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

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1. Yintoni iBala wande?

iBala Wande yinkqubo yemathematika yeFunda Wande.

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


Thekgo ya lenaneo la Bala Wande le akaretša:

1.1 Isikhokelo sikatitshala

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

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

• Izixhobo ezifunekayo kwimisebenzi yosuku ngalunye
• Linjongo zemisebenzi yezifundo zemihla ngemihla
• Izinto emakucingwe ngazo xa kufundiswa imisebenzi yesifundo esilungiselelwe ivenike

Uvavanyo lwakhelwe kwinkqubo yeBala Wande eqhubekayo.
Using Bala Wande for teaching Foundation Phase mathematics

1. What is Bala Wande?
Bala Wande is the mathematics programme of Funda Wande.

Funda Wande is a not-for-profit organisation that aims to ensure that all learners in South Africa can read for meaning in their home language by the age of 10. Bala Wande is the accompanying mathematics programme that aims to ensure that all learners in South Africa get an effective grounding in mathematics in the early primary school years.

We develop video and print materials to support teachers in the teaching of mathematics in Grades R–3. All our materials are freely available and are Creative Commons licensed, so anyone can use them.

The Bala Wande programme support includes:

1.1 Bala Wande Teacher Guide
The Bala Wande Teacher Guide provides a day-by-day guide on how to teach mathematics so that learners will develop their mathematical understanding and begin to calculate with confidence using the resources in the Bala Wande box.

For each week of planned lesson activities, there is a two-page guide that gives an overview of the Mental Maths and concept development components of the lessons, including:
- resources teachers will need for each day’s activities
- objectives for the daily lesson activities
- things to think about when teaching the lesson activities for the week

Assessment is built into the Bala Wande programme on a continuous basis.
1.2 Izikhobo ezongezelelwayo zokufunda nokufundisa

Zonke izikolo ethathatho inxaxheba ziza kufumana izikhobo ezongezelelwayo zokuncedisa abafundi nootitshala ezihambelana nezicwango izifundo zeBala Wande. iNCwadi yomfundi yemisebenzi yeBala Wande iyahambelana neCAPS kwaye yincwadi yemisebenzi yabafundi elandeleliniswe ngocoselele neyenzelwe ukufundisa umsebenzi owenziwa kulu no kola. Le ncvwadi yemisebenzi iqulethe amaphepha emisebenzi yeklasi iphela, awabafundi ababa kuyenza nganye nganye nemidlalo elungiselelewukufundisa imibiza yengaqiyo efundwayo.

Kukwakhona nesichazimagama seBala Wande sesigama semathematika esingeelwimi ezimbini.

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

Nceda ukhathalele le LTSM. Siyacela ukuba uzijonge ngenkathalo kuba zixabisakakhulu kwaye kunzima ukuzifumana kwakhona. Kuza kufuneka usajine ubonise ukuyamkela kwakhoko le bhokuswa kwaye izi kuba luxanduva lwakho ukuyijonga nazo zonke izikhobo ezikuyo ozinikiweyo.

1.3 Ividiyo zeBala Wande zootitshhala abaziintshathsheli

Ividiyo zeBala Wande ziqulethe amagqabantshintshi emiboniso yemisebenzi eyenziwa eklasini. Ezi vidiy o zingasetyenziswa ngootitshhala xa belungiselela izifundo zabo. Kuza kwenziwa nenzinye ividiyo ezindana zemisebenzi yezifundo ukuse zibe nokufumana.

Ingaba iBala Wande iyahambelana neCAPS?

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

• Umxholo, ukwabiwa kwexesha kunye novavanyo lwezifundo, konke oku kusekelwe kwiCAPS.
• Ukusuka kusuku loku-1 ukya kolwe-4 kwiveki nganye kukho imisebenzi yezifundo elungiselelewe imitsuku ezi-4. Ezi zifundo ezizithathale imizuzo engama-90 (kuquka imisetyenzana yokuqala yemihla ngemihla yezibalo zentlolo, ukufundisa okungundoqo usuku ngenhlo esinye imisebenzi yamaqela okanye yomntu ngamnye ezimele).
• Usuku lwesi-5 lunika ithuba lokwenza imisebenzi yokuhlanisa neyovavanyo lwezifundo. Sisifundo semizuzu engama-60.
• Izicwango zovavanyo zekota namaphethsana amanqaku ziyafumana. Yanke imisebenzi yovavanyo inikwe njengemizekelo ukuse ixhase inkqubo yokufundisa nokufunda.
1.2 Additional LTSM materials

All participating schools receive additional Learner and Teacher Support Materials (LTSM) that support the Bala Wande lesson plans. The Bala Wande Learner Activity Book (LAB) is a CAPS-aligned, carefully sequenced learner workbook that is designed to cover the work to be done in the term. The LAB contains activity sheets for the concept development activities, worksheets for learners to complete individually and games for active learning of concepts being taught.

There is also a Bala Wande bilingual dictionary of mathematical vocabulary.

Other LTSM that will be provided are manipulatives such as base ten blocks, solid shapes, analogue clocks, flard cards and multifix cubes.

Please take good care of the LTSM. These materials are costly and cannot be replaced. Teachers will sign to indicate your acceptance of the box and will be held responsible for the care of all the materials given to you.

1.3 The Bala Wande videos of master teachers

The Bala Wande videos contain short clips of classroom footage that exemplify core aspects of the lesson activities. These can be used by teachers as they prepare to teach the lessons themselves. Longer clips of the lesson activities will also be made available.

The videos provide insights from our master teachers into particular mathematical concepts or teaching techniques.

Is Bala Wande CAPS compliant?

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

- The content, time allocation and assessment for learning all are based on the CAPS.
- Day 1-4 input each week provides planned lesson activities for 4 days. These are 90 minute lessons which include a Mental Maths daily starter activity and core concept teaching suggestions as well as some independent or group work learner activities for each day.
- Day 5 provides an opportunity for consolidation and assessment for learning. It is a 60 minute lesson.
- Assessment term plans and mark sheets are provided. All assessments are given as exemplars to support the teaching and learning programme.
Wamkelekile kwIBanga lesi-2!

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

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


Beka iliso kubafundi abatsala nzima ngengqaiqo yamanani alula. Ukuba kukho abafundi abangawaqondiyo amanani asisiseko aqala ku-0 ku-10, banike imisetyenzana eyongeziweyo ukuze basebenze ngamanani akolu luhlu kwaye umane ubabuza ngamanani neebhondi zamani ezi kolo luhlu ude uqonde ukuba bayakwazi ukusebenza ngokuzithemba ngamanani aqala 0 ukuya kwi-10.

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

---

**Masithethe ngeMaths!**

*Let’s talk Maths!*

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

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

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

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

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

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

---

**Masithethe ngeMaths!**

Let’s talk Maths!

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<thead>
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<td>dibanisa ibe nye</td>
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<tr>
<td>thabatha ibe nye</td>
<td>take away one</td>
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<tr>
<td>thelekisa</td>
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<td>isine sikhulu kunesithathu</td>
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</tr>
<tr>
<td>isithathu sincinci kunesine</td>
<td>three is smaller than four</td>
</tr>
</tbody>
</table>
2. **Yintoni esebhokisini?**

Ngaphakathi ebhokisi uza kufumana zonke izixhobo ezifunekayo ukuze ukwazi ukulandela inkqubo yeBala Wande.

<table>
<thead>
<tr>
<th>Isikhokelo sikatitshala</th>
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<tr>
<td>• Isikhokelo sikatitshala</td>
</tr>
<tr>
<td>• Isishwankathelo semiba eza kufundiswa kwiveki nganye.</td>
</tr>
<tr>
<td>• Izibalolo zentloko ezicwanciselwe imihla yonke (lintsuku 1–4).</td>
</tr>
<tr>
<td>• Imisetyenzana yokuteyebisa (rhompo ngeveki - lintsuku 1–4)</td>
</tr>
<tr>
<td>• Imisebenzi yokufundisa engundwa exhaswa zipowusta nezixhobo ezisebhokisini (lintsuku 1–4).</td>
</tr>
<tr>
<td>• Likopi zamaphapha eencwadi zemisebenzi zaphakathi (nawo afakwe ngokulandeletana kwisikhokelo sikatitshala).</td>
</tr>
<tr>
<td>• Uvavanyo lokufunda (Usuku lwesi-5 Kwiveki 2–9).</td>
</tr>
<tr>
<td>• Uqukaniso (Usuku lwesi-5 Kwiveki 1-10).</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Iviliyiso</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Izishunge ezibonisa ootitshala abaziintshatheli befundisa kwaye bexoxa izifundo</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Isichazimagama esineelwimi ezimbini</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Isichazimagama esineelwimi ezimbini sesigama semmathematika sesiGaba esisiSeko esineenkcazelo nemizekelo.</td>
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</table>

<table>
<thead>
<tr>
<th>iNcwadi yemisebenzi yabafundi</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Imisebenzi yemihla ngemihla ehambelana nemisebenzi yezifundo.</td>
</tr>
<tr>
<td>• Imisebenzi yemihla ngemihla yabafundi abaza kuyenza ngabanye-ngabanye okanye ngokwamaqela.</td>
</tr>
<tr>
<td>• Imsiyelana ehambelana nemisebenzi yezifundo.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Ipowwusta</th>
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<tbody>
<tr>
<td>• Ikhalenda ko-2023</td>
</tr>
<tr>
<td>• Ipowwusta ezihambelana nefuniso zezixhobo zokuncedisa</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Izixhobo zokuncedisa zikatitshala</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Iintlobo ngeentlobo ezixhobo eziphathekayo oza kuzisebenzi xa ufundisa.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Ibhokisi yezixhobo zokufunda abafundi</th>
</tr>
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<tbody>
<tr>
<td>• Ibhokisi enye kwiqela ngaline labafundi abaza</td>
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<td>• Ibhokisi enye kwiqela ngaline labafundi abaza-6</td>
</tr>
<tr>
<td>• Ibhokisi enye kwiqela ngaline labafundi abaza-6</td>
</tr>
<tr>
<td>• Ibhokisi enye kwiqela ngaline labafundi abaza-6-7</td>
</tr>
<tr>
<td>• Ibhokisi enye kwiqela ngaline labafundi abaza-6-7-8</td>
</tr>
<tr>
<td>• Ibhokisi enye kwiqela ngaline labafundi abaza-6-7-8-9</td>
</tr>
<tr>
<td>• Ibhokisi enye kwiqela ngaline labafundi abaza-6-7-8-9-10</td>
</tr>
<tr>
<td>• Ibhokisi enye kwiqela ngaline labafundi abaza-6-7-8-9-10-11</td>
</tr>
<tr>
<td>• Ibhokisi enye kwiqela ngaline labafundi abaza-6-7-8-9-10-11-12</td>
</tr>
<tr>
<td>• Ibhokisi enye kwiqela ngaline labafundi abaza-6-7-8-9-10-11-12-13</td>
</tr>
<tr>
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</tr>
<tr>
<td>• Ibhokisi enye kwiqela ngaline labafundi abaza-6-7-8-9-10-11-12-13-14-15</td>
</tr>
<tr>
<td>• Ibhokisi enye kwiqela ngaline labafundi abaza-6-7-8-9-10-11-12-13-14-15-16</td>
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<tr>
<td>• Ibhokisi enye kwiqela ngaline labafundi abaza-6-7-8-9-10-11-12-13-14-15-16-17</td>
</tr>
<tr>
<td>• Ibhokisi enye kwiqela ngaline labafundi abaza-6-7-8-9-10-11-12-13-14-15-16-17-18</td>
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<tr>
<td>• Ibhokisi enye kwiqela ngaline labafundi abaza-6-7-8-9-10-11-12-13-14-15-16-17-18-19</td>
</tr>
<tr>
<td>• Ibhokisi enye kwiqela ngaline labafundi abaza-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20</td>
</tr>
<tr>
<td>• Ibhokisi enye kwiqela ngaline labafundi abaza-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21</td>
</tr>
<tr>
<td>• Ibhokisi enye kwiqela ngaline labafundi abaza-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22</td>
</tr>
<tr>
<td>• Ibhokisi enye kwiqela ngaline labafundi abaza-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22-23</td>
</tr>
<tr>
<td>• Ibhokisi enye kwiqela ngaline labafundi abaza-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22-23-24</td>
</tr>
<tr>
<td>• Ibhokisi enye kwiqela ngaline labafundi abaza-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22-23-24-25</td>
</tr>
<tr>
<td>• Ibhokisi enye kwiqela ngaline labafundi abaza-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22-23-24-25-26</td>
</tr>
<tr>
<td>• Ibhokisi enye kwiqela ngaline labafundi abaza-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22-23-24-25-26-27</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Izychho zovavanyo</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Isicwanciso sekota sozavanyo.</td>
</tr>
<tr>
<td>• Imisetyenzana ethethwayo neyenziwayo (emi-2 ngekota)</td>
</tr>
<tr>
<td>• Imisetyenzana ethethwayo neyenziwayo (emi-2 ngekota)</td>
</tr>
<tr>
<td>• Iphethshana lokuhla amanqaku elinokusetyenziselwa ukufaka amanqaku eSA SAMS.</td>
</tr>
</tbody>
</table>
2. What’s in the box?

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

<table>
<thead>
<tr>
<th>Bala Wande Teacher Guide</th>
<th>Videos</th>
</tr>
</thead>
<tbody>
<tr>
<td>• overview of the concepts to be taught each week</td>
<td>• clips showing master teachers teaching and discussing the lessons</td>
</tr>
<tr>
<td>• Mental Maths planned for every day (Days 1-4).</td>
<td></td>
</tr>
<tr>
<td>• enrichment activities (weekly - Days 1-4)</td>
<td></td>
</tr>
<tr>
<td>• core concept teaching activities supported by posters and manipulatives from the box (Days 1-4).</td>
<td></td>
</tr>
<tr>
<td>• copies of the Learner Activity Book pages for the day (embedded in sequence in the teacher’s guide).</td>
<td></td>
</tr>
<tr>
<td>• assessment for learning (Day 5 Weeks 2-9).</td>
<td></td>
</tr>
<tr>
<td>• consolidation (Day 5 Weeks 1-10).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bala Wande bilingual dictionary</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• a bilingual dictionary of Foundation Phase mathematical terms with explanations and examples.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bala Wande Learner Activity Book</th>
<th>Posters</th>
</tr>
</thead>
<tbody>
<tr>
<td>• daily activities that align with the lesson activities.</td>
<td>• a 2023 calendar</td>
</tr>
<tr>
<td>• daily activities for learners to work on independently or in groups.</td>
<td>• posters aligned to the lesson plans</td>
</tr>
<tr>
<td>• games aligned with the lesson activities</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Manipulatives for the teacher</th>
<th>Box of manipulatives for learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>• a variety of manipulatives for you to use in your teaching</td>
<td>• one box for each group of 6 learners</td>
</tr>
<tr>
<td></td>
<td>• the box contains a variety of manipulatives for learners to use in the activities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tools for assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• assessment term plan.</td>
<td></td>
</tr>
<tr>
<td>• oral and practical activities (2 per term)</td>
<td></td>
</tr>
<tr>
<td>• planned written assessment tasks and activities on the 5th day of each week (Weeks 2-8).</td>
<td></td>
</tr>
<tr>
<td>• mark record sheet that can be used to enter marks on SA SAMS.</td>
<td></td>
</tr>
</tbody>
</table>
Uluhlu Iwezinto ezifunekayo

Uluhlu Iwezikhobo zokufunda zeBW eziza kusetyenziswa kwibhokisi yekota yoku-2.

1. Isikhokelo sikatitshala
2. Isichazimagama esineelwimi ezimbini
3. iNcwadi yemisebenzi yomfundlani kumntwana ngamnye.
4. lipowwustha
   a. ikhalenda
   b. irejista
   c. umgcamanani (0–20)
   d. umgcamanani (ongaphawulwanga)
   e. 100 square
   f. amagama amanani 0–20 (IsiXhosa)
   g. amagama amanani 10–100 (IsiXhosa)
   h. amagama amanani 100–1000 (IsiXhosa)
   i. imali
   j. iiintsu zake
   k. iiinyanga zonyaka
5. Ipakethene yamakhadi okuzekelisa katitshala:
   a. amakhadi amanani eBala Wande 0-1000 (alingene ukubonisa)
   b. amakhadi amachokoza eBala Wande 0-10 (alingene ukubonisa)
   c. amakhadi eBala Wande 0-1000 (alingene ukubonisa)
6. liboko (100)
7. Imilo ezine-3D ezineenethi – ezilingene ukubonisa
8. liboko zesiseko seshumi ama-100, ama-10, oo-1 – umboniso oncamathelayo
9. Iwotshi encinci yomfundlani eneeyure ezingama-24 (Umboniso katitshala)
10. libhokisi zabafundi ezi-6 ezinezi zinto:
    a. amadayisi amabini umfundlani ngamnye
    b. iiboko ezingama-20 umfundlani ngamnye
    c. ipakethi ezi-6 zamakhadi alingene abafundi:
        • amakhadi amanani eBala Wande 0-20 (alingene abafundi)
        • amakhadi eBala Wande 0-1000 (alingene abafundi)
    d. iiboko zesiseko seshumi (ama-100, ama-10, imi-1) (zezokwabelana).
    e. iiyiphi yokulungishela e-1 (yokwabelana)
    f. iiyoti zamanani seeyure ezingama-24 ezintathu (zezokwabelana):
Checklist
List of all Bala Wande resources in the Term 2 box.

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


Ootitshala abaninizi bemathematika baseMzantsi Afrika bayazixuba iliwimi xa befundisa ngeenjongo zakunceda abafundi babo babe nokugqondenisa semathematika. Oku kuthetha ukuba bayathshintshatshintsha phakathi kwezi lwimi xa befundisa ngeenjongo zakunceda abafundi babo babe nokugqondenisa semathematika. Uphando lubonisa ukuba ukwenza oku kuba luncedwakhalu kubafundi. Ukuxuba iliwimi kunceda ootitshala abafundi babo abalwidla ababulwimi izikhona zokunceda abafundi babo babo bayaziphambili phakathi kwezi lwimi xa befundisa ngeenjongo zakunceda abafundi babo babo.

Isiqendu sesi-4 seCAPS ehlaziyiwoyo (uvavanyakazi) siphelelela ukusebenzisa ezininzi ukuze uthethe ngokwemathema.

4. Ukusebenzisa izicwangciso zezezifundo nencwadi yemisebenzi yomfundi

Ukulingiselela iweke elandelayo:

Iphepha lokuqala lamagqabantshintshi iweke elandelayo:

Ululhlo lwezifikelo yezi yemisebenzi unokucela zonke izicwangciso nesiquhloko yezi yemisebenzi.

Inkazelo yomsebenzi wovava premise zonke izicwangciso nesiquhloko yezi yemisebenzi.
3. What language do I use when I teach mathematics?

The Bala Wande material is all bilingual. It supports the development of mathematics language in both isiXhosa and English by moving naturally between languages when speaking about mathematics. The Bala Wande dictionary will help teachers use more than one language to explain mathematical words if necessary.

Many South African mathematics teachers already code-switch to help their learners understand mathematical concepts and terms. This means that they alternate between two or more languages when explaining mathematics. Research has shown that this is a very useful practice that does indeed help learners to understand. Code-switching allows teachers and learners to draw on all of their language skills to learn, rather than to be limited by one language only. This practice is used internationally and is also called ‘translanguaging’.

The revised CAPS Section 4 (assessment) endorses the use of more than one language to speak mathematically.

4. Using the lesson plans and Bala Wande Learner Activity Book

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

- A quick overview of the mental maths, games and lesson activities for the week and the resources you need to have ready.
- A list of aims for the week that you can use to check whether your class is on track.
- A description of the assessment activity which is done on Day 5 of the week.
Iphepha lesibini lamagaqabantshi eveki liqulethe oku:

Inkcazelo yenkqubela yemisebenzi yezibalo zentloko zekwe kunye nentsalela yomdlalo wevidiyo

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

Izinto ezithile ezinokuqwalaselwa evekini. Isenokuba zimpapazomo esizaziyo ezixhaphakileyo ezenziwa ngabafundi okanye imbiza ngahlebileyo efuna ukugxininisa.

Eli phepha likusa kwizishunye zekulandela izikhokelo uze ulingiselele iwevi nesifundo ngasinye. Kufuneka wenze ntoni ukuze ukulungiselela iwevi nganye.

Kufuneka wenze ntoni ukuze ukulungiselela iwevi nganye
- Funda isikhokelo uze ulingiselele iwevi nesifundo ngasinye.
- Bukela iiividiyo – izikhokelo uze ulingiselele izikhuluma izikhokelo yeziBalo zentloko, Umdlalo kunye nomaGqabantshi eVeki, uya kusiwa kuloo vidiyo kanje.

Usuku ngalunye

Sebenzisa ifowutshathi ukuze ubone ukulandelelana kwemisebenzi yosuku

Ekuqaleni kosuku ngalunye kunikwa ifowutshathi ezeishwankathelo solandweleni lwemisebenzi yosuku. Ukuba ucofa kwishosha lokudlala kwishosha lophuhliso lwengqiqo eiskelelwa. Umandla kunye nomaGqabantshi eVeki, uyakulu kusiza phaneleli yelwa kwelwa kwakukhulukela.
The second page provides more details about the week’s activities.

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

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

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

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

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

**What teachers need to do to prepare for each week**

- Read the guide and prepare for the week and for each lesson
- Watch the videos – these show clips from real classrooms where the lesson activities have been trialled and where the teachers who have taught them provide insights and advice.
- After teaching the lesson, reflect on how it went. Make notes on what went well and what to do differently next time.

**Each day**

**Use the flow diagram to see the sequence of activities for the day**

At the start of each day, a flow diagram is given which summarises the sequence of activities for the day. If you click on the play button in the concept development bubble in the flow diagram, you will be taken to that day’s video clip.
Xoxa nabafundi ngomhla wanamhlanje usebenzise iKhalenda

Imisetyenzana yokutyebisa
Bhala imisetyenzana esehodini ekupheleni kwesifundo sabafundi abagiba imisebenzi yaseklasini ngokukhawuleza.

Amaphepha nemisiko engasemvwa kwilAB
Apha ngasemvwa kwilAB uya kufumana amakhosi anomxhola kunye nemisiko nto ezo eziza kusetyenziswa ngabafundi. Ezi zikhobo zikwafumaneka nakwisikhokelo sikatitshala ukuze kubekula ukukhangela.
Discuss the date with learners using the calendar
In the box there is a calendar. Each day identify the year, month, day and date with the class. Mark the date on the wall calendar. Note any birthdays.

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

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

Izibalo zentloko ziyinxalenye ebalulekileyo yesifundo ngesinye. Imisebenzi yezibalo zentloko siyisebenzisela ukuqinisekisa ukuba abafundi banolwazi olululo olusisiseko. Kukho iividiyo ezibonisa imisebenzi yezibalo zentloko isenziwa eklasini kwaye kukwakho nenkcazel o yemisebenzi yezibalo zentloko zeveki kula magqabantshintshi.

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

IZIBALO ZENTLOKO | MENTAL MATHS

Sebenzisa amakhadi amachokaza ukuzu nthetha ngeendibamiselwano ezahlukileyo zomanani.
Use dot cards to talk about different number combinations.

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

Dlalani umdlalo (imizuzu eli-15)

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

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

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

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

• Wabeke apakishane!
Place in a pile!

• Veza amakhadi amathathu!
Flip up three cards!

• Wacwangcise aqale kwelona lincinci ukuya kwelona likhulu!
Order from smallest to largest!
Do the Mental Maths activity (15 minutes)

Mental Maths is an important component of every lesson. We use the Mental Maths activities to ensure that learners become fluent in the basic facts. There are videos showing the Mental Maths activities in action in the classroom and there is a description of each Mental Maths activity in the overview for the week.

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

IZIBALO ZENTLOKO | MENTAL MATHS

Sebenzisa amakhadi amachokozwa ukuze nithethe ngeendibanselwano ezahlukileyo zamanani.

Use dot cards to talk about different number combinations.

Ukhumbule ukuphathile umhla use uphawule irejista yonke imihla.

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

Play the game (15 minutes)

Games help learners automatise skills and enjoy themselves while they do it. We use weekly games to teach and consolidate important basic concepts and skills learners need to know.

The games appear in the LAB in cartoon format. Steps for how to play the game are provided and an illustration to help learners follow the steps is also given.
Yenza Uphuhliso IweNgqiqo
lintsuku ezininzi ziza kuba nomsebenzi uphuhliso iwengqiqo apho uza kusebenza nabafundi ukuze nixoxe imiba ephembili yolo suku.

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

Ngosuku ngalunye, isikhokelo sitshala sinika ulandelelwano olufotiweyo lomsebenzi wophuhliso lwengqiqo wolo suku.
Do the concept development activity
Most days there will be a concept development activity where the learners work together as a class to discuss the key ideas of the day.

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

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

Imisebenzi yile kanye iza kubonwa ngabafundi ezincwadini zabo. Apha sinekhathuni yomdlalo oza kudlalwa ngabafundi. Ngokwazisa lo mdlalo mtsha kubafundi kufanele ukuba uboniswe kwiklasi iphela phambi kokuba abafundi badlale ngababini okanye ngokwamaqela.

Kufuneka wenze ntoni ukuze ukwazi ukulungiselela iveki nganye:
- funda isikhokelo uze ulingiselele iveki nesifundo ngasinye.
- bukela iividiyo – zibonisa izishunqe zeklasi yokwenyani apho imisebenzi yesifundo ikhe yalingwa khona nalahpho ootitshala abafundise ezo zifundo banika ulwazi neengcebiso.
- wakube usifundisile isifundo, cinga ngendlela esiqhubeke ngayo. Bhalala amangqaku ngezimvo onazo malungu nokuba ungenza ntoni eyahlukileyo ukuba unokufundisa eso sifundo kwakhona.
- kwiiveki 2-8 kuza kufuneka ulungiselele umsebenzi wovavanyo weveki. Kubaluleke kakhu ku kwiiveki eziza kuba novavanyo oluthethwayo nolwenziwayo ucwangcise indlela oza kubhalal ugicine ngayo inkqubela yomfundi ngamnye usebenzise ireubiki okanye uluhl piwezinto ezifunekayo iveki yonke.
The *Bala Wande Learner Activity Book* is embedded in the *Teacher Guide*

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

The green tag indicates that this is a worksheet.

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

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

To prepare for each week, you need to:

- read the *Bala Wande Teacher Guide* and prepare for the week and for each lesson.
- watch the videos – these show clips from real classrooms where the lesson activities have been trialled and the teachers who have taught them provide insights and advice.
- after you have taught the lesson, reflect on how it went. Make notes on your ideas for what you would do differently if you taught the lesson again.
- in Weeks 2-8 you will need to prepare for the assessment activity of the week. It is particularly important in the weeks in which there is an oral and practical assessment that you plan how you will be able to record each learner's progress using the rubric or checklist over the course of the week.
5. Ishedyuli yemihla ngemihla, itheyibhile yexesha nesicwangciso sexesha

Ishedluyi yemihla ngemihla lintsuku 1–4

Irejista, umhla neentsuku zokuzalwa

Izibalo zentloko
Imizuzu eli-15

Imidlalo
Imizuzu eli-15

Uphuhliso lweNqaiqo • Amaphepha emisebenzi
Imizuzu engama-75

Ishedluyi yemihla ngemihla Usuku 5

Iveki yesi-1, 9 neye-10

Irejista, umhla neentsuku zokuzalwa

Masithethe ngeMaths!

Bethelela umsebenzi weveki. Amaphepha emisebenzi yoqukaniso ekwiLAB.

Iveki 2-8

Irejista, umhla neentsuku zokuzalwa

Uvavanyo olubhalwayo
(olusesikweni)

Masithethe ngeMaths!

Bethelela umsebenzi weveki. Amaphepha emisebenzi yoqukaniso ekwiLAB.

