8!
Le ncwadi sisisihami sentsebenziswa phakathi kweqela elibizwa ngokuba yiBala Wande–Magic Classroom Collective team kunye neqela lokuqinisekisa elenziwe ngabantu-ngabantu abakwiyunivesithi eziliquela ezahlukeneyo, imibutho engalawulwa ngurhulumente (NGOs) esebenza ngemathematika kwakanye neSebe leMfundo esiSiseko. Ezi zikhobho zokufunda zithathela incwadi zemisebenzi eziqulenwe iSebe leMfundo esiSiseko nakuphindaphindo lwezicwangciso zezifundo (GPLMS, Jika iMfundo, NECT neTMU). Iibhokisi zezixhobo zokusebenza ngobuchule zeBala Wande zayiliwa ngokucibhisa nabakwaJade Education. Ezi bhekisi zinezixhobo zodidlo oluphezulu eziyinxalenye ebalulekileyo yenkqubo yokufundisa nokufunda.

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.
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>UKUSEBENZISA IBALA WANDE EKUFUNDISENI IMATHEMATIKA KWISIGABA SESISEKO</td>
<td>2</td>
</tr>
<tr>
<td>USING BALA WANDE FOR TEACHING FOUNDATION PHASE MATHEMATICS</td>
<td>3</td>
</tr>
<tr>
<td>1. Yintoni iBala wande?</td>
<td>2</td>
</tr>
<tr>
<td>1. What is Bala Wande?</td>
<td>3</td>
</tr>
<tr>
<td>Wamkelekile kwiBanga lesi-2!</td>
<td>6</td>
</tr>
<tr>
<td>Welcome to Grade 2!</td>
<td>7</td>
</tr>
<tr>
<td>2. Yintoni esebhokisini?</td>
<td>8</td>
</tr>
<tr>
<td>2. What's in the box?</td>
<td>9</td>
</tr>
<tr>
<td>Uluhlu lwezinto ezifunekayo</td>
<td>10</td>
</tr>
<tr>
<td>Checklist</td>
<td>11</td>
</tr>
<tr>
<td>3. Ndisebenzisa oluphi ulwimi xa ndifundisa imathematika?</td>
<td>12</td>
</tr>
<tr>
<td>3. What language do I use when I teach mathematics?</td>
<td>13</td>
</tr>
<tr>
<td>4. Ukusebenzisa izicwangciso zezifundo nencwadi yemisebenzi yomfundi</td>
<td>12</td>
</tr>
<tr>
<td>4. Using the lesson plans and Bala Wande Learner Activity Book</td>
<td>13</td>
</tr>
<tr>
<td>5. Ishedyuli yemihla ngemihla, itheyibhile yexesha nesicwangciso sexesha</td>
<td>24</td>
</tr>
<tr>
<td>5. Daily schedule, time table and term plan</td>
<td>25</td>
</tr>
<tr>
<td>6. Itheyibhile yexesha</td>
<td>26</td>
</tr>
<tr>
<td>6. Timetable</td>
<td>27</td>
</tr>
<tr>
<td>7. Isicwangciso sekota</td>
<td>28</td>
</tr>
<tr>
<td>7. Term plan: Grade 2 Term 2</td>
<td>29</td>
</tr>
<tr>
<td>8. Isicwangciso sovavanyo sekota yoku-2</td>
<td>30</td>
</tr>
<tr>
<td>8. Term 2 assessment plan</td>
<td>31</td>
</tr>
<tr>
<td>9. Iphetshana lamangaku ovavanyo lwekota yoku-2</td>
<td>32</td>
</tr>
<tr>
<td>9. Term 2 assessment mark sheet</td>
<td>33</td>
</tr>
</tbody>
</table>
IVEKI 1 • MANGAPHI AMA-10? BANGAPHI OO-1  WEEK 1 • HOW MANY 10S? HOW MANY 1S? ........................................ 34

USUKU 1 • DAY 1  Ukucazulula amanani abe ngama-10 noo-1
Breaking down numbers into 10s and 1s................................................................. 38

USUKU 2 • DAY 2  Ukucazulula amanani abe ngama-10 noo-1
Breaking down numbers into 10s and 1s.................................................................. 43

USUKU 3 • DAY 3  Mangaphi ama-10? Bangaphi oo-1?  How many 10s? How many 1s? ........................................ 46

USUKU 4 • DAY 4  10s and 1s  Ama-10 noo-1............................................................... 49

USUKU 5 • DAY 5  Uqukaniso  Consolidation................................................................ 52

IVEKI 2 • UKUZOBA AMA-10  WEEK 2 • DRAWING 10S ................................................................................. 54

USUKU 1 • DAY 1  Ama-10 noo-1  10s and 1s................................................................. 56

USUKU 2 • DAY 2  Amanani ukuya kwi-100  Numbers to 100........................................... 63

USUKU 3 • DAY 3  Amanani ukuya kwi-100  Numbers to 100........................................... 66

USUKU 4 • DAY 4  10s and 1s  Ama-10 noo-1............................................................... 69

USUKU 5 • DAY 5  Uvavanyo noqukaniso  Assessment and consolidation.................. 72

IVEKI 3 • UKUDIBANISA NOKUTHABATHA KWI-100  WEEK 3 • ADDING AND SUBTRACTING TO 100.......................... 74

USUKU 1 • DAY 1  Ukudibanisa ama-10  Adding 10s....................................................... 78

USUKU 2 • DAY 2  Ukuthabatha ama-10s  Subtracting 10s.............................................. 83

USUKU 3 • DAY 3  Ukudibanisa oo-1 kumanani amakhulu  Adding 1s in bigger numbers ........................................ 86

USUKU 4 • DAY 4  Ukuthabatha oo-1 kumanani amakhulu  Subtracting 1s in bigger numbers ........................................ 89

USUKU 5 • DAY 5  Uvavanyo noqukaniso  Assessment and consolidation.................. 92

IVEKI 4 • UKUPHINDAPHINDA KUMALUNGA NAMAQELA ALINGANAYO  WEEK 4 • MULTIPLICATION IS ABOUT EQUAL GROUPS ......................................................... 94

USUKU 1 • DAY 1  Amaqela oo-2  Groups of 2................................................................... 98

USUKU 2 • DAY 2  Ukuphindla kabini  Doubling............................................................... 103

USUKU 3 • DAY 3  Amaqela ama-10  Groups of 10.......................................................... 106

USUKU 4 • DAY 4  Amaqela ezi-5  Groups of 5.............................................................. 109

USUKU 5 • DAY 5  Uvavanyo noqukaniso  Assessment and consolidation.................. 112

IVEKI 5 • UKUDIBANISA NOKUTHABATHA NGEMIGCAMANANI  WEEK 5 • ADDING AND SUBTRACTING WITH NUMBER LINES .................................................... 114

USUKU 1 • DAY 1  Ukudibanisa nokuthabatha oo-1 kumanani amakhulu
Adding and subtracting 1s in bigger numbers....................................................... 118

USUKU 2 • DAY 2  Ukudibanisa nokuthabatha oo-1 kumanani amakhulu
Adding and subtracting 1s in bigger numbers....................................................... 123

USUKU 3 • DAY 3  Masidibanise ngokukhawuleza  Let's add more quickly!.................. 126

USUKU 4 • DAY 4  Msithathathe ngokukhawuleza! Let's subtract more quickly!.......... 129

USUKU 5 • DAY 5  Uvavanyo noqukaniso  Assessment and consolidation.................. 132
IVEKI 6 • UBUDE  WEEK • 6 LENGTH .................................................................................................................................. 134

USUKU 1 • DAY 1  Ubude  Length .................................................................................................................................. 138
USUKU 2 • DAY 2  Ukulinganisela ubude  Measuring length ................................................................................ 143
USUKU 3 • DAY 3  Ukulinganisela ubude  Measuring length ................................................................................ 146
USUKU 4 • DAY 4  limitha neesentimitha  Metres and centimetres ........................................................................ 149
USUKU 5 • DAY 5  Uvavanyo noqukaniso  Assessment and consolidation .................................................... 152

IVEKI 7 • UKUDIBANISA NOKUTHABATHA  WEEK 7 • ADDITION AND SUBTRACTION .................................................. 154

USUKU 1 • DAY 1  Ukusebenzisa itheyihhile zamanani  Using number tables ............................................... 158
USUKU 2 • DAY 2  lingxaki zamagama zokudibanisa  Addition word problems ........................................... 163
USUKU 3 • DAY 3  lingxaki zamagama zokuthabatha  Subtraction word problems ......................................... 166
USUKU 4 • DAY 4  Ukuthabatha njengomahluko  Subtraction as difference ..................................................... 169
USUKU 5 • DAY 5  Uvavanyo noqukaniso  Assessment and consolidation .................................................... 172

IVEKI 8 • AMAQHEZU  WEEK 8 • FRACTIONS ........................................................................................................... 174

USUKU 1 • DAY 1  Izisingatha (lihafu)  Halves ........................................................................................................... 178
USUKU 2 • DAY 2  likota nesinye esithathwini  Quarters and thirds ................................................................. 183
USUKU 3 • DAY 3  Izihlanu nezithandathu  Fifths and Sixths ............................................................................... 186
USUKU 4 • DAY 4  Amaqhezu ento epheleleyo  Fractions of a whole ............................................................. 189
USUKU 5 • DAY 5  Uvavanyo noqukaniso  Assessment and consolidation .................................................... 192

IVEKI 9 • ULWABIWO LWESAHLULO  WEEK 9 • SHARING DIVISION ......................................................................... 194

USUKU 1 • DAY 1  Ulwabiwo phakathi kwaba-2  Sharing between 2 ............................................................... 198
USUKU 2 • DAY 2  Ulwabiwo olunentsalela  Sharing with a remainder ........................................................... 203
USUKU 3 • DAY 3  Ulwabiwo phakathi kwaba-3  Sharing among 3 ................................................................. 206
USUKU 4 • DAY 4  Ulwabiwo phakathi kwaba-4  Sharing among 4 ................................................................. 209
USUKU 5 • DAY 5  Uqukaniso  Consolidation ......................................................................................................... 212

IVEKI 10 • UHLAZIYO  WEEK • 10 REVISION ........................................................................................................... 214

USUKU 1 • DAY 1  Ama-10 nemivo  10s and 1s ............................................................................................................ 220
USUKU 2 • DAY 2  Ukudibanisa nokuthabatha ukuya kw100  Adding and subtracting up to 100 ................... 224
USUKU 3 • DAY 3  Phinda kabini uze wahlule kubini  Double and half ............................................................. 226
USUKU 4 • DAY 4  Amaqela ezi-5 nama-10  Groups of 5 and 10 ................................................................. 228
USUKU 5 • DAY 5  Amaqhezu nolwabiwo  Fractions and sharing ................................................................. 230

IZIXHOBO ZOKUFUNDA  RESOURCES .................................................................................................................. 232
1. Yintoni iBala wande?
IBala Wande yinkqubo yemathematika yeFundu Wande.

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


Thekgo ya lenaneo la Bala Wande le akaretša:

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

Ngeveki nganye yemisebenzi ecwangcisiweyo, kukho isikhokelo esinamaphepha amabini aneenkcukacha malunga nezibalo zentloko neenxalenye zokuphuhliswa kwesigama sezifundo eziquka:
• Izikhobo ezifunekayo kwimisebenzi yosuku ngalunye
• linjongo zemisebenzi yezifundo zemihla ngemihla
• Izinto emakucingwe ngazo xa kufundiswa imisebenzi yesifundo esilungiselelewe iveki

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 Izixhobo ezongezelelweyo zokufunda nokufundisa
Zonke izikolo ezithatha inxaxheba ziza kufumana izixhobo ezongezelelweyo zokuncedisa abafundi nootitshala ezihambelana nezicwangciso zezifundo zeBala Wande. INcwadi yomfundi yemisebenzi yeBala Wande iyahambelana neCAPS kwaye yincwadi yemisebenzi yabafundi elandelelaniswe ngocoselelo neyenzelwe ukufundisa umsebenzi owenziwa kula ko kale. Le ncwadi yemisebenzi iqulethe amaphetha emisebenzi yezeki iphela, awabafundi abaza kuyenza nganye nganye nemidallo elungiselelwe ukufunda imiba yengqiao efundwayo.

Kukwakho nesichazimagama seBala Wande sesigama semathematika esingelelwi ezimbi.

Ezinye izixhobo zokufunda eziza kunikezelwa zizizifuphayisa neebloko zeziseko zamashumi, iimilo eziqinileyo, iwotshi yamanani, oonotsheluza neebloko ezidiziyiswayo.

Nceda ukhathalele le LTSM. Siyacela ukuba uzijonge ngenkathalo kuba zixabisa kakhulu kwaye kunzima ukuzifuneka kwakhona. Kuza kufuneka usajini ukuthi ukuqeshisa kwempetha nekufunda konyentsha ngokuthi umsebenzi obazile. Kukwakho nesichizamagama seBala Wande sesigama semathematika esingelelwi ezimbi.

Ezinye izixhobo zokufunda ezibaba kunikezelwa zizizifuphayisa neebloko zeziseko zamashumi, iimilo eziqinileyo, iwotshi yamanani, oonotsheluza neebloko ezidiziyiswayo.

Nceda ukhathalele le LTSM. Siyacela ukuba uzijonge ngenkathalo kuba zixabisa kakhulu kwaye kunzima ukuzifuneka kwakhona. Kuza kufuneka usajini ukuthi ukuqeshisa kwempetha nekufunda konyentsha ngokuthi umsebenzi obazile. Kukwakho nesichizamagama seBala Wande sesigama semathematika esingelelwi ezimbi.

1.3 iividiyo zeBala Wande zootitshhala abaziintshatsheli

Ezni iividiyo zina ulwazi nobuchule obufunyenwe kootitshala abaziintshatsheli obuligalelo kwiliqiao ngemathematika nobuchule bokufundisa.

Ingaba iBala Wande iyahambelana neCAPS?
Ewe. Inkqubo yeBala Wande ijolise ekuFundiseni abafundi ukubala ngokuzithembha xa bephumelele ibanga lesi-3. Le nkqubo yenzelwa kanje ikhathulam yaseMzantsi Afrika kwaye ihambelana nqo neCAPS. IBala Wande ilandela iCAPS elugenelelniswe yITMU ngemvume efunyenwe kwisibe leMfundo esisiSeko.

• Umxholo, ukwabiwa kwexesha kunye novavanyo lwezifundo, konke oku kusekelwe kwiCAPS.
• Ukusuka kusuka loku-1 ukya kolwe-4 kwiwekhi nganye kukho imisebenzi yezwifundo elungiselelwe intu ukusa ezi-4. Ezni zizifundo ezithatha imizulu engama-90 (kuquka imisetyenzwa yokuqala yemihla ngemihla yezwifundo zentloko, ukufundisa okungundoqo usuku ngalunye kunye neminye imisebenzi yamaqela okanye yomntu ngamnye ezimele).
• Usuku lwesi-5 lunika ithuba lokwenza imisebenzi yokuchenaka ngoyovavanyo lwezifundo. Sisifundo semizuzu engama-60.
• Izicwangciso zovavanyo zeketa namaphethshana amangaku ziyafumaneka. Yonke imisebenzi yovavanyo inike njengemizekelo ukuse ixhase inkqubo yokuFundisa nozifundo

---

---

---

---

---
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 mutifix 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 sinqwenela 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: Siyazikhangelwa. Ndibona ntoni? Kufuneka ndenze ntoni?
Isiqhelo 2: Sizoba imifanekiso. Ndingazoba ntoni enokundinceda ndisombulule le ngxaki?
Isiqhelo 3: Sithetha sikhwaza ngezibalo (ngemaths).

Eyona njongo yethu ithetha kugqala ukuba ukhuqanisa abafundi ukuba batenzi abakwazi abasebenza abangqondiyo amazango amabhezani. Abaphumelela ngo-10. Mamela imibuzo ababahlele ukuba bafanele ukwenza ntoni?

Masithethe ngeMaths!

Let’s talk Maths!

NgesiXhosa sithi                                In English we say
dibanisa                         add
thabatha                         take away
dibanisa ibe nye                  add one
thabatha ibe nye                 take away one
thelekisa                        compare
inkomo inkulu kunekati           the cow is bigger than the cat
ikati incinci kunenkomo         the cat is smaller than the cow
isine sikhulu kunesithathu       four is bigger than three
isithathu sincinci kunesine     three is smaller than four

Eyona nto iyodwa ngeLAB yeBanga lesi-2 kukuba rhoqo ngosuku lweni-5 kwiveki nganye kukhoko icandelo lolwimi kwisifundo. Oku kwenza ukwazi ukuthetha ngemaths ngolwimi lwesiNgesi nolwesiXhosa kwaye uhlahize amabindana namagama angucabisa afundawo evethi.
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!*

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

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

### Isikhokelo sikatitshala
- Isikhokelo sikatitshala
- Isishwankathelo semiba eza kufundiswa kwiveki nganye.
- Izibalo zentloko ezicwangciselwe imihla yonke (lintsuku 1-4).
- Imisetyenzana yokutyevisa (rhoqo ngeveki - lintsuku 1-4)
- Imisebenzi yokufundisa engundaqo exhwaswa ziqpowusta nezixhobo ezisebhokisini (lintsuku 1-4).
- Iikopi zamaphelpha eencwadi zemisebenzi zabafundi (nawo afakwe ngokulandlelela kwisikhokelo sikatitshala).
- Uvavanyo lokufunda (Usuku Iwesi-5 Kwiveki 2-9).
- Uqukaniso (Usuku Iwesi-5 liveki 1-10).

### Iividiyo
- Izishunqe ezibonisa ooititshala abaziintshatheli befundisa kwaye bexoxa izifundo

### Isichazimagama esineelwimi ezimbini
- Isichazimagama esineelwimi ezimbini sesigama semathematika sesiGaba esisiSeko esineenkcazelo nemizekelo.

### iNcwadi yemisebenzi yabafundi
- Imisebenzi yemihla ngemihla ehambelana nemisebenzi yezifundo.
- Imisebenzi yemihla ngemihla yabafundi abazwa kuyenza ngabanye-ngaMabanye okanye ngokwamaqela.
- Imidlalo ehambelana nemisebenzi yezifundo

### Ipowusta
- Ikhalenda ko-2021
- Ipowusta ezihambelana nezicwangciso zezifundo

### Izixhobo zokuncedisa zikatitshala
- iintlobo ngeento ngezixhobo ezikhathalayo oza kuzisebenzi xa ufundisa.

### Ibhokisi yezixhobo zokufunda abafundi
- Ibhokisi enye kwiqela ngalinye labafundi aba-6
- Ibhokisi ephetho iindi ezikhuluneyo ezixhobo zokufunda eziza kusetyenziswa ngabafundi kwimisebenzi yabo

### Izixhobo zovavanyo
- Isicwangciso sekota saphavanyo.
- Imisetyenzana ethethwayo neyenziwayo (emi-2 ngekota)
- Imisetyenzana ethethwayo neyenziwayo (2).
- Iphetshana lokubhala amanqaku elinkusetyenziselwa ukufaka amanqaku eSA SAMS.
2. What’s in the box?

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

<table>
<thead>
<tr>
<th><strong>Bala Wande Teacher Guide</strong></th>
<th><img src="BW_Gr_1_Teacher_Guide_isiXhosa_PRINT.indd" alt="Image" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>• overview of the concepts to be taught each week</td>
<td></td>
</tr>
<tr>
<td>• Mental Maths planned for every day (Days 1-4).</td>
<td></td>
</tr>
<tr>
<td>• enrichment activities (weekly - Days 1-4)</td>
<td></td>
</tr>
<tr>
<td>• core concept teaching activities supported by posters and manipulatives from the box (Days 1-4).</td>
<td></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><strong>Videos</strong></th>
<th><img src="BW_Gr_1_Videos_isiXhosa_PRINT.indd" alt="Image" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>• clips showing master teachers teaching and discussing the lessons</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Bala Wande bilingual dictionary</strong></th>
<th><img src="BW_Gr_1_Bilingual_Dictionary_isiXhosa_PRINT.indd" alt="Image" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>• a bilingual dictionary of Foundation Phase mathematical terms with explanations and examples.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Bala Wande Learner Activity Book</strong></th>
<th><img src="BW_Gr_1_Learner_Activity_Book_isiXhosa_PRINT.indd" alt="Image" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>• daily activities that align with the lesson activities.</td>
<td></td>
</tr>
<tr>
<td>• daily activities for learners to work on independently or in groups.</td>
<td></td>
</tr>
<tr>
<td>• games aligned with the lesson activities</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Posters</strong></th>
<th><img src="BW_Gr_1_Posters_isiXhosa_PRINT.indd" alt="Image" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>• a 2021 calendar</td>
<td></td>
</tr>
<tr>
<td>• posters aligned to the lesson plans</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Manipulatives for the teacher</strong></th>
<th><img src="BW_Gr_1_Manipulatives_isiXhosa_PRINT.indd" alt="Image" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>• a variety of manipulatives for you to use in your teaching</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Box of manipulatives for learners</strong></th>
<th><img src="BW_Gr_1_Box_of_manipulatives_isiXhosa_PRINT.indd" alt="Image" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>• one box for each group of 6 learners</td>
<td></td>
</tr>
<tr>
<td>• the box contains a variety of manipulatives for learners to use in the activities</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Tools for assessment</strong></th>
<th><img src="BW_Gr_1_Tools_for_assessment_isiXhosa_PRINT.indd" alt="Image" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>• assessment term plan.</td>
<td></td>
</tr>
<tr>
<td>• oral and practical activities (2 per term)</td>
<td></td>
</tr>
<tr>
<td>• planned written assessment tasks and activities on the 5th day of each week (Weeks 2-8).</td>
<td></td>
</tr>
<tr>
<td>• mark record sheet that can be used to enter marks on SA SAMS.</td>
<td></td>
</tr>
</tbody>
</table>
Uluhlu Iwezinto ezifunekayo
Uluhlu Iwezixhobo zokufunda zeBW eziza kusetyenziswa kwibhokisi yekota yoku-2.

1. Isikhokelo sikatitshala
2. Isichazimagama esineelwimi ezimbini
3. iNcwadi yemisebenzi yomfundi kumntwana ngamnye.
4. Lipowusta
   a. iikhalenda
   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. iiintsuku zeveki
   k. iiinyanga zonyaka
5. Ipakethe enye yamakhadi okuzekelisa katitshala:
   a. amakhadi amanani eBala Wande 0-1000 (alingene ukubonisa)
   b. amakhadi amachokoza eBala Wande 0-10 (alingene ukubonisa)
   c. amakhadi eBala Wande 0-1000 (alingene ukubonisa)
6. libloko (100)
7. Imilo ezine-3D ezineenethi – ezilingene ukubonisa
8. libloko zesiseko seshumi ama-100, ama-10, oo-1 – umboniso oncamathelayo
9. Iwotshi encinci yomfundi eneeuye ezingama-24 (Umboniso katitshala)
10. libhokisi zabafundi ezi-6 ezinezi zinto:
    a. amadayisi amabini umfundi ngamnye
    b. iibloko ezingama-20 umfundi ngamnye
    c. iiipakethe ezi-6 zamakhadi alingene abafundi:
       • amakhadi amanani eBala Wande 0-20 (alingene abafundi)
       • amakhadi eBala Wande 0-1000 (alingene abafundi)
    d. iibloko zesiseko seshumi (ama-100, ama-10, imi-1) (zezokwabelana).
    e. iteyiphu yokulinganisela e-1 (yokwabelana)
    f. iiwotshi zamanani zeeyure ezingama-24 ezintathu (zezokwabelana):
Checklist
List of all Bala Wande resources in the Term 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?

Zonke izikhoba zokufunda zeBala Wande zifumaneka ngeelwimi ngeNgisi. Oku kwenzelwe ukunike inkxaso kuphuhliso lolwimi/lwesigama semathematika ngesiXhosa nangesiNgisi. Oku kwenzelwa ukuba kube lula ukuthintshatshintsha phakathi kwezi lwimi xa kuthethwa ngemathematika. Isichazimagama seBala Wande siza kucacisa amathematika xa ucacisa amagama athile emathematika xa kuyimfuneko yoko.


