IMathematika Mathematics

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1. Yintoni iBala wande?

iBala Wande yinkqubo yemathematika yeFundana Wande.

IFunda Wande ngumbutho ongenanjongo zakwenza nuzzo, oneenjongo zokuqinisekisa ukuba bonke abafundi baseMzantsi Afrika bayakwazi ukufundega ngokuqonda/ukufundela intsingiselo ngeelwimi zasemakanya xa benenjongo eli-10. IBala Wande yinkqubo ehamba neFundana Wande yemathematika (yezibalo) ejolise ekubeni bonke abafundi baseMzantsi Afrika bafumane isiseko esisiso semathematika kwakwiminyaka yamabanga aphemantsi.


Thekgo ya lenaneo la Bala Wande le akaretsa:

1.1 Isikhokelo sikatitshala

Isikhokelo sikatitshala seBala Wande sinika umkhombandlela wemihla ngemihla wokufundisa imathematika ngendlela eza kubangela abafundi babe nokuqonda imathematika kwaye baqale ukuba ngokuqonda imathematika bazemakhaya xa beneminyaka eli-10. IBala Wande yinkqubo ehamba neFundana Wande yemathematika (yezibalo) ejolise ekubeni bonke abafundi baseMzantsi Afrika bafumane isiseko esisiso semathematika kwakwiminyaka yamabanga aphemantsi.

Ngeveki nganye yemisebenzi ecwangcisiweyo, kukho isikhokelo esinamaphapha amabini aaneenkucukacha malunga nezibalo zentloko neenxalenye zokuphuhliswa kwesigama sezezifundo eziquka:
• Izixhobo ezifunekayo kwimisebenzi yosuku ngalunye
• Linjongo zemisebenzi yezifundo zemihla ngemihla
• Izinto emakucingwe ngazo xa kufundiswa imisebenzi yesifundo esilingiselelwe iveki

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

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

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

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

The Bala Wande programme support includes:

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

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

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

Zonke iziko ezizathatha ezinxaxhebeza ziza kufumana izikhobo ezongezelelweyo zokuncedisa abafundi nootitshala ezihambelana neZicwawongcisco zezifundo zeBala Wande. iNcwadi yomfundi yemisebenzi yeBala Wande iyahambelana neCAPS kwaye yincwadi yemisebenzi yabafundi elandlelanise noqocoselelo neyenzelwe ukufundisa umsebenzi owenziwa kulo kota. Le ncwadi yemisebenzi iqulethe emaphetha emisebenzi yeklasi iphela, awabafundi abaza kuyenza nganye nganye nemidlalo elungiselelwe ukufunda imiba yengqiyo efundwayo.

Kukwakho nesichazimagama seBala Wande sesigama semathematika esingeelwimi ezimiindlela.

Ezinye izikhobo zokufunda eziza kunikezelwa zizikhobo ezifana neebloko zezeziseko zamashumi, iimilo eziquelele, iwothi yamanani, oonotsheluza neebloko ezizithatheni.

Nceda ukhathalelele le LTS. Siyacela ukuba uzijonge ngenkathalo kuba zixabisa kakhu kwaye kunzima ukuzifumana kwakhona. Kuza kufuneka ngekhuze ukuyamkela kwakhona le bhokisi kwaye izi kuba luxanduva lwakho ukuyijonga nazo zonke izikhobo ezikuyo ozinikiweyo.

1.3 Iividiyo zeBala Wande zootitshala abaziintshatsheli


Ezi iividiyo zinika ulwazi nobuchule obufunyenwe kootitshala abaziintshatsheli obuligala kwiigqiqo ngemathematika nobuchule bokufundisa.

Ingaba iBala Wande iyahambelana neCAPS?

Ewe. Inqubo yeBala Wande ijolise ekufundiseni abafundi ukubala ngokuzithemba xa bephumelele ibanga lesi-3. Le nqubo yenzelwa kanye ikharithyulam yaseMzantsi Afrika kwaye ihambelana nqo neCAPS. iBala Wande ilandelwa iCAPS elumelanelese yijTMU ngemathematika efunyenwe kwileMfundo esiSiseko.

• Umxholo, ukwabiwa kwexashe kunye novavanyo lwezifundo, konke oku kusekelwe kwICAPS.
• Usuku kusukulu lokwe-1 ukuya kolwe-4 kwiveki nganye kokuqongekile yezifundo elungiselelele iintsuku ezi-4. Ezi fufunyelwa ezizathatha imizuzu engama-90 (kuqukha ukuncedisa yokuqala yemihla ngemihla yezibalo zentloko, ukufundisa okungundoqo usuku ngalungele kunye neminiye imisebenzi yamaqela okanye yizipha ngamnye ezimele).
• Usuku lwesi-5 lunika ithuba lokwenza imisebenzi yokuphakana neyovavanyo yezivinziwe. Sisifundo semizuzu engama-60.
• Izicwawongcisco zovavanyo zekota namaphethshana amaneqozi ayafumaneke. Yonke imisebenzi yoyavanyo inikwe njengemizekelo ukuzekho 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 multifix cubes.

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

1.3 The Bala Wande videos of master teachers

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

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

Is Bala Wande CAPS compliant?

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

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

KwiBanga lesi-2 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 emapepheni baze bakuxelele abakubonayo. Bacinga ukuba bafanele ukwenza ntoni?

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


Beka iliso kubafundi abatsala nzima ngengqaqo yamanani alula. Ukuba kukho abafundi abangawaqondiyo amanani asisiseko aqala ku-0 ukuya kwi-10, banike imisetyenzana eyonjeziweyo ukuze basebenze ngamanani akolu luhlulwokanye ukuthetha ngokucacileyo. Imibuzo abayibuzayo uze uququzelele umsebenzi waseklasini ozimelelo – buza imibuzo evavanyayo ngenjongo yokufumanisa ukuba ingaba abafundi bayayiqonda na into abayenzayo. Mamela imibuzo abayibuzayo uze uququzelele umsebenzi waseklasini ozimelelo.

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

### Masithethe ngeMaths!

**In English we say**

<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 kuneunkomo</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 learners 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 learners 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 learners 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.

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

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

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

<table>
<thead>
<tr>
<th>Isikhokelo sikatitshala</th>
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<td>• Isikhokelo sikatitshala</td>
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<tr>
<td>• Isishwankathelo semiba eza kufundiswa kwiveki nganye.</td>
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<tr>
<td>• Izibalo zentloko ezicwanga celwe imihla yonke (lintsuku 1–4).</td>
</tr>
<tr>
<td>• Imisetyenzana yokutyebisa (rhoqo ngeveki - lintsuku 1–4)</td>
</tr>
<tr>
<td>• Imisebenzi yokufundisa engundaqo exhaswa zipowusta</td>
</tr>
<tr>
<td>• likopi zamaphepha eencwadi zemisebenzi zabafundi (nawo</td>
</tr>
<tr>
<td>• afakwe ngokulandelana kwisikhokelo sikatitshala).</td>
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<tr>
<td>• Uvavanyo lokufunda (Usuku Iwesi-5 Kwiveki 2–9).</td>
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<tr>
<td>• Uqukaniso (Usuku Iwesi-5 liveki 1-10).</td>
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<table>
<thead>
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<td>• Izishunye eziseworko ootitshala abaaziintshatheli befundisa</td>
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<tr>
<td>• kwaye bexoxa izifundo</td>
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<tr>
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<tr>
<td>• Isichazimagama esineelwimi ezimbini sesigama semathematika</td>
</tr>
<tr>
<td>• sesiGaba esisiSeko esineenkcazelo nemizekelo.</td>
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<table>
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<tr>
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<td>• yezifundo.</td>
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<tr>
<td>• Imisebenzi yemihla ngemihi yabafundi abaza kuyenzi</td>
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<tr>
<td>• ngabanye-ngabanye okanye ngokwamaqela.</td>
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<td>• Imidla la ehambelana nemisebenzi yezifundo</td>
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<td>• Iintlobo ngeentlobo zeizihobo ezipathhekayo oza</td>
</tr>
<tr>
<td>• kuzisebenzisa xa ufundisa.</td>
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<table>
<thead>
<tr>
<th>Ibhokisi yeziixhobo zokufunda abafundi</th>
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</thead>
<tbody>
<tr>
<td>• Ibhokisi enye kwigela ngalinye labafundi abu-6</td>
</tr>
<tr>
<td>• Ibhokisi ephethe iindili ezahukuneyo zeizihobo zokufunda</td>
</tr>
<tr>
<td>• eziza kusetyenziswa ngabafundi kwimisebenzi yabo</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Izixhobo zovavanyo</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Isicwanga ciso sekota sovakanyo.</td>
</tr>
<tr>
<td>• Imisetyenzana ethethwayo neyenziwayo (emi-2 ngekota)</td>
</tr>
<tr>
<td>• Imisetyenzana ethethwayo neyenziwayo (2).</td>
</tr>
<tr>
<td>• Iphetshana lokubhala amanqaku elinokusetyenziselwa</td>
</tr>
<tr>
<td>• ukufaka amanqaku eSA SAMS.</td>
</tr>
</tbody>
</table>
2. What’s in the box?

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

<table>
<thead>
<tr>
<th>Bala Wande Teacher Guide</th>
<th>![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>Videos</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>Bala Wande bilingual dictionary</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>Bala Wande Learner Activity Book</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>Posters</th>
<th>![Posters 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>Manipulatives for the teacher</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>Box of manipulatives for learners</th>
<th>![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>Tools for assessment</th>
<th>![Assessment 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>
Ululhu lwezinto ezifunekayo
Ululhu lwezixhobo zokufunda zeBW eziza kusetenyenziswa kwibhokisi yekota yoku-1.

1. Isikhokelo sikatitsha
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. iintsuku zeveki
   k. iinyanga zonyaka
5. Ipakethe enye yamakhadi okuzekelisa katitshala:
   a. Amakhadi amanani eBala Wande 0-1000 (alingene ukubonisa)
   b. Amakhadi amachokoza eBala Wande 0-10 (alingene ukubonisa)
   c. Amakhadi eBala Wande 0-1000 (alingene ukubonisa)

6. libloko (100)
7. Imilo ezine-3-D ezineenethi – ezilingene ukubonisa
8. libloko zesiseko seshumi ama-100, ama-10, oo-1 – umboniso oncamathelayo
9. Iwotsh iencinci yomfundi eneeeyure ezingama-24 (Umboniso katitshala)
10. libhokisi zabafundi ezi-6 ezinezi zinto
    a. Amadaqisi 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. iiwotshi zamanani zeeyure ezingama-24 ezintathu (zezokwabelana):
Checklist
List of all Bala Wande resources in the Term 2 box.

1. Bala Wande Teacher Guide
2. Bala Wande bilingual dictionary
3. Bala Wande Learner Activity Books for each learner
4. Posters
   a. calendar
   b. register
   c. number line (0–20)
   d. number line (unmarked)
   e. 100 square
   f. number names 0–20 (IsiXhosa)
   g. number names 10–100 (IsiXhosa)
   h. number names 100–1000 (IsiXhosa)
   i. money
   j. days of the week
   k. months of the year
5. One teacher demo size pack of cards:
   a. Bala Wande number cards 0-1000 (demo size)
   b. Bala Wande dot cards 0-10 (demo size)
   c. Bala Wande Flard cards 0-1000 (demo size)
6. Multifix blocks (100)
7. 3-D shapes with nets (demo size)
8. Base ten blocks – 100s, 10s, 1s (demo magnetic)
9. 24 hour small clock (teacher demo)
10. 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 izixhobo zokufunda zeBala Wande zifumaneka ngeelwimi ngeNgesi ngeXhosa nesibantu. Oku kwenzelwe ukunika inkxaso kuphuhliso lalwimi/lwesigama segama naimeleka ngemathematika. Oku kwenzelwe ukuba kubeka lubo kuqinisekisa ukuqinisekelekele nezikhosi ezimunyeza iilwimi ezimini xace ngesiNgesi. Oku kwenzelwe ukuba kube lula ukutshintshatshintsha phakathi kwezi lwimi xa kuthethwa ngemathematika. Isichazimagama seBala Wande siza kukunceda ukwazi ukusebenzisa illwimi ezininzi xa ucacisa amagama athile emathematika xa kuujifuneko yoko.


Isiqendu sesi-4 seCAPS ehlaziyise (Uvavanyo) siphelelele ukusetyenziswa ezininzi ukuze uthethe ngokwemathematika.

4. Ukusebenzisa izicwangciso zezezifundo nencwadi yemisebenzi yomfundi

Ukulungiselela umekelelo:

Iphepha lokuphila lamagqabantshintshi umekelelo oku:

Isishwankathelo esifutshane sezibalo zentloko, imidialo nemisebenzi yezezeze izafundo zekhosi nezikwe zokufunda ekekekeleka uzilungisile.

Ululhu lwejenjongo zekhosi onokuzimidala ukuthetha ukuba ikhosi yakho isekhondweni eziyanciyekelele.

Inkcazelo yomsebenzi wovavanyo enikwazi ngosuku lwesi-5 lweleka

Isiqendu sesi-4 seCAPS ehlaziyise (Uvavanyo) siphelelele ukusetyenziswa ezininzi ukuze uthethe ngokwemathematika.

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Isishwankathelo esifutshane sezibalo zentloko, imidialo nemisebenzi yezezeze izafundo zekhosi nezikwe zokufunda ekekekeleka uzilungisile.

Ululhu lwejenjongo zekhosi onokuzimidala ukuthetha ukuba ikhosi yakho isekhondweni eziyanciyekelele.

Inkcazelo yomsebenzi wovavanyo enikwazi ngosuku lwesi-5 lweleka
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:

Inkcazelo yenqubela yemisebenzi yezibalo zentloko zeveki kunye nentsalela yomdlalo wevidlo

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

Izinto ezithile ezinokuqwalaselwa evéke. Isenokuba zimpazamo esiziyaziyo ezikhaphakileyo ezensiwa ngaba Fundi okanye imbiza zibonisa epha ebululekileyo efeni ukugxininiswa.

Eli phepha likusa kwizishunye zevidiya ezinaka ulwazi oluelu kootitsihla abaziintshatsheli olumalunga nesigama esithile semathamatika okanye ubuchule bokufundisa ngosuku ngalunye. Kwiwlule kaqinilele kaqamza lokudlala kwiqamza lophuhliso lwengqiqo elikumzobo oqukuqelayo, uya likusho kule veki.

Kufuneka wenze ntoni ukuze ukwazi ukulungiselela iweki nganye

- Funda isikhokelo uze ulingiselele iweki nesifundo ngasinye.
- Bukela iiviLyo - zibonisa izishunye zeklaso yokwenjani apho imisebenzi yesifundo ikwe yalingwa khona nalapho ootitsihla abafundise ezo zifundo banika ulwazi neengcebiso.
- Wakube usifundisile isifundo, cinga ngendlela esiqhubeke ngayo. Bhala amanqaku ngezimvo onazo malunga nokuba ungenza ntoni eyahlukileyo ukuba unokufundisa eso sifundo kwakhona.

Usuku ngalunye

Sebenzisa ifowutshathi ukuze ubone ukulandelelana kwemisebenzi yosuku

Ekugaleni kosuku ngalunye kunikwa ifowutshathi esishwashankathelo solandwelelwano lwemisebenzi yosuku.

Ukuba ucofa kwisho lokudlala kwiziyaziyo lophuhliso lwengqiqo elikumzobo oqukuqelayo, uya kusiwa kwisiyuneno sevidiya yolo suku.
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.
Xosa nabafundi ngomhla wanamhlanje usebenzise ikhalenda

Imisetyenzana yokutyebisa
Bhala imisetyenzana esebhodini ekupheleni kwesifundo sabafundi abagqiba imisebenzi yaseklasini ngokuhwuleza.

Amaphepha nemisiko engasemva 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)

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

IZIBALO ZENTLOKO | MENTAL MATHS

Sebenzisa amakhadi amachokoza ukuze nithethe ngeendibaniowelwano ezahlukileyo zomanani.
Use dot cards to talk about different number combinations.

Ukhumbule ukuqinisekisa umhla uze phawule irejisa 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 nokubethelelela 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!
• Veza amakhadi amathathu!
  Flip up three cards!
• Wacwangcise aqale kwelona lincinci ukuya kwelona likhulu!
  Order from smallest to largest!

18
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.

**IZIBALO ZENTLOKO | MENTAL MATHS**

Sebenzisa amakhadi amachokaza ukuze nithethe ngeendibani seiwano ezahlukileyo zamanani.
Use dot cards to talk about different number combinations.

Ukhubule ukuphusha uma uze uphawule irejista yonke imhla.
Remember to check the date and mark the register every day.

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

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

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

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

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

Kukho ividiyo ezibonisa imisebenzi yeklasi yonke isenziwa eklasini kwaye kukwakho nenkazelo
yemisebenzi efumaneka kumagaabantshintshi eveki.

Ngosuku ngalunye, isiKhokelo sikatishala sinika ulandelelwano olufatiweyo lomsebenzi wophuhliso
lwengqiqo wolo suku.
**Do the concept development activity**

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

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

For each day, the *Teacher Guide* provides a photographic sequence of the concept development activity for the day.

Uphawu oluluhlaza luxela ukuba luhlobo lunj 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 iveki nganye?
• Funda isikhokelo uze ulingiselele ivesi kulisifundo ngasinye.
• Bukela iviidiyo – zibonisa izikhululekileyo apho imisebenzi yesifundo ikhe yalingwa khona nalapho ootitshala abafundise ezo zifundo banika ulwazi neengcebiso.
• Wakube usifundisile isifundo, cinga ngendlela esiqhubeke ngayo. Bhala amanqaku ngezimvo onazo malunga nokuba ungenza ntoni eyahlukileyo ukuba unokufundisa eso sifundo kwakhona.
• Kwiiweki 2-8 kuza kufuneka ulungiselele umsebenzi wovawanye weveki. Kubaluleke kakhulu ukuba kwiiweki eziza kuba novavanye oluthethwayo nohlwenziwayo ucwangcise indlela oza kubhala ugcine ngayo inkqubela yomfundi ngesiNgesi usebenzise irubriki okanye uluhi iwezinto ezifunekayo ivesi yonke.
The Bala Wande Learner Activity Book is embedded in the Teacher Guide

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

The green tag indicates that this is a worksheet.

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

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

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, ithyibhile yeyesha nesicwangciso sexesha

Ishedyuli yemihla ngemihla lintsuku 1–4

Irejista, umhla neentsuku zokuzalwa

Izibalo zentloko
Imizuzu eli-15

Imidlalo
Imizuzu eli-15

Uphuhliso IweNgaqiao • Amaphepha emisebenzi
Imizuzu engama-75

Ishedyuli yemihla ngemihla Usuku 5

### Iweki yesi-1, 9 neye-10

Irejista, umhla neentsuku zokuzalwa

Masithethe ngeMaths!

Bethelela umsebenzi weveki.
Amaphepha emisebenzi yoqukaniso ekwiLAB.

### Iweki 2-8

Irejista, umhla neentsuku zokuzalwa

Uvavanyo olubhalwayo
(olusesikweni)

Masithethe ngeMaths!

Bethelela umsebenzi weveki.
Amaphepha emisebenzi yoqukaniso ekwiLAB.

### Iweki yesi-4 neye-7

Gqibezela uze ubhale phantsi amanqaku
ovavanyo oluthethwayo
olwenziwayo Iweveki.
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 4 and 7

Finalise and record marks for oral and practical assessment for the week
## 6. Itheyibhile yexesha

<table>
<thead>
<tr>
<th>Imiz e-30</th>
<th>Ngomvulo</th>
<th>Ngolwesibini</th>
<th>Ngolwesithathu</th>
<th>Ngolwesine</th>
<th>Ngolwesihlanu</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 x 85 miz</td>
<td>Intlanganiso yakusasa Irejista, Ikhalenda, lintshuku zokuzalwa, Imozulu</td>
<td>Intlanganiso yakusasa lindaba zam</td>
<td>Intlanganiso yakusasa Irejista, Ikhalenda, lintshuku zokuzalwa, Imozulu</td>
<td>Intlanganiso yakusasa lindaba zam</td>
<td>Intlanganiso yakusasa Irejista, Ikhalenda, lintshuku zokuzalwa, Imozulu</td>
</tr>
<tr>
<td>1 x 55 miz</td>
<td>IMathematika Bala Wande</td>
<td></td>
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### Imiz e-15

<table>
<thead>
<tr>
<th>Imiz e-15</th>
<th>Ukuphulaphula nokuqaththa Ibalidi elfundwa ngokukhwaza</th>
<th>Ukuphulaphula nokuqaththa Ingxoxo</th>
<th>Umsebenzi wowlwazi Olusisiseko nolwababo lwesiQu noloLuntu</th>
<th>Ukuphulaphula nokuqaththa Isicengcelezo nga ingoma</th>
<th>Imithamo eyenzelwa phandle</th>
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<tbody>
<tr>
<td>Ulwazi Olusisisoko nolwababo lwesiQu noloLuntu Itekisi yokufunda notitshala</td>
<td>Umsebsnzi wowlwazi Olusisisoko nolwababo lwesiQu noloLuntu, Phanda</td>
<td>Ukufunda notitshala</td>
<td>Ukufunda notitshala</td>
<td>Ukufunda notitshala Ubuchule bokufunda nokuphendula</td>
<td>Ukubhala uwedwa</td>
</tr>
<tr>
<td>Imiz e-15</td>
<td>Imithamo eyenzelwa ngaphakathi</td>
<td>Imithamo eyenzelwa ngaphakathi</td>
<td>Imithamo eyenzelwa ngaphakathi</td>
<td>Imithamo eyenzelwa ngaphakathi</td>
<td>Ulwazi Olusisisoko nolwababo lwesiQu noloLuntu Ibalidi lokutitshala, Phanda</td>
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<tr>
<td>Izandi nokubhala ngesandla Umthwala omthwa – isandi</td>
<td>Izandi nokubhala ngesandla Ukwakha igama notitshala</td>
<td>Izandi nokubhala ngesandla Ukwakha igama notitshala</td>
<td>Izandi nokubhala ngesandla Ukwakha igama notitshala</td>
<td>Izandi nokubhala ngesandla Ukwakha igama notitshala</td>
<td>(Imiz e-li15) Ukuhlaziya okanye uhlolo lwesando</td>
</tr>
<tr>
<td>Imiz e-30</td>
<td>Izandi nokubhala ngesandla Umthwala omthwa – isandi</td>
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<td>Izandi nokubhala ngesandla Ukwakha igama notitshala</td>
<td>Izandi nokubhala ngesandla Ukwakha igama notitshala</td>
<td>(Imiz e-li15) Ukuhlaziya okanye uhlolo lwesando</td>
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<table>
<thead>
<tr>
<th>Imiz e-30</th>
<th>Ukufunda ngamaqela nomsebenzi owenza uwedwa/ (amaqela ama-2x imiz e-li15)</th>
<th>Ukufunda ngamaqela nomsebenzi owenza uwedwa/ (amaqela ama-2x imiz e-li15)</th>
<th>Ukufunda ngamaqela nomsebenzi owenza uwedwa/ (amaqela ama-2x imiz e-li15)</th>
<th>Ukufunda ngamaqela nomsebenzi owenza uwedwa/ (amaqela ama-2x imiz e-li15)</th>
<th>Ukufunda ngamaqela nomsebenzi owenza uwedwa/ (amaqela ama-2x imiz e-li15)</th>
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<tr>
<td>Ezobugcisa obubonwayo</td>
<td>Ezobugcisa obubonwayo</td>
<td>Ezobugcisa obenziwayo</td>
<td>Ezobugcisa obenziwayo</td>
<td>Ezobugcisa obenziwayo</td>
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| Imiz e-30 | FAL* | FAL* | FAL* | FAL* | FAL* (60 min) |

| Imiz e-15 | 2nd AL (ukuba yimfuneko)* | 2nd AL (ukuba yimfuneko)* | 2nd AL (ukuba yimfuneko)* | 2nd AL (ukuba yimfuneko)* | 2nd AL (ukuba yimfuneko)* |

*Azikho kwezi zicwangciso zezifundo
### 6. Timetable

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td><strong>15 min</strong></td>
<td><strong>Morning meeting:</strong> Register, calendar, birthdays, weather <strong>4 × 85 min</strong> <strong>1 × 55 min</strong></td>
<td><strong>Listening and speaking:</strong> Read-aloud story <strong>Listening and speaking:</strong> Discussion <strong>Beginning knowledge and PSWB: Activity, Find out</strong></td>
<td><strong>Shared writing</strong> <strong>Independent writing</strong> <strong>Independent writing</strong></td>
<td><strong>Phonics revision or test (15 min)</strong></td>
<td><strong>Phonics revision or test (60 min)</strong></td>
</tr>
<tr>
<td><strong>15 min</strong></td>
<td><strong>Beginning knowledge and PSWB: Shared reading text, discussion</strong></td>
<td><strong>Begining knowledge and PSWB: Shared reading text, discussion</strong></td>
<td><strong>Begining knowledge and PSWB: Shared reading text, discussion</strong></td>
<td><strong>Independent writing</strong> <strong>Independent writing</strong></td>
<td><strong>Independent writing</strong> <strong>Independent writing</strong></td>
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<tr>
<td><strong>15 min</strong></td>
<td><strong>Physical education (indoors)</strong></td>
<td><strong>Physical education (indoors)</strong></td>
<td><strong>Physical education (indoors)</strong></td>
<td><strong>Physical education (indoors)</strong></td>
<td><strong>Beginning knowledge and PSWB: Teacher story, Find out</strong></td>
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<tr>
<td><strong>30 min</strong></td>
<td><strong>Phonics and handwriting:</strong> New letter-sound 1</td>
<td><strong>Phonics and handwriting:</strong> New letter-sound 2</td>
<td><strong>Phonics and handwriting:</strong> New letter-sound 2</td>
<td><strong>Phonics and handwriting:</strong> New letter-sound 2</td>
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<tr>
<td><strong>30 min</strong></td>
<td><strong>Group Guided Reading and Independent Work (2grps × 15min)</strong></td>
<td><strong>Group Guided Reading and Independent Work (2grps × 15min)</strong></td>
<td><strong>Group Guided Reading and Independent Work (2grps × 15min)</strong></td>
<td><strong>Group Guided Reading and Independent Work (2grps × 15min)</strong></td>
<td><strong>Group Guided Reading and Independent Work (2grps × 15min)</strong></td>
</tr>
<tr>
<td><strong>30 min</strong></td>
<td><strong>Physical education (outdoors)</strong></td>
<td><strong>Visual Arts</strong></td>
<td><strong>Visual Arts</strong></td>
<td><strong>Performing Arts</strong></td>
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<tr>
<td><strong>30 min</strong></td>
<td><strong>FAL</strong> <strong>FAL</strong> <strong>FAL</strong> <strong>FAL</strong></td>
<td><strong>FAL</strong></td>
<td><strong>FAL</strong></td>
<td><strong>FAL</strong></td>
<td><strong>FAL</strong> (60 min)</td>
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<tr>
<td><strong>15 min</strong></td>
<td><strong>2nd AL (if applicable)</strong></td>
<td><strong>2nd AL (if applicable)</strong></td>
<td><strong>2nd AL (if applicable)</strong></td>
<td><strong>2nd AL (if applicable)</strong></td>
<td><strong>2nd AL (if applicable)</strong></td>
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*Not covered in these lesson plans*
### 7. Isicwangciso sekota

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<th>Usuku 3</th>
<th>Usuku 4</th>
<th>Usuku 5</th>
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<tr>
<td><strong>Iveki 1</strong>&lt;br&gt;Mangaphi ama-10? Bangaphi oo-1</td>
<td>Ukucazulula amanani abe ngama-10 noo-1</td>
<td>Ukucazulula amanani abe ngama-10 noo-1</td>
<td>Mangaphi ama-10? Bangaphi oo-1?</td>
<td>Mangaphi ama-10? Bangaphi oo-1?</td>
<td>Uqukaniso</td>
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<tr>
<td><strong>Iveki 2</strong>&lt;br&gt;Ukuzoba ama-10</td>
<td>Ama-10 noo-1</td>
<td>Amanani ukuya kwi-100</td>
<td>Amanani ukuya kwi-100</td>
<td>Ama-10 noo-1</td>
<td>Uqukaniso</td>
</tr>
<tr>
<td><strong>Iveki 3</strong>&lt;br&gt;Ukudibanisa nokuthabatha kwi-100</td>
<td>Ukudibanisa ama-10</td>
<td>Ukudibanisa ama-10</td>
<td>Ukudibanisa oo-1 kumanani amakhulu</td>
<td>Ukuthabatha oo-Tkumanani amakhulu</td>
<td>Uvavanyo Noqukaniso</td>
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<tr>
<td><strong>Iveki 4</strong>&lt;br&gt;Ukuphindaphinda kumalungo namaqela alinganayo</td>
<td>Amaqela ezi-2</td>
<td>Ukhupinda kabini</td>
<td>Amaqela ama-10</td>
<td>Amaqela ezi-5</td>
<td>Uvavanyo Noqukaniso</td>
</tr>
<tr>
<td><strong>Iveki 5</strong>&lt;br&gt;Ukudibanisa nokuthabatha ngemigcamanani</td>
<td>Ukudibanisa nokuthabatha oo-1 kumanani amakhulu</td>
<td>Ukudibanisa nokuthabatha oo-1 kumanani amakhulu</td>
<td>Masidibanise ngokukhawuleza kakhulu!</td>
<td>Masithabathe ngokukhawuleza kakhulu!</td>
<td>Uvavanyo Noqukaniso</td>
</tr>
<tr>
<td><strong>Iveki 6</strong>&lt;br&gt;Masithethe ngexesha</td>
<td>Ikhalenda</td>
<td>Ukuxela ixesha - eyamanani</td>
<td>Ukuxela ixesha - eyamasiba</td>
<td>Ukusebenza ngexesha - ukutolika idatha (linkcukacha)</td>
<td>Uvavanyo Noqukaniso</td>
</tr>
<tr>
<td><strong>Iveki 7</strong>&lt;br&gt;Ukudibanisa nokuthabatha</td>
<td>Ukusebenzisa iitheyibhile zamanani</td>
<td>lingxaki zamagama zokudibanisa</td>
<td>lingxaki zamagama zokuthabatha</td>
<td>Ukuthabatha njengomahluko</td>
<td>Uvavanyo Noqukaniso</td>
</tr>
<tr>
<td><strong>Iveki 8</strong>&lt;br&gt;Amaqhezu</td>
<td>Izingatha</td>
<td>likota nezithathu/ isinje kwisithathu</td>
<td>Isinje kwisihlanu nesinye kwisithandathu</td>
<td>Iqhezu lento epheleleyo</td>
<td>Uvavanyo Noqukaniso</td>
</tr>
<tr>
<td><strong>Iveki 9</strong>&lt;br&gt;Ulwabiliwo lwesahlulo</td>
<td>Ulwabiliwo phakathi kwaba-2</td>
<td>Ulwabiliwo olunentsalela</td>
<td>Ulwabiliwo phakathi kwaba-3</td>
<td>Ulwabiliwo phakathi kwaba-4</td>
<td>Uqukaniso</td>
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<tr>
<td><strong>Iveki 10</strong>&lt;br&gt;Uhlaziyo</td>
<td>Ama-10 noo-1</td>
<td>Ukudibanisa nokuthabatha ukuya kwi-100</td>
<td>Ukhupinda kabini nokwahlu ka cubini</td>
<td>Amaqela ezi-5 nama-10</td>
<td>Uqukaniso</td>
</tr>
</tbody>
</table>

**Inani, Izibalo noLwalamano**

**Umlinganiselo**
### 7. Term plan

<table>
<thead>
<tr>
<th>Week</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>How many 10s? How many 1s?</td>
<td>Breaking down numbers into 10s and 1s</td>
<td>How many 10s? How many 1s?</td>
<td>How many 10s? How many 1s?</td>
<td>Consolidation</td>
</tr>
<tr>
<td>Week 2</td>
<td>Drawing 10s</td>
<td>10s and 1s</td>
<td>Numbers to 100</td>
<td>Numbers to 100</td>
<td>10s and 1s</td>
</tr>
<tr>
<td>Week 3</td>
<td>Adding and subtracting to 100</td>
<td>Adding and subtracting to 100</td>
<td>Subtracting 10s</td>
<td>Adding 1s in bigger numbers</td>
<td>Subtracting 1s in bigger numbers</td>
</tr>
<tr>
<td>Week 4</td>
<td>Multiplication is about equal groups</td>
<td>Groups of 2</td>
<td>Doubling</td>
<td>Groups of 10</td>
<td>Groups of 5</td>
</tr>
<tr>
<td>Week 5</td>
<td>Adding and subtracting with number lines</td>
<td>Adding and subtracting to 100</td>
<td>Adding and subtracting to 100</td>
<td>Let’s add more quickly!</td>
<td>Let’s subtract more quickly!</td>
</tr>
<tr>
<td>Week 6</td>
<td>Let’s talk about time</td>
<td>The calendar</td>
<td>Telling the time - digital</td>
<td>Telling the time - analogue</td>
<td>Working with time – data interpretation</td>
</tr>
<tr>
<td>Week 7</td>
<td>Addition and subtraction</td>
<td>Using number tables</td>
<td>Addition word problems</td>
<td>Subtraction word problems</td>
<td>Subtraction as difference</td>
</tr>
<tr>
<td>Week 8</td>
<td>Fractions</td>
<td>Halves</td>
<td>Quarters and thirds</td>
<td>Fifths and sixths</td>
<td>Fraction of a whole</td>
</tr>
<tr>
<td>Week 9</td>
<td>Sharing division</td>
<td>Sharing between 2</td>
<td>Sharing with a remainder</td>
<td>Sharing among 3</td>
<td>Sharing among 4</td>
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<tr>
<td>Week 10</td>
<td>Revision</td>
<td>10s and 1s</td>
<td>Adding and subtracting up to 100</td>
<td>Double and half</td>
<td>Groups of 5 and 10</td>
</tr>
</tbody>
</table>

*Number, Operations and Relationships*

*Measurement*
8. Isicwanciso soxavanyo sekota yoku-3


Kwiveki yesi-3 nakweye-7 kwenziwa izicwanciso zoxavanyo oluthethwayo noxolwenziwayo. Xa uvxavanyo abafundi uza kusebenzisa imisebenzi eyenziwayo/esebenzisaayeru ukubalulekile ojiniwe kumagqabantshintshi eiveki. Imisebenzi ethethwayo neyenziwayo kufuneka yenziwe ivesi yonke, ngokuzimela okanye ngokwamaqvela abafundi xa aklasi isenzi imisebenzi yaseyisile yomfundi ngamnye.

