IsiXhosa

IMathematika

Mathematics

2

Ikota 3 | Term 3

Utitshala | Teacher: .....

Bala Wande
Calculating with Confidence

2

Ikota 3 ⋮ Term 3

IMathematika

Mathematics

INcwadi kaTitshala

Teacher's Guide

IsiXhosa ⋮ English

Le ncwadi sisiqhamo sentsebenziswano phakathi kweqela elibizwa ngokuba yi*Bala Wande–Magic Classroom Collective team* kunye neqela lokuqinisekisa elenziwe ngabantu-ngabantu abakwiiyunivesithi eziliqela ezahlukileyo, imibutho engalawulwa ngurhulumente (NGOs) esebenza ngemathematika kwakunye neSebe leMfundo esiSiseko. Ezi zixhobo zokufunda zithathela kwiincwadi zemisebenzi eziqulunqwe liSebe leMfundo esiSiseko nakuphindaphindo lwezicwangciso zezifundo (GPLMS, Jika iMfundo, NECT neTMU). Iibhokisi zezixhobo zokusebenza ngobuchule zeBala Wande zayilwa ngokucebisana nabakwaJade Education. Ezi bhokisi zinezixhobo zodidi oluphezulu eziyinxalenye ebalulekileyo yenkqubo yokufundisa nokufunda.

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
Photos on page 166: Freepik

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ISIQULATHO | CONTENTS

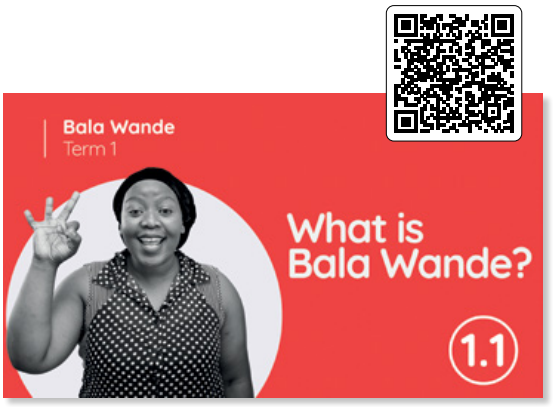
Inkqubo yeMathematika yeBala Wande

IFunda Wande ngumbutho ongenanjongo zakwenza nzuzo, oneenjongo zokuqinisekisa ukuba bonke abafundi baseMzantsi Afrika bayakwazi ukufunda ngokuqonda/ukufundela intsingiselo ngeelwimi zasemakhaya kunjalonje babale ngokuzithemba xa beneminyaka eli-10. IBala Wande yinkqubo ehamba neFunda Wande yemathematika (yezibalo) ejolise ekubeni bonke abafundi baseMzantsi Afrika bafumane isiseko esisiso semathematika kwakwiminyaka yamabanga aphantsi.

Isikhokelo sikatitshala seBala Wande sinika umkhombandlela wemihla ngemihla wokufundisa imathematika ngendlela eza kubangela ukuba abafundi bayiqonde, bayazi imathematika kwaye baqale ukubala ngokuzithemba. Ewe, Inkqubo yeBala Wande ijolise ekufundiseni abafundi ukubala ngokuzithemba xa bephumelele ibanga lesi-3. Le nkqubo yenzelwa kanye ikharityhulam yaseMzantsi Afrika kwaye ihambelana nqo neCAPS. Umxholo, ukwabiwa kwexesha kunye novavanyo lwezifundo, konke oku kusekelwe kwiCAPS.

Izixhobo zezifundo zeBala Wande zibandakanya Isikhokelo sikaTitshala, Incwadi yemisebenzi yabafundi kunye nezinye izixhobo ezisetyenziswa ngootitshala nabafundi ekufundeni (jonga kumaphepha 6 & 7).

1. Wamkelekile kwiBanga lesi-2!



Sinqwenela ukuba abafundi babe nemikhwa emihle xa besenza izibalo kwasekuqaleni. Thetha nabo ngokuqaphela ngenyameko loo nto bafanele ukuyenza. Ngosuku ngalunye xa uqalisa umsebenzi waseklasini abazenzela bebodwa abafundi, bacele bajonge emaphepheni baze bakuxelele abakubonayo. Bacinga ukuba bafanele ukwenza ntoni?

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

Eyona njongo yethu iphambili kulo nyaka kukukhuthaza abafundi ukuba bathethe bakhwaze ngemaths. Yonke imihla, kufuneka ujolise ekubandakanyeni abafundi abaninzi kangangoko kwingxoxo yeklasi yonke. Hamba-hamba uququzelele umsebenzi waseklasini abazenzela bebodwa abafundi – buza imibuzo evavanyayo ngenjongo yokufumanisa ukuba ingaba abafundi bayayiqonda na into abayenzayo. Mamela imibuzo abayibuzayo uze ubaphendule ngokucacileyo.

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

Zonke izixhobo zokufunda zeBala Wande zifumaneka ngeelwimi ezimbini. Oku kwenzelwe ukunika inkxaso kuphuhliso lolwimi/lwesigama semathematika ngesiXhosa nangesiNgesi. Oku kwenzelwa ukuba kube lula ukutshintshatshintsha phakathi kwezi lwimi xa kuthethwa ngemathematika. Isichazimagama seBala Wande siza kukunceda ukwazi ukusebenzisa iilwimi ezininzi xa ucacisa amagama athile emathematika xa kuyimfuneko.

Ootitshala abaninizi bemathematika baseMzantsi Afrika bayazixuba iilwimi xa befundisa ngeenjongo zokunceda abafundi babo babe nokuqonda isigama semathemaetika. Ukuxuba iilwimi kunceda ootitshala nabafundi bakwazi ukusebenzisa izakhono zabo zolwimi ekufundeni endaweni yokunyinwa lulwimi olunye. Esi siqhelo sisetyenziswa nakumazwe ngamazwe kwaye sibizwa ngokuba yi-'translanguaging' ukuwela imida yeelwimi.

KwisiGaba esiSiseko, ukufundisa imathematika nokufundisa ulwimi kwenziwa ngaxeshanye. Inkqubo yeBala Wande ilungiselelwe ukuba ikuxhase kanye ekwenzeni oku.

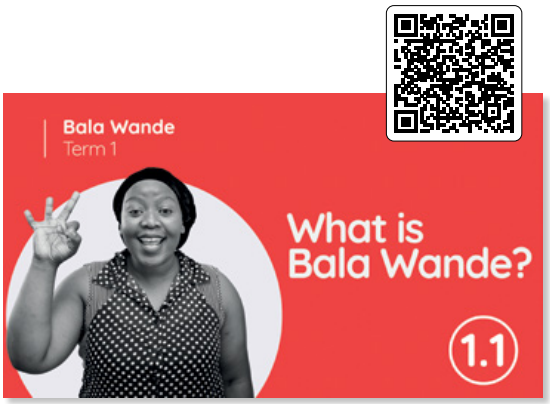
The Bala Wande Foundation Phase mathematics programme

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

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

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

1. Welcome to Grade 2!



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

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

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

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

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

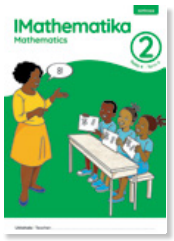
Many South African mathematics teachers already code-switch to help their learners understand mathematical concepts and terms. Code-switching allows teachers and learners to draw on all of their language skills to learn, rather than being limited by one language only. This practice is used internationally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

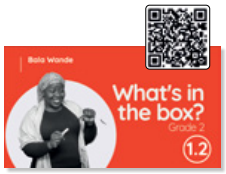
In the Foundation Phase, teaching mathematics and teaching language go together. The Bala Wande programme has been planned to support you in this teaching.

2. Izixhobo zokufunda zeBala Wande zabafundi nootitshala

Isikhokelo sikatitshala seBala Wande

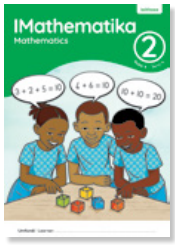
- isishwankathelo semiba eza kufundiswa kwiveki nganye.
- Izibalo zentloko ezicwangciselwe imihla yonke (iintsuku 1–4).
- imisetyenzana yokutyebisa (rhoqo ngeveki - Iintsuku 1–4)
- imisebenzi yokufundisa engundoqo exhaswa ziipowusta nezixhobo ezisebhokisini (iintsuku 1–4).
- iikopi zamaphepha eeNcwadi zemiSebenzi yabaFundi zeBala Wande zolo suku (ezifakwe ngokulandelelana kwisiKhokelo sikaTishala) ezinezisombululo namanqaku katitshala.
- uvavanyo olujolise ekufundeni (usuku lwesi-5 kwiiveki 2–8).
- uqukaniso (usuku lwesi-5 iiveki 1–10)





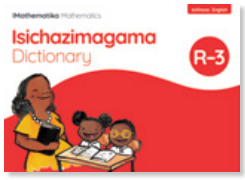
Incwadi yemisebenzi yabafundi yeBala Wande

- imisebenzi yemihla ngemihla ehambelana nemisebenzi yezifundo
- imisebenzi yemihla ngemihla yabafundi abaza kuyenza ngabanye-ngabanye okanye ngokwamaqela
- imidlalo ehambelana nemisebenzi yezifundo



Isichazimagama esineelwimi ezimbini

- isichazimagama esineelwimi ezimbini sesigama semathematika sesiGaba esiSiseko esineenkcazelo nemizekelo



Iividiyo

- iividiyo zezifundo ezinemifanekiso yaseklasini katitshala efezekisa ezinye zezifundo ezicwangcisiweyo
- iividiyo zoqeqesho zinika umfanekiso weklasi enemiboniso yoopopayi eqaqambisa nekwazekelisa ngeendlela eziphambili zokufundisa iMathematika kwisiGaba esiSiseko

Iipowusta

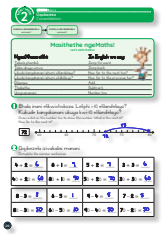
- ikhalenda
- irejista yeklasi ekwisakhelo samashumi
- iipowusta ezihambelana nezicwangciso zezifundo

Izixhobo zokufunda ezisetyenziswa ngutitshala nabafundi

- iindidi ngeendidi zezixhobo zokufunda eziphathwayo ezinokusetyenziswa ngootitshala nabafundi eklasini

Izixhobo zovavanyo

- isicwangciso sekota sovavanyo
- imisebenzi ethethwayo neyenziwayo eneerubriki/enoluhlu lokuqwalaselwayo (zi-2 ngekota nganye)
- imisebenzi nemisetyenzana yovavanyo ecwangcisiweyo ngosuku lwesi-5 lweveki nganye (liveki 2–8: (jonga kumaphepha angasemva esi sikhokelo)
- Iqhagamshela lekhowudi yeMpendulo eKhawulezayo (QR code) lezakhelo zamaphepha amanqaku



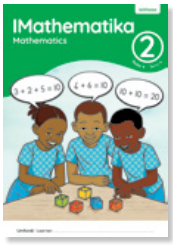
2. Bala Wande learner and teacher support materials

Bala Wande Teacher's Guide

- overview of the concepts to be taught each week
- Mental Maths activities for every day (Days 1–4)
- core concept teaching activities supported by posters and manipulatives (Days 1–4)
- enrichment activities (weekly - Days 1-4)
- copies of the Bala Wande Learner Activity Book pages for the day (embedded in sequence in the Teacher's Guide) with solutions and teacher notes
- assessment for learning (Day 5, Weeks 2–8)
- consolidation (Day 5, Weeks 1–10)

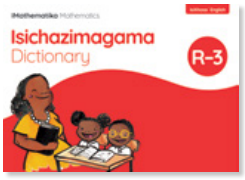
Bala Wande Learner Activity Book

- daily activities that align with the lesson activities
- daily activities for learners to work on independently or in groups
- games aligned with the lesson activities



Bilingual dictionary

- a bilingual dictionary of Foundation Phase mathematical terms with explanations and examples



Videos

- lesson videos showing classroom footage of teachers implementing some of the planned lessons
- training videos that provide classroom footage combined with animations which highlight and exemplify good methodologies for the teaching of mathematics in the Foundation Phase

Posters

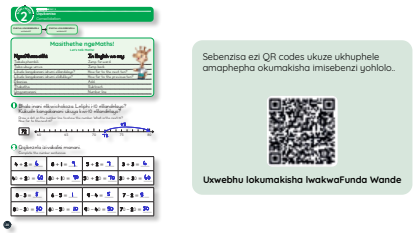
- a calendar
- a ten frame class register
- posters aligned to the lesson plans

Manipulatives for the teacher and learners

- a variety of manipulatives for teachers and learners to use in the classroom

Tools for assessment

- assessment plan for each term
- oral and practical activities with rubrics/checklists (2 per term)
- planned assessment tasks and activities for Day 5 of each week (Weeks 2–8: see back pages of this guide)
- QR code link to mark sheet templates



Uluhlu lwezinto ezifunekayo • Checklist

Iipowusta • Posters

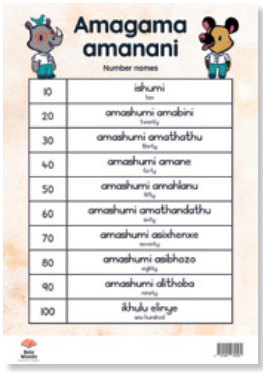
Ikhalenda
Calendar

Irejista
Register

Izikwere ezili-100
100 square

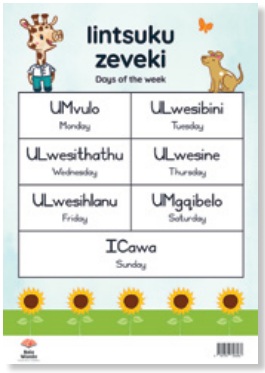
Amagama amanani 0-19
Number names 0-19

Amagama amanani 10-100
Number names 10-100

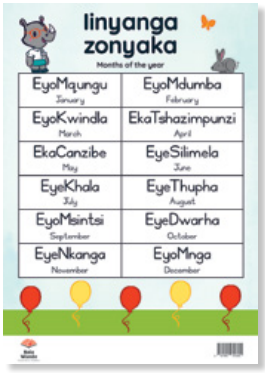


Amagama amanani 100-1000
Number names 100-1000

Iintsuku zeveki
Days of the week

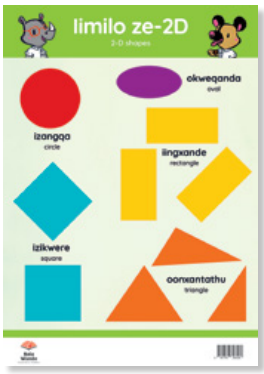


Iinyanga zonyaka
Months of the year



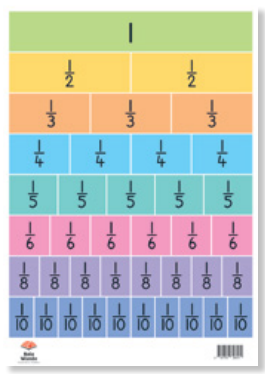
Imali
Money

Iimilo ze-2D
2-D shapes



Izinto zemilo ye-3D
3-D objects

Iindonga zamaqhezu
Fraction walls

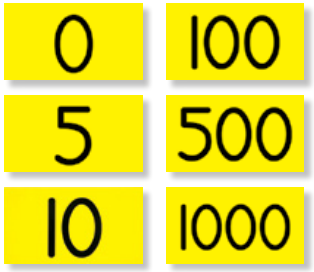


Umgcamanani 0-20 (ongaphawulwanga)
Number line 0–20 (blank)

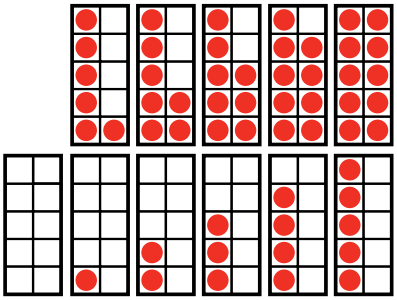
Umgcamanani 0-20
Number line 0–20

Izixhobo zootitshala nabafundi • Teacher and learner manipulatives

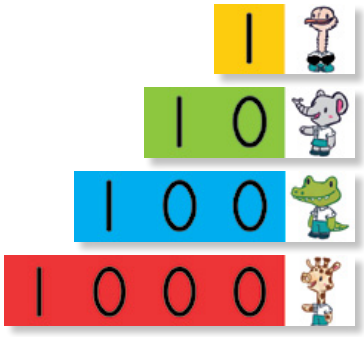
Amakhadi amanani 0-1000 (ootitshala)
Number cards 0-1000
(teacher)
Amakhadi amanani 0-20 (abafundi)
Number cards 0-20
(learner)



Amakhadi amachokoza 0-10 (alingene ukubonisa)
Dot cards 0-10
(demo size)

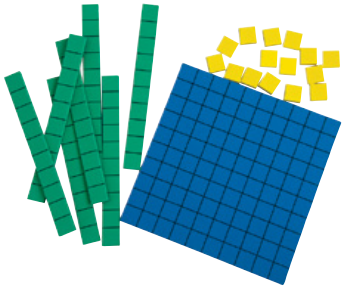


Oonotsheluza manani 0-1000 (ootitshala nabafundi)
Flard cards 0-1000
(teacher and learner)

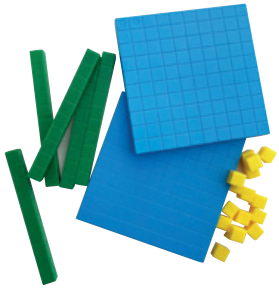


Iibloko ezidityaniswayo (ootitshala nabafundi)
Multifix blocks
(teacher and learner)

Iibloko zesiseko seshumi – ama-100, ama-10, oo-1 (umboniso oncamathelayo)
Base ten blocks – 100s, 10s, 1s
(demo magnetic)

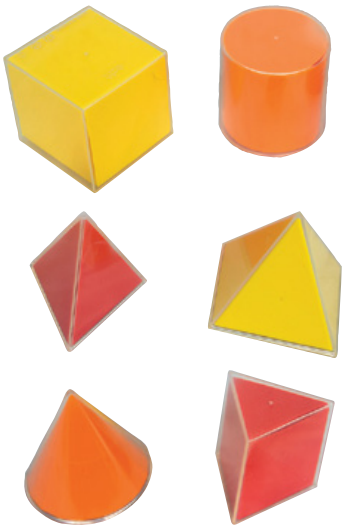


Iibloko zesiseko seshumi – ama-100, ama-10, oo-1 (alingene abafundi)
Base ten blocks – 100s, 10s, 1s
(learner size)

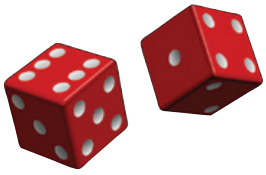


Iwotshi encinci yomfundi eneeyure ezingama-24 (ootitshala nabafundi)
24-hour small clock
(teacher and learner)

Imilo ezine-3D ezineenethi (ezilingene ukubonisa)
3-D shape nets
(teacher demo)



Amadayisi amabini kumfundi ngamnye
2 dice per learner



Iteyiphu yokulinganisela e-1 (yokwabelana)
1 tape measure (to share)

3. Ukusebenzisa inkqubo yeMathematika yeBala Wande

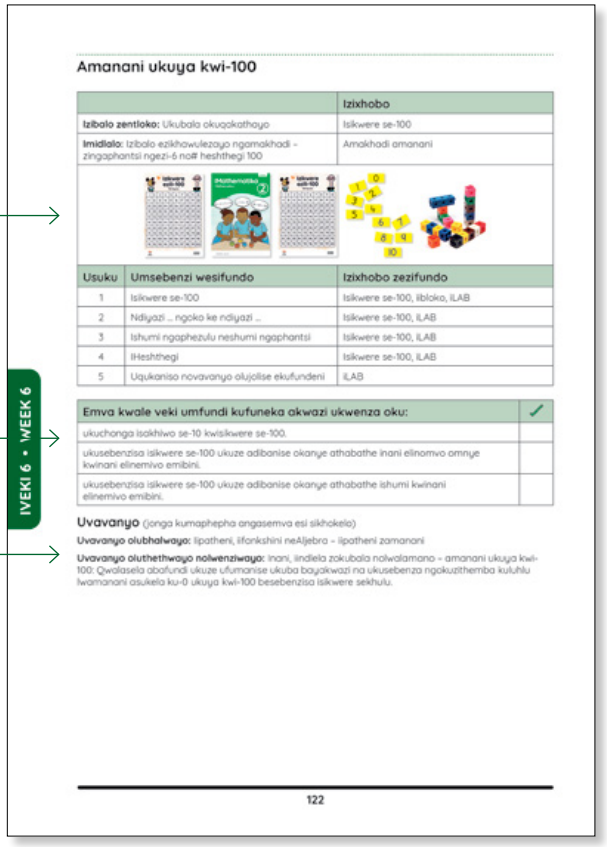
Lungiselela iveki nganye

Iphepha lokuqala lamagqabantshintshi eveki liqulethe oku

Isishwankathelo esifutshane sezibalo zentloko nemisebenzi yezifundo zeveki nezixhobo zokufunda ekufuneka uzilungisile

Uluhlu lweenjongo zeveki onokuzisebenzisa ukuqinisekisa ukuba iklasi yakho isekhondweni elichanekileyo

Inkcazelo yomsebenzi wovavanyo enikwa ngosuku lwesi-5 lweveki

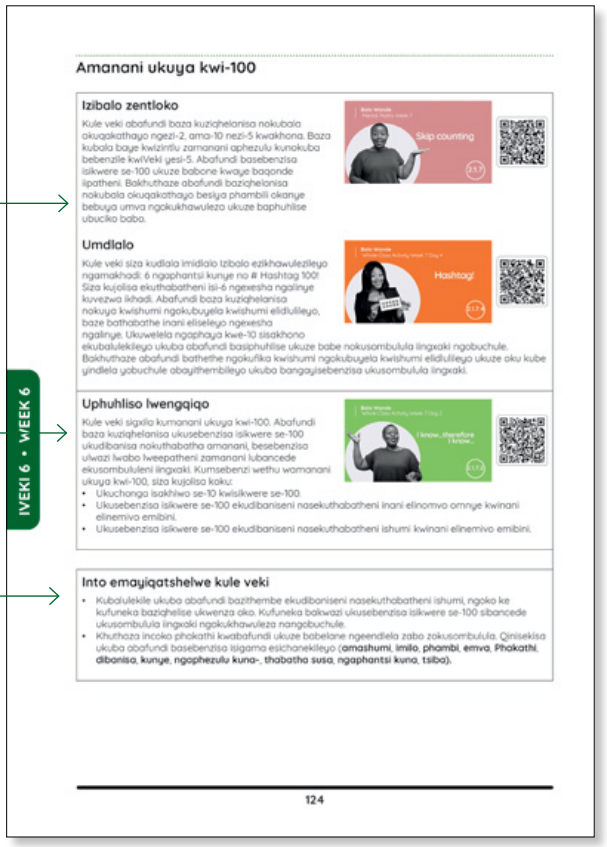


Iphepha lesibini lamagqabantshintshi eveki liqulethe oku.

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

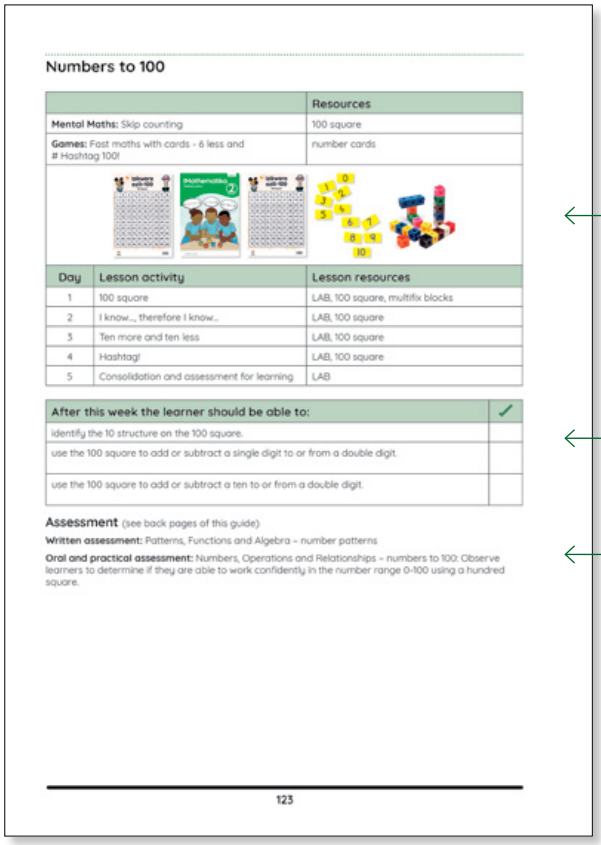
Inkcazelo yesigama esingundoqo oza kusifundisa kule veki. Amanqaku malunga nesigama esiza kusigxininisa kule veki. Ukuba kukho ividiyo exhasa le misetyenzana, iikhowudi zempendulo ekhawulezayo (QR) ziyafumaneka.

Uluhlu lwezinto ekufuneka ziqatshelwe ngootitshala ezifana neempazamo ezenziwa rhoqo ngabafundi, izimvo ezibalulekileyo ezinokugxininiswa nesigama esingundoqo seveki.



3. Using the Bala Wande mathematics programme

Prepare for each week



Numbers to 100

	Resources
Mental Maths: Skip counting	100 square
Games: Fast maths with cards - 6 less and # Hashtag 100!	number cards

Day	Lesson activity	Lesson resources
1	100 square	LAB, 100 square, multifix blocks
2	I know..., therefore I know...	LAB, 100 square
3	Ten more and ten less	LAB, 100 square
4	Hashtag!	LAB, 100 square
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
identify the 10 structure on the 100 square.	
use the 100 square to add or subtract a single digit to or from a double digit.	
use the 100 square to add or subtract a ten to or from a double digit.	

Assessment (see back pages of this guide)

Written assessment: Patterns, Functions and Algebra – number patterns

Oral and practical assessment: Numbers, Operations and Relationships – numbers to 100: Observe learners to determine if they are able to work confidently in the number range 0-100 using a hundred square.

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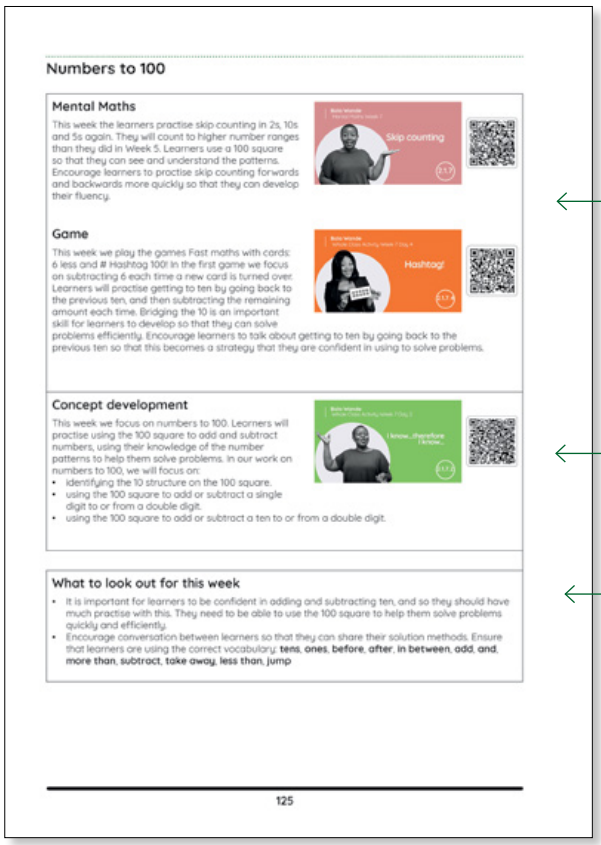
Use the overview on the first page to prepare for the week.

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

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

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



Numbers to 100

Mental Maths

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

Game

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

Concept development

This week we focus on numbers to 100. Learners will practise using the 100 square to add and subtract numbers, using their knowledge of the number patterns to help them solve problems. In our work on numbers to 100, we will focus on:

- identifying the 10 structure on the 100 square.
- using the 100 square to add or subtract a single digit to or from a double digit.
- using the 100 square to add or subtract a ten to or from a double digit.

What to look out for this week

- It is important for learners to be confident in adding and subtracting ten, and so they should have much practise with this. They need to be able to use the 100 square to help them solve problems quickly and efficiently.
- Encourage conversation between learners so that they can share their solution methods. Ensure that learners are using the correct vocabulary: **tens, ones, before, after, in between, add, and, more than, subtract, take away, less than, jump**

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

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

A description of the key concepts to be taught over the week. Notes about the vocabulary to emphasise this week. If there is a video that supports these key concepts, the QR codes are provided

A list of things teachers must watch out for, such as mistakes learners often make, important ideas to emphasise and key vocabulary for the week.

Kufuneka wenze ntoni ukuze ukwazi ukulungiselela iveki nganye

- Funda isikhokelo uze ulungiselele iveki nesifundo ngasinye (bukela ividiyo ukuba ibalulekile).
- Wakube usifundisile isifundo, cinga ngendlela esiqhubeke ngayo. Bhala amanqaku ngezimvo onazo malunga nokuba ungenza ntoni eyahlukileyo ukuba unokufundisa eso sifundo kwakhona.
- Kwiiveki 2–8 kuza kufuneka ulungiselele umsebenzi wovavanyo weveki. Kubaluleke kakhulu ukuba kwiiveki eziza kuba novavanyo oluthethwayo nolwenziwayo ucwangcise indlela oza kubhala ugcine ngayo inkqubela yomfundi ngamnye usebenzise irubriki iveki yonke.

Usuku ngalunye

Sebenzisa irejista ukuze ubale abafundi abaseklasini

Inkqubo yeBala Wande iyile ipowusta yerejista yeklasi eyodwa. Umfundi ngamnye uza kuziphawula ngokubeka ichokoza okanye oonobumba bokuqala bamagama akhe kwirejista leyo yonke imihla. Qinisekisa ukuba abafundi bazalisa izakhelo zamashumi kwirejista ngokulandelelana.

Ekuqaleni kwesifundo semathematika bala inani labafundi abakhoyo, umz., “Balishumi, ngamashumi amabini, ngamashumi amathathu, amashumi amane. Ngamashumi amane abafundi abakhoyo namhlanje.”

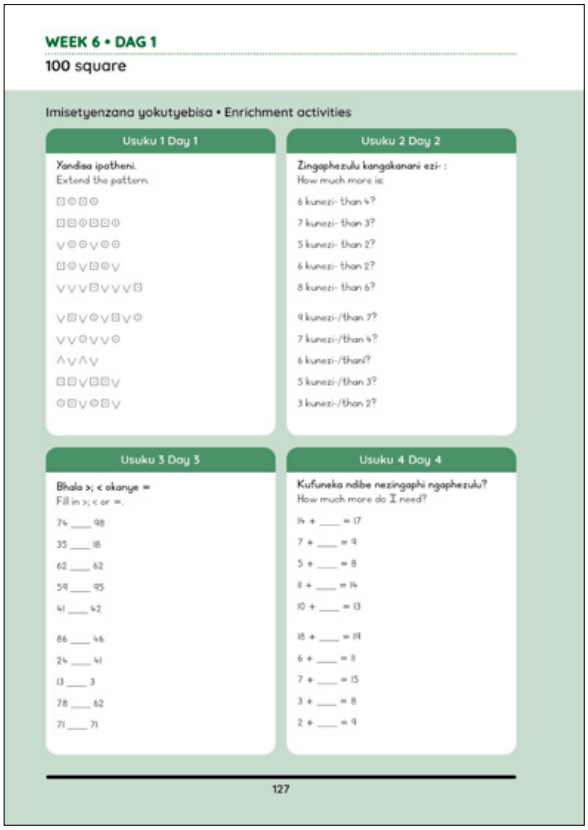
Lo msebenzi uphindaphindwa yonke imihla ubethelela imbono yokuba ukuhlela nokubala ngamashumi kuyasebenza kwaye kwenza abafundi bayeke ukubala ngoononye.

Xoxa nabafundi ngomhla wanamhlanje usebenzise ikhalenda

Sebenza neklasi nichonge unyaka, inyanga, usuku nomhla ngokusebenzisa ikhalenda ngosuku ngalunye. Phawula umhla kwikhalenda yodonga. Qaphela imihla yokuzalwa. Oku kuba yinxalenye yexesha lokufundisa yonke imihla enyakeni.

Imisetyenzana yokutyebisa

Bhala imisetyenzana esebhodini ekupheleni kwesifundo sabafundi abagqiba imisebenzi yaseklasini ngokukhawuleza.


WEEK 6 • DAG 1

100 square

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

Yandisa ipatheni.
Extend the pattern.

Usuku 2 Day 2

Zingaphezulu kangakanani ezi- :
How much more is:

6 kunezi- than 4?
7 kunezi- than 3?
5 kunezi- than 2?
6 kunezi- than 2?
8 kunezi- than 6?

9 kunezi-/than 7?
7 kunezi-/than 4?
6 kunezi-/than?
5 kunezi-/than 3?
3 kunezi-/than 2?

Usuku 3 Day 3

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

74 ___ 98
35 ___ 18
62 ___ 62
59 ___ 95
41 ___ 42

86 ___ 46
24 ___ 41
13 ___ 3
78 ___ 62
71 ___ 71

Usuku 4 Day 4

Kufuneka ndibe nezingaphi ngaphezulu?
How much more do I need?

14 + ___ = 17
7 + ___ = 9
5 + ___ = 8
8 + ___ = 14
10 + ___ = 13

15 + ___ = 19
6 + ___ = 11
7 + ___ = 15
3 + ___ = 8
2 + ___ = 9

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Masithethe ngeMaths!

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

Masithethe ngeMaths!
Let's talk Maths!

NgesiXhosa sithi:	In English we say:
dibanisa	add
thabatha	take away
dibanisa ibe nye	add one
thabatha ibe nye	take away one
thelekisa	compare
inkomo inkulu kunekati	the cow is bigger than the cat
ikati incinci kunenkomo	the cat is smaller than the cow
isine singaphezulu kunesithathu	four is more than three
isithathu singaphantsi kunesine	three is less than four

What teachers need to do to prepare for each week

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

Each day

Use the register to count the learners in the class

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

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

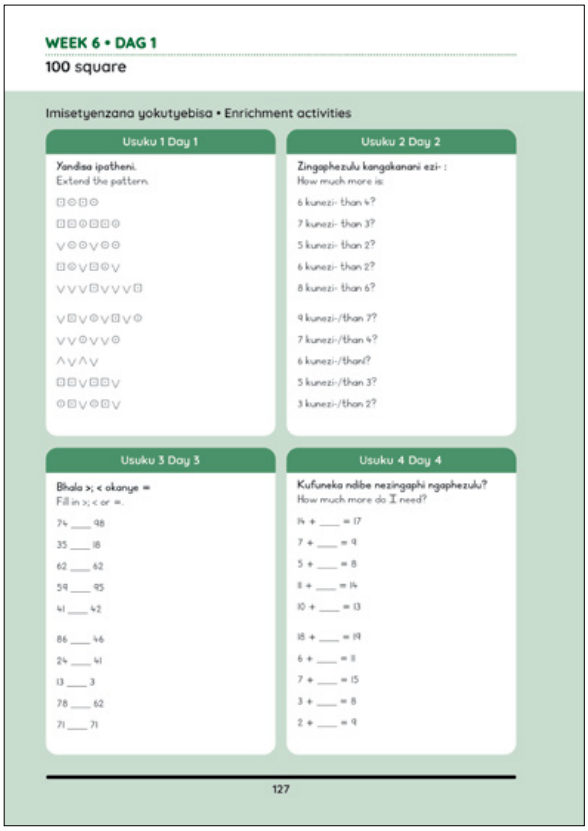
This repeated daily activity reinforces the idea that grouping and counting in tens is efficient and steers learners away from counting in ones.

Discuss the date with learners using the calendar

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

Enrichment activities

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


WEEK 6 • DAG 1

100 square

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

Yandisa ipatheni.
Extend the pattern.

Usuku 2 Day 2

Zingaphezulu kangakanani ezi- :
How much more is:

6 kunezi- than 4?
7 kunezi- than 3?
5 kunezi- than 2?
6 kunezi- than 2?
8 kunezi- than 6?

9 kunezi-/than 7?
7 kunezi-/than 4?
6 kunezi-/than?
5 kunezi-/than 3?
3 kunezi-/than 2?

Usuku 3 Day 3

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

74 ___ 98
35 ___ 18
62 ___ 62
59 ___ 95
41 ___ 42

86 ___ 46
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78 ___ 62
71 ___ 71

Usuku 4 Day 4

Kufuneka ndibe nezingaphi ngaphezulu?
How much more do I need?

14 + ___ = 17
7 + ___ = 9
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8 + ___ = 14
10 + ___ = 13

18 + ___ = 19
6 + ___ = 11
7 + ___ = 15
3 + ___ = 8
2 + ___ = 9

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Let's talk Maths!

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

Masithethe ngeMaths!

Let's talk Maths!

NgesiXhosa sithi:	In English we say:
dibanisa	add
thabatha	take away
dibanisa ibe nye	add one
thabatha ibe nye	take away one
thelekisa	compare
inkomo inkulu kunekati	the cow is bigger than the cat
ikati incinci kunenkomo	the cat is smaller than the cow
isine singaphezulu kunesithathu	four is more than three
isithathu singaphantsi kunesine	three is less than four

Sebenzisa iflowutshathi ukuze ubone ukulandelelana kwemisebenzi yosuku

Ekuqaleni kosuku ngalunye kunikwa iflowutshathi esisishwankathelo solandwlelwano lwemisebenzi yosuku.

Yenza umsebenzi wezibalo zentloko (imizuzu eli-15)

Izibalo zentloko ziyinxalenye ebalulekileyo yesifundo ngasinye. Imisebenzi yezibalo zentloko siyisebenzisela ukuqinisekisa ukuba abafundi banolwazi olululo olusisiseko. Kukho iividiyo ezibonisa imisebenzi yezibalo zentloko isenziwa eklasini kwaye kukwakho nenkcazelo yemisebenzi yezibalo zentloko zeveki kula magqabantshintshi. Ngosuku ngalunye, isikhokelo sikatitshala sinika isikhumbuzo esingumfanekiso ngqondweni womsebenzi wezibalo zentloko wolo suku.

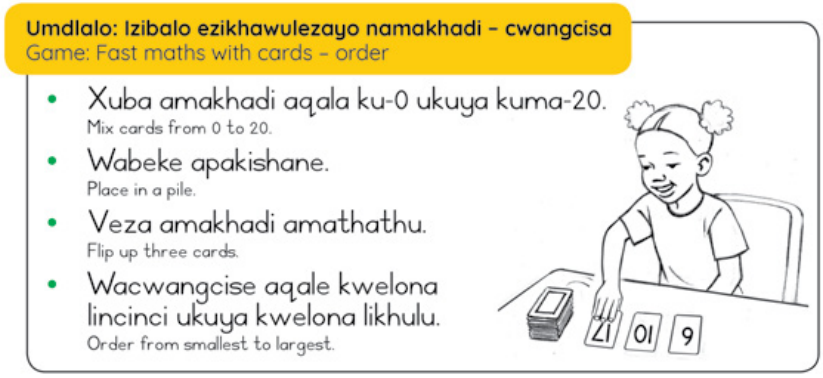
Yenza umsebenzi weklasi (imizuzu engama-30)

Uphuhliso lwengqiqo kuxa abafundi besebenza kunye beyiklasi bexoxa ngengqiqo engundoqo yeMathematika yolo suku phambi kokuba basebenze ngokwamaqela okanye nganye-nganye. Kukho iividiyo ezibonisa imisebenzi yophuhliso lwengqiqo isenziwa eklasini, kukwakho nenkcazelo yemisebenzi kwisishwankathelo seveki. Kananjalo kukho ulandelelwano lwemifanekiso eyenzelwe ukubonisa imisebenzi yophuhliso lwengqiqo kwisikhokelo sikatitshala.

Dlalani umdlalo (imizuzu eli-15)

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

Imidlalo ekwiLAB iboniswa ngemifanekiso yoopopayi/ yeekhathuni. Abafundi bacaciselwe amanyathelo okudlala umdlalo baze baboniswa nendlela abanokuwalandela ngayo la manyathelo.



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

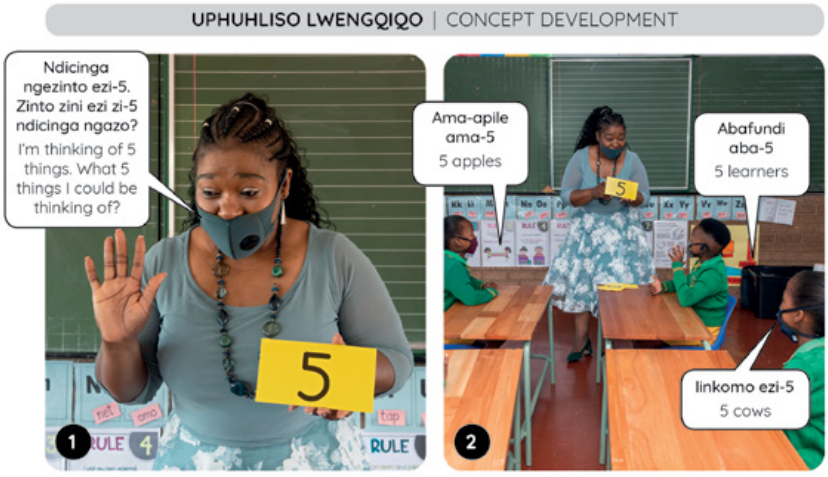
At the start of each day, there is a flow diagram which summarises the sequence of activities for the day.

Do the Mental Maths activity (15 minutes)

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

Do the Concept Development (30 minutes)

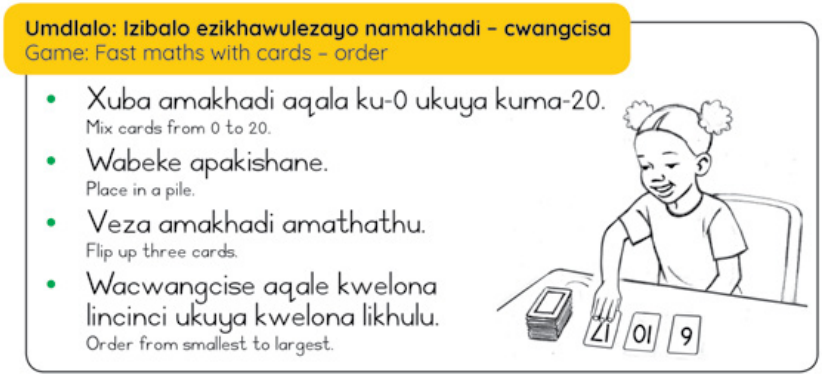
Concept development is when the learners work together as a class to discuss the key mathematical concept of the day, before they break into smaller groups or work individually. There are some videos showing the concept development activities in action in the classroom and there is a description of the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



Play the game (15 minutes)

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

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



Incwadi yemisebenzi yomfundi iyinxalenye yesikhokelo sikatitshala

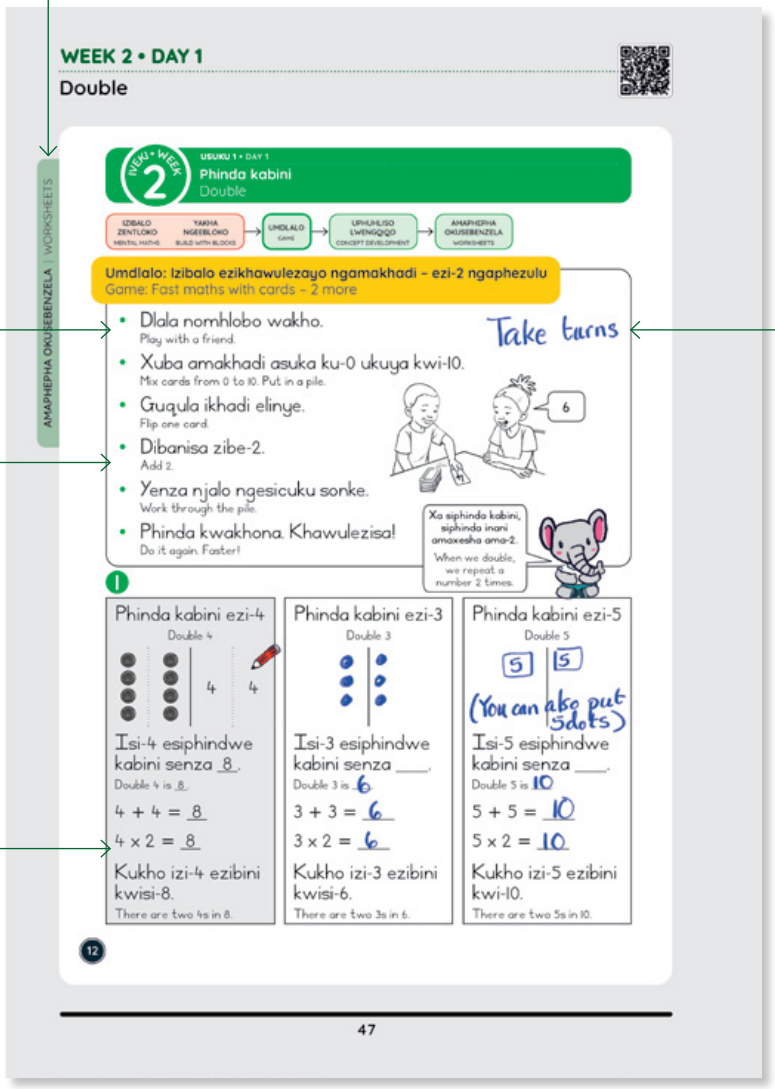
Uphawu oluluhlaza luxela ukuba luhlobo luni na lomsebenzi (iklasi yonke, iphepha lomsebenzi).

Izisombululo zokuxhasa utitshala ziyafumaneka. Kukho izimvo ezingephi ezibhalwe ngesiNgesi kumakhasi athile ezenzelwe isikhokelo esongezelelweyo.

Yonke imiyalelo nolwazi inikwa ngesiXhosa nangenguqulelo efumaneka ngesiNgesi.

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

Amaphepha emisebenzi anomzekelo (oboniswa libala elingwevu nepenisile ebomvu).



Kufuneka wenze ntoni ukuze ukwazi ukulungiselela iveki nganye?

- funda isikhokelo uze ulingiselele iveki nesifundo ngasinye.
- bukela iividiyo – zibonisa izishunqe zeklasi yokwenyani apho imisebenzi yesifundo ikhe yalingwa khona nalapho ootitshala abafundise ezo zifundo banika ulwazi neengcebiso.

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

Kwiiveki 2-8 kuza kufuneka ulungiselele umsebenzi wovavanyo weveki. Kubaluleke kakhulu ukuba kwiiveki eziza kuba novavanyo oluthethwayo nolwenziwayo ucwangcise indlela oza kubhala ugcine ngayo inkqubela yomfundi ngamnye usebenzise irubriki okanye uluhlu lwezinto ezifunekayo iveki yonke.

The *Bala Wande* Learner Activity Book pages are embedded in the Teacher's Guide

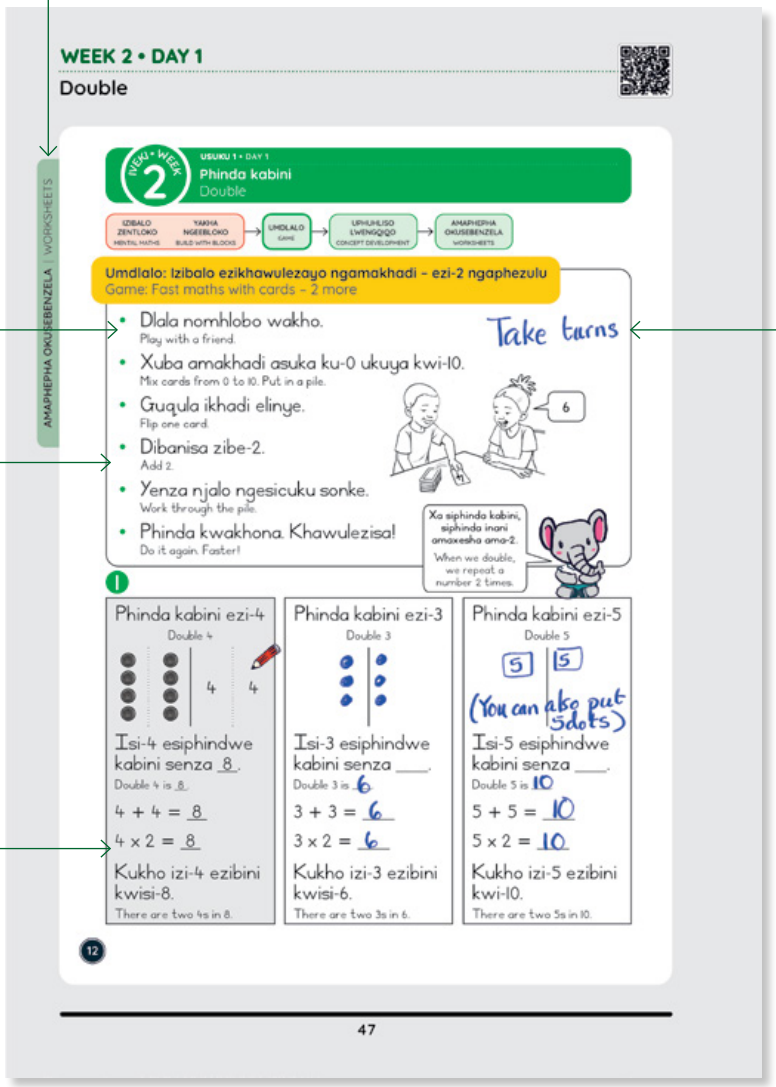
The green tag indicates that this is a worksheet.

Solutions are provided to support the teacher. On some pages, short comments are written (in English) for additional guidance.

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

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

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



To prepare for each week, you need to:

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

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

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

4. Itheyibhile yexesha

IBANGA 2 (ULWIMI LWASEKHAYA)					
	Mvulo	**Lwesibini**	**Lwesithathu**	**Lwesine**	**Lwesihlanu**
IZIBALO* **85 imiz x iintsuku ezi-4 + 55 imiz x usuku olu-1 / 96 imiz x iintsuku esi-5 kwisiCwangciso esiHlaziyiweyo**					
ULWAZI OLUSISISEKO NEPN					
15 imiz	UkuPhulaphula NokuThetha (LS) (Ukufunda ngokuvakalayo)	I-Oral (LSPN) UkuziPhatha *(kwisiCwangciso esiHlaziyiweyo: Asenziwa isifundo)*	I-Oral (LSPN) Ndicinga, ndiziva ... *(kwisiCwangciso esiHlaziyiweyo: Asenziwa isifundo)*	I-Oral (LSPN) Ingoma/ isicengcelezo *(kwisiCwangciso esiHlaziyiweyo: Asenziwa isifundo)*	I-Orali (LS) (Ingxoxo ngophando)
15 imiz	LS (isifundo esigxile kwitekisi)	LS (umsebenzi)	LS (uphando)	LSPN (Umsebenzi)	Umsebenzi woLS (Uphando lokubhala) *(kwisiCwangciso esiHlaziyiweyo: Asenziwa isifundo ngoko gqibezela umsebenzi ngexesha elongezelelweyo loFQNT)*
UKUFUNDA NOKUBHALA					
15 imiz	Izandi (Isandi-nobumba esitsha)	Izandi (Umsebenzi)	Izandi (Iintsapho zamagama)	Izandi (Umsebenzi)	Izandi (Ubizelo/Ukufunda amagama ubalelwa ixesha)
15 imiz	Ukufunda (Nabanye)	Ukufunda (Ukwakha isivakalisi)	Ukufunda (Namaqela nayedwa)	Ukufunda	
15 imiz	Ukubhala (Iindaba)	Ukufunda nabanye	Ukubhala yedwa	Ukuhlela / Ukufunda ngengqiqo	Ukubhala yedwa
10 imiz	Intshayelelo yokuBhala ngeSandla nomSebenzi Owenza Wedwa				
30 imiz	Imisebenzi yoFQNT / nomSebenzi Owenza Wedwa	Imisebenzi yoFQNT / nomSebenzi Owenza Wedwa	Imisebenzi yoFQNT / nomSebenzi Owenza Wedwa	Imisebenzi yoFQNT / nomSebenzi Owenza Wedwa	Imisebenzi yoFQNT / nomSebenzi Owenza Wedwa
10 imiz	Imisebenzi eyenziwa kwi *e-classroom*	Imisebenzi eyenziwa kwi *e-classroom*	Imisebenzi eyenziwa kwi *e-classroom*	Imisebenzi eyenziwa kwi *e-classroom*	Imisebenzi eyenziwa kwi *e-classroom*
15 imiz					UkuJonga unike iNgxelo
25 imiz	EFAL*	EFAL*	EFAL*	EFAL*	EFAL*
IZAKHONO ZOBOMI					
30 imiz	EzobuGsisa obuBonwayo:	EzobuGsisa obuBonwayo: *(kwisiCwangciso esiHlaziyiweyo: yenza uFQNT nomsebenzi abawenza bodwa wakwaDBE)*	UbuGcisa beQonga	UbuGcisa beQonga *(kwisiCwangciso esiHlaziyiweyo: yenza umsebenzi owongezelelweyo woFQNT nomSebenzi Owenza Wedwa)*	
30 imiz	**EzemiThambo** (Intshayelelo) *(kwisiCwangciso esiHlaziyiweyo: yenza uFQNT nomsebenzi abawenza bodwa wakwaDBE)*	**EzemiThambo** (Izitishi zemisebenzi)	**EzemiThambo** (Izitishi zemisebenzi) *(kwisiCwangciso esiHlaziyiweyo: yenza uFQNT nomsebenzi abawenza bodwa wakwaDBE)*	**EzemiThambo** (Izitishi zemisebenzi)	**EzemiThambo** (Izitishi zemisebenzi) *(kwisiCwangciso esiHlaziyiweyo: yenza uFQNT noPhando lokubhala)*

*Akuqukwanga kolu Cwangciso lwesifundo

4. Weekly timetable

GRADE 2 (Minimum HL)					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
MATHS* **85 min x 4 days + 55 min x 1 day / 96 mins x 5 days for Recovery Timetable**					
BEGINNING KNOWLEDGE & PSWB					
15 min	Oral (HL) (Read aloud)	Oral (PSWB) Mindfulness *(For recovery timetable: Omit lesson)*	Oral (PSWB) I think I feel *(For recovery timetable: Omit lesson)*	Oral (PSWB) Song/poem *(For recovery timetable: Omit lesson)*	Oral (HL) (Find out: Discussion)
15 min	BK (Text-based lesson)	BK (Activity)	BK (Find Out)	PSWB (Activity)	BK activity (Find out: Writing) *(For recovery timetable: Omit lesson and complete activity during extra GGR)*
READING AND WRITING					
15 min	Phonics (New letter sound)	Phonics (Activity)	Phonics (Letter families)	Phonics (Activity)	Phonics (Dictation/Timed Word Reading)
15 min	Reading (Shared)	Reading (Sentence making)	Reading (Paired and independent)	Reading	
15 min	Writing (News)	Shared Writing	Independent Writing	Editing / Comprehension	Independent Writing
10 min	Introduction to Handwriting and Independent Work activities				
30 min	GGR / Independent Work Activities	GGR / Independent Work Activities	GGR / Independent Work Activities	GGR / Independent Work Activities	GGR / Independent Work Activities
10 min	Activities from e-classroom	Activities from e-classroom	Activities from e-classroom	Activities from e-classroom	Activities from e-classroom
15 min					Checking and Feedback
25 min	EFAL*	EFAL*	EFAL*	EFAL*	EFAL*
LIFE SKILLS					
30 min	Visual Arts	Visual Arts *(For recovery timetable: Replace with extra GGR & independent work from DBE)*	Performing Arts	Performing Arts *(For recovery timetable: Replace with extra GGR & independent work)*	
30 min	**Physical Education** (Introduction) *(For recovery timetable: Replace with extra GGR & Independent Work from DBE)*	**Physical Education** (Activity stations)	**Physical Education** (Activity stations) *(For recovery timetable: Replace with extra GGR & Independent Work from DBE)*	**Physical Education** (Activity stations)	**Physical Education** (Activity stations) *(For recovery timetable: Replace with extra GGR & Find out: Writing)*

*Not included in these lesson plans

5. Isicwangciso sekota

	Usuku 1	Usuku 2	Usuku 3	Usuku 4	Usuku 5
Iveki 1 Ukuhamba ngomgcamanani	Fumana inani	Fumana inani	Likude kangakanani ishumi elilandelayo?	Ama-10 nemivo	Uqukaniso
Iveki 2 Ukudibanisa nokuthabatha kumgcamanani	Ukufumana ishumi	Ukudibanisa kumgcamanani	Likude kangakanani ishumi elidlulileyo?	Ukuthabatha kumgcamanani	Uvavanyo noqukaniso
Iveki 3 Ukuphathwa kwedatha	Ukuphathwa kwedatha	Ukuphathwa kwedatha	Ukubonisa iinkcukacha	Ukusebenza ngedatha yexesha	Uvavanyo noqukaniso
Iveki 4 Ukudibanisa ama-10 nemivo	Ukudibanisa amashumi	Ukudibanisa ama-10 nemivo	Ukudibanisa ama-10 nemivo	Iingxaki zamagama zokudibanisa	Uvavanyo noqukaniso
Iveki 5 Ukuthabatha ama-10 nemivo	Ukuthabatha amashumi	Ukuthabatha ama-10 nemivo	Ukuthabatha ama-10 nemivo	Iingxaki zamagama zokuthabatha	Uvavanyo noqukaniso
Iveki 6 Amanani ukuya kwi-100	Isikwere se-100	Ndiyazi ... ngoko ke ndiyazi...	Ezilishumi ngaphezulu nezilishumi ngaphantsi	Heshthegi!	Uvavanyo noqukaniso
Iveki 7 Iipatheni	Qhubeka nepatheni	Iipatheni zejometri	Iipatheni zejometri	Iipatheni zejometri	Uvavanyo noqukaniso
Iveki 8 Iipatheni, linkcukacha, limilo neXesha	Ikhalenda	Ukuxela ixesha – eyamanani	Ukuxela ixesha – eyamasiba	Iiyure neziqingatha zeeyure	Uvavanyo noqukaniso
Iveki 9 Ukwenza amaqela alinganayo	Amaqela ezi-2	Amaqela ezi-5	Amaqela e-10	Iingxaki zemali	Uqukaniso
Iveki 10 Uhlaziyo	Ukudibanisa ukuya kuma-75	Ukuthabatha ukuya kuma-75	Iingxaki zamagama zokudibanisa nokuthabatha	Ukusebenza ngemali	Ukusebenza ngemali

Inani, Iindlela zokubala noLwalamano	Iipatheni, Imisebenzi neAljebra	Indawo neemilo (Ijometri)	Umlinganiselo	Ukuphathwa kwedatha

5. Term plan

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1 Walking along the number line	Find the number	Find the number	How far to the next ten?	10s and 1s	Consolidation
Week 2 Adding and subtracting on the number line	Finding the ten	Adding on a number line	How far to the previous ten?	Subtracting on the number line	Assessment and consolidation
Week 3 Data handling	Data handling	Data handling	Representing data	Working with time data	Assessment and consolidation
Week 4 Adding 10s and 1s	Adding tens	Adding 10s and 1s	Adding 10s and 1s	Addition word problems	Assessment and consolidation
Week 5 Subtracting 10s and 1s	Subtracting tens	Subtracting 10s and 1s	Subtracting 10s and 1s	Subtraction word problems	Assessment and consolidation
Week 6 Numbers to 100	100 square	I know ..., therefore I know ...	Ten more and ten less	Hashtag!	Assessment and consolidation
Week 7 Patterns	Continue the pattern	Geometric patterns	Geometric patterns	Geometric patterns	Assessment and consolidation
Week 8 Let's talk about time	The calendar	Telling the time – digital	Telling the time – analogue	Hours and half hours	Assessment and consolidation
Week 9 Making equal groups	Groups of 2	Groups of 5	Groups of 10	Money problems	Consolidation
Week 10 Revision	Addition to 75	Subtraction to 75	Addition and subtraction word problems	Working with money	Working with money

Number, Operations and Relationships	Patterns, Functions and Algebra	Space and Shape (Geometry)	Measurement	Data Handling

Ukuhamba ngomgcamanani

	Izixhobo
Izibalo zentloko: Thelekisa amanani ukuya kuma-75	isikwere se-100
Umdlalo: Likude kangakanani i-10 elilandelayo?	azikho

Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Fumana inani	LAB, umgcamanani ongenanto
2	Fumana inani	LAB, umgcamanani ongenanto
3	Likude kangakanani i-10 elilandelayo?	LAB, umgcamanani ongenanto
4	Ama-10 nemivo	LAB, iibloko zesiseko se-10 (utitshala nomfundi)
5	Uqukaniso	LAB

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukusebenzisa ulwazi lwakhe lwamashumi ukukhangela inani elikumgcamanani.	
ukunakana ukufana okuphakathi kokudibanisa nokuthabatha imivo kunye nokudibanisa nokuthabatha amashumi.	

Uvavanyo

Akukho vavanyo lusesikweni kule veki.

Kufuneka ubaqaphele abafundi eklasini yakho yonke imihla kwaye uthathe amanqaku njengenxalenye yovavanyo oluqhubekayo olungekho sesikweni olujolise ekufundeni.

Walking along the number line

	Resources
Mental Maths: Compare numbers to 75	100 square
Game: How far to the next 10?	none

Day	Lesson activity	Lesson resources
1	Find the number	LAB, blank number line
2	Find the number	LAB, blank number line
3	How far to the next ten?	LAB, blank number line
4	10s and 1s	LAB, base 10 blocks (teacher and learner)
5	Consolidation	LAB

After this week the learner should be able to:	✓
use their knowledge of tens to locate a number on a number line.	
recognise the similarities between adding and subtracting ones and adding and subtracting tens.	

Assessment

There is no formal assessment this week.

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

Ukuhamba ngomgcamanani

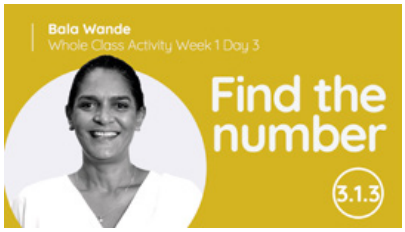
Izibalo zentloko

Kwizibalo zentloko zale veki sigxila kwiingqiqo zokungaphezulu okanye ngaphantsi kunenani elithile. Utitshala uza kwalatha amanani kwisikwere se-100 aze anike abafundi ithuba lokuchaza ukuba inani lingaphezulu okanye lingaphantsi ngo-l, 2, 3 okanye ngo-4. Ukusetyenziswa kwesikwere se-100 kwenza abafundi bakwazi ukuziqhelisa ukuchaza amanani 1 – 75. Bakhuthaze abafundi banike iimpendulo ngokukhawuleza ukuze baphuhlise izakhono zabo zokukhumbula iibhondi zamanani ngempumelelo.

Umdlalo

Kulo mdlalo abafundi babiza amanani baze bachaze amashumi awalandelayo. Abafundi baza kubala ukuba belikude kangakanani ishumi elilandelayo. Kubalulekile ukuba abafundi bakhulise ulwazi lwabo lwamanani kwakunye nokukwazi ukuchonga amashumi ngokukhawuleza nangempumelelo

Uphuhliso lwengqiqo



Kwimisebenzi eyenziwa yiklasi yonke kule veki siza kujonga amashumi kumgcamanani, baze abafundi bachaze ukuba likude kangakanani ishumi elilandelayo. Kubalulekile kubafundi ukuba baqonde ukuba xa bekwazi ukudibanisa nokuthabatha imivo, baza kukwazi ukudibanisa nokuthabatha amashumi. Siza kujolisa koku:

- ukusebenzisa umgcamanani ukuze ufumanise ukuba kufuneka umtsi ongakanani ukuze ufike kwishumi elilandelayo.
- ukusebenzisa umgcamanani ukufumanisa inani lemitsi efunekayo ukuya kufika kwishumi elilandelayo.
- ukunakana ukufana okuphakathi kokudibanisa nokuthabatha imivo kunye nokudibanisa nokuthabatha amashumi.

Into emayiqatshelwe kule veki

- Bancede abafundi baqonde ukuba xa bekwazi ukudibanisa okanye ukuthabatha imivo, bayakwazi ukudibanisa okanye ukuthabatha amashumi. Bakhuthaze ukuba bachaze iipatheni xa besombulula iingxaki zemathematika kuba oko kuya kubenza bakwazi ukuzisombulula ngokukhawuleza nangempumelelo.
- Isigama esibalulekileyo: ngaphezulu kuna-, ngaphantsi kuna-, amashumi, ishumi elilandelayo, dibanisa, thabatha.

Walking along the number line

Mental Maths

This week we focus on the concepts of more than and less than in Mental Maths. The teacher will point to numbers on the 100 square, and provide opportunities for learners to identify 1, 2, 3 or 4 more or less than the given number. The use of the 100 square allows learners to practise identifying numbers 1 to 75. Encourage learners to provide responses quickly in order to develop their ability to recall number facts efficiently.

Game

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

Concept development

In the concept development activity this week, we look at tens on a number line, and learners will identify how far to the next ten. It is important for learners to recognise that if they are able to add and subtract ones, then they will also be able to add and subtract tens. We will focus on:

- using their knowledge of tens to locate a number on a number line.
- using a number line to determine what size jump is needed to get to the next ten.
- recognising the similarities between adding and subtracting ones and adding and subtracting tens.

What to look out for this week

- Help learners to realise that if they are able to add or subtract ones, then they are also able to add or subtract tens. Encourage them to identify patterns in solving mathematical problems as this will enable them to work more quickly and efficiently.
- Important vocabulary**: more than**, **less than**, **tens**, **next ten**, **add**, **subtract**

IVEKI 1 • USUKU 1

Fumana inani

IZIBALO ZENTLOKO
MENTAL MATHS

LINGAPHEZULU NGO-1/ LINGAPHANTSI NGO-1
1 MORE/1 LESS

→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT → UMDLALO
GAME → AMAPHEPHA OKUSEBENZELA
WORKSHEETS

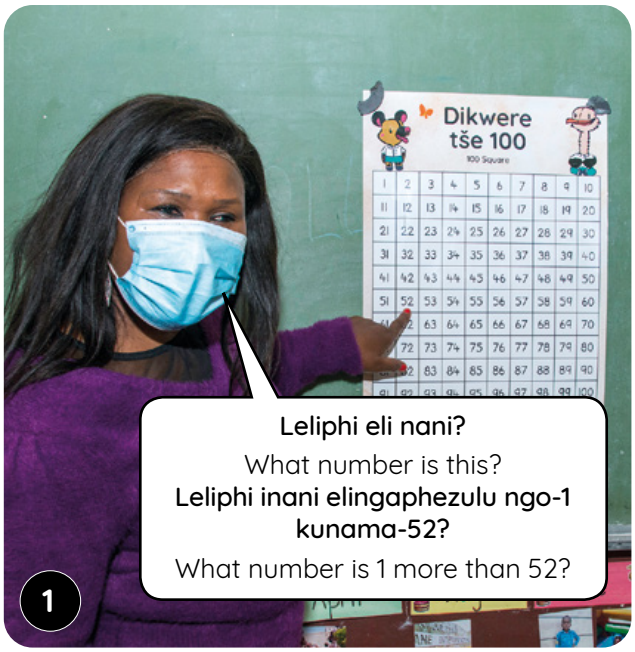
IZIBALO ZENTLOKO | MENTAL MATHS

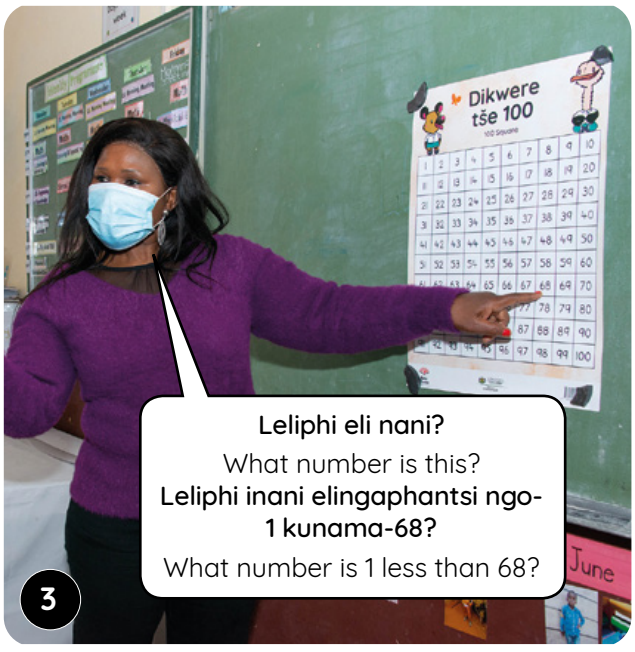
Chonga amanani (ukuya kuma-75) angaphezulu okanye angaphantsi ngo-1 kunenani olinikiweyo usebenzise isikwere se-100.

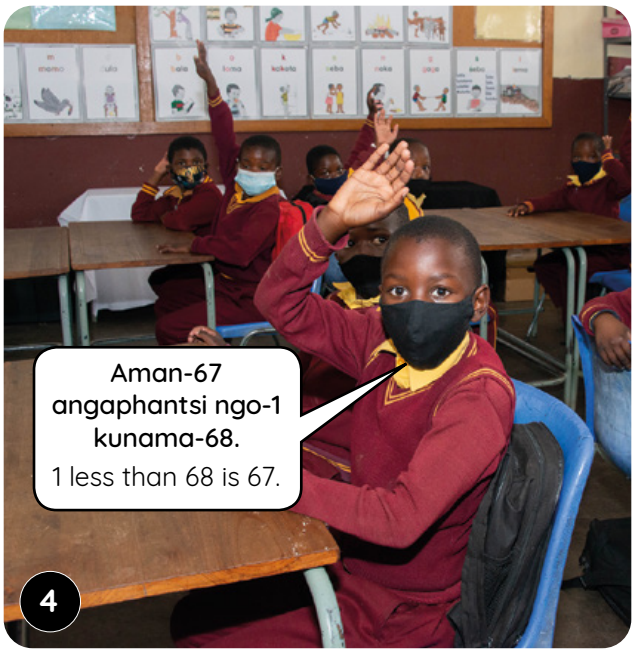
Identify numbers (up to 75) that are 1 more and 1 less than a given number using a 100 square.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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







Find the number

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

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

___ 13 ___

___ 23 ___

___ 57 ___

___ 41 ___

___ 68 ___

___ 83 ___

___ 97 ___

___ 35 ___

___ 76 ___

___ 29 ___

Usuku 2 Day 2

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

32 _____ 67

94 _____ 12

56 _____ 79

48 _____ 48

63 _____ 36

39 _____ 93

21 _____ 51

16 _____ 6

85 _____ 81

77 _____ 17

Usuku 3 Day 3

Biyela ngesangqa elona nani lincinci:
Circle the smallest number:

45 25 75 31 13 93

56 39 82 23 25 21

88 18 98

Biyela ngesangqa elona nani likhulu.
Circle the biggest number.

23 63 93 46 14 61

31 39 37 88 44 22

72 89 52

Usuku 4 Day 4

Gqibezela ipatheni:
Complete the pattern:

41 42 43 ___ ___ ___

85 84 83 ___ ___ ___

60 65 70 ___ ___ ___

69 59 49 ___ ___ ___

11 21 31 ___ ___ ___

55 50 45 ___ ___ ___

93 94 95 ___ ___ ___

72 62 52 ___ ___ ___

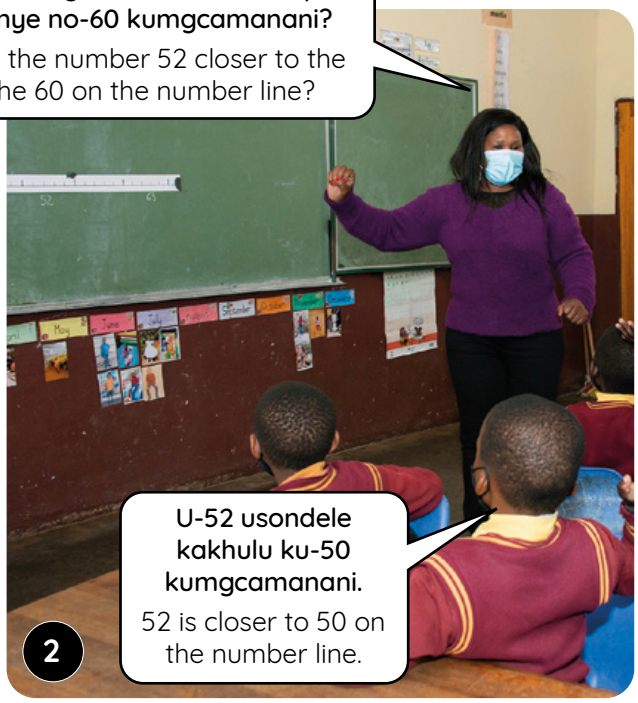
16 26 36 ___ ___ ___

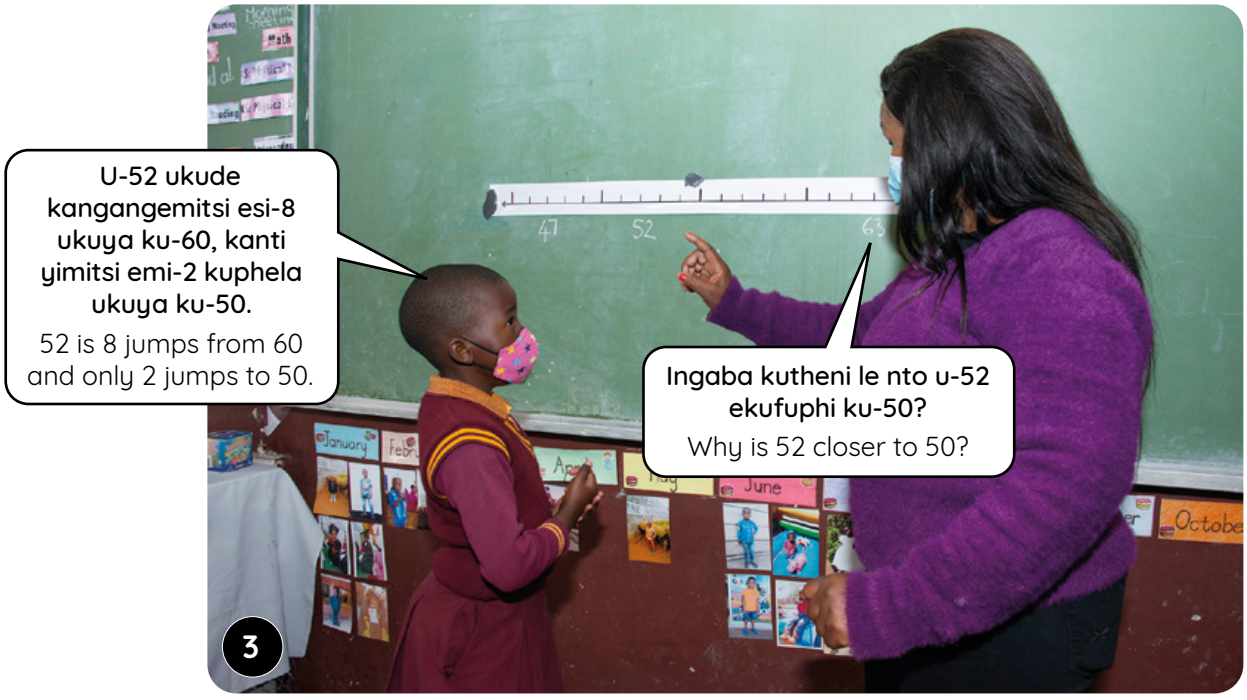
95 90 85 ___ ___ ___

IVEKI 1 • USUKU 1

Fumana inani

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT





Phinda la manyathelo angasentla, usebenzise amanani ahlukeneyo ukusuka ku-0 ukuya kuma-75. Abafundi kufuneka baqale ngokuchonga inani elinikiweyo baze bathethe ngendawo yalo kumgcamanani. Liza phambi okanye emva kwawaphi amanani?

Repeat these steps using different numbers from 0 to 75. Learners should first identify the given number and talk about its position on the number line. It comes before/after what numbers?

Find the number

IVEKI • WEEK 1

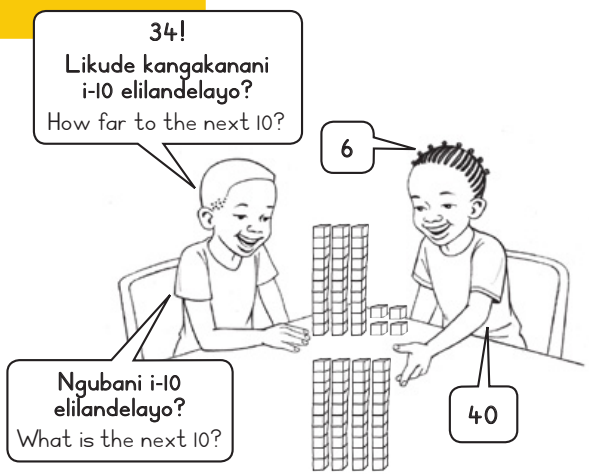
USUKU 1 • DAY 1

Fumana inani
Find the number

IZIBALO ZENTLOKO (MENTAL MATHS) | LINGAPHEZULU NGO-1/ LINGAPHANTSI NGO-1 (1 MORE/1 LESS) → UMDLALO (GAME) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

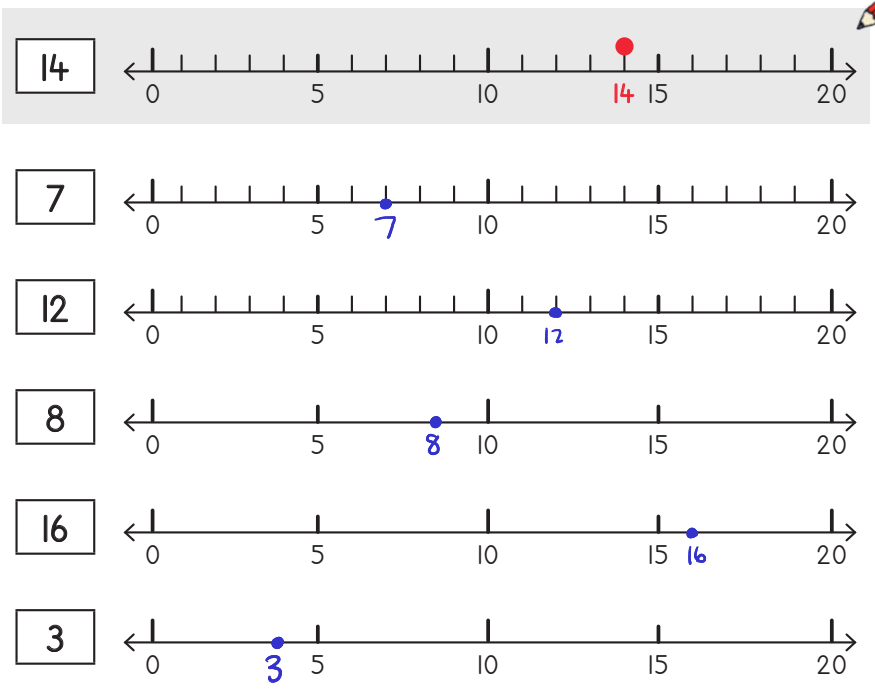
Umdlalo: Likude kangakanani i-10 elilandelayo?
Game: How far to the next 10?

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



1 Yenza ichaphaza uze ubhale inani kumgcamanani. Ulifumana njani inani?

Draw a dot and write the number on the line. How do you find the number?



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IVEKI 1 • USUKU 1

Fumana inani

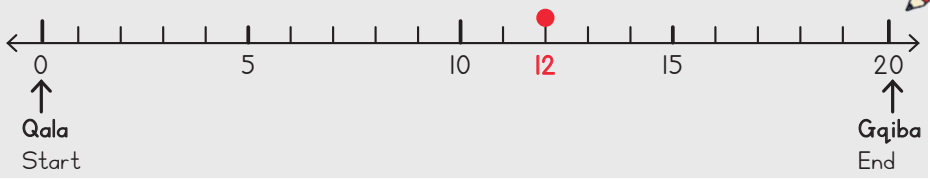
Imigcamanani ingabonisa amanani ahlukeneyo.
Uqala kweliphi inani lo mgcamanani?
Uphela ngeliphi inani umgcamanani?

Number lines can show different numbers.
At what number does this number line start?
At what number does this number line end?

2 Yenza ichokoza uze ubhale inani emgceni.

Draw a dot and write the number on the line.

12



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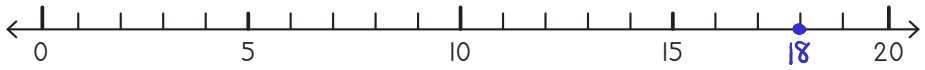

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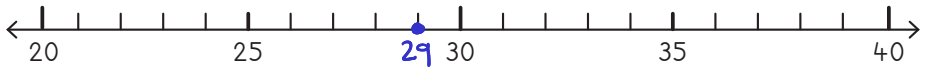

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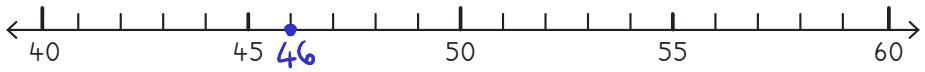

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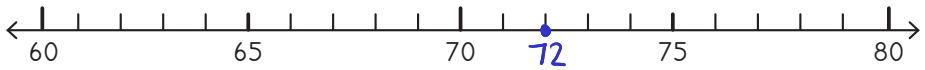

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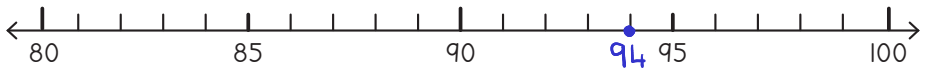


3 Gqibezela izivakalisi manani.

Complete the number sentences.

17 + 3 = 20	14 + 6 = 20	15 + 5 = 20	12 + 8 = 20
28 + 2 = 30	26 + 4 = 30	21 + 9 = 30	22 + 8 = 30

Find the number

IZIBALO ZENTLOKO
MENTAL MATHS

LINGAPHEZULU NGEZI-2/ LINGAPHANTSI NGEZI-2
2 MORE/2 LESS

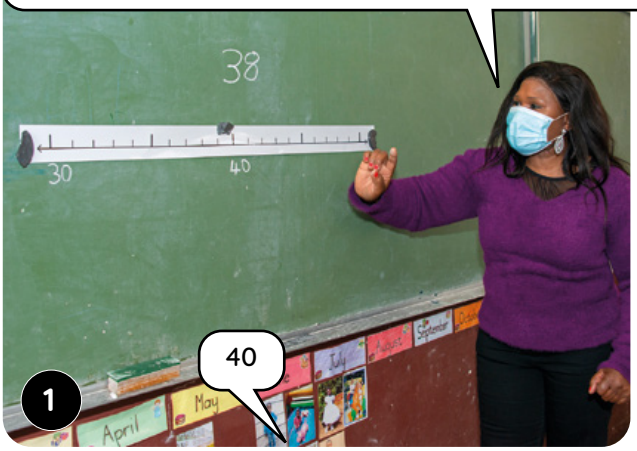
→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

→ UMDLALO
GAME

→ AMAPHEPHA OKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Ingaba inani elingama-38 singalibhala kufuphi nama-30 okanye kufuphi nama-40 kumgcamanani?
Do we write the number 38 closer to the 30 or to the 40 on the number line?



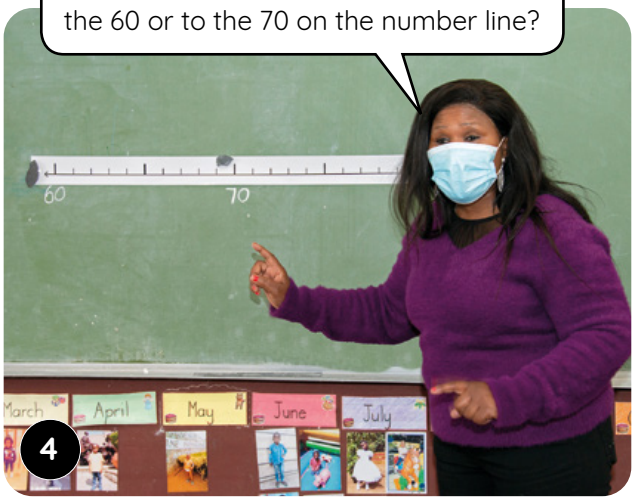
Kutheni ama-38 esondele kuma-40?
Why is 38 closer to 40?

Kufuneka sidibanise ezi-2 kuphela kuma-38 ukuze sifike ku-40.
We only need to add 2 to 38 to get to 40.

Sibonise.
Show us.

Ama-38 angangemitsi esi-8 ukusuka kuma-30, nemitsi emi-2 ukuya kuma-40.
38 is 8 jumps from 30 and only 2 jumps to 40.

Ingaba inani elingama-63 singalibhala kufuphi nama-60 okanye kufuphi nama-70 kumgcamanani?
Would we write the number 63 closer to the 60 or to the 70 on the number line?



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

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

IVEKI 1 • USUKU 2

Fumana inani

IVEKI • WEEK 1

USUKU 2 • DAY 2

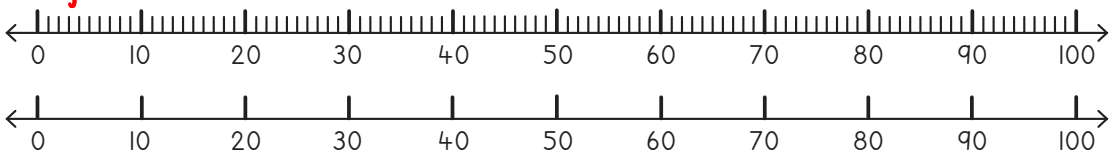
Fumana inani
Find the number

IZIBALO ZENTLOKO (MENTAL MATHS) — LINGAPHEZULU NGEZI-2/ LINGAPHANTSI NGEZI-2 (2 MORE/2 LESS) → UMDLALO (GAME) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

both show multiples of 10
starting at 0 and ending at 100
only the first number line shows marking for ones

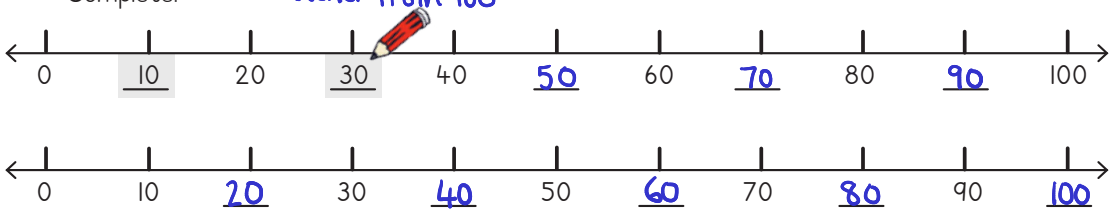
Jonga le migcamanani mibini. Ifana ngantoni? Yintoni umahluko?

Look at these two number lines. What is the same? What is different?

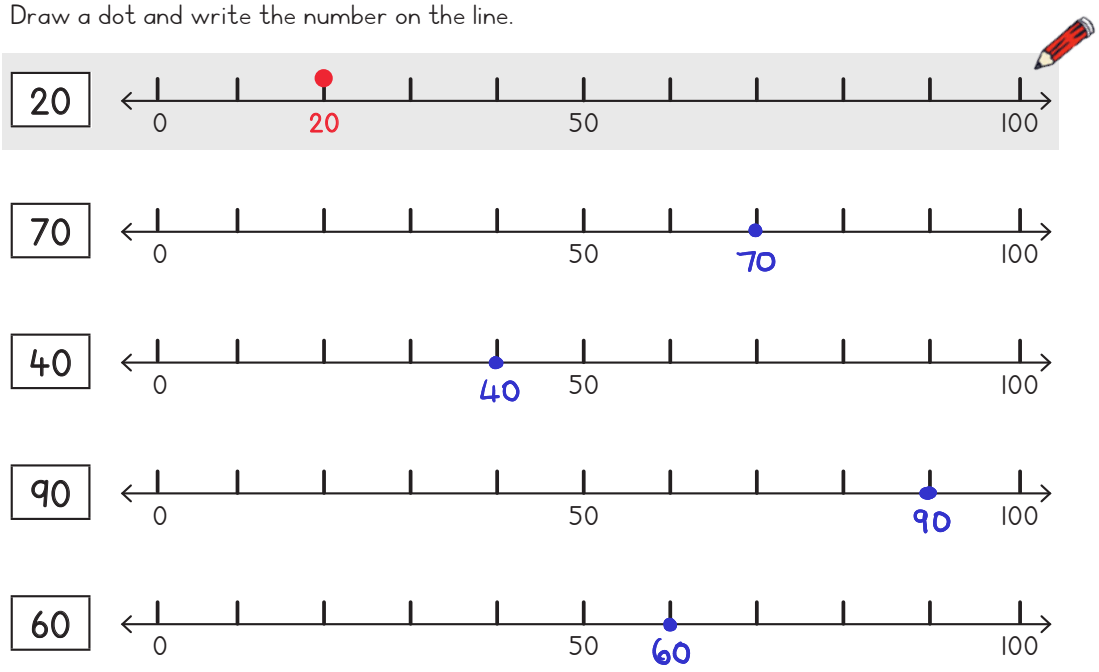


1 Gqibezela.
Complete.

Let learners complete first number line from 0 and the second from 100



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

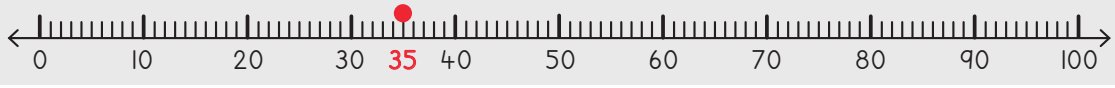


Find the number

3 Funa inani kumgcamanani. Yenza ichokoza elikhulu.

Find the number on the number line. Draw a big dot.

35



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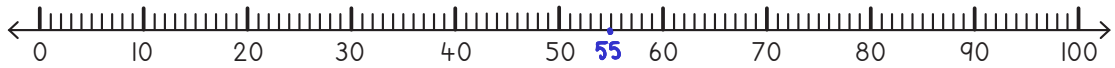

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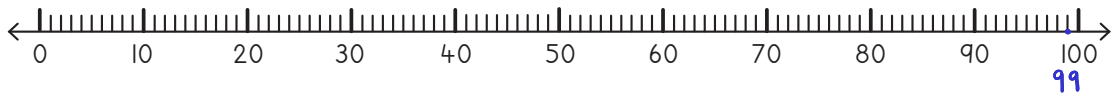
99



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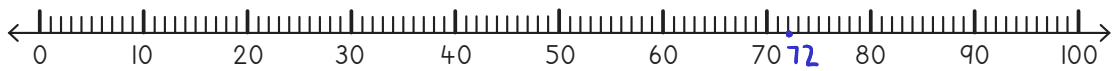
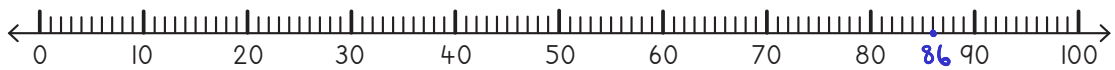


86

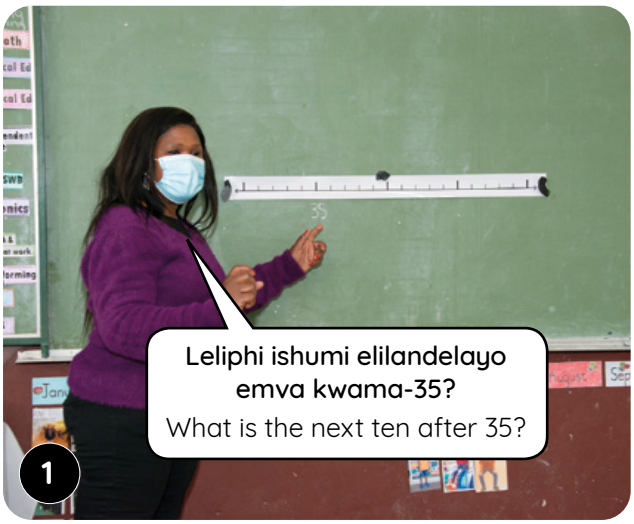


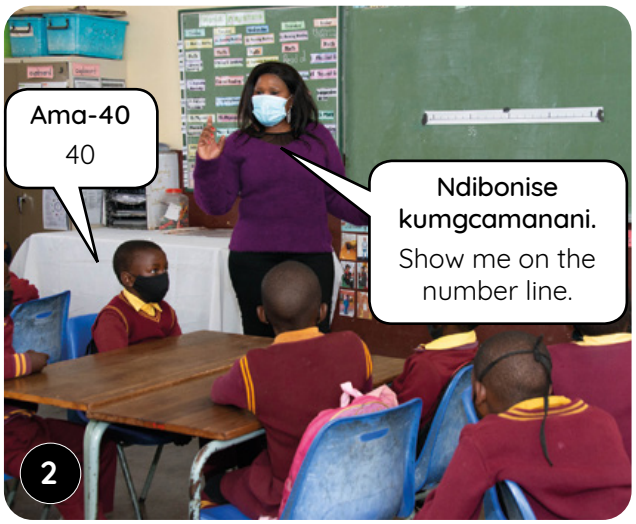
IVEKI 1 • USUKU 3

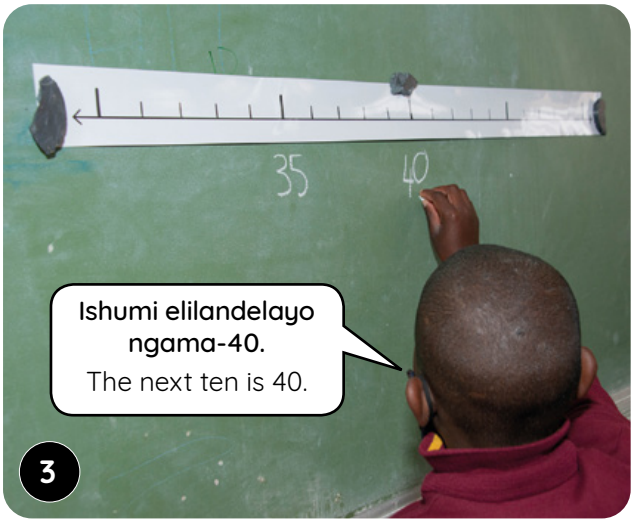
Likude kangakanani ishumi elilandelayo?

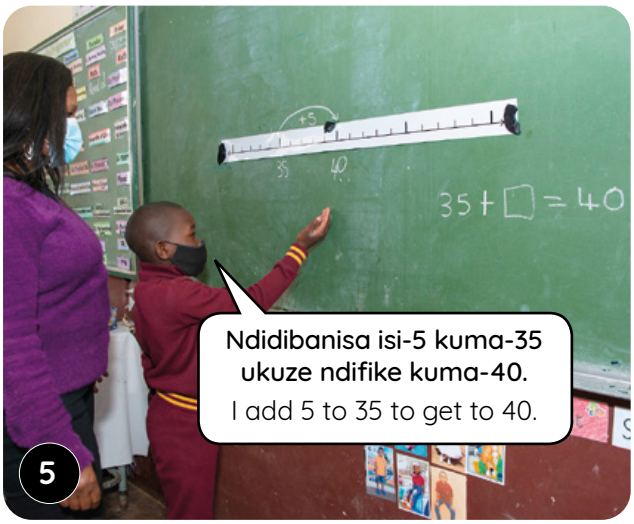
IZIBALO ZENTLOKO (MENTAL MATHS) — LINGAPHEZULU NGEZI-3/ LINGAPHANTSI NGEZI-3 (3 MORE/3 LESS) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → UMDLALO (GAME) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT









Phinda la manyathelo angasentla, usebenzise amanani ahlukileyo ukusuka ku-0 ukuya kuma-75 ukuze abafundi babe namathuba aliqela okuziqhelisa ukutsibela ngaphambili ukuya kwi-10 elilandelayo. Bakhuthaze abafundi ukuba benze imitsi emikhulu bangenzi imitsi enganye-nganye.

Repeat these using different numbers from 0 to 75, so that learners have multiple opportunities to practise jumping forward to the next 10. Encourage learners to make big jumps not just to jump in ones.

How far to the next ten?

IVEKI • WEEK 1

USUKU 3 • DAY 3

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

IZIBALO ZENTLOKO MENTAL MATHS → LINGAPHEZULU NGEZI-3/ LINGAPHANTSI NGEZI-3 3 MORE/3 LESS → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

1 Yenza ichokoza uze uphawule inani. Leliphi i-10 elilandelayo? Likude kangakanani i-10 elilandelayo?
Draw a dot and label the number. What is the next 10? How far to the next 10?

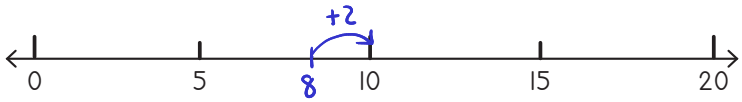
4

i-10 elilandelayo Next 10	10
Likude kangakanani? How far?	6

13

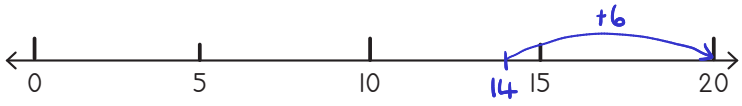
i-10 elilandelayo Next 10	20
Likude kangakanani? How far?	7

8



i-10 elilandelayo Next 10	10
Likude kangakanani? How far?	2

14



i-10 elilandelayo Next 10	20
Likude kangakanani? How far?	6

2 Gqibezela izivakalisi manani.
Complete the number sentences.

16 + 4 = 20	12 + 8 = 20	11 + 9 = 20	14 + 6 = 20
15 + 5 = 20	13 + 7 = 20	17 + 3 = 20	19 + 1 = 20

IVEKI 1 • USUKU 3

Likude kangakanani ishumi elilandelayo?

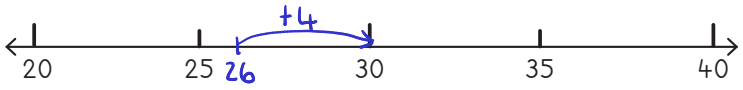
3 Yenza ichokoza kwinani. Leliphi i-10 elilandelayo? Likude kangakanani i-10 elilandelayo?

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

17

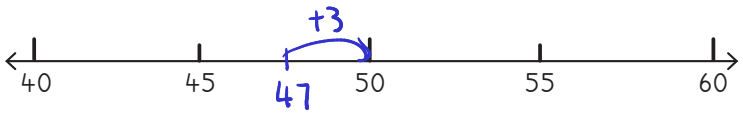
i-10 elilandelayo Next 10	20
Likude kangakanani? How far?	3

26



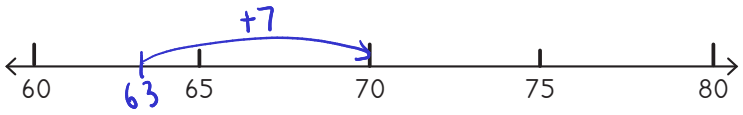
i-10 elilandelayo Next 10	30
Likude kangakanani? How far?	4

47



i-10 elilandelayo Next 10	50
Likude kangakanani? How far?	3

63



i-10 elilandelayo Next 10	70
Likude kangakanani? How far?	7

4 Gqibezela izivakalisi manani.

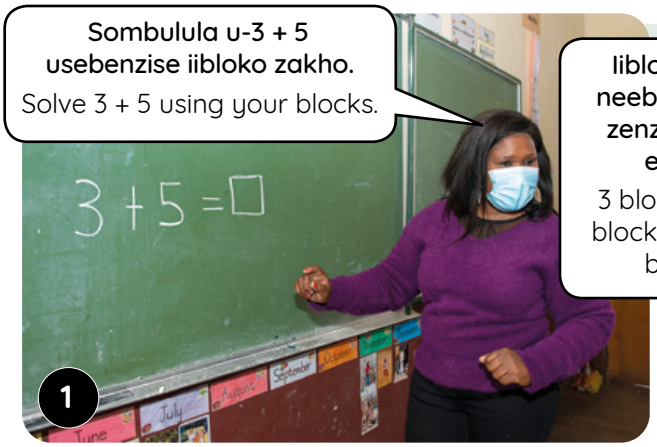
Complete the number sentences.

38 + 2 = 40	33 + 7 = 40	36 + 4 = 40	32 + 8 = 40
48 + 2 = 50	42 + 8 = 50	46 + 4 = 50	41 + 9 = 50

10s and 1s

IZIBALO ZENTLOKO (MENTAL MATHS) | LINGAPHEZULU NGEZI-4/ LINGAPHANTSI NGEZI-4 (4 MORE/4 LESS) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → UMDLALO (GAME) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

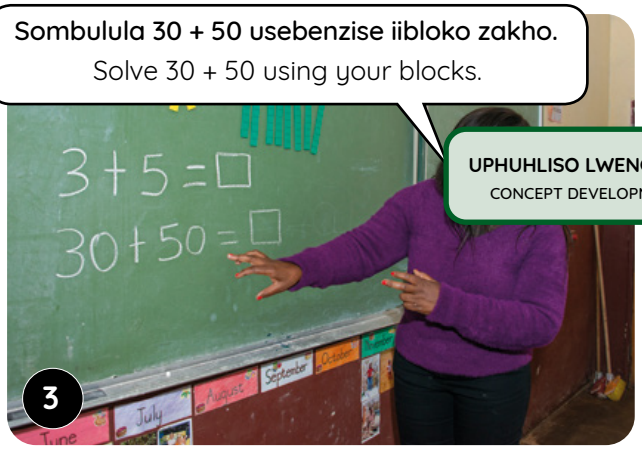
UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT



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

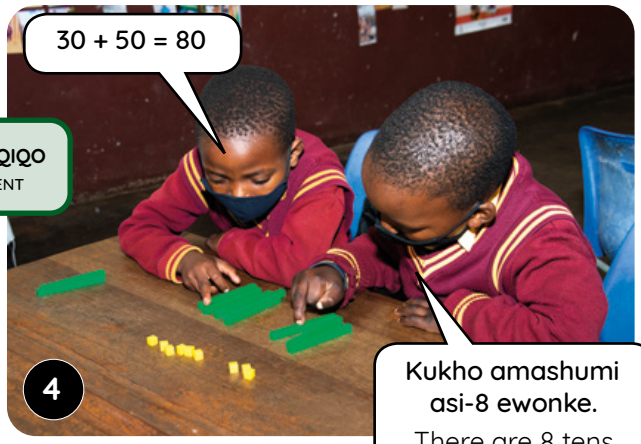
Iibloko ezi-3 neebloko ezi-5 zenza iibloko ezisi-8.
3 blocks and 5 blocks equals 8 blocks.

Ezingaphezulu ngezi-5 kunezi-3 zenza ezisi-8.
5 more than 3 is 8.



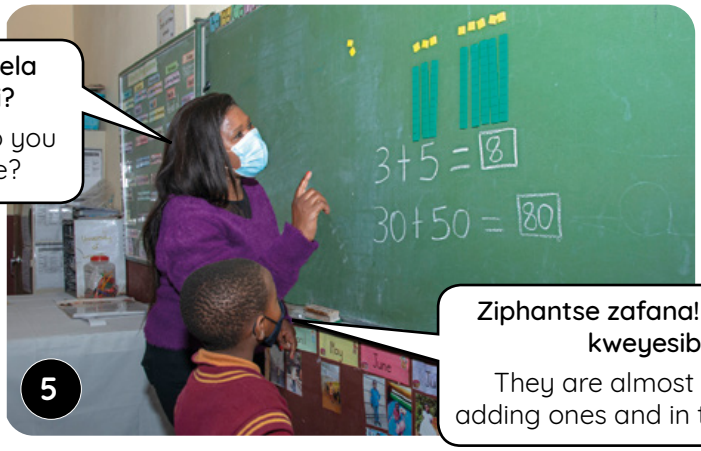
Sombulula 30 + 50 usebenzise iibloko zakho.
Solve 30 + 50 using your blocks.

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT



30 + 50 = 80

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



Uqaphela ntoni?
What do you notice?

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

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

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

IVEKI 1 • USUKU 4

Ama-10 nemivo

IVEKI • WEEK 1

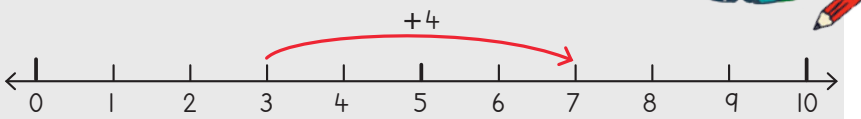
USUKU 4 • DAY 4

Ama-10 nemivo
10s and 1s

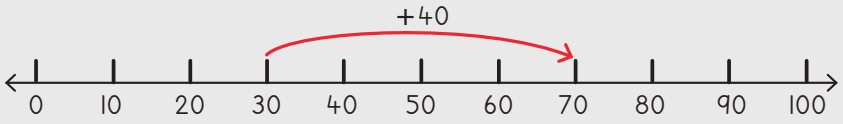
IZIBALO ZENTLOKO (MENTAL MATHS) | LINGAPHEZULU NGEZI-4/ LINGAPHANTSI NGEZI-4 (4 MORE/4 LESS) → UMDLALO (GAME) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

1 Sombulula usebenzise umgcamanani.
Solve using the number line.

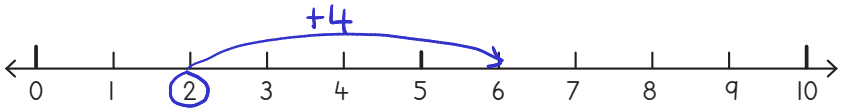
3 + 4 = 7



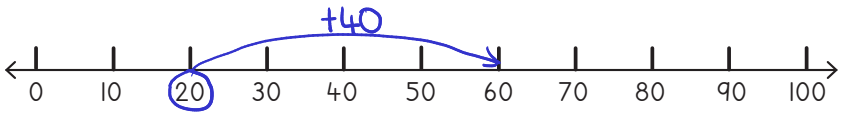
30 + 40 = 70



2 + 4 = 6

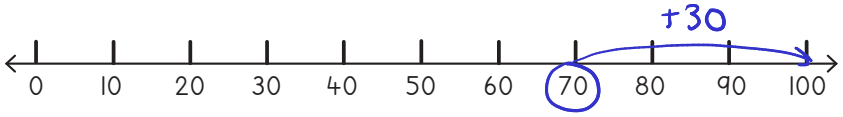


20 + 40 = 60



7 + 3 = 10

70 + 30 = 100



2

1 + 3 = 4	4 + 4 = 8	3 + 5 = 8	6 + 3 = 9
10 + 30 = 40	40 + 40 = 80	30 + 50 = 80	60 + 30 = 90

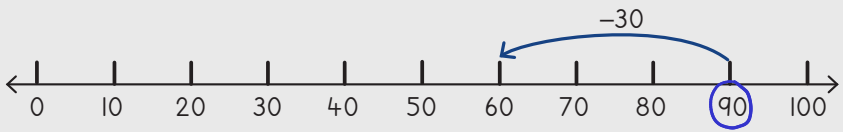
3 + 2 = 5	4 + 5 = 9	3 + 3 = 6	5 + 4 = 9
30 + 20 = 50	40 + 50 = 90	30 + 30 = 60	50 + 40 = 90

10s and 1s

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

9 − 3 = 6

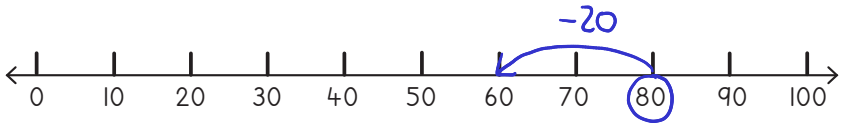
90 − 30 = 60



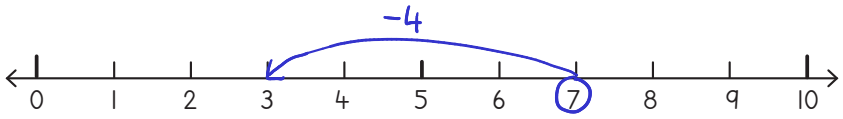
circle the first number

8 − 2 = 6

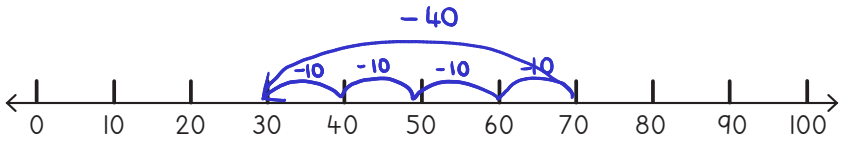
80 − 20 = 60



7 − 4 = 3



70 − 40 = 30



4 allow jumping back in 10 if learners need this step

6 − 2 = 4	9 − 3 = 6	8 − 4 = 4	7 − 4 = 3
60 − 20 = 40	90 − 30 = 60	80 − 40 = 40	70 − 40 = 30

10 − 5 = 5	9 − 5 = 4	4 − 2 = 2	8 − 5 = 3
100 − 50 = 50	90 − 50 = 40	40 − 20 = 20	80 − 50 = 30

IVEKI 1 • USUKU 5
Uqukaniso

IVEKI • WEEK 1

USUKU 5 • DAY 5
Uqukaniso
Consolidation

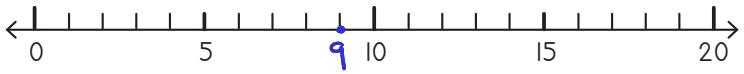
IPHEPHA LOKUSEBENZELA WORKSHEET → IPHEPHA LOKUSEBENZELA WORKSHEET

Masithethe ngeMaths!
Let's talk Maths!

NgesiXhosa sithi:	In English we say:
Fumana inani.	Find the number.
Likude kangakanani kwishumi elilandelayo?	How far to the next ten?
Likude kangakanani kwishumi elidlulileyo?	How far to the previous ten?
Ndiyazi ukuba 2 + 6 = 8, ngoko ke, ndiyazi ukuba 20 + 60 = 80.	I know that 2 + 6 = 8, therefore I know that 20 + 60 = 80.
Ndiyazi ukuba 9 – 5 = 4, ngoko ke, ndiyazi ukuba 90 – 50 = 40.	I know that 9 – 5 = 4, therefore I know that 90 – 50 = 40.

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

9



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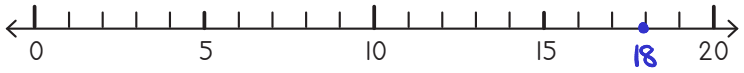


2 Gqibezela izivakalisi manani.
Complete the number sentences.

4 + 2 = 6	8 + 1 = 9	5 + 2 = 7	3 + 3 = 6
40 + 20 = 60	80 + 10 = 90	50 + 20 = 70	30 + 30 = 60

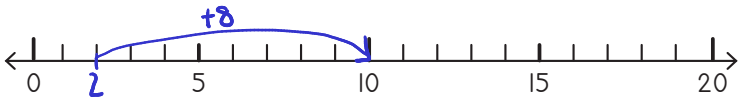
8 – 3 = 5	6 – 5 = 1	9 – 4 = 5	7 – 2 = 5
80 – 30 = 50	60 – 50 = 10	90 – 40 = 50	70 – 20 = 50

Consolidation

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

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

2

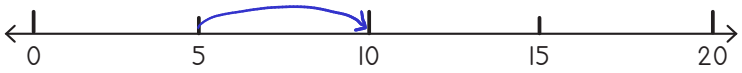


i-10 elilandelayo Next 10	10
Likude kangakanani? How far?	8

17

i-10 elilandelayo Next 10	20
Likude kangakanani? How far?	3

5



i-10 elilandelayo Next 10	10
Likude kangakanani? How far?	5

4 Funa amanani ashiyiweyo.

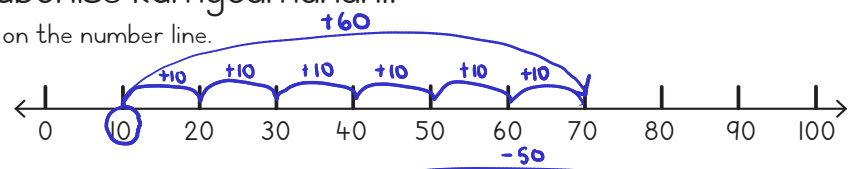
Find the missing numbers.

23 + 7 = 30	19 + 1 = 20	8 + 2 = 10	14 + 6 = 20
41 + 9 = 50	55 + 5 = 60	3 + 7 = 10	44 + 6 = 50

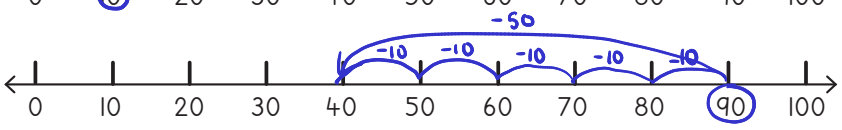
5 Sombulula ubonise kumgcamanani.

Solve by showing on the number line.

10 + 60 = 70



90 – 50 = 40



Ukudibanisa nokuthabatha kumgcamanani

	Izixhobo
Izibalo zentloko: Ukucwangcisa amanani ukuya kuma-75	azikho
Umdlalo: Gqibezela amashumi!	iibloko zesiseko se-10

Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Ukufumana ishumi	LAB, isikwere se-100
2	Ukudibanisa kumgcamanani	LAB, umgcamanani ongenanto
3	Likude kangakanani ishumi elidlulileyo?	LAB, isikwere se-100
4	Ukuthabatha kumgcamanani	LAB, umgcamanani ongenanto
5	Uqukaniso novavanyo olujolise ekufundeni	LAB

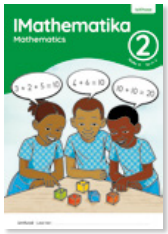
Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukusebenzisa ulwazi lwabo lwamashumi ukufumana inani kwisikwere se-100.	
ukusebenzisa umgcamanani ukudibanisa imivo kumanani amivo-mibini kodwa angaweleli ngaphaya kweshumi.	
ukusebenzisa umgcamanani ukuthabatha imivo kumanani amivo-mibini kodwa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

Uvavanyo (jonga kumaphepha angasemva esi sikhokelo)

Uvavanyo olubhalwayo: Inani, iindlela zokubala nolwalamano – iingxaki zokudibanisa nokuthabatha nezivakalisi manani

Adding and subtracting on the number line

	Resources
Mental Maths: Ordering numbers to 75	none
Game: Complete the 10s!	base 10 blocks




Day	Lesson activity	Lesson resources
1	Finding the ten	LAB, 100 square
2	Adding on a number line	LAB, blank number line
3	How far to the previous ten?	LAB, 100 square
4	Subtracting on the number line	LAB, blank number line
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
use their knowledge of tens to locate a number on a 100 square.	
use a number line to add ones to two-digit numbers without bridging the ten.	
use a number line to subtract ones from two-digit numbers without bridging the ten.	

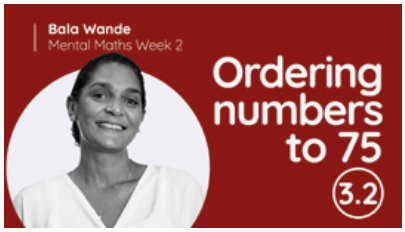
Assessment (see back pages of this guide)

Written assessment: Numbers, Operations and Relationships – addition and subtraction problems and number sentences

Ukudibanisa nokuthabatha kumgcamanani

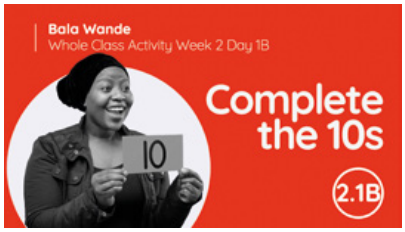
Izibalo zentloko

Kule veki siza kugxila ekulandelelaniseni amanani aqale kwelona lincinci ukuya kwelona likhulu nokuqala kwelona likhulu ukuya kwelona lincinci. Abafundi kufuneka bakwazi ukuchaza amanani amakhulu namancinci, nokuwacwangcisa ngokulandelelana kwawo ukuya kuma-75.

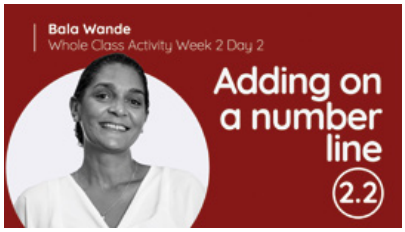


Umdlalo

Kulo mdlalo abafundi baza kusebenzisa iibloko zabo ukuze benze amashumi. Baza kudibanisa iibloko ezizimeleyo bakhe iincochoyi zamashumi baze ngokwenza njalo bafunde ukusombulula iingxaki ngokukhawuleza nangempumelelo xa bewelela ngaphaya kweshumi. Kanti ke basenokusebenzisa iibloko zesiseko seshumi xa bedlala umdlalo.



Uphuhliso lwengqiqo



Kwimisebenzi yeklasi yonke yale veki siza kugxila kudibaniso nothabatho. Abafundi basebenzisa isikwere se-100 ukufuna amanani, ukucinga ngabakwaziyo malunga nokufuna amashumi alandelayo namashumi adlulileyo. Abafundi bakwanikwa ithuba lokusombulula iingxaki kumgcamanani, xa bedibanisa okanye bethabatha imivo kumanani amivo-mibini. Siza kujolisa koku:

- ukusebenzisa ulwazi lwabo lwamashumi ukukhangela inani kwisikwere se-100.
- ukusebenzisa umgcamanani ukudibanisa imivo kumanani amivo-mibini, ukuwelela ngaphaya kweshumi.
- ukusebenzisa umgcamanani ukuthabatha imivo kumanani amivo-mibini ukuwelela ngaphaya kweshumi.

Into emayiqatshelwe kule veki

- Ukuze abafundi badibanise kwaye bathabathe imivo kumanani amivo-mibini ngempumelelo, kufuneka baqale bafumane ishumi elilandelayo okanye elidlulileyo kumgcamanani, baze badibanise okanye bathabathe izixa ezishiyekileyo.
- Isigama esibalulekileyo: **elona lincinci**, **elona likhulu**, **amashumi**, **ishumi elilandelayo**, **dibanisa**, **thabatha**.

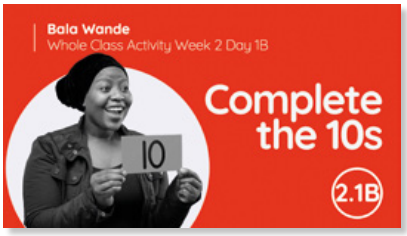
Adding and subtracting on the number line

Mental Maths

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

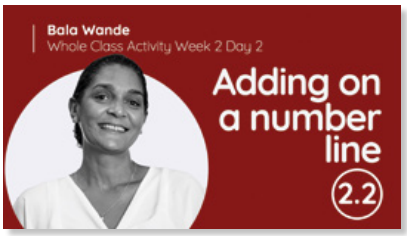
Game

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



Concept development

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



- using their knowledge of tens to locate a number on a 100 square.
- using a number line to add ones to two-digit numbers, bridging the ten.
- using a number line to subtract ones from two-digit numbers, bridging the ten.

What to look out for this week

- In order for learners to efficiently add and subtract ones to and from two digit numbers, they need to first find the next or previous ten on the number line, and then add or subtract any remaining amounts.
- Important vocabulary: **smallest**, **largest**, **tens**, **next ten**, **add**, **subtract**.

IVEKI 2 • USUKU 1

Ukufumana ishumi

IZIBALO ZENTLOKO MENTAL MATHS | UKUSUKA KWELONA LIKHULU UYE KWELONA LINCINCI. LARGEST TO SMALLEST → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMDLALO GAME → AMAPHEPHA OKUSEBENZELA WORKSHEETS

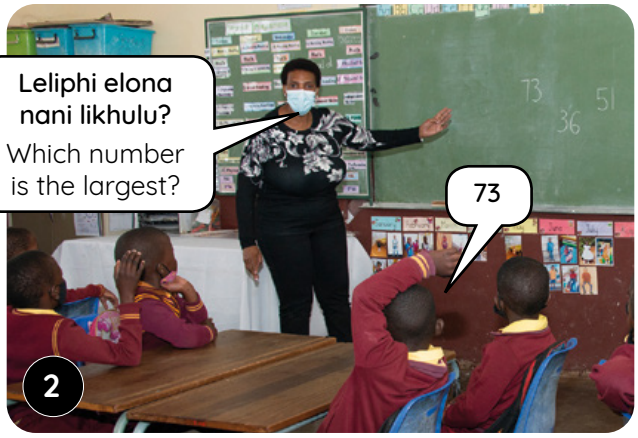
IZIBALO ZENTLOKO | MENTAL MATHS

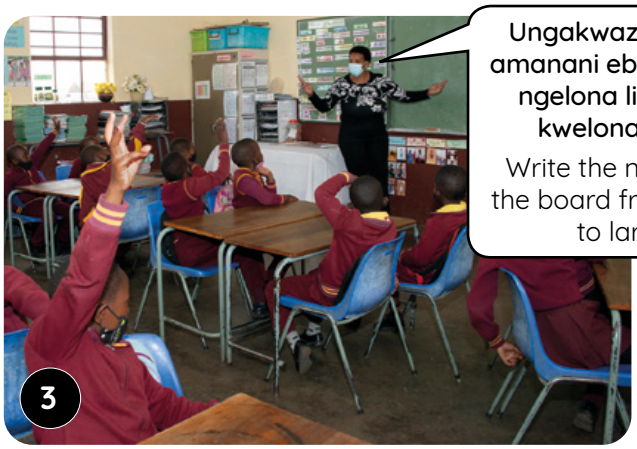
Ziqhelise ukucwangcisa amanani uqale ngelona likhulu uye kwelona lincinci.

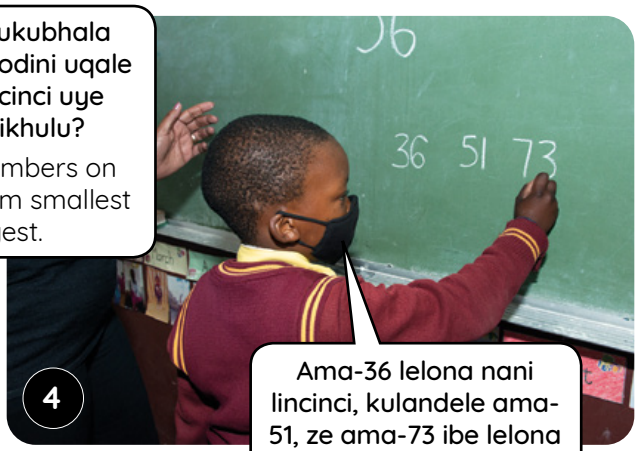
Practise ordering numbers from largest to smallest.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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







Finding the ten

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

Kufuneka ezingaphi ukuze ufike kula manani?
How many **more** to get to?

12 + ___ = 30

19 + ___ = 40

25 + ___ = 50

6 + ___ = 20

17 + ___ = 30

21 + ___ = 40

33 + ___ = 50

16 + ___ = 30

17 + ___ = 40

8 + ___ = 20

Usuku 2 Day 2

Sombulula:
Solve:

37 + 10 = _____

16 +20 = _____

43 + 30 = _____

41 + 20 = _____

25 + 50 = _____

14 + 30 = _____

52 + 10 = _____

65 + 20 = _____

46 + 10 = _____

27 + 40 = _____

Usuku 3 Day 3

Thabatha:
Subtract:

35 – 20 = _____

18 – 10 = _____

75 – 30 = _____

69 – 20 = _____

56 – 30 = _____

26 – 10 = _____

49 – 20 = _____

39 – 20 = _____

52 – 10 = _____

65 – 30 = _____

Usuku 4 Day 4

Gqibezela ipatheni:
Complete the pattern:

51 52 53 ___ ___ ___

65 64 63 ___ ___ ___

25 30 35 ___ ___ ___

100 90 80 ___ ___ ___

13 23 33 ___ ___ ___

21 31 41 ___ ___ ___

84 85 86 ___ ___ ___

39 38 37 ___ ___ ___

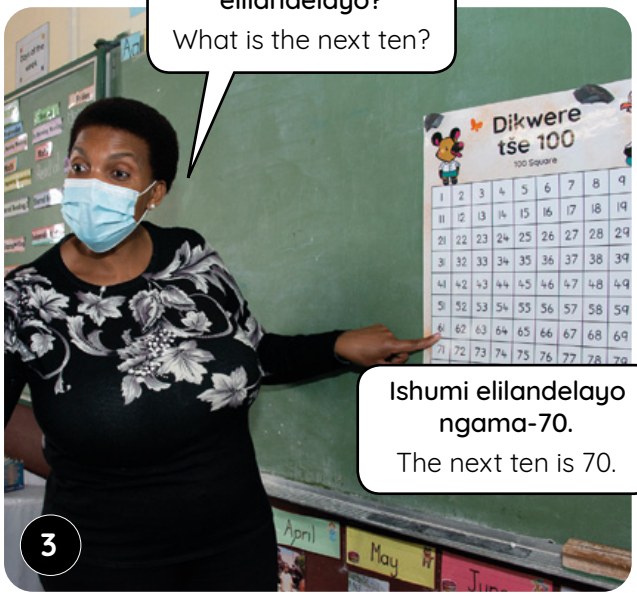
57 67 77 ___ ___ ___

40 45 50 ___ ___ ___

IVEKI 2 • USUKU 1

Ukufumana ishumi

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT



Phinda la manyathelo angasentla usebenzise amanani ahlukeneyo ukuze abafundi babe namathuba aliqela okuziqhelisa ukutsibela kwi-10 elilandelayo

Repeat the steps above using different numbers so that learners have multiple opportunities to practise jumping to the next 10.

Finding the ten

IVEKI • WEEK 2

USUKU 1 • DAY 1

Ukufumana ishumi
Finding the ten

IZIBALO ZENTLOKO
MENTAL MATHS

UKUSUKA KWELONA LIKHULU UYE KWELONA LINCINCI
BIGGEST TO SMALLEST

→ UMDLALO
GAME

→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

→ AMAPHEPHA OKUSEBENZELA
WORKSHEETS

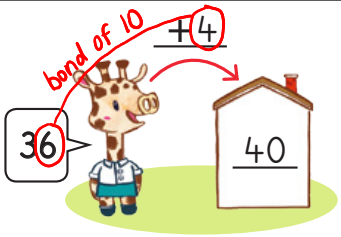
Umdlalo: Ukwakha ngamashumi
Game: Building with tens

27 + 8 =

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

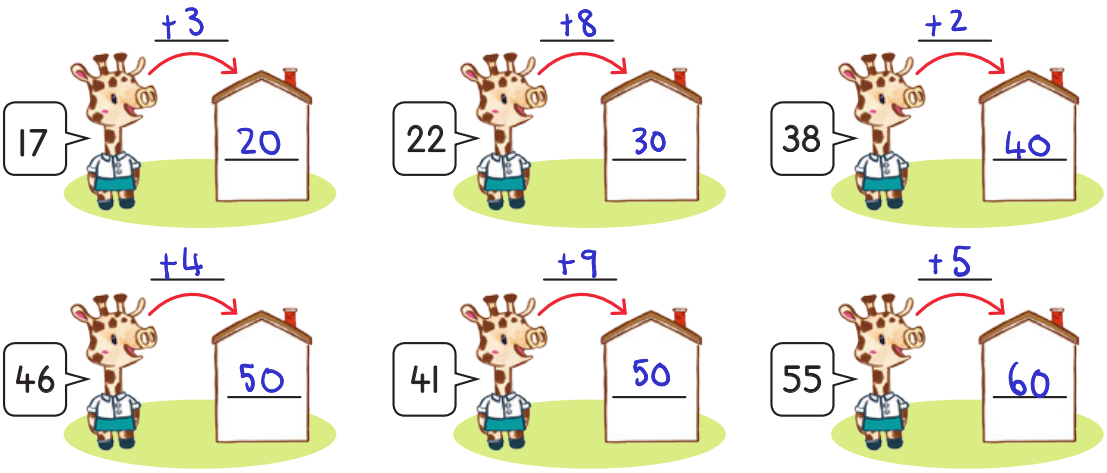
Sinamashumi ama-3 kunye ne-5, ke 27 + 8 = 35.
We have 3 tens and 5 ones, so 27 + 8 = 35.

Emphasize bonds of ten



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

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



12

2 Fumana inani. Leliphi i-10 elilandelayo? Likude kangakanani i-10 elilandelayo?

Find the number. What is the next 10? How far to the next 10?

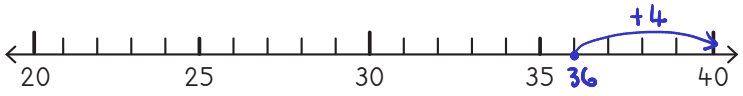
14

i-10 elilandelayo Next 10	20
Likude kangakanani? How far?	6

11

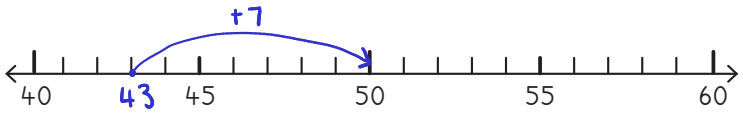
i-10 elilandelayo Next 10	20
Likude kangakanani? How far?	9

36



i-10 elilandelayo Next 10	40
Likude kangakanani? How far?	4

43



i-10 elilandelayo Next 10	50
Likude kangakanani? How far?	7

3 Gqibezela izivakalisi manani.

Complete the number sentences.

