>18 + ____ = 20</td>
<td></td>
</tr>
<tr>
<td>12 + ____ = 20</td>
<td></td>
</tr>
<tr>
<td>16 + ____ = 20</td>
<td></td>
</tr>
<tr>
<td>9 + ____ = 20</td>
<td></td>
</tr>
<tr>
<td>11 + ____ = 20</td>
<td></td>
</tr>
<tr>
<td>1 + ____ = 20</td>
<td></td>
</tr>
</tbody>
</table>

### Usuku 2 Day 2

#### Sombulula.

Solve.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Result</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>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>Expression</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 − 4 = ____</td>
<td></td>
</tr>
<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>Pattern</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>41 42 43 ____ ____ ____</td>
<td></td>
</tr>
<tr>
<td>75 74 73 ____ ____ ____</td>
<td></td>
</tr>
<tr>
<td>60 65 70 ____ ____ ____</td>
<td></td>
</tr>
<tr>
<td>69 54 49 ____ ____ ____</td>
<td></td>
</tr>
<tr>
<td>21 31 41 ____ ____ ____</td>
<td></td>
</tr>
<tr>
<td>85 80 75 ____ ____ ____</td>
<td></td>
</tr>
<tr>
<td>16 17 18 ____ ____ ____</td>
<td></td>
</tr>
<tr>
<td>52 42 32 ____ ____ ____</td>
<td></td>
</tr>
<tr>
<td>63 73 83 ____ ____ ____</td>
<td></td>
</tr>
<tr>
<td>35 30 25 ____ ____ ____</td>
<td></td>
</tr>
</tbody>
</table>
**Umdlalo: Izibalo ezikhawulezayo ngamakhadi – yahlula kubini**

Game: Fast maths with cards - half

1. **Bhala amanani ashiyiwyo.**
   Fill in the missing numbers.

<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>

2. **Dibanisa okanye uthabathe.**
Add or subtract.

| 35 + 3 = 38 | 41 + 5 = 46 | 63 + 6 = 69 |
| 48 – 4 = 44 | 57 – 5 = 52 | 78 – 4 = 74 |
| 45 + 10 = 55 | 68 + 10 = 78 | 89 + 10 = 99 |
| 43 – 10 = 33 | 56 – 10 = 46 | 78 – 10 = 68 |
   Complete.

4. Yandisa ipatheni.
   Extend the pattern.

<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>76</td>
<td>77</td>
<td>78</td>
<td>79</td>
<td>80</td>
<td>81</td>
<td>82</td>
<td>83</td>
<td>84</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>84</td>
<td>83</td>
<td>82</td>
<td>81</td>
<td>80</td>
<td>79</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>13</td>
<td>23</td>
<td>33</td>
<td>43</td>
<td>53</td>
<td>63</td>
</tr>
<tr>
<td>109</td>
<td>99</td>
<td>89</td>
<td>79</td>
<td>69</td>
<td>59</td>
<td>49</td>
<td>39</td>
<td>29</td>
<td>19</td>
</tr>
<tr>
<td>102</td>
<td>92</td>
<td>82</td>
<td>72</td>
<td>62</td>
<td>52</td>
<td>42</td>
<td>32</td>
<td>22</td>
<td>12</td>
</tr>
<tr>
<td>94</td>
<td>93</td>
<td>92</td>
<td>91</td>
<td>90</td>
<td>89</td>
<td>88</td>
<td>87</td>
<td>86</td>
<td>85</td>
</tr>
</tbody>
</table>
Ukucwangcisa amanani nokwahlula kubini

**IVEKI 10 • USUKU 2**

**IVEKI 10 • WEEK 10**

**IVEKI 10 • USUKU 2 • DAY 2**

Ordering numbers and halving

1. **Bala ngezi-2.**
   Count in 2s.

<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>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
<td>12</td>
<td>14</td>
<td>16</td>
<td>18</td>
<td>20</td>
</tr>
<tr>
<td>84</td>
<td>82</td>
<td>80</td>
<td>78</td>
<td>76</td>
<td>74</td>
<td>72</td>
<td>70</td>
<td>68</td>
<td>66</td>
</tr>
</tbody>
</table>

2. **Bala ngezi-5.**
   Count in 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>5</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>25</td>
<td>30</td>
<td>35</td>
<td>40</td>
<td>45</td>
<td>50</td>
</tr>
<tr>
<td>45</td>
<td>40</td>
<td>35</td>
<td>30</td>
<td>25</td>
<td>20</td>
<td>15</td>
<td>10</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>

3. **Bala ngama-10.**
   Count in 10s.

<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>10</td>
<td>20</td>
<td>30</td>
<td>40</td>
<td>50</td>
<td>60</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>110</td>
<td>100</td>
<td>90</td>
<td>80</td>
<td>70</td>
<td>60</td>
<td>50</td>
<td>40</td>
</tr>
</tbody>
</table>

2. **Cwangcisa amanani uqale kwelona lincinci uye kwelona likhulu.**
   Order numbers from smallest to greatest.