Kwiveki 2-8 kulungiselelewa uvxavanyo olubhalwayo. Le misebenzi ifumaneke kwincwadi yemisebenzi yomfundi. Bakugqiba ukwenza umsebenzi woxavanyo abafundi bangasebenza ngamaphepha okusebenzela oqukaniso asezincwadini zabo zemisebenzi.

limvavanyo ezikwikota yoku-3 zezi:

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<th>Iweki</th>
<th>Amanqaku</th>
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<tbody>
<tr>
<td>2</td>
<td>lingxaki zokudibanisa nokuthabatha nezivakalisi manani</td>
</tr>
<tr>
<td>3</td>
<td>Ubude (Umlinganiselo)</td>
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<tr>
<td>3</td>
<td>Qwalasela abafundi ukuse uhlole izakhono zabo zokuqikelela, ukulinganisela, ukuthabatha, ukucwangcisa nokubhala phantsi ubude besebenzisa umlinganiselo engekhokunzelela, ukuthabatha, ukukhuluma</td>
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<tr>
<td>4</td>
<td>Ukudibanisa ama-10 nemivo</td>
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<td>5</td>
<td>Ukuthabatha ama-10 nemivo</td>
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<tr>
<td>6</td>
<td>Ubunzima (Umlinganiselo)</td>
</tr>
<tr>
<td>7</td>
<td>lipatheni zejometri</td>
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<tr>
<td>7</td>
<td>Qwalasela abafundi ukuse ukuvumisebenzi izakhono zabo zokulungisa, ukubonisa nokulolika idatha</td>
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<tr>
<td>8</td>
<td>Indawo nemilo</td>
</tr>
</tbody>
</table>
8. Term 3 Assessment plan

In weeks 1, 9 and 10 there is no formal assessment activity. On day 5 learners should work on the worksheets provided in the learner activity book to consolidate the work for the week. Informal assessment can be done.

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

In weeks 2-8 written assessment activities are planned. These are provided in the learner activity book. After they have completed the written assessment activity learners can work on the consolidation worksheets in the learner activity book.

The assessments that are in Term 3 are as follows:

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity Description</th>
<th>Type</th>
<th>Marks</th>
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<tbody>
<tr>
<td>2</td>
<td>Addition and subtraction problems and number sentences</td>
<td>Written</td>
<td>16</td>
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<tr>
<td>3</td>
<td>Length (Measurement)</td>
<td>Written</td>
<td>8</td>
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<tr>
<td>3</td>
<td>Observe learners to assess their ability to estimate, measure, compare, order and record length using non-standard measures and metres.</td>
<td>Oral and practical</td>
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<tr>
<td>4</td>
<td>Adding 10s and 1s</td>
<td>Written</td>
<td>12</td>
</tr>
<tr>
<td>5</td>
<td>Subtracting 10s and 1s</td>
<td>Written</td>
<td>12</td>
</tr>
<tr>
<td>6</td>
<td>Mass (Measurement)</td>
<td>Written</td>
<td>7</td>
</tr>
<tr>
<td>7</td>
<td>Geometric patterns</td>
<td>Written</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>Observe learners to assess their ability to organise, represent and interpret data</td>
<td>Oral and practical</td>
<td>5</td>
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<tr>
<td>8</td>
<td>Space and shape</td>
<td>Written</td>
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### 9. Iphetshana lamanqaku ovavanyo Iwekota yoku-3

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<th>10</th>
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<th>8</th>
<th>8</th>
<th>7</th>
<th>7</th>
<th>22</th>
<th>5</th>
<th>5</th>
<th>85</th>
</tr>
</thead>
</table>

### Igama nefani yomfundlile

<table>
<thead>
<tr>
<th>Intlanganiso</th>
<th>Ulwimi lwasekhaya</th>
<th>IMathematika</th>
<th>Izakhono zobomi</th>
<th>Umlinganiselo</th>
</tr>
</thead>
</table>

32
### 9. Term 3 Assessment mark sheet

<table>
<thead>
<tr>
<th>Week</th>
<th>2</th>
<th>4</th>
<th>5</th>
<th>7</th>
<th>8</th>
<th>3</th>
<th>3</th>
<th>6</th>
<th>7</th>
<th>TOTAL FOR NUMBER</th>
<th>TOTAL FOR PATTERNS</th>
<th>TOTAL FOR SPACE AND SHAPE</th>
<th>TOTAL FOR MEASUREMENT</th>
<th>TOTAL FOR MEASUREMENT</th>
<th>TOTAL FOR MEASUREMENT</th>
<th>TERM TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marks</td>
<td>6</td>
<td>12</td>
<td>12</td>
<td>40</td>
<td>10</td>
<td>10</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>22</td>
<td>5</td>
<td>5</td>
<td>85</td>
</tr>
</tbody>
</table>

**Learner name and surname**

**Morning meeting**

**Home language**

**Mathematics**

**Life Skills**

**Measurement**
## Ukuhamba ngomgcamanani

<table>
<thead>
<tr>
<th>Izibalo zentloko: Thelekisa amanani ukuya kuma-75</th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Isikwere se-100</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Umdlalo: Likude kangakanani i-10 ellilandelayo?</th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Azikho</td>
<td></td>
</tr>
</tbody>
</table>

### Izixhobo zezifundo

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Likude kangakanani i-10 ellilandelayo?</td>
<td>LAB, umgcamanani ongenanto</td>
</tr>
<tr>
<td>2</td>
<td>Likude kangakanani i-10 ellilandelayo?</td>
<td>LAB, umgcamanani ongenanto</td>
</tr>
<tr>
<td>3</td>
<td>Fumana inani</td>
<td>LAB, umgcamanani ongenanto</td>
</tr>
<tr>
<td>4</td>
<td>Ama-10 nemivo</td>
<td>LAB, iibloko zesiseko se-10 (utitshala nomfundla)</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso</td>
<td>LAB</td>
</tr>
</tbody>
</table>

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

- ukusebenzisa ulwazi lwakhe lwamashumi ukukhangela inani ellumgcamanani.
- ukunakana ukufana okuphakathi kokudibanisa nokuthabatha imivo kunye nokudibanisa nokuthabatha amashumi.

### Uvavanyo

Akukho vavanyo lusesikweni kule veki.

Kufuneka ubaqaphele abafundi eklasini yakho yonke imihla kwaye uthathe amanqaku njengenxalenyi yovavanyo oluqhubekayo olungekho sesikweni olujolise ekufundeni.
Walking along the number line

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Maths: Compare numbers to 75</td>
</tr>
<tr>
<td>Game: How far to the next 10?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How far to the next ten?</td>
<td>LAB, blank number line</td>
</tr>
<tr>
<td>2</td>
<td>How far to the next ten?</td>
<td>LAB, blank number line</td>
</tr>
<tr>
<td>3</td>
<td>Find the number</td>
<td>LAB, blank number line</td>
</tr>
<tr>
<td>4</td>
<td>10s and 1s</td>
<td>LAB, base 10 blocks (teacher and learner)</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 their knowledge of tens to locate a number on a number line.
- recognise the similarities between adding and subtracting ones and adding and subtracting tens.

Assessment

There is no formal assessment this week.

Observe the learners in your class daily and make notes as part of your informal ongoing assessment for learning.
Ukuhamba ngomgcamanani

Ividiyo yezibalo zentloko
Kwizibalo zentloko zela veki sigxila kwilingqisa zokungaphethu okanye ngaphantsi kune nani elithile. Utitshala uza kwalatha amanani kwisikwere se-100 aze anike abafundi ithuba lokuchaza ukuba inani lingaphezulu okanye lingaphantsi ngo-I, 2, 3 okanye ngo-4. Ukusetyenziswa kxesikwere se-100 kwenza abafundi bakwazi ukuziqhelisa ukuchaza amanani 1 – 75. Bakhuthaze abafundi banike impendulo ngokuhawuleza ukuze baphuhlise izikhono zabo zokukhumbula ibhondi zamanani ngempumelelo.

Ividiyo yomdlalo
Kulo mdlalo abafundi babiza amanani baze bache amashumi awalandelayo. Abafundi baza kubala ukuba belikude kungakanani ishumi elilandelayo. Kubalulekile ukuba abafundi bakhulise ulwazi lwabo lwamashumi kwakunye nokukwazi ukuchonga amashumi ngokuhawuleza nangempumelelo

Ividiyo yophuhliso lwengqiqo
Kwimisebenzi eyenziwa yiklasi yonke kule veki siza kujonga amashumi kungcamanani, baze abafundi bache abafundi ukuba likude kungakanani ishumi elilandelayo. Kubalulekile kubafundi ukuba baqonde ukuba xa bekwazi ukudibanisa nokuthabatha imivo, baza kukwazi ukudibanisa nokuthabatha amashumi. Siza kujolisa koku:
• ukusebenzisa umgcamanani ukufumanisa inani lelentsi efunekayo ukuya kufika kwishumi elilandelayo.
• ukusebenzisa ulwazi lwabo lwamashumi ukufumanisa inani kungcamanani.
• ukunakana ukufana okuphakathi kokudibanisa nokuthabatha amashumi.

Into emayiqatshelwe kule veki
• Bancede abafundi baqonde ukuba xa bekwazi ukudibanisa okanye ukuthabatha imivo, bayakwazi ukudibanisa okanye ukuthabatha amashumi. Bakhuthaze ukuba bache abafundi ihlatheni xa besombulula lingxaki zemathematika kuba oko kuya kubenza bakwazi ukuzisombulula ngokuhawuleza nangempumelelo.
• Isigama esibalulekileyo: ngaphezulu kuna-, ngaphantsi kuna-, amashumi, ishumi elilandelayo, dbalanisa, thabatha.
Walking along the number line

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 1, 2, 3 or 4 more or less than the given number. The use of the 100 square allows learners to practice identifying numbers 1 – 75. Encourage learners to provide responses quickly in order to develop their ability to recall number facts efficiently.

Game video
In How far to the next 10, learners call out numbers and identify the tens that follow them. Learners will also work out how far it is to the next ten. It is important for learners to develop a good understanding of number, and to be able to identify tens quickly and efficiently.

Conceptual development video
In the concept development activity this week, we look at tens on a number line and learners will identify how far to the next ten. 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. We will focus on:
• using a number line to determine how many jumps are needed to get to the next ten.
• using their knowledge of tens to locate a number on a number line.
• recognising the similarities between adding and subtracting ones and adding and subtracting tens.

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.
• Important vocabulary: more than, less than, tens, next ten, add, subtract.
Chonga amanani (ukuya kuma-75) angaphezulu okanye angaphantsi ngo-1 kunenani olinikiwyo usebenzise isikwere se-100.

Identify numbers (up to 75) that are 1 more and 1 less than a given number using a 100 square.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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

#### Usuku 1 Day 1

**Bhala inani elingaphantsi ngoNye nelingaphezulu ngoNye:**
Write one less and one more:

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>__</td>
<td>13</td>
<td>__</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>__</td>
<td>23</td>
<td>__</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>__</td>
<td>57</td>
<td>__</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>__</td>
<td>41</td>
<td>__</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>__</td>
<td>68</td>
<td>__</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>__</td>
<td>83</td>
<td>__</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>__</td>
<td>97</td>
<td>__</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>__</td>
<td>35</td>
<td>__</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>__</td>
<td>76</td>
<td>__</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>__</td>
<td>29</td>
<td>__</td>
<td>__</td>
<td>__</td>
</tr>
</tbody>
</table>

#### Usuku 2 Day 2

**Fakela >, < okanye =:**
Fill in >, < or =:

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>__</td>
<td>67</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>94</td>
<td>__</td>
<td>12</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>56</td>
<td>__</td>
<td>79</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>48</td>
<td>__</td>
<td>48</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>63</td>
<td>__</td>
<td>36</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>39</td>
<td>__</td>
<td>43</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>21</td>
<td>__</td>
<td>51</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>16</td>
<td>__</td>
<td>6</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>85</td>
<td>__</td>
<td>81</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>77</td>
<td>__</td>
<td>17</td>
<td>__</td>
<td>__</td>
</tr>
</tbody>
</table>

#### Usuku 3 Day 3

**Biyela ngesangqa elona nani lincinci:**
Circle the smallest number:

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>45</td>
<td>25</td>
<td>75</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>31</td>
<td>13</td>
<td>93</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>56</td>
<td>39</td>
<td>82</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>23</td>
<td>25</td>
<td>21</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>88</td>
<td>18</td>
<td>48</td>
<td>__</td>
<td>__</td>
</tr>
</tbody>
</table>

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

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>63</td>
<td>93</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>46</td>
<td>14</td>
<td>61</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>31</td>
<td>39</td>
<td>37</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>88</td>
<td>44</td>
<td>22</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>72</td>
<td>89</td>
<td>52</td>
<td>__</td>
<td>__</td>
</tr>
</tbody>
</table>

#### Usuku 4 Day 4

**Gqibezela ipatheni:**
Complete the pattern:

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>41</td>
<td>42</td>
<td>43</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>85</td>
<td>84</td>
<td>83</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>60</td>
<td>65</td>
<td>70</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>69</td>
<td>59</td>
<td>49</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>11</td>
<td>21</td>
<td>31</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>55</td>
<td>50</td>
<td>45</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>93</td>
<td>94</td>
<td>95</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>72</td>
<td>62</td>
<td>52</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>16</td>
<td>26</td>
<td>36</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>95</td>
<td>90</td>
<td>85</td>
<td>__</td>
<td>__</td>
</tr>
</tbody>
</table>

---

**Usuku 1 Day 1**

**Usuku 2 Day 2**

**Usuku 3 Day 3**

**Usuku 4 Day 4**
Phinda la manyathelo angasentla, usebenzise amanani ahlukeneyo ukusuka ku-0 ukuya kuma-75. Abafundi kufuneka baqale ngokuchonga inani elinikiweyo baze bathethe ngendawo yalo kumgcamanani. Liza phambi okanye emva kwawaphi amanani? Likude kangakanani (yimitsi emingaphi) kwi-10 e lielandelayo?

Repeat these steps using different numbers from 0 – 75. Learners should first identify the given number and talk about its position on the number line. It comes before/after what numbers? How far (how many jumps) to next 10?
WEEK 1 • DAY 1
How far to the next ten?

Umdlalo: Likude kanganani i-10 elilandelayo?
Game: How far to the next 10?

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

1 Yenza ichaphaza uze ubhale inani kumcgamanani.
  Ulufumana njani inani?
  Draw a dot and write the number on the line. How do you find the number?

   14
   0  5  10  15  20

   7
   0  5  10  15  20

   12
   0  5  10  15  20

   8
   0  5  10  15  20

   16
   0  5  10  15  20

   3
   0  5  10  15  20
Likude kangakanani ishumi elilandelayo?

2. Yenza ichokoza uze uphawule inani. Leliphi i-10 elilandelayo? Likude kangakanani i-10 elilandelayo?

   Draw a dot and label the number. What is the next 10? How far to the next 10?

   ![Diagram](image)

   - i-10 elilandelayo  
     - Next 10: 10
     - Likude kangakanani?  
       - How Far: 6

   ![Diagram](image)

   - i-10 elilandelayo  
     - Next 10: 10
     - Likude kangakanani?  
       - How Far:

   ![Diagram](image)

   - i-10 elilandelayo  
     - Next 10: 10
     - Likude kangakanani?  
       - How Far:

   ![Diagram](image)

   - i-10 elilandelayo  
     - Next 10: 10
     - Likude kangakanani?  
       - How Far:

3. Gqibezele izivakalisi manani.

   Complete the number sentences.

   | 16 + ___ = 20 | 12 + ___ = 20 | 11 + ___ = 20 | 14 + ___ = 20 |
   | 15 + ___ = 20 | 13 + ___ = 20 | 17 + ___ = 20 | 19 + ___ = 20 |

   How far to the next ten? Week 1 • Day 1
How far to the next ten?

Chonga amanani (ukuya kuma-75) angaphezulu ngezi-2 nangaphantsi ngezi-2 kunenani olinikiwelo usebenzise isikwere se-100.
Identify numbers (up to 75) that are 2 more and 2 less than a given number using a 100 square.

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

Phinda la manyathelo angasentia,
usebenzise amanani ahlukenejo ukusuka
ku-0 ukuya kuma-75 ukuze abafundi babe
namathuba aqela okuzaqhelisa ukutsibela
ngaphambili ukuya kw-10 eililandelayo.
Repeat these using different numbers
from 0 - 75, so that learners have multiple
opportunities to practice jumping forward to
the next 10.
1. Yenza ichokoza uze ubhale inani emgceni.
Draw a dot and write the number on the line.

   - 12
      \[ 0 \quad 5 \quad 10 \quad 15 \quad 20 \]
      Qala
      Start
      Gqibha
      End

   - 18
   - 29
   - 46
   - 72
   - 94

2. Gqibeka izivakalisi manani.
Complete the number sentences:

   - \( 17 + 3 = 20 \)
   - \( 14 + \_\_ = 20 \)
   - \( 15 + \_\_ = 20 \)
   - \( 12 + \_\_ = 20 \)
   - \( 28 + \_\_ = 30 \)
   - \( 26 + \_\_ = 30 \)
   - \( 21 + \_\_ = 30 \)
   - \( 22 + \_\_ = 30 \)

3. Likude kangakanani ishumi elilandelayo?
How far to the next ten?

   - Imigcmanani ingaboroza amanani ahlukeneyo.
   - Usula kwekhiphi inani lo mgcmanani?
   - Uphela ngeliphini inani umgcmanani?
   - Number lines can show different numbers.
   - At what number does this number line start?
   - At what number does this number line end?
WEEK 1 • DAY 2

How far to the next ten?

3. Yenza ichokoza kwinani. Leliphi i-10 elilandelayo? Likude kangakanani i-10 elilandelayo?
   Draw a dot at the number. What is the next 10? How far to the next 10?

   ![Number Line Diagram]

<table>
<thead>
<tr>
<th>i-10 elilandelayo</th>
<th>Likude kangakanani?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Next 10</td>
<td>How Far?</td>
</tr>
<tr>
<td>20</td>
<td>3</td>
</tr>
</tbody>
</table>

26

47

<table>
<thead>
<tr>
<th>i-10 elilandelayo</th>
<th>Likude kangakanani?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Next 10</td>
<td>How Far?</td>
</tr>
</tbody>
</table>

63

4. Gqibezele izivakalisi manani.
   Complete the number sentences.

<table>
<thead>
<tr>
<th>38 + __ = 40</th>
<th>33 + ___ = 40</th>
<th>36 + ___ = 40</th>
<th>32 + ___ = 40</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>48 + ___ = 50</th>
<th>42 + ___ = 50</th>
<th>46 + ___ = 50</th>
<th>41 + ___ = 50</th>
</tr>
</thead>
</table>

   How far to the next ten?  Week 1 • Day 2
Chonga amanani (ukuya kuma-75) angaphezulu okanye angaphantsi ngezi-3 kunenani olinikiweyo usebenzisa isikwere se-100.

Identify numbers (up to 75) that are 3 more and 3 less than a given number using a 100 square.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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

Nika abafundi amathuba aliqela okufuna amanani kumgcamanani. Bakhuthaze ukuba bachaze ukuba la manani akufuphi neliphi ishumi, phambi kokuba babonise inani kumgcamanani.

Provide multiple opportunities for learners to find numbers on the number line. Encourage them to identify which ten the numbers are closer to, before they show the number on the number line.
WEEK 1 • DAY 3

Find the number

1. Gqibezele.
   Complete.

2. Yenza ichokoza uze ubhale kumgcamanani.
   Draw a dot and write the number on the line.

   20
   70
   40
   90
   60
3 Funa inani kumgcamanani. Yenza ichokoza elikhulu.
Find the number on the number line. Draw a big dot.

- 35
- 25
- 60
- 55
- 45
- 99
- 72
- 86

Find the number  Week 1 • Day 3
IZIBALO ZENTLOKO | MENTAL MATHS

Chonga amanani (ukuya kuma-75) angaphezulu okanye angaphantsi ngezi-4 kumenani olinikiweyo usebenzise isikwere se-100.

Identify numbers (up to 75) that are 4 more and 4 less than a given number using a 100 square.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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

IZIBALO LWENGQIQO | CONCEPT DEVELOPMENT

Sombulula u-3 + 5 usebenzise iibloko zakho.
Solve 3 + 5 using your blocks.

Iibloko ezi-3 neebloko ezi-5 zenza iibloko ezisi-8.
3 blocks and 5 blocks equals 8 blocks.

Sombulula 30 + 50 usebenzise iibloko zakho.
Solve 30 + 50 using your blocks.

30 + 50 = 80

Uqaphela ntoni?
What do you notice?

Kukho amashumi asi-8 ewonke.
There are 8 tens altogether.

Ziphartse zafana! Kweyokuqala besidibanisa imivo, kweyesibini sidibanisa amashumi.
They are almost the same! In the first one we are adding ones and the second one we are adding tens.

Bakhuthaze abafundi ukuba bathelekise izibalo ezilqela ezahlukeneyo zeengxaki zokudibanisa nokuthabatha ezinemivo nama-10. Bancedise baqonde ukuba xa bekwazi ukudibanisa okanye ukuthabatha bangakwazi ukudibanisa nokuthabatha amashumi.

Encourage learners to compare a variety of matched addition and subtraction problems with 1s and 10s. Help learners to see that if they can add or subtract ones, then they can also add or subtract tens.
IVEKI 1 • USUKU 4

Ama-10 nemivo

1. Sombulula usebenzise umgcamanani.
   Solve using the number line.

   3 + 4 = 7
   30 + 40 = 70

   2 + 4 = __
   20 + 40 = __
   7 + 3 = __
   70 + 30 = __

2. Uyabona? Siyakwazi ukudibanisa imivo kwaye siyakwazi nokudibanisa ama-10!
   Can you see? We can add in 1s and we can also add in 10s!

   | 1 + 3 = 4 | 4 + 4 = ___ | 3 + 5 = ___ | 6 + 3 = ___ |
   | 10 + 30 = 40 | 40 + 40 = ___ | 30 + 50 = ___ | 60 + 30 = ___ |
   | 3 + 2 = ___ | 4 + 5 = ___ | 3 + 3 = ___ | 5 + 4 = ___ |
   | 30 + 20 = ___ | 40 + 50 = ___ | 30 + 30 = ___ | 50 + 40 = ___ |
WEEK 1 • DAY 4

10s and 1s

3. Sombulula ubonise kumgcamanani.
Solve by showing on the number line.

9 - 3 = 6
90 - 30 = 60

8 - 2 = ___

80 - 20 = ___

7 - 4 = ___

70 - 40 = ___

4. 

<table>
<thead>
<tr>
<th>6 - 2 = 4</th>
<th>9 - 3 = ___</th>
<th>8 - 4 = ___</th>
<th>7 - 4 = ___</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 - 20 = 40</td>
<td>90 - 30 = ___</td>
<td>80 - 40 = ___</td>
<td>70 - 40 = ___</td>
</tr>
<tr>
<td>10 - 5 = ___</td>
<td>9 - 5 = ___</td>
<td>4 - 2 = ___</td>
<td>8 - 5 = ___</td>
</tr>
<tr>
<td>100 - 50 = ___</td>
<td>90 - 50 = ___</td>
<td>40 - 20 = ___</td>
<td>80 - 50 = ___</td>
</tr>
</tbody>
</table>
Uqukaniso

1. Yenza ichokoza ukuze ubonise inani kumgcamanani.
   Draw a dot to show the number on the number line.

   \[
   \begin{array}{c}
   9 \\
   18
   \end{array}
   \]

2. Gqibezela izivakalisi manani.
   Complete the number sentences.

   \[
   \begin{array}{cccc}
   4 + 2 = & 8 + 1 = & 5 + 2 = & 3 + 3 = \\
   40 + 20 = & 80 + 10 = & 50 + 20 = & 30 + 30 = \\
   8 - 3 = & 6 - 5 = & 9 - 4 = & 7 - 2 = \\
   80 - 30 = & 60 - 50 = & 90 - 40 = & 70 - 20 =
   \end{array}
   \]

Masithethe ngeMaths!
Let's talk Maths!

**NgesiXhosa sithi:**

Find the number.

- Fumana inani.
- Likude kangakanani kwishumi eLilandelayo?
- Likude kangakanani kwishumi elikhululekyo?
- Ndiyazi ukuba 2 + 6 = 8.
- Ngoko kwe ndiyazi ukuba 20 + 60 = 80.
- Ndiyazi ukuba 9 - 5 = 4.
- Ngoko kwe ndiyazi ukuba 90 - 50 = 40.

**In English we say:**

- How far to the next ten?
- How far to the previous ten?
- I know that 2 + 6 = 8.
- Therefore I know that 20 + 60 = 80.
- I know that 9 - 5 = 4.
- Therefore I know that 90 - 50 = 40.
3. Yenza ichokoza uze uphawule inani. Leliphi i-10 elilandelayo? Likude kangakanani kwishumi elilandelayo?
   Draw a dot and label the number. What is the next 10? How far to the next 10?
   \[ \begin{array}{c}
   \text{i-10 elilandelayo} \\
   \text{Next 10} \\
   \text{Likude kangakanani?} \\
   \text{How Far?}
   \end{array} \]
   \[ \begin{array}{c}
   2 \\
   \end{array} \]

   \[ \begin{array}{c}
   17 \\
   \end{array} \]

   \[ \begin{array}{c}
   5 \\
   \end{array} \]

4. Funa amanani ashiyiweyo.
   Find the missing numbers.
   \[
   \begin{array}{cccc}
   23 + \_\_ = 30 & 19 + \_\_ = 20 & 8 + \_\_ = 10 & 14 + \_\_ = 20 \\
   41 + \_\_ = 50 & 55 + \_\_ = 60 & 3 + \_\_ = 10 & 44 + \_\_ = 50 \\
   \end{array}
   \]

5. Sombulula ubonisile kumgcamanani.
   Solve by showing on the number line.
   \[
   \begin{array}{c}
   10 + 60 = \_\_ \\
   90 - 50 = \_\_ \\
   \end{array}
   \]
Ukudibanisa nokuthabathuka kumgcamanani

<table>
<thead>
<tr>
<th>Izibalo zentloko: Ukucwangcisa amanani ukuya kuma-75</th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>azikho</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Umdlalo: Gqibeza amashumi!</th>
<th>Ibloko zesiseko se-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>Ukufumana ishumi</td>
<td>LAB, isikwere se-100</td>
</tr>
<tr>
<td>2</td>
<td>Ukudibanisa kumgcamanani</td>
<td>LAB, umgcamanani ongenanto</td>
</tr>
<tr>
<td>3</td>
<td>Likude kangakanani ishumi elidlulileyo?</td>
<td>LAB, isikwere se-100</td>
</tr>
<tr>
<td>4</td>
<td>Ukuthabatha kumgcamanani</td>
<td>LAB, umgcamanani ongenanto</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanyo olujolise ekufundeni</td>
<td>LAB</td>
</tr>
</tbody>
</table>

Emva kwale veki umfundikufuneka akwazi ukwenza oku:
ukusebenzisa ulwazi lwabo lwamashumi ukufumana inani kwisikwere se-100.
ukusebenzisa umgcamanani ukudibanisa imivo kumanani amivo-mibini kodwa angaweleli ngaphaya kweshumi.
ukusebenzisa umgcamanani ukuthabatha imivo kumanani amivo-mibini kodwa angaweleli ngaphaya kweshumi.

Uvavanyo

Uvavanyo olubhalwayo: Ilingxaki zokudibanisa nokuthabathuka nezivakalisi manani
Bhala phantsi amanqaku afunyenweyo kwali-16 kwiphetshana lamanqaku ekota.
Adding and subtracting on the number line

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Maths: Ordering numbers to 75</td>
</tr>
<tr>
<td>Game: Complete the 10s!</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>Finding the ten</td>
<td>LAB, 100 square</td>
</tr>
<tr>
<td>2</td>
<td>Adding on a number line</td>
<td>LAB, blank number line</td>
</tr>
<tr>
<td>3</td>
<td>How far to the previous ten?</td>
<td>LAB, 100 square</td>
</tr>
<tr>
<td>4</td>
<td>Subtracting on the number line</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:

- use their knowledge of tens to locate a number on a 100 square.
- use a number line to add ones to two-digit numbers without bridging the ten.
- use a number line to subtract ones from two-digit numbers without bridging the ten.

