8!
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USING BALA WANDE FOR TEACHING FOUNDATION PHASE MATHEMATICS .......................... 3

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1. Yintoni iBala wande?

IBala Wande yinkqubo yemathematika yeFunda Wande.

IFunda Wande ngumbutho ongenanjongo zakwenza nuzzo, oneenjongo zokuqinisekisa ukuba bonke abafundi baseMzantsi Afrika bayakwazi ukufunda ngokuqonda/ukufundela intsingiselo ngeelwimi zasemakhanya xa beneminyaka eli-10. IBala Wande yinkqubo ehamba neFunda Wande yemathematika (yezibalo) ejolise ekubenii Bonke abafundi baseMzantsi Afrika bafulene iseiseko esisiso semathematika kwakwiminyaka yamabanga aphantsi.


Thekgo ya lenaneo la Bala Wande le akaretša:

1.1 Isikhokelo sikatitshala

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

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

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

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

1. What is Bala Wande?

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

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

The Bala Wande programme support includes:

1.1 Teacher Guide

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

For each week of planned lesson activities, there is a two-page guide that gives an overview of the Mental Maths and concept development components of the lessons, including:

- resources teachers will need for each day’s activities
- objectives for the daily lesson activities
- things to think about when teaching the lesson activities for the week

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

Zonke iziko ezithatha inxaxheba ziza kufumana izixhobo ezongezelelwayo zokuncedisa abafundi nootitshala ezihambelana nezicwamangciso zezifundo zeBala Wande. iNcwadi yomfundi yemisebenzi yeBala Wande iyahambelana neCABS kwaye yincywadi yemisebenzi iyabafundi elandleleleniwe ngocoselelo neyenzelwe ukufundisa umsebenzi owenziswa kuloo kota. Le ncwadi yemisebenzi iqulethe amaphepha emisebenzi yeklasi iphela, awabafundi abaza kuyenza nganye nganye nemidlalo elungiselelewhe ukufunda imiba yengqiao efundwayo.

Kukwakho nesichazimagama seBala Wande sesigama semathematika esingeelwimi ezimbini.

Ezinye izixhobo zokufunda eziza kunikezelwa zizikhobho ezifana neebloko zeziseko zamashumi, iimilo eziqinileyo, iworhi yamanani, oonotsheluza neebloko nezizikhobho ezizelele ezifundo ezinikiweyo.

Nceda ukhathalele le LTSM. Siyacela ukuba uzijonge ngenkathalo kuba zixabisa kakulu kwaye kunzima ukuzifumana kwakhona. Kuza kufuneka usayine ubonise ukuyamkela kwakho le bhokisi kwaye iza kuba luxanduva lwakho ukuyijonga nazo zonke izixhobo ezikuyo ozinikiweyo.

1.3 Iividiyo zeBala Wande zootitshala abaziintshatsheli


Ezi vidiyo zinika ulwazi nobuchule obufunyenwe kootitshala abaziintshatsheli obulisigalele kwiiqiao nzimathematika nobuchule bokufundisa.

Ingaba iBala Wande iyahambelana neCABS?

Ewe. Inkqubo yeBala Wande ijolise ekufundiseni abafundi ukubala ngokuzithemba xa bephumelele ibanga lesi-3. Le nkqubo yenzelwa kanye ikharithyhalami yaseMzantsi Afrika kwaye ihambelana ngo neCABS. iBala Wande ielandela iCABS elandleleleniwe yiTMU ngemvume efunyenwe kwileMfundo esiSiseko.

- Umxholo, ukwabiwa kwexeshu kunye novavanyo lwefundo, konke oku kusekelwe kwICAPS.
- Izicwamangciso zovavanyo zekota namaphethshana amaqhakuzi ziyafumana.
- This is a special edition of the Bala Wande Grade 1 material that has been created to support teachers and learners in the first term of 2021. It consists of a carefully selected series of lessons from the Grade 1 Terms 2, 3 and 4 material that will enable learners to cover core concepts from the Grade 1 curriculum to consolidate learning that was disrupted in 2020 as a result of Covid.
1.2 Additional LTSM materials

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

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

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

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

1.3 The Bala Wande videos of master teachers

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

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

Is Bala Wande CAPS compliant?

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

- The content, time allocation and assessment for learning all are based on the CAPS.
- Assessment term plans and mark sheets are provided.
- This is a special edition of the Bala Wande Grade 1 material that has been created to support teachers and learners in the first term of 2021. It consists of a carefully selected series of lessons from the Grade 1 Terms 2, 3 and 4 material that will enable learners to cover core concepts from the Grade 1 curriculum to consolidate learning that was disrupted in 2020 as a result of Covid.
Wamkelekile kwiBanga lesi-2!


Oku kuthetha ukuba icandelo lokuqala lomsebenzi luhlaziyo. Sifuna abafundi bazive benokuzithemba, ngokuba sebefunde lukhulu ngezibalo (maths) kwaye kunini abakwaziyo.

KwiBanga lesi-2 sinqwenela ukuba abafundi babe neziqhelo ezilungileyo xa besenza izibalo. Thetha nabo ngokuqaphela nguyenaneko loo nto bafanele ukuyenza. Ngokusuka ngalunye xa uqalisa umsebenzi waseklasini ozimelelo, cela abafundi baijenge emaphepheni baze bokuqalisa abakubonayo. Bacinga ukuba bafanele ukwenza ntoni?

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


Eyona nto iyodwa nge-LAB yeBanga leesi-2 kukuba rhoqo ngosuku lwesi-5 kwiveki nganye kubakho icandelo loliwimi kwisifundo. Oku kwenza ukuthetha ngemaths ngolwimi lwesiXhosa kwaye uhlaziyo amabini zama gamagama angundoqo afundiwayo ekeke.

Masithethe ngeMaths!

Let’s talk Maths!

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

The first three weeks of the Grade 2 Term 1 workbook are designed to go over Grade 2 material. This will remind learners about concepts they learned in Grade 2. We will build on these concepts more carefully from Week 4.

This means that the first section of the work is revision. We want learners to feel some confidence that they already have learned a lot of maths and know a lot of things.

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

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

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

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

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

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**Masithethe ngeMaths!**

**Let's talk Maths!**

<table>
<thead>
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<th>NgesiXhosa sithi</th>
<th>In English we say</th>
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<tr>
<td>thabatha</td>
<td>take away</td>
</tr>
<tr>
<td>dibanisa ibe nye</td>
<td>add one</td>
</tr>
<tr>
<td>thabatha ibe nye</td>
<td>take away one</td>
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<td>ikati incinci kunenkomo</td>
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<td>four is bigger than three</td>
</tr>
<tr>
<td>isithathu sincinci kunesine</td>
<td>three is smaller than four</td>
</tr>
</tbody>
</table>
2. Yintoni esebhokisini?
Ngaphakathi ebhokisi uza kufumana zonke izikhobo ezifunekayo ukuze ukwazi ukulandela inqubo yeBala Wande.

<table>
<thead>
<tr>
<th>Isikhokelo sikatitshala</th>
</tr>
</thead>
<tbody>
<tr>
<td>Isikhokelo sikatitshala</td>
</tr>
<tr>
<td>Isishwankathelo semiba eza kufundiswa kwiveki nganye.</td>
</tr>
<tr>
<td>Izibalo zentloko ezicwangciselwe imihla yonke (lintsuku 1–4).</td>
</tr>
<tr>
<td>Imisetyenzana yokutyebisa (rhoqo ngeveki - lintsuku 1–4)</td>
</tr>
<tr>
<td>Imisebenzi yokufundisa engundoga exhaswa zipowusta nezikhobo ezisebhokisini (lintsuku 1–4).</td>
</tr>
<tr>
<td>Iikopi zamaphepha eencwadi zemisebenzi zabafundi (nawo afakwe ngokulandelelana kwisikhokelo sikatitshala).</td>
</tr>
<tr>
<td>Uvakanyo lokufunda (Usuku Iwesi-5 Kwiiveki 2–9).</td>
</tr>
<tr>
<td>Uqukaniso (Usuku Iwesi-5 liveki 1-10).</td>
</tr>
</tbody>
</table>

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

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

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

<table>
<thead>
<tr>
<th>lipowusta</th>
</tr>
</thead>
<tbody>
<tr>
<td>ikhalenda ko-2021</td>
</tr>
<tr>
<td>lipowusta ezihambelana nezicwangciso zezifundo</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Izixhobo zokuncedisa zikatitshala</th>
</tr>
</thead>
<tbody>
<tr>
<td>intlobo ngeentlobo zeziXhobo eziphathhekayo oza kuzisebenzisa xa ufundisa.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Izbhokisi yeziXhobo zokufunda abafundi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Izbhokisi enye kwqgela ngalinye labafundi ababa-6</td>
</tr>
<tr>
<td>Izbhokisi ephethe inidi ezahlukene ngaye zezikhobo zokufunda eziza kusetyenziswa ngabafundi kwimisebenzi yabo</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Izixhobo zovavanyo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Isicwangciso sekota sovavanyo.</td>
</tr>
<tr>
<td>Imisetyenzana ethethwayo neyenziwayo (emi-2 ngekota)</td>
</tr>
<tr>
<td>Imisetyenzana ethethwayo neyenziwayo (2).</td>
</tr>
<tr>
<td>Iphetshana lokubhala amanqaku elinokusetenziselwa ukufaka amanqaku eSA SAMS.</td>
</tr>
</tbody>
</table>
2. **What’s in the box?**

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

<table>
<thead>
<tr>
<th><strong>Teacher Guide</strong></th>
<th>![Teacher Guide Image]</th>
</tr>
</thead>
</table>
| • overview of the concepts to be taught each week  
• Mental Maths planned for every day (Days 1-4).  
• enrichment activities (weekly - Days 1-4)  
• core concept teaching activities supported by posters and manipulatives from the box (Days 1-4).  
• copies of the Learner Activity Book pages for the day (embedded in sequence in the teacher’s guide).  
• assessment for learning (Day 5 Weeks 2-9).  
• consolidation (Day 5 Weeks 1-10). |

<table>
<thead>
<tr>
<th><strong>Videos</strong></th>
<th>![Video Image]</th>
</tr>
</thead>
<tbody>
<tr>
<td>• clips showing master teachers teaching and discussing the lessons</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Bilingual dictionary</strong></th>
<th>![Bilingual Dictionary Image]</th>
</tr>
</thead>
<tbody>
<tr>
<td>• a bilingual dictionary of Foundation Phase mathematical terms with explanations and examples.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Learner Activity Book</strong></th>
<th>![Learner Activity Book Image]</th>
</tr>
</thead>
</table>
| • daily activities that align with the lesson activities.  
• daily activities for learners to work on independently or in groups.  
• games aligned with the lesson activities |

<table>
<thead>
<tr>
<th><strong>Posters</strong></th>
<th>![Posters Image]</th>
</tr>
</thead>
</table>
| • a 2021 calendar  
• posters aligned to the lesson plans |

<table>
<thead>
<tr>
<th><strong>Manipulatives for the teacher</strong></th>
<th>![Manipulatives for the teacher Image]</th>
</tr>
</thead>
<tbody>
<tr>
<td>• a variety of manipulatives for you to use in your teaching</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Box of manipulatives for learners</strong></th>
<th>![Box of manipulatives for learners Image]</th>
</tr>
</thead>
</table>
| • one box for each group of 6 learners  
• the box contains a variety of manipulatives for learners to use in the activities |

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

Uluhlu Iwezixhobo zokufunda zeBW eziza kusetyenziswa yekota yoku-1.

1. Isikhokelo sikatitshala
2. Isichazimagama esineelwimi ezimbini
3. iNcwadi yemisebenzi yomfundla kumntwana ngamnye.
4. Lipowusta
   a. Ikhalenda
   b. Umgcamanani (0–20)
   c. Umgcamanani (ongaphawulwanga)
   d. 100 square
   e. Amagama amanani 0–20 (IsiXhosa)
   f. Amagama amanani 10–100 (IsiXhosa)
   g. Amagama amanani 100–1000 (IsiXhosa)
   h. Imali
      i. lintsuku zeveki
      j. linyanga zonyaka
5. Ipakethe enye yamakhadi okuzekelisa katitshala:
   a. Amakhadi amanani eBala Wande 0-1000 (alingene ukubonisa)
   b. Amakhadi amachokoza eBala Wande 0-10 (alingene ukubonisa)
   c. Amakhadi eBala Wande 0-1000 (alingene ukubonisa)
6. Libloko (100)
7. Imilo ezine-3-D ezineenethi – ezilingene ukubonisa
8. Libloko zesiseko seshumi ama-100, ama-10, oo-1 – umboniso oncamathelayo
9. Iwotshi encinci yomfundla eneeyure ezingama-24 (Umboniso katitshala)
10. Libhokisi zabafundi ezi-6 ezinezi zinto
    a. Amadayisi amabini umfundla ngamnye
    b. Libloko ezingama-20 umfundla ngamnye
    c. Lipakethe ezi-6 zamakhadi ailingene abafundi:
        • Amakhadi amanani eBala Wande 0-20 (alingene abafundi)
        • Amakhadi eBala Wande 0-1000 (alingene abafundi)
    d. Libloko zesiseko seshumi (ama-100, ama-10, imi-1) (zezokwabelana).
    e. Itjejihlu yokulinganisela e-1 (yokwabelana)
    f. Iiwotshi zamanani zeeyure ezingama-24 ezintathu (zezokwabelana):
Checklist

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

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

Ootitshala abaninzi bemathematika baseMzantsi Afrika bayazixuba njelelwa ngemathematika. Oku kuthetha ukuba bayathshintshithintsha phakathi kwezilwimi akanye ezingaphesulu xa becacisa imathematika. Upando lubonisa ukuba ukwenza oku kuba luncedo kakhulu kubafundisi. Ukuxuba ilwimi kunceda ootitshala nabafundi babakazi ukusebenza izaphento zabo zolwimi ekufundeni endaweni yokunyinwa lulwimi olunge. Esi siqhubo sisebenzisa nakumazwe ngekanye ngesi yigcibonisa ngokuba yi-'translanguaging' ukukhuza imi."}

Isiqendu sesi-4 seCAPS ehlaziyiweyo (Uvavanyo) siphelelela ukusetyenziswa ezininzi ukuze ukuze uthethe ngokwemathematika.

4. Ukusebenza izicwangciso zeveki nencwadi yomsebenzi yomfundi

Ukulungiselela iwelela elandelwano:

Isishwankathelo esifutshane sezibalo zentloko, imidlole nemisebenzi yeveki nezixhobo zokufunda ukuhlanganisekisa ukuba lapha onele yokuthatha ukusa kubungilela ukusebenza izi ndlenge zamnani eza ukuze ukuze uthethe ngokwemathematika.

Uluhlu lweveki nezicwadi yemisebenzi umsebenzi yomsebenzi yomfundi

Uluhlu lweveki nezicwadi yemisebenzi umsebenzi yomsebenzi yomfundi

Inkazelo yomsebenzi wovanjano enihiphi ngosuku lwesi-5 lweveki.
3. What language do I use when I teach mathematics?

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

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

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

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

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

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

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

A description of the assessment activity which is done on day 5 of the week.
Iphepha lesibini lamaggabantshihtshi eveki liqulethe oku:

Inkcazelo yenqubela gemisebenzi gezibalako zeveki kundayi nentsalela yomdlalo wevidiyo

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

Izinto ezithile ezinokucwalangelwa ekeviki. Isenokuba zimpazamwo esizaziyo ezikhakhakileyo ezenziwa ngabafundi okanye imiba ebalulekileyo efuna ukugxininiswa.

Eli phepha likusa kwizishunqo zevidiyo ezinika ulwazi oluvela koozifundolu abazintshathsheli olumalunga nesigama esithile semathamatika okanye ubuchule bokufundisa ngosuku ngalunye.

Kufuneka wenze ntoni ukuze ukulungiselela iviwe nganye

- Funda isikhokelo uze ulingiselele izikuye nesifundo ngasinye.
- Bukela iividiyo - zibonisa izishunqo zeklasi yokwenyana apho imisebenzi yesifundo ikhe kuya okanye ngaphila ootithlela abafundiso ezo zifundo banika ulwazi neengcebiso.
- Wakube usifundisile isifundo, cinga ngendlela esiqhubeke ngayo. Bhala amanqaku ngezimvo onazo malungu nokuba ungenza ntoni eyahlukileyo ukuba unokufundisa eso sifundo kwakhona.

Usuku ngalunye

Sebenzisa ifowutshathi ukuze ubone ukulandelela kwemisebenzi yosuku

Ekupheleni kosuku ngalunye kunikwa ifowutshathi esisishwankathelo solandelweleni iwezimbebenzi yosuku.

IZIBALO
MENTAL MATHS
ZENTLOKO

AMAKHADI
AMACHOKOZA

DOT CARDS NUMBER BONDS

UMDLALO
GAME

UPHUHLISO LWENQIQO
CONCEPT DEVELOPMENT

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

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

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

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

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

What teachers need to do to prepare for each week

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

Each day

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

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

IZIBALO ZENTLOKO
MENTAL MATHS

AMAKHADI AMACHOKOZA
IHBONDI ZAMANANI
DOT CARDS NUMBER BONDS

UMDLALO
GAME

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

AMAPHEPHA
LOKUSEBENZELA
WORKSHEETS
Xoxa nabafundi ngomhla wanamhlanje usebenzise ikhalenda

Imisetyenzana yokutyebisa
Bhala imisetyenzana esebehodini ekupheleni kwesifundo sabafundi abagqiba imisebenzi yaseklasini ngokukhawuleza.

Discuss the date with learners using the calendar

In the box there is a calendar. Each day identify the year, month, day and date with the class. Mark the date on the wall calendar. Note any birthdays.

Enrichment activities

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

There are tangram activities at the end of the LAB which can also be used as enrichment activities. You can assign a tangram activity to learners who have completed all the classwork. These activities are like puzzles - they are fun and they extend learners’ visual and spatial perception while they work with simple 2-D shapes to fit them together in given ways.
Yenza umsebenzi wezibalo zentloko (imizuzu eli-15)


Ngosuku ngalunye, isikhokelo sikatitshala sinika isikhumbuzo esingumfanekiso ngqondweni womsebenzi wezibalo zentloko wolo suku.

IZIBALO ZENTLOKO | MENTAL MATHS

Sebenzisa amakhadi amachokoza ukuze nithethe ngeendiboniselwano ezahlukileyo zamanani.

Use dot cards to talk about different number combinations.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imhla.

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

Dlalani umdlalo (imizuzu eli-15)

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

Ngosuku ngalunye, isikhokelo sikatitshala sinomboniso womdlalo othathwe kwilAB.

Umdlalo: Izibalo ezikhawulezayo namakhadi – cwangcisa

Game: Fast maths with cards – order

• Xuba amakhadi aqala ku-0 ukuya kuma-20! Mix cards from 0 to 20!
• Wabeke apakishane! Place in a pile!
• Veza amakhadi amathathu! Flip up three cards!
• Wacwangcise aqale kwelona lincinci ukuya kwelona likhulu! Order from smallest to largest!
Do the Mental Maths activity (15 minutes)
Mental Maths is an important component of every lesson. We use the Mental Maths activities to ensure that learners become fluent in the basic facts. There are videos showing the Mental Maths activities in action in the classroom and there is a description of each Mental Maths activity in the overview for the week.

For each day, the Teacher Guide provides a photographic reminder of the Mental Maths activity for the day.

<table>
<thead>
<tr>
<th>Izibalo Zentloko</th>
<th>Mental Maths</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sebenzisa amakhadi amachokaza ukuze nithethe ngeendibaniselwano ezahlukileyo zamanani.</td>
<td>Use dot cards to talk about different number combinations.</td>
</tr>
<tr>
<td>Ukhubumile ukuqinisekisa umhla uze uphawule irejista yonke imihla.</td>
<td>Remember to check the date and mark the register every day.</td>
</tr>
</tbody>
</table>

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.

For each day, the Teacher Guide provides copy of the game cartoon from the LAB.

Umhlabo: Izibalo ezikhawulezayo namakhadi - cwangcise
Game: Fast maths with cards – order

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

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

Kukho ividia izibonisa imisebenzi yeklasi yonke isenzwi eklasini kwaye kukwakho nenkazelo yemisebenzi efumaneka kumagqabantshintshi eveki.

Ngosuku ngalunye, isikhokelo sikatitshala sinika isikhumbuzo esingumfanekiso ngqondweni wophuhliso lwengqiqo wolo suku.
Do the concept development activity

Most days there will be a concept development activity where the learners work together as a class to discuss the key ideas of the day.

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

For each day, the Teacher Guide provides a photographic reminder of the concept development activity for the day.
Imisebenzi yile kanye izi Kubonwa ngabafundi ezincwadini zabo.

Apha sinekhathuni yomdlalo oza kudalwa ngabafundi. Ngokwazisa lo mdlalo mtsha kubafundi kufanele ukuba uboniswe kwiklasa iphela phambi kokuba abafundi badlale ngababini okanye ngokwamaqela.

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

Kufuneka wenze ntoni ukuze ukwazi ukulungiselelela iveki nganye?

• Funda isikhokelo uze ulingiselele iveki nesifundo ngasinye.
• Bukela ividiyo – zibonisa izishunqe zeklasi yokwenyani apho imisebenzi yesifundo ikhe yalingwa khona nalaapho ooitithala abafundise ezo zifundo banika ulwazi neengcebiso.
• Wakube usifundisile isifundo, cinga ngendlela esiqhubeke ngayo. Bhala amangaku ngezimvo onazo malunga nokuba ungenza ntoni eyahlukileyo ukuba unokufundisa eso sifundo kwakhona.
• Kwiiike 2-8 kuza kufuneka ulungiselele umsebenzi wowovanjo weveki. Kubaluleke kakhuha ukuba kwiiike eziza kuba novanjo oluthethwayo olwenziyayo ucwancise indlela oza kubhala ugcine ngayo inqubela yomfundi ngamnye usebenzise irubriki okanye uluhlulwezinto ezifunekayo iveki yonke.

Yonke imiyalelo nolwazi inikwa ngesiXhosa nangenguqulelo efumaneka ngesiNgesi.

Amaphepha emisebenzi anomzekelo (oboniswa libala elingwevu nepenisile ebomvu).

Imcwadi yemisebenzi yomfundisiyinxalenyeyesikhokelo sikatitshala
The Learner Activity Book is embedded in the Teacher Guide

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

What do you need to do to prepare for each week

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

Ishedyuli yemihla ngemihla liintsuku 1–4

Irejista, umhla neentsuku zokusalwa

↓

Izibalo zentloko
Imizuzu eli-15

↓

Imidlalo
Imizuzu eli-15

↓

Uphuhliso IweNqaiqo • Amaphepha emisebenzi
Imizuzu engama-75

Ishedyuli yemihla ngemihla Usuku 5

**Week 1, 9 and 10**

Irejista, umhla neentsuku zokusalwa

↓

Masithethe ngeMaths!

↓

Bethelela umsebenzi weveki. Amaphepha emisebenzi yoqukaniso ekwiLAB.

**Weeks 2–8**

Irejista, umhla neentsuku zokusalwa

↓

Uvavanyo olubhalwayo (olusesikweni)

↓

Masithethe ngeMaths!

↓

Bethelela umsebenzi weveki. Amaphepha emisebenzi yoqukaniso ekwiLAB.

**Weeks 3 and 7**

Irejista, umhla neentsuku zokusalwa

↓

Gqibezela uze ubhale phantsi amanqaku ovavanyo oluthethwayo nolwenziwayo lweveki.

↓

Masithethe ngeMaths!

↓

Bethelela umsebenzi weveki. Amaphepha emisebenzi yoqukaniso ekwiLAB.
5. Daily schedule, time table and term plan

Daily schedule Days 1–4

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

Daily schedule Day 5

Week 1, 9 and 10

Register, date and birthdays
↓
Let’s talk Maths!
↓
Consolidate the weeks’ work
Consolidation worksheet in LAB

Weeks 2–8

Register, date and birthdays
↓
Written assessment (formal)
↓
Let’s talk Maths!
↓
Consolidate the weeks’ work
Consolidation worksheet in LAB

Weeks 3 and 7

Register, date and birthdays
↓
Finalise and record marks for oral and practical assessment for the week
↓
Let’s talk Maths!
↓
Consolidate the weeks’ work
Consolidation worksheet in LAB
### 6. Itheyibhile yexesha

<table>
<thead>
<tr>
<th></th>
<th>Ngomvulo</th>
<th>Ngolwesibini</th>
<th>Ngolwesithathu</th>
<th>Ngolwesine</th>
<th>Ngolwesihlanu</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Imiz e-li-15</strong></td>
<td>Intlanganiso yakusasa Irejista Ikhala, lintsku zokuwalwa, Imozulu</td>
<td>Intlanganiso yakusasa lindaba zam</td>
<td>Intlanganiso yakusasa lindaba zam</td>
<td>Intlanganiso yakusasa lindaba zam</td>
<td>Intlanganiso yakusasa lindaba zam</td>
</tr>
<tr>
<td><strong>Imiz e-30</strong></td>
<td>4 x 85 miz</td>
<td>1 x 55 miz</td>
<td>IMathematika Bala Wande</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Imiz e-li-15</strong></td>
<td>Ukupulaphula nokuthetha Ibal efundwa ngokukhwaza</td>
<td>Ukupulaphula nokuthetha Ingxoxo</td>
<td>Umsebenzi wolvazi Olusisiseko noLonwabo lwesiQu noLuntu</td>
<td>Ukupulaphula nokuthetha/ Isicengelezo/ ingoma</td>
<td></td>
</tr>
<tr>
<td><strong>Imiz e-li-15</strong></td>
<td>Ulwazi Olusisiseko noLonwabo lwesiQu noLuntu Itekisi yokufunda notitshala</td>
<td>Ukufunda notitshala Isicatshulwa</td>
<td>Ukufunda notitshala Ukuazulula</td>
<td>Ukufunda notitshala Ubuchule bokufunda nokuphendula</td>
<td></td>
</tr>
<tr>
<td><strong>Imiz e-li-15</strong></td>
<td>Imithambo eyenzelwa ngaphakathi</td>
<td>Imithambo eyenzelwa ngaphakathi</td>
<td>Imithambo eyenzelwa ngaphakathi</td>
<td>Imithambo eyenzelwa ngaphakathi</td>
<td>Ulwazi Olusisiseko noLonwabo lwesiQu noLuntu Ibal iKhatishala, Phanda</td>
</tr>
<tr>
<td><strong>Imiz e-30</strong></td>
<td>Izandi nokubhala ngesanda Unobumba omtsha – isandi</td>
<td>Izandi nokubhala ngesanda Ukwakha igama notitshala</td>
<td>Izandi nokubhala ngesanda Ukwakha igama notitshala</td>
<td>Izandi nokubhala ngesanda Ukwakha igama uwedwa/</td>
<td>(Imiz e-li15) Ulkhlaziya okanye uhlolo lwezandi</td>
</tr>
<tr>
<td><strong>Imiz e-30</strong></td>
<td>Imithambo eyenzelwa phandle</td>
<td>Ezobugcisa obubonwayo</td>
<td>Ezobugcisa obubonwayo</td>
<td>Ezobugcisa obeniwayo</td>
<td>Ezobugcisa obeniwayo</td>
</tr>
<tr>
<td><strong>Imiz e-30</strong></td>
<td>FAL*</td>
<td>FAL*</td>
<td>FAL*</td>
<td>FAL*</td>
<td>FAL* (60 min)</td>
</tr>
<tr>
<td><strong>Imiz e-li-15</strong></td>
<td>2nd AL (ukuba yimfuneko)*</td>
<td>2nd AL (ukuba yimfuneko)*</td>
<td>2nd AL (ukuba yimfuneko)*</td>
<td>2nd AL (ukuba yimfuneko)*</td>
<td>2nd AL (ukuba yimfuneko)*</td>
</tr>
</tbody>
</table>