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>40</td>
<td>70</td>
<td>100</td>
<td>83</td>
<td>39</td>
<td>58</td>
</tr>
<tr>
<td>30</td>
<td>40</td>
<td>70</td>
<td>100</td>
<td>18</td>
<td>39</td>
<td>58</td>
</tr>
<tr>
<td>72</td>
<td>27</td>
<td>70</td>
<td>58</td>
<td>27</td>
<td>58</td>
<td>70</td>
</tr>
</tbody>
</table>

3. **Cwangcisa amanani uqale ngelona likhulu uye kwelona lincinci.**
   Order numbers from greatest to smallest.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>66</td>
<td>66</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>93</td>
<td>56</td>
<td>41</td>
<td>26</td>
</tr>
<tr>
<td>47</td>
<td>72</td>
<td>81</td>
<td>85</td>
</tr>
</tbody>
</table>
4. Biyela imifanekiso ebonisa isiqingatha kwifela ngalinye.
   Circle the pictures in each group that show half.

5. Tshatisa.
   Match.

   Draw the pizzas.
1. Dibanisa ngokuya kwi-10. 
Add by visiting the 10.

\[
\begin{align*}
7 + 5 &= 12 \\
5 + 9 &= 14 \\
6 + 6 &= 12
\end{align*}
\]

2. Dibanisa kungcamanani. Tyelela i-10!
Add on the number line. Visit the 10!

\[
\begin{align*}
8 + 6 &= 14 \\
5 + 7 &= 12 \\
7 + 6 &= 13
\end{align*}
\]

3. 
\[
\begin{array}{ccc}
7 + 5 &= 12 & 8 + 4 &= 12 & 6 + 5 &= 11 \\
4 + 8 &= 12 & 7 + 9 &= 16 & 6 + 8 &= 14
\end{array}
\]


Litha carried 8 buckets of water. Sethu carried 9 buckets. How many buckets did they carry altogether?

\[8 + 9 = 17\] buckets
5. Thabatha ngokuya kwi-10.
Subtract by visiting the 10.

14 - 8 = __

15 - 8 = __

6. Thabatha kumgcamanani. Tyelela i-10!
Subtract on the number line. Visit the 10!

14 - 8 = __

17 - 9 = __

13 - 7 = __

7.

14 - 6 = __
15 - 7 = __
16 - 9 = __
13 - 7 = __
12 - 5 = __
13 - 8 = __

Sina baked 13 cakes. She sold 7. How many does she have now?

13 - 7 = __ She has __ cakes
1. Phinda kabini.
   Double.
   
<table>
<thead>
<tr>
<th>imidundu eli-12</th>
<th>imidundu eli-13</th>
<th>imidundu eli-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 hotdogs</td>
<td>13 hotdogs</td>
<td>14 hotdogs</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>24</td>
<td>26</td>
<td>28</td>
</tr>
</tbody>
</table>

2. Gqibezela ithethethi yokuphinda 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>6</td>
<td>8</td>
<td>10</td>
<td>12</td>
<td>14</td>
<td>16</td>
<td>18</td>
<td>20</td>
</tr>
</tbody>
</table>

3. Phinda kabini.
   Double.

   | Isi-8 esiphindwe kabini senza ___. |
   | Double 8 is ___. |
   | 5 | 10 |
   | 15 | 16 |
   | 32 | 22 |

4. Isiqingatha se-Half of |
   Phinda kabini Double
   | 16 | 8 | 20 | 10 | 14 | 7 |
   | 8 | 16 | 10 | 20 | 7 | 14 |
Doubling and multiplying by 2

Week 10 • Day 4

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>6</td>
<td>8</td>
<td>10</td>
<td>12</td>
<td>14</td>
<td>16</td>
<td>18</td>
</tr>
</tbody>
</table>

6 Mangaphi?

How many?

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

7 2 x 3 = 6 2 x 5 = 10 2 x 6 = 12 2 x 2 = 4
2 x 1 = 2 2 x 4 = 8 2 x 8 = 16 2 x 10 = 20

8 Zingaphi?

How many?

<table>
<thead>
<tr>
<th>izi-2 kwisi-4? 2s in 4?</th>
<th>2</th>
<th>izi-2 kwisi-8? 2s in 8?</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>izi-2 kwi-10? 2s in 10?</td>
<td>5</td>
<td>izi-2 kwi-14? 2s in 14?</td>
<td>7</td>
</tr>
</tbody>
</table>

9 Ilekese enye ixabisa i-R2.

One sweet costs R2.

| Zixabisa malini iilekese ezi-5? How much do 5 sweets cost? | R 10 |
| Zixabisa malini iilekese ezisi-8? How much do 8 sweets cost? | R 16 |
IVEKI 10 • USUKU 5
Phindaphinda ngo-5 nange-10

1. **Zingaphi iibhokisi?**
   How many boxes?