Assessment

**Written assessment:** Addition and subtraction problems and number sentences

Record a mark out of 16 in the term mark sheet.
Ukudibanisa nokuthabatha kumgcamanani

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 ngokulandelelana kwawo ukuya kuma-75.

Ividiyo yomdlalo

Ividiyo yophuhliso lwengqiqo
Kwimisebenzi yeklasi yonke yale veki siza kugxila kudibaniso nothabatho. Abafundi basebenzisa isikwere se-100 ukufuna amanani, ukucinga ngabakwaziyo malunga nokufuna amashumi alandelayo namashumi adlulileyo. Abafundi bakwani kwaphi lekuze lokusombulula lingxaki kumgcamanani, xa bedibanisa okanye bethabatha imvo kumanani amivo-mibini, siza kujolisa koku:  
• ukusebenzisa ulwazi lwabo lwamashumi ukukhangelwa inani kwisikwere se-100.
• ukusebenzisa umgcamanani ukudibanisa imvo kumanani amivo-mibini, ukuwelela ngaphaya kweshumi.
• ukusebenzisa umgcamanani ukuthabatha imvo kumanani amano -mabini ukuwelela ngaphaya kweshumi.

Into emayiqatshelwe kule veki
• Ukuze abafundi badibanise kwaye bathabathe imivo kumanani amivo-mibini ngempumelelo, kufuneka baqale bafumane ishumi ellandelayo okanye elidlulileyo kumgcamanani, baze badibanise okanye bathabathe izixa ezishiyekileyo.
• Isigama esibalulekileyo: elona lincinci, elona likhulu, amashumi, ishumi ellandelayo, dibanisa, thabatha.
Adding and subtracting on the number line

**Mental Maths video**
This week we focus on sequencing numbers from smallest to largest, and from largest to smallest. Learners need to be able to identify the larger and smaller numbers, and to arrange numbers in order up to 75.

**Game video**
In Complete the 10s!, learners will use multifix blocks to make tens. They will build towers of ten when adding loose multifix blocks so that they are able to solve problems quickly and efficiently when bridging tens. You could also use base 10 blocks when you play the game.

**Conceptual development video**
In the concept development activity this week, we focus addition and subtraction. Learners use a 100 square to locate numbers, thinking about what they know about finding the next and previous tens. Learners are also given opportunities to solve problems on the number line, as they add and subtract ones to two-digit numbers. We will focus on:
- using their knowledge of tens to locate a number on a 100 square.
- using a number line to add ones to two-digit numbers, bridging the ten.
- using a number line to subtract ones from two-digit numbers, bridging the ten.

**What to look out for this week**
- In order for learners to efficiently add and subtract ones to two digit numbers, they need to first find the next or previous ten on the number line, and then add or subtract any remaining amounts.
- Important vocabulary: smallest, largest, tens, next ten, add, subtract.
Ziqhelise ukucwangcisa amanani uqale ngelona likhulu uye kwelona lincinci.
Practice ordering numbers from largest to smallest.

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

IZIBALO ZENTLOKO | MENTAL MATHS

Leliphi elona nani lincinci?
Which number is the smallest?

Leliphi elona nani likhulu?
Which number is the largest?

Ungakwazi ukubhala amanani ebhodini uqale ngelona lincinci uye kwelona likhulu?
Write the numbers on the board from smallest to largest?

Ama-36 lelona nani lincinci, kulandele ama-51, ze ama-73 ibe lelona nani likhulu.
36 is the smallest, then 51, and 73 is the largest.

Makhe sijonge amanye amanani!
Let’s look at some other numbers!
Yemisetyenzana yokutyebisa • Enrichment activities

**Usuku 1 Day 1**

**Kufuneka ezingaphi ukuze ufike kula manani?**

How many more to get to?

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>12</td>
<td>+</td>
<td></td>
<td></td>
<td>= 30</td>
</tr>
<tr>
<td>19</td>
<td>+</td>
<td></td>
<td></td>
<td>= 40</td>
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<tr>
<td>25</td>
<td>+</td>
<td></td>
<td></td>
<td>= 50</td>
</tr>
<tr>
<td>6</td>
<td>+</td>
<td></td>
<td></td>
<td>= 20</td>
</tr>
<tr>
<td>17</td>
<td>+</td>
<td></td>
<td></td>
<td>= 30</td>
</tr>
<tr>
<td>21</td>
<td>+</td>
<td></td>
<td></td>
<td>= 40</td>
</tr>
<tr>
<td>33</td>
<td>+</td>
<td></td>
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<td>= 50</td>
</tr>
<tr>
<td>16</td>
<td>+</td>
<td></td>
<td></td>
<td>= 30</td>
</tr>
<tr>
<td>17</td>
<td>+</td>
<td></td>
<td></td>
<td>= 40</td>
</tr>
<tr>
<td>8</td>
<td>+</td>
<td></td>
<td></td>
<td>= 20</td>
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</table>

**Usuku 2 Day 2**

**Sombulula:**

Solve:

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</tr>
</thead>
<tbody>
<tr>
<td>37</td>
<td>+</td>
<td>10</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>+</td>
<td>20</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>+</td>
<td>30</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>+</td>
<td>20</td>
<td>=</td>
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<tr>
<td>25</td>
<td>+</td>
<td>50</td>
<td>=</td>
<td></td>
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<tr>
<td>14</td>
<td>+</td>
<td>30</td>
<td>=</td>
<td></td>
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<tr>
<td>52</td>
<td>+</td>
<td>10</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>65</td>
<td>+</td>
<td>20</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>+</td>
<td>10</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>+</td>
<td>40</td>
<td>=</td>
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</tbody>
</table>

**Usuku 3 Day 3**

**Thabatha:**

Subtract:

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<tr>
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<th></th>
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</thead>
<tbody>
<tr>
<td>35</td>
<td>–</td>
<td>20</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>–</td>
<td>10</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>75</td>
<td>–</td>
<td>30</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>69</td>
<td>–</td>
<td>20</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>56</td>
<td>–</td>
<td>30</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>–</td>
<td>10</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>49</td>
<td>–</td>
<td>20</td>
<td>=</td>
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<td>39</td>
<td>–</td>
<td>20</td>
<td>=</td>
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<tr>
<td>52</td>
<td>–</td>
<td>10</td>
<td>=</td>
<td></td>
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<tr>
<td>65</td>
<td>–</td>
<td>30</td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>

**Usuku 4 Day 4**

**Gqibezele ipatheni:**

Complete the pattern:

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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<tbody>
<tr>
<td>51</td>
<td>52</td>
<td>53</td>
<td></td>
<td></td>
</tr>
<tr>
<td>65</td>
<td>64</td>
<td>63</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>30</td>
<td>35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100</td>
<td>90</td>
<td>80</td>
<td></td>
<td></td>
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<tr>
<td>13</td>
<td>23</td>
<td>33</td>
<td></td>
<td></td>
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<tr>
<td>21</td>
<td>31</td>
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<td>84</td>
<td>85</td>
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<td></td>
<td></td>
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<tr>
<td>39</td>
<td>38</td>
<td>37</td>
<td></td>
<td></td>
</tr>
<tr>
<td>57</td>
<td>67</td>
<td>77</td>
<td></td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>45</td>
<td>50</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Ukufumana ishumi

**Uphuhliso lwengqiqo | Concept Development**

1. **Leliphi ishumi ellandelelayo?**
   What is the next ten?

2. **Ishumi ellandelelayo ngama-50.**
   The next ten is 50.
   **Mingaphi imitsi ekufuneka uyenze ukuze ufike kwishumi ellandelelayo?**
   How many jumps must you take to get to the next 10?
   **Kufuneka ndenze imitsi emi-4 ukuze ndifike kuma-50.**
   I must jump 4 places to get to 50.

3. **Leliphi ishumi ellandelelayo?**
   What is the next ten?

4. **Ishumi ellandelelayo ngama-70.**
   The next ten is 70.
   **Mingaphi imitsi ekufuneka uyenze ukuze ufike kwishumi ellandelelayo?**
   How many jumps must you take to get to the next 10?
   **Kufuneka ndenze imitsi eli-9 ukuze ndifike kuma-70.**
   I must jump 9 places to get to 70.

**Phinda la manyathelo angasentla usebenzise amanani ahlukengayo ukuze abafundi babe namathuba aliqela okuziqhelisa ukutsibela kwi-10 ellandelelayo**
Repeat the steps above using different numbers so that learners have multiple opportunities to practice jumping to the next 10.
Umdalo: Ukwakha ngamashumi
Game: Building with tens

- Sebenzisa iibloko zakho zesiseko seshumi.
  Use your base ten blocks.
- Sombulula umbuso awubhale ebhodini utitshala wakho.
  Solve the question your teacher writes on the board.
- Phinda kwakhona!
  Do it again!

27 + 8 =

- Ndigcina ama-36 entloko.
  Likude kangakanani ishumi ELILANDELAYO?
  I put 36 in my head.
  How far to the NEXT ten?

1 Leliphi i-10 elilandelayo? Likude kangakanani i-10 elilandelayo?
What is the next 10? How far to the next 10?

- _____
- _____
- _____

WEEK 2 • DAY 1
Finding the ten
2. Fumana inani. Leliphi i-10 elilandelayo? Likude kangakanani i-10 elilandelayo?
Find the number. What is the next 10? How far to the next 10?

<table>
<thead>
<tr>
<th>i-10 elilandelayo</th>
<th>Likude kangakanani?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Next 10</td>
<td>20</td>
</tr>
<tr>
<td>How far?</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>i-10 elilandelayo</th>
<th>Likude kangakanani?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Next 10</td>
<td></td>
</tr>
<tr>
<td>How far?</td>
<td></td>
</tr>
</tbody>
</table>

3. Gqibezele izivakalisi manani.
Complete the number sentences.

<table>
<thead>
<tr>
<th>67 + ___ = 70</th>
<th>64 + ___ = 70</th>
<th>76 + ___ = 80</th>
<th>73 + ___ = 80</th>
</tr>
</thead>
<tbody>
<tr>
<td>85 + ___ = 90</td>
<td>82 + ___ = 90</td>
<td>95 + ___ = 100</td>
<td>97 + ___ = 100</td>
</tr>
</tbody>
</table>

Finding the ten  Week 2 • Day 1
Adding on a number line

IZIBALO ZENTLOKO | MENTAL MATHS

Ziqhelise ukucwangcisa amanani uqale ngelona likhulu uye kwelona lincinci.
Practice ordering numbers from largest to smallest.
Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Ungasisombulula njani isibalo 27 + 5 ngokukhawuleza kumgcamanani?
How can you solve 27 + 5 quickly on a number line?

1. Ndifumana ishumi ellendelayo kuqala ndize ndidibanise amanye amanani emva koko.
I find the next ten and then add the rest.

I jump 3 spaces from 27, I land on the next ten, 30.

You’ve now jumped 3 places. What must you do next?

4. Bhala izivakalisi manani.
Write the number sentence.

Allow learners multiple opportunities to solve problems that involving adding ones to two-digit numbers. Help learners to realise that if they find the next ten first, they will be able to solve problems quickly and efficiently.

27 + 5 = 32
Ukudibanisa kumgcamamanani

**IVEKI 2 • USUKU 2**

**Ukudibanisa kumgcamamanani**
Adding on a number line

Maxa wambi xa sidibanisa, siwelela ngaphaya kweshumi ellandelayo! Libulise qho i-10 phambili kokuba uwele! Sometimes when we add, we cross over the next 10! Always greet the 10 before crossing!

27 + 8 = 35

Ndloko kuma-27!
I start at 27!

Nditsibela kwi-i0 ellandelayo!
27 + 3 = 30.
I jump to the next 10!
27 + 3 = 30.

Kufuneka nditsibele phambili kosi-8.
Senditsibe ka-3. Kufuneka ndenza imitsi emi-5 ngaphezulu!
I need to jump forward 8. I have already jumped 3. I jump forward 5 more!

Ukudibanisa isi-8 kuyafana nokudibanisa ezi-3 uze uphinde wongeze ezi-5.
Adding 8 is the same as adding 3 and then adding 5.

Dibanisa usebenzise umgcamamanani.
Add using the number line.

26 + 7 = ___

28 + 7 = ___

27 + 6 = ___

25 + 8 = ___
Adding on a number line

47 + 9 = ___

45 + 7 = ___

67 + 8 = ___

65 + 9 = ___

88 + 5 = ___

86 + 6 = ___

27 + 8 = 35  25 + 9 = 34

37 + 8 = ___  35 + 9 = ___

47 + 8 = ___  45 + 9 = ___

57 + 8 = ___  55 + 9 = ___

UBrian ufunde amaphepha angama-35. Ufunda amaphepha asi-8 ngaphezulu. Mangaphi amaphepha awa\u012bundileyo ewonke? Bria reads 35 pages. He reads 8 more pages. How many pages has he read altogether?
Phinda la manyathelo angasentla usebenzise amanani ahlukeneyo, ukuze abafundi babe namathuba amanini okuziqhelisa ukutsibela ngemva kwi-10 elidlulileyo.

Repeat the steps above, using different numbers, so that learners have multiple opportunities to practice jumping back to the previous 10.
**WEEK 2 • DAY 3**

**How far to the previous ten?**

1. **Kukude kangakanani kwi-i-10 elidululeyo?**
   How far to the previous 10?

   ![Diagram](image)

2. **Bhala inani kwichokoza. Biyela i-10 elidululeyo. Likude kangakanani i-10 elidululeyo?**
   Write the number at the dot. Circle the previous 10. How far to the previous 10?

   ![Diagram](image)

<table>
<thead>
<tr>
<th>i-10 elidululeyo</th>
<th>Likude kangakanani?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Previous 10</td>
<td>How far?</td>
</tr>
<tr>
<td>30</td>
<td>6</td>
</tr>
</tbody>
</table>

   ![Diagram](image)
Likude kangakanani ishumi elidlulileyo?

34 - 6 = 28


Subtracting 6 is the same as subtracting 4 and then subtracting 2!

3 Thabatha usebenzise umgcamanani.
Subtract using the number line.

33 - 7 = ___

32 - 5 = ___

34 - 8 = ___

35 - 9 = ___

38 - 9 = ___
Ziqhelise ukucwangcisa ama manani uqale kwelope lincinci uye kwelope likhulu.
Practice ordering numbers from smallest to largest.
Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.

IZIBALO ZENTLOKO | MENTAL MATHS

Ziqhelise ukucwangcisa ama manani uqale kwelope lincinci uye kwelope likhulu.
Practice ordering numbers from smallest to largest.
Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.

IZIBALO ZENTLOKO | MENTAL MATHS

Ndiyakalana isibalo 43 – 6 kumgcamanani ngokakhawulseza?
How can you solve 43 – 6 quickly on a number line?

1. Utsibe imitsi emi-3. Uza kwenza ntoni elandelayo?
   You jumped back 3 places. What must you do next?

   I jump back 3 spaces from 43, I land on the previous ten, 40.

   I had to jump back 6 places, and I’ve only jumped back 3. I must jump back 3 more places.

4. Bhala isivakalisi manani ubonise indlela oyisombulule ngayo le ngxaki.
   Write the number sentence to show how you solved the problem.

43 – 6 = 37

Nika abafundi amathuba aliqela okusombulula inzaki ezibandakanya ukuthabatha imivo kumanani amanani-mabini. Bancede abafundi baqonde ukuba xa befumana ishumi elidulileyo kuqala, baya kukwazi okusombulula inzaki ngokakhawulseza nangempumelelo.
Allow learners multiple opportunities to solve problems that involve subtracting ones from two digit numbers. Help learners to realise that if they find the previous ten first, they are able to solve problems quickly and efficiently.
IVEKI 2 • USUKU 4

Ukuthabatha kumgcamanani

   Subtract using the number line. Greet the 10!

   \[ \begin{array}{c}
   54 - 6 = \boxed{48} \\
   47 + 5 = \boxed{52} \\
   75 - 9 = \boxed{66} \\
   74 - 7 = \boxed{67} \\
   92 - 8 = \boxed{84} \\
   96 - 9 = \boxed{87}
   \end{array} \]

2. [Questions and answers with diagrams]
   
   Asanda has R50. He buys an apple for R6. How much change does he get?
Subtracting on the number line

3. Thabatha usebenzise umgcamanani. Bulisa i-10!
   Subtract using the number line. Greet the 10!
   
   \[ 22 - 6 = \]  
   \[ 45 - 7 = \]  
   \[ 63 - 8 = \]  
   \[ 85 - 9 = \]  
   \[ 103 - 7 = \]  
   \[ 124 - 4 = \]  

4. | \( 60 - 5 \) | \( 60 - 3 \) | \( 70 - 4 \) | \( 70 - 6 \) | \( 80 - 6 \) | \( 80 - 7 \) | \( 90 - 2 \) | \( 90 - 9 \) |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>55</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

UMphumzi une-R50. Uthenga irolo yee-R8. Yimalini itshintshi ayifumanayo?
Mphumzi has R50. He buys a roll for R8. How much change does he get?
1. Yenza ichokoza kumgcamanani ubonise inani.
   Draw a dot on the number line to show the number.
   
   \[
   \begin{array}{c|c|c|c|c|c|c|c|c}
   & 60 & 65 & 70 & 75 & 80 \\ 
   \hline 
   \text{63} \\
   \end{array}
   
   - i-10 elilandelayo
   - Next 10
   - Likude kangakanani?
   - How far?

2. Bhala inani uze ufumane isumi elilandelayo.
   Write the number and find the next ten.
   
   \[
   \begin{array}{c|c|c|c|c|c|c|c|c}
   & 40 & 45 & 50 & 55 & 60 \\ 
   \hline 
   \text{45} \\
   \end{array}
   
   - i-10 elilandelayo
   - Next 10
   - Likude kangakanani?
   - How far?

---

**Masithethe ngeMaths!**

**Let's talk Maths!**

**NgesiXhosa sithi:**

- Tsibela phambili
- Tsiba ubuye umva
- Likude kangakanani ishumi elilandelayo?
- Likude kangakanani ishumi elidulileyo?
- Dibanisa
- Thabatha
- Umgcamanani

**In English we say:**

- Jump forward
- Jump back
- How far to the next ten?
- How far to the previous ten?
- Add
- Subtract
- Number line
1. Sombulula usebenzise umgcamanani.
   Solve using the number line.

   \[ 44 + 9 = \quad \quad 44 \quad 45 \quad 50 \quad 55 \quad 60 \]

   \[ 57 + 6 = \quad \quad 50 \quad 55 \quad 60 \quad 65 \quad 70 \]

   \[ 68 + 5 = \quad \quad 60 \quad 65 \quad 70 \quad 75 \quad 80 \]

   \[ 33 - 9 = \quad \quad 20 \quad 25 \quad 30 \quad 35 \quad 40 \]

   \[ 64 - 8 = \quad \quad 50 \quad 55 \quad 60 \quad 65 \quad 70 \]

   \[ 75 - 7 = \quad \quad 60 \quad 65 \quad 70 \quad 75 \quad 80 \]

2. ULisakhanya ufunda amaphepha angama-46. Ufunda amaphepha ali-9 ngaphezulu. Mangaphi amaphepha awafundileyo ewonke?
   Lisakhanya reads 46 pages. She reads 9 more pages. How many pages does she read altogether?

3. UNgxamile nje-le-R73. Uchitha ii-R7. Unimalini eshiyekileyo?
   Ntando has R73. He spends R7. How much does he have left?
Ubude

<table>
<thead>
<tr>
<th>Izibalo zentloko: Thelekisa amanani ukuya kuma-75</th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td>isikwere se-100</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Umdlalo: iMath ekhawulezayo ngamakhadi: ingaphezulu okanye ingaphantsi ngezi-5</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>amakhadi 0 -20</td>
<td></td>
</tr>
</tbody>
</table>

**Usuku Umsebenzi wesifundo Izixhobo zezifundo**

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ubude</td>
<td>LAB, izandla, ipenisile</td>
</tr>
<tr>
<td>2</td>
<td>Ukulinganisela ubude</td>
<td>LAB</td>
</tr>
<tr>
<td>3</td>
<td>Ukulinganisela ubude</td>
<td>LAB, iibloko</td>
</tr>
<tr>
<td>4</td>
<td>limitha neesentimitha</td>
<td>LAB, iibloko, iteyipu/umtya yokulinganisela</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanyo olujolise ekufundeni</td>
<td>LAB</td>
</tr>
</tbody>
</table>

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

- qikelela, linganisela, thelekisa, cwangcisa uze ubhale phantsi ubude usebenzise imilinganiselo engekho mgangathweni njengenxalenye yokulinganisela okunegkeko sesikweni.

- qikelela, linganisela, thelekisa, cwangcisa uze ubhale phantsi ubude usebenzise iimitha njengeyunithi esemgangathweni yobude.

**Uvavanyo**

**Uvavanyo olubhalawayo:** Ubude (umlinganisela)

Bhala phantsi amanqaku afunyenweyo kwali-8 kwiphetshhana lamanzuku ekota.

**Uvavanyo oluthethwayo nelwenziwayo**

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

**Uluhu Iwezinto ezijongwayo: Ilungile/ayilunganga/iphantse**

| Uyakwazi ukuthetha ngobude esebenzisa amagama athi imfutshane, iphakamile, inde | ✓ |
| Uyakwazi ukuthetha ngobude esebenzisa amagama athi ibanzi, ububanzi | ❌ |
| Uyakwazi ukutholekisa ubude esebenzisa amagama athi imfutshane kuna-, yeyona imfutshane | ✓ |
| Uyakwazi ukutholekisa ubude esebenzisa amagama athi inde kuna-, yeyona inde | ❌ |
| Uyakwazi ukuqikelela ubude esebenzisa iyunjithi ayinikiweyo | ✓ |
| Uyakwazi ukulinganisela ubude esebenzisa iyunjithi ezingekho mgangathweni | ❌ |
| Uyakwazi ukulinganisela ubude ngeemitha | ❌ |

Bhala phantsi amanqaku afunyenweyo kwali-7 kwiphetshhana lamanzuku ekota.
Length

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Length</td>
<td>LAB, hands, pencils</td>
</tr>
<tr>
<td>2</td>
<td>Measuring length</td>
<td>LAB</td>
</tr>
<tr>
<td>3</td>
<td>Measuring length</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>4</td>
<td>Metres and centimetres</td>
<td>LAB, multifix blocks, tape measure</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

After this week the learner should be able to:

- estimate, measure, compare, order and record length using non-standard measures as part of informal measuring.
- estimate, measure, compare, order and record length using metres as the standard unit of length.

Assessment

Written assessment: Length (measurement)

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

Oral and practical assessment

CAPS: Measurement

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

Checklist: correct/incorrect/almost

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

Record a mark out of 7 (mark) in the term mark sheet.
Ubude

Ividiyo yeziyelo zentloko

Kwizibalo zentloko zale veki siza kugxila kwiingqiqo zokuba ngaphezulu nokuba ngaphantsi kurenani elithile. Utitshala uza kwalatha amanani akwisikwere se-100 aze anike abafundi ithuba lokwalatha amanani angaphezulu nangaphantsi ngesi-5 okanye nge-10. Ukusetjenziswa kwesikwere se-100 kukwanika abafundi ithuba lokuziqhelisa ukuchonga amanani 1 – 75. Bakhuthaze abafundi ukuba banike impendulo ngokukhawuleza ukuze baphuhlilele isakhono sokukhumbula libhondi zamanani ngempumelelo.

Ividiyo yomdlalo

Kule veki sidlala umdlalo othi IMath ekhawulezayo ngamaKhadi! Injongo yalo mdlalo kukunika abafundi ithuba lokuziqhelisa iinyani ezilula zokudibanisa nokuthabatha bade batyibilike. Abafundi bangaziqhelisa ukudibanisa nokuthabatha inani elahlukileyo ngosuku ngezizwe ukuze bandise ulwazi lwabo lwewenyani zokudibanisa nokuthabatha.

Ividiyo yophuhliso lwengqiqo

Kule veli sigxila ekusebenzeni ngeeyunithi ezingekho mgangathwini ukuze siqonde ixabiso lokusebenzisa iyunithi zomlinganiselo ezisemgangathweni xa silinganisela ubude. Xa abafundi buyiqonda ingxaki yokusebenzisa iyunithi ezahlukileyo zakulinganisela ubude, singaqalisa ukubafundisa iyunithi ezisemgangathweni zeemitha. Abafundi kufuneka bakwazi ukufunda imilinganiselo yeemitha kwaye baqonde ukuba imele ntoni.
• aqilela, linganisela, thelekisa, cwangcisa uze ubhale phantsi ubude usebenzise imilinganiselo engekho mgangathwini njengenxalenthe yokulinganisela okungenekho sesikweni.
• aqilela, linganisela, thelekisa, cwangcisa uze ubhale phantsi ubude usebenzise imitha njengeyunithi esemgangathweni yobude.

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

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 or 10 more and less. The use of the 100 square allows learners to practice identifying numbers 1 – 75. Encourage learners to provide responses quickly in order to develop their ability to recall number facts efficiently.

Game video
This week we play the game Fast maths with cards – 5 more and less! The purpose of this game is to provide learners with an opportunity to practice simple addition and subtraction facts until they become fluent. Learners can practice adding and subtracting a different number each day in order to extend their understanding of addition and subtraction facts.

Conceptual development video
This week we focus on working with non-standard units in order to realise the value of using standard units to measure length. Once learners realise the problem of using different units to measure length, we can then move onto introducing the standard unit of a metre. Learners should be able to read measurements given in metres and understand approximately what they represent.

• estimate, measure, compare, order and record length using non-standardised measures as part of informal measuring.
• estimate, measure, compare, order and record length using metres as the standard unit of length.

What to look out for this week
• A non-standard unit is an object that is not normally used for measurement. For example, using hands or feet to measure the length of the classroom. We begin with non-standard units as they are meaningful to the learner and are readily available. It is important to allow learners time to explore and identify the importance of using standard units. We use standard units as we need to have a measurement system that means the same to everyone who uses it.
• Important vocabulary: more than, less than, length, metre, long, short, longer, shorter.
IZIBALO ZENTLOKO | MENTAL MATHS

Chonga amanani (ukuya kuma-75) angaphezulu ngesi-5 nangaphantsi ngesi-5 kunenani olinikiweyo.

Identify numbers (up to 75) that are 5 more and 5 less than a given number.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imhla.

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

Length

**Usuku 1 Day 1**

**Dibanisa:**
Add:
6 + 2 =
36 + 2 =
3 + 4 =
53 + 4 =
1 + 8 =
41 + 8 =
2 + 1 =
22 + 1 =
4 + 2 =
64 + 2 =

**Usuku 2 Day 2**

**Thabatha:**
Subtract:
8 – 1 =
88 – 1 =
9 – 4 =
69 – 4 =
4 – 3 =
44 – 3 =
5 – 2 =
65 – 2 =
7 – 2 =
37 – 2 =

**Usuku 3 Day 3**

**Dibanisa:**
Add:
1 + 6 =
41 + 6 =
4 + 5 =
24 + 5 =
4 + 3 =
84 + 3 =
3 + 1 =
33 + 1 =
6 + 2 =
76 + 2 =

**Usuku 4 Day 4**

**Thabatha:**
Subtract:
8 – 5 =
58 – 5 =
6 – 4 =
66 – 4 =
9 – 8 =
99 – 8 =
6 – 2 =
46 – 2 =
7 – 4 =
37 – 4 =

**Yemisetyenzana yokutyebisa • Enrichment activities**

- **Dialani ngababini.**
  Play in pairs.
- **Xuba amakhadi akho amanani 0-20.**
  Mix your 0-20 number cards.
- **Khwaza lingaphezulu ngesi-5 okanye lingaphantsi ngesi-5.**
  Call 5 more or 5 less.
- **Phinda kwakhona!**
  Do it again!

**Usuku 3 Day 3**

**Dibanisa:**
Add:
1 + 6 =
41 + 6 =
4 + 5 =
24 + 5 =
4 + 3 =
84 + 3 =
3 + 1 =
33 + 1 =
6 + 2 =
76 + 2 =

**Usuku 4 Day 4**

**Thabatha:**
Subtract:
8 – 5 =
58 – 5 =
6 – 4 =
66 – 4 =
9 – 8 =
99 – 8 =
6 – 2 =
46 – 2 =
7 – 4 =
37 – 4 =
UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Singasebenzisa ntoni ukulinganisela ubude bedesika?
What can we use to measure the length of the desk?

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

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

Idesika yam inde khangangezandla ezi-6.
Idesika yam inde khangangezandla eziisi-7.
My desk is 6 hands long.
My desk is 7 hands long.

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

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

Ibhodi inde khangangezandla ezili-14.
Uqikelelo lwethu belusondele noko.
The chalkboard is 14 hands long.

Masiqinisekise uqikelelo lwethu.
Let’s check your estimation.

Ndaqikelela ukuba ibhodi ingande khangangezandla ezili-14.
I estimate the chalkboard is 14 hands long.

Nika abafundi amathuba aliqela okuqikelela nokulinganisela izinto eziseklasini besebenzisa iyunithi zokulinganisela ezingekho sesikweni ezifana nezandla okanye ipenisile.
Allow the learners multiple opportunities to estimate and measure classroom items using informal units of measurement such as hand or pencils.
WEEK 3 • DAY 1

Length

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

   | mdana  | mfutshanana |
   | longer | shorter     |
   ------------------------
   ______________________ |
   ______________________ |

2. Linganisela ubude:
   Measure these lengths:

   Ifesitile inobubanzi obungange epenisile ezi_____.
   The window is _____ pencils wide.

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

   Ngamanyathelo a_____ ukujikeleza iklasi.
   It takes_____ steps to walk around the classroom.
### IVEKI 3 • USUKU 1

#### Ubude

<table>
<thead>
<tr>
<th><strong>3</strong> Linganisela ngesandla sakho:</th>
<th>Use your hand to measure:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>ububanzi bocango.</em></td>
<td>the width of the door.</td>
</tr>
<tr>
<td><em>ubude bebhodi.</em></td>
<td>the length of the board.</td>
</tr>
<tr>
<td><em>ukuphakama kwesitulo sakho.</em></td>
<td>the height of your chair.</td>
</tr>
<tr>
<td><em>ubude bedesika katitshala.</em></td>
<td>the length of the teacher’s desk.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>4</strong> Linganisela ngepenisile yakho:</th>
<th>Use your pencil to measure:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>ubude bencwadi yakho.</em></td>
<td>the length of your book.</td>
</tr>
<tr>
<td><em>ububanzi bedesika yakho.</em></td>
<td>the width of your desk.</td>
</tr>
<tr>
<td><em>isihlalo sesitulo sakho.</em></td>
<td>the seat of your chair.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>5</strong> Linganisela ngepenisile yakho:</th>
<th>Use your feet to measure:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>ubude beklaši.</em></td>
<td>the length of the classroom.</td>
</tr>
<tr>
<td><em>ububanzi beklaši.</em></td>
<td>the width of the classroom.</td>
</tr>
<tr>
<td><em>ububanzi beepaseji engaphandle kweklasi.</em></td>
<td>the width of the corridor outside the classroom.</td>
</tr>
</tbody>
</table>
Measuring length

IZIBALO ZENTLOKO | MENTAL MATHS

Chonga amanani (ukuya kuma-75) angaphezulu okanye angaphantsi ngezi-5 kumenani olinikiweyo. Identify numbers (up to 75) that are 5 more and 5 less than a given number.