*Azikho kwezi zicwangciso zezi fundo

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6. Timetable

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>15 min</strong></td>
<td><strong>Morning meeting:</strong> Register, calendar, birthdays, weather</td>
<td><strong>Morning meeting:</strong> My news</td>
<td><strong>Morning meeting:</strong> Register, calendar, birthdays, weather</td>
<td><strong>Morning meeting:</strong> My news</td>
<td><strong>Morning meeting:</strong> Register, calendar, birthdays, weather</td>
</tr>
<tr>
<td><strong>4 x 85 min</strong></td>
<td><strong>Mathematics Bala Wande</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>15 min</strong></td>
<td><strong>Listening and speaking:</strong> Read-aloud story</td>
<td><strong>Listening and speaking:</strong> Discussion</td>
<td><strong>Beginning knowledge and PSWB: Activity</strong></td>
<td><strong>Listening and speaking:</strong> Rhyme/song</td>
<td><strong>Physical education (outdoors)</strong></td>
</tr>
<tr>
<td><strong>15 min</strong></td>
<td><strong>Beginning knowledge and PSWB: Shared reading text, discussion</strong></td>
<td><strong>Shared Reading: Comprehension</strong></td>
<td><strong>Shared Reading: Decoding</strong></td>
<td><strong>Shared Reading: Fluency and response</strong></td>
<td></td>
</tr>
<tr>
<td><strong>15 min</strong></td>
<td><strong>Beginning knowledge and PSWB: Activity, Find out</strong></td>
<td><strong>Shared writing</strong></td>
<td></td>
<td><strong>Independent writing</strong></td>
<td><strong>Independent writing</strong></td>
</tr>
<tr>
<td><strong>15 min</strong></td>
<td><strong>Physical education (indoors)</strong></td>
<td><strong>Physical education (indoors)</strong></td>
<td><strong>Physical education (indoors)</strong></td>
<td><strong>Beginning knowledge and PSWB: Teacher story, Find out</strong></td>
<td></td>
</tr>
<tr>
<td><strong>30 min</strong></td>
<td><strong>Phonics and handwriting:</strong> New letter-sound 1</td>
<td><strong>Phonics and handwriting:</strong> Shared word building</td>
<td><strong>Phonics and handwriting:</strong> New letter-sound 2</td>
<td><strong>Phonics and handwriting:</strong> Independent word building</td>
<td><strong>Phonics revision or test (15 min)</strong></td>
</tr>
<tr>
<td><strong>30 min</strong></td>
<td><strong>Group Guided Reading and Independent Work (2grps × 15min)</strong></td>
<td><strong>Group Guided Reading and Independent Work (2grps × 15min)</strong></td>
<td><strong>Group Guided Reading and Independent Work (2grps × 15min)</strong></td>
<td><strong>Group Guided Reading and Independent Work (2grps × 15min)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>30 min</strong></td>
<td><strong>Physical education (outdoors)</strong></td>
<td><strong>Visual Arts</strong></td>
<td><strong>Visual Arts</strong></td>
<td><strong>Performing Arts</strong></td>
<td><strong>Performing Arts</strong></td>
</tr>
<tr>
<td><strong>30 min</strong></td>
<td><strong>FAL</strong>*</td>
<td><strong>FAL</strong>*</td>
<td><strong>FAL</strong>*</td>
<td><strong>FAL</strong>*</td>
<td><em><em>FAL</em> (60 min)</em>*</td>
</tr>
<tr>
<td><strong>15 min</strong></td>
<td><strong>2nd AL (if applicable)</strong>*</td>
<td><strong>2nd AL (if applicable)</strong>*</td>
<td><strong>2nd AL (if applicable)</strong>*</td>
<td><strong>2nd AL (if applicable)</strong>*</td>
<td><strong>2nd AL (if applicable)</strong>*</td>
</tr>
<tr>
<td></td>
<td><em>Not covered in these lesson plans</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Intlanganiso yakusasa**
- Morning meeting

**Ulwimi lwasekhaya**
- Home language

**I/Mathematika**
- Mathematics

**Izakhono zobomi**
- Life skills

**FAL/2nd AL**
7. Isicwangciso sekota

<table>
<thead>
<tr>
<th>Iteki</th>
<th>Usuku 1</th>
<th>Usuku 2</th>
<th>Usuku 3</th>
<th>Usuku 4</th>
<th>Usuku 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uhlaziyo</td>
<td>Ukuboniswa kwamanani</td>
<td>Imigcmanani</td>
<td>Ukusuka kwelona lincinci uye kwelona likhulu</td>
<td>Isiqingatha</td>
<td>Uqukaniso</td>
</tr>
<tr>
<td>2. Izi-2, izi-3, izi-4 nezi-5</td>
<td>Phinda kabini</td>
<td>Ukubala ngezi-3</td>
<td>Ukubala ngezi-4</td>
<td>Ukubala ngezi-5</td>
<td>Uvavanyo noqukaniso</td>
</tr>
<tr>
<td>3. Izivakalisi manani zakudibanisa nokuthabatha</td>
<td>Ukucazulula isi-6</td>
<td>Ukucazulula isi-7</td>
<td>Ukucazulula isi-8</td>
<td>Ukucazulula i-9</td>
<td>Uvavanyo noqukaniso</td>
</tr>
<tr>
<td>4. Ukucalelela kwi-10</td>
<td>Ukucazulula i-10</td>
<td>Fumana ama-10</td>
<td>I-10 eliitlelileyo</td>
<td>I-10 eliitlelileyo</td>
<td>Uvavanyo noqukaniso</td>
</tr>
<tr>
<td>5. Ukutyelela i-10</td>
<td>Yenza i-10 (ukudibanisa)</td>
<td>Tsibela phambili ukuya kwi-10</td>
<td>Yiya kwi-10 (ukuthabatha)</td>
<td>Tsibela ngase umva ukuya kwi-10</td>
<td>Uvavanyo noqukaniso</td>
</tr>
<tr>
<td>6. Lipatheni, lininkucakha, limilo neXesha</td>
<td>Qhubeka nepatheni</td>
<td>Bonisa lininkucakha</td>
<td>Izinto ezine-3-D</td>
<td>liyure neziqangatha zeeyure</td>
<td>Uvavanyo noqukaniso</td>
</tr>
<tr>
<td>7. Amanani ukuya kwi-100</td>
<td>Isikwere se-100</td>
<td>Ndiyazi ... ngoko ke ndiyazi...</td>
<td>Ezilishumi ngaphezulu nezilishumi ngaphantsi</td>
<td>Heshthegi!</td>
<td>Uvavanyo noqukaniso</td>
</tr>
<tr>
<td>8. Ukuphinda kabini nokwakhula kubini</td>
<td>Ukuphinda kabini kulingana namaqela amabini alinganayo</td>
<td>Ukuphinda kabini amanani amakhulu</td>
<td>Ukwhala kabini</td>
<td>Ukwahlula kubini okunentsalela</td>
<td>Uvavanyo noqukaniso</td>
</tr>
<tr>
<td>9. Ukuphinda-phinda kumalunga namaqela alinganayo</td>
<td>Ukuphinda-phinda ngesi-2</td>
<td>Ukuphinda-phinda nge-10</td>
<td>Ukuphinda-phinda ngesi-5</td>
<td>Ukwahlula lingxaki zemali</td>
<td>Uqukaniso</td>
</tr>
<tr>
<td>10. Uhlaziyo</td>
<td>Ukudibanisa nokuthabatha</td>
<td>Ukucwangcisa amanani; ukwhala kabini</td>
<td>Ukudibanisa nokuthabatha</td>
<td>Ukuphinda kabini</td>
<td>Ukuphinda-phinda ngesi-5</td>
</tr>
</tbody>
</table>

**Inani, Izibalo noLwalamano**

**Lipatheni, Imisebenzi (functions) neAljebra**

**Indawo neemilo (Ijometri)**

**Umlinganiselol**

**Ukopathwa kweenkcukacha**
## 7. Term Plan: Grade 2 Term 1

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Revision</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></td>
<td></td>
<td>Representation of numbers</td>
<td>Number lines</td>
<td>Smallest to biggest</td>
<td>Half</td>
<td>Consolidation</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>2s, 3s, 4s and 5s</td>
<td>Double</td>
<td>Counting in 3s</td>
<td>Counting in 4s</td>
<td>Counting in 5s</td>
<td>Assessment and consolidation</td>
</tr>
<tr>
<td></td>
<td>Addition and subtraction number sentences</td>
<td>Breaking down 6</td>
<td>Breaking down 7</td>
<td>Breaking down 8</td>
<td>Breaking down 9</td>
<td>Assessment and consolidation</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td>Getting to 10</td>
<td>Breaking down 10</td>
<td>Find the 10s</td>
<td>Next 10</td>
<td>Previous 10</td>
<td>Assessment and consolidation</td>
</tr>
<tr>
<td></td>
<td>Patterns, Data, Shapes and Time</td>
<td>Make a 10 (addition)</td>
<td>Jump forwards to 10</td>
<td>Get to 10 (subtraction)</td>
<td>Jump backwards to 10</td>
<td>Assessment and consolidation</td>
</tr>
<tr>
<td></td>
<td>Numbers to 100</td>
<td>100 square</td>
<td>I know ... therefore I know ...</td>
<td>Ten more and ten less</td>
<td>Hashtag!</td>
<td>Assessment and consolidation</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td>Patterns, Functions and Algebra</td>
<td>Double is two equal groups</td>
<td>Doubling bigger numbers</td>
<td>Halving</td>
<td>Half with a remainder</td>
<td>Assessment and consolidation</td>
</tr>
<tr>
<td></td>
<td>Multiplication is about equal groups</td>
<td>Multiplying by 2</td>
<td>Multiplying by 10</td>
<td>Multiplying by 5</td>
<td>Solving money problems</td>
<td>Consolidation</td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td>Revision</td>
<td>Addition and subtraction</td>
<td>Ordering numbers; Halving</td>
<td>Addition and subtraction</td>
<td>Doubling</td>
<td>Multiply by 5</td>
</tr>
</tbody>
</table>

### Topics:
- **Number, Operations and Relationships**
- **Patterns, Functions and Algebra**
- **Space and Shape (Geometry)**
- **Measurement**
- **Data Handling**
8. Isicwangciso sovavanyo sekota yoku-1
Uvavanyo lwesikwazi kyoku-1 ukuze umisebenzi ebhalwayo, ethethwayo neyenziyiwo.

Usuku lwesi-5 Iweke nganye lucwangciselwe uvavanyo noqukaniso
Isicwangciso sovavanyo sekota yoku-1 sifumaneka ngezantsi.


Usuku lwesi-5 lweveki nganye lucwangciselwe uvavanyo noqukaniso
Isicwangciso sovavanyo sekota yoku-1 sifumaneka ngezantsi.


Kwiveki yesi-3 nakweye-7 kwenziwa izicwangciso zovavanyo oluthethwayo olwenziyiwo. Xa uvavanya abafundi uza kusebenzisa imisebenzi eyenziyiwo/esebenzisayo nerubrika oyinikwe kumagqbantshtshintshi eveki. Imisebenzi ethethwayo neyenziyiwo kufuneka yenziwe iveki yeinike, ngokuzimela okanye ngokwamaqela abafundi xa ikla si senza imisebenzi yaseklasini yokufuneka olungaye.

Kwiveki 2-8 kulungiselelwa uvavanyo olubhalwayo. Le misebenzi ifumaneka kwincwadi yemisebenzi yomfundi. Bakugqiba ukwenza umsebenzi wowavanyo abafundi bangasebenza ngamaphelapha okusebenzela oqukaniso aseinzicwadini zabo zemisebenzi.

limyavanyo ezikwikota yoku-1 zezi:

<table>
<thead>
<tr>
<th>Iweke</th>
<th>Amanqaku</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Amanani, izibalo nolwalamanalo</td>
</tr>
<tr>
<td>3</td>
<td>Amanani, izibalo nolwalamanalo</td>
</tr>
<tr>
<td>3</td>
<td>Umlinganiselo: Ixesha (qwalasela abafundi ukuze uhlole isakhono sabo sokuxela xhesha)</td>
</tr>
<tr>
<td>4</td>
<td>Amanani, izibalo nolwalamanalo</td>
</tr>
<tr>
<td>5</td>
<td>Amanani, izibalo nolwalamanalo</td>
</tr>
<tr>
<td>6</td>
<td>Ukuphathwa kweenkcukacha, indawo neemilo, Umlinganiselo</td>
</tr>
<tr>
<td>7</td>
<td>lipatheni</td>
</tr>
<tr>
<td>7</td>
<td>lipatheni (qwalasela abafundi ukuze uhlole isakhono sabo sokuba ngezi-2, iza-5 nangama-10 nokusebenza ngesikwere se-100.)</td>
</tr>
<tr>
<td>8</td>
<td>Amanani, izibalo nolwalamanalo</td>
</tr>
</tbody>
</table>
8. Term 1 Assessment plan

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

Day 5 of each week is planned for assessment and consolidation

The assessment plan for Term 1 is provided below.

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

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

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

The assessments that are in Term 1 are as follows

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

<table>
<thead>
<tr>
<th>Iweki</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>8</th>
<th>7</th>
<th>7</th>
<th>6</th>
<th>3</th>
<th>6</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IBANGA 2 Ikota 1</strong></td>
<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><strong>IMathematika</strong></td>
<td>Inani, obhalwayo</td>
<td>Inani, obhalwayo</td>
<td>Inani, obhalwayo</td>
<td>Inani, obhalwayo</td>
<td>Inani, obhalwayo</td>
<td>Inani, obhalwayo</td>
<td>Inani, obhalwayo</td>
<td>Inani, obhalwayo</td>
<td>lipathi, otherwayo</td>
<td>indawo neemilo, obhalwayo</td>
<td>uMlinganiselolo, otherwayo</td>
</tr>
<tr>
<td><strong>Iphetshana lamanqaku ovavanyo olusesikweni elicetyiswayo</strong></td>
<td>AMANQAKU ECANDELO LENANI</td>
<td>AMANQAKU ECANDELO LEPATHENI</td>
<td>AMANQAKU ECANDELO LENDAWO</td>
<td>AMANQAKU ECANDELO LOPOLISWA</td>
<td>AMANQAKU ECANDELO LOPOLISWA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Amanqaku</strong></td>
<td>7</td>
<td>15</td>
<td>15</td>
<td>8</td>
<td>12</td>
<td>47</td>
<td>11</td>
<td>7</td>
<td>18</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

### Igama nefani yomfundani

<table>
<thead>
<tr>
<th>Inani, izibalo noLwalamano</th>
<th>lipatheni, Imisebenzi (functions) neAljebra</th>
<th>indawo neemilo (Ijometri)</th>
<th>Umlinganiselolo</th>
<th>Ukuphathwa kweenkcukacha</th>
</tr>
</thead>
</table>

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# 9. Term 1 Assessment mark sheet

<table>
<thead>
<tr>
<th>Week</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>8</th>
<th>7</th>
<th>7</th>
<th>6</th>
<th>3</th>
<th>6</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GRADE 1 Term 1 Mathematics</strong></td>
<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>Suggested formal assessment mark record sheet</td>
<td>Number: written</td>
<td>Number: written</td>
<td>Number: written</td>
<td>Number: written</td>
<td>Number: written</td>
<td>Number: written</td>
<td>Patterns: oral</td>
<td>Patterns: oral and practical</td>
<td>Space and shape: written</td>
<td>TOTAL FOR PATTERNS</td>
<td>TOTAL FOR SPACE AND SHAPE</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>
<td></td>
</tr>
<tr>
<td>Marks</td>
<td>7</td>
<td>15</td>
<td>15</td>
<td>8</td>
<td>12</td>
<td>47</td>
<td>11</td>
<td>7</td>
<td>18</td>
<td>3</td>
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<td></td>
<td></td>
<td></td>
<td>80</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TERM TOTAL** 3 80

**Learner name and surname**

<table>
<thead>
<tr>
<th>Number, Operations and Relationships</th>
<th>Patterns, Functions and Algebra</th>
<th>Space and Shape (Geometry)</th>
<th>Measurement</th>
<th>Data Handling</th>
</tr>
</thead>
</table>

33
Uhlaziyo

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

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

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Umboniso wamanani</td>
<td>Amakadi amanani, iibloko, iLAB</td>
</tr>
<tr>
<td>2</td>
<td>Imigcamanani</td>
<td>Amakhadi amanani (0-20), iLAB</td>
</tr>
<tr>
<td>3</td>
<td>Ukusuka kwelona lincinci uye kwelona likhulu</td>
<td>Amakhadi amanani, umgcamanani (utitshala), iLAB</td>
</tr>
<tr>
<td>4</td>
<td>Isiqingatha/ihafu</td>
<td>Isonka, amagwinya (okanye into efanayo), imela, iLAB</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso</td>
<td>iLAB</td>
</tr>
</tbody>
</table>

Emva kwale veki umfundi kufuneka akwazi ukwenza ouk: ✓

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

Uvavanyo

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

<table>
<thead>
<tr>
<th><strong>Mental Maths:</strong> Dot cards number bonds</th>
<th><strong>Resources</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>dot cards</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Games:</strong> Tally! and Fast maths with cards - order</th>
<th><strong>Resources</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>pencil and paper</em></td>
</tr>
</tbody>
</table>

### Dot cards number bonds

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
</tbody>
</table>

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

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

- Understand that numbers can be represented in different ways
- Place numbers on a number line (0-20)
- Use mathematical language to discuss number relationships
- Order and compare whole numbers according to smaller than, greater than and more than, less than, is equal to
- Divide a 2D shape into two equal parts

### Assessment

There is no formal assessment this week.

You should observe the learners in your class daily and make notes as part of your informal ongoing assessment for learning.
Uhlaziyo

Ividiyo yezibalo zentloko

Ividiyo yomdlalo

Ividiyo yophuhliso lwengqiqo
Kule veki sijolisa ekuqinisekiseni ukuba abafundi bayaziqhela/ bayazonwabela iziseko ezifundwe kwBanga loku-1. Izifundo zale veki zingasetjenziselwa ukufumanisa inqanaba akulo umfundi ngoku. Siza kuqilisa koku:
- Ukuqonda ukuba amanani angaboniswa ngeendlela ezahlukeneyo. Abafundi baza kubona baze bathethe ngamanani aboniswe ngamachokoza, izinti zokwenyani zasebomini, izinti zokubala, ibilo kunye neesimboli zamanani.
- Ukufaka amanani kumgcamanani (0-20). Abafundi baza kusebenzisa ulwimi lwemathematika oluchanekileyo olufunekayo ukuze baxe ye ngolwalamamo lwamanani.
- Ukucwangcisa amanani ukusuka kwelona likhulu uye kwelona lincinci. Abafundi baza kucwangcisa baze bathethekise amanani, basebenzise isigama semathematika esichanekileyo.
- Ukwahlula imilo ye-2D ibe ngamacala abafundi ongakhele izithethe zemaths zemihla ngemihla. Siyathemba ukuba ekupheleni kule veki kuyoqonda ukuba iihafu ezimbini zilingana ncam kwaye xa zidibene zenza into empheleleyo.

Into emayiqatshelwe kule veki
Siyamakelana kule veki yokucala yeBanga lesi-2! Eyona njongo iphambili yale veki kukwamakela abafundi nokwenza bazinze baqhele izithethe zermaths zemihla ngemihla. Siyathemba ukuba ekupheleni kweveki baza kuqonda ukuba yonke imhla senza oku:
1. izibalo zentloko
2. umdlalo okhawulezileyo
3. ukufunda izinto ezintsha
4. kunye nokwenza umsebenzi wamaphepha amabini kwincwadi yemisebenzi.
Revision

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

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

**Conceptual development video**
This week we focus on making sure learners are comfortable with the basics from Grade 1. The lessons this week can be used to determine the level at which each learner is currently working. We will focus on:
• understanding that numbers can be represented in different ways. Learners will see and talk about numbers represented by dots, real life objects, tallies, multifix blocks and number symbols.
• placing numbers on a number line (0-20). Learners will use the correct mathematical language required to discuss number relationships.
• arranging numbers from biggest to smallest. Learners will order and compare numbers, using appropriate mathematical vocabulary.
• dividing a 2-D shape into two equal parts. Learners will understand that two halves are exactly the same, and that together they make a whole.

**What to look out for this week**
Welcome to the first week of Grade 2! The main goal of this week is welcome learners and begin to settle them into the daily maths rituals. By the end of this week, we hope they will begin to understand that every day we:
1. do some Mental Math
2. play a quick game
3. learn some new things
4. complete 2 pages in the workbook.
IZIBALO ZENTLOKO | MENTAL MATHS

Sebenzisa amakhadi amachokoza ukuze nithethe ngeendibaniselwano ezahlukileyo zamanani.
Use dot cards to talk about different number combinations.
Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.

1. Zingaphi? How many?
   3 dots and 2 dots.
3. Wazi njani ukuba bekukho amachokoza ama-5?
   How did you know there were 5 dots?
   I saw 3 dots and 2 dots.
5. Wazi njani ukuba bekukho amachokoza ama-5?
   How did you know there were 5 dots?
   I saw 1 dot and 4 dots.
Enrichment activities

**Usuku 1 Day 1**

Yenza amanani usebenzisa iibloko.
Make numbers using blocks.

12
5
10
13
4

Zoba amanani usebenzisa iiithali.
Draw numbers using tallies.

6
8
3
9
7

**Usuku 2 Day 2**

Bhala unye ngaphezu.
Write one more.

8
17
4
11
17

**Usuku 3 Day 3**

Biyela elona lincinci.
Circle the smallest.

30 20 50
24 29 51
75 57 73
55 51 15
99 100 101

Biyela elona likhulu.
Circle the biggest.

81 12 50
17 27 7
34 21 86
96 66 26
43 83 51

**Usuku 4 Day 4**

Bhala hafu.
Write half.

8
16
4
12
14

Bhala kabini.
Write double.

3
6
10
8
12
Encourage learners to think of a variety of answers to the questions so that they can see the different representations of numbers. Ask lots of questions using different numbers so that you give opportunities to learners to feel comfortable giving their answer.
Representation of numbers

Umdlalo: Bala
Game: Tally

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

<table>
<thead>
<tr>
<th></th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>5 + 5 = 10</td>
</tr>
</tbody>
</table>

1 Bala.
Tally

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td></td>
<td></td>
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<tr>
<td>14</td>
<td></td>
<td></td>
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</tbody>
</table>

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>12</td>
</tr>
<tr>
<td>16</td>
</tr>
</tbody>
</table>

9
20

Imigca emine emileyo kunye nangco
omnye onqamlelile. Yimigca emi-5.
Four lines standing and one line crossing.
That is 5 lines.
2. Bonisa inani ngokusebenzisa amachokoza, izinti zokubala, iibloko, iisimboli kunye namagama.

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

<table>
<thead>
<tr>
<th>Number</th>
<th>Dots</th>
<th>Tallies</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>🐔 🐔 🐔 🐔 🐔 🐔</td>
<td>🐔 🐔 🐔</td>
</tr>
</tbody>
</table>

thandathu

* six

- Representation of numbers Week 1 • Day 1
Phinda la manyathelo ngamakhadi amanani aseleyo ngendlela eyenza abafundi bakwazi ukuxoxa ngamanani ngxesha ngalinye. Bancedise abafundi ukuze bakwazi ukuchaza indawo anokubekwa kuyo amanani ngokubabonisa indlela yokusebenzisa ulwimi lwemathematika.

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

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

   0 1 2 3 4 5 6 7 8 9 10

   0 1 ___ 3 4 5 ___ 7 8 ___ 10

   0 ___ 2 3 ___ 5 6 7 8 9 ___

   10 11 12 13 ___ 15 17 18 ___ 20

   10 11 ___ 13 14 ___ 16 17 18 19 20

   ___ 11 12 ___ 14 15 16 ___ 18 19 20
WEEK 1 • DAY 2

Number lines

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

4 + 1 = 5

7 + 1 = ___

8 − 1 = ___

10 − 1 = ___

Write one more.

| 7 | 8 |
| 10 |
| 19 |

4. Bhala inani elingaphantsi ngononye.
Write one less.

| 6 | 5 |
| 20 |
| 11 |

One more than 4 is 5. 5 is bigger than 4 by 1. 5 comes after 4.

One less than 8 is 7. 7 is smaller than 8 by 1. 7 comes before 8.

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

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

Encourage learners to discuss the numbers and to verbalise which numbers are bigger or smaller. Learners can use the number line to help them talk about the numbers.
1. Bhala amanani ashiyiweyo.  
   Fill in the missing numbers.

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

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

4. Cwangcisa amanani aqale kwelona likhulu ukuya kwelona lincinci.  
   Order numbers from largest to smallest.
Ukusuka kwelona lincinci uye kwelona likhulu

**Umdlalo: Izibalo ezikhawulezayo namakhadi - cwangcisa**

Game: Fast maths with cards - order

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

---

**5**

ULulo uphethe iliitha ezili-15 zamanzi.
UNeo uphethe iliitha ezili-12 zamanzi.
Ngubani, uphethe amanzi amanini? ____
Maninzi kagakanani? ____

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

---

**6**

Gqibezele ipatheni zamanani.

Complete the number patterns.

<table>
<thead>
<tr>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>21</td>
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<td>15</td>
<td>16</td>
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<td>14</td>
<td>13</td>
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<tr>
<td>18</td>
<td>19</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

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**7**

Biyela imali eninzi.

Circle the money that is more.

---

Smallest to biggest  Week 1 • Day 3
Half

Bakhuthaze abafundi bathethe ngeehafu nezinto ezipheleleyo. Bacele ukuba bacinge ngezinto ezakhukileyo ezinokwahlulwa kubini, boxo xe ngokuba amacandelo amabini ento epheleleyo afana ncam nxesha ngalinye.

Xa sithetha ngesiqingatha esiXhoseni sisebenzisa amagama afana nala: ihafu, isibini esinye, isiqingatha. Maxa wambi sisebenzisa igama elithi icala elikwathetha ihafu.

Encourage learners to talk about halves and wholes. Ask them to think of different objects that can be halved, discussing the fact that the two parts of a whole are exactly the same each time.

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

#### Isiqingatha

<table>
<thead>
<tr>
<th>Umdundu o-l</th>
<th>Isonka esimnandi e-1</th>
<th>Ichokoza eli-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 hotdog</td>
<td>1 sandwich</td>
<td>1 dot</td>
</tr>
<tr>
<td>isafu half</td>
<td>isafu half</td>
<td>isafu half</td>
</tr>
</tbody>
</table>

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


**2. Bonisa iisafu ezi-2 ngeendela ezimbini ezahlukiyeng.**

Show 2 halves in two different ways.


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

Ndahlula itshokolothi e-1 ngokulinganayo phakathi kwabantwana aba-2. Ufumana itshokolothi engakanani umntwana ngamnye? ____

I share 1 chocolate equally between 2 children. How much chocolate does each child get? ____

Ndahlula ilofu yesonka ngokulinganayo phakathi kwabantwana aba-2. Ufumana isonka esingakanani umntwana ngamnye? ____

I share 1 loaf of bread equally between 2 children. How much bread does each child get? ____
Usuku olunye luneeyure ezingama-24.
Ubuso bewotshi busibonisa iiyure ezili-12.
Iwotshi inamasiba ama-2.
There are 24 hours in one day.
A clock face shows us 12 hours.
A clock has 2 arms.

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

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

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

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

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

Uqukaniso

1. Bala.
   Tally.
   | 16 |

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

   Write one less.
   20

4. Bhala amanani ashiyiweyo.
   Fill in the missing numbers.
   0 1 2 3 5 6 7 8 9 10 11 12 13 15 16 17 18 19 20

Masithethe ngeMaths!
Let’s talk Maths!

