UKUSEBENZISA IBALA WANDE EKUFUNDISENI IMATHEMATIKA KWISIGABA SESISEKO ...................... 2
USING BALA WANDE FOR TEACHING FOUNDATION PHASE MATHEMATICS ........................................... 3

1. Yintoni iBala wande? ..................................................................................................................................... 2
   1.1. What is Bala Wande? ................................................................................................................................. 3

2. Yintoni esebhokisini? .................................................................................................................................. 8
   2.1. What’s in the box? ......................................................................................................................................... 9

3. Ndisebenzisa oluphi ulwimi xa ndifundisa imathematika? .......................................................... 12
   3.1. What language do I use when I teach mathematics? ............................................................................. 13

4. Ukusebenzisa izicwangciso zezifundo nencwadi yemisebenzi yomfundi ................................................. 12
   4.1. Using the lesson plans and Bala Wande Learner Activity Book ............................................................ 13

5. Ishedyuli yemihla ngemihla, itheyibhile yexesha nesicwangciso sexesha ........................................ 24
   5.1. Daily schedule, time table and term plan ............................................................................................... 25

6. Itheyibhile yexesha .................................................................................................................................. 26
   6.1. Timetable .................................................................................................................................................. 27

7. Isicwangciso sekota ............................................................................................................................. 28
   7.1. Term plan: Grade 2 Term 2 .................................................................................................................. 29

8. Isicwangciso sovavanyo sekota yoku-2 ................................................................................................. 30
   8.1. Term 2 Assessment plan ...................................................................................................................... 31

9. Iphet shana lamanqaku ovavanyo lwemahlo ....... 29
   9.1. Term 2 Assessment mark sheet ............................................................................................................ 33
IHEKI 6 • MASITHETHE NGEXESHA WEEK 6 • LET’S TALK ABOUT TIME ...................................................... 134

USUKU 1 • DAY 1 Ikhalenda The calendar ................................................................. 138

USUKU 2 • DAY 2 Telling the time – digital Ukuxela ixesha - ngamanani
   Telling the time – digital ........................................................................ 143

USUKU 3 • DAY 3 Ukuxela ixesha - ngamasiba Telling the time – analogue ........ 146

USUKU 4 • DAY 4 Working with time data Ukusebenza ngedatha yexesha ......... 149

USUKU 5 • DAY 5 Uvavanyo noqukaniso Assessment and consolidation .......... 152

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

USUKU 1 • DAY 1 Ukusebenza iitheyibhile zamanani Using number tables .......... 158

USUKU 2 • DAY 2 lingxaki zamagama zokudibanisa Addition word problems .... 163

USUKU 3 • DAY 3 lingxaki zamagama zokuthabatha Subtraction word problems 166

USUKU 4 • DAY 4 Ukuthabatha njengomahlukoXhosa Subtraction as difference ... 169

USUKU 5 • DAY 5 Uvavanyo noqukaniso Assessment and consolidation .......... 172

IHEKI 8 • AMAQHEZU WEEK 8 • FRACTIONS ........................................................................ 174

USUKU 1 • DAY 1 Iziqingatha (Ihafu) Halves .......................................................... 178

USUKU 2 • DAY 2 likota nesinye esithathwini Quarters and thirds ..................... 183

USUKU 3 • DAY 3 Izihlanu nezithandathu Fifths and Sixths ................................... 186

USUKU 4 • DAY 4 Amaqhezu ento epheleleyo Fractions of a whole .................. 189

USUKU 5 • DAY 5 Uvavanyo noqukaniso Assessment and consolidation ......... 192

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

USUKU 1 • DAY 1 Ulwabiwo phakathi kwaba-2 Sharing between 2 ..................... 198

USUKU 2 • DAY 2 Ulwabiwo olunentsalela Sharing with a remainder ............... 203

USUKU 3 • DAY 3 Ulwabiwo phakathi kwaba-3 Sharing among 3 ..................... 206

USUKU 4 • DAY 4 Ulwabiwo phakathi kwaba-4 Sharing among 4 ..................... 209

USUKU 5 • DAY 5 Uqukaniso Consolidation ......................................................... 212

IHEKI 10 • UHLAZIYO WEEK • 10 REVISION ........................................................................ 214

USUKU 1 • DAY 1 Ama-10 nemivo 10s and 1s ..................................................... 220

USUKU 2 • DAY 2 Ukudibanisa nokuthabatha ukuya kwii-100 Adding and subtracting up to 100... 224

USUKU 3 • DAY 3 Phinda kabini uze wahlule kubini Double and half ............... 226

USUKU 4 • DAY 4 Amaqela ezi-5 nama-10 Groups of 5 and 10 ......................... 228

USUKU 5 • DAY 5 Amaqhezu nolwabiwo Fractions and sharing ..................... 230

AMAPHEPHA NEMISIKO ENGASEMVA KWILAB LAB BACK PAGES AND CUT OUTS .................. 252
Ukusebenzisa iBala Wande ekufundiseni imathematika kwisiGaba sesiSeko

1. Yintoni iBala wande?
IBala Wande yinkqubo yemathematika yeFundu Wande.

IFunda Wande ngumbutho ongenanjongo zakwenza nzuze, oneenjongo zokuqinisekisa ukuba bonke abafundi baseMzantsi Afrika bayakwazi ukufunda ngokuqonda/ukufundela intsingiselo ngeelwimi zasemakanya xa beneminjaka eli-10. IBala Wande yinkqubo ehamba neFundu Wande yemathematika (yezibalo) ejojole ekubenonke abafundi baseMzantsi Afrika bafulanse isiseko esisiso semathematika kwakwiminyaka yamabanga aphantsi.


Thekgo ya lenaneo la Bala Wande le akaretša:

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

Ngeveki nganye yemisebenzi ecwangcisiweyo, kukho isikhokelo esinamaphepha amabini aneenkcukacha malungu nezibalo zentloko neenxalenye zokuphuhliswa kwesigama sezifundo eziquka:
• Izixhobo ezifunekayo kwimisebenzi yosuku ngalunye
• Injongo zemisebenzi yezifundo zemihla ngemihla
• Izinto emakucingwe ngazo xa kufundiswa imisebenzi yesifundo esilungiselelwe ivesi

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

1. What is Bala Wande?

Bala Wande is the mathematics programme of Funda Wande.

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

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

The Bala Wande programme support includes:

1.1 Bala Wande Teacher Guide

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

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

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

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

Zonke iziko ezikhathi ezikhuluma ziza kufumana izikhobo ezongezelelweyo zokuncedisa abafundi nootitshala ezihambelana neCizwanciso zezifundo zeBala Wande. Ncwadi yomfundi yemisebenzi yeBala Wande iyahambelana neCAPS kwaye yincwadi yemisebenzi yangako eyafundiswa umsebenzi owenziwa kulu kota. Le ncwadi yemisebenzi iqulethe amaphempha emisebenzi yekhisho, awabafundi abaza kuyenza nganye nganye nemidalo elungiselelwe ukufunda imibha yengqiao efundwayo.

Kukwakho nesichazimagama seBala Wande sesigama semathematika esingeelwimi ezimbini.

Ezinye izikhobo zokufunda eziza kunikezelwa zizikhobo ezifana neebloko zeziseko zamashumi, iimilo eziqinileyo, iwothshi yamanani, oonotsheluza neebloko ezidinyaniwayo.

Nceda ukhathalelele le LTSM. Siyacela ukuba uzijonge ngenkathalo kuba zixabisa kakhulu kwaye kunzima ukuzifumana kwakhe. Kuza kufuneka usajene ubonise ukuyamkela kwakhe le bhokisi kwaye izi kumba luxanduva lwakho ukuyijonga nazo zonke izikhobo ezikuyo ozinikiweyo.

1.3 Iividiyo zeBala Wande zootitshala abaziintshatsheli


Ezi vidiyo zinika ulwazi nobuchule obufunyenwe kootitshala abaziintshatsheli obuligalela kwiliqwa ngemathematika nobuchule bokufundisa.

Ingaba iBala Wande iyahambelana neCAPS?

Ewe. Inqubo yeBala Wande ijolise ekufundisedi abafundi ukubala ngokuzithemba xa bephumelele ibanga le-3. Le nkubo yenzelwa kanye ikharityhulam yaseMzantsi Afrika kwaye lhambelana nqo neCAPS. IiBala Wande ilandelwa iCAPS elungiselelela eyTMU ngemvume efundyenwe kwiSebe leMfundo esileseko.

- Umxholo, ukwabiwa kwexesha kunye novavanyo lwewefundo, konke oku kusekelwe kwICAPS.
- Ukusuka kusuku lokwe-1 ukuya kolwe-4 kwiveki nganye kukho imisebenzi yezifundo elungiselelele iintsuku ezi-4. Ezi zizifundo ezikhathi imizulu engama-90 (kuquka imisetyenzana yokwakala yemihla ngemihla yezibalo zentloko, ukufundisa okungundoqo usuku ngalunye kunye neminye imisebenzi yamaqela okanye yomntu ngamnye ezimele).
- Usuku lwesi-5 lunika ithuba lokwenza imisebenzi yokuwakankwa njeboyavanyo lwewefundo. Sisifundo semizulu engama-60.
- Izicwanciso zovavanyo zekota namaphethshana amanqaku ziyaFumaneka. Yonke imisebenzi yokuvanyo inkwe njengemizekelo ukuze ixhase inkqubo yokufundisa nokufundisa.
1.2 Additional LTSM materials

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

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

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

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

1.3 The Bala Wande videos of master teachers

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

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

Is Bala Wande CAPS compliant?

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

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

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

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


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

Eyona nto iyodwa nge-LAB yeBanga lesi-2 kukuba rhoqo ngosuku lwesi-5 kwiveki nganye kubakho icandelo lolwimi kwisifundo. Oku kwenza ukwazi ukuthetha ngemaths ngolwimi lwesiNgesiXhosa kwaye uhlabizye amabinzana namagama angunduqo afundweyo evetekini.

Masithethe ngeMaths!
Let’s talk Maths!

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

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

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

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

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

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

---

**Masithethe NgeMaths!**

**NgesiXhosa Sithi**

<table>
<thead>
<tr>
<th>NgesiXhosa Sithi</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>isithathu sincinci kunesine</td>
<td>three is smaller than four</td>
</tr>
</tbody>
</table>
2. Yintoni esebhokisini?
Ngaphekathi ebhokisi uza kufumana zonke izixhobo ezifunekayo ukuze ukwazi ukulandela inkqubo yeBala Wande.

**Isikhokelo sikatitshala**
- Isikhokelo sikatitshala
- Isishwankathelo semiba eza kufundiswa kwiveki nganye.
- Izibalo zentloko ezicwangciselwe imihla yonke (lintsuku 1–4).
- Imisetyenzana yokutyebisa (rhoqo ngeveki - lintsuku 1–4)
- Imisebenzi yokufundisa engundoqa exhaswa zippowusta nezixhobo ezisebhokisini (lintsuku 1–4).
- Iikopi zaphampepha eencwadi zabo ezafunda (nawo afakwe ngokulandelelana kwisikhokelo sikatitshala).
- Uvavanyo lokufunda (Usuku lwesi-5 Kwiiveki 2–9).
- Uqukaniso (Usuku lwesi-5 liveki 1–10).

**Iividiyo**
- Izishunge ezibonisa ootitshala abaaziintshatheli befundisa kwaye bexoxa izifundo

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

**iNcwadi yemisebenzi yabafundi**
- Imisebenzi yemihla ngemihla ehambelana nemisebenzi yezifundo.
- Imisebenzi yemihla ngemihla yabafundi abaza kuyenza ngabanye-ngabanye okanye ngokwamaqela.
- Imidlalo ehambelana nemisebenzi yezifundo

**Iipowusta**
- Ikhalenda ka-2021
- Iipowusta ezihambelana nezicwangciso zezifundo

**Izixhobo zokuncedisa zikatitshala**
- Iintlobo ngeentlobo ezixhobo eziceweniyo oza kuzisebenzi xa ufundisa.

**Ibhokisi yezixhobo zokufunda abafundi**
- Ibhokisi enye kwilu ngalinye labafundi ababo-6
- Ibhokisi ephethe iindidi ezahlukenezayo ezixhobo zokufunda eziza kusetyenziswa ngabafundi kwimisebenzi yabo

**Izixhobo zovavanyo**
- Isicwangciso sekota sovakuphilele.
- Imisetyenzana ethethwayo neyenziwayo (emi-2 ngokukho)
- Imisetyenzana ethethwayo neyenziwayo (2).
- Iphethsha lokubhala amanqaku elinokusetyenziselwa ukufaka amanqaku eSA SAMS.
2. **What’s in the box?**

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

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

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

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

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

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

1. Isikhokelo sikatitshala
2. Isichazimagama esineelwimi ezimbini
3. iNcwadi yemisebenzi yomfundi kumntwana ngamnye.
4. Lipowusta
   a. ikhalenda
   b. irejista
   c. umgcamanani (0–20)
   d. umgcamanani (ongaphawulwanga)
   e. 100 square
   f. amagama amanani 0–20 (IsiXhosa)
   g. amagama amanani 10–100 (IsiXhosa)
   h. amagama amanani 100–1000 (IsiXhosa)
   i. imali
   j. iiintsuku zeveki
   k. iiinyanga zonyaka
5. Ipakethe enye yamakhadi okuzekelisa katitshala:
   a. Amakhadi amanani eBala Wande 0-1000 (alingene ukubonisa)
   b. Amakhadi amachokoza eBala Wande 0-10 (alingene ukubonisa)
   c. Amakhadi eBala Wande 0-1000 (alingene ukubonisa)
6. libloko (100)
7. Imil o ezine-3-D ezineenethi – ezilingene ukubonisa
8. libloko zesiseko seshumi ama-100, ama-10, oo-1 – umboniso oncamathelayo
9. Iwotshi encinci yomfundi eneeeyure ezingama-24 (Umboniso katitshala)
10. libhokisi zabafundi ezi-6 ezinezi zinto
    a. Amadajisi amabini umfundi ngamnye
    b. libloko ezingama-20 umfundi ngamnye
    c. lipakethe ezi-6 zamakhadi alingene 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. Itejiphu yokulinganisela e-1 (yokwabelana)
    f. liwotshi zamanani zeeyure ezingama-24 ezintathu (zezokwabelana):
Checklist
List of all Bala Wande resources in the Term 2 box.

1. Bala Wande Teacher Guide
2. Bala Wande bilingual dictionary
3. Bala Wande Learner Activity Books for each learner
4. Posters
   a. calendar
   b. register
   c. number line (0–20)
   d. number line (unmarked)
   e. 100 square
   f. number names 0–20 (IsiXhosa)
   g. number names 10–100 (IsiXhosa)
   h. number names 100–1000 (IsiXhosa)
   i. money
   j. days of the week
   k. months of the year
5. One teacher demo size pack of cards:
   a. Bala Wande number cards 0-1000 (demo size)
   b. Bala Wande dot cards 0-10 (demo size)
   c. Bala Wande Flard cards 0-1000 (demo size)
6. Multifix blocks (100)
7. 3-D shapes with nets (demo size)
8. Base ten blocks – 100s, 10s, 1s (demo magnetic)
9. 24 hour small clock (teacher demo)
10. 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?

Zonke izihlobo zokufunda zeBala Wande zifumeneka ngeellwimi ezimini. Oku kwenzelwe ukunika inkxaso kuphuhlo isoweni/Lwesigama semathematika ngesiXhosa nangesiNgesi. Oku kwenzelwa ukuba kube lula ukuthintshathhintsha phakathi kwezi lwimi xa kuthethwa ngemathematika. Isichazimagama seBala Wande siza kucunceda ukwazi ukusebenzisa iliwimi ezininzi xa ucacisa amagama athile emathematika xa kuyimfuneko yoko.


Isiqendu sesi-4 seCAPS ehlaziyweyo (Uvavanyo) siphehlelela ukusetyenziswa ezininzi ukuze ukuze uthele ngokwemathematika.

4. Ukusebenzisa izicwangciso zezezitho nencwadi yemisebenzi yomfundi

Ukulungiselela iveki elandelayo:
Iphetha lokuqala lamagqabantshintshi iveki liquelethe oku:
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 lamagqabantshihtshi eveki liqulethe oku:

Inkncazelo genkubela gemisebenzi yeziBalole zentloko zeveki kunye nentsalela yomdlalo wevidiyo

Inkncazelo yesigama esingundoo oza kusifundisa kule veki. Amanqaku malunga nesigama esiza kusigxininsa kule veki.

Izinto ezithile ezinokuqwalaselwa evekini. Isenokuba zimpazamo esizaziyo ezixhaphakileyo ezeniwa ngabafundi okanye imiba ebalulekileyo efuna ukugxininiswa.


Kufuneka wenze ntoni ukuze ukwazi ukulungiselela iweke nganye

- Funda isikhokelo uze ulingiselele iweke nesifundo ngasinye.
- Bukele iiviidiyo – zibonisa izishunqe zeklasi yokwenyeni apho isifundo ikhe yalingwa khona nalapho ooititsalha abafundise ezo zifundo banika ulwazi neengecebiso.
- Wakube usifundisile isifundo, cinga ngendlela esiqhubeke ngaqapho. Bhala amanqaku ngezimvo onazo malunga nokuba ungenza ntoni eyahlukileyo ukuba unokufundisa esozifundo kwakwena.

Usuku ngalunye

Sebenzisa ifowutshathi ukuze ubone ukulandelela kwemisebenzi yosuku

Ekuqaleni kosuku ngalunye kunikwa ifowutshathi esishwankathelo solandwelwano lwemisebenzi yosuku. Ukuba ucofa kwiphetshana levidiyo yeziBalo ZeNtloko, Umdlalo kunye namaGqabantshintshi eVeki, uya kusiwa kulo ogo vidiyo kange.

Kufuneka wenze ntoni ukuze ukwazi ukulungiselela iweke nganye

- Funda isikhokelo uze ulingiselele iweke nesifundo ngasinye.
- Bukele iiviidiyo – zibonisa izishunqe zeklasi yokwenyeni apho isifundo ikhe yalingwa khona nalapho ooititsalha abafundise ezo zifundo banika ulwazi neengecebiso.
- Wakube usifundisile isifundo, cinga ngendlela esiqhubeke ngaqapho. Bhala amanqaku ngezimvo onazo malunga nokuba ungenza ntoni eyahlukileyo ukuba unokufundisa esozifundo kwakwena.

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Ekuqaleni kosuku ngalunye kunikwa ifowutshathi esishwankathelo solandwelwano lwemisebenzi yosuku. Ukuba ucofa kwiphetshana levidiyo yeziBalo ZeNtloko, Umdlalo kunye namaGqabantshintshi eVeki, uya kusiwa kulo ogo vidiyo kange.
The second page provides more details about the week’s activities.

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

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

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

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

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

What teachers need to do to prepare for each week

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

Each day

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

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

If you click on the play button in the concept development bubble in the flow diagram, you will be taken to that day’s video clip.
**Xoxa nabafundi ngomhla wanamhlane usebenzise ikhalenda**


**Imisetyenzana yokutyebisa**

Bhala imisetyenzana esebhodini ekupheleni kwesifundo sabafundi abagqiba imisebenzi yaseklasini ngokakhawuleza.

**Amaphepha nemisiko engasemvwa kwilAB**

At the back of the LAB there are some content and cut-out pages for learners to use. They are also included at the end of the teacher guide for easy reference.
Discuss the date with learners using the calendar
In the box there is a calendar. Each day identify the year, month, day and date with the class. Mark the date on the wall calendar. Note any birthdays.

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

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

Izibalo zentloko zizinxalenye ebalelukileyo yesifundo ngasinye. Imisebenzi yezibalo zentloko siyisebenzisela ukuqinisekisa ukuba abafundi banolwazi olululo olusisiseko. Kukho iividiyo ezibonisa imisebenzi yezibalo zentloko isenziwa eklasini kwaye kukwakho nenkcazel yemisebenzi yezibalo zentloko zeveki kula magqabantshintshi.

Ngosuku loku-1 lweveki nganye, isiKhokelo sikaTitshala sikunika ulandelelwano olufotiweyo lomisebenzi weziBalo zentloko walo vekei.

IZIBALO ZENTLOKO | MENTAL MATHS

Sebenzisa amakhadi amachokaza ukuze nithethe ngendibaniselwano ezahlukileyo zamanani.

Use dot cards to talk about different number combinations.

Ukhumbule ukuqinisekisa umhla uze uphawule irejitsa yonke imihla.

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.

Isikhokelo sikatitshala sikhumbuza utitshala ngemidlalo ngokuba nekopi yomnye wemidlalo ngeveki nganye.

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

On Day 1 of each week, the Teacher Guide provides a photographic sequence of the Mental Maths activity for the week.

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

The Teacher Guide prompts the teacher to remember the games by including a copy of one of the games each week.
Yenza Uphuhliso lweNgqiqo

Lintsku ezininzi ziza kuba nomsebenzi upholdiso iwengqiqo apho uza kusebenza nabafundi ukuze nixo xe imiba ephambili yolo suku.

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

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

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

For each day, the Teacher Guide provides a photographic sequence of the concept development activity for the day.
Incwadi yemisebenzi yomfundhi iyinxalenyi yesikhokelo sikatitshala

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

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

Yonke imiyalelo nolwazi inikwa ngesiXhosa nangenguqulelo efumaneka ngesiNgesi.

Amaphepha emisebenzi anomzekelo (oboniswa libala elingwevu nepenisile ebomvu).

Kufuneka wenze ntoni ukuze ukwazi ukulungiselela ivesi nganye?

- Funda isikhokelo uze ulingiselele ivesi nesifundo ngasinye.
- Bukela ividiyo - zibonisa izishunqe zeklasi yokwenyani apho imisebenzi yesifundo ikhe yalingwa khona nalapho ooitshhala abafundise ezo zifundo banika ulwazi neengcebiso.
- Wakube usifundisile isifundo, cinga ngendela esiqhubeke ngayo. Bhala amanqaku ngezimvo onazo malunga nokuba ungenza ntoni eyahlukileyo ukuba unokufundisa eso sifundo kwakhona.
- Kwiveki 2-8 kuza kufuneka ulungiselele umsebenzi wowavanyo weveki. Kubaluleke kakhulu ukuba kwiveki eziza kuba novavanayo oлюthethayo nolewenzwiayo ućwungcise indlela oza kubhala ugcine ngayo inkqubela yomfundhi ngamnye usebenzise izukubeki okanye uluhlul iwezinto ezifunekayo ivesi yonke.
What do you need to do to prepare for each week

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

Ishedyuli yemihla ngemihla lintsku 1–4

Irejista, umhla neentsuku zokuzalwa

Izibalo zentloko
Imizuzu eli-15

Imidlalo
Imizuzu eli-15

Uphuhliso lweNqaiqo • Amaphepha emisebenzi
Imizuzu engama-75

Ishedyuli yemihla ngemihla Usuku 5

Iveki yesi-1, 9 nye-10

Irejista, umhla neentsuku zokuzalwa

Masithethe ngeMaths!

Bethelela umsebenzi weveki. Amaphepha emisebenzi yoqukaniso ekwiLAB.

Iveki 2-8

Irejista, umhla neentsuku zokuzalwa

Uvavanyo olubhalwayo (olusesikweni)

Masithethe ngeMaths!

Bethelela umsebenzi weveki. Amaphepha emisebenzi yoqukaniso ekwiLAB.

Iveki yesi-4 nye-6

Gqibezela uze ubhale phantsi amanqaku ovavanyo oluthethwayo nolwenziwayo lweveki.