IsiQondolweni sesi-4 seCAPS ehlaziyiweyo (uvavanyo) siphelelela ukusebenzisa ezininzi ukuze utethe ukuze ukuqonda isigama semathematika.

4. Ukusebenzisa izicwangciso zevelo yemisebenzi yomfundi

Ukungiselela ivese elandelayo: Ipepha lokuqala lamagqabantshintshi evese liqelethe oku:

Isishwankathelo esifutshane sezibalo zentloko, imidlo nemisebenzi yevelo zevelo nezikhobo zokufunda ekufuneka uzilungisile.

Ululhu lweenjongo zevelo onokuzisebenzisa ukusebenzisa ezikhoko izikhoba yakho isekhondweni evelo ezeiseni yelaqhakathi.

Inkcazelo yomsebenzi wovawavanyo enikwazi ngomsebenzi yemisebenzi yomfundi zevelo nezixhobo zokufunda ekufuneka ukuze isisebenzisa izikhobo.
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.
14

Iphepha lesigini lamagqabantshintshi eveki liqulethe oku:

---

<table>
<thead>
<tr>
<th>Ingcazelo yenkqbela yemisebenzi yezibalo zentloko zeziki kune yentsalela yomdlalo wevidiyo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inkcazelo yesigama esingundoqo oza kusifundisa kule veki. Amanqaku malunga nesigama esiza kusigxininisa kule veki.</td>
</tr>
<tr>
<td>Izinto ezithile ezinokuqwalaselwa evekini. Isenokuba zimpazamo esizajiyo ezikhaphakileyo ezenziwa ngabafundisa okanye imibi ebalulekileyo efuna ukugxininiswa.</td>
</tr>
</tbody>
</table>

---

### Izibalo Zentloko

**Mental Maths**

### Umsuku ngalunye

**Sebenzisa ifowuthathile ukuze ubone ukulingiselela iveki nganye**

- Funda isikhokelo uze ulingiselele iwekile nesifundo ngasinye.
- Bukela ividiyo – zibonisa izishunqelele yokweliyana apho isifundo ikhe yalingwa kha
  nala pho ooti nthi la ab-foundile ezo zifu nakanakile ukulandela ne ngabe.
- Wakube usifundilele isifundo, cinga ngendlela esiqhubeke ngayo. Bhala amanqaku nezimvo onazo
  malungu nokuba ungenza ntoni wezihlabekileyo ukuba unokufundisa eno sifundo kwakhona.

---

### Usuku ngalunye

**Sebenzisa ifowuthathile ukuze ubone ukulingiselela iveki nganye**

Ekuqaleni kosuku ngalunye kunika ifowuthathile esishwankathelo solandwelewele lwemisebenzi yosuku. Ukuba ucofa kwishasha lokudlala kwanga yisibalo lelwenqa lelophuhlilo lwengqiao oqakuqelayo, uya kusiwa kwisiqendu yevidiyo yalo siku.
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 for each week:

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

Each day
Use the flow diagram to see the sequence of activities for the day.

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

Imisetyenzana yokutyebisa
Bhalu imisetyenzana esebhodini ekupheleni kwesifundo sabafundi abagqiba imisebenzi yaseklasini ngokukhawuleza.

Amaphepha nemisiko engasemva kwilAB
Apha ngasemva kwilAB uya kufumana amakhasi anomxhala kune nemisiko nito ezo eziza kusetyenziswa ngabafundi. Ezi zikhobo zikwafumaneka nakwisikhokelo sikatitshala ukuze kube lula ukukhangelwa.
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 ngasinye. Imisebenzi yezibalo zentloko siyisebenzisela ukujinisekisa ukuba abafundi banolwazi olululo olusisiseko. Kukho ividiyo ezibonisa imisebenzi yezibalo zentloko isenziwa ekfasini kwaye kukwakho nenkcazel o yemisebenzi yezibalo zentloko zeveki kula mazqabantshintshi.


IZIBALO ZENTLOKO | MENTAL MATHS

Sebenzisa amakhadi amachokozwa ukuze nithethe ngeendibaniselwano ezahlukileyo zomanani.

Use dot cards to talk about different number combinations.

Ukhumbule ukujinisekisa umbhla 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 ingqilo ezilula nezakhono ekuqaleni 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 amachokoza ukuze nithethe ngeendibiseniso ezulukileyo zamanani.
Use dot cards to talk about different number combinations.
Ukhumbule ukuphakamisa umhla uze ukuhlele izintsha zane zikhulu.
Remember to check the date and mark the register every day.

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

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

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

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

lintsuku ezininzi ziza kuba nomsebenzi uphuhliso iwengqiqo apho uza kusebenza nabafundi ukuze nixoxe imiba ephambili yolo suku.

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

Ngosuku ngalunye, isiKhokelo sikaTitshala sinika ulandelelwano olufatiweyo 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.
Inkwadi yemisebenzi yofundi 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 badiile ngobabini okanye ngokwamaqela.

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

Yonke imiyalelo nolwazi inikwa ngesiXhosa nangenguqulelo efumaneka ngesiNgesi.

Amaphepha emisebenzi anomzekelo (oboniswa libala elingwevu nepenisile ebomvu).

Kufuneka wenze ntoni ukuze ukwazi ukulungiselela iweki nganye:
• funda isikhokelo uze ulingiselele iweki nesifundo ngasinye.
• bukela iividiyo – zibonisa izishunqe zeklasi yokwenyani apho imisebenzi yesifundo ikhe yalingwa khona nalapho ootitshala abafundise ezo zifundo banika ulwazi neengebiso.
• wakube usifundisile isifundo, cinga ngendlela esiqhubeke ngayo. Bhala amanqaku ngezimvo onazo malungo nokuba unzenza ntoni eyahlukileyo ukuba unokufundisa eso sifundo kwakhona.
• kwiveki 2-8 kuza kufuneka ulungiselele umsebenzi wovavanjo weveki. Kubaluleke kakuhlukulukhu ukuba kwiveki eziza kuba novavanjo oluthethwayo nolwenziwayo ucingcise indlela aza kubhala ugcine ngayo inkqubela yomfundi ngamnye usebenzise irubriki okanye uluhlulwezinto ezifunekayo iweki 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.

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

**Ishedulyi yemihla ngemihla liintsuka 1–4**

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Irejista, umhla neentsuku zokusalwa</td>
</tr>
<tr>
<td>2</td>
<td>Izibalo zentloko Imizuzu eli-15</td>
</tr>
<tr>
<td>3</td>
<td>Imidlalo Imizuzu eli-15</td>
</tr>
<tr>
<td>4</td>
<td>Uphuhliso IweNgqiao • Amaphepha emisebenzi Imizuzu engama-75</td>
</tr>
</tbody>
</table>

**Ishedulyi yemihla ngemihla Usuku 5**

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Iveki yesi-1, 9 neye-10</strong></td>
<td>Irejista, umhla neentsuku zokusalwa</td>
</tr>
<tr>
<td></td>
<td>Masithethe ngeMaths!</td>
</tr>
<tr>
<td></td>
<td>Bethelela umsebenzi weveki. Amaphepha emisebenzi yoqukaniso ekwiLAB.</td>
</tr>
<tr>
<td><strong>Iveki 2-8</strong></td>
<td>Irejista, umhla neentsuku zokusalwa</td>
</tr>
<tr>
<td></td>
<td>Uvavanyo olubhalwayo (olusesikweni)</td>
</tr>
<tr>
<td></td>
<td>Masithethe ngeMaths!</td>
</tr>
<tr>
<td></td>
<td>Bethelela umsebenzi weveki. Amaphepha emisebenzi yoqukaniso ekwiLAB.</td>
</tr>
<tr>
<td><strong>Iveki yesi-3 neye-6</strong></td>
<td>Gqibezela uze ubhale phantsi amanqaku ovavanyo oluthethwayo nolwenziwayo Iweveki.</td>
</tr>
</tbody>
</table>

**Imidlalo Imizuzu eli-15**

**Uphuhliso IweNgqiao** • Amaphepha emisebenzi Imizuzu engama-75

**Bethelela umsebenzi weveki. Amaphepha emisebenzi yoqukaniso ekwiLAB.**
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 yeyesha

<table>
<thead>
<tr>
<th></th>
<th>Ngomvulo</th>
<th>Ngolwesibini</th>
<th>Ngolwesithathu</th>
<th>Ngolwesine</th>
<th>Ngolwesihlanu</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Imiz eli-15</strong></td>
<td>Intlanganiso yakusasa irejista ikhalenda, lintsuku zokuzalwa, Imozulu</td>
<td>Intlanganiso yakusasa lindaba zam</td>
<td>Intlanganiso yakusasa lindaba zam</td>
<td>Intlanganiso yakusasa lindaba zam</td>
<td>Intlanganiso yakusasa irejista, ikhalenda, lintsuku zokuzalwa, Imozulu</td>
</tr>
<tr>
<td><strong>4 x 85 miz</strong></td>
<td><strong>IMathematika</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1 x 55 miz</strong></td>
<td><strong>Bala Wande</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Imiz eli-15</strong></td>
<td>Ukuphulaphula nokuthetha Ibal elifundwa ngokukhwaza</td>
<td>Ukuphulaphula nokuthetha Ingxoso</td>
<td>Umsebenzi Wolwazi Olusisiseko noLonwabo IwesiQu noLuntu</td>
<td>Ukuphulaphula nokuthetha/ Isicengelezo/ ingoma</td>
<td>Imithambo eyenzelwa phandle</td>
</tr>
<tr>
<td><strong>Imiz eli-15</strong></td>
<td></td>
<td>Ukufunda notitshala Isicatshulwa</td>
<td>Ukufunda notitshala Ukucazulula</td>
<td>Ukufunda notitshala Ubuchule bokufunda nokuphendula</td>
<td></td>
</tr>
<tr>
<td><strong>Imiz eli-15</strong></td>
<td>Ulwazi Olusisiseko noLonwabo IwesiQu noLuntu Itekisi yokufunda notitshala</td>
<td>Umsebsnzi Wolwazi Olusisiseko noLonwabo IwesiQu noLuntu, Phanda</td>
<td>Ukufunda notitshala Ukucazulula</td>
<td>Ukubhala uwedwa</td>
<td>Ukubhala uwedwa</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>Imithambo eyenzelwa ngaphakathi</td>
<td>Ulwazi Olusisiseko noLonwabo IwesiQu noLuntu Ibal elikatitshala, Phanda</td>
</tr>
<tr>
<td><strong>Imiz e-30</strong></td>
<td>Izandi nokubhala ngesandla Unobumba omtsha – isandi</td>
<td>Izandi nokubhala ngesandla Ukwakha igama notitshala</td>
<td>Izandi nokubhala ngesandla Ukwakha igama notitshala</td>
<td>Izandi nokubhala ngesandla Ukwakha igama uwedwa/</td>
<td>(Imiz e-li15) Ukuhlaziya okanye uholo 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>
<td></td>
</tr>
<tr>
<td><strong>Imiz e-30</strong></td>
<td>Imithambo eyenzelwa phandle</td>
<td>Ezobugcisa obubonwayo</td>
<td>Ezobugcisa obubonwayo</td>
<td>Ezobugcisa obenziwayo</td>
<td>Ezobugcisa obenziwayo</td>
</tr>
<tr>
<td><strong>Imiz e-30</strong></td>
<td><strong>FAL</strong></td>
<td><strong>FAL</strong></td>
<td><strong>FAL</strong></td>
<td><strong>FAL</strong></td>
<td><strong>FAL</strong> (60 min)</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>
<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>15 min</td>
<td>Morning meeting: Register, calendar, birthdays, weather</td>
<td>Morning meeting: My news</td>
<td>Morning meeting: Register, calendar, birthdays, weather</td>
<td>Morning meeting: Register, calendar, birthdays, weather</td>
<td>Morning meeting: Register, calendar, birthdays, weather</td>
</tr>
<tr>
<td>4 × 85 min</td>
<td>Mathematics Bala Wande</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>15 min Listening and speaking: Read-aloud story</td>
<td>Listening and speaking: Discussion</td>
<td>Beginning knowledge and PSWB: Activity</td>
<td>Listening and speaking: Rhyme/song</td>
<td>Physical education (outdoors)</td>
</tr>
<tr>
<td></td>
<td>15 min Beginning knowledge and PSWB: Shared reading text, discussion</td>
<td>Shared Reading: Comprehension</td>
<td>Shared Reading: Decoding</td>
<td>Shared Reading: Fluency and response</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15 min Beginning knowledge and PSWB: Activity, Find out</td>
<td></td>
<td>Shared writing</td>
<td>Independent writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15 min Physical education (indoors)</td>
<td>Physical education (indoors)</td>
<td>Physical education (indoors)</td>
<td>Physical education (indoors)</td>
<td>Beginning knowledge and PSWB: Teacher story, Find out</td>
</tr>
<tr>
<td></td>
<td>30 min Phonics and handwriting: New letter-sound 1</td>
<td>Phonics and handwriting: Shared word building</td>
<td>Phonics and handwriting: New letter-sound 2</td>
<td>Phonics and handwriting: Independent word building</td>
<td>Phonics revision or test (15 min)</td>
</tr>
<tr>
<td></td>
<td>30 min Group Guided Reading and Independent Work (2grps × 15min)</td>
<td>Group Guided Reading and Independent Work (2grps × 15min)</td>
<td>Group Guided Reading and Independent Work (2grps × 15min)</td>
<td>Group Guided Reading and Independent Work (2grps × 15min)</td>
<td>Group Guided Reading and Independent Work (2grps × 15min)</td>
</tr>
<tr>
<td></td>
<td>30 min Physical education (outdoors)</td>
<td>Visual Arts</td>
<td>Visual Arts</td>
<td>Performing Arts</td>
<td>Performing Arts</td>
</tr>
<tr>
<td></td>
<td>30 min FAL*</td>
<td>FAL*</td>
<td>FAL*</td>
<td>FAL*</td>
<td>FAL* (60 min)</td>
</tr>
<tr>
<td>15 min</td>
<td>2nd AL (if applicable)*</td>
<td>2nd AL (if applicable)*</td>
<td>2nd AL (if applicable)*</td>
<td>2nd AL (if applicable)*</td>
<td>2nd AL (if applicable)*</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Iweki 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></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ukucazulula amanani abe ngama-10 noo-1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Iweki 2</th>
<th>Ukuzoba ama-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ama-10 noo-1</td>
<td></td>
</tr>
<tr>
<td>Amanani ukuya kwi-100</td>
<td></td>
</tr>
<tr>
<td>Amanani ukuya kwi-100</td>
<td>Ama-10 noo-1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Iweki 3</th>
<th>Ukudibanisa nokuthabatha kwi-100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ukudibanisa ama-10</td>
<td></td>
</tr>
<tr>
<td>Ukudibanisa ama-10</td>
<td></td>
</tr>
<tr>
<td>Ukudibanisa oo-1 kumanani amakhulu</td>
<td>Ukudibanisa oo-1 kumanani amakhulu</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Iweki 4</th>
<th>Ukuphindaphinda kumalunga namaqela alignanyo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amaqela ezi-2</td>
<td></td>
</tr>
<tr>
<td>Ukuphinda kabini</td>
<td></td>
</tr>
<tr>
<td>Amaqela ama-10</td>
<td>Amaqela ezi-5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Iweki 5</th>
<th>Ukudibanisa nokuthabatha ngemigcamanani</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ukudibanisa nokuthabatha oo-1 kumanani amakhulu</td>
<td></td>
</tr>
<tr>
<td>Ukudibanisa nokuthabatha oo-1 kumanani amakhulu</td>
<td></td>
</tr>
<tr>
<td>Masidibanise ngokakhawuleza kakhulu!</td>
<td>Masidibanise ngokakhawuleza kakhulu!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Iweki 6</th>
<th>Ubude</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ubude</td>
<td></td>
</tr>
<tr>
<td>Ubude</td>
<td></td>
</tr>
<tr>
<td>Ubude</td>
<td>limitha neesentimitha</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Iweki 7</th>
<th>Ukudibanisa nokuthabatha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ukusebenzisa itheyibhile zamanani</td>
<td></td>
</tr>
<tr>
<td>lingxaki zamagama zokudibanisa</td>
<td></td>
</tr>
<tr>
<td>lingxaki zamagama zokudibanisa</td>
<td></td>
</tr>
<tr>
<td>lingxaki zamagama zokudibanisa</td>
<td>Ukuthabatha njengomahluko</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Iweki 8</th>
<th>Amaqhezu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iziqinanga</td>
<td></td>
</tr>
<tr>
<td>likota nezithathu/ isinje kwizithathu</td>
<td></td>
</tr>
<tr>
<td>Isinje kwishlanu nesinje kwishandathu</td>
<td></td>
</tr>
<tr>
<td>Isinje kwishlanu nesinje kwishandathu</td>
<td>Iqhezu lento epheleleyo</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Iweki 9</th>
<th>Ulwabiwo lusesahlulo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ulwabiwo phakathi kwaba-2</td>
<td></td>
</tr>
<tr>
<td>Ulwabiwo ulonentsalela</td>
<td></td>
</tr>
<tr>
<td>Ulwabiwo phakathi kwaba-3</td>
<td>Ulwabiwo phakathi kwaba-4</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How many 10s? How many 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>
<tr>
<td>2</td>
<td>Drawing 10s</td>
<td>10s and 1s</td>
<td>Numbers to 100</td>
<td>Numbers to 100</td>
<td>10s and 1s</td>
</tr>
<tr>
<td>3</td>
<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>
</tr>
<tr>
<td>4</td>
<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>
</tr>
<tr>
<td>5</td>
<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>
</tr>
<tr>
<td>6</td>
<td>Length</td>
<td>Length</td>
<td>Measuring length</td>
<td>Measuring length</td>
<td>Metres and centimetres</td>
</tr>
<tr>
<td>7</td>
<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>
</tr>
<tr>
<td>8</td>
<td>Fractions</td>
<td>Halves</td>
<td>Quarters and thirds</td>
<td>Fifths and sixths</td>
<td>Fraction of a whole</td>
</tr>
<tr>
<td>9</td>
<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>
</tr>
<tr>
<td>10</td>
<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>
</tr>
</tbody>
</table>

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

Uvavanyo lwesikwenza kwicwangciso zezifundo. Luquka imisebenzi ebhalwayo, ethethwayo neyenziwiyo.

Usuku Iwesi-5 Iweveki nganye lucwangciselwe uvavanyo noqukaniso

Isicwangciso sovavanyo sekota yoku-2 sifumaneka ngezantsi.


Usuku lwesi-5 lweveki nganye lucwangciselwe uvavanyo noqukaniso

Isicwangciso sovavanyo sekota yoku-2 sifumaneka ngezantsi.


Kwiveki yoku-2-8 kulungiselela uvavanyo olubhalwayo. Le misibeni ifumaneka kwincwadi yemisebenzi yomfundi. Bakugqiba ukwenza umsebenzi wovavanyo abafundi bangasebenza ngamaphepha okusebenzela oqukaniso asezingwadini zabo zemisebenzi.

Iimvavanyo ezikwikota yoku-2 zezi:

<table>
<thead>
<tr>
<th>Iweki</th>
<th>Amanqaku</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Ama-10 noo-1</td>
<td>Olubhalwayo 8</td>
</tr>
<tr>
<td>3</td>
<td>Lingxaki zokudibanisa nokuthabatha kunye nezivakalisi manani.</td>
<td>Olubhalwayo 20</td>
</tr>
<tr>
<td>3</td>
<td>Qwalasela abafundi ukuze uvavanye izakhono zabo zokusebenza mela amanani, dibanisa no thabatha</td>
<td>Oluthethwayo nolwenziwiyo 6</td>
</tr>
<tr>
<td>4</td>
<td>Amanani, iimpawu no lwalamano</td>
<td>Olubhalwayo 10</td>
</tr>
<tr>
<td>5</td>
<td>Amanani, iimpawu no lwalamano.</td>
<td>Olubhalwayo 10</td>
</tr>
<tr>
<td>6</td>
<td>Ubude (Umlinganiselo)</td>
<td>Olubhalwayo 8</td>
</tr>
<tr>
<td></td>
<td>Qwalasela abafundi ukuze uhlole izakhono zabo zokukileleka, ukulinganisela, ukuthuqekileka, ukucwangcisa nokubhala phantsi ubude besebenza imilinganiselo engekho mgangathweni neemitha</td>
<td>Oluthethwayo nolwenziwiyo 7</td>
</tr>
<tr>
<td>7</td>
<td>Lingxaki zokudibanisa nokuthabatha kunye nezivakalisi manani</td>
<td>Olubhalwayo 11</td>
</tr>
<tr>
<td>8</td>
<td>Amaqhezu</td>
<td>Olubhalwayo 10</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 Description</th>
<th>Type</th>
<th>Marks</th>
</tr>
</thead>
<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</td>
<td>Inani</td>
<td>Inani</td>
<td>Inani</td>
<td>Inani</td>
<td>Inani</td>
<td>Inani</td>
<td>Inani</td>
<td>Inani</td>
</tr>
<tr>
<td>IMathematika</td>
<td>Olubhalwayo</td>
<td>Olubhalwayo</td>
<td>Olubhalwayo</td>
<td>Olubhalwayo</td>
<td>Olubhalwayo</td>
<td>Olubhalwayo</td>
<td>Olubhalwayo</td>
<td>Olubhalwayo</td>
<td>Olubhalwayo</td>
</tr>
<tr>
<td>Iphetshana lamanqaku ovavanyo olusesikweni elicetyiswayo</td>
<td>AMANQAKU EKOTA</td>
<td>AMANQAKU OMILINGANISELO</td>
<td>AMANQAKU AMANANI</td>
<td>EWONKE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AMANQAKU Umlinganiselo</td>
<td>Olubhalwayo</td>
<td>Olubhalwayo</td>
<td>Olubhalwayo</td>
<td>Olubhalwayo</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AMANQAKU Umlinganiselo</td>
<td>nolwenziwayo</td>
<td>nolwenziwayo</td>
<td>nolwenziwayo</td>
<td>nolwenziwayo</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AMANQAKU EKOTA</td>
<td>15</td>
<td>90</td>
<td>75</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Igama nefani yomfundi

Inani, Izibalo noLwalamano

Umlinganiselolo
### 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></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Suggested formal assessment mark record sheet</strong></td>
<td>Number: Written</td>
<td>Number: Written</td>
<td>Number: Written</td>
<td>Number: Written</td>
<td>Number: Written</td>
<td>Number: Written</td>
<td>Number: Written</td>
<td>Measurement: Written</td>
<td>Measurement: Oral and practical</td>
</tr>
<tr>
<td><strong>TOTAL FOR NUMBER</strong></td>
<td>75</td>
<td>8</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL FOR MEASUREMENT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TERM TOTAL</strong></td>
<td>15</td>
<td>90</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Marks**

8 20 6 10 10 11 10 75 8 7

**Learner name and surname**

<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></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Izibalo zentloko: Thelekisa amanani ukuya kuma-50
isikwere se-100

## Umdlalo: Mangaphi ama-10? Bangaphi oo-1
iibloko

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

- sebenzisa iibloko 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>Resource</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Maths: Compare numbers to 50</td>
<td>100 square</td>
</tr>
<tr>
<td>Game: How many 10s? How many 1s?</td>
<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 yezibalo zentloko

Ividiyo yomdlalo

Ividiyo yophuhliso lwengqiqo
Kule veki sigxila ekuchazeni ama-10 nemivo kumanani anemivo emibini sisebenzisa izikhobho eziphathekayo nemizobo. Ulwazi lwexabiso lendawo lubalulekile ekusombulweni iingxaki zemathematika. Abafundi kufuneka babe nokugqonda okukuko kwexabiso lendawo ngoko kufuneka baziqhelise ukucazulula nokwakha amanani anemivo emibini. Kumebebenzi wethu warma-10 nemivo, siza kujolisa koku:
• Sebenzisa ibhloko ukuze ucazulule amanani abe ngama-10 noo-1.
• Sebenzisa amachokoza nemizobo elula ukubonisa amanani njengama-10 noo-1.