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

   | iikhrayoni | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
   | crayons    |    |    |    |    |    |    |    |    |    |     |

2. **Zingaphi iikhrayoni?**
   How many crayons?

<table>
<thead>
<tr>
<th>2</th>
<th>20</th>
<th>crayons</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>50</td>
<td>crayons</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8</th>
<th>80</th>
<th>crayons</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>100</td>
<td>crayons</td>
</tr>
</tbody>
</table>

3. **Zingaphi iikhrayoni?**
   How many crayons?

   
   \[
   \begin{align*}
   5 \times 2 \times 3 &= 30 \\
   5 \times 2 \times 5 &= 50 \\
   5 \times 2 \times 6 &= 60 \\
   5 \times 2 \times 1 &= 10 \\
   5 \times 2 \times 4 &= 40 \\
   5 \times 2 \times 8 &= 80
   \end{align*}
   \]

4. **Zingaphi/Mangaphi?**
   How many?

<table>
<thead>
<tr>
<th>izi-2 kuma-30?</th>
<th>2s in 30?</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>ama-10 kuma-70?</td>
<td>10s in 70</td>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>izi-5 kuma-50?</th>
<th>5s in 50?</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>izi-5 kwi-100?</td>
<td>5s in 100?</td>
<td>20</td>
</tr>
</tbody>
</table>

5. **Ijusi enye ixabisa i-R10.**
   One juice costs R10.

<table>
<thead>
<tr>
<th>Zixabisa malini iijusi ezi-3?</th>
<th>How much do 3 juices cost?</th>
<th>R30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zixabisa malini iijusi ezi-5?</td>
<td>How much do 5 juices cost?</td>
<td>R50</td>
</tr>
</tbody>
</table>
Multiply by 5 and 10

**6**

<table>
<thead>
<tr>
<th>izandla?</th>
<th>iminwe?</th>
</tr>
</thead>
<tbody>
<tr>
<td>hands?</td>
<td>fingers?</td>
</tr>
<tr>
<td>8</td>
<td>40</td>
</tr>
</tbody>
</table>

**7**

Biyela ngesangqa amanani athi xa edityanisiwe enze i-10.

Circle the numbers that add up to 10.

| 10 | 5 | 0 | 3 | 6 | 4 | 3 | 5 | 1 | 6 | 7 | 1 | 2 | 8 | 7 | 5 | 4 | 8 | 3 |

**8**

Mingaphi?
How many?

<table>
<thead>
<tr>
<th>2 10 fingers</th>
<th>6 30 fingers</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 25 fingers</td>
<td>10 50 fingers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5 x 3 = 15</th>
<th>5 x 5 = 25</th>
<th>5 x 6 = 30</th>
<th>5 x 2 = 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 x 1 = 5</td>
<td>5 x 4 = 20</td>
<td>5 x 8 = 40</td>
<td>5 x 10 = 50</td>
</tr>
</tbody>
</table>

**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>3</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>izi-5 kuma-20?</th>
<th>izi-5 kuma-50?</th>
</tr>
</thead>
<tbody>
<tr>
<td>5s in 20?</td>
<td>5s in 50?</td>
</tr>
<tr>
<td>4</td>
<td>10</td>
</tr>
</tbody>
</table>

**10**

Ipakethe yamandongomani ixabisa i-R5.
One bag of peanuts costs R5.

<table>
<thead>
<tr>
<th>Ipakethe ezi-3 zamandongomani zixabisa malini?</th>
<th>Zixabisa malini iipakethe 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>
<tr>
<td>R 15</td>
<td>R 50</td>
</tr>
</tbody>
</table>
Uvavanyo Iwekota yoku-1

Uvavanyo Iwekota lugilele kwizicwangciso zezifundo. Luquka imisebenzi ebhalwayo, ethethwayo neyenziwayo. Isicwangciso esiopheleleyo sowavanyo sekota yoku-1 sifumaneka kwitheyibihile engezantsi.

Usuku Iwesi-5 Iweveki nganye lucwangciselo uuvavanyo noqukaniso


Kwiveki yesi-2, yesi-4 nakweyesi-6 kwenziwa izicwangciso zemisebenzi yovavanyo oluthethwayo nolwenziwayo. Uza kusebenzisa imisebenzi eyenziwayo nolwenziwayo oluthethwayo nolwenziwayo, Ubhalwayo, abafundi bamwilile abafundi. Imisebenzi ethethwayo neyenziwayo kufuneka yenyiwe Iweveki yonye, ngumfundi ngamnye okanye ngokwamaqela abafundi ngeli xa iklasi isenisa imisebenzi yaseklasini ngaphandle kokuncediswa.


Kufuneka wenze uuvavanyo olusisiseko njengoko kuyalelwe liphondo lakho. Izikhobho zenkkosanayo eziizibonelelo kufuneka zisetjenziwe.