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

Daily schedule Days 1–4

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

Daily schedule Day 5

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>Ngomvulo</th>
<th>Ngolwesibini</th>
<th>Ngolwesithathu</th>
<th>Ngolwesine</th>
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<td>Intlanganiso yakusasa Irejista Ikhala, lintsuku zokuzalwa, Imozulu</td>
<td>Intlanganiso yakusasa lindaba zam</td>
<td>Intlanganiso yakusasa Irejista, Ikhala, lintsuku zokuzalwa, Imozulu</td>
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<td><strong>4 x 85 miz</strong></td>
<td>IMathematika</td>
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<td>Umsebenzi wolvazi Olusisodeko noLonwabo IwesiQu noLuntu, Phanda</td>
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<td>Ulwazi Olusisodeko noLonwabo IwesiQu noLuntu, Phanda</td>
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<td><strong>Imiz e-30</strong></td>
<td>Izandi nokubhala ngesandla Unobumba omtsha – isandi</td>
<td>Izandi nokubhala ngesandla Ukwakha igama notitshala</td>
<td>Izandi nokubhala ngesandla Ukwakha igama notitshala</td>
<td>Izandi nokubhala ngesandla Ukwakha igama uwedwa/</td>
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<td>Ukufunda ngamaqela nomsebenzi owenza uwedwa/ (amaqela ama-2x imiz eli-15)</td>
<td>Ukufunda ngamaqela nomsebenzi owenza uwedwa/ (amaqela ama-2x imiz eli-15)</td>
<td>Ukufunda ngamaqela nomsebenzi owenza uwedwa/ (amaqela ama-2x imiz eli-15)</td>
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<td><em><em>FAL</em> (60 min)</em>*</td>
<td><strong>FAL</strong>*</td>
<td><strong>FAL</strong>*</td>
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<td><strong>Imiz e-li-15</strong></td>
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<td>2nd AL (ukuba yimfuneko)*</td>
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<td>2nd AL (ukuba yimfuneko)*</td>
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</table>

*Azikho kwezi zicwangciso zeze zifundo*
# 6. Timetable

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
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<tbody>
<tr>
<td>15 min</td>
<td>Morning meeting: Register, calendar, birthdays, weather</td>
<td>Morning meeting: My news</td>
<td>Morning meeting: Register, calendar, birthdays, weather</td>
<td>Morning meeting: My news</td>
<td>Morning meeting: Register, calendar, birthdays, weather</td>
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<tr>
<td>4 × 85 min</td>
<td>1 × 55 min</td>
<td><strong>Mathematics</strong>&lt;br&gt;<strong>Bala Wande</strong></td>
<td>15 min&lt;br&gt;Listening and speaking: Read-aloud story</td>
<td>15 min&lt;br&gt;Listening and speaking: Discussion</td>
<td>15 min&lt;br&gt;Beginning knowledge and PSWB: Activity, Find out</td>
</tr>
<tr>
<td>15 min</td>
<td><strong>Beginning knowledge and PSWB: Shared reading text, discussion</strong></td>
<td><strong>Shared Reading: Comprehension</strong></td>
<td>Beginning reading and PSWB: Activity, Find out</td>
<td>Listening and speaking: Rhyme/song</td>
<td>Physical education (outdoors)</td>
</tr>
<tr>
<td>15 min</td>
<td>Physical education (indoors)</td>
<td>Physical education (indoors)</td>
<td>Physical education (indoors)</td>
<td>Physical education (indoors)</td>
<td>Beginning reading and PSWB: Teacher story, Find out</td>
</tr>
<tr>
<td>30 min</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>30 min</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>
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<tr>
<td>30 min</td>
<td>Physical education (outdoors)</td>
<td><strong>Visual Arts</strong></td>
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<td>Performing Arts</td>
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<td><strong>FAL</strong></td>
<td><strong>FAL</strong></td>
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<td><strong>2nd AL</strong> (if applicable)*</td>
<td><strong>2nd AL</strong> (if applicable)*</td>
<td><strong>2nd AL</strong> (if applicable)*</td>
<td><strong>2nd AL</strong> (if applicable)*</td>
</tr>
</tbody>
</table>

*Not covered in these lesson plans

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**Intlanganiso yakusasa**<br>Morning meeting

**Ulwimi lwasekhaya**<br>Home language

**IMathematika**<br>Mathematics

**Izakhono zobomi**<br>Life skills

**FAL/2nd AL**
### 7. Isicwanciso sekota

<table>
<thead>
<tr>
<th><strong>Iveki 1</strong></th>
<th><strong>Usuku 1</strong></th>
<th><strong>Usuku 2</strong></th>
<th><strong>Usuku 3</strong></th>
<th><strong>Usuku 4</strong></th>
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**Inani, Izibalo noLwalamano**: Umlinganiselo
# Term Plan: Grade 2 Term 1

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<th>Activities</th>
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<td>How many 10s? How many 1s? Breaking down numbers into 10s and 1s</td>
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<tr>
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<td>Day 2</td>
<td>How many 10s? How many 1s? Breaking down numbers into 10s and 1s</td>
</tr>
<tr>
<td></td>
<td>Day 3</td>
<td>How many 10s? How many 1s? How many 10s? How many 1s?</td>
</tr>
<tr>
<td></td>
<td>Day 4</td>
<td>Consolidation</td>
</tr>
<tr>
<td></td>
<td>Day 5</td>
<td>q</td>
</tr>
<tr>
<td><strong>2</strong></td>
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<td>10s and 1s Numbers to 100</td>
</tr>
<tr>
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<td>Day 2</td>
<td>Numbers to 100</td>
</tr>
<tr>
<td></td>
<td>Day 3</td>
<td>Numbers to 100</td>
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<tr>
<td></td>
<td>Day 4</td>
<td>10s and 1s Consolidation</td>
</tr>
<tr>
<td></td>
<td>Day 5</td>
<td>q</td>
</tr>
<tr>
<td><strong>3</strong></td>
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<td>Breaking down numbers into 10s and 1s</td>
</tr>
<tr>
<td></td>
<td>Day 2</td>
<td>Subtracting 10s</td>
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<tr>
<td></td>
<td>Day 3</td>
<td>Adding 1s in bigger numbers</td>
</tr>
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<td>Day 4</td>
<td>Subtracting 1s in bigger numbers</td>
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<td>Day 5</td>
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<td>Groups of 10</td>
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<td>Day 3</td>
<td>Groups of 5</td>
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<td>Day 5</td>
<td>q</td>
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<td><strong>5</strong></td>
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<td>Adding and subtracting with number lines</td>
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<td>Day 2</td>
<td>Adding and subtracting to 100</td>
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<tr>
<td></td>
<td>Day 3</td>
<td>Adding and subtracting to 100</td>
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<td>Day 4</td>
<td>Let’s add more quickly!</td>
</tr>
<tr>
<td></td>
<td>Day 5</td>
<td>Let’s subtract more quickly!</td>
</tr>
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<td><strong>6</strong></td>
<td>Day 1</td>
<td>The calendar Telling the time - digital</td>
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<tr>
<td></td>
<td>Day 2</td>
<td>Telling the time - digital</td>
</tr>
<tr>
<td></td>
<td>Day 3</td>
<td>Telling the time - analogue</td>
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<td></td>
<td>Day 4</td>
<td>Working with time – data interpretation</td>
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<td>Day 5</td>
<td>Assessment and consolidation</td>
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<td><strong>7</strong></td>
<td>Day 1</td>
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<td>Day 2</td>
<td>Addition word problems</td>
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<td>Day 3</td>
<td>Subtraction word problems</td>
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<td>Day 4</td>
<td>Subtraction as difference</td>
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<tr>
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<td>Day 5</td>
<td>Assessment and consolidation</td>
</tr>
<tr>
<td><strong>8</strong></td>
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<td>Halves</td>
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<td>Day 2</td>
<td>Quarters and thirds</td>
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<td>Day 3</td>
<td>Fifths and sixths</td>
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<td>Fraction of a whole</td>
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<td>Day 5</td>
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<td>Day 2</td>
<td>Sharing with a remainder</td>
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<td></td>
<td>Day 3</td>
<td>Sharing among 3</td>
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<tr>
<td></td>
<td>Day 4</td>
<td>Sharing among 4</td>
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<tr>
<td></td>
<td>Day 5</td>
<td>Consolidation</td>
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<td><strong>10</strong></td>
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<td>Adding and subtracting up to 100</td>
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<td></td>
<td>Day 3</td>
<td>Double and half</td>
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<td>Day 4</td>
<td>Groups of 5 and 10</td>
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<td>Consolidation</td>
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8. Isicwangciso sovavanyo sekota yoku-2

Uvavanyo lwekota uyilelwe kwizicwangciso zezifundo. Luquka imisebenzi ebhalwayo, ethethwayo neyenziwayo.

Usuku lwesi-5 Iweveki nganye lucwangciselwe uvavanyo noqukaniso

Isicwangciso sovavanyo sekota yoku-2 sifumaneka ngezantsi.


Kwiveki yesi-3 nakweye-6 kwenza izicwangciso zovavanyo oluthethwayo nolwenziwayo. Xa uvavanyo abafundi uza kusebenzisa isiyakholwenzi, imisebenzi eyenziwayo ephazamisa nerubrikisini. Kungakhe ukuhlanganisa isiyakholwenzi, imisebenzi eyenziwayo ekukho yonke, ngokuncwadi yemisebenzi yaseklasini yomfundi ngamnye.

Kwiveki 2-8 kulungiseleluwa uvavanyo olubhalwayo. Le mshebenzi ifumaneka kwincwadi yemisebenzi yomfundi. Bakugqibana ukwenza umsebenzi wovavanyo abafundi bangasebenza ngamaphephha okusebenzela oqukaniso asezipheleni zabo zemisebenzi.

limvavanyo ezikwikota yoku-2 zezi:

<table>
<thead>
<tr>
<th>Iweki</th>
<th>Amanqaku</th>
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<tbody>
<tr>
<td>2</td>
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<tr>
<td>3</td>
<td>lingxaki zokudibanisa nokuthabatha kunye nezivakalisi manani.</td>
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<tr>
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<td>Qwalasela abafundi ukuze uvavanye izakhono zabo zokusebenza mela amanani, dibanisa no thabatha</td>
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<tr>
<td>4</td>
<td>Amanani, impawu no lwalamano</td>
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<td>5</td>
<td>Amanani, impawu no lwalamano.</td>
</tr>
<tr>
<td>6</td>
<td>Ixesha/ikhalenda</td>
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<td>Qwalasela abafundi ukuze uvavanye izakhono zabo zokusebenza ngexesha</td>
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<td>8</td>
<td>Amaqhezu</td>
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</table>
8. Term 2 Assessment plan

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

Day 5 of each week is planned for assessment and consolidation

The assessment plan for Term 2 is provided below.

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

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

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

The assessments that are in Term 2 are as follows

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
<th>Mode</th>
<th>Marks</th>
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<tbody>
<tr>
<td>2</td>
<td>10s and 1s</td>
<td>Written</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>Addition and subtraction problems and number sentences</td>
<td>Written</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>Observe learners to assess their ability to represent numbers, add and subtract</td>
<td>Oral and practical</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>Numbers, operations and relationships</td>
<td>Written</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Numbers, operations and relationships</td>
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<td>10</td>
</tr>
<tr>
<td>6</td>
<td>Time/calendar</td>
<td>Written</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>Observe learners to assess their ability to work with time.</td>
<td>Oral and practical</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>Addition and subtraction problems and number sentences</td>
<td>Written</td>
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<tr>
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<td>Fractions</td>
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<th>7</th>
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<th>6</th>
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**Igama nefani yomfundini**

- Inani, Izibalo noLwalamano
- Umlinganiselo
### 9. Term 2 Assessment mark sheet

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<th>4</th>
<th>5</th>
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<td>Number: Written</td>
<td>Number: Written</td>
<td>Number: Written</td>
<td>Number: Written</td>
<td>Number: Written</td>
<td>Number: Written</td>
<td>Measurement: Written</td>
<td>Measurement: Oral and practical</td>
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<tr>
<td>Marks</td>
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**Number, Operations and Relationships**

**Measurement**
Mangaphi ama-10? Bangaphi oo-1

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<th>Izixhobo zezifundo</th>
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<td>LAB, iibloko</td>
</tr>
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<td>Mangaphi ama-10? Bangaphi oo-1</td>
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<td>LAB</td>
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Emva kwale veki umfundi kufuneka akwazi ukwenza oku:

| Sebenzisa iibloko ukuze ucazululile amanani abe ngama-10 noo-1 |
| Sebenzisa amachokoza nemizobo elula ukuze ubonise amanani ngokwama-10 noo-1 |

Uvavanyo

Akukho vavanyo lusesikweni kule veki.
Kufuneka ubaqaphele abafundi eklasini yakho yonke imihla kwaye uhathe amanqaku njengenxalenye yovavanyo oluqhubekayo olungekho sesikweni olujolise ekufundeni.
How many 10s? How many 1s?

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

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Breaking down numbers into 10s and 1s</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>2</td>
<td>Breaking down numbers into 10s and 1s</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>3</td>
<td>How many 10s? How many 1s?</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>4</td>
<td>How many 10s? How many 1s?</td>
<td>LAB</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation</td>
<td>LAB</td>
</tr>
</tbody>
</table>

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

- Use *multifix blocks* to break down numbers into 10s and 1s
- Use dots and simplified drawings to represent numbers as 10s and 1s

**Assessment**

There is no formal assessment this week.

You should observe the learners in your class daily and make notes as part of your informal ongoing assessment for learning.
Mangaphi ama-10? Bangaphi oo-1

Ividiyo yezibalo zentloko
Kwizibalo zentloko kule veki siza kugxila kwiningqilo zokungaphetsho kunye ngaphantsi kunye. Utitsizala uza kwatalha amanani kwiskwerekwe se-100 aze anike abafundi ithuba lokuchaza ukuba inani lingaphezulu okanye lingaphantsi ngo-1, 2, 3 okanye ngo-4. Ukusetjenziswa kwesikwerekwe se-100 kwenza abafundi bakwazi ukuziqlhisa ukuchaza amanani 1 - 50. Bakuthiza abafundi banike iimpendulo ngokukhawuleza ukusephuhlise izakhono zabo zokuhambula ibhondi zamanani ngempumelelo.

Ividiyo yomdlalo

Ividiyo yophuhliso lwengqilo
Kule veki sigxila ekuchazeni ama-10 nemivo kumanani anemivo emibini sisebenzisa izihlobo ezikhetheka kungizo. Ulwazi lwexabiso lendawo lubalulekile ekusombululeki ingxaki zemathematika. Abafundi kufuneka babe nokugonda okukuko kwegxabiso lendawo ngoko ke kufuneka baziqhelise ukucazulula nokwakha amanani anemivo emibini. Kumsebenzi wethu wama-10 nemivo, siza kujolisa koku:
• sebenzisa ibloko ukusephuhlise amanani abe ngama-10 noo-1.
• Sebenzisa amachokoza nemizobo elula ukubonisa amanani njengama-10 noo-1.

Into emayiqatshelwe kule veki
• Jolisa kwinkqubela yokusebenzisa ibloko ezikhetheka kunguyo ekwenzeni imizoba ye-2D. Abafundi kufuneka bakwazi ukwenza utshintshe ukusuka eziblokweni baye kwimiboniso engabonwayo yokuzoba ama-10 noo-1.
• Bakuthiza abafundi ukuba bathethe ngento abajenzayo ngokubhekisela kwinochoyi zeshumi okanye amaqela eshumi. Nceda abafundi basebenze ngenkubela yamashumi ngokukwazi ukuchaza ukuba mangaphi amashumi kwaye mingaphi imivo kwini elithile endaweni yokuwabala onke.
How many 10s? How many 1s?

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

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

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

What to look out for this week
• Focus on the progression from using blocks to doing 2-D drawings. Learners need to be able to make the shift from *multifix blocks* to the more abstract representation of drawing 10s and 1s.
• Encourage learners to verbalise what they are doing by referring to ‘towers of ten’ or ‘groups of ten’. Help them work with a system of tens by being able to identify how many tens and how many ones in a number, rather than counting all.
Ukucazulula amanani abe ngama-10 noo-1

Nika abafundi amathuba aliqela okusebenza ngesigama esithi lingaphezu okanye lingaphantsi kune nani elinikiweyo.

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

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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

Leliphi inani eli?
What number is this?

Leliphi inani eli?
What number is this?

Leliphi inani elingaphezulu ngo-1 kunama-35?
What number is 1 more than 35?

Leliphi inani elingaphantsi ngo-1 kunama-29?
What number is 1 less than 29?

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

Ama-28 angaphantsi ngo-1 kunama-29.
1 less than 29 is 28.
### WEEK 1 • DAY 1

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

---

#### Usuku 1 Day 1

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

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

---

#### Usuku 2 Day 2

**Dibanisa.**  
Add.

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

---

#### Usuku 3 Day 3

**Thabatha.**  
Subtract.

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

---

#### Usuku 4 Day 4

**Gqibezele ipatheni.**  
Complete the pattern.

<table>
<thead>
<tr>
<th>Number</th>
<th>Equation</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>31 32 33</td>
<td></td>
<td>______</td>
</tr>
<tr>
<td>55 54 53</td>
<td></td>
<td>______</td>
</tr>
<tr>
<td>65 70 75</td>
<td></td>
<td>______</td>
</tr>
<tr>
<td>76 66 56</td>
<td></td>
<td>______</td>
</tr>
<tr>
<td>43 53 63</td>
<td></td>
<td>______</td>
</tr>
<tr>
<td>22 32 42</td>
<td></td>
<td>______</td>
</tr>
<tr>
<td>74 75 76</td>
<td></td>
<td>______</td>
</tr>
<tr>
<td>99 98 97</td>
<td></td>
<td>______</td>
</tr>
<tr>
<td>37 47 57</td>
<td></td>
<td>______</td>
</tr>
<tr>
<td>40 45 50</td>
<td></td>
<td>______</td>
</tr>
</tbody>
</table>

---

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

**Umdlalo: Mangaphi ama-10? Bangaphi oo-1?**

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

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

**Rhanga amagela e-10. Ngubani elo nani?**

Circle groups of 10. What is the number?

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

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

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

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

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

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

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

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

20 + 4 = 28

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

____ + ___ = ___

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

<table>
<thead>
<tr>
<th>16 = 10 + 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 =</td>
</tr>
<tr>
<td>19 = _______</td>
</tr>
<tr>
<td>12 = _______</td>
</tr>
</tbody>
</table>

4. Bala!
Calculate!

<table>
<thead>
<tr>
<th>10 + ___ = 11</th>
<th>10 + ___ = 14</th>
<th>10 + ___ = 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 + ___ = 12</td>
<td>10 + ___ = 15</td>
<td>10 + ___ = 18</td>
</tr>
</tbody>
</table>

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

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

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

Ukucazulula amanani abe nama-10 noo-1
Breaking down numbers into 10s and 1s

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

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

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

ngamashumi amabini anesixhenxe
two tens seven ones

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

34 thirty four

ngamashumi amathathu anesine

30 thirty

ngamashumi amathathu anesine

4 four

Ngilithayo, ndikwazi ukwakha amanani ndisebenzisa iliyhubhu.
I can build numbers using cubes.
WEEK 1 • DAY 2

Breaking down numbers into 10s and 1s

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

ngamashumi ama___________ anesi__________
___________ tens ___________ ones

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

ngamashumi ama___________ anesi__________
___________ tens ___________ ones

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

ngamashumi ama___________ anesi__________
___________ tens ___________ ones

Breaking down numbers into 10s and 1s

Week 1 • Day 2

45
Phinda la manyathelo angasentla usebenzise amanani ahlukenyelo. Qinisekisa ukuba abafundi barhangqa amashumi ngokuchanekileyo. Bakhuthaze abafundi ukuba bathethe ngenani lama-10 noo-1.

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

How many 10s? How many 1s?

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

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

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

ngamashumi amabini anemivo engekhoyo
two tens zero ones

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

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

ngamashumi ama ___ anesi ___
tens ___ ones

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

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

ngamashumi ama ___ anesi ___
tens ___ ones
Mangaphi ama-10? Bangaphi oo-1?

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

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

ngamashumi ama___________ anemivo e_____________
__________ tens __________ ones

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

ngamashumi ama___________ anemivo e_____________
__________ tens __________ ones

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

How many 10s? How many Is? Week 1 • Day 3
IZIBALO ZENTLOKO
MENTAL MATHS
ZI-4 NGAPHEZULU/ZI-4 NGAPHANTS!
4 MORE/4 LESS

UMDLALO
GAME

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

AMAPEPHA LOKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

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

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

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

Ndingazoba amachokoza angama-27.
I can draw 27 dots.

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

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

Phinda la manyathelo angasentla usebenzise amanani ahlukeneyo. Bakhuthaze abafundi ukuba bathethe ngenani lama-10 noo-1. Qinisekisa ukuba abafundi bazoba amashumi ngendlela ekuboniswe ngayo endaweni yokwenza amachokoza alishumi.
Repeat the steps above using different numbers. Encourage learners to talk about the number of 10s and 1s. Ensure that learners draw the tens as shown, rather than by drawing ten dots.
Rhanga amaqela ama-10.
Ngubani inani?
Circle groups of 10. What is the number?

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

ngamashumi amathathu anesibini
three tens two ones

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

ngamashumi ama_______ anesi_________
__________ tens ___________ ones

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

ngamashumi ama________ anemivo e_________
__________ tens ___________ ones
2 Rhangqa amaqela ama-10. Ngubani inani?
Circle groups of 10. What is the number?

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

ngamashumi ama _______ anesi _________
______________________ tens ____________________________ ones

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

ngamashumi ama _______ anesi _________
______________________ tens ____________________________ ones

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

Unazo ittyhubhu? Yakha amanani usebenzise ittyhubu.
Do you have cubes? Build the numbers using cubes!
Rhingqa amaqela ama-10. Ngubani inani?
Circle groups of 10. What is the number?

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

Ngamashumi ama__________ anesi__________

_______ tens ___________ ones

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

Ngamashumi ama__________ anesi__________

_______ tens ___________ ones

Masithethe ngeMaths!
Let’s talk Maths!

NgesiXhosa sithi:
Mangaphi ama-10? How many 10s?
Bangaphi oo-l? How many 1s?
Rhingqa amaqela e-10. Circle groups of 10.
Ngubani inani? What is the number?
Cazulula ibe ngama-10 noo-l. Break down into 10s and 1s.
WEEK 1 • DAY 5

Consolidation

2. Gqibezele.
Complete.

Solve.

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

4. Bangaphi abantwana?
How many children?

Mangaphi amehlo?
How many eyes?

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

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

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

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

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

| 2 x 3 = ___ | 2 x 5 = ___ | 2 x 6 = ___ | 2 x 2 = ___ |

7. Bala.
Calculate.

Isiqingatha okanye ihafu:
Half: 6 7

Phinda kabini:
Double: 6 7

Consolidation Week 1 • Day 5
### Ukuzoba ama-10

<table>
<thead>
<tr>
<th>Izibalo zentloko: Ukucwangcisa amanani ukuya kuma-50</th>
<th>Azikho</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umdlalo: Qhwaba unqakraze amanani!</td>
<td>Azikho</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ama-10 noo-1</td>
<td>LAB</td>
</tr>
<tr>
<td>2</td>
<td>Amanani ukuya kwi-100</td>
<td>LAB, isikwere se-100</td>
</tr>
<tr>
<td>3</td>
<td>Amanani ukuya kwi-100</td>
<td>LAB, oonotsheluza</td>
</tr>
<tr>
<td>4</td>
<td>Ama-10 noo-1</td>
<td>LAB, oonotsheluza</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanyo olujolise ekufundeni</td>
<td>LAB</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emva kwale veki umfundi kufuneka akwazi ukwenza oku:</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sebenzisa imifanekiso yamanani neetheyibhile zamanani ukuze ubonise ngokwama-10 noo-1.</td>
<td></td>
</tr>
<tr>
<td>Sebenzisa izivakalisi manani ukuze ubonise amanani ngokwama-10 noo-1.</td>
<td></td>
</tr>
<tr>
<td>Bonisa amanani usebenzise amakhadi exabiso lendawo.</td>
<td></td>
</tr>
</tbody>
</table>

### Uvavanyo

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

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

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

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

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

**Assessment**

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

Record a mark out of 8 in the term mark sheet.
Ividiyo yezibalo zentloko
Kule veki siza kugxila ekulandelelaniseni amanani aqale kwelona lincinci ukuya kwelona likhulu nokugqala kwelona likhulu ukuya kwelona lincinci. Abafundi kufuneka bakwazi ukuchaza amanani amakhulu namancinci, nokuwacwangcisa.

Ividiyo yomdlalolo
Kumdlalo wale veki uza kukhwaza amanani eklasini baze abafundi bamamele ngononophelo ukuze bagwabe ngeshumi ngalinye baze bangakravezononphelo ngamnye wele nani ulikhazileyo. Oku kuza kunceda abafundi bakwazi ukuchaza ama-10 noo-1 emanani kwakunye nokuqonda ukuba amanani enziwe ngama-10 noo-1.

Ividiyo yophuhliso lwengqiqo
Kule veki siza kuqhuba nokuchaza ama-10 noo-1 kumanani anemivo emi-2 ukusuka kwimifanekiso yamanani neetheyibhile zamananani ukuya kwimizobo ye-2D nakoonotsheluza. Kufuneka kuchithwe ixesha ekubetheleleli ulwazi lwabafundi lwexabiso lendawo ukuze ubancede ekusombuledi izibalo zemathematika ngempumelelo. Kufuneka abafundi babe nokuqonda okukuko kwexabiso lendawo ngoko ke kufuneka baziqhelise kangangoko ukucazulula nokwakha amanani anemivo emibini. Kumsebenzi wethu wama-10 noo-1 siza kugxila koku:
- Ukusebenzisa imifanekiso yamanani neetheyibhile zamanani ukuze babonise amanani njengama-10 noo-1.
- Ukusebenzisa izivakalisi manani ukuze babonise amanani njengama-100 noo-1.
- Ukubonisa amanani usebenzisa amakhadi exabiso lendawo (iifladikhadi/oonotsheluza)

Into emayiqatshelwe kule veki
- Ukugxila ekudluleleni kuboniso lwama-10 noo-1 olungaphathekiyo. Ukusetyenziswa kwamakhadi exabiso lendawo yinxalenye ebalulekileyo yophuhliso lwengqiqo lwexabiso lendawo olubalulekileyo.
- Bakhuthaze abafundi ukuba bathethe ngezivakalisi manani ukuzebaqinise ulwazi lwabo Iwenkqubo yama-10 noo-1.
Mental Maths video
This week we focus on sequencing numbers from smallest to biggest, and from biggest to smallest. Learners need to be able to identify the bigger and smaller number, and to arrange numbers in order.

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

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

What to look out for this week
• Focus on the progression to a more abstract representation of 10s and 1s. The use of place value cards is an important part of the necessary conceptual development of place value.
• Encourage learners to verbalise their number sentences so that they can reinforce their understanding of the system of 10s and 1s.
Nika abafundi amathuba aliqela okucwangcisa amanani – ukusuka kwelona lincinci ukuya kwelona likhulu okanye ukusuka kwelona likhulu ukuya kwelona lincinci.

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

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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

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

Leliphi elona likhulu?
Which number is the biggest?