67 + 3 = 70	64 + 6 = 70	76 + 4 = 80	73 + 7 = 80
85 + 5 = 90	82 + 8 = 90	95 + 5 = 100	97 + 3 = 100

Adding on a number line

IZIBALO ZENTLOKO
MENTAL MATHS

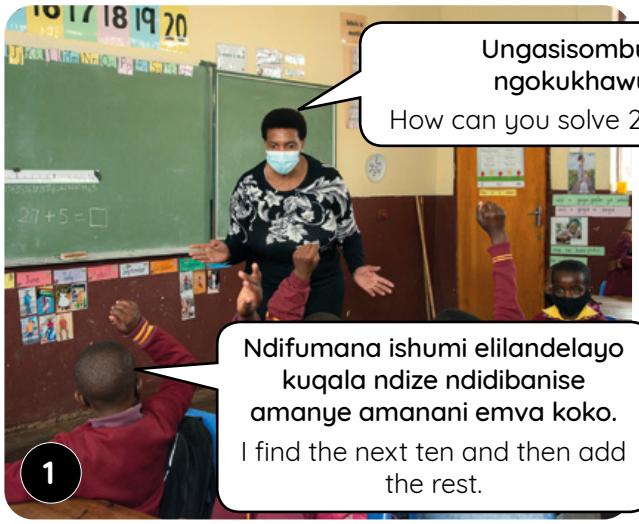
UKUSUSKA KWELONA LIKHULU UYE KWELONA LINCINCI.
LARGEST TO SMALLEST

→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT →

UMDLALO
GAME →

AMAPHEPHA OKUSEBENZELA
WORKSHEETS

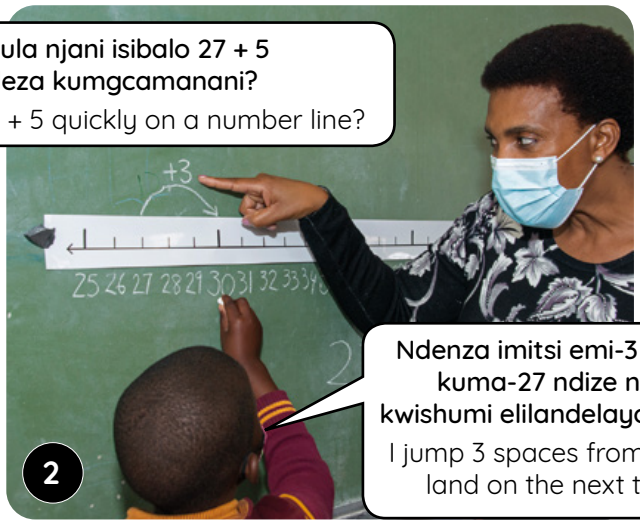
UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT



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

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

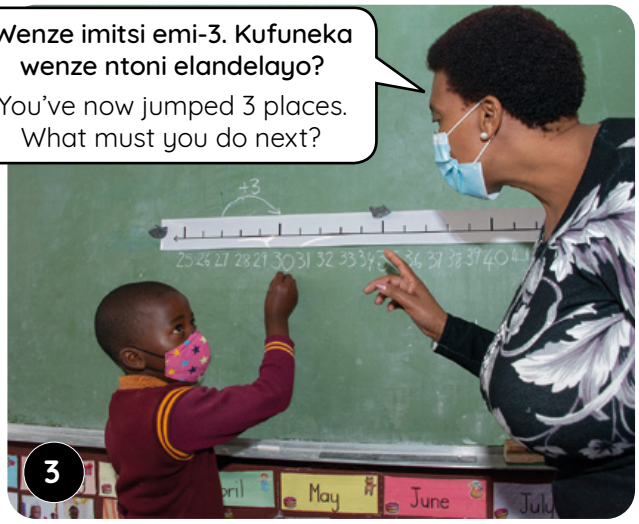
1



Ndenza imitsi emi-3 ukusuka kuma-27 ndize ndifike kwishumi elilandelayo, ama-30.
I jump 3 spaces from 27, and I land on the next ten, 30.

2

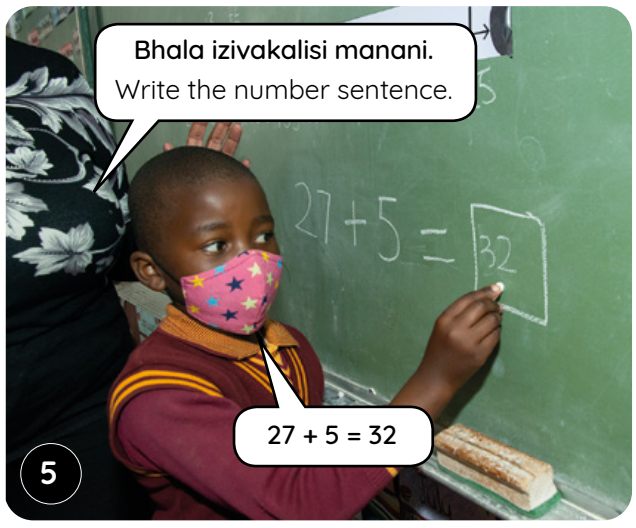
Wenze imitsi emi-3. Kufuneka wenze ntoni elandelayo?
You've now jumped 3 places. What must you do next?



3

Kuye kwafuneka ndenze imitsi emi-5, ndabe nditsibe ka-3. Kufuneka ndenze imitsi emi-2 ngaphezulu.
I had to jump 5 places, and I've only jumped 3. I have 2 more places to jump.

4



Bhala izivakalisi manani.
Write the number sentence.

27 + 5 = 32

5

Nika abafundi amathuba aliqela okusombulula iingxaki ezibandakanya ukudibanisa imivo kumanani amivo-mibini. Bancede abafundi baqonde ukuba xa befumana ishumi elilandelayo kuqala, baya kukwazi ukusombulula iingxaki ngokukhawuleza nangempumelelo.

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

IVEKI • WEEK 2

USUKU 2 • DAY 2

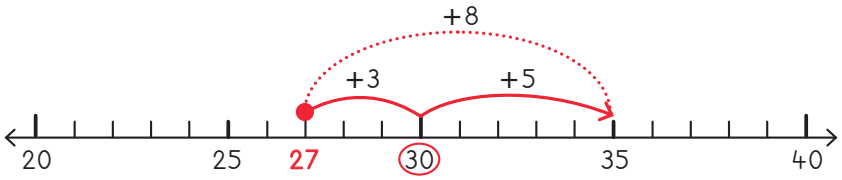
Ukudibanisa kumgcamanani
Adding on a number line

IZIBALO ZENTLOKO (MENTAL MATHS) | UKUSUKA KWELONA LIKHULU UYE KWELONA LINCINCI (BIGGEST TO SMALLEST) → UMDLALO (GAME) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

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

Ndiqala kuma-27!
I start at 27!
Nditsibela kwi-10 elilandelayo! 27 + 3 = 30.
I jump to the next 10! 27 + 3 = 30.

27 + 8 = 35
3 5



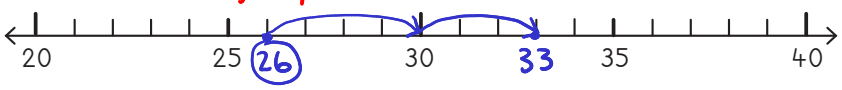
Ukudibanisa isi-8 kuyafana nokudibanisa ezi-3 uze uphinde wongeze ezi-5.
Adding 8 is the same as adding 3 and then adding 5.

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

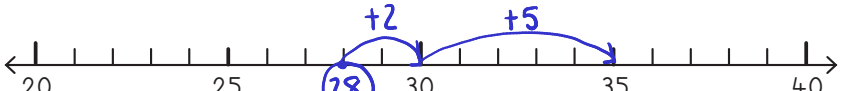
1 Dibanisa usebenzise umgcamanani.
Add using the number line.

Emphasize bonds of 10 in the first jump

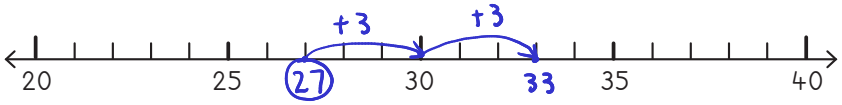
26 + 7 = 33 (4, 3)



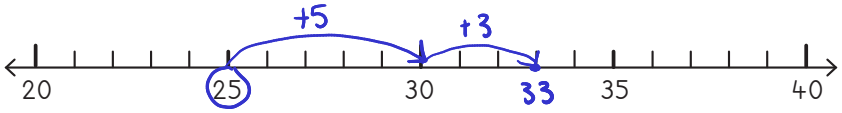
28 + 7 = 35 (2, 5)



27 + 6 = 33 (3, 3)



25 + 8 = 33 (5, 3)

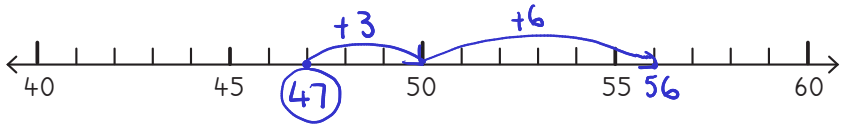


14

Adding on a number line

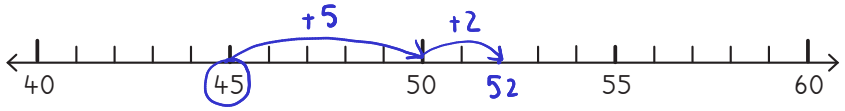
47 + 9 = 56

3 6



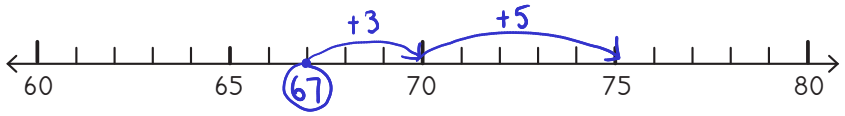
45 + 7 = 52

5 2



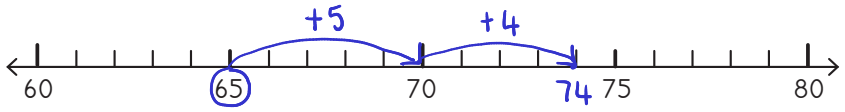
67 + 8 = 75

3 5



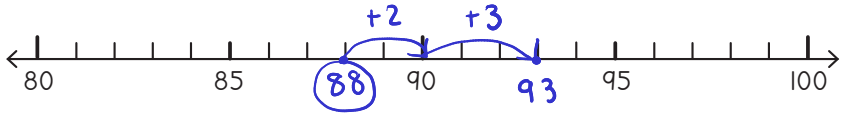
65 + 9 = 74

5 4



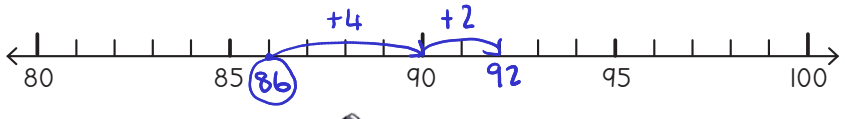
88 + 5 = 93

2 3



86 + 6 = 92

4 2



2

27 + 8 = 35	25 + 9 = 34
37 + 8 = 45	35 + 9 = 44
47 + 8 = 55	45 + 9 = 54
57 + 8 = 65	55 + 9 = 64

UBrian ufunde amaphepha angama-35. Ufunda amaphepha asi-8 ngaphezulu. Mangaphi amaphepha awafundileyo ewonke?

Brian read 35 pages. He reads 8 more pages. How many pages has he read altogether?

35 + 8 = 43

IVEKI 2 • USUKU 3

Likude kangakanani ishumi elidlulileyo?

IZIBALO ZENTLOKO
MENTAL MATHS

UKUSUKA KWELONA LINCINCI UYE KWELONA LIKHULU
SMALLEST TO LARGEST

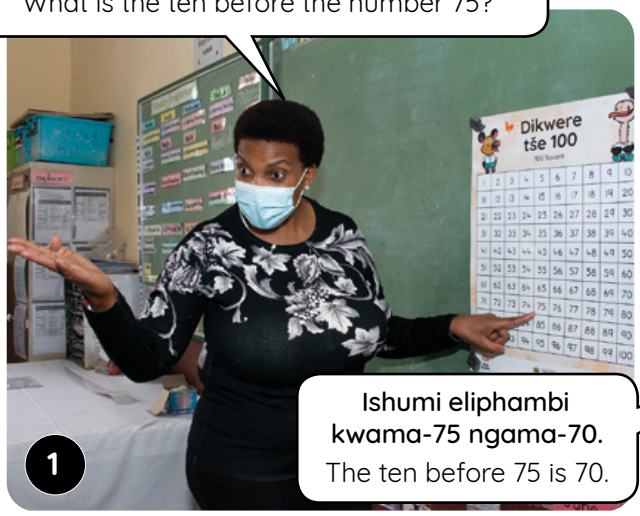
→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

→ UMDLALO
GAME

→ AMAPHEPHA OKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Leliphi ishumi eliphambi kwenani ama-75?
What is the ten before the number 75?



Ishumi eliphambi kwama-75 ngama-70.
The ten before 75 is 70.

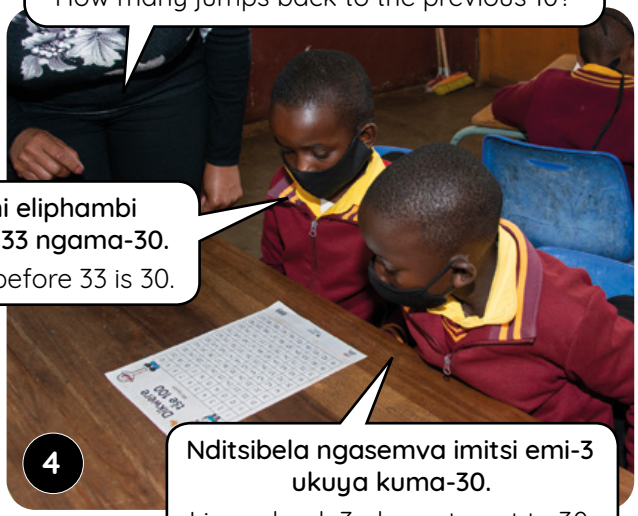
Mingaphi imitsi ebuyela kwi-10 elidlulileyo.
How many jumps back to the previous 10?

Nditsibela ngasemva imitsi emi-5 ukuya kuma-70.
I jump back 5 places to get to 70.

Leliphi ishumi eliphambi kwama-33?
What is the ten before 33?

Ishumi eliphambi kwama-33 ngama-30.
The ten before 33 is 30.

Mingaphi imitsi ebuyela kwi-10 elidlulileyo?
How many jumps back to the previous 10?



Nditsibela ngasemva imitsi emi-3 ukuya kuma-30.
I jump back 3 places to get to 30.

Phinda la manyathelo angasentla usebenzise amanani ahlukileyo, ukuze abafundi babe namathuba amaninzi okuziqhelisa ukutsibela ngemva kwi-10 elidlulileyo. Ungakhe uzame nangezinye izixhobo (umz. imigcamanani).

Repeat the steps above, using different numbers, so that learners have multiple opportunities to practise jumping back to the previous 10. Try it out with other resources (e.g. number lines), too.

How far to the previous ten?

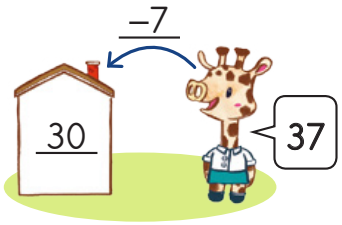
IVEKI • WEEK 2

USUKU 3 • DAY 3

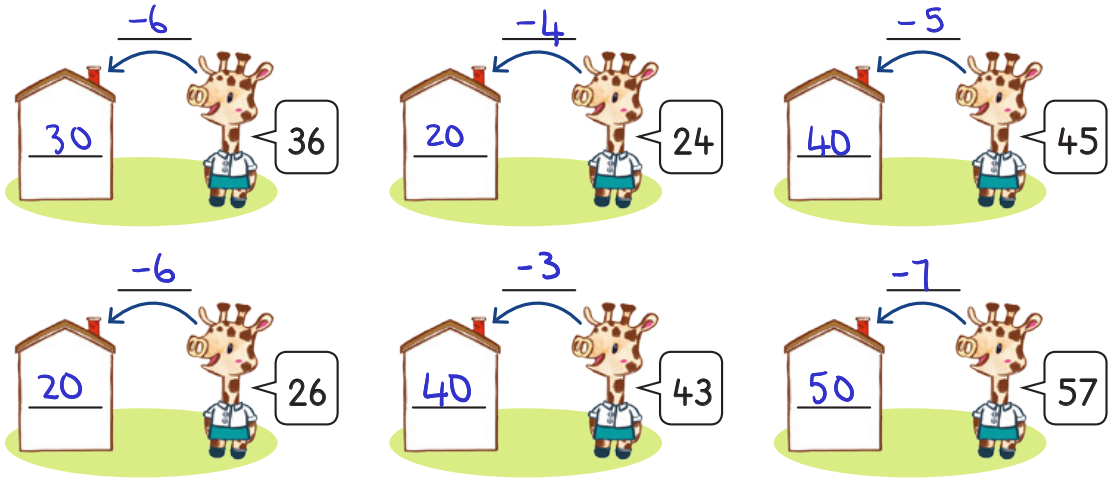
Likude kangakanani ishumi elidlulileyo?
How far to the previous ten?

IZIBALO ZENTLOKO MENTAL MATHS → UKUSUKA KWELONA LINCINCI UYE KWELONA LIKHULU SMALLEST TO BIGGEST → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

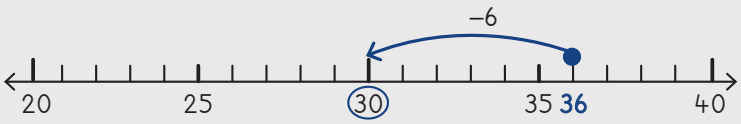
Xa ndithabatha ndiyazibuza, likude kangakanani i-10 elidlulileyo?
When I subtract, I ask myself, how far to the previous 10?



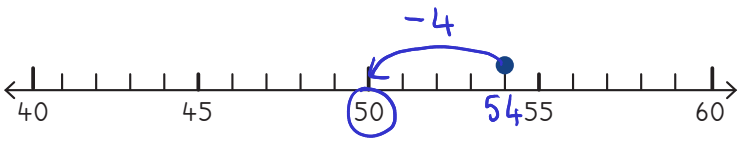
1 Kukude kangakanani kwi-10 elidlulileyo?
How far to the previous 10?



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



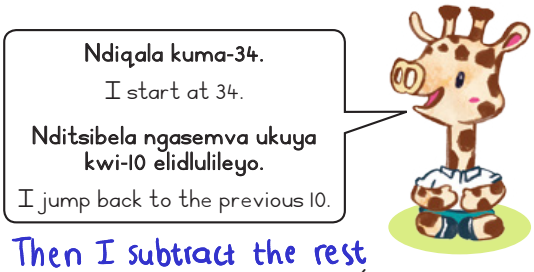
i-10 elidlulileyo Previous 10	30
Likude kangakanani? How far?	6



i-10 elidlulileyo Previous 10	50
Likude kangakanani? How far?	4

IVEKI 2 • USUKU 3

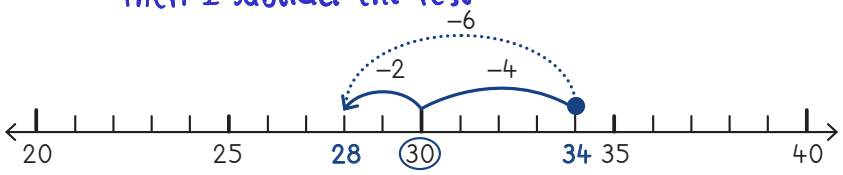
Likude kangakanani ishumi elidlulileyo?

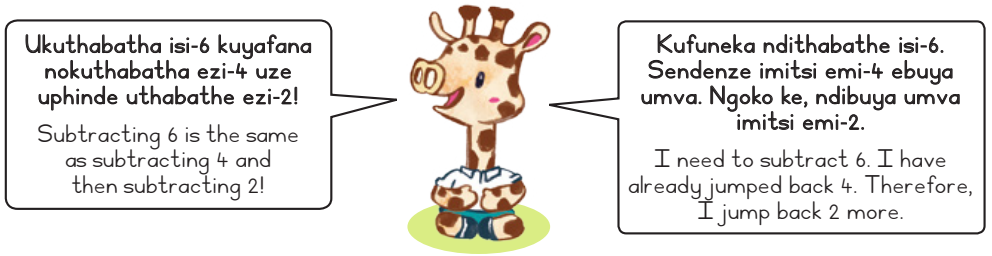


Then I subtract the rest

34 – 6 = 28

4 2



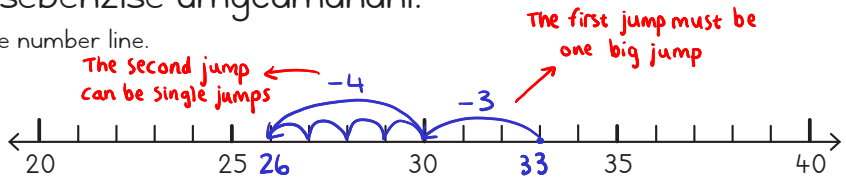


3 Thabatha usebenzise umgcamanani.

Subtract using the number line.

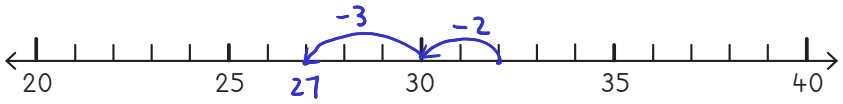
33 – 7 = 26

3 4



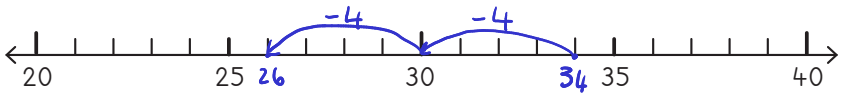
32 – 5 = 27

2 3



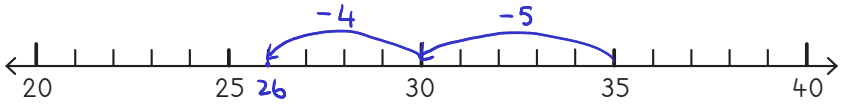
34 – 8 = 26

4 4



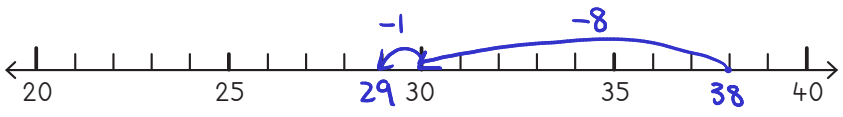
35 – 9 = 26

5 4



38 – 9 = 29

8 1



Subtracting on the number line

IZIBALO ZENTLOKO
MENTAL MATHS

UKUSUKA KWELONA LINCINCI UYE KWELONA LIKHULU
SMALLEST TO LARGEST

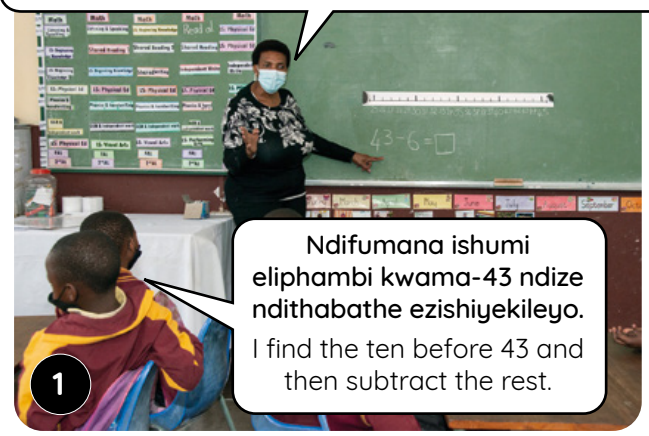
→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

→ UMDLALO
GAME

→ AMAPHEPHA OKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Ungasisombulula njani isibalo 43 – 6 kumgcamanani ngokukhawuleza?
How can you quickly solve 43 – 6 on a number line?



1

Ndifumana ishumi eliphambi kwama-43 ndize ndithabathe ezishiyekileyo.
I find the ten before 43 and then subtract the rest.

2

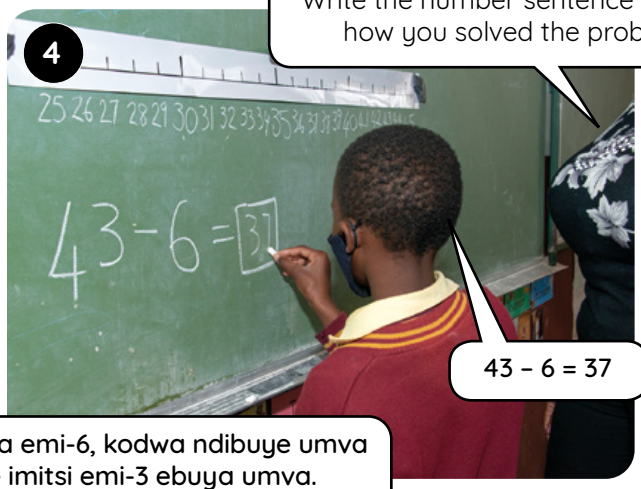
Ndenza imitsi emi-3 ebuya umva ukusuka kuma-43 ndize ndifike kwishumi elidlulileyo elingama-40.
I jump back 3 spaces from 43, and I land on the previous ten, 40.

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

3

Kufuneke ukuba nditsibe imitsi ebuya umva emi-6, kodwa ndibuye umva imitsi emi-3. Kufuneka nditsibe eminye imitsi emi-3 ebuya umva.
I had to jump back 6 places, and I've only jumped back 3. I must jump back 3 more places.

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



4

43 – 6 = 37

Nika abafundi amathuba aliqela okusombulula iingxaki ezibandakanya ukuthabatha imivo kumanani amivo-mibini. Bancede abafundi baqonde ukuba xa befumana ishumi elidlulileyo kuqala, baya kukwazi ukusombulula iingxaki ngokukhawuleza nangempumelelo.

Allow learners multiple opportunities to solve problems that involve subtracting ones from two-digit numbers. Help learners to realise that if they find the previous ten first, they are able to solve problems quickly and efficiently.

IVEKI • WEEK 2

USUKU 4 • DAY 4

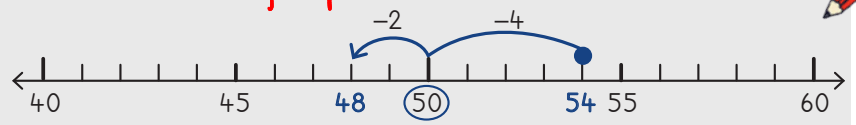
Ukuthabatha kumgcamanani
Subtracting on the number line

IZIBALO ZENTLOKO (MENTAL MATHS) → UKUSUKA KWELONA LINCINCI UYE KWELONA LIKHULU (SMALLEST TO BIGGEST) → UMDLALO (GAME) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

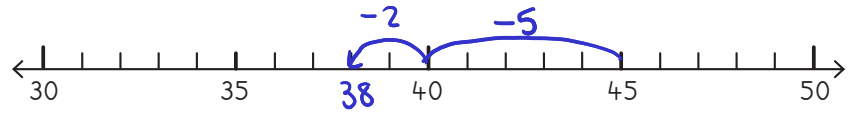
1 Thabatha usebenzise umgcamanani. Bulisa i-10!
Subtract using the number line. Greet the 10!

The units digit shows the first jump backwards

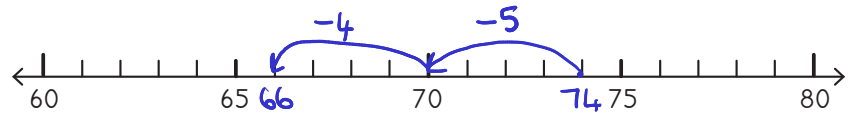
54 – 6 = 48 (54 → 4, 2)



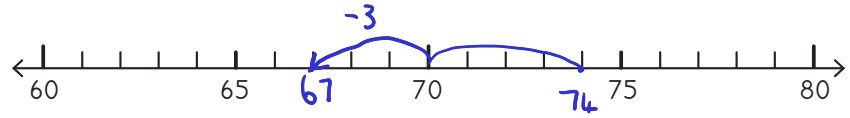
45 – 7 = 38 (5, 2)



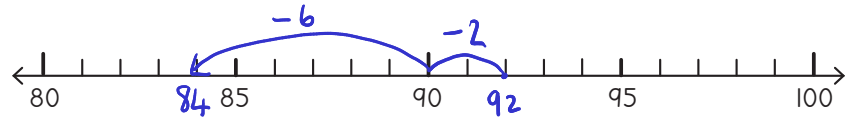
75 – 9 = 66 (5, 4)



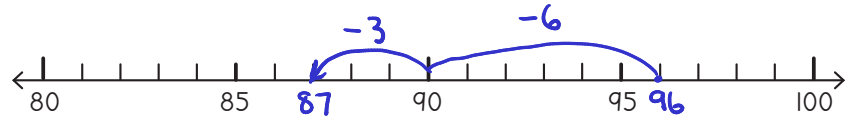
74 – 7 = 67 (4, 3)



92 – 8 = 84 (2, 6)



96 – 9 = 87 (2, 6)



2

20 – 4 = 16	60 – 3 = 57
30 – 5 = 25	70 – 6 = 64
40 – 3 = 3	80 – 7 = 73

UAsanda unee-R50. Uthenga iapile ngee-R6. Yimalini itshintshi ayifumanayo?

Asanda has R50. He buys an apple for R6. How much change does he get?

R50 – R6 = R44

18

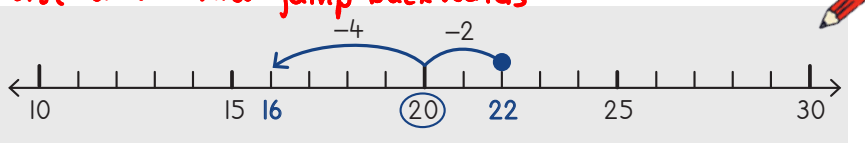
Subtracting on the number line

3 Thabatha usebenzise umgcamanani. Bulisa i-10!

Subtract using the number line. Greet the 10!

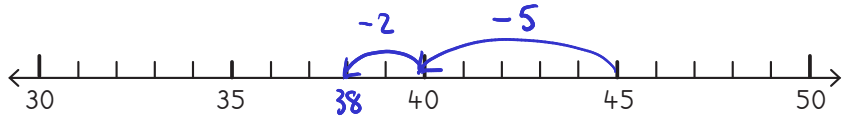
The units is the size of the first jump backwards

22 – 6 = 16



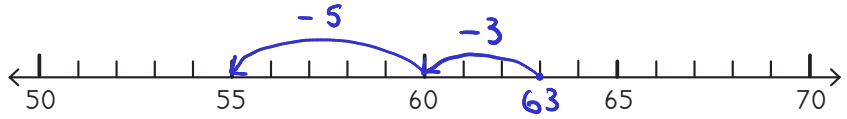
2 4

45 – 7 = 38



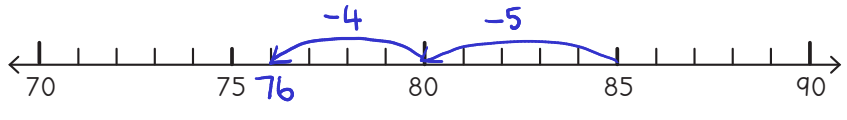
5 2

63 – 8 = 55



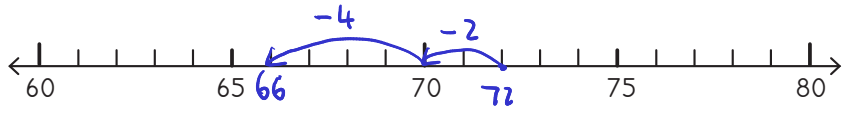
3 5

85 – 9 = 76



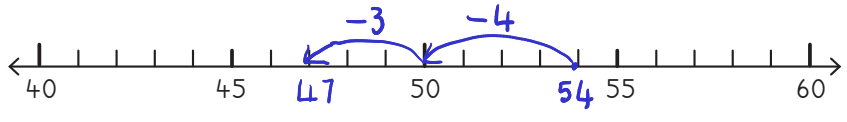
5 4

72 – 6 = 66



2 4

54 – 7 = 47



4 3

4

60 – 5 = 55	60 – 3 = 57
70 – 4 = 66	70 – 6 = 64
80 – 6 = 74	80 – 7 = 73
90 – 2 = 88	90 – 9 = 81

UMphumzi unee-R50. Uthenga irolo yee-R8. Yimalini itshintshi ayifumanayo?

Mpumzi has R50. He buys a roll for R8. How much change does he get?

R50 – R8 = R42

IVEKI • WEEK 2

USUKU 5 • DAY 5

Uqukaniso
Consolidation

IPHEPHA LOKUSEBENZELA WORKSHEET → IPHEPHA LOKUSEBENZELA WORKSHEET

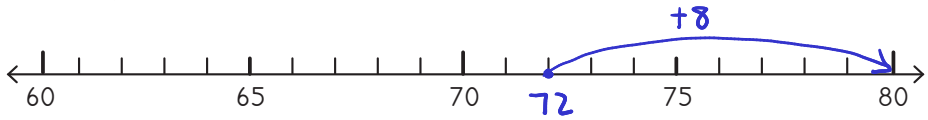
Masithethe ngeMaths!
Let's talk Maths!

NgesiXhosa sithi:	In English we say:
Tsibela phambili.	Jump forward.
Tsiba ubuye umva.	Jump back.
Likude kangakanani ishumi elilandelayo?	How far to the next ten?
Likude kangakanani ishumi elidlulileyo?	How far to the previous ten?
Dibanisa.	Add.
Thabatha.	Subtract.
Umgcamanani	Number line

1 Bhala inani elikwichokoza. Leliphi i-10 elilandelayo? Kukude kangakanani ukuya kwi-10 elilandelayo?

Draw a dot on the number line to show the number. What is the next 10? How far to the next 10?

72



2 Gqibezela izivakalisi manani.

Complete the number sentences.

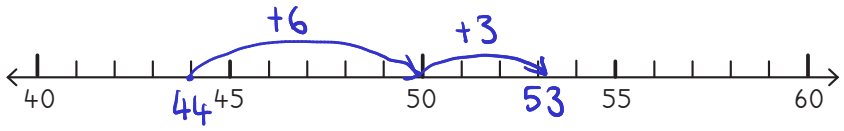
4 + 2 = 6	8 + 1 = 9	5 + 2 = 7	3 + 3 = 6
40 + 20 = 60	80 + 10 = 90	50 + 20 = 70	30 + 30 = 60

8 – 3 = 5	6 – 5 = 1	9 – 4 = 5	7 – 2 = 5
80 – 30 = 50	60 – 50 = 10	90 – 40 = 50	70 – 20 = 50

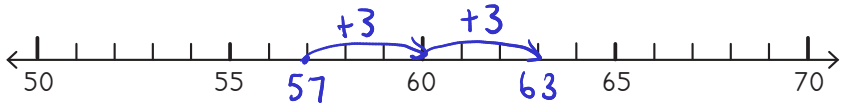
20

3 Sombulula usebenzise umgcamanani.
Solve using the number line.

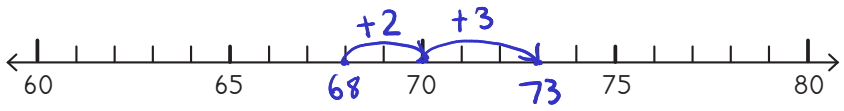
44 + 9 = 53 (6, 3)



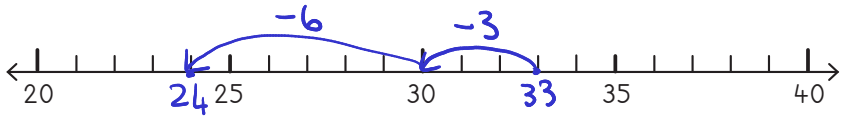
57 + 6 = 63 (3, 3)



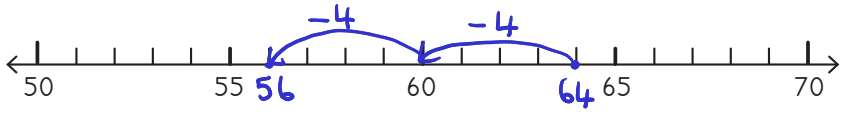
68 + 5 = 73 (2, 3)



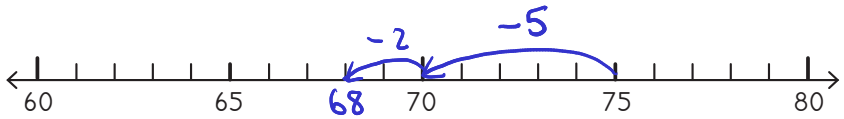
33 – 9 = 24 (3, 6)



64 – 8 = 56 (4, 4)



75 – 7 = 68 (5, 2)



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

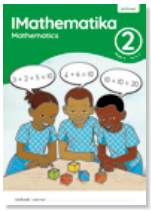
46 + 9 = 55

5 UNtando unee-R73. Uchitha ii-R7. Unamalini eshiyekileyo?
Ntando has R73. He spends R7. How much does he have left?

R73 – R7 = R66

Ukuphathwa kwedatha

	Izixhobo
Izibalo zentloko: Thelekisa amanani ukuya kuma-75	isikwere se-100
Umdlalo: IMath ekhawulezayo ngamaKhadi – ingaphezulu okanye ingaphantsi ngezi-5	amakhadi 0-20



Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Ukuphathwa kwedatha	LAB
2	Ukuphathwa kwedatha	LAB
3	Ukubonisa iinkcukacha	LAB, iibloko
4	Ukusebenza ngedatha yexesha	LAB, ipowusta yeenyanga zonyaka
5	Uqukaniso novavanyo olujolise ekufundeni	LAB

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukubonisa nokutolika idatha ngegrafu yemifanekiso (ipikthografu)	
ukubonisa idatha/iinkcukacha kwigrafu yezinti	
ukufunda nokutolika igrafu yezinti ngokuphendula imibuzo	

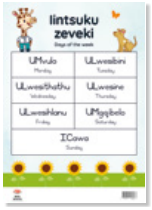
Uvavanyo (jonga kumaphepha angasemva esi sikhokelo)

Uvavanyo olubhalwayo: Ukuphathwa kwedatha

Uvavanyo oluthethwayo nolwenziwayo: Indawo nemilo – iimilo ezine-2-D: qwalasela abafundi ukuze uvavanye izakhono zabo zokuthiya iimilo ezine-2-D nokusebenzisa isigama esinxulumene neemilo ezine-2-D.

Data handling

	Resources
Mental Maths: Compare numbers to 75	100 square
Game: Fast maths with cards – 5 more and 5 less	0-20 number cards



Day	Lesson activity	Lesson resources
1	Data handling	LAB
2	Data handling	LAB
3	Represent data	LAB, multifix blocks
4	Working with time data	LAB, months of the year poster
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
present and interpret the data in the form of a pictograph	
represent data in a simple bar graph	
read and interpret a bar graph by answering questions	

Assessment (see back pages of this guide)

Written assessment: Data handling

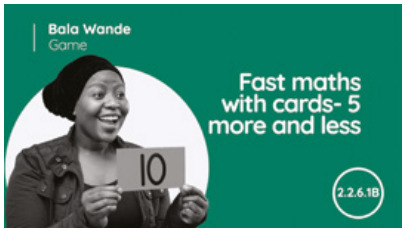
Oral and practical assessment: Space and Shape – 2-D shapes: Observe learners to assess their ability to name 2-D shapes and use the vocabulary related to 2-D shapes.

Ukuphathwa kwedatha

Izibalo zentloko

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

Umdlalo



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

Uphuhliso lwengqiqo

Kule veki sigxila kuphatho lwedatha. Kuphatho lweenkcukacha, abafundi baza kunikwa amathuba okubonisa iinkcukacha kwibhagrafu baze bafunde kwaye batolike ezi nkcukacha. Kumsebenzi wethu wexesha, abafundi banikwa amathuba okusebenza ngeekhalenda, iiwotshi zamasiba neewotshi zamanani. Abafundi baza kufunda ukuxela ixesha ngokweeyure nangeziqingatha zeyure. Kumsebenzi wedatha ehlanganisiweyo, abafundi banikwa amathuba okubonisa idatha ngegrafu yezinti elula baze emva koko batolike idatha leyo. Siza kujolisa koku:

- ukubonisa idatha kwigrafu yezinti elula.
- ukufunda nokutolika igrafu yezinti ngokuphendula imibuzo.

Into emayiqatshelwe kule veki

- Bakhuthaze abafundi ukuba bafunde kwaye batolike iinkcukacha ezikwigrafu elula. Nceda abafundi baqonde ukuba igrafu yenza ukuba babone ngeliso iinkcukcha ezinokuqondwa kwangoku.
- Isigama esibalulekileyo: **ukuhlela**, **ukuqokelela**, **ukucwangcisa**, **ngaphezulu**, **ngaphantsi**, **ezona zimbalwa**

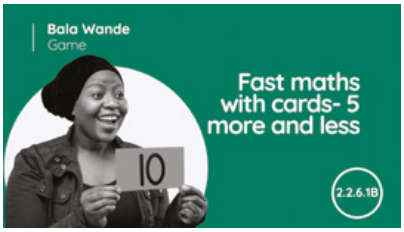
Data handling

Mental Maths

This week we focus on the concepts of more than and less than in Mental Maths. The teacher will point to numbers on the 100 square and provide opportunities for learners to identify 5 or 10 more and 5 or 10 less. The use of the 100 square allows learners to practise identifying numbers 1 to 75. Encourage learners to provide responses quickly in order to develop their ability to recall number facts efficiently.

Game

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



Concept development

This week we focus on data handling. For data handling, learners will be given opportunities to represent data in a simple bar graph, and then read and interpret the data. In an integrated data handling activity, learners are given opportunities to represent data in a simple bar graph, and then read and interpret the data. We will focus on:

- representing data in a simple bar graph.
- reading and interpreting a bar graph by answering questions.

What to look out for this week

- Encourage learners to read and interpret information from simple graphs. Help learners to see that a graph provides a visual representation of information that can be understood at a glance.
- Important vocabulary: **sort**, **collect**, **organise**, **more**, **less**, **most**, **least**

IVEKI 3 • USUKU 1

Ukuphathwa kwedatha

IZIBALO ZENTLOKO
MENTAL MATHS
ZI-5 NGAPHEZULU/ZI-5 NGAPHANTSI.
5 MORE/5 LESS
→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT
→ UMDLALO
GAME
→ AMAPHEPHA OKUSEBENZELA
WORKSHEETS

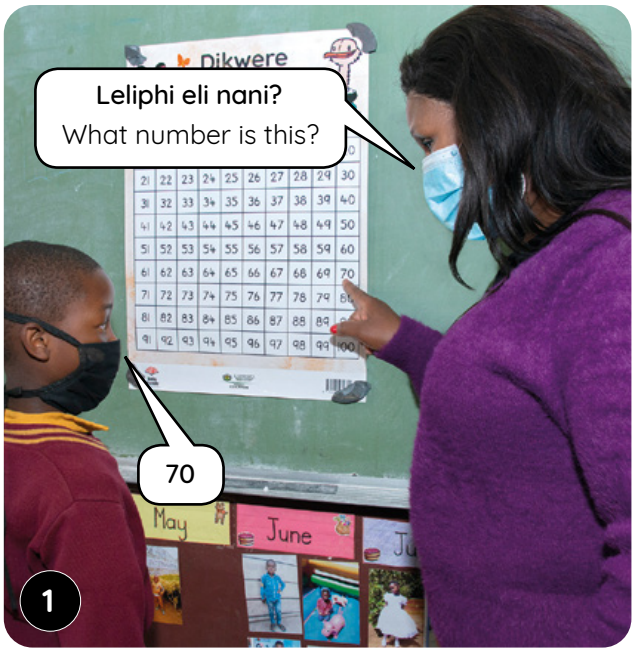
IZIBALO ZENTLOKO | MENTAL MATHS

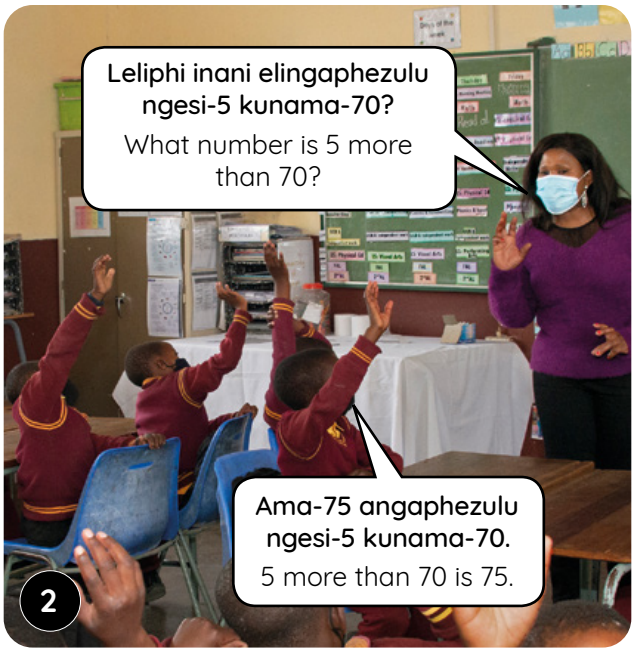
Chonga amanani (ukuya kuma-75) angaphezulu ngesi-5 nangaphantsi ngesi-5 kunenani olinikiweyo.

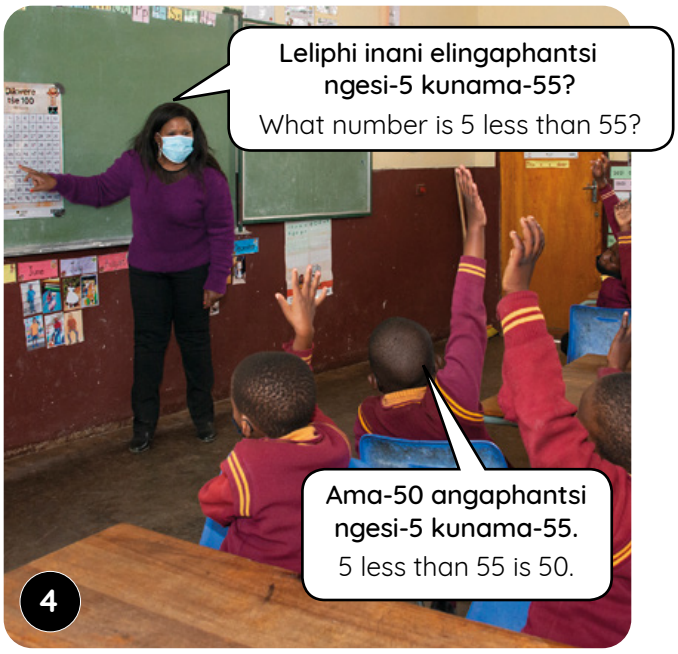
Identify numbers (up to 75) that are 5 more and 5 less than a given number.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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







Data handling

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

Dibanisa:
Add:

6 + 2 =

36 + 2 =

3 + 4 =

53 + 4 =

1 + 8 =

41 + 8 =

2 + 1 =

22 + 1 =

4 + 2 =

64 + 2 =

Usuku 2 Day 2

Thabatha:
Subtract:

8 – 1 =

88 – 1 =

9 – 4 =

69 – 4 =

4 – 3 =

44 – 3 =

5 – 2 =

65 – 2 =

7 – 2 =

37 – 2 =

Usuku 3 Day 3

Dibanisa:
Add:

1 + 6 =

41 + 6 =

4 + 5 =

24 + 5 =

4 + 3 =

84 + 3 =

3 + 1 =

33 + 1 =

6 + 2 =

76 + 2 =

Usuku 4 Day 4

Thabatha:
Subtract:

8 – 5 =

58 – 5 =

6 – 4 =

66 – 4 =

9 – 8 =

99 – 8 =

6 – 2 =

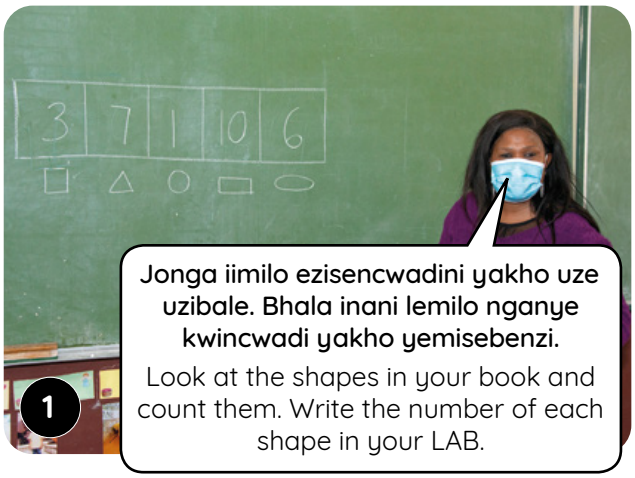
46 – 2 =

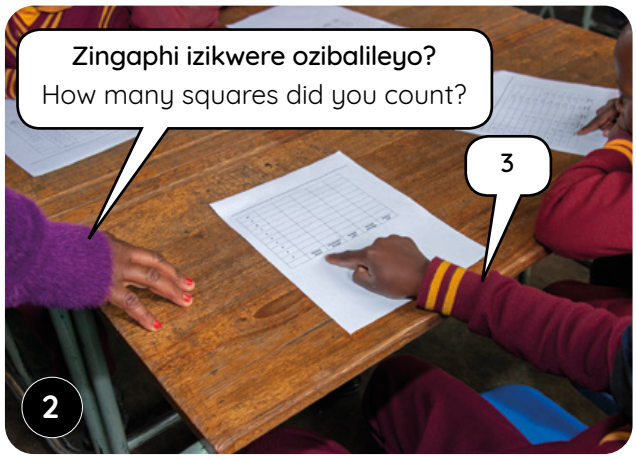
7 – 4 =

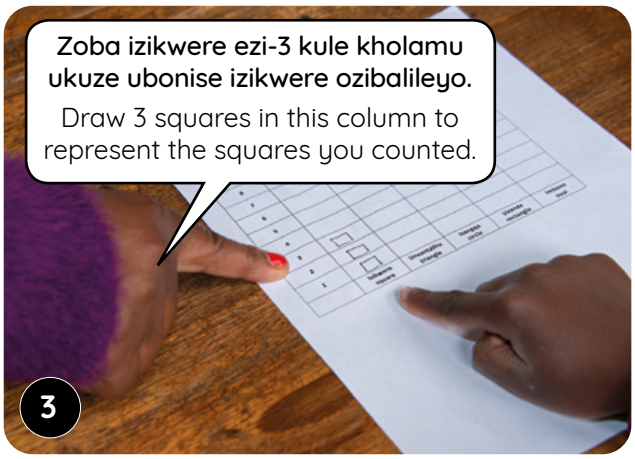
37 – 4 =

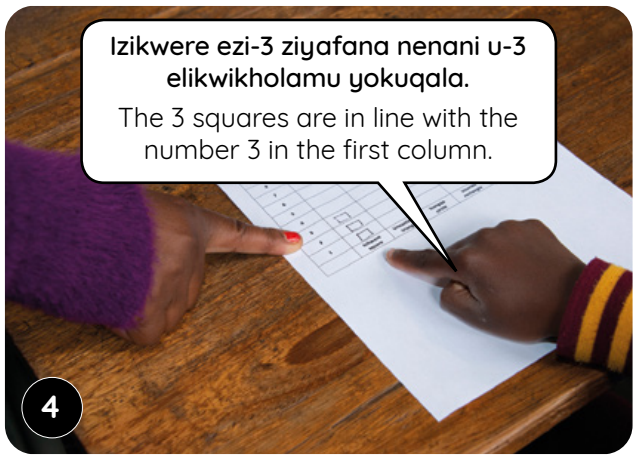
Ukuphathwa kwedatha

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT









Nika abafundi ixesha lokugqibezela igrafu yemifanekiso, ubaxhase benze njalo ukuba kukho imfuneko. Xoxani ngemibuzo enxulumene negrafu yemifanekiso – babuze ngeemilo ezininzi/ezimbalwa nokuthelekisa okuphakathi kwamanani ohlukeneyo eemilo. Abafundi baza kuqhuba nokusebenzisa igrafu yemifanekiso kumsebenzi waseklasini.

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

IVEKI • WEEK 3

USUKU 1 • DAY 1

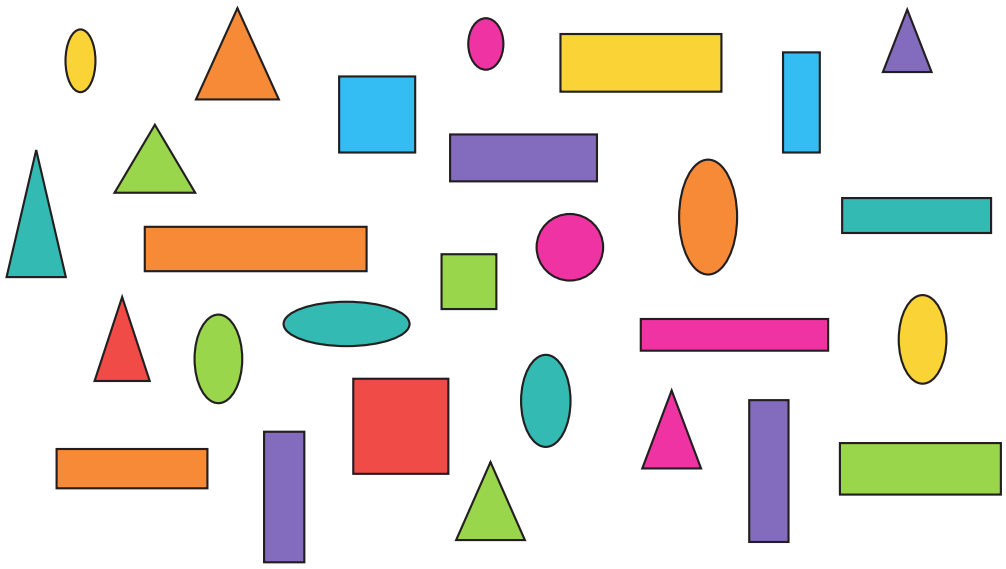
Uphatho lwedatha
Data handling

IZIBALO ZENTLOKO (MENTAL MATHS) → LINGAPHEZULU NGESI-5/ LINGAPHANTSI NGESI-5 (5 MORE/5 LESS) → UMDLALO (GAME) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

Umdlalo: Imath ekhawulezayo ngamaKhadi – lingaphezulu okanye lingaphantsi ngesi-5
Game: Fast maths with cards – 5 more and less

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

1



isikwere square	3	imboxo oval	6	ixande rectangle	10
unxantathu triangle		7	isangqa circle		1

22

Ukuphathwa kwedatha

10				▭	
9				▭	
8				▭	
7		△		▭	
6		△		▭	⬭
5		△		▭	⬭
4		△		▭	⬭
3	□	△		▭	⬭
2	□	△		▭	⬭
1	□	△	○	▭	⬭
	isikwere square	unxantathu triangle	isangqa circle	ixande rectangle	imboxo oval

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

Zeziphi ezininzi kwesinazo, zizikwere okanye zezimboxo?
Which do we have more of, squares or ovals? ovals

Yintoni umahluko phakathi kwenani lezikwere nenani lemibhoxo?
What is the difference between the number of squares and the number of ovals?
3 more ovals than squares

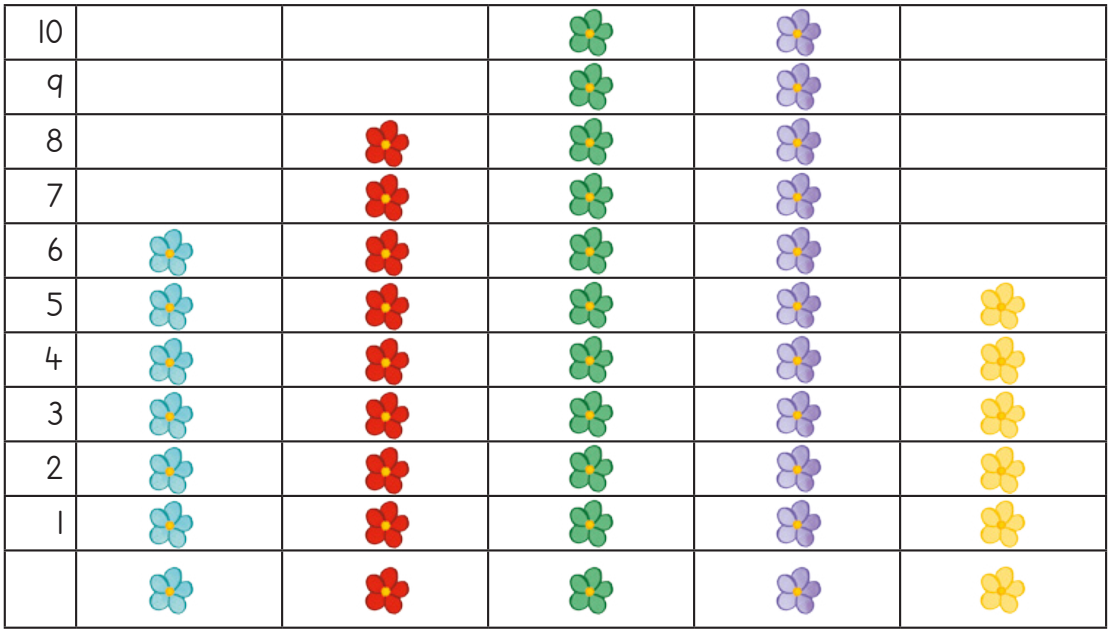
Zeziphi ezimbalwa kwesinazo, ziingxande okanye ngoonxantathu?
Which do we have less of, rectangles or triangles? triangles

Yintoni umahluko phakathi kwenani loonxantathu nenani leengxande?
What is the difference between the number of triangles and the number of rectangles?
3 more rectangles than triangles

Data handling

2 Imibala yeentyatyambo esiyithandayo

Our favourite flower colours



Zingaphi iintyatyambo ezibomvu ezikhoyo?
How many red flowers are there? 8

Zingaphi iintyatyambo ezimsobo ezikhoyo?
How many purple flowers are there? 10

Zingaphi iintyatyambo ezimthubi ezikhoyo?
How many yellow flowers are there? 5

Ngowuphi umbala wentyatyambo othandwa kakhulu?
What is the most popular flower colour? green and purple

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

Yintoni umahluko phakathi kwenani leentyatyambo eziluhlaza nenani leentyatyambo ezizuba?
What is the difference between the number of green flowers and the number of blue flowers?
4 more green flowers than blue

Yintoni umahluko phakathi kwenani leentyatyambo ezimsobo nenani leentyatyambo ezibomvu?
What is the difference between the number of purple flowers and the number of red flowers?
2 more purple flowers than red

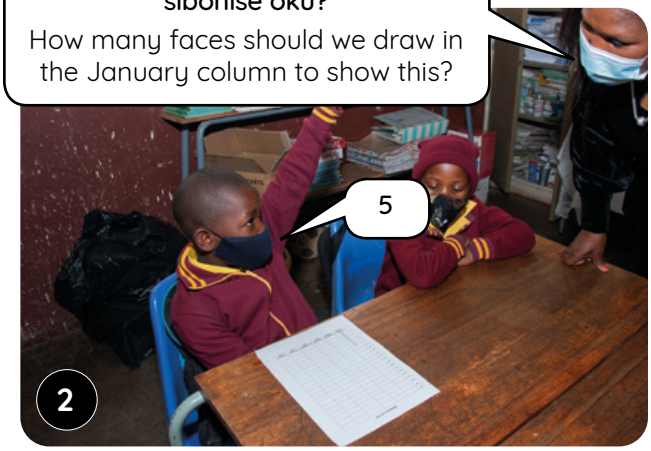
Ukuphathwa kwedatha

IZIBALO ZENTLOKO
MENTAL MATHS
ZI-5 NGAPHEZULU/ZI-5 NGAPHANTSI.
5 MORE/5 LESS
→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT
→ UMDLALO
GAME
→ AMAPHEPHA OKUSEBENZELA
WORKSHEETS

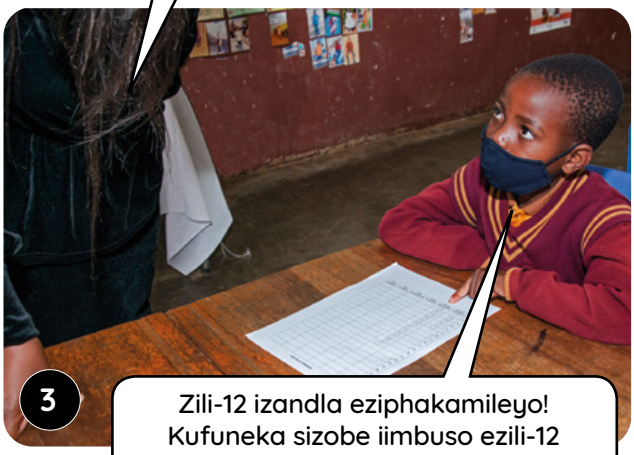
UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Phakamisa isandla sakho ukuba usuku lwakho lokuzalwa lungeyoMqungu.
Put your hand up if your birthday is in January.

Sizobe iimbuso ezingaphi kwikholamu yeyoMqungu ukuze sibonise oku?
How many faces should we draw in the January column to show this?

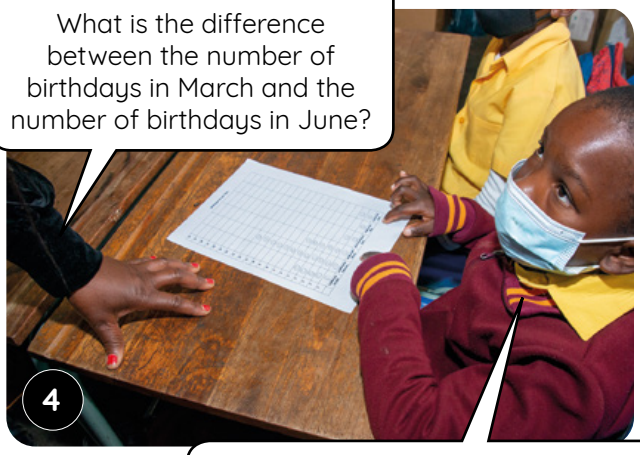


Masive ngabanye. Phakamisa isandla sakho ukuba usuku lwakho lokuzalwa lungeyoMdumba.
Let's find out more. Put your hand up if your birthday is in February ...



Zili-12 izandla eziphakamileyo! Kufuneka sizobe iimbuso ezili-12 kwikholamu yeyoMdumba.
There are 12 hands up! We must draw 12 faces in the February column.

Yintoni umahluko phakathi kwenani leentsuku zokuzalwa ezingeyoKwindla kunye nenani leentsuku zokuzalwa ezingeyeSilimela?
What is the difference between the number of birthdays in March and the number of birthdays in June?



Umahluko ngu-1, kuba u-5 – 4 = 1.
The difference is 1 because 5 - 4 = 1.

Qhubeka nokubuza imibuzo etolikayo malunga negrafu yemifanekiso yeentsuku zokuzalwa. Bakhuthaze abafundi ukuba bafunde kwaye batolike igrafu yemifanekiso. Abafundi baza kuqhubeka nokusebenza ngeegrafu zemifanekiso kwimisebenzi yabo yaseklasini.

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

IVEKI • WEEK 3

USUKU 2 • DAY 2

Uphatho lwedatha
Data handling

IZIBALO ZENTLOKO
MENTAL MATHS

LINGAPHEZULU NGESI-5/ LINGAPHANTSI NGESI-5
5 MORE/5 LESS

→ UMDLALO
GAME

→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

→ AMAPHEPHA OKUSEBENZELA
WORKSHEETS

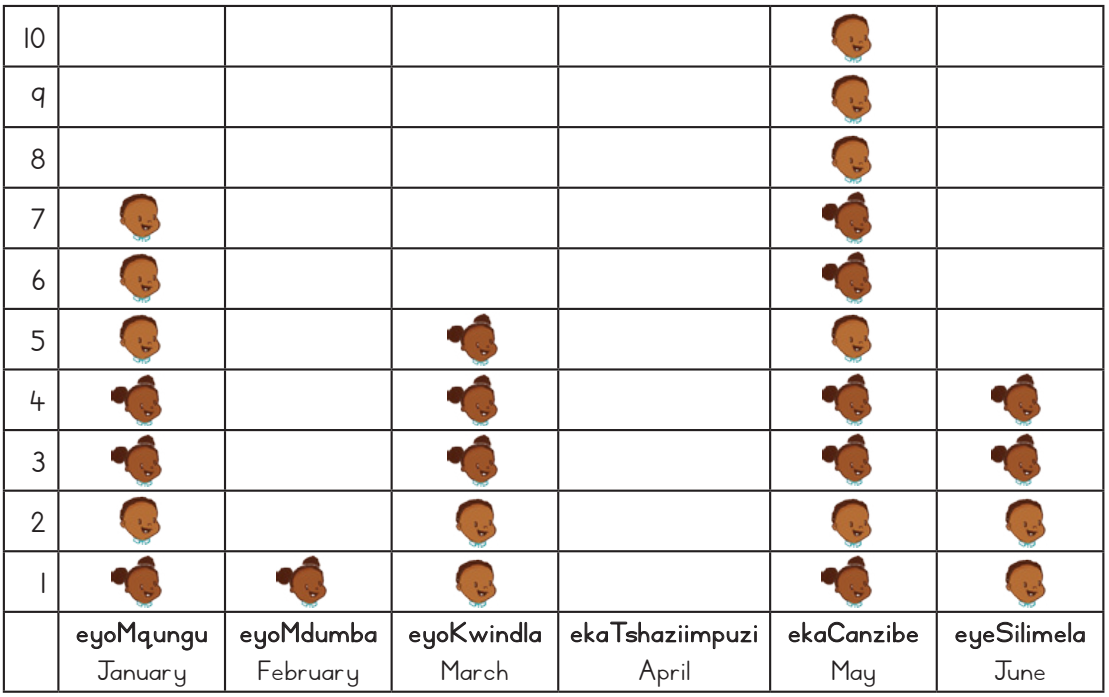
1

Iintsuku zokuzalwa eklasini yethu
Birthdays in our class

20						
19						
18						
17						
16						
15						
14						
13						
12						
11						
10						
9						
8						
7						
6						
5						
4						
3						
2						
1						
	eyoMqungu January	eyoMdumba February	eyoKwindla March	ekaTshaziimpuzi April	ekaCanzibe May	eyeSilimela June

Iintsuku zokuzalwa eklasini yethu

Birthdays in our class



Sebenzisa igrafu yemifanekiso ukuze uphendule imibuzo.