Iveki yesi-3 neye-6

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

Daily schedule Days 1–4

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

Daily schedule Day 5

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

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

- **Weeks 3 and 6**
  - Finalise and record marks for oral and practical assessment for the week
### 6. Itheyibhile yexesha

<table>
<thead>
<tr>
<th>Ngomvulo</th>
<th>Ngolwesibini</th>
<th>Ngolwesithathu</th>
<th>Ngolwesine</th>
<th>Ngolwesihlanu</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>4 x 85 miz</strong></th>
<th>IMathematika Bala Wande</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Imiz eli-15</strong></th>
<th>Ukuphulaphula nokuthetha Ibal elifundwa ngokukhwaza</th>
<th>Ukuphulaphula nokuthetha Ingxoxo</th>
<th>Umsebenzi wOlwazi Olusisiseko noLonwabo IwesiQu noLuntu</th>
<th>Ukuphulaphula nokuthetha/ Isicengelezo/ ingoma</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Imiz eli-15</strong></td>
<td>Ukufunda notitshala Isicatshulwa</td>
<td>Ukufunda notitshala Ukuazulu</td>
<td>Ukufunda notitshala Uburchule bokufunda nokuphendula</td>
<td>Imithambo eyenzelwa phandle</td>
</tr>
<tr>
<td>Ulwazi Olusisiseko noLonwabo IwesiQu noLuntu</td>
<td>Itkeshi yokufunda notitshala</td>
<td>Umsebsnzi wOlwazi Olusisiseko noLonwabo IwesiQu noLuntu, Phanda</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Imiz eli-15</strong></td>
<td>Imithambo eyenzelwa ngaphakathi</td>
<td>Imithambo eyenzelwa ngaphakathi</td>
<td>Imithambo eyenzelwa ngaphakathi</td>
<td>Ulwazi Olusisiseko noLonwabo IwesiQu noLuntu Ibal elikatitshala, Phanda</td>
</tr>
<tr>
<td>Izandi nokubhala ngesandla Unobumba omtsha – isandi</td>
<td>Izandi nokubhala ngesandla Ukwakha igama notitshala</td>
<td>Izandi nokubhala ngesandla Ukwakha igama uwedwa/</td>
<td>Izandi nokubhala ngesandla Ukwakha igama uwedwa/</td>
<td>(Imiz e-lit15) Ukuhlaziya okanye ulholo Iwezandi</td>
</tr>
<tr>
<td><strong>Imiz e-30</strong></td>
<td>Ukufunda ngamaqela nomsebenzi owenza uwedwa/ (amaqela ama-2x imiz eli-15)</td>
<td>Ukufunda ngamaqela nomsebenzi owenza uwedwa/ (amaqela ama-2x imiz eli-15)</td>
<td>Ukufunda ngamaqela nomsebenzi owenza uwedwa/ (amaqela ama-2x imiz eli-15)</td>
<td>Ukufunda ngamaqela nomsebenzi owenza uwedwa/ (amaqela ama-2x imiz eli-15)</td>
</tr>
<tr>
<td><strong>Imiz e-30</strong></td>
<td>Imithambo eyenzelwa phandle</td>
<td>Ezobugcisa obubonwayo</td>
<td>Ezobugcisa obenziwayo</td>
<td>Ezobugcisa obenziwayo</td>
</tr>
<tr>
<td><strong>Imiz e-30</strong></td>
<td><strong>FAL</strong></td>
<td><strong>FAL</strong></td>
<td><strong>FAL</strong></td>
<td><strong>FAL</strong></td>
</tr>
<tr>
<td><strong>Imiz eli-15</strong></td>
<td>2nd AL (ukuba yimfuneko)*</td>
<td>2nd AL (ukuba yimfuneko)*</td>
<td>2nd AL (ukuba yimfuneko)*</td>
<td>2nd AL (ukuba yimfuneko)*</td>
</tr>
</tbody>
</table>

*Azikho kwezi zicwangciso zezifundo*
## 6. Timetable

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time</strong></td>
<td>Morning meeting: Register, calendar, birthdays, weather</td>
<td>Morning meeting: My news</td>
<td>Morning meeting: Register, calendar, birthdays, weather</td>
<td>Morning meeting: Register, calendar, birthdays, weather</td>
<td>Morning meeting: Register, calendar, birthdays, weather</td>
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<tr>
<td><strong>4 × 85 min</strong></td>
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<tr>
<td><strong>1 × 55 min</strong></td>
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</tr>
<tr>
<td><strong>Subject</strong></td>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

|                | Listening and speaking: Read-aloud story                               | Listening and speaking: Discussion                                      | Beginning knowledge and PSWB: Activity                                   | Listening and speaking: Rhyme/song                                       | Physical education (outdoors)                                         |
| **Time**       | 15 min                                                                 |                                                                        |                                                                          |                                                                          |                                                                        |
| **Subject**    |                                                                        |                                                                        |                                                                          |                                                                          |                                                                        |

|                | Beginning knowledge and PSWB: Shared reading text, discussion          | Beginning knowledge and PSWB: Activity, Find out                        | Shared writing                                                          | Independent writing                                                      | Independent writing                                                   |
| **Time**       | 15 min                                                                 |                                                                        |                                                                          |                                                                          |                                                                        |
| **Subject**    |                                                                        |                                                                        |                                                                          |                                                                          |                                                                        |

|                | Physical education (indoors)                                           | Physical education (indoors)                                           | Physical education (indoors)                                           | Physical education (indoors)                                           | Beginning knowledge and PSWB: Teacher story, Find out                  |
| **Time**       | 15 min                                                                 |                                                                        |                                                                          |                                                                          |                                                                        |
| **Subject**    |                                                                        |                                                                        |                                                                          |                                                                          |                                                                        |

|                | Phonics and handwriting: New letter-sound 1                            | Phonics and handwriting: Shared word building                           | Phonics and handwriting: Independent word building                      | Phonics revision or test (15 min)                                       |                                                                        |
| **Time**       | 30 min                                                                 |                                                                        |                                                                          |                                                                          |                                                                        |
| **Subject**    |                                                                        |                                                                        |                                                                          |                                                                          |                                                                        |

|                | Group Guided Reading and Independent Work (2grps × 15min)             | Group Guided Reading and Independent Work (2grps × 15min)             | Group Guided Reading and Independent Work (2grps × 15min)             | Group Guided Reading and Independent Work (2grps × 15min)             | Group Guided Reading and Independent Work (2grps × 15min)             |
| **Time**       | 30 min                                                                 |                                                                        |                                                                          |                                                                          |                                                                        |
| **Subject**    |                                                                        |                                                                        |                                                                          |                                                                          |                                                                        |

|                | Physical education (outdoors)                                         | Visual Arts                                                            | Visual Arts                                                             | Performing Arts                                                         | Performing Arts                                                       |
| **Time**       | 30 min                                                                 |                                                                        |                                                                          |                                                                          |                                                                        |
| **Subject**    |                                                                        |                                                                        |                                                                          |                                                                          |                                                                        |

|                | FAL*                                                                   | FAL*                                                                  | FAL*                                                                    | FAL*                                                                    | FAL*                                                                  |
| **Time**       | 30 min                                                                 |                                                                        |                                                                          |                                                                          |                                                                        |
| **Subject**    |                                                                        |                                                                        |                                                                          |                                                                          |                                                                        |

|                | 2nd AL (if applicable)*                                               | 2nd AL (if applicable)*                                               | 2nd AL (if applicable)*                                               | 2nd AL (if applicable)*                                               | 2nd AL (if applicable)*                                               |
| **Time**       | 15 min                                                                 |                                                                        |                                                                          |                                                                          |                                                                        |
| **Subject**    |                                                                        |                                                                        |                                                                          |                                                                          |                                                                        |

*Not covered in these lesson plans*
### 7. Isicwangciso sekota

<table>
<thead>
<tr>
<th>Iveki 1</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>Mangaphi ama-10? Bangaphi oo-1</td>
<td>Ukucazulula amanani abe ngama-10 noo-1</td>
<td>Ukucazulula amanani abe ngama-10 noo-1</td>
<td>Mangaphi ama-10? Bangaphi oo-1?</td>
<td>Mangaphi ama-10? Bangaphi oo-1?</td>
<td>Uqukaniso</td>
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<th>Iveki 2</th>
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<th>Usuku 4</th>
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<tbody>
<tr>
<td>Ukuzoba ama-10</td>
<td>Ama-10 noo-1</td>
<td>Amanani ukuya kwi-100</td>
<td>Amanani ukuya kwi-100</td>
<td>Ama-10 noo-1</td>
<td>Uqukaniso</td>
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<tbody>
<tr>
<td>Ukudibanisa nokuthabatha kwi-100</td>
<td>Ukudibanisa ama-10</td>
<td>Ukudibanisa ama-10</td>
<td>Ukudibanisa oo-1 kumanani amakhulu</td>
<td>Ukuthabatha oo-1kumanani amakhulu</td>
<td>Uvavanyo Noqukaniso</td>
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</tbody>
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<th>Usuku 3</th>
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<th>Usuku 5</th>
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<tbody>
<tr>
<td>Ukuphindaphinda kumalunga namaqela alinganayo</td>
<td>Amaqela ezi-2</td>
<td>Ukuphinda kabini</td>
<td>Amaqela ama-10</td>
<td>Amaqela ezi-5</td>
<td>Uvavanyo Noqukaniso</td>
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<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>Ukudibanisa nokuthabatha ngemigcamanani</td>
<td>Ukudibanisa nokuthabatha oo-1 kumanani amakhulu</td>
<td>Ukudibanisa nokuthabatha oo-1 kumanani amakhulu</td>
<td>Masidibanise ngokukhawuleza kakhulu!</td>
<td>Masithabathe ngokukhawuleza kakhulu!</td>
<td>Uvavanyo Noqukaniso</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Iveki 6</th>
<th>Usuku 1</th>
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</thead>
<tbody>
<tr>
<td>Ubude</td>
<td>Ubude</td>
<td>Ukulinganisela ubude</td>
<td>Ukulinganisela ubude</td>
<td>limitha neesentimitha</td>
<td>Uvavanyo Noqukaniso</td>
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<th>Usuku 2</th>
<th>Usuku 3</th>
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<th>Usuku 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ukudibanisa nokuthabatha</td>
<td>Ukusebenzisa itheyibhile zamanani</td>
<td>lingxaki zamagama zokudibanisa</td>
<td>lingxaki zamagama zokuthabatha</td>
<td>Ukuthabatha njengomahluko</td>
<td>Uvavanyo Noqukaniso</td>
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<table>
<thead>
<tr>
<th>Iveki 8</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>Amaqhezu</td>
<td>Iziqinqatha</td>
<td>likota nezithathu/ isinje kwisithathu</td>
<td>Isinje kwisihlanu nesinje kwisithandathu</td>
<td>Ighezu lento epheleleyo</td>
<td>Uvavanyo Noqukaniso</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Iveki 9</th>
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<th>Usuku 2</th>
<th>Usuku 3</th>
<th>Usuku 4</th>
<th>Usuku 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ulwabhiwo phakathi kwaba-2</td>
<td>Ulwabhiwo olunentsalela</td>
<td>Ulwabhiwo phakathi kwaba-3</td>
<td>Ulwabhiwo phakathi kwaba-4</td>
<td></td>
<td>Uqukaniso</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Iveki 10</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>Uhlaziyo</td>
<td>Ama-10 noo-1</td>
<td>Ukudibanisa nokuthabatha ukuya kwi-100</td>
<td>Ukuphinda kabini nokwahlula kubini</td>
<td>Amaqela ezi-5 nama-10</td>
<td>Uqukaniso</td>
</tr>
</tbody>
</table>

| Inani, Izibalo noLwalamano | Umlinganiselo |
7. Term plan

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many 10s? How many 1s?</td>
<td>Breaking down numbers into 10s and 1s</td>
<td>Breaking down numbers into 10s and 1s</td>
<td>How many 10s? How many 1s?</td>
<td>How many 10s? How many 1s?</td>
<td>Consolidation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing 10s</td>
<td>10s and 1s</td>
<td>Numbers to 100</td>
<td>Numbers to 100</td>
<td>10s and 1s</td>
<td>Consolidation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adding and subtracting to 100</td>
<td>Adding and subtracting to 100</td>
<td>Subtracting 10s</td>
<td>Adding 1s in bigger numbers</td>
<td>Subtracting 1s in bigger numbers</td>
<td>Assessment and consolidation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiplication is about equal groups</td>
<td>Groups of 2</td>
<td>Doubling</td>
<td>Groups of 10</td>
<td>Groups of 5</td>
<td>Assessment and consolidation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adding and subtracting with number lines</td>
<td>Adding and subtracting to 100</td>
<td>Adding and subtracting to 100</td>
<td>Let’s add more quickly!</td>
<td>Let’s subtract more quickly!</td>
<td>Assessment and consolidation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 6</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>Length</td>
<td>Measuring length</td>
<td>Measuring length</td>
<td>Metres and centimetres</td>
<td>Assessment and consolidation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addition and subtraction</td>
<td>Using number tables</td>
<td>Addition word problems</td>
<td>Subtraction word problems</td>
<td>Subtraction as difference</td>
<td>Assessment and consolidation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 8</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fractions</td>
<td>Halves</td>
<td>Quarters and thirds</td>
<td>Fifths and sixths</td>
<td>Fraction of a whole</td>
<td>Assessment and consolidation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 9</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharing division</td>
<td>Sharing between 2</td>
<td>Sharing with a remainder</td>
<td>Sharing among 3</td>
<td>Sharing among 4</td>
<td>Consolidation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 10</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revision</td>
<td>10s and 1s</td>
<td>Adding and subtracting up to 100</td>
<td>Double and half</td>
<td>Groups of 5 and 10</td>
<td>Consolidation</td>
</tr>
</tbody>
</table>

| Number, Operations and Relationships | Measurement |
8. *Isicwangciso sovavanyo sekota yoku-2*

Uvavanyo lwesikwazi kwizicwangciso zezifundo. Luquka imisebenzi ebhalwayo, ethethwayo neyenziwiyo.

**Usuku lwesi-5 iweveki nganye lucwangciselayo uvavanyo noqukaniso**

Isicwangciso sovavanyo sekota yoku-2 sifumaneka ngezantsi.


Kwiveki yesi-3 nakweye-6 kwenziwa izicwangciso zovanayo oluthethwayo noleftweniyo. Xa uvavanya abafundi uza kusebenziisa imisebenzi eyenziwiyo/esembensayo nerubrikile oqinike kumagqabantshintshi eyekwe. Imisebenzi ethethwayo neyenziwiyo kufuneka yeniwe ivenkwe yonke, ngokuzinlela okanye ngokwamagqabela abafundi xa ikisi isenza imisebenzi yaseyokuphela umfundo ngamnye.

Kwiveki 2-8 kulungiselela uvavanyo olubhalwayo. Le misebenzi ifumanakwa kwincwadi yemisebenzi yomfundo. Bakugqiba ukwenza umsebenzi wovanayo abafundi bangasebenzena ngamaphepho okusebenzela oqukaniso asezincwadi zabo gasebenzeni.

Liwavanyo ezikwikota yoku-2 zezi:

<table>
<thead>
<tr>
<th>Iweki</th>
<th>Amanqaku</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Ama-10 noo-1</td>
</tr>
<tr>
<td>3</td>
<td>lingxaki zokudibanisa nokuthabatha kunye nezivakalisi manani.</td>
</tr>
<tr>
<td>3</td>
<td>Qwalasela abafundi ukuze uvavanye izakhono zabo zokusebenza mela amanani, dibanisa no thabatha</td>
</tr>
<tr>
<td>4</td>
<td>Amanani, iimpawu nolwalamano</td>
</tr>
<tr>
<td>5</td>
<td>Amanani, iimpawu nolwalamano.</td>
</tr>
<tr>
<td>6</td>
<td>Ubude (Umlinganiselo)</td>
</tr>
<tr>
<td>Qwalasela abafundi ukuze uhlule izakhono zabo zokukulelela, ukulinganisela, ukuthelekisa, ukuthelekisa nokuhala phantsi ubude besebenzisa imlinganiselo engekho mgangathweni neemitha</td>
<td>Oluthethwayo Wnlwenziwiyo 7</td>
</tr>
<tr>
<td>7</td>
<td>lingxaki zokudibanisa nokuthabatha kunye nezivakalisi manani</td>
</tr>
<tr>
<td>8</td>
<td>Amaqhezu</td>
</tr>
</tbody>
</table>
8. Term 2 assessment plan
The assessment for the term is designed into the lesson plans. Assessment includes written, oral and practical activities.

Day 5 of each week is planned for assessment and consolidation
The assessment plan for Term 2 is provided below.

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

In Weeks 3 and 6, oral and practical assessment activities are planned. You will use practical activities and the rubric provided in the week overview to assess learners. Oral and practical activities should be carried out throughout the week, individually or in groups of learners, while the class is busy with the independent classwork activities.

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

The assessments in Term 2 are as follows:

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
<th>Assessment Type</th>
<th>Marks</th>
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<tbody>
<tr>
<td>2</td>
<td>10s and 1s</td>
<td>Written</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>Addition and subtraction problems and number sentences.</td>
<td>Written</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>Observe learners to assess their ability to represent numbers, add and subtract</td>
<td>Oral and practical</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>Numbers, operations and relationships</td>
<td>Written</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Numbers, operations and relationships</td>
<td>Written</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>Length (Measurement)</td>
<td>Written</td>
<td>8</td>
</tr>
<tr>
<td>6</td>
<td>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>7</td>
</tr>
<tr>
<td>7</td>
<td>Addition and subtraction problems and number sentences</td>
<td>Written</td>
<td>11</td>
</tr>
<tr>
<td>8</td>
<td>Fractions</td>
<td>Written</td>
<td>10</td>
</tr>
</tbody>
</table>
9. Iphetshana lamanqaku ovavanyo Iwekota yezi-2

<table>
<thead>
<tr>
<th>Iveki</th>
<th>2</th>
<th>3</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>7</th>
<th>8</th>
<th>6</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>IBANGA 2 Ikota 2</td>
<td>Inani: Olubhalwayo</td>
<td>Inani: Olubhalwayo</td>
<td>Inani: Olubhalwayo</td>
<td>Inani: Olubhalwayo</td>
<td>Inani: Olubhalwayo</td>
<td>Inani: Olubhalwayo</td>
<td>Inani: Olubhalwayo</td>
<td>AMANQAKU</td>
<td>AMANQAKU</td>
</tr>
<tr>
<td>IMathematika</td>
<td>Iphantshana lamanqaku ovavanyo olusesikweni elicetyiswayo</td>
<td>Inani: Olubhalwayo</td>
<td>Inani: Olubhalwayo</td>
<td>Inani: Olubhalwayo</td>
<td>Inani: Olubhalwayo</td>
<td>Inani: Olubhalwayo</td>
<td>AMANQAKU</td>
<td>OMLINGANISELE</td>
<td>AMANQAKU</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>EKOTA</td>
<td>EKOTA</td>
<td></td>
</tr>
</tbody>
</table>

| Amanqaku | 8 | 20 | 6 | 10 | 10 | 11 | 10 | 75 | 8 | 7 | 15 | 90 |

Igama nefani yomfundl

Inani, Izibalo noLwalamanano

Umlinganiselo
## 9. Term 2 assessment mark sheet

<table>
<thead>
<tr>
<th>Week</th>
<th>2</th>
<th>3</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>7</th>
<th>8</th>
<th>6</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GRADE 1 Term 2</strong></td>
<td><strong>Mathematics</strong></td>
<td><strong>Suggested formal assessment mark record sheet</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number, Written</td>
<td>Number, Written</td>
<td>Number, Oral and practical</td>
<td>Number, Written</td>
<td>Number, Written</td>
<td>Number, Written</td>
<td>Number, Written</td>
<td>Measurement, Written</td>
<td>Measurement, Written</td>
<td>TOTAL FOR MEASUREMENT</td>
</tr>
<tr>
<td>Marks</td>
<td>8</td>
<td>20</td>
<td>6</td>
<td>10</td>
<td>10</td>
<td>11</td>
<td>10</td>
<td>75</td>
<td>8</td>
</tr>
<tr>
<td>Learner name and surname</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TERM TOTAL**

| Marks | 15 | 90 |
## Mangaphi ama-10? Bangaphi oo-1

<table>
<thead>
<tr>
<th>Izibalo zentloko: Thelekisa amanani ukuya kuma-50</th>
<th>Izixhobo</th>
<th>isikwere se-100</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Umdlalo:</strong> Mangaphi ama-10? Bangaphi oo-1</td>
<td></td>
<td>ibloko</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 amanani abe ngama-10 noo-1</td>
<td>LAB, ibloko</td>
</tr>
<tr>
<td>2</td>
<td>Ukucazulula amanani abe ngama-10 noo-1</td>
<td>LAB, ibloko</td>
</tr>
<tr>
<td>3</td>
<td>Mangaphi ama-10? Bangaphi oo-1?</td>
<td>LAB, ibloko</td>
</tr>
<tr>
<td>4</td>
<td>Mangaphi ama-10? Bangaphi oo-1?</td>
<td>LAB</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso</td>
<td>LAB</td>
</tr>
</tbody>
</table>

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

- sebenzisa ibloko ukuze ucazulule amanani abe ngama-10 noo-1.
- sebenzisa amachokoza nemizobo elula ukuze ubonise amanani ngokwama-10 noo-1.

### Uvavanyo

Akukho vavanyo lusesikweni kule veki.

Kufuneka ubaqaphele abafundi eklasini yakho imihla kwaye uthathe amanqaku njengenxalenye yovavanyo oluqhubekayo olungekho sesikweni olujolise ekufundeni.
How many 10s? How many 1s?

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Maths: Compare numbers to 50</td>
</tr>
<tr>
<td>100 square</td>
</tr>
<tr>
<td>Game: How many 10s? How many 1s?</td>
</tr>
<tr>
<td>multifix blocks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Breaking down numbers into 10s and 1s</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>2</td>
<td>Breaking down numbers into 10s and 1s</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>3</td>
<td>How many 10s? How many 1s?</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>4</td>
<td>How many 10s? How many 1s?</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 multifix blocks to break down numbers into 10s and 1s.
- use dots and simplified drawings to represent numbers as 10s and 1s.

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.
### Mangaphi ama-10? Bangaphi oo-1

#### Ividiyo yezibal wenzilo
Kwizibalo zentloko kule veki siza kugxila kweningqilo zokungaphezulu kuna- okanye ngaphantsi kuna-. Utitshala uza kwalatha amanani kwisikwere se-100 aze anike abafundi ithuba lokuchaza ukuba inani lingaphezulu okanye lingaphantsi ngo-1, 2, 3 okanye ngo-4. Ukusetjenziswa kwesikwere se-100 kwenza abafundi bakwazi ukuziqhelisa ukuchaza amanani 1 – 50. Bakhuthaze abafundi banike impendulo ngokukhawuleza ukuze baphuhlise izakhono zabo zokukhumbula ibhondi zamanani ngempumelelo.

#### Ividiyo yomdlalo

#### Ividiyo yophuhliso lwengqilo
Kule veki sigxila ekuchazeni ama-10 nemivo kumanani anemivo emibini sisebenzisa izikhobho ezisiphathhekayo nemizobo. Ulwazi lwexabiso lendawo lubalulekile ekusombululeni iingxaki zemathematika. Abafundi kufuneka babe nokugqonda okukuko kwexabiso lendawo ngoko ke kufuneka baziqhelise ukucazulula nokwakha amanani anemivo emibini. Kumsebenzi wethu wama-10 nemivo, siza kujolisa koku:
- sebenzisa iblolo ukuze ucazulule amanani abe ngama-10 noo-1.
- Sibezenza amachokoza nemizobo elula ukubonisa amanani njengama-10 noo-1.

#### Into emayiqatshelwe kule veki
- Jolis a kwinkqubela yokusebenzisa iblolo ezisiphathhekayo ukuya ekwenzeni imizobo ye-2D. Abafundi kufuneka bakwazi ukwenza utshintsho ukusuka eziblokweni banye kwimiboniso engabonwayo yokuzoba ama-10 noo-1.
- Bakhuthaze abafundi ukuba bathethe ngento abayenzayo ngokubhekisela kwincochoyi zeshumi okanye amaqela eshumi. Nceda abafundi basebenze ngenqubo yamashumi ngokukwazi ukuchaza ukuba mangaphi amashumi kwaye mingaphi imivo kwinani elithile endaweni yokuwabala onke.
How many 10s? How many 1s?

Mental Maths video
This week we focus on the concepts of more than and less than in mental maths. The teacher will point to numbers on the 100 square and learners must identify 1, 2, 3 or 4 more or less. The use of the 100 square also allows learners to practice identifying numbers 1 – 50. Encourage learners to provide responses quickly in order to develop their ability to recall number facts efficiently.

Game video
This week we will play the game How many 10s? How many 1s? using our blocks. The teacher calls out a number and the learners must build it with their blocks. One learner builds the tens and the other learner makes the ones. Let them take turns to do both. When they have built the number let them talk about what they have shown – how many 10s? how many 1s? what is the number?

Conceptual development video
This week we focus on identifying 10s and 1s in two-digit numbers using concrete apparatus and drawings. An understanding of place value is essential in the solution of mathematical calculations. Learners need to establish a sound understanding of place value and so need much practice in the breaking down and building up of two-digit numbers. In our work on 10s and 1s, we will focus on:

• using multifix blocks to break down numbers into 10s and 1s.
• using dots and simplified drawings to represent numbers as 10s and 1s.

What to look out for this week

• Focus on the progression from using blocks to doing 2-D drawings. Learners need to be able to make the shift from multifix blocks to the more abstract representation of drawing 10s and 1s.
• Encourage learners to verbalise what they are doing by referring to ‘towers of ten’ or ‘groups of ten’. Help them work with a system of tens by being able to identify how many tens and how many ones in a number, rather than counting all.
Nika abafundi amathuba aliqela okusebenza ngesigama esithi lingaphezu okanye lingaphantsi kune nani elinikiweyo.

Allow multiple opportunities for working with more and less than a given number.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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

Breaking down numbers into 10s and 1s

**Enrichment activities • Imisetyenzana yokutyebisa**

### Usuku 1 Day 1

**Kufuneka ezingaphi ukuze sifike kuma-20?**

How many more to get to 20?

- 7 + ____ = 20
- 19 + ____ = 20
- 5 + ____ = 20
- 13 + ____ = 20
- 10 + ____ = 20
- 4 + ____ = 20
- 15 + ____ = 20
- 8 + ____ = 20
- 17 + ____ = 20
- 2 + ____ = 20

### Usuku 2 Day 2

**Dibanisa.**

Add.

- 27 + 2 = ____
- 6 + 5 = ____
- 13 + 4 = ____
- 41 + 7 = ____
- 5 + 8 = ____
- 34 + 5 = ____
- 62 + 6 = ____
- 85 + 3 = ____
- 56 + 1 = ____
- 7 + 8 = ____

### Usuku 3 Day 3

**Thabatha.**

Subtract.

- 15 − 6 = ____
- 38 − 6 = ____
- 45 − 4 = ____
- 11 − 7 = ____
- 26 − 5 = ____
- 67 − 3 = ____
- 89 − 4 = ____
- 54 − 2 = ____
- 18 − 9 = ____
- 77 − 2 = ____

### Usuku 4 Day 4

**Gqibezele ipatheni.**

Complete the pattern.

- 31 32 33 ____ ____ ____
- 55 54 53 ____ ____ ____
- 65 70 75 ____ ____ ____
- 76 66 56 ____ ____ ____
- 43 53 63 ____ ____ ____
- 22 32 42 ____ ____ ____
- 74 75 76 ____ ____ ____
- 99 98 97 ____ ____ ____
- 37 47 57 ____ ____ ____
- 40 45 50 ____ ____ ____

39
Ukucazulula amanani abe ngama-10 noo-1


Repeat the steps above using different numbers. Encourage learners to talk about the number of 10s and 1s they have. Ensure that learners represent the 10s by building towers of tens with their multifix blocks. Talking about building 10s will help learners deepen their understanding.
WEEK 1 • DAY 1

Breaking down numbers into 10s and 1s

Umdlalo: Mangaphi ama-10? Bangaphi oo-1?
Game: How many 10s? How many 1s?

• Sebenzani ngababini ngeebloko zenu. Work in pairs with your blocks.
• Yakha inani ngeebloko zakho. Build the number using your blocks.
• Mangaphi amashumi? Mingaphi imivo?
  How many tens? How many ones?
• Ngubani inani?
  What number?

1. Rhanga amaqela e-10. Ngubani elo nani?
   Circle groups of 10. What is the number?

   [Diagram showing groups of 10 blocks]

   Mangaphi ama-10? _
   How many 10s? _

   Mangaphi ama-10? ___
   How many 10s? ___

   Mangaphi ama-10? ___
   How many 10s? ___

   Bangaphi oo-1? ___
   How many 1s? ___

   Bangaphi oo-1? ___
   How many 1s? ___
Ukucazulula amanani abe ngama-10 noo-1

2. Rhangqa amashumi. Ngubani inani?
   Circle the tens. What is the number?

   Mangaphi ama-10? 2
   How many 10s? 2

   Bangaphi oo-1? 8
   How many is? 8

   \[20 + 8 = 28\]

   Mangaphi ama-10?
   How many 10s?

   Bangaphi oo-1?
   How many is?

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

3. Cazulula inani libe ngama-10 noo-1.
   Break down the number into 10s and 1s.

   \[
   \begin{array}{c|c}
   16 & 10 + 6 \\
   19 & \_ + \_ \\
   \hline
   17 & \_ + \_ \\
   12 & \_ + \_ \\
   \end{array}
   \]

4. Balal!
   Calculate!

   \[
   \begin{array}{c|c|c}
   10 + \_ &= 11 & 10 + \_ &= 14 & 10 + \_ &= 17 \\
   10 + \_ &= 12 & 10 + \_ &= 15 & 10 + \_ &= 18 \\
   \end{array}
   \]

Breaking down numbers into 10s and 1s
Breaking down numbers into 10s and 1s

Sebenzisa iibloko zakho undibonise inani elineshumi eli-1 nemivo emi-3.
Use your blocks to show me the number that has 1 ten and 3 ones.

Leliphi inani olakhileyo?
What number did you build?

Phakamisa isandla sakho ukuze ndibone xa uqibile.
Raise your hand to show me when you’re done.

Sebenzisa iibloko zakho undibonise inani elinamashumi ama-6 nemivo esi-7.
Use your blocks to show me the number that has 6 tens and 7 ones.

Phinda la manyathelo angasentla usebenzise amanani ahlukeneyo. Nika abafundi amathuba aliqela ukuze babonise amanani ngokwma-10 noo-1 besebenzisa iibloko zabo.
Repeat the steps above using different numbers. Provide multiple opportunities for learners to represent numbers as 10s and 1s using their multifix blocks.
Ukucazulula amanani abe nama-10 noo-1

Breaking down numbers into 10s and 1s

Ndiyakwazi ukwakha amanani ndisebenzisa ickyhubhu.
I can build numbers using cubes.

Xa ndidibana nenani ndiyabuza,
“Mangaphi ama-10? Bangaphi oonanye okanye imivo?”
When I meet a number, I ask “How many ten’s? How many one’s?”

ngamashumi amathathu anesine
thirty four

Xa ndizoba, ndirhangqa ishumi ngalingi!
When I draw, I circle each ten!

ngamashumi amathathu anesine
thirty four

Rhanga amaqela amashumi. Ngubani inani?
Circle groups of 10. What is the number?

Mangaphi ama-10? 2
How many 10s? 2

Bangaphi oo-1? 7
How many 1s? 7

ngamashumi amabini anesixhenxe
two tens seven ones

27
WEEK 1 • DAY 2

Breaking down numbers into 10s and 1s

Mangaphi ama-10? ___
How many 10s? ___

Bangaphi oo-1? ___
How many is? ___

ngamashumi ama__________ anesi__________
__________ tens __________ ones

Mangaphi ama-10? ___
How many 10s? ___

Bangaphi oo-1? ___
How many is? ___

ngamashumi ama__________ anesi__________
__________ tens __________ ones

Mangaphi ama-10? ___
How many 10s? ___

Bangaphi oo-1? ___
How many is? ___

ngamashumi ama__________ anesi__________
__________ tens __________ ones

Mangaphi ama-10? ___
How many 10s? ___

Bangaphi oo-1? ___
How many is? ___

ngamashumi ama__________ anesi__________
__________ tens __________ ones
Mangaphi ama-10? Bangaphi oo-1?

Ungakwazi ukundibonisa inani elingama-34 usebenzisa ibloko zako?
Can you show me the number 34 using your blocks?

Masizobe inani ama-34.
Let's draw the number 34.

Ncinga amachokoza angama-34!
I can draw 34 dots!

Ungandibonisa njani ama-10 noo-1 ngeebloko zako nongamachokoza?
How can you show me the 10s and 1s with your multifix blocks and your dots?

Ndenze incochoyi zamashumi ezi-3 noononye aba-4.
I made 3 towers of 10 and I have 4 ones.

Phinda la manyathelo angasentla usebenzise amanani ahlukeneyo. Qinisekisa ukuba abafundi barhangqa amashumi ngokuchanekileyo. Bakhuthaze abafundi ukuba bathethe ngenani lama-10 noo-1.

Repeat the steps above using different numbers. Make sure they are correctly circling 10s. Encourage learners to talk about the number of 10s and 1s.
WEEK 1 • DAY 3
How many 10s? How many 1s?

Rhanga amaqela ama-10. Ngubani inani?
Circle groups of 10. What is the number?

Mangaphi ama-10? 2
How many 10s? 2

Bangaphi oo-1? 0
How many 1s? 0

ngamashumi amabini anemivo engekhoyo
two tens zero ones
Mangaphi ama-10? Bangaphi oo-1?

2 Rhangqa amaqela ama-10. Ngubani inani?
Circle groups of 10. What is the number?

Mangaphi ama-10? ___
How many 10s? ___
Bangaphi oo-1? ___
How many 1s? ___

ngamashumi ama__________ anemivo e______________
_____________ tens ____________ ones

Mangaphi ama-10? ___
How many 10s? ___
Bangaphi oo-1? ___
How many 1s? ___

ngamashumi ama__________ anemivo e______________
_____________ tens ____________ ones

3 Rhangqa amaqela ama-10. Ngubani inani?
Circle groups of 10. What is the number?

Unazo ityhubhu?
Yakho amanoni usebenzise ityhubu.
Do you have cubes?
Build the numbers using cubes!

How many 10s? How many 1s? Week 1 • Day 3
Leliphi inani endilibhale ebhodini?
What number have I written on the board?

27

Mangaphi ama-10 noo-1 abakhoyo kuma-27?
How many 10s and 1s are there in 27?

27

Kukho amashumi ama-2 nemivo esi-7.
There are 2 tens and 7 ones.

Kuthatha ithuba elide ukuwazoba onke amachokoza.
It takes so long to draw all those dots!

Ukuze kukhawuleze kwaye kube lula,
singazoba ama-10 noo-1 ngolu hlobo.
To make it quicker and easier we can draw the 10s and the 1s like this.

Phinda la manyathelo angasentla usebenzise amanani ahlukeneyo. Bakhuthaze abafundi ukuba bathethe ngenani lama-10 noo-1. Qinisekisa ukuba abafundi bazoba amashumi ngendlela ekuboniswe ngayo endaweni yokwenza amachokoza alishumi.