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

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

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

<table>
<thead>
<tr>
<th>Usuku 1 Day 1</th>
<th>Usuku 2 Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mangaphi ama-10? Bangaphi oo-1?</strong>&lt;br&gt;How many 10s? How many 1s?</td>
<td><strong>Mangaphi ama-10? Bangaphi oo-1?</strong>&lt;br&gt;How many 10s? How many 1s?</td>
</tr>
<tr>
<td>43</td>
<td>66</td>
</tr>
<tr>
<td>19</td>
<td>23</td>
</tr>
<tr>
<td>62</td>
<td>91</td>
</tr>
<tr>
<td>29</td>
<td>58</td>
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<td>56</td>
<td>49</td>
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<tr>
<td>11</td>
<td>13</td>
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<td>38</td>
<td>21</td>
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<tr>
<td>74</td>
<td>34</td>
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<td>85</td>
<td>77</td>
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<td>99</td>
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<table>
<thead>
<tr>
<th>Usuku 3 Day 3</th>
<th>Usuku 4 Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mangaphi ama-10? Bangaphi oo-1?</strong>&lt;br&gt;How many 10s? How many 1s?</td>
<td><strong>Mangaphi ama-10? Bangaphi oo-1?</strong>&lt;br&gt;How many 10s? How many 1s?</td>
</tr>
<tr>
<td>93</td>
<td>16</td>
</tr>
<tr>
<td>25</td>
<td>85</td>
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<tr>
<td>79</td>
<td>39</td>
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<td>31</td>
<td>27</td>
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<tr>
<td>88</td>
<td>71</td>
</tr>
<tr>
<td>67</td>
<td>94</td>
</tr>
<tr>
<td>15</td>
<td>44</td>
</tr>
<tr>
<td>46</td>
<td>12</td>
</tr>
<tr>
<td>52</td>
<td>68</td>
</tr>
<tr>
<td>36</td>
<td>55</td>
</tr>
</tbody>
</table>
Phinda la manyathelo angasentla usebenzise amanani ahlukeneyo. Bakhuthaze abafundi ukuba bathethe ngenani lama-10 noo-1. Qinisekisa ukuba abafundi bagqibezela itheyibhile baze babhale isivakalisi manani ngeenjongo zokuziqhelisa ukucazulula amanani abe ngama-10 noo-1. Repeat the steps above using different numbers. Encourage learners to talk about the number of 10s and 1s. Ensure that learners complete the table and write the number sentence in order to practice breaking down numbers into 10s and 1s.
WEEK 2 • DAY 1

10s and 1s

Umdlalo: Amanani aQhwabayo naNqakazayo!
Game: CLAP click numbers!

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

Xa uclina nenani, ndiyabuzwa
“Mangenami avumelani?
Bengathi oo-i?”
When I meet a number,
I ask “How many tens?
How many ones?”

Xa nubathize amanani nubathize
ngu hlobo i-10: [10]
Ngoko ke nubathize ama3-4:
When I draw numbers,
I draw a 10 like this [10]
So, I draw 34 like this:

Xa uclina ukuxukela ngoku
ukuyaga phambili, musa
ukubazela benke
conoonye. Sebenzisa
i[10] ukubonisa i10.
From now on, do not
draw all the ones.
Use a [10] to show 10.
Ngubani inani?
What is the number?

<table>
<thead>
<tr>
<th>10</th>
<th>10:</th>
<th>27</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>7</td>
</tr>
</tbody>
</table>

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

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

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

2. Ungasibhala isivakalisi manani ubonise ama-10 noo-1 abakwi-18?
   Can you write a number sentence to show the 10s and 1s in 18?
   \(10 + 8 = 18\)

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

4. Sithini isivakalisi manani?
   What is the number sentence?
   \(10 + 10 + 10 + 10 + 2 = 42\)
   \(40 + 2 = 42\)


Repeat the steps above using different numbers. Encourage learners to identify numbers with different 10s and 1s quickly. Allow learners opportunities to write many number sentences to develop their conceptual and procedural understanding.

Draw the number 10. Draw 10 to show 10. Draw 0 to show 1.

\[
27 = 10 + 10 + 7
\]

\[
43 = \quad 0
\]

\[
84 = \quad 0
\]
2. Ngubani inani?
What is the number?

\[\begin{array}{c}
10 \quad 10 \\
10 \quad 10
\end{array}\]

10: \quad 1: 
4 \quad 6 
\[46 = 10 + 10 + 10 + 10 + 6\]
\[46 = 40 + 6\]

\[\begin{array}{c}
10 \quad 10 \\
10
\end{array}\]

10: \quad 1: 

\[\begin{array}{c}
10 \quad 10 \\
10 \quad 10
\end{array}\]

10: \quad 1: 

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

\[
\begin{align*}
34 &= 10 + 10 + 10 + 4 \\
34 &= 30 + 4 \\
42 &= \\
42 &= \\
26 &= \\
26 &= \\
58 &= \\
58 &= 
\end{align*}
\]
Amanani ukuya kwi-100

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

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

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

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

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

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

Repeat the steps above using different numbers. Encourage learners to talk about the number of 10s and 1s. Ensure that learners show the numbers correctly using their flard cards.
WEEK 2 • DAY 3
Numbers to 100

Umdlalo: Amanani okutsiba nokunyathela
Game: Jump Step numbers

10 = tsiba  ◦ = nyathela
jump  step

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

1 Zoba inani i-10. Zoba 10 ukuze ubonisise i-10. Zoba ◦ ukuze ubonisise u-1.

Draw the number 10. Draw 10 to show 10. Draw ◦ to show 1.

54

10  10  10

10  10

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

67

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

\[
\begin{array}{c}
10 \quad 10 \\
10 \quad 10 \\
10 \quad 10 \\
\end{array}
\]

\[
\begin{array}{c}
10\quad 1:
4\quad 2
\end{array}
\]

\[
42 = 10 + 10 + 10 + 10 + 2
\]

\[
42 = 40 + 2
\]

\[
\begin{array}{c}
10 \quad 1:
\end{array}
\]

\[
\begin{array}{c}
10 \quad 1:
\end{array}
\]

\[
\begin{array}{c}
10 \quad 1:
\end{array}
\]

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

\[
26 = 10 + 10 + 6
\]

\[
26 = 20 + 6
\]

\[
57 = 
\]

\[
57 = 
\]

\[
62 = 
\]

\[
62 = 
\]

\[
62 = 
\]

\[
\begin{array}{c}
62 \quad 1:
\end{array}
\]

\[
\begin{array}{c}
85 \quad 1:
\end{array}
\]

\[
\begin{array}{c}
85 \quad 1:
\end{array}
\]

\[
\begin{array}{c}
85 \quad 1:
\end{array}
\]
IZIBALO
ZENTLOKO
MENTAL MATHS
UKUSUKA KWEYONA INKULU
UYE KWEYONA INCINCI
BIGGEST TO SMALLEST
UMDLALO
GAME
UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT
AMAPHEPHA
LOKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Cwangcisa amakhadi akho ama-10 noo-1 alandlele aqale kwelona linicinci ukuya kwelona likhulu.
Arrange your 10s and 1s cards in order from smallest to biggest.

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

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

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

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

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

Ndiyakwazi ukuzoba imifaneleko yamanani.
I can draw number pictures.

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

ngamashumi amathatu anesine
thirty four

10 10

3 0 4

10 2 0 3 0 4 0 5 0
6 0 7 0 8 0 9 0

1 2 3 4 5
6 7 8 9

**Ngawaphi amakhadi ama-10 noo-1 enza la manani?**

Which 10s and 1s cards make these numbers?

39 3 0 9 3 9

16 1 6

27 2 7

34 3 4

57 5 7

63 6 3
Zoba inani. Libonise ngamakhadi ama-10 noo-l. Bhala izivakalisi manani.

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

36 = 10 + 10 + 10 + 6
36 = 30 + 6

32 = 
32 = 

46 = 
46 = 

57 = 
57 = 

10s and 1s
Uvavanyo noqukaniso


   Draw the number 10. Draw 10 to show 10. Draw 1 to show 1.

   47

   47 =

   ngamashumi ama_________ ane_________

   _______ tens __________ ones

2. Cazulula ibe ngama-10 noo-1.

   Break down into 10s and 1s.

   38 = _________

   52 = _________

   38 = _________

   52 = _________

Masithethe ngeMaths!

NgesiXhosa sithi:  In English we say:

Ngakraka u-1 ngamnye. Snap each 1.

Tsiba i-10 ngalinye. Jump each 10.

Nyathela u-1 ngamnye. Step each 1.

Ixabiso lenani 3 kuma-34 ngama-30. The value of the 3 in 34 is 30.

Ixabiso lenani 4 kuma-34 sisim-4. The value of the 4 in 34 is 4.

Cazulula ibe ngama-10 noo-1. Break down into 10s and 1s.
### Assessment and consolidation

#### WEEK 2 • DAY 5

#### Sombulula.

Solve.

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

#### Zingaphi izandla?

How many hands?

#### Mingaphi iminwe?

How many fingers?

#### Izandla zi-3, mingaphi iminwe?

3 hands, how many fingers?

#### Iinyawo zi-5, zingaphi iinzwane?

5 feet, how many toes?

#### Izandla zi-6, mingaphi iminwe?

6 hands, how many fingers?

#### Iinyawo ezili-10, zingaphi iinzwane?

10 feet, how many toes?

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

Calculate. Use your fingers to keep track!

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

#### Bala.

Calculate.

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

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

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ukudibanisa ama-10</td>
<td>LAB, ibloko</td>
</tr>
<tr>
<td>2</td>
<td>Ukuthabatha ama-10</td>
<td>LAB, ibloko</td>
</tr>
<tr>
<td>3</td>
<td>Ukudibanisa oo-1 kumanani amakhulu</td>
<td>LAB, umgcamanani 0-20, umgcamanani ongenanto</td>
</tr>
<tr>
<td>4</td>
<td>Ukuthabatha oo-1kumanani amakhulu</td>
<td>LAB, umgcamanani 0-20, umgcamanani ongenanto</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanyo olujolise ekufundeni</td>
<td>LAB</td>
</tr>
</tbody>
</table>

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

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

### Uvavanyo

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

Bhala phantsi amanqaku afunyenweyo kwangama-20 kwiphetshana lamanqaku ekota.

**Uvavanyo oluthethwayo nolwenziwayo**

<table>
<thead>
<tr>
<th>CAPS Umlinganiselilo: Isesha Qwalasela abafundi ukuze uvavanye izakhono zabo zokusebenza mela amanani, dibanisa no thabatha</th>
<th>Amanqaku 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ululhu lwezinto ezijongwayo: Ilungile/ayilunganga/iphantse</td>
<td>✓</td>
</tr>
</tbody>
</table>

- Uyakwazi ukubonisa imivo namashumi esebenzisa imifanekiso yamanani
- Uyakwazi ukubonisa imivo namashumi esebenzisa oonotsheluza
- Uyakwazi ukubonisa imivo namashumi esebenzisa ibloko zesiseko seshumi
- Uyakwazi ukudibanisa nokuthabatha esebenzisa imifanekiso yamanani
- Uyakwazi ukudibanisa nokuthabatha esebenzisa ibloko zesiseko seshumi
- Uyakwazi ukudibanisa nokuthabatha esebenzisa umgcamanani

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

Resources

<table>
<thead>
<tr>
<th>Mental Maths: Compare numbers to 50</th>
<th>100 square</th>
</tr>
</thead>
<tbody>
<tr>
<td>Game: 1, 2, 3 Show - addition</td>
<td>none</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Adding 10s</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>2</td>
<td>Subtracting 10s</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>3</td>
<td>Adding 1s in bigger numbers</td>
<td>LAB, 0-20 number line, blank number line</td>
</tr>
<tr>
<td>4</td>
<td>Subtracting 1s in bigger numbers</td>
<td>LAB, 0-20 number line, blank number line</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

After this week the learner should be able to:

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

Assessment

Written assessment: Addition and subtraction problems and number sentences (NOR)
Record a mark out of 20 in the term mark sheet.

Oral and practical assessment

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

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

Ividiyo yomdlalo

Ividiyo yophuhliso lwengqiao
Kule veki sigxila kwinxaki zokudibanisa nokuthabatha ukuya kwi-100. Kubalulekile ukuba abafundi bazi ukuba xa bekwazi ukudibanisa nokuthabatha imivo, baza kukwazi ukudibanisa nokuthabatha amashumi. Kulo msebenzi wethu wokudibanisa nokuthabatha siza kugxila koku:
• ukunakana ukufana okuphakathi kokudibanisa nokuthabatha imivo kunye nokudibanisa nokuthabatha amashumi
• ukusebenzisa umgcamanani ukudibanisa imivo kumanani anemivo emibini bengadlulanga ngaphaya kweshumi.
• ukusebenzisa umgcamanani ukuthabatha imivo kumanani anemivo emibini bengadlulanga ngaphaya kweshumi.

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

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

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

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

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

Nika abafundi amathuba aliqela okufumana amanani angaphezulu okanye angaphantsi ngesi-5 (okanye nge-10) kunenani elinikiweyo.
Allow multiple opportunities for finding five (or ten) more and less than a given number.
Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.

1. Ngubani eli nani? What number is this?
2. Leliphi inani elingaphezulu ngesi-5 kunama-20? What number is 5 more than 20?
3. Inani elingaphezulu ngesi-5 kunama-20 ngama-25. 5 more than 20 is 25.
4. Ngubani eli nani? What number is this?
5. Leliphi inani elingaphantsi ngesi-5 kunama-45? What number is 5 less than 45?
6. Inani elingaphantsi ngesi-5 kunama-45 ngama-40. 5 less than 45 is 40.
### Yemisetyenzana yokutyebisa • Enrichment activities

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

<table>
<thead>
<tr>
<th>Number Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
</tr>
<tr>
<td>85</td>
</tr>
<tr>
<td>14</td>
</tr>
<tr>
<td>77</td>
</tr>
<tr>
<td>48</td>
</tr>
<tr>
<td>61</td>
</tr>
<tr>
<td>53</td>
</tr>
<tr>
<td>18</td>
</tr>
<tr>
<td>26</td>
</tr>
</tbody>
</table>

#### Usuku 2 Day 2
**Sebenzisa amakhadi akho ama-10 noo-1 ukuze wenze:**
Use your 10s and 1s cards to make:

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

#### Usuku 3 Day 3
**Bhala izivakalisi manani ukuze ubonise ama-10 noo-1.**
Write number sentences to show the 10s and 1s.

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

#### Usuku 4 Day 4
**Bhala izivakalisi manani ukuze ubonise ama-10 noo-1.**
Write number sentences to show the 10s and 1s.

<table>
<thead>
<tr>
<th>Number Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>71 = ___ + ___</td>
</tr>
<tr>
<td>56 = ___ + ___</td>
</tr>
<tr>
<td>22 = ___ + ___</td>
</tr>
<tr>
<td>89 = ___ + ___</td>
</tr>
<tr>
<td>47 = ___ + ___</td>
</tr>
<tr>
<td>13 = ___ + ___</td>
</tr>
<tr>
<td>38 = ___ + ___</td>
</tr>
<tr>
<td>93 = ___ + ___</td>
</tr>
<tr>
<td>69 = ___ + ___</td>
</tr>
<tr>
<td>11 = ___ + ___</td>
</tr>
</tbody>
</table>
Ukudibanisa nokuthabatha ukuya kwi-100

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

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

5 blocks and 4 blocks equals 9 blocks.

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

50 blocks and 40 blocks equals 90 blocks.

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

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

аниц: Bakhuthaze abafundi bathelekise iingxaki ezahlukenenyo zokudibanisa oo-1 neengxaki zokudibanisa zama-10. Bancede abafundi baqonde ukuba, ukuba bayakwazi ukudibanisa oo-1 bangakwazi ukudibanisa amashumi.
Encourage learners to compare a variety of addition with 1s and addition with 10s problems. Help learners to see that if they can add ones, they can also add tens.
WEEK 3 • DAY 1

Adding and subtracting to 100

Umdalalo: 1, 2, 3 Veza! (ukudibanisa)
Game: 1, 2, 3 Veza! (addition)

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

Yithi, 1, 2, 3 Veza! Veza izandla ezibini emnye.
Say 1, 2, 3 Veza! Show 2 hands each.
- Dibanisa iminwe! Khangela amashumi. Add the fingers. Look for 10s.
- Phina, ukhawlezezise. Go again, try faster.

1. Sombulula usebenzise iiboko.
Solve using blocks.

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

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

20 + 30 | 10 10 10 10 10 |

30 + 40 |

= 50

= ___
**3** Sombulula ngokuzoba imifanekiso. Šebenzisa (10) ukuze uz obe i-10. 
Solve by drawing pictures. Use 10 to draw 10!

<table>
<thead>
<tr>
<th>43 + 30</th>
<th>10</th>
<th>10</th>
<th>10</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
<td>10</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

36 + 30

45 + 20

**4** Dibanisa.
Add.

<table>
<thead>
<tr>
<th>30 + 20 = 50</th>
<th>40 + 50 =</th>
<th>30 + 30 =</th>
</tr>
</thead>
<tbody>
<tr>
<td>37 + 20 = 57</td>
<td>45 + 50 =</td>
<td>39 + 30 =</td>
</tr>
</tbody>
</table>

70 + 20 = 73 + 20 =

30 + 50 = 34 + 50 =
Subtracting 10s

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

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

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

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

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

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

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

Bakhuthaze abafundi ukuba bathelekise ingxaki ezilqela zakuthabatha okunoo-1 neengxaki ezinokuthabatha okunama-10. Bancedise abafundi baqonde ukuba, ukuba bayakwazi ukuthabatha oo-1 bangakwazi ukuthabatha ama-10.

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

1. Sombulula usebenzise iibloko.
Solve using blocks:

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

| 9 - 4 = ____ | 8 - 4 = ____ | 9 - 3 = ____ |
| 90 - 40 = ____ | 80 - 40 = ____ | 90 - 30 = ____ |

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

70 - 20

50 - 30

= 50

= ____
3. Thabatha.
Subtract.

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

4. Sombulula ngokuzoba imifanekeiso.
Solve by drawing pictures.

\[ 58 - 30 = \boxed{28} \]

\[ 65 - 30 = \]

5. Thabatha.
Subtract.

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

Allow learners multiple opportunities to solve a variety of problems that involving adding ones. Encourage learners to see that if they add ones to 2-digit numbers (do not include examples that bridge ten today) then the number in the tens place does not change. This will help them to understand that if they can add ones, then they can also add ones to bigger numbers.
WEEK 3 • DAY 3
Adding 1s in bigger numbers

Kulo mgcabisa bala ukusukela kuma-41 ukuya kuma-50!
In this row we count from 41 to 50!

Ndizayi ukuba $u + 5 = 9$ ngoko ke, ndizayi ukuba $u + 4 = 9$. I know that $4 + 5 = 9$, therefore I know that $4 + 5 = 9$.

1. $4 + 5 = 9$  
   $4 + 5 = 49$  
   $3 + 4 = ___$  
   $3 + 6 = ___$  
   $43 + 4 = ___$  
   $43 + 6 = ___$

2. $9 - 4 = 5$  
   $49 - 4 = 45$  
   $8 - 3 = ___$  
   $6 - 3 = ___$  
   $48 - 3 = ___$  
   $46 - 3 = ___$  
   $8 - 4 = ___$  
   $9 - 6 = ___$  
   $48 - 4 = ___$  
   $49 - 6 = ___$
Ukudibanisa oo-1 kumanani amakhulu

<table>
<thead>
<tr>
<th>51</th>
<th>52</th>
<th>53</th>
<th>54</th>
<th>55</th>
<th>56</th>
<th>57</th>
<th>58</th>
<th>59</th>
<th>60</th>
</tr>
</thead>
<tbody>
<tr>
<td>55 + 4 = 59</td>
<td>53 + 6 =</td>
<td>55 + 5 =</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>54 + 3 = 57</td>
<td>52 + 5 =</td>
<td>58 + 2 =</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>57 - 2 =</td>
<td>59 - 4 =</td>
<td>53 - 3 =</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>58 - 4 =</td>
<td>57 - 5 =</td>
<td>59 - 6 =</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

+3

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

**UThozzi ubhake amaqebengwana angama-69. Usapho lwakhe lutye ama-6. Mangaphi amaqebengwana ashiyekileyo?**
Thozzi baked 69 scones. Her family ate 6. How many scones remain?

**USiphko uphethe iilitha zamanzi ezingama-70. Uchitha iilitha ezi-5. Zingaphi iilitha eziseleayo?**
Siphko carried 70 litres of water. He spilled 5 litres. How many litres remaining?

Adding 1s in bigger numbers

Week 3 • Day 3

27
WEEK 3 • DAY 4

Subtracting 1s in bigger numbers


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

**Subtracting 1s in bigger numbers**

#### IVEKI 3 • USUKU 4

**Ukuthabatha oo-1 kumanani amakhulu**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<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></td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>31</td>
<td>32</td>
<td>33</td>
<td>34</td>
<td>35</td>
<td>36</td>
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<td>74</td>
<td>75</td>
<td>76</td>
<td>77</td>
<td>78</td>
<td>79</td>
<td>80</td>
</tr>
</tbody>
</table>

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

In this row we count from 71 to 80!

**Ndiyazi ukuba u-5 + 4 = 9 ngoko ke, ndiyazi ukuba u75 + 4 = 79.**

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

<table>
<thead>
<tr>
<th></th>
<th>71</th>
<th>72</th>
<th>73</th>
<th>74</th>
<th>75</th>
<th>76</th>
<th>77</th>
<th>78</th>
<th>79</th>
<th>80</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>4</td>
<td></td>
<td></td>
<td>75</td>
<td>4</td>
<td></td>
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<tr>
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<td></td>
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<td>43</td>
<td>6</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Ukuthabatha oo-1 kumanani amakhulu**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<th>7</th>
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<td>74</td>
<td>75</td>
<td>76</td>
<td>77</td>
<td>78</td>
<td>79</td>
<td>80</td>
</tr>
</tbody>
</table>

**Ndiyazi ukuba u-8 - 4 = 4. Ngoko ke ndiyazi ukuba u-78 - 4 = 74.**

I know that 8 - 4 = 4 therefore I know that 78 - 4 = 74.

<table>
<thead>
<tr>
<th></th>
<th>71</th>
<th>72</th>
<th>73</th>
<th>74</th>
<th>75</th>
<th>76</th>
<th>77</th>
<th>78</th>
<th>79</th>
<th>80</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>8</td>
<td>4</td>
<td></td>
<td></td>
<td>78</td>
<td>4</td>
<td></td>
<td></td>
<td>79</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>76</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Ndiyazi ukuba u-6 - 2 = 4. Ngoko ke ndiyazi ukuba u-76 - 2 = 74.**

I know that 6 - 2 = 4 therefore I know that 76 - 2 = 74.
### Subtracting 1s in bigger numbers

#### WEEK 3 • DAY 4

**Masijonge kuma-80!**  
Kula magcela sibala ukusukela kuma-81 ukuya kuma-90.  
Let's look at the 80s! In this row we count from 81 to 90.  

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

**+4**

<table>
<thead>
<tr>
<th>91</th>
<th>92</th>
<th>93</th>
<th>94</th>
<th>95</th>
<th>96</th>
<th>97</th>
<th>98</th>
<th>99</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>92 + 4 = 96</td>
<td>94 + 3 = ___</td>
<td>96 + 4 = ___</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>95 + 5 = 100</td>
<td>96 + 2 = ___</td>
<td>93 + 3 = ___</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>96 - 3 = ___</td>
<td>98 - 5 = ___</td>
<td>95 - 3 = ___</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>97 - 2 = ___</td>
<td>99 - 6 = ___</td>
<td>96 - 4 = ___</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**USam unamapetyu angama-81. Uphumelele ama-6 ngaphezulu. Mangaphi amapetyu anawo ngoku?**  
Sam had 81 marbles. He won 6 more. How many marbles does he have now?

---

**UAsa une-R98. Uthenga iapile nge-R5. Unamalini ngoku?**  
Asa has R98. She buys an apple for R5. How much money does she have now?

---

*Subtracting 1s in bigger numbers*  
*Week 3 • Day 4*
# Uvavanyo noqukaniso

## IVEKI 3 • USUKU 5

1. **Zoba inani i-10. Zoba (10) ukuze ubonisise i-10. Zoba ( ) ukuze ubonisise u-1.**

   Draw the number 10. Draw (10) to show 10. Draw ( ) to show 1.

   46 + 30

2. **Sombulula.**

   Solve.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>40 + 10 =</td>
<td>60 − 10 =</td>
<td>43 + 20 =</td>
<td>57 − 20 =</td>
</tr>
<tr>
<td>40 + 30 =</td>
<td>80 − 30 =</td>
<td>39 + 30 =</td>
<td>68 − 30 =</td>
</tr>
<tr>
<td>32 + 5 =</td>
<td>44 + 5 =</td>
<td>29 − 5 =</td>
<td>57 − 4 =</td>
</tr>
<tr>
<td>23 + 6 =</td>
<td>61 + 6 =</td>
<td>38 − 4 =</td>
<td>66 − 3 =</td>
</tr>
</tbody>
</table>

### Masithethe ngeMaths!

**NgesiXhosa sithi:**

Sombulula ngokuzoba imifaneleko yamanani.

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

**In English we say:**

Solve by drawing number pictures.

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

   Draw the number 10. Draw (10) to show 10. Draw (1) to show 1.
   
   48
   
   48 = 

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

   Solve.
   
   \[
   \begin{array}{ccc}
   82 + 10 = \_ \_ & 64 + 5 = \_ \_ & 28 + 2 = \_ \_ \\
   49 - 6 = \_ \_ & 87 - 5 = \_ \_ & 87 - 10 = \_ \_ \\
   \end{array}
   \]

4. Zingaphi iibhokisi?
   How many boxes?

   Zingaphi iikhrayoni?
   How many crayons?

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

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

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

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

<table>
<thead>
<tr>
<th>Izibalo zentloko: Fizz Pop ukuphindina kabini amanani ukuya kuma-50</th>
<th>Azikho</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Umdlalo:</strong> Phindaphinda ngo-2</td>
<td>Iibloko</td>
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</tbody>
</table>

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

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

- Phinda kabini amanani aphakathi kuka-0 nama-50
- Sebenzisa ukubaala okuqakathayo ukuze uphindaphinde ngo-2, 5, no-10.
- Chaza uze usebenzise izivakalisi manani zophindaphindo.

