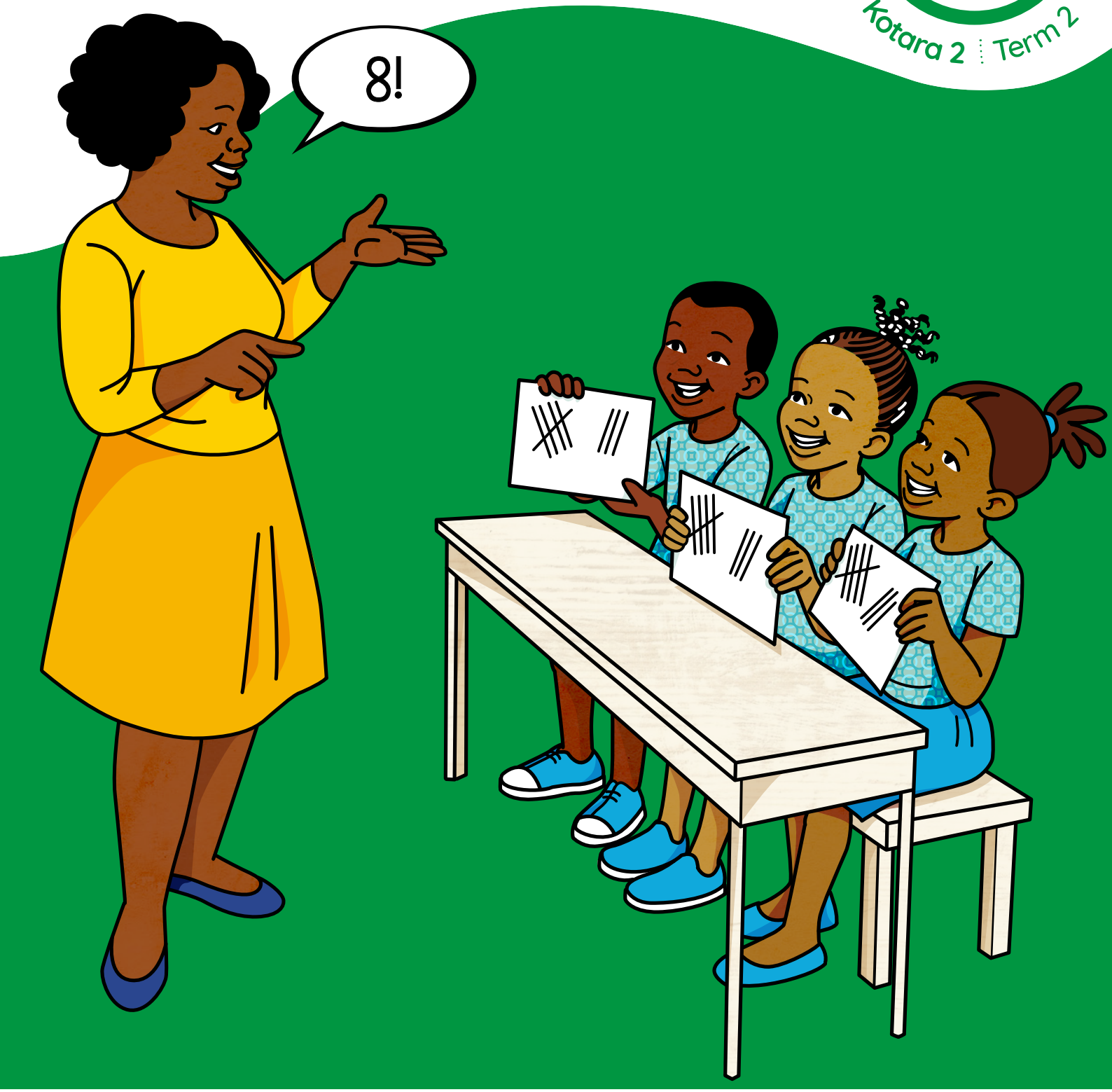
Sepedi

Mmetse

Mathematics

2

Kotara 2 ⁞ Term 2



Morutiši ⁞ Teacher: .....

Bala Wande
Calculating with Confidence

2

Kotara 2 ⋮ Term 2

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

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

Artists: Mary-Anne Hampton and Angie Bowring

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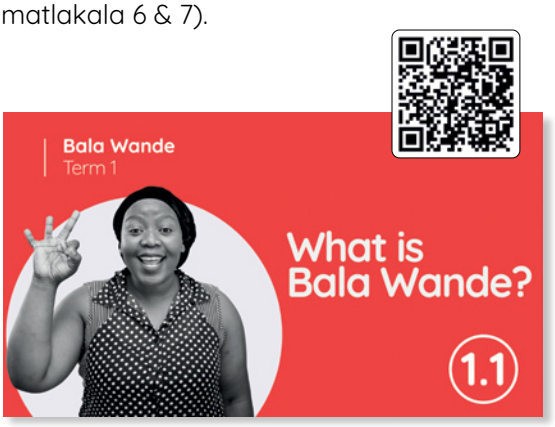
The Bala Wande Foundation Phase mathematics programme

Funda Wande ke mokgatlo wa go se dire dipoelo tša mašeleng 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 Wande ke lenaneo la mmetse la mofelegetši 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 Wande 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 Wande 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 2!



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 tlhatlamano ye gomme o tšwele pele o ba botšiša dipotšišo ka dipalo le ditlemagano 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 Wande 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 Wande 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 Maafrika 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 gapeletšege 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 Wande le beakanyeditšwe go thekga wena ge o ruta dithuto tše.

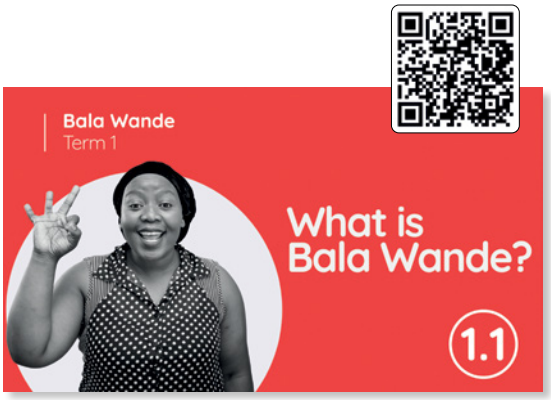
The Bala Wande Foundation Phase mathematics programme

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 Guide, a Learner Activity Book and manipulatives for both teacher and learners (see pages 6 & 7).

1. Welcome to Grade 2!



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

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

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

Keep your 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 Sepedi 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.

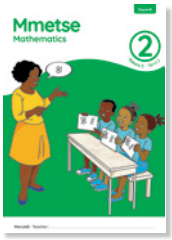
Many South African mathematics teachers already code-switch to help their learners understand mathematical concepts and terms. Code-switching allows teachers and learners to draw on all of their language skills to learn, rather than to be limited by one language only. This practice is used internationally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

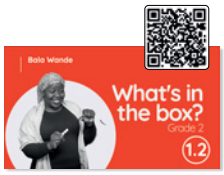
In the Foundation Phase, teaching mathematics and teaching language go together. The Bala Wande programme has been planned to support you in this teaching.

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

Puku ya Morutiši ya Bala Wande

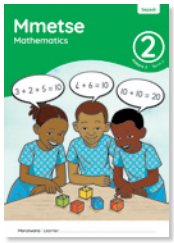
- kakaretšo ya dikgopolo goba mareo ao a tlogo rutwa bekeng ye nngwe le ye nngwe
- Mmetse wa hlogo woo o beakanyeditšwego letšatši le lengwe le le lengwe (matšatši a 1–4)
- mešongwana ya mareo a bohlokwa ao a tlogo rutwa, a go thekgwa ke diphoustara le didirišwa tša go tšwa ka lepokising (matšatši a 1–4)
- dikhopi tša matlakala a Puku ya Mošomo ya Morutwana ya Bala Wande 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 Mešomo 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 ahlaahla dithutišo
- dividiyo tša go hlahla di fa seswantšho sa phaposi sa go ba le dipontšho tša dipopaye tšeo di sedimošago le go fa mehlala ya ditsela tše di botse tša go ruta Mmetse go Sehlopha sa Motheo

Diphoustara

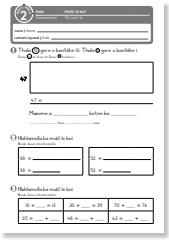
- khalentara
- rejistara ya phaposi ya foreimi ya lesome
- diphoustara tša go sepelelana le dipeakanyo tša thutišo

Didirišwa tša morutiši

- mehutahuta ya didirišwa tšeo o swanetšego go di šomiša ge o ruta

Ditlabela tša kelo

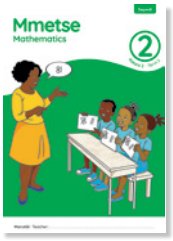
- peakanyo ya kelo ya Kotara
- mešongwana ya bomolomo le tirišo ya go ba le dirubriki/ mananeotekolo (a ma2 ka kotara)
- mešomo yeo e beakantšwego ya kelo le mešongwana ka letšatši la bo5 la beke ye nngwe le ye nngwe (dibeke tša 2–8: lebelela matlakala a ka morago a tlhahlamorutiši ye)
- kgokagano ya khoutu ya QR ya go tsena go matlakala a dithempleiti

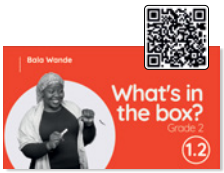


2. Bala Wande learner and teacher support materials

Bala Wande Teacher Guide

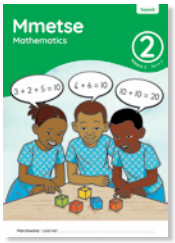
- overview of the concepts to be taught each week
- Mental Maths activities for every day (Days 1–4)
- core concept teaching activities supported by posters and manipulatives (Days 1–4)
- copies of the Bala Wande Learner Activity Book pages for the day (embedded in sequence in the Teacher Guide) with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





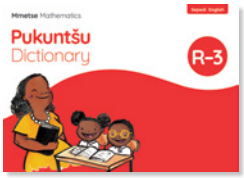
Bala Wande Learner Activity Book

- 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 that highlight and exemplify good methodologies for the teaching of mathematics in the Foundation Phase

Posters

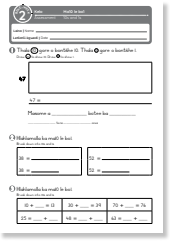
- a calendar
- a ten frame class register
- posters aligned to the lesson plans

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 the 5th day 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

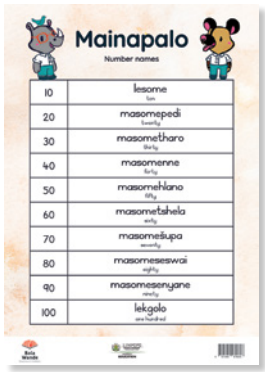
Khalentara
Calendar

Rejistara
Register

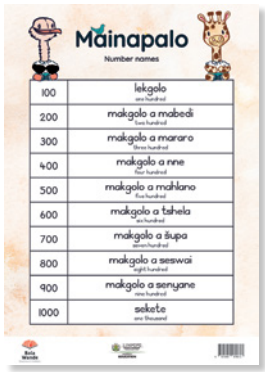
Sekwere sa 100
100 square

Mainapalo 0-19
Number names 0–19

Mainapalo 10-100
Number names 10-100



Mainapalo 100-1000
Number names 100-1000

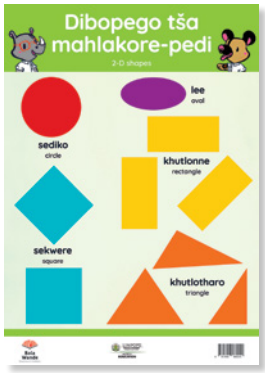


Matšatši a beke
Days of the week

Dikgwedi tša ngwaga
Months of the year

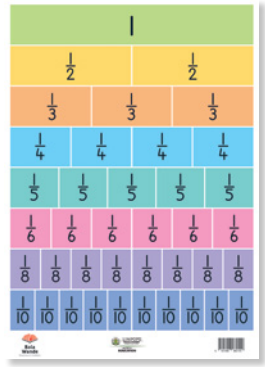
Tšhelete
Money

Dibopego tša mahlakore-pedi
2-D shapes



Dilo tša mahlakoretharo
3-D objects

Maboto a frakšene
Fraction walls

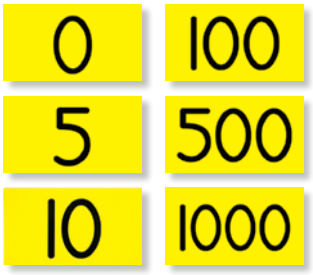


Mothalopalo 0-20 (wa go se be le selo)
Number line 0–20 (blank)

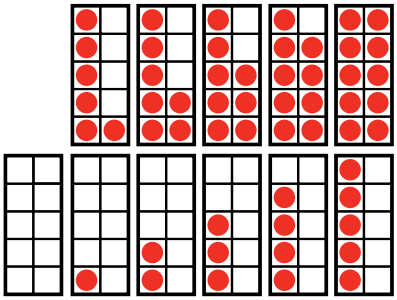
Mothalopalo 0-20
Number line 0–20

Didirišwa tša morutiši le morutwana • Teacher and learner manipulatives

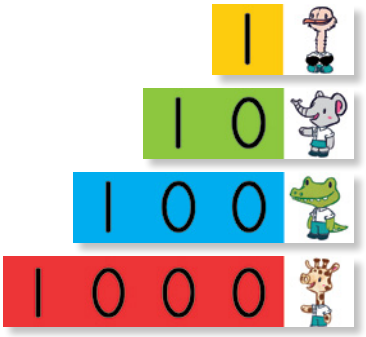
Dikarata tša palo 0-1000 (morutiši)
Number cards 0-1000
(teacher)
Dikarata tša palo 0-20 (morutwana)
Number cards 0-20
(learner)



Dikarata tša marontho 0-10 (tša bogolo bja go šupetša)
Dot cards 0-10
(demo size)

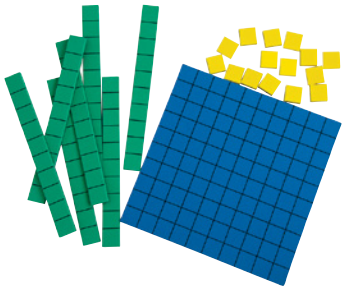


Dikarata tša go aga palo 0-1000 (morutiši le morutwana)
Flard cards 0-1000
(teacher and learner)

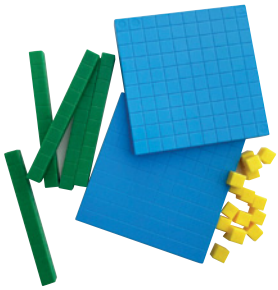


Dipoloko tša multifix (morutiši le morutwana)
Multifix blocks
(teacher and learner)

Dipoloko tša sehlopha sa lesome – ma100, ma10, metšo (tša go šupetša tša maknete)
Base ten blocks – 100s, 10s, 1s
(demo magnetic)

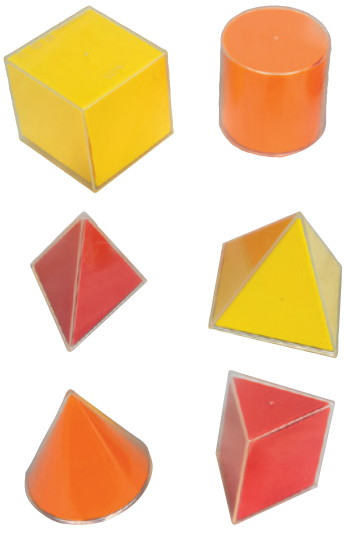


Dipoloko tša sehlopha sa lesome – ma100, ma10, metso (tša go lekana morutwana)
Base ten blocks – 100s, 10s, 1s
(learner size)

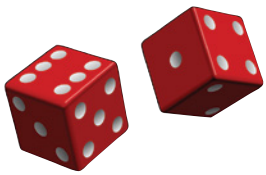


Diiri tše 24 tša sešupanako se sennyane (morutiši le morutwana)
24-hour small clock
(teacher and learner)

Dibopego tša mahlakoretharo 3-D tša dinete (tsa morutisi tsa go supetsa)
3-D shape nets
(teacher demo)



Mataese a ma2 a morutwana o tee
2 dice per learner



Theipi e 1 ya yo ela (ya go abelana)
1 tape measure (to share)

3. Go šomiša lenaneo la Mmetse la Bala Wande

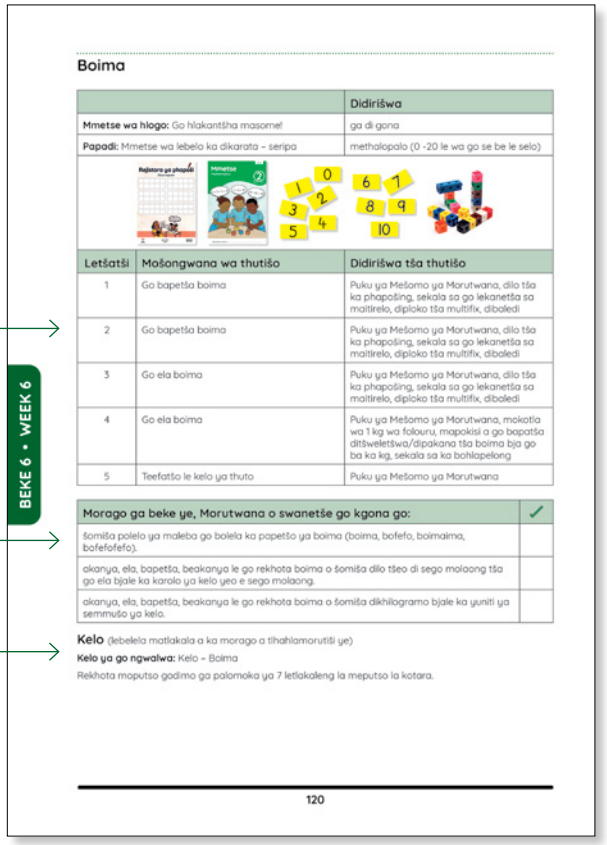
Beakanyetša beke ye nngwe le ye nngwe

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 didiriŝwa tšeo o di hlokago.

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

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



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

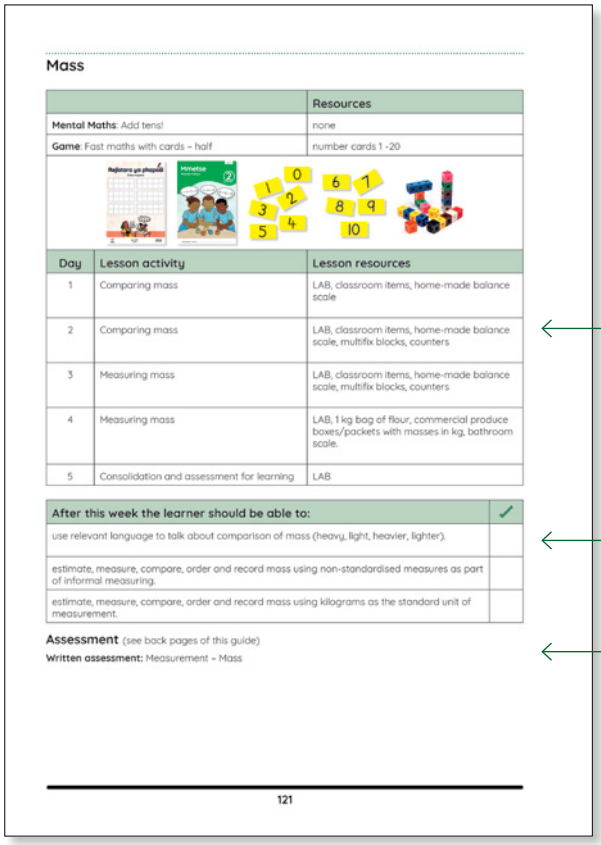
Tlhalošo ya Mmetse wa Hlogo le papadi ya beke. Ge e le gore go na le vidiyo yeo e thekgago mešongwana ye, dikhoutu tša go ba le dikarabo tša go phakiša (QR) di hwetšagala ka thoko ya go la go ja.

Tlhalošo ya mareo a bohlokwa ao o tlogo a ruta mo bekeng. Dinoutse 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.

3. Using the Bala Wande mathematics programme

Prepare for each week



Mass

	Resources
Mental Maths: Add tens!	none
Game: Fast maths with cards – half	number cards 1 -20

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

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

Assessment (see back pages of this guide)
Written assessment: Measurement – Mass

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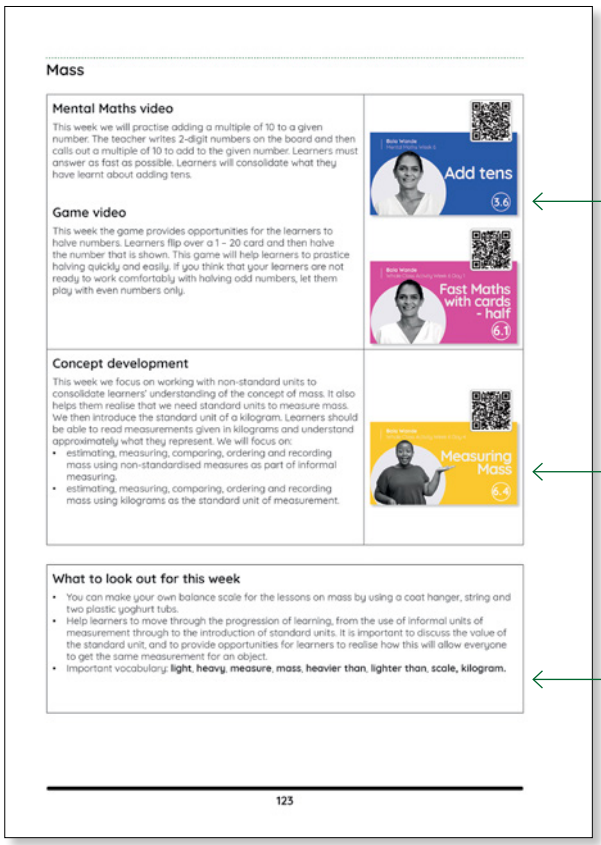
Use the overview on the first page to prepare for the week.

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.



Mass

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

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

Concept development
This week we focus on working with non-standard units to consolidate learners' understanding of the concept of mass. It also helps them realise that we need standard units to measure mass. We then introduce the standard unit of a kilogram. Learners should be able to read measurements given in kilograms and understand approximately what they represent. We will focus on:

- estimating, measuring, comparing, ordering and recording mass using non-standardised measures as part of informal measuring.
- estimating, measuring, comparing, ordering and recording mass using kilograms as the standard unit of measurement.

What to look out for this week

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

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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 barutiši ba swanetšego go se dira gore ba beakanyetše 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 dinoutse gore ke eng seo se sepetšego gabotse le seo o ka se dirago sa go fapana nako yeo e tlago.
- 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 hlamile phoustara ya go ikgetha ya rejistara ya phaposi. 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.”

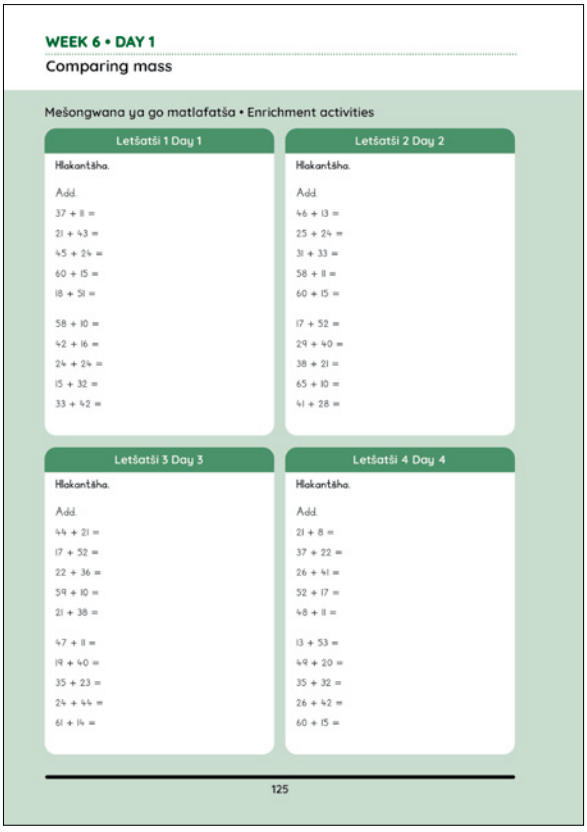
Mošongwana wo wa go buseletšwa letšatši le lengwe le le lengwe o tiišetša kgopolo ya go re go hlopha le go bala ka masome go a kgonega le gona, go hlahla barutwana gore ba se ke ba bala ka ditee.

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 phaposi. Swaya letšatšikgwedi khalentareng ya lebotong. Hlokomela ge eba go na le letšatši la matswalo.

Mešongwana ya go matlafatša

Go na le mešongwana ya go matlafatša yeo e filwego ya letšatši le lengwe le le lengwe, Matšatši 1-4. Ngwala mešongwana ye letlapeng mafelelong a thutišo gore barutwana bao ba fetšago mešongwana ya phapošing ka lebelo ba tšwele pele ka yona.


WEEK 6 • DAY 1

Comparing mass

Mešongwana ya go matlafatša • Enrichment activities

Letšatši 1 Day 1

Hlakantšha.

Add.

37 + 11 =
21 + 43 =
45 + 24 =
60 + 15 =
18 + 51 =

58 + 10 =
42 + 16 =
24 + 24 =
15 + 32 =
33 + 42 =

Letšatši 2 Day 2

Hlakantšha.

Add.

46 + 13 =
25 + 24 =
31 + 33 =
58 + 11 =
60 + 15 =

17 + 52 =
29 + 40 =
38 + 21 =
65 + 10 =
41 + 28 =

Letšatši 3 Day 3

Hlakantšha.

Add.

44 + 21 =
17 + 52 =
22 + 36 =
59 + 10 =
21 + 38 =

47 + 11 =
19 + 40 =
35 + 23 =
24 + 44 =
61 + 14 =

Letšatši 4 Day 4

Hlakantšha.

Add.

21 + 8 =
37 + 22 =
26 + 41 =
52 + 17 =
48 + 11 =

13 + 53 =
49 + 20 =
35 + 32 =
26 + 42 =
60 + 15 =

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A re boleleng Mmetse!

Selo se tee sa go ikgetha ka Puku ya Mešomo ya Morutwana (PMM) ya Mphato wa 2 ke go re ka letšatši la bo5 beke ye nngwe le ye nngwe, go na le karolo ya polelo go thuto. Se se go fa monyetla wa go bolela mmetse ka Seisemane le Sepedi gape le go ikgopotša dihlopha tša mantšu le mantšu a bohlokwa ao ba ithutilego wona mo bekeng.


A re boleleng Mmetse!

Let's talk Maths!

Ka Sepedi re re:	In English we say:
hlakantšha	add
tloša	take away
hlakantšha ka tee	add one
tloša tee	take away one
bapetša	compare
kgomo ke ye kgolo go katse	the cow is bigger than the cat
katse ke ye nnyane go kgomo	the cat is smaller than the cow
nne ke ye kgolo go tharo	four is more than three
tharo ke ye nnyane go nne	three is less than four

What teachers need to do to prepare for each week

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

Each day

Use the register to count the learners in the class

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

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

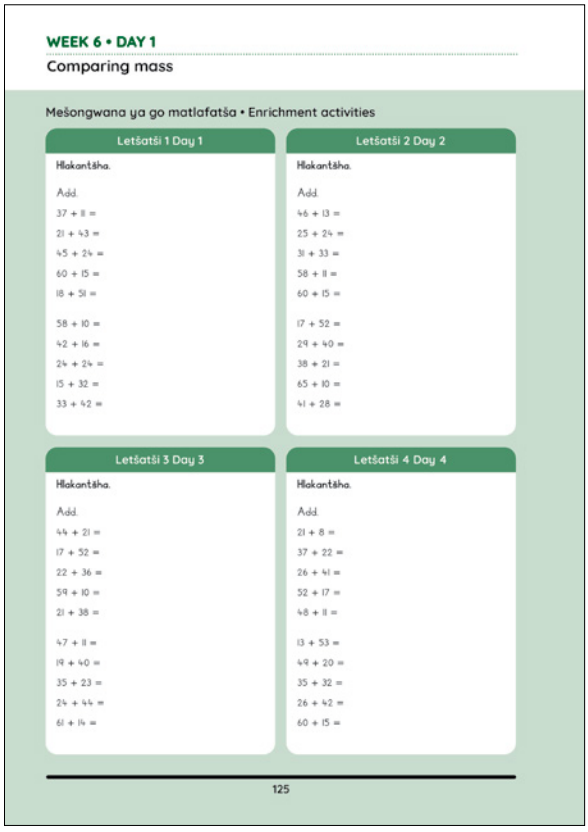
This repeated daily activity reinforces the idea that grouping and counting in tens is efficient and steers learners away from counting in ones.

Discuss the date with learners using the calendar

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

Enrichment activities

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


WEEK 6 • DAY 1

Comparing mass

Mešongwana ya go matlafatša • Enrichment activities

Letšatši 1 Day 1

Hlakantšha.

Add.

37 + 11 =
21 + 43 =
45 + 24 =
60 + 15 =
18 + 51 =

58 + 10 =
42 + 16 =
24 + 24 =
15 + 32 =
33 + 42 =

Letšatši 2 Day 2

Hlakantšha.

Add.

46 + 13 =
25 + 24 =
31 + 33 =
58 + 11 =
60 + 15 =

17 + 52 =
29 + 40 =
38 + 21 =
65 + 10 =
41 + 28 =

Letšatši 3 Day 3

Hlakantšha.

Add.

44 + 21 =
17 + 52 =
22 + 36 =
59 + 10 =
21 + 38 =

47 + 11 =
19 + 40 =
35 + 23 =
24 + 44 =
61 + 14 =

Letšatši 4 Day 4

Hlakantšha.

Add.

21 + 8 =
37 + 22 =
26 + 41 =
52 + 17 =
48 + 11 =

13 + 53 =
49 + 20 =
35 + 32 =
26 + 42 =
60 + 15 =

125

Let's talk Maths!

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

A re boleleng Mmetse!

Let's talk Maths!

Ka Sepedi re re:	In English we say:
hlakantšha	add
tloša	take away
hlakantšha ka tee	add one
tloša tee	take away one
bapetša	compare
kgomo ke ye kgolo go katse	the cow is bigger than the cat
katse ke ye nnyane go kgomo	the cat is smaller than the cow
nne ke ye kgolo go tharo	four is more than three
tharo ke ye nnyane go nne	three is less than four

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.

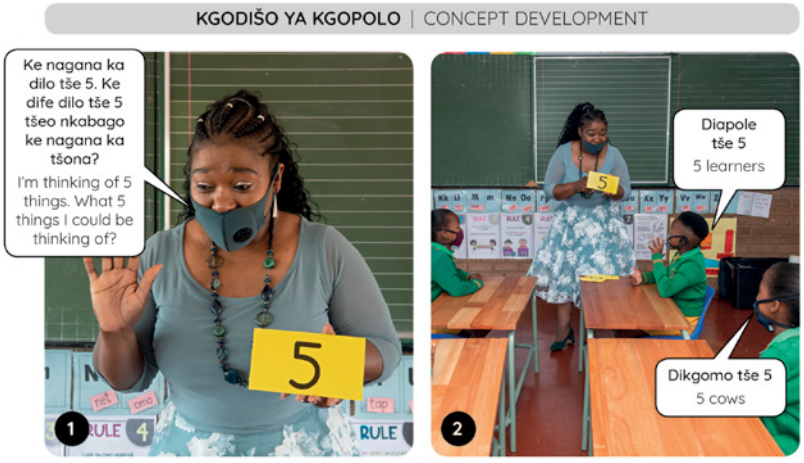
MMETSE WA HLOGO MENTAL MATHS | **KOPOLLA O BONTŠHE DIPALO 1-5** COPY AND SHOW NUMBERS 1-5 → **KGODIŠO YA KGOPOLO** CONCEPT DEVELOPMENT → **PAPADI** GAME → **LETLAKALATŠHOMELO** WORKSHEETS

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)

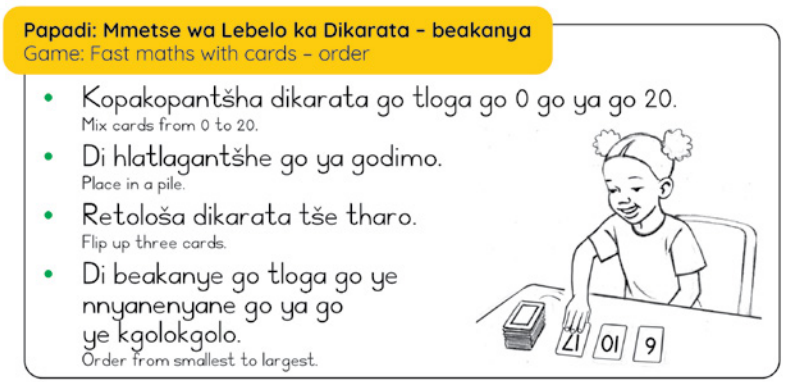
Kgodišo ya kgopolo ke ge barutwana ba šoma mmogo ka phaposi gomme ba ahlaahla kgopolo ye bohlokwa ya Mmetse ya letšatši pele ba arogana ka dihlopha tše nnyane goba ba šoma ka botee. Go na le dividiyo tšeo di bontšhago mešongwana ya kgodišo ya kgopolo mo go kakaretšo ya beke. Go na gape le tatelano ya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



Ralokang papadi (metsotso ye 15)

Dipapadi di thuša barutwana gore ba tlwaele go šomiša bokgoni bja go itirela le go ithabiša ge ba dira seo. Re šomiša dipapadi tša beke ye nngwe le ye nngwe go ruta le go teefatša dikgopolo tše bohlokwa tša motheo le mabokgoni ao barutwana ba swanetšego go a tseba.

Dipapadi di tšwelela ka gare ga PMM ka sebopego sa khathune. Dikgato tša go raloka papadi di filwe gammogo le taetšo ya go thuša barutwana go latela dikgato le yona e filwe.



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

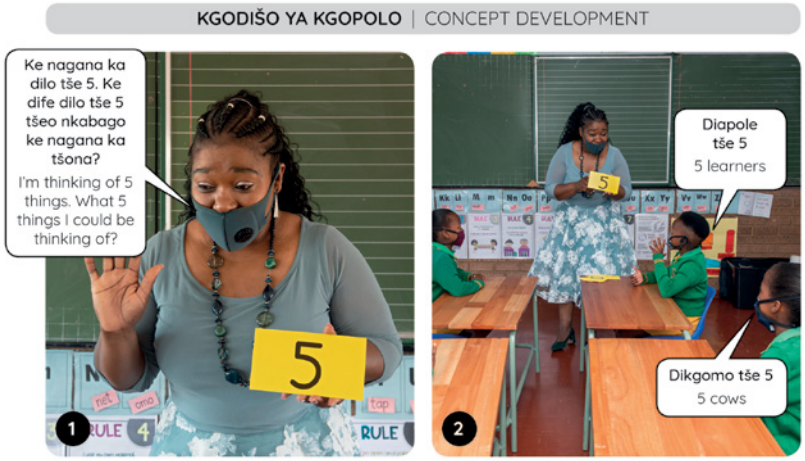
At the start of each day, there is a flow diagram which summarises the sequence of activities for the day.

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.



Play the game (15 minutes)

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

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

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

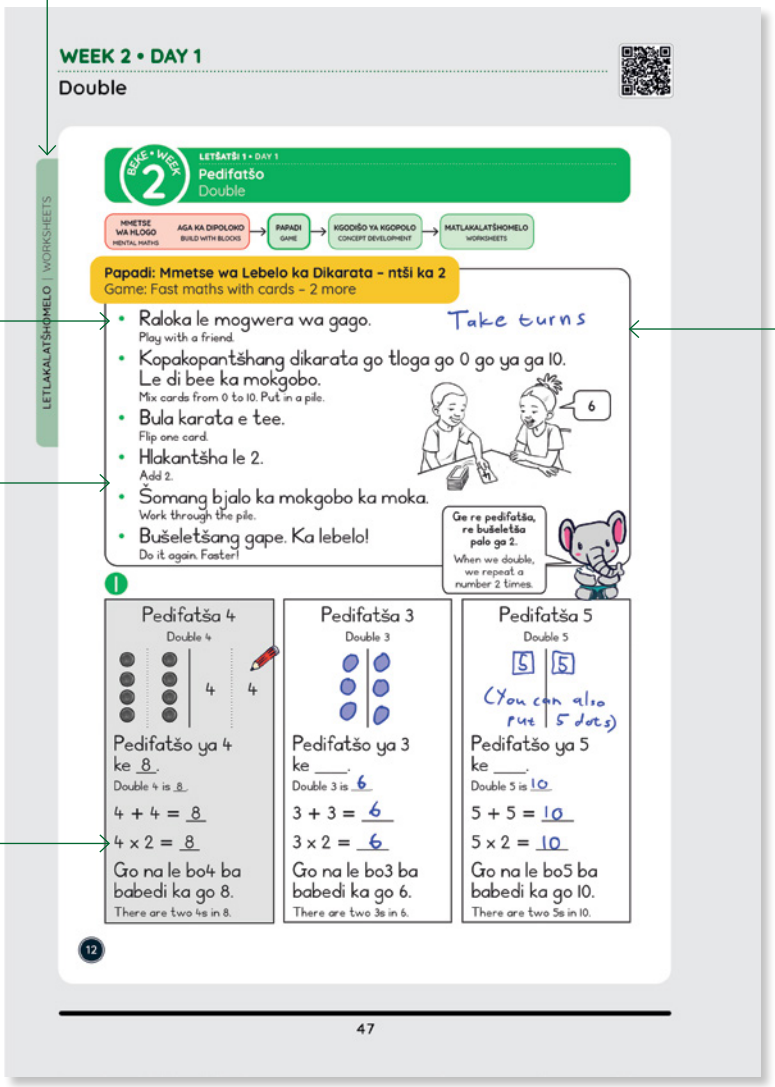
Sešupo se setalamorogo se bontšha gore ke letlakalatšhomelo.

Go filwe ditharollo go thekga morutiši. Matlakaleng a mangwe go ngwetšwe ditshwayo tše dikopana (ka Seisemane) go fa tlhahlo ya tlaleletšo.

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

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 tsebiša papadi ye mpsha go barutwana, go kaone go ba ralokela o ba bontšhe papadi pele barutwana ba raloka ka bobedi goba ka dihlopha.

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



WEEK 2 • DAY 1

Double

LETLAKALATŠHOMELO | WORKSHEETS

BEKE • WEEK 2

LETŠATŠI 1 • DAY 1

Pedifatšo

Double

MMETSE WA HLOGO MENTAL MATHS → AGA KA DIPOLOKO BUILD WITH BLOCKS → PAPADI GAME → KGODIŠO YA KGOPOLO CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO WORKSHEETS

Papadi: Mmetse wa Lebelo ka Dikarata – ntši ka 2
Game: Fast maths with cards – 2 more

- Raloka le mogwera wa gago. Play with a friend. — Take turns
- Kopakopantšhang dikarata go tloga go 0 go ya ga 10. Le di bee ka mokgobo. Mix cards from 0 to 10. Put in a pile.
- Bula karata e tee. Flip one card.
- Hlakantšha le 2. Add 2.
- Šomang bjalo ka mokgobo ka moka. Work through the pile.
- Bušeletšang gape. Ka lebelo! Do it again. Faster!

Ge re pedifatša, re bušeletša palo ga 2. When we double, we repeat a number 2 times.

1

Pedifatša 4 — Double 4

4 4

Pedifatšo ya 4 ke 8.
Double 4 is 8.
4 + 4 = 8
4 x 2 = 8
Go na le bo4 ba babedi ka go 8.
There are two 4s in 8.

Pedifatša 3 — Double 3

Pedifatšo ya 3 ke ___.
Double 3 is 6
3 + 3 = 6
3 x 2 = 6
Go na le bo3 ba babedi ka go 6.
There are two 3s in 6.

Pedifatša 5 — Double 5

5 5

(You can also put 5 dots)

Pedifatšo ya 5 ke ___.
Double 5 is 10
5 + 5 = 10
5 x 2 = 10
Go na le bo5 ba babedi ka go 10.
There are two 5s in 10.

12

47

Na o swanetše go dira eng go beakanyetša beke ye nngwe le ye nngwe

- Bala tlhahlo o be o beakanyetše beke le thutišo ye nngwe le ye nngwe.
- Bogela dividiyo – tšona di bontšha ditsopolwa tša go tšwa phapošing ya nnete moo mešongwana ya thutišo e lekilwego gape moo barutiši bao ba rutilego mešongwana yeo ba fago tsebo le maele a bona.

Ka morago ga ge o rutile thutišo, lekola gore e sepetše bjang. Dira dinoutse ka dikgopolo tša gago mabapi le seo o ka se dirago sa go fapana le seo ge o ka ruta thutišo gape.

Ka dibeke tša 2-8, o tla swanela ke go beakanya mošomo wa kelo wa beke. Go bohlokwa kudu gore ka dibeke tšeo go nago le kelo ya bomolomo le ya tirišo, o beakanye gore o tla kgona go rekhota bjang tšwelopele ya morutwana yo mongwe le yo mongwe o šomiša rubriki ge beke e le gare e sepela.

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

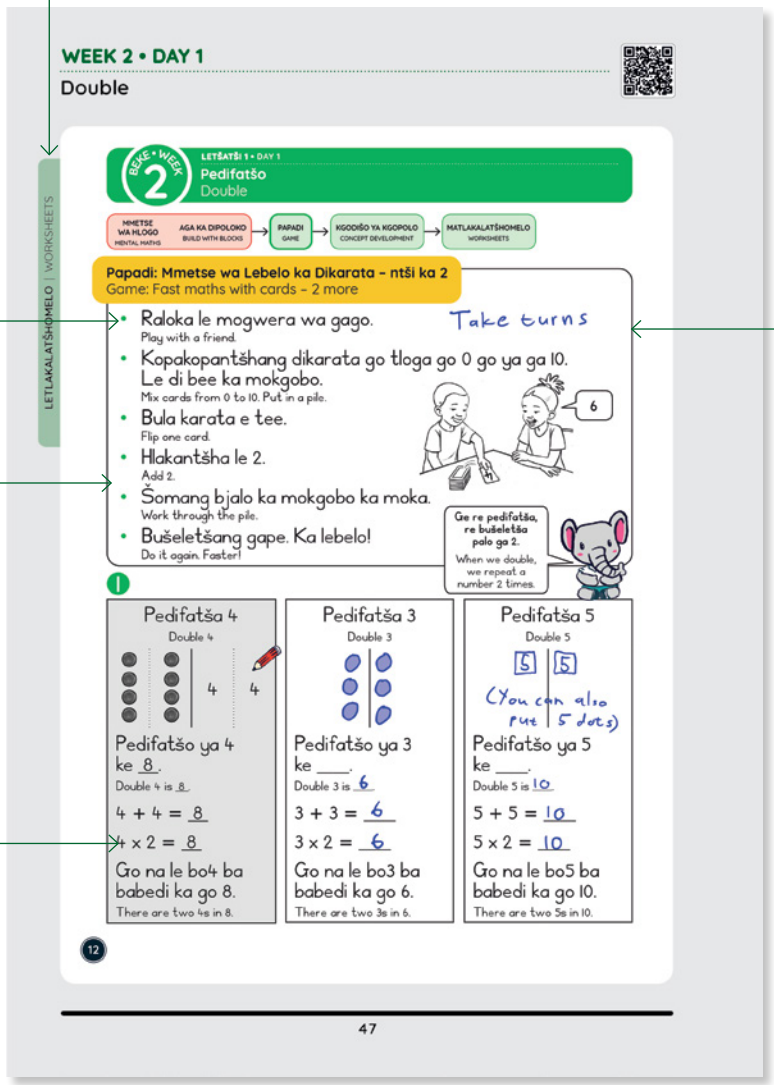
The green tag indicates that this is a worksheet.

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

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

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

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



To do to prepare for each week, you need to:

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

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

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

4. Tšhupadipaka ya beke ka beke

MPHATO 2 (Bonnyane LG)					
	Mošupologo	**Labobedi**	**Laboraro**	**Labone**	**Labohlano**
DIPALO* **85 mets x 4 matšatši + 55 mets x 1 day / 96 mets x 5 matšatši a Lenaneo la Tšhupadipaka ya Tiišetšo**					
TSEBO YA GO THOMA & BLTP					
15 mets	Bomolomo (HL) (Go balela godimo)	Bomolomo (GBHS) Go gopolela (Ya Ditšhupadipaka ya go Kaonafatša: Tshela thutwana)	Bomolomo (GBHS) (Ke nagana gore ke a ekwa) (Ya Ditšhupadipaka ya go Kaonafatša: Tshela thutwana)	Bomolomo (GBHS) Koša/sereto (Ya Ditšhupadipaka ya go Kaonafatša: Tshela thutwana)	Bomolomo (HL) (Poledišano ya go nyakišiša)
15 mets	TT (thuto ya sengwalwa)	TT (Mošongwana)	TT (Nyakišiša)	GBHS (Mošongwana)	Mošongwana wa TT (Nyakišiša ka mongwalo) (Ya Ditšhupadipaka ya Kaonafatša: Tshela thutwana o feleletše mošongwana nakong ya GBHS ya tlaleletšo)
GO BALA LE GO NGWALA					
15 mets	Medumo (Ditlhaka-modumo o moswa)	Medumo (Mošongwana)	Medumo (Tswalano ya ditlhaka)	Medumo (Mošongwana)	Medumo (Piletšo/ Go bala ga go Beelwa nako
15 mets	Go Bala (Mmogo)	Go Bala (Go hlama lefoko)	Go Bala (Ka Bobedi le ka Bonoši)	Go Bala	
15 mets	Go Ngwala (Ditaba)	Go Ngwala Mmogo	Go Ngwala ka Bonoši	Hlokola/Kwešišo	Go Ngwala ka Bonoši
10 mets	Tsebagatšo ya Mongwalo le mešongwana ya Go Šoma o Nnoši				
30 mets	GBHS/ Mešongwana ya Go Šoma o Nnoši	GBHS/ Mešongwana ya Go Šoma o Nnoši	GBHS/ Mešongwana ya Go Šoma o Nnoši	GBHS/ Mešongwana ya Go Šoma o Nnoši	GBHS/ Mešongwana ya Go Šoma o Nnoši
10 mets	Mešongwana go tšwa go e-phaphoši	Mešongwana go tšwa go e-phaphoši	Mešongwana go tšwa go e-phaphoši	Mešongwana go tšwa go e-phaphoši	Mešongwana go tšwa go e-phaphoši
15 mets					Tekolo le go fa Dipoelo
25 mets	EFAL*	EFAL*	EFAL*	EFAL*	EFAL*
MABOKGONI A BOPHELO					
30 mets	Bokgabo bja Go Bonwa	Bokgabo bja Go Bonwa (Ya Ditšhupadipaka ya go Kaonafatša: Fetolela go GBHS ga tlaleletšo & GšN go tšwa go DBE)	Bokgabo bja Go Diragatša	Bokgabo bja Go Diragatša (Ya Ditšhupadipaka ya go Kaonafatša: Fetolela go GBHS ga tlaleletšo & GšN go tšwa go DBE)	
30 mets	**Thuto ya Boitšhidullo** (Matseno) (Ya Ditšhupadipaka ya go Kaonafatša: Fetolela go GBHS ga tlaleletšo & GšN go tšwa go DBE)	**Thuto ya Boitšhidullo** (Diteišene tša mešongwana)	**Thuto ya Boitšhidullo** (Diteišene tša mešongwana) (Ya Ditšhupadipaka ya Kaonafatša: ya go go GBHS ga tlaleletšo & GšN go tšwa go DBE)	**Thuto ya Boitšhidullo** (Diteišene tša mešongwana)	**Thuto ya Boitšhidullo** (Diteišene tša mešongwana) (Ya Ditšhupadipaka ya go Kaonafatša: Fetolela go GBHS ga tlaleletšo & go ngwala ga go hwetša se sengwe)

*Tšeo di sa akaretšwago ka go dipeakanyo tša thuto ye

4. Weekly timetable

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

*Not included in these lesson plans

5. Peakanyo ya Kotara

	Letšatši 1	Letšatši 2	Letšatši 3	Letšatši 4	Letšatši 5
Beke 1 Na ke ma10 a makae? Na ke bo1 ba bakae?	Go hlahlamolla dipalo ka ma10 le bo1	Go hlahlamolla dipalo ka ma10 le bo1	Na ke ma10 ba bakae? Na ke bo1 ba bakae?	Na ke ma10 ba bakae? Na ke bo1 ba bakae?	Teefatšo
Beke 2 Go thala ma10	Ma10 le bo1.	Dipalo tša go ya ga 100	Dipalo tša go ya ga 100	Ma10 le bo1	Kelo le teefatšo
Beke 3 Go hlakantšha le go ntšha go ya go 100	Go hlakantšha ma10	Go ntšha ma10	Go hlakantšha ka bo1 go dipalo tše dikgolo	Go ntšha bo1 go dipalo tše dikgolo	Kelo le teefatšo
Beke 4 Katišanetšwa e mabapi le dihlopha tše pedi tša go lekana	Dihlopha tša 2	Go pedifatša	Dihlopha tša 10	Dihlopha tša 5	Kelo le teefatšo
Beke 5 Ukudibanisa nokuthabatha ngemigcamanani	Go hlakantšha bo1 go dipalo tše dikgolo	Go hlakantšha bo1 go dipalo tše dikgolo	A re hlakantšheng ka lebelo!	A re ntšheng ka lebelo!	Kelo le teefatšo
Beke 6 Boima	Go bapetša	Go bapetša	Go ela boima	Go ela boima	Kelo le teefatšo
Beke 7 Dibopego tša mahlakore-pedi (2-D)	Go fa dibopego tša mahlakore-pedi (2-D) maina	Dibopego tša mahlakore-pedi (2-D)	Dithengramo	Dibopego tša mahlakore-pedi (2-D)	Kelo le teefatšo
Beke 8 Dipalophatlo	Diripa	Dikotara le boraro	Bohlano le botshelela	Palophatlo ya selo sa go felelela	Kelo le teefatšo
Beke 9 Karolo ya go abelana	Go abela magareng ga ba ba2	Go abela ka lešalela	Go abela magareng ga ba ba3	Go abela magareng ga ba ba4	Teefatšo
Beke 10 Poeletšo	Ma10 le bo1.	Go hlakantšha le go ntšha go fihla go 100	Go pedifatša le go ripa gare	Dihlopha tša 5 le 10	Teefatšo

Palo, Diophareišene le Ditswalano	Dipaterone, Difunkšene le Altšebra	Sekgoba le Sebopego (Tšeometri)	Kelo	Tšhomišo ya Data

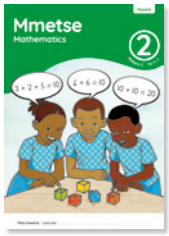
5. Term plan

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1 How many 10s? How many 1s?	Breaking down numbers into 10s and 1s	Breaking down numbers into 10s and 1s	How many 10s? How many 1s?	How many 10s? How many 1s?	Consolidation
Week 2 Drawing 10s	10s and 1s	Numbers to 100	Numbers to 100	10s and 1s	Assessment and consolidation
Week 3 Adding and subtracting to 100	Adding and subtracting to 100	Subtracting 10s	Adding 1s in bigger numbers	Subtracting 1s in bigger numbers	Assessment and consolidation
Week 4 Multiplication is about equal groups	Groups of 2	Doubling	Groups of 10	Groups of 5	Assessment and consolidation
Week 5 Adding and subtracting with number lines	Adding and subtracting to 100	Adding and subtracting to 100	Let's add more quickly!	Let's subtract more quickly!	Assessment and consolidation
Week 6 Mass	Comparing mass	Comparing mass	Measuring mass	Measuring mass	Assessment and consolidation
Week 7 2-D Shapes	Naming 2-D shapes	2-D shapes	Tangrams	2-D shapes	Assessment and consolidation
Week 8 Fractions	Halves	Quarters and thirds	Fifths and sixths	Fraction of a whole	Assessment and consolidation
Week 9 Grouping and sharing	Sharing between 2	Sharing with a remainder	Grouping	Grouping with a remainder	Consolidation
Week 10 Revision	10s and 1s	Adding and subtracting up to 100	Double and half	Groups of 5 and 10	Consolidation

Number, operations and relationships	Patterns, functions and algebra	Space and shape (geometry)	Measurement	Data Handling

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

	Didirišwa
Mmetse wa hlogo: Mphe ye ntši go; mphe ye nnyane go	sekwere sa 100
Papadi: Na ke ma10 a makae? Na ke bo1 ba bakae?	dipoloko tša multifix



Letšatši	**Mošongwana wa thuto**	**Mošongwana wa thuto**
1	Go hlahlamolla dipalo ka **ma10 le bo1**	PMM, dipoloko tša multifix
2	Go hlahlamolla dipalo ka ma10 le bo1	PMM, dipoloko tša multifix
3	Na ke ma10 a makae? Na ke bo1 ba bakae?	PMM, dipoloko tša multifix
4	Na ke ma10 a makae? Na ke bo1 ba bakae?	PMM
5	Teefatšo le kelo ya thuto	PMM

Morago ga beke ye, morutwana o swanetše go kgona go:	✓
šomiša dipoloko tša multifix go hlahlamolla dipalo ka ma10 le bo1.	
šomiša marontho le dithalwa tšeo di nolofaditšwego go emela dipalo bjale ka ma10 le bo1.	

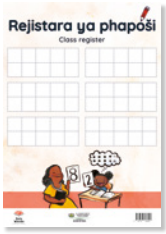
Kelo (lebelela matlakala a ka morago a tlhahlamorutiši ye)

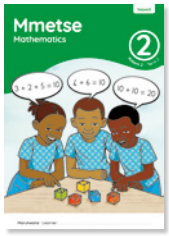
Ga go na kelo ya semmušo beke ye.

O swanetše go hlokomela barutwana ka phapošing ya gago tšatši ka tšatši gomme o dire dinoutse bjale ka karolo ya go tšwetša kelo yeo e sego ya semmušo pele.

How many 10s? How many 1s?

	Resources
Mental Maths: Give me more than; give me less than	100 square
Game: How many 10s? How many 1s?	multifix blocks





Day	Lesson activity	Lesson resources
1	Breaking down numbers into **10s and 1s**	LAB, multifix blocks
2	Breaking down numbers into 10s and 1s	LAB, multifix blocks
3	How many 10s? How many 1s?	LAB, multifix blocks
4	How many 10s? How many 1s?	LAB
5	Consolidation	LAB

After this week the learner should be able to:	✓
use multifix blocks to break down numbers into 10s and 1s.	
use dots and simplified drawings to represent numbers as 10s and 1s.	

Assessment

There is no formal assessment this week.

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

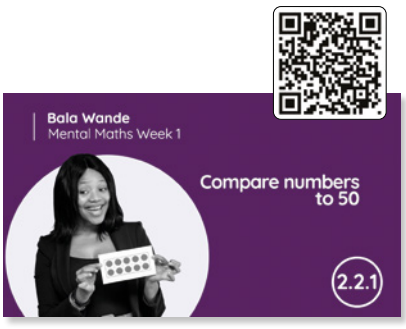
Na ke ma10 a makae? Na ke bo1 ba bakae?

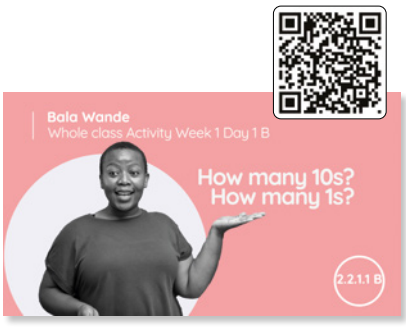
Mmetse wa hlogo

Bekeng ye re tsepelela ga dikgopolo tša ntši go le nnyane go ka mmetse wa hlogo. Morutiši o tla šupa dipalo godimo ga sekwere sa 100 gomme barutwana ba tla lemoga ntši ka goba nnyane ka 1, 2, 3 goba 4. Tšhomišo ya sekwere sa 100 e fa barutwana sebaka sa go itlwaetša go tseba dipalo 1-50. Hlohleletša barutwana go fa dikarabo ka pela gore ba godiše bokgoni bja bona bja go gopola dintlha tša palo ka nepagalo.

Papadi

Bekeng ye re tla raloka papadi ya Na ke ma10 a makae? Na ke bo1 ba bakae? re šomiša dipoloko tša rena. Morutiši o bitša palo gomme barutwana ba swanetše go e aga ka dipoloko tša bona. Morutwana o tee o aga masome yo mongwe o dira botee. Ba dumelele ba šiedišane go dira bobedi bja dilo tše. Ge ba šetše ba agile palo, ba dumelele ba bolele ka seo ba se bontšhitšego – ke ma10 ba bakae? Ke bo1 ba bakae? Na palo ke eng?

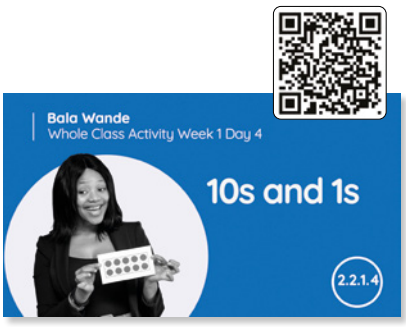




Kgodišo ya kgopolo

Mo bekeng ye, re tsepelela ga go tseba ma10 le bo1 ka dipalo tša mono-pedi re šomiša didirišwa tša go swarega le dithalwa. Kwešišo ya kemapalo e bohlokwa go tharollo ya dipalelo tša mmetse. Barutwana ba swanetše go hloma kwešišo yeo e tseneletšego ya kemapalo, ka go realo, ba hloka tlwaetšo ye ntši ya go hlahlamolla le go aga dipalo tša mono-pedi. Mošomong wa rena ka ma10 le bo1, re tla tsepelela ga:

- go šomiša dipoloko tša multifix go hlahlamolla dipalo ka ma10 le bo1.
- go šomiša marontho le dithalwa tšeo di nolofaditšwego go emela dipalo bjale ka ma10 le bo1.



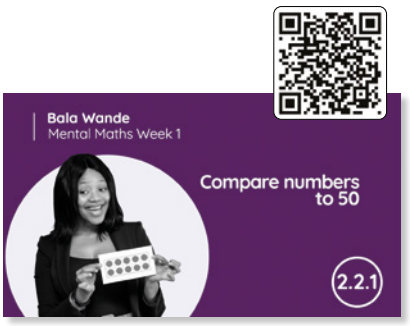
Seo o ka se lebelelago mo bekeng ye

- Tsepelela ga tšwelopele go tloga ga tšhomišo ya dipoloko go ya ga go dira dithalwa tša mahlakorepedi (2-D). Barutwana ba swanetše go kgona go tloga ga dipoloko tša multifix go ya ga kemedi ya boikgopolelo ya sethalwa sa ma10 le bo1.
- Hlohleletša barutwana go bolela seo ba se dirago ka go lebelela ga ‘ditora tša lesome’ goba ‘dihlopha tša lesome’. Ba thuše gore ba šome ka mokgwa wa bolesome ka go kgona go tseba palo ya masome le palo ya botee, ntle le go bala ka moka.

How many 10s? How many 1s?

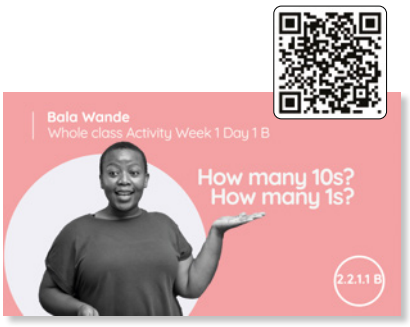
Mental Maths

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



Game

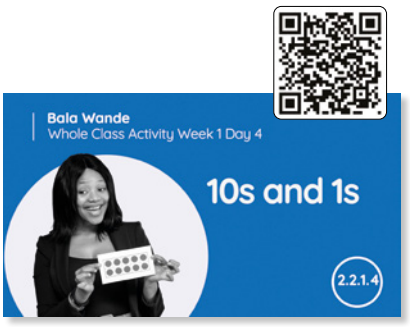
This week we will play the game How many 10s? How many 1s? using our blocks. The teacher calls out a number and the learners must build it with their blocks. One learner builds the tens and the other learner makes the ones. Let them take turns to do both. When they have built the number let them talk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



Concept development

This week we focus on identifying 10s and 1s in two-digit numbers using concrete apparatus and drawings. An understanding of place value is essential in the solution of mathematical calculations. Learners need to establish a sound understanding of place value and so need much practice in the breaking down and building up of two-digit numbers. In our work on 10s and 1s, we will focus on:

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



What to look out for this week

- Focus on the progression from using blocks to doing 2-D drawings. Learners need to be able to make the shift from multifix blocks to the more abstract representation of drawing 10s and 1s.
- Encourage learners to verbalise what they are doing by referring to 'towers of ten' or 'groups of ten'. Help them work with a system of tens by being able to identify how many tens and how many ones in a number, rather than counting all.

BEKE 1 • LETŠATŠI 1

Go hlahlamolla dipalo ka ma10 le bo1

MMETSE WA HLOGO
MENTAL MATHS

NTŠI KA 1/ NNYANE KA 1
1 MORE / 1 LESS

→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ LETLAKALATŠHOMELO
WORKSHEETS

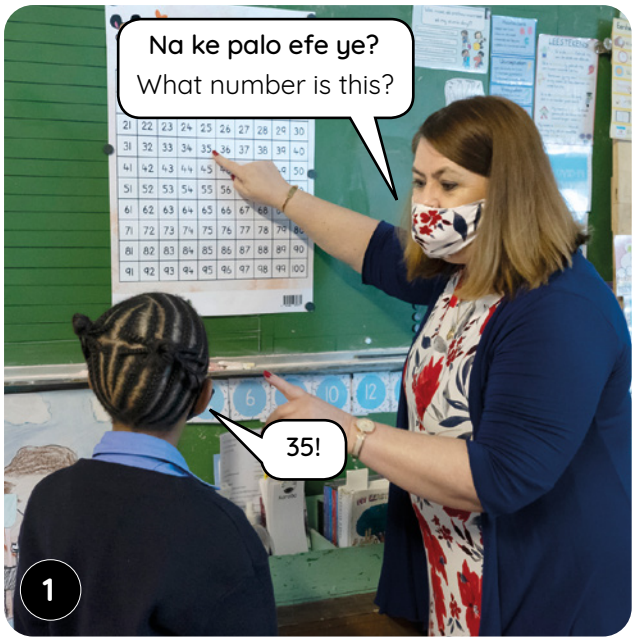
MMETSE WA HLOGO | MENTAL MATHS

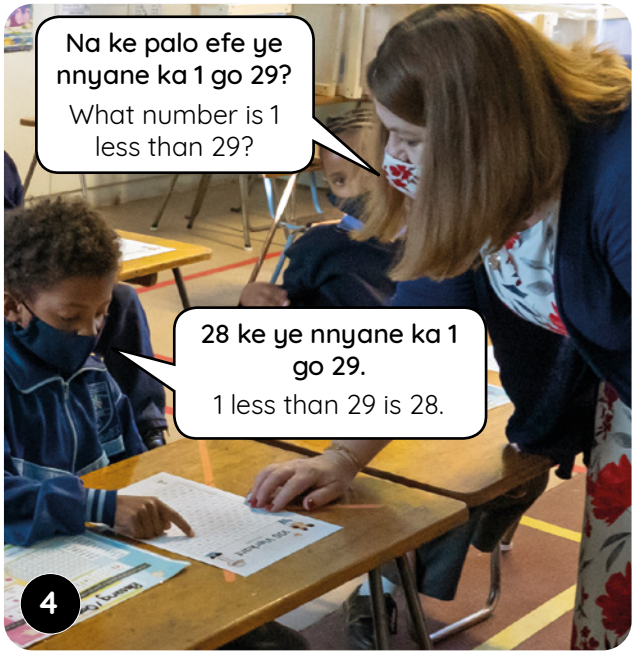
Efa barutwana menyetla ye mentši ya go šoma ka ntši le nnyane go palo yeo e filwego.

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

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.





Breaking down numbers into 10s and 1s

Enrichment activities • Mešongwana ya go matlafatša

Letšatši 1 Day 1

Na go hlokega bokae go fihla go 20?
How many more to get to 20?

7 + ____ = 20

19 + ____ = 20

5 + ____ = 20

13 + ____ = 20

10 + ____ = 20

4 + ____ = 20

15 + ____ = 20

8 + ____ = 20

17 + ____ = 20

2 + ____ = 20

Letšatši 2 Day 2

Hlakantšha.
Add.

27 + 2 = ____

6 + 5 = ____

13 + 4 = ____

41 + 7 = ____

5 + 8 = ____

34 + 5 = ____

62 + 6 = ____

85 + 3 = ____

56 + 1 = ____

7 + 8 = __

Letšatši 3 Day 3

Ntšha.
Subtract.

15 – 6 = ____

38 – 6 = ____

45 – 4 = ____

11 – 7 = ____

26 – 5 = ____

67 – 3 = ____

89 – 4 = ____

54 – 2 = ____

18 – 9 = ____

77 – 2 = __

Letšatši 4 Day 4

Feleletša paterone.
Complete the pattern.

31 32 33 ____ ____ ____

55 54 53 ____ ____ ____

65 70 75 ____ ____ ____

76 66 56 ____ ____ ____

43 53 63 ____ ____ ____

22 32 42 ____ ____ ____

74 75 76 ____ ____ ____

99 98 97 ____ ____ ____

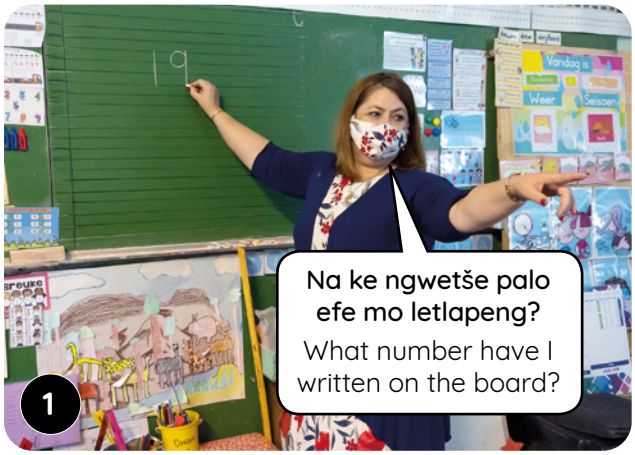
37 47 57 ____ ____ ____

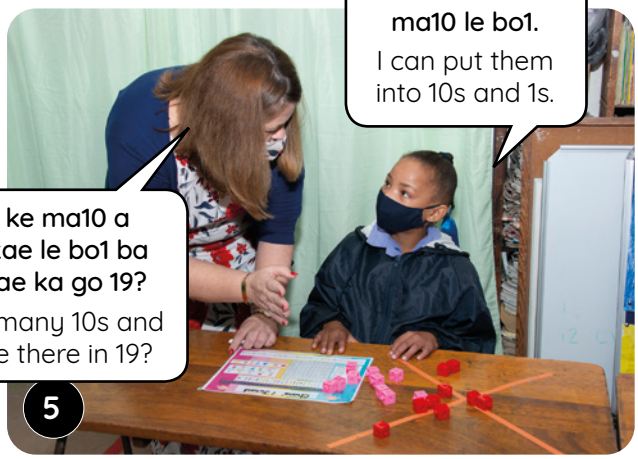
40 45 50 ____ ____ __

BEKE 1 • LETŠATŠI 1

Go hlahlamolla dipalo ka ma10 le bo1

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT





Bušeletša dikgato tša ka godimo o šomiša dipalo tša go fapafapana. Hlohleletša barutwana go bolela ka palo yeo ba nago le yona ya ma10 le bo1. Netefatša gore barutwana ba emela ma10 ka go aga ditora tša masome ka dipoloko tša bona tša multifix.

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

Breaking down numbers into 10s and 1s

BEKE • WEEK 1

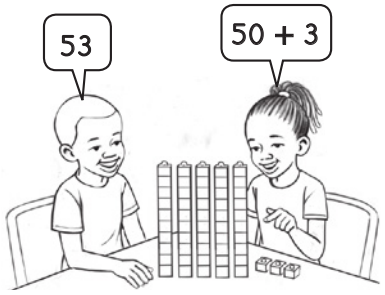
LETŠATŠI 1 • DAY 1

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

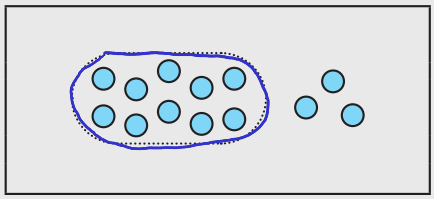
MMETSE WA HLOGO MENTAL MATHS | NTŠI KA 1/ NNYANE KA 1 1 MORE /1 LESS → PAPADI GAME → KGODIŠO YA KGOPOLO CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO WORKSHEETS

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

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

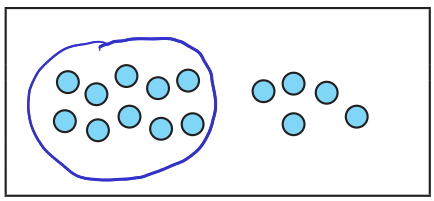


1 Thala sediko go dihlopha tša 10. Na palo ke eng?
Circle groups of 10. What is the number?



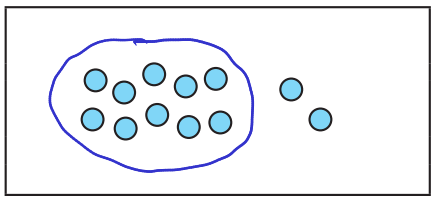
Na ke mal0 a makae? 1
How many 10s? 1
Na ke bol ba bakae? 3
How many 1s? 3

13



Na ke mal0 a makae? 1
How many 10s? ____
Na ke bol ba bakae? 5
How many 1s? ____

15



Na ke mal0 a makae? 1
How many 10s? ____
Na ke bol ba bakae? 2
How many 1s? ____

12

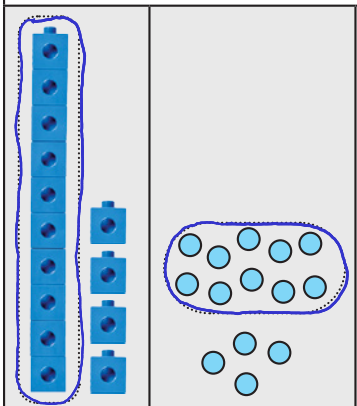
2

BEKE 1 • LETŠATŠI 1

Go hlahlamolla dipalo ka ma10 le bo1

2 Thala sediko go masome. Na palo ke eng?

Circle the tens. What is the number?



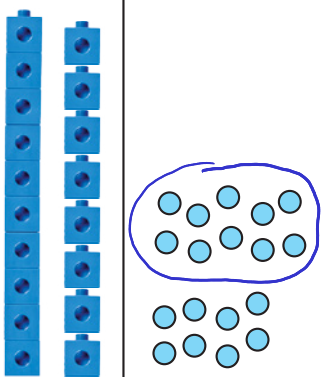
Na ke mal0 a makae? 1

How many 10s? 1

Na ke bol ba bakae? 4

How many 1s? 4

10 + 4 = 14



Na ke mal0 a makae? 1

How many 10s? ____

Na ke bol ba bakae? 8

How many 1s? ____

10 + 8 = 8

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

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

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

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

3 Go hlahlamolla dipalo ka mal0 le bol.

Break down the number into 10s and 1s.

16 = 10 + 6	17 = 10 + 7
19 = 10 + 9	12 = 10 + 2

4 Balela!

Calculate!

10 + 1 = 11	10 + 4 = 14	10 + 7 = 17
10 + 2 = 12	10 + 5 = 15	10 + 8 = 18

Breaking down numbers into 10s and 1s

MMETSE WA HLOGO
MENTAL MATHS

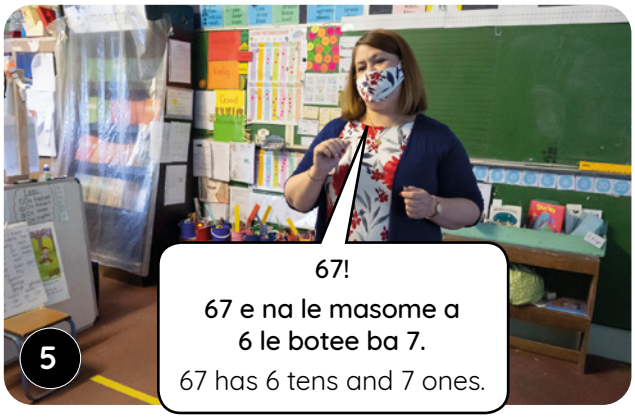
NTŠI KA 2/ NNYANE KA 2
2 MORE/2 LESS

→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ LETLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT



Bušeletša dikgato tša ka godimo o šomiša dipalo tša go fapafapana. Efa barutwana menyetla ye mentši ya go emela dipalo tša go swana le ma10 le bo1 ba šomiša dipoloko tša bona tša multifix.

Repeat the steps above using different numbers. Provide multiple opportunities for learners to represent numbers as 10s and 1s using their multifix blocks.

BEKE 1 • LETŠATŠI 2

Go hlahlamolla dipalo ka ma10 le bo1

BEKE • WEEK 1

LETŠATŠI 2 • DAY 2

Go hlahlamolla dipalo ka ma10 le bo1

Breaking down numbers into 10s and 1s

MMETSE WA HLOGO
MENTAL MATHS

NTŠI KA 2/ NNYANE KA 2
2 MORE /2 LESS

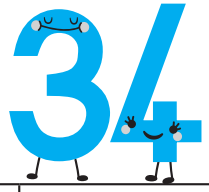
→ PAPADI
GAME

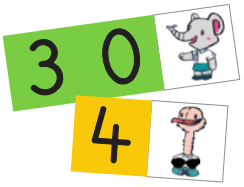
→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ MATLAKALATŠHOMELO
WORKSHEETS

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

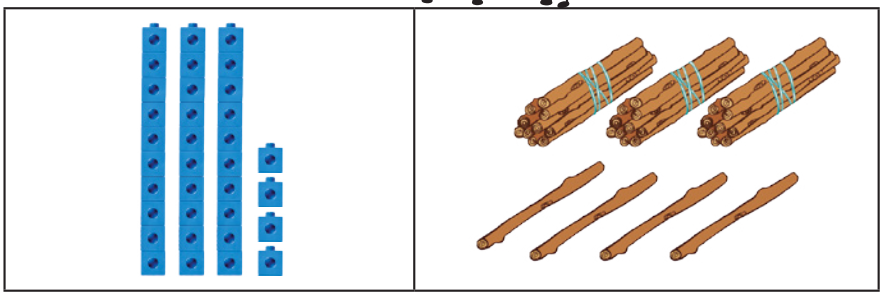
When I meet a number, I ask, "How many tens? How many ones?"





Nka aga dipalo ke šomiša dikhube.

I can build numbers using cubes.

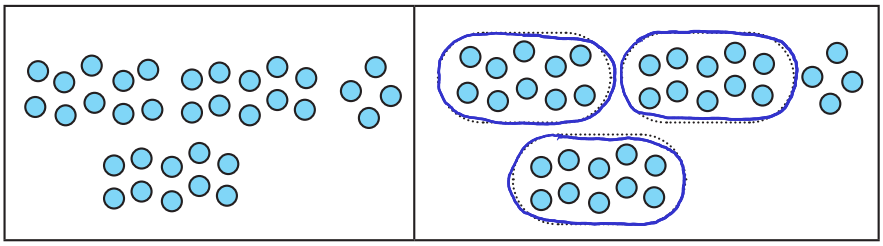


masometharo-nne
thirty four

masometharo-nne
thirty four

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

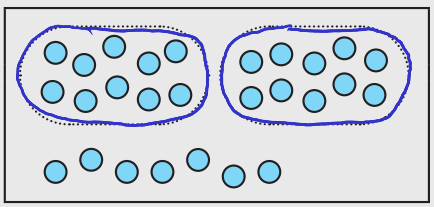
When I draw, I circle each ten!



masometharo-nne
thirty four

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

Circle groups of 10. What is the number?



Na ke mal0 a makae? 2

How many 10s? 2

Na ke bol ba bakae? 7

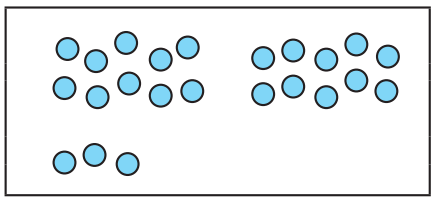
How many 1s? 7

27

masome a mabedi le botee ba šupa

two tens seven ones

Breaking down numbers into 10s and 1s



Na ke mal0 a makae? 2

How many 10s? ____

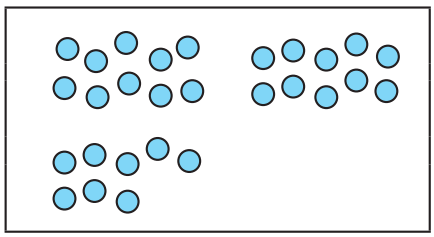
Na ke bol ba bakae? 3

How many 1s? ____

23

masome a _____ botee ba _____

two tens three ones



Na ke mal0 a makae? 2

How many 10s? ____

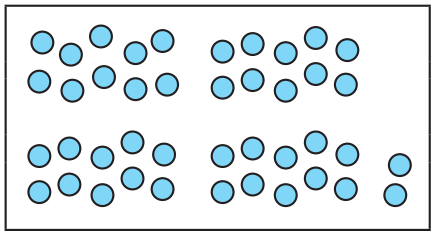
Na ke bol ba bakae? 8

How many 1s? ____

28

masome a _____ botee ba _____

two tens eight ones



Na ke mal0 a makae? 4

How many 10s? ____

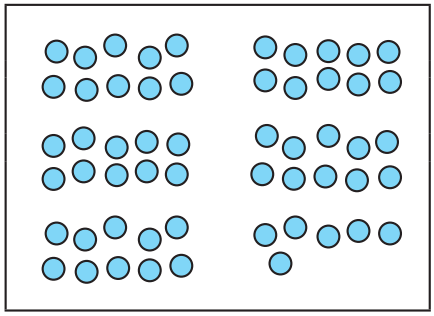
Na ke bol ba bakae? 2

How many 1s? ____

42

masome a _____ botee ba _____

four tens two ones



Na ke mal0 a makae? 5

How many 10s? ____

Na ke bol ba bakae? 6

How many 1s? ____

56

masome a _____ botee ba _____

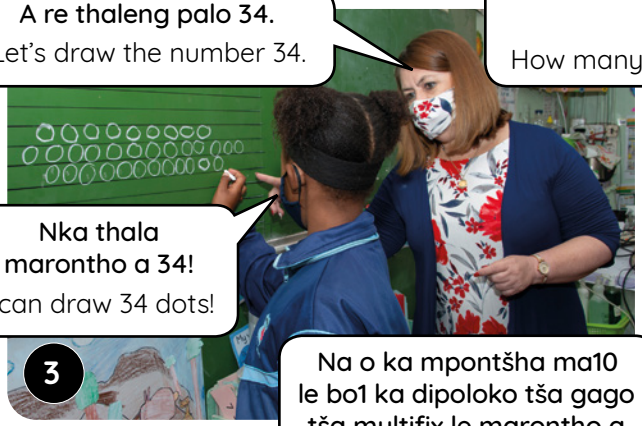
five tens six ones

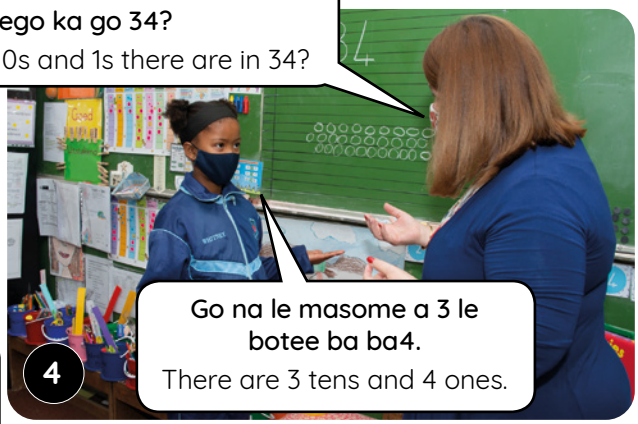
BEKE 1 • LETŠATŠI 3

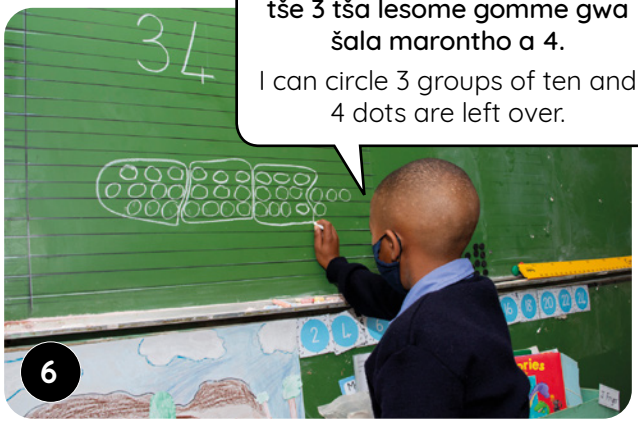
Na ke ma10 a makae? Na ke bo1 ba bakae?

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

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT







Bušeletša dikgato tša ka godimo o šomiša dipalo tša go fapafapana. Netefatša gore ba thala sediko ka tshwanelo ga ma10. Hlohleletša barutwana go bolela ka ma10 le bo1.

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

How many 10s? How many 1s?

BEKE • WEEK 1

LETŠATŠI 3 • DAY 3

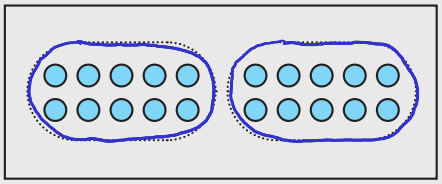
Na ke ma10 a makae? Na ke bo1 ba bakae?

How many 10s? How many 1s?

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

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

Circle groups of 10. What is the number?



Na ke mal0 a makae? 2

How many 10s? 2

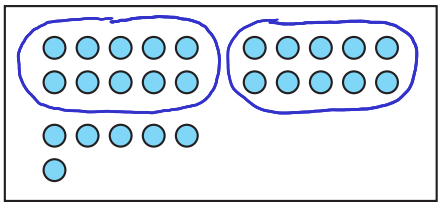
Na ke bol ba bakae? 0

How many 1s? 0

20

masome a mabedi metšo ke lefela

two tens zero ones



Na ke mal0 a makae? 2

How many 10s? ____

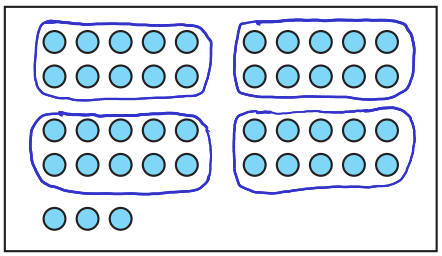
Na ke bol ba bakae? 6

How many 1s? ____

26

masome a _____ botee ba _____

two tens six ones



Na ke mal0 a makae? 4

How many 10s? ____

Na ke bol ba bakae? 3

How many 1s? ____

43

masome a _____ botee ba _____

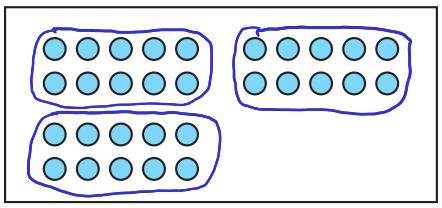
four tens three ones

BEKE 1 • LETŠATŠI 3

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

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

Circle groups of 10. What is the number?



Na ke mal0 a makae? 3

How many 10s? ____

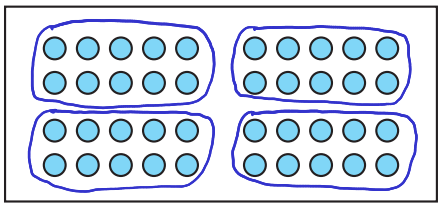
Na ke bol ba bakae? 0

How many 1s? ____

30

masome a _____ botee ba _____

three tens zero ones



Na ke mal0 a makae? 4

How many 10s? ____

Na ke bol ba bakae? 0

How many 1s? ____

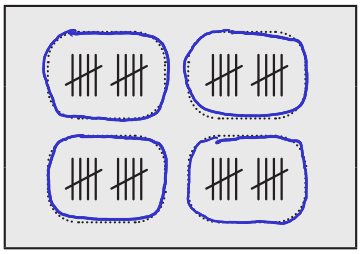
40

masome a _____ botee ba _____

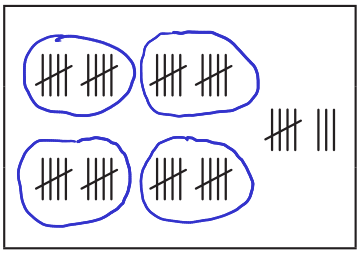
four tens zero ones

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

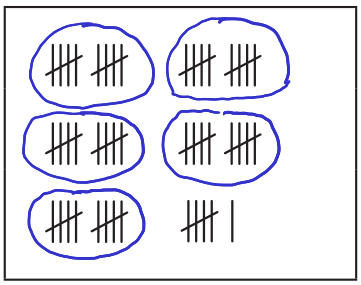
Circle groups of 10. What is the number?



40



48



56

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

Do you have cubes?
Build the numbers using cubes!

10s and 1s

MMETSE WA HLOGO
MENTAL MATHS

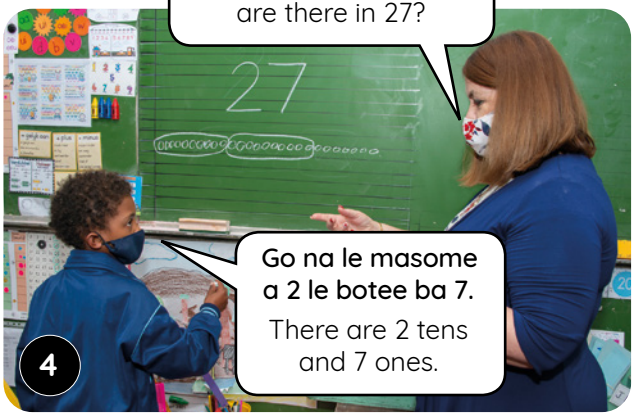
NTŠI KA 4/ NNYANE KA 4
4 MORE/4 LESS

→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ LETLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT



Bušeletša dikgato tša ka godimo o šomiša dipalo tša go fapafapana. Hlohleletša barutwana go bolela ka palo ya ma10 le bo1. Netefatša gore barutwana ba thala masome bjale ka ge a thadile, go ena le go thala marontho a lesome.

Repeat the steps above using different numbers. Encourage learners to talk about the number of 10s and 1s. Ensure that learners draw the tens as shown, rather than drawing ten dots.

BEKE 1 • LETŠATŠI 4

Ma10 le bo1

BEKE • WEEK 1

LETŠATŠI 4 • DAY 4

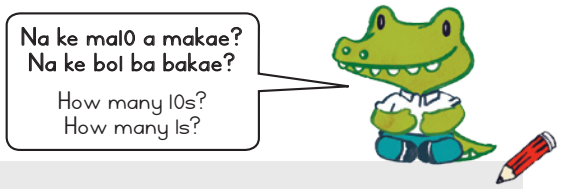
Ma10 le bo1

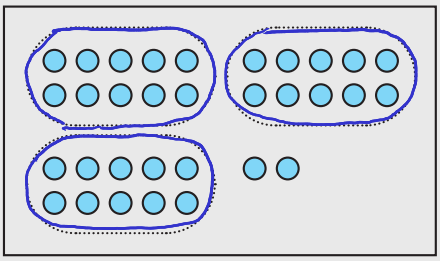
10s and 1s

MMETSE WA HLOGO (MENTAL MATHS) → NTŠI KA 4/ NNYANE KA 4 (4 MORE /4 LESS) → PAPADI (GAME) → KGODIŠO YA KGOPOLO (CONCEPT DEVELOPMENT) → MATLAKALATŠHOMELO (WORKSHEETS)

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

Circle groups of 10. What is the number?





Na ke mal0 a makae? 3

How many 10s? 3

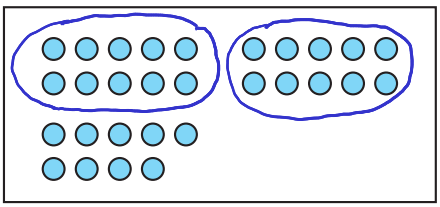
Na ke bol ba bakae? 2

How many 1s? 2

32

masome a mararo le metšo ye mebedi

three tens two ones



Na ke mal0 a makae? 2

How many 10s? ____

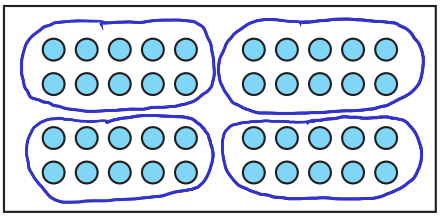
Na ke bol ba bakae? 9

How many 1s? ____

29

masome a _____ botee ba _____

two tens nine ones



Na ke mal0 a makae? 4

How many 10s? ____

Na ke bol ba bakae? 0

How many 1s? ____

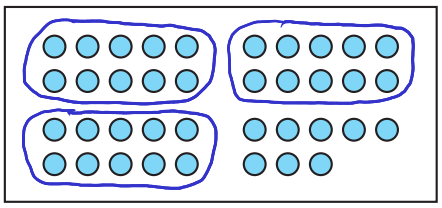
40

masome a _____ botee ba _____

four tens zero ones

10s and 1s

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

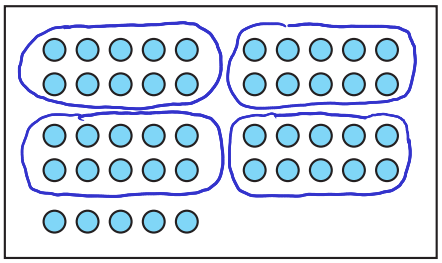


Na ke mal0 a makae? 3
How many 10s? ____
Na ke bol ba bakae? 8
How many 1s? ____

38

masome a _____ botee ba _____

three tens eight ones



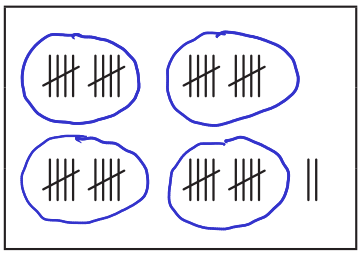
Na ke mal0 a makae? 4
How many 10s? ____
Na ke bol ba bakae? 5
How many 1s? ____

45

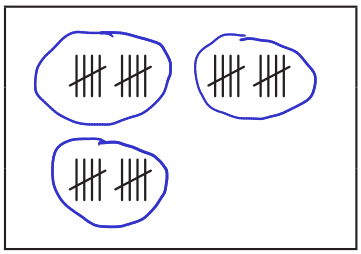
masome a _____ botee ba _____

four tens five ones

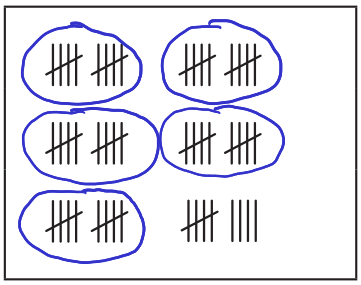
3 Thala sediko go dihlopha tša 10. Na palo ke eng?
Circle groups of 10. What is the number?



42



30



59

Na o na le dikhube? Aga dipalo o šomiša dikhube!
Do you have cubes? Build the numbers using cubes!

BEKE • WEEK 1

LETŠATŠI 5 • DAY 5

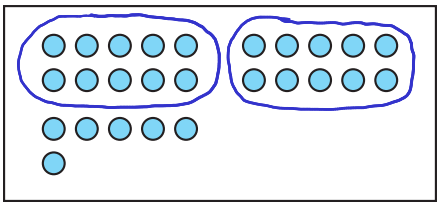
Teefatšo
Consolidation

LETLAKALATŠHOMELO WORKSHEET → LETLAKALATŠHOMELO WORKSHEET

A re boleleng Mmetse!
Let's talk Maths!

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

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

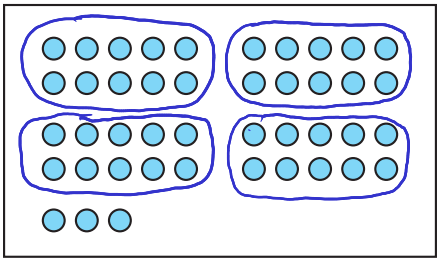


Na ke mal0 a makae? 2
How many 10s? ____
Na ke bol ba bakae? 6
How many 1s? ____

26

masome a _____ botee ba _____

two tens six ones



Na ke mal0 a makae? 4
How many 10s? ____
Na ke bol ba bakae? 3
How many 1s? ____

43

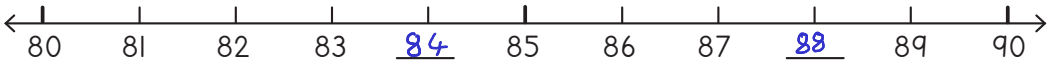
masome a _____ botee ba _____

four tens three ones

Consolidation

2 Feleletša.

Complete.



3 Rarolla.

Solve.

82 + 6 = 88	85 + 5 = 90	83 + 6 = 89
89 – 4 = 85	90 – 6 = 84	87 – 5 = 82

4

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

5

Bana ba ba4, na mahlo ke a makae? 4 children, how many eyes?	8	Bana ba ba5, na dikhuru ke tše kae? 5 children, how many knees?	10
Bana ba 6, na ditsebe ke tše kae? 6 children, how many ears?	12	Bana ba 10, na maoto ke a makae? 10 children, how many feet?	20

6 Balela.

Calculate.

2 x 3 = 6	2 x 5 = 10	2 x 6 = 12	2 x 2 = 4

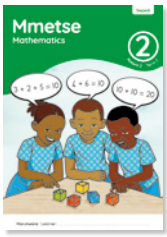
7 Balela.

Calculate.

Seripa: Half:	6	3	7	$3\frac{1}{2}$
Pedifatša: Double:	6	12	7	14

Go thala ma10

	Didirišwa
Mmetse wa Hlogo: Go beakanya dipalo tša go ya ga 50	ga di gona
Papadi: Opa thwantšha dipalo!	ga di gona



Letšatši	Mošongwana wa thuto	Mošongwana wa thuto
1	Ma10 le bo1.	PMM
2	Dipalo tša go ya ga 100.	PMM, sekwere sa 100
3	Dipalo tša go ya ga 100.	PMM, mothalopalo (morutiši)
4	Ma10 le bo1.	PMM, mothalopalo (morutiši)
5	Teefatšo	PMM

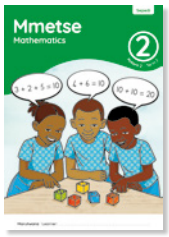
Morago ga beke ye, morutwana o swanetše go kgona go:	✓
šomiša diswantšho tša palo le ditafola tša palo go emela dipalo tše bjalo ka ma10 le bo1.	
šomiša mafokopalo go bontšha dipalo tše bjalo ka ma10 le bo1.	
emela dipalo o šomiša dikarata tša kemapalo.	

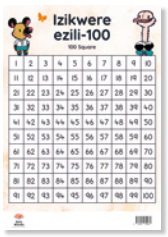
Kelo (lebelela matlakala a ka morago a tlhahlamorutiši ye)

Kelo ya go ngwalwa: Dipalo, Diophareišene le Ditswalano – Ma10 le bo1

Drawing 10s

	Resources
Mental Maths: Ordering numbers to 50	none
Game: Clap click numbers!	none





Day	Lesson activity	Lesson resources
1	10s and 1s	LAB
2	**Numbers to 100**	LAB, 100 square
3	Numbers to 100	LAB, flard cards
4	10s and 1s	LAB, flard cards
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
use number pictures and number tables to represent numbers as 10s and 1s.	
use number sentences to show numbers as 10s and 1s.	
represent numbers using place value cards.	

Assessment (see back pages of this guide)

Written assessment: Numbers, operations and relationships – 10s and 1s

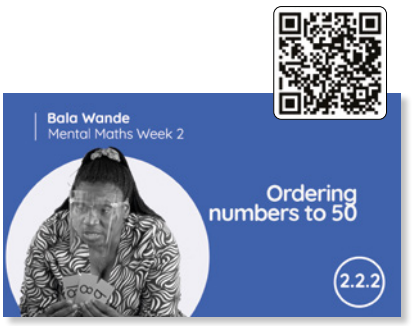
Go thala ma10

Mmetse wa hlogo

Bekeng ye re tsepelela ga go latelanya dipalo go tloga ga ye nnyanenyanenyane go ya ga ye kgolokgolokgolo, le go tloga ga ye kgolokgolokgolo go ya ga ye nnyanenyanenyane. Barutwana ba swanetše go kgona go tseba palo ye kgolokgolo le ye nnyanenyane, le go beakanya dipalo ka tatelano.

Papadi

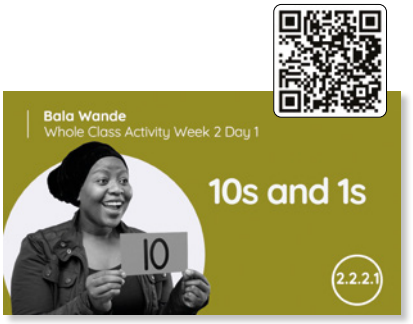
Mo papading ya beke ye, o biletša barutwana palo. Barutwana ba swanetše go theeletša ka šedi ke moka ba ope go lesome le lengwe le le lengwe gomme ba thwantšhe go tee ye nngwe le ye nngwe mo go palo yeo o e bitšago. Se se tla ba thuša go lemoga ma10 le bo1 mo dipalong le go bona dipalo ge di dirwa ka ma10 le bo1.



Kgodišo ya kgopolo

Bekeng ye re tšwela pele go tsepelela ga go tseba ma10 le bo1 go dipalo tša mono-pedi ka tšwelopele go tloga ga diswantšho tša palo le ditafola tša palo go ya ga dithalwa tša dikarata tša flard. Le swanetše go fetša nako le teefatša kwešišo ya barutwana ya kemapalo gore o ba thuše go rarolla dipalelo tša mmetse ka nepagalo. Barutwana ba swanetše go hloma kwešišo yeo e tseneletšego ya kemapalo, ka go realo, ba hloka tlwaetšo ye ntši ya go hlahlamolla le go aga dipalo tša mono-pedi. Mošomong wa rena wa ma10 le bo1, re tla tsepelela ga:

- go šomiša diswantšho tša palo le ditafola tša palo go emela dipalo tše bjalo ka ma10 le bo1.
- go šomiša mafokopalo go bontšha dipalo tše bjalo ka ma10 le bo1.
- go emela dipalo o šomiša dikarata tša kemapalo (dikarata tša flard).



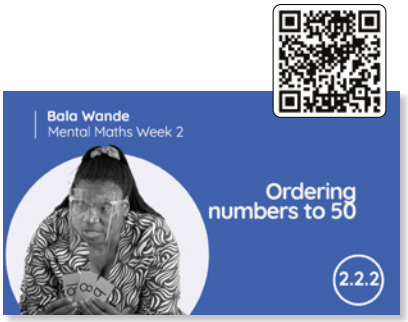
Seo o ka se lebelelago mo bekeng ye

- Tsepelela ga tšwelopele go ya ga kemedi ya boikgopolelo ya ma10 le bo1. Tšhomišo ya dikarata tša kemapalo ke karolo ye bohlokwa ya tlhokego ya kgodišo ya kgopolo ya kemapalo.
- Hlohleletša barutwana go bolela mafokopalo a bona gore ba kgone go matlafatša kwešišo ya bona ya mokgwa wa ma10 le bo1.

Drawing 10s

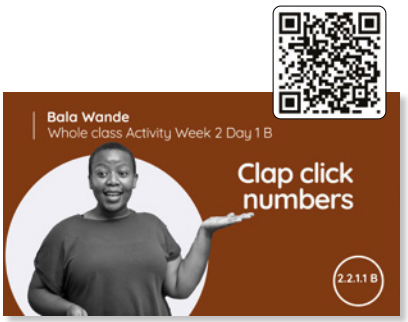
Mental Maths

This week we focus on sequencing numbers from smallest to biggest, and from biggest to smallest. Learners need to be able to identify the bigger and smaller number, and to arrange numbers in order.



Game

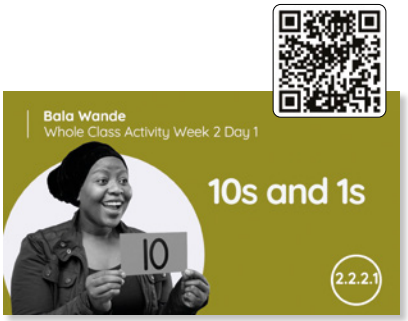
In this week's game you call out numbers to the class. The learners must must listen carefully and then clap for each ten and click for each one in the number that you call. This will help them identify the 10s and the 1s in numbers and to see numbers as made of 10s and 1s.



Concept development

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

- using number pictures and number tables to represent numbers as 10s and 1s.
- using number sentences to show numbers as 10s and 1s.
- representinf numbers using place value cards (flard cards).



What to look out for this week

- Focus on the progression to a more abstract representation of 10s and 1s. The use of place value cards is an important part of the necessary conceptual development of place value.
- Encourage learners to verbalise their number sentences so that they can reinforce their understanding of the system of 10s and 1s.

BEKE 2 • LETŠATŠI 1

Ma10 le bo1

MMETSE WA HLOGO – MENTAL MATHS | NNYANENYANENYANE GO YA GA KGOLOKGOLOKGOLO – SMALLEST TO BIGGEST → PAPADI – GAME → KGODIŠO YA KGOPOLO – CONCEPT DEVELOPMENT → LETLAKALATŠHOMELO – WORKSHEETS

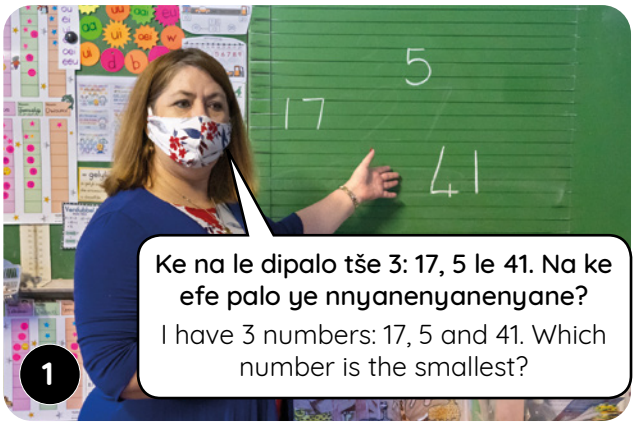
MMETSE WA HLOGO | MENTAL MATHS

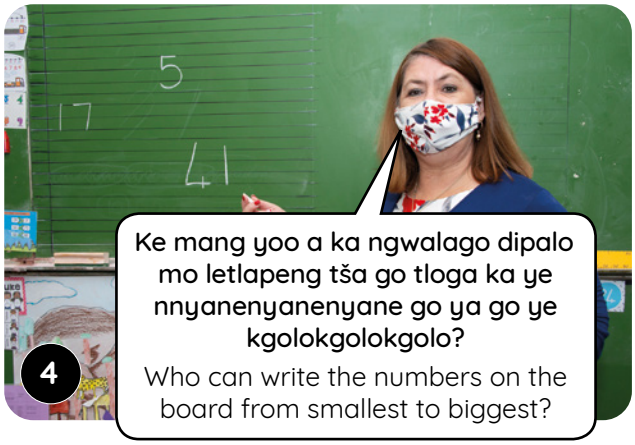
Efa barutwana menyetla ye mentši ya go beakanya dipalo – nnyanenyanenyane go ya ga kgolokgolokgolo goba kgolokgolokgolo go ya ga nnyanenyanenyane.

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

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.





10s and 1s

Enrichment activities • Mešongwana ya go matlafatša

Letšatši 1 Day 1

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

43

19

62

29

56

11

38

74

85

99

Letšatši 2 Day 2

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

66

23

91

58

49

13

21

34

77

82

Letšatši 3 Day 3

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

93

25

79

31

88

67

15

46

52

36

Letšatši 4 Day 4

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

16

85

39

27

71

94

44

12

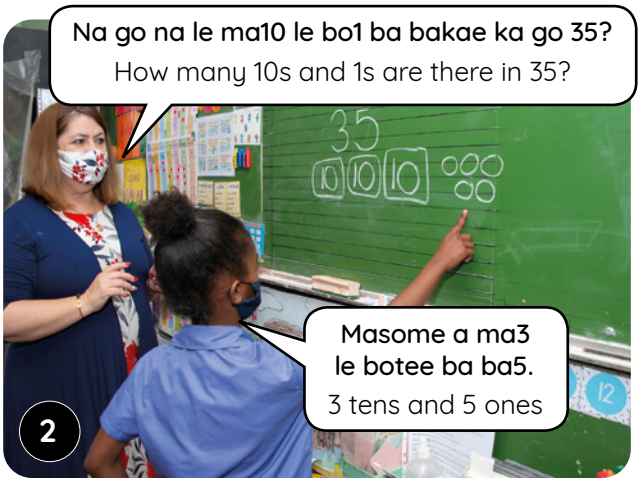
68

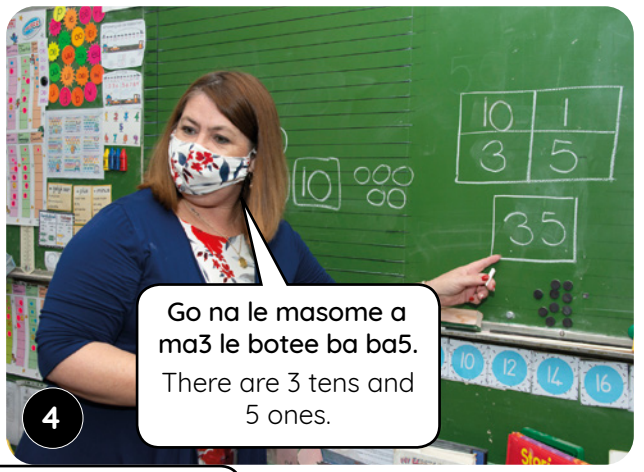
55

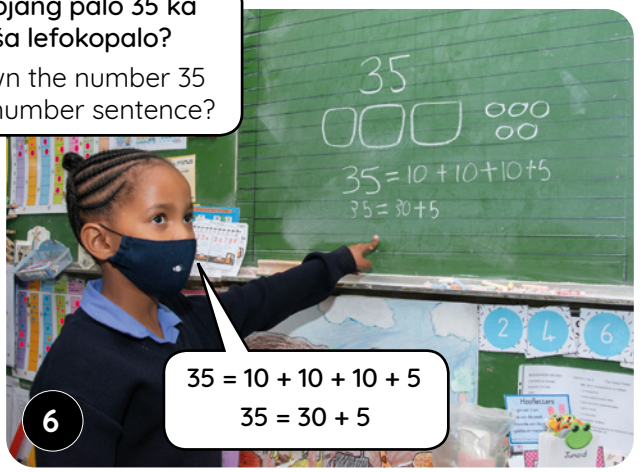
BEKE 2 • LETŠATŠI 1

Ma10 le bo1

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT







Bušeletša dikgato tša ka godimo o šomiša dipalo tša go fapafapana. Hlohleletša barutwana go bolela ka palo ya ma10 le bo1. Netefatša gore barutwana ba feleletša tafola le go ngwala lefokopalo gore ba itlwaetše go hlahlamolla dipalo ka ma10 le bo1.

Repeat the steps above using different numbers. Encourage learners to talk about the number of 10s and 1s. Ensure that learners complete the table and write the number sentence in order to practise breaking down numbers into 10s and 1s.

10s and 1s

BEKE • WEEK 2

LETŠATŠI 1 • DAY 1

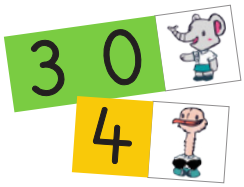
Ma10 le bo1
10s and 1s

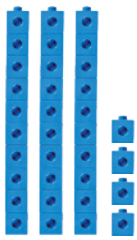
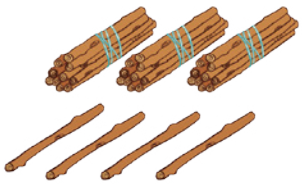
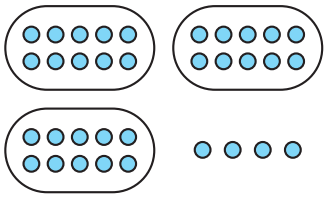
MMETSE WA HLOGO (MENTAL MATHS) → NNYANENYANENYANE GO YA GA KGOLOKGOLOKGOLO (SMALLEST TO BIGGEST) → PAPADI (GAME) → KGODIŠO YA KGOPOLO (CONCEPT DEVELOPMENT) → MATLAKALATŠHOMELO (WORKSHEETS)

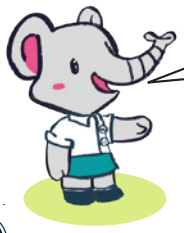
Papadi: OPA thwantšha dipalo!
Game: CLAP click numbers!

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

Ge ke kopana le palo, ke a botšiša, "Na ke masome a makae? Na ke botee ba bakae?"
When I meet a number, I ask, "How many tens? How many ones?"



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



Ge ke thala dipalo, ke thala 10 ka tsela ye: (10)
Ka gona, ke thala 34 ka tsela ye:
When I draw numbers, I draw a 10 like this: (10)
So, I draw 34 like this:

Go tloga gabjale, o se ke wa thala botee ka moka. Šomiša (10) go bontšha 10.
From now on, do not draw all the ones. Use a (10) to show 10.

12

Ma10 le bo1

Na palo ke eng?

What is the number?

10 10 ●●●●● ●●	10: 1: 2 7 — 27
10 10 10 ●●●●● ●●●	10: 1: 3 8 — 38
10 10 10 ●●●●● ●	10: 1: 3 6 — 36
10 ●●●●● ●●	10: 1: 1 7 — 17
10 10 10 10 ●●	10: 1: 4 2 — 42
10 10 10 10	10: 1: 4 0 — 40
10 10 ●●●●	10: 1: 2 4 — 24
10 10 10	10: 1: 3 0 — 30

Numbers to 100

MMETSE WA HLOGO
MENTAL MATHS

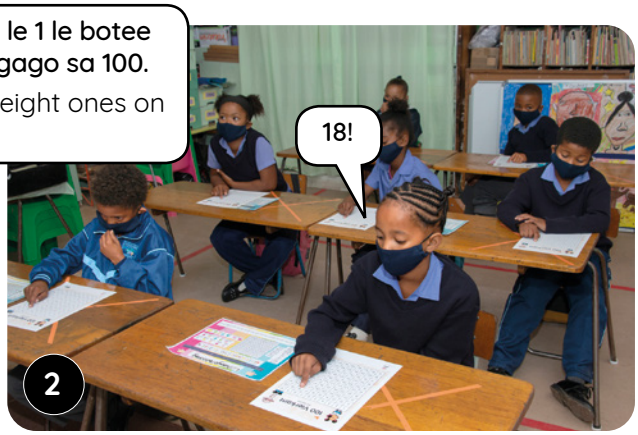
NNYANENYANENYANE GO YA GA KGOLOKGOLOKGOLO
SMALLEST TO BIGGEST

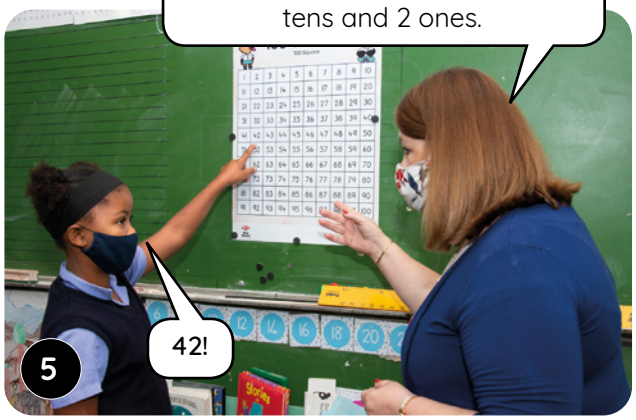
→ PAPADI
GAME

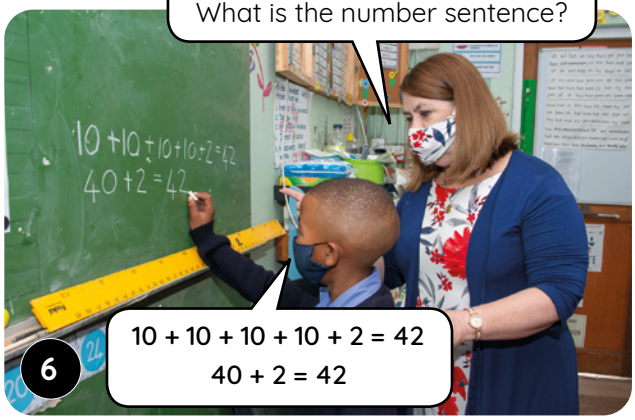
→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ LETLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT







Bušeletša dikgato tša ka godimo o šomiša dipalo tša go fapafapana. Hlohleletša barutwana go lemoga dipalo tša go ba le ma10 le bo1 ba go fapafapana ka lebelo. Efa barutwana menyetla ya go ngwala mafokopalo a mantši gore ba godiše dikgopolo le kwešišo ya tshepedišo.

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

BEKE • WEEK 2

LETŠATŠI 2 • DAY 2

Dipalo tša go ya go 100
Numbers to 100

MMETSE WA HLOGO
MENTAL MATHS

NNYANENYANENYANE GO YA GA KGOLOKGOLOKGOLO
SMALLEST TO BIGGEST

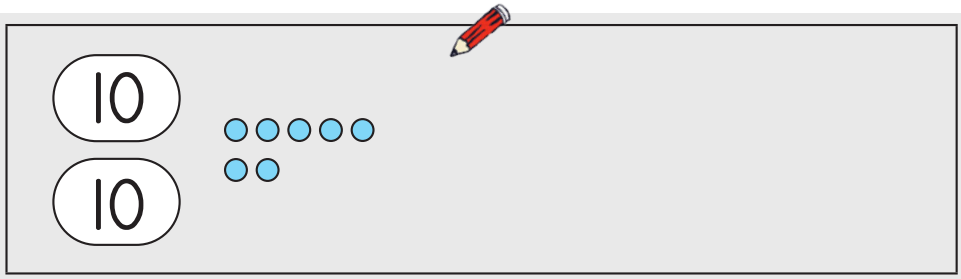
→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ MATLAKALATŠHOMELO
WORKSHEETS

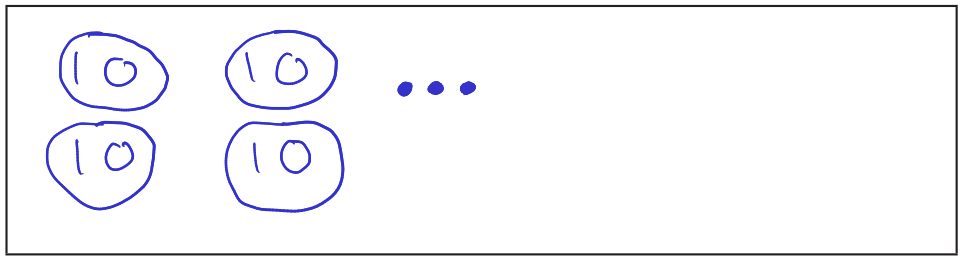
1 Thala (10) gore o bontšhe 10. Thala ● gore o bontšhe 1.
Draw (10) to show 10. Draw ● to show 1.

27



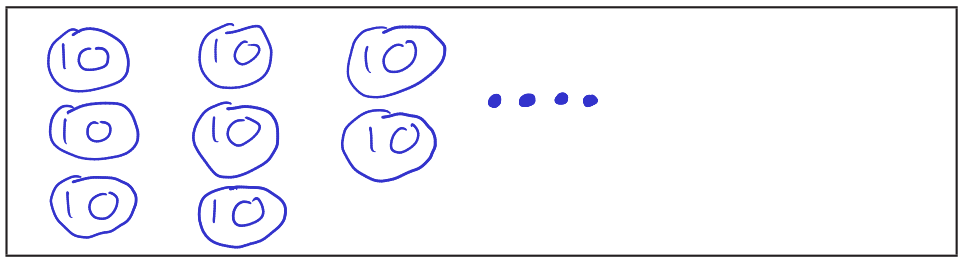
27 = 10 + 10 + 7

43



43 = 10 + 10 + 10 + 10 + 3

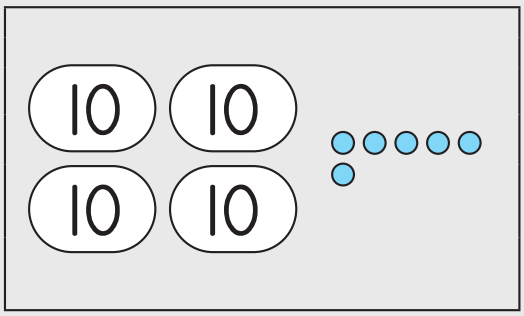
84



84 = 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 4

2 Na palo ke eng?

What is the number?

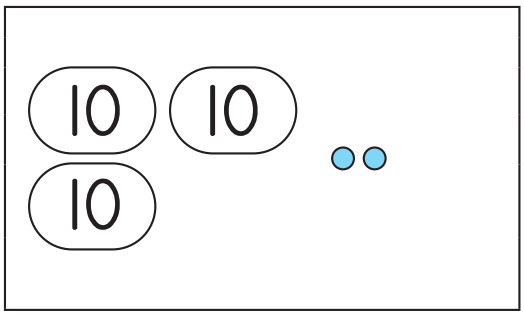


10:	1:
4	6

46

46 = 10 + 10 + 10 + 10 + 6

46 = 40 + 6

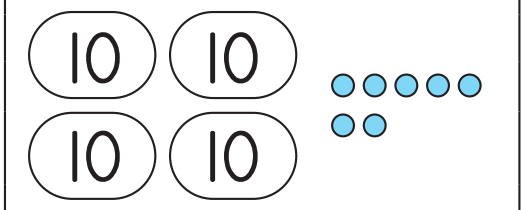


10:	1:
3	2

32

32 = 10 + 10 + 10 + 2

32 = 30 + 2



10:	1:
4	7

47

47 = 10 + 10 + 10 + 10 + 7

47 = 40 + 7

3 Hlahlamolla ka mal0 le bol.

Break down into 10s and 1s.

34 = 10 + 10 + 10 + 4

34 = 30 + 4

26 = 10 + 10 + 6

26 = 20 + 6

42 = 10 + 10 + 10 + 10 + 2

42 = 40 + 2

58 = 10 + 10 + 10 + 10 + 10 + 8

58 = 50 + 8

BEKE 2 • LETŠATŠI 3

Dipalo tša go ya go 100

MMETSE WA HLOGO
MENTAL MATHS

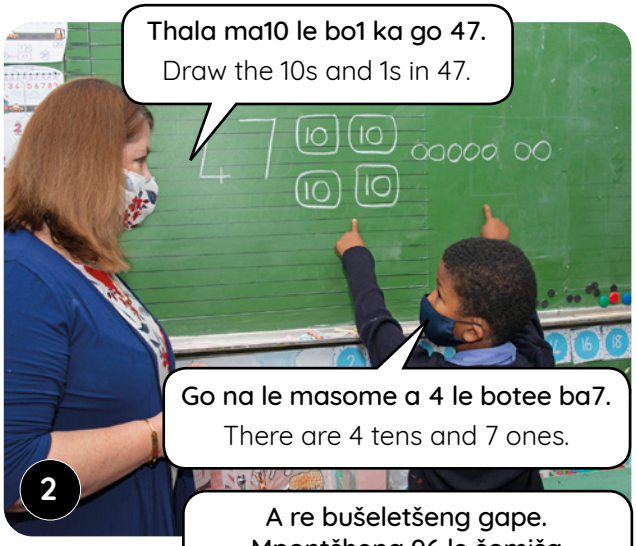
KGOLOKGOLOKGOLO GO YA GA NNYANENYANENYANE
BIGGEST TO SMALLEST

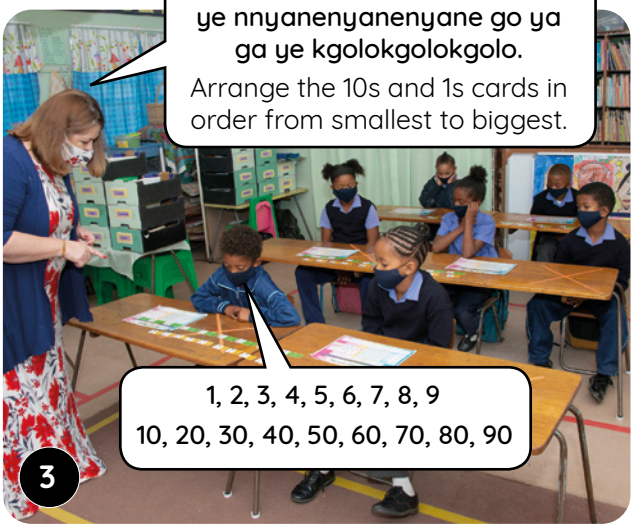
→ PAPADI
GAME

→ **KGODIŠO YA KGOPOLO**
CONCEPT DEVELOPMENT

→ LETLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT





Bušeletša dikgato tša ka godimo o šomiša dipalo tša go fapafapana. Hlohleletša barutwana go bolela ka palo ya ma10 le bo1. Netefatša gore barutwana ba bontšha dipalo ka tshwanelo ba šomiša dikarata tša bona.

Repeat the steps above using different numbers. Encourage learners to talk about the number of 10s and 1s. Ensure that learners show the numbers correctly using their flard cards.

BEKE • WEEK 2

LETŠATŠI 3 • DAY 3

Dipalo tša go ya go 100
Numbers to 100

MMETSE WA HLOGO
MENTAL MATHS

KGOLOKGOLOKGOLO GO YA GA NNYANENYANENYANE
BIGGEST TO SMALLEST

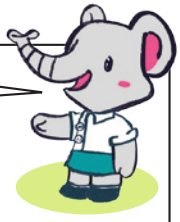
→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ MATLAKALATŠHOMELO
WORKSHEETS

Papadi: Fofa Gata dipalo
Game: Jump Step numbers

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



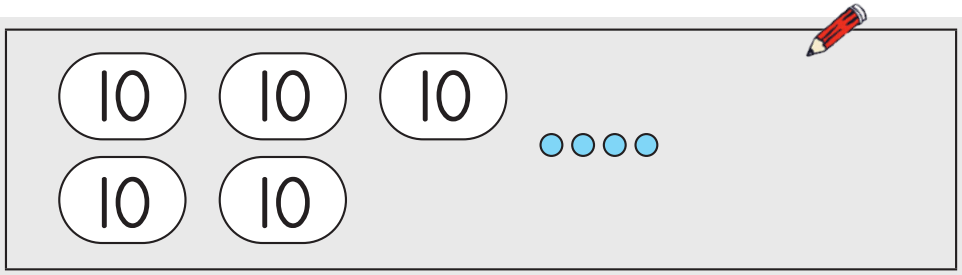
10 = fofa
jump

● = gata
step

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

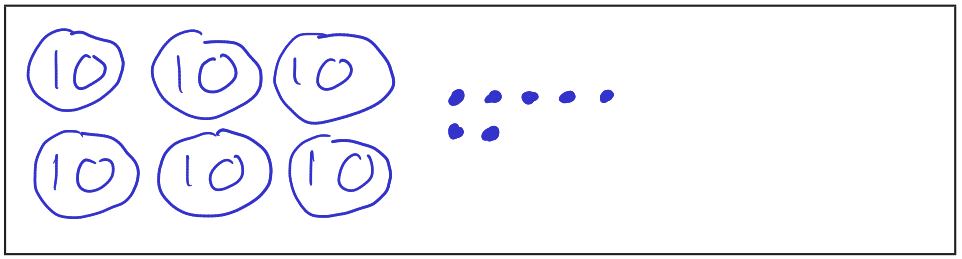
1 Thala (10) gore o bontšhe 10. Thala ● gore o bontšhe 1.
Draw (10) to show 10. Draw ● to show 1.

54



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

67



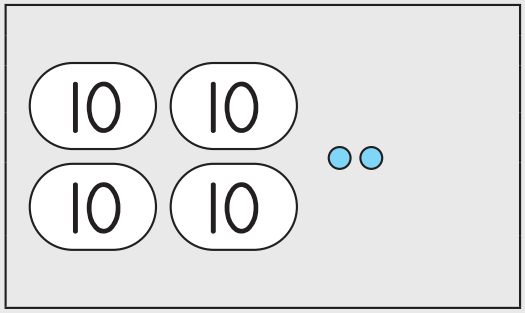
67 = 10+10+10+10+10+10+7

16

Dipalo tša go ya go 100

2 Na palo ke eng?

What is the number?

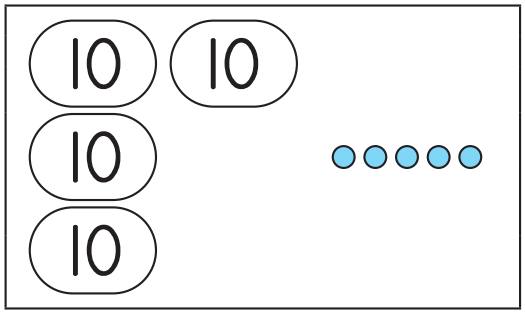


10:	1:
4	2

42

42 = 10 + 10 + 10 + 10 + 2

42 = 40 + 2

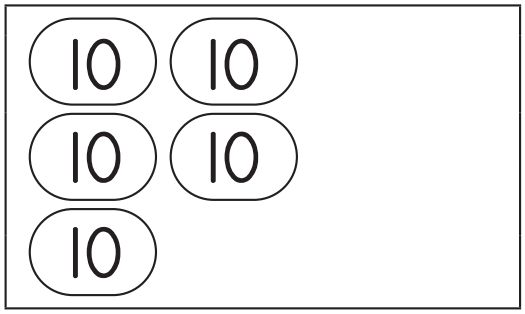


10:	1:
4	5

45

45 = 10+10+10+10+5

45 = 40+5



10:	1:
5	0

50

50 = 10+10+10+10+10

50 = 50+0

3 Hlahlamolla ka mal0 le bol.

Break down into 10s and 1s.

26 = 10 + 10 + 6

26 = 20 + 6

57 = 10+10+10+10+10+7

57 = 50+7

42 = 10+10+10+10+2

42 = 40+2

35 = 10+10+10+5

35 = 30+5

10s and 1s

MMETSE WA HLOGO
MENTAL MATHS

KGOLOKGOLOKGOLO GO YA GA NNYANENYANENYANE
BIGGEST TO SMALLEST

→ PAPADI
GAME

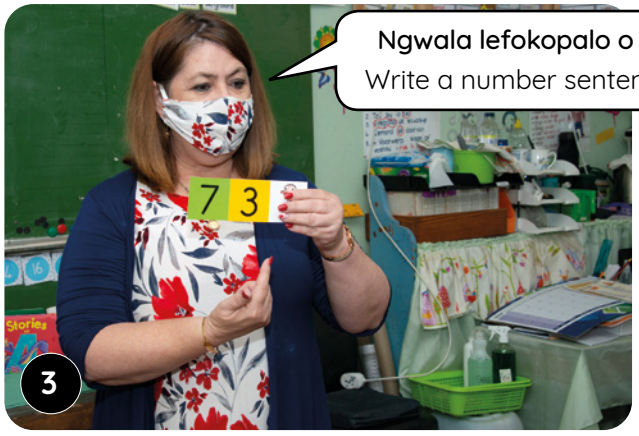
→ **KGODIŠO YA KGOPOLO**
CONCEPT DEVELOPMENT

→ LETLAKALATŠHOMELO
WORKSHEETS

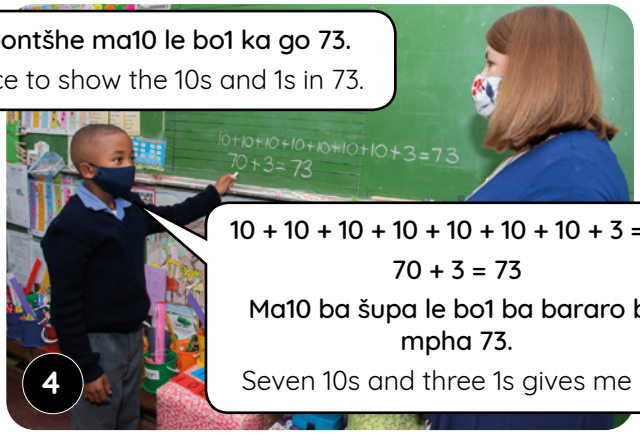
KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Beakanya dikarata tša gago tša ma10 le bo1 ka tatelano go tloga ga ye nnyanenyanenyane go ya ga ye kgolokgolokgolo.
Arrange your 10s and 1s cards in order from smallest to biggest.

Na o ka šomiša dikarata dife go bontšha palo 73?
Which cards could you use to show the number 73?

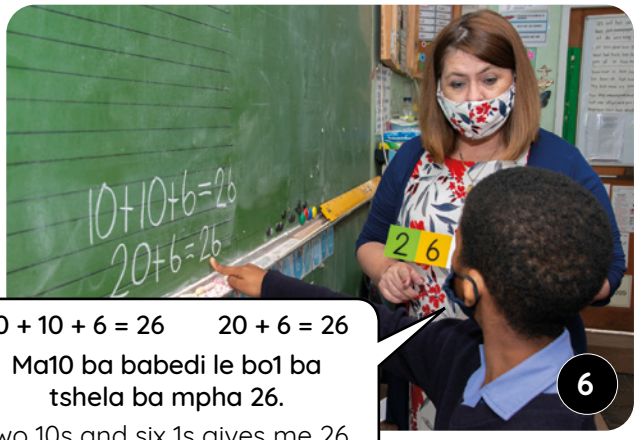


Ngwala lefokopalo o bontšhe ma10 le bo1 ka go 73.
Write a number sentence to show the 10s and 1s in 73.



10 + 10 + 10 + 10 + 10 + 10 + 10 + 3 = 73
70 + 3 = 73
Ma10 ba šupa le bo1 ba bararo ba mpha 73.
Seven 10s and three 1s gives me 73.

Bjale a re lekeng palo ye nngwe.
Now let's try another number.



10 + 10 + 6 = 26 **20 + 6 = 26**
Ma10 ba babedi le bo1 ba tshela ba mpha 26.
Two 10s and six 1s gives me 26.

Bušeletša dikgato tša ka godimo o šomiša dipalo tša go fapafapana. Hlohleletša barutwana go bontšha dipalo ka tshwanelo ba šomiša dikarata tša bona le go bolela ka mafokopalo ao ba a ngwalago.

Repeat the steps above using different numbers. Encourage learners to show the numbers correctly using their flard cards and to talk about the number sentences they write.

BEKE • WEEK 2

LETŠATŠI 4 • DAY 4

Ma10 le bo1

10s and 1s

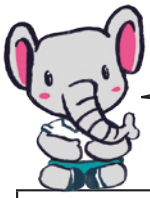
MMETSE WA HLOGO
MENTAL MATHS

KGOLOKGOLOKGOLO GO YA GA NNYANENYANENYANE
BIGGEST TO SMALLEST

PAPADI
GAME

KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

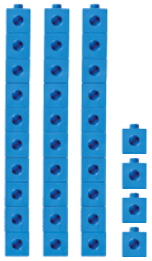
MATLAKALATŠHOMELO
WORKSHEETS

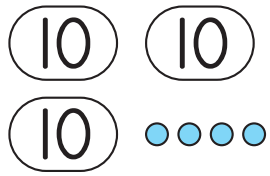


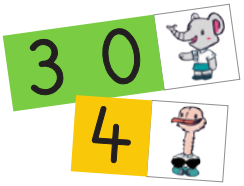
Nka aga dipalo ka dipoloko!
I can build numbers with blocks!

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

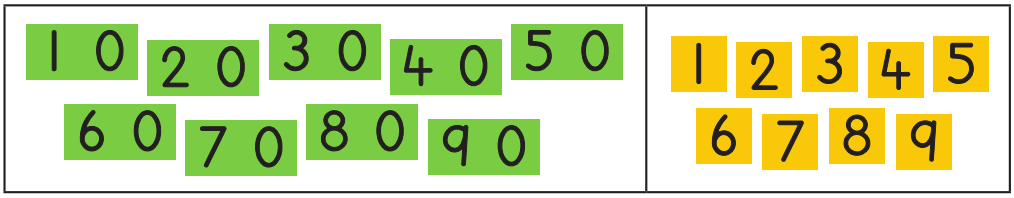
Nka bontšha gape dipalo ke šomiša dikarata tša mal0 le bol.
I can also show numbers using 10s and 1s cards.







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



1 Na ke dikarata dife tšeo di dirago dipalo tše?

Which 10s and 1s cards make these numbers?

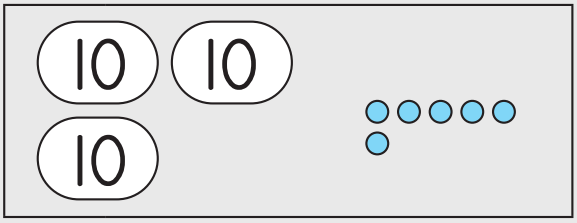
39	3 0 9	3 9	
27	2 0 7	2 7	
57	5 0 7	5 7	

16	1 0 6	1 6	
34	3 0 4	3 4	
63	6 0 3	6 3	

10s and 1

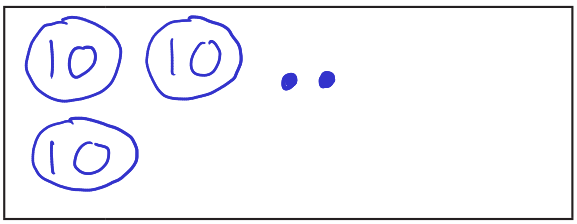
2 Thala palo. E bontšhe ka dikarata tša mal0 le bol.
Ngwala mafokopalo.

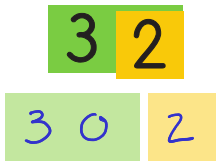
Draw the number. Show it with l0s and ls cards. Write the number sentences.



36 = 10 + 10 + 10 + 6

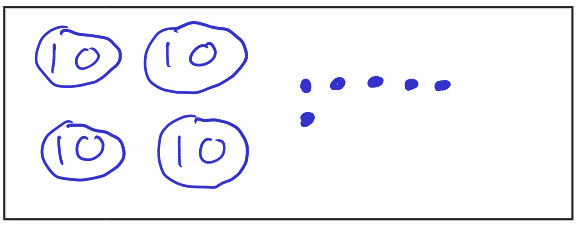
36 = 30 + 6

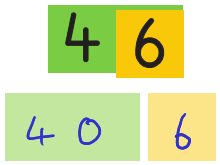




32 = 10+10+10+2

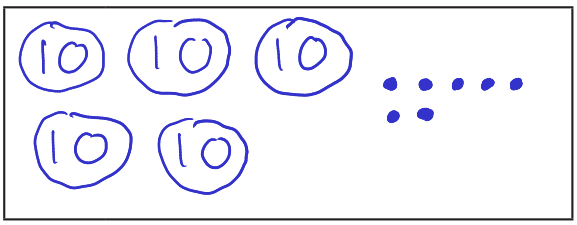
32 = 30+2

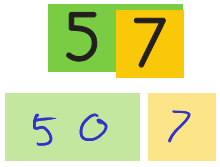




46 = 10+10+10+10+6

46 = 40+6





57 = 10+10+10+10+10+7

57 = 50+7

Kelo le teefatšo

BEKE • WEEK 2

LETŠATŠI 5 • DAY 5

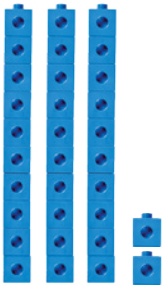
Teefatšo
Consolidation

LETLAKALATŠHOMELO WORKSHEET → LETLAKALATŠHOMELO WORKSHEET

A re boleleng Mmetse!
Let's talk Maths!

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

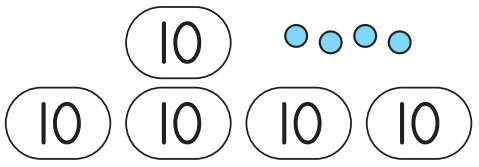
1 Na palo ke eng?
What is the number?



Na ke mal0 a makae? 3
How many 10s? ____

Na ke bol ba bakae? 2
How many 1s? ____

30 + 2 = 32



10:	1:
5	4

54

2 Balela.
Calculate.

10 + 5 = 15	10 + 3 = 13	10 + 8 = 18

3 Hlahlamolla ka mal0 le bol.
Break down into 10s and 1s.

14 = 10 + 4	19 = 10 + 9	11 = 10 + 1

20

Assessment and consolidation

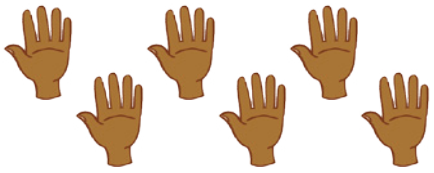
4 Rarolla.

Solve.

73 + 4 = 77	32 + 6 = 38	28 + 2 = 30
59 – 5 = 54	38 – 7 = 31	43 – 2 = 41

39 + 10 = 49	56 + 10 = 66	84 + 10 = 94
69 + 10 = 79	17 + 10 = 27	54 + 10 = 64

5

	Na ke matsogo a makae? How many hands?	6
	Na ke menwana ye mekae? How many fingers?	30

6

Matsogo a ma3, na menwana ke ye mekae? 3 hands, how many fingers?	15	Maoto a ma5, na menwana ya maoto ke ye mekae? 5 feet, how many toes?	25
Matsogo a 7, na ke menwana ye mekae? 7 hands, how many fingers?	35	Maoto a 10, na menwana ya maoto ke ye mekae? 10 feet, how many toes?	50

7 Balela.

Calculate.

5 x 2 = 10	5 x 3 = 15	5 x 4 = 20	5 x 5 = 25

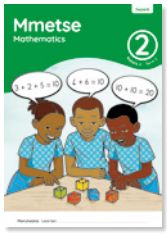
8 Balela.

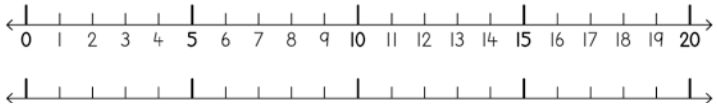
Calculate.

Seripa: Half:	8	4	9	$4\frac{1}{2}$
Pedifatša: Double:	8	16	9	18

Go hlakantšha le go ntšha go ya go 100

	Didirišwa
Mmetse wa hlogo: Mphe ye ntši go; mphe ye nnyane go	sekwere sa 100
Papadi: 1, 2, 3 bontšha – go hlakantšha	ga di gona





Letšatši	Mošongwana wa thuto	Mošongwana wa thuto
1	Go hlakantšha ma10.	PMM, Dipoloko tša multifix
2	Go ntšha ma10.	PMM, Dipoloko tša multifix
3	Go hlakantšha ka bo1 go dipalo tše dikgolo	PMM, Mothalopalo wa 0-20, mothalopalo wa go se be le selo
4	Go ntšha bo1 go dipalo tše dikgolo	PMM, Mothalopalo wa 0-20, mothalopalo wa go se be le selo
5	Teefatšo le kelo ya thuto	PMM

Morago ga beke ye, morutwana o swanetše go kgona go:	✓
lemoga dilo tša go swana magareng ga go hlakantšha le go ntšha botee le go hlakantšha le go ntšha bolesome.	
šomiša mothalopalo go hlakantšha botee go dipalo tša mono-pedi ka ntle le go tshela lesome.	
šomiša mothalopalo go hlakantšha botee go dipalo tša mono-pedi ka ntle le go tshela lesome.	

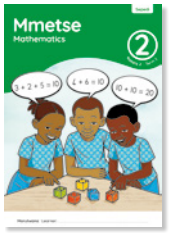
Kelo (lebelela matlakala a ka morago a tlhahlamorutiši ye)

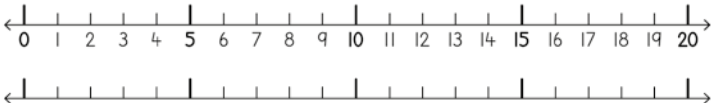
Kelo ya go ngwalwa: Dipalo, Diophareišene le Ditswalano – Go hlakantšha le go ntšha

Kelo ya bomolomo le tirišo: Dipalo, Diophareišene le Ditswalano – Lebelela barutwana go ela bokgoni bja bona bja go emela dipalo le go hlakantšha le go ntšha

Adding and subtracting to 100

	Resources
Mental Maths: Give me more than; give me less than	100 square
Game: 1, 2, 3 Show – addition	none



Day	Lesson activity	Lesson resources
1	**Adding 10s**	LAB, multifix blocks
2	**Subtracting 10s**	LAB, multifix blocks
3	Adding 1s in bigger numbers	LAB, 0-20 number line, blank number line
4	Subtracting 1s in bigger numbers	LAB, 0-20 number line, blank number line
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
recognise the similarities between adding and subtracting ones and adding and subtracting tens.	
use a number line to add ones to two-digit numbers without bridging the ten.	
use a number line to subtract ones from two-digit numbers without bridging the ten.	

Assessment (see back pages of this guide)

Written assessment: Numbers, operations and relationships – Addition and subtraction

Oral and practical assessment: Numbers, operations and relationships – observe learners to assess their ability to represent numbers, add and subtract

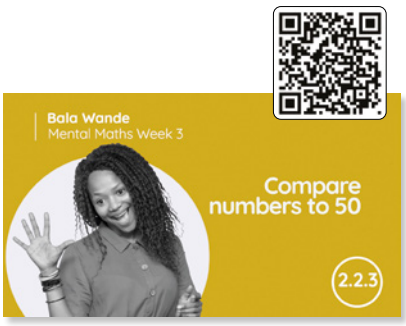
Go hlakantšha le go ntšha go ya go 100

Mmetse wa hlogo

Bekeng ye re tsepelela ga dikgopolo tša ntši go feta le nnyane go ka Mmetse wa hlogo. Morutiši o tla šupa dipalo godimo ga sekwere sa 100 gomme a fa barutwana menyetla ya go lemoga, ntši le nnyane ka 5, le ntši ka goba nnyane ka 10. Tšhomišo ya sekwere sa 100 e fa barutwana sebaka sa go itlwaetša go tseba dipalo 1-50. Hlohleletša barutwana go fa dikarabo ka pela gore ba godiše bokgoni bja bona bja go gopola dintlha tša palo ka nepagalo.

Papadi

Bekeng ye re tla raloka papadi ya 1, 2, 3 bontšha – go hlakantšha. Mo papading ye, barutwana ba tla itlwaetša go hlakantšha. Ge ba raloka ka letsogo le tee, ba tla hlakantšha dipalo ka palomoka ya go se fete 10 gomme ge ba šomiša matsogo a mabedi, ba tla hlakantšha dipalo ka palomoka ya go se fete 20. Barutwana ba bangwe ba ka ba ba sa hlakantšha le go balela ka go šomiša menwana ya bona. Go bohlokwa gore o hlohleletše barutwana ba lebiše mošomo wa bona ga go rarolla marara ka hlogo.



Kgodišo ya kgopolo

Bekeng ye, re tsepelela go hlakantšha le go ntšha go ya ga 100. Go bohlokwa go barutwana go lemoga gore ge ba kgona go hlakantšha le go ntšha botee, ba ka kgona gape go hlakantšha le go ntšha bolesome. Mošomong wa rena wa go hlakantšha le go ntšha, re tla tsepelela ga:

- go lemoga dilo tša go swana magareng ga go hlakantšha le go ntšha botee le go hlakantšha le go ntšha bolesome.
- go šomiša mothalopalo go hlakantšha botee go dipalo tša mono-pedi ka ntle le go tshela lesome.
- go šomiša mothalopalo go hlakantšha botee go dipalo tša mono-pedi ka ntle le go tshela lesome.

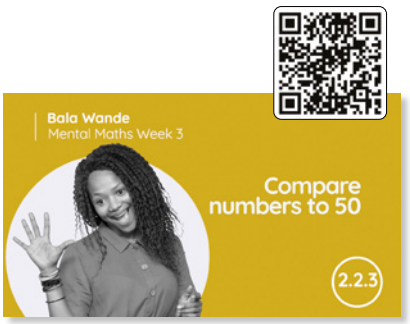
Seo o ka se lebelelago mo bekeng ye

- Thuša barutwana ba gopole gore ge ba kgona go hlakantšha le go ntšha botee, ba ka kgona gape go hlakantšha le go ntšha bolesome. Ba hlohleletše ba tsebe dipaterone ge ba rarolla marara a mmetse bjale ka ge se se tla dira gore ba kgone go šoma ka lebelo le ka nepagalo.

Adding and subtracting to 100

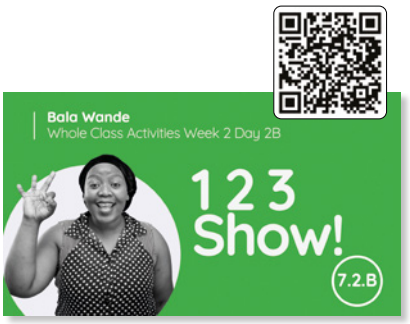
Mental Maths video

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



Game video

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



Concept development

This week we focus on addition and subtraction to 100. It is important for learners to recognise that if they are able to add and subtract ones, then they will also be able to add and subtract tens. In our work on addition and subtraction, we will focus on:

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

What to look out for this week

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

BEKE 3 • LETŠATŠI 1

Go hlakantšha ma10

MMETSE WA HLOGO
MENTAL MATHS

NTŠI KA 5/ NNYANE KA 5
5 MORE/5 LESS

→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ LETLAKALATŠHOMELO
WORKSHEETS

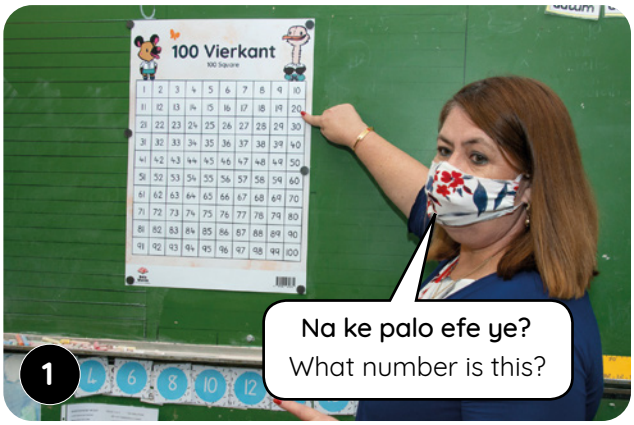
MMETSE WA HLOGO | MENTAL MATHS

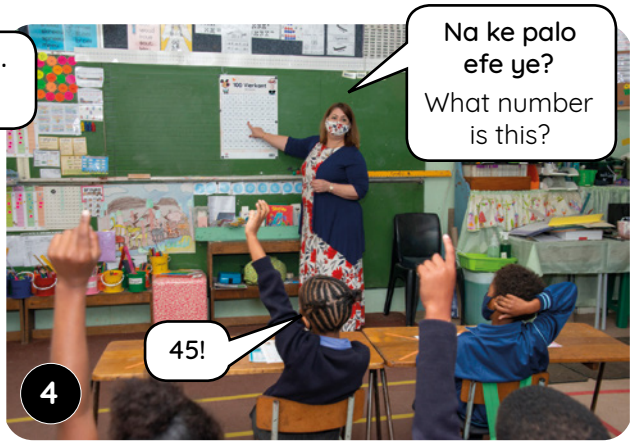
Efa barutwana menyetla ye mentši ya go hwetša hlano (goba lesome) ntši le nnyane go palo yeo e filwego.

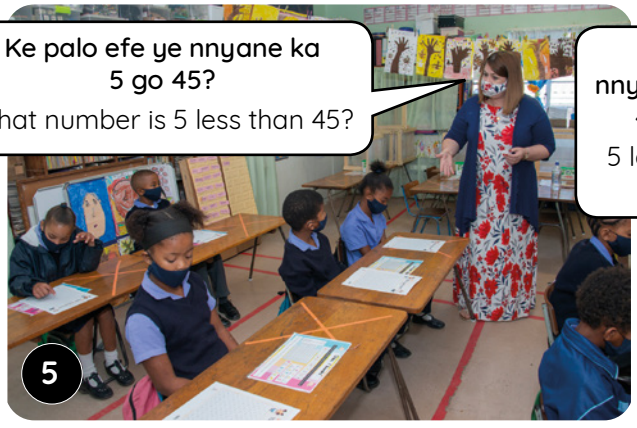
Allow multiple opportunities for finding five (or ten) more and less than a given number.

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.







Adding 10s

Enrichment activities • Mešongwana ya go matlafatša

Letšatši 1 Day 1

Šomiša dikarata tša gago tša mal0 le bol go dira:
Use your 10s and 1s cards to make:

36

85

14

95

77

48

61

53

18

26

Letšatši 2 Day 2

Šomiša dikarata tša gago tša mal0 le bol go dira:
Use your 10s and 1s cards to make:

59

23

78

34

82

15

49

96

64

28

Letšatši 3 Day 3

Ngwala mafokopalo o bontšhe mal0 le bol.
Write number sentences to show the 10s and 1s.

71 = ____ + ____

56 = _____ + ____

22 = ____ + ____

89 = ____ + ____

47 = ____ + ____

13 = ____ + ____

38 = ____ + ____

93 = ____ + ____

69 = ____ + ____

11 = ____ +

Letšatši 4 Day 4

Ngwala mafokopalo o bontšhe mal0 le bol.
Write number sentences to show the 10s and 1s.

71 = ____ + ____

56 = _____ + ____

22 = ____ + ____

89 = ____ + ____

47 = ____ + ____

13 = ____ + ____

38 = ____ + ____

93 = ____ + ____

69 = ____ + ____

11 = ____ +

BEKE 3 • LETŠATŠI 1

Go hlakantšha ma10

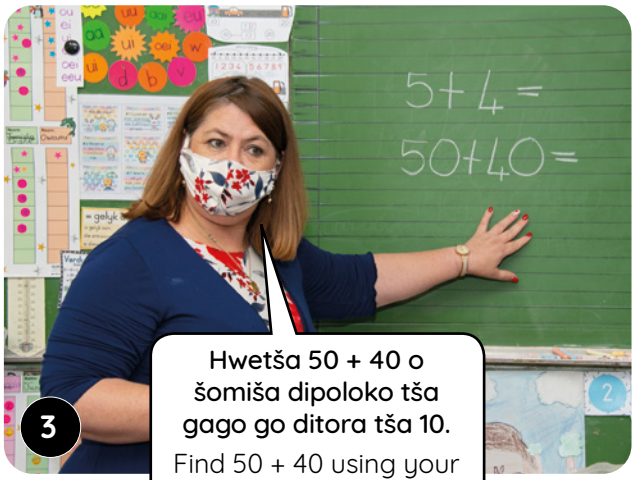
KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

1

Hwetša 5 + 4 o šomiša dipoloko tša gago.
Find 5 + 4 using your blocks.

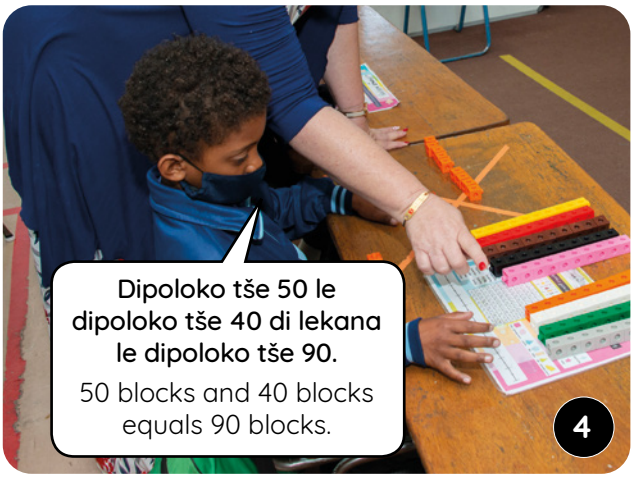
2

Dipoloko tše 5 le dipoloko tše 4 di lekana le dipoloko tše 9.
5 blocks and 4 blocks equals 9 blocks.



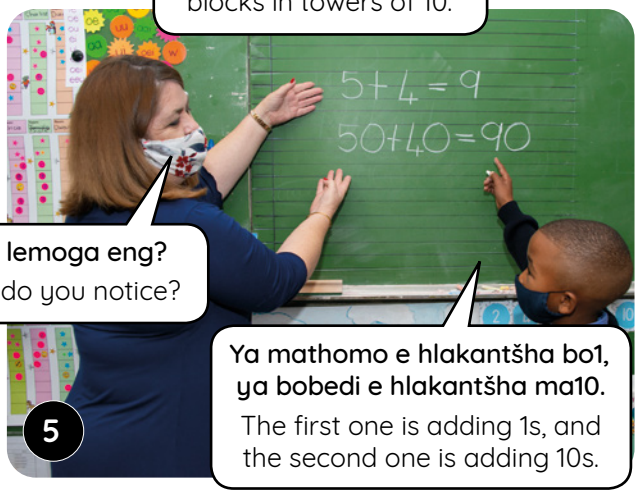
3

Hwetša 50 + 40 o šomiša dipoloko tša gago go ditora tša 10.
Find 50 + 40 using your blocks in towers of 10.



4

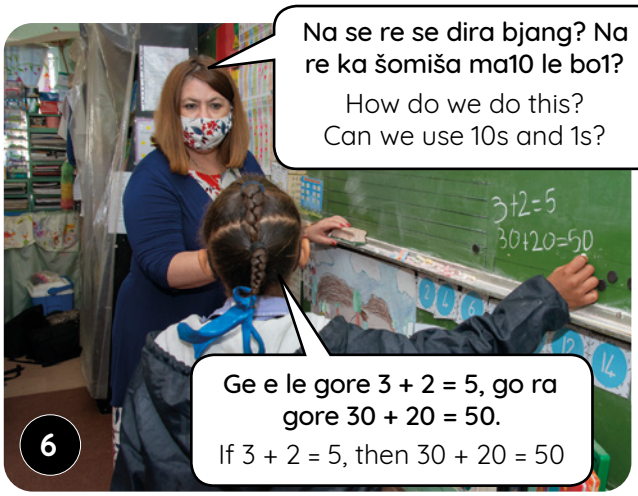
Dipoloko tše 50 le dipoloko tše 40 di lekana le dipoloko tše 90.
50 blocks and 40 blocks equals 90 blocks.



5

Na o lemoga eng?
What do you notice?

Ya mathomo e hlakantšha bo1, ya bobedi e hlakantšha ma10.
The first one is adding 1s, and the second one is adding 10s.



6

Na se re se dira bjang? Na re ka šomiša ma10 le bo1?
How do we do this? Can we use 10s and 1s?

Ge e le gore 3 + 2 = 5, go ra gore 30 + 20 = 50.
If 3 + 2 = 5, then 30 + 20 = 50

Hlohleletša barutwana go bapetša mehuta ya marara a go hlakantšha ka bo1 le a go hlakantšha ka ma10. Thuša barutwana gore ba bone gore ge ba ka hlakantšha botee, ba ka kgona go hlakantšha bolesome.

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

Adding 10s

BEKE • WEEK 3

LETŠATŠI 1 • DAY 1

Go hlakantšha ma10

Adding 10s

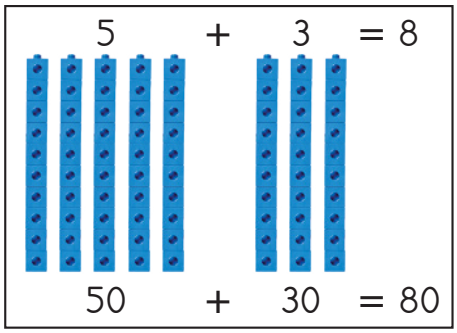
MMETSE WA HLOGO – MENTAL MATHS | NTŠI KA 5/ NNYANE KA 5 – 5 MORE/5 LESS → PAPADI – GAME → KGODIŠO YA KGOPOLO – CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO – WORKSHEETS

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

- Šomang ka bobedi.
  Work in pairs.
- E re 1, 2, 3 Bontšha! Bontšhang letsogo le 1 ka o tee ka o tee.
  Say 1, 2, 3 Show! Show 1 hand each.
- Hlakantšha menwana!
  Add the fingers!
- E re 1, 2, 3 Bontšha! Bontšhang matsogo a ma2 ka o tee ka o tee.
  Say 1, 2, 3 Show! Show 2 hands each.
- Hlakantšha menwana! Lebelela ma10.
  Add the fingers. Look for 10s.
- Bušeletša gape, leka ka lebelo.
  Go again, try faster.

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

Nka hlakantšha botee. Ka gona, nka kgona go hlakantšha masome!
I can add ones. So I can add tens!



1 Rarolla ka go šomiša dipoloko.
Solve using blocks.

2 + 3 = 5	4 + 3 = 7	3 + 3 = 6
20 + 30 = 50	40 + 30 = 70	30 + 30 = 60

2 Rarolla ka go thala diswantšho. Šomiša (10) go thala ma10.
Solve by drawing pictures. Use (10) to draw 10.

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

30 + 40 (10) (10) (10) (10) (10) (10) (10) = 70

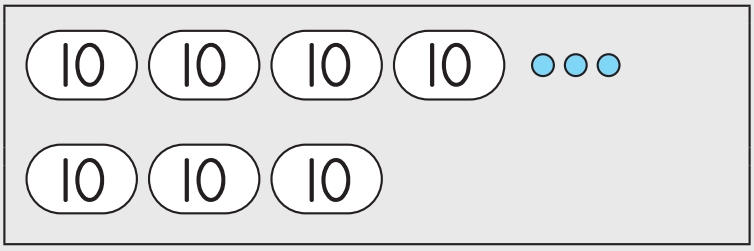
22

Go hlakantšha ma10

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

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

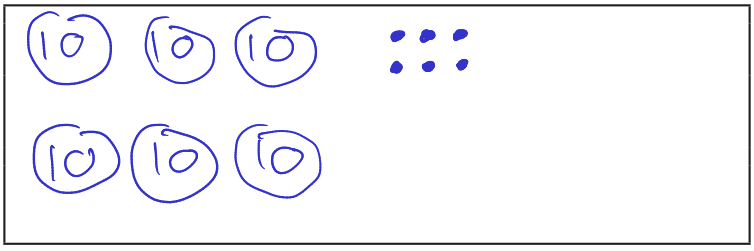
43 + 30



10:	1:
7	3

73

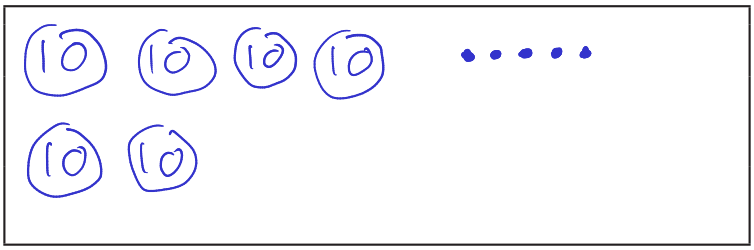
36 + 30



10:	1:
6	6

66

45 + 20



10:	1:
6	5

65

4 Hlakantšha.
Add.

30 + 20 = 50	40 + 50 = 90	30 + 30 = 60
37 + 20 = 57	45 + 50 = 95	39 + 30 = 69

70 + 20 = 90	30 + 50 = 80
73 + 20 = 93	34 + 50 = 84

Nka hlakantšha 10 le palo ye nngwe le ye nngwe!
I can add 10 to any number!

Subtracting 10s

MMETSE WA HLOGO
MENTAL MATHS

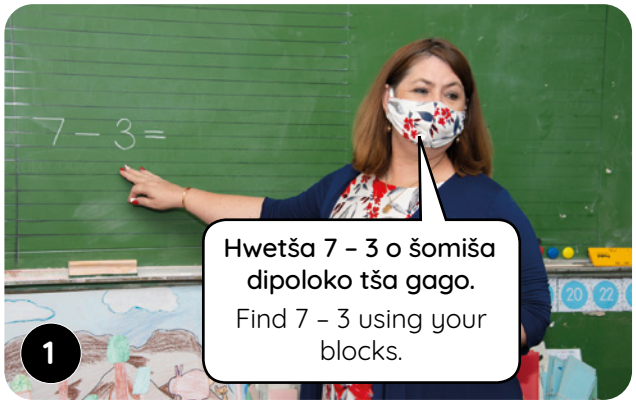
NTŠI KA 5/ NNYANE KA 5
5 MORE/5 LESS

→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

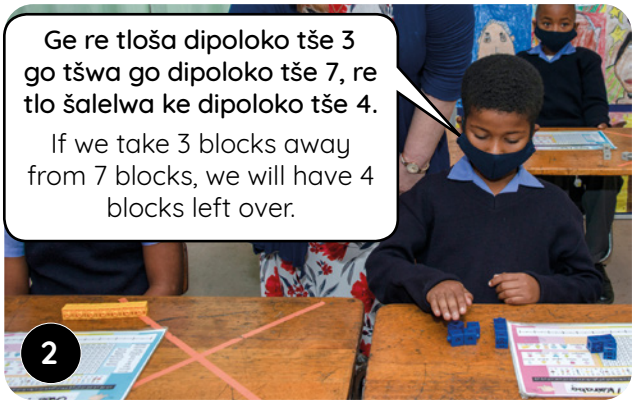
→ LETLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT



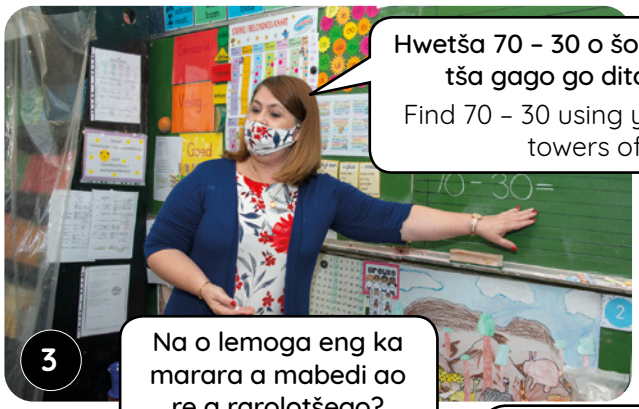
1

Hwetša 7 – 3 o šomiša dipoloko tša gago.
Find 7 – 3 using your blocks.



2

Ge re tloša dipoloko tše 3 go tšwa go dipoloko tše 7, re tlo šalelwa ke dipoloko tše 4.
If we take 3 blocks away from 7 blocks, we will have 4 blocks left over.



3

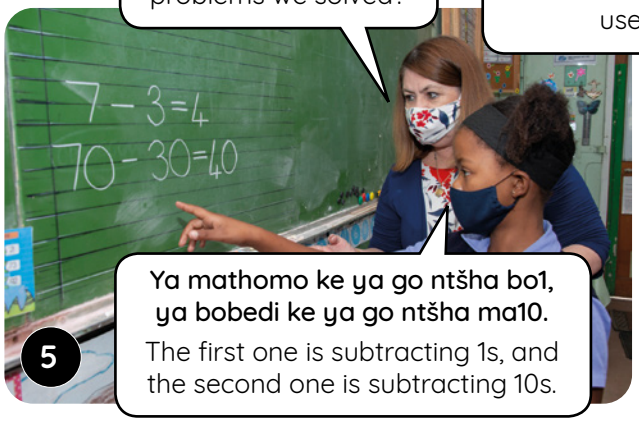
Hwetša 70 – 30 o šomiša dipoloko tša gago go ditora tša 10.
Find 70 – 30 using your blocks in towers of 10.

4

Ge re tloša dipoloko tše 30 go tšwa go dipoloko tše 70, re tlo šalelwa ke dipoloko tše 40.
If we take 30 blocks away from 70 blocks, we will have 40 blocks left over.

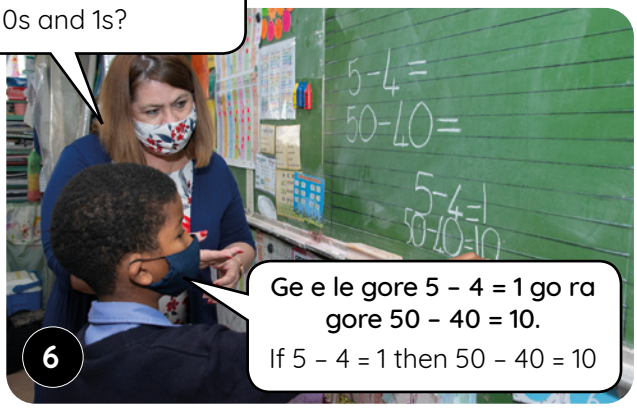
Na o lemoga eng ka marara a mabedi ao re a rarolotšego?
What do you notice about the two problems we solved?

Na re dira bjang se? Na re ka kgona go šomiša ma10 le bo1?
How do we do this? Can we use 10s and 1s?



5

Ya mathomo ke ya go ntšha bo1, ya bobedi ke ya go ntšha ma10.
The first one is subtracting 1s, and the second one is subtracting 10s.



6

Ge e le gore 5 – 4 = 1 go ra gore 50 – 40 = 10.
If 5 – 4 = 1 then 50 – 40 = 10

Hlohleletša barutwana go bapetša mehuta ya marara a go ntšha ka bo1 le a go ntšha ka ma10. Thuša barutwana gore ba bone gore ge ba ka ntšha botee, ba ka kgona go ntšha bolesome.

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

BEKE • WEEK 3

LETŠATŠI 2 • DAY 2

Go ntsha ma10
Subtracting 10s

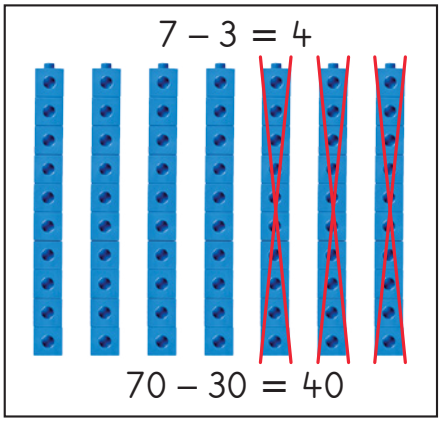
MMETSE WA HLOGO / MENTAL MATHS → NTŠI KA 5/ NNYANE KA 5 / 5 MORE/5 LESS → PAPADI / GAME → KGODIŠO YA KGOPOLO / CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO / WORKSHEETS

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

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

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

I can subtract ones so I can subtract tens!



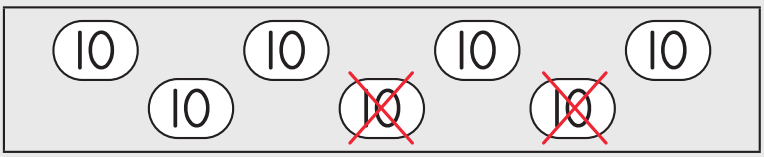
1 Rarolla ka go šomiša dipoloko.

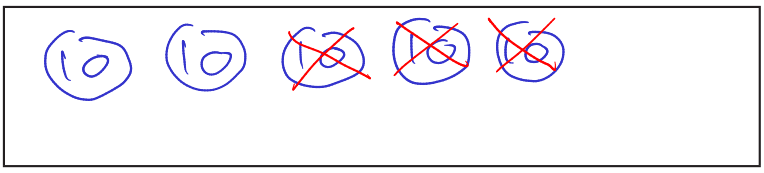
Solve using blocks.

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

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

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

70 – 20  = 50

50 – 30  = 20

24

Subtracting 10s

3 Ntšha.

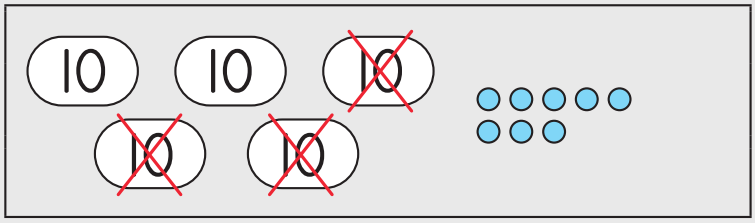
Subtract.

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

4 Rarolla ka go thala diswantšho.

Solve by drawing pictures.

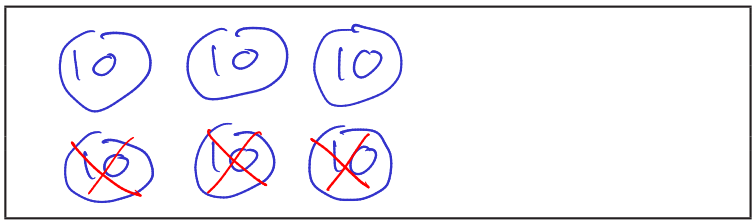
58 – 30



10:	1:
2	8

28

65 – 30

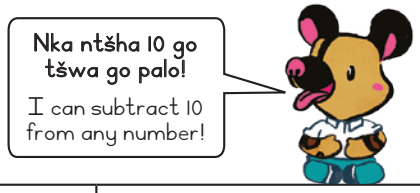


10:	1:
3	5

35

5 Ntšha.

Subtract.

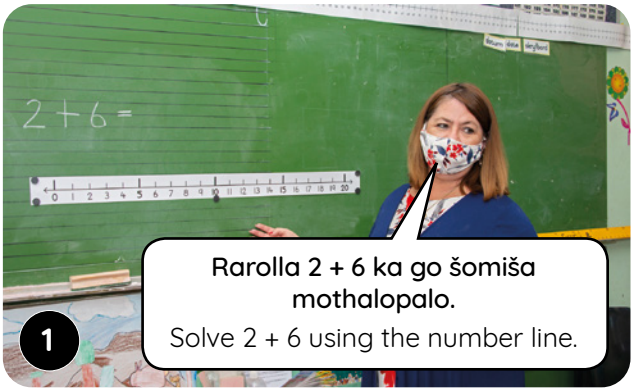


50 – 30 = 20	70 – 40 = 30	90 – 20 = 70
58 – 30 = 28	75 – 40 = 35	97 – 20 = 27

60 – 20 = 40	70 – 50 = 20	80 – 60 = 20
62 – 20 = 42	75 – 50 = 25	83 – 60 = 23

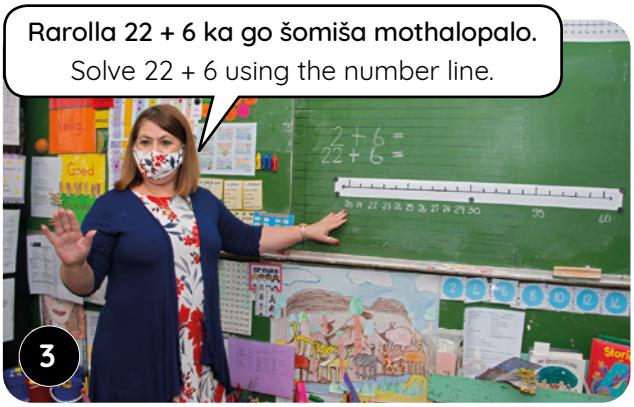
Go hlakantšha bo1 go dipalo tše dikgolo

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT



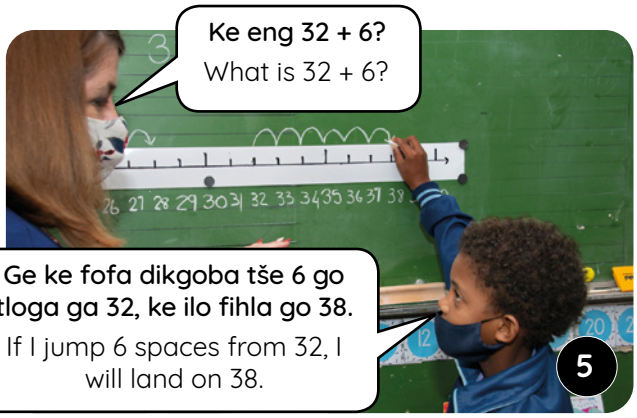
Rarolla 2 + 6 ka go šomiša mothalopalo.
Solve 2 + 6 using the number line.

Ge ke fofa dikgoba tše 6 go tloga ga 2, ke ilo fihla go 8.
If I jump 6 spaces from 2, I will land on 8.



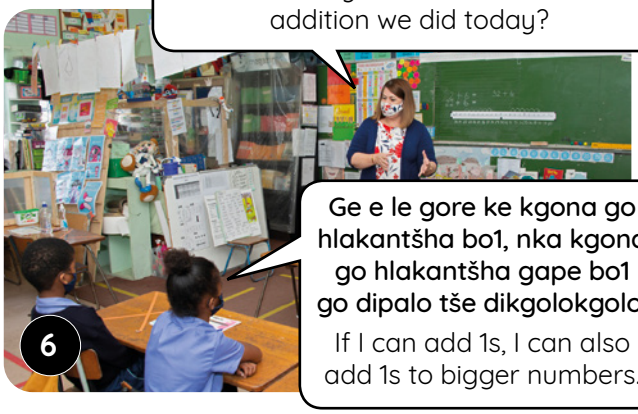
Rarolla 22 + 6 ka go šomiša mothalopalo.
Solve 22 + 6 using the number line.

Ge ke fofa dikgoba tše 6 go tloga ga 22, ke ilo fihla go 28.
If I jump 6 spaces from 22, I will land on 28.



Ke eng 32 + 6?
What is 32 + 6?

Ge ke fofa dikgoba tše 6 go tloga ga 32, ke ilo fihla go 38.
If I jump 6 spaces from 32, I will land on 38.



Na o ka mpotša eng mabapi le go hlakantšha moo re go dirilego lehono?
What can you tell me about the addition we did today?

Ge e le gore ke kgona go hlakantšha bo1, nka kgona go hlakantšha gape bo1 go dipalo tše dikgolokgolo.
If I can add 1s, I can also add 1s to bigger numbers.

Efa barutwana menyetla ya go rarolla mehutahuta ya marara ao a hlakantšhago ka botee. Hlohleletša barutwana gore ba bone gore ge ba ka kgona go hlakantšha botee go dipalo tša mono-2 (o se ke wa akaretša mehlala yeo e tshelago lesome lehono), go ra gore palo yeo e lego boemong bja masome ga e fetoge. Se se tla ba thuša go kwešiša gore ge ba ka kgona go hlakantšha botee, ba ka kgona gape go hlakantšha botee go dipalo tše dikgolokgolo.

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

Adding 1s in bigger numbers

BEKE • WEEK 3

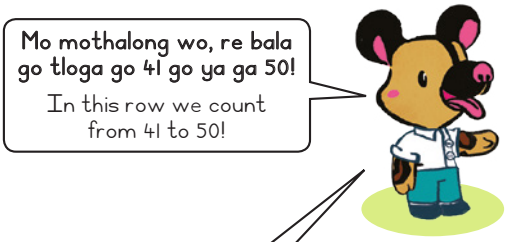
LETŠATŠI 3 • DAY 3

Go hlakantšha bo1 go dipalo tše dikgolo

Adding 1s in bigger numbers

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

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



Mo mothalong wo, re bala go tloga go 41 go ya ga 50!
In this row we count from 41 to 50!

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

+5

41	42	43	44	45	46	47	48	49	50

1

4 + 5 = 9	3 + 4 = 7	3 + 6 = 9
44 + 5 = 49	43 + 4 = 7	43 + 6 = 9

−4

41	42	43	44	45	46	47	48	49	50

2

9 − 4 = 5	8 − 3 = 5	6 − 3 = 3
49 − 4 = 45	48 − 3 = 45	46 − 3 = 43

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

7 − 4 = 3	9 − 6 = 3
47 − 4 = 43	49 − 6 = 43

26

BEKE 3 • LETŠATŠI 3

Go hlakantšha bo1 go dipalo tše dikgolo

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

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

+4

51	52	53	54	55	56	57	58	59	60

3

55 + 4 = 59	52 + 6 = 58	55 + 5 = 60
54 + 3 = 57	51 + 5 = 56	57 + 2 = 59

57 – 2 = 55	59 – 4 = 55	53 – 3 = 50
58 – 4 = 54	57 – 5 = 52	59 – 6 = 53

+3

61	62	63	64	65	66	67	68	69	70

4

62 + 3 = 65	64 + 4 = 68	65 + 5 = 70
64 + 5 = 69	66 + 3 = 69	67 + 3 = 70

68 – 3 = 65	68 – 5 = 63	64 – 3 = 61
65 – 2 = 63	69 – 6 = 63	66 – 4 = 62

5

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

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

69 – 6 = 63

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

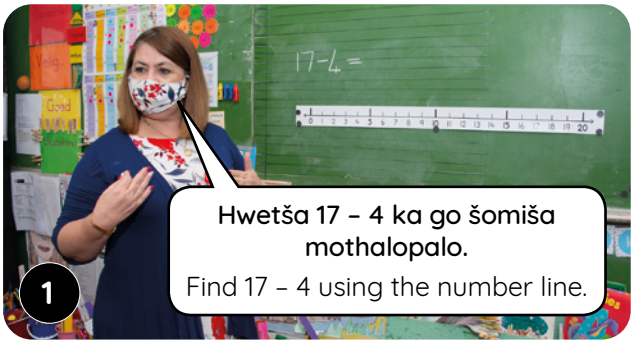
Sipho carried 70 litres of water. He spilled 5 litres. How many litres are left?

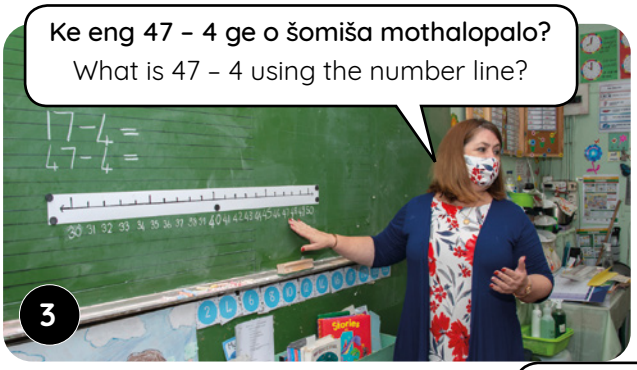
70 – 5 = 65

Subtracting 1s in bigger numbers

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

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT





Efa barutwana menyetla ya go rarolla mehutahuta ya marara ao a ntšhago botee. Hlohleletša barutwana gore ba bone gore ge ba ka kgona go hlakantša botee go dipalo tša mono-2 (o se ke wa akaretša mehlala yeo e tshelago lesome lehono), go ra gore palo yeo e lego boemong bja masome ga e fetoge. Se se tla ba thuša go kwešiša gore ge ba ka kgona go ntšha botee, ba ka kgona gape le go ntšha botee go dipalo tše dikgolokgolo.

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

Go ntšha bo1 go dipalo tše dikgolo

BEKE • WEEK 3

LETŠATŠI 4 • DAY 4

Go ntšha bo1 go dipalo tše dikgolo

Subtracting 1s in bigger numbers

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

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

Mo mothalong wo, re bala go tloga go 71 go ya ga 80!
In this row we count from 71 to 80!

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

+4

71	72	73	74	75	76	77	78	79	80

1

5 + 4 = 9	2 + 4 = 6	3 + 6 = 9
75 + 4 = 79	72 + 4 = 76	73 + 6 = 79

−4

71	72	73	74	75	76	77	78	79	80

2

8 − 4 = 4	9 − 7 = 2	8 − 5 = 3
78 − 4 = 74	79 − 7 = 72	78 − 5 = 73

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

6 − 2 = 4	9 − 3 = 6
76 − 2 = 74	79 − 3 = 76

28

Subtracting 1s in bigger numbers

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

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

+3

81	82	83	84	85	86	87	88	89	90

3

85 + 3 = 88	83 + 6 = 89	86 + 4 = 90
82 + 3 = 85	82 + 4 = 86	87 + 2 = 89

87 – 2 = 85	89 – 4 = 85	84 – 3 = 81
86 – 4 = 82	88 – 5 = 83	87 – 5 = 82

+4

91	92	93	94	95	96	97	98	99	100

4

92 + 4 = 96	94 + 3 = 97	96 + 4 = 100
95 + 5 = 100	96 + 2 = 98	93 + 3 = 96

96 – 3 = 93	98 – 5 = 93	95 – 3 = 92
97 – 2 = 95	99 – 7 = 92	96 – 6 = 90

5

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

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

81 + 6 = 87

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

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

98 – 5 = 93

BEKE • WEEK 3

LETŠATŠI 5 • DAY 5

Teefatšo
Consolidation

LETLAKALATŠHOMELO WORKSHEET → LETLAKALATŠHOMELO WORKSHEET

A re boleleng Mmetse!
Let's talk Maths!

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

1 Šomiša paterone e go thuše go rarolla.
Solve using the pattern for help.

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

2 Šomiša paterone e go thuše go rarