

Mmetse

Mathematics

1
Kotara 4 : Term 4





Kotara 4 : Term 4



**Bala
Wandé**

Calculating with Confidence

Mmetse

Mathematics

Puku ya Morutiši

Teacher's Guide

Sepedi : English

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

The development of this workbook was carried out by the collaborative *Bala Wandé-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 Wandé 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.

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www.fundawande.org

ISBN: 978-1-77630-638-1

Version 3: 2024



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The Bala Wandé Foundation Phase mathematics programme

Funda Wandé ke mokgatlo wa go se dire dipolelo tša mašelang woo o ikemišeditšego go netefatša go re barutwana ka moka ka Afrika Borwa ba kgona go balela molaetša ka leleme la bona la gae ge ba fihla mengwaga ye 10. Bala Wandé ke lenaneo la mmetse la mofešetši leo le ikemišeditšego go netefatša go re barutwana ka moka ka Afrika Borwa ba hwetša motheo woo o ba kgontšhago wa mmetse mo mengwageng ya mathomo ya praemari.

Lenaneo la Mmetse la Bala Wandé le fa tlhahlo ya tšatši ka tšatši ka go re na mmetse o rutwa bjang gore barutwana ba godiše kwešišo ya bona ya mmetse, ba thome go balela ka boitshepo ba šomiša didirišwa. Lenaneo le le tlhomilwe le lebantšwe kharikhulamo ya Afrika Borwa gape le na le dinyakwa ka moka tša CAPS. Diteng, kabo ya nako le kelo ya thuto, ka moka di lebantšwe go CAPS.

Materiale wa dithuto wa Bala Wandé o na le Puku ya Morutiši, Puku ya Mošomo ya Morutwana le didirišwa tša go swarega tša morutiši le barutwana (lebelela matlakala 6 & 7).

1. O amogetšwe go Mphato wa 1!

Re rata gore barutwana ba be le mekgwa ye mebotse ge ba dira dipalo go tloga mathomong. Bolela le bona ka go lebelela ka šedi seo ba swanetšego go se dira. Letšatši le lengwe le le lengwe ge o tsebiša mošomo wa go ikemela wa phapošing, help learners develop these habits:

Tlwaelo 1: Re lebelela ka borena. Na ke bona eng? Ke swanetše go dira eng?

Tlwaelo 2: Re thala diswantšho. Na nka thala eng seo se ka nthušago go rarolla marara?

Tlwaelo 3: Re bolelela godimo ka mmetse.

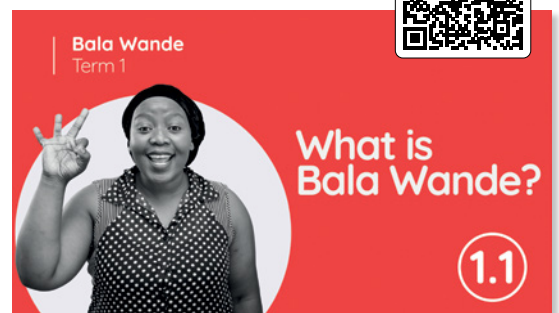
Nepokgolo ya rena mo ngwageng wo ke go hlohleletša barutwana gore ba thome go bolelela godimo ka mmetse. Ka letšatši le lengwe le le lengwe o swanetše o ikemišetše go akaretša barutwana ba bantši ka moo go kgonegago dikahlaahlong tša mafolofolo tša phapoši ka moka. Sepelasepela le phapoši o etelele pele mešomo ya phapošing ya go ikemela- botšiša dipotšišo tša go hlohla go hwetša ge eba barutwana ba kwešiša seo ba se dirago. Theeletša dipotšišo tšeo ba di botšišago gomme o ba arabe gabotse ka moo go kgonegago ka seo ba se botšišitšego.

Hlokomela barutwana bao ba itemogelago mathata ka dilo tša go swana le dikgopolo tša dipalo tša motheo. Ge e le gore go na le barutwana bao ba bontšhago ba sa kwešiše dipalo tša motheo tša go thoma go 0 go ya ga 10, ba fe mešongwana ya tlaleletšo ya go šoma ka dipalo tša tlhatlamanano ye gomme o tšwele pele o ba botšiša dipotšišo ka dipalo le ditlamagano tša dipalo mo tlhatlamanong ye go fihlela o bona gore ba kgona go šoma ka go lokologa ka dipalo 0 go ya ga 10.

Didirišwa ka moka tša Bala Wandé ke tša malemepedi. Se ke thekgo ya go tšweletša polelo ya mmetse ka Sepedi le ka Seisemane. Se se laetša go thekga kgatelo pele ya tlhago magareng ga dipolelo tše ge go bolelwa ka mmetse. Pukuntšu ya Bala Wandé e tla go thuša go šomiša polelo ya go feta e tee go hlaloša mantšu a mmetse ge go hlokega.

Barutiši ba bantši ba mmetse ba Mafrika Borwa ba ruta mmetse ka go fela ba šomiša leleme la gae go thuša barutwana go kwešiša mareo a mmetse. Go fetošafetoša maleme ge ba bolela go thuša barutwana le barutwana go šomiša mabokgoni ka moka a polelo ya bona go ithuta, go e na le go re ba gapeletšego go šomiša polelo e tee fela. Tlwaelo ye e šomišwa ke ditšhabatšhaba ebile e bitšwa go re ke 'translanguaging'.

Mo go Sehlopha sa Motheo, go ruta Mmetse le go ruta polelo go a sepelelana. Lenaneo la Bala Wandé le beakanyeditšwe go thekga wena ge o ruta dithuto tše.



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 1!

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.

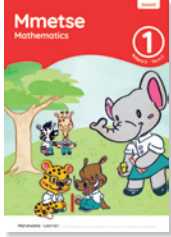
The Bala Wande material is all bilingual. It supports the development of mathematics language in both Afrikaans and English by moving naturally between languages when speaking about mathematics. The Bala Wande dictionary will help teachers use more than one language to explain mathematical words if necessary.

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 to be limited by one language only. This practice is used internationally and is also called 'translanguaging'.

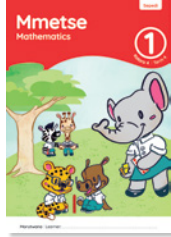
In the Foundation Phase, teaching mathematics and teaching language go together. The Bala Wande programme has been planned to support you in this teaching.



2. Materiale wa Bala Wandé wa go thekga morutwana le morutiši

Puku ya Morutiši ya Bala Wandé • kakaretšo ya dikgopolo goba mareo ao a tlogo rutwa bekeng ye nngwe le ye nngwe • Mmetse wa hlogo woo o beakanyeditšwego letšatši le lengwe le le lengwe (matšatši a 1-4) • mešongwana ya mareo a bohlokwa ao a tlogo rutwa, a go thekgwa ke diphoustara le didirišwa tša go tšwa ka lepokising (matšatši a 1-4) • dikhopi tša matlakala a Puku ya Mošomo ya Morutwana ya Bala Wandé ya letšatši (a beilwe ka tatelano ka gare ga Puku ya Morutiši), tša go ba le ditharollo le dinoutse tša morutiši • kelo ya thuto (letšatši la bo5 ka dibeke tša 2-8) • teefatšo (letšatši la bo5 ka dibeke tša 1-10)	
Puku ya Mošomo ya Morutwana • mešongwana ya tšatši ka tšatši yeo e sepelelanago le mešongwana ya thutišo • mešongwana ya tšatši ka tšatši yeo morutwana a tlogo e dira ka boyena goba ka dihlopha • dipapadi tšeo di sepelelanago le mešongwana ya dithutišo	
Pukuntšu ya malemepedi • pukuntšu ya malemepedi ya Sehlopha sa Motheo ya mareo a mmetse ya go ba le ditlhalošo le mehlala	
Dividiyo • ditsopolwa tšeo di bontšhago barutiši ba dinkgwete ba ruta le go ahlahlala dithutišo • dividiyo tša go hlahla di fa seswantšho sa phapoši sa go ba le dipontšho tša dipopaye tšeo di sedimošago le go fa mehlala ya ditsela tšeo di botse tša go ruta Mmetse go Sehlopha sa Motheo	
Diphoustara • khalentara • rejistara ya phapoši ya foreimi ya lesome • diphoustara tša go sepelelana le dipeakanyo tša thutišo	
Didirišwa tša morutiši • mehutahuta ya didirišwa tšeo o swanetšego go di šomiša ge o ruta	
Ditlabela tša kelo • peakanyo ya kelo ya Kotara • mešongwana ya bomolomo le tirišo ya go ba le dirubriki/mananeotekolo (a ma2 ka kotara) • mešomo yeo e beakantšwego ya kelo le mešongwana ka letšatši la bo5 la beke ye nngwe le ye nngwe (dibeke tša 2-8: lebelela matlakala a ka morago a tlhahlamorutiši ye) • kgokagano ya khoutu ya QR ya go tsena go matlakala a dithempleiti	

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) - 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	

Lenaneo la dilo tšeo di lebelelwago • Checklist

Diphoustara • Posters

Khalentara
Calendar



Rejistara
Register



Tema ya 1 ya polase yeo e sa kgoboketšwego
(dipalo go fihla go 5)
Unclustered farm scene 1
(numbers up to 5)



Tema ya 2 ya polase yeo e sa kgoboketšwego
(dipalo go fihla go 10)
Unclustered farm scene 2
(numbers up to 10)



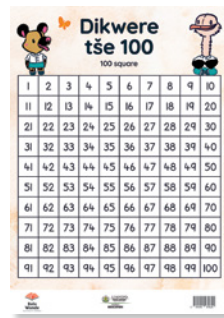
Tema ya 1 ya polase yeo e kgobokeditšwego
(dipalo go fihla go 5)
Clustered farm scene 1
(numbers up to 5)



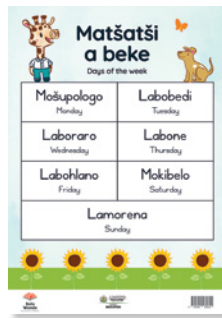
Tema ya 2 ya polase yeo e kgobokeditšwego
(dipalo go fihla go 10)
Clustered farm scene 2
(numbers up to 10)



Dikwere tše 100
100 square



Matšatši a beke
Days of the week



Dikgwedi tša ngwaga
Months of the year



Tšhelete
Money



Phoustara ya mehlare
Trees poster



Tema ya phapošing
Classroom scene



Mothalopalo
Number line

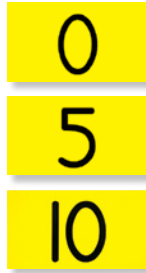


Mohlaleng wa palo
Number track

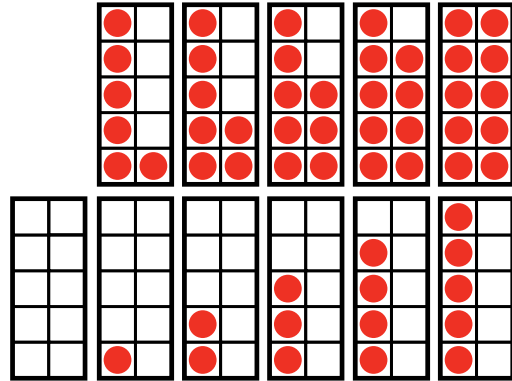


Didirišwa tša morutiši le morutwana • Teacher and learner manipulatives

Dikarata tša palo 0-20
(morutiši le morutwana)
Number cards 0-20
(teacher and learner)



Dikarata tša maronotho 0-10
(morutiši le morutwana)
Dot cards 0-10
(teacher and learner)



Dikarata tša leinapalo 0-10 - Sepedi
(morutiši le morutwana)
Number name cards
0-10 - Sepedi
(teacher and learner)



Dikarata tša leinapalo 0-10 - English
(morutiši le morutwana)
Number name cards
0-10 - English
(teacher and learner)



Dithapo tša dipheta
Bead strings



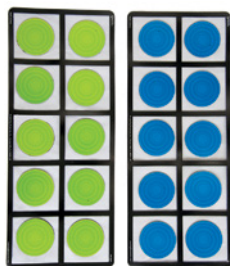
Dipoloko tša multifix
(morutiši le morutwana)
Multifix blocks
(teacher and learner)



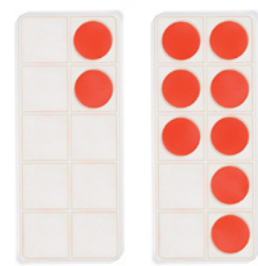
Dikomiki tša polasitiki
(morutiši le morutwana)
Plastic cup
(teacher and learner)



Foreimi ya lesome ya mmakenete ya go ba le dibaledi tša mmakenete (tše 20 sete e tee)
2 magnetic ten frame with magnetic counters
(20 per set)



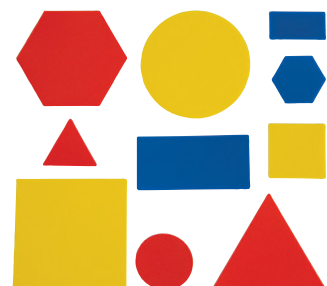
Diforeimi tša lesome tša polasitiki tše 6 le dibaledi (tše 20 sete e tee)
6 plastic ten frames and counters
(20 per set)



Mataese a 12
(mataese a 2 a morutwana o tee, le tee le be le maronotho, le lengwe le be le dipalo)
12 dice
(2 per learner, one with dots and one with numbers)



Dipoloko tša sebopego sa mahlakorepedi (2-D) (mapokisi a 4)
2-D shape attribute blocks
(4 boxes)



3. Go šomiša lenaneo la Mmetse la Bala Wande

Beakanyetša beke ye nngwe le ye nngwe

Šomiša kakaretšo yeo e lego letlakaleng la mathomo go lokišetša beke.

Kakaretšo ya ka pejana ya mmetse wa hlogo le mešongwana ya thutišo ya beke gammogo le didirišwa tšeo o di hlokago.

Lenaneo la ditebanyo tša beke tšeo o ka di šomišago go lekola ge eba phapoši ya gago e sa dira ka tshwanelo.

Tlhalošo ya mošongwana wa kelo yeo e dirwago ka letšatši la bo5 la beke.

BEKE 1 • WEEK 1

Go šoma ka dipalo

Dipalo tša hlogo: Imisebenzi yewesha	Didirišwa
Papadi: Papadi ya go dumedisa/saluta	tšhupamabaka
	dikarata tša palo 0 go ya go 10



Letšatši	Mošongwana wa thuto	Didirišwa tša thuto
1	Hwetša palo yeo e tlogetšwego	PMM, diploko tša multifix
2	Hwetša palo yeo e tlogetšwego	PMM, diploko tša multifix
3	Go hlokanthša le go ntšha	PMM, diploko tša multifix
4	Dipalo tša go fihla go 99 - go bala, go bala ka go tšhele le go lemoga	PMM, tšhate ya sekwere ya 100 (morutiš)
5	Tsefatšo	PMM

Morago ga beke ye, barutwana ba swanetše go kgona go:

- šomiša go hlokanthša le go ntšha go hwetša palo yeo e tlogetšwego go marara a go hlokanthša le go ntšha
- hlokanthša ka go nwaša o be o ntšhe ka go adima, go lemoga go hlokanthša le go ntšha bjale ka dipaperele tša go dirola
- bala, go bala ka go tšhele le go lemoga dipalo peakanyong ya go fihla go 99.

Kelo (šheba magaphe a kamara a tatliso ena)

Go ga na kelo ya semmušo beke ye.

O swanetše go hlokomela barutwana ka phapoling ya gago tšatši ka tšatši gamme o dire dinoutso bjale ka karolo ya ketatšweledi ya gago yeo e sego ya semmušo ya go thutha.

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Letlakala la bobedi le fa dintlha ka botlalo mabapi le mešongwana ya beke.

Tlhalošo ya Mmetse wa Hlogo le papadi ya beke. Ge e le gore go na le vidiyo yeo e thekgago mešongwana ye, dikhoutu tša go ba le dikarabo tša go phakiša (QR) di hwetšagala ka thoko ya go la go ja.

Tlhalošo ya mareo a bohlokwa ao o tlogo a ruta mo bekeng. Dinoutse se tša tlotlontšu yeo e tiišetšwago mo bekeng ye. Ge e le gore go na le dividiyo tša go thekga dikgopolo tše tša bohlokwa, dikhoutu tša go ba le dikarabo tša go phakiša (QR) di hwetšagala ka thoko ya go la go ja.

Lenaneo la dilo tšeo morutiši a swanetšego go di hlokomela, bjale ka diphošo tšeo barutwana ba di dirago gantši, dikgopolo tše bohlokwa tšeo di gatelelwago le tlotlontšu ye bohlokwa ya beke.

BEKE 1 • WEEK 1

Go šoma ka dipalo

Mmetse wa hlogo

Bekeng ye re tsepelela go kgopolo ya nako. Barutwana ba šomiša tlotlontšu go bontšha go feta go nako. Barutwana ba fihla bolela ka ditragalo tša tšatši ka tšatši ba šomiša tlotlontšu ye, maabane, lehora le gosasa.



Papadi

Salute



Kgodišo ya kgopolo

Bekeng ye, re tsepelela go go hwetša palo yeo e tlogetšwego go marara a go hlokanthša le go ntšha. Barutwana ba fihla matlafatšo seo ba thutšwego sono ka mafakopolo le marara a go tšhele ka godimo ga lesome. Re fihla tsepelela go:

- go rarolla marara ka nepa ya go tsefatšo bokgoni tša go hwetša palo yeo e tlogetšwego go lefakopolo.
- go šomiša diploko le ditafola tša dipalo go rarolla marara le go matlafatša kwetšo ya dipaperele tša go dirola.
- go šomiša dilemoga tša palo go hlokanthša le go ntšha.
- go lemoga, go tšhele le go bala dipalo tša go fihla go 0-99 ka go šomiša tšhate ya sekwere sa 100.

Seo o ka se lebelelago mo bekeng ye

- Thuto barutwana go lemoga gore go hlokanthša le go ntšha le dipaperele tša go dirola, o ba thutše le gore na tše di šomiša bjale go ntšha go dirola seo se diriwago le go hlokanthša, di tšhentšhana ka tšhele yeo. Barutwana ba ka šomiša dipaperele tša go dirola go hwetša palo yeo e tlogetšwego go lefakopolo.
- Hlokanthša poleišano magareng ga barutwana gore ba kgone go šomiša tlotlontšu ya maleba ge ba le gore ba ašatšha mekgwa ya go rarolla le dipalo go fihla go 0-99 (hlokanthša, le, ntšha, tšhele, njwane go, pele ga, morago ga, magareng ga).

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3. Using the Bala Wandé mathematics programme

Prepare for each week

Working with numbers

Mental Maths: Time activities

Game: Salute

2024

Salute

Resources

calendar

number cards 0-10

Day	Lesson activity	Lesson resources
1	Find the missing number (1)	LAB, multifix blocks
2	Find the missing number (2)	LAB, multifix blocks
3	Addition and subtraction	LAB, multifix blocks
4	Numbers up to 99 - counting, skip counting and recognition	LAB, 100 square (teacher)
5	Consolidation	LAB

After this week the learner should be able to:

use **addition** and **subtraction** to find the missing number in addition and subtraction problems

add with **carrying (regrouping)** and subtract with **borrowing (decomposing)**, recognising addition and subtraction as inverse operations

count, skip count and recognise numbers in the range 0 to 99

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.

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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

Working with numbers

Mental Maths

This week in Mental Maths we focus on the concept of **time**. Learners use vocabulary to show the passing of time. Learners will talk about daily events using the vocabulary **yesterday, today** and **tomorrow**.

Game

Salute

Concept development

This week we focus on finding the missing number in addition and subtraction problems. Learners will reinforce what they have learnt about **number sentences** and problems that **bridge ten**. We will focus on:

- solving problems to consolidate the ability to find the missing number in a number sentence.
- adding with **carrying (regrouping)** and subtracting with **borrowing (decomposing)**.
- using multifix blocks and number tables to solve problems and to reinforce an understanding of **inverse operations**.
- using **number bonds** to add and subtract.
- recognising, identifying and reading numbers from 0 - 99 by using a 100 square.

What to look out for this week

- Help learners to recognise that **addition** and **subtraction** are inverse operations and how this works (subtraction undoes what addition does and vice versa). Learners can use these inverse operations to find a missing number in a number sentence.
- Encourage conversation between learners so that they can use the correct vocabulary as they discuss solution methods and number symbols from 0 - 99 (**add** and, **more**, **subtract**, **take away**, **less**, **before**, **after**, **in between**).

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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

Seo morutiši a swanetšego go se dira go lokišetša beke ye nngwe le ye nngwe

- Bala tlhahlamorutiši o be o beakanyetše beke le thuto ye nngwe le ye nngwe (bogela dividiyo ge go hlokega).
- Ka morago ga go rutiša, lekola go re thuto e sepetše bjang. Dira dinoutsu gore ke eng seo se sepetšego gabotse le seo o ka se dirago sa go fapana nako yeo e tlogo.
- Ka dibeke tša 2-8, lokišetša mošongwana wa kelo wa beke. Mo bekeng ya go ba le kelo ya bomolomo le tirišo, barutiši ba swanetše go beakanya gore na tšwelopele ya morutwana yo mongwe le yo mongwe e dirwa bjang ka go šomiša rubriki goba lenaneotekolo mo bekeng.

Letšatši le lengwe le le lengwe

Šomiša rejistara go bala barutwana ka phapošing ya gago

Lenaneo la Bala Wande le hlamilile phoustara ya go ikgetha ya rejistara ya phapoši. Morutwana yo mongwe le yo mongwe o tla itshwaya ka go bea lerontho goba ditlhaka tša mathomo tša maina a bona godimo ga rejistara letšatši le lengwe le le lengwe. Netefatša go re barutwana ba tlatša diforeimi tša lesome godimo ga rejistara ka tatelano.

Ge thutišo ya mmetse e thoma, bala palo ya barutwana bao ba lego gona; mohlala, “lesome; masomepedi; masometharo; masomenne; nne. Barutwana ba masomenne-nne ba gona lehono.”

Mošongwana wo wa go bušeletšwa letšatši le lengwe le le lengwe o tlišetša kgopolo ya go re go hlopha le go bala ka masome go a kgonega le gona, go hlahlala barutwana gore ba se ke ba bala ka ditee.



Ahlaahla letšatšikgwedi la lehono le barutwana le šomiša khalentara

Ka gare ga lepokisi go na le khalentara. Šupa ngwaga, kgwedi, letšatši le letšatšikgwedi letšatši le lengwe le le lengwe le phapoši. Swaya letšatšikgwedi khalentareng ya lebotong. Hlokomela ge eba go na le letšatši la matswalo.



What teachers need to do to prepare for each week

- Read the Teacher's 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 Wandé 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.



Šomiša taekramo ya go ela go bona tatelano ya mešongwana ya letšatši

Mathomong a letšatši le lengwe le le lengwe, go fiwa taekramo ya go ela yeo e akaretšago tatelano ya mešongwana ya letšatši.



Dira mošongwana wa mmetse wa hlogo (metsotso ye 15)

Mmetse wa hlogo ke karolo ye bohlokwa ya thutišo ye nngwe le ye nngwe. Re šomiša mešongwana ya mmetse wa hlogo go netefatša gore barutwana ba tseba dintlha tša motheo ka thelelo. Go na le dividiyo tšeo di bontšhago mešongwana ya mmetse wa hlogo e direga ka phapošing gape go na le tlhalošo ya mešongwana ya mmetse wa hlogo go kakaretšo ya beke. Ka letšatši le lengwe le le lengwe, tlhahlamorutiši e fa segopotšo sa mošongwana wa mmetse wa hlogo wa letšatši ka mokgwa wa seswantšho.



Mošongwana wa kgodišo ya kgopolo (metsotso ye 30)

Kgodišo ya kgopolo ke ge barutwana ba šoma mmogo ka phapoši gomme ba ahlaahla kgopolo ye bohlokwa ya Mmetse ya letšatši pele ba arogana ka dihlopha tše nnyane goba ba šoma ka botee. Go na le dividiyo tšeo di bontšhago mešongwana ya kgodišo ya kgopolo mo go kakaretšo ya beke. Go na gape le tatelano ya diswantšho yeo e diretšwego go bontšha mešongwana ya kgodišo ya kgopolo ka gare ga Puku ya Morutiši.



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 Guide, there is a daily photographic sequence to demonstrate the concept development activities.



Puku ya Mošomo ya Morutwana e šitlhelwa ka gare ga Puku ya Morutiši

Sešupo se sekhubedu se go botša mohuta wa mošongwana (o ke wa letlakalatšhomelo).

Ditharollo tša go thekga morutiši di a hwetšagala. Matlakaleng a mangwe, go ngwetšwe ditshwayotshwayo (ka Seisemane) go fa tlhahlo ya tlaleletšo.

Ditaelo ka moka le tshedimošo di filwe ka Sepedi le phetolelo ka Seisemane ka tlase.

Matlakalatšhomelo a na le mohlala wa karabo (o laeditšwe ka mmala wo mopududu ka morago le phensele ye khubedu).

BEKE 5 • LETŠATŠI 2
Ditlemagano tša 5

BEKE 5 • WEEK 5

LETAKALATŠHOMELO | WORKSHEETS

5 **LETŠATŠI 2 • DAY 2**
Ditlemagano tša 5
Bonds of 5

MMETSE WA HLOGO **DITLEMAGANO TŠA GO FHILA GO 5** **NGODIŠO YA KGOPOLLO** **PAPADI** **MATLAKALATŠHOMELO**
MENTAL MATHS BONDS UP TO 5 CONCEPT DEVELOPMENT GAME WORKSHEETS

1 Na ke ditsela tše kae tša go fapafapana tšeo di ka dirago 5?
How many different ways can you make 5? *Ask learners to give combinations*

Papadi: Na ke utile tše kae?
Game: How many am I hiding?

Na go na le dibatedi tše kae?
How many counters are there?

Na o kgona go bona tše kae? Na ke utile tše kae?
How many can you see? How many am I hiding?

Bjale go bapala nna.
My turn now.

Ke bona tše 4, go ra go re o utile e l.
I see 4 so you are hiding 1.

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110

Mešongwana e ka mokgwa wo barutwana ba tlogo e bona ka gona ka dipukung tša bona.

Mo, go fa mohlala, re na le khathune ya papadi yeo barutwana ba tlogo e raloka. Go tsebagatša papadi ye mpsha go barutwana, go kaone go ba ralokela o ba bontšhe papadi pele barutwana ba raloka ka bobedi goba ka dihlopha.

The burgundy 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 Afrikaans with an English translation below.

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

WEEK 5 • DAG 2
Getalkombinasies van 5

WEEK 5 WERKKAARTE | WORKSHEETS

5 WEEK • WEEK DAG 2 • DAY 2
Getalkombinasies van 5
Bonds of 5

HOOFREKENE MENTAL MATHS GETALKOMBINASIES TOT 5 BONDS UP TO 5 KONSEPONTWIKKELING CONCEPT DEVELOPMENT SPELETJIE GAME WERKKAARTE WORKSHEETS

1 Op hoeveel verskillende maniere kan jy 5 maak?
How many different ways can you make 5?

Note to teachers: Ask learners to give combinations

Speletjie: Hoeveel steek ek weg?
Game: How many am I hiding?

Hoeveel tellers is daar?
How many counters are there?

Hoeveel kan jy sien?
Hoeveel steek ek weg?
How many can you see?
How many am I hiding?

Dis nou my beurt.
My turn now.

Ek sien 4, dus steek jy 1 weg.
I see 4 so you are hiding 1.

62

110

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. Demonstrate the game to the whole class before letting learners play in pairs or groups.

4. Tšhupadipaka ya beke ka beke

MPHATO 1 (Bonnyane LG)					
	Mošupologo	Labobedi	Laboraro	Labone	Labohlano
DIPALO * 85 mets 4 matšatši + 55 mets x 1 letšatši / 96 mets x 5 matšatši a Lenaneo la Tšhupadipaka ya Tiišetšo					
BOMOLOMO					
15 mets/ 10 mets ya Tiišetšo	Kopano ya mesong (Ditaba)	Kopano ya mesong (rejisitara, khalentara, boso)	Kopano ya mesong (rejisitara, khalentara, boso)	Kopano ya mesong (rejisitara, khalentara, boso)	Kopano ya mesong (Ditaba)
15 mets	Go Theeletša le Go Bolela (Kanegelo ya go balelwa godimo)	Go Theeletša le Go Bolela		Go Theeletša le Go Bolela (koša/sereto)	Go theeletša le Go Bolela: go balela godimo, tlotlontšu, kwešišo (E-classroom)
TSEBO YA Go THOMA LE BLTP					
15 mets	Tsebo ya Mathomo le BLTP (thuto yeo e ithekilego ka temana) (30 mets /20 mets ya Tiišetšo)	Tsebo ya Mathomo le BLTP (mešongwana)	Tsebo ya Mathomo le BLTP		
GO BALA LE GO NGWALA					
GO FETOLA: loutša dipentshele, efa dipuku, mošomo wa diatla					
15 mets	Ditlhaka (modumotlhaka wo moswa)	Ditlhaka (mešongwana)	Ditlhaka (modumotlhaka wo moswa go tloga go Beke 5)	Ditlhaka (go kgomaganya le go ripaganya medumo yeo e bitšwago mmogo)	Ditlhaka (papadi goba Piletšo)
15 mets	Mongwalo (Dikgato tše kgolo)	Mongwalo (Itlwaetšeng go ngwalela ka dipukung)	Mongwalo (Dikgato tše kgolo)	Mongwalo (Itlwaetšeng go ngwalela ka dipukung)	
GO FETOLA: Koša					
15 mets		Go Bala Mmogo 1 (tsepelela go kwešišo)	Go Bala Mmogo 2 (tsepelela go tikhouta)	Go Bala Mmogo 3 (tsepelela go karabo)	
15 mets			Go Ngwala Mmogo	Go Ngwala o Nnoši	Go Ngwala o Nnoši
GO FETOLA: otloga le go itšhikinya/ sehlopha se ya mmeteng go ya go dira GBHS					
30 mets	Go Bala ka go Hlahlwa ka Sehlophana le go Šoma o Nnoši	Go Bala ka go Hlahlwa ka Sehlophana le go Šoma o Nnoši	Go Bala ka go Hlahlwa ka Sehlophana le go Šoma o Nnoši	Go Bala ka go Hlahlwa ka Sehlophana le go Šoma o Nnoši	Go Bala ka go Hlahlwa ka Sehlophana le go Šoma o Nnoši
					Tekolo le dipolelo
MABOKGONI A BOPHELO					
30 mets	Thuto ya Boitšhidullo (GBHS Tšhupadipaka ya Tiišetšo)	Thuto ya Boitšhidullo	Thuto ya Boitšhidullo (GBHS Tšhupadipaka ya Tiišetšo)	Thuto ya Boitšhidullo	Thuto ya Boitšhidullo (GBHS Tšhupadipaka ya Tiišetšo)
30 mets	Bokgabo bja Go Bonwa	Bokgabo bja Go Bonwa (GBHS Tšhupadipaka ya Tiišetšo)	Bokgabo bja Go Diragatša	Bokgabo bja Go Diragatša (GBHS Tšhupadipaka ya Tiišetšo)	
30 mets / 35 mets ya ya Tiišetšo	FAL*	FAL*	FAL*	FAL*	FAL*
15 mets	2nd AL*	2nd AL	2nd AL	2nd AL	

*Tšeo di sa akaretšwago ka go dipeakanyo tša thuto ye

4. Weekly timetable

GRADE 1 (Minimum HL)					
	Monday	Tuesday	Wednesday	Thursday	Friday
MATHS* 85 minx 4 days + 55 min x 1day / 96 mins x 5 days for Recovery Timetable					
ORAL					
15 mins/ 10 mins for Recovery	Morning Meeting (News)	Morning Meeting (register, calendar, weather)	Morning Meeting (register, calendar, weather)	Morning Meeting (register, calendar, weather)	Morning Meeting (News)
15 mins	Listening & Speaking (Read-aloud story)	Listening & Speaking		Listening & Speaking (song/poem)	Listening and Speaking: reading- aloud, vocabulary, comprehension (E-classroom)
BEGINNING KNOWLEDGE & PSWB					
15 min	Beginning Knowledge and PSWB (text-based lesson) (30 mins / 20 mins for Recovery Timetable)	Beginning Knowledge and PSWB (activity)	Beginning Knowledge and PSWB		
READING AND WRITING					
TRANSITION: sharpen pencils, hand out books, hand exercises					
15 mins	Phonics (new letter-sound)	Phonics (activity)	Phonics (new letter-sound from week 5)	Phonics (blending and segmenting)	Phonics (game or dictation)
15 mins	Handwriting (big movements)	Handwriting (practice in exercise books)	Handwriting (big movements)	Handwriting (practice in exercise books)	
TRANSITION: song					
15 min	Shared Reading 1: picture discussion (E-classroom)	Shared Reading 1 (focus on comprehension)	Shared Reading 2 (focus on decoding)	Shared Reading 3 (focus on response)	Shared Reading: consolidation (E-classroom)
15 min			Shared Writing	Independent Writing	Independent Writing
TRANSITION: stretch and shake / group moves to mat for GGR					
30 mins	Group Guided Reading & Independent Work	Group Guided Reading & Independent Work	Group Guided Reading & Independent Work	Group Guided Reading & Independent Work	Group Guided Reading & Independent Work
15 mins					Checking and feedback
LIFE SKILLS					
30 mins	Physical Education (GGR for Recovery timetable)	Physical Education	Physical Education (GGR for Recovery timetable)	Physical Education	Physical Education (GGR for Recovery timetable)
30 min	Visual Arts	Visual Arts (GGR for Recovery timetable)	Performing Arts	Performing Arts (GGR for Recovery timetable)	
30 min/ 35 min for Recovery	FAL*	FAL*	FAL*	FAL*	FAL*
15 min	2nd AL*	2nd AL*	2nd AL*	2nd AL*	

*Not included in these lesson plans

5. Peakanyo ya Kotara

	Letšatši 1	Letšatši 2	Letšatši 3	Letšatši 4	Letšatši 5
Beke 1 Go šoma ka dipalo	Hwetša palo yeo e tlogetšwego	Hwetša palo yeo e tlogetšwego	Go hlakantšha le go ntšha	Dipalo tša go fihla go 99 – go bala, go bala ka go tshela le go lemoga	Teefatšo
Beke 2 Dipalo tša go fihla go 99	Dipalo tša go fihla go 99 – go bala, go bala ka go tshela le go lemoga	Dipalo tša go fihla go 99 – go bala, go bala ka go tshela le go lemoga	Go beakanya le go bapetša dipalo	Go beakanya le go bapetša dipalo	Teefatšo le kelo
Beke 3 Tšhelete, go hlakantšha le go ntšha	Go šoma ka tšhelete	Go balela tšhelete	Mararantšu a go hlakantšha le go ntšha (kamano ya tšhelete)	Mararantšu a go hlakantšha le go ntšha (kamano ya tšhelete)	Teefatšo le kelo
Beke 4 Go hlakantšha, go ntšha le dipaterone	Go hlakantšha le go ntšha	Go hlakantšha le go ntšha	Dipateronepalo le dipaterone tša tšeometriki	Dipateronepalo	Teefatšo le kelo
Beke 5 Nako le mararantšu	Nako – mosegare, bošego, maabane, lehono, gosasa	Nako – dikgwedi tša ngwaga le matšatši a beke	Mararantšu a go hlakantšha le go ntšha	Mararantšu a go hlakantšha le go ntšha	Teefatšo le kelo
Beke 6 Go ripa gare ka go lekana, go pedifatša le go ripagare	Go ripagare ka go lekana	Go ripagare ka go lekana	Go pedifatša le go ripagare	Go pedifatša le go ripagare	Teefatšo le kelo
Beke 7 Go hlopha le go abelana	Go hlopha	Go abelana	Go hlopha le go abelana	Go hlopha le go abelana	Teefatšo le kelo
Beke 8 Poeletšo, go pedifatša le go ripagare	Tlhakan-tšhopoeletšo	Tlhakan-tšhopoeletšo	Go pedifatša le go ripagare	Go pedifatša le go ripagare	Teefatšo
Palo, Diophareišene le Ditswalano	Dipaterone, Difunkšene le Altšebra	Sekgoba le Sebopego (Tšeometri)	Kelo	Tšhomišo ya Data	

5. Term Plan

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1 Working with numbers	Finding the missing number	Finding the missing number	Addition and subtraction	Numbers up to 99 – counting, skip counting and recognition	Consolidation
Week 2 Numbers up to 99	Numbers up to 99 – counting, skip counting and recognition	Numbers up to 99 – counting, skip counting and recognition	Ordering and comparing numbers	Ordering and comparing numbers	Assessment and consolidation
Week 3 Money, addition and subtraction	Working with Money	Money calculations	Addition and subtraction word problems (money context)	Addition and subtraction word problems (money context)	Assessment and consolidation
Week 4 Addition, subtraction and patterns	Addition and subtraction	Addition and subtraction	Number patterns	Number patterns	Assessment and consolidation
Week 5 Time and word problems	Time: Day, night, yesterday, today, tomorrow	Time: Months of the year and days of the week	Addition and subtraction word problems	Addition and subtraction word problems	Assessment and consolidation
Week 6 Symmetry, doubling and halving	Symmetry	Symmetry	Doubling and halving	Doubling and halving	Assessment and consolidation
Week 7 Grouping and sharing	Grouping	Sharing	Grouping and sharing	Grouping and sharing with remainders	Assessment and consolidation
Week 8 Repeated, doubling and halving	Repeated addition	Repeated addition	Doubling and halving	Doubling and halving	Consolidation
Number, operations and relationships	Patterns, functions and algebra	Space and shape (geometry)	Measurement	Data Handling	

Go šoma ka dipalo

		Didirišwa
Dipalo tša hlogo: Mešongwana ya nako		tšhupamabaka
Papadi: Papadi ya go saluta		dikarata tša palo 0 go ya ga 10
		
		
Letšatši	Mošongwana wa thuto	Didirišwa tša thuto
1	Hwetša palo yeo e tlogetšwego	PMM, dipoloko tša multifix
2	Hwetša palo yeo e tlogetšwego	PMM, dipoloko tša multifix
3	Go hlakantšha le go ntšha	PMM, dipoloko tša multifix
4	Dipalo tša go fihla go 99 – go bala, go bala ka go tshela le go lemoga	PMM, tšhate ya sekwere ya 100 (morutiši)
5	Teefatšo	PMM

Morago ga beke ye, barutwana ba swanetše go kgona go:	✓
šomiša go hlakantšha le go ntšha go hwetša palo yeo e tlogetšwego go marara a go hlakantšha le go ntšha.	
hlakantšha ka go rwala o be o ntšhe ka go adima, go lemoga go hlakantšha le go ntšha bjale ka diopareišene tša go dirolla.	
bala, go bala ka go tshela le go lemoga dipalo peakanyong ya go fihla ga 99.	

Kelo

Ga go na kelo ya semmušo beke ye.

O swanetše go hlokomela barutwana ka phapošing ya gago tšatši ka tšatši gomme o dire dinoutsu bjale ka karolo ya kelotšweledi ya gago yeo e sego ya semmušo ya go ithuta.

Working with numbers

		Resources
Mental Maths: Time activities		calendar
Game: Salute		number cards 0-10
		
Day	Lesson activity	Lesson resources
1	Find the missing number (1)	LAB, multifix blocks
2	Find the missing number (2)	LAB, multifix blocks
3	Addition and subtraction	LAB, multifix blocks
4	Numbers up to 99 – counting, skip counting and recognition	LAB, 100 square (teacher)
5	Consolidation	LAB

After this week the learner should be able to:	✓
use addition and subtraction to find the missing number in addition and subtraction problems	
add with carrying (regrouping) and subtract with borrowing (decomposing) , recognising addition and subtraction as inverse operations	
count, skip count and recognise numbers in the range 0 to 99	

Assessment

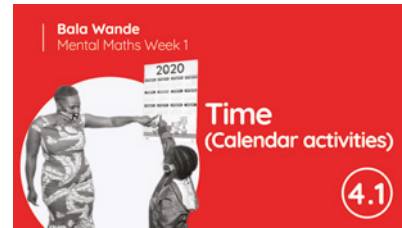
There is no formal assessment this week.

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

Go šoma ka dipalo

Mmetse wa hlogo

Bekeng ye, re tsepelela go kgopolo ya nako. Barutwana ba šomiša tlotlontšu go bontšha go feta ga nako. Barutwana ba tla bolela ka ditiragalo tša tšatši ka tšatši ba šomiša tlotlontšu ye, maabane, lehono le gosasa.



Papadi

Salute



Kgodišo ya kgopolo

Bekeng ye, re tsepelela ga go hwetša palo yeo e tlogetšwego go marara a go hlakantšha le go ntšha. Barutwana ba tla matlafatša seo ba ithutilego sona ka mafokopalo le marara a go tshelela ka godimo ga lesome. Re tla tsepelela ga:

- go rarolla marara ka nepo ya go teefatša bokgoni bja go hwetša palo yeo e tlogetšwego go lefokopalo.
- go šomiša dipoloko le ditafola tša dipalo go rarolla marara le go matlafatša kwešišo ya diopareišene tša go dirolla.
- go šomiša ditlemagano tša palo go hlakantšha le go ntšha.
- go lemoga, go tseba le go bala dipalo tša go tloga go 0-99 ka go šomiša tšhate ya sekwere sa 100.



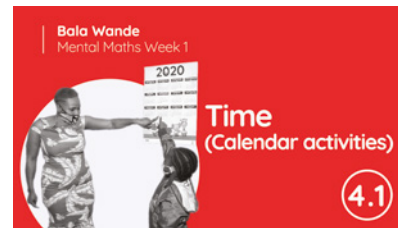
Seo o ka se lebelelago mo bekeng ye

- Thuša barutwana go lemoga gore go hlakantšha le go ntšha ke diopareišene tša go dirolla, o ba thuše le gore na tše di šoma bjang (go ntšha go dirolla seo se dirilwego ke go hlakantšha, di tšhentšhana ka tsela yeo). Barutwana ba ka šomiša diopareišene tša go dirolla go hwetša palo yeo e tlogetšwego go lefokopalo.
- Hlohleletša poledišano magareng ga barutwana gore ba kgone go šomiša tlotlontšu ya maleba ge ba le gare ba ahlaahla mekgwa ya go rarolla le dikapalo go tloga ga 0-99 (**hlakantšha, le, ntšha, tloša, nnyane go, pele ga, morago ga, magareng ga**).

Working with numbers

Mental Maths

This week in Mental Maths we focus on the concept of **time**. Learners use vocabulary to show the passing of time. Learners will talk about daily events using the vocabulary **yesterday, today** and **tomorrow**.



Game

Salute

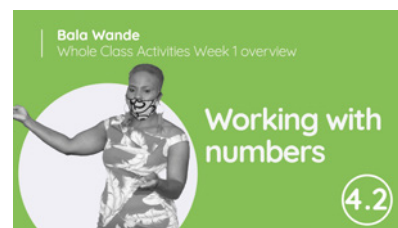


Concept development

This week we focus on finding the missing number in addition and subtraction problems. Learners will reinforce what they have learnt about **number sentences** and problems that **bridge ten**.

We will focus on:

- solving problems to consolidate the ability to find the missing number in a number sentence.
- adding with **carrying (regrouping)** and subtracting with **borrowing (decomposing)**.
- using multifix blocks and number tables to solve problems and to reinforce an understanding of **inverse operations**.
- using **number bonds** to add and subtract.
- recognising, identifying and reading numbers from 0 – 99 by using a 100 square.



What to look out for this week

- Help learners to recognise that **addition** and **subtraction** are inverse operations and how this works (subtraction undoes what addition does and vice versa). Learners can use these inverse operations to find a missing number in a number sentence.
- Encourage conversation between learners so that they can use the correct vocabulary as they discuss solution methods and number symbols from 0 – 99 (**add, and, more, subtract, take away, less, before, after, in between**).

BEKE 1 • LETŠATŠI 1

Hwetša palo yeo e tlogetšwego



MMETSE
WA HLOGO
MENTAL MATHS

MEŠONGWANA
YA NAKO
TIME ACTIVITIES

KGODIŠO YA KGOPOLLO
CONCEPT DEVELOPMENT

PAPADI
GAME

MATLAKALATŠHOMELO
WORKSHEETS

MMETSE WA HLOGO | MENTAL MATHS

Šomiša tlotlontšu ya maleba le tšhupamabaka ya Bala Wande go latelanya ditiragalo tša tšatši ka tšatši.

Use the correct vocabulary and the Bala Wande calendar to sequence daily events.

Gopola go lekola letšatšikgwe di o be o swaye rejistara letšatši le lengwe le le lengwe.

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

Na o be o dira eng maabane?
What did you do yesterday?

Maabane ke be ke bala puku.
Yesterday I read a book.

1

Seemo sa boso se bjang lehono?
What is the weather like today?

Lehono go na le letšatši.
Today it is sunny.

2

Na o ya go dira eng gosasa?
What are you going to do tomorrow?

Gosasa ke ilo bona bagwera ba ka.
Tomorrow I will see my friends.

3

O ka mpotša eng mabapi le maabane, lehono le gosasa?
What can you tell me about yesterday, today and tomorrow?

Maabane e be e le Sontaga, lehono ke Mosupologo, gosasa ke Labobedi.
Yesterday was Sunday, today is Monday and tomorrow is Tuesday.

4

Find the missing number



KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

1

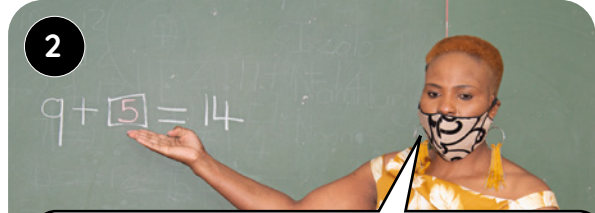
Na o ile go hwetša bjang palo yeo e tlogetšwego?
How would you work out the missing number?



Ke a tseba go re $9 + 5 = 14$, ka gona, re ka ngwala 5 ka lepokising.
I know that $9 + 5 = 14$, so we can write a 5 in the box.

2

O šomile botse! Portia o šomišitše tsebo ya gagwe ya dipalo. Na re ka dira eng se sengwe gore re hwetše palo yeo e tlogetšwego re šomiša dipoloko tša rena?
Good! Portia has used her number knowledge. What else can we do to find the missing number using our blocks?



4

Ee! Yo mongwe le yo mongwe a šomiše dipoloko tša gagwe go bontšha go re 9 le 5 di dira 14.
Yes! Everyone use your blocks to show that 9 and 5 make 14.

3

Ke kgona go bona go re $14 - 9$ ke 5. Ka gona, palo yeo e tlogetšwego ke 5.
I can see that $14 - 9$ is 5. So, the missing number is 5.



Efa barutwana nako ya go šoma ka dipoloko tša bona go bontšha dipontšho tše tharo tša mmala tšeo di bontšhago go re $9 + 5 = 14$. Dira dikanegelo tšeo di sepelelanago le mafokopalo go thuša barutwana bao ba palelwago.

Give learners time to work with their blocks to make three colour displays that show $9 + 5 = 14$. Make up stories to link to the number sentences to help struggling learners.

