Bala Wande
Calculating with Confidence

2

Kotara 2 ⋮ Term 2

Mmetse
Mathematics

Puku ya Mošomo ya Morutwana
Learner Activity Book

Sepedi ⋮ English

Tšweletšo ya puku ye ya mešomo e kgonagetše ka lebaka la tirišano ya sehlopha sa *Bala Wande–Magic Classroom* ka therišano le sehlopha seo se netefaditšego sa go bopša ke batho go tšwa diyunibesithing tše mmalwa, mekgatlo ya mmetse ya go se laolwe ke mmušo (NGOs) le Kgoro ya Thuto ya Motheo. Didirišwa tše di tšeela mošomo woo o dirilwego ka dipukung tša mešomo tša Kgoro ya Thuto ya Motheo, dipeakanyo tša dithutišo tša go tsenelelana tšeo di šetšego di le gona (GPLMS, Jika iMfundo, NECT le TMU). Mapokisi a didirišwa tša Bala Wande a ngwetšwe ka kgokagano le Jade Education. Mapokisi a neelana ka didirišwa tša boleng bja godimo tšeo e lego karolo ye bohlokwa ya lenaneo la go ruta le go ithuta.

The development of this workbook was carried out by the collaborative *Bala Wande–Magic Classroom Collective team* in consultation with a reference team made up of individuals from several universities, mathematics NGOs and the Department of Basic Education. These materials draw on the DBE workbooks and existing iterations of lesson plans (GPLMS, Jika iMfundo, NECT and TMU). The Bala Wande manipulative boxes were designed in consultation with Jade Education. The boxes provide high quality materials which are an integral part of the teaching and learning programme.

Artists: Mary-Anne Hampton and Angie Bowring

www.fundawande.org
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DITENG ⋮ CONTENTS

Go šomiša Puku ya Mošomo ya Morutwana ya Bala Wande

Puku ye ya Mošomo ya Morutwana e na le mešongwana yeo e beakanyeditšwego matšatši a 50 a go ruta ka Kotara ya 2. Go na le mešongwana ya phapoši ka moka, mešongwana ka botee le dipapadi tša barutwana tša go ralokwa ka bobedi le ka dihlopha. Dikarabo tša mešongwana di ka ngwalwa ka pukung ye.

Didirišwa di tšweletšwa ka mokgwa wa malemepedi. Tshepo ya rena ke go re go tšweletša mešongwana ka maleme a mabedi go tla thuša barutwana go tlwaela mantšu a mmetse ka Leleme la Gae le ka Seisemane. Go dira ka mokgwa woo go tla thuša go tlabela barutwana ka ditlabela tša go ithuta mmetse bophelo ka moka.

Ge barutwana ba šoma mešongwana ya puku ye ya mešomo go ya ka peakanyo ya tšatši ka tšatši, ka kotara ye nngwe le ye nngwe, ba tla kgona go fetša kharikhulamo ka moka ya mmetse ya ngwaga. Re tshepa gore mešongwana ye e tla ba tsela ya go kgahliša ya go ba thuša go hwetša tsebo ya motheo ya mmetse.

Mathomo a letšatši le lengwe le le lengwe le leswa go bontšhitšwe ka sefoka se setalamorogo.

BEKE • WEEK 1

LETŠATŠI 1 • DAY 1

Dikemedi tša dipalo
Representation of numbers

Ka tlase ga sefoka go na le taekramo ya go ela yeo e akaretšago tatelano ya mešongwana ya letšatši.

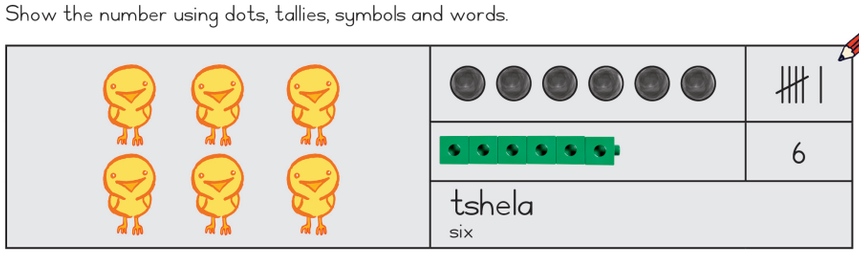
MMETSE WA HLOGO MENTAL MATHS	DIKARATA TŠA MARONTHO TŠA DITLEMAGANO TŠA DIPALO DOT CARDS NUMBER BONDS	→ PAPADI GAME	→ KGODIŠO YA KGOPOLO CONCEPT DEVELOPMENT	→ MATLAKALATŠHOMELO WORKSHEETS

Mmetse wa Hlogo ke mošongwana wa mathomo wa letšatši le lengwe le le lengwe. Morutiši o tla eta mošongwana wo pele.

Matlakala a mangwe ka moka ka pukung ye, a diretšwe barutwana gore a šome ka boyena goba ka dihlopha ka tlhahlo le thekgo ya morutiši. Go ka ba le matlakalatšhomelo goba dipapadi, go teefatša dikgopolo tšeo di rutilwego letšatšing leo. Dipapadi di tšweletšwa ka go šomiša dikhathune tša barutwana ba bontšha ka fao papadi e swanetšego go ralokwa ka gona.

Ditaelo ka moka le tshedimošo di filwe ka Sepedi tša fetolelwa go Seisemane.

2 Bontšha palo o šomiša marontho, dipalelo, dika le mantšu.
Show the number using dots, tallies, symbols and words.



Matlakalatšhomelo a barutwana a na le mohlala woo o šetšego o dirilwe (o bontšhitšwe ka mmala wo mopududu ka morago le ka phensele ye khubedu).

Letšatši la bo5 la beke ye nngwe le ye nngwe le beakanyeditšwe teefatšo le kelo.

Using the Bala Wande Learner Activity Book

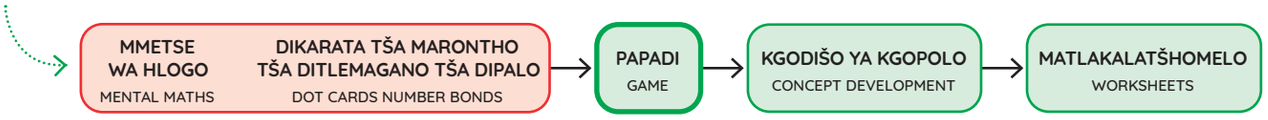
This Learner Activity Book has activities planned for 50 days of teaching in Term 2. There are concept development activities, individual learner activities and games for learners to play in pairs and groups. Answers to the activities can be written in this book.

The material is presented using a bilingual format. We hope that presenting the activities in two languages will help learners to become familiar with maths words in both their home language and in English. This will equip them for lifelong learning of maths.

If learners work systematically through these workbook-style activities every day and every term, they will cover the whole maths curriculum for the year. We hope that these activities will be a fun way to help them acquire foundational maths knowledge.

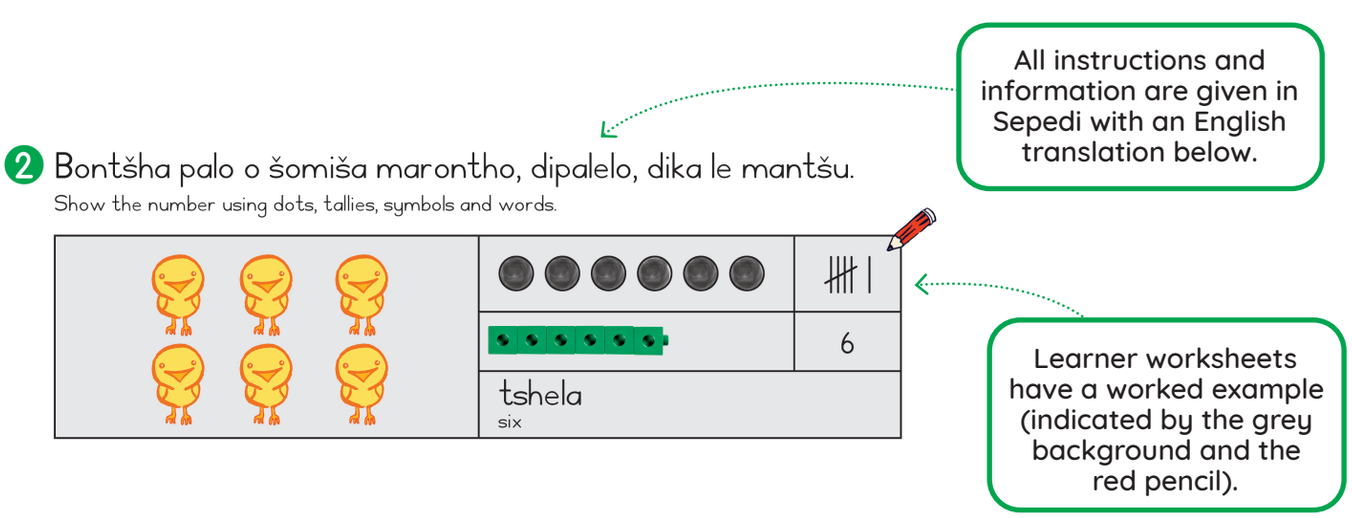
The start of each new day is shown with a green banner.

Underneath the banner is a flow diagram that summarises the sequence of activities for the day.



Mental Maths is the first activity every day. The teacher will lead this activity.

All the other pages in the book are for learners to work on independently or in groups with guidance and support from the teacher. They may be worksheets or games, for consolidation of the concepts covered that day. Games are presented using cartoons of learners to show how the game should be played.



Day 5 of each week is planned for consolidation and assessment.

BEKE • WEEK 1

LETŠATŠI 1 • DAY 1

Go hlahlamolla dipalo ka ma10 le bo1
Breaking down numbers into 10s and 1s

MMETSE WA HLOGO
MENTAL MATHS

NTŠI KA 1/ NNYANE KA 1
1 MORE /1 LESS

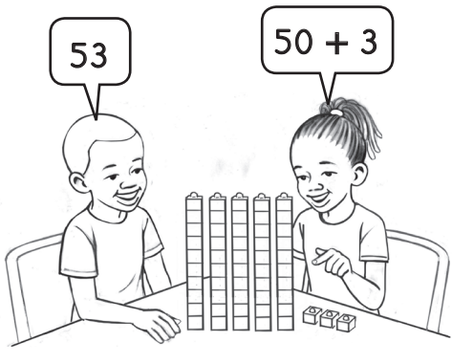
→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

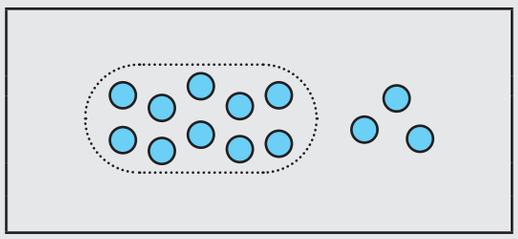
→ MATLAKALATŠHOMELO
WORKSHEETS

Papadi: Na ke ma10 a makae? Na ke bo1 ba bakae?
Game: How many 10s? How many 1s?

- Šomang ka bobedi ka dipoloko tša lena.
  Work in pairs with your blocks.
- Agang palo ka dipoloko tša lena.
  Build the number using your blocks.
- Na ke masome a makae? Na ke botee ba bakae?
  How many tens? How many ones?
- Na palo ke eng?
  What number?

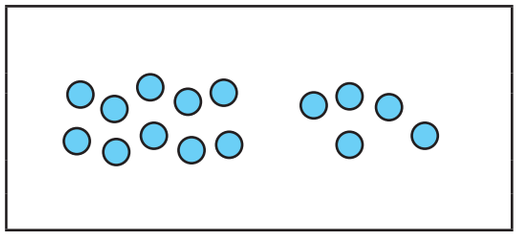


1 Thala sediko go dihlopha tša 10. Na palo ke eng?
Circle groups of 10. What is the number?

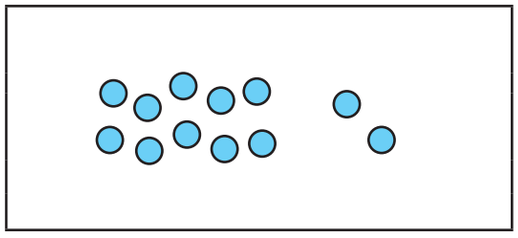


Na ke mal0 a makae? 1
How many 10s? 1
Na ke bol ba bakae? 3
How many 1s? 3

13



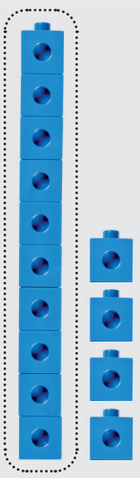
Na ke mal0 a makae? ____
How many 10s? ____
Na ke bol ba bakae? ____
How many 1s? ____

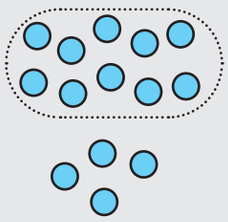


Na ke mal0 a makae? ____
How many 10s? ____
Na ke bol ba bakae? ____
How many 1s? ____

2 Thala sediko go masome. Na palo ke eng?

Circle the tens. What is the number?





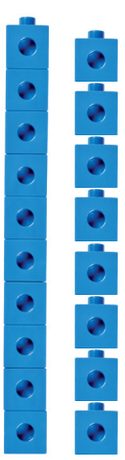
Na ke mal0 a makae? 1

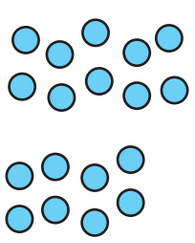
How many 10s? 1

Na ke bol ba bakae? 4

How many 1s? 4

10 + 4 = 14





mal0 a makae? ____

How many 10s? ____

Na ke bol ba bakae? ____

How many 1s? ____

____ + ____ = ____

Nka aga dipalo ka dikhube. Nka thala dipalo ka marontho. Ke dira dihlopha tša 10 ka dinako ka moka.

I can build numbers with cubes. I can draw numbers with dots. I always make groups of 10.

3 Go hlahlamolla dipalo ka mal0 le bol.

Break down the number into 10s and 1s.

16 = 10 + 6	17 = _____
19 = _____	12 = _____

Hlahlamolla palo ka mal0 le bol. Ngwala lefokopalo. Thoma ka go bea mal0.

Break down the number into 10s and 1s. Write a number sentence. Put the 10s first.

4 Balela!

Calculate!

10 + ____ = 11	10 + ____ = 14	10 + ____ = 17
10 + ____ = 12	10 + ____ = 15	10 + ____ = 18

BEKE • WEEK 1

LETŠATŠI 2 • DAY 2

Go hlahlamolla dipalo ka ma10 le bo1

Breaking down numbers into 10s and 1s

MMETSE WA HLOGO
MENTAL MATHS

NTŠI KA 2/ NNYANE KA 2
2 MORE /2 LESS

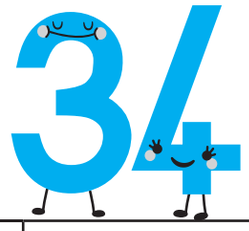
→ PAPADI
GAME

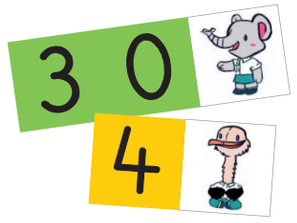
→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ MATLAKALATŠHOMELO
WORKSHEETS

Ge ke kopana le palo, ke a botšiša, "Na ke masome a makae? Na ke bo1 ba bakae?"

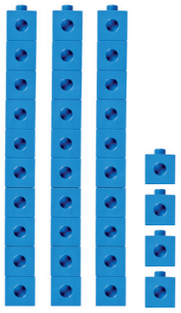
When I meet a number,
I ask, "How many tens?
How many ones?"



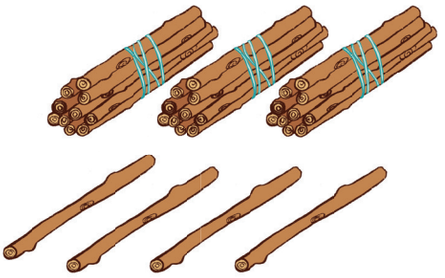


Nka aga dipalo ke šomiša dikhube.

I can build numbers using cubes.



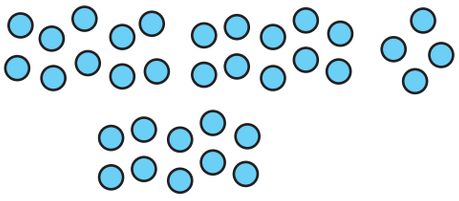
masometharo-nne
thirty four

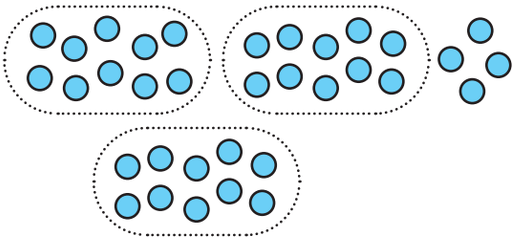


masometharo-nne
thirty four

Ge ke thala, ke thala sediko go lesome le lengwe le le lengwe!

When I draw,
I circle each ten!

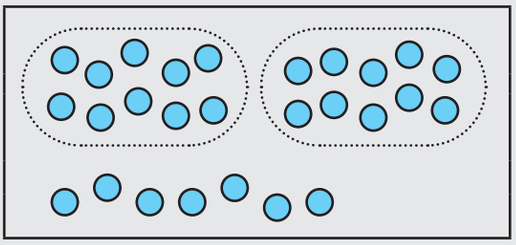




masometharo-nne
thirty four

1 Thala sediko go dihlopha tša 10. Na palo ke eng?

Circle groups of 10. What is the number?



Na ke mal0 a makae? 2

How many 10s? 2

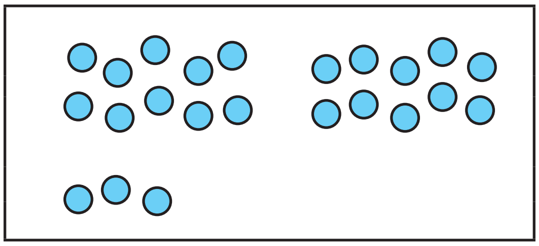
Na ke bol ba bakae? 7

How many 1s? 7

27

masome a mabedi le botee ba šupa

two tens seven ones

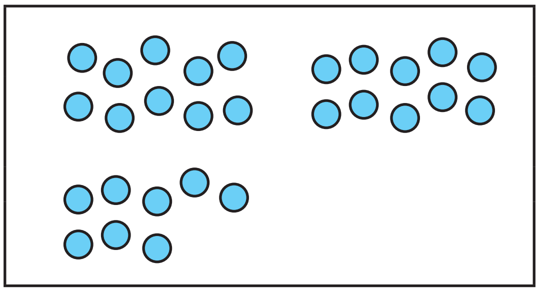


Na ke ma10 a makae? ____
How many 10s? _____

Na ke bo1 ba bakae? ____
How many 1s? _____

masome a ______________ botee ba ___________

____________ tens ____________ ones

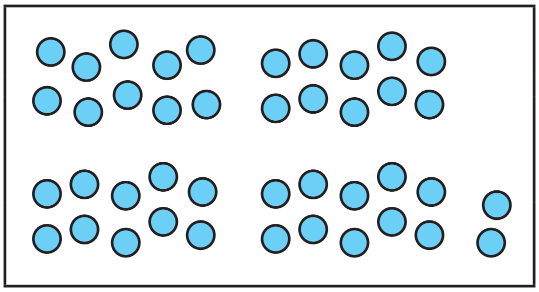


Na ke ma10 a makae? ____
How many 10s? _____

Na ke bo1 ba bakae? ____
How many 1s? _____

masome a ______________ botee ba ___________

____________ tens ____________ ones

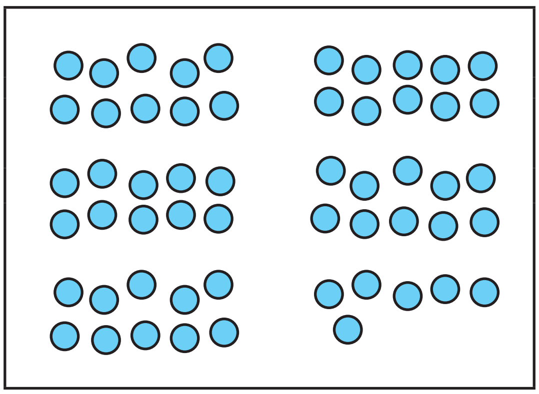


Na ke ma10 a makae? ____
How many 10s? _____

Na ke bo1 ba bakae? ____
How many 1s? _____

masome a ______________ botee ba ___________

____________ tens ____________ ones



Na ke ma10 a makae? ____
How many 10s? _____

Na ke bo1 ba bakae? ____
How many 1s? _____

masome a ______________ botee ba ___________

____________ tens ____________ ones

LETŠATŠI 3 • DAY 3

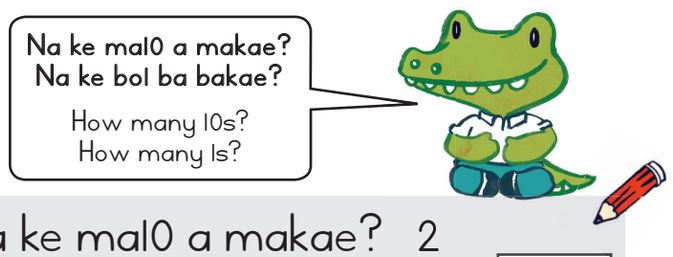
Na ke ma10 a makae? Na ke bo1 ba bakae?

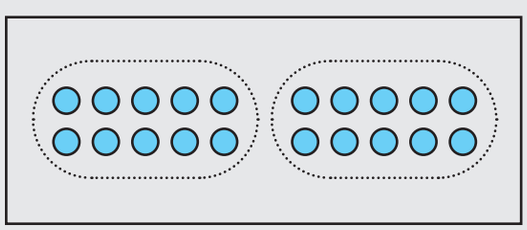
How many 10s? How many 1s?

MMETSE WA HLOGO – MENTAL MATHS | NTŠI KA 3/ NNYANE KA 3 – 3 MORE /3 LESS → PAPADI – GAME → KGODIŠO YA KGOPOLO – CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO – WORKSHEETS

1 Thala sediko go dihlopha tša 10. Na palo ke eng?

Circle groups of 10. What is the number?





Na ke mal0 a makae? 2

How many 10s? 2

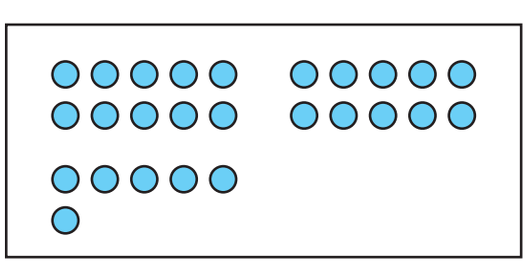
Bangaphi oo-l? 0

How many 1s? 0

20

masome a mabedi metšo ke lefela

two tens zero ones



Na ke mal0 a makae? ____

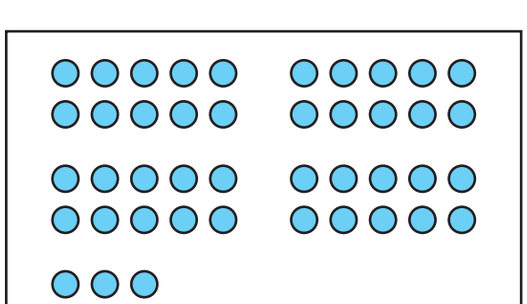
How many 10s? _____

Na ke bol ba bakae? ____

How many 1s? _____

masome a _____ botee ba _____

_____ tens _____ ones



Na ke mal0 a makae? ____

How many 10s? _____

Na ke bol ba bakae? ____

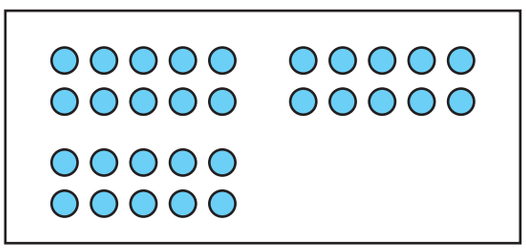
How many 1s? _____

masome a _____ botee ba _____

_____ tens _____ ones

2 Thala sediko go dihlopha tša 10. Na palo ke eng?

Circle groups of 10. What is the number?



Na ke mal0 a makae? ____

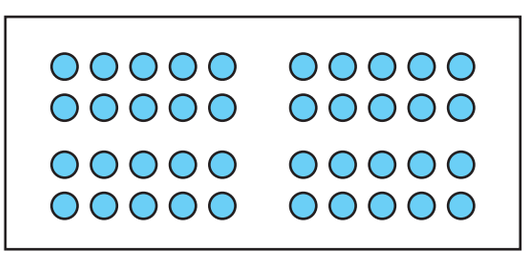
How many 10s? _____

Na ke bol ba bakae? ____

How many 1s? _____

masome a _____ botee ba _____

_____ tens _____ ones



Na ke mal0 a makae? ____

How many 10s? _____

Na ke bol ba bakae? ____

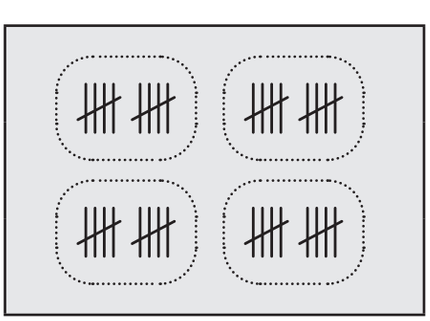
How many 1s? _____

masome a _____ botee ba _____

_____ tens _____ ones

3 Thala sediko go dihlopha tša 10. Na palo ke eng?

Circle groups of 10. What is the number?



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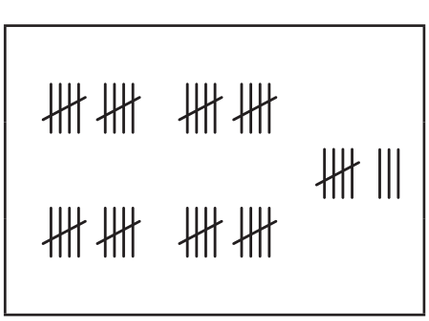
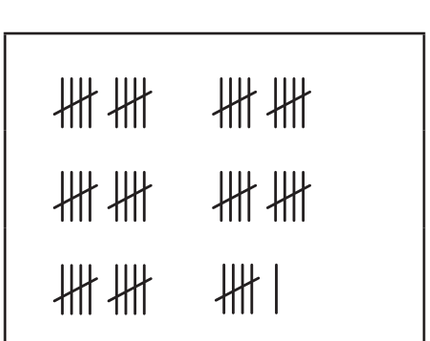
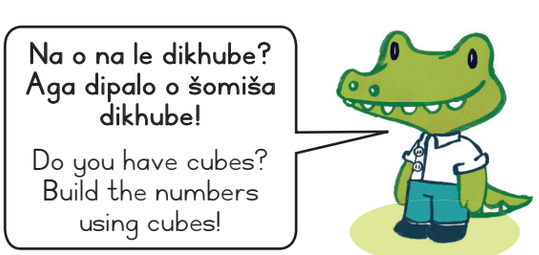






LETŠATŠI 4 • DAY 4

Ma10 le bo1
10s and 1s

MMETSE WA HLOGO
MENTAL MATHS

NTŠI KA 4/ NNYANE KA 4
4 MORE /4 LESS

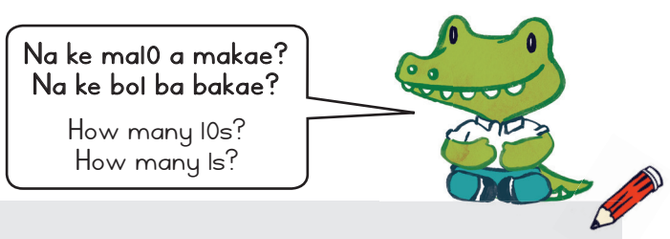
→ PAPADI
GAME

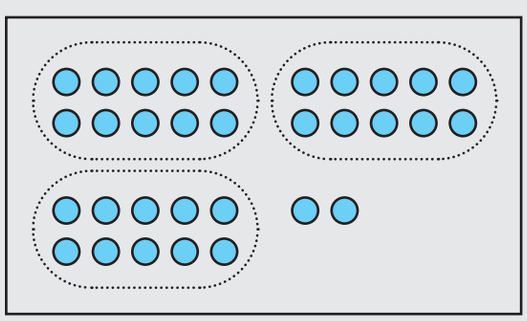
→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ MATLAKALATŠHOMELO
WORKSHEETS

1 Thala sediko go dihlopha tša 10. Na palo ke eng?

Circle groups of 10. What is the number?





Na ke mal0 a makae? 3

How many 10s? 3

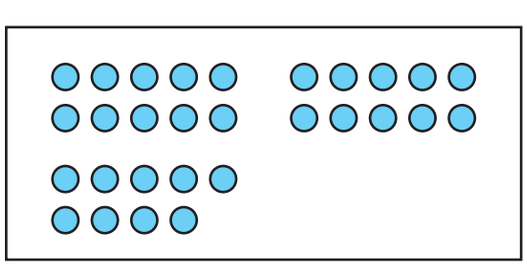
Na ke bol ba bakae? 2

How many 1s? 2

32

masome a mararo le metšo ye mebedi

three tens two ones



Na ke mal0 a makae? ____

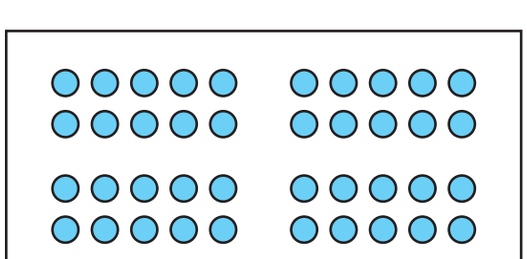
How many 10s? ____

Na ke bol ba bakae? ____

How many 1s? ____

masome a _____ botee ba _____

_____ tens _____ ones



Na ke mal0 a makae? ____

How many 10s? ____

Na ke bol ba bakae? ____

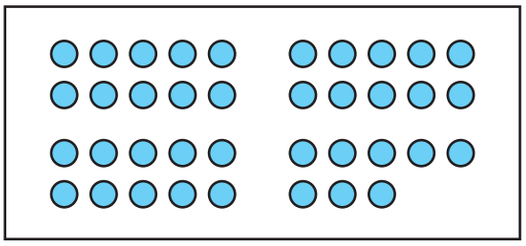
How many 1s? ____

masome a _____ botee ba _____

_____ tens _____ ones

2 Thala sediko go dihlopha tša 10. Na palo ke eng?

Circle groups of 10. What is the number?



Na ke mal0 a makae? ____

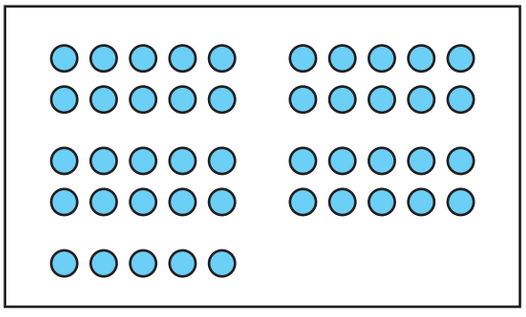
How many 10s? _____

Na ke bol ba bakae? ____

How many 1s? _____

masome a _____ botee ba _____

_____ tens _____ ones



Na ke mal0 a makae? ____

How many 10s? _____

Na ke bol ba bakae? ____

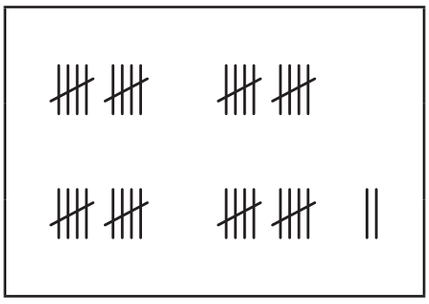
How many 1s? _____

masome a _____ botee ba _____

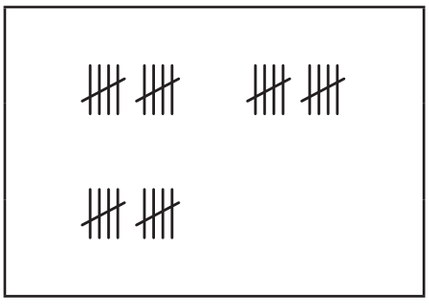
_____ tens _____ ones

3 Thala sediko go dihlopha tša 10. Na palo ke eng?

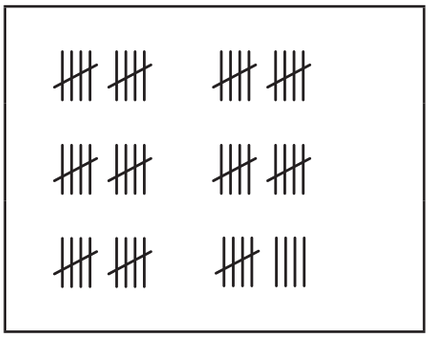
Circle groups of 10. What is the number?



_____



_____



_____

Na o na le dikhube? Aga dipalo o šomiša dikhube!

Do you have cubes? Build the numbers using cubes!

LETLAKALATŠHOMELO WORKSHEET → LETLAKALATŠHOMELO WORKSHEET

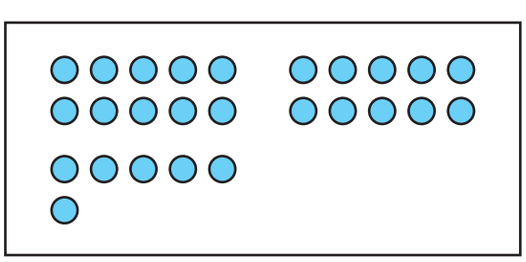
A re boleleng Mmetse!

Let's talk Maths!

Ka Sepedi re re:	In English we say:
Na ke mal0 a makae?	How many 10s?
Na ke bol ba bakae?	How many 1s?
Thala sediko ga mal0.	Circle groups of 10.
Na palo ke eng?	What is the number?
Hlahlamolla ka mal0 le bol.	Break down into 10s and 1s.

1 Thala sediko go dihlopha tša 10. Na palo ke eng?

Circle groups of 10. What is the number?



Na ke mal0 a makae? ____

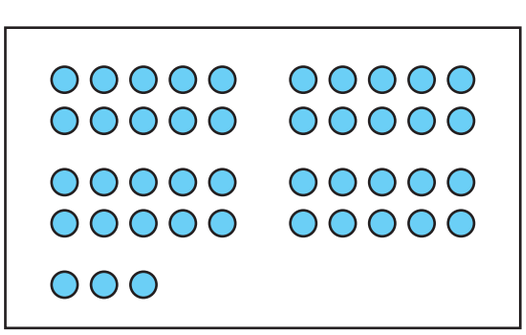
How many 10s? _____

Na ke bol ba bakae? ____

How many 1s? _____

masome a _____ botee ba _____

_____ tens _____ ones



Na ke mal0 a makae? ____

How many 10s? _____

Na ke bol ba bakae? ____

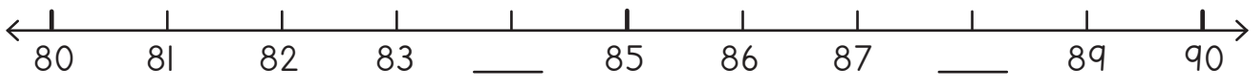
How many 1s? _____

masome a _____ botee ba _____

_____ tens _____ ones

2 Feleletša.

Complete.



3 Rarolla.

Solve.

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

4

Na ke bana ba bakae? How many children?	
Na ke mahlo a makae? How many eyes?	

5

Bana ba ba4, na mahlo ke a makae? 4 children, how many eyes?		Bana ba ba5, na dikhuru ke tše kae? 5 children, how many knees?	
Bana ba 6, na ditsebe ke tše kae? 6 children, how many ears?		Bana ba 10, na maoto ke a makae? 10 children, how many feet?	

6 Balela.

Calculate.

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

7 Balela.

Calculate.

Seripa: Half:	6		7	
Pedifatša: Double:	6		7	

BEKE • WEEK 2

LETŠATŠI 1 • DAY 1

Ma10 le bo1
10s and 1s

MMETSE WA HLOGO
MENTAL MATHS

NNYANENYANENYANE GO YA GA KGOLOKGOLOKGOLO
SMALLEST TO BIGGEST

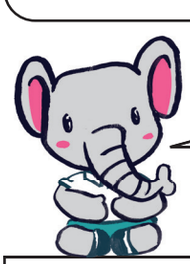
→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ MATLAKALATŠHOMELO
WORKSHEETS

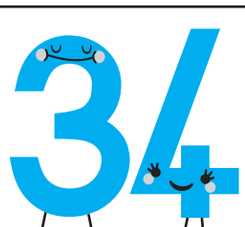
Papadi: OPA thwantšha dipalo!
Game: CLAP click numbers!

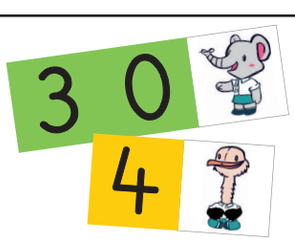
- Morutiši wa gago o bitša palo.
  Your teacher calls a number.
- OPA go lesome le lengwe le le lengwe, thwantšha go tee ye nngwe le ye nngwe.
  CLAP for each ten, click for each one.
- 32: OPA OPA OPA thwantšha thwantšha!
  32: CLAP CLAP CLAP click click!
- Masome a mararo le botee ba ba2.
  Three tens and 2 ones.
- OPA thwantšha dipalo tšeo morutiši wa gago a di bitšago!
  CLAP click the numbers your teacher calls!

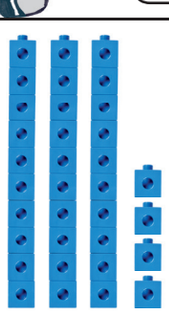
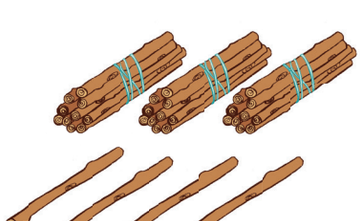
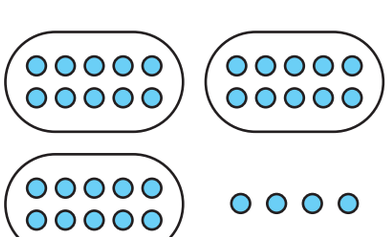


Ge ke kopana le palo, ke a botšiša, "Na ke masome a makae? Na ke botee ba bakae?"

When I meet a number, I ask, "How many tens? How many ones?"





		
masometharo-nne thirty four	masometharo-nne thirty four	masometharo-nne thirty four

Ge ke thala dipalo, ke thala 10 ka tsela ye: (10)

Ka gona, ke thala 34 ka tsela ye:

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

So, I draw 34 like this:

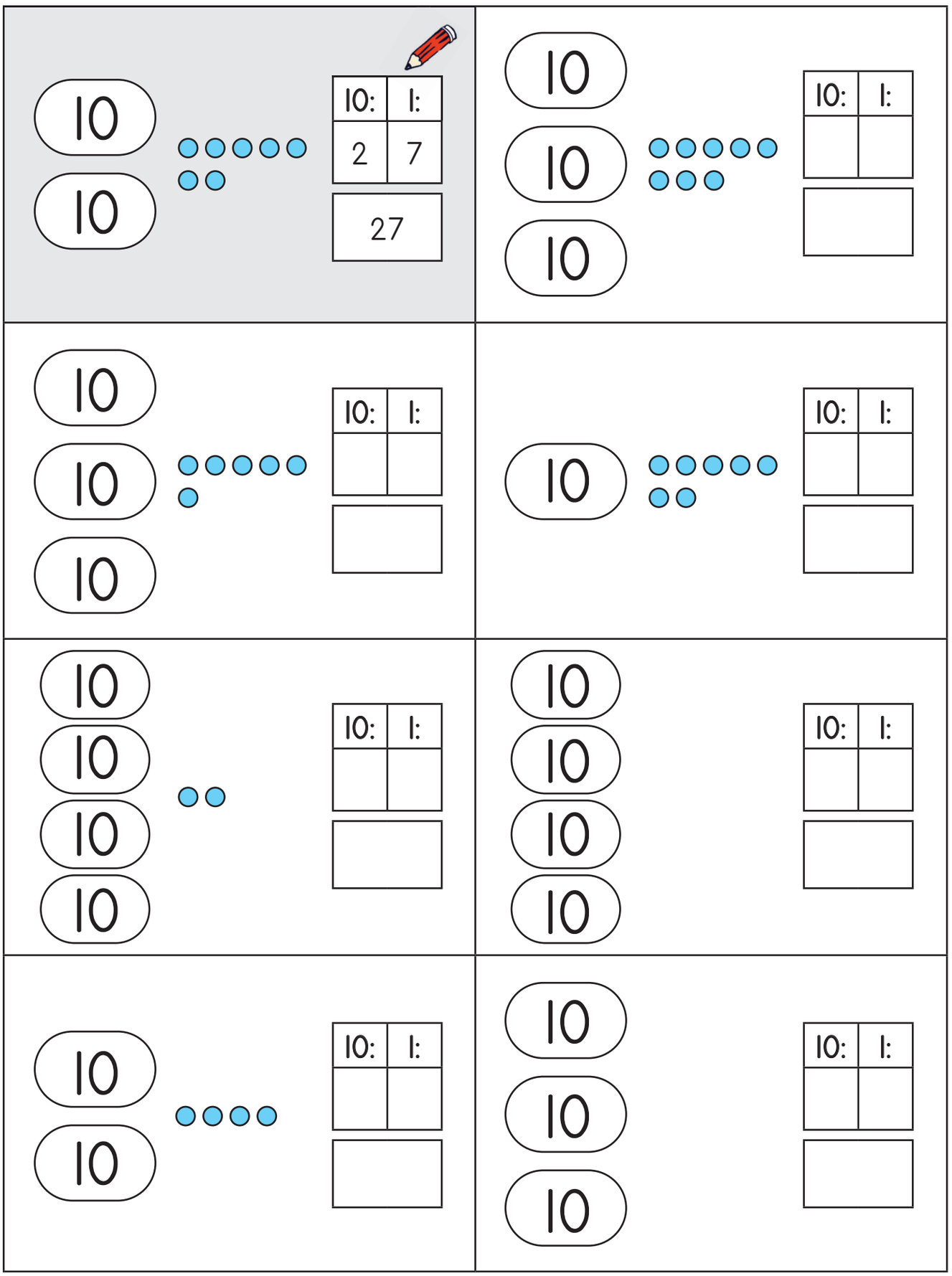
(10) (10) (10) ○○○○

Go tloga gabjale, o se ke wa thala botee ka moka. Šomiša (10) go bontšha 10.

From now on, do not draw all the ones. Use a (10) to show 10.

Na palo ke eng?

What is the number?



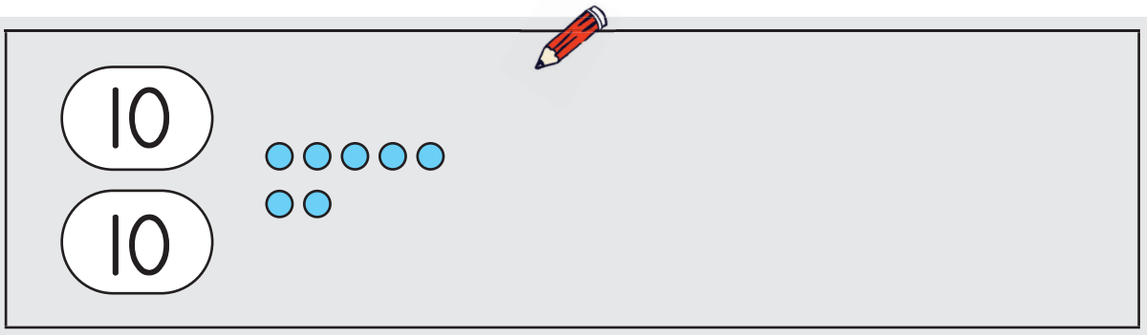
LETŠATŠI 2 • DAY 2

Dipalo tša go ya go 100
Numbers to 100

MMETSE WA HLOGO (MENTAL MATHS) → NNYANENYANENYANE GO YA GA KGOLOKGOLOKGOLO (SMALLEST TO BIGGEST) → PAPADI (GAME) → KGODIŠO YA KGOPOLO (CONCEPT DEVELOPMENT) → MATLAKALATŠHOMELO (WORKSHEETS)

1 Thala (10) gore o bontšhe 10. Thala ● gore o bontšhe 1.
Draw (10) to show 10. Draw ● to show 1.

27



27 = 10 + 10 + 7

43

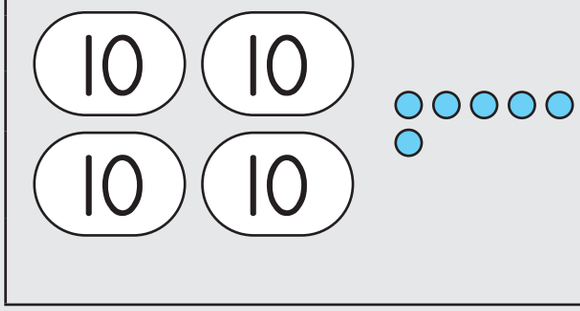
43 =

84

84 =

2 Na palo ke eng?

What is the number?

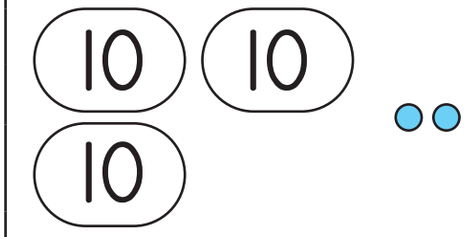


10:	1:
4	6

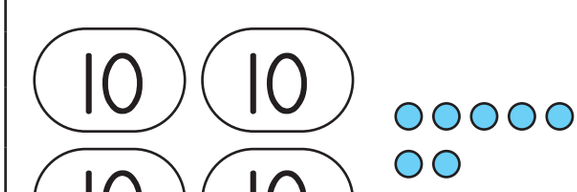
46

46 = 10 + 10 + 10 + 10 + 6

46 = 40 + 6



10:	1:



10:	1:

3 Hlahlamolla ka mal0 le bol.

Break down into 10s and 1s.

34 = 10 + 10 + 10 + 4

34 = 30 + 4

26 = _____

26 = _____

42 = _____

42 = _____

58 = _____

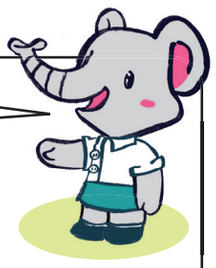
58 = _____

LETŠATŠI 3 • DAY 3

Dipalo tša go ya go 100
Numbers to 100

MMETSE WA HLOGO (MENTAL MATHS) → KGOLOKGOLOKGOLO GO YA GA NNYANENYANENYANE (BIGGEST TO SMALLEST) → PAPADI (GAME) → KGODIŠO YA KGOPOLO (CONCEPT DEVELOPMENT) → MATLAKALATŠHOMELO (WORKSHEETS)

Papadi: Fofa Gata dipalo
Game: Jump Step numbers



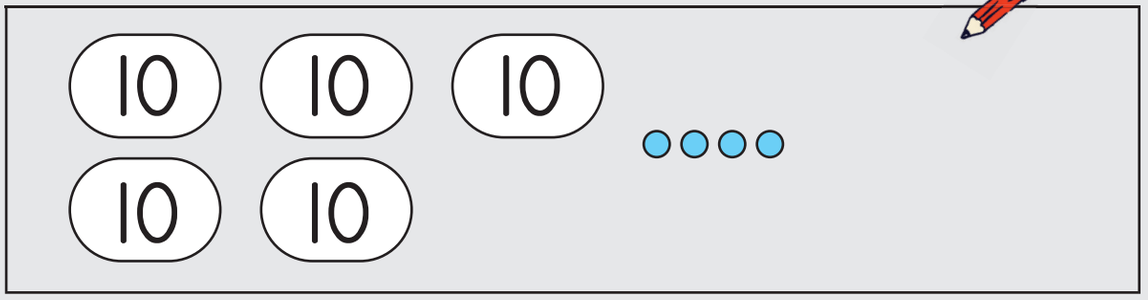
Leka se ge o le ka ntle.
Try this when you are outside.

10 = fofa (jump) ● = gata (step)

- Mogwera wa gago o bitša palo.
  Your friend calls a number.
- Fofa masome.
  Jump the tens.
- Gata botee.
  Step the ones.
- Raloka gae.
  Play at home.

1 Thala (10) gore o bontšhe 10. Thala ● gore o bontšhe 1.
Draw (10) to show 10. Draw ● to show 1.

54



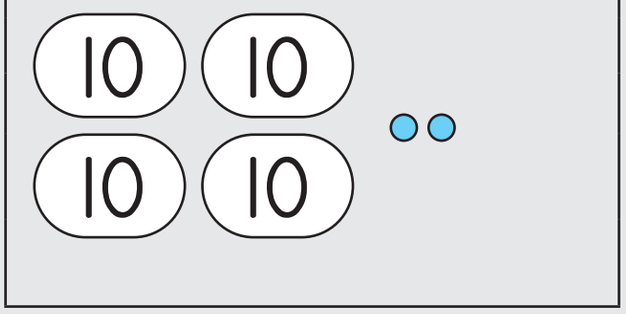
54 = 10 + 10 + 10 + 10 + 10 + 4

67

67 =

2 Na palo ke eng?

What is the number?

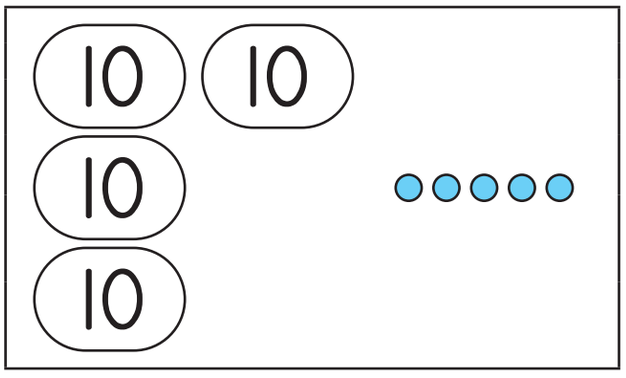


10:	1:
4	2

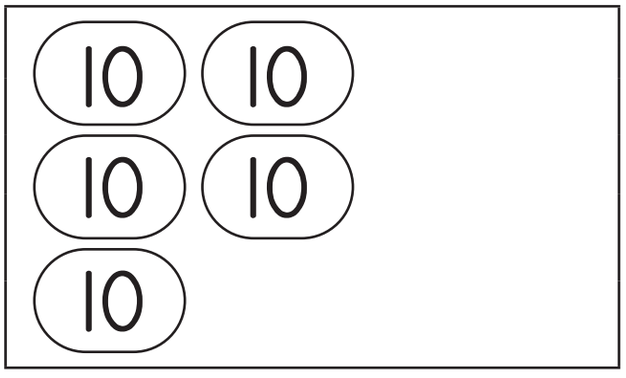
42

42 = 10 + 10 + 10 + 10 + 2

42 = 40 + 2



10:	1:



10:	1:

3 Hlahlamolla ka mal0 le bol.

Break down into 10s and 1s.

26 = 10 + 10 + 6

26 = 20 + 6

57 = _____

57 = _____

42 = _____

42 = _____

35 = _____

35 = _____

BEKE • WEEK 2

LETŠATŠI 4 • DAY 4

Ma10 le bo1
10s and 1s

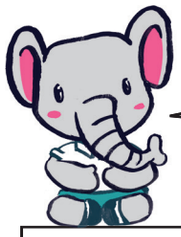
MMETSE WA HLOGO
MENTAL MATHS

KGOLOKGOLOKGOLO GO YA GA NNYANENYANENYANE
BIGGEST TO SMALLEST

→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

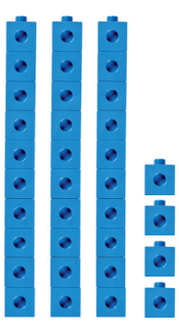
→ MATLAKALATŠHOMELO
WORKSHEETS



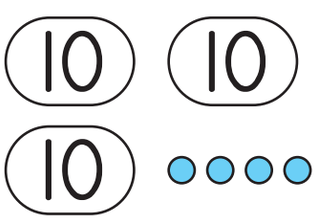
Nka aga dipalo ka dipoloko!
I can build numbers with blocks!

Nka thala diswantšho tša dipalo.
I can draw number pictures.

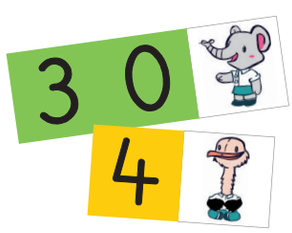
Nka bontšha gape dipalo ke šomiša dikarata tša ma10 le bo1.
I can also show numbers using 10s and 1s cards.



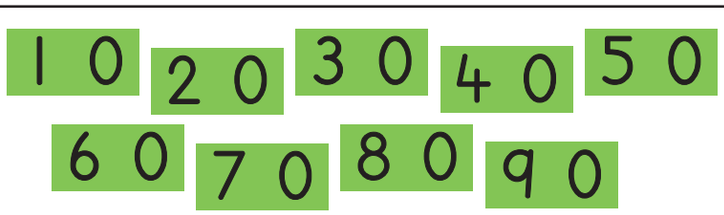
masometharo-nne
thirty four

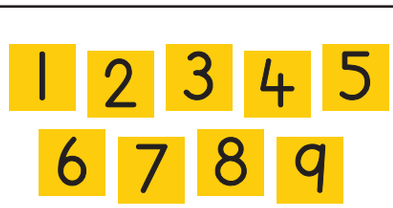


masometharo-nne
thirty four



masometharo-nne
thirty four





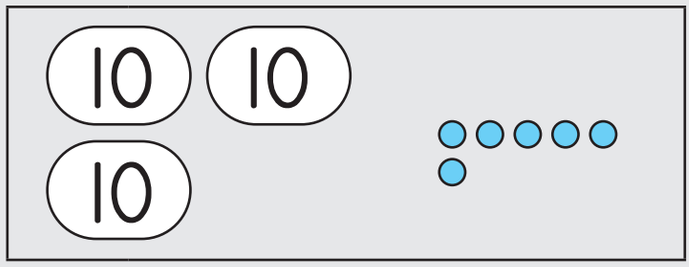
1 Na ke dikarata dife tšeo di dirago dipalo tše?

Which 10s and 1s cards make these numbers?

39	3 0 9	3 9
16		1 6
27		2 7
34		3 4
57		5 7
63		6 3

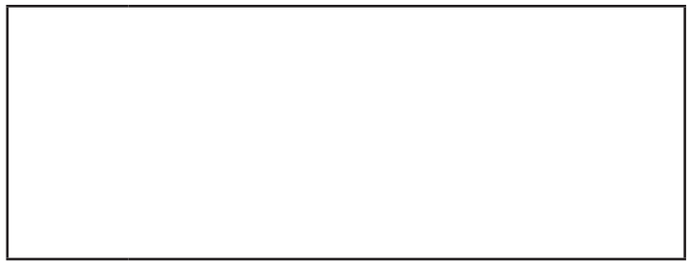
2 Thala palo. E bontšhe ka dikarata tša mal0 le bol. Ngwala mafokopalo.

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



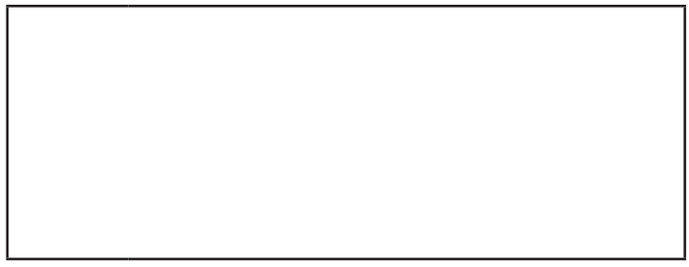
36 = 10 + 10 + 10 + 6

36 = 30 + 6



32 = _____

32 = _____



46 = _____

46 = _____

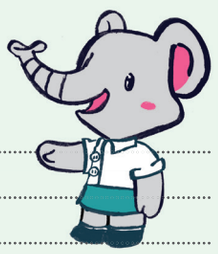
57 = _____

57 = _____

LETLAKALATŠHOMELO WORKSHEET → LETLAKALATŠHOMELO WORKSHEET

A re boleleng Mmetse!

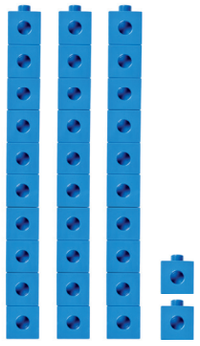
Let's talk Maths!



Ka Sepedi re re:	In English we say:
Thwantšha 1 ye nngwe le ye nngwe.	Snap each 1.
Fofa 10 le lengwe le le lengwe.	Jump each 10.
Gata 1 ye nngwe le ye nngwe.	Step each 1.
Boleng bja 3 go 34 ke 30.	The value of the 3 in 34 is 30.
Boleng bja 4 go 34 ke 4.	The value of the 4 in 34 is 4.
Hlahlamolla ka mal0 le bol.	Break down into 10s and 1s.

1 Na palo ke eng?

What is the number?



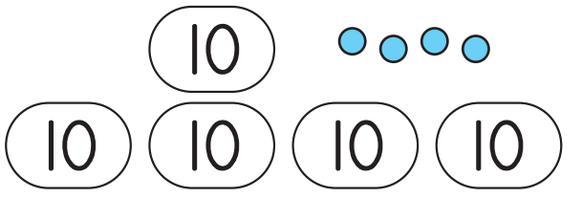
Na ke mal0 a makae? ____

How many 10s? _____

Na ke bol ba bakae? ____

How many 1s? _____

____ + ____ = ____



10:	1:	

2 Balela.

Calculate.

10 + ____ = 15	10 + ____ = 13	10 + ____ = 18

3 Hlahlamolla ka mal0 le bol.

Break down into 10s and 1s.

14 = ____ + ____	19 = ____ + ____	11 = ____ + ____

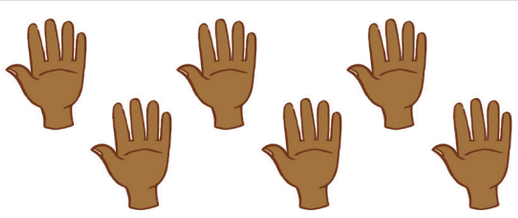
4 Rarolla.

Solve.

73 + 4 = ____	32 + 6 = ____	28 + 2 = ____
59 – 5 = ____	38 – 7 = ____	43 – 2 = ____

39 + 10 = ____	56 + 10 = ____	84 + 10 = ____
69 + 10 = ____	17 + 10 = ____	54 + 10 = ____

5

	Na ke matsogo a makae? How many hands?	
	Na ke menwana ye mekae? How many fingers?	

6

Matsogo a ma3, na menwana ke ye mekae? 3 hands, how many fingers?		Maoto a ma5, na menwana ya maoto ke ye mekae? 5 feet, how many toes?	
Matsogo a 7, na ke menwana ye mekae? 7 hands, how many fingers?		Maoto a 10, na menwana ya maoto ke ye mekae? 10 feet, how many toes?	

7 Balela.

Calculate.

5 x 2 = ____	5 x 3 = ____	5 x 4 = ____	5 x 5 = ____

8 Balela.

Calculate.

Seripa: Half:	8		9	
Pedifatša: Double:	8		9	

BEKE • WEEK 3

LETŠATŠI 1 • DAY 1

Go hlakantšha bo10
Adding 10s

MMETSE WA HLOGO – MENTAL MATHS | NTŠI KA 5/ NNYANE KA 5 – 5 MORE/5 LESS → PAPADI – GAME → KGODIŠO YA KGOPOLO – CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO – WORKSHEETS

Papadi: 1, 2, 3 Bontšha – go hlakantšha
Game: 1, 2, 3 Show – addition

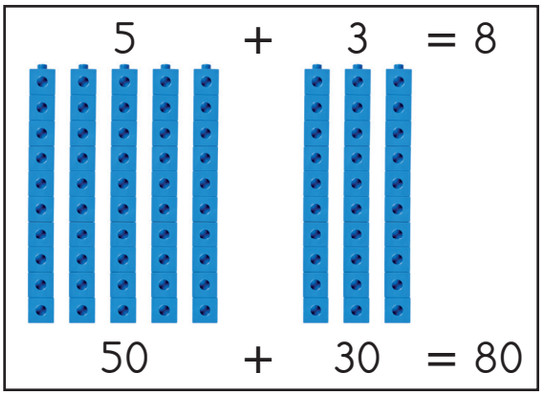
- Šomang ka bobedi.
  Work in pairs.
- E re 1, 2, 3 Bontšha! Bontšhang letsogo le 1 ka o tee ka o tee.
  Say 1, 2, 3 Show! Show 1 hand each.
- Hlakantšha menwana!
  Add the fingers!
- E re 1, 2, 3 Bontšha! Bontšhang matsogo a ma2 ka o tee ka o tee.
  Say 1, 2, 3 Show! Show 2 hands each.
- Hlakantšha menwana! Lebelela mal0.
  Add the fingers. Look for 10s.
- Bušeletša gape, leka ka lebelo.
  Go again, try faster.

Ke a tseba go re 5 + 3 = 8. Ka go realo, ke a tseba go re 50 + 30 = 80.

I know that 5 + 3 = 8. Therefore, I know that 50 + 30 = 80.

Nka hlakantšha botee. Ka gona, nka kgona go hlakantšha masome!

I can add ones. So I can add tens!



1 Rarolla ka go šomiša dipoloko.
Solve using blocks.

2 + 3 = 5	4 + 3 = ___	3 + 3 = ___
20 + 30 = 50	40 + 30 = ___	30 + 30 = ___

2 Rarolla ka go thala diswantšho. Šomiša (10) go thala mal0.
Solve by drawing pictures. Use (10) to draw 10.

20 + 30 (10) (10) (10) (10) (10) = 50

30 + 40 [ ] = ___

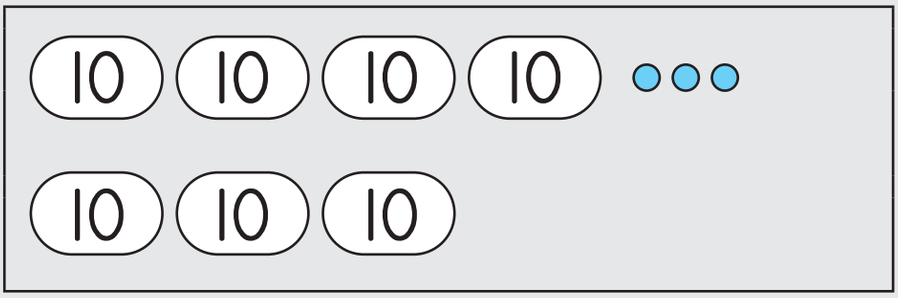
3 Rarolla ka go thala diswantšho. Šomiša (10) go thala mal0.

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

Ke a tseba go re 40 + 30 = 70. Ka go realo, ke a tseba go re 43 + 30 = 73.

I know that 40 + 30 = 70. So I know that 43 + 30 = 73.

43 + 30



10:	1:
7	3

73

36 + 30

10:	1:

45 + 20

10:	1:

4 Hlakantšha.

Add.

30 + 20 = 50	40 + 50 = ____	30 + 30 = ____
37 + 20 = 57	45 + 50 = ____	39 + 30 = ____

70 + 20 = ____	30 + 50 = ____
73 + 20 = ____	34 + 50 = ____

Nka hlakantšha 10 le palo ye nngwe le ye nngwe!

I can add 10 to any number!

BEKE • WEEK 3

LETŠATŠI 2 • DAY 2

Go ntšha ma10

Subtracting 10s

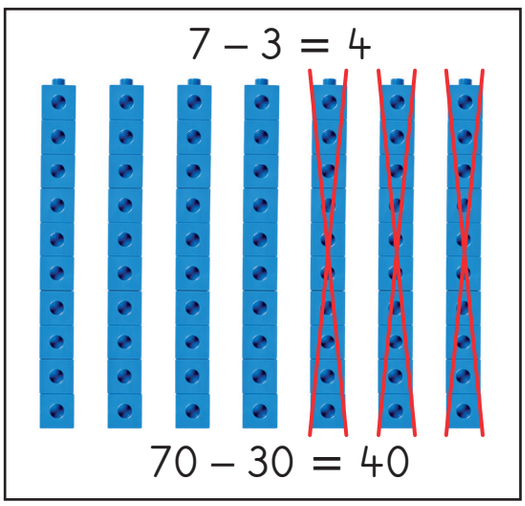
MMETSE WA HLOGO — MENTAL MATHS | NTŠI KA 5/ NNYANE KA 5 — 5 MORE/5 LESS → PAPADI — GAME → KGODIŠO YA KGOPOLO — CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO — WORKSHEETS

Ke a tseba go re 7 – 3 = 4. Ka go realo, ke a tseba go re 70 – 30 = 40.

I know that 7 – 3 = 4. Therefore, I know that 70 – 30 = 40.

Nka ntšha botee, ka gona, nka ntšha le masome!

I can subtract ones so I can subtract tens!



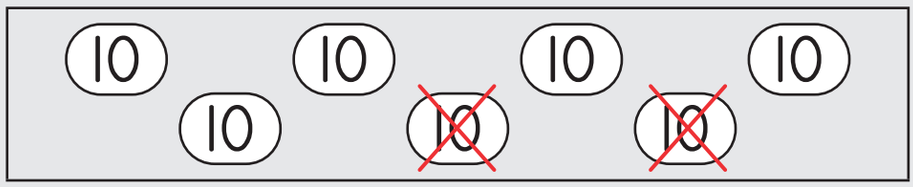
1 Rarolla ka go šomiša dipoloko.

Solve using blocks.

7 – 4 = 3	5 – 2 = ____	6 – 4 = ____
70 – 40 = 30	50 – 20 = ____	60 – 40 = ____
9 – 4 = ____	8 – 4 = ____	9 – 3 = ____
90 – 40 = ____	80 – 40 = ____	90 – 30 = ____

2 Rarolla ka go thala diswantšho. Šomiša (10) go thala mal0.

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

70 – 20  = 50

50 – 30 ____ = ____

3 Ntšha.

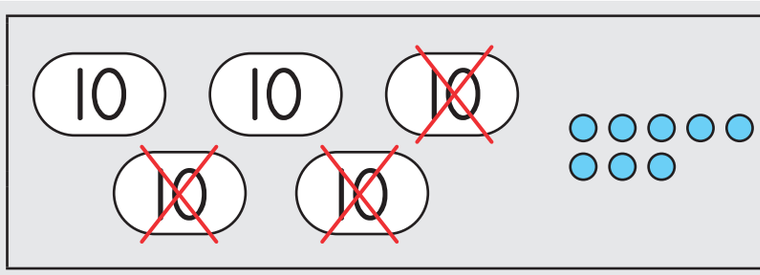
Subtract.

30 – 10 = 20	50 – 30 = ____	60 – 40 = ____
70 – 40 = ____	80 – 30 = ____	90 – 20 = ____
60 – 50 = ____	80 – 50 = ____	90 – 40 = ____

4 Rarolla ka go thala diswantšho.

Solve by drawing pictures.

58 – 30

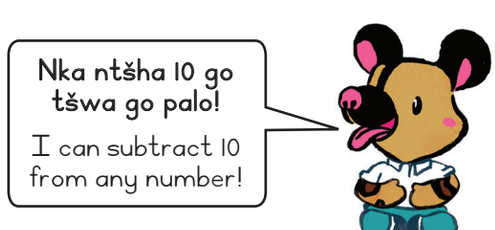


10:	1:
2	8

28

65 – 30

10:	1:



5 Ntšha.

Subtract.