Repeat the steps above using different numbers. Encourage learners to talk about the number of 10s and 1s. Ensure that learners draw the tens as shown, rather than by drawing ten dots.
Rhanga amaqela ama-10. Ngubani inani?
Circle groups of 10. What is the number?

Mangaphi ama-10? 3
How many 10s? 3
Bangaphi oo-1? 2
How many 1s? 2

ngamashumi amathathu anesibini
three tens two ones

Mangaphi ama-10? ___
How many 10s? ___
Bangaphi oo-1? ___
How many 1s? ___

ngamashumi ama ___ anesi ___
___ tens ___ ones

Mangaphi ama-10? ___
How many 10s? ___
Bangaphi oo-1? ___
How many 1s? ___

ngamashumi ama ___ anemivo e ___
___ tens ___ ones
2. Rhangqqa amaqela ama-10. Ngubani inani?
Circle groups of 10. What is the number?

Mangaphi ama-10? ___
How many 10s? ___
Bangaphi oo-1? ___
How many 1s? ___

ngamashumi ama_________ anesi___________
_________ tens ___________ ones

Mangaphi ama-10? ___
How many 10s? ___
Bangaphi oo-1? ___
How many 1s? ___

ngamashumi ama_________ anesi___________
_________ tens ___________ ones

3. Rhangqqa amaqela ama-10. Ngubani inani?
Circle groups of 10. What is the number?

Unazo ittyhubhu? Yakha amanani usebenzise ittyhubu.
Do you have cubes? Build the numbers using cubes!

10s and 1s Week 1 • Day 4
Rhanga amaqela ama-10. Ngubani inani?
Circle groups of 10. What is the number?

Mangaphi ama-10? ___
How many 10s? ___
Bangaphi oo-1? ___
How many 1s? ___

ngamashumi ama________ anesi________
______ tens ________ ones

Masithethe ngeMaths!
Let's talk Maths!

NgesiXhosa siti:
Mangaphi ama-10?
Bangaphi oo-1?
Rhanga amaqela e-10.
Ngubani inani?
Cazuula ube ngama-10 noo-1.

In English we say:
How many 10s?
How many 1s?
Circle groups of 10.
What is the number?
Break down into 10s and 1s.
Consolidation

2 Gqibezele.
Complete.

3 Sombulula.
Solve.

\[
\begin{array}{ccc}
82 + 6 &=& \_
\end{array}
\]

\[
\begin{array}{ccc}
85 + 5 &=& \_
\end{array}
\]

\[
\begin{array}{ccc}
83 + 6 &=& \_
\end{array}
\]

\[
\begin{array}{ccc}
89 - 4 &=& \_
\end{array}
\]

\[
\begin{array}{ccc}
90 - 6 &=& \_
\end{array}
\]

\[
\begin{array}{ccc}
87 - 5 &=& \_
\end{array}
\]

4 Bangaphi abantwana?
How many children?

Mangaphi amehlo?
How many eyes?

5 Abantwana ba-4, mangaphi amehlo?
4 children, how many eyes?

Abantwana ba-5, mangaphi amadolo?
5 children, how many knees?

Abantwana ba-6, zingaphi iindlebe?
6 children, how many ears?

Abantwana bali-10, zingaphi iinyawo?
10 children, how many feet?

6 Bala. Sebenzisa iminwe yakho ukuze uqinisikise!
Calculate. Use your fingers to keep track!

\[
\begin{array}{ccc}
2 \times 3 &=& \_
\end{array}
\]

\[
\begin{array}{ccc}
2 \times 5 &=& \_
\end{array}
\]

\[
\begin{array}{ccc}
2 \times 6 &=& \_
\end{array}
\]

\[
\begin{array}{ccc}
2 \times 2 &=& \_
\end{array}
\]

7 Bala.
Calculate.

Isiqingatha okanye ihafu:
Half:

Phinda kabini:
Double:

<table>
<thead>
<tr>
<th></th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>
Ukuzoba ama-10

<table>
<thead>
<tr>
<th>Izibalo zentloko: Ukuwangcisa amanani ukuya kuma-50</th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td>azikho</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Umdlalo: Qhwaba unkqakraze amanani!</th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td>azikho</td>
<td></td>
</tr>
</tbody>
</table>

Usuku | Umsebenzi wesifundo | Izixhobo zezifundo |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ama-10 noo-1</td>
<td>LAB</td>
</tr>
<tr>
<td>2</td>
<td>Amanani ukuya kwi-100</td>
<td>LAB, isikwere se-100</td>
</tr>
<tr>
<td>3</td>
<td>Amanani ukuya kwi-100</td>
<td>LAB, oonotsheluza</td>
</tr>
<tr>
<td>4</td>
<td>Ama-10 noo-1</td>
<td>LAB, oonotsheluza</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:

- sebenzisa imifanekiso yamanani neetheyibhile zamanani ukuze ubonise ngokwama-10 noo-1.
- sebenzisa izivakalisi manani ukuze ubonise amanani ngokwama-10 noo-1.
- bonisa amanani usebenzise amakhadi exabiso lendawo.

Uvavanyo

Uvavanyo olubhalwayo: Ama-10 noo-1

Bhala phantsi amanqaku afunyenweyo kwasi-8 kwiphetshana lamanqaku ekota.
# Drawing 10s

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mental Maths</strong>: Ordering numbers to 50</td>
</tr>
<tr>
<td><strong>Game</strong>: <em>Clap click numbers!</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10s and 1s</td>
<td>LAB</td>
</tr>
<tr>
<td>2</td>
<td><strong>Numbers to 100</strong></td>
<td>LAB, 100 square</td>
</tr>
<tr>
<td>3</td>
<td>Numbers to 100</td>
<td>LAB, flard cards</td>
</tr>
<tr>
<td>4</td>
<td>10s and 1s</td>
<td>LAB, flard cards</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 number pictures and number tables to represent numbers as 10s and 1s.
- use number sentences to show numbers as 10s and 1s.
- represent numbers using place value cards.

### Assessment

**Written assessment**: 10s and 1s

Record a mark out of 8 in the term mark sheet.
**Ukuzoba ama-10**

| Ividiyo yezibalo zentloko | ![Ordering numbers to 50](image1.png)  
|-----------------------------|----------------------------------------|
| Kule veki siza kugxila ekulandelelani emananani aqale kwelona lincinci ukuya kwelona likhulu nakugqala kwelona likhulu ukuya kwelona lincinci. Abafundi kufuneka bakwazi ukuchaza emananani amakhulu namancinci, nokuwacwangcisa. | ![Whole class Activity Week 2 Day 1](image2.png)  
| ![10s and 1s](image3.png)  

| Ividiyo yomdlalo | ![Whole class Activity Week 2 Day 1 B](image4.png)  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kumdlalo wale veki uza kukhwaza emananani eklasini baze abafundi bamamele ngononophelo ukuce baghwabe ngeshumi ngalinye baze bangakraze ngonmwe ngamnye weko nani ulikhwazileyo. Oku kuza kunceda abafundi bakwazi ukuchaza ama-10 noo-1 emananini kwakunye nokuqonda ukuba amananeni enziwe ngama-10 noo-1.</td>
<td></td>
</tr>
</tbody>
</table>

| Ividiyo yophuhliso lwengqiqo | ![Clap click numbers](image5.png)  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kule veki siza kuqhuba nokuchaza ama-10 noo-1 kumanani anemivo emi-2 ukusuka kwimifanekiso yamanani neetheyiphile zamananani ukuya kwimizobo ye-2D nakoonotsheluza. Kufuneka kuchithwe ixesha ekubetheleleli ulwazi lwabantu lwexabiso lendawo ukuze ubancede ekusombululeni izibalo zemathematika ngempumelelo. Kufuneka abafundi babe nokuqonda okukuko kwexabiso lendawo ngoko ke kufuneka baziqhelise khangangoko ukucazulula nokwakha amananeni anemivo emibini. Kumsebenzi wethu wama-10 noo-1 siza kugxila koku:</td>
<td></td>
</tr>
</tbody>
</table>
| • ukusebenzisa imifanekiso yamanani neetheyiphile zamananani ukuze babonise amananani njengama-10 noo-1.  
• ukusebenzisa izivakalisi manani ukuze babonise amananani njengama-100 noo-1.  
• ukubonisa amananeni usebenzisa amakhadi exabiso lendawo (iifladikhadi/oonotsheluza) | 

| Into emayiqatshelwe kule veki |  
|-------------------------------|----------------------------------------|
| ![Whole class Activity Week 2 Day 1](image6.png)  
| ![Whole class Activity Week 2 Day 1 B](image7.png)  
| Ukuxila ekudlulelele kuqhuba lwama-10 noo-1 olungaphathekiyo. Ukusetenziyiswa kwamakhadi exabiso lendawo ginaxaleny ekubalulekileyo yophuhliso lwengqiqo lwexabiso lendawo olubalulekileyo.  
Bakhuthaze abafundi ukuba bathethe ngezivakalisi manani ukuzebaqinise ulwazi lwabo lwengo yama-10 noo-1. |
**Mental Maths video**

This week we focus on sequencing numbers from smallest to biggest, and from biggest to smallest. Learners need to be able to identify the bigger and smaller number, and to arrange numbers in order.

**Game video**

In this week’s game you call out numbers to the class. The learners must listen carefully and then clap for each ten and click for each one in the number that you call. This will help them identify the 10s and the 1s in numbers and to see numbers as made of 10s and 1s.

**Conceptual development video**

This week we continue to focus on identifying 10s and 1s in two-digit numbers with the progression from number pictures and number tables to 2-D drawings to *flard cards*. Time needs to be spent on consolidating learners’ understanding of place value in order to assist them in solving mathematical calculations efficiently. Learners need to establish a sound understanding of place value and so need much practice in the breaking down and building up of two-digit numbers. In our work on 10s and 1s, we will focus on:

- using number pictures and number tables to represent numbers as 10s and 1s.
- using number sentences to show numbers as 10s and 1s.
- representing numbers using place value cards (*flard cards*).

**What to look out for this week**

- Focus on the progression to a more abstract representation of 10s and 1s. The use of place value cards is an important part of the necessary conceptual development of place value.
- Encourage learners to verbalise their number sentences so that they can reinforce their understanding of the system of 10s and 1s.
IZIBALO ZENTLOKO | MENTAL MATHS

Nika abafundi amathuba aliqela okucwangcisa amanani – ukusuka kwelona lincinci ukuya kwelona likhulu okanye ukusuka kwelona likhulu ukuya kwelona lincinci.
Allow multiple opportunities for ordering numbers - smallest to biggest or biggest to smallest.
Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.

Ndinamanani ama-3: 17, 5 nama-41. Leliphi elona lincinci?
I have 3 numbers: 17, 5 and 41. Which number is the smallest?

Leliphi elona likhulu?
Which number is the biggest?

Isi-5 lelona Inani lincinci kulandele i-17 aze ama-41 abe lelona nani likhulu.
5 is the smallest, then 17, and 41 is the biggest.

Ngubani onokuza kubhala amanani ebhodini aqale kwelona lincinci aye kwelona likhulu?
Who can write the numbers on the board from smallest to biggest?

Masijonge ke ngoku la manani: 25, 50 ne-19.
Now let’s look at the numbers 25, 50 and 19.
### Enrichment activities • Imisetyenzana yokutyebisa

#### Usuku 1 Day 1

**Mangaphi ama-10? Bangaphi oo-1?**
How many 10s? How many 1s?

- 43
- 19
- 62
- 29
- 56
- 11
- 38
- 74
- 85
- 99

#### Usuku 2 Day 2

**Mangaphi ama-10? Bangaphi oo-1?**
How many 10s? How many 1s?

- 66
- 23
- 91
- 58
- 49
- 13
- 21
- 34
- 77
- 82

#### Usuku 3 Day 3

**Mangaphi ama-10? Bangaphi oo-1?**
How many 10s? How many 1s?

- 93
- 25
- 79
- 31
- 88
- 67
- 15
- 46
- 52
- 36

#### Usuku 4 Day 4

**Mangaphi ama-10? Bangaphi oo-1?**
How many 10s? How many 1s?

- 16
- 85
- 39
- 27
- 71
- 94
- 44
- 12
- 68
- 55
Ama-10 noo-1

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Mangaphi ama-10 noo-1 kuma-35? How many 10s and 1s are there in 35?

Leliphi inani endilibhale ebhodini? What number have I written on the board?

Bhala inani lama-10 noo-1 kule theyibhile. Write the number of 10s and 1s in the table.

Kukho amashumi ama-3 noononye aba-5. There are 3 tens and 5 ones.

Singalicazulula njani inani ama-35 livre ngama-10 noo-1 usebenzisa isivakalisi manani? How can we break down the number 35 into 10s and 1s using a number sentence?

Phinda la manyathelo angasentla usebenzise amanani ahlukeneyo. Bakhuthaze abafundi ukuba bathethe ngenani lama-10 noo-1. Qinisekisa ukuba abafundi bagqibezela itheyibhile baze bahhale isivakalisi manani ngeenjongo zokuqizhelisa ukucazulula amanani abe ngama-10 noo-1. Repeat the steps above using different numbers. Encourage learners to talk about the number of 10s and 1s. Ensure that learners complete the table and write the number sentence in order to practice breaking down numbers into 10s and 1s.
**WEEK 2 • DAY 1**

**10s and 1s**

**Umdlalo: Amanani oQhlabayo naNkqakrazayo!**
Game: CLAP click numbers!

- **Utitsala wakho ubiza inani.**
  Your teacher calls a number.

- **QHWABA kwishumi ngalinye, nkqakrazaka ngononye ngamnye.**
  CLAP for each ten, click for each one.

- **32: QHWABA QHWABA QHWABA nkqakra nkqakra!**
  32: CLAP CLAP CLAP click click!

- **Amashumi amathathu noonoonye aba-2.**
  Three tens and 2 ones.

- **QHWABA nkqakraza amanani abizwa ngutitsala.**
  CLAP click the numbers your teacher calls!

---

**Xa uRIDIBANA nenani, ndiyabuzza**
“Mangaphi amashumi? Bangaphi oo-i?”
When I meet a number, I ask “How many tens? How many ones?”

**Xa ndizaba amanani ndiLENZA ngelu khaba i-10:**
Ndikizaba ama-34:
When I draw numbers, I draw 10 like this.
So, I draw 34 like this.

**Xa uDIBANA ngoku ukuya phambili, musa ukubazibona bunke oonanye. Sebenzisa i-10**
ukubonisa i-10.
From now on, do not draw all the ones. Use a 10 to show 10.
Ngubani inani?
What is the number?

10  2  7

10  10

27

10  10

10  10

10  10

10  10

10  10

10  10

10  10

10  10

10  10

10  10

10  10
Numbers to 100

UPHUHLISO LWENIQIQO | CONCEPT DEVELOPMENT

Funa inani elineshumi eli-1 noononye abasibhizo kwisikwere se-100. Find the number that has 1 ten and eight ones on your 100 square.

Ungasibhala isivakalisi manani ubonisama-10 noo-1 abakwi-18? Can you write a number sentence to show the 10s and 1s in 18?

Funa ke ngoku inani elinamashumi ama-4 noononye abati-2. Now find a number that has 4 tens and 2 ones.

Sithini isivakalisi manani? What is the number sentence?


Repeat the steps above using different numbers. Encourage learners to identify numbers with different 10s and 1s quickly. Give them opportunities to write many number sentences to develop their conceptual and procedural understanding.
Zoba 10 ukuze ubonise i-10. Zoba 1 ukuze ubonise u-1.

Draw 10 to show 10. Draw 1 to show 1.

27 = 10 + 10 + 7

43 =

84 =
2. Ngubani inani?
What is the number?

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

46 = 10 + 10 + 10 + 10 + 6
46 = 40 + 6

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

| 10 | 10 |

| 10 | 10 |

| 10 | 10 |

Cazulula ibe ngama-10 noo-l.
Break down into 10s and 1s.

34 = 10 + 10 + 10 + 4
34 = 30 + 4

| 26 |

26 = ____________

42 = ____________

| 58 |

58 = ____________

| 26 |

26 = ____________

42 = ____________

| 58 |

58 = ____________
Amanani ukuya kwi-100

Ngubani inani endilibhale ebhodini?
What number have I written on the board?

Zoba ama-10 noo-1 abakuma-47.
Draw the 10s and 1s in 47.

Kukho amashumi ama-4 noononye abasi-7.
There are 4 tens and 7 ones.

Cwangcisa amakhadi ama-10 noo-1 uqale ngelona nani lincinci uye kwelona likhulu.
Arrange the 10s and 1s cards in order from smallest to biggest.

Ndibonise ama-47 usebenzise amakhadi akho ama-10 noo-1.
Show me 47 using your 10s and 1s cards.

Masiphinde kwakhona.
Ndibonise ama-96 usebenzise amakhadi akho ama-10 noo-1.
Let’s do it again. Show me 96 using your 10s and 1s cards.

Phinda la manyathelo angasentla usebenzise amanani ahlukeneyo.
Bakhuthaze abafundi bathethe ngenani lama-10 noo-1. Qinisekisa ukuba abafundi babonisa amanani abo kakhile besebenzisa oonotholaza.
Repeat the steps above using different numbers. Encourage learners to talk about the number of 10s and 1s. Ensure that learners show the numbers correctly using their flard cards.
WEEK 2 • DAY 3

Numbers to 100

Umdlalo: Amanani okutsiba nokunyathela
Game: Jump Step numbers

10 = tsiba
   = nyathela
   jump
   step

- Umhlobo wakho ubiza inani.
  Your friend calls a number.
- Tsiba amashumi.
  Jump the tens.
- Nyathela oononye.
  Step the ones.
- Dlala ekhaya.
  Play at home.

   Draw 10 to show 10. Draw ● to show 1.

54

54 = 10 + 10 + 10 + 10 + 10 + 4

67
1. Ngubani inani?
What is the number?

42 = 10 + 10 + 10 + 10 + 2

42 = 40 + 2

2. Cazulula ibe ngama-10 noo-1.
Break down into 10s and 1s.

26 = 10 + 10 + 6
26 = 20 + 6

57 = ____________
57 = ____________

62 = ____________
62 = ____________

62 = ____________
62 = ____________

57 = ____________
57 = ____________

85 = ____________
85 = ____________
IZIBALO
ZENTLOKO
MENTAL MATHS

UKUSUKA KWEYONA INKULU
UYE KWEYONA INCINCI
BIGGEST TO SMALLEST

UMDLALO
GAME

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

AMAPHEPHA
LOKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Cwangcisa amakhadi akho ama-10 noo-1 alandlelelane aqale kwelona lincinci ukuya kwelona likhulu.
Arragne your 10s and 1s cards in order from smallest to biggest.

Ngawaphi amakhadi onokuwasebenzisa ukuze ubonise inani ama-73?
Which cards could you use to show the number 73?

Bhala isivakalisi manani ubonise ama-10 noo-1 kuma-73.
Write a number sentence to show the 10s and 1s in 73.

10 + 10 + 10 + 10 + 10 + 10 + 10 + 3 = 73
70 + 3 = 73
Ama-10 asixhenxe noo-1 abathathu bandinika ama-73.
Seven 10s and three 1s gives me 73.

Makhe sizame ngelinge inani.
Now let’s try another number.

10 + 10 + 6 = 26
20 + 6 = 26
Ama-10 amabini noo-1 abathandathu bandinika ama-26.
Two 10s and six 1s gives me 26.

Phinda la manyathelo angasentla usebenzise amanani ahlueneyo. Bakhuthaze abafundi ukuba babonise amanani kakuhle besebenzisa oonotsheluza babo baze bathethe ngezivakalisi manani abazibhalayo.
Repeat the steps above using different numbers. Encourage learners to show the numbers correctly using their fliard cards and to talk about the number sentences they write.
Ama-10 noo-1

Ngawaphi amakhadi ama-10 noo-1 enza la manani?
Which 10s and 1s cards make these numbers?

10 3 4 5 0
6 0 7 0 8 0 9 0

Iveki 2 • USUKU 4
Ama-10 noo-1
10s and 1s
WEEK 2 • DAY 4

10s and 1

Zoba inani. Libonishe ngamakhadi ama-10 noo-l. Bhala izivakalisi manani.

Draw the number. Show it with 10s and 1s cards. Write the number sentences.

36 = \[10 + 10 + 10 + 6\]  
36 = \[30 + 6\]

32 = \[
\]
32 = \[

46 = \[
46 = \[

57 = \[
57 = \[

10s and 1s  Week 2 • Day 4
1. Zoba (10) ukuze ubonise i-10. Zoba ( ) ukuze ubonise u-1.
   Draw (10) to show 10. Draw ( ) to show 1.

   \[
   47 = \[
   \text{ngamashumi ama } \underline{4} \underline{7} \text{ ake } \underline{7} \underline{4} \text{ ake } \\
   \underline{4} \underline{7} \text{ tenses } \underline{7} \underline{4} \text{ ones }
   \]

2. Cazulula ibe ngama-10 noo-1.
   Break down into 10s and 1s.

   \[
   38 = \underline{3} \underline{8} \\
   52 = \underline{5} \underline{2} \\
   38 = \underline{3} \underline{8} \\
   52 = \underline{5} \underline{2}
   \]

Masithethe ngeMaths!
Let's talk Maths!

NgesiXhosa sitihi:
- Nkqakraza u-1 ngamnye.
- Tsibo i-10 ngalinye.
- Nyathela u-1 ngamnye.
- Ixabiso lenani 3 kuma 34 ngama-30.
- Ixabiso lenani 4 kuma 34 sisi-4.
- Cazulula ibe ngama-10 noo-1.

In English we say:
- Snap each 1.
- Jump each 10.
- Step each 1.
- The value of the 3 in 34 is 30.
- The value of the 4 in 34 is 4.
- Break down into 10s and 1s.
### Assessment and consolidation

#### WEEK 2 • DAY 5

**Sombulula.**

Solve.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$73 + 4$ =</td>
<td>$32 + 6$ =</td>
<td>$28 + 2$ =</td>
</tr>
<tr>
<td>$59 - 5$ =</td>
<td>$38 - 7$ =</td>
<td>$42 - 3$ =</td>
</tr>
<tr>
<td>$39 + 10$ =</td>
<td>$56 + 10$ =</td>
<td>$84 + 10$ =</td>
</tr>
<tr>
<td>$69 + 10$ =</td>
<td>$17 + 10$ =</td>
<td>$54 + 10$ =</td>
</tr>
</tbody>
</table>

**Zingaphi izandla?**

How many hands?

**Mingaphi iminwe?**

How many fingers?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Izandla zi-3, mingaphi iminwe?</td>
<td>Iinyawo zi-5, zingaphi iinzwane?</td>
</tr>
<tr>
<td>3 hands, how many fingers?</td>
<td>5 feet, how many toes?</td>
</tr>
<tr>
<td>Izandla zi-6, mingaphi iminwe?</td>
<td>Iinyawo ezili-10, zingaphi iinzwane?</td>
</tr>
<tr>
<td>6 hands, how many fingers?</td>
<td>10 feet, how many toes?</td>
</tr>
</tbody>
</table>

**Bala. Sebenzisa iminwe yakho ukuze uqinisekise!**

Calculate. Use your fingers to keep track!

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$5 \times 2$ =</td>
<td>$5 \times 3$ =</td>
<td>$5 \times 4$ =</td>
<td>$5 \times 5$ =</td>
</tr>
</tbody>
</table>

**Bala.**

Calculate.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Isiqingatha okanye ihafu:</td>
<td>8</td>
</tr>
<tr>
<td>Hif:</td>
<td>q</td>
</tr>
<tr>
<td>Phinda kabini:</td>
<td>8</td>
</tr>
<tr>
<td>Double:</td>
<td>q</td>
</tr>
</tbody>
</table>
Izibalo zentloko: Thelekisa amanani ukuya kuma-50

Isikwere se-100

Umdlalo: 1, 2, 3 Veza! ukudibanisa

Isikwere se-100

Usuku | Umsebenzi wesifundo | Izixhobo zezifundo
--- | --- | ---
1 | Ukudibanisa ama-10 | LAB, ibloklo
2 | Ukuthabatha ama-10 | LAB, ibloklo
3 | Ukudibanisa oo-1 kumanani amakhulu | LAB, umgcamanani 0-20, umgcamanani ongenanto
4 | Ukuthabatha oo-1kumanani amakhulu | LAB, umgcamanani 0-20, umgcamanani ongenanto
5 | Uqukaniso novavanyo olujolise ekufundeni | LAB

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:

ukunakana ukuftana Phakathi kokudibanisa nokuthabatha oo-1 kunye nokudibanisa nokuthabatha amashumi.

dibenzisa umgcamanani ukuze udibane ocononye kumanani anemivo emi-2 ungawelanga ngaphaya kwe-10.

dibenzisa umgcamanani ukuze uuthethe ocononye kumanani anemivo emibini ungawelanga ngaphaya kwe-10.

Uvavanyo

Uvavanyo olubhalwayo: lingxaki zokudibanisa nokuthabatha kunye nezivakalisi manani (NOR)
Bhala phantsi amanqaku afunyenweyo kwangama-20 kwiphetshana lamanqaku ekota.

Uvavanyo oluthethwayo nolwenziwayo

CAPS Umlinganiseliso: isheshi Qwalasela abafundi ukuze uvavanye izakhono zabo zokusebenza mela amanani, dibanisa no thabatha

Amanqaku 6

Uluhlu lwezinto ezijongwayo: Ilungile/ayilunganga/iphantse

✓ | ✗ | ●

Uyakwazi ukubonisa imivo namashumi esebenzisa imifanekiso yamanani

Uyakwazi ukubonisa imivo namashumi esebenzisa oonotsheluza

Uyakwazi ukubonisa imivo namashumi esebenzisa iibloko zesiseko seshumi

Uyakwazi ukudibanisa nokuthabatha esebenzisa imifanekiso yamanani

Uyakwazi ukudibanisa nokuthabatha esebenzisa iibloko zesiseko seshumi

Uyakwazi ukudibanisa nokuthabatha esebenzisa umgcamanani

Bhala phantsi amanqaku afunyenweyo kwama-6 kwiphetshana lamanqaku ekota.
Adding and subtracting to 100

<table>
<thead>
<tr>
<th>Resources</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mental Maths:</strong> Compare numbers to 50</td>
<td>100 square</td>
</tr>
<tr>
<td><strong>Game:</strong> 1,2,3 Show – addition</td>
<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><strong>Adding 10s</strong></td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>2</td>
<td><strong>Subtracting 10s</strong></td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>3</td>
<td><strong>Adding 1s in bigger numbers</strong></td>
<td>LAB, 0-20 number line, blank number line</td>
</tr>
<tr>
<td>4</td>
<td><strong>Subtracting 1s in bigger numbers</strong></td>
<td>LAB, 0-20 number line, blank number line</td>
</tr>
<tr>
<td>5</td>
<td><strong>Consolidation and assessment for learning</strong></td>
<td>LAB</td>
</tr>
</tbody>
</table>

After this week the learner should be able to:

- recognise the similarities between adding and subtracting ones and adding and subtracting tens.
- use a number line to add ones to two-digit numbers without bridging the ten.
- use a number line to subtract ones from two-digit numbers without bridging the ten.

Assessment

**Written assessment:** Addition and subtraction problems and number sentences
Record a mark out of 20 in the term mark sheet.

**Oral and practical assessment**

<table>
<thead>
<tr>
<th>CAPS: Activity: Observe learners to assess their ability to represent numbers, add and subtract</th>
<th>Mark 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Checklist:</strong> correct/incorrect/almost</td>
<td>✓ ✗ ●</td>
</tr>
<tr>
<td>Can represent ones and tens using number pictures</td>
<td></td>
</tr>
<tr>
<td>Can represent ones and tens using flard cards</td>
<td></td>
</tr>
<tr>
<td>Can represent ones and tens using base ten blocks</td>
<td></td>
</tr>
<tr>
<td>Can add and subtract using number pictures</td>
<td></td>
</tr>
<tr>
<td>Can add and subtract using base ten blocks</td>
<td></td>
</tr>
<tr>
<td>Can add and subtract using a number line</td>
<td></td>
</tr>
</tbody>
</table>

Record a mark out of 6 in the term mark sheet.
Ividiyo yeziwalo zentloko


Ividiyo yomdlalo


Ividiyo yophuhliso lwengqiqo

Kule vekzi sigxila kwisigxilo zokudibanisa nokuthabatha ukuya kwi-100. Kubaluleklele ukuba abafundi bazi ukuba xa bekwazi ukudibanisa nokuthabatha ukuya kwi-100. Kubalulekle ukuba abafundi bazi ukuba xa bekwazi ukudibanisa nokuthabatha amashumi. Kulo msebenzi wethu wokudibanisa nokuthabatha siza kugxila koku:
• ukunakana ukufana okuphakathi kokudibanisa nokuthabatha imivo kunye nokudibanisa nokuthabatha amashumi.
• ukusebenzisa umgcamanani ukudibanisa imivo kumanani anemivo emibini bengadlulanga ngaphaya kweshumi.
• ukusebenzisa umgcamanani ukudibanisa imivo kumanani anemivo emibini bengadlulanga ngaphaya kweshumi.

Into emayiqatshelwe kule vekzi
• Nceda abafundi baqonde ukuba, ukuba bayakwazi ukudibanisa okanye ukuthabatha imivo, bayakwazi ukudibanisa okanye ukuthabatha amashumi. Bakhuthaze ukuba bakhaza iipateni xa besombulula ingxaki zemathematics njengoko ukwenza njalo kuya kubenza bakwazi ukusebenza ngokukhawuleza nangempumelelo.
Adding and subtracting to 100

Mental Maths video
This week we focus on the concepts of more than and less than in Mental Maths. The teacher will point to numbers on the 100 square and provide opportunities for learners to identify 5 more and less, and 10 more and less. The use of the 100 square also allows learners to practice identifying numbers 1 – 50. Encourage learners to provide responses quickly in order to develop their ability to recall number facts efficiently.

Game video
This week we will play the game 1,2,3 Show – addition. In this game, learners will practice addition. When they play with one hand, they will add numbers with a total not more than 10 and when they play with two hands, they will add numbers with a total not more than 20. While some learners may still add using their fingers and counting. It is important to encourage learners to work towards solving the problems mentally.

Conceptual development video
This week we focus on addition and subtraction to 100. It is important for learners to recognise that if they are able to add and subtract ones, then they will also be able to add and subtract tens. In our work on addition and subtraction, we will focus on:
• recognising the similarities between adding and subtracting ones and adding and subtracting tens.
• using a number line to add ones to two-digit numbers without bridging the ten.
• using a number line to subtract ones from two-digit numbers without bridging the ten.

What to look out for this week
• Help learners to realise that if they are able to add or subtract ones, then they are also able to add or subtract tens. Encourage them to identify patterns in solving mathematical problems as this will enable them to work more quickly and efficiently.
IZIBALO ZENTLOKO | MENTAL MATHS

Nika abafundi amathuba aliqela okufumana amanani angaphezulu okanye angaphantsi ngesi-5 (okanye nge-10) kunenani elinikiweyo.