Into emayiqatshelwe kule veki
• Jolisa kwinkqubela yokusebenzisa ibhloko eziphathekayo ukuya ekwenzeni imizobo ye-2D. Abafundi kufuneka bakwazi ukwenza utshintsho uskusuka eziblokweni baje kwimiboniso engabonwayo yokuzoba ama-10 noo-1.
• Bakuthaza abafundi ukuba bathethe ngento abayenzayo ngokubhekisela kwintochoyi zeshumi okanye amaqela eshumi. Nceda abafundi basebenze ngenkubelo yamashumi ngokukwazi ukuchaza ukuba mangaphi amashumi kweyile mangaphi imivo kwinani elithile endaweni yokunuqanwa inkile.
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.

1. Leliphi inani eli?
   What number is this?

2. Leliphi inani elingaphezulu ngo-1 kunama-35?
   What number is 1 more than 35?
   Ama-36 angaphezulu ngo-1 kunama-35.
   1 more than 35 is 36.

3. Leliphi inani eli?
   What number is this?

4. Leliphi inani elingaphantsi ngo-1 kunama-29?
   What number is 1 less than 29?
   Ama-28 angaphantsi ngo-1 kunama-29.
   1 less than 29 is 28.
### WEEK 1 • DAY 1

Breaking down numbers into 10s and 1s

**Enrichment activities • Imisetyenzana yokutyebisa**

**Usuku 1 Day 1**

<table>
<thead>
<tr>
<th>Kufuneka ezingaphi ukuze sifike kuma-20?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many more to get to 20?</td>
</tr>
<tr>
<td>7 + ___ = 20</td>
</tr>
<tr>
<td>19 + ___ = 20</td>
</tr>
<tr>
<td>5 + ___ = 20</td>
</tr>
<tr>
<td>13 + ___ = 20</td>
</tr>
<tr>
<td>10 + ___ = 20</td>
</tr>
<tr>
<td>4 + ___ = 20</td>
</tr>
<tr>
<td>15 + ___ = 20</td>
</tr>
<tr>
<td>8 + ___ = 20</td>
</tr>
<tr>
<td>17 + ___ = 20</td>
</tr>
<tr>
<td>2 + ___ = 20</td>
</tr>
</tbody>
</table>

**Usuku 2 Day 2**

<table>
<thead>
<tr>
<th>Dibanisa.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add.</td>
</tr>
<tr>
<td>27 + 2 = ___</td>
</tr>
<tr>
<td>6 + 5 = ___</td>
</tr>
<tr>
<td>13 + 4 = ___</td>
</tr>
<tr>
<td>41 + 7 = ___</td>
</tr>
<tr>
<td>5 + 8 = ___</td>
</tr>
<tr>
<td>34 + 5 = ___</td>
</tr>
<tr>
<td>62 + 6 = ___</td>
</tr>
<tr>
<td>85 + 3 = ___</td>
</tr>
<tr>
<td>56 + 1 = ___</td>
</tr>
<tr>
<td>7 + 8 = ___</td>
</tr>
</tbody>
</table>

**Usuku 3 Day 3**

<table>
<thead>
<tr>
<th>Thabatha.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subtract.</td>
</tr>
<tr>
<td>15 – 6 = ___</td>
</tr>
<tr>
<td>38 – 6 = ___</td>
</tr>
<tr>
<td>45 – 4 = ___</td>
</tr>
<tr>
<td>11 – 7 = ___</td>
</tr>
<tr>
<td>26 – 5 = ___</td>
</tr>
<tr>
<td>67 – 3 = ___</td>
</tr>
<tr>
<td>89 – 4 = ___</td>
</tr>
<tr>
<td>54 – 2 = ___</td>
</tr>
<tr>
<td>18 – 9 = ___</td>
</tr>
<tr>
<td>77 – 2 = ___</td>
</tr>
</tbody>
</table>

**Usuku 4 Day 4**

<table>
<thead>
<tr>
<th>Gqibezela ipatheni.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete the pattern.</td>
</tr>
<tr>
<td>31 32 33 ___ ___ ___</td>
</tr>
<tr>
<td>55 54 53 ___ ___ ___</td>
</tr>
<tr>
<td>65 70 75 ___ ___ ___</td>
</tr>
<tr>
<td>76 66 56 ___ ___ ___</td>
</tr>
<tr>
<td>43 53 63 ___ ___ ___</td>
</tr>
<tr>
<td>22 32 42 ___ ___ ___</td>
</tr>
<tr>
<td>74 75 76 ___ ___ ___</td>
</tr>
<tr>
<td>99 98 97 ___ ___ ___</td>
</tr>
<tr>
<td>37 47 57 ___ ___ ___</td>
</tr>
<tr>
<td>40 45 50 ___ ___ ___</td>
</tr>
</tbody>
</table>

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 imivoe? 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?

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

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

Xa ubona inani jenga amashumi! When you see a number, look for the tens!

13

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

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

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

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?

<table>
<thead>
<tr>
<th>Mangaphi ama-10?</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many 10s?</td>
<td>2</td>
</tr>
<tr>
<td>Bangaphi oo-1?</td>
<td>8</td>
</tr>
<tr>
<td>How many 1s?</td>
<td>8</td>
</tr>
<tr>
<td>20 + 4 = 28</td>
<td></td>
</tr>
</tbody>
</table>

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

| 16 = 10 + 6 | 17 = ____________ |
| 19 = ____________ | 12 = ____________ |

4. Bala!
Calculate!

| 10 + ___ = 11 | 10 + ___ = 14 | 10 + ___ = 17 |
| 10 + ___ = 12 | 10 + ___ = 15 | 10 + ___ = 18 |

Breaking down numbers into 10s and 1s
Week 1 • Day 1
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.

What number did you build?

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.

Ama-67 anamashumi ama-6 nemivo esi-7. 67 has 6 tens and 7 ones.

Repeat the steps above using different numbers. Provide multiple opportunities for learners to represent numbers as 10s and 1s using their multifix blocks.

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

Phinda la manyathelo angasentla usebenzise amanani ahlukeneyo. Nika abafundi amathuba aliqela ukuze babonise amanani ngokwma-10 noo-1 besebenzisa iibloko zabo.

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT
Ukucazulula amanani abe nama-10 noo-1

Breaking down numbers into 10s and 1s

1. 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
WEEK 1 • DAY 2

Breaking down numbers into 10s and 1s

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

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

gamashumi ama__________ anesi__________
__________ tens __________ ones

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

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

gamashumi ama__________ anesi__________
__________ tens __________ ones

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

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

gamashumi ama__________ anesi__________
__________ tens __________ ones

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

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

gamashumi ama__________ anesi__________
__________ tens __________ ones

Breaking down numbers into 10s and 1s
Mangaphi ama-10? Bangaphi oo-1?

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

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

Ndibale ibloko ezingama-34.
I counted out 34 blocks.

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

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

Kukho amashumi ama-3 nemivo emi-4.
There are 3 tens and 4 ones.

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

Ndingarhangqa amaqela amashumi ama-3 kuze kushiyeke amachokoza ama-4.
I can circle 3 groups of ten and 4 dots are left over.

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?

---

**Rhangqa amaqela ama-10. Ngubani iinani?**

Circle groups of 10. What is the number?

**Mangaphi ama-10?**

- How many 10s? 2
- **Bangaphi oo-1?** 0

**ngamashumi amabini anemivo engekhoyo**

**two tens zero ones**

---

**Mangaphi ama-10?**

- How many 10s? ___
- **Bangaphi oo-1?** ___

**ngamashumi ama_______ anesi__________**

_________ tens ____________ ones

---

**Mangaphi ama-10?**

- How many 10s? ___
- **Bangaphi oo-1?** ___

**ngamashumi ama_______ anesi__________**

_________ tens ____________ ones
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 is? ___

ngamashumi ama_________ anemivo e_____________
___________ tens _____________ ones

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

ngamashumi ama_________ anemivo e_____________
___________ tens _____________ ones

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

How many 10s? How many 1s?  | Week 1 • Day 3

Unazo iityhubhu?
Yokho amanani
usebenzise iityhubu.

Do you have cubes?
Build the numbers
using cubes!
IZIBALO
ZENTLOKO
MENTAL MATHS

ZI-4 NGAPHEZULU/
ZI-4 NGAPHANTSI
4 MORE/4 LESS

UMDLALO
GAME

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

AMAPHEPHA
LOKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

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

Ungakwazi ukundizobela inani elingama-27?
Can you draw the number 27 for me?

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

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

Mangaphi ama-10?  _3_
How many 10s? _3_
Bangaphi 00-1?  _2_
How many 1s?  _2_

ngamashumi amathathu anesibini
three tens two ones

Mangaphi ama-10?  _____
How many 10s? _____
Bangaphi 00-1?  _____
How many 1s?  _____

ngamashumi ama_______ anesi_________
___________ tens ___________ ones

Mangaphi ama-10?  _____
How many 10s? _____
Bangaphi 00-1?  _____
How many 1s?  _____

ngamashumi ama________ anemivo e_________
___________ tens ___________ ones
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_________ anesi___________
_________________ tens ________________ ones

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

Unazo ityhubhu?
Yakha amanani usebenzise ityhubu.
Do you have cubes?
Build the numbers using cubes!
1. Rhangqa amaqela ama-10. Ngubani inani?
Circle groups of 10. What is the number?

Mangaphi ama-10? ___
How many 10s? ___
Bangaphi oo-i? ___
How many Is? ___

ngamashumi ama___________ anesi___________
_______________ tens _______________ ones

Mangaphi ama-10? ___
How many 10s? ___
Bangaphi oo-i? ___
How many Is? ___

ngamashumi ama___________ anesi___________
_______________ tens _______________ ones

---

Masithethe ngeMaths!
Let’s talk Maths!

NgesiXhosa sithi:  
Mangaphi ama-10?  
Bangaphi oo-i?  
Rhangqa amaqela e-10.  
Ngubani inani?  
Cazulula ibe ngama-10 noo-i.  

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

2. Gqibezele.
Complete.

Solve.

| 82 + 6 = ___ | 85 + 5 = ___ | 83 + 6 = ___ |
| 89 − 4 = ___ | 90 − 6 = ___ | 87 − 5 = ___ |

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 uqinisekise!
Calculate. Use your fingers to keep track!

| 2 × 3 = ___ | 2 × 5 = ___ | 2 × 6 = ___ | 2 × 2 = ___ |

7. Bala.
Calculate.

| Isiqingatha okanye ihafu: | 6 | 7 |
| Hafi: |  |

| Phinda kabini: | 6 | 7 |
| Double: |  |
### Izibalo zentloko: Ukucwangcisa amanani ukuya kuma-50

- Izixhobo: azikho

### Umdlalo: Qhwaba unqakraze amanani!

- Izixhobo: azikho

### Usuku | Umsebenzi wesifundo | Izixhobo zezifundo
--- | --- | ---
1 | Ama-10 noo-1 | LAB
2 | Amanani ukuya kwi-100 | LAB, isikwere se-100
3 | Amanani ukuya kwi-100 | LAB, oonotsheluza
4 | Ama-10 noo-1 | LAB, oonotsheluza
5 | Uqukaniso novavanyo olujolise ekufundi | LAB

### Emva kwale veki umfundl 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.
<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10s and 1s</td>
<td>LAB</td>
<td>none</td>
</tr>
<tr>
<td>2</td>
<td><strong>Numbers to 100</strong></td>
<td>LAB, 100 square</td>
<td>none</td>
</tr>
<tr>
<td>3</td>
<td>Numbers to 100</td>
<td>LAB, flard cards</td>
<td>none</td>
</tr>
<tr>
<td>4</td>
<td>10s and 1s</td>
<td>LAB, flard cards</td>
<td>none</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
<td>none</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

Kule veki siza kugxila ekulandelelani senani aqale kwelona lincinci ukuya kwelona likhulu nokuqala kwelona likhulu ukuya kwelona lincinci. Abafundi kufuneka bakwazi ukuchaza amanani amakhulu namancinci, nokuwacwangcisa.

### Ividiyo yomdlalo

Kumdlalo wale veki uza kukhwaza amanani eklasini baze abafundi bamamele ngononophelo ukuze bagwabe ngeshumi ngalinye baze banqakraze ngonmwe ngamnye welemane ulikhawileyo. Oku kuza kunceda abafundi bakwazi ukuchaza ama-10 noo-1 emanani kwakunye nokuqonda ukuba amanani enziwe ngama-10 noo-1.

### Ividiyo yophuhliso lwengqiqo

Kule veki siza kuqhuba nokuchaza ama-10 noo-1 kumanani anemivo emi-2 ukusuka kwimifanekiso yamanani neetheyibhile zamanani ukuya kwimizobo ye-2D nakoonotshelusa.Kufuneka kuchithwe ixesha ekubethelelani ulwazi lwabafundi lwexabiso lendawo ukuze ubancede ekusombululeni izibalo zemathematika ngempumelelo. Kufuneka abafundi babe nokuqonda okukuko kwexabiso lendawo ngoko ke kufuneka baziqhelise khangango ukucazulula nokwakha amanani anemivo emibini. Kumsebenzi wethu wama-10 noo-1 siza kugxila koku:
- ukusebenzisa imifanekiso yamanani neetheyibhile zamanani ukuze babonise amanani njengama-10 noo-1.
- ukusebenzisa izivakalisi manani ukuze babonise amanani njengama-100 noo-1.
- ukubonisa amanani usebenzisa amakhadi exabiso lendawo (iifladikhadi/oonotshelusa)

### Into emayiqatshelwe kule veki

- Ukugxila ekudluleleni kuboniso lwama-10 noo-1 olungaphathelwe. Ukusetyenziswa kwamakhadi exabiso lendawo ginxalenye ebakwazi yophuhliso lwengqiqo lwexabiso lendawo olubalulekileyo.
- Bakhuthaze abafundi ukuba bathethe ngezivakalisi manani ukuzebaqinise ulwazi lwabo Iwenqubo 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.
• representinf 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.
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?

### 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>Mangaphi ama-10? Bangaphi oo-1?</strong>&lt;br&gt;How many 10s? How many 1s?</td>
<td><strong>Mangaphi ama-10? Bangaphi oo-1?</strong>&lt;br&gt;How many 10s? How many 1s?</td>
</tr>
<tr>
<td>43</td>
<td>66</td>
</tr>
<tr>
<td>19</td>
<td>23</td>
</tr>
<tr>
<td>62</td>
<td>91</td>
</tr>
<tr>
<td>29</td>
<td>58</td>
</tr>
<tr>
<td>56</td>
<td>49</td>
</tr>
<tr>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>38</td>
<td>21</td>
</tr>
<tr>
<td>74</td>
<td>34</td>
</tr>
<tr>
<td>85</td>
<td>77</td>
</tr>
<tr>
<td>99</td>
<td>82</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>Mangaphi ama-10? Bangaphi oo-1?</strong>&lt;br&gt;How many 10s? How many 1s?</td>
<td><strong>Mangaphi ama-10? Bangaphi oo-1?</strong>&lt;br&gt;How many 10s? How many 1s?</td>
</tr>
<tr>
<td>93</td>
<td>16</td>
</tr>
<tr>
<td>25</td>
<td>85</td>
</tr>
<tr>
<td>79</td>
<td>39</td>
</tr>
<tr>
<td>31</td>
<td>27</td>
</tr>
<tr>
<td>88</td>
<td>71</td>
</tr>
<tr>
<td>67</td>
<td>94</td>
</tr>
<tr>
<td>15</td>
<td>44</td>
</tr>
<tr>
<td>46</td>
<td>12</td>
</tr>
<tr>
<td>52</td>
<td>68</td>
</tr>
<tr>
<td>36</td>
<td>55</td>
</tr>
</tbody>
</table>
Phinda la manyathelo angasentla usebenzise amanani ahlukeneyo. Bakhuthaze abafundi ukuba bathethe ngenani lama-10 noo-1. Qinisekisa ukuba abafundi bagqibezela itheybile baze babhale isivakalisi manani ngeenjongo zokuziqhelisa 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

Umdalo: Amanani Qhwabayo naNkqakrazayo!
Game: CLAP click numbers!

• Utitshala wakho ubiza inani.
  Your teacher calls a number.
• QHWABA kwishumi ngalinye,
  nkqakraza ngononye ngamnye.
  CLAP for each ten, click for each one.
• 32: QHWABA QHWABA QHWABA
  nkqakra nkqakra!
  32: CLAP CLAP CLAP click click!
• Amashumi amathathu noononye aba-2.
  Three tens and 2 ones.
• QHWABA nkqakraza amanani abizwa ngutitshala.
  CLAP click the numbers your teacher calls!

Xa uDibana nenani, ndiyabuza
“Mangaphi amashumi?
Bangaphi oo-1?!”
When I meet a number,
I ask “How many tens?
How many ones?”

Xa ndizaba amanani ndilenza
ngolu klabo 10. (10)
Ngoko ke ndizoba ama-34:
When I draw numbers,
I draw a 10 like this. (10)
So, I draw 34 like this:

Ukusukela ngoku
ukuya phambili, musa
ukubazaba bonke
oononye. Sebenzisa
(10) ukubonisa 10.
From now on, do not
draw all the ones.
Use a (10) to show 10.
### Ngubani inani?  
What is the number?

<table>
<thead>
<tr>
<th>10</th>
<th>10</th>
<th>10</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>27</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

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

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

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

4. Sithini isivakalisi manani?
   What is the number sentence?

5. 42!

6. 10 + 10 + 10 + 10 + 2 = 42
   40 + 2 = 42


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 ◯ ukuze ubonise u-1.

Draw ◯ to show 10. Draw ◯ to show 1.

\[
27 = 10 + 10 + 7
\]

43

\[
43 = \_
\]

84

\[
84 = \_
\]
WEEK 2 • DAY 2
Numbers to 100

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>

10: 4
1: 6

\[ 46 = 10 + 10 + 10 + 10 + 6 \]
\[ 46 = 40 + 6 \]

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

10:  
1:  

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

10:  
1:  

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

\[ 34 = 10 + 10 + 10 + 4 \]
\[ 34 = 30 + 4 \]

26 =  
26 =  

42 =  
42 =  

58 =  
58 =  

Numbers to 100  Week 2 • Day 2
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.

Phinda la manyathelo angasentla usebenzise amanani ahlukeneyo.
Bakhuthaze abafundi bathethe ngenani lama-10 noo-1. Qinisekisa ukuba abafundi babonisa amanani abo kakuhle besebenzisa oonotsheluza.
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

Umdalo: 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.

1 Zoba 10 ukuze ubonise i-10. Zoba ○ ukuze ubonise u-1.
Draw 10 to show 10. Draw ● to show 1.

54

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

67

67 =
2. Ngubani inani?
What is the number?

10 10
10 10

42 = 10 + 10 + 10 + 10 + 2
42 = 40 + 2

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

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

57 = ______________
57 = ______________

62 = ______________
62 = ______________

85 = ______________
85 = ______________
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 flard cards and to talk about the number sentences they write.
Ama-10 noo-1

Ndiyakwazi ukwakha amanani ngeebloko.
I can build numbers with blocks!

Ndiyakwazi ukuzobha imifanekezi yamanani.
I can draw number pictures.

Ndiyakwazi nakubonisa amanani ndisebenzisa amakhadi ama-10 noo-1.
I can also show numbers using 10s and 1s cards.

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

<table>
<thead>
<tr>
<th>39</th>
<th>30</th>
<th>39</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>27</th>
<th>27</th>
</tr>
</thead>
<tbody>
<tr>
<td>34</td>
<td>34</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>57</th>
<th>57</th>
</tr>
</thead>
<tbody>
<tr>
<td>63</td>
<td>63</td>
</tr>
</tbody>
</table>
**WEEK 2 • DAY 4**

10s and 1


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

\[
\begin{align*}
36 &= 10 + 10 + 10 + 6 \\
36 &= 30 + 6
\end{align*}
\]

\[
\begin{align*}
32 &= \\
32 &= \\
46 &= \\
46 &= \\
57 &= \\
57 &= \\
\end{align*}
\]
Uvavanyo noqukaniso

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

   47

   47 = __________

   ngamashumi ama___________ ane__________
   __________ tens __________ ones

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

   38 = __________
   38 = __________

   52 = __________
   52 = __________

Masithethe ngeMaths!
Let’s talk Maths!

NgesiXhosa sithi:
Nkqakaza u-1 ngamnye.
Tsiba i-10 ngalinye.
Nyathela u-1 ngamnye.
Ixabiso lenani 3 kunja-34 ngama-30.
Ixabiso lenani 4 kunja-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

**Uqukaniso | Consolidation**

1. **Sombulula.**
   Solve.

| 73 + 4 = ___ | 32 + 6 = ___ | 28 + 2 = ___ |
| 59 − 5 = ___ | 38 − 7 = ___ | 42 − 3 = ___ |
| 39 + 10 = ___ | 56 + 10 = ___ | 84 + 10 = ___ |
| 69 + 10 = ___ | 17 + 10 = ___ | 54 + 10 = ___ |

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

   **Mingaphi iminwe?**
   How many fingers?

3. **Izandla zi-3,**
   mingaphi iminwe?
   3 hands, how many fingers?

   **Iinyawo zi-5,**
   zingaphi iinzwane?
   5 feet, how many toes?

   **Izandla zi-6,**
   mingaphi iminwe?
   6 hands, how many fingers?

   **Iinyawo ezili-10,**
   zingaphi iinzwane?
   10 feet, how many toes?

4. **Bala. Sebenzisa iminwe yakho ukuze uqinisekise!**
   Calculate. Use your fingers to keep track!

| 5 × 2 = ___ | 5 × 3 = ___ | 5 × 4 = ___ | 5 × 5 = ___ |

5. **Bala.**
   Calculate.

<table>
<thead>
<tr>
<th>Isiqingatha okanye ihafu:</th>
<th>8</th>
<th>q</th>
</tr>
</thead>
<tbody>
<tr>
<td>Haf:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phinda kabini:</td>
<td>8</td>
<td>q</td>
</tr>
<tr>
<td>Double:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

Assessment and consolidation  Week 2 • Day 5
Ukudibanisa nokuthabatha kwi-100

<table>
<thead>
<tr>
<th>Izixhobo</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Izibalo zentloko:</td>
<td>Thelekisa amanani</td>
</tr>
<tr>
<td></td>
<td>ukuya kuma-50</td>
</tr>
<tr>
<td>Isikwere se-100</td>
<td></td>
</tr>
<tr>
<td>Umdlalo:</td>
<td>1, 2, 3 Vezal</td>
</tr>
<tr>
<td></td>
<td>ukudibanisa</td>
</tr>
<tr>
<td>Isikwere se-100</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ukudibanisa ama-10</td>
<td>LAB, ibloko</td>
</tr>
<tr>
<td>2</td>
<td>Ukuthabatha ama-10</td>
<td>LAB, ibloko</td>
</tr>
<tr>
<td>3</td>
<td>Ukudibanisa oo-1 kumanani amakhulu</td>
<td>LAB, umgcamanani 0-20, umgcamanani ongenanto</td>
</tr>
<tr>
<td>4</td>
<td>Ukuthabatha oo-1kumanani amakhulu</td>
<td>LAB, umgcamanani 0-20, umgcamanani ongenanto</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:

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

sebenzisa umgcamanani ukuze udibani oononye kumanani anemivo emi-2 ungawelanga ngaphaya kwe-10.

sebenzisa umgcamanani ukuze uthabathe oononye kumanani anemivo emibini ungawelanga ngaphaya kwe-10.

Uvavanyo

Uvavanyo olubhalawayo: Iingxaki zokudibanisa nokuthabatha kunye nezivakalisi manani (NOR)
Bhala phantsi amanqaku afunyenweyo kwangama-20 kwiphethshana lamanqaku ekota.