Bhala phantsi amanqaku akho usebenzise amaphepha akho okuhala amanqaku asemgangathweni ngomsebenzi ngamnye.

limuvavanyo ezikwikota yoku-1 zezi:

<table>
<thead>
<tr>
<th>Iweki 2</th>
<th>Ukuba: ngezi-2, ngezi-3, ngezi-4 nangezi-5</th>
<th>Olubhalwayo 222</th>
<th>Amanqaku 16</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ipatheeni: waphadla abafundi ukuze uvavanye izakhono zabo zokuchaza nokwandle ipatheeni zamanani nezakenami</td>
<td>Oluthethwayo nolwenziwayo 218</td>
<td>5</td>
</tr>
<tr>
<td>Iweki 3</td>
<td>Ukucazulula izi-6, izi-7, izi-8 nezi-9</td>
<td>Olubhalwayo 224</td>
<td>15</td>
</tr>
<tr>
<td>Iweki 4</td>
<td>Ukudibanisa ngokwenza ishimi</td>
<td>Olubhalwayo 226</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Umlinganiselo: Xyesha: Qwalasela abafundi ukuze uhlule izakhono zabo zokuxela xyesha</td>
<td>Oluthethwayo nolwenziwayo 218</td>
<td>6</td>
</tr>
<tr>
<td>Iweki 5</td>
<td>Ukudibanisa nokuthathathu okuwelela ngaphaya kwe-10</td>
<td>Olubhalwayo 228</td>
<td>20</td>
</tr>
<tr>
<td>Iweki 6</td>
<td>Umlinganiselo – Ubude</td>
<td>Olubhalwayo 230</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Umlinganiselo – Ubude: Qwalasela abafundi ukuze uvavanye izakhono zabo zokuqikelela, ukulinganiselo, ukuthelekisa, ukucwangcisa nokurekhodisha ubude usebenzisa imlinganiselo engekho mgangathweni neemitha</td>
<td>Oluthethwayo nolwenziwayo 220</td>
<td>7</td>
</tr>
<tr>
<td>Iweki 7</td>
<td>Indawo neemilo nokuphathwa kwedatha (Ihlanganisiwe)</td>
<td>Olubhalwayo 232</td>
<td>9</td>
</tr>
<tr>
<td>Iweki 8</td>
<td>Ukuphinda kabini nokwahlula kubini</td>
<td>Olubhalwayo 234</td>
<td>18</td>
</tr>
</tbody>
</table>
Term 1 assessment

The assessment for the term is designed into the lesson plans. Assessment includes written, oral and practical activities. The full assessment plan for Term 1 is provided in the table below.

Day 5 of each week is planned for assessment and consolidation

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

In Weeks 2, 4 and 6, oral and practical assessment activities are planned. You will use practical activities and the checklist/rubric provided 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 this assessment pack on the pages indicated in the table below. After they have completed the written assessment activity learners can work on the consolidation worksheets in the Learner Activity Book.

You should carry out baseline assessment as required by your province. The support material provided by them should be used.

Record your marks using your standard mark recording sheets for each activity.

Term 1 assessments are as follows:

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Counting in 2s, 3s, 4s and 5s</th>
<th>Written</th>
<th>222</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Patterns: observe learners to assess their ability to describe and extend numeric and geometric patterns</td>
<td>Oral and practical</td>
<td>219</td>
<td>5</td>
</tr>
<tr>
<td>Week 3</td>
<td>Breaking down 6s, 7s, 8s and 9s</td>
<td>Written</td>
<td>224</td>
<td>15</td>
</tr>
<tr>
<td>Week 4</td>
<td>Adding by making a ten</td>
<td>Written</td>
<td>226</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Measurement – Time: observe learners to assess their ability to tell the time</td>
<td>Oral and practical</td>
<td>219</td>
<td>6</td>
</tr>
<tr>
<td>Week 5</td>
<td>Addition and subtraction bridging 10</td>
<td>Written</td>
<td>228</td>
<td>20</td>
</tr>
<tr>
<td>Week 6</td>
<td>Measurement – Length</td>
<td>Written</td>
<td>230</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Measurement – Length: observe learners to assess their ability to estimate, measure, compare, order and record length using non-standard measures and metres</td>
<td>Oral and practical</td>
<td>221</td>
<td>7</td>
</tr>
<tr>
<td>Week 7</td>
<td>Space and shape and data handling (integrated)</td>
<td>Written</td>
<td>232</td>
<td>9</td>
</tr>
<tr>
<td>Week 8</td>
<td>Double and half</td>
<td>Written</td>
<td>234</td>
<td>18</td>
</tr>
</tbody>
</table>
Uvavanyo oluthethwayo nolwenziwayo

Sebenzisa ululu lokuvuwalaselwayo/irubriki yovavanyo engasezantsi ngezo veki zabelwe kuza. Iklasi yakho ungayahulu ibe ngamaqela uze uvavanye iqela eline ngosuku kulo veki ukuze kungabikho xinzelelo lokwenza lo msebenzi nekasi yonke ngosuku olunye.