Allow multiple opportunities for finding five (or ten) more and less than a given number.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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

Adding 10s

### Enrichment activities • Imisetyenzana yokutyebisa

<table>
<thead>
<tr>
<th>Usuku 1 Day 1</th>
<th>Usuku 2 Day 2</th>
</tr>
</thead>
</table>
| **Sebenzisa amakhadi akho ama-10 noo-1 ukuze wenze:**  
*Use your 10s and Is cards to make:*  
36  
85  
14  
95  
77  
48  
61  
53  
18  
26 | **Sebenzisa amakhadi akho ama-10 noo-1 ukuze wenze:**  
*Use your 10s and Is cards to make:*  
59  
23  
78  
34  
82  
15  
49  
96  
64  
28 |

<table>
<thead>
<tr>
<th>Usuku 3 Day 3</th>
<th>Usuku 4 Day 4</th>
</tr>
</thead>
</table>
| **Bhala izivakalisi manani ukuze ubonise ama-10 noo-1.**  
*Write number sentences to show the 10s and Is.*  
71 = ____ + ____  
56 = ____ + ____  
22 = ____ + ____  
89 = ____ + ____  
47 = ____ + ____  
13 = ____ + ____  
38 = ____ + ____  
93 = ____ + ____  
69 = ____ + ____  
11 = ____ + | **Bhala izivakalisi manani ukuze ubonise ama-10 noo-1.**  
*Write number sentences to show the 10s and Is.*  
71 = ____ + ____  
56 = ____ + ____  
22 = ____ + ____  
89 = ____ + ____  
47 = ____ + ____  
13 = ____ + ____  
38 = ____ + ____  
93 = ____ + ____  
69 = ____ + ____  
11 = ____ + |
Bakhuthaze abafundi bathelelise iingxaki ezahlukeneyo zokudibanisa oo-1 neengxaki zokudibanisa zama-10. Bancele abafundi baqonde ukuba, ukuba bayakwazi ukudibanisa oo-1 bangakwazi ukudibanisa amashumi.

Encourage learners to compare a variety of addition with 1s and addition with 10s problems. Help learners to see that if they can add ones, they can also add tens.
WEEK 3 • DAY 1

Adding 10s

Umdlalo: 1, 2, 3 Veza - ukudibanisa
Game: 1, 2, 3 Show - addition

- Sebenzani ngababini.
  Work in pairs.
- Yithi 1, 2, 3 Veza! Veza isandla esi-1 emnye.
  Say 1, 2, 3 Veza! Say 1 hand each.
- Dibanisa iminwe!
  Add the fingers!

Yithi 1, 2, 3 Veza! Veza izandla ezibini emnye.
Say 1, 2, 3 Veza! Say 2 hands each.

- Dibanisa iminwe! Khangelana amashumi.
  Add the fingers. Look for 10s.
- Phina, ukhawlezi.
  Go again, try faster.

1 Sombulula usebenzise iibloko.
Solve using blocks.

<table>
<thead>
<tr>
<th>2 + 3 = 5</th>
<th>4 + 3 = ___</th>
<th>3 + 3 = ___</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 + 30 = 50</td>
<td>40 + 30 = ___</td>
<td>30 + 30 = ___</td>
</tr>
</tbody>
</table>

2 Sombulula ngokuzoba imifanekiso. Sebenzisa 10 ukuze uzobe i-10.
Solve by drawing pictures. Use 10 to draw 10.

20 + 30

[10 10 10 10 10] = 50

30 + 40

= ___
Ukudibanisa ama-10

   Solve by drawing pictures. Use 10 to draw 10.
   
   43 + 30
   
   36 + 30
   
   45 + 20
   
4. Dibanisa.
   Add.
   
   | 30 + 20 = 50 | 40 + 50 = ____ | 30 + 30 = ____ |
   | 37 + 20 = 57 | 45 + 50 = ____ | 39 + 30 = ____ |
   | 70 + 20 = ____ | 30 + 50 = ____ |
   | 73 + 20 = ____ | 34 + 50 = ____ |

Adding 10s Week 3 • Day 1

Ndiyazi ukuba 40 + 30 = 70. Ngoko ke ndiyazi ukuba 43 + 30 = 73.
I know that 40 + 30 = 70.
So I know that 43 + 30 = 73.

Ndingadibanisa i-10 nakweliphilwa inani!
I can add 10 to any number!
Subtracting 10s

IZIBALO
MENTAL MATHS
ZI-5 NGAPHEZULU/
ZI-5 NGAPHANTSI
5 MORE/5 LESS
UMDLALO
GAME
UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT
AMAPHEPHA
LOKUSEBENZELA
WORKSHEETS

WEEK 3 • DAY 2

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

1

Fumana u-7 – 3 usebenzise iibloko zakho.
Find 7 – 3 using your blocks.

2

Ukuba sithatha iibloko ezi-3 kwibloko ezisi-7 kuza kusala iibloko ezi-4.
If we take 3 blocks away from 7 blocks, we will have 4 blocks left over.

3

Uqaphela ntoni ngezi ngxaki zimbini sizisombululeyo?
What do you notice about the two problems we solved?

4

Sikwenza njani oku? Singakwazi ukusebenzisa ama-10 noo-1?
How do we do this? Can we use 10s and 1s?

5

Eyokugala ithabatha oo-1, ze eyesibini ithabathe ama-10.
The first one is subtracting 1s, and the second one is subtracting 10s.

6

Ukuba u-5 – 4 = 1 ngoko ke u-50 – 40 = 10.
If 5 – 4 = 1 then 50 – 40 = 10.

Bakhuthaze abafundi ukuba bathelekise ingxaki ezilqela zokuthathatha okunoo-1 neengxaki ezinkuthathatha okunama-10. Bancedise abafundi baqonde ukuba, ukuba bayakwazi ukuthathatha oo-1 bangakwazi ukuthathatha ama-10.

Encourage learners to compare a variety of subtraction with 1s and subtraction with 10s problems. Help learners to see that if they can subtract 1s, then they can also subtract 10s.
UKUTHABATHA AMA-10

**1. Sombulula usebenzise iibloko.**
Solve using blocks.

| 7 - 4 = 3 | 5 - 2 = ____ | 6 - 4 = ____ |
| 70 - 40 = 30 | 50 - 20 = ____ | 60 - 40 = ____ |
| 9 - 4 = ____ | 8 - 4 = ____ | 9 - 3 = ____ |
| 90 - 40 = ____ | 80 - 40 = ____ | 90 - 30 = ____ |

**2. Sombulula ngokuzoba imifaneleko. Sebenzisa (10) ukuze uzobe i-10.**
Solve by drawing pictures. Use (10) to draw 10.

70 - 20

[10] [10] [10] [10]

= 50

50 - 30

= ____
WEEK 3 • DAY 2
Subtracting 10s

3 Thabatha.
Subtract.

| 30 - 10 = 20 | 50 - 30 = ___ | 60 - 40 = ___ |
| 70 - 40 = ___ | 80 - 30 = ___ | 90 - 20 = ___ |
| 60 - 50 = ___ | 80 - 50 = ___ | 90 - 40 = ___ |

4 Sombulula ngokuzoba imifanekiso.
Solve by drawing pictures.

58 - 30

![Diagram of 58 - 30, showing 10, 10, 10 minus 30, resulting in 28]

<table>
<thead>
<tr>
<th>10:</th>
<th>10</th>
</tr>
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<tbody>
<tr>
<td>2</td>
<td>8</td>
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</tbody>
</table>

65 - 30

![Diagram of 65 - 30, showing blank spaces for drawing pictures]

5 Thabatha.
Subtract.

| 50 - 30 = 20 | 70 - 40 = ___ | 90 - 20 = ___ |
| 58 - 30 = 28 | 75 - 40 = ___ | 97 - 20 = ___ |
| 60 - 20 = ___ | 70 - 50 = ___ | 80 - 60 = ___ |
| 62 - 20 = ___ | 75 - 50 = ___ | 83 - 60 = ___ |

Ndiyakwazi ukuthabatha i-10 enanini.
I can subtract 10 from any number!
Ukudibanisa oo-1 kumanani amakhulu


Allow learners multiple opportunities to solve a variety of problems that involve adding ones. Encourage learners to see that if they add ones to 2-digit numbers (do not include examples that bridge ten today) then the number in the tens place does not change. This will help them to understand that if they can add ones, then they can also add ones to bigger numbers.
**WEEK 3 • DAY 3**

Adding 1s in bigger numbers

**USUKU 3 • DAY 3**

Ukudibanisa oo-1 kumanani amakhulu
Adding 1s in bigger numbers

<p>| | | | | | | | | | | |</p>
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<td>96</td>
<td>97</td>
<td>98</td>
<td>99</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

**Kulo m'ca sibala ukusukela kuma-1 ukuya kuma-50!**

In this row we count from 41 to 50!

**Ndiyazi ukuba u+4 + 5 = 9 ngoko ke, ndiyazi ukuba u+4 + 5 = 44.**

I know that 4 + 5 = 9, therefore I know that 44 + 5 = 49.

<p>| | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>41</td>
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<td>47</td>
<td>48</td>
<td>49</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

1. **4 + 5 = 9**

   3 + 4 = __  
   3 + 6 = __

   44 + 5 = 49

   43 + 4 = __  
   43 + 6 = __

2. **9 - 4 = 5**

   8 - 3 = __  
   6 - 3 = __

   49 - 4 = 45

   48 - 3 = __  
   46 - 3 = __

   8 - 4 = __  
   9 - 6 = __

   48 - 4 = __  
   49 - 6 = __

**Ndiyazi ukuba u-9 - 4 = 5 ngoko ke, ndiyazi ukuba u-49 - 4 = 45.**

I know that 9 - 4 = 5, therefore I know that 49 - 4 = 45.
## IVEKI 3 • USUKU 3

### Ukudibanisa oo-1 kumanani amakhulu

#### 3

<table>
<thead>
<tr>
<th></th>
<th>51</th>
<th>52</th>
<th>53</th>
<th>54</th>
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<th>58</th>
<th>59</th>
<th>60</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>55 + 4 = 59</td>
<td>53 + 6 =</td>
<td>55 + 5 =</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>54 + 3 = 57</td>
<td>52 + 5 =</td>
<td>58 + 2 =</td>
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<td></td>
<td>57 - 2 =</td>
<td>59 - 4 =</td>
<td>53 - 3 =</td>
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<td></td>
<td>58 - 4 =</td>
<td>57 - 5 =</td>
<td>59 - 6 =</td>
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</tbody>
</table>

\[ \text{Masijonge kuma-50! Kule ngozo sibalo ukusukela kuma-51 ukuza kuma-60.} \]

Let’s look at the 50s! In this row we count from 31 to 60.

\[ \text{+4} \]

#### 4

<table>
<thead>
<tr>
<th></th>
<th>61</th>
<th>62</th>
<th>63</th>
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<th>67</th>
<th>68</th>
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<th>70</th>
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<tbody>
<tr>
<td>4</td>
<td>62 + 3 = 65</td>
<td>64 + 4 =</td>
<td>65 + 5 =</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>64 + 5 = 69</td>
<td>66 + 3 =</td>
<td>67 + 3 =</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>68 - 3 =</td>
<td>68 - 5 =</td>
<td>64 - 3 =</td>
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<tr>
<td></td>
<td>65 - 2 =</td>
<td>69 - 6 =</td>
<td>66 - 4 =</td>
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\[ \text{+3} \]

#### 5

**UThozi ubhake amaqebengwana angama-69. Usapho lwakhe lutye ama-6. Mangaphi amaqebengwana ashiyekileyo?**

Thozi baked 69 scones. Her family ate 6. How many scones remain?

**USipho uphetha illitha zamanzi ezingama-70. Uchitha illitha ez-i-5. Zingaphi illitha eziseleyo?**

Sipho carried 70 litres of water. He spilled 5 litres. How many litres are left?

---

**Adding 1s in bigger numbers**

*Week 3 • Day 3*
Subtracting 1s in bigger numbers

WEEK 3 • DAY 4

IZIBALO | ZENTLOKO
MENTAL MATHS | 10 MORE/10 LESS

UMDLALO | UPHUHLISO LWENGQIQO | AMAPHEPHA
GAME | CONCEPT DEVELOPMENT | LOKUSEBENZELA WORKSHEETS

1. Fumana u-17 – 4 ngokusebenzisa umgcamanani. Find 17 – 4 using the number line.

2. Ukuba nditsibela emva izithuba ezi-4 ukusukela ku-17, ndiza kufika ku-13. If I jump back 4 spaces from 17, I will land on 13.

3. Ngubani u-47 – 4 xa usebenzisa umgcamanani? What is 47 – 4 using the number line?

4. Ungandixelela ntoni ngokuthabatha esikwenzileyo namhlane. What can you tell me about the subtraction we did today?

5. Ukuba nditsibela emva izithuba ezi-4 ukusukela ku-37, ndiza kufika ku-33. If I jump back 4 spaces from 37, I will land on 33.

6. Ukuba ndiyakwazi ukuthabatha oo-1 ndingakwazi ukuthabatha oo-1 kumanani amakhulu. If I can subtract 1s, I can also subtract 1s in bigger numbers.

Nika abafundi amathuba aliqela okusombulula iingxaki ezahlukaneyo eziquka ukuthabatha imivo. Bakhuthaza baqonde ukuba xa bethabatha imivo kumanani anemivo emi-2 (ungosebenzisi imizekelo ewelela ngaphaya kweshumi namhlane), inani elikwindawo yeshumi alishintshi. Oku kuja kubanceda baqonde ukuba, ukuba bayakwazi ukuthabatha imivo bangakwazi ukuthabatha imivo kumanani amakhulu.

Allow learners multiple opportunities to solve a variety of problems that involve subtracting ones. Encourage them to see that if they subtract ones from 2-digit numbers (do not include examples that bridge ten today) then the number in the tens place does not change. This will help them to understand that if they can subtract ones, they can also subtract ones in bigger numbers.
Ukuthabatha oo-1 kumanani amakhulu

Subtracting 1s in bigger numbers

Ndiyazi ukuba \( u-5 + 4 = 9 \) ngoko ke, ndiyazi ukuba \( u75 + 4 = 79 \).
I know that \( 3 + 4 = 7 \), therefore I know that \( 75 + 4 = 79 \).

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<td>77</td>
<td>78</td>
<td>79</td>
<td>80</td>
<td></td>
</tr>
</tbody>
</table>

1. \( 5 + 4 = 9 \) 
   \( 75 + 4 = 79 \)

2. \( 8 - 4 = 4 \) 
   \( 78 - 4 = 74 \)
**Subtracting 1s in bigger numbers**

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<td>85</td>
<td>86</td>
<td>87</td>
<td>88</td>
<td>89</td>
</tr>
<tr>
<td>85 + 3 = 88</td>
<td>83 + 6 = ___</td>
<td>86 + 4 = ___</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>82 + 3 = 85</td>
<td>85 + 4 = ___</td>
<td>87 + 2 = ___</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>87 - 2 = ___</td>
<td>89 - 4 = ___</td>
<td>84 - 3 = ___</td>
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</tr>
<tr>
<td>86 - 4 = ___</td>
<td>88 - 5 = ___</td>
<td>87 - 5 = ___</td>
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</table>

**+4**

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<table>
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<td>92</td>
<td>93</td>
<td>94</td>
<td>95</td>
<td>96</td>
<td>97</td>
<td>98</td>
<td>99</td>
</tr>
<tr>
<td>92 + 4 = 96</td>
<td>94 + 3 = ___</td>
<td>96 + 4 = ___</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>95 + 5 = 100</td>
<td>96 + 2 = ___</td>
<td>93 + 3 = ___</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>96 - 3 = ___</td>
<td>98 - 5 = ___</td>
<td>95 - 3 = ___</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>97 - 2 = ___</td>
<td>99 - 6 = ___</td>
<td>96 - 4 = ___</td>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

**USam unamapetyu angama-81. Uphumelele ama-6 ngaphezulu.**

**Mangaphi amapetyu anawo ngoku?**

Sam had 81 marbles. He won 6 more. How many marbles does he have now?

**UAsa une-R98. Uthenga iapile nge-R5. Unamalini ngoku?**

Asa has R98. She buys an apple for R5. How much money does she have now?
IVEKI 3 • USUKU 5

Uvavanyo noqukaniso

1. Zoba (10) ukuze ubonise i-10. Zoba (●) ukuze ubonise u-1.

Draw (10) to show 10. Draw (●) to show 1.

\[
\begin{array}{c}
46 + 30 \\
\end{array}
\]

2. Sombulula.

Solve.

\[
\begin{array}{cccc}
40 + 10 = & 60 - 10 = & 43 + 20 = & 57 - 20 = \\
40 + 30 = & 80 - 30 = & 39 + 30 = & 68 - 30 = \\
32 + 5 = & 44 + 5 = & 29 - 5 = & 57 - 4 = \\
23 + 6 = & 61 + 6 = & 38 - 4 = & 66 - 3 = \\
\end{array}
\]

Masithethe ngeMaths!

Let’s talk Maths!

NgesiXhosa sithi: Sombulula ngokuzeza imifaneleko yamanani.

<table>
<thead>
<tr>
<th>Ndiyazi ukuba u-4 + 3 = 7 ngoko ke ndiyazi ukuba u-40 + 30 = 70.</th>
<th>In English we say: Solve by drawing number pictures.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know that 4 + 3 = 7 therefore I know that 40 + 30 = 70.</td>
<td></td>
</tr>
</tbody>
</table>

Ndiyazi ukuba u-9 - 4 = 5 ngoko ke ndiyazi ukuba u-90 - 40 = 50.

I know that 9 - 4 = 5 therefore I know that 90 - 40 = 50.

Ndiyazi ukuba u-30 + 40 = 70 ngoko ke ndiyazi ukuba u-35 + 40 = 75.

I know that 30 + 40 = 70 therefore I know that 35 + 40 = 75.

Ndiyazi ukuba u-70 - 30 = 40 ngoko ke ndiyazi ukuba u-76 - 30 = 46.

I know that 70 - 30 = 40 therefore I know that 76 - 30 = 46.
### Assessment and consolidation

#### Uqukaniso: Consolidation

1. **Zoba** (10) ukuze ubonise i-10. Zoba ( ) ukuze ubonise u-1.
   - Draw (10) to show 10. Draw ( ) to show 1.
   - 48

   48 =

2. Cazulula ibe ngama-10 noo-1.
   - Break down into 10s and 1s.
   - 63 =
   - 49 =

   - Solve.
   - $82 + 10 = ___$
   - $64 + 5 = ___$
   - $28 + 2 = ___$
   - $49 - 6 = ___$
   - $87 - 5 = ___$
   - $87 - 10 = ___$

4. **Zingaphi iibhokisi?**
   - How many boxes?

5. **Zingaphi iikhrayoni?**
   - How many crayons?

<table>
<thead>
<tr>
<th>Abantwana ba-3, mingaphi iminwe?</th>
<th>Abantwana ba-4, zingaphi iinzwane?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 children, how many fingers?</td>
<td>4 children, how many toes?</td>
</tr>
<tr>
<td><strong>Abantwana ba-5, mingaphi iminwe?</strong></td>
<td><strong>Abantwana bali-10, zingaphi iinzwane?</strong></td>
</tr>
<tr>
<td>5 children, how many fingers?</td>
<td>10 children, how many toes?</td>
</tr>
</tbody>
</table>
Ukuphindaphinda kumalunga namaqela alinganayo

| Izibalo zentloko: Fizz Pop ukuphindinda kabini amanani ukuya kuma-50 | azikho |
| Umdlalo: Phindaphinda ngo-2 | iibloko |

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Amaqela ezi-2</td>
<td>LAB, iibloko</td>
</tr>
<tr>
<td>2</td>
<td>Ukuphindinda kabini</td>
<td>LAB, iibloko</td>
</tr>
<tr>
<td>3</td>
<td>Amaqela ama-10</td>
<td>LAB, iibloko</td>
</tr>
<tr>
<td>4</td>
<td>Amaqela ezi-5</td>
<td>LAB, iibloko</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:

- phinda kabini amanani aphakathi kuka-0 nama-50.
- sebenzisa ukubala okuqakathayo ukuze uphindaphinde ngo-2, 5, no-10.
- chaza uze usebenzise izivakalisi manani zophindaphindo.

Uvavanyo

Uvavanyo olubhalwayo: amanani, iimpawu nolwalamano

Bhala phantsi amanqaku afunyenweyo kwali-10 kwiphetshana lamanqaku ekota.
## Multiplication is about equal groups

<table>
<thead>
<tr>
<th>Mental Maths: <em>Fizz Pop</em> doubling numbers to 50</th>
<th>Resources</th>
<th>none</th>
</tr>
</thead>
<tbody>
<tr>
<td>Game: <em>Multiply by 2</em></td>
<td></td>
<td><em>multifix blocks</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Groups of 2</td>
<td>LAB, <em>multifix blocks</em></td>
</tr>
<tr>
<td>2</td>
<td>Doubling</td>
<td>LAB, <em>multifix blocks</em></td>
</tr>
<tr>
<td>3</td>
<td>Groups of 10</td>
<td>LAB, <em>multifix blocks</em></td>
</tr>
<tr>
<td>4</td>
<td>Groups of 5</td>
<td>LAB, <em>multifix blocks</em></td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

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

- double numbers between 0 and 50.
- use skip counting to multiply by 2, 5 and 10.
- identify and use multiplication number sentences.

### Assessment

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

Record a mark out of 10 in the term mark sheet.
Ividiyo yezibalo zentloko
Kule veki siza kudlala umdlalo othi Fizz Pop ukuze sigxile ekuphindeni kabini. Kubalulekile ukuba abafundi baphindaphinde kabini, kwaye bakwazi ukusebenzisa obu buchule bokubala ngempumelelo. Ukuqonda ukuphindhinda kabini kuyimfuneko njengoko abafundi beqala ukufunda ngophindaphindo.

Ividiyo yomdlalo

Ividiyo yophuhliso lwengqiqo
Siza kugxila kuphindaphindo kule veki. Abafundi baza kuqonda ukuba uphindaphindo lumalunga namaqela alinganayo, kwaye baza kusebenzisa ukubala okuqakathayo ukusombulula iingxaki zophindaphindo. Kumsebenzi wethu wophindaphindo siza kugxila koku:
- ukusebenzisa ukubala okuqakathayo xa ubala ngoo-2, 5 nango-10. ukuphindaphinda kumalunga noamaqela alinganayo, ngoko ke kufuneka abafundi bakwazi ukubala betsiba ngokuzithembema.
- ukuphindhinda abafundi amanani aphakathi kuka-0 nama-50. Ukuphindhinda abafundi yindlela yobuchule yokubala enceda abafundi ukuba basombulule iingxaki ngempumelelo.
- ukuchaza nokusebenzisa izivakalisi manani zophindaphindo.

Into emayiqatshelwe kule veki
- Bakhumbuze abafundi ukuba uphindaphindo luquka ukuphindhinda amaqela alinganayo. Kufuneka abafundi bazithembe kubalo oluqakathayo ukuze basombulule ezi ngxaki ngokukhawuleza rangempumelelo.
- Bakhuthaza abafundi ukuba bathethe ngezivakalisi manani zophindaphindo kwaye bacacise isisombululo sabo sengxaki ukuze baphuhlise ukuqonda kwengqiqo.
Mental Maths video
This week we will play Fizz Pop with a focus on doubling. It is important for learners to practice doubling and to become efficient at using this calculation strategy. An understanding of doubling is necessary as learners begin to learn about multiplication.

Game video
This week we play the game Multiply by 2! The purpose of this game is to provide learners with an opportunity to practice multiplying 2s by using towers of 2 to help them solve problems quickly and easily. It is important for learners to count in 2s and to say the number sentence in order to develop their conceptual understanding.

Conceptual development video
This week we focus on multiplication. Learners will recognise that multiplication is about equal groups and will use skip counting to solve multiplication problems. In our work on multiplication, 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.
• doubling numbers between 0 and 50. Doubling is an essential calculation strategy that helps learners solve problems efficiently.
• identifying and using multiplication number sentences.

What to look out for this week
• Remind learners that multiplication involves repeating equal groups. Learners need to be confident in skip counting in order to solve these problems quickly and efficiently.
• Encourage learners to verbalise multiplication number sentences and to explain their solution of problems in order to develop their conceptual understanding.
IZIBALO ZENTLOKO | MENTAL MATHS

Bethelela ukuphindwa kahini usebenzise umdala othi *Fizz Pop*.

Consolidate doubling using the *Fizz Pop* game.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imhla.

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

Fizz Pop phind kahini!
Fizz Pop doubling!
### Enrichment activities • Imisetyenzana yokutyebisa

#### Usuku 1 Day 1
**Dibanisa.**
Add.
- $4 + 5 = $
- $34 + 5 = $
- $6 + 2 = $
- $56 + 2 = $
- $3 + 4 = $
- $43 + 4 = $
- $2 + 5 = $
- $72 + 5 = $
- $1 + 4 = $
- $61 + 4 = $

#### Usuku 2 Day 2
**Thabatha.**
Subtract.
- $9 - 1 = $
- $89 - 1 = $
- $6 - 4 = $
- $36 - 4 = $
- $5 - 3 = $
- $45 - 3 = $
- $8 - 3 = $
- $68 - 3 = $
- $7 - 2 = $
- $27 - 2 = $

#### Usuku 3 Day 3
**Dibanisa.**
Add.
- $2 + 6 = $
- $42 + 6 = $
- $1 + 5 = $
- $21 + 5 = $
- $4 + 4 = $
- $84 + 4 = $
- $3 + 6 = $
- $33 + 6 = $
- $5 + 3 = $
- $75 + 2 = $

#### Usuku 4 Day 4
**Thabatha.**
Subtract.
- $8 - 6 = $
- $58 - 6 = $
- $5 - 4 = $
- $55 - 4 = $
- $9 - 7 = $
- $99 - 7 = $
- $6 - 3 = $
- $46 - 3 = $
- $7 - 4 = $
- $67 - 4 = $
Amaqela oo-2

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Umfundi omnye unamhlo amangaphi?
How many eyes does one learner have?

Ndlonise ke ngoku amaqela ama-5 eebloko ezi-2.
Now show me 5 groups of 2 blocks.

Singabonisa amaqela akho ama-5 ezi-2 ngokubhala isivakalisi esithi 2 x 5 = 10.
We can show your 5 groups of 2 by writing the number sentence 2 x 5 = 10.

Singathi u-2 ophindwe ka-5 wenza 10.
We say 2 multiplied by 5 equals 10.

Ukuba sinabafundi aba-5, mangaphi amehlo esinawo?
If we have 5 learners, then how many eyes do we have?

10 kuba sinabafundi aba-5 abanameho ama-2 emnye.
10 because we have 5 learners with 2 eyes each.

Nika abafundi amathuba aliqela okusebenza ngamaqela oo-2. Bakhuthaze ukuba babhale kwaye bathethe ngezivakalisi manani ukuze baphuhlise izakhono zabo zokubhala nokusebenza ngezivakalisi manani zophindaphindo.

Allow the learners many opportunities to work with groups of 2. Encourage them to write and verbalise the number sentences so that they develop their ability to write and work with multiplication number sentences.
WEEK 4 • DAY 1

Groups of 2

Umdlalo: Phindaphinda u-2
Game: Multiply by 2

- Yakha inicchoyi ezili-10 zeebloko ezi-2.
  Build 10 towers of 2 blocks.
- Utitshala wakho ubiza inani.
  Your teacher calls a number.
- Thatha iniconchoyi ezilelo nani.
  Take that many towers.
- Zingaphi ityhubhu?
  How many cubes?
- Biza esi sivakalisi manani, “u-2 ophindwe ka-4 ngu-8!”
  Say the number sentence, “2 multiplied by 4 is 8!”

\[ 4 \times 2 = \underline{8} \]

1. Bonisa ngokusebenzisa inicchoyi zako zizamani.
   Sombulula emva koko.
   Show using your number towers. Then solve.

   \[
   \begin{array}{c|c|c}
   3 \times 2 = 6 & 5 \times 2 = \_\_\_ & 7 \times 2 = \_\_\_ \\
   4 \times 2 = \_\_\_ & 9 \times 2 = \_\_\_ & 10 \times 2 = \_\_\_
   \end{array}
   \]

2. Ngomfanekiso ngamnye, gqibezele isivakalisi manani.
   Complete the number sentence for each picture.

   \[
   \begin{array}{c|c}
   \text{u-2 ophindwe ka-5 ngu-10.} & 5 \times 2 = 10 \\
   \text{5 times 2 equals 10.} & \\
   \text{u-2 ophindwe ka-\_\_ ngu-\_\_.} & \\
   \text{\_\_ times 2 equals \_\_.} & 
   \end{array}
   \]
### 3

<table>
<thead>
<tr>
<th>Bangaphi abantwana?</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many children?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mangaphi amehlo?</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many eyes?</td>
<td></td>
</tr>
</tbody>
</table>

### 4

Balani ngo-2 ukuze ubonise inani leelitha.
Count in 2s to show the number of litres.

<table>
<thead>
<tr>
<th>iibotile bottles</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>
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</tr>
</thead>
<tbody>
<tr>
<td>iilitha litres</td>
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<td></td>
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</tbody>
</table>

### 5

Bala. Qinisekisa ngokusebenzisa iminwe yakho.
Calculate. Use your fingers to keep track.

<table>
<thead>
<tr>
<th>3 × 2 = 6</th>
<th>5 × 2 = ___</th>
<th>6 × 2 = ___</th>
<th>2 × 2 = ___</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 × 2 = ___</td>
<td>4 × 2 = ___</td>
<td>8 × 2 = ___</td>
<td>10 × 2 = ___</td>
</tr>
</tbody>
</table>

Groups of 2  Week 4 • Day 1
Doubling

Nika abafundi amathuba aliqela okuphindahina kabinini amanani ngokusebenzisa umgca wesipili omangalisayo. Bakhuthaze ukuba bathethe ngendlela abasombulula ngayo iingxaki ngokuphindaphinda kabinini ama-10 noo-1. Baqwalasele ukuze uqinisekilise ukuba baqokelela ndawonye oo-1 baze benze njalo kwakhona ngendlela echanekileyo ukuze benze benze ama-10.

Allow the learners many opportunities to double numbers using the magic mirror line. Encourage learners to talk about how they are solving the problems by doubling the 10s and 1s. Watch them to make sure they group and regroup the 1s correctly to make 10s.
Ukuphinda kabini

**Umdlalo: Phinda kabini**

- Utitshala wakho ubiza inani.  
  Your teacher calls a number.
- Yakha eli nani usebenzise iityhubhu.  
  Build the number using cubes.
- Bonisa ke ngoku amagela amabini alinganayo. Phinda kabini!  
  Now show 2 equal groups. Double!
- Zingaphi iityhubhu?  
  How many cubes?
- Biza isivakalisi manani, “U-4 ophindwe ka-2 ngu-8.”  
  Say the number sentence, “Double 4 is 8.”

\[ \begin{align*} 
2 \times 4 &= \boxed{\text{8}} & 2 \times 4 &= \boxed{\text{8}} 
\end{align*} \]

1. **Bonisa ngeenco choyi zamanani. Emva koko sombulula.**
   
   Show using your number towers. Then solve.
   
   \[
   \begin{array}{ccc}
   3 \times 2 &= 6 & 5 \times 2 &= \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \quad \Quad
Doubling

WEEK 4 • DAY 2

Yenza ngathi umgca sisipili sobugqi. 
Zoba inani kwenine icala. 
Zoba kwakhona kwenine icala. 
Pretend the line is a magic mirror. 
Draw the number on one side. 
Draw it again on the other side.

3

4 × 2

4 × 2 = 8

40 × 2

10
10
10
10

40 × 2 = 80

21 × 2

10
10
10

21 × 2 = 42

3 × 2

3 × 2 = ___

30 × 2

30 × 2 = ___

12 × 2

12 × 2 = ___

4

Bala.

Calculate:

2 × 2 = 4

3 × 2 = ___

4 × 2 = ___

5 × 2 = ___

20 × 2 = 40

30 × 2 = ___

40 × 2 = ___

50 × 2 = ___

6 × 2 = ___

8 × 2 = ___

10 × 2 = ___

12 × 2 = ___

7 × 2 = ___

9 × 2 = ___

11 × 2 = ___

13 × 2 = ___

Doubling

Week 4 • Day 2
Nika abafundi amathuba okusebenza ngamaqela ama-10. Bakhuthaze ukuba babhale kwaye bathethe ngezivakalisi manani ukuze baphuhlise isakhono sabo sokubhala nokusebenza ngezivakalisi manani zophindaphindo.

