8!
Le ncwadi sisisihamo sentsebenziswano phakathi kweqela elibizwa ngokuba yiBala Wande–Magic Classroom Collective team kunye neqela lokuqinisekisa elenziwe ngabantu-ngabantu abakwiyyunivesithi eziliqela ezahlukileyo, imibutho engalawulwa ngurhulumente (NGOs) esebenza ngemathematika kwakunye neSebe leMfundiso esiSiseko. Ezi zikhobo zokufunda zithathela kwincwadi zemisebenzi eziquulunqwe liSebe leMfundiso esiSiseko nakuphindaphindo lwezicwangciso zezifundo (GPLMS, Jika iMfundiso, NECT neTMU). Ezi bhokisi zezixhobo zodidi oluphezulu eziyinxalenye ebalulekileyo yenkqubo yokufundisa yokufundisa nokufundisa.

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 iMfundiso, NECT and TMU). The Bala Wande manipulative boxes were designed in consultation with Jade Education. The boxes provide high quality materials which are an integral part of the teaching and learning programme.

Artists: Mary-Anne Hampton and Angie Bowring

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Inkqubo yeMathematika yeBala Wande

IFunda Wande ngumhlelo ongenanjongo zakwenza nzuze, oneenjongo zokuqinisekisa ukuba bonke abafundi baseMzantsi Afrika bayakwazi ukufunda ngokuqonda/ukufundela intsingisele ngeelwimi iSasemakhaya kunjalo. Ngekuthukwamisa abafundi abaninzi ngami, IBala Wande inkqubo ehlamba neIFunda Wande yeMathematika (yezibalo) ejolise ekubeni bonke abafundi baseMzantsi Afrika

Isikhokelo sikatitshala seBala Wande sinika umkhombandlela wemihla wemihla yokufunda imathematika ngendlela eza kubanga ukuba abafundi abaninzi nemikhwa emihle xa besenza izitho. Thetha nabonke ngokuqaphela ngenyameko loo nto bafanele ukuyenza.

Ngosuku ngalungana xa ugalisile umsebenzi wasekhasini abafenzi babo abafundi, bacele baleleni emaphepheni baze bakuxelele abakudebe. Bacinga ukuba bafanele ukuyenza ntoni?

Isihlalo 1: Siyazikhangelana. Ndibona ntoni? Kufuneka ntoni?

Isihlalo 2: Sizoba imifanekiso. Ndingazoba ntoni enokundinceda ndisombulule le ngxaki?

Isihlalo 3: Sithetha sihluza ngezibalo (ngemaths).

Egona njongo yethu ifakambili kule ngakakhulu ngeBala Wande abafundi abaninzi kakhulu ngeelwimi. Yukuthi le abenzi lokhumbela ngeBala Wande abaninzi kakhulu ngeelwimi. Abaninzi kakhulu ngeBala Wande abaninzi kakhulu ngeelwimi, abaninzi kakhulu ngeBala Wande abaninzi kakhulu ngeelwimi.

Beka iliso kubafundisa abalala ezikhumbela ngeBala Wande abaninzi kakhulu ngeelwimi. Oku wenzela unyakanzi inkwenza iSiseko, ukubalule ukuba inkwenza iSiseko. Wenzela unyakanzi inkwenza iSiseko, ukubalule ukuba inkwenza iSiseko.
The Bala Wande Foundation Phase mathematics programme

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

The Bala Wande mathematics programme provides a day-by-day guide on how to teach mathematics so that learners will develop their mathematical understanding and begin to calculate with confidence. The programme was developed specifically for the South African curriculum and is CAPS-compliant. The content, time allocation and assessment for learning all are based on the CAPS.

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

1. Welcome to Grade 2!

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

**Habit 1:** We look for ourselves. What do I see? What must I do?

**Habit 2:** We draw pictures. What can I draw to help me solve the problem?

**Habit 3:** We talk out loud about maths.

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

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

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

Many South African mathematics teachers already code-switch to help their learners understand mathematical concepts and terms. Code-switching allows teachers and learners to draw on all of their language skills to learn, rather than to be limited by one language only. This practice is used internationally and is also called ‘translanguaging’.

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

**Isikhokelo sikatitshala seBala Wande**
- isishwankathelo semiba eza kufundiswa kwiveki nganye.
- Izibalo zentloko ezicwangciselwe imihla yonke (lintsuku 1–4).
- imisebenzanesi yokutyelela (rhoqo ngeveki - lintsuku 1–4).
- imisebenzi yokufundisa engundoqo exhaswa zizipowuza nezikhobo ezisebhekisisi (lintsuku 1–4).
- iikopi zamaphepha eeNcwadi zemiSebenzi yabaBala Wande zolo suku (ezifikwe ngokulandlelela kwisiKhokelo sikaTishala) ezinezisombululo namanqaku katitshala.
- uvavanyo olujolise ekufundeni (usuku lwesi-5 kwiiveki 2–8).
- uqukaniso (usuku lwesi-5 lweveki 1–10).

**Incwadi yemisebenzi yabafundi yeBala Wande**
- imisebenzi yemihla ngemihla nemibelela nemisebenzi yezifundo.
- imisebenzi yemihla ngemihla yabafundi abaza kuyenza ngabanye-ngabanye okanye ngokwamaqeda.
- imidlalo ehembelana nemisebenzi yezifundo.

**Isichazimagama esineelwimi ezimbini**
- isichazimagama esineelwimi ezimbini sesigama semathematika sesiGaba esiSiseko esineenkcazelo nemizekelo.

**Ividiaziyo**
- ividiaziyo zezifundo ezinemifaneleko yasekla kathala efekzisa ezinsiye zezifundo ezicwangcisiweyo.
- ividiaziyo zaqeqesho zinika umfaneleko wekla si enemiboniso yoopopayi eqaqambisa nekwazekelisa ngeendelela eziziphambili zozikufundisa iMathematika kwisiGaba esiSiseko.

**Iipowuza**
- ikhalenda.
- irejista yeklasi ekwakhele samashumi.
- iipowuza ehembelana nezicwangciso zezifundo.

**Izikhobo zokufunda ezisetyenziswa ngutitshala nabafundi**
- iindidi ngeendidi zezikhobo zokufunda ezipathwayo ezinokusetyenziswa ngootitshala nabafundi eklasini.

**Izikhobo zovavanyo**
- isicwangciso sekota sozovanyo.
- imisebenzi ethethwayo neyenziwayo eneerubrichi/enoluhlul lokwawalasiwayo (zi-2 ngekeda nganye).
- imisebenzi nemisetyenzana yovavanyo ecwangcisiweyo ngosuku lwesi-5 lweweke nganye (lweveki 2–8: Jonga kumaphepha angasemva esi sikhokelo).
- Iqagamshela lekhawu yeMpendulo ekhawuleuze (QR code) lezakhelo zamaphepha amanqaku.
## 2. Bala Wande learner and teacher support materials

<table>
<thead>
<tr>
<th>Bala Wande Teacher Guide</th>
<th><img src="https://via.placeholder.com/150" alt="Image" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>overview of the concepts to be taught each week</td>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
</tr>
<tr>
<td>Mental Maths activities for every day (Days 1-4)</td>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
</tr>
<tr>
<td>core concept teaching activities supported by posters and manipulatives (Days 1-4)</td>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
</tr>
<tr>
<td>enrichment activities (weekly - Days 1-4)</td>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
</tr>
<tr>
<td>copies of the Bala Wande Learner Activity Book pages for the day (embedded in sequence in the Teacher Guide) with solutions and teacher notes</td>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
</tr>
<tr>
<td>assessment for learning (Day 5, Weeks 2-8)</td>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
</tr>
<tr>
<td>consolidation (Day 5, Weeks 1-10)</td>
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<table>
<thead>
<tr>
<th>Bala Wande Learner Activity Book</th>
<th><img src="https://via.placeholder.com/150" alt="Image" /></th>
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</thead>
<tbody>
<tr>
<td>daily activities that align with the lesson activities</td>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
</tr>
<tr>
<td>daily activities for learners to work on independently or in groups</td>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
</tr>
<tr>
<td>games aligned with the lesson activities</td>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
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<table>
<thead>
<tr>
<th>Bilingual dictionary</th>
<th><img src="https://via.placeholder.com/150" alt="Image" /></th>
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<tbody>
<tr>
<td>a bilingual dictionary of Foundation Phase mathematical terms with explanations and examples</td>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
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</table>

<table>
<thead>
<tr>
<th>Videos</th>
<th><img src="https://via.placeholder.com/150" alt="Image" /></th>
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</thead>
<tbody>
<tr>
<td>lesson videos showing classroom footage of teachers implementing some of the planned lessons</td>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
</tr>
<tr>
<td>training videos that provide classroom footage combined with animations that highlight and exemplify good methodologies for the teaching of mathematics in the Foundation Phase</td>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Posters</th>
<th><img src="https://via.placeholder.com/150" alt="Image" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>a calendar</td>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
</tr>
<tr>
<td>a ten frame class register</td>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
</tr>
<tr>
<td>posters aligned to the lesson plans</td>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Manipulatives for the teacher and learners</th>
<th><img src="https://via.placeholder.com/150" alt="Image" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>a variety of manipulatives for teachers and learners to use in the classroom</td>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tools for assessment</th>
<th><img src="https://via.placeholder.com/150" alt="Image" /></th>
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</thead>
<tbody>
<tr>
<td>assessment plan for each term</td>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
</tr>
<tr>
<td>oral and practical activities with rubrics/checklists (2 per term)</td>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
</tr>
<tr>
<td>planned assessment tasks and activities for the 5th day of each week (Weeks 2-8: see back pages of this guide)</td>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
</tr>
<tr>
<td>QR code link to mark sheet templates</td>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
</tr>
</tbody>
</table>
Uluhlu Iwezinto ezifunekayo • Checklist

Ikipowusta • Posters

Ikhalenda
Calendar

Irejista
Register

Izikwere ezili-100
100 square

Amagama amanani
0-19
Number names 0-19

Amagama amanani
10-100
Number names 10-100

Amagama amanani
100-1000
Number names 100-1000

Iintsuku zeveki
Days of the week

Iinyanga zonyaka
Months of the year

Imali
Money

Ilimilo ze-2D
2-D shapes

Izinto zemilo ye-3D
3-D objects

Iindonga zamaqhezu
Fraction walls

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

Umgcamanani 0-20
Number line 0–20
<table>
<thead>
<tr>
<th>Teacher and learner manipulatives</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amakhadi amanani 0-1000</strong> (ootitshala)</td>
<td><strong>Amakhadi amachokaza 0-10</strong> (alingene ukubonisa)</td>
</tr>
<tr>
<td>Number cards 0-1000</td>
<td>Dot cards 0-10</td>
</tr>
<tr>
<td>(teacher)</td>
<td>(demo size)</td>
</tr>
<tr>
<td><strong>Amakhadi amanani 0-20</strong> (abafundi)</td>
<td></td>
</tr>
<tr>
<td>Number cards 0-20</td>
<td></td>
</tr>
<tr>
<td>(learner)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><img src="image" alt="Dot cards 0-10" /></td>
</tr>
<tr>
<td></td>
<td><img src="image" alt="Number cards 0-1000" /></td>
</tr>
<tr>
<td><strong>Onotsheluza manani 0-1000</strong> (ootitshala nabafundi)</td>
<td></td>
</tr>
<tr>
<td>Flard cards 0-1000</td>
<td></td>
</tr>
<tr>
<td>(teacher and learner)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><img src="image" alt="Flard cards 0-1000" /></td>
</tr>
<tr>
<td><strong>Iibloko ezidityaniswayo</strong> (ootitshala nabafundi)</td>
<td><strong>Iibloko zesiseko seshumi – ama-100, ama-10, oo-1</strong> (umboniso oncamathelayo)</td>
</tr>
<tr>
<td>Multifix blocks</td>
<td>Base ten blocks - 100s, 10s, 1s</td>
</tr>
<tr>
<td>(teacher and learner)</td>
<td>(demo size)</td>
</tr>
<tr>
<td></td>
<td><img src="image" alt="Base ten blocks" /></td>
</tr>
<tr>
<td></td>
<td><img src="image" alt="Multifix blocks" /></td>
</tr>
<tr>
<td><strong>Iwotshi encinci yomfundi eneeeyure ezingama-24</strong> (ootitshala nabafundi)</td>
<td><strong>Imilo ezine-3D ezineenethi</strong> (ezilingene ukubonisa)</td>
</tr>
<tr>
<td>24-hour small clock</td>
<td>3-D shape nets</td>
</tr>
<tr>
<td>(teacher and learner)</td>
<td>(teacher demo)</td>
</tr>
<tr>
<td></td>
<td><img src="image" alt="3-D shape nets" /></td>
</tr>
<tr>
<td></td>
<td><img src="image" alt="24-hour small clock" /></td>
</tr>
<tr>
<td><strong>Imilo ezine-3D ezineenethi</strong> (ezilingene ukubonisa)</td>
<td><strong>Amadayisi amabini kumfundi ngamnye</strong></td>
</tr>
<tr>
<td>3-D shape nets</td>
<td>2 dice per learner</td>
</tr>
<tr>
<td>(teacher demo)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><img src="image" alt="2 dice per learner" /></td>
</tr>
<tr>
<td><strong>Iteyiphu yokulinganisela e-1</strong> (yokwabelana)</td>
<td></td>
</tr>
<tr>
<td>1 tape measure (to share)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><img src="image" alt="1 tape measure" /></td>
</tr>
</tbody>
</table>
3. Ukusebenzisa inkqubo yeMathematika yeBala Wande
Lungiselela iveki nganye

Iphepha lokuqala lamagqabantshintshi iveki liqulethe oku

Isishwankathelo esifutshane sezibalo zentloko nemisebenzi yezifundo zezekwe nezikhobo zokufunda ekufuneka uzilungisile

Uluhlu Iweenjongo zezekwe onokuzisebenzisa ukuqinisekisa ukuba ikla liyako isekhondweni elichenkileyo

Inkcazelo yomsebenzi wovavanyo enikwa ngosuku lwesi-5 lweveki

Iphepha lesibini lamagqabantshintshi iveki liqulethe oku.

Inkcazelo yeziBalo zeNtloko nomdlalo weveki. Ukuba kukho ividiyo exhase le misetyenzana, ikhowudi zempendulo ekhawulezayo (QR) ziyafumaneka

Inkcazelo yesigama esingundoqo oza kusifundisa kule ivesi. Amanakaku malunga nesigama esiza kusigxininisa kule ivesi. Ukuba kukho ividiyo exhase le misetyenzana, ikhowudi zempendulo ekhawulezayo (QR) ziyafumaneka

Uluhlu Iwezinto ekufuneka ziqatshelwe ngootitshala ezifana neempazamo ezenziwa rhooqo ngabafundi, izimvo ezibalulekileyo ezinkugxininiswa nesigama esingundoqo seveki
3. Using the Bala Wande mathematics programme

Prepare for each week

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

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

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

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

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

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

A description of the key concepts to be taught over the week. Notes about the vocabulary to support these key concepts the QR codes are provided

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

- Funda isikhokelo uze ulungiselele iveki nesifundo ngasinge (bukela ividia ukuba ibalulekile).
- Wakube usifundisile isifundo, cinqa ngendlela esiqhubeka ngayo. Bhala amanqaku ngezimvo no xowo malungu nokuba ungenza ntoni eyahlukileyo ukuba unokufundisa eso si fuso kwakhora.
- Kwiveki 2–8 kuza kufuneka ulungiselele umsebenzi wowavango weveki. Kubaluleke kakhu ku kuba kwiveki eziza kuba novanango oluthethwayo olwenziniyayo uCasey cindela oza kubahala ugcine ngayo inkqubela yomfundi ngamnye usebenzise i rubiri 1iveki yonke.

Usuku ngalunye

Sebenzisa irejista ukuze ubale abafundi abaseklasini

INKAQOBO YE-BALA WANDE IYILE IPOSTWA YEREJISTA YEYELASI E YODWA. UMUNDNYE UZA KUZIZHAWULA NGOKUQUBeka UICHOKOZA OKANYE OONABUMBA BOKUQALA BARMAGAMA AKHE KWIREJISTA LEYO YONKE IMHILA. QINISEKISA UKUBA ABAFUNDI BAZALISA IZAKHELO ZAMA SHUMI KWIREJISTA NGOKULANDELELANA.

EKUQALENI KWESEIFUNDO SEMATHEMATIKA BALA IJINIA LABAFUNDI ABAhkoyo, UMZ., “BALISHUMI, NGAMASHUMI AMABINI, NGAMASHUMI AMATHATHU, AMASHUMI AMANE. NGAMASHUMI AMANE ABAFUNDI ABAHKHOYO NAMHLANE.”

Lo msebenzi Uphindaphindwa yonke imihla ubethelwa imbongo yokuba ukuhlela nokubala ngamashumi kuyasebenza kwaye kwenza abafundi bayeke ukubala ngoononye.

XOXA NABAFUNDI NGOMHLA WANAMHLANGE USEBENZISE IKHALENDA


IMISETYENZANA YOKUTYEBSA

Bhala imiseteyenza esebhodini ekupheleni kwesifundo sabafundi abagqiba imisebenzi yaseyeklasi ngokukhawuleza.

Masithethe ngeMaths!

Eyona nto iyodwa nge-LAB yeBanga lesi-2 kubeka rhoqo ngosuku lwesi-5 kwiveki nganye kubakho icandelo lolwimi kwisifundo. Oku kwenza ukwazi ukuthetha ngeMaths ngolwimi lwesiNgesi nolwesiXhosa kwaye uhlahiye amabini namagama angundoqo afundiweyo evekini.
What teachers need to do to prepare for each week

• Read the guide and prepare for the week and for each lesson (watch the videos if relevant).
• After teaching the lesson, reflect on how it went. Make notes on what went well and what to do differently next time.
• In Weeks 2–8, prepare for the assessment activity of the week. In the weeks in which there is an oral and practical assessment, teachers need to plan how to record each learner’s progress using the rubric or checklist over the course of the week.

Each day

Use the register to count the learners in the class

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

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

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

Discuss the date with learners using the calendar

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

Enrichment activities

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

Let’s talk Maths!

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.
Sebenzisa iflowutshathi ukuze ubone ukulandelelana kwemisebenzi yosuku

Ekuqaleni kosuku ngalunye kunikwa iflowutshathi esishwankathelo solandweliwano lwemisebenzi yosuku.

IZIBALO ZENTLOKO | MENTAL MATHS
UKULINGANISA OKUBONISA AMANANI 1-5 | COPY AND SHOW NUMBERS 1-5
UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT
UMDLALO | GAME
AMAPHEPHA OKUSEBENZELA WORKSHEETS

Yenza umsebenzi wezibalo zentloko (imizuzu eli-15)

Yenza umsebenzi weklasi (imizuzu engama-30)

Dlalani umdlalo (imizuzu eli-15)
Imidlalo inceda abafundi baqhele basebenzise izakhono ngokuzenzekekela kwaye bonwabe xa besenza loo nto. Sisembisiza imidlalo yeveki ukufundisa nokubethelela ingqiqo ezilula nezakhono ekufuneka zaziwe ngabafundi. Imidlalo ekwiLAB iboniswa ngemfanekiso yoopopayi/ yeezhuthu. Abafundi bacaqiselwe amanyathelo okudlala umdlalo baqhele abanokuwalandela ngayo la manyathelo.
Use the flow diagram to see the sequence of activities for the day

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

IZIBALO ZENTLOKO
MENTAL MATHS

UKULINGANISA NOKUBONISA
AMANANI 1-5

UPHUHLISO LWENQIQO
CONCEPT DEVELOPMENT

UMDLOLO
GAME

AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

Do the Mental Maths activity (15 minutes)

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

Do the Concept Development (30 minutes)

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

Play the game (15 minutes)

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

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

IZIBALO ZENTLOKO | MENTAL MATHS

IZIBALO ZENTLOKO
MENTAL MATHS

Copy and show numbers 1-5

UPHULISO LWENQIQO
CONCEPT DEVELOPMENT

UMDLOLO
GAME

AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

IZIBALO ZENTLOKO
MENTAL MATHS

Do the Mental Maths activity (15 minutes)

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

Do the Concept Development (30 minutes)

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

Play the game (15 minutes)

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

The games appear in the LAB in cartoon format. Steps for how to play the game are provided and an illustration to help learners follow the steps is also given.
Incwadi yemisebenzi yomfundisile iyinxa lenye yesikhokelo sikatitshala

**Uphawu oluluhlaza luxela ukuba luholo luni na lomsebenzi (ikiyasi yonke, iphepha lomsebenzi).**

**Izisombululo zokuxhasa utitshala ziyafumaneka.**
Kukho izimvo ezinephethi ezibhalwe ngesiNgesi kumakhasi athisile ezenzelwe isikhokelo esongezelelweyo.

**Yonke imiyalelo nolwazi inikwa ngesiXhosa nangenguulelo efumaneka ngesiNgesi.**

**Imisebenzi yile kanye izi kubonwa ngabafundi ezincwadini zabo. Apha sinekhathi yomdlalo oza kodlalwa ngabafundi. Ngokwazisa lo mtlalo mtsha kufanele ukuba uboniswe kwiklasi iphepha phambi kokuba abafundi badlale ngababini okanye ngokwamaqela.**

**Amaphepha emisebenzi anomzekelo (oboniswa libala elingwevu nepenisile ebomvu).**

Kufuneka wenze ntoni ukuze ukwazi ukulungiselela iwekile nganye?

- funda isikhokelo uze ulingiselele iveki nesifundo nasinye.
- bukela ividia - zibonisa izishunye yekwakhelele aphi imisebenzi yesifundo ikhe yalingwa khona nalapho ootitshala abafundisile ezo zifundo banika ulwazi neengcebiso.

Wakube usifundisile isifundo, cinga ngendlela esiqhubeka ngayo. Bhala amanqaku ngezimvo onazo malunga nokuba ungenza ntoni eyahlukileyo ukuba unokufundisisa eso sifundo kwakhona.

To prepare for each week, you need to:

- read the Teacher Guide and prepare for the week and for each lesson.
- watch the videos – these show clips from real classrooms where the lesson activities have been trialled and the teachers who have taught them provide insights and advice.

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

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

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

IZIBALO*

ULWAZI OLUSISEKO NEPN


| 15 imiz | LS (isifundo esigxile kwitekisi) | LS (umsebenzi) | LS (uphando) | LSPN (Umsebenzi) | Umsebenzi woLS (Uphando lokubhala) (kwisiCwangcisco esiHLaziyiweyo: Aseniwiya isifundo ngo kqibezela umsebenzi ngexesha elongezelelelweyo IoFQNT) |

UKUFUNDA NOKUBHALA

| 15 imiz | Izandi (Isandi-nobumba esitsha) | Izandi (Umsebenzi) | Izandi (Lintsapho zamagama) | Izandi (Umsebenzi) | Izandi (Ubilizelo/Ukufunda amagama ubalelwa ixesha) |

| 15 imiz | Ukufunda (Nabanye) | Ukufunda (Ukwakha isivakalis) | Ukufunda (Namaqela nayedwa) | Ukufunda |

| 15 imiz | Ukubhala (lindaba) | Ukufunda nabanye | Ukubhala yedwa | Ukubhala / Ukufunda ngengqiqo | Ukubhala yedwa |

| 10 imiz | Intshayelelo yokuBhala ngeSandla nomSebenzi Owenza Wedwa |

| 30 imiz | Imisebenzi yoFQNT / nomSebenzi Owenza Wedwa |

| 10 imiz | Imisebenzi eyenziva kwi e-classroom |

| 15 imiz | UkuJonga unike |

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

IZAKHONO ZOBOMI

| 30 imiz | EzobuGsisa obuBonwayo: (kwisiCwangcisco esiHLaziyiweyo: yenza uFQNT nomsebenzi abawenza bodwa wakwaDBE) | EzobuGsisa obuBonwayo: (kwisiCwangcisco esiHLaziyiweyo: yenza uFQNT nomsebenzi abawenza bodwa wakwaDBE) |

| 30 imiz | UbuGsisa beQonga (kwisiCwangcisco esiHLaziyiweyo: yenza umsebenzi owongozelelelweyo woFQNT nomSebenzi Owenza Wedwa) |

| 30 imiz | EzemiThambo (Izitishi zemisebenzi) (kwisiCwangcisco esiHLaziyiweyo: yenza uFQNT nomsebenzi abawenza bodwa wakwaDBE) | EzemiThambo (Izitishi zemisebenzi) (kwisiCwangcisco esiHLaziyiweyo: yenza uFQNT nomsebenzi abawenza bodwa wakwaDBE) |

| 30 imiz | EzemiThambo (Izitishi zemisebenzi) | EzemiThambo (Izitishi zemisebenzi) |