Use the pictograph to answer the questions.

Bangaphi abantwana abaneentsuku zokuzalwa ngeyoMqungu?

How many children had birthdays in January? 1

Bangaphi abantwana abaneentsuku zokuzalwa ngekaTshaziimpuzi?

How many children had birthdays in April? 0

Bangaphi abantwana ababeneentsuku zokuzalwa kwisiqingatha sokuqala sonyaka?

How many children had birthdays in the first half of the year? 27

Elona nani liphezulu leentsuku zokuzalwa belingeka_____.

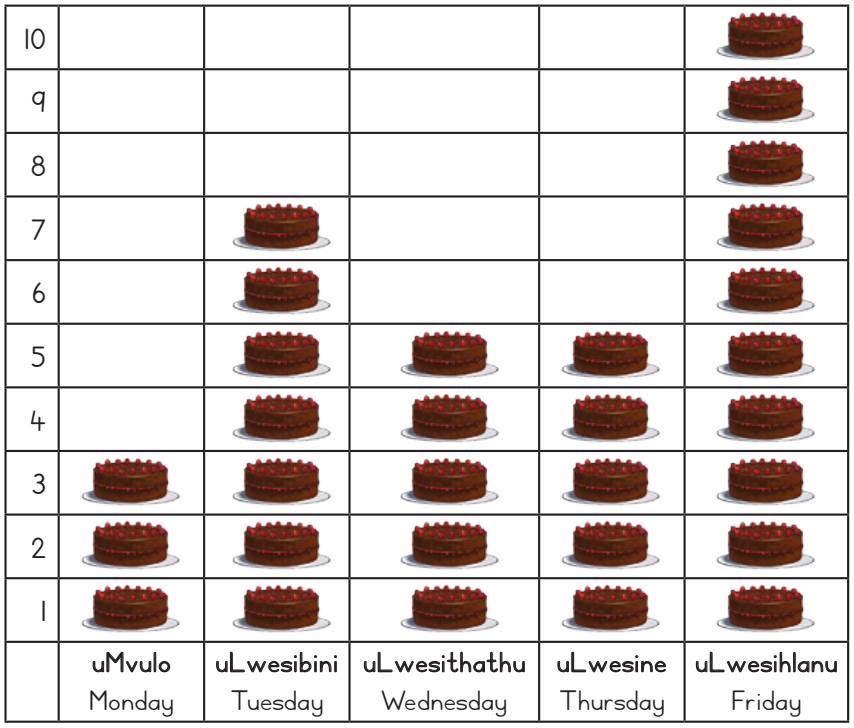
The highest number of birthdays was in _____May_____.

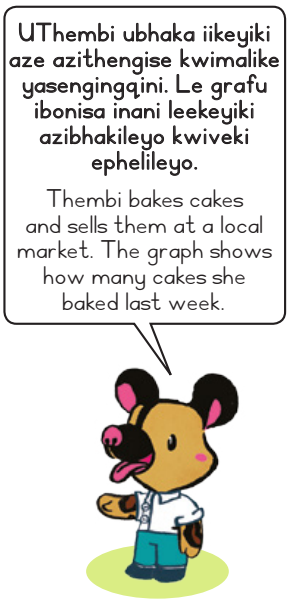
Elona nani lisezantsi leentsuku zokuzalwa belingeka_____.

The lowest number of birthdays was in _____April_____.

2 Iikeyiki ezibhakiweyo kwiveki ephelileyo

Cakes baked last week





Zingaphi iikeyiki azibhake ngoMvulo?
How many cakes did she bake on Monday? 3

Zingaphi iikeyiki azibhake ngoLwesithathu?
How many cakes did she bake on Wednesday? 4

Zingaphi iikeyiki azibhake ngoLwesihlanu?
How many cakes did she bake on Friday? 10

Zingaphi zizonke iikeyiki azibhake kule veki?
How many cakes did she bake altogether this week? 30

Uzibhake ngoluphi usuku ezona keyiki zininzi?
On what day did she bake the most cakes? Friday

Ingaba ubhake iikeyiki ezininzi ngoLwesine okanye ngoLwesihlanu?
Did she bake more cakes on Thursday or Friday? Friday

Zingaphi ngaphezulu?
How many more? 5

Ukuphathwa kwedatha

IZIBALO ZENTLOKO
MENTAL MATHS

LINGAPHEZULU NGE-10/ LINGAPHANTSI NGE-10
10 MORE/10 LESS

→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT →

UMDLALO
GAME →

AMAPHEPHA OKUSEBENZELA
WORKSHEETS

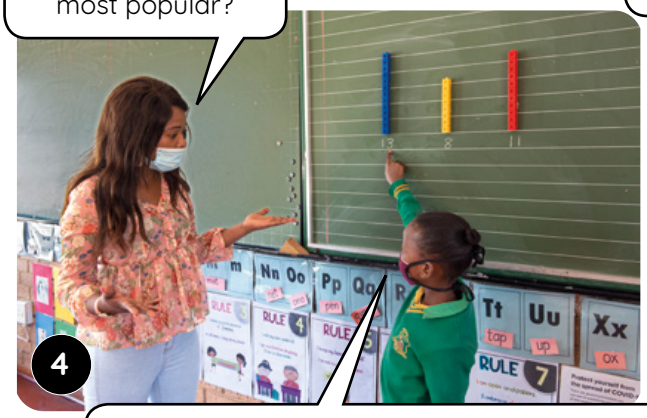
UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

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

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

Bangaphezulu kangakanani abafundi abathanda umbala ozuba kunomthubi?
How many more learners like blue than yellow?

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



Ba-5 ngaphezulu abafundi abathanda ozuba.
5 more learners like blue.

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

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

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

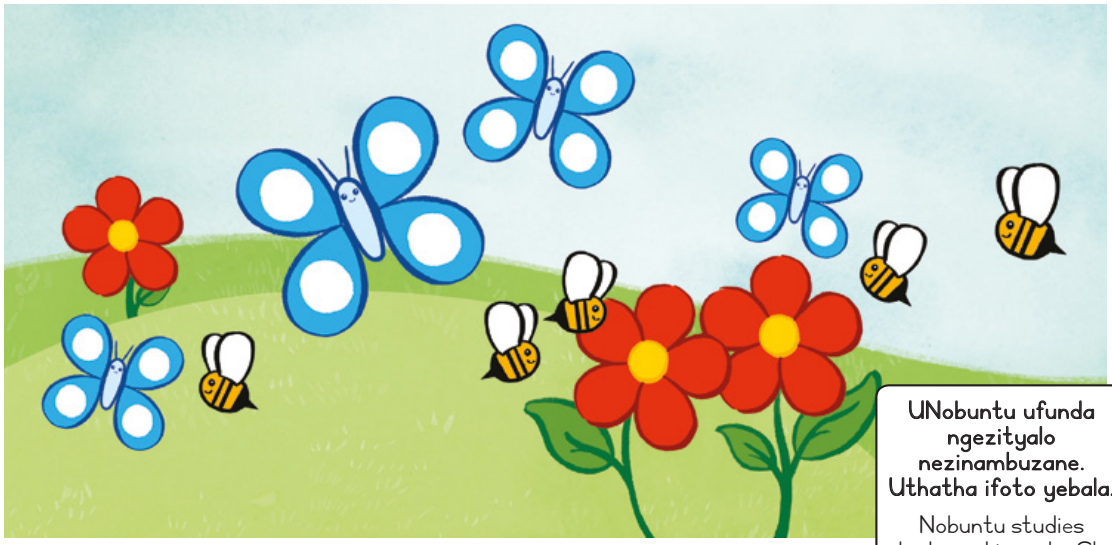
Representing data

IVEKI • WEEK 3

USUKU 3 • DAY 3

Ukubonisa iincukacha
Representing data

IZIBALO ZENTLOKO – MENTAL MATHS → LINGAPHEZULU NGE-10/ LINGAPHANTSI NGE-10 – 10 MORE/10 LESS → UMDLALO – GAME → UPHUHLISO LWENGQIQO – CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA – WORKSHEETS



UNobuntu ufunda ngezityalo nezinambuzane. Uthatha ifoto yebala.

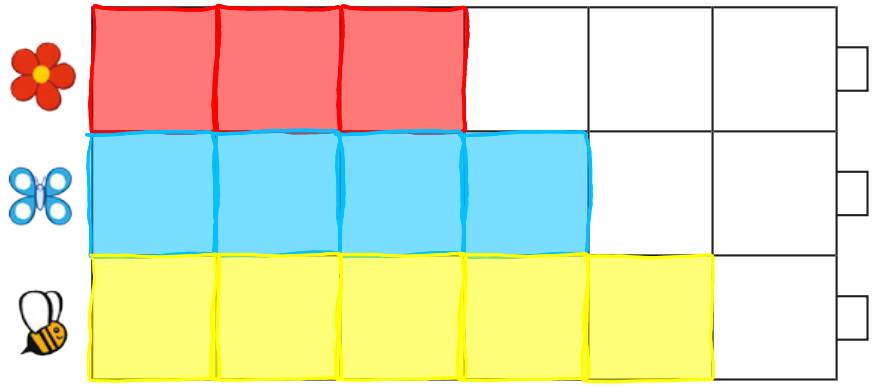
Nobuntu studies plants and insects. She takes a photo of a field.

1 Yakha incochoyi yeebloko!

Build cube towers!

2 Fakela umbala kwiibloko ukuze ubonise inani leentyatyambo, iinyosi namabhabhathane.

Colour in the blocks to show the number of flowers, bees and butterflies.



28

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

Qwalasela iinkcukacha ezikumbuzo wesi-2 ukuze uphendule le mibuzo ilandelayo.
Study the data from question 2 to answer the questions on this page.

4

Zininzi kangakanani iinyosi kunamabhabhathane?
How many more bees than butterflies?
1 more

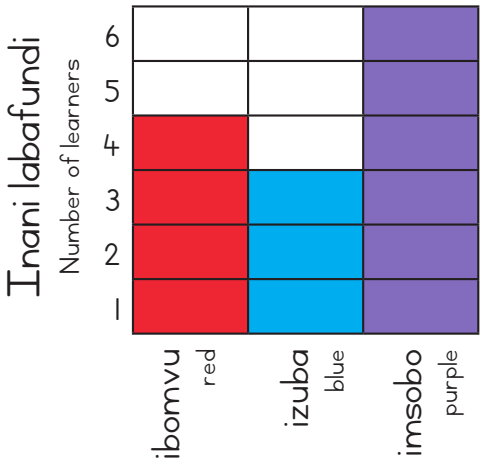
Maninzi kangakanani amabhabhathane kuneentyatyambo?
How many more butterflies than flowers?
1 more

Zingaphi izinambuzane?
How many insects?
9

5

USindi ubuze abahlobo bakhe ngemibala yabo abayithandayo.
Sindi asked some friends about their favourite colours.

Imibala
Colours



Ngowuphi owona mbala uthandwayo?
What is the favourite colour?
purple

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

Bangaphi abafundi ababuzileyo uSindi malunga nemibala yabo abayithanda kakhulu?
How many learners did Sindi ask about their favourite colour?
13 learners

Working with time data

IZIBALO ZENTLOKO
MENTAL MATHS

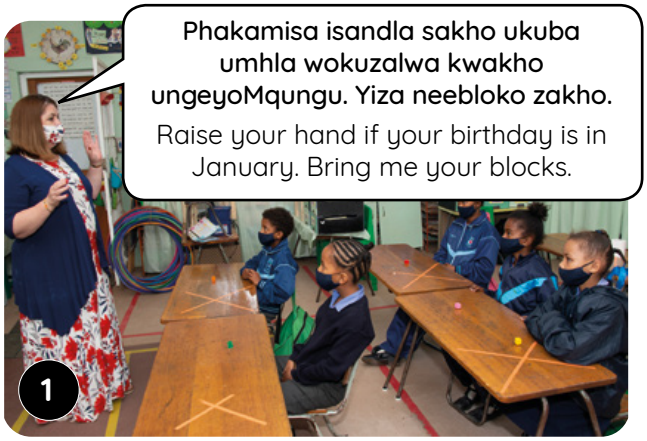
LINGAPHEZULU NGE-10/ LINGAPHANTSI NGE-10
10 MORE/10 LESS

→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

→ UMDLALO
GAME

→ AMAPHEPHA OKUSEBENZELA
WORKSHEETS

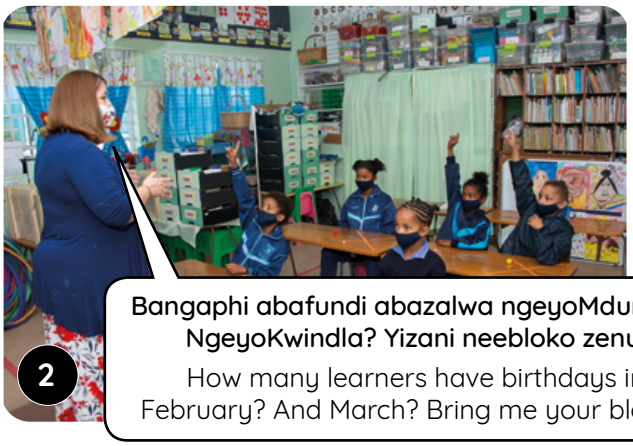
UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT



Phakamisa isandla sakho ukuba umhla wokuzalwa kwakho ungeyoMqungu. Yiza neebloko zakho.

Raise your hand if your birthday is in January. Bring me your blocks.

1



Bangaphi abafundi abazalwa ngeyoMdumba? NgeyoKwindla? Yizani neebloko zenu.

How many learners have birthdays in February? And March? Bring me your blocks.

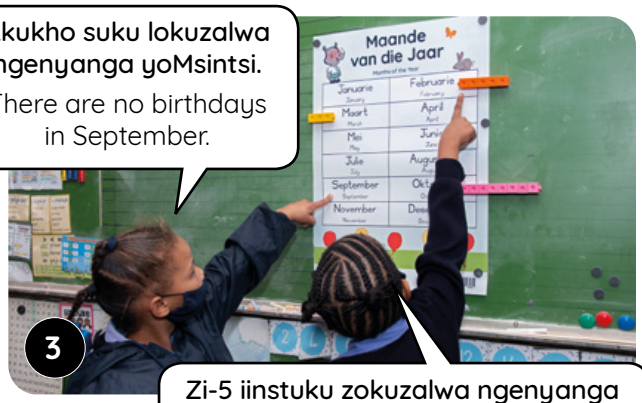
2

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

Continue asking learners how many children have birthdays in each of the months. Use multifix blocks to make towers for each month. The block towers must have a common baseline so that it is easier to compare them.

Akukho suku lokuzalwa ngenyanga yoMsintsi.

There are no birthdays in September.



3

Yeyiphi inyanga enezona ntsuku zininzi zokuzalwa?

Which month has the most birthdays?

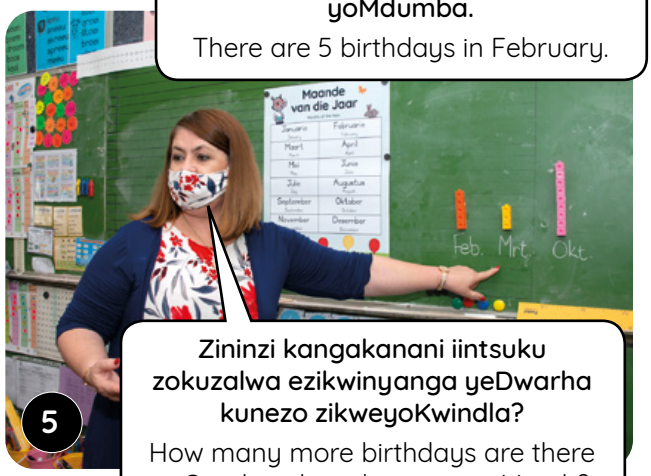
4

Yinyanga eneyona ncochoyi iphakamileyo.

The month with the tallest block tower.

Zi-5 iinstuku zokuzalwa ngenyanga yoMdumba.

There are 5 birthdays in February.



5

Zininzi kangakanani iintsuku zokuzalwa ezikwinyanga yeDwarha kunezo zikweyoKwindla?

How many more birthdays are there in October than there are in March?

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

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

IVEKI • WEEK 3

USUKU 4 • DAY 4

Ukusebenza ngedatha yexesha
Working with time data

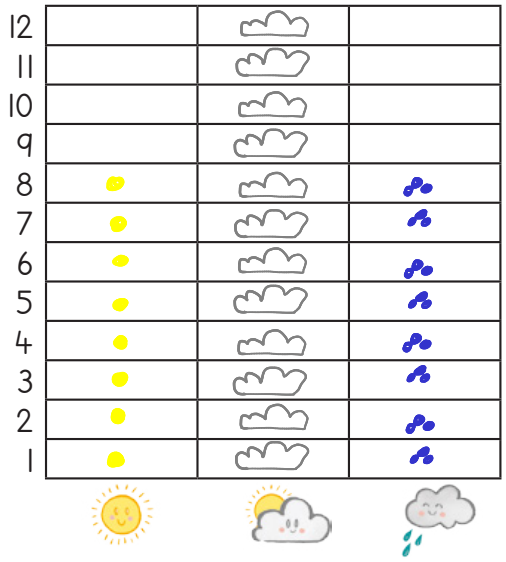
IZIBALO ZENTLOKO (MENTAL MATHS) — LINGAPHEZULU NGE-10/LINGAPHANTSI NGE-10 (10 MORE/10 LESS) → UMDLALO (GAME) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

EyoMdumba 2021
February 2021

Mvulo Monday	Lwesibini Tuesday	Lwesithathu Wednesday	Lwesine Thursday	Lwesihlanu Friday	Mgqibelo Saturday	Cawa Sunday
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

1 Gqibezela ipikthografu usebenzise le mibala.
Complete the pictograph using these colours.

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



Zingaphi? How many? 8

Zingaphi? How many? 12

Zingaphi? How many? 8

30

Working with time data

2 Zingaphi iintsuku kweyoMdumba 2021?
How many days in February 2021? 28 days

Zeziphi ezininzi:  okanye  ?
Which were more: or ?

Zininzi kangakanani?
How many more? 4 more

Zeziphi ezininzi:  okanye  ?
Which were more: or ?

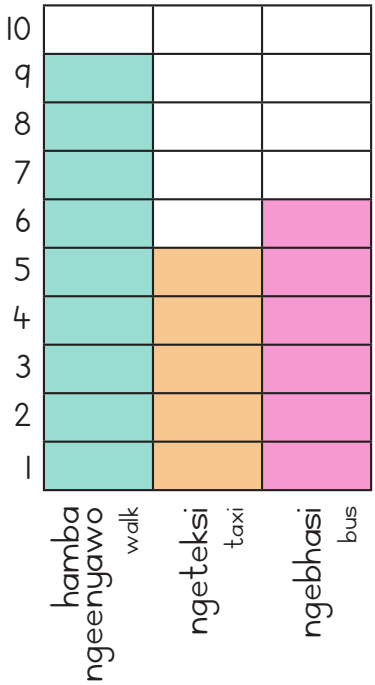
Zininzi kangakanani?
How many more? 4 more

Zingaphi iintsuku zempelaveki?
How many weekend days? 8

Zingaphi iintsuku zesikolo?
How many school days? 20

Sesiphi isimo sezulu ebesixhaphakile kweyoMdumba 2021?
What was the most common weather in February 2021? partly cloudy

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



Ubuze abahlobo abangaphi uSam?
How many friends did Sam ask? 20

Ingaba abafundi abaninzi bahamba ngeenyawo okanye bakhwela iteksi?
Do more learners walk or take a taxi? more walk

Baninzi kangakanani?
How many more? 4 more

Ingaba abafundi abaninzi bakhwela iteksi okanye ibhasi?
Do more learners take a taxi or a bus? more take a bus

Baninzi kangakanani?
How many more? 1 more

IVEKI • WEEK 3

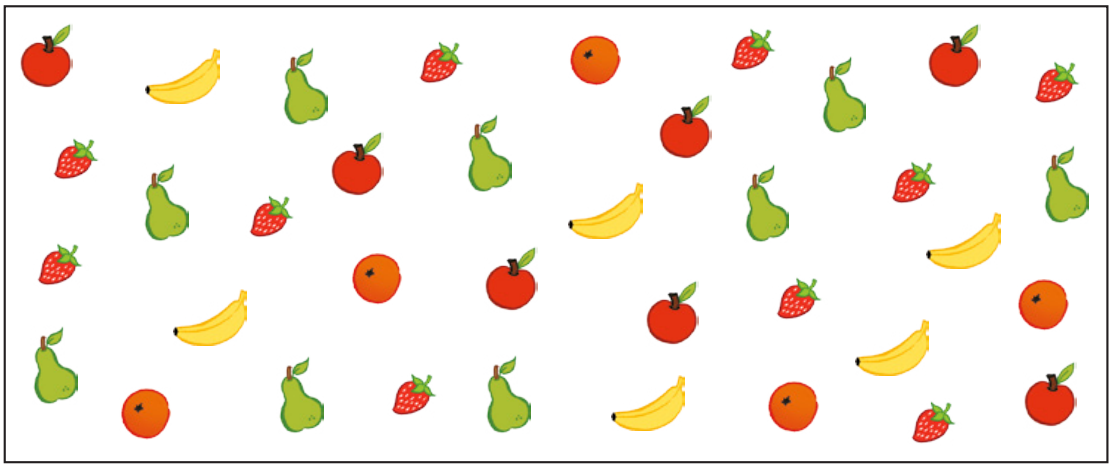
USUKU 5 • DAY 5

Uqukaniso
Consolidation

IPHEPHA LOKUSEBENZELA WORKSHEET → IPHEPHA LOKUSEBENZELA WORKSHEET

Masithethe ngeMaths!
Let's talk Maths!

NgesiXhosa sithi:	In English we say:
idatha	data
hlela	sort
igrafu yemifanekiso	pictograph
ezona zininzi	most
ezona zimbalwa	least

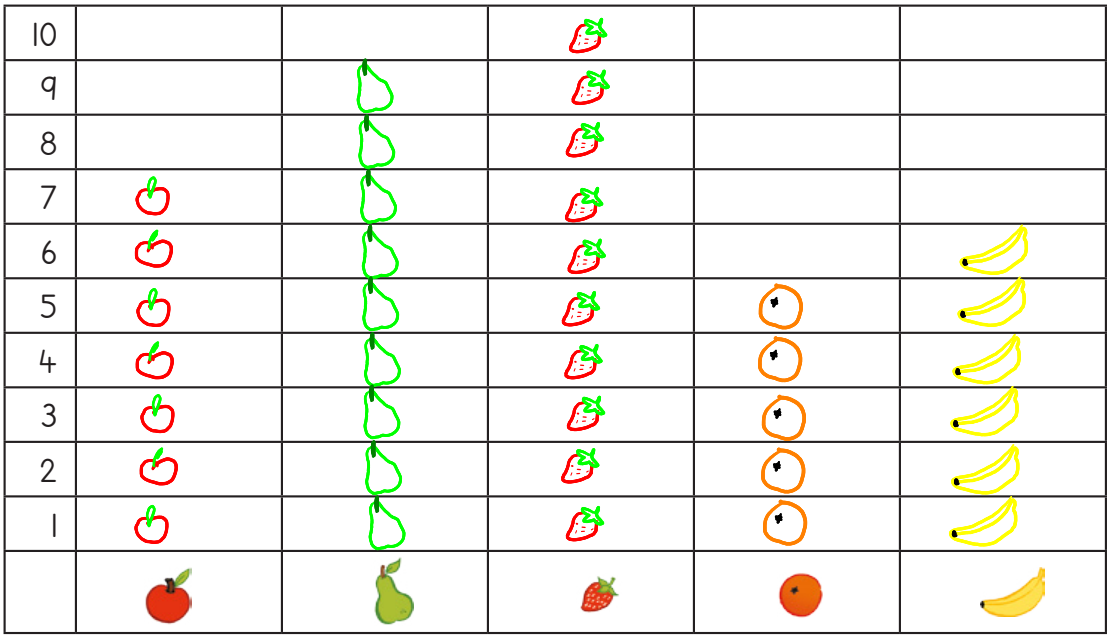


1 Bala iziqhamo.
Count the fruit.

	7		9		10		5		6

2 Gqibezela ipikthografu.
Complete the pictograph.

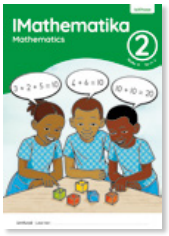
Iindidi zeziqhamo
Types of fruit

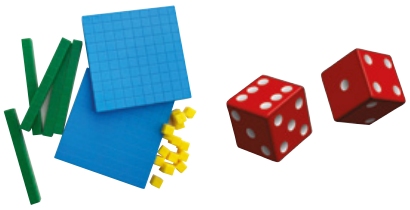


Mangaphi amapere? How many pears? 9	Mangaphi ama-apile? How many apples? 7
Sesiphi esona siqhamo sininzi esinaso? Which fruit do we have the most of? Strawberries	
Yintoni umahluko phakathi kwenani lamapere nenani lama-apile? What is the difference between the number of pears and the number of apples? 2 more pears	
Zingaphi iibhanana? How many bananas? 6	Zingaphi iiorenji? How many oranges? 5
Yintoni umahluko phakathi kwenani leeorenji nenani leebhanana? What is the difference between the number of oranges and the number of bananas? 1 more banana	

Ukudibanisa ama-10 nemivo

	Izixhobo
Izibalo zentloko: Fizz Pop – phinda amanani kabini ukuya kuma-75	azikho
Umdlalo: Baleka ukuya kwi-100	idayisi





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

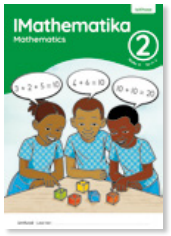
Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukudibanisa inani elinemivo emibini kwelinye elinemivo emibini ngaphandle kokuwelela ngaphaya kweshumi.	
ukusombulula iingxaki zokudibanisa ngokusebenzisa iibloko zesiseko se-10 kunye nokudibanisa ngokwamashumi nemivo.	
ukusombulula iingxaki zamagama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

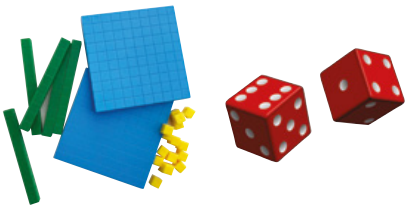
Uvavanyo (jonga kumaphepha angasemva esi sikhokelo)

Uvavanyo olubhalwayo: Inani, iindlela zokubala nolwalamano – ukudibanisa ama-10 nemivo

Adding 10s and 1s

	Resources
Mental Maths: Fizz Pop – doubling numbers to 75	none
Game: Race to 100	dice





Day	Lesson activity	Lesson resources
1	Adding tens	LAB, base 10 blocks (teacher and learner)
2	Adding 10s and 1s	LAB, base 10 blocks
3	Adding 10s and 1s	LAB, base 10 blocks
4	Addition word problems	LAB, base 10 blocks
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
adding a double digit to a double digit, without bridging the ten.	
solving addition problems by using base 10 blocks and adding in tens and ones.	
solving addition word problems by using base 10 blocks and adding in tens and ones.	

Assessment (see back pages of this guide)

Written assessment: Numbers, Operations and Relationships – adding 1s and 10s

Ukudibanisa ama-10 nemivo

Izibalo zentloko

Kule veki siza kudlala umdlalo othi Fizz Pop ukuze sigxile ekuphindeni kabini. Kubalulekile ukuba abafundi baphindaphinde kabini, kwaye bakwazi ukusebenzisa obu buchule bokubala ngempumelelo. Ukuqonda ukuphinda kabini kuyimfuneko njengoko abafundi beqala ukufunda ngophindaphindo.

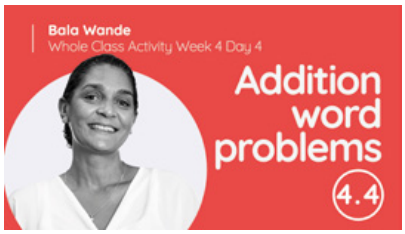
Umdlalo

Kule veki sidlala umdlalo othi IMath ekhawulezayo ngamakhadi – Baleka ukuya kwi-100. Kulo mdlalo abafundi badlala ngababini ngedayisi elinye. Abafundi banikana ithuba lokuphosa idayisi nokuqhubeka nokudibanisa inani elitsha eliphosiweyo bade bafike kwi-100. Lo mdlalo unceda abafundi basombulule iingxaki ngentloko, kwaye uza kubanceda basombulule iingxaki ngokukhawuleza nangempumelelo.

Uphuhliso lwengqiqo

Kule veki sigxila kwiingxaki eziquka ukudibanisa. Abafundi baza kusombulula iingxaki ngaphandle kokuwelela ngaphaya kweshumi, besebenzisa iibloko zesiseko se-10 zibancede. Abafundi baza kuziqhelisa ukusombulula iingxaki ngokudibanisa amashumi nemivo ukuze basebenze ngokukhawuleza nangempumelelo. Kumsebenzi wethu wokudibanisa siza kujolisa koku: Ukudibanisa inani elinemivo emibini kwinani elinemivo emibini ngaphandle kokuwelela ngaphaya kweshumi.

- ukusombulula imibuzo yokudibanisa neengxaki zamagama ngokusebenzisa iibloko zesiseko se-10 kunye nokudibanisa amashumi nemivo.



Into emayiqatshelwe kule veki

- Iibloko zesiseko se-10 zingumzekelo wemathematika obambekayo oluncedo kwaye ukusetyenziswa kwezi bloko kunceda abafundi babe nombono wokubala. Bakhuthaze abafundi bancokole ukuze bathethe ngeendlela abazisebenzise ngayo iibloko ukuthetha ngama-10 nemivo xa bedibanisa. Ukukwazi ukuthetha ngezisombululo nokuthethelela iindlela zokubala yinxalenye ebalulekileyo yokukhula kolwazi lwemathematika.
- Isigama esibalulekileyo: **ukuphinda kabini**, **amashumi**, **imivo**, **ukudibanisa**.

Adding 10s and 1s

Mental Maths

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

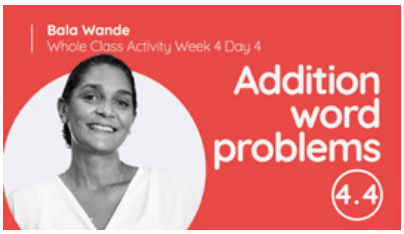
Game

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

Concept development

This week we focus on problems that involve addition. Learners will solve addition problems without bridging ten, using base 10 blocks to help them. Learners will practise solving problems by adding tens and ones, so as to work quickly and efficiently. In our work on addition, we will focus on:

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



What to look out for this week

- Base 10 blocks are a useful concrete mathematical representation, and the use of these blocks helps learners to visualise computations. Encourage conversation between learners so that they can talk about how they used the blocks to talk about 10s and 1s when they add. The ability to verbalise solutions and justify methods is an essential aspect of the development of mathematical understanding.
- Important vocabulary**: doubling**, **tens**, **ones**, **addition**

Ukudibanisa amashumi

IZIBALO ZENTLOKO
MENTAL MATHS
FIZZ POP – UKUPHINDA KABINI!
FIZZ POP – DOUBLING
→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT
→ UMDLALO
GAME
→ AMAPHEPHA OKUSEBENZELA
WORKSHEETS

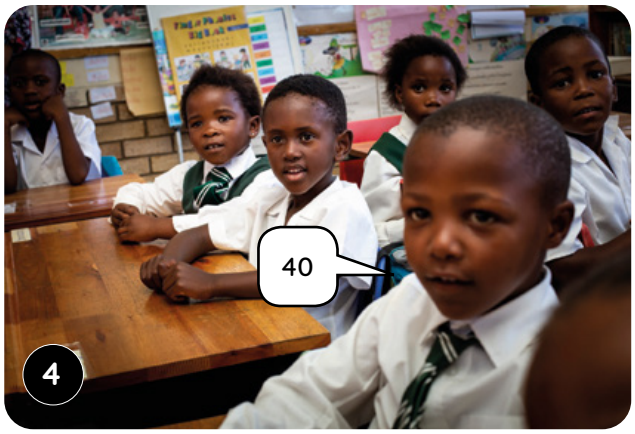
IZIBALO ZENTLOKO | MENTAL MATHS

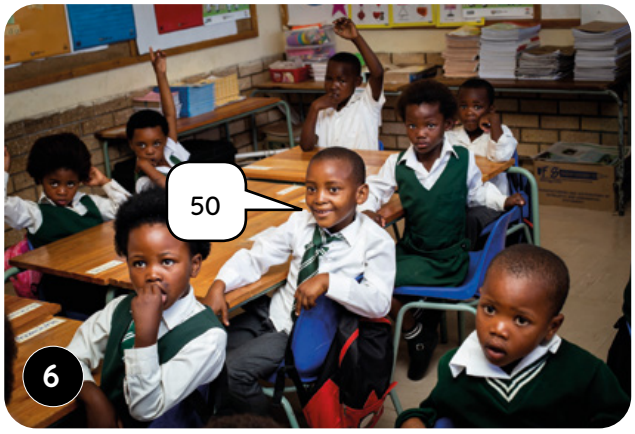
Nika abafundi amathuba okuziqhelisa ukuphinda kabini ngokudlala umdlalo othi *uFizz Pop*.

Provide opportunities for learners to practice doubling by playing Fizz Pop.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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





Adding tens

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

Gqibezela izivakalisi manani. Bhala ama-10 nemivo.
Complete the number sentences. Write the 10s and 1s.

99 = _____ + _____

46 = _____ + _____

28 = _____ + _____

69 = _____ + _____

17 = _____ + _____

33 = _____ + _____

58 = _____ + _____

73 = _____ + _____

88 = _____ + _____

76 = _____ + _____

Usuku 2 Day 2

Gqibezela izivakalisi manani. Bhala ama-10 nemivo.
Complete the number sentences. Write the 10s and 1s.

19 = _____ + _____

82 = _____ + _____

27 = _____ + _____

45 = _____ + _____

91 = _____ + _____

36 = _____ + _____

55 = _____ + _____

68 = _____ + _____

73 = _____ + _____

85 = _____ + _____

Usuku 3 Day 3

Sebenzisa amakhadi exabiso lendawo ukuze wenze:
Use your place value cards to make:

16

65

84

55

27

38

71

43

98

12

Usuku 4 Day 4

Sebenzisa amakhadi exabiso lendawo ukuze wenze:
Use your place value cards to make:

58

29

71

33

82

17

44

96

65

28

Ukudibanisa amashumi

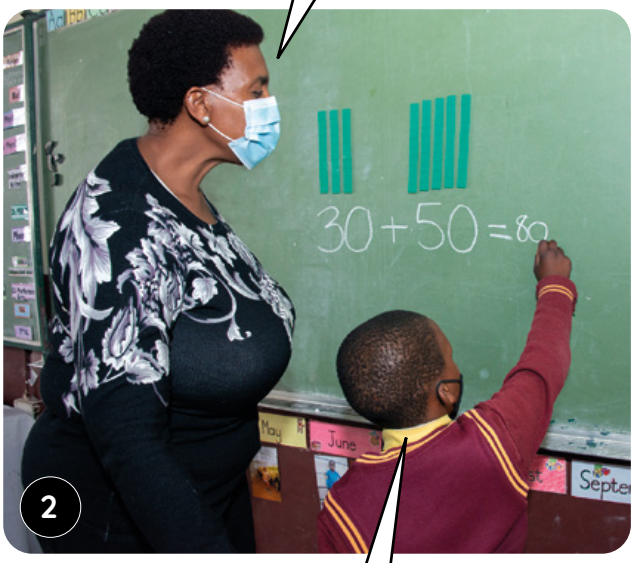
UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

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

1

Ngamashumi ama-3 namashumi ama-5.
That is 3 tens and that is 5 tens.

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



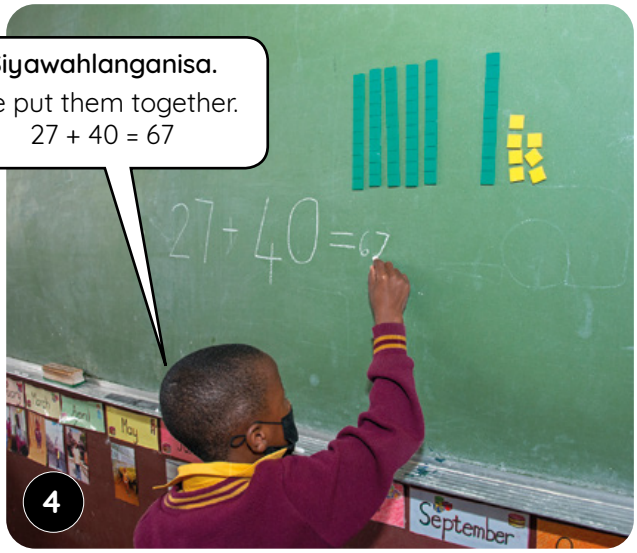
2

Siyawahlanganisa.
We put them together.
30 + 50 = 80

Sithini isiphumo?
What is 27 + 40?

3

Siyawahlanganisa.
We put them together.
27 + 40 = 67



4

Nika abafundi amathuba aliqela okudibanisa amashumi ngeebloko zesiseko se-10 okanye ngaphandle kwazo. Bakhuthaze ukuba bancokole ngamanani abawadibanisayo kunye nezisombululo abazifumanayo.

Allow learners multiple opportunities to add tens with or without base 10 blocks. Encourage them to talk about the numbers they are adding and the solutions they find.

Adding tens

IVEKI • WEEK 4

USUKU 1 • DAY 1

Ukudibanisa amashumi
Adding tens

IZIBALO ZENTLOKO
MENTAL MATHS

FIZZ POP – UKUPHINDA KABINI
FIZZ POP – DOUBLING

→ UMDLALO
GAME

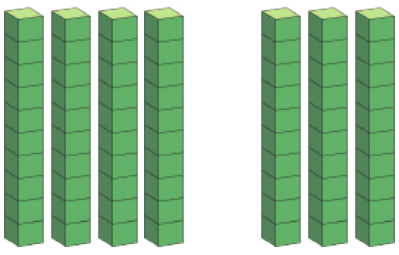
→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

→ AMAPHEPHA OKUSEBENZELA
WORKSHEETS

Umdlalo: IMath ekhawulezayo ngedayisi – baleka ukuya kwi-100
Game: Fast maths with dice – race to 100

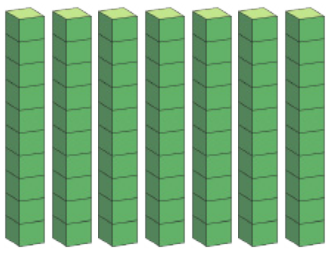
- Dlalani ngababini.
  Play in pairs.
- Phosa idayisi. Ukhumbule inani lakho.
  Roll the dice. Remember your number.
- Nikanani amathuba.
  Phosa kwakhona.
  Take turns. Roll again.
- Dibanisa amanani.
  Add the numbers together.
- Qhuba ude uyokufika kwi-100.
  Keep going till you get to 100.

40 + 30 = ____



40 30

40 + 30 = 70



70

Ungasebenzisa iibloko ukudibanisa. Masidibanise ama-10.
You can use blocks to add. Let's add 10s.

Usenokuyenza nangentloko!
You can also do it mentally!

1 Sombulula usebenzise iibloko.
Solve using blocks.

40 + 20 = 60	10 + 40 = 50	50 + 20 = 70
20 + 60 = 80	40 + 40 = 80	80 + 20 = 100

34

Ukudibanisa amashumi

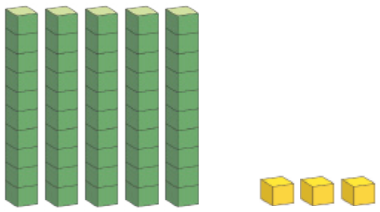
53 + 30 = ____

Ungasebenzisa iibloko ukudibanisa. Masidibanise ama-10 nemivo.

You can use blocks to add. Let's add 10s and 1s.

Ama-53 ayafana nama-50 adibene nesi-3.

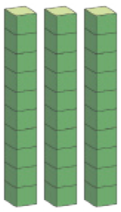
53 is the same as 50 and 3.



50 3

Ndidibanisa ama-30.

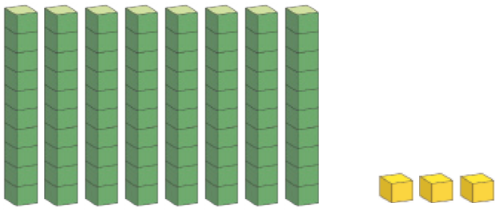
I add 30.



30

Ndihlanganisa iibloko xa ndidibanisa.

I put the blocks together when I add.



80 3

53 + 30 = 83

Kukho amashumi ama-5 namashumi ama-3. Xa edibene enza amashumi asi-8. Ndinama-83 ewonke.

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

2 Sombulula usebenzise iibloko okanye ungazisebenzisi.

Solve with or without blocks.

22 + 50 = 72	41 + 20 = 61	54 + 40 = 94
26 + 30 = 56	17 + 60 = 77	45 + 40 = 85

Adding 10s and 1s

IZIBALO ZENTLOKO
MENTAL MATHS

FIZZ POP – UKUPHINDA KABINI!
FIZZ POP – DOUBLING

→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

→ UMDLALO
GAME

→ AMAPHEPHA OKUSEBENZELA
WORKSHEETS

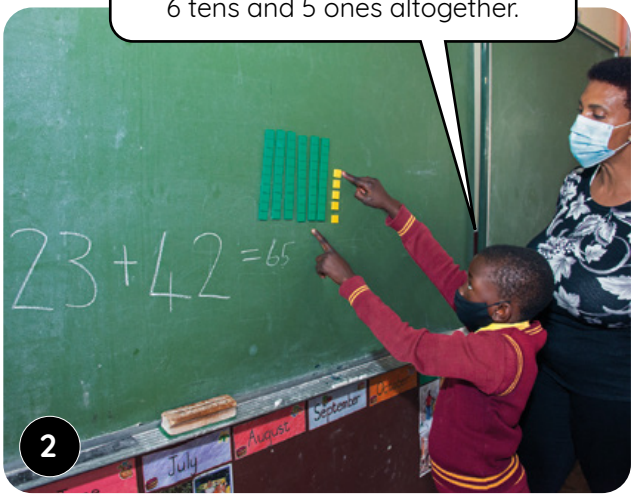
UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Masidibanise ngokusebenzisa iibloko. Singenza ntoni?
Let's add using blocks. What can we do?

1

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

Ndidibanisa imivo ndize ndidibanise amashumi. Ndifumana amashumi ama-6 nemivo emi-5.
I add the 1s and I add the tens. I get 6 tens and 5 ones altogether.

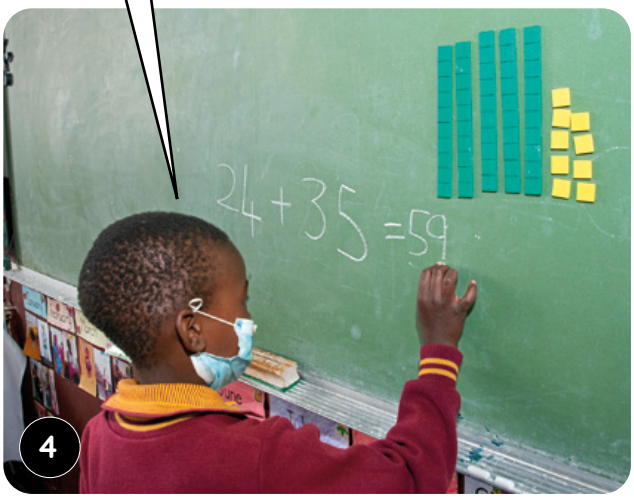


2

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

3

Ndifumana amashumi ama-5 nemivo eli-9 zizonke.
I get 5 tens and 9 ones altogether.



4

Nika abafundi amathuba aliqela okusombulula iingxaki ezibandakanya ukudibanisa ngeebloko zesiseko se-10 okanye ngaphandle kwazo. Bakhuthaze bathethe ngamanani abawadibanisayo nezisombululo abazifumanayo.

Allow learners multiple opportunities to solve problems involve adding 10s and 1s with or without base 10 blocks. Encourage them to talk about the numbers they are adding and the solutions they find.

IVEKI • WEEK 4

USUKU 2 • DAY 2

Ukudibanisa ama-10 nemivo
Adding 10s and 1s

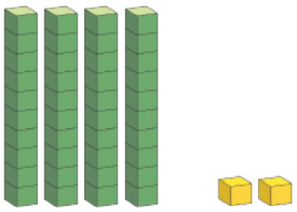
IZIBALO ZENTLOKO MENTAL MATHS → FIZZ POP – UKUPHINDA KABINI FIZZ POP – DOUBLING → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

Learners who don't need to use blocks can add mentally

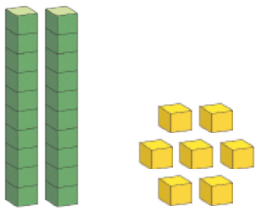
42 + 27 = ____

Ungasebenzisa iibloko ukudibanisa. Masidibanise ama-10 nemivo.
You can use blocks to add. Let's add 10s and 1s.

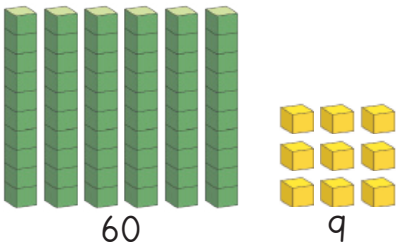
Ama-42 ayafana nama-40 anesi-2.
42 is the same as 40 and 2.



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



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



42 + 27 = 69

Amashumi ama-4 kunye namashumi ama-2 enza amashumi ama-6. Imivo emi-2 kunye nemivo esi-7 zenza imivo esi-9. Ndinama-69 zizonke/zidibene.
4 tens and 2 tens makes 6 tens. 2 ones and 7 ones makes 9 ones. I have 69 altogether.

1 Sombulula usebenzise iibloko.
Solve using blocks.

32 + 23 = 55	21 + 32 = 53	46 + 31 = 77
36 + 51 = 87	55 + 24 = 79	62 + 17 = 79

Adding 10s and 1s

Ungasebenzisa iibloko xa udibanisa. Dibanisa ama-10 nemivo. Zingaphi zidibene?

You can use blocks to add. Add the 10s and 1s. How much altogether?

2 Sombulula usebenzise iibloko.

Solve using blocks.

45 + 34 = 79	22 + 26 = 48	31 + 58 = 89
35 + 61 = 96	64 + 24 = 88	21 + 51 = 72

These 3 sets of tasks are linked

Yenza ezi ungazisebenzisi iibloko zakho!

Do these without your blocks!

3 Sombulula.

Solve.

30 + 20 = 50	30 + 30 = 60	20 + 40 = 60
50 + 30 = 80	40 + 30 = 70	70 + 20 = 90
70 + 10 = 80	50 + 40 = 90	60 + 30 = 90

38 + 20 = 58	37 + 30 = 67	27 + 40 = 67
58 + 30 = 88	44 + 30 = 74	72 + 20 = 92
71 + 10 = 81	53 + 40 = 93	64 + 30 = 94

38 + 21 = 59	37 + 32 = 69	27 + 41 = 68
58 + 31 = 89	44 + 33 = 77	72 + 25 = 97
71 + 12 = 83	53 + 45 = 98	64 + 34 = 98

IVEKI 4 • USUKU 3

Ukudibanisa ama-10 nemivo

IZIBALO ZENTLOKO
MENTAL MATHS

FIZZ POP – UKUPHINDA KABINI!
FIZZ POP – DOUBLING

→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT → UMDLALO
GAME → AMAPHEPHA OKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

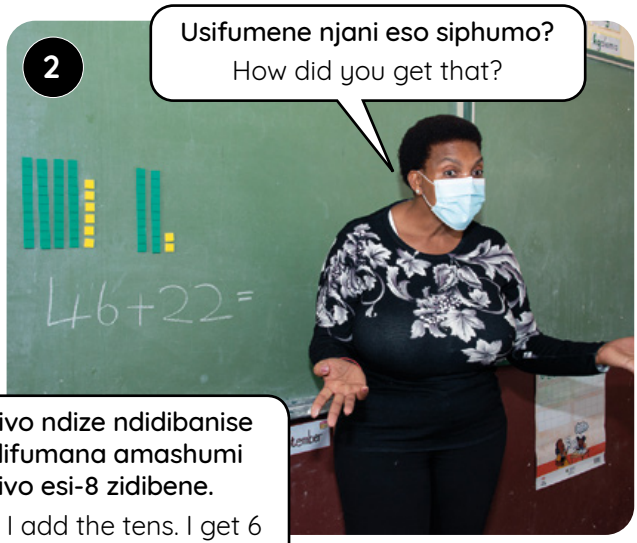
Uza kuzisebenzisa njani iibloko ukudibanisa oku?
How will you use blocks to add this?

1

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

2

Usifumene njani eso siphumo?
How did you get that?



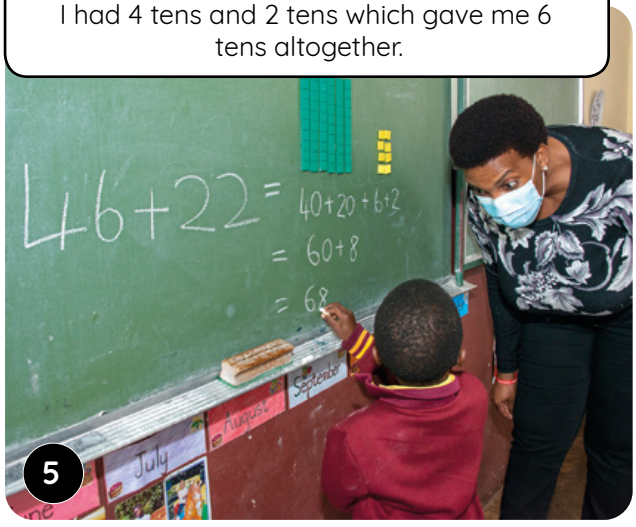
3

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

4

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

5



Nika abafundi amathuba aliqela okusombulula iingxaki ezibandakanya ukudibanisa amashumi nemivo ngeebloko zesiseko se-10 okanye ngaphandle kwazo. Bancede abafundi baqonde indlela esibhala ngayo izivakalisi manani ukuze babonise umsebenzi wabo.

Allow learners multiple opportunities to solve problems that involve adding tens and ones with or without blocks. Help the learners to see how we write the number sentences to show their working.

Adding 10s and 1s

IVEKI • WEEK 4

USUKU 3 • DAY 3

Ukudibanisa ama-10 nemivo
Adding 10s and 1s

IZIBALO ZENTLOKO MENTAL MATHS → FIZZ POP – UKUPHINDA KABINI FIZZ POP – DOUBLING → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

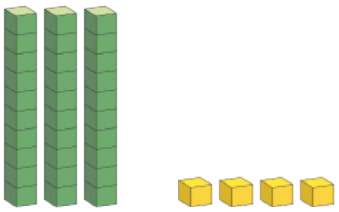
34 + 25 = ____

Masibonise ke ngoku umsebenzi wethu ngeebloko ze sibhale umsebenzi wethu ngezivakalisi manani.

Now let's show our work with the blocks and write our work in number sentences.

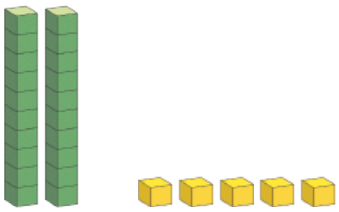
Ama-34 ayafana nama-30 anesi-4.

34 is the same as 30 and 4.



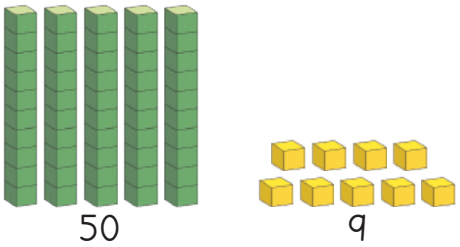
Ukudibanisa ama-25 kuyafana nokudibanisa ama-20 nesi-5.

Adding 25 is the same as adding 20 and 5.



Ndihlanganisa iibloko ndaweninye xa ndidibanisa.

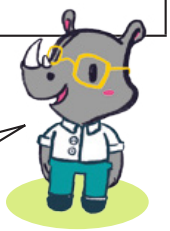
I put the blocks together when I add.



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

Singabhala ukubala kwethu ngolu hlobo. Dibanisa ama-10 nemivo. Sifumana ntoni xa zidibene?

We can write our calculation like this. Add the 10s and the 1s. What do we get altogether?



1 Sombulula usebenzise iibloko. Bhala okwenzileyo xa ububala.

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

24 + 12 = 20 + 10 + 4 + 2 = 30 + 6 = 36	42 + 25 = 40 + 20 + 2 + 5 = 60 + 7 = 67

38

Ukudibanisa ama-10 nemivo

2 Sombulula usebenzise iibloko. Bhala okwenzileyo xa ububala.
Solve using blocks. Write what you did to work it out.

33 + 23 = 30 + 20 + 3 + 3 = 50 + 6 = 36	61 + 32 = 60 + 30 + 1 + 2 = 90 + 3 = 93
23 + 54 = 20 + 50 + 3 + 4 = 70 + 7 = 77	42 + 55 = 40 + 50 + 2 + 5 = 90 + 7 = 97
22 + 44 = 20 + 40 + 2 + 4 = 60 + 6 = 66	74 + 11 = 70 + 10 + 4 + 1 = 80 + 5 = 85

3

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

R53 + R22 = R50 + R20 + R3 + R2
= R70 + R5
= R75

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

R62 + R32 = R60 + R30 + R2 + R2
= R90 + R4
= R94

Addition word problems

IZIBALO ZENTLOKO
MENTAL MATHS

FIZZ POP – UKUPHINDA KABINI!
FIZZ POP – DOUBLING

→ **UPHUHLISO LWENGQIQO**
CONCEPT DEVELOPMENT →

UMDLALO
GAME →

AMAPHEPHA OKUSEBENZELA
WORKSHEETS

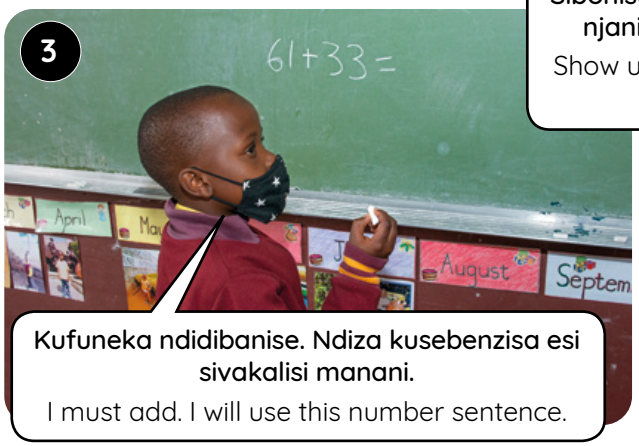
UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

UNtando unee-R61. Umama wakhe umnika enye imali ezii-R33. Unamalini ngoku?

Ntando has R61. His mom gives him another R33. How much money does he have now?

Uza kuyisombulula njani le ngxaki?

How will you solve this problem?



Kufuneka ndidibanise. Ndiza kusebenzisa esi sivakalisi manani.

I must add. I will use this number sentence.

Sibonise ukuba ungadibanisa njani usebenzisa iibloko.

Show us how you can do this using blocks.

Ngoko ke uNtando unee-R94.

So Ntando will have R94.

Bakhuthaze abafundi ukuba bangazisebenzisi iibloko xa bekwazi ukwenza njalo. Nika abafundi amathuba aliqela okusombulula iingxaki besebenzisa iibloko zesiseko se-10.

Repeat the steps with other addition word problems. Allow learners multiple opportunities to solve word problems using base 10 blocks. Encourage learners to work without blocks as soon as they are able to.

IVEKI • WEEK 4

USUKU 4 • DAY 4

lingxaki zamagama zokudibanisa
Addition word problems

IZIBALO ZENTLOKO MENTAL MATHS → FIZZ POP – UKUPHINDA KABINI FIZZ POP – DOUBLING → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

Masisebenzise iibloko zethu size sibhale izivakalisi manani!
Let's use our blocks and write number sentences!

Model the worked example on the board using blocks and numbers

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

R45 + R32 = R40 + R30 + R5 + R2
= R70 + R7
= R77

ULikho uthenge ibhola ngee-R52 neekawusi ngee-R24. Yimalini ayichithileyo iyonke.
Likho bought a ball for R52 and socks for R24. How much did he spend altogether?

R52 + R24 = R50 + R20 + R2 + R4
= R70 + R6
= R76

2 Sombulula usebenzise iibloko. Bhala okwenzileyo xa ububala.
Solve using blocks. Write what you did to work it out.

Learners who don't need blocks can complete this task without it

36 + 31 = 30 + 30 + 6 + 1 = 60 + 7 = 36	43 + 25 = 40 + 20 + 3 + 5 = 60 + 8 = 68
55 + 24 = 50 + 20 + 5 + 4 = 70 + 9 = 79	41 + 38 = 40 + 30 + 1 + 8 = 70 + 9 = 79

40

Addition word problems

3 Sombulula usebenzise iibloko. Bhala okwenzileyo xa ububala.
Solve using blocks. Write what you did to work it out.

28 + 31 = 20 + 30 + 8 + 1 = 50 + 9 = 59	43 + 35 = 40 + 30 + 3 + 5 = 70 + 8 = 78
57 + 22 = 50 + 20 + 7 + 2 = 70 + 9 = 79	83 + 12 = 80 + 10 + 3 + 2 = 90 + 5 = 95
53 + 42 = 50 + 40 + 30 + 2 = 90 + 5 = 95	57 + 32 = 50 + 30 + 7 + 2 = 80 + 9 = 89
65 + 24 = 60 + 20 + 5 + 4 = 80 + 9 = 89	55 + 23 = 50 + 20 + 5 + 3 = 70 + 8 = 78

4 UThomas uthenge incwadi ngee-R32 namaphepha ngee-R24. Yimalini ayichithileyo iyonke?
Thomas bought a book for R32 and paper for R24. How much did he spend altogether?

R32 + R24 = R56

UFundi uthenge isichazimagama ngee-R36 namaphepha ngee-R23. Yimalini ayichithileyo iyonke?
Fundi bought a dictionary for R36 and a notebook for R23. How much did she spend altogether?

R36 + R23 = R59

IVEKI • WEEK 4

USUKU 5 • DAY 5

Uqukaniso
Consolidation

IPHEPHA LOKUSEBENZELA WORKSHEET → IPHEPHA LOKUSEBENZELA WORKSHEET

Masithethe ngeMaths!
Let's talk Maths!

NgesiXhosa sithi:	In English we say:
iibloko zesiseko se-10	base 10 blocks
I-10 elinye liyafana nemivo elishumi.	One 10 is the same as ten 1s.
Ndiyakwazi ukudibanisa amashumi kwaye ndiyakwazi ukudibanisa imivo.	I can add the tens and I can add the 1s.
Ukudibanisa ama-25 kuyafana nokudibanisa ama-20 nesi-5.	Adding 25 is the same as adding 20 and 5.

1 Sombulula.
Solve.

40 + 10 = 50	20 + 30 = 50	30 + 40 = 70
20 + 40 = 60	30 + 40 = 70	50 + 10 = 60
60 + 10 = 70	40 + 40 = 80	30 + 60 = 90

44 + 10 = 54	25 + 30 = 55	37 + 40 = 77
28 + 40 = 68	34 + 40 = 74	52 + 10 = 62
61 + 10 = 71	43 + 40 = 83	34 + 60 = 94

44 + 12 = 56	25 + 32 = 57	37 + 41 = 78
28 + 41 = 69	34 + 45 = 79	52 + 15 = 67
61 + 12 = 73	43 + 42 = 85	34 + 64 = 98

Consolidation

2 Sombulula usebenzise iibloko. Bhala okwenzileyo xa ububala.
Solve using blocks. Write what you did to work it out.

47 + 32 = 40 + 30 + 7 + 2 = 70 + 9 = 79	52 + 24 = 50 + 20 + 2 + 4 = 70 + 6 = 76
36 + 51 = 30 + 50 + 6 + 1 = 80 + 7 = 87	73 + 14 = 70 + 10 + 3 + 4 = 80 + 7 = 87

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

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

R31 + R26 = R30 + R20 + R1 + R6
= R50 + R7
= R57

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

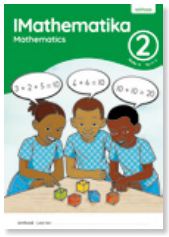
R44 + R15 = R40 + R10 + R4 + R5
= R50 + R9
= R59

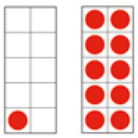
UPermie uthenge ama-apile ngee-R25 neebhanana ngee-R12. Yimalini ayichithileyo iyonke?
Permie bought apples for R25 and bananas for R12. How much did she spend altogether?

R25 + R12 = R37

Ukuthabatha ama-10 nemivo

	Izixhobo
Izibalo zentloko: Zingaphi ezenza ama-20	amakhadi amachokoza
Umdlalo: Baleka ukuya ku-0	idayisi





Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Ukuthabatha amashumi	LAB, iibloko zesiseko se-10 (utitshala nomfundi)
2	Ukuthabatha ama-10 nemivo	LAB, iibloko zesiseko se-10
3	Ukuthabatha ama-10 nemivo	LAB, iibloko zesiseko se-10
4	Iingxaki zamagama zokuthabatha	LAB, iibloko zesiseko se-10
5	Uqukaniso novavanyo olujolise ekufundeni	LAB

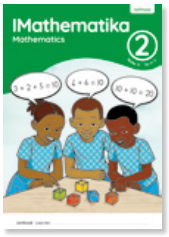
Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukuthabatha inani elinemivo emibini kwinani elinemivo emibini ngaphandle kokuwelela ngaphaya kweshumi.	
ukusombulula iingxaki zokuthabatha ngokusebenzisa iibloko zesiseko se-10 nokuthabatha amashumi nemivo.	
ukusombulula iingxaki zamagama zokuthabatha ngokusebenzisa iibloko zesiseko se-10 nokuthabatha amashumi nemivo.	

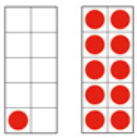
Uvavanyo (jonga kumaphepha angasemva esi sikhokelo)

Uvavanyo olubhalwayo: Inani, iindlela zokubala nolwalamano – ukuthabatha ama-10 nemivo

Subtracting 10s and 1s

	Resources
Mental Maths: How much to make 20?	dot cards
Game: Race to 0	dice





Day	Lesson activity	Lesson resources
1	Subtracting tens	LAB, base 10 blocks (teacher and learner)
2	Subtracting 10s and 1s	LAB, base 10 blocks
3	Subtracting 10s and 1s	LAB, base 10 blocks
4	Subtraction word problems	LAB, base 10 blocks
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
subtracting a double digit from a double digit, without bridging the ten.	
solving subtraction problems by using base 10 blocks and subtracting tens and ones.	
solving subtraction word problems by using base 10 blocks and subtracting in tens and ones.	

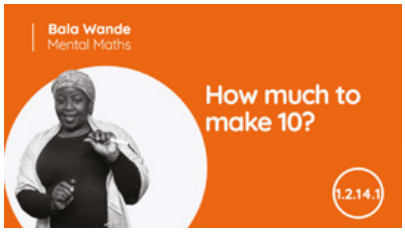
Assessment (see back pages of this guide)

Written assessment: Numbers, Operations and Relationships – subtracting 10s and 1s

Ukuthabatha ama-10 nemivo

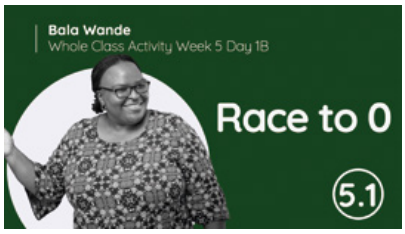
Izibalo zentloko

Kule veki kwizibalo zentloko senza ama-20. Sakha kwaye sibethelela ulwazi lweebhondi ze-10 besebenzisa amakhadi. Abafundi kufuneka babe nombono we-10 ngokuzalisa izakhelo zeshumi ezenziwe ngamakhadi amachokoza ashicilelweyo baze benze ama-20. Lo msebenzi ubethelela ulwazi lwabafundi lweebhondi zeshumi nolwalamano olongezelelayo.



Umdlalo

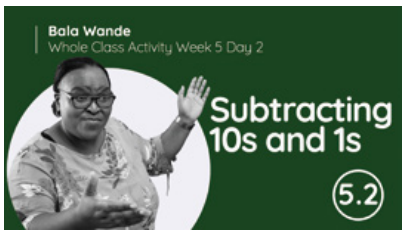
Kule veki siza kudlala umdlalo othi IMath ekhawulezayo ngedayisi – baleka ukuya ku-0. Kulo mdlalo abafundi baziqhelisa ukuthabatha ngokuthabatha ngokuphindaphindeneyo inani eliqingqiweyo bade bafike ku-0. Naxa abanye abafundi benokusombulula iingxaki zokuthabatha ngokubala bebuya umva ukusuka enanini, kubalulekile ukukhuthaza abafundi basebenzele ukusombulula iingxaki ngentloko.

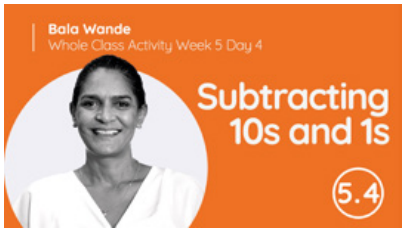


Uphuhliso lwengqiqo

Siza kugxila kwiingxaki zokuthabatha kule veki. Abafundi baza kusombulula ngaphandle kokuwelela ngaphaya kweshumi, besebenzisa iibloko zesiseko se-10 ukubanceda. Abafundi baza kuziqhelisa ukusombulula iingxaki ngokuthabatha amashumi nemivo, ukuze basebenze ngokukhawuleza nangempumelelo. Kumsebenzi wethu wokuthabatha siza kugxila koku:

- ukuthabatha inani elinemivo emibini kwelinye inani elinemivo emibini, ngaphandle kokuwelela ngaphaya kweshumi.
- ukusombulula imibuzo yokuthabatha neengxaki zamagama ngokusebenzisa iibloko zesiseko se-10 nokuthabatha amashumi nemivo.





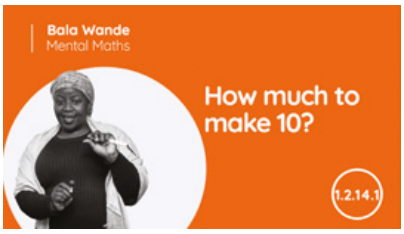
Into emayiqatshelwe kule veki

- Iibloko zesiseko se-10 yimiboniso yemathematika ebambekayo neluncedo kwaye ukusetyenziswa kwezi bloko kunceda abafundi babe nombono wokubala. Khuthaza incoko phakathi kwabafudi ukuze bathethe ngendlela abasebenzise ngayo iibloko ukuze bathethe ngamashumi nemivo xa bethabatha. Ukukwazi ukuthetha ngezisombululo nokuthethelela iindlela zokubala yinto ebalulekileyo yokuphuhlisa ulwazi lwemathematika.
- Isigama esibalulekileyo: **amashumi**, **imivo**, **ukuthabatha**

Subtracting 10s and 1s

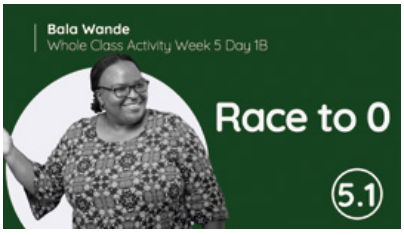
Mental Maths

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



Game

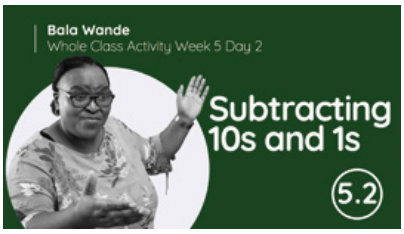
This week we will play the game Fast maths with dice – race to 0. In this game, learners will practise **subtraction**, by repeatedly subtracting the number rolled until they reach 0. While some learners may still solve the subtraction problems by counting back from the number, it is important to encourage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

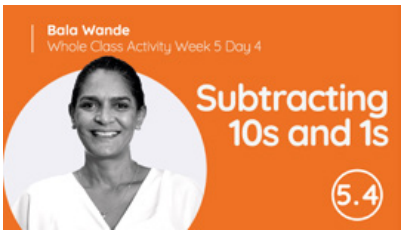


Concept development

This week we focus on problems that involve subtraction. Learners will solve subtraction problems without bridging ten, using base 10 blocks to help them. Learners will practise solving problems by subtracting tens and ones, so as to work quickly and efficiently. In our work on subtraction, we will focus on:

- subtracting a double digit number from a double digit number, without bridging the ten.
- solving **subtraction** questions and word problems by using base 10 blocks and subtracting in tens and ones.





What to look out for this week

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

Ukuthabatha amashumi

IZIBALO ZENTLOKO
MENTAL MATHS

IINYANI ZAMANANI UKUYA KU-20
NUMBER FACTS TO 20

→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT → UMDLALO
GAME → AMAPHEPHA OKUSEBENZELA
WORKSHEETS

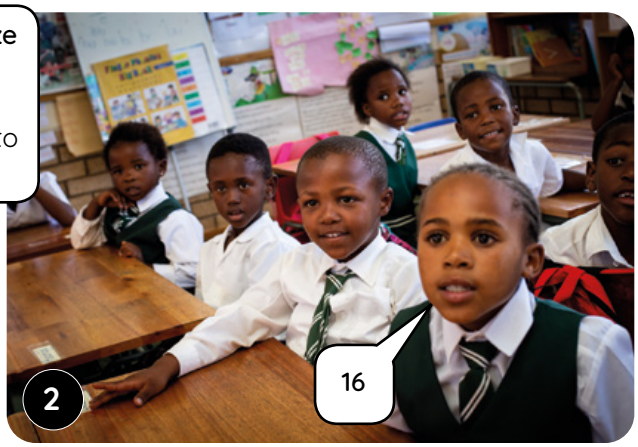
IZIBALO ZENTLOKO | MENTAL MATHS

Ziqhelise ukwenza ama-20 usebenzise amakhadi amachokoza.

Practise making 20 using dot cards.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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



Subtracting tens

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

Sebenzisa iibloko zakho zesiseko se-10:
Use your base 10 blocks to make:

52

29

84

36

65

13

91

45

78

89

Usuku 2 Day 2

Sebenzisa iibloko zakho zesiseko se-10:
Use your base 10 blocks to make:

56

43

81

78

29

19

31

94

67

88

Usuku 3 Day 3

Gqibezela izivakalisi manani. Bhala ama-10 nemivo.
Complete the number sentences. Write the 10s and 1s.

96 = _____ + _____

28 = _____ + _____

71 = _____ + _____

32 = _____ + _____

87 = _____ + _____

65 = _____ + _____

14 = _____ + _____

41 = _____ + _____

53 = _____ + _____

35 = _____ + _____

Usuku 4 Day 4

Gqibezela izivakalisi manani. Bhala ama-10 nemivo.
Complete the number sentences. Write the 10s and 1s.

12 = _____ + _____

86 = _____ + _____

31 = _____ + _____

25 = _____ + _____

73 = _____ + _____

94 = _____ + _____

47 = _____ + _____

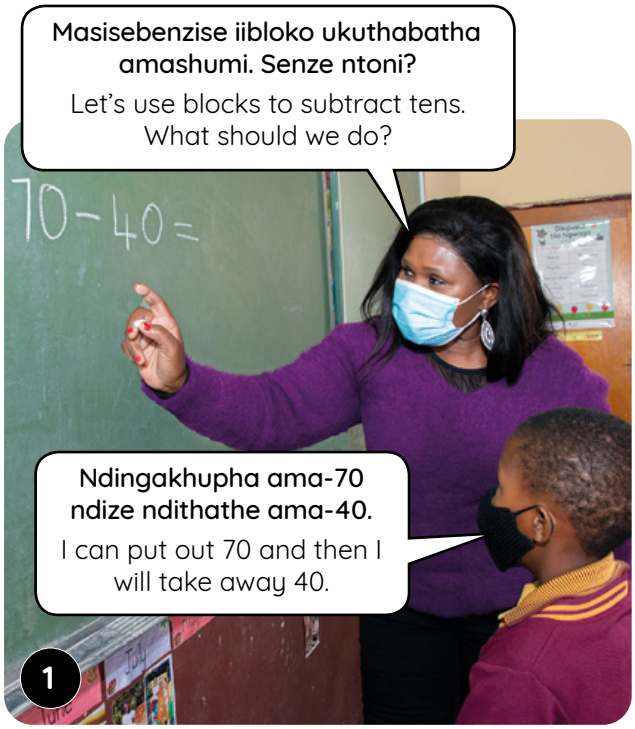
18 = _____ + _____

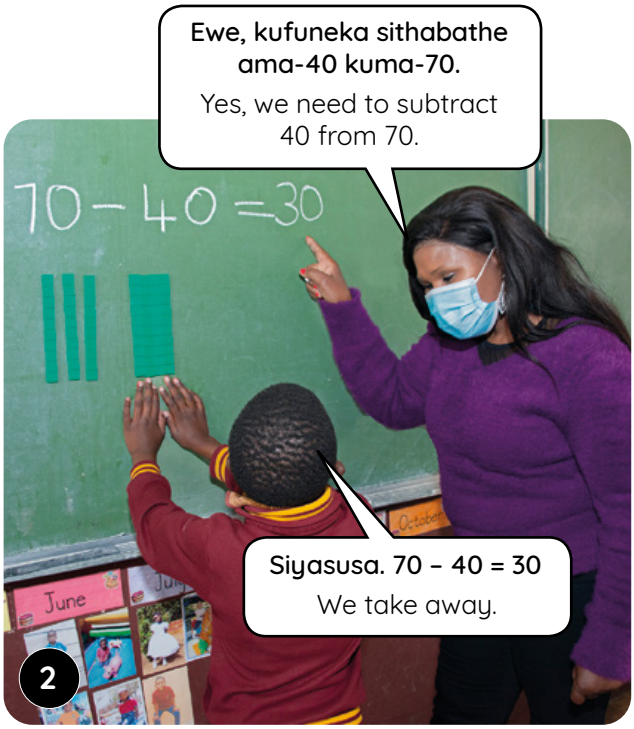
66 = _____ + _____

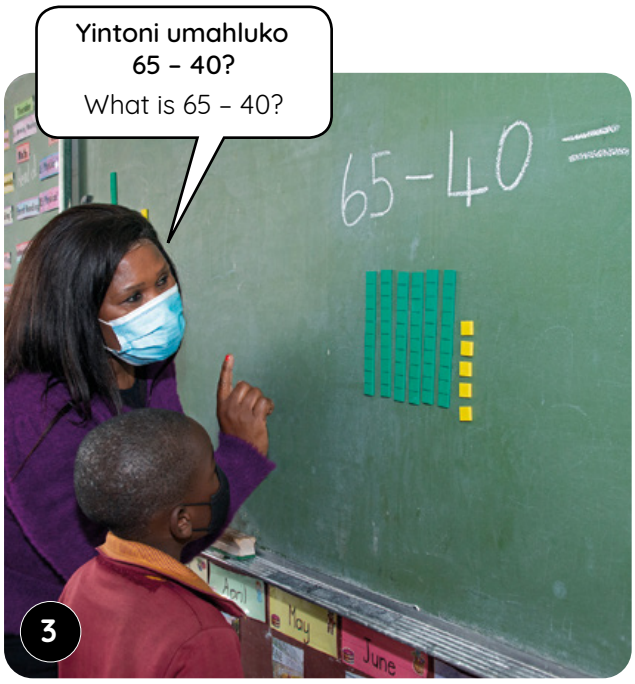
54 = _____ + _____

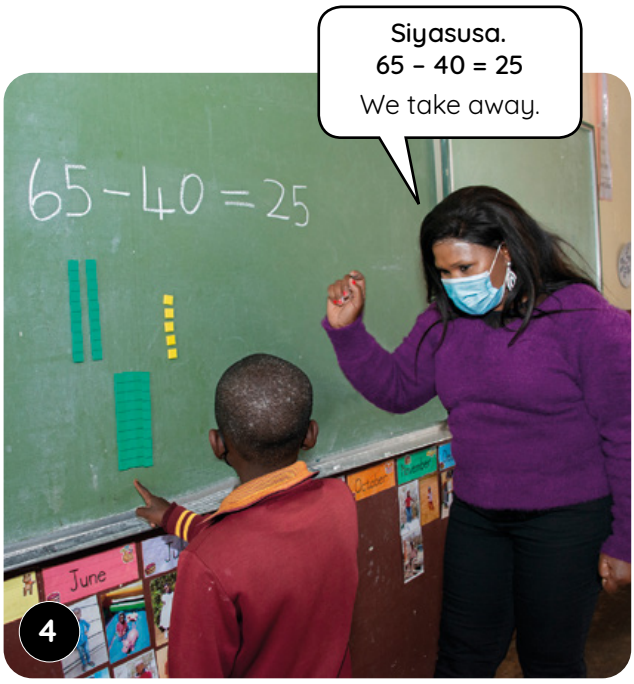
Ukuthabatha amashumi

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT









Nika abafundi amathuba aliqela okuthabatha amashumi ngeebloko okanye ngaphandle kwazo. Bakhuthaze ukuba bathethe ngamanani abawathabathayo kunye nezisombululo abazifumanayo.

Allow learners multiple opportunities to subtract tens with or without blocks. Learners must also use their own base 10 blocks. Encourage them to talk about the numbers they are subtracting and the solutions they find.

Subtracting tens

IVEKI • WEEK 5

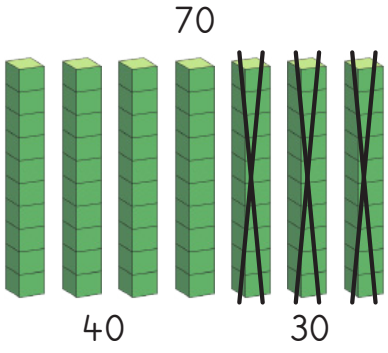
USUKU 1 • DAY 1

Ukuthabatha amashumi
Subtracting tens

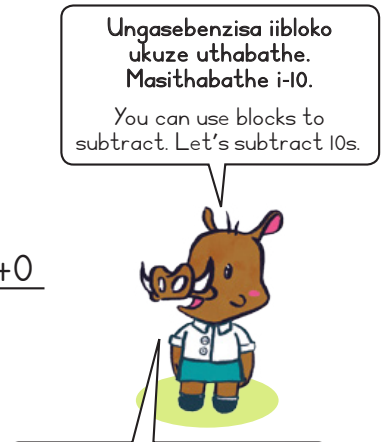
IZIBALO ZENTLOKO MENTAL MATHS | IIFEKTHI ZAMANANI UKUYA KU-20 NUMBER FACTS TO 20 → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

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

- Dlalani ngababini.
  Play in pairs.
- Phosa idayisi. Thabatha inani lakho kwi-100.
  Roll the dice. Subtract your number from 100.
- Tshintshiselanani. Phosa kwakhona.
  Take turns. Roll again.
- Qhubeka nokuthabatha ude ufike ku-0.
  Keep subtracting till you get to 0.



70 – 30 = 40



1 Sombulula usebenzise iibloko.
Solve using blocks.

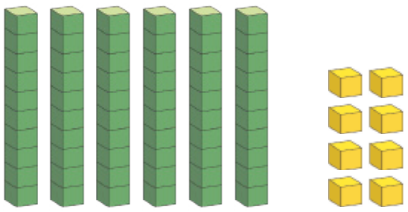
60 – 30 = 30	40 – 20 = 20	50 – 20 = 30
60 – 50 = 10	80 – 40 = 40	90 – 60 = 30

Ukuthabatha amashumi

68 – 30 = ____

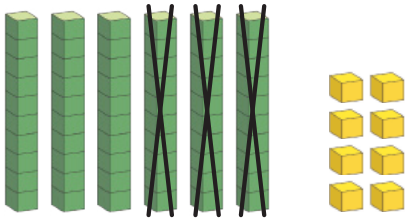
Ama-68 ayafana nama-60 nesi-8.

68 is the same as 60 and 8.



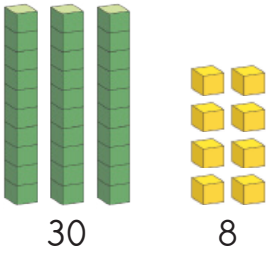
Ndithatha ama-30.

I take away 30.

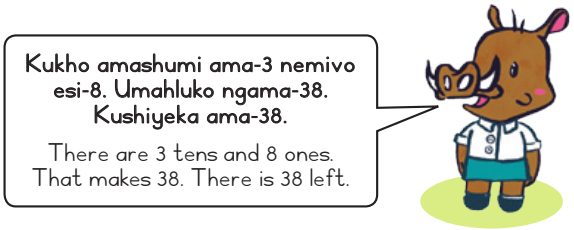


Ndiqinisekisa okuseleyo emva kokuba ndithabathile.

I check what is left after I have subtracted.



68 – 30 = 38



2 Sombulula usebenzise iibloko okanye ungazisebenzisi.

Solve with or without blocks.

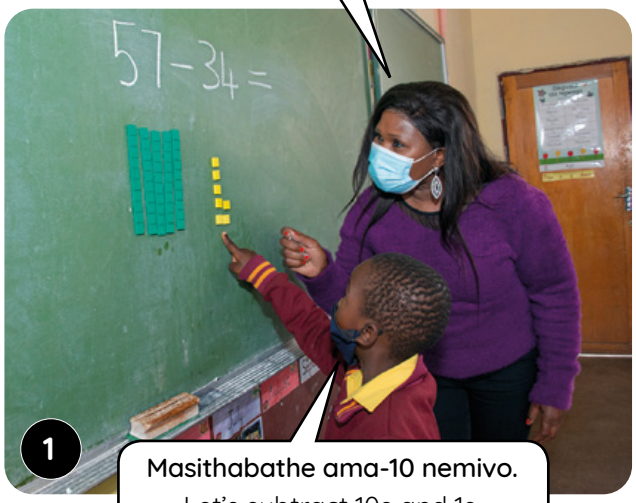
63 – 20 = 43	59 – 30 = 29	72 – 40 = 32
87 – 30 = 57	68 – 60 = 8	45 – 10 = 35

Subtracting 10s and 1s

IZIBALO ZENTLOKO MENTAL MATHS | IINYANI ZAMANANI UKUYA KU-20 NUMBER FACTS TO 20 → **UPHUHLISO LWENGQIQO** CONCEPT DEVELOPMENT → UMDLALO GAME → AMAPHEPHA OKUSEBENZELA WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Masithabathe sisebenzise iibloko. Senze ntoni?
Let's subtract using blocks. What can we do?



1

Masithabathe ama-10 nemivo.
Let's subtract 10s and 1s.

2

Ndithabatha imivo ndize ndithabathe amashumi. Ndishiyeka namashumi ama-2 nemivo emi-3.
I subtract the 1s and I subtract the 10s. I am left with 2 tens and 3 ones.

Masenze enye. Ufumana ntoni ku-69 25?
Let's do another one. What is 69 – 25?

3

4

Ndishiyekelwa ngamashumi ama-4 nemivo emi-4.
I am left with 4 tens and 4 ones altogether.

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

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

IVEKI • WEEK 5

USUKU 2 • DAY 2

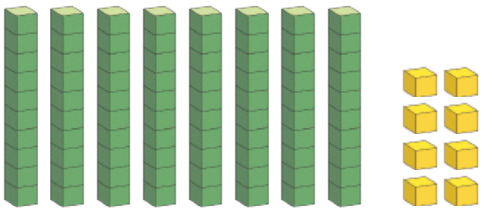
Ukuthabatha ama-10 nemivo
Subtracting 10s and 1s

IZIBALO ZENTLOKO MENTAL MATHS → IIFEKTHI ZAMANANI UKUYA KU-20 NUMBER FACTS TO 20 → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

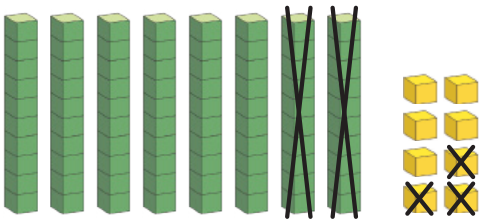
88 – 23 = ____

Ungasebenzisa iibloko ukuze uthabathe. Masithabathe ama-10 nemivo.
You can use blocks to subtract. Let's subtract 10s and 1s.

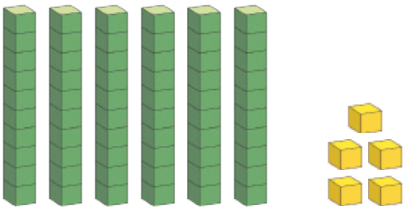
Ama-88 ayafana nama-80 anesi-8.
88 is the same as 80 and 8.



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



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



88 – 23 = 65

Kushiyeke amashumi ama-6 nemivo emi-5. Oko kwenza ama-65. Ndishiyekelwe ngama-65 emva kokuthabatha.
There are 6 tens and 5 ones left. That makes 65. I have 65 left after I subtract.

1 Sombulula usebenzise iibloko.
Solve using blocks.

58 – 24 = 34	63 – 32 = 31	46 – 31 = 15
86 – 54 = 32	55 – 42 = 13	69 – 17 = 52

46

Subtracting 10s and 1s

2 Sombulula usebenzise iibloko.

Solve using blocks.

45 – 34 = 11	83 – 42 = 41	99 – 57 = 42
39 – 11 = 28	64 – 51 = 13	77 – 63 = 14

Show the link between these calculations

3 Sombulula.

Solve.

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

45 – 20 = 25	78 – 30 = 48	86 – 10 = 76
59 – 30 = 29	82 – 40 = 42	93 – 50 = 43
67 – 20 = 47	94 – 60 = 34	71 – 10 = 61

45 – 22 = 23	78 – 36 = 42	86 – 15 = 71
59 – 37 = 22	82 – 42 = 40	93 – 51 = 42
67 – 23 = 44	94 – 61 = 33	71 – 11 = 60

Ukuthabatha ama-10 nemivo

IZIBALO ZENTLOKO
MENTAL MATHS

IINYANI ZAMANANI UKUYA KU-20
NUMBER FACTS TO 20

→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

→ UMDLALO
GAME

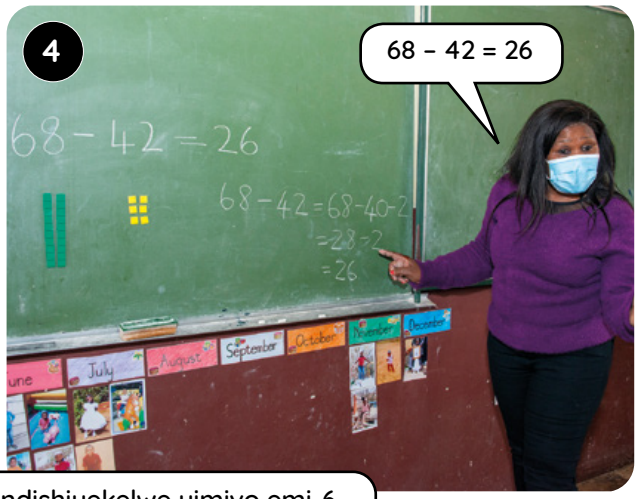
→ AMAPHEPHA OKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

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

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

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



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

Nika abafundi amathuba aliqela okusombulula iingxaki ezibandakanya ukuthabatha ama-10 nemivo ngeebloko zesiseko se-10 okanye ngaphandle kwazo. Nceda abafundi babone indlela esibhala ngayo izivakalisi manani ukuze babonise ukubala kwabo.

Allow learners multiple opportunities to solve problems that involve subtracting tens and ones with or without blocks. Help the learners to see how we write the number sentences to show their working.

Subtracting 10s and 1s

IVEKI • WEEK 5

USUKU 3 • DAY 3

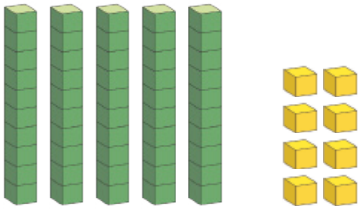
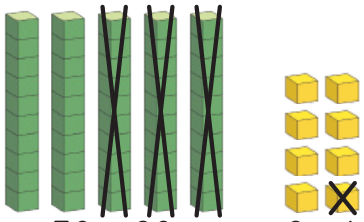
Ukuthabatha ama-10 nemivo
Subtracting 10s and 1s

IZIBALO ZENTLOKO MENTAL MATHS → IIFEKTHI ZAMANANI UKUYA KU-20 NUMBER FACTS TO 20 → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

58 – 31 = ____

Ungasebenzisa iibloko ukuze uthabathe. Masithabathe ama-10 nemivo.

You can use blocks to subtract. Let's subtract 10s and 1s.

Ama-58 ayafana nama-50 nesi-8.	Ukuthabatha ama-31 kuyafana nokuthabatha ama-30 nomvo o-1.
58 is the same as 50 and 8.	Subtracting 31 is the same as subtracting 30 and 1.
 50 8	 50 – 30 8 – 1

58 – 31 = 58 – 30 – 1
= 28 – 1
= 27

Kushiyeke amashumi ama-2 nemivo esi-7. Oko kwenza ama-27. Umahluko phakathi kwama-58 nama-31 ngama-27.

There are 2 tens and 7 ones left. That makes 27. The difference between 58 and 31 is 27.

1 Sombulula usebenzise iibloko. Bhala okwenzileyo xa ububala.

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

56 – 22 = 56 – 20 – 2 = 36 – 2 = 34	86 – 25 = 86 – 20 – 5 = 66 – 5 = 61
67 – 31 = 67 – 30 – 1 = 37 – 1 = 36	74 – 43 = 74 – 40 – 3 = 34 – 3 = 31

48

Ukuthabatha ama-10 nemivo

2 Sombulula usebenzise iibloko. Bhala okwenzileyo xa ububala.
Solve using blocks. Write what you did to work it out.

68 – 23 = 68 – 20 – 3 = 48 – 3 = 45	76 – 42 = 76 – 40 – 2 = 36 – 2 = 34
94 – 53 = 94 – 50 – 3 = 44 – 3 = 41	55 – 35 = 55 – 30 – 5 = 25 – 5 = 20
68 – 56 = 68 – 50 – 6 = 18 – 6 = 12	87 – 33 = 87 – 30 – 3 = 57 – 3 = 54

3 UMaya unee-R85. Uthenga ukutya ngee-R21. Unamalini ngoku?
Maya has R85. She buys food for R21. How much money does she have now?

R85 – R21 = R85 – R20 – R1
= R65 – R1
= R64

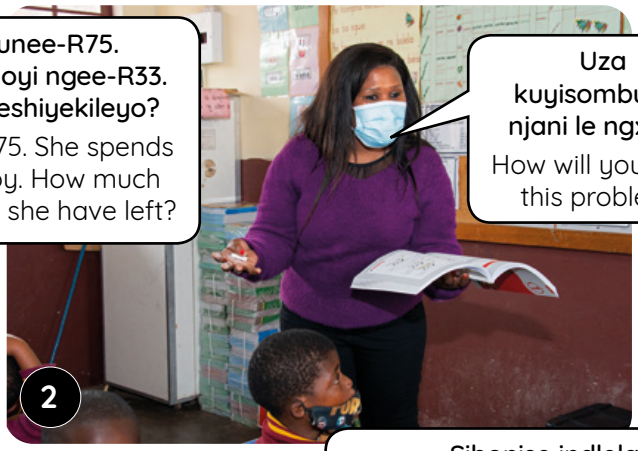
UKhanyi unee-R75. Uthenga incwadi ngee-R34. Unamalini ngoku?
Khanyi has R75. He buys a book for R34. How much money does he have now?

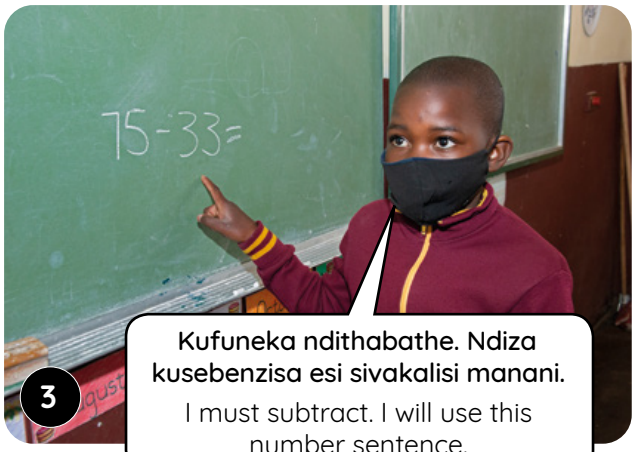
R75 – R34 = R75 – R30 – R4
= R45 – R4
= R41

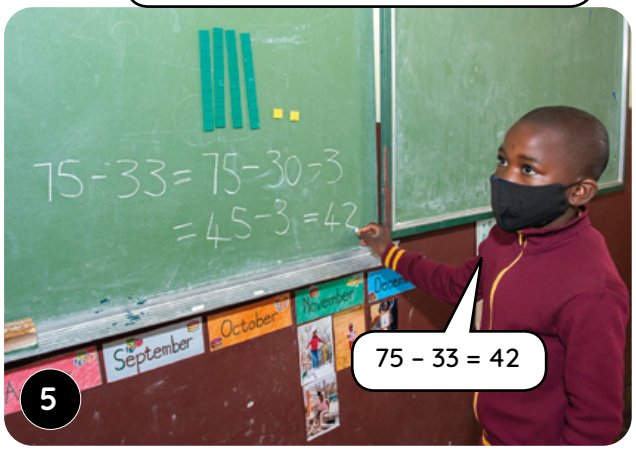
Subtraction word problems

IZIBALO ZENTLOKO MENTAL MATHS | IINYANI ZAMANANI UKUYA KU-20 NUMBER FACTS TO 20 → **UPHUHLISO LWENGQIQO** CONCEPT DEVELOPMENT → UMDLALO GAME → AMAPHEPHA OKUSEBENZELA WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT







Phinda la manyathelo ngezinye iingxaki zamagama zokuthabatha. Nika abafundi amathuba aliqela okusombulula iingxaki zamagama ngeebloko okanye ngaphandle kwazo.

Repeat the steps with other subtraction word problems. Allow learners multiple opportunities to solve word problems with or without blocks.

IVEKI • WEEK 5

USUKU 4 • DAY 4

Ukuthabatha ama-10 nemivo
Subtracting 10s and 1s

IZIBALO ZENTLOKO MENTAL MATHS → IIFEKTHI ZAMANANI UKUYA KU-20 NUMBER FACTS TO 20 → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

Masisebenzise iibloko zethu size sibhale izivakalisi manani!
Let's use our blocks and write number sentences!

Remember to keep the first number whole

1 UBev unee-R55. Uthenge imagazini ngee-R23. Unamalini eshiyekileyo?
Bev had R55. She bought a magazine for R23. How much money does she have now?

R55 – R23 = R55 – R20 – R3
= R35 – R3
= R32

UBrian unee-R75. Uthenge ipetroli ngee-R32. Unamalini ngoku?
Brian had R75. He bought petrol for R32. How much money does he have now?

R75 – R32 = R75 – R30 – R2
= R45 – R2
= R43

2 Sombulula usebenzise iibloko. Bhala okwenzileyo xa ububala.
Solve using blocks. Write what you did to work it out.

86 – 24 = 86 – 20 – 4 = 66 – 4 = 62	74 – 32 = 74 – 30 – 2 = 44 – 2 = 42
95 – 43 = 95 – 40 – 3 = 55 – 3 = 52	68 – 55 = 68 – 50 – 5 = 18 – 5 = 13

Subtraction word problems

3 Sombulula usebenzise iibloko. Bhala okwenzileyo xa ububala.
Solve using blocks. Write what you did to work it out.

28 – 21 = 28 – 20 – 1 = 8 – 1 = 7	67 – 31 = 67 – 30 – 1 = 37 – 1 = 36
78 – 43 = 78 – 40 – 3 = 38 – 3 = 35	83 – 12 = 83 – 10 – 2 = 73 – 2 = 71
53 – 42 = 53 – 40 – 2 = 13 – 2 = 11	57 – 32 = 57 – 30 – 2 = 27 – 2 = 25
89 – 42 = 89 – 40 – 2 = 49 – 2 = 47	76 – 24 = 76 – 20 – 4 = 56 – 4 = 52

4

UNdumiso unee-R55. Uthenga isonka ngee-R23. Ushiyekelwe yimalini ngoku?
Ndumiso has R55. He buys bread for R23. How much money does he have now?

R55 – R23 = R32

UMuzi ebenee-R58. Uthenga ibhola ngee-R36. Ushiyekelwe yimalini ngoku?
Muzi has R58. He buys a ball for R36. How much money does he have now?

R58 – R36 = R22

IVEKI • WEEK 5

USUKU 5 • DAY 5

Uqukaniso
Consolidation

IPHEPHA LOKUSEBENZELA WORKSHEET → IPHEPHA LOKUSEBENZELA WORKSHEET

Masithethe ngeMaths!
Let's talk Maths!

NgesiXhosa sithi:	In English we say:
iibloko zesiseko se-10	base 10 blocks
I-10 elinye liyafana nemivo elishumi.	One 10 is the same as ten 1s.
Ndiqala ndithabathe imivo ndize ndithabathe amashumi.	First I subtract ones, then I subtract tens.
Ukuthabatha ama-36 kuyafana nokuthabatha ama-30 nesi-6.	Subtracting 36 is the same as subtracting 30 and 6.

1 Sombulula.
Solve.

These 3 sets of tasks are related

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

35 – 10 = 25	57 – 20 = 37	67 – 10 = 57
49 – 20 = 29	86 – 30 = 56	94 – 50 = 44
76 – 30 = 46	65 – 40 = 25	79 – 10 = 69

35 – 12 = 23	57 – 23 = 34	67 – 11 = 56
49 – 24 = 25	86 – 35 = 51	94 – 52 = 42
76 – 34 = 42	65 – 42 = 23	79 – 12 = 67

Consolidation

Learners should only use blocks when needed.

2 Sombulula usebenzise iibloko. Bhala ubonise indlela obale ngayo.
Solve using blocks. Write what you did to work it out.

67 – 32 = 67 – 30 – 2 = 37 – 2 = 35	87 – 24 = 87 – 20 – 4 = 67 – 4 = 63
56 – 41 = 56 – 40 – 1 = 16 – 1 = 15	99 – 57 = 99 – 50 – 7 = 49 – 7 = 42

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

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

R68 – R22 = R68 – R20 – R2
= R48 – R2
= R46

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

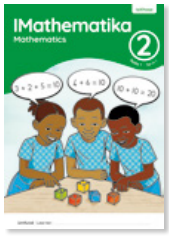
R99 – R45 = R99 – R40 – R5
= R59 – R5
= R54

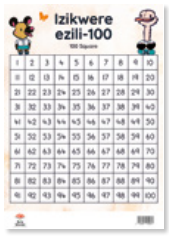
UVuyo unee-R55. Usebenzisa ama-R20. Unamalini eshiyekileyo?
Vuyo has R55. She spends R20. How much money does she have left over?

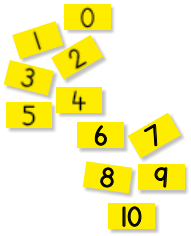
R55 – R20 = R35

Amanani ukuya kwi-100

	Izixhobo
Izibalo zentloko: Ukubala okuqakathayo	Isikwere se-100
Imidlalo: Izibalo ezikhawulezayo ngamakhadi – zingaphantsi ngezi-6 no# heshthegi 100	Amakhadi amanani







Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Isikwere se-100	Isikwere se-100, iibloko, iLAB
2	Ndiyazi … ngoko ke ndiyazi …	Isikwere se-100, iLAB
3	Ishumi ngaphezulu neshumi ngaphantsi	Isikwere se-100, iLAB
4	IHeshthegi	Isikwere se-100, iLAB
5	Uqukaniso novavanyo olujolise ekufundeni	iLAB

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukuchonga isakhiwo se-10 kwisikwere se-100.	
ukusebenzisa isikwere se-100 ukuze adibanise okanye athabathe inani elinomvo omnye kwinani elinemivo emibini.	
ukusebenzisa isikwere se-100 ukuze adibanise okanye athabathe ishumi kwinani elinemivo emibini.	

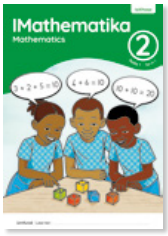
Uvavanyo (jonga kumaphepha angasemva esi sikhokelo)

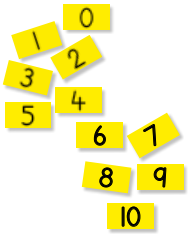
Uvavanyo olubhalwayo: Iipatheni, iifankshini neAljebra – iipatheni zamanani

Uvavanyo oluthethwayo nolwenziwayo: Inani, iindlela zokubala nolwalamano – amanani ukuya kwi-100: Qwalasela abafundi ukuze ufumanise ukuba bayakwazi na ukusebenza ngokuzithemba kuluhlu lwamanani asukela ku-0 ukuya kwi-100 besebenzisa isikwere sekhulu.

Numbers to 100

	Resources
Mental Maths: Skip counting	100 square
Games: Fast maths with cards - 6 less and # Hashtag 100!	number cards





Day	Lesson activity	Lesson resources
1	100 square	LAB, 100 square, multifix blocks
2	I know..., therefore I know...	LAB, 100 square
3	Ten more and ten less	LAB, 100 square
4	Hashtag!	LAB, 100 square
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
identify the 10 structure on the 100 square.	
use the 100 square to add or subtract a single digit to or from a double digit.	
use the 100 square to add or subtract a ten to or from a double digit.	

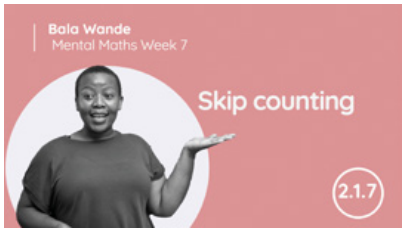
Assessment (see back pages of this guide)

Written assessment: Patterns, Functions and Algebra – number patterns

Oral and practical assessment: Numbers, Operations and Relationships – numbers to 100: Observe learners to determine if they are able to work confidently in the number range 0-100 using a hundred square.

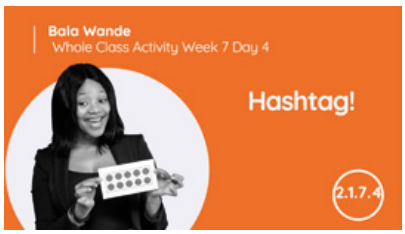
Amanani ukuya kwi-100

Izibalo zentloko



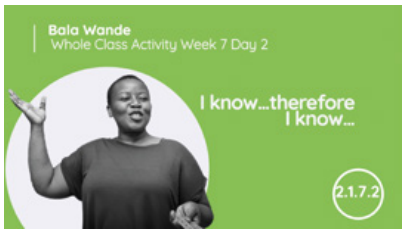
Kule veki abafundi baza kuziqhelanisa nokubala okuqakathayo ngezi-2, ama-10 nezi-5 kwakhona. Baza kubala baye kwizintlu zamanani aphezulu kunokuba bebenzile kwiVeki yesi-5. Abafundi basebenzisa isikwere se-100 ukuze babone kwaye baqonde iipatheni. Bakhuthaze abafundi baziqhelanise nokubala okuqakathayo besiya phambili okanye bebuya umva ngokukhawuleza ukuze baphuhlise ubuciko babo.

Umdlalo



Kule veki siza kudlala imidlalo Izibalo ezikhawulezileyo ngamakhadi: 6 ngaphantsi kunye no # Hashtag 100! Siza kujolisa ekuthabatheni isi-6 ngexesha ngalinye kuvezwa ikhadi. Abafundi baza kuziqhelanise nokuya kwishumi ngokubuyela kwishumi elidlulileyo, baze bathabathe inani eliseleyo ngexesha ngalinye. Ukuwelela ngaphaya kwe-10 sisakhono ekubalulekileyo ukuba abafundi basiphuhlise ukuze babe nokusombulula iingxaki ngobuchule. Bakhuthaze abafundi bathethe ngokufika kwishumi ngokubuyela kwishumi elidlulileyo ukuze oku kube yindlela yobuchule abayithembileyo ukuba bangayisebenzisa ukusombulula iingxaki.

Uphuhliso lwengqiqo



Kule veki sigxila kumanani ukuya kwi-100. Abafundi baza kuziqhelanisa ukusebenzisa isikwere se-100 ukudibanisa nokuthabatha amanani, besebenzisa ulwazi lwabo lweepatheni zamanani lubancede ekusombululeni iingxaki. Kumsebenzi wethu wamanani ukuya kwi-100, siza kujolisa koku:

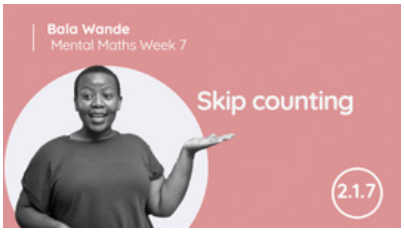
- Ukuchonga isakhiwo se-10 kwisikwere se-100.
- Ukusebenzisa isikwere se-100 ekudibaniseni nasekuthabatheni inani elinomvo omnye kwinani elinemivo emibini.
- Ukusebenzisa isikwere se-100 ekudibaniseni nasekuthabatheni ishumi kwinani elinemivo emibini.

Into emayiqatshelwe kule veki

- Kubalulekile ukuba abafundi bazithembe ekudibaniseni nasekuthabatheni ishumi, ngoko ke kufuneka baziqhelise ukwenza oko. Kufuneka bakwazi ukusebenzisa isikwere se-100 sibancede ukusombulula iingxaki ngokukhawuleza nangobuchule.
- Khuthaza incoko phakathi kwabafundi ukuze babelane ngeendlela zabo zokusombulula. Qinisekisa ukuba abafundi basebenzisa isigama esichanekileyo (**amashumi**, **imilo**, **phambi**, **emva**, **phakathi**, **dibanisa**, **kunye**, **ngaphezulu kuna-**, **thabatha susa**, **ngaphantsi kuna**, **tsiba).**

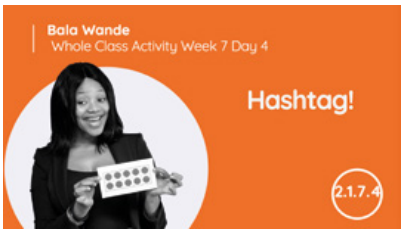
Numbers to 100

Mental Maths



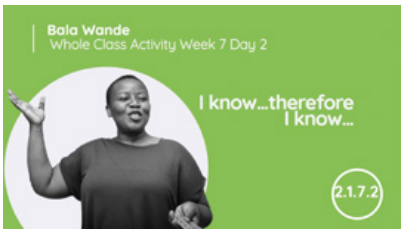
This week the learners practise skip counting in 2s, 10s and 5s again. They will count to higher number ranges than they did in Week 5. Learners use a 100 square so that they can see and understand the patterns. Encourage learners to practise skip counting forwards and backwards more quickly so that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

Game



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

Concept development



This week we focus on numbers to 100. Learners will practise using the 100 square to add and subtract numbers, using their knowledge of the number patterns to help them solve problems. In our work on numbers to 100, we will focus on:

- identifying the 10 structure on the 100 square.
- using the 100 square to add or subtract a single digit to or from a double digit.
- using the 100 square to add or subtract a ten to or from a double digit.

What to look out for this week

- It is important for learners to be confident in adding and subtracting ten, and so they should have much practise with this. They need to be able to use the 100 square to help them solve problems quickly and efficiently.
- Encourage conversation between learners so that they can share their solution methods. Ensure that learners are using the correct vocabulary: **tens**, **ones**, **before**, **after**, **in between**, **add**, **and**, **more than**, **subtract**, **take away**, **less than**, **jump**

Isikwere se-100

IZIBALO ZENTLOKO
MENTAL MATHS
UKUBALA NGOO-2 (0-50)
COUNTING 2S (0-50)
→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT
→ UMDLALO
GAME
→ AMAPHEPHA OKUSEBENZELA
WORKSHEETS

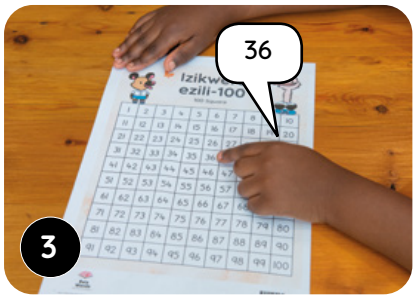
IZIBALO ZENTLOKO | MENTAL MATHS

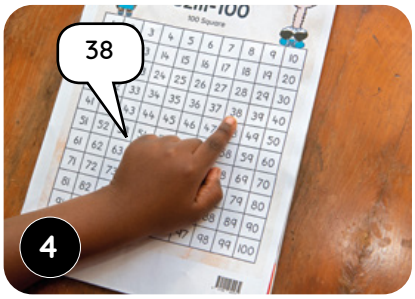
Sebenzisa izikwere ze-100 ukuze ubale. Bala uye phambili uze uphinde ubale ubuye umva.

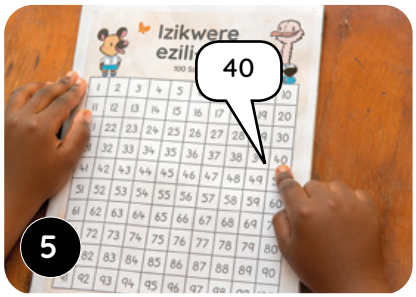
Use 100 squares to count. Count forwards and then backwards.

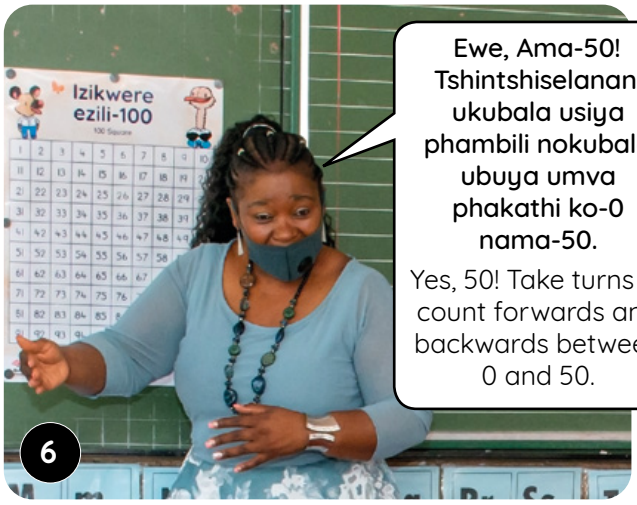
Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

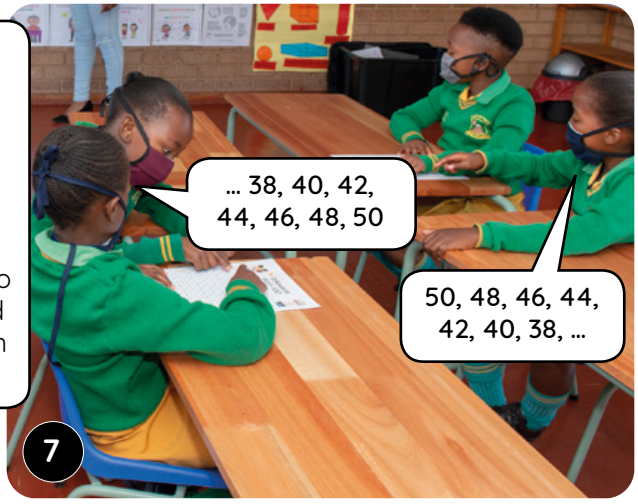
Remember to check the date and mark the register every day.











100 square

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

Yandisa ipatheni.
Extend the pattern.

⊡ ⊙ ⊡ ⊙

⊡ ⊡ ⊙ ⊡ ⊡ ⊙

⋁ ⊙ ⊙ ⋁ ⊙ ⊙

⊡ ⊙ ⋁ ⊡ ⊙ ⋁

⋁ ⋁ ⋁ ⊡ ⋁ ⋁ ⋁ ⊡

⋁ ⊡ ⋁ ⊙ ⋁ ⊡ ⋁ ⊙

⋁ ⋁ ⊙ ⋁ ⋁ ⊙

⋀ ⋁ ⋀ ⋁

⊡ ⊡ ⋁ ⊡ ⊡ ⋁

⊙ ⊡ ⋁ ⊙ ⊡ ⋁

Usuku 2 Day 2

Zingaphezulu kangakanani ezi- :
How much more is:

6 kunezi- than 4?

7 kunezi- than 3?

5 kunezi- than 2?

6 kunezi- than 2?

8 kunezi- than 6?

9 kunezi-/than 7?

7 kunezi-/than 4?

6 kunezi-/thanl?

5 kunezi-/than 3?

3 kunezi-/than 2?

Usuku 3 Day 3

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

74 ____ 98

35 ____ 18

62 ____ 62

59 ____ 95

41 ____ 42

86 ____ 46

24 ____ 41

13 ____ 3

78 ____ 62

71 ____ 71

Usuku 4 Day 4

Kufuneka ndibe nezingaphi ngaphezulu?
How much more do I need?

14 + ____ = 17

7 + ____ = 9

5 + ____ = 8

11 + ____ = 14

10 + ____ = 13

18 + ____ = 19

6 + ____ = 11

7 + ____ = 15

3 + ____ = 8

2 + ____ = 9

Isikwere se-100

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

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

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

Amanani aba makhulu ngo-1 xa sihamba ngomgca ukuya ngasekunene.
The numbers get bigger by 1 as we move along the row to the right.

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

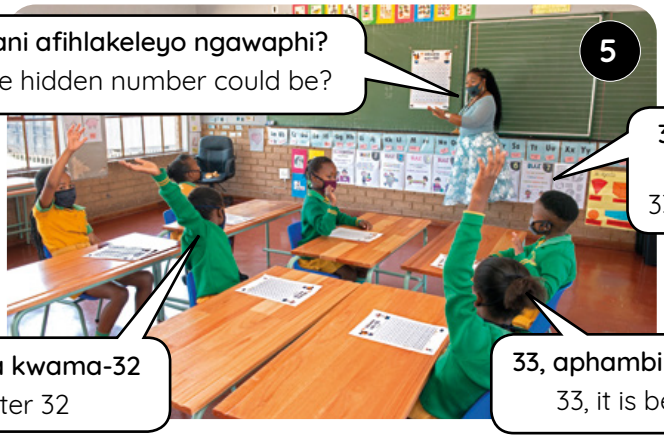
Amashumi ahlukile.
The tens are different.

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

Bakhuthaze abafundi ukuba babone umahluko phakathi kwamanani xa uhamba ngomgca (amanani aye esiba makhulu ngo-1) naxa usehla ngekholam (amanani enyuka nge-10). Qiniseka ukuba uthetha ngamashumi nemivo, ukunceda abafundi babone indima yexabiso lendawo ekwahluleni phakathi kwamanani.

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

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



33, angaphezulu nge-10 kunama-23
33, it is 10 more than 23

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

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

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

Provide many opportunities for learners to look at the 100 square and to talk about the position of different numbers.

100 square

IVEKI • WEEK 6

USUKU 1 • DAY 1

Isikwere se-100
100 square

IZIBALO ZENTLOKO – MENTAL MATHS | UKUBALA IZI-2 (0–50) – COUNTING 2S (0–50) → UMDLALO – GAME → UPHUHLISO LWENGQIQO – CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA – WORKSHEETS

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

- Amakhadi amanani aqala ku-6 ukuya ku-16. Veza libe linye.
  Use number cards 6 to 16. Flip one.
- Thabatha ezi-6. Zama kwakhona. Khawulezisa!
  Subtract 6. Try again. Faster!
- Dlala uze uziqhelanise yonke imihla kule veki.
  Play and practise every day this week.

Bala uqale ku-0 uye kwi-100. Hambisa umnwe wakho kwisikwere se-100 xa ubala.
Count from 0 to 100. Move your finger along the 100 square as you count.

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

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

2 Bhala.
Write.

lingaphantsi ngo-1 1 less	
80	81
94	95

lingaphezulu ngo-1 1 more	
81	82
95	96

inani eliphakathi the number between		
30	31	32
28	29	30

54

Isikwere se-100

3 Yandisa ipatheni.

Extend the pattern.

31	32	33	34	35	36	37	38	39	40
38	39	40	41	42	43	44	45	46	47
100	99	98	97	96	95	94	93	92	91
50	49	48	47	46	45	44	43	42	41

4

26 + 1 = 27	18 + 1 = 19	91 – 1 = 90	30 – 1 = 29
43 + 1 = 44	56 + 1 = 57	82 – 1 = 81	47 – 1 = 46

5 Bala ngezi-2 uqale ku-2 uye kwi-100. Fakela umbala kwizi-2.

Count in 2s from 2 to 100. Colour the 2s.

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

6 Bala uye phambili ngezi-2.

Count forwards in 2s.

2	4	6	8	10	12	14
36	38	40	42	44	46	48

7 Bala ubuye umva ngezi-2.

Count backwards in 2s.

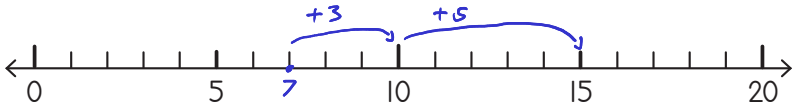
48	46	44	42	40	38	36
68	66	64	62	60	58	56

8 Bala uye phambili ngezi-2.

Count forwards in 2s.

2	4	6	8	10	12	14	16	18	20

9 7 + 8 = 15



I know ..., therefore I know ...

IZIBALO ZENTLOKO
MENTAL MATHS
UKUBALA NGOO-10 (0-200)
COUNTING 10S (0-200)
→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT
→ UMDLALO
GAME
→ AMAPHEPHA OKUSEBENZELA
WORKSHEETS

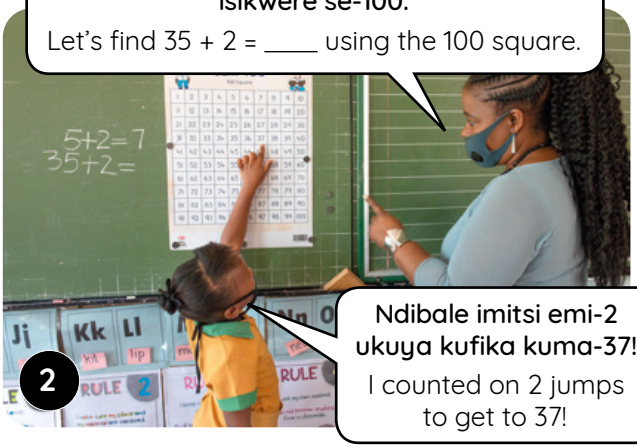
UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

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

1

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

Masifumane u-35 + 2 = ____ sisebenzisa isikwere se-100.
Let's find 35 + 2 = ____ using the 100 square.



2

Ndibale imitsi emi-2 ukuya kufika kuma-37!
I counted on 2 jumps to get to 37!

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

3

Xa sidibanisa ezi-2 sitsiba zibe-2 ukuya ngasekunene!
When we add 2, we jump 2 to the right!

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

Ama-35 anamashumi ama-3!
35 has 3 tens!

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

4

Ukuba uyazi ukuba 5 + 2 = 7, uyazi ukuba 35 + 2 =37.
If you know that 5 + 2 = 7, you also know that 35 + 2 = 37.

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

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

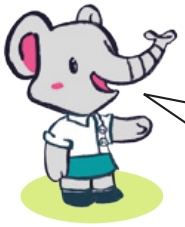
Repeat the steps above, using lots of different numbers to practise addition and subtraction using the 100 square. Help learners to see that 'if you know that 9 – 4 = 5, you will also know that 49 – 4 = 45'.

IVEKI • WEEK 6

USUKU 2 • DAY 2

Ndiyazi ... ngoko ke ndiyazi
I know ... therefore I know

IZIBALO ZENTLOKO (MENTAL MATHS) → UKUBALA IZI-2 (0–50) (COUNTING 2S (0–50)) → UMDLALO (GAME) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)



Ukuba ndiyakwazi ukudibanisa nokuthabatha ukusuka ku-0 ukuya kwi-10, ndingakwazi ukudibanisa nokuthabatha ndiyokufika kwi-100. Qwalasela lo mgca.

If I can add and subtract from 0 to 10, I can also add and subtract up to 100. Look closely at this row.

Kumgca ngamnye siqala ukubala ku-1 siye kwi-10. Kulo mgca siqala ukubala kuma-31 siye kuma-40!

In each row, we count from 1 to 10. In this row, we count from 31 to 40!

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

1

Ndiyazi ukuba 2 + 3 = 5. Ngoko ke ndiyazi ukuba 32 + 3 = 35.

I know that 2 + 3 = 5. Therefore, I know that 32 + 3 = 35.

+3

31	32	33	34	35	36	37	38	39	40

2 + 3 = 5	5 + 4 = 9	3 + 6 = 9
32 + 3 = 35	45 + 4 = 49	53 + 6 = 59

2

Ndiyazi ukuba 7 – 3 = 4. Ngoko ke ndiyazi ukuba 37 – 3 = 34.

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

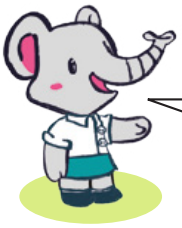
–3

31	32	33	34	35	36	37	38	39	40

7 – 3 = 4	5 – 2 = 3	6 – 3 = 33
37 – 3 = 34	35 – 2 = 33	36 – 3 = 33

I know ..., therefore I know ...

3



Masijonge kuma-60. Kulo mgca sibala siqale kuma-61 ukuya kuma-70!

Let's look at the 60s.
In this row, we count from 61 to 70!

Ndiyazi ukuba 5 + 4 = 9. Ngoko ke ndiyazi ukuba 65 + 4 = 69.

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

+4

61	62	63	64	65	66	67	68	69	70

5 + 4 = 9 65 + 4 = 69	4 + 3 = 7 64 + 3 = 67	3 + 6 = 9 63 + 6 = 69
2 + 7 = 9 62 + 7 = 69	3 + 5 = 8 63 + 5 = 68	1 + 7 = 8 61 + 7 = 68

4

Ndiyazi ukuba 8 – 3 = 5. Ngoko ke ndiyazi ukuba 68 – 3 = 65.

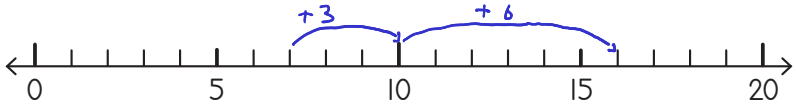
I know that 8 – 3 = 5. Therefore, I know that 68 – 3 = 65.

–3

61	62	63	64	65	66	67	68	69	70

8 – 3 = 5 68 – 3 = 65	4 – 2 = 2 64 – 2 = 62	6 – 3 = 3 66 – 3 = 63
8 – 5 = 3 68 – 5 = 63	9 – 4 = 5 69 – 4 = 65	7 – 5 = 2 67 – 5 = 62

5 7 + 9 = 16

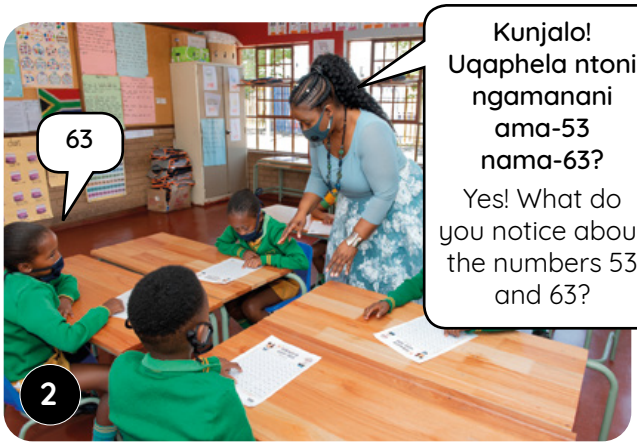


Elingaphezulu ngeshumi nelingaphantsi ngeshumi

IZIBALO ZENTLOKO (MENTAL MATHS) | UKUBALA NGOO-5 (0-100) (COUNTING 5S (0-100)) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → UMDLALO (GAME) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Beka umnwe wakho kwinani-53. Bala iindawo ezili-10. Uma kweliphi inani?
Put your finger on the number 53. Count on 10 places. Where do you land?

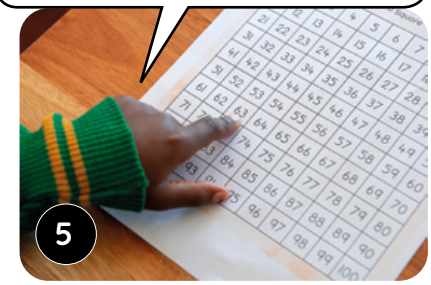


Kunjalo! Uqaphela ntoni ngamanani ama-53 nama-63?
Yes! What do you notice about the numbers 53 and 63?

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

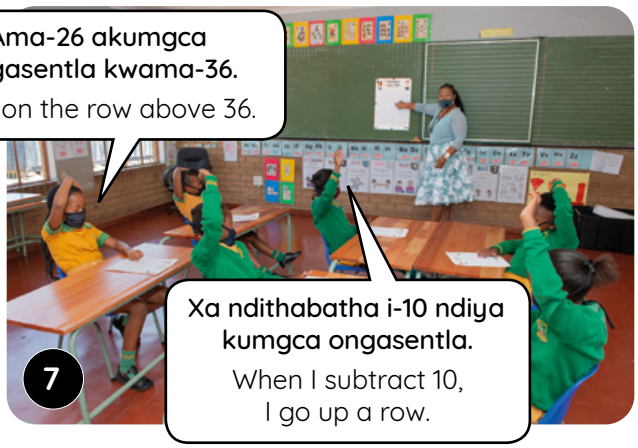
Ama-63 angaphezulu nge-10 kunama-53.
63 is 10 more than 53.

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



Masibuye umva ke ngoku. Buya umva kali-10 ukusuka kuma-36.
Let's go backwards now. Go back 10 from 36.

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



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

Xoxa ngendlela akhula nancipha ngayo ama-10 xa sinyuka okanye sisehla kwikholamu. Phinda la manyathelo angasentla ngamanani aliqela ahlukeneyo ukuze abafundi baziqhelanise nokudibanisa nokuthabatha i-10 nokucinga ngeepatheni ezikwisikwere se-100.

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

Ten more and ten less

IVEKI • WEEK 6

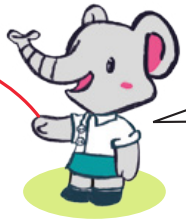
USUKU 3 • DAY 3

Elingaphezulu ngeshumi nelingaphantsi ngeshumi
Ten more and ten less

IZIBALO ZENTLOKO (MENTAL MATHS) → UKUBALA IZI-2 (0–50) (COUNTING 2S (0–50)) → UMDLALO (GAME) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

1 Bhala amanani ashiyiweyo.
Fill in the missing numbers.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	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



Jonga kule kholam! Uyabona?
Look at this column! What can you see?

Xa ndihlela kumgca omnye ongasezantsi ndidibanisa i-10. Xa ndinyukela kumgca ongasentla, ndithabatha i-10.
When I move down one row, I add 10. When I move up one row, I subtract 10.

2 Bhala elingaphantsi nge-10 nelingaphezulu nge-10.
Write 10 less and 10 more.

moving one block up is 10 less

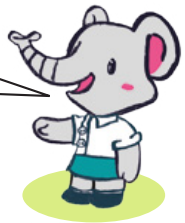
moving one block down is 10 more

43	57	31	69	6
53	67	41	79	16
63	77	51	89	26

3

22 + 10 = 32	34 + 10 = 44
48 + 10 = 58	51 + 10 = 61

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



4

24 – 10 = 14	42 – 10 = 32
35 – 10 = 25	47 – 10 = 37

Ishumi ngaphantsi liyafana nokuthabatha ishumi!
Ten less is the same as subtracting ten!

Elingaphezulu ngeshumi nelingaphantsi ngeshumi

5 Bala ngama-10 uqale kwi-10 ukuya kwi-100. Fakela umbala kuma-10.

Count in 10s from 10 to 100. Colour the 10s.

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

6 Bala uye phambili ngama-10.

Count forwards in 10s.

10	20	30	40	50	60	70
40	50	60	70	80	90	100

7 Bala ubuye umva ngama-10.

Count backwards in 10s.

100	90	80	70	60	50	40
70	60	50	40	30	20	10

8 Bala uye phambili ngama-10.

Count forwards in 10s.

7	17	27	37	47	57	67	77	87	97
12	22	32	42	52	62	72	82	92	102

9 Bala ubuye umva ngama-10.

Count backwards in 10s.

94	84	74	64	54	44	34	24	14	4
99	89	79	69	59	49	39	29	19	9

10

23 + 10 = 33	18 + 10 = 28	31 – 10 = 21	34 – 10 = 24
42 + 10 = 52	26 + 10 = 36	32 – 10 = 22	39 – 10 = 29
52 + 10 = 62	39 + 10 = 49	41 – 10 = 31	45 – 10 = 35
67 + 10 = 77	43 + 10 = 53	47 – 10 = 37	43 – 10 = 33

Hashtag!

IZIBALO ZENTLOKO
MENTAL MATHS

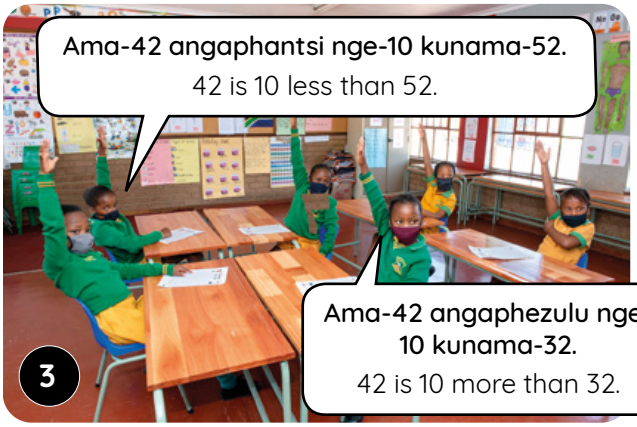
UKUBALA NGOO-5 (0-120)
COUNTING 5S (0-120)

→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT → UMDLALO
GAME → AMAPHEPHA OKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

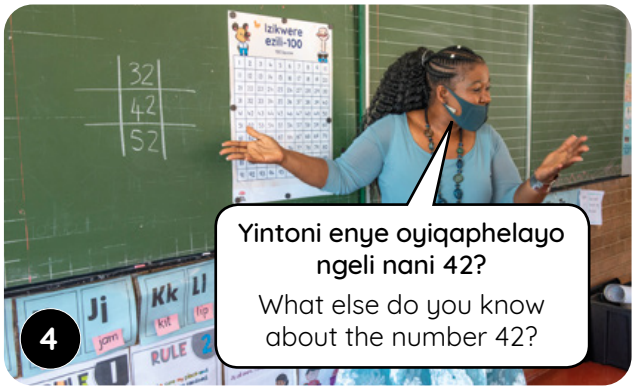
Masisebenzise iheshthegi isincede sijonge amanani. Siza kusebenzisa isikwere sethu se-100 sisincede sizalise amanani.
Let's use a hashtag to help us look at numbers. We will use our 100 square to help us fill in the numbers.

Ungandixelela ntoni ngenani 42?
What can you tell me about the number 42?



Ama-42 angaphantsi nge-10 kunama-52.
42 is 10 less than 52.

Ama-42 angaphezulu nge-10 kunama-32.
42 is 10 more than 32.



Yintoni enye oyiqaphelayo ngeli nani 42?
What else do you know about the number 42?

Ama-42 angaphezulu ngo-1 kunama-41.
42 is 1 more than 41.

Ama-42 angaphantsi ngo-1 kunama-43.
42 is 1 less than 43.

Abafundi bangadlala iHeshthegi ngababini. Zoba iheshthegi uze ubhale nokuba leliphi inani embindini. Tshintshiselanani ukufakela amanani ashiyiweyo kwiheshthegi. Bangazalisa amanani ashiyiweyo ezikoneni ukuba bafuna ukwenza njalo.

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

Heshthegi

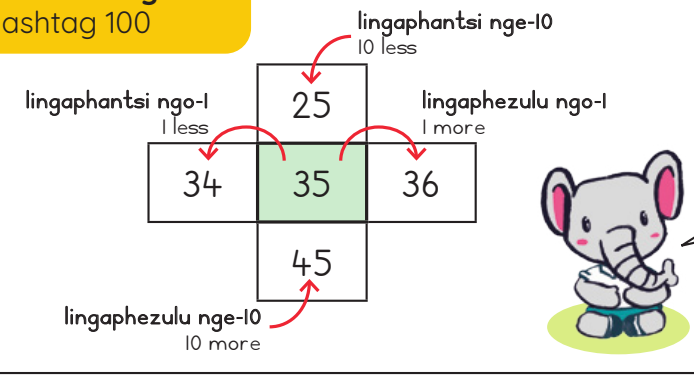
IVEKI • WEEK 6

USUKU 4 • DAY 4

Heshthegi!
Hashtag!

IZIBALO ZENTLOKO MENTAL MATHS | UKUBALA IZI-2 (0–50) COUNTING 2S (0–50) → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

Umdlalo: # heshthegi 100
Game: # hashtag 100



Masibhale amanani kwiheshthegi. Jonga indlela asebenza ngayo.
Let's write the numbers in the hashtag. Look at how they work.

1 Bhala amanani ashiyiweyo.
Fill in the missing numbers.

	2	
11	12	13
	22	

	29	
38	39	40
	49	

	52	
61	62	63
	72	

	45	
54	55	56
	65	

	66	
75	76	77
	86	

	78	
87	88	89
	98	

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

36 > 31	20 < 40	28 > 31
28 > 24	31 < 57	52 > 49
62 < 68	58 > 42	81 > 69

Ingwenya ivula umlomo wayo ukuze itye inani elikhulu!
The crocodile opens his mouth to eat the bigger number!

60

Hashtag!

3 Bala ngezi-5 uqale ku-5 uye kwi-100. Fakela umbala kwizi-5.

Count in 5s from 5 to 100. Colour the 5s.

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

4 Bala uye phambili ngezi-5.

Count forwards in 5s.

5	10	15	20	25	30	35
55	60	65	70	75	80	85

5 Bala ubuye umva ngezi-5.

Count backwards in 5s.

85	80	75	70	65	60	55
95	90	85	80	75	70	65

6 Bala uye phambili ngezi-5.

Count forwards in 5s.

5	10	15	20	25	30	35	40	45	50
50	55	60	75	80	85	90	95	100	105

7 Bala ubuye umva ngezi-5.

Count backwards in 5s.

100	95	90	85	80	75	70	65	60	55
55	50	45	40	35	30	25	20	15	10

8 Cwangcisa! Bhala amanani uqale kwelona lincinci uye kwelona likhulu.

Order! Write the numbers from smallest to greatest.

20 50 70 20 50 70	73 78 71 71 73 78	88 38 83 38 83 88

IVEKI • WEEK 6

USUKU 5 • DAY 5

Uqukaniso
Consolidation

IPHEPHA LOKUSEBENZELA WORKSHEET → IPHEPHA LOKUSEBENZELA WORKSHEET

Masithethe ngeMaths!
Let's talk Maths!

NgesiXhosa sithi:	In English we say:
Bhala inani elingaphezulu ngo-nye.	Write one more.
Elingaphezulu ngo-nye kunama-30 ngama-31.	One more than 30 is 31.
Ama-31 angaphezulu ngo-nye kunama-30.	31 is bigger than 30 by 1.
Ama-31 eza emva kwama-30.	31 comes after 30.
Bhala elingaphantsi ngo-nye.	Write one less.
Elingaphantsi ngo-nye kunama-30 ngama-29.	One less than 30 is 29.
Ama-29 angaphantsi ngo-1 kunama-30.	29 is smaller than 30 by 1.
Ama-29 eza phambi kwama-30.	29 comes before 30.

1 Cwangcisa! Bhala amanani uqale kwelona lincinci uye kwelona likhulu.

Order! Write the numbers from smallest to greatest.

15 25 52	45 54 49	67 76 87
52 25 15	54 49 45	87 76 67

2 Cwangcisa! Bhala amanani uqale kwelona lincinci uye kwelona likhulu.

Order! Write the numbers from smallest to greatest.

37 17 71	99 89 90	73 37 54
17 37 71	89 90 99	37 54 73

3 Bala uye phambili ngezi-5.

Count forwards in 5s.

25	30	35	40	45	50	55	60	65	70

62

Assessment and consolidation

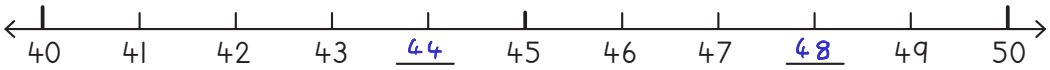
4 Bala ubuye umva ngezi-5.

Count backwards in 5s.

50	45	40	35	30	25	20	15	10	5

5 Gqibezela.

Complete.



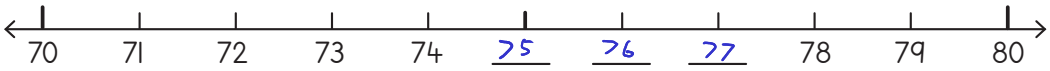
6 Sombulula.

Solve.

41 + 3 = 44	44 + 5 = 49	42 + 6 = 48
45 – 3 = 42	46 – 4 = 42	49 – 3 = 46

7 Gqibezela.

Complete.



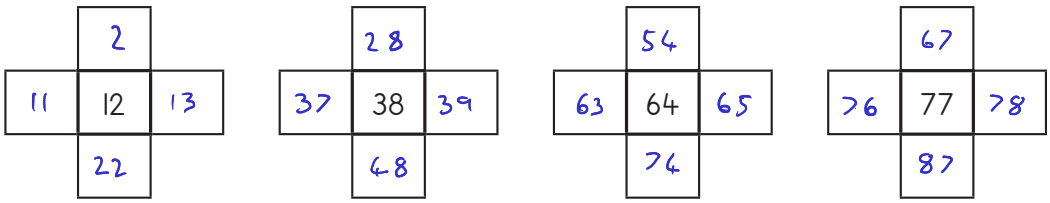
8 Sombulula.

Solve.

72 + 3 = 75	74 + 4 = 78	75 + 3 = 78
74 – 4 = 72	78 – 3 = 75	79 – 4 = 75

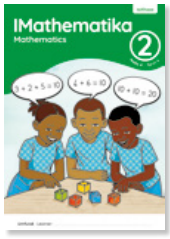
9 #Heshthegi! Gqibezela.

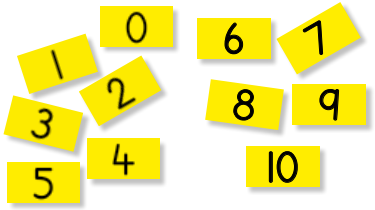
#Hashtag! Complete.



Iipatheni

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





Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Qhubeka nepatheni	iLAB
2	Iipatheni zejometri	iLAB
3	Iipatheni zejometri	iLAB
4	Iipatheni zejometri	iLAB
5	Uqukaniso novavanyo olujolise ekufundeni	iLAB

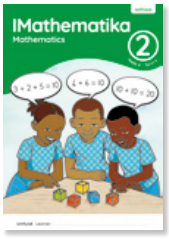
Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukubonisa, ukwandisa, ukuyila nokuchaza ngamagama iipatheni ezilula zejometri ezenziwe ngokuzoba imigca, iimilo okanye izinto ezikhoyo.	
ukuchonga, ukuchaza ngamagama nokukhuphela iipatheni zejometri kwindalo, kubomi bemihla ngamihla nakumafa enkcubeko yethu.	

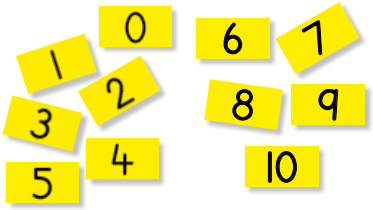
Uvavanyo (jonga kumaphepha angasemva esi sikhokelo)

Uvavanyo olubhalwayo: Iipatheni, iifankshini neAljebra – iipatheni

Patterns

	Resources
Mental Maths: Add or subtract multiples of 10 from 0 to 50	none
Game: 1, 2, 3, show!	number cards 1-20





Day	Lesson activity	Lesson resources
1	Continue the pattern	LAB
2	Geometric patterns	LAB
3	Geometric patterns	LAB
4	Geometric patterns	LAB
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
copy, extend, create and describe in words simple geometric patterns made with drawings of lines, shapes or objects.	
identify, describe in words and copy geometric patterns in nature, from everyday life and from our cultural heritage.	

Assessment (see back pages of this guide)

Written assessment: Patterns, Functions and Algebra – patterns

Iipatheni

Izibalo zentloko

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

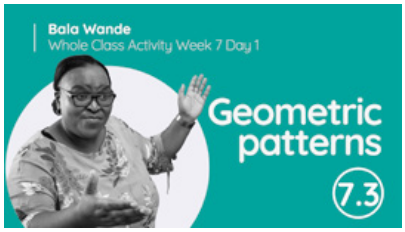
Umdlalo

Kumdlalo wale veki, abafundi baza kuziqhelisa ukudibanisa amanani amabini. Eyona njongo yoku kukudibanisa amanani ngokukhawuleza, kunye nokuphuhlisa isakhono sabo sokukhumbula iibhondi zamanani. Oku kuza kunceda abafundi ekusombululeni iingxaki ngempumelelo.

Uphuhliso lwengqiqo

Kule veki sijolisa kuphatho patheni zejometri. Kumsebenzi wethu weepatheni zejometri, abafundi baza kuchonga, bachaze kwaye bandise iipatheni. Umba obalulekileyo weepatheni ngowokuba ziyaphindaphinda, nokuba uphindaphindo ngalunye lufana nqwa nolunye. Siza kujolisa koku:

- ukukhuphela, ukwandisa, ukuyila nokuchaza ngamagama iipatheni ezilula zejometri ezenziwe ngokuzoba imigca, iimilo okanye izinto ezikhoyo.
- ukuchonga, ukuchaza ngamagama nokukhuphela iipatheni zejometri kwindalo, kubomi bemihla ngemihla kumafa enkcubeko yethu.



Into emayiqatshelwe kule veki

- Ipatheni yejometri lulungelelwaniso lweemilo. Isakhono sokunakana nokuyila iipatheni sinceda abafundi ekwenzeni uqikelelo olusekelwe kwiingqwalaselo zabo. Ukwazi iipatheni kunceda abafundi ekunakaneni ulwalamano kwanokuphuhlisa intetho equkayo.
- Isigama esibalulekileyo: **ngaphezulu**, **ngaphantsi**, **ezona zimbalwa**, **ipatheni**.

Patterns

Mental Maths

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

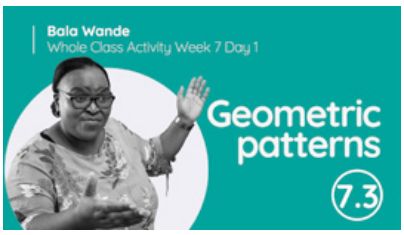
Game

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

Concept development

This week we focus on geometric patterns. Learners will identify, describe and extend patterns. An important aspect of patterns is that they repeat and that each repetition is exactly the same as the other. We will focus on:

- copying, extending, creating and describing in words simple geometric patterns made with drawings of lines, shapes or objects.
- learning to identify, describe in words and copy geometric patterns in nature, from everyday life and from our cultural heritage.



What to look out for this week

- A geometric pattern is an arrangement of shapes. The ability to recognise and create patterns helps learners make predictions based on their observations. Understanding patterns helps learners to recognise relationships and develop generalisations.
- Important vocabulary: **more**, **less**, **most**, **least**, **pattern**

Qhubeka nepatheni

IZIBALO ZENTLOKO MENTAL MATHS → THABATHA IZIPHINDWA ZE-10 ADD MULTIPLES OF 10 → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMDLALO GAME → AMAPHEPHA OKUSEBENZELA WORKSHEETS

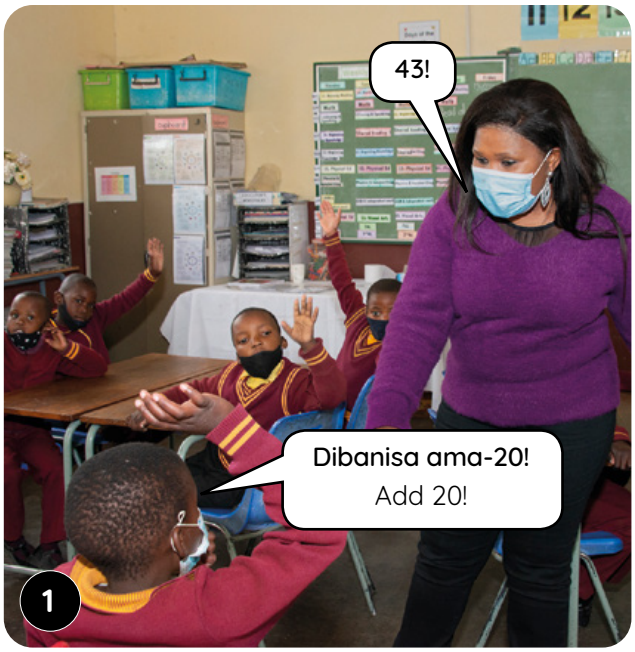
IZIBALO ZENTLOKO | MENTAL MATHS

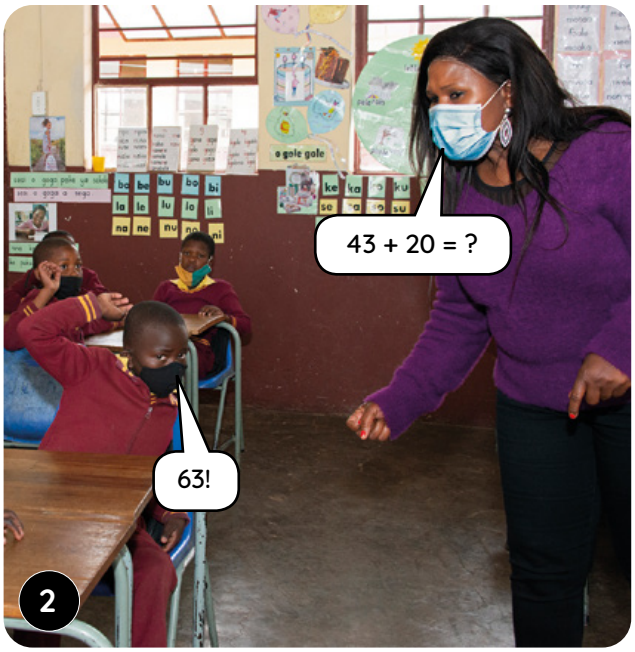
Abafundi badibanisa baze bathabathe iziphindwa ze-10 kwinani elinikiweyo ngokukhawuleza kangangoko benakho.

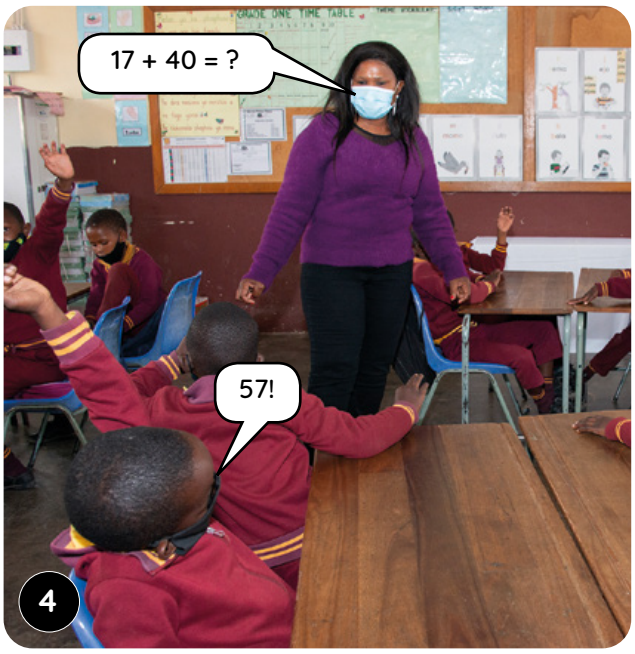
Learners add and subtract multiples of 10 to a given number as fast as possible.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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







Continue the pattern

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

Thabatha.
Subtract.

56 – 23 =

75 – 42 =

29 – 16 =

34 – 31 =

42 – 4 =

66 – 52 =

71 – 31 =

37 – 26 =

53 – 42 =

29 – 18 =

Usuku 2 Day 2

Thabatha.
Subtract.

49 – 37 =

67 – 25 =

24 – 12 =

51 – 40 =

35 – 21 =

69 – 48 =

19 – 9 =

54 – 13 =

47 – 27 =

32 – 20 =

Usuku 3 Day 3

Thabatha.
Subtract.

56 – 15 =

73 – 61 =

65 – 42 =

24 – 14 =

42 – 31 =

36 – 24 =

71 – 60 =

44 – 33 =

73 – 11 =

27 – 16 =

Usuku 4 Day 4

Thabatha.
Subtract.

43 – 22 =

74 – 24 =

25 – 13 =

61 – 41 =

39 – 28 =

69 – 16 =

72 – 41 =

57 – 35 =

48 – 24 =

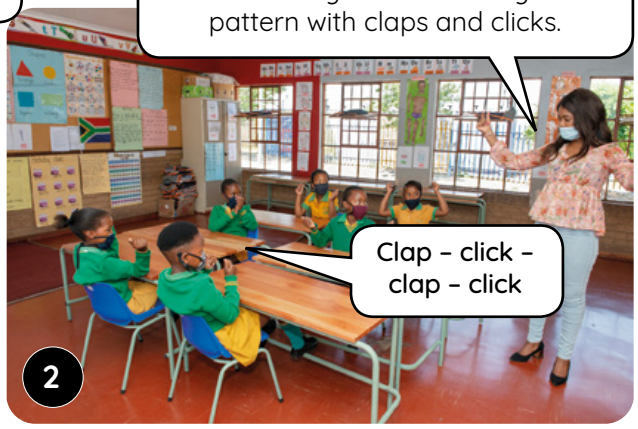
36 – 11 =

Qhubeka nepatheni

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

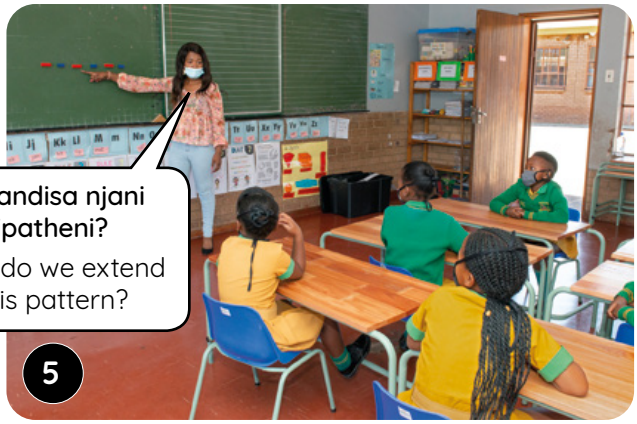
Mamela ukuqhwaba kwam uze uqhube naloo patheni.
Listen to my claps and then carry on the same pattern.
Clap clap – clap – clap clap – clap – clap clap – clap

Mamelisisa uze uqhubeke nepatheni ngokuqhwaba nangokunkqakraza.
Listen carefully and then carry on the pattern with claps and clicks.



Masidibanise ukubala kule patheni yethu. Mamelisisa uze uqhubeke nepatheni.
Now let's add counting to our pattern. Listen carefully and then continue with the pattern.
1 clap 2 click 3 clap 4 click

Siyandisa njani ipatheni?
How do we extend this pattern?



Nika abafundi amathuba aliqela okuziqhelanisa neepatheni ezahlukileyoezilula apho iimilo okanye amaqela eemilo aphindwa ngendlela efanayo.

Provide other opportunities for the learners to practise a variety of simple patterns in which shapes, or groups of shapes are repeated in exactly the same way.

Continue the pattern

IVEKI • WEEK 7

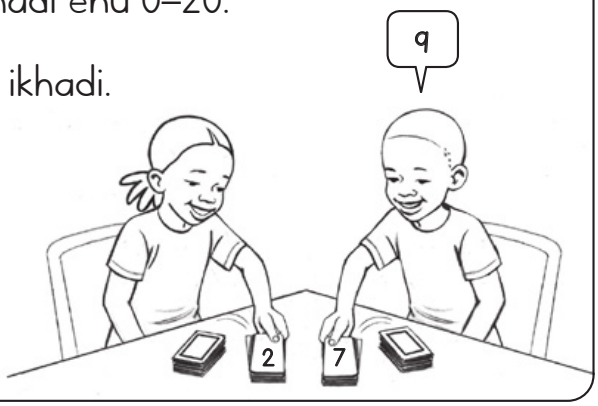
USUKU 1 • DAY 1

Qhubeka nepatheni
Continue the pattern

IZIBALO ZENTLOKO MENTAL MATHS | DIBANISA IZIPHINDWA ZE-10 ADD MULTIPLES OF 10 → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

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

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



1 Yandisa ipatheni ka-4.
Extend the pattern 4 times.

The unit is what repeats in a repeating pattern

○△○△ ○△○△○△○△

2 Balani ngezi-2. Fakela umbala emananini owabalayo.
Count in 2s. Colour the numbers you count.

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

3 Yenza isingqi sokubala.
Make a counting rhythm.

○ = qhwaba clap	△ = nkqakraza click

△ 2 △ 4 △ 6 △ 8 △ 10 △ 12 △ 14

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

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Qhubeka nepatheni

Ask learners to identify the unit.

4 Yandisa ipatheni ka-2.
Extend the pattern 2 times.

△△○△△○△△○△△○

5 Bala ngoo-3. Fakela umbala kumtsi ngamnye.
Count in 3s. Colour each jump.

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

6 Yenza isingqi.
Make the rhythm.

○ = qhwaba	△ = nkqakraza
clap	click

△ 1 △ 2 ○ 3 △ 4 △ 5 ○ 6 △ 7 △ 8 ○ 9 △ 10 △ 11 ○ 12 △ 13 △ 14 ○ 15

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

7 Zenzele esakho isingqi ngokuqhwaba nangokunkqakraza.
Make a rhythm of your own using claps and clicks.

○ = qhwaba	△ = nkqakraza
clap	click

Fundisa umhlobo wakho ipatheni yakho.
Teach your pattern to your friend.

Accept any pattern that contains repitition in the pattern

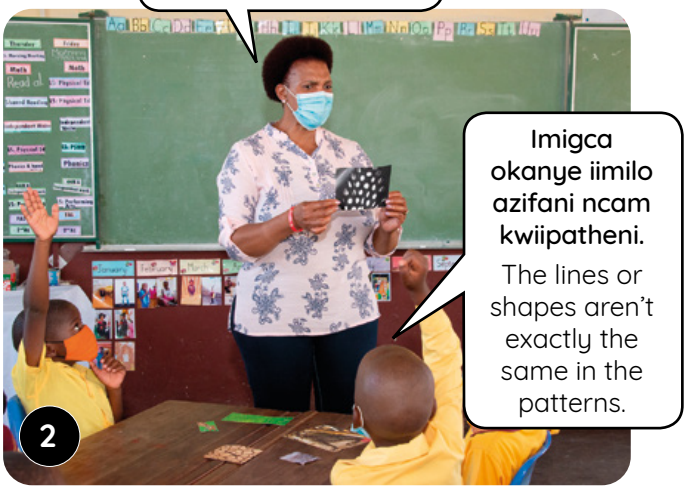
○○△△○○△△○○△△○○△△

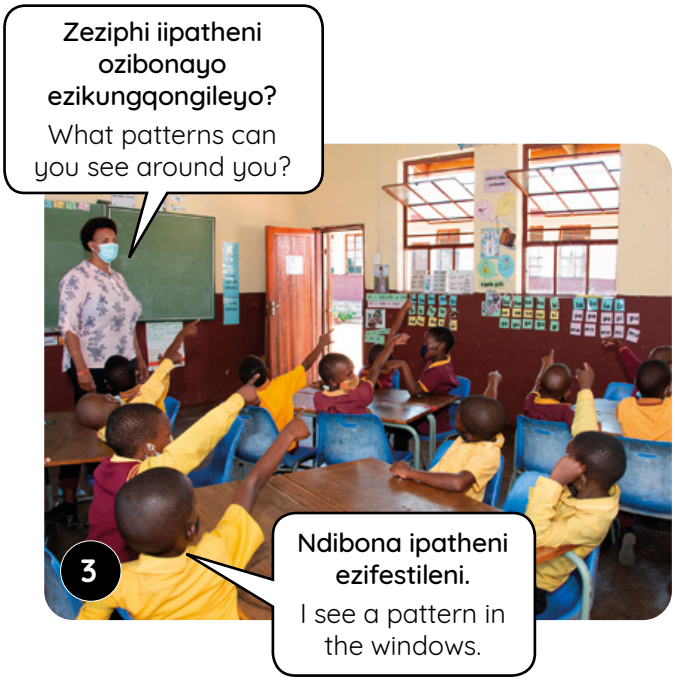
Continue the pattern

Geometric patterns

IZIBALO ZENTLOKO
MENTAL MATHS
DIBANISA IZIPHINDWA ZE-10
ADD MULTIPLES OF 10
→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT
→ UMDLALO
GAME
→ AMAPHEPHA OKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT





Khuthaza abafundi bachaze iipatheni ezikhoyo. Bancedise babone ukuba ezinye iipatheni zokwenyani zineemilo, imigca okanye amachokoza aphindeka rhoqo kanti ezinye zezi zinto aziphindeki rhoqo.

Encourage learners to identify patterns in real life. Help them to see that some real-life patterns are regular and some have irregular repetitions of shapes, lines or dots.

Iipatheni zejometri

IVEKI • WEEK 7

USUKU 2 • DAY 2

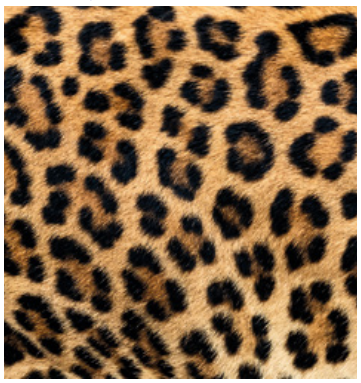
Iipatheni zejometri
Geometric patterns

IZIBALO ZENTLOKO
MENTAL MATHS
THABATHA IZIPHINDWA ZE-10
SUBTRACT MULTIPLES OF 10
→ UMDLALO
GAME
→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT
→ AMAPHEPHA OKUSEBENZELA
WORKSHEETS

Izikhumba zezilwanyana zineepatheni ezinika umdla! Zeziphi izilwanyana ozibonayo apha?

Animal skin has interesting patterns! What animals do you see here?

leopard

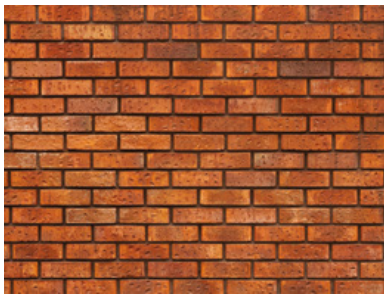


zebra

giraffe

1 Thethani ngeepatheni eziboniswe kule mifanekiso ingasezantsi. Zenziwe zeziphi iimilo? Njani?

Talk about the patterns shown in the pictures below. What shapes are they made of? How?



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2 Zoba eyakho ipatheni:
Draw your own pattern:

usebenzise izikwere noonxantathu
using squares and triangles

any acceptable pattern using squares and triangles

usebenzise iirekthengile nezikwere
using rectangles and squares

any acceptable pattern with rectangles and squares

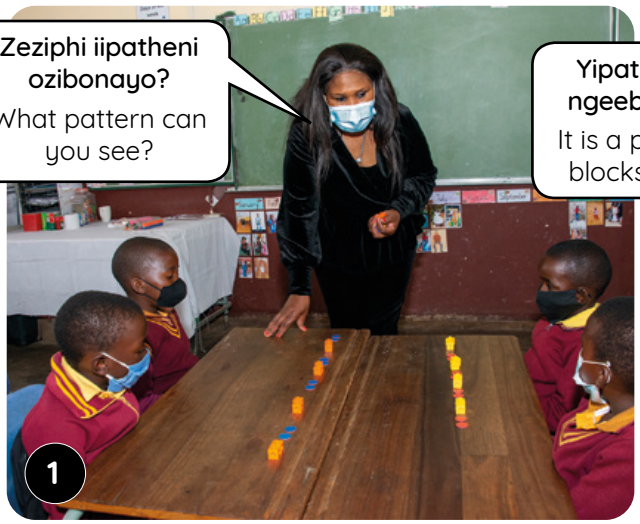
usebenzise nokuba zeziphi iimilo
using any shapes

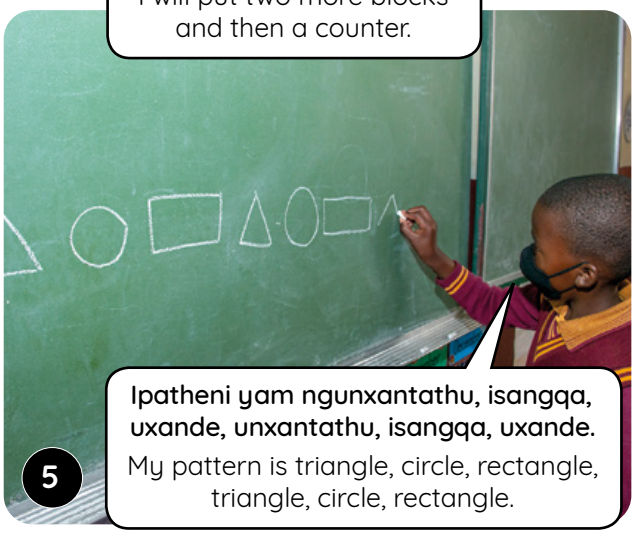
any acceptable pattern

Iipatheni zejometri

IZIBALO ZENTLOKO
MENTAL MATHS
DIBANISA IZIPHINDWA ZE-10
ADD MULTIPLES OF 10
→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT
→ UMDLALO
GAME
→ AMAPHEPHA OKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT





Bakhuthaze abafundi benze ezabo iipatheni bachazele amaqabane abo iipatheni zabo. Banike ixesha lokuba bandise iipatheni zabanye. Bangenza iipatheni ngeemilo, iibloko okanye izandi ezifana nokuqhwaba okanye iziqhakancu.

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

Geometric patterns

IVEKI • WEEK 7

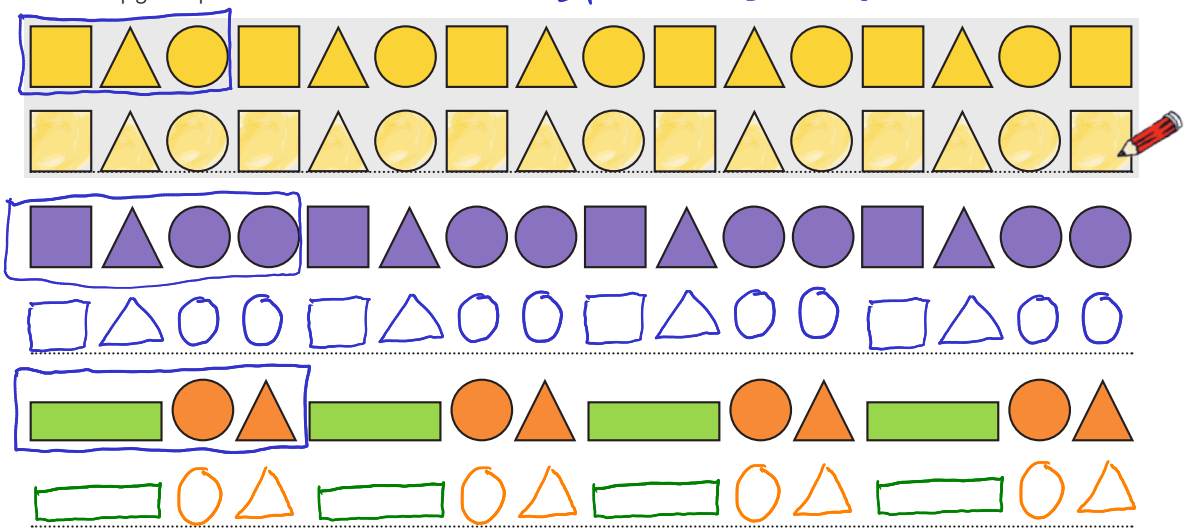
USUKU 3 • DAY 3

Iipatheni zejometri
Geometric patterns

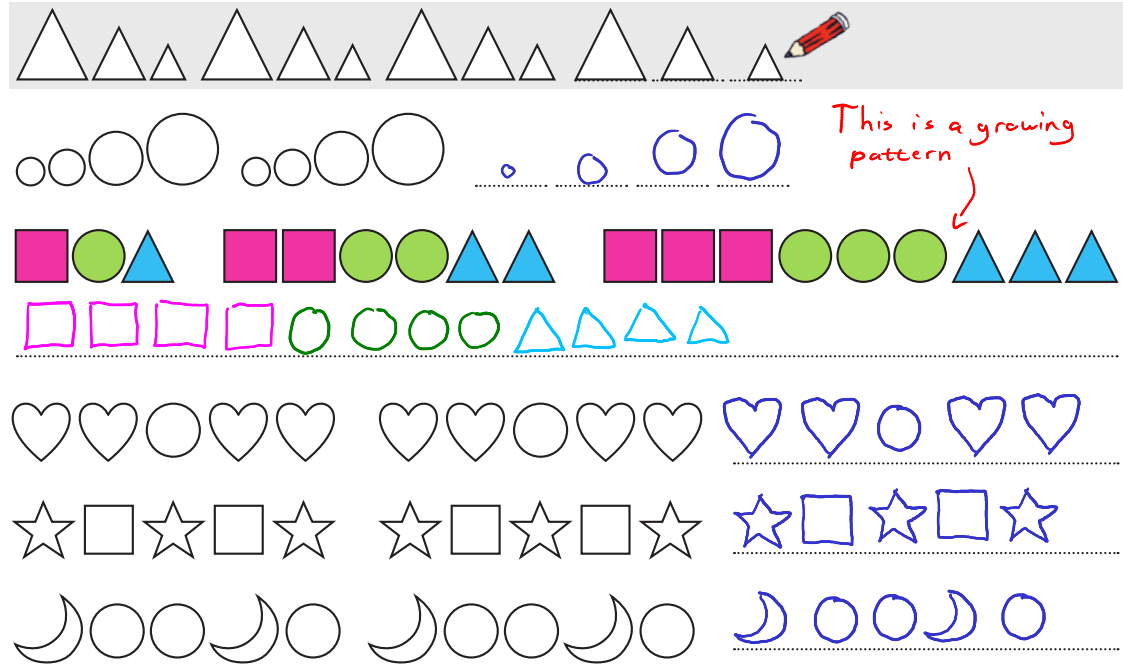
IZIBALO ZENTLOKO (MENTAL MATHS) → DIBANISA IZIPHINDWA ZE-10 (ADD MULTIPLES OF 10) → UMDLALO (GAME) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

1 Khuphela ipatheni.
Copy the pattern.

Get learners to talk about the patterns. Ask learners to identify the unit in repeating patterns by drawing a box around it.



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



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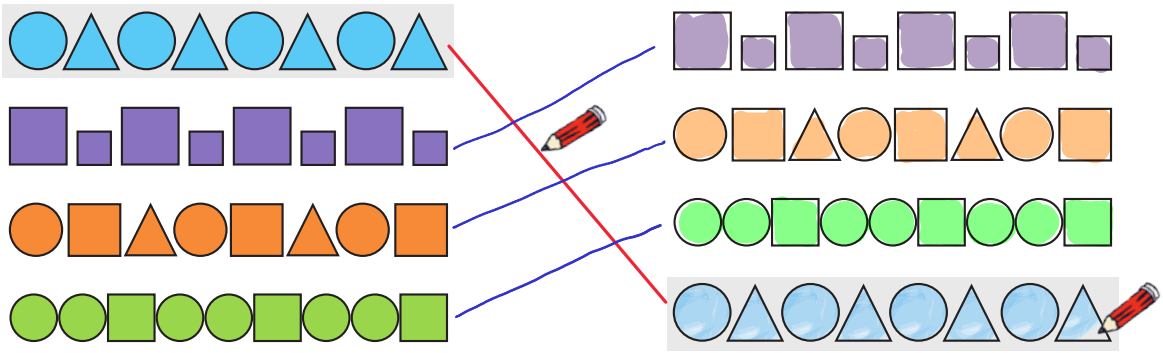
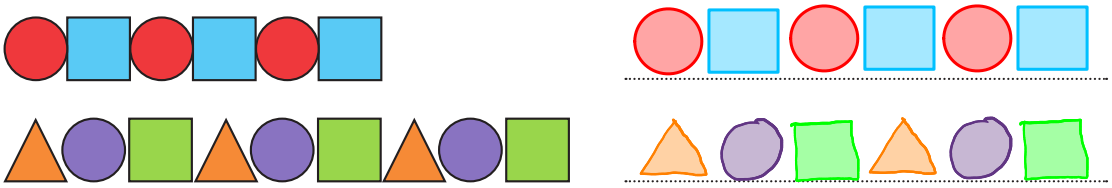
3 Krwela imigca uze ufakele imibala kwiimilo ukuze utshatise iipatheni.

Draw lines and colour the shapes to match the patterns.



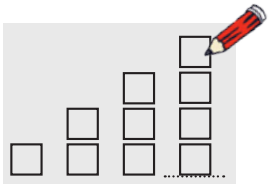
4 Zoba iseti elandelayo yeemilo kule patheni.

Draw the next set of shapes in the pattern.

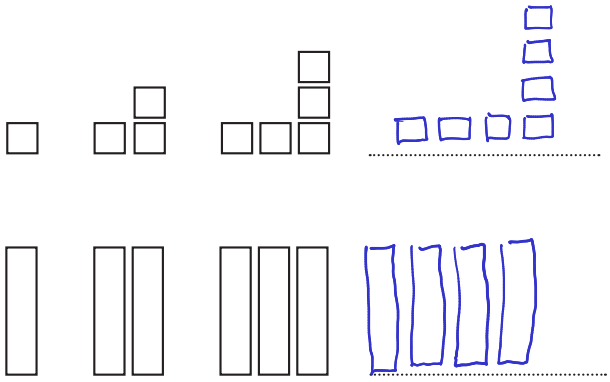


5 Zoba imilo elandelayo kule patheni.

Draw the next shape in the pattern.



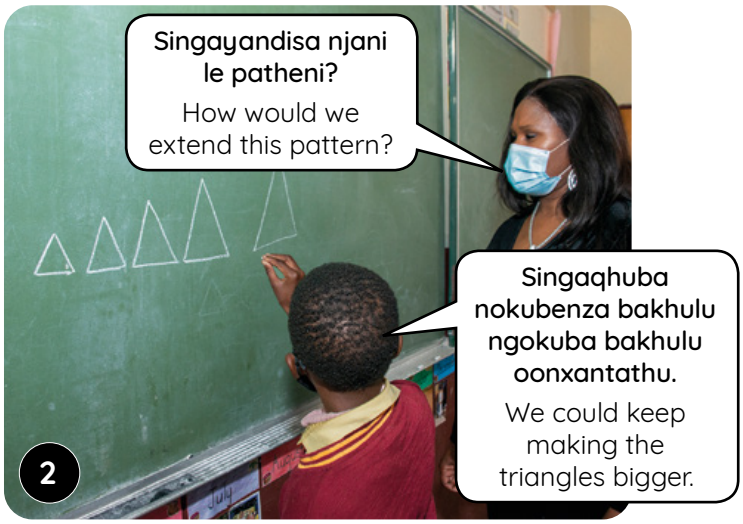
These are growing patterns.
Talk about how each pattern grows.

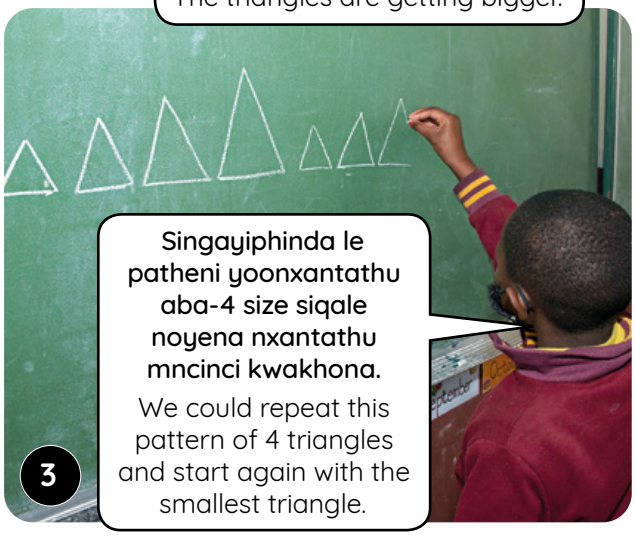


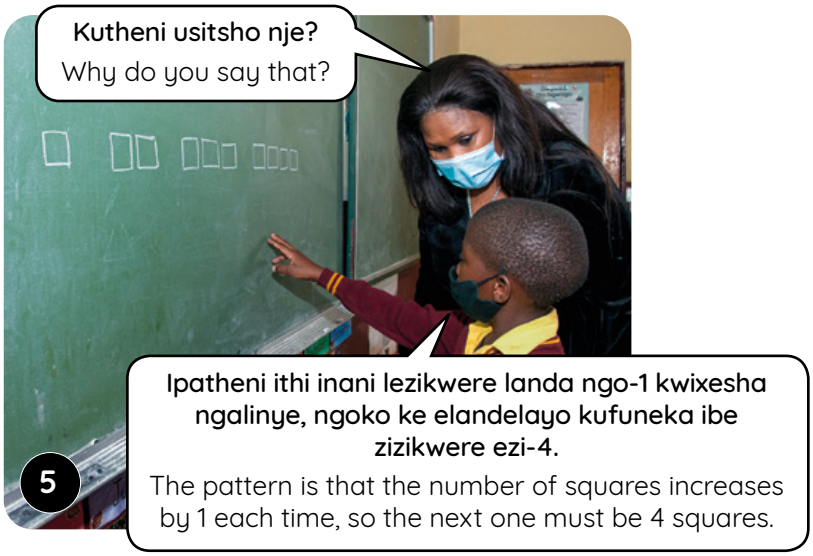
Geometric patterns

IZIBALO ZENTLOKO MENTAL MATHS | THABATHA IZIPHINDWA ZE-10 SUBTRACT MULTIPLES OF 10 → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMDLALO GAME → AMAPHEPHA OKUSEBENZELA WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT







Bakhuthaze abafundi baqonde ukuba iipatheni zinokwandiswa ngokunyusa ubukhulu okanye ubungakanani beemilo endaweni yokutshintshatshintsha nje kuphela imibala okanye iimilo.

Encourage learners to recognise that patterns can be extended by increasing the size or quantity of shapes, rather than just alternating colours or shapes.

IVEKI • WEEK 7

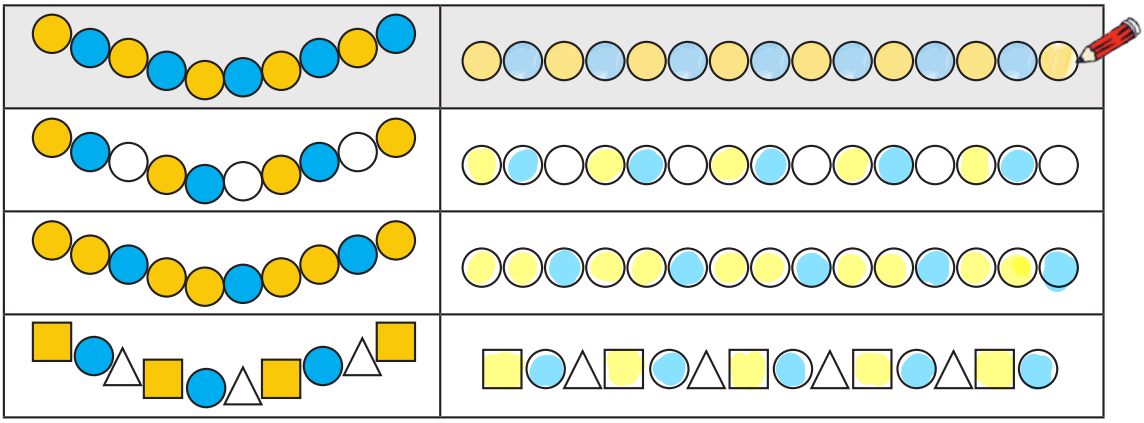
USUKU 4 • DAY 4

lipatheni zejometri
Geometric patterns

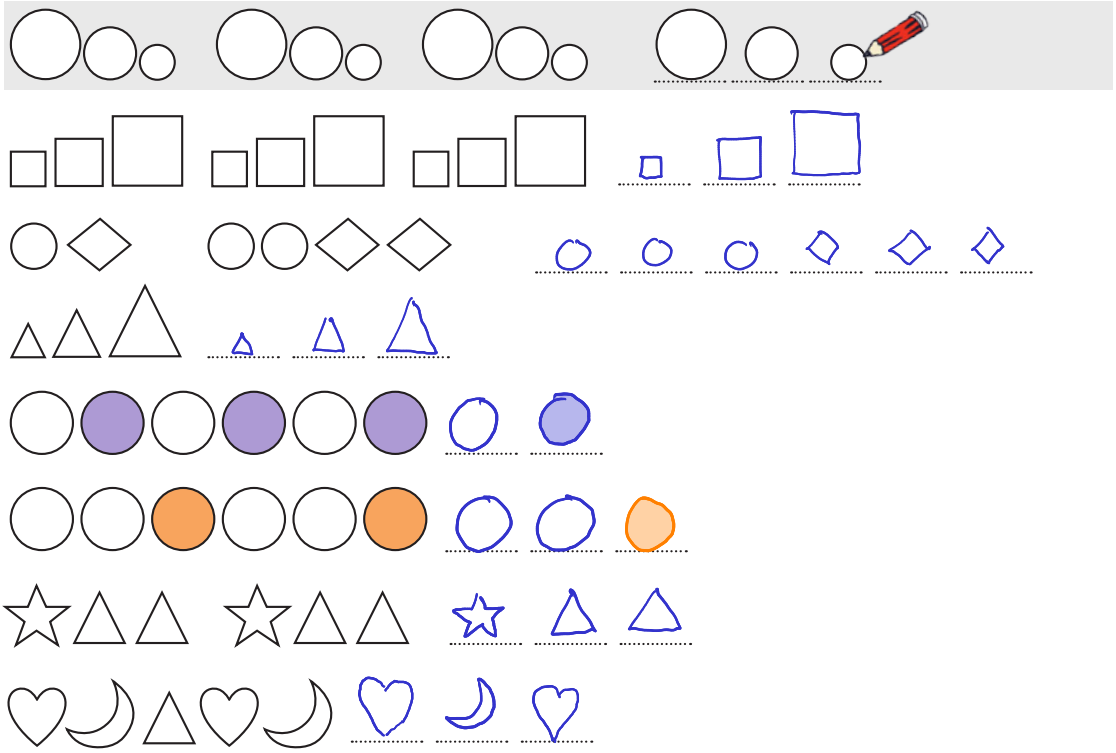
IZIBALO ZENTLOKO MENTAL MATHS: THABATHA IZIPHINDWA ZE-10 SUBTRACT MULTIPLES OF 10 → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

1 Khuphela iipatheni zemibala.
Copy the colour patterns.

What is the same and different about the bead patterns?



2 Yandisa iipatheni.
Extend the patterns.



Geometric patterns

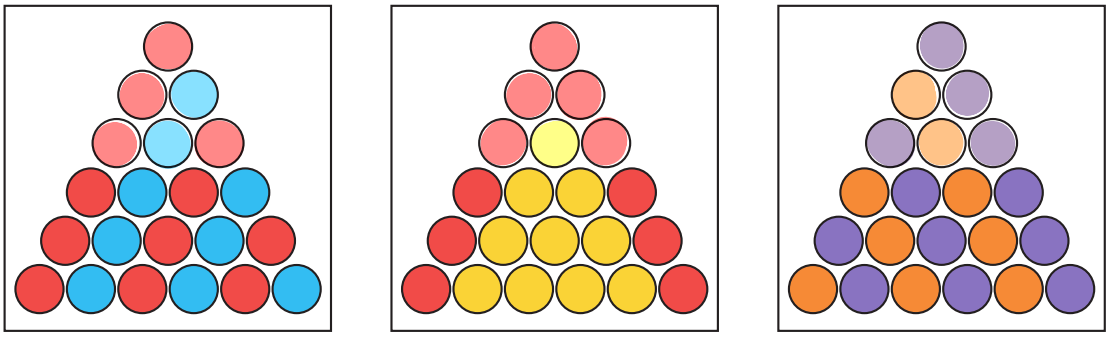
3 Zoba eyakho ipatheni usebenzise ezi milo:
Draw your own pattern using these shapes:

any acceptable pattern

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

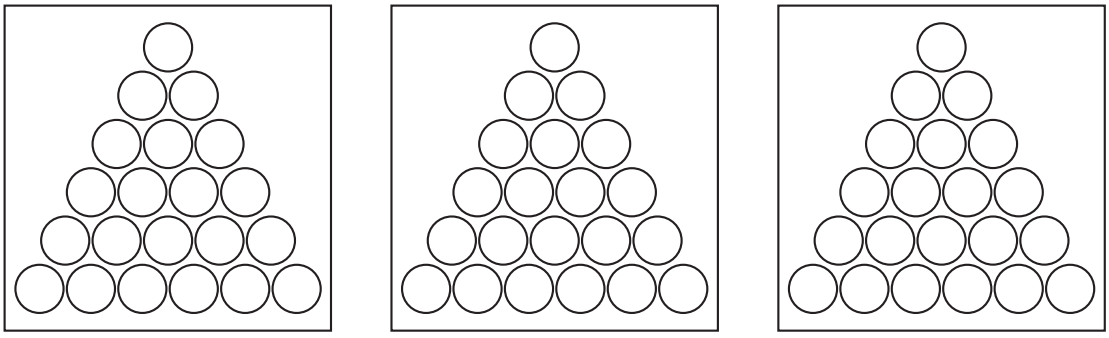
any acceptable pattern

5 Gqibezela iipatheni.
Complete the patterns.



6 Yila ezakho iipatheni zemibala.
Create your own colour patterns.

any acceptable patterns



IVEKI • WEEK 7

USUKU 5 • DAY 5

Uqukaniso
Consolidation

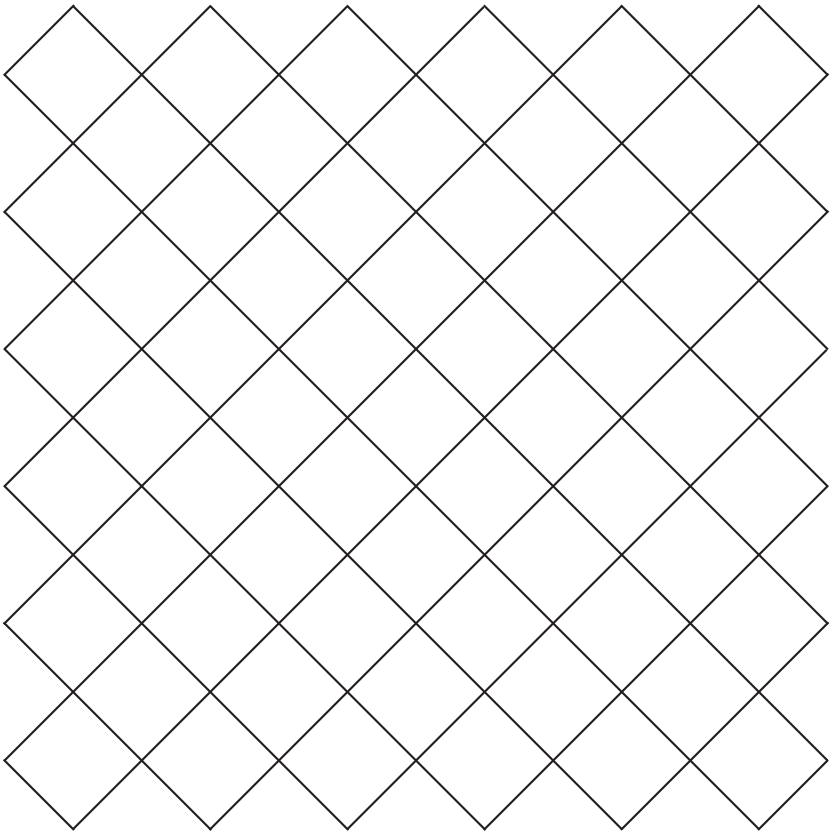
IPHEPHA LOKUSEBENZELA WORKSHEET → IPHEPHA LOKUSEBENZELA WORKSHEET

Masithethe ngeMaths!
Let's talk Maths!

NgesiXhosa sithi:	In English we say:
isangqa	circle
unxantathu	triangle
isikwere	square
uxande	rectangle
ipatheni yejometri	geometric pattern
Yandisa ipatheni.	Extend the pattern.

1 Yila eyakho ipatheni yemibala kule gridi.
Create your own colour pattern in the grid.

any acceptable pattern



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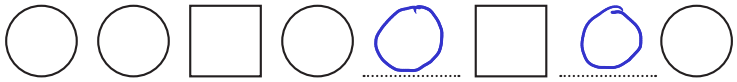
Consolidaton

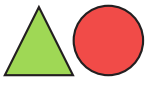
2 Yandisa ipatheni.
Extend the pattern.

3 Gqibezela iipatheni.
Complete the pattern.



4 Zoba eyakho ipatheni usebenzise ezi milo:
Draw your own pattern using these shapes:

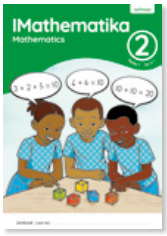
any acceptable pattern

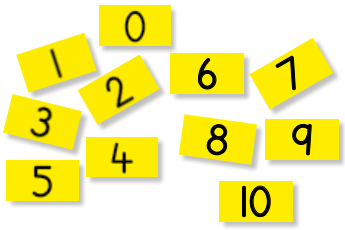


any acceptable pattern

Masithethe ngexesha

	Izixhobo
Izibalo zentloko: Fizz Pop	Isikwere se-100 (ayinyanzelekanga)
Umdlalo: Izibalo ezikhawulezayo ngamakhadi – ezi-6 ngaphezulu	Amakhadi amanani





Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Ikhalenda	iLAB, ipowusta yekhalenda
2	Ukuxela ixesha – eyamanani	iLAB, iiwotshi
3	Ukuxela ixesha – eyamasiba	iLAB, iiwotshi
4	Iiyure kunye neziqingatha zeeyure	iLAB, iiwotshi
5	Uqukaniso novavanyo olujolise ekufundeni	iLAB

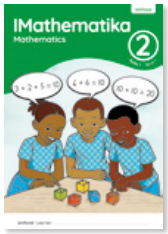
Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukusebenzisa ikhalenda ukuze alandelelanise iintsuku zeveki neenyanga zonyaka.	
ukusebenzisa iwotshi yamanani ukuxela ixesha ngeeyure nangeziqingatha zeyure.	
ukusebenzisa iwotshi yamasiba ukuxela ixesha ngeeyure nangeziqingatha zeyure.	

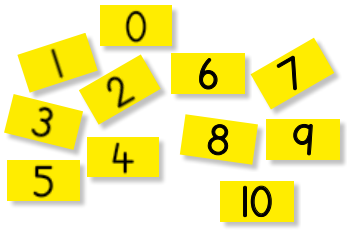
Uvavanyo (jonga kumaphepha angasemva esi sikhokelo)

Uvavanyo olubhalwayo: Umlinganiselo – ixesha

Let's talk about time

	Resources
Mental Maths: Fizz Pop – adding 10	100 square (optional)
Game: Fast maths with cards – 6 more	number cards





Day	Lesson activity	Lesson resources
1	The calendar	LAB, calendar poster
2	Telling the time – digital	LAB, clocks
3	Telling the time – analogue	LAB, clocks
4	Hours and half hours	LAB, clocks
5	Consolidation and assessment for learning	LAB

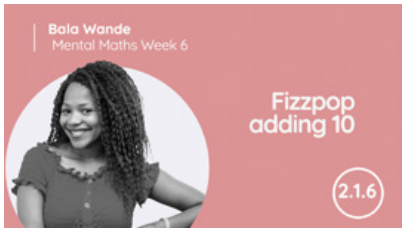
After this week the learner should be able to:	✓
use a calendar to sequence days of the week and months of the year.	
use a digital clock to tell the time in hours and half hours.	
use an analogue clock to tell the time in hours and half hours.	

Assessment (see back pages of this guide)

Written assessment: Measurement – time

Masithethe ngexesha

Izibalo zentloko



Sidlala umdlalo othandwa kakhulu uFizz Pop ngenjongo yokuziqhelisa ukudibanisa i-10. Isakhono sokukhumbula ngokukhawuleza i-10 ngaphezulu kunenani elikhoyo siya kubanceda abafundi ekusombululeni iingxaki ngobuchule. Bakhuthaze abafundi ukuba basebenzise isikwere se-100 sibancede ekuchongeni ipatheni yokwangeza i-10.

Umdlalo

Kule veki siza kudlala umdlalo Izibalo ezikhawulezileyo ngamakhadi 6 ngaphezulu. Sigxila ekudibaniseni isi-6 ngexesha ngalinye kuvezwa ikhadi elitsha. Abafundi baza kunikwa amathuba okuziqhelanisa nokwenza ishumi, baze badibanise isixa esishiyekileyo ngexesha ngalinye. Ukuwelela ngaphaya kwe-10 sisakhono esibalulekileyo ekufuneka siphuhliswe kubafundi ukuze bakwazi ukusombulula iingxaki ngobuchule. Bakhuthaze abafundi bathethe ngokwenza ishumi bade bazithembe ekusebenziseni le ndlela yobuchule yokusombulula iingxaki.

Uphuhliso lwengqiqo

Kule veki sigxila kuphatho lwexesha. Kumsebenzi wethu wexesha, abafundi banikwa amathuba okusebenza ngeekhalenda, iiwotshi zamasiba neewotshi zamanani. Abafundi baza kufunda ukuxela ixesha ngokweeyure nangeziqingatha zeyure. Siza kujolisa koku:

- ukusebenzisa ikhalenda ukulandelelanisa intsuku zeveki neenyanga zonyaka.
- ukuxela ixesha ngokweeyure neziqingatha zeyure usebenzisa iwotshi yamasiba.
- ukuxela ixesha ngokweeyure neziqingatha zeyure usebenzisa iwotshi yamanani.

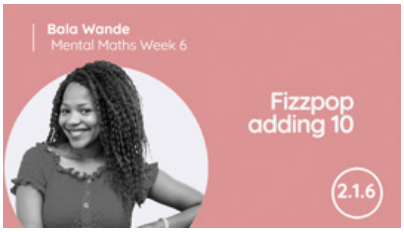
Into emayiqatshelwe kule veki

- Kwibanga lesi-2 abafundi bafundiswa ukuxela ixesha ngeeyure, ngeziqingatha zeyure nangeekota zeyure. Sisakhono esibalulekileyo esi kwaye kubalulekile ukuba abafundi bakhululeke malunga nomba wokuhamba kwexesha. Oku kuya kubanceda baqonde ukuba amasiba ewotshi abaxelela ntoni na, endaweni yokuba abafundi bacengceleze imigaqo nesigama ngaphandle kokuqonda.
- Abafundi baza kuziqhelisa ukufunda nokubhala ixesha ngokweeyure neziqingatha zeyure. Bafundiswa ixesha lamanani ngoko ke kufuneka banikwe amathuba aliqela okubona unxulumano oluphakathi kwabakwaziyo ngewotshi yamasiba nengqiqo entsha yexesha lamanani.

Let's talk about time

Mental Maths

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



Game

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

Concept development

This week we focus on time. Learners are given opportunities to work with calendars, analogue clocks and digital clocks. Learners will practise telling the time in hours and half hours. We will focus on:

- using a calendar to sequence days of the week and months of the year.
- using a digital clock to tell the time in hours and half hours.
- using an analogue clock to tell the time in hours and half hours.

What to look out for this week

- In Grade 2, learners are taught to tell the time in hours, half hours and quarter hours. This is an essential skill, and it is important that learners are comfortable with the notion of time passing. This will help them to understand what the hands on a clock are telling them, rather than the learners just memorising rules and vocabulary without understanding.
- Learners will practise reading and recording time in hours and half hours. They are also introduced to digital time and so will need multiple opportunities to see the connections between what they know about analogue time and the new concept of digital time.

Ikhalenda

IZIBALO ZENTLOKO MENTAL MATHS → **FIZZ POP – DIBANISA 10 (0-50)** FIZZ POP ADD 10 (0-50) → **UPHUHLISO LWENGQIQO** CONCEPT DEVELOPMENT → **UMDLALO** GAME → **AMAPHEPHA OKUSEBENZELA** WORKSHEETS

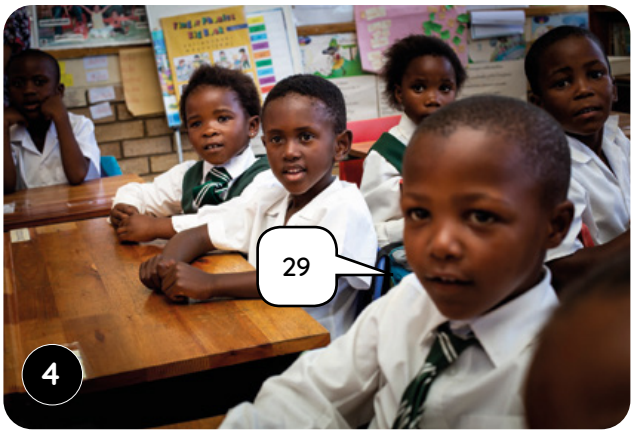
IZIBALO ZENTLOKO | MENTAL MATHS

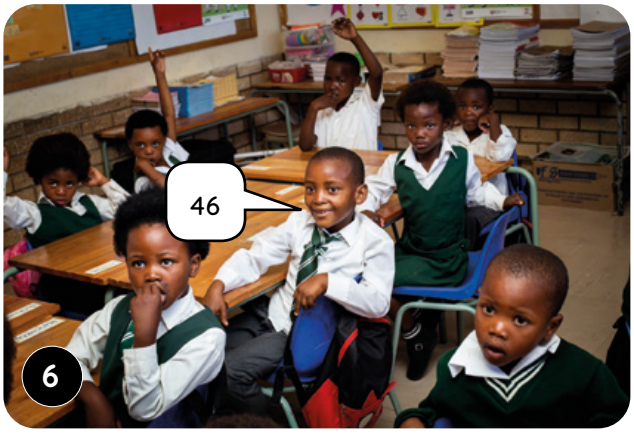
Bethelela ukudibanisa nokuthabatha i-10 ukuya kuma-50 usebenzisa umdlalo uFizz Pop.

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

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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





The calendar

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

Sombulula.
Solve.

6 + 3 = ____

1 + 3 = ____

2 + 4 = ____

4 + 2 = ____

5 + 3 = ____

2 + 3 = ____

3 + 3 = ____

4 + 1 = ____

6 + 2 = ____

7 + 2 = ____

Usuku 2 Day 2

Sombulula.
Solve.

6 – 3 = ____

5 – 1 = ____

7 – 4 = ____

9 – 6 = ____

8 – 3 = ____

9 – 4 = ____

4 – 3 = ____

8 – 6 = ____

6 – 2 = ____

7 – 2 = ____

Usuku 3 Day 3

Sombulula.
Solve.

7 + 6 = ____

8 + 3 = ____

9 + 4 = ____

5 + 6 = ____

9 + 3 = ____

7 + 5 = ____

5 + 8 = ____

4 + 7 = ____

6 + 8 = ____

6 + 5 = ____

Usuku 4 Day 4

Sombulula.
Solve.

12 – 4 = ____

15 – 7 = ____

13 – 5 = ____

11 – 6 = ____

14 – 8 = ____

11 – 4 = ____

16 – 9 = ____

12 – 7 = ____

13 – 6 = ____

15 – 8 = ____

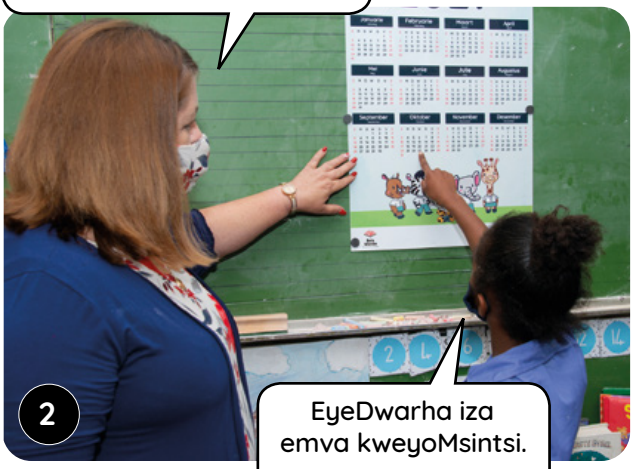
Ikhalenda

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Zingaphi iinyanga enyakeni?
How many months are there in one year?

Zili-12 iinyanga ezisenyakeni.
There are 12 months in a year.

Yeyiphi inyanga eza emva kwenyanga yoMsintsi?
Which month comes after September?



EyeDwarha iza emva kweyoMsintsi.
October comes after September.

Mingaphi imiGqibelo kwinyanga yoMdumba?
How many Saturdays are there in February?

Mi-4 imiGqibelo kwinyanga yoMdumba.
There are 4 Saturdays in February.

Umhla we-16 kweyeSilimela yiholide. Loluphi usuku lweveki olo?
The 16th of June is a public holiday. What day of the week is that?

Umhla we-16 kweyeSilimela ungoLwesithathu.
The 16th of June is a Wednesday.

Sebenzisa ikhalenda ukuze ubuze abafundi imibuzo eyahlukeneyo malunga neenyanga zonyaka. Bakhuthaze ukuba bajonge ikhalenda kwaye baqonde intsingiselo yolwazi abalufumanayo apho.

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

The calendar

IVEKI • WEEK 8

USUKU 1 • DAY 1

Ikhalenda
The calendar

IZIBALO ZENTLOKO – MENTAL MATHS | FIZZ POP – DIBANISA 10 (0–50) – FIZZ POP – ADD 10 (0–50) → UMDLALO – GAME → UPHUHLISO LWENGQIQO – CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA – WORKSHEETS

Umdlalo: Izibalo ezikhawulezayo ngamakhadi – ezi-6 ngaphezulu
Game: Fast maths with cards – 6 more

- Beka amakhadi amanani 0 ukuya kwi-10 abe sisicuku.
  Place number cards 0 to 10 into a pile.
- Tyhila ikhadi libe linye.
  Flip over one card.
- Dibanisa ezi-6. Zama kwakhona. Khawulezisa!
  Add 6. Try again. Faster!
- Dlalani niziqhelanise yonke imihla kule veki.
  Play and practise every day this week.

1

Zingaphi iinyanga enyakeni? How many months in a year?	12
Zingaphi iinyanga kwisiqingatha sonyaka? How many months in half a year?	6
Yeyiphi inyanga ephambi kweyoMnga? What month comes just before December?	November
Yeyiphi inyanga esemva kweyoMnga? What month comes after December?	January

2

UMama Kholwa ufumene umntwana ngomhla woku-1 kweyoMdumba 2021. Beluneenyanga ezingaphi usana lwakhe:
Mama Kholwa gave birth to her baby on 1 February 2021. How many months old was her baby:

ngowoku-1 kweyoKwindla 2021? on 1 March 2021?	1 month old
ngowoku-1 kweyeSilimela 2021? on 1 June 2021?	4 months old
ngowoku-1 kweyoMnga? on 1 December 2021?	10 months old
ngowoku-1 kweyoMdumba 2022? on 1 February 2022?	1 year old

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Ikhalenda

EkaTshaziimpuzi 2021

April 2021

Mvulo Monday	Lwesibini Tuesday	Lwesithathu Wednesday	Lwesine Thursday	Lwesihlanu Friday	Mgqibelo Saturday	Cawa Sunday
			1	2 Good Friday	3	4
5 Family Day	6	7	8 uMakhulu uyafika. Makhulu arrives.	9	10	11
12	13	14	15	16	17	18 uMakhulu uyahamba. Makhulu leaves.
19	20	21	22	23	24	25
26	27 Freedom Day	28	29	30		

3

Zingaphi iintsuku kuTshaziimpuzi?
How many days in April? 30

LungolwesingaphiuSuku lweNkululeko?
What day of the week is Freedom Day? Tuesday

Fakela umbala oluhlaza kwiimpelaveki.
Colour the weekends in green.

Zingaphi iimpelaveki kwekaTshaziimpuzi?
How many weekends in April? 4

Zingaphi iintsuku zotyelelo lukaMakhulu?
How many days did Makhulu visit? 11 days

4

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

IPasika ingomhla wesi-2 kwekaTshaziimpuzi.
Good Friday is on the 2nd of April.

USuku lweentsapho lungomhla wesi-5 kwekaTshaziimpuzi.
Family Day is on the 5th of April.

USuku lweNkululeko lungomhla wama-27 kwekaTshaziimpuzi.
Freedom Day is on the 27th of April.

Telling the time – digital

IZIBALO ZENTLOKO
MENTAL MATHS

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

→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

→ UMDLALO
GAME

→ AMAPHEPHA OKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

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

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

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

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

Ukuxela ixesha – ngamanani

IVEKI • WEEK 8

USUKU 2 • DAY 2

Ukuxela ixesha – ngamanani
Telling the time – digital

IZIBALO ZENTLOKO
MENTAL MATHS

FIZZ POP – DIBANISA 10 (0–50)
FIZZ POP – ADD 10 (0–50)

→ UMDLALO
GAME

→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

→ AMAPHEPHA OKUSEBENZELA
WORKSHEETS

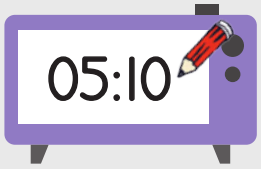
Yimizuzu le.
These are the minutes.

Ziiyure ezi.
These are the hours.

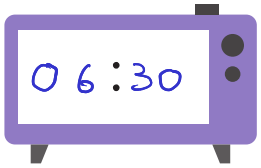
Sithi yimizuzu eli-10 emva kwentsimbi ye-12.
We say it is 10 minutes past 12.

1 Bhala ixesha ngamanani.
Write the digital time.

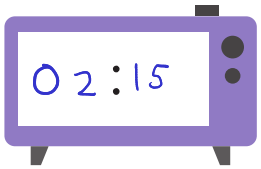
USihlo uvuka ngemizuzu eli-10 emva kwentsimbi yesi-5.
Sihlo wakes up at 10 minutes past 5.



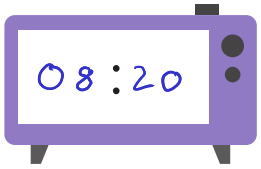
USihlo uya esikolweni ngemizuzu engama-30 emva kweyesi-6.
Sihlo walks to school at 30 minutes past 6.



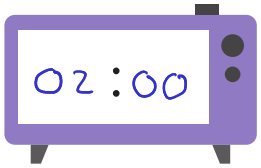
USihlo udlala isoka ukuphuma kwesikolo ngemizuzu eli-15 emva kweyesi-2.
Sihlo plays soccer after school at 15 minutes past 2.



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



UDineo usuka esikolweni agoduke ngentsimbi yesi-2.
Dineo walks home from school at 2 o'clock.



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Telling the time – digital

2 Bhala ixesha ngamagama.
Write the time in words.

06:30 pm	yimizuzu engama-30 emva kweyesi-6 30 minutes past 6
07:10 am	10 minutes past 7
10:15 am	15 minutes past 10
02:25 pm	25 minutes past 2
05:20 pm	20 minutes past 5
08:30 pm	half past 8

Learners' times will vary for certain things while others will be the same for the whole class.

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

Lokuvuka Wake up	05:30 am	Lokuya esikolweni Go to school	07:00 am
Lokuqala izifundo Start class	07:30 am	Lekhefu elide esikolweni Have a long break	10:30 am
Lokuphela kwezifundo End class	01:45 pm	Lokufika ekhaya Arrive home	02:30 am
Lokutya isidlo sangokuhlwa Eat supper	06:30 pm	Lokulala Go to sleep	08:00 pm

Ukuxela ixesha – ngamasiba

IZIBALO ZENTLOKO
MENTAL MATHS
FIZZ POP – THABATHA I-10
FIZZ POP SUBTRACT 10
→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT
→ UMDLALO
GAME
→ AMAPHEPHA OKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Ngubani okhumbulayo ukuba lusixelela ntoni usiba lwewotshi olude nolufutshane.
Who remembers what the long and the short hand on the clock tell us?

Usiba olufutshane lwalatha iyure.
The short hand points to the hour.

Usiba olude lwalatha imizuzu.
The long hand points to the minutes.

Ukuba usiba olude lumi ku-12, yaye usiba olufutshane luku-5, ngubani ixesha?
If the long hand is on the 12, and the short hand is on the 5, what is the time?

Yintsimbi yesi-5.
5 o'clock.

Siwahambisa njani amasiba ukuze abonise icala emva kweyesi-7?
How do we move the hands to show half past 7?

Kutheni le nto kufuneka usiba olufutshane lubesembindini phakathi kwesi-7 nesi-8 xa lubonisa icala emva kwentsimbi yesi-7?
Why must the short hand be half way between the 7 and the 8 to show half past 7?

Kungokuba sisiqingangatha seyure emva kweyesi-7 kwaye sisiqingatha seyure phambi kweyesi-8.
Because it is halfway between 7 o'clock and 8 o'clock.

Kuthatha iyure ukuze usiba olufutshane luhambe ukusuka enanini luye kwinani elilandelayo.
It takes an hour for the short hand to move from one number to the next.

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

Encourage learners to realise that the hands of the clock only move in one direction, and that both hands move around the clock. It is important for learners to see that it takes an hour for the long hand to move the whole way around the clock, and for the short hand to move from one number to the next.

Telling the time – analogue

IVEKI • WEEK 8

USUKU 3 • DAY 3

Ukuxela ixesha – ngamasiba
Telling the time – analogue

IZIBALO ZENTLOKO (MENTAL MATHS) FIZZ POP – DIBANISA 10 (0–50) (FIZZ POP – ADD 10 (0–50)) → UMDLALO (GAME) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

Xa usiba lweYURE luku-4 ze usiba lweMIZUZU lube ku-12 sithi ixesha yintsimbi yesi-4. Sibhala: 04:00.

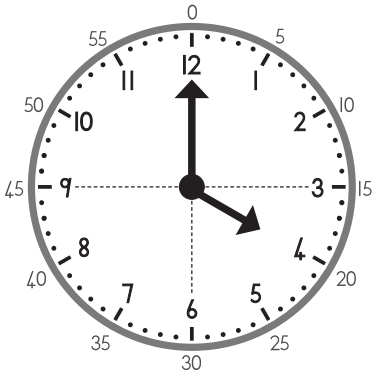
When the HOUR hand is on the 4 and the MINUTE hand is on the 12, we say "4 o'clock". We write: 04:00.

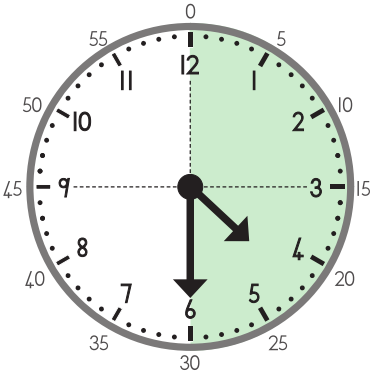
Xa usiba lweYURE ludlulile ku-4 ze usiba lweMIZUZU lube ku-6, sithi ixesha "licala okanye sisiqingatha emva kweyesi-4". Silibhala ngolu hlobo: 04:30.

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

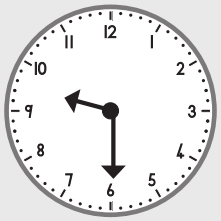
Iwotshi inamasiba ama-2. Usiba olufutshane lwalatha IYURE. Usiba olude lwalatha IMIZUZU.

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

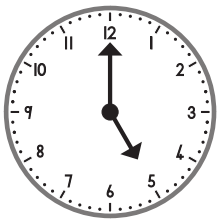




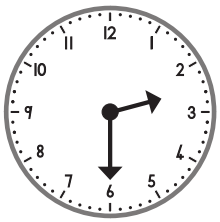
1 Ngubani ixesha?
What is the time?



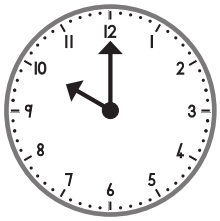
9:30



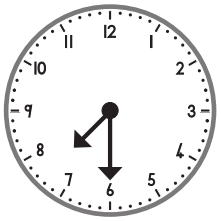
05 : 00



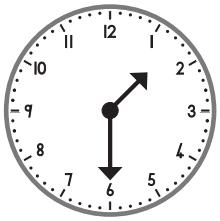
02 : 30



10 : 00



07 : 30

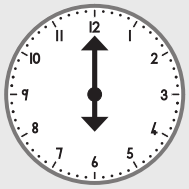
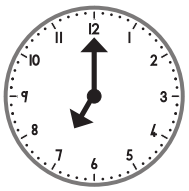
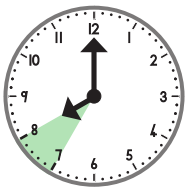
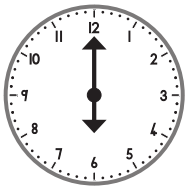
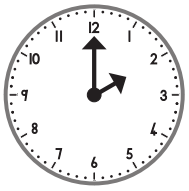
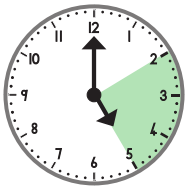


01 : 30

Ukuxela ixesha – ngamasiba

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

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

Ukushiya ikhaya Leave home	Ukufika ekhaya Arrive home	
		iiyure ezi-2 2 hours
		1 hour
		4 hours
		3 hours
		9 hours

Hours and half hours

IZIBALO ZENTLOKO
MENTAL MATHS

UKULINGANISA NOKUBONISA AMANANI 1-5
COPY AND SHOW NUMBERS 1-5

→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT → UMDLALO
GAME → AMAPHEPHA OKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

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

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

Qiniseka ukuba uyabacacisela abafundi ukuba xa usiba olude lumi ku-12 sithi ixesha yintsimbi ethile. Ukuba usiba olufutshane lumi ku-9, yintsimbi ye-9. Kwakhona, bacacisele ukuba ukuthi 'licala emva kwe-' kusukela kwinto yokuba usiba olude ludlulile kwiyure, lwahamba isiqingatha sewotshi.

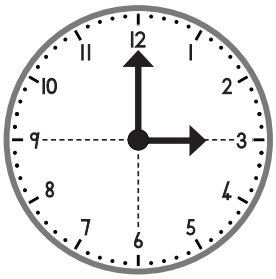
Be sure to explain to learners that when the long hand is on the 12, we say o'clock. So, if the short hand is on the 9, it is 9 o'clock. Also explain that saying half past comes from the fact that the long hand has moved past the hour, halfway around the clock.

IVEKI • WEEK 8

USUKU 4 • DAY 4

liyure neziqingatha zeyure
Hours and half hours

IZIBALO ZENTLOKO – MENTAL MATHS | FIZZ POP – DIBANISA 10 (0–50) – FIZZ POP – ADD 10 (0–50) → UMDLALO – GAME → UPHUHLISO LWENGQIQO – CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA – WORKSHEETS

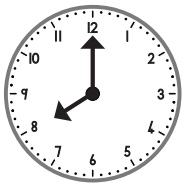
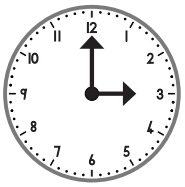
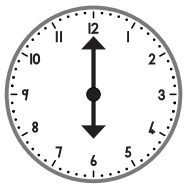
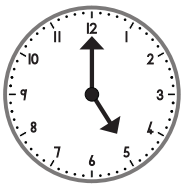


Usuku olunye luneeyure ezingama-24. Ubuso bewotshi busibonisa iiyure ezili-12. Iwotshi inamasiba amabini.
There are 24 hours in one day. A clock face shows us 12 hours. A clock has 2 hands.

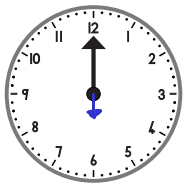
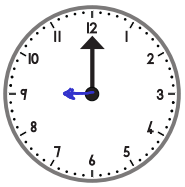
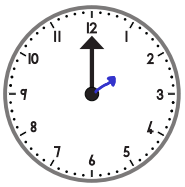
Usiba olufutshane lwalatha kwiyure yosuku. Sithi xa silubiza lusiba lweyure.
The short hand points to the hour of the day. We call this the hour hand.

Usiba olude lwalatha kwimizuzu. Sithi xa silubiza lusiba lwemizuzu.
The long hand points to the minutes. We call this the minute hand.

1 Ngubani ixesha?
What is the time?

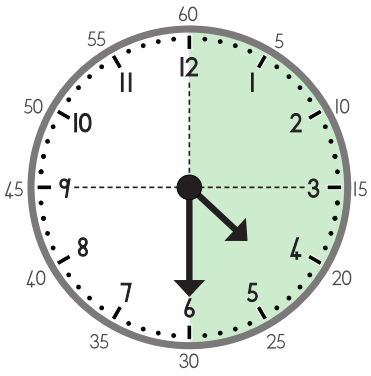
		
02:00	08:00	03:00
2 o'clock	8 o'clock	3 o'clock
		
06:00	10:00	05:00
6 o'clock	10 o'clock	5 o'clock

2 Zoba usiba olufutshane.
Draw the short hand.

		
06:00	09:00	02:00

80

Hours and half hours



Usiba lweyure lujikeleza iwotshi kabini ngemini enye. Iiyure ezili-12 kunye neeyure ezili-12 zenza iiyure ezingama-24.

The hour hand goes around the clock two times in one day. 12 hours and 12 hours is 24 hours.

Usiba lwemizuzu lujikeleza iwotshi qho ngeyure nganye! Iyure enye inemizuzu engama-60.

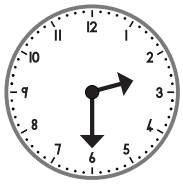
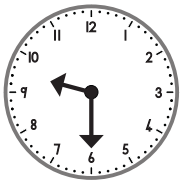
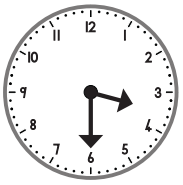
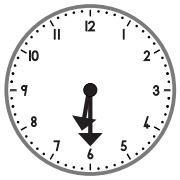
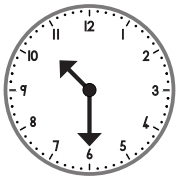
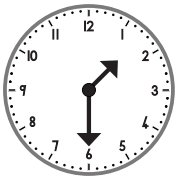
The minute hand goes around the clock every hour. There are 60 minutes in an hour.

Ama-30 sisiqingatha sama-60. Xa usiba lwemizuzu lwalathe ku-6, sithi licala emva.

30 is half of 60. When the minute hand points to the 6, we say "half past".

3 Ngubani ixesha?

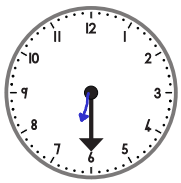
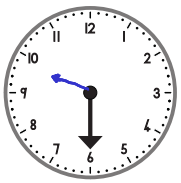
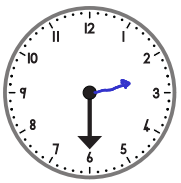
What is the time?

		
02:30	09:30	03:30
half past 2	half past 9	half past 3
		
06:30	10:30	01:30
half past 6	half past 10	half past 1

4 Zoba usiba olufutshane.

The hour hand must be between the two numbers when it is half past the hour.

Draw the short hand.

		
06:30	09:30	02:30

IVEKI • WEEK 8

USUKU 5 • DAY 5

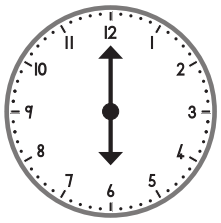
Uqukaniso
Consolidation

IPHEPHA LOKUSEBENZELA WORKSHEET → IPHEPHA LOKUSEBENZELA WORKSHEET

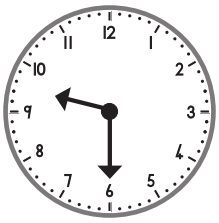
Masithethe ngeMaths!
Let's talk Maths!

NgesiXhosa sithi:	In English we say:
Ngubani ixesha?	What is the time?
Zingama-24 iiyure ngosuku.	There are 24 hours in a day.
Ingama-60 imizuzu kwiyure enye.	There are 60 minutes in an hour.
Ingama-60 imizuzwana kumzuzu omnye.	There are 60 seconds in a minute.
Zili-12 iinyanga ngonyaka.	There are 12 months in one year.
Zisi-7 iintsuku evekini.	There are 7 days in one week.
yintsimbi yesibhozo	eight o'clock
licala emva kwentsimbi yesibhozo	half past eight

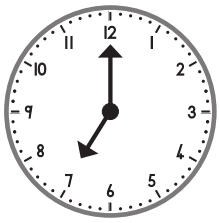
1 Ngubani ixesha?
What is the time?



06 : 00



09 : 30



07 : 00

2

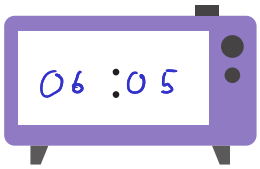
Mingaphi imizuzu kwiyure enye? How many minutes in an hour?	60
Zingaphi iiyure ezenza usuku? How many hours in a day?	24
Zingaphi iintsuku evekini enye? How many days in a week?	7
Yeyiphi inyanga ephambi kukaOkthobha? What month comes before October?	September
Yeyiphi inyanga elandela uOkthobha? What month comes after October?	November

82

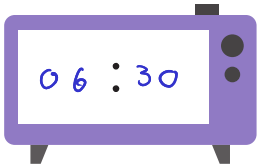
Assessment and consolidation

3 Bhala ixesha ngamanani.
Write the digital time.

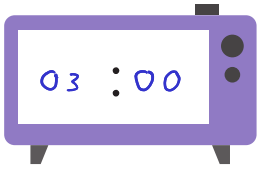
UFibhi uvuka ngemizuzu emi-5 emva kweyesi-6.
Phoebe wakes up at 5 minutes past 6.



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



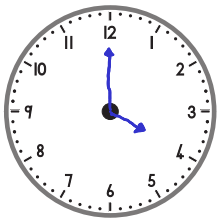
UFibhi usuka esikolweni agoduke ngentsimbi yesi-3.
Phoebe walks home from school at 3 o'clock.



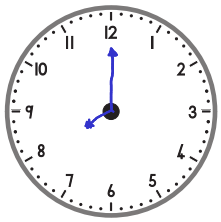
4 Bhala ixesha ngamagama.
Write the time in words.

5:30 am	half past 5 in the morning
11:30 am	half past 11 in the morning
7:15 pm	a quarter past 7 in the evening
3:20 pm	20 minutes past 3 in the afternoon

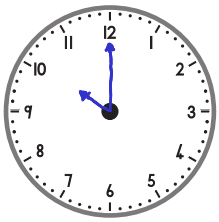
5 Zoba amasiba ewotshi.
Draw the clock hands.



04:00



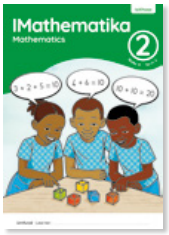
08:00



10:00

Ukwenza amaqela alinganayo

	Izixhobo
Izibalo zentloko: Imiguqulwa	azikho
Umdlalo: Yahlula ngesi-2	iibloko



Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Amaqela ezi-2	LAB, iibloko
2	Amaqela ezi-5	LAB, iibloko
3	Amaqela ama-10	LAB, iibloko
4	Iingxaki zemali	LAB, iibloko
5	Uqukaniso	LAB

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
sebenisa ukubala okuqakathayo/okutsibayo ukuphindaphinda ngesi-2, isi-5 nange-10.	
sombulula iingxaki ngokuchonga amaqela ezi-2, izi-5 nama-10.	
chonga uze usebenzise izivakalisi manani zophindaphindo.	
sombulula iingxaki zemali ezibandakanya iitotali nentshintshi.	

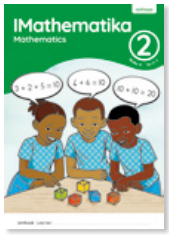
Uvavanyo

Akukho vavanyo lusesikweni kule veki.

Kufuneka ubaqaphele abafundi eklasini yakho yonke imihla kwaye uthathe amanqaku njengenxalenye yovavanyo oluqhubekayo olungekho sesikweni olujolise ekufundeni.

Making equal groups

	Resources
Mental Maths: Inverse operations	none
Game: Divide by 2	multifix blocks



Day	Lesson activity	Lesson resources
1	Groups of 2	LAB, multifix blocks
2	Groups of 5	LAB, multifix blocks
3	Groups of 10	LAB, multifix blocks
4	Money problems	LAB, multifix blocks
5	Consolidation	LAB

After this week the learner should be able to:	✓
use skip counting to multiply by 2, 5 and 10.	
solve problems by identifying groups of 2, 5 and 10.	
identify and use multiplication number sentences	
solve money problems involving totals and change.	

Assessment

There is no formal assessment this week.

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

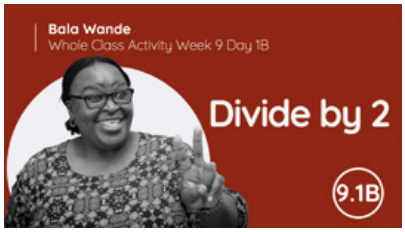
Ukwenza amaqela alinganayo

Izibalo zentloko

Kule veki siza kuziqhelisa ukubhala izivakalisi manani zokudibanisa nokuthabatha njengemiguqulwa. Siza kusebenzisa itheyibhile yamanani ukuze sincede abafundi ekuchongeni ulwalamano phakathi kwamanani. Kubalulekile kubafundi ukuba bazi ukuba bangabhala izivakalisi manani zokudibanisa nezokuthabatha ngokusebenzisa amanani akwitheyibhile yamanani. Kufuneka baziqhelise ukubhala izivakalisi manani ngokukhawuleza kangangoko benakho.

Umdlalo

Kule veki siza kudlala umdlalo othi Yahlula ngesi-2. Abafundi baza kusebenzisa iibloko zabo ukuze zibancede baphuhlise ulwazi lokwahlula ngokuyila amaqela ezi-2. Abafundi baya kuqaphela ukuba maxa wambi amanani awahluleki ngokulinganayo abe ngamaqela ezi-2, nokuba kubakho intsalela.



Uphuhliso lwengqiqo

Kule veki sijolisa kuphindaphindo. Abafundi baza kuqaphela ukuba uphindaphindo lumalunga namaqela alinganayo, nokuba baza kusebenzisa ukubala okuqakathayo ukuze basombulule iingxaki zophindaphindo. Abafundi baza kusebenza ngamaqela ezi-2, izi-5 nawama-10. Kumsebenzi wethu wophindaphindo, siza kugxila koku:

- ukusebenzisa ukubala okuqakathayo ukuphindaphinda ngesi-2, isi-5 ne-10. Uphindaphindo lumalunga nokuphindaphinda amaqela alinganayo, ngoko ke abafundi kufuneka bakwazi ukubala beqakatha ngokuzithemba.
- ukusombulula iingxaki ngokukhawuleza nangempumelelo ngokuchonga amaqela ezi-2, zi-5 nawama-10.
- ukuchonga nokusebenzisa izivakalisi manani zokuphindaphinda.
- ukusombulula iingxaki zemali ezibandakanya iitotali netshintshi.

Into emayiqatshelwe kule veki

- Ukuchitha ixesha uhlaziya imali yoMzantsi Afrika eziinkozo nengamaphepha, kuba ezi mali ziza kusetyenziswa njengendlela abafundi abaza kusebenza ngayo ngamaqela ezi-2, izi-5 nama-10.
- Ukukhumbuza abafundi ukuba uphindaphindo luquka ukuphinda amaqela alinganayo. Abafundi kufuneka bazithembe ekubaleni beqakatha ukuze basombulule ezi ngxaki ngokukhawuleza nangempumelelo.
- Ukukhuthaza abafundi bathethe ngezivakalisi manani zophindaphindo nokucacisa nesisombululo seengxaki ukuze baphuhlise ukuqonda kwengqiqo.
- Isigama esibalulekileyo: **amaqela alinganayo**, **uphindaphindo**

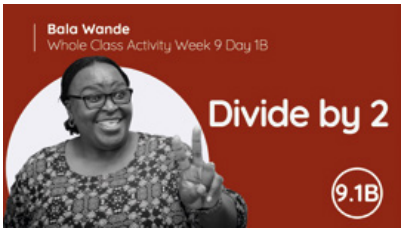
Making equal groups

Mental Maths

This week we will practise writing addition and subtraction number sentences as inverse operations. We will use a number table to help learners identify the relationship between numbers. It is important for learners to recognise that they can write addition and subtraction number sentences from the numbers in the number table. They should practise writing the number sentences as quickly as possible.

Game

This week we will play Divide by 2. Learners will use multifix blocks to help them develop an understanding of division by creating groups of 2. Learners will also notice that sometimes numbers can't be divided equally into groups of 2, and that there is a remainder left over.



Concept development

This week we focus on multiplication. Learners will recognise that multiplication is about equal groups, and they will use skip counting to solve multiplication problems. Learners will work with groups of 2, 5 and 10. In our work on multiplication, we will focus on:using skip counting to multiply by 2, 5 and 10. Multiplication is about repeating equal groups, and so learners need to be able to skip count confidently.

- solve problems quickly and efficiently by identifying groups of 2, 5 and 10.
- identify and use multiplication number sentences.
- solve money problems involving totals and change.

What to look out for this week

- Spend time revising the South African coins and notes as these will be used as a way for learners to work with groups of 2s, 5s and 10s.
- Remind learners that multiplication involves repeating equal groups. Learners need to be confident in skip counting in order to solve these problems quickly and efficiently.
- Encourage learners to verbalise multiplication number sentences and to explain their solution of problems in order to develop their conceptual understanding.
- Important vocabulary: **equal groups**, **multiplication**

Amaqela ezi-2

IZIBALO ZENTLOKO MENTAL MATHS | YENZA AMA-20 MAKE 20 → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMDLALO GAME → AMAPHEPHA OKUSEBENZELA WORKSHEETS

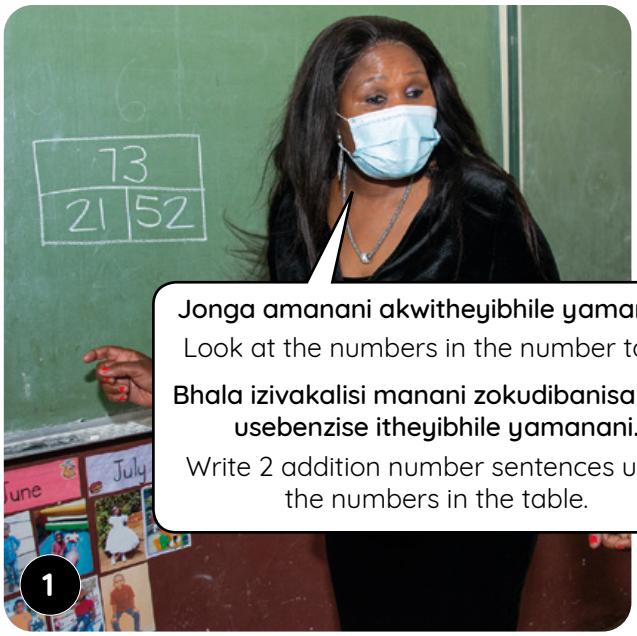
IZIBALO ZENTLOKO | MENTAL MATHS

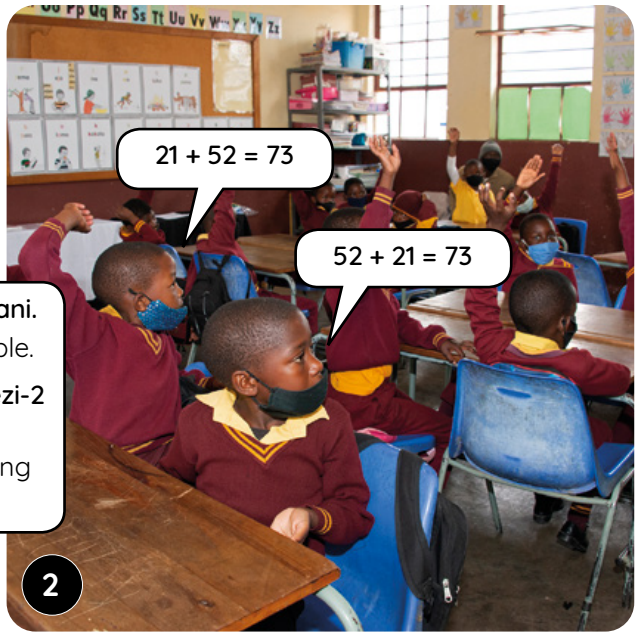
Abafundi baza kusebenzisa itheyibhile yamanani ukuze bajonge ulwalamano phakathi kwezivakalisi manani zokudibanisa nezokuthabatha.

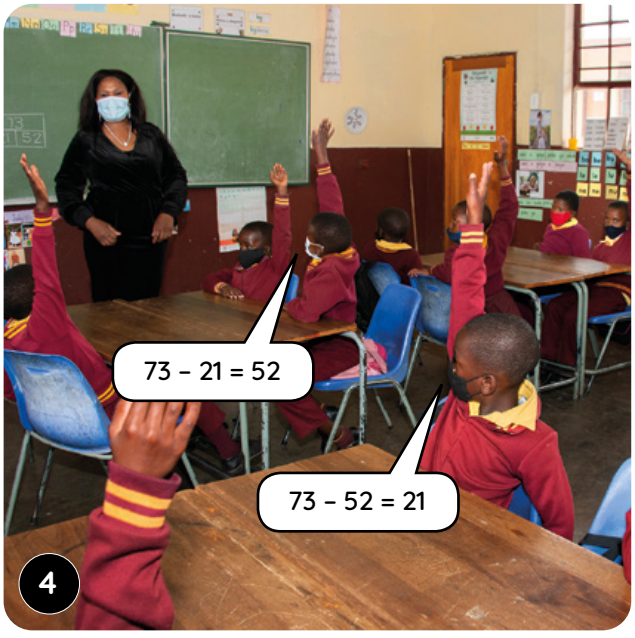
Learners will use a number table to look at the relationship between addition and subtraction number sentences.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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







Groups of 2

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

Gqibezela itheyibhile. Bhala izivakalisi manani zokudibanisa ezi-2 nezokuthabatha ezi-2 zetheyibhile.
Complete the table. Write 2 addition and 2 subtraction number sentences for the table.

_____ + _____ = _____

_____ + _____ = _____

_____ – _____ = _____

_____ – _____ = _____

40	
	10

60	
20	

70	
30	

60	
	30

Usuku 2 Day 2

Gqibezela itheyibhile. Bhala izivakalisi manani zokudibanisa ezi-2 nezokuthabatha ezi-2 zetheyibhile.
Complete the table. Write 2 addition and 2 subtraction number sentences for the table.

_____ + _____ = _____

_____ + _____ = _____

_____ – _____ = _____

_____ – _____ = _____

35	
15	

40	
	5

65	
	25

75	
40	

Usuku 3 Day 3

Thabatha.
Subtract.

64 – 41 = _____

75 – 32 = _____

59 – 27 = _____

61 – 50 = _____

18 – 7 = _____

24 – 12 = _____

38 – 34 = _____

46 – 25 = _____

52 – 21 = _____

73 – 52 = _____

Usuku 4 Day 4

Thabatha.
Subtract.

28 – 17 = _____

37 – 23 = _____

55 – 42 = _____

16 – 2 = _____

48 – 36 = _____

69 – 57 = _____

24 – 14 = _____

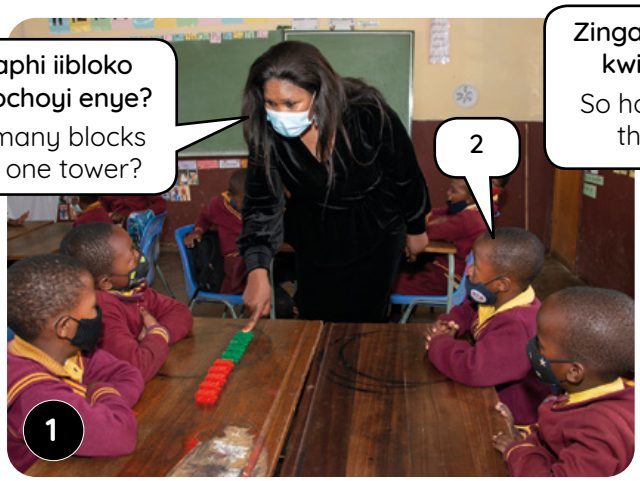
36 – 11 = _____

75 – 63 = _____

53 – 22 = _____

Amaqela ezi-2

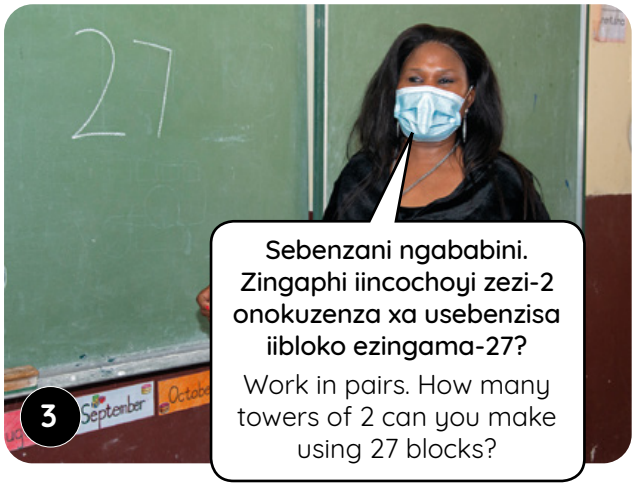
UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT



Zingaphi iibloko kwincochoyi enye?
How many blocks are in one tower?

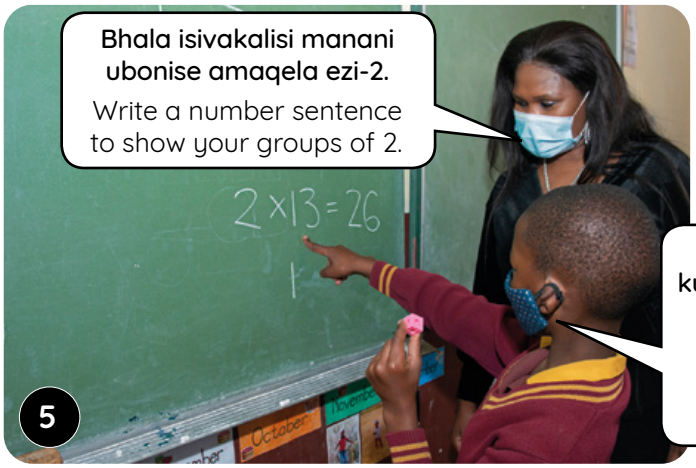
Zingaphi ke ngoko iibloko kwiincochoyi ezili-10?
So how many blocks are there in 10 towers?

Zingama-20 kuba.
20 blocks.



Sebenzani ngababini. Zingaphi iincochoyi zezi-2 onokuzenza xa usebenzisa iibloko ezingama-27?
Work in pairs. How many towers of 2 can you make using 27 blocks?

Ndingenza iincochoyi zezi-2 ezili-13, ndize ndibe ne-1 eshiyekayo.
I can make 13 towers of 2, and I have 1 block left over.



Bhala isivakalisi manani ubonise amaqela ezi-2.
Write a number sentence to show your groups of 2.

Bendineencochoyi ezili-13 zezi-2 kunye nebloko e-1 eshiyekileyo. Kukho izi-2 ezili-13 kuma-27 kushiyeke e-1.
I had 13 towers of 2 and 1 left over block. There are 13 twos in 27 with 1 left over.

Nika abafundi amathuba aliqela okwenza amaqela ezi-2 basebenzise amanani ahlukileyo eebloko. Bakhuthaze abafundi ukuba babhale kwaye bazithethe ezi zivakalisi manani ezihambelana neencochoyi ezi-2 (kunye nezishiyekileyo) abazifumanayo.

Allow the learners several opportunities to make groups of 2 using different numbers of blocks. Encourage learners to write and verbalise the number sentences corresponding to the towers of 2 (and left overs) that they find.

Groups of 2

IVEKI • WEEK 9

USUKU 1 • DAY 1

Amaqela ezi-2
Groups of 2

IZIBALO ZENTLOKO MENTAL MATHS | IMIGUQULWA INVERSE OPERATIONS → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

Umdlalo: Yahlula ngo-2
Game: Divide by 2

- Sebenzani ngababini.
  Work in pairs.
- Yenza iincochoyi ezili-10 zezi-2.
  Make 10 towers of 2.
- Utitshala ubiza inani elithile.
  Your teacher calls a number.
- Bonisa inani ngeencochoyi zezi-2.
  Show the number with towers of 2.
- Unayo ibloko e-1 eshiyekileyo?
  Do you have 1 left over?

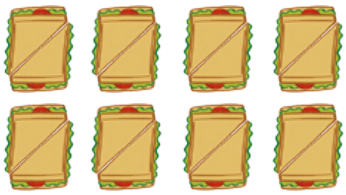
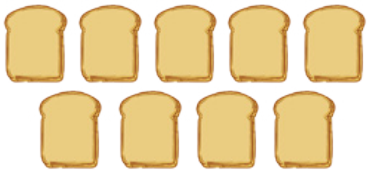
1 Bangaphi oo-2? Kushiyeke ezingaphi?
How many 2s? How many left over?

inani number	amaqela oo-2 groups of 2	eshiyekileyo left over
4	2	0
7	3	1
5	2	1
12	6	0
13	6	1
16	8	0
9	4	1
11	5	1
10	5	0
17	8	1
8	4	0
19	9	1

Amaqela ezi-2

Discuss with learners what is needed to make a sandwich

2

	Zingaphi izonka ezimnandi? How many sandwiches?	3
	Zingaphi izilayi zezonka? How many slices of bread?	6
	Zingaphi izonka ezimnandi? How many sandwiches?	8
	Zingaphi izilayi zezonka? How many slices of bread?	16
	Zingaphi izilayi zezonka? How many slices of bread?	9
	Zingaphi izonka ezimnandi? How many sandwiches?	4
	Zingaphi izonka ezishiyekileyo? How many slices left over?	1

3 Bala ngezi-2 uze uphendule.

Count in 2s to answer.

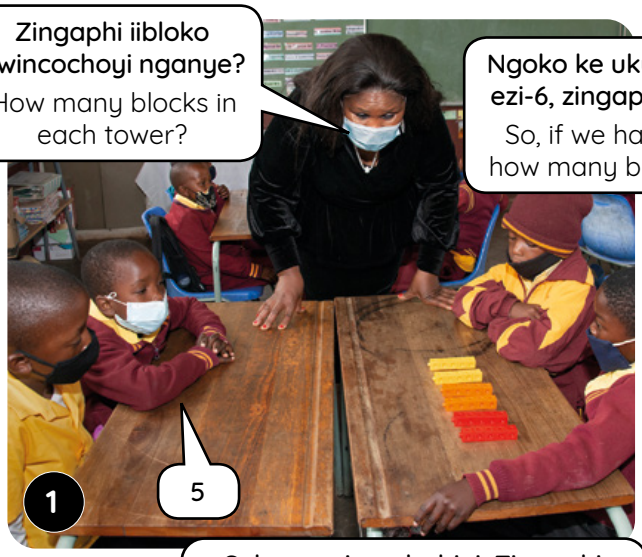
izilayi zezonka slices of bread 	izonka ezimnandi sandwiches 	izilayi ezishiyekileyo left over slices
4	2	0
5	2	1
14	7	0
15	7	1
8	4	0
9	4	1
18	9	0
19	9	1

Groups of 5

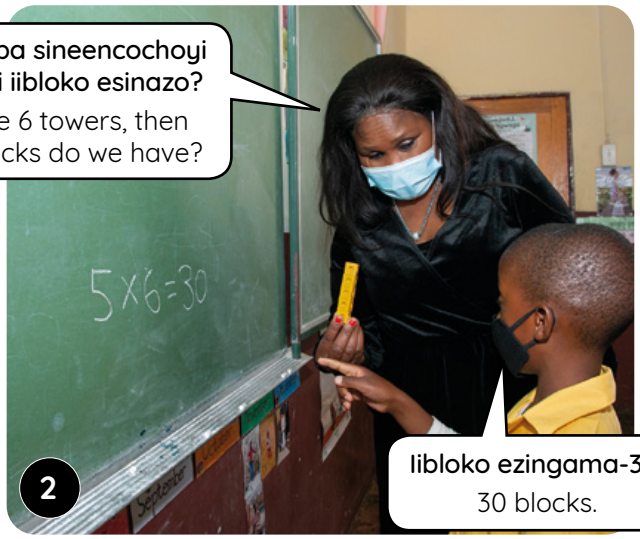
IZIBALO ZENTLOKO MENTAL MATHS | YENZA AMA-20 MAKE 20 → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMDLALO GAME → AMAPHEPHA OKUSEBENZELA WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Zingaphi iibloko kwincochoyi nganye?
How many blocks in each tower?



Ngoko ke ukuba sineencochoyi ezi-6, zingaphi iibloko esinazo?
So, if we have 6 towers, then how many blocks do we have?



Iibloko ezingama-30.
30 blocks.

Sebenzani ngababini. Zingaphi iincochoyi zezi-5 onokuzenza ngeebloko ezili-17?
Work in pairs. How many towers of 5 can you make with 17 blocks?

Ndingenza iincochoyi ezi-3 zezi-5, kwaye ndineebloko ezi-2 ezishiyekileyo.
I can make 3 towers of 5 and I have 2 blocks left over.

Bhala isivakalisi manani ubonise amaqela akho ezi-5.
Write a number sentence to show your groups of 5.

Ndenze iincochoyi ezi-3 zezi-5 ndaze ndaneebloko ezi-2 ezishiyekileyo. Zi-3 izihlanu ezikwi-17 kuze kushiyeke iibloko ezi-2.
I made 3 towers of 5 and I had 2 blocks left over. There are 3 fives in 17 and 2 left over.

Nika abafundi amathuba aliqela okwenza amaqela ezi-5 besebenzisa amanani ahlukeneyo eebloko. Bakhuthaze abafundi ukuba babhale kwaye bathethe ngezivakalisi manani ezihambelana neencochoyi zezi-5 (nezishiyekileyo) abazifumanayo.

Allow the learners several opportunities to make groups of 5 using different numbers of blocks. Encourage learners to write and verbalise the number sentences corresponding to the towers of 5 (and left overs) that they find.

Amaqela ezi-5

IVEKI • WEEK 9

USUKU 2 • DAY 2

Amaqela ezi-5
Groups of 5

IZIBALO ZENTLOKO MENTAL MATHS | IMIGUQULWA INVERSE OPERATIONS → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

Umdlalo: Yahlula ngesi-5
Game: Divide by 5

- Sebenzani ngababini.
  Work in pairs.
- Cwangcisa ngokwakha iincochoyi ezili-10 zeebloko ezi-5.
  Prepare by building 10 towers of 5 blocks.
- Utitshala ubiza inani.
  Your teacher calls a number.
- Bonisa elo nani ngeencochoyi zesi-5.
  Show the number with towers of 5.
- Zingaphi ezishiyekileyo?
  How many left over?

1 Zingaphi izihlanu? Zingaphi ezishiyekileyo?
How many 5s? How many left over?

Let learners practise counting in 5.

inani number	amaqela ezi-5 groups of 5	ezishiyekileyo left over
11	2	1
16	3	1
15	3	0
18	3	3
25	5	0
27	5	2
17	3	2
20	4	0
24	4	4
30	4	0
34	6	4

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Groups of 5

2 Ingxowa enye inama-apile ama-5.
One bag has 5 apples.

	Zingaphi iingxowa? How many bags?	5
	Mangaphi ama-apile? How many apples?	25

	Mangaphi ama-apile? How many apples?	10
	Zingaphi iingxowa? How many bags?	2
	Mangaphi ama-apile ashiyekileyo? How many apples left over?	0

Count in 2s 	Mangaphi ama-apile? How many apples?	16
	Zingaphi iingxowa? How many bags?	3
	Mangaphi ama-apile ashiyekileyo? How many apples left over?	1

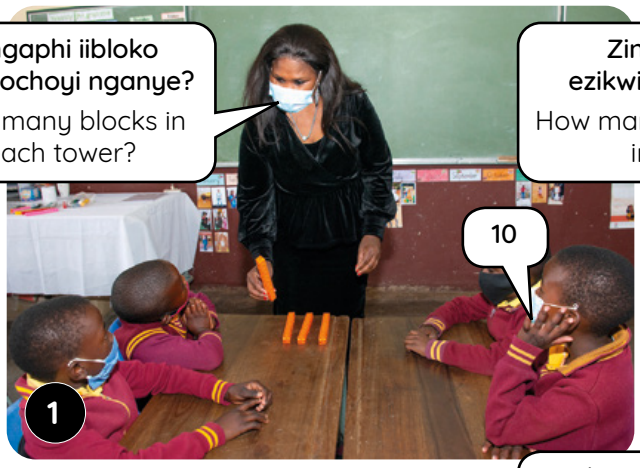
3 Bala ngezi-5 ukuze uphendule.
Count in 5s to answer.

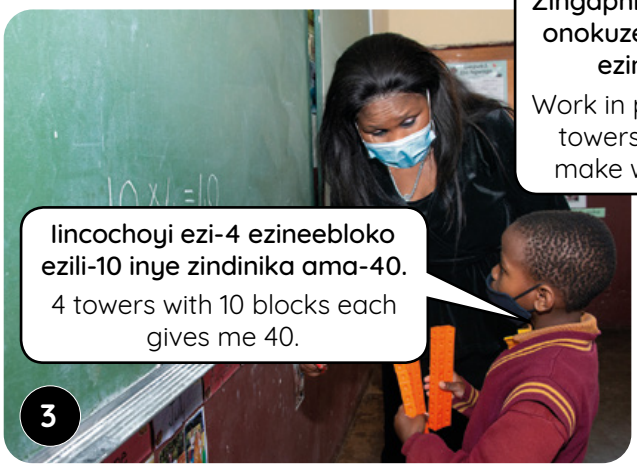
ama-apile apples 	iingxowa bags 	ama-apile ashiyekileyo left over apples
20	4	0
18	3	3
25	5	0
27	5	2
30	6	0

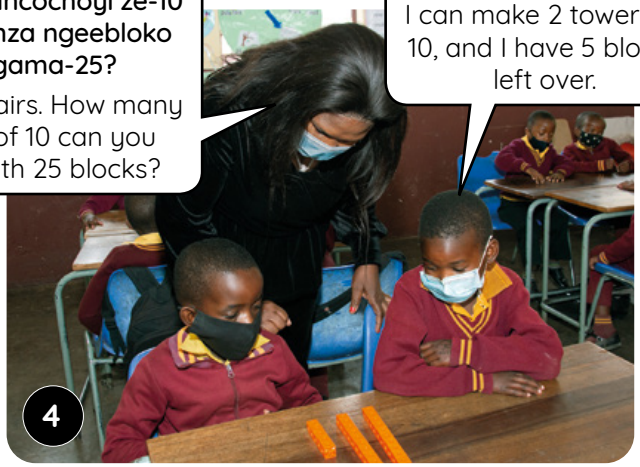
Amaqela e-10

IZIBALO ZENTLOKO MENTAL MATHS: YENZA AMA-20 MAKE 20 → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMDLALO GAME → AMAPHEPHA OKUSEBENZELA WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT







Bhala isivakalisi manani ubonise amaqela akho e-10.
Write a number sentence to show your groups of 10.

Ndenze iincochoyi ze-10 ezi-2 kwaze kwashiyeka iibloko ezi-5. Kukho amashumi ama-2 kuma-25 ze kushiyeke ezi-5.
I made 2 towers of 10 and I had 5 blocks left over. There are 2 tens in 25 and 5 left over.

Nika abafundi amathuba aliqela okwenza amaqela e-10 besebenzisa amanani ahlukeneyo eebloko. Bakhuthaze abafundi ukuba babhale kwaye babize izivakalisi manani ezihambelana neencochoyi ze-10 (nezishiyekayo) abazifumanayo.

Allow the learners several opportunities to make groups of 10 using different numbers of blocks. Encourage learners to write and verbalise the number sentences corresponding to the towers of 10 (and left overs) that they find.

Groups of 10

IVEKI • WEEK 9

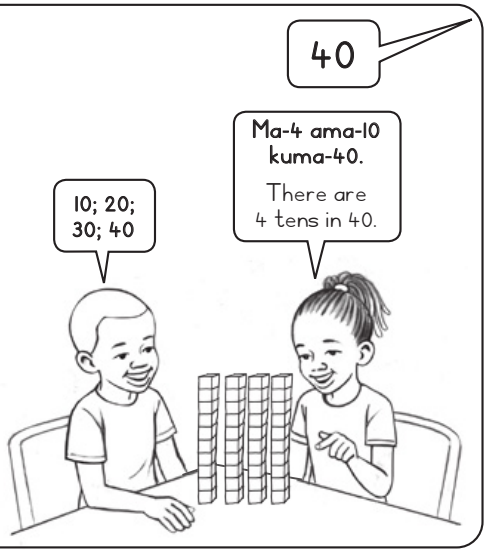
USUKU 3 • DAY 3

Amaqela e-10
Groups of 10

IZIBALO ZENTLOKO MENTAL MATHS | IMIGUQULWA INVERSE OPERATIONS → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

Umdlalo: Yahlula nge-10
Game: Divide by 10

- Sebenzani ngababini.
  Work in pairs.
- Lungiselela ngokwakha iincochoyi ezili-10 ze-10.
  Prepare by building 10 towers of 10.
- Utitshala wenu ubiza inani.
  Your teacher calls a number.
- Bonisa inani ngeencochoyi ze-10.
  Show the number with towers of 10.
- Zingaphi ezishiyekileyo?
  How many left over?



1 Mangaphi ama-10? Zingaphi ezishiyekileyo?
How many 10s? How many left over?

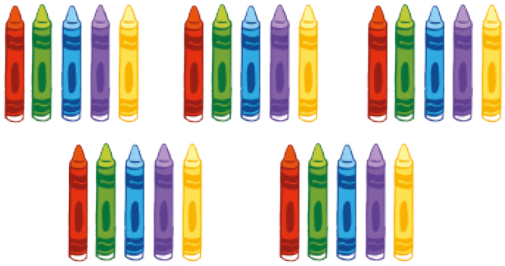
inani number	amaqela e-10 groups of 10	ezishiyekileyo left over
30	3	0
24	2	4
37	3	7
42	4	2
50	5	0
55	5	5
58	5	8
60	6	0
71	7	1
80	8	0
87	8	7
96	9	6

88

Amaqela e-10

2 Ibhokisi enye ineekhrayoni ezili-10.

One box has 10 crayons.

	Zingaphi iibhokisi? How many boxes?	5
	Zingaphi iikhrayoni? How many crayons?	50
	Zingaphi iikhrayoni? How many crayons?	11
	Zingaphi iibhokisi? How many boxes?	1
	Zingaphi iikhrayoni ezishiyekileyo? How many crayons left over?	1
	Zingaphi iikhrayoni? How many crayons?	25
	Zingaphi iibhokisi? How many boxes?	2
	Zingaphi iikhrayoni ezishiyekileyo? How many crayons left over?	5

3 Bala ngama-10 ukuze uphendule.

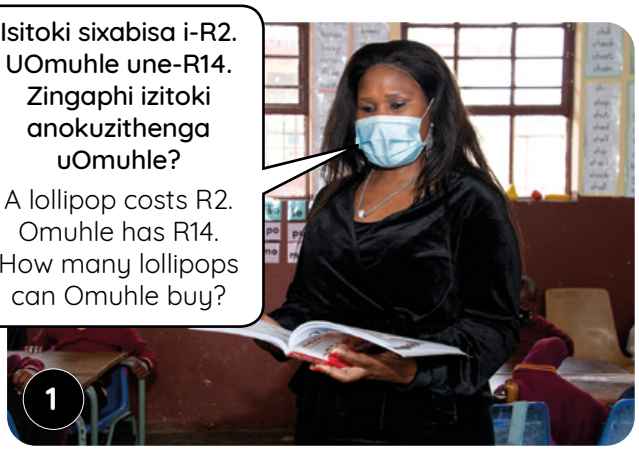
Count in 10s to answer.

iikhrayoni crayons 	iibhokisi boxes 	iikhrayoni ezishiyekileyo left over crayons
10	1	0
15	1	5
20	2	0
40	4	0
55	5	5

Money problems

IZIBALO ZENTLOKO MENTAL MATHS | YENZA AMA-20 MAKE 20 → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMDLALO GAME → AMAPHEPHA OKUSEBENZELA WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT



Isitoki sixabisa i-R2. UOmuhle une-R14. Zingaphi izitoki anokuzithenga uOmuhle?

A lollipop costs R2. Omuhle has R14. How many lollipops can Omuhle buy?

Sebenzisa iibloko zakho ukuze ufumane ukuba zingaphi izitoki anokuzithenga uOmuhle.

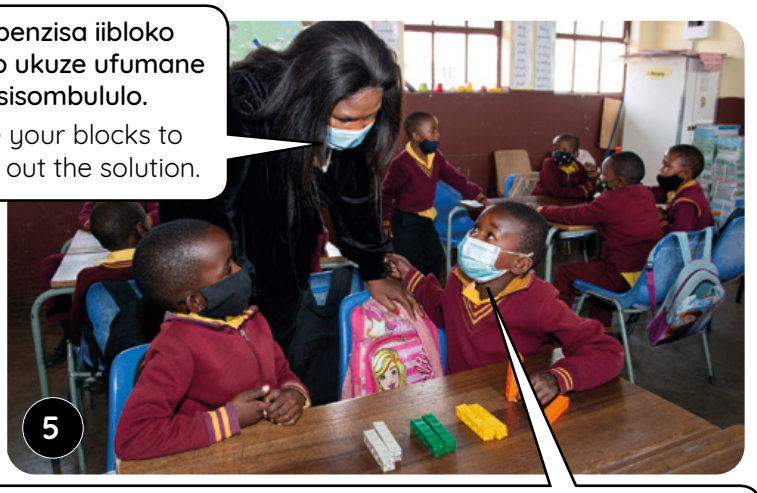
Use your blocks to work out how many lollipops Omuhle can buy.

Isitoki esinye sixabisa i-R2 ngoko ke ndenza iincochoyi zesi-2. Ndingenza iincochoyi zesi-2 ezisi-7, ngoko ke uOmuhle angathenga izitoki ezisi-7.

One lollipop costs R2 so I make towers of 2. I can make 7 towers of 2 so Omuhle can buy 7 lollipops.

Iayisikhrimu ixabisa i-R5. UMandla une-R40. Zingaphi iiayisikhrimu anokuzithenga uMandla?

An ice cream costs R5. Mandla has R40. How many ice creams can Mandla buy?



Sebenzisa iibloko zakho ukuze ufumane isisombululo.

Use your blocks to work out the solution.

Iayisikhrimu enye ixabisa i-R5, ngoko ke ndenza iincochoyi zesi-5. Ndisebenzisa iibloko ezingama-40. Ndingenza iincochoyi zesi-5 ezisi-8, ngoko ke uMandla angathenga iiayisikhrimu ezisi-8.

One ice cream costs R5 so I make towers of 5. I use 40 blocks. I can make 8 towers of 5, so Mandla can buy 8 ice creams.

Phinda la manyathelo kunye nezinye iingxaki zamagama zokwabelana ezifanayo. Bavumele abafundi ukuba basebenze ngamaqela ezi-2, izi-5 nama-10.

Repeat the steps with other equal sharing word problems. Allow the learners opportunities to work with groups of 2, 5 and 10.

IVEKI • WEEK 9

USUKU 4 • DAY 4

lingxaki zemali
Money problems

IZIBALO ZENTLOKO MENTAL MATHS | IMIGUQULWA INVERSE OPERATIONS → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

1

Zingaphi iinkozo zemali? How many coins?	5
Zingaphi iirandi? How many Rands?	R10

	
iinkozo coins	1 2 3 4 5 6 7 8 9 10
iirandi rands	2 4 6 8 10 12 14 16 18 20

2

UThandi une-R7. Thandi has R7.	Zingaphi iilekese anokuzithenga? How many sweets can she buy?	3
	Yimalini itshintshi eshiyekileyo? How much change left over?	R1
UMandla yena une-R10. Mandla has R10.	Zingaphi iilekese anokuzithenga? How many sweets can he buy?	5
	Yimalini itshintshi eshiyekileyo? How much change left over?	0
USipho une-R15. Sipho has R15.	Zingaphi iilekese anokuzithenga? How many sweets can he buy?	7
	Yimalini itshintshi eshiyekileyo? How much change left over?	R1

3 Ilekese enye ixabisa i-R2. Zingaphi iilekese onokuzithenga?
One sweet costs R2. How many sweets can you buy for:

R8	4	R10	5	R20	10	R4	2	R12	6	R16	8

This is like halving – can you see the pattern?

90

Money problems

4 Iayisikhrimu enye ixabisa i-R5. Zingaphi iiayisikhrimu onokuzithenga?

One ice cream costs R5. How many ice creams can you buy?

R15	3	R25	5	R20	4	R10	2	R30	6	R50	10

Remind learners to write change as R

5 

UNoni une-R12. Noni has R12.	Zingaphi iiayisikhrimu anokuzithenga? How many ice creams can she buy?	2
	Yimalini itshintshi eshiyekileyo? How much change left over?	R2
UMila unama-R21. Mila has R21.	Zingaphi iiayisikhrimu anokuzithenga? How many ice creams can she buy?	4
	Yimalini itshintshi eshiyekileyo? How much change left over?	R1

6 Isiselo esibandayo esinye sixabisa i-R10. Zingaphi iziselo onokuzithenga ngale mali?

One cold drink costs R10. How many cool drinks can you buy?

R20	2	R10	1	R50	5	R30	3	R80	8	R100	10

7 

UCawe une-R13. Cawe has R13.	Zingaphi iziselo ezibandayo anokuzithenga? How many cold drinks can she buy?	1
	Yimalini itshintshi eshiyekileyo? How much change left over?	R3
USina unama-R24. Sina has R24.	Zingaphi iziselo ezibandayo anokuzithenga? How many cold drinks can she buy?	2
	Yimalini itshintshi eshiyekileyo? How much change left over?	R4

IVEKI • WEEK 9

USUKU 5 • DAY 5

Uqukaniso
Consolidation

IPHEPHA LOKUSEBENZELA WORKSHEET → IPHEPHA LOKUSEBENZELA WORKSHEET

Masithethe ngeMaths!
Let's talk Maths!

NgesiXhosa sithi:	In English we say:
amaqela alinganayo	equal groups
amaqela ama-5 ezi-2 enza i-10	5 groups of 2 is 10
amaqela asi-7 ezi-5 enza ama-35	7 groups of 5 is 35
amaqela ama-6 ama-10 enza ama-60	6 groups of 10 is 60
ezishiyekileyo	left over
Kukho ama-10 ama-3 kuma-34 ze kushiyeke ezi-4.	There are 3 tens in 34 and 4 Is left over.

1 Zingaphi izi-2? Zingaphi ezishiyekileyo?
How many 2s? How many left over?

inani number	amaqela ezi-2 groups of 2	ezishiyekileyo left over
11	5	1
23	11	1
20	10	0
25	12	1
34	17	0
47	23	1

2 Gqibezela iitheyibhile.
Complete the tables.

										
iinkozo coins	1	2	3	4	5	6	7	8	9	10
iirandi rands	2	4	6	8	10	12	14	16	18	20

Ask learners to describe the pattern.

92

Consolidation

Get learners to count in 3s or 2s.

3 Faka izitoki ezi-2 engxoweni.
Pack 2 lollipops in a bag.

	Zingaphi izitoki? How many lollipops?	27
	Zingaphi iingxowa? How many bags?	13
	Zingaphi ezishiyekileyo? How many left over?	1
	Zingaphi izitoki? How many lollipops?	21
	Zingaphi iingxowa? How many bags?	10
	Zingaphi ezishiyekileyo? How many left over?	1

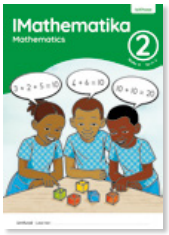
4 Sombulula ezi ngxaki.
Solve the problems.

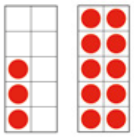
Incwadi enye ixabisa i-R10. One book costs R10.	UOmuhle unama-R26. Omuhle has R26.	Zingaphi iincwadi anokuzithenga? How many books can she buy?	2
		Yimalini itshintshi eshiyekileyo? How much change is left?	R6

Iayisikhrimu enye ixabisa i-R5. One ice cream costs R5.	UNtando unama-R39. Ntando has R39.	Zingaphi iiayisikhrimu anokuzithenga? How many ice creams can he buy?	7
		Yimalini itshintshi eshiyekileyo? How much change is left?	R4

Uhlaziyo

	Izixhobo
Izibalo zentloko: Zingaphi ezenza ama-20	amakhadi amachokoza
Umdlalo: Kukude kangakanani kwi-10 elilandelayo?	azikho




Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Ukudibanisa ukuya kuma-75	iLBA, iibloko zesiseko seshumi
2	Ukuthabatha ukuya kuma-75	iLBA, iibloko zesiseko seshumi
3	Iingxaki zamagama zokudibanisa nokuthabatha	iLBA, iibloko zesiseko seshumi
4	Ukusebenza ngemali	iLAB, ipowusta yemali
5	Ukusebenza ngemali	iLAB, ipowusta yemali

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukudibanisa nokuthabatha amanani ngempumelelo kuma-75.	
ukusombulula iingxaki zamagama zokudibanisa nokuthabatha.	
ukuthelekisa amanani ngokubala umahluko phakathi kwawo.	
ukwenza izibalo ngemali.	

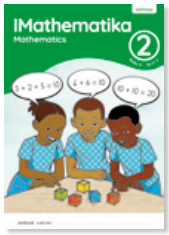
Uvavanyo

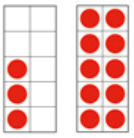
Akukho vavanyo lusesikweni kule veki.

Kufuneka ubaqaphele abafundi eklasini yakho yonke imihla kwaye uthathe amanqaku njengenxalenye yovavanyo oluqhubekayo olungekho sesikweni olujolise ekufundeni.

Revision

	Resources
Mental Maths: How much to make 20?	dot cards
Game: How far to the next 10?	none




Day	Lesson activity	Lesson resources
1	Addition to 75	LAB, base ten blocks
2	Subtraction to 75	LAB, base ten blocks
3	Addition and subtraction word problems	LAB, base ten blocks
4	Working with money	LAB, money poster
5	Working with money	LAB, money poster

After this week the learner should be able to:	✓
add and subtract numbers to 75 efficiently.	
solve addition and subtraction word problems.	
compare numbers by calculating the difference between them.	
perform calculations with money.	

Assessment

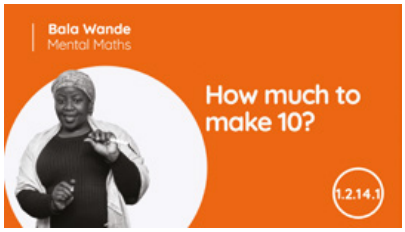
There is no formal assessment this week.

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

Uhlaziyo

Izibalo zentloko

Kule veki kwizibalo zentloko senza ama-20. Sakha kwaye sibethelela ulwazi **lweebhondi ze-10** sisebenzisa amakhadi amachokoza. Abafundi kufuneka babe nombono we-10 'ngokuzalisa' izakhelo zeshumi ezenziwe ngamakhadi amachokoza ashicilelweyo baze benze ama-20. Lo msebenzi ubethelela ulwazi lwabafundi lweebhondi zeshumi nolwalamano olongezelelayo.



Umdlalo

Kulo mdlalo abafundi babiza amanani baze bachaze amashumi awalandelayo. Abafundi baza kubala ukuba belikude kangakanani ishumi elilandelayo. Kubalulekile ukuba abafundi bakhulise ulwazi lwabo lwamanani kwakunye nokukwazi ukuchonga amashumi ngokukhawuleza nangempumelelo.

Uhlaziyo

Kule veki sihlaziya ukudibanisa nokuthabatha ngokwenza izibalo zamanani, ukusombulula iingxaki zamagama nokusebenza ngemali. Abafundi baza kunikwa amathuba okuziqhelisa abakufundileyo kunye nokuphuhlisa izakhono zabo zokusombulula iingxaki ngempumelelo. Siza kugxila koku:

Usuku 1
- Ukudibanisa ukuya kuma-75 besebenzisa iibloko zesiseko seshumi okanye imigcamanani (jonga iveki yesi-2 neyesi-4)

Usuku 2
- Ukuthabatha ukuya kuma-75 besebenzisa iibloko zesiseko seshumi okanye imigcamanani (jonga iveki yesi-2 neyesi-5)

Usuku 3
- Iingxaki zamagama zokudibanisa nokuthabatha (jonga iveki yesi-4 neyesi-5)

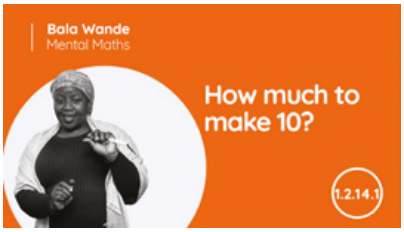
Usuku 4
- Ukusebenza ngemali

Usuku 5
- Ukusebenza ngemali

Revision

Mental Maths

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



Game

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

Revision

This week we revise addition and subtraction by doing numeric calculations, solving word problems and working with money. Learners will be given opportunities to practise what they have learnt, and to develop their ability to solve problems efficiently. We will focus on:

Day 1
- Addition to 75 using base ten blocks or number lines (see Weeks 2 and 4)

Day 2
- Subtraction to 75 using base ten blocks or number lines (see Weeks 2 and 5)

Day 3
- Addition and subtraction word problems (see Weeks 4 and 5)

Day 4
- Working with money

Day 5
- Working with money

Ukudibanisa ukuya kuma-75

IZIBALO ZENTLOKO MENTAL MATHS | YENZA AMA-20 MAKE 20 → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMDLALO GAME → AMAPHEPHA OKUSEBENZELA WORKSHEETS

IZIBALO ZENTLOKO | MENTAL MATHS

Ziqhelise ukwenza ama-20 usebenzise amakhadi amachokoza.

Practise making 20 using dots cards.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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

Addition to 75

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

Gqibezela le theyibhile. Bhalela le theyibhile izivakalisi ezi-2 zokudibanisa nezi-2 zokuthabatha.
Complete the table. Write 2 addition and 2 subtraction number sentences for the table.

_____ + _____ = _____

_____ + _____ = _____

_____ – _____ = _____

_____ – _____ = _____

25	
	15

52	
22	

75	
41	

69	
	33

Usuku 2 Day 2

Gqibezela le theyibhile. Bhalela le theyibhile izivakalisi ezi-2 zokudibanisa nezi-2 zokuthabatha.
Complete the table. Write 2 addition and 2 subtraction number sentences for the table.

_____ + _____ = _____

_____ + _____ = _____

_____ – _____ = _____

_____ – _____ = _____

48	
40	

74	
	54

28	
	11

46	
14	

Usuku 3 Day 3

Yintoni umahluko phakathi kwala manani:
What is the difference between:

ama-64 nama-41?
64 and 41?

ama-75 nama-32?
75 and 32?

ama-59 nama-27?
59 and 27?

ama-61 nama-50?
61 and 50?

i-18 nesi-7?
18 and 7?

ama-24 ne-12?
24 and 12?

ama-38 nama-34?
38 and 34?

ama-46 nama-25?
46 and 25?

ama-52 nama-21?
52 and 21?

ama-73 nama-52?
73 and 52?

Usuku 4 Day 4

Yintoni umahluko phakathi kwala manani:
What is the difference between:

ama-28 ne-17?
28 and 17?

ama-37 nama-23?
37 and 23?

ama-55 nama-42?
55 and 42?

i-16 nesi-2?
16 and 2?

ama-48 nama-36?
48 and 36?

ama-69 nama-57?
69 and 57?

ama-24 nama-24?
24 and 14?

ama-36 ne-11?
36 and 11?

ama-75 nama-63?
75 and 63?

ama-53 nama-22?
53 and 22?

IVEKI • WEEK 10

USUKU 1 • DAY 1

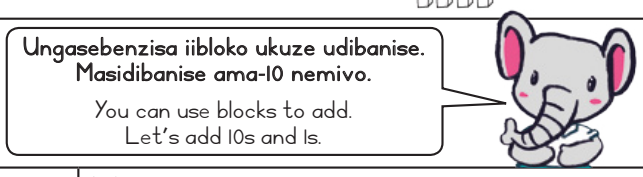
Ukudibanisa ukuya kuma-75
Addition to 75

IZIBALO ZENTLOKO MENTAL MATHS → YENZA AMA-20 MAKE 20 → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

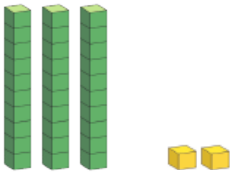
Umdlalo: Likude kangakanani i-10 elilandelayo?
Game: How far to the next 10?

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

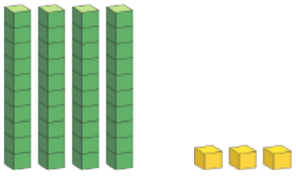
32 + 43 = ____



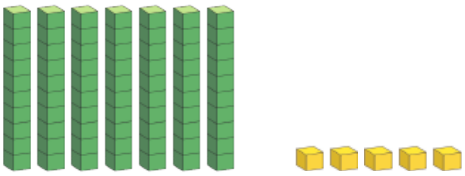
Ama-32 ayafana nama-30 kunye nesi-2.
32 is the same as 30 and 2.



Ukudibanisa ama-43 kuyafana nokudibanisa ama-40 kunye nesi-3.
Adding 43 is the same as adding 40 and 3.

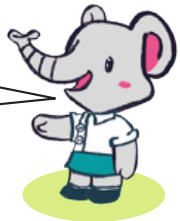


Ndibeka iibloko ndawonye xa ndidibanisa.
I put the blocks together when I add.



32 + 43 = 30 + 40 + 2 + 3
= 70 + 5
= 75

Amashumi ama-3 kunye namashumi ama-4 enza amashumi asi-7. Imivo emi-2 nemivo emi-3 yenza imivo emi-5. Ndinama-75 edibene.
3 tens and 4 tens is 7 tens. 2 ones and 3 ones is 5 ones. I have 75 altogether.



94

Addition to 75

1 Sombulula usebenzise iibloko. Bhala ubonise ukuba ubale njani.

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

24 + 31 = 20+30+4+1 = 50+5 = 55	13 + 54 = 10+50+3+4 = 60+7 = 67

2 Sombulula usebenzise iibloko.

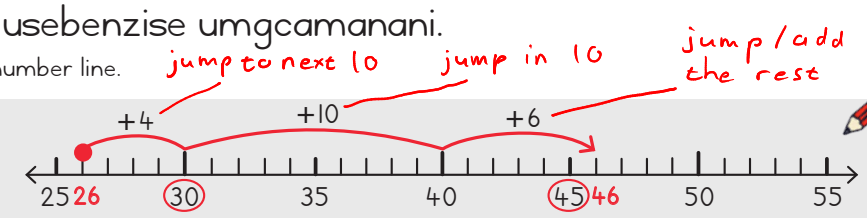
Solve using blocks.

23 + 31 = 54	34 + 32 = 66	27 + 31 = 58
39 + 20 = 59	12 + 46 = 58	65 + 10 = 75

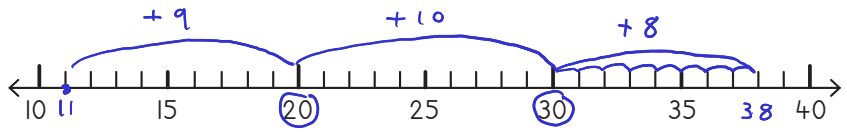
3 Sombulula usebenzise umgcamanani.

Solve using the number line.

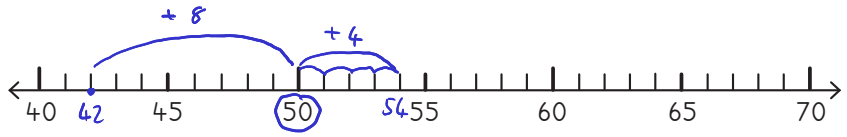
26 + 20 = 46



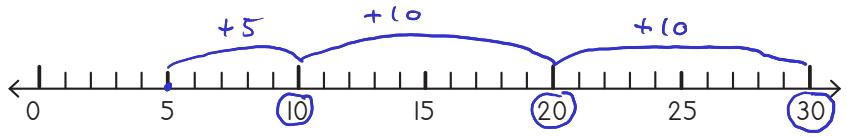
11 + 27 = 38



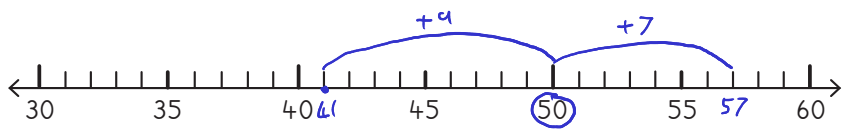
42 + 12 = 54



5 + 25 = 30



41 + 16 = 57



IVEKI • WEEK 10

USUKU 2 • DAY 2

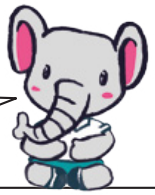
Ukuthabatha ukuya kuma-75
Subtraction to 75

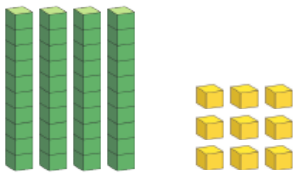
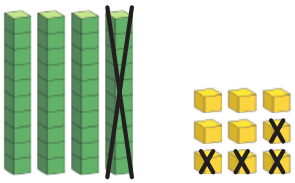
AMAPHEPHA OKUSEBENZELA
WORKSHEETS

$49 - 14 = \_\_\_\_$

Ungasebenzisa iibloko ukuze uthabathe. Masithabathe ama-10 nemivo.

You can use blocks to subtract. Let's subtract 10s and 1s.



Ama-49 ayafana nama-40 kunye ne-9.	Ukuthabatha i-14 kuyafana nokuthabatha i-10 kunye nesi-4.
49 is the same as 40 and 9.	Subtracting 14 is the same as subtracting 10 and 4.
	

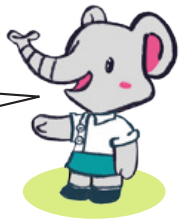
$49 - 14 = 49 - 10 - 4$

$= 39 - 4$

$= 35$

Kushiyeke amashumi ama-3 nemivo emi-5. Oko kwenza ama-35. Umahluko phakathi kwama-49 ne-14 ngama-35.

There are 3 tens and 5 ones left. That makes 35. The difference between 49 and 14 is 35.



Keep the first number whole.
Split the second number according to place value. Subtract 10s then 1s.

1 Sombulula usebenzise iibloko. Bhala ubonise ukuba ubale njani.

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

$56 - 32 = 56 - 30 - 2$ $= 26 - 2$ $= 24$	$67 - 35 = 67 - 30 - 5$ $= 37 - 5$ $= 32$
$48 - 27 = 48 - 20 - 7$ $= 28 - 7$ $= 21$	$75 - 52 = 75 - 50 - 2$ $= 25 - 2$ $= 23$

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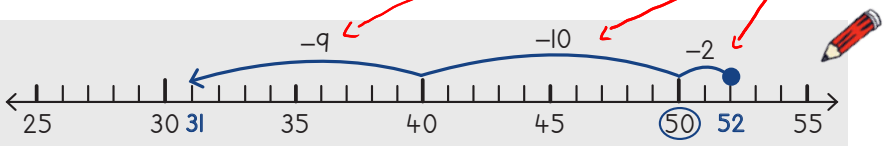
Subtraction to 75

Jump to the previous 10
Jump backwards in 10
Subtract the rest

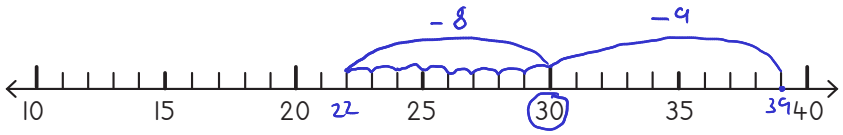
2 Sombulula usebenzise umgcamanani.

Solve using the number line.

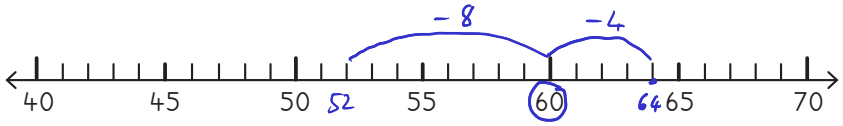
52 – 21 = 31



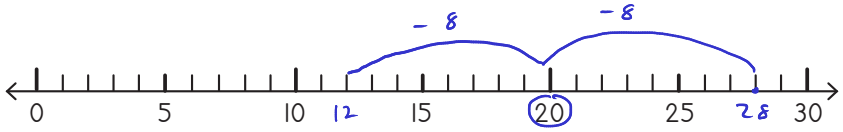
39 – 17 = 22



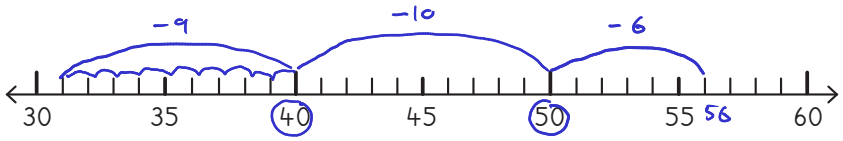
64 – 12 = 52



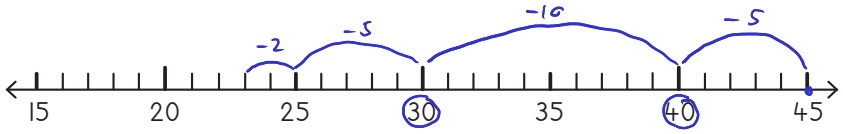
28 – 16 = 12



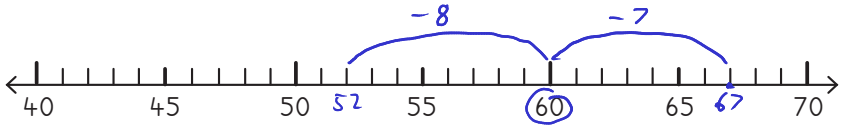
56 – 25 = 31



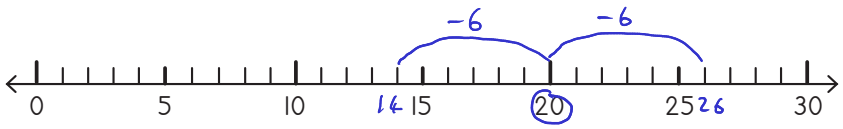
45 – 22 = 23



67 – 15 = 52



26 – 12 = 14



3 Bala.

Calculate.

36 – 10 = 26	75 – 40 = 35	56 – 32 = 24
68 – 45 = 23	49 – 37 = 12	57 – 21 = 36

IVEKI • WEEK 10

USUKU 3 • DAY 3

lingxaki zamagama zokudibanisa nokuthabatha
Addition and subtraction word problems

AMAPHEPHA OKUSEBENZELA
WORKSHEETS

1 Masisebenzise iibloko zethu ze sibhale izivakalisi manani!
Let's use our blocks and write number sentences!

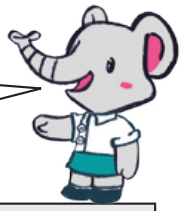
ULebo uthenge ihempe yama-R30 nekepusi yama-R25. Uchithe malini iyonke? Lebo bought a shirt for R30 and a cap for R25. How much did he spend altogether? R30 + R25 = R30 + R20 + R5 = R55	ULikho uthenge itshokholethi nge-R12 neetshiphusi nge-R15. Uchithe malini iyonke? Likho bought a chocolate for R12 and chips for R15. How much did he spend altogether? R12 + R10 + R5 = R22 + R5 = R27
UBev ebenama-R60. Uthenge ihempe ngama-R59. Unamalini ngoku? Bev had R60. She bought a shirt for R59. How much money does she have now? R60 - R50 - R9 = R10 - R9 = R1	UBrian ebenama-R50. Uthenge itshokholethi nge-R15. Unamalini ngoku? Brian had R50. He bought a chocolate for R15. How much money does he have now? R50 - R10 - R5 = R40 - R5 = R35

2 Ziyilele ezakho iingxaki zokudibanisa nokuthabatha. Bhala izisombululo apha.
Make up your own addition and subtraction problems. Write the solutions here.

any suitable 2digit problems = _____ = _____	_____ = _____ = _____

98

Addition and subtraction word problems

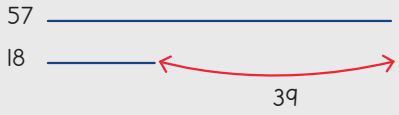


3 Sombulula. Bhala isivakalisi manani.

Solve. Write the number sentence.

UNtando uhambe ama-57 eekhilomitha. UZizo uhambe i-18 leekhilomitha. Ngubani ohambe umgama omde?

Ntando travels 57 kilometres. Zizo travels 18 kilometres. Who went farther?



UNtando

Ube kude kangakanani?

How much farther?

57 – 18 = 39 km

UNkanyiso ufunde iincwadi ezingama-36. UThandekile ufunde iincwadi ezingama-24. Ngubani ofunde iincwadi ezininzi?

Nkhanyiso read 36 books. Thandekile read 24 books. Who read more?

Nkhanyiso

Zininzi kangakanani?

How much more?

12 books

UThando ubaleka iikhilomitha ezingama-17. UXoli yena ubaleka iikhilomitha ezili-20. Ngubani obaleka umgama omde?

Thando runs 17 kilometres. Xoli runs 20 kilometres. Who runs farther?

Xoli

Mde kangakanani?

How much farther?

3 km

UBuhle ubaleke iikhilomitha ezili-13. USam ubaleke iikhilomitha ezili-10. Ngubani obaleke iikhilomitha ezininzi?

Buhle ran 13 kilometres. Sam ran 10 kilometres. Who ran farther?

Buhle

Mde kangakanani?

How much farther?

3 km

IVEKI • WEEK 10

USUKU 4 • DAY 4

Ukusebenza ngemali
Working with money

AMAPHEPHA OKUSEBENZELA
WORKSHEETS

 10c	 20c	 50c	 R1

1 Kufuneka ndibhatale malini?
How much do I have to pay?

 50c + 10c = 60c	 10c + 20c + 20c = 50c
 20c + 50c = 70c	 50c + 50c = R1

2 UMa' Thina uthengisa iilekese. Umntwana othenga ilekese umnika iRandi e-1. Umnike itshintshi yamalini lo mntwana?
Ma' Thina sells sweets. A child gives her 1 Rand to buy a sweet. How much change does she give the child?

 100c – 10c = 90c	 100c – 50c = 50c
 100c – 20c = 80c	 R1 – R1 = 0 (or 100c – 100c = 0)

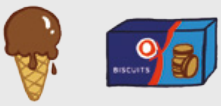
Working with money

Learners can use number lines to calculate if needed.

 R1	 R2	 R5	 R10	 R20	 R50

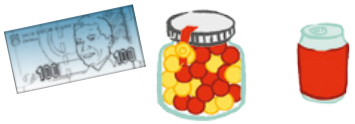
3 Kufuneka ndibhatale malini?

How much do I have to pay?

 R2 + R10 = R12	 R20 + R5 + R1 = R26
 R50 + R20 = R70	 R10 + R20 + R50 = R80

4 UTa' Ndu unevenkile edolophini. Umthengi ngamnye uze ne-R100. Ubanika itshintshi yamalini?

Ta'Ndu owns a shop in town. Each customer came with R100. How much change does he give?

 R100 – R10 = R90	 R100 – R20 – R5 = R75
 R100 – R50 = R50	 R100 – R50 – R2 = R48

IVEKI • WEEK 10

USUKU 5 • DAY 5

Ukusebenza ngemali
Working with money

AMAPHEPHA OKUSEBENZELA
WORKSHEETS

1 Zoba usebenzise kuphela ii-R10 ezingamaphepha nee-R1 eziziinkozo.
Draw the following using only R10 notes and R1 coins.

R37	R10 R10 R10 R1 R1 R1 R1 R1 R1 R1
R50	R10 R10 R10 R10 R10
R43	R10 R10 R10 R10 R1 R1 R1
R62	R10 R10 R10 R10 R10 R10 R1 R1

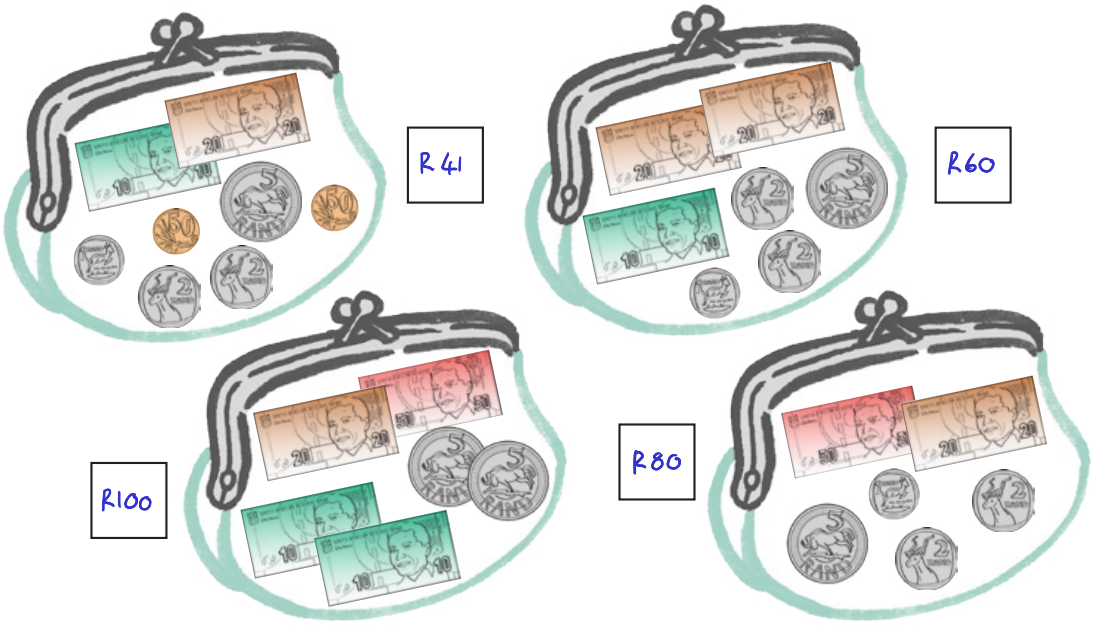
2 Zoba imali eyenza i-R100.
Draw money to make R100.

Mangaphi ama-10 kwi-100? How many 10s in 100?		R10 R10 R10 R10 R10 R10 R10 R10 R10 R10
Mangaphi ama-20 kwi-100? How many 20s in 100?		R20 R20 R20 R20 R20
Mangaphi ama-50 kwi-100? How many 50s in 100?		R50 R50

3 Zoba oku usebenzise kuphela i-R10 engamaphepha ne-R1 eziinkozo.
Draw the following using R10 notes and R1 coins.

R63	R10 R10 R10 R10 R10 R10 R1 R1 R1
R72	R10 R10 R10 R10 R10 R10 R10 R1 R1
R57	R10 R10 R10 R10 R10 R1 R1 R1 R1 R1 R1 R1
R100	R10 R10 R10 R10 R10 R10 R10 R10 R10 R10

4 Yimalini? Tikisha isipaji esineyona mali ininzi.
How much money? Tick the purse with the most money.



Uvavanyo lwekota yesi-3

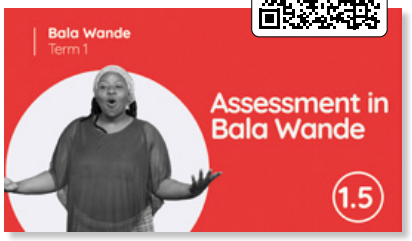
Uvavanyo lwekota luyilelwe kwizicwangciso zezifundo. Luquka imisebenzi ebhalwayo, ethethwayo neyenziwayo. Isicwangciso esipheleleyo sovavanyo seKota yoku-1 sifumaneka kwitheyibhile engezantsi.

Usuku lwesi-5 lweveki nganye lucwangciselwe uvavanyo noqukaniso

Kwiveki yoku-1, eye-9 nakweye-10 akukho msebenzi wovavanyo olusesikweni. Ngosuku lwesi-5 kufuneka abafundi basebenzele emaphepheni akwincwadi yemisebenzi yabafundi yeBala Wande ukubethelela umsebenzi weveki. Kungenziwa uvavanyo olungekho sikweni.

Kwiveki yesi-3, nakweyesi-6 kwenziwa izicwangciso **zemisebenzi yovavanyo oluthethwayo nolwenziwayo**. Uza kusebenzisa imisebenzi eyenziwayo noluhlu lokuqwalaselwayo/irubriki enikiweyo ukuvavanya abafundi. Imisebenzi ethethwayo neyenziwayo kufuneka yenziwe iveki yonke, ngumfundi ngamnye okanye ngokwamaqela abafundi ngeli xa iklasi isenza imisebenzi yaseklasini ngaphandle kokuncediswa.

Kwiveki yesi-2 ukuya kweyesi-8 kwenziwa izicwangciso **zovavanyo olubhalwayo**.
Le misebenzi ifumaneka kulo mqulu wovavanyo kumaphepha achazwe kwitheyibhile engasezantsi. Bakuba bewugqibile umsebenzi wovavanyo obhalwayo, abafundi bangenza umsebenzi woqukaniso okumaphepha okusebenzela akwiNcwadi yemiSebenzi yoMfundi.



Kufuneka wenze **uvavanyo olusisiseko** njengoko kuyalelwe liphondo lakho. Izixhobo zenkxaso eziziibonelelo kufuneka zisetyenziswe.

Bhala phantsi amanqaku akho usebenzise amaphepha akho okubhala amanqaku asemgangathweni ngomsebenzi ngamnye.

Iimvavanyo ezikwikota yesi-3 zezi:

			Iphepha	Amanqaku
2	Iingxaki zokudibanisa nokuthabatha nezivakalisi manani	Olubhalwayo	222	10
3	Uphatho lwedatha	Olubhalwayo	224	7
	Indawo nemilo – iimilo ezine-2-D: qwalasela abafundi ukuze uvavanye izakhono zabo zokuthiya iimilo ezine-2-D nokusebenzisa isigama esinxulumene neemilo ezine-2-D.	Oluthethwayo nolwenziwayo	221	6
4	Ukudibanisa ama-10 nemivo	Olubhalwayo	226	28
5	Ukuthabatha ama-10 nemivo	Olubhalwayo	228	28
6	Iipatheni zamanani	Olubhalwayo	230	12
	Inani, iindlela zokubala nolwalamano – Amanani ukuya kwi-100: qwalasela abafundi ukuze ufumanise ukuba bayakwazi na ukusebenza ngokuzithemba kuluhlu lwamanani asukela ku-0 ukuya kwi-100 besebenzisa isikwere sekhulu.	Oluthethwayo nolwenziwayo	221	6
7	Iipatheni	Olubhalwayo	232	12
8	Umlinganiselo - Ixesha	Olubhalwayo	234	9

Term 3 assessment

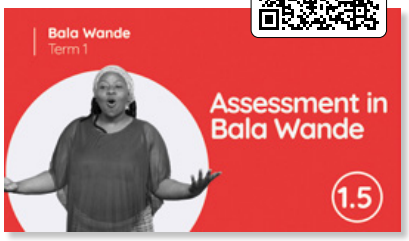
The assessment for the term is designed into the lesson plans. Assessment includes written, oral and practical activities. The full assessment plan for Term 3 is provided in the table below.

Day 5 of each week is planned for assessment and consolidation

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

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

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



You should carry out **baseline assessment** as required by your province. The support material provided by them should be used.

Record your marks using your standard mark recording sheets for each activity.

Term 3 assessments are as follows:

			Page	Mark
2	Addition and subtraction problems and number sentences	Written	222	10
3	Data handling	Written	224	7
	Space and shape – 2-D shapes: Observe learners to assess their ability to name 2-D shapes and use the vocabulary related to 2-D shapes	Oral and practical	221	6
4	Adding 10s and 1s	Written	226	28
5	Subtracting 10s and 1s	Written	228	28
6	Number patterns	Written	230	12
	Numbers, Operations and Relationships – numbers to 100: Observe learners to determine if they are able to work confidently in the number range 0-100 using a hundred square	Oral and practical	221	6
7	Patterns	Written	232	12
8	Measurement – time	Written	234	9

Uvavanyo oluthethwayo nolwenziwayo

Sebenzisa uluhlu lokuqwalaselwayo/irubriki yovavanyo engasezantsi ngezo veki zabelwe kuzo. Iklasi yakho ungayahlula ibe ngamaqela uze uvavanye iqela elinye ngosuku kulo veki okuze kungabikho xinzelelo lokwenza lo msebenzi neklasi yonke ngosuku olunye.

Iveki 3 Uvavanyo oluthethwayo nolwenziwayo: Indawo nemilo – Iimilo ezine-2-D

Qwalasela abafundi ukuze uvavanye izakhono zabo zokuthiya iimilo ezine-2-D nokusebenzisa isigama esinxulumene neemilo ezine-2-D.	**Amanqaku 6**		
Uluhlu lokuqwalaselwayo: Ichanekile/ayichanekanga/iphantse (isondele)	✓	✗	●
Uyakwazi ukuchonga nokuthiya izikwere ngokuchanekileyo			
Uyakwazi ukuchonga nokuthiya iirekthengile ngokuchanekileyo			
Uyakwazi ukuchonga nokuthiya oonxantathu ngokuchanekileyo			
Uyakwazi ukuchonga nokuthiya izangqa ngokuchanekileyo			
Uyakwazi ukuthetha ngeempawu zeemilo ezine-2-D – amacala athe tse nagobileyo			
Uyakwazi ukuthelekisa iimilo ngokweempawu zazo			

Iveki 6 Uvavanyo oluthethwayo nolwenziwayo: Inani, iindlela zokubala nolwalamano – Amanani ukuya kwi-100

Qwalasela abafundi ukuze ufumanise ukuba bayakwazi na ukusebenza ngokuzithemba kuluhlu lwamanani asukela ku-0 ukuya kwi-100 besebenzisa isikwere sekhulu	**Amanqaku 6**		
Uluhlu lokuqwalaselwayo: Ichanekile/ayichanekanga/iphantse (isondele)	✓	✗	●
Uyakwazi ukufakela amanani angekhoyo kwisikwere se-100.			
Uyakwazi ukusebenzisa iipatheni ezikwisikwere se-100 ukuze afumane amanani.			
Uyakwazi ukufumana inani elingaphezulu ngononye nelingaphantsi ngononye kunenani elinikiweyo ukuya kufika kwi-100.			
Uyakwazi ukufumana inani elingaphezulu ngeshumi nelingaphantsi ngononye kunenani elinikiweyo ukuya kufika kwi-100.			
Uyakwazi ukucwangcisa amanani aqale ngelona lincinci ukuya kwelona likhulu.			
Uyakwazi ukucwangcisa amanani aqale ngelona likhulu ukuya kwelona lincinci.			

Sebenzisa ezi QR codes ukuze ukhuphele amaphepha okumakisha imisebenzi yohlolo.

Uxwebhu lokumakisha lwakwaFunda Wande

Oral and practical assessment

Use the assessment checklist/rubric below during the weeks to which they are assigned. You could split your class into groups and assess one group per day in that week in order to remove the pressure on doing this activity with the whole class on one day.

Week 3 Oral and practical assessment: Space and Sshape – 2-D shapes

Observe learners to assess their ability to name 2-D shapes and use the vocabulary related to 2-D shapes.	**Mark: 6**		
Criteria checklist: Correct/incorrect/almost	✔	✘	●
Able to identify and name squares correctly			
Able to identify and name rectangles correctly			
Able to identify and name triangles correctly			
Able to identify and name circles correctly			
Able to speak about the properties of 2-D shapes – straight and round sides			
Able to compare shapes according to their properties			

Week 6 Oral and practical assessment: Numbers, Operations and Relationships – numbers to 100

Observe learners to determine if they are able to work confidently in the number range 0–100 using a hundred square	**Mark 6**		
Checklist: Correct/incorrect/almost	✓	✗	●
Able to fill in missing numbers in a 100 square			
Able to use the patterns on a 100 square to find numbers			
Able to find one more and one less than a given number up to 100			
Able to find ten more and ten less than a given number up to 100			
Able to order numbers from smallest to greatest			
Able to order numbers from greatest to smallest			

Use this QR code to download mark sheets for the assessment activities:

Funda Wande mark sheet

IVEKI • WEEK 2

Uvavanyo Assessment

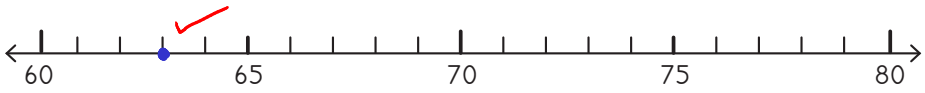
Ukudibanisa nokuthabatha kumgcamanani
Adding and subtracting on the number line

Igama | Name Memorandum

Umhla | Date Total marks : 10

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

63



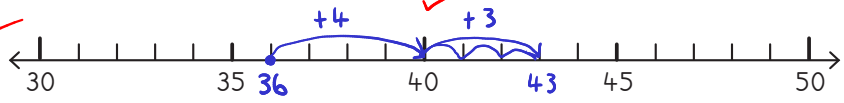
2 Bhala inani elikwichokoza. Leliphi i-10 elilandelayo? Kukude kangakanani ukuya kwi-10 elilandelayo?
Write the number at the dot. What is the next 10? How far to the next 10?

i-10 elilandelayo Next 10	50
Likude kangakanani? How far?	4

3 Sombulula usebenzise umgcamanani.
Solve using the number line.

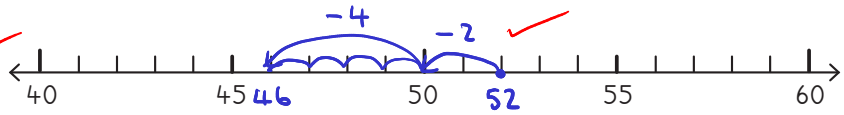
No mark awarded if all jumps are in ones

36 + 7 = 43



4 3

52 − 6 = 46



2 4

4 UZolani ufunda amaphepha angama-27. Uphinda afunde amanye amaphepha asi-8. Mangaphi amaphepha awafundileyo ewonke?
Zolani reads 27 pages. He reads 8 more pages. How many pages does he read altogether? 27 + 8 = 35 pages

5 UBokang une-R42. Usebenzisa i-R5. Yimalini anayo eseleyo?
Bokang has R42. She spends R5. How much does she have left?

R42 − R5 = R37

WEEK • WEEK 2

Assessering | Assessment

Optelling en aftrekking op die getallelyn | Adding and subtracting on the number line

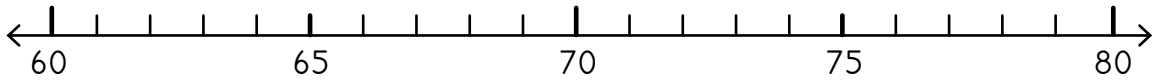
Naam | Name _____

Datum | Date _____

1 Maak 'n kol op die getallelyn om die getal te wys.

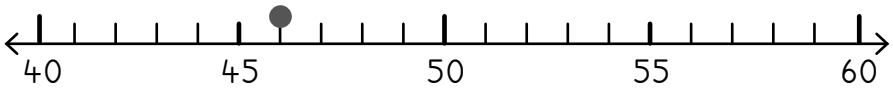
Draw a dot on the number line to show the number.

63



2 Skryf die getal by die kol neer. Wat is die volgende 10? Hoe ver tot by die volgende 10?

Write the number at the dot. What is the next 10? How far to the next 10?

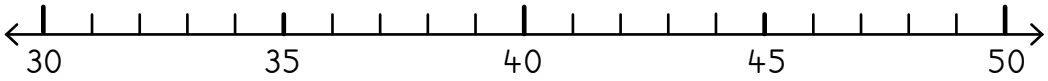


Die volgende 10 Next 10	
Hoe ver? How far?	

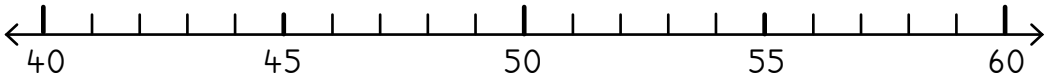
3 Los met behulp van die getallelyn op.

Solve using the number line.

36 + 7 = ____



52 – 6 = ____



4 Zolani lees 27 bladsye. Hy lees 8 bladsye meer. Hoeveel bladsye lees hy altesame?

Zolani reads 27 pages. He reads 8 more pages. How many pages does he read altogether?

5 Bokang het R42. Sy bestee R5. Hoeveel geld bly daar oor?

Bokang has R42. She spends R5. How much does she have left?

IVEKI • WEEK 3

Uvavanyo Assessment

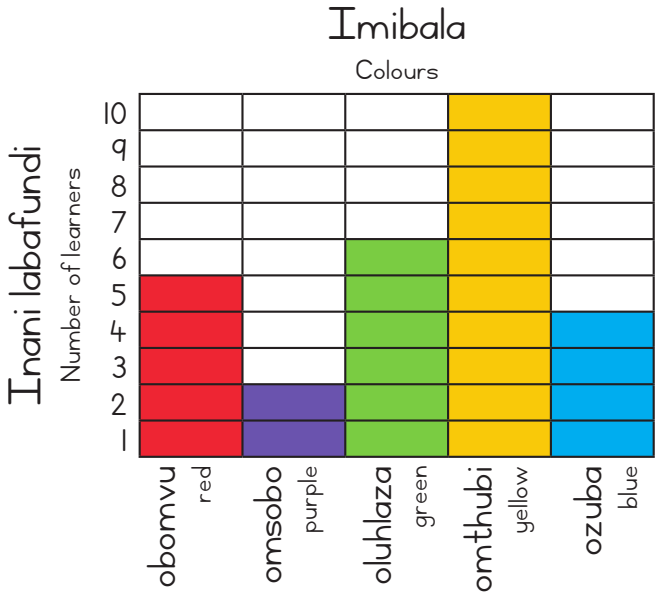
Uphatho lwedatha Data handling

Igama | Name Memorandum

Umhla | Date Total marks : 7

ULorna ubuze abahlobo bakhe ngemibala abayithandayo. Uzobe grafu ebonisa le datha. Sebenzisa le grafu uphendule imibuzo.

Lorna asked some friends about their favourite colours. She drew this graph to show the data. Use the graph to answer the questions.



Bangaphi abafundi abathanda obomvu? How many learners like red? 5 ✓	Bangaphi abafundi abathanda ozuba? How many learners like blue? 4 ✓
Bangaphi abafundi abathanda oluhlaza? How many learners like green? 6 ✓	Ngowuphi umbala othandwa kakhulu? What is the favourite colour? yellow ✓
Baninzi kangakanani abafundi abathanda umbala oluhlaza kunobomvu? How many more learners like green than red? 1 ✓	Baninzi kangakanani abafundi abathanda umbala oluhlaza kunozuba? How many more learners like green than blue? 2 ✓
Bangaphi abahlobo ababuzileyo uLorna? How many friends did Lorna ask? 27 ✓	

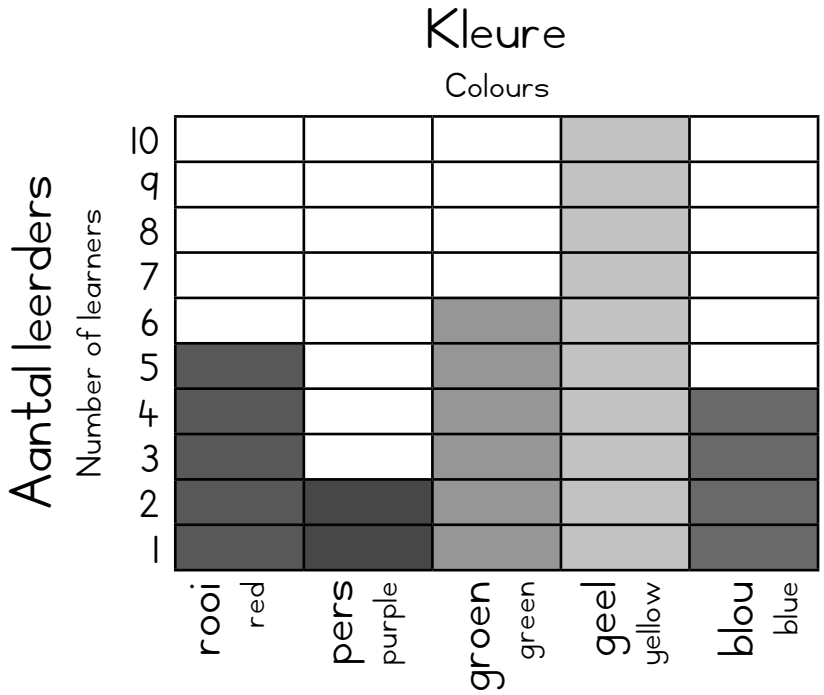
Assessering Assessment | **Datahantering** Data handling

Naam | Name _____

Datum | Date _____

Lorna vra 'n paar maats wat hulle gunstelingkleure is. Sy teken hierdie grafiek om die data te wys. Beantwoord die vrae met behulp van die grafiek.

Lorna asked some friends about their favourite colours. She drew this graph to show the data. Use the graph to answer the questions.



Hoeveel leerders hou van rooi? How many learners like red?	Hoeveel leerders hou van blou? How many learners like blue?
Hoeveel leerders hou van groen? How many learners like green?	Wat is die gunstelingkleur? What is the favourite colour?
Hoeveel leerders hou meer van groen as van rooi? How many more learners like green than red?	Hoeveel leerders hou meer van groen as van blou? How many more learners like green than blue?
Hoeveel maats het Lorna gevra? How many friends did Lorna ask?	

IVEKI • WEEK 4

Uvavanyo Assessment

Ukudibanisa ama-10 nemivo Adding 10s and 1s

Igama | Name Memorandum

Umhla | Date Total marks: 28

1 Sombulula.

Solve.

20 + 30 = 50 ✓	30 + 10 = 40 ✓	20 + 20 = 40 ✓
40 + 20 = 60 ✓	30 + 40 = 70 ✓	10 + 40 = 50 ✓
26 + 30 = 56 ✓	34 + 10 = 44 ✓	25 + 20 = 45 ✓
42 + 20 = 62 ✓	31 + 40 = 71 ✓	14 + 40 = 54 ✓
26 + 32 = 58 ✓	34 + 15 = 49 ✓	25 + 21 = 46 ✓
42 + 25 = 67 ✓	31 + 42 = 73 ✓	14 + 45 = 59 ✓

2 Sombulula usebenzise iibloko. Bhala okwenzileyo xa ububala.

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

64 + 23 = 60 + 20 + 4 + 3 ✓ = 80 + 7 ✓ = 87 ✓	55 + 34 = 50 + 30 + 5 + 4 ✓ = 80 + 9 ✓ = 89 ✓

3 UJaya uthenge ipeni nge-R35 nepenisile nge-R12. Yimalini ayichithileyo iyonke?

Jaya bought a pen for R35 and a pencil for R12. How much did she spend altogether?

R35 + R12 ✓ = 30 + 10 + 5 + 2 ✓
= 40 + 7 ✓
= R47 ✓

WEEK • WEEK 4

Assessering **Optelling van 10'e en 1'e**
Assessment Adding 10s and 1s

Naam | Name _____

Datum | Date _____

1 Los op.
Solve.

20 + 30 = ____	30 + 10 = ____	20 + 20 = ____
40 + 20 = ____	30 + 40 = ____	10 + 40 = ____

26 + 30 = ____	34 + 10 = ____	25 + 20 = ____
42 + 20 = ____	31 + 40 = ____	14 + 40 = ____

26 + 32 = ____	34 + 15 = ____	25 + 21 = ____
42 + 25 = ____	31 + 42 = ____	14 + 45 = ____

2 Los met blokkies op. Skryf neer wat jy gedoen het om dit uit te werk.
Solve using blocks. Write what you did to work it out.

64 + 23 = _____ = _____ = ____	55 + 34 = _____ = _____ = ____

3 Jaya koop 'n pen vir R35 en 'n potlood vir R12. Hoeveel het sy altesame uitgegee?
Jaya bought a pen for R35 and a pencil for R12. How much did she spend altogether?

_____ = _____
= _____
= _____

IVEKI • WEEK 5

Uvavanyo **Ukuthabatha ama-10 nemivo**
Assessment Subtracting 10s and 1s

Igama | Name Memorandum

Umhla | Date Total marks: 28

1 Sombulula.
Solve.

50 – 30 = 20 ✓	80 – 20 = 60 ✓	60 – 10 = 50 ✓
70 – 40 = 30 ✓	90 – 50 = 40 ✓	50 – 20 = 30 ✓
58 – 30 = 28 ✓	84 – 20 = 64 ✓	65 – 10 = 55 ✓
76 – 40 = 36 ✓	97 – 50 = 47 ✓	59 – 20 = 39 ✓
58 – 34 = 24 ✓	84 – 21 = 63 ✓	65 – 14 = 51 ✓
76 – 43 = 33 ✓	97 – 52 = 45 ✓	59 – 27 = 32 ✓

2 Sombulula. Ungasebenzisa iibloko zakho. Bhala okwenzileyo xa ububala.
Solve. You can use your blocks. Write what you did to work it out.

85 – 31 = 85 – 30 – 1 ✓ = 55 – 1 ✓ = 54 ✓	69 – 36 = 69 – 30 – 6 ✓ = 39 – 6 ✓ = 33 ✓

3
UBrian ebene-R65. Uzithengele ibhatyi nge-R42. Yimalini anayo ngoku?
Brian had R65. He bought a jacket for R42. How much money does he have now?

R65 – R42 ✓ = R65 – R40 – R2 ✓
= R25 – R2 ✓
= R23 ✓

WEEK 5 • WEEK

Assessering **Aftrekking van 10'e en 1'e**

Assessment Subtracting 10s and 1s

Naam | Name _____

Datum | Date _____

1 Los op.

Solve.

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

58 – 30 = ____	84 – 20 = ____	65 – 10 = ____
76 – 40 = ____	97 – 50 = ____	59 – 20 = ____

58 – 34 = ____	84 – 21 = ____	65 – 14 = ____
76 – 43 = ____	97 – 52 = ____	59 – 27 = ____

2 Los op. Jy kan jou blokkies gebruik. Skryf neer wat jy gedoen het om dit uit te werk.

Solve. You can use your blocks. Write what you did to work it out.

85 – 31 = _____ = _____ = ____	69 – 36 = _____ = _____ = ____

3

Brian het R65. Hy koop 'n baadjie vir R42. Hoeveel geld bly daar nou oor?

Brian had R65. He bought a jacket for R42. How much money does he have now?

_____ = _____

= _____

= _____

IVEKI • WEEK 6

Uvavanyo Assessment — **Amanani ukuya kwi-100** Numbers to 100

Igama | Name: Memorandum

Umhla | Date: Total marks: 12

1 Yandisa ipatheni.

Extend the pattern.

83	84	85	86	87	88	89	90	91	92
94	93	92	91	90	89	88	87	86	85
12	22	32	42	52	62	72	82	92	102

2 Sombulula.

Solve.

34 + 10 = 44	41 + 3 = 44	48 + 2 = 50
45 – 10 = 35	67 – 10 = 57	54 – 4 = 50

3 Bala uye phambili ngezi-5.

Count forwards in 5s.

5	10	15	20	25	30	35

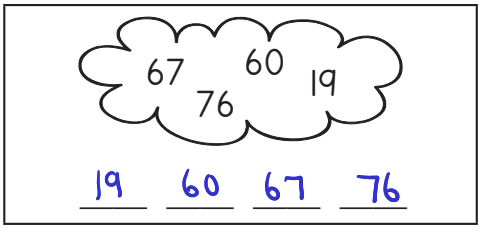
4 Bala ubuye umva ngezi-5.

Count backwards in 5s.

100	95	90	85	80	75	70

5 Cwangcisa! Bhala amanani uqale kwelona lincinci uye kwelona likhulu.

Order! Write the numbers from smallest to greatest.



19 60 67 76

WEEK • WEEK 6

Assessering **Getalle tot 100**
Assessment Numbers to 100

Naam | Name _____

Datum | Date _____

1 Brei die patroon uit.
Extend the pattern.

83	84	85							
94	93	92							
12	22	32							

2 Los op.
Solve.

34 + 10 = ____	41 + 3 = ____	48 + 2 = ____
45 – 10 = ____	67 – 10 = ____	54 – 4 = ____

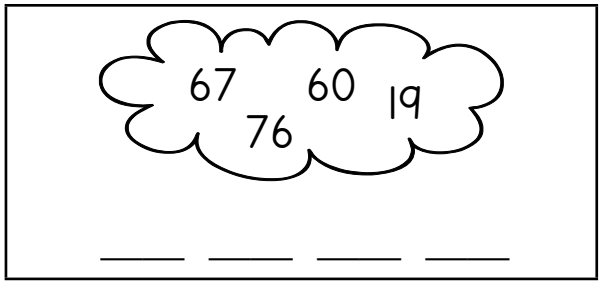
3 Tel aan in 5'e.
Count forwards in 5s.

5	10					

4 Tel terug in 5'e.
Count backwards in 5s.

100	95					

5 Orden! Skryf die getalle van die kleinste tot die grootste.
Order! Write the numbers from smallest to greatest.



IVEKI • WEEK 7

Uvavanyo **Iipatheni**
Assessment Patterns

Igama | Name Memorandum

Umhla | Date Total marks : 12

1 Bala ngoo-4. Fakela umbala kumtsi ngamnye.

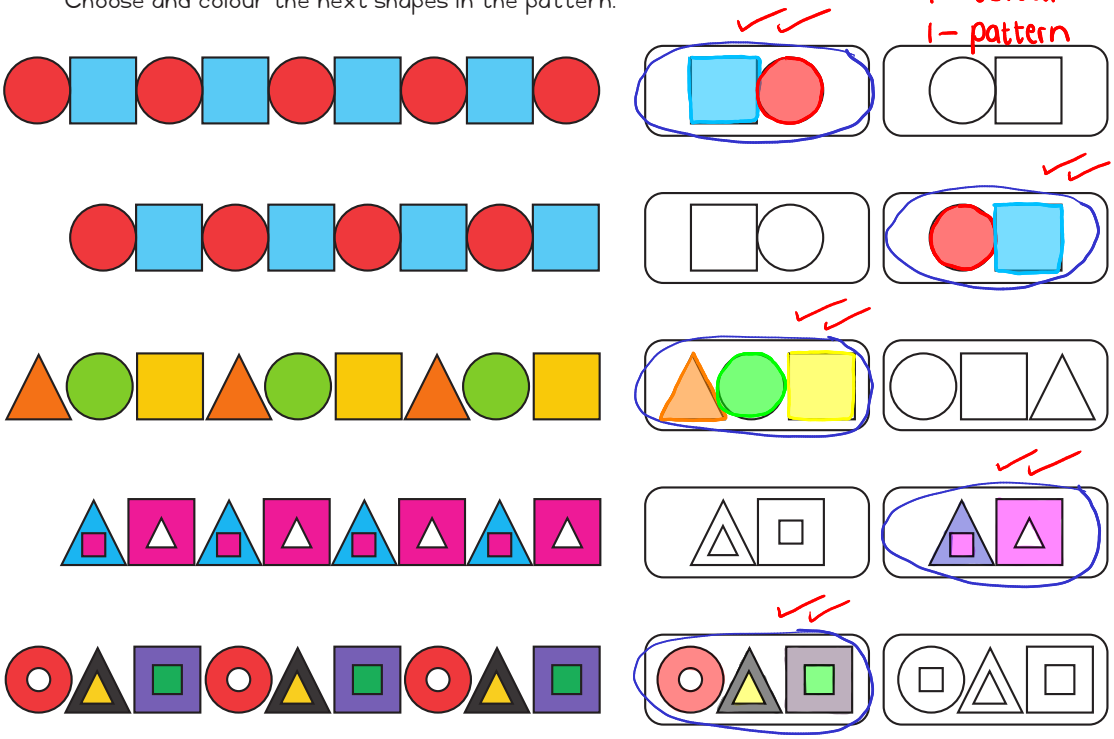
Count in 4s. Colour each jump.

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

2 Khetha uze ufakele imibala kwiimilo ezilandelayo kwipatheni.

Choose and colour the next shapes in the pattern.

1– colour
1– pattern



3 Zoba imilo elandelayo kule patheni.

Draw the next shape in the pattern.

□ □□ □□□ □□□□ .....

WEEK • WEEK 7

Assessering **Patrone**
Assessment Patterns

Naam | Name _____

Datum | Date _____

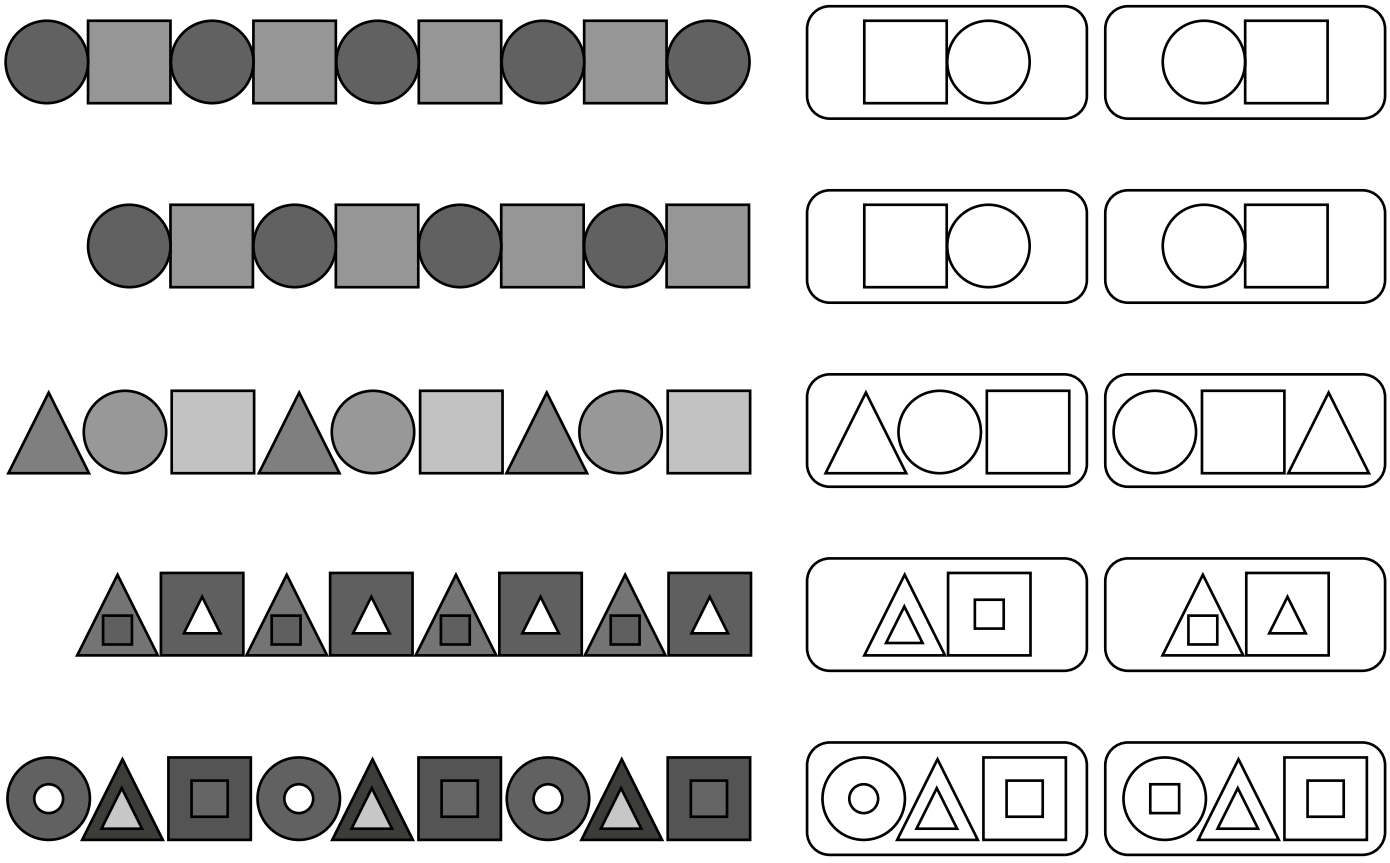
1 Tel in 4's. Kleur elke sprong in.

Count in 4s. Colour each jump.

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

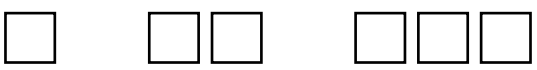
2 Kies die volgende vorms in die patroon en kleur dit in.

Choose and colour the next shapes in the pattern.



3 Teken die volgende vorm in die patroon.

Draw the next shape in the pattern.



_____

IVEKI • WEEK 8

Uvavanyo Assessment

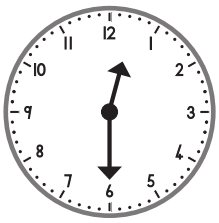
Masithethe ngexesha Let's talk about time

Igama | Name Memorandum

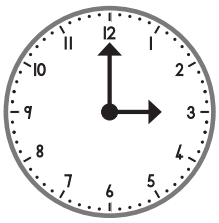
Umhla | Date Total marks : 9

1 Ngubani ixesha?

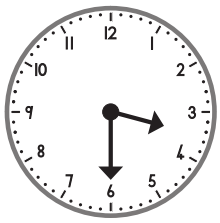
What is the time?



12 : 30 ✓



03 : 00 ✓



03 : 30 ✓

2

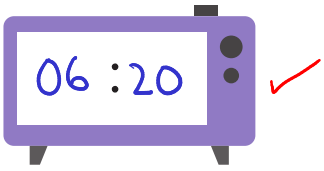
Zingaphi iinyanga enyakeni? How many months in a year? 12 ✓
Yeyiphi inyanga ephambi kweyoMqungu? What month is before January? December ✓
Yeyiphi inyanga esemva kweyoMqungu? What month is after January? February ✓

3 Bhala ixesha ngamanani.

Write the digital time.

UJabu uvuka ngemizuzu engama-20 emva kwentsimbi yesi-6.

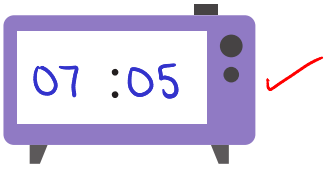
Jabu wakes up at 20 minutes past 6.



✓

UJabu uya esikolweni ngemizuzu emi-5 emva kwentsimbi yesi-7.

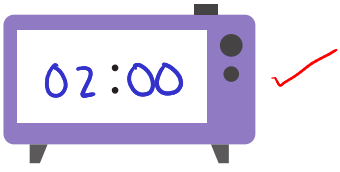
Jabu walks to school at 5 minutes past 7.



✓

UJabu usuka esikolweni ngentsimbi yesi-2 xa egoduka.

Jabu walks home from school at 2 o'clock.



✓

WEEK • WEEK 8

Assessering **Kom ons praat oor tyd**

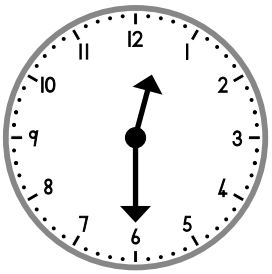
Assessment Let's talk about time

Naam | Name _____

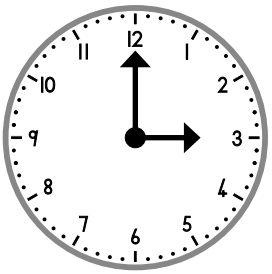
Datum | Date _____

1 Hoe laat is dit?

What is the time?



_____ : _____



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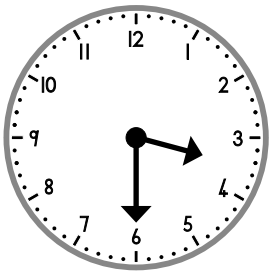


_____ : _____

2

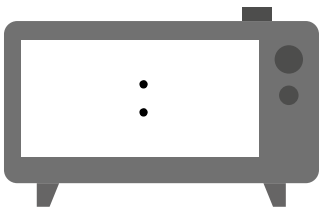
Hoeveel maande is daar in 'n jaar? How many months in a year?
Watter maand kom voor Januarie? What month comes before January?
Watter maand kom ná Januarie? What month comes after January?

3 Skryf die digitale tyd neer.

Write the digital time.

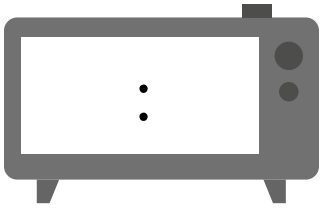
Jabu word 20 minute oor 6 wakker.

Jabu wakes up at 20 minutes past 6.



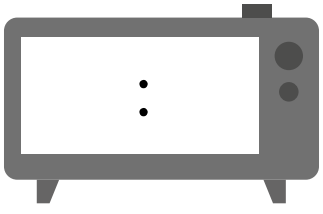
Jabu loop 5 minute ná 7 skool toe.

Jabu walks to school at 5 minutes past 7.



Jabu loop om 2-uur van die skool af huis toe.

Jabu walks home from school at 2 o'clock.



Amanqaku katitshala

Teacher notes

Bala Wande

Calculating with Confidence

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VERSION 3.0