Allow the learners opportunities to continue working with groups of 10. Encourage learners to write and verbalise the number sentences so that they develop their ability to write and work with multiplication number sentences.
WEEK 4 • DAY 3

Groups of 10

Umdlalo: Phindaphinda nge-10
Game: Multiply by 10

- Zilungiselele ngaokwakha incochoyi ze-10 ngeeblako ezili-10. Prepare by building 10 towers of 10 blocks.
- Utitshala wakho ubiza inani. Your teacher calls a number.
- Thatha incochoyi ezilelo nani. Take that many towers.
- Zingaphi ityhubhu onazo? How many cubes?
- Xela isivakalisi manani, “i-10 eliphindwe ka-4 ngama-40”. Say the number sentence, “10 multiplied by 4 is 40”.

10 × 4 = □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ 10 × 4 = 40


<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3 × 10 =</td>
<td>5 × 10 =</td>
<td>7 × 10 =</td>
</tr>
<tr>
<td>4 × 10 =</td>
<td>9 × 10 =</td>
<td>10 × 10 =</td>
</tr>
</tbody>
</table>

2. Gqibeza isivakalisi manani. Complete the number sentence.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10 × ___ =</td>
<td>10 × ___ =</td>
</tr>
</tbody>
</table>
### Amaqela ama-10

#### 3. Zingaphi iibhokisi?
**How many boxes?**
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

#### 4. Zingaphi ii-emele?
**How many buckets?**
- 10
- 20
- 30
- 40
- 50
- 60
- 70
- 80
- 90
- 100

#### Bala. Qinisekisa
**ngokusebenzisa iminwe yakho.**
**Calculate. Use your fingers to keep track.**

<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>3 × 10 =</td>
<td>5 × 10 =</td>
<td>6 × 10 =</td>
<td>2 × 10 =</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 × 10 =</td>
<td>4 × 10 =</td>
<td>8 × 10 =</td>
<td>10 × 10 =</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Xa ndiiphindaphinda nge-10, ndibala ngama-10.**
*When I multiply by 10, I count in 10s.*
Groups of 5

Nika abafundi amathuba okusebenza ngamaqela ezi-5. Bakhuthaze ukuba babhale kwaye bathethe ngezivakalisi manani ukuze baphuhlise isakhono sabo sokubhala nokusebenza ngezivakalisi manani zophindaphindo.

Allow the learners opportunities to continue working with groups of 5. Encourage them to write and verbalise the number sentences so that they develop their ability to write and work with multiplication number sentences.
Amaqela ezi-5

Umdlalo: Phindaphinda ngesi-5

Game: Multiply by 5

- Zilungiselele ngokwikha iincochoyi ze-10 ngeeboko ezi-5.
  Build 10 towers of 5 blocks.
- Utitshala wakho ubiza inani.
  Your teacher calls a number.
- Thatha iincochoyi ezilelo nani.
  Take that many towers.
- Zingaphi iityhubhu onazo?
  How many cubes?
- Xela isivakalisini manani, “u-5 eliphindwe ka-4 ngama-20”.
  Say the number sentence, “5 multiplied by 4 is 20”.

\[
5 \times 4 = 20
\]

Show using your number towers. Then calculate.

<table>
<thead>
<tr>
<th>3 \times 5 = 15</th>
<th>5 \times 5 = ___</th>
<th>7 \times 5 = ____</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 \times 5 = ____</td>
<td>9 \times 5 = ____</td>
<td>10 \times 5 = ____</td>
</tr>
</tbody>
</table>

2. Gqibezele isivakalisi manani.
Complete the number sentences.

\[
\begin{align*}
5 \times \_\_\_\_ &= \_\_\_\_ \\
5 \times \_\_\_\_ &= \_\_\_\_ \\
5 \times \_\_\_\_ &= \_\_\_\_ \\
\end{align*}
\]
WEEK 4 • DAY 4

Groups of 5

3

<table>
<thead>
<tr>
<th>Izandla?</th>
<th>Iminwe?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hands?</td>
<td>Fingers?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Izandla?</th>
<th>Iminwe?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hands?</td>
<td>Fingers?</td>
</tr>
</tbody>
</table>

4 Mingaphi iminwe?
How many fingers?

<table>
<thead>
<tr>
<th>izandla</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>hands</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iminwe</td>
<td>5</td>
<td>25</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5

<table>
<thead>
<tr>
<th>Zingaphi iimbiza?</th>
<th>Zingaphi iilitha?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many pots?</td>
<td>How many litres?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Zingaphi iimbiza?</th>
<th>Zingaphi iilitha?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many pots?</td>
<td>How many litres?</td>
</tr>
</tbody>
</table>

6 Bala.
Calculate.

<table>
<thead>
<tr>
<th>3 × 5 = 15</th>
<th>5 × 5 =</th>
<th>6 × 5 =</th>
<th>2 × 5 =</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 × 5 =</td>
<td>4 × 5 =</td>
<td>8 × 5 =</td>
<td>10 × 5 =</td>
</tr>
</tbody>
</table>


When I multiply by 5, I count in 5s. I keep track of how many 5s using my fingers.
IVEKI 4 • USUKU 5

Uvavanyo noqukaniso

1

<table>
<thead>
<tr>
<th>Zingaphi iibhotile?</th>
<th>Zingaphi ilitha?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 l</td>
<td>2 l</td>
</tr>
<tr>
<td>How many bottles?</td>
<td>How many litres?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Zingaphi ii-emele?</td>
<td>Zingaphi ilitha?</td>
</tr>
<tr>
<td>10 l</td>
<td>10 l</td>
</tr>
<tr>
<td>How many buckets?</td>
<td>How many litres?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Zingaphi iimbiza?</td>
<td>Zingaphi ilitha?</td>
</tr>
<tr>
<td>5 l</td>
<td>5 l</td>
</tr>
<tr>
<td>How many pots?</td>
<td>How many litres?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2

Bala.
Calculate.

\[
2 \times 5 = \_\_
\]

\[
5 \times 2 = \_\_
\]

\[
10 \times 2 = \_\_
\]

\[
10 \times 5 = \_\_
\]

Masithethe ngeMaths!

Let’s talk Maths!

NgesiXhosa sithi:

<table>
<thead>
<tr>
<th>amagela alinganayo</th>
<th>In English we say:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umntwana omnye uneendlebe ezi-2.</td>
<td>One child has 2 ears.</td>
</tr>
<tr>
<td>Abantwana aba-5 baneendlebe ezili-10.</td>
<td>5 children have 10 ears.</td>
</tr>
<tr>
<td>Amagela amahlanu ezibini enza ishumi.</td>
<td>Five groups of two is ten.</td>
</tr>
<tr>
<td>Kukho izibini ezi-5 kwi-10.</td>
<td>There are 5 times in 10.</td>
</tr>
<tr>
<td>Ii-emele enye inelitha eziliki.</td>
<td>One bucket has 10 litres.</td>
</tr>
<tr>
<td>Ii-emele ezi-4 zineelitha ezingama-40.</td>
<td>4 buckets have 40 litres.</td>
</tr>
<tr>
<td>Amagela amane eshumi enza amashumi amane.</td>
<td>Four groups of ten is forty.</td>
</tr>
<tr>
<td>Kukho amashumi ama-4 kuma-40.</td>
<td>There are 4 tens in 40.</td>
</tr>
</tbody>
</table>

112
Assessment and consolidation

   Draw (10) to show 10. Draw (•) to show 1.
   36
   52

2. Cazulula ibe ngama-10 noo-1.
   Break down into 10s and 1s.
   78 = ____________
   53 = ____________

   Solve.
   \[
   \begin{align*}
   63 + 6 &= ___ \\
   92 + 5 &= ___ \\
   67 + 3 &= ___ \\
   59 - 5 &= ___ \\
   78 - 4 &= ___ \\
   50 - 3 &= ___ \\
   34 + 30 &= ___ \\
   56 - 20 &= ___ \\
   45 + 40 &= ___ \\
   \end{align*}
   \]

4. Ngubani inani?
   What is the number?
   Gqïbezela #iheshtlegi!
   Complete the #hashtag!
   Cwangcisa uqale kwencinci uye kwenkulu.
   Order from small to big.
   10 10
   10 10
   63
   54 45 15

5. Isiqingatha okanye ihafu:
   Haf:
   10
   11
   Phinda kabini:
   Double:
   10
   11
Ukudibanisa nokuthabatha ngemigcamanani

<table>
<thead>
<tr>
<th>Izibalo zentloko: Xa uthabatha beka inani elikhulu kuqala</th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td>azikho</td>
<td></td>
</tr>
</tbody>
</table>

| Umdlalo: IMath ekhawulezayo ngamakhadi – thabatha kwi-10 | amakhadi amanani 0 - 10 |

**Usuku** | **Umsebenzi wesifundo** | **Izixhobo zezifundo**  
1 | Ukudibanisa nokuthabatha oo-1 kumanani amakhulu | LAB, umgcamanani ongenanto  
2 | Ukudibanisa nokuthabatha oo-1 kumanani amakhulu | LAB, umgcamanani ongenanto  
3 | Masidibanise ngokukhawuleza kakulu! | LAB, umgcamanani ongenanto  
4 | Masithabathe ngokukhawuleza kakulu! | LAB, umgcamanani ongenanto  
5 | Uqukaniso novavanyo olujolise ekufundeni | LAB  

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

- ukudibanisa nokuthabatha imivo kumanani anemivo emibini (ungaweleli ngaphaya kweshumi) usebenzisa umgcamanani.
- ukudibanisa nokuthabatha imivo kumanani anemivo emibini (uwele ngaphaya kweshumi) usebenzisa umgcamanani.
- sombulula iingxaki ngokwenza ishumi ( ukudibanisa nokuthabatha).

**Uvavanyo**

**Uvavanyo olubhalwayo:** Amanani, iimpawu nolwalamano.  
Bhala phantsi amanqaku afunyenweyo kwali-10 kwiphetshana lamanqaku ekota.
# Adding and subtracting with number lines

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Adding and subtracting 1s in bigger numbers</td>
<td>LAB, blank number line</td>
</tr>
<tr>
<td>2</td>
<td>Adding and subtracting 1s in bigger numbers</td>
<td>LAB, blank number line</td>
</tr>
<tr>
<td>3</td>
<td>Let’s add more quickly!</td>
<td>LAB, blank number line</td>
</tr>
<tr>
<td>4</td>
<td>Let’s subtract more quickly!</td>
<td>LAB, blank number line</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 and subtract ones to/from two-digit numbers (without bridging the ten) using a number line.
- add and subtract ones to/from two-digit numbers (bridging the ten) using a number line.
- solve problems by making a ten (addition and subtraction).

**Assessment**

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

Record a mark out of 10 in the term mark sheet.
Ividiyo yezibalo zentloko
Kule veki siza kugxila ekubekeni inani elikhulu kuqala ukuze sisombulule iingxaki ngempumelelo. Abafundi baza kufumanisa ukuba bangazisombulul iingxaki ngokukhawuleza ukuba baqala ukuba kwinani elikhulu.

Ividiyo yomdlalo

Ividiyo yophuhliso lwengqiqo
Kule veki siza kugxila kwiingxaki zokudibanisa nokuthabatha usebenzisa umgcamanani. Abafundi baza kusombululula iingxaki ngaphandle kokuwelela ngaphaya kwe-10, baphinde bazisombulule bewelela ngaphaya kwe-10. Kumsebenzi wethu wokudibanisa nokuthabatha siza kujolisa koku:
• ukudibanisa nokuthabatha imivo kumanani anemivo emibini (ungaweleli ngaphaya kweshumi) usebenzisa umgcamanani.
• ukudibanisa nokuthabatha imivo kumanani anemivo emibini (uwele ngaphaya kweshumi) usebenzisa umgcamanani
• sombulula iingxaki ngokwenza ishumi (ukudibanisa nokuthabatha)

Into emayiqatshelwe kule veki
• Xa besenz e ishumi kwiingxaki zokudibanisa, abafundi baya kuqaphela ukuba kuyakhawuleza kwaye kulula ukwenza ishumi ngamanani 9, 8, 7 no-6.
• Xa uthabatha, ukwenza ishumi buyisela abafundi kwishumi elidlulileyo. Abafundi kufuneka baziqhelise ukuthabatha inani ukuze babuyele kwishumi elidlulileyo phambi kokuggibeza ishumi.

Ukudibanisa nokuthabatha ngemigcamanani
Adding and subtracting with number lines

**Mental Maths video**
This week we will focus on putting the bigger number first in order to solve problems efficiently. Learners will discover that they can solve problems more quickly if they count on from the bigger number.

**Game video**
This week we will play *Fast Maths with cards – subtract from 10*. Learners will practice solving problems quickly by recalling number facts. It is important for learners to be able to solve simple problems efficiently in order to provide a solid foundation for more difficult problems later on.

**Conceptual development video**
This week we focus on addition and subtraction problems using a number line. Learners will solve problems both without bridging 10, and with bridging the ten. In our work on addition and subtraction, we will focus on:
- adding and subtracting ones to/from two-digit numbers (without bridging the ten) using a number line.
- adding and subtracting ones to/from two-digit numbers (bridging the ten) using a number line.
- solving problems by making a ten (addition and subtraction).

**What to look out for this week**
- When making a ten for addition problems, learners will realise that it is quicker and easier to make a ten with the numbers 9, 8, 7 and 6.
- For subtraction, the idea of making a ten involves the learners getting back to the previous ten. Learners need to practice subtracting a number so that they can get back to the previous ten before completing the problem.
Ziqhelise ukudibanisa ukuze abafundi baqonde ukuba kuyakhawuleza ukudibanisa xa uqala kwinani elikhulu.

Practice adding so that learners realise it is quicker to add by counting on from the bigger number.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

Remember to check the date and mark the register every day.
### WEEK 5 • DAY 1

**Adding and subtracting 1s in bigger numbers**

#### Enrichment activities • Imisetyenzana yokutyebisa

<table>
<thead>
<tr>
<th>Usuku 1 Day 1</th>
<th>Usuku 2 Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phindaphinda.</td>
<td>Phindaphinda.</td>
</tr>
<tr>
<td>Multiply.</td>
<td>Multiply.</td>
</tr>
<tr>
<td>2 x 3 =</td>
<td>2 x 3 =</td>
</tr>
<tr>
<td>2 x 6 =</td>
<td>2 x 6 =</td>
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<tr>
<td>2 x 2 =</td>
<td>2 x 2 =</td>
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<tr>
<td>2 x 8 =</td>
<td>2 x 8 =</td>
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<tr>
<td>2 x 1 =</td>
<td>2 x 1 =</td>
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<tr>
<td>2 x 10 =</td>
<td>2 x 10 =</td>
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<tr>
<td>2 x 5 =</td>
<td>2 x 5 =</td>
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<tr>
<td>2 x 7 =</td>
<td>2 x 7 =</td>
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<tr>
<td>2 x 9 =</td>
<td>2 x 9 =</td>
</tr>
<tr>
<td>2 x 4 =</td>
<td>2 x 4 =</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Usuku 3 Day 3</th>
<th>Usuku 4 Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phindaphinda.</td>
<td>Phindaphinda.</td>
</tr>
<tr>
<td>Multiply.</td>
<td>Multiply.</td>
</tr>
<tr>
<td>10 x 3 =</td>
<td>5 x 3 =</td>
</tr>
<tr>
<td>10 x 6 =</td>
<td>5 x 6 =</td>
</tr>
<tr>
<td>10 x 2 =</td>
<td>5 x 2 =</td>
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<tr>
<td>10 x 8 =</td>
<td>5 x 8 =</td>
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<tr>
<td>10 x 1 =</td>
<td>5 x 1 =</td>
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<tr>
<td>10 x 10 =</td>
<td>5 x 10 =</td>
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<tr>
<td>10 x 5 =</td>
<td>5 x 5 =</td>
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<tr>
<td>10 x 7 =</td>
<td>5 x 7 =</td>
</tr>
<tr>
<td>10 x 9 =</td>
<td>5 x 9 =</td>
</tr>
<tr>
<td>10 x 4 =</td>
<td>5 x 4 =</td>
</tr>
</tbody>
</table>

Allow learners multiple opportunities to solve problems that involve adding and subtracting 1s to/from 2-digit numbers. Help them realise that if they add or subtract 1s without bridging the ten, the 10s place does not change. Learners will learn how to use their knowledge of addition and subtraction of 1s to solve problems quickly and efficiently.
WEEK 5 • DAY 1

Adding and subtracting 1s in bigger numbers

Umdlalo: iMaths ekhawulezayo ngamakhadi – thabatha kwi-10!
Game: Fast maths with cards – subtract from 10!

- Beka amakhadi amanani 0–10 abe sisiuku.
  Place number cards 0 to 10 in a pile.
- Guqula ikhadi libe linye.
  Flip over one card.
- Thabatha kwi-10. Phinda kwakhona.
  Subtract from 10. Do it again.
- Khawuzame ukusebenza ngokuhawuleza kwisiciku sakho.
  Now work through the pile faster.

   Solve. Use the number line for help.

   | 1 + 3 = 4 | 3 + 4 = | 5 − 1 = 4 | 6 − 4 = |
   | 21 + 3 = 24 | 23 + 4 = | 25 − 1 = 24 | 26 − 4 = |
   | 25 + 3 = 28 | 24 + 5 = | 29 − 3 = 26 | 28 − 4 = |
   | 22 + 8 = | 24 + 6 = | 28 − 6 = | 29 − 5 = |

   Number line:
   20 21 22 23 24 25 26 27 28 29 30

   Sizwe has 29 marbles. He gave 7 to his friend. How many marbles does Sizwe have now?
### Sombulula. Sebenzisa umgcamanani ukuncede.

Solve. Use the number line for help.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>30 + 4 = ___</td>
<td>35 + 3 = ___</td>
<td>39 − 3 = ___</td>
<td>34 − 3 = ___</td>
<td></td>
</tr>
<tr>
<td>32 + 5 = ___</td>
<td>36 + 3 = ___</td>
<td>37 − 4 = ___</td>
<td>40 − 6 = ___</td>
<td></td>
</tr>
<tr>
<td>33 + 5 = ___</td>
<td>34 + 6 = ___</td>
<td>40 − 4 = ___</td>
<td>36 − 4 = ___</td>
<td></td>
</tr>
</tbody>
</table>

### UTata uJola unomhlambi weenkomo ezinama-32. Uthenge ezinye iinkomo ezi-6. Zingaphi iinkomo anazo ngoku?

Tata Jola had 32 head of cattle. He bought 6 more. How many cows does he have now?

### USanele ubaleke umgama ongangeekhulomitha ezinama-38 kule nyanga idlulileyo. UEntle ubaleke iikhulomitha ezingaphantsi ngesi-4. Zingaphi iikhulomitha azibalekileyo uEntle?

Sanele ran 38 kilometres last month. Entle ran 4 kilometres less. How many kms did Entle run?

### Sombulula. Sebenzisa umgcamanani ukuncede.

Solve. Use the number line for help.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>40 + 8 = ___</td>
<td>45 + 3 = ___</td>
<td>49 − 2 = ___</td>
<td>48 − 4 = ___</td>
<td></td>
</tr>
<tr>
<td>44 + 5 = ___</td>
<td>46 + 3 = ___</td>
<td>50 − 5 = ___</td>
<td>49 − 6 = ___</td>
<td></td>
</tr>
<tr>
<td>43 + 5 = ___</td>
<td>43 + 7 = ___</td>
<td>50 − 8 = ___</td>
<td>48 − 7 = ___</td>
<td></td>
</tr>
</tbody>
</table>

Adding and subtracting 1s in bigger numbers | Week 5 • Day 1 | 43
WEEK 5 • DAY 2
Adding and subtracting 1s in bigger numbers

IZIBALO
MENTAL MATHS

DIBANISA NO
ADD AND SUBTRACT

UMDLALO
GAME

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

AMAPHEPHA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Nika abafundi amathuba aliqele okusombulula iingxaki eziquka ukudibanisa nokuthabatha imivo kumanani anemivo emi-2. Banike amathuba okwenza izibalo eziwelela ngaphaya kwe-10 kanye nezo zingaweleli ngaphaya kwe-10.

Allow learners multiple opportunities to solve problems that involve adding and subtracting 1s to/from 2-digit numbers. Give them opportunities to do calculations that bridge 10 as well as those which do not bridge ten.
Ukudibanisa nokuthabatha oo-1 kumanani amakhulu

**IVEKI 5 • USUKU 2**

1. Sombulula, Sebenzisa umgcamanani ukuncede.
   Solve. Use the number line for help.
   
   \[
   \begin{align*}
   50 + 4 &= \_\_\_ \\
   55 + 3 &= \_\_\_ \\
   54 + 5 &= \_\_\_ \\
   56 + 3 &= \_\_\_ \\
   58 - 2 &= \_\_\_ \\
   57 - 5 &= \_\_\_ \\
   60 - 3 &= \_\_\_
   \end{align*}
   \]

2. USane ufunde amaphepha angama-57 kule veki iphelileyo. UBella ufunde amaphepha angaphantsi ngesi-4. Mangaphi amaphepha afundwe nguBella?
   Sane read 57 pages last week. Bella read 4 pages less. How many pages did Bella read?

   Solve. Use the number line for help.
   
   \[
   \begin{align*}
   60 + 8 &= \_\_\_ \\
   65 + 4 &= \_\_\_ \\
   69 - 2 &= \_\_\_ \\
   68 - 4 &= \_\_\_ \\
   65 + 5 &= \_\_\_ \\
   66 + 2 &= \_\_\_ \\
   70 - 5 &= \_\_\_ \\
   69 - 6 &= \_\_\_
   \end{align*}
   \]
### Adding and subtracting 1s in bigger numbers

**WEEK 5 • DAY 2**

#### Adding 1s to bigger numbers

1. **70 + 5 = ___**
2. **72 + 4 = ___**
3. **75 + 5 = ___**

#### Subtracting 1s from bigger numbers

4. **76 + 3 = ___**
5. **75 + 2 = ___**
6. **74 + 6 = ___**

---

#### Word Problems

5. **UTumi uqhuba ibhayisekile yakhe iikhilomitha ezingama-98. USam uqhuba iikhilomitha ezingaphantsi ngesi-5. Uqhuba iikhilomitha ezingaphantsi yakhe uSam?**
   - Tumi rode her bicycle for 98 kilometres. Sam rode 5 kilometres less. How many kilometres did Sam ride?

   - Shona has 98 marbles. He gives 7 to his friend. How many marbles does he have now?

---

#### Additional Practice

90 + 8 = ___  
95 + 3 = ___  
99 - 2 = ___  
98 - 4 = ___  
94 + 5 = ___  
96 + 3 = ___  
100 - 5 = ___  
99 - 6 = ___  
93 + 5 = ___  
93 + 7 = ___  
100 - 8 = ___  
98 - 7 = ___
Phinda la manyathelo angasentla usebenzise amanani ahlukileyo ukuze abafundi babe namathuba aliqela okuziqhelisa ukusombulula iingxaki ezivelela ngaphaya kwe-10.

Repeat the steps above, using different numbers so that learners have multiple opportunities to practice solving addition problems that bridge 10.
WEEK 5 • DAY 3
Let's add more quickly!

I start at 26. The next 10 is 30!
I jump 4 to 30.
I have to add 7. I have added 4.
How much more must I add?

Bonisa kudltyaniswa njani.
Show how to add.

26 + 6

25 + 7

28 + 7

24 + 8

27 + 6

25 + 8
2. Dibanisa ubonise kumgcamanani. Add by showing on the number line.

27 + 8

28 + 6

27 + 5

26 + 7

35 + 8

37 + 5

38 + 9


Let's add more quickly!
Let’s subtract more quickly!

We’ve learnt that it is easier to solve problems by subtracting from ten. If you’re standing on 35, then how many jumps must you take to get to the previous 10?

Imitsi emi-3.
3 more jumps.

The previous ten is 30. I must jump back 5 places to get to 30.

Zoba imitsi yakho kungcamanani ubonise okwenzileyo.
Draw your jumps on the number line to show what you did.

Ndifika kuma-27.
I land on 27.

Siyazi ukuba isi-8 siyafana nesi-5 sidibene nesi-3, ngoko ke sfumana oku.
We know that 8 is the same as 5 and 3 so this is what we get.

Phinda la manyathelo angasentla usebenzise amanani ahlukileyo ukuze abafundi bafumane amathuba aliqel okuziqhelisa ukusombululcia ngxaki zokuthabatha eziwelela ngaphaya kwe-10.
Repeat the steps above, using different numbers so that learners have multiple opportunities to practice solving subtraction problems that bridge 10.
Masithabathe ngokukhawuleza!

IIVEKI 5 • USUKU 4

1 Bonisa kuthatyathwa njani.
Show how to subtract.

32 - 7

25

30

32

34 - 8

33 - 9

35 - 7

44 - 8

45 - 8

Kufuneka ndithabathe ezisi-7.
7 - 2 = 5
I start at 32. The previous 10 is 30.
I subtract 2 to visit the 30.
I have to subtract 7.
7 - 2 = 5
Let’s subtract more quickly!

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

33 - 8

32 - 6

34 - 8

35 - 8

34 - 7

33 - 5

36 - 9

Qala ku-30. Rhangqa i-10 elidlulileyo. Kukude kungakanani kw-i10 elidlulileyo? Kufuna ndi thabatha kungakanani ngaphezulu?
Start at 33. Circle the previous 10. How far to the previous 10? How much more must I subtract?

Let’s subtract more quickly!
Solve. Use the number line for help.

| 34 + 2 = ___ | 35 + 5 = ___ | 40 - 1 = ___ | 38 - 5 = ___ |
| 30 + 9 = ___ | 33 + 6 = ___ | 39 - 3 = ___ | 37 - 4 = ___ |

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

| 28 + 5 = ___ |
| 33 - 7 = ___ |

Masithethe ngeMaths!
Let's talk Maths!

Ngesixhosa sithi:
Ukudibanisa: inxalanye ezimbini zenza into enye spheleleyo.
Ukudibanisa: amanani amabini ayadibana ukuze enze inani elikhulu.
ULwazi ufunda maphepha ali-10.
USIndi ufunda maphepha angama-20.
Mangaphi amaphepha abwafundileyo edibene?

In English we say:
Addition: two parts come together to make the whole.
Addition: two numbers come together to make a bigger number.
Lwazi reads 10 pages.
Sindi reads 20 pages.
How many pages do they read altogether?
### WEEK 5 • DAY 5

**Assessment and consolidation**

<table>
<thead>
<tr>
<th>Uqukaniso : Consolidation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> Abantwana ba-3, mangaphi amehlo?</td>
</tr>
<tr>
<td>3 children, how many eyes?</td>
</tr>
<tr>
<td><strong>2</strong></td>
</tr>
<tr>
<td>2 l</td>
</tr>
<tr>
<td>2 l</td>
</tr>
<tr>
<td>2 l</td>
</tr>
<tr>
<td><strong>3</strong> Ilekese enye ixabisa i-R2. Ndiza kubhatala malini:</td>
</tr>
<tr>
<td>One sweet costs R2. How much do I pay for:</td>
</tr>
<tr>
<td>ngeelekese ezi-3</td>
</tr>
<tr>
<td>3 sweets</td>
</tr>
<tr>
<td>ngeelekese ezi-6</td>
</tr>
<tr>
<td>6 sweets</td>
</tr>
<tr>
<td><strong>4</strong> Zingaphi iingqekembe?</td>
</tr>
<tr>
<td>How many coins?</td>
</tr>
<tr>
<td>Zingaphi iiRandi?</td>
</tr>
<tr>
<td>How many Rands?</td>
</tr>
<tr>
<td><strong>5</strong> Isiqingatha okanye ihafu:</td>
</tr>
<tr>
<td>Half:</td>
</tr>
<tr>
<td>10</td>
</tr>
<tr>
<td>12</td>
</tr>
<tr>
<td>14</td>
</tr>
<tr>
<td>Phinda kabini:</td>
</tr>
<tr>
<td>Double:</td>
</tr>
<tr>
<td>10</td>
</tr>
<tr>
<td>12</td>
</tr>
<tr>
<td>14</td>
</tr>
<tr>
<td><strong>6</strong> Ngubani inani?</td>
</tr>
<tr>
<td>What is the number?</td>
</tr>
</tbody>
</table>

![Image of objects with numbers]
Ubude

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

<table>
<thead>
<tr>
<th>Umdlalo: IMath ekhawulezayo ngamaKhadi: ingaphezulu okanye ingaphantsi ngezi-5</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>amakhadi 0 -20</td>
<td>LAB, iibloko, iteyipu/umtya yokulinganisela</td>
</tr>
</tbody>
</table>

Usuku | Umsebenzi wesifundo | Izixhobo zezifundo |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></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>limitha 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 umfundikwa 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

Uvavanyo olubhalwayo: Ubude (umlinganisela)
Bhala phantsi amanqaku afunyenweyo kwali-8 kwiphethshana lamanqaku ekota.

Uvavanyo oluthethwayo nohlwenziwayo

<table>
<thead>
<tr>
<th>Umlinganiselo weCAPS</th>
<th>Amanqaku</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qwalasela abafundi ukuze uhlole izakhono zabo zokuqikelela, ukulinganisela, ukuthelekisa, ukucwangcisa nokubhala phantsi ubude besebenzisa imilinganiselo engekho mgangathweni neemitha.</td>
<td>7</td>
</tr>
</tbody>
</table>

Ululhu lwezinto ezijongwayo: Ilungile/ajilunganga/iphantse

- Uyakwazi ukuthetha ngobude esebenzisa amagama athi imfutshane, iphakamile, inde
- Uyakwazi ukuthetha ngobude esebenzisa amagama athi ibanzi, ububanzi
- Uyakwazi ukuthelekisa ubude esebenzisa amagama athi imfutshane kuna-, yeyona imfutshane
- Uyakwazi ukuthelekisa ubude esebenzisa amagama athi inde kuna-, yeyona inde
- Uyakwazi ukuphantsi nobuhle esebenzisa iyunithi ayinikiweyo
- Uyakwazi ukulinganisela ubude esebenzisa iiyunithi ezingekho mgangathweni
- Uyakwazi ukulinganisela ubude ngeemitha

Bhala phantsi amanqaku afunyenweyo kwali-7 kwiphethshana lamanqaku ekota.
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

**Written assessment:** Length (measurement)

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

**Oral and practical assessment**

**CAPS: Measurement**

Activity: Observe learners to assess their ability to estimate, measure, compare, order and record length using non-standard measures and metres.

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

**Checklist: correct/incorrect/almost**

- Able to speak about length using the words short, tall and long
- Able to speak about length using the words wide and width
- Able to compare lengths using the words shorter and shortest
- Able to compare lengths using the words longer and longest
- Able to estimate lengths using a given unit
- Able to measure lengths using non-standard units
- Able to measure lengths in metres

Record a mark out of 7 (mark) in the term mark sheet.
Ividiyo yezibalo zentloko

Ividiyo yomdlalo

Ividiyo yophuhliso lwengqiqo
Kule ve li sigxila ekusebenzini ng eeyunithi ezingekho mgangathweni ukuze sigqondle inkwiso lokusebenzisa iyunjithi zomlinganiselo ezisemgangathweni xa silinganisela ubude. Xa abafundi beyiqonda ingxaki yokusebenzisa iyunjithi ezahlukileyo zakulinganisela ubude, singaqalisa ukubafundisa iyunjithi ezisemgangathweni zeemitha. Abafundi kufuneka bakwazi ukufuna imilinganisela yeemitha kwaye bekla kubalulekile ukuba iimele ntoni.
• qikelela, linganisela, thelekisa, cwangcisa uze ubhale phantsi ubude usebenzise imilinganiselo engen kha mgangathweni njen genkanye yokulinganisela okungekho sesiqwa.
• qikela, linganisela, thelekisa, cwangcisa uze ubhale phantsi ubude usebenzise iimitha njengeyuni n thi esemgangathweni yobude.