*Akuqukwanga kolu Cwangciso lwesifundo
# 4. Weekly timetable

**GRADE 2 (Minimum HL)**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MATHS</strong></td>
<td><strong>BEGINNING KNOWLEDGE &amp; PSWB</strong></td>
<td><strong>READING AND WRITING</strong></td>
<td><strong>LIFE SKILLS</strong></td>
<td></td>
</tr>
<tr>
<td><strong>85 min x 4 days + 55 min x 1 day / 96 mins x 5 days for Recovery Timetable</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>15 min</strong></td>
<td><strong>15 min</strong></td>
<td><strong>15 min</strong></td>
<td><strong>30 min</strong></td>
<td></td>
</tr>
<tr>
<td>Oral (HL) (Read aloud)</td>
<td>Oral (PSWB) Mindfulness (For Recovery timetable: Omit lesson)</td>
<td>Oral (PSWB) I think I feel (For Recovery timetable: Omit lesson)</td>
<td>GGR / Independent Work Activities</td>
<td></td>
</tr>
<tr>
<td>BK (text-based lesson)</td>
<td>BK (activity)</td>
<td>BK (Find Out)</td>
<td>Activities from e-classroom</td>
<td></td>
</tr>
<tr>
<td><strong>10 min</strong></td>
<td><strong>10 min</strong></td>
<td><strong>25 min</strong></td>
<td><strong>30 min</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction to Handwriting and Independent work activities</td>
<td>Activities from e-classroom</td>
<td>EFAL*</td>
<td>Visual Arts</td>
<td></td>
</tr>
<tr>
<td><strong>25 min</strong></td>
<td><strong>25 min</strong></td>
<td><strong>25 min</strong></td>
<td>Performing Arts</td>
<td></td>
</tr>
<tr>
<td>Checking and Feedback</td>
<td>EFAL*</td>
<td>EFAL*</td>
<td>Performing Arts (For Recovery timetable: replace with extra GGR &amp; independent work from DBE)</td>
<td></td>
</tr>
<tr>
<td><strong>30 min</strong></td>
<td><strong>30 min</strong></td>
<td><strong>30 min</strong></td>
<td>Physical Education (Introduction) (For Recovery timetable: replace with extra GGR &amp; independent work from DBE)</td>
<td></td>
</tr>
<tr>
<td>Visual Arts (For Recovery timetable: replace with extra GGR &amp; independent work from DBE)</td>
<td>Visual Arts (Activity stations)</td>
<td>Physical Education (Activity stations)</td>
<td>Physical Education (Activity stations)</td>
<td></td>
</tr>
<tr>
<td>EFAL*</td>
<td>Performing Arts (For Recovery timetable: replace with extra GGR &amp; independent work from DBE)</td>
<td>Physical Education (Activity stations)</td>
<td>Physical Education (Activity stations)</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Iveki 1</th>
<th>Mangaphi ama-10? Bangaphi oo-1</th>
<th>Ukucazululaamanani abengama-10 noo-1</th>
<th>Mangaphi ama-10? Bangaphi oo-1?</th>
<th>Uqukaniso</th>
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</thead>
<tbody>
<tr>
<td><strong>Usuku 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Usuku 2</strong></td>
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</tr>
<tr>
<td><strong>Usuku 3</strong></td>
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</tr>
<tr>
<td><strong>Usuku 4</strong></td>
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<td></td>
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</tr>
<tr>
<td><strong>Usuku 5</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Iveki 2</strong></td>
<td>Ukuzaama-10</td>
<td>Ama-10 noo-1</td>
<td>Amanani ukuya kwi-100</td>
<td>Ama-10 noo-1</td>
</tr>
<tr>
<td><strong>Iveki 3</strong></td>
<td>Ukudibanisa nokuthathabha kwi-100</td>
<td>Ukudibanisa ama-10</td>
<td>Ukudibanisa oo-1 kumanani amakhulu</td>
<td>Ukuthathabha oo-1 kumanani amakhulu</td>
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<tr>
<td><strong>Iveki 4</strong></td>
<td>Ukuphindaphinda kumalungana namaqela ailinganayo</td>
<td>Amaqela ezi-2</td>
<td>Ukuphindakabini</td>
<td>Amaqela ama-10</td>
</tr>
<tr>
<td><strong>Iveki 5</strong></td>
<td>Ukudibanisa nokuthathabha ngemigcamanani</td>
<td>Ukudibanisa nokuthathabha oo-1 kumanani amakhulu</td>
<td>Ukudibanisa nokuthathabha oo-1 kumanani amakhulu</td>
<td>Masidibanise ngokukhawuleza kakhulu!</td>
</tr>
<tr>
<td><strong>Iveki 6</strong></td>
<td>Ubuzima</td>
<td>Ukuthelekisabunzima</td>
<td>Ukuthelekisabunzima</td>
<td>Ukulinganisela ubunzima</td>
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<tr>
<td><strong>Iveki 7</strong></td>
<td>Limilo ezinemilinganiselo emi-2</td>
<td>Ukuthiya limilo ezine-2D</td>
<td>Ukuthiya limilo ezine-2D</td>
<td>lithengrem</td>
</tr>
<tr>
<td><strong>Iveki 8</strong></td>
<td>Amaqhezu</td>
<td>Iziqalinga</td>
<td>Iziqalinga/Isinye kwisithathu</td>
<td>Isinye kwisihlanu nesinye kwisitandathu</td>
</tr>
<tr>
<td><strong>Iveki 9</strong></td>
<td>Ukuhlela nokwaba</td>
<td>Ulwabiwo phakathi kwaba-2</td>
<td>Ulwabiwo olunentsalela</td>
<td>Ukuhlela</td>
</tr>
<tr>
<td><strong>Iveki 10</strong></td>
<td>Uhlaziyo</td>
<td>Ama-10 noo-1</td>
<td>Ukudibanisa nokuthathabha ukuya kwi-100</td>
<td>Ukuphindakabini nokwahlu kabini</td>
</tr>
</tbody>
</table>

**Inani, Izibalo nolwalamano**

**Ilipatheni, imisebenzi neAljebra**

**Indawo nemilo (Ijometri)**

**Umlinganiselo**

**Ukuphathwa kwedatha**
## 5. Term plan

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many 10s? How many 1s?</td>
<td>Breaking down numbers into 10s and 1s</td>
<td>Breaking down numbers into 10s and 1s</td>
<td>How many 10s? How many 1s?</td>
<td>How many 10s? How many 1s?</td>
<td>Consolidation</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Week 2</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing 10s</td>
<td>10s and 1s</td>
<td>Numbers to 100</td>
<td>Numbers to 100</td>
<td>10s and 1s</td>
<td>Assessment and consolidation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adding and subtracting to 100</td>
<td>Adding and subtracting to 100</td>
<td>Subtracting 10s</td>
<td>Adding 1s in bigger numbers</td>
<td>Subtracting 1s in bigger numbers</td>
<td>Assessment and consolidation</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Week 4</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
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</thead>
<tbody>
<tr>
<td>Multiplication is about equal groups</td>
<td>Groups of 2</td>
<td>Doubling</td>
<td>Groups of 10</td>
<td>Groups of 5</td>
<td>Assessment and consolidation</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Week 6</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
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</thead>
<tbody>
<tr>
<td>Mass</td>
<td>Comparing mass</td>
<td>Comparing mass</td>
<td>Measuring mass</td>
<td>Measuring mass</td>
<td>Assessment and consolidation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
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</thead>
<tbody>
<tr>
<td>2-D Shapes</td>
<td>Naming 2-D shapes</td>
<td>2-D shapes</td>
<td>Tangrams</td>
<td>2-D shapes</td>
<td>Assessment and consolidation</td>
</tr>
</tbody>
</table>

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

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

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

### Number, operations and relationships
- Patterns, functions and algebra
- Space and shape (geometry)
- Measurement
- Data Handling
Mangaphi ama-10? Bangaphi oo-1

<table>
<thead>
<tr>
<th>Izibalo zentloko: Ndinike elingaphezulu; ndinike elingaphantsi</th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>isikwere se-100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Umdlalo: Mangaphi ama-10? Bangaphi oo-1</th>
<th>Iiboko</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>Ukucazulula amanani abe ngama-noo-1</td>
<td>LAB, iiboko</td>
</tr>
<tr>
<td>2</td>
<td>Ukucazulula amanani abe ngama-noo-1</td>
<td>LAB, iiboko</td>
</tr>
<tr>
<td>3</td>
<td>Mangaphi ama-10? Bangaphi oo-1?</td>
<td>LAB, iiboko</td>
</tr>
<tr>
<td>4</td>
<td>Mangaphi ama-10? Bangaphi oo-1?</td>
<td>LAB</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso</td>
<td>LAB</td>
</tr>
</tbody>
</table>

Emva kwale veki umfundli 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.

Uvav anyo

Akukho vavanyo lusesikweni kule veki.

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

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mental Maths:</strong> Give me more than; give me less than</td>
</tr>
<tr>
<td><strong>Game:</strong> How many 10s? How many 1s?</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 <strong>10s and 1s</strong></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

Izibalo zentloko
Kwizibalo zentloko kule veki sika kuxhila kwiingqiqo zokungaphesulu kuna- okanye ngaphantsi kuna-. Utitsihala uza kwatala amanani kwisikwere se-100 aze anike abafundi ithuba lokuchaza ukuba inani lingaphesulu okanye lingaphantsi ngo-1, 2, 3 okanye ngo-4. Ukusetjeniswa kxesikwere se-100 kwenza abafundi bakwazi ukuziqhelisa ukuchaza amanani 1 – 50. Bakhuthaze abafundi banike impendulo ngokukhumbuleza ukuze baphuhlise izakhono zabo zokukhumbula ibhondi zamanani ngempumelelo.

Umdlalo

Uphuhliso iwengqiqo
Kule veki sigxila ekuchazeni ama-10 nemivo kumanani anemivo emibini sisebenzisa izixhobo eziphathekayo nemizobo. Ulwazi lwexabiso lendawo lubalulekile ekusombululeni iingxaki zematematika. Abafundi kufuneka babe nokuqanda okukuko kwexabiso lendawo ngoko ke kufuneka baziqhelise ukucazulula nokwakha amanani anemivo emibini. Kumsebenzi wethu warna-10 nemivo, siza kuqondisa koku:

- sebenzisa iibloko ukuze ucazulule amanani abe ngama-10 noo-1.
- Sebenzisa amachokoza nemizobo elula ukubonisa amanani njengama-10 noo-1.

Into emayiqatshelwe kule veki
- Jolisa kwinkubela yokusebenzisa iibloko eziphathekayo ukuya ekwenzeni imizobo ye-2D. Abafundi kufuneka bakwazi ukwenza ushitshinto usukusa eziblokweni baxe kwimboniso engasonwayo yokuzoba ama-10 noo-1.
- Bakhuthaze abafundi ukuba bathethe nqeto abaqenzayo ngokubhekisela kwincochayi zeshumi okanye amaqela eshumi. Nceda abafundi basebenze ngenkqubo yamashumi ngokukwazi ukuchaza ukuba mangaphi amashumi kwaye mangaphi imivo kwinani elithile endaweni yokuwabala onke.
How many 10s? How many 1s?

Mental Maths

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

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

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.
IZIBALO ZENTLOKO | MENTAL MATHS

Nika abafundi amathuba aliqela okusebenza ngesigama esithi lingaphezu okanye lingaphantsi kunenani 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.

Leliphi inani eli?
What number is this?

Leliphi inani eli?
What number is this?

Ama-36 angaphezulu ngo-1 kunama-35.
1 more than 35 is 36.

Ama-28 angaphantsi ngo-1 kunama-29.
1 less than 29 is 28.
### Enrichment activities • Imisetyenzana yokutyebisa

#### Usuku 1 Day 1

**Kufuneka ezingaphi ukuze sifike kuma-20?**  
How many more to get to 20?

<table>
<thead>
<tr>
<th>Equation</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 + ____</td>
<td>20</td>
</tr>
<tr>
<td>19 + ____</td>
<td>20</td>
</tr>
<tr>
<td>5 + ____</td>
<td>20</td>
</tr>
<tr>
<td>13 + ____</td>
<td>20</td>
</tr>
<tr>
<td>10 + ____</td>
<td>20</td>
</tr>
<tr>
<td>4 + ____</td>
<td>20</td>
</tr>
<tr>
<td>15 + ____</td>
<td>20</td>
</tr>
<tr>
<td>8 + ____</td>
<td>20</td>
</tr>
<tr>
<td>17 + ____</td>
<td>20</td>
</tr>
<tr>
<td>2 + ____</td>
<td>20</td>
</tr>
</tbody>
</table>

#### Usuku 2 Day 2

**Dibanisa.**  
Add.

<table>
<thead>
<tr>
<th>Equation</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>27 + 2</td>
<td>____</td>
</tr>
<tr>
<td>6 + 5</td>
<td>____</td>
</tr>
<tr>
<td>13 + 4</td>
<td>____</td>
</tr>
<tr>
<td>41 + 7</td>
<td>____</td>
</tr>
<tr>
<td>5 + 8</td>
<td>____</td>
</tr>
<tr>
<td>34 + 5</td>
<td>____</td>
</tr>
<tr>
<td>62 + 6</td>
<td>____</td>
</tr>
<tr>
<td>85 + 3</td>
<td>____</td>
</tr>
<tr>
<td>56 + 1</td>
<td>____</td>
</tr>
<tr>
<td>7 + 8</td>
<td>____</td>
</tr>
</tbody>
</table>

#### Usuku 3 Day 3

**Thabatha.**  
Subtract.

<table>
<thead>
<tr>
<th>Equation</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 − 6</td>
<td>____</td>
</tr>
<tr>
<td>38 − 6</td>
<td>____</td>
</tr>
<tr>
<td>45 − 4</td>
<td>____</td>
</tr>
<tr>
<td>11 − 7</td>
<td>____</td>
</tr>
<tr>
<td>26 − 5</td>
<td>____</td>
</tr>
<tr>
<td>67 − 3</td>
<td>____</td>
</tr>
<tr>
<td>89 − 4</td>
<td>____</td>
</tr>
<tr>
<td>54 − 2</td>
<td>____</td>
</tr>
<tr>
<td>18 − 9</td>
<td>____</td>
</tr>
<tr>
<td>77 − 2</td>
<td>____</td>
</tr>
</tbody>
</table>

#### Usuku 4 Day 4

**Gqibezela ipatheni.**  
Complete the pattern.

<table>
<thead>
<tr>
<th>Pattern</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 1 2 3</td>
<td>____</td>
</tr>
<tr>
<td>5 5 4 3</td>
<td>____</td>
</tr>
<tr>
<td>6 5 7 0</td>
<td>____</td>
</tr>
<tr>
<td>7 6 6 5 6</td>
<td>____</td>
</tr>
<tr>
<td>4 3 5 3 6</td>
<td>____</td>
</tr>
<tr>
<td>2 2 3 2 4 2</td>
<td>____</td>
</tr>
<tr>
<td>7 4 7 5 7 6</td>
<td>____</td>
</tr>
<tr>
<td>9 9 9 8 9 7</td>
<td>____</td>
</tr>
<tr>
<td>3 7 4 7 5 7</td>
<td>____</td>
</tr>
<tr>
<td>4 0 4 5 5 0</td>
<td>____</td>
</tr>
</tbody>
</table>
ueleka la manyathelo angasentla usebenzise amanye amanani. Bakhuthaze abafundi bathethe ngenani lama-10 nemivo abanalo. Qinisekisa ukuba abafundi babonisa ama-10 ngokwakha iincochyi zamashumi ngeebloko zabo. Ukuthetha ngokwakha ama-10 kuya kunceda abafundi ekwandiseni ukuqonda kwabo.

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.
Breaking down numbers into 10s and 1s

**Game:** How many 10s? How many 1s?

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

**Rhanga ama-qela e-10. Ngubani elo nani?** Circle groups of 10. What is the number?

<table>
<thead>
<tr>
<th>Mangaphi ama-10?</th>
<th>Bangaphi oo-1?</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____________</td>
<td>____________</td>
</tr>
</tbody>
</table>

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

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

Xa ubona inani jengs amashumi! When you see a number, look for the tens!
2. Rhangqa amashumi. Ngubani inani?
Circle the tens. What is the number?

<table>
<thead>
<tr>
<th>Mangaphi ama-10?</th>
<th>Bangaphi oo-1?</th>
</tr>
</thead>
<tbody>
<tr>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>How many 10s?</td>
<td>How many 1s?</td>
</tr>
<tr>
<td>__</td>
<td>__</td>
</tr>
</tbody>
</table>

10 + 4 = 14

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

16 = 10 + 6
17 = 10 + 7
19 = 10 + 9
12 = 10 + 2

4. Bala!
Calculate!

<table>
<thead>
<tr>
<th>10 + __ = 11</th>
<th>10 + __ = 14</th>
<th>10 + __ = 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>__ + 1   = 11</td>
<td>__ + 4   = 14</td>
<td>__ + 7   = 17</td>
</tr>
<tr>
<td>10 + 2   = 12</td>
<td>10 + 5   = 15</td>
<td>10 + 8   = 18</td>
</tr>
</tbody>
</table>

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

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

Repeat the steps above using different numbers. Provide multiple opportunities for learners to represent numbers as 10s and 1s using their multifix blocks.
Ukucazulula amanani abe ngama-10 noo-1

Breaking down numbers into 10s and 1s

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

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

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

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? ___

ngamashumi ama_________ anesi__________
__________ tens _________ ones

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

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

ngamashumi ama_________ anesi__________
__________ tens _________ ones

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

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

ngamashumi ama_________ anesi__________
__________ tens _________ ones

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

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

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

IZIBALO
ZENTLOKO
MENTAL MATHS

IZI-3 NGAPEZULU/
IZI-3 NGAPHANTS! 3 MORE/3 LESS

UMDLALO
GAME

UPHUHLISO LWENGQIYO
CONCEPT DEVELOPMENT

AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIYO | CONCEPT DEVELOPMENT

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

1

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

2

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

3

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

4

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

5

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

6

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

Ungarhangqa amaqela
amashumi ama-3 kuze
kushiyekhe 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.
Rhanga amaqela ama-10.
Ngbani inani?
Circle groups of 10. What is the number?

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

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

ngamashumi amabini anemivo engekhoyo
Two tens zero ones

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

Bangaphi oo-1? 6
How many 1s? __

ngamashumi ama_______ anesi__________
Two tens six ones

Mangaphi ama-10? 4
How many 10s? ___

Bangaphi oo-1? 3
How many 1s? ___

ngamashumi ama_______ anesi__________
Four tens three ones
2. Rhanga amaqela ama-10. Ngubani inani?
Circle groups of 10. What is the number?

Mangaphi ama-10? 3
How many 10s? ____
Bangaphi oo-1? 0
How many 1s? ____

ngamashumi ama__________ anemivo e__________
____ three tens ________ zero ones

Mangaphi ama-10? 4
How many 10s? ____
Bangaphi oo-1? 0
How many 1s? ____

ngamashumi ama__________ anemivo e__________
____ four tens ________ zero ones

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

How many 10s? How many 1s? Week 1 • Day 3
Phinda la manyathelo angasentla usebenzise amanani ahlukeneyo. Bakhuthaze abafundi ukuba bathethe ngenani lama-10 noo-1. Qinisekisa ukuba abafundi bazoba amashumi ngendlela ekuboniswe ngayo endaweni yokwenza amachokoza alishumi.

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

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

ngamashumi amathathu anesibini
three tens two ones

Mangaphi ama-10? 2
How many 10s? __
Bangaphi oo-1? 9
How many 1s? __

ngamashumi ama_______ anesi__________
__________ tens _________ ones

Mangaphi ama-10? 4
How many 10s? __
Bangaphi oo-1? 0
How many 1s? __

ngamashumi ama_________ anemivo e__________
__________ four tens _______ zero ones
2. Rhangqa ama qela ama-10. Ngubani inani?
Circle groups of 10. What is the number?

Mangaphi ama-10? 3
How many 10s? __
Bangaphi oo-1? 8
How many 1s? ___

ngamashumi ama________ anesi__________
______three____ tens ______eight_____ ones

Mangaphi ama-10? 4
How many 10s? ___
Bangaphi oo-1? 5
How many 1s? ___

ngamashumi ama________ anesi__________
______four____ tens ______five_____ ones

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

Unazo iityhubhu?
Do you have cubes?
Build the numbers using cubes!
Rhingqa 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___________

two ______ tens ______ six ______ ones

Mangaphi ama-10? 2

How many 10s? ____

Bangaphi oo-1? 6

How many 1s? ____

Ngubani inani?

What is the number?

Cazulula ibe ngama-10 noo-1.

Break down into 10s and 1s.

Masithethe ngeMaths!

Let's talk Maths!

NgesiXhosa sithi: In English we say:

Mangaphi ama-10? How many 10s?

Bangaphi oo-1? How many 1s?

Rhingqa amaqela e-10. Circle groups of 10.

Ngubani inani? What is the number?

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

   Solve.

   \[
   \begin{array}{ccc}
   82 + 6 = 88 & 85 + 5 = 90 & 83 + 6 = 89 \\
   89 - 4 = 85 & 90 - 6 = 84 & 87 - 5 = 82 \\
   \end{array}
   \]

4. Bangaphi abantwana?
   How many children? 6

   Mangaphi amehlo?
   How many eyes? 12

5. Abantwana ba-4, mangaphi amehlo?
   4 children, how many eyes? 8

   Abantwana ba-5, mangaphi amadolo?
   5 children, how many knees? 10

   Abantwana ba-6, zingaphi iindlebe?
   6 children, how many ears? 12

   Abantwana bali-10, zingaphi iinyawo?
   10 children, how many feet? 20

6. Bala.
   Calculate.

   \[
   \begin{array}{cccc}
   2 \times 3 = 6 & 2 \times 5 = 10 & 2 \times 6 = 12 & 2 \times 2 = 4 \\
   \end{array}
   \]

7. Bala.
   Calculate.

   | Isiqingatha okanye ihafu: Half: | 6 | 3 | 7 | 3 \(\frac{1}{2}\) |
   | Phinda kabini: Double: | 6 | 12 | 7 | 14 |
IZibalo zentloko: Ukucwangcisa amanani ukuya kuma-50  
Umdlalo: Qhwaba unkqakraze amanani!  

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 ekufundeni | LAB |

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:

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

Uvavanyo (jonga kumaphepha angasemva esi sikhokelo)

Uvavanyo olubhalwayo: Amanani, iindlela zokubala nowalamano – Ama-10 noo-1
## Drawing 10s

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10s and 1s</td>
<td>LAB</td>
</tr>
<tr>
<td>2</td>
<td>Numbers to 100</td>
<td>LAB, 100 square</td>
</tr>
<tr>
<td>3</td>
<td>Numbers to 100</td>
<td>LAB, flard cards</td>
</tr>
<tr>
<td>4</td>
<td>10s and 1s</td>
<td>LAB, flard cards</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

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

- use number pictures and number tables to represent numbers as 10s and 1s.
- use number sentences to show numbers as 10s and 1s.
- represent numbers using place value cards.

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

**Written assessment:** Numbers, operations and relationships – 10s and 1s
Izibalo zentloko

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

Umdlalo

Kumdlalo wale veki uza kukhwaza amanani eklasini bAZE abafundi bamamele ngononophelo ukuze baqhwabe ngeshumi ngalinye baze bangakraze ngonmwe ngamnye weLo nani ulikhwazileyo. Oku kuza kunceda abafundi bakwazi ukuchaza ama-10 noo-1 emanani nemivanji 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 kwimfanekiso yamanani neethyejibhile zamananini ukuya kwimizobo ye-2D nakoontshelula. Kufuneka kuchithwe iksesha ekubeleleleli ulwazi lwabafundi lwexabiso lendawo ukuze ubancele ekusombululentsha izibalo zematematika ngempumelelo. Kufuneka abafundi babe nokuqonda okukuko kwexabiso lendawo ngoko ke kufuneka baziqhelise kangangoko ukucazulula nokwakha amanani anemivo emibini. Kumsebenzi wethu wama-10 noo-1 siza kugxila koku:

- ukusebenzisa imifanekiso yamanani neethyejibhile zamanani ukuze babonise amanani njengama-10 noo-1,
- ukusebenzisa izivakalisi manani ukuze babonise amanani njengama-100 noo-1,
- ukubonisa amanani usebenzisa amakhadi exabiso lendawo (ifiadikhadi/oonotshelula)

Into emayiqatshelwe kule veki

- Ukugxila ekudluleleni kuboniso lwama-10 noo-1 olungaphathekiyo. Ukusetyenziswa kwamakhadi exabiso lendawo giyaxenele ebalulekileyo yophuhliso lwengqiqo lwexabiso lendawo olubalulekileyo.
- Bakuthlaze abafundi ukuba bathethe ngezivakalisi manani ukuze baqinise ulwazi lwabo lwenkqubo yama-10 noo-1.
Mental Maths

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

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.

Concept development

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

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

What to look out for this week

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

Nika abafundi amathuba aliqela okucwangcisa amanani – ukusuka kwelona lincinci ukuya kwelona likhulu okanye ukusuka kwelona likhulu ukuya kwelona lincinci.

Allow multiple opportunities for ordering numbers- smallest to biggest or biggest to smallest.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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

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

2. Leliphi elona nani likhulu?
   Which number is the biggest?

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

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

5. Masijonge ke ngoku la manani: 25, 50 ne-19.
   Now let’s look at the numbers 25, 50 and 19.
## WEEK 2 • DAY 1
### 10s and 1s

**Enrichment activities • Imisetyenzana yokutyebisa**

<table>
<thead>
<tr>
<th>Usuku 1 Day 1</th>
<th>Usuku 2 Day 2</th>
</tr>
</thead>
<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>
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<td>19</td>
<td>23</td>
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<td>62</td>
<td>91</td>
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<td>58</td>
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<td>74</td>
<td>34</td>
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<td>85</td>
<td>77</td>
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<td>99</td>
<td>82</td>
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</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>
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<tr>
<td>79</td>
<td>39</td>
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<td>31</td>
<td>27</td>
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<td>88</td>
<td>71</td>
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<td>67</td>
<td>94</td>
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<td>15</td>
<td>44</td>
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<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 itheyibhile 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 practise breaking down numbers into 10s and 1s.
### WEEK 2 • DAY 1

**10s and 1s**

**Umdlalo: Amanani oQhwabayo naNkqakrazaayo!**

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 ndizoba amanani ndlenza ngolu klobo i-10: (10)

Ngoko ke ndizoba ama-34:

When I draw numbers, I draw a 10 like this: 10

So, I draw 34 like this:

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

---

#### Ngoko ke ndizoba amashumi?

When I draw numbers, I draw a 10 like this: 10

So, I draw 34 like this:

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

---

#### Xa ndizoba amanani njulunka

When I draw numbers, I draw a 10 like this: 10

So, I draw 34 like this:

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

---

#### Ukduluzo uduminye
gononye:

Sebenzisa i(10) ukubonisa bonke oononye. From now on, do not draw all the ones. Use a 10 to show 10.
Ngubani inani?
What is the number?

10: 2 7
27

10: 3 8
38

10: 3 6
36

10: 1 7
17

10: 4 2
42

10: 4 0
40

10: 2 4
24

10: 3 0
30
UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

1. Find the number that has 1 ten and eight ones on your 100 square.

2. Can you write a number sentence to show the 10s and 1s in 18?

3. Now find a number that has 4 tens and 2 ones.

4. 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 1 ukuze ubonise u-1.

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

27 = 10 + 10 + 7

43 = 10 + 10 + 10 + 10 + 3

84 = 10 + 10 + 10 + 10 + 10 + 10 + 10 + 4
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>

- **46** = 10 + 10 + 10 + 10 + 6
- **46** = 40 + 6

<table>
<thead>
<tr>
<th>10</th>
<th>l</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>6</td>
</tr>
</tbody>
</table>

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

- **32** = 10 + 10 + 10 + 2
- **32** = 30 + 2

<table>
<thead>
<tr>
<th>10</th>
<th>l</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
</tr>
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</table>

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

- **47** = 10 + 10 + 10 + 10 + 7
- **47** = 40 + 7

<table>
<thead>
<tr>
<th>10</th>
<th>l</th>
</tr>
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<tbody>
<tr>
<td>4</td>
<td>7</td>
</tr>
</tbody>
</table>

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

- **34** = 10 + 10 + 10 + 4
- **34** = 30 + 4
- **26** = 10 + 10 + 6
- **26** = 20 + 6
- **42** = 10 + 10 + 10 + 10 + 2
- **42** = 40 + 2
- **58** = 10 + 10 + 10 + 10 + 10 + 8
- **58** = 50 + 8
Amanani ukuya kwi-100

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

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.

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

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

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

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

---

**Umdlalo: Amanani okutsiba nokunyathela**

*Game: Jump Step numbers*

- **10** = tsiba (jump)
- **=** nyathela (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**
     - 10
     - 10
     - 10
     - 10
     - 4

     \[54 = 10 + 10 + 10 + 10 + 10 + 4\]

   - **67**
     - 10
     - 10
     - 10

     \[67 = 10 + 10 + 10 + 10 + 10 + 10 + 7\]

---

**AMAPHENGA OKUSEBENZELA | WORKSHEETS**

**IZIBALO ZENTLOKO**

MENTAL MATHS

**UKUSUKA KWEYONA INKULU**

UYE KWEYONA INCINCI

BIGGEST TO SMALLEST

**UMDLALO GAME**

**UPHULISO LWENGQIQO**

CONCEPT DEVELOPMENT

**AMAPHENGA OKUSEBENZELA WORKSHEETS**

**USUKU 3 • DAY 3**

Amanani ukuya kwi-100

Numbers to 100

---
2. Ngubani inani?

What is the number?