50 – 30 = 20	70 – 40 = ____	90 – 20 = ____
58 – 30 = 28	75 – 40 = ____	97 – 20 = ____
60 – 20 = ____	70 – 50 = ____	80 – 60 = ____
62 – 20 = ____	75 – 50 = ____	83 – 60 = ____

BEKE • WEEK 3

LETŠATŠI 3 • DAY 3

Go hlakantšha bo1 go dipalo tše dikgolo

Adding 1s in bigger numbers

MMETSE WA HLOGO – MENTAL MATHS | NTŠI KA 10/ NNYANE KA 10 – 10 MORE/10 LESS → PAPADI – GAME → KGODIŠO YA KGOPOLO – CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO – WORKSHEETS

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

Mo mothalong wo, re bala go tloga go 41 go ya ga 50!

In this row we count from 41 to 50!

Ke a tseba go re 4 + 5 = 9. Ka go realo, ke a tseba go re 44 + 5 = 49.

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

+5

41	42	43	44	45	46	47	48	49	50

1

4 + 5 = 9	3 + 4 = ____	3 + 6 = ____
44 + 5 = 49	43 + 4 = ____	43 + 6 = ____

−4

41	42	43	44	45	46	47	48	49	50

2

9 − 4 = 5	8 − 3 = ____	6 − 3 = ____
49 − 4 = 45	48 − 3 = ____	46 − 3 = ____

Ke a tseba go re 9 − 4 = 5. Ka go realo, ke a tseba go re 49 − 4 = 45.

I know that 9 − 4 = 5. Therefore I know that 49 − 4 = 45.

7 − 4 = ____	9 − 6 = ____
47 − 4 = ____	49 − 6 = ____

A re lebeleleng ma50!
Mo mothalong wo, re bala go tloga go 51 go ya ga 60.

Let's look at the 50s! In this row we count from 51 to 60.

+4

51	52	53	54	55	56	57	58	59	60

3

55 + 4 = 59	52 + 6 = ___	55 + 5 = ___
54 + 3 = 57	51 + 5 = ___	57 + 2 = ___
57 – 2 = ___	59 – 4 = ___	53 – 3 = ___
58 – 4 = ___	57 – 5 = ___	59 – 6 = ___

+3

61	62	63	64	65	66	67	68	69	70

4

62 + 3 = 65	64 + 4 = ___	65 + 5 = ___
64 + 5 = 69	66 + 3 = ___	67 + 3 = ___
68 – 3 = ___	68 – 5 = ___	64 – 3 = ___
65 – 2 = ___	69 – 6 = ___	66 – 4 = ___

5

Thozi o pakile dikuku tše 69. Ba lapa la gagwe ba jele tše 6. Na go šetše dikuku tše kae?

Thozi baked 69 scones. Her family ate 6. How many scones remain?

Sipho o rwele dilitere tše 70 tša meetse. O tšholla dilitere tše 5. Na go šetše dilitere tše kae?

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

BEKE • WEEK 3

LETŠATŠI 4 • DAY 4

Go ntšha bo1 go dipalo tše dikgolo

Subtracting 1s in bigger numbers

MMETSE WA HLOGO / MENTAL MATHS — NTŠI KA 10/ NNYANE KA 10 / 10 MORE/10 LESS → PAPADI / GAME → KGODIŠO YA KGOPOLO / CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO / WORKSHEETS

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

Mo mothalong wo, re bala go tloga go 71 go ya ga 80!

In this row we count from 71 to 80!

Ke a tseba go re 5 + 4 = 9. Ka go realo, ke a tseba go re 75 + 4 = 79.

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

+4

71	72	73	74	75	76	77	78	79	80

1

5 + 4 = 9	2 + 4 = ____	3 + 6 = ____
75 + 4 = 79	72 + 4 = ____	73 + 6 = ____

−4

71	72	73	74	75	76	77	78	79	80

2

8 − 4 = 4	9 − 7 = ____	8 − 5 = ____
78 − 4 = 74	79 − 7 = ____	78 − 5 = ____

Ke a tseba go re 8 − 4 = 4. Ka go realo, ke a tseba go re 78 − 4 = 74.

I know that 8 − 4 = 4. Therefore, I know that 78 − 4 = 74.

6 − 2 = ____	9 − 3 = ____
76 − 2 = ____	79 − 3 = ____

A re lebeleleng ma80!
Mo mothalong wo, re bala go tloga go 81 go ya ga 90.

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

+3

81	82	83	84	85	86	87	88	89	90

3

85 + 3 = 88	83 + 6 = ____	86 + 4 = ____
82 + 3 = 85	82 + 4 = ____	87 + 2 = ____
87 – 2 = ____	89 – 4 = ____	84 – 3 = ____
86 – 4 = ____	88 – 5 = ____	87 – 5 = ____

+4

91	92	93	94	95	96	97	98	99	100

4

92 + 4 = 96	94 + 3 = ____	96 + 4 = ____
95 + 5 = 100	96 + 2 = ____	93 + 3 = ____
96 – 3 = ____	98 – 5 = ____	95 – 3 = ____
97 – 2 = ____	99 – 7 = ____	96 – 6 = ____

5

Sam o be a na le dimabole tše 81. O thopile tše dingwe gape tše 6. Na o na le dimabole tše kae gabjale?

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

Asa o na le R98. O reka apole ka R5. Na o na le bokae gabjale?

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

LETLAKALATŠHOMELO WORKSHEET → LETLAKALATŠHOMELO WORKSHEET

A re boleleng Mmetse!

Let's talk Maths!

Ka Sepedi re re:	In English we say:
Rarolla ka go thala diswantšho tša dipalo.	Solve by drawing number pictures.
Ke a tseba go re 4 + 3 = 7. Ka go realo, ke a tseba go re 40 + 30 = 70.	I know that 4 + 3 = 7. Therefore, I know that 40 + 30 = 70.
Ke a tseba go re 9 – 4 = 5. Ka go realo, ke a tseba go re 90 – 40 = 50.	I know that 9 – 4 = 5. Therefore, I know that 90 – 40 = 50.
Ke a tseba go re 30 + 40 = 70. Ka go realo, ke a tseba go re 35 + 40 = 75.	I know that 30 + 40 = 70. Therefore, I know that 35 + 40 = 75.
Ke a tseba go re 70 – 30 = 40. Ka go realo, ke a tseba go re 76 – 30 = 46.	I know that 70 – 30 = 40. Therefore, I know that 76 – 30 = 46.

1 Šomiša paterone e go thuše go rarolla.

Solve using the pattern for help.

3 + 4 = 7	2 + 6 = ___	8 – 3 = ___	9 – 6 = ___
30 + 40 = 70	20 + 60 = ___	80 – 30 = ___	90 – 60 = ___

2 Šomiša paterone e go thuše go rarolla.

Solve using the pattern for help.

20 + 30 = 50	50 + 20 = ___	70 – 40 = ___	60 – 20 = ___
26 + 30 = 56	58 + 20 = ___	75 – 40 = ___	63 – 20 = ___

3 Šomiša paterone e go thuše go rarolla.

Solve using the pattern for help.

2 + 3 = 5	5 + 4 = ___	8 – 2 = ___	5 – 3 = ___
72 + 3 = 75	35 + 4 = ___	58 – 2 = ___	65 – 3 = ___

4 Thala (10) gore o bontšhe 10. Thala ● gore o bontšhe 1.

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

48

48 =

5 Hlahlamolla ka ma10 le bo1.

Break down into 10s and 1s.

53 = _____

49 = _____

6 Rarolla.

Solve.

82 + 10 = ____	64 + 5 = ____	28 + 2 = ____
49 – 6 = ____	87 – 5 = ____	87 – 10 = ____

7

Na ke mapokisi a makae? How many boxes?	
Na ke dikhrayone tše kae? How many crayons?	

8

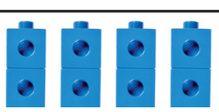
Bana ba ba3, na ke menwana ye mekae? 3 children, how many fingers?		Bana ba ba4, na menwana ya maoto ke ye mekae? 4 children, how many toes?	
Bana ba ba5, na ke menwana ye mekae? 5 children, how many fingers?		Bana ba 10, na menwana ya maoto ke ye mekae? 10 children, how many toes?	

Dihlopha tša 2
Groups of 2

MMETSE WA HLOGO – MENTAL MATHS | FIZZ POP – GO PEDIFATŠA – FIZZ POP – DOUBLING → PAPADI – GAME → KGODIŠO YA KGOPOLO – CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO – WORKSHEETS

Papadi: Atiša ka 2
Game: Multiply by 2

- Aga ditora tše 10 tša dipoloko tše 2.
  Build 10 towers of 2 blocks.
- Morutiši wa gago o bitša palo.
  Your teacher calls a number.
- Tšea ditora tša palo yeo.
  Take that many towers.
- Na ke dikhube tše kae?
  How many cubes?
- Bitša lefokopalo, "2 atiša ka 4 ke 8!"
  Say the number sentence, "4 times 2 equals 8!"

4 × 2 =  4 × 2 = 8

1 Bontšha ka go šomiša ditora tša gago tša dipalo. Ke moka o rarolle.
Show using your number towers. Then solve.

3 × 2 = 6	5 × 2 = ____	7 × 2 = ____
4 × 2 = ____	9 × 2 = ____	10 × 2 = ____

2 Feleletša lefokopalo la seswantšho se sengwe le se sengwe.
Complete the number sentence for each picture.

	5 atiša ka 2 e lekana le 10 5 times 2 equals 10	5 × 2 = 10
	masome a____a lekana le____ ____ times 2 equals ____	____ × ____ = ____

Katišanetšwa e mabapi le go bušeletša dihlopha tše pedi tša go lekana. Ge re atiša ka 2, re gopola ka dihlopha tša 2.

Multiplication is about repeating equal groups. When we multiply by 2, we think about groups of 2.

3

Na ke bana ba bakae? How many children?	6
Na ke mahlo a makae? How many eyes?	12

Na ke bana ba bakae? How many children?	
Na ke mahlo a makae? How many eyes?	

Na ke mapotlelo a makae? How many bottles?	5
Na ke dilitere tše kae? How many litres?	10

Na ke mapotlelo a makae? How many bottles?	
Na ke dilitere tše kae? How many litres?	

4 Bala ka bo2 go bontšha palo ya dilitere.

Count in 2s to show the number of litres.

mapotlelo bottles	1	2	3	4	5	6	7	8	9	10
dilitere litres	2									

5 Balela.

Calculate.

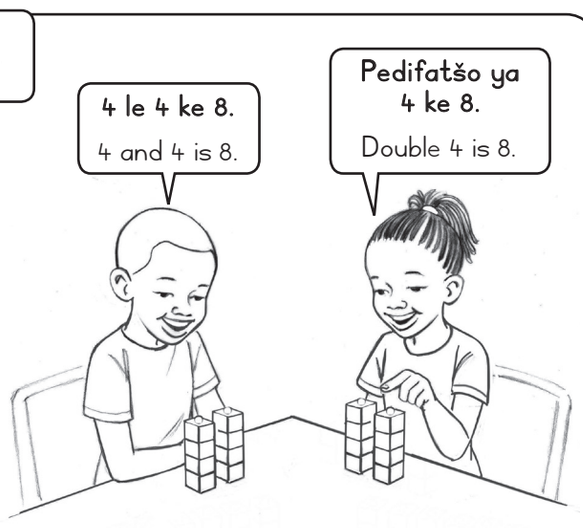
3 × 2 = 6	5 × 2 = ___	6 × 2 = ___	2 × 2 = ___
1 × 2 = ___	4 × 2 = ___	8 × 2 = ___	10 × 2 = ___

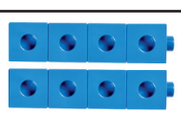
Go pedifatša
Doubling

MMETSE WA HLOGO – MENTAL MATHS | FIZZ POP – GO PEDIFATŠA – FIZZ POP – DOUBLING → PAPADI – GAME → KGODIŠO YA KGOPOLO – CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO – WORKSHEETS

Papadi: Pedifatša
Game: Double

- Morutiši wa gago o bitša palo.
  Your teacher calls a number.
- Aga palo o šomiša dikhube.
  Build the number using cubes.
- Bjale bontšha dihlopha tše 2 tša go lekana. Pedifatša!
  Now show 2 equal groups. Double!
- Na ke dikhube tše kae?
  How many cubes?
- Bitša lefokopalo, "Pedifatšo ya 4 ke 8."
  Say the number sentence, "Double 4 is 8."

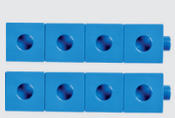
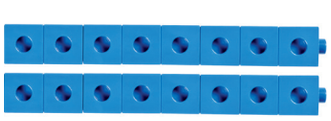


$2 \times 4 =$  $2 \times 4 = \underline{8}$

1 Bontšha ka go šomiša ditora tša gago tša dipalo. Ke moka o rarolle.
Show using your number towers. Then solve.

$3 \times 2 = \underline{6}$	$5 \times 2 = \_\_\_$	$11 \times 2 = \_\_\_$
$12 \times 2 = \_\_\_$	$9 \times 2 = \_\_\_$	$10 \times 2 = \_\_\_$

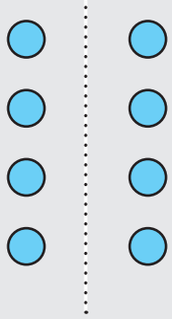
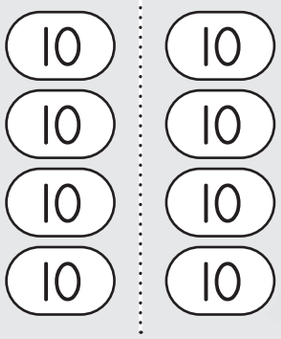
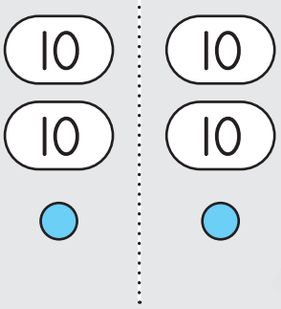
2 Feleletša lefokopalo la seswantšho se sengwe le se sengwe.
Complete the number sentence for each picture.

	Pedifatšo ya 4 ke 8. Double 4 is 8.	$2 \times 4 = 8$
	Pedifatšo ya ____ ke ____. Double ____ is ____.	____ × ____ = ____

Dira eke mothalo ke seipone sa maleatlana. Thala palo ka lehlakoreng le tee. E thale gape ka lehlakoreng le lengwe.

Pretend the line is a magic mirror. Draw the number on one side. Draw it again on the other side.

3

4 × 2	40 × 2	21 × 2
		
4 × 2 = 8	40 × 2 = 80	21 × 2 = 42

3 × 2	30 × 2	12 × 2
3 × 2 = ____	30 × 2 = ____	12 × 2 = ____

4 Balela.

Calculate.

2 × 2 = 4	3 × 2 = ____	4 × 2 = ____	5 × 2 = ____
20 × 2 = 40	30 × 2 = ____	40 × 2 = ____	50 × 2 = ____
6 × 2 = ____	8 × 2 = ____	10 × 2 = ____	12 × 2 = ____
7 × 2 = ____	9 × 2 = ____	11 × 2 = ____	13 × 2 = ____

BEKE • WEEK 4

LETŠATŠI 3 • DAY 3

Dihlopha tša 10

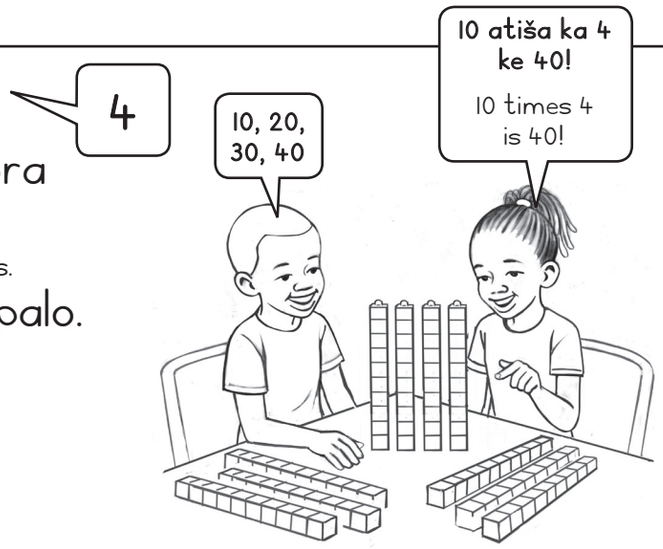
Groups of 10

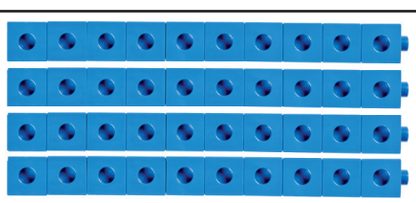
MMETSE WA HLOGO – MENTAL MATHS | FIZZ POP – GO PEDIFATŠA – FIZZ POP – DOUBLING → PAPADI – GAME → KGODIŠO YA KGOPOLO – CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO – WORKSHEETS

Papadi: Atiša ka 10

Game: Multiply by 10

- Itokišetše ka go aga ditora tša 10 tša dipoloko tše 10.
  Prepare by building 10 towers of 10 blocks.
- Morutiši wa gago o bitša palo.
  Your teacher calls a number.
- Tšea ditora tša palo yeo.
  Take that many towers.
- Na ke dikhube tše kae?
  How many cubes?
- Bitša lefokopalo, "10 atiša ka 4 ke 40."
  Say the number sentence, "10 times 4 is 40".



10 × 4 =  10 × 4 = 40

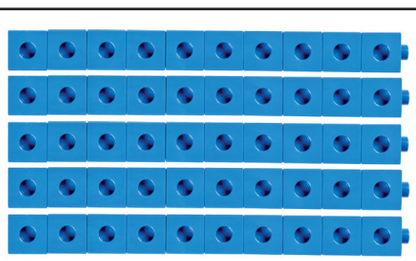
1 Bontšha ka go šomiša ditora tša gago tša dipalo. Ke moka o balele.

Show using your number towers. Then calculate.

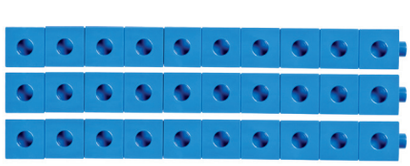
3 × 10 = 30	5 × 10 = ____	7 × 10 = ____
4 × 10 = ____	9 × 10 = ____	10 × 10 = ____

2 Feleletša lefokopalo.

Complete the number sentence.



10 × ____ = ____



10 × ____ = ____

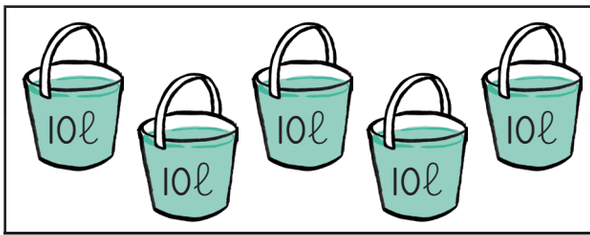
3

Na ke mapokisi a makae? How many boxes?	5
Na ke dikhrayone tše kae? How many crayons?	50

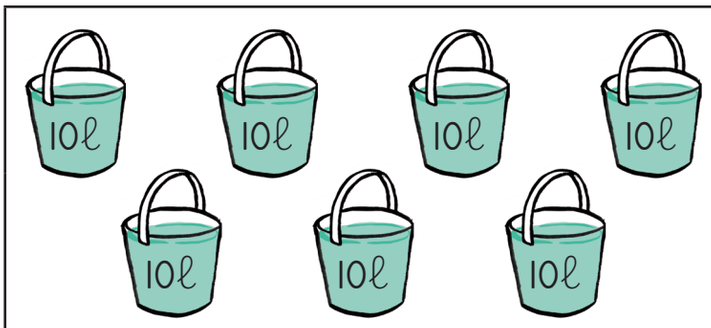
Na ke mapokisi a makae? How many boxes?	
Na ke dikhrayone tše kae? How many crayons?	

mapokisi boxes	1	2	3	4	5	6	7	8	9	10
dikhrayone crayons	10	20								

4



Na ke dipakete tše kae? How many buckets?	
Na ke dilitere tše kae? How many litres?	



Na ke dipakete tše kae? How many buckets?	
Na ke dilitere tše kae? How many litres?	

5 Balela.

Calculate.

Ge ke atiša 1 ka 10, ke bala ka mal0.

When I multiply by 10, I count in 10s.

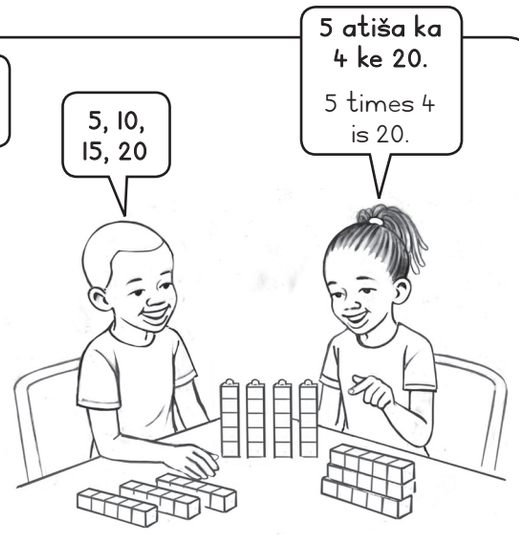
3 × 10 = 30	5 × 10 = ____	6 × 10 = ____	2 × 10 = ____
1 × 10 = ____	4 × 10 = ____	8 × 10 = ____	10 × 10 = ____

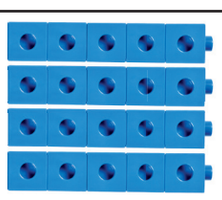
Dihlopha tša 5
Groups of 5

MMETSE WA HLOGO – MENTAL MATHS | FIZZ POP – GO PEDIFATŠA – FIZZ POP – DOUBLING → PAPADI – GAME → KGODIŠO YA KGOPOLO – CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO – WORKSHEETS

Papadi: Atiša ka 5
Game: Multiply by 5

- Aga ditora tše 10 tša dipoloko tše 5.
  Build 10 towers of 5 blocks.
- Morutiši wa gago o bitša palo.
  Your teacher calls a number.
- Tšea ditora tša palo yeo.
  Take that many towers.
- Na ke dikhube tše kae?
  How many cubes?
- Bitša lefokopalo, "5 atiša ka 4 ke 20."
  Say the number sentence, "5 times 4 is 20".

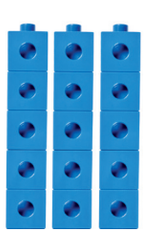
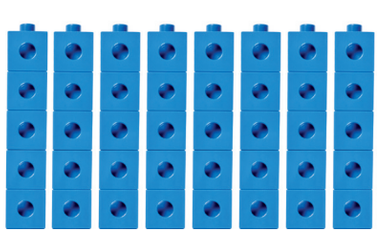


5 × 4 =  5 × 4 = 20

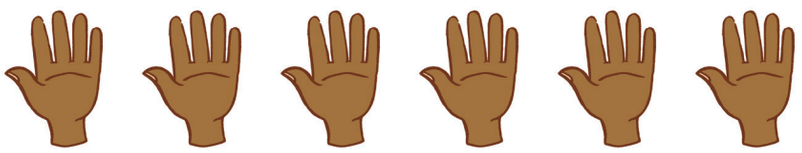
1 Bontšha ka go šomiša ditora tša gago tša dipalo. Ke moka o balele.
Show using your number towers. Then calculate.

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

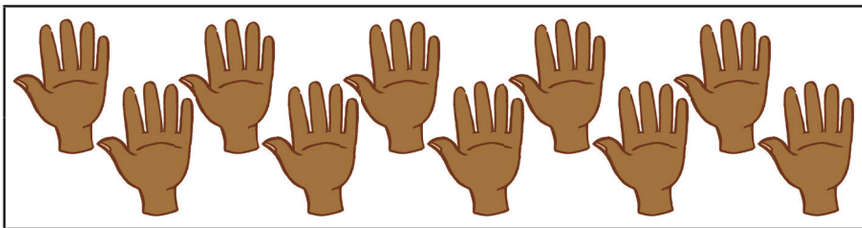
2 Feleletša lefokopalo.
Complete the number sentences.

 5 × ___ = ___	 5 × ___ = ___	 5 × ___ = ___

3



Matsogo? Hands?	
Menwana? Fingers?	



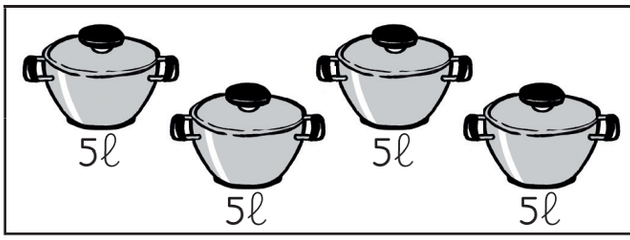
Matsogo? Hands?	
Menwana? Fingers?	

4 Na ke menwana ye mekae?

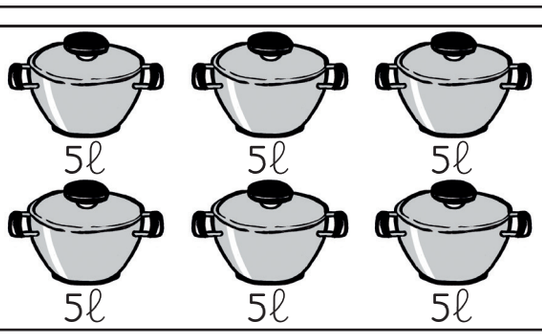
How many fingers?

matsogo hands	1	2	3	4			7	8	9	10
menwana fingers	5				25	30				

5



Na ke dipitša tše kae? How many pots?	
Na ke dilitere tše kae? How many litres?	



Na ke dipitša tše kae? How many pots?	
Na ke dilitere tše kae? How many litres?	

Ge ke atiša ka 5, ke bala ka bo5.
Ke netefatša palo ya bo5 ka go šomiša menwana ya ka.

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

6 Balela.

Calculate.

3 × 5 = 15	5 × 5 = ____	6 × 5 = ____	2 × 5 = ____
1 × 5 = ____	4 × 5 = ____	8 × 5 = ____	10 × 5 = ____

LETLAKALATŠHOMELO WORKSHEET → LETLAKALATŠHOMELO WORKSHEET

A re boleleng Mmetse!

Let's talk Maths!

Ka Sepedi re re:	In English we say:
dihlopha tša go lekana	equal groups
Ngwana o tee o na le ditsebe tše 2.	One child has 2 ears.
Bana ba ba5 ba na le ditsebe tše 10.	5 children have 10 ears.
Dihlopha tše hlano tša pedi ke lesome.	Five groups of two is ten.
Go na le bopedi ba ba5 ka go 10.	There are 5 twos in 10.
Pakete e tee e na le dilitere tše 10.	One bucket has 10 litres.
Dipakete tše 4 di na le dilitere tše 40.	4 buckets have 40 litres.
Dihlopha tše nne tša lesome ke masomenne.	Four groups of ten is forty
Go na le masome a ma4 ka go 40.	There are 4 tens in 40.

1 Balela.

Calculate.

Na ke dijeke tše kae? How many jugs?	
Na ke dilitere tše kae? How many litres?	

2 Balela.

Calculate.

3 x 5 = ____	7 x 5 = ____	5 x 5 = ____	6 x 5 = ____
9 x 5 = ____	2 x 5 = ____	4 x 5 = ____	8 x 5 = ____

3 Balela.

Calculate.

4 x 10 = ____	6 x 10 = ____	9 x 10 = ____	8 x 10 = ____
7 x 10 = ____	3 x 10 = ____	5 x 10 = ____	2 x 10 = ____

4 Thala (10) gore o bontšhe 10. Thala ● gore o bontšhe 1.

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

36	
52	

5 Hlahlamolla ka mal0 le bol.

Break down into 10s and 1s.

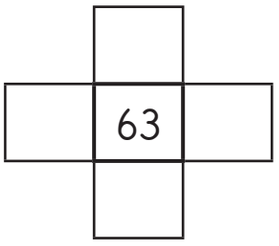
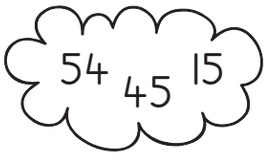
78 = _____	53 = _____

6 Rarolla.

Solve.

63 + 6 = ____	92 + 5 = ____	67 + 3 = ____
59 – 5 = ____	78 – 4 = ____	50 – 3 = ____
34 + 30 = ____	56 – 20 = ____	45 + 40 = ____

7

Na palo ke eng? What is the number?	Feleletša #*Hashtag*! Complete the #Hashtag!	Beakanya go tloga go ye nnyane go ya go ye kgolo. Order from small to big.
(10) (10) (10) (10) ●●● _____		 ____ ____ ____

8

Seripa: Half:	10		11	
Pedifatša: Double:	10		11	

BEKE • WEEK 5

LETŠATŠI 1 • DAY 1

Go hlakantšha le go ntšha bo1 go dipalo tše dikgolo

Adding and subtracting 1s in bigger numbers

MMETSE WA HLOGO – MENTAL MATHS | GO HLAKANTŠHA LE GO NTŠHA – ADD AND SUBTRACT → PAPADI – GAME → KGODIŠO YA KGOPOLO – CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO – WORKSHEETS

Papadi: Mmetse wa lebelo ka dikarata – ntšha go 10!

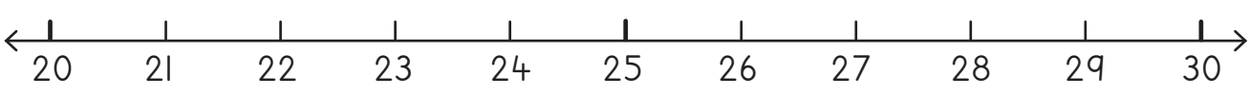
Game: Fast maths with cards – subtract from 10!

- Bea dikarata tša dipalo 0–10 ka mokgobo.
  Place number cards 0 to 10 in a pile.
- Ribolla karata e tee.
  Flip over one card.
- Ntšha go 10. Buše letša gape.
  Subtract from 10. Do it again.
- Bjale šoma ka mokgobo wa gago ka lebelo.
  Now work through the pile faster.

1 Rarolla. Šomiša mothalopalo go hwetša thušo.

Solve. Use the number line for help.

1 + 3 = 4	3 + 4 = ____	5 – 1 = 4	6 – 4 = ____
21 + 3 = 24	23 + 4 = ____	25 – 1 = 24	26 – 4 = ____
25 + 3 = 28	24 + 5 = ____	29 – 3 = 26	28 – 4 = ____
22 + 8 = ____	22 + 6 = ____	28 – 6 = ____	29 – 5 = ____



2

Sizwe o na le dimabole tše 29. O fa mogwera wa gagwe tše 7. Na Sizwe o na le dimabole tše kae gabjale?

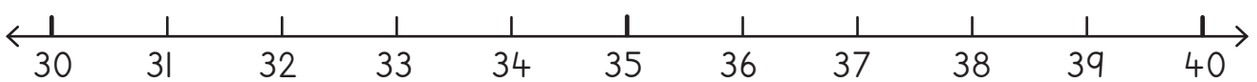
Sizwe has 29 marbles. He gave 7 to his friend. How many marbles does Sizwe have now?

3 Rarolla. Šomiša mothalopalo go hwetša thušo.

Solve. Use the number line for help.

4 + 6 = 10, ka go realo 34 + 6 = 40.
6 – 4 = 2, ka go realo 36 – 4 = 32.
4 + 6 = 10, therefore 34 + 6 = 40.
6 – 4 = 2, therefore 36 – 4 = 32.

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



4

TateJola o be a na le dikgomo tše 32. O rekile tše dingwe gape tše 6. Na o na le dikgomo tše kae gabjale?

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

Sanele o kitimile dikhilometara tše 38 kgwedi yeo e fetilego. Entle o kitimile dikhilometara tše tlase ka tše 4. Na Entle o kitimile dikhilometara tše kae?

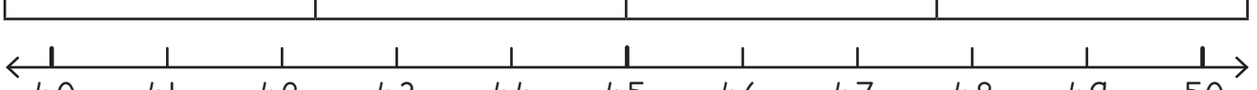
Sanele ran 38 kilometres last month. Entle ran 4 kilometres less. How many kms did Entle run?

5 Rarolla. Šomiša mothalopalo go hwetša thušo.

Solve. Use the number line for help.

5 + 4 = 9, ka go realo 45 + 4 = 49.
8 – 7 = 1, ka go realo 48 – 7 = 41.
5 + 4 = 9, therefore 45 + 4 = 49.
8 – 7 = 1, therefore 48 – 7 = 41.

40 + 8 = ____	43 + 3 = ____	49 – 2 = ____	48 – 4 = ____
44 + 5 = ____	45 + 3 = ____	50 – 5 = ____	49 – 6 = ____
42 + 5 = ____	43 + 7 = ____	50 – 8 = ____	48 – 7 = ____



BEKE • WEEK 5

LETŠATŠI 2 • DAY 2

Go hlakantšha le go ntšha bo1 go dipalo tše dikgolo

Adding and subtracting 1s in bigger numbers

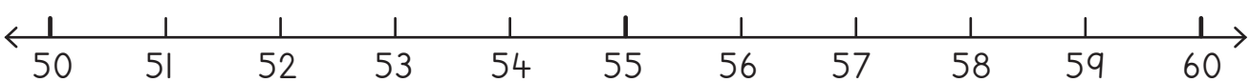
MMETSE WA HLOGO – MENTAL MATHS | GO HLAKANTŠHA LE GO NTŠHA – ADD AND SUBTRACT → PAPADI – GAME → KGODIŠO YA KGOPOLO – CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO – WORKSHEETS

1 Rarolla. Šomiša mothalopalo go hwetša thušo.

Solve. Use the number line for help.