Into emayiqatshelwe kule veki
• Iyunithi engen kha mgangathweni asinto iqhele ukuseteyenziselwa ukulinganisela. Umzekelo, ukusebenzisa izandla okanye iyawo ukulinganisela ubude bekla. Siqala ne eyunithi ezingekho mgangathweni kuba zinen singiselo kubafundi kw ay ebe k wa y zifumane kula. Kubalulekile ukunika abafundi izesa lokuhlola kwaye bekha uku galulekile kokusebenzisa iyunjithi ezisemgangathweni. Sisebenzisa iyunjithi ezisemgangathweni kuba kufuneka sibe nenqubo yokulinganisela enentsingiselo efanayo kumntu wonke oye bsebenziso ya.
• Isi gama esibalulekileyo: ngaphezulu kuna-, ngaphantsi kuna-, ubude, imitha, inde, imfutshane, inde kuna-, imfutshane kuna-. 

Ubude
Mental Maths video
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 video
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 video
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.
•
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.

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

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

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

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

Ngubani u-17 – 8?
What is 17 – 8?

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

Ukuba nditsibela emva izithuba ezisi-8 ukusukela ku-17, ndifika ku-9.
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?

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

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

Idesika yam inde k kangangezandla ezi-6.
Idesika yam inde k kangangezandla ezi-7.
My desk is 6 hands long.
My desk is 7 hands long.

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

Masiqinisekise uqikelelo lwethu.
Let’s check your estimation.

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

Ndqikelela ukuba ibhodi ingande k kangangezandla 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.
WEEK 6 • DAY 1

Length

Umdlalo: 1, 2, 3 Veza - ukuthabatha
Game: 1, 2, 3 Show – subtraction

- Sebenzani ngababini. Yithi 1, 2, 3 Veza! Uze ubonise isandla esi-1 umntu ngamnye.
  Work in pairs. Say 1, 2, 3 Show! Show 1 hand each.
- Thabatha iminwe!
  Subtract the fingers!
- Yithi 1, 2, 3 Veza! Uze ubonise izandla ezi-2 umntu ngamnye.
  Say 1, 2, 3 Show! Show 2 hands each.
- Thabatha iminwe! Khangele ama-10.
  Subtract the fingers! Look for 10s.
- Hamba kwakhona, ukhawuleza.
  Go again, subtract faster.

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

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

2 Linganisela ubude:
Measure these lengths:

Ifesitile inobubanzi obungangeepenisile ezi_____
The window is _______ pencils wide.

Idesika inde kangelanezandla ezi_____
The desk is _______ hands long.

Ngamanyathelo a_______ ukujikeleza iklasi.
It takes _______ steps to walk around the classroom.
Ubude

3. **Linganisela ngesandla sakho:**
   Use your hand to measure:
   - **ububanzi bocango.**
     the width of the door.
   - **ubude bebhodi.**
     the length of the board.
   - **ukuphakama kwesitulo sakho.**
     the height of your chair.
   - **ubude bedesika katitshala.**
     the length of the teacher’s desk.

4. **Linganisela ngepenisile yakho:**
   Use your pencil to measure:
   - **ubude bencwadi yakho.**
     the length of your book.
   - **ububanzi bedesika yakho.**
     the width of your desk.
   - **isihlalo sesitulo sakho.**
     the seat of your chair.

5. **Linganisela ngepenisile yakho:**
   Use your feet to measure:
   - **ubude bekla.**
     the length of the classroom.
   - **ububanzi bekla.**
     the width of the classroom.
   - **ububanzi bepaseji engaphandle kwekla.**
     the width of the corridor outside the classroom.
IZIBALO ZENTLOKO
MENTAL MATHS
IMIGCAMANANI 20-40 NUMBER LINES 20-40
UMDLALO GAME
UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT
AMAPHEPHA LOKUSEBENZELA WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Nceda ulinganisele ububanzi beklsi ngokubala inani lamanyathelo owathathayo ukuya kwelingye 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?

Kutheni uneempendulo ezahlukileyo nje?
Why did you get different answers?

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 iiyunithi zemilinganiselo ezingekho sesiweni. Bancede bayibone imfuneko iyyunithi 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.
**IVEKI 6 • USUKU 2**

**Ukulinganisela ubude**

---

1. **Inde kanganani?**  
   **How long?**

<table>
<thead>
<tr>
<th>Umlinganiselo measurement</th>
<th>Umlinganiselo measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Image 1]</td>
<td>![Image 2]</td>
</tr>
<tr>
<td>25</td>
<td></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>
<tr>
<td>![Image 9]</td>
<td>![Image 10]</td>
</tr>
<tr>
<td>![Image 11]</td>
<td>![Image 12]</td>
</tr>
<tr>
<td>![Image 13]</td>
<td>![Image 14]</td>
</tr>
</tbody>
</table>

---

**IVEKI 6 • WEEK 6**
**Measuring length**

2. Sebenzisa ipenisile ezimbini ezinobude obahlukenegayo 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>

- **Ipenisile e-1**: 1 pencil
- **Ipenisile ezi-2**: 2 pencils
- **Ipenisile e-1**: 1 pencil

Kutheni le ntdo ufumana ubude obahlukileyo maxa wambi? Why do you sometimes get different lengths? What is the difference?
Ukulinganisela 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.
1. Ingaba le nyoka inde khanganebloko ezingaphi?
How many blocks long is the snake?

| 14 |
2 Sika irula yenyoka sekugqibeleni kwe ncwadi emazantsi ephepha uze uyisebenzise ukulinganisela imifane kiso.

Cut out the snake ruler at the back of the book and use it to measure the pictures.
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 si-</th>
<th>ngaphantsi kune</th>
<th>ngaphezulu kune</th>
</tr>
</thead>
<tbody>
<tr>
<td>A lunchbox is</td>
<td>shorter than</td>
<td>longer than</td>
</tr>
<tr>
<td>Ipenisile</td>
<td>ngaphantsi kune</td>
<td>longer than</td>
</tr>
<tr>
<td>A pencil is</td>
<td>shorter than</td>
<td>longer than</td>
</tr>
<tr>
<td>Ipali yefowni</td>
<td>ngaphantsi kune</td>
<td>longer than</td>
</tr>
<tr>
<td>A telephone pole is</td>
<td>shorter than</td>
<td>longer than</td>
</tr>
<tr>
<td>Isiloli sepensisile</td>
<td>ngaphantsi kune</td>
<td>longer than</td>
</tr>
<tr>
<td>A sharpener is</td>
<td>shorter than</td>
<td>longer than</td>
</tr>
<tr>
<td>Ifriji</td>
<td>ngaphantsi kune</td>
<td>longer than</td>
</tr>
<tr>
<td>A fridge is</td>
<td>shorter than</td>
<td>longer than</td>
</tr>
<tr>
<td>Umnwe</td>
<td>ngaphantsi kune</td>
<td>longer than</td>
</tr>
<tr>
<td>A finger is</td>
<td>shorter than</td>
<td>longer than</td>
</tr>
<tr>
<td>Iglu</td>
<td>ngaphantsi kune</td>
<td>longer than</td>
</tr>
<tr>
<td>A glue stick is</td>
<td>shorter than</td>
<td>longer than</td>
</tr>
<tr>
<td>Irabha</td>
<td>ngaphantsi kune</td>
<td>longer than</td>
</tr>
<tr>
<td>An eraser is</td>
<td>shorter than</td>
<td>longer than</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>The shortest length to cut a piece of string is</th>
</tr>
</thead>
<tbody>
<tr>
<td>--------------------------------------------------------</td>
<td>-----------------------------------------------</td>
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<tr>
<td>--------------------------------------------------------</td>
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<tr>
<td>--------------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>20 cm</td>
<td>30 cm</td>
</tr>
<tr>
<td>10 cm</td>
<td>40 cm</td>
</tr>
<tr>
<td>50 cm</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Owona ngama mde wokuqenzega ipetyu ngama-</th>
<th>The longest distance to roll a marble is</th>
</tr>
</thead>
<tbody>
<tr>
<td>------------------------------------------</td>
<td>------------------------------------------</td>
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<td>------------------------------------------</td>
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<td>------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>70 cm</td>
<td>90 cm</td>
</tr>
<tr>
<td>80 cm</td>
<td>100 cm</td>
</tr>
<tr>
<td>60 cm</td>
<td></td>
</tr>
</tbody>
</table>
### Metres and Centimetres

**Week 6 • Day 4**

#### Estimation and Measurement

<table>
<thead>
<tr>
<th>Item</th>
<th>Estimation (cm)</th>
<th>Measurement (cm)</th>
<th>Difference (cm)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table</td>
<td>80</td>
<td>85</td>
<td>5</td>
</tr>
<tr>
<td>Book</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Door</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Uvavanyo noqukaniso

Jonga imifanekiso uze uthathe imilinganiselo ngeeblokiko.

Look at the pictures and measure using blocks.

<table>
<thead>
<tr>
<th>Tibloko</th>
<th>ezi-</th>
<th></th>
<th>blocks</th>
</tr>
</thead>
<tbody>
<tr>
<td>[image]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[image]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[image]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[image]</td>
<td></td>
<td></td>
<td></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>ubude</td>
<td>length</td>
</tr>
<tr>
<td>ububanzi</td>
<td>width</td>
</tr>
<tr>
<td>ukuphakama</td>
<td>height</td>
</tr>
<tr>
<td>inde, indana</td>
<td>long, longer</td>
</tr>
<tr>
<td>imfutshane, imfutshanana</td>
<td>short, shorter</td>
</tr>
<tr>
<td>ukulinganisela</td>
<td>measuring</td>
</tr>
<tr>
<td>imitha</td>
<td>metre</td>
</tr>
<tr>
<td>isentimitha</td>
<td>centimetre</td>
</tr>
</tbody>
</table>
Assessment and consolidation

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

2. 
   - [Image of a pencil and a nail]
   - [Image of a ruler measuring each item]
   
   _Iibloko ezi-_ blocks
   _blocks
   _blocks
   _blocks

   Assessment and consolidation Week 6 • Day 5
# Ukudibanisa nokuthabatha

<table>
<thead>
<tr>
<th>Izibalo zentloko: Amakhadi akhawulezayo</th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amakhadi amanani 0 – 20</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Umdlalo: Cazulula i-12 - epheleleyo, inxalenye, inxalenye</th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iibloko</td>
<td></td>
</tr>
</tbody>
</table>

## Izixhobo

### Izixhobo zentloko

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ukusebenzisa itheyibhile zamanani</td>
<td>LAB, iibloko</td>
</tr>
<tr>
<td>2</td>
<td>lingxaki zamagama zokudibanisa</td>
<td>LAB, iibloko</td>
</tr>
<tr>
<td>3</td>
<td>lingxaki zamagama zokuthabatha</td>
<td>LAB, iibloko</td>
</tr>
<tr>
<td>4</td>
<td>Ukuthabatha njengomahluko</td>
<td>LAB, iibloko</td>
</tr>
<tr>
<td>5</td>
<td>Uqukanisa novavanyo olujolise ekufundeni</td>
<td>LAB</td>
</tr>
</tbody>
</table>

## Emva kwale veki umfundi kufuneka akwazi ukwenza oku:

- ukusebenzisa itheyibhile yamanani ukuze achaze kwaye abhale izivakalisi manani.
- ukusombulula lingxaki zamagama zokudibanisa nokuthabatha ngokuhawuleza nangempumelelo esebenzisa iibloko neitheyibhile zamanani.
- ukuthelekisa amanani ngokubala umahluko.

### Uvavanyo

**Uvavanyo olubhalwayo:** lingxaki zokudibanisa nokuthabatha kunye nezivakalisi manani (NOR)

Bhala phantsi amanqaku afunyenweyo kwali-11 kwiphethshana lamanqaku ekota.
# Addition and subtraction

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Using number tables</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>2</td>
<td>Addition word problems</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>3</td>
<td>Subtraction word problems</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>4</td>
<td>Subtraction as difference</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

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

1. Use a number table to identify and write number sentences.
2. Solve addition and subtraction word problems quickly and efficiently using *multifix blocks* and number tables.
3. Compare numbers by calculating the difference.

**Assessment**

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

Record a mark out of 11 in the term mark sheet.
Ividiyo yezibalo zentloko
Kule veki sigxila kwibhondi zamanani. Utithala uza kubiza
inani baze abafundi baphakamise amakhadi amanani ababini
anokudinyaniswa ukwenza elo nani kulu kulu lwamanani asuka ku-0
ukuya kuma-20. Abafundi baza kuthetha ngeendibanisielwano
zamanani ezahlukeneyo ezenza inani elipheleleyo. Kubalulekile
ukubo abafundi babe nobuchule ekukhumbulel iibhondi zamanani
ukuze bakwazi ukusombulula inxaki ngokukhawuleza.

Ividiyo yomdlalo
Kulo mdlalo abafundi baza kusebenzisa ibloko ukuze bakhe
amanani ngokukhawuleza kangangoko. Abafundi baza kwalalula
ibloko zabo zibe ngamagona ababini baze babhale amanani
kwitheyibhile yamanani. Abafundi baza kubhala izivakalisi manani
ezahlukileyo zokudibanisa nokuthabatha besebenzisa amanani
akwitheyibhile yamanani. Biza amanani amaninzi ukuze ubanike
ixesha lokuziqhelisa.

Ividiyo yophuhlilo lwengqiqo
Kwisifundo seklasi yonke kule veki siza kujolisa kudibaniso
nothabatho. Abafundi basebenzisa ibloko neetheyibhile
zamanani ukuze basombulule inxaki. Abafundi bakwaniwa
amathuba okusombulula inxaki zamagama kunye nokuziqhelisa
ukuthabatha njengomahluko. Ukusinya kwetheyibhile
yamanani kuza kuqhubeka nokuphuhlisa ukuqonda kwabafundi
ulwalamano lomguqulwa phakathi kokudibanisa nokuthabatha.
Siza kugxila koku:
• ukusebenzisa itheyibhile yamanani ukuze bachaze kwaye
babhale izivakalisi manani.
• ukusombulula inxaki zamagama zokudibanisa nokuthabatha
ngokukhawuleza ngempumelelo besebenzisa ibloko
neetheyibhile zamanani.
• ukuthleksisa amanani ngokubala umahluko.

Into emaiqatshelwe kule veki
• Ukukuthaza abafundi ukuze bacinge ngolwalamano lwemiguqulwa phakathi kokudibanisa
nokuthabatha ngokuxoxa oko bakuqaphelayo xa begqibezele itheyibhile zamanani.
• Ukundedza abafundi bacheza izivakalisi manani ezinokubhalwa besenzisa amanani akwitheyibhile
yamanani.
### Mental Maths video
This week we focus on number facts. The teacher will call out a number and learners must hold up two number cards that can be added together to make that number in the number range 0-20. Learners will then talk about the different number combinations that make up the total number. It is important for learners to become efficient in recalling number facts so that they can solve problems more quickly.

### Game video
In this game, learners will use multifix blocks to create a number as quickly as possible. Learners will then break up their multifix blocks into two groups, and then record the numbers in a number table. They will then write different addition and subtraction number sentences using the numbers in the number table. Call out lots of numbers to give them lots of practice.

### Conceptual development video
In the whole class lessons this week we focus addition and subtraction. Learners use multifix blocks and number tables to solve problems. Learners are also given opportunities to solve word problems, and to practice subtraction as difference. The use of a number table will continue to develop learners’ understanding of the inverse relationship between addition and subtraction. We will focus on:
- using a number table to identify and write number sentences.
- solving addition and subtraction word problems quickly and efficiently using multifix blocks and number tables.
- comparing numbers by calculating the difference.

### What to look out for this week
- Encourage learners to think about the inverse relationship between addition and subtraction by discussing what they notice when completing the number tables.
- Help learners to identify the different number sentences that can be written using the numbers in the number table.
Ziqhelise ukwenza izibini zokudibanisa kuluhlulwana 0 – 20.
Practice making addition pairs in the number range 0-20.
Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.

Veza amakhadi amabini athi xa uwadibanisile enze ama-20.
Hold up two cards that add up to 20.

Ndine-12 kunye nesi-8.
I have 12 and 8. 12 + 8 = 20.

Ndinesi-5 ne-15.
I have 5 and 15. 5 + 15 = 20.

Ndixelele ngamakhadi akho amabini.
Tell me about your two cards.

Phakamisa uveze amakhadi amabini enza i-16 xa edityanisiwe.
Hold up two cards that add up to 16.

Ndine-9 kunye nesi-7.
I have 9 and 7. 9 + 7 = 16.

Ndinesi-4 kunye ne-12.
I have 4 and 12. 4 + 12 = 16.
## Enrichment activities • Imisetyenzana yokutyebisa

### Usuku 1 Day 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yintsimbi yesi-3</td>
<td>Licala emva kweyesi-4</td>
</tr>
<tr>
<td>3 o’clock</td>
<td>Half past 4</td>
</tr>
<tr>
<td>Yintsimbi yesi-5</td>
<td>Licala emva kweyesi-6</td>
</tr>
<tr>
<td>5 o’clock</td>
<td>Half past 6</td>
</tr>
<tr>
<td>Yintsimbi ye-11</td>
<td>Licala emva kweyesi-8</td>
</tr>
<tr>
<td>11 o’clock</td>
<td>Half past 8</td>
</tr>
</tbody>
</table>

### Usuku 2 Day 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yintsimbi yoku-1</td>
<td>Licala emva kweye-10</td>
</tr>
<tr>
<td>1 o’clock</td>
<td>Half past 10</td>
</tr>
<tr>
<td>Yintsimbi yesi-8</td>
<td>Licala emva kweyesi-7</td>
</tr>
<tr>
<td>8 o’clock</td>
<td>Half past 7</td>
</tr>
<tr>
<td>Yintsimbi ye-11</td>
<td>Licala emva kweyesi-3</td>
</tr>
<tr>
<td>11 o’clock</td>
<td>Half past 3</td>
</tr>
</tbody>
</table>

### Usuku 3 Day 3

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yintsimbi ye-11</td>
<td>Licala emva kweye-9</td>
</tr>
<tr>
<td>11 o’clock</td>
<td>Half past 9</td>
</tr>
<tr>
<td>Yintsimbi yesi-7</td>
<td>Licala emva kweyesi-2</td>
</tr>
<tr>
<td>7 o’clock</td>
<td>Half past 2</td>
</tr>
<tr>
<td>Yintsimbi yesi-4</td>
<td>Licala emva kweyesi-3</td>
</tr>
<tr>
<td>4 o’clock</td>
<td>Half past 8</td>
</tr>
</tbody>
</table>

### Usuku 4 Day 4

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yintsimbi ye-9</td>
<td>Licala emva kweye-10</td>
</tr>
<tr>
<td>9 o’clock</td>
<td>Half past 10</td>
</tr>
<tr>
<td>Yintsimbi yesi-6</td>
<td>Licala emva kweyesi-3</td>
</tr>
<tr>
<td>6 o’clock</td>
<td>Half past 3</td>
</tr>
<tr>
<td>Yintsimbi ye-12</td>
<td>Licala emva kweyesi-7</td>
</tr>
<tr>
<td>12 o’clock</td>
<td>Half past 7</td>
</tr>
</tbody>
</table>
Ukusebenzisa itheyibhile zamanani

**UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT**

Yenza incochoyi yeebloko ezingama-20. Bhalo 20 phezulu kule theyibhile kuba linan i elipheleleyo. Make a tower of 20 blocks. We write 20 at the top of the table because it is the whole.

Sahlule ama-20 aba ziinxalenye ezimbini ze-15 nesi-5. We broke 20 into two parts of 15 and 5.


Sahlule ama-20 aba ziinxalenye ezimbini ze-9 ne-11. We broke 20 into two parts of 9 and 11.

Ngubani owahlule ama-20 aba ngamanani awahlukileyo kula? Who broke their 20 tower into a different number combination?

Sahlule ama-20 aba ziinxalenye ezimbini.

Phinda la manyathelo angasentla, wahlude ibloko zama-20 zibe ziinxalenye ezahlukeneyo. Bakhuthaze abafundi bathethe netheyibhile yamanani nangendlela abawbahala ngayo amanani kuyo. Bancedise ekuchongeni izivakalisi manani zokudibana nokuthabatha ezinokubhalwa ngokusebenzisa le theyibhile yamanani.

Repeat the steps above, breaking the 20 tower into different parts. Encourage learners to talk about the number table and the way they write numbers in the table. Help them to identify the addition and subtraction number sentences that can be written using the number table.
**WEEK 7 • DAY 1**

Using number tables

**Umhlalo: Yahlula i-12 - nenxalenyenxalenyenphela lephela**

**Game: Break 12 – part-part-whole**

- Yenza incochoyi ngeetyhubhu ezilili-12.
  Make a tower with 12 cubes.
- Yahlula incochoyi ibe zinxalenyenzi-2.
  Break the tower into 2 parts.
- Zoba umfanekiso wento
  nenxalenyenxalenyenphela lephela.
  Draw a part-part-whole picture.
- Bhala izivakalisi manani 2zi-2
  zokudibana zozy-2 zokuthabatha.
  Write 2 addition and 2 subtraction number sentences.

**Singazulula nathi na inani inle
ngamanani amabini amancinci.**

Inani elikhulu ethi yinto ephelelelo.
Amanani amancinci eithi zinxalenyenzi.

We can break any number into
2 smaller numbers. We call the
big number the whole. We call the
smaller numbers the parts.

**Gqibezele izihlilo yamanani.**

Complete the number tables.

![Number Tables Image]
**Ukusebenzisa iitheyibhile zamanani**

1. Ungakwazi ukusebenzisa iitheyibhile yamanani ukuze ufunane izivakalisi mananani zokudibanisa nezokuthabatha. You can use a number table to find addition and subtraction number sentences.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>7</td>
</tr>
</tbody>
</table>

**Ekosha:**

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

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>70</td>
<td></td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

**Ekosha:**

Using number tables **Week 7 • Day 1**
**Addition word problems**

**UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT**

   - I have 12 marbles.
   - I find 7 more marbles.
   - How many marbles do I have now?

2. Sombulula le ngxaki usebenzise iibloko zakho, uze uzalise itheyibhile yamanani.
   - Solve the problem using your blocks, and then fill in the number table.

   - I have 12 marbles.

4. Ngoko ke, ukuba unamapetyu ali-12 namanye asi-7, mangaphi amapetyu onawo ewonke?
   - So if you have 12 marbles and 7 marbles, then how many marbles do you have altogether?

     - 12 and 7 equals 19. I have 19 marbles altogether.

Phinda la manyathelo ngezinge iingxaki zokudibanisa. Nika abafundi amathuba aliqela okusombulula iingxaki zamagama zokudibanisa.

Repeat the steps with other addition word problems. Give the learners multiple opportunities to solve addition word problems.
IVEKI 7 • USUKU 2

lingxaki zamagama zokudibanisa

**IVeKI 7 • wEKI 7**

**USUKU 2 • DAY 2**

**lingxaki zamagama zokudibanisa**

Addition word problems

**IZIBALO ZENTLOKO**
MENTAL MATHEMATICS

**BFEKITHI ZAMANYANI**
UKUYA KUMA-20
NUMBER FACTS TO 20

**UMOKALO GANE**

**EUPHUSMBISO LWENGQISO**
CONCEPT DEVELOPMENT

**AMAPHÉPHÁ OKUSEBENZELA WORKSHEETS**

UVuyo ufike amangaku asi-7. UNeso ufike amangaku ama-4. Mangaphi amangaku abawafakileyo edibene?
Bonisa ingxaki usebenzise isiboko.
Vuvo scored 7 goals. Neo scored 4 goals. How many goals did they score altogether?
Show the problem using blocks.

Kudibaniso, sidibaniso inxaleny eziphansi ukwenza into enye ephandleleyo.
In addition, two parts come together to make a whole.

1. **UNOzi unamapetyu asi-7. UMLu unamapetyu ama-5. Mangaphi amapetyu abanawo edibene?**
Nozi has 7 marbles. Mlu has 5 marbles. How many marbles altogether?

2. **USina ufunda iincwadi ezi-6. UMLa ufunda iincwadi ezi-5. Zingaphi iincwadi abazifundileyo zidibene?**
Sina read 6 books. Mila read 5 books. How many books did they read altogether?
Addition word problems

   Owam ran 9 kilometres. Iviwe ran 5 kilometres. How many kilometres did they run altogether?

   Baba Jola had 7 Nguni cows. Baba Cina had 3 Nguni cows. How many cows altogether?

   Complete the number tables.

2. Gqibezela itheyibhile yamanani.
   Complete the number tables.

3. Bhala ingxaki yamagama yala manani kwitheyibhile.
   Write a word problem for the numbers in the table.

Addition word problems
I had 17 sweets. Seliki ate 9 sweets. How many sweets do I have left?

Sombulula le ngxaki usebenzise iibloko zakho, uze uzalise itheyibhile yamanani.
Solve the problem using your blocks, and then fill in the number table.

Ndiqale ndineelekese ezili-17.
I started with 17 sweets.

Then Seliki ate 9 sweets.

Ngoko ke, ukuba ubuneleke ezili-17, waze uSeliki watya ezili-9, zingaphi ilekese onazo ezishiyekileyo?
So if you had 17 sweets and Seliki at 9, how many sweets did you have left?

Kwi-17 thabatha ezili-9 zenza ezisi-8.
Ndineleke ezisi-8 ezishiyekileyo.
17 take away 9 equals 8. I have 8 sweets left over.

Phinda la manyathelo ngezinye ingxaki zamagama zokuthabatha. Nika abafundi amatuba aliqela okusombulula ingxaki zamagama zokuthabatha.
Repeat the steps with other subtraction word problems. Give the learners multiple opportunities to solve subtraction word problems.
Subtraction word problems

**Problem 1**
Tata Jola has 12 cows. He sells 3. How many cows does he have now?

**Solution:**

```plaintext
ukuthabatha
subtraction

12
- 3
---
 9
```

**Problem 2**
Tata has 14 cows. He sells 5. How many cows does he have now?

**Solution:**

```plaintext
ukuthabatha
subtraction

14
- 5
---
 9
```
IVEKI 7 • USUKU 3
lingxaki zamagama zokuthabatha

ULitha no Ina banamapetyu ali-11 edibene. ULitha unamapetyu ama-5. Mangaphi amapetyu anawo uIna?
Altogether, Litha and Ina have 11 marbles. Litha has 5 marbles. How many marbles does Ina have?

U Ava no-Olu bafunde iincwadi ezili-13 kule kota. U Ava ufunde iincwadi ezi-6. Zingaphi iincwadi ezifundwe nguOlu?
Ava and Olu read 13 books this term. Ava read 6 books. How many books did Olu read?

2 Gqibezela le theyibhile yamanani ingasezantsi. Zenzele ingxaki yamagama ngetheyibhile nganye yamanani.
Complete the number tables below. Make up a word problem for each number table.

<table>
<thead>
<tr>
<th>20</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>20</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Subtraction word problems  Week 7 • Day 3
Subtraction as difference

There are 16 learners. There are 12 biscuits. How many more learners are there than biscuits?

Sebenzisa ibloko zakho ukuzi uthelekele isini labafundi nenani leebhisikithi.
Use your blocks to compare the number of learners and the number of biscuits.

Zalisa ke ngoku le theybile yamani ukuze ubonise amanani akule ngxaki.
Now fill in the number table to show the numbers in the problem.

Xa sitheleksa amanani singathabatha ukuze sifumane ukuba `zingaphezulu kungakanani`?
When we compare numbers, we can subtract to work out ‘how many more?’

Ndiyabona ukuba kukho abafundi aba-4 ngaphezulu kuneebhisikithi.
I can see that there are 4 more learners than biscuits.

Ndinokubhala i-16 ngasentla ndize ndibhale i-12 ngasezantsi.
I would write 16 at the top, and then I’d write 12 below. 12 is one of the parts. The other part is 4.

Phinda la manyathelo ngezinye iingxaki zamagama zokuthabatha ezinomahluko. Nika abafundi amathuba aliqela ukuze basombulule iingxaki zamagama zomahluko.
Repeat the steps with difference subtraction word problems. Give the learners multiple opportunities to solve difference word problems.
Iveki 7 • USuku 4

Ukuthabatha njengomahluko Xhosa

Ndinomaqhaga ali-10 nezithixo ezis-6. Manini kungakanani amaqhaga kunezithixo? Zingaphi izithixo ezingekhoyo?

I have 10 locks and 6 keys. How many more locks than keys? How many keys are missing?

Xa sitheleka, sikwathabatha. Sitheleka into epheleleyo neny ezenxaleni.

When we compare, we also subtract. We compare a whole to one of the parts.

Kukho amaqhaga ali-9 nezithixo ezis-7. Zingaphi izithixo ezingekhoyo?

There are 9 locks and 7 keys. How many keys are missing?

Kukho iimbiza ezil-i3 neziciko ezis-7. Zingaphi iziciko ezingekhoyo?

There are 13 pots and 7 lids. How many lids are missing?
WEEK 7 • DAY 4
Subtraction as difference

Kukho abafundi abali-15 neorenji ezili-11. Kufuneka iiorenji ezingaphi ngaphezulu ukuze wonke umfundi afumane iorenji enye?
There are 15 learners and 11 oranges. How many more oranges are needed so that all learners get one orange?

Kukho abafundi abali-12 needyasi zemvula ezisi-8. Bangaphi abafundi abangazifumananga iidyasi zemvula?
There are 12 learners and 8 raincoats. How many learners do not get a raincoat?

2 Gqibezele iitheyibhile zamanani.
Complete the number tables.

<table>
<thead>
<tr>
<th>20</th>
<th>15</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>8</td>
<td>20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>20</th>
<th>25</th>
<th>60</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>17</td>
<td>40</td>
</tr>
</tbody>
</table>

3 Bhala ingxaki yamagama ukuze uthelekise amanani aboniswe ngasezantsi.
Write a word problem to compare the numbers shown below.

<table>
<thead>
<tr>
<th>15</th>
</tr>
</thead>
</table>

| 10 |
IVEKI 7 • USUKU 5

Uvavanyo noqukaniso

1. Gqibezela itheyibhile zamanani.
   Complete the number tables.
   
<table>
<thead>
<tr>
<th>20</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

2. KwiVheyibhile nganye bhala iisam zokudibanisa ezi-2 nezokuthabatha ezi-2.
   Write 2 addition sums and 2 subtraction sums.
   
<table>
<thead>
<tr>
<th>35</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
</tr>
<tr>
<td>10</td>
</tr>
<tr>
<td>-----</td>
</tr>
<tr>
<td>50</td>
</tr>
<tr>
<td>-----</td>
</tr>
<tr>
<td>32</td>
</tr>
<tr>
<td>18</td>
</tr>
</tbody>
</table>

   ukudibanisa
   addition

   ukuthabatha
   subtraction

   ukudibanisa
   addition

   ukuthabatha
   subtraction

Masithethe ngeMaths!
Let’s talk Maths!

NgesiXhosa sithi:

In English we say:

Inxalenyi-inxalenyi-ephelelemy
Addition: we put parts together.

 Ukudibanisa sidibanisa inxalenyi ndaweninye
 We start with 2 parts. We make a whole.

Siqala ngeinxalenyi ezi-2
Siqala ngeinxalenyi ezi-2.

Senza into ephelelemy
Subtraction: we take away.

Ukuthabatha siyathatha siyasusa
We take away a part. We are left with another part.