<p>| | | | | | | |</p>
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<td>42</td>
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<td>10</td>
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<td></td>
<td>42 = 10 + 10 + 10 + 10 + 2</td>
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<td>10</td>
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<td>42 = 40 + 2</td>
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<td>10</td>
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<td>45 = 10 + 10 + 10 + 10 + 5</td>
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<td>45 = 40 + 5</td>
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<td>50</td>
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<tr>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td></td>
<td></td>
<td>50 = 10 + 10 + 10 + 10 + 10</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td></td>
<td></td>
<td>50 = 50 + 0</td>
</tr>
</tbody>
</table>

3. Cazulula ibe ngama-10 noo-1.

Break down into 10s and Is.

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

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

57 = 10 + 10 + 10 + 10 + 10 + 7
57 = 50 + 7

35 = 10 + 10 + 10 + 5
35 = 30 + 5
IZIBALO
MENTAL MATHS

UKUSUKA KWEOFNGA INCINCI
UE KWEYONA INKULU
BIGGEST TO SMALLEST

UMDLALO
GAME

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

10s and 1s

WEEK 2 • DAY 4

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Cwangcisa amakhadi akho ama-10 noo-1 alandelelane aqale
kwelona lincinci ukuya kwelona likhulu.

Arrange your 10s and 1s cards in order from smallest to biggest.

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

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

10 + 10 + 10 + 10 + 10 + 10 + 10 + 3 = 73
70 + 3 = 73

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

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

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

Phinda la manyathelo angasentla usebenzise amanani ahlukenezo. Bakhuthaze abafundi
ukuba babonise amanani kakhile 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.
Ngawaphi amakhadi ama-10 noo-1 enza la manani?

Which 10s and 1s cards make these numbers?

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

\[
\begin{align*}
36 &= 10 + 10 + 10 + 6 & \quad 36 &= 30 + 6 \\
32 &= 10 + 10 + 10 + 2 & \quad 32 &= 30 + 2 \\
46 &= 10 + 10 + 10 + 10 + 6 & \quad 46 &= 40 + 6 \\
57 &= 10 + 10 + 10 + 10 + 10 + 7 & \quad 57 &= 50 + 7 \\
\end{align*}
\]
Uvavanyo noqukaniso

Masithethe ngeMaths!

Let’s talk Maths!

NgesiXhosa sithi:  
In English we say:

- Nkqakraza u-1 ngamnye.  
  Snap each 1.
- Tsiba i-10 ngalinye.  
  Jump each 10.
- Nyathela u-1 ngamnye.  
  Step each 1.
- Ixabiso lenani 3 kuma-34 ngama-30.  
  The value of the 3 in 34 is 30.
- Ixabiso lenani 4 kuma-34 sisi-4.  
  The value of the 4 in 34 is 4.
- Cazulula ibe ngama-10 noo-1.  
  Break down into 10s and 1s.

1. Ngubani inani?  
   What is the number?

   Mangaphi ama-10?  
   How many 10s? 3

   Bangaphi oo-1?  
   How many 1s? 2

   \[ 30 + 2 = 32 \]

2. Bala.  
   Calculate.

   \[ 10 + 5 = 15 \]
   \[ 10 + 3 = 13 \]
   \[ 10 + 8 = 18 \]

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

   \[ 14 = 10 + 4 \]
   \[ 19 = 10 + 9 \]
   \[ 11 = 10 + 1 \]
### Assessment and consolidation

#### Week 2 • Day 5

**Sombulula.**
Solve.

<table>
<thead>
<tr>
<th>Calculation</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>$73 + 4$</td>
<td>$77$</td>
</tr>
<tr>
<td>$32 + 6$</td>
<td>$38$</td>
</tr>
<tr>
<td>$28 + 2$</td>
<td>$30$</td>
</tr>
<tr>
<td>$59 - 5$</td>
<td>$54$</td>
</tr>
<tr>
<td>$38 - 7$</td>
<td>$31$</td>
</tr>
<tr>
<td>$43 - 2$</td>
<td>$41$</td>
</tr>
<tr>
<td>$39 + 10$</td>
<td>$49$</td>
</tr>
<tr>
<td>$56 + 10$</td>
<td>$66$</td>
</tr>
<tr>
<td>$84 + 10$</td>
<td>$94$</td>
</tr>
<tr>
<td>$69 + 10$</td>
<td>$79$</td>
</tr>
<tr>
<td>$17 + 10$</td>
<td>$27$</td>
</tr>
<tr>
<td>$54 + 10$</td>
<td>$64$</td>
</tr>
</tbody>
</table>

#### Zingaphi izandla?
How many hands?

6

#### Mingaphi iminwe?
How many fingers?

30

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

15

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

25

#### Izandla zi-7, mingaphi iminwe?
7 hands, how many fingers?

35

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

50

#### Bala.
Calculate.

<table>
<thead>
<tr>
<th>Calculation</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>$5 \times 2$</td>
<td>$10$</td>
</tr>
<tr>
<td>$5 \times 3$</td>
<td>$15$</td>
</tr>
<tr>
<td>$5 \times 4$</td>
<td>$20$</td>
</tr>
<tr>
<td>$5 \times 5$</td>
<td>$25$</td>
</tr>
</tbody>
</table>

#### Bala.
Calculate.

<table>
<thead>
<tr>
<th>Isiqingatha okanye ihafu: Half:</th>
<th>8</th>
<th>4</th>
<th>9</th>
<th>$\frac{1}{2}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phinda kabini: Double:</td>
<td>8</td>
<td>16</td>
<td>9</td>
<td>18</td>
</tr>
</tbody>
</table>

Consolidation | Week 2 • Day 5 | 21
## Ukudibanisa nokuthabatha kwi-100

<table>
<thead>
<tr>
<th>Izibalo zentloko: Ndinike elingaphezulu; ndinike elingaphantsi</th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Isikwere se-100</td>
<td></td>
</tr>
</tbody>
</table>

### Umdlalo: 1, 2, 3. Veza! ukudibanisa

<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-1 kumanani 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 umfundikwa akwazi ukwenza oku:

- ukunakana ukufana phakathi kokudibanisa nokuthabatha oo-1 kunye nokudibanisa nokuthabatha amashumi.
- sebenzisa umgcamanani ukuze udibanise oononye kumanani anemivo emi-2 ungawelanga ngaphaya kwe-10.
- sebenzisa umgcamanani ukuze uthabathe oononye kumanani anemivo emibini ungawelanga ngaphaya kwe-10.

### Uvavanyo

**Uvavanyo obhalwayo:** Amanani, iindlela zakubala nolwalamano – Ukudibanisa nokuthabatha

**Uvavanyo oluthethwayo: nolwenziwayo:** Amanani, iindlela zakubala nolwalamano – qwalasela abafundi ukuze uvavanye izakhono zabo zakubonisa amanani, ukudibanisa nokuthabatha
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 (see back pages of this guide)

Written assessment: Numbers, operations and relationships – Addition and subtraction.

Oral and practical assessment: Numbers, operations and relationships – observe learners to assess their ability to represent numbers, add and subtract.
Izibalo zentloko


Umdlalo


Uphuhliso lwengxqiyo

Kule veki sigxila kwisingqiso zakudibanisa nokuthabatha ukuya kwí-100. Kubalulekile ukuba abafundi bazi ukuba xa bekwazi ukudibanisa nokuthabatha imivo, baza kukwazi ukudibanisa nokuthabatha amashumi. Kulo msebenzi wethu wokudibanisa nokuthabatha siza kwigxila koku:
• ukunakana ukufana okuphakathi kokudibanisa nokuthabatha imivo kunye nokudibanisa nokuthabatha amashumi.
• ukusebenzisa umgcamanani ukudibanisa imivo kumanani anemivo emibini bengadlulanga ngaphaya kweshumi.
• ukusebenzisa umgcamanani ukuthabatha imivo kumanani anemivo emibini 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 ipateni xa besombulula iingxaki zematematika njengoko ukwenza njalo kuyi kubenza bakwazi ukusebenza ngokukhawuleza nangempumelelo.
### Mental Maths

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 practise identifying numbers 1 – 50. Encourage learners to provide responses quickly in order to develop their ability to recall number facts efficiently.

### Game

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

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

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td></td>
</tr>
<tr>
<td>85</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
</tr>
<tr>
<td>95</td>
<td></td>
</tr>
<tr>
<td>77</td>
<td></td>
</tr>
<tr>
<td>48</td>
<td></td>
</tr>
<tr>
<td>61</td>
<td></td>
</tr>
<tr>
<td>53</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td></td>
</tr>
</tbody>
</table>

**Usuku 2 Day 2**

**Sebenzisa amakhadi akho ama-10 noo-1 ukuze wenze:**

Use your 10s and 1s cards to make:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>59</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td></td>
</tr>
<tr>
<td>78</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td></td>
</tr>
<tr>
<td>82</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
</tr>
<tr>
<td>49</td>
<td></td>
</tr>
<tr>
<td>96</td>
<td></td>
</tr>
<tr>
<td>64</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td></td>
</tr>
</tbody>
</table>

**Usuku 3 Day 3**

**Bhala izivakalisi manani ukuze ubonise ama-10 noo-1.**

Write number sentences to show the 10s and 1s.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>71 =   +</td>
<td></td>
</tr>
<tr>
<td>56 =   +</td>
<td></td>
</tr>
<tr>
<td>22 =   +</td>
<td></td>
</tr>
<tr>
<td>89 =   +</td>
<td></td>
</tr>
<tr>
<td>47 =   +</td>
<td></td>
</tr>
<tr>
<td>13 =   +</td>
<td></td>
</tr>
<tr>
<td>38 =   +</td>
<td></td>
</tr>
<tr>
<td>93 =   +</td>
<td></td>
</tr>
<tr>
<td>69 =   +</td>
<td></td>
</tr>
<tr>
<td>11 =   +</td>
<td></td>
</tr>
</tbody>
</table>

**Usuku 4 Day 4**

**Bhala izivakalisi manani ukuze ubonise ama-10 noo-1.**

Write number sentences to show the 10s and 1s.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>71 =   +</td>
<td></td>
</tr>
<tr>
<td>56 =   +</td>
<td></td>
</tr>
<tr>
<td>22 =   +</td>
<td></td>
</tr>
<tr>
<td>89 =   +</td>
<td></td>
</tr>
<tr>
<td>47 =   +</td>
<td></td>
</tr>
<tr>
<td>13 =   +</td>
<td></td>
</tr>
<tr>
<td>38 =   +</td>
<td></td>
</tr>
<tr>
<td>93 =   +</td>
<td></td>
</tr>
<tr>
<td>69 =   +</td>
<td></td>
</tr>
<tr>
<td>11 =   +</td>
<td></td>
</tr>
</tbody>
</table>
Ukudibanisa ama-10

Uphuhliso lwengqiqo | Concept Development

1. Fumana u-5 + 4 usebenzise ibloko zakho.
   Find 5 + 4 using your blocks.

   5 blocks and 4 blocks equals 9 blocks.

3. Fumana u-50 + 40 usebenzise ibloko zakho eziziincochoyi ze-10.
   Find 50 + 40 using your blocks in towers of 10.

   50 blocks and 40 blocks equals 90 blocks.

5. Eyokuqala idibanisa oo-1 ze eyesibini idibanise ama-10.
   The first one is adding 1s, and the second one is adding 10s.

6. Ukuba 3 + 2 = 5, ngoko ke 30 + 20 = 50.
   If 3 + 2 = 5, then 30 + 20 = 50.

Senza njani? Singasebenzisa ama-10 noo-1?
How do we do this? Can we use 10s and 1s?

Uqaphela ntoni?
What do you notice?

Bakhuthaze abafundi bathelekise iingxaki ezahlukeneyo zokudibanisa oo-1 neengxaki zokudibanisa zama-10. Bancede abafundi baqonde ukuba, ukuba bayakwazi ukudibanisa oo-1 bangakwazi ukudibanisa amashumi.

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

1. Sombulula usebenzise iibloko.
   Solve using blocks.

   \[
   \begin{align*}
   2 + 3 &= 5 \\
   4 + 3 &= 7 \\
   3 + 3 &= 6 \\
   20 + 30 &= 50 \\
   40 + 30 &= 70 \\
   30 + 30 &= 60 \\
   \end{align*}
   \]

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

   \[
   \begin{align*}
   20 + 30 &= 50 \\
   30 + 40 &= 70 \\
   \end{align*}
   \]
3 Sombulula ngokuzoba imifanekiso. Šebeznisa (10) ukuze uzobe i-10.
Solve by drawing pictures. Use 10 to draw 10.

\[
\begin{array}{c}
43 + 30 \\
36 + 30 \\
45 + 20 \\
\end{array}
\]

4 Dibanisa.
Add.

\[
\begin{array}{ccc}
30 + 20 &=& 50 \\
40 + 50 &=& 90 \\
30 + 30 &=& 60 \\
37 + 20 &=& 57 \\
45 + 50 &=& 95 \\
39 + 30 &=& 69 \\
70 + 20 &=& 90 \\
30 + 50 &=& 80 \\
73 + 20 &=& 93 \\
34 + 50 &=& 84 \\
\end{array}
\]
WEEK 3 • DAY 2
Subtracting 10s

IZIBALO
ZENTLOKO
MENTAL MATHS

ZI-5 NGAPHEZULU/
ZI-5 NGAPHTANSI
5 MORE/5 LESS

UMDLALO
GAME

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

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

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

Fumana u-70 - 30 usebenzise iibloko zabe zibe zinochoyo zama-10.
Find 70 - 30 using your blocks in towers of 10.

Ukuba sithatha iibloko ezingama-30 kwibloko ezingama-70 kusa kusala iibloko ezingama-40.
If we take 30 blocks away from 70 blocks, we will have 40 blocks left over.

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

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

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

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

Bakhuthaze abafundi ukuba bathelekise ingxaki ezilqela zakuthabatha 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.
Subtracting 10s

1. 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 = 3</td>
<td>6 − 4 = 2</td>
</tr>
<tr>
<td>70 − 40 = 30</td>
<td>50 − 20 = 30</td>
<td>60 − 40 = 20</td>
</tr>
<tr>
<td>9 − 4 = 5</td>
<td>8 − 4 = 4</td>
<td>9 − 3 = 6</td>
</tr>
<tr>
<td>90 − 40 = 50</td>
<td>80 − 40 = 40</td>
<td>90 − 30 = 60</td>
</tr>
</tbody>
</table>

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

70 − 20

50 − 30

I know that 7 − 3 = 4 therefore I know that 70 − 30 = 40.

I can subtract ones so I can subtract tens!
3 Thabatha.
Subtract.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>30 – 10 = 20</td>
<td>50 – 30 = 20</td>
<td>60 – 40 = 20</td>
</tr>
<tr>
<td>70 – 40 = 30</td>
<td>80 – 30 = 50</td>
<td>90 – 20 = 70</td>
</tr>
<tr>
<td>60 – 50 = 10</td>
<td>80 – 50 = 30</td>
<td>90 – 40 = 50</td>
</tr>
</tbody>
</table>

4 Sombulula ngokuzoba imifanekiso.
Solve by drawing pictures.

5 Thabatha.
Subtract.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>50 – 30 = 20</td>
<td>70 – 40 = 30</td>
<td>90 – 20 = 70</td>
</tr>
<tr>
<td>58 – 30 = 28</td>
<td>75 – 40 = 35</td>
<td>97 – 20 = 77</td>
</tr>
<tr>
<td>60 – 20 = 40</td>
<td>70 – 50 = 20</td>
<td>80 – 60 = 20</td>
</tr>
<tr>
<td>62 – 20 = 42</td>
<td>75 – 50 = 25</td>
<td>83 – 60 = 23</td>
</tr>
</tbody>
</table>

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**

In this row we count from 41 to 50!

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

**Ndiyazi 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.

<p>| | | | | | | | | | |</p>
<table>
<thead>
<tr>
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<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>41</td>
<td>42</td>
<td>43</td>
<td>44</td>
<td>45</td>
<td>46</td>
<td>47</td>
<td>48</td>
<td>49</td>
<td>50</td>
</tr>
</tbody>
</table>

1. **4 + 5 = 9**
   
   **44 + 5 = 49**
   
   **3 + 4 = 7**
   
   **43 + 4 = 47**
   
   **3 + 6 = 9**
   
   **43 + 6 = 49**

2. **9 – 4 = 5**
   
   **49 – 4 = 45**
   
   **8 – 3 = 5**
   
   **48 – 3 = 45**
   
   **6 – 3 = 3**
   
   **46 – 3 = 43**

3. **7 – 4 = 3**
   
   **47 – 4 = 43**
   
   **9 – 6 = 3**
   
   **49 – 6 = 43**
### Week 3 • Day 3

#### Adding 1s in bigger numbers

<p>| | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<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>55 + 4 = 59</td>
<td>52 + 6 = 58</td>
<td>55 + 5 = 60</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>54 + 3 = 57</td>
<td>51 + 5 = 56</td>
<td>57 + 2 = 59</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>57 - 2 = 55</td>
<td>59 - 4 = 55</td>
<td>53 - 3 = 50</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>58 - 4 = 54</td>
<td>57 - 5 = 52</td>
<td>59 - 6 = 53</td>
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</tbody>
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<tbody>
<tr>
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<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>62 + 3 = 65</td>
<td>64 + 4 = 68</td>
<td>65 + 5 = 70</td>
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</tr>
<tr>
<td>64 + 5 = 69</td>
<td>66 + 3 = 69</td>
<td>67 + 3 = 70</td>
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<td></td>
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</tr>
<tr>
<td>68 - 3 = 65</td>
<td>68 - 5 = 63</td>
<td>64 - 3 = 61</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>65 - 2 = 63</td>
<td>69 - 6 = 63</td>
<td>66 - 4 = 62</td>
<td></td>
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</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?

69 - 6 = 63

**USipho uphethe iilitha zamanzi ezingama-70. Uchitha iilitha ezi-5. Zingaphi iilitha eziselelo?**

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

70 - 5 = 65
Subtracting 1s in bigger numbers

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.
Kulo mgca sibala ukusukela kuma-71 ukuya kuma-80!
In this row we count from 71 to 80!

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

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

1. 5 + 4 = 9
   75 + 4 = 79
   72 + 4 = 76
   73 + 6 = 79

2. 8 - 4 = 4
   78 - 4 = 74
   79 - 7 = 72
   78 - 5 = 73

Ndiyazi ukuba u-8 - 4 = 4. Ngoko ke
ndiyazi ukuba u-78 - 4 = 74.
I know that 8 - 4 = 4
therefore I know that 78 - 4 = 74.
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>+3</td>
<td>+4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**3**

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

**4**

<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>+4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>92 + 4 = 96</th>
<th>94 + 3 = 97</th>
<th>96 + 4 = 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>95 + 5 = 100</td>
<td>96 + 2 = 98</td>
<td>93 + 3 = 96</td>
</tr>
<tr>
<td>96 – 3 = 93</td>
<td>98 – 5 = 93</td>
<td>95 – 3 = 92</td>
</tr>
<tr>
<td>97 – 2 = 95</td>
<td>99 – 7 = 92</td>
<td>96 – 6 = 90</td>
</tr>
</tbody>
</table>

**5**

**USam unamapetyu angama-81. Uphumelele ama-6 ngaphezulu. Mangaphi amapetyu anawo ngoku?**

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

\[ 81 + 6 = 87 \]

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

Asa has R98. She buys an apple for R5. How much money does she have now?

\[ 98 - 5 = 93 \]
Masithethe ngeMaths!
Let’s talk Maths!

In English we say:
Solve by drawing number pictures.

NgesiXhosa sithi:
Sombulula ngokuzoba imifanekiso yamanani.

Ndiyazi ukuba u-4 + 3 = 7 ngoko
ke ndiyazi ukuba u-40 + 30 = 70.
I know that 4 + 3 = 7 therefore
I know that 40 + 30 = 70.

Ndiyazi ukuba u-9 - 4 = 5 ngoko
ke ndiyazi ukuba u-90 - 40 = 50.
I know that 9 - 4 = 5 therefore
I know that 90 - 40 = 50.

Ndiyazi ukuba u-30 + 40 = 70 ngoko
ke ndiyazi ukuba u-35 + 40 = 75.
I know that 30 + 40 = 70 therefore
I know that 35 + 40 = 75.

Ndiyazi ukuba u-70 - 30 = 40 ngoko
ke ndiyazi ukuba u-76 - 30 = 46.
I know that 70 - 30 = 40 therefore
I know that 76 - 30 = 46.

1 Sebenzisa ipatheni ikuncede ekusombululeni ingxaki.
Solve using the pattern for help.

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

2 Sebenzisa ipatheni ikuncede ekusombululeni ingxaki.
Solve using the pattern for help.

| 20 + 30 = 50 | 50 + 20 = 70 | 70 - 40 = 30 | 60 - 20 = 40 |
| 26 + 30 = 56 | 58 + 20 = 78 | 75 - 40 = 35 | 63 - 20 = 43 |

3 Sebenzisa ipatheni ikuncede ekusombululeni ingxaki.
Solve using the pattern for help.

| 2 + 3 = 5 | 5 + 4 = 9 | 8 - 2 = 6 | 5 - 3 = 2 |
| 72 + 3 = 75 | 35 + 4 = 39 | 58 - 2 = 56 | 65 - 3 = 62 |

Draw 10 to show 10. Draw 0 to show 1.

\[
48 = 10 + 10 + 10 + 10 + 8
\]

5. Cazulula ibe ngama-10 noo-1.

Break down into 10s and 1s.

\[
\begin{align*}
53 &= 10 + 10 + 10 + 10 + 10 + 3 \\
49 &= 10 + 10 + 10 + 10 + 9
\end{align*}
\]


Solve.

\[
\begin{align*}
82 + 10 &= 92 \\
64 + 5 &= 69 \\
28 + 2 &= 30 \\
49 - 6 &= 43 \\
87 - 5 &= 82 \\
87 - 10 &= 60
\end{align*}
\]

7. Zingaphi iibhokisi?

How many boxes?

3

Zingaphi iikhrayoni?

How many crayons?

30

8. Abantwana ba-3, mingaphi iminwe?

3 children, how many fingers?

30

Abantwana ba-4, zingaphi iinzwane?

4 children, how many toes?

40

Abantwana ba-5, mingaphi iminwe?

5 children, how many fingers?

50

Abantwana bali-10, zingaphi iinzwane?

10 children, how many toes?

100
# Izibalo zentloko

- **Fizz Pop** – ukuphindana kabinini ukuya kuma-50

# Umdlalo

- Phindaphinda ngo-2

---

## Izixhobo

<table>
<thead>
<tr>
<th></th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Izibalo zentloko</strong></td>
<td>azikho</td>
</tr>
<tr>
<td>Fizz Pop – ukuphindana kabinini ukuya kuma-50</td>
<td>azikho</td>
</tr>
<tr>
<td><strong>Umdlalo</strong></td>
<td>iibloko</td>
</tr>
<tr>
<td>Phindaphinda ngo-2</td>
<td>iibloko</td>
</tr>
</tbody>
</table>

---

## Usuku

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

---

## Emva kwale veki umfundi kufuneka akwazi ukwenza oku:

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

---

## Uvavanyo

*(jonga kumaphepha angasemva esi sikhokelo)*

**Uvavanyo olubhalwayo:** Amanani, iindlela zokubaalo nolwalamanu – Ukuphindaphinda

**Uvavanyo oluthethwayo nolwenziwayo:** Uphatho lwedatha: ligrifu zemifanekiso: iipikthografu. *(Jonga ipikthografu ekwi-LAB, zokufunda)*
## 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** (see back pages of this guide)

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

**Oral and practical assessment:** Data Handling: pictographs. (Refer to the pictograph in the LAB, Resources)
Izibalo zentloko


Umdlalo


Uphuhliso iwengqiao

Siza kugxila kuphindaphindo kule veki. Abafundi baza kuqonda ukuba uphindaphindo lumalunga namaqela alinganayo, kwaye baza kusebenzisa ukubala okuqakathayo ukusombulula inxaki zophindaphindo. Kumsebenzi wethu wophindaphindo siza kugxila koku:

• ukusebenzisa ukubala okuqakathayo xa ubala ngoo-2, 5 nango-10. ukuphindaphindo alinganayo, ngoko kuneke abafundi bakwazi ukubala betsiba ngokuzithembe.
• ukuphindaphindo kabini amanani aphakathi kuka-0 nama-50. Abafundi baza kuqonda ukupa basombulule inxaki ngempumelelo.

Into emayiqatshelwe kule veki

• Bakhumbuze abafundi ukuba uphindaphindo luquka ukuphindlo amaqela alinganayo. Kufuneka abafundi bazithembe kubalo oluqakathayo ukuze basombulule ezi ngxaki ngokukhawuleza rangempumelelo.
• Bakhuthuze abafundi ukuba bathethe ngezivakalisi manani zophindaphindo kwaye bacakise isisombululo sabo sengxaki ukuze baphuhlise ukuqonda kwengqiao.
Mental Maths
This week we will play Fizz Pop with a focus on doubling. It is important for learners to practise doubling and to become efficient at using this calculation strategy. An understanding of doubling is necessary as learners begin to learn about multiplication.

Game
This week we play the game Multiply by 2! The purpose of this game is to provide learners with an opportunity to practise 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.

Concept development
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

<table>
<thead>
<tr>
<th>Dibanisa.</th>
<th>Thabatha.</th>
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<tbody>
<tr>
<td><strong>Add.</strong></td>
<td><strong>Subtract.</strong></td>
</tr>
<tr>
<td>(4 + 5 =)</td>
<td>(9 - 1 =)</td>
</tr>
<tr>
<td>(34 + 5 =)</td>
<td>(89 - 1 =)</td>
</tr>
<tr>
<td>(6 + 2 =)</td>
<td>(6 - 4 =)</td>
</tr>
<tr>
<td>(56 + 2 =)</td>
<td>(36 - 4 =)</td>
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<tr>
<td>(3 + 4 =)</td>
<td>(5 - 3 =)</td>
</tr>
<tr>
<td>(43 + 4 =)</td>
<td>(45 - 3 =)</td>
</tr>
<tr>
<td>(2 + 5 =)</td>
<td>(8 - 3 =)</td>
</tr>
<tr>
<td>(72 + 5 =)</td>
<td>(68 - 3 =)</td>
</tr>
<tr>
<td>(1 + 4 =)</td>
<td>(7 - 2 =)</td>
</tr>
<tr>
<td>(61 + 4 =)</td>
<td>(27 - 2 =)</td>
</tr>
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</table>

#### Usuku 2 Day 2

<table>
<thead>
<tr>
<th><strong>Add.</strong></th>
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</thead>
<tbody>
<tr>
<td>(4 + 5 =)</td>
</tr>
<tr>
<td>(34 + 5 =)</td>
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<tr>
<td>(6 + 2 =)</td>
</tr>
<tr>
<td>(56 + 2 =)</td>
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<tr>
<td>(3 + 4 =)</td>
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<tr>
<td>(43 + 4 =)</td>
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<td>(2 + 5 =)</td>
</tr>
<tr>
<td>(72 + 5 =)</td>
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<tr>
<td>(61 + 4 =)</td>
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#### Usuku 3 Day 3

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<tr>
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<tbody>
<tr>
<td>(2 + 6 =)</td>
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<td>(42 + 6 =)</td>
</tr>
<tr>
<td>(1 + 5 =)</td>
</tr>
<tr>
<td>(21 + 5 =)</td>
</tr>
<tr>
<td>(4 + 4 =)</td>
</tr>
<tr>
<td>(84 + 4 =)</td>
</tr>
<tr>
<td>(3 + 6 =)</td>
</tr>
<tr>
<td>(33 + 6 =)</td>
</tr>
<tr>
<td>(5 + 3 =)</td>
</tr>
<tr>
<td>(75 + 2 =)</td>
</tr>
</tbody>
</table>

#### Usuku 4 Day 4

<table>
<thead>
<tr>
<th><strong>Subtract.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(8 - 6 =)</td>
</tr>
<tr>
<td>(58 - 6 =)</td>
</tr>
<tr>
<td>(5 - 4 =)</td>
</tr>
<tr>
<td>(55 - 4 =)</td>
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<tr>
<td>(9 - 7 =)</td>
</tr>
<tr>
<td>(99 - 7 =)</td>
</tr>
<tr>
<td>(6 - 3 =)</td>
</tr>
<tr>
<td>(46 - 3 =)</td>
</tr>
<tr>
<td>(7 - 4 =)</td>
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<tr>
<td>(67 - 4 =)</td>
</tr>
</tbody>
</table>
Umfundi omnye unamhlo amangaphi?
How many eyes does one learner have?