NgesiXhosa sithi:
- dabanisa
- thabatha
- dabanisa ibe nye
- thabatha ibe nye
- thelekisa
- inkomo inkulu kunekakati
- ikati incinci kunenkomo
- isine sikulu kunesithathu
- isithathu sincinci kunesine

In English we say:
- add
- take away
- add one
- take away one
- compare
- the cow is bigger than the cat
- the cat is smaller than the cow
- four is bigger than three
- three is smaller than four
5. Gqibezela iipatheni zamanani.
Complete the number patterns.

| 23 | 22 |   | 16 | 17 |   |
| 14 | 13 |   |  8 |  9 |   |
|  7 |  8 |  9 | 28 | 29 |   |

Solve.

| 19 + 1 = ___ | 20 - 1 = ___ | 15 - 1 = ___ | 10 + 1 = ___ |
|  8 - 1 = ___ | 20 + 1 = ___ | 18 - 1 = ___ | 10 - 1 = ___ |

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

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

8. Bhala amanani ashiyiweyo.
Fill in the missing numbers.

0 ___ 2 ___ 4 ___ 6 ___ 8 ___ 10 ___ 12 ___ 14 ___ 16 ___ 18 ___ 20

0 1 2 3 4 5 6 7 ___ 10 ___ 13 14 15 16 17 18 19 20

Complete by writing <, > or =.

|  8 ___ 5 | 20 ___ 12 | 2 ___ 20 |
| 12 ___ 18 | 15 ___ 15 | 8 ___ 18 |
### Izi-2, izi-3, izi-4 nezi-5

| Izibalo zentloko: | Yakha ngeebloko! | iiibloko |
| Umdlalo: | Izibalo ezikhawulezaayo ngamakhadi – ezi-2 ngaphezulu 2 ngaphantsi | amakhadi amanani |

### Izixhobo

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

### Emva kwale veki umfundikwena akwazi ukwenza oku:

- Ukusombulula inxaki zamagama zokudibanisa nokuthabatha ngokukhawuleza nangempumelelo usebenzisa umgcamanani.
- Ukusebenzisa ukuphinda kabini nokwahlula kubini njengobuchule bokusombulula inxaki.
- Ukusombulula nokucaisa izisombululo kwiingxaki ezenziwayo eziquka ukubala okuqakathayo.
- Ukuxela ixesha ngeeyure nangeziqinjatha zeyure.

### Uvavanyo

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

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mental Maths</strong>: Build with blocks</td>
</tr>
<tr>
<td><strong>Game</strong>: Fast maths with cards - 2 more 2 less</td>
</tr>
</tbody>
</table>

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

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

- Solve **addition** and **subtraction word problems** quickly and efficiently using a number line
- Use **doubling** and **halving** as techniques when solving problems
- Solve and explain solutions to practical problems involving **skip counting**
- Tell **12-hour time** in hours and half hours

**Assessment**

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

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

Ividiyo yezibalo zentloko

Ividiyo yomdlalo

Conceptual development video
Ividiyo yophuhliso lwengqiqo

Into emayiqatshelwe kule veki
• Qinisika ukuba uyababonisa abafundi indlela yokubala uqakathayo. Xa ubala ngezi-2, bakhuthaze abafundi ukuba bawasebeze amanani ayiminqakathini baze bawakhwaze amanani angokubakhwe. Xa bebelelele ngoo-3, oo-4 noo-5, bancedise abafundi ukuba banakane ipatheni ngokubeka ibloko kwisikwere se-100. Iibloko zigquma amanani angakhezwayo xa ebalwa, kwaye oku kunceda abafundi baphakamise ipatheni.
• Bakhuthaze abafundi bancokole ukuze bakwazi ukuphendula qisiqama esifanekileyo xa be xoxo aghondi zamanani nolwalamano (dibanisa, kunje, ngaphezulu, thabatha, susa, ngaphantsi, incinci kuna-, inkulu kuna/-inkudiwana, ingaphezulu kuna-, ngaphantsi kuna-)
Mental Maths video
This week we continue to focus on number bonds. Learners use multifix blocks to build a number called out by the teacher, working as quickly as possible. Learners must then split their multifix blocks into two groups, discussing the different combinations of blocks that make up the total number. It is important for learners to become efficient in recognising numbers and number bonds, as this will help them to solve problems more quickly.

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

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

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

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

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

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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

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

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

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

4. Ndinezis-i-7 nezisi-8. I have 7 and 8.


Tell me about your two groups.
Enrichment activities

**Usuku 1 Day 1**

**Yenza amanani ngezinti zokubala.**

Draw numbers using tallies

6
8
3
9
7
12
5
10
13
4

**Usuku 2 Day 2**

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

How much more to get to 10?

4 + ____ = 10
7 + ____ = 10
9 + ____ = 10
1 + ____ = 10
10 + ____ = 10
8 + ____ = 10
6 + ____ = 10
3 + ____ = 10
0 + ____ = 10
2 + ____ = 10

**Usuku 3 Day 3**

**Thabatha kwezili-10.**

Subtract from 10.

10 – 4 = ____
10 – 0 = ____
10 – 6 = ____
10 – 3 = ____
10 – 2 = ____
10 – 1 = ____
10 – 10 = ____
10 – 9 = ____
10 – 7 = ____
10 – 8 = ____

**Usuku 4 Day 4**

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

How much more to get to 20?

14 + ____ = 20
17 + ____ = 20
9 + ____ = 20
11 + ____ = 20
10 + ____ = 20
18 + ____ = 20
6 + ____ = 20
13 + ____ = 20
3 + ____ = 20
2 + ____ = 20

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

**Double**

**Phinda kabini**

Double

**Umdlalo: izibalo ezikwulezayo ngamakhadi - ezi-2 ngaphezulu**

Game: Fast maths with cards - 2 more

- Dala nomhlolo wakho.
  
  Play with a friend.

- Xuba amakhadi asuka ku-0 ukuya kwi-10.
  
  Mix cards from 0 to 10. Put in a pile.

- Vula ikhadi elingye.
  
  Flip one card.

- Dibanisa zibe-2.
  
  Add 2.

- Yenza njalo ngesicuku sonke.
  
  Work through the pile.

- Phinda kwakhona. Khawulezisa.
  
  Do it again. Faster!

**Phinda kabini ezi-4**

Double 4

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

  4 + 4 = **8**

  4 x 2 = **8**

Kukho izi-4 ezibini kwisi-8.

There are two 4s in 8.

**Phinda kabini ezi-3**

Double 3

- Isi-3 esiphindwe kabini senza ____.
  
  Double 3 is ____.

  3 + 3 = ____

  3 x 2 = ____

Kukho izi-3 ezibini kwisi-6.

There are two 3s in 6.

**Phinda kabini ezi-5**

Double 5

- Isi-5 esiphindwe kabini senza ____.
  
  Double 5 is ____.

  5 + 5 = ____

  3 x 2 = ____

Kukho izi-5 ezibini kwisi-10.

There are two 5s in 10.
Phinda kabini

**2**

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

**3**

Zingaphi iibhayisekile?
How many bicycles?
Mangaphi amavili?
How many wheels?

**4**

Zingaphi iingqekembe?
How many coins?
Zingaphi irandini?
How many Rands?

**5**

Sombulula kumcgamanani.
Solve on the number line.

17 - 2 = 15

11 - 2 = ___

10 - 2 = ___

**6**

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

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
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<td>17</td>
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<td>19</td>
<td>20</td>
</tr>
</tbody>
</table>

Double Week 2 • Day 1
Ziqhelise ukubala ngezi-3 ngokubala inani lemilenze yoonopotyi abahlukeneyo. Bakhuthaze abafundi eklasini babale kunye bonke. 
Practice counting in 3s by counting the number of legs on a varying number of potjie pots. Encourage all the learners in the class to count together.
IVEKI 2 • USUKU 2

Ukubala ngezi-3

1 Bala uye phambili ngezi-3.
   Count forwards in 3s.

   3  6  9  12  15  18

2 Zingaphi imibiza?
   How many pots?

Mingaphi imilenze?
   How many legs?

3

<table>
<thead>
<tr>
<th>iimbiza pots</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>imilenze legs</td>
<td>3</td>
<td>6</td>
<td>9</td>
<td>12</td>
<td>15</td>
<td>18</td>
<td>21</td>
<td>24</td>
<td>27</td>
<td>30</td>
</tr>
</tbody>
</table>

4 Bangaphi oonxantathu?
   How many triangles?

Mangaphi amacala?
   How many sides?

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

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

6 Ngubani ixesha?
   What is the time?

   

   ______   ______   ______

   ______   ______   ______

   ______   ______   ______
WEEK 2 • DAY 2

Counting in 3s

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

   Ufumana imidundu emingaphi umfundisi ngamnye?
   How many hotdogs does each learner get?
   yahlula kubini  yahlula kubini
   half          half

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

8. Sombulula kumgcamanani.
   Solve on the number line.

   $17 + 3 = \underline{20}$
   $11 - 3 = \underline{8}$
   $9 + 3 = \underline{12}$

   Fill in the missing numbers.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td>11</td>
<td>13</td>
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<td>25</td>
<td>26</td>
<td>28</td>
<td>29</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Nika abafundi ithuba lokuziqhelanisa nokubala ngezi-4 ngokuthi babale inani lemilenze kumanani ahluKileyo ezilwanyana. Bakhuthaze bonke abafundi ukuba babale kunye eklasini.

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

Counting in 4s

1. Zingaphi iimoto?
   How many cars?

2. Mangaphi amavili?
   How many wheels?

3. Mangaphi amahashe?
   How many horses?

4. Zingaphi izikwere?
   How many squares?

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

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

7. Ngubani ixesha?
   What is the time?
68

AMAPHEPHA LOKUSEBENZELA | WORKSHEETS

IVEKI 2 • WEEK 2

Ukubala ngezi-4

6 amachokoza ama-4
4 dots

4

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

imidundu emi-4
4 hotdogs

yahlula yahlula
kubini kubini
half half

Krwela umgea phantsi kwenani lokugala. Bijnela ngesangqo impendulo.
Underline the first number. Circle the answer.

7 Sombulula kungcamanani.
Solve on the number line.

6 + 4 = 10

+4

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

20 − 4 = 

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

8 Fakela inani elishiyiweyo.
Fill in the missing numbers.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>9</th>
<th>10</th>
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</thead>
<tbody>
<tr>
<td>11</td>
<td>12</td>
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<td>16</td>
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<td>30</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>32</td>
<td>33</td>
<td>35</td>
<td>36</td>
<td>37</td>
<td>39</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>
Get learners to practice counting in 5s by counting the number of fingers on a varying number of hands. Encourage all the learners in the class to count together.
**IVEKI 2 • USUKU 4**

**Ukubala ngezi-5**

### Counting in 5s

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

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

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

4. **Zingaphi iminwe?**
   - How many fingers?

#### Hands and Fingers

<table>
<thead>
<tr>
<th>izandla ezi-hands</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>iminwe e-fingers</td>
<td>5</td>
<td>10</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

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

6. **Zingaphi iiirandi?**
   - How many Rand?

#### Coins

<table>
<thead>
<tr>
<th>iingqekembe ezi-coins</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<th>8</th>
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<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>iiirandi ezi-Rands</td>
<td>5</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
7 Sombulula usebenzisa umgcamanani.
Solve using the number line.

6 + 5 = _____

12 - 5 = _____

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

<table>
<thead>
<tr>
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<td>46</td>
<td>47</td>
<td>48</td>
<td>49</td>
<td>50</td>
</tr>
</tbody>
</table>

9 Ipakethe yeswekile inobunzima obuzikhilogram ezi-5. Zinobunzima obungakanani iipakethe ezi-3?
A pack of sugar weighs 5 kilograms. How much do 3 bags of sugar weigh?

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

Uvavanyo noqukaniso


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

2. Zingaphi iibhayisekile? How many bicycles?
   Mangaphi amavili? How many wheels?

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

4. \[ 11 - 2 = \] 

---

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

**NgesiXhosa sithi:**

- bala uye phambili
- bala ubuye umva
- bala ngezi-2 uye phambili
- bala ngezi-2 ubuye umva
- cwangcisa
- isine singaphezulu kunesithathu
- isithathu singaphantsi kunesine
- isine siza emva kwestathathu
- isithathu siza phambili kwasine

**In English we say:**

- count forwards
- count backwards
- count forwards by 2
- count backwards by 2
- order
- four is more than three
- three is less than four
- four comes after three
- three comes before four
### WEEK 2 • DAY 5
**Assessment and consolidation**

#### 1. Gqibezele iipatheni zamanani.
Complete the number patterns.

<p>| | | |</p>
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<tbody>
<tr>
<td>3</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>12</td>
</tr>
</tbody>
</table>

#### 2. Isiqingatha se-
Half of

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

Phinda kabini
Double

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

#### 3. Zingaphi iibhayisekile?
How many bicycles?

- How many wheels?

#### 4. iibhayisekile
  - ezi-
    - bicycles

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

amavili ma-
  - wheels

#### 5. Zingaphi izandla?
How many hands?

- Mingaphi iminwe?
  - How many fingers?

#### 6. izandla ezi-
  - hands

<p>| | | | | | | | | | |</p>
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<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

iminwe e-
  - fingers

---

**Assessment and consolidation**  | **Week 2 • Day 5**
## Izivakalisi manani zokudibanisa nokuthabatha

<table>
<thead>
<tr>
<th>Izibalo zentloko: Ukubala okuqakathayo</th>
<th>Izixhobo</th>
<th>Isikwere se-100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imidlalo: Izibalo ezikhawulezayo ngedayisi – yenza isi-6 ukuya kwi-10 uphinde ucazulule 6 ukuya 10!</td>
<td>Izixhobo</td>
<td>Idayisi</td>
</tr>
</tbody>
</table>

### Usuku Umsebenzi wesifundo Izixhobo zezifundo

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ukucazulula ezi-6</td>
<td>Ukucazulula ezisi-7</td>
<td>Ukucazulula ezisi-8</td>
<td>Ukucazulula ezili-9</td>
<td>Uqukaniso novavanyo olujolise ekufundeni</td>
<td></td>
</tr>
<tr>
<td>Libloko, iLAB</td>
<td>Libloko, iLAB</td>
<td>Libloko, iLAB</td>
<td>Libloko, iLAB</td>
<td>iLAB</td>
<td></td>
</tr>
</tbody>
</table>

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

- Ukubala uqakatha ngezi-2, ngezi-5 nangama-10
- Ukucazulula uze wakhe amanani usebenzisa iibloko.
- Ukusebenzisa ulwazi lweebhondi zama amanani ekusombululeni iingxaki kunye nokubhala izivakalisi manani.
- Ukuchonga ulwalamano lwemiguqulwa phakathi kokudibanisa nokuthabatha.
- Ukusebenzisa ukuphindela kabini nokwhulule kabini njengobuchule xa usombulula iingxaki.
- Ukucazulula ezikhawulezayo ngedayisi – yenza isi-6 ukuya kwi-10 uphinde ucazulule 6 ukuya 10!

### Usuku

**Uuvanyo olubhalawayo**

Amanani, izibalo nolwalamano.

**Uuvanyo oluthethwayo nolwenziwayo**

### CAPS Umlinganiselo: Ixesha

<table>
<thead>
<tr>
<th>Qaphela abafundi ukuse uvavanye izakhono zabo zokuxela ixesha</th>
<th>Amanqaku 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Uluhlu iwezinto ezijongwayo:</strong> Ilungile/ayilunganga/iphantse</td>
<td>✓</td>
</tr>
<tr>
<td>Uyakwazi ukwalatha usiba lweyure</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukwalatha usiba lwemizuzu</td>
<td></td>
</tr>
<tr>
<td>Uyazi ukuba zingaphi iiyure ezikusuku olunye</td>
<td></td>
</tr>
<tr>
<td>Uyazi ukuba mingaphi imizuzu kwiyure enye.</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukuxela ixesha ngokweeyure kwiwitshi yamasiba</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukuxela ixesha ngokweziqangatha zeeyure kwiwitshi yamasiba</td>
<td></td>
</tr>
</tbody>
</table>

Bhala phantsi amanqaku afunyenweyo kwali-6 kwiphethshana lamanqaku ekota.
Addition and subtraction number sentences

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Breaking down 6</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>2</td>
<td>Breaking down 7</td>
<td>LAB, multifix blocks, A4 page</td>
</tr>
<tr>
<td>3</td>
<td>Breaking down 8</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>4</td>
<td>Breaking down 9</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

**Resources**

- **Mental Maths:** Skip counting 100 square
- **Games:** Fast maths with dice - make 6 to 10 and Break 6 to 10! dice

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

- Skip count in 2s, 5s and 10s
- Break down and build up numbers using multifix blocks
- Use knowledge of number bonds to solve problems and write number sentences
- Identify the inverse relationship between addition and subtraction
- Use doubling and halving as techniques when solving problems
- Tell 12-hour time in hours and half hours

**Assessment**

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

**Oral and practical assessment**

**CAPS: Measurement – Time**
Activity: Observe learners to assess their ability to tell the time

<table>
<thead>
<tr>
<th>Checklist: correct/incorrect/almost</th>
<th>Mark 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can identify the hour hand</td>
<td>✓</td>
</tr>
<tr>
<td>Can identify the minute hand</td>
<td></td>
</tr>
<tr>
<td>Knows how many hours there are in a day</td>
<td>✓</td>
</tr>
<tr>
<td>Knows how many minutes there are in an hour</td>
<td>✓</td>
</tr>
<tr>
<td>Can tell the time in hours on an analogue clock</td>
<td></td>
</tr>
<tr>
<td>Can tell the time in half hours on an analogue clock</td>
<td></td>
</tr>
</tbody>
</table>

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

#### Ividiyo yeziyabalo zentloko

#### Ividiyo yomdlalo
Izibalo ezikhawulezileyo nge dayisi - yenza u6 ukuya 10 kunye uze ucazulule u6 ukuya 10! Kulo mdialo kufuneka abafundi ‘batsibele’ kwinani elahlukelelo ngosuku ngalunye. Abafundi kufuneka bacheza ukuba ‘zingaphi ngaphezulu ezenza i-10’ kwinani elivezwe lidayisi eliphosweyo. Ngale ndlela abafundi baza kuziqhelanisa neebhondi zamanani, kunye nokukhumbula ngokukhawuleza iibhondi zabo zamanani.

#### Ividiyo yophuhliso lwengqiqo
Kwizifundo zeklasi yonke baza uqakathayo. Abafundi baza kusebenzisa ulwazi lwabo lwemisebenzisa umanani, abafundi baza uqakathayo nokwakha amanani usebenzisa iibloko. Abafundi baza kusebenzisa ulwazi lwabo lwesibonakala iziyaphi, abafundi baza kusebenzisa iibhondi zabo zamanani. Abafundi baza kusebenzisa izizhele ziyaphi lweebhondi zabo zamanani. Siza kugxila koku:
- Ukubala uqakathayo ngezi-2, izi-5 nama-10.
- Ukucazulula nokwakha amanani usebenzisa iibloko.
- Abafundi baza uqakathayo nokwakha amanani usebenzisa iibloko.
- Abafundi baza uqakathayo nokwakha amanani usebenzisa iibloko.

#### Into emayiqatshelwe kule veki
- Bancedise abafundi baqonde ukuba uqakathayo nokwakha amanani usebenzisa iibloko. Abafundi baza uqakathayo nokwakha amanani usebenzisa iibloko. Abafundi baza uqakathayo nokwakha amanani usebenzisa iibloko.
- Bancedise abafundi baqonde ukuba uqakathayo nokwakha amanani usebenzisa iibloko. Abafundi baza uqakathayo nokwakha amanani usebenzisa iibloko. Abafundi baza uqakathayo nokwakha amanani usebenzisa iibloko.
Addition and subtraction number sentences

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

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

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

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

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

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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

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

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

Kunjalo! Ngama-30!
Masibale sibuye umva ke ngoku ngezi-2.
Yes! 30! Now let’s count backwards in 2s.
Week 3 • Day 1

Breaking down 6

Umdlalo: Izibalo ezikhawulezayo ngedayisi – yenza isi-6
Game: Fast maths with dice – make 6

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

Enrichment activities

**Usuku 1 Day 1**

Zoba usebenzise amachokoza. Biyela ama-10.
Draw using dots. Circle the 10s.

16
38
13
29
17
32
55
60
43
24

**Usuku 2 Day 2**

Bhala amagama amanani
Write the number names

16
38
13
29
20
32
55
60
43
77

**Usuku 3 Day 3**

Bhala inani eliphambi kweli
Write the number before

___ 17
___ 29
___ 36
___ 51
___ 78

Bhala inani eliza emva kweli:
Write the number after

21 ___
44 ___
57 ___
82 ___
95 ___

**Usuku 4 Day 4**

Bhala inani eliphakathi kwala
Write the number in between

11 ___ 13
29 ___ 31
45 ___ 47
62 ___ 64
97 ___ 99

18 ___ 20
33 ___ 35
56 ___ 58
84 ___ 86
90 ___ 92
Ukucazulula isi-6

Kufuneka abafundi baqhube nokucazulula iincochoyi zabo zesi-6 ngeendlela ezahlukileyo. Bakhuthaze bathethe ngeendibaniselwano zamani ukubethelela ukuqonda kwabo ibhondi zamanani uze ubancede baqonde ulwalamano lwemiguqulwa phakathi kwezibalo.

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

Umdalo: Izibalo ezikhawulezayo ngadayisi - yenza isi-6
Game: Fast maths with dice – make 6

• Dla idayisi.
  Roll the dice.
• Kufuneka ezingaphi
  How many more to make 6?
• Phinda kwakhona.
  Do it again. Faster!

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

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

1 Yahlula incochoyi yesi-6. Bhala isivakalisi manani sokudibanisa.
   Break the 6 tower. Write addition number sentences.
   
   \[ 4 + 2 = 6 \]

2 Sombulula.
   Solve.
   
   \[ 3 + \_\_\_ = 6 \]  \[ 4 + \_\_\_ = 6 \]  \[ 1 + \_\_\_ = 6 \]
### Bala ngezi-2 uqale kwisi-2. Fakela umbala kwizi-2.

Count in 2s starting at 2. Colour the 2s.

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### Bhala inani elikwichokoza.

Write the number at the dot.

![Number line](image)

### UMusa unamapetyu ama-6. Amapetyu ka Ina aphindwe kabini. Mangaphi amapetyu anawo uIna?

Musa has 6 marbles. Ina has double. How many marbles does Ina have?

### UXola unamapetyu ali-10. Ama-6 azuba. Ashiyekileyo aluhlaza. Mangaphi amapetyu aluhlaza?

Xola has 10 marbles. 6 are blue. The rest are green. How many green marbles does he have?

### Ngubani ixesha?

What is the time?

![Clock](image)
Phosela iibloko ezisi-7 ephepheni lakho. Ziwe njani iibloko zakho ephepheni lakho? Throw 7 blocks onto your page. How did your blocks land on your page?

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

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

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

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

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

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

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

Game: Fast maths with dice – make 7

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

Game: Break 7!

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

   Break the 7 tower. Write addition number sentences.
   
   | 4 + 3 = 7 |
   | 3 + 4 = 7 |

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

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

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

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

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

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

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

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

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

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

Learners should continue picking up different numbers of blocks from their desks to make different combinations of 8. Encourage them to talk about what they see, helping them to consolidate their understanding of number bonds and the inverse relationship between the operations.
WEEK 3 • DAY 3

Breaking down 8

Umdalo: Izibalo ezikhawulezayo ngedayisi - yenza isi-8
Game: Fast maths with dice - make 8

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

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

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

   Break the 8 tower. Write the subtraction number sentences.

   \[
   \begin{array}{ccc}
   8 - 5 &=& 3 \\
   8 - 3 &=& 5
   \end{array}
   \]

2. Sombulula.
   Solve.

   \[
   \begin{array}{ccc}
   5 + 3 &=& ____ \\
   6 + 2 &=& ____ \\
   4 + 4 &=& ____ \\
   8 - 3 &=& ____ \\
   8 - 2 &=& ____ \\
   8 - 4 &=& ____
   \end{array}
   \]
3 Bala ngezi-5 uqale kwisi-5. Fakela umbala kwizi-5.
Count in 5s starting from 5. Colour the 5s.

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

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

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

6 Ngubani ixesha?
What is the time?
UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

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

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

6 + 3 = 9

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

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

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

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

Learners should continue grouping 9 in blocks in different ways. Encourage learners to talk about what they see, helping them to consolidate their understanding of number bonds and the inverse relationship between the operations.
IVEKI 3 • USUKU 4

Ukucazulula i-9

Umdlalo: Izibalo ezikhawulezayo ngedayisi - yenza ezili-9
Game: Fast maths with dice – make 9

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

Umdlalo: Cazulula i-9!
Game: Break 9!

• Yenza incochoyi ngeebloko ezi-9.
  Make a tower with 9 blocks.
• Yahlula incochoyi kabini.
  Break the tower into 2 parts.
• Ungakwazi ukufumana izivakalisi manani ezi-2?
  Can you find 2 subtraction number sentences?

Break the 9 tower. Write the subtraction number sentences.

| 9 – 6 = 3 | 9 – | 9 – |
| 9 – 3 = 6 | 9 – | 9 – |

2 Sombulula.
Solve.

| q – ____ = ____ | 6 + 2 = ____ | 4 + 4 = ____ |
| 8 – ____ = ____ | 8 – 2 = ____ | 8 – 4 = ____ |
3 Bala ngezi-5 uqale kwisi-5. Fakela umbala kwisi-5.
Count in 5s starting from 5. Colour the 5s.

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<td>70</td>
<td></td>
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<td>78</td>
<td>79</td>
<td>80</td>
<td></td>
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<td>81</td>
<td>82</td>
<td>83</td>
<td>84</td>
<td>85</td>
<td>86</td>
<td>87</td>
<td>88</td>
<td>89</td>
<td>90</td>
<td></td>
</tr>
</tbody>
</table>

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

5 Umdlalo wesoka uqale ngentsimbi ye-9 kusasa. Uphele ngentsimbi yeshumi kusasa. Ubumde kangakanani umdlalo?
The soccer game started at 9 in the morning. It ended at 10 in the morning. How long was the game?

Umdlalo webhola yomnyazi uqale nge-9:30 kusasa.
Uphele nge-10:30 kusasa. Ubumde kangakanani umdlalo?
The netball game started at 9:30 in the morning. It ended at 10:30 in the morning. How long was the game?

6 Ngumbani ixesha?
What is the time?
IVEKI 3 • USUKU 5

Uvavanyo noqukaniso

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

   52  |  54  |  55  |  56  |  57  |  58  |  59  
   62  |  63  |  64  |  65  |  67  |  68  |  69  
   72  |  73  |  74  |  75  |  76  |  77  |  79  

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

   [Number line diagram]

   Solve.

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

Masithethe ngeMaths!
Let’s talk Maths!

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

In English we say:  
addition
 add
double
 add two
four and five is nine
subtraction
 take away
take away two
eight, take away three is five
equal
 is the same as
WEEK 3 • DAY 5

Consolidation

Uqukaniso • Consolidation

1. Gqibeza iipatheni zamanani.
   Complete the number patterns.

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

   | Isiqingatha se-
   Half of          | Phinda kabini
   |                 | Double

<table>
<thead>
<tr>
<th>6</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>10</td>
</tr>
</tbody>
</table>

2. Zingaphi iibhayisekile?
   How many bicycles?

   | Mangaphi amavili?
   How many wheels?

3. Zingaphi iibhayisekile ezi-bicycles

   | amavili ma-wheels
   | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10 |

4. Zingaphi izandla?
   How many hands?

   | Mingaphi iminwe?
   How many fingers?