Uvavanyo oluthethwayo nolwenziwayo

<table>
<thead>
<tr>
<th>CAPS Umlinganiselomo: Ixesha</th>
<th>Amanqaku 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qwalasela abafundi ukuse uvavanye izakhono zabo zokusebenza mela amanani, dibanisa no thabatha</td>
<td></td>
</tr>
<tr>
<td>Ululu Iwezinto ezijongwayo: Ilungile/ayilunganga/iphantse</td>
<td>✓</td>
</tr>
<tr>
<td>Uyakwazi ukubonisa imivo namashumi esebenzisa imifanekiso yamanani</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukubonisa imivo namashumi esebenzisa oonotsheluza</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukubonisa imivo namashumi esebenzisa ibloko zesiseko seshumi</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukudibanisa nokuthabatha esebenzisa imifanekiso yamanani</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukudibanisa nokuthabatha esebenzisa ibloko zesiseko seshumi</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukudibanisa nokuthabatha esebenzisa umgcamanani</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Adding 10s</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>2</td>
<td>Subtracting 10s</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>3</td>
<td>Adding 1s in bigger numbers</td>
<td>LAB, 0-20 number line, blank number line</td>
</tr>
<tr>
<td>4</td>
<td>Subtracting 1s in bigger numbers</td>
<td>LAB, 0-20 number line, 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:

- 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>Checklist: correct/incorrect/almost</td>
<td>✓</td>
</tr>
</tbody>
</table>

- Can represent ones and tens using number pictures
- Can represent ones and tens using flard cards
- Can represent ones and tens using base ten blocks
- Can add and subtract using number pictures
- Can add and subtract using base ten blocks
- Can add and subtract using a number line

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


Ividiyo yomdlalo

Kule veki siza kudlala umdlalo othi 1, 2, 3 Veza – ukudibanisa. Kulo mdlalo abafundi baza kuziqhelisa ukudibanisa. Xa bedlala ngesandla esinye baza kudibanisa amanani anesiphumo esingadlulayo kwi-10 baze xa bedlala ngezandla zozibini badibanise amanani anesiphumo esingadlulayo kuma-20. Naxa abafundi besenokudibanisa ngeminwe xa bebala, kubalulekile ukubakhuthaza ukuba bazame ukusombulula 1ingxaki ngentloko.

Ividiyo yophuhliso lwengqixo

Kule veki sigxila kwingxaki zokudibanisa nokuthabatha ukuya kwi-100. Kubalulekile ukuba abafundi bazi ukuba xa bekwazi ukudibanisa nokuthabatha imivo, baza kukwazi 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 emibindi bengadlulanga ngaphaya kweshumi.
- ukusebenzisa umgcamanani ukuthabatha imivo kumanani anemivo emibindi bengadlulanga ngaphaya kweshumi.

Into emayiqatshelwe kule veki

- Nceda abafundi baqonde ukuba, ukuba bayakwazi ukudibanisa okanye ukuthabatha imivo, bayakwazi ukudibanisa okanye ukuthabatha amashumi. Bakhuthaze ukuba bachaze ipatini xa besombulula 1ingxaki zematematika 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.

Ukhumbuleukuqinisekisa umhla uze uphawule irejista yonke imihla.

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

1. Ngubani eli nani?
   What number is this?

2. Leliphi inani elingaphezulu ngesi-5 kunama-20?
   What number is 5 more than 20?

   5 more than 20 is 25.

4. Ngubani eli nani?
   What number is this?

5. Leliphi inani elingaphantsi ngesi-5 kunama-45?
   What number is 5 less than 45?

   5 less than 45 is 40.
**WEEK 3 • DAY 1**

**Adding 10s**

---

**Enrichment activities • Imisetyenzana yokutyebisa**

### Usuku 1 Day 1

**Sebenzisa amakhadi akho ama-10 noo-1 ukuze wenze:**
Use your 10s and 1s cards to make:

- 36
- 85
- 14
- 95
- 77
- 48
- 61
- 53
- 18
- 26

### Usuku 2 Day 2

**Sebenzisa amakhadi akho ama-10 noo-1 ukuze wenze:**
Use your 10s and 1s cards to make:

- 59
- 23
- 78
- 34
- 82
- 15
- 49
- 96
- 64
- 28

### Usuku 3 Day 3

**Bhala izivakalisi manani ukuze ubonise ama-10 noo-1.**
Write number sentences to show the 10s and 1s.

- 71 = ____ + ____
- 56 = ____ + ____
- 22 = ____ + ____
- 89 = ____ + ____
- 47 = ____ + ____
- 13 = ____ + ____
- 38 = ____ + ____
- 93 = ____ + ____
- 69 = ____ + ____
- 11 = ____ +

### Usuku 4 Day 4

**Bhala izivakalisi manani ukuze ubonise ama-10 noo-1.**
Write number sentences to show the 10s and 1s.

- 71 = ____ + ____
- 56 = ____ + ____
- 22 = ____ + ____
- 89 = ____ + ____
- 47 = ____ + ____
- 13 = ____ + ____
- 38 = ____ + ____
- 93 = ____ + ____
- 69 = ____ + ____
- 11 = ____ +
Bakhuthaze abafundi bathelekise iingxaki ezahlukenyelwa zokudibanisa oo-1 neengxaki zokudibanisa zama-10. Bancele abafundi baphandle ukuba, ukuba bayakwazi ukudibanisa oo-1 bangakwazi ukudibanisa amahumi.

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

1. Sombulula usebenzise iiblako.
Solve using blocks.

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

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

\[
\begin{array}{cccccc}
20 + 30 & 10 & 10 & 10 & 10 & 10 \\
\end{array}
= 50
\]

\[
\begin{array}{cccccc}
30 + 40 & \\
\end{array}
= ___
\]
Solve by drawing pictures. Use 10 to draw 10.

43 + 30

10 10 10 10

10 10 10

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 = ___ |
**WEEK 3 • DAY 2**

**Subtracting 10s**

**IZIBALO ZENTLOKO**
Mental Maths

**ZI-5 NGAPHEZULU/ Zi-5 NGAPHANTS!**
5 More/5 Less

**UMDLALO GAME**

**UPHUHLISO LWENGQIQO**
Concept Development

**AMAPEPHA LOKUSEBENZELA WORKSHEETS**

---

**UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT**

1. **Fumana u-7 – 3 usebenzise iibloko zako.**
   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 iingxaki ezilqela zokuthabatha okunoo-1 neengxaki ezinokuthabatha okunama-10. Bancedise abafundi baqonde ukuba, ukuba bayakwazi ukuthabatha oo-1 bangakwazi ukuthabatha 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.
Sombulula usebenzise iibloko.

Solve using blocks.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$7 - 4 = 3$</td>
<td>$5 - 2 = ____$</td>
<td>$6 - 4 = ____$</td>
</tr>
<tr>
<td>$70 - 40 = 30$</td>
<td>$50 - 20 = ____$</td>
<td>$60 - 40 = ____$</td>
</tr>
<tr>
<td>$9 - 4 = ____$</td>
<td>$8 - 4 = ____$</td>
<td>$9 - 3 = ____$</td>
</tr>
<tr>
<td>$90 - 40 = ____$</td>
<td>$80 - 40 = ____$</td>
<td>$90 - 30 = ____$</td>
</tr>
</tbody>
</table>

Sombulula ngokuzoba imifaneleko. Sebenzisa (10) ukuze uzobe i-10.

Solve by drawing pictures. Use (10) to draw 10.

$70 - 20$  

$50 - 30$  

= ____
3 Thabatha. Subtract.

<table>
<thead>
<tr>
<th></th>
<th>30 - 10 = 20</th>
<th>50 - 30 = ___</th>
<th>60 - 40 = ___</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>70 - 40 = ___</td>
<td>80 - 30 = ___</td>
<td>90 - 20 = ___</td>
</tr>
<tr>
<td></td>
<td>60 - 50 = ___</td>
<td>80 - 50 = ___</td>
<td>90 - 40 = ___</td>
</tr>
</tbody>
</table>

4 Sombulula ngokuzoba imifane kiso. Solve by drawing pictures.

58 - 30

5 Thabatha. Subtract.

<table>
<thead>
<tr>
<th></th>
<th>50 - 30 = 20</th>
<th>70 - 40 = ___</th>
<th>90 - 20 = ___</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>58 - 30 = 28</td>
<td>75 - 40 = ___</td>
<td>97 - 20 = ___</td>
</tr>
<tr>
<td></td>
<td>60 - 20 = ___</td>
<td>70 - 50 = ___</td>
<td>80 - 60 = ___</td>
</tr>
<tr>
<td></td>
<td>62 - 20 = ___</td>
<td>75 - 50 = ___</td>
<td>83 - 60 = ___</td>
</tr>
</tbody>
</table>

Ndiyaphikazi ukuthabatha i-10 enanini.

I can subtract 10 from any number!

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.
### Adding 1s in bigger numbers

#### WEEK 3 • DAY 3

**Ukudibanisa oo-1 kumanani amakhulu**

Adding 1s in bigger numbers

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
<tr>
<td>31</td>
<td>32</td>
<td>33</td>
<td>34</td>
<td>35</td>
<td>36</td>
<td>37</td>
<td>38</td>
<td>39</td>
<td>40</td>
</tr>
<tr>
<td>41</td>
<td>42</td>
<td>43</td>
<td>44</td>
<td>45</td>
<td>46</td>
<td>47</td>
<td>48</td>
<td>49</td>
<td>50</td>
</tr>
<tr>
<td>51</td>
<td>52</td>
<td>53</td>
<td>54</td>
<td>55</td>
<td>56</td>
<td>57</td>
<td>58</td>
<td>59</td>
<td>60</td>
</tr>
<tr>
<td>61</td>
<td>62</td>
<td>63</td>
<td>64</td>
<td>65</td>
<td>66</td>
<td>67</td>
<td>68</td>
<td>69</td>
<td>70</td>
</tr>
<tr>
<td>71</td>
<td>72</td>
<td>73</td>
<td>74</td>
<td>75</td>
<td>76</td>
<td>77</td>
<td>78</td>
<td>79</td>
<td>80</td>
</tr>
<tr>
<td>81</td>
<td>82</td>
<td>83</td>
<td>84</td>
<td>85</td>
<td>86</td>
<td>87</td>
<td>88</td>
<td>89</td>
<td>90</td>
</tr>
<tr>
<td>91</td>
<td>92</td>
<td>93</td>
<td>94</td>
<td>95</td>
<td>96</td>
<td>97</td>
<td>98</td>
<td>99</td>
<td>100</td>
</tr>
</tbody>
</table>

**Kulo mgca sibala ukusukela kuma-41 ukuya kuma-50!**

In this row we count from 41 to 50!

**Ndyazi ukuba u-4 + 5 = 9 ngoko ke, ndiyazi ukuba u-44 + 5 = 49.**

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

#### WEEK 3 • DAY 3

**Adding 1s in bigger numbers**

<table>
<thead>
<tr>
<th>41</th>
<th>42</th>
<th>43</th>
<th>44</th>
<th>45</th>
<th>46</th>
<th>47</th>
<th>48</th>
<th>49</th>
<th>50</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 + 5 = 9</td>
<td>3 + 4 = ___</td>
<td>3 + 6 = ___</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>44 + 5 = 49</td>
<td>43 + 4 = ___</td>
<td>43 + 6 = ___</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

41 42 43 44 45 46 47 48 49 50

**Ndyazi ukuba u-9 - 4 = 5 ngoko ke, ndiyazi ukuba u-44 - 4 = 45.**

I know that 9 - 4 = 5, therefore I know that 44 - 4 = 45.

<table>
<thead>
<tr>
<th>41</th>
<th>42</th>
<th>43</th>
<th>44</th>
<th>45</th>
<th>46</th>
<th>47</th>
<th>48</th>
<th>49</th>
<th>50</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 - 4 = 5</td>
<td>8 - 3 = ___</td>
<td>6 - 3 = ___</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>49 - 4 = 45</td>
<td>48 - 3 = ___</td>
<td>46 - 3 = ___</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 8 - 4 = ___ | 9 - 6 = ___ |
| 48 - 4 = ___ | 49 - 6 = ___ |
### IVEKI 3 • USUKU 3

**Ukudibanisa oo-1 kumanani amakhulu**

<table>
<thead>
<tr>
<th></th>
<th>51</th>
<th>52</th>
<th>53</th>
<th>54</th>
<th>55</th>
<th>56</th>
<th>57</th>
<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>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>54 + 3 = 57</td>
<td>52 + 5 = ___</td>
<td>58 + 2 = ___</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>57 - 2 = ___</td>
<td>59 - 4 = ___</td>
<td>53 - 3 = ___</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>58 - 4 = ___</td>
<td>57 - 5 = ___</td>
<td>59 - 6 = ___</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>61</th>
<th>62</th>
<th>63</th>
<th>64</th>
<th>65</th>
<th>66</th>
<th>67</th>
<th>68</th>
<th>69</th>
<th>70</th>
</tr>
</thead>
<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>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>68 - 3 = ___</td>
<td>68 - 5 = ___</td>
<td>64 - 3 = ___</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>65 - 2 = ___</td>
<td>69 - 6 = ___</td>
<td>66 - 4 = ___</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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 ilitha**
zamanzi ezingama-70.
Uchitha ilitha ezi-5.
Zingaphi ilitha 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 27
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.
### Subtracting 1s in bigger numbers

#### Ukuthabatha oo-1 kumanani amakhulu

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>32</td>
<td>33</td>
<td>34</td>
<td>35</td>
<td>36</td>
<td>37</td>
<td>38</td>
<td>39</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>42</td>
<td>43</td>
<td>44</td>
<td>45</td>
<td>46</td>
<td>47</td>
<td>48</td>
<td>49</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>51</td>
<td>52</td>
<td>53</td>
<td>54</td>
<td>55</td>
<td>56</td>
<td>57</td>
<td>58</td>
<td>59</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>61</td>
<td>62</td>
<td>63</td>
<td>64</td>
<td>65</td>
<td>66</td>
<td>67</td>
<td>68</td>
<td>69</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>71</td>
<td>72</td>
<td>73</td>
<td>74</td>
<td>75</td>
<td>76</td>
<td>77</td>
<td>78</td>
<td>79</td>
<td>80</td>
<td></td>
</tr>
</tbody>
</table>

**Kulo mgoa sibala ukusukela kuma-71 ukuya kuma-80.**

In this row we count from 71 to 80!

**Ndinyazi ukuba $u-5 + 4 = 9$ ngoko ke, ndinyazi ukuba $u75 + 4 = 79.$**

I know that $5 + 4 = 9,$ therefore I know that $75 + 4 = 79.$

<table>
<thead>
<tr>
<th></th>
<th>71</th>
<th>72</th>
<th>73</th>
<th>74</th>
<th>75</th>
<th>76</th>
<th>77</th>
<th>78</th>
<th>79</th>
<th>80</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$5 + 4 = __$</td>
<td>$2 + 4 = __$</td>
<td>$3 + 6 = __$</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$75 + 4 = __$</td>
<td>$43 + 4 = __$</td>
<td>$43 + 6 = __$</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>$8 - 4 = __$</td>
<td>$9 - 7 = __$</td>
<td>$7 - 5 = __$</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$78 - 4 = __$</td>
<td>$79 - 7 = __$</td>
<td>$77 - 5 = __$</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$6 - 2 = __$</td>
<td>$9 - 3 = __$</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$76 - 2 = __$</td>
<td>$79 - 3 = __$</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Subtracting 1s in bigger numbers

**WEEK 3 • DAY 4**

Let’s look at the 80s! In this row we count from 81 to 90.

<table>
<thead>
<tr>
<th>81</th>
<th>82</th>
<th>83</th>
<th>84</th>
<th>85</th>
<th>86</th>
<th>87</th>
<th>88</th>
<th>89</th>
<th>90</th>
</tr>
</thead>
<tbody>
<tr>
<td>85 + 3 = 88</td>
<td>83 + 6 = ___</td>
<td>86 + 4 = ___</td>
<td></td>
<td></td>
<td></td>
<td></td>
<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>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>87 - 2 = ___</td>
<td>89 - 4 = ___</td>
<td>84 - 3 = ___</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>86 - 4 = ___</td>
<td>88 - 5 = ___</td>
<td>87 - 5 = ___</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Let’s look at the 90s! In this row we count from 91 to 100.

<table>
<thead>
<tr>
<th>91</th>
<th>92</th>
<th>93</th>
<th>94</th>
<th>95</th>
<th>96</th>
<th>97</th>
<th>98</th>
<th>99</th>
<th>100</th>
</tr>
</thead>
<tbody>
<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>
<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>
<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>
<td></td>
</tr>
<tr>
<td>97 - 2 = ___</td>
<td>99 - 6 = ___</td>
<td>96 - 4 = ___</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**USam unamapetu**

angama-81. Uphumelele ama-6 ngaphezulu. Mangaphi amapetu anawo ngoku?

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

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

Assa has R98. She buys an apple for R5. How much money does she have now?
   Draw 10 to show 10. Draw 1 to show 1.
   
   \[ 46 + 30 \]

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

**Masithethe ngeMaths!**

**Let’s talk Maths!**

**NgesiXhosa sithi:**
Sombulula ngokuzobisa imifanekiso yamanani.

- Ndiyazi ukuba u-4 + 3 = 7 ngoko ke ndiyazi ukuba u-40 + 30 = 70.
- Ndiyazi ukuba u-9 - 4 = 5 ngoko ke ndiyazi ukuba u-90 - 40 = 50.
- Ndiyazi ukuba u-30 + 40 = 70 ngoko ke ndiyazi ukuba u-35 + 40 = 75.
- Ndiyazi ukuba u-70 - 30 = 40 ngoko ke ndiyazi ukuba u-76 - 30 = 46.

**In English we say:**
Solve by drawing number pictures.

- I know that 4 + 3 = 7 therefore
- I know that 40 + 30 = 70.
- I know that 9 - 4 = 5 therefore
- I know that 90 - 40 = 50.
- I know that 30 + 40 = 70 therefore
- I know that 35 + 40 = 75.
- I know that 70 - 30 = 40 therefore
- I know that 76 - 30 = 46.
**WEEK 3 • DAY 5**

**Assessment and consolidation**

---

1. **Zoba (10) ukuze ubonise i-10. Zoba (2) ukuze ubonise u-l.**
   
   Draw (10) to show 10. Draw (2) to show 1.

   48

   48 =

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

   63 = ______________

   49 = ______________

3. **Sombulula.**
   
   Solve.

   | 82 + 10 = ___ | 64 + 5 = ___ | 28 + 2 = ___ |
   | 49 - 6 = ___  | 87 - 5 = ___ | 87 - 10 = ___ |

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

   **Zingaphi iikhrayoni?**
   
   How many crayons?

5. **Abantwana ba-3, mingaphi iminwe?**
   
   3 children, how many fingers?

   **Abantwana ba-4, zingaphi iinzwane?**
   
   4 children, how many toes?

   **Abantwana ba-5, mingaphi iminwe?**
   
   5 children, how many fingers?

   **Abantwana bali-10, zingaphi iinzwane?**
   
   10 children, how many toes?
**Ukuphindaphinda kumalunga namaqela alingenayo**

<table>
<thead>
<tr>
<th>Izibalo zentloko: Fizz Pop ukuphindinha labini amanani ukuya kuma-50</th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>azikho</td>
</tr>
</tbody>
</table>

| 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>Ukuphindinha labini</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 umfundhi kufuneka akwazi ukwenza oku:**

- Phinda labini amanani aphakathi kuka-0 nama-50.
- Sebenzisa ukuba la oluqathayo olukuzekile ukwenzekile nge iibloko-2, 5, iibloko-10.
- Chaza uze sebenzise izivakalisi manani zophindaphindo.

**Uvavanyo**

**Uvavanyo olubhalwayo:** amanani, iimpawu nolwalamanu

Bhala phantsi amanqaku afunyenweyo kweli-10 kwiphethshana lamunqaku ekota.
## Multiplication is about equal groups

<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, multifix blocks</td>
</tr>
<tr>
<td>2</td>
<td>Doubling</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>3</td>
<td>Groups of 10</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>4</td>
<td>Groups of 5</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:
- 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

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. ukuphindaphindo kumalunga namaqela alinganayo, ngoko ke kufuneka abafundi bakwazi ukubala betsiba ngokuzithemba.
• ukuphindaphindo kumalunga namaqela alinganayo. Ukuphindaphindo kumalunga namaqela alinganayo, ngoko ke kufuneka abafundi bakwazi ukubala betsiba ngokuzithemba.
• ukuphindaphindo kumalunga namaqela alinganayo. Abafundi baza kuqonda ukubala okuqakathayo xa ubala ngoo-2, 5 nango-10. ukuphindaphindo kumalunga namaqela alinganayo, ngoko ke kufuneka abafundi bakwazi ukubala betsiba ngokuzithemba.

Into emayiqatshelwe kule veki
• Bakhumbuze abafundi ukuba uphindaphindo luquka ukuphindza amaqela alinganayo. Kufuneka abafundi bazithembe kubalo oluqakathayo ukuze basombulule ezi ngxaki ngokukhawuleza nangempumelelo.
• Bakhuthaze 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.
Bethelela ukuphinda kabini usebenzise umdlalo 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.
## 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.

- $8 - 6 =$
- $58 - 6 =$
- $5 - 4 =$
- $55 - 4 =$
- $9 - 7 =$
- $99 - 7 =$
- $6 - 3 =$
- $46 - 3 =$
- $7 - 4 =$
- $67 - 4 =$
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 iincochoyi ezili-10 zeebloko ezi-2.
  Build 10 towers of 2 blocks.
• Utitshala wakho ubiza inani.
  Your teacher calls a number.
• Thatha iinconchoyi ezilelo nani.
  Take that many towers.
• Zingaphi iityhubhu?
  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 × 2 = ___ 4 × 2 = ___, 4 × 2 = ___.

1. Bonisa ngokusebenzisa iincochoyi zakho zamanani.
   Sombulula emva koko.
   Show using your number towers. Then solve.

   | 3 × 2 = ___ | 5 × 2 = ___ | 7 × 2 = ___ |
   | ___ × 2 = ___ | 9 × 2 = ___ | 10 × 2 = ___ |

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

   | u-2 ophindwe ka-5 ngu-10. |
   | 5 times 2 equals 10. |
   | 5 × 2 = 10 |

   | u-2 ophindwe ka-___ ngu-____. |
   | ____ times 2 equals ____ |
   | ____ × ____ = ____ |
Amaqela oo-2

3. Bangaphi abantwana?
   How many children? 6
   Mangaphi amehlo?
   How many eyes? 12

4. Zingaphi iibhotile?
   How many bottles? 5
   Zingaphi iliitha?
   How many litres? 10

   Count in 2s to show the number of litres.

   \[
   \begin{array}{cccccccccc}
   \text{iibotile} & 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
   \text{bottles} & & & & & & & & & & \\
   \text{iiliitha} & 2 & & & & & & & & & \\
   \text{litres} & & & & & & & & & & \\
   \end{array}
   \]

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

   \[
   \begin{array}{cccc}
   3 \times 2 = \boxed{6} & 5 \times 2 = \boxed{10} & 6 \times 2 = \boxed{12} & 2 \times 2 = \boxed{4} \\
   1 \times 2 = \boxed{2} & 4 \times 2 = \boxed{8} & 8 \times 2 = \boxed{16} & 10 \times 2 = \boxed{20} \\
   \end{array}
   \]

Groups of 2

Week 4 • Day 1

102
Doubling

Leliphi inani endilizobileyo? What number have I drawn?

25 kuba unamashumi ama-2 nemivo emi-5.
25 because you have 2 tens and 5 ones.

Kufuneka sizobe kwa la mo-10 noo-1 kwelinye icala lomgca.
We must draw the same 10s and 1s on the other side of the line.

Ukuba siphindla ama-25 kabini, ziza kuba ngaphi zizonke?
So, if we double 25, how many do we have altogether?

Kukho amashumi ama-4, kwaye imivo emi-5 nemivo emi-5 yenza elinye ishumi.
Ngoko ke siza kuba namashumi ama-5 ewonke, into ethetha ukuba ngama-50.
There are 4 tens, and then 5 ones and 5 ones make another ten so we will have 5 tens in total which makes 50.

25 multiplied by 2 equals 50.

Nika abafundi amathuba aliqela okuphindla kabini amanani ngokusebenzisa umgca wesipili omangalisayo. Bakhuthaze ukuba bathethe ngendlela abasombulula ngayo iingxaki ngokuphindaphinda kabini ama-10 noo-1. Baqwalasele ukuze uqinisekile 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

**Umlalo: Phinda kabini**

- **Ulitishala wakho ubiza inani.**
  Your teacher calls a number.
- **Yakha eli nani usebenzise iityhubhu.**
  Build the number using cubes.
- **Bonisa ke ngoku amaqela 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.”

\[
\begin{array}{ccc}
2 \times 4 &=& 8 \\
2 \times 4 &=& 8
\end{array}
\]

1. **Bonisa ngeencochoyi zamanani. Emva koko sombulula.**
   Show using your number towers. Then solve.

\[
\begin{array}{ccc}
3 \times 2 &=& 6 \\
5 \times 2 &=& \_\_\_ \\
11 \times 2 &=& \_\_\_ \\
12 \times 2 &=& \_\_\_ \\
9 \times 2 &=& \_\_\_ \\
10 \times 2 &=& \_\_\_
\end{array}
\]

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

\[
\begin{array}{ccc}
\begin{array}{ccc}
\_\_\_ \\
\_\_\_ \\
\_\_\_ \\
\_\_\_ \\
\_\_\_ \\
\end{array} & \quad & u-4 ophindwe ka-2 ngu-8. \\
& & Double 4 is 8.
\end{array}
\]

\[
\begin{array}{ccc}
\begin{array}{ccc}
\_\_\_ \\
\_\_\_ \\
\_\_\_ \\
\_\_\_ \\
\_\_\_ \\
\end{array} & \quad & u-8 ophindwe ka-\_\_ ngu-\_\_ \\
& & Double \_\_ is \_\_.
\end{array}
\]

\[
\begin{array}{ccc}
2 \times 4 &=& 8 \\
\_\_ \times \_\_ &=& \_\_
\end{array}
\]
### WEEK 4 • DAY 2

**Doubling**

1. **Doubling**

   - **3 × 2**
     - 4 × 2 = 8
   - **40 × 2**
     - 40 × 2 = 80
   - **21 × 2**
     - 21 × 2 = 42

2. **3 × 2**
   - 3 × 2 = __________
3. **30 × 2**
   - 30 × 2 = __________
4. **12 × 2**
   - 12 × 2 = __________

---

### 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 = ___ |
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.
Groups of 10

Umdlalo: Phindaphinda nge-10
Game: Multiply by 10

- Zilungiselele ngokwakha iincochoyi ze-10 ngeebloko 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”.

\[
10 \times 4 = \quad \quad 10 \times 4 = 40
\]

Show using your number towers. Then calculate.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(3 \times 10 = 30)</td>
<td>(5 \times 10 = )</td>
<td>(7 \times 10 = )</td>
</tr>
<tr>
<td>(4 \times 10 = )</td>
<td>(9 \times 10 = )</td>
<td>(10 \times 10 = )</td>
</tr>
</tbody>
</table>

2. Gqibezela isivakalisi manani.
Complete the number sentence.

\[
\begin{align*}
10 \times & \quad = \\
10 \times & \quad = 
\end{align*}
\]
Amaqela ama-10

3

<table>
<thead>
<tr>
<th>Zingaphi iibokisi?</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many boxes?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Zingaphi iikhrayoni?</th>
<th>50</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many crayons?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Zingaphi iibokisi?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How many boxes?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Zingaphi iikhrayoni?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How many crayons?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>iibokisi boxes</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>iikhrayoni crayons</td>
<td>10</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4

<table>
<thead>
<tr>
<th>Zingaphi ii-emele?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How many buckets?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Zingaphi ilitha?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How many litres?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Zingaphi ii-emele?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How many buckets?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Zingaphi ilitha?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How many litres?</td>
<td></td>
</tr>
</tbody>
</table>

5

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

<table>
<thead>
<tr>
<th>3 × 10 = 30</th>
<th>5 × 10 = _</th>
<th>6 × 10 = _</th>
<th>2 × 10 = _</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 × 10 = _</td>
<td>4 × 10 = _</td>
<td>8 × 10 = _</td>
<td>10 × 10 = _</td>
</tr>
</tbody>
</table>

Groups of 10 Week 4 • Day 3
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 ngokwakha iincochoyi ze-10 ngeebloko 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 isivakalisi manani, “u-5 eliphindwe ka-4 ngama-20”.**
  Say the number sentence, “5 multiplied by 4 is 20”.

\[
5 \times 4 = \quad 5 \times 4 = 20
\]

1. **Bonisa ngeencchoyi zakho zamanani. Bala emva koko.**
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.

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

Groups of 5

**3**

Izandla?

<table>
<thead>
<tr>
<th>Hands?</th>
<th>Imine?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Izandla?

<table>
<thead>
<tr>
<th>Hands?</th>
<th>Imine?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**4 Mingaphi iminwe?**

How many fingers?

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

imine fingers

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

**5 Zingaphi iimbiza?**

How many pots?

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

**Zingaphi iliitha?**

How many litres?

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

**6 Bala.**

Calculate.

<table>
<thead>
<tr>
<th>3 x 5 =</th>
<th>5 x 5 =</th>
<th>6 x 5 =</th>
<th>2 x 5 =</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1 x 5 =</th>
<th>4 x 5 =</th>
<th>8 x 5 =</th>
<th>10 x 5 =</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Uvavanyo noqukaniso**

**Assessment and consolidation**

1. **Zingaphi iibhotile?**
   - How many bottles?
   - **2l**
   - **2l**
   - **2l**
   - **2l**
   - **2l**
   - **2l**

2. **Zingaphi ii-emele?**
   - How many buckets?
   - **10l**
   - **10l**
   - **10l**
   - **10l**

3. **Zingaphi ii-ilele?**
   - How many litres?
   - **5l**
   - **5l**
   - **5l**

4. **Zingaphi ii-imbiza?**
   - How many pots?

**Calculate:**

<table>
<thead>
<tr>
<th>Expression</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 × 5</td>
<td>___</td>
</tr>
<tr>
<td>5 × 2</td>
<td>___</td>
</tr>
<tr>
<td>10 × 2</td>
<td>___</td>
</tr>
<tr>
<td>10 × 5</td>
<td>___</td>
</tr>
</tbody>
</table>

---

**Masithethe ngeMaths!**

**Let’s talk Maths!**

**NgesiXhosa sithi:**

- *Umvintwana onye nekendlebe ezi-2.*
- *Umvintwana onye nekendlebe ezili-10.*
- *Umvintwana amahlanu eziphathu enza ishumi.*
- *Kukho izibini ezile-5 kweli-10.*
- *Ini-emele enye isibindi ezili-10.*
- *Ni-emele ezile-4 isibindi ezishuma e40.*
- *Umvintwana amahlanu eziphathu enza amashumi amane.*
- *Kukho amashumi ama-4 kuma-40.*

**In English we say:**

- *One child has 2 ears.*
- *5 children have 10 ears.*
- *There are 5 twos in 10.*
- *One bucket has 10 litres.*
- *4 buckets have 40 litres.*
- *Four groups of ten is forty.*
- *There are 4 tens in 40.*
Assessment and consolidation

### Uqukaniso Consolidation

1. **Zoba ukuze ubonise i-10. Zoba ukuze ubonise u-l.**
   - Draw 10 to show 10. Draw 1 to show 1.
   - 36
   - 52

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

3. **Sombulula.**
   - Solve.
   - 63 + 6 = ___
   - 92 + 5 = ___
   - 67 + 3 = ___
   - 59 − 5 = ___
   - 78 − 4 = ___
   - 50 − 3 = ___
   - 34 + 30 = ___
   - 56 − 20 = ___
   - 45 + 40 = ___

4. **Ngubani inani?**
   - What is the number?
   - **Gqibezele #heshthegi!**
     - Complete the hashtag!
   - **Cwangcisa uqale kwencinci uye kwenkulu.**
     - Order from small to big.
   - __________
   - 63
   - 54 45 15

5. **Isiungatha okanye ihafu:**
   - **Haf:**
   - 10 11
   - **Phinda kabini:**
   - **Double:**
   - 10 11
**Ukudibanisa nokuthabatha ngemigcamanani**

<table>
<thead>
<tr>
<th>Izibalo zentloko</th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Xa uthabatha beka inani elikhulu kuqala</td>
<td>azikho</td>
</tr>
<tr>
<td>IMath ekhawulezayo ngamakhadi – thabatha kwi-10</td>
<td>amakhadi amanani 0 - 10</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>Ukudibanisa nokuthabatha oo-1 kumanani amakhulu</td>
<td>LAB, umgcamanani ongenanto</td>
</tr>
<tr>
<td>2</td>
<td>Ukudibanisa nokuthabatha oo-1 kumanani amakhulu</td>
<td>LAB, umgcamanani ongenanto</td>
</tr>
<tr>
<td>3</td>
<td>Masidibanise ngokukhawuleza kakhulu!</td>
<td>LAB, umgcamanani ongenanto</td>
</tr>
<tr>
<td>4</td>
<td>Masithabathe ngokukhawuleza kakhulu!</td>
<td>LAB, umgcamanani ongenanto</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanyo olujolise ekufundeni</td>
<td>LAB</td>
</tr>
</tbody>
</table>

**Emva kwale veki umfundikufuneka 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>Mental Maths: Put the bigger number first when you subtract</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>none</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Game: Fast Maths with cards – subtract from 10</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>number cards 0 - 10</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>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.
Ukudibanisa nokuthabatha ngemigcamanani

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 kwini elikhulu.

Ividiyo yomdlalo

Ividiyo yophuhliso lwengqiqa
Kule veki siza kugxila kwiingxaki zokudibanisa nokuthabatha usebenzisa umgcamanani. Abafundi baza kusombululula iingxaki ngaphandle kokwilela ngaphaya kwe-10, baphinde bazisombulule belelela 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 besenze 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 kokuggibezele ingxaki.
**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.

Khetha inani elinye kwasebhodini.
Choose one of the numbers on the board.

Qala wqi-14 ubale uye phambili ka-5.
You start at 14 and count on 5.

Qala ku-5 uze ubale uye phambili ka-14.
You start at 5 and count on 14.

19! Ndiyifumene kuqala impendulo!
19! I got the answer first!

Kuyakhawuleza ukudibanisa xa usukela kwinani elikhulu.
It is quicker to add by counting on from the bigger number.
### 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><strong>Phindaphinda.</strong></td>
<td><strong>Phindaphinda.</strong></td>
</tr>
<tr>
<td>Multiply.</td>
<td>Multiply.</td>
</tr>
<tr>
<td>$2 \times 3 =$</td>
<td>$2 \times 3 =$</td>
</tr>
<tr>
<td>$2 \times 6 =$</td>
<td>$2 \times 6 =$</td>
</tr>
<tr>
<td>$2 \times 2 =$</td>
<td>$2 \times 2 =$</td>
</tr>
<tr>
<td>$2 \times 8 =$</td>
<td>$2 \times 8 =$</td>
</tr>
<tr>
<td>$2 \times 1 =$</td>
<td>$2 \times 1 =$</td>
</tr>
<tr>
<td>$2 \times 10 =$</td>
<td>$2 \times 10 =$</td>
</tr>
<tr>
<td>$2 \times 5 =$</td>
<td>$2 \times 5 =$</td>
</tr>
<tr>
<td>$2 \times 7 =$</td>
<td>$2 \times 7 =$</td>
</tr>
<tr>
<td>$2 \times 9 =$</td>
<td>$2 \times 9 =$</td>
</tr>
<tr>
<td>$2 \times 4 =$</td>
<td>$2 \times 4 =$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Usuku 3 Day 3</th>
<th>Usuku 4 Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phindaphinda.</strong></td>
<td><strong>Phindaphinda.</strong></td>
</tr>
<tr>
<td>Multiply.</td>
<td>Multiply.</td>
</tr>
<tr>
<td>$10 \times 3 =$</td>
<td>$5 \times 3 =$</td>
</tr>
<tr>
<td>$10 \times 6 =$</td>
<td>$5 \times 6 =$</td>
</tr>
<tr>
<td>$10 \times 2 =$</td>
<td>$5 \times 2 =$</td>
</tr>
<tr>
<td>$10 \times 8 =$</td>
<td>$5 \times 8 =$</td>
</tr>
<tr>
<td>$10 \times 1 =$</td>
<td>$5 \times 1 =$</td>
</tr>
<tr>
<td>$10 \times 10 =$</td>
<td>$5 \times 10 =$</td>
</tr>
<tr>
<td>$10 \times 5 =$</td>
<td>$5 \times 5 =$</td>
</tr>
<tr>
<td>$10 \times 7 =$</td>
<td>$5 \times 7 =$</td>
</tr>
<tr>
<td>$10 \times 9 =$</td>
<td>$5 \times 9 =$</td>
</tr>
<tr>
<td>$10 \times 4 =$</td>
<td>$5 \times 4 =$</td>
</tr>
</tbody>
</table>
Ukudibanisa nokuthabatha oo-1 kumanani amakhulu


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 sisi kukala.
  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 ngokakhawuleza kwisisiku sakho.
  Now work through the pile faster.

   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>1 + 3 = 4</td>
<td>3 + 4 = ___</td>
<td>5 − 1 = 4</td>
<td>6 − 4 = ___</td>
<td></td>
</tr>
<tr>
<td>21 + 3 = 24</td>
<td>23 + 4 = ___</td>
<td>25 − 1 = 24</td>
<td>26 − 4 = ___</td>
<td></td>
</tr>
<tr>
<td>25 + 3 = 28</td>
<td>24 + 5 = ___</td>
<td>29 − 3 = 26</td>
<td>28 − 4 = ___</td>
<td></td>
</tr>
<tr>
<td>22 + 8 = ___</td>
<td>24 + 6 = ___</td>
<td>28 − 6 = ___</td>
<td>29 − 5 = ___</td>
<td></td>
</tr>
</tbody>
</table>

   ● Number Line:
   ![Number Line Image]

   Sizwe has 29 marbles. He gave 7 to his friend. How many marbles does Sizwe have now?
Solve. Use the number line for help.

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

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

USanele ubaleke umgama ongangeekhilmitha ezingama-38 kule nyanga idlulileyo. UEntle ubaleke iikhilmitha ezingaphantsi ngesi-4. Zingaphi iikhilmitha azibalekileyo uEntle?
Sanele ran 38 kilometres last month. Entle ran 4 kilometres less. How many kms did Entle run?

Solve. Use the number line for help.

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

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

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.

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

IZIBALO ZENTLOKO MENTAL MATHS
DIBALISA NO THABATHA ADD AND SUBTRACT
UMDLALO GAME
UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT
AMAPHEPHA LOKUSEBENZELA WORKSHEETS

1. Masisebenzise umgcamanani ukuze sibale 59 + 3.
   Let’s use the number line to calculate 59 + 3.

2. Ukuba nditsiba izihube ezi-3 ukusuka ku-59 ndiza kufika ku-62.
   If I jump 3 spaces from 59, I land on 62.

3. Singabala njani 59 + 3 ngaphandle kokusebenzisa umgcamanani?
   How can we calculate 59 + 3 without using the number line?

   I can work it out like this.

5. Masisebenzise umgcamanani ukuze sibale 64 – 5.
   Let’s use the number line to calculate 64 – 5.

6. Ukuba nditsiba emva izihube ezi-5 ukusuka ku-64 ndiza kufika ku-59.
   If I jump back 5 spaces from 64, I land on 59.

7. Ndingabala ngolu hlobo.
   I can work it out like this.

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

Ndingabala njani 59 + 3 ngaphandle kokusebenzisa umgcamanani?
   How can we calculate 59 + 3 without using the number line?

Ndingabala ngolu hlobo.
   I can work it out like this.

Ndingabala ngolu hlobo.
   I can work it out like this.

Ungakwazi ukusombulula 64 – 5 ungasebenzisi umgcamanani?
   Could you solve 64 – 5 without using the number line?
IVEKI 5 • USUKU 2

Ukudibanisa nokuthabatha oo-1 kumanani amakhulu

   Solve. Use the number line for help.

   $50 + 4 = \underline{\_\_\_\_\_\_}$
   $55 + 3 = \underline{\_\_\_\_\_\_}$
   $58 - 2 = \underline{\_\_\_\_\_\_}$
   $54 - 4 = \underline{\_\_\_\_\_\_}$
   $54 + 5 = \underline{\_\_\_\_\_\_}$
   $56 + 3 = \underline{\_\_\_\_\_\_}$
   $57 - 5 = \underline{\_\_\_\_\_\_}$
   $60 - 3 = \underline{\_\_\_\_\_\_}$

   $3 + 7 = 10$ ngoko ke $53 + 7 = 60.$
   $7 - 5 = 2$ ngoko ke $57 - 5 = 52.$
   $3 + 7 = 10$ therefore $53 + 7 = 60.$
   $7 - 5 = 2$ therefore $57 - 5 = 52.$

2. USane ufunde amaphetha angama-57 kule vekile phelileyo. UBella ufunde amaphetha angaphantsi ngesi-4. Mangaphi amaphetha 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.

   $60 + 8 = \underline{\_\_\_\_\_\_}$
   $65 + 4 = \underline{\_\_\_\_\_\_}$
   $69 - 2 = \underline{\_\_\_\_\_\_}$
   $68 - 4 = \underline{\_\_\_\_\_\_}$
   $65 + 5 = \underline{\_\_\_\_\_\_}$
   $66 + 2 = \underline{\_\_\_\_\_\_}$
   $70 - 5 = \underline{\_\_\_\_\_\_}$
   $69 - 6 = \underline{\_\_\_\_\_\_}$

   $5 + 4 = 9$ ngoko ke $65 + 4 = 69.$
   $8 - 4 = 4$ ngoko ke $68 - 4 = 64.
   $5 + 4 = 9$ therefore $65 + 4 = 69.$
   $8 - 4 = 4$ therefore $68 - 4 = 64.$
WEEK 5 • DAY 2

Adding and subtracting 1s in bigger numbers

4 Sombulula. Sebenzisa umgcamanani ukuncede.
Solve. Use the number line for help.

\[
\begin{array}{cccc}
70 + 5 &=& 72 & 76 + 3 &=& 79 \\
72 + 4 &=& 76 & 75 + 2 &=& 77 \\
75 + 5 &=& 80 & 74 + 6 &=& 80 \\
\end{array}
\]

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

6 Sombulula. Sebenzisa umgcamanani ukuncede.
Solve. Use the number line for help.

\[
\begin{array}{cccc}
90 + 8 &=& 98 & 95 + 3 &=& 98 \\
94 + 5 &=& 99 & 96 + 3 &=& 99 \\
93 + 5 &=& 98 & 93 + 7 &=& 100 \\
\end{array}
\]
Repeat the steps above, using different numbers so that learners have multiple opportunities to practice solving addition problems that bridge 10.

We've learnt that it is easier to solve problems by making a ten. If you’re standing on 26, then how many jumps must you take to get to the next 10?

You had to jump 7 and you have jumped 4. How many more jumps?

We know that 4 + 3 = 7 so this is what we get.

Phinda la manyathelo ongase ntla usebenzise amanani ahlukileyo ukuze abafundi babe namathuba aliqela okuziqhelisa ukusombulula iingxaki eziwelela 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!

Masidibanise ngokakhawuleza!
Let’s add more quickly!

1. Bonisa kudityaniswa njani.
Show how to add.

26 + 6

25 + 7

28 + 7

24 + 8

27 + 6

25 + 8

Ndiqala kuma 26.
I-ti siliandelayo ngama 30!
Nditsaba ka 4 ukuya kuma 30.
Kuye kwafuneka ndidibanise isi 7 ngaphezulu.
Ndidibanise ezi 4.
Kufuneka ndongeza zibe ngaphi ngaphezulu?
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?
2. Dibanisa ubonisile 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! Week 5 • Day 3
Let’s subtract more quickly!

IZIBALO
ZENTLOKO
MENTAL MATHS

DIBANISA NO
THABATHA
ADD AND SUBTRACT

UMDLALO
GAME

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

AMAPEPHA
LOKUSEBENZELA
WORKSHEETS

Uphuhliso lwengqiqo

Phinda la manyathelo angasentla usebenzise amanani ahlukileyo ukuze abafundi bafumane amathuba aliqel okuziqhelisa ukusombulula ingxaki zokuthabatha ezisewela 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!

I. Bonisa kuthatyathwa njani.
Show how to subtract.

1. \[32 - 7\]
2. \[35 - 7\]
3. \[44 - 8\]

3. \[30 - 2\]
4. \[33 - 9\]
5. \[45 - 8\]

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!
**IVEKI 5 • USUKU 5**

**Uvavanyo noqukaniso**

1. **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>34 + 2 = ___</td>
<td>35 + 5 = ___</td>
<td>40 − 1 = ___</td>
<td>38 − 5 = ___</td>
<td></td>
</tr>
<tr>
<td>30 + 9 = ___</td>
<td>33 + 6 = ___</td>
<td>39 − 3 = ___</td>
<td>37 − 4 = ___</td>
<td></td>
</tr>
</tbody>
</table>

   ![Number line](image)

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

   ![Number line](image)

   28 + 5 = ___
   33 − 7 = ___

**Masithethe ngeMaths!**

**NgesiXhosa Sithi:**
- Ukudibanisa: iinxalanye ezimbini zenza into enye esperileyo.
- Ukudibanisa: amanani amabini ayadibana ukuze enze iinani elikhulu.
- Ulwazi ufunda maphepha ali-10.
- Mangaphi maphepha abawufundileyo 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?
### Assessment and consolidation

#### Uqukaniso • Consolidation

<table>
<thead>
<tr>
<th></th>
<th>Abantwana ba-3, mangaphi amehlo?</th>
<th>Abantwana ba-6, zingaphi iindlebe?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3 children, how many eyes?</td>
<td>6 children, how many ears?</td>
</tr>
<tr>
<td></td>
<td>Ibhayiselile zi-4, mangaphi amavili?</td>
<td>Abantwana bali-10, zingaphi izandla?</td>
</tr>
<tr>
<td></td>
<td>4 bicycles, how many wheels?</td>
<td>10 children, how many hands?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Zingaphi iibhotile?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>How many bottles?</td>
</tr>
<tr>
<td></td>
<td>Zingaphi iliitha?</td>
</tr>
<tr>
<td></td>
<td>How many litres?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Ilekese enye ixabisa i-R2. Ndiza kubhatala malini:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>One sweet costs R2. How much do I pay for:</td>
</tr>
<tr>
<td></td>
<td>ngee leke se ezi-3</td>
</tr>
<tr>
<td></td>
<td>3 sweets</td>
</tr>
<tr>
<td></td>
<td>ngee leke se ezi-6</td>
</tr>
<tr>
<td></td>
<td>6 sweets</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Zingaphi iiingqekembe?</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>How many coins?</td>
</tr>
<tr>
<td></td>
<td>Zingaphi iiRandi?</td>
</tr>
<tr>
<td></td>
<td>How many Rands?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Isiqingatha okanye ihafu:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Phinda kabini:</td>
</tr>
<tr>
<td></td>
<td>Half:</td>
</tr>
<tr>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Double:</td>
</tr>
<tr>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Ngubani inani?</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>What is the number?</td>
</tr>
<tr>
<td></td>
<td>10 10 10 10 10</td>
</tr>
</tbody>
</table>
Ubude

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

<table>
<thead>
<tr>
<th>Umdlalo:</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMath ekhawulezaayo ngama Khadi: ingaphezulu okanye ingaphantsi ngezi-5</td>
<td>amakhadi 0 -20</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>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>Uqkaniso novavanyo olujolise ekufundeni</td>
<td>LAB</td>
</tr>
</tbody>
</table>

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:
- qikelela, linganisa, thelekisa, cwangcisa uze ubhale phantsi ubude usebenzise imilinganiselo engekho mgangathweni njengenxalenye yokulinganisela okungekho sesikweni.
- qikelela, linganisa, thelekisa, cwangcisa uze ubhale phantsi ubude usebenzise iimitha njengeyunithi esemgangathweni yobude.