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

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

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

**Groups of 2**

**Umdlalo: Phindaphinda u-2**
**Game: Multiply by 2**

- Yakha 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, “4 times 2 equals 8!”

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

| 3 × 2 = 6 | 5 × 2 = 10 | 7 × 2 = 14 |
| 4 × 2 = 8 | 9 × 2 = 18 | 10 × 2 = 20 |

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

| u-2 ophindwe ka-5 ngu-10. | 5 × 2 = 10 |
| u-2 ophindwe ka-7 ngu-14. | 7 × 2 = 14 |

___ times 2 equals ____.
    Mangaphi amehlo?  How many eyes?  12

    Mangaphi amehlo?  How many eyes?  18

    Zingaphi iilitha?  How many litres?  10

    Zingaphi iilitha?  How many litres?  16

Count in 2s to show the number of litres.

<table>
<thead>
<tr>
<th>iibotile bottles</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>iilitha litres</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
<td>12</td>
<td>14</td>
<td>16</td>
<td>18</td>
<td>20</td>
</tr>
</tbody>
</table>

5. Bala.
Calculate.

| 3 \times 2 = 6 | 5 \times 2 = 10 | 6 \times 2 = 12 | 2 \times 2 = 4 |
| 1 \times 2 = 2 | 4 \times 2 = 8  | 8 \times 2 = 16 | 10 \times 2 = 20 |

Groups of 2  Week 4 • Day 1
Doubling

Lelaphi inani endilizobileyo?
What number have I drawn?

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

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 times 2 equals 50.

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

IVEKI 4 • USUKU 2

Umdalo: Phinda kabini

Game: Double

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

2 × 4 = 8

   Show using your number towers. Then solve.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3 × 2 = 6</td>
<td>5 × 2 = 10</td>
<td>11 × 2 = 22</td>
<td></td>
</tr>
<tr>
<td>12 × 2 = 24</td>
<td>9 × 2 = 18</td>
<td>10 × 2 = 20</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>u-4 ophindwe ka-2 ngu-8.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Double 4 is 8.</td>
</tr>
<tr>
<td>2 × 4 = 8</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>u-8 ophindwe ka-2 ngu-16</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Double _____ is _____.</td>
</tr>
<tr>
<td>2 × 8 = 16</td>
<td></td>
</tr>
</tbody>
</table>
Doubling

3. Calculate:

<table>
<thead>
<tr>
<th>4 × 2</th>
<th>40 × 2</th>
<th>21 × 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 × 2 = 8</td>
<td>40 × 2 = 80</td>
<td>21 × 2 = 42</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3 × 2</th>
<th>30 × 2</th>
<th>12 × 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 × 2 = 6</td>
<td>30 × 2 = 60</td>
<td>12 × 2 = 24</td>
</tr>
</tbody>
</table>

4. Bala. Calculate:

<table>
<thead>
<tr>
<th>2 × 2 = 4</th>
<th>3 × 2 = 6</th>
<th>4 × 2 = 8</th>
<th>5 × 2 = 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 × 2 = 40</td>
<td>30 × 2 = 60</td>
<td>40 × 2 = 80</td>
<td>50 × 2 = 100</td>
</tr>
<tr>
<td>6 × 2 = 12</td>
<td>8 × 2 = 16</td>
<td>10 × 2 = 20</td>
<td>12 × 2 = 24</td>
</tr>
<tr>
<td>7 × 2 = 14</td>
<td>9 × 2 = 18</td>
<td>11 × 2 = 22</td>
<td>13 × 2 = 26</td>
</tr>
</tbody>
</table>
**Amaqela ama-10**

Mingaphi iminwe yomfundzi omnye?
How many fingers does one learner have?

Ngoko ke, ukuba sibanafundzi abasi-7 mingaphi iminwe esinayo iyonke?
So, if we have 7 learners, how many fingers do we have altogether?

Ndibonise amaqela asi-7 eebloko ezili-10.
Show me 7 groups of 10 blocks.

Singabonisa amaqela asi-7 ukokuhala isivakalisi manani $7 \times 10 = 70$.
We can show 7 groups of 10 by writing the number sentence $7 \times 10 = 70$.

Sithi i-10 eliphindwe kasi-7 lenza ama-70.
We say 7 times 10 equals 70.

Nika abafundi amathuba okusebenza ngamaqela ama-10. Bahkuthaze ukuba babhale kwaye bathethe ngezivakalisi manani ukuze baphuhlise isakhono sabo sokubhala nokusebenza ngezivakalisi manani zophindaphindo.

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

**Umdlalo: Phindaphinda nge-10**
Game: Multiply by 10

- Zilungiselele ngokwakha i inocchoyi ze-10 ngeebloko ezili-10. Prepare by building 10 towers of 10 blocks.
- Utitshala wakho ubiza inani. Your teacher calls a number.
- Thatha i inocchoyi 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 times 4 is 40”.

1. **Bonisa ngoenchoyi zakho zamanani. Bala emva koko.**
Show using your number towers. Then calculate.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3 × 10 = 30</td>
<td>5 × 10 = 50</td>
</tr>
<tr>
<td>4 × 10 = 40</td>
<td>9 × 10 = 90</td>
</tr>
<tr>
<td>7 × 10 = 70</td>
<td>10 × 10 = 100</td>
</tr>
</tbody>
</table>

2. **Gqibezela isivakalisi manani.**
Complete the number sentence.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10 × 5 = 50</td>
<td>10 × 3 = 30</td>
</tr>
</tbody>
</table>

10, 20, 30, 40

10 times 4 is 40!
IVEKI 4 • USUKU 3

Amaqela ama-10

3

<table>
<thead>
<tr>
<th>iibhokisi</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>boxes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>50</td>
</tr>
</tbody>
</table>

Zingaphi iibhokisi?
How many boxes?
5

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

Zingaphi iikhrayoni?
How many crayons?
50

4

Zingaphi ii-emele?
How many buckets?
5

Zingaphi ii-emele?
How many buckets?
7

Zingaphi iilitha?
How many litres?
50

Zingaphi iilitha?
How many litres?
70

5

Bala.
Calculate.

<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>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>×</td>
<td>10</td>
<td>=</td>
<td>30</td>
<td></td>
<td>5</td>
<td>×</td>
<td>10</td>
<td>=</td>
<td>50</td>
</tr>
<tr>
<td>1</td>
<td>×</td>
<td>10</td>
<td>=</td>
<td>10</td>
<td></td>
<td>4</td>
<td>×</td>
<td>10</td>
<td>=</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Xa ndiphindaphinda nge-10, ndibala ngama-10.
When I multiply by 10, I count in 10s.

Groups of 10  Week 4 • Day 3
IZIBALO
ZENTLOKO
MENTAL MATHS
FIZZ POP –
UKUPHINDA KABINI!
FIZZ POP – DOUBLING!
UMDLALO
GAME
UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT
AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Ukuba sinemicu yezitoki ezili-9, zingaphi izitoki ezikhoyo?
If we have 9 strips, then how many lollipops are there?

Zingaphi izitoki ezikhoyo kumcu o-1.
How many lollipops are there in 1 strip?

45, kuba sinemicu eli-9 yezitoki enezitoki ezi-5 umnye.
45 because we have 9 lollipop strips with 5 lollipops in each.

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

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

Umdlalo: Phindaphinda ngesi-5
Game: Multiply by 5

- Zilungiselele 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 times 4 is 20”.

   Show using your number towers. Then calculate.

   | 3 × 5 = 15 | 5 × 5 = 25 | 7 × 5 = 35 |
   | 4 × 5 = 20 | 9 × 5 = 45 | 10 × 5 = 50 |

2. Gqibezela isivakalisi manani.
   Complete the number sentences.

   | 5 × _5_ = 25 | 5 × _3_ = 15 | 5 × _8_ = 40 |
### Groups of 5

#### 3 Izandla? Hands?

<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>5</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>25</td>
<td>30</td>
<td>35</td>
<td>40</td>
<td>45</td>
<td>50</td>
</tr>
</tbody>
</table>

#### 4 Mingaphi iminwe?
How many fingers?

<table>
<thead>
<tr>
<th>izandla</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>hands</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iminwe</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>25</td>
<td>30</td>
<td>35</td>
<td>40</td>
<td>45</td>
<td>50</td>
</tr>
</tbody>
</table>

#### 5 Zingaphi iimbiza?
How many pots?

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

#### 6 Zingaphi iilitha?
How many litres?

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

#### 6 Bala.
Calculate.

| 3 × 5 = | 15 |
| 5 × 5 = | 25 |
| 6 × 5 = | 30 |
| 2 × 5 = | 10 |
| 1 × 5 = | 5 |
| 4 × 5 = | 20 |
| 8 × 5 = | 40 |
| 10 × 5 = | 50 |
**Masithethe ngeMaths!**

Let’s talk Maths!

<table>
<thead>
<tr>
<th>NgesiXhosa sithi:</th>
<th>In English we say:</th>
</tr>
</thead>
<tbody>
<tr>
<td>amaqela alinganayo</td>
<td>equal groups</td>
</tr>
<tr>
<td>Umntwana omnye uneendlebe ezi-2.</td>
<td>One child has 2 ears.</td>
</tr>
<tr>
<td>Abantwana aba-5 baneendlebe ezili-10.</td>
<td>5 children have 10 ears.</td>
</tr>
<tr>
<td>Amagela amaahanu ezibini enza ishumi.</td>
<td>Five groups of two is ten.</td>
</tr>
<tr>
<td>Kukho izibini ezi-5 kwini-10.</td>
<td>There are 5 twos in 10.</td>
</tr>
<tr>
<td>Ii-emele enye ineelitha ezili10.</td>
<td>One bucket has 10 litres.</td>
</tr>
<tr>
<td>Ii-emele ezi-4 zineelitha ezingama-40.</td>
<td>4 buckets have 10 litres.</td>
</tr>
<tr>
<td>Amaqela amane eshumi enza amashumi amane.</td>
<td>Four groups of ten is forty.</td>
</tr>
<tr>
<td>Kukho amashumi ama-4 kuma-40.</td>
<td>There are 4 tens in 40.</td>
</tr>
</tbody>
</table>

1. **Bala.**
   Calculate.

<table>
<thead>
<tr>
<th>Zingaphi iijagi?</th>
<th>Zingaphi ililitha?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many jugs?</td>
<td>How many litres?</td>
</tr>
<tr>
<td>9</td>
<td>18</td>
</tr>
</tbody>
</table>

2. **Bala.**
   Calculate.

   | 3 x 5 = 15 | 7 x 5 = 35 | 5 x 5 = 25 | 6 x 5 = 30 |
   | 9 x 5 = 45 | 2 x 5 = 10 | 4 x 5 = 20 | 8 x 5 = 40 |

3. **Bala.**
   Calculate.

   | 4 x 10 = 40 | 6 x 10 = 60 | 9 x 10 = 90 | 8 x 10 = 80 |
   | 7 x 10 = 70 | 3 x 10 = 30 | 5 x 10 = 50 | 2 x 10 = 20 |
### Assessment and consolidation

#### 4. Zoba 10 ukuze ubonise i-10. Zoba 0 ukuze ubonise u-1.

Draw 10 to show 10. Draw 0 to show 1.

<table>
<thead>
<tr>
<th>36</th>
<th>10</th>
<th>10</th>
<th>10</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>52</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

#### 5. Cazulula ibe ngama-10 noo-1.

Break down into 10s and 1s.

\[
78 = 10+10+10+10+10+10+8
\]

\[
53 = 10+10+10+10+10+3
\]


Solve.

| 63 + 6 = 69 | 92 + 5 = 97 | 67 + 3 = 70 |
| 59 – 5 = 54 | 78 – 4 = 74 | 50 – 3 = 47 |
| 34 + 30 = 64 | 56 – 20 = 36 | 45 + 40 = 85 |

#### 7. Ngubani inani?

What is the number?

Gqibezela iheshthege! Complete the hashtag!

\[
\begin{align*}
10 & \quad 10 \\
10 & \quad 10 \\
\end{align*}
\]

\[
\begin{align*}
53 & \\
62 & 63 & 64 \\
73 & \\
\end{align*}
\]

Cwangcisa uqale kwencinci uye kwenkulu. Order from small to big.

\[
\begin{align*}
54 & \quad 45 & \quad 15 \\
15 & \quad 45 & \quad 54 \\
\end{align*}
\]

#### 8. Isiqingatha okanye ihafu:

Half:

| 10 | 5 | 11 | \(5\frac{1}{2}\) |

Phinda kabini:

Double:

| 10 | 20 | 11 | 22 |
### Ukudibanisa nokuthabatha ngemigcamanani

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

<table>
<thead>
<tr>
<th>Umdlalo: IMath ekhawulezayo ngamakhadi – thabatha kwi-10</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>amakhadi amanani 0 – 10</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 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 umfundi kufuneka akwazi ukwenza oku:**

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

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

**Uvavanyo olubhalwayo:** Amanani, iindlela zokubala nolwalamano – Ukudibanisa nokuthabatha neepatheni zamanani
## Adding and subtracting with number lines

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

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>add and subtract ones to/from two-digit numbers (without bridging the ten) using a number line.</td>
<td>✓</td>
</tr>
<tr>
<td>add and subtract ones to/from two-digit numbers (bridging the ten) using a number line.</td>
<td></td>
</tr>
<tr>
<td>solve problems by making a ten (addition and subtraction).</td>
<td></td>
</tr>
</tbody>
</table>

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

**Written assessment:** Numbers, operations and relationships – Addition and subtraction and patterns
**Izibalo zentloko**
Kule veki siza kugxila ekubekeni inani elikhulu kuqala ukuze sisombulule iingxaki ngempumelelo. Abafundi baza kufumanisa ukuba bangazisombulula iingxaki ngokukhawuleza ukuba baqala ukuba kwinani elikhulu.

**Umdlalo**

**Uphuhliso iwengqiqo**
Kule veki siza kugxila kwiingxaki zokudibanisa nokuthabatha usebenzisa umgcamanani. Abafundi baza kusombulula iingxaki ngaphandle kokwelela ngaphaya kwe-10, baphinde bazisombulule bewelela ngaphaya kwe-10. Kumsebenzi wethu wokudibanisa nokuthabatha siza kujolisa koku:
- ukudibanisa nokuthabatha imivo kumanani anemivo emibini (ungaweleli ngaphaya kweshumi) usebenzisa umgcamanani.
- ukudibanisa nokuthabatha imivo kumanani anemivo emibini (uwele ngaphaya kweshumi) usebenzisa umgcamanani
- sombulula iingxaki ngokwenza ishumi (ukudibanisa nokuthabatha)

**Into emayiqatshelwe kule veki**
- Xa besenze ishumi kwiingxaki zokudibanisa, abafundi baya kuqaphela ukuba kuyakhawuleza kwanje 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 kokugqibezela ingxaki.
Adding and subtracting with number lines

**Mental Maths**
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**
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.

**Concept development**
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.

Practise 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 kwi-14 ubale uye phambili ka-5.
You start at 14 and count on 5.

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

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


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.
### Umdlalo: iMaths ekuhuleza amakhadi - thabatha kwi-10!

**Game: Fast maths with cards - subtract from 10!**

- **Beka amakhadi amanani 0–10 abe sisicuku.**
  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 ngokuhwuleza kwisicuku sakho.**
  Now work through the pile faster.

### Sombulula. Sebenzisa umgcamanani ukuncede.

Solve. Use the number line for help.

<table>
<thead>
<tr>
<th>1 + 3 = 4</th>
<th>3 + 4 = 7</th>
<th>5 – 1 = 4</th>
<th>6 – 4 = 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 + 3 = 24</td>
<td>23 + 4 = 27</td>
<td>25 – 1 = 24</td>
<td>26 – 4 = 22</td>
</tr>
<tr>
<td>25 + 3 = 28</td>
<td>24 + 5 = 29</td>
<td>29 – 3 = 26</td>
<td>28 – 4 = 24</td>
</tr>
<tr>
<td>22 + 8 = 30</td>
<td>22 + 6 = 28</td>
<td>28 – 6 = 22</td>
<td>29 – 5 = 24</td>
</tr>
</tbody>
</table>

### USizwe unamapetyu angama-29. Uphe umhlombo wakhe asi-7. Mangaphi amapetyu anawo ngoku uSizwe?

Sizwe has 29 marbles. He gave 7 to his friend. How many marbles does Sizwe have now?

\[29 - 7 = 22\]
3 Sombulula. Sebenzisa umgcamanani ukuncede.
Solve. Use the number line for help.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>30 + 4 = 34</td>
<td>35 + 3 = 38</td>
<td>39 – 3 = 36</td>
<td>34 – 3 = 31</td>
<td></td>
</tr>
<tr>
<td>32 + 5 = 37</td>
<td>36 + 3 = 39</td>
<td>37 – 4 = 33</td>
<td>40 – 6 = 34</td>
<td></td>
</tr>
<tr>
<td>33 + 5 = 38</td>
<td>34 + 6 = 40</td>
<td>40 – 4 = 36</td>
<td>36 – 4 = 32</td>
<td></td>
</tr>
</tbody>
</table>

4 UTata uJola unomhlambi weenkomo ezingama-32. Uthenge ezinye iinkomo ezi-6. Zingaphi iinkomo azonazo ngoku?
Tata Jola had 32 head of cattle. He bought 6 more. How many cows does he have now?

\[ 32 + 6 = 38 \]

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

\[ 38 - 4 = 34 \]

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

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>40 + 8 = 48</td>
<td>43 + 3 = 46</td>
<td>49 – 2 = 47</td>
<td>48 – 4 = 44</td>
<td></td>
</tr>
<tr>
<td>44 + 5 = 49</td>
<td>45 + 3 = 48</td>
<td>50 – 5 = 45</td>
<td>49 – 6 = 43</td>
<td></td>
</tr>
<tr>
<td>42 + 5 = 47</td>
<td>43 + 7 = 50</td>
<td>50 – 8 = 42</td>
<td>48 – 7 = 41</td>
<td></td>
</tr>
</tbody>
</table>

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

WEEK 5 • DAY 2

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

\[
\begin{array}{c}
50 + 4 = 54 & 55 + 3 = 58 & 58 - 2 = 56 & 54 - 4 = 50 \\
54 + 5 = 59 & 56 + 2 = 58 & 57 - 5 = 52 & 60 - 3 = 57 \\
\end{array}
\]

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

\[57 - 4 = 53\]

Ikwayala yesikolo ibinabantwana abangama-52 kunyaka ophelileyo. Kulo nyana inabantwana aba-5 ngaphezulu. Bangaphi abantwana abasekwayaleni kulo nyaka?
The school choir had 52 children last year. This year it has 5 more. How many children are in the choir this year?

\[52 + 5 = 57\]
Adding and subtracting 1s in bigger numbers

Solve. Use the number line for help.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>70 + 5 =</td>
<td>76 + 3 =</td>
<td>80 − 3 =</td>
<td>74 − 3 =</td>
</tr>
<tr>
<td>72 + 4 =</td>
<td>75 + 2 =</td>
<td>77 − 4 =</td>
<td>80 − 6 =</td>
</tr>
<tr>
<td>75 + 5 =</td>
<td>74 + 6 =</td>
<td>80 − 4 =</td>
<td>76 − 4 =</td>
</tr>
</tbody>
</table>

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

98 − 5 = 93

UShona unamapetyu angama-98. Uphe umhlolo wakhe asi-7. Mangaphi amapetyu anawo ngoku?
Shona has 98 marbles. He gives 7 to his friend. How many marbles does he have now?

98 − 7 = 91

Solve. Use the number line for help.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>90 + 8 =</td>
<td>95 + 3 =</td>
<td>99 − 2 =</td>
<td>98 − 4 =</td>
</tr>
<tr>
<td>94 + 5 =</td>
<td>96 + 3 =</td>
<td>100 − 5 =</td>
<td>99 − 6 =</td>
</tr>
<tr>
<td>93 + 5 =</td>
<td>93 + 7 =</td>
<td>100 − 8 =</td>
<td>98 − 7 =</td>
</tr>
</tbody>
</table>

Adding and subtracting 1s in bigger numbers
Phinda la manyathelo ongasentla usebenzise amanani ahlukileyo ukuze abafundi babe namathuba aliqela okuziqhelisa ukusombulula iingxaki ezivelela ngaphaya kwe-10.

Repeat the steps above, using different numbers so that learners have multiple opportunities to practise solving addition problems that bridge 10.
Bonisa kudityaniswa njani.
Show how to add.

**26 + 6**

- Add 4 to 26.
- Add 2 to 30.
- Total is 32.

**25 + 7**

- Add 5 to 25.
- Add 2 to 30.
- Total is 32.

**28 + 7**

- Add 2 to 28.
- Add 5 to 30.
- Total is 35.

**24 + 8**

- Add 6 to 24.
- Add 2 to 30.
- Total is 32.

**27 + 6**

- Add 3 to 27.
- Add 3 to 30.
- Total is 33.

**25 + 8**

- Add 5 to 25.
- Add 3 to 30.
- Total is 33.
2. Dibanisa ubonise kungcamanani.

Add by showing on the number line.

27 + 8

28 + 6

27 + 5

26 + 7

35 + 8

37 + 5

38 + 9

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

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


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

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

Siyazi ukuba isi-8 siyafana nesi-5 sidibene nesi-3, ngoko ke sifumana oku.

We know that 8 is the same as 5 and 3 so this is what we get.

Repeat the steps above, using different numbers so that learners have multiple opportunities to practise solving subtraction problems that bridge 10.
Masithabathe ngokukhawuleza!

Let's subtract more quickly!

1. Bonisa kuthatyathwa njani.
   Show how to subtract.

   - **32 – 7**
     - $25 - 5 \rightarrow 30 - 2 \rightarrow 32$
   - **34 – 8**
     - $26 - 4 \rightarrow 30 - 4 \rightarrow 34$
   - **35 – 7**
     - $28 - 2 \rightarrow 30 - 5 \rightarrow 35$
   - **33 – 9**
     - $24 - 6 \rightarrow 30 - 3 \rightarrow 33$
   - **44 – 8**
     - $36 - 4 \rightarrow 40 - 4 \rightarrow 44$
   - **45 – 8**
     - $37 - 3 \rightarrow 40 - 5 \rightarrow 45$


diagram:

- **32 – 7**
  - $25 - 5 \rightarrow 30 - 2 \rightarrow 32$
- **34 – 8**
  - $26 - 4 \rightarrow 30 - 4 \rightarrow 34$
- **35 – 7**
  - $28 - 2 \rightarrow 30 - 5 \rightarrow 35$
- **33 – 9**
  - $24 - 6 \rightarrow 30 - 3 \rightarrow 33$
- **44 – 8**
  - $36 - 4 \rightarrow 40 - 4 \rightarrow 44$
- **45 – 8**
  - $37 - 3 \rightarrow 40 - 5 \rightarrow 45$

---

**Note:**

- Ndiqala kuma-32.
  - I-10 elidululeyo ngu-30.
  - Ndithabatha u-2 ukuze ndiye ku-30.
  - Kufuneka ndithabathe ezisi-7.
  - $7 - 2 = 5$
  - I start at 32.
  - The previous 10 is 30.
  - I subtract 2 to visit the 30.
  - I have to subtract 7.
  - $7 - 2 = 5$
Let’s subtract more quickly!

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

- $33 - 8 = 25$
- $32 - 6 = 26$
- $33 - 8 = 25$
- $35 - 8 = 27$
- $34 - 5 = 29$
- $33 - 5 = 28$
- $36 - 9 = 27$

Let’s subtract more quickly!
Masithethe ngeMaths!
Let’s talk Maths!

NgesiXhosa sithi:

Ukudibanisa: iinxalenye ezimbini zenza into enye epheleleyo.

Ukudibanisa: amanani amabini ayadibana ukuze enze itotali (isiphumo).

ULwazi ufunda maphepha ali-10.

USindi ufunda amaphepha angama-20.

Mangaphi amaphepha abawafundileyo edibene?

In English we say:

Addition: two parts come together to make the whole.

Addition: two numbers come together to make a total.

Lwazi reads 10 pages. Sindi reads 20 pages. How many pages do they read altogether?

1 Dibanisa ubonise kungcamanani.
Add by showing on the number line.

\[ 28 + 6 = 34 \]

\[ 46 + 7 = 53 \]

\[ 47 + 4 = 51 \]

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

\[ 32 - 6 = 24 \]

\[ 53 - 7 = 46 \]

\[ 55 - 8 = 47 \]
WEEK 5 • DAY 5
Assessment and consolidation

3 Abantwana ba-3, mangaphi amehlo?
3 children, how many eyes?

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

Iibhayiselile zi-4, mangaphi amavili?
4 bicycles, how many wheels?

8 Abantwana bali-10, zingaphi izandla?
10 children, how many hands?

4 Zingaphi iibhotile?
How many bottles?

Zingaphi iilitha?
How many litres?

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

ngeeulekese ezi-3
3 sweets
R6

ngeeulekese ezi-5
5 sweets
R10

ngeeulekese ezi-6
6 sweets
R12

ngeeulekese ezili-10
10 sweets
R20

6 Zingaphi iingqekembe?
How many coins?

Zingaphi iiRandi?
How many Rands?