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

INGABA NGAMANYATHelo AMANGaphi UBUBANZI BALE KLASti? How many steps wide is the classroom?

Nceda ulinganisele ububanzi beklasi ngokubala inani lamanyathelo owathathayo ukuya kwelinye icala. Please measure the width of the classroom by counting how many steps you take to get to the other side.

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

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

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

Bakhuthaze abafundi ukuba baqaphele ukuba bafumana imilinganiselo eyahlukileyo xa besebenzisa iiyunithi zemilinganiselo ezingekho sesikweni. Bancede baphandle umfuneko eyunithi yemilinganiselo esemgangathweni ukuzu bakwazi ukuthatha imilinganiselo echanelekiweyo.

Encourage learners to notice that they get different measurements when they use informal units of measurement. Help them to recognise the need for a standard unit of measurement in order to be able to measure more accurately.
Ukulinganisela ubude

<table>
<thead>
<tr>
<th>Inde kangakanani?</th>
<th>Umlinganiselo measurement</th>
<th>Umlinganiselo measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>How long?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image1" alt="Blackboard" /></td>
<td>25</td>
<td></td>
</tr>
<tr>
<td><img src="image2" alt="Feet" /></td>
<td></td>
<td><img src="image3" alt="Blank" /></td>
</tr>
<tr>
<td><img src="image4" alt="Ruler" /></td>
<td></td>
<td><img src="image5" alt="Shoe" /></td>
</tr>
<tr>
<td><img src="image6" alt="Pencils" /></td>
<td></td>
<td><img src="image7" alt="Box" /></td>
</tr>
<tr>
<td><img src="image8" alt="Book" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image9" alt="Desk" /></td>
<td></td>
<td><img src="image10" alt="Pen" /></td>
</tr>
</tbody>
</table>

IVEKI 3 • USUKU 2
WEEK 3 • DAY 2
Measuring length

2 Sebenzisa ipenisile ezimbini ezinobude obahlukenyelo ukuze ulinganisele:
Use two pencils of different lengths to measure:

<table>
<thead>
<tr>
<th></th>
<th>ipenisile 1</th>
<th>ipenisile 2</th>
<th>Yintoni umahluko?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>pencil 1</td>
<td>pencil 2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ipenisile e-1</th>
<th>Ipenisile ezi-2</th>
<th>Ipenisile e-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 pencil</td>
<td>2 pencils</td>
<td>1 pencil</td>
</tr>
</tbody>
</table>

Kutheni le nto ufumana ubude obahlukileyo maxa wambi?
Why do you sometimes get different lengths?
Chonga amanani (ukuya kuma-75) angaphezulu okanye angaphantsi ngezili-10 kunenani olinikiweyo.

Identify numbers (up to 75) that are 10 more and 10 less than a given number.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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

Provide multiple opportunities for learners to measure with their multifix block tower. Remind them that while the multifix block tower gives more consistent measurements, it is still not a practical measuring tool when measuring longer lengths.
Measuring length

1. How many blocks long is the snake?

- Snake 1: 14 blocks
- Snake 2: 12 blocks
- Snake 3: 11 blocks
- Snake 4: 13 blocks

26
2. Sika irula yenyoka sekugqibeleni kwe ncwadi emazantsi epehepha uze uyisebenzise ukulinganisela imifanekiso.

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crayon</td>
<td>3 blocks</td>
</tr>
<tr>
<td>Belt</td>
<td>__ blocks</td>
</tr>
<tr>
<td>Pencil</td>
<td>__ blocks</td>
</tr>
<tr>
<td>Stamp</td>
<td>__ blocks</td>
</tr>
<tr>
<td>Plug</td>
<td>__ blocks</td>
</tr>
<tr>
<td>Bow</td>
<td>__ blocks</td>
</tr>
</tbody>
</table>
**Metres and centimetres**

**IZIBALO ZENTLOKO | MENTAL MATHS**

Chonga amanani (ukuya kuma-75) angaphezulu okanye angaphantsi ngezili-10 kunenani olinikiweyo.

Identify numbers (up to 75) that are 10 more and 10 less than a given number.

**UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT**

Hayi, kuba ibloko incinci kakhulu kwaye idesika inde. Kuya kuthatha ixesha elide kakhulu ukulinganisela ngolo hiibo.

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

Thatha umlinganiselo wobubanzo bedesika yakho.

Now measure the width of your desks.

Idesika inobubanzi obungama-44 cm.

The desk is 44 cm wide.

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

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

Nika abafundi amathuba aliqela okulinganisela izinto ngezinto besebenzisa iteyiphu yokulinganisela. Xa abafundi beqinisekile ngoku, bafundise ingqiyo yemitsha e-1.

Allow learners multiple opportunities to measure items and objects using the tape measure. When learners are comfortable with this, then introduce them to the notion of 1 metre.
 limitha neesentimitha

1. Fakela umbala kwimpendulo echanekileyo.
   Colour in the correct answer.

<table>
<thead>
<tr>
<th>Item</th>
<th>ngaphantsi kune</th>
<th>ngaphezulu kune</th>
</tr>
</thead>
<tbody>
<tr>
<td>A lunchbox</td>
<td>less than</td>
<td>more than</td>
</tr>
<tr>
<td>A pencil</td>
<td>less than</td>
<td>more than</td>
</tr>
<tr>
<td>A telephone pole</td>
<td>less than</td>
<td>more than</td>
</tr>
<tr>
<td>A sharpener</td>
<td>less than</td>
<td>more than</td>
</tr>
<tr>
<td>A fridge</td>
<td>less than</td>
<td>more than</td>
</tr>
<tr>
<td>A finger</td>
<td>less than</td>
<td>more than</td>
</tr>
<tr>
<td>A glue stick</td>
<td>less than</td>
<td>more than</td>
</tr>
<tr>
<td>An eraser</td>
<td>less than</td>
<td>more than</td>
</tr>
</tbody>
</table>

2. Fakela umbala kumlinganiselo ochanekileyo:
   Colour in the correct answer.

<table>
<thead>
<tr>
<th>Length</th>
<th>20 cm</th>
<th>30 cm</th>
<th>10 cm</th>
<th>40 cm</th>
<th>50 cm</th>
</tr>
</thead>
<tbody>
<tr>
<td>The shortest length</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to cut a piece of</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>string</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Length</th>
<th>70 cm</th>
<th>90 cm</th>
<th>80 cm</th>
<th>100 cm</th>
<th>60 cm</th>
</tr>
</thead>
<tbody>
<tr>
<td>The longest distance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to roll a marble</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Metres and Centimetres

**Qikelela uze ulinganise ngeteyiphu yokulinganisela.**

Estimate and then use your tape measure to measure.

<table>
<thead>
<tr>
<th>uqikelelo</th>
<th>umlinganiselo</th>
<th>Yintoni umlinganiselo?</th>
</tr>
</thead>
<tbody>
<tr>
<td>estimation</td>
<td>measurement</td>
<td>What is the difference?</td>
</tr>
<tr>
<td>80 cm</td>
<td>85 cm</td>
<td>5 cm</td>
</tr>
</tbody>
</table>

- **Table Entries:**
  - Table row 1: Table with height 80 cm.
  - Table row 2: Book with height 85 cm.
  - Table row 3: Chair with height 5 cm.
  - Table row 4: Door with height 6 cm.

**Note:**
- The table provides examples of measuring objects using metres and centimetres.
- The difference in measurements is calculated for each item.
Jonga imifanekiso uze uthathe imilinganiselo ngeebloko.
Look at the pictures and measure using blocks.

<table>
<thead>
<tr>
<th>Tibloko ezi-___</th>
<th>__ blocks</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Image of spoon]</td>
<td></td>
</tr>
<tr>
<td>[Image of crayon]</td>
<td></td>
</tr>
<tr>
<td>[Image of paintbrush]</td>
<td></td>
</tr>
<tr>
<td>[Image of ball]</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>NgesiXhosa sithi:</th>
<th>In English we say:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ubude</td>
<td>Length</td>
</tr>
<tr>
<td>Ububanzi</td>
<td>Width</td>
</tr>
<tr>
<td>Ukuphakama</td>
<td>Height</td>
</tr>
<tr>
<td>Inde, indana</td>
<td>Long, longer</td>
</tr>
<tr>
<td>Imfutshane, imfutshanana</td>
<td>Short, shorter</td>
</tr>
<tr>
<td>Ukulinganisela</td>
<td>Measuring</td>
</tr>
<tr>
<td>Imitha</td>
<td>Metre</td>
</tr>
<tr>
<td>Isentimitha</td>
<td>Centimetre</td>
</tr>
</tbody>
</table>
1. Imalunga neebloko ezingaphi ikhowuni yeayisikhrimu?
   About how many blocks long is each ice cream cone?

   - Ibloko ezi-____ blocks
   - Ibloko ezi-____ blocks
   - Ibloko ezi-____ blocks

2. Assessment and consolidation Week 3 • Day 5

   - cm
   - cm
   - cm
   - cm
   - cm
   - cm
### Ukudibanisa ama-10 nemivo

<table>
<thead>
<tr>
<th>Izibalo zentloko: <em>Fizz Pop</em> - phinda amanani kabini ukuya kuma-75</th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>azikho</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Umdlalo: Baleka ukuya kwi-100</th>
<th>Idayisi</th>
</tr>
</thead>
</table>

#### Usuku | Umsebenzi wesifundo | Izixhobo zezifundo
---|---|---
1 | Ukudibanisa amashumi | LAB, iibloko zesiseko se-10 (utitshala nomfundi) |
2 | Ukudibanisa ama-10 nemivo | LAB, iibloko zesiseko se-10 |
3 | Ukudibanisa ama-10 nemivo | LAB, iibloko zesiseko se-10 |
4 | Iingxaki zamagama zokudibanisa | LAB, iibloko zesiseko se-10 |
5 | Uqukaniso novavanyo olujolise ekufundi | LAB |

#### Emva kwale veki umfundi kufuneka akwazi ukwenza oku:
- ukudibanisa inani elinemivo emibini kwelinye elinemivo emibini ngaphandle kokuwelela ngaphaya kweshumi.
- ukusombulula iingxaki zokudibanisa ngokusebenzisa iibloko zesiseko se-10 kunye nokudibanisa ngokwamashumi nemivo.
- ukusombulula iingxaki zamagama zokudibanisa ngokusebenzisa iibloko zesiseko se-10 kunye nokudibanisa ngokwamashumi nemivo.

#### Uvavanyo

**Uvavanyo olubhalwayo:** Ukudibanisa ama-10 nemivo
Bhala phantsi amanqaku afunyenweyo kwali-12 kwiphetshana lamanqaku ekota.
## Adding 10s and 1s

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Adding tens</td>
<td>LAB, base 10 blocks (teacher and learner)</td>
</tr>
<tr>
<td>2</td>
<td>Adding 10s and 1s</td>
<td>LAB, base 10 blocks</td>
</tr>
<tr>
<td>3</td>
<td>Adding 10s and 1s</td>
<td>LAB, base 10 blocks</td>
</tr>
<tr>
<td>4</td>
<td>Addition word problems</td>
<td>LAB, base 10 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:

- Adding a double digit to a double digit, without bridging the ten.
- Solving addition problems by using base 10 blocks and adding in tens and ones.
- Solving addition word problems by using base 10 blocks and adding in tens and ones.

### Assessment

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

Record a mark out of 12 in the term mark sheet.
Ukudibanisa ama-10 nemivo

Ividiyo yezibalo zentloko
Kule veki siza kudlala umdlalo othi Fizz Pop ukuze sigxile ekuphindeni kabini. Kubalulekile ukuba abafundi baphindaphinde kabini, kwaye bakwazi ukusebenzisa abu buchule bokubala ngempumelelo. Ukuga nda ukuphindela kabini kuyimphuneko njengoko abafundi beqala ukufunda ngaphindaphindo.

Ividiyo yomdlalo

Ividiyo yophuhliso lwengqiqo
Kule veki sigxila kwiniyaka eziquka ukudibanisa. Abafundi baza kusombulula ingxaki ngaphandle kokuwelela ngaphaya kweshumi, besebenzisa ibloko zeseiko se-10 zibancede. Abafundi baza kuziqhelisa ukusombulula ingxaki ngokudibanisa amashumi nemivo ukuze basebenze ngokuhawuleza nangempumelelo. Kumsebenzi wethu wokudibanisa siza kujolisa koku:
• ukudibanisa inani elinemivo emibini kwinani elinemivo emibini ngaphandle kokuwelela ngaphaya kweshumi.
• ukusombulula imibuzo yokudibanisa neengxaki zamagama ngokusebenzisa ibloko zeseiko se-10 kune nokudibanisa amashumi nemivo.

Into emayiqatshelwe kule veki
• ibloko zeseiko se-10 zingumzekelo wemathematika obambekayo oluncedo kwaye ukusetjeniswa kwesi bloko kunceda abafundi babo nombono wokubala. Bakhuthaze abafundi bancokole ukuze bathethe ngeendlela abazisebenzise ngayo ibloko ukuthetha ngama-10 nemivo xa bedibanisa. Ukukwazi ukuthetha ngeziseombululo nokuthethelela indlela zokubala yinxalenye ebalulekileyo yokukhula kolwazi lwemathematika.
• Isigama esibalulekileyo: ukuphindela kabini, amashumi, imivo, ukudibanisa.
Adding 10s and 1s

**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 *Fast maths with dice – race to 100*. In this game learners play in pairs with one dice. Learners take turns to throw the dice, and to keep adding the newly thrown number until they reach 100. This game helps learners to solve addition problems mentally and will help them to solve problems quickly and efficiently.

**Conceptual development video**
This week we focus on problems that involve addition. Learners will solve addition problems without bridging ten, using base 10 blocks to help them. Learners will practice solving problems by adding tens and ones, so as to work quickly and efficiently. In our work on addition, we will focus on:
• adding a double digit number to a double digit number, without bridging the ten.
• solving addition questions and word problems by using base 10 blocks and adding in tens and ones.

**What to look out for this week**
• Base 10 blocks are a useful concrete mathematical representation and the use of these blocks helps learners to visualise computations. Encourage conversation between learners so that they can talk about how they used the blocks to talk about 10s and 1s when they add. The ability to verbalise solutions and justify methods is an essential aspect of the development of mathematical understanding.
• Important vocabulary: doubling, tens, ones, addition.
Nika abafundi amathuba okuziqhelisa ukuphindla kabini ngokudlala umdlalo othi uFizz Pop. Provide opportunities for learners to practice doubling by playing Fizz Pop.

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

1. Fizz Pop – ukuphindla kabini!
2. Fizz Pop – doubling!
3. 20
4. 40
5. 25
6. 50
Adding tens

Usuku 1 Day 1
Gqibezele izivakalisi manani. Bhala ama-10 nemivo.
Complete the number sentences. Write the 10s and is.

99 = ___ + ___
46 = ___ + ___
28 = ___ + ___
69 = ___ + ___
17 = ___ + ___
33 = ___ + ___
58 = ___ + ___
73 = ___ + ___
88 = ___ + ___
76 = ___ + ___

Usuku 2 Day 2
Gqibezele izivakalisi manani. Bhala ama-10 nemivo.
Complete the number sentences. Write the 10s and is.

19 = ___ + ___
82 = ___ + ___
27 = ___ + ___
45 = ___ + ___
91 = ___ + ___
36 = ___ + ___
55 = ___ + ___
68 = ___ + ___
73 = ___ + ___
85 = ___ + ___

Usuku 3 Day 3
Sebenzisa amakhadi exabiso lendawo ukuze wenze:
Use your place value cards to make:
16
65
84
55
27
38
71
43
98
12

Usuku 4 Day 4
Sebenzisa amakhadi exabiso lendawo ukuze wenze:
Use your place value cards to make:
58
29
71
33
82
17
44
96
65
28
**Uphuhliso lwengqiqo | Concept Development**

**Masisebenzise iibloko ukudibanisa amashumi. Zingaphi endinazo?**  
Let's use blocks to add tens. How much have I got here?

1. **Ngashumi ama-3 namashumi ama-5.**  
That is 3 tens and that is 5 tens.

2. **Siyawahlanganisa.**  
We put them together.  
$30 + 50 = 80$

**Sithini isiphumo?**  
What is $27 + 40$?

3. **Siyawahlanganisa.**  
We put them together.  
$27 + 40 = 67$

**Senze ntoni ukuze sidibanise la manani?**  
What should we do to add these numbers?

4. **Siyawahlanganisa.**  
We put them together.  
$30 + 50 = 80$

**Nika abafundi amathuba aliqela okudibanisa amashumi besebenzisa iibloko zesiseko seshumi. Bakhuthaze ukuba bancokole ngamanani abawadibanisayo kunye nezisombululo abazifumanayo.**  
Allow learners multiple opportunities to add tens using base 10 blocks. Encourage them to talk about the numbers they are adding and the solutions they find.
**WEEK 4 • DAY 1**

**Adding tens**

**Umdlalo: Math ekhawulezayo ngedayisi - baleka ukuya kwi-100**

Game: Fast maths with dice - race to 100

- **Dlalani ngababini.**
  Play in pairs.
- **Phosa idayisi. Ukumbule inani lakho.**
  Roll the dice. Remember your number.
- **Nikanani amathuba. Phosa kwakhona.**
  Take turns. Roll again.
- **Dibanisa amanani.**
  Add the numbers together.
- **Qhuba ude uyokufika kwi-100.**
  Keep going till you get to 100.

![Addition Blocks](image.png)

**1 Sombulula usebenzise iibloko.**

Solve using blocks.

| 40 + 20 = 60 | 10 + 40 = ___ | 50 + 20 = ___ |
| 20 + 60 = ___ | 40 + 40 = ___ | 80 + 20 = ___ |
Ukudibanisa amashumi

53 + 30 = ___

**Ama-53 ayafana nama-50 adibene nesi-3.**
53 is the same as 50 and 3.

53 + 30 = 83

**Ndibidanisa ama-30.**
I add 30.

**Ndihlanganisa iibloko xa ndidibanisa.**
I put the blocks together when I add.

There are 5 tens and 3 tens. That makes 8 tens. I have 83 altogether.

2 Sombulula usebenzise iibloko.
Solve using blocks.

| 22 + 50 = 72 | 41 + 20 = ___ | 54 + 40 = ___ |
| 26 + 30 = ___ | 17 + 60 = ___ | 45 + 40 = ___ |
WEEK 4 • DAY 2

Adding 10s and 1s

**IZIBALO ZENTLOKO | MENTAL MATHS**

Nika abafundi amathuba okuziqhelisa ukuphindla kabini ngokudlala uFizz Pop.
Provide opportunities for learners to practice doubling by playing Fizz Pop.

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

**UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT**

Masidibanise ngokusebenzisa ibloko. Singenza ntoni?
Let’s add using blocks! What can we do?

1. Masidibanise ama-10 nemivo.
   Let’s add 10s and 1s.

   I add the 1s and I add the tens. I get 6 tens and 5 ones altogether.

3. Masenze enye. Sithini isiphumo 24 + 35?
   Let’s do another one. What is 24 + 35?

   I get 5 tens and 9 ones altogether.

Nika abafundi amathuba aliqela okusombulula iingxaki ezibandakanya ukudibanisana ama-10 nemivo besebenzisa ibloko zesiseko seshumi. Bakhuthaze bathethe ngamanani abawadibanisayo nezisombululo abazifumanayo.
Allow learners multiple opportunities to solve problems involve adding 10s and 1s using base 10 blocks. Encourage them to talk about the numbers they are adding and the solutions they find.
Ukudibanisa ama-10 nemivo

42 + 27 = ____

42 is the same as 40 and 2.

Ukudibanisa ama-27 ayafana nokudibanisa ama-20 nesi-7.
Adding 27 is the same as adding 20 and 7.

Ndihlanganisa iibloko ndaweninye xa ndidibanisa.
I put the blocks together when I add.

42 + 27 = 69

Sombulula usebenzise iibloko.
Solve using blocks.

| 32 + 23 = 55 | 21 + 32 = ____ | 46 + 31 = ____ |
| 36 + 51 = ____ | 55 + 24 = ____ | 62 + 17 = ____ |
### Adding 10s and 1s

#### WEEK 4 • DAY 2

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

<table>
<thead>
<tr>
<th>45 + 34 = 79</th>
<th>22 + 26 = ___</th>
<th>31 + 58 = ___</th>
</tr>
</thead>
<tbody>
<tr>
<td>35 + 61 = ___</td>
<td>64 + 24 = ___</td>
<td>21 + 51 = ___</td>
</tr>
</tbody>
</table>

**Sombulula.**  
Solve.

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

<table>
<thead>
<tr>
<th>38 + 20 = 58</th>
<th>37 + 30 = ___</th>
<th>27 + 40 = ___</th>
</tr>
</thead>
<tbody>
<tr>
<td>58 + 30 = ___</td>
<td>44 + 30 = ___</td>
<td>72 + 20 = ___</td>
</tr>
<tr>
<td>71 + 10 = ___</td>
<td>53 + 40 = ___</td>
<td>64 + 30 = ___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>38 + 21 = 59</th>
<th>37 + 32 = ___</th>
<th>27 + 41 = ___</th>
</tr>
</thead>
<tbody>
<tr>
<td>58 + 31 = ___</td>
<td>44 + 33 = ___</td>
<td>72 + 25 = ___</td>
</tr>
<tr>
<td>71 + 12 = ___</td>
<td>53 + 45 = ___</td>
<td>64 + 34 = ___</td>
</tr>
</tbody>
</table>
IZIBALO ZENTLOKO | MENTAL MATHS

Nika abafundi amathuba okuziqhelisa ukuphindaphinda kabini ngokudlala othi uFizz Pop.
Provide opportunities for learners to practice doubling by playing Fizz Pop.
Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Uza kuzisebenzisa njani iibloko ukudibanisa oku?
How will you use blocks to add this?

Ndidibanisa imivo ndize ndidibanise amashumi. Ndifumana amashumi ama-6 nemivo esi-8 zidibene.
I add the 1s and I add the tens. I get 6 tens and 8 ones altogether.

Bendinamashumi ama-4 namashumi ama-2, aze andinika amashumi ama-6 xa edibene.
I had 4 tens and 2 tens which gave me 6 tens altogether.

Bendinemivo emi-6 neminye emi-2 endinike imivo esi-8 xa idibene.
I had 6 ones and 2 ones which gave me 8 ones altogether.

Nika abafundi amathuba aliqela okusombulula iingxaki ezibandakanya ukudibanisa amashumi nemivo usebenzisa iibloko zesiseko se-10.
Bancede abafundi baqonde indlela esibhala ngayo izivakalisi manani ukuze babonise umsebenzi wabo.
Allow learners multiple opportunities to solve problems that involve adding tens and ones using base 10 blocks. Help the learners to see how we write the number sentences to show their working.
Adding 10s and 1s

34 + 25 = ____

Ukudibanisa ama-34 kuyafana nokudibanisa ama-30 nesi-4.
Adding 34 is the same as adding 30 and 4.

Ukudibanisa ama-25 kuyafana nokudibanisa ama-20 nesi-5.
Adding 25 is the same as adding 20 and 5.

Ndihlanganisa iibloko ndaweninye xa ndidibanisa.
I put the blocks together when I add.

34 + 25 = 30 + 20 + 4 + 5
= 50 + 9
= 59

Singabhala ukubala kwethu ngolu hlobol. Dibanisa ama-10 nemivo! Sifumana ntoni xa zidibene?
We can write our calculation like this! Add the 10s and the 1s! What do we get altogether?

Solve using blocks. Write what you did to work it out.

24 + 12 = 20 + 10 + 4 + 2
= 30 + 6
= 36

42 + 25 = _______
= _______
= _______
Ukudibanisa ama-10 nemivo

Solve using blocks. Write what you did to work it out.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>33 + 23 =</td>
<td>30 + 20 + 3 + 3</td>
<td>61 + 32 =</td>
<td></td>
</tr>
<tr>
<td>=</td>
<td>50 + 6</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>=</td>
<td>36</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>23 + 54 =</td>
<td></td>
<td>42 + 55 =</td>
<td></td>
</tr>
<tr>
<td>=</td>
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<td></td>
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<tr>
<td>=</td>
<td></td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>22 + 44 =</td>
<td></td>
<td>74 + 11 =</td>
<td></td>
</tr>
<tr>
<td>=</td>
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<td>=</td>
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<td>=</td>
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<td>=</td>
<td></td>
</tr>
</tbody>
</table>

3. UThando uthenge ipetrol ivenge-R53. Uthenge nokutya nge-R22. Uchithe malini iyonke?
Thando bought petrol for R53. He bought food for R22. How much did he spend altogether?

R53 + R22 = 50 + 20 + 3 + 2
= 70 + 5
= R75

UOyama uthenge ipetrol ivenge-R62. Uthenge ukutya nge-R32. Yimalini ayichithileyo iyonke?
Oyama bought petrol for R62. He bought food for R32. How much did he spend altogether?

= 
= 
= 
= 

Adding 10s and 1s Week 4 Day 3
Addition word problems

IZIBALO ZENTLOKO | MENTAL MATHS

Nika abafundi amathuba okuziqhelisa ukuphindaphinda kabini ngokudlala umdlalo othi uFizz Pop.
Provide opportunities for learners to practice doubling by playing Fizz Pop.
Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imhla.
Remember to check the date and mark the register every day.

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

UNTando unee-R61. Umama wakhe umnika enge imali ezi-R33. Unamalini ngoku?
Ntando has R61. His mom gives him another R33. How much money does he have now?

Sibonise ukuba ungadibanisa njani usebenzisa iibloko.
Show us how you can do this using blocks.

Kufuneka ndidibanise. Ndiza kusebenzisa esi sivakalisi manani.
I must add. I will use this number sentence.

Ngoko ke uNTando unee-R94. So Ntando will have R94.
Phinda la manyathelo nangezinye ingxaki zamagama zokudibanisa.
Nika abafundi amathuba aliqela okusombulula ingxaki besebenzisa iibloko zesiseko se-10.
Repeat the steps with other addition word problems. Allow learners multiple opportunities to solve word problems using base 10 blocks.
IVEKI 4 • USUKU 4

lingxaki zamagama zokudibanisa

1. ULebo uthenge ooshoti ngee-R45 nehempe ngee-R32.
Yimalini ayicithileyo iyomke?
Lebo bought shorts for R45 and a shirt for R32. How much did he spend altogether?

\[
\begin{align*}
R45 + R32 &= 40 + 30 + 5 + 2 \\
&= 70 + 7 \\
&= R77 \\
\end{align*}
\]

2. ULikh othenge ibhola ngee-R52 neekawusi ngee-R24.
Yimalini ayicithileyo iyomke.
Likho bought a ball for R52 and socks for R24. How much did he spend altogether?

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

Solve using blocks. Write what you did to work it out.

\[
\begin{align*}
36 + 31 &= 30 + 30 + 6 + 1 \\
&= 60 + 7 \\
&= 36 \\
\end{align*}
\]

\[
\begin{align*}
43 + 25 &= \quad \quad \quad \quad \quad \\
&= \quad \quad \quad \quad \quad \\
&= \quad \quad \quad \quad \quad \\
\end{align*}
\]

\[
\begin{align*}
55 + 24 &= \quad \quad \quad \quad \quad \\
&= \quad \quad \quad \quad \quad \\
&= \quad \quad \quad \quad \quad \\
\end{align*}
\]

\[
\begin{align*}
41 + 38 &= \quad \quad \quad \quad \quad \\
&= \quad \quad \quad \quad \quad \\
&= \quad \quad \quad \quad \quad \\
\end{align*}
\]
### Addition word problems


<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>28 + 31 =</td>
<td>20 + 30 + 8 + 1 = 20 + 30 + 1 + 8 = 50 + 9 = 59</td>
</tr>
<tr>
<td>43 + 64 =</td>
<td>40 + 3 + 60 + 4 = 100 + 7 = 107</td>
</tr>
<tr>
<td>57 + 22 =</td>
<td>50 + 2 + 7 + 22 = 50 + 22 + 2 = 72 + 2 = 74</td>
</tr>
<tr>
<td>83 + 12 =</td>
<td>80 + 3 + 10 + 2 = 90 + 5 = 95</td>
</tr>
<tr>
<td>53 + 42 =</td>
<td>50 + 2 + 40 + 2 = 90 + 4 = 94</td>
</tr>
<tr>
<td>57 + 32 =</td>
<td>50 + 7 + 30 + 2 = 80 + 9 = 89</td>
</tr>
<tr>
<td>65 + 24 =</td>
<td>60 + 5 + 20 + 4 = 80 + 9 = 89</td>
</tr>
<tr>
<td>55 + 23 =</td>
<td>50 + 5 + 20 + 3 = 70 + 8 = 78</td>
</tr>
</tbody>
</table>


\[ R32 + R24 = \] 56

UFundi uthenge isichazimاغama ngee-R37 namaphepha ngee-R23. Yimalini ayichithileyo iyonke? Fundi bought a dictionary for R37 and a notebook for R23. How much did she spend altogether?

\[ \text{________ + ________ = ________} \]
Solve. You can use your blocks. Write what you did to work it out.

<table>
<thead>
<tr>
<th>20 + 30 =</th>
<th>50 + 40 =</th>
</tr>
</thead>
<tbody>
<tr>
<td>=</td>
<td>=</td>
</tr>
<tr>
<td>=</td>
<td>=</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>37 + 40 =</th>
<th>42 + 50 =</th>
</tr>
</thead>
<tbody>
<tr>
<td>=</td>
<td>=</td>
</tr>
<tr>
<td>=</td>
<td>=</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>64 + 23 =</th>
<th>55 + 34 =</th>
</tr>
</thead>
<tbody>
<tr>
<td>=</td>
<td>=</td>
</tr>
<tr>
<td>=</td>
<td>=</td>
</tr>
</tbody>
</table>

---

**Masithethe ngeMaths!**

*Let’s talk Maths!*

<table>
<thead>
<tr>
<th>NgesiXhosa Sithi:</th>
<th>In English we say:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Iibloko zesiseko se-10</strong></td>
<td><strong>Base 10 blocks</strong></td>
</tr>
<tr>
<td><strong>I-10 elinye liyafana nemivo elishumi.</strong></td>
<td><strong>One 10 is the same as ten is.</strong></td>
</tr>
<tr>
<td><strong>Ndiyakwazi ukudibanisa amashumi kwaye ndiyakwazi ukudibanisa imivo.</strong></td>
<td><strong>I can add the tens and I can add the is.</strong></td>
</tr>
<tr>
<td><strong>Ukudibanisa ama-25 kuyafana nokudibanisa ama-20 nesi-5.</strong></td>
<td><strong>Adding 25 is the same as adding 20 and 5.</strong></td>
</tr>
</tbody>
</table>
**WEEK 4 • DAY 5**

Consolidation

---

1. **Ukusombulula usebenzisa ibloko. Bhala okwenzileyo xa ububala.**
   
   Solve using blocks. Write what you did to work it out.