Sithatha inxalenyi Kusala enye inxalenyi

Ukuthabatha sitholekisa inani elikhulu nelinsinci
Subtraction: we compare a bigger number with a smaller number.

Siyabuza “Zingaphi ngaphezulu/ zininzi kanye kanakakankani?”
We ask “How many more?”

Siyabuza “Yintoni umahluko?”
We ask “What is the difference?”
**WEEK 7 • DAY 5**

**Assessment and consolidation**

---

**Uqukaniso: Consolidation**

1. **Ngubani ixesha?**
   - What is the time?
   - [Clock images showing different times]

2. **Sombulula.**
   - Solve.
   - [Number line from 50 to 70]
   - $55 + 7 = \underline{\hspace{2cm}}$
   - $59 + 2 = \underline{\hspace{2cm}}$
   - $63 - 6 = \underline{\hspace{2cm}}$
   - $65 - 9 = \underline{\hspace{2cm}}$

3. **Umbona owojiweyo uxabisa i-R10. Ndiza Kubhatala Malini:**
   - One roasted maize cost R10. How much do I pay for:
   - ngemimbona emi-2 eyojiweyo?
     - 2 roasted mealies?
   - ngemimbona emi-5 eyojiweyo?
     - 5 roasted mealies?
   - ngemimbona esi-7 eyojiweyo?
     - 7 roasted mealies?
   - ngemimbona eli-10 eyojiweyo?
     - 10 roasted mealies?

4. **Bhala isimboli yenani.**
   - Write the number symbol:
   - ngamashumi amathandathu anesithoba
     - sixty-nine
   - ngamashumi asixhenxhe anesithandathu
     - seventy-six

5. **Isiqingatha okanye ihafu:**
   - Half:
     - 15
   - Phinda kabini:
     - Double:
     - 5
     - 15

---
**Amaqhezu**

<table>
<thead>
<tr>
<th>Izibalo zentloko: <em>Fizz Pop</em> – ukucazulula nokwakha</th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td>azikho</td>
<td></td>
</tr>
</tbody>
</table>

**Umdlalo:** *IMaths ekhawulezayo ngamaKhadi* – *Isiqingatha*

<table>
<thead>
<tr>
<th>Umdlalo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>amakhadi amanani 0 – 20</td>
<td></td>
</tr>
</tbody>
</table>

**Usuku** | **Umsebenzi wesifundo** | **Izixhobo zezifundo** |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Iziqingatha</td>
<td>LAB, izikwere zamaphepha okanye imicwe yokubonisa iziqingatha (abafundi)</td>
</tr>
<tr>
<td>2</td>
<td>likota nezithathu/isinye kwisithathu</td>
<td>LAB, imicwe yamaphepha yokubonisa ikota nezithathu (abafundi)</td>
</tr>
<tr>
<td>3</td>
<td>Isinye kwisihlanu nesinye kwisithandathu</td>
<td>LAB, imicwe yamaphepha yokubonisa izihlanu nezithandathu (abantwana)</td>
</tr>
<tr>
<td>4</td>
<td>Iqhezu leno epheleleyo</td>
<td>LAB</td>
</tr>
<tr>
<td>5</td>
<td>Ugukaniso novavanyo olujolise ekufundeni</td>
<td>LAB</td>
</tr>
</tbody>
</table>

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

- ukunakana amaqhezu emifanekisweni.
- ukucazulula nokwakha kwakhona izinto ezipeleleyo.
- ukubhala amaqhezu usebenzise amagama athi isiqingatha, isinye esithathwini, ikota, isinye kwisihlanu, isinye kwisithandathu.

**Uvavanyo**

**Uvavanyo olubhalwayo:** lingxaki zokudibanisa nokuthathatha kunye nezivakalisi manani (NOR)

Bhala phantsi amanqaku afunyenweyo kwali-10 kwiphetshana lamanqaku ekota.
## Fractions

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mental Maths:</strong> <em>Fizz Pop – breaking down and building up</em></td>
</tr>
<tr>
<td>none</td>
</tr>
<tr>
<td><strong>Game:</strong> <em>Fast maths with cards – half</em></td>
</tr>
<tr>
<td>number cards 0 - 20</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>Halves</td>
<td>LAB, paper squares or strips to show halves (learners)</td>
</tr>
<tr>
<td>2</td>
<td>Quarters and thirds</td>
<td>LAB, paper strips to show quarters and thirds (learners)</td>
</tr>
<tr>
<td>3</td>
<td>Fifths and sixths</td>
<td>LAB, paper strips to show fifths and sixths (learners), dice</td>
</tr>
<tr>
<td>4</td>
<td>Fraction of a whole</td>
<td>LAB</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:**

- recognise fractions in diagrammatic form.
- deconstruct and reconstruct wholes.
- write fractions using the words half, third, quarter, fifth and sixth.

### Assessment

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

Record a mark out of 10 in the term mark sheet.
Ividiyo yezibalo zentloko

Ividiyo yomdlalo

Ividiyo yophuhliso lwengqiqo

Into emayiqatshelwe kule veki
• Kubalulekile ukuba abafundi baqonde ukuba iinxalenye zesiqingatha ezifanayo kufuneka zilingane ngobukhulu.
Fractions

**Mental Maths video**
This week we will play Fizz Pop, focusing on breaking down and building up numbers. Learners will be given opportunities to break numbers into 10s and 1s on Days 1 and 3, and on Days 2 and 4 they will build two-digit numbers. Encourage learners to break numbers down and to build them up as quickly as possible so that they can develop the ability to solve problems efficiently.

**Game video**
This week we will play Fast maths with cards – half. In this game we will focus on halving in order to develop learners’ recall of number facts. Learners will turn over cards and then quickly halve the number shown on the card. If an odd number is turned over, learners will need to recognise that there will be a remainder left over after halving the odd number.

**Conceptual development video**
This week we focus on fractions. It is essential that we begin by using concrete aids such as paper to teach fractions. When learners fold or cut paper into different fraction parts, they are able to gain hands-on experience of making fraction parts which gives them better insight into the nature of fractions. In our work on fractions, we will focus on:
- recognising fractions in diagrammatic form.
- deconstructing and reconstructing wholes.
- writing fractions using the words half, third, quarter, fifth and sixth.

**What to look out for this week**
- Once the learners are able to represent fractions using concrete aids, we move on to pictorial representations. It is important to note that concrete fractions are always parts of a whole. Half a rectangle is not just a half, it is half of the rectangle. It is always relative to the whole.
- It is important for learners to understand that the same fraction parts must be equal in size.
Bethelela ukucazulula nokwakha amanani usebenzise umdlalo othi Fizz Pop.
Consolidate breaking down and building up numbers using the Fizz Pop game.
Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imhla.
Remember to check the date and mark the register every day.
**Enrichment activities • Imisetyenzana yokutyebisa**

**Usuku 1 Day 1**

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>33 + 7 =</td>
<td>30 – 18 =</td>
</tr>
<tr>
<td>35 + 10 =</td>
<td>55 – 31 =</td>
</tr>
<tr>
<td>12 + 18 =</td>
<td>40 – 7 =</td>
</tr>
<tr>
<td>14 + 23 =</td>
<td>37 – 14 =</td>
</tr>
<tr>
<td>31 + 24 =</td>
<td>45 – 10 =</td>
</tr>
</tbody>
</table>

**Usuku 2 Day 2**

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>21 + 12 =</td>
<td>26 – 9 =</td>
</tr>
<tr>
<td>44 + 6 =</td>
<td>49 – 17 =</td>
</tr>
<tr>
<td>17 + 9 =</td>
<td>18 – 6 =</td>
</tr>
<tr>
<td>32 + 17 =</td>
<td>33 – 12 =</td>
</tr>
<tr>
<td>12 + 6 =</td>
<td>50 – 6 =</td>
</tr>
</tbody>
</table>

**Usuku 3 Day 3**

Bhala izivakalisi manani zokudibanisa ezi-2 nezokuthabatha ezi-2 kwitheyibhile yamanani. Write 2 addition and 2 subtraction number sentences in the number table.

```
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>70</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>20</td>
</tr>
</tbody>
</table>
```

```
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>12</td>
</tr>
</tbody>
</table>
```

```
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>46</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>33</td>
</tr>
</tbody>
</table>
```

**Usuku 4 Day 4**

Bhala izivakalisi manani zokudibanisa ezi-2 nezokuthabatha ezi-2 kwitheyibhile yamanani. Write 2 addition and 2 subtraction number sentences in the number table.

```
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>3</td>
</tr>
</tbody>
</table>
```

```
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>52</td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>10</td>
</tr>
</tbody>
</table>
```

```
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>67</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>26</td>
</tr>
</tbody>
</table>
```
**Iziqinanga (ihafu)**

**UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT**

1. **Sisikwere esi – isikwere esipheleleyo esinye. Kufuneka senze ntoni ukuze sifumane isiqinanga sesiwikwere?**
   
   *This is a square – one whole square. What should we do to get half a square?*

2. **Sikhangeleka njani isiqinanga sakho?**
   
   *What does your half look like?*

3. **Isiqinanga sam siluxande (siyirekthengile).**
   
   *My half is a rectangle.*

4. **Ihafu yam inguxnantathu.**
   
   *My half is a triangle.*

5. **Singalisona ehafini iphepha.**
   
   *We can fold the paper in half.*

6. **Kubalulekile ukuba abafundi baqonde ukuba bangazisong aengelela eahlulweyo iziwuwe zabo. Oku kuya kubanceda abafundi baqonde ukuba zinini iindlela zokwahlula kubini isiwuwe.**
   
   *It is important that the learners realise that they can fold their squares in different ways. This will help learners to recognise that there are different ways to halve a square.*

7. **Ukuba usika kumgca wokusonga zingaphi iziqwenga oza kuba nazo?**
   
   *If you cut along the fold line, how many pieces will you have?*

8. **Ndineziqwenga ezi-2 ezilingana twatse. Zilingana twatse esinye phezu kwesinye.**
   
   *I have 2 pieces that are exactly the same size. They fit exactly on top of each other.*

**Bakhuthaze abafundi baqonde ukuba xa into epheleleyo isahlulwa ibe ziinxalenye ezimbini, inxalenye nganye iilingana twatse nenye. Xa usenza inxalenye ezimbini ezilinganayo kwinto enye epheleleyo, inxalenye nganye ibizwa ngokuba sisiqinanga/yihafu. Bancedise abafundi babone ukuba iphepha okanye imilo ingasongwa ibe zihihafu ezimile ngokwahluk엔.**

*Encourage learners to recognise that when a whole is divided into two parts, then each part is exactly the same size. When you make two equal parts from one whole, you call each part one half of the whole. Also help learners to see that a page or shape can be folded into different shaped halves.*
WEEK 8 • DAY 1
Halves

1 Jonga umfanekiso. Fakela umbala ofanayo kwiziqingatha ezilinganayo.

Look at the picture. Colour the equal halves the same colour.

2 Faka umbala kwisiqingatha semilo nganye eyahlulwe yaziziqingatha.

Colour one half of each shape that is divided into halves.
3 Fakela isiqingatha semilo nganye.
Colour half of each shape.

4 Zoba esinye isiqingatha.
Draw the other half.

5 Treyisa.
Trace.

isiqingatha isiqingatha half half
Quarters and thirds

Ask learners to fold on the dotted lines so that the three parts are clearly visible. Use this strip of paper to introduce and talk about thirds. When you make three equal parts from one whole, you call each part one third of the whole.

Yalela abafundi basonge kwimigca echokoziwayo ukuze inxalenye ezintathu zibonakale ngokucacileyo. Sebenzisa lo mcwe wephepha ukuze ethetha ngezithathu. Xa usenza inxalenye ezilinganayo ezintathu kwinto enye epheleleyo, inxalenye nganye iliqhezu yento epheleleyo. Xa usenza inxalenye ezine ezilinganayo ngento enye epheleleyo, inxalenye nganye uyibiza ngokuba yikota yento epheleleyo.

When you make equal parts from one whole, each part is a fraction of the whole. When you make four equal parts from one whole, you call each part one quarter of the whole.

Zingaphi iinxalenye ozibonayo? How many parts can you see?

Kukho iinxalenye ezine. There are four parts.

Xa usenza iinxalenye ezilinganayo kwinto enye epheleleyo, inxalenye nganye iliqhezu yento epheleleyo. Xa usenza iinxalenye ezine ezilinganayo ngento enye epheleleyo, inxalenye nganye uyibiza ngokuba yikota yento epheleleyo.

When you make equal parts from one whole, each part is a fraction of the whole. When you make four equal parts from one whole, you call each part one quarter of the whole.

Phinda la manyathelo angasentla ngomcwe wephepha elibonisa iinxalenye ezi-3 elingasemva kwiLAB. Repeat the steps above with a strip of paper that shows 3 parts which is at the back of the LAB.
**IVEKI 8 • USUKU 2**

likota nesinye esithathwini

1. Fakela umbala kwikota enye yemilo nganye eyahlulwe yaziikota.
   Colour one quarter of each shape that is divided into quarters.

2. Fakela umbala kwikota enye yeqela ngalinye lezilwanyana.
   Colour in one quarter of each group of animals.

3. Treyisa.
   Trace:
   ikota ikota quarter quarter
4. Fakela umbala kwisithathu seemilo.
   Colour in a third of the shapes.

5. Fakela umbala kwisithathu semilo nganye eyahlulwe yazizithathu.
   Colour one third of each shape that is divided into thirds.

6. Treysa.
   Trace.

   isithathu isithathu third third
Izihlanu nezithandathu

1. Yinto epheleleyo le. Treyisa kwimigca echokoziweyo. This is a whole. Trace along the dotted lines.
2. Kukho inxalenye ezintandathu. There are six parts.
3. Xa usenza iinxalenye ezilinganayo kwinto enye, inxalenye nganye liqhezu lento epheleleyo. When you make equal parts from one whole, each part is a fraction of the whole.
4. Ndineziqwenga ezi-6 ezilingana twatse. I have 6 pieces that are exactly the same size.

Repeat the steps above with the strip of paper that shows 5 parts. Ask learners to trace and fold on the dotted lines so that the five parts are clearly visible. Use this strip of paper to introduce fifths. When you make five equal parts from one whole, you call each part one fifth of the whole.
Day 3 Fifths and sixths

1. Fakela umbala kwisinye sesihlanu.
   Colour in one fifth.

2. Fakela umbala kwisinye sesithandathu.
   Colour in one sixth.

   Complete.

   Inxaleny e____ yeenxaleny ezilinganayo ezi____.
   ____ part of ____ equal parts.

   Inxaleny e____ yeenxaleny ezilinganayo ezi____.
   ____ part of ____ equal parts.

4. Treyisa.
   Trace.
   isihlanu  isihlanu  fifth  fifth
   isithandathu  isithandathu  sixth
Umdlalo: Amaqhezu

Game: Fractions

- Dlala nomhlobo wakho.
  Tshintshiselenani ngokuqala.
  Play with a friend. Take turns going first.
- Phosa idayisi uze uhambise isibalisi sakho.
  Roll the dice and move your counter.
- Biza igama leqhezu.
  Say the name of the fraction.
- Phosa idayisi kwakhona ukuba ulichanile.
  Roll again if you get it right.

Amagama angundoqo

Key words

- isiqinga esinaye one half
- isinaye esithathwini one third
- isinaye kwisine/ikota one fourth
- isinaye kwishlanu one fifth
- isinaye kwisithandathu one sixth

Dlalani kwakhona. Kweli tyeli libhale si igama leqhezu.
Play again. This time write the name of the fraction.

Fifths and sixths Week 8 • Day 3
Fractions of a whole

Nika abafundi ixesha lokuthetha ngamaqhezu ahlukileyo abawabonayo. Kwimilo nganye, bakugqiba ukufakela umbala kwixalenye enye kwimilo nganye, bacele ukuba balathe kwiixalanye zamaqhezu kwaye bathethe ngokuba bawachonga njani amaqhezu lawo.

Allow learners time to talk about the different fractions that they see. After they have coloured the parts of each shape, ask them to point to the fraction parts and talk about how they know now to identify them.
1. Treyisa. Faka umbala kumalungu.
Trace. Colour the parts.

- isithathu third
- ikota quarter
- isiq ingatha half
- isithandathu sixth
- isiuhlanu fifth
2 Fakela umbala kwinxalenyenye enye. Treyisa igama leqhezu.
Colour one part. Trace the name of the fraction.

isiqingatha esinye
one half

isinye esithathwini
one third

ikota enye
one quarter

isinye kwisihlanu
one fifth

isinye kwisithandathu
one sixth

Xandisahlulela abantwana aba-2 ilofu yesonka,
umntwana ngamnye ufumana isiqingatha selofu.
When I share 1 loaf between 2 children,
one child gets one half.
1. Thiya iqhezu igama.
Name the fraction.

2. Rhangqa imifanekiso ebonisa isiqingatha.
Circle the pictures that show half.

Masithethe ngeMaths!
Let’s talk Maths!

<table>
<thead>
<tr>
<th>NgesiXhosa sithi:</th>
<th>In English we say:</th>
</tr>
</thead>
<tbody>
<tr>
<td>isiqingatha esinye</td>
<td>one half</td>
</tr>
<tr>
<td>inxalanye enye yezi-2 ezilinganayo</td>
<td>one of 2 equal parts</td>
</tr>
<tr>
<td>isinye esithathwini</td>
<td>one third</td>
</tr>
<tr>
<td>inxalanye enye kwezi-3 ezilinganayo</td>
<td>one of 3 equal parts</td>
</tr>
<tr>
<td>ikota enye</td>
<td>one quarter</td>
</tr>
<tr>
<td>inxalanye enye kwezi-4 ezilinganayo</td>
<td>one of 4 equal parts</td>
</tr>
<tr>
<td>isinye kwishlanu</td>
<td>one fifth</td>
</tr>
<tr>
<td>isinye kwisithandathu</td>
<td>one sixth</td>
</tr>
</tbody>
</table>
Assessment and consolidation

Fill in the blanks. Write the fraction name.

Inxaleny e-____ yeenxalenye ezi-____ ezilinganayo.
____ part of ____ equal parts.

Inxaleny e-____ yeenxalenye ezi-____ ezilinganayo.
____ part of ____ equal parts.

Inxaleny e-____ yeenxalenye ezi-____ ezilinganayo.
____ part of ____ equal parts.

Inxaleny e-____ yeenxalenye ezi-____ ezilinganayo.
____ part of ____ equal parts.

Inxaleny e-____ yeenxalenye ezi-____ ezilinganayo.
____ part of ____ equal parts.
Izixhobo

Izibalo zentloko: Fizz Pop – ukwahluza kubini

Umhlalo: Ulwabiwo!

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ulwabiwo phakathi kwaba-2</td>
<td>LAB, iiblako</td>
</tr>
<tr>
<td>2</td>
<td>Ulwabiwo olunentsalela</td>
<td>LAB, iiblako</td>
</tr>
<tr>
<td>3</td>
<td>Ulwabiwo phakathi kwaba-3</td>
<td>LAB</td>
</tr>
<tr>
<td>4</td>
<td>Ulwabiwo phakathi kwaba-4</td>
<td>LAB</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso</td>
<td>LAB</td>
</tr>
</tbody>
</table>

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:

ukusombulula nokucacisa izisombululo zeengxaki ezenziwayo eziquka ulwabiwo olulinganayo neempendulo ezinokuba neentsalela.

Uvavanyo

Akukho vavanyo lusesikweni kule veki.

Kufuneka ubaqaphele abafundi eklasini yakho imihla kwaye uthathe amanqaku njengxalenye yovavanyo oluqhubeKayo olungekho sesiikweni olujolise ekuFundeni.
Sharing division

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sharing between 2</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>2</td>
<td>Sharing with a remainder</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>3</td>
<td>Sharing among 3</td>
<td>LAB</td>
</tr>
<tr>
<td>4</td>
<td>Sharing among 4</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:

solve and explain solutions to practical problems that involve equal sharing with answers that can include remainders.

Assessment

There is no formal assessment this week.

You should observe the learners in your class daily and make notes as part of your informal ongoing assessment for learning.
Ividiyo yezibalo zentloko

Ividiyo yomdlalo

Ividiyo yophuhliso lwengqiqo
Kule veki sigxila ekwahuleni phakathi kwezi-2, ezi-3 nezi-4. Abafundi baza kunikwa amathuba okwaba iibloko, nokubhala besebenzisa imifanekiso. Abafundi baza kusebenza ngamanani abanokuwahlula ngokulinganayo, kwaye baza kuxoxa akunokwenziwa xa kukho intsalela. Kumsebenzi wethu siza kujolisa koku:
- ukusombulula iingxaki eziquka ulwabiwo olusenokuba nentsalela. Kolu hlobo lolwahlulo, izinto zahluhluwa phakathi kwenani elinikweyo labantu (umzekelo) kwaye abafundi kufuneka bafumanise ukuba zingaphi izinto ezabiwayo aya kuzifumana umntu ngmanye.

Into emayiqatshelwe kule veki
Kubalulekile ukunika abafundi ixesha lokuxoxa ngokubazaahlula njani ibloko zabo, nokucinga ngokuba benze ntoni na ngeentsalela. Nceda abafundi baqonde ukuba intsalela iyekwa iphelele okanye ingahlulwa iweziinxalenye ezingamaqhezu.
Mental Maths video

This week we will play Fizz Pop again. We will focus on halving, encouraging learners to halve numbers as an efficient calculation strategy. Whilst it is easier to halve even numbers, it is important that learners also practice halving odd numbers. Due to the fact that odd numbers will have a remainder, it is necessary to be prepared for additional conversations about these types of problems.

Game video

This week we will play Sharing! using multifix blocks. Learners should imagine each block is a sweet. The teacher calls a number. The learners must share the sweets equally between 2 learners. Ask them: ‘How many does each learner get?’ ‘How many are left over?’ This game develops learners’ ability to share a given number of items into two parts – it lays the foundation for halving.

Conceptual development video

This week we focus on sharing among 2, 3 and 4. Learners will be given opportunities to share multifix blocks and to record using diagrams. Learners will work with numbers that they can share equally, and they will also discuss what could be done when there is a remainder. In our work on sharing, we will focus on:

• solving problems involving sharing with the possibility of a remainder. In this kind of division, objects are divided among a given number of people (for example) and learners have to find out how many items being shared each person will get.

What to look out for this week

It is important to allow learners time to discuss how they share their multifix blocks, and to think about what they should do with any remainders. Help learners to realise that a remainder can be left as a whole, or that it can be split into fractional parts.
IZIBALO ZENTLOKO | MENTAL MATHS

Bethelela ukwahlula kubini usebenzise umdlalo othi Fizz Pop.

Consolidate halving using the Fizz Pop game.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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

<table>
<thead>
<tr>
<th>Usuku 1 Day 1</th>
<th>Usuku 2 Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fakela umbala.</strong> &lt;br&gt; Colour.</td>
<td><strong>Fakela umbala.</strong> &lt;br&gt; Colour.</td>
</tr>
<tr>
<td>isinye kwisithandathu &lt;br&gt; one sixth</td>
<td>isinye kwisithathu &lt;br&gt; one third</td>
</tr>
<tr>
<td>ikota enye &lt;br&gt; one quarter</td>
<td>isinye kwisihlanu &lt;br&gt; one fifth</td>
</tr>
<tr>
<td>isiqingatha esinye &lt;br&gt; one half</td>
<td>isinye kwisithandathu &lt;br&gt; one sixth</td>
</tr>
<tr>
<td>isinye kwisihlanu &lt;br&gt; one fifth</td>
<td>ikota enye &lt;br&gt; one quarter</td>
</tr>
<tr>
<td>isinye kwisithathu &lt;br&gt; one third</td>
<td>isiqingatha esinye &lt;br&gt; one half</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Usuku 3 Day 3</th>
<th>Usuku 4 Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fakela umbala.</strong> &lt;br&gt; Colour.</td>
<td><strong>Fakela umbala.</strong> &lt;br&gt; Colour.</td>
</tr>
<tr>
<td>ikota enye &lt;br&gt; one quarter</td>
<td>isinye kwisithandathu &lt;br&gt; one sixth</td>
</tr>
<tr>
<td>isinye kwisithandathu &lt;br&gt; one sixth</td>
<td>isiqingatha esinye &lt;br&gt; one half</td>
</tr>
<tr>
<td>isinye kwisihlanu &lt;br&gt; one fifth</td>
<td>isinye kwisithathu &lt;br&gt; one third</td>
</tr>
<tr>
<td>isiqingatha esinye &lt;br&gt; one half</td>
<td>isinye kwisihlanu &lt;br&gt; one fifth</td>
</tr>
<tr>
<td>isinye kwisithathu &lt;br&gt; one third</td>
<td>ikota enye &lt;br&gt; one quarter</td>
</tr>
</tbody>
</table>
Ulwabiwo phakathi kwaba-2

**UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT**

**Ukuba wabela abantu ababa-2 ibloko ezingama-30, uza kufumana ibloko ezingaphi umntu ngamnye?**

If you share 30 blocks between 2 people, how many blocks will each person get?

**Ufumene ibloko ezingaphi umntu ngamnye?**

How many blocks did each person get?

**Umntu ngamnye ufumana ibloko ezili-15.**

Each person gets 15 multifix blocks.

**Sibonise ebhodini ukuba uzahlule njani ibloko ezingama-30 phakathi kwabantu ababa-2.**

Show us on the board how you shared 30 multifix blocks between 2 people.

**Ndiqala ndahlule ama-10, ndize ndabe imivo (oo-1).**

I first share the 10s, then I share the 1s.

**Sesphi isivakalisi manani esinokusibhala ukuze sibonise indlela anokwabiwa ngayo ama-30 phakathi kwabantu ababa-2?**

What number sentence can we write to show how 30 is shared between 2 people?

30 ÷ 2 = 15

Phinda la manyathelo ngamanye amanani anokwahlulwa phakathi kwabantu ababini.

Repeat the steps with other numbers that can be shared equally between two people.
WEEK 9 • DAY 1
Sharing between 2

Umdlalo: Ulwabiwo!
Game: Sharing!

- Yenza ngathi ibloko nganye yilekese!
  Imagine each block is a sweet!
- Utitshala wakho ubiza inani.
  Your teacher calls a number.
- Yaba ilekese ngokulinganayo hakathi kwabafundi aba-2.
  Share the sweets equally between 2 learners.
- Ufumana ezingaphi umfundi ngamnye?
  How many does each learner get?
- Kushiyeku ezingaphi?
  How many are left over?

Xa sisaba ilekese ezili-10 phakathi kwabafundi aba-2, emnye ufumana isiqingatha.
When we share 10 sweets between 2 learners, each learner receives half.

6 ÷ 2 = 3
6 shared between 2 equals 3.
I give one sweet to Vuyo, and one to Cebo until I share all the sweets.

Ama-60 abhulewa aba-2 ngama-30.
Ndinika uVuyo ilekese ezili-10, ndinike uCebo ezili-10 ndidize zonke ilekese ezingama-60. Ndinga ngokwama-10.
60 shared between 2 equals 30.
I give 10 sweets to Vuyo, and 10 to Cebo until I share all 60 sweets. I think in 10s.
Yabela abafundi aba-2 iilekese ngokulinganayo. Uza kufumana iilekese ezingaphi umfundli ngamnye?
Share sweets equally between 2 learners. How many sweets does each learner get?

4 sweets

Ndabela abafundi ababini iilekese ezi-4 ngokulinganayo. Isiqingatha seelekelese ezi-4 zilekese ezi-2.
I share 4 sweets equally between 2 learners. Half of 4 sweets is 2 sweets.

40 sweets

2 sweets

20 sweets

26 sweets

10 sweets

18 sweets

14 sweets

202
Day 2 Sharing with a remainder

**UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT**

**1.** Umntu ngamnye ufumana iibloko ezili-11, kushiyeka enye. Each person can get 11 blocks but we have one left over.

**2.** Zoba umfanekiso ubonise ukuba uzahlule njani iibloko ezingama-23 phakathi kwabantu aba-2. Do a drawing to show how you shared 23 blocks between 2 people.

**3.** Ndingahlula ama-10 nemivo, ndize ndibeke eshiyekileyo emgceni ukubonisa ukuba umntu ngamnye uza kufumana isiqingatha. I can share the 10s and the 1s and put the left over one on the line to show that each person will get half.

**Sesiphi isivakalisi manani esinkusibhala sibonise indlela esahlule ngayo ama-23 phakathi kwabantu aba-2?** What number sentence can we write to show how 23 is shared between 2 people?

**23 ÷ 2 = 11 kushiyeka e-1 and one left over**

Phinda la manyathelo ngamnye amanani anentsalela xa kusahlulelwaba abantu ababini.
Repeat the steps with other numbers that have a remainder when shared between two people.
Ulwabiwo olunentsalela

**IVEKI 9 • USUKU 2**

### Ulwabiwo olunentsalela

Sharing with a remainder

---

1. **Yabela abafundi ab-2 ngokulinganayo. Ufumana ezingaphi umfundlilo ngamnye?**

   Share equally between 2 learners. How many does each learner get?

   \[
   \begin{align*}
   9 \div 2 & = 4 \text{ nesiqingatha esino} \\
   9 \div 2 & = 4 \text{ and } 1 \text{ half} \\
   9 \div 2 & = 4 \text{ nentsalela eino} \\
   9 \div 2 & = 4 \text{ and } 1 \text{ left over}
   \end{align*}
   \]

   \[
   \begin{align*}
   15 \div 2 & = \\
   15 \div 2 & = \\
   15 \div 2 & = \\
   15 \div 2 & = 
   \end{align*}
   \]

Share equally between 2 learners. How many does each learner receive? Draw to solve.

\[
\begin{array}{ccc}
\text{19} & \text{19} \\
5 & 5 & 5 \\
\end{array}
\]

\[
19 \div 2 = 9 \text{ nesiqingatha esi-1} \\
19 \div 2 = 9 \text{ and 1 half}
\]

\[
\begin{array}{ccc}
\text{19} & \text{19} \\
5 & 5 & 5 \\
\end{array}
\]

\[
19 \div 2 = 9 \text{ nentsalela e-1} \\
19 \div 2 = 9 \text{ and 1 left over}
\]

\[
\begin{array}{ccc}
\text{7} & \text{7} \\
\end{array}
\]

\[
7 \div 2 = \underline{\underline{3 \text{ remainder 1}}} \\
7 \div 2 = \underline{\underline{3 \text{ remainder 1}}}
\]

\[
\begin{array}{ccc}
\text{11} & \text{11} \\
\end{array}
\]

\[
11 \div 2 = \underline{\underline{5 \text{ remainder 1}}} \\
11 \div 2 = \underline{\underline{5 \text{ remainder 1}}}
\]

\[
\begin{array}{ccc}
\text{21} & \text{21} \\
\end{array}
\]

\[
21 \div 2 = \underline{\underline{10 \text{ remainder 1}}} \\
21 \div 2 = \underline{\underline{10 \text{ remainder 1}}}
\]

There are 15 biscuits. Share the biscuits between 3 friends. How many biscuits will each friend get? Will there be any biscuits left over?

Umhlobo ngamnye uza kufumana iibhisikithi ezi-5. Each friend will get 5 biscuits.


There are 20 marbles. Share the marbles between 3 friends. How many marbles will each friend get? Will there be any marbles left over?

Umhlobo ngamnye uza kufumana amapetyu ama-6 kwaye kuza kushiyeka amapetyu ama-2. Each friend will get 6 marbles and there will be 2 left over.


Repeat the steps with other sharing word problems. Give the learners multiple opportunities to solve problems with remainders. Make sure learners talk about what can be done with remainders so that learners realise that they can’t be ignored.
WEEK 9 • DAY 3

Sharing among 3

**Ulwabiwo phakathi kwaba-3**  
Sharing among 3

Masahlule nge-3! Ukwabela abafundi ab-3 kuyafana nokwahlula nges-3. Xa sisabela abantu waba-3 ilekese ezili-12, eithi "12 kahlula ka-3". Sibhalo: $12 \div 3$.