A re ngwaleng dipalo tše tharo ka mo tafoleng ya dipalo. Na o ka dira mafokopalo a makae ge o šomiša dipalo tše tharo tše?
Let's write the three numbers into a number table. How many number sentences can you make using these three numbers?



5

Hlohleletša barutwana go elelwa gore marara a go hlakantšha le go ntšha bobedi di ka šomišwa go hwetša tharollo ka lebaka la gore ye nngwe e dirolla seo ye nngwe e se dirago. Bušetša dikgato tša ka godimo go marara a mangwe a go swana le a:

Encourage learners to realise that for **additive problems**, **addition** and **subtraction** can both be used to find the solution because the one undoes what the other one does. Repeat the steps above in other problems such as:

$$7 + \square = 12$$

$$5 + \square = 13$$

$$15 - \square = 7$$

$$11 - \square = 3$$

BEKE 1 • LETŠATŠI 1

Hwetša palo yeo e tlogetšwego



LETŠATŠI 1 • DAY 1

Hwetša palo yeo e tlogetšwego

Find the missing number

MMETSE
WA HLOGO
MENTAL MATHSMEŠONGWANA
YA NAKO
TIME ACTIVITIESPAPADI
GAMEKGODIŠO YA KGOPOLLO
CONCEPT DEVELOPMENTMATLAKALATŠHOMELO
WORKSHEETS

- 1 Hwetša palo yeo e tlogetšwego. Ngwala lefokopalo la go fapana mo mothalong o šomiša dipalo tša go swana.

Find the missing number. Write a different number sentence on the line using the same numbers.

$$7 + \underline{8} = 15$$

15	
7	8

$$\underline{15 - 7 = 8}$$

$$\underline{5} + 6 = 11$$

11	
5	6

$$\underline{11 - 5 = 6}$$

$$9 + \underline{3} = 12$$

12	
3	9

$$\underline{12 - 9 = 3}$$

$$8 + \underline{6} = 14$$

14	
8	6

$$\underline{14 - 8 = 6}$$

$$\underline{9} + 9 = 18$$

18	
9	9

$$\underline{18 - 9 = 9}$$

$$9 + \underline{7} = 16$$

16	
7	9

$$\underline{16 - 9 = 7}$$

$$17 - \underline{8} = 9$$

17	
8	9

$$\underline{8 + 9 = 17}$$

$$13 - \underline{5} = 8$$

13	
5	8

$$\underline{5 + 8 = 13}$$

$$12 - \underline{6} = 6$$

12	
6	6

$$\underline{6 + 6 = 12}$$

$$11 - \underline{4} = 7$$

11	
4	7

$$\underline{4 + 7 = 11}$$

$$14 - \underline{9} = 5$$

14	
9	5

$$\underline{9 + 5 = 14}$$

$$13 - \underline{4} = 9$$

13	
4	9

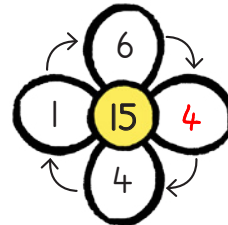
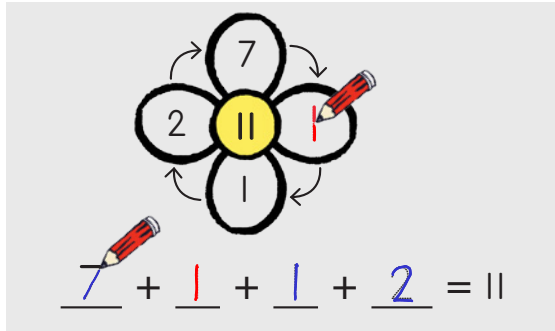
$$\underline{4 + 9 = 13}$$

WEEK 1 • DAY 1

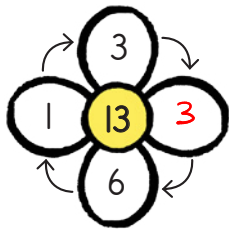
Find the missing number

- 2 Hwetša palo yeo e tlogetšwego. Palo yeo e lego gare ke palomoka.

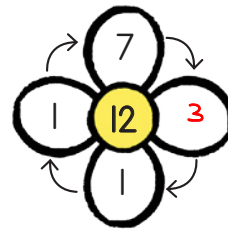
The number in the middle is the total. Find the missing number.



$6 + 4 + 4 + 1 = 15$



$3 + 3 + 6 + 1 = 13$



$7 + 3 + 1 + 1 = 12$

- 3 Rarolla o be o khulare.

Solve and colour.

$13 - 6 = 7$ 	$14 - 12 = 2$ 
$15 - 8 = 7$ 	$18 - 7 = 11$ 
$11 - 5 = 6$ 	$13 - 3 = 10$ 
$12 - 2 = 10$ 	$11 - 9 = 2$ 
$17 - 8 = 9$ 	$15 - 9 = 6$ 
$16 - 3 = 3$ 	$12 - 8 = 4$ 



Find the missing number

Week 1 • Day 1

3

BEKE 1 • LETŠATŠI 2

Hwetša palo yeo e tlogetšwego



MMETSE
WA HLOGO
MENTAL MATHS

MEŠONGWANA
YA NAKO
TIME ACTIVITIES

KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

PAPADI
GAME

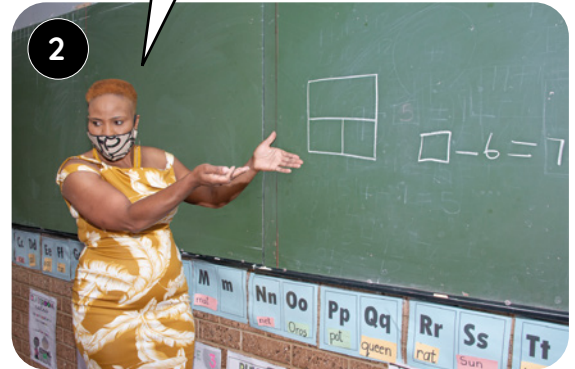
MATLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

A re gopoleng ka kanegelo ya go sepelelana le lefokopalo le.
Let's think of a story to match this number sentence.

Ee! Na o thomile ka dimabole tše kae? Na o ka balela bjang? Šomiša dipoloko tša gago go go thuša.
Yes! How many marbles did you start with? How can you work it out? Use your blocks to help you.

Ke na le dimabole. Ge ke efa motho tše 6, ke sa šaletšwe ke tše 7.
I have some marbles. When I give away 6, I still have 7 left over.



Tšwela pele o šomiša ditafola tša dipalo go šoma ka dikarolo le dipalotlalo. Efa barutwana nako ya go šoma ka dipoloko tša bona. Ba swanetše go bontšha gore palo ya 13 e dirilwe ka 6 (dimabole tše di filwego motho) le 7 (dimabole tše di šetšego).

Continue using number tables to work with the parts and the whole. Give learners time to work with their blocks. They need to show the number 13 is made up of 6 (marbles given away) and 7 (marbles which remain).

Na re ngwala kae dipalo ka mo tafoleng ya dipalo go bontšha se?
Where do we write the numbers in the number table to show this?



Dipalo di ngwalwa ka tsela ye. Nka hlakantšha 6 le 7 go hwetša palo yeo e tlogetšwego, e lego 13.

The numbers are written like this. I can add 6 and 7 to find the missing number, which is 13.

Efa barutwana nako ya go šoma ka dipoloko tša bona go bontšha dipontšho tše tharo tša mmala tše di sepelelanago le marara a go ntšha. O ka dira dikanegelo tše di sepelelanago le mafokopalo go swana le a:

Give learners time to work with their blocks to show three colour displays that link to subtraction problems. You can make stories that link to number sentences such as:

$$\square - 5 = 9$$

$$\square - 8 = 4$$

Find the missing number



LETŠATŠI 2 • DAY 2

Hwetša palo yeo e tlogetšwego
Find the missing number

MMETSE
WA HLOGO
MENTAL MATHS

MEŠONGWANA
YA NAKO
TIME ACTIVITIES

PAPADI
GAME

KGODIŠO YA KGOPOLLO
CONCEPT DEVELOPMENT

MATLAKALATŠHOMELO
WORKSHEETS

1 Hwetša palo yeo e tlogetšwego. Ngwala lefokopalo la go fapana mo mothalong o šomiša dipalo tša go swana.

Find the missing number. Write a different number sentence on the line using the same numbers.

$15 - 9 = 6$

15	
9	6

$9 + 6 = 15$

$11 - 7 = 4$

11	
7	4

$7 + 4 = 11$

$16 - 8 = 8$

16	
8	8

$8 + 8 = 16$

$8 + 5 = 13$

13	
8	5

$13 - 8 = 5$

$6 + 8 = 14$

14	
6	8

$14 - 6 = 8$

$5 + 6 = 11$

11	
5	6

$11 - 5 = 6$

$16 - 9 = 7$

16	
9	7

$9 + 7 = 16$

$11 - 3 = 8$

11	
3	8

$3 + 8 = 11$

$17 - 9 = 8$

17	
9	8

$9 + 8 = 17$

$4 + 8 = 12$

12	
4	8

$12 - 4 = 8$

$7 + 7 = 14$

14	
7	7

$14 - 7 = 7$

$6 + 7 = 13$

13	
6	7

$13 - 6 = 7$

BEKE 1 • LETŠATŠI 2

Hwetša palo yeo e tlogetšwego

- 2 Bagwera ba babedi ba na le dikarata tšeo di dirago palo ya go swana ge di hlakana. Hwetša palo yeo e tlogetšwego.

Two friends have cards that add up to the same number. Find the missing number.

5 3 2  $5 + 3 + 2 = 10$	4 2 4  $4 + 2 + 4 = 10$
2 6 2 $2 + 6 + 2 = 10$	4 1 5 $4 + 1 + 5 = 10$
3 3 6 $3 + 3 + 6 = 12$	2 2 8 $2 + 2 + 8 = 12$

- 3 Feleletša gore o hwetše palo ya ka godimo.

Complete to match the number at the top.

9  $13 - 4$ $17 - 8$ $11 - 2$ $14 - 5$ $18 - 9$ $12 - 3$	15  $9 + 6$ $4 + 11$ $7 + 8$ $10 + 5$ $7 + 8$ $9 + 6$	16  $8 + 8$ $7 + 9$ $14 + 2$ $20 - 4$ $18 - 2$ $19 - 3$
--	---	---

Find the missing number

Week 1 • Day 2

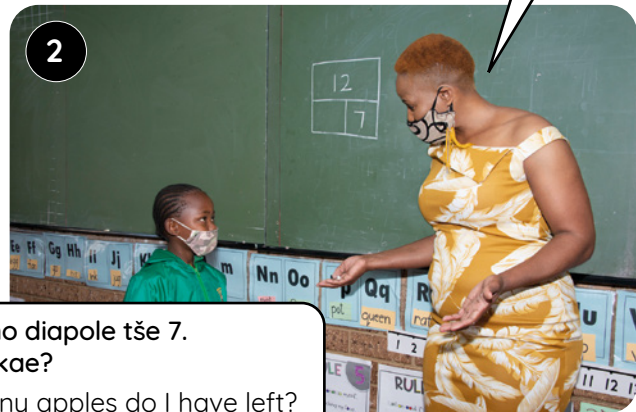
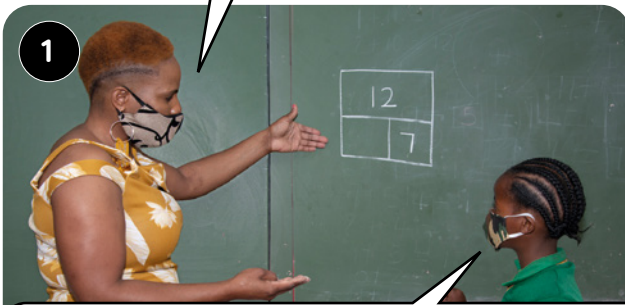
5



KGODIŠO YA KGOPOLLO | CONCEPT DEVELOPMENT

A re direng kanegelo ka dipalo tše.
Let's make a story about these numbers.

Šomiša dipoloko tša gago go hwetša palo yeo e tlogetšwego.
Use your blocks to find the missing number.



Ke na le diapole tše 12 gomme ke fa motho diapole tše 7.
Na ke šaletšwe ke diapole tše kae?
I have 12 apples and I give away 7 apples. How many apples do I have left?

Efa barutwana nako ya go šoma ka dipoloko tša bona. Ba swanetše go bontšha gore palo ya 12 e dirilwe ka 7 (diapole tšeo di filwego motho) le 5 (diapole tšeo di šetšego). Dipalo tše 3 tše di bitšwa leloko la dipalo.

Give learners time to work with their blocks. They need to show the number 12 is made up of 7 (apples given away) and 5 (apples which remain). These 3 numbers are called a number family.

Na re ngwala kae dipalo ka mo tafoleng ya dipalo go bontšha se?
Where do we write the numbers in the number table to show this?



Ke ngwala 5 kgauswi le 7 ka lebaka la go re $5 + 7 = 12$.
I write 5 next to 7 because $5 + 7 = 12$



Na o ka dira mafokopalo a makae ge o šomiša dipalo tše tharo tše?
How many number sentences can you make using these three numbers?

Hlohleletša barutwana go elelwa gore mafokopalo ka moka a šomiša dipalo tše tharo tša go swana go tšwa tafoleng ya dipalo. Ba ka hlakantšha goba ba ntšha go hwetša dipalo tšeo di tlogetšwego ka lebaka la gore ye nngwe e dirolla seo ye nngwe e se dirago. Bušetša dikgato tša ka godimo o šomiša dipalo tša go fapafapana tša ka gare ga tafola ya dipalo:

Encourage learners to realise that all the **number sentences** use the same three numbers from the **number table**. They can add or subtract to find missing numbers because the one undoes what the other one does. Repeat the steps above, using different numbers in the number table.

BEKE 1 • LETŠATŠI 3

Go hlakantšha le go ntšha

BEKE • WEEK
1

LETŠATŠI 3 • DAY 3

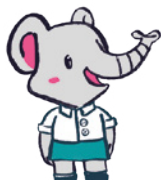
Go hlakantšha le go ntšha

Addition and subtraction

MMETSE
WA HLOGO
MENTAL MATHSMEŠONGWANA
YA NAKO
TIME ACTIVITIESPAPADI
GAMEKGODIŠO YA KGOPOLLO
CONCEPT DEVELOPMENTMATLAKALATŠHOMELO
WORKSHEETS

1 Ngwala mafokopalo a mane a go fapana go tafola ye nngwe le ye nngwe ya palo.

Write four number sentences for each number table.

 <table><tr><td colspan="2">14</td></tr><tr><td>8</td><td>6</td></tr></table>	14		8	6	 $\begin{array}{r} 8 \\ + 6 \\ \hline 14 \end{array}$ $\begin{array}{r} 6 \\ + 8 \\ \hline 14 \end{array}$	 $\begin{array}{r} 14 \\ - 6 \\ \hline 8 \end{array}$ $\begin{array}{r} 14 \\ - 8 \\ \hline 6 \end{array}$
14						
8	6					
 <table><tr><td colspan="2">11</td></tr><tr><td>5</td><td>6</td></tr></table>	11		5	6	$\begin{array}{r} 5 \\ + 6 \\ \hline 11 \end{array}$ $\begin{array}{r} 6 \\ + 5 \\ \hline 11 \end{array}$	$\begin{array}{r} 11 \\ - 5 \\ \hline 6 \end{array}$ $\begin{array}{r} 11 \\ - 6 \\ \hline 5 \end{array}$
11						
5	6					
 <table><tr><td colspan="2">15</td></tr><tr><td>6</td><td>9</td></tr></table>	15		6	9	$\begin{array}{r} 6 \\ + 9 \\ \hline 15 \end{array}$ $\begin{array}{r} 9 \\ + 6 \\ \hline 15 \end{array}$	$\begin{array}{r} 15 \\ - 6 \\ \hline 9 \end{array}$ $\begin{array}{r} 15 \\ - 9 \\ \hline 6 \end{array}$
15						
6	9					
 <table><tr><td colspan="2">16</td></tr><tr><td>7</td><td>9</td></tr></table>	16		7	9	$\begin{array}{r} 7 \\ + 9 \\ \hline 16 \end{array}$ $\begin{array}{r} 9 \\ + 7 \\ \hline 16 \end{array}$	$\begin{array}{r} 16 \\ - 7 \\ \hline 9 \end{array}$ $\begin{array}{r} 16 \\ - 9 \\ \hline 7 \end{array}$
16						
7	9					
 <table><tr><td colspan="2">12</td></tr><tr><td>8</td><td>4</td></tr></table>	12		8	4	$\begin{array}{r} 8 \\ + 4 \\ \hline 12 \end{array}$ $\begin{array}{r} 4 \\ + 8 \\ \hline 12 \end{array}$	$\begin{array}{r} 12 \\ - 8 \\ \hline 4 \end{array}$ $\begin{array}{r} 12 \\ - 4 \\ \hline 8 \end{array}$
12						
8	4					
 <table><tr><td colspan="2">13</td></tr><tr><td>5</td><td>8</td></tr></table>	13		5	8	$\begin{array}{r} 5 \\ + 8 \\ \hline 13 \end{array}$ $\begin{array}{r} 8 \\ + 5 \\ \hline 13 \end{array}$	$\begin{array}{r} 13 \\ - 5 \\ \hline 8 \end{array}$ $\begin{array}{r} 13 \\ - 8 \\ \hline 5 \end{array}$
13						
5	8					



2 Rarolla marara a o be o ngwale tlhaka ka tlase ga karabo.

Solve the problems and write the letter underneath the answer.

$9 + 3 = 12$ A	$9 + 6 = 15$ G	$9 + 9 = 18$ U
$9 + 10 = 19$ D	$8 + 3 = 11$ R	$8 + 5 = 13$ T
$8 + 8 = 16$ A	$8 + 9 = 17$ K	$8 - 5 = 3$ D
$7 + 7 = 14$ E	$10 + 10 = 20$ U	$20 - 10 = 10$ I
$13 - 4 = 9$ D	$13 - 8 = 5$ P	$12 - 6 = 6$ A
$12 - 4 = 8$ O	$11 - 4 = 7$ L	$12 - 8 = 4$ I

3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
P	I	P	A	L	O	D	I	R	A	T	E	G	A	K	U	D	U

Papadi: Saluta
Game: Salute

Remember to demonstrate the game

Ralokang ka dikarata tša lena tša dipalo 0–10.

Play with your 0–10 number cards.



Tšwelang pele ka go raloka go fihlela yo mongwe le yo mongwe a e ba le dibaka tše dintši tša go raloka a šomiša dikarata tša go fapafapana go itlwaetša go hlakantšha le go ntšha.

Keep playing until everyone has had lots of turns using different cards to practise addition and subtraction.

BEKE 1 • LETŠATŠI 4

Dipalo tša go fihla go 99 – go bala, go bala ka go tshela le go lemoga

MMETSE
WA HLOGO
MENTAL MATHSMEŠONGWANA
YA NAKO
TIME ACTIVITIESKGODIŠO YA KGPOLO
CONCEPT DEVELOPMENTPAPADI
GAMEMATLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGPOLO | CONCEPT DEVELOPMENT

Go bala ka go tshela ka bo5, barutwana ba go palelwa ba ka kgotla menwana ya bona godimo ga teseke ke moka ba bala ka boleta go tloga go 1 go ya go 4, ke moka ba betha seatla sa bona sa go felelela godimo ga teseke ge ba le gare ba bitša 5, ke moka ba kgotla menwana ya bona ge ba le gare ba bitša 6, 7, 8 le 9, ke moka ba betha teseke ge ba le gare ba bitša 10.

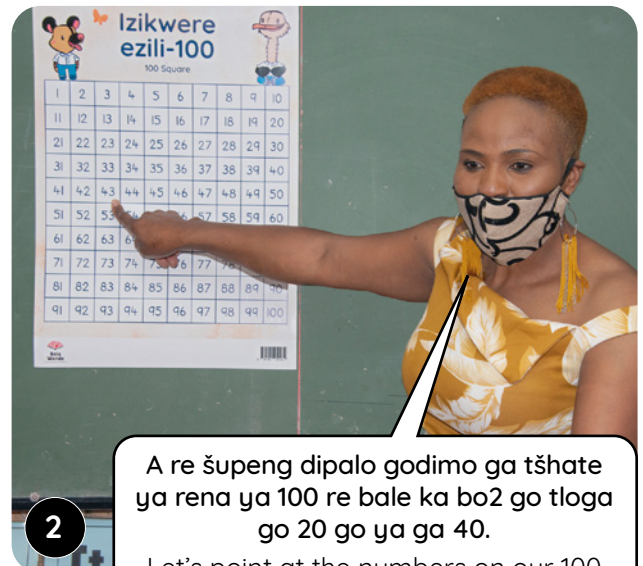
For skip counting in 5s, the weaker learners can tap their fingers on the desk and count softly from 1 to 4, then slap their whole hand on the desk as they say 5. Then they tap their fingers again as they softly say 6, 7, 8, 9, and slap the desk again as they say 10.

A re baleng ka
bo5 re šomiša
matsogo a rena.
Let's count in 5s
using our hands.



1

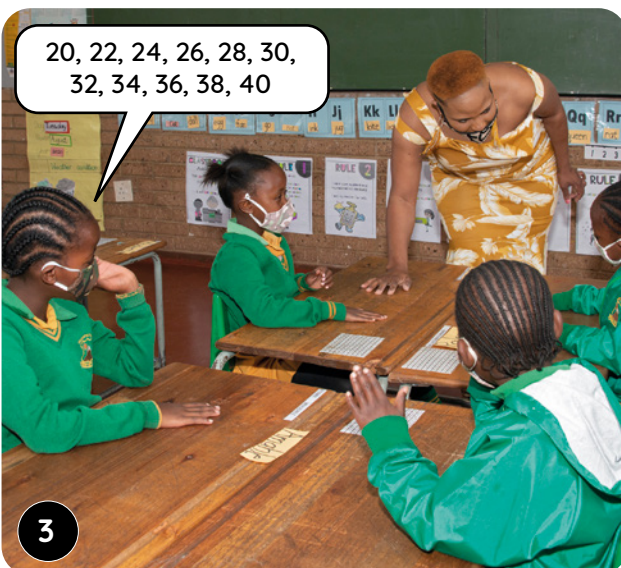
5, 10, 15, 20, 25



2

A re šupeng dipalo godimo ga tšhate
ya rena ya 100 re bale ka bo2 go tloga
go 20 go ya ga 40.

Let's point at the numbers on our 100
squares and count in 2s from 20 to 40.



3

20, 22, 24, 26, 28, 30,
32, 34, 36, 38, 40

Iphe nako ya go bala ka bo5, bo10 le bo2
godimo ga tšhate ya lekgolo. Barutwana
ba swanetše go šupa go tšhate ya dipalo
ka gare ga puku ya bona ya PMM. Go fa
mohlala:

- ka bo5 go tloga go 50 go ya ga 100
- ka ma10 go tloga go 10 go ya ga 100
- bj.bj.

Take time to count in 5s, 10s and 2s on the
hundred chart. Learners should point to the
number charts in their LABs. For example:

- 5s from 50 to 100.
- 10s from 10 to 100.
- etc.

WEEK 1 • DAY 4



Numbers up to 99 – counting, skip counting and recognition

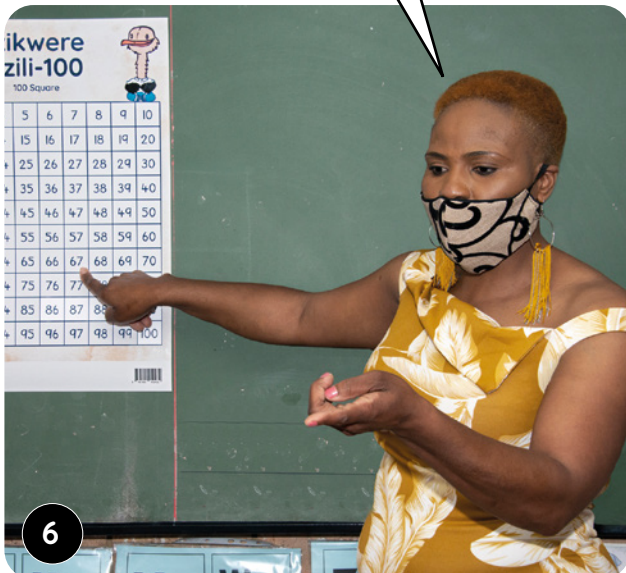
Bea monwana wa gago go palo yeo e tlogo pele ga 43.
Put your finger on the number that comes before 43.



Palo yeo e tlogo pele ga 43 ke 42.
The number before 43 is 42.



Bea monwana wa gago go palo yeo e tlogo ka morago ga 67.
Put your finger on the number that comes after 67.



Palo ya ka morago ga 67 ke 68.
The number after 67 is 68.



Botšiša dipotšišo tše dintši o šomiša tlotlontšu ya pele ga, morago ga le magareng ga.
Hlohleletša barutwana go lemoga, go šupa le go bala dikapalo go tloga go 0 go ya ga 99.

Ask many questions using the vocabulary **before**, **after** and **in between**. Encourage learners to recognise, identify and read number symbols from 0 to 99.

BEKE 1 • LETŠATŠI 4

Dipalo tša go fihla go 99 – go bala, go bala ka go tshela le go lemoga

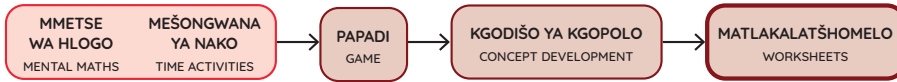
BEKE • WEEK

1

LETŠATŠI 4 • DAY 4

Dipalo tša go fihla go 99 – go bala le go lemoga

Numbers up to 99 – counting and recognition



Tšhate ya dikwere tša 100

100 square

Help learners
to grasp
patterns in
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

- 1 Bagwera ba babedi ba na le dikarata tšeo di dirago palo ya go swana ge di hlakana. Hwetša palo yeo e tlogetšwego.
- Two friends have cards that add up to the same number. Find the missing number.

5

3

5

4

2

7

5 + 3 + 5 = 13

4 + 2 + 7 = 13

5

6

2

4

1

8

5 + 6 + 2 = 13

4 + 1 + 8 = 13

4

4

6

7

5

2

4 + 4 + 6 = 14

7 + 5 + 2 = 14

WEEK 1 • DAY 4

Numbers up to 99 – counting, skip counting and recognition

2 Ngwala tlhaka ye nngwe le ye nngwe ka lepokising la maleba.

Write each letter in the correct box.

1	2	3	A	5	6	R	8	9	10
11	12	13	E	15	16	17	18	19	I
21	P	23	24	25	26	27	28	29	30
31	32	S	34	35	H	37	38	I	40
41	N	43	44	45	46	47	48	49	E
N	52	53	G	55	56	57	K	59	A
61	62	63	64	G	66	O	68	B	70
A	72	L	74	A	76	77	78	D	80
81	82	83	84	85	I	87	88	89	90
91	P	93	94	A	96	L	98	O	100

4 7 14 20 22 33 36 39 42 50 51 54

A R E I P S H I N E N G

58 60 65 67 69 71 73 75

K A G O B A L A

79 86 92 95 97 99

D I P A L O

3 Khalara dipalo.

Colour the numbers.

10 go ya go 20
10 to 20

21 go ya go 30
21 to 30

31 go ya go 40
31 to 40

15 22 35 12 30 31 20 21 40 11 23 38

29 40 41 24 34 49 27 34 43 30 40 50

25 12 18 35 30 19 20 31 29 10 20 32

BEKE 1 • LETŠATŠI 5

Teefatšo



LETŠATŠI 5 • DAY 5

Teefatšo

Consolidation

LETLAKALATŠHOMELO
WORKSHEETLETLAKALATŠHOMELO
WORKSHEET

- 1 Hwetša palo yeo e tlogetšwego. Ngwala lefokopalo la go fapana mo mothalong o šomiša dipalo tša go swana.

Find the missing number. Write a different number sentence on the line using the same numbers.

$15 - 6 = 9$

15	
6	9

$6 + 9 = 15$

$11 - 7 = 4$

11	
7	4

$7 + 4 = 11$

$16 - \underline{\quad} = 8$

16	
8	8

$8 + 8 = 16$

$\underline{8} + 5 = 13$

13	
8	5

$13 - 8 = 5$

$\underline{6} + 8 = 14$

14	
6	8

$14 - 6 = 8$

$5 + \underline{6} = 11$

11	
5	6

$11 - 5 = 6$

- 2 Bagwera ba babedi ba na le dikarata tšeo di dirago palo ya go swana ge di hlakana. Hwetša palo yeo e tlogetšwego.

Two friends have cards that add up to the same number. Find the missing number.

6	5	4		3	9	3	
6	$+$	5	$+$	4	$=$	15	
3	$+$	9	$+$	3	$=$	15	

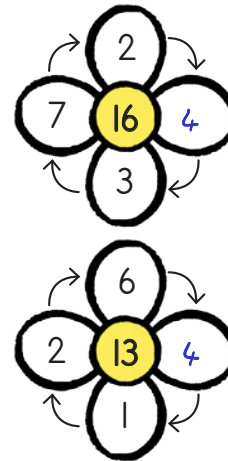
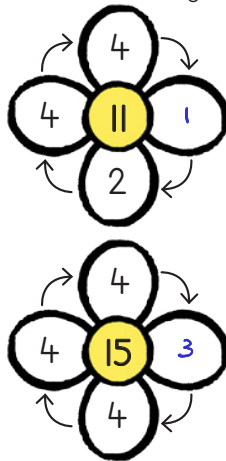
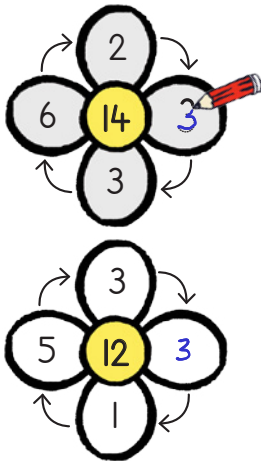
3	8	3		7	5	2	
3	$+$	8	$+$	3	$=$	14	
7	$+$	5	$+$	2	$=$	14	

Consolidation

3 Ngwala dipalo tšeo di tlogo pele ga tše. Write the number that comes before.	Ngwala dipalo tšeo di tlogo morago ga tše. Write the number that comes after.
<u>21</u> 22 <u>44</u> 45 <u>68</u> 69 <u>87</u> 88	30 <u>31</u> 55 <u>56</u> 79 <u>80</u> 99 <u>100</u>

- 4** Hwetša palo yeo e tlogetšwego. Palo yeo e lego gare ke palomoka.

The number in the middle is the total. Find the missing number.



- 5** Rarolla o be o khalare.

Solve and colour.

$13 - 0 = \underline{13}$	$17 - \underline{10} = 7$
$11 - 8 = \underline{3}$	$15 - 3 = \underline{12}$
$19 - \underline{9} = 10$	$12 - \underline{5} = 7$
$11 - 9 = \underline{2}$	$16 - 8 = \underline{8}$
$14 - 3 = \underline{11}$	$12 - \underline{4} = 8$
$16 - \underline{7} = 9$	$14 - \underline{6} = 8$



Dipalo tša go fihla go 99

		Didirišwa
Mmetse wa hlogo: Go bala ka go tshela		tšhate ya sekwere ya 100
Papadi: Bingo		dibaledi
		
Letšatši	Mošongwana wa thuto	Mošongwana wa thuto
1	Dipalo tša go fihla go 99 (2) – go bala, go bala ka go tshela le go lemoga	PMM, tšhate ya sekwere ya 100 (morutiši), foreimi ya lesome le dibaledi
2	Dipalo tša go fihla go 99 (3) – go bala, go bala ka go tshela le go lemoga	PMM, tšhate ya sekwere ya 100 (morutiši)
3	Go beakanya le go bapetša dipalo (1)	PMM
4	Go beakanya le go bapetša dipalo (2)	PMM, mothalopalo
5	Teefatšo le kelo ya go ithuta	PMM

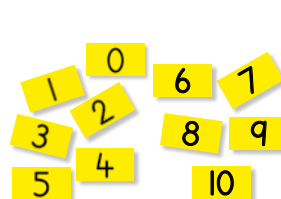
Morago ga beke ye, barutwana ba swanetše go kgona go:	✓
go bala , go bala ka go tshela le go lemoga dipalo ka peakanyo ya go fihla ga 99.	
go beakanya le go bapetša dipalotlalo go ya ka nnyane go, kgolo go feta le ntši go feta, tlase go, e lekana le .	
tseba dika tše: bo1, bo2, bo3, bo4, bo5, bo6, bo7, bo8, bo9, ma10, a be a kgone go di šomiša go šupa boemo bja selo ka tatelano.	

Kelo (lebelela matlakala a ka morago ga tlhahlamorutiši ye)

Kelo ya go ngwalwa: Dipalo, diophareišene le ditswalano – Go lemoga, go beakanya le go bapetša dipalo.

Numbers up to 99

	Resources
Mental Maths: Skip counting	100 square
Game: Bingo	counters



Day	Lesson activity	Lesson resources
1	Numbers up to 99 (2) – counting, skip counting and recognition	LAB, 100 square (teacher), ten frames and counters
2	Numbers up to 99 (3) – counting, skip counting and recognition	LAB, 100 square (teacher)
3	Ordering and comparing numbers (1)	LAB
4	Ordering and comparing numbers (2)	LAB, number line
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
count, skip count and recognise numbers in the range up to 99.	
order and compare whole numbers according to smaller than, greater than and more than, less than, is equal to .	
know the ordinal numbers: 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th and 10th, and be able to use them to identify the position of an object in a sequence .	

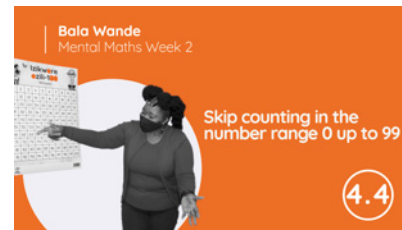
Assessment (see back pages of this guide)

Written assessment: Numbers, operations and relationships – Recognising, ordering and comparing numbers.

Dipalo tša go fihla go 99

Mmetse wa hlogo

Barutwana ba itlwaetša go bala le go bala ka go tshela peakanyong ya dipalo ya 0 go ya ga 99 ba latela tlhahlo ya morutiši. Morutiši o fa sebaka gomme a bolela ge eba go balwa ka bo2, bo5 goba ka bo10 magareng ga dipalo tše pedi tšeo di filwego.



Dipadi

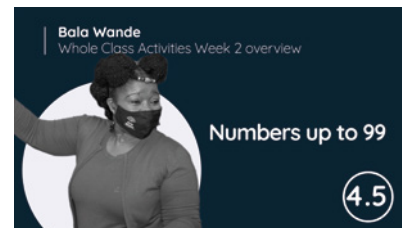
Bingo



Kgodišo ya kgopolo

dipalo. Barutwana ba tla šomiša tšhate ya sekwere ya 100 le mothaloalo ge ba le gare ga nyakišiša dipalo. Re tla tsepelela ga:

- go lemoga, go šupa le go bala dipalo tša go tloga ga 0-99 ka go šomiša tšhate ya sekwere ya 100.
- go bala o eya pele le go boela morago ka botee, go bala ka go tshela o eya pele ka bo2, bo5 le ma10.
- go šomiša dipalosešupatatelano go laetša boemo ka sete yeo e beakantšwego ya dilo.
- go beakanya le go bapetša dipalo godimo ga methaloalo ka go ahlaahla dipateronepalo.



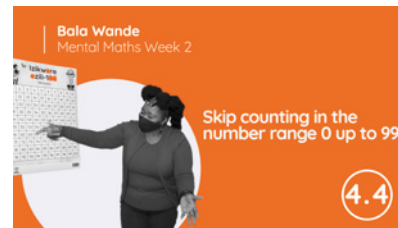
Seo o ka se lebelelago mo bekeng ye

- Thuša barutwana go lemoga gore kgopolo ya palosešupatatelano e fapana le kgopolo ya palo yeo e tlwaelegilego (ye kgolo).
- Hlohleletša poledišano magareng ga barutwana gore ba kgone go šomiša tlotlontšu ya maleba ge ba le gare ba ahlaahla dipalo go tloga go 0-99 (**ntši, nnyane, pele ga, morago ga, magareng ga, kgolo go feta, nnyane go, e lekana le, dipalosešupatatelano, boemo, mathomo, bobedi, boraro, bone, bohlano, botshelela, bošupa, boseswai, bosenyane, bolesome**).

Numbers up to 99

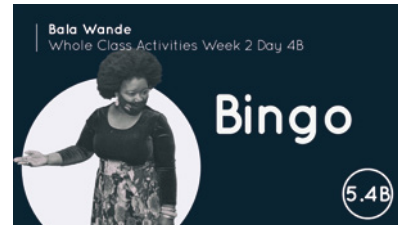
Mental Maths

Learners practise counting and skip counting in the number range 0 to 99 following the teacher's lead. The teacher gives an **interval** and calls out whether to count in 2s, 5s or 10s between two given numbers.



Game

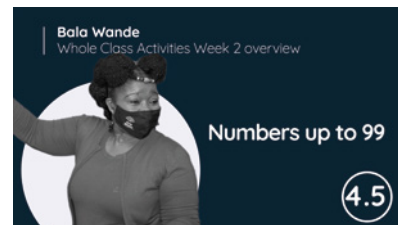
Bingo



Concept development

This week we focus on recognising, ordering and comparing numbers. Learners will use a 100 square and a number line as they investigate numbers. We will focus on:

- **recognising, identifying and reading** numbers from 0 – 99 by using a 100 square.
- counting **forwards** and **backwards** in ones, and skip counting forwards in 2s, 5s and 10s.
- using **ordinal numbers** to indicate the position in an ordered set of objects.
- order and compare numbers on number lines, by discussing **number patterns**.



What to look out for this week

- Help learners to recognise that **ordinal** number concept is different to pure (**cardinal**) number concept.
- Encourage conversation between learners so that they can use the correct vocabulary as they discuss numbers from 0–99 (**more, less, before, after, in between, bigger than, smaller than, is equal to, ordinal numbers, position, first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth**).

BEKE 2 • LETŠATŠI 1



Dipalo tša go fihla go 99 – go bala, go bala ka go tshela le go lemoga

MMETSE
WA HLOGO
MENTAL MATHS

GO BALA
KA GO TSHELA
SKIP COUNTING

KGODIŠO YA KGOPOLLO
CONCEPT DEVELOPMENT



PAPADI
GAME

MATLAKALATŠHOMELO
WORKSHEETS

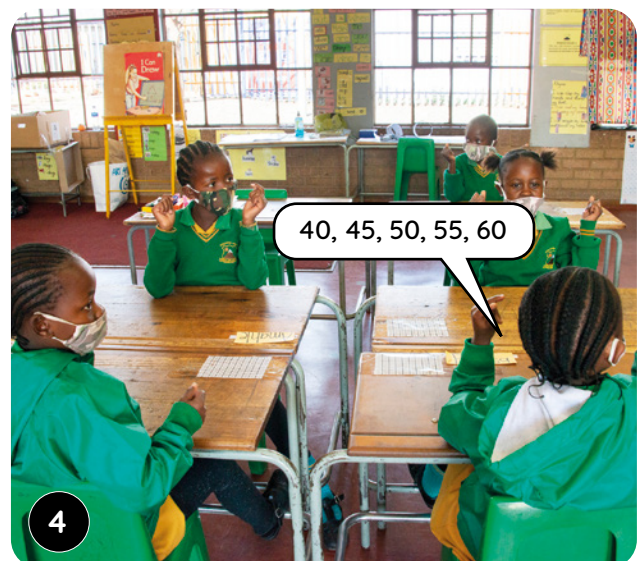
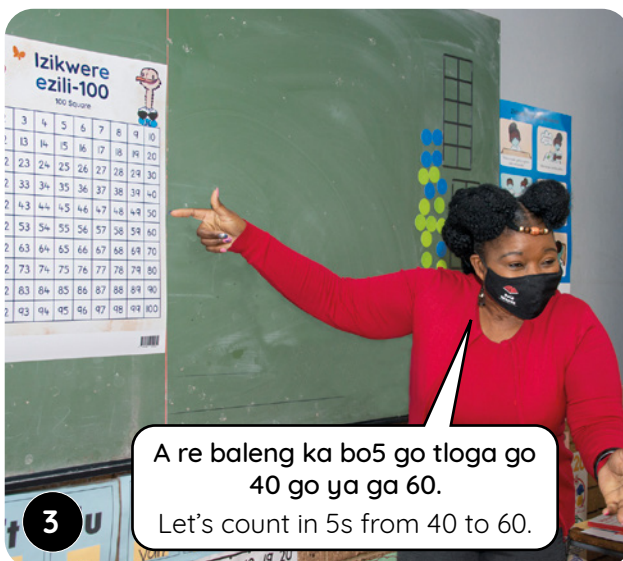
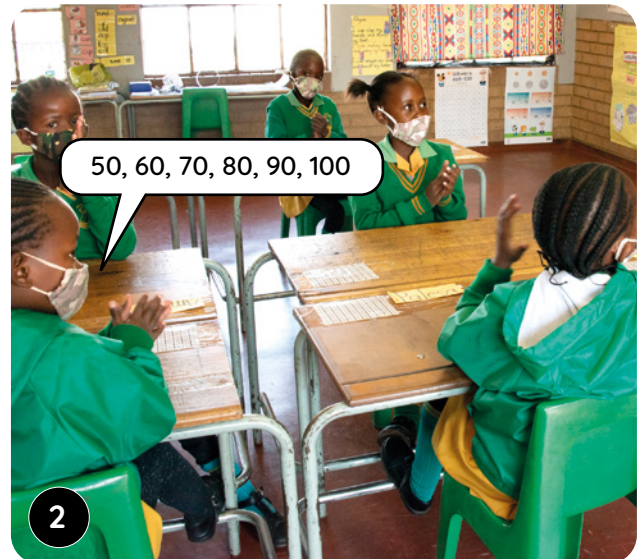
MMETSE WA HLOGO | MENTAL MATHS

Laela phapoši ka moka, dihlopha goba barutwana ka o tee ka o tee go bala ka bo2, ka bo5 goba ka ma10 magareng ga dipalo tše pedi tšeo o di kgethilego ka peakanyo ya 0 go ya go 100. Dira gore se se kgahliše ka go oketša ka go phaphatha goba go tula goba mesepelo ye mengwe ya mmele.

Call on the whole class, groups or individual learners to count in 2s, 5s or 10s between two numbers that you select in the range 0 to 100. Make it fun by adding claps or stamps or other physical movements.

Gopola go lekola letšatšikgwedi o be o swaye rejistara letšatši le lengwe le le lengwe.

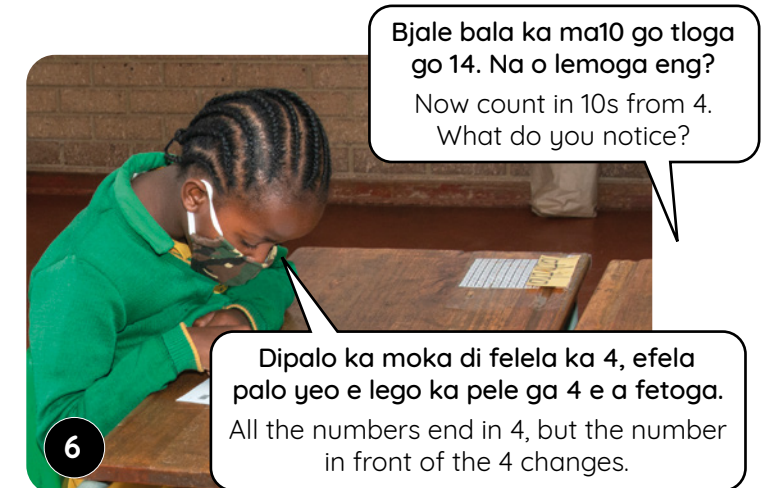
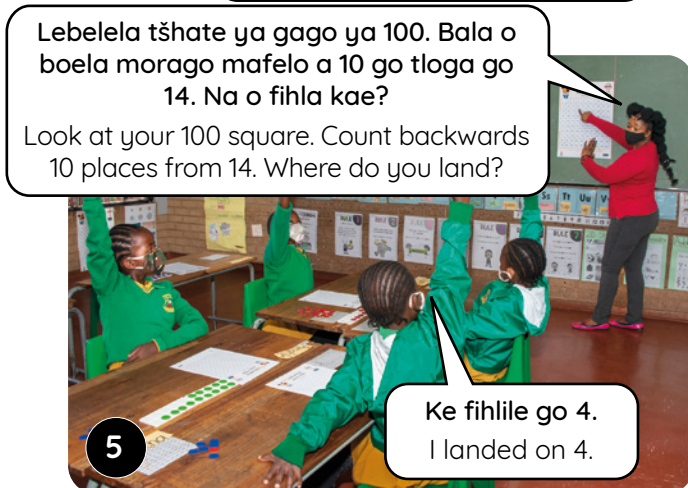
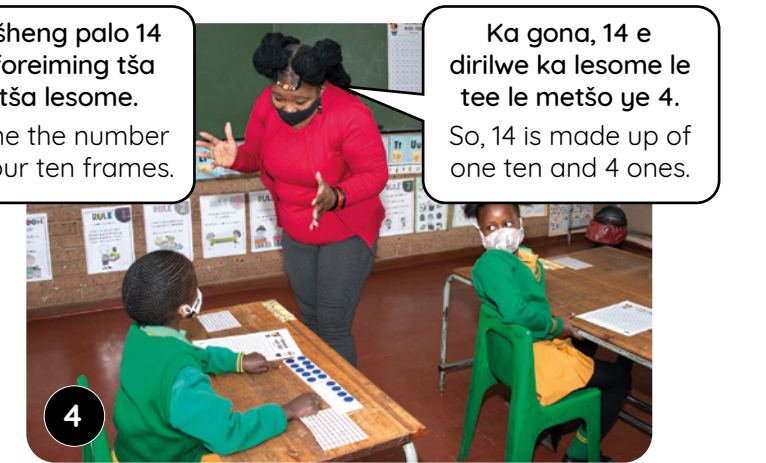
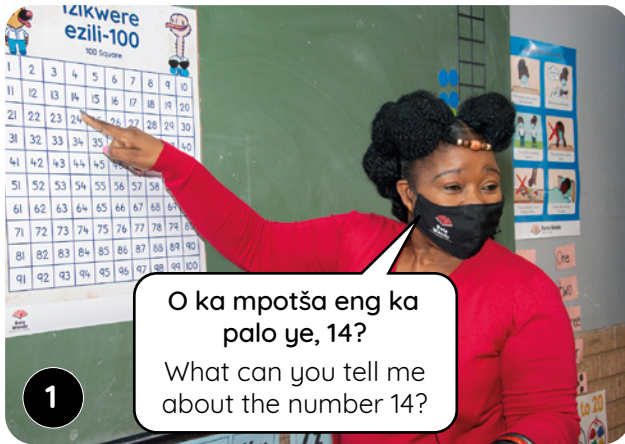
Remember to check the date and mark the register every day.



WEEK 2 • DAY 1

Numbers up to 99 – counting, skip counting and recognition

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT



Bušetša dikgato tša ka godimo ka dipalo tša go tloga go 11-19. Hlohleletša barutwana ba bone gore dipalo tše di dirilwe ka lesome le tee le metšo yeo e ka bago ye mentši. Thuša barutwana gape go lemoga paterone ge ba le gare ba bala ka masome godimo ga tšhate ya dipalo.