7 Isiqingatha okanye ihafu:
Half:

10 5 11 5\frac{1}{2} 10 20 11 22

12 6 13 6\frac{1}{2} 12 24 13 26

14 7 15 7\frac{1}{2} 14 28 15 30

Phinda kabini:
Double:

8 Ngubani inani?
What is the number?

What is the number?
### Ubunzima

<table>
<thead>
<tr>
<th>Izixhobo zentloko: Dibanisa amashumi!</th>
<th>azikho</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umdlalo: IMath ekhawulezayo ngamakhadi – isiqingatha (iHafu)</td>
<td>amakhadi amanani 1 – 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>Ukuthelekisa ubunzima</td>
<td>iLAB, izinto zaseklasini, isikali esenziwe ekhaya</td>
</tr>
<tr>
<td>2</td>
<td>Ukuthelekisa ubunzima</td>
<td>iLAB, izinto zaseklasini, isikali esenziwe ekhaya, iibloko, izibalisi</td>
</tr>
<tr>
<td>3</td>
<td>Ukulinganisela ubunzima</td>
<td>iLAB, izinto zaseklasini, isikali esenziwe ekhaya, iibloko, izibalisi</td>
</tr>
<tr>
<td>4</td>
<td>Ukulinganisela ubunzima</td>
<td>iLAB, i-1 kg yengxowa yomgubo, iibokisi/iipakethe zemveliso ethengiswayo ezinobunzima obungange-1 kg, isikali segumbi lokuhlambela</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanyo olujolise ekufundeni</td>
<td>LAB</td>
</tr>
</tbody>
</table>

### Emva kwale veki umfundikukwenza akwazi ukwenza oku:

- ukusebenzisa ulwimi oluchanekileyo xa ethetha ngothelekiso lobunzima (inzima, ikhaphukhaphu, inzinyana kunza-, ikhaphukhaphu kuna-)
- ukuqikelela, ukulinganisela, ukuthethiskila, ukucwangcisa nokurekhodisha ubunzima esebenzisa imilinganiselo engekho mgangathweni njengenxelenye yokulinganisela okungekho sesikweni.
- ukuqikelela, ukulinganisela, ukuthethiskila, ukucwangcisa nokurekhodisha ubunzima besebenzisa iikhilogram njengeyunithi esemgangathweni yokulinganisela.

### Uvavanyo

- (jonga kumaphepha angasemva esi sikhokelo)
- Uvavanyo olubhalawayo: Umlinganisela – Ubunzima
## Mass

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Comparing mass</td>
<td>LAB, classroom items, home-made balance scale</td>
</tr>
<tr>
<td>2</td>
<td>Comparing mass</td>
<td>LAB, classroom items, home-made balance scale, multifix blocks, counters</td>
</tr>
<tr>
<td>3</td>
<td>Measuring mass</td>
<td>LAB, classroom items, home-made balance scale, multifix blocks, counters</td>
</tr>
<tr>
<td>4</td>
<td>Measuring mass</td>
<td>LAB, 1 kg bag of flour, commercial produce boxes/packets with masses in kg, bathroom scale.</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 relevant language to talk about comparison of mass (heavy, light, heavier, lighter).
- estimate, measure, compare, order and record mass using non-standardised measures as part of informal measuring.
- estimate, measure, compare, order and record mass using kilograms as the standard unit of measurement.

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

**Written assessment:** Measurement – Mass
Ubunzima

Izibalo zentloko

Umdlalo

Uphuhliso iwengqiqo
Kule veki sigxila ekusebenzeni ngeeyunithi ezingekho mgangathweni ukubethelele ulwazi lwabafundi lwengqiqo yobunzima. Oku kukwabanceda baqonde ukuba kufuneka sibe neeyunithi ezisemgangathweni ukuze silinganisele ubunzima. Ngoko ke sipalayo iyunithi esemgangathweni ikhilogram. Abafundi kufuneka bakwazi ukufunda nesemgangathweni esimzinga esemgangathweni yobunzima esimele ntoni. Siza kujolisa koku:
• ukuqikelela, ukulinganisela, ukucwangcisa nokurekhodisha ubunzima besebenzisa imilinganiselo engekho mgangathweni njengenxalenye yokulinganisela okunegde sesikweni.
• ukuqikelela, ukulinganisela, ukucwangcisa nokurekhodisha ubunzima eseyemgangathweni esemgangathweni yokulinganisela.

Into emayiqatshelwe kule veki
• Ungazenzela esakho isikalike ukalinganisela kwizifundo zobunzima ngokusebenzisa ihengara yeemphala, umtya kunye njezikhongozekile zeyogathi zeplastiki ezinzima.
• Nceda abafundi njengokuba besiya phambili nezifundo, ukusuka ekusebenziseni iyunithi ezingekho sesikweni zomlinganiselo ukuya ekufundeni ngeeyunithi ezingekathweni. Kubalulekile ukuba baxoxe ngexabiso leyunithi esemgangathweni, kune nokuqikela abafundi amathuba okuqonda indlela eza kunceda wonke umntu afumane umlinganiselo ofanayo wento ekhoyo.
• Isigama esibalulekileyo: ikhaphukhaphu, izimba, linganisela, ubunzima, izimba kuna-, ikhaphukhaphu kuna-, isikalike, ikhilogram.
Mass

**Mental Maths**
This week we will practise adding a multiple of 10 to a given number. The teacher writes 2-digit numbers on the board and then calls out a multiple of 10 to add to the given number. Learners must answer as fast as possible. Learners will consolidate what they have learnt about adding tens.

**Game**
This week the game provides opportunities for the learners to halve numbers. Learners flip over a 1 – 20 card and then halve the number that is shown. This game will help learners to practise halving quickly and easily. If you think that your learners are not ready to work comfortably with halving odd numbers, let them play with even numbers only.

**Concept development**
This week we focus on working with non-standard units to consolidate learners’ understanding of the concept of mass. It also helps them realise that we need standard units to measure mass. We then introduce the standard unit of a kilogram. Learners should be able to read measurements given in kilograms and understand approximately what they represent. We will focus on:
- estimating, measuring, comparing, ordering and recording mass using non-standardised measures as part of informal measuring.
- estimating, measuring, comparing, ordering and recording mass using kilograms as the standard unit of measurement.

**What to look out for this week**
- You can make your own balance scale for the lessons on mass by using a coat hanger, string and two plastic yoghurt tubs.
- Help learners to move through the progression of learning, from the use of informal units of measurement through to the introduction of standard units. It is important to discuss the value of the standard unit, and to provide opportunities for learners to realise how this will allow everyone to get the same measurement for an object.
- Important vocabulary: light, heavy, measure, mass, heavier than, lighter than, scale, kilogram.
Abafundi baziqhelisa ukudibanisa isiphindwa seshumi kwinani elinikiweyo.
Learners practise adding a multiple of 10 to a given number.
Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.
Comparing mass

Imisetyenzana yokutyebisa • Enrichment activities

<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>Dibanisa.</strong></td>
</tr>
<tr>
<td><strong>Add.</strong></td>
<td><strong>Add.</strong></td>
</tr>
<tr>
<td>37 + 11 =</td>
<td>46 + 13 =</td>
</tr>
<tr>
<td>21 + 43 =</td>
<td>25 + 24 =</td>
</tr>
<tr>
<td>45 + 24 =</td>
<td>31 + 33 =</td>
</tr>
<tr>
<td>60 + 15 =</td>
<td>58 + 11 =</td>
</tr>
<tr>
<td>18 + 51 =</td>
<td>60 + 15 =</td>
</tr>
<tr>
<td>58 + 10 =</td>
<td>17 + 52 =</td>
</tr>
<tr>
<td>42 + 16 =</td>
<td>29 + 40 =</td>
</tr>
<tr>
<td>24 + 24 =</td>
<td>38 + 21 =</td>
</tr>
<tr>
<td>15 + 32 =</td>
<td>65 + 10 =</td>
</tr>
<tr>
<td>33 + 42 =</td>
<td>41 + 28 =</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>Dibanisa.</strong></td>
</tr>
<tr>
<td><strong>Add.</strong></td>
<td><strong>Add.</strong></td>
</tr>
<tr>
<td>44 + 21 =</td>
<td>21 + 8 =</td>
</tr>
<tr>
<td>17 + 52 =</td>
<td>37 + 22 =</td>
</tr>
<tr>
<td>22 + 36 =</td>
<td>26 + 41 =</td>
</tr>
<tr>
<td>59 + 10 =</td>
<td>52 + 17 =</td>
</tr>
<tr>
<td>21 + 38 =</td>
<td>48 + 11 =</td>
</tr>
<tr>
<td>47 + 11 =</td>
<td>13 + 53 =</td>
</tr>
<tr>
<td>19 + 40 =</td>
<td>49 + 20 =</td>
</tr>
<tr>
<td>35 + 23 =</td>
<td>35 + 32 =</td>
</tr>
<tr>
<td>24 + 44 =</td>
<td>26 + 42 =</td>
</tr>
<tr>
<td>61 + 14 =</td>
<td>60 + 15 =</td>
</tr>
</tbody>
</table>
Ukuthelekisa ubunzima

**UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT**

1. Iglu izima kunepenisile. The glue stick is heavier than the pencil.

2. Ewe! Iglu izima kunepenisile. Ijinga ngezantsi esikalini. Yes! The glue stick is heavier than the pencil. It hangs lower on the scale.

3. Idasta yebhodi izima kunepenisile. The board duster is heavier than the pencil.

4. Yeyiphi izima iyeyiphi ekhaphukhaphu? Which is heavier and which is lighter?

5. Ipenisile ikhaphukhaphu kuneglu, kwaye iglu ikhaphukhaphu kunedasta yebhodi. Ngoko ke ipenisile ikhaphukhaphu kunedasta yebhodi. The pencil is lighter than the glue stick, and the glue stick is lighter than the board duster. So, the pencil is lighter than the board duster.

Nika abafundi amathuba aliqela okuqikelela nokuthelekisa ubunzima bezinto zaseklasini basebenzise isikali sasekhaya sokulinganisela. Bachazele abafundi ukuba zithelekiswa njani izinto ezintathu.

Allow the learners multiple opportunities to estimate and then compare the mass of classroom items using the home-made balance scale. Explain to learners how the comparison of mass for 3 items works.
Comparing mass

**Umdlalo: IMath ekhawulezayo ngamakhadi – ukwahlula kubini**

Game: Fast maths with cards – halving

- Sebenzisa amakhadi amanani akho 0–20. Use your 0–20 number cards.
- Phinda uzame kwakhona. Khawulezisa! Try again. Faster!

1 Jonga imifanekiso uze ubhale igama elichanekileyo: Look at the pictures and fill in the correct words:

<table>
<thead>
<tr>
<th>ikhaphukhaphu kuna-</th>
<th>inzima kuna-</th>
<th>ziyafana</th>
</tr>
</thead>
<tbody>
<tr>
<td>lighter than</td>
<td>heavier</td>
<td>the same as</td>
</tr>
</tbody>
</table>

Isingxobo sepenisile sinzima kuna-apile. The pencil case is heavier than the apple.

Iorenji i________ kuneapile. The orange is the same as the apple.

Isingxobo sepenisile si________ kuneorenji. The pencil case is ______heavier than________ the orange.
Ukutheleka ubunzima

Comparing mass

### Week 6 • Day 1

1. Look at the balance scales and fill in the word **heavier** or **lighter**.

<table>
<thead>
<tr>
<th>Ubhaka u____________________ kunencwadi.</th>
<th>Isingxobo sepenisile si____________________ kunencwadi.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The bag is <strong>heavier than</strong> the book.</td>
<td>The pencil case is <strong>lighter than</strong> the book.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Isingxobo sepenisile si____________________ kunobhaka.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The pencil case is <strong>lighter than</strong> the bag.</td>
</tr>
</tbody>
</table>

2. Jonga izikali zokulinganisela uze ufakele igama elithi inzima okanye ikhaphukhaphu.

Look at the balance scales and fill in the word **heavier** or **lighter**.

<table>
<thead>
<tr>
<th>Iapile linzima kunepere.</th>
<th>Ipere likhaphukhaphu kuneapile.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The apple is <strong>heavier</strong> than the pear.</td>
<td>The pear is <strong>lighter</strong> than the apple.</td>
</tr>
</tbody>
</table>

| Iorenji i____________________ kunesipho. Isipho si____________________ kuneorenji. |
|---------------------------------|---------------------------------------|
| The orange is **lighter** than the gift. | The gift is **heavier** than the orange. |

| Iapile li____________________ kuneorenji. Iorenji i____________________ kuneapile. |
|---------------------------------------------|--------------------------------------|
| The apple is **lighter** than the orange. | The orange is **heavier** than the apple. |

| Iorenji i____________________ kunepenisile. Ipenisile i____________________ kuneorenji. |
|---------------------------------------------|--------------------------------------|
| The orange is **heavier** than the pencil. | The pencil is **lighter** than the orange. |
Comparing mass

1. Yeyiphi enzima iyeyiphi ekhaphukhapu?
Which is heavier and which is lighter?

2. Isikere sinzima kunebloko ezi-5.
The scissors are heavier than 5 blocks.

3. Singabulinganisa njani ubunzima besikere sisebenzisa ibloko?
How can we measure the mass of the scissors using blocks?

The mass of the scissors is 26 blocks.

5. Masenze eminye imilinganiselo sisebenzisa ibloko nomapetyu.
Let’s do some more measurements using blocks and marbles.

Encourage learners to notice that they get different measurements when they use informal units of measurement. Help them to see that if we use different units when we measure, it is difficult to compare the measurements because they are not standardised.
1. Zoba iimilo ukuze uzinzise izikali.
   Draw the shapes to make the scales balance.

   | Oonxantathu aba-5 banobunzima obulinganayo nobezikwere ezi-3. |
   | 5 triangles has the same mass as 3 squares. |

   | Amaqunube ama-5 anobunzima obulingana nobeelekese ezili-9. |
   | 5 strawberries has the same mass as 9 sweets. |

   | Izikwere ezi-4 zinobunzima obilinganayo nobezangqa ezi-5. |
   | 4 squares has the same mass as 5 circles. |

2. Mangaphi amapetyu aza kuzinzisa isikali?
   How many marbles will balance the scale?

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

   | 3 + 4 = 7 |
   | 10 = 6 + 4 |
**WEEK 6 • DAY 2**

**Comparing mass**

3. **Buyintoni ubunzima?**
   *What is the mass?*

<table>
<thead>
<tr>
<th>Ubunzima bekherothi = iibhetri ezi-3.</th>
<th>Ubunzima bekhandlela = iibhetri ezi-2.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carrot mass = 3 batteries.</td>
<td>Candle mass = ____ batteries.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Plant mass = ____ batteries.</td>
<td>Apple mass = ____ batteries.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Coffee mass = ____ batteries.</td>
<td>Cupcake mass = ____ batteries.</td>
</tr>
</tbody>
</table>

**Yeyiphi eyona inzima?**
*Which object is the heaviest?*

- Plant

**Thelekisa ubunzima beapile nobekherothi.**
*Compare the mass of the apple and the carrot*

- *They are the same*
Siye sathelekisa ubunzima bepenisile nobeglu kunye nobunzima beebloko ezi-10. Ipenisile ibe khaphukhaphu yaze iglu yanzima. Ngoko ke siyazi ukuba iglu inzima kunepenisile.

We compared the mass of the pencil and the glue to 10 multifix blocks. The pencil was lighter and the glue was heavier. So, we know the glue is heavier than the pencil.

Nika abafundi amathuba aliqela okulinganisela ubunzima bezinto eziseklasini ngokuzithelakisa neebloko kwisikali sokulinganisela esenziwe ekhaya. Bakhuthaze baqonde ukuba iibloko aziniki mlinganiselo uchanekileyo kodwa uya kwazi ukuthelekisa ngazo.

Provide multiple opportunities for learners to measure the mass of classroom items by comparing them to multifix blocks on the home-made balance scale. Encourage them to realise that the multifix blocks do not provide exact measurements but they enable comparisons.
1. Buthini ubunzima?

What is the mass?

Ubunzima bencwadi = ama-apile ama-3.
Book mass = ___ apples.

Ubunzima besibane = ama-apile asi-8.
Lamp mass = ___ apples.

Isingxobo seepenisile = ama-apile ama-2.
Pencil case mass = ___ apples.

Ubunzima bejagi = ama-apile ama-5.
Jug mass = ___ apples.

Ubunzima beeteki = iapile eli-1.
Takkies mass = ___ apple.

Ubunzima beeteki = iibhola zentenetya ezi-3.
Takkies mass = ___ tennis balls.

Yeyiphi eyona ikhaphukhaphu? ______________
Which object is the lightest? ____________ takkies

Yeyiphi enzima, liapile okanye yibhola yentenetya?
Which is heavier, the apple or the tennis balls? ____________

1 apple is the same as 3 balls
### Buyintoni ubunzima?

What is the mass?

<table>
<thead>
<tr>
<th>Ubunzima beeteki = ilemoni ezi-5.</th>
<th>Ubunzima befowuni = ilemoni ezi-6.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Takkies mass = 5 lemons.</td>
<td>Phone mass = _____ lemons.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bread mass = _____ lemons.</td>
<td>Apple mass = _____ lemons.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Iglsasi zelanga = ilemoni e-1.</th>
<th>Iglsasi zelanga = iCD ezi-2.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunglasses mass = _____ lemon.</td>
<td>Sunglasses mass = _____ CDs.</td>
</tr>
</tbody>
</table>

Yeyiphi eyona ikhaphukhaphu, sisonka okanye liapile?

Which one is lighter, the bread or the apple? **apple**

Yeyiphi eyona inzima, yilemoni okanye yiCD? **lemon**

Which one is heavier, a lemon or a CD? **lemon**
Measuring mass

Le ngxowa yomgubo inobunzima obungange kilogram e-1.
This bag of flour has a mass of 1 kilogram.

Zingaphi iingxowa zomgubo eziya kukunika ubunzima obufanayo nobeswekile?
How many bags of flour will have the same mass as the sugar?

Ziingxowa ezi-2 ezinesiqingatha.
Two and a half bags.

Hlela ezi zinto uqale ngeyona ikhaphukhaphu uye kweyona inzima.
Sort these items from lightest to heaviest.

Ndingakwenza oko ngokufunda iikhilogram.
I can do it by reading the kilograms.

Masilinganisele ubunzima bethu kwesi sikali segumbi lokuhlambela.
Now let’s weigh ourselves on the bathroom scale.

Nika abafundi amathuba aliqela okuthelekisa iipakethe zezinto ezithengiswayo ezinobunzima beekhilogram obahlukeneyo. Ukuba unesikali segumbi lokuhlambela, nika abafundi ithuba lokulinganisela ubunzima babo baze bafunde umlinganiselo esikalini.

Allow learners multiple opportunities to compare commercial packaged items with different kilogram masses. If you have a bathroom scale, let learners take turns to measure their mass and read the scale reading.
Ukulinganisela ubunzima

Measuring mass

<table>
<thead>
<tr>
<th>Scale reading</th>
<th>inzima</th>
<th>ikhaphukhaphu</th>
</tr>
</thead>
<tbody>
<tr>
<td>heavy</td>
<td></td>
<td>light</td>
</tr>
</tbody>
</table>

inzima okanye ikhaphukhaphu? heavy or light?

<table>
<thead>
<tr>
<th>ikhaphukhaphu</th>
<th>light</th>
</tr>
</thead>
<tbody>
<tr>
<td>inzima</td>
<td>heavy</td>
</tr>
<tr>
<td>ikhaphukhaphu</td>
<td>light</td>
</tr>
<tr>
<td>inzima</td>
<td>heavy</td>
</tr>
<tr>
<td>ikhaphukhaphu</td>
<td>light</td>
</tr>
</tbody>
</table>
**WEEK 6 • DAY 4**

**Measuring mass**

### 2

<table>
<thead>
<tr>
<th>How many packets?</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many kilograms?</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How many packets?</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many kilograms?</td>
<td>9</td>
</tr>
</tbody>
</table>

### 3

Zoba amasiba esikali ukuze ubonise ubunzima bezi mveliso. Rhangqa ngesangqa eyona ikhaphukhaphu.

Draw the arms on the scales to show the mass of these products. Circle the lightest item.

### 4

Jabu buys 2 kg of sugar and Vusi buys 5 kg of sugar. How many kilograms of sugar do they have altogether?

\[ 2\text{ kg} + 5\text{ kg} = 7\text{ kg} \]
Masithethe ngeMaths!
Let’s talk Maths!

**NgesiXhosa sithi:**
- isikali sokulinganisela
- inzima
- inzinyana
- ikhaphukhaphu
- iyafana ne-
- ubunzima
- iikhologrem

**In English we say:**
- balance scale
- heavy
- heavier
- lighter
- the same as
- mass
- kilogram

1. **Jonga izikali zokulinganisela uze ufakele igama elithi inzima okanye ikhaphukhaphu.**
   Look at the balance scales and fill in the word **heavier** or **lighter**.

   **Isendwiji i________ kunequnube.**
   **Iqunube li________ kunesendwiji.**
   The sandwich is **heavier** than the strawberry.
   The strawberry is **lighter** than the sandwich.

   **Ibhokisi yeekhrayoni i________ kunerabha.**
   **Irabha i________ kuneekhrayoni.**
   The box of crayons is **heavier** than the erasor.
   The erasor is **lighter** than the crayons.

2. **Mangaphi amapetyu aza kuzinzisa isikali?**
   How many marbles will balance the scale?

   \[
   5 = 2 + \_3\_ \\
   6 = \_4\_ + 2
   \]
WEEK 6 • DAY 5
Consolidation

<table>
<thead>
<tr>
<th></th>
<th>Zingaphi iiipakethe?</th>
<th>How many packets?</th>
<th>3 kg</th>
<th>5 kg</th>
<th>5 kg</th>
<th>5 kg</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Zingaphi iikhilogrem?</td>
<td>How many kilograms?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5 kg</td>
<td>5 kg</td>
<td>5 kg</td>
<td>5 kg</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8 kg</td>
<td>5 kg</td>
<td>5 kg</td>
<td>5 kg</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>10 kg</td>
<td>5 kg</td>
<td>5 kg</td>
<td>5 kg</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10 kg</td>
<td>5 kg</td>
<td>5 kg</td>
<td>5 kg</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Zingaphi iiipakethe?</th>
<th>How many packets?</th>
<th>10 kg</th>
<th>10 kg</th>
<th>10 kg</th>
<th>10 kg</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Zingaphi iikhilogrem?</td>
<td>How many kilograms?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10 kg</td>
<td>10 kg</td>
<td>10 kg</td>
<td>10 kg</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10 kg</td>
<td>10 kg</td>
<td>10 kg</td>
<td>10 kg</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Zingaphi iiipakethe?</th>
<th>How many packets?</th>
<th>1 kg</th>
<th>1 kg</th>
<th>5 kg</th>
<th>10 kg</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Zingaphi iikhilogrem?</td>
<td>How many kilograms?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>500 g</td>
<td>500 g</td>
<td>500 g</td>
<td>500 g</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Zingaphi iiipakethe?</th>
<th>How many packets?</th>
<th>10 kg</th>
<th>10 kg</th>
<th>10 kg</th>
<th>10 kg</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Zingaphi iikhilogrem?</td>
<td>How many kilograms?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10 kg</td>
<td>10 kg</td>
<td>10 kg</td>
<td>10 kg</td>
</tr>
</tbody>
</table>

3. **UAyanda uthenge i-3 kg yeswekile kunye ne-5 kg yomgubo. Zingaphi iikhilogrem zidibene?**

Ayanda buys 3 kg of sugar and 5 kg of flour. How many kilograms altogether?

\[3\text{ kg} + 5\text{ kg} = 8\text{ kg}\]

4. **USam uthenge i-4 kg yeswekile ne-10 kg yemilimili. Zingaphi iikhilogrem zidibene?**

Sam buys 4 kg of sugar and 10 kg of mealie meal. How many kilograms altogether?

\[4\text{ kg} + 10\text{ kg} = 14\text{ kg}\]
## Izimo ezinemilinganiselo emi-2

<table>
<thead>
<tr>
<th>Izibalo zentloko: Dibanisa okanye thabatha iziphindwa ze-10</th>
<th>Izixhobo: azikho</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umdlalo: Likude kangakanani i-10 elilandelayo?</td>
<td>ibloko</td>
</tr>
</tbody>
</table>

### Emva kwali umfundi kufuneka akwazi ukwenza oku:

- ukuchaza ukuba imilo ezine-2D zinamacala athe tse okanye angqukuva.
- ukwahlula phakathi kweempawu ezichaza nezingachazi imilo.
- ukusebenzisa imilo ezisisiseko ukuyila ithengrem.
- ukuchonga nokuhlela imilo ezine-2D ngokuxela oonxantathu, iirekthengile, izikwere nezangqa.

### Uvavanyo

(jonga kumaphepha angasemva esi sikhokelo)

Uvavanyo olubhalwayo: imilo ezine-2D neepatheni zejometri
2-D shapes

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Naming 2-D shapes</td>
<td>LAB, sheet of blank paper</td>
</tr>
<tr>
<td>2</td>
<td>2-D shapes</td>
<td>LAB</td>
</tr>
<tr>
<td>3</td>
<td>Tangrams</td>
<td>LAB, tangram cut out</td>
</tr>
<tr>
<td>4</td>
<td>2-D shapes</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:

- identify whether 2-D shapes have straight or round sides.
- differentiate between defining and non-defining attributes of shapes.
- use basic shapes to create composite shapes (tangrams).
- identify and sort 2-D shapes by naming triangles, rectangles, squares and circles.

Assessment (see back pages of this guide)

Written assessment: 2-D shapes and geometric patterns
## Izibalo zentloko


### Umdlalo

Kulo mdlalo abafundi babiza amanani baze bachtshawe amashumi awalandelayo. Abafundi baza kubala ukuba likude kangakanani ishumi elielandelayo. Kubalulekile ukuba abafundi baphuhlisle ingqiao yamanani nokukwazi ukuchonga amashumi ngokukhawuleza nangempumelelo.

### Uphuhliso lwengqiao

Kule veki sijolisa kwimilo ezine-2D. Abafundi baza kuphanda ngeempawu zeemilo yaye baza kuzichonga ngalo hlobo. Abafundi baza kubala nethuba lokuzakhela imilo xa besakha iiphazile zeethengrem. Kumsebenzi wethu weemilo ezine-2D siza kugxila koku:
- ukuchaza ukuba ingaba imilo ezine-2D zinamacala athe tse okanye angqukuva.
- ukwahlula phakathi kweempawu ezichaza nezingachazi imilo.
- ukuqekhaya iibloko ezisiseko ekuyileni iithengrem.
- ukuchonga nokuhlela imilo ezine-2D ngokuchaza oonxantathu, iirekthengile, izikwere nezangqa.

### Into emayiqatshelwe kule veki

- Kubalulekile ukuvumela abafundi baxoxe ngeemilo nokubanika ithuba lokubona imilo ezinobukhulu nemibala eyahlukileyo.
- Bakhuthaze abafundi ukuba bakwazi ukwahlula phakathi kweempawu ezichazayo nezingachaziyo nangona kungabalulekanga ukuba bawazi la magama ncakasana.
2-D shapes

Mental Maths
This week we continue practicing adding and subtracting multiples of ten up to 100. Write different 2-digit numbers on the board and call out an instruction to add or subtract a certain number of 10. Make this more interactive by asking pairs of learners to call out the 2-digit numbers and the numbers to add/subtract. Encourage learners to solve problems quickly and efficiently by remembering their learnt number facts.

Game
In this game learners call out numbers and identify the tens that follow them. Learners will also work out how far it is to the next ten. It is important for learners to develop a good understanding of number, and to be able to identify tens quickly and efficiently.