<table>
<thead>
<tr>
<th>47 + 32 =</th>
<th>52 + 24 =</th>
</tr>
</thead>
<tbody>
<tr>
<td>=</td>
<td>=</td>
</tr>
<tr>
<td>=</td>
<td>=</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>36 + 51 =</th>
<th>73 + 14 =</th>
</tr>
</thead>
<tbody>
<tr>
<td>=</td>
<td>=</td>
</tr>
<tr>
<td>=</td>
<td>=</td>
</tr>
</tbody>
</table>

2. **Sombulula iingxaki zamagama. Ungasebenzisa ibloko zakho.**
   
   Solve the word problems. You can use your blocks.

   **UThembi uthenge ubherana ngee-R31 nencwadi ngee-R26. Yimalini ayichithileyo iyonke?**
   
   Thembi bought a teddy for R31 and a book for R26. How much did she spend altogether?

   | = | = |
   | = | = |

   **UNtando uthenge ihempe ngee-R44 nebhola ngee-R15. Yimalini ayichithileyo iyonke?**
   
   Ntando bought a shirt for R44 and a ball for R15. How much did he spend altogether?

   | = | = |
   | = | = |

   **UPermie uthenge ama-apile ngee-R25 neebhanana ngee-R12. Yimalini ayichithileyo iyonke?**
   
   Permie bought apples for R25 and bananas for R12. How much did she spend altogether?

   | + = |
# Ukuthabatha ama-10 nemivo

<table>
<thead>
<tr>
<th>Izibalo zentloko: Zingaphi ezenza ama-20</th>
<th>Izixhobo</th>
<th>amakhadi amachokoza</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umdlalo: Baleka ukuya ku-0</td>
<td>Izixhobo</td>
<td>idayisi</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ukuthabatha amashumi</td>
<td>LAB, iibloko zesiseko se-10 (utilshala nomfundi)</td>
</tr>
<tr>
<td>2</td>
<td>Ukuthabatha ama-10 nemivo</td>
<td>LAB, iibloko zesiseko se-10</td>
</tr>
<tr>
<td>3</td>
<td>Ukuthabatha ama-10 nemivo</td>
<td>LAB, iibloko zesiseko se-10</td>
</tr>
<tr>
<td>4</td>
<td>Inxaki zamagama zokuthabatha</td>
<td>LAB, iibloko zesiseko se-10</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanyo olujoli ekufundeni</td>
<td>LAB</td>
</tr>
</tbody>
</table>

## Emva kwale veki umfundi kufuneka akwazi ukwenza oku:

- Ukuthabatha inani elinemivo emibini kwinani elinemivo emibini ngaphandle kokuwelela ngaphaya kweshumi.
- Ukusombulula inxaki zokuthabatha ngokusebenzisa iibloko zesiseko se-10 nokuthabatha amashumi nemivo.
- Ukusombulula inxaki zamagama zokuthabatha ngokusebenzisa iibloko zesiseko se-10 nokuthabatha amashumi nemivo.

## Uvavanyo

### Uvavanyo olubhalwayo: Ukuthabatha ama-10 nemivo

Bhala phantsi amanqaku afunyenweyo kwali-12 kwiphethshana lamanqaku ekota.
## Subtracting 10s and 1s

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Subtracting tens</td>
<td>LAB, base 10 blocks (teacher and learner)</td>
</tr>
<tr>
<td>2</td>
<td>Subtracting 10s and 1s</td>
<td>LAB, base 10 blocks</td>
</tr>
<tr>
<td>3</td>
<td>Subtracting 10s and 1s</td>
<td>LAB, base 10 blocks</td>
</tr>
<tr>
<td>4</td>
<td>Subtraction word problems</td>
<td>LAB, base 10 blocks</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

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

1. Subtracting a double digit from a double digit, without bridging the ten.
2. Solving subtraction problems by using base 10 blocks and subtracting tens and ones.
3. Solving subtraction word problems by using base 10 blocks and subtracting in tens and ones.

**Assessment**

- **Written assessment:** Subtracting 10s and 1s
  Record a mark out of 12 in the term mark sheet.
Ukuthabatha ama-10 nemivo

Ividiyo yezibalo zentloko
Kule veki kwizibalo zentloko senza ama-20. Sakha kwaye sibethelela ulwazi iweebhondi ze-10 besebenzisa amakhadi. Abafundi kufungeke babe nombono we-10 ngokuzalisa izakhelo zeshumi ezenziwe ngamakhadi amachokoza ashicilelwayo baze benze ama-20. Lomsebenzi ubethelela ulwazi lwabafundi lwewhondi zeshumi nolwalamano olongezelelelayo.

Ividiyo yomdlalo
Kule veki siza kudlala umdlalo othi IMath ekhawulezayo ngeDayisi: Baleka ukuya ku-0. Kulo mdlalo abafundi baziqhelisa ukuthabatha ngokuthabatha ngokuphindaphindeneyo inani elingqqiweyo bade bafike ku-0. Naxa abanye abafundi benokusombulula iingxaki zokuthabatha ngokubala bebuya uma ukusuka enanini, kubalulekile ukukhuthaza abafundi basebenzele ukusombulula iingxaki ngentloko.

Ividiyo yophuhliso lwengqiyo
Siza kugxila kwiingxaki zokuthabatha kule veki. Abafundi baza kusombulula ngaphandle kokuyelela ngaphaya kweshumi, besebenzisa iblulo zesiseko se-10 ukubancda. Abafundi baza kuziqhelisa ukusombulula iingxaki ngokuthabatha amashumi nemivo, ukuze basebenze ngokukhawuleza nangempumelelo. Kumezebenzi wethu wokuthabatha siza kugxila koku:

• ukuthabatha inani elinemivo emibini kwelinye inani elinemivo emibini, ngaphandle kokuyelela ngaphaya kweshumi.
• ukusombulula imibuzo yokuthabatha neingxaki zamagama ngokusebenzisa iblulo zesiseko se-10 nokuthabatha amashumi nemivo.

Into emayiqatshelwe kule veki

• iblulo zesiseko se-10 yimiboniso yemathematika ebambekayo neluncedo kwaye ukusetyenziswa kwezi bloko kunceda abafundi babe nombono wokubala. Khuthaza incoko phakathi kwabafundi ukuze bathethe ngendlela abasebenzise ngayoa iblulo ukuze bathethe ngamashumi nemivo xa bethabatha. Ukukwazi ukuthetha ngezisombululo nokuthethelela iindlela zokubala yinto ebalulekileyo yokuphuhlisa ulwazi lwemathematika.
• Isigama esibalulekileyo: amashumi, imivo, ukuthabatha
Subtracting 10s and 1s

Mental Maths video
In Mental Maths this week we make 20. We build on and consolidate knowledge of the bonds of 10 using dot cards. Learners have to visualise 10 by filling the ten frames created by the printed dot cards and then make 20. This activity strengthens learners understanding of their bonds of 10 and additive relations.

Game video
This week we will play the game Fast maths with dice - race to 0. In this game, learners will practice subtraction, by repeatedly subtracting the number rolled until they reach 0. While some learners may still solve the subtraction problems by counting back from the number, it is important to encourage learners to work towards solving the problems mentally.

Conceptual development video
This week we focus on problems that involve subtraction. Learners will solve subtraction problems without bridging ten, using base 10 blocks to help them. Learners will practice solving problems by subtracting tens and ones, so as to work quickly and efficiently. In our work on subtraction, we will focus on:
- subtracting a double digit number from a double digit number, without bridging the ten.
- solving subtraction questions and word problems by using base 10 blocks and subtracting in tens and ones.

What to look out for this week
- Base 10 blocks are a useful concrete mathematical representation and the use of these blocks helps learners to visualise computations. Encourage conversation between learners so that they can talk about how they used the blocks to talk about 10s and 1s when they subtract. The ability to verbalise solutions and justify methods is an essential aspect of the development of mathematical understanding.
- Important vocabulary: tens, ones, subtraction.
Ukuthabatha amashumi

IZIBALO ZENTLOKO | MENTAL MATHS

Ziqhelise ukwenza ama-20 usebenzise amakhadi amachokoza.
Practice making 20 using dot cards.

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

Kufuneka wongeze ezingaphi ukuze wenze ama-20?
How many more to make 20?

Kufuneka wongeze ezingaphi ukuze wenze ama-20?
How many more to make 20?

Kufuneka wongeze ezingaphi ukuze wenze ama-20?
How many more to make 20?
Subtracting tens

Usuku 1 Day 1
Sebenzisa iibloko zakho zesiseko se-10:
Use your base 10 blocks to make:
52  29  84  36  65  13  91  45  78  89

Usuku 2 Day 2
Sebenzisa iibloko zakho zesiseko se-10:
Use your base 10 blocks to make:
56  43  81  78  29  19  31  94  67  88

Usuku 3 Day 3
Gqibezela izivakalisi manani. Bhala ama-10 nemivo.
Complete the number sentences. Write the 10s and 1s.
96 = _____ + _____
28 = _____ + _____
71 = _____ + _____
32 = _____ + _____
87 = _____ + _____
65 = _____ + _____
14 = _____ + _____
41 = _____ + _____
53 = _____ + _____
35 = _____ + _____

Usuku 4 Day 4
Gqibezela izivakalisi manani. Bhala ama-10 nemivo.
Complete the number sentences. Write the 10s and 1s.
12 = _____ + _____
86 = _____ + _____
31 = _____ + _____
25 = _____ + _____
73 = _____ + _____
94 = _____ + _____
47 = _____ + _____
18 = _____ + _____
66 = _____ + _____
54 = _____ + _____
Ukuthabatha amashumi

UPIHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Masisebenzise ibloko ukuthabatha amashumi. Senze ntoni?
Let’s use blocks to subtract tens. What should we do?

Ndingakhupha ama-70 ndize ndithathe ama-40.
I can put out 70 and then I will take away 40.

Ewe, kufuneka sithabathe ama-40 kuma-70.
Yes, we need to subtract 40 from 70.

Siyasusa. 70 – 40 = 30
We take away.

Yintoni umahluko 65 – 40?
What is 65 – 40?

Siyasusa. 65 – 40 = 25
We take away.

Nika abafundi amathuba aliqela okuthabatha amashumi usebenzise ibloko zesiseko se-10. Abafundi kufuneka basebenzise ibloko zabo zesiseko se-10. Bakhuthaze ukuba bathethe ngamanani abawathabathauyo kunje nezisombululo abaazifumanayo.

Allow learners multiple opportunities to subtract tens using base 10 blocks. Learners must also use their own base 10 blocks. Encourage them to talk about the numbers they are subtracting and the solutions they find.
WEEK 5 • DAY 1

Subtracting tens

Umdlalo: Maths ekhawulezayo ngediyisi – baleka ukuya ku-0
Game: Fast maths with dice – race to 0

- Dlalani ngababini.
  Play in pairs.

- Phosa idayisi. Thabatha inani lakho kwi-100.
  Roll the dice. Subtract your number from 100.

- Tshintshiselanani.
  Phosa kwakhona.
  Take turns. Roll again.

- Qhubeka nokuthabatha ude ufike ku-0.
  Keep subtracting till you get to 0.

Ungasebenzisa iibloko
ukuze uthabathe. Masithaththe i-10.
You can use blocks to subtract. Let’s subtract 10s.

1 Sombulula usebenzise iibloko.
Solve using blocks.

| 60 − 30 = 30 | 40 − 20 = ___ | 50 − 20 = ___ |
| 60 − 50 = ___ | 80 − 40 = ___ | 90 − 60 = ___ |
Ukuthabatha amashumi

68 – 30 = ____

Ama-68 ayafana nama-60 nesi-8.
68 is the same as 60 and 8.

60

8

Ndithatha ama-30.
I take away 30.

60

8

Ndiqinisekisa okuseleyo emva kokuba ndithabathile.
I check what is left after I have subtracted.

30

8

68 – 30 = 38

There are 3 tens and 8 ones. That makes 38 tens. There is 38 left.

2 Sombulula usebenzise iibloko.
Solve using blocks.

<table>
<thead>
<tr>
<th>63 – 20 = 43</th>
<th>59 – 30 = ____</th>
<th>72 – 40 = ____</th>
</tr>
</thead>
<tbody>
<tr>
<td>87 – 30 = ___</td>
<td>68 – 60 = ____</td>
<td>45 – 10 = ____</td>
</tr>
</tbody>
</table>
Subtracting 10s and 1s

IZIBALO ZENTLOKO | MENTAL MATHS

Ziqhelise ukwenza ama-20 usebenzise amakhadi amachokoza.

Practice making 20 using dot cards.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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

UHUHLISO LWENGQIYO | CONCEPT DEVELOPMENT

Nika abafundi amathuba aliqela okusombulula iingxaki zokuthabatha ama-10 nemivo besebenzisa ibloko zesiseko se-10. Bakhuthaze ukuba bathethe ngamanani abawathabathayo nangezisombululo abazifumanayo.

Allow learners multiple opportunities to solve problems involve subtracting 10s and 1s using base 10 blocks. Encourage them to talk about the numbers they are subtracting and the solutions they find.
Ukuthabatha ama-10 nemivo

88 - 23 =

Ama-88 ayafana nama-80 anesi-8.
88 is the same as 80 and 8.

Ukuthabatha ama-23 kuyafana nokuthabatha ama-20 nesi-3.
Subtracting 23 is the same as subtracting 20 and 3.

Ndithatha iibloko xa ndithabatha.
I take away blocks when I subtract.

88 - 23 = 65

There are 6 tens and 5 ones left. That makes 65. I have 65 left after I subtract.

1 Sombulula usebenzise iibloko.
Solve using blocks.

<table>
<thead>
<tr>
<th>58 - 24 = 34</th>
<th>63 - 32 =</th>
<th>46 - 31 =</th>
</tr>
</thead>
<tbody>
<tr>
<td>86 - 54 =</td>
<td>55 - 42 =</td>
<td>69 - 17 =</td>
</tr>
</tbody>
</table>
## Subtracting 10s and 1s

### Sombulula usebenzise iibloko.
Solve using blocks.

| 45 - 34 = 11 | 83 - 42 = ___ | 99 - 57 = ___ |
| 39 - 11 = ___ | 64 - 51 = ___ | 77 - 63 = ___ |

### Sombulula.
Solve.

| 40 - 20 = 20 | 70 - 30 = ___ | 80 - 10 = ___ |
| 50 - 30 = ___ | 80 - 40 = ___ | 90 - 50 = ___ |
| 60 - 20 = ___ | 90 - 60 = ___ | 100 - 10 = ___ |

| 45 - 20 = 25 | 78 - 30 = ___ | 86 - 10 = ___ |
| 59 - 30 = ___ | 82 - 40 = ___ | 93 - 50 = ___ |
| 67 - 20 = ___ | 94 - 60 = ___ | 101 - 10 = ___ |

| 45 - 22 = 23 | 78 - 36 = ___ | 86 - 15 = ___ |
| 59 - 37 = ___ | 82 - 42 = ___ | 93 - 51 = ___ |
| 67 - 23 = ___ | 94 - 61 = ___ | 101 - 11 = ___ |
Ziqhelise ukwenza ama-20 usebenzise amakhadi amachokoza.
Practice making 20 using dot cards.
Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.

IZIBALO ZENTLOKO | MENTAL MATHS

Ziqhelise ukwenza ama-20 usebenzise amakhadi amachokoza.
Practice making 20 using dot cards.
Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Uza kuzisebenzisa njani iibloko ukwenza olu thabatho?
How will you use blocks to do this subtraction?

Ndithabatha imivo ndize ndithabathe amashumi
I subtract the 1s and I subtract the 10s.

Bendinamashumi ama-6 ndaza ndathabatha amashumi ama-4 ngoku ndishiyekelwe ngamashumi ama-2.
I had 6 tens and I took away 4 tens so I am left with 2 tens.

Bendinemivo esi-8 ndaze ndathabatha amashumi emi-2 ngoku ndishiyekelwe yimivo emi-6.
I had 8 ones and I took away 2 ones so I am left with 6 ones.

Nika abafundi amathuba aliqela okusombulula iingxaki ezinokuthabatha amashumi nemivo besebenzisa iibloko zesiseko se-10. Nceda abafundi babone indlela esibhala ngayo izivakalisi manani ukuze babonise ukubala kwabo.
Allow learners multiple opportunities to solve problems that involve subtracting tens and ones using base 10 blocks. Help the learners to see how we write the number sentences to show their working.
Subtracting 10s and 1s

WEEK 5 • DAY 3

USUKU 3 • DAY 5

Ukuthabatha ama-10 nemivo
Subtracting 10s and 1s

58 - 31 = ___

Ama-58 ayafana maka-50
58 is the same as 50 and 8.

50 8

Ukuthabatha ama-31 kuyafana
31 is the same as subtracting 30 and 1.

50 8

58 - 31 = 50 - 30 + 8 - 1
= 20 + 7
= 27

Kushiyekile amashumi ama-2
Umahluko phakathi kwama-58
noma-31 ngama-27.
There are 2 tens and 7 ones left.
That makes 27. The difference
between 58 and 31 is 27.

Solve using blocks. Write what you did to work it out.

<table>
<thead>
<tr>
<th>56 - 22</th>
<th>86 - 25</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 - 20 + 6 - 2</td>
<td>30 + 4</td>
</tr>
<tr>
<td>= 30 + 4</td>
<td>= 34</td>
</tr>
<tr>
<td>= 34</td>
<td>= 34</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>67 - 31</th>
<th>74 - 43</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Sombulula usebenzise iibloko. Bhala okwenzileyo xa ububala.

Solve using blocks. Write what you did to work it out.

<table>
<thead>
<tr>
<th>68 - 23</th>
<th>76 - 42</th>
</tr>
</thead>
<tbody>
<tr>
<td>= 60 - 20 + 8 - 3</td>
<td>= 80 - 42 + 40 - 3</td>
</tr>
<tr>
<td>= 40 + 5</td>
<td>= 100 - 42</td>
</tr>
<tr>
<td>= 45</td>
<td>= 58</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>93 - 54</th>
<th>55 - 35</th>
</tr>
</thead>
<tbody>
<tr>
<td>= 90 - 54 + 3 - 3</td>
<td>= 50 - 35 + 5 - 5</td>
</tr>
<tr>
<td>= 39</td>
<td>= 20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>68 - 56</th>
<th>100 - 33</th>
</tr>
</thead>
<tbody>
<tr>
<td>= 60 - 56 + 8 - 3</td>
<td>= 100 - 33</td>
</tr>
<tr>
<td>= 44</td>
<td>= 67</td>
</tr>
</tbody>
</table>

## UThando uthenge ipetrol nghee-R53. Uthenge nokutya nghee-R22. Uchithe malini iyonke?

Thando bought petrol for R53. He bought food for R22. How much did he spend altogether?

\[
\begin{align*}
R53 + R22 & = 50 + 20 + 3 + 2 \\
& = 70 + 5 \\
& = R75
\end{align*}
\]

## UOyama uthenge ipetrol nghee-R62. Uthenge ukutya nghee-R32. Yimalini ayichithileyo iyonke?

Oyama bought petrol for R62. He bought food for R32. How much did he spend altogether?

\[
\begin{align*}
\text{R62} & = \text{R32} + \text{R30} \\
& = \text{R32} + 30 \\
& = \text{R62}
\end{align*}
\]
IZIBALO ZENTLOKO | MENTAL MATHS

Ziqhelise ukwenza ama-20 usebenzise amakhadi amachokoza.
Practice making 20 using dots cards.
Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imhla.
Remember to check the date and mark the register every day.

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

ULindo unee-R75. Uthenga ithoyi ngee-R33. Unamalini eshiyekileyo?
Lindo has R75. She spends R33 on a toy. How much money does she have left?

1  2

Kufuneka ndithabathe. Ndiza kusebenzisa esi sivakalisi manani.
I must subtract. I will use this number sentence.

3  4

75 – 33 = 42

5  6

Ngoko ke uLindo uza kushiyekelwa zii-R41.
So, Lindo will have R41 left over.

Phinda la manyathelo ngezinye inxaki zamagama zakuthabatha. Nika abafundi amathuba aligela okusombulula inxaki zamagama zakuthabatha besebenzisa ibloko zesiseko se-10.
Repeat the steps with other subtraction word problems. Allow learners multiple opportunities to solve word problems using base 10 blocks.
IVEKI 5 • USUKU 4

Ukuthabatha ama-10 nemivo

   Unalamini esihlekiyo.
   Bev had R55. She bought a magazine for R23. How much money does she have now?
   \[
   \begin{align*}
   R55 - R23 &= 50 - 20 + 5 - 2 \\
   &= 30 + 2 \\
   &= R32
   \end{align*}
   \]

2. Ubrian unee R75. Uthenge ipetrol i ngee R32.
   Unalamini ngoku?
   Brian had R75. He bought petrol for R32. How much money does he have now?
   \[
   \begin{align*}
   \underline{} &- \underline{} \\
   &\underline{} \\
   &= \underline{} \\
   \end{align*}
   \]

   Solve using blocks. Write what you did to work it out.
   \[
   \begin{array}{c|c}
   86 - 24 &= 80 - 20 + 6 - 4 \\
   &= 60 + 2 \\
   &= 62 \\
   \hline
   74 - 32 &= \underline{} \\
   &= \underline{} \\
   &= \underline{} \\
   \hline
   95 - 43 &= \underline{} \\
   &= \underline{} \\
   &= \underline{} \\
   \hline
   68 - 55 &= \underline{} \\
   &= \underline{} \\
   &= \underline{}
   \end{array}
   \]
**WEEK 5 • DAY 4**

Subtraction word problems

---

3. Solve using blocks. Write what you did to work it out.

<table>
<thead>
<tr>
<th>28 - 21 = 20 - 20 + 8 - 1</th>
<th>67 - 31 = __________</th>
</tr>
</thead>
<tbody>
<tr>
<td>= 0 + 7</td>
<td>= __________</td>
</tr>
<tr>
<td>= 7</td>
<td>= __________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>78 - 43 = __________</th>
<th>83 - 12 = __________</th>
</tr>
</thead>
<tbody>
<tr>
<td>= _______________</td>
<td>= _______________</td>
</tr>
<tr>
<td>= _______________</td>
<td>= _______________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>53 - 42 = __________</th>
<th>57 - 32 = __________</th>
</tr>
</thead>
<tbody>
<tr>
<td>= _______________</td>
<td>= _______________</td>
</tr>
<tr>
<td>= _______________</td>
<td>= _______________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>89 - 42 = __________</th>
<th>100 - 24 = __________</th>
</tr>
</thead>
<tbody>
<tr>
<td>= _______________</td>
<td>= _______________</td>
</tr>
<tr>
<td>= _______________</td>
<td>= _______________</td>
</tr>
</tbody>
</table>

---

4. UNdumiso unee-R55. Uthenga isonka ngee-R23.

Ushiyekele we yimalini ngoku?

Ndumiso has R55. He buys bread for R23. How much money does he have now?

R55 - R23 = __________

UMuzi ebenee-R100. Muzi had R100. Uthenga ibhola ngee-R36. Ushiyekele we yimalini ngoku?

Umuni has R100. He buys a ball for R36. How much money does he have now?

_________ - __________ = __________
Solve. You can use your blocks. Write what you did to work it out.

<table>
<thead>
<tr>
<th>60 – 30 =</th>
<th>50 – 40 =</th>
</tr>
</thead>
<tbody>
<tr>
<td>=</td>
<td>=</td>
</tr>
<tr>
<td>=</td>
<td>=</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>59 – 20 =</th>
<th>76 – 40 =</th>
</tr>
</thead>
<tbody>
<tr>
<td>=</td>
<td>=</td>
</tr>
<tr>
<td>=</td>
<td>=</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>85 – 31 =</th>
<th>69 – 36 =</th>
</tr>
</thead>
<tbody>
<tr>
<td>=</td>
<td>=</td>
</tr>
<tr>
<td>=</td>
<td>=</td>
</tr>
</tbody>
</table>

---

**Masithethe ngeMaths!**

*Let’s talk Maths!*

**NgesiXhosa Sithi:**
- Iibloko zesiseko se-10
- I-10 elinye liyafana nemivo elishumi
- Ndiqala ndithabathe imivo ndize ndithabathe amashumi
- Ukuthabatha ama-36 kuyafana nokuthabatha ama-30 nesi-6.

**In English we say:**
- Base 10 blocks
- One 10 is the same as ten is.
- First I subtract ones, then I subtract tens.
- Subtracting 36 is the same as subtracting 30 and 6.

<table>
<thead>
<tr>
<th>67 – 32 = ________</th>
<th>87 – 24 = ________</th>
</tr>
</thead>
<tbody>
<tr>
<td>= ________</td>
<td>= ________</td>
</tr>
<tr>
<td>= ________</td>
<td>= ________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>56 – 41 = ________</th>
<th>99 – 57 = ________</th>
</tr>
</thead>
<tbody>
<tr>
<td>= ________</td>
<td>= ________</td>
</tr>
<tr>
<td>= ________</td>
<td>= ________</td>
</tr>
</tbody>
</table>

2. Sombulula iingxaki zamagama. Ungasebenzisa iibloko zakho. Solve the word problems. You can use your blocks.

**UNdumiso unee-R68. Usebenzisa ii-R22. Unamalini eshiyekileyo?**
Ndumiso has R68. He spends R22. How much money does he have left over?

| ____ – ____ = ____ |
| ____ – ____ = ____ |

**UMuzi unee-R99. Usebenzisa ii-R45. Unamalini eshiyekileyo?**
Muzi has R99. He spends R45. How much money does he have left over?

| ____ – ____ = ____ |
| ____ – ____ = ____ |

**UVuyo unee-R55. Usebenzisa ama-R20. Unamalini eshiyekileyo?**
Vuyo has R55. She spends R20. How much money does she have left over?

____ – ____ = ____
### Izixhobo

<table>
<thead>
<tr>
<th>Izibalo zentloko: Dibanisa amashumi!</th>
<th>azikho</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Umdlalo:</strong> IMath ekhawuleza yo ngamakhadi – Isiqingatha (Ihafu)</td>
<td><strong>amakhadi amanani</strong> $1 - 20$</td>
</tr>
</tbody>
</table>

### Izixhobo zezifundo

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ukuthelekisa ubunzima</td>
<td>iLAB, izinto zaseklasini, isikali esenziwe ekhaya</td>
</tr>
<tr>
<td>2</td>
<td>Ukuthelekisa ubunzima</td>
<td>iLAB, izinto zaseklasini, isikali esenziwe ekhaya, ibloko, izibalisi</td>
</tr>
<tr>
<td>3</td>
<td>Ukulinganisela ubunzima</td>
<td>iLAB, izinto zaseklasini, isikali esenziwe ekhaya, ibloko, izibalisi</td>
</tr>
<tr>
<td>4</td>
<td>Ukulinganisela ubunzima</td>
<td>iLAB, i-1 kg yengxowa yomgubo, ibokisi/ ipakethe zemveliso ethengiswayo ezinobunzima obungange-1 kg, isikali segumbi lokuhlambela</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanyo olujolise ekufundeni</td>
<td>LAB</td>
</tr>
</tbody>
</table>

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

- ukusebenzisa ulwimi oluchanekileyo xa ethetha ngothelekiso lobunzima (inzima, ikhaphukhaphu, inzinyana kunz-, ikhaphukhaphu kuna-)
- ukuqikelela, ukulinganisela, ukuthethekisa, ukucwangcisa nokurekhodisha ubunzima esebenzisa imilinganisela engekho mgangathweni njengenxalenye yokulinganisela okungekho sesikweni.
- ukuqikelela, ukulinganisela, ukuthethekisa, ukucwangcisa nokurekhodisha ubunzima besebenzisa likhilogam njengeyunithi esemgangathweni yokulinganisela.

### Uvavanyo

**Uvavanyo olubhalwayo:** Ubunzima (umlinganiselo)
Bhala phantsi amanqaku afunyenweyo kwasi-7 kwiphetshana lamanaqaku ekota.
## Mass

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Comparing mass</td>
<td>LAB, classroom items, home-made balance scale</td>
</tr>
<tr>
<td>2</td>
<td>Comparing mass</td>
<td>LAB, classroom items, home-made balance scale, <em>multifix blocks, counters</em></td>
</tr>
<tr>
<td>3</td>
<td>Measuring mass</td>
<td>LAB, classroom items, home-made balance scale, <em>multifix blocks, counters</em></td>
</tr>
<tr>
<td>4</td>
<td>Measuring mass</td>
<td>LAB, 1 kg bag of flour, commercial produce boxes/packets with masses in kg, bathroom scale.</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation and assessment for learning</td>
<td>LAB</td>
</tr>
</tbody>
</table>

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

- use relevant language to talk about comparison of mass (heavy, light, heavier, lighter).
- estimate, measure, compare, order and record mass using non-standardised measures as part of informal measuring.
- estimate, measure, compare, order and record mass using kilograms as the standard unit of measurement.

**Assessment**

*Written assessment: Mass (measurement)*

Record a mark out of 7 in the term mark sheet.
## Ubunzima

### Ividia yezibalo zentloko

### Ividia yomdlalo

### Ividia yophuhliso lwengqiqo
Kule veki sigxila ekusebenzeni ngeyunithi ezingekho ngangathweni ukubethelela ulwazi lwabafundi lwengqiqo yobunzima. Oku kukwabantedla baqonde ukuba kufuneka sibe neeyunithi ezisemgangathweni ukuze silinganisele ubunzima. Ngoko ke sifundisa iyunithi esemgangathweni ikhilogram. Abafundi kufuneka bakwazi ukufunda imilinganiselo ekwiikhilogam kwaye baqonde nokuba zimele ntoni. Siza kujolisa koku:
- ukuqikelela, ukulinganisela, ukuthelekisa, ukucwangcisa nokurekhodisha ubunzima besebenzisa imilinganiselo engekho ngangathweni njengenxalenye yokulinganisela okungekho sesikweni.
- ukuqikelela, ukulinganisela, ukuthelekisa, ukucwangcisa nokurekhodisha ubunzima esebenzisa iikhilogram njengeyunithi esemgangathweni yokulinganisela.

### Into emayiqatshelwe kule veki
- Ungazenzela esakho isikali sokulinganisela kwizifundo zobunzima ngokusebenzisa ihengara yeempahla, umtya kunge nezikhongozeli zeyogathi zeplastiki ezimbini.
- Nceda abafundi njengokuba besiya phambili nezifundo, ukusuka ekusebenziseni iyunithi ezingekho sesikweni zomlinganiselo ukuya ekufundeni ngeyunithi ezisemgangathweni. Kubalulekile ukuba boxoxe ngexabiso leyunithi esemgangathweni, kunge nokunikwa abafundi amathuba okuqonda indlela eza kunceda wonke umfana aninganisele ofanayo wento ekhoyo.
- Isigama esibalulekileyo: ikhaphukhaphu, inzima, linganisela, ubunzima, inzima kuna-, ikhaphukhaphu kuna-, isikali, iikhilogram.
Mass

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

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

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

What to look out for this week
- You can make your own balance scale for the lessons on mass by using a coat hanger, string and two plastic yoghurt tubs.
- Help learners to move through the progression of learning, from the use of informal units of measurement through to the introduction of standard units. It is important to discuss the value of the standard unit, and to provide opportunities for learners to realise how this will allow everyone to get the same measurement for an object.
- Important vocabulary: light, heavy, measure, mass, heavier than, lighter than, scale, kilogram.
Abafundi baziqhelisa ukudibanisa isiphindwa seshumi kwinani elinikiweyo.