Iveki 2 Uvavanyo oluthethwayo nolwenziwayo: lopatheni – lopatheni zamalanini nejezometri

<table>
<thead>
<tr>
<th>Qwalasela abafundi ukuze uvavanye izakhono zabo zokuchaza nokwandisa lopatheni zamalanini nejezometri</th>
<th>Amanqaku</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ululhu Iwezinto ezijongwayo: Ilungile/ayilunganga/iphantse</td>
<td>✔ X ●</td>
</tr>
</tbody>
</table>

- **Uyakwazi ukuchonga nokia zokuchaza iipatheni yamanani ekhulayo.**
  - Umzekelo 2, 4, 6, 8 ...
  - Yipatheni eyandayo, iqa la kwinani u-2 kwaye yenziwa ngokudibanisa ezi-2
  - Ngexesha ngalinye ukuya kwinani (kwithem) elilandelayo kwipatheni.

- **Uyakwazi ukuchonga nokia zokuchaza iipatheni yamanani ehlayo.**
  - Umzekelo, 90, 80, 70, ...
  - Yipatheni eyehlahayo, iqa la kwinani elingama-90 kwaye yenziwe ngokuthabatha i-10
  - Ngexesha ngalinye ukuya kwinani (kwithem) elilandelayo kwipatheni.

- **Uyakwazi ukwanda lopathyeni zokuchaza iipatheni ephallayo.**
  - Umzekelo: 10, 80, 70, ...

- **Uyakwazi ukuchonga zekhuno zokuchaza ezikhulayo yamanani.**
  - Umzekelo: 15, 20, 25, ...

- **Uyakwazi ukuchonga zekhuno zokuchaza ezehlahayo yamanani.**
  - Umzekelo: 25, 50, 75, ...

**Umzekelo:**

- **Uyazi ukuba i-10 yithem elandelelayo kwipatheni 2, 4, 6, 8, ...**
- **Uyazi ukuba ama-60 yithem elandelelayo kwipatheni 90, 80, 70**

**Umzekelo:**

- **Le yipatheni yejometri ezine-3-D. Le patheni yenziwe zizinto ezi-3 eziphindaphindayo,**
  - Iprizimu (ibhokisi), ikhowuni nesilinda, ize iphinde iqhubeka ngolo hlobo.

**Umzekelo:**

- **Uyazi ukuba intu elandelelayo kule patheni yejometri ingasentla yiprizimu (ibhokisi).**

Iveki 3 Uvavanyo oluthethwayo nolwenziwayo: Umlinganiselo – Ixesha

<table>
<thead>
<tr>
<th>Qaphela abafundi ukuze uvavanye izakhono zabo zokuxela ixesha</th>
<th>Amanqaku</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ululhu Iwezinto ezijongwayo: Ilungile/ayilunganga/iphantse</td>
<td>✔ X ●</td>
</tr>
</tbody>
</table>

- **Uyakwazi ukwalandwa usiba leweyure**
- **Uyakwazi ukwalandwa usiba lwemizuzu**
- **Uyazi ukuba zingaphi iiyure ezikusuku olunye**
- **Uyazi ukuba mingaphi imizuzu kwiyure enye.**
- **Uyakwazi ukwelwa ixesha ngokweyure kwihodha yamashaba**
- **Uyakwazi ukwelwa ixesha ngokweyure ngokwezinqatha zeyure kwihodha yamashaba.**
Oral and practical assessment

Use the assessment checklist/rubric below during the weeks to which they are assigned. You could split your class into groups and assess one group per day in that week in order to remove the pressure on doing this activity with the whole class on one day.

**Week 2 Oral and practical assessment: Patterns – Numeric and geometric patterns**

<table>
<thead>
<tr>
<th>Observe learners to assess their ability to describe and extend numeric and geometric patterns.</th>
<th>Mark: 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria checklist: correct/incorrect/almost</strong></td>
<td>✓</td>
</tr>
<tr>
<td>Able to identify and describe an increasing numeric pattern For example 2, 4, 6, 8, … is an increasing pattern, it starts at the number 2 and is made by adding 2 each time to get to the next term in the pattern.</td>
<td></td>
</tr>
<tr>
<td>Able to identify and describe a decreasing numeric pattern For example 90, 80, 70, … is a decreasing pattern, it starts at the number 90 and is made by subtracting 10 each time to get to the next term in the pattern.</td>
<td></td>
</tr>
<tr>
<td>Able to extend increasing and decreasing numeric patterns For example: knows that 10 is the next term in the pattern 2, 4, 6, 8, … knows that 60 is the next term in the pattern 90, 80, 70, …</td>
<td></td>
</tr>
<tr>
<td>Able to identify and describe geometric patterns that repeat For example: is a geometric pattern made of 3-D objects. The pattern is made of 3 objects repeating, a prism (box), a cone and a cylinder and then this continues</td>
<td></td>
</tr>
<tr>
<td>Able to extend a geometric pattern in which objects repeat For example knows that the next object in the geometric pattern above is a prism (box).</td>
<td></td>
</tr>
</tbody>
</table>