Uvavanyo

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

Uvavanyo oluthethwayo nolwenziwayo

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

Uluhlu Iwezinto ezijongwayo: Ilungile/ajilunganga/iphantse

| Uyakwazi ukuthetha ngobude esebenzisa amagama athi imfutshane, iphakamile, inde | ✓ |
| Uyakwazi ukuthetha ngobude esebenzisa amagama athi ibanzi, ububanzi | ✗ |
| Uyakwazi ukuthetha ngobude esebenzisa amagama athi imfutshane kuna-, yeyona imfutshane | ● |
| Uyakwazi ukuthetha ngobude esebenzisa amagama athi inde kuna-, yeyona inde | |
| Uyakwazi ukuthetha ngobude esebenzisa iyunithi ayinikiweyo | |
| Uyakwazi ukulinganisela ubude esebenzisa iyunithi ezingekho mgangathweni | |

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>Checklist: correct/incorrect/almost</th>
<th>✓</th>
<th>×</th>
<th>●</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to speak about length using the words short, tall and long</td>
<td>✓</td>
<td>×</td>
<td>●</td>
</tr>
<tr>
<td>Able to speak about length using the words wide and width</td>
<td>✓</td>
<td>×</td>
<td>●</td>
</tr>
<tr>
<td>Able to compare lengths using the words shorter and shortest</td>
<td>✓</td>
<td>×</td>
<td>●</td>
</tr>
<tr>
<td>Able to compare lengths using the words longer and longest</td>
<td>✓</td>
<td>×</td>
<td>●</td>
</tr>
<tr>
<td>Able to estimate lengths using a given unit</td>
<td>✓</td>
<td>×</td>
<td>●</td>
</tr>
<tr>
<td>Able to measure lengths using non-standard units</td>
<td>✓</td>
<td>×</td>
<td>●</td>
</tr>
<tr>
<td>Able to measure lengths in metres</td>
<td>✓</td>
<td>×</td>
<td>●</td>
</tr>
</tbody>
</table>

Record a mark out of 7 (mark) in the term mark sheet.
Ividiyo yezibalo zentloko
Kule veki siza kuziqhelisa ukusebenzisa imiqcamanani ekusombululeni into xakasi zokudibanisa nokuthabatha. Abafundi baza kubelelela abakufundileyo ngokudibanisa imivo kumashumi, amashumi nemivo ngokuwelela ngaphaya okanye ungaweleli ngaphaya kweshumi. Bakhuthaze abafundi basombulule into xakasi ngokukhawuleza ngangempumelelo ngokuthi bakhumbule ibhondi zamanani abazifundileyo.

Ividiyo yomdlalo
Kule veki siza kudlala umdlalo othi 1, 2, 3, Veza – umahluko. Kula mdlalo baza kubelelela ukuthabatha. Xa bedlala ngesandla esinye umntu ngamnye, baza kubelelela kusenzisa amanani ukuya kwisi-5 baze xa bedlala ngezandla zozibini bathathatho besebenzisa amanani ukuya kwi-10. Nxa abanye abafundi beseza kuthabatha besebenzisa iminwe nokubala, kubalulekile ukubakhuthaza ukuba batfunde ukuzisombulula ngentloko into xakasi.

Ividiyo yophuhlilo lwengqiqo
Kule veli sigxila ekusebenzeni ngeekhulayo ezingekho ngokuphatheni ukuze siqonde xakabisa lokusebenzisa iiyunithi zomlinganiselo ezisemgangathweni xa silinganisela ubude. Xa abafundi beyiqonda into xakasi yokusebenzisa iiyunithi ezahlukileyo zokulinganisela ubude, singaqalisa ukubafundisa iiyunithi ezisemgangathweni zeemitha. Abafundi kufuneka bakwazi ukufunda imlinganiselo yeemitha kwaye bangcisa uze umbhale phantsi ubude usebenzise imlinganiselo engebeka ngokuphatheni njenengxalenye yokulinganisela okungcisa uze uminye lantloko iingxaki.

Into emayiqatshelwe kule veki
• Isigama esibalulekileyo: ngaphezulu kuna-, ngaphantsi kuna-, ubude, imitha, inde, imfutshane, inde kuna- beimfutshane kuna-.
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.

Ukuba nditsiba 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.
## WEEK 6 • DAY 1

### Length

### 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>Dibanisa.</strong></td>
<td><strong>Thabatha.</strong></td>
</tr>
<tr>
<td><strong>Add.</strong></td>
<td><strong>Subtract.</strong></td>
</tr>
<tr>
<td>37 + 5 =</td>
<td>56 – 9 =</td>
</tr>
<tr>
<td>25 + 8 =</td>
<td>83 – 7 =</td>
</tr>
<tr>
<td>49 + 3 =</td>
<td>65 – 6 =</td>
</tr>
<tr>
<td>68 + 7 =</td>
<td>24 – 5 =</td>
</tr>
<tr>
<td>17 + 7 =</td>
<td>42 – 4 =</td>
</tr>
<tr>
<td>54 + 8 =</td>
<td>36 – 8 =</td>
</tr>
<tr>
<td>29 + 6 =</td>
<td>21 – 6 =</td>
</tr>
<tr>
<td>12 + 9 =</td>
<td>15 – 7 =</td>
</tr>
<tr>
<td>75 + 6 =</td>
<td>73 – 5 =</td>
</tr>
<tr>
<td>88 + 3 =</td>
<td>27 – 9 =</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>Dibanisa.</strong></td>
<td><strong>Thabatha.</strong></td>
</tr>
<tr>
<td><strong>Add.</strong></td>
<td><strong>Subtract.</strong></td>
</tr>
<tr>
<td>44 + 8 =</td>
<td>43 – 7 =</td>
</tr>
<tr>
<td>67 + 5 =</td>
<td>94 – 5 =</td>
</tr>
<tr>
<td>26 + 6 =</td>
<td>25 – 8 =</td>
</tr>
<tr>
<td>89 + 2 =</td>
<td>61 – 4 =</td>
</tr>
<tr>
<td>58 + 3 =</td>
<td>35 – 7 =</td>
</tr>
<tr>
<td>47 + 7 =</td>
<td>72 – 5 =</td>
</tr>
<tr>
<td>19 + 5 =</td>
<td>86 – 9 =</td>
</tr>
<tr>
<td>35 + 8 =</td>
<td>53 – 5 =</td>
</tr>
<tr>
<td>16 + 6 =</td>
<td>17 – 9 =</td>
</tr>
<tr>
<td>77 + 6 =</td>
<td>22 – 6 =</td>
</tr>
</tbody>
</table>
Singasebenzisa ntoni ukulinganisela ubude bedesika?
What can we use to measure the length of the desk?

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

Ndiphi ezingaphi ezingekho sesikweni ezifana nezandla okanye iipenisile.
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

Umhlalo: 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! Khangelana ama-10.
  Subtract the fingers! Look for 10s.
• Hamba kwakhona, ukhawuleze.
  Go again, subtract faster.

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

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


2 Linganisela ubude:
Measure these lengths:

Ifesitile inobubanzi obungangeepenisile ezi_____.
The window is _______ pencils wide.

Idesika inde kangangezandla ezi_____.
The desk is _______ hands long.

Ngamanyathelo a_____ ukujikeleza iklasi.
It takes _______ steps to walk around the classroom.
1. **Linganisela ngesandla sakho:**

   **Ubude 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.

2. **Linganisela ngepenisile yakho:**

   **Ubude bencwadi yakho.**
   the length of your book.

   **Ububanzi bedesika yakho.**
   the width of your desk.

   **Ishlalo sesitulo sakho.**
   the seat of your chair.

3. **Linganisela ngepenisile yakho:**

   **Ubude beklasi.**
   the length of the classroom.

   **Ububanzi beklasi.**
   the width of the classroom.

   **Ububanzi bepaseji engaphandle kweklasi.**
   the width of the corridor outside the classroom.
IZIBALO
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 bekla si ngokubala inani lamanyathelo owathathayo ukuya kwelinge icala.
Please measure the width of the classroom by counting how many steps you take to get to get to the other side.

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

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

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

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

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

Bakhuthaze abafundi ukuba baqaphele ukuba bafumana imilinganiselo eyahlukileyo xa besebenzisa iyunithi zemilinganiselo ezingekho sesikweni. Bancede bayibone imfuneko yeyunithi yemilinganiselo esemgangathweni ukuze bakwazi ukuthatha imilinganiselo echanekileyo.
Encourage learners to notice that they get different measurements when they use informal units of measurement. Help them to recognise the need for a standard unit of measurement in order to be able to measure more accurately.
**Inde kangakanani?**

**How long?**

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td>25</td>
</tr>
<tr>
<td><img src="image2.png" alt="Image" /></td>
<td><img src="image3.png" alt="Image" /></td>
</tr>
<tr>
<td><img src="image4.png" alt="Image" /></td>
<td><img src="image5.png" alt="Image" /></td>
</tr>
<tr>
<td><img src="image6.png" alt="Image" /></td>
<td><img src="image7.png" alt="Image" /></td>
</tr>
<tr>
<td><img src="image8.png" alt="Image" /></td>
<td><img src="image9.png" alt="Image" /></td>
</tr>
<tr>
<td><img src="image10.png" alt="Image" /></td>
<td><img src="image11.png" alt="Image" /></td>
</tr>
<tr>
<td><img src="image12.png" alt="Image" /></td>
<td><img src="image13.png" alt="Image" /></td>
</tr>
</tbody>
</table>
WEEK 6 • DAY 2

Measuring length

2. Sebenzisa iipenisile ezimbini ezinobude obahlukeneyo ukuze ulinganisele: Use two pencils of different lengths to measure.

<table>
<thead>
<tr>
<th></th>
<th>iipenisile 1</th>
<th>iipenisile 2</th>
<th>Yintoni umahluko?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>pencil 1</td>
<td>pencil 2</td>
<td>What is the difference?</td>
</tr>
<tr>
<td>Iipenisile e-l</td>
<td>1 pencil</td>
<td>2 pencils</td>
<td></td>
</tr>
<tr>
<td>Iipenisile ezi-2</td>
<td>2 pencils</td>
<td>1 pencil</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Kutheni le nto ufumana ubude obahlukileyo maxa wambi? Why do you sometimes get different lengths?
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.
Measuring length

1. Ingaba le nyoka inde khangangeebloko ezingaphi?

   How many blocks long is the snake?

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

---

56
Sika irula yenyoka sekugqibeleni kwe ncwadi emazantsi ephepha uze uyisebenzise ukulinganisela imifaneleuko.

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

<table>
<thead>
<tr>
<th>Object</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crayon</td>
<td>3 blocks</td>
</tr>
<tr>
<td>Belt</td>
<td>___ ___</td>
</tr>
<tr>
<td>Pencil</td>
<td>___ ___</td>
</tr>
<tr>
<td>Stamp</td>
<td>___ ___</td>
</tr>
<tr>
<td>Plug</td>
<td>___ ___</td>
</tr>
<tr>
<td>Bow</td>
<td>___ ___</td>
</tr>
</tbody>
</table>
MEASURING IN METRES AND CENTIMETRES

WEEK 6 • DAY 4

**Concept Development**

**IZIBALO ZENTLOKO**
MENTAL MATHS

**IMIGCAMANINI 60-80**
NUMBER LINES 60-80

**UMDHALO GAME**

**UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT**

**AMAPHEPHALOKUSEBENZELA WORKSHEETS**

**UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT**

---

**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.

---

**Ingaba ucinga ukuba kulungile ukulinganisela ubude bedesika ngeebloko?**

Do you think it is a good idea to measure the length of this desk using a block?

---

**Hayi, kuba ibloko incinci kakhu kuwaye idesika inde. Kuya kuthatha isesha elide kakhu ukulinganisela ngolu hlobo.**

No, because the block is small and the desk is long. It will take a very long time to measure like that!

---

**Beka isiqalo seteyiphu yokulinganisela ngolu hlobo. Inde kungakanani idesika?**

Put the start of the tape measure at the one end, like this. How long is the desk?

---

**Idesika inobubanzi obungama-44 cm.**

The desk is 44 cm wide.

---

**Xoxani ngeempawu ezikwiteyiphu yomlinganiselo (jisentimitha). Bonisa abafundi indlela yokubeka iteyiphu xa uthatha umlinganiselo. Qala kuphawu luka-0. Xoxani ngendlela yokufunda umlinganiselo. Leliphi inani olubonayo kwiteyiphu yokulinganisela ekupheleni komgca?**

Discuss the markings on the tape measure (centimetres). Show the learners how to place the tape measure when they measure. Start from the 0 mark. Discuss how to read the measurement. What number is on the other end of the tape measure?

---

**Singasebenzisa lo mtya wokulinganisela ukuze silinganise ubude bedesika.**

We can use this tape measure to measure the length of the desk.

---

**Thatha umlinganiselo wobubanzi bedesika yakho.**

Now measure the width of your desks.
1. Fakela umbala kwimpendulo echanekeleyo.

<table>
<thead>
<tr>
<th>Isikhafuthina si-</th>
<th>ngaphantsi kune shorter than</th>
<th>ngaphezulu kune longer than</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. A lunchbox is</td>
<td>10 cm</td>
<td></td>
</tr>
<tr>
<td>II. A pencil is</td>
<td>10 cm</td>
<td></td>
</tr>
<tr>
<td>III. A telephone pole is</td>
<td>10 cm</td>
<td></td>
</tr>
<tr>
<td>IV. A sharpener is</td>
<td>10 cm</td>
<td></td>
</tr>
<tr>
<td>V. A fridge is</td>
<td>10 cm</td>
<td></td>
</tr>
<tr>
<td>VI. A finger is</td>
<td>10 cm</td>
<td></td>
</tr>
<tr>
<td>VII. A glue stick is</td>
<td>10 cm</td>
<td></td>
</tr>
<tr>
<td>VIII. An eraser is</td>
<td>10 cm</td>
<td></td>
</tr>
</tbody>
</table>

2. Fakela umbala kumlinganiselo ochanekeleyo:

<table>
<thead>
<tr>
<th>Obona bude bufutshane ukusika isiqwentsh u somtya ngama-</th>
<th>The shortest length to cut a piece of string is</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 cm</td>
<td>30 cm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Owona ngama mde wokuqengqa ipetyu ngama-</th>
<th>The longest distance to roll a marble is</th>
</tr>
</thead>
<tbody>
<tr>
<td>70 cm</td>
<td>90 cm</td>
</tr>
</tbody>
</table>
3. Qikelela uze ulinganise ngeteyiphu yokulinganisela.

Estimate and then use your tape measure to measure.

<table>
<thead>
<tr>
<th></th>
<th>Uqikelelo estimation</th>
<th>Umlinganiselo measurement</th>
<th>Yintoni umlinganiselo? What is the difference?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desk</td>
<td>80 cm</td>
<td>85 cm</td>
<td>5 cm</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 imifanekeiso uze uthathe imilinganiselo ngeebloko. Look at the pictures and measure using blocks.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</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?
   - Iibloko ezi-____ blocks
   - Iibloko ezi-____ blocks
   - Iibloko ezi-____ blocks

2. **Measurement**: Use the rulers to measure the length of the objects.
   - Use the ruler to measure the length of the pencil.
   - Use the ruler to measure the length of the nail.
   - Use the ruler to measure the length of the screw.

   - Pencil length: ______ cm
   - Nail length: ______ cm
   - Screw length: ______ cm
**Ukudibanisa nokuthabatha**

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

| Umdlalo: Cazulula i-12 – epheleleyo, inxalenye, inxalenye | Iibloko |

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ukusebenzisa iitheyibhile zamanani</td>
<td>LAB, iibloko</td>
</tr>
<tr>
<td>2</td>
<td>Ingxaki zamagama zokudibanisa</td>
<td>LAB, iibloko</td>
</tr>
<tr>
<td>3</td>
<td>Ingxaki 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>Uqukaniso novavanyo olujolise ekufundeni</td>
<td>LAB</td>
</tr>
</tbody>
</table>

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

- ukusebenzisa iitheyibhile yamanani ukuze achaze kwaye abhale izivakalisi manani.
- ukusombulula ingxaki zamagama zokudibanisa nokuthabatha ngokakhawuleza nangempumelelo esebenzisa iibloko neetheyibhile zamanani.
- ukuthelekisa amanani ngokubala umahluko.

**Uvavanyo**

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

Bhala phantsi amanqaku afunyenweyo kwali-11 kwiphetshana 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 <strong>number tables</strong></td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>2</td>
<td>Addition <strong>word problems</strong></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:**

- use a number table to identify and write number sentences.
- solve addition and subtraction word problems quickly and efficiently using *multifix blocks* and number tables.
- 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


Ividiyo yomdlalo


Ividiyo yophuhliso lwengqiqo

Kwisifundo seklasi yonke kule veki siza kujolisa kodibaniso nothabatho. Abafundi basebenzisa ibloko neetheyibhile zamanani ukuse basombulule lingxaki. Abafundi bakwanikwa amathuba okusombulula lingxaki zamagama kunye nokuziqhelisa ukuthabatha njengomahluko. Ukusetyenziswa kwitheyibhile yamanani kuza kuqhubeka nokuphuhlisa ukuqonda kwabafundi ulwalamano lomguqulwa phakathi kokudibanisa nokuthabatha. Siza kugxila koku:
- ukusebenzisa itheyibhile yamanani ukuse bakhaze kwaye babhale izivakalisi manani.
- ukusumbulula iingxaki zamagama zokudibanisa nokuthabatha ngokukhawuleza nangempumelelo besebenzisa ibloko neetheyibhile zamanani.
- ukuthelakisa amanani ngokubala umahluko.

Into emayiqatshelwe kule veki

- Ukukhuthaza abafundi ukuse bacinge ngolwalamano lwemiguqulwa phakathi kokudibanisa nokuthabatha ngokuxoxa oko bakuqaphelayo xa begqibezele itheyibhile zamanani.
- Ukunceda abafundi bachaze izivakalisi manani ezinokubhalwa besenzisa amanani akwitheyibhile yamanani.
**Addition and subtraction**

### 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.
Ukusebenzisa iiitheyibhile zamanani

Ziqhelise ukwenza izibini zokudibanisa kuluhlulwamanani 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.

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

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

#### Usuku 1 Day 1

<table>
<thead>
<tr>
<th>Yintsimbi yesi-3</th>
<th>Licala emva kweyesi-4</th>
<th>Licala emva kweyesi-7</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 o’clock</td>
<td>Half past 4</td>
<td>7 o’clock</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yintsimbi yesi-5</th>
<th>Licala emva kweyesi-6</th>
<th>Licala emva kweyesi-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 o’clock</td>
<td>Half past 6</td>
<td>Half past 8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yintsimbi ye-11</th>
<th>Licala emva kweyesi-9</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 o’clock</td>
<td>Half past 9</td>
</tr>
</tbody>
</table>

#### Usuku 2 Day 2

<table>
<thead>
<tr>
<th>Yintsimbi yoku-1</th>
<th>Licala emva kweyesi-10</th>
<th>Licala emva kweyesi-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 o’clock</td>
<td>Half past 10</td>
<td>2 o’clock</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yintsimbi yesi-8</th>
<th>Licala emva kweyesi-7</th>
<th>Licala emva kweyesi-9</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 o’clock</td>
<td>Half past 7</td>
<td>9 o’clock</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yintsimbi ye-10</th>
<th>Licala emva kweyesi-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 o’clock</td>
<td>Half past 3</td>
</tr>
</tbody>
</table>

#### Usuku 3 Day 3

<table>
<thead>
<tr>
<th>Yintsimbi ye-11</th>
<th>Licala emva kweye-9</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 o’clock</td>
<td>Half past 9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Licala emva kweyoku-1</th>
<th>Yintsimbi yoku-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Half past 1</td>
<td>1 o’clock</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Licala emva kweyesi-6</th>
<th>Yintsimbi yesi-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Half past 6</td>
<td>3 o’clock</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Licala emva kweyesi-4</th>
<th>Yintsimbi yesi-4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Half past 8</td>
<td>4 o’clock</td>
</tr>
</tbody>
</table>

#### Usuku 4 Day 4

<table>
<thead>
<tr>
<th>Yintsimbi ye-9</th>
<th>Licala emva kweye-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 o’clock</td>
<td>Half past 10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Licala emva kweyesi-11</th>
<th>Yintsimbi yesi-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Half past 11</td>
<td>2 o’clock</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Licala emva kweyesi-6</th>
<th>Yintsimbi yesi-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Half past 2</td>
<td>6 o’clock</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Licala emva kweyesi-8</th>
<th>Yintsimbi yesi-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Half past 3</td>
<td>5 o’clock</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Licala emva kweyesi-7</th>
<th>Yintsimbi ye-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Half past 7</td>
<td>12 o’clock</td>
</tr>
</tbody>
</table>
Ukusebenzisa itheyibhile zamanani

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Yenza incochoyi yeebloko ezingama-20. Bhala 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 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.

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

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

Phinda la manyathelo angasentla, wahlule iibloko zama-20 zibe ziinxalenye ezhlukeneyo. Bakhuthaze abafundi bathethe netheyibhile yamanani nangendlela abawabhalala ngayo amanani kuyo. Bancedise ekuchongeni izivakalisi manani zakudibanisa 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

Game: Break 12 – part-part-whole

1. Yenza iincohoyi ngeetyhubhu ezili-12.
   Break the tower into 12 parts.
2. Yahlula incohoyi ibe zinxalanye ezi-2.
   Break the tower into 2 parts.
   Draw a part-part-whole picture.
   Write 2 addition and 2 subtraction number sentences.

into epheleleyo

whole

part

part

10

7

3

Gqibeza itheybile yamanani.
Complete the number tables.
Ukusebenzisa iitheyibhile zamanani

### Ungokwazi ukusebenzisa iitheyibhile yamanani ukuze ufumane izivakalisi manani zokudibanisa nezokuthabatha.

You can use a number table to find addition and subtraction number sentences.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>ukudibanisa</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td></td>
<td>addition</td>
</tr>
<tr>
<td>8</td>
<td>7</td>
<td>8 + 7 = 15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7 + 8 = 15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>ukuthabatha</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15</td>
<td>subtraction</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>15 - 8 = 7</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>15 - 7 = 8</td>
</tr>
</tbody>
</table>

### 2 Bhala izivakalisi manani ezi-2 zokudibanisa nezi-2 zokuthabatha.

Write 2 addition and 2 subtraction sentences.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>ukudibanisa</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td></td>
<td>addition</td>
</tr>
<tr>
<td>15</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>ukuthabatha</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>subtraction</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
WEEK 7 • DAY 2

Addition word problems

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

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

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?


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

UVuyo ufake amangaku asi-7. UNeo ufake amangaku ama-4. Mangaphi amangaku abawafakileyo edibene?
Bonisa ingxaki usebenzise iibloko.
Vuyo scored 7 goals. Neo scored 4 goals. How many goals did they score altogether?
Show the problem using blocks.

Kudibaniso, sidibanisa inxalenye ezimbi ukwenza into enye epheleleyo. In addition, two parts come together to make a whole.

1. UNozis 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, UMila ufunda iincwadi ezi-5. Zingaphi iincwadi abazifundileyo zidibene?
Sina read 6 books. Mila read 5 books. How many books did they read altogether?
WEEK 7 • DAY 2

Addition word problems

UOwam ubaleke iikhalomitha ezi-9. UIviwe ubaleke iikhalomitha ezi-5. Zingaphi iikhalomitha abazibalekileyo zidibene?
Owam ran 9 kilometres. Iviwe ran 5 kilometres. How many kilometres did they run altogether?

Addition

UTat’ uJola uneenkomo zesiNguni ezisi-7. UTat’ uCina uneenkomo zesiNguni ezi-3. Zingaphi iinkomo zesiNguni abanazo zidibene?
Baba Jola had 7 Nguni cows. Baba Cina had 3 Nguni cows. How many cows altogether?

Addition

2 Gqibezele izihlobo ezilondolozi. 
Complete the number tables.

| 18 | 7 |
| 15 | 6 |
| 12 | 8 |
| 34 | 10 |
| 20 | 40 |
| 30 | 15 |

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

| 10 | 5 |

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 ubuneelekese ezili-17, waze uSeliki watya ezili-9, zingaphi illekese 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.
Ndineelekese ezisi-8 ezishiyekileyo.
17 take away 9 equals 8. I have 8 sweets left over.

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

1. UTata uneenkomo ezili-14. Uthengise za-5. Zingaphi iiinkomo anazo ngoku?
   Tata has 14 cows. He sells 5. How many cows does he have now?