Learners practice adding a multiple of 10 to a given number.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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

### Usuku 1 Day 1

**Dibanisa.**  
Add.  
37 + 11 =  
21 + 43 =  
45 + 24 =  
60 + 15 =  
18 + 51 =  
58 + 10 =  
42 + 16 =  
24 + 24 =  
15 + 32 =  
33 + 42 =

### Usuku 2 Day 2

**Dibanisa.**  
Add.  
46 + 13 =  
25 + 24 =  
31 + 33 =  
58 + 11 =  
60 + 15 =  
17 + 52 =  
29 + 40 =  
38 + 21 =  
65 + 10 =  
41 + 28 =

### Usuku 3 Day 3

**Dibanisa.**  
Add.  
44 + 21 =  
17 + 52 =  
22 + 36 =  
59 + 10 =  
21 + 38 =  
47 + 11 =  
19 + 40 =  
35 + 23 =  
24 + 44 =  
61 + 14 =

### Usuku 4 Day 4

**Dibanisa.**  
Add.  
21 + 8 =  
37 + 22 =  
26 + 41 =  
52 + 17 =  
48 + 11 =  
13 + 53 =  
49 + 20 =  
35 + 32 =  
26 + 42 =  
60 + 15 =
Ukuthelekisa ubunzima

IVEKI 6 • USUKU 1

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Yeyiphi enzima, iyeyiphi ekhaphukhaphu?
Which is heavier and which is lighter?

Iglu inzima kunepeenisile.
The glue stick is heavier than the pencil.

Yeyiphi enzima iyeyiphi ekhaphukhaphu?
Which is heavier and which is lighter?

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

Idasta yebhodi inzima kunepeenisile.
The board duster is heavier than the pencil.

Yeyiphi enzima iyeyiphi ekhaphukhaphu?
Which is heavier and which is lighter?

Ipensisile ikhaphukhaphu kunegl, kwaye iglu ikhaphukhaphu kunedasta yebhodi. Ngoko ke ipensisile ikhaphukhaphu kunedasta yebhodi.
The pencil is lighter than the glue stick, and the glue stick is lighter than the board duster. So, the pencil is lighter than the board duster.

Nika abafundi amathuba aliqela okuqikelela nokuthelekisa ubunzima bezinto zaseklasini basebenzise isikali sasekhaya sokulinganisela. Bachazele abafundi ukuba zithelekiswa njani izinto ezintathu.
Allow the learners multiple opportunities to estimate and then compare the mass of classroom items using the home-made balance scale. Explain to learners how the comparison of mass for 3 items works.
WEEK 6 • DAY 1
Comparing mass

Sebenzisa amakhadi amanani akho 0–20.
Use your 0–20 number cards.
• Guqula lie liyene. Bala isiqingatha.
Flip one. Calculate half.
• Phinda uzame kwakhona.
Khawulezisa!
Try again. Faster!

Jonga imifane kiso uze ubhale igama elishane kileyo:
Look at the pictures and fill in the correct words:

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

Isingxobo sepunsei sikhaphukhaphu kuneapile.
The pencil case is lighter than the apple.

Isingxobo sepunsei si kuneorenji.
The pencil case is the same as the orange.
Ukuthelekisa ubunzima

1. Ubhaka u_____________ kunencwadi.
The bag is ________________ the book.

Isingxobo sepenisile si_____________ kunencwadi.
The pencil case is ________________ the book.

Isingxobo sepenisile si_____________ kunobhaka.
The pencil case is ________________ the bag.

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

Iapile linzima kunepere. Ipere likhaphukhaphu kuneapile.
The apple is heavier than the pear. The pear is lighter than the apple.

Iorenji i_____________ kunesipho. Isipho si_____________ kuneorenji.
The orange is ________________ than the gift. The gift is ________________ than the orange.

Iapile li_____________ kuneorenji. Iorenji i_____________ kuneapile.
The apple is ________________ than the orange. The orange is ________________ than the apple.

Iorenji i_____________ kunepenisile. Ipenisile i_____________ kuneorenji.
The orange is ________________ than the pencil. The pencil is ________________ than the orange.
Comparing mass

IZIBALO ZENTLOKO  |  MENTAL MATHS

Abafundi baziqhelisa ukudibanisa isiphindwa seshumi kwinani elinikiweyo.
Learners practice adding a multiple of 10 to a given number.
Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.

UPHUHLISO LWENGQIQO  |  CONCEPT DEVELOPMENT

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

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

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

Kufuneka sizinzise isikali.
We must balance the scale.

Ubunzima besikere bungangee bloko ezisi-26.
The mass of the scissors is 26 blocks.

Khuthaza abafundi ukuba baqaphele ukuba bafumana imilinganiselo engafaniyo xa besebenzisa iiyunithi zemilinganiselo ezingekho sikweni.
Bancedise babone ukuba, ukuba sisebenzisa iiyunithi ezahlukeneyo xa silinganisela, kunzima ukutheleksa imilinganiselo kuba ayikho mgangathweni.

Encourage learners to notice that they get different measurements when they use informal units of measurement. Help them to see the that if we use different units when we measure, it is difficult to compare the measurements because they are not standardised.

IZIBALO ZENTLOKO  |  MENTAL MATHS

Kufuneka sizinzise isikali.
We must balance the scale.

Masenze eminye imilinganiselo sisebenzisa iibloko namapetyu.
Let’s do some more measurements using blocks and marbles.
1. Zoba iimilo ukuze uzinzise izikali.
   Draw the shapes to make the scales balance.

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

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

- **Izikwere ezi-4 zinobunzima obilinganayo nobezangqo ezi-5.**
  4 squares has the same mass as 5 circles.

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

- **5 = 1 + 4**

- **6 = 2 + ___**

- **3 + ___ = ____**

- **10 = ___ + 4**
### WEEK 6 • DAY 2

#### Comparing mass

<table>
<thead>
<tr>
<th>3 Buyintoni ubunzima?</th>
<th>4 Buyintoni ubunzima?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is the mass?</strong></td>
<td><strong>What is the mass?</strong></td>
</tr>
<tr>
<td>Ubunzima bekherothe =</td>
<td>Ubunzima bekhandlela =</td>
</tr>
<tr>
<td>iiibhetri ezi-3.</td>
<td>iiibhetri ezi-____</td>
</tr>
<tr>
<td>Carrot mass = 3 batteries.</td>
<td>Candle mass = ___ batteries.</td>
</tr>
<tr>
<td>Ubunzima besityalo =</td>
<td>Ubunzima beapile =</td>
</tr>
<tr>
<td>iiibhetri ezi-____.</td>
<td>iiibhetri ezi-____.</td>
</tr>
<tr>
<td>Plant mass = ____ batteries.</td>
<td>Apple mass = ____ batteries.</td>
</tr>
<tr>
<td>Ubunzima bekofu =</td>
<td>Ubunzima beekkeyikana =</td>
</tr>
<tr>
<td>iiibhetri ezi-____.</td>
<td>iiibhetri ezi-____.</td>
</tr>
<tr>
<td>Coffee mass = ____ batteries.</td>
<td>Cupcake mass = ____ batteries.</td>
</tr>
</tbody>
</table>

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

**Theleksa ubunzima beapile nobekherothe.**
Compare the mass of the apple and the carrot.
Ukulinganisela ubunzima

IZIBALO ZENTLOKO | MENTAL MATHS

Abafundi baziqhelisina ukudibanisa isiphindwa seshumi kwinani elinikiweyo.
Learners practice adding a multiple of 10 to a given number.

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

UPHUHLISO LWENGOIQO | CONCEPT DEVELOPMENT

Yeyiphi enzima iyejiphi ekhaphukhaphu?
Which is heavier and which is lighter?

Ipenisile ikhaphukhaphu kuneebloko ezi-10.
The pencil is lighter than 10 blocks.

Iglu inzima kuneebloko ezi-10.
The glue stick is heavier than 10 blocks.

Ucinga ukuba yeyiphi enzima – yipenisile okanye yiglu?
Which do you think is heavier - the pencil or the glue?

Wazi njani?
How do you know?

Iglu inzima kunepenisile.
The glue is heavier than the pencil.

Siye sathelekisa ubunzima bepenisile nobeglu kunye nobunzima beebloko ezi-10. Ipenisile ibe khaphukhaphu yaze iglu yanzima. Ngoko ke siyazi ukuba iglu inzima kunepenisile.
We compared the mass of the pencil and the glue to 10 multifix blocks. The pencil was lighter and the glue was heavier. So, we know the glue is heavier than the pencil.

Nika abafundi amathuba aliqela okulinganisela ubunzima bezinto eziseklasini ngokuzithelekisa neebloko kwisikali sokulinganisela esenziwe ekhaya. Bakuthaze baqonde ukuba iibloko aziniki mlinganiselo uchanekileyo kodwa uya kwazi ukuthelekisa ngazo.
Provide multiple opportunities for learners to measure the mass of classroom items by comparing them to multifix blocks on the home-made balance scale. Encourage them to realise that the multifix blocks do not provide exact measurements but they enable comparisons.
1. Buthini ununzima?

What is the mass?

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

Ubunzima besibane = ama-apile ama-__.
Lamp mass = ____ apples.

Isingxobo seepenisile = ama-apile ama-__.
Pencil case mass = ____ apples.

Ubunzima bejagi = ama-apile ama-__.
Jug mass = ____ apples.

Ubunzima beeteki = ama-apile ama-__.
Talkies mass = ____ apples.

Ubunzima beeteki = iibhola zentenetya ama-__.
Talkies mass = ____ tennis balls.

Yeyiphi eyona ikhaphukhaphu? _________________
Which object is the lightest? ___________________

Yeyiphi enzima, iiapile okanye yibhola yentenetya?
Which one is heavier, the apple or the tennis ball? ________________
2 Buyintoni ubunzima?
What is the mass?

Ubunzima beeteki = ilemoni ezi-5.
Takkies mass = 5 lemons.

Ubunzima befowuni = ilemoni ezi-__.
Phone mass = ____ lemons.

Ubunzima besonka = ilemoni ezi-__.
Bread mass = ____ lemons.

Ubunzima bama-apile = ilemoni ezi-__.
Apple mass = ____ lemons.

Tiglasi zelanga = ilemoni ezi-__. 
Glasses mass = ____ lemons.

Tiglasi zelanga = iCD ezi-__.
Sunglasses mass = ____ CDs.

Yeyiphi eyona ikhaphukhaphu, sisonka okanye liapile?
Which one is the lightest, the bread or the apple? ____________

Yeyiphi eyona inzima, yilemoni okanye yiCD? ____________
Which one is heavier, a lemon or a CD? ____________

Measuring mass  Week 6 • Day 3

Page 148
IZIBALO ZENTLOKO | MENTAL MATHS

Abafundi baziqhelisa ukudibanisa isiphindwa seshumi kwinani elinikiweyo.

Learners practice adding a multiple of 10 to a given number.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imhla.

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Le ngxowa yomgubo inobunzima obungangekihilogram e-1.

This bag of flour has a mass of 1 kilogram.

Zingaphi iiingxowa zomgubo eziya kukunika ubunzima obufanayo nobiswekile?

How many bags of flour will have the same mass as the sugar?

Zingxowa ezi-2 ezinesiqingatha.

Two and a half bags

Ndingakwenza oko ngufunda iikhilogram.

I can do it by reading the kilograms.

Masilinganisele ubunzima bethu kwesi sikali segumbi lokuhlambela.

Now let’s weigh ourselves on the bathroom scale.

Nika abafundi amathuba aliqela okutheleksi ipakethe zezinto ezithengiswayo ezinobunzima beekhilogram obahlukeneyo. Ukuba unesikali segumbi lokuhlambela, nika abafundi ithuba lokulinganisela ubunzima babo baze bafunde umlinganisele esikalini.

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

### Umlinganiselo wesikali

**Scale reading**

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

**inzima okanye ikhaphukhaphu?**

- **heavy or light?**
  - ikhaphukhaphu
  - light
  - inzima
  - heavy
Measuring mass

2

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

3

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

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

4

UJabu uthenga i-2 kg yeseewekele aze uVusi athenge i-5 kg yeseewekele. Zingaphi iikhilogram zeswekele abanazo zidibene.

Jabu buys 2 kg of sugar and Vusi buys 5 kg of sugar. How many kilograms of sugar do they have altogether?
**Uvavanyo naqukaniso**
Assessment and consolidation

**IVEKI 6 • USUKU 5**

**Uvavanyo**

1. Izitoki zi____________ kunelekese.
The lollipops are____________ than the sweets.

2. Ubunzima bencwadi = neapile eli____.
Mass of book = ___ apples.

3. Uboynzima bencwadi = iiibhola zentenetya ezi____.

4. Yeyiphi enzima? Liapile okanye yibhola yentenetya?
Which is heavier, an apple or a tennis ball? __________

**Masithethe ngeMaths!**

Let’s talk Maths!

**NgesiXhosa sithi:**

- isikali sokulinganisela
- inzima
- izinyana
- ikhaphukhaphu
- iyaftana ne-
- ubunzima
- ikhilogrem

**In English we say:**

- balance scale
- heavy
- heavier
- lighter
- the same as
- mass
- kilogram
### WEEK 6 • DAY 5

**Consolidation**

| **1** |  
| --- | --- |
| ![Image of food containers](image1.png) | Zingaphi iipakethe? How many packets?  
Zingaphi iikhilogrem? How many kilograms? |
| ![Image of food containers](image2.png) | Zingaphi iipakethe? How many packets?  
Zingaphi iikhilogrem? How many kilograms? |
| ![Image of food containers](image3.png) | Zingaphi iipakethe? How many packets?  
Zingaphi iikhilogrem? How many kilograms? |
| ![Image of food containers](image4.png) | Zingaphi iipakethe? How many packets?  
Zingaphi iikhilogrem? How many kilograms? |

**2**  
UAyanda uthenge i-3 kg yeswekile kunye ne-5 kg yomgubo. Zingaphi iikhilogrem zidibene?  
Ayanda buys 3 kg of sugar and 5 kg of flour. How many kilograms altogether?  

USam uthenge i-4 kg yeswekile ne-10 kg yemilimili. Zingaphi iikhilogrem zidibene?  
Sam buys 4 kg sugar and 10 kg of mielie meal. How many kilograms altogether?  

---

**Assessment and consolidation**

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**Izixhobo**

| Izibalo zentloko: Dibanisa okanye uthabathe iziphindwa ze-10 ukusuka ku-0 ukuya kuma-50 | azikho |
| Umdlalo: 123 Veza | amakhadi amanani 1 - 20 |

**Usuku**  
| 1 | Ukupathwa kwedatha | ilAB |
| 2 | Ukupathwa kwedatha | ilAB |
| 3 | Ipaphathi zejometri | ilAB |
| 4 | Ipaphathi zejometri | ilAB |
| 5 | Uqukaniso novavanye olujolise ekufundeni | ilAB |

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

- ukuqokelela, ukucwangcisa nokurekaHodisha idatha engeemilo.
- ukubonisa nokutolisa ngumndo nesifundo izekhozophandle kwe-10 wokuya kuma-50
- ukubonisa, ukwendisa, ukuyila nokuchaza ngamagama iipaphathi ezilula zejometri ezenziwe ngokuzoba imigca, iimilo okanye izinto ezikhoyo.

**Uvavanyo**

**Uvavanyo olubhalawayo:** lpaphathi zejometri

Bhala phantsi amanqaku afunyenweyo kwali-10 kwiphethshana lamanqaku ekota.

**Uvavanyo oluthethwayo nolelweho:**

| CAPS Ukupathwa kwedatha Qwalasela abafundi ukuze uvavanye izakhono zabo zokulungisa, ukubonisa nokutolisa idatha | Amanqaku 5 |
| Ululhu lwezinto ezizongwayo: Ilungile/ayilunganga/iphantse | ✓ | ✗ | ● |
  
- Uyakwazi ukuhlela idatha (umz. esebenzisa ithali/izinti)
- Uyakwazi ukuchaza idatha ehleliweyo
- Uyakwazi ukubonisa idatha kwigrufa yemifanekiso
- Uyakwazi ukuphendula imibuzo engeefrikhwensi zedadha
- Uyakwazi ukuphendula imibuzo engedatha ekwigrufa yemifanekiso (ukutolisa igrafu)

Bhala phantsi amanqaku afunyenweyo kwali-5 kwiphethshana lamanqaku ekota.
Patterns and data

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Maths: Add or subtract multiples of 10 from 0 to 50</td>
</tr>
<tr>
<td>Game: 123 Veza!</td>
</tr>
</tbody>
</table>

### Day | Lesson activity | Lesson resources |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Data handling</td>
<td>LAB</td>
</tr>
<tr>
<td>2</td>
<td>Data handling</td>
<td>LAB</td>
</tr>
<tr>
<td>3</td>
<td>Geometric patterns</td>
<td>LAB</td>
</tr>
<tr>
<td>4</td>
<td>Geometric patterns</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:
- gather, organise and record data about shapes.
- present and interpret the data in the form of a pictograph.
- copy, extend, create and describe in words simple geometric patterns made with drawings of lines, shapes or objects.
- identify, describe in words and copy geometric patterns in nature, from everyday life and from our cultural heritage.

### Assessment

**Written assessment:** Geometric patterns

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

**Oral and practical assessment**

<table>
<thead>
<tr>
<th>CAPS Data handling</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observe learners to assess their ability to organise, represent and interpret data</td>
<td>5</td>
</tr>
</tbody>
</table>

**Checklist: correct/incorrect/almost**

<table>
<thead>
<tr>
<th></th>
<th>✓</th>
<th>✗</th>
<th>●</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to sort data (for example, using tallies)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to describe the sorted data</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to represent data in a pictograph</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to answer questions about the data frequencies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to answer questions about the data in the pictograph (graph interpretation)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Record a mark out of 5 marks in the term mark sheet.
**Iipatheni nedatha**

### Ividiyo yezibalo zentloko
Kule veki siza kugxila ekudibaniseni nasekuthathatheni iziphindwa zeshumi. Utitshala uza kubiza inani, aze umfundi aphakamise isiphindwa se-10 esinokudityaniswa kwelo nani. Abafundi kuza kufuneka bazame ukudibanisa amanani ngokukhawuleza xa befunda ukusombulula iingxaki ngempumelelo.

### Ividiyo yomdlalo

### Ividiyo yophuhliso lwengqiqo

- ukuqokelelela, ukucwangcisa nokurekhodisha idatha engeemilo.
- ukubonisa nokutolika idatha kwisigaba yemifanekiso.
- ukukhuphela, ukwandisa, ukuyila nokuchaza ngamagama iipatheni ezilula zejometri ezenziwe ngokuzoba imigca, imilo okanye izinto ezikhayo.
- ukuchonga, ukuchaza ngamagama nokukhuphela ipatheni zejometri kwindalo, kubomi bemihla ngemihla kumafa enkubeko yethu.

### Into emayiqatshelwe kule veki

- Uphathwa kwedatha kujuhlelele yeenkukhweleleleni, kwaye ipikthografu yindlela yokubonisa idatha ngokusebenzisa imifanekiso. Kufuneka abafundi banikwa amathuba aliqela okuqokelelela, ukucwangcisa nokubonisa idatha besebenzisa ipikthografu.
- Ipetheni yejemetri lulungulelelwana iso leweemilo. Isakhono sokukuphila nokuyila ipatheni sinceda abafundi ekwenzeni uqikelelelo olusekelwe kwisingwalandelo zabo. Ukwazi ipatheni kunceda abafundi ekumakana kwedatha lomatho kwenzelelelo kwisigaba yemifanekiso.
- Isigama esibalulekileyo: ukululela. Ukuqokelelela, ukucwangcisa, ngaphezulu, ngaphantsi, ezona zimbalwa, ipatheni.
Patterns and data

**Mental Maths video**
This week we focus on adding and subtracting multiples of ten. The teacher will call out a number, and a learner will suggest a multiple of 10 to add to the number. Learners will have to add the numbers quickly as they learn to solve problems efficiently.

**Game video**
In this week’s game, learners will practice adding two numbers. The goal is to add the numbers quickly, and to develop their recall of number facts. This will help learners to solve problems efficiently.

**Conceptual development video**
This week we focus on data handling and geometric patterns. For data handling learners are given the opportunity to investigate data in a practical way. Learners will collect, organise, represent, interpret and discuss data during these lessons. Real life examples are used in these lessons so as to encourage learners to think critically about the collected data. For our work on geometric patterns, the learners will identify, describe and extend patterns. An important aspect of patterns is that they repeat, and that each repetition is exactly the same as the other. We will focus on:
- gathering, organising and recording data about shapes.
- presenting and interpreting the data in the form of a pictograph.
- copying, extending, creating and describing in words simple geometric patterns made with drawings of lines, shapes or objects.
- learning to identify, describe in words and copy geometric patterns in nature, from everyday life and from our cultural heritage.

**What to look out for this week**
- Data handling forms part of statistics, and a *pictograph* is a way of showing data using images. Learners will need multiple opportunities to gather, organise and present data using a pictograph.
- A geometric pattern is an arrangement of shapes. The ability to recognise and create patterns helps learners make predictions based on their observations. Understanding patterns helps learners to recognise relationships and develop generalisations.
- Important vocabulary: *sort, collect, organise, more, less, most, least, pattern*
ABAFUNDI BAZISIYISA: 
Learners add and subtract multiples of 10 to a given number as fast as possible.

UKHMUBE: 
Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imhla.

Remember to check the date and mark the register every day.
**Data handling**

**Yemisetyenzana yokutyebisa • Enrichment activities**

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<thead>
<tr>
<th>Usuku 1 Day 1</th>
<th>Usuku 2 Day 2</th>
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<td><strong>Thabatha.</strong> Subtract.</td>
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<td>27 – 16 =</td>
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IVEKI 7 • USUKU 1

Ukuphathwa kwedatha

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

   Look at the shapes in your book and count them. Write the number of each shape in your LAB.

2. Zingaphi izikwere ozibalileyo?
   How many squares did you count?

   Draw 3 squares in this column to represent the squares you counted.

4. Izikwere ezi-3 ziyafana nenani u-3 elikwikholamu yokukqala.
   The 3 squares are in line with the number 3 in the first column.

5. Sithini isihloko segrafu yemifanekiso?
   What is the heading for the pictograph?

   isihloko simele ukuthi Iimilo.
   This pictograph is about shapes, so heading should be Shapes.


Allow time for the learners to complete the pictograph, supporting them if necessary. Discuss questions related to the pictograph – ask about the most/least shapes and comparisons between different numbers of shapes. The learners will continue to use the pictograph in the classwork activity.
WEEK 7 • DAY 1
Data handling

Umdlalo: 1 2 3 Veza – ukudibanisa
Game: 1 2 3 Show – addition

- Dlalani ngababini ngamakhadi enu 0–20.
  Play in pairs with your 0–20 cards.
- Bababini abafundi baveza ikhadi.
  Both learners flip a card.
- Dibanisa!
  Add!
- Wagcine amakhadi ukuba uya yichana impendulo.
  Keep the cards if you get it right.
- Hamba kwakhona!
  Go again!

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<td>u nxantathu</td>
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Ukuphathwa kwedatha

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Sebenzisa igrafu yomfanekiso ukuze uphendule imibuzo.
Use the pictograph to answer the questions.

**Ingaba izikwere zinini kunemibhoxo?**
Are there more squares than ovals?

**Yintoni umahluko phakathi kwenani lezikwere nenani leminbhoxo?**
What is the difference between the number of squares and the number of ovals?

**Ingaba zimalwa iingxande ezikhoyo kunoonxantathu?**
Are there less rectangles than triangles?

**Yintoni umahluko phakathi kwenani loonxantathu nenani leengxande?**
What is the difference between the number of triangles and the number of rectangles?
WEEK 7 • DAY 1
Data handling

### Imibala ye entsiyatymbo esiyithandayo

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Our favourite flower colours

Zingaphi ii ntatyambo ezibomvu ezikhoyo?
How many red flowers are there?

Zingaphi ii ntatyambo ezipinki ezikhoyo?
How many pink flowers are there?

Zingaphi ii ntatyambo ezimthubi ezikhoyo?
How many yellow flowers are there?

Ngowuphi umbala wentatyambo othandwa kakulu?
What is the most popular flower colour?

Ngowuphi umbala wentatyambo othandwa kancinci?
What is the least popular flower colour?

Yintoni umahluko phakathi kwenani lentatyambo eziluhlaza nenani lentatyambo ezizuba?
What is the difference between the number of green flowers and the number of blue flowers?

Yintoni umahluko phakathi kwenani lentatyambo ezimsobo nenani lentatyambo ezibomvu?
What is the difference between the number of purple flowers and the number of red flowers?
Abafundi badibanisa baze bathabathe iziphindwa ze-10 kwinani elinikiweto ngokukhawuleza k Kangango benakho.

Learners add and subtract multiples of 10 to a given number as fast as possible.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imhla.

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

Phakamisa isandla sakho ukuba usuku lwakho lokuzalwa lungayoMqungu.

Put your hand up if your birthday is in January.

Masive ngabanye. Phakamisa isandla sakho ukuba usuku lwakho lokuzalwa lungayoMdumba.

Let’s find out more. Put your hand up if your birthday is in February ...

Zili-12 izandla eziphakamileyo!
Kufuneka sizobe imbuso ezili-12 kwikholamu yeyoMdumba.

There are 12 hands up! We must draw 12 faces in the February column.

Qhubeka nokubuza imibuzo etolikayo malungu negrafu yemifanekiso yeentsuku zokuzalwa.
Bakhuthaze abafundi ukuba bafunde kwaye batolike igrafu yemifanekiso. Abafundi baza kuqhubeka nokusebenza ngegegrafu zemifanekiso kwimisebenzi yabo yaseyaklasini.

First, complete the table of learners’ birthdays. Continue asking interpretive questions about the birthdays’ pictograph. Encourage learners to read and interpret the pictograph. Learners will continue working with pictographs in the classwork activity.
### Data handling

**WEEK 7 • DAY 2**

**Iintsuku zokuzalwa eklasini yethu**

*Birthdays in our class*

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<td>eyoMqungu</td>
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<td>eyoKwindla</td>
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<td>January</td>
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<td>March</td>
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<td>ekaTshazimupuzi</td>
<td>ekaCanzibe</td>
<td>eyeSilimela</td>
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<td>April</td>
<td>May</td>
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### Iintsuku zokuzalwa eklasini yethu

**Birthdays in our class**

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<td>eyoKwindla March</td>
<td>ekaTshaziimpuzi April</td>
<td>ekaCanzibe May</td>
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</table>

Sebenzisa igrafu yemifaneke sokuze uphendule imibuzo.

Use the pictograph to answer the questions.

**Bangaphi abantwana abaneentsuku zokuzalwa ngeyoMqungu?**

How many children had birthdays in January?

**Bangaphi abantwana abaneentsuku zokuzalwa ngeyoMqungu?**

How many children had birthdays in April?

**Bangaphi abantwana ababeneentsuku zokuzalwa kwisiqingatha sokuqala sonyaka?**

How many children had birthdays in the first half of the year?

| Elona nani liphezulu leentsuku zokuzalwa belingeka________. |
| The highest number of birthdays was in________. |

| Elona nani lisezantsi leentsuku zokuzalwa belingeka________. |
| The lowest number of birthdays was in________. |

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## Data handling

**2. Ikeyiki ezibhakiweyo kwiveki ephelileyo**

Cakes baked last week:

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Zingaphi ikeyiki azibhakileyo ngoMvulo?

How many cakes did she bake on Monday?

Zingaphi ikeyiki azibhakileyo ngo?

How many cakes did she bake on Wednesday?

Zingaphi ikeyiki azibhakileyo ngo?

How many cakes did she bake on Friday?

Zingaphi zizonke ikeyiki azibhakileyo kule veki?

How many cakes did she bake altogether this week?

Uzibhake ngoluphi usuku ezona keyiki zininzi?

On what day did she bake the most cakes?

Ingaba ubhake ikeyiki ezininzi ngolwesine okanye ngolwesihlanu?

Did she bake more cakes on Thursday or Friday?

Zingaphi ngaphezulu?

How many more?
Abafundi badibanisa baze bathabathe iziphindwa ze-10 kwinani elinikiweyo ngokukhawuleza khangango benakho.
Learners add and subtract multiples of 10 to a given number as fast as possible.

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

Encourage learners to make up their own patterns and to describe their patterns to their partners. Allow time for learners to extend each other’s patterns. They can make patterns with shapes, blocks or sounds, like claps and clicks.
WEEK 7 • DAY 3

Geometric patterns

1. Zoba iseti elandelayo yeemilo kule patheni.
   Draw the next set of shapes in the pattern.

2. Yandisa ipatheni.
   Extend the pattern.
   Draw lines and colour the shapes to match the patterns.

4. Zoba iseti elandelayo yeemilo kule patheni.
   Draw the next set of shapes in the pattern.

5. Zoba iseti elandelayo yeemilo kule patheni.
   Draw the next shape in the pattern.

   Draw your own pattern.
WEEK 7 • DAY 4

Geometric patterns

IZIBALO ZENTLOKO | MENTAL MATHS

Abafundi badibanisa baze bathabathe iziphindwa zeshumi kwinani elinikiweyo ngokukhawuleza kangangoko benakho.

Learners add and subtract multiples of 10 to a given number as fast as possible.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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

IZIBALO LWENGQIQU | CONCEPT DEVELOPMENT

Uqaphela ntoni ngaba nxantathu?
What do you notice about these triangles?

Oonxantathu baye besiba bakhulu ngokuba bakhulu.
The triangles are getting bigger.

Singayiphinda le patheni yoonxantathu aba-4 size sigale noyena nxantathu mkhulu kwakhona.
We could repeat this pattern of 4 triangles and start again with the smallest triangle.

Singayandisa njani le patheni?
How would we extend this pattern?

Singaqhuba nokubenza bakhulu ngokuba bakhulu oonxantathu.
We could keep making the triangles bigger.

Kutheni usitsho nje?
Why do you say that?

Bakhuthaze abafundi baqonde ukuba ipatheni zingandiswa ngokukhulisa ubukhulu okanye inani lazo endaweni yokutshintshatshintsha imibala okanye imilo kuphela.
Encourage learners to recognise that patterns can be extended by increasing the size or quantity, rather than just alternating colours or shapes.
Iipatheni zejometri

Khuphela iipatheni zemibala.
Copy the colour patterns.

2 Yandisa iipatheni.
Extend the patterns.
3 Zoba eyakho ipatheni usebenzise ezi milo:
   Draw your own pattern using these shapes:
   

4 Yenza eyakho ipatheni usebenzise nokuba zeziphi iimilo.
   Draw your own pattern using any shapes:
   

5 Gqibezela ipatheni.
   Complete the patterns:

6 Yila ezakho ipatheni zemibala.
   Create your own colour patterns.
Khetha uze ufakele imibala kwiimilo ezilandelayo kwipatheni.
Choose and colour the next shapes in the pattern.