3 + 7 = 10, ka go realo 53 + 7 = 60.
7 – 5 = 2, ka go realo 57 – 5 = 52.
3 + 7 = 10, therefore 53 + 7 = 60.
7 – 5 = 2, therefore 57 – 5 = 52.

50 + 4 = ____	55 + 3 = ____	58 – 2 = ____	54 – 4 = ____
54 + 5 = ____	56 + 2 = ____	57 – 5 = ____	60 – 3 = ____



2

Sane o badile matlakala a 57 bekeng yeo e fetilego. Bella o badile matlakala a tlase ka a ma4. Na Bella o badile matlakala a makae?

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

Sehlopha sa go opela sa sekolo se be se na le bana ba 52 ngwaga woo o fetilego. Mo ngwageng wo, se na le ba bantši ka 5. Na go na le bana ba bakae sehlopheng mo ngwageng wo?

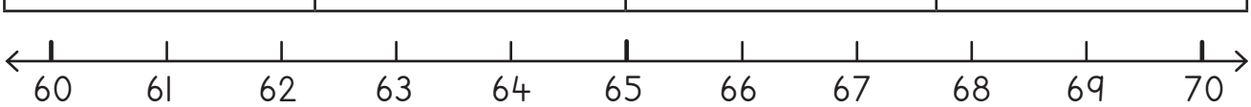
The school choir had 52 children last year. This year it has 5 more. How many children are in the choir this year?

3 Rarolla. Šomiša mothalopalo go hwetša thušo

Solve. Use the number line for help.

5 + 4 = 9, ka go realo 65 + 4 = 69.
8 – 4 = 4, ka go realo 68 – 4 = 64.
5 + 4 = 9, therefore 65 + 4 = 69.
8 – 4 = 4, therefore 68 – 4 = 64

60 + 8 = ____	65 + 4 = ____	69 – 2 = ____	68 – 4 = ____
65 + 5 = ____	64 + 3 = ____	70 – 5 = ____	69 – 6 = ____

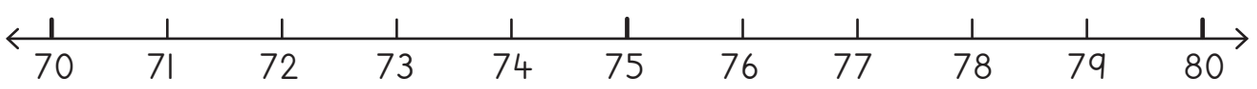


4 Rarolla. Šomiša mothalopalo go hwetša thušo.

Solve. Use the number line for help.

4 + 6 = 10, ka go realo 74 + 6 = 80.
6 – 4 = 2, ka go realo 76 – 4 = 72.
4 + 6 = 10, therefore 74 + 6 = 80.
6 – 4 = 2, therefore 76 – 4 = 72.

70 + 5 = ____	76 + 3 = ____	80 – 3 = ____	74 – 3 = ____
72 + 4 = ____	75 + 2 = ____	77 – 4 = ____	80 – 6 = ____
75 + 5 = ____	74 + 6 = ____	80 – 4 = ____	76 – 4 = ____



5

Tumi o otletše paesekele ya gagwe dikhilometara tše 98. Sam o otletše dikhilometara tše tlase ka tše 5. Na Sam o otletše dikhilometara tše kae?

Tumi rode her bicycle for 98 kilometres. Sam rode 5 kilometres less. How many kilometres did Sam ride?

Shona o na le dimabole tše 98. O fa mogwera wa gagwe tše 7. Na o na le dimabole tše kae gabjale?

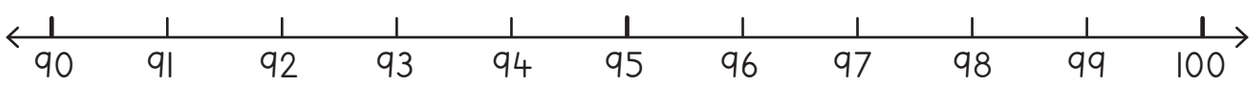
Shona has 98 marbles. He gives 7 to his friend. How many marbles does he have now?

6 Rarolla. Šomiša mothalopalo go hwetša thušo.

Solve. Use the number line for help.

5 + 4 = 9, ka go realo 95 + 4 = 99.
8 – 7 = 1, ka go realo 98 – 7 = 91.
5 + 4 = 9, therefore 95 + 4 = 99.
8 – 7 = 1, therefore 98 – 7 = 91.

90 + 8 = ____	95 + 3 = ____	99 – 2 = ____	98 – 4 = ____
94 + 5 = ____	96 + 3 = ____	100 – 5 = ____	99 – 6 = ____
93 + 5 = ____	93 + 7 = ____	100 – 8 = ____	98 – 7 = ____



LETŠATŠI 3 • DAY 3

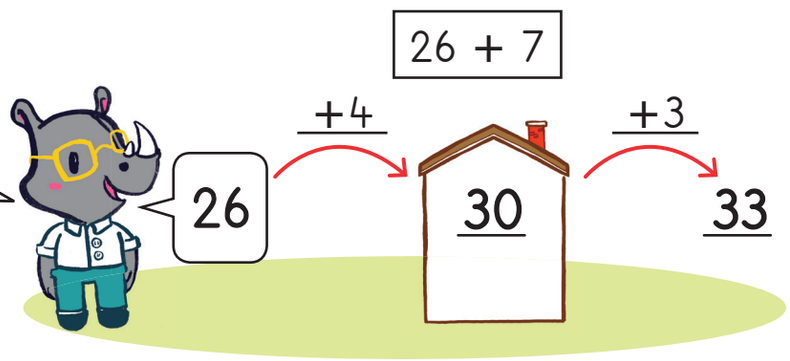
A re hlakantšheng ka lebelo!

Let's add more quickly!

MMETSE WA HLOGO / MENTAL MATHS — GO HLAKANTŠHA LE GO NTŠHA / ADD AND SUBTRACT → PAPADI / GAME → KGODIŠO YA KGOPOLO / CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO / WORKSHEETS

Ke thoma go 26.
10 la go latela ke 30!
Ke fofa 4 go ya ga 30.
Ke swanetše go hlakantšha ka 7.
Ke hlakantše ka 4. Na ke swanetše go oketša ka bokae?

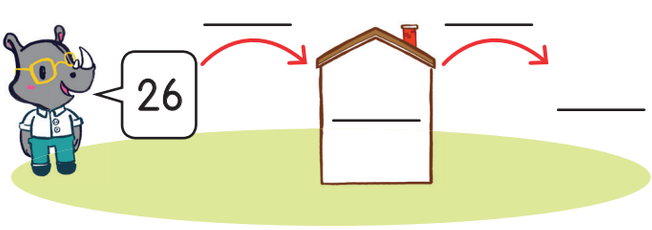
I start at 26. The next 10 is 30!
I jump 4 to 30.
I have to add 7. I have added 4.
How much more must I add?



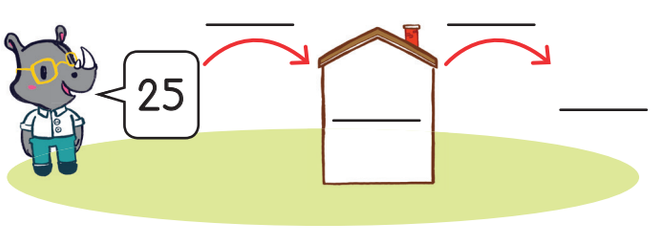
1 Bontšha gore o hlakantšha bjang.

Show how to add.

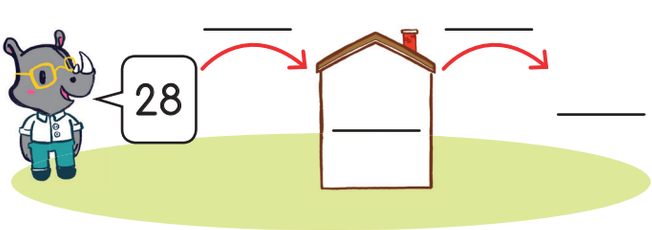
26 + 6



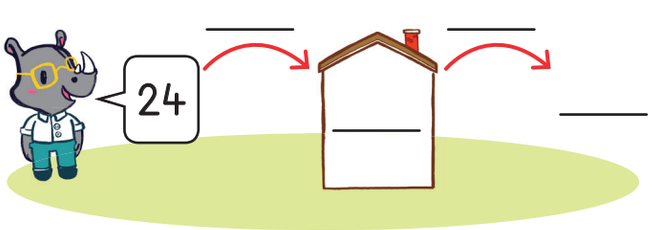
25 + 7



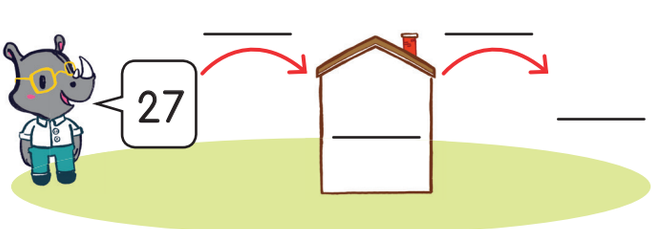
28 + 7



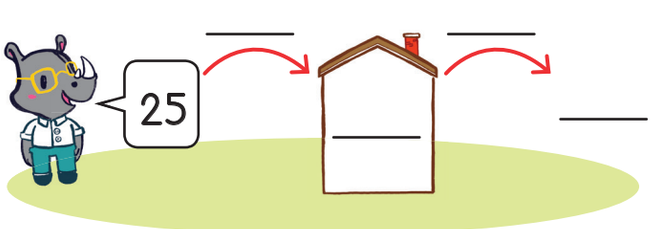
24 + 8



27 + 6



25 + 8



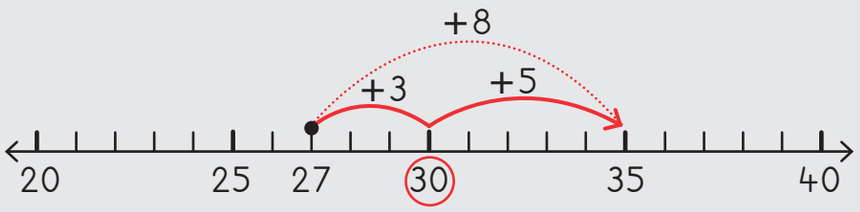
2 Hlakantšha ka go bontšha godimo ga mothalopalo.

Add by showing on the number line.

Thala sediko go 10 la go latela. Fofela go 10 la go latela. Na ke swanetše go hlakantšha ka bokae gape?

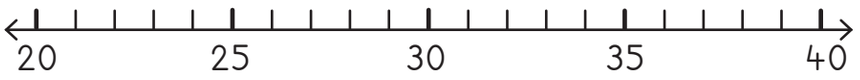
Circle the next 10. Jump to the next 10. How much more must I add?

27 + 8



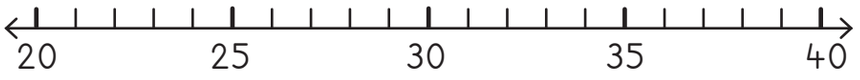
27 + 8 = 35

28 + 6



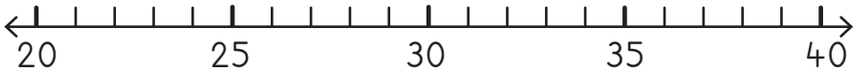
28 + 6 = ____

27 + 5



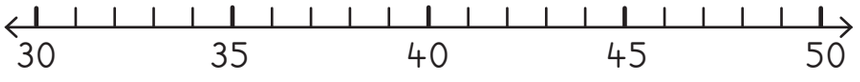
27 + 5 = ____

26 + 7



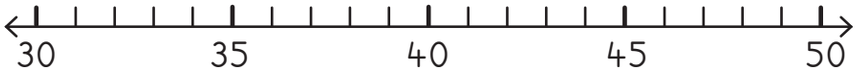
26 + 7 = ____

35 + 8



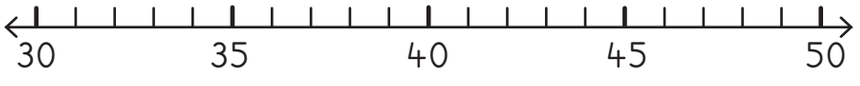
35 + 8 = ____

37 + 5



37 + 5 = ____

38 + 9



38 + 9 = ____

BEKE • WEEK 5

LETŠATŠI 4 • DAY 4

A re ntšheng ka lebelo!

Let's subtract more quickly!

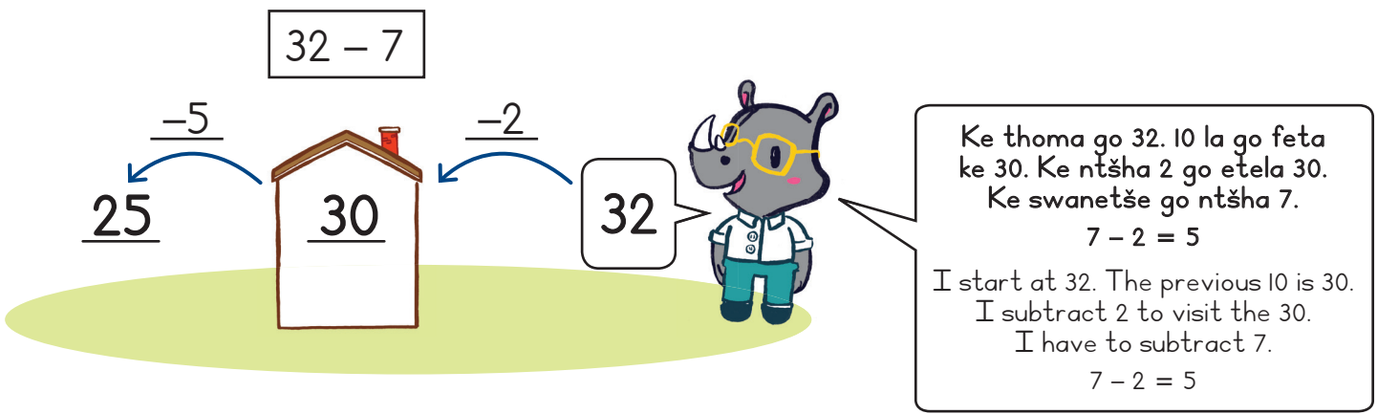
MMETSE WA HLOGO
MENTAL MATHS

GO HLAKANTŠHA LE GO NTŠHA
ADD AND SUBTRACT

→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

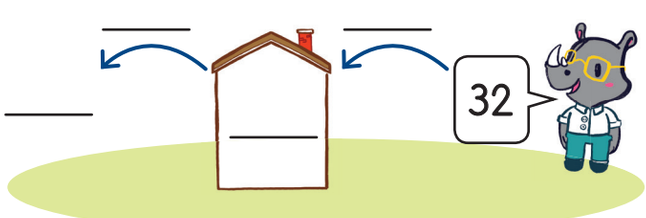
→ MATLAKALATŠHOMELO
WORKSHEETS



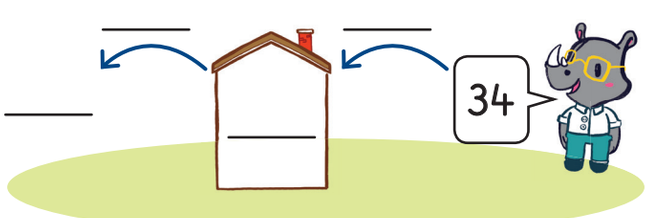
1 Bontšha gore o ntšha bjang.

Show how to subtract.

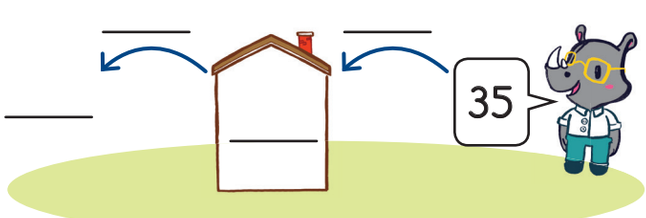
32 – 7



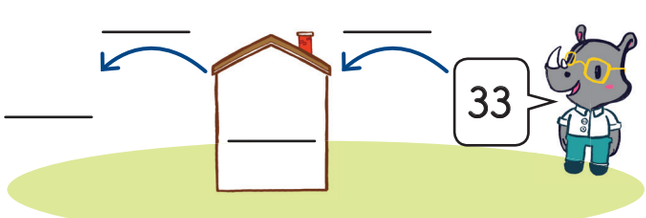
34 – 8



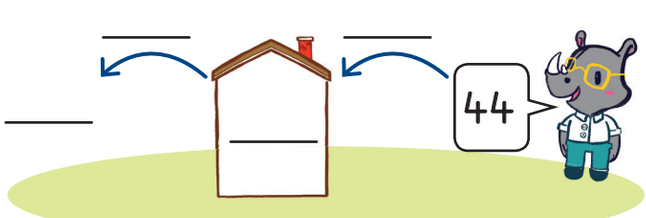
35 – 7



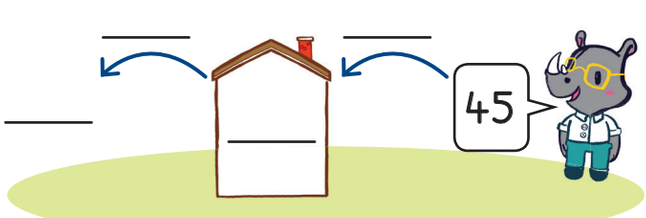
33 – 9



44 – 8



45 – 8



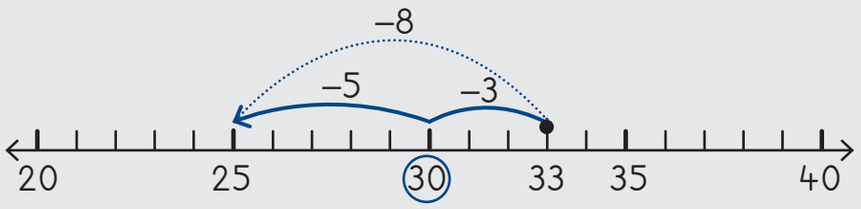
2 Ntšha ka go bontšha godimo ga mothalopalo.

Subtract by showing on the number line.

Thoma go 33. Thala sediko ga 10 la go feta. Na ke bokgole bjo bokaakang go ya ga 10 la go feta? Na ke swanetše go ntšha bokae gape?

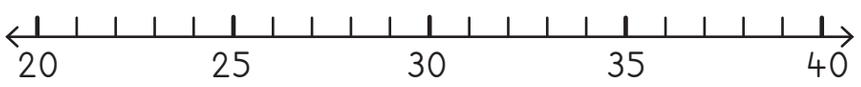
Start at 33. Circle the previous 10. How far to the previous 10? How much more must I subtract?

33 – 8



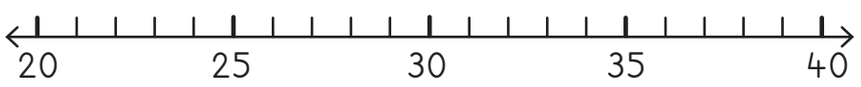
33 – 8 = 25

32 – 6



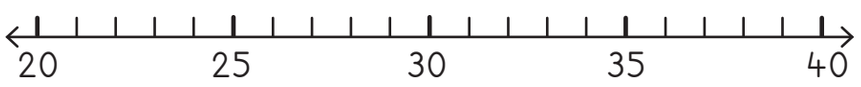
32 – 6 = ____

33 – 8



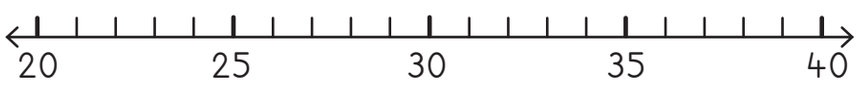
34 – 8 = ____

35 – 8



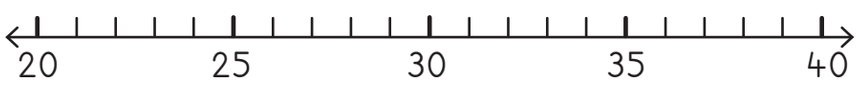
35 – 8 = ____

34 – 5



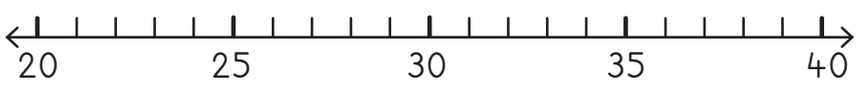
34 – 5 = ____

33 – 5



33 – 5 = ____

36 – 9



36 – 9 = ____

LETLAKALATŠHOMELO WORKSHEET → LETLAKALATŠHOMELO WORKSHEET

A re boleleng Mmetse!

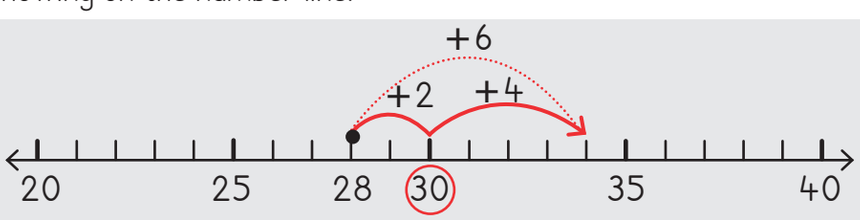
Let's talk Maths!

Ka Sepedi re re:	In English we say:
Go hlakantšha: dikarolo tše pedi di a kopana tša dira selo se tee sa go felela.	Addition: two parts come together to make the whole.
Go hlakantšha: dipalo tše pedi di a kopana tša dira palo ye kgolokgolo.	Addition: two numbers come together to make a total.
Lwazi o bala matlakala a 10. Sindi o bala matlakala a 20. Na ba badile matlakala a makae ka moka ge a hlakana?	Lwazi reads 10 pages. Sindi reads 20 pages. How many pages do they read altogether?

1 Hlakantšha ka go bontšha godimo ga mothalopalo.

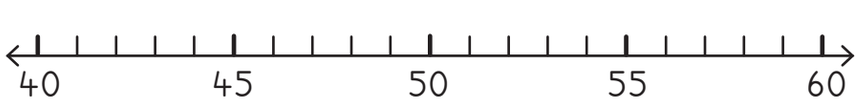
Add by showing on the number line.

28 + 6



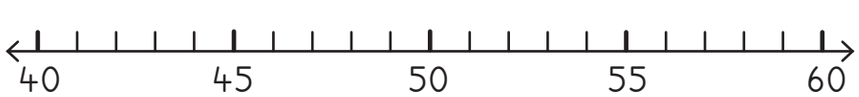
28 + 6 = 34

46 + 7



46 + 7 = ____

47 + 4

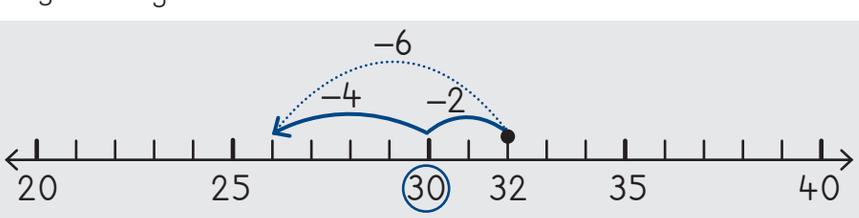


47 + 4 = ____

2 Ntšha ka go bontšha godimo ga mothalopalo.

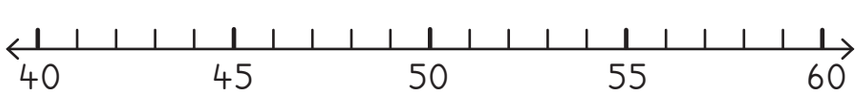
Subtract by showing on the number line.

32 – 6



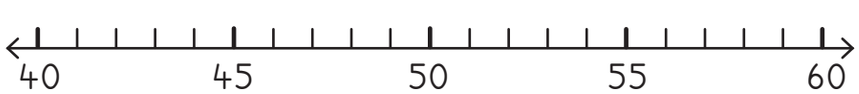
32 – 6 = 24

53 – 7



53 – 7 = ____

55 – 8

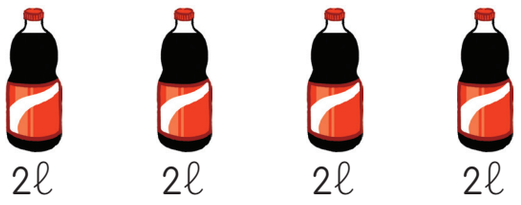


55 – 8 = ____

3

Bana ba ba3, Na mahlo ke a makae? 3 children, how many eyes?		Bana ba 6, na ditsebe ke tše kae? 6 children, how many ears?	
Dipaesekele tše 4, na maotwana ke a makae? 4 bicycles, how many wheels?		Bana ba 10, na matsogo ke a makae? 10 children, how many hands?	

4



Na ke mapotlelo a makae? How many bottles?	
Na ke dilitere tše kae? How many litres?	

5 

Lelekere le tee le bitša R2. Na ke lefela bokae go: 

One sweet costs R2. How much do I pay for:

malekere a ma3 3 sweets		malekere a ma5 5 sweets	
malekere a 6 6 sweets		malekere a 16 16 sweets	

6

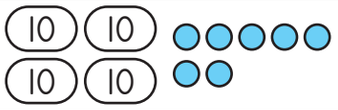
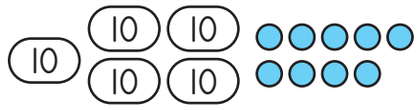
Na ke dikhoine tše kae? How many coins?	
Na ke diranta tše kae? How many Rands?	

7

Seripa: Half:				Pedifatša: Double:			
10		11		10		11	
12		13		12		13	
14		15		14		15	

8 Na palo ke eng?

What is the number?

LETŠATŠI 1 • DAY 1

Go bapetša boima
Comparing mass

MMETSE WA HLOGO – MENTAL MATHS | TLALELETŠANG KA DI10 – ADDING 10S → PAPADI – GAME → KGODIŠO YA KGOPOLO – CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO – WORKSHEETS

Papadi: Mmetse wa lebelo ka dikarata – go ripa gare
Game: Fast maths with cards – halving

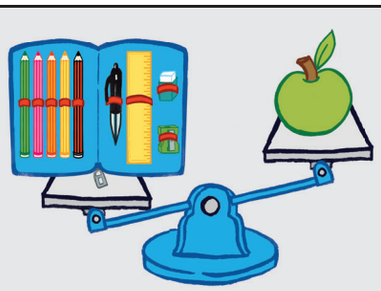
- Šomiša dikarata tša gago tša dipalo 0–20.
  Use your 0–20 number cards.
- Ribolla e tee. Balela seripa.
  Flip one. Calculate half.
- Bušeletša gape. Ka lebelo!
  Try again. Faster!

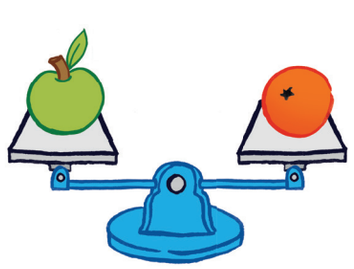
boima
heavier

bofefo
lighter

1 Lebelela diswantšho o be o tlatše mantšu a maleba:
Look at the pictures and fill in the correct words:

bofefo go lighter than	boima go feta heavier than	e/o swana le the same as

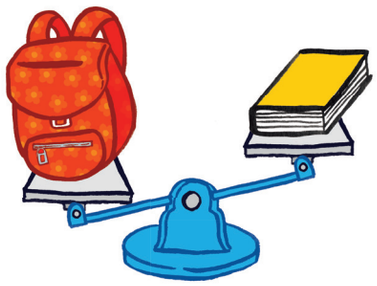




Mokotla wa diphentshele ke wo bofefo go apole.
The pencil case is heavier than the apple.

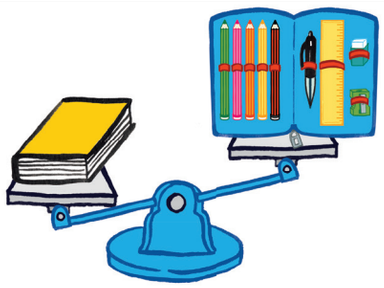
Namune ke ye _____ apole.
The orange is _____ the apple.

Mokotla wa diphentshele ke wo _____ namune.
The pencil case is _____ the orange.



Mokotla ke wo _____ puku.

The bag is _____ the book.



Mokotla wa diphentshele ke wo _____ puku.

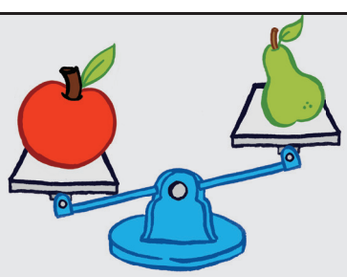
The pencil case is _____ the book.

Mokotla wa diphentshele ke wo _____ mokotla.

The pencil case is _____ the bag.

2 Lebelela dikala tša go lekanyetša o be o tlatše lentšu **boima** go feta goba **bofefo** go.

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

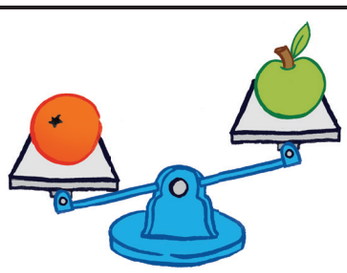


Apole ke ye boima go feta pšere.
Pšere ke ye bofefo go apole.

The apple is heavier than the pear.
The pear is lighter than the apple.

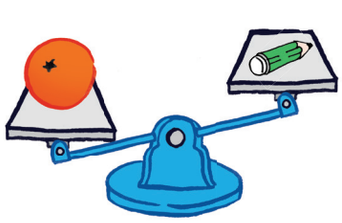
Namune ke ye _____ mpho. Mpho ke ye _____ namune.

The orange is _____ than the gift.
The gift is _____ than the orange.



Apole ke ye _____ namune. Namune ke ye _____ apole.

The apple is _____ than the orange.
The orange is _____ than the apple.



Namune ke ye _____ phentshele. Phentshele ke ye _____ namune.

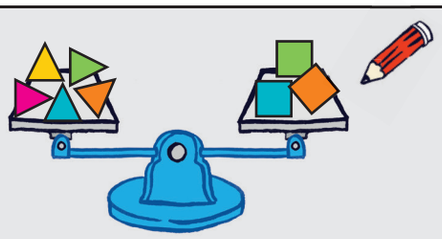
The orange is _____ than the pencil.
The pencil is _____ than the orange.

Go bapetša boima
Comparing mass

MMETSE WA HLOGO (MENTAL MATHS) TLALELETŠANG KA DI10 (ADDING 10S) → PAPADI (GAME) → KGODIŠO YA KGOPOLO (CONCEPT DEVELOPMENT) → MATLAKALATŠHOMELO (WORKSHEETS)

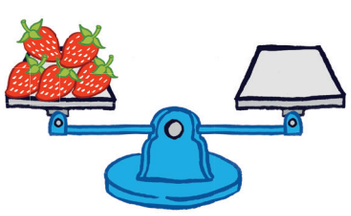
1 Thala dibopego go dira dikala tša tekanyetšo.

Draw the shapes to make the scales balance.



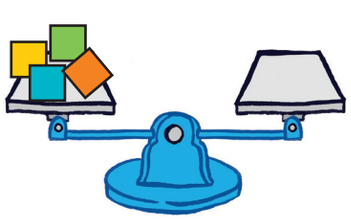
Boima bja dikhutlotharo tše 5 bo lekana le bja dikwere tše 3.

5 triangles has the same mass as 3 squares.



Boima bja diritekenywa tše 5 bo lekana le bja malekere a 9.

5 strawberries has the same mass as 9 sweets.



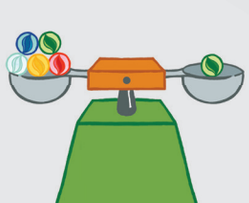
Boima bja dikwere tše 4 bo lekana le bja didiko tše 5.

4 squares has the same mass as 5 circles.

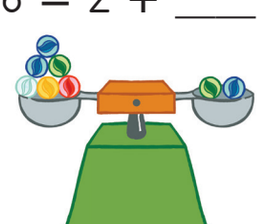
2 Ke dimabole tše kae tšeo di ka lekanyetšago sekala?

How many marbles will balance the scale?

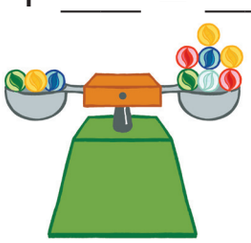
5 = 1 + 4



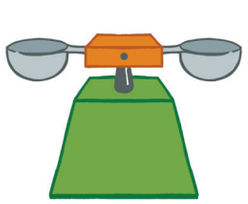
6 = 2 + ____



3 + ____ = ____



10 = ____ + 4

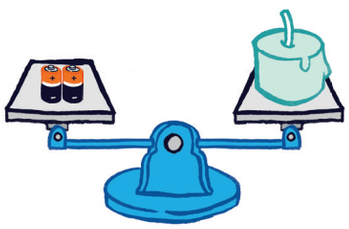


3 Boima ke bokae?

What is the mass?

Boima bja kherote = malahla a ma 3.

Carrot mass = 3 batteries.

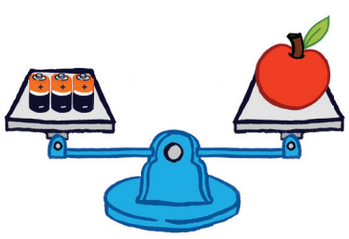


Boima bja kerese = malahla a ____.

Candle mass = _____ batteries.