### Uvavanyo

Uvavanyo olubhalwayo: amanani, iimpawu nolwalamano
Bhala phantsi amanqaku afunyenweyo kwali-10 kwiphetshana lamanqaku ekota.
### Multiplication is about equal groups

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

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

**After this week the learner should be able to:**
- Double numbers between 0 and 50
- Use skip counting to multiply by 2, 5 and 10
- Identify and use multiplication number sentences

**Assessment**

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

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

Ividiyo yomdlalo

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

Into emayiqatshelwe kule vezi
• Bakhumbuze abafundi ukuba uphindaphindo luquka ukuphindla amaqela ailinganayo. Kufuneka abafundi bazithembe kubalo oluqakathayo ukuze basombulule ezi ngxaki ngokukhawuleza nangempumelelo.
• Bakhuthaze abafundi ukuba bathethe ngezivakalisi manani zophindaphindo kwaye bacacise isisombululo sabo sengxaki ukuze baphuhlise ukuqonda kwengqiqo.
**Multiplication is about equal groups**

### Mental Maths video
This week we will play *Fizz Pop* with a focus on doubling. It is important for learners to practice doubling, and to become efficient at using this calculation strategy. An understanding of doubling is necessary as learners begin to learn about multiplication.

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

### Conceptual development video
This week we focus on multiplication. Learners will recognise that multiplication is about equal groups and will use skip counting to solve multiplication problems. In our work on multiplication, we will focus on:
- using skip counting to multiply by 2, 5 and 10. Multiplication is about repeating equal groups, and so learners need to be able to skip count confidently.
- doubling numbers between 0 and 50. Doubling is an essential calculation strategy that helps learners solve problems efficiently.
- identifying and using multiplication number sentences.

### What to look out for this week
- Remind learners that multiplication involves repeating equal groups. Learners need to be confident in skip counting in order to solve these problems quickly and efficiently.
- Encourage learners to verbalise multiplication number sentences and to explain their solution of problems in order to develop their conceptual understanding.
Bethelela ukuphinda kabini usebenzise umdlalo othi *Fizz Pop*.
Consolidate doubling using the *Fizz Pop* game.
Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imhlala.
Remember to check the date and mark the register every day.

**IZIBALO ZENTLOKO | MENTAL MATHS**

1. Fizz Pop phind kabini! Fizz Pop doubling!
2. Fizz Pop doubling!
3. 20
4. 40
5. 25
6. 50
## Yemisetyenzana yokutyebisa • Enrichment activities

### Usuku 1 Day 1

**Dibanisa.**

Add.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>4 + 5 =</td>
<td>34 + 5 =</td>
<td>6 + 2 =</td>
</tr>
<tr>
<td>56 + 2 =</td>
<td>3 + 4 =</td>
<td>43 + 4 =</td>
</tr>
<tr>
<td>2 + 5 =</td>
<td>72 + 5 =</td>
<td>1 + 4 =</td>
</tr>
<tr>
<td>61 + 4 =</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Thabatha.**

Subtract.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9 – 1 =</td>
<td>89 – 1 =</td>
<td>6 – 4 =</td>
</tr>
<tr>
<td>36 – 4 =</td>
<td>5 – 3 =</td>
<td>45 – 3 =</td>
</tr>
<tr>
<td>68 – 3 =</td>
<td>7 – 2 =</td>
<td>27 – 2 =</td>
</tr>
</tbody>
</table>

### Usuku 3 Day 3

**Dibanisa.**

Add.

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

### Usuku 2 Day 2

**Thabatha.**

Subtract.

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<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9 – 1 =</td>
<td>89 – 1 =</td>
<td>6 – 4 =</td>
</tr>
<tr>
<td>36 – 4 =</td>
<td>5 – 3 =</td>
<td>45 – 3 =</td>
</tr>
<tr>
<td>68 – 3 =</td>
<td>7 – 2 =</td>
<td>27 – 2 =</td>
</tr>
</tbody>
</table>

### Usuku 4 Day 4

**Thabatha.**

Subtract.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8 – 6 =</td>
<td>58 – 6 =</td>
<td>5 – 4 =</td>
</tr>
<tr>
<td>55 – 4 =</td>
<td>9 – 7 =</td>
<td>99 – 7 =</td>
</tr>
<tr>
<td>6 – 3 =</td>
<td>46 – 3 =</td>
<td>7 – 4 =</td>
</tr>
<tr>
<td>67 – 4 =</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**WEEK 4 • DAY 1**

**Groups of 2**
How many eyes does one learner have?
If we have 5 learners, then how many eyes do we have?

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

Groups of 2

Umdlalo: Phindaphinda u-2
Game: Multiply by 2

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

\[
6 \times 2 = \begin{array}{cccc}
\hline
& & & \\
\hline
\hline
\end{array}
6 \times 2 = 12
\]

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

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

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

\[
\begin{array}{ccc}
u-2 ophindwe ka-5 \\
ngu-10 \\
5 \times 2 &=& 10
\end{array}
\]

\[
\begin{array}{ccc}
u-2 ophindwe ka-\_\_ \\
ngu-\_\_
\_\_ \times \_\_ = \_\_
\end{array}
\]

3. 

<table>
<thead>
<tr>
<th>Bangaphi abantwana?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many children?</td>
</tr>
<tr>
<td>Mangaphi amehlo?</td>
</tr>
<tr>
<td>How many eyes?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bangaphi abantwana?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many children?</td>
</tr>
<tr>
<td>Mangaphi amehlo?</td>
</tr>
<tr>
<td>How many eyes?</td>
</tr>
</tbody>
</table>

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

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


Count in 2s to show the number of litres.

<table>
<thead>
<tr>
<th>2l</th>
<th>2l</th>
<th>2l</th>
<th>2l</th>
<th>2l</th>
</tr>
</thead>
<tbody>
<tr>
<td>iibotile bottles</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>iilithe litres</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Bala. Qinisekisa ngokusebenzisa iminwe yakho.

Calculate. Use your fingers to keep track.

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

<table>
<thead>
<tr>
<th>1 x 2 =</th>
<th>4 x 2 =</th>
<th>8 x 2 =</th>
<th>10 x 2 =</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Allow the learners many opportunities to double numbers using the magic mirror line. Encourage learners to talk about how they are solving the problems by doubling the 10s and 1s. Watch them to make sure they group and regroup the 1s correctly to make 10s.

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

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

**Umdalo: Phinda kabini**

**Game: Double**

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

\[ 2 \times 6 = \boxed{12} \]

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3 \times 2 = 6</td>
<td>5 \times 2 = ___</td>
<td>11 \times 2 = ___</td>
</tr>
<tr>
<td>12 \times 2 = ___</td>
<td>9 \times 2 = ___</td>
<td>10 \times 2 = ___</td>
</tr>
</tbody>
</table>

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

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>u-8 ophindwe ka-___ ngu-___</td>
</tr>
<tr>
<td></td>
<td>Double ___ is ___</td>
</tr>
<tr>
<td></td>
<td>___ \times ___ = ___</td>
</tr>
</tbody>
</table>
Doubling

WEEK 4 • DAY 2

3

Doubling

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

4 × 2
40 × 2
21 × 2

3 × 2
30 × 2
12 × 2

3 × 2 = ___
30 × 2 = ___
12 × 2 = ___

4

Bala.

Calculate.

2 × 2 = __
30 × 2 = __
40 × 2 = __
50 × 2 = __

20 × 2 = __
30 × 2 = __
40 × 2 = __
50 × 2 = __

6 × 2 = __
8 × 2 = __
10 × 2 = __
12 × 2 = __

7 × 2 = __
9 × 2 = __
11 × 2 = __
13 × 2 = ___
Amaqela ama-10

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

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

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

Singabonisa amaqela asi-7 ngokubhala isivakalisi manani 10 x 7 = 70. We can show 7 groups of 10 by writing the number sentence 10 x 7 = 70.

10, 20, 30, 40, 50, 60, 70.

70, kuba sinabafundi abasi-7 neminwe eli-10 umfundi emnye. 70 because we have 7 learners with 10 fingers each.

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

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

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

Groups of 10

Umdalalo: Phindaphinda nge-10
Game: Multiply by 10

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

10 \times 3 = 30

10 \times 3 = 30

Show using your number towers. Then calculate.

| 3 \times 10 = 30 | 5 \times 10 = \_\_\_ | 7 \times 10 = \_\_\_ |
| 4 \times 10 = \_\_\_ | 9 \times 10 = \_\_\_ | 10 \times 10 = \_\_\_ |

2. Gqibezeza isivakalisi manani.
Complete the number sentence.

| 10 \times \_\_\_ = \_\_\_ | 10 \times \_\_\_ = \_\_\_ |
### 3

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

<table>
<thead>
<tr>
<th>Zingaphi ikhrayoni?</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many crayons?</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

<table>
<thead>
<tr>
<th>iikhrayoni</th>
<th>10</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>crayons</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 4

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

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

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

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

### 5

**Bala. Qinisekisa ngokusebenzisa imiwine yakho.**

Calculate. Use your fingers to keep track.

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

*Xa ndiphindaphindana nge-10, ndibala ngama-10. Ndiqinsidekisa inani lama-10 ngokusebenzisa imiwine yam.*

When I multiply by 10, I count in 10s. I keep track of how many 10s using my fingers.
Groups of 5

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

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

Ndibonise amaqela ali-9 eebloko ezi-5. Show me 9 groups of 5 blocks.

Singabonisa amaqela ali-9 ezi-5 ngokubhala isivakalisi manani 5 x 9 = 45. Sithi u-5 ophindwe ka-9 ngu-45. We can show 9 groups of 5 by writing the number sentence 5 x 9 = 45. We say 5 multiplied by 9 equals 45.

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

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

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

Allow the learners opportunities to continue working with groups of 5. Encourage learners to write and verbalise the number sentences so that they develop their ability to write and work with multiplication number sentences.
Umdlalo: Phindaphinda ngesi-5
Game: Multiply by 5

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

   Show using your number towers. Then calculate.

   | 3 × 5 = 15 | 5 × 5 = ___ | 7 × 5 = ___ |
   | 4 × 5 = ___ | 9 × 5 = ___ | 10 × 5 = ___ |

2. Gqibezela isivakalisi manani.
   Complete the number sentence.

   5 × ___ = ___
   5 × ___ = ___
   5 × ___ = ___
WEEK 4 • DAY 4
Groups of 5

3 Izandla? Hands?
Iminwe? Fingers?


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

5 Zingaphi iimbiza? How many pots?
Zingaphi iliitha? How many litres?

| 5l | 5l | 5l | 5l |

6 Bala. Calculate.

| 3 × 5 = 15 | 5 × 5 = ___ | 6 × 5 = ___ | 2 × 5 = ___ |
| 1 × 5 = ___ | 4 × 5 = ___ | 8 × 5 = ___ | 10 × 5 = ___ |

Xa ndiphindaphinda ngesi-5, ndibala ngesi-5. Ndiquiniseka inani endinale ngokusebenzisa iminwe yami emi-5. When I multiply by 5, I count in 5s. I keep track of how many 5s using my fingers.
IVEKI 4 • USUKU 5

Uvavanyo noqukaniso

**USUKU 5 • DAY 5**

**Uvavanyo noqukaniso**

Assessment and consolidation

**1. Zingaphi iibhotile?**
- 2l 2l 2l 2l 2l 2l

- How many bottles?
- How many litres?

**Zingaphi iliitha?**
- 10l 10l 10l 10l

- How many buckets?
- How many litres?

**Zingaphi ii-emele?**
- 5l 5l 5l

- How many pots?
- How many litres?

**2. Bala.**

Calculate the following:

- $2 \times 5 = ___$
- $5 \times 2 = ___$
- $10 \times 2 = ___$
- $10 \times 5 = ___$

**Masithethe ngeMaths!**

**Let's talk Maths!**

**NgesiXhosa sithi:**

- Amaqela alinganayo.
- Umntwana omnye uneendlebe ezi-2.
- Abantwana aba-5 baneendlebe ezili-10.
- Amaqela amahanu ezibini enza ishumi.
- Kukho izibini ezi-5 kwis-5.
- Ti-emele enye ineelitha ezili10.
- Tiemele ezi-4 zineelitha ezingama-40.
- Amaqela amane eshumi enza amashumi amane.
- Kukho amashumi ama-4 kuma-40.

**In English we say:**

- Equal groups.
- One child has 2 ears.
- Five groups of two is ten.
- There are 5 twos in 10.
- One bucket has 10 litres.
- Four groups of ten is forty.
- There are 4 tens in 40.
1. **Zoba inani i-10. Zoba 10 ukuze ubonise i-10. Zoba 0 ukuze ubonise u-1.**
   - Draw the number 10. Draw □ to show 10. Draw ◯ to show 1.
   - 36
   - 52

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

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

4. **Ngubani inani?**
   - What is the number?
   - Gqibezela #iheshtegi!
   - Complete the #Hashtag!
   - Cwancisa uqale kwencinci uye kwenkulu.
   - Order from small to big.
   - 10 10
   - 10 10
   - 63
   - __________
   - 54 45 15

5. **Isiqingatha okanye ihafu:**
   - Half:
   - 10
   - 11
   - Phinda kabini:
   - Double:
   - 10
   - 11

---

**Assessment and consolidation**

WEEK 4 • DAY 5

**Assessment and consolidation**
### Ukudibanisa nokuthabatha ngemigcamanani

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

<table>
<thead>
<tr>
<th>Umdlalo: IMath ekhawulezayo ngamakhadi – thabatha kwi-10</th>
<th>Amakhadi amanani 0 - 10</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ukudibanisa nokuthabatha oo-1 kumanani amakhulu</td>
<td>LAB, umgcamanani ongenanto</td>
</tr>
<tr>
<td>2</td>
<td>Ukudibanisa nokuthabatha oo-1 kumanani amakhulu</td>
<td>LAB, umgcamanani ongenanto</td>
</tr>
<tr>
<td>3</td>
<td>Masidibanise ngokukhawuleza kakhulu!</td>
<td>LAB, umgcamanani ongenanto</td>
</tr>
<tr>
<td>4</td>
<td>Masithabathe ngokukhawuleza kakhulu!</td>
<td>LAB, umgcamanani ongenanto</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanyo olujolise ekufundeni</td>
<td>LAB</td>
</tr>
</tbody>
</table>

#### Emva kwale veki umfundikwe kufuneka akwazi ukwenzika oku:

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

#### Uvavanyo

Uvavanyo olubhalwayo: Amanani, impawu nolwalamano.

Bhala phantsi amanqaku afunyenweyo kwali-10 kwiphetsana lamanqaku ekota.
Adding and subtracting with number lines

<table>
<thead>
<tr>
<th>Mental Maths:</th>
<th>Put the bigger number first when you subtract</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Game:</td>
<td>Fast Maths with cards – subtract from 10</td>
<td>Number cards 0 - 10</td>
</tr>
</tbody>
</table>

### Lesson Plan

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Adding and subtracting 1s in bigger numbers</td>
<td>LAB, blank number line</td>
</tr>
<tr>
<td>2</td>
<td>Adding and subtracting 1s in bigger numbers</td>
<td>LAB, blank number line</td>
</tr>
<tr>
<td>3</td>
<td>Let’s add more quickly!</td>
<td>LAB, blank number line</td>
</tr>
<tr>
<td>4</td>
<td>Let’s subtract more quickly!</td>
<td>LAB, blank number line</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

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

- Add and subtract ones to/from two-digit numbers (without bridging the ten) using a number line
- Add and subtract ones to/from two-digit numbers (bridging the ten) using a number line
- Solve problems by making a ten (addition and subtraction)

### Assessment

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

Record a mark out of 10 in the term mark sheet.
# Ukudibanisa nokuthabatha ngemigcamanani

## Ividiyo yezibalo zentloko
Kule veki siza kugxila ekubekeni inani elikhulu kuqala ukuze sisombulule iingxaki ngempumelelo. Abafundi baza kufumanisa ukuba bangazisombulul iingxaki ngokukhawuleza ukuba baqala ukuba kwinani elikhulu.

## Ividiyo yomdlalo

## Ividiyo yophuhliso lwengqiqo
Kule veki siza kugxila kwiingxaki zokudibanisa nokuthabatha sebenzisa umgcamanani. Abafundi baza kusombulula iingxaki ngaphandle kokwelela ngaphaya kwe-10, baphinde bazisombulula bewelela ngaphaya kwe-10. Kumsebenzi wethu nokuthabatha nokuthabatha siza kujolisa koku:

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

## Into emayiqatshelwe kule veki
- Xa besenze ishumi kwiingxaki zokudibanisa, abafundi baya kuqaphela ukuba kuyakhawuleza kwaye kulula ukwenza ishumi ngamanani 9, 8, 7 no-6.
- Xa uthabatha, ukwenza ishumi buyisela abafundi kwishumi elidulileyo. Abafundi kufuneka baziqhelise ukuthabatha inani ukuze babuyele kwishumi elidulileyo phambi kokugqibezela ingxaki.
Adding and subtracting with number lines

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

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

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

**What to look out for this week**
- When making a ten for addition problems, learners will realise that it is quicker and easier to make a ten with the numbers 9, 8, 7 and 6.
- For subtraction, the idea of making a ten involves the learners getting back to the previous ten. Learners need to practice subtracting a number so that they can get back to the previous ten before completing the problem.
IZIBALO ZENTLOKO | MENTAL MATHS

Ziqhelise ukudibanisa ukuze abafundi baqonde ukuba kuyakhawuleza ukudibanisa xa uqala kwinani elikhulu.

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

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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

Khetha inani elinye kwasebhodini.

Choose one of the numbers on the board.

Ndikhetha i-14!

I choose 14!

Ndiza kuthatha isi-5!

I’ll take 5!

Qala kwi-14 ubale uye phambili ka-5.

You start at 14 and count on 5.

Qala ku-5 uze ubale uye phambili ka-14.

You start at 5 and count on 14.

19! Ndiyifumene kuqala impendulo!

19! I got the answer first!

Kuyakhawuleza ukudibanisa xa usukela kwinani elikhulu.

It is quicker to add by counting on from the bigger number.
### Yemisetyenzana yokutyebisa • Enrichment activities

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

<table>
<thead>
<tr>
<th>Usuku 3 Day 3</th>
<th>Usuku 4 Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phindaphinda.</strong> Multiply.</td>
<td><strong>Phindaphinda.</strong> Multiply.</td>
</tr>
<tr>
<td>10 x 3 =</td>
<td>5 x 3 =</td>
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<tr>
<td>10 x 6 =</td>
<td>5 x 6 =</td>
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<tr>
<td>10 x 2 =</td>
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<td>10 x 8 =</td>
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<td>10 x 1 =</td>
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<td>10 x 10 =</td>
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<td>10 x 5 =</td>
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<td>10 x 7 =</td>
<td>5 x 7 =</td>
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<tr>
<td>10 x 9 =</td>
<td>5 x 9 =</td>
</tr>
<tr>
<td>10 x 4 =</td>
<td>5 x 4 =</td>
</tr>
</tbody>
</table>
Ukudibanisa nokuthabatha ukuya kwi-100

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Masidibanise. Ngubani u-31 +5?
Let’s add. What is 31 + 5?

Ndiyazi! 1 + 5 = 6 ngoko ke u-31 + 5 uza kuba ngu-36.
I know! 1 + 5 = 6 and so 31 + 5 will be 36.

Masisebenzise umgcamanani ukuze siqinisekise impendulo.
Let’s use the number line to check your answer.

Ukuda nditsiba izithuba ezi-5 ukusuka kuma-31 ndiza kwela kuma-36. Ndiyuchani!
If I jump 5 spaces from 31, I land on 36. I was right!

Masithabathe. Ngubani u-48 – 6?
Let’s subtract. What is 48 – 6?

Ndiyazi! 8 – 6 = 2 and so ngoko ke u-48 – 6 uza kuba ngama-42.
I know! 8 – 6 = 2 and so 48 – 6 will be 42.

Masisebenzise umgcamanani ukuze siqinisekise impendulo.
Let’s use the number line to check again.

Ukuda nditsiba izithuba ezi-6 ukusuka kuma-48 ndiza kwela kuma-42. Ndiyuchani!
If I jump 5 spaces from 31, I land on 36. I was right!

Nika abafundi amathuba aliqela okusombulula ingxaki eziquka ukudibanisa nokuthabatha imivo kumanani anemivo emi-2. Nceda abafundi baqonde ukuba xa bedibanisa okanye bethabatha bengaweleli ngaphaya kweshumi, indawo yamashumi ayitshintshi. Abafundi baza kufunda indlela yokusebenzisa ulwazi lwabo lokudibanisa nokuthabatha oo-1 ukuze basombulule ingxaki ngokukhawuleza nangempumelelo.

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

Adding and subtracting to 100

Umdlo: iMaths ekhawulezano ngamakhadi - thabatha kwi-10!
Game: Fast maths with cards - subtract from 10!

- Beka amakhadi amanani 0-10 abe sisciku.
- Guqula ikhadi libe linya.
- Thabatha kwi-10. Phinda kwakhona.
- Khawuzame ukusebenza ngokukhawuleza kwisiciku sakho.

Now work through the pile faster.

   Solve. Use the number line for help.

   \[
   \begin{array}{ccc}
   1 + 3 = 4 & 3 + 4 = \_\_\_ & 5 - 1 = 4 & 6 - 4 = \_\_\_ \\
   21 + 3 = 24 & 23 + 4 = \_\_\_ & 25 - 1 = 24 & 26 - 4 = \_\_\_ \\
   25 + 3 = 28 & 24 + 5 = \_\_\_ & 29 - 3 = 26 & 28 - 4 = \_\_\_ \\
   22 + 8 = \_\_\_ & 24 + 6 = \_\_\_ & 28 - 6 = \_\_\_ & 29 - 5 = \_\_\_ \\
   \end{array}
   \]

2. uSizwe unamapetyu angama-29. Uphe umhlobo wakhe asi-7. Mangaphi amapetyu anawo ngoku uSizwe?
   Sizwe has 29 marbles. He gave 7 to his friend. How many marbles does Sizwe have now?
IVEKI 5 • USUKU 1

Ukudibanisa nokuthabatha ukuya kwi-100


30 + 4 = ___  35 + 3 = ___  39 – 3 = ___  34 – 3 = ___
32 + 5 = ___  36 + 3 = ___  37 – 4 = ___  40 – 6 = ___
33 + 5 = ___  34 + 6 = ___  40 – 4 = ___  36 – 4 = ___


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

USanele ubaleke umgama ongangeekhilomitha ezingama-38 kule nyanga idulileyo. UEntle ubaleke ikhilomitha ezingaphantsi ngesi-4. Zingaphi ikhilomitha azibalekileyo uEntle?

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


40 + 8 = ___  45 + 3 = ___  49 – 2 = ___  48 – 4 = ___
44 + 5 = ___  46 + 3 = ___  50 – 5 = ___  49 – 6 = ___
43 + 5 = ___  43 + 7 = ___  50 – 8 = ___  48 – 7 = ___

Groups of 2  Week 5 • Day 1
Adding and subtracting to 100

WEEK 5 • DAY 2

IZIBALO
ZENTLOKO
MENTAL MATHS
THABATHA KWI-10
SUBTRACT FROM 10
UMDLALO
GAME
UPHUHLISO LWENQIQO
CONCEPT DEVELOPMENT
AMAPHEPHA
LOKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENQIQO | CONCEPT DEVELOPMENT

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

If I jump 3 spaces from 59, I land on 62.

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

Let’s use the number line to calculate 64 – 5.

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

I can work it out like this.

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

Nika abafundi amathuba aliqela okusombulula iningxaki eziquka ukudibanisa nokuthabatha imivo kumanani anemivo emi-2. Banike amathuba okwenza izibalo eziwelela ngaphaya kwe-10 kunye nezo zingaweleli ngaphaya kwe-10.

Allow learners multiple opportunities to solve problems that involve adding and subtracting 1s to/from 2-digit numbers. Give them opportunities to do calculations that bridge 10 as well as those which do not bridge ten.
**Ukudibanisa nokuthabatha ukuya kwi-100**

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

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<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>50 + 4 = ___</td>
<td>55 + 3 = ___</td>
<td>58 - 2 = ___</td>
<td>54 - 4 = ___</td>
<td></td>
</tr>
<tr>
<td>54 + 5 = ___</td>
<td>56 + 3 = ___</td>
<td>57 - 5 = ___</td>
<td>60 - 3 = ___</td>
<td></td>
</tr>
</tbody>
</table>

### 2. Uzane ufunde amaphepha angama-57 kule veki iphelileyo. UBella ufunde amaphepha angaphantsi ngesi-4. Mangaphi amaphepha afundwe nguBella?

Sane read 57 pages last week. Bella read 4 pages less. How many pages did Bella read?

- USane ufundle amaphepha angama 57 kule veki iphelileyo. UBella ufundle amaphepha angaphantsi ngesi 4. Mangaphi amaphepha afundwe nguBella?

Solve. Use the number line for help.

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</thead>
<tbody>
<tr>
<td>60 + 8 = ___</td>
<td>65 + 4 = ___</td>
<td>69 - 2 = ___</td>
<td>68 - 4 = ___</td>
<td></td>
</tr>
<tr>
<td>65 + 5 = ___</td>
<td>66 + 2 = ___</td>
<td>70 - 5 = ___</td>
<td>69 - 6 = ___</td>
<td></td>
</tr>
</tbody>
</table>
WEEK 5 • DAY 2
Adding and subtracting to 100

Solve. Use the number line for help.