Masithethe ngeMaths!
Let’s talk Maths!

NgesiXhosa sithi:
In English we say:

<table>
<thead>
<tr>
<th>idatha</th>
<th>data</th>
</tr>
</thead>
<tbody>
<tr>
<td>hlela</td>
<td>sort</td>
</tr>
<tr>
<td>igrafu yemifanekeiso</td>
<td>pictograph</td>
</tr>
<tr>
<td>ezona zinini</td>
<td>most</td>
</tr>
<tr>
<td>ezona zimbalwa</td>
<td>least</td>
</tr>
<tr>
<td>ipatheni yejometri</td>
<td>geometric pattern</td>
</tr>
<tr>
<td>yandiso ipatheni</td>
<td>extend the pattern</td>
</tr>
</tbody>
</table>
1. Bala iziqhamo.
   Count the fruit.

2. Gqibeza igrafu yemifanekiso yeziqhamo ezihleliweyo.
   Complete the pictograph of the sorted fruit.

### Indidi zeziqhamo
**Types of fruit**

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

**Mangaphi amapere?**
How many pears?

**Mangaphi ama-apile?**
How many apples?

**Sesiphi esona siqhamo sininzi esinaso?**
Which fruit do we have the most of?

**Yintoni umahluko phakathi kwenani lamapere nenani lam-a-apile?**
What is the difference between the number of pears and the number of apples?
### Izibalo zentloko
- Ukucazulula nokwakha: azikho

### Umdlaolo
- *IMath ekhowulezayo ngamakhadi – thabatha kuma-50*
  - amakhadi amanani 1 – 10

---

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Izixhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Izinto ezinemilinganiselo emi-3 (3D)</td>
<td>iLAB, izinto ezine-3D, iisilinda, iibhola neebhokisi</td>
</tr>
<tr>
<td>2</td>
<td>Izinto ezinemilinganiselo emi-3 (3D)</td>
<td>iLAB, izinto ezine-3D, iisilinda, iibhola neebhokisi</td>
</tr>
<tr>
<td>3</td>
<td>Ukwakha ngezinto ezine-3D</td>
<td>iLAB, izinto ezine-3D</td>
</tr>
<tr>
<td>4</td>
<td>Indawo</td>
<td>iLAB, izinto ezine-3D</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso novavanyo olujolise ekufundeni</td>
<td>iLAB</td>
</tr>
</tbody>
</table>

---

**Emva kwale veki umfundi kufuneka akwazi ukwenza oku:**
- ukunakana, ukuchaza, ukuhlela nokuthelekisa izinto ezine-3D (iisilinda, izazinge neeprizimu).
- ukwakha izinto ezine-3D kwizinto ezahlukeneyo (linga ngeemilo zeebhola neebhokisi).
- ukutshatisa iimbonakalo zento eqhelekileyo yemihla ngemihla.

---

**Uvavanyo**

**Uvavanyo olubhalawayo:** Indawo nemilo

Bhala phantsi amanqaku afunyenweyo kwasi-8 kwiphetshana lamanqaku ekota.
## Space and shape

<table>
<thead>
<tr>
<th>Mental Maths: Breaking down and building up</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Game: Fast maths with cards – subtract from 50</td>
<td>number cards 1 – 10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3-D objects</td>
<td>LAB, 3-D objects, cylinders, balls and boxes</td>
</tr>
<tr>
<td>2</td>
<td>3-D objects</td>
<td>LAB, 3-D objects, cylinders, balls and boxes</td>
</tr>
<tr>
<td>3</td>
<td>Building with 3-D objects</td>
<td>LAB, 3-D objects</td>
</tr>
<tr>
<td>4</td>
<td>Position</td>
<td>LAB, 3-D objects</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, describe, sort and compare 3-D objects (cylinders, spheres and prisms).
- build 3-D objects from materials (experiment with ball and box shapes).
- match different views of the same everyday object.

**Assessment**

**Written assessment:** Space and shape

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

Ividiyo yezibalo zentloko

Ividiyo yomdlalo

Ividiyo yophuhliso lwengqiqo
Kwizifundo zophuhliso lwengqiqo, kule veki sigxila kwizinto ezine-3-D. Abafundi baza kunikwa ithuba lokuchaza, ukuhlela nokutheleleksiza izinto ezine-3D, ngokutheleleksiza ubukhulu, kunye nokukwazi ukutuyibilika okanye ukuengqekeleka. Abafundi baza kulinga ngokwakha izakhiwo eziliquela ezahlukanayo besebenzisa izinto eziziibhola neebhokisi. Kubalulekile ukuba abafundi baqhubhe nokuzebenzisa izinto ezokwenyani ukuze bafumane kweveki babqonde iimphawu zezinto ezine-3D. Okokugqibela, abafundi baza kufunda ngendawo nangembonakalo. Isihloko seembonakalo sincipfeka abafundi baphuhlise isakhono sabonkukwazi ngokhambela umzimto ezikhoyo. Kunsebenzi wethu wezinto ezine-3D nendawo siza kujolisa koku:
- ukunakana, ukuchaza, ukuhlela nokutheleleksiza izinto ezine-3D (jisilinda, izazinge neeprizimu).
- ukwakha izinto ezine-3D kwizinto ezikhoyo zokwenza (ukulinga ngembonakalo ezahlukanayo zokwenza umzekelo).
- ukutshatisa iimbonakalo ezahlukanayo zokwenza umzekelo.

Into emayiqatshelwe kule veki
- Izinto ezine-3D (izinto ezixinemilinganiso emithathu) zinobude, ububanzi nobunzulu. Phambi kokufundisa isifundo kule veki, qinisekisa ukuba uqokelela izinto ezine-3D ezifana neerolo zamaphepha endlu yangasele (nezineyikhe, izizinge, iebhokisi, ekhukushila ezihlanganiselo ezihla ezinye iziphumayo izinto ezine-3D), izinto ezikhoyo zokwenza, izinto ezikhoyo zokwenza umzimto ezikhoyo, izinto ezikhoyo zokwenza umzekelo ezikhoyo, izinto ezikhoyo zokwenza umzekelo ezikhoyo, izinto ezikhoyo zokwenza umzekelo ezikhoyo, izinto ezikhoyo zokwenza umzekelo ezikhoyo.
- Kubalulekile kakhulu ukunika abafundi ixesha lokuhlala babo nomfanekiso ngqondweni. Kufuneka ubakhuthazexenwe lezintu samagamangana, abafundi baza kuthabatha inani elahlukileyo ngosuku ngalunye (umzekelo, kuma-50, 60, 70 okanye kuma-80-) ngokuhamba kweveki.
- Isigama esibalulekileyo: izizinge, isilinda, iprizimu, qengqeleha, iimbali, iimbonakalo, izinto ezikhoyo zokwenza umzekelo ezikhoyo, izinto ezikhoyo zokwenza umzekelo ezikhoyo, izinto ezikhoyo zokwenza umzekelo ezikhoyo, izinto ezikhoyo zokwenza umzekelo ezikhoyo, izinto ezikhoyo zokwenza umzekelo ezikhoyo.
Space and shape

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 tens and ones on Days 1 and 3, and on Days 2 and 4 they will build two-digit numbers. This consolidates learners’ number concept.

Game video
This week we will play Fast maths with cards: subtract from 50. Learners will practice solving problems quickly by recalling number facts. The learners subtract from a different number each day (for example from 50, 60, 70 or 80) as the week goes by.

Conceptual development video
In the conceptual development lessons, this week we focus on 3-D objects. Learners will be given the opportunity to describe, sort and compare 3-D objects, by comparing size, and their ability to slide or roll. Learners will also experiment with building a variety of structures using ball and box objects. It is important that the learners continue to use real objects in order to discover and understand the properties of the 3-D objects. Finally, learners will learn about position and views. The topic of views helps learners to develop their ability to visualise (see in their mind’s eye) geometric (and other) shapes and objects. In our work on 3-D objects and position, we will focus on:
• recognising, describing, sorting and comparing 3-D objects (cylinders, spheres and prisms).
• building 3-D objects from materials (experimenting with ball and box shapes).
• matching different views of the same everyday object.

What to look out for this week
• 3-D objects (three-dimensional objects) have length, width and depth. Before teaching the lessons this week, make sure you collect 3-D objects such as toilet rolls (and other cylinder shapes), different sized balls, different sized boxes.
• It is very important to give the learners time to sit and visualise. You should encourage them to close their eyes and ‘look at the images they can see inside their heads’ of the objects you are discussing. It is important that these are related back to the learners’ everyday experiences, so that their learning can be based upon strong connections to their world.
• Important vocabulary: sphere, cylinder, prism, roll, slide, box-shaped, ball-shaped, describe, sort, compare, size, on top, underneath, position, views (top, side, front), match.
Abafundi bacazulula baze bakhe amanani abe ngama-10 nemivo.

Learners break down and build up numbers into 10s and 1s.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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

Fizz Pop – ukucazulula amanani!
Fizz Pop – breaking down numbers!

Ama-70 kunye no-1.
70 and 1.

Ama-50 kunye nesi-9.
50 and 9.

Ama-70 kunye no-1.
70 and 1.
3-D objects

Yemisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1
Sombulula usebenzise iibloko.
Solve using blocks.

33 + 36 = 69
25 + 14 = 39
51 + 24 = 75
48 + 11 = 59
32 + 24 = 56
75 – 14 = 61
55 – 31 = 24
49 – 27 = 22
37 – 34 = 3
65 – 50 = 15

Usuku 2 Day 2
Sombulula usebenzise iibloko.
Solve using blocks.

61 + 12 = 73
44 + 25 = 69
17 + 42 = 59
32 + 23 = 55
12 + 62 = 74
56 – 45 = 11
49 – 26 = 23
28 – 16 = 12
73 – 62 = 11
35 – 14 = 21

Usuku 3 Day 3
Sombulula usebenzise iibloko.
Solve using blocks.

33 + 42 = 75
25 + 31 = 56
12 + 55 = 67
44 + 23 = 67
32 + 23 = 55
65 – 51 = 14
55 – 33 = 22
49 – 17 = 32
37 – 24 = 13
75 – 60 = 15

Usuku 4 Day 4
Sombulula usebenzise iibloko.
Solve using blocks.

51 + 12 = 63
44 + 25 = 69
17 + 32 = 49
22 + 33 = 55
34 + 41 = 75
55 – 41 = 14
39 – 27 = 12
64 – 45 = 19
58 – 36 = 22
42 – 21 = 21
Learners should look for **spheres**, **prisms** and **cylinders** in the classroom. Encourage them to talk about different 3-D objects. Help them to notice the different sizes of objects, and to recognise the mathematical shapes in real life objects.
WEEK 8 • DAY 1

3-D objects

Umdalo: Maths ekhawulezayo ngamakhadi - thabatha kuma-50
Game: Fast maths with cards - subtract from 50

• Beka amakhadi amanani 0 ukuya kwi-10 abe siscuku.
  Place number cards 0 to 10 in a pile.
• Guqula ikhadi elinye.
  Flip one card.
• Thabatha kuma-50!
  Subtract from 50!

1

<table>
<thead>
<tr>
<th>isazinge</th>
<th>sphere</th>
</tr>
</thead>
<tbody>
<tr>
<td>isilinda</td>
<td>cylinder</td>
</tr>
<tr>
<td>iprizimu</td>
<td>prism</td>
</tr>
</tbody>
</table>

2

Fakela umbala obomvu kwizazinge, ozuba kwiiprizimu noluhlaza kwiisilinda.

Colour all the spheres red, the prisms blue and the cylinders green.
### 3 Isazinge, isilinda okanye iprizimu?

*Sphere, cylinder or prism?*

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Sphere" /></td>
<td><img src="image2.png" alt="Prism" /></td>
<td><img src="image3.png" alt="Cylinder" /></td>
<td><img src="image4.png" alt="Cylinder" /></td>
</tr>
<tr>
<td><em>isazinge</em></td>
<td><em>iprizimu</em></td>
<td><em>isilinda</em></td>
<td></td>
</tr>
<tr>
<td>sphere</td>
<td>prism</td>
<td>cylinder</td>
<td></td>
</tr>
</tbody>
</table>

### 4 Khuphela uze ufakele umbala kwizinto ezikhoyo.

*Trace and colour the objects.*

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image5.png" alt="Prism" /></td>
<td><img src="image6.png" alt="Cylinder" /></td>
<td><img src="image7.png" alt="Sphere" /></td>
<td></td>
</tr>
<tr>
<td><em>iprizimu</em></td>
<td><em>isilinda</em></td>
<td><em>isazinge</em></td>
<td></td>
</tr>
<tr>
<td>prism</td>
<td>cylinder</td>
<td>sphere</td>
<td></td>
</tr>
</tbody>
</table>

**3-D objects**  
**Week 8 • Day 1**
185

WEEK 8 • DAY 2

3-D objects

IZIBALO ZENTLOKO | MENTAL MATHS

Abafundi bayacazulula baze bakhe amanani abe ngama-10 nemivo.

Learners break down and build up numbers into 10s and 1s.

Ukumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Yeyiphi kwezi zinto eqengqelekayo? Ngoba kutheni?

Which of these objects can roll? Why?

Isazinge siyaqengqeleka.
Kuba singqukuva.
A sphere can roll!
It is round.

Nesilinda iyaqengqeleka!
A cylinder can also roll!

Isilinda ingatyibilika ngeli cala!
A cylinder can slide on this side!

Iprizimu iyatyibilika!
Inamacala amcaba.
A prism can slide!
It has flat sides.

Nika abafundi ixesha lokudlala ngeemilo kwaye ubakhuthaze ukuba bathethe ngezinto ezikhoyo ezine-3D ezahlukenyayo kunye nokuchaza ukuba ingaba ziyatyibilika na okanye ziyaqengqekeleka. Nceda abafundi baqonde ukuba isilinda ziyakwazi ukutyibilika nokuqengqekeleka ngenxa yemilo yazo.

Give learners time to play with shapes and encourage them to talk about the different 3-D objects and to identify whether they can slide or roll. Help learners to realise that cylinders can both slide and roll because of their shape.
### Tikisha iimpendulo ezichanekileyo.
Tick the correct answers.

<table>
<thead>
<tr>
<th>iyagengqeleka (roll)</th>
<th>iyatyibilika (slide)</th>
<th>iyagengqeleka kwaye iyatyibilika (roll and slide)</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Image of a ball]</td>
<td>![Image of a pencil]</td>
<td>![Image of a cylinder]</td>
</tr>
<tr>
<td>![Image of a box]</td>
<td>![Image of a triangle]</td>
<td>![Image of a can]</td>
</tr>
<tr>
<td>![Image of a drink]</td>
<td>![Image of a stick]</td>
<td></td>
</tr>
</tbody>
</table>

Isilinda iyakwazi ukuqengqeleka nokutyibilika. Inomaqalo amcube nangqukuva.
A cylinder can roll and slide! It has flat and round sides.
### WEEK 8 • DAY 2

#### 3-D objects

2. **Amacala angqukuva okanye amcaba?**
   Round sides or flat sides?

<table>
<thead>
<tr>
<th></th>
<th>agobileyo</th>
<th>sicaba</th>
<th>sicaba</th>
<th>agobileyo</th>
</tr>
</thead>
<tbody>
<tr>
<td>round</td>
<td>flat</td>
<td>flat</td>
<td>round</td>
<td></td>
</tr>
</tbody>
</table>

3. **Bhala impendulo ezichanekileyo ukuze uqibezele itheyibhile.**
   Write the correct answers to complete the table.

- **Amacala amacaba/angqukuva**
  - flat/round sides

<table>
<thead>
<tr>
<th></th>
<th>amacala amacaba/angqukuva</th>
<th>iyaqengqeleka/iyatyibilika/iyatyibilika kwaye iyatyibilika</th>
</tr>
</thead>
<tbody>
<tr>
<td>prism</td>
<td>flat</td>
<td>slide, slide, roll, slide, roll and slide</td>
</tr>
<tr>
<td>isazinge</td>
<td>flat</td>
<td>slide</td>
</tr>
<tr>
<td>isilinda</td>
<td>cylinder</td>
<td></td>
</tr>
</tbody>
</table>

**Khumbhula ukuba iprizimu inamacala amabini afana twatse namicala am aba onke.**
Remember, a prism has two identical ends and all sides are flat.
Ukwakha ngezinto ezine-3D

IZIBALO ZENTLOKO | MENTAL MATHS

Abafundi bayacazulula baze bakhe amanani abe ngama-10 nemivo.
Learners break down and build up numbers into 10s and 1s.

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Ucinga ukuba ungakwazi ukwakha incochoyi usebenzisa ibhokisi? Ngoba kutheni?
Do you think you could build a tower using boxes? Why?

Ewe! Amacala eebhokisi amcaba ukuze ndikwazi ukuwapakisha.
Yes! The sides of the boxes are flat so I can stack them.

Hayi! Iibhola ziya kuqengqeleka.
No! The balls will roll away.

Ucinga ukuba ungakwazi ukwakha incochoyi usebenzisa ibhokisi ngeebhola?
Do you think you could build a tower using boxes and balls?

Maxa wambi ibhola iyakwazi ukuzinza ngaphezulu.
Sometimes a ball can balance on the top.

Kufuneka abafundi benze ilinga ukuze babone ukuba bangakwazi na ukwenza incochoyi besebenzisa ibhola neebhokisi kuphela okanye indibanisela yezi milo zimbini.
Learners should experiment to see whether they can make towers by using only balls and boxes or a mixture of the two kinds of shapes.
### Week 8 • Day 3

**Building with 3-D objects**

   Look at the pictures. Tick balance or cannot balance.

<table>
<thead>
<tr>
<th>iyazinza balance</th>
<th>ayizinzi cannot balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Image of a stack of boxes]</td>
<td>![Image of a syringe]</td>
</tr>
<tr>
<td>![Image of a stack of objects]</td>
<td>![Image of a set of sports balls and a globe]</td>
</tr>
</tbody>
</table>
2 Biyela ngesangqa iseti yezinto ezikhoyo ezisetyenzisiweyo ukwakha incochoyi.
Circle the set of objects used to build the tower.

3 Krwela imigca ukuze utshatise izinto ezine-3D neencochoyi.
Draw lines to match the 3-D objects to the towers.
Aafundi bacazulula baze bakhe amanani abe ngama-10 nemivo.
Learners break down and build up numbers into 10s and 1s.
Ukumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.

IZIBALO ZENTLOKO | MENTAL MATHS

Cimela uze ube nombono wehagu. Cinga ngokuba ikhangeleka njani xa uyivelele ngaphambili, ngasentla nangasecaleni.
Close your eyes and imagine a pig. Think about what the pig looks like from the front, the top, and the side.

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Jonga le mizobo yeehagu. Ibonisa eziphi iimbonakalo?
Let’s look at the drawings of a pig. What views do they show?

Lo mfanekiso ubonisa umphambili wehagu.
This picture shows the front of the pig.

Lo mfanekiso ubonisa umpezulu wehagu.
This picture shows the top of the pig.

Lo mfanekiso ubonisa icala lehagu.
This picture shows the side of the pig.

Xoxa ngembonakalo yangaphambili, yangasentla neyasecaleni yezinto eziseklasini imihla ngemihla. Nika abafundi ithuba lokuphatha ezi zinto kwaye bazibonele ngokwabo ezi mbonakalo. (LAB p. 152)
Discuss the front, top and side views of several everyday objects with the class. Allow learners to hold the objects and look at the views for themselves. (LAB p. 152)
**IVEKI 8 • USUKU 4**

**Indawo**

---

**USUKU 4 • DAY 4**

**Indawo**

**Position**

<table>
<thead>
<tr>
<th>IZIBALO</th>
<th>ZENTLOKO</th>
<th>MENTAL MATHS</th>
<th>UKULALO</th>
<th>BUILDING UP</th>
<th>UKHULISO</th>
<th>LWE NGIZO</th>
<th>CONCEPT DEVELOPMENT</th>
<th>AMAFEPHA LOKUSEBENZELA WORKSHEETS</th>
</tr>
</thead>
</table>

**Jonga ezi mbonakalo zintathu zekopenhulile!**

Look at these three views of a cap!

<table>
<thead>
<tr>
<th>imbonakalo yangaphambili</th>
<th>imbonakalo yangasentla</th>
<th>imbonakalo yasecaleni</th>
</tr>
</thead>
<tbody>
<tr>
<td>front view</td>
<td>top view</td>
<td>side view</td>
</tr>
</tbody>
</table>

---

**1 Jonga le mifanele. Yeyiphi imbonakalo oyibonayo: yeyangaphambili, yeyasecaleni okanye yeyangasentla?**

Look at the pictures. What view do you see: front view, side view or top view?

---

**iveki 8 • week 8**

---

**Amaphetha Lokusebenzela**

**Worksheets**
2 Tikisha impendulo echanekileyo.
Tick the correct answer.

Ibhola ... ibhokisi.
The ball is ... the box.

<table>
<thead>
<tr>
<th>ingasemva</th>
<th>ingaphambili</th>
<th>iseceleli</th>
<th>ingasentla</th>
</tr>
</thead>
<tbody>
<tr>
<td>behind</td>
<td>in front of</td>
<td>next to</td>
<td>on top of</td>
</tr>
</tbody>
</table>

3 Zoba iimbonakalo.
Draw the views.

<table>
<thead>
<tr>
<th>imbonakalo</th>
<th>imbonakalo</th>
<th>imbonakalo</th>
</tr>
</thead>
<tbody>
<tr>
<td>yangasentla</td>
<td>yangaphambili</td>
<td>yaseceleli</td>
</tr>
<tr>
<td>top view</td>
<td>front view</td>
<td>side view</td>
</tr>
</tbody>
</table>
IVEKI 8 • USUKU 5

Uvavanyo

1. Isazinge, isilinda okanye iprizimu?
   Sphere, cylinder or prism?

2. Amacala angqukuva okanye amacala amcaba?
   Round sides or flat sides?

   Circle the set of objects used to build the tower.

Masithethe ngeMaths!
Let’s talk Maths!

<table>
<thead>
<tr>
<th>NgesiXhosa sithi:</th>
<th>In English we say:</th>
</tr>
</thead>
<tbody>
<tr>
<td>iprizimu</td>
<td>prism</td>
</tr>
<tr>
<td>isilinda</td>
<td>cylinder</td>
</tr>
<tr>
<td>isazinge</td>
<td>sphere</td>
</tr>
<tr>
<td>iyaqaeleka kwaye iyatyibilika</td>
<td>roll and slide</td>
</tr>
<tr>
<td>amacala amcaba nangqukuva</td>
<td>flat and round sides</td>
</tr>
<tr>
<td>imbonakalo yagaphambili, eyasecoleni neyangasentla</td>
<td>front, side and top view</td>
</tr>
</tbody>
</table>
1. **Tikisha impendulo echanekileyo.**
   Tick the correct answer.

<table>
<thead>
<tr>
<th>iyaqengqeleka</th>
<th>iyatyibrika</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>roll</strong></td>
<td><strong>slide</strong></td>
</tr>
<tr>
<td><img src="image" alt="Can" /></td>
<td><img src="image" alt="Crayon" /></td>
</tr>
</tbody>
</table>

2. **Zoba imbonakalo.**
   Draw the views.

<table>
<thead>
<tr>
<th>imbonakalo yangasentla</th>
<th>imbonakalo yangaphambili</th>
<th>imbonakalo yasecaleni</th>
</tr>
</thead>
<tbody>
<tr>
<td>top view</td>
<td>front view</td>
<td>side view</td>
</tr>
<tr>
<td><img src="image" alt="Block" /></td>
<td><img src="image" alt="Block" /></td>
<td><img src="image" alt="Block" /></td>
</tr>
</tbody>
</table>
Ukwenza amaqela alinganayo

<table>
<thead>
<tr>
<th>Izibalo zentloko: Imiguqulwa</th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>azikho</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Umdlalo: Yahlula ngesi-2</th>
<th>ibloko</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>Amaqela ezi-2</td>
<td>LAB, ibloko</td>
</tr>
<tr>
<td>2</td>
<td>Amaqela ezi-5</td>
<td>LAB, ibloko</td>
</tr>
<tr>
<td>3</td>
<td>Amaqela ama-10</td>
<td>LAB, ibloko</td>
</tr>
<tr>
<td>4</td>
<td>Iingxaki zemali</td>
<td>LAB, ibloko</td>
</tr>
<tr>
<td>5</td>
<td>Uqukaniso</td>
<td>LAB</td>
</tr>
</tbody>
</table>

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:

- sebenisa ukubala okuqakathayo/okutsibayo ukuphindaphinda ngesi-2, isi-5 nange-10.
- **sombulula** iingxaki ngokuchonga amaqela ezi-2, izi-5 nama-10.
- **chonga** uze usebenzise izivakalisi manani zophindaphindo.
- sombulula iingxaki zemali ezibandakanya itotali nentshintshi.

Uvavanyo

Akukho vavanyo lusesikweni kule veki.
Kufuneka ubaqaphele abafundi eklasini yako ye imihla kwaye uthathe amaqaka njengenxalenye yovavanyo oluqhubekayo olungekho sesikweni olujolise ekufundeni.
## Making equal groups

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson activity</th>
<th>Lesson resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Groups of 2</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>2</td>
<td>Groups of 5</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>Money problems</td>
<td>LAB, multifix blocks</td>
</tr>
<tr>
<td>5</td>
<td>Consolidation</td>
<td>LAB</td>
</tr>
</tbody>
</table>

### Resources
- **Mental Maths:** Inverse operations
  - none
- **Game:** Divide by 2
  - multifix blocks

### After this week the learner should be able to:
- Use skip counting to multiply by 2, 5 and 10.
- Solve problems by identifying groups of 2, 5 and 10.
- Identify and use multiplication number sentences.
- Solve money problems involving totals and change.

### 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.
Ukwenza amaqela alinganayo

Ividiyo yezibalo zentloko

Ividiyo yomdlalo

Ividiyo yophuhliso lwengqiqo
Kule veki sijolisa kuphindaphindo. Abafundi baza kuqaphela ukuba uphindaphindo lumalunga namaqela alinganayo, nokuba baza kusebenzisa ukubala okuqakathayo ukuze basombulule iingxaki zophuhlindo. Abafundi baza kusebenza ngamaqela ezi-2, izi-5 nawama-10. Kusenebenzile wethu wophuhlindo, siza kugxila koku:
• ukusebenzisa ukubala okuqakathayo ukuphindaphindo ngesi-2, isi-5 ne-10. Uphuhlindo lumalunga nokuphindaphindo amaqela alinganayo, ngoko ke abafundi kufuneka bakwazi ukubala beqakatha ngokuqithembisa.
• ukusombulula iingxaki ngokukhawuleza nangempumelelo ngokuchongona amaqela ezi-2, zi-5 nawama-10.
• ukuchongona nokusebenzisa izivakalisi manani zokuphindaphindo.
• ukusombulula iingxaki zemali ezibandakanya ififile nesifile.

Into emayiqatshelwe kule veki
• Ukuchitha ixesha uhlaziya imali yoMzantsi Afrika eziinkozo nengamaphepha, kuba ezi mali ziza kusetyenziswa njengendlela abafundi abaza kusebenza ngaya ngamaqela ezi-2, izi-5 nama-10.
• Ukukhumbuza abafundi ukuba uphindaphindo luquka ukuphindindo amaqela alinganayo. Abafundi kufuneka bazithembe ekuqathetha ukuze basombulule ezi ngxaki ngokukhawuleza nangempumelelo.
• Ukukhuthaza abafundi bathethe ngezivakalisi manani zophuhlindo nokucacisa nesimhlongo seengxaki ukuze baphuhlise ukuqonda kwengqiqo.
• Isigama esibalulekileyo: amaqela alinganayo, uphindaphindo.
## Making equal groups

### Mental Maths video
This week we will practice writing addition and subtraction number sentences as inverse operations. We will use a number table to help learners identify the 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. They should practice writing the number sentences as quickly as possible.

### Game video
This week we will play *Divide by 2*. Learners will use *multifix blocks* to help them develop an understanding of division by creating groups of 2. Learners will also notice that sometimes numbers can’t be divided equally into groups of 2, and that there is a remainder left over.

### Conceptual development video
This week we focus on multiplication. Learners will recognise that multiplication is about equal groups, and they will use skip counting to solve multiplication problems. Learners will work with groups of 2, 5 and 10. 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.
- Solve problems quickly and efficiently by identifying groups of 2, 5 and 10.
- Identify and use multiplication number sentences.
- Solve money problems involving totals and change.

### What to look out for this week
- Spend time revising the South African coins and notes as these will be used as a way for learners to work with groups of 2s, 5s and 10s.
- 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.
- Important vocabulary: *equal groups, multiplication*
IZIBALO ZENTLOKO | MENTAL MATHS

Abafundi baza kusebenzisa itheyibhile yamanani ukuze bajonge ulwalamano phakathi kwezivakalisi manani zokudibanisa nezokuthabatha.

Learners will use a number table to look at the relationship between addition and subtraction number sentences.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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

1. Jonga amanani akwitheyibhile yamanani. Look at the numbers in the number table.

2. Bhala izivakalisi manani zokudibanisa ezi-2 usebenzise itheyibhile yamanani. Write 2 addition number sentences using the numbers in the table.

Yemisetyenzana yokutyebisa • Enrichment activities

**Usuku 1 Day 1**

Gqibelela itheyibile. Bhala izivakalisi manani zokudibanisa ezi-2 nezokuthabatha ezi-2 zethethi. Complete the table. Write 2 addition and 2 subtraction number sentences for table.

<table>
<thead>
<tr>
<th>40</th>
<th>60</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>70</td>
<td>60</td>
</tr>
<tr>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

___ + ___ = ___
___ + ___ = ___
___ – ___ = ___
___ – ___ = ___

**Usuku 2 Day 2**

Gqibelela itheyibile. Bhala izivakalisi manani zokudibanisa ezi-2 nezokuthabatha ezi-2 zethethi. Complete the table. Write 2 addition and 2 subtraction number sentences for table.

<table>
<thead>
<tr>
<th>35</th>
<th>40</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>65</td>
<td>75</td>
</tr>
<tr>
<td>25</td>
<td>40</td>
</tr>
</tbody>
</table>

___ + ___ = ___
___ + ___ = ___
___ – ___ = ___
___ – ___ = ___

**Usuku 3 Day 3**

Thabatha. Subtract.

| 64 – 41 = ___ |
| 75 – 32 = ___ |
| 59 – 27 = ___ |
| 61 – 50 = ___ |
| 18 – 7 = ___  |
| 24 – 12 = ___ |
| 38 – 34 = ___ |
| 46 – 25 = ___ |
| 52 – 21 = ___ |
| 73 – 52 = ___ |

**Usuku 4 Day 4**

Thabatha. Subtract.

| 28 – 17 = ___ |
| 37 – 23 = ___ |
| 55 – 42 = ___ |
| 16 – 2 = ___  |
| 48 – 36 = ___ |
| 69 – 57 = ___ |
| 24 – 14 = ___ |
| 36 – 11 = ___ |
| 75 – 63 = ___ |
| 53 – 22 = ___ |

WEEK 9 • DAY 1
Groups of 2
Zingaphi iibloko kwincocochoyi enye?
How many blocks are in one tower?

Zingaphi ke ngoko iibloko kwincocochoyi ezili-10?
So how many blocks are there in 10 towers?