5. Zingaphi izandla ezi-hands

   | iminwe e-fingers
   | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10 |
Ukufikelela kwi-10

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

<table>
<thead>
<tr>
<th>Imidlalo: Izibalo ezikhawulezayo ngedayisi – yenza i-10</th>
<th>Idayisi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fumana ama-10 kunye Cazulula i-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>Ukucazulula i-10</td>
<td>llibloko, ILAB</td>
</tr>
<tr>
<td>2</td>
<td>Fumana ama-10</td>
<td>ILAB</td>
</tr>
<tr>
<td>3</td>
<td>Ishumi elilandelayo</td>
<td>Umgcamanani (utitshala), ILAB</td>
</tr>
<tr>
<td>4</td>
<td>Ishumi elidlulileyo</td>
<td>Umgcamanani (utitshala), ILAB</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanyo olujolise ekufundeni</td>
<td>ILAB</td>
</tr>
</tbody>
</table>

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:

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

Uvavanyo

Uvavanyo olubhalwayo: Amanani, izibalo nolwalamano
Bhala phantsi amanqaku afunyenweyo kwali-15 kwiphetshana lamanqaku ekota.
## Getting to 10

<table>
<thead>
<tr>
<th>Mental Maths: Fizz Pop</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Games: Fast maths with dice - make 10, Find the 10s and Break 10!</td>
<td>dice</td>
</tr>
</tbody>
</table>

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

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

- Use a number table to identify and write number sentences for the **bonds of 10**
- Add more than two numbers by finding numbers that add up to 10
- Use a number line to recognise how many more is needed to get to the next ten
- Use a number line to recognise how many less is needed to get to the previous ten

### Assessment

**Written assessment** Numbers, operations and relationships

Record a mark out of 15 in the term mark sheet.
Ukufikelela kwi-10

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

Ividiyo yomdlalo
Imidlalo yale veki izibalo ezikhawulezayo ngedajisi – yenza i-10, Fumana ama-10 uphinde ucazulule i-10! Abafundi badlala umdlalo ngedajisi ukuze baziqhelanise nokuchaza ‘zingaphi ngaphezulu ukwenza i-10’ kwinani elivezwe lidajisi eliphosiwweyo. Ngale ndlela abafundi baza kuziqhelanisa neebhondi ze-10 kunye nokukhawuleza iibhondi zamanani.

Ividiyo yophuhliso lwengqiqo
Kwizifundo zeklasi yonke kule veki sigxila kwinani i-10. Sijolisa ekucazululeni nasekwakheni i-10, nama-10 kumgcamanani. Abafundi baza kufuthisa isakhono sokukhumbula ngokukhawuleza iibhondi zamanani, baze bakwazi ukusombulula iingxaki ngobuchule. Abafundi basebenzisa itheyibhile zamanani, nto leyo eza kufuthisa ngakumbi ukuphila kwabo ulwalamano phakathi kokudibanisa nokuthabatha. Siza kujolisa koku:
• Ukusebenzisa itheyibhile zamanani ekuchongeni nasekubhaleni izivakalisi manani zeebhondi ze-10.
• Ukudibanisa amanani angaphezulu kwesibini ngokufumana amanani enza i-10 xa edityanisiwe.
• Ukusebenzisa imigcamanani ukuze uqonde ukuba mangaphi amanyathelo afunekayo ukwenza i-10.
• Ukusebenzisa imigcamanani ukuze uqonde ukuba mangaphi amanyathelo owathathayo ukubuyela kwi-10 elidlulileyo.

Into emayiqatshelwe kule veki
• Khuthaza abafundi ukuba basebenzise ezabo iibhondi zamanani ukuze zibancede ekusombululeni iingxaki ngokukhawuleza nangobuchule.
• Ukunceda abafundi baqonde ukuba ukudibanisa nokuthabatha yimguqulwa. Abafundi bangasebenzisa itheyibhile yamanani ibancede ekuchongeni izivakalisi manani ezahlukileyo ezinkukubhala kwandibandisivelwenyo ezithile zamanani.
• Khuthaza incoko phakathi kwabafundi ukuze bakwazi ukusebenzisa isigama esichanekileyo xa bexoxa ngeebhondi zamanani nezivakalisi manani (dibanisa, kunye, ngaphezulu kuna-, thabatha, susa, ngaphantsi kuna-, elandelaya, elidlulileyo, phambi, emva)
### Week 4 Getting to 10

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

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

#### Conceptual development video
In the concept development lessons this week we focus on the number 10. We look at breaking down and building 10, and 10s on a number line. Learners will develop their quick recall of number facts, helping them to solve problems efficiently. Learners use number tables, which will continue to develop their understanding of the inverse relationship between addition and subtraction. We will focus on:

- using number tables to identify and write number sentences for the bonds of 10.
- adding more than two numbers by finding numbers that add up to 10.
- using number lines to recognise how many more steps to make a 10.
- using number lines to recognise how many steps back get to the previous ten.

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

Bethelela ukudibanisa nokuthabatha i-10 ukuya kuma-50 usebenzisa umdlalo uFizz Pop.
Consolidate adding and subtracting 10 up to 50 using the Fizz Pop game.
Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.
**Enrichment activities**

**Usuku 1 Day 1**

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

<table>
<thead>
<tr>
<th>6</th>
<th>11</th>
<th>27</th>
<th>36</th>
<th>52</th>
</tr>
</thead>
<tbody>
<tr>
<td>75</td>
<td>89</td>
<td>63</td>
<td>80</td>
<td>94</td>
</tr>
</tbody>
</table>

**Usuku 2 Day 2**

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

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

**Usuku 3 Day 3**

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

30 20 50  
24 29 51  
75 57 73  
55 51 15  
99 100 101

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

17 27 7  
34 21 86  
96 66 26  
43 83 51  
81 12 50

**Usuku 4 Day 4**

**Gqibezela ipatheni.**
Complete the pattern.

61 62 63  
45 44 43  
30 35 40  
79 69 59  
31 41 51  
55 50 45  
86 87 88  
62 52 42  
13 23 33  
75 70 65
IVEKI 4 • USUKU 1

Ukucazulula i-10

UPHUHLISO LWENGQIYO | CONCEPT DEVELOPMENT

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

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

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

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

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

Abafundi mabaqhuba nokwahlula incochoyi ye-10 ibe zizahlulo ezahlukileyo kwakunye nokubhala iseti ezahlukileyo zezivakalisi manani besebenzisa indiboniselwano abazenzayo. Bakhuthaze ukuba bathethe ngetheyibhile yamanani, ubancede babone ulwalamano phakathi kwamanani akwitheyibhile leyo.

Learners can carry on breaking the 10 tower into different parts and writing different sets of number sentences using the combinations they make. Encourage them to talk about the number table and help them see the relationship between the numbers in the table.
**WEEK 4 • DAY 1**

**Breaking down 10**

**Umdlaalo: Izbalo ezikhawulezayo ngedayisi - yenza i-10**

**Game: Fast maths with dice - make 10**

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

1. **Zingaphi? How many?**
   3
2. **Zibe ngaphi ukugqibezele i-10?**
   How many to make 10?
3. **Zingaphi? How many?**
   7
4. **Zibe ngaphi ukugqibezele i-10?**
   How many to make 10?

**Umdlaalo: Fumana ama-10**

**Game: Find the 10s**

- **Dlala nabahlobo aba-2.**
  Play with 2 friends.
- **Phosa amadayisi ama-5.**
  Roll 5 dice.
- **Fumana ama-10.**
  Find the 10s.
- **Dibanisa isiphumo.**
  Add the total.
2. Itekisi kaTa’ Jola ithwala abafundi abali-10.

<table>
<thead>
<tr>
<th>Kukho abafundi aba-2 etekisini. Kufuneka abafundi abangaphi ngaphezulu ukuze izale itekisi?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bekukho abafundi aba-2 etekisini. Kwafika abanye aba-4. Bangaphi abafundi abanokungena etekisini?</td>
</tr>
<tr>
<td>There are 2 learners in the taxi. How many more learners can get in before it is full?</td>
</tr>
<tr>
<td>2 learners were in the taxi. 4 more get on. How many more learners can still fit in the taxi?</td>
</tr>
</tbody>
</table>

10 - 2 = 8

3. Biyela ama-10. Uyakwazi ukufumana isiphumo?

Circle the 10s. Can you find the total?

<table>
<thead>
<tr>
<th>6</th>
<th>4</th>
<th>q</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Fumana i-10. Dibanisa emva koko.

Find the 10. Then add.

<table>
<thead>
<tr>
<th>6 + 7 + 4 = 17</th>
<th>8 + 7 + 2 =</th>
<th>7 + 6 + 3 =</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 + 8 + 5 =</td>
<td>6 + 8 + 4 =</td>
<td>9 + 5 + 1 =</td>
</tr>
<tr>
<td>6 + 7 + 4 =</td>
<td>7 + 2 + 1 + 5 =</td>
<td>7 + 5 + 3 =</td>
</tr>
</tbody>
</table>

5. Biyela ama-10. Yimalini?

Circle the 10s. How much money?

| R11 |


Ta’ Jola’s taxi can take 10 learners.

<table>
<thead>
<tr>
<th>Itekisi yake inesiqingatha senani. Bangaphi abafundi abasetekisini?</th>
</tr>
</thead>
<tbody>
<tr>
<td>His taxi is half full. How many learners are in the taxi?</td>
</tr>
<tr>
<td>Itekisi inesiqingatha senani. Bangaphi abafundi abanokungena etekisini?</td>
</tr>
<tr>
<td>His taxi is half full. How many more learners can get in the taxi?</td>
</tr>
</tbody>
</table>

Breaking down 10

Week 4 • Day 1
Find the 10s

**IZIBALO ZENTLOKO**
MENTAL MATHS

**FIZZ POP DIBANISA 10**
FIZZ POP ADD 10 (0-50)

**UMDLALO GAME**

**UPHUHLISO LWENGQIQO**
CONCEPT DEVELOPMENT

**AMAPHEPHA LOKUSEBENZELA WORKSHEETS**

**UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT**

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

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

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

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

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

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

10 + 10 + 2 + 1 = 23

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

**Umdlalo: Cazulula i-10!**

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

**1. Bhala izivakalisi manani.**

Write the number sentences.

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

**Xa ndizahlula zibe ngamaqhekeza amabini alinganayo, kukho isivakalisi manani sokudibanisa esinye nesivakalisi manani sokuthabatha esinye.**

When I break into two equal pieces, there is only one addition number sentence and one subtraction number sentence.
**WEEK 4 • DAY 2**

**Find the 10s**

---

Singhulu neli phi no inani li be ngamanani amancinci amo-2. Singawabhala amo-3 lamanani kwitheyibhile yamanani ngoluhlobo:

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

<table>
<thead>
<tr>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

---

2. **Yakha incochoyi. Yahlule ibe zizahlulo ezibini. Gqibezela itheyibhile zamanani.**

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

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

---

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

Write 2 addition and 2 subtraction number sentences.

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

---

Zi-4 izivakalisi manani esinokuzibhala.

There are 4 number sentences we can write.
IVEKI 4 • USUKU 3

I-10 elilandelayo

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Yalatha kwinani u-6.
Point to the number 6.

Mingaphi imitsi onokuyenza ukuze ufike kwi-10?
How many jumps must you take to get to the next 10?

Kufuneka ndenze imitsi emi-4 ukuze ndifike kwi-10.
I need 4 jumps to get to the next 10.

Sibonise imitsi eya kwi-10 kulo mgcamanani.
Show us the jumps to 10 on this number line.

Masiqale ngelinye inani.
Yalatha kwi-12.
Let’s start with a different number. Point to 12.

Nditsiba ka-4 ukuze ndifike kwi-10.
I jump 4 places to get to 10.

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

Phinda la manyathelo angasentla usebenzise amanani ahluksileyo ukuqala ku-0 uye kuma-20, ukuze bonke abafundi bakwazi ukuziqhelanisa nokwenza imitsi eya kwishumi elilandelayo kumgcamanani.
WEEK 4 • DAY 3

Next 10

1. Ngubani i-10 elilandelayo?
   What is the next 10?
   - 6
   - 4
   - 16
   - 14

2. Kukude kangakanani kw1-10 elilandelayo?
   How far to the next 10?

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

<table>
<thead>
<tr>
<th>+</th>
<th>= 10</th>
<th>+</th>
<th>= 10</th>
<th>+</th>
<th>= 20</th>
<th>+</th>
<th>= 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>___</td>
<td>6</td>
<td>___</td>
<td>15</td>
<td>___</td>
<td>16</td>
<td>___</td>
</tr>
<tr>
<td>3</td>
<td>___</td>
<td>2</td>
<td>___</td>
<td>18</td>
<td>___</td>
<td>14</td>
<td>___</td>
</tr>
</tbody>
</table>
4. Kukude kangakanani ukuya kwi-10 elilandelayo?
   How far to the next 10?

5. Bhala inani elikwichokoza. Biyela i-10 elilandelayo. Kukangakanani ukuya kwi-10 elilandelayo?
   Write the number at the dot. Circle the next 10. How far to the next 10?

<table>
<thead>
<tr>
<th>i-10 elilandelayo next 10</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>kukude kangakanani? how far</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>i-10 elilandelayo next 10</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>kukude kangakanani? how far</td>
<td>3</td>
</tr>
</tbody>
</table>

Next 10 | Week 4 • Day 3
Phinda la manyathelo angasentla usebenzise amanani ahlukileyo ukuqala ku-0 uye kuma-20, ukuze bonke abafundi baziqhelanise nokutsiba bebuyela kwi-10 elidlulileyo kumgcamanani.

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

1. Kukude kungakanani kweli-10 elidlulileyo?
   How far to the previous 10?
   
   Xa ndithabatha ndiyazibuzza, “Kukude kungakanani kweli-10 elidlulileyo?”
   When I subtract, I ask myself, “How far to the previous 10?”
   Xa ndithabatha u-7 kuma-17, ndibuya umva ka-7 ukuse ndifike kuma-10!
   When I subtract 7 from 17, I go back 7 spaces to get to 10!

   10
   −7
   17
   10
   16
   10
   14
   −5
   20
   −25

2. Bhala inani elikhohokoza. Biyela i-10 elidlulileyo. Kukude kungakanani kweli-10 elidlulileyo?
   Write the number at the dot. Circle the previous 10. How far to the previous 10?

<table>
<thead>
<tr>
<th>i-10 elidlulileyo</th>
<th>previous 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>kukude kungakanani?</th>
<th>how far?</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

3. Fakela amananani ashiyiweyo.
   Fill in the missing numbers.

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

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

   Ta’ Jola’s taxi can fit 10 learners.

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

Uvavanyo noqukaniso

1. 10 - 7 = ___  10 - 6 = ___  3 + ___ = 10  4 + ___ = 10

2. Gqibeza ilithethile yamananani.
   Complete the number table.

   |   |   |   |
   ---|---|---|

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

<table>
<thead>
<tr>
<th>Ezokudibanisa</th>
<th>Ezokuthabatha</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>addition</td>
<td>subtraction</td>
</tr>
</tbody>
</table>

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

   | 6 | 4 | 2 | 5 | 3 |
   ---|---|---|---|---|

   4. 6 + 7 + 4 = ___  8 + 5 + 2 = ___  7 + 6 + 3 = ___

Masithethe ngeMaths!

Let’s talk Maths!

NgesiXhosa sithi:

ndiyawathanda ama-10!
find the 10s!
funa ama-10!
how many?
mangaphi?
how many to make 10?
zingaphi ezenza i-10?
kukude kangakanani kwi-10 elilandelayo?
how far to the next 10?
ukusuka kwisi-7 nditsiba ndiye phambili ka-3
from 7, I jump forward 3 spaces
to get to 10.
ukuze ndifike kwi-10.
kukude kangakanani kwi-10 elidlulileyo?
how far to the previous 10?
ukusuka kw1-12, nditsiba ndibuye umva
from 12, I jump backwards
ka-2 ukuze ndifike kwi-10.
2 spaces to get to 10.

In English we say:

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

Uqkaniso | Consolidation

1. Gqabezela ithiyibhile yamanani. Complete the number tables.

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

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

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

3. Fumana i-10. Dibanisa emva koko. Find the 10 then add.

\[
8 + 7 + 2 = \underline{17} \quad 7 + 6 + 3 = \underline{\quad} \quad 5 + 8 + 5 = \underline{\quad}
\]
\[
6 + 8 + 4 = \underline{\quad} \quad 9 + 5 + 1 = \underline{\quad} \quad 7 + 2 + 1 + 5 = \underline{\quad}
\]

4. Gqabezela iipatheni zamanani. Complete the number pattern.

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

5. Bala.
Calculate.

<table>
<thead>
<tr>
<th>yahlula kubini</th>
<th>phinda kubini</th>
<th>sombulula</th>
</tr>
</thead>
<tbody>
<tr>
<td>half</td>
<td>double</td>
<td>solve</td>
</tr>
</tbody>
</table>
| 7               | 7             | 7 + \_
\_\_\_\_ = 10 |
| 8               | 8             | 5 + \_
\_\_\_\_ = 10 |
| 9               | 9             | 4 + \_
\_\_\_\_ = 10 |
| 10              | 10            | 2 + \_
\_\_\_\_ = 10 |

Assessment and consolidation Week 4 • Day 5 41
**Ukutyelela i-10**

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

| Imidalolo: Izibalo ezikhawulezayo ngamakhadi - ngaphantsi ngezi-2, Ukudibanisa ngokwenza i-10 kunye nokuthatha ngokuya kwi-10 | Amakhadi amanani |

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

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

- Ukudibanisa inani elinomvo omnye kwelinye elinomvo omnye okanye kwelinemivo emibini, uwelele ngaphaya kwe-10.
- Ukuthabatha inani elinomvo omnye kwinani elinemivo emibini, uwelele ngaphaya kwe-10.
- Ukusombulula ingxaki ngokwenza i-10 (ukudibanisa nokuthabatha).

**Uvavanyo**

**Uvavanyo olubhalwayo** Amanani, izibalo nolwalamano. Bhala phantsi amanqaku afunyenwefyo kwasi-8 kwiphetshana lamaniqaku ekota.
## Visiting the 10

<table>
<thead>
<tr>
<th><strong>Mental Maths</strong>: Skip counting</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100 square</td>
</tr>
</tbody>
</table>

**Games**: Games: Fast maths with cards: 2 less, Add by making a 10 and Subtract by getting to 10

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

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

- Add a single digit to a single digit or to a double digit, bridging a 10.
- Subtract a single digit from a double digit, bridging a 10.
- Solve problems by making a 10 (addition and subtraction).

### Assessment

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

Ividiyo yezibalo zentloko

Ividiyo yomdlalo

Ividiyo yophuhliso lwengqiqo
Kule veki sigxila kwiingxaki ezibandakanya ukuwelela ngaphaya kwe-10. Abafundi baza kusombulula ingxaki zokudibanisa nezokuthabatha eziwelela ngaphaya kwe-10, bencedwa kukusebenzisa ibloko nemigcamanani. Ukusombulula ingxaki ngokusebenzisa ibloko kubethelela ulwazi lwabafundi lwexabiliso lendawo. Kumsebenzi wethu wokuwelela ngaphaya kweshumi, siza kujolisa koku:
- Ukudibanisa inani elinomvo omnye kwezokuthabatha eziwelela ngaphaya kwe-10.
- Ukusombulula ingxaki ezinkwenza ngaphaya kwe-10 ngakugqibezela ingxaki.
- Ukuthabatha inani elinomvo omnye kwezokuthabatha kuyakhawuleza kwaye kwaphanta, abafundi baza kusebenza ebafuneka babo nokuthatho phansi/phambili.

Into emayiqatshelwe kule veki
- Xa usenza i-10 kwiingxaki zokudibanisa, abafundi baza kuqonda ukuba kuyakhawuleza kwaye kulula ukwazi i-10 kwaye kumani amakhulu 9, 8, 7 no-6.
- Kuthabatha, imbono yokusebenza ebandakanya abafundi bebuyela kwishumi elidlulileyo. Kufuneka abafundi baziqhelanise nokuthabatha inani ukuze babuyele kwishumi elidlulileyo phambi kokugqibezela ingxaki.
- Bakhuthaze abafundi bancokole ukuze baneli ngende elilo zabo nokusombulula ingxaki.
- Qinisekisa ukuba abafundi basebenzisa isigama esichanekileyo (i-10, dibanisa, kunye, ngaphezulu, thabatha, susa, ngaphantsi, tsiba).
Visiting the 10

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

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

Conceptual development video
This week we focus on problems that involve bridging 10. Learners will solve addition and subtraction problems that bridge ten, using multifix blocks and number lines to help them. Solving problems by using multifix blocks consolidates learners’ understanding of place value. In our work on bridging ten, we will focus on:
• adding a single digit to a single digit or to a double digit, bridging a 10.
• solving addition bridging 10 problems by making a 10.
• subtracting a single digit from a double digit, bridging a 10.
• solving subtraction bridging 10 problems by jumping back to the previous 10.
• using number lines to do addition and subtraction. Number lines are an important mathematical representation and learners need to be confident in their use of these.

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

Yenza i-10 (ukudibanisa)

Sebenzisa izikwere ezili-100 ukuze ubale. Bala uye phambili uphinde ubuye umva.

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

Ukhumblelelele ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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

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

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

50! Ewe/Yes! Masibale sibuye umva ngezi-2. Qala kuma-50.
Now let’s count backwards in 2s. Start at 50.
**WEEK 5 • DAY 1**

**Make a 10 (addition)**

**Enrichment activities**

<table>
<thead>
<tr>
<th>Usuku 1 Day 1</th>
<th>Usuku 2 Day 2</th>
</tr>
</thead>
</table>
| **Cazulula ibe ngama-10 nemivo.**  
Break up into 10s and units.  
11  
27  
36  
52  
68  
75  
63  
89  
83  
94 | **Zoba inani. Sebenzisa [ ] kwi-10.**  
Draw the number.  
Use [ ] for 10. |

<table>
<thead>
<tr>
<th>Usuku 3 Day 3</th>
<th>Usuku 4 Day 4</th>
</tr>
</thead>
</table>
| **Cazulula ibe ngama-10 nemivo.**  
Break up into 10s and units.  
31  
27  
46  
52  
68  
75  
63  
49  
53  
64 | **Zoba inani. Sebenzisa [ ] kwi-10.**  
Draw the number.  
Use [ ] for 10.  
11  
27  
36  
52  
68  
75  
63  
89  
83  
94 |
Yenza i-10 (ukudibanisa)

**UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT**

Sebenzisa imibala emibini yeebloko ukuze wenze incochoyi ezimbini. Masidibanise ezisi-8 nezisi-7. Use two colours of blocks to make two towers! Let’s add 8 + 7.

Ndithathe ibloko ezi-2 kwincochoyi yezisi-7 ndaze ndabeka kwincochoyi yezisi-8 ukwenza ezili-10. I took 2 blocks from the 7 tower and put them on the 8 tower to make 10.

Ngoku ndineebloko ezi-5 kwincochoyi enye neebloko ezili-10 kwenye incochoyi. Now I have 5 blocks in one tower and 10 blocks in the other tower. 10 + 5 = 15!

Ulikhethe njani inani lokwenza i-10? How did you choose which number to use to make a 10?

Isi-8 sikufutshane kwi-10 kunesi-7, ngoko kulula ukusebenzisa isi-8 ukwenza i-10. I took 2 blocks from the 7 tower and put them on the 8 tower to make 10.

Masenze enye! Sebenzisa ibloko ezili-9 nezi-5. Let’s do another one! Use blocks to add 9 and 5.

Qhuba kwa ngale ndlela ingasentla. Unike abafundi iingxaki ezininzi bazisombulule besebenzisa ibloko ukuze bathethe ngenani emalisetyenziswe ekwenzeni i-10. Kulula ukwenza i-10 xa usebenzisa inani elikhulu, ngoko ke abafundi kufuneka batshintshe ukulandelelana kwamanani baqale ngelikhulu xa kuyimfuneko.

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

Make a 10 (addition)

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

- Dlala nomhlolo. Play with a friend.
- Vula ikhadi libe linye. Flip one card.
- Thabatha ezi-2. Subtract 2.
- Yenza njalo kwisicuku sonke. Work through pile.
- Phinda kwakhona. Khawulezisa! Do it again. Faster!

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

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

1 Sebenzisa iibloko ukuze wakhe inani ngalinye. Yaba iibloko ukuze wenze i-10.
Use blocks to build each number. Share blocks to make a 10.

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

Yenza i-10 (ukudibanisa)

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

6 + 7

\[6 + 7 = \_\_\_\_\_\_\_\_\_\_\]

\[6 + 7 = \_\_\_\_\_\_\_\_\_\_\]

7 + 5

\[7 + 5 = \_\_\_\_\_\_\_\_\_\_\]

\[7 + 5 = \_\_\_\_\_\_\_\_\_\_\]

9 + 7

\[9 + 7 = \_\_\_\_\_\_\_\_\_\_\]

\[9 + 7 = \_\_\_\_\_\_\_\_\_\_\]

6 + 8

\[6 + 8 = \_\_\_\_\_\_\_\_\_\_\]

\[6 + 8 = \_\_\_\_\_\_\_\_\_\_\]
WEEK 5 • DAY 2

Jump forwards to 10

IZIBALO ZENTLOKO
MENTAL MATHS

UKUBALA OKUQAKATHAYO
AMA-10
SKIP COUNTING IN 10S (0-200)

UMDLALO
GAME

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

AMAPHEPHA
LOKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

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

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

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

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

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

Kufuneka nditsibe iindawo ezi-3 ukuze ndifike kwi-10.
I must jump 3 places to get to 10.

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

Phinda la manyathelo angasentla usebenzise amanani ahlukileyo usukuka ku-0 ukuya kuma-20, ukuze abafundi babe namathuba aliqela okuqinigqelenisa nokusombulula iingxaki zokudibanisa okuwelela ngaphaya kwe-10.
Repeat the steps above, using different numbers from 0 – 20, so that learners have multiple opportunities to practice solving addition problems that bridge 10.
Tsibela phambili ukuya kwi-10

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

6 + 7 = 

8 + 7 = 

5 + 6 = 

7 + 5 = 

6 + 8 = 

4 + 8 = 

7 + 3 = 10

10 + 5 = 15

7 + 8 = 15

Ndlele kwisi-7. Kukude kune ngakakanani kwi-10 elizakhe?
I start at 7. How far to the next 10?

Ndlele kwisa ka-3 ukuza kwi-10.
I jump 3 times to get to 10.

Ndlele eminye nentsha emi-5 ukuza kwi-15.
I jump 5 more to get to 15.
WEEK 5 • DAY 2

Jump forwards to 10

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

7 + 8

+3
+5

8 + 10

7 + 8 = \_

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

6 + 7

6 + 7 = \_

8 + 5

8 + 5 = \_

7 + 7

7 + 7 = \_

6 + 8

6 + 8 = \_

3 Gqibezele.
Complete.

Jump forwards to 10

Week 5 • Day 2

125
Yiya kwi-10 (ukuthabatha)

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

Ndingasusa iibloko ezi-5, kushihengeke iibloko ezil-10.  
I can take away 5 blocks, which leaves 10 blocks.

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

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

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

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

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

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


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

   - $14 - 6 = \_\_\_\_\_\_$
   - $12 - 5 = \_\_\_\_\_\_$
   - $15 - 8 = \_\_\_\_\_\_$
   - $13 - 7 = \_\_\_\_\_\_$
   - $16 - 9 = \_\_\_\_\_\_$
   - $15 - 7 = \_\_\_\_\_\_$

   \[
   14 - 6 = 8
   \]

   Ndiqala nge-14.
   I start with 14.

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

   Ndithabatha ezinye ezi-2.
   I subtract 2 more.

   $14 - 6 = 8$
Yiya kwi-10 (ukuthabatha)

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

- **12 – 7**
  - 12 – 7 = ___
  - ___

- **15 – 7**
  - 15 – 7 = ___
  - ___

- **16 – 9**
  - 16 – 9 = ___
  - ___

- **14 – 6**
  - 14 – 6 = ___
  - ___

- **15 – 9**
  - 15 – 9 = ___
  - ___

- **17 – 9**
  - 17 – 9 = ___
  - ___

3 Gqibezelela. Complete.

Get to 10 (subtraction) Week 5 • Day 3
Singayifumana njani impendulo ka-14 – 6 sisebenziza umgcamanani? How can we find 14 – 6 using a number line?

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

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

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

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

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

Nditsibe ka-4. Kufuneka nditsibe ka-2 ngaphezulu. I have jumped 4 places. I must jump 2 more.