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

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

Solve. Use the number line for help.

<p>| | | | | |</p>
<table>
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</thead>
<tbody>
<tr>
<td>90 + 8 =</td>
<td>95 + 3 =</td>
<td>99 − 2 =</td>
<td>98 − 4 =</td>
<td></td>
</tr>
<tr>
<td>94 + 5 =</td>
<td>96 + 3 =</td>
<td>100 − 5 =</td>
<td>99 − 6 =</td>
<td></td>
</tr>
<tr>
<td>93 + 5 =</td>
<td>93 + 7 =</td>
<td>100 − 8 =</td>
<td>98 − 7 =</td>
<td></td>
</tr>
</tbody>
</table>
Phinda la manyathelo angasentla usebenzise amanani ahlukileyo ukuze abafundi babe namathuba aliqela okuziqhelisa ukusombulula iingxaki eziwelela ngaphaya kwe-10.

Repeat the steps above, using different numbers so that learners have multiple opportunities to practice solving addition problems that bridge 10.
WEEK 5 • DAY 3

Let’s add more quickly!

Fakela amanani ashiyiweyo.
Fill in the missing numbers.

26 + 6
25 + 7
28 + 7
24 + 8
27 + 6
25 + 8

Ndiqala kuma-26.
I-10 elilandelaya ngama-30!
I start at 26. The next 10 is 30!
Nditsiba ko-4 ukuya kuma-30.
I jump 4 to 30.
Kuye kwafuneka ndibhanise iyi-7
ngaphezulu. Ndibhanise ezi-4. Kufuneka
ndongeze zibe ngaphi ngaphezulu?
I have to add 7. I have added 4.
How much more must I add?
Masidibanise ngokukhawuleza!

**Dibanisa ubonisemilungumene.**
Add by showing on the number line.

**27 + 8**
![Number line showing 27 + 8 = 35]

28 + 6

27 + 5

26 + 7

35 + 8

37 + 5

38 + 9

Let’s add more quickly! **Week 5 • Day 3**
Let’s subtract more quickly!

Thabatha Kw10 • Subtract from 10

Kwe-10

Imitsi emi-3.

3 more jumps.

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

Ishumi ellandelayo ngama-30. Kufuneka nditsibele emva izithuba ezi-5 ukuze ndifike kuma-30. The previous ten is 30. I must jump back 5 places to get to 30.

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

Ndifika kuma-27. I land on 27.

Phinda la manyathelo angasentla usebenzise amanani ahlukileyo ukuze abafundi bafumane amathuba aliqel okuziqhelisa ukusombulula inxaki zokuthabatha ezivelela ngaphaya kwe-10.

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

Sifunde ukuba kulula ukusombulula inxaki ngokuthabatha kwishumi. Ukuba umve kuma-35, mingaphi imitsi oza kuyenza ukuze uye kwi-10 elidlulileyo?

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

Kuye kwafuneka utsibe kasi-8 kodwa utsibe ka-5. Kufuneka utsibe kungaphi oku?

You had to jump 8 and you have jumped 5. How many more jumps?
Fakela amanani ashiyiwey. Fill in the missing numbers.

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

I start at 32. The previous 10 is 30. I subtract 2 to visit the 30. How much more must I subtract?
Nditaibela emva ko-5 ukuya ku-25.
I jump back 5 to 25.
Kufuneka ndithabathe ezisi-7.
Ndithabathe ezi-2.
I have to subtract 7. I have subtracted 2.
Kufuneka ndithabathe ezingaphi?
How much more must I subtract?
Let's subtract more quickly!

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


33 - 8 = 25

32 - 6 = ___

34 - 8 = ___

35 - 8 = ___

34 - 7 = ___

33 - 5 = ___

36 - 9 = ___

Let's subtract more quickly!
**IVEKI 5 • USUKU 5**

Uvavanyo noqukaniso

---

1. **Sombulula, Sebenzisa umgcamanani ukuncede.**
   Solve. Use the number line for help.
   
   \[
   \begin{array}{cccc}
   34 + 2 = \_\_ & 35 + 5 = \_\_ & 40 - 1 = \_\_ & 38 - 5 = \_\_ \\
   30 + 9 = \_\_ & 33 + 6 = \_\_ & 39 - 3 = \_\_ & 37 - 4 = \_\_ \\
   \end{array}
   \]

2. **Sombulula ngokubonisa kumgcamanani.**
   Solve by showing on the number line.
   
   \[
   \begin{array}{c}
   28 + 5 = \_\_ \\
   \end{array}
   \]

   \[
   \begin{array}{c}
   33 - 7 = \_\_ \\
   \end{array}
   \]

---

**Masithethe ngeMaths!**

**Let's talk Maths!**

**NgesiXhosa sithi:**

- Ukudibanisa: inxalenye ezimbini zenza into enye epheleleyo.
- Ukudibanisa: amanani amabini ayadibana ukuze enze inani elikhulu.
- ULwazi ufunda maphepha ali-10.
- Mangaphi maphepha abawafundileyo edibene?

**In English we say:**

- Addition: two parts come together to make the whole.
- Addition: two numbers come together to make a bigger number.
- Lwazi reads 10 pages.
- Sindi reads 20 pages.
- How many pages do they read altogether?
### Assessment and consolidation

#### Uqukaniso • Consolidation

1. **Abantuwa ba-3, mangaphi amehlo?**
   - 3 children, how many eyes?

2. **Tshayiselile zi-4, mangaphi amavili?**
   - 4 bicycles, how many wheels?

3. **Umgaphi iibhotile?**
   - How many bottles?

4. **Umgaphi iihlitha?**
   - How many litres?

5. **Ileke se ngi gomise-R2. Ndiza kubhalala malini:**
   - One sweet costs R2. How much do I pay for:
     - **Nge eke ezi-3**
       - 3 sweets
     - **Nge eke ezi-6**
       - 6 sweets
     - **Nge eke ezi-5**
       - 5 sweets
     - **Nge eke ezi-10**
       - 10 sweets

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

7. **Zingaphi iirandla?**
   - How many Rand?

8. **Isiqinga kala yimfutho:**
   - Half:
     - 10
     - 12
     - 14
   - Double:
     - 11
     - 13
     - 15

9. **Ngubani inani?**
   - What is the number?
     - **10**
     - **10**

---

**Assessment and consolidation**
Masithethe ngxeshe

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

| Umdlalo: 1, 2, 3, Veza - umahluko | azikho |

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ikhahanda</td>
<td>LAB, ipowusta yekhalenda</td>
</tr>
<tr>
<td>2</td>
<td>Ukuxela izesha - eyamasiba</td>
<td>LAB, iiwotshi</td>
</tr>
<tr>
<td>3</td>
<td>Ukuxela izesha - eyamanani</td>
<td>LAB, iiwotshi</td>
</tr>
<tr>
<td>4</td>
<td>Ukusebenza ngxeshe - ukutolika idatha (inkukakacha)</td>
<td>LAB, ipowusta yeenyanga zonyaka</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanyo olujolise ekufendeni</td>
<td>LAB</td>
</tr>
</tbody>
</table>

**Emva kwale veki umfundhi kufuneka akwazi ukwenzu oku:**

- Ukusebenzisa ikhalenda ukuze alandelelanise iintsuku zeveki neenyanga zonyaka.
- Ukusebenzisa iwtshi yamanani ukuxela izesha ngeeyure nangeziqinagtha zeyure.
- Ukusebenzisa iwtshi yamasiba ukuxela izesha ngeeyure nangeziqinagtha zeyure.
- Ukubonisa idatha/inkukakacha kwigrafu yeziinti.
- Ukufunda nokutolika igrafu yeziinti ngokuphendula imibuso.

**Uvavanyo**

**Uvavanyo olubhalwayo:** Ilingxaki zokudibanisa nokuthabatha nezivakalisini manani
Bhala phantsi amanqaku afunyenweyo kwali-10 kwiphetshana lamanqaku ekota

**Uvavanyo oluthethiwayo nolwenzisiwayo**

<table>
<thead>
<tr>
<th>CAPS Umlinganiselo: Ixesha</th>
<th>Amanqaku 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qwalasela abafundi ukuze uvavanye izakhono zabo zokusebenza ngxeshe</td>
<td>✔️ ✗ ●</td>
</tr>
<tr>
<td>Izinto eziqwalaselwayo Ichanekile/ayichanekanga/iphantse</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukuxela izesha (ngewotshi yamasiba) ngokweeyure neziqinagtha zeyure</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukuxela izesha (ngewotshi yamanani) ngokweeyure neziqinagtha zeyure</td>
<td></td>
</tr>
<tr>
<td>Uyazazi iinyanga zonyaka</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukulandelelanisa iinyanga zonyaka</td>
<td></td>
</tr>
<tr>
<td>Uyazazi iintsuku zeveki</td>
<td></td>
</tr>
<tr>
<td>Uyakwazi ukulandelelanisa iintsuku zeveki</td>
<td></td>
</tr>
</tbody>
</table>

Bhala phantsi amanqaku afunyenweyo kwama-6 kwiphetshana lamanqaku ekota
### Let’s talk about time

<table>
<thead>
<tr>
<th>Resources</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mental Maths:</strong> Number lines</td>
<td>Number lines (0 – 20 and blank)</td>
</tr>
<tr>
<td><strong>Game:</strong> 1,2,3, <em>Show – difference</em></td>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The calendar</td>
<td>LAB, calendar poster</td>
</tr>
<tr>
<td>2</td>
<td>Telling the time – <em>analogue</em></td>
<td>LAB, clocks</td>
</tr>
<tr>
<td>3</td>
<td>Telling the time – <em>digital</em></td>
<td>LAB, clocks</td>
</tr>
<tr>
<td>4</td>
<td>Working with time – <em>data interpretation</em></td>
<td>LAB, months of the year poster</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 calendar to sequence days of the week and months of the year.
- Use a digital clock to tell the time in hours and half hours.
- Use an analogue clock to tell the time in hours and half hours.
- Represent data in a simple bar graph.
- Read and interpret a bar graph by answering questions.

**Assessment**

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

Record a mark out of 10 in the term mark sheet.

**Oral and practical assessment**

<table>
<thead>
<tr>
<th>CAPS Measurement: Time</th>
<th>Mark 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observe learners to assess their ability to work with time.</td>
<td></td>
</tr>
</tbody>
</table>

**Checklist: correct/incorrect/almost**

- Can tell the time (analogue) in hours and half hours
- Can tell the time (digital) in hours and half hours
- Knows the months of the year
- Can sequence the months of the year
- Knows the days of the week
- Can sequence the days of the week

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

Ividiyo yomdlalo

Ividiyo yophuhliso lwengqiqo

Siza kujolisa koku:
• ukusebenzisa ikhalenda ukulandelelanisa intsuku zeveki neenyanga zonyaka.
• ukuxela ixesha ngokweeyure neziqingatha zeyure usebenzisa iinkcukwa.
• ukuxela ixesha ngokweeyure neziqingatha zeyure usebenzisa iinkcukwa.
• ukuxela ixesha ngokweeyure neziqingatha zeyure usebenzisa iinkcukwa.
• ukuxela ixesha ngokweeyure neziqingatha zeyure usebenzisa iinkcukwa.
• ukuxela ixesha ngokweeyure neziqingatha zeyure usebenzisa iinkcukwa.
• ukubonisa idatha kwigrafu yezinti elula.
• ukufunda nokutolika igrafu yezinti ngokuphendula imibuzo.

Into emayiqatshelwe kule veki
• Abafundi baza kuziqhelisa ukufunda nokubhala ixesha ngokweeyure neziqingatha zeyure. Bafundiswa ixesha lamanani ngoko ke kufuneka banikwe amathuba aliqela okubona unxulumano oluhakathi kwabakwaziyo ngewotshi yamasiba nengqique entsha yexesha lamanani.
• Kuphatho lwedatha, bakhuthaze abafundi ukuba bafunde kwaye batalike iinkukakhanya ezikwaguru elula. Nceda abafundi baqonde ukuba igrafu yenzza ukuba babone ngeliso iinkukakha ezinokuqondwa kwangoku.
### Mental Maths video
This week we will practice using number lines to solve addition and subtraction problems. Learners will consolidate what they have learnt about adding ones to tens, both with and without bridging the tens. Encourage learners to solve problems quickly and efficiently by remembering their learnt number facts.

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

### Conceptual development video
This week we focus on time and data handling. For our work on time, learners are given opportunities to work with calendars and analogue and digital clocks. Learners will practice telling the time in hours and half hours. In an integrated data handling activity, learners are given opportunities to represent data in a simple bar graph, and then read and interpret the data. We will focus on:
- using a calendar to sequence days of the week and months of the year.
- using an analogue clock to tell the time in hours and half hours.
- using a digital clock to tell the time in hours and half hours.
- representing data in a simple bar graph.
- reading and interpreting a bar graph by answering questions.

### What to look out for this week
- Learners will practice reading and recording time in hours and half hours. They are also introduced to digital time and so will need multiple opportunities to see the connections between what they know about analogue time and the new concept of digital time.
- For data handling, encourage learners to read and interpret information from simple graphs. Help learners to see that a graph provides a visual representation of information that can be understood at a glance.
Sebenzisa imigcamanani ukuze udibanise kwaye uthabathe.
Use number lines to add and subtract.
Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.

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

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

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

4. Ngubani u-17 – 8?
What is 17 – 8?

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

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

### Usuku 1 Day 1

**Dibanisa.**

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

### Usuku 2 Day 2

**Thabatha.**

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

### Usuku 3 Day 3

**Dibanisa.**

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

### Usuku 4 Day 4

**Thabatha.**

- **Subtract.**
  - \(43 - 7 = \)
  - \(94 - 5 = \)
  - \(25 - 8 = \)
  - \(61 - 4 = \)
  - \(35 - 7 = \)
  - \(72 - 5 = \)
  - \(86 - 9 = \)
  - \(53 - 5 = \)
  - \(17 - 9 = \)
  - \(22 - 6 = \)
Sebenzisa ikhalenda ukuze ubuze abafundi imibuzo eyahlukeneyo malunga neenyanga zonyaka. Bakhuthaze ukuba bajonge ikhalenda kwaye baqonde intsingiselo yolwazi abalufumanayo apha.

Use the calendar to ask the learners a variety of questions about the months of the year. Encourage them to look at the calendar and to make sense of the information they find there.
WEEK 6 • DAY 1

The calendar

Umbral: 1, 2, 3 Veza! (ukuthabatha)
Goma: 1, 2, 3 Showl (subtraction)

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

1. Zingaphi iinyanga enyakeni?
   How many months in a year?

2. Zingaphi iinyanga kwisiqingatha sonyaka?
   How many months in half a year?

3. Yeyiphili inyanga ephambi kweyoMnga?
   What month is before December?

4. Yeyiphili inyanga esemva kweyoMnga?
   What month is after December?

5. UMama Khalwa ufumene umntwana ngomhla woku-1 kweyoMdumba 2021. Luza kuba neenyanga ezingaphi usana:
   Mama Khalwa gave birth to her baby on 1 February 2021. How many months old will the baby be:

   | ngowoku-l kweyoMnga? on 1 December 2021? | ngowoku-l kweyoMdumba 2021? on 1 February 2021? |
### EkaTshaziimpuzi 2021

**April 2021**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>7</td>
<td></td>
<td>8</td>
<td>uMakhulu uyafika</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18 uMakhulu uyahamba</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
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<tr>
<td></td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

### Zingaphi iintsuku kuTshaziimpuzi?
**How many days in April?**

### Lungolwesingaphi uSuku lweNkululeko?
**What day of the week is Freedom Day?**

### Fakela umbala oluhlaza kwimpelaveki.
**Colour the weekends in green.**

### Zingaphi impelaveki kwekaTshaziimpuzi?
**How many weekends in April?**

### Zingaphi iintsuku zotyelelo lukaMakhulu?
**How many days did Makhulu visit?**

### Bhala iiholide ezi-3 ezikwikhalenda yesikolo:
**Write these 3 school holidays on the calendar:**

1. **IPasika ingomhla wesi-2 wekaTshaziimpuzi.**  
   Good Friday is on the 2nd of April.
2. **USuku lwentsapho lungomhla wesi-5 kwekaTshaziimpuzi.**  
   Family Day is on the 5th of April.
3. **USuku lwNkululeko lungohla wama-27 kwekaTshaziimpuzi.**  
   Freedom Day is on the 27th of April.
Telling the time – digital

Yiwotshi yamanani le. This is a digital clock.

Ungalibhala njani icala emva kweyethoba kule wotshi? So how would you write half past nine on this clock?

Singabhala iiyure nemizuzu ngolu hlobo. We’d write the hours and then the minutes like this.

Sebenzisa eli thuba ukuze uxoxe ngokuba kutheni abafundi basenakubona ixesha lamanani libhalwe ngoku hlobo 09:30. Nceda abafundi baqonde ukuba u-0 ophambi kuka-9 ngumgcini ndawo.

Use this opportunity to discuss why learners may see digital time written as 09:30. Help learners to understand that the 0 in front of the 9 is a place holder.

Zombini ezi wotshi zibonisa icala emva kweyethoba. These clocks both show half past nine.

Nika abafundi amathuba okubonisa ixesha kwiiwotshi zabo zamasiba ukuze emva koko nixoxe ngendlela eliza kubhalwa ngayo njengexesha lamanani.

Allow learners opportunities to show the time on their analogue clocks, and to then discuss how this would be written as digital time.
Ukuxela ixesha – ngamanani

1. Bhala ixesha ngamanani.
   Write the digital time.

   USihlo uvuka ngemizuzu eli-10 emva kwentsimbi yesi-5.
   Sihlo wakes up at 10 minutes past 5.

   USihlo uya esikolweni ngemizuzu engama-30 emva kweyesi-6.
   Sihlo walks to school at 30 minutes past 6.

   Sihlo plays soccer after school at 15 minutes past 2.

   USihlo ulala ngemizuzu engama-20 emva kweyesi-8.
   Sihlo sleeps at 20 past 8.

   UDineo usuka esikolweni agoduke ngentsimbi yesi-2.
   Dineo walks home from school at 2 o’clock.
### Week 6 • Day 2

**Telling the time – digital**

#### 2. Bhala ixesha ngamagama.
Write the time in words.

<table>
<thead>
<tr>
<th>Time</th>
<th>Amagama</th>
</tr>
</thead>
<tbody>
<tr>
<td>06:30 pm</td>
<td>yimizuzu engama-30 emva kweyesi-6</td>
</tr>
<tr>
<td></td>
<td>30 minutes past 6</td>
</tr>
<tr>
<td>07:10 am</td>
<td></td>
</tr>
<tr>
<td>10:15 am</td>
<td></td>
</tr>
<tr>
<td>02:25 pm</td>
<td></td>
</tr>
<tr>
<td>05:20 pm</td>
<td></td>
</tr>
<tr>
<td>08:30 pm</td>
<td></td>
</tr>
</tbody>
</table>

#### 3. Bhala ixesha ngamanani – ixesha:
Write in digital time – the time you:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wake up</td>
<td>Lokuvuka</td>
</tr>
<tr>
<td>Go to school</td>
<td>Lokuya esikolweni</td>
</tr>
<tr>
<td>Start class</td>
<td>Lokuqala izifundo</td>
</tr>
<tr>
<td>Have a long break</td>
<td>Lekhefu elide esikolweni</td>
</tr>
<tr>
<td>End class</td>
<td>Lokuphela kwezifundo</td>
</tr>
<tr>
<td>Arrive home</td>
<td>Lokufika ekhaya</td>
</tr>
<tr>
<td>Eat supper</td>
<td>Lokutya isidlo sangokuhlwa</td>
</tr>
<tr>
<td>Go to sleep</td>
<td>Lokulala</td>
</tr>
</tbody>
</table>

---

Telling the time - digital | Week 6 • Day 2
NGUBANI OKHUMBULAYO UKUBA LUSIXELELA NTONI USIBA LWETOTSHI OLUBE NOLOUFUTSHANE.

Who remembers what the long and the short hand on the clock tell us?

Ukuza usiba olude limi ku-12, yaye usiba olufutshane luku-5, ngubani ixesha?

If the long hand is on the 12, and the short hand is on the 5, what is the time?

Kuthethi le nto kufuneka usiba olufutshane lubesembindini phakathi kwesi-7 nesi-8 xa lubonisisa icala emva kwentsimbi yesi-7?

Why must the short hand be halfway between the 7 and the 8 to show half past 7?

Bakhuthaze abafundi baqonde ukuba amasiba ewotshi aya kwicala elinye, nokuba omabini ayayijikeleza iwotshi. Kubalulekile ukuba abafundi baqonde ukuba kuthatha ixesha elingangeyure ukuba usiba olude lujikeleza iwotshi yonke nokuba usiba olufutshane lusuke kwelinge inani luye kwelindelayo.

Encourage learners to realise 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.
**WEEK 6 • DAY 3**

**Telling the time – analogue**

---

**Xa usiba lweYURE lu-k-4 ze usiba lweMIZUZU lube ku-12 sithi izesha yintsimbi yesi-4. Sibhala: 04:00.**

When the HOUR hand is on the 4, and the MINUTE hand is on the 12, we say "4 o’clock." We write: 04:00.

---

**Xa usiba lweYURE ludulile ku-4 ze usiba lweMIZUZU lube ku-6, sithi izesha "lcala okanye sisiqingatha emva kweyesi-4". Siliphala ngalo Nobo: 04:30.**

When the HOUR hand is past the 4, and the MINUTE hand is on the 6, we say "half past 4." We write: 04:30.

---

**Iwetshi inamasiba ama-2. Usiba olufutshane lwaththa IYURE. Usiba olude lwaththa IMIZUZU.**

There are 2 arms on a clock. The SHORT arm points to the HOUR. The long arm points to the MINUTES.

---

### Ngubani izesha?

What is the time?

---

9:30

---

::

---

::

---

::

---

::

---

::
Ukuxela ixesha – ngamasiba

2 Amalungu osapho luka Mzi emka aze aphinde abuyele ekhaya ngala maxesha alandelayo. Zingaphi iiyure engekho ekhaya?

Mzi's family members leave home and arrive home at the following times. How many hours are they away from home?

**Ukushiya**

- **Ukushiya ikhaya**
  - Leave home

**Ukufika**

- **Ukufika ekhaya**
  - Arrive home

- **iyyure ezi-2**
  - 2 hours

Telling the time – analogue

*Week 6 • Day 3*
WEEK 6 • DAY 4

Working with time data

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Phakamisa isandla sakho ukuba umhla wokuzualwa kwakho ungeyoMaqungu. Yiza neebloko zakho. Raise your hand if your birthday is in January. Bring me your blocks.

Allow the learners time to talk about the data as represented by the multifix blocks, helping them to understand that one multifix block represents a learner’s birthday month. The block towers have a common baseline so that it is easier to see the differences in the towers.

Bangaphi abafundi abazalwa ngeyoMdumbu? NgeyoKwindla? Yizani neebloko zenu. How many learners have birthdays in February? And March? Bring me your blocks.

Nika abafundi iksesha bathethe ngedatha eboniswa ngeebloko, ubancede baqonde ukuba ibloko enye imele inyanga yokuzualwa komfundi. lincochoyi zeebloko zinesiseko esifanayo ukuze kube lula ukubona umahluko phakathi kweencochoyi.

Nika abafundi ixesha bathethe ngedatha eboniswa ngeebloko, ubancede baqonde ukuba ibloko enye imele inyanga yokuzualwa komfundi. lincochoyi zeebloko zinesiseko esifanayo ukuze kube lula ukubona umahluko phakathi kweencochoyi.

Zi-5 iinstulu zokuzualwa ngenyanga yoMdumbu. There are 5 birthdays in February.

Yeziphi inyanga enezona ntsuku zininzi zokuzualwa? Which month has the most birthdays?

Nika abafundi iksesha bathethe ngedatha eboniswa ngeebloko, ubancede baqonde ukuba ibloko enye imele inyanga yokuzualwa komfundi. lincochoyi zeebloko zinesiseko esifanayo ukuze kube lula ukubona umahluko phakathi kweencochoyi.

Yeyiphi inyanga enezona ntsuku zininzi zokuzualwa?

Akukho suku lokuzualwa ngenyanga yoMsintsi. There are no birthdays in September.

Zininzi kangakanani iintsuku zokuzualwa ezikwinyanga yeDwarka kunezo zikweyoKwindla?

Yinyanga eneyona ncochoyi iphakamileyo. The month with the tallest block tower.

How many more birthdays are there in October than in there are in March?
Ukusebenza ngedatha yexesha

**EyoMdumba 2021**
February 2021

<table>
<thead>
<tr>
<th>Movula Monday</th>
<th>Lwesibini Tuesday</th>
<th>Lwesithathu Wednesday</th>
<th>Lwesine Thursday</th>
<th>Lweshabhu Friday</th>
<th>Mgqibelo Saturday</th>
<th>Cawa Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>7</td>
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<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
</tbody>
</table>

1. Yenza itshathi usebenzise ibloko ukuse ubonise idatha yako.
   Make a chart using blocks to show your data.

   - **Sebenzisa umbala o-orenji okanye omthubhi.**
     Use orange or yellow.
   - **Sebenzisa umbala ongwevu okanye omnyama.**
     Use grey or black.
   - **Sebenzisa umbala oluhlaza okanye ozuba.**
     Use green or blue.

<table>
<thead>
<tr>
<th>12</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

**Zingaphi?**
How many?

**Zingaphi?**
How many?

**Zingaphi?**
How many?
Working with time data

**WEEK 6 • DAY 4**

### Working with time data

2. **Zingaphi iintsuku kweyoMdumba 2021?**
   How many days in February 2021?
   - Zeziphi ezininzi: ☀ okanye ☁ ?
     - Which were more?
   - Zininzi kangakanani?
     - How many more?