Sebenzani ngababini.
Zingaphi iincochoyi zezi-2 onokuzenza xa usebenzisa iibloko ezingama-27?
Work in pairs. How many towers of 2 can you make using 27 blocks?

Bhala isivakalisi manani ubonisise amaqela ezi-2.
Write a number sentence to show your groups of 2.

I had 13 towers of 2 and 1 left over block. There are 13 2s in 27 with 1 left over.

Nika abafundi amathuba aliqela okwenza amaqela ezi-2 basebenzise amanani ahlukileyo eebloko. Bakuthaze abafundi ukuba babhale kwaye bazithethe ezi zivakalisi manani ezihambelana neencochoyi ezi-2 (kunye nezishyekileyo) abazifumanayo.
Allow the learners several opportunities to make groups of 2 using different numbers of blocks. Encourage learners to write and verbalise the number sentences corresponding to the towers of 2 (and left overs) that they find.
WEEK 9 • DAY 1

Groups of 2

Umdlalo: Yahlula ngo-2
Game: Divide by 2

- Sebenzani ngababini. Work in pairs.
- Utitshala ubiza inani elithile. Your teacher calls a number.
- Bonisa inani ngeencochoyi zezi-2. Show the number with towers of 2.
- Unayo ibloko e-1 eshiyekileyo? Do you have 1 left over?

Bangaphi oo-2? Kushiyake ezingaphi?
How many 2s? How many left over?

<table>
<thead>
<tr>
<th>inani number</th>
<th>amaqela oo-2 groups of 2</th>
<th>eshiyekileyo left over</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Amaqela ezi-2

#### IVEKI 9 • USUKU 1

<table>
<thead>
<tr>
<th></th>
<th>Zingaphi izonka ezimnandi?</th>
<th>Zingaphi izilayi zezonka?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>How many sandwiches?</td>
<td>How many slices of bread?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Zingaphi izonka ezimnandi?</th>
<th>Zingaphi izilayi zezonka?</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>How many sandwiches?</td>
<td>How many slices of bread?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Zingaphi izilayi zezonka?</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>How many slices of bread?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Zingaphi izonka ezimnandi?</th>
<th>Zingaphi izilayi zezonka?</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>How many sandwiches?</td>
<td>How many slices of bread?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Zingaphi izonka ezishiyekileyo?</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>How many slices left over?</td>
</tr>
</tbody>
</table>

#### 3 Bala ngezi-2 uze uphandule.

Count in 2’s to answer.

<table>
<thead>
<tr>
<th>izilayi zezonka (slices of bread)</th>
<th>izonka ezimnandi (sandwiches)</th>
<th>izilayi ezishiyekileyo (left over slices)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Groups of 2**  
**Week 9 • Day 1**
IZIBALO ZENTLOKO | MENTAL MATHS

Abafundi baza kusebenzisa itheyibhile yamanani ukuze baqaphelo ulwalamano phakathi kwezivakalisi manani zokudibanisa nezokuthabatha.

Learners will use a number table to look at the relationship between addition and subtraction number sentences.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imhlala.

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Zingaphi ibloko kwincocochoyi nganye?

How many blocks in each tower?

Ngoko ke ukuba sineencochoyi ezi-6, zingaphi ibloko esinazo?

So, if we have 6 towers, then how many blocks do we have?

Sebenzani ngababini. Zingaphi incochoyi zezi-5 onokuzenza ngeebloko ezili-17?

Work in pairs. How many towers of 5 can you make with 17 blocks?

Bhala isivakalisi manani ubonise amaqela akho ezi-5.

Write a number sentence to show your groups of 5.

Ndingenza incochoyi ezi-3 zezi-5, kwaye ndineebloko ezi-2 ezishiyekileyo.

I can make 3 towers of 5 and I have 2 multifix blocks left over.

Ndenze incochoyi ezi-3 zezi-5 ndaze ndaneebloko ezi-2 ezishiyekileyo. Zi-3 izihlanu ezikwi-17 kuze kushiyekelo ibloko ezi-2.

I made 3 towers of 5 and I had 2 blocks left over. There are 3 fives in 17 and 2 left over.

Nika abafundi amathuba alicqela okwenza amaqela ezi-5 besebenzisa amanani ahlukeneyo eebloko. Bakhuthaze abafundi ukuba babhale kwaye bathethe ngezivakalisi manani ezihambelana neencochoyi zezi-5 (nezishiyekileyo) abazifumanayo.

Allow the learners several opportunities to make groups of 5 using different numbers of blocks. Encourage learners to write and verbalise the number sentences corresponding to the towers of 5 (and left overs) that they find.
Amaqela ezi-5

- Sebenzani ngababini. Work in pairs.
- Cwangaqaca ngokwakha uinto ezi-10 zeebloko ezi-5. Prepare by building 10 towers of 5 blocks.
- Utitshala uza kubiza inani. Your teacher calls a number.
- Bonisa elo nani ngeencocoqhozi zesi-5. Show the number with towers of 5.
- Zingaphi ezishiyekileyo? How many left over?

<table>
<thead>
<tr>
<th>inani number</th>
<th>amaqela ezi-5</th>
<th>ezishiyekileyo left over</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>16</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ba-4 oomtlanu kuma-20. There are 4 fives in 20.
### WEEK 9 • DAY 2

#### Groups of 5

**2** Ingxowa enye inama-apile ama-5.

<table>
<thead>
<tr>
<th>Zingaphi iingxowa? (How many bags?)</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mangaphi ama-apile? (How many apples?)</td>
<td>25</td>
</tr>
</tbody>
</table>

**3** Bala ngezi-5 ukuze upheindlele.

Count in 5s to answer.

<table>
<thead>
<tr>
<th>ama-apile apples</th>
<th>iingxowa bags</th>
<th>ama-apile ashiyekileyo left over apples</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>18</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
IZIBALO ZENTLOKO | MENTAL MATHS

Abafundi baza kusebenzisa itheyibhile yamanani ukuze bajonge ulwalamano phakathi kwezivakalisi manani zokudibanisa nezokuthabatha.
Learners will use a number table to look at the relationship between addition and subtraction number sentences.

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Zingaphi iibloko kwincochoyi nganye?
How many blocks in each tower?

Zingaphi iibloko ezikwincochoyi ezi-4?
How many blocks are there in 4 towers?

Sebenzani ngababini.
Zingaphi incochoyi ze-10 onokuzenza ngeebloko ezingama-25?
Work in pairs. How many towers of 10 can you make with 25 blocks?

Bhala isivakalisi manani ubonise amaqela akho e-10.
Write a number sentence to show your groups of 10.

I made 2 towers of 10 and I had 5 blocks left over. There are 2 tens in 25 and 5 left over.

Ndingenza incochoyi ze-10 ezi-2, ze kushiyekwa ibloko ezi-5.
I can make 2 towers of 10, and I have 5 blocks left over.

I incochoyi ezi-4 ezineebloko ezili-10 inye zindinika ama-40. 4 towers with 10 blocks each gives me 40.
Groups of 10

**Umdalo: Yahlula nge-10**

**Game: Divide by 10**

- Sebenzani ngababini.
  Work in pairs.
- Lungiselela ngokwakha iincochoyi ezill-10 ze-10.
  Prepare by building 10 towers of 10.
- Utitshala wenu uza kubiza inani.
  Your teacher calls a number.
- Bonisa inani ngeencchoyi ze-10.
  Show the number with towers of 10.
- Zingaphi ezishiyekileyo?
  How many left over?

1. **Mangaphi ama-10? Zingaphi ezishiyekileyo?**
   How many 10s? How many left over?

<table>
<thead>
<tr>
<th>inani number</th>
<th>amaqela e-10 groups of 10</th>
<th>ezishiyekileyo left over</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>24</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>37</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>42</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>50</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>55</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>58</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>60</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>71</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>80</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>87</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>96</td>
<td>9</td>
<td>0</td>
</tr>
</tbody>
</table>
### 2. Ibhkisi enye inekhlayoni ezili-10.

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

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

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

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

### 3. Bala ngama-10 ukuze uphendule.

Count in 10s to answer.

<table>
<thead>
<tr>
<th>iikhrayoni crayons</th>
<th>iiibhokisi boxes</th>
<th>iikhrayoni ezishiyekileyo left over crayons</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>15</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>55</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**WEEK 9 • DAY 4**

**Money problems**

**IZIBALO ZENTLOKO | MENTAL MATHS**

Abafundi baza kusebenzisa itheyibhile yamanani ukuze baqaphele ulwalamano phakathi kvezivalisisi manani zokudibanisa nezokuthabatha.

Learners will use a number table to look at the relationship between addition and subtraction number sentences.

**Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imhla.**

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

**UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT**

**Isitoki sixabisa i-R2. UOmuhle une-R14.**

Zingaphi izitoki anokuzithenga uOmuhle?

A lollipop costs R2. Omuhle has R14. How many lollipops can Omuhle buy?

Sebenzisa iibloko zakho ukuze ufumane ukuba zingaphi izitoki anokuzithenga uOmuhle.

Use your blocks to work out how many lollipops Omuhle can buy.


One lollipop costs R2 so I make towers of 2. I can make 7 towers of 2 so Omuhle can buy 7 lollipops.

Sebenzisa iibloko zakho ukuze ufumane ukuba zingaphi izitoki anokuzithenga uOmuhle?

Use your blocks to work out how many lollipops Omuhle can buy.

An ice cream costs R5. Mandla has R40. How many ice creams can Mandla buy?

Iayisikhrimu ixabisa i-R5. UMandla une-R40. Zingaphi iayisikhrimu anokuzithenga uMandla?


Repeat the steps with other equal sharing word problems. Allow the learners opportunities to work with groups of 2, 5 and 10.
Amaqela alinganayo

1. Zingaphi iinkozo zemali?
   How many coins?

2. Zingaphi iirandi?
   How many Rands?

   | iinkozo coins | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
   | iirandi rands | 2 | 4 |

2. UThandi une-R7. Thandi has R7.
   Zingaphi iilekese anokuzithengana?
   How many sweets can she buy?

   Yimalini ithintshi eshiyekileyo?
   How much change left over?

   UMandla yena une-R10. Mandla has R10.
   Zingaphi iilekese anokuzithengana?
   How many sweets can he buy?

   Yimalini ithintshi eshiyekileyo?
   How much change left over?

   USipho une-R15. Sipho has R15.
   Zingaphi iilekese anokuzithengana?
   How many sweets can he buy?

   Yimalini ithintshi eshiyekileyo?
   How much change left over?

3. Ilekese enye ixabisa i-R2. Zingaphi iilekese onokuzithengana?
   One sweet costs R2. How many sweets can you buy for:

   R8 | R10 | R20 | R4 | R12 | R16
WEEK 9 • DAY 4

Money problems

4. Iyisikhirimu enye ixabisa i-R5. Zingaphi iyisikhirimu onokuzithenga?
One ice-cream costs R5. How many ice-creams can you buy?

| R15 | R25 | R20 | R10 | R30 | R50 |

5. UNoni une-R12.
Zingaphi iyisikhirimu anokuzithenga?
How many ice-creams can she buy?
Yimalini ithintshi eshiyekileyo?
How much change left over?

Zingaphi iyisikhirimu anokuzithenga?
How many ice-creams can she buy?
Yimalini ithintshi eshiyekileyo?
How much change left over?

6. Isiselo esibandayo esanye sixabisa i-R10. Zingaphi isiselo onokuzithenga ngale mali?
One cold drink costs R10. How many cold drinks can you buy?

| R20 | R10 | R50 | R30 | R80 | R100 |

7. UCawe une-R13.
Zingaphi isiselo ezibandayo anokuzithenga?
How many cold drinks can she buy?
Yimalini ithintshi eshiyekileyo?
How much change left over?

Zingaphi isiselo ezibandayo anokuzithenga?
How many cold drinks can she buy?
Yimalini ithintshi eshiyekileyo?
How much change left over?

Equal groups
IVEKI 9 • USUKU 5

Uqukaniso

1. Zingaphi izi-2? Zingaphi ezishiyekileyo?
How many 2s? How many left over?

<table>
<thead>
<tr>
<th>inani</th>
<th>amaqela ezi-2</th>
<th>ezishiyekileyo</th>
</tr>
</thead>
<tbody>
<tr>
<td>number</td>
<td>groups of 2</td>
<td>left over</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td></td>
<td></td>
</tr>
<tr>
<td>47</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Gqibezela iitheyibhile.
Complete the tables.

<table>
<thead>
<tr>
<th>iinkozo</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>coins</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iirandi</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>rands</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Masithethe ngeMaths!

NgesiXhosa sithi: In English we say:

- amaqela alinganayo: equal groups
- amaqela ama-5 ezi-2 enza i-10: 5 groups of 2 is 10
- amaqela asi-7 ezi-5 enza ama-35: 7 groups of 5 is 35
- amaqela ama-6 ama-10 enza ama-60: 6 groups of 10 is 60
- ezishiyekileyo: left over
- kukho ama-10 ama-3 kuma-3¼: there are 3 10s in 3¼ and 4 left over.
- ze kushiyek ezi-4
**WEEK 9 • DAY 5**

Consolidation

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**Uqukaniso • Consolidation**

1. **Faka izitoki ezi-2 engxoweni.**
   Pack 2 lollipops in a bag.
   - Zingaphi izitoki?
     How many lollipops?
   - Zingaphi iingxowa?
     How many bags?
   - Zingaphi ezishiyekileyo?
     How many left over?
   
   - Zingaphi izitoki?
     How many lollipops?
   - Zingaphi iingxowa?
     How many bags?
   - Zingaphi ezishiyekileyo?
     How many left over?

---

2. **Sombulula ezi ngxaki.**
   Solve the problems.
   - **Incwadi enye ixabisa i-R10.**
     One book costs R10.
     - Zingaphi iincwadi anokuzithenga?
       How many books can she buy?
     - Yimalini itshintshi eshinyekileyo?
       How much change is left?
   
   - **Iayisikhrimu enye ixabisa i-R5.**
     One ice cream costs R5.
     - Zingaphi iiayisikhrimu anokuzithenga?
       How many ice creams can he buy?
     - Yimalini itshintshi eshinyekileyo?
       How much change is left?

---

**Assessment and consolidation • Week 9 • Day 5**
Uhlaziyo

<table>
<thead>
<tr>
<th>Izibalo zentloko</th>
<th>Izixhobo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zingaphi ezenza ama-20</td>
<td>amakhadi amachokoza</td>
</tr>
<tr>
<td>Kukude kangakanani kwi-10 elilandelayo?</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>Ukudibanisa ukuya kuma-75</td>
<td>iLBA, iibloko zesiseko seshumi</td>
</tr>
<tr>
<td>2</td>
<td>Ukuthabatha ukuya kuma-75</td>
<td>iLBA, iibloko zesiseko seshumi</td>
</tr>
<tr>
<td>3</td>
<td>Ingxaki zamagama zokudibanisa nokuthabatha</td>
<td>iLBA, iibloko zesiseko seshumi</td>
</tr>
<tr>
<td>4</td>
<td>Ukusebenza ngemali</td>
<td>iLAB, ipowusta yemali</td>
</tr>
<tr>
<td>5</td>
<td>Ukusebenza ngemali</td>
<td>iLAB, ipowusta yemali</td>
</tr>
</tbody>
</table>

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:
ukudibanisa nokuthabatha amanani ngempumelelo kuma-75.
ukusombulula ingxaki zamagama zokudibanisa nokuthabatha.
ukuthelekisa amanani ngokubala umahluko phakathi kwavo.
ukwenza izibalo ngemali.

Uvavanyo
Akukho vavanyo lusesikweni kule veki.
Kufuneka ubaqaphele abafundi eklasini yakho yonke imihla kwaye uthathe amanqaku njengenxaleny eovavany oluqhubekeyo olungekho sesikweni olujolise ekufundeni.
Revision

<table>
<thead>
<tr>
<th>Mental Maths: How much to make 20?</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Game: How far to the next 10?</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>Addition to 75</td>
<td>LAB, base ten blocks</td>
</tr>
<tr>
<td>2</td>
<td>Subtraction to 75</td>
<td>LAB, base ten blocks</td>
</tr>
<tr>
<td>3</td>
<td>Addition and subtraction word problems</td>
<td>LAB, base ten blocks</td>
</tr>
<tr>
<td>4</td>
<td>Working with money</td>
<td>LAB, money poster</td>
</tr>
<tr>
<td>5</td>
<td>Working with money</td>
<td>LAB, money poster</td>
</tr>
</tbody>
</table>

After this week the learner should be able to:

- add and subtract numbers to 75 efficiently.
- solve addition and subtraction word problems.
- compare numbers by calculating the difference between them.
- perform calculations with money.

Assessment

There is no formal assessment this week.
You should observe the learners in your class daily and make notes as part of your informal ongoing assessment for learning.
**Uhlaziyo**

**Ividiyo yezibalo zentloko**

**Ividiyo yomdlalo**

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**Uhlaziyo**
Kule veki sihlaziya ukudibanisa nokuthabatha ngokwenza izibalo zamanani, ukusombulula iingxaki zamagama nokusebenza ngemali. Abafundi baza kunikwa amathuba okuziqhelisa abakufundileyo kunye nokuphuhlisa izakhono zabo zakusombulula iingxaki ngempumelelo. Siza kugxila koku:

**Usuku 1**
- Ukudibanisa ukuya kuma-75 besebenzisa iibloko zesiseko seshumi okanye imigcamanani
- Jonga iweki *y esi-2 neyesi-4*

**Usuku 2**
- Ukuthabatha ukuya kuma-75 besebenzisa iibloko zesiseko seshumi okanye imigcamanani
- Jonga iweki *y esi-2 neyesi-5*

**Usuku 3**
- Iingxaki zamagama zakudibanisa nokuthabatha
- Jonga iweki *y esi-4 neyesi-5*

**Usuku 4**
- Ukusebenza ngemali

**Usuku 5**
- Ukusebenza ngemali
Revision

Mental Maths video
In Mental Maths this week we make 20. We build on and consolidate knowledge of the bonds of 10 using dot cards. Learners have to visualise 10 by filling the ten frames created by the printed dot cards and then make 20. This activity strengthens learners understanding of their bonds of ten and additive relations.

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

Revision
This week we revise addition and subtraction by doing numeric calculations, solving word problems and working with money. 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
• Addition to 75 using base ten blocks or number lines
• See Weeks 2 and 4

Day 2
• Subtraction to 75 using base ten blocks or number lines
• See Weeks 2 and 5

Day 3
• Addition and subtraction word problems.
• See Weeks 4 and 5

Day 4
• Working with money.

Day 5
• Working with money.
IZIBALO ZENTLOKO | MENTAL MATHS

Ziqhelise ukwenza ama-20 usebenzise amakhadi amachokoza.
Practice making 20 using dots cards.
Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.
Remember to check the date and mark the register every day.

Kufuneka wongeze ezingaphi ukuze wenze ama-20?
How many more to make 20?

Kufuneka wongeze ezingaphi ukuze wenze ama-20?
How many more to make 20?

Kufuneka wongeze ezingaphi ukuze wenze ama-20?
How many more to make 20?
Yemisetyenzana yokutyebisa • Enrichment activities

**Usuku 1 Day 1**

Gqibezela le theyibhile. Bhalela le theyibhile izivakalisi ezi-2 zokudibanisa nezi-2 zokuthabatha.
Complete the table. Write 2 addition and 2 subtraction number sentences for table.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td></td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>75</td>
<td></td>
<td>69</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td></td>
<td>33</td>
<td></td>
</tr>
</tbody>
</table>

25 + 15 = ___
22 + 22 = ___
69 – 22 = ___
33 – 22 = ___

**Usuku 2 Day 2**

Gqibezela le theyibhile. Bhalela le theyibhile izivakalisi ezi-2 zokudibanisa nezi-2 zokuthabatha.
Complete the table. Write 2 addition and 2 subtraction number sentences for table.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>48</td>
<td></td>
<td>74</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td></td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td></td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>46</td>
<td></td>
<td>54</td>
<td></td>
</tr>
</tbody>
</table>

48 + 22 = ___
54 + 22 = ___
69 – 28 = ___
40 – 28 = ___

**Usuku 3 Day 3**

Yintoni umahluko phakathi kwala manani:
What is the difference between:

ama-64 nama-41? 64 and 41?
ama-75 nama-32? 75 and 32?
ama-59 nama-27? 59 and 27?
ama-61 nama-50? 61 and 50?
i-18 nesi-7? 18 and 7?
ama-24 ne-12? 24 and 12?
ama-38 nama-34? 38 and 34?
ama-46 nama-25? 46 and 25?
ama-52 nama-21? 52 and 21?
ama-73 nama-52? 73 and 52?

**Usuku 4 Day 4**

Yintoni umahluko phakathi kwala manani:
What is the difference between:

ama-28 ne-17? 28 and 17?
ama-37 nama-23? 37 and 23?
ama-55 nama-42? 55 and 42?
i-16 nesi-2? 16 and 2?
ama-48 nama-36? 48 and 36?
ama-69 nama-57? 69 and 57?
ama-24 nama-24? 24 and 14?
ama-36 nesi-11? 36 and 11?
ama-75 nama-63? 75 and 63?
ama-53 nama-22? 53 and 22?
Ukudibanisa ukuya kuma-75

**Umdlalo: Likude kangakanani i-10 elilandelayo?**

*Game: How far to the next 10?*

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

32 + 43 = ____

**Ama-32 ayafana nama-30 kunye nesi-2.**

32 is the same as 30 and 2.

**Ukudibanisa ama-43 kuyafana nokudibanisa ama-40 kunye nesi-3.**

Adding 43 is the same as adding 40 and 3.

**Ndibeka iibloko ndawonye xanda didibanisa.**

I put the blocks together when I add.

32 + 43 = 30 + 40 + 2 + 3

= 70 + 5

= 75

**Amashumi ama-3 kunye namashumi ama-4 enza amashumi asi-7. Imivo emi-2 nemivo emi-3 yenza imivo emi-5. Ndibana-75 edibene.**

3 tens and 4 tens is 7 tens. 2 ones and 3 ones is 5 ones. I have 75 altogether.
Addition to 75

WEEK 10 • DAY 1


\[
\begin{align*}
24 + 31 &= \underline{} \quad 13 + 54 &= \underline{} \\
\quad &= \underline{} \\
\quad &= \underline{}
\end{align*}
\]


\[
\begin{array}{ccc}
23 + 31 &= 54 & 34 + 32 &= \underline{} & 27 + 31 &= \underline{} \\
39 + 20 &= \underline{} & 12 + 46 &= \underline{} & 65 + 10 &= \underline{}
\end{array}
\]

3. Sombulula usebenzise umgcamanani. Solve using the number line.

\[
\begin{align*}
26 + 20 &= 46 \\
11 + 27 &= \underline{} \\
42 + 12 &= \underline{} \\
5 + 25 &= \underline{} \\
41 + 16 &= \underline{}
\end{align*}
\]
Ukuthabatha ukuya kuma-75

49 - 14 = ___

Ama-49 ayafana nama-40 kunye ne-9.
49 is the same as 40 and 9.

Ukuthabatha i-14 kuyafana nokuthabatha i-10 kunye nesi-4.
Subtracting 14 is the same as subtracting 10 and 4.

49 - 14 = 40 - 10 + 8 - 5
= 30 + 5
= 35

There are 3 tens and 5 ones left. That makes 35. The difference between 49 and 14 is 35.

1) Sombulula usebenzise iibloko. Bhala ubonise ukuba ubale njani.
Solve using blocks. Write what you did to work it out.

<table>
<thead>
<tr>
<th>52 - 30 = ____________</th>
<th>67 - 35 = ____________</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______________</td>
<td>_______________</td>
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<tr>
<td>_______________</td>
<td>_______________</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>48 - 27 = ____________</th>
<th>75 - 52 = ____________</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______________</td>
<td>_______________</td>
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<tr>
<td>_______________</td>
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</tr>
</tbody>
</table>
WEEK 10 • DAY 2
Subtraction to 75

2. Sombulula usebenzise umgcamanani.
Solve using the number line.

52 – 21 = ___

39 – 17 = ___

64 – 12 = ___

28 – 16 = ___

56 – 25 = ___

45 – 22 = ___

67 – 15 = ___

26 – 12 = ___

3. Bala.
Calculate.

| 36 – 10 = 26 | 75 – 40 = ___ | 56 – 32 = ___ |
| 68 – 45 = ___ | 49 – 37 = ___ | 57 – 21 = ___ |

Subtraction to 75 Week 10 • Day 2 97
**IVEKI 10 • USUKU 3**

*lingxaki zamagama zokudibanisa nokuthabatha*

### WEEK 10

#### 1. Masisebenzise iibloko zethu ze sibhale izivakalisi manani!

Let’s use our blocks and write number sentences:

<table>
<thead>
<tr>
<th>Lebo uthenge ihempe yama-R30 nekepusi yama-R25. Uchithe malini iyonke?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lebo bought a shirt for R30 and a cap for R25. How much did he spend altogether?</td>
</tr>
</tbody>
</table>
| **R30 + R25**  
| = **30 + 20 + 5**  
| = **R55** |

<table>
<thead>
<tr>
<th>Likho uthenge itshokholethi nge-R12 neetshiphusi nge-R15. Uchithe malini iyonke?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Likho bought a chocolate for R12 and chips for R15. How much did he spend altogether?</td>
</tr>
</tbody>
</table>
| =  
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<table>
<thead>
<tr>
<th>Bev ebenama-R60. Uthenge ihempe ngama-R59. Unamalini ngoku?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bev had R60. She bought a shirt for R59. How much money does she have now?</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Brian ebenama-R50. Uthenge itshokholethi nge-R15. Unamalini ngoku?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brian had R50. He bought a chocolate for R15. How much money does he have now?</td>
</tr>
</tbody>
</table>
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Make up your own addition and subtraction problems. Write the solutions here.

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Addition and subtraction word problems

Solve using the number line. Write the number sentence.

UNTANDO UHAMBE AM-57 EEKHLOMITHA. UZIZO UHAMBE I-18 EEKHLOMITHA. NGUBANI UHAMBE UMGAMA OMDE?
UNTANDO TRAVELS 57 KILOMETRES. ZIZO TRAVELS 18 KILOMETRES. WHO WENT FURTHER?
UNTANDO

UBE KUDE KANGAKANANANI?
HOW MUCH FURTHER?

UNKANYISO UFUNDE IINCWADI EZINGAMA-36.
UTHANDEKILE UFUNDE IINCWADI EZINGAMA-24.
NGUBANI OFUNDE IINCWADI EZININZI?
NKANYISO READ 36 BOOKS. THANDEKILE READ 24 BOOKS. WHO READ MORE?
ZININZI KANGAKANANANI?
HOW MUCH MORE?

UXOLI UBALEKA IKHLOMITHA EZINGAMA-20. UTHANDO YENA UBALEKA IKHLOMITHA EZILI-17. NGUBANI OBALEKA UMGAMA OMDE?
UXOLI RUNS 20 KILOMETRES. THANDO RUNS 17 KILOMETRES. WHO RAN FURTHER?
MDE KANGAKANANANI?
HOW MUCH MORE?

UBUHLE UBALEKE IKHLOMITHA EZILI-13. USAM UBALEKE IKHLOMITHA EZILI-10. NGUBANI OBALEKE IKHLOMITHA EZININZI?
BUHLE RAN 13 KILOMETRES. SAM RAN 10 KILOMETRES. WHO RAN FURTHER?
MDE KANGAKANANANI?
HOW MUCH MORE?
UKUSEBENZA NGE MALINI?
How much do I have to pay?

50c + 10c = 60c

--- + --- + --- = ---

--- + --- = ---

--- + --- = ---

UMA’ Thina uthengisa iilekese. Umntwana othenga ilekese umnika iRandi e-1. Umnike i’shintshi yamalini lo mntwana?
Ma’ Thina sells sweets. A child gives her 1 Rand to buy a sweet. How much change does she give the child?

100c - 10c = 90c

--- - --- = ---

--- - --- = ---

--- - --- = ---
3. Kufuneka ndibhatale malini?
How much do I have to pay?

\[
\begin{align*}
R_2 + R_{10} &= R_{12} \\
\text{____} + \text{____} + \text{____} &= \text{____}
\end{align*}
\]

\[
\begin{align*}
\text{____} + \text{____} &= \text{____} \\
\text{____} + \text{____} + \text{____} &= \text{____}
\end{align*}
\]

4. UTa’ Ndu unevenkile edolophini. Umthengi ngamnye uze ne-R100. Ubanika itshintshi yamalini?
Ta’Ndu owns a shop in town. Each customer came with R100. How much change does he give?

\[
\begin{align*}
R_{100} - R_{10} &= R_90 \\
\text{____} - \text{____} - \text{____} &= \text{____}
\end{align*}
\]

\[
\begin{align*}
\text{____} - \text{____} &= \text{____} \\
\text{____} - \text{____} - \text{____} &= \text{____}
\end{align*}
\]
**IVEKI 10 • USUKU 5**

**Ukusebenza ngemali**

1. **Zoba usebenzise kuthula ii-R10 ezingamaphepha nee-R1 eziinkozo.**
   
   Draw the following using only R10 notes and R1 coins.

<table>
<thead>
<tr>
<th>R37</th>
<th>R10</th>
<th>R10</th>
<th>R10</th>
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<tbody>
<tr>
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<td>R1</td>
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   | R50  | R10 |
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   | R43  |
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   | R62  |
   |      |
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2. **Zoba imali eyenza i-R100.**
   
   Draw money to make R100.

   **Mangaphi ama-10 kwi-100?**
   How many 10s in 100?

   R10 R10 R10 R10

   **Mangaphi ama-20 kwi-100?**
   How many 20s in 100?

   R10 R10 R10 R10 R10

   **Mangaphi ama-50 kwi-100?**
   How many 50s in 100?

   R10 R10 R10 R10 R10 R10
3. Zoba oku usebenzise kuphela i-R10 engamaphepha ne-R1 eziinkozo.
   Draw the following using R10 notes and R1 coins.

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<tbody>
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<td>R63</td>
<td>R10</td>
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<td>R72</td>
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<td>R57</td>
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<td>R100</td>
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   How much money? Tick the purse with the most money.
# 100 Square

**Izikwere ezili-100**

100 square

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<td>99</td>
<td>100</td>
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</tbody>
</table>
# Amagama amanani

**Number names**

<table>
<thead>
<tr>
<th>10</th>
<th>ishumi (ten)</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>amashumi amabini (twenty)</td>
</tr>
<tr>
<td>30</td>
<td>amashumi amathathu (thirty)</td>
</tr>
<tr>
<td>40</td>
<td>amashumi amane (forty)</td>
</tr>
<tr>
<td>50</td>
<td>amashumi amahlanu (fifty)</td>
</tr>
<tr>
<td>60</td>
<td>amashumi amathandathu (sixty)</td>
</tr>
<tr>
<td>70</td>
<td>amashumi asixhenxe (seventy)</td>
</tr>
<tr>
<td>80</td>
<td>amashumi asibhozo (eighty)</td>
</tr>
<tr>
<td>90</td>
<td>amashumi alithoba (ninety)</td>
</tr>
<tr>
<td>100</td>
<td>ikhulu elinye (one hundred)</td>
</tr>
</tbody>
</table>
Views
South African money
Snake ruler