**Week 3 Oral and practical assessment: Measurement – Time**

<table>
<thead>
<tr>
<th>Observe learners to assess their ability to tell the time</th>
<th>Mark 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Checklist: correct/incorrect/almost</strong></td>
<td>✓</td>
</tr>
<tr>
<td>Can identify the hour hand</td>
<td></td>
</tr>
<tr>
<td>Can identify the minute hand</td>
<td></td>
</tr>
<tr>
<td>Knows how many hours there are in a day</td>
<td></td>
</tr>
<tr>
<td>Knows how many minutes there are in an hour</td>
<td></td>
</tr>
<tr>
<td>Can tell the time in hours on an analogue clock</td>
<td></td>
</tr>
<tr>
<td>Can tell the time in half hours on an analogue clock</td>
<td></td>
</tr>
</tbody>
</table>
## Uvavanyo oluthethwayo nolwenziwayo

### Iveki 6 Uvavanyo oluthethwayo nolwenziwayo: Umlinganiselo - Ubude

<table>
<thead>
<tr>
<th>Qwalasela abafundi ukuze uhlole izakhono zabo zokuphiqelela, ukulinganisela, ukuthelekisa, ukucwangcisa nokubhala phantsi ubude besebenzisa imilinganiselo engekho mgangathweni neemitha.</th>
<th>Amanqaku</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uluhlul Iwezinto ezijongwayo: Ilungile/ayilunganga/iphantse</td>
<td>✓</td>
</tr>
<tr>
<td>Uyakwazi ukuthetha ngobude esebenzisa amagama athi imfutshane, iphakamile, inde</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukuthetha ngobude esebenzisa amagama athi ibanzi, ububanzi</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukuthelekisa ubude esebenzisa amagama athi imfutshane kuna-, yeyona imfutshane</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukuthelekisa ubude esebenzisa amagama athi inde kuna-, yeyona inde</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukuqikelela ubude esebenzisa iyunithi ayinikiweyo</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukulinganisela ubude esebenzisa iyunithi ezingekho mgangathweni</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukulinganisela ubude ngeemitha</td>
<td></td>
</tr>
</tbody>
</table>

Sebenzisa ezi QR codes ukuze ukhuphele amaphepha okumakisha imisebenzi yohlolo.

Sebenzisa ezi QR codes ukuze ukhuphele amaphepha okumakisha imisebenzi yohlolo.

**Uxwebhu lokumakisha lwakwa Funda Wande**
## Oral and practical assessment

### Week 6 Oral and practical assessment: Measurement – Length

Observe learners to assess their ability to estimate, measure, compare, order and record length using non-standard measures and metres.

<table>
<thead>
<tr>
<th>Checklist: correct/incorrect/almost</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to speak about length using the words short, tall and long</td>
<td>✓</td>
</tr>
<tr>
<td>Able to speak about length using the words wide and width</td>
<td>✗</td>
</tr>
<tr>
<td>Able to compare lengths using the words shorter and shortest</td>
<td>●</td>
</tr>
<tr>
<td>Able to compare lengths using the words longer and longest</td>
<td></td>
</tr>
<tr>
<td>Able to estimate lengths using a given unit</td>
<td></td>
</tr>
<tr>
<td>Able to measure lengths using non-standard units</td>
<td></td>
</tr>
<tr>
<td>Able to measure lengths in metres</td>
<td></td>
</tr>
</tbody>
</table>

Use this QR code to download mark sheets for the assessment activities.

![QR code](image)

**Funda Wande mark sheet**
Uvavanyo olubhalwayo • Written assessment

**Week 2**

Uvavanyo Ukubala ngezi-2, ngezi-3, ngezi-4 nangezi-5
Assessment Counting in 2s, 3s, 4s and 5s

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

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

**Memorandum**

**Total Marks:** 16

---

1. **Zingaphi iibhayisekile?**
   How many bicycles?
   
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

2. **Zingaphi izandla?**
   How many hands?
   
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

   **Mangaphi amavili?**
   How many wheels?
   
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. **Gqibezela iipatheni zamanani.**
   Complete the number patterns.

   | 2  | 4  | 6  | 8  | 10 | 12 | 14 | 16 | 18 | 20 |
   | 5  | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 |
   | 3  | 6  | 9  | 12 | 15 | 18 | 21 | 24 | 27 | 30 |
   | 4  | 8  | 12 | 16 | 20 | 24 | 28 | 32 | 36 | 40 |

   **Start at 9, 3 jumps**
   **Start at 11, 2 jumps**

4. $9 + 3 = \boxed{12}$
5. $11 - 2 = \boxed{9}$
1. Zingaphi iibhayisekile?
How many bicycles?

Mangaphi amavili?
How many wheels?

2. Zingaphi izandla?
How many hands?

Mingaphi iminwe?
How many fingers?