Concept development
This week we focus on 2-D shapes. Learners will investigate the attributes of shapes, and they will identify them accordingly. Learners will also correctly name triangles, rectangles, squares and circles. Learners will have the opportunity to create composite shapes as they build tangram puzzles.
In our work on 2-D shapes, we will focus on:
• identifying whether 2-D shapes have straight or round sides.
• differentiating between defining and non-defining attributes of shapes.
• using basic shapes to create composite shapes (tangrams).
• identifying and sort 2-D shapes by naming triangles, rectangles, squares and circles.

What to look out for this week
• It is important to allow children to engage in discussion about the shapes, and to provide them with multiple opportunities to see shapes of different sizes and colours.
• Encourage learners to differentiate between defining and non-defining attributes, although it is not necessary for learners to know these terms specifically.
Abafundi baziqhelisa ukudibanisa nokuthabatha iziphindwa zeshumi kwinani elinikiweyo.

Learners practise adding and subtracting multiples of ten to/from a given number.

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.

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

**Imisetyenzana yokutyebisa**

**Usuku 1 Day 1**

*Sombulula usebenzise iibloko.*
Solve using blocks.

<table>
<thead>
<tr>
<th>Equation</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>43 + 46 =</td>
<td>89</td>
</tr>
<tr>
<td>35 + 24 =</td>
<td>59</td>
</tr>
<tr>
<td>61 + 34 =</td>
<td>95</td>
</tr>
<tr>
<td>18 + 61 =</td>
<td>79</td>
</tr>
<tr>
<td>52 + 14 =</td>
<td>66</td>
</tr>
<tr>
<td>65 − 24 =</td>
<td>41</td>
</tr>
<tr>
<td>95 − 31 =</td>
<td>64</td>
</tr>
<tr>
<td>39 − 17 =</td>
<td>22</td>
</tr>
<tr>
<td>87 − 44 =</td>
<td>43</td>
</tr>
<tr>
<td>55 − 10 =</td>
<td>45</td>
</tr>
</tbody>
</table>

**Usuku 2 Day 2**

*Sombulula usebenzise iibloko.*
Solve using blocks.

<table>
<thead>
<tr>
<th>Equation</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>71 + 22 =</td>
<td>93</td>
</tr>
<tr>
<td>14 + 85 =</td>
<td>99</td>
</tr>
<tr>
<td>37 + 32 =</td>
<td>69</td>
</tr>
<tr>
<td>52 + 43 =</td>
<td>95</td>
</tr>
<tr>
<td>22 + 52 =</td>
<td>74</td>
</tr>
<tr>
<td>96 − 65 =</td>
<td>31</td>
</tr>
<tr>
<td>39 − 16 =</td>
<td>23</td>
</tr>
<tr>
<td>48 − 36 =</td>
<td>12</td>
</tr>
<tr>
<td>83 − 52 =</td>
<td>31</td>
</tr>
<tr>
<td>75 − 44 =</td>
<td>31</td>
</tr>
</tbody>
</table>

**Usuku 3 Day 3**

*Sombulula usebenzise iibloko.*
Solve using blocks.

<table>
<thead>
<tr>
<th>Equation</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>53 + 32 =</td>
<td>85</td>
</tr>
<tr>
<td>28 + 71 =</td>
<td>99</td>
</tr>
<tr>
<td>72 + 25 =</td>
<td>97</td>
</tr>
<tr>
<td>64 + 33 =</td>
<td>97</td>
</tr>
<tr>
<td>41 + 18 =</td>
<td>59</td>
</tr>
<tr>
<td>95 − 41 =</td>
<td>54</td>
</tr>
<tr>
<td>45 − 23 =</td>
<td>22</td>
</tr>
<tr>
<td>79 − 37 =</td>
<td>42</td>
</tr>
<tr>
<td>67 − 54 =</td>
<td>13</td>
</tr>
<tr>
<td>86 − 60 =</td>
<td>26</td>
</tr>
</tbody>
</table>

**Usuku 4 Day 4**

*Sombulula usebenzise iibloko.*
Solve using blocks.

<table>
<thead>
<tr>
<th>Equation</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>61 + 16 =</td>
<td>77</td>
</tr>
<tr>
<td>24 + 55 =</td>
<td>79</td>
</tr>
<tr>
<td>37 + 42 =</td>
<td>79</td>
</tr>
<tr>
<td>12 + 83 =</td>
<td>95</td>
</tr>
<tr>
<td>54 + 31 =</td>
<td>85</td>
</tr>
<tr>
<td>95 − 31 =</td>
<td>64</td>
</tr>
<tr>
<td>79 − 47 =</td>
<td>32</td>
</tr>
<tr>
<td>39 − 15 =</td>
<td>24</td>
</tr>
<tr>
<td>56 − 24 =</td>
<td>32</td>
</tr>
<tr>
<td>82 − 51 =</td>
<td>31</td>
</tr>
</tbody>
</table>
UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Draw a triangle on the sheet of paper. 
Show me your triangle drawings.

Ingaba bayafana bonke abo nxantathu?
Do all the triangles look the same?

Hayi, bohlukile. 
No, the triangles look different.

Yintoni efanayo oyibonayo kule mizobo? 
What can you see that is the same in these drawings?

Bonke oonxantathu banamacala ama-3 neekona ezi-3. 
The triangles all have 3 sides and 3 corners.

Yintoni oyibonayo eyahlukileyo kule mizobo? 
What can you see that is different in these drawings?

Oonxantathu abalingani kwaye banemibala eyahlukileyo. 
The triangles are all different sizes and different colours.

Masicinge ngeengxande (ngeerekxihengile), izangqa noonxantathu. 
Let’s think about rectangles, circles and squares as well.

Phinda la manyathelo angasentla ngezikwere, izangqa neerekxhengile. Nika abafundi amathuba okuthetha ngezinto ezifanayo nezahlukileyo ngeemilo abazizobileyo. 
Repeat the steps above for squares, circles and rectangles. Give the learners opportunities to speak about what is the same and what is different about the shapes they have drawn.
WEEK 7 • DAY 1

Naming 2-D shapes

Umdalo: Likude kangakanani i-10 elilandelayo?
Game: How far to the next 10?

- Sebenzani ngababini.
  Work in pairs.
- Khetha inani.
  Choose a number.
- Ngubani i-10 elilandelayo?
  What is the next 10?
- Likude kangakanani i-10 elilandelayo?
  How far to the next 10?
- Phinda kwakhona!
  Do it again!

Thiya ezi milo amagama uze uzifake imibala.
Name and colour these shapes.

- [square] isikwere
- [green] luhlaza
- [pink] circle
- [pinki] pink
- [red] triangle
- [bomvu] bomvu
- [blue] circle
- [zuba] zuba
- [yellow] triangle
- [mthubi] mthubi
- [orange] rectangle
- [orenji] orange
### 2. Krwela imigca utshatise iimilo ezine-2D namagama achanekileyo.

Draw lines to match the 2-D shapes to the correct names.

- **isangqa** (circle)
- **irekthengile** (rectangle)
- **isikwere** (square)
- **unxantathu** (triangle)

### 3. Sika iimilo ezikwiphepha 103 uze uzincamathelise zitshate namagama achanekileyo.

Cut out the shapes on page 103 and paste them to match the correct names.

<table>
<thead>
<tr>
<th>isangqa (circle)</th>
<th>unxantathu (triangle)</th>
</tr>
</thead>
<tbody>
<tr>
<td>circle pasted</td>
<td>triangle pasted</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>isikwere (square)</th>
<th>irekthengile (rectangle)</th>
</tr>
</thead>
<tbody>
<tr>
<td>square pasted</td>
<td>rectangle pasted</td>
</tr>
</tbody>
</table>
WEEK 7 • DAY 2

2-D shapes

Jonga izikwere ezisebhodini.
Uqaphela ntoni ngazo?
Look at the squares on the board. What do you notice about the squares?

Izikwere zinamacala ama-4 athe tse neekona ezi-4.
The squares have 4 straight sides and 4 corners.

Yintoni enye oyiqaphelayo ngezikwere?
What else do you notice about the squares?

Izikwere azilingani.
The squares are different sizes.

Izikwere zinemibala eyahlukeneyo.
The squares are different colours.

Kunjalo kanye. Siyazi ukuba le milo sisikwere kuba inamacala ama-4 athe tse alinganayo ngobude.
Correct. We know that this shape is a square because it has 4 straight sides that are the same length.

That’s correct. But these things don’t tell us that the shape is a square. They just tell us more about the shape.

Izikwere azilingani.
The squares are different sizes.

Phinda la manyathelo angasentla ngeerekthengile, izangqa noonxantathu. Nika abafundi amathuba okuthetha ngezi zintu ezifanayo nezahlukileyo ngezi milo.
Repeat the steps above for rectangles, circles and triangles. Give the learners opportunities to speak about what is the same and what is different about the shapes.
Fumana iimilo.

Find the shapes.

- Zoba isangqa kwizikwere ezincinci.
  Draw a circle around the small squares.
- Fakela umbala ozuba kuzo zonke izikwere ezikhulu.
  Colour all the big squares blue.
- Yenza uno-✗ kwizangqa ezikhulu.
  Put a ✗ on all the big circles.
- Fakela umbala obomvu kuzo zonke izikwere ezincinci.
  Colour all the small circles red.
- Phawula nge-✓ zonke iirekthengile ezinkulu.
  Put a ✓ on all the big rectangles.
- Fakela umbala oluhlaza kwiirekthengile ezincinci.
  Colour all the small rectangles green.
- Beka ✷ koonxantathu abancinci.
  Put a ✷ on all the small triangles.
- Fakela umbala ozuba koonxantathu abakhulu.
  Colour all the big triangles blue.
2. Zoba isilwanyana usebenzise zonke iimilo. 
   Draw an animal using all these shapes.

<table>
<thead>
<tr>
<th>isangqa</th>
<th>unxantathu</th>
<th>isikwere</th>
<th>irekthengile</th>
</tr>
</thead>
<tbody>
<tr>
<td>circle</td>
<td>triangle</td>
<td>square</td>
<td>rectangle</td>
</tr>
</tbody>
</table>

open activity

Sesiphi isilwanyana osizobileyo? 
What animal did you draw?
Nika abafundi amathuba aliqela okuyila imifanekiso eyahlukileyo, baxoxe ngeemilo abazenzayo nangendlela ababeka ngayo ezo nto bazisikileyo ukwenza ezo milo.

Allow the learners multiple opportunities to create different pictures, to discuss the shapes they make and how they position the cut-out pieces to make the shapes.
Sika iimilo ezisi-7 (ezibizwa ngokuba ziithengrem) ezikwiphepha le-105 uze uzisebenzise ekwenzeni lo mfanekiso. Cut out the 7 shapes (called a tangram) on page 105 and use them to make this picture.

Yenza le milo. Ifana nantoni?
Make this shape. What does it look like?

Yenza le milo. Ifana nehempe.
Make this shape. It looks like a shirt.
Yenza le milo. Ifana nantoni?
Make this shape. What does it look like?
2-D shapes

Yenza oku kwakhona ngesikwere nangonxantathu, ukhuthaze abafundi bacinge ngeempawu zeemilo. 

Repeat with a square and a triangle, encouraging learners to think about the properties of shapes.
IVEKI 7 • USUKU 4
limilo ezine-2D

1 Fakela umbala kwimilo efana naleyo isekuqaleni kumgca ngamnye.
Shade the shape that matches the first one in each row.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>![Shape 1]</td>
<td>![Shape 2]</td>
<td>![Shape 3]</td>
<td>![Shape 4]</td>
</tr>
<tr>
<td>![Shape 5]</td>
<td>![Shape 6]</td>
<td>![Shape 7]</td>
<td>![Shape 8]</td>
</tr>
<tr>
<td>![Shape 9]</td>
<td>![Shape 10]</td>
<td>![Shape 11]</td>
<td>![Shape 12]</td>
</tr>
</tbody>
</table>

2 Bhala igama lemilo nganye.
Write the name of each shape.

<table>
<thead>
<tr>
<th>Shape</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Square]</td>
<td>isikwere (square)</td>
</tr>
<tr>
<td>![Triangle]</td>
<td>triangle</td>
</tr>
<tr>
<td>![Circle]</td>
<td>circle</td>
</tr>
<tr>
<td>![Rectangle]</td>
<td>rectangle</td>
</tr>
</tbody>
</table>
### 2-D shapes

#### Colour the sides blue.

<table>
<thead>
<tr>
<th>Shape</th>
<th>Sides</th>
<th>Corners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rectangle</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Circle</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Triangle</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Square</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Colour the corners red.

<table>
<thead>
<tr>
<th>Shape</th>
<th>Sides</th>
<th>Corners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Triangle</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Trapezium</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Parallelogram</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

---

3. **Fakela umbala ozuba emacaleni.**

Colour the sides blue.

Fakela umbala obomvu kwikona.

Colour the corners red.
Uvavanyo noqukaniso

Masithethe ngMaths!
Let’s talk Maths!

<table>
<thead>
<tr>
<th>NgesiXhosa sithi:</th>
<th>In English we say:</th>
</tr>
</thead>
<tbody>
<tr>
<td>isikwere</td>
<td>square</td>
</tr>
<tr>
<td>unxantathu</td>
<td>triangle</td>
</tr>
<tr>
<td>irekthengile</td>
<td>rectangle</td>
</tr>
<tr>
<td>isangqa</td>
<td>circle</td>
</tr>
<tr>
<td>amacala athe tse</td>
<td>straight sides</td>
</tr>
<tr>
<td>amacala angqukuva</td>
<td>round sides</td>
</tr>
</tbody>
</table>

1 Fumana iimilo.
Find the shapes.

Zoba isangqa kwisikwere esikhulu.
Draw a circle in the big square.

Beka u-X kwisangqa esincinci.
Put a x on the small circle.

Faka umbala obomvu kwirekthengile enkulu.
Colour the big rectangle red.

Faka umbala oluhlaza kunxantathu omncinci.
Colour the small triangle green.
2 Zalisa itheyibhile.
Fill in the table.

<table>
<thead>
<tr>
<th>shape</th>
<th>name</th>
<th>number of corners</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>rectangle</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>circle</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>triangle</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>square</td>
<td>4</td>
</tr>
</tbody>
</table>

3 Zoba umzekelo wento yokwenyani efana nemilo nganye.
Draw an example of where each shape is found in real life.

- open activity
### Amaqhezu

<table>
<thead>
<tr>
<th>Izibalo zentloko: Fizz Pop – ukucazulula nokwakha</th>
<th>Izixhobo</th>
<th>azikho</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umdualo: IMaths ekhawulezayo ngamaKhadi – Isiqingatha</td>
<td></td>
<td>amakhadi amanani 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>Iziqingatha</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 zamaphepha yokubonisa iikota nezithathu (abafundi)</td>
</tr>
<tr>
<td>3</td>
<td>Isinye kwisihlanu nesinye kwisithandathu</td>
<td>LAB, imicwe zamaphepha yokubonisa izihlanu 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 umfundi kufuneka akwazi ukwenza oku:

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

#### Uvavanyo

(jonga kumaphepha angasemva esi sikhokelo)

**Uvavanyo olubhalwayo:** Amanani, iimpawu nolwalamano – Amaqhezu
## Fractions

<table>
<thead>
<tr>
<th><strong>Mental Maths:</strong> Fizz Pop – breaking down and building up</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>none</td>
</tr>
<tr>
<td><strong>Game:</strong> Fast maths with cards – half</td>
<td>number cards 0 – 20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Halves</td>
<td>LAB, paper squares or strips to show halves (learners)</td>
</tr>
<tr>
<td>2</td>
<td>Quarters and thirds</td>
<td>LAB, paper strips to show quarters and thirds (learners)</td>
</tr>
<tr>
<td>3</td>
<td>Fifths and sixths</td>
<td>LAB, paper strips to show fifths and sixths (learners), dice</td>
</tr>
<tr>
<td>4</td>
<td>Fraction of a whole</td>
<td>LAB</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

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

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

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

**Written assessment:** Numbers, operations and relationships – Fractions
Izibalo zentloko


Umdlalo


Uphuhliso lwengqilo

Kule veki sigxila kumaqhezu. Kubalulekile ukuba siqale ngokusebenzisa amancedo aphathhekayo afana namaphepha okufundisa amaqhezu. Xa abafundi besonga okanye besika amaphepha abe zinxa lenye zaamaqhezu ahlukileyo, bafumana amava angawo okwenza inxa lenye zaamaqhezu abanika ulwazi malunga nemo yamaqhezu. Kumsebenzi wethu siiza kujolisa koku:
- ukunakana amaqhezu emifanekisweni.
- ukucazulula nokwakha kwakhona izinto ephelelelyo.
- ukhulala amaqhezu sisebenzisa amagama athi isiqingatha, isinye esithathwini, ikota, isinye kwisihlanu, isinye kwisithandathu.

Into emayiqatshelwe kule veki

- Kubalulekile ukuba abafundi baqonde ukuba inxa lenye zesiqingatha ezifanayo kufuneka zilingane ngobukhulu.
Mental Maths
This week we will play Fizz Pop, focusing on breaking down and building up numbers. Learners will be given opportunities to break numbers into 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
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.

Concept development
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
Fizz Pop – breaking down and building up.
## WEEK 8 • DAY 1

**Halves**

### 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> Add.</td>
<td><strong>Dibanisa.</strong> Add.</td>
</tr>
<tr>
<td>33 + 7 =</td>
<td>21 + 12 =</td>
</tr>
<tr>
<td>35 + 10 =</td>
<td>44 + 6 =</td>
</tr>
<tr>
<td>12 + 18 =</td>
<td>17 + 9 =</td>
</tr>
<tr>
<td>14 + 23 =</td>
<td>32 + 17 =</td>
</tr>
<tr>
<td>31 + 24 =</td>
<td>12 + 6 =</td>
</tr>
<tr>
<td><strong>Thabatha.</strong> Subtract.</td>
<td><strong>Thabatha.</strong> Subtract.</td>
</tr>
<tr>
<td>30 – 18 =</td>
<td>26 – 9 =</td>
</tr>
<tr>
<td>55 – 31 =</td>
<td>49 – 17 =</td>
</tr>
<tr>
<td>40 – 7 =</td>
<td>18 – 6 =</td>
</tr>
<tr>
<td>37 – 14 =</td>
<td>33 – 12 =</td>
</tr>
<tr>
<td>45 – 10 =</td>
<td>50 – 6 =</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Usuku 3 Day 3</th>
<th>Usuku 4 Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bhala izivakalisi manani zokudibanisa ezi-2 nezokuthabatha ezi-2 kwitheyibhile yamanani. Write 2 addition and 2 subtraction number sentences in the number table.</strong></td>
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<td><img src="#" alt="Number Table" /></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Usuku 4 Day 4</th>
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</tr>
</thead>
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<tr>
<td><strong>Bhala izivakalisi manani zokudibanisa ezi-2 nezokuthabatha ezi-2 kwitheyibhile yamanani. Write 2 addition and 2 subtraction number sentences in the number table.</strong></td>
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</tr>
</tbody>
</table>
Bakhuthaze abafundi baqonde ukuba xa into epheleleyo isahlulwa ibe zinxalenye ezimbini, inxalenyenganye ilingana twatse neny. Xa usenza inxalenyenganye ezimbini ezilinganayo kwinto enye epheleleyo, inxalenyenganye ibizwa ngokuba sisiqingatha/yihafu. Bancedise abafundi babone ukuba iphepha okanye imilo ingasongwa ibe zihafu ezimile ngokwakhulukene. 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 differently shaped halves.
1 Faka umbala kwihafu yemilo nganye.
Colour half of each shape.

2 Faka umbala kwisiqingatha semilo nganye eyahlulwe yaziziqingatha.
Colour one half of each shape that is divided into halves.
3 Fakela isiqingatha semilo nganye.
Colour half of each shape.

4 Zoba esinye isiqingatha.
Draw the other half.

5 Treyisa.
Trace.

isiqingatha isiqingatha half half
Quarters and thirds

Yinto epheleleyo le. Songa umcwe wakho ehafini. Phinda uwusonge ehafini kwakhona. This is a whole. Fold your strip in half. Now fold it in half again.

Zingaphi iinxalenye ozibonayo? How many parts can you see?

Kukho iinxalenye ezine. There are four parts.

Sika kumgca wokusonga. Ungandixelela ntoni ngezi nxalenye zine? Cut along the fold lines. What can you tell me about the four parts?

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

Xa usenza iinxalenye ezilinganayo kwinto enye epheleleyo, inxalenye nganye iliqhezu yento epheleleyo. Xa usenza iinxalenye ezine ezilinganayo ngento enye epheleleyo, inxalenye nganye uyibiza ngokuba yikota yento epheleleyo. When you make equal parts from one whole, each part is a fraction of the whole. When you make four equal parts from one whole, you call each part one quarter of the whole.

Phinda la manyathelo angasentla ngomcwe wephepha elibonisa iinxalenye ezi-3 elingasemva kwILA. Repeat the steps above with a strip of paper that shows 3 parts, which is at the back of the LAB.

Yalela abafundi basonge kwimigca echokoziwayo ukuze iinxalenye ezintathu zibonakale ngokucacileyo. Sebenzisa lo mcwe wephepha ukuze uthele ngezithathu. Xa usenza iinxalenye ezilinganayo ezintathu kwinto enye epheleleyo, inxalenye nganye kuthiwa sisisthathu okanye isinye esithathwini sento epheleleyo.

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.
1. Fakela umbala kwikota enye yemilo nganye eyahlulwe yaziikota.
   Colour one quarter of each shape that is divided into quarters.

2. Fakela umbala kwikota enye yeqela ngalinye lezilwanyana.
   Colour in one quarter of each group of animals.

3. Treyisa.
   Trace.

\[ \text{ikota ikota quarter quarter} \]
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.

Quarters and thirds

Week 8 • Day 2
IZIBALO
ZENTLOKO
MENTAL MATHS

FIZZ POP – CAZULULA!
FIZZ POP – BREAK!

UMDLALO
GAME

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

IZIHLANU NEZITHANDATHU

1. Yinto epheleleyo le. Treyisa kwimigca echokaziweyo.
This is a whole. Trace along the dotted lines.

2. Kukho inxalenye ezintandathu.
There are six parts.

3. Xa usenza inxalenye ezilinganayo kwinto enye, inxalenye nganye liqhezu lento epheleleyo.
When you make equal parts from one whole, each part is a fraction of the whole.

4. Ndineziqwenga ezi-6 ezilingana twatse.
I have 6 pieces that are exactly the same size.

5. Xa usenza inxalenye ezilinganayo ezintandathu kwinto epheleleyo, uya kuthi inxalenye ngaye sisithandathu okanye isinye kwisithandathu sento epheleleyo.
When you make six equal parts from one whole, you call each part one sixth of the whole.


Repeat the steps above with the strip of paper that shows 5 parts. Ask learners to trace and fold on the dotted lines so that the five parts are clearly visible. Use this strip of paper to introduce fifths. When you make five equal parts from one whole, you call each part one fifth of the whole.
Day 3 Fifths and sixths

1. **Fakela umbala kwisinye sesihlanu.**
   Colour in one fifth.

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

3. **Gqibezelwa.**
   Complete.

   Inxalenye e___ yeenxalenye ezilinganayo ezi__.
   ___ part of ___ equal parts.

   Inxalenye e___ yeenxalenye ezilinganayo ezi__.
   ___ part of ___ equal parts.

4. **Treysiwa.**
   Trace.

   *isihlanu isihlanu fifth fifth*
   *isithandathu isithandathu sixth*
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.

Fifths and sixths  Week 8 • Day 3 77
Fractions of a whole

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Nika abafundi ithuba lokufakela umbala kwinxalenye enye kwimilo nganye baze baconge kwanye baxoxe ngazo. Izisingatha (unxantathu), izithathu (isangqa) iikota (isikwere), izihlanu (irekthengile) kunye nezithandathu (iheksagoni).

Allow learners time to colour one part in each of the shapes and identify and discuss them. Halves (triangle), thirds (circle), quarters (square), fifths (rectangle) and sixths (hexagon).

Jonga kuyo kuzo zonke iimilo. Ungazixela zonke inxalenye zamaqhezu?
Look at all of the shapes. Can you name all the fraction parts?

Irekthengile ibonisa izihlanu.
The rectangle shows fifths.

Bhala amagama amaqhezu azo zonke iimilo.
Write the names of the fraction parts for all of the shapes.

Wazi njani ukuba leliphi iqhezu?
How do you know what fraction is what?

Nika abafundi ixesha lokuthetha ngamaqhezu ahlukileyo abawabonayo. 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.
1. Treyisa. Faka umbala kumalungu.

**Trace. Colour the parts.**

- **isithathu third**
- **ikota quarter**
- **isiqingatha half**
- **isithandathu sixth**
- **isiuhlanu fifth**
2 Fakela umbala kwinxalenye enye. Treyisa igama leqhezu.

Colour one part. Trace the name of the fraction.

- isiqingatha esinya one half
- isinye esithathwini one third
- ikota enye one quarter
- isinye kwisihlanu one fifth
- isinye kwisithandathu one sixth

Xa ndisahlulela abantwana aba-2 ilofu yesonka, umntwana ngamnye ufumana isiqingatha selofu. 
When I share 1 loaf between 2 children, one child gets one half.
Masithethe ngeMaths!  
Let’s talk Maths!

**NgesiXhosa sithi:**  
In English we say:

- *isiqingatha esinye*  
  one half
- *inxalenye enye yezi-2 ezilinganayo*  
  one of 2 equal parts
- *isinya esithathwini*  
  one third
- *inxalenye enye kwezi-3 ezilinganayo*  
  one of 3 equal parts
- *ikota enye*  
  one quarter
- *inxalenye enye kwezi-4 ezilinganayo*  
  one of 4 equal parts
- *isinya kwisihlanu*  
  one fifth
- *isinya kwisithandathu*  
  one sixth

1. **Faka umbala kwisiqingatha semilo nganye eyahlulwe yaziziqingatha.**
   
   Colour one half of each shape that is divided into halves.

2. **Fakela umbala kwisithathu seemilo.**
   
   Colour in a third of the shapes.
3 Zalisa izikhewu. Bhala igama leqhezu.
 Fill in the blanks. Write the fraction name.

Inxalenye e-__ yeenxalenye ezi-__ ezilinganayo.
__ part of ___ equal parts.

Inxalenye e-__ yeenxalenye ezi-__ ezilinganayo.
__ part of ___ equal parts.

Inxalenye e-__ yeenxalenye ezi-__ ezilinganayo.
__ part of ___ equal parts.

Inxalenye e-__ yeenxalenye ezi-__ ezilinganayo.
__ part of ___ equal parts.

Inxalenye e-__ yeenxalenye ezi-__ ezilinganayo.
__ part of ___ equal parts.