Repeat the steps above with numbers from 11 – 19. Encourage learners to see that these numbers are made up of one ten and however many ones. Also help learners to recognise the pattern as they count in tens on the number chart.

BEKE 2 • LETŠATŠI 1

Dipalo tša go fihla go 99 – go bala, go bala ka go tshela le go lemoga



LETŠATŠI 1 • DAY 1

Dipalo tša go fihla go 99 – go bala le go lemoga

Numbers up to 99 – counting and recognition

MMETSE
WA HLOGO
MENTAL MATHS

GO BALA
KA GO TSHELA
SKIP COUNTING

PAPADI
GAME

KGODIŠO YA KGOPOLLO
CONCEPT DEVELOPMENT

MATLAKALATŠHOMELO
WORKSHEETS

- 1 Ngwala lefokopalo o be o khalare dipoloko go bontšha dipalo.

Write a number sentence and draw dots in the ten frames to show the numbers.

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

WEEK 2 • DAY 1

Numbers up to 99 – counting, skip counting and recognition

Encourage learners to describe the patterns

2 Bala o eya pele.

Count forwards.

33	34	35	36	37	38	39	40	41	42
78	79	80	81	82	83	84	85	86	87
20	22	24	26	28	30	32	34	36	38

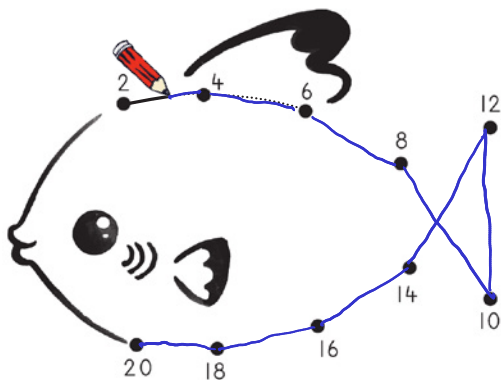
3 Bala o boela morago.

Count backwards.

50	49	48	47	46	45	44	43	42	41
26	25	24	23	22	21	20	19	18	17
42	40	38	36	34	32	30	28	26	24

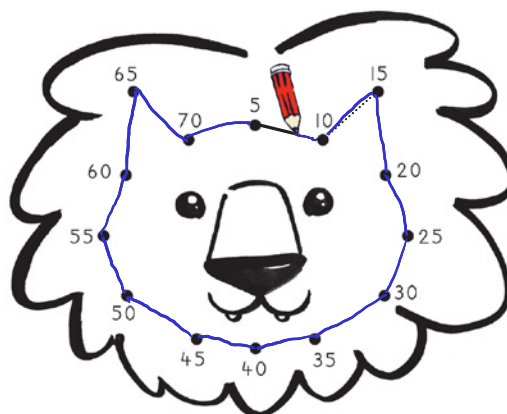
4 Kopantšha marontho ka go bala ka bo2.

Join the dots by counting in 2s.



5 Kopantšha marontho ka go bala ka bo5.

Join the dots by counting in 5s.



BEKE 2 • LETŠATŠI 2

Dipalo tša go fihla go 99 – go bala, go bala ka go tshela le go lemoga

MMETSE
WA HLOGO
MENTAL MATHS

GO BALA
KA GO TSHELA
SKIP COUNTING

KGODIŠO YA KGOPOLLO
CONCEPT DEVELOPMENT

PAPADI
GAME

MATLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLLO | CONCEPT DEVELOPMENT

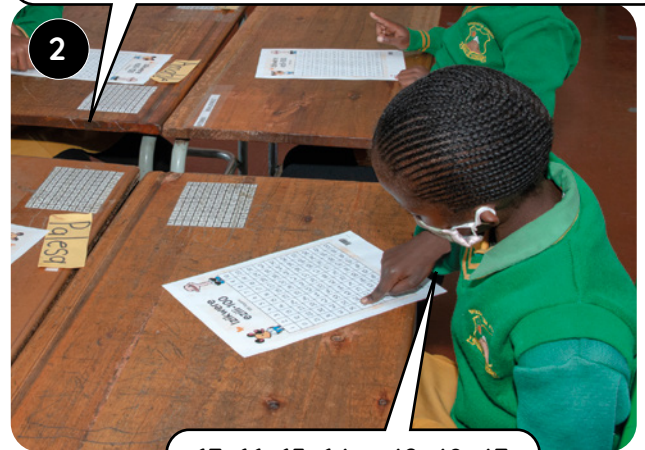
A re šupeng dipalo godimo ga tšhate ya rena ya 100 re bale ka bo1 re eya pele go tloga go 13 go ya ga 33.

Let's point at the numbers on our 100 squares and count forwards in 1s from 13 to 33.



A re šupeng dipalo godimo ga tšhate ya rena ya 100 re bale ka bo1 re boela morago go tloga go 67 go ya ga 47.

Now, let's point at the numbers on our 100 squares and count backwards in 1s from 67 to 47.



67, 66, 65, 64, ... 49, 48, 47

Ke palo efe yeo e lego magareng ga 81 le 83?

What number is in between 81 and 83?

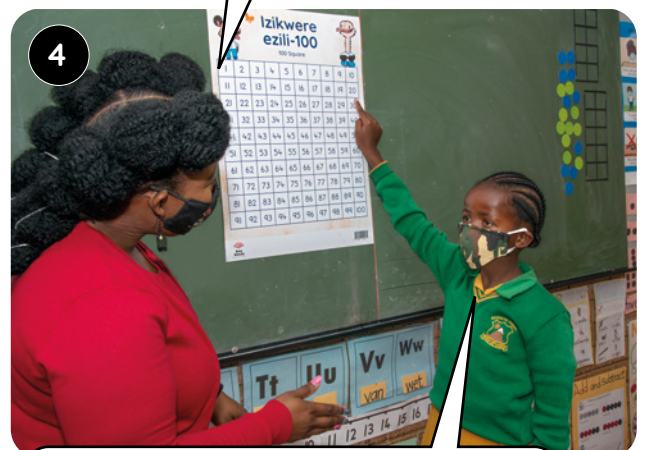


Palo yeo e lego magareng ga 81 le 83 ke 82.

The number in between 81 and 83 is 82.

Ke palo efe yeo e tlogo ka morago ga 19?

What number comes after 19?



Palo yeo e tlogo ka morago ga 19 ke 20.

The number after 19 is 20.

Tšwela pele ka go botšiša dipotšišo o šomiša tlotlontšu ya 'pele ga', 'morago ga' le 'magareng ga'. Hlohleletša barutwana go lemoga, go šupa le go bala dikapalo go tloga go 0 go ya ga 99.

Continue asking questions using the vocabulary **before**, **after** and **in between**. Encourage learners to recognise, identify and read number symbols from 0 – 99.

WEEK 2 • DAY 2

Numbers up to 99 – counting, skip counting and recognition

BEKE • WEEK
2

LETŠATŠI 2 • DAY 2

Dipalo tša go fihla go 99 – go bala le go lemoga

Numbers up to 99 – counting and recognition

MMETSE
WA HLOGO
MENTAL MATHS

GO BALA
KA GO TSHELA
SKIP COUNTING

PAPADI
GAME

KGODIŠO YA KGOPOLLO
CONCEPT DEVELOPMENT

MATLAKALATŠHOMELO
WORKSHEETS

1 Feleletša paterone. Swaya mapokisi a maleba.

Complete the pattern. Tick the correct boxes.

34	36	38	40	42	44	46	48	50	52
----	----	----	----	----	----	----	----	----	----

Bala o eya pele

Count forwards

Bala o boela morago

Count backwards

ka bol

in 1s

ka bo2

in 2s

ka bo5

in 5s

71	70	69	68	67	66	65	64	63	62
----	----	----	----	----	----	----	----	----	----

Bala o eya pele

Count forwards

Bala o boela morago

Count backwards

ka bol

in 1s

ka bo2

in 2s

ka bo5

in 5s

45	50	55	60	65	70	75	80	85	90
----	----	----	----	----	----	----	----	----	----

Bala o eya pele

Count forwards

Bala o boela morago

Count backwards

ka bol

in 1s

ka bo2

in 2s

ka bo5

in 5s

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

Bala o eya pele

Count forwards

Bala o boela morago

Count backwards

ka bol

in 1s

ka bo2

in 2s

ka mal0

in 10s

LETLAKALATŠHOMELO | WORKSHEET

BEKE 2 • LETŠATŠI 2

Dipalo tša go fihla go 99 – go bala, go bala ka go tshela le go lemoga

Learners could colour in the rest of the picture.

2 Khalara dipalo tše godimo ga tšhate ya 100.

Colour these 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

Talaleratadima go yeo e lego godimo ka 2 go feta 54

2 more than 54

Writing answers is optional

56

Khubedu go yeo e lego tlase ka 10 go 71

10 less than 71

61

Khubedu go yeo e lego magareng ga 86 le 88

in between 86 and 88

87

Talaleratadima go yeo e tlogo ka morago ga 25

comes after 25

26

Khubedu go yeo e lego godimo ka 3 go feta 80

3 more than 80

83

Talamorogo go yeo e lego godimo ka 10 go feta 5

10 more than 5

15

Talamorogo go yeo e lego tlase ka 5 go 50

5 less than 50

45

Talamorogo go yeo e lego godimo ka 4 go feta 20

4 more than 20

24

Talamorogo go yeo e tlogo ka morago ga 41

comes after 41

42

Talaleratadima go yeo e lego godimo ka 10 go feta 66

10 more than 66

76

Talaleratadima go pedifatšo ya 8

double 8

16

Talamorogo go yeo e lego godimo ka 10 go feta 23

10 more than 23

33

Khubedu go yeo e tlogo pele ga 80

comes before 80

79

Khubedu go yeo e lego tlase ka 2 go 90

2 less than 90

88

Talaleratadima go yeo e lego magareng ga 35 le 37

in between 35 and 37

36

Khubedu go yeo e lego tlase ka 10 go 96

10 less than 96

86

WEEK 2 • DAY 3

Ordering and comparing numbers

MMETSE
WA HLOGO
MENTAL MATHS

GO BALA
KA GO TSHELA
SKIP COUNTING

KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

PAPADI
GAME

MATLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

A re khalareng didiko tša ka godimo le tša ka tlase ka mmala wo motalaleratadima.
Let's colour the top and the bottom circles blue.



1

Se ke sediko sa ka godimo.
Se ka godimo ga tora.
This is the top circle. It is at the top of the tower.



2

Se ke sediko sa ka tlase.
Se ka tlase ga tora.
This is the bottom circle. It is at the bottom of the tower.

Thala pelo ye khubedu ka sedikong sa bo4 go tloga tlase.
Draw a red heart in the 4th circle from the bottom.



3

Se ke sediko sa bo4. Ke badile go fihla go 4 go tloga tlase.
This is the 4th circle. I counted up 4 from the bottom.



4

Khalara sediko sa bo3 go tloga godimo ka mmala wo motalamorogo.
Colour the 3rd circle from the top green.



5

Se ke sediko sa bo3. Ke badile tše 3 go tloga godimo.
This is the 3rd circle. I counted down 3 from the top.



6

Efa ditaelo tše dintši tša go swana le tše go fihlela didiko ka moka di khalarwa. Go fa mohlala, thala naledi ye serolane ka sedikong sa bo2 le sa bo6 go tloga godimo. Thala tora ye nngwe yeo e tloga khalarwa ge o nyaka go dira mešomo ye mengwe gape ya go swana le ye.

Give more instructions like this until all the circles are coloured. For example, draw a yellow star in the 2nd and 6th circles from the top. Draw another tower to colour if you want to do more like this.

BEKE 2 • LETŠATŠI 3

Go beakanya le go bapetša dipalo

BEKE • WEEK
2

LETŠATŠI 3 • DAY 3

Go beakanya le go bapetša dipalo

Ordering and comparing numbers

MMETSE
WA HLOGO
MENTAL MATHS

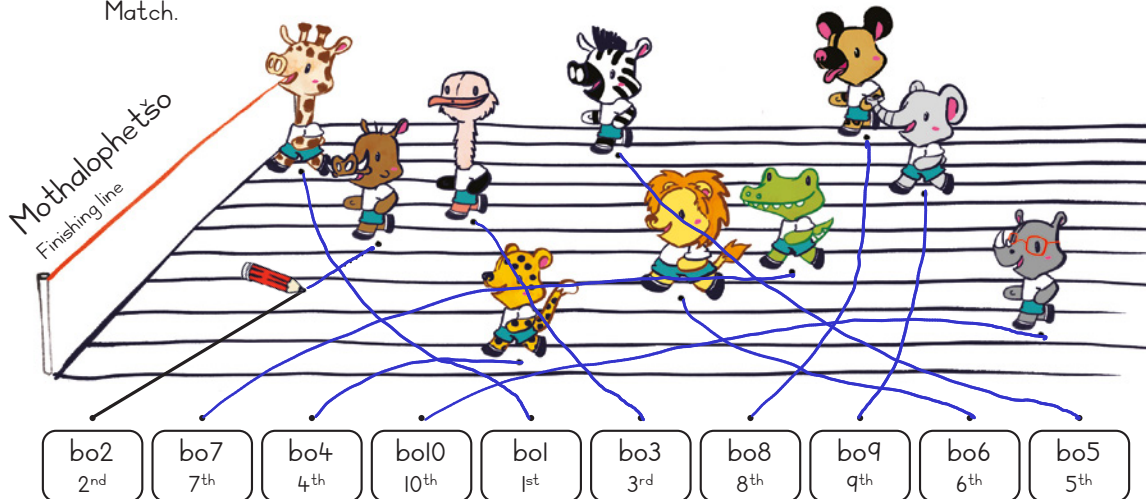
GO BALA
KA GO TSHELA
SKIP COUNTING

PAPADI
GAME

KGODIŠO YA KGOPOLLO
CONCEPT DEVELOPMENT

MATLAKALATŠHOMELO
WORKSHEETS

1 Nyalantšha.
Match.



Thala sebopego seo e lego sa ...

Draw the shape that is ...

mathomo 1 st		bošupa seventh	
bosenyane ninth		bo3 3 rd	
bo6 6 th		bo5 5 th	
bone fourth		bo8 8 th	
bo10 10 th		bobedi second	
pele ga before		morago ga after	

Ordering and comparing numbers

3

Thala sediko go kolobe ya botshelela go tloga go la ngele.

Circle the sixth pig from the left.



Thala sediko go segwagwa sa bosenyane go tloga go la go ja.

Circle the ninth frog from the right.



Thala sediko go legotlo la boraro go tloga go la go ja.

Circle the third mouse from the right.



Thala sediko go mmutla wa bohlano go tloga go la ngele.

Circle the fifth rabbit from the left.



Thala sediko go katse ya mathomo go tloga go la ngele.

Circle the first cat from the left.



Thala sediko go maribiši a ma4 go tloga go la go ja.

Circle 4 owls, starting from the right.



Thala sediko go dirurubele tše 7 go tloga go la ngele.

Circle 7 butterflies, starting from the left.



Thala sediko go dithutlwa tše 2 go tloga go la go ja.

Circle 2 giraffes, starting from the right.



Thala sediko go maganse a ma4 go tloga go la go ja.

Circle 4 swans, starting from the right.



Thala sediko go ditau tše 8 go tloga go la ngele.

Circle 8 lions, starting from the left.



Go beakanya le go bapetša dipalo

MMETSE
WA HLOGO
MENTAL MATHS

GO BALA
KA GO TSHELA
SKIP COUNTING

KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

PAPADI
GAME

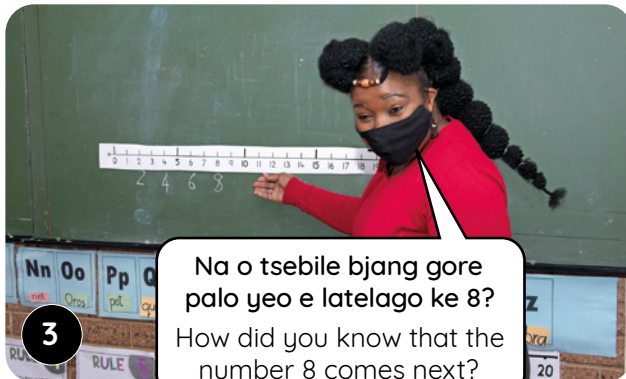
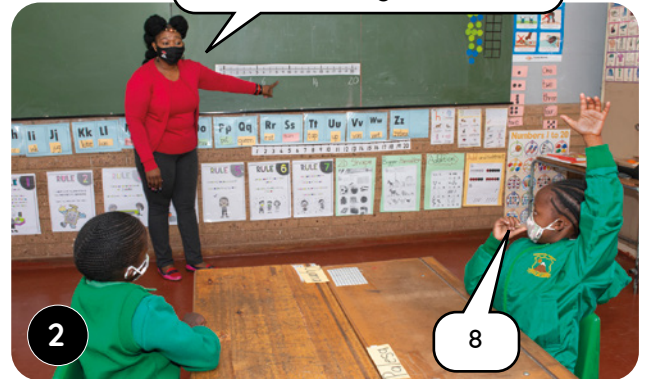
MATLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Na o lemoga eng ka dipalo tše mo mothalopalong?
What do you notice about the numbers on this number line?



Na ke palo efe yeo e swanetšego go ba mo?
What number goes after 6?



Ahlaahlang paterone ya go bala ka bo2. Ge o bala ka bo2, o bitša palo ke moka wa tshela palo ye nngwe. Bala ka bo2 go fihla go 20. Ka morago ga moo, bala ka bo5 le ma10 go fihla go 20.

Discuss the pattern of counting in 2s. When you count in 2s, you say a number then skip out a number. Count to 20 in 2s. Then count in 5s and 10s to 20.



Itlwaetšeng go bala, go bala ka go tshela ka bo2, bo5 le ma10. Hlohleletša barutwana go lemoga dipaterone le go bolela ka tšona. Kgopela barutwana gore ba bapetše dipalo, o ba hlohleletše gore ba šomiše tlotlontšu ya nnyane go, kgolo go le e lekana le.

Practise counting in 2s, 5s and 10s. Encourage learners to recognise the patterns and to talk about them. Ask learners to compare numbers, encouraging them to use the vocabulary **smaller than**, **greater than** and **is equal to**.



Ordering and comparing numbers

BEKE • WEEK
2

LETŠATŠI 4 • DAY 4

Go beakanya le go bapetša dipalo

Ordering and comparing numbers

MMETSE
WA HLOGO
MENTAL MATHSGO BALA
KA GO TSHELA
SKIP COUNTINGPAPADI
GAMEKGODIŠO YA KGOPOLLO
CONCEPT DEVELOPMENTLETLAKALATŠHOMELO
WORKSHEET

Papadi: Bingo
Game: Bingo

Remember to demonstrate first.

Tswalela mahlo a gago o šupe palo godimo ga tšhate ya 100. Khupetša palo yeo ka sebaledi ge e le gore o na le yona godimo ga poroto ya gago ya Bingo. Ge go se na yoo a nago le palo yeo, dumelela moraloki wa 2 a kgethe palo ye nngwe.

Close your eyes and point to a number on the 100 square. Cover that number with a counter if you have it on your Bingo board. If neither of you has the number, let Player 2 choose another number.

1

54

Nka khupetša 54!
I can cover 54!

Ga ke na 54 godimo ga poroto ya ka.
I don't have 54 on my board.

2

15

Nka khupetša 15!
I can cover 15!

Le nna ke na le 15 godimo ga poroto ya ka.
I also have 15 on my board.

3

4

Motho wa mathomo wa go khupetša dipalo ka moka godimo ga poroto ya Bingo ya gagwe ke mofenyi.

The first person to cover all the numbers on their Bingo board is the winner.

BEKE 2 • LETŠATŠI 4

Go beakanya le go bapetša dipalo

Poroto ya Bingo 1

Bingo board 1

33	2	42
64	58	99
14	76	27

Poroto ya Bingo 2

Bingo board 2

51	48	23
88	62	15
1	35	74

Poroto ya Bingo 3

Bingo board 3

93	15	47
54	6	28
31	67	84

Poroto ya Bingo 4

Bingo board 4

39	64	4
76	91	42
21	53	19

Ordering and comparing numbers

Week 2 • Day 4

19

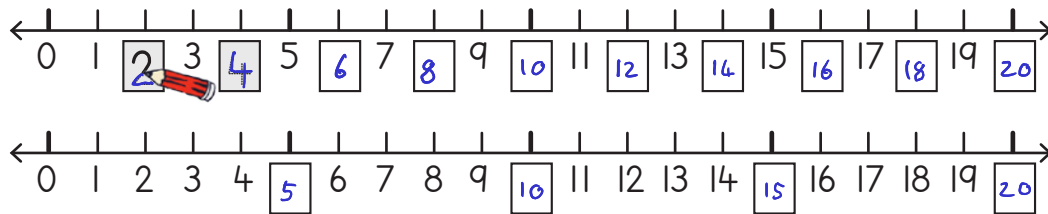
WEEK 2 • DAY 4

Ordering and comparing numbers

Ask learners to describe the pattern of the numbers

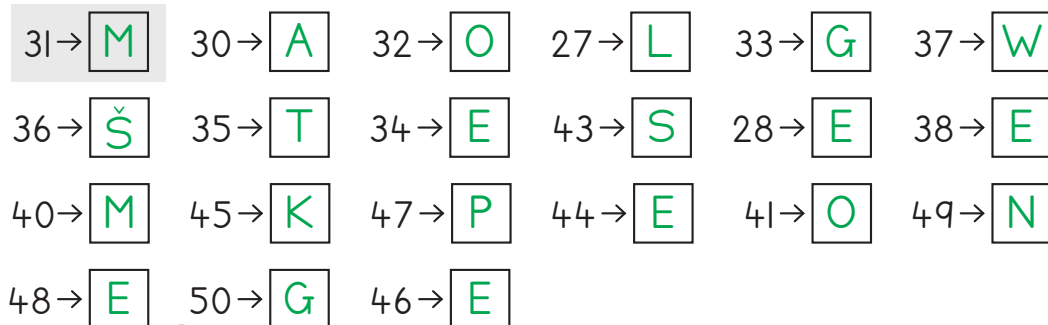
- 1 Tlatša dipalo tšeo di tlogetšwego mo methalopalong. *filled in.*

Fill in the missing numbers on the number lines.



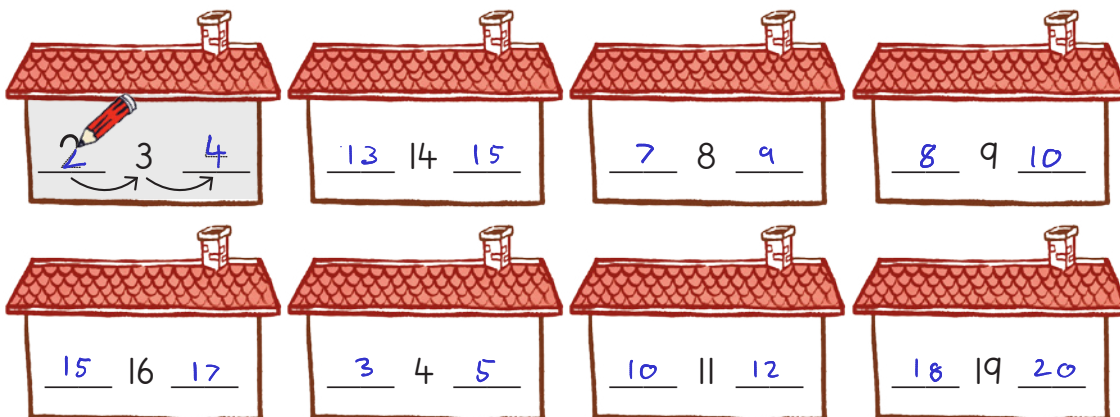
- 2 Tlatša dipalo mothalopalong o be o ngwale ditlhaka tšeo di tlogetšwego.

Write the correct letters above the correct numbers on the number line.



- 3 Ngwala palo yeo e tlogo pele le morago ga palo yeo e filwego.

Write the number that comes **before** and **after**.



20

Beke 2 • Letšatši 4

Go beakanya le go bapetša dipalo



LETŠATŠI 5 • DAY 5

Teefatšo

Consolidation

LETLAKALATŠHOMELO
WORKSHEET

LETLAKALATŠHOMELO
WORKSHEET

1

Thala sediko go mmutla wa bone go tloga go la go ja.

Circle the fourth rabbit from the right.



Thala sediko go legotlo la bobedi go tloga go la ngele.

Circle the second mouse from the left.



Thala sediko go mapedibidi, o thome go la go ja.

Circle 3 swans, starting from the right.



Thala sediko go ditau tše tshela go tloga go la ngele.

Circle 6 lions, starting from the left.



Thala sediko go leribiši la mathomo go tloga go la go ja.

Circle the first owl from the right.



2

Bala o eya pele.

Count forwards.

53	54	55	56	57	58	59	60	61	62
----	----	----	----	----	----	----	----	----	----

56	58	60	62	64	66	68	70	72	74
----	----	----	----	----	----	----	----	----	----

3

Bala o boela morago.

Count backwards.

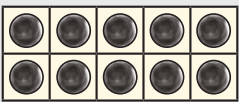
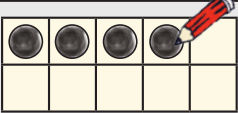
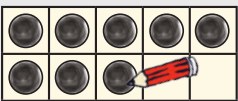
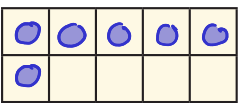
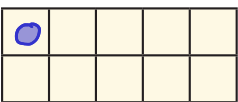
44	43	42	41	40	39	38	37	36	35
----	----	----	----	----	----	----	----	----	----

72	71	70	69	68	67	66	65	64	63
----	----	----	----	----	----	----	----	----	----

Assessment and consolidation

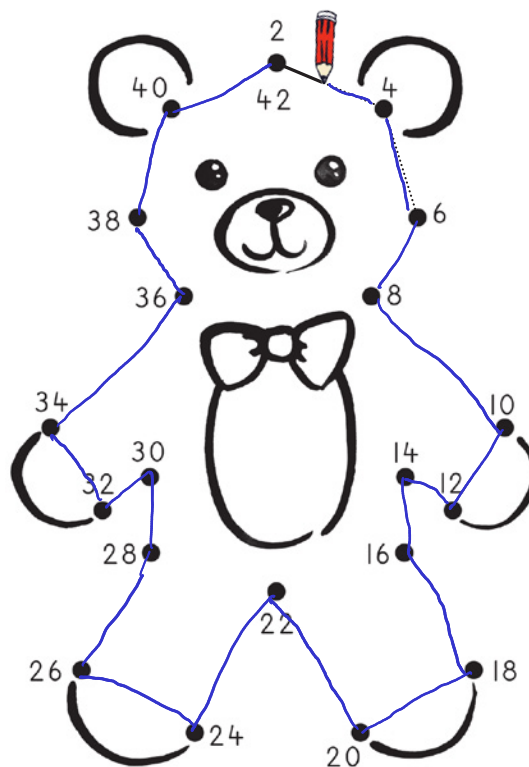
- 4 Ngwala lefokopalo o be o khalare dipoloko go bontšha dipalo.

Write the number sentence and draw dots in the ten frames to show the numbers.

14	 $10 + 4$	 
18	 $10 + 8$	 
16	$10 + 6$	 
11	$10 + 1$	 
20	$10 + 10$	 

- 5 Bala ka bo2 gore o feleletše seswantšho.

Count in 2s to complete the picture.



Go balela tšhelete

		Didirišwa
Mmetse wa hlogo: 1, 2, 3 Bontšha – go hlakantšha (matsogo a mabedi)		ga di gona
		
Letšatši	Mošongwana wa thuto	Didirišwa tša thuto
1	Go šoma ka tšhelete	PMM, phoustara ya tšhelete
2	Go balela tšhelete	PMM, phoustara ya tšhelete
3	Mararantšu a go hlakantšha le go ntšha (1) (kamano ya tšhelete)	PMM, phoustara ya tšhelete
4	Mararantšu a go hlakantšha le go ntšha (2) kamano ya tšhelete	PMM, phoustara ya tšhelete
5	Teefatšo le kelo ya thuto	PMM

Morago ga beke ye, barutwana ba swanetše go kgona go:	✓
Lemoga le go tseba dikhoine tša Afrika Borwa: 10c, 20c, 50c, R1, R2, R5; le tšheletepampiri R10, R20.	
Hlakantšha o be o ntšhe go fihla ga 20 o šomiša kamano ya tšhelete.	
Rarolla mararantšu a tšhelete a go akaretša dipalomoka le tšhentšhi go R20 le ka disente tša go fihla go 20c.	

Kelo (lebelela matlakala a ka morago ga tlhahlamorutiši ye)

Kelo ya go ngwalwa: Dipalo, diophareišene le ditswalano – Marara a go hlakantšha le go ntšha ka go šomiša tšhelete bjale ka kamano.

Money, addition and subtraction

	Resources
Mental Maths: 1, 2, 3 Show – addition (two hands)	none



Day	Lesson activity	Lesson resources
1	Working with money	LAB, money poster
2	Money calculations	LAB, money poster
3	Addition and subtraction word problems (1) (money context)	LAB, money poster
4	Addition and subtraction word problems (2) (money context)	LAB, money poster
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
Recognise and identify South African coins: 10c, 20c, 50c, R1, R2, R5 and bank notes: R10, R20	
Add and subtract up to 20 using money as a context	
Solve money word problems involving totals and change to R20, and in cents up to 20c	

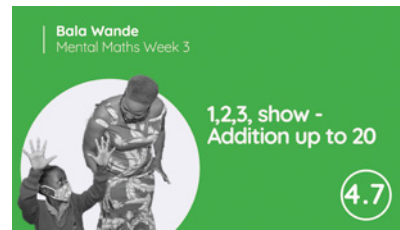
Assessment (see back pages of this guide)

Written assessment: Numbers, operations and relationships – Addition and subtraction problems using money as a context.

Go balela tšhelete

Mmetse wa hlogo

Re tsepelela go marara a go hlakantšha ka ditharollo tša go fihla ga 20 le go šomiša menwana ya rena go bontšha dikopantšho tša palo. Barutwana ba ka tšea karolo ka mafolofolo thutišong, go rarolla marara a bonolo a go hlakantšha ka pejana ntle le mathata. Se se tla ba thuša go godiša bokgoni bja barutwana bja go gopola dintlha tša bona tša palo mo nakong yeo e tlogo.



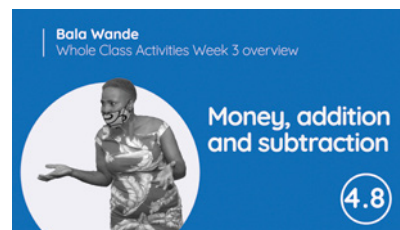
Papadi

Ga go na papadi

Kgodišo ya kgopolo

Bekeng ye, re tsepelela ga go šoma ka tšhelete. Barutwana ba tla lemoga dikhoine le tšheletampiri, le go balela marara a go hlakantšha le go ntšha ka kamano ya tšhelete. Re tla tsepelela ga:

- go lemoga diranta le disente ka go ahlaahla diboego tša dikhoine le tšheletampiri.
- go hlakantšha le go ntšha ka go šomiša kamano ya tšhelete. Go šomiša lebenkele bjale ka kamano ya bophelo bjo nnete. Barutwana ba tla ela hloko gore ke dikhoine dife tšeo di swanetšego go šomišwa go lefela dilo.
- go rarolla marara a go akaretša dipalomoka le tšhentšhi ya go fihla ga 20.



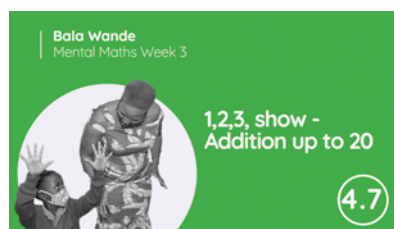
Seo o ka se lebelelago mo bekeng ye

- Netefatša gore o dirile dinyakišišo ka diboego tša tšheletampiri le dikhoine gore o kgone go abelana ka tshedimošo ye mpsha, ya go kgahliša le barutwana.
- Hlohleletša barutwana go šomiša mekgwa yeo ba ithutilego yona mo ngwageng go ba thuša go rarolla marara a tšhelete, go e na le go bala fela.
- Hlohleletša poledišano magareng ga barutwana gore ba kgone go šomiša tlotlontšu ya maleba ge ba le gare ba ahlaahla marara a tšhelete (tšhelete, mašeleng, dikhoine, disente, diranta, tšhentšhi, tšheletampiri, boleng, ke bokae, hlakantšha, e lekana).

Money, addition and subtraction

Mental Maths

We focus on addition problems with solutions up to 20 this week, and use our fingers to show the number combinations. Learners will be actively involved in the lesson, solving simple addition problems quickly and efficiently. This will develop learners' ability to recall their number facts at a later stage.



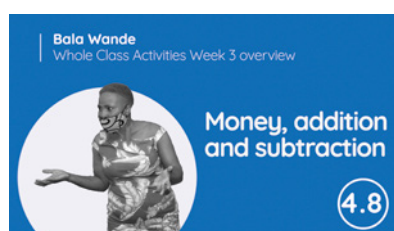
Game

No game

Concept development

This week we focus on working with money. Learners will recognise coins and **notes**, and calculate addition and subtraction problems with money as the context. We will focus on:

- recognising rands and cents by discussing the features of **coins** and notes.
- adding and subtracting using money as the context. Using a shop as a real-life context, learners will need to consider which coins should be used to pay for things.
- solving problems involving **totals** and **change** up to 20.



What to look out for this week

- Make sure you have investigated the features of the notes and the coins so that you can share new and interesting information with the learners.
- Encourage learners to use the addition strategies that they have learnt over the course of the year to help them solve **money problems**, rather than simply counting.
- Encourage conversation between learners so that they can use the correct vocabulary as they discuss money and money problems (**money, currency, coins, cents, rands, change, notes, value, how much, add, equals**).



MMETSE
WA HLOGO
MENTAL MATHS

1, 2, 3 BONTŠHA
1, 2, 3 SHOW

KGODIŠO YA KGOPOLLO
CONCEPT DEVELOPMENT



PAPADI
GAME

MATLAKALATŠHOMELO
WORKSHEETS

MMETSE WA HLOGO | MENTAL MATHS

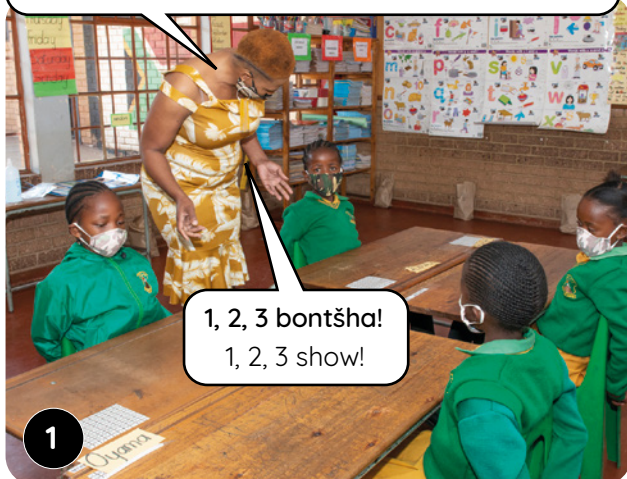
Ralokang papadi ya go hlakantšha 1, 2, 3 - Bontšha.

Play the 1, 2, 3 Show - addition game.

Gopola go lekola letšatšikgwedi o be o swaye rejistara letšatši le lengwe le le lengwe.

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

Ge re bala re fihla go 3, yo mongwe le yo mongwe wa lena o swanetše go emišetša matsogo a gagwe a mabedi godimo le menwana ye mengwe e emišeditšwe godimo.
On the count of 3, each of you must hold up both hands with some fingers held up.



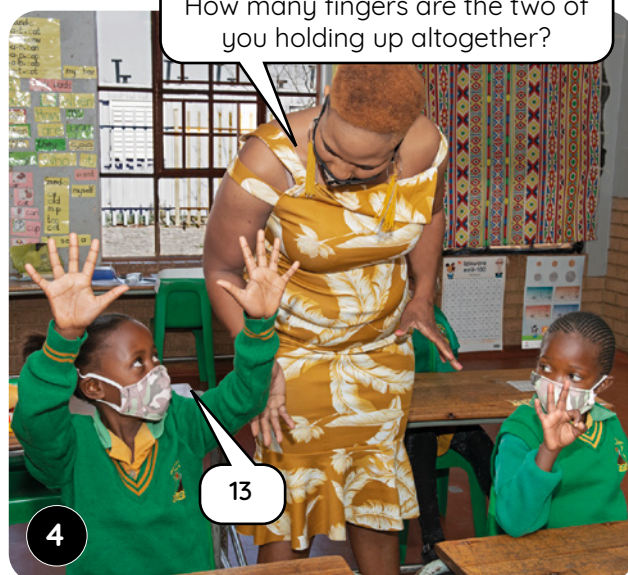
A re direng gape!
Let's do it again!



Ke menwana ye mekae yeo bobedi bja lena le e emišeditšego godimo ge e hlakana ka moka?
How many fingers are the two of you holding up altogether?

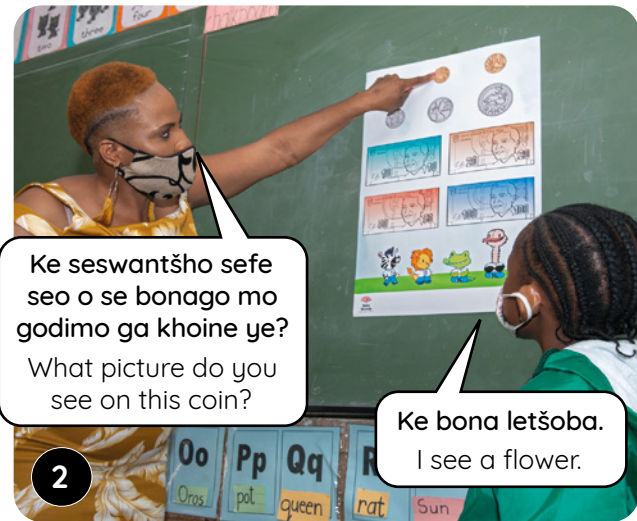


Ke menwana ye mekae yeo bobedi bja lena le e emišeditšego godimo ge e hlakana ka moka?
How many fingers are the two of you holding up altogether?





KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT



Ahlaahlang mmala, bogolo bja dikhoine, seswantšho le sefoka sa mmušo (coat of arms) go ye nngwe le ye nngwe. Lemoga gore morumo wa khoine ye nngwe le ye nngwe o a fapana go thuša bao ban ago le mathata a go se bone gore ba kgone go di tseba.

Discuss the colour and size of the different coins and the picture and coat of arms on each one. Notice that coins have six distinct features you can feel that visually-impaired people use to recognise them.



Hlohleletša barutwana gore ba ahlaahle seo ba se tsebaggo ka diranta le disente, o ba thuše go tseba dikhoine le tšheletepampiri. Bontšha barutwana gore diranta le disente di ngwalwa bjang. Tšea nako ya go bonala o bolela ka boleng le go bapetša boleng bja dikhoine.

Encourage learners to discuss what they know about Rands and cents, helping them to easily identify the coins and notes. Show learners how Rands and cents are written. Take time to talk about and compare the value of the coins



LETŠATŠI 1 • DAY 1

Go šoma ka tšhelete Working with money



1 Khalara dikhoine tše.

Colour in the coins.

Dikhoine tša R1 R1 coins	Dikhoine tša R2 R2 coins	Dikhoine tša R5 R5 coins

2 Thala mothalo o nyalanye tekano ya tšhelete le seswantšho sa yona.

Draw a line from the amount of money to the matching picture.

R10	
50c	
R5	
R1	
20c	

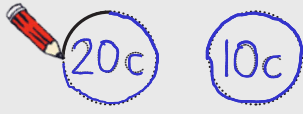
WEEK 3 • DAY 1

Working with money

Accept all appropriate answers

3 Thala dikhoine tša go dira tekano ya ditšhelete tšeo di filwego.

Draw coins to make the amounts.

	20c	
	30c	
	40c	
	50c	
	50c	
	R5	
	R10	

Go balela tšhelete

MMETSE
WA HLOGO
MENTAL MATHS

1, 2, 3 BONTŠHA
1, 2, 3 SHOW

KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

PAPADI
GAME

MATLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Na o ka šupa dikhoine tšeo re ka di šomišago go dira 70c?
Can you point to the coins that we can use to make up 70c?



1

Re ka šomiša dikhoine tše šupa tša 10c go dira 70c.
We could use seven 10c coins to make 70c.



2

Re ka šomiša khoine ya 50c le ya 20c go dira 70c.
We could use a 50c coin and a 20c coin to make 70c.



3

Bušeletša ka bokalo bja tšhelete ya go fapafapana (ya disente) go thuša barutwana go bona gore re ka kgona go dira bokalo bja tšhelete ka ditsela tša go fapafapana.

Repeat with different amounts (in cents) to help learners see that we can make up money amounts in different ways.

Na o ka šomiša dikhoine dife go dira R4?
Which coins would you use to make R4?



4

Nka šomiša dikhoine tše pedi tša R2 go dira R4.
I would use two R2 coins to make R4.



5

Nka šomiša dikhoine tše nne tša R1 go dira R4.
I would use four R1 coins to make R4.



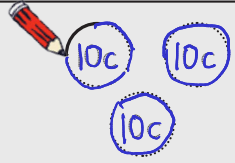
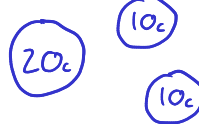
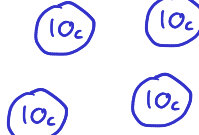
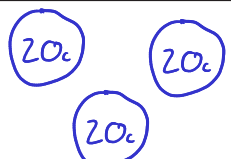
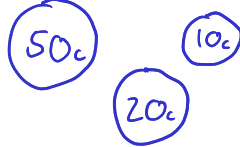
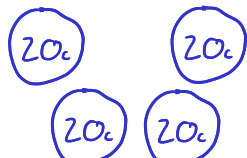
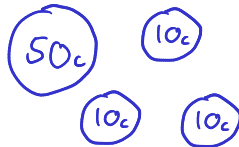
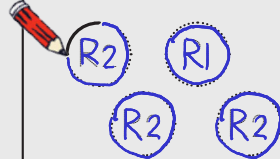
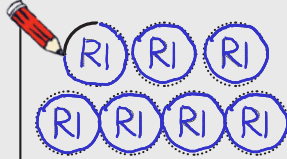
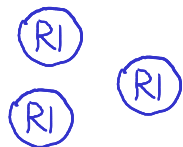
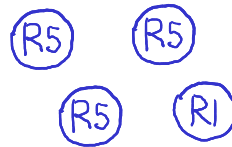
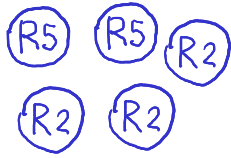
6

Hlohleletša barutwana go itlwaetša go dira bokalo bja tšhelete bja go fapafapana ba šomiša mehutahuta ya dikhoine. Efa barutwana nako ya go itlwaetša go dira dipalelo tša go fapafapana tša tšhelete ba šomiša dintlha tša go tsebega tša palo. O ka ba kgopela gape gore ba dire dipedifatšo le diripa tša bokalo bja tšhelete.

Encourage learners to practise making different amounts of money using a variety of coins. Allow learners time to practise different **money calculations** using known number facts. You could also ask them to do **doubles** and **halves** of money amounts.

I Thala dikhoine tšeo o ka di šomišago go dira tekano ya ditšhelete tše.

Draw coins to make up these amounts.

30c			
40c			
60c			
80c			
R7			
R3			
R16			

2 Na go na le bokae?
How much money is there?

 +  = <u>R2</u>	 +  = <u>R10</u>
 +  = <u>R4</u>	 +  = <u>R3</u>
 +  = <u>R6</u>	 +  = <u>R7</u>
 +  +  = <u>R3</u>	 +  +  = <u>R6</u>
 +  +  +  = <u>R8</u>	
 +  +  = <u>R15</u>	

3 Swaya go bontšha boleng bja go swana.
Tick to show the same amount.

	 ☐  ☐  ☒  ☒  ☒  ☒
	 ☒  ☐  ☒  ☒  ☒

Addition and subtraction word problems (money context)



KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Ke na le khoine e tee ya R1, dikhoine tše pedi tša R2 le khoine e tee ya R5.
I have one R1 coin, two R2 coins and one R5 coin. How much money do I have?



Ke ya lebenkeleng, ke ilo reka tšhokoletse ya R2, lelekere la R1 le senotšididi sa R3. Na ke ilo šomiša bokae?
I go to the shop and I buy a chocolate for R2, a sweet for R1 and a drink for R3. How much money will I spend?



Ke hloka go lefela R6. Na nka šomiša dikhoine dife?
I need to pay R6. What coins can I use?

Ke hloka go lefela R6. Na nka šomiša dikhoine dife?
There is enough money. There will be R4 left over.



Bušetša dikgato tša ka godimo ka bokalo bja tšhelete ya go fapafapana le dilo tša go rekwa. Efa barutwana menyetla ye mentši ya go rarolla marara a ditšhelete tša go fihla ga dipalomoka tša R20 le ka disente tša go fihla ga 20c.

Repeat the steps above with a variety of money amounts and shopping items. Give learners multiple opportunities to solve money problems involving totals to R20 and in cents up to 20c.

BEKE 3 • LETŠATŠI 3

Mararantšu a go hlakantšha le go ntšha (kamano ya tšhelete)



LETŠATŠI 3 • DAY 3

Mararantšu a go hlakantšha le go ntšha (kamano ya tšhelete)

Addition and subtraction word problems (money context)

MMETSE
WA HLOGO
MENTAL MATHS

1, 2, 3 BONTŠHA
1, 2, 3 SHOW

PAPADI
GAME

KGODIŠO YA KGOPOLLO
CONCEPT DEVELOPMENT

MATLAKALATŠHOMELO
WORKSHEETS

I Na o tla lefela bokae?

How much will you pay?

O reka You buy	O lefela You pay
 R10  R5	 $R10 + R5 = R15$
 R7  R10	$R7 + R10 = R17$
 R7  R10	$R7 + R10 = R17$
 R8  R3	$R8 + R3 = R11$
 R12  R7	$R12 + R7 = R19$
 R5  R5  R5	$R5 + R5 + R5 = R15$

WEEK 3 • DAY 3

Addition and subtraction word problems (money context)

- 2 Šomiša lenaneo la ditheko go balela tšhentšhi ge o lefela ka R10.

Use the price list to work out the change if you pay with R10.

	50c		R2
	R5		R1

	O lefela You pay	Tšhentšhi Change
	$R1 + R2 = R3$	$R10 - R3 = R7$
	$R1 + R1 = R2$	$R10 - R2 = R8$
	$R5 + R5 = R10$	$R10 - R10 = 0$

- 3 Ke reka apole ya R2, namune ya R2 le juse ya R6.
Na ke swanetše go lefela bokae?

I buy an apple for R2, an orange for R2 and juice for R6. How much must I pay?



$$R2 + R2 + R6 = R10$$

Ke na le R15, sesi wa ka o na le R5. Buti wa ka o na le R1.
Na tšhelete ya rena ke bokae ge e hlakane ka moka?

I have R15 and my sister has R5. My brother has R1. How much money do we have altogether?



$$R15 + R5 + R1 = R21$$

BEKE 3 • LETŠATŠI 4

Mararantšu a go hlakantšha le go ntšha (kamano ya tšhelete)

MMETSE
WA HLOGO
MENTAL MATHS

1, 2, 3 BONTŠHA
1, 2, 3 SHOW

KGODIŠO YA KGOPOLLO
CONCEPT DEVELOPMENT

PAPADI
GAME

MATLAKALATŠHOMELO
WORKSHEETS

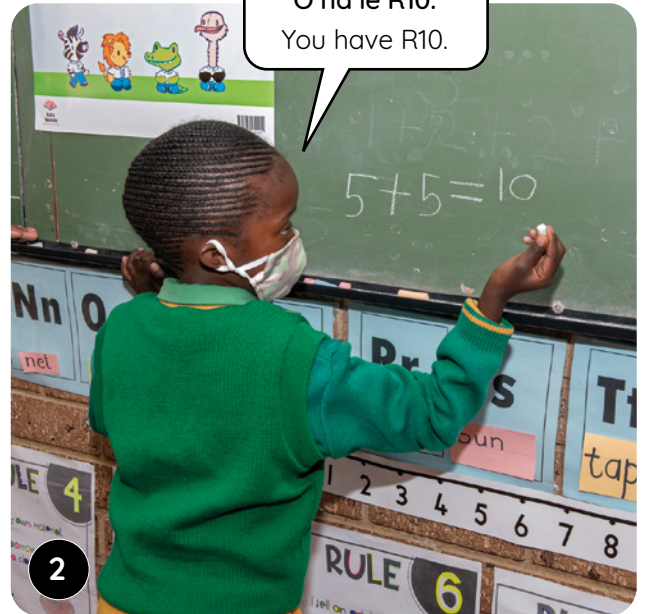
KGODIŠO YA KGOPOLLO | CONCEPT DEVELOPMENT

Ke na le dikhoine tše pedi tša R5. Na ke na le bokae?
I have two R5 coins. How much money do I have?



1

O na le R10.
You have R10.



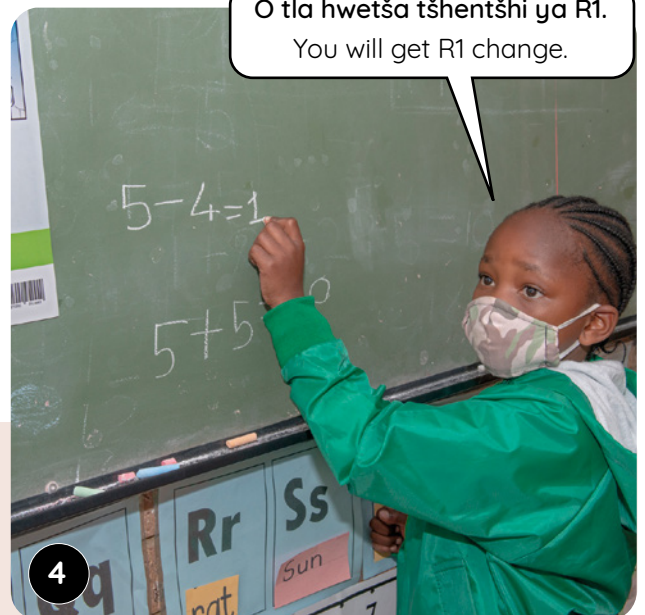
2

Ke ya lebenkeleng go reka kgwele ya R4. Ke
lefela ka R5. Na ke ilo hwetša tšhentšhi ya bokae?
I go to the shop and I buy a ball for R4. I pay with
R5. How much change will I get?



3

O tla hwetša tšhentšhi ya R1.
You will get R1 change.



4

WEEK 3 • DAY 4

Addition and subtraction word problems (money context)

Na ke šaletšwe ke bokae?
How much money do I
have left over?

5



O na le khoine e tee
ya R5 le khoine ya R1
go tšwa go tšhentšhi
ya gago, ka gona, o
šaletšwe ke R6.

You have one R5 coin
and the R1 coin from
your change so you
have R6 left over.

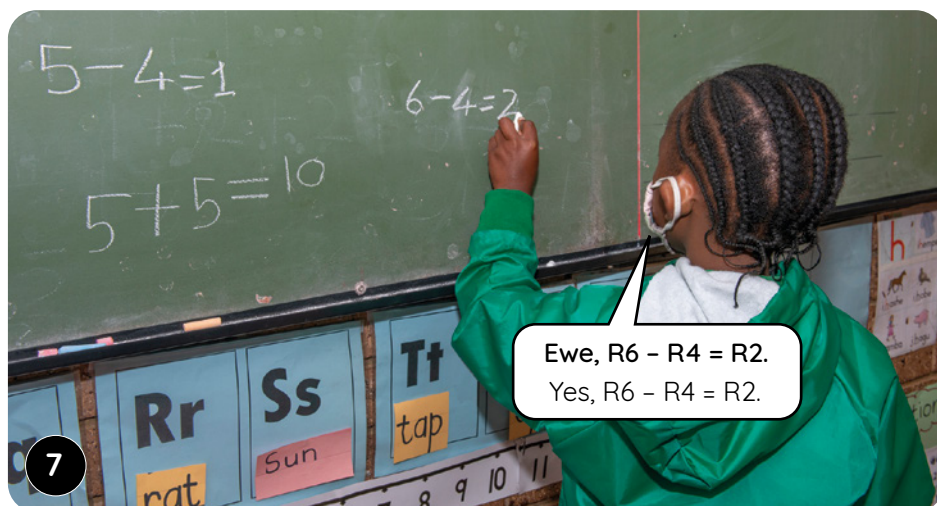
6



Na ke na le tšhelete
yeo e lekanego ya
go reka kgwele?

Do I have enough
money to buy
another ball?

7



Ewe, $R6 - R4 = R2$.
Yes, $R6 - R4 = R2$.

Bušetša dikgato tša ka godimo ka bokalo bja tšhelete ya go fapafapana le dilo tša go rekwa. Efa barutwana menyetla ye mentši ya go rarolla marara a ditšhelete tša go fihla ga dipalomoka tša R20 le ka disente tša go fihla ga 20c.

Repeat the steps above with a variety of money amounts and shopping items. Give learners multiple opportunities to solve money problems involving totals and to change to both R20 and 20c.



LETŠATŠI 4 • DAY 4

Mararantšu a go hlakantšha le go ntšha (kamano ya tšhelete)

Addition and subtraction word problems (money context)

MMETSE
WA HLOGO
MENTAL MATHS

1, 2, 3 BONTŠHA
1, 2, 3 SHOW

PAPADI
GAME

KGODIŠO YA KGOPOLLO
CONCEPT DEVELOPMENT

MATLAKALATŠHOMELO
WORKSHEETS

I Na o šalelwa ke bokae ge o lefela ka R20?

How much change will you get if you pay with R20?

O reka You buy	Tšhentšhi Change
 R5 +  R7 =  <u>R12</u>	 R20 - <u>R12</u> = <u>R8</u>
 R10 +  R3 = <u>R13</u>	R20 - <u>R13</u> = <u>R7</u>
 R8 +  R7 = <u>R15</u>	R20 - <u>R15</u> = <u>R5</u>
 R10 +  R5 = <u>R15</u>	R20 - <u>R15</u> = <u>R5</u>
 R15 +  R3 = <u>R18</u>	R20 - <u>R18</u> = <u>R2</u>
 R12 +  R8 = <u>R20</u>	R20 - <u>R20</u> = <u>0</u>
 R13 +  R7 = <u>R20</u>	R20 - <u>R20</u> = <u>0</u>

WEEK 3 • DAY 4

Addition and subtraction word problems (money context)

Allow learners to use blocks if needed

2 Na ke šaletšwe ke bokae?

How much money do I have left over?

Ke na le R10. Ke reka juse ya R7.

I have R10. I buy juice for R7.

$$R10 - R7 = R3$$



Ke na le R15. Ke reka namune ya R4.

I have R15. I buy an orange for R4.

$$R15 - R4 = R11$$



3

	Ke bokae? What is the cost?	Tšhentšhi ke bokae? How much change?
Ke na le R20. Ke reka sebakadišane sa R6 le puku ya R5. I have R20. I buy a toy for R6 and a book for R5. 	$R6 + R5 = R11$	$R20 - R11 = R9$
Ke na le R14. Ke reka puku ya R5 le paluni ya R4. I have R14. I buy a book for R5 and a balloon for R4. 	$R5 + R4 = R9$	$R14 - R9 = R5$
Ke na le R17. Ke reka kgwele ya R4 le paluni ya R4. I have R17. I buy a ball for R4 and a balloon for R4. 	$R4 + R4 = R8$	$R17 - R8 = R9$

30

Beke 3 • Letšatši 4

Mararantšhu a go hlakantšha le go ntšha
(kamano ya tšhelete)



LETŠATŠI 5 • DAY 5

Teefatšo

Consolidation

LETLAKALATŠHOMELO
WORKSHEET

LETLAKALATŠHOMELO
WORKSHEET

1 Na go na le bokae?

How much money is there?

 +  +  = <u>R5</u>	 +  +  = <u>R3</u>
 +  = <u>R7</u>	 +  = <u>R6</u>
 +  +  +  +  = <u>R10</u>	
 +  +  +  = <u>R20</u>	

2 Rarolla marara ka go ngwala lefokopalo.

Solve the problem by writing the number sentence.

Ke na le R12, sesi wa ka o na le R8. Buti wa ka o na le R3.
Na re na le bokae ka moka ge e hlakana?

I have R12 and my sister has R8. My brother has R3. How much money do we have altogether?



$$\underline{R12} + \underline{R8} + \underline{R3} = \underline{R23}$$

Ke reka apola ya R7, namune ya R6 le juse ya R10. Na ke swanetše go lefela bokae?

I buy an apple for R7, an orange for R6 and juice for R10. How much must I pay?



$$\underline{R7} + \underline{R6} + \underline{R10} = \underline{R23}$$

WEEK 3 • DAY 5

Assessment and consolidation

3 Siph o na le R10. O reka mafela a R7. Na o swanetše go hwetša tšhentšhi ya bokae? 

Siph o has R10. He buys mealies for R7. How much change must he get?

Ngwala lefokopalo.
Write the number sentence.

$R10 - R7 = R3$

4 O na le R10. You have R10.	O lefela You pay	Tšhentšhi Change
 R4  R5	$R4 + R5 = R9$	$R10 - R9 = R1$
 R7  R2	$R7 + R2 = R9$	$R10 - R9 = R1$
 R5  R1	$R5 + R1 = R6$	$R10 - R6 = R4$

5 Hlakantšha.
Add.

 R5  R10 = $R15$	 R2  R1 = $R3$
 R10  R5 = $R15$	 R5  R5 = $R10$
 R3  R2 = $R5$	 R5  R10 = $R15$
 R5  R5 = $R10$	 R3  R2 = $R5$

Go hlakantšha, go ntšha le dipaterone

		Didirišwa
Mmetse wa hlogo: Pedifatša		ga di gona
Papadi: Pedifatša		mataese a 3
		
Letšatši	Mošongwana wa thuto	Didirišwa tša thuto
1	Go hlakantšha le go ntšha	PMM, dipoloko tša multifix
2	Go hlakantšha le go ntšha	PMM, foreimi ya lesome le dibaledi, mataese a 3
3	Dipateronepalo le dipaterone tša tšeometriki	PMM, tšhate ya sekwere ya 100 (morutiši)
4	Dipateronepalo	PMM, tšhate ya sekwere ya 100 (morutiši)
5	Kelo le teefatšo	PMM

Morago ga beke ye, barutwana ba swanetše go kgona go:	✓
Teefatša kwešišo ya go hlakantšha le go ntšha a šomiša dipoloko, methalopalo le ditafola tša dipalo.	
Itlwaetša go bala a eya pele le go boela morago ka bo1.	
Itlwaetša go bala ka go tshela ka bo2, bo5 le ma10 a dira kopanyo go mafokopalo a tlhakantšhopoeletšo.	

Kelo (lebelela matlakala a ka morago ga tlhahlamorutiši ye)

Kelo ya go ngwalwa: Dipalo, diophareišene le ditswalano – Marara a go hlakantšha le go ntšha ka go šomiša tšhelete bjale ka kamano.

Bomolomo le kelo ya tirišo: Tšhomišo ya data: Lebelela barutwana go ela bokgoni bja bona bja go bala le go hlatholla kerafo ya diswantšho.

Addition, subtraction and patterns

		Resources
Mental Maths: Doubling		none
Game: Addition fun		3 dice
		
Day	Lesson activity	Lesson resources
1	Addition and subtraction	LAB, multifix blocks
2	Addition and subtraction	LAB, 3 dice, ten frame, counters
3	Number and geometric patterns	LAB, 100 square (teacher), 2-D shapes
4	Number patterns	LAB, 100 square (teacher)
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
Consolidate understanding of addition and subtraction using multifix blocks, number lines and number tables	
Practise counting forwards and backwards in 1s	
Practise skip counting in 2s, 5s and 10s, making the connection to repeated addition number sentences	

Assessment (see back pages of this guide)

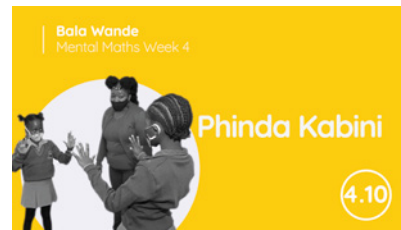
Written assessment: Numbers, operations and relationships - Addition and subtraction and patterns.

Oral and practical assessment: Data handling: Observe learners to assess their ability to read and interpret a pictograph.

Go hlakantšha, go ntšha le dipaterone

Mmetse wa hlogo

Bekeng ye re raloka papadi yeo e bitšwago Pedifatša go fa barutwana nako ye ntši ya go itlwaetša mabokgoni a go pedifatša. Ralokang papadi ka phapoši ka moka le be le raloke ka diphere.



Papadi

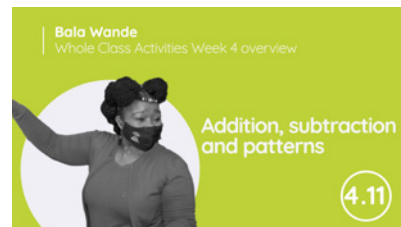
Moswaso wa go hlakantšha



Kgodišo ya kgopolo

Bekeng ye, re tsepelela ga go hlakantšha, go ntšha le dipateronepalo. Barutwana ba tla šomiša dipoloko, methalopalo le ditafola tša palo go rarolla marara a go hlakantšha le go ntšha. Ba tla šomiša tšhate ya sekwere ya 100 le mothaloalo ge ba le gare ba nyakišiša dipaterone. Re tla tsepelela ga:

- go hlakantšha le go ntšha ka dipalo tša go fihla ga 20 re šomiša marara a go fapafapana.
- go bala o eya pele le go boela morago ka botee, le go bala ka go tshela o eya pele ka bo2, bo5 le ma10.
- go beakanya le go bapetša dipalo ka go lemoga dipaterone. Barutwana ba tla thoma go dira kopanyo magareng ga dipaterone le ditlhakantšhopoeletšo.



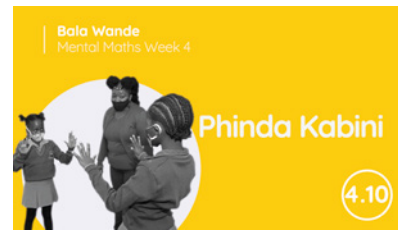
Seo o ka se lebelelago mo bekeng ye

- Thuša barutwana go teefatša kwešišo ya bona ya palo le go thoma go rarolla marara ka moo ba kgonago ba šomiša tsebo ya bona ya dintlha tša palo.
- Thuša barutwana go bona gore go na le mehuta ye e fapanego ya dipaterone le go re dipaterone di re thuša go dira gore seo re se bonago se kwešišege. Dipaterone gape di re thuša go rarolla marara a go swana le tlhakantšhopoeletšo ka kgonagalo.
- Hlohleletša poledišano magareng ga barutwana gore ba kgone go šomiša tlotlontšu ya maleba ge ba le gare ba ahlaahla dipalo tša go thoma go 0–99 (**hlakantšha, le, ntši go feta, lekana le, ntšha, tloša, nnyane go**).

Addition, subtraction and patterns

Mental Maths

This week we play the game Doubling to give learners time to practise their doubling skills. Play the game as a whole class and then in pairs.



Game

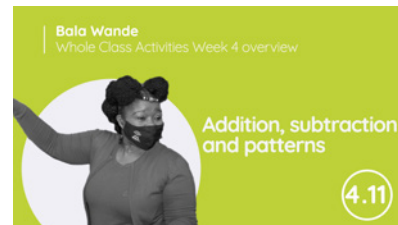
Addition fun



Concept development

This week we focus on addition, subtraction and number patterns. Learners will use multifix blocks, number lines and number tables to solve addition and subtraction problems. They will use a 100 square and a number line as they investigate patterns. We will focus on:

- adding and subtracting with numbers up to 20 using a variety of problems.
- counting forwards and backwards in ones, and skip counting forwards in 2s, 5s and 10s.
- ordering and comparing numbers by recognising patterns. Learners will begin to make the connection between patterns and repeated addition.



What to look out for this week

- Help learners to consolidate their understanding of number and to begin solving problems efficiently using their knowledge of number facts.
- Help learners to see that there are different types of patterns, and that patterns help us to make sense of what we see. Patterns also help us to solve problems like repeated addition efficiently.
- Encourage conversation between learners so that they can use the correct vocabulary as they discuss numbers from 0 – 99 (**add, and, more than, equals, subtract, take away, less than, equals**).



MMETSE
WA HLOGO
MENTAL MATHS

GO PEDIFATŠA
DOUBLING

KGODIŠO YA KGOPOLLO
CONCEPT DEVELOPMENT

PAPADI
GAME

MATLAKALATŠHOMELO
WORKSHEETS

MMETSE WA HLOGO | MENTAL MATHS

Re raloka papadi yeo e bitšwago Pedifatša.

We play a game called Doubling.

Gopola go lekola letšatšikgwedi o be o swaye rejistara letšatši le lengwe le le lengwe.

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



1

A re ralokeng Pedifatša! O tee wa lena o swanetše go bontšha palo ke moka yo mongwe a bontšhe yona palo yeo e bontšhitšwego ke yo mongwe.

Let's play Phinda kabin! One of you must show a number and the other one must show the same number.



2

Pedifatša 9!
Double 9!



3

18
A re bušeletšeng!
Let's do it again!



4

Pedifatša 2!
Double 2!



5

Pedifatšo ya 2 ke 4.
Double 2 is 4

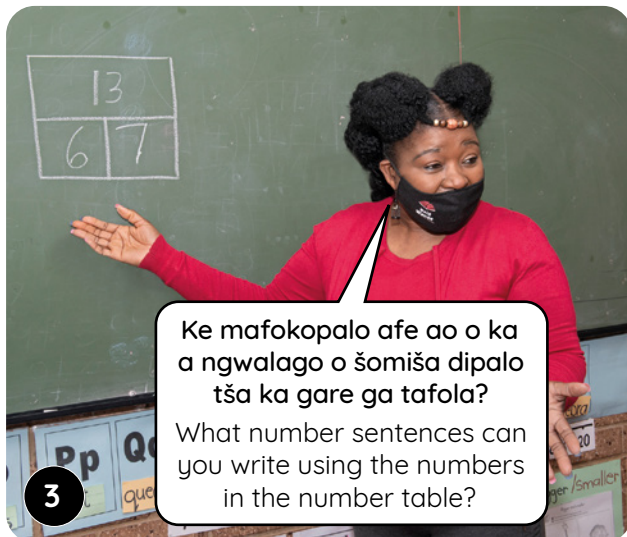
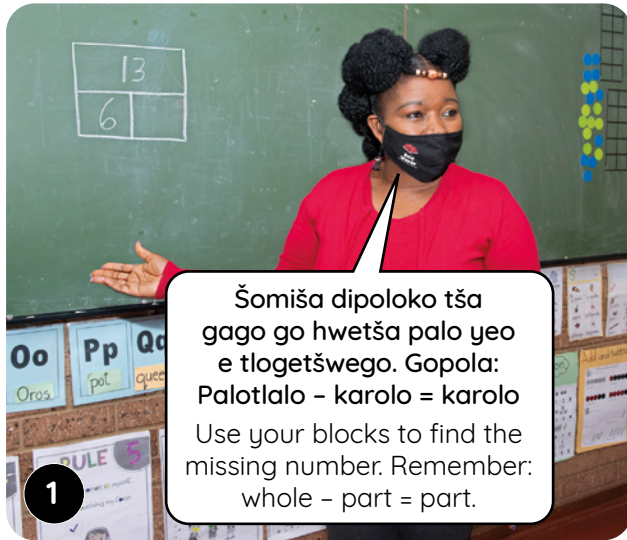


6

A re bušeletšeng!
Let's do it again!



KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT



Ahlaahlang: Na o lemoga eng ka mafokopalo ao a ngwetšwego godimo ga poto?

- Re ngwetše mafoko a go hlakantšha le go ntšha.
- Mafokopalo ka moka a šomiša dipalo tše tharo tša go swana go tšwa ka tafoleng ya dipalo. Dipalo tše 3 tše di bitšwa leloko la dipalo.

Discuss: What do you notice about the number sentences written on the board?

- We have written addition and subtraction sentences.
- All the number sentences use the same three numbers from the number table. These 3 numbers are called a number family.

Bušetša dikgato ka go šomiša dipalo tša go fapafapana ka gare ga tafola. Hlohleletša barutwana gore ba kgone go bona gore re ka šomiša diopareišene tša go dirolla go re thuša go hwetša palo yeo e tlogetšwego.

Repeat the steps above, using different numbers in the number table. Encourage learners to see that we can use inverse operations to help us find a missing number.

BEKE 4 • LETŠATŠI 1

Go hlakantšha le go ntšha

BEKE • WEEK
4

LETŠATŠI 1 • DAY 1

Go hlakantšha le go ntšha

Addition and subtraction

MMETSE
WA HLOGO
MENTAL MATHS

GO PEDIFATŠA
DOUBLING

PAPADI
GAME

KGODIŠO YA KGOPOLLO
CONCEPT DEVELOPMENT

MATLAKALATŠHOMELO
WORKSHEETS

1 Feleletša tafola. Ngwala mafokopalo a mane a go fapafapana ka tafola ye nngwe le ye nngwe ya dipalo.

Complete the table. Write four different number sentences.

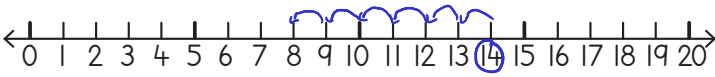
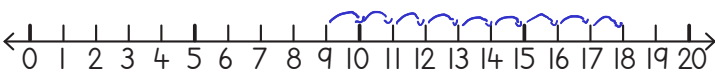
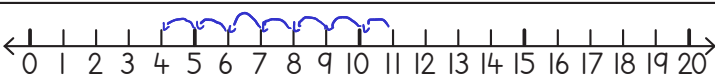
	<table><tr><td colspan="2">16</td></tr><tr><td>7</td><td>9</td></tr></table>	16		7	9	 $\underline{7} + \underline{9} = \underline{16}$ $\underline{9} + \underline{7} = \underline{16}$	 $\underline{16} - \underline{9} = \underline{7}$ $\underline{16} - \underline{7} = \underline{9}$
16							
7	9						
	<table><tr><td colspan="2">13</td></tr><tr><td>5</td><td>8</td></tr></table>	13		5	8	$\underline{5} + \underline{8} = \underline{13}$ $\underline{8} + \underline{5} = \underline{13}$	$\underline{13} - \underline{5} = \underline{8}$ $\underline{13} - \underline{8} = \underline{5}$
13							
5	8						
	<table><tr><td colspan="2">11</td></tr><tr><td>4</td><td>7</td></tr></table>	11		4	7	$\underline{4} + \underline{7} = \underline{11}$ $\underline{7} + \underline{4} = \underline{11}$	$\underline{11} - \underline{4} = \underline{7}$ $\underline{11} - \underline{7} = \underline{4}$
11							
4	7						
	<table><tr><td colspan="2">17</td></tr><tr><td>8</td><td>9</td></tr></table>	17		8	9	$\underline{8} + \underline{9} = \underline{17}$ $\underline{9} + \underline{8} = \underline{17}$	$\underline{17} - \underline{8} = \underline{9}$ $\underline{17} - \underline{9} = \underline{8}$
17							
8	9						
	<table><tr><td colspan="2">15</td></tr><tr><td>9</td><td>6</td></tr></table>	15		9	6	$\underline{9} + \underline{6} = \underline{15}$ $\underline{6} + \underline{9} = \underline{15}$	$\underline{15} - \underline{9} = \underline{6}$ $\underline{15} - \underline{6} = \underline{9}$
15							
9	6						
	<table><tr><td colspan="2">14</td></tr><tr><td>6</td><td>8</td></tr></table>	14		6	8	$\underline{6} + \underline{8} = \underline{14}$ $\underline{8} + \underline{6} = \underline{14}$	$\underline{14} - \underline{6} = \underline{8}$ $\underline{14} - \underline{8} = \underline{6}$
14							
6	8						

WEEK 4 • DAY 1

Addition and subtraction

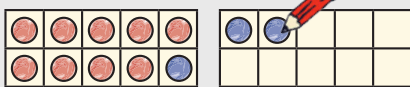
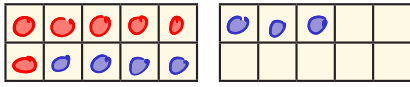
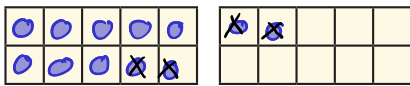
2 Hlakantšha o be o ntšhe.

Add and subtract.

 $6 + 7 = 13$	 $5 + 9 = 14$
 $17 - 9 = 8$	 $14 - 6 = 8$
 $8 + 4 = 12$	 $9 + 9 = 18$
 $15 - 7 = 8$	 $11 - 7 = 4$

3 Rarolla marara a.

Solve the problems.

Go na le dikolobe tše 9 le dinku tše 3. Na go na le diphoofole tše kae? There are 9 pigs and 3 sheep. How many animals are there? 	 $9 + 3 = 12$
Go na le dikgogo tše 6 le mebutla ye 7 ka polaseng. Na go na le diphoofole tše kae? There are 6 chickens and 7 rabbits on the farm. How many animals are there? 	 $6 + 7 = 13$
Go na le diphoofole tše 12, tše 4 ke dipere. Tše dingwe ka moka ke dikgomo. Na go na le dikgomo tše kae? There are 12 animals and 4 are horses. The rest are cows. How many cows are there? 	 $12 - 4 = 8$

BEKE 4 • LETŠATŠI 2

Go hlakantšha le go ntšha

MMETSE
WA HLOGO
MENTAL MATHS

GO PEDIFATŠA
DOUBLING

KGODIŠO YA KGOPOLLO
CONCEPT DEVELOPMENT

PAPADI
GAME

MATLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLLO | CONCEPT DEVELOPMENT

Thuša go netefatšha ge eba lefokopalo le le nepagetše goba aowa?
Please can you check to see if this number sentence is correct or not?



1

Lekola lefokopalo le gomme o mpošhe ka go emišetša monwana wa mogogorupo godimo ge e le gore le nepagetše goba o šupe fase ka wona ge eba le fošagetše.

Check this number sentence and show me thumbs up if it is correct or thumbs down if it is incorrect.



3

8 + 5 = 13, e sego 14. Ke kgona go bona se godimo ga diforeimi tša ka tša lesome.

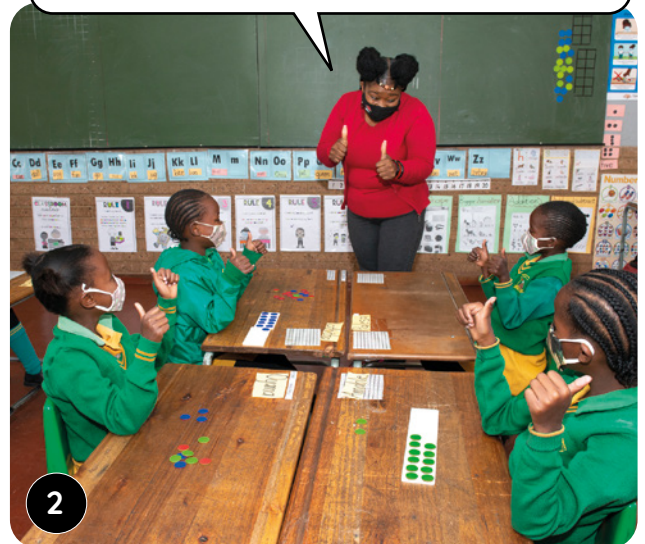
8 + 5 = 13, not 14. I can see this on my ten frames.



5

Emišetša monwana wa mogogorupo godimo ge e le gore lefokopalo le nepagetše goba o šupe fase ka wona ge eba le fošagetše.

Show me thumbs up if the number sentence is correct or thumbs down if it is incorrect.



2



4

Bušetša ka marara a mantši a go hlakantšha le go ntšha, a go swana le a:

Repeat with many addition and subtraction problems, such as:

- 11 - 6 = 5
- 16 - 8 = 9
- 4 + 10 = 15
- 6 + 7 = 12

BEKE • WEEK
4

LETŠATŠI 2 • DAY 2

Go hlakantšha le go ntšha
Addition and subtraction

MMETSE
WA HLOGO
MENTAL MATHS

GO PEDIFATŠA
DOUBLING

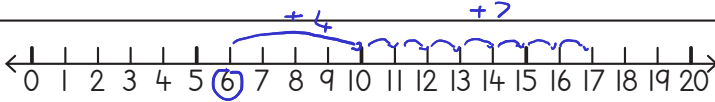
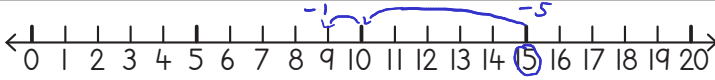
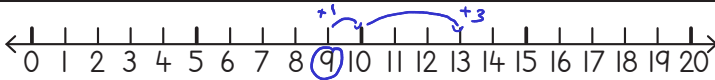
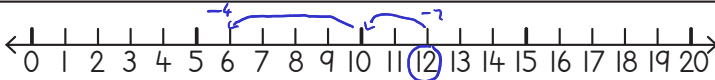
PAPADI
GAME

KGODIŠO YA KGOPOLLO
CONCEPT DEVELOPMENT

LETLAKALATŠHOMELO
WORKSHEET

1 Hlakantšha o be o ntšhe.

Add and subtract.

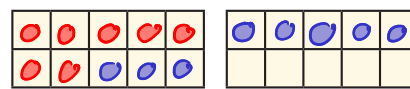
 $5 + 10 = 15$	 $6 + 11 = 17$
 $20 - 8 = 12$	 $15 - 6 = 9$
 $5 + 6 = 11$	 $9 + 4 = 13$
 $17 - 9 = 8$	 $12 - 6 = 6$

2 Rarolla marara a.

Solve the problems.

Go na le maribiši a 8 le mapedibidi a 7. Na go na le dinonyana tše kae?

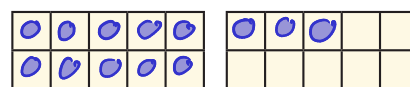
There are 8 owls and 7 ducks.
How many birds are there?



$$8 + 7 = 15$$

Go na le matšoba a 13, a 8 ke a mapinki. A mangwe ka moka ke a makhubedu. Na ke matšoba a makae a makhubedu?

There are 13 flowers. 8 flowers are pink.
The rest are red. How many flowers are red?



$$13 - 8 = 5$$



Papadi: Moswaso wa go hlakantšha

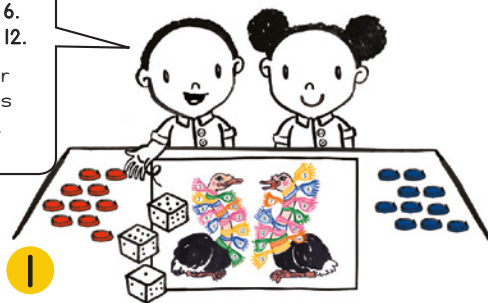
Game: Addition fun

Dira lefokopalo ka go šomiša palo yeo e bontšhitšwego godimo ga letaese. Motho wa mathomo yoo a khupetšago dipalo ka moka godimo ga mpšhe ya gagwe ke mofenyi.

Throw the dice and use the numbers to make a number sentence. Solve the number sentence. The person who covers all the numbers on their ostrich first wins.

Lefokopalo la ka ke $1 + 5 + 6$.
Ke hwetša 12.

My number sentence is $1 + 5 + 6$.
I get 12.



Ee! O ka khupetša 12.
Ke sebaka sa ka.

Yes! You can cover the 12.
My turn.



Ke hwetša $3 + 2 + 4 = 9$.

I get $3 + 2 + 4 = 9$.



Ee! O ka khupetša 9.
Go raloka nna bjale.

Yes! You can cover the 9. My turn.





MMETSE
WA HLOGO
MENTAL MATHS

GO PEDIFATŠA
DOUBLING

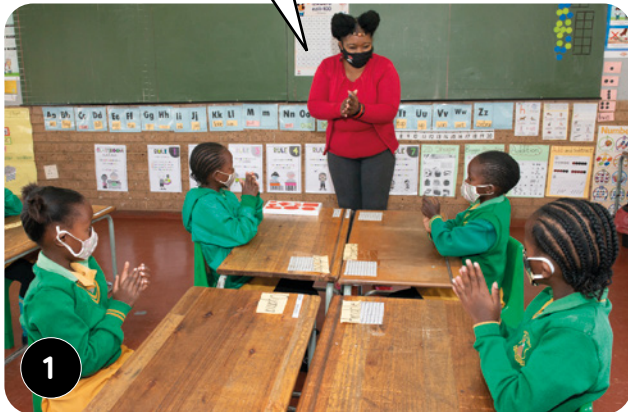
KGODIŠO YA KGOPOLLO
CONCEPT DEVELOPMENT

PAPADI
GAME

MATLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLLO | CONCEPT DEVELOPMENT

Kopolla paterone ye! A re openg re be re tule.
Copy this pattern! Let's clap and stamp.



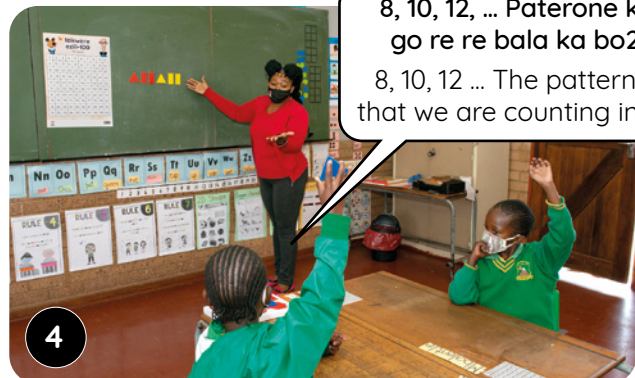
opa, opa, opa, tula, tula, opa,
opa, opa, tula, tula ...
clap, clap, clap, stamp, stamp,
clap, clap, clap, stamp, stamp ...



Na go tla latela sebopego sefe?
What shape would come next?



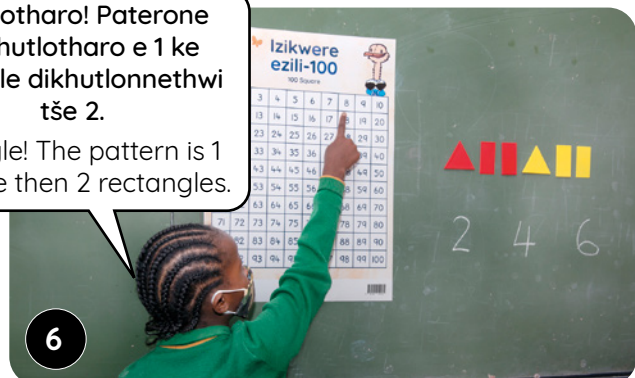
8, 10, 12, ... Paterone ke
go re re bala ka bo2.
8, 10, 12 ... The pattern is
that we are counting in 2s.



Na go tla latela dipalo dife?
What numbers would come next?



Khutlotharo! Paterone
ke khutlotharo e 1 ke
moka le dikhutlonnethwi
tše 2.
Triangle! The pattern is 1
triangle then 2 rectangles.



Bušetša dikgato tša ka godimo ka dipaterone tša go fapafapana (o šomiša go opa, go tula, dipalo le dibopego). Hlohleletša barutwana go ahlaahla seo ba se lemogago mabapi le ka tsela yeo dipaterone di golago ka gona.

Repeat the steps above with a variety of patterns (using claps, stamps, numbers and shapes). Encourage learners to discuss what they notice about the way the patterns grow.

BEKE • WEEK
4

LETŠATŠI 3 • DAY 3

Dipateronepalo le dipaterone tša tšeometriki

Number and geometric patterns

MMETSE
WA HLOGO
MENTAL MATHS

GO PEDIFATŠA
DOUBLING

PAPADI
GAME

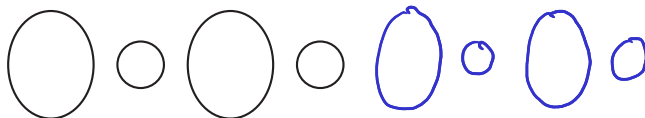
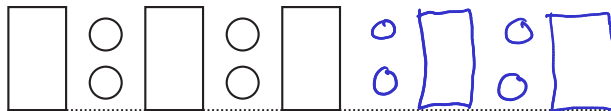
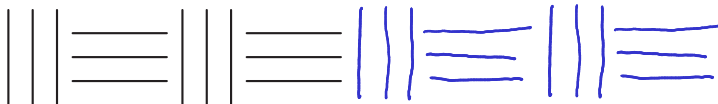
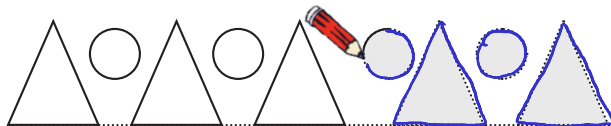
KGODIŠO YA KGOPOLLO
CONCEPT DEVELOPMENT

MATLAKALATŠHOMELO
WORKSHEETS

1 Tšwetša dipaterone pele.

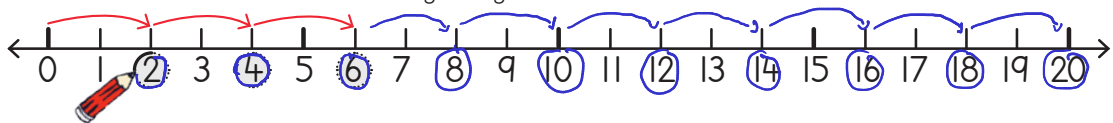
Continue the patterns.

Ask learners to describe
the patterns.



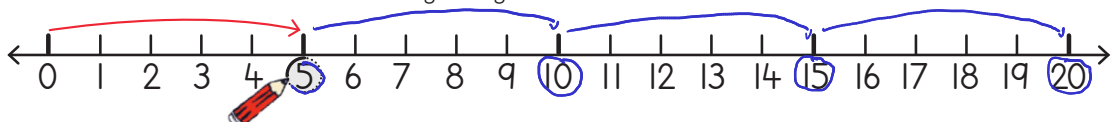
2 Bala ka bo2. Thala sediko go dipalo tšeo o di bolelago.

Count in 2s. Circle the numbers you say



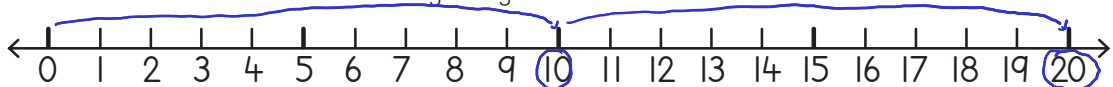
Bala ka bo5. Thala sediko go dipalo tšeo o di bolelago.

Count in 5s. Circle the numbers you say



Bala ka ma10. Thala sediko go dipalo tšeo o di bolelago.

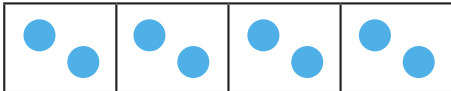
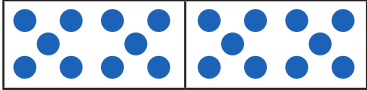
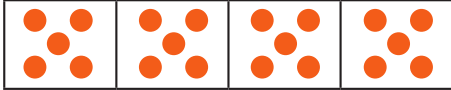
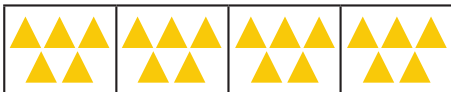
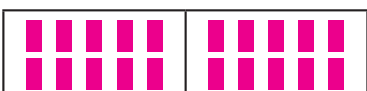
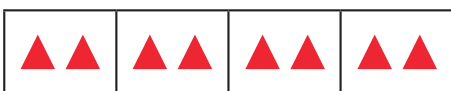
Count in 10s. Circle the numbers you say



Number and geometric patterns

3 Bala o be o ngwale mafokopalo.

Count and write the number sentences.

dikhutlotharo triangles  <u>2</u> + <u>2</u> + <u>2</u> = <u>6</u>	didiko circles  <u>2</u> + <u>2</u> + <u>2</u> + <u>2</u> = <u>8</u>
dikhutlonnethwi rectangles  <u>5</u> + <u>5</u> + <u>5</u> = <u>15</u>	dikhutlonne squares  <u>5</u> + <u>5</u> + <u>5</u> + <u>5</u> = <u>20</u>
didiko circles  <u>10</u> + <u>10</u> = <u>20</u>	didiko circles  <u>5</u> + <u>5</u> + <u>5</u> + <u>5</u> = <u>20</u>
dikhutlonne squares  <u>2</u> + <u>2</u> + <u>2</u> = <u>6</u>	dikhutlotharo triangles  <u>5</u> + <u>5</u> + <u>5</u> + <u>5</u> = <u>20</u>
dikhutlonnethwi rectangles  <u>10</u> + <u>10</u> = <u>20</u>	dikhutlotharo triangles  <u>2</u> + <u>2</u> + <u>2</u> + <u>2</u> = <u>8</u>

Dipateronepalo

MMETSE
WA HLOGO
MENTAL MATHS

GO PEDIFATŠA
DOUBLING

KGODIŠO YA KGPOLO
CONCEPT DEVELOPMENT

PAPADI
GAME

MATLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGPOLO | CONCEPT DEVELOPMENT

A re šupeng dipalo godimo ga tšhate ya rena ya 100
re bale re eya pele ka bo1 go tloga go 66 go ya ga 86.
Na o lemoga eng?

Let's point at the numbers on the 100 square and count
forwards in 1s from 66 to 86. What do you notice?



Dipalo di ya godimo
ka 1 nako le nako.

The numbers get
bigger by 1 each time.



Bjale a re baleng re boela morago
ka bo1 go tloga go 42 go ya ga 22.
Na o lemoga eng?

Now let's count backwards in 1s
from 42 to 22. What do you notice?



Dipalo di fokotšega ka 1 nako le nako.
The numbers get smaller by 1 each time.



WEEK 4 • DAY 4

Number patterns

A re baleng re eya pele ka ma10 go tloga go 7. Na o lemoga eng?

Let's count forwards in 10s from 7. What do you notice?



5

Dipalo di ya godimo ka ma10 gomme dipalo ka moka di felela go 7.

The numbers go up in 10s and all of the numbers end in 7.



6

Dipalo ka moka di theoga ka kholomo e tee.

The numbers are all in one column.



7

Bušetša dikgato tša ka godimo ka dipaterone tša go fapafapana. Hlohleletša barutwana go ahlaahla seo ba se lemogago ka dipaterone le go lemoga ka tsela yeo di golago ka gona.

Repeat the steps above with a variety of patterns. Encourage learners to discuss what they notice about the patterns and to identify how they grow.



LETŠATŠI 4 • DAY 4

Dipateronepalo Number patterns

MMETSE
WA HLOGO
MENTAL MATHS

GO PEDIFATŠA
DOUBLING

PAPADI
GAME

KGODIŠO YA KGOPOLLO
CONCEPT DEVELOPMENT

MATLAKALATŠHOMELO
WORKSHEETS

I Feleletša paterone. Swaya mapokisi a maleba.

Complete the pattern. Tick the correct boxes.

72	74	76	78	80	82	84	86	88	90
----	----	----	----	----	----	----	----	----	----

Bala o eya pele

Count forwards

Bala o boela morago

Count backwards

ka bol

in 1s

ka bo2

in 2s

ka bo5

in 5s

29	28	27	26	25	24	23	22	21	20
----	----	----	----	----	----	----	----	----	----

Bala o eya pele

Count forwards

Bala o boela morago

Count backwards

ka bol

in 1s

ka bo2

in 2s

ka bo5

in 5s

15	20	25	30	35	40	45	50	55	60
----	----	----	----	----	----	----	----	----	----

Bala o eya pele

Count forwards

Bala o boela morago

Count backwards

ka bol

in 1s

ka bo2

in 2s

ka bo5

in 5s

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

Bala o eya pele

Count forwards

Bala o boela morago

Count backwards

ka bol

in 1s

ka bo2

in 2s

ka mal0

in 10s

Number patterns

2 Feleletša paterone. Swaya mapokisi a maleba.

Complete the pattern. Tick the correct boxes.

48	50	52	54	56	58	60	62	64	66
----	----	----	----	----	----	----	----	----	----

Bala o eya pele Count forwards	Bala o boela morago Count backwards
ka bol in 1s	ka bo2 in 2s
	ka bo5 in 5s

13	14	15	16	17	18	19	20	21	22
----	----	----	----	----	----	----	----	----	----

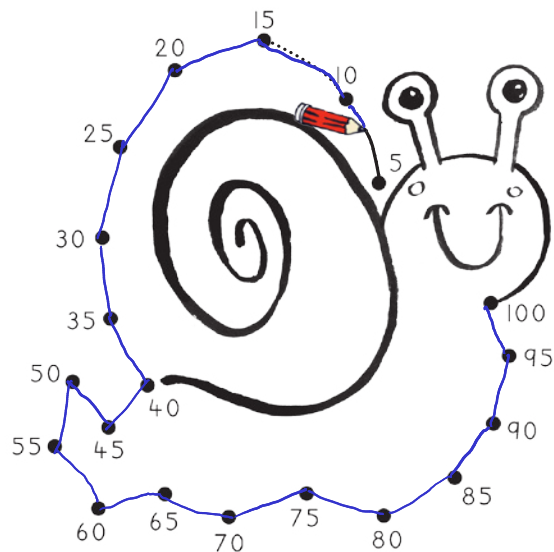
Bala o eya pele Count forwards	Bala o boela morago Count backwards
ka bol in 1s	ka bo2 in 2s
	ka bo5 in 5s

30	35	40	45	50	55	60	65	70	75
----	----	----	----	----	----	----	----	----	----

Bala o eya pele Count forwards	Bala o boela morago Count backwards
ka bol in 1s	ka bo2 in 2s
	ka bo5 in 5s

3 Kopantšha marontho ka go bala ka bo5.

Join the dots by counting in 5s.



Kelo le teefatšo

BEKE • WEEK
4

LETŠATŠI 5 • DAY 5

Teefatšo

Consolidation

LETLAKALATŠHOMELO
WORKSHEET

LETLAKALATŠHOMELO
WORKSHEET

- 1 Lebelela kerafo ya diswantšho ya palo ya dimabole tšeo di badilwego ka mokotleng. E ahlaahle le mogwera wa gago.

Study the pictograph about the number of marbles that have been counted in a bag. Discuss it with your partner.

Mebala ya dimabole
Marble colours

Senotlelo

Key

 = 1

				
				
				
				
				
				
				
khubedu red	serolana yellow	talamorogo green	talaleratadima blue	tšhweu white

- 2 Feleletša paterone. Swaya mapokisi a maleba.

Complete the patterns. Tick the correct boxes.

35	40	45	50	55	60	65	70	75	80
----	----	----	----	----	----	----	----	----	----

Bala o eya pele Count forwards	☒	Bala o boela morago Count backwards	☐
ka bol in 1s	☐	ka bo2 in 2s	☐
		ka bo5 in 5s	☒

46	44	42	40	38	36	34	32	30	28
----	----	----	----	----	----	----	----	----	----

Bala o eya pele Count forwards	☐	Bala o boela morago Count backwards	☒
ka bol in 1s	☐	ka bo2 in 2s	☒
		ka bo5 in 5s	☐

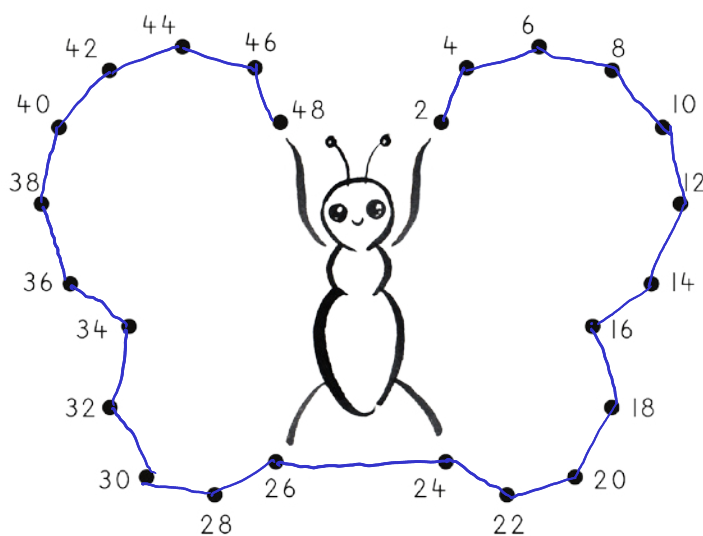
Assessment and consolidation

- 3 Feleletša tafola. Ngwala mafokopalo a mane a go fapafapana ka tafola ye nngwe le ye nngwe ya dipalo.

Complete the table. Write four different number sentences.

	<table><tr><td colspan="2">12</td></tr><tr><td>5</td><td>7</td></tr></table>	12		5	7	$\underline{5} + \underline{7} = \underline{12}$ $\underline{7} + \underline{5} = \underline{12}$	$\underline{12} - \underline{5} = \underline{7}$ $\underline{12} - \underline{7} = \underline{5}$
12							
5	7						
	<table><tr><td colspan="2">11</td></tr><tr><td>4</td><td>7</td></tr></table>	11		4	7	$\underline{4} + \underline{7} = \underline{11}$ $\underline{7} + \underline{4} = \underline{11}$	$\underline{11} - \underline{4} = \underline{7}$ $\underline{11} - \underline{7} = \underline{4}$
11							
4	7						
	<table><tr><td colspan="2">14</td></tr><tr><td>6</td><td>8</td></tr></table>	14		6	8	$\underline{6} + \underline{8} = \underline{14}$ $\underline{8} + \underline{6} = \underline{14}$	$\underline{14} - \underline{6} = \underline{8}$ $\underline{14} - \underline{8} = \underline{6}$
14							
6	8						
	<table><tr><td colspan="2">17</td></tr><tr><td>9</td><td>8</td></tr></table>	17		9	8	$\underline{9} + \underline{8} = \underline{17}$ $\underline{8} + \underline{9} = \underline{17}$	$\underline{17} - \underline{9} = \underline{8}$ $\underline{17} - \underline{8} = \underline{9}$
17							
9	8						

- 4 Kopantšha marontho ka go bala ka bo2.
Count in 2s and join the dots.



Nako le mararantšhu

	Didirišwa
Mmetse wa hlogo: Mešongwana ya Nako	ga di gona
Papadi: Dira palo ya ka	dikarata tša palo 0 go ya ga 10



Letšatši	Mošongwana wa thuto	Didirišwa tša thuto
1	Nako: mosegare, bošego, maabane, lehono, gosasa	PMM
2	Nako: dikgwedi tša ngwaga le matšatši a beke	PMM, tšhupamabaka, matšatši a beke, diphoustara tša dikgwedi tša ngwaga
3	Mararantšhu a go hlakantšha le go ntšha (1)	PMM, diforeimi tša lesome, dibaledi
4	Mararantšhu a go hlakantšha le go ntšha (2)	PMM, diforeimi tša lesome, dibaledi
5	Teefatšo	PMM

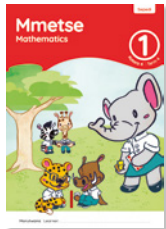
Morago ga beke ye, barutwana ba swanetše go kgona go:	✓
Bolela ka go feta ga nako le go šomiša polelo ya maleba go latelantšha ditiragalo.	
Hlaloša ge selo se direga ka go šomiša polelo ya maleba.	
Efa maina a matšatši a beke le dikgwedi tša ngwaga le go ahlahlala ka wona.	
Rarolla mararantšhu a go hlakantšha le go ntšha ka pela ka moo a kgonago ka go šomiša diforeimi tša lesome le dibaledi.	

Kelo (lebelela matlakala a ka morago ga tlhahlamorutiši ye)

Kelo ya go ngwalwa: Kelo – Nako

Time and word problems

	Resources
Mental Maths: Time activities	none
Game: Make my number	number cards 0–10



Day	Lesson activity	Lesson resources
1	Time: day, night, yesterday, today, tomorrow	LAB
2	Time: months of the year and days of the week	LAB, calendar poster, days of the week poster, months of the year poster
3	Addition and subtraction word problems (1)	LAB, ten frames, counters
4	Addition and subtraction word problems (2)	LAB, ten frames, counters
5	Consolidation	LAB

After this week the learner should be able to:	✓
Talk about the passing of time by using the correct language to sequence events	
Describe when something happens by using the correct language	
Name and discuss days of the week and months of the year	
Solve addition and subtraction word problems quickly and efficiently using ten frames and counters	

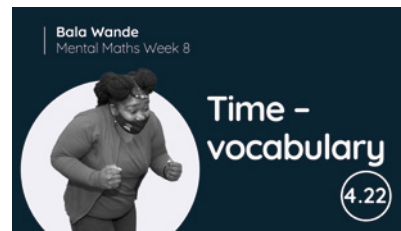
Assessment (see back pages of this guide)

Written assessment: Measurement – Time

Nako le mararantšhu

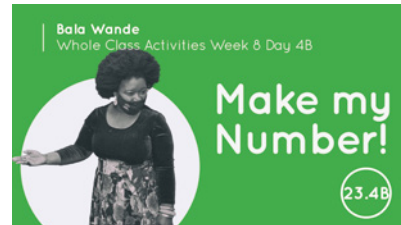
Mmetse wa hlogo

Bekeng ye re tsepelela go kgopolo ya nako ge barutwana ba le gare ba šomiša tlotlontšu go bontšha botelele bja nako. Barutwana ba tla bolela ka ditiragalo le mešongwana ba šomiša tlotlontšu ye, **telelelele, kopanakopana, nanya kudu, ka lebelo.**



Papadi

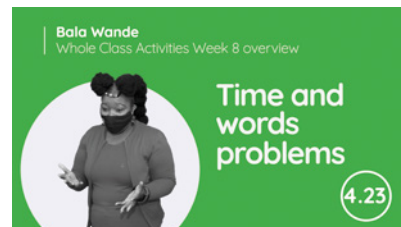
Dira palo ya ka



Kgodišo ya kgopolo

Bekeng ye, re tsepelela ga nako le go hlakantšha le go ntšha. Barutwana ba tla šoma ka kgopolo ya go feta ga nako ge ba le gare ba godiša tlotlontšu yeo e hlokegago. Barutwana gape ba tla rarolla mararantšhu a go hlakantšha le go ntšha, ba teefatša seo ba ithutilego sona mo ngwageng. Re tla tsepelela ga:

- go bolela ka go feta ga nako ka go beakanya ditiragalo tša mehleng go tšwa maphelong a rena.
- go šomiša polelo go latelantšha ditiragalo tša go swana le maabane, lehono, gosasa.
- go tseba tatelano ya matšatši a beke le dikgwedi tša ngwaga.
- go rarolla mararantšhu a go hlakantšha le go ntšha ka go šomiša dibaledi le diforeimi tša lesome gore ba thome go godiša kwešišo ya kemapalo.



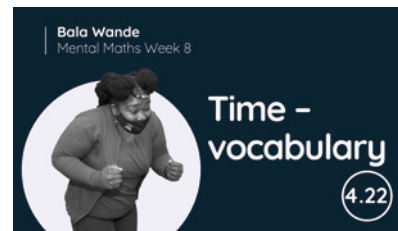
Seo o ka se lebelelago mo bekeng ye

- Go na le tlotlontšu ye ntši yeo e gopolwago ya go tswalana le sererwa sa nako. Šomiša dithuto tše go fa barutwana menyetla ye mentši ka moo go kgonegago ya go šomiša tlotlontšu ye ge ba ahlaahla go ba thuša go teefatša tsebo ya bona ya mantšu a 'nako'. Hlohleletša barutwana go šomiša tlotlontšu ye ka bobona.
- Ka go dumelela barutwana go rarolla marara a mantši ba šomiša diforeimi tša lesome le methalopalo, ba thoma go elelwa gore ga ba hloke go bala gore ba rarolle marara. Hlohleletša barutwana go dira dipalelo ka hlogo ba šomiša dipalo.
- Netefatetša gore barutwana ba šomiša tlotlontšu ka bobona gore ba ithute polelo ya mmetse le go kaonafatša kwešišo ya bona ya nako (**nako, telele go feta, kopana go, ka lebelo go feta, ka go nanya go, maabane, lehono, gosasa, mesong, mathapama, mantšiboa, nako ye kopana, nako ye telele, matšatši a beke, dikgwedi tša ngwaga, letšatši la matswalo, mosegare, bošego, mesong, bošego, pele, morago, latela**) le go hlakantšha le go ntšha (**lesome, ditee, hlakantšha, le, ntši go feta, lekana le, ntšha, tloša, nnyane go, pele ga, lekana le**).

Time and word problems

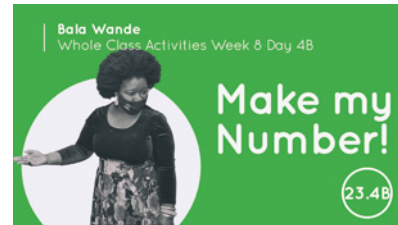
Mental Maths

This week we focus on the notion of time, as learners use vocabulary to show the length of time. Learners will talk about events and activities using this vocabulary: **longer, shorter, slower, faster**.



Game

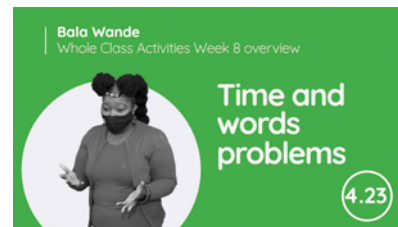
Make my number



Concept development

This week we focus on time and addition and subtraction. Learners will work with the notion of time passing as they develop the necessary vocabulary. Learners will also solve addition and subtraction word problems, consolidating what they have learnt over the year. We will focus on:

- talking about the passing of time by **ordering** regular events from our own lives.
- using language to **sequence** events such as **yesterday, today, tomorrow**.
- identifying the sequence of days of the week and months of the year.
- solving addition and subtraction word problems by using counters and ten frames so as to begin to develop an understanding of place value.



What to look out for this week

- There is a lot of abstract vocabulary related to the topic of time. Use these lessons to give learners as many opportunities as possible to use this vocabulary in discussion to help them consolidate their knowledge of the 'time' words. Encourage learners to use the vocabulary themselves.
- By allowing learners to solve many problems using ten frames and number lines, they begin to realise that they do not need to count to solve problems. Encourage learners to do calculations mentally using numbers.
- Ensure that learners use the vocabulary themselves in order to learn the language of mathematics and to better their understanding of time (**time, longer than, shorter than, faster than, slower than, yesterday, today, tomorrow, morning, afternoon, evening, short time, long time, days of the week, months of the year, birthday, day, night, early, late, before, after, next**) and addition and subtraction (**a ten, ones, add, and, more than, equals, subtract, take away, less than**).



MMETSE WA HLOGO | MENTAL MATHS

Šomiša tlotlontšu ya nako go ahlaahla mešongwana. Ngwala mantšu letlapeng o fele o ba šupa wona. Kgopela bana ba dire dilo tše dintši tša go fapafapana – ba šomiša mantšu a: ka lebelo, nanya, ka lebelo, ka go nanya, nako ye kopana le nako ye telele.

Use the time vocabulary to discuss activities. Write the words on the board and point to them at times. Ask the learners to do many different things – using the words: **fast, slow, faster, slower, shorter time** and **longer time**.

Gopola go lekola letšatšikgwe di o be o swaye rejistara letšatši le lengwe le le lengwe.

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





KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT



1

Ke ngwetše mantšu a mabedi letlapeng: mosegare le bošego. Na nako ya mosegare le ya bošego di a swana goba di a fapana?

I have written two words on the board: day and night. Are daytime and night time the same or different?



2

Thala seswantšho sa selo seo se diregago mosegare. Draw a picture of something that happens in the daytime.



3

Ka ntle ke leswiswi bošego. It's dark outside at night.



4

Bjale a re gopoleng ka dilo tšeo re di dirago mesong, mathapama le mantšiboa. Now let's think of things that we do in the morning, afternoon and evening



Na o dira eng mathapama? What do you do in the afternoon?

Ke a sepela go ya gae. I walk home.



Na o dira eng bošego? What do you do at night?

Ke a robala. I go to bed.

Hlohleletša barutwana go nagana ka mehuta ya diphapano magareng ga mosegare le bošego. Hlohleletša barutwana go bolela le go latelantšha ditiragalo ba šomiša mantšu a, mesong, mathapama, mantšiboa, mesong, pele, morago le latela.

Encourage learners to think of a variety of differences between day and night. Encourage learners to talk about and sequence events using the words **morning, afternoon, evening, early, late, before, after** and **next**.

BEKE 5 • LETŠATŠI 1

Nako: Mosegare, bošego, maabane, lehono, gosasa

BEKE • WEEK
5

LETŠATŠI 1 • DAY 1

Nako - mosegare, bošego, maabane, lehono, gosasa

Time - day, night, yesterday, today, tomorrow

MMETSE
WA HLOGO
MENTAL MATHS

MEŠONGWANA
YA NAKO
TIME ACTIVITIES

PAPADI
GAME

KGODIŠO YA KGOPOLLO
CONCEPT DEVELOPMENT

MATLAKALATŠHOMELO
WORKSHEETS

Get learners
to talk about
each picture

1 Lebelelela diswantšho. Na ke mosegare goba ke bošego?
Swaya lepokisi o be o latišiše lentšu.

Look at the pictures. Is it day or night? Tick the box and trace the word.

	
mosegare day  ☒	bošego night  ☐
	
mosegare day  ☐	bošego night  ☒
	
mosegare day  ☒	bošego night  ☐
mosegare day  ☐	bošego night  ☒

WEEK 5 • DAY 1

Time: Day, night, yesterday, today, tomorrow

2 Thala selo seo:

Draw something:

o se dirilego **maabane**.
you did **yesterday**.

any appropriate drawing.

o se dirago **lehono**.
you are doing **today**.

any appropriate drawing.

o tlogo go se dira **gosasa**.
you will do **tomorrow**.

any appropriate drawing.

BEKE 5 • LETŠATŠI 2

Nako: Dikgwedi tša ngwaga le matsatši a beke

MMETSE
WA HLOGO
MENTAL MATHS

MEŠONGWANA
YA NAKO
TIME ACTIVITIES

KGODIŠO YA KGPOLO
CONCEPT DEVELOPMENT

PAPADI
GAME

MATLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGPOLO | CONCEPT DEVELOPMENT

A re boleleng ka dikgwedi tša ngwaga le matsatši a beke.
Let's talk about the months of the year and the days of the week.



1

Emiša letsogo la gago ge eba Pherekong ke kgwedi ya gago ya matswalo.

Put up your hand if your birthday is in January.



2

Bušeletša potšišo go dikgwedi tša ngwaga ka moka.

Repeat question for all the months of the year.



3

Emiša letsogo la gago ge eba Ngwatobošego ke kgwedi ya gago ya matswalo.

Put up your hand if your birthday is in June.

WEEK 5 • DAY 2

Time: Months of the year and days of the week

Ke mang yoo a nago le letšatši la matswalo ka Laboraro mo ngwageng wo?
Who has a birthday on Wednesday this year?

Ke mang yoo a nago le letšatši la matswalo ka Mokibelo mo ngwageng wo?
Who has a birthday on Saturday this year?

Na re hwetša kae matšatši a beke mo godimo ga tšhupamabaka?
Where do we find the days on a year calendar?

A re nyakeng kgwedi ya Mosegamanye!
Let's find July!

Mo thutong ye, swarang dikahlaahlo ka dikgwedi tša ngwaga le matšatši a beke. Lebelelang tšhupamabaka le diphoustara go thuša barutwana go itlwaetša go šomiša tšhupamabaka.

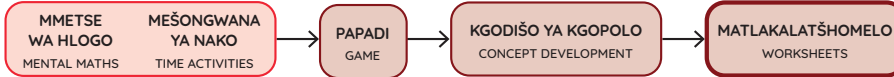
In this lesson, have a general discussion about the months of the year and the days of the week. Refer to the calendar and the posters to help learners become familiar with using a calendar.



LETŠATŠI 2 • DAY 2

Nako - dikgwedi tša ngwaga le matsatši a beke

Time - months of the year and days of the week



I Latišiša dikgwedi tša ngwaga. Khalara kgwedi ya matswalo a gago.

Trace the months of the year. Colour in your birthday month.

Pherekgong January		Dibokwane February	
Hlakola March		Moranang April	
Mopitlo May		Phupu June	
Mosegamanye July		Phato August	
Lewedi September		Diphalane October	
Dibatsela November		Manthole December	

WEEK 5 • DAY 2

Time: Months of the year and days of the week

Ask learners to relate activities to their experiences.

- 2 Latišiša matšatši a beke. Bolelišana le mogwera wa gago ka seo bana ba se dirago letšatši le lengwe le le lengwe.

Trace the days of the week. Talk to your friend about what the children are doing.

Mošupologo
Monday



Labobedi
Tuesday



Laboraro
Wednesday



Labone
Thursday



Labohlano
Friday



Mokibelo
Saturday



Lamorena
Sunday



BEKE 5 • LETŠATŠI 3

Mararantšu a go hlakantšha le go ntšha

MMETSE
WA HLOGO
MENTAL MATHS

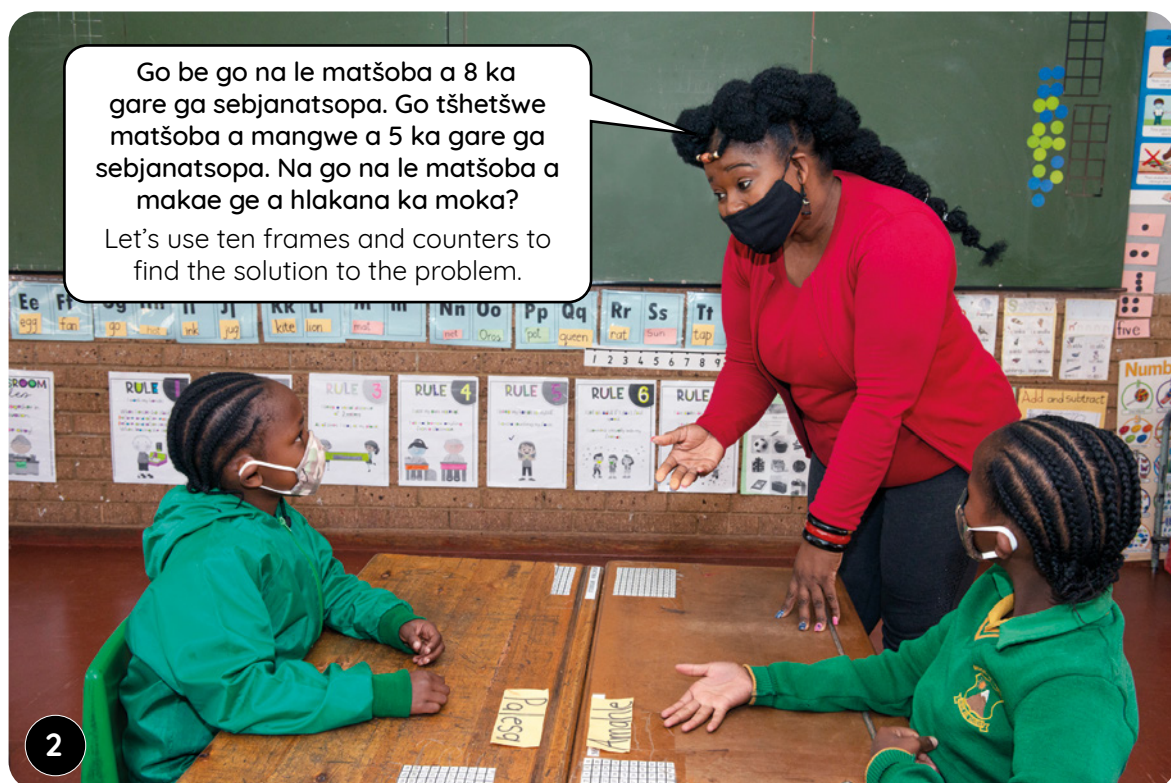
MEŠONGWANA
YA NAKO
TIME ACTIVITIES

KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

PAPADI
GAME

MATLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT





Addition and subtraction word problems

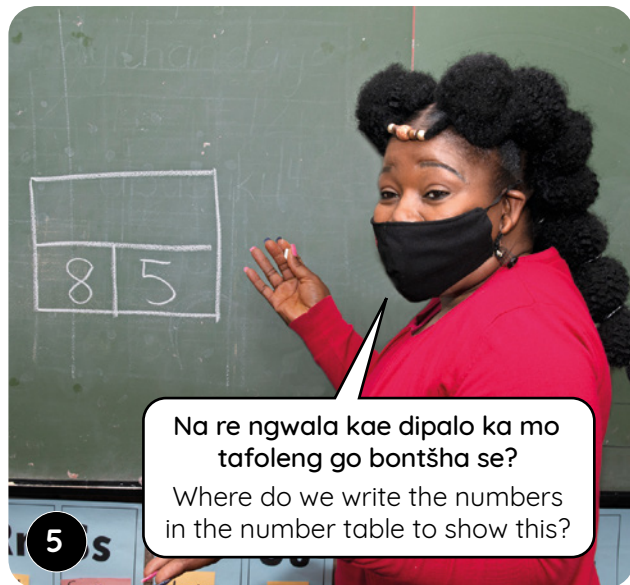
Go be go na le matšoba a 8. Re beile dibaledi tše 8 ka foreiming ya lesome ka tsela ye.

There were 8 flowers. We put 8 counters on the ten frame like this.



Ke moka matšoba a mangwe a 5 a tšhelwa ka gare ga sebjanatsopa. Ke okeditše a mangwe gape a ma2 go dira lesome la go tlala le a mangwe gape a ma3 go dira 13. Ka gona, go na le matšoba a 13 ka moka ge a hlakana.

Then 5 more flowers were put in the vase. I add 2 more to make a full ten and 3 more to make 13. So there are 13 flowers altogether.



Na re ngwala kae dipalo ka mo tafoleng go bontšha se?

Where do we write the numbers in the number table to show this?



Ke ngwala 13 ka godimo ka lebaka la go re $8 + 5 = 13$.

I write 13 at the top because $8 + 5 = 13$

Bušetša dikgato ka mararantšu a mangwe a go ntšha ao a tshelago ka godimo ga 10. Šomiša diforeimi tša lesome le ditafola tša dipalo. Bolelang ka boemo bja dipalo ka gare ga tafola ya dipalo. Dikarolo tše pedi tšeo di dirago palotlalo di ya ka tlase. Palotlalo e ya ka godimo.

Repeat the steps with other addition word problems that bridge 10. Use ten frames and number tables. Talk about the position of the numbers in the number table. The two parts that make the whole go below. The whole goes at the top.

BEKE • WEEK
5

LETŠATŠI 3 • DAY 3

Mararantšu a go hlakantšha le go ntšha

Addition and subtraction word problems

MMETSE
WA HLOGO
MENTAL MATHS

MEŠONGWANA
YA NAKO
TIME ACTIVITIES

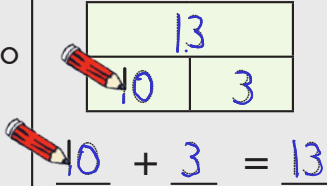
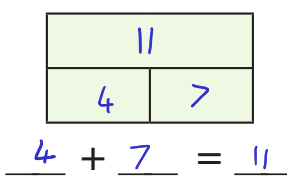
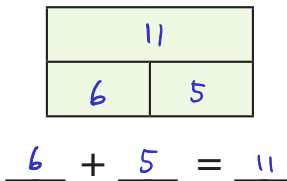
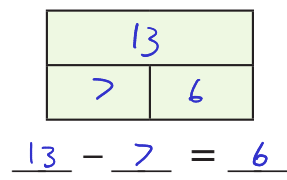
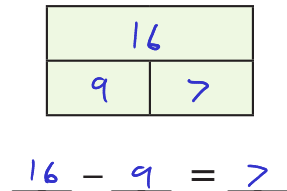
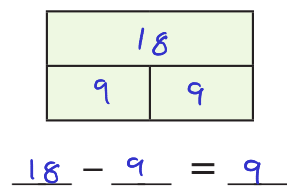
PAPADI
GAME

KGODIŠO YA KGOPOLLO
CONCEPT DEVELOPMENT

MATLAKALATŠHOMELO
WORKSHEETS

1 Rarolla mararantšu.

Solve the word problems.

 10 dikhutlonne 10 squares Ke dibopego tše kae? How many shapes are there?	 3 dikhutlotharo 3 triangles 
Go na le dinose tše 4 ka serapeng le dikgopa tše 7. Na go na le dikhunkhwane tše kae ka serapeng? There are 4 bees and 7 snails in the garden. How many creatures are there in the garden? 	
Go na le dikgopa tše 6 ka serapeng. Go na le ditšhošane tše 5 ka serapeng. Na go na le dikhunkhwane tše kae ka serapeng? There are 6 snails and 5 ants in the garden. How many creatures are there in the garden? 	
Go na le dinose tše 13 ka serapeng. Tše 7 di a fofa. Na go šetše dinose tše kae? There are 13 bees in the garden. 7 fly away. How many bees are left? 	
Go na le dikgopa tše 16 ka serapeng. Go na le dinose tše 9 ka serapeng. Na phapano ke eng magareng ga palo ya dikgopa le palo ya dinose? There are 16 snails and 9 bees in the garden. What is the difference between the number of snails and the number of bees?	
Go na le ditšhošane tše 18 godimo ga letlakala. Ditšhošane tše 9 di ya go nyaka dijo. Na go šetše ditšhošane tše kae godimo ga letlakala? There are 18 ants on the leaf. 9 ants go to find food. How many ants are left on the leaf? 	

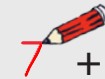
WEEK 5 • DAY 3

Addition and subtraction word problems

Ask a few learners to share their stories.

- 2** Anegela mogwera wa gago kanegelo ya go hlakantšha ka ga dimabole. Ngwala lefokopalo.

Tell your partner an addition story about the marbles. Write the number sentence.

	Lefokopalo Number sentence
 Ke na le dimabole tšhe 7 tšhe dikhubedu le tšhe 8 tšhe ditalaleratadima. Na ke na le dimabole tšhe kae ge di hlakana ka moka? I have 7 red marbles and 8 blue marbles. How many marbles do I have altogether?	 $7 + 8 = 15$
	$6 + 8 = 14$
	$9 + 9 = 18$
	$2 + 9 = 11$
	$7 + 5 = 12$

- 3** Anegela mogwera wa gago kanegelo ya go ntšha ka ga dimabole. Ngwala lefokopalo.

Tell your partner a subtraction story about the marbles. Write the number sentence.

	Isivakalisi manani Number sentence
 Ke be ke na le dimabole tšhe 11. Ka fa mogwera wa ka tšhe 5. Na ke šaletšwe ke dimabole tšhe kae? I had 11 marbles. I gave 5 to my friend. How many marbles do I have left?	 $11 - 5 = 6$
	$16 - 9 = 7$
	$13 - 8 = 5$
	$20 - 10 = 10$
	$13 - 6 = 7$

Mararantšu a go hlakantšha le go ntšha

MMETSE
WA HLOGO
MENTAL MATHS

MEŠONGWANA
YA NAKO
TIME ACTIVITIES

KGODIŠO YA KGOPOLU
CONCEPT DEVELOPMENT

PAPADI
GAME

MATLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLU | CONCEPT DEVELOPMENT

Go be go na le diPisikiti tše 12 godimo ga tafola. Seliki o jele tše 7 tša tšona. Na go na le diPiskiti tše kae gabjale?

There were 12 biscuits on the table. Seliki ate 7 of them. How many biscuits are there now?



1

Šomiša diforeimi tša gago tša lesome le dibaedi go bontšha gore go šetše diPisikiti tše kae.

Use your ten frames and counters to show how many biscuits were left.



2

Ke bea dibaedi tše 12 ka gare ga diforeimi tša lesome tše 2 ka tsela ye go bontšha diPisikiti tše 12.

I put 12 counters into 2 ten frames like this to show 12 biscuits.



3

Efa barutwana nako ya go hlaloša gore ba šomiša bjang diforeimi tša lesome le dibaedi go hwetša tharollo.

Give learners time to explain how they use the ten frames and counters to find the solution.

WEEK 5 • DAY 4

Addition and subtraction word problems

Ke tloša 7 go tšwa go 10 ya go tlala. Ke na le dibaledi tše 3 le tše 2 tšeo di šetšego. Go na le diPiskiti tše 5 tša go šala.

I took away 7 from the full 10. I have 3 and 2 counters left. There are 5 biscuits left.



Ke tloša dibaledi tše 7 ka tsela ya go fapana. Ke na le dibaledi tše 5 tšeo di šetšego. Ke a dumela gore go be go na le diPisikiti tše 5 tša go šala.

I took away 7 counters in a different way. I also have 5 also counters left. I agree that there were 5 biscuits left.



Na re ngwala kae dipalo ka mo tafoleng go bontšha se?

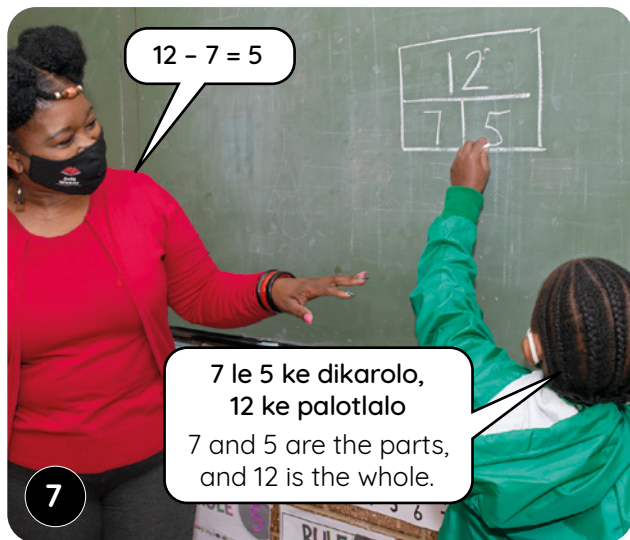
Where do we write the numbers in the number table to show this?



$$12 - 7 = 5$$

7 le 5 ke dikarolo,
12 ke palotlalo

7 and 5 are the parts,
and 12 is the whole.



Bušetša dikgato ka mararantšhu a mangwe a go ntšha ao a tshelago ka godimo ga 10. Šomiša diforeimi tša lesome le ditafola tša dipalo. Bolelang ka boemo bja dipalo ka gare ga tafola ya dipalo. Dikarolo tše pedi tšeo di dirago palotlalo di ya ka tlase. Palotlalo e ya ka godimo.

Repeat the steps with other subtraction word problems that bridge 10. Use ten frames and number tables. Talk about the position of the numbers in the number table. The two parts that make the whole go below. The whole goes at the top.



BEKE • WEEK
5

LETŠATŠI 4 • DAY 4

Mararantšu a go hlakantšha le go ntšha

Addition and subtraction word problems

MMETSE
WA HLOGO
MENTAL MATHS

MEŠONGWANA
YA NAKO
TIME ACTIVITIES

PAPADI
GAME

KGODIŠO YA KGOPOLLO
CONCEPT DEVELOPMENT

LETLAKALATŠHOMELO
WORKSHEET

Papadi: Dira palo ya ka!

Game: Make my number!

Demonstrate how to play the game.

Ralokang ka dikarata tša lena tša dipalo tša 0–10.

Play with your 0–10 number cards.



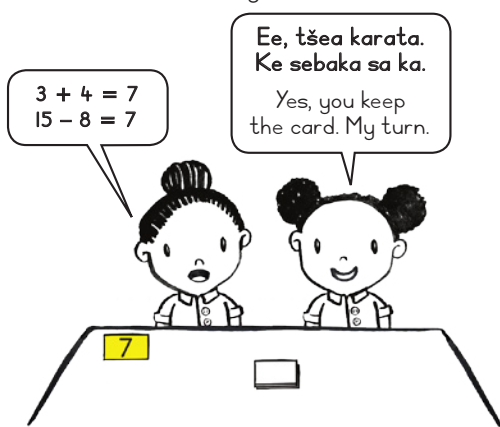
1



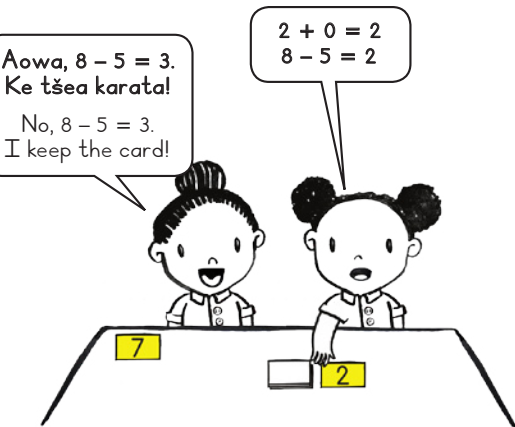
2

Ge o tšea karata, dira lefoko le tee la go hlakantšha le le le tee la go ntšha leo le lekanago le palo yeo e bontšhitšwego godimo ga karata.

When you pick up a card, make one addition sentence and one subtraction sentence that equal the number shown on your card.



3



4

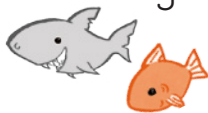
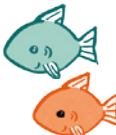
Tšwelang pele go fihlela dikarata ka moka di šomišwa. Moraloiki yoo a nago le dikarata tše dintši ke mothopasefoka.

Keep going until all the cards are used. The player who kept the most cards wins.

Addition and subtraction word problems

Rarolla mararantšū. Ngwala dipalo ka gare ga tafola ya dipalo.

Solve the word problems. Write the numbers in the number table.

Go na le matlapakgerere a 11 le dihlapi tše 7 ka lewatleng. Na ke diphedi tše kae ge di hlakana ka moka? There are 11 crabs and 7 fish. How many creatures are there altogether? 	<table border="1"><tr><td colspan="2">18</td></tr><tr><td>11</td><td>7</td></tr></table>  $11 + 7 = 18$	18		11	7
18					
11	7				
Go na le dišaka tše 3 le maruarua a 9 ka lewatleng. Na ke tše kae ge di hlakana ka moka? There are 3 sharks and 9 fish. How many are there altogether? 	<table border="1"><tr><td colspan="2">12</td></tr><tr><td>3</td><td>9</td></tr></table> $3 + 9 = 12$	12		3	9
12					
3	9				
Go na le dihlapi tše 16 ka lewatleng. Dihlapi tše 7 di a rutha, di a tloga. Na go šetše dihlapi tše kae? There are 16 fish. 7 fish swim away. How many fish are left? 	<table border="1"><tr><td colspan="2">16</td></tr><tr><td>7</td><td>9</td></tr></table>  $16 - 7 = 9$	16		7	9
16					
7	9				
Go na le maruarua a 11 ka lewatleng. A 6 a a rutha, a a tloga. Na go šetše maruarua a makae? There are 11 whales. 6 swim away. How many whales are left? 	<table border="1"><tr><td colspan="2">11</td></tr><tr><td>6</td><td>5</td></tr></table> $11 - 6 = 5$	11		6	5
11					
6	5				
Go na le dihlapi tše 14 tše ditalaleratadima le tše 7 tša mmala wa namune ka lewatleng. Na phapano ke eng magareng ga palo ya dihlapi tše ditalaleratadima le palo ya dihlapi tša mmala wa namune? There are 14 blue fish and 7 orange fish. What is the difference between the number of blue fish and the number of orange fish? 	<table border="1"><tr><td colspan="2">14</td></tr><tr><td>7</td><td>7</td></tr></table> $14 - 7 = 7$	14		7	7
14					
7	7				
Lwandile o na le distikara tše 20. O file mogwera wa gagwe distikara tše 10. Na go šetše distikara tše kae? Lwandile has 20 shells. She gives 10 shells to her friend. How many shells are left? 	<table border="1"><tr><td colspan="2">20</td></tr><tr><td>10</td><td>10</td></tr></table> $20 - 10 = 10$	20		10	10
20					
10	10				

BEKE • WEEK
5

LETŠATŠI 5 • DAY 5

Teefatšo

Consolidation

LETLAKALATŠHOMELO
WORKSHEET

LETLAKALATŠHOMELO
WORKSHEET

1 Bolela le mogwera wa gago ka seo se diregago seswantšhong se sengwe le se sengwe. Swaya ka ✓ go seo se tšeago nako ye telele. Bea X go seo se tšeago nako ye kopana.

Talk to your friend about what is happening in each picture. Tick the activities that take a longer time and cross the activities that take a shorter time.

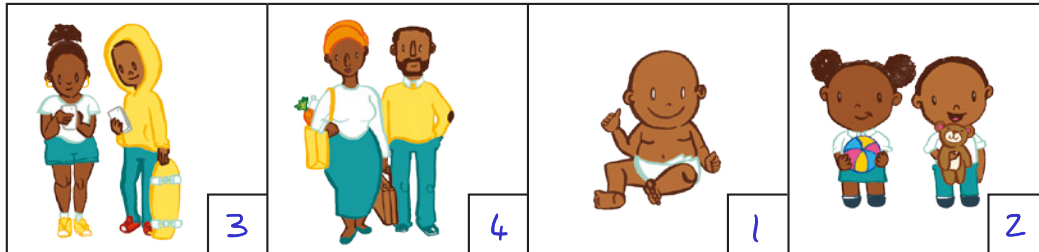
	
Go ya sekolong ka maoto. Walking to school.	Go ya sekolong ka koloi. Driving to school.
	
Go dira sangwetši. Making a sandwich.	Go dira khekhe. Making a cake.
	
Go šoma sekolong. Working at school.	Go raloka papadi ya kgwele ya maoto. Playing a game of soccer.
	
Go penta ntlo. Painting a house.	Go penta seswantšho. Painting a picture.

Consolidation

Ask learners to talk about each picture

- 2 Ngwala dipalo 1-4 ka dipolokong go bontšha dikgato tša go gola ga motho.

Write the numbers 1-4 in the blocks to show the order in which a person grows.



Swaya go bontšha seo o ka se dirago ka lebelo.

Tick to say which you would do fastest.



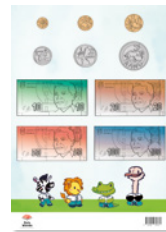
- 3 Rarolla mararantšu. Ngwala dipalo ka gare ga tafola ya dipalo.

Solve the word problems. Write the numbers in the number table.

Go na le matšoba a 9 a ma serolana le matšoba a ma2 a mapinki. Ngwala dipalo ka gare ga tafola ya dipalo. Na ke matšoba a makae ge a hlakana ka moka? There are 9 yellow flowers and 2 pink flowers. How many flowers are there altogether?	 <table border="1"><tr><td colspan="2">11</td></tr><tr><td>9</td><td>2</td></tr></table> $\underline{9} + \underline{2} = \underline{11}$	11		9	2
11					
9	2				
Go na le matšoba a 13 a mmala wa namune. Go na le matšoba a 6 a matalaleratadima. Na ke matšoba a makae ge a hlakana ka moka? There are 13 orange flowers. There are 6 blue flowers. How many flowers are there altogether?	 <table border="1"><tr><td colspan="2">19</td></tr><tr><td>13</td><td>6</td></tr></table> $\underline{13} + \underline{6} = \underline{19}$	19		13	6
19					
13	6				
Go na le matšoba a 15. Ke fa mma a 10. Na ke šaletšwe ke matšoba a makae? There are 15 flowers. I give 10 to my mom. How many flowers are left?	 <table border="1"><tr><td colspan="2">15</td></tr><tr><td>10</td><td>5</td></tr></table> $\underline{15} - \underline{10} = \underline{5}$	15		10	5
15					
10	5				

Go ripa gare ka go lekana, go pedifatša le go ripa gare

	Didirišwa
Mmetse wa hlogo: Fizz Fizz Pop – Pedifatša	ga go selo
Papadi: Pedifatša!	ga go selo



Letšatši	Mošongwana wa thuto	Didirišwa tša thuto
1	Go ripa gare ka go lekana	PMM, diripana tša pampiri
2	Go ripa gare ka go lekana	PMM
3	Go pedifatša le go ripa gare	PMM, multifix
4	Go pedifatša le go ripa gare	PMM, phoustara ya tšhelete
5	Kelo le teefašo ya thuto	PMM

Morago ga beke ye, barutwana ba swanetše go kgona go:	✓
Lemoga le go thala mothalo wa go ripa gare ka go lekana go diboego tša mahlakorepedi (2-D) tša tšeometrikhale le tšeo e sego tša tšeometrikhale	
Šomiša go pedifatša le go ripa gare bjale ka dithekniki ge go rarollwa marara	

Kelo (lebelela matlakala a ka morago ga tlhahlamorutiši ye)

Kelo ya go ngwalwa: Go ripa gare ka go lekana, go pedifatša le go ripa gare

Bomolomo le kelo ya tirišo: Sekgoba le seboego: Lebelela bokgoni bja barutwana bja go tseba le go lemoga methalo ya go ripa gare ka go lekana ka diboego tša mahlakore-2 tša tšeometrikhale le tšeo e sego tša tšeometrikhale.

Symmetry, doubling and halving

		Resources
Mental Maths: Fizz Pop – doubling		none
Game: Doubling!		none
		
Day	Lesson activity	Lesson resources
1	Symmetry	LAB, paper cut outs, money poster
2	Symmetry	LAB
3	Doubling and halving	LAB, multifix blocks
4	Doubling and halving	LAB, money poster
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
Recognise and draw line of symmetry in 2-D geometrical and non-geometrical shapes	
Use doubling and halving as techniques when solving problems	

Assessment (see back pages of this guide)

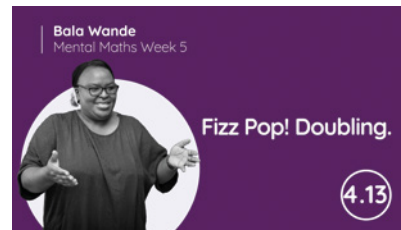
Written assessment: Symmetry, doubling and halving

Oral and practical assessment: Space and Shape: Observe learners to assess their ability to identify and recognise lines of symmetry in 2-D geometrical and non-geometrical shapes.

Go ripa gare ka go lekana, go pedifatša le go ripa gare

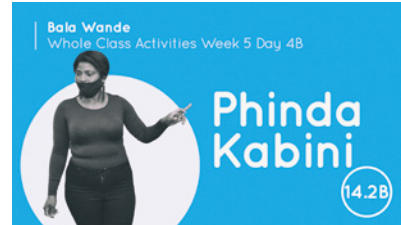
Mmetse wa hlogo

Re raloka papadi ya go ratega – Fizz Pop – go itlwaetša go pedifatša. Go pedifatša ke bokgoni bja bohlokwa bjoo e lego karolo ya tsebo ya motheo yeo e hlokegago go dira dikatišo.



Papadi

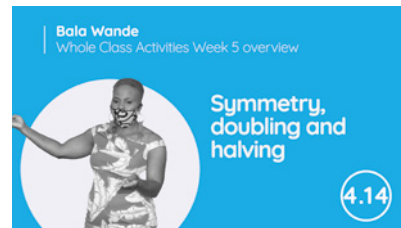
Go Pedifatša!



Kgodišo ya kgopolo

Bekeng ye, re tsepelela ga **go ripa gare ka go lekana, go pedifatša le go ripa gare**. Ge ba ithuta ka go ripa gare ka go lekana, barutwana ba tla šoma ka diboepo tša mahlakorepedi (2-D) le diboepo tšeo e sego tša tšeometrikhale. Ka go pedifatša le go ripa gare, barutwana ba tla teefatša seo ba ithutilego go Kotara ya 3. Re tla tsepelela ga:

- go lemoga le go thala **methalo ya go ripa gare ka go lekana** go diboepo tša mahlakorepedi tša tšeometrikhale le diboepo tšeo e sego tša tšeometrikhale.
- go rarolla marara ka go šomiša dithekniki tša **go pedifatša le go ripa gare**.
- go šomiša go pedifatša le go ripa gare ka diranta le disente go teefatša seo ba ithutilego sona ka sererwa sa Tšhelete.



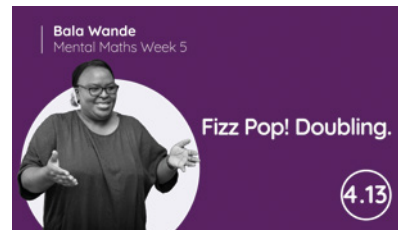
Seo o ka se lebelelago mo bekeng ye

- Thuša barutwana go elelwa gore mahlakore ka bobedi a seboepo ka lehlakoreng le lengwe le le lengwe la mothalo wa go ripa gare ka go lekana a nyalana thwi le gore methalo ya go ripa gare ga se ya tsepama ka dinako tšohle.
- Hlohleletša poledišano magareng ga barutwana gore ba kgone go šomiša tlotlontšu ya maleba ge ba le gare ba ahlaahla go ripa gare ka go lekana (**diboepo tša mahlakorepedi, diboepo tša tšeometriki, diboepo tšeo e sego tša tšeometriki, go ripa gare ka go lekana, tša go swana, mothalo wa go ripa gare ka go lekana, rapama, tsepama**) le go pedifatša le go ripa gare (**pedifatšo, seripa, ripa gare, tšhelete, dikhoine, disente, diranta, ke bokae, hlakantšha, lekana le**)

Symmetry, doubling and halving

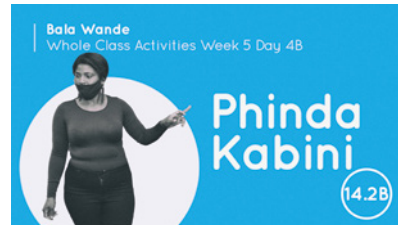
Mental Maths

We play a favourite game – Fizz Pop – to practise doubling. Doubling is an important skill which is part of the foundational knowledge needed for multiplication.



Game

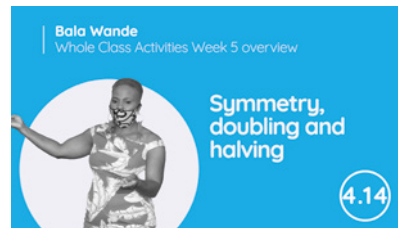
Doubling – Phinda Kabini



Concept development

This week we focus on **symmetry, doubling and halving**. When learning about symmetry, learners will work with 2-D shapes and non-geometrical shapes. For doubling and halving, learners will consolidate what was learnt in Term 3. We will focus on:

- recognising and drawing **lines of symmetry** in 2-D geometrical and non-geometrical shapes.
- solving problems using **doubling and halving techniques**.
- using doubling and halving with rands and cents to consolidate what was learnt in the topic Money.



What to look out for this week

- Help learners to realise that both sides of the shape on either side of the line of symmetry always match exactly, and that lines of symmetry are not necessarily always vertical.
- Encourage conversation between learners so that they can use the correct vocabulary as they discuss symmetry (**2-D shapes, geometric shapes, non-geometric shapes, symmetry, symmetrical, the same, line of symmetry, horizontal, vertical**) and doubling and halving (**double, half, halve, money, coins, cents, rands, how much, add, equals**).

BEKE 6 • LETŠATŠI 1

Go ripa gare ka go lekana

MMETSE
WA HLOGO
MENTAL MATHS

FIZZ POP -
GO PEDIFATŠA
FIZZ POP - DOUBLING

KGODIŠO YA KGPOLO
CONCEPT DEVELOPMENT

PAPADI
GAME

MATLAKALATŠHOMELO
WORKSHEETS

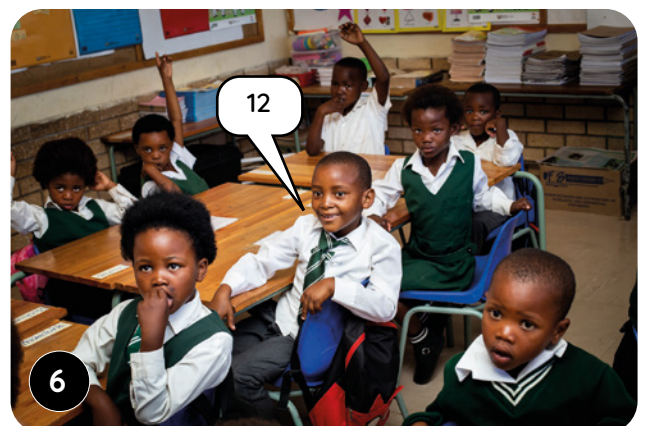
MMETSE WA HLOGO | MENTAL MATHS

Teefatša pedifatšo o šomiša papadi ya Fizz Pop.

Consolidate doubling using the Fizz Pop game.

Gopola go lekola letšatšikgwedi o be o swaye rejistara letšatši le lengwe le le lengwe.

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





KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Na o bona eng ge o lebelela seiponeng?
What do you see when you look in a mirror?

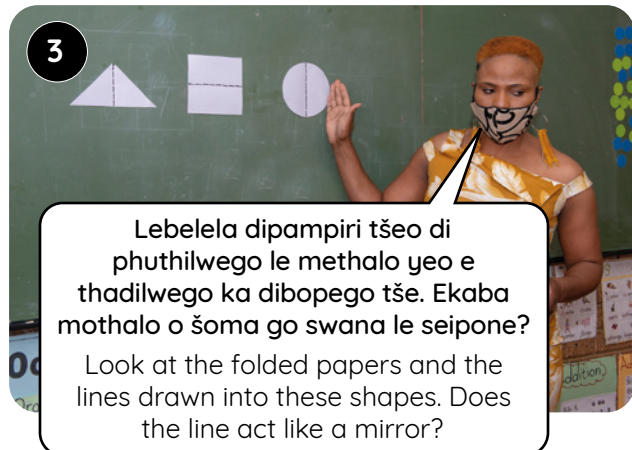
Go direga eng ge o bea seipone go putla sebopego?
What happens if you put a mirror across a shape?



Sešupo sa ka.
My reflection.



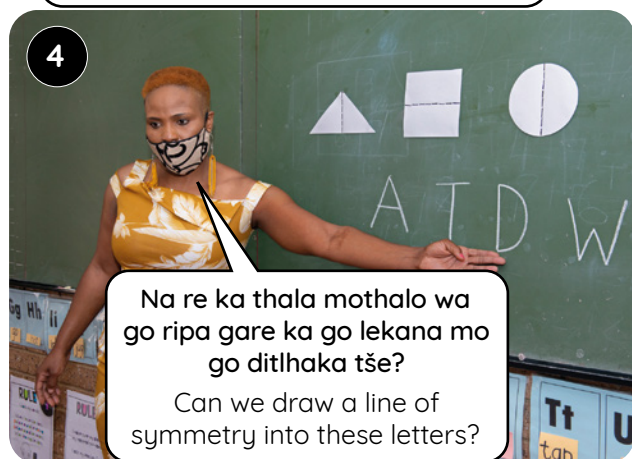
Ke tla bona sešupo seiponeng.
I will see a reflection in the mirror.



Lebelela dipampiri tšeo di phuthilwego le methalo yeo e thadilwego ka dibopego tše. Ekaba mothalo o šoma go swana le seipone?
Look at the folded papers and the lines drawn into these shapes. Does the line act like a mirror?

Ahlaahla le barutwana gore mothalo wa marontho o bitšwa 'mothalo wa go ripa gare ka go lekana'. Mothalo wa marontho o arola sebopego ka seripa gore mahlakore a mabedi e be sešupo sa lehlakore le lengwe, go swana le seiponeng.

Tell learners that the dotted line is called the 'line of symmetry'. The dotted line divides the shape in half so that the two sides are reflections of each other, like in a mirror.



Na re ka thala mothalo wa go ripa gare ka go lekana mo go ditlhaka tše?
Can we draw a line of symmetry into these letters?



Methalo ye mengwe e rapame ye mengwe e tsepame!
Some of the lines are horizontal and some are vertical.

Efa barutwana mapampiri a dikhutlotharo, dikwere le didiko gore ba a phuthe ba kgone go bona methalo ya go ripa gare ka go lekana go dibopego ka bobona. Netefatša gore ba šomiša polelo ya mmetse – sebopego sa go ripa gare ka go lekana, mothalo wa go ripa gare ka go lekana, rapama le tsepama.

Give learners paper triangles, squares and circles so that they can fold them and see the lines of symmetry in shapes for themselves. Make sure they use the mathematical language – **symmetrical shape, line of symmetry, horizontal** and **vertical**.

BEKE • WEEK
6

LETŠATŠI 1 • DAY 1

Go ripa gare ka go lekana
Symmetry

MMETSE
WA HLOGO
MENTAL MATHS

FIZZ POP -
GO PEDIFATŠA
FIZZ POP - DOUBLING

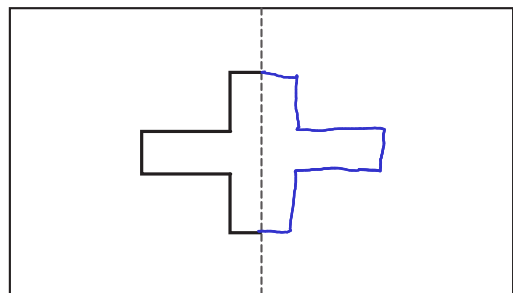
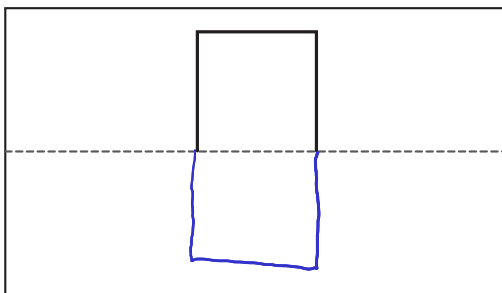
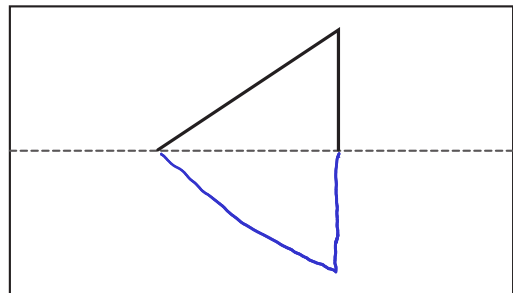
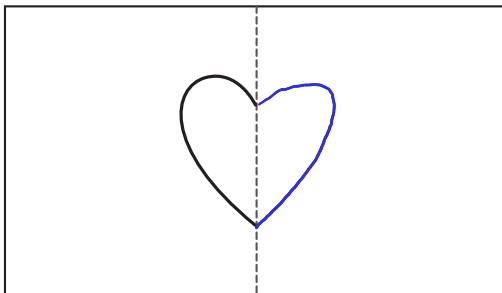
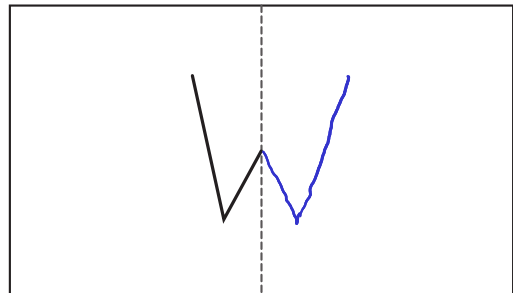
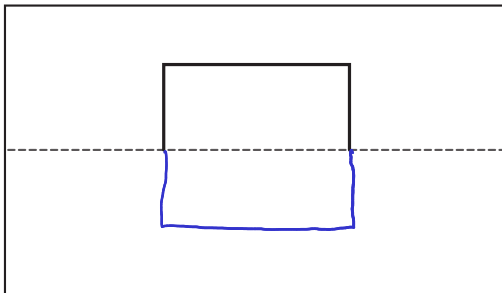
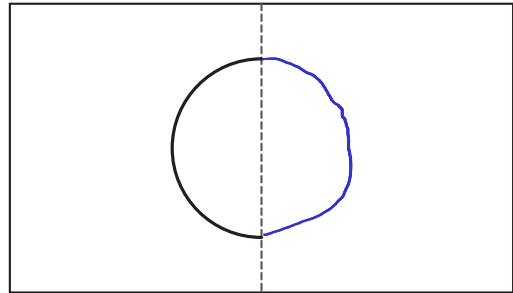
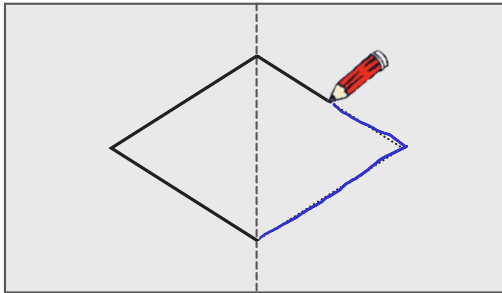
PAPADI
GAME

KGODIŠO YA KGOPOLLO
CONCEPT DEVELOPMENT

MATLAKALATŠHOMELO
WORKSHEETS

I Thala seripa se sengwe sa sebopego.

Draw the other half of these shapes.

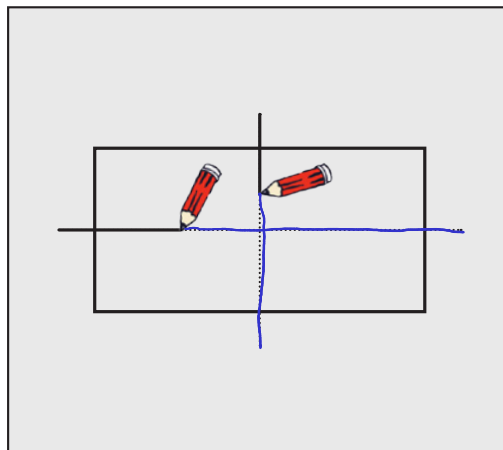
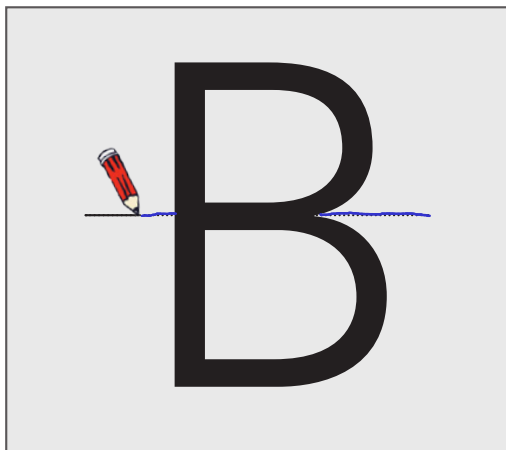


Symmetry

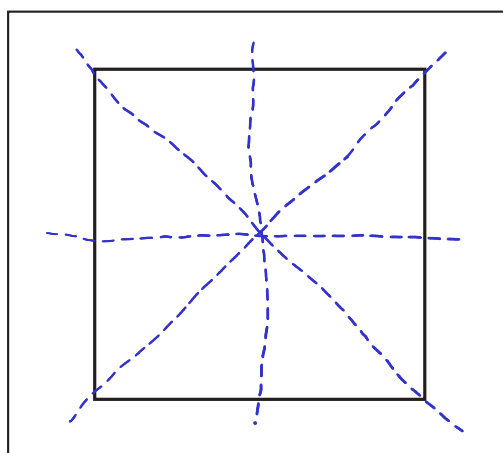
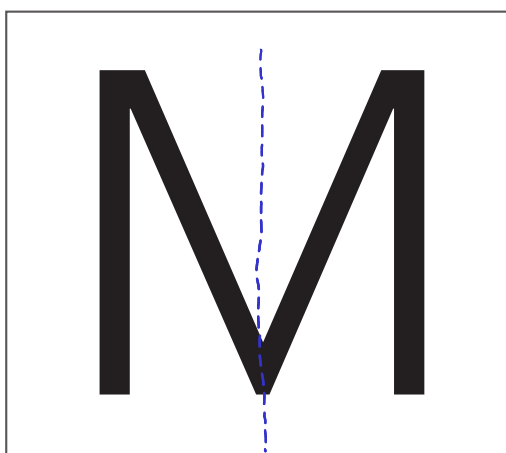
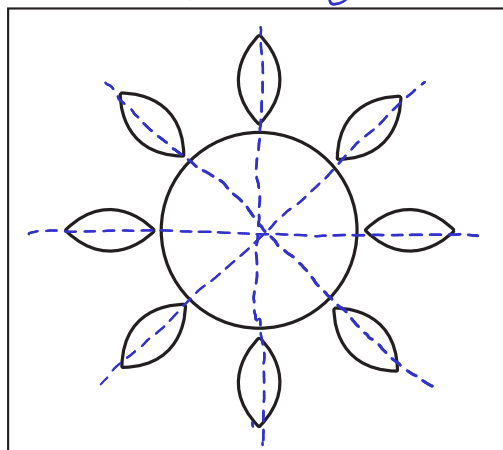
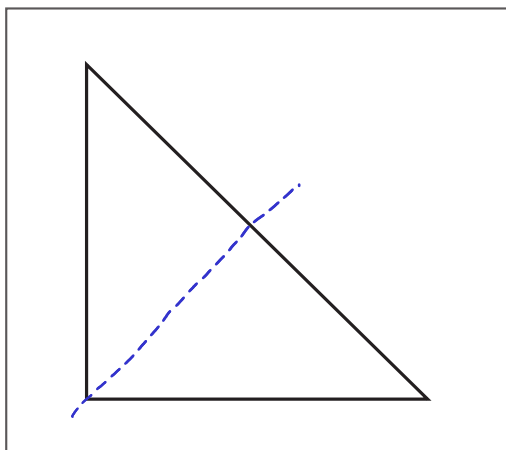
A line of symmetry is usually a dotted line

2 Thala methalo ya go ripa gare ka go lekana.

Draw the lines of symmetry.



There can be more than one line of symmetry



Go ripa gare ka go lekana

MMETSE
WA HLOGO
MENTAL MATHS

FIZZ POP -
GO PEDIFATŠA
FIZZ POP - DOUBLING

KGODIŠO YA KGOPOLLO
CONCEPT DEVELOPMENT

PAPADI
GAME

MATLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLLO | CONCEPT DEVELOPMENT



Diripa tše pedi ka lehlakoreng le lengwe le le lengwe la mothalo wa go ripa gare ka go lekana di swanetše go ba diswantšho tša go ipušeletša ka go swana. Tšwela pele ka go bitša barutwana go tla ka pele ba khalare diphere tša marontho a go ripa gare ka go lekana ka lehlakoreng le lengwe le le lengwe la mothalo wa go ripa gare ka gare ga sekwere.

The two halves on either side of the line of symmetry must be mirror images. Continue calling learners to the front to colour pairs of symmetrical dots on either side of the line of symmetry in the square.

Symmetry

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT



Bušetša dikgato tša ka godimo o šomiša dibopego tša go fapafapana tša mahlakore-2 le dibopego tša tšeo e sego tša tšeometriki. Go bohlokwa go bontšha barutwana gore methalo ya go ripa gare ka go lekana e ka rapama goba ya tsepama.

Repeat the steps above using different 2-D shapes and non-geometrical shapes. It is important to show learners that lines of symmetry can be horizontal or vertical.

BEKE • WEEK
6

LETŠATŠI 2 • DAY 2

Go ripa gare ka go lekana
Symmetry

MMETSE
WA HLOGO
MENTAL MATHS

FIZZ POP -
GO PEDIFATŠA
FIZZ POP - DOUBLING

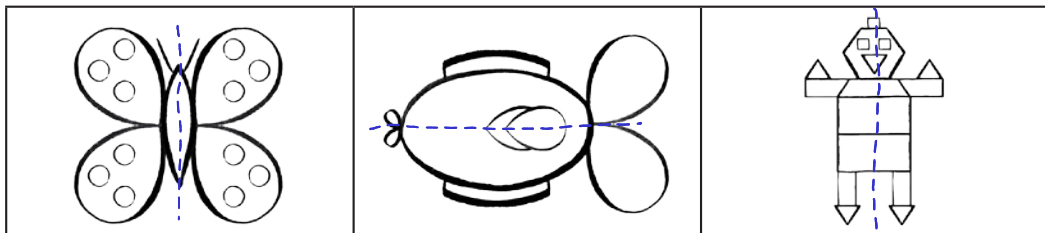
PAPADI
GAME

KGODIŠO YA KGOPOLLO
CONCEPT DEVELOPMENT

MATLAKALATŠHOMELO
WORKSHEETS

- 1 Khalara marontho go dira gore sethalwa se lekane ka bogare.
Colour the dots to make the drawing symmetrical.

- 2 Thala mothalo wa go ripa gare ka go lekana go seswantšho se sengwe le se sengwe.
Draw a line of symmetry for each picture.



Symmetry

- 3 Ekaba mothalo wa marontho ke wa go ripa gare ka go lekana? Swaya ka (✓) go ee goba aowa.

Is the dotted line a line of symmetry? Tick (✓) yes or no.

ee yes		aowa no		ee yes		aowa no	
ee yes		aowa no	✓	ee yes	✓	aowa no	
ee yes	✓	aowa no		ee yes		aowa no	✓
ee yes	✓	aowa no		ee yes	✓	aowa no	
ee yes	✓	aowa no		ee yes	✓	aowa no	



MMETSE
WA HLOGO
MENTAL MATHS

FIZZ POP -
GO PEDIFATŠA
FIZZ POP - DOUBLING

KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

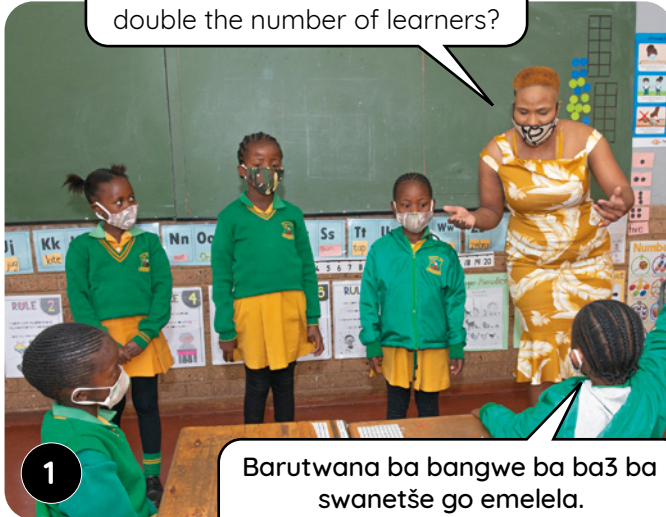
PAPADI
GAME

MATLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Na ke swanetše go dira eng
ge ke nyaka go pedifatša palo
ya barutwana?

What must I do if I want to
double the number of learners?



1

Barutwana ba bangwe ba ba3 ba
swanetše go emelela.

Another 3 learners must stand up.

A re ngwaleng dipalo ka
tafoleng ya dipalo.

Let's write the numbers in
a number table.



2

Pedifatšo ya 3 ke 6.

Double 3 is 6.

Seripa sa 10 ke eng?

What is half of 10?



3

5

A re ngwaleng dipalo ka tafoleng ya dipalo.

Let's write the numbers in a number table.



4

Seripa sa 10 ke 5.

Half of 10 is 5.

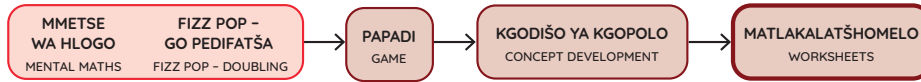
Gopotša barutwana ka mošongwana woo o dirilwego go Kotara ya 3 ge barutwana ba bea matsogo a bona mmogo go dira pedifatšo ya palo. Hlohleletša barutwana go bolela ka tswalano magareng ga go pedifatša le go ripa gare.

Remind learners of the activity done in Term 3 when learners put their hands together to make double a number. Encourage learners to talk about the relationship between doubling and halving.

Doubling and halving

BEKE • WEEK
6

LETŠATŠI 3 • DAY 3
Go pedifatša le go ripa gare
 Doubling and halving



- 1** Hlakantšha.
 Add.
- Ngwala dipedifatšo.
 Write the doubles.

$2 + 2 =$		Pedifatšo ya 2 ke Double 2 is	
$6 + 6 =$	12	Pedifatšo ya 6 ke Double 6 is	12
$9 + 9 =$	18	Pedifatšo ya 9 ke Double 9 is	18
$3 + 3 =$	6	Pedifatšo ya 3 ke Double 3 is	6

- 2** Thala marontho ka methaladi ye mebedi. Balela seripa.
 Draw dots in two rows. Calculate half.

14		Seripa sa 14 ke Half of 14 is	
8		Seripa sa 8 ke Half of 8 is	4
4		Seripa sa 4 ke Half of 4 is	2
20		Seripa sa 20 ke Half of 20 is	10
12		Seripa sa 12 ke Half of 12 is	6

BEKE 6 • LETŠATŠI 3

Go pedifatša le go ripa gare

3 Rarolla o be o khalare.

Solve and colour.

Pedifatšo ya 10 ke **20**.

Double 10 is 20.

Seripa sa 4 ke **2**.

Half of 4 is 2.

Pedifatšo ya 5 ke **10**.

Double 5 is 10.

Pedifatšo ya 7 ke **14**.

Double 7 is 14.

Seripa sa 8 ke **4**.

Half of 8 is 4.

Pedifatšo ya 8 ke **16**.

Double 8 is 16.

Seripa sa 12 ke **6**.

Half of 12 is 6.

Pedifatšo ya 6 ke **12**.

Double 6 is 12.

Seripa sa 16 ke **8**.

Half of 16 is 8.

Pedifatšo ya 9 ke **18**.

Double 9 is 18.

Seripa sa 6 ke **3**.

Half of 6 is 3.

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

4 Feleletša ditafola tša dipalo go bontšha pedifatšo le seripa.

Complete the number tables to show double and half.

14	
	7

20	
10	10

18	
9	9

2	
1	

16	
8	8

12	
6	6

WEEK 6 • DAY 4

Doubling and halving



KGODIŠO YA KGOPOLLO | CONCEPT DEVELOPMENT

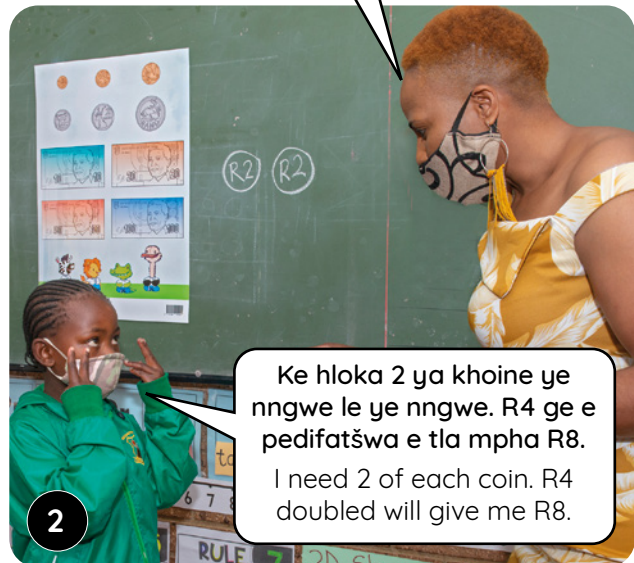
A re šomišeng tšhelete go hwetša pedifatšo le seripa. Ke dife dikhoine tše pedi tšeo o ka di šomišago go dira R4?

Let's use money to find double and half.
What two coins can you use to make R4?



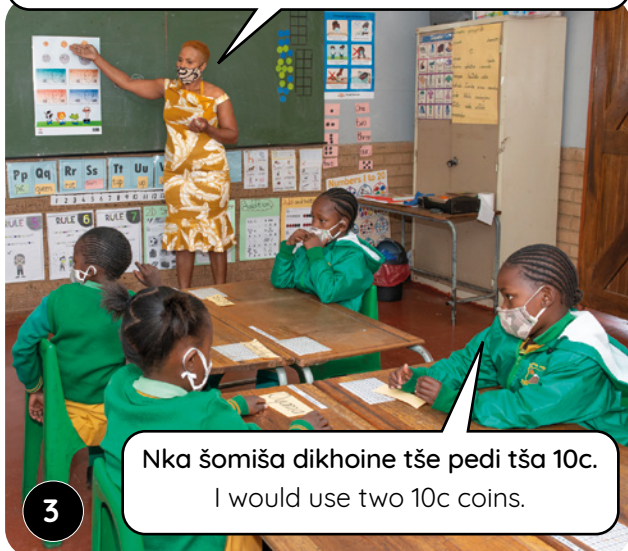
Nka šomiša dikhoine tše pedi tša R2.
I would use two R2 coins.

Pedifatšo ya R4 ke eng?
What is double R4?



Ke hloka 2 ya khoine ye nngwe le ye nngwe. R4 ge e pedifatšwa e tla mpha R8.
I need 2 of each coin. R4 doubled will give me R8.

O ka šomiša dikhoine dife tše pedi go dira 20c.
What two coins can you use to make 20c?



Nka šomiša dikhoine tše pedi tša 10c.
I would use two 10c coins.

Na seripa sa R6 ke eng?
What is half of R6?



Seripa sa R6 ke R3.
Half of R6 is R3.

Bušeletša dikgato tša ka godimo o pedifatša le go ripa gare bokalo bja go fapafapana bja tšhelete.

Repeat the steps above doubling and halving different money amounts.

BEKE • WEEK
6

LETŠATŠI 4 • DAY 4

Go pedifatša le go ripa gare
Doubling and halving

MMETSE
WA HLOGO
MENTAL MATHS

FIZZ POP -
GO PEDIFATŠA
FIZZ POP - DOUBLING

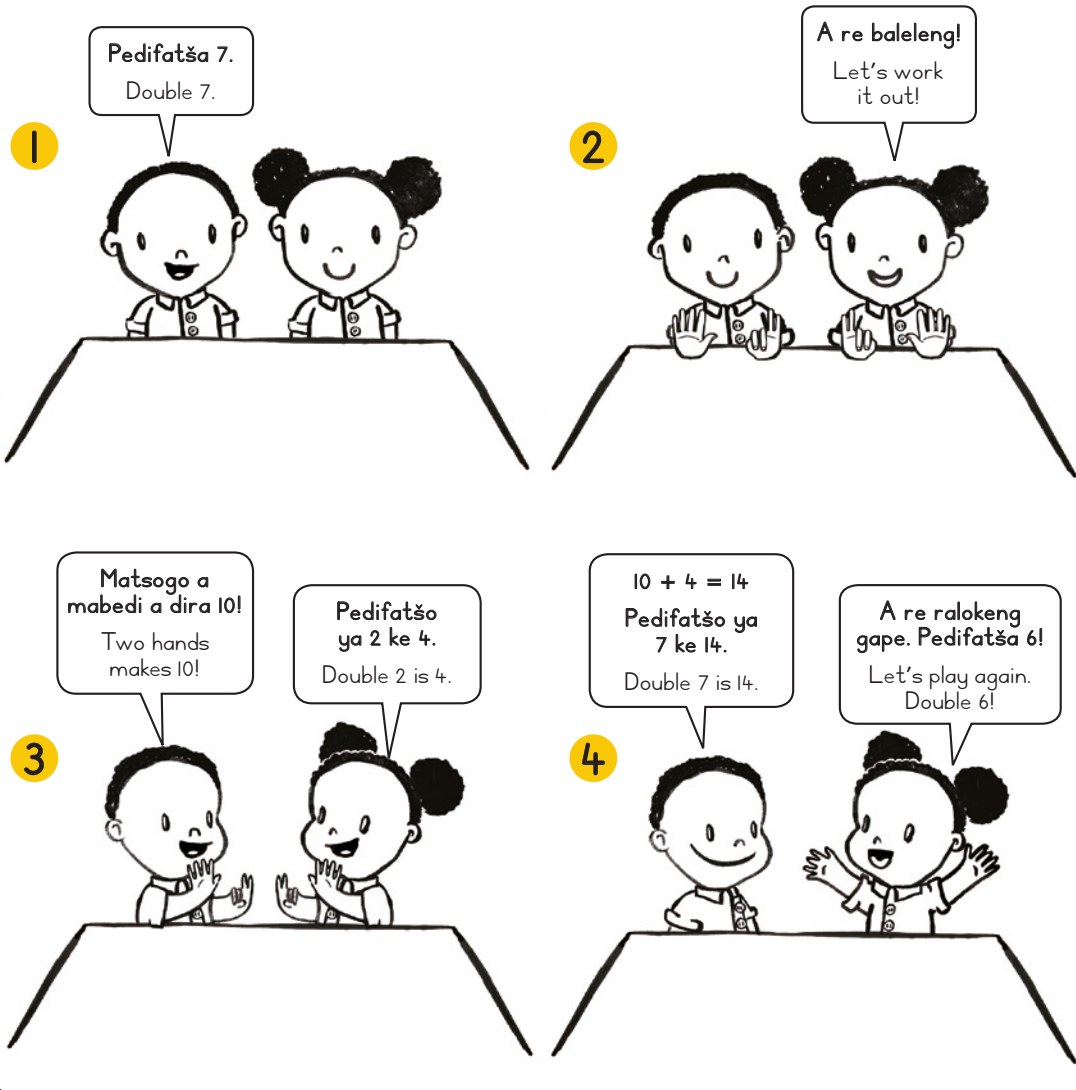
PAPADI
GAME

KGODIŠO YA KGOPOLLO
CONCEPT DEVELOPMENT

LETLAKALATŠHOMELO
WORKSHEET

Papadi: Go pedifatša
Game: Doubling

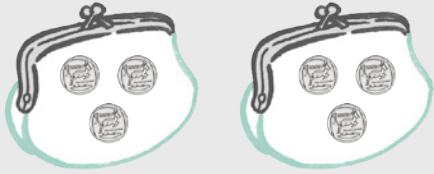
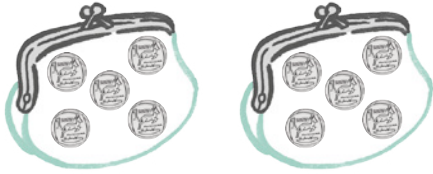
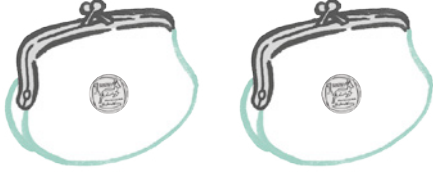
Demonstrate how to play the game.



Doubling and halving

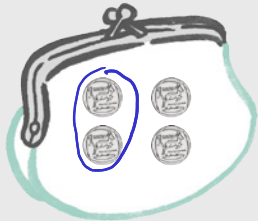
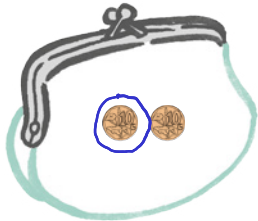
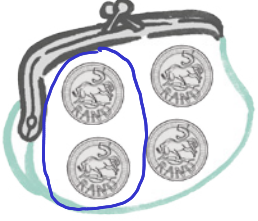
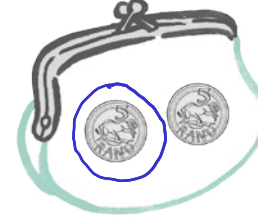
1 Pedifatsša tšhelete. Ke bokae ge e hlakana ka moka?

Double the money. How much altogether?

  <u>R3</u> + <u>R3</u> = <u>R6</u>	 <u>R5</u> + <u>R5</u> = <u>R10</u>
 <u>R10</u> + <u>R10</u> = <u>R20</u>	 <u>R1</u> + <u>R1</u> = <u>R2</u>

2 Aroganya tšhelete gabedi. O na le bokae?

Halve the money. What do you have? *Let learners circle half.*

 Seripa sa R4 ke <u>R2</u> . Half of R4 is <u>R2</u> .	 Seripa sa 20c ke <u>10c</u> . Half of 20c is <u>10c</u> .
 Seripa sa R20 ke <u>R10</u> . Half of R20 is <u>R10</u> .	 Seripa sa R10 ke <u>R5</u> . Half of R10 is <u>R5</u> .



LETŠATŠI 5 • DAY 5

Teefatšo

Consolidation

LETLAKALATŠHOMELO
WORKSHEET

LETLAKALATŠHOMELO
WORKSHEET

- 1 Khalara marontho go dira gore sethalwa se lekane ka bogare.

Colour the dots to make the drawing symmetrical.

- 2 Feleletša ditafola tša dipalo go bontšha pedifatšo le seripa.

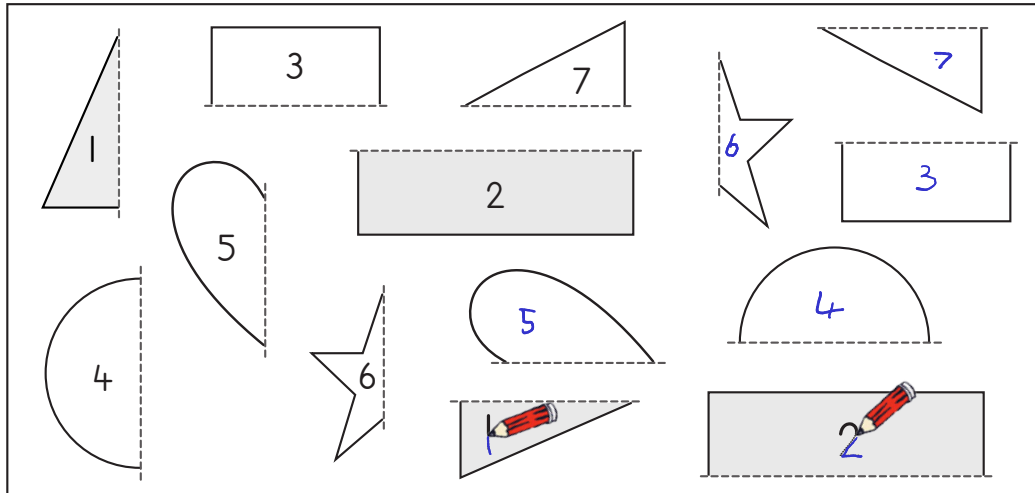
Complete the number tables to show double and half.

14	8	6	10
7 7	4 4	3 3	5 5

Assessment and consolidation

- 3** Ngwala palo ya go swana ka gare ga diboego tša go nyalelana go dira seboego sa go ripa gare ka go lekana.

Write the same number in the shapes that match to make a symmetrical shape.



- 4** Pedifatša marontho. Feleletša mafokopalo.

Double the dots. Finish the number sentences.

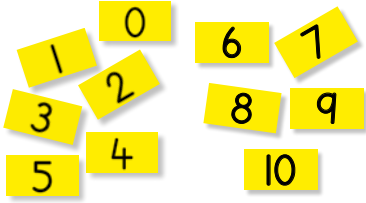
Pedifatšo ya 3 ke ____. Double 3 is <u>6</u> .	Pedifatšo ya 7 ke ____. Double 7 is <u>14</u> .	Pedifatšo ya 5 ke ____. Double 5 is <u>10</u> .
$3 + 3 = \underline{6}$	$7 + 7 = \underline{14}$	$5 + 5 = \underline{10}$

- 5** Aroganya marontho ka bogare. Feleletša mafokopalo.

Halve the dots. Finish the number sentences.

Seripa sa 12 ke ____. Half of 12 is <u>6</u> .	Seripa sa 8 ke ____. Half of 8 is <u>4</u> .	Seripa sa 16 ke ____. Half of 16 is <u>8</u> .

Go hlopha le go abelana

		Didirišwa
Mmetse wa hlogo: Ditlemagano tša 10 ka go šomiša dikarata tša dipalo		dikarata tša dipalo, dikarata tša dipalo 0–10 (barutwana)
Papadi: Ulwabiwo olulungileyo		dibaledi
  		
Letšatši	Mošongwana wa thuto	Didirišwa tša thuto
1	Go hlopha	PMM, dibaledi
2	Go abelana	PMM, dibaledi
3	Go hlopha le go abelana	PMM, dibaledi
4	Go hlopha le go abelana	PMM, dibaledi
5	Teefatšo le kelo ya thuto	PMM

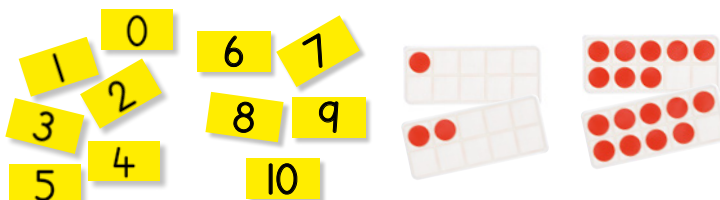
Morago ga beke ye, barutwana ba swanetše go kgona go:	✓
Rarolla le go hlaloša ditharollo tša marara a tirišo a go akaretša go hlopha ka go lekana ka dipalotlalo tša go fihla go 20 le ka dikarabo tše di ka akaretšago mašaledi.	
Rarolla le go hlaloša ditharollo tša marara a tirišo a go akaretša go abelana ka go lekana ka dipalotlalo tša go fihla go 20 le ka dikarabo tše di ka akaretšago mašaledi.	

Kelo (lebelela matlakala a ka morago ga tlhahlamorutiši ye)

Kelo ya go ngwalwa: Dipalo, diophareišene le ditswalano – go hlopha le go abela

Grouping and sharing

	Resources
Mental Maths: Bonds of 10 using number cards	number flash cards, number cards 0–10 (learners)
Game: Fair share	counters



Day	Lesson activity	Lesson resources
1	Grouping	LAB, counters
2	Sharing	LAB, counters
3	Grouping and sharing	LAB, counters
4	Grouping and sharing	LAB, counters
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
Solve and explain solutions to practical problems involving equal grouping with whole numbers up to 20 and with answers that may include remainders	
Solve and explain solutions to practical problems involving equal sharing with whole numbers up to 20 and with answers that may include remainders	

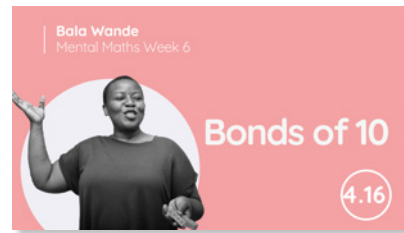
Assessment (see back pages of this guide)

Written assessment: Numbers, Operations and Relationships – grouping and sharing

Go hlopha le go abelana

Mmetse wa hlogo

Bekeng ye re tsepelela go ditlemagano tša 10 le go šomiša dikarata tša rena tša palo go bontšha dikopantšho tša tlemagano ya palo. Se ke tsela ye botse ya go dira gore barutwana ba tšee karolo ka mafolofolo thutišong. Se se go fa tsela ye bonolo ya go re o kgone go bona ge eba barutwana ba tseba ditlemagano tša bona. Go foša mahlo ka lebelo go dikologa le phapoši go tla go thuša go bona barutwana bao ba emišeditšego karata ya maleba godimo le go thuša goba go rarolla mathata ao a ka bago a le gona.



Papadi

Salute



Kgodišo ya kgopolo

Bekeng ye, re lebelela phapano magareng ga **go hlopha** le **go abelana**. Re tla tsepelela ga:

- go rarolla marara a go akaretša **go hlopha** ka kgonagalo ya **lešalela**. Mo mohuteng wo wa **karolo**, dilo di arolwa ka dihlopha tša bogolo bjoo bo filwego gomme barutwana ba swanetše go nyakišiša gore go ka dirwa dihlopha tše kae.
- go rarolla marara a go akaretša **go abelana** ka kgonagalo ya **lešalela**. Mo mohuteng wo wa **karolo**, dilo di arolwa magareng ga palo yeo e filwego ya batho (go fa mohlala) gomme barutwana ba swanetše go nyakišiša gore ke dilo tše kae tšeo di abelwago tšeo motho yo mongwe le yo mongwe a tlogo di hwetša.



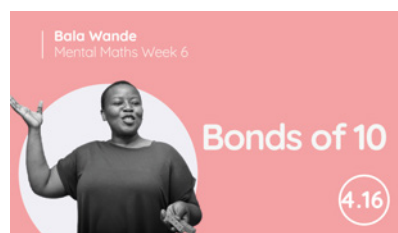
Seo o ka se lebelelago mo bekeng ye

- Gopola gore karolo ke katišanetšwa ya go **dirolla**. Lebelela go **dikatišo** ge o nyakišiša dihlopha tšeo di dirago palo yeo e filwego. O ka thuša barutwana go bona tswalano ya go dirolla magareng ga karolo le katišanetšwa.
- Ka **karolo ya go hlopha**, kgopolo ye bohlokwa ke bogolo bja sehlopha le go re potšišo e swanetše e re, Na ke dihlopha tše kae tša bogolo bjo tšeo nka di dirago?
- Ka **karolo ya go abelana**, kgopolo ye bohlokwa ke palo ya batho (go fa mohlala) bao ba swanetšego go abelwa dilo gomme potšišo e swanetše e re, Na motho yo mongwe le yo mongwe o tla hwetša dilo tše kae?
- Hlohleletša poledišano magareng ga barutwana gore ba kgone go abelana mekgwa ya bona ya go rarolla. Netefatša gore barutwana ba šomiša tlotlontšu ya maleba (**tše kae dihlopha tša bontši bja go lekana lešalela go hlopha go abelana**).

Grouping and sharing

Mental Maths

We focus on the **bonds of 10** this week and use our number cards to show the **number combinations**. This is a good way to keep learners actively involved in the lesson and is an easy way for you to see if they know their bonds. A quick glance around the classroom will show which learners are holding up the correct card. You can then address any misconceptions you see.



Game

Fair share



Concept development

This week we look at the difference between **grouping** and **sharing**. We will focus on:

- solving problems involving **grouping** with the possibility of a **remainder**. In this kind of **division**, objects are divided into groups of a given size and learners have to find out how many such groups can be made.
- solving problems involving **sharing** with the possibility of a **remainder**. In this kind of **division**, objects are divided among a given number of people (for example) and learners have to find out how many of the items being shared each person will get.



What to look out for this week

- Remember that division is the **inverse** of multiplication. Refer to **multiples** when you find groups that make up a given number. You could help learners to see the inverse relationship between division and multiplication.
- In **grouping division**, the key idea is the group size and the question should be: How many groups of this size can I make?
- In **sharing division**, the key idea is the number of people (for example) among whom the items must be shared and the question should be: How many items will each person get?
- Encourage conversation between learners so that they can share their solution methods. Ensure that learners are using the correct vocabulary (**how many, groups of, lots of, equals, remainder, grouping, sharing**).

Go hlopha



MMETSE WA HLOGO | MENTAL MATHS

Itlwaetšeng ditlemagano tša 10 le šomiša dikarata tša lena tša go hlakantšha.

Practise bonds of 10 using your number cards.

Gopola go lekola letšatšikgwedi o be o swaye rejistara letšatši le lengwe le le lengwe.

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



Grouping

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

A re tšeeeng gore dibaledi ke malekere. Re nyaka go bea malekere ka dihlopha tša 2.
Let's pretend the counters are sweets. We want to put the 12 sweets into groups of 2.



Na o dirile dihlopha tše kae tša 2?
How many groups of 2 did you make?



Go na le dihlopha tše 6 tša 2. Dihlopha tše 6 tša 2 di dira 12.
There are 6 groups of 2. 6 groups of 2 make 12.



Ee! Dihlopha tše 6 tša 2 di dira 12. A re lekeng ye nngwe. Hlopha malekere ka dihlopha tša 4
Yes! 6 groups of 2 make 12. Let's try another one. Pack the sweets into groups of 4.



Na o dirile dihlopha tše kae tša 4?
How many groups of 4 did you make?



Go na le dihlopha tše 3 tša 4. Dihlopha tše 3 tša 4 di dira 12.
There are 3 groups of 4. 3 groups of 4 make 12.



Ee! Dihlopha tše 3 tša 4 di dira 12.
Yes! 3 groups of 4 make 12.

Bušeletša dikgato tša ka godimo ka dipalo tše dingwe tša go swana le tše: 14, 15, le 20. Bolelang ka palo ya dihlopha tše o ka di dirago nako le nako le bogolo bja sehlopha.

Repeat the steps with other numbers such as 14, 15 and 20. Speak about the number of groups you can make each time, and the group size.



LETŠATŠI 1 • DAY 1

Go hlopha
Grouping

MMETSE
WA HLOGO
MENTAL MATHS

DITLEMAGANO
TŠA 10
BONDS OF 10

PAPADI
GAME

KGODIŠO YA KGOPOLLO
CONCEPT DEVELOPMENT

MATLAKALATŠHOMELO
WORKSHEETS

1 Thala didiko go dira dihlopha. Na go na le dihlopha tše kae?

Circle to make groups. How many groups are there?

4 dihlopha tša 3 groups of 3	2 dihlopha tša 7 groups of 7
2 dihlopha tša 4 groups of 4	6 dihlopha tša 2 groups of 2
5 dihlopha tša 2 groups of 2	4 dihlopha tša 5 groups of 5
6 dihlopha tša 3 groups of 3	3 dihlopha tša 4 groups of 4
2 dihlopha tša 6 groups of 6	3 dihlopha tša 5 groups of 5

Grouping

- 2 Thala didiko go dira dihlopha. Na go na le dihlopha tše kae?
Circle to make groups. How many groups are there?

2 dihlopha tša 3 groups of 3	4 dihlopha tša 2 groups of 2
2 dihlopha tša 2 groups of 2	3 dihlopha tša 2 groups of 2
10 dihlopha tša 2 groups of 2	5 dihlopha tša 3 groups of 3
4 dihlopha tša 2 groups of 2	5 dihlopha tša 2 groups of 2
4 dihlopha tša 3 groups of 3	4 dihlopha tša 4 groups of 4



MMETSE
WA HLOGO
MENTAL MATHS

DITLEMAGANO
TŠA 10
BONDS OF 10

KGODIŠO YA KGOPOLLO
CONCEPT DEVELOPMENT

PAPADI
GAME

MATLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLLO | CONCEPT DEVELOPMENT

A re tšee gore re na le malekere ao re abelanago.
Re abela malekere a 14 ka go lekana magareng ga
bana ba ba 2 re šomiša dibaledi.

Let's pretend we have sweets to share. Share 14 sweets
equally between 2 children using your counters.



E tee ke ya gago, e tee
ke ya ka, e tee ke ya
gago, e tee ye la ka ...

One for you, one for me,
one for you, one for me ...



Na ngwana yo
mongwe le yo mongwe
o hweditše tše kae?

How many did each
learner get?



Ee! 14 ge e abelwa ka go lekana
magareng ga 2 ke 7. Bjale a re
abelaneng dipoloko tše 12 magareng
ga batho ba ba 3.

Yes! 14 shared equally between 2 is 7.
Now let's share 12 blocks among 3 people.



Bušetša dikgato tša ka godimo ka dipalo tše dingwe tša go swana le tše: 10, 15, le 18, go
abelana nako le nako gore go se be le lešalela. Ahlaahla gore go kaone go abela ka go lekana
gore yo mongwe le yo mongwe a hwetše palo ya go lekana ya dibaledi le go re ga go hlokege
go abela ka o tee ka o tee: ba ka fa dilo tše mmalwa ka nako e tee gore ba abele ka lebelo.

Repeat the steps with other numbers such as 10 and 18, sharing each time so that there is no
remainder. Discuss that it is fair to share equally so everyone gets the same number of counters
and that they do not have to share one by one. They can give a few items at a time to make the
sharing go quicker.



LETŠATŠI 2 • DAY 2

Go abelana

Sharing

MMETSE
WA HLOGO
MENTAL MATHS

DITLEMAGANO
TŠA 10
BONDS OF 10

PAPADI
GAME

KGODIŠO YA KGOPOLLO
CONCEPT DEVELOPMENT

MATLAKALATŠHOMELO
WORKSHEETS

I Abela bana ka go lekana.

Share equally among the children.

Abela. Share.	Ngwana yo mongwe le yo mongwe o hwetša tše Each child gets
	5
	3
	6
	5
	6
	3

2 Abela bana ka go lekana.

Share equally among the children.

Let learners use blocks where needed

Abela. Share.	Ngwana yo mongwe le yo mongwe o hwetša tše Each child gets
	3
	2
	5
	7
	3
	3
	4

Grouping and sharing



KGODIŠO YA KGPOLO | CONCEPT DEVELOPMENT

Lwandile o na le dikuku tše 20 tšeo di swanetšego go tsena ka mapokising. Dikuku tše 5 di tsena ka lepokising le lengwe le le lengwe. Na o tla hloka mapokisi a makae?

Lwandile has 20 cookies that must be packed into boxes. 5 cookies go in each box. How many boxes will she need?

1



Ge e le gore dikuku tše 5 di tsena ka lepokising le lengwe le le lengwe, o tla hloka mapokisi a ma4. If 5 cookies go in each box, she will need 4 boxes.

2



Nkazi o na le mae a 12. O abelana le mogwera wa gagwe mae. Na yo mongwe le yo mongwe o tla hwetša mae a makae? Nkazi has 12 eggs. He shares the eggs with his friend. How many eggs will they each get?

3



Nkazi le mogwera wa gagwe ba tla hwetša mae a 6 ka o tee ka o tee. Nkazi and his friend will each get 6 eggs.

4



Bušetša dikgato ka dihlopha tše dingwe le mararantšu a go abelana. Efa barutwana menyetla ye mentši ya go rarolla marara a go swana le a le go bolela ka wona ge ba le gare ba šoma.

Repeat the steps with other grouping and sharing word problems. Give the learners multiple opportunities to solve problems like these and talk about it while they work.



LETŠATŠI 3 • DAY 3

Go hlopha le go abelana

Grouping and sharing

MMETSE
WA HLOGO
MENTAL MATHS

DITLEMAGANO
TŠA 10
BONDS OF 10

PAPADI
GAME

KGODIŠO YA KGOPOLLO
CONCEPT DEVELOPMENT

MATLAKALATŠHOMELO
WORKSHEETS

- 1 Thala didiko go dira dihlopha. Na go na le dihlopha tše kae?
Circle to make groups. How many groups are there?

dihlopha tša 2 groups of 2	2 dihlopha tša 4 groups of 4
3 dihlopha tša 5 groups of 5	3 dihlopha tša 3 groups of 3

- 2 Ngwala mafokopalo.
Write the number sentences.

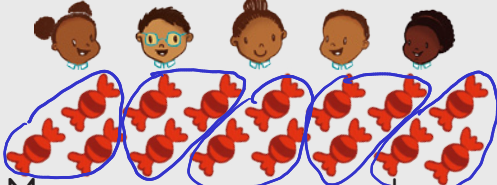
$5 + 5 + 5 = 15$	$2 + 2 + 2 + 2 + 2 = 10$
$4 + 4 = 8$	$3 + 3 + 3 + 3 = 12$

Grouping and sharing

3

Aba malekere magareng ga bagwera ba ba 5.

Share the sweets among 5 friends.

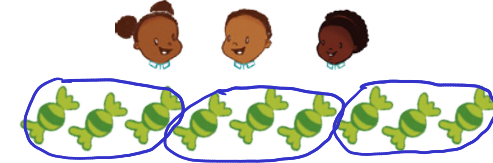


Mogwera yo mongwe le yo mongwe o tla hwetša malekere a 3.

Each friend will get 3 sweets.

Aba malekere magareng ga bagwera ba ba 3.

Share the sweets among 3 friends.

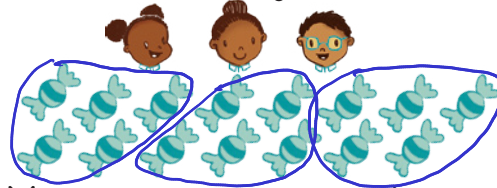


Mogwera yo mongwe le yo mongwe o tla hwetša malekere a 3.

Each friend will get 3 sweets.

Aba malekere magareng ga bagwera ba ba 3.

Share the sweets among 3 friends.

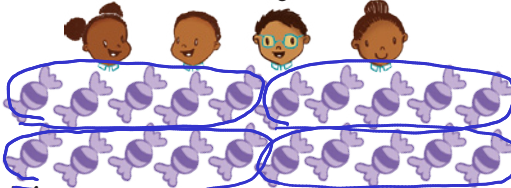


Mogwera yo mongwe le yo mongwe o tla hwetša malekere a 5.

Each friend will get 5 sweets.

Aba malekere magareng ga bagwera ba ba 4.

Share the sweets among 4 friends.



Mogwera yo mongwe le yo mongwe o tla hwetša malekere a 5.

Each friend will get 5 sweets.

4

O na le dikuku tše 10 tšeo di swanetšego go tsena ka mapokising. Dikuku tše 5 di tsena ka lepokising le lengwe le le lengwe. Na o tla hloka mapokisi a makae?

You have 10 cookies to put into boxes. 5 cookies go in each box. How many boxes will you need?



Ke hloka mapokisi a

I need

2

boxes.

O na le mae a 12 ao a swanetšego go tsena ka mapokising. Mae a 4 a tsena ka lepokising le lengwe le le lengwe. Na o tla hloka mapokisi a makae?

You have 12 eggs to put into boxes. 4 eggs go in each box. How many boxes will you need?



Ke hloka mapokisi a

I need

3

boxes.

Go hlopha le go abela ka mašaledi

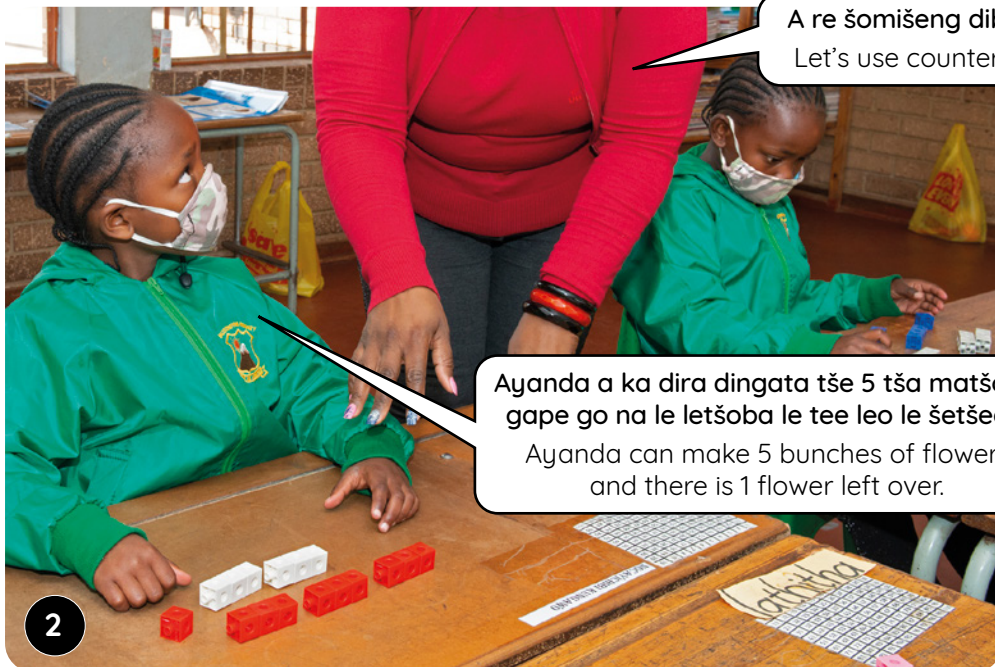


KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT



Ayanda o bea matšoba a 16 ka dingata. O bofa matšoba a ma3 go ngata ye nngwe le ye nngwe. Na o tla ba le dingata tše kae? Na Ayanda o tla ba le matšoba a go šala?

Ayanda has 16 flowers to put into bunches. 3 flowers go in each bunch. How many bunches will she have? Will Ayanda have any flowers left over?



A re šomišeng dibaledi go balela. Let's use counters to work it out.

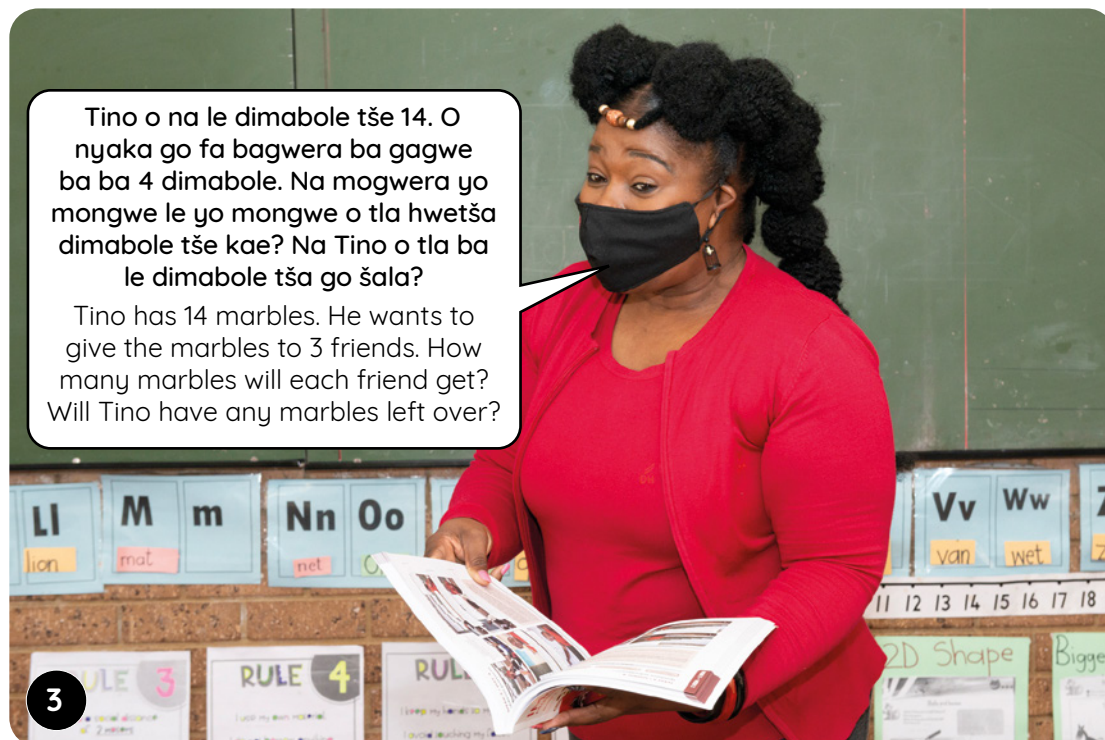
Ayanda a ka dira dingata tše 5 tša matšoba gape go na le letšoba le tee leo le šetšego. Ayanda can make 5 bunches of flowers and there is 1 flower left over.

Bolelang ka mašalela. Na re ka dira eng ka matšoba a go šala? Mohlomongwe Ayanda a ka itšeela matšoba a go šala!

Talk about remainders. What can we do with the flower that is left over? Maybe Ayanda can keep the leftover flower for herself!

WEEK 7 • DAY 4

Grouping and sharing with remainders



Bušetša dikgato ka dihlopha tše dingwe le mararantšu a go abelana. Efa barutwana menyetla ye mentši ya go rarolla marara ka mašalela. Dira gore barutwana ba bolele ka seo se ka dirwago ka mašalela gore barutwana ba elelwe gore a ka se tlhokomologe.

Repeat the steps with other grouping and sharing word problems. Give the learners multiple opportunities to solve problems with remainders. Make learners talk about what can be done with remainders so that learners realise that they can't be ignored.



LETŠATŠI 4 • DAY 4

Go hlopha le go abela ka mašaledi

Grouping and sharing with remainders

MMETSE
WA HLOGO
MENTAL MATHS

DITLEMAGANO
TŠA 10
BONDS OF 10

PAPADI
GAME

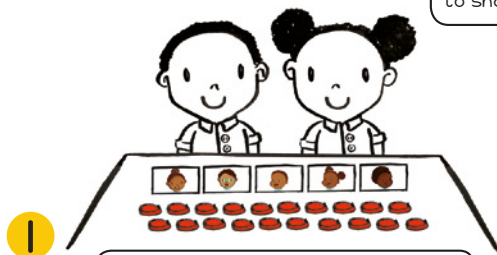
KGODIŠO YA KGOPOLLO
CONCEPT DEVELOPMENT

LETLAKALATŠHOMELO
WORKSHEET

Papadi: Kabelo yeo e lokilego Game: Fair share

Thoma papadi ka dibaledi tše 20.

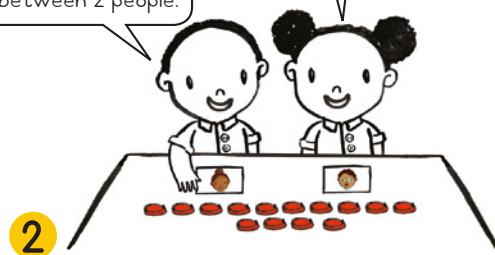
Start the game with 20 counters.



1

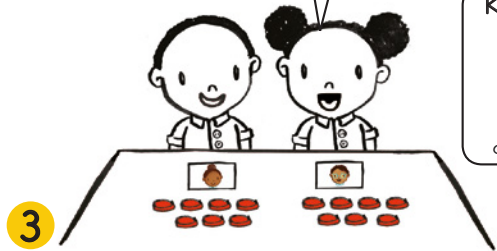
Ke be ke nepile, ga go na lešaledi.
I was right, no remainder.
Ke sebaka sa ka!
My turn!

Ke go fa dibaledi tše
14 gore o abele batho
ba babedi.
I'm giving you 14 counters
to share between 2 people.



2

Nka ba abela ka
go lekana ntle le
ya go šala.
I can share them
equally with none
left over.



3

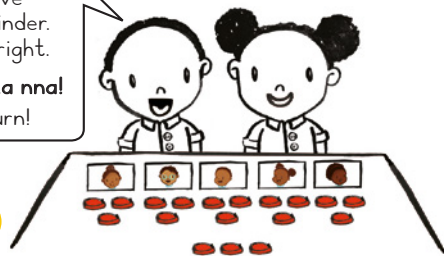
Ke nagana gore
ke tla ba le
lešaledi ...
I think
I will have
a remainder ...

4

Abela batho ba ba
5 dibaledi tše 18.
Share 18 counters
among 5 people.

Ke na le lešaledi.
Ke be ke nepile.
I have
a remainder.
I was right.
Go raloka nna!
My turn!

5



Tšwelang pele ka go raloka le
fe yo mongwe le yo mongwe
sebaka se se ntši sa go abela
dibaledi tša go ba le mašaledi
goba tša go hloka mašaledi.

Continue playing to give everyone lots
of turns to share the counters with
and without remainders.

Grouping and sharing with remainders

- 1** Thala didiko go dira dihlopha. Na go na le dihlopha tše kae?
Circle to make groups. How many groups are there?

3 dihlopha tša 3 groups of 3	3 dihlopha tša 4 groups of 4
1 tša go šala. left over.	1 tša go šala. left over.
3 dihlopha tša 5 groups of 5	4 dihlopha tša 2 groups of 2
2 tša go šala. left over.	1 tša go šala. left over.

- 2** Aba malekere ka go lekana.
Share the sweets equally.

Mogwera yo mongwe le yo mongwe o hwetša malekere a Each friend gets	Mogwera yo mongwe le yo mongwe o hwetša malekere a Each friend gets
4 sweets.	3 sweets.
Go tla ba le lelekere le There will be	Go tla ba le malekere a There will be
1 la go šala. left over.	2 a go šala. left over.

Kelo le teefatšo



LETŠATŠI 5 • DAY 5

Teefatšo

Consolidation

LETLAKALATŠHOMELO
WORKSHEET

LETLAKALATŠHOMELO
WORKSHEET

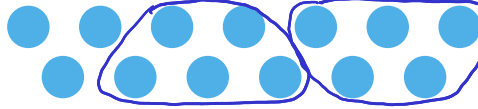
1 O na le dilollipop tše 11 tšeo o di abelago mogwera wa gago. Na yo mongwe le yo mongwe o tla hwetša dilollipop tše kae? You have 11 lollipops that you share with your friend. How many lollipops will you each get?	O na le dipuku tše 15 tšeo di swanetšego go tsena ka mapokising. Dipuku tše 4 di tsena ka lepokising le lengwe le le lengwe. Na o tla hloka mapokisi a makae? You have 15 books to put into boxes. 4 books go in each box. How many boxes will you need?
Yo mongwe le yo mongwe o tla hwetša dilollipop tše You will each get	Ke hloka mapokisi a I need
Go tla ba le dilollipop tše There will be	Ke tla ba le dipuku tše I will have

2 Thala didiko go dira dihlopha. Na go na le dihlopha tše kae?
Circle to make groups. How many groups are there?

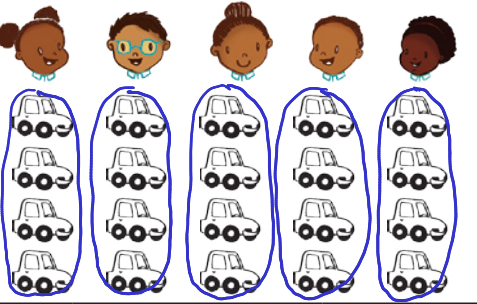
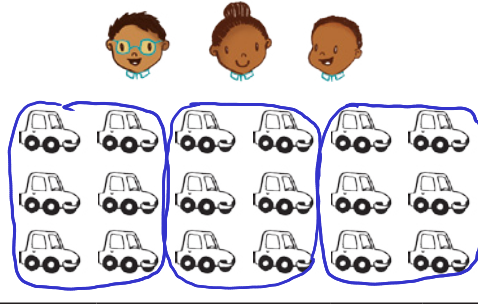
4 dihlopha tša 4 groups of 4	5 dihlopha tša 2 groups of 2
2 dihlopha tša 6 groups of 6	3 dihlopha tša 3 groups of 3

Assessment and consolidation

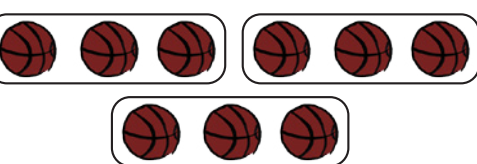
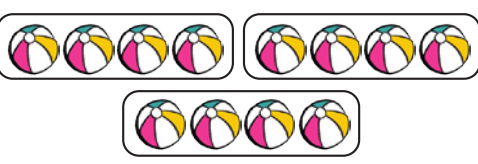
- 3 Thala didiko go dira dihlopha. Na go na le dihlopha tše kae?
Circle to make groups. How many groups are there?

	
4 dihlopha tša 2 groups of 2	2 dihlopha tša 5 groups of 5
1 tša go šala. left over.	3 tša go šala. left over.

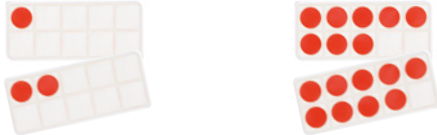
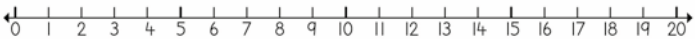
- 4 Aba dikoloi ka go lekana.
Share the cars equally.

	
Ngwana yo mongwe le yo mongwe o hwetša dikoloi tše Each child gets	Ngwana yo mongwe le yo mongwe o hwetša dikoloi tše Each child gets
4 cars.	6 cars.
0 tša go šala. left over.	0 tša go šala. left over.

- 5 Ngwala mafokopalo.
Write the number sentences.

	
$3 + 3 + 3 = 9$	$4 + 4 + 4 = 12$

Tlhakantšhopoeletšo, Go pedifatša le go ripa gare

		Didirišwa
Mmetse wa hlogo: Dira 10 ka go šomiša dikarata tša marontho		dikarata tša morutiši tša marontho
Papadi: Go pedifatša		ga go na selo
  		
Letšatši	Mošongwana wa Thuto	Didirišwa tša Thuto
1	Tlhakantšhopoeletšo	Puku ya Mešomo ya Morutwana
2	Tlhakantšhopoeletšo	Mothalopalo (morutiši), dibaledi tše 20, Puku ya Mešomo ya Morutwana
3	Go pedifatša le go ripa gare	Dibaledi tše 20, Puku ya Mešomo ya Morutwana
4	Go pedifatša le go ripa gare	Dibaledi tše 20, Puku ya Mešomo ya Morutwana
5	Teefatšo le kelo ya thuto	Puku ya Mešomo ya Morutwana

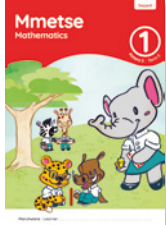
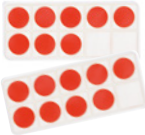
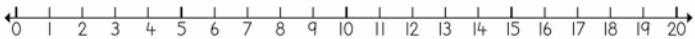
Morago ga beke ye, barutwana ba swanetše go kgona go:	✓
Bala ka dikatišo bjale ka matseno a tlhakantšhopoeletšo.	
Rarolla mafokopalo le mararantšu ka go šomiša tlhakantšhopoeletšo.	
Šomiša go pedifatša le go ripa gare bjale ka dithekiniki ge o rarolla marara.	

Kelo

Ga go na kelo ya semmušo beke ye.

O swanetše go hlokomela barutwana ka phapošing ya gago tšatši ka tšatši gomme o dire dinoutsu bjale ka karolo ya kelotšweledi ya gago yeo e sego ya semmušo ya go ithuta.

Repeated addition, doubling and halving

		Resources
Mental Maths: Make 10 using dot cards		teacher dot cards
Game: Doubling numbers up to 10!		none
    		
Day	Lesson activity	Lesson resources
1	Repeated addition	LAB
2	Repeated addition	LAB, number line (teacher), 20 counters
3	Doubling and halving	LAB, 20 counters
4	Doubling and halving	LAB, 20 counters
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
Count in multiples as an introduction to repeated addition	
Solve number sentences and word problems by using repeated addition	
Use doubling and halving as techniques when solving problems	

Assessment

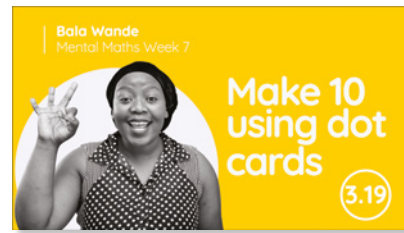
There is no formal assessment this week.

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

Tlhakantšhopoeletšo, Go pedifatša le go ripa gare

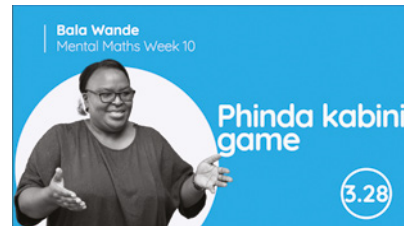
Mmetse wa hlogo

Bekeng ye re teefatša tsebo ya **ditlemagano tša 10** ka go šomiša dikarata tša marontho. Barutwana ba swanetše go bona 10 ka go tlatša diforeimi tša lesome tše di bontšhitšwego ka dikgatišo tša dikarata tša marontho. Mošongwana wo o matlafatša kwešišo ya barutwana ya ditlemagano tša bona tša 10 le **ditswalano tša go hlakantšha**.



Papadi

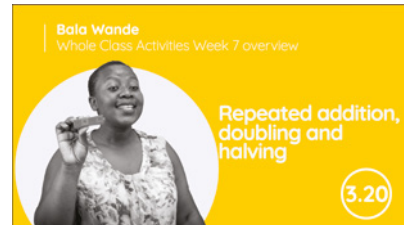
Go pedifatša dipalo



Kgodišo ya kgopolo

Bekeng ye, re tsepelela go **tlhakantšhopoeletšo, go go pedifatša le go ripa gare**. Barutwana ba tla rarolla mafokopalo le mararantšu ka go šomiša tlhakantšhopoeletšo, go pedifatša le go ripa gare. Re tla tsepelela ga:

- **go bala ka dikatišo** go lokišetšwa tlhakantšhopoeletšo. Go bohlokwa gore barutwana ba kwešišo go re go bala ka dikatišo ke tsela ye kaone kudu ya go bala.
- go rarolla mafokopalo le mararantšu ka go šomiša tlhakantšhopoeletšo godimo ga mothalopalo. Barutwana ba swanetše go thoma go šomiša methalopalo e sa la ka pela bjale ka ge e le kemedi ye bohlokwa ya dipalo.
- go rarolla marara ka go šomiša dithekiniki tša go pedifatša le go ripa gare.



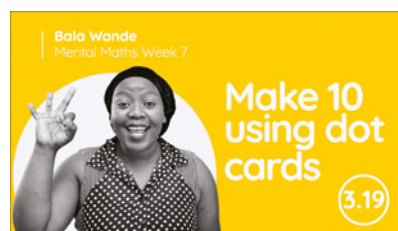
Seo o ka se lebelelago mo bekeng ye

- Hlohleletša barutwana go nagana ka tlhakantšhopoeletšo go feta go go no bala ka bo2. Barutwana ba tšwela pele ka mešongwana, ba swanetše go lemoga go re ba teefatša tlhakantšho ka go hwetša go re ban a le tše kae ge di hlakana ka moka.
- Go bohlokwa go barutwana go lemoga go re ba šomiša dithekiniki tša go swana le go pedifatša le go ripa gare go kgona go rarolla marara.
- Netefatša go re barutwana ba šomiša tlotlontšu ka bobona gore ba kgone go ithuta polelo ya Dipalo le go kaonafatša kwešišo ya bona ya tlhakantšhopoeletšo, go pedifatša le go ripa gare (**ke tše kae, dihlopha, tše ntši, lekana, tlhakantšho, lefokopalo, tlhakantšhopoeletšo, bobedi, bohloano, pedifatša, ripa gare, seripa, go swana, hlakanya**).

Repeated addition, doubling and halving

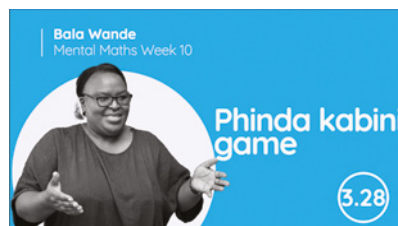
Mental Maths

This week we consolidate our knowledge of the **bonds of 10** using dot cards. Learners have to visualise 10 by filling the ten frames shown by the printed dot cards. This activity strengthens learners' understanding of their bonds of ten and **additive relations**.



Game

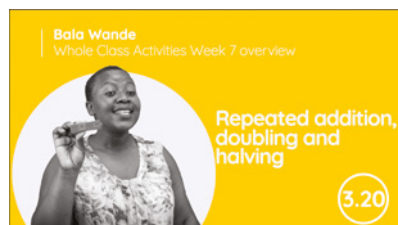
Doubling numbers up to 10!



Concept development

This week we focus on **repeated addition**, **doubling** and **halving**. Learners will solve **number sentences** and **word problems** by using repeated addition, doubling and halving. We will focus on:

- **counting in multiples** in preparation for repeated addition. It is important for learners to understand that counting in multiples is a more efficient way of counting.
- solving number sentences and word problems by using repeated addition on number lines. Learners need to start using number lines early on as they are an important mathematical representation.
- solving problems using **doubling** and **halving** techniques.



What to look out for this week

- Encourage learners to think about **repeated addition** rather than simply counting in 2s. As learners progress through the activities, they should recognise that they are consolidating addition by finding out how many they have altogether.
- It is important for learners to recognise that they use techniques such as **doubling** and **halving** to solve problems more efficiently
- Ensure that learners use the vocabulary themselves in order to learn the language of mathematics and to better their understanding of repeated addition, doubling and halving (**how many, groups, lots of, equals, addition, number sentence, repeated addition, twos, fives, double, halve, half, the same, plus**).



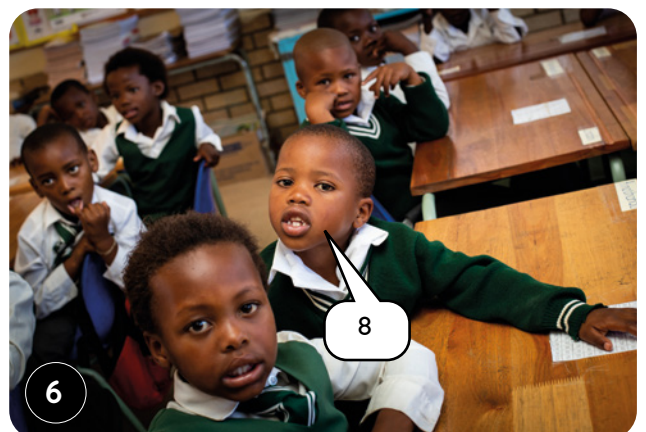
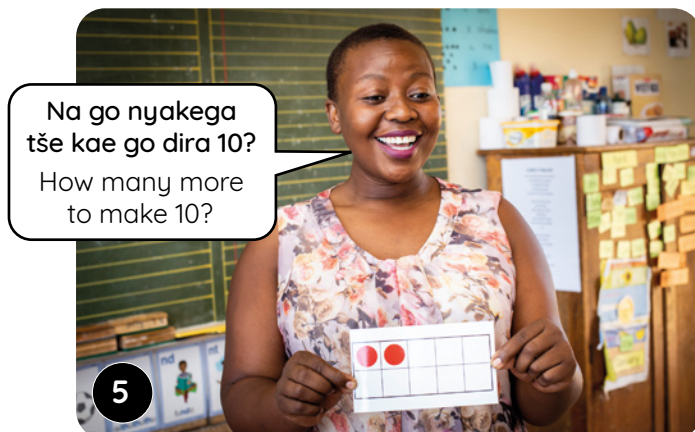
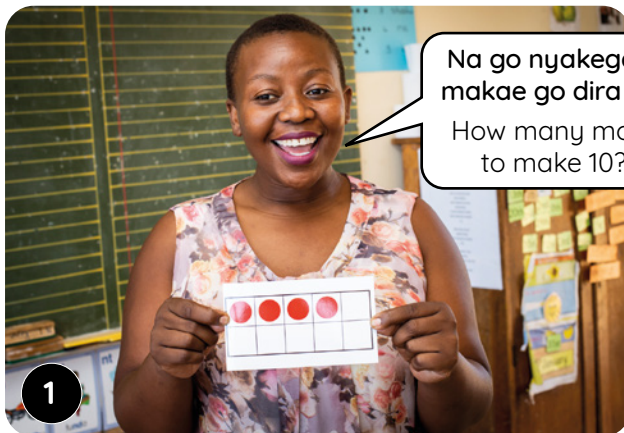
MMETSE WA HLOGO | MENTAL MATHS

Itlwaetše go dira 10 o šomiša dikarata tša marontho.

Practise making 10 using dot cards.

Gopola go lekola letšatšikgwedi o be o swaye rejistara letšatši le lengwe le le lengwe.

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





Repeated addition

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Na ke barutwana ba bakae bao ba lego ka pele ga phapoši?

How many learners are in front of the class?

Ke barutwana ba ba 5.
5 learners.



Na o bona mahlo a makae?
How many eyes do you see?

2, 4, 6, 8, 10
Barutwana ba ba 5 ba na le mahlo a 10.
The 5 learners have 10 eyes.



Na o bona menwana ye mekae matsogong a ma5?
How many fingers do you see on 5 hands?



5, 10, 15, 20, 25 ya menwana
ge e hlakana ka moka.
5, 10, 15, 20, 25 fingers altogether.

Na re hweditše bjang palomoka
ya menwana ya matsogo a ma5?
How did we find the total number
of fingers on 5 hands?



Re badile ka bo5 (menwana
ye 5) ga 5 gore re fihle go 25.
We counted up in 5s (5 fingers)
5 times to get to 25.

Ngwala mafokopalo a a latelago letlapeng o be o ahlaahle kgopolo ya tihakantšhlopeletšo.

Write the following number sentences on the board and discuss the idea of repeated addition.

$$2 + 2 + 2 + 2 + 2 = 10$$

$$5 + 5 + 5 + 5 + 5 = 25$$

Bušetša dikgato tše o šomiša dilo tše dingwe tšeo di dumelago go bala ka dikatišo, go fa mohlala, matsogo le maoto (bo2); menwana ya matsogong ka bobedi (bo10); bjalo bjalo.

Repeat these steps using other objects that allow counting in multiples, for example, arms and legs (2s); fingers on both hands (10s); and so on.

BEKE • WEEK
8

LETŠATŠI 1 • DAY 1

Tlhakantšhopoeletšo

Repeated addition

MMETSE
WA HLOGO
MENTAL MATHS

DIRA 10 O ŠOMIŠA
DIKARATA TŠA MARONTHO
MAKE 10 USING DOT CARDS

PAPADI
GAME

KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

MATLAKALATŠHOMELO
WORKSHEETS

- 1 Bala mahlo. Bala ka bo2. Ask: If these 10 owls have 20 eyes, how many feet do they have?

Count the eyes. Count in 2s.

									
2	4	6	8	10	12	14	16	18	20

Bala maoto. Bala ka bo2.

Count the legs. Count in 2s.

					
2	4	6	8	10	12

Bala menwana. Bala ka bo5.

Count the fingers. Count in 5s.

						
5	10	15	20	25	30	35

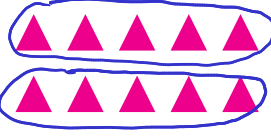
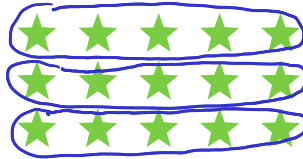
Bala dirurubele. Bala ka bo5.

Count the butterflies. Count in 5s.

				
5	10	15	20	25

- 2 Thala didiko go dikologa bo5 go hwetša palo ya dibopego.

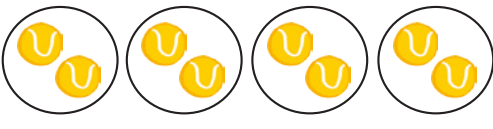
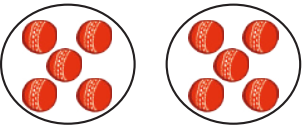
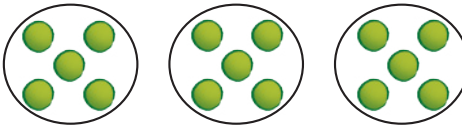
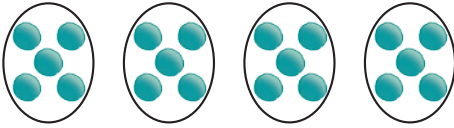
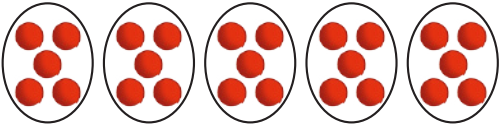
Draw circles around the 5s to work out how many shapes.

sehlopha se 1 sa 5 1 group of 5  5	dihlopha tše 2 tša 5 2 groups of 5  10	dihlopha tše 3 tša 5 3 groups of 5  15
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Repeated addition

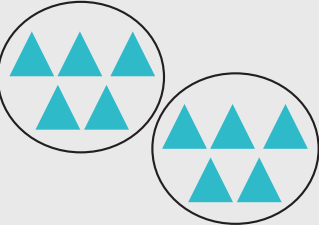
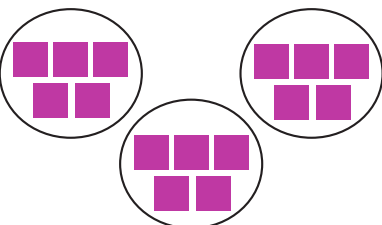
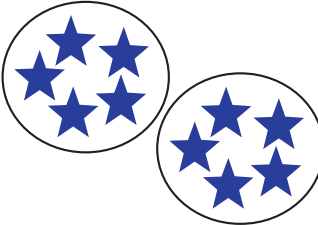
3 Ngwala lefokopalo o be o rarolle marara.

Write a number sentence and solve the problem.

 $2 + 2 + 2 = 6$	 $2 + 2 + 2 + 2 = 8$
 $2 + 2 = 4$	 $2 + 2 + 2 = 6$
 $5 + 5 = 10$	 $5 + 5 + 5 = 15$
 $5 + 5 + 5 + 5 = 20$	 $5 + 5 + 5 + 5 + 5 = 25$

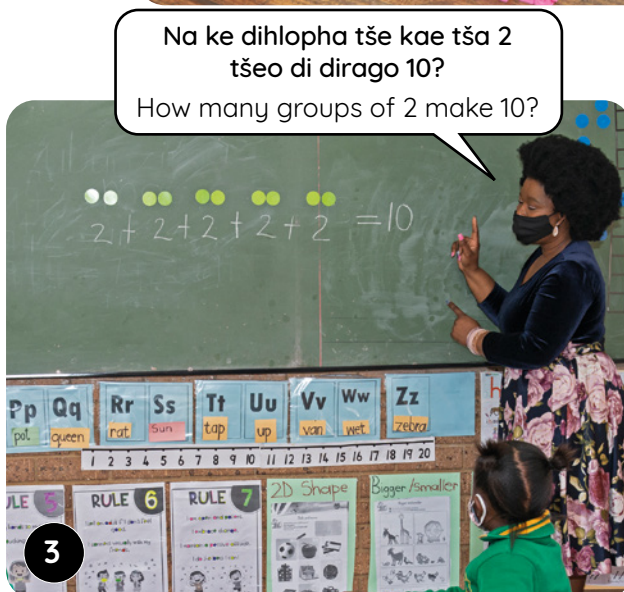
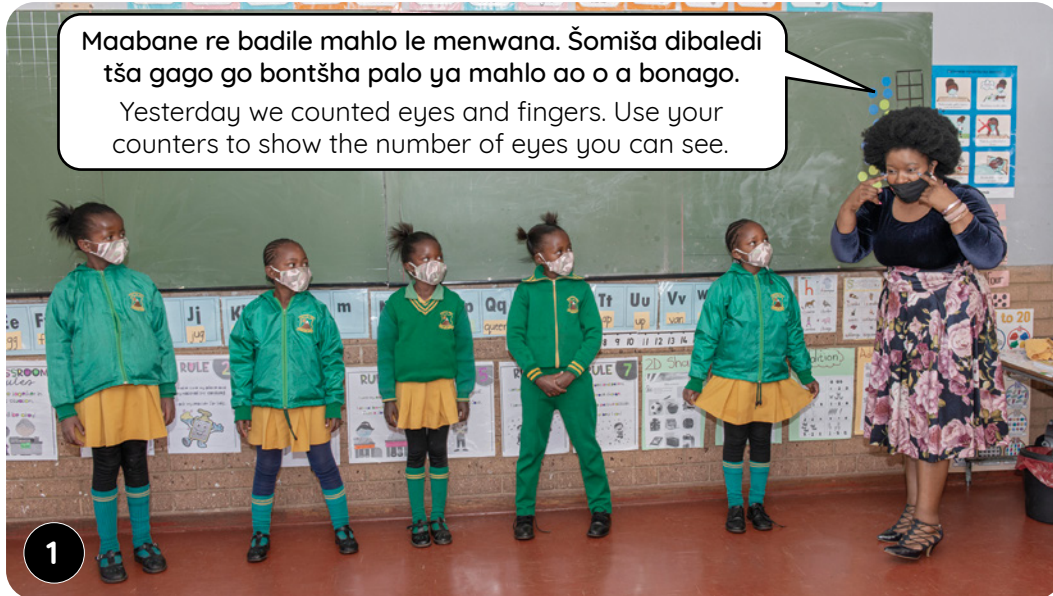
4 Ngwala mafokopalo a diboego tše.

Write number sentences for these shapes.

 $5 + 5 = 10$	 $5 + 5 + 5 = 15$	 $5 + 5 = 10$
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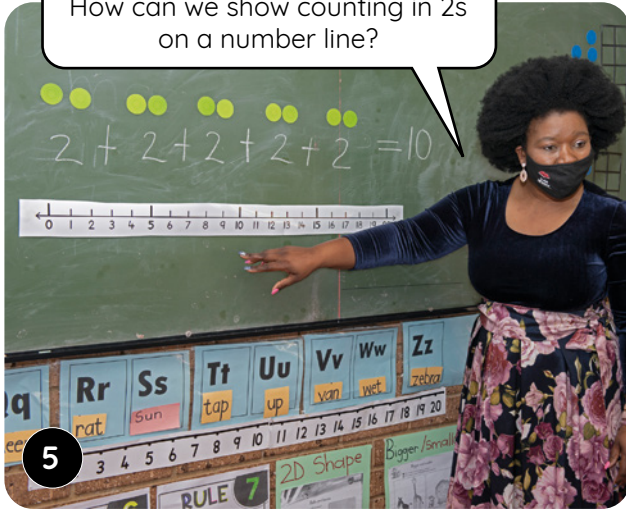
MMETSE WA HLOGO | MENTAL MATHS



WEEK 8 • DAY 2

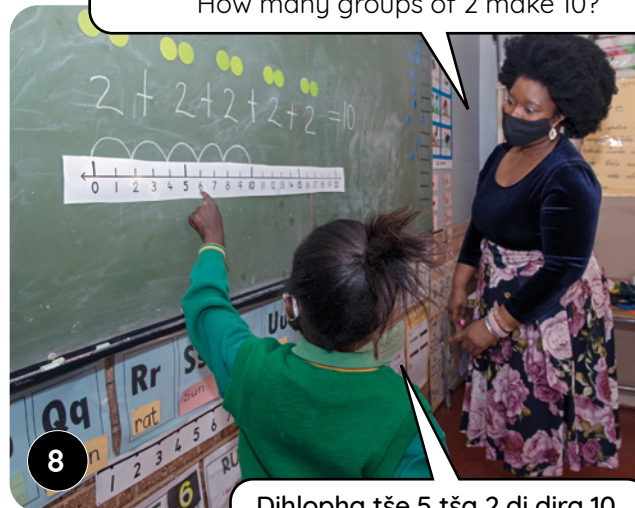
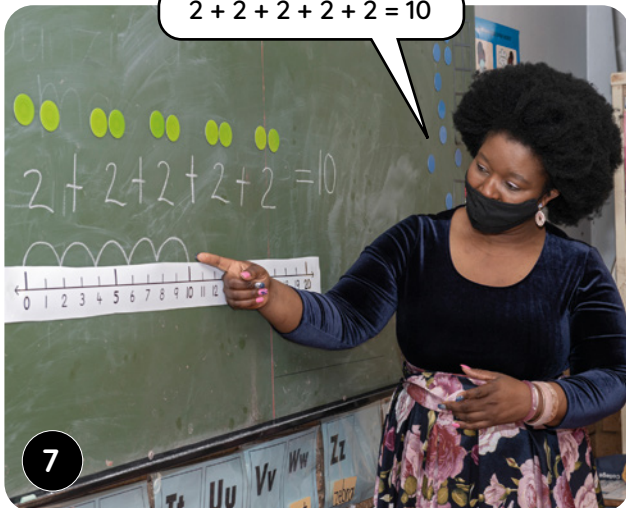
Repeated addition

Na re ka bontšha bjang go bala ka bo2 godimo ga mothalo-palo?
How can we show counting in 2s on a number line?



Dira mefofo ya bo2 godimo ga mothalo-palo.
Jump in 2s on the number line.

$$2 + 2 + 2 + 2 + 2 = 10$$



Na ke dihlopha tše kae tša 2 tšeo di dirago 10?
How many groups of 2 make 10?

Dihlopha tše 5 tša 2 di dira 10.
5 groups of 2 make 10.

Bjale a re direng sa go swana le seo re bala ka menwana. Na o bona menwana ye mekae matsogong a 3?

Now let's do the same thing counting fingers.
How many fingers do you see on 3 hands?



Latela dikgato tša go swana le tša ka godimo go itlwaetša tlhakantšhopoeletšo. Lebelela dilo tšeo di ipušeletšago ka hlago, go fa mohlala, matsogo a 2, maoto a 2, ditsebe tše 2, menwana ya leoto ye 5, bjalebale.

Follow the same steps as above to practise repeated addition. Refer to objects or things that repeat naturally, for example, 2 arms, 2 legs, 2 ears, 5 toes on one foot, and so on.



LETŠATŠI 2 • DAY 2

Tlhakantšhopoeletšo

Repeated addition

MMETSE
WA HLOGO
MENTAL MATHS

DIRA 10 O ŠOMIŠA
DIKARATA TŠA MARONTHO
MAKE 10 USING DOT CARDS

PAPADI
GAME

KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

MATLAKALATŠHOMELO
WORKSHEETS

1 Bala ditsebe.

Count the ears.

2	4	6	8	10	12

Bala dikhoine. Bala ka bo2.

Count the coins. Count in 2s.

2	4	6	8	10	12	14

Bala menwana.

Count the fingers.

5	10	15	20	25	30	35

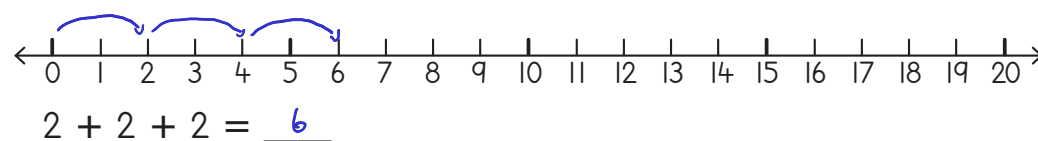
Bala dikhoine. Bala ka bo5.

Count the coins. Count in 5s.

5	10	15	20	25	30	35

2 Bala mothaloalong ka bo2.

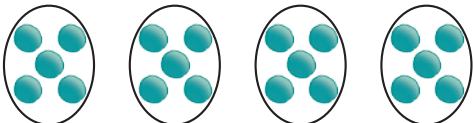
Count in 2s on the number line.



Repeated addition

3 Ngwala mafokopalo o be o rarolle marara.

Write the number sentences and solve the problems.

 $\underline{2} + \underline{2} + \underline{2} + \underline{2} = \underline{8}$	 $\underline{2} + \underline{2} + \underline{2} + \underline{2} + \underline{2} = \underline{10}$
 $\underline{5} + \underline{5} + \underline{5} = \underline{15}$	 $\underline{5} + \underline{5} + \underline{5} + \underline{5} = \underline{20}$

4 Rarolla mararantšu.

Solve the word problems.

Nkazi o na le mekotla ye 7 ya go ba le malekere a ma2 ka mokotleng wo mongwe le wo mongwe. Na o na le malekere a makae ge a hlakana ka moka? Thala malekere ka gare ga mekotla.

Nkazi has 7 bags with 2 sweets in each bag. How many sweets does he have altogether?
Draw the sweets in the bags.

Ngwala lefokopalo.

Write the number sentence.

$$\underline{2} + \underline{2} + \underline{2} + \underline{2} + \underline{2} + \underline{2} + \underline{2} = \underline{12}$$



Lwandile o na le mapokisi a ma4. Lepokisi le lengwe le le lengwe le na le mebutla ye me5. Na go na le mebutla ye mekae ka moka ge e hlakana?

Lwandile has 4 boxes. Each box has 5 rabbits in it. How many rabbits are there altogether?



Ngwala lefokopalo.

Write the number sentence.

$$\underline{5} + \underline{5} + \underline{5} + \underline{5} = \underline{20}$$

BEKE 8 • LETŠATŠI 3

Go pedifatša le go ripa gare

MMETSE
WA HLOGO
MENTAL MATHS

DIRA 10
O ŠOMIŠA DIKARATA
MAKE 10 USING DOT CARDS

KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

PAPADI
GAME

MATLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Bea dibaledi tše 3. Na o na le dihlopha tše kae tša dibaledi tša 3?
Put out 3 counters. How many groups of 3 counters do you have?



1

Re na le sehlopha se tee sa dibaledi tše 3.
We have one group of 3 counters.

Bea sehlopha se sengwe sa dibaledi tše 3.
Put out another group of 3 counters.



2

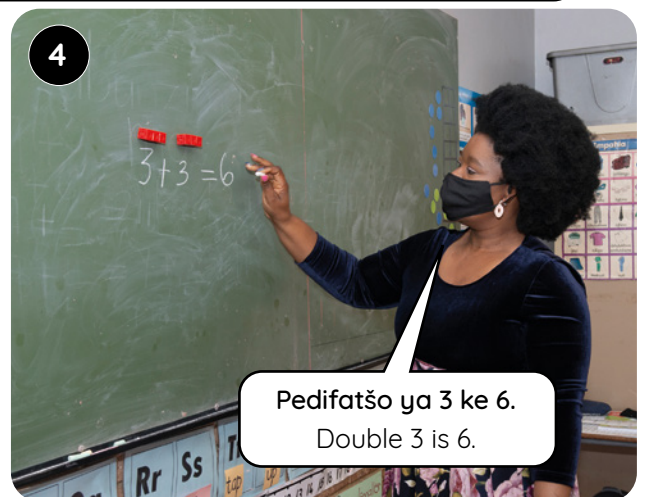
Bjale re na le dihlopha tše pedi tša dibaledi tše 3. Re na le dibaledi tše 6 ge di hlakana ka moka.
Now we have two groups of 3 counters. We have 6 counters altogether.

Na o gona yoo a tsebago lentšu leo re le šomišago ge re hlakantšha palo ya go swana gabedi?
Does anyone know what word we use when we add the same number to itself?



3

Re šomiša lentšu le, pedifatšo.
We use the word double.



4

Pedifatšo ya 3 ke 6.
Double 3 is 6.

Dumelela barutwana go ahlaahla ka lentšu le, pedifatšo le go le hlaloša ba šomiša mantšu a bona. Dira mehlala ye mentši ya go pedifatša le phapoši.

Allow learners to discuss the word **double** and to explain what it means using their own words. Do more examples of doubling with the class.

WEEK 8 • DAY 3

Doubling and halving

Lebelela dibaledi tše 6 tesekeng ya gago.
Abelanang dibaledi tše 6 ka go lekana le morišane wa gago.

Look at the 6 counters on your desk. Share the 6 counters equally between you and your partner.



Na o tee o hweditše dibaledi tše kae?
How many counters did you each get?



Re re re hweditše seripa sa 6. Ge re ripa 6 ka bogare, re abetše bagwera ba ba 2 ka go lekana.
We say that we found half of 6. When we halved 6, we shared 6 equally between 2 friends.

O tee wa rena o hweditše tše 3.
We each got 3.

Re hweditše palo ya go lekana.
We each got the same number.



Seripa sa 6 ke 3.
Half of 6 is 3.



Dumelela barutwana go ahlaahla ka mantšū a, *seripa* le *go ripa gare* le *go a hlaloša* ba šomiša mantšū a bona. Dira mehlala ye mentši ya *go ripa gare* le phapoši.

Allow learners to discuss the words **half** and **halve** and to explain what they mean using their own words. Do more examples of halving with the class.

Efa barutwana menyetla ye mentši ya go šomiša polelo ya Dipalo mo thutišong ye. Netefatša go re ba šomiša mantšū a, pedifatšo, *seripa*, go pedifatša le *go ripa gare*.

Allow the learners many opportunities to use the maths language in this lesson. Ensure that they use the words **double**, **half**, **doubling** and **halving**.

Go pedifatša le go ripa gare

BEKE • WEEK
8

LETŠATŠI 3 • DAY 3

Go pedifatša le go ripa gare

Doubling and halving

MMETSE
WA HLOGO
MENTAL MATHS

DIRA 10 O ŠOMIŠA
DIKARATA TŠA MARONTHO
MAKE 10 USING DOT CARDS

PAPADI
GAME

KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

MATLAKALATŠHOMELO
WORKSHEETS

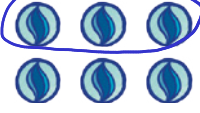
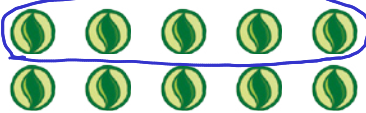
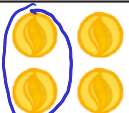
1 Pedifatša dimabole.

Double the marbles.

 Pedifatšo ya 3 ke <u>6</u> . Double 3 is <u>6</u> .	 Pedifatšo ya 1 ke <u>2</u> . Double 1 is _____.
 Pedifatšo ya 4 ke <u>8</u> . Double 4 is _____.	 Pedifatšo ya 2 ke <u>4</u> . Double 2 is _____.
 Pedifatšo ya 6 ke <u>12</u> . Double 6 is _____.	 Pedifatšo ya 5 ke <u>10</u> . Double 5 is _____.

2 Abaganya dimabole ka go lekana magareng ga bagwera ba babedi.

Share the marbles equally between two friends.

 Seripa sa 8 ke <u>4</u> . Half of 8 is <u>4</u> .	 Seripa sa 6 ke <u>3</u> . Half of 6 is _____.
 Seripa sa 2 ke <u>1</u> . Half of 2 is _____.	 Seripa sa 10 ke <u>5</u> . Half of 10 is _____.
 Seripa sa 4 ke <u>2</u> . Half of 4 is _____.	 Seripa sa 12 ke <u>6</u> . Half of 12 is _____.

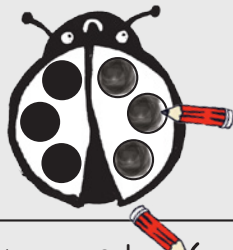
WEEK 8 • DAY 3

Doubling and halving

3

Pedifatša marontho.

Double the dots.



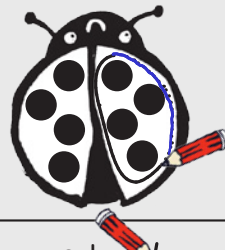
Pedifatšo ya 3 ke 6.

Double 3 is 6.

$$3 + 3 = \underline{6}$$

Ripa marontho ka bogare.

Halve the dots.

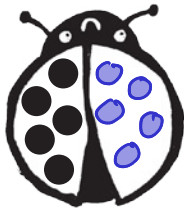


Seripa sa 8 ke 4.

Half of 8 is 4.

Pedifatša marontho.

Double the dots.



Pedifatšo ya 5
ke 10.

Double 5 is ____.

$$5 + 5 = \underline{10}$$



Pedifatšo ya 1
ke 2.

Double 1 is ____.

$$1 + 1 = \underline{2}$$



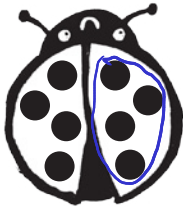
Pedifatšo ya 2
ke 4.

Double 2 is ____.

$$2 + 2 = \underline{4}$$

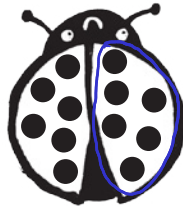
Ripa marontho ka bogare.

Halve the dots.



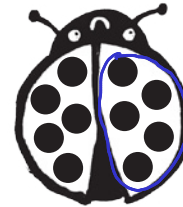
Seripa sa 8
ke 4.

Half of 8 is ____.



Seripa sa 12
ke 6.

Half of 12 is ____.



Seripa sa 10
ke 5.

Half of 10 is ____.

78

Beke 8 • Letšatši 3

Go pedifatša le go ripa gare



MMETSE
WA HLOGO
MENTAL MATHS

DIRA 10
O ŠOMIŠA DIKARATA
MAKE 10 USING DOT CARDS

KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

PAPADI
GAME

MATLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Na go na le menwana ye mekae
letsogong le tee?
How many fingers on one hand?



Na go na le menwana ye mekae
matsogong a mabedi?
How many fingers on two hands?



Pedifatšo ya 5 ke 10.
Double 5 is 10.

A re ngwaleng dipalo ka
gare ga tafola go swana le ka
mokgwa woo re dirilego peleng.
Let's write the numbers in a
number table like before.



Menwana ye 5 letsogong le
lengwe le le lengwe.
5 fingers on each hand. $5 + 5 = 10$.



Feleletša tafola ya palo mmogo le phapoši. Bolelang ka dipalo ge le le gare le di ngwala ka gare
ga tafola - o gopole go bolela go re o pedifatša palo. Dira mehlala ye mentši ya go swana le yeo.

Complete the number table together with the class. Talk about the numbers as you write them into
the table - remember to say that you are doubling the number. Do many such examples.

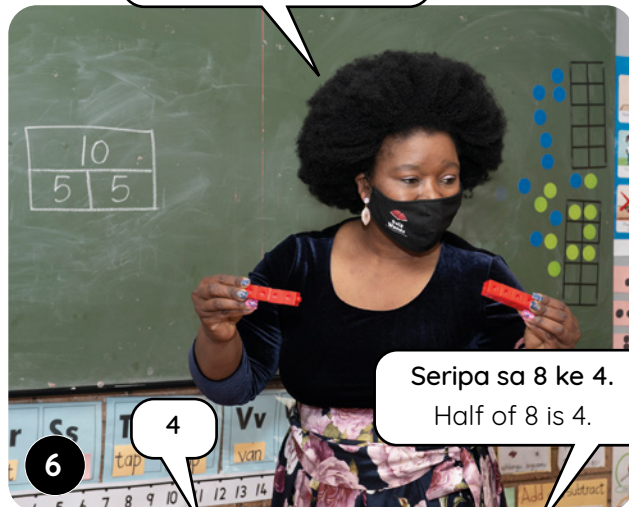
WEEK 8 • DAY 4

Doubling and halving

Na ke dipoloko tše kae?
How many blocks?



Seripa sa 8 ke eng?
What is half of 8?



A re ngwaleng dipalo ka
gare ga tafola go swana le ka
mokgwa woo re dirilego peleng.
Let's write the numbers in a
number table like before.



Seripa sa 8 ke 4.
Half of 8 is 4.



Feleletša tafola ya palo mmogo le phapoši. Bolelang ka dipalo ge le le gare le di ngwala ka gare ga tafola - o gopole go bolela go re o pedifatša palo. Dira mehlala ye mentši ya go swana le yeo.

Complete the number table together with the class. Talk about the numbers as you write them into the table - remember to say that you are halving the number. Do many such examples.

Mošomo wo o diretšwe go thuša barutwana go bona tswalano magareng ga go pedifatša le go ripa gare. Bušetša dikgato tša ka godimo o šomiša mehuta yeo e fapafapanego ya dipalo, o hlohleletša barutwana go bona ka mokgwa woo ba tlo ngwalago marara ka tafoleng nako le nako.

This activity is designed to help learners see the relationship between doubling and halving. Repeat the steps above using a variety of different numbers, encouraging learners to see how they would write the problems in the table each time.

Go pedifatša le go ripa gare



LETŠATŠI 4 • DAY 4

Go pedifatša le go ripa gare

Doubling and halving

MMETSE
WA HLOGO
MENTAL MATHS

DIRA 10 O ŠOMIŠA
DIKARATA TŠA MARONTHO
MAKE 10 USING DOT CARDS

PAPADI
GAME

KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

MATLAKALATŠHOMELO
WORKSHEETS

1 Hlakantšha.

Add.

Ngwala dipedifatšo.

Write the doubles.

$4 + 4 =$	 8	Pedifatšo ya 4 ke Double 4 is	 8
$8 + 8 =$	16	Pedifatšo ya 8 ke Double 8 is	16
$3 + 3 =$	6	Pedifatšo ya 3 ke Double 3 is	6
$7 + 7 =$	14	Pedifatšo ya 7 ke Double 7 is	14
$2 + 2 =$	4	Pedifatšo ya 2 ke Double 2 is	4

2 Thala marontho ka methaladi ye mebedi. Balela seripa.

Draw dots in two rows. Calculate half.

18		Seripa sa 18 ke Half of 18 is	 9
12		Seripa sa 12 ke Half of 12 is	6
10		Seripa sa 10 ke Half of 10 is	5
14		Seripa sa 14 ke Half of 14 is	7
20		Seripa sa 20 ke Half of 20 is	10



3 Bontšha pedifatšo le seripa ka go feleletša ditafola.

Complete the tables to show **double** and **half**.

6	
3	3

8	
4	4

14	
7	7

10	
5	5

12	
6	6

18	
9	9

Papadi: Go pedifatša
Game: Doubling

Demonstrate how to play the game.

1

Pedifatša 7.
Double 7.

2

A re baleleng.
Let's work it out!

3

Matsogo a mabedi a dira 10!
Two hands makes 10!

Pedifatšo ya 2 ke 4.
Double 2 is 4.

4

$10 + 4 = 14$
Pedifatšo ya 7 ke 14.
Double 7 is 14.

A re ralokeng gape. Pedifatša 9!
Let's play again. Double 9!



LETŠATŠI 5 • DAY 5

Teefatšo

Consolidation

LETLAKALATŠHOMELO
WORKSHEET

LETLAKALATŠHOMELO
WORKSHEET

1 Ngwala mafokopalo o be o rarolle marara a.

Write the number sentences and solve these problems.



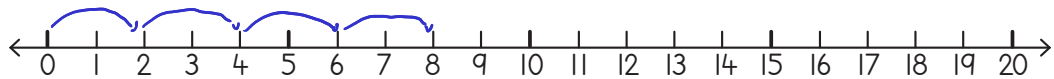
$$\underline{2} + \underline{2} + \underline{2} + \underline{2} + \underline{2} + \underline{2} + \underline{2} = \underline{14}$$


$$\underline{5} + \underline{5} + \underline{5} + \underline{5} = \underline{20}$$

2 Bala ka bo2 mothaloalong.

Count in 2s on the number line.

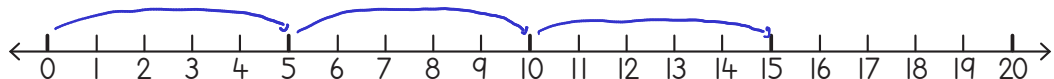
$$2 + 2 + 2 + 2 = \underline{8}$$



Bala ka bo5 mothaloalong.

Count in 5s on the number line.

$$5 + 5 + 5 = \underline{15}$$

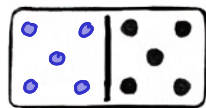


3 Pedifatša maronotho.

Double the dots.

Ripa maronotho ka bogare.

Halve the dots.



Pedifatšo ya 5 ke 10.

Double 5 is _____.

Maronotho a 6.

_____ dots

$$5 + 5 = \underline{10}$$

Seripa sa 12 ke 6.

Half of 12 is _____.

Consolidation

4 Bala dihlapi. Bala ka bo2.

Count the fish. Count in 2s.

									
2	4	6	8	10	12	14	16	18	20

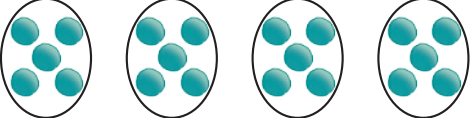
Bala dikhoine. Bala ka bo5.

Count the coins. Count in 5s.

						
5	10	15	20	25	30	35

5 Ngwala mafokopalo o be o rarolle marara.

Write the number sentences and solve the problems.

 $2 + 2 + 2 + 2 = 8$	 $2 + 2 + 2 + 2 + 2 = 10$
 $5 + 5 + 5 = 15$	 $5 + 5 + 5 + 5 = 20$

 Pedifatšo ya 7 ke <u>14</u> . Double 7 is _____. $7 + 7 =$ _____	 Pedifatšo ya 4 ke <u>8</u> . Double 4 is _____. $4 + 4 =$ _____	 Pedifatšo ya 9 ke <u>18</u> . Double 9 is _____. $9 + 9 =$ _____
 Seripa sa 10 ke <u>5</u> . Half of 10 is _____.	 Seripa sa 16 ke <u>8</u> . Half of 16 is _____.	 Seripa sa 14 ke <u>7</u> . Half of 14 is _____.

Kelo ya Kotara ya 4

Kelo ya kotara e swantšhitšwe gammogo le dipeakanyo tša dithutišo. Kelo e akaretša mešomo ya go ngwalwa, bomolomo le ya tirišo. Peakanyo ya kelo ka botlalo ya Kotara ya 1 e filwe ka tafoleng ya ka tlase.

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

Ka dibeke tša 1 le 8 ga go na mešomo ya kelo ya semmušo. Ka letšatši la bo5, barutwana ba swanetše go šomana le matlakalatšhomelo ao a filwego ka gare ga Puku ya Mešomo ya Morutwana ya Bala Wande go teefatša mošomo wa beke. Kelo yeo e sego ya semmušo e ka dirwa.

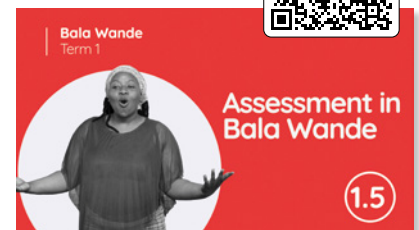
Ka dibeke tša 4 le ya 6 go beakantšwe kelo ya **mešongwana ya bomolomo le ya tirišo**. O tla šomiša mešongwana ya tirišo le lenaneotekolo/rubriki yeo e filwego go kakaretšo ya beke go ela barutwana. Mešongwana ya bomolomo le ya tirišo e swanetše go dirwa mo bekeng ka moka ka botee goba ka dihlopha tša barutwana, ge phapoši e le gare e dira mešomo ya go ikema ya phapošing.

Ka dibeke tša 2-7 go beakantšwe mešongwana ya **kelo ya go ngwalwa**. Mešongwana ye e hwetšagala ka gare ga paka ya kelo matlakaleng ao a laeditšwego ka gare ga tafola ya ka tlase. Ka morago ga ge ba feditše mošongwana wa go ngwalwa wa kelo, barutwana ba ka šomana le go teefatša matlakalatšhomelo ka Pukung ya Mešomo ya Morutwana.

O swanetše go fa barutwana mošomo wa **kelo ya motheo** bjale ka ge e le molao wa profense. Materiale wa go thekga woo ba o filego o swanetše go šomišwa.

Rekhota meputso ya gago o šomiša matlakala a gago a semmušo a go rekhota meputso ya mošongwana wo mongwe le wo mongwe.

Kelo ya Kotara ya 4 ke ye e latelago:



			Letlakala	Meputso
Beke ya 2	Go lemoga, go beakanya le go bapetša dipalo	Ya go ngwalwa	190	16
Beke ya 3	Marara a go hlakantšha le go ntšha ka go šomiša tšhelete bjale ka kamano	Ya go ngwalwa	192	8
Beke ya 4	Go hlakantšha le go ntšha dipaterone	Ya go ngwalwa	194	18
	Lebelela barutwana go ela bokgoni bja bona bja go bala le go hlatholla kerafo ya diswantšho.	Bomolomo le tirišo	186	5
Beke ya 5	Nako	Ya go ngwalwa	196	8
Beke ya 6	Go ripagare ka go lekana, go pedifatša le go ripagare	Ya go ngwalwa	198	8
	Sekgoba le sebopego: Lebelela bokgoni bja barutwana bja go tseba le go lemoga methalo ya go ripa gare ka go lekana ka diboepo tša mahlakore-2 tša tšeometrikhale le tše e sego tša tšeometrikhale.	Bomolomo le tirišo	188	7
Beke ya 7	Go hlopha le go abela	Ya go ngwalwa	200	13

Term 4 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 4 is provided in the table below.

Day 5 of each week is planned for assessment and consolidation

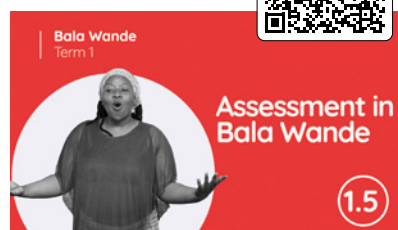
In Weeks 1 and 8, there is no formal assessment activity. On Day 5, learners should work on the worksheets provided in the Learner Activity Book to consolidate the work for the week. Informal assessment can be done.

In Weeks 4 and 6, **oral and practical assessment** activities are planned. You will use practical activities and the checklist/rubric provided in the week overview to assess learners. Oral and practical activities should be carried out throughout the week, individually or in groups of learners, while the class is busy with the independent classwork activities.

In Weeks 2 to 7, **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 4 assessments are as follows:

			Page	Mark
Week 2	Recognising, ordering and comparing numbers	Written	190	16
Week 3	Addition and subtraction problems using money as a context	Written	192	8
Week 4	Addition and subtraction and patterns.	Written	194	18
	Observe learners to assess their ability to read and interpret a pictograph.	Oral and practical	186	5
Week 5	Time	Written	196	8
Week 6	Symmetry, doubling and halving	Written	198	8
	Observe learners to assess their ability to identify and recognise lines of symmetry in 2-D geometrical and non-geometrical shapes	Oral and practical	188	7
Week 7	Grouping and sharing	Written	200	13

Kelo ya bomolomo le tirišo

Šomiša lenaneotekolo/rubriki ya ka tlase mo dibekeng tšeo di beetšwego tšona. O ka arola phapoši ya gago ka dihlopha gomme wa ela sehlopha se tee ka letšatši moo bekeng yeo gore o tloše kgatelelo ya go dira mošongwana wo le phapoši ka moka ka letšatši le tee.

Beke ya 4 Kelo ya bomolomo le tirišo: Kelo: Tšhomišo ya Data

Lebelela kerafo ya diswantšho letlakaleng la 41 ka pukung ya Mešomo ya Morutwana ge o dira mošongwana wo.

Lebelela barutwana go ela bokgoni bja bona bja go bala le go hlatholla kerafo ya diswantšho.	Meputso 7		
Lenaneo: Nepagetše/fošagetše/nyakile a nepile	✓	x	●
O kgona go tseba seo se emelwago kerafong ya diswantšho ka go šomiša hlogo			
O kgona go tseba senotlelo sa kerafo ya diswantšho (mmabole o emela mmabole o 1)			
O kgona go bala tshedimošo go tšwa go kerafo ya diswantšho – le go bona gore go bontšhitšwe dilo tše kae ka kholomong (mhl. Na go badilwe dimabole tše kae tše ditalamorogo?)			
O kgona go tseba “nnyane” le “ntši” go tšwa kerafong ya diswantšho (mohl. Na ke mmala ofe wa mmabole woo o bonwego gantši?)			
O kgona go balela phapano magareng ga data ya dilo (mohl. Na phapano magareng ga palo ya dimabole tše di serolane le palo ya dimabole tše dikhubedu ke eng?)			

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 4 Oral and practical assessment: Data Handling

Refer to the pictograph on page 41 of the LAB when you do this activity.

Observe learners to assess their ability to read and interpret a pictograph.	Mark: X		
Checklist: Correct/incorrect/almost	✓	✗	●
Able to identify what is being represented in the pictograph using the title.			
Able to identify the key of the pictograph. (a marble represents 1 marble)			
Able to read information from the pictograph – how many items are shown in a column. (e.g. How many green marbles were counted?)			
Able to identify “least” and “most” from the pictograph. (e.g. What colour marble was seen most often?)			
Able to calculate the difference between data items. (e.g. What is the difference between the number of yellow marbles and the number of red marbles?)			

Beke ya 6 Kelo ya bomolomo le tirišo: Sekgoba le sebopego - Go ripagare ka go lekana

Lebelela bokgoni bja barutwana bja go tseba le go lemoga methalo ya go ripa gare ka go lekana go diboepgo tša mahlakorepedi (2-D) tša tšeometrikhale le tše e sego tša tšeometrikhale	Meputso 4		
Lenaneo: Nepagetše/fošagetše/nyakile a nepile	✓	x	●
O kgona go tseba dilo tša ka phapošing tša go ripa gare ka go lekana			
O kgona go hlaola diboepgo tše e sego tša tšeometrikhale go ya ka go ripa gare ka go lekana le tše di sa lekanego ge o ripa gare			
O kgona go hlaola diboepgo tša tšeometrikhale go ya ka go ripa gare ka go lekana le tše di sa lekanego ge o ripa gare			
O kgona go lemoga mothalo wa go ripa gare ka go lekana go sebopego seo e sego sa tšeometrikhale (go fa mohlala, serurubele)			
O kgona go lemoga mothalo wa go ripa gare ka go lekana go sebopego sa tšeometrikhale (go fa mohlala, sekwere)			
O kgona go lemoga mothalo wa go ripa gare ka go lekana go sebopego seo e sego sa tšeometrikhale (go fa mohlala, serurubele)			
O kgona go thala mothalo wa go ripa gare ka go lekana go sebopego sa tšeometrikhale (go fa mohlala, sekwere)			

Šomiša khoutu ye ya QR go tsena inthaneteng o ntšhe matlakala a go rekhota meputso a mešongwana ya kelo.



Matlakala a go rekhota meputso a Funda Wande

Week 6 Oral and practical assessment: Space and shape – Symmetry

Observe learners to assess their ability to identify and recognise lines of symmetry in 2-D geometrical and non-geometrical shapes	Mark: X		
Checklist: Correct/incorrect/almost	✓	✗	●
Able to identify objects in the classroom that are symmetrical			
Able to sort non-geometric shapes according to symmetrical and asymmetrical			
Able to sort geometric shapes according to symmetrical and asymmetrical			
Able to recognise a line of symmetry in a symmetrical non-geometric shape (for example, a butterfly)			
Able to recognise a line of symmetry in a symmetrical geometric shape (for example, a square)			
Able to draw a line of symmetry in a symmetrical non-geometric shape (for example, a butterfly)			
Able to draw a line of symmetry in a symmetrical geometric shape (for example, a square)			

Use this QR code to download mark sheets for the assessment activities:



Funda Wande mark sheet

Kelo ya go ngwalwa • Written assessment

BEKE • WEEK
2

Kelo

Assessment

Dipalo tša go fihla go 100

Numbers up to 100

Leina | Name Memorandum

Letšatši-kgwedi | Date Total marks: 16

1 Khalara dipalo.

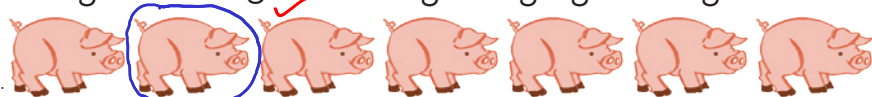
Colour the numbers.

50 go ya go 69 50 to 69 ✓	70 go ya go 79 70 to 79 ✓	80 go ya go 89 80 to 89 ✓	90 go ya go 99 90 to 99 ✓
------------------------------	------------------------------	------------------------------	------------------------------

82	85	99	55	81	88	99	67	80	97	94	68
71	75	65	91	95	60	72	78	59	93	99	61
84	62	67	97	87	55	65	99	81	52	62	92

2 Thala sediko go kolobe ya bobedi go tloga go la ngele.

Circle the second pig from the left.



Thala sediko go segwagwa sa bolesome go tloga go la go ja.

Circle the tenth frog from the right.



Thala sediko go dirurubele tše 2, o thome go la ngele.

Circle 2 butterflies, starting from the left.



Thala sediko go dithutlwa tše 3, o thome go la go ja.

Circle 3 giraffes, starting from the right.



Learners can also circle the animals individually.

3 Ngwala palo yeo e tlogo pele le morago ga palo yeo e filwego.

Write the number that comes before and after.

 ✓ 5 6 ✓ 5 6 7	 ✓ 12 13 ✓ 12 13 14	 ✓ 1 2 ✓ 1 2 3	 ✓ 16 17 ✓ 16 17 18
----------------------	---------------------------	----------------------	---------------------------

Leina | Name _____

Letšatši-kgwedi | Date _____

1 Khalara dipalo.

Colour the numbers.

50 go ya go 69 50 to 69	70 go ya go 79 70 to 79	80 go ya go 89 80 to 89	90 go ya go 99 90 to 99
----------------------------	----------------------------	----------------------------	----------------------------

82	85	99	55	81	88	99	67	80	97	94	68
71	75	65	91	95	60	72	78	59	93	99	61
84	62	67	97	87	55	65	99	81	52	62	92

2 Thala sediko go kolobe ya bobedi go tloga go la ngele.

Circle the
second pig
from the left.



Thala sediko go segwagwa sa bolesome go tloga go la go ja.

Circle the
tenth frog
from the right.



Thala sediko go dirurubele tše 2, o thome go la ngele.

Circle 2 butterflies,
starting from
the left.



Thala sediko go dithutlwa tše 3, o thome go la go ja.

Circle 3 giraffes,
starting from
the right.



3 Ngwala palo yeo e tlogo pele le morago ga palo yeo e filwego.

Write the number that comes **before** and **after**.

___ 6 ___	___ 13 ___	___ 2 ___	___ 17 ___

Kelo ya go ngwalwa • Written assessment

BEKE • WEEK
3

Kelo

Assessment

Marara a go hlakantšha le go ntšha

Addition and subtraction problems

Leina | Name Memorandum

Letšatši-kgwedi | Date Total marks: 8

1 Thala sediko go dikhoine tša go dira R10.

Circle the coins that will make up R10. *or other appropriate answers*



2 Šomiša lenaneo la ditheko go balela tšhentšhi ge o lefela ka R10.

Use the price list to work out the change if you pay with R10.

	50c		R2
	R5		R1

	O lefela You pay	Tšhentšhi Change
 	$R5 + R1 = R6$ ✓	$R4$ ✓
 	$50c + 50c = R1$ ✓	$R9$ ✓

3 Siya o na le bagwera ba ba 5 bao ba nago le R2 yo mongwe le yo mongwe ka mekotlaneng ya bona. Na tšhelete ya bona ke bokae ge e hlakane ka moka?

Siya has 5 friends with R2 in each of their purses. How much money do they have altogether?



Ngwala lefokopalo.

Write the number sentence.

$$R2 + R2 + R2 + R2 + R2 = R10$$

Leina | Name _____

Letšatši-kgwedi | Date _____

1 Thala sediko go dikhoine tša go dira R10.

Circle the coins that will make up R10.



2 Šomiša lenaneo la ditheko go balela tšhentšhi ge o lefela ka R10.

Use the price list to work out the change if you pay with R10.

	50c		R2
	R5		R1

	O lefela You pay	Tšhentšhi Change
 		
 		

3 Siya o na le bagwera ba ba 5 bao ba nago le R2 yo mongwe le yo mongwe ka mekotlaneng ya bona. Na tšhelete ya bona ke bokae ge e hlakane ka moka?

Siya has 5 friends with R2 in each of their purses. How much money do they have altogether?



Ngwala lefokopalo.

Write the number sentence.

Kelo ya go ngwalwa • Written assessment

BEKE • WEEK
4

Kelo

Assessment

Go hlakantšha le go ntšha dipaterone

Addition and subtraction patterns

Leina | Name Memorandum

Letšatši-kgwedi | Date Total marks: 18

1 Feleletšha paterone. Swaya mapokisi a maleba.

Complete the pattern. Tick the correct boxes.

39	38	37	36	35	34	33	32	31	30
----	----	----	----	----	----	----	----	----	----

Bala o eya pele

Count forwards

Bala o boela morago

Count backwards

ka bol

in 1s

ka bo2

in 2s

ka bo5

in 5s

2 Bala o be o ngwale mafokopalo.

Count and write the number sentences.

didiko

circles

2	4	6	8	10	12

$$2 + 2 + 2 + 2 + 2 + 2 = 12$$

3 Hlakantšha o be o ntšhe.

Add and subtract.

 $9 + 6 = 15$	 $9 + 6 = 15$
 $15 - 7 = 8$	 $13 - 9 = 4$



Kelo

Assessment

Go hlakantšha le go ntšha dipaterone

Addition and subtraction patterns

Leina | Name _____

Letšatši-kgwedi | Date _____

1 Feleletšha paterone. Swaya mapokisi a maleba.

Complete the pattern. Tick the correct boxes.

39		37	36	35	34				
----	--	----	----	----	----	--	--	--	--

Bala o eya pele Count forwards		Bala o boela morago Count backwards	
-----------------------------------	--	--	--

ka bol in 1s		ka bo2 in 2s		ka bo5 in 5s	
-----------------	--	-----------------	--	-----------------	--

2 Bala o be o ngwale mafokopalo.

Count and write the number sentences.

didiko
circles

___ + ___ + ___ + ___ + ___ + ___ = ___

3 Hlakantšha o be o ntšhe.

Add and subtract.

<table border="1"><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> $7 + \underline{\quad} = 14$													 $9 + \underline{\quad} = 15$
<table border="1"><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> $15 - \underline{\quad} = 8$													 $13 - \underline{\quad} = 4$

Kelo ya go ngwalwa • Written assessment

BEKE • WEEK
5

Kelo

Assessment

Nako

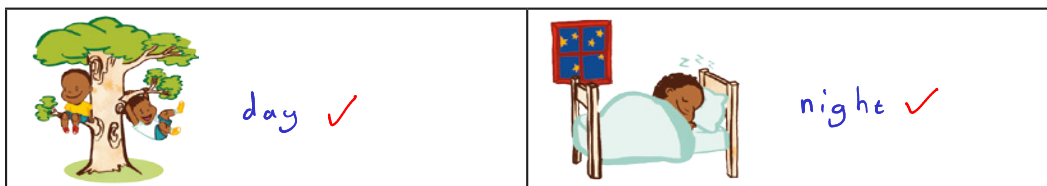
Time

Leina | Name Memorandum

Letšatši-kgwedi | Date Total marks: 8

- 1 Lebelela diswantšho. Ekaba ke mosegare goba ke bošego? Ngwala lentšu la maleba.

Look at the pictures. Is it day or night? Write the correct word.



- 2 Swaya ka ✓ go seo se tšeago nako ye telele. Bea X go seo se tšeago nako ye kopana.

Tick the activities that take a longer time and cross the activities that take a shorter time.

 Eja difihlolo. Eat breakfast.	 Sepela ka maoto go ya kerekeng. Walk to church.
 Robala bošego. Sleep for the night.	 Opela koša. Sing a song.

- 3 Rarolla marara ka go ngwala lefokopalo.

Solve the problem by writing the number sentence.

Ke tšea metsotso ye 10 go hlapa meno a ka. Ke tšea metsotso ye me5 go hlapa sefahlego sa ka. Na go ntšea nako ye kaakang go dira dilo tše pedi tše?

I take 10 minutes to brush my teeth and 5 minutes to wash my face. How long does it take me to do both of these things?

$$10 + 5 = 15 \checkmark$$

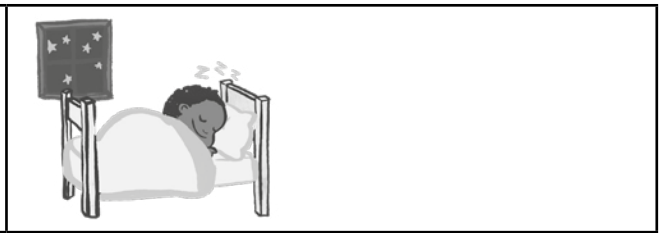
$$15 \text{ minutes } \checkmark$$

Leina | Name _____

Letšatši-kgwedi | Date _____

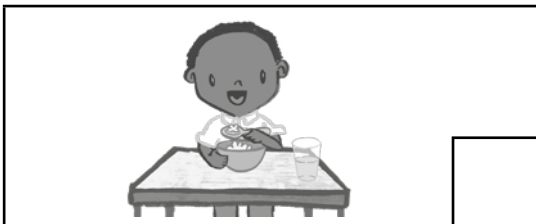
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Sepela ka maoto go ya kerekeng.

Walk to church.



Robala bošego.

Sleep for the night.

Opela koša.

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I take 10 minutes to brush my teeth and 5 minutes to wash my face. How long does it take me to do both of these things?

Kelo ya go ngwalwa • Written assessment



Kelo

Assessment

Go ripa gare ka go lekana, go pedifatša le go ripa gare

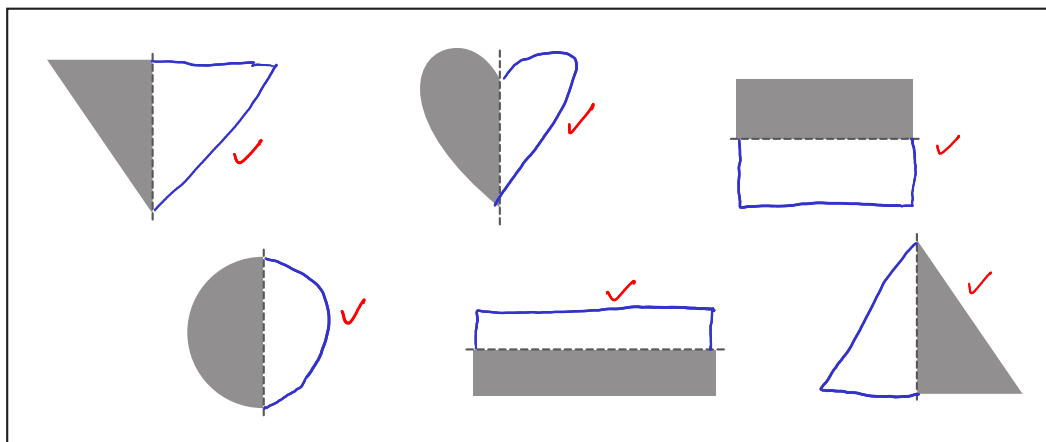
Symmetry, doubling and halving

Leina | Name Memorandum

Letšatši-kgwedi | Date Total marks: 14

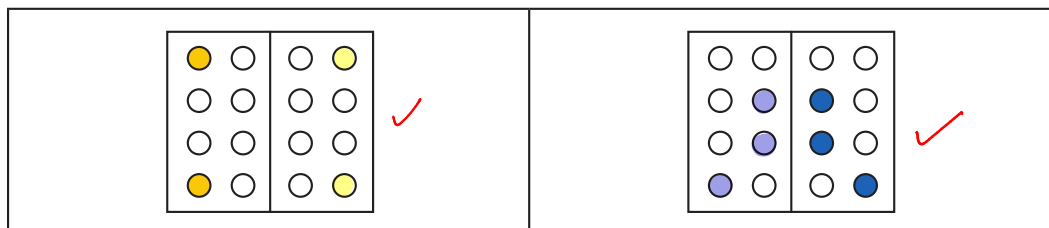
1 Thala seripa se sengwe sa sebopego.

Draw the other half of the shape.



2 Khalara marontho go dira gore sethalwa se lekane ka bogare.

Colour the dots to make the drawing symmetrical.



3 Feleletša ditafola go bontšha pedifatšo le seripa.

Complete the tables to show double or half.

6 ✓	
3	3

10 ✓	
5	5

12 ✓	
6	6

18 ✓	
9	9

14 ✓	
7	7

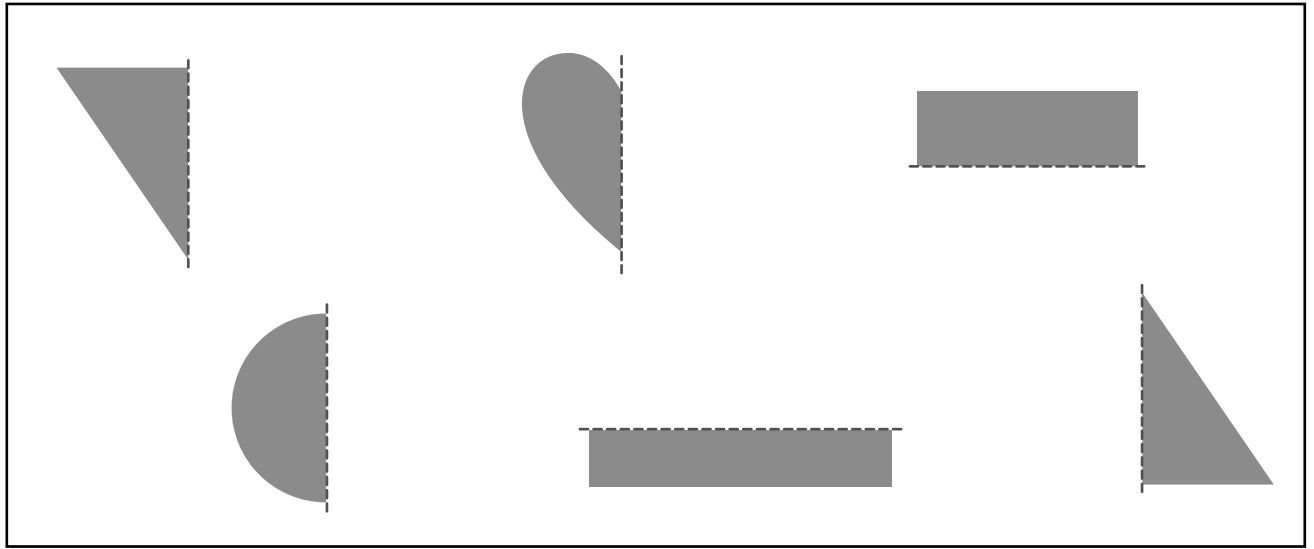
8 ✓	
4	4

Leina | Name _____

Letšatši-kgwedi | Date _____

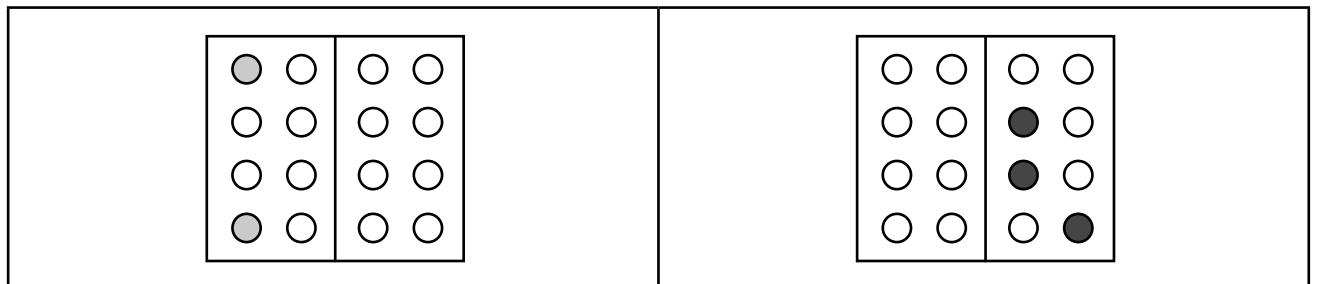
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Draw the other half of the shape.



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Colour the dots to make the drawing symmetrical.



3 Feleletša ditafola go bontšha pedifatšo le seripa.

Complete the tables to show double or half.

6	

10	

12	

q	q

7	7

4	4

Kelo ya go ngwalwa • Written assessment



Kelo

Assessment

Go hlopha le go abela

Grouping and sharing

Leina | Name Memorandum

Letšatši-kgwedi | Date Total marks: 13

- 1 Thala didiko go dira dihlopha. Na go na le dihlopha tše kae?
Circle to make groups. How many groups are there?

5 ✓ dihlopha tša 3 groups of 3	3 ✓ dihlopha tša 4 groups of 4
0 ✓ tša go šala. left over.	0 ✓ tša go šala. left over.

- 2 Aba malekere ka go lekana.
Share the sweets equally.

Ngwana yo mongwe le yo mongwe o hwetša malekere a Each child gets	Ngwana yo mongwe le yo mongwe o hwetša malekere a Each child gets
6 ✓ sweets.	3 ✓ sweets.
0 ✓ a go šala. left over.	3 ✓ a go šala. left over.

- 3 Ngwala lefokopalo.
Write the number sentence.

$2 + 2 + 2 + 2 + 2 + 2 = 12$ ✓

Letšatši-kgwedi | Date _____

- Circle to make groups. How many groups are there?

Share the sweets equally.

Write the number sentence.

_____ + _____ + _____ + _____ + _____ + _____ = _____

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The left edge of the paper has rounded corners. The entire page is blank except for the lines.

[illegible]



Bala Wande

Calculating with Confidence