3. **Sesiphi isimo sezulu ebesixhaphakile kweyoMdumba 2021?**
   What was the most common weather in February 2021?
   - Zingaphi iintsuku zempelaveki?
     - How many weekend days?
   - Zingaphi iintsuku ziveauke?
     - How many school days?

---

3. **USam ubuze abahlobo bakhe ukuba baya njani esikolweni. Uzobe le grafu ukuze abonise idatha.**
   Sam asked his friends how they travel to school. He drew this graph to show the data.

   - **Ubuze abahlobo abangaphi uSam?**
     - How many friends did Sam ask?
     - **Ingaba abafundi abaninzi bahamba ngeenyawo okanye bakhwela iteksi?**
     - Do more learners walk or take a taxi?
   - **Baninzi kangakanani?**
     - How many more?
     - **Ingaba abafundi abaninzi bakhwela iteksi okanye ibhansi?**
     - Do more learners take a taxi or a bus?
   - **Baninzi kangakanani?**
     - How many more?
1. **Ngubani ixesha?**
What is the time?

<table>
<thead>
<tr>
<th>Clock 1</th>
<th>Clock 2</th>
<th>Clock 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>:</td>
<td>:</td>
<td>:</td>
</tr>
</tbody>
</table>

2. **Zingaphi iinyanga ngonyaka?**
How many months in a year?

**Zingaphi iinyaka kwisiq’ingatha sonyaka?**
How many months in half a year?

**Yeyiphi iinyanga ephambili kwuye oMqungu?**
What month is before January?

**Yeyiphi iinyanga esemva kwuye oMqungu?**
What month is after January?

---

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

<table>
<thead>
<tr>
<th>NgesiXhosa sithi</th>
<th>In English we say</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zili-12 iinyanga ngonyaka</td>
<td>There are 12 months in one year</td>
</tr>
<tr>
<td>Zisí-7 intshuku evukini</td>
<td>There are 7 days in one week</td>
</tr>
</tbody>
</table>
| Zingama-24 iyu re kusuku olu
| Iyure enye inemizuzu engama-60 | There are 24 hours in one day |
| Umzuzu amnye unemizuzwana engama-60 | There are 60 minutes in one hour |
| Yintsimbili ye-12 | There are 60 seconds in one minute |
| Licolala emva kweyesi-4 | It is 12 o’clock |
|                 | It is half past 4 o’clock |
WEEK 6 • DAY 5
Assessment and consolidation

Uqukaniso: Consolidation

   Solve by showing on the number line. Visit the 10!
   
   \[
   45 + 8 = \quad 40 \quad 41 \quad 42 \quad 43 \quad 44 \quad 45 \quad 46 \quad 47 \quad 48 \quad 49 \quad 50 \quad 51 \quad 52 \quad 53 \quad 54 \quad 55 \quad 56 \quad 57 \quad 58 \quad 59 \quad 60
   \]
   
   \[
   53 - 6 = \quad 40 \quad 41 \quad 42 \quad 43 \quad 44 \quad 45 \quad 46 \quad 47 \quad 48 \quad 49 \quad 50 \quad 51 \quad 52 \quad 53 \quad 54 \quad 55 \quad 56 \quad 57 \quad 58 \quad 59 \quad 60
   \]

2. 
   \[
   75 \quad 76 \quad 77 \quad 78 \quad 79 \quad 80 \quad 81 \quad 82 \quad 83 \quad 84 \quad 85 \quad 86 \quad 87 \quad 88 \quad 89 \quad 90 \quad 91 \quad 92 \quad 93 \quad 94 \quad 95
   \]
   
   \[
   88 + 5 = \quad 87 + 8 = \quad 92 - 3 = \quad 91 - 4 =
   \]

3. Zingaphi iingqekembe?
   How many coins?
   Zingaphi iiRandi?
   How many Randi?

4. Ipenisile enye ixabisa ii-R5. Ndibhatala malini:
   One pencil costs R5. How much do I pay for:
   
<table>
<thead>
<tr>
<th>ngeepenisile ezi-2?</th>
<th>ngeepenisile ezisi-7?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 pencils?</td>
<td>7 pencils?</td>
</tr>
<tr>
<td>ngeepenisile ezi-5?</td>
<td>ngeepenisile ezili-10?</td>
</tr>
<tr>
<td>5 pencils?</td>
<td>10 pencils?</td>
</tr>
</tbody>
</table>

5. Bhala uphawu lwenani:
   Write the number symbol
   
   ngamashumi amabini anesixhenxe
   twenty-seven
   
   ngamashumi amahlanu anesithandathu
   fifty-six
Ukudibanisa nokuthabatha

<table>
<thead>
<tr>
<th>Izibalo zentloko: Amakhadi akhawulezayo</th>
<th>Amakhadi amanani 0 – 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umdlalo: Cazulula i-12 – epheleleyo, inxalenye, inxalenye</td>
<td>Iibloko</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>Ukusebenzisa ithejibhile zamanani</td>
<td>LAB, iibloko</td>
</tr>
<tr>
<td>2</td>
<td>lingxaki zamagama zokudibanisa</td>
<td>LAB, iibloko</td>
</tr>
<tr>
<td>3</td>
<td>lingxaki zamagama zokuthabatha</td>
<td>LAB, iibloko</td>
</tr>
<tr>
<td>4</td>
<td>Ukuthabatha njengomahluko</td>
<td>LAB, iibloko</td>
</tr>
<tr>
<td>5</td>
<td>Uqukanisa novavanyo olujolise ekufundeni</td>
<td>LAB</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emva kwale veki umfundi kufuneka akwazi ukwenza oku:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ukusebenzisa ithejibhile yamanani ukuze achaze kwaye abhale izivakalisi manani.</td>
</tr>
<tr>
<td>Ukusombulula ingxaki zamagama zokudibanisa nokuthabatha ngokukhawuleza nangempumelelo esebenzisa iibloko neethejibhile zamanani.</td>
</tr>
<tr>
<td>Ukuthelekisa amanani ngokubala umahluko.</td>
</tr>
</tbody>
</table>

Uvavanyo

Uvavanyo olubhalwayo: lingxaki zokudibanisa nokuthabatha kunye nezivakalisi manani (NOR)
Bhala phantsi amanqaku afunyenweyo kwali-11 kwiphethshana lamanqaku ekota.
# Addition and subtraction

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mental Maths:</strong> Fast cards!</td>
</tr>
<tr>
<td><strong>Game:</strong> Break 12 - whole, part, part</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>Using <strong>number tables</strong></td>
<td>LAB, <strong>multifix blocks</strong></td>
</tr>
<tr>
<td>2</td>
<td>Addition <strong>word problems</strong></td>
<td>LAB, <strong>multifix blocks</strong></td>
</tr>
<tr>
<td>3</td>
<td>Subtraction word problems</td>
<td>LAB, <strong>multifix blocks</strong></td>
</tr>
<tr>
<td>4</td>
<td>Subtraction as difference</td>
<td>LAB, <strong>multifix blocks</strong></td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

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

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

**Assessment**

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

Record a mark out of 11 in the term mark sheet.
Ukudibanisa nokuthabatha

**Ividiyo yezibalo zentloko**

**Ividiyo yomdlalo**

**Ividiyo yophuhliso lwengqiqo**
Kwisifundo seklsi yonke kule veki siza kujolisa kudibaniso nothabatho. Abafundi basebenzisa ibloko neetheyibhile zamanani ukuze basombulule ilingxaki. Abafundi bakwanikwa amathuba okusombulula ilingxaki zamagama kunye nokuziqhelisa ukuthabatha njengomahluko. Ukusetyenziswa kwetheyibhile yamanani kuza kugxila koku:

- ukusebenzisa itheyibhile yamanani ukuze bacinge kwezimba izivakalisi manani.
- ukusombulula ilingxaki zamagama zokudibanisa nokuthabatha ngokukhawuleza nangempumelelo besebenzisa ibloko neetheyibhile zamanani.
- ukuthlekelisa amanani ngokubala umahluko.

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

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

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

What to look out for this week
• Encourage learners to think about the inverse relationship between addition and subtraction by discussing what they notice when completing the number tables.
• Help learners to identify the different number sentences that can be written using the numbers in the number table.
Ukusebenzisa iitheyibhile zamanani

Ziqhelise ukwenza izibini zokudibanisa kuhlululwamanani 0 – 20.
Practice making addition pairs in the number range 0-20.
Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.

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

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

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

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

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

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

Ndinesi-4 kunye ne-12.
I have 4 and 12. 4 + 12 = 16.

Ndixelele ngamakhadi akho amabini.
Tell me about your two cards.
### Yemisetyenzana yokutyebisa • Enrichment activities

<table>
<thead>
<tr>
<th>Usuku 1 Day 1</th>
<th>Usuku 2 Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ngubani ixesha lamanani?</strong>&lt;br&gt;What is the digital time?</td>
<td><strong>Ngubani ixesha lamanani?</strong>&lt;br&gt;What is the digital time?</td>
</tr>
<tr>
<td>Yintsimbi yesi-3&lt;br&gt;3 o’clock</td>
<td>Yintsimbi yoku-1&lt;br&gt;1 o’clock</td>
</tr>
<tr>
<td>Licala emva kweyesi-4&lt;br&gt;Half past 4</td>
<td>Licala emva kweye-10&lt;br&gt;Half past 10</td>
</tr>
<tr>
<td>Yintsimbi yesi-7&lt;br&gt;Half past 2</td>
<td>Yintsimbi yesi-2&lt;br&gt;Half past 2</td>
</tr>
<tr>
<td>Licala emva kweyesi-6&lt;br&gt;Half past 6</td>
<td>Yintsimbi yesi-8&lt;br&gt;2 o’clock</td>
</tr>
<tr>
<td>Yintsimbi yesi-5&lt;br&gt;5 o’clock</td>
<td>Yintsimbi yesi-8&lt;br&gt;Half past 6</td>
</tr>
<tr>
<td>Licala emva kweyesi-10&lt;br&gt;10 o’clock</td>
<td>Yintsimbi ye-9&lt;br&gt;3 o’clock</td>
</tr>
<tr>
<td>Yintsimbi ye-11&lt;br&gt;Half past 1</td>
<td>Yintsimbi ye-11&lt;br&gt;11 o’clock</td>
</tr>
<tr>
<td>Licala emva kweyesi-8&lt;br&gt;Half past 8</td>
<td>Licala emva kweyesi-3&lt;br&gt;Half past 3</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>Bonisa ixesha ewotshini yakho.</strong>&lt;br&gt;Show the time on your clock.</td>
<td><strong>Bonisa ixesha ewotshini yakho.</strong>&lt;br&gt;Show the time on your clock.</td>
</tr>
<tr>
<td>Yintsimbi ye-11&lt;br&gt;11 o’clock</td>
<td>Yintsimbi ye-9&lt;br&gt;9 o’clock</td>
</tr>
<tr>
<td>Licala emva kweye-9&lt;br&gt;Half past 9</td>
<td>Licala emva kweye-10&lt;br&gt;Half past 10</td>
</tr>
<tr>
<td>Yintsimbi yoku-1&lt;br&gt;1 o’clock</td>
<td>Yintsimbi yoku-1&lt;br&gt;Half past 11</td>
</tr>
<tr>
<td>Licala emva kweyesi-2&lt;br&gt;Half past 2</td>
<td>Yintsimbi yesi-2&lt;br&gt;Half past 2</td>
</tr>
<tr>
<td>Yintsimbi yesi-7&lt;br&gt;Half past 1</td>
<td>Yintsimbi yesi-6&lt;br&gt;Half past 6</td>
</tr>
<tr>
<td>Licala emva kweyesi-6&lt;br&gt;Half past 6</td>
<td>Yintsimbi yesi-8&lt;br&gt;3 o’clock</td>
</tr>
<tr>
<td>Licala emva kweyesi-4&lt;br&gt;Half past 4</td>
<td>Yintsimbi ye-12&lt;br&gt;Half past 8</td>
</tr>
<tr>
<td>Yintsimbi yesi-4&lt;br&gt;4 o’clock</td>
<td>Yintsimbi ye-12&lt;br&gt;12 o’clock</td>
</tr>
<tr>
<td>Licala emva kweyesi-8&lt;br&gt;Half past 8</td>
<td>Licala emva kweyesi-7&lt;br&gt;Half past 7</td>
</tr>
</tbody>
</table>
**IVEKI 7 • USUKU 1**

**Ukusebenzisa itheyibhile zamanani**

**UPHUHLISO LWENGQIQQO | CONCEPT DEVELOPMENT**

Yenza icoco yiyeleko ezingama-20. Bhala 20 phezulu kule theyibhile kuba linan i eliphileleyo. Make a tower of 20 blocks. We write 20 at the top of the table because it is the whole.


**Sahlule ama-20 aba ziinxaleny ezimbini ze-15 nesi-5.**

We broke 20 into two parts of 15 and 5.

**Sahlule ama-20 aba ziinxaleny ezimbini ze-9 ne-11.**

We broke 20 into two parts of 9 and 11.

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

**Sahlule ama-20 aba ziinxaleny ezimbini ze-9 ne-11.**

We broke 20 into two parts of 9 and 11.

**Sine-10 kwixalenye yokuqala ne-10 kwenye.**

We have 10 in the first part and 10 in the other part.

**Sine-12 kweyokuqala nesi-8 kweyesibini.**

We have 12 in the first part and 8 in the other part.

Phinda la manyathelo angasentla, wahlule ibloklo zama-20 zibe ziinxaleny ezahlukeleneyo. Bakhuthaze abafundi bathethe netheyibhile yamanani nangendlela abawabhala ngayo amanani kuyo. Bancedise ekuchongeni izivakalisi manani zokudibanisa nokuthabatha ezinokubhalwa ngokusebenzisa le theyibhile yamanani.

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

Using number tables

Umdalo: Yahlula i-12 - epheleleyo-inxalenyen-xaleny
Game: Break 12 - whole-part-part

- Yenz iincochoyi ngeetyhubhu ezil-12.
  Make a tower with 12 cubes.
- Yahlula incochoyi ibe ziinxaleny ezi-2.
  Break the tower into 2 parts.
- Zoba umfanekiso wento epheleleyo-nenxalenyen-xaleny.
  Draw a whole-part-part picture.
- Bhala izivakalisi manani 2zi-2
  zokudibanisa nezi-2 zokuthabatha.
  Write 2 addition and 2 subtraction number sentences.

Singaculul na inani nile
ngamanani amabini amancinci.
Inani eikulu sithi yinto epheleleyo.
Amanani amancinci sithi xinxaleny.
We can break any number into
2 smaller numbers. We call the
big number the whole. We call the
smaller numbers the parts.

1 Gqibezele itheyibhile yamanani.
Complete the number table.

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

Sibhala aamanani ama-3 kwitheyibhile yamanani.
We write the 3 numbers
in a number table.
Ukusebenzisa iitheyibhile zamanani

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

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

   Ukudibanisa
   
   Addition
   
   $8 + 7 = 15$
   
   $7 + 8 = 15$

   Ukuthathatha
   
   Subtraction
   
   $15 - 8 = 7$
   
   $15 - 7 = 8$

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

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

   Ukudibanisa
   
   Addition
   
   _____
   
   _____

   Ukuthathatha
   
   Subtraction
   
   _____
   
   _____

Using number tables

Week 7 • Day 1
Addition word problems

**Week 7 • Day 2**

**Concept Development**


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

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

Ndifumene amanye amapetyu asi-7.
Then I find 7 more marbles.

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

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

Phinda la manyathelo ngezinye iingxaki zokudibanisa. Nika abafundi amathuba aliqela okusombulula iingxaki zamagama zokudibanisa.
Repeat the steps with other addition word problems. Give the learners multiple opportunities to solve addition word problems.
**IVEKI 7 • USUKU 2**

lingxaki zamagama zokudibanisa

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**UTEKI 7 • DAY 2**

lingxaki zamagama zokudibanisa

Addition word problems

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**IZIBALO**
- ZENTLOKO
- MENTAL MATHS

**IFETHI ZAMANANI**
- UKUYA KUNA-20
- NUMBER FACTS TO 20

**UMDLALO**
- GAME

**UPHULUSO**
- LWENGQISO
- CONCEPT DEVELOPMENT

**AMAPHEPHA LOKUSEBENZELA**
- WORKSHEETS

---

**UVuyo ufake amangaku asi-7. UNeo ufake amangaku ama-4. Mangaphi amangaku abawafakileyo edibene?**

Vuyo scored 7 goals. Neo scored 4 goals. How many goals did they score altogether?

- **Bonisa ingxaki usebenzise ibloko.**
  - **Show the problem using blocks:**

  inxalenyeni
  amangaku asi-7 7 goals

  inxalenyeni
  amangaku ama-4 4 goals

  into epheleleyo
  whole

  amangaku ali-11 11 goals

  Kudibaniso, sidibaniso
  inxalenyeni ezimbini
  ukwenza into enye
  epheleleyo.

  In addition, two parts come together to make a whole.

  

  into epheleleyo
  whole

  inxalenyeni
  7

  inxalenyeni
  4

  ukudibanisa
  addition

  7 + 4 = 11

---

**UNozi unamapetyu asi-7. UMlu unamapetyu ama-5. Mangaphi amapetyu abanawo edibene?**

Nozi has 7 marbles. Mlu has 5 marbles. How many marbles altogether?

- **Bonisa ingxaki usebenzise ibloko.**
  - **Show the problem using blocks:**

---

**USina ufunda iincwadi ezi-6. UMila ufunda iincwadi ezi-5. Zingaphi iincwadi abazifundileyo zidibene?**

Sina read 6 books. Mila read 5 books. How many books did they read altogether?

- **Bonisa ingxaki usebenzise ibloko.**
  - **Show the problem using blocks:**

---

**64**
UOwam ubaleke iikhilomitha ezi-9. UIviwe ubaleke iikhilomitha ezi-5. Zingaphi iikhilomitha abazibalekileyo zidibene?
Owam ran 9 kilometres. Iviwe ran 5 kilometres. How many kilometres did they run altogether?

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

\[ \begin{array}{c|c}
18 & 7 \\
\hline
15 & 6 \\
\end{array} \quad \begin{array}{c|c}
12 & 8 \\
\hline
34 & 10 \\
\end{array} \quad \begin{array}{c|c}
20 & 40 \\
\hline
30 & 15 \\
\end{array} \]

2 Gqibezele itheyibhile yamanani.
Complete the number tables.

3 Bhala ingxaki yamagama yala manani kwenye yikhezivhi.
Write a word problem for the numbers in the table.
Phinda la manyathelo ngezinye iingxaki zamagama zokuthabatha. Nika abafundi amatuba aliqela okusombulula iingxaki zamagama zokuthabatha.

Repeat the steps with other subtraction word problems. Give the learners multiple opportunities to solve subtraction word problems.
WEEK 7 • DAY 3
Subtraction word problems

1. Bonisa ingxaki usebenzise iibloko.
Show the problems using blocks.

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

Tata Jola has 12 cows. He sells 3. How many cows does he have now?
Ilingxaki zamagama zokuthabatha

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

2. UAva no-Olu bafunde iincwadi ezil-i13 kule kota. UAva ufunde iincwadi ezili-6. Zingaphi iincwadi ezifundwe nguOlu?
   Ava and Olu read 13 books this term. Ava read 6 books. How many books did Olu read?

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>8</td>
</tr>
</tbody>
</table>

Subtraction word problems

Week 7 • Day 3
WEEK 7 • DAY 4

Subtraction as difference

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

Sebenzisa iibloko zakho ukuze uthelele isitsho inani labafundi nenani leebhiskithi.
Use your blocks to compare the number of learners and the number of biscuits.

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

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

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

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

Sebenzisa iibloko zakho ukuze uthelele isitsho inani labafundi nenani leebhiskithi.
Use your blocks to compare the number of learners and the number of biscuits.

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

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

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

**Ukuthabatha njengomahlukoXhosa**

---

**IVEKI 7 • WEEK 7**

**Ukuthabatha njengomahluko**

Subtraction as difference

1. **Ndinamaqhaga ali-10 nezithixo ezi-6.**
   Manini kungakanani amaqhaga kunezithixo? Zingaphi izithixo ezingekhoyo?
   *I have 10 locks and 6 keys. How many more locks than keys? How many keys are missing?*

   ![Diagram of locks and keys]

   **Into epheleleyo**
   - Whole:
     - **10**
     - **6**
     - **4**
   - **Umahluko**
     - **10 − 6 = 4**

2. **Xa sithelekisa, sikwathobatha. Sithelekisa into epheleleyo nenyaye xenxalenye.**
   *When we compare, we also subtract. We compare a whole to one of the parts.*

---

**1. Bonisa ingxaki usebenzise iibolo.**

Show the problems using blocks.

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

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

![Diagram of locks and keys]

**Umahluko**

---

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

*There are 13 pots and 7 lids. How many lids are missing?*

![Diagram of pots and lids]
Kukho abafundi abali-15 neeorengi ezili-11. Kufuneka iorengi ezingaphi ngaphezulu ukuze wonke umfundzi afumane iorengi enye?
There are 15 learners and 11 oranges. How many more oranges are needed so that all learners get one orange?

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

2 Gqibezela iitheyibhile zamanani.
Complete the number tables:

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

<table>
<thead>
<tr>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>25</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>60</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
</tr>
</tbody>
</table>
Uvavanyo noqukaniso

1. Gqibezela itheyibhile zamanani.
   Complete the number tables.
   
   | 20 | 5 |
   | 30 | 7 |
   | 16 | 7 |

2. K withe yibhile nganye bhala iisam zokudibanisa ezi-2
   nezokuthabatha ezi-2.
   For each number table write 2 addition sums and 2 subtraction sums.
   
   | 35 |
   | 25 | 10 |

   | 50 |
   | 32 | 18 |

   ukudibanisa  ukuthabatha  ukudibanisa  ukuthabatha
   addition       subtraction       addition       subtraction

Masithethe ngeMaths!
Let’s talk Maths!

NgesiXhosa sithi:
Epheleleyo-Inxaleni-Inxalenye
Ukudibanisa: sidibanisa inxalenyi ndaweninye.
Siqala ngeexalenye ezi-2.
Senza into epheleleyo.
Ukuthabatha siyathatha/siyasusa.
Sithatha inxalenyi. Kusala enye inxalenyi.

In English we say:
Whole-Part-Part
Addition: we put parts together.
We start with 2 parts. We make a whole.
Subtraction: we take away.
We take away a part. We are left with another part.
Subtraction: we compare a bigger number with a smaller number.
We ask “How many more?”
Siyabuza “Zingaphi ngaphezulu/ zininzi kangakanani?”
Siyabuza “Yintoni umahluko?”
We ask “What is the difference?”
Assessment and consolidation

WEEK 7 • DAY 5

Uqukaniso • Consolidation

1. **Ngubani ixesha?**
   What is the time?
   
   ![Clocks showing different times]

2. **Sombulula.**
   Solve.

   
   ![Number line with numbers 50 to 70]

   \[
   \begin{align*}
   55 + 7 &= \_\_\_ \\
   59 + 2 &= \_\_\_ \\
   63 - 6 &= \_\_\_ \\
   65 - 9 &= \_\_\_
   \end{align*}
   \]

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

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

4. **Bhala isimboli yenani.**
   Write the number symbol:

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

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

5. **Isiqingatha okanye ihaftu:**
   Half:
   
   | 15 | 15 |

<table>
<thead>
<tr>
<th>Phinda kabini:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Double:</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>15</td>
</tr>
</tbody>
</table>
## Amaqhezu

<table>
<thead>
<tr>
<th>Izibalo zentloko:</th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fizz Pop – ukucazulula nokwakha</td>
<td>azikho</td>
</tr>
<tr>
<td>IMaths ekhawulezayo ngamaKhadi – Isiqingatha</td>
<td>amakhadi amanani 0 – 20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Iziqingatha</td>
<td>LAB, izikwere zamaphepho okanye imicwe yokubonisa isiqingatha (abafundi)</td>
</tr>
<tr>
<td>2</td>
<td>Ikota nezithathu/isinye kwisithathu</td>
<td>LAB, imicwe yamaphepho yokubonisa ikota nezithathu (abafundi)</td>
</tr>
<tr>
<td>3</td>
<td>Isinye kwisihlanu nesinye kwisithandathu</td>
<td>LAB, imicwe yamaphepho yokubonisa izihlanu nezithandathu (abantwana)</td>
</tr>
<tr>
<td>4</td>
<td>Iqhezu lento epheleleyo</td>
<td>LAB</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanyo olujolise ekufundeni</td>
<td>LAB</td>
</tr>
</tbody>
</table>

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

- Ukunakana amaqhezu emifanekisweni
- Ukucazulula nokwakha kwakhona izinto ezipheleleyo
- Ukubhala amaqhezu usebenzise amagama athi isiqingatha, isinye esithathwini, ikota, isinye kwisihlanu, isinye kwisithandathu

### Uvavanyo

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

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

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

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

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

- Recognise fractions in diagrammatic form
- Deconstruct and reconstruct wholes
- Write fractions using the words half, third, quarter, fifth and sixth

**Assessment**

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

Record a mark out of 10 in the term mark sheet.
Amaqhezu

Ividiyo yezibalo zentloko

Ividiyo yomdlalo

Ividiyo yophuhliso lwengqiqo
Kule veki sigxila kumaqhezu. Kubalulekile ukuba siqale ngokusebenzisa amancedo aphathhekayo afana namaphepha okufundisa amaqhezu. Xa abafundi besonga okanye besika amaphepha abe ziinxalenye zamaqhezu ahlukileyo, bafumana amava angawo okwenza inxalenye zamaqhezu abanika ulwazi malunga nemo yamaqhezu. Kumsebenzi wethu siza kujolisa koku:
• ukunakana amaqhezu emifanekisweni.
• ukucazulula nokwakha kwakhona izinto ezipheleleyo.
• ukubhala amaqhezu sisebenzisa amagama athi isiqingatha, isinye esithathwini, ikota, isinye kwisihlana, isinye kwisithandathu.

Into emayiqatshelwe kule veki
• Kubalulekile ukuba abafundi baqonde ukuba inxalenye zesiqingatha ezifanayo kufuneka zilingane ngobukhulu.
Mental Maths video
This week we will play Fizz Pop, focusing on breaking down and building up numbers. Learners will be given opportunities to break numbers into 10s and 1s on Days 1 and 3, and on Days 2 and 4 they will build two-digit numbers. Encourage learners to break numbers down and to build them up as quickly as possible so that they can develop the ability to solve problems efficiently.

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

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

What to look out for this week
• Once the learners are able to represent fractions using concrete aids, we move on to pictorial representations. It is important to note that concrete fractions are always parts of a whole. Half a rectangle is not just a half, it is half of the rectangle. It is always relative to the whole.
• It is important for learners to understand that the same fraction parts must be equal in size.
IZIBALO ZENTLOKO | MENTAL MATHS

Bethelela ukucazulula nokwakha amanani usebenzise umdlalo oti Fizz Pop.
Consolidate breaking down and building up numbers using the Fizz Pop game.
Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imhla.
Remember to check the date and mark the register every day.

Fizz Pop – ukucazulula amanani
Let’s play Fizz Pop – breaking down and building up.

Fizzi

1

2

27

Ama-20 nesi-7
20 and 7

3

4

Ama-40 nesi-2
40 and 2

5

6
**WEEK 8 • DAY 1**

**Halves**

Yemisetyenzana yokutyebisa • Enrichment activities

<table>
<thead>
<tr>
<th>Usuku 1 Day 1</th>
<th>Usuku 2 Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dibanisa.</strong></td>
<td><strong>Dibanisa.</strong></td>
</tr>
<tr>
<td>Add.</td>
<td>Add.</td>
</tr>
<tr>
<td>33 + 7 =</td>
<td>21 + 12 =</td>
</tr>
<tr>
<td>35 + 10 =</td>
<td>44 + 6 =</td>
</tr>
<tr>
<td>12 + 18 =</td>
<td>17 + 9 =</td>
</tr>
<tr>
<td>14 + 23 =</td>
<td>32 + 17 =</td>
</tr>
<tr>
<td>31 + 24 =</td>
<td>12 + 6 =</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Usuku 3 Day 3</th>
<th>Usuku 4 Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thabatha.</strong></td>
<td><strong>Thabatha.</strong></td>
</tr>
<tr>
<td>Subtract.</td>
<td>Subtract.</td>
</tr>
<tr>
<td>30 − 18 =</td>
<td>26 − 9 =</td>
</tr>
<tr>
<td>55 − 31 =</td>
<td>49 − 17 =</td>
</tr>
<tr>
<td>40 − 7 =</td>
<td>18 − 6 =</td>
</tr>
<tr>
<td>37 − 14 =</td>
<td>33 − 12 =</td>
</tr>
<tr>
<td>45 − 10 =</td>
<td>50 − 6 =</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Usuku 1 Day 1</th>
<th>Usuku 2 Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Add.</strong></td>
<td><strong>Add.</strong></td>
</tr>
<tr>
<td>70</td>
<td>32</td>
</tr>
<tr>
<td>50</td>
<td>29</td>
</tr>
<tr>
<td>20</td>
<td>3</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>Subtract.</strong></td>
<td><strong>Subtract.</strong></td>
</tr>
<tr>
<td>23</td>
<td>52</td>
</tr>
<tr>
<td>11</td>
<td>42</td>
</tr>
<tr>
<td>12</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Usuku 1 Day 1</th>
<th>Usuku 2 Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>46</td>
<td>67</td>
</tr>
<tr>
<td>13</td>
<td>41</td>
</tr>
<tr>
<td>33</td>
<td>26</td>
</tr>
</tbody>
</table>
Iziqingatha (Iihafu)

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

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

Singalisonga ehafini iphepha.
We can fold the paper in half.

Bakhuthaze abafundi baqonde ukuba xa into epheleleyo isahlulwa ibe ziinxalenye ezimbini, inxalenye nganye ilingana twatse nenye. Xa usenza inxalenye ezimbini ezilinganayo kwinto enye epheleleyo, inxalenye nganye ibizwa ngokuba sisiqingatha/yihafu. Bancedise abafundi babone ukuba iphepha okanye imilo ingasongwa ibe ziihafu ezimile ngokwahlukeneyo.

Encourage learners to recognise that when a whole is divided into two parts, then each part is exactly the same size. When you make two equal parts from one whole, you call each part one half of the whole. Also help learners to see that a page or shape can be folded into different shaped halves.
1 Jonga umfanekiso. Fakela umbala ofanayo kwiziqingatha ezilinganayo.
Look at the picture. Colour the equal halves the same colour.

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

4. Zoba esinye isiqingatha.
Draw the other half.

5. Trejisa.
Trace.

isiqingatha isiqingatha half half
Quarters and thirds

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

Ask learners to fold on the dotted lines so that the three parts are clearly visible. Use this strip of paper to introduce and talk about thirds. When you make three equal parts from one whole, you call each part one third of the whole.
**IVEKI 8 • USUKU 2**

likota nesinye esithathwini

---

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

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

3. **Trejisa.**
   Trace:
   
   ikota kota quarter quarter
4. Fakela umbala kwisithathu seemilo.
   Colour in a third of the shapes.

5. Fakela umbala kwisithathu semilo nganye eyahlulwe yazizithathu.
   Colour one third of each shape that is divided into thirds.

6. Trejisa.
   Trace.

   isithathu isithathu third third
IZIBLEKO 
MENTAL MATHS

IZIBALO 
ZENTLOKO

UPHLULISO LWENQILO
CONCEPT DEVELOPMENT

AMAPEPHA 
LOKUSEBENZELA
WORKSHEETS

IVEKI 8 • USUKU 3

IZIHLANU NEZITHANDATHU


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

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

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

   Complete.

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

4. Treyisa.
   Trace.

   isihlanu isihlanu fifth fifth
   isithandathu isithandathu sixth
**Izihlanu nezithandathu**

**Umdlalo: Amaqhezu**  
Game: Fractions

- **Dlala nomhlobo wakho.**  
  Tshintshiselani ngokuqala.  
  Play with a friend. Take turns going first.

- **Phosa idayisi uze uhambise isibalisi sakho.**  
  Roll the dice and move your counter.

- **Biza igama leghezu.**  
  Say the name of the fraction.

- **Phosa idayisi kwakhona ukuba ublicanile.**  
  Roll again if you get it right.

---

**Amagama angundoqo**  
**Key words**

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

---

**Dlakani kwakhona.**  
**Kweli tyeli libhalele igama leqhezu.**  
Play again. This time write the name of the fraction.
Fractions of a whole

IZIBALO ZENTLOKO MENTAL MATHS

FIZZ POP – YAKHA!

FIZZ POP – BUILD!

UMDLALO GAME

UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT

AMAPHEPHA LOKUSEBENZELA WORKSHEETS

Nika abafundi ixesha lokuthetha ngamaqhezu ahlokileyo abawabonayo. Kwimilo nganye, bakugqiba ukufakela umbala kwixalenye enye kwimilo nganye baze baconge kwaye baxoxe ngazo. Izisingatha (uxabantu), izithathu (isangqa) iikota (isikwere), izihlanu (irekthengile) kunye nezithandathu (iheksagoni).

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

Jonga iimilo zakho uze undixelele ukuba leliphi iqhezu obinayo. Look at your shapes and tell me what fractions you can see.

Jonga kuzo zonke iimilo. Ungazixela zonke ixalenye enyo kwimilo?

Look at all of the shapes. Can you name all the fraction parts?

Sisinye kwisithathu. This is one third.

Bhala amagama amaqhezu azo zonke iimilo.

Write the names of the fraction parts for all of the shapes.

Ndibona iikota! I see quarters!

Wazi njani ukuba leliphi iqhezu?

How do you know what fraction is what?

Irekthengile ibonisa izihlanu.
The rectangle shows fifths.

IZIBALO ZENTLOKO MENTAL MATHS

FIZZ POP – YAKHA!

FIZZ POP – BUILD!

UMDLALO GAME

UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT

AMAPHEPHA LOKUSEBENZELA WORKSHEETS

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

Allow learners time to talk about the different fractions that they see. After they have coloured the parts od each shape, ask them to point to the fraction parts and talk about how they know now to identify them.
Amaqhezu ento epheleleyo

Faka umbala kumalungu.
Colour the parts.
Fractions of a whole

2 Fakela umbala kwinxalenye enye. Treyisa igama leqhezu.
Colour one part. Trace the name of the fraction.

isiqingatha esinye
one half

isinye esithathwini
one third

ikota enye
one quarter

isinye kwisikhlanu
one fifth

isinye kwisithandathu
one sixth

Xa ndisahlulela abantwana aba-2 ilofu yesonka, umntwana ngamnye ufumana isiqingatha selofu.
When I share 1 loaf between 2 children, one child gets one half.
Uvavanyo noqukaniso

1. Thiya iqhezu igama.
   Name the fraction.

2. Rhangqa imifanekiso ebonisa isiqingatha.
   Circle the pictures that show half.

Masithethe ngeMaths!
Let's talk Maths!

NgesiXhosa sithi:
In English we say:

Isiqingatha esinye.
One half.

Inxaleny eentyezi-2 ezilinganayo.
One of 2 equal parts.

Isinye esithathwini.
One third.

Inxaleny eentekwezi-3 ezilinganayo.
One of 3 equal parts.

Iqota enye.
One quarter.

Inxaleny eentekwezi-4 ezilinganayo.
One of 4 equal parts.

Isinye kwishlanu.
One fifth.

Isinye kwishlanu.
One sixth.
Zalisa izikhewu. Bhala igama leqhezu.

Fill in the blanks. Write the fraction name.

Inxaleny e-___ yeenza xaleny ezi-___ ezilinganayo.
___ part of ___ equal parts.

Inxaleny e-___ yeenza xaleny ezi-___ ezilinganayo.
___ part of ___ equal parts.

Inxaleny e-___ yeenza xaleny ezi-___ ezilinganayo.
___ part of ___ equal parts.

Inxaleny e-___ yeenza xaleny ezi-___ ezilinganayo.
___ part of ___ equal parts.

Inxaleny e-___ yeenza xaleny ezi-___ ezilinganayo.
___ part of ___ equal parts.
Ulwabiwo lwesahlulo

<table>
<thead>
<tr>
<th>Izixhobo</th>
<th>Izibalo zentloko: Fizz Pop – ukwahlula kubini</th>
<th>azikho</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umdlalo</td>
<td>Ulwabiwo!</td>
<td>iibloko</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>Ulwabiwo phakathi kwaba-2</td>
<td>LAB, iibloko</td>
</tr>
<tr>
<td>2</td>
<td>Ulwabiwo olunentsalela</td>
<td>LAB, iibloko</td>
</tr>
<tr>
<td>3</td>
<td>Ulwabiwo phakathi kwaba-3</td>
<td>LAB</td>
</tr>
<tr>
<td>4</td>
<td>Ulwabiwo phakathi kwaba-4</td>
<td>LAB</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso</td>
<td>LAB</td>
</tr>
</tbody>
</table>

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

Ukusombulula nokucaisa izisombulula zeengxaki ezenziwayo eziquka ulwabiwo olulinganayo neempendulo ezinokuba neentsalela.

**Uvavanyo**

Akukho vavanyo lusesikweni kule veki.
Kufuneka ubaqaphele abafundi eklasini yakho imhla kwaye uthathe amanqaku njengenxalenye yovavanyo oluqhubekayo olungekho sesikweni olujolise ekufundeni.
Sharing division

<table>
<thead>
<tr>
<th>Resources</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Mental Maths:</strong> <em>Fizz Pop - halving</em></td>
<td>none</td>
</tr>
<tr>
<td><strong>Game:</strong> <em>Sharing!</em></td>
<td><em>multifix blocks</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sharing between 2</td>
<td>LAB, <em>multifix blocks</em></td>
</tr>
<tr>
<td>2</td>
<td>Sharing with a remainder</td>
<td>LAB, <em>multifix blocks</em></td>
</tr>
<tr>
<td>3</td>
<td>Sharing among 3</td>
<td>LAB</td>
</tr>
<tr>
<td>4</td>
<td>Sharing among 4</td>
<td>LAB</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation</td>
<td>LAB</td>
</tr>
</tbody>
</table>

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

Solve and explain solutions to practical problems that involve equal sharing with answers that can include remainders.

**Assessment**

There is no formal assessment this week.

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


Ividiyo yomdlalo


Ividiyo yophuhliso lwengqiqo

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

• ukusombulula iingxaki eziquka ulwabiwo olusenokuba nentsaalela. Kolu hiibo lolwahlulo, izinto zahlulwa phakathi kwenani elinikiweyo labantu (umzekelo) kwaye abafundi kufuneka bafumanise ukuba zingaphi izinto ezabwendo aya kuzifumana umntu nganye.
Mental Maths video
This week we will play Fizz Pop again. We will focus on halving, encouraging learners to halve numbers as an efficient calculation strategy. Whilst it is easier to halve even numbers, it is important that learners also practice halving odd numbers. Due to the fact that odd numbers will have a remainder, it is necessary to be prepared for additional conversations about these types of problems.

Game video
This week we will play Sharing! using multifix blocks. Learners should imagine each block is a sweet. The teacher calls a number. The learners must share the sweets equally between 2 learners. Ask them: ‘How many does each learner get?’ ‘How many are left over?’ This game develops learners’ ability to share a given number of items into two parts – it lays the foundation for halving.

Conceptual development video
This week we focus on sharing among 2, 3 and 4. Learners will be given opportunities to share multifix blocks, and to record using diagrams. Learners will work with numbers that they can share equally, and they will also discuss what could be done when there is a remainder. In our work on sharing, we will focus on:
• solving problems involving sharing with the possibility of a remainder. In this kind of division, objects are divided among a given number of people (for example) and learners have to find out how many items being shared each person will get.

What to look out for this week
It is important to allow learners time to discuss how they share their multifix blocks, and to think about what they should do with any remainders. Help learners to realise that a remainder can be left as a whole, or that it can be split into fractional parts.
Betlelela ukwahlula kubini usebenzise umdala oti 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.
**WEEK 9 • DAY 1**

**Sharing between 2**

**Usuku 1 Day 1**

<table>
<thead>
<tr>
<th>Fakela umbala.</th>
<th>Colour.</th>
</tr>
</thead>
<tbody>
<tr>
<td>isinye kwisithandathu</td>
<td>one sixth</td>
</tr>
<tr>
<td>ikota enye</td>
<td>one quarter</td>
</tr>
<tr>
<td>isiqingatha esinye</td>
<td>one half</td>
</tr>
<tr>
<td>isinye kwisihlanu</td>
<td>one fifth</td>
</tr>
<tr>
<td>isinye kwisithathu</td>
<td>one third</td>
</tr>
</tbody>
</table>

**Usuku 2 Day 2**

<table>
<thead>
<tr>
<th>Fakela umbala.</th>
<th>Colour.</th>
</tr>
</thead>
<tbody>
<tr>
<td>isinye kwisithathu</td>
<td>one third</td>
</tr>
<tr>
<td>isinye kwisihlanu</td>
<td>one fifth</td>
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<tr>
<td>isinye kwisithandathu</td>
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<tr>
<td>ikota enye</td>
<td>one quarter</td>
</tr>
<tr>
<td>isiqingatha esinye</td>
<td>one half</td>
</tr>
</tbody>
</table>

**Usuku 3 Day 3**

<table>
<thead>
<tr>
<th>Fakela umbala.</th>
<th>Colour.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ikota enye</td>
<td>one quarter</td>
</tr>
<tr>
<td>isinye kwisithandathu</td>
<td>one sixth</td>
</tr>
<tr>
<td>isinye kwisihlanu</td>
<td>one fifth</td>
</tr>
<tr>
<td>isiqingatha esinye</td>
<td>one half</td>
</tr>
<tr>
<td>isinye kwisithathu</td>
<td>one third</td>
</tr>
</tbody>
</table>

**Usuku 4 Day 4**

<table>
<thead>
<tr>
<th>Fakela umbala.</th>
<th>Colour.</th>
</tr>
</thead>
<tbody>
<tr>
<td>isinye kwisithathu</td>
<td>one sixth</td>
</tr>
<tr>
<td>isiqingatha esinye</td>
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<td>one third</td>
</tr>
<tr>
<td>isinye kwisihlanu</td>
<td>one fifth</td>
</tr>
<tr>
<td>ikota enye</td>
<td>one quarter</td>
</tr>
</tbody>
</table>
Ulwabiwo phakathi kwaba-2

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

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

Ufumene ibloko ezingaphi umntu ngamnye?
How many blocks did each person get?

Umntu ngamnye ufumana ibloko ezili-15.
Each person gets 15 multifix blocks.

Phinda la manyathelo ngamanye amanani anokwahlulwa phakathi kwabantu ababini.
Repeat the steps with other numbers that can be shared equally between two people.

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

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

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

30 ÷ 2 = 15

Enye yeyakho, enye yeyam, enye yeyakho, enye yeyam ...
One for you, one for me, one for you, one for me ...

Phinda la manyathelo ngamanye amanani anokwahlulwa phakathi kwabantu ababini.
Repeat the steps with other numbers that can be shared equally between two people.
WEEK 9 • DAY 1
Sharing between 2

Umdlalo: Ulwabiwo!
Game: Sharing!

- Yenza ngathi ibloko nganye yilekese!
  Imagine each block is a sweet!
- Utitshala wakho ubiza inani.
  Your teacher calls a number.
- Yaba iilekese ngokusilinganayo hakathi kwabafundi ab-2.
  Share the sweets equally between 2 learners.
- Ufumana ezingaphi umfungi ngamnye?
  How many does each learner get?
- Kushiyi ezingaphi?
  How many are left over?

**iilekese ezili-10**

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

Xa sisaba iilekese ezili-10 phakathi kwabafundi ab-2, emnye ufumana isiqingathu.

When we share 10 sweets between 2 learners, each learner receives half.

**iilekese ezi-6**

<table>
<thead>
<tr>
<th>6 sweets</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

6 ÷ 2 = 3

**iilekese ezingama-60**

<table>
<thead>
<tr>
<th>60 sweets</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 10</td>
</tr>
<tr>
<td>10 10</td>
</tr>
<tr>
<td>10 10</td>
</tr>
</tbody>
</table>

60 ÷ 2 = 30

**Isi-6 esahlule ka-2 senza isi-3.**

6 shared between 2 equals 3.

Ndidikwa uVuyo iilekese enye, ndize ndinike enye uCebu ndide ndizabe zonke iilekese.

I give one sweet to Vuyo, and one to Cebo until I share all the sweets.

**Ama-60 ahulelwa aba-2 ngama-30.**

60 shared between 2 equals 30.

Ndidikwa uVuyo iilekese ezili-10, ndinike uCebu ezili-10 ndide ndizabe zonke iilekese ezingama-60. Ndicinga ngokwama-10.

I give 10 sweets to Vuyo, and 10 to Cebo until I share all 60 sweets. I think in 10s.
Yabela abafundi aba-2 iilekese ngokulinganayo. Uza kufumana iilekese ezingaphi umfundi ngamnye?
Share sweets equally between 2 learners. How many sweets does each learner get?

**Iilekese ezi-4**
4 sweets

\[
4 \div 2 = \_\_\_\_
\]

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

\[
40 \div 2 = \_\_\_\_
\]

**Iilekese ezingama-20**
20 sweets

\[
20 \div 2 = \_\_\_\_
\]

**Iilekese ezingama-26**
26 sweets

\[
26 \div 2 = \_\_\_\_
\]

**Iilekese ezili-10**
10 sweets

\[
10 \div 2 = \_\_\_\_
\]

**Iilekese ezili-18**
18 sweets

\[
18 \div 2 = \_\_\_\_
\]

**Iilekese ezili-14**
14 sweets

\[
14 \div 2 = \_\_\_\_
\]
**Week 9 • Day 2**

**Day 2 Sharing with a remainder**

**IZIBALO ZENTLOKO**

**Mental Maths**

**FIZZ POP!**

**UKWAHLULA KUBINI**

**FIZZ POP! Halving**

**UMDLALO GAME**

**UPHUHLISO LWENGQIQO**

**Concept Development**

**AMAPHEPHA LOKUSEBENZELA**

**Worksheets**

---

**UPHUHLISO LWENGQIQO | Concept Development**

**Ukuba wahlula**

iibloko ezingama-23 phakathi kwabantu aba-2, baza kufumana iibloko ezingaphi emnye?

If you share 23 blocks between 2 people, how many blocks will each person get?

**Umntu ngamnye ufumana**

iibloko ezili-11, kushiyeka enye.

Each person can get 11 blocks but we have one left over.

**Zoba umfanekiso**

ubonise ukuba uzahlule njani iibloko ezingama-23 phakathi kwabantu aba-2.

Do a drawing to show how you shared 23 blocks between 2 people.

**Ndingahlula ama-10 nemivo, ndize ndibeke ecaleni eshiyekileyo.**

I can share the 10s and the 1s and leave the left over one on the side.

**Sesiphi isivakalisi**

manani esinokusibhala sibonise indlela esahlule ngayo ama-23 phakathi kwabantu aba-2?

What number sentence can we write to show how 23 is shared between 2 people?

23 ÷ 2 = 11 kushiyeka e-1 and one left over eelinesiqingatha and one half

**Xoxani ngokuba nenze ntoni ngale bloko ishiyekileyo. Yibek ecaleni okanye yahlule kubini (ukuba unakho)?**

Discuss what to do with the leftover block? Leave it on the side or halve it (if you can)?

**Phinda la manyathelo ngamanye amanani anentsalela xa kusahlulelwa abantu ababini.**

Repeat the steps with other numbers that have a remainder when shared between two people.
Ulwabiwo olunentsalela

**IVEKI 9 • USUKU 2**

**Ulwabiwo olunentsalela**

Sharing with a remainder

<table>
<thead>
<tr>
<th>IZIBALO</th>
<th>ZENTLOKO</th>
</tr>
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<tbody>
<tr>
<td>MENTAL NATHI</td>
<td></td>
</tr>
<tr>
<td>FIZZ POP</td>
<td>UKWALULWA KUBINI</td>
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<tr>
<td>FIZZ POP MALING</td>
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<tr>
<td>UMHLALO</td>
<td>GAME</td>
</tr>
<tr>
<td>UPHEHLISO</td>
<td>LWENGERO</td>
</tr>
<tr>
<td>CONCEPT DEVELOPMENT</td>
<td></td>
</tr>
<tr>
<td>AMAPHEPHA OKUSEBENZELA</td>
<td>WORKSHEETS</td>
</tr>
</tbody>
</table>

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**Ezine izinto zinokwuhlulwa kubini. Sabo ngokwuhlula ehaflini (kubini)!

Some things can be cut in half. We can share by cutting in half!**

**Ndabela abafundi ab-2 ngokulinganayo ama-apile ama-5. Umfundi ngamnye ufumana ama-apile ama-2 nesigingatha/anehafu.**

I share 5 apples equally between 2 learners. Each learner receives 2 and a half apples.

**Kukho izinto ezingenokho ukwuhlulwa kubini. Xa sisahlula maxa wambi kubakhoo into eshiyekayo. Some things cannot be cut in half. When we share, sometimes we have some left over.**

**Ndabela abafundi ab-2 ngokulinganayo amapetuy ama-5. Umfundi ngamnye ufumana amapetuy ama-2. Kusihleka ipetuy elinye.**

I share 5 marbles equally between 2 learners. Each learner receives 2 marbles. There is one marble left over.

---

**Yabelo abafundi ab-2 ngokulinganayo. Umfuma ezingaphi umfundi ngamnye?**

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

**Example 1:**

9 ÷ 2 = 4 nesigingatha esi-1

9 + 2 = 4 and 1 half

9 ÷ 2 = 4 nentsalela e-1

9 ÷ 2 = 4 and 1 left over

---

**Example 2:**

15 ÷ 2 =________

15 + 2 =_______

15 ÷ 2 =________

15 + 2 =_______
WEEK 9 • DAY 2
Sharing with a remainder

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

19

19

5

5

19

19

19 \div 2 = 9 nesiqingatha esi-1
19 \div 2 = 9 and 1 half

19

19

5

5

19

19

19 \div 2 = 9 nentsalela e-1
19 \div 2 = 9 and 1 left over

7

7

7

7

7 \div 2 = 
7 \div 2 = 

7 \div 2 = 
7 \div 2 =

11

11

11

11

11 \div 2 = 
11 \div 2 = 

11 \div 2 = 
11 \div 2 =

21

21

21

21

21 \div 2 = 
21 \div 2 = 

21 \div 2 = 
21 \div 2 =

Sharing with a remainder
Ulwabiwo phakathi kwaba-3


There are 15 biscuits. Share the biscuits between 3 friends. How many biscuits will each friend get? Will there be any biscuits left over?

Umhlobo ngamnye uza kufumana iibhisikithi ezi-5. Each friend will get 5 biscuits.

Kukho amapetyu angama-20. Yabela abahlololo aba-3 amapetyu. Uza kufumana amapetyu amangaphi umhlobo ngamnye? Ingaba kuza kubakho amapetyu aeshiyekayo?

There are 20 marbles. Share the marbles between 3 friends. How many marbles will each friend get? Will there be any marbles left over?

Umhlobo ngamnye uza kufumana amapetyu ama-6 kwaye kuza kushiyeka amapetyu ama-2. Each friend will get 6 marbles and there will be 2 left over.


Repeat the steps with other sharing word problems. Give the learners multiple opportunities to solve problems with remainders. Make sure learners talk about what can be done with remainders so that learners realise that they can’t be ignored.
WEEK 9 • DAY 3
Sharing among 3

1. Yabela abafundi aba-3 iilekese ngokulinganayo. Zingaphi iilekese eziza kufunyanwa ngumfundlani ngamnye?

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

- iilekese ezili-12
  - 12 sweets
  - $12 \div 3 = 4$

- iilekese ezili-3
  - 3 sweets
  - $3 \div 3 = ___$

- iilekese ezili-6
  - 6 sweets
  - $6 \div 3 = ___$

- iilekese ezili-9
  - 9 sweets
  - $9 \div 3 = ___$

- iilekese ezili-15
  - 15 sweets
  - $15 \div 3 = ___$

- iilekese ezili-18
  - 18 sweets
  - $18 \div 3 = ___$
Ulwabiwo phakathi kwaba-3

2. Yabela iingxowa ezi-3
amapetyu ngokulinganayo.
Share marbles equally between 3 bags.

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

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

<table>
<thead>
<tr>
<th>amapetyu ali-13</th>
<th>amapetyu ali-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 marbles</td>
<td>12 marbles</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>$13 \div 3 = \underline{\quad}$</td>
<td>$12 \div 3 = \underline{\quad}$</td>
</tr>
<tr>
<td>Kushiyeka</td>
<td>Kushiyeka</td>
</tr>
<tr>
<td>amangaphi? \underline{\quad}</td>
<td>amangaphi? \underline{\quad}</td>
</tr>
<tr>
<td>How many left over? \underline{\quad}</td>
<td>How many left over? \underline{\quad}</td>
</tr>
</tbody>
</table>
Sharing among 4

IZIBALO
ZENTLOKO
MENTAL MATHS

FIZZ POP!
UKWALULU KUBINI
FIZZ POP HALVING

UMDLALO
GAME

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

AMAPHEPHA
LOKUSEBENZELA
WORKSHEETS

Kukho iintyatyambo ezili-12. Yabela abahlolobo aba-4 iintyatyambo. Uza kufumana iintyatyambo ezingaphi umhlobo ngamnye? Ingaba zisa kubakho ezishiyekayo?
There are 12 flowers. Share the flowers between 4 friends. How many flowers will each friend get? Will there be any flowers left over?

Kukho iipenisile ezingama-27. Yaba iipenisile phakathi kwabahlolobo aba-4. Zingaphi iipenisile eziza kufunyanwa ngumhlolo ngamnye? Ingaba kukho iipenisile eziza kushiyeka?
There are 27 pencils. Share the pencils between 4 friends. How many pencils will each friend get? Will there be any pencils left over?

Repeat the steps with other sharing word problems. Give the learners multiple opportunities to solve problems with remainders. Make sure learners talk about what can be done with remainders so that learners realise that they can’t be ignored.
1. Yahlula ilekese ezili-12 ngokulinganayo phakathi kwabafundi aba-4.
   Share 12 sweets equally between 4 learners.
   
   \[ 12 \div 4 = 3 \]

2. Yahlula ilekese ezili-16 pahakathi kwabafundi aba-4.
   Share 16 sweets equally between 4 learners.
   
   \[ 16 \div 4 = \square \]

   Share 20 apples equally between 4 learners.
   
   \[ 20 \div 4 = \square \]
WEEK 9 • DAY 4
Sharing among 4

2. Yahlula ngokulinganayo amapetyu asi-8 phakathi kwabafundi aba-4.
Share 8 marbles equally between 4 learners.

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

Ukhumbule, xa sisaba ngokulinganayo maxa wambi, kubakho amapetyu ashiyekayo.
Remember, when we share equally sometimes we have marbles left over.

Yahlula ngokulinganayo amapetyu ali-10 phakathi kwabafundi aba-4.
Share 10 marbles equally between 4 learners.

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

Yahlula ngokulinganayo amapetyu ali-13 phakathi kwabafundi aba-3.
Share 13 marbles equally between 3 learners.

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

Yahlula ngokulinganayo amapetyu ali-16 phakathi kwabafundi aba-5.
Share 16 marbles equally between 5 learners.

\[ 16 \div 5 = \text{____ kusala ____}. \]
\[ 16 + 4 = \text{____ with ____ left over} \]
IVEKI 9 • USUKU 5

Uqukaniso

1. Yahlula ngokulinganayo amapetsyu ali-11 phakathi kwabafundi aba-4.
   Share 11 marbles equally between 4 learners.

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

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

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

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

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

Masithethe ngeMaths!
Let’s talk Maths!

NgesiXhosa sithi:

- yaba
- yahlula
- Yabelo abafundi abe-2 ama-apile ama-5.
- Umfundlana ngamnye ufumana abe-2 anesiqgingathu.
- Yabelo abafundi abe-2 amapetsyu ama-5.
- Umfundlana ngamnye ufumana abe-2.
- Kushiyeka eliniye.
- Yahlula u-5 ngo-2

In English we say:

- share
- divide
- Share 5 apples between 2 learners.
- Each learner receives 2 and a half.
- Share 5 marbles between 2 learners.
- Each learner receives 2.
- There is one left over.
- Divide 5 by 2.
Consolidation

1. How many pizzas?

2. Yandisa ngokubala ngezi-5.
   Extend by counting in 5s.

3. 
   | 58 - 5 = ___ | 34 - 5 = ___ | 39 - 4 = ___ |
   | 28 + 5 = ___ | 35 - 7 = ___ | 44 - 7 = ___ |
   | 36 + 30 = ___ | 42 + 30 = ___ | 2 + 40 = ___ |
   | 56 - 20 = ___ | 72 - 30 = ___ | 91 - 40 = ___ |

4. 
   | 17 | 18 |
   | 34 | 25 |
   | 14 | 17 |

5. 
   | 2 x 4 = ___ | 2 x 5 = ___ | 2 x 10 = ___ |
   | 5 x 2 = ___ | 5 x 3 = ___ | 5 x 5 = ___ |

6. Isiqingatha okanye ihafu:
   | q | 18 |
   Phinda kabini:
   | q | 18 |
Izixhobo

Izibalo zentloko: Imiguqulwa

Umdlalo: IMaths ekhawulezayo nedayisi

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ama-10 nemivo</td>
<td>LAB, oonotsheluza (iifladikhadi)</td>
</tr>
<tr>
<td>2</td>
<td>Ukudibanisa nokuthabatha ukuya kw-100</td>
<td>LAB, umgcamanani ongenanto</td>
</tr>
<tr>
<td>3</td>
<td>Ukuphindza kabini nokwahlula kubini</td>
<td>LAB</td>
</tr>
<tr>
<td>4</td>
<td>Amaqela ezi-5 nama-10</td>
<td>LAB</td>
</tr>
<tr>
<td>5</td>
<td>Amaqhezu nolwabiwo</td>
<td>LAB, idayisi</td>
</tr>
</tbody>
</table>

Emva kwale veki umfundu kufuneka akwazi ukwenza oku:

1. Ukusebenzisa amachokoza nemizobo ukuze ubonise amanani njengama-10 nemivo.
2. Ukunakana ukufana phakathi kokudibanisa nokuthabatha imivo kunye nokudibanisa nokuthabatha amashumi.
3. Ukuphindza kabini nokwahlula kubini amanani aphakathi kuka-0 nama-50
4. Ukusebenzisa ukubala ngokukakhathathwa ngokuphindaphinda ngesi-5 nange-10.
5. Ukunakana amaqhezu emifanekisweni nokubhala amaqhezu usebenzisa amagama athi, isinye esithathwini, ikota, isinye kwishlanu nesinye kwisithandathu.
6. Ukusombulula nokucacisa izisombululo kwiingxaki ezenziwayo eziquka ulwabiwo olulinganayo oluneziphumo ezineentsela.

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

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10s and 1s</td>
<td>LAB, flard cards</td>
</tr>
<tr>
<td>2</td>
<td>Adding and subtracting up to 100</td>
<td>LAB, blank number line</td>
</tr>
<tr>
<td>3</td>
<td>Double and half</td>
<td>LAB</td>
</tr>
<tr>
<td>4</td>
<td>Groups of 5 and 10</td>
<td>LAB</td>
</tr>
<tr>
<td>5</td>
<td>Fractions and sharing</td>
<td>LAB, dice</td>
</tr>
</tbody>
</table>

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

| Use dots and simplified drawings to represent numbers as 10s and 1s. |
| Recognise the similarities between adding and subtracting ones and adding and subtracting tens. |
| Double and halve numbers between 0 and 50 |
| Use skip counting to multiply by 5 and 10. |
| Recognise fractions in diagrammatic form and write fractions using the words half, third, quarter, fifth and sixth. |
| Solve and explain solutions to practical problems that involve equal sharing with answers that can include remainders. |

### Assessment

There is no formal assessment this week.

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

Ividiyo yezibalo zentloko
Kule veki siza kuziqhelisa ukubhala izivakalisi manani zokudibanisa nokuthabatha. Siza kusebenzisa itheyibhile yamanani ukuze sincede abafundi bache ngelwalameno lwemiguqulwa phakathi kwamanani. Kubalulekile ukuba abafundi bavongo ukuba bangabhala izivakalisi manani zokudibanisa nokuthabatha ngokusebenzisa amanani akwitheyibhile yamanani.

Ividiyo yomdlalo
- ngoSuku loku-1 – phindaphinda ngesi-2
- ngoSuku lwesi-2 – phindaphinda ngesi-2
- ngoSuku lwesi-3 – phindaphinda ngesi-5
- ngoSuku lwesi-4 – phindaphinda nge-10

Kubalulekile ukuba abafundi bakwazi ukusombulula iingxaki ezilula ngempumelelo kuba oku kwenza kubekho isiseko esomeleleyo seengxaki ezinzima ezinokubakho kamva.
Revision

Mental Maths video

This week we will practice writing addition and subtraction number sentences. We will use a number table to help learners identify the inverse relationship between numbers. It is important for learners to recognise that they can write addition and subtraction number sentences from the numbers in the number table.

Game video

The games this week are all about multiplication. Every day we play a multiplication game to practice different multiples. We will play Fast maths with dice: - multiply by 2. The learners will multiply by 2, 5 and 10:

• Day 1 – multiply by 2
• Day 2 – multiply by 2
• Day 3 – multiply by 5
• Day 4 – multiply by 10.

It is important for learners to be able to solve simple problems efficiently because this provides a solid foundation for more difficult problems later on.
Uhlaziyo

Kule veki sihlaziya ingle iingqiqo ngezifundo ezizithombe kule kota. Abafundi baza kunikwa amathuba okuziqhelanisa noko bakufundileyo, ukuze baphuhlise izakhono zabo zokusombulula ingxaki ngobuchule nangempumelelo. Siza kujolisa koku:

Usuku 1
Ukusebenzisa amachokoza nemizobo ukubonisa amanani njengama-10 nemivo (00-1).

Usuku 2
Ukunakana ukufana okuphakathi kokudibanisa nokuthabatha imivo kunye nokudibanisa nokuthabatha amashumi.

Usuku 3
Ukuphinda kabini nokwahlula kabini amanani aphakathi kuka-0 nama-50.

Usuku 4
Ukusebenzisa ukubala okuqakathayo ukuze uphindaphinde ngesi-5 nange-10.

Usuku 5
• Ukunakana amaqhezi emifanekisweni kunye nokubhala amaqhezi usebenzisa amagama athi isiqhathana, isinye esithathwini, ikota, isinye kwishlanu nesinye kwisithandathu.
• Ukusombulula nokucacisa izisombululo kwilingxaki ezenziwayo eziquka ulwabiwo olulingnayo oluneziphumo ezineentsalela.
Revision

This week we revise the concepts covered this term. Learners will be given opportunities to practice what they have learnt, and to develop their ability to solve problems efficiently. We will focus on:

**Day 1**
Using dots and simplified drawings to represent numbers as 10s and 1s.

**Day 2**
Recognising the similarities between adding and subtracting ones and adding and subtracting tens.

**Day 3**
Doubling and halving numbers between 0 and 50.

**Day 4**
Using skip counting to multiply by 5 and 10.

**Day 5**
- Recognising fractions in diagrammatic form and writing fractions using the words half, third, quarter, fifth and sixth.
- Solving and explaining solutions to practical problems that involve equal sharing with answers that can include remainders.
Ziqhelise ukubhala izivakalisi manani zokudibanisa nezokuthabatha usebenzise itheyibhile yamanani.

Practice writing addition and subtraction number sentences using a number table.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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

Jonga amanani akwitheyibhile yamanani.

Look at the numbers in the number table.

Write 2 addition number sentences using the numbers in the table.

1 + 2 = 3
2 + 1 = 3

Bhala izivakalisi manani zokudibanisa usebenzise itheyibhile yamanani.

Now write 2 subtraction number sentences.

35 – 12 = 23
35 – 23 = 12

Now let’s do another one!

Masenze esinye!
## Yemisetyenzana yokutyebisa • Enrichment activities

### Usuku 1 Day 1

<table>
<thead>
<tr>
<th>Yabela aba-2. Ikhona intsalela?</th>
<th>Share between 2. Is there a left over?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>24 ÷ 2 =</td>
</tr>
<tr>
<td></td>
<td>15 ÷ 2 =</td>
</tr>
<tr>
<td></td>
<td>12 ÷ 2 =</td>
</tr>
<tr>
<td></td>
<td>6 ÷ 2 =</td>
</tr>
<tr>
<td></td>
<td>9 ÷ 2 =</td>
</tr>
<tr>
<td></td>
<td>13 ÷ 2 =</td>
</tr>
<tr>
<td></td>
<td>27 ÷ 2 =</td>
</tr>
<tr>
<td></td>
<td>30 ÷ 2 =</td>
</tr>
<tr>
<td></td>
<td>11 ÷ 2 =</td>
</tr>
<tr>
<td></td>
<td>28 ÷ 2 =</td>
</tr>
</tbody>
</table>

### Usuku 2 Day 2

<table>
<thead>
<tr>
<th>Yabela aba-3. Ikhona intsalela?</th>
<th>Share among 3. Is there a left over?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>30 ÷ 3 =</td>
</tr>
<tr>
<td></td>
<td>12 ÷ 3 =</td>
</tr>
<tr>
<td></td>
<td>21 ÷ 3 =</td>
</tr>
<tr>
<td></td>
<td>11 ÷ 3 =</td>
</tr>
<tr>
<td></td>
<td>6 ÷ 3 =</td>
</tr>
<tr>
<td></td>
<td>25 ÷ 3 =</td>
</tr>
<tr>
<td></td>
<td>15 ÷ 3 =</td>
</tr>
<tr>
<td></td>
<td>10 ÷ 3 =</td>
</tr>
<tr>
<td></td>
<td>18 ÷ 3 =</td>
</tr>
<tr>
<td></td>
<td>27 ÷ 3 =</td>
</tr>
</tbody>
</table>

### Usuku 3 Day 3

<table>
<thead>
<tr>
<th>Yabela aba-4. Ikhona intsalela?</th>
<th>Share among 4. Is there a left over?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>16 ÷ 4 =</td>
</tr>
<tr>
<td></td>
<td>8 ÷ 4 =</td>
</tr>
<tr>
<td></td>
<td>19 ÷ 4 =</td>
</tr>
<tr>
<td></td>
<td>24 ÷ 4 =</td>
</tr>
<tr>
<td></td>
<td>12 ÷ 4 =</td>
</tr>
<tr>
<td></td>
<td>15 ÷ 4 =</td>
</tr>
<tr>
<td></td>
<td>20 ÷ 4 =</td>
</tr>
<tr>
<td></td>
<td>13 ÷ 4 =</td>
</tr>
<tr>
<td></td>
<td>28 ÷ 4 =</td>
</tr>
<tr>
<td></td>
<td>32 ÷ 4 =</td>
</tr>
</tbody>
</table>

### Usuku 4 Day 4

<table>
<thead>
<tr>
<th>Yaba. Ikhona intsalela?</th>
<th>Share. Is there a left over?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20 ÷ 2 =</td>
</tr>
<tr>
<td></td>
<td>9 ÷ 3 =</td>
</tr>
<tr>
<td></td>
<td>20 ÷ 4 =</td>
</tr>
<tr>
<td></td>
<td>7 ÷ 2 =</td>
</tr>
<tr>
<td></td>
<td>11 ÷ 3 =</td>
</tr>
<tr>
<td></td>
<td>17 ÷ 4 =</td>
</tr>
<tr>
<td></td>
<td>15 ÷ 2 =</td>
</tr>
<tr>
<td></td>
<td>21 ÷ 3 =</td>
</tr>
<tr>
<td></td>
<td>12 ÷ 4 =</td>
</tr>
<tr>
<td></td>
<td>24 ÷ 2 =</td>
</tr>
</tbody>
</table>

---

**Umdlalo: IMaths ekhawulezayo ngedayisi - phindaphinda ngo-2**

*Game: Fast maths with dice – multiply by 2*

- **Phosa idayisi.**
  - Roll a dice.
- **Phindaphinda inani ka-2. Phinda kwakhona. Khawulezisa!**
  - Multiply 2 by this number. Do it again. Faster!
- **Dlala umdlalo phindaphinda ngo-2,**
  - ngo-5 nano-10 kule vekilekile.
Umdlalo: iMaths, ekhawulezayo ngedayisi – phindaphinda ngo-2
Game: Fast maths with dice – multiply by 2

• Phosa idayisi.
  Roll a dice.
• Phindaphinda inani ka-2. Phinda kwakhona. Khawulezisa!
  Multiply 2 by this number. Do it again. Faster!
• Dlala umdlalo phindaphinda ngo-2, ngo-5 nano-10 kule veki.
  Play multiply by 2, 5 and 10 this week!


Draw the number 10. Draw (10) to show 10. Draw ( ) to show 1.

57

57 =

73

73 =

2. Sombulula!
Solve!

10 + ____ = 19
20 + ____ = 25
30 + ____ = 37
WEEK 10 • DAY 1

10s and 1s

   Draw the number 10. Draw (10) to show 10. Draw (1) to show 1.

47 = __________

47 = __________

52 = __________

52 = __________

38 = __________

38 = __________

4. Cazulula ngokwama-10 nemivo.
   Break down into 10s and 1s.

28 = __________

28 = __________

43 = __________

43 = __________

59 = __________

59 = __________

84 = __________

84 = __________
Ukudibanisa nokuthabatha ukuya kwi-100

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

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

   78 − 30 = ____

   Solve using the number table.

   USonke ufunde amaphetha angama-25 ngeholide. UEmma ufunde amaphetha angama-20 ngaphezu kwamaphetha afundwe nguSonke. Mangaphi amaphetha afundwe nguEmma?
   Sonke read 25 pages over the holiday. Emma read 20 more pages than Sonke. How many pages did Emma read?
WEEK 10 • DAY 2
Adding and subtracting up to 100

4. Sombulula.
Solve.

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

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

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

Solve. Use the number line for help.

[Number line from 40 to 60]

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<tr>
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<tbody>
<tr>
<td>56 + 4 = ___</td>
<td>48 + 5 = ___</td>
<td>60 - 4 = ___</td>
<td>52 - 5 = ___</td>
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<tr>
<td>46 + 7 = ___</td>
<td>45 + 7 = ___</td>
<td>50 - 6 = ___</td>
<td>53 - 7 = ___</td>
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</tr>
</tbody>
</table>

USis’ Ntombi uthengise amaqebengwana angama-42. Uphinde wathengisa asi-7 ngaphesulu. Mangaphi amaqebengwana awathengisileyo ewonke?
Sis Ntombi sold 42 scanes. She sells 7 more. How many scanes does she sell altogether?

ULwazi unee-R60. Uthenga ama-apile nge-R8. Unamalini eshiyekileyo?
Lwazi has R60. He buys apples for R8. How much money does he have left?
1. Ndahlulela abafundi ab-2 ngokulinganayo. Leliphi iqhezu elifunyanwa ngumfundi ngamnye?

I share equally between 2 learners. What fraction does each learner get?

Yahlula kubini:

<table>
<thead>
<tr>
<th>Half of</th>
<th>4</th>
<th>14</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

2. Gqibezela ithyibhile yokuphindla kubini.

Complete the double table:

<table>
<thead>
<tr>
<th>Phinda kubini Double</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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</tbody>
</table>

3. Phinda kubini isi-5

Double 5

Isi-5 esiphindwe kubini li-___.

Double 5 is ___.

Phinda kubini i-15

Double 15

I-15 eliphindwe kubini lenza ama ___.

Double 15 is ___.

Phinda kubini ama-25

Double 25

Ama-25 aphindwe kubini enza ama ___.

Double 25 is ___.
Double and half

4 Bangaphi abafundi?
How many learners?

Mangaphi amehlo?
How many eyes?

<table>
<thead>
<tr>
<th>abafundi learners</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
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</thead>
<tbody>
<tr>
<td>amehlo eyes</td>
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</tr>
</tbody>
</table>

4 Bangaphi abafundi?
How many learners?

Mangaphi amehlo?
How many fingers?

<table>
<thead>
<tr>
<th>abafundi learners</th>
<th>1</th>
<th>2</th>
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<th>4</th>
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<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>iminwe e-fingers</td>
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</tbody>
</table>

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

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

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

<table>
<thead>
<tr>
<th>ngeelekese ezi-5</th>
<th>ngeelekese ezi-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 sweets</td>
<td>5 sweets</td>
</tr>
<tr>
<td>ngeelekese ezi-8</td>
<td>ngeelekese ezili-10</td>
</tr>
<tr>
<td>6 sweets</td>
<td>10 sweets</td>
</tr>
</tbody>
</table>
IVEKI 10 • USUKU 4
Amaqela ezi-5 nama-10

1. Zingaphi iiemele? How many buckets?
   Zingaphi iiilitha? How many litres?

   | 10l | 10l | 10l | 10l | 10l |
   | 10l | 10l | 10l | 10l |

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

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

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

3. Ijusi enye ixabisa i-R10. Ndiza kubhatala malini:
   One juice costs R10. What do I pay for:

   \[
   \begin{array}{ll}
   \text{ngeejusi ezi-3} & \text{ngeejusi ezi-5} \\
   3 \text{ juices} & 5 \text{ juices} \\
   \text{ngeejusi ezi-6} & \text{ngeejusi ezil-i1} \\
   6 \text{ juices} & 11 \text{ juices} \\
   \end{array}
   \]
WEEK 10 • DAY 4

Groups of 5 and 10

4

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

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

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

5

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

| 5 × 3 = ___ | 5 × 5 = ___ | 5 × 6 = ___ | 5 × 2 = ___ |
| 5 × 1 = ___ | 5 × 4 = ___ | 5 × 8 = ___ | 5 × 10 = ___ |

6

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

| Zingaphi izi-5 kuma-20? | How many 5s in 20? |
| Zingaphi izi-5 kuma-25? | How many 5s in 25? |
| Zingaphi izi-5 kuma-30? | How many 5s in 30? |
| Zingaphi izi-5 kuma-50? | How many 5s in 50? |
Umdlalo: Amaqhezu
Game: Fractions

- Dlala nomhlobo wakho.
  Tsintshiselanani ngokugala.
  Play with a friend. Take turns going first.
- Phosa idayisi uze uhambise isibali sakho.
  Roll the dice and move your counter.
- Biza igama leqhezu.
  Say the name of the fraction.
- Phosa idayisi kwakhona ukuba ulichanile.
  Roll again if you get it right.

Amagama angundoqo
Key words
isiqingatha esinye
one half
esinye esithathwini
one third
esinye kwisine/ikota
one fourth
esinye kwisihlanu
one fifth
esinye kwisithandathu
one sixth

Dlalani kwakhona.
Kweli tyeli
libheleni igama
leqhezu.
Play again.
This time write
the name of the
fraction.
Fractions and sharing

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

   \[
   \begin{array}{c|c}
   q & q \\
   \hline
   q \div 2 = & \quad \\
   q + 2 = & \\
   q \div 2 = & \\
   q + 2 = & \\
   \end{array}
   \]

   \[
   \begin{array}{c|c}
   7 & 7 \\
   \hline
   7 \div 2 = & \\
   7 + 2 = & \\
   7 \div 2 = & \\
   7 + 2 = & \\
   \end{array}
   \]

   \[
   \begin{array}{c|c}
   11 & 11 \\
   \hline
   11 \div 2 = & \\
   11 + 2 = & \\
   11 \div 2 = & \\
   11 + 2 = & \\
   \end{array}
   \]

2. Yahlula la mapetyu alandelayo. Ufumana amapetyu amangaphi umfundi ngamnye? Mangaphi ashiyekileyo?
   Share the marbles. How many marbles does each learner get? How many left over?

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

   | Yabela abafundi aba-4 amapetyu ama-10. | i-____ nentsalela e-____  
   | Share 10 marbles with 4 children. | and ____ left over. 

Fractions and sharing  Week 10 • Day 5

231
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<td>lishumi elinesithathu</td>
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<td>19</td>
<td>lishumi elinethoba</td>
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<td>amashumi amabini anesibini twenty-two</td>
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<td>amashumi amabini anesithathu twenty-three</td>
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<td>amashumi amabini anethoba twenty-nine</td>
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<td>amashumi amathathu thirty</td>
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<td>Amanani 40-59 / Numbers 40-59</td>
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<td>59</td>
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</table>
# Izikwere ezili-100

100 Square

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</tbody>
</table>
Imicwe yamaqhezu /Fraction strips

Izithathu  Thirds

Izihlanu  Fifths

Izithandathu  Sixths