Let's divide by 3! Sharing among 3 learners is the same as dividing by 3. When we share 12 sweets between 3 learners, we say "12 divided by 3". We write $12 \div 3$.

1. **Yabela abafundi ab-3 ilekese ngokulinganayo.**  
Zingaphi ilekese eziza kufunyanwa ngumfundzi ngamnye?

Share sweets equally among 3 learners. How many sweets does each learner get?

**ilekese ezili-12**

<table>
<thead>
<tr>
<th>12 sweets</th>
</tr>
</thead>
<tbody>
<tr>
<td>$12 \div 3 = 4$</td>
</tr>
</tbody>
</table>

**ilekese ezili-3**

<table>
<thead>
<tr>
<th>3 sweets</th>
</tr>
</thead>
<tbody>
<tr>
<td>$3 \div 3 = ___$</td>
</tr>
</tbody>
</table>

**ilekese ezili-6**

<table>
<thead>
<tr>
<th>6 sweets</th>
</tr>
</thead>
<tbody>
<tr>
<td>$6 \div 3 = ___$</td>
</tr>
</tbody>
</table>

**ilekese ezili-9**

<table>
<thead>
<tr>
<th>9 sweets</th>
</tr>
</thead>
<tbody>
<tr>
<td>$9 \div 3 = ___$</td>
</tr>
</tbody>
</table>

**ilekese ezili-15**

<table>
<thead>
<tr>
<th>15 sweets</th>
</tr>
</thead>
<tbody>
<tr>
<td>$15 \div 3 = ___$</td>
</tr>
</tbody>
</table>

**ilekese ezili-18**

<table>
<thead>
<tr>
<th>18 sweets</th>
</tr>
</thead>
<tbody>
<tr>
<td>$18 \div 3 = ___$</td>
</tr>
</tbody>
</table>
Yabela iingxowa ezi-3 amapetyu ngokulinganayo. Share marbles equally between 3 bags.

- **amapetyu ali-15**: 15 marbles
  
  \[
  15 \div 3 = 5
  \]
  
  Kushiyeka amangaphi? 0
  
  How many left over? 0

- **amapetyu ali-17**: 17 marbles
  
  \[
  17 \div 3 = 5
  \]
  
  Kushiyeka amangaphi? 2
  
  How many left over? 2

- **amapetyu ama-6**: 6 marbles
  
  \[
  6 \div 3 = \_\_\_
  \]
  
  Kushiyeka amangaphi? \_\_\_
  
  How many left over? \_\_\_

- **amapetyu asi-7**: 7 marbles
  
  \[
  7 \div 3 = \_\_\_
  \]
  
  Kushiyeka amangaphi? \_\_\_
  
  How many left over? \_\_\_

- **amapetyu ali-13**: 13 marbles
  
  \[
  13 \div 3 = \_\_\_
  \]
  
  Kushiyeka amangaphi? \_\_\_
  
  How many left over? \_\_\_

- **amapetyu ali-12**: 12 marbles
  
  \[
  12 \div 3 = \_\_\_
  \]
  
  Kushiyeka amangaphi? \_\_\_
  
  How many left over? \_\_\_
Kukho iintyatyambo ezili-12. Yabela abahlolo abaa-4 iintyatyambo. Uza kufumana iintyatyambo ezingaphi umhlobo ngamnye? Ingaba ziza kubakho ezishiyekayo?
There are 12 flowers. Share the flowers between 4 friends. How many flowers will each friend get? Will there be any flowers left over?

Umhlobo ngamnye uza kufumana iintyatyambo ezi-3.
Each friend will get 3 flowers.

There are 27 pencils. Share the pencils between 4 friends. How many pencils will each friend get? Will there be any pencils left over?

Umhlobo ngamnye uza kufumana iipenisile ezi-6 kwaye kuzika kushiyeka ezi-3.
Each friend will get 6 pencils and there will be 3 left over.

Repeat the steps with other sharing word problems. Give the learners multiple opportunities to solve problems with remainders. Make sure learners talk about what can be done with remainders so that learners realise that they can’t be ignored.
Ulwabiwo phakathi kwaba-4

1. Yahlula iilekese ezili-12 ngokulinganayo phakathi kwabafundi aba-4.
Share 12 sweets equally between 4 learners.

\[
12 \div 4 = 3
\]

Ndabela abafundi aba-4 iilekese ezili-12, ngoko ke ndizoba izangqa ezi-4. Emva koko ndahlula ngokulinganayo.
I share 12 sweets among 4 learners, so I draw 4 circles. Then I share the 12 sweets equally.

2. Yahlula iilekese ezili-16 pahakathi kwabafundi aba-4.
Share 16 sweets equally between 4 learners.

\[
16 \div 4 = ____
\]

Share 20 apples equally between 4 learners.

\[
20 \div 4 = ____
\]
Yahlula ngokulinganayo amapetyu asi-8 phakathi kwabafundi aba-4.
Share 8 marbles equally between 4 learners.

\[ 8 \div 4 = \_ \text{kusala} \_ \]
\[ 8 \div 4 = \_ \text{with 0 left over} \]

Yahlula ngokulinganayo amapetyu ali-10 phakathi kwabafundi aba-4.
Share 10 marbles equally among 4 learners.

\[ 10 \div 4 = \_ \text{kusala} \_ \]
\[ 10 \div 4 = \_ \text{with left over} \]

Yahlula ngokulinganayo amapetyu ali-13 phakathi kwabafundi aba-3.
Share 13 marbles equally among 3 learners.

\[ 13 \div 3 = \_ \text{kusala} \_ \]
\[ 13 \div 3 = \_ \text{with left over} \]

Yahlula ngokulinganayo amapetyu ali-16 phakathi kwabafundi aba-5.
Share 16 marbles equally among 5 learners.

\[ 16 \div 5 = \_ \text{kusala} \_ \]
\[ 16 \div 5 = \_ \text{with left over} \]
IVEKI 9 • USUKU 5

Uqukaniso

1 Yahlula ngokulinganayo amapetyu ali-11 phakathi kwabafundi aba-4.
   Share 11 marbles equally between 4 learners.
   
   \[ 11 \div 4 = \underline{____} \text{kusala } \underline{____}. \]
   \[ 11 \div 4 = \underline{____} \text{ with } \underline{____} \text{ left over}. \]

Yahlula ngokulinganayo amapetyu ali-12 phakathi kwabafundi aba-4.
Share 12 marbles equally between 4 learners.

\[ 12 \div 4 = \underline{____} \text{kusala } \underline{____}. \]
\[ 12 \div 4 = \underline{____} \text{ with } \underline{____} \text{ left over}. \]

Masithethe ngeMaths!
Let's talk Maths!

NgesiXhosa sithi:
yaba
yahhula
Yabela abafundi aba-2 ama-apile ama-5.
Umfundi ngamnye uhumana ama-2 anesiqingatha.
Yabela abafundi aba-2 amapetyu ama-5.
Kushiyeka elinye.
Yahlula u 5 ngo 2.

In English we say:
share
divide
Share 5 apples between 2 learners.
Each learner receives 2 and a half.
Share 5 marbles between 2 learners.
Each learner receives 2.
There is one left over.
Divide 5 by 2.
## Consolidation

### WEEK 9 • DAY 5

#### How many pizzas?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>![Pizza 1]</td>
<td>![Pizza 2]</td>
<td></td>
</tr>
</tbody>
</table>

### Yandisa ngokubala ngezi-5.

Extend by counting in 5s.

<table>
<thead>
<tr>
<th>50</th>
<th>45</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

### 4

<table>
<thead>
<tr>
<th>Expression</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>$58 - 5$</td>
<td></td>
</tr>
<tr>
<td>$28 + 5$</td>
<td></td>
</tr>
<tr>
<td>$36 + 30$</td>
<td></td>
</tr>
<tr>
<td>$56 - 20$</td>
<td></td>
</tr>
</tbody>
</table>

### 5

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>18</td>
<td>34</td>
</tr>
<tr>
<td>14</td>
<td>17</td>
<td>25</td>
</tr>
</tbody>
</table>

### 6

<table>
<thead>
<tr>
<th>Expression</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2 \times 4$</td>
<td></td>
</tr>
<tr>
<td>$5 \times 2$</td>
<td></td>
</tr>
</tbody>
</table>

### 7

Isiqingatha okanye ihaftu:

<table>
<thead>
<tr>
<th>Expression</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>q</td>
<td>18</td>
</tr>
</tbody>
</table>

Isaphila kubini:

<table>
<thead>
<tr>
<th>Expression</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>q</td>
<td>18</td>
</tr>
</tbody>
</table>

---

**Consolidation**
### Uhlaziyo

<table>
<thead>
<tr>
<th>Izixhobo</th>
<th>Izibalo zentloko: Imiguqulwa</th>
<th>Umdlalo: IMaths ekhawulezayo nedayisi</th>
</tr>
</thead>
<tbody>
<tr>
<td>azikho</td>
<td></td>
<td>idayisi</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ama-10 nemivo</td>
<td>LAB, oonotsheluza (iifladikhadi)</td>
</tr>
<tr>
<td>2</td>
<td>Ukudibanisa nokuthabatha ukuya kw100</td>
<td>LAB, umgcamanani ongenanto</td>
</tr>
<tr>
<td>3</td>
<td>Ukuphindla kabini nokwahlula kubini</td>
<td>LAB</td>
</tr>
<tr>
<td>4</td>
<td>Amaqela ezi-5 nama-10</td>
<td>LAB</td>
</tr>
<tr>
<td>5</td>
<td>Amaqhezu nolwabiwo</td>
<td>LAB, idayisi</td>
</tr>
</tbody>
</table>

### Emva kwale veki umfundikwazi akwazi ukwenza oku:

- ukusebenzisa amachokoza nemizobo ukuze ubonise amanani njengama-10 nemivo.
- ukunakana ukufana phakathi kokudibanisa nokuthabatha imivo kunye nokudibanisa nokuthabatha amashumi.
- ukuphindla kabini nokwahlula kubini amanani aphakathi kuka0 nama50.
- ukusebenzisa ukubala ngokuqakathatho ngokuphindlaphinda ngesi5 nange10.
- ukunakana amaqhezu emifanekisweni nokubhala amaqhezu usebenzisa amagama athi, isinye esithathwini, ikota, isinye kwisihlanu nesinye kwisithandathu.
- ukusombulula nokucacisa izisombululo kwisingxaki ezenziwayo eziquka ulwabiwo olulinganayo oluneziphumo ezineentsalela.

### Uvavanyo

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

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mental Maths:</strong> Inverse operations</td>
</tr>
<tr>
<td><strong>Game:</strong> Fast maths with dice: – multiply!</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>10s and 1s</td>
<td>LAB, flard cards</td>
</tr>
<tr>
<td>2</td>
<td>Adding and subtracting up to 100</td>
<td>LAB, blank number line</td>
</tr>
<tr>
<td>3</td>
<td>Double and half</td>
<td>LAB</td>
</tr>
<tr>
<td>4</td>
<td>Groups of 5 and 10</td>
<td>LAB</td>
</tr>
<tr>
<td>5</td>
<td>Fractions and sharing</td>
<td>LAB, dice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After this week the learner should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>use dots and simplified drawings to represent numbers as 10s and 1s.</td>
</tr>
<tr>
<td>recognise the similarities between adding and subtracting ones and adding and subtracting tens.</td>
</tr>
<tr>
<td>double and halve numbers between 0 and 5.</td>
</tr>
<tr>
<td>use skip counting to multiply by 5 and 10.</td>
</tr>
<tr>
<td>recognise fractions in diagrammatic form and write fractions using the words half, third, quarter, fifth and sixth.</td>
</tr>
<tr>
<td>solve and explain solutions to practical problems that involve equal sharing with answers that can include remainders.</td>
</tr>
</tbody>
</table>

**Assessment**

There is no formal assessment this week.

You should observe the learners in your class daily and make notes as part of your informal ongoing assessment for learning.
Ividiyo yezibalo zentloko

Ividiyo yomdlalo
• ngoSuku loku-1 – phindaphinda ngesi-2
• ngoSuku lwesi-2 – phindaphinda ngesi-2
• ngoSuku lwesi-3 – phindaphinda ngesi-5
• ngoSuku lwesi-4 – phindaphinda nge-10

Kubalulekile ukuba abafundi bakwazi ukusombulula ingxaki ezilula ngempumelelo kuba oku kwenza kubekho isiseko esomeleleyo seengxaki ezinzima ezinokubakho kamva.
Mental Maths video

This week we will practice writing addition and subtraction number sentences. We will use a number table to help learners identify the inverse relationship between numbers. It is important for learners to recognise that they can write addition and subtraction number sentences from the numbers in the number table.

Game video

The games this week are all about multiplication. Every day we play a multiplication game to practice different multiples. We will play Fast maths with dice: multiply by 2. The learners will multiply by 2, 5 and 10:

- Day 1 – multiply by 2
- Day 2 – multiply by 2
- Day 3 – multiply by 5
- Day 4 – multiply by 10.

It is important for learners to be able to solve simple problems efficiently because this provides a solid foundation for more difficult problems later on.
Uhlaziyo

Kule veki sihlaziya iingqiqo ngezifundo ezifundwe kule kota. Abafundi baza kunikwa amathuba okuziqhelanisa noko bakufundileyo, ukuze baphuhlise izakhono zabo zokusombulula iingxaki ngobuchule nangempumelelo. Siza kujolisa koku:

Usuku 1

Ukusebenzisa amachokoza nemizobo ukubonisa amanani njengama-10 nemivo (oo-1).

Usuku 2

Ukunakana ukufana okuphakathi kokudibanisa nokuthabatha imivo kunye nokudibanisa nokuthabatha amashumi.

Usuku 3

Ukuphinda kabini nokwahlula kubini amanani aphakathi kuka-0 nama-50.

Usuku 4

Ukusebenzisa ukubala okuqakathayo ukuze uphindaphinde ngesi-5 nange-10.

Usuku 5

- Ukunakana amaqhezu emifanekisweni kunye nokubhala amaqhezu usebenzisa agama athi isiqingatha, isinye esithathwini, ikota, isinye kwisihlanu nesinye kwisithandathu.
- Ukusombulula nokuqacisa izisombululo kwilingxaki ezenziwayo eziquka ulwabiwo olulingnayo oluneziphumo ezineentsalela.
Revision

This week we revise the concepts covered this term. Learners will be given opportunities to practice what they have learnt, and to develop their ability to solve problems efficiently. We will focus on:

**Day 1**
Using dots and simplified drawings to represent numbers as 10s and 1s.

**Day 2**
Recognising the similarities between adding and subtracting ones and adding and subtracting tens.

**Day 3**
Doubling and halving numbers between 0 and 50.

**Day 4**
Using skip counting to multiply by 5 and 10.

**Day 5**
- Recognising fractions in diagrammatic form and writing fractions using the words half, third, quarter, fifth and sixth.
- Solving and explaining solutions to practical problems that involve equal sharing with answers that can include remainders.
Ziqheli ukubhala izivakalisi manani zokudibanisa nezokuthabatha usebenzise itheyibhile yamanani.

Practice writing addition and subtraction number sentences using a number table.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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

Jonga amanani akwitheyibhile yamanani. Look at the numbers in the number table.

Write 2 addition number sentences using the numbers in the table.

12 + 23 = 35
23 + 12 = 35

Bhala izivakalisi manani zokudibanisa usebenzise itheyibhile yamanani.

Now write 2 subtraction number sentences.

35 – 12 = 23
35 – 23 = 12

Masenze esinye!
Now let’s do another one!
### WEEK 10 • DAY 1

#### 10s and 1s

**Enrichment activities • Imisetyenzana yokutyebisa**

<table>
<thead>
<tr>
<th>Usuku 1 Day 1</th>
<th>Usuku 2 Day 2</th>
</tr>
</thead>
</table>
| **Yabela aba-2. Ikhona intsalela?**  
Share between 2. Is there a left over?  
24 ÷ 2 =  
15 ÷ 2 =  
12 ÷ 2 =  
6 ÷ 2 =  
9 ÷ 2 =  
13 ÷ 2 =  
27 ÷ 2 =  
30 ÷ 2 =  
11 ÷ 2 =  
28 ÷ 2 =  |
| **Yabela aba-3. Ikhona intsalela?**  
Share among 3. Is there a left over?  
30 ÷ 3 =  
12 ÷ 3 =  
21 ÷ 3 =  
11 ÷ 3 =  
6 ÷ 3 =  
25 ÷ 3 =  
15 ÷ 3 =  
10 ÷ 3 =  
18 ÷ 3 =  |
| **Usuku 3 Day 3** | **Usuku 4 Day 4** |
| **Yabela aba-4. Ikhona intsalela?**  
Share among 4. Is there a left over?  
16 ÷ 4 =  
8 ÷ 4 =  
19 ÷ 4 =  
24 ÷ 4 =  
12 ÷ 4 =  
15 ÷ 4 =  
20 ÷ 4 =  
13 ÷ 4 =  
28 ÷ 4 =  |
| **Yaba. Ikhona intsalela?**  
Share. Is there a left over?  
20 ÷ 2 =  
9 ÷ 3 =  
20 ÷ 4 =  
7 ÷ 2 =  
11 ÷ 3 =  
17 ÷ 4 =  
15 ÷ 2 =  
21 ÷ 3 =  
12 ÷ 4 =  |

---

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IVEKI 10 • USUKU 1

Ama-10 nemivo

Umdlalo: iMaths ekhawulezayo ngediyisi - phindaphinda ngo-2

Game: Fast maths with dice - multiply by 2

• Phosa idiyisi.
  Roll a dice.
• Phindaphinda inani ka-2. Phinda kwakhona. Khawulezisa!
  Multiply the number by 2. Do it again. Faster!
• Dlala umdlalo phindaphinda ngo-2, ngo-5 nano-10 kule veki.
  Play multiply by 2, 5 and 10 this week!

1 Zoba (10) ukuze ubonise i-10. Zoba (6) ukuze ubonise u-1.

  Draw (10) to show 10. Draw (6) to show 1.

  57

  57 =

  73

  73 =

2 Sombulula!

Solve!

  10 + ____ = 19   20 + ____ = 25   30 + ____ = 37
   Draw (10) to show 10. Draw (1) to show 1.

   47 = ______
   47 = ______
   52 = ______
   52 = ______
   38 = ______
   38 = ______

   Break down into 10s and 1s.

   28 = ______
   28 = ______
   43 = ______
   43 = ______
   59 = ______
   59 = ______
   84 = ______
   84 = ______
1. Sombulula! Sebenzisa iibloko zakho.
   Solve! Use your blocks.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$4 + 4 = $</td>
<td>$5 + 3 = $</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>$40 + 40 = $</td>
<td>$50 + 30 = $</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>$8 - 3 = $</td>
<td>$9 - 6 = $</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>$80 - 30 = $</td>
<td>$90 - 60 = $</td>
</tr>
</tbody>
</table>

2. Ukusombulula usebenzisa umgcamanani.
   Solve using the number line.

   56 − 20 = ___

   78 − 30 = ___

   Solve using the number table.

<table>
<thead>
<tr>
<th>USonke ufunde amaphelpha angama-25 ngeholide. UEmma ufunde amaphelpha angama-20 ngaphezu kwamaphelpha afundwe nguSonke. Mangaphi amaphelpha afundwe nguEmma?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sonke read 25 pages over the holiday. Emma read 20 more pages than Sonke. How many pages did Emma read?</td>
</tr>
</tbody>
</table>
WEEK 10 • DAY 2

Adding and subtracting up to 100

4. Sombulula.
   Solve:
   \[
   \begin{align*}
   41 + 5 &= \_\_\_ \\
   65 + 5 &= \_\_\_ \\
   47 - 5 &= \_\_\_ \\
   60 - 4 &= \_\_\_ \\
   36 + 4 &= \_\_\_ \\
   57 + 4 &= \_\_\_ \\
   69 - 4 &= \_\_\_ \\
   50 - 2 &= \_\_\_ \\
   52 + 7 &= \_\_\_ \\
   72 + 6 &= \_\_\_ \\
   58 - 6 &= \_\_\_ \\
   70 - 3 &= \_\_\_
   \end{align*}
   \]

UNoni ughube iikhilomitha ezingama-51. Uphinde waghuba ezi-5 ngaphезulu. Zingaphi iikhilomitha aziphubeleyo zidibene?
Noni has driven 51 kilometres. She drives 5 kilometres more. How many kilometres has she driven altogether?

USane ubaleke iikhilomitha ezingama-32 kwiveki ephelileyo. UMilisa ubaleke iikhilomitha ezi-4 ngaphantsi. Zingaphi iikhilomitha ezibalekwe nguMilisa?
Sane ran 32 kilometres last week. Milisa ran 4 less. How many kilometres did Milisa run?

   Solve. Use the number line for help.

   \[
   \begin{align*}
   40 & 41 42 43 44 45 46 47 48 49 50 \\
   51 & 52 53 54 55 56 57 58 59 60
   \end{align*}
   \]

   \[
   \begin{align*}
   56 + 4 &= \_\_\_ \\
   48 + 5 &= \_\_\_ \\
   60 - 4 &= \_\_\_ \\
   52 - 5 &= \_\_\_ \\
   46 + 7 &= \_\_\_ \\
   45 + 7 &= \_\_\_ \\
   50 - 6 &= \_\_\_ \\
   53 - 7 &= \_\_\_
   \end{align*}
   \]

USis’ Ntombi uthengise amaqebengwana angama-42. Uphinde wathengiswa asi-7 ngaphезulu. Mangaphi amaqebengwana awathengisileyo ewonke?
Sis Ntombi sold 42 scones. She sells 7 more. How many scones does she sell altogether?

ULwazi unee-R60. Uthenga ama-apile nge-R8. Unamalini eshiyekileyo?
Lwazi has R60. He buys apples for R8. How much money does he have left?
1. Ndahlulela abafundi aba-2 ngokulinganayo. Leliphi iqhezu elifunyanwa ngumfundlu ngamnye?

I share equally between 2 learners. How many does each learner get?

<table>
<thead>
<tr>
<th>Yahlu la kubini:</th>
<th>4</th>
<th>14</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

2. Phinda kubini

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phinda kubini</td>
<td>Double</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Phinda kubini

| Isi-5 esiphindwe kubini li-___.
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Double 5 is ___</td>
</tr>
</tbody>
</table>
| I-15 eliphindwe kubini lenza ama___.
| Double 15 is ___|
| Ama-25 aphindwe kubini enza ama___.
| Double 25 is ___|
Double and half

4 Bangaphi abafundi?
  How many learners?

Mangaphi amehlo?
  How many eyes?

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

4 Bangaphi abafundi?
  How many learners?

Mangaphi amehlo?
  How many fingers?

<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>iminwe e-fingers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5 Bala. Sebenzisa iminwe yakho ukuze uqinisekise!
Calculate. Use your fingers to keep track!

<table>
<thead>
<tr>
<th>2 × 3 =</th>
<th>2 × 5 =</th>
<th>2 × 6 =</th>
<th>2 × 2 =</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 × 4 =</td>
<td>2 × 8 =</td>
<td>2 × 10 =</td>
<td></td>
</tr>
</tbody>
</table>

6 Ileke se enye ixabisa i-R2. Ndiza kubhatala malini:
One sweet costs R2. How much do I pay for:

<table>
<thead>
<tr>
<th>ngeleke sezi-5 5 sweets</th>
<th>ngeleke sezi-6 6 sweets</th>
</tr>
</thead>
<tbody>
<tr>
<td>ngeleke sezi-8 8 sweets</td>
<td>ngeleke ezili-10 10 sweets</td>
</tr>
</tbody>
</table>
IVEKI 10 • USUKU 4

Amaqela ezi-5 nama-10

1. Zingaphi iiemele?
   How many buckets?

   Zingaphi iiilitha?
   How many litres?

2. Bala. Sebenzisa iminwe yakho ukuze uqinisekise!
   Calculate. Use your fingers to keep track!

   | 10 × 3 = ___ | 10 × 5 = ___ | 10 × 6 = ___ | 10 × 2 = ___ |
   | 10 × 1 = ___ | 10 × 4 = ___ | 10 × 8 = ___ | 10 × 10 = ___ |

3. Ijusi enye ixabisa i R10. Ndiza kubhatala malini:
   One juice costs R10. What do I pay for:

   ngeejusi ezi-3?
   3 juices?

   ngeejusi ezi-5?
   5 juices?

   ngeejusi ezi-6?
   6 juices?

   ngeejusi ezili-11?
   11 juices?
### Groups of 5 and 10

<table>
<thead>
<tr>
<th>4</th>
<th>Zingaphi iingxowa?</th>
<th>Mangaphi ama-apile?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How many bags?</td>
<td>How many apples?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5</th>
<th>Zingaphi iingxowa?</th>
<th>Mangaphi ama-apile?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How many bags?</td>
<td>How many apples?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6</th>
<th>Zingaphi iingxowa?</th>
<th>Mangaphi ama-apile?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How many bags?</td>
<td>How many apples?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5</th>
<th>Zingaphi iingxowa?</th>
<th>Mangaphi ama-apile?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How many bags?</td>
<td>How many apples?</td>
</tr>
</tbody>
</table>

**Exercise 5:**
Bala. Sebenzisa iminwe yakho ukuze uqinisekise!
Calculate. Use your fingers to keep track!

<table>
<thead>
<tr>
<th></th>
<th>5 × 3 = ___</th>
<th>5 × 5 = ___</th>
<th>5 × 6 = ___</th>
<th>5 × 2 = ___</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5 × 1 = ___</td>
<td>5 × 4 = ___</td>
<td>5 × 8 = ___</td>
<td>5 × 10 = ___</td>
</tr>
</tbody>
</table>

**Exercise 6:**
Bala. Sebenzisa iminwe yakho ukuze uqinisekise!
Calculate. Use your fingers to keep track!

<table>
<thead>
<tr>
<th></th>
<th>Zingaphi izi-5</th>
<th>Zingaphi izi-5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>kuma-20?</td>
<td>kuma-25?</td>
</tr>
<tr>
<td></td>
<td>How many 5s in 20?</td>
<td>How many 5s in 25?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Zingaphi izi-5</th>
<th>Zingaphi izi-5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>kuma-30?</td>
<td>kuma-50?</td>
</tr>
<tr>
<td></td>
<td>How many 5s in 30?</td>
<td>How many 5s in 50?</td>
</tr>
</tbody>
</table>
Amaqhezu nolwabiwo

**Umdlalo: Amaqhezu**

**Game: Fractions**

- **Dlala nomhlobo wakho.** Tshintshiselanani ngokugala.
  Play with a friend. Take turns going first.
- **Phosa idayisi uze uhambise isibalisi sakho.**
  Roll the dice and move your counter.
- **Biza igama leqhezu.**
  Say the name of the fraction.
- **Phosa idayisi kwakhona ukuba ulichanile.**
  Roll again if you get it right.

**Amagama angundogoqo**

- isiqingatha esinye one half
- isinye esithathwini one third
- isinye kwingsa/ikota one fourth
- isinye kwishlanu one fifth
- isinye kwisithandathu one sixth

**Dlalo kwakhona.**

Kweli tyeli libhalesi igama leqhezu.

Play again
This time write the name of the fraction.

Share equally between 2 learners. How many does each learner receive? Draw to solve.

\[ \frac{q}{2} = \underline{\hspace{2cm}} \]
\[ \frac{q}{2} = \underline{\hspace{2cm}} \]
\[ \frac{q}{2} = \underline{\hspace{2cm}} \]
\[ \frac{q}{2} = \underline{\hspace{2cm}} \]

\[ \frac{7}{2} = \underline{\hspace{2cm}} \]
\[ \frac{7}{2} = \underline{\hspace{2cm}} \]
\[ \frac{7}{2} = \underline{\hspace{2cm}} \]
\[ \frac{7}{2} = \underline{\hspace{2cm}} \]

\[ \frac{11}{2} = \underline{\hspace{2cm}} \]
\[ \frac{11}{2} = \underline{\hspace{2cm}} \]
\[ \frac{11}{2} = \underline{\hspace{2cm}} \]
\[ \frac{11}{2} = \underline{\hspace{2cm}} \]

2. Yahlula la mapetyu alandelayo. Ufumana amapetyu amangaphi umfundlanga ngamnye? Mangaphi ashiyeskileyo?

Share the marbles. How many marbles does each learner get? How many left over?

| Yabela abafundi aba-3 amapetyu ama-10. | i-___ nentsa ele e-___
| Share 10 marbles among 3 children. | ___ and ___ left over.
| Yabela abafundi aba-4 amapetyu ama-10. | i-___ nentsa ele e-___
| Share 10 marbles among 4 children. | ___ and ___ left over.
<table>
<thead>
<tr>
<th></th>
<th>Amanani 0-19</th>
<th>Numbers 0-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>nothi</td>
<td>zero</td>
</tr>
<tr>
<td>1</td>
<td>nye</td>
<td>one</td>
</tr>
<tr>
<td>2</td>
<td>mbini</td>
<td>two</td>
</tr>
<tr>
<td>3</td>
<td>ntathu</td>
<td>three</td>
</tr>
<tr>
<td>4</td>
<td>ne</td>
<td>four</td>
</tr>
<tr>
<td>5</td>
<td>ntlanu</td>
<td>five</td>
</tr>
<tr>
<td>6</td>
<td>ntandathu</td>
<td>six</td>
</tr>
<tr>
<td>7</td>
<td>sixhenxe</td>
<td>seven</td>
</tr>
<tr>
<td>8</td>
<td>sibhozo</td>
<td>eight</td>
</tr>
<tr>
<td>9</td>
<td>lithoba</td>
<td>nine</td>
</tr>
<tr>
<td>10</td>
<td>lishumi</td>
<td>ten</td>
</tr>
<tr>
<td>11</td>
<td>lishumi</td>
<td>eleven</td>
</tr>
<tr>
<td>12</td>
<td>lishumi</td>
<td>twelve</td>
</tr>
<tr>
<td>13</td>
<td>lishumi</td>
<td>thirteen</td>
</tr>
<tr>
<td>14</td>
<td>lishumi</td>
<td>fourteen</td>
</tr>
<tr>
<td>15</td>
<td>lishumi</td>
<td>fifteen</td>
</tr>
<tr>
<td>16</td>
<td>lishumi</td>
<td>sixteen</td>
</tr>
<tr>
<td>17</td>
<td>lishumi</td>
<td>seventeen</td>
</tr>
<tr>
<td>18</td>
<td>lishumi</td>
<td>eighteen</td>
</tr>
<tr>
<td>19</td>
<td>lishumi</td>
<td>nineteen</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>amashumi amabini twenty</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>amashumi amabini ananye twenty-one</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>amashumi amabini anesibini twenty-two</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>amashumi amabini anesithathu twenty-three</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>amashumi amabini anesine twenty-four</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>amashumi amabini anesihlanu twenty-five</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>amashumi amabini anesithandathu twenty-six</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>amashumi amabini anesixhenxe twenty-seven</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>amashumi amabini anesibhozo twenty-eight</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>amashumi amabini anethoba twenty-nine</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>amashumi amathathu thirty</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>amashumi amathathu ananye thirty-one</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>amashumi amathathu anesibini thirty-two</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>amashumi amathathu anesithathu thirty-three</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>amashumi amathathu anesine thirty-four</td>
<td></td>
</tr>
<tr>
<td>35</td>
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</table>
Imicwe yamaqhezu/Fraction strips

Izithathu  Thirds

Izihanu  Fifths

Izithandathu  Sixths
Irula yenyoka /Snake ruler