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

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

13 – 7 =

15 – 7 =

12 – 5 =

14 – 6 =

11 – 5 =

12 – 4 =
WEEK 5 • DAY 4
Jump backwards to 10

1. I start at 14. I jump back to the previous 10. I need to subtract 6. I have already jumped back 4. Therefore, I jump back 2 places more.

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

   13 – 7
   12 – 5
   16 – 8
   13 – 6

   Complete.

   Jump backwards to 10

Week 5 • Day 4
IVEKI 5 • USUKU 5
Uvavanyo noqukaniso

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

8 + 5

6 + 7

12 – 7

14 – 8

2 7 + 8 = ___ 8 + 4 = ___ 13 – 5 = ___ 14 – 6 = ___

Masithethe ngeMaths!
Let’s talk Maths!

NgesiXhosa sithi: In English we say:
thelekiisa compare
impuku incinci the mouse is small
ikati inkudwana the cat is bigger
inkomo yeyona inkulu the cow is the biggest
inkomo inkulu the cow is big
ikati incinane the cat is smaller
impuku yeyona incinci the mouse is the smallest
i-10 likhulu kunesi-5 10 is bigger than 5
i-10 lincinane kune-15 10 is smaller than 15
### Assessment and consolidation

#### Uqukaniso • Consolidation

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

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

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

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

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

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

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

   \[
   \begin{align*}
   5 + 6 + 5 + 4 + 8 &= 28 \\
   8 + 7 + 2 + 3 + 5 &= \_\_\_ \\
   5 + 3 + 2 + 7 + 8 + 3 &= \_\_\_ \\
   8 + 4 + 2 + 6 + 7 &= \_\_\_ 
   \end{align*}
   \]

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

5. **Mingaphi iminwe?**
   How many fingers?

<table>
<thead>
<tr>
<th>izandla ezi-hands</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>iminwe e-fingers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. **Isiqingatha se-**
   Half of

   | 6 | 7 |

   **Phinda kabini**
   Double

   | 6 | 7 | 6 | 7 |

---

Assessment and consolidation

**Week 5 • Day 5**
**Izixhobo**

**Izibalo zentloko:** Fizz Pop  
Isikwere se-100 (ayinyanzelekanga)

**Umdlalo:** Izibalo ezikhawulezayo ngamakhadi – ezi-6 ngaphezulu  
Amakhadi amanani

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Qhubeka nepatheni</td>
<td>Iibloko, iLAB</td>
</tr>
<tr>
<td>2</td>
<td>Bonisa iinkcukacha</td>
<td>Iibloko, iLAB</td>
</tr>
<tr>
<td>3</td>
<td>Izinto ezine-3-D</td>
<td>Izinto ezine-3-D ezikhethiweyo (iibhokisi neebhola), iLAB</td>
</tr>
<tr>
<td>4</td>
<td>liyure kunye neziqangatha zeeyure</td>
<td>liwotshi, iLAB</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanyo olujolise ekufundeni</td>
<td>iLAB</td>
</tr>
</tbody>
</table>

**Emva kwale veki umfundikufuneka akwazi ukwenza oku:**

- Ukuqwalasela nokwandisa ipatheni elula.
- Ukuibonisa iinkcukacha kwibhagrafu elula.
- Ukufunda nokutolika igrafu ngokuphendula imibuzo.
- Ukuchonga izinto ezine-3-D nokufumanisa ukuba ziyatyibilika na okanye ziyaqengqeleka.
- Ukusebenzisa iwotshi yamanani ukuxela ixesha ngokweeyure nangesiqingatha seyure.

**Uvavanyo**

**Uvavanyo olubhalwayo:** Ukusetyenziswa kwenkcukacha umlinganiselo, indawo kunye neemilo  
Bhala phantsi amanqaku afunyenweyo kwali-3 + 2 + 3 kwiphetshana lamanqaku ekota.
Patterns, data, shapes and time

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Maths: Fizz Pop</td>
</tr>
<tr>
<td>Game: Fast maths with cards - 6 more</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>Continue the pattern</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>2</td>
<td>Represent data</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>3</td>
<td>3-D objects</td>
<td>selection of 3-D objects (boxes and balls)</td>
</tr>
<tr>
<td>4</td>
<td>Hours and half hours</td>
<td>LAB, clocks</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

After this week the learner should be able to:

- Observe and extend a simple pattern
- Represent data in a simple bar graph
- Read and interpret a bar graph by answering questions
- Identify 3-D objects and determine if they can slide or roll
- Use an analogue clock to tell the time in hours and half hours

Assessment

Written assessment: Data handling, measurement, space and shape
Record a mark out of 3 + 2 + 3 in the term mark sheet.
lipatheni, iinkcukacha, ii milo nexesha

**Ividiyo yezibalo zentloko**

Sidlala umdlalo othandwa kakhulu uFizz Pop ngenjongo yokuziqhelisa ukudibaniseni i-10. Isakhono sokukhubumila ngokuhawuleza i-10 ngaphezu kungenani elikhoyo siya kubanceda abafundi ekusombululeni inglekazi ngobuchule. Bakhuthaze abafundi ukuba basebenzise isikwere se-100 sibancede ekuchongeni ipatheni yokwangeza i-10

**Ividiyo yomdlalo**


**Ividiyo yophuhliso lwengqiao**

Kule veki sigxila kwipatheni, ukuphatha iinkcukacha, izinto ezikhoyo ezine-3-D kunye nexesha. Kwipatheni zethu zomsebenzi, bakhuthaze abafundi bachonge baze bafundiseni ezishiyokwazi ezimanyelwa ezembalulekileyo. Abafundi baza kunikwa amathuha okubonisika iinkcukacha kwibhagrafu baze bafunde kwezwa bafundiseni ezithunzi ezine-3-D. Abafundi baza bakhuthaze abafundi abasabonge baze bafundiseni ezithunzi ezine-3-D, bafunda ukubona iinkcukacha kwibhagrafu baze bafunde kwezwa bafundiseni ezishiyokwazi ezine-3-D.

**Into emayiqatshelwe kule veki**

- Kwimilo ezi-3-D, qinisekisa ukuba ubonisa abafundi izinto eziphathhekayo endaweni yemifanekiso. Kunzima kubafundi abasebancinci ukuba nombono wawo onke amacala ezinto ngokujonga umfanekiso, kwaye bafuna ukubona inkqwa yazo.
- Kwibanga lesi-2 abafundi bafundiswa ukuxela ixesha ngayiresi, ngathuthathwa zeyure nangeekota zeyure. Sisakhono esibalulekileyo esiyi kwaye kubalulekile ukuba abafundi bakhuthaza kweneyo-3-D nomba wokuhamba kweshe. Oku kuyaa kubanceda baqonde ukuba amasibha ewotshi abaxelela ntoni na, endaweni yokuba abafundi bacengceleze imigqo nesigama ngaphandle kokwaza.

---

**IVEKI 6 • WEEK 6**
Patterns, data, shapes and time

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

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

**Conceptual development video**
This week we focus on patterns, data handling, 3-D objects and time. For our work on patterns, encourage learners to identify and extend a variety of auditory and visual patterns. For data handling, learners will be given opportunities to represent data in a simple bar graph, and then read and interpret the data. Learners will describe and investigate 3-D objects as they determine whether they slide or roll. Finally, in our work on time, learners will tell the time in hours and half hours. We will focus on:
- observing and extending a simple pattern.
- representing data in a simple bar graph.
- reading and interpreting a bar graph by answering questions.
- identifying 3-D objects and determining if they can slide or roll.
- using an analogue clock to tell the time in hours and half hours.

**What to look out for this week**
- For 3-D shapes, ensure that you show learners physical objects, rather than pictures. It is very difficult for young learners to imagine all the sides of an object from a picture, and they do need to see the real item.
- In Grade 2 learners are taught to tell the time in hours, half hours and quarter hours. This is an essential skill, and it is important that learners are comfortable with the notion of time passing. This will help them to understand what the hands on a clock are telling them, rather than the learners just memorising rules and vocabulary without understanding.
IZIBALO ZENTLOKO | MENTAL MATHS

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

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

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imhla.

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

### Usuku 1 Day 1

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

<table>
<thead>
<tr>
<th>Expression</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 + 3</td>
<td>____</td>
</tr>
<tr>
<td>1 + 3</td>
<td>____</td>
</tr>
<tr>
<td>2 + 4</td>
<td>____</td>
</tr>
<tr>
<td>4 + 2</td>
<td>____</td>
</tr>
<tr>
<td>5 + 3</td>
<td>____</td>
</tr>
<tr>
<td>2 + 3</td>
<td>____</td>
</tr>
<tr>
<td>3 + 3</td>
<td>____</td>
</tr>
<tr>
<td>4 + 1</td>
<td>____</td>
</tr>
<tr>
<td>6 + 2</td>
<td>____</td>
</tr>
<tr>
<td>7 + 2</td>
<td>____</td>
</tr>
</tbody>
</table>

### Usuku 2 Day 2

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

<table>
<thead>
<tr>
<th>Expression</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 – 3</td>
<td>____</td>
</tr>
<tr>
<td>5 – 1</td>
<td>____</td>
</tr>
<tr>
<td>7 – 4</td>
<td>____</td>
</tr>
<tr>
<td>9 – 6</td>
<td>____</td>
</tr>
<tr>
<td>8 – 3</td>
<td>____</td>
</tr>
<tr>
<td>9 – 4</td>
<td>____</td>
</tr>
<tr>
<td>4 – 3</td>
<td>____</td>
</tr>
<tr>
<td>8 – 6</td>
<td>____</td>
</tr>
<tr>
<td>6 – 2</td>
<td>____</td>
</tr>
<tr>
<td>7 – 2</td>
<td>____</td>
</tr>
</tbody>
</table>

### Usuku 3 Day 3

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

<table>
<thead>
<tr>
<th>Expression</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 + 6</td>
<td>____</td>
</tr>
<tr>
<td>8 + 3</td>
<td>____</td>
</tr>
<tr>
<td>9 + 4</td>
<td>____</td>
</tr>
<tr>
<td>5 + 6</td>
<td>____</td>
</tr>
<tr>
<td>9 + 3</td>
<td>____</td>
</tr>
<tr>
<td>7 + 5</td>
<td>____</td>
</tr>
<tr>
<td>5 + 8</td>
<td>____</td>
</tr>
<tr>
<td>4 + 7</td>
<td>____</td>
</tr>
<tr>
<td>6 + 8</td>
<td>____</td>
</tr>
<tr>
<td>6 + 5</td>
<td>____</td>
</tr>
</tbody>
</table>

### Usuku 4 Day 4

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

<table>
<thead>
<tr>
<th>Expression</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 – 4</td>
<td>____</td>
</tr>
<tr>
<td>15 – 7</td>
<td>____</td>
</tr>
<tr>
<td>13 – 5</td>
<td>____</td>
</tr>
<tr>
<td>11 – 6</td>
<td>____</td>
</tr>
<tr>
<td>14 – 8</td>
<td>____</td>
</tr>
<tr>
<td>11 – 4</td>
<td>____</td>
</tr>
<tr>
<td>16 – 9</td>
<td>____</td>
</tr>
<tr>
<td>12 – 7</td>
<td>____</td>
</tr>
<tr>
<td>13 – 6</td>
<td>____</td>
</tr>
<tr>
<td>15 – 8</td>
<td>____</td>
</tr>
</tbody>
</table>
Nika abafundi amathuba aliqela okuziqhelanisa neepatheni ezahlukileyozezilula apho iimilo okanye amaqela eemilo aphindwa ngendlela efanayo.

Provide other opportunities for the learners to practice a variety of simple patterns in which shapes, or groups of shapes are repeated in exactly the same way.
**WEEK 6 • DAY 1**

Continue the pattern

---

**Umdlalo: Izbalo ezikhawulezayo ngamakhadi – ezi-6 ngaphezulu**

Game: Fast maths with cards – 6 more

- Beka amakhadi amanani 0 ukuya kwi-10 abe sisiuku. Place number cards 0 to 10 into a pile.
- Tyhila ikhadi liebe linye. Flip over one card.
- Dlalani niziqhelanise yonke imihla kule veki. Play and practice every day this week.

---

1 Yandisa ipatheni ka-4.

Extend the pattern 4 times.

- □ □ □ □

2 Balani ngezi-2. Fakela umbala emananini owabalayo.

Count in 2s. Colour the numbers you count.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

3 Yenza isingqi sokubala.

Make a counting rhythm.

- ○ = qhwaba, 
  - claps
- Δ = nkqakraza,
  - click

---

Xa ubala biza amanani Δ usebeza uze ubize amanani ○ ukhwoza. Say the Δ numbers quietly and the ○ numbers loudly as you count.
   Extend the pattern 2 times.
   △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △

   Count in 3s. Colour each jump.
   1  2  3  4  5  6  7  8  9  10
   11 12 13 14 15 16 17 18 19 20
   21 22 23 24 25 26 27 28 29 30

6. Yenza isingqi.
   Make the rhythm.
   ○ = qhwaba
   △ = nkqakraza
   1 △ 2 △ 3 ○ 4 △ 5 △ 6 ○ 7 △ 8 ○ 9 △ 10 △ 11 △ 12 △ 13 ○ 14 △ 15

   Xa ubala biza amanani A usebeza uze ubize amanani O ukhwaza.
   Say the △ numbers quietly and the ○ numbers loudly as you count.

7. Zenzele esakho isingqi ngokuqhwaba nangokunkqakraza.
   Make a rhythm of your own using claps and clicks.
   ○ = qhwaba
   △ = nkqakraza
   Fundisa umhlabo wakho ipatheni yakho.
   Teach your pattern to your friend.

Continue the pattern  Week 6 • Day 1

142
Yiza uze ukhethe ibloko enombala owuthanda kakhulu! Come and choose a block with a colour you like best!

Masibone ukuba ngowuphi owona mbala uthandwa kakhulu. Let’s find out what colour is the favourite!

Ngowuphi umbala othandwa kakhulu? Which colour is the most popular?

Inkchoyi ezuba yeyona inde kakhulu. Umbala ozuba ngowona uthandwa kakhulu. The blue tower is the tallest. Blue is the favourite colour.

Zinikeni ixesha lokuthetha ngeenkcukacha eziboniswa zibloko, ubancedise baqonde ukuba ziyibonisa njani imibala ethandwayo. Xa ubeka ibloko ebhodini, isiseko esifanayo senza kube lula ukubona umahluko kumphakambo weenkcochoyi.

Take time to talk about the data represented by the blocks, helping learners to understand how they represent colour preferences. When you put the blocks on the board, the common baseline makes it easier to see the differences in height of the towers.
IVEKI 6 • USUKU 2

Ukubonisa iincukacha

1. Yakha incochoyi yeebloko!
Build cube towers!

2. Fakela umbala kwiibloko ukuze ubonise inani leentityatyambo,
iinyosi namabhathane.
Colour in the blocks to show the number of flowers, bees and butterflies.
Compare. Write >, < or =.

4. Zinanzi kangakanani iinyosi kunamabhabhathane?
How many more bees than butterflies?

Maninzi kangakanani amabhabhathane kuneentyatyambo?
How many more butterflies than flowers?

Zingaphi izinambuzane?
How many insects?

5. U$indile uBuze abahlobo bakhe ngemibala yabo abayithanda.
Sindi asked some friends about their favourite colours.

Ngowuphi owona mbala u$handwayo?
What is the favourite colour?

Baninzi kangakanani abafundi abathanda umbala omsobo kunozuba?
How many more learners like purple than blue?

Bangaphi abafundi ababuzileyo u$indani malunga nemibala yabo abayithanda kakhulu?
How many learners did Sindi ask about their favourite colour?
In a demonstration for the class, test what will happen to the objects if you put them at the top of the slope. Ask learners to talk about what they observe.

<table>
<thead>
<tr>
<th>Izinto ezimile okwebhola ziyaqengqeleka ethambekeni.</th>
<th>Izinto ezimile okweebhokisi ziyatyibilika ethambekeni.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ball-shaped objects roll down the slope.</td>
<td>Box-shaped objects slide down the slope.</td>
</tr>
</tbody>
</table>

Encourage conversation between learners as they sort shapes and investigate which objects slide and roll. Discuss with the class – the ball shapes roll and box shapes slide. A round surface allows a shape to roll. A shape can slide on a flat surface.
WEEK 6 • DAY #

3-D objects

1. Bhala igama lemilo nganye.
   Write the name of each shape.
   - [Diagram of a circle]
   - [Diagram of a square]
   - [Diagram of a triangle]
   - [Diagram of a rectangle]
   - [Diagram of a sphere]
   - [Diagram of a cylinder]

2. Tshatisa.
   Match.
   - ibhokisi (box)
   - isilinda (cylinder)
   - isazinge (sphere)

3. Tshatisa.
   Match.
   - iyatyibilika kuthela (slide only)
   - iyagqengqelekile kuthela (roll only)
   - iyatyibilika kwaye iyaqengqeleka (slide and roll)

4. Zingaphi?
   How many?
   | ikona | isiphelo | iimbuso |
   | corners | edges | faces |
5. Yakha iiinchoyozi zeebloko!
Build cube towers!

6. Thelekisa Bhala >, < okanye =.
Compare. Write >, < or =.

7. Fakela umbala kwiibloko ukuze ubonisile inani.
Colour in the blocks to show the number.

8. Zinini kangakanani izazinge kuneesilinda?
How many more spheres than cylinders?
**UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT**

**Ucinga ukuba kutheni sifuneka sifunde ukuxela ixesha?**
Why do you think we need to learn to tell the time?

**Ukuze sikwazi ukufika ngexesha esikolweni.**
So that we can get to school on time.

**Ngubani ixesha?**
What is the time?

**Yintsimbi yesi-9.**
9 o’clock

**Licala emva kweye-9.**
Half past 9

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

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

**Masizame kwakhona.**
Ngubani ixesha?
Let’s try it again. What is the time?

**Qiniseka ukuba uyabacacisela abafundi ukuba xa usiba olude lumi ku-12 sithi ixesha yintsimbi ethile. Ukuba usiba olufutshane lumi ku-9, yintsimbi ye-9. Kwakhona, baccacisele ukuba ukuthi “licala emva kwe-“ kusukela kwintokubusa olude lulu futhi kwiyure, lwahamba isiqingatha sewotshi.**

Be sure to explain to learners that when the long hand is on the 12, we say ‘o’clock’. So, if the short hand is on the 9, it is 9 o’clock. Also explain that saying ‘half past’ comes from the fact that the long hand has moved past the hour, halfway around the clock.
1. Ngubani ixesha? What is the time?

2. Zoba usiba olufutshane. Draw the short hand.

Usuku olunye luneeyure ezingama-24. Ubuso bewotshi busibonisa liyure ezili-12. Iwotshi inamosiba amabini. There are 24 hours in one day. A clock face shows us 12 hours. A clock has 2 hands.

Usiba olufuthane lwalatha kwiyure yasuku. Sithi xa silubiza lusiba lweiyure. The short hand points to the hour of the day. We call this the hour hand.

Usiba olude lwalatha kwimizuzu. Sithi xa silubiza lusiba lwemizuzu! The long hand points to the minutes. We call this the minute hand!
3 Ngubani ixesha?
What is the time?

4 Zoba usiba olufutshane.
Draw the short hand.

06:30
09:30
02:30
Uvavanyo noqukaniso

1. Iimbala
   Colours

<table>
<thead>
<tr>
<th>Number of learners</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Irani labofundinu</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

   Ngowuphi umbala othandwa kakhulu?
   What is the favourite colour?

   Mininzi kangakanani imibala eluhlaza kunebomvu?
   How many more like green than red?

   Mininzi kangakanani imibala eluhlaza kunezuba?
   How many more like green than blue?

2. Ngubani ixesha?
   What is the time?

3. Tshatisa.
   Match.

   - ibhokisi
   - isilinda
   - isazinge

Masithethe ngeMaths!
Let’s talk Maths!

NgesiXhosa sithi:  In English we say:

Ngubani ixesha?
Zingama-24 iyaye ngosuku.
Ingama-60 imizuzo kwiyere enye.
Ingama-60 imizuzo, nang emzuzo amnye.
yintsimbi yesibhozo
licala enwa kwenzimbi yesibhozo
isangqa
uxantathu
isikwere
uxande

What is the time?
There are 24 hours in a day.
There are 60 minutes in an hour.
There are 60 seconds in a minute.
eight o’clock
half past eight
circle
triangle
square
rectangle
WEEK 6 • DAY 5
Consolidation

1. Gqibezele itheyibhile yamanani.
   Complete the number table.

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

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

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

2. Gqibezele iipatheni zamanani.
   Complete the number patterns.

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

   Solve. Visit the 10.

   5 + 7 = ____

   8 + 7 = ____

   6 + 8 = ____

4. Zingaphi izandla?
   How many hands?

   Mingaphi iminwe?
   How many fingers?

5. Isiqingatha se-Half of
   Phinda kabini
   Double

<table>
<thead>
<tr>
<th>6</th>
<th>7</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>9</td>
<td>8</td>
<td>9</td>
</tr>
</tbody>
</table>
Amanani ukuya kwi-100

<table>
<thead>
<tr>
<th>Izibalo zentloko: Ukubala okuqakathayo</th>
<th>Isikwere se-100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imidlalo: Izibalo ezikhawulezayo ngamakhadi – zingaphantsi ngezi-6 no# heshthegi 100</td>
<td>Amakhadi amanani</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>Isikwere se-100</td>
<td>Isikwere se-100, iibloko, iLAB</td>
</tr>
<tr>
<td>2</td>
<td>Ndiyazi ... ngoko ke ndiyazi ...</td>
<td>Isikwere se-100, iLAB</td>
</tr>
<tr>
<td>3</td>
<td>Ishumi ngaphezulu neshumi ngaphantsi</td>
<td>Isikwere se-100, iLAB</td>
</tr>
<tr>
<td>4</td>
<td>IHeshthegi</td>
<td>Isikwere se-100, iLAB</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanyo olujolise ekufundeni</td>
<td>iLAB</td>
</tr>
</tbody>
</table>

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

- Ukuchonga isakhiwo se-10 kwisikwere se-100.
- Ukusebenzisa isikwere se-100 ukuze adibanise okanye athabathe inani elinomvo omnye kwini nani eminimo embini.
- Ukusebenzisa isikwere se-100 ukuze adibanise okanye athabathe ishumi kwinani elinomvo embini.

**Uvavanyo**

**Uvavanyo olubhalawayo:** lipatheni
Bhala phantsi amanqaku afunyenweyo kwali-11 kwiphetshana lamanqaku ekota.

**Uvavanyo oluthethwayo noizwenziwayo**

<table>
<thead>
<tr>
<th>CAPS lipatheni</th>
<th>Qwalasela abafundi ukuze uvavanye izakhono zabo zokubala ngezi-2, izi-5 nama-10 uze usebenze ngesikwere se-100.</th>
<th>Amanqaku 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uluhlulwenzayo ezijongwayo: Ilungile/iyilungangana/iphantsi</td>
<td>✓</td>
<td>✗</td>
</tr>
<tr>
<td>Uyakwazi ukubala esiya phambili okanye ebuya umva ngezi-2 ukuya kuma-50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukubala esiya phambili okanye ebuya umva ngezi-5 ukuya kuma-50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukubala esiya phambili okanye ebuya umva ngama-10 ukuya kwi-100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukwandisa iipatheni zamanani zezi-2, izi-5 nama-10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukubhala inani elikhulu ngononye okanye elingaphantsi ngononye kunenani elinikiweyo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukuzalisa amanani ashiyiweyo kwakwazi se-100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukuchonga iipatheni enyuka okanye ehla nge-10 kwiikholamu ezikhawulezayo se-100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

## Resources

<table>
<thead>
<tr>
<th>Mental Maths: Skip counting</th>
<th>100 square</th>
</tr>
</thead>
<tbody>
<tr>
<td>Games: Fast maths with cards - 6 less and # Hashtag 100!</td>
<td>number cards</td>
</tr>
</tbody>
</table>

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

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

- Identify the 10 structure on the 100 square
- Use the 100 square to add or subtract a single digit to or from a double digit
- Use the 100 square to add or subtract a ten to or from a double digit

## Assessment

### Written assessment: Patterns
Record a mark out of 11 in the term mark sheet.

### Oral and practical assessment

<table>
<thead>
<tr>
<th>CAPS: Patterns</th>
<th>Mark 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observe learners to assess their ability to count in 2s, 5s and 10s and work with a 100 square</td>
<td>✔️ X ●</td>
</tr>
</tbody>
</table>

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

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

Ividiyo yezibalo zentloko

Ividiyo yomdlalo

Ividiyo yophuhliso lwengqiqo
Kule veki sigxila kumanani ukuya kwi-100. Abafundi baza kuziqhelanisa ukusebenzisa isikwere se-100 ukudibanisa nokuthabatha amanani, besebenzisa ulwazi lwabo iweepatheni zamanani lubancele ekusombululeni iingxaki. Kumsebenzi wethu wamanani ukuya kwi-100, siza kujolisa koku:
- Ukuchonga isakhiwo se-10 kwisikwere se-100.
- Ukusebenzisa isikwere se-100 ekudibaniseni nasekuthabathi inani elinomvo omnye kwinani elinemivo emibini.
- Ukusebenzisa isikwere se-100 ekudibaniseni nasekuthabathi ishumi kwinani elinemivo emibini.

Into emayiqatshelwe kule veki
- Kubalulekile ukuba abafundi bazimuthembe ekudibaniseni nasekuthabathi ishumi, ngoko ke kufuneka kuziqhelise ukwenza oko. Kufuneka bakwazi ukusebenzisa isikwere se-100 sibancele ukusombulula iingxaki ngokukhawuleza nangobuhule.
- Khuthaza incono phakathi kwabafundi ukuze babelane ngeendlela zabo zokusombulula. Qinisekiso ukuba abafundi basebenzisa isigama esichanelekiyo (amashumi, imilo, phambi, emva, Phakathi, dibanisa, kunye, ngaphezulu kuna-, thabatha susa, ngaphantsi kuna, tsiba).
Numbers to 100

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

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

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

What to look out for this week
• It is important for learners to be confident in adding and subtracting ten, and so they should have much practice with this. They need to be able to use the 100 square to help them solve problems quickly and efficiently.
• Encourage conversation between learners so that they can share their solution methods. Ensure that learners are using the correct vocabulary (tens, ones, before, after, in between, add, and, more than, subtract, take away, less than, jump).
IVEKI 7 • USUKU 1

Isikwere se-100

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

Masibale siye phambili ngezi-2 side sifikile kuma-50.
Let’s count forwards in 2s up to 36.

Yes! 50!
Take turns to count forwards and backwards between 0 and 50.
### WEEK 7 • DAY 1

#### 100 square

**Umdlalo: Izibaloi ezikhawulezayo ngamakhadi – zingaphantsi ngezi-6**

*Game: Fast maths with cards – 6 less*

- **Amakhadi amanani aqala ku-6 ukuya ku-16. Veza libe linye.**
  Use number cards 6 to 16. Flip one.
- **Thabatha ezi-6. Zama kwakhona.**
- **Dlala uze uziqhelanise yonke imihla kule veki.**
  Play and practice every day this week.

### Enrichment activities

#### Usuku 1 Day 1
**Yandisa ipatheni.**
Extend the pattern.

| ⊡ ⊙ ⊡ ⊙ | ⊡ ⊙ ⋁ ⊡ ⊙ ⋁ |
| ⊙ ⊡ ⋁ | ⊙ ⊡ ⋁ |

#### Usuku 2 Day 2
**Zingaphuzulu kangakanani ezi-:**
How much more is:
- 6 kunezi- than 4?
- 7 kunezi- than 3?
- 5 kunezi- than 2?
- 6 kunezi- than 2?
- 8 kunezi- than 6?
- 9 kunezi- than 7?
- 7 kunezi- than 4?
- 6 kunezi- than 1?
- 5 kunezi- than 3?
- 3 kunezi- than 2?