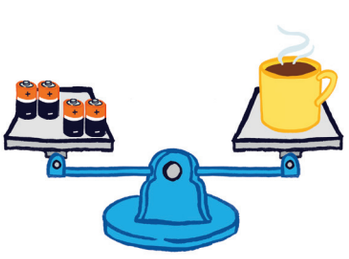
Boima bja semela = malahla a ____.

Plant mass = _____ batteries.



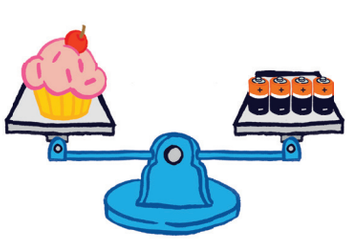
Boima bja apole = malahla a ____.

Apple mass = _____ batteries.



Boima bja kofi = malahla a ____.

Coffee mass = _____ batteries.



Boima bja khekhe ya komikana = malahla a ____.

Cupcake mass = _____ batteries.

Ke sefe selo se boimaima? _____

Which object is the heaviest? _____

Bapetša boima bja apole le bja kherote.

Compare the mass of the apple and the carrot.

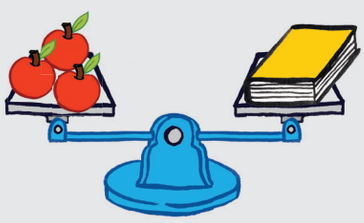
LETŠATŠI 3 • DAY 3

Go ela boima
Measuring mass

MMETSE WA HLOGO – MENTAL MATHS | TLALELETŠANG KA DI10 – ADDING 10S → PAPADI – GAME → KGODIŠO YA KGOPOLO – CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO – WORKSHEETS

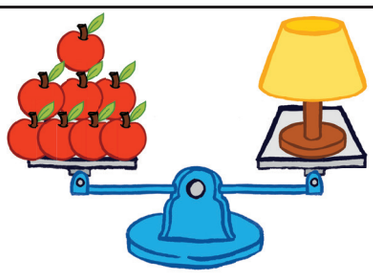
1 Boima ke bokae?

What is the mass?



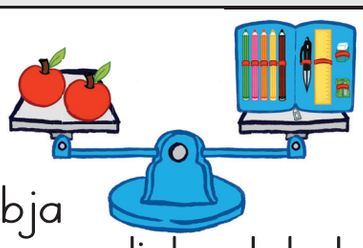
Boima bja puku = diapole tše 3.

Book mass = 3 apples.



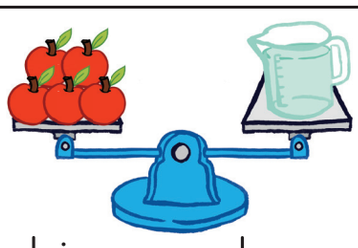
Boima bja lebone = diapole tše ____.

Lamp mass = _____ apples.



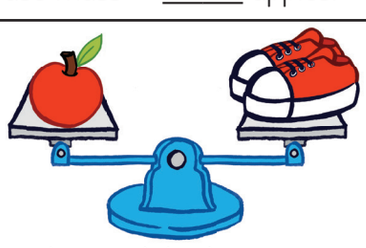
Boima bja mokotla wa diphentshele = diapole tše ____.

Pencil case mass = _____ apples.



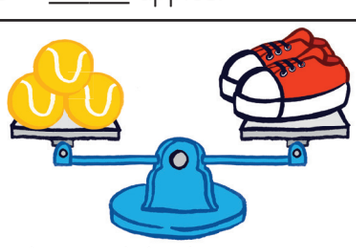
Boima bja senwelo = diapole tše ____.

Jug mass = _____ apples.



Boima bja diteki = apole e ____.

Takkies mass = _____ apple.



Boima bja diteki = dikgwele tša thenisi tše ____.

Takkies mass = _____ tennis balls.

Ke sefe selo se bofefofefo? _____

Which object is the lightest? _____

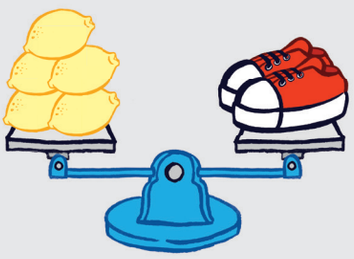
Ke sefe se boima, apole goba kgwele ya thenisi?

_____

Which is heavier, the apple or the tennis balls? _____

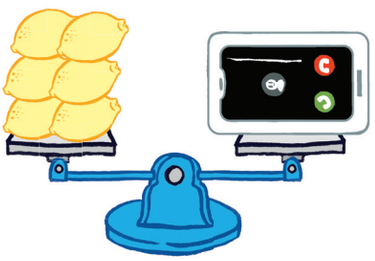
2 Boima ke bokae?

What is the mass?



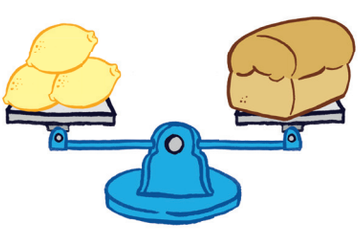
Boima bja diteki = diswiri tše 5.

Takkies mass = 5 lemons.



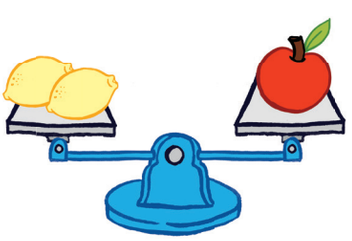
Boima bja mogala = diswiri tše ____.

Phone mass = _____ lemons.



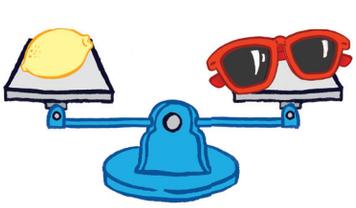
Boima bja borotho = diswiri tše ____.

Bread mass = _____ lemons.



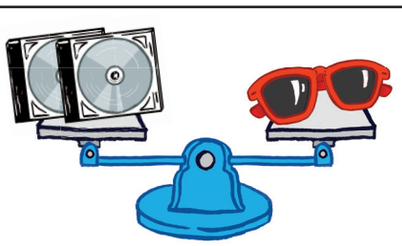
Boima bja apole = diswiri tše ____.

Apple mass = _____ lemons.



Boima bja dipeketsanetimatšatši = swiri e ____.

Sunglasses mass = _____ lemon.



Boima bja dipeketsanetimatšatši = diCD tše ____.

Sunglasses mass = _____ CDs.

Ke sefe se bofefo kudu, borotho goba apole?

_____

Which is lighter, the bread or the apple? _____

Ke sefe se boima, swiri goba CD? _____

Which one is heavier, a lemon or a CD? _____

LETŠATŠI 4 • DAY 4

Go ela boima
Measuring mass

MMETSE WA HLOGO
MENTAL MATHS

TLALELETŠANG KA DI10
ADDING 10S

→ PAPADI
GAME

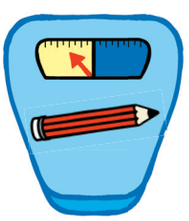
→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ MATLAKALATŠHOMELO
WORKSHEETS

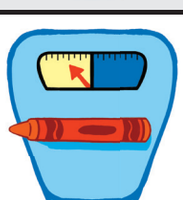
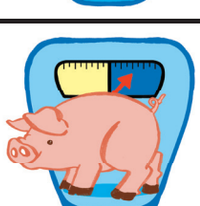
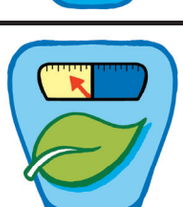
1

Go bala sekala sa tekanyetšo
Scale reading

boima
heavy

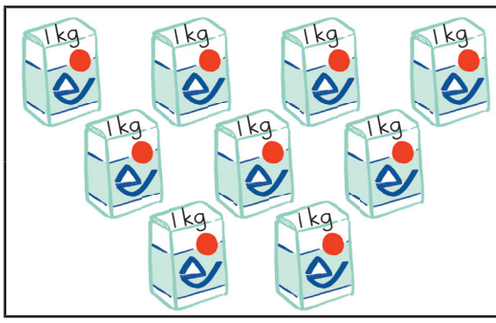


bofefo
light

	boima goba bofefo? heavy or light?
	bofefo
	light
	boima
	heavy
	
	
	

2

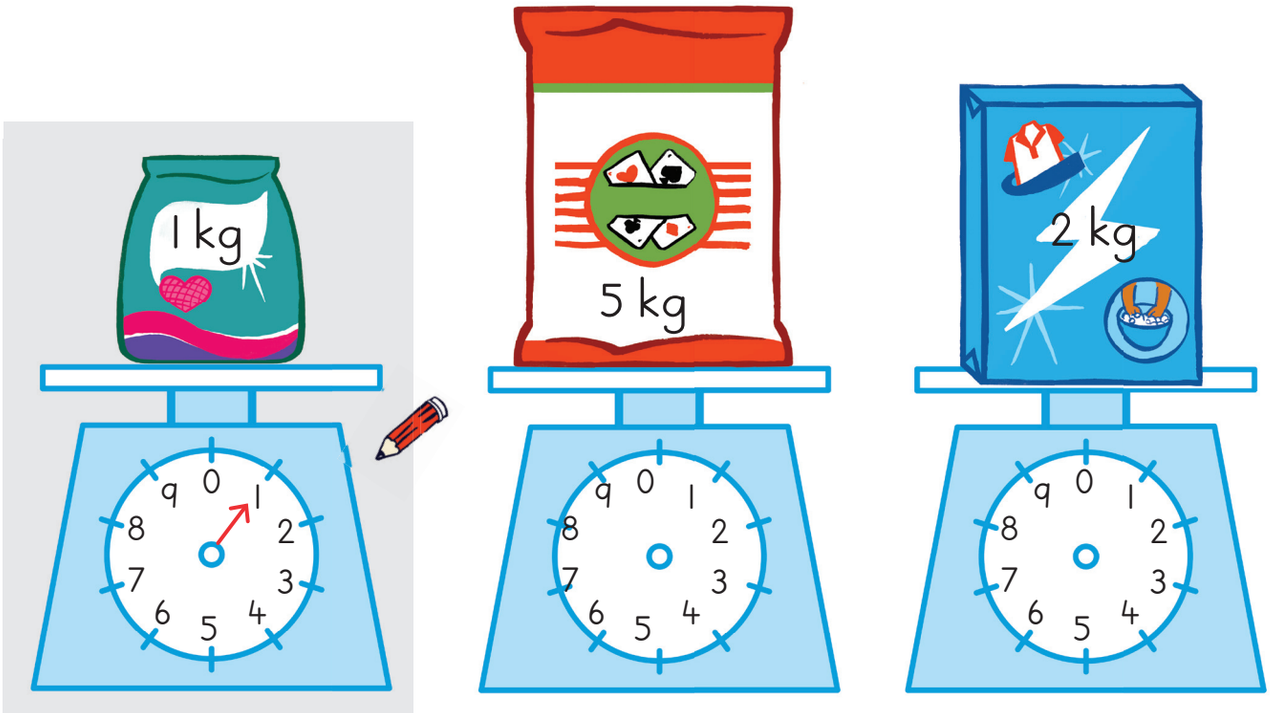
Na ke dipakana tše kae? How many packets?	6
Na ke dikhilogramo tše kae? How many kilograms?	6



Na ke dipakana tše kae? How many packets?	
Na ke dikhilogramo tše kae? How many kilograms?	

3 Thala manakana godimo ga sekala sa tekanyetšo go bontšha boima bja ditšweletšwa tše. Thala sediko ga selo se bofefofefo.

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



4 Jabu o reka 2 kg ya swikiri mola Vusi a reka 5 kg ya swikiri. Na ba na le dikhilogramo tše kae tša swikiri ge di hlakana ka moka.

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

LETLAKALATŠHOMELO WORKSHEET → LETLAKALATŠHOMELO WORKSHEET

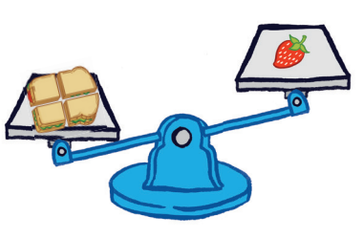
A re boleleng Mmetse!

Let's talk Maths!

Ka Sepedi re re:	In English we say:
sekala sa tekanyetšo	balance scale
boima	heavy
boimaima	heavier
bofefofefo	lighter
e/o swana le	the same as
boima	mass
khilogramo	kilogram

1 Lebelela diswantšho o be o tlatše mantšu a maleba.

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

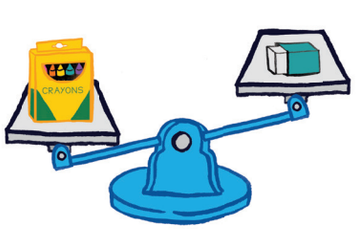


Sangwetši ke ye _____ go seritekenywa.

Seritekenywa ke se _____ go sangwetši.

The sandwich is _____ than the strawberry.

The strawberry is _____ than the sandwich.



Sephumodi ke se _____ go dikhrayone.

Sephumodi ke se _____ go dikhrayone.

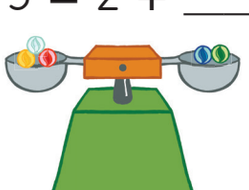
The box of crayons is _____ than the erasor.

The erasor is _____ than the crayons.

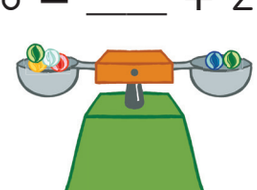
2 Ke dimabole tše kae tšeo di ka lekanyetšago sekala?

How many marbles will balance the scale?

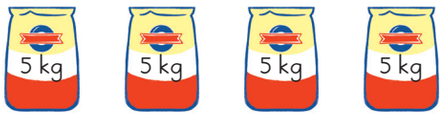
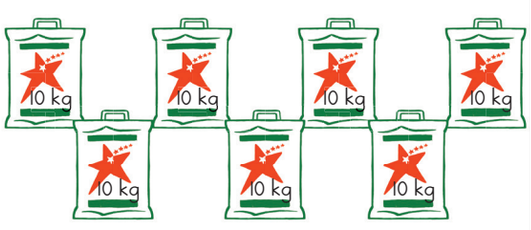
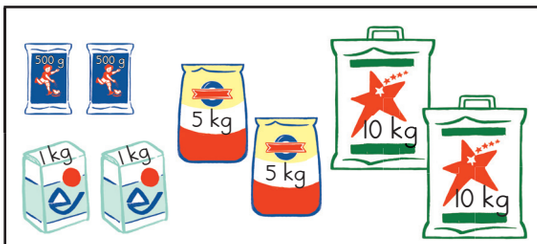
5 = 2 + ____



6 = ____ + 2



3

	Na ke dipakana tše kae? How many packets?	
	Na ke dikhilogramo tše kae? How many kilograms?	
	Na ke dipakana tše kae? How many packets?	
	Na ke dikhilogramo tše kae? How many kilograms?	
	Na ke dipakana tše kae? How many packets?	
	Na ke dikhilogramo tše kae? How many kilograms?	
	Na ke dipakana tše kae? How many packets?	
	Na ke dikhilogramo tše kae? How many kilograms?	
	Na ke dipakana tše kae? How many packets?	
	Na ke dikhilogramo tše kae? How many kilograms?	

4

Ayanda o reka 3 kg ya swikiri le 5 kg ya flouru. Na ke dikhilogramo tše kae ge di hlakana ka moka? Ayanda buys 3 kg of sugar and 5 kg of flour. How many kilograms altogether?	Sam o reka 4 kg ya swikiri le 10 kg ya bupi. Na ke dikhilogramo tše kae ge di hlakana ka moka? Sam buys 4 kg of sugar and 10 kg of mealie meal. How many kilograms altogether?

LETŠATŠI 1 • DAY 1

Go fa dibopego tša mahlakore-pedi (2-D) maina
Naming 2-D shapes

MMETSE WA HLOGO
MENTAL MATHS

HLAKANTŠHA DIKATIŠANETŠWA TŠA 10
ADD MULTIPLES OF 10

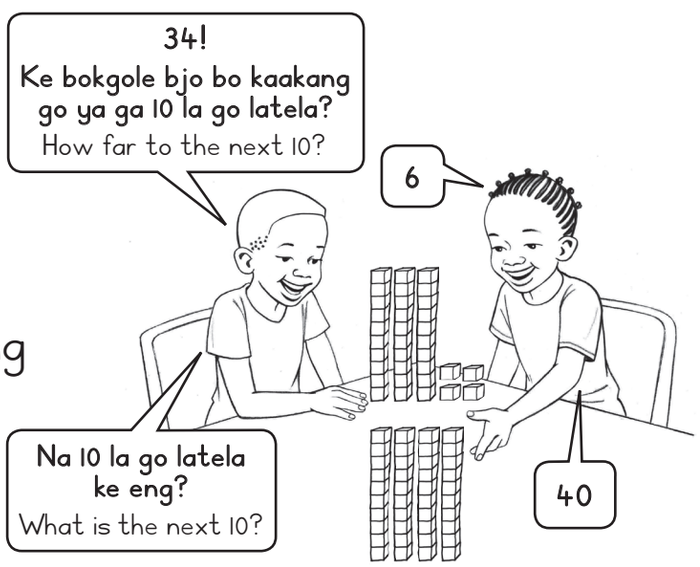
→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ MATLAKALATŠHOMELO
WORKSHEETS

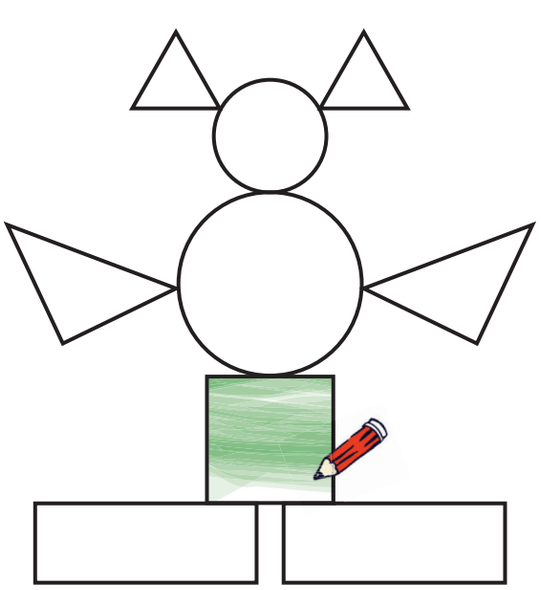
Papadi: Na ke bokgole bjo bo kaakang go ya ga 10 la go latela?
Game: How far to the next 10?

- Šomang ka bobedi.
  Work in pairs.
- Kgetha palo.
  Choose a number.
- Na 10 la go latela ke eng?
  What is the next 10?
- Ke bokgole bjo bo kaakang go ya ga 10 la go latela?
  How far to the next 10?
- Bušeletša gape!
  Do it again!



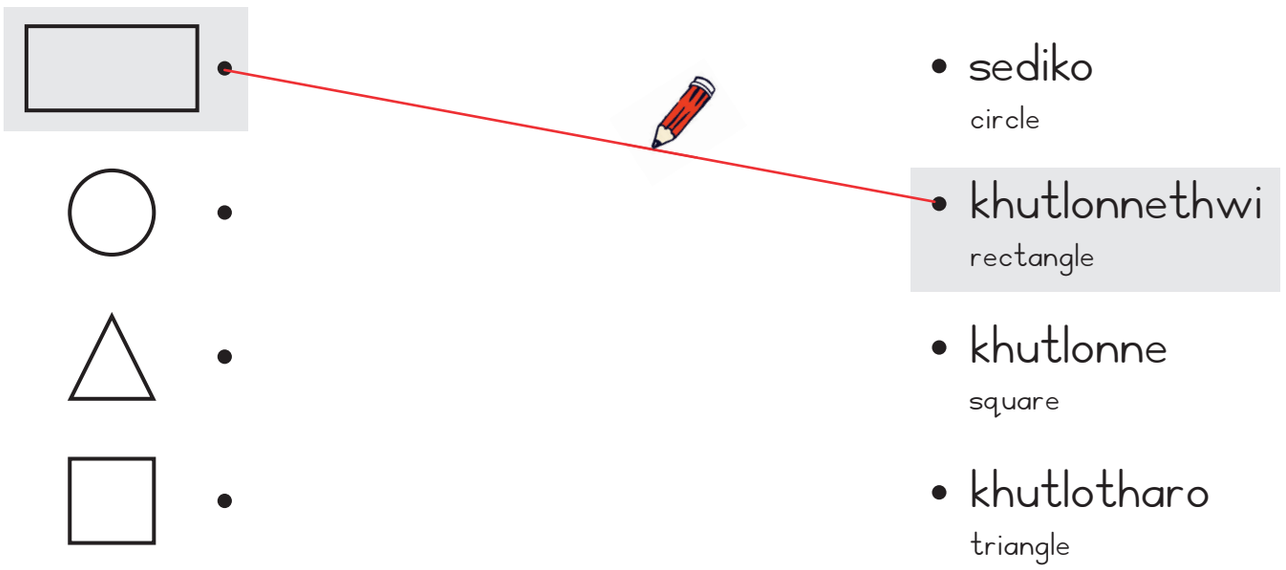
1 Efa maina le mebala ya dibopego tše.
Name and colour these shapes.

□	khutlonne (square)	talamorogo (green)
○		pinki (pink)
◁		khubedu (red)
○		talaleratadima (blue)
△		serolane (yellow)
▭		namune (orange)



2 Thala methalo go nyalanya dibopego tša mahlakorepedi le maina a maleba.

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



- sediko
  circle
- khutlonnethwi
  rectangle
- khutlonne
  square
- khutlotharo
  triangle

3 Ripa dibopego letlakaleng la 103 o di kgomaretše di nyalane le maina ao a nepagetšego.

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

sediko circle	khutlotharo triangle
khutlonne square	khutlonnethwi rectangle

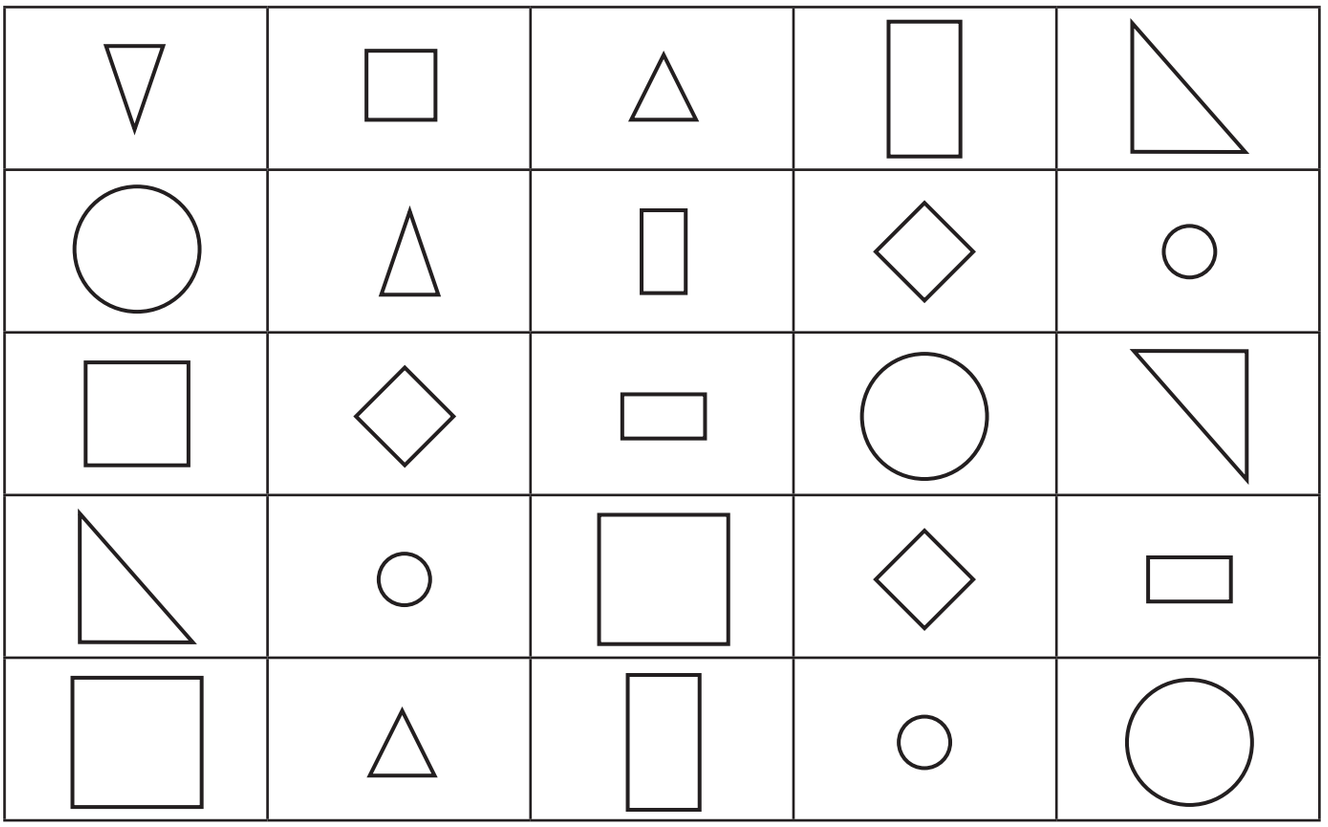
BEKE • WEEK 7

LETŠATŠI 2 • DAY 2

Dibopego tša mahlakore-pedi (2-D)
2-D shapes

MMETSE WA HLOGO (MENTAL MATHS) HLAKANTŠHA DIKATIŠANETŠWA TŠA 10 (ADD MULTIPLES OF 10) → PAPADI (GAME) → KGODIŠO YA KGOPOLO (CONCEPT DEVELOPMENT) → MATLAKALATŠHOMELO (WORKSHEETS)

1 Hwetša dibopego.
Find the shapes.



- Thala sediko go dikologa dikhutlonne tše dinnyane.
  Draw a circle around the small squares.
- Khalara dikhutlonne tše dikgolo ka moka ka mmala wo motalaleratadima.
  Colour all the big squares blue.
- Bea leswao la ✗ go didiko ka moka tše dikgolo.
  Put a ✗ on all the big circles.
- Khalara didiko ka moka tše dinnyane ka mmala wo mokhubedu.
  Colour all the small circles red.
- Bea leswao la ✓ go dikhutlonnethwi ka moka tše dikgolo.
  Put a ✓ on all the big rectangles.
- Khalara dikhutlonnethwi tše dinnyane ka moka ka mmala wo motalamorogo.
  Colour all the small rectangles green.
- Bea ✷ go dikhutlotharo ka moka tše dinnyane.
  Put a ✷ on all the small triangles.
- Khalara dikhutlotharo tše dikgolo ka moka ka mmala wo motalaleratadima.
  Colour all the big triangles blue.

2 Thala phoofolo o šomiša dibopego tše ka moka.

Draw an animal using all these shapes.

sediko	khutlotharo	khutlonne	khutlonnethwi
circle	triangle	square	rectangle
			

Na o thadile phoofolo efe?

What animal did you draw?

Dithengramo
Tangrams

MMETSE WA HLOGO
MENTAL MATHS

HLAKANTŠHA DIKATIŠANETŠWA TŠA 10
SUBTRACT MULTIPLES OF 10

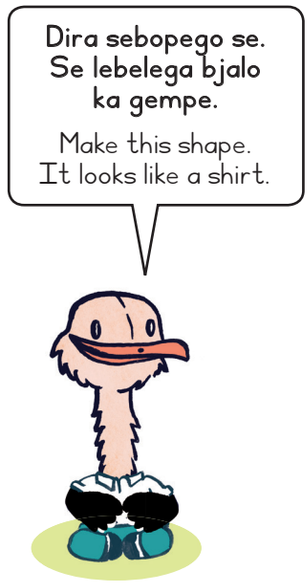
→ PAPADI
GAME

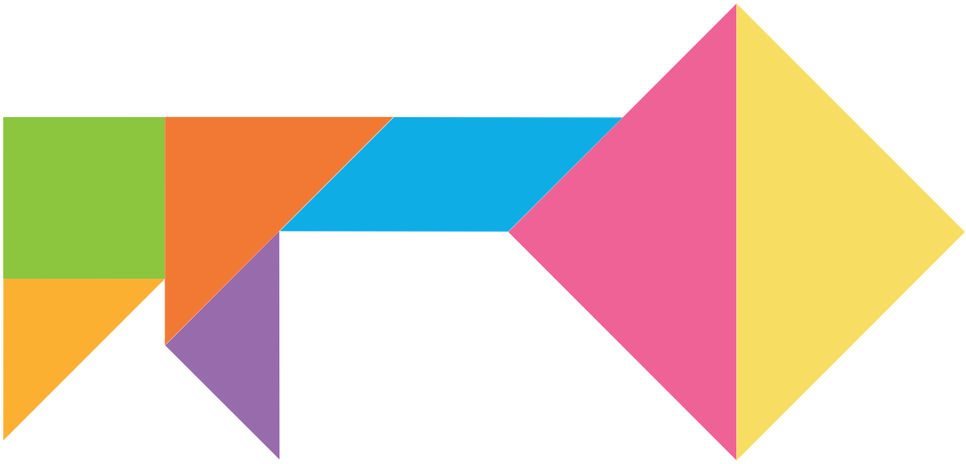
→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ MATLAKALATŠHOMELO
WORKSHEETS

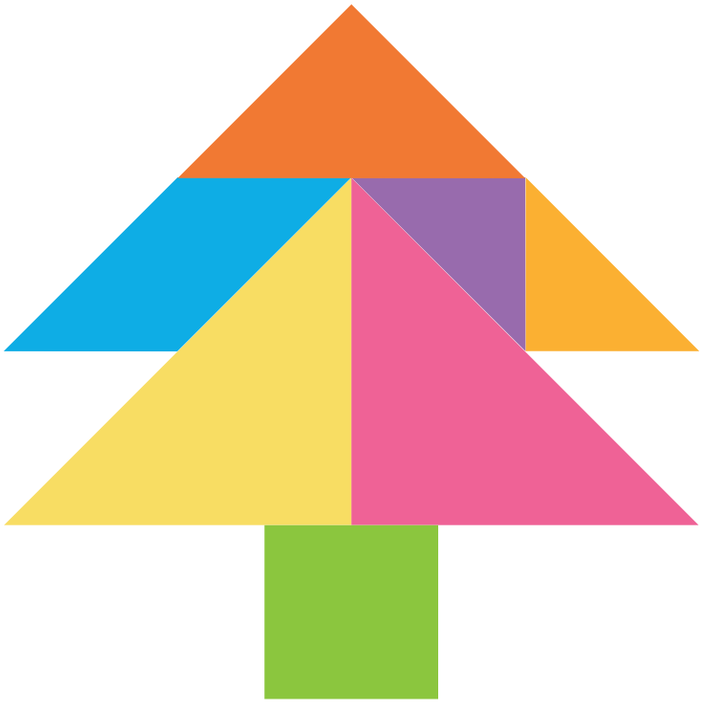
Ripa dibopego tše 7 (di bitšwa thengramo) mo letlakaleng la 105 o be o di šomiše go dira seswantšho se.

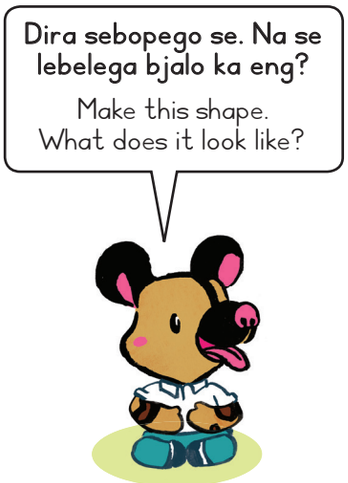
Cut out the 7 shapes (called a tangram) on page 105 and use them to make this picture.






Dira sebopego se. Na se lebelega bjalo ka eng?
Make this shape.
What does it look like?




Dira sebopego se. Na se lebelega bjalo ka eng?
Make this shape.
What does it look like?

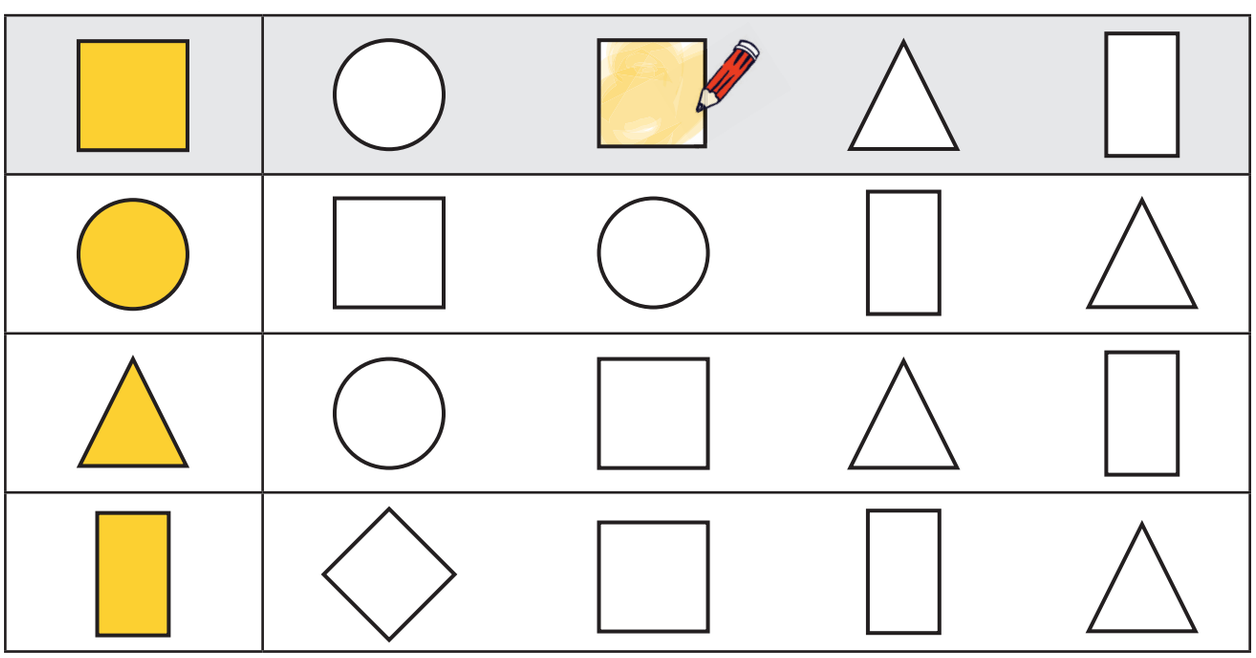
LETŠATŠI 4 • DAY 4

Dibopego tša mahlakore-pedi (2-D)
2-D shapes

MMETSE WA HLOGO (MENTAL MATHS) | HLAKANTŠHA DIKATIŠANETŠWA TŠA 10 (SUBTRACT MULTIPLES OF 10) → PAPADI (GAME) → KGODIŠO YA KGOPOLO (CONCEPT DEVELOPMENT) → MATLAKALATŠHOMELO (WORKSHEETS)

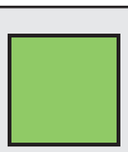
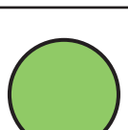
1 Khalara sebopego sa go nyalana le sa mathomo mothalading wo mongwe le wo mongwe.