   Tata Jola has 12 cows. He sells 3. How many cows does he have now?
Ulitsha no Ina banampetuyu ali-11 edibene. Ulitha unampetuyu ama-5. Mangaphi amapetuyu anawo u Ina?
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 ngu Olu?
Ava and Olu read 13 books this term. Ava read 6 books. How many books did Olu read?

Complete the number tables below. Make up a word problem for each number table.

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

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

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

Subtraction word problems Week 7 • Day 3
Subtraction as difference

Repeat the steps with difference subtraction word problems. Give the learners multiple opportunities to solve difference word problems.

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

When we compare numbers, we can subtract to work out ‘how many more?’

Use your blocks to compare the number of learners and the number of biscuits.

Now fill in the number table to show the numbers in the problem.

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.

I can see that there are 4 more learners than biscuits.
Kukho amaqhaga ali-9 nezithixo ezisi-7. Zingaphi izitshixo ezingekhoyo?

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

Kukho iimbiza ezili-13 neziciko ezisi-7. Zingaphi iziciko ezingekhoyo?

There are 13 pots and 7 lids. How many lids are missing?
Kukho abafundi abali-15 neorenji ezili-11. Kufuneka iiorenji ezingaphi ngaphazulu ukushe 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?

**umahluko**

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?

**umahluko**

2. Gqibezela iithiyibhile zamanani.
Complete the number tables.

<table>
<thead>
<tr>
<th></th>
<th>20</th>
<th>15</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>8</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>25</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>17</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

Write a word problem to compare the numbers shown below.

**Subtraction as difference**

Week 7 • Day 4
1. Gqibezela iitheyibhile zamanani.
   Complete the number tables.
   
<table>
<thead>
<tr>
<th></th>
<th>20</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>16</td>
</tr>
</tbody>
</table>

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

   ukudibanisa  ukuthabatha  ukudibanisa  ukuthabatha
   addition        subtraction    addition        subtraction

Masithethe ngeMaths!
Let’s talk Maths!

<table>
<thead>
<tr>
<th>NgesiXhosa Sithi:</th>
<th>In English we say:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inxalenyi-ixalenyi-epheleleyo</td>
<td>part-part-whole</td>
</tr>
<tr>
<td>Ukudibanisa: sidibanisa ixalenyi ndaweninye.</td>
<td>Addition: we put parts together.</td>
</tr>
<tr>
<td>Sinqala nge-ixalenyi ezi-2.</td>
<td>We start with 2 parts. We make a whole.</td>
</tr>
<tr>
<td>Senza into epheleleyo.</td>
<td></td>
</tr>
<tr>
<td>Ukuthabatha: siyathatha/siyasusa.</td>
<td>Subtraction: we take away.</td>
</tr>
<tr>
<td>Sithatha ixalenyi. Kusa enye ixalenyi.</td>
<td>We take away a part. We are left with another part.</td>
</tr>
<tr>
<td>Ukuthabatha sithhelikisa inani elikhulu nelincinci.</td>
<td>Subtraction: we compare a bigger number with a smaller number.</td>
</tr>
<tr>
<td>Siyabuza “Zingaphi ngaphezulu/zininzi kungakanani?”</td>
<td>We ask “How many more?”</td>
</tr>
<tr>
<td>Siyabuza “Yintoni umahluko?”</td>
<td>We ask “What is the difference?”</td>
</tr>
</tbody>
</table>
1 Ngubani ixesha?
What is the time?

2 Sombulula.
Solve.

\[
\begin{array}{c}
55 + 7 = \\
59 + 2 = \\
63 - 6 = \\
65 - 9 = \\
\end{array}
\]

3 Umbona owojiweyo uxabisa i-R10. Ndiza kubhatala malini:
One roasted maize cost R10. How much do I pay for:

<table>
<thead>
<tr>
<th>ngemimbona emi-2 eyojiweyo?</th>
<th>ngemimbona emi-5 eyojiweyo?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 roasted mealies?</td>
<td>5 roasted mealies?</td>
</tr>
<tr>
<td>ngemimbona esi-7 eyojiweyo?</td>
<td>ngemimbona eli-10 eyojiweyo?</td>
</tr>
<tr>
<td>7 roasted mealies?</td>
<td>10 roasted mealies?</td>
</tr>
</tbody>
</table>

4 Bhala isimboli yenani.
Write the number symbol.

<table>
<thead>
<tr>
<th>ngamashumi amathandathu anesithoba</th>
</tr>
</thead>
<tbody>
<tr>
<td>sixty-nine</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ngamashumi asixhenxhe anesithandathu</th>
</tr>
</thead>
<tbody>
<tr>
<td>seventy-six</td>
</tr>
</tbody>
</table>

5 Isiqingatha okanye ihafu:
Half:

| 15 | 15 |

Phinda kabini:
Double:

| 5  | 15 |
## Amaqhezu

<table>
<thead>
<tr>
<th>Izibalo zentloko: Fizz Pop – ukucazulula nokwakha</th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="image">Image</a></td>
<td>azikho</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Umdlalo: IMaths ekhawulezayo ngamaKhadi – Isiqingatha</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="image">Image</a></td>
<td><a href="image">Image</a></td>
</tr>
</tbody>
</table>

### Izixhobo

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesiFundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Isiqingatha</td>
<td>LAB, izikwere zamaphepha okanye imicwe yokubonisa isiqingatha (abafundi)</td>
</tr>
<tr>
<td>2</td>
<td>Iikota nezithathu/isinye kwisithathu</td>
<td>LAB, imicwe yamaphepha yokubonisa iikota nezithathu (abafundi)</td>
</tr>
<tr>
<td>3</td>
<td>Isinye kwisihlanu nesinye kwisithandathu</td>
<td>LAB, imicwe yamaphepha yokubonisa izihi lanu nezithandathu (abantwana)</td>
</tr>
<tr>
<td>4</td>
<td>Iqhezu lento epheleleyo</td>
<td>LAB</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanyo olujolise ekufundeni</td>
<td>LAB</td>
</tr>
</tbody>
</table>

### Emva kwale veki umfundiki fufuneka akwazi ukwenza oku:

- ukunakana amaqhezu emifanekisiweni.
- ukucazulula nokwakha kwakhona izinto ezipheleleayo.
- ukubhala amaqhezu usebenzise amagama athi isiqingatha, isinye esithathwini, iikota, isinye kwisihlanu, isinye kwisithandathu.

### Uvavanyo

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

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

<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 lwengqqiso

Into emayiqatshelwe kule veki
- Kubalulekile ukuba abafundi baqonde ukuba iinxalenye zesiqingatha ezifanayo kufuneka zilingane ngobukhulu.
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.
IZIBALO ZENTLOKO | MENTAL MATHS

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

Fizz Pop - ukucazulula amanani
Let's play Fizz Pop - breaking down and building up.

1. Fizz

2. Pop

3. Ama-20 nesi-7
20 and 7

4. Ama-40 nesi-2
40 and 2
### Usuku 1 Day 1

**Dibanisa.**

Add.

- $33 + 7 = $
- $35 + 10 = $
- $12 + 18 = $
- $14 + 23 = $
- $31 + 24 = $

**Thabatha.**

Subtract.

- $30 - 18 = $
- $55 - 31 = $
- $40 - 7 = $
- $37 - 14 = $
- $45 - 10 = $

### Usuku 2 Day 2

**Dibanisa.**

Add.

- $21 + 12 = $
- $44 + 6 = $
- $17 + 9 = $
- $32 + 17 = $
- $12 + 6 = $

**Thabatha.**

Subtract.

- $26 - 9 = $
- $49 - 17 = $
- $18 - 6 = $
- $33 - 12 = $
- $50 - 6 = $

### 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>
<tr>
<td>23</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>12</td>
</tr>
<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>
<tr>
<td>52</td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>10</td>
</tr>
<tr>
<td>67</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>26</td>
</tr>
</tbody>
</table>
Bakhuthaze abafundi baqonde ukuba xa into epheleleyo isahlulwa ibe zinxalenye ezimbini, inxalenye nganye ilingana twatse nenywe. Xa usenza inxalenye ezimbini ezilinganayo kwinto enye epheleleyo, inxalenye nganye ibizwa ngokuba sisiqingatha/yihafu. Bancedise abafundi babone ukuba iphepha okanye imilo ingasongwa ibe zihafu ezimile ngokwahlukeneyo.

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.

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

2. Faka umbala kwiziqingatha 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 esiyye isiqingatha.
Draw the other half.

5. Treyisa.
Trace.

isiqingatha isiqingatha half half
Yalela abafundi basonge kwimigca echokoziwayo ukuze inxalenye ezintathu zibonakale ngokucacileyo. Sebenzisa lo mcwe wephepha utethe ngezithathu. Xa usenza inxalenye ezilinganayo ezintathu kwinto enye epeleleyo, inxalenye nganye uyiibiza ngokuba yikota yento epeleleyo.

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.

Ndineenxalenye ezi-4 ezilinganayo twatse ngokobukhulu. Ziyalingana enye phezu kwenyenye. I have 4 parts that are the same size. They fit exactly on top of each other.

Zingaphi inxalenye ozibonayo? How many parts can you see?

Kukho inxalenye ezine. There are four parts.

Xa usenza inxalenye ezilinganayo kwinto enye epeleleyo, inxalenye nganye iliqhezu yento epeleleyo. Xa usenza inxalenye ezine ezilinganayo ngento enye epeleleyo, inxalenye nganye uyiibiza ngokuba yikota yento epeleleyo.

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 inxalenye ezi-3 elingasemva kwLAB. Repeat the steps above with a strip of paper that shows 3 parts which is at the back of the LAB.
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 ngaline 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. Treyisa.
   Trace.

   isithathu  isithathu  third  third

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.

   ![Circle diagram for fifth]

2. Fakela umbala kwisinye sesithandathu. 
   Colour in one sixth.

   ![Circle diagram for sixth]

   Complete.

   Inxaleny e____ yeenxaleny ezilinganayo ezi____.
   ____ part of ____ equal parts.

   Inxaleny e____ yeenxaleny ezilinganayo ezi____.
   ____ part of ____ equal parts.

4. Trevisa. 
   Trace.

   isihlanu isihlanu fifth fifth
   isithandathu isithandathu sixth
**IVEKI 8 • USUKU 3**

Izihlanu nezithandathu

---

**Umdlalo: Amaqhezu**

**Game: Fractions**

- **Dlala nomhlobo wakho.**
  Tshintshiselanani 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**

- isiqingatha esinye one half
- isinye esithathwini one third
- isinye kwisine/ikota one fourth
- isinye kwisihanu one fifth
- isinye kwisithandathu one sixth

---

**Dlalani kwakhona.**

**Kweli tyeli libhaleni igama leqhezu.**

Play again. This time write the name of the fraction.
Fractions of a whole

Nika abafundi ixesha lokuthetha ngamaqhezu ahlukileyo abawabantu. Kwimilo nganye, bakugqiba ukufakela imibala, bacele ukuba balathe kwiinxalenye 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.
Amaqhezu ento epheleleyo

1. Trekisa. Faka umbala kumalungu.
   Trace. Colour the parts.

   - isithathu third
   - ikota quarter
   - isiqingatha half
   - isithandathu sixth
   - isiuhlanu fifth
Fractions of a whole

2. Fakela umbala kwinxalenye 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 abo-2 ilofu yesonka, umntwana ngamnye ufumana isiqingatha selofu.
When I share 1 loaf between 2 children, one child gets one half.
Uvavanyo noqukaniso

1. Thiya iqhezu igama.
   Name the fraction.
   
   
   
   2. Rhangqa imifanekiso ebonisa isiqingatha.
   Circle the pictures that show half.
   
   
   

Masithethe ngeMaths!
Let's talk Maths!

NgesiXhosa Sithi: | In English we say:
---|---
isiqingatha esinye | one half
inxalene enye yezi-2 ezilinganayo | one of 2 equal parts
isinye esithathwini | one third
inxalene enye kwezi-3 ezilinganayo | one of 3 equal parts
ikota enye | one quarter
inxalene enye kwezi-4 ezilinganayo | one of 4 equal parts
isinye kwisihlanu | one fifth
isinye kwisithandathu | one sixth
Uqukaniso | Consolidation

Zalisa izikhewu. Bhala igama leqhezu.

Fill in the blanks. Write the fraction name.

1. Inxaleny e-____ yeenxalenye ezi-____ ezilinganayo.
   ____ part of ____ equal parts.

2. Inxaleny e-____ yeenxalenye ezi-____ ezilinganayo.
   ____ part of ____ equal parts.

3. Inxaleny e-____ yeenxalenye ezi-____ ezilinganayo.
   ____ part of ____ equal parts.

4. Inxaleny e-____ yeenxalenye ezi-____ ezilinganayo.
   ____ part of ____ equal parts.

5. Inxaleny e-____ yeenxalenye ezi-____ ezilinganayo.
   ____ part of ____ equal parts.
Ulwabiwo lwesahlulo

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

| Umdlalo: Ulwabiwo! | iibloko |

<table>
<thead>
<tr>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ulwabiwo phakathi kwaba-2</td>
<td>LAB, iibloko</td>
</tr>
<tr>
<td>2</td>
<td>Ulwabiwo olunentsalela</td>
<td>LAB, iibloko</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 njengenxelenye yovavanyo oluqhubekayo olungekho sesikweni 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 ekwahluleni 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 hiibo lolwahlulo, izinto zahluwa phakathi kwenani elinkiwweyo labantu (umzekelo) kwaye abafundi kufuneka bafumanise ukuba zingaphi izinto ezabiwayo aya kuzifumana umuntu ngmanye.

Into emayiqatshelwe kule veki
Kubalulekile ukunika abafundi ixesha lokuxoxa ngokubazahlula njani iibloko zabo, nokucinga ngokuba benze ntoni na ngeentsalela. Nceda abafundi baqonde ukuba intsalela iyekwa iphelele okanye ingahlulwa ibe zii xenalenye 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.
### Week 9 • Day 1

**Sharing between 2**

**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></td>
<td><strong>Fakela umbala.</strong></td>
</tr>
<tr>
<td>Colour.</td>
<td>Colour.</td>
</tr>
<tr>
<td><img src="image" alt="Box" /></td>
<td><img src="image" alt="Box" /></td>
</tr>
<tr>
<td><strong>isinye kwisithandathu</strong></td>
<td><strong>isinye kwisithathu</strong></td>
</tr>
<tr>
<td>one sixth</td>
<td>one third</td>
</tr>
<tr>
<td><img src="image" alt="Box" /></td>
<td><img src="image" alt="Box" /></td>
</tr>
<tr>
<td><strong>ikota enye</strong></td>
<td><strong>isinye kwisihlanu</strong></td>
</tr>
<tr>
<td>one quarter</td>
<td>one fifth</td>
</tr>
<tr>
<td><img src="image" alt="Box" /></td>
<td><img src="image" alt="Box" /></td>
</tr>
<tr>
<td><strong>isinqingatha esinye</strong></td>
<td><strong>isinqingatha esinye</strong></td>
</tr>
<tr>
<td>one half</td>
<td>one half</td>
</tr>
<tr>
<td><img src="image" alt="Box" /></td>
<td><img src="image" alt="Box" /></td>
</tr>
<tr>
<td><strong>isinye kwisihlanu</strong></td>
<td><strong>isinye kwisithandathu</strong></td>
</tr>
<tr>
<td>one fifth</td>
<td>one sixth</td>
</tr>
<tr>
<td><img src="image" alt="Box" /></td>
<td><img src="image" alt="Box" /></td>
</tr>
<tr>
<td><strong>isinye kwisithathu</strong></td>
<td><strong>ikota enye</strong></td>
</tr>
<tr>
<td>one third</td>
<td>one quarter</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></td>
<td><strong>Fakela umbala.</strong></td>
</tr>
<tr>
<td>Colour.</td>
<td>Colour.</td>
</tr>
<tr>
<td><img src="image" alt="Box" /></td>
<td><img src="image" alt="Box" /></td>
</tr>
<tr>
<td><strong>ikota enye</strong></td>
<td><strong>isinye kwisithandathu</strong></td>
</tr>
<tr>
<td>one quarter</td>
<td>one sixth</td>
</tr>
<tr>
<td><img src="image" alt="Box" /></td>
<td><img src="image" alt="Box" /></td>
</tr>
<tr>
<td><strong>isinye kwisithandathu</strong></td>
<td><strong>isinqingatha esinye</strong></td>
</tr>
<tr>
<td>one sixth</td>
<td>one half</td>
</tr>
<tr>
<td><img src="image" alt="Box" /></td>
<td><img src="image" alt="Box" /></td>
</tr>
<tr>
<td><strong>isinye kwisihlanu</strong></td>
<td><strong>isinye kwisithandathu</strong></td>
</tr>
<tr>
<td>one fifth</td>
<td>one third</td>
</tr>
<tr>
<td><img src="image" alt="Box" /></td>
<td><img src="image" alt="Box" /></td>
</tr>
<tr>
<td><strong>isinqingatha esinye</strong></td>
<td><strong>isinye kwisihlanu</strong></td>
</tr>
<tr>
<td>one half</td>
<td>one fifth</td>
</tr>
<tr>
<td><img src="image" alt="Box" /></td>
<td><img src="image" alt="Box" /></td>
</tr>
<tr>
<td><strong>isinye kwisithathu</strong></td>
<td><strong>ikota enye</strong></td>
</tr>
<tr>
<td>one third</td>
<td>one quarter</td>
</tr>
</tbody>
</table>
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

Umlalo: 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 kwabajrufundis aba-2.
  Share the sweets equally between 2 learners.
- Ufumana ezingaphi umfundi ngamnye?
  How many does each learner get?
- Kushiyike ezingaphi?
  How many are left over?

Xa sisaba ilekese ezili-10 phakathi kwabajrufundis aba-2, emnye ufumana isiingatha.
When we share 10 sweets between 2 learners, each learner receives half.

6 ÷ 2 = 3

Isi-6 esahlulwe ka-2 senza isi-3.
Ndinika uVuyo ilekese enye, ndize ndinike enye uCebu ndide ndizabe zonke ilekese.
6 shared between 2 equals 3.
I give one sweet to Vuyo, and one to Cebu until I share all the sweets.

10 10
10 10
60 ÷ 2 = 30

Ama-60 abhulewa aba-2 ngama-30.
Ndini kaVuyo ilekese ezili-10, ndinike uCebu ezili-10 ndide ndizabe zonke ilekese ezingama-60. Ndcinga ngokwama-10.
60 shared between 2 equals 30.
I give 10 sweets to Vuyo, and 10 to Cebu 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?

**iilekese ezi-4**
4 sweets

\[
4 \div 2 = \_
\]

Ndlabela abafundi ababini iilekese ezi-4 ngokulinganayo.
Isiqingatha seelekese ezi-4 ziilekese ezi-2.
I share 4 sweets equally between 2 learners.
Half of 4 sweets is 2 sweets.

\[
40 \div 2 = \_
\]

**iilekese ezingama-40**
40 sweets

\[
2 \div 2 = \_
\]

**iilekese ezi-2**
2 sweets

\[
20 \div 2 = \_
\]

**iilekese ezingama-20**
20 sweets

\[
26 \div 2 = \_
\]

**iilekese ezingama-26**
26 sweets

\[
10 \div 2 = \_
\]

**iilekese ezili-10**
10 sweets

\[
18 \div 2 = \_
\]

**iilekese ezili-18**
18 sweets

\[
14 \div 2 = \_
\]

**iilekese ezili-14**
14 sweets

Sharing between 2

Week 9 • Day 1
IZIBALO
ZENTLOKO
MENTAL MATHS
FIZZ POP –
UKWAHLULA KUBINI!
UMDLALO
GAME
UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT
AMAPHEPHA
LOKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Ukuba wahlula iibloko ezingama-23 phakathi kwabantu aba-2, baza kufumana iibloko ezingaphi emnye?
If you share 23 blocks between 2 people, how many blocks will each person get?

Umuntu ngamnye ufumana iibloko ezili-11, kushiyeke enye.
Each person can get 11 blocks but we have one left over.

Zoba umfanekiso ubonise ukuba uzahlude njani iibloko ezingama-23 phakathi kwabantu aba-2.
Do a drawing to show how you shared 23 blocks between 2 people.

Ndingahlula ama-10 nemivo, ndize ndibeke eshiyekileyo emgceni ukubonisa ukuba umuntu 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 esinokusibhala 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 ngamanye amanani anentsalela xa kusahlulelewa abantu ababini.
Repeat the steps with other numbers that have a remainder when shared between two people.
Ulwabiwo olunentsalela

1. Yabelo abafundi aba-2 ngokulinganayo. Ufumana ezingaphi umfundlani ngamanye?

Share equally between 2 learners. How many does each learner get?

**Ufumana ezingaphi:**
- $9 \div 2 = 4$ nesiqingatho esi-1
- $9 \div 2 = 4$ and 1 half
- $9 \div 2 = 4$ nentsalela e-1
- $9 \div 2 = 4$ and 1 left over

**Umculo yokukhomba:**
- $15 \div 2 = $ 
- $15 \div 2 = $ 
- $15 \div 2 = $ 
- $15 \div 2 = $
**WEEK 9 • DAY 2**

Sharing with a remainder


Share equally between 2 learners. How many does each learner receive? Draw to solve.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>5</td>
</tr>
<tr>
<td>19</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

19 ÷ 2 = 9 nesiqingatha esi-1
19 ÷ 2 = 9 and 1 half

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

7 ÷ 2 = ______
7 ÷ 2 = ______

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

11 ÷ 2 = ______
11 ÷ 2 = ______

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

21 ÷ 2 = ______
21 ÷ 2 = ______

Sharing with a remainder

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

1. Yabela abafundi aba-3 ilekese ngokulinganayo. Zingaphi ilekese eziza kufunyanwa ngumfundisa ngamnye?

   Share sweets equally among 3 learners. How many sweets does each learner get?

<table>
<thead>
<tr>
<th>Ilekese ezili-12</th>
<th>Ilekese ezili-3</th>
<th>Ilekese ezili-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 sweets</td>
<td>3 sweets</td>
<td>6 sweets</td>
</tr>
<tr>
<td>$12 \div 3 = 4$</td>
<td>$3 \div 3 = ____$</td>
<td>$6 \div 3 = ____$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ilekese ezili-9</th>
<th>Ilekese ezili-15</th>
<th>Ilekese ezili-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 sweets</td>
<td>15 sweets</td>
<td>18 sweets</td>
</tr>
<tr>
<td>$9 \div 3 = ____$</td>
<td>$15 \div 3 = ____$</td>
<td>$18 \div 3 = ____$</td>
</tr>
</tbody>
</table>
2. Yabela iingxowa ezi-3 amapetyu ngokulinganayo.

Share marbles equally between 3 bags.

<table>
<thead>
<tr>
<th>amapetyu ali-15</th>
<th>amapetyu ali-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 marbles</td>
<td>17 marbles</td>
</tr>
<tr>
<td>$15 \div 3 = 5$</td>
<td>$17 \div 3 = 5$</td>
</tr>
<tr>
<td>Kushiyeka</td>
<td>Kushiyeka</td>
</tr>
<tr>
<td>amangaphi? 0</td>
<td>amangaphi? 2</td>
</tr>
<tr>
<td>How many left over? 0</td>
<td>How many left over? 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>amapetyu ama-6</th>
<th>amapetyu asi-7</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 marbles</td>
<td>7 marbles</td>
</tr>
<tr>
<td>$6 \div 3 = ___$</td>
<td>$7 \div 3 = ___$</td>
</tr>
<tr>
<td>Kushiyeka</td>
<td>Kushiyeka</td>
</tr>
<tr>
<td>amangaphi? ___</td>
<td>amangaphi? ___</td>
</tr>
<tr>
<td>How many left over? ___</td>
<td>How many left over? ___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>amapetyu ali-13</th>
<th>amapetyu ali-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 marbles</td>
<td>12 marbles</td>
</tr>
<tr>
<td>$13 \div 3 = ___$</td>
<td>$12 \div 3 = ___$</td>
</tr>
<tr>
<td>Kushiyeka</td>
<td>Kushiyeka</td>
</tr>
<tr>
<td>amangaphi? ___</td>
<td>amangaphi? ___</td>
</tr>
<tr>
<td>How many left over? ___</td>
<td>How many left over? ___</td>
</tr>
</tbody>
</table>

Ulhumbule ukuba xa sisaba maxa wambi kubako intzakelo! Remember, when we share, we sometimes have some left over!
Phinda la manyathelo ngezinye iingxaki zamagama zolwabiwo. Nika abafundi amathuba aliqela okusombulula ingxaki ezineentsalela. Qinisekisa ukuba abafundi bathetha ngokunokwenziwa ngeentsalela ukuze baqonde ukuba azinakuyekwa nje.

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.
IVEKI 9 • USUKU 4

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.

   \[ 20 \div 4 = \_\_\_ \]
2. Yahlula ngokulinganayayo amapetyu asi-8 phakathi kwabafundi aba-4.
Share 8 marbles equally between 4 learners.

\[ 8 \div 4 = 2 \text{ kusala } 0. \]
\[ 8 \div 4 = \_ \text{ with } 0 \text{ left over.} \]

Yahlula ngokulinganayayo amapetyu ali-10 phakathi kwabafundi aba-4.
Share 10 marbles equally among 4 learners.

\[ 10 \div 4 = \_ \text{ kusala } \_. \]
\[ 10 \div 4 = \_ \text{ with } \_ \text{ left over.} \]

Yahlula ngokulinganayayo amapetyu ali-13 phakathi kwabafundi aba-3.
Share 13 marbles equally among 3 learners.

\[ 13 \div 3 = \_ \text{ kusala } \_. \]
\[ 13 \div 3 = \_ \text{ with } \_ \text{ left over.} \]

Yahlula ngokulinganayayo amapetyu ali-16 phakathi kwabafundi aba-5.
Share 16 marbles equally among 5 learners.

\[ 16 \div 5 = \_ \text{ kusala } \_. \]
\[ 16 \div 5 = \_ \text{ with } \_ \text{ left over.} \]
1 Yahlula ngokulinganayo amapetyu ali-11 phakathi kwabafundi aba-4.
Share 11 marbles equally between 4 learners.

\[
11 \div 4 = \underline{2} \text{ kusala } \underline{3}.
\]

\[
11 \div 4 = \underline{2} \text{ with } \underline{3} \text{ left over.}
\]

Yahlula ngokulinganayo amapetyu ali-12 phakathi kwabafundi aba-4.
Share 12 marbles equally between 4 learners.

\[
12 \div 4 = \underline{3} \text{ kusala } \underline{0}.
\]

\[
12 \div 4 = \underline{3} \text{ with } \underline{0} \text{ left over.}
\]

Masithethe ngeMaths!
Let’s talk Maths!

<table>
<thead>
<tr>
<th>NgesiXhosa sithi:</th>
<th>In English we say:</th>
</tr>
</thead>
<tbody>
<tr>
<td>yaba</td>
<td>share</td>
</tr>
<tr>
<td>yahlula</td>
<td>divide</td>
</tr>
<tr>
<td>Yabela abafundi aba-2 ama-apile ama-5.</td>
<td>Share 5 apples between 2 learners.</td>
</tr>
<tr>
<td>Umfundli ngamnye ufumana ama-2 anesiqingatha.</td>
<td>Each learner receives 2 and a half.</td>
</tr>
<tr>
<td>Yabela abafundi aba-2 amapetyu ama-5.</td>
<td>Share 5 marbles between 2 learners.</td>
</tr>
<tr>
<td>Umfundli ngamnye ufumana ama-2.</td>
<td>Each learner receives 2.</td>
</tr>
<tr>
<td>Kusiyeka elinye.</td>
<td>There is one left over.</td>
</tr>
<tr>
<td>Yahlula u-5 ngo-2.</td>
<td>Divide 5 by 2.</td>
</tr>
</tbody>
</table>
2. How many pizzas?

   Extend by counting in 5s.

4. 
   \[
   \begin{array}{ccc}
   58 - 5 &=& \_ \\
   34 - 5 &=& \_ \\
   39 - 4 &=& \_ \\
   28 + 5 &=& \_ \\
   35 - 7 &=& \_ \\
   44 - 7 &=& \_ \\
   36 + 30 &=& \_ \\
   42 + 30 &=& \_ \\
   2 + 40 &=& \_ \\
   56 - 20 &=& \_ \\
   72 - 30 &=& \_ \\
   91 - 40 &=& \_ \\
   \end{array}
   \]

5. 

6. 
   \[
   \begin{array}{ccc}
   2 \times 4 &=& \_ \\
   2 \times 5 &=& \_ \\
   2 \times 10 &=& \_ \\
   5 \times 2 &=& \_ \\
   5 \times 3 &=& \_ \\
   5 \times 5 &=& \_ \\
   \end{array}
   \]

7. Isiqingatha okanye ihafu: 
   \[
   \begin{array}{ccc}
   \text{Haf:} & q & 18 \\
   \text{Phinda kabini:} & q & 18 \\
   \text{Double:} &  &  \\
   \end{array}
   \]
Izixhobo

Izibalo zentloko: Imiguqulwa

Umdlalo: IMaths ekhawulezayo nedayisi

Umdlalo

<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 kwi-100</td>
<td>LAB, umgcamanani ongenanto</td>
</tr>
<tr>
<td>3</td>
<td>Ukuphindla kabini nokwahluza 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 umfundi kufuneka akwazi ukwenza oku:

ukusebenzisa amachokoza nemizobo ukuze ubonise amanani njengama-10 nemivo.

ukunakana ukufana phakathi kokudibanisa nokuthabatha imivo kunye nokudibanisa nokuthabatha amashumi.

ukuphindla kabini nokwahluza kubini amanani aphakathi kuka-0 nama-50.

ukusebenzisa ukubala ngokuqakatha ngokuphindaphinda ngesi-5 nange-10.

ukunakana amaqhezu emifanekisweni nokubhala amaqhezu usebenzisa amagama athi, isinye esithathwini, ikota, isinye kwishlanu nesinye kwisithandathu.

ukusombulula nokucacisa izisombululo kwiingxaki ezenziwayo eziquka ulwabiwo olulinganayo oluneziphumo ezineentsalela.

Uvavanyo

Akukho vavanyo lusesikweni kule veki.

Kufuneka ubaqaphele abafundi eklasini yakho yonke imihla kwaye uthathe amanqaku njengenxaleny e yawavanyo oluqhubekayo olungekho sesiweni olujolise ekufundeni.
**Revision**

<table>
<thead>
<tr>
<th>Resources</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Maths: Inverse operations</td>
<td>none</td>
</tr>
<tr>
<td>Game: Fast maths with dice: – multiply!</td>
<td>dice</td>
</tr>
</tbody>
</table>

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

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

- use dots and simplified drawings to represent numbers as 10s and 1s.
- recognise the similarities between adding and subtracting ones and adding and subtracting tens.
- double and halve numbers between 0 and 5.
- use skip counting to multiply by 5 and 10.
- recognise fractions in diagrammatic form and write fractions using the words half, third, quarter, fifth and sixth.
- 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.
Uhlaziyo

**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 iingxaki 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 iingqiyo ngezifundo ezifundwe kule kota. Abafundi baza kunikwa amathuba okuziqhelanisa noko bakufundileyo, ukuze baphuhlise izakhono zabo zokusombulula iingxaki ngobuchule nangempumelelo. Siza kujolisa koku:

<table>
<thead>
<tr>
<th>Usuku 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ukusebenzisa amachokoza nemizobo ukubonisa amanani njengama-10 nemivo (oo-1).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Usuku 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ukunakana ukufana okuphakathi kokudibanisa nokuthabatha imivo kunye nokudibanisa nokuthabatha amashumi.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Usuku 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ukuphinda kabini nokwahlula kubini amanani aphakathi kuka-0 nama-50.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Usuku 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ukusebenzisa ukubala okuqakathayo ukuze uphindaphinde ngesi-5 nange-10.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Usuku 5</th>
</tr>
</thead>
</table>
| • Ukunakana amaqhezu emifanekisweni kunye nokubhala amaqhezu usebenzisa amagama athi isiqingatha, isinye esithathwini, ikota, isinye kwisihlanu nesinye kwisithandathu.  
• Ukusombulula nokucacisa izisombulo kwiingxaki 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:

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Using dots and simplified drawings to represent numbers as 10s and 1s.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 2</td>
<td>Recognising the similarities between adding and subtracting ones and adding and subtracting tens.</td>
</tr>
<tr>
<td>Day 3</td>
<td>Doubling and halving numbers between 0 and 50.</td>
</tr>
<tr>
<td>Day 4</td>
<td>Using skip counting to multiply by 5 and 10.</td>
</tr>
</tbody>
</table>
| **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. |
Ziqhelise 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!
### Enrichment activities • Imisetyenzana yokutyebisa

<table>
<thead>
<tr>
<th>Usuku 1 Day 1</th>
<th>Usuku 2 Day 2</th>
<th>Usuku 3 Day 3</th>
<th>Usuku 4 Day 4</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 =  
27 ÷ 3 =  |  
| **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 =  
32 ÷ 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 =  
24 ÷ 2 =  |
Ama-10 nemivo

Umdlalo: iMaths ekhawulezayo ngedayisi - phindaphinda ngo-2
Game: Fast maths with dice – multiply by 2

- Phosa idayisi.
  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 (●) ukuze ubonise u-1.

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

\[
\begin{align*}
57 & = \\
73 & =
\end{align*}
\]

2 Sombululula!
Solve!

\[
\begin{align*}
10 + \_\_\_ & = 19 \\
20 + \_\_\_ & = 25 \\
30 + \_\_\_ & = 37
\end{align*}
\]

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

4. Cazulula ngokwama-10 nemivo.

Break down into $10$s and $1$s.
IVEKI 10 • USUKU 2

Ukudibanisa nokuthabatha ukuya kwi-100

1. Sombulula! Sebenzisa iibloko zakho.
   Solve! Use your blocks.
   
   | 4 + 4 = ____ | 5 + 3 = ____ | 4 + 5 = ____ |
   | 40 + 40 = ____ | 50 + 30 = ____ | 40 + 50 = ____ |
   | 8 – 3 = ____ | 9 – 6 = ____ | 10 – 3 = ____ |
   | 80 – 30 = ____ | 90 – 60 = ____ | 100 – 30 = ____ |

2. Ukusombulula usebenzisa umgcamanani.
   Solve using the number line.
   
   56 – 20 = ____

   78 – 30 = ____

   Solve using the number table.

   USonke ufunde amapingha angama-25 ngemhlile. UEmma ufunde amapingha angama-20 ngaphezu kwamapingha afundwe nguSonke. Mangaphi amapingha afundwe nguEmma?
   Sonke read 25 pages over the holiday. Emma read 20 more pages than Sonke. How many pages did Emma read?
WEEK 10 • DAY 2

Adding and subtracting up to 100

4. Sombulula.
Solve.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>41 + 5 = ___</td>
<td>65 + 5 = ___</td>
<td>47 - 5 = ___</td>
<td>60 - 4 = ___</td>
<td></td>
</tr>
<tr>
<td>36 + 4 = ___</td>
<td>57 + 4 = ___</td>
<td>69 - 4 = ___</td>
<td>50 - 2 = ___</td>
<td></td>
</tr>
<tr>
<td>52 + 7 = ___</td>
<td>72 + 6 = ___</td>
<td>58 - 6 = ___</td>
<td>70 - 3 = ___</td>
<td></td>
</tr>
</tbody>
</table>

UNoni ughube iikhomitha ezingama-51. Uphinde waqhuba ezi-5 ngaphezulu. Zingaphi iikhomitha aziqhubileyo zidibene?
Noni has driven 51 kilometres. She drives 5 kilometres more. How many kilometres has she driven altogether?

USane ubaleke iikhomitha ezingama-32 kwiveki ephelileyo. UMilisa ubaleke iikhomitha ezi-4 ngaphantsi. Zingaphi iikhomitha ezibaleke nguMilisa?
Sane ran 32 kilometres last week. Milisa ran 4 less. How many kilometres did Milisa run?

Solve. Use the number line for help.

| 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |

| 56 + 4 = ___ | 48 + 5 = ___ | 60 - 4 = ___ | 52 - 5 = ___ |
| 46 + 7 = ___ | 45 + 7 = ___ | 50 - 6 = ___ | 53 - 7 = ___ |

USis’ Ntombi uthengise amaqebengwana angama-42. Uphinde wathengisa asi-7 ngaphezulu. Mangaphi amaqebengwana awathengisileyo ewenke?
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 elifunyana wa ngumfundi ngamanye?
I share equally between 2 learners. How many does each learner get?

**Yahlula kubini:**

<table>
<thead>
<tr>
<th>Half of:</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>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></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Double

3

**Phinda kubini isi-5**

- **Double 5**

Isi-5 esiphindwe kubini li-___.
Double 5 is ___.

**Phinda kubini i-15**

- **Double 15**

I-15 eliphindwe kubini lenza ama ___.
Double 15 is ___.

**Phinda kubini ama-25**

- **Double 25**

Ama-25 aphindwe kubini enza ama ___.
Double 25 is ___.
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 × 1 = ___</td>
<td>2 × 4 = ___</td>
<td>2 × 8 = ___</td>
<td>2 × 10 = ___</td>
</tr>
</tbody>
</table>

6 Ilekeze enye ixabisa i-R2. Ndiza kubhatala malini:
One sweet costs R2. How much do I pay for:

<table>
<thead>
<tr>
<th>ngeelekese ezi-5 5 sweets</th>
<th>ngeelekese ezi-6 6 sweets</th>
</tr>
</thead>
<tbody>
<tr>
<td>ngeelekese ezi-8 8 sweets</td>
<td>ngeelekese ezili-10 10 sweets</td>
</tr>
</tbody>
</table>

Double and half
Amaqela ezi-5 nama-10

1. **Zingaphi iiemele?**
   - How many buckets?
   - How many litres?

   **Zingaphi iiilitha?**
   - How many buckets?
   - How many litres?

   **Iiemele zi-3, zingaphi iiilitha?**
   - 3 buckets, how many litres?

   **Iiemele zi-6, zingaphi iiilitha?**
   - 6 buckets, how many litres?

   **Iiemele zi-4, zingaphi iiilitha?**
   - 4 buckets, how many litres?

   **Iiemele zili-10, zingaphi iiilitha?**
   - 10 buckets, how many litres?

2. **Bala. Sebenzisa iminwe yako 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? | ngeejusi ezi-5? |
   | 3 juices? | 5 juices? |
   | ngeejusi ezi-6? | ngeejusi ezili-11? |
   | 6 juices? | 11 juices? |
### Week 10 • Day 4

#### Groups of 5 and 10

| 4 | Zingaphi iingxowa?  |
|   | How many bags?      |
|   | Mangaphi ama-apile? |
|   | How many apples?    |

|   | Zingaphi iingxowa?  |
|   | How many bags?      |
|   | Mangaphi ama-apile? |
|   | How many apples?    |

|   | Zingxowa ezi-4, mangaphi ama-apile?  |
|   | 4 bags, how many apples? |
|   | Zingxowa ezi-5, mangaphi ama-apile?  |
|   | 5 bags, how many apples? |
|   | Zingxowa ezi-6 mangaphi ama-apile?  |
|   | 6 bags, how many apples? |
|   | Zingxowa ezi-10, mangaphi ama-apile? |
|   | 10 bags, how many apples? |

#### 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>

#### 6 Bala. Sebenzisa iminwe yakho ukuze uqinisekise!

Calculate. Use your fingers to keep track!

<table>
<thead>
<tr>
<th></th>
<th>Zingaphi izi-5 kuma-20?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How many 5s in 20?</td>
</tr>
<tr>
<td></td>
<td>Zingaphi izi-5 kuma-25?</td>
</tr>
<tr>
<td></td>
<td>How many 5s in 25?</td>
</tr>
<tr>
<td></td>
<td>Zingaphi izi-5 kuma-30?</td>
</tr>
<tr>
<td></td>
<td>How many 5s in 30?</td>
</tr>
<tr>
<td></td>
<td>Zingaphi izi-5 kuma-50?</td>
</tr>
<tr>
<td></td>
<td>How many 5s in 50?</td>
</tr>
</tbody>
</table>
Amaqhezu nolwabibo

**Umdlalo: Amaqhezu**

**Game: Fractions**

- **Dlala nomhlobo wakho.** Tshintshiselanani 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**

- isiqingatha esinye one half
- isinye esithathwini one third
- isinye kwisine/ikota one fourth
- isinye kwishlanu one fifth
- isinye kwisiqandathu one sixth

---

**Dlalani kwakhona.**

Kweli tyeli liheleni 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.

\[
\begin{align*}
q & \div 2 = \underline{} \\
q & + 2 = \underline{}
\end{align*}
\]

\[
\begin{align*}
q & \div 2 = \underline{} \\
q & + 2 = \underline{}
\end{align*}
\]

\[
\begin{align*}
7 & \div 2 = \underline{} \\
7 & + 2 = \underline{}
\end{align*}
\]

\[
\begin{align*}
7 & \div 2 = \underline{} \\
7 & + 2 = \underline{}
\end{align*}
\]

\[
\begin{align*}
11 & \div 2 = \underline{} \\
11 & + 2 = \underline{}
\end{align*}
\]

\[
\begin{align*}
11 & \div 2 = \underline{} \\
11 & + 2 = \underline{}
\end{align*}
\]

2. Yahlula la mapetyu alandelayo. Ufumana amapetyu amangaphi umfundl ngamnye? Mangaphi ashiyekileyo?

Share the marbles. How many marbles does each learner get? How many left over?

| Yabela abafundi aba-3 amapetyu ama-10. | i-____ nentsalela e-____ \\
| Share 10 marbles among 3 children. | ____ and ____ left over. |

| Yabela abafundi aba-4 amapetyu ama-10. | i-____ nentsalela e-____ \\
<p>| Share 10 marbles among 4 children. | ____ and ____ left over. |</p>
<table>
<thead>
<tr>
<th></th>
<th>Amanani 0-19 / Numbers 0-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>nothi zero</td>
</tr>
<tr>
<td>1</td>
<td>nye one</td>
</tr>
<tr>
<td>2</td>
<td>mbini two</td>
</tr>
<tr>
<td>3</td>
<td>ntathu three</td>
</tr>
<tr>
<td>4</td>
<td>ne four</td>
</tr>
<tr>
<td>5</td>
<td>ntlanu five</td>
</tr>
<tr>
<td>6</td>
<td>ntandathu six</td>
</tr>
<tr>
<td>7</td>
<td>sixhenxe seven</td>
</tr>
<tr>
<td>8</td>
<td>sibhozo eight</td>
</tr>
<tr>
<td>9</td>
<td>lithoba nine</td>
</tr>
<tr>
<td>10</td>
<td>lishumi ten</td>
</tr>
<tr>
<td>11</td>
<td>lishumi elinanye eleven</td>
</tr>
<tr>
<td>12</td>
<td>lishumi elinesibini twelve</td>
</tr>
<tr>
<td>13</td>
<td>lishumi elinesithathu thirteen</td>
</tr>
<tr>
<td>14</td>
<td>lishumi elinesine fourteen</td>
</tr>
<tr>
<td>15</td>
<td>lishumi elinesihlanu fifteen</td>
</tr>
<tr>
<td>16</td>
<td>lishumi elinesithandathu sixteen</td>
</tr>
<tr>
<td>17</td>
<td>lishumi elinesixhenxe seventeen</td>
</tr>
<tr>
<td>18</td>
<td>lishumi elinesibhozo eighteen</td>
</tr>
<tr>
<td>19</td>
<td>lishumi elinethoba nineteen</td>
</tr>
<tr>
<td></td>
<td>Amanani 20-39</td>
</tr>
<tr>
<td>---</td>
<td>----------------</td>
</tr>
<tr>
<td>20</td>
<td>amashumi amabini</td>
</tr>
<tr>
<td>21</td>
<td>amashumi amabini ananye</td>
</tr>
<tr>
<td>22</td>
<td>amashumi amabini anesibini</td>
</tr>
<tr>
<td>23</td>
<td>amashumi amabini anesithathu</td>
</tr>
<tr>
<td>24</td>
<td>amashumi amabini anesine</td>
</tr>
<tr>
<td>25</td>
<td>amashumi amabini anesihlanu</td>
</tr>
<tr>
<td>26</td>
<td>amashumi amabini anesithandathu</td>
</tr>
<tr>
<td>27</td>
<td>amashumi amabini anesixhenxe</td>
</tr>
<tr>
<td>28</td>
<td>amashumi amabini anesibhozo</td>
</tr>
<tr>
<td>29</td>
<td>amashumi amabini anethoba</td>
</tr>
<tr>
<td>30</td>
<td>amashumi amathathu</td>
</tr>
<tr>
<td>31</td>
<td>amashumi amathathu ananye</td>
</tr>
<tr>
<td>32</td>
<td>amashumi amathathu anesibini</td>
</tr>
<tr>
<td>33</td>
<td>amashumi amathathu anesithathu</td>
</tr>
<tr>
<td>34</td>
<td>amashumi amathathu anesine</td>
</tr>
<tr>
<td>35</td>
<td>amashumi amathathu anesihlanu</td>
</tr>
<tr>
<td>36</td>
<td>amashumi amathathu anesithandathu</td>
</tr>
<tr>
<td>37</td>
<td>amashumi amathathu anesixhenxe</td>
</tr>
<tr>
<td>38</td>
<td>amashumi amathathu anesibhozo</td>
</tr>
<tr>
<td>39</td>
<td>amashumi amathathu anethoba</td>
</tr>
<tr>
<td></td>
<td>Amanani 40-59 : Numbers 40-59</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>40</td>
<td>amashumi amane forty</td>
</tr>
<tr>
<td>41</td>
<td>amashumi amane ananye forty-one</td>
</tr>
<tr>
<td>42</td>
<td>amashumi amane anesibini forty-two</td>
</tr>
<tr>
<td>43</td>
<td>amashumi amane anesithathu forty-three</td>
</tr>
<tr>
<td>44</td>
<td>amashumi amane anesine forty-four</td>
</tr>
<tr>
<td>45</td>
<td>amashumi amane anesihlanu forty-five</td>
</tr>
<tr>
<td>46</td>
<td>amashumi amane anesithandathu forty-six</td>
</tr>
<tr>
<td>47</td>
<td>amashumi amane anesixhenxe forty-seven</td>
</tr>
<tr>
<td>48</td>
<td>amashumi amane anesibhozo forty-eight</td>
</tr>
<tr>
<td>49</td>
<td>amashumi amane anethoba forty-nine</td>
</tr>
<tr>
<td>50</td>
<td>amashumi amahlangu fifty</td>
</tr>
<tr>
<td>51</td>
<td>amashumi amahlangu ananye fifty-one</td>
</tr>
<tr>
<td>52</td>
<td>amashumi amahlangu anesibini fifty-two</td>
</tr>
<tr>
<td>53</td>
<td>amashumi amahlangu anesithathu fifty-three</td>
</tr>
<tr>
<td>54</td>
<td>amashumi amahlangu anesine fifty-four</td>
</tr>
<tr>
<td>55</td>
<td>amashumi amahlangu anesihlanu fifty-five</td>
</tr>
<tr>
<td>56</td>
<td>amashumi amahlangu anesithandathu fifty-six</td>
</tr>
<tr>
<td>57</td>
<td>amashumi amahlangu anesixhenxe fifty-seven</td>
</tr>
<tr>
<td>58</td>
<td>amashumi amahlangu anesibhozo fifty-eight</td>
</tr>
<tr>
<td>59</td>
<td>amashumi amahlangu anethoba fifty-nine</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>31</td>
<td>32</td>
</tr>
<tr>
<td>41</td>
<td>42</td>
</tr>
<tr>
<td>51</td>
<td>52</td>
</tr>
<tr>
<td>61</td>
<td>62</td>
</tr>
<tr>
<td>71</td>
<td>72</td>
</tr>
<tr>
<td>81</td>
<td>82</td>
</tr>
<tr>
<td>91</td>
<td>92</td>
</tr>
</tbody>
</table>
Imicwe yamaqhezu /Fraction strips

Izithathu  Thirds

Izihlanu  Fifths

Izithandathu  Sixths