#### Usuku 3 Day 3
**Bhala >; < okanye =**
Fill in >; < or =

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

#### Usuku 4 Day 4
**Kufuneka ndibe nezingaphi ngaphezulu?**
How much more do I need?

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

**UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT**

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

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

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

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

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

**Uqaphela ntoni**

- **Onke aqala ngo-2 into ethetha ukuba onke anamashumi ama-2.**
- **Onke aqala ngesi-8 into ethetha ukuba anemivo esi-8.**
- **Amanani abaphambili ya-1 xa sihamba ngomgca ukuya ngasekunene.**

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

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

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

- **33, angaphantsi nge-10 kunama-43**
  it is 10 less than 43

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

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

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

Nika abafundi amathuba aliqela okujonga isikwere se-100 nokuthetha ngendawo yamanani ahlulileyo.

Provide many opportunities for learners to look at the 100 square and to talk about the position of different numbers.
WEEK 7 • DAY 1

100 square

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

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

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

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2 Bhala.
Write.

<table>
<thead>
<tr>
<th>lingaphantsi ngo-1</th>
<th>lingaphezulu ngo-1</th>
<th>inani eliphakathi</th>
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<td>1 less</td>
<td>1 more</td>
<td>the number between</td>
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</table>
3 Yandisa ipatheni.
Extend the pattern.

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<th>31</th>
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</table>

4 26 + 1 = ___  18 + 1 = ___  91 − 1 = ___  30 − 1 = ___
43 + 1 = ___  56 + 1 = ___  82 − 1 = ___  47 + 1 = ___

5 Bala ngezi-2 uqale ku-2 uye kwi-100. Fakela umbala kwizi-2.
Count in 2s from 2 to 100. Colour the 2s.

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6 Bala uye phambili ngezi-2.
Count forwards in 2s.

<table>
<thead>
<tr>
<th>2</th>
<th>4</th>
<th>6</th>
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<tbody>
<tr>
<td>36</td>
<td>38</td>
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</tbody>
</table>

7 Bala ubuye umva ngezi-2.
Count backwards in 2s.

<table>
<thead>
<tr>
<th>48</th>
<th>46</th>
<th></th>
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<tbody>
<tr>
<td>68</td>
<td>66</td>
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8 Bala uye phambili ngezi-2.
Count forwards in 2s.

2

9 7 + 8 = ___
WEEK 7 • DAY 2

I know ... therefore I know ...

IZIBALO
ZENTLOKO
MENTAL MATHS

UKUBALA AMA-10
COUNTING 10S (0-200)

UMDLALO
GAME

UPHUHLISO LWENQIQO
CONCEPT DEVELOPMENT

AMAPHEPHA
LOKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENQIQO | CONCEPT DEVELOPMENT

Masifumane u5 + 2 = ____ sisebenzisa
isikwere se-100.
Let’s find 5 + 2 = ____ using a 100 square!

Ndibale imitsi emi-2
ukuya kufika kwisi-7.
I counted on 2 jumps
to get to 7.

Uqaphela ntoni kumanani
esiwadibanisileyo?
What do you notice in the
numbers we added?

Omabini isi-5 nama-
35 anemivo emi-5.
5 and 35 both have 5
ones!

Isikwere se-100 sineepatheni esinokuzisebenzisa!
The 100 square has patterns we can use!

Masibone ukuba kwenzeka
ntoni xa sithabatha ...
Let’s see what happens when
we subtract ...

Phinda la manyathelo angasentla usebenzise amanani amaninzisahlukeneyo uziqhelanise
ukudibanisa nokuthabatha usebenzisa isikwere se-100. Bancedise abafundi babone ukuba ‘Xa
usazi ukuba 9 - 4 = 5, uza kwazi ukuba 49 - 4 =45.

Repeat the steps above, using lots of different numbers practice addition and subtraction using the
100 square. Help learners to see that ‘if you know that 9 - 4 = 5, you will also know that 49 - 4 = 45.
   I know that $2 + 3 = 5$. Therefore, I know that $32 + 3 = 35$.

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   31 \\
   32 \\
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   39 \\
   40 \\
   \end{array}
   \]

   \[
   \begin{array}{c}
   2 + 3 = 5 \\
   32 + 3 = 35 \\
   5 + 4 = \_
   \end{array}
   \]

   \[
   \begin{array}{c}
   5 + 4 = \_
   \end{array}
   \]

   \[
   \begin{array}{c}
   3 + 6 = \_
   \end{array}
   \]

   \[
   \begin{array}{c}
   45 + 4 = \_
   \end{array}
   \]

   \[
   \begin{array}{c}
   53 + 6 = \_
   \end{array}
   \]

   I know that $7 - 3 = 4$. Therefore, I know that $37 - 3 = 34$.

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   32 \\
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   39 \\
   40 \\
   \end{array}
   \]

   \[
   \begin{array}{c}
   7 - 3 = 4 \\
   37 - 3 = 34 \\
   5 - 2 = \_
   \end{array}
   \]

   \[
   \begin{array}{c}
   35 - 2 = \_
   \end{array}
   \]

   \[
   \begin{array}{c}
   6 - 3 = \_
   \end{array}
   \]

   \[
   \begin{array}{c}
   36 - 3 = \_
   \end{array}
   \]
### WEEK 7 • DAY 2

I know ... therefore I know ...

---

**3**

Masijenge kuma-60. Kulo mgoa sibala siqale kuma-61 ukuya kuma-70!
Let’s look at the 60s! In this row we count from 61 to 70!

I know that 5 + 4 = 9. Therefore, I know that 65 + 4 = 69.

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<td>3 + 6 =</td>
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<tr>
<td>65 + 4 = 69</td>
<td>64 + 3 =</td>
<td>63 + 6 =</td>
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**4**

Ndiyazi ukuba 8 − 3 = 5. Ngoko ke ndiyazi ukuba 68 − 3 = 65.
I know that 8 − 3 = 5. Therefore, I know that 68 − 3 = 65.

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<td>8 − 3 = 5</td>
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<td>68 − 3 = 65</td>
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**5**

7 + 9 = ____

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I know ... therefore I know  Week 7 • Day 2
Elingaphezulu ngeshumi nelingaphantsi ngeshumi


Ama-63 akumgca ongezantsi kwama-53. 63 is on the row below 53.

Ama-63 angaphezulu nge-10 kunama-53. 63 is 10 more than 53.

Xa ndidibanisa i-10 ndiya kumgca ongasentzi. When I add 10, I go down a row.

Kunjalo! Uqaphela ntoni ngamanani ama-53 nama63? Yes! What do you notice about the numbers 53 and 63?


Ama-26 akumgca ongasentzi kwama-36. 26 is on the row above 36.

Xa ndithabatha i-10 ndiya kumgca ongasentzi. When I subtract 10, I go up a row.

Discuss the way the 10s go up and down when we move up and down in a column. Repeat the steps above with many different numbers so that learners practise adding and subtracting 10 and thinking about patterns on the 100 square.
WEEK 7 • DAY 3

Ten more and ten less

1. Bhala amanani ashiyiweyo.
   Fill in the missing numbers.
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Jonga kule kholam! Uyabona?
Look at this column! What can you see?

Xa ndihlela kumgca omnye ongasezantsi ndikubanisa i-10!
Xa ndiyukela kumgca ongasentla, ndithabatha i-10!
When I move down one row, I add 10! When I move up one row, I subtract 10!

2. Bhala elingaphantsi nge-10 nelingaphezulu nge-10.
   Write 10 less and 10 more.
   
   53  67  41  79  16

3. 22 + 10 = ____  34 + 10 = ____
   48 + 10 = ____  51 + 10 = ____

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

4. 24 − 10 = ____  42 − 10 = ____
   35 − 10 = ____  47 − 10 = ____

Ishumi ngaphantsi liyafana nokuthabatha ishum!
Ten less is the same as subtracting ten!
IVEKI 7 • USUKU 3
Elingaphezulu ngeshumi nelingaphantsi ngeshumi

Bala ngama-10 uqale kwini-10 ukuya kwini-100.
Fakela umbala kuma-10.
Count in 10s from 10 to 100. Colour the 10s.

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<td>95</td>
<td>96</td>
<td>97</td>
<td>98</td>
<td>99</td>
<td>100</td>
</tr>
</tbody>
</table>

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

7

12

Bala ubuye umva ngama-10.
Count backwards in 10s.

94

83

23 + 10 = ___  18 + 10 = ___  31 − 10 = ___  34 − 10 = ___
42 + 10 = ___  26 + 10 = ___  32 − 10 = ___  39 − 10 = ___
52 + 10 = ___  39 + 10 = ___  41 − 10 = ___  45 − 10 = ___
67 + 10 = ___  43 + 10 = ___  47 − 10 = ___  43 − 10 = ___

Ten more and ten less

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

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

   
   12
   
   55
   
   62
   
   39
   
   76
   
   88

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

   | 36 ___ 31 | 20 ___ 40 | 28 ___ 31 |
   | 28 ___ 24 | 31 ___ 57 | 52 ___ 49 |
   | 62 ___ 68 | 58 ___ 42 | 81 ___ 69 |

Masibhale amanani kwi-heshthegi. Jonga indlela asebenza ngayo.
Let's write the numbers in the hashtag. Look at how they work.
3. Bala ngezi-5 uqale ku-5 uye kwí-100. Fakela umbala kwízi-5.
Count in 5s from 5 to 100. Colour the 5s.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td></td>
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<tr>
<td>2</td>
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<tr>
<td>3</td>
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<td>35</td>
<td>36</td>
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<td>38</td>
<td>39</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>4</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>
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<td></td>
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<td>5</td>
<td>52</td>
<td>53</td>
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<td>56</td>
<td>57</td>
<td>58</td>
<td>59</td>
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<td>6</td>
<td>62</td>
<td>63</td>
<td>64</td>
<td>65</td>
<td>66</td>
<td>67</td>
<td>68</td>
<td>69</td>
<td>70</td>
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<td>7</td>
<td>72</td>
<td>73</td>
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<td>78</td>
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<td>80</td>
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<tr>
<td>8</td>
<td>82</td>
<td>83</td>
<td>84</td>
<td>85</td>
<td>86</td>
<td>87</td>
<td>88</td>
<td>89</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>92</td>
<td>93</td>
<td>94</td>
<td>95</td>
<td>96</td>
<td>97</td>
<td>98</td>
<td>99</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

4. Bala uye phambili ngezi-5.
Count forwards in 5s.

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>10</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>55</td>
<td>60</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Bala ubuye umva ngezi-5.
Count backwards in 5s.

<table>
<thead>
<tr>
<th></th>
<th>85</th>
<th>80</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>95</td>
<td>90</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Count forwards in 5s.

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Bala ubuye umva ngezi-5.
Count backwards in 5s.

<table>
<thead>
<tr>
<th></th>
<th>100</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>55</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Order! Write the numbers from smallest to greatest.

```plaintext
[Clouds with numbers: 20 50 70, 73 78 71, 88 38 83]
```
Uvavanyo noqukaniso

1. Yandisa ipatheni.
   Extend the pattern.
   
<table>
<thead>
<tr>
<th>83</th>
<th>84</th>
<th>85</th>
</tr>
</thead>
<tbody>
<tr>
<td>94</td>
<td>93</td>
<td>92</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>12</td>
<td>22</td>
<td>32</td>
</tr>
</tbody>
</table>

2. Sombulula.
   Solve.
   
<table>
<thead>
<tr>
<th>34 + 10 = ___</th>
<th>41 + 3 = ___</th>
<th>48 + 2 = ___</th>
</tr>
</thead>
<tbody>
<tr>
<td>45 - 10 = ___</td>
<td>67 - 10 = ___</td>
<td>54 - 4 = ___</td>
</tr>
</tbody>
</table>

3. Bala uye phambili ngezi-5.
   Count forwards in 5s.
   
   | 5 | 10 |

4. Bala ubuye umva ngezi-5.
   Count backwards in 5s.
   
   | 100 | 95 |

Masithethe ngeMaths!

NgesiXhosa sithi:

- Bhala inani elingaphazulu ngo-nye.
- Ama-31 eza emva kwama-30.
- Bhala elingaphantsi ngo-nye.
- Elingaphantsi ngo-nye kunama-30 ngama-29.
- Ama-29 angaphantsi ngo-i kunama-30.
- Ama-29 eza phambili kwama-30.

In English we say:

- Write one more.
- One more than 30 is 31.
- 31 is bigger than 30 by 1.
- 31 comes after 30.
- Write one less.
- One less than 30 is 29.
- 29 is smaller than 30 by 1.
- 29 comes before 30.
WEEK 7 • DAY 5
Consolidation

Uqikaniso | Consolidation

1. Gqibezele itheyibhile yamanani.
   Complete the number tables.

2. Gqibezele.
   Complete.

   Solve.

   Complete.

5. Sombulula.
   Solve.

6. #Heshthegil Gqibezele.
   #Hashtag! Complete.

7. Cwangoisa. Elincinci ukuya kwelikhulu!
   Order: Small to big!

Assessment and consolidation  Week 7 • Day 5
### Phinda kabini uze wahlule kubini

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

**Imidlalo:** Izibalo ezikhawulezayo ngamakhadi – Phinda kabini uphinde ukuze uphinde kabini – yahlula kabini ngeebloko

<table>
<thead>
<tr>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Isikwere se-100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ukuphinda kabini kungamaqela amabini alinganayo</td>
<td>iLAB</td>
</tr>
<tr>
<td>2</td>
<td>Phinda kabini amanani amakhulu</td>
<td>iLAB</td>
</tr>
<tr>
<td>3</td>
<td>Ukwahlula kabini</td>
<td>Iphepha elingasebenziyo, izibalisi, iLAB</td>
</tr>
<tr>
<td>4</td>
<td>Ukwahlula kabini okunentsalela</td>
<td>Ama-apile, iLAB</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanango olujolise ekufundeni</td>
<td>iLAB</td>
</tr>
</tbody>
</table>

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

- Ukuphinda kabini amanani aphakathi kuka-0 nama-20
- Ukwahlula kabini amanani aphakathi kuka-0 nama-20
- Ukwahlula kabini amanani abaphantsi kuka-0 nama-20

**Uvavanyo**

**Uvavanyo olubhalawayo:** Amanani, izibalo nolwalamano

Bhala phantsi amanqaku afunyenweyo kwali-12 kwiphethshana lamanqaku ekota.
## Double and half

<table>
<thead>
<tr>
<th>Mental Maths: Fizz Pop!</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>none</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Games: Fast maths with cards - double and Double with half blocks</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100 square</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Double is two equal groups</td>
<td>LAB</td>
</tr>
<tr>
<td>2</td>
<td>Double bigger numbers</td>
<td>LAB</td>
</tr>
<tr>
<td>3</td>
<td>Halving</td>
<td>LAB, scrap paper, counters</td>
</tr>
<tr>
<td>4</td>
<td>Halving with a remainder</td>
<td>LAB, apples</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

### After this week the learner should be able to:
- Double numbers between 0 and 20
- Halve numbers between 0 and 20
- Halve numbers that result in a remainder

### Assessment

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

Record a mark out of 12 in the term mark sheet.
**Phinda kabini uze wahlule kubini**

### Ividiyo yezibalo zentloko
Kule veki siza kudlala umdlalo uFizz Pop kwakhona, sijolise kuthkhulezileyo ngamakhadi - phinda ukuzeشبه ubokuthetho. Abafundi baza kusebenzisa isikwere se-100 sibancede ekugqibezeleni ibloko ezikhawulesiyo. Oku kuza kuncedwa abafundi baza kusebenzisa isikwere se-100 sibancede ekugqibezeleni ibloko ezikhawulesiyo. Oku kuza kuncedwa abafundi baza kusebenzisa isikwere se-100 sibancede ekugqibezeleni ibloko ezikhawulesiyo. Oku kuza kuncedwa abafundi baza kusebenzisa isikwere se-100 sibancede ekugqibezeleni ibloko ezikhawulesiyo.

#### Ividiyo yomdlalo
Kule veki sidlala izibalo ezikhawulesiyo ngamakhadi - phinda ukuzeشبه ubokuthetho. Abafundi baza kusebenzisa isikwere se-100 sibancede ekugqibezeleni ibloko ezikhawulesiyo. Oku kuza kuncedwa abafundi baza kusebenzisa isikwere se-100 sibancede ekugqibezeleni ibloko ezikhawulesiyo. Oku kuza kuncedwa abafundi baza kusebenzisa isikwere se-100 sibancede ekugqibezeleni ibloko ezikhawulesiyo. Oku kuza kuncedwa abafundi baza kusebenzisa isikwere se-100 sibancede ekugqibezeleni ibloko ezikhawulesiyo.

### Ividiyo yophuhliso lwengqiqo

#### Ividiyo yophuhliso lwengqiqo

#### Ividiyo yophuhliso lwengqiqo

#### Ividiyo yophuhliso lwengqiqo

#### Ividiyo yophuhliso lwengqiqo

### Into emayiqatshelwe kule veki

- Ukuphindeni ukuze ubokuthetho. Abafundi baza kusebenzisa isikwere se-100 sibancede ekugqibezeleni ibloko ezikhawulesiyo. Oku kuza kuncedwa abafundi baza kusebenzisa isikwere se-100 sibancede ekugqibezeleni ibloko ezikhawulesiyo. Oku kuza kuncedwa abafundi baza kusebenzisa isikwere se-100 sibancede ekugqibezeleni ibloko ezikhawulesiyo. Oku kuza kuncedwa abafundi baza kusebenzisa isikwere se-100 sibancede ekugqibezeleni ibloko ezikhawulesiyo.
- Ukuphindeni ukuze ubokuthetho. Abafundi baza kusebenzisa isikwere se-100 sibancede ekugqibezeleni ibloko ezikhawulesiyo. Oku kuza kuncedwa abafundi baza kusebenzisa isikwere se-100 sibancede ekugqibezeleni ibloko ezikhawulesiyo. Oku kuza kuncedwa abafundi baza kusebenzisa isikwere se-100 sibancede ekugqibezeleni ibloko ezikhawulesiyo. Oku kuza kuncedwa abafundi baza kusebenzisa isikwere se-100 sibancede ekugqibezeleni ibloko ezikhawulesiyo.
- Ukuphindeni ukuze ubokuthetho. Abafundi baza kusebenzisa isikwere se-100 sibancede ekugqibezeleni ibloko ezikhawulesiyo. Oku kuza kuncedwa abafundi baza kusebenzisa isikwere se-100 sibancede ekugqibezeleni ibloko ezikhawulesiyo. Oku kuza kuncedwa abafundi baza kusebenzisa isikwere se-100 sibancede ekugqibezeleni ibloko ezikhawulesiyo. Oku kuza kuncedwa abafundi baza kusebenzisa isikwere se-100 sibancede ekugqibezeleni ibloko ezikhawulesiyo.
- Ukuphindeni ukuze ubokuthetho. Abafundi baza kusebenzisa isikwere se-100 sibancede ekugqibezeleni ibloko ezikhawulesiyo. Oku kuza kuncedwa abafundi baza kusebenzisa isikwere se-100 sibancede ekugqibezeleni ibloko ezikhawulesiyo. Oku kuza kuncedwa abafundi baza kusebenzisa isikwere se-100 sibancede ekugqibezeleni ibloko ezikhawulesiyo. Oku kuza kuncedwa abafundi baza kusebenzisa isikwere se-100 sibancede ekugqibezeleni ibloko ezikhawulesiyo.
Double and half

Mental Maths video
This week we will play Fizz Pop again, with a focus on doubling. It is important for learners to practice doubling and to become efficient at using this calculation strategy. An understanding of doubling is necessary as learners begin to learn about multiplication.

Game video
This week we play the game Fast maths with cards - double and Double with half blocks. Learners will use a 100 square to help them complete the blocks on the hashtag. This will help learners confidently identify numbers that are 10 more and 10 less, as well as numbers that come before and after a given number. Encourage them to use the correct mathematical language as they explain how they identified the missing numbers. Help learners to talk about the relationship between the numbers they choose and the given number in the center.

Conceptual development video
This week we focus on doubling and halving. Learners will use counters to practice doubling and halving. They will see that for doubling them, the same number is repeated each time, and that for halving, each half is exactly the same. In our work on doubling and halving, we will focus on:
• doubling numbers between 0 and 20.
• halving numbers between 0 and 20.
• halving numbers that result in a remainder.

What to look out for this week
• Halving with remainders is an important skill as this helps learners connect mathematics to real life situations. Learners need to think about what happens when there is a remainder, and how this remainder can be shared out.
• Doubling and halving are essential calculation strategies that help learners solve problems quickly and efficiently. They need to understand that doubling means taking the same number twice while halving means sharing a number into two equal parts.
• Encourage conversation between learners so that they can share their solution methods. Ensure that learners are using the correct vocabulary (tens ones, before, after, in between, more than, less than, double, halve, half).
IZIBALO ZENTLOKO | MENTAL MATHS

Bethelela ukuphinda kabini usebenzise umdlalo othi *Fizz Pop.*

Consolidate doubling using the *Fizz Pop* game.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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

_Fizz Pop_ Ukuphinda kabini!
_Fizz pop_ Doubling!
Double is two equal groups

Umdalo: Izibalo ezikhawu lezayo ngamakhadi – phinda kabini
Game: Fast maths with cards – double

- Beka amakhadi amanani aqala ku-0 ukuya kwi-10 abe sisicuku.
  Put the 0 to 10 number cards into a pile.
- Guqula iikhadi elinye.
  Flip over one card.
- Liphinde kabini!
  Double!

<table>
<thead>
<tr>
<th>Usuku 1 Day 1</th>
<th>Usuku 2 Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sombulula.</strong></td>
<td><strong>Sombulula.</strong></td>
</tr>
<tr>
<td>Solve.</td>
<td>Solve.</td>
</tr>
<tr>
<td>16 + 3 = ___</td>
<td>26 – 3 = ___</td>
</tr>
<tr>
<td>21 + 6 = ___</td>
<td>15 – 1 = ___</td>
</tr>
<tr>
<td>42 + 4 = ___</td>
<td>37 – 4 = ___</td>
</tr>
<tr>
<td>34 + 2 = ___</td>
<td>49 – 6 = ___</td>
</tr>
<tr>
<td>65 + 3 = ___</td>
<td>68 – 3 = ___</td>
</tr>
<tr>
<td>72 + 7 = ___</td>
<td>39 – 4 = ___</td>
</tr>
<tr>
<td>83 + 6 = ___</td>
<td>54 – 3 = ___</td>
</tr>
<tr>
<td>64 + 1 = ___</td>
<td>78 – 6 = ___</td>
</tr>
<tr>
<td>96 + 3 = ___</td>
<td>86 – 2 = ___</td>
</tr>
<tr>
<td>57 + 2 =</td>
<td>97 – 5 =</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Usuku 3 Day 3</th>
<th>Usuku 4 Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sombulula.</strong></td>
<td><strong>Sombulula.</strong></td>
</tr>
<tr>
<td>Solve.</td>
<td>Solve.</td>
</tr>
<tr>
<td>13 + 6 = ___</td>
<td>25 – 1 = ___</td>
</tr>
<tr>
<td>26 + 1 = ___</td>
<td>17 – 4 = ___</td>
</tr>
<tr>
<td>44 + 2 = ___</td>
<td>39 – 6 = ___</td>
</tr>
<tr>
<td>32 + 4 = ___</td>
<td>48 – 3 = ___</td>
</tr>
<tr>
<td>63 + 5 = ___</td>
<td>69 – 4 = ___</td>
</tr>
<tr>
<td>77 + 2 = ___</td>
<td>25 – 1 = ___</td>
</tr>
<tr>
<td>86 + 3 = ___</td>
<td>17 – 4 = ___</td>
</tr>
<tr>
<td>61 + 4 = ___</td>
<td>39 – 6 = ___</td>
</tr>
<tr>
<td>93 + 6 = ___</td>
<td>48 – 3 = ___</td>
</tr>
<tr>
<td>52 + 7 =</td>
<td>69 – 4 =</td>
</tr>
</tbody>
</table>
**Bangaphi abafundi esinabo ngaphambili eklasini?**
How many learners do we have in front of the class?

**Kukho iminwe eli-12. Singaliphinda kabini njani inani leminwe?**
There are 12 fingers. How can we double the number of fingers?

**Sinokudibanisa iminwe eli-10 + neminye iminwe eli-10 ukuze sifumane ama-20.**
Emva koko singadibanisa iminwe emi-2 neminye eme-2.
We can add 10 fingers + 10 fingers to get 20.
Then we can add 2 fingers + 2 fingers to get 4.

**Kufuneka sibe nomnye umfundzi oza kumisa iminwe eli-10, nomnye oza kumisa iminwe emi-2.**
We need another learner to hold up 10 fingers and another learner to hold up 2 fingers.

**Kuthetha ntoni ukuphinda kabini?**
What is double 12?

**Aba-3 kuba kufuneka sibe nenani elifanayo.**
3 because we need to have the same number again.

**20 + 4 = 24, ngoko ke xa siphunda kabini i-12 sifumana ama-24.**
20 + 4 = 24 so double 12 is 24.

**Nika abafundi amathuba okuqhube ka nokuphinda kabini amanani ngababini. Umfundzi omnye angamisa iminwe aze omnye abonise inani elifanayo leminwe.**
Allow the learners opportunities to continue to double numbers in pairs. One learner can hold up some fingers, and the other learner must mirror the number of fingers help up.
WEEK 8 • DAY 1

Double is two equal groups

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2. Gqibezele amachokoza edomino ukuze uphinde kabini.
Complete the domino dots to double.

Ezi-4 eziphindwe kabini zenza ____.
Double 4 is ____.

Ezi-5 eziphindwe kabini zenza ____.
Double 5 is ____.

Ezi-6 eziphindwe kabini zenza ____.
Double 6 is ____.

3. Xa ndiphinda kabini
When I double I get

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

3. Phinda kabini
Double

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

4. Masiphinde kabini imali yethu.
Let’s double our money.

Phinda kabini i-R2
Double R2

Phinda kabini i-R5
Double R5

Phinda kabini i-R10
Double R10

5. Fumana isiphindwa kabini. Dibanisa.
Find the double. Then add.

\[ 5 + 3 + 5 = 13 \]

\[ \begin{align*}
4 + 4 + 3 &= ____ \\
3 + 5 + 3 &= ____ \\
10 + 4 + 10 &= ____ \\
6 + 3 + 6 &= ____ \\
7 + 7 + 4 &= ____ \\
8 + 8 + 4 &= ____ \\
\end{align*} \]
Doubling bigger numbers

1. What number have I shown here?
   - Kunjalo! Akunyanzelekanga ukuba wenze amachokoza ali-11. Sibonisa i-10 no-1 ngolu hlobo.
   - Yes! We don’t need to draw 11 dots. We can show 10 and 1 like this.

2. Li-11 kuba une-10 no-1.
   - 11 because you have 10 and 1.

   - This is our magic mirror line and we use it to help us double bigger numbers.
   - What do we do to make it look the same on both sides of the line?

4. Beka i-10 no-1 nakwelinye icala lomgca.
   - Put 10 and 1 on the other side of the line as well.

5. Singadibanisa i-10 kunye ne-10 ukuze sifumane ama-20. Emva koko singadibanisa u-1 no-1 sifumane ezi-2.
   - I-11 eliphindwe kabini lenza ama-22.
   - We can add 10 and 10 to get 20. Then we can add 1 and 1 to get 2. Double 11 is 22.