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>
<tr>
<td>3</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>12</td>
</tr>
</tbody>
</table>

4. $9 + 3 = \underline{12}$

11 − 2 = \underline{9}
1. Fakela amanani ashiyiweyo.
   Fill in the missing numbers.

   |   |   |   |   |   |   |   |   |
   | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
   | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
   | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |

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

   7
   13

3. Dibanisa okanye uthabathe.
   Add or subtract.

   \[
   3 + 6 = 9 \quad 9 - 5 = 4 \quad 3 + 4 = 7 \quad 7 - 2 = 5 \\
   5 + 1 = 6 \quad 6 - 4 = 2 \quad 8 - 5 = 3 \quad 4 + 4 = 8
   \]

4. Uukhwela itekisi kuxabisa i-R8. Kuza kuxabisa malini xa kukhwele abantu aba-4?
   The taxi ride costs R8. How much does it cost for 4 people to ride?
   \[8 + 8 + 8 + 8 = 32\]
1 Fakela amanani ashiyiweyo.
Fill in the missing numbers.

<table>
<thead>
<tr>
<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>62</td>
<td>63</td>
<td>64</td>
<td>65</td>
<td>67</td>
<td>68</td>
<td>69</td>
</tr>
<tr>
<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.

3 Dibanisa okanye uthabathe.
Add or subtract.

<table>
<thead>
<tr>
<th>3 + 6 = ____</th>
<th>9 - 5 = ____</th>
<th>3 + 4 = ____</th>
<th>7 - 2 = ____</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 + ____ = 6</td>
<td>6 - 4 = ____</td>
<td>8 - 5 = ____</td>
<td>____ + 4 = 8</td>
</tr>
</tbody>
</table>

4 Ukukhwela itekisi kuxabisa i-R8. Kuza kuxabisa malini xa kukhwele abantu aba-4?
The taxi ride costs R8. How much does it cost for 4 people to ride?
Igama Name
Umhla Date

**Assessment Adding by making a ten**

1 Dibanisa okanye uthabathe.
Add or subtract.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10 – 7 =</td>
<td>3</td>
<td>10 – 6 =</td>
</tr>
</tbody>
</table>

2 Gqibezele isihle yamanani.
Complete the number table.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

3 Biyela ama-10. Zingaphi zizonke?
Circle the 10s. What is the total?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4 Dibanisa.
Add.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6 + 7 + 4 = 15</td>
<td>8 + 5 + 2 = 15</td>
</tr>
</tbody>
</table>

Ask learners to show the 10 combination.
1. Dibanisa okanye uthabathe.
Add or subtract.

\[
\begin{align*}
10 - 7 &= \_\_ \\
10 - 6 &= \_\_ \\
3 + \_\_ &= 10 \\
4 + \_\_ &= 10
\end{align*}
\]

2. Gqibezena itheyibhile yamanani.
Complete the number table.

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

3. Biyela ama-10. Zingaphi zizonke?
Circle the 10s. What is the total?

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

4. Dibanisa.
Add.

\[
\begin{align*}
6 + 7 + 4 &= \_\_ \\
8 + 5 + 2 &= \_\_ \\
7 + 6 + 3 &= \_\_ 
\end{align*}
\]
1. Dibanisa okanye uthabathe ngokuya kwi-10. Ask learners to show the jump to 10.

- \(8 + 5\) = 13
- \(6 + 7\) = 13
- \(12 - 7\) = 5
- \(14 - 8\) = 6

2. Sebenzisa izakhelo zeshumi ukuze udibanise okanye uthabathe. Use the ten frames to add or subtract.

- \(14 + 5\) = 19
- \(6 + 8\) = 14
- \(16 - 8\) = 8
- \(14 - 9\) = 5

3. Dibanisa okanye uthabathe. Add or subtract.

- \(7 + 8\) = 15
- \(8 + 4\) = 12
- \(13 - 5\) = 8
- \(14 - 6\) = 8
1. Dibanisa okanye uthabathe ngokuya kwi-10.
Add or subtract by visiting the 10.

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

2. Sebenzisa izakhelo zeshumi ukuze udibanise okanye uthabathe.
Use the ten frames to add or subtract.

\[ 14 + 5 = \___ \]
\[ 6 + 8 = \___ \]
\[ 16 - 8 = \___ \]
\[ 14 - 9 = \___ \]

3. Dibanisa okanye uthabathe.
Add or subtract.

\[ 7 + 8 = \___ \]
\[ 8 + 4 = \___ \]
\[ 13 - 5 = \___ \]
\[ 14 - 6 = \___ \]
1 Dibanisa umgca negama elichanekileyo.
Join the line to the correct word.

| mdana | longer |
|       |        |
| ✔    |        |
| ✓    | mfunshanana | shorter |

2 Jonga imifanekiso uze uthathe imilinganiselo ngeebloko.
Look at the pictures and measure using blocks.

<table>
<thead>
<tr>
<th>Iibloko</th>
<th>Ezi-</th>
<th>Blocks</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3 Zoba umgca omde nomgca omfuthane.
Draw a long line and a short line.

[Long line] ✔
[Short line] ✓
1. Dibanisa umgca negama elichanekileyo.
   Join the line to the correct word.
   | mdana | mfutshanana |
   | longer | shorter |
   |_______|_________|

2. Jonga imifanekiso uze uthathe imilinganiselo ngeebloko.
   Look at the pictures and measure using blocks.
   | Tibloko | ezi-____ |
   |         | ____ blocks |
   |         |____ blocks |
   |         |____ blocks |
   |         |____ blocks |

3. Zoba umgca omde nomgca omfutshane.
   Draw a long line and a short line.
1. Sphere, cylinder or prism?

<table>
<thead>
<tr>
<th>Cylinder</th>
<th>Prism</th>
<th>Sphere</th>
</tr>
</thead>
</table>

2. Circle the set of objects used to build the tower.

3. Izinto ezinemilinganiselo emi-3 (3-D) eziqokelelweyo

<table>
<thead>
<tr>
<th>3-D objects collected</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Jongisisa igrafu yemifanekiso wandule ukuphendula imibuzo. Study the pictograph then answer the questions.

Zingaphi izinto eziqokelelweyo ezikwaziyo:

- How many objects that were collected can:
  - ukuqengqeleka? (cones and spheres)
  - ukutyibilika? (cones and prism)
  - ukutyibilika nokuqengqeleka? (cones)

KEY

- 6
- 12
- 4
**Week 7**

Uvavanyo | Indawo neemilo nokupathwa kwedatha
Assessment | Space and shape and data handling

<table>
<thead>
<tr>
<th>Igama</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umhla</td>
<td>Date</td>
</tr>
</tbody>
</table>

1. **Isazinge, isilinda okanye iprizimu?**
   Sphere, cylinder or prism?

2. **Biyela iseti yezinto ezikhoyo ezisetyenziswe ekwakheni incochoyi:**
   Circle the set of objects used to build the tower.

3. **Izinto ezinemilinganiselo emi-3 (3-D) eziqokelelwayo**
   3-D objects collected

   Jongiswa igrafu yemifanekekiso wandule ukuphendula imibuzo.
   Study the pictograph then answer the questions.

   Zingaphi izinto eziqokelelwayo ezikwaziyo:
   How many objects that were collected can:

   - [ ] ukuqengqeleka?
   - [ ] roll?
   - [ ] ukutyibilika?
   - [ ] slide?
   - [ ] ukutyibilika nokuqengqeleka?
   - [ ] slide and roll?
Igama | Name
Umhla | Date

**Memorandum**

**TOTAL MARKS: 18**

1. **Zoba iipitsa!**
   Draw the pizzas!

   - e-l enehafu
     1 and a half
   - 2
   - ezi-2 ezinehafu
     2 and a half
   - 3

2. **Isi-7 esiphindwe kabini li-___.**
   Double 7 is ___.
   Isiqingatha
   se-14 sisi-___.
   Half of 14 is ___.

3. **Yahlula kabini**
   Half
   | 6 | 3 | 10 | 5 | 4 | 8 | 7 | 14 |
   | 14 | 7 | 20 | 10 | 10 | 20 | 15 | 30 |

4. **Phinda kabini**
   Double

   Iikomityi ezi-4 zomgubo zenza ikeyiki e-l. Zingaphi iikomityi zomgubo ezifunekayo ukwenza ikeyiki ezi-2?
   4 cups of flour make 1 cake. How many cups of flour to make 2 cakes?
   
   **4 cups + 4 cups = 8 cups.**

---

**Uvavanyo olubhalwayo • Written assessment**

**IVEKI • WEEK 8**

Uvavanyo

Ukuphinda kabini nokwahlula kubini
Assessment

Double and half

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

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

---

234
1. **Zoba iipitsa!**
   Draw the pizzas!

<table>
<thead>
<tr>
<th>e-1 enehafu</th>
<th>2</th>
<th>ezi-2 ezinehafu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 and a half</td>
<td></td>
<td>2 and a half</td>
</tr>
</tbody>
</table>

2.  

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Isi-7 esiphindwe kabini li-___.
   Double 7 is ___.
<table>
<thead>
<tr>
<th></th>
<th>10</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Isiqingatha se-14 sisi-___.
   Half of 14 is ___.

<table>
<thead>
<tr>
<th></th>
<th>10</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| I-12 eliphindwe kabini ngama-___.
   Double 12 is ___.
<table>
<thead>
<tr>
<th></th>
<th>24</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Isiqingatha sama-24 li-___.
   Half of 24 is ___.

3. **Yahlula kabini**
   Half

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

**Phinda kabini**
   Double

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th></th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. **Ikomityi ezi-4 zomgubo zenza ikeyiki e-1. Zingaphi ikomityi zomgubo ezifunekayo ukwenza ikeyiki ezi-2?**
   4 cups of flour make 1 cake. How many cups of flour to make 2 cakes?