Shade the shape that matches the first one in each row.



2 Ngwala leina la sebopego se sengwe le se sengwe.

Write the name of each shape.

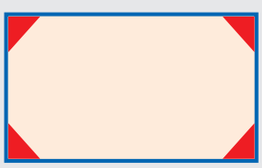
	khutlonne square
	
	
	

3 Khalara mahlakore ka mmala wo motalaleratadima.

Colour the sides blue.

Khalara dikhutlo ka mmala wo mokhubedu.

Colour the corners red.

	mahlakore sides 4 dikhutlo corners 4			mahlakore sides dikhutlo corners
	mahlakore sides dikhutlo corners			mahlakore sides dikhutlo corners
	mahlakore sides dikhutlo corners			mahlakore sides dikhutlo corners
	mahlakore sides dikhutlo corners			mahlakore sides dikhutlo corners

LETLAKALATŠHOMELO WORKSHEET → LETLAKALATŠHOMELO WORKSHEET

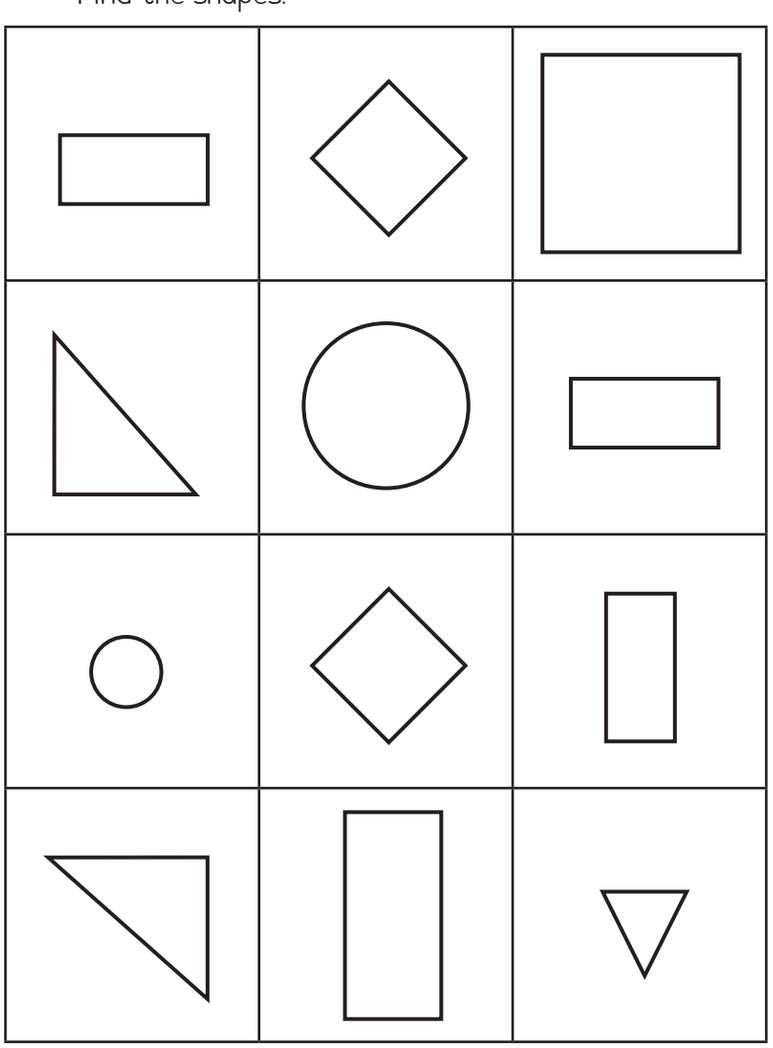
A re boleleng Mmetse!

Let's talk Maths!

Ka Sepedi re re:	In English we say:
khutlonne	square
khutlotharo	triangle
khutlonnethwi	rectangle
sediko	circle
mahlakore a thwi	straight sides
mahlakore a kgokolo	round sides

1 Hwetša dibopego.

Find the shapes.



Thala sediko ka gare ga khutlonne ye kgolo.

Draw a circle in the big square.

Bea x godimo ga sediko se sennyane.

Put a x on the small circle.

Khalara khutlonnetwii ye kgolo ka mmala wo mokhubedu.

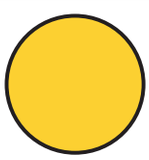
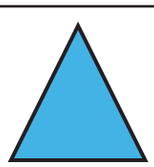
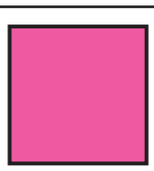
Colour the big rectangle red.

Khalara khutlotharo ye nnyane ka mmala wo motalamorogo.

Colour the small triangle green.

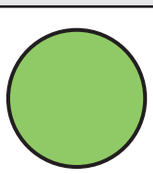
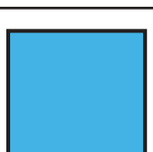
2 Tlatša tafola.

Fill in the table.

sebopego shape	leina name	palo ya dikhutlo number of corners
		
		
		
		

3 Thala mohlala wa moo sebopego se sengwe le se sengwe se hwetšagalago gona mo bophelong bja nnete.

Draw an example of where each shape is found in real life.

LETŠATŠI 1 • DAY 1

Diripa
Halves

MMETSE WA HLOGO
MENTAL MATHS

FIZZ POP – HLAHLAMOLLA
FIZZ POP – BREAK

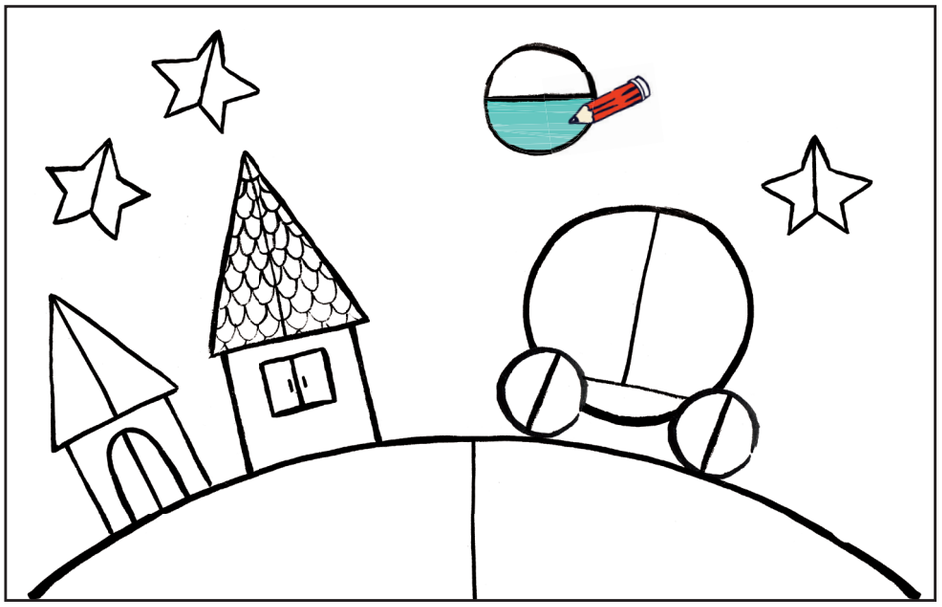
→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ MATLAKALATŠHOMELO
WORKSHEETS

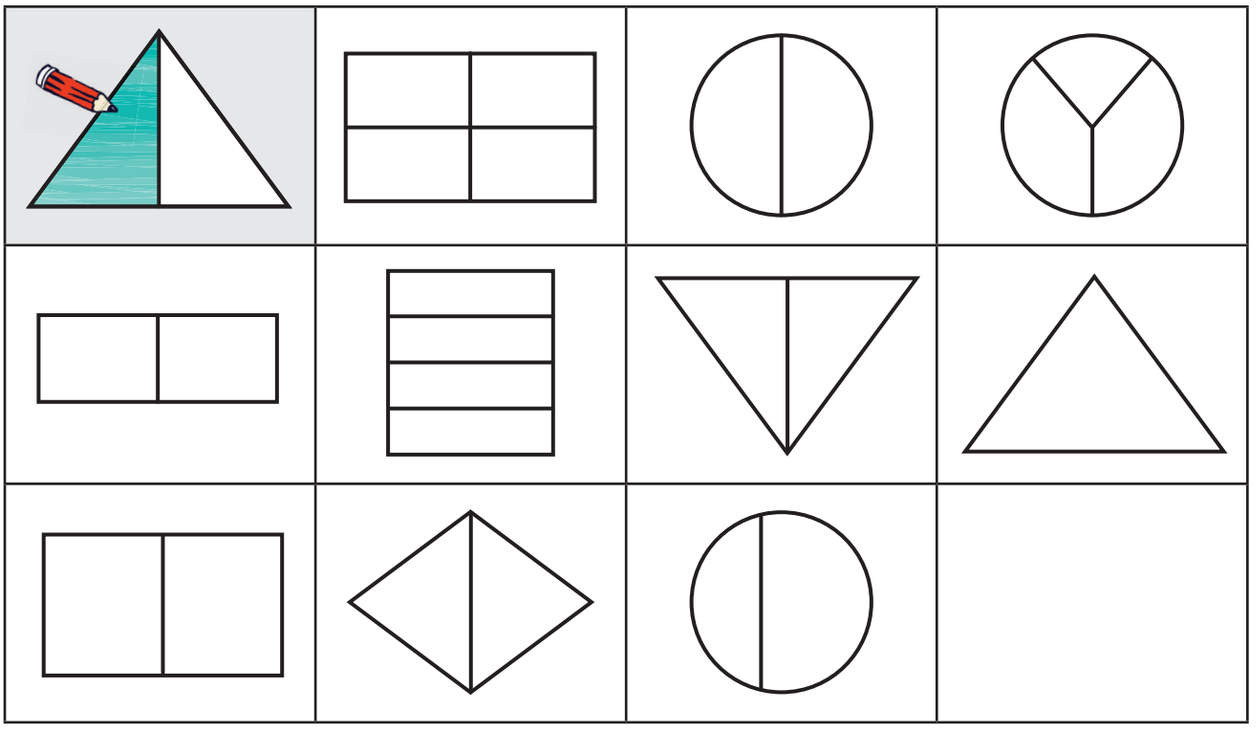
1 Khalara seripa sa sebopego se sengwe le se sengwe.

Colour half of each shape.



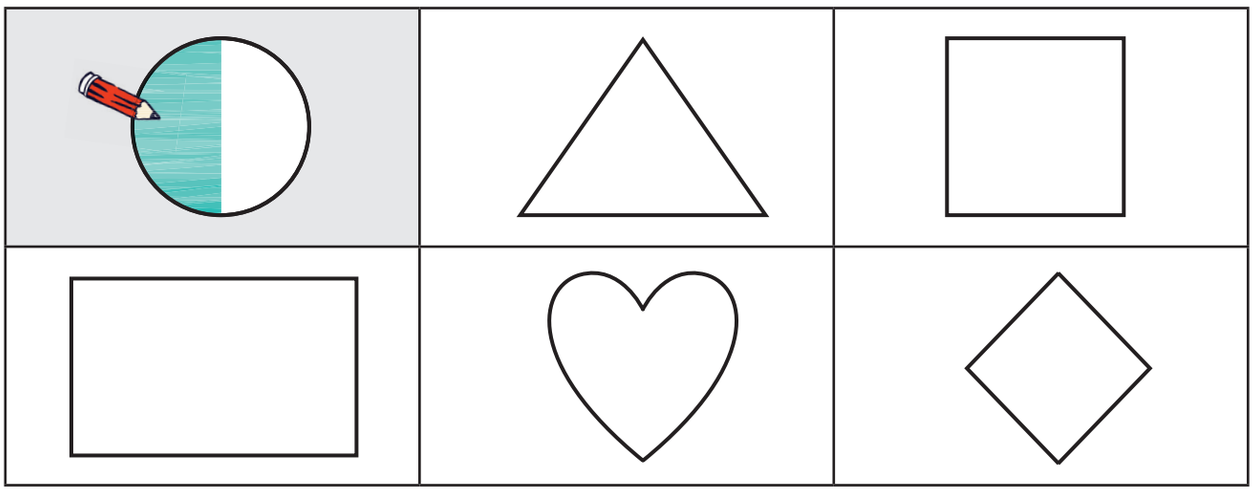
2 Khalara seripa se tee sa sebopego se sengwe le se sengwe seo se arotšwego ka diripa.

Colour one half of each shape that is divided into halves.



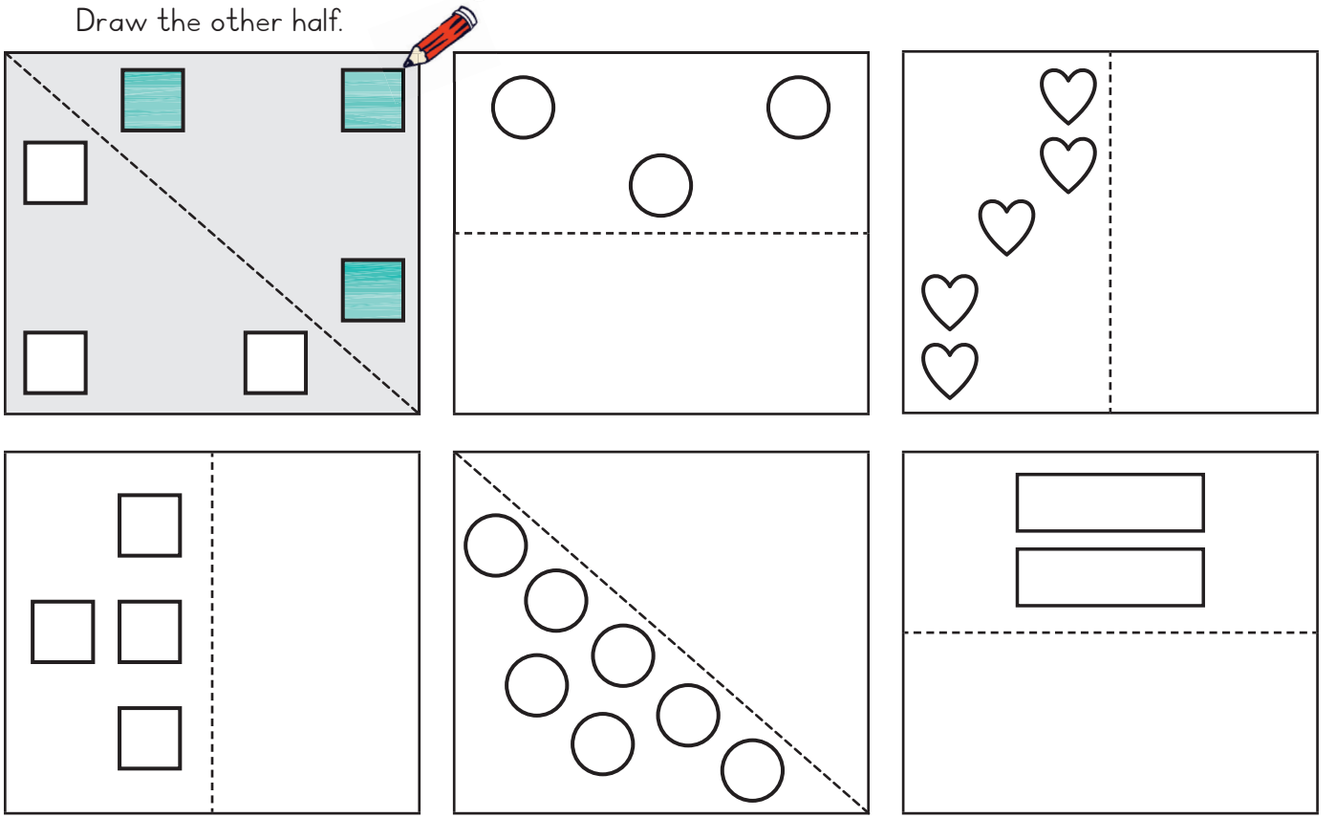
3 Khalara seripa sa sebopego se sengwe le se sengwe.

Colour half of each shape.



4 Thala seripa se sengwe.

Draw the other half.



5 Latišiša.

Trace.

seripa seripa half half

LETŠATŠI 2 • DAY 2

Dikotara le boraro
Quarters and thirds

MMETSE WA HLOGO
MENTAL MATHS

FIZZ POP – AGA
FIZZ POP – BUILD

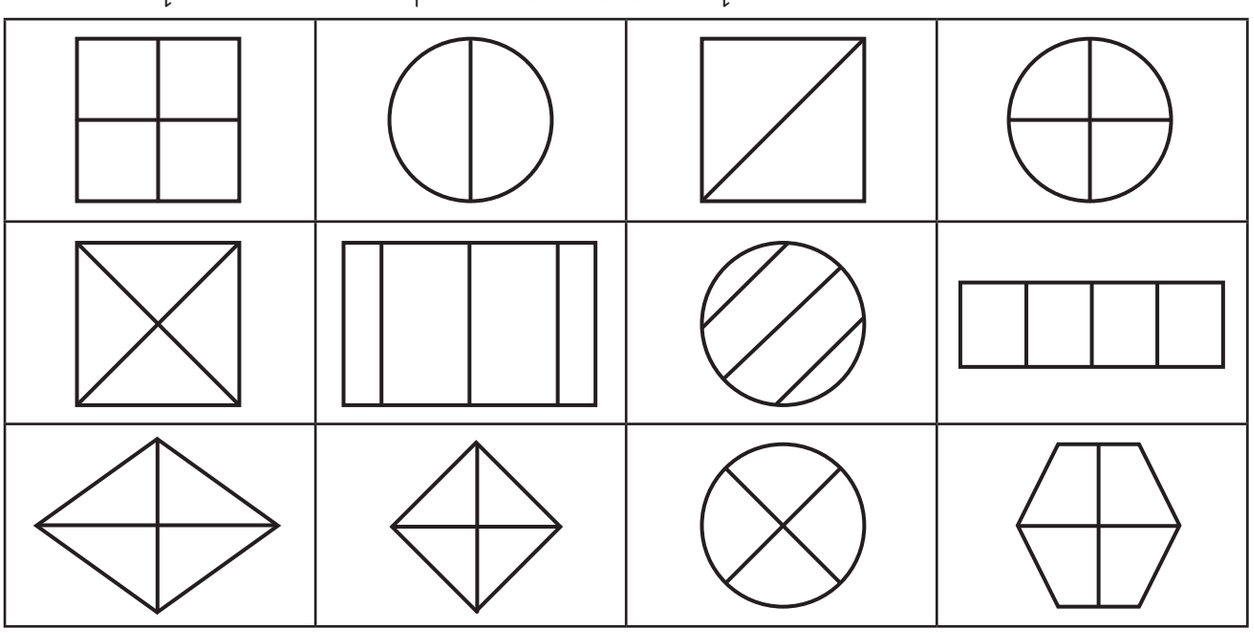
PAPADI
GAME

KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

MATLAKALATŠHOMELO
WORKSHEETS

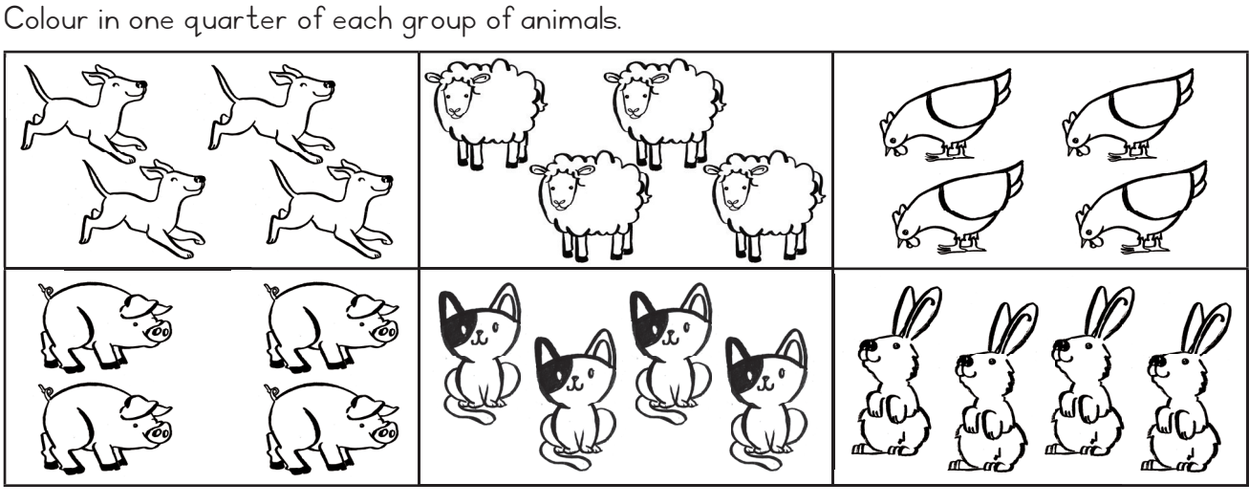
1 Khalara kotara e tee ya sebopego se sengwe le se sengwe seo se arotšwego ka dikotara.

Colour one quarter of each shape that is divided into quarters.



2 Khalara kotara e tee ya sehlopha se sengwe le se sengwe sa diphoofolo.

Colour in one quarter of each group of animals.



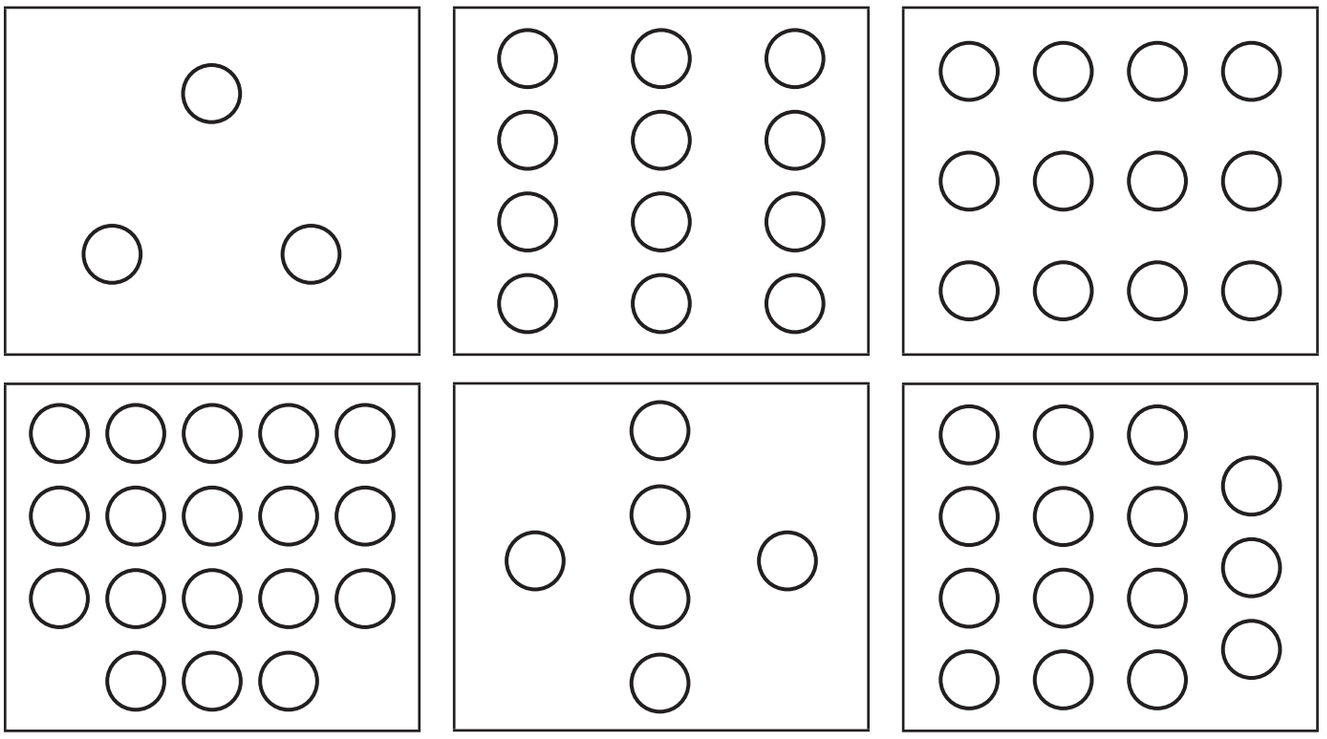
3 Latišiša.

Trace.

kotara kotara quarter quarter

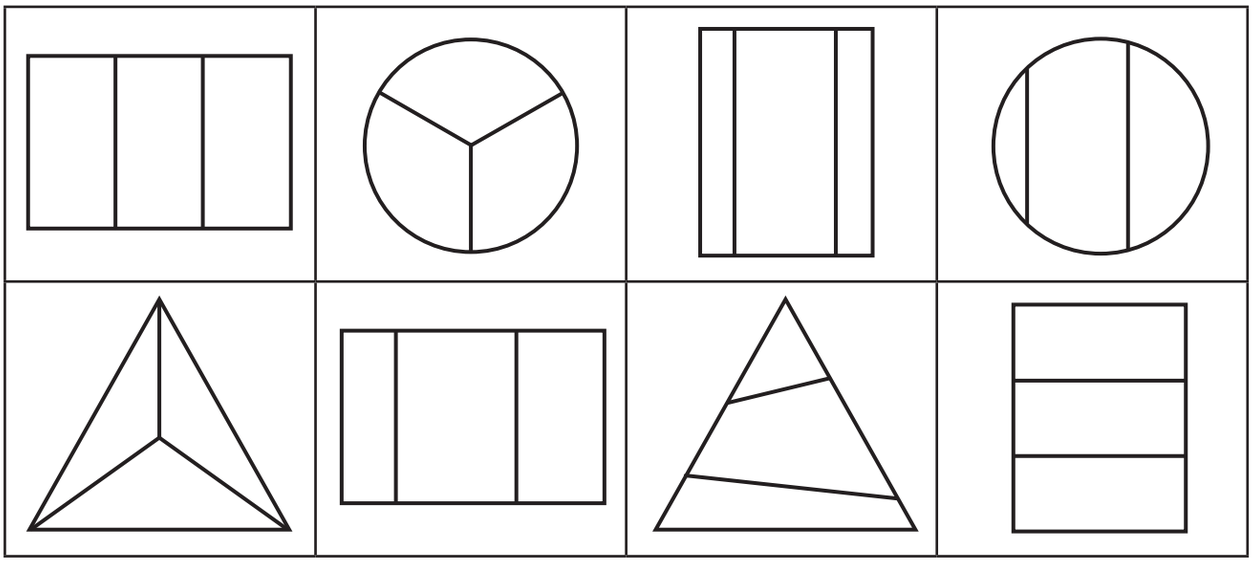
4 Khalara boraro bja dibopego.

Colour in a third of the shapes.



5 Khalara tee tharo ya sebopego se sengwe le se sengwe seo se arotšwego ka boraro.

Colour one third of each shape that is divided into thirds.



6 Latišiša.

Trace.

boraro boraro third third

BEKE • WEEK 8

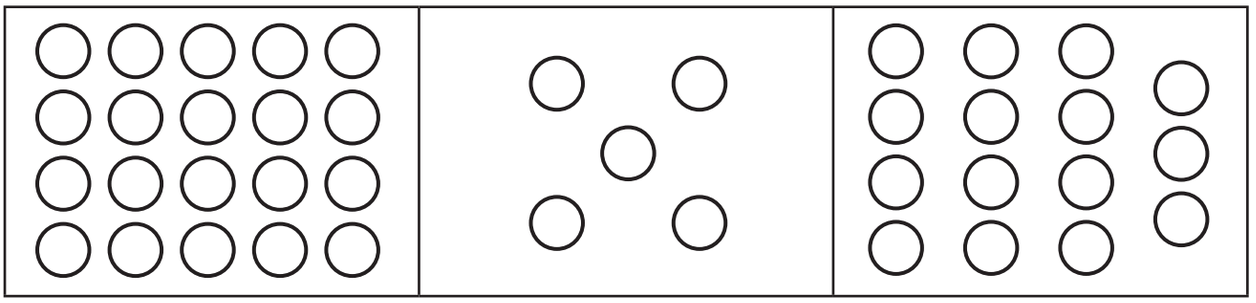
LETŠATŠI 3 • DAY 3

Bohlano le botshelela
Fifths and sixths

MMETSE WA HLOGO – MENTAL MATHS → FIZZ POP – HLAHLAMOLLA – FIZZ POP – BREAK → PAPADI – GAME → KGODIŠO YA KGOPOLO – CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO – WORKSHEETS

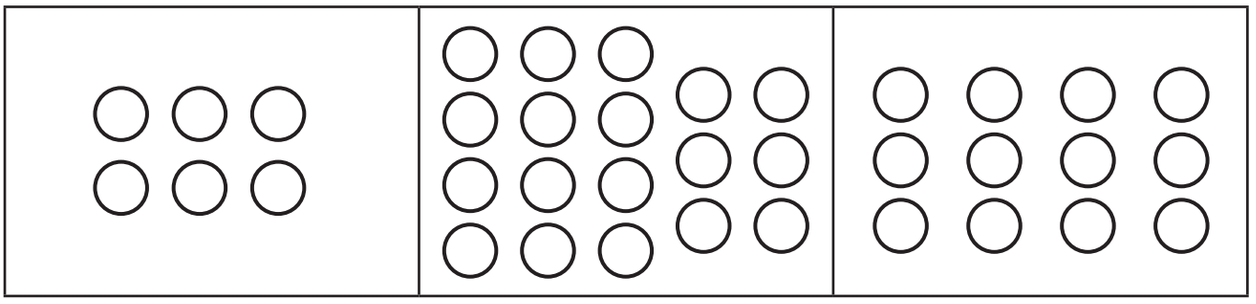
1 Khalara tee hlano.

Colour in one fifth.



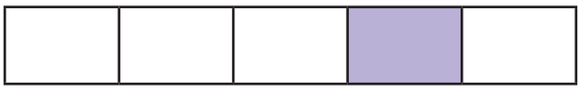
2 Khalara tee tshelela.

Colour in one sixth.



3 Feleletša.

Complete.



Karolo ____ ya ____ dikarolo tša go lekana.

_____ part of _____ equal parts.

Karolo ____ ya ____ dikarolo tša go lekana.

_____ part of _____ equal parts.

4 Latišiša.

Trace.

bohlano bohlano fifth fifth

botshelela botshelela sixth

Papadi: Dipalophatlo
Game: Fractions

- Raloka le mogwera. Šiedišanang go ba wa mathomo.
  Play with a friend. Take turns going first.
- Kgokološa letaese gomme o šuthiše sebaledi sa gago.
  Roll the dice and move your counter.
- Bolela leina la palophatlo.
  Say the name of the fraction.
- Kgokološa gape ge o ka nepa.
  Roll again if you get it right.

Mantšu a bohlokwa
Key words

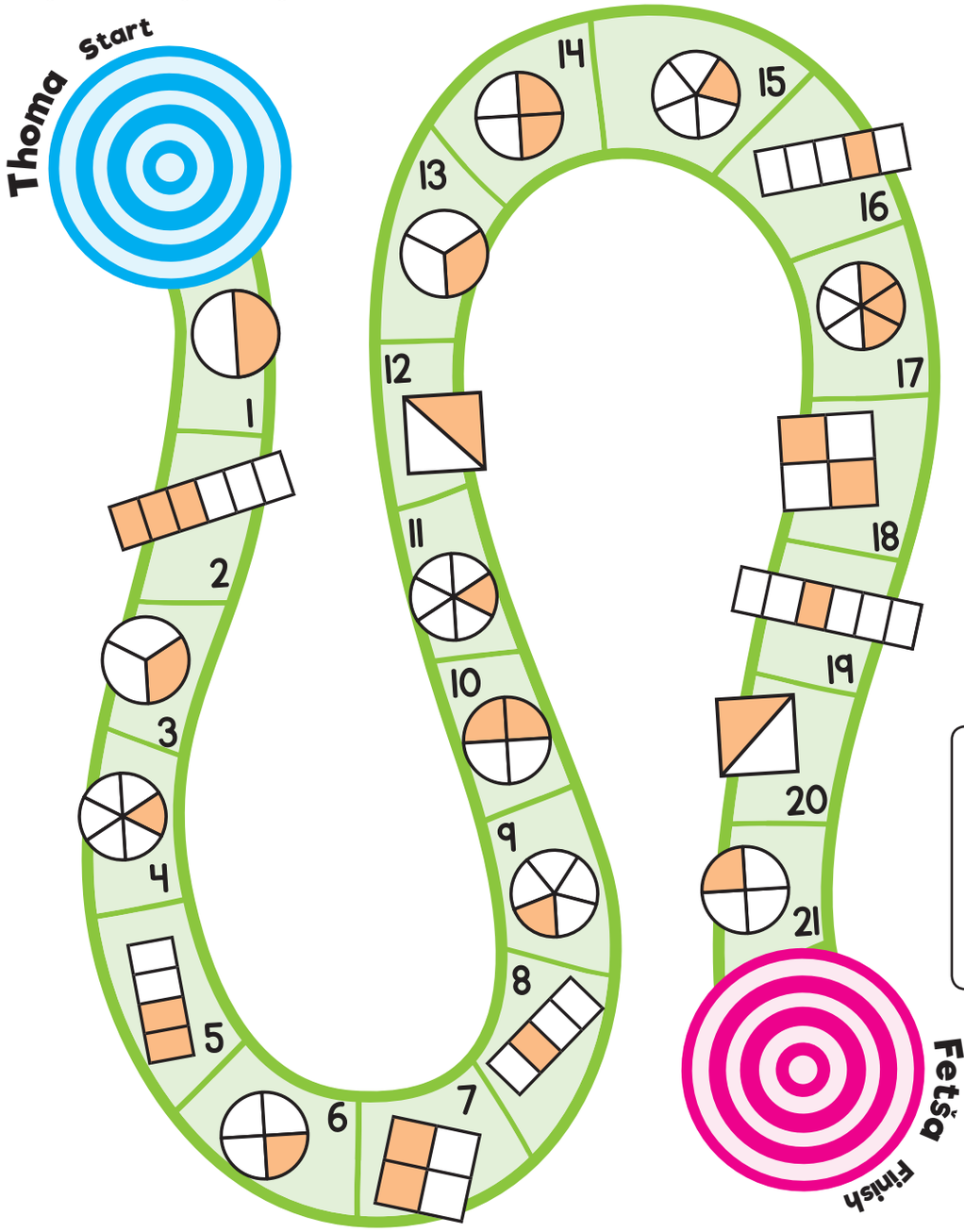
seripa se tee
one half

tee tharong
one third

tee nne/kotara
one fourth/quarter

tee hlanong
one fifth

tee tshelela
one sixth



Ralokang gape. Ka ye nako le ngwale leina la palophatlo.

Play again. This time write the name of the fraction.

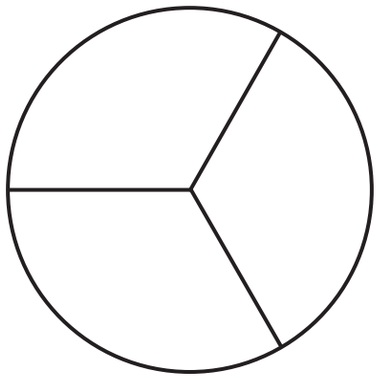
LETŠATŠI 4 • DAY 4

Palophatlo ya selo sa go tlala
Fractions of a whole

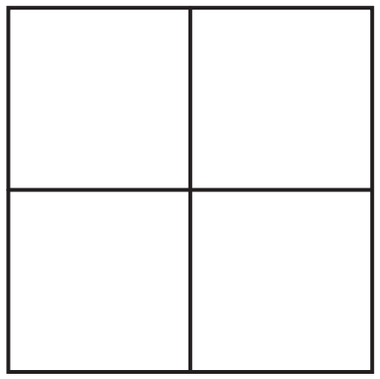
MMETSE WA HLOGO – MENTAL MATHS → FIZZ POP – AGA – FIZZ POP – BUILD → PAPADI – GAME → KGODIŠO YA KGOPOLO – CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO – WORKSHEETS

1 Latišiša. Khalara dikarolo.

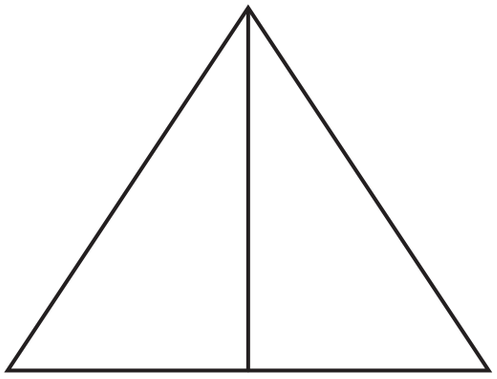
Trace. Colour the parts.



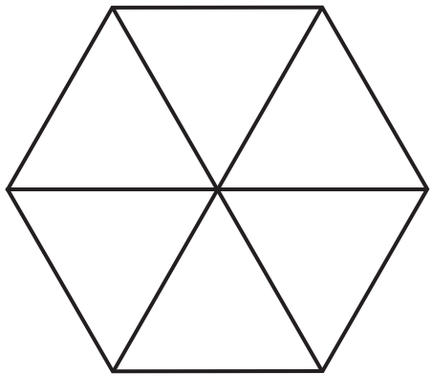
tee tharong third



kotara quarter



seripagare half



tee tshelela sixth

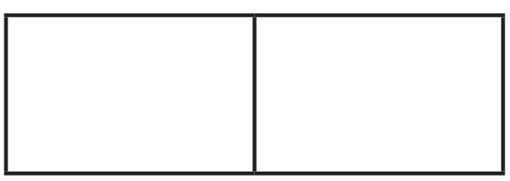
tee hlanong fifth

2 Khalara karolo e tee.
Latišiša leina la palophatlo.

Colour one part. Trace the name of the fraction.

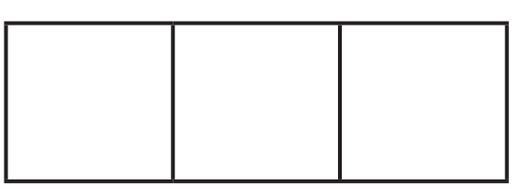
Ge ke aba llofo e 1 magareng ga bana ba ba2, ngwana o tee o hwetša seripa se tee

When I share 1 loaf between 2 children, one child gets one half.



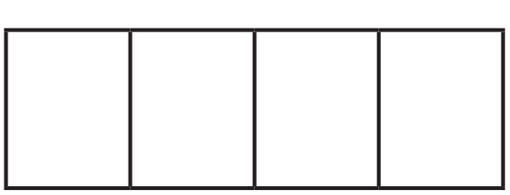
seripa se tee

one half



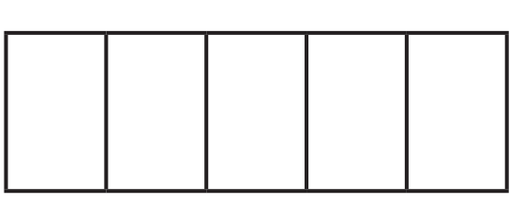
tee tharong

one third



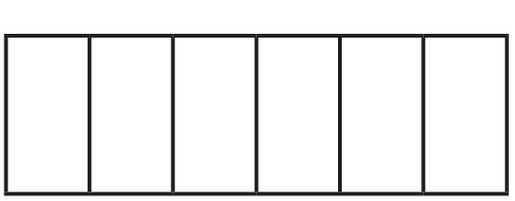
tee kotareng

one quarter



tee hlanong

one fifth



tee tshelela

one sixth

LETLAKALATŠHOMELO WORKSHEET → LETLAKALATŠHOMELO WORKSHEET

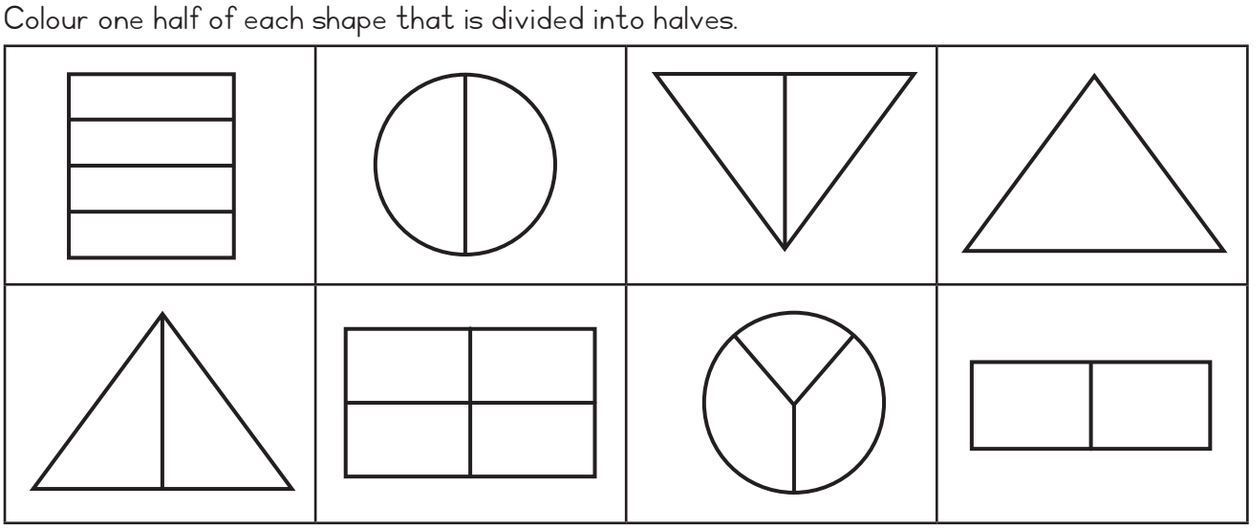
A re boleleng Mmetse!

Let's talk Maths!

Ka Sepedi re re:	In English we say:
seripa se tee	one half
e tee ya dikarolo tše 2 tša go lekana	one of 2 equal parts
tee tharong	one third
e tee ya dikarolo tše 3 tša go lekana	one of 3 equal parts
tee kotareng	one quarter
e tee ya dikarolo tše 4 tša go lekana	one of 4 equal parts
tee hlanong	one fifth
tee tshelela	one sixth

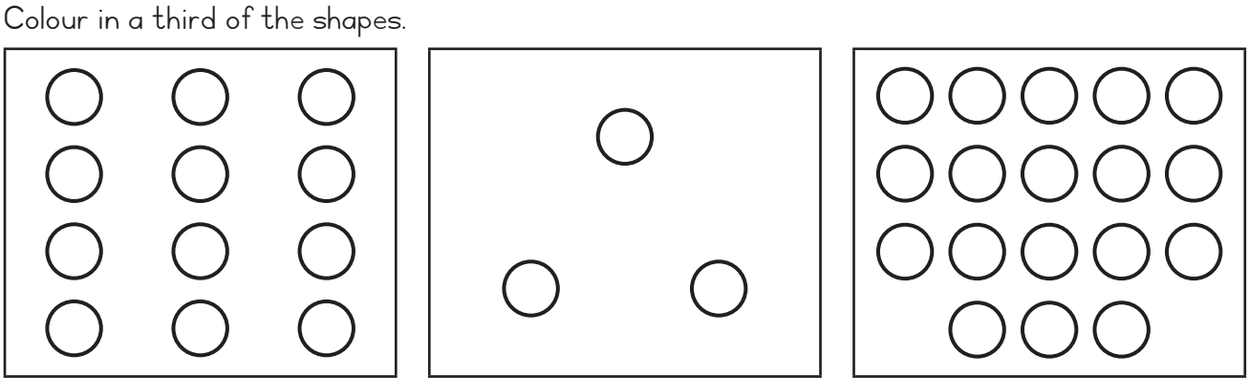
1 Khalara seripa se tee sa sebopego se sengwe le se sengwe seo se arotšwego ka diripa.

Colour one half of each shape that is divided into halves.



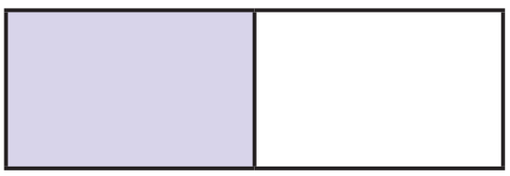
2 Khalara boraro bja dibopego.

Colour in a third of the shapes.



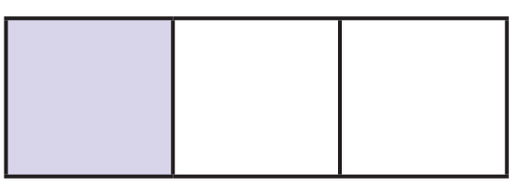
3 Tlatša dikgoba. Ngwala leina la palophatlo.

Fill in the blanks. Write the fraction name.



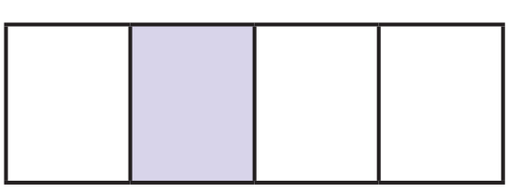
Karolo ____ ya ____ dikarolo tša go lekana.

_____ part of _____ equal parts.



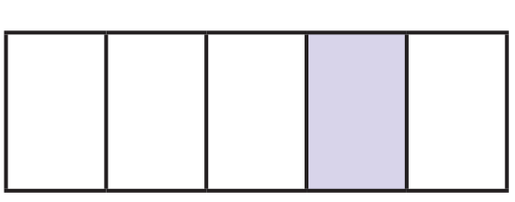
Karolo ____ ya ____ dikarolo tša go lekana.

_____ part of _____ equal parts.



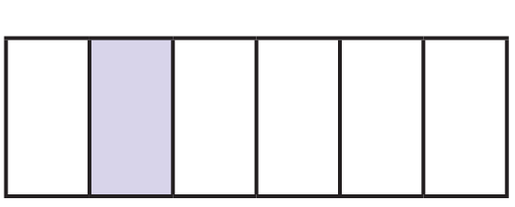
Karolo ____ ya ____ dikarolo tša go lekana.

_____ part of _____ equal parts.



Karolo ____ ya ____ dikarolo tša go lekana.

_____ part of _____ equal parts.



Karolo ____ ya ____ dikarolo tša go lekana.

_____ part of _____ equal parts.

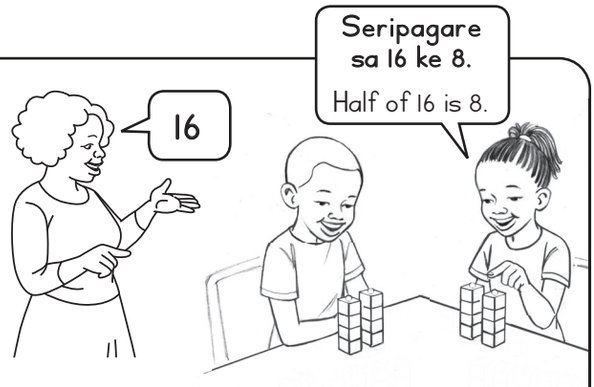
BEKE • WEEK 9

LETŠATŠI 1 • DAY 1

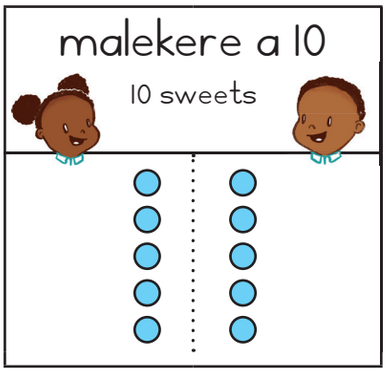
Go aba magareng ga batho ba ba2
Sharing between 2

MMETSE WA HLOGO – MENTAL MATHS | FIZZ POP – GO RIPA GARE – FIZZ POP – HALVING → PAPADI – GAME → KGODIŠO YA KGOPOLO – CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO – WORKSHEETS

Papadi: Go aba!
Game: Sharing!

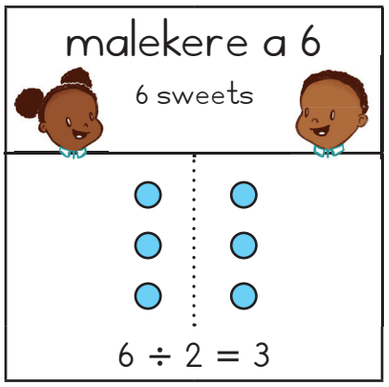


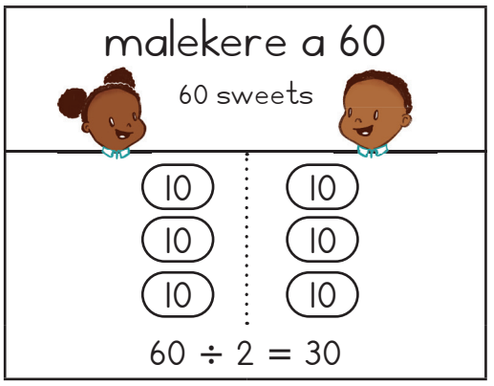
- Nagana eke poloko ye nngwe le ye nngwe ke lelekere!
  Imagine each block is a sweet!
- Morutiši wa gago o bitša palo.
  Your teacher calls a number.
- Aba malekere ka go lekana magareng ga barutwana ba ba2.
  Share the sweets equally between 2 learners.
- Na morutwana yo mongwe le yo mongwe o hwetša a makae?
  How many does each learner get?



Ge re aba malekere a 10 magareng ga barutwana ba ba2, morutwana yo mongwe le yo mongwe o hwetša seripa.

When we share 10 sweets between 2 learners, each learner receives half.





6 ge e abja magareng ga ba ba2 e lekana le 3. Ke fa Vuyo lelekere le tee, le tee ke fa Cebo go fihlela ke aba malekere ka moka.

6 shared between 2 equals 3.
I give one sweet to Vuyo, and one to Cebo until I share all the sweets.

60 ge e abja magareng ga ba ba2 e lekana le 30. Ke fa Vuyo malekere a 10, ka fa Cebo a 10 go fihlela ke aba malekere ka moka a 60. Ke nagana ka bo10.

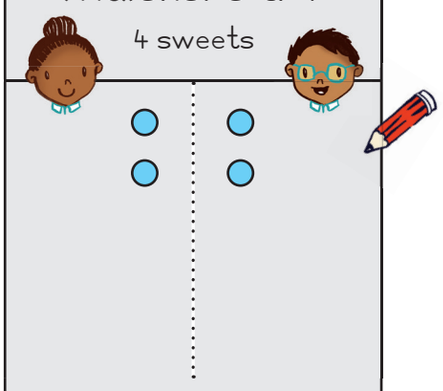
60 shared between 2 equals 30.
I give 10 sweets to Vuyo, and 10 to Cebo until I share all 60 sweets. I think in 10s.

Aba malekere ka go lekana magareng ga barutwana ba ba2. Na morutwana yo mongwe le yo mongwe o hwetša malekere a makae?

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

malekere a 4

4 sweets



4 ÷ 2 = 2

Ke aba malekere a ma4 ka go lekana magareng ga barutwana ba ba2.

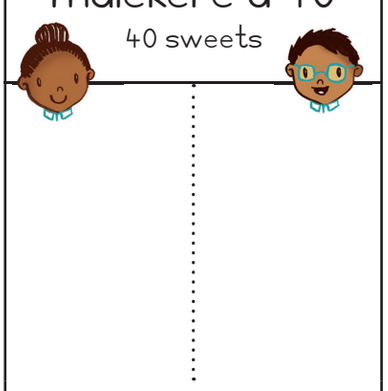
Seripa sa malekere a ma4 ke malekere a ma2.

I share 4 sweets equally between 2 learners.

Half of 4 sweets is 2 sweets.

malekere a 40

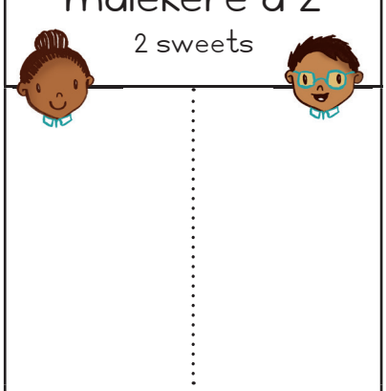
40 sweets



40 ÷ 2 = ____

malekere a 2

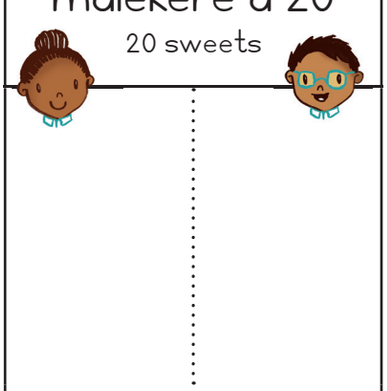
2 sweets



2 ÷ 2 = ____

malekere a 20

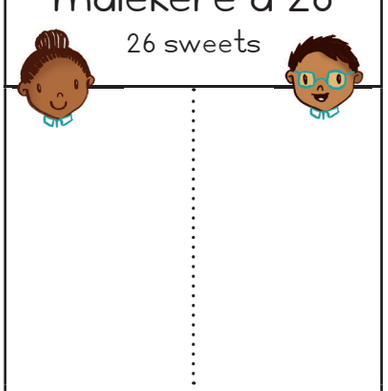
20 sweets



20 ÷ 2 = ____

malekere a 26

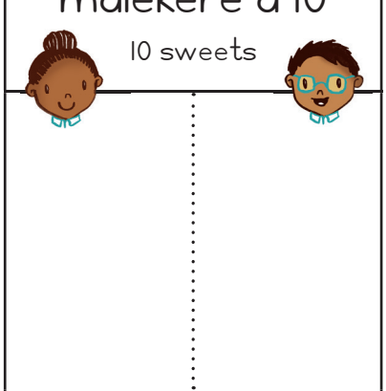
26 sweets



26 ÷ 2 = ____

malekere a 10

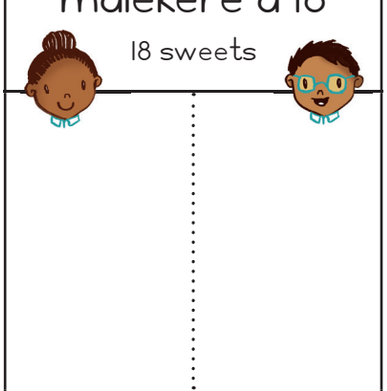
10 sweets



10 ÷ 2 = ____

malekere a 18

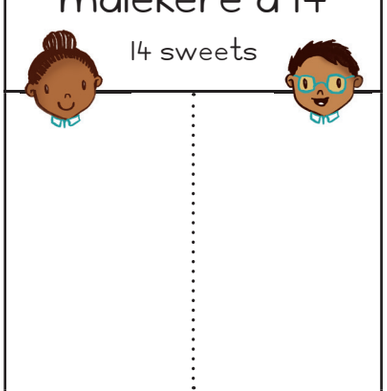
18 sweets



18 ÷ 2 = ____

malekere a 14

14 sweets

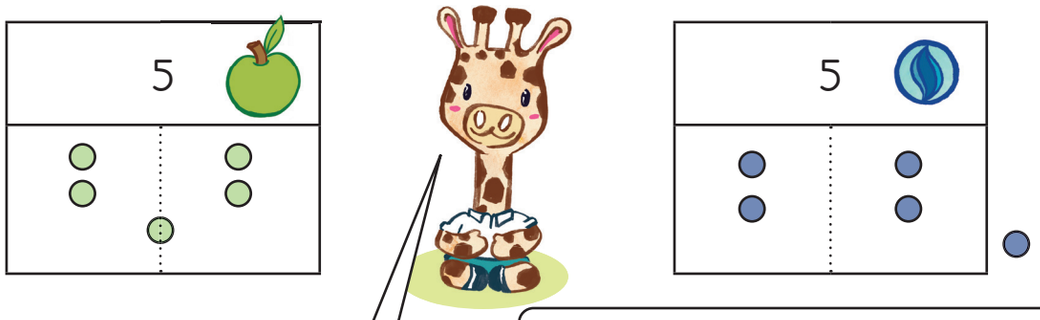


14 ÷ 2 = ____

LETŠATŠI 2 • DAY 2

Go aba ka lešalela
Sharing with a remainder

MMETSE WA HLOGO – MENTAL MATHS | FIZZ POP – GO RIPA GARE – FIZZ POP – HALVING → PAPADI – GAME → KGODIŠO YA KGOPOLO – CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO – WORKSHEETS



Dilo tše dingwe di ka arolwa ka seripa. Re ka aba ka go ripa ka seripa!

Ke aba diapole tše 5 ka go lekana magareng ga barutwana ba ba2. Morutwana yo mongwe le yo mongwe o hwetša diapole tše 2 le seripa.

Some things can be cut in half. We can share by cutting in half!

I share 5 apples equally between 2 learners. Each learner receives 2 and a half apples.

Dilo tše dingwe ga di kgonege gore re di ripe ka seripa. Ge re aba, ka nako ye nngwe re ba le tša go šala.

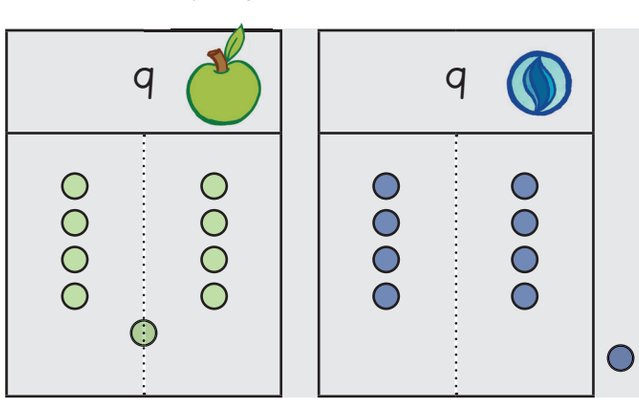
Ke aba dimabole tše 5 ka go lekana magareng ga barutwana ba ba2. Morutwana yo mongwe le yo mongwe o hwetša dimabole tše 2. Ga go na mabole wa go šala.

Some things cannot be cut in half. When we share, sometimes we have some left over.

I share 5 marbles equally between 2 learners. Each learner receives 2 marbles. There is one marble left over.

1 Aba ka go lekana magareng ga barutwana ba ba2. Na morutwana yo mongwe le yo mongwe o hwetša tše kae?

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

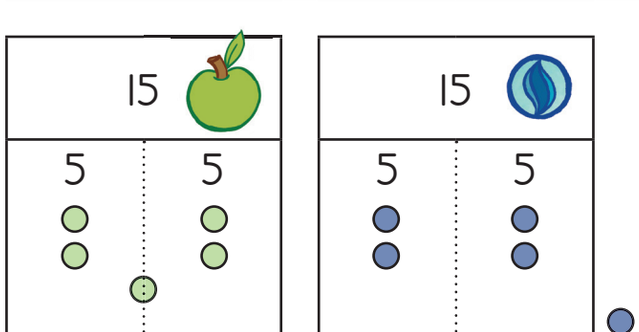


9 ÷ 2 = 4 le seripa se 1

9 ÷ 2 = 4 and 1 half

9 ÷ 2 = 4 le ye 1 ya go šala

9 ÷ 2 = 4 and 1 left over



15 ÷ 2 = _____

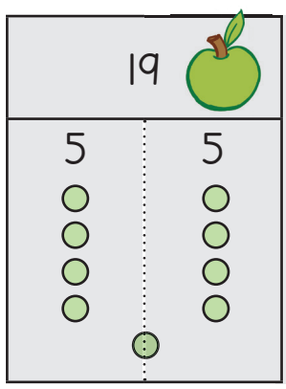
15 ÷ 2 = _____

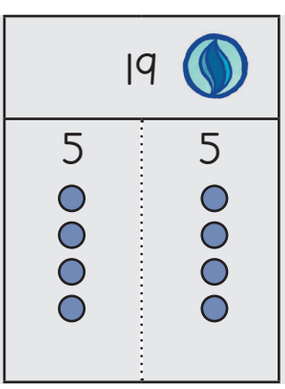
15 ÷ 2 = _____

15 ÷ 2 = _____

2 Aba ka go lekana magareng ga barutwana ba ba2. Na morutwana yo mongwe le yo mongwe o hwetša tše kae? Rarolla ka go thala.

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



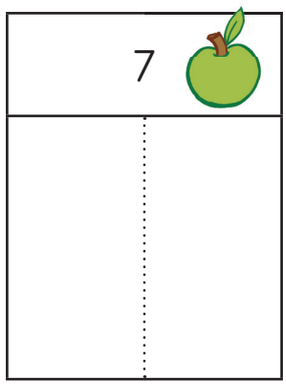


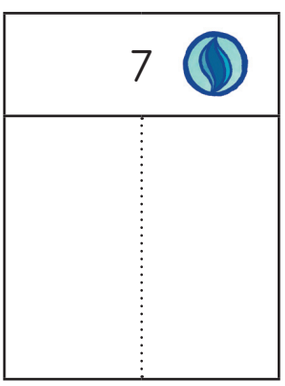
19 ÷ 2 = 9 le seripa se 1

19 ÷ 2 = 9 and 1 half

19 ÷ 2 = 9 le ye 1 ya go šala

19 ÷ 2 = 9 and 1 left over



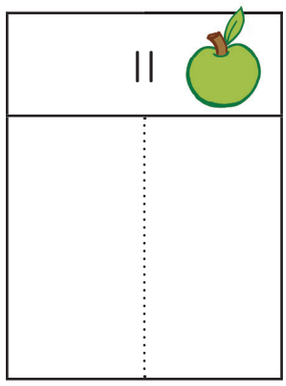


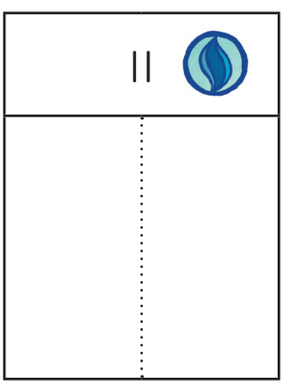
7 ÷ 2 = _____

7 ÷ 2 = _____

7 ÷ 2 = _____

7 ÷ 2 = _____



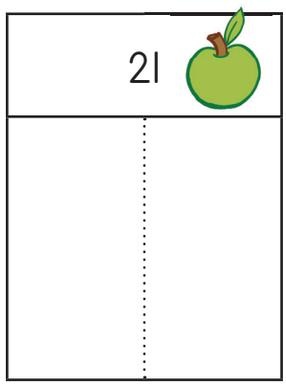


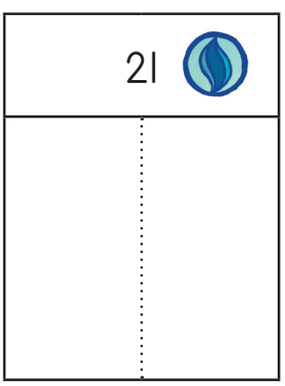
11 ÷ 2 = _____

11 ÷ 2 = _____

11 ÷ 2 = _____

11 ÷ 2 = _____





21 ÷ 2 = _____

21 ÷ 2 = _____

21 ÷ 2 = _____

21 ÷ 2 = _____

Go hlopha
Grouping

MMETSE WA HLOGO – MENTAL MATHS | FIZZ POP – GO RIPA GARE – FIZZ POP – HALVING → PAPADI – GAME → KGODIŠO YA KGOPOLO – CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO – WORKSHEETS

1 Ge ke tseba gore go na le dilo tše kae go sehlopha se sengwe le se sengwe, efela ke sa tsebe gore go na le dihlopha tše kae, ke dira tiragatšo ya go hlopha.

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

Ge ke tseba gore go na le dilo tše kae go sehlopha se sengwe le se sengwe, efela ke sa tsebe gore go na le dihlopha tše kae, ke dira tiragatšo ya go hlopha.

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

5 — Malekere a ma5 ka mokotleng o 1.
5 sweets in 1 bag.

5 5 — Malekere a 10 ka mekotleng ye me2.
10 sweets in 2 bags.

5 5 5 — Malekere a 15 ka mekotleng ye me3.
15 sweets in 3 bags.

5 5 5 5 — Malekere a 20 ka mekotleng ye me4.
20 sweets in 4 bags.

5 5 5 5 5 — Malekere a 25 ka mekotleng ye me5.
25 sweets in 5 bags.

5 5 5 5 5 5 — Malekere a 30 ka mekotleng ye 6.
30 sweets in 6 bags.

30 ÷ 5 = 6

Sam a ka dira mekotla ya moletlo ye 6 .

Sam can make 6 party packs.

Khanyi o pakile dipiskiti tše 45 tša go rekiša sekolong. O tšhela dipiskiti tše 5 ka lepokising le lengwe le le lengwe. Na a ka rekiša mapokisi a makae a dipiskiti?

Khanyi baked 45 biscuits to sell at school. She puts 5 biscuits in each box. How many boxes of biscuits can she sell?

____ ÷ ____ = ____

Khanyi a ka rekiša mapokisi a ____ a dipiskiti.

Khanyi can sell _____ boxes of biscuits.

2 Mali o na le ditapole tše 24 tša go rekiša mmarakeng wa gagwe. O tšhela ditapole tše 3 ka pakeng ye nngwe le ye nngwe. Na Mali o šomiša dipakana tše kae?

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

____ ÷ ____ = ____

Mali o šomiša dipakana tše ____.

Mali uses _____ packets.

Bogosi le Luka ba paka ditulo tše 70 ka methaladi ya thapelong. Mothaladi o tee o na le ditulo tše 10. Na ba paka methaladi ye mekae ya ditulo?

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

____ ÷ ____ = ____

Bogosi le Luka ba paka methaladi ye ____ ya ditulo.

Bogosi and Luke pack _____ rows of chairs.

Samir o šomiša dipoloko tša gagwe go aga ditora. Tora ye nngwe le ye nngwe e dirilwe ka dipoloko tše 4. Na Samir a ka aga ditora tše kae ka dipoloko tše 28?

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

____ ÷ ____ = ____

Samir a ka aga ditora tše ____.

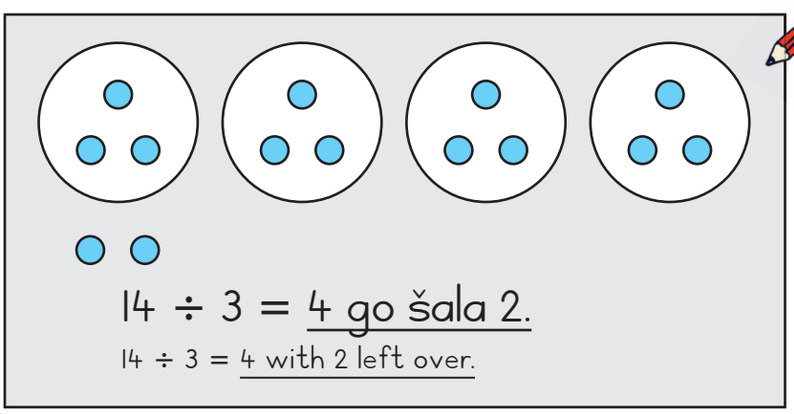
Samir can build _____ towers.

Go hlopha ka lešalela
Grouping with a remainder

MMETSE WA HLOGO – MENTAL MATHS | FIZZ POP – GO RIPA GARE – FIZZ POP – HALVING → PAPADI – GAME → KGODIŠO YA KGOPOLO – CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO – WORKSHEETS

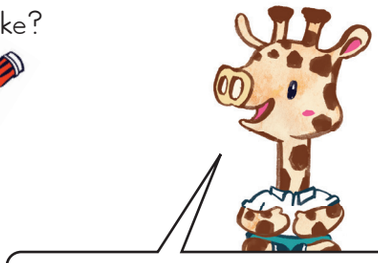
1 Bea dimabole tše 14 ka dihlopha tša 3. Na o ka dira dihlopha tše kae?

Put 14 marbles into groups of 3. How many groups can you make?



14 ÷ 3 = 4 go šala 2.

14 ÷ 3 = 4 with 2 left over.



Ka nako ye nngwe ke na le dilo tša go šala ka morago ga go di hlopha.

Sometimes I have things left over after I group them.

Molemi o gaša dikherote tše 44 ka mekotleng. O tšhela dikherote tše 10 ka mokotleng o tee. Na a ka dira mekotla ye mekae?

The farmer puts 44 carrots in bags. He puts 10 carrots in each bag. How many bags can he make?

44 ÷ 10 = ____ go šala ____.

44 ÷ 10 = _____ with _____ left over.

Phumla o na le matšoba a 25. O bea matšoba a ma4 ka vaseng ye nngwe le ye nngwe. Na Phumla o tla hloka divase tše kae?

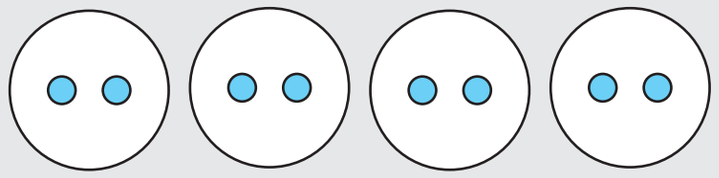
Phumla has 25 flowers. She puts 4 flowers in each vase. How many vases will Phumla need?

25 ÷ 4 = ____ go šala ____.

25 ÷ 4 = _____ with _____ left over.

2 Bea dimabole tše 8 ka dihlopha tša 2. Na o ka dira dihlopha tše kae?

Put 8 marbles into groups of 2. How many groups can you make?



8 ÷ 4 = 2 go šala 0.

8 ÷ 4 = 2 with 0 left over.

Bea dimabole tše 10 ka dihlopha tša 4. Na o ka dira mekotla ye mekae?

Put 10 marbles into groups of 4. How many groups can you make?

Gopola, ge re aba ka go lekana, ka nako ye nngwe re ba le dimabole tša go šala.

Remember, when we make equal groups, sometimes we have some left over.

10 ÷ 4 = ____ go šala ____.

10 ÷ 4 = _____ with _____ left over.

Refilwe o paka mekotla ya diapole. O tšhela diapole tše 5 ka mokotleng wo mongwe le wo mongwe. Na o tla paka mekotla ye mekae ya diapole ge a e na le diapole tše 27?

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

27 ÷ 5 = ____ go šala ____.

27 ÷ 5 = _____ with _____ left over.

Mandla o na le distikara tše 14 tšeo a di abelago bagwera ba gagwe. O fa mogwera yo mongwe le yo mongwe distikara tše 3. Na ke bagwera ba bakae bao ba tlogo hwetša distikara?

Mandla has 14 stickers to share with his friends. He gives 3 stickers to each friend. How many friends will get stickers?

14 ÷ 3 = ____ go šala ____.

14 ÷ 3 = _____ with _____ left over.

LETLAKALATŠHOMELO WORKSHEET → LETLAKALATŠHOMELO WORKSHEET

A re boleleng Mmetse!

Let's talk Maths!

Ka Sepedi re re:	In English we say:
aba	share
arola	divide
Aba diapole tše 5 magareng ga barutwana ba ba2.	Share 5 apples between 2 learners.
Morutwana yo mongwe le yo mongwe o hwetša tše 2 le seripa.	Each learner receives 2 and a half.
Aba dimabole tše 5 magareng ga barutwana ba ba2.	Share 5 marbles between 2 learners.
Morutwana yo mongwe le yo mongwe o hwetša tše 2. Ga go na tša go šala.	Each learner receives 2. There is one left over.
Arola 5 ka 2.	Divide 5 by 2.

1 Aba dimabole tše 12 ka go lekana magareng ga barutwana ba ba4.

Share 12 marbles equally between 4 learners.

12 ÷ 4 = ____ go šala ____.

12 ÷ 4 = _____ with _____ left over.

Aba dimabole tše 11 ka go lekana magareng ga barutwana ba ba4.

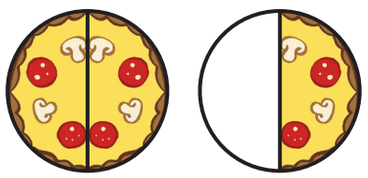
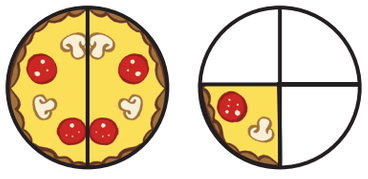
Share 11 marbles equally between 4 learners.

11 ÷ 4 = ____ go šala ____.

11 ÷ 4 = _____ with _____ left over.

2 Na ke dipizza tše kae?

How many pizzas?

3 Katološa ka go bala ka bo5.

Extend by counting in 5s.

	50	45							

4

58 – 5 = ____	34 – 5 = ____	39 – 4 = ____
28 + 5 = ____	35 – 7 = ____	44 – 7 = ____

36 + 30 = ____	42 + 30 = ____	2 + 40 = ____
56 – 20 = ____	72 – 30 = ____	91 – 40 = ____

5

17	18

34	
14	

25	
17	

6

2 × 4 = ____	2 × 5 = ____	2 × 10 = ____
5 × 2 = ____	5 × 3 = ____	5 × 5 = ____

7

Seripa: Half:	9		18	
Pedifatša: Double:	9		18	

LETŠATŠI 1 • DAY 1

Ma10 le bo1
10s and 1s

MMETSE WA HLOGO
MENTAL MATHS

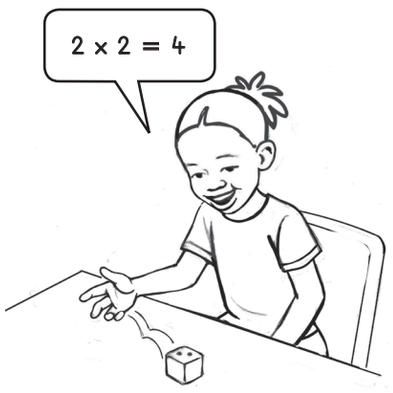
DIOPHAREIŠENE TŠA GO DIROLLA
INVERSE OPERATIONS

→ PAPADI
GAME

→ MATLAKALATŠHOMELO
WORKSHEETS

Papadi: Mmetse wa lebelo ka letaese – atiša ka 2
Game: Fast maths with dice – multiply by 2

- Kgokološa letaese.
  Roll a dice.
- Atiša palo ka 2. Bušeletša gape. Ka lebelo!
  Multiply the number by 2. Do it again. Faster!
- Ralokang papadi ya atiša ka 2, 5 le 10 mo bekeng ye!
  Play multiply by 2, 5 and 10 this week!



1 Thala (10) gore o bontšhe 10. Thala ● gore o bontšhe 1.
Draw (10) to show 10. Draw ● to show 1.

57

57 =

73

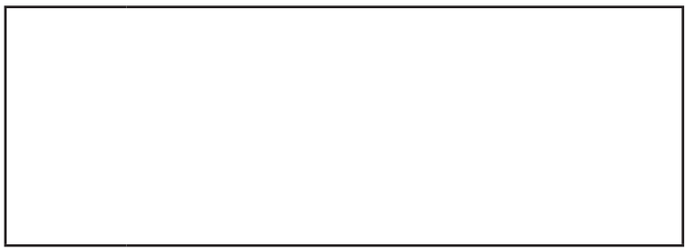
73 =

2 Rarolla!
Solve!

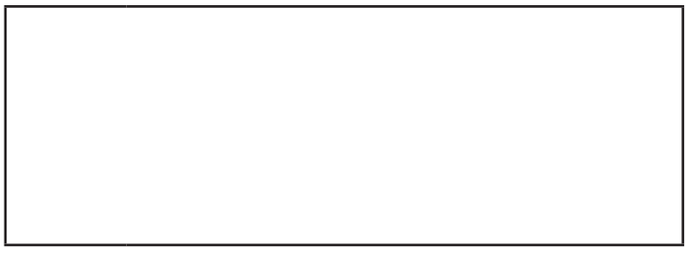
10 + ___ = 19	20 + ___ = 25	30 + ___ = 37

3 Thala (10) gore o bontšhe 10. Thala ● gore o bontšhe 1.

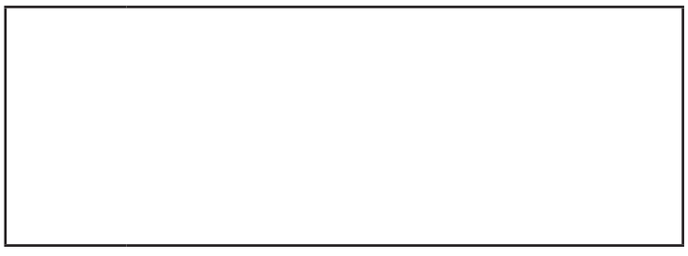
Draw (10) to show 10. Draw ● to show 1.



47 = _____ 47 = _____



52 = _____ 52 = _____



38 = _____ 38 = _____

4 Hlahlamolla ka mal0 le bol.

Break down into 10s and 1s.

28 = _____ 28 = _____	43 = _____ 43 = _____
59 = _____ 59 = _____	84 = _____ 84 = _____

BEKE • WEEK 10

LETŠATŠI 2 • DAY 2

Go hlakantšha le go ntšha go fihla go 100

Adding and subtracting up to 100

MMETSE WA HLOGO
MENTAL MATHS

DIOPHAREIŠENE TŠA GO DIROLLA
INVERSE OPERATIONS

→ PAPADI
GAME

→ MATLAKALATŠHOMELO
WORKSHEETS

1 Rarolla. Šomiša dipoloko tša gago.

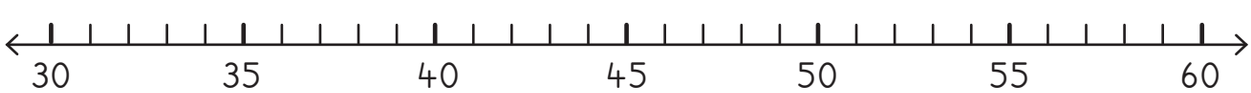
Solve! Use your blocks.

4 + 4 = ____	5 + 3 = ____	4 + 5 = ____
40 + 40 = ____	50 + 30 = ____	40 + 50 = ____

8 – 3 = ____	9 – 6 = ____	10 – 3 = ____
80 – 30 = ____	90 – 60 = ____	100 – 30 = ____

2 Rarolla. Šomiša mothalopalo.

Solve. Use the number line.



56 – 20 = ____

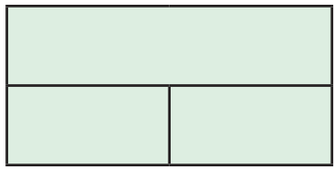
78 – 30 = ____

3 Rarolla ka go šomiša tafola ya dipalo.

Solve using the number table.

Sonke o badile matlakala a go feta 25 ka maikhutšo.
Emma o badile matlakala a go feta a Sonke ka 20.
Na Emma o badile matlakala a makae?

Sonke read 25 pages over the holiday. Emma read 20 more pages than Sonke. How many pages did Emma read?



4 Rarolla.

Solve.

41 + 5 = ____	65 + 5 = ____	47 – 5 = ____	60 – 4 = ____
36 + 4 = ____	57 + 4 = ____	69 – 4 = ____	50 – 2 = ____
52 + 7 = ____	72 + 6 = ____	58 – 6 = ____	70 – 3 = ____

Noni o otletše dikhilometara tše 51. O otlela dikhilometara tše dingwe gape tše 5. Na o otletše dikhilometara tše kae ka moka ge di hlakana?

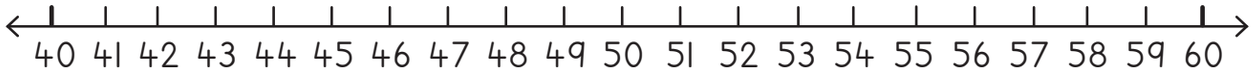
Noni has driven 51 kilometres. She drives 5 kilometres more. How many kilometres has she driven altogether?

Sane o kitimile dikhilometara tše 32 bekeng ya go feta. Milisa o kitimile tše nnyane ka 4. Na Milisa o kitimile dikhilometara tše kae?

Sane ran 32 kilometres last week. Milisa ran 4 less. How many kilometres did Milisa run?

5 Rarolla. Šomiša mothalopalo o go thuše.

Solve. Use the number line for help.



56 + 4 = ____	48 + 5 = ____	60 – 4 = ____	52 – 5 = ____
46 + 7 = ____	45 + 7 = ____	50 – 6 = ____	53 – 7 = ____

SesiNtombi o rekišitše dikuku tše 42. O rekiša tše dingwe gape tše 7. Na o rekiša dikuku tše kae ka moka ge di hlakana?

Sis Ntombi sold 42 scones. She sells 7 more. How many scones does she sell altogether?

Lwazi o na le R60. O reka diapole tša R8. Na o šaletšwe ke bokae?

Lwazi has R60. He buys apples for R8. How much money does he have left?

LETŠATŠI 3 • DAY 3

Pedifatša o be o ripe gare
Double and half

MMETSE WA HLOGO
MENTAL MATHS

DIOPHAREIŠENE TŠA GO DIROLLA
INVERSE OPERATIONS

→ PAPADI
GAME

→ MATLAKALATŠHOMELO
WORKSHEETS

1 Ke aba ka go lekana magareng ga barutwana ba ba2. Morutwana yo mongwe le yo mongwe o humana tše kae?

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

Seripa sa: Half of:			
4		14	
10		20	
50		100	

2

	1	2	3	4	5	6	7	8	9	10
Pedifatša Double										

3

Pedifatša 5 Double 5	Pedifatša 15 Double 15	Pedifatša 25 Double 25
Pedifatšo ya 5 ke ____. Double 5 is ____.	Pedifatšo ya 15 ke ____. Double 15 is ____.	Pedifatšo ya 25 ke ____. Double 25 is ____.

4

Na ke barutwana ba bakae? How many learners?	
Ke mahlo a makae? How many eyes?	

barutwana ba ba learners	1	2	3	4	5	6	7	8	9	10
mahlo a eyes										

Na ke barutwana ba bakae? How many learners?	
Ke menwana ye mekae? How many fingers?	

barutwana ba ba learners	1	2	3	4	5	6	7	8	9	10
menwana ye fingers										

5 Balela.

Calculate.

2 × 3 = ____	2 × 5 = ____	2 × 6 = ____	2 × 2 = ____
2 × 1 = ____	2 × 4 = ____	2 × 8 = ____	2 × 10 = ____

6 

Lelekere le tee le bitša R2. Na ke lefela bokae go:

One sweet costs R2. How much do I pay for:

malekere a ma5 5 sweets		malekere a 6 6 sweets	
malekere a 8 8 sweets		malekere a 10 10 sweets	

BEKE • WEEK 10

LETŠATŠI 4 • DAY 4

Dihlopha tša 5 le 10
Groups of 5 and 10

MMETSE WA HLOGO
MENTAL MATHS

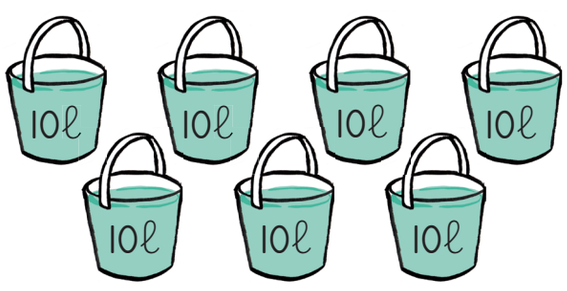
DIOPHAREIŠENE TŠA GO DIROLLA
INVERSE OPERATIONS

→ PAPADI
GAME

→ MATLAKALATŠHOMELO
WORKSHEETS

1

Na dipakete ke tše kae? How many buckets?	
Na dilitere ke tše kae? How many litres?	



Na dipakete ke tše kae? How many buckets?	
Na dilitere ke tše kae? How many litres?	

Dipakete tše 3, dilitere ke tše kae? 3 buckets, how many litres?		Dipakete tše 6, dilitere ke tše kae? 6 buckets, how many litres?	
Dipakete tše 4, dilitere ke tše kae? 4 buckets, how many litres?		Dipakete tše 10, dilitere ke tše kae? 10 buckets, how many litres?	

2 Balela.
Calculate.

10 × 3 = ____	10 × 5 = ____	10 × 6 = ____	10 × 2 = ____
10 × 1 = ____	10 × 4 = ____	10 × 8 = ____	10 × 10 = ____

3 Juse e tee e bitša R10. Na ke lefela bokae go:
One juice costs R10. What do I pay for:

dijuse tše 3? 3 juices?		dijuse tše 5? 5 juices?	
dijuse tše 6? 6 juices?		dijuse tše 11? 11 juices?	

4

	Na ke mekotla ye mekae? How many bags?	
	Diapole ke tše kae? How many apples?	

	Na ke mekotla ye mekae? How many bags?	
	Diapole ke tše kae? How many apples?	

Mekotla ye me4, diapole ke tše kae? 4 bags, how many apples?		Mekotla ye me5, diapole ke tše kae? 5 bags, how many apples?	
Mekotla ye 6, diapole ke tše kae? 6 bags, how many apples?		Mekotla ye 10, diapole ke tše kae? 10 bags, how many apples?	

5 Balela.

Calculate.

5 × 3 = ____	5 × 5 = ____	5 × 6 = ____	5 × 2 = ____
5 × 1 = ____	5 × 4 = ____	5 × 8 = ____	5 × 10 = ____

6 Balela. Šomiša menwana ya gago go netefatša!

Calculate. Use your fingers to keep track!

Na go na le bo5 ba bakae ka go 20? How many 5s in 20?		Na go na le bo5 ba bakae ka go 25? How many 5s in 25?	
Na go na le bo5 ba bakae ka go 30? How many 5s in 30?		Na go na le bo5 ba bakae ka go 50? How many 5s in 50?	

Dipalophatlo le go aba
Fractions and sharing

MMETSE WA HLOGO
MENTAL MATHS

DIOPHAREISENE TŠA GO DIROLLA
INVERSE OPERATIONS

→ PAPADI
GAME

→ LETLAKALATŠHOMELO
WORKSHEET

Papadi: Dipalophatlo
Game: Fractions

- Raloka le mogwera. Šiedišanang go ba wa mathomo.
  Play with a friend. Take turns going first.
- Kgokološa letaese gomme o šuthiše sebaledi sa gago.
  Roll the dice and move your counter.
- Bolela leina la palophatlo.
  Say the name of the fraction.
- Kgokološa gape ge o ka nepa.
  Roll again if you get it right.

Mantšu a bohlokwa
Key words

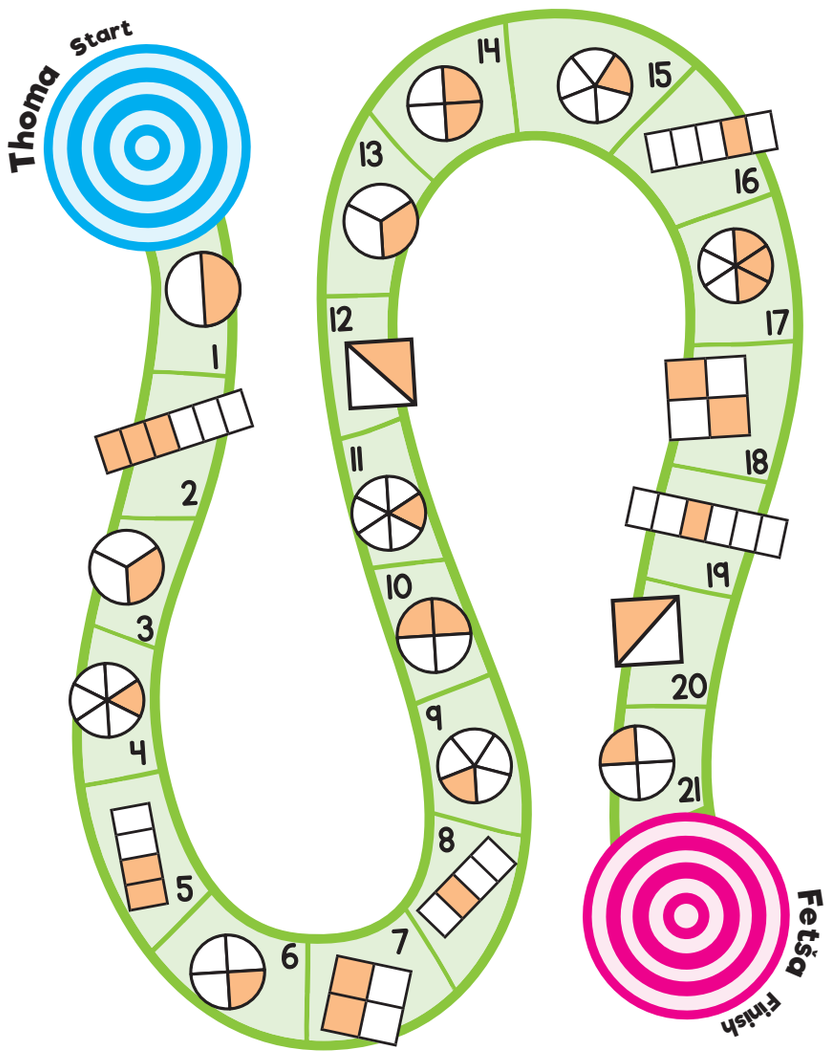
seripa se tee
one half

tee tharong
one third

tee nne/kotara
one fourth/quarter

tee hlanong
one fifth

tee tshelela
one sixth

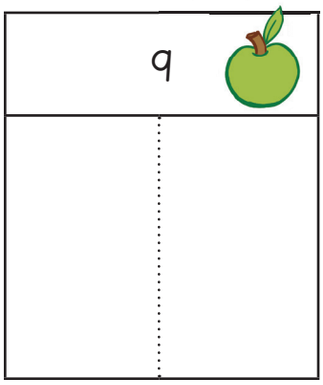


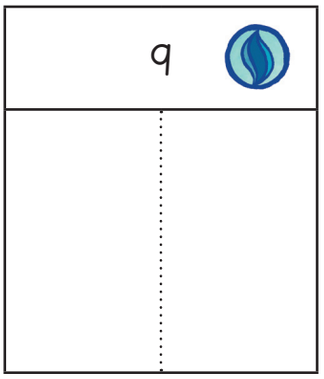
Ralokang gape. Ka ye nako le ngwale leina la palophatlo.

Play again. This time write the name of the fraction.

1 Aba ka go lekana magareng ga barutwana ba ba2. Na morutwana yo mongwe le yo mongwe o hwetša tše kae? Thala go rarolla.

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



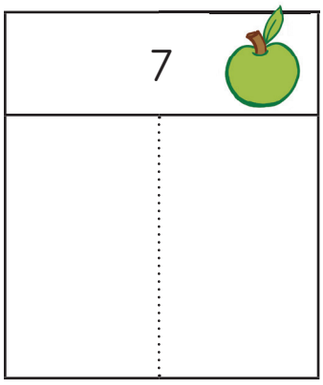


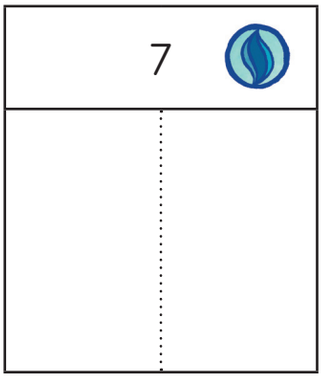
9 ÷ 2 = _____

9 ÷ 2 = _____

9 ÷ 2 = _____

9 ÷ 2 = _____



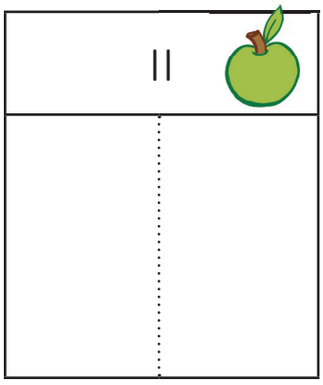


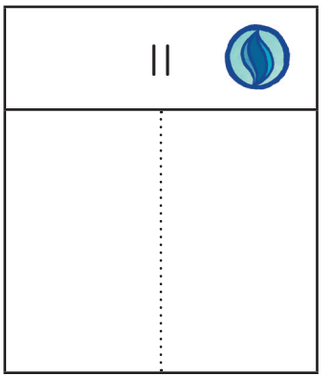
7 ÷ 2 = _____

7 ÷ 2 = _____

7 ÷ 2 = _____

7 ÷ 2 = _____





11 ÷ 2 = _____

11 ÷ 2 = _____

11 ÷ 2 = _____

11 ÷ 2 = _____

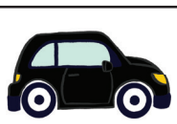
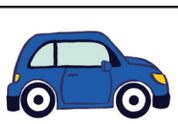
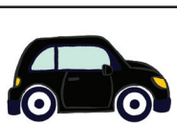
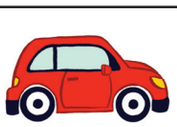
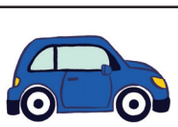
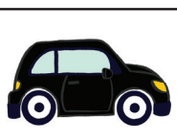
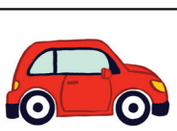
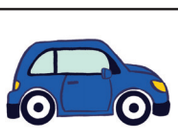
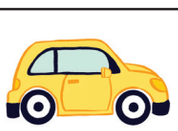
2 Aba dimabole. Na morutwana yo mongwe le yo mongwe o hwetša tše kae? Na go šetše tše kae?

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

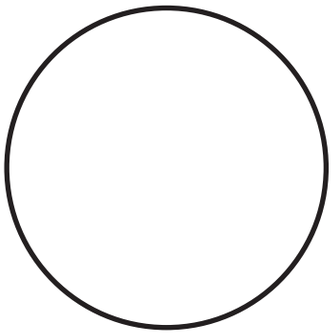
Aba dimabole tše 10 magareng ga barutwana ba ba3. Share 10 marbles among 3 children.	____ le ____ go šala ____ ___ and ___ left over.
Aba dimabole tše 10 magareng ga barutwana ba ba4. Share 10 marbles among 4 children.	____ le ____ go šala ____ ___ and ___ left over.

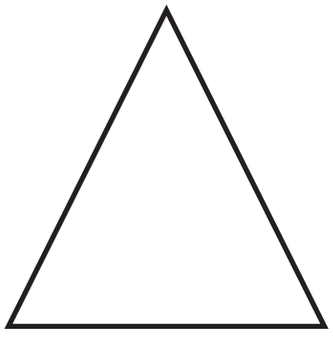
Dikoloi tšeo di fetago keiting ya sekolo

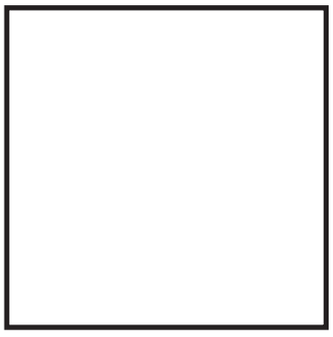
Cars going past the school gate

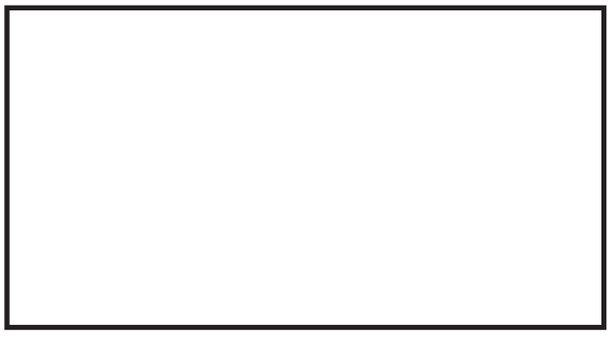
10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
	ntsho black	khubedu red	talaleratadima blue	serolane yellow

Senotlelo
Key
 = 1









Sete ye ya dibopego tše 7 e bitšwa thenkramo.

This set of 7 shapes is called a tangram.

Thoma o ripe letlakala le go tšwa ka pukung ya gago ya mešomo.

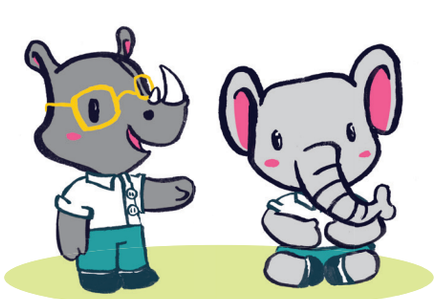
First cut out this page from your workbook.

Ripa dibopego tše 7 ka šedi.

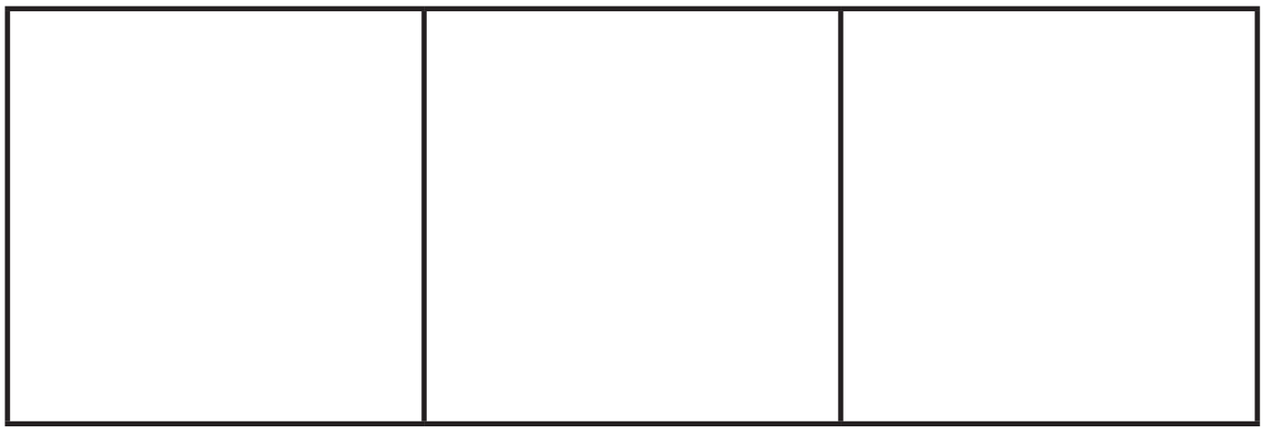
Carefully cut out the 7 shapes.

Di boloke lefelong la go bolokega!

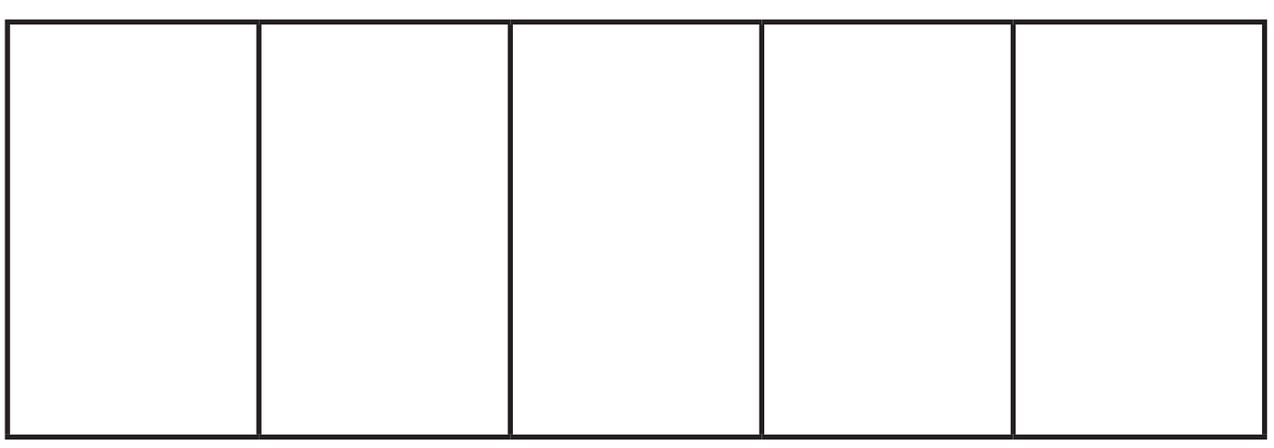
Store them in a safe place!



Boraro Thirds



Bohlano Fifths



Botshelela Sixths