Inxalenye e-__ yeenxalenye ezi-__ ezilinganayo.
__ part of ___ equal parts.
## Izixhobo

<table>
<thead>
<tr>
<th>Izibalo zentloko: Fizz Pop – ukwahlula kubini</th>
<th>azikho</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umdlalo: Ulwabiwo!</td>
<td>iibloko</td>
</tr>
</tbody>
</table>

### Usuku | Umsebenzi wesifundo | Izixhobo zezifundo
---|---------------------|---------------------|
1  | Ulwabiwo phakathi kwaba-2 | LAB, iibloko |
2  | Ulwabiwo olunentsalela | LAB, iibloko |
3  | Ukuhlela nokwaba       | LAB               |
4  | Ukuhlela olunentsalela | LAB               |
5  | Uqukaniso             | LAB               |

### Emva kwale veki umfundikufuneka 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 njengenxalenye yovavanyo oluqhube kayo olungekho sesikweni olujolise ekufundeni.
Grouping and sharing

<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>Grouping</td>
<td>LAB</td>
</tr>
<tr>
<td>4</td>
<td>Grouping with a remainder</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.
Izibalo zentloko


Umdlalo


Uphuhliso iwengqiqo

Kule veki sigxila ekwahluleni phakathi kwezi-2, ezi-3 nezi-4. Abafundi baza kunikwa amathuba okwaba ibloko, nokuhala besebenzisa imifanekiso. Abafundi baza kusebenza ngamanani abanokuwahlula ngokulinganayo, kwaye baza kuxoxa okunokwenziwa xa kukho intsalela. Kumsebenzi wethu siza kujolisa koku:

- ukusombulula iingxaki eziquka ulwabiwo olusenokuba nentsalela. Kolu hlobo lolwahlulo, izinto zahluwa phakathi kwenani elinikiweyo labantu (umzekelo) kwaye abafundi kufuneka babumanise ukuba zingaphi izinto ezabiwayo aya kuzifumana umuntu ngamnye.

Into emayiqatshelwe kule veki

Kubalulekile ukunika abafundi ixesha lokuxoxa ngokuba bazahlulo njani ibloko zabo, nokucinga ngokuba benze ntoni na ngeentsalela. Nceda abafundi baqonde ukuba intsalela iyekwa iphelele okanye ingahlulwa ibe ziinxalenye ezingamaqhezu.
**Mental Maths**
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 practise 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**
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.

**Concept development**
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 of the 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.
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>
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<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>isinye kwisithandathu</td>
<td>isinye kwisithathu</td>
</tr>
<tr>
<td>one sixth</td>
<td>one third</td>
</tr>
<tr>
<td>ikota enye</td>
<td>isinye kwisihlanu</td>
</tr>
<tr>
<td>one quarter</td>
<td>one fifth</td>
</tr>
<tr>
<td>isiqungatha esinye</td>
<td>isiqungatha esinye</td>
</tr>
<tr>
<td>one half</td>
<td>one half</td>
</tr>
<tr>
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</tr>
<tr>
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</tr>
<tr>
<td>one third</td>
<td>one quarter</td>
</tr>
</tbody>
</table>
Ulwabiwo phakathi kwaba-2

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Ukuba wabela abantu ab-2 iibloko ezingama-30, uza kufumana iibloko ezingaphi umuntu ngamnye?
If you share 30 blocks between 2 people, how many blocks will each person get?

Ufumene iibloko ezingaphi umuntu ngamnye?
How many blocks did each person get?

Umuntu ngamnye.ufumana iibloko ezili-15.
Each person gets 15 multifix blocks.

Sibonise ebhodini ukuba uzahlule njani iibloko ezingama-30 phakathi kwabantu ab-2.
Show us on the board how you shared 30 multifix blocks between 2 people.

Sesiphi isivakalisi manani esinokusibhala ukuze sibonise indlela anokwabiwa ngayo ama-30 phakathi kwabantu ab-2?
What number sentence can we write to show how 30 is shared between 2 people?

Ndiqala ndahlule ama-10, ndize ndabe imivo (oo-1).
I first share the 10s, then I share the 1s.

Phinda la manyathelo ngamnye amanani anokwahulwana phakathi kwabantu ababini.
Repeat the steps with other numbers that can be shared equally between two people.
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 phakathi kwabafundi aba-2.
  Share the sweets equally between 2 learners.

- Ufumana ezingaphi umfundi ngamnye?
  How many does each learner get?

**Ulwabiwo phakathi kwaba-2**
Sharing between 2

**Imbanga ezivikuthi:**

- **6** esahlulwe ka-2 senza isi-3.
  Ndinika uVuyo ilekese enye, ndize ndinike enye uCebo ndide ndizabane izikeleke.
  6 shared between 2 equals 3.
  I give one sweet to Vuyo, and one to Cebo until I share all the sweets.

- **60** esahlulwe ka-2 nga-30.
  Ndinika uVuyo ilekese ezili-10, ndinike uCebo ezili-10 ndide ndizabane izikeleke ezingama-60. Ndinga ngokwama-10.
  60 shared between 2 equals 30.
  I give 10 sweets to Vuyo, and 10 to Cebo until I share all 60 sweets. I think in 10s.
Yabela abafundi aba-2 iilekese ngokulinganayo. Uza kufumana iilekese ezingaphi umfundi ngamnye?
Share sweets equally between 2 learners. How many sweets does each learner get?

<table>
<thead>
<tr>
<th>iilekese</th>
<th>ezi-4</th>
<th>4 sweets</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><img src="image1.png" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td>4 ÷ 2 =</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>iilekese</th>
<th>ezingama-40</th>
<th>40 sweets</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><img src="image2.png" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td>40 ÷ 2 =</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>iilekese</th>
<th>ezi-2</th>
<th>2 sweets</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><img src="image3.png" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td>2 ÷ 2 =</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>iilekese</th>
<th>ezingama-20</th>
<th>20 sweets</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><img src="image4.png" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td>20 ÷ 2 =</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>iilekese</th>
<th>ezingama-26</th>
<th>26 sweets</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><img src="image5.png" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td>26 ÷ 2 =</td>
<td>13</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>iilekese</th>
<th>ezili-10</th>
<th>10 sweets</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><img src="image6.png" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td>10 ÷ 2 =</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>iilekese</th>
<th>ezili-18</th>
<th>18 sweets</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><img src="image7.png" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td>18 ÷ 2 =</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>iilekese</th>
<th>ezili-14</th>
<th>14 sweets</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><img src="image8.png" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td>14 ÷ 2 =</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

Ndabela abafundi ababini iilekese ezi-4 ngokulinganayo. I share 4 sweets equally between 2 learners. Half of 4 sweets is 2 sweets.

I share 4 sweets equally between 2 learners. Half of 4 sweets is 2 sweets.
WEEK 9 • DAY 2

Sharing with a remainder

Phinda la manyathelo ngamanye amanani anentsalela xa kusahlulewa abantu ababini.
Repeat the steps with other numbers that have a remainder when shared between two people.
Ulwabiwo olunentsalela

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

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

9 ÷ 2 = 4 ngesiqingatha esi-1
9 ÷ 2 = 4 and 1 half

15 ÷ 2 = 7 and 1 left over

<table>
<thead>
<tr>
<th>15</th>
<th>5</th>
</tr>
</thead>
</table>

15 ÷ 2 = _______________________
15 ÷ 2 = 7 and 1 half
### Sharing with a remainder


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

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

\[
19 \div 2 = 9 \text{ nesiqingatha esi-1} \\
19 + 2 = 9 \text{ and 1 half}
\]

<table>
<thead>
<tr>
<th>7</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

\[
7 \div 2 = \underline{3 \text{ and 1 half}}
\]

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

\[
11 \div 2 = 5 \text{ and 1 half}
\]

<table>
<thead>
<tr>
<th>21</th>
<th>21</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

\[
21 \div 2 = 10 \text{ and 1 half}
\]
IZIBALO 
ZENTLOKO 
MENTAL MATHS
FIZZ POP – UKWAHLULA KUBINI!
FIZZ POP – HALVING!
UMDLALO 
GAME
UPHUHLISO LWENGQIQO 
CONCEPT DEVELOPMENT
AMAPHEPHA 
OKUSEBENZELA 
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

UMbali ubhake ibhisi kithi ezili-15 ukuze abelane nabahlolo bakhe. Ufaka ibhisi kithi ezi-5 kwibhokisi nganye. Zingaphi ibhikosise zeebhisi kithi aza kwabelana ngazo?

Mbali baked 15 biscuits to share with her friends. She puts 5 biscuits in every box. How many boxes of biscuits will she have to share?

UKarabo unamapetyu ali-18. Ufaka amapetyu amathandathu epakethini. Uza kuba neepakethi zamapetyu ezingaphi?

Karabo has 18 marbles. He puts 6 marbles in a packet. How many packets of marbles will he have?

Phinda la manyathelo rangezinye iingxaki zamagama zokuhlela ngokwamaqela. Phinda la manyathelo ngamanaye amanani anokwahluwa abe ngamaqela alinganayo agenantsalela.

Repeat the steps with other grouping word problems. Repeat the steps with other numbers that can be divided into equal groups without a remainder.
1. **USam wenza iipakethe zetheko ngokufaka iilekese ezi-5 kwipakethe nganye. Angenza iipakethe ezingaphi ngeelekese ezingama-30?**

Sam makes party packs by putting 5 sweets in each bag. How many party packs can she make with 30 sweets?

When I know how many things are in each group, but not how many groups there are, I do a *grouping* action.

UKhanyi ubhake iibhisikithi ezingama-45 aza kuzithengisa esikolweni. Ufaka iibhisikithi ezi-5 kwibhokisi nganye. Zingaphi iibhokisi zeebhakisikithi anokuzithengisa?

Khanyi baked 45 biscuits to sell at school. She puts 5 biscuits in each box. How many boxes of biscuits can she sell?
2. **UMali uneetapile ezingama-24 aza kuzithengisa kwitafile yakhe. Ufaka iiitapile ezi-3 kwipakethe nganye. Zingaphi ipakethe azisebenzisayo uMali?**

Mali has 24 potatoes to sell at her stall. She puts 3 potatoes in every packet. How many packets does Mali use?

\[
24 \div 3 = 8
\]

UMali usebenzisa iipakethe ezi-___.

Mali uses _8_ packets.

**UBogosi noLuke bapakisha izitulo ezingama-70 zibe yimigca belungiselela indibano. Umgca ngamnye unezitulo ezili-10. Mingaphi imigca yezitulo abazipakishayo?**

Bogosi and Luke pack 70 chairs in rows for assembly. Each row has 10 chairs. How many rows of chairs do they pack?

\[
70 \div 10 = 7
\]

UBogosi noLuke bapakisha imigca e-___ yezitulo.


**USamir usebenzisa iibloko zakhe ukwakha iincochoyi. Incochoyi nganye yenziwa zibloko ezi-4. Zingaphi iincochoyi anokuzakha uSamir ngeebleloko ezingama-28?**

Samir uses his blocks to build towers. Every tower is made up of 4 blocks. How many towers can Samir build with 28 blocks?

\[
28 \div 4 = 7
\]

USamir angakha iincochoyi ezi-___.

Samir can build ___ towers.
WEEK 9 • DAY 4

Grouping with a remainder

IZIBALO
ZENTLOKO
MENTAL MATHS

FIZZ POP –
UKWAHLULA KUBINI!
FIZZ POP – HALVING!

UMDLALO
GAMES

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Mavis has 13 flowers. She puts 3 flowers in every vase. How many vases will she need? Will there be any flowers left over?

UMavis uza kufuna iivazi ezi-4 ze kushiyeke intyatyambo enye.
Mavis will need 4 vases with 1 flower left over.

Teacher has 26 crayons. She puts 5 crayons in every box. How many boxes of crayons will she have? Will there be any crayons left over?

Utitshala uza kuba neebhokisi ezi-5 zeekhrayoni nekhrayoni e-1 eshiyekayo.
Teacher will have 5 boxes of crayons and 1 left over.

Repeat the steps with other grouping 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 they realise that remainders can’t be ignored.
**IVEKI 9 • USUKU 4**

**Ukuhlela olunentsalela**

**IVEKI 9 • WEEK 9**

**USUKU 4 • DAY 4**

**Grouping with a remainder**

1. **Beka amapetyu ali-14 abe ma-3 eqeleni ngalinye.**
   **Mangaphi amaqela onokuwenza?**
   
   Put 14 marbles into groups of 3. How many groups can you make?
   
   \[ 14 \div 3 = 4 \text{ kusala 2.} \]
   
   \[ 14 \div 3 = 4 \text{ with 2 left over.} \]

2. **Umfama ufaka iminqathe engama-44 ezingxoweni.**
   **Ufaka iminqathe eli-10 kwingxowa nganye. Zingaphi iingxowa aza kuzenza?**
   
   The farmer puts 44 carrots in bags. He puts 10 carrots in each bag. How many bags can he make?
   
   \[ 44 \div 10 = ____ \text{ kusala ____}. \]
   
   \[ 44 \div 10 = ____ \text{ with ____ left over.} \]

3. **UPhumla uneentyatyambo ezingama-25. Ufaka iintyatyambo ezi-4 kwivazi nganye. Zingaphi iiivazi aza kuzifuna uPhumla?**
   
   Phumla has 25 flowers. She puts 4 flowers in each vase. How many vases will Phumla need?
   
   \[ 25 \div 4 = ____ \text{ kusala ____}. \]
   
   \[ 25 \div 4 = ____ \text{ with ____ left over.} \]
Beka amapetyu asi-8 abe ngamaqela oo-2. Mangaphi amaqela oza kuwenza?
Put 8 marbles into groups of 2. How many groups can you make?

\[ 8 \div 4 = 2 \text{ kusala } 0. \]

8 ÷ 4 = 2 with 0 left over.

Yenza amapetyu ali-10 abe ngamaqela oo-4. Zingaphi amaqela onokuzenza?
Put 10 marbles into groups of 4. How many groups can you make?

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

10 ÷ 4 = 2 with 2 left over.

Refeilwe is packing bags of apples. She puts 5 apples in each bag. How many bags of apples will she pack if she has 27 apples?

\[ 27 \div 5 = \_ \text{ kusala } \_. \]

27 ÷ 5 = 5 with 2 left over.

UMandla unezitikha ezili-14 aza kwabelana ngazo nabahlobo bakhe. Unika umhlobo ngamnye izitikha ezi-3. Bangaphi abahlolo bakhe abaza kufumana izitikha?
Mandla has 14 stickers to share with his friends. He gives 3 stickers to each friend. How many friends will get stickers?

\[ 14 \div 3 = \_ \text{ kusala } \_. \]

14 ÷ 3 = 4 with 2 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>Umfundi 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>Umfundi ngamnye ufumana ama-2.</td>
<td>Each learner receives 2.</td>
</tr>
<tr>
<td>Kushiyeka 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>

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

12 ÷ 4 = ___ kusala ___.
12 ÷ 4 = __ with ___ left over.

Yahlula ngokulinganayo amapetyu ali-11 phakathi kwabafundi aba-4.
Share 11 marbles equally between 4 learners.

11 ÷ 4 = ___ kusala ___.
11 ÷ 4 = __ with ___ left over.
2. Zingaphi ipitsa?
   How many pizzas?

<table>
<thead>
<tr>
<th>Pizza</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Pizza" /></td>
<td>1 and a half (or 1½)</td>
</tr>
<tr>
<td><img src="image" alt="Pizza" /></td>
<td>1 and a quarter (or 1¼)</td>
</tr>
</tbody>
</table>

   Extend by counting in 5s.

<table>
<thead>
<tr>
<th>55</th>
<th>50</th>
<th>45</th>
<th>40</th>
<th>35</th>
<th>30</th>
<th>25</th>
<th>20</th>
<th>15</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>58 - 5 = 53</td>
<td>34 - 5 = 29</td>
<td>39 - 4 = 35</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28 + 5 = 33</td>
<td>35 - 7 = 28</td>
<td>44 - 7 = 37</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36 + 30 = 66</td>
<td>42 + 30 = 72</td>
<td>2 + 40 = 42</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>56 - 20 = 36</td>
<td>72 - 30 = 42</td>
<td>91 - 40 = 51</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Isiqingatha okanye ihafu:
   Half:

<table>
<thead>
<tr>
<th>35</th>
<th>34</th>
<th>25</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>14</td>
<td>17</td>
</tr>
<tr>
<td>18</td>
<td>20</td>
<td>8</td>
</tr>
</tbody>
</table>

   Phinda kabini:
   Double:

<table>
<thead>
<tr>
<th>2 × 4 = 8</th>
<th>2 × 5 = 10</th>
<th>2 × 10 = 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 × 2 = 10</td>
<td>5 × 3 = 15</td>
<td>5 × 5 = 25</td>
</tr>
</tbody>
</table>

7. Isiqingatha okanye ihafu:
   Half:

   | 9 | 4 ½ | 18 | 9 |

   Phinda kabini:
   Double:

   | 9 | 18 | 18 | 36 |
**Uhlaziyo**

<table>
<thead>
<tr>
<th>Izixhobo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Izibalo zentloko:</strong> Imiguqulwa</td>
<td>azikho</td>
</tr>
<tr>
<td><strong>Umdlalo:</strong> IMaths ekhawulezayo nedayisi</td>
<td>idayisi</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ama-10 nemivo</td>
<td>LAB, oonotsheluza (iiifladikhadi)</td>
</tr>
<tr>
<td>2</td>
<td>Ukudibanisa nokuthabatha ukuya kw1-100</td>
<td>LAB, umgcamanani ongenanto</td>
</tr>
<tr>
<td>3</td>
<td>Ukuphinda kabini nokwahlula kubini</td>
<td>LAB</td>
</tr>
<tr>
<td>4</td>
<td>Amaqela ezi-5 nama-10</td>
<td>LAB</td>
</tr>
<tr>
<td>5</td>
<td>Amaqhezu nolwabiwo</td>
<td>LAB, idayisi</td>
</tr>
</tbody>
</table>

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

- ukusebenzisa amachokoza nemizobo ukuze ubonise amanani njengama-10 nemivo.
- ukunakana ukufana phakathi kokudibanisa nokuthabatha imivo kunye nokudibanisa nokuthabatha amashumi.
- ukuphinda kabini nokwahlula kubini amanani aphakathi kuka-0 nama-50.
- ukusebenzisa ukubala ngokuqakathwa ngokuphindaphinda ngesi-5 nange-10.
- ukunakana amaqhezu emifanekisweni nokubhala amaqhezu usebenzisa amagama athi, isinye esithathwini, ikota, isinye kwisihlanu 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 njengenxalenyi yoavanyo olqhubeayo olunekho sesikweni olujolise ekufundeni.
### Revision

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>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 50.
- use skip counting to multiply by 5 and by 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.
Izibalo zentloko

Umdlalo
• ngoSuku loku-1 – phindaphinda ngesi-2
• ngoSuku lwesi-2 – phindaphinda ngesi-2
• ngoSuku lwesi-3 – phindaphinda ngezi-5
• ngoSuku lwesi-4 – phindaphinda nge-10

Kubalulekile ukuba abafundi bakwazi ukusombulula ingxaki ezilula ngempumelelo kuba oku kwenza kubekho isiseko esomeleleyo seengxaki ezinzima ezinokubakho kamva.
Mental Maths video
This week we will practise 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 practise 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 iingqilo ngezifundo ezifundwe kule kota. Abafundi baza kunikwa amathuba okuziqhelanisa noko bakufundileyo, ukuze baphuhlise izakhono zabo zokusombulula iingxaki ngobuchule nangempumelelo. Siza kujolisa koku:

**Usuku 1**

Ukusebenzisa amachokoza nemizobo ukubonisa amanani njengama-10 nemivo (oo-1).

**Usuku 2**

Ukunakana ukufana okuphakathi kokudibanisa nokuthabatha imivo kunye nokudibanisa nokuthabatha amashumi.

**Usuku 3**

Ukuphinda kabini nokwahlula kubini amanani aphakathi kuka-0 nama-50.

**Usuku 4**

Ukusebenzisa ukubala okuqakathayo ukuze uphindaphinde ngesi-5 nange-10.

**Usuku 5**

- Ukunakana amaqhezu emifanekisweni kunye nokubhala amaqhezu usebenzisa amagama athi isiqingatha, isinye esithathwini, ikota, isinye kwisihlanu nesinye kwisithandathu.
- Ukusombulula nokucaacisa izisombululelo kwilingxaki ezenziwayo eziquka ulwabiwo olulingnayo oluneziphumo ezineentsalela.
Revision

This week we revise the concepts covered this term. Learners will be given opportunities to practise what they have learnt and to develop their ability to solve problems efficiently. We will focus on:

**Day 1**

Using dots and simplified drawings to represent numbers as 10s and 1s.

**Day 2**

Recognising the similarities between adding and subtracting ones and adding and subtracting tens.

**Day 3**

Doubling and halving numbers between 0 and 50.

**Day 4**

Using skip counting to multiply by 5 and by 10.

**Day 5**

- Recognising fractions in diagrammatic form and writing fractions using the words half, third, quarter, fifth and sixth.
- Solving and explaining solutions to practical problems that involve equal sharing with answers that can include remainders.
IZIBALO ZENTLOKO | MENTAL MATHS

Ziqhelise ukubhala izivakalisi manani zokudibanisa nezokuthabatha usebenzise itheyibhile yamanani.
Practise 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.

Bhala izivakalisi manani zokudibanisa usebenzise itheyibhile yamanani.
Write 2 addition number sentences using the numbers in the table.

12 + 23 = 35
23 + 12 = 35

Bhala ke ngoku 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

#### Usuku 1 Day 1

**Yabela aba-2. Ikhona intsalela?**  
Share between 2. Is there a left over?  
\[
\begin{align*} 
24 \div 2 &= \\
15 \div 2 &= \\
12 \div 2 &= \\
6 \div 2 &= \\
9 \div 2 &= \\
13 \div 2 &= \\
27 \div 2 &= \\
30 \div 2 &= \\
11 \div 2 &= \\
28 \div 2 &= 
\end{align*}
\]

#### Usuku 2 Day 2

**Yabela aba-3. Ikhona intsalela?**  
Share among 3. Is there a left over?  
\[
\begin{align*}
30 \div 3 &= \\
12 \div 3 &= \\
21 \div 3 &= \\
11 \div 3 &= \\
6 \div 3 &= \\
25 \div 3 &= \\
15 \div 3 &= \\
10 \div 3 &= \\
18 \div 3 &= \\
27 \div 3 &= 
\end{align*}
\]

#### Usuku 3 Day 3

**Yabela aba-4. Ikhona intsalela?**  
Share among 4. Is there a left over?  
\[
\begin{align*}
16 \div 4 &= \\
8 \div 4 &= \\
19 \div 4 &= \\
24 \div 4 &= \\
12 \div 4 &= \\
15 \div 4 &= \\
20 \div 4 &= \\
13 \div 4 &= \\
28 \div 4 &= \\
32 \div 4 &= 
\end{align*}
\]

#### Usuku 4 Day 4

**Yaba. Ikhona intsalela?**  
Share. Is there a left over?  
\[
\begin{align*}
20 \div 2 &= \\
9 \div 3 &= \\
20 \div 4 &= \\
7 \div 2 &= \\
11 \div 3 &= \\
17 \div 4 &= \\
15 \div 2 &= \\
21 \div 3 &= \\
12 \div 4 &= \\
24 \div 2 &= 
\end{align*}
\]
Umdlalo: IMaths ekhawulezayo ngedayisi – phindaphinda ngo-2

Game: Fast maths with dice – multiply by 2

- Phosa idayisi. Roll a dice.
- Dlala umdlalo phindaphinda ngo-2, ngo-5 nango-10 kule veki. Play multiply by 2, 5 and 10 this week!

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

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

\[
\begin{align*}
57 & = 10 + 10 + 10 + 10 + 10 + 7 \\
73 & = 10 + 10 + 10 + 10 + 10 + 10 + 3
\end{align*}
\]

2 Sombulula!

Solve!

\[
\begin{array}{c}
10 + \underline{9} = 19 \\
20 + \underline{5} = 25 \\
30 + \underline{7} = 37
\end{array}
\]

Draw 10 to show 10. Draw  to show 1.

- $47 = 10 + 10 + 10 + 10 + 7$
- $52 = 10 + 10 + 10 + 10 + 2$
- $38 = 10 + 10 + 10 + 8$

4. Cazulula ngokwama-10 nemivo.

Break down into 10s and 1s.

- $28 = 10 + 10 + 8$
- $59 = 10 + 10 + 10 + 10 + 9$
- $43 = 10 + 10 + 10 + 10 + 3$
- $59 = 50 + 9$
- $84 = 10 + 10 + 10 + 10 + 10 + 10 + 10 + 4$
- $28 = 20 + 8$
- $43 = 40 + 3$
- $84 = 80 + 4$
1 Sombulula! Sebenzisa iibloko zakho.

Solve! Use your blocks.

| 4 + 4 = 8   | 5 + 3 = 8   | 4 + 5 = 9   |
| 40 + 40 = 80 | 50 + 30 = 80 | 40 + 50 = 90 |
| 8 − 3 = 5   | 9 − 6 = 3   | 10 − 3 = 7  |
| 80 − 30 = 50 | 90 − 60 = 30 | 100 − 30 = 70 |

2 Ukusombulula usebenzisa umgcamanani.

Solve using the number line.

56 − 20 = 36

78 − 30 = 48

3 Sombulula usebenzise itheyibhile yamanani.

Solve using the number table.

Sonke read 25 pages over the holiday. Emma read 20 more pages than Sonke. How many pages did Emma read?

|   | 45 | 25 | 20 |
Adding and subtracting up to 100

4. Sombulula.
Solve.

| 41 + 5 = 46 | 65 + 5 = 70 | 47 − 5 = 42 | 60 − 4 = 56 |
| 36 + 4 = 40 | 57 + 4 = 61 | 69 − 4 = 65 | 50 − 2 = 48 |
| 52 + 7 = 59 | 72 + 6 = 78 | 58 − 6 = 52 | 70 − 3 = 67 |

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

51 km + 5 km = 56 km

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

32 km − 4 km = 28 km

5. Sombulula. Sebenzisa umgcamanani ukucende.
Solve. Use the number line for help.

| 56 + 4 = 60 | 48 + 5 = 53 | 60 − 4 = 56 | 52 − 5 = 47 |
| 46 + 7 = 53 | 45 + 7 = 52 | 50 − 6 = 44 | 53 − 7 = 36 |

USis’ Ntombi uthengise amaqebengwana angama-42. Uphinde wathengiswa asi-7 ngaphezulu. Mangaphi amaqebengwana awathengisileyo ewonke?
Sis Ntombi sold 42 scones. She sells 7 more. How many scones does she sell altogether?

42 + 7 = 49

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?

R60 − R8 = R52
1. I share equally between 2 learners. How many does each learner get?

<table>
<thead>
<tr>
<th>Yahlula kubini:</th>
<th>Half of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>50</td>
<td>25</td>
</tr>
</tbody>
</table>

2. Phinda kubini

<table>
<thead>
<tr>
<th>Double</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
<td>12</td>
<td>14</td>
<td>16</td>
<td>18</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

3. Phinda kubini

<table>
<thead>
<tr>
<th>Isi-5 esiphindwe kabini li-____. Double 5 is 10.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Double 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I-15 eliphindwe kabini lenza ama ____. Double 15 is 30.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Double 15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ama-25 aphindwe kabini enza ama ____. Double 25 is 50.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Double 25</td>
</tr>
</tbody>
</table>
**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>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
<td>12</td>
<td>14</td>
<td>16</td>
<td>18</td>
<td>20</td>
</tr>
</tbody>
</table>

Calculate:

\[ 2 \times 3 = \underline{6} \quad 2 \times 5 = \underline{10} \quad 2 \times 6 = \underline{12} \quad 2 \times 2 = \underline{4} \]
\[ 2 \times 1 = \underline{2} \quad 2 \times 4 = \underline{8} \quad 2 \times 8 = \underline{16} \quad 2 \times 10 = \underline{20} \]

**Ileke enye ixabisa i-R2. Ndiza kubhatala malini:**

One sweet costs R2. How much do I pay for:

<table>
<thead>
<tr>
<th>ngheelekese ezi-5 5 sweets</th>
<th>R10</th>
<th>ngheelekese ezi-6 6 sweets</th>
<th>R12</th>
</tr>
</thead>
<tbody>
<tr>
<td>ngheelekese ezi-8 8 sweets</td>
<td>R16</td>
<td>ngheelekese ezili-10 10 sweets</td>
<td>R20</td>
</tr>
</tbody>
</table>
Amaqela ezi-5 nama-10

Zingaphi iiemele?  How many buckets?  5
Zingaphi iiilitha?  How many litres?  50

Zingaphi iiemele?  How many buckets?  7
Zingaphi iiilitha?  How many litres?  70

Zingaphi iiemele?  How many buckets?  30
Zingaphi iiilitha?  How many litres?  10

Zingaphi iiemele?  How many buckets?  60
Zingaphi iiilitha?  How many litres?  10

Zingaphi iiemele?  How many buckets?  40
Zingaphi iiilitha?  How many litres?  10

Zingaphi iiemele?  How many buckets?  100
Zingaphi iiilitha?  How many litres?  10

Iiemele zi-3, zingaphi iiilitha?  3 buckets, how many litres?  30

Iiemele zi-4, zingaphi iiilitha?  4 buckets, how many litres?  40

Iiemele zili-10, zingaphi iiilitha?  10 buckets, how many litres?  100

Bala.
Calculate.

10 \times 3 = 30  
10 \times 5 = 50  
10 \times 6 = 60  
10 \times 2 = 20

10 \times 1 = 10  
10 \times 4 = 40  
10 \times 8 = 80  
10 \times 10 = 100

Ijusi enye ixabisa i-R10. Ndiza kubhatala malini:
One juice costs R10. What do I pay for:

<table>
<thead>
<tr>
<th>Ngeejusi ezi-3?</th>
<th>R30</th>
<th>Ngeejusi ezi-5?</th>
<th>R50</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 juices?</td>
<td></td>
<td>5 juices?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ngeejusi ezi-6?</th>
<th>R60</th>
<th>Ngeejusi ezili-11?</th>
<th>R110</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 juices?</td>
<td></td>
<td>11 juices?</td>
<td></td>
</tr>
</tbody>
</table>
Groups of 5 and 10

4

Zingaphi iingxowa? How many bags? 5
Mangaphi ama-apile? How many apples? 25

Zingaphi iingxowa? How many bags? 7
Mangaphi ama-apile? How many apples? 35

Iingxowa ezi-4, mangaphi ama-apile? 4 bags, how many apples? 20
Iingxowa ezi-5, mangaphi ama-apile? 5 bags, how many apples? 25
Iingxowa ezi-6 mangaphi ama-apile? 6 bags, how many apples? 30
Iingxowa ezi-10, mangaphi ama-apile? 10 bags, how many apples? 50

5 Bala. Calculate.

| 5 × 3 = 15 | 5 × 5 = 25 | 5 × 6 = 30 | 5 × 2 = 10 |
| 5 × 1 = 5 | 5 × 4 = 20 | 5 × 8 = 40 | 5 × 10 = 50 |

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

**Amaqhezu nolwabiwo**

**Umdlalo: Amaqhezu**

**Game: Fractions**

- **Dlala nomhlobo wakho.** Tshintshiselani 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/quarter
- isinye kwisithandathu
  one fifth
- isinye kwisithandathu
  one sixth

---

**Dlalani kwakhona.**

Kweli tyeli
libhaleni 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.

\[
\begin{array}{c|c|c}
9 & q & q \\
\hline
2 & 2 & 2 \\
\end{array}
\]

\[
9 \div 2 = \underline{\qquad} \\
9 + 2 = \underline{4 \text{ and } 1 \text{ half}} \\
9 \div 2 = \underline{\qquad} \\
9 + 2 = \underline{4 \text{ and } 1 \text{ left over}}
\]

\[
\begin{array}{c|c|c}
7 & q & q \\
\hline
2 & 2 & 2 \\
\end{array}
\]

\[
7 \div 2 = \underline{\qquad} \\
7 + 2 = \underline{3 \text{ and } 1 \text{ half}} \\
7 \div 2 = \underline{\qquad} \\
7 + 2 = \underline{3 \text{ and } 1 \text{ left over}}
\]

\[
\begin{array}{c|c|c}
11 & q & q \\
\hline
5 & 5 & 5 \\
\end{array}
\]

\[
11 \div 2 = \underline{\qquad} \\
11 + 2 = \underline{5 \text{ and } 1 \text{ half}} \\
11 \div 2 = \underline{\qquad} \\
11 + 2 = \underline{5 \text{ and } 1 \text{ left over}}
\]

2. Yahlula la mapetyu alandelayo. Ufumana amapetyu amangaphi umfundi 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-___ 3 and 1 left over. |
| Share 10 marbles among 3 children. | |
| Yabela abafundi aba-4 amapetyu ama-10. | i-___ nentsalela e-___ 2 and 2 left over. |
| Share 10 marbles among 4 children. | |
Uvavanyo lwesikona yesi-2

Uvavanyo lwesikona luyilelwe kwizicwangciso zezifundo. Luquka imisebenzi ebhalwayo, ethethwayo neyenziwiyo. Isicwangciso esipheleleyo soxamshipho xekota yesi-2 sifumaneka kwimsebenzi waphambili ne engezantsi.

**Usuku lwesi-5 Iweveki nganye lucwangingciselwe uvavanyo noqukaniso**


Kwiveki yesi-3, nakweyesi-4 kwenziwa izicwangciso **zovavanyo oluthethwayo olwenziwiyo**. Uza kusebenzisa imisebenzi eyenziwiyo noluhluko lokugqalisa eyenziwiyo olubhalwayo irubrika ekumagqabantshintshi ekeve ukukuvanyo abafundi. Imisebenzi ethethwayo neyenziwiyo kufuneka yenziwe iweveki yonke, ngumfundi ngamnye okanye ngokwamaqela abafundi xa iklasi isenza imisebenzi yaseyakalasini ingancediswa mntu.

Kwiveki yesi-2 ukuya kweyesi-8 kwenziwa izicwangciso **zovavanyo olubhalwayo**.
Le masebenzi ifumaneka kulo mfululo wokuvavanyo kumaapho phakazwe kwitheyibhile engasezantsi. Bakuba bewugqibile umsebenzi wokuvavanyo obhalwayo, abafundi bangenza umsebenzi woqukaniso okumapho phakazwe okukhulula okumsebenzi weveki.

Kufunekazi lenxe uvavanyo olusisiseko njengoko kuyalelwe liphondo lakho. Izikhobo zenxoxo ezizibonelelo kufuneka zisetjenziwe.

Bhala phantsi amanqaku akho usebenzise amaphepho akho okubhala amanqaku asemgangathweni ngeumsebenzi ngamnye. Limvavanyo ezikwikota yoku-2 zezi:

<table>
<thead>
<tr>
<th>Iveki 2</th>
<th>Ama-10 noo-1</th>
<th>Olubhalwayo</th>
<th>222</th>
<th>14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iveki 3</td>
<td>Ukudibansisa nokuthabatha</td>
<td>Olubhalwayo</td>
<td>224</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Amanani, iindlela zokubala nolwalalamo - qwalasela abafundi ukuze uvananye izakhono zabo zokubonisa amanani, ukudibansisa nokuthabatha</td>
<td>Oluthethwayo olwenziwiyo</td>
<td>220</td>
<td>6</td>
</tr>
<tr>
<td>Iveki 4</td>
<td>Ukuphindaphinda</td>
<td>Olubhalwayo</td>
<td>226</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Uphatho lwedatha: ligafu zemifanekiso (ipikthografu). (Jonga kwipikthografu ekwileLAB, izikhobo zokufunda)</td>
<td>Oluthethwayo olwenziwiyo</td>
<td>220</td>
<td>5</td>
</tr>
<tr>
<td>Iveki 5</td>
<td>Ukudibansisa nokuthabatha (0-100)</td>
<td>Olubhalwayo</td>
<td>228</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>lipatheni zamanani</td>
<td>Olubhalwayo</td>
<td>228</td>
<td>4</td>
</tr>
<tr>
<td>Iveki 6</td>
<td>Umlinganiselo - Ubutunzi</td>
<td>Olubhalwayo</td>
<td>230</td>
<td>6</td>
</tr>
<tr>
<td>Iveki 7</td>
<td>limilo ezine-2D</td>
<td>Olubhalwayo</td>
<td>232</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>lipatheni zezomntuientri</td>
<td>Olubhalwayo</td>
<td>232</td>
<td>3</td>
</tr>
<tr>
<td>Iveki 8</td>
<td>Amaqhezu</td>
<td>Olubhalwayo</td>
<td>234</td>
<td>10</td>
</tr>
</tbody>
</table>
**Term 2 assessment**

The assessment for the term is designed into the lesson plans. Assessment includes written, oral and practical activities. The full assessment plan for Term 2 is provided in the table below.

**Day 5 of each week is planned for assessment and consolidation**

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

In Weeks 3 and 4, **oral and practical assessment** activities are planned. You will use practical activities and the checklist/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 this assessment pack on the pages indicated in the table below. After they have completed the written assessment activity learners can work on the consolidation worksheets in the Learner Activity Book.

You should carry out **baseline assessment** as required by your province. The support material provided by them should be used.

Record your marks using your standard mark recording sheets for each activity.

Term 2 assessments are as follows:

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
<th>Type</th>
<th>Page</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>10s and 1s</td>
<td>Written</td>
<td>222</td>
<td>14</td>
</tr>
<tr>
<td>Week 3</td>
<td>Addition and Subtraction.</td>
<td>Written</td>
<td>224</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Numbers, operations and relationships –</td>
<td>Oral and</td>
<td>220</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>observe learners to assess their ability</td>
<td>practical</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>to represent numbers, add and subtract.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Multiplication</td>
<td>Written</td>
<td>226</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Data handling: pictographs. (Refer to the</td>
<td>Oral and</td>
<td>220</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>pictograph in the LAB, Resources)</td>
<td>practical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Addition and subtraction (0-100)</td>
<td>Written</td>
<td>228</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Numeric patterns</td>
<td>Written</td>
<td>228</td>
<td>4</td>
</tr>
<tr>
<td>Week 6</td>
<td>Measurement - Mass</td>
<td>Written</td>
<td>230</td>
<td>6</td>
</tr>
<tr>
<td>Week 7</td>
<td>2-D shapes</td>
<td>Written</td>
<td>232</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Geometric patterns</td>
<td>Written</td>
<td>232</td>
<td>3</td>
</tr>
<tr>
<td>Week 8</td>
<td>Fractions</td>
<td>Written</td>
<td>234</td>
<td>10</td>
</tr>
</tbody>
</table>
Sebenzisa uluqwalaselwayo/irubriki yovavanyo engasezantsi ngezo veke zabelwe kuvo. Iklasi yakho ungayahlula ibe ngamaqela uze uvavanye iqela elinye ngosuku kulo veke ukuse kungabikho xinzelelo lokwenza lo msebenzi neklasi yonke ngosuku olunye.

Iveki 3 Uvavanyo oluthethwayo nolwenziwayo – Amanani, iindlela zokubala nolwalamano

<table>
<thead>
<tr>
<th>Qwalasela abafundi ukuze uvavanye izakhono zabo zokubonisa amanani, ukudibana nokuqwalaselwayo.</th>
<th>Amanqaku</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ululhu lokuqwalaselwayo: ichanekile/ayichanekanga/iphantse (isondele)</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 ibleko izesiseko seshumi</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukudibana nokuqwalaselwayo esebenzisa imifanekiso yamanani</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukudibana nokuqwalaselwayo esebenzisa ibleko izesiseko seshumi</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukudibana nokuqwalaselwayo esebenzisa umgcamananu</td>
<td></td>
</tr>
</tbody>
</table>

Iveki yesi-4 Uvavanyo oluthethwayo nolwenziwayo – Uphatho lwedatha:
ligrafu zemifanekiso (iipikthografu)
(Jonga kwipikthografu ekwi-LAB, Izixhobo zokufunda)

<table>
<thead>
<tr>
<th>Qwalasela abafundi ukuze uvavanye izakhono zabo zokufunda nokutolika iligrafu zemifanekiso (iipikthografu).</th>
<th>Amanqaku</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ululhu lokuqwalaselwayo: ichanekile/ayichanekanga/iphantse (isondele)</td>
<td>✓ ✗ ●</td>
</tr>
<tr>
<td>Uyakwazi ukuchaza into eboniswa kwigrifu yemifanekiso (inani leemoto ezidlula ngasegeyitini yesikolo)</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukucacisa inkcazelo yegrafu yemifanekiso (Imoto engasezantsi ithetha ukuba imoto enye kwipikthografu imele imoto enye ebaliweyo kwikholam nganye.)</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukufunda ingcacio okanye ulwazi olukwipikthografu – zingaphi izinto eziboniswa kwikholam. (umz. zingaphi imoto ezibomvu ezibaliweyo?)</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukuchaza okanye ukuchonga “ezona zimbala” okanye “ezona zinini” kwipikthografu. (umz. ezona moto zinombala zibonwe kanini zizimolo eziblowu.)</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukuba umahluko phakathi kwedatha ekhoyo (umz. umahluko phakathi kwenani leemoto ezimthubi nenani leemoto ezibomvu …).</td>
<td></td>
</tr>
</tbody>
</table>

Sebenzisa iikhowudi zeQR ukuze ufumane amaphapha okumakisha imisebenzi yohlolo.

Uxwebhu lokumakisha lwakwaFunda Wande
Oral and practical assessment

Use the assessment checklist/rubric below during the weeks to which they are assigned. You could split your class into groups and assess one group per day in that week in order to remove the pressure on doing this activity with the whole class on one day.

Week 2 Oral and practical assessment – Numbers, operations and relationships

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

Week 4 Oral and practical assessment – Data handling: pictographs

(Refer to the pictograph in the LAB, Resources)

<table>
<thead>
<tr>
<th>Observe learners to assess their ability to read and interpret a pictograph.</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Checklist: correct/incorrect/almost</td>
<td>✓</td>
<td>✗</td>
<td>●</td>
</tr>
<tr>
<td>Able to use identify what is being represented in the pictograph (number of cars going past the school gate)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to identify the key of the pictograph (The car at the bottom it means one car in the pictograph shows one car was counted, per column.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to read information from the pictograph – how many items are shown in a column. (e.g. how many red cars were counted?)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to identify “least” and “most” from the pictograph. (e.g. the colour car seen most was blue cars.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to calculate the difference between data items. (e.g. the difference between the number of yellow cars and the number of red cars was …)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Use this QR code to download mark sheets for the assessment activities.
1. Zoba 10 ukuze ubonise i-10. Zoba 0 ukuze ubonise u-1.
   Draw 10 to show 10. Draw 0 to show 1.
   
   ![Diagram showing 47 with 10s and 1s]
   
   
   47 = 10 + 10 + 10 + 10 + 7
   
   ngamashumi ama 4 ans 7
   
   ________ tens _________ ones

2. Cazulula ibe ngama-10 noo-1.
   Break down into 10s and 1s.
   
   ![Equations showing breakdown of 38 and 52 into 10s and 1s]
   
   38 = 10 + 10 + 10 + 8
   38 = 30 + 8
   
   52 = 10 + 10 + 10 + 10 + 2
   52 = 50 + 2

3. Cazulula ibe ngama-10 noo-1.
   Break down into 10s and 1s.
   
   ![Equations showing breakdown of 10, 30, 70, 25, 48, and 63 into 10s and 1s]
   
   10 + 3 = 13
   30 + 9 = 39
   70 + 6 = 76
   25 = 20 + 5
   48 = 40 + 8
   63 = 60 + 3
1. **Zoba 10 ukuze ubonise i-10. Zoba 0 ukuze ubonise u-1.**
   
   Draw 10 to show 10. Draw 0 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 = __________

3. **Cazulula ibe ngama-10 noo-1.**
   
   Break down into 10s and 1s.
   
   10 + ___ = 13  
   30 + ___ = 39  
   70 + ___ = 76

   25 = ___ + ___  
   48 = ___ + ___  
   63 = ___ + ___
Igama | Name
Umhlaba | Date

**Memorandum**

**Total marks:** 20

1. **Zoba** (10) ukuze ubonise i-10. Zoba (●) ukuze ubonise u-1.
   
   Draw (●) to show 10. Draw (●) to show 1.
   
   46 + 30

   10 10 10 10
   10 10 10

   10: 7
   1: 6
   76

2. **Sombulula.**
   
   Solve.
   
   | 40 + 10 = 50 | 60 - 10 = 50 | 43 + 20 = 63 | 57 - 20 = 37 |
   | 40 + 30 = 70 | 80 - 30 = 50 | 39 + 30 = 69 | 68 - 30 = 38 |
   | 32 + 5 = 37 | 44 + 5 = 49 | 29 - 5 = 24 | 57 - 4 = 53 |
   | 23 + 6 = 29 | 61 + 6 = 67 | 38 - 4 = 34 | 66 - 3 = 63 |

   
   Busi baked 48 cupcakes. She sold 5. How many cupcakes remain?
   
   48 - 5 = 43

4. **UThando unamapetyu angama-32. Ufumene amanye ama-6 ngaphezulu. Mangaphi amapetyu anawo ngoku?**
   
   Thando had 32 marbles. He won 6 more. How many marbles does he have now?
   
   32 + 6 = 38
1. Zoba 10 ukuze ubonise i-10. Zoba 0 ukuze ubonise u-l.
   Draw 10 to show 10. Draw 0 to show 1.

   46 + 30

2. Sombulula.
   Solve.

   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 = ___

   Busi baked 48 cupcakes. She sold 5. How many cupcakes remain?

4. UThando unamapetsyu angama-32. Ufumene amanye ama-6 ngaphezulu. Mangaphi amapetsyu anawo ngoku?
   Thando had 32 marbles. He won 6 more. How many marbles does he have now?
Igama | Name
--- | ---

Umhla | Date
--- | ---

**Total marks: 14**

1. **Zingaphi iibhotile?**
   - How many bottles? 2ℓ 2ℓ 2ℓ 2ℓ 2ℓ
   - How many litres? 10ℓ 10ℓ 10ℓ 10ℓ

2. **Zingaphi ii-emele?**
   - How many buckets? 10ℓ 10ℓ 10ℓ 10ℓ
   - How many litres? 40ℓ

3. **Zingaphi iimbiza?**
   - How many pots? 5ℓ 5ℓ 5ℓ
   - How many litres? 15ℓ

2. **Bala.**
   - Calculate.

<table>
<thead>
<tr>
<th>Calculation</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 × 5 = 10</td>
<td>✔</td>
</tr>
<tr>
<td>5 × 2 = 10</td>
<td>✔</td>
</tr>
<tr>
<td>10 × 2 = 20</td>
<td>✔</td>
</tr>
<tr>
<td>10 × 5 = 50</td>
<td>✔</td>
</tr>
</tbody>
</table>

3. **Abantwana ba-4, mingaphi iminwe?**
   - 4 children, how many fingers? 40✔

4. **Abantwana ba-6, zingaphi iingalo?**
   - 6 children, how many arms? 12✔

5. **Abantwana basi-7, zingaphi iinzwane?**
   - 7 children, how many toes? 70✔

6. **Abantwana bali-9, mingaphi imilenze?**
   - 9 children, how many legs? 18✔
### Assessment Multiplication

#### Zingaphi iibhotile?
How many bottles?

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Zingaphi ilitha?
How many litres?

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Zingaphi ii-emele?
How many buckets?

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

#### Zingaphi ilitha?
How many litres?

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

#### Zingaphi iimbiza?
How many pots?

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

#### Zingaphi ilitha?
How many litres?

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

### 2 Bala.
Calculate.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2 × 5 = ___</td>
<td>5 × 2 = ___</td>
<td>10 × 2 = ___</td>
<td>10 × 5 = ___</td>
</tr>
</tbody>
</table>

### 3 Abantwana ba-4, mingaphi iminwe?
4 children, how many fingers?

<table>
<thead>
<tr>
<th>Abantwana ba-6, zingaphi iiingalo?</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 children, how many arms?</td>
</tr>
</tbody>
</table>

Abantwana basi-7, zingaphi iiinzwane?
7 children, how many toes?

<table>
<thead>
<tr>
<th>Abantwana bali-9, mingaphi imilenze?</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 children, how many legs?</td>
</tr>
</tbody>
</table>
Sombulula. Sebenzisa umgcamanani ukuncede.
Solve. Use the number line for help.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>34 + 2</td>
<td>36</td>
</tr>
<tr>
<td>35 + 5</td>
<td>40</td>
</tr>
<tr>
<td>40 - 1</td>
<td>39</td>
</tr>
<tr>
<td>38 - 5</td>
<td>33</td>
</tr>
<tr>
<td>30 + 9</td>
<td>39</td>
</tr>
<tr>
<td>33 + 6</td>
<td>39</td>
</tr>
<tr>
<td>39 - 3</td>
<td>36</td>
</tr>
<tr>
<td>37 - 4</td>
<td>33</td>
</tr>
<tr>
<td>30 + 10</td>
<td>40</td>
</tr>
<tr>
<td>33 + 6</td>
<td>39</td>
</tr>
<tr>
<td>39 - 3</td>
<td>36</td>
</tr>
<tr>
<td>37 - 4</td>
<td>33</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Expression</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>28 + 5</td>
<td>33</td>
</tr>
</tbody>
</table>

Sebenzisa ipatheni ikuncede ekusombululeni ingxaki.
Solve using the pattern for help.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 + 2</td>
<td>5</td>
</tr>
<tr>
<td>8 - 5</td>
<td>3</td>
</tr>
<tr>
<td>63 + 2</td>
<td>65</td>
</tr>
<tr>
<td>68 - 5</td>
<td>63</td>
</tr>
</tbody>
</table>
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>

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

\[ 28 + 5 = \]
\[ 33 - 7 = \]

3. Sebenzisa ipatheni ikuncede ekusombululeni ingxaki.
Solve using the pattern for help.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3 + 2 =</td>
<td>8 - 5 =</td>
</tr>
<tr>
<td>63 + 2 =</td>
<td>68 - 5 =</td>
</tr>
</tbody>
</table>
1. Jonga izikali zokulinganisela uze ufakele igama elithi inzima okanye iikhaphukhaphu.

Look at the balance scales and fill in the word heavier or lighter.

- Izitoki zi_____ kunelelekese.
  The lollipops are ___ heavier than the sweets.

- Ilelekezi zi_____ kunezitoki.
  The sweets are ___ lighter than the lollipops.

2. Ubunzima bencwadi = neapile eli__.
Mass of book = ___ apples.

Ubunzima bencwadi = iibhola zentenetya ezi-__.

Yeyiphi enzima? Liapile okanye yibhola yentenetya?

Which is heavier, an apple or a tennis ball? ___ apples

3. UMahlatse uthenge i-5 kg yeswekile kunye ne-25 kg yomgubo. Zingaphi iikhilogrem zidibene?

Mahlatse buys 5 kg of sugar and 25 kg of flour. How many kilograms altogether?

5 kg + 25 kg = 30 kg

5 + 25 = 30

Is also correct.
1 Jonga izikali zokulinganisela uze ufakele igama elithi inzima okanye iikhaphukhaphu.
Look at the balance scales and fill in the word heavier or lighter.

![Balance Scales](image1)

**Izitoki zi**________ kunelelekese.  
The lollipops are ____________ than the sweets.

**Iilekese zi**________ kunezitoki.  
The sweets are ____________ than the lollipops.

2

![Balance Scales](image2)

**Ubunzima bencwadi = neapile eli**___.
Mass of book = ___ apples.

**Ubunzima bencwadi = iiibhola zentenetya ezi-**___

**Yeyiphi enzima? Liapile okanye yibhola yentenetya?**
__________________

Which is heavier, an apple or a tennis ball? __________________

3

![Balance Scales](image3)

**UMahlatse uthenge i-5 kg yeswekile kunye ne-25 kg yomgubo. Zingaphi iikhilogrem zidibene?**
Mahlatse buys 5 kg of sugar and 25 kg of flour. How many kilograms altogether?
1. Gqibezela itheyibhile.
   Complete the table.

<table>
<thead>
<tr>
<th>igama name</th>
<th>mangaphi amacala?</th>
<th>angqukuva okanye athe tse?</th>
</tr>
</thead>
<tbody>
<tr>
<td>triangle</td>
<td>✓ 3 ✓ straight</td>
<td>✓</td>
</tr>
<tr>
<td>circle</td>
<td>✓ 1 ✓ round</td>
<td>✓</td>
</tr>
<tr>
<td>square</td>
<td>✓ 4 ✓ straight</td>
<td>✓</td>
</tr>
<tr>
<td>rectangle</td>
<td>✓ 4 ✓ straight</td>
<td>✓</td>
</tr>
</tbody>
</table>

2. Yandisa iipatheni.
   Extend the patterns.

   △ △ △ △ △ △ △
   □ □ □ □ □ □ □ □ □
1. Gqibezela itheyibhile.
  Complete the table.

<table>
<thead>
<tr>
<th>igama name</th>
<th>mangaphi amacala? how many sides?</th>
<th>angqukuva okanye athe tse? round or straight?</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>

2. Yandisa iipatheni.
  Extend the patterns.

△ △ △ △ △ △
★ ★ ◐ ◐ ◐ ◐
♦ ♦ ♦ ♦ ♦ ♦
Uvavanyo olubhalwayo • Written assessment

**IWEKI • WEEK 8**

<table>
<thead>
<tr>
<th>Igama</th>
<th>Name</th>
<th>Memorandum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umhla</td>
<td>Date</td>
<td>Total marks: 10</td>
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1. **Thiya iqhezu igama.**
   Name the fraction.
   
   - one third ✓
   - or \(\frac{1}{3}\)
   - one fifth ✓
   - or \(\frac{1}{5}\)
   - one quarter ✓
   - or \(\frac{1}{4}\)
   - one sixth ✓
   - or \(\frac{1}{6}\)
   - one half ✓
   - or \(\frac{1}{2}\)

2. **Rhangqa imifane kiso ebonisa isiqingatha.**
   Circle the pictures that show half.
   
   ![Circle the pictures that show half.](image)

3. **Fakela umbala kwisithathu semilo nganye eyahlulwe yazizithathu.**
   Colour one third of each shape that is divided into thirds.
   
   ![Colour one third of each shape that is divided into thirds.](image)
1. **Thiya iqhezu igama.**
Name the fraction.

   - 
   - 
   - 
   - 

2. **Rhangqa imifanekeiso ebonisa isiqingatha.**
Circle the pictures that show half.

   - 
   - 
   - 
   - 

3. **Fakela umbala kwisithathu semilo nganye eyahlulwe yazizithathu.**
Colour one third of each shape that is divided into thirds.

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   - 
   - 
   - 

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**Uvavanyo**

**Amaghezu**

**Assessment**

**Fractions**

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<tr>
<th>Igama</th>
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