   - Allow learners many opportunities to double numbers using the magic mirror line. Show them how to represent the numbers using tens and ones and encourage them to talk about how they are solving the problems.
**IVEKI 8 • USUKU 2**

**Ukuphinda kabini amanani amakhulu**

**Doubling bigger numbers**

<table>
<thead>
<tr>
<th>Phinda kabini 4</th>
<th>Phinda kabini 10</th>
<th>Phinda kabini 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Double 4</strong></td>
<td><strong>Double 10</strong></td>
<td><strong>Double 12</strong></td>
</tr>
<tr>
<td>4 + 4 = 8</td>
<td>10 + 10 = 20</td>
<td>12 + 12 = 24</td>
</tr>
<tr>
<td>4 x 2 = 8</td>
<td>10 x 2 = 20</td>
<td>12 x 2 = 24</td>
</tr>
<tr>
<td><strong>Kukho oo-4</strong></td>
<td><strong>Kukho ama-10</strong></td>
<td><strong>Kukho oo-12</strong></td>
</tr>
<tr>
<td><strong>ababini kusi-8.</strong></td>
<td><strong>amabini kuma-20.</strong></td>
<td><strong>ababini ku-24.</strong></td>
</tr>
<tr>
<td>There are two 4s in 8.</td>
<td>There are two 10s in 20.</td>
<td>There are two 12s in 24.</td>
</tr>
</tbody>
</table>

1. **Phinda kabini.**

<table>
<thead>
<tr>
<th>5</th>
<th>6</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Isi-5 esiphindwe kabini li-____.</td>
<td>Isi-6 esiphindwe kabini li-____.</td>
<td>Isi-8 esiphindwe kabini li-____.</td>
</tr>
<tr>
<td>Double 5 is _____.</td>
<td>Double 6 is _____.</td>
<td>Double 8 is _____.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10</th>
<th>13</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Isi-10 esiphindwe kabini li-____.</td>
<td>I-13 eliphindwe kabini ngama-____.</td>
<td>I-15 eliphindwe kabini ngama-____.</td>
</tr>
<tr>
<td>Double 10 is _____.</td>
<td>Double 13 is _____.</td>
<td>Double 15 is _____.</td>
</tr>
</tbody>
</table>
Doubling bigger numbers

2. Gqâibezele itheyibhile yokuphindla kabini.
   Complete the doubles table.

<table>
<thead>
<tr>
<th>Phinda kabini</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phinda kabini</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Double</td>
</tr>
<tr>
<td>Double</td>
<td></td>
<td>2</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Phinda kabini.
   Double.

   7
   Isi-7 esiphendwe kabini li-____.
   Double 7 is ____.

   17
   I-17 eliphendwe kabini ngama-____.
   Double 17 is ____.

   20
   Ama-20 aphindwe kabini ngama-____.
   Double 20 is ____.

4. Phinda kabini.
   Double.

   5   10   6   4
   8   9   15  19

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

   5 + 6 + 5 = ___
   4 + 8 + 4 = ___

   3 + 11 + 3 = ___
   6 + 8 + 6 = ___

Allow the learners opportunities to halve many numbers by sharing out counters. Encourage learners to talk about how each half must be equal in size.
WEEK 8 • DAY 3

Halving

Zingaphi?
How many?

<table>
<thead>
<tr>
<th>Ihafu halves</th>
<th>Ezipheleleyo wholes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ihafu e-1</td>
<td>ihafu e-1</td>
</tr>
<tr>
<td>1 half</td>
<td>1 half</td>
</tr>
<tr>
<td>ihafu e-2</td>
<td>1 whole</td>
</tr>
<tr>
<td>2 halves</td>
<td>1 whole</td>
</tr>
<tr>
<td>ihafu e-3</td>
<td>1 and a half</td>
</tr>
<tr>
<td>3 halves</td>
<td>1 and a half</td>
</tr>
<tr>
<td>ihafu e-4</td>
<td>2 wholes</td>
</tr>
<tr>
<td>4 halves</td>
<td>2 wholes</td>
</tr>
</tbody>
</table>

1 Zoba ipitsa!
Draw the pizzas!

<table>
<thead>
<tr>
<th>e-1 enehafu</th>
<th>2</th>
<th>ezi-2 ezinehafu</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 and a half</td>
<td></td>
<td>2 and a half</td>
<td></td>
</tr>
<tr>
<td>ezi-3 ezinehafu</td>
<td>4</td>
<td>ezi-4 ezinehafu</td>
<td></td>
</tr>
<tr>
<td>3 and a half</td>
<td></td>
<td>4 and a half</td>
<td></td>
</tr>
</tbody>
</table>
2. Qhezu lini elifunyanwa ngumfundini ngamnye? Zingaphi ilekese ezifunyanwa ngumfundini ngamnye?

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

<table>
<thead>
<tr>
<th>Ilekese ezi-6</th>
<th>Ilekese ezili-12</th>
<th>Ilekese ezingama-24</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 sweets</td>
<td>12 sweets</td>
<td>24 sweets</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

Iqhezu: sisiqingatha
Fraction: ________
Tileskese: 3
Sweets: ________

Iqhezu: sisiqingatha
Fraction: ________
Tileskese: 6
Sweets: ________

Iqhezu: sisiqingatha
Fraction: ________
Tileskese: 12
Sweets: ________

3. Isiqingatha se-

<table>
<thead>
<tr>
<th>Half of</th>
<th>6</th>
<th>8</th>
<th>10</th>
<th>12</th>
</tr>
</thead>
</table>

Xa sisabela abafundi abo-2 ngokulinganayo, umfundini ngamnye ufumana isiqingatha.
When we share equally between 2 learners, each learner gets half.
Activity English

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Singamnika njani umfundi ngamnye isiqingatha sama-apile? How can we give each of these learners half of the apples?

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

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

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

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

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

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

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

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

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


Allow the learners opportunities to halve numbers by sharing out counters. Tell them to use odd numbers so they have to think about what to do with the remainder. They have to imagine what to do because they cannot cut the counters!
Isiqingatha esinentsalela

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

   **Imidundu emi-3**
   3 hotdogs
   Ihafu ka-3 ngu-____.
   Half of 3 is ____

   **Imidundu eli-9**
   9 hotdogs
   Ihafu ka-9 ngu-____.
   Half of 9 is ____

   **Imidundu emi-5**
   5 hotdogs
   Ihafu ka-5 ngu-2
   Onehafu.
   Half of 5 is 2 and a half

   **Imidundu esi-7**
   7 hotdogs
   Ihafu ka-7 ngu-____.
   Half of 7 is ____

   **Imidundu eli-15**
   15 hotdogs
   Ihafu ka-15 ngu-____.
   Half of 15 is ____
**WEEK 8 • DAY 4**

**Half with a remainder**

**Umdlalo: Phinda kabini - yahlula kabini ngeebloko**

*Game: Double - half with blocks*

- **Yakha u-4.**
  *Build 4.*
- **Yakha u-4 ophindwe kabini.**
  *Build double 4.*
- **Yahlula u-4 ophindwe kabini kubini!**
  *Break double 4 in half!*
- **Phinda kwakhona ngala manani 3, 5, 6, no-10.**
  *Do again with numbers 3, 5, 6 and 10!*

**2 Fumana ukuphindla kabini nokwahlula kubini.**

*Find double and half.*

- **U-4 ophindwe kabini ngu-____.**
  *Double 4 is ___.*
- **Isiqingatha sika-8 ngu-____.**
  *Half of 8 is ___.*

- **U-6 ophindwe kabini li-____.**
  *Double 6 is ___.*
- **Isiqingatha se-12 ngu-____.**
  *Half of 12 is ___.*

- **U-3 ophindwe kabini ngu-____.**
  *Double 3 is ___.*
- **Isiqingatha sika-6 ngu-____.**
  *Half of 6 is ___.*

- **U-8 ophindwe kabini ngu-____.**
  *Double 8 is ___.*
- **Isiqingatha sika-16 ngu-____.**
  *Half of 16 is ___.*

- **U-10 eliphindwe kabini ngama-____.**
  *Double 10 is ___.*
- **Isiqingatha sama-20 li-____.**
  *Half of 20 is ___.*

**Cinga ngolwalamano oluphakathi kokwahlula kubini nokuphindla kabini.**

*Think about the relationship between half and double.*

---

**Week 8 • Day 4** 79
IVEKI 8 • USUKU 5

Uqukaniso

1. Zoba iipitsa! 

Draw the pizzas!

<table>
<thead>
<tr>
<th>e-1 enehafu</th>
<th>2</th>
<th>ezi-2 ezinehafu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 and a half</td>
<td></td>
<td>2 and a half</td>
</tr>
</tbody>
</table>

2. Yahlula kubini

<table>
<thead>
<tr>
<th>Phinda kabini</th>
<th>Half</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>

3. Iikomityi ezi-4 zomgubo zenza ikeyiki e-1. Zingaphi iikomityi zomgubo ezifunekayo ukwenza ikeyiki ezi-2? 

4 cups of flour make 1 cake. How many cups of flour to make 2 cakes?

Masithethe ngeMaths!

Let’s talk Maths!

<table>
<thead>
<tr>
<th>NgesiXhosa sithi:</th>
<th>In English we say:</th>
</tr>
</thead>
<tbody>
<tr>
<td>phinda kabini</td>
<td>double</td>
</tr>
<tr>
<td>ikeyiki ezi-3 eziphindwe kabini zenza ikeyiki ezi-6.</td>
<td>Double 3 cakes is six cakes.</td>
</tr>
<tr>
<td>isi-3 esiphindwe kabini sisi-6</td>
<td>double 3 is 6</td>
</tr>
<tr>
<td>Xa ndisahlulela abafundi aba-2 ngokulinganayo, umfundi ngamnye ufunana isiqingatha.</td>
<td>When I share equally between 2 learners, each learner receives half.</td>
</tr>
<tr>
<td>Isiqingatha sesithandathu sisithathu.</td>
<td>Half of six is three.</td>
</tr>
<tr>
<td>isiqingatha esinye</td>
<td>one half</td>
</tr>
<tr>
<td>isiqingatha ezibini</td>
<td>two halves</td>
</tr>
<tr>
<td>into enye epheleleyo</td>
<td>one whole</td>
</tr>
</tbody>
</table>
WEEK 8 • DAY 5
Consolidation

1. Gqibeza itheyibhile yamanani.
   Complete the number table.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>32</td>
</tr>
<tr>
<td>38</td>
<td>39</td>
</tr>
<tr>
<td>100</td>
<td>99</td>
</tr>
</tbody>
</table>

2. Yandisa ipatheni.
   Extend the pattern.

| 90  | 91  | 93  | 94  | 95  | 96  | 97  | 98  |

   Complete.

4. Sombulula.
   Solve.

| 92 + 4 = ___ | 94 + 3 = ___ | 96 + 4 = ___ |
| 95 - 3 = ___ | 98 - 4 = ___ | 97 - 3 = ___ |

5. Ngubani izesha?
   What is the time?

6. #Heshtegi! Gqibeza.
   #Hashtag! Complete.

Assessment and consolidation

Week 8 • Day 5
Uphindaphindo lumalunga namaqela alinganayo

<table>
<thead>
<tr>
<th>Izibalo zentloko: Ukubala okuqakathayo</th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umdlalo: Izibalo ezikhawulezayo ngamakhadi – phindaphinda ngo-2 ngesi 2</td>
<td>Amakhadi amanani</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>Ukuphindaphinda ngo-2</td>
<td>iLAB</td>
</tr>
<tr>
<td>2</td>
<td>Ukuphindaphinda nge-10</td>
<td>likhrayoni, iLAB</td>
</tr>
<tr>
<td>3</td>
<td>Ukuphindaphinda ngo-5</td>
<td>iLAB</td>
</tr>
<tr>
<td>4</td>
<td>Ukusombulula ingxaki zemali</td>
<td>iLAB</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso</td>
<td>iLAB</td>
</tr>
</tbody>
</table>

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:

- Ukusebenzisa ukubala okuqakathayo ukuze aphindaphinde ngo-2, 5 nange-10.
- Ukusebenzisa ukubala okuqakathayo ukufumanisa inani loo-2, oo-5 kunye nama-10 kwelinye inani.
- Ukusombulula ingxaki zophindaphindo besenzisa imeko yemali.
- Sombulula ingxaki zokuphindaphinda usebenzisa umgomo we mali.

Uvavanyo

Akukho vavanyo lusesikweni kule veki.

Kufuneka ubaqaphele abafundi eklasini yakho yonke imihla kwaye uthathe amanqaku njengenxalenyi yovavanyo oluqhubekayo olungekho sesikweni olujolise ekufundeni.
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>Multiplying by two</td>
<td>LAB</td>
</tr>
<tr>
<td>2</td>
<td>Multiplying by ten</td>
<td>LAB, crayons, box</td>
</tr>
<tr>
<td>3</td>
<td>Multiplying by five</td>
<td>LAB</td>
</tr>
<tr>
<td>4</td>
<td>Solving money problems</td>
<td>LAB</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation</td>
<td>LAB</td>
</tr>
</tbody>
</table>

After this week the learner should be able to:

- Use skip counting to multiply by 2, 5 and 10.
- Use skip counting to determine the number of 2s, 5s or 10s in another number.
- Solve multiplication problems using the context of money.

Assessment

There is no formal assessment this week.

You should observe the learners in your class daily and make notes as part of your informal ongoing assessment for learning.
Uphindaphindo lumalunga namaqela alingenayo

Ividiyo yezibalo zentloko
Kule veki abafundi baza kuziqhelanisa nokubala okuqakathayo ngo-2, 10 nangoo-5 kuluhlu lwamanani anyusiweyo. Bavumele abafundi ukuba bajonge kwisikwere se-100 ukuze babone kwaye babe nokuqonda ipatheni. Bakhuthaze abafundi baziqhelanise nokubala okuqakathayo besiya phambili okanye bebuya umva ngokukhawuleza ukuze baphuhlise ubuciko babo.

Ividiyo yomdlalo

Ividiyo yophuhliso lwengqiqo

Ividiyo yophuhliso lwengqiqo

Into emayiqatshelwe kule veki
• Khumbuza abafundi ukuba Uphindaphindo lubandakanya ukuphinda kwakhona amaqela alingenayo. Abafundi kufuneka bazithembe ekubaleni okuqakathayo kuba oko kuza kubanceda ekusombululeni ingxaki zophindaphindo ngokhawuleza ngobuchule.
• Bancede abafundi baqonde intsingiselo yezivakaisi manani zophindaphindo ngokhawuleza ngokubaphila mangaphi amaqela oo-2, oo-5 nangoo-10 akhoyo kumanani anikiweyo.
Multiplication is about equal groups

**Mental Maths video**
This week the learners will practice skip counting in 2s, 10s and 5s in an increased number range. Allow learners to use a 100 square so that they can see and understand the patterns. Encourage them to practice skip counting forwards and backwards more quickly so that they can develop their fluency.

**Game video**
This week we play the game *Fast maths with cards: multiply by 2*! The game gives learners an opportunity to practice doubling so that they can solve problems quickly and easily. Encourage them to break up larger numbers in order to simplify the doubling. For example, 7 = 5 + 2. Double 5 is 10 and double 2 is 4. 10 + 4 = 14 so double 7 is 14.

**Conceptual development video**
This week we focus on multiplication. Learners will use skip counting to solve multiplication problems. They will also identify how many groups they can make with a given number. Learners will apply what they have learnt about multiplication as they solve real life problems using the context of shopping. In our work on doubling and halving, we will focus on:

- using skip counting to multiply by 2, 5 and 10. Multiplication is about repeating equal groups and so learners need to be able to skip count confidently.
- using skip counting to determine the number of 2s, 5s or 10s in another number. When we multiply, we think about how many groups of 2, 10 and 5 there are in given numbers.
- solving multiplication problems using the context of money.

**What to look out for this week**
- Remind learners that multiplication involves repeating equal sized groups. Learners need to be confident in skip counting as it will help them solve multiplication problems quickly and efficiently.
- Help learners understand what multiplication number sentences mean by thinking about how many groups of 2, 5 and 10 there are in given numbers.
Bala ngezikwere ze-100. Bala usiya phambili uze uphinde ubale ubuya umva.

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

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imhla.

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

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

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

Nikanani amathuba okubala usiya phambili nokubala ubuya umva phakathi kuka-0 nama-50.

Take turns to count forwards and backwards between 0 and 50.
### Enrichment activities

#### Usuku 1 Day 1

<table>
<thead>
<tr>
<th>Yabela abafundi aba-2.</th>
<th>Share between 2 learners.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
</tr>
<tr>
<td>12</td>
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<tr>
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<td>18</td>
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<td>2</td>
<td></td>
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<tr>
<td>20</td>
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</tr>
</tbody>
</table>

#### Usuku 2 Day 2

<table>
<thead>
<tr>
<th>Yabela abafundi aba-2.</th>
<th>Share between 2 learners.</th>
</tr>
</thead>
<tbody>
<tr>
<td>46</td>
<td></td>
</tr>
<tr>
<td>28</td>
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<td>42</td>
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<td>44</td>
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</table>

#### Usuku 3 Day 3

<table>
<thead>
<tr>
<th>Yabela abafundi aba-2.</th>
<th>Share between 2 learners.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
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</tr>
<tr>
<td>5</td>
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<td>9</td>
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<td>7</td>
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<tr>
<td>12</td>
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<tr>
<td>5</td>
<td></td>
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<tr>
<td>11</td>
<td></td>
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<tr>
<td>13</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

#### Usuku 4 Day 4

<table>
<thead>
<tr>
<th>Yabela abafundi aba-2.</th>
<th>Share between 2 learners.</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td></td>
</tr>
<tr>
<td>47</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
</tr>
<tr>
<td>44</td>
<td></td>
</tr>
<tr>
<td>45</td>
<td></td>
</tr>
<tr>
<td>43</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td></td>
</tr>
</tbody>
</table>
**Uphuliso lwengqiqo**  | **Concept Development**

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

<table>
<thead>
<tr>
<th>Concept Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masisebenzise itheyibhile yethu ukuze sibone ukuba uchanile na.</td>
</tr>
<tr>
<td>Yes! We can see that there are 6 groups of two in 12.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UKUPHINDAPHINDA NGO-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umfundi o-1 unezihlangu ezi-2.</td>
</tr>
<tr>
<td>1 learner has 2 shoes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UKUPHINDAPHINDA NGO-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abafundi aba-2 banezihlangu ezi-4.</td>
</tr>
<tr>
<td>2 learners have 4 shoes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UKUPHINDAPHINDA NGO-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abafundi aba-3 banezihlangu ezi-6.</td>
</tr>
<tr>
<td>3 learners have 6 shoes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UKUPHINDAPHINDA NGO-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abafundi aba-4 banezihlangu ezisi-8.</td>
</tr>
<tr>
<td>4 learners have 8 shoes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UKUPHINDAPHINDA NGO-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ukuba sinezihlangu ezili-12, singazinika abafundi abangaphi?</td>
</tr>
<tr>
<td>If we have 12 shoes, how many learners can we give shoes to?</td>
</tr>
</tbody>
</table>

**Qhubeka nokusebenzisa itheyibhile ukuze uncede abafundi baphindaphinde ngo-2. Bakhuthaze abafundi bathethe ngeendlela abanokubala ngayo ngo-2 ukuze ubancede baphindaphinde ngo-2.**

Continue using the table to help learners multiply by 2. Encourage learners to talk about how they can count in 2s to help them multiply by 2.
WEEK 9 • DAY 1
Multiplying by 2

Umdlalo: Izibalo ezikhawulezayo ngamakhadi – phindaphinda ngo-2
Game: Fast maths with cards – multiply by 2

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

1. iiperi zezihlangu
   pairs of shoes
   izihlangu
   shoes

2. Abafundi | Izihlangu | Isivakalisi manani
   Learners | Shoes | Number sentence
   1        | 2     | 2 x 1 = 2
   4        |       |            
   5        |       |            
   3        |       |            

3. abafundi learners
   izihlangu shoes
   1   2   3   4   7   8   9   10
   2   10  12
**Ukuphindaphinda ngo-2**

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

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

### Table: iibhayisekile and amavili

<table>
<thead>
<tr>
<th>iibhayisekile</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>bicycle</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>amavili</td>
<td>2</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. **Mangaphi amavili?**
   - How many wheels?

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

4. **Bangaphi?**
   - How many?

<table>
<thead>
<tr>
<th>Oo-2 ku-6?</th>
<th>Oo-2 ku-8?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2s in 6?</td>
<td>2s in 8?</td>
</tr>
</tbody>
</table>

5. **Oo-2 ku-10?**
   - 2s in 10?

6. **Oo-2 ku-16?**
   - 2s in 16?

7. **Oo-2 ku-12?**
   - 2s in 12?

8. **Oo-2 ku-20?**
   - 2s in 20?

### Exercise: Itekisi ibiza i-R2 ngomfundlomnye.

- **Ibiza malini ngabafundi aba-5?**
  - How much does it cost for 5 learners?

- **Ibiza malini ngabafundi abasi-8?**
  - How much does it cost for 8 learners?

---

**Multiplying by 2**

- **Week 9 • Day 1**

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**202**
Multiplying by 10

Qhubeka nokusebenzisa itheyibhile ukuze uncede abafundi baphindaphinde nge-10. Bakhuthaze abafundi bathethe ngendlela ababala ngayo ngama-10 ukuze ubancede basombulule inxaki.

Continue using the table to help learners multiply by 10. Encourage learners to talk about how they can count in 10s to help them solve problems.
**IVEKI 9 • USUKU 2**

**Ukuphindaphinda ngo-10**

### Multiplying by 10

#### 1

<table>
<thead>
<tr>
<th>abafundi? learners?</th>
<th>iminwe? fingers?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 2

**Bala ngama-10.**

Count in 10s.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>20</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

#### 3

<table>
<thead>
<tr>
<th>abafundi learners</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>iminwe fingers</td>
<td>10</td>
<td>20</td>
<td>50</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 4

<table>
<thead>
<tr>
<th>abafundi learners</th>
<th>iminwe fingers</th>
<th>isivakalisi manani number sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10</td>
<td>10 \times 1 = 10</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
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<tr>
<td>10</td>
<td></td>
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</tbody>
</table>
### WEEK 9 • DAY 2

**Multiplying by 10**

5. **Zingaphi iibhokisi?**
   - How many boxes?
   - How many crayons?

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

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

<p>| | | | | | | | | | | |</p>
<table>
<thead>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td></td>
<td>iikhrayoni crayons</td>
<td></td>
<td></td>
<td>6</td>
<td>iikhrayoni crayons</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>iikhrayoni crayons</td>
<td></td>
<td></td>
<td>10</td>
<td>iikhrayoni crayons</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. | 10 x 3 = | 10 x 5 = | 10 x 6 = | 10 x 2 = |
   | 10 x 1 = | 10 x 4 = | 10 x 8 = | 10 x 10 = |

8. **Mangaphi?**
   - How many?

<table>
<thead>
<tr>
<th>Ama-10 kuma-60?</th>
<th>10s in 60?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ama-10 kwi-100?</td>
<td>10s in 100?</td>
</tr>
<tr>
<td>Ama-10 kuma-40?</td>
<td>10s in 40?</td>
</tr>
<tr>
<td>Ama-10 kuma-50?</td>
<td>10s in 50?</td>
</tr>
</tbody>
</table>

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

| Zixabisa malini iipeni ezi-4? |  |
| How much do 4 pens cost? |
| Zixabisa malini iipeni ezisi-7? |  |
| How much do 7 pens cost? |  |
Ukuphindaphinda ngo-5

IZIBALO
ZENTLOKO
MENTAL MATHS

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

UMDLALO
GAME

UPHULISO LWENGQIQO
CONCEPT DEVELOPMENT

AMAPHEPHA
LOKUSEBENZELA
WORKSHEETS

UPHULISO LWENGQIQO | CONCEPT DEVELOPMENT

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

2. Iza kuba mingaphi iminwe kwizandla ezi-6? How many fingers will there be on 6 hands?

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

4. Singabala ngezihlana. Iminwe engama-30. We can count in fives. 30 fingers

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

6. Kukho amaqela ama-4 ezi-5 kuma-20. There are 4 groups of 5 in 20.

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

Ma-4 amaqela ezi-5 kuma-20. There are 4 groups of 5 in 20.

Qhubeka nokusebenzisa itheyibhile ukunceda abafundi baphindaphinde ngesi-5. Khuthaza abafundi bathethe ngendlela abanokubala ngayo ngezi-5 ukuze ubancele basombulule iingxaki.

Continue using the table to help learners multiply by 5. Encourage learners to talk about how they can count in 5s to help them solve problems.
WEEK 9 • DAY 3

Multiplying by 5

1. Izandla? iminwe?
   hands     fingers
   hands     fingers

2. Bala ngezi-5.
   Count in 5s.
   
   | 5 | 10 | 15 | 20 | 25 | 30 |

3. Izandla iminwe
   hands    fingers
   1        5           1
   2        25          2
   3        30          3
   4        5 x 1 = 5   4
   7        5 x 4 = 20  7
   8        8
   9        9
   10       10

Sibala ngezi-5. Izandla esinye sineminwe emi-5! We count in 5s. One hand has 5 fingers!
5. Zingaphi izitafishi?
   How many starfish?

6. Zingaphi iiingalo?
   How many arms?

<table>
<thead>
<tr>
<th>istafishi</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>iiingalo</td>
<td>5</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>iiingalo</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>iiingalo</td>
</tr>
</tbody>
</table>

   | 5 x 3 = ___ |
   | 5 x 5 = ___ |
   | 5 x 6 = ___ |
   | 5 x 2 = ___ |
   | 5 x 1 = ___ |
   | 5 x 4 = ___ |
   | 5 x 8 = ___ |
   | 5 x 10 = ___ |

8. Zingaphi?
   How many?

   | Izi-5 kwi-15? |
   | 5s in 15? |
   | Izi-5 kuma-25? |
   | 5s in 25? |

   | Izi-5 kwi-10? |
   | 5s in 10? |
   | Izi-5 kuma-20? |
   | 5s in 20? |

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

   | Axabisa malini ama-apile ama-5? |
   | How much do 5 apples cost? |
   | Axabisa malini ama-apile ali-9? |
   | How much do 9 apples cost? |
Solving money problems

Continue using the table to help learners solve money problems. Pretend that you are buying apples which cost R5,00 each, and chocolates that cost R10,00 each. Encourage learners to talk about how they can count in 2s, 5s and 10s to help them solve problems.
### Ukusombulula iingxaki zemali

#### IVEKI 9 • USUKU 4

**Solving money problems**

| 1 | Zingaphi iingqhekembe?  
How many coins?  
Zingaphi iirandi?  
How many Rands? |
|---|---|

| 2 | 
|---|---|

<table>
<thead>
<tr>
<th>coins</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>iingqhekembe</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iirandi</td>
<td>2</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 3 | 
|---|---|

<table>
<thead>
<tr>
<th>2 \times 2 = ___</th>
<th>2 \times 10 = ___</th>
<th>2 \times 3 = ___</th>
<th>2 \times 4 = ___</th>
<th>2 \times 1 = ___</th>
<th>2 \times 5 = ___</th>
<th>2 \times 6 = ___</th>
<th>2 \times 8 = ___</th>
</tr>
</thead>
</table>

| 4 | Zingaphi?  
How many? |
|---|---|

| Izi-2 kwisi-6?  
2s in 6? | Izi-2 kwisi-8?  
2s in 8? |
|---|---|
| Izi-2 kwisi-10?  
2s in 10? | Izi-2 kwisi-12?  
2s in 12? |

| 5 | How many notes?  
How many notes?  
Zingaphi iirandi?  
How many Rands? |
|---|---|---|---|

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

<table>
<thead>
<tr>
<th>notes</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>iirandi</td>
<td>10</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
Solving money problems

**WEEK 9 • DAY 4**

**7.**

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

**8.**

**Mangaphi?**

- **Ama-10 kuma-30?**
  10s in 30?
- **Ama-10 kuma-80?**
  10s in 80?
- **Ama-10 kuma-50?**
  10s in 50?
- **Ama-10 kwi-100?**
  10s in 100?

**9.**

**Zingaphi iingqekembe?**

- How many coins?

**Zingaphi iirandi?**

- How many Rands?

**10.**

<table>
<thead>
<tr>
<th>iingqekembe coins</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>iirandi Rands</td>
<td>5</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**11.**

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

**12.**

**Mangaphi?**

- **Ama-10 kuma-40?**
  10s in 40?
- **Ama-10 kuma-60?**
  10s in 60?
- **Ama-10 kuma-70?**
  10s in 70?
- **Ama-10 kuma-90?**
  10s in 90?
### Masithethe ngeMaths!

**NgesiXhosa sithi:**

<table>
<thead>
<tr>
<th>Mathematical Operation</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zingaphi izibini kwisi-8?</td>
<td>How many twos in 8?</td>
</tr>
<tr>
<td>Isihanu esiphendaphinwe kathathu</td>
<td>Five multiplied by three</td>
</tr>
<tr>
<td>Zingaphi izihanu kwisi-15?</td>
<td>How many fives in 15?</td>
</tr>
<tr>
<td>Ishumi eliphendaphinwe kane</td>
<td>Ten multiplied by four</td>
</tr>
<tr>
<td>Mangaphi amashumi kumakho-10?</td>
<td>How many tens in 10?</td>
</tr>
<tr>
<td>Amashumi amane angaphezu ku ngumi kunamashumi amathathu.</td>
<td>Forty is ten more than thirty</td>
</tr>
<tr>
<td>Amashumi amathathu angaphantsi ngumi kunamashumi amane.</td>
<td>Thirty is ten less than forty</td>
</tr>
<tr>
<td>Amashumi amane aza emva kwamashumi amathathu.</td>
<td>Forty comes after thirty</td>
</tr>
<tr>
<td>Amashumi amathathu aza phambi kwamashumi amane.</td>
<td>Thirty comes before forty</td>
</tr>
</tbody>
</table>

**In English we say:**

- Two multiplied by four
- How many twos in 8?
- Five multiplied by three
- How many fives in 15?
- Ten multiplied by four
- How many tens in 10?
- Forty is ten more than thirty
- Thirty is ten less than forty
- Forty comes after thirty
- Thirty comes before forty
2 Zoba iipitsa!
Draw the pizzas!

<table>
<thead>
<tr>
<th>e-1 enehafu</th>
<th>2</th>
<th>ezi-2 ezinehafu</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 and a half</td>
<td></td>
<td>2 and a half</td>
<td></td>
</tr>
</tbody>
</table>

3 Gqibeze xitothibhile yamanani.
Complete the number table.

<table>
<thead>
<tr>
<th>ezokudibanisa addition</th>
<th>ezokuthabatha subtraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 + 4 = 11</td>
<td>11 - 4 = 7</td>
</tr>
</tbody>
</table>

4 Sombulula.
Solve.

| 54 + 3 = ___ | 75 + 3 = ___ | 82 + 6 = ___ |
| 59 - 3 = ___ | 76 - 5 = ___ | 87 - 4 + ___ |

5 Ngubani ixesha?
What is the time?

6 Cwangcisa uqale kwenza lincinci u-ye kwelona likhulu.
Order from small to large.

| 19 | q2 | 59 |

7 Bala.
Calculate.

<table>
<thead>
<tr>
<th>yahlula kubini half</th>
<th>phinda kubini double</th>
</tr>
</thead>
<tbody>
<tr>
<td>q</td>
<td>10</td>
</tr>
</tbody>
</table>
### Uhlaziyo

<table>
<thead>
<tr>
<th>Izibalo zentloko: Fizz Pop! ukwahlula kubini</th>
<th>Azikho</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umdlalo: Izibalo ezikhawulezayo ngamakhadi – yahlula kubini</td>
<td>Azikho</td>
</tr>
</tbody>
</table>

#### Usuku

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Hlaziya ukudibanisa nokuthabatha (ungaweleli ngaphaya kweshumi)</td>
<td>Isikwere sekhulu, iLAB</td>
</tr>
<tr>
<td>2</td>
<td>Hlaziya ukucwangcisa nokwahlula kubini</td>
<td>Amakhadi amanani, umgcamanani (utitshala), iLAB</td>
</tr>
<tr>
<td>3</td>
<td>Hlaziya ukudibanisa nokuthabatha (okuwelela ngaphaya kweshumi)</td>
<td>Umgcamanani (utitshala), iLAB</td>
</tr>
<tr>
<td>4</td>
<td>Hlaziya ukuphindisa kabini nokuphindaphinda ngoo-2</td>
<td>Iphepha (lokusongwa), iLAB</td>
</tr>
<tr>
<td>5</td>
<td>Hlaziya ukuphindaphinda ngeshumi nangesihlanu</td>
<td>iLAB</td>
</tr>
</tbody>
</table>

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

1. Ukusebenzisa isikwere se-100 ukudibanisa okanye ukuthabatha inani elinomvo omnye kwinani elinemivo emibini.
2. Ukusebenzisa isikwere se-100 ukudibanisa okanye ukuthabatha ishumi kwinani elinemivo emibini.
3. Ukucwangcisa nokuthelekisa amanani apheleleyo ngokobuncinci kuna-, ubukhulu kuna-nangokuba ngaphenzulu kuna-, ukuba ngaphantsi kuna okanye ukulingana ne-
4. Ukwahlula imilo ene-2D ibe zizahlulo ezibini ezilinganayo.
5. Ukudibanisa inani elinomvo omnye nenani elinemivo emibini, ukuwelela ngaphaya kweshumi.
6. Ukuthabatha inani elinomvo omnye kwinani elinemivo emibini, ukuwelela ngaphaya kweshumi.
7. Ukusombulula iingxaki ngokwenza ishumi (ukudibanisa nokuthabatha).
8. Ukusebenzisa ukubala okuqakathayo ngokuphindaphinda ngo-2, 5, nango-10.
9. Ukusebenzisa ukubala okuqakathayo ukuze ufumane inani loo-2, 5 okanye 10 kwelinye inani.

#### Uvavanyo

Akukho vavanyo lusesikweni kule veki.

Kufuneka ubabeke esweni abafundi eklasini yakho yonke imihla kwaye uthathe amanqaku njengenxalenye yovavanyo oluqhubekayo olungekho sesikweni olujolise ekufundeni.
## Revision

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Maths: <em>Fizz Pop</em> halving</td>
</tr>
<tr>
<td>Game: <em>Fast maths with cards: half</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Revise addition and subtraction (without bridging ten)</td>
<td>LAB, 100 square</td>
</tr>
<tr>
<td>2</td>
<td>Revise ordering and halving</td>
<td>LAB, number cards, number line (teacher)</td>
</tr>
<tr>
<td>3</td>
<td>Revise addition and subtraction (bridging ten)</td>
<td>LAB, number line (teacher)</td>
</tr>
<tr>
<td>4</td>
<td>Revise doubling and multiplying by two</td>
<td>paper (to fold)</td>
</tr>
<tr>
<td>5</td>
<td>Revise multiplying by ten and by five</td>
<td>LAB</td>
</tr>
</tbody>
</table>

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

- Use the 100 square to add or subtract a single digit to or from a double digit
- Use the 100 square to add or subtract a ten to or from a double digit
- Order and compare whole numbers according to smaller than, greater than and more than, less than, is equal to
- Divide a 2D shape into two equal parts
- Add a single digit to a single digit or to a double digit, bridging a ten
- Subtract a single digit from a double digit, bridging a ten
- Solve problems by making a ten (addition and subtraction)
- Use skip counting to multiply by 2, 5 and 10
- Use skip counting to determine the number of 2s, 5s or 10s in another number

### Assessment

There is no formal assessment this week.

You should observe the learners in your class daily and make notes as part of your informal ongoing assessment for learning.
## Uhlaziyo

### Ividiyo yeziyalalo zentloko

### Ividiyo yomdlando
Kule veki sidaala umdlalo Izibalo ezikhawulezileyo ngamakhadi: Isiqingatha! Injongo yalo mdlalo kukunika abafundi ithuba lokuziqhelanisa nokuphinda kabini ukuze bakwazi ukusombulula iingxaki lula nangokukhwuleza.

Revision

<table>
<thead>
<tr>
<th>Mental Maths video</th>
<th>Game video</th>
</tr>
</thead>
</table>
This week we will play *Fizz Pop* again, with a focus on halving. It is important for learners to become efficient at using halving as a calculation strategy. Remember that it is easier to halve even numbers, but that odd numbers can also be halved. Because odd numbers have a remainder when they are halved, you should be prepared for additional conversations about these types of problems.

This week we play the game *Fast maths with cards: half!* The game gives learners an opportunity to practice halving so that they can solve problems quickly and easily.

The purpose of this game is to provide learners with an opportunity to practice adding and subtracting 9. Learners should know how to use the compensation strategy to solve problems quickly and easily. Learners will realise that adding 9 is the same as adding one less than 10. This means that they can add 10, which is a simple calculation, and then subtract 1, which is also an easy calculation. When subtracting 9, learners will discover that taking away 9 is the same as taking away 10 and then adding 1.
Uhlaziyo

Kule veki sihlaziya iingqo ngezifundo ezifundwe kule kota. Abafundi baza kunikwa amathuba okuziqhelanisa noko bakufundileyo, ukuze baphuhlise izakhono zabo zokusombulula iingxaki ngobuchule. Siza kujolisa koku:

Usuku 1
Ukuhlaziya ukudibanisa nokuthabatha (ungawelesi ngaphaya kweshumi) ngokwenza oku:
• Ukudibanisa inani elinomvo omnye kwinani elinemivo emibini.
• Ukudibanisa ishumi kwinani elinemivo emibini.
• Ukuzalisa amanani ashijnweyo ukuze izaphuhlise izakhono zabo zokusombulula iingxaki ngobuchule.

Ukuhlaziya usuku 1
Ukuhlaziya ukudibanisa nokuthabatha (ungawelesi ngaphaya kweshumi) ngokwenza oku:
• Ukudibanisa isi-5 ngaphantsi nge-1, angaphantsi nge-10.
• Ukudibanisa isi-2, izi-5.
• Ukuzalisa amanani ishumi kwinani elinemivo emibini ukuze izaphuhlise izakhono zabo zokusombulula iingxaki ngobuchule.

Usuku 2
Ukuhlaziya ukulandelela kwamanani kwenza oku:
• Ukuhlaziya ubuchule bokwenza ishumi xa udibanisa okanye uthabatha amanani abangela ukuwelela ngaphaya kweshumi.

Ukuhlaziya usuku 2
Ukuhlaziya ukulandelela kwamanani kwenza oku:
• Ukuhlaziya ubuchule bokwenza ishumi xa udibanisa okanye uthabatha amanani abangela ukuwelela ngaphaya kweshumi.

Usuku 3
Ukuhlaziya ukuphindaphinda ngesibini ngokwenza oku:
• Ukuhlaziya ukuphindaphinda ngesibini ngokwenza oku.

Ukuhlaziya usuku 3
Ukuhlaziya ukuphindaphinda ngesibini ngokwenza oku:
• Ukuhlaziya ukuphindaphinda ngesibini ngokwenza oku.

Usuku 4
Ukuhlaziya ukuphindaphinda ngesibini ngokwenza oku:
• Ukuhlaziya ukuphindaphinda ngesibini ngokwenza oku.

Ukuhlaziya usuku 4
Ukuhlaziya ukuphindaphinda ngesibini ngokwenza oku:
• Ukuhlaziya ukuphindaphinda ngesibini ngokwenza oku.

Usuku 5
Ukuhlaziya ukuphindaphinda ngesibini ngokwenza oku:
• Ukuhlaziya ukuphindaphinda ngesibini ngokwenza oku.

Ukuhlaziya usuku 5
Ukuhlaziya ukuphindaphinda ngesibini ngokwenza oku:
• Ukuhlaziya ukuphindaphinda ngesibini ngokwenza oku.
Revision

This week we revise the concepts covered this term. Learners will be given opportunities to practice what they have learnt, and to develop their ability to solve problems efficiently. The focus each day is outlined below.

Day 1
Addition and subtraction (without bridging ten) by:
• adding a single digit to a double digit
• adding ten to a double digit
• filling in missing numbers on number line
Refer to Week 7 Day 2 and 3 for detailed lesson plans.

Day 2
The order of numbers and the concept of half by:
• continuing patterns of 1 more, 1 less, 10 more, 10 less
• revising counting in 2s, 5s and 10s
• ordering numbers from smallest to biggest and biggest to smallest
• talking about halves, and about how two halves make one whole
Refer to Week 1 Day 3 and 4 for detailed lesson plans.

Day 3
Addition and subtraction (bridging ten) by:
• revising the make a ten strategy when adding and subtracting single digits that result in bridging ten
Refer to Week 5 for detailed lesson plans.

Day 4
Doubling and multiplying by two by:
• revising doubling using a mirror line
• revising multiplying by 2 by counting in 2s
• revising counting in 2s to work out how many 2s in ____
Refer to Weeks 8 and 9 for detailed lesson plans.

Day 5
Multiplying by ten and by five by:
• revising multiplying by 10 and 5 by counting in 10s and 5s
• revising counting in 10s and 5s to work out how many 10s / 5s in ____
Refer to Week 9 for detailed lesson plans.
IZIBALO ZENTLOKO | MENTAL MATHS

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

**Usuku 1 Day 1**

Zibe ngaphi ngaphezulu ukuya kufika kuma-20?

How much more to get to 20?

2 + ___ = 20
3 + ___ = 20
13 + ___ = 20
6 + ___ = 20
18 + ___ = 20
12 + ___ = 20
16 + ___ = 20
9 + ___ = 20
11 + ___ = 20
1 + ___ = 20

**Usuku 2 Day 2**

Sombulula.

Solve.

7 + 6 = ___
8 + 3 = ___
9 + 4 = ___
5 + 6 = ___
9 + 3 = ___
67 + 2 = ___
56 + 3 = ___
41 + 4 = ___
83 + 6 = ___
32 + 7 = ___

**Usuku 3 Day 3**

Thabatha.

Subtract.

11 – 4 = ___
16 – 9 = ___
12 – 8 = ___
13 – 7 = ___
15 – 7 = ___
45 – 1 = ___
27 – 4 = ___
59 – 3 = ___
38 – 6 = ___
79 – 2 = ___

**Usuku 4 Day 4**

Gqibezele ipatheni.

Complete the pattern.

41 42 43 ___ ___ ___
75 74 73 ___ ___ ___
60 65 70 ___ ___ ___
69 59 49 ___ ___ ___
21 31 41 ___ ___ ___
85 80 75 ___ ___ ___
16 17 18 ___ ___ ___
52 42 32 ___ ___ ___
63 73 83 ___ ___ ___
35 30 25 ___ ___ ___

**WEEK 10 • DAY 1**

Addition and subtraction

**Umdlalo: Izibalo ezikhawulezayo ngamakhadi – yahlula kubini**

Game: Fast maths with cards – half

- Yenza isicuku samakhadi aqala ku-0 ukuya kwi-10.
  Put number cards 0 to 10 in a pile.
- Guqula ikhadi libe linye.
  Flip over one card.
- Bala isiqingaththa!
  Calculate half!
Ukudibanisa nokuthabatha

Umdlalo: Izibalo ezikhawulezayo ngamakhadi - yahlula kubini
Game: Fast maths with cards - half

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

   |   |   |   |   |   |   |   |   |   |   |
---|---|---|---|---|---|---|---|---|---|
1  | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10|
11 | 12| 13| 14| 15| 16| 17| 18| 19| 20|
21 | 22| 23| 24| 25| 26| 27| 28| 29|
32 | 33| 34| 35| 36| 37| 38| 39|
52 | 53| 54| 55| 56| 57| 58| 59| 60|
72 | 73| 74| 75| 76| 77| 78| 79| 80|
82 | 83| 84| 85| 86| 87| 88| 89| 90|
92 | 93| 94| 95| 96| 97| 98| 99|100|

2. Sombulula.
   Solve.

   |   |   |   |
---|---|---|
35 + 3 = ___ | 41 + 5 = ___ | 63 + 6 = ___ |
48 − 4 = ___ | 57 − 5 = ___ | 78 − 4 = ___ |
45 + 10 = ___ | 68 + 10 = ___ | 89 + 10 = ___ |
43 − 10 = ___ | 56 − 10 = ___ | 78 − 10 = ___ |
Addition and subtraction

   Complete.

4. Yandisa ipatheni.
   Extend the pattern.

<table>
<thead>
<tr>
<th>76</th>
<th>77</th>
<th>78</th>
</tr>
</thead>
<tbody>
<tr>
<td>84</td>
<td>83</td>
<td>82</td>
</tr>
<tr>
<td>3</td>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td>109</td>
<td>99</td>
<td>89</td>
</tr>
<tr>
<td>102</td>
<td>92</td>
<td>82</td>
</tr>
<tr>
<td>94</td>
<td>93</td>
<td>92</td>
</tr>
</tbody>
</table>
   Count in 2s.
   2 4
   84 82

Bala ngezi-5.
   Count in 5s.
   5 10
   45 40

Bala ngama-10.
   Count in 10s.
   10 20
   110 100

2. Cwangcisa amanani uqale kwelona lincinci uye kwelona likhulu.
   Order numbers from smallest to greatest.
   30 40 70 100
   83 39 58 18
   72 27 70 58

3. Cwangcisa amanani uqale ngelona likhulu uye kwelona lincinci.
   Order numbers from greatest to smallest.
   6 66 16 60
   93 56 26 41
   47 72 81 85
4. Biyela imifanekiso ebonisa isiqingatha kwiqela ngalinye.
   Circle the pictures in each group that show half.

5. Tshatisa.
   Match.

   - Pate izi-2
     2 halves
   - Pate izi-3
     3 halves
   - Pate izi-4
     4 halves
   - Pate izi-5
     5 halves

   - E-1 nenephafu e-1
     1 and 1 half
   - Ezimbini ezipheleleyo
     two wholes
   - Enye epheleleyo
     one whole
   - Ezi-2 ezinephela e-1
     2 and 1 half

   Draw the pizzas.

   | e-1 enepehu | 2 | ezi-2 ezinephela | 3 |
   | 1 and a half | | 2 and a half |
1. Sombulula ngokutyelela i-10.
   Solve by visiting the 10.
   \[ 7 + 5 = \]
   \[ 8 + 6 = \]
   \[ 5 + 9 = \]
   \[ 6 + 8 = \]

2. Sombulula kumgcamanani. Tyelela i-10!
   Solve on the number line. Visit the 10!
   \[ 8 + 6 = \] 
   \[ 5 + 7 = \] 
   \[ 7 + 6 = \] 

3. | 7 + 5 = | 8 + 4 = | 6 + 5 = |
   | 4 + 8 = | 7 + 9 = | 6 + 8 = |

Litha carried 8 buckets of water. Sethu carried 9 buckets. How many buckets did they carry altogether?
4. Sombulula ngokutyelela i-10.
Solve by visiting the 10.

\[ 14 - 8 = \]

\[ 15 - 8 = \]

\[ 12 - 7 = \]

\[ 16 - 8 = \]

5. Sombulula kumgcamanani. Tyelela i-10!
Solve on the number line. Visit the 10!

\[ 14 - 8 = \]

\[ 17 - 9 = \]

\[ 13 - 7 = \]

Sina baked 13 cakes. She sold 7. How many does she have now?

| 14 - 6 = | 13 - 7 = | 16 - 9 = |
| 15 - 7 = | 12 - 5 = | 13 - 8 = |
Ukuphinda kabini

1. Bala isiqingatha.
   Calculate half.

   **imidundu eli-12**
   12 hotdogs

   **imidundu eli-13**
   13 hotdogs

   **imidundu eli-16**
   16 hotdogs

2. Gqibezela itheyibhile yokuphindini kabini!
   Complete the doubles table!

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>phinda kabini double</td>
<td></td>
<td>2</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Phinda kabini.
   Double.

   **8**
   Ili-8 esipindwe kabini senza ____.
   Double 8 is ____.

   **16**
   Ili-16 eliphindwe kabini lenza ____.
   Double 16 is ____.

   **11**
   Ili-11 eliphindwe kabini lenza ____.
   Double 11 is ____.

4. Isiqingatha se-
   Half of

   **Phinda kabini**
   Double

   | 16 | 20 | 14 | 8  | 10 | 7  |
## Doubling

### WEEK 10 • DAY 4

#### Bangaphi abafundi?

<table>
<thead>
<tr>
<th>abafundi learners</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>amehlo eyes</td>
<td>2</td>
<td>4</td>
<td></td>
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</tr>
</tbody>
</table>

#### Mangaphi?

**How many?**

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

#### Zingaphi?

**How many?**

<table>
<thead>
<tr>
<th>Izi-2 kwisi-4? 2s in 4?</th>
<th>Izi-2 kwisi-8? 2s in 8?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Izi-2 kwi-10? 2s in 10?</td>
<td>Izi-2 kwi-14? 2s in 14?</td>
</tr>
</tbody>
</table>

#### Ilekese enye ixabisa i-R2.

One sweet cost R2.

<table>
<thead>
<tr>
<th>Zixabisa malini ilekese ezi-5?</th>
<th>How much do 5 sweets cost?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zixabisa malini ilekese ezisi-8?</td>
<td>How much do 8 sweets cost?</td>
</tr>
</tbody>
</table>
Phindaphinda ngo-5

IVEKI 10 • USUKU 5

1. Zingaphi iiibhokisi?
   How many boxes?
   
   Zingaphi ikhayiyoni?
   How many crayons?

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

   | iiikhayiyoni | 10 | 20 |
   | crayons     |    |    |

2. Zingaphi ikhayiyoni?
   How many crayons?

   | 2 |          | ikhayiyoni |
   |   | crayons  |           |
   | 5 |          | ikhayiyoni |
   |   | crayons  |           |
   | 8 |          | ikhayiyoni |
   |   | crayons  |           |
   | 10|         | ikhayiyoni |
   |   | crayons  |           |

3. Multiply 5 and 10

   | 10 × 3 = ___ | 10 × 5 = ___ | 10 × 6 = ___ | 10 × 2 = ___ |
   | 10 × 1 = ___ | 10 × 4 = ___ | 10 × 8 = ___ | 10 × 10 = ___ |

4. Zingaphi?
   How many?

   | Ama-10 kuma-30? |
   | 10s in 30?      |
   | Ama-10 kuma-70? |
   | 10s in 70?      |
   | Ama-10 kuma-50? |
   | 10s in 50?      |
   | Ama-10 kwi-100? |
   | 10s in 100?     |

5. Ijusi enye ixabisa i-R10.
   One juice cost R10.

   | Zixabisa malini iijsi ezi-3? |
   | How much do 3 juices cost?   |
   | Zixabisa malini iijsi ezi-5? |
   | How much do 5 juices cost?   |
Multiply by 5

6

<table>
<thead>
<tr>
<th>izandla</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>hands</td>
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<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>iminwe</td>
<td>5</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
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<tr>
<td>fingers</td>
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</tr>
</tbody>
</table>

7 Zingaphi?

How many?

<table>
<thead>
<tr>
<th></th>
<th>iminwe</th>
<th></th>
<th></th>
<th>iminwe</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>fingers</td>
<td>6</td>
<td>fingers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>fingers</td>
<td>10</td>
<td>fingers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8

5 × 3 = ___  5 × 5 = ___  5 × 6 = ___  5 × 2 = ___
5 × 4 = ___  5 × 8 = ___  5 × 10 = ___

9 Zingaphi?

How many?

<table>
<thead>
<tr>
<th>Izi-5 kwi-15?</th>
<th>Izi-5 kuma-25?</th>
</tr>
</thead>
<tbody>
<tr>
<td>5s in 15?</td>
<td>5s in 25?</td>
</tr>
<tr>
<td>Izi-5 kuma-20?</td>
<td>Izi-5 kuma-50?</td>
</tr>
<tr>
<td>5s in 20?</td>
<td>5s in 50?</td>
</tr>
</tbody>
</table>

10 Ipakethe yamandongomani ixabisa i-R5.

One bag of peanuts cost R5.

<table>
<thead>
<tr>
<th>Ipakethe ezi-3 zamandongomani zixabisa malini?</th>
<th>Zixabisa malini ipakethe zamandongomani ezili-10?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much do 3 bags of peanuts cost?</td>
<td>How much do 10 bags of peanuts cost?</td>
</tr>
</tbody>
</table>
Fakela umbala.

Colour in.
Sika iimilo ezisi-7 (ezibizwa ngokuba zithengrem) ezikwiphepha le-III uze uzisebenzise ekwenzeni lo mfanekiso.

Cut out the 7 shapes (called a tangram) on page III and use them to make this picture.

Le ikhangeleka ngathi yintlanzi. Uyavumela noko?
It looks like a fish. Do you agree?
Ithengram: Iphepha 103

Sebenzisa iimilo zakho ezi-7 zethengram ukuze wakhe oku.
Use your 7 tangram shapes to build this.

Le ikhangeleka ngathi yintlanzi. Uyavumela noko?
It looks like a crab. Do you agree?
Sebenzisa iimilo zapho zethengram ezisi-7 wakhe oku.
Use your 7 tangram shapes to build this.

Ikhangeleka ngathi lirhanisi? Ingaba uyavuma?
It looks like a goose. Do you agree?

Sebenzisa iimilo zapho zethengram ezisi-7 wakhe oku.
Use your 7 tangram shapes to build this.

Ikhangeleka ngathi yintaka? Ingaba uyavuma?
It looks like a bird. Do you agree?
Ithengram: Iphepha 105

Sebenzisa iimilo zakho zethengram ezisi-7 wakhe oku.
Use your 7 tangram shapes to build this.

Sebenzisa iimilo zakho zethengram ezisi-7 wakhe oku.
Use your 7 tangram shapes to build this.
Sebenzisa iimilo zakho ezisi-7 zethengram wakhе oku.
Use your 7 tangram shapes to build this.
Ithengram: Iphepha 107

Sebenzisa iimilo zakho ezisi-7 wakhe oku edesikeni yakho.
Use your 7 shapes to build this on your desk.

Sebenzisa iimilo zakho ezisi-7 wakhe oku edesikeni yakho.
Use your 7 shapes to build this on your desk.
<table>
<thead>
<tr>
<th>Number</th>
<th>English</th>
<th>Zulu</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>nothi</td>
<td>zero</td>
</tr>
<tr>
<td>1</td>
<td>nye</td>
<td>one</td>
</tr>
<tr>
<td>2</td>
<td>mbini</td>
<td>two</td>
</tr>
<tr>
<td>3</td>
<td>ntathu</td>
<td>three</td>
</tr>
<tr>
<td>4</td>
<td>ne</td>
<td>four</td>
</tr>
<tr>
<td>5</td>
<td>ntlanu</td>
<td>five</td>
</tr>
<tr>
<td>6</td>
<td>ntandathu</td>
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</tr>
<tr>
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<tr>
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<td>eight</td>
</tr>
<tr>
<td>9</td>
<td>lithoba</td>
<td>nine</td>
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<tr>
<td>10</td>
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<td>ten</td>
</tr>
<tr>
<td>11</td>
<td>ishumi elinanye</td>
<td>eleven</td>
</tr>
<tr>
<td>12</td>
<td>ishumi elinesibini</td>
<td>twelve</td>
</tr>
<tr>
<td>13</td>
<td>ishumi elinesithathu</td>
<td>thirteen</td>
</tr>
<tr>
<td>14</td>
<td>ishumi elinesine</td>
<td>fourteen</td>
</tr>
<tr>
<td>15</td>
<td>ishumi elinesihlanu</td>
<td>fifteen</td>
</tr>
<tr>
<td>16</td>
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</tr>
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<td>17</td>
<td>ishumi elinesixhenxe</td>
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<td>ishumi elinesibhozo</td>
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<td>1</td>
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<td>83</td>
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<td>91</td>
<td>92</td>
<td>93</td>
</tr>
</tbody>
</table>
Le seti yeemilo ezisi-7 kuthiwa yithengram xa ibizwa.
This set of 7 shapes is called a tangram.

Qala usike eli phepha kwincwadi yakho yemisebenzi.
First cut out this page from your workbook

Sika ngononophelo imilo ezisi-7.
Carefully cut out the 7 shapes.

Zigcine kwindawo ekhuselekiyo!
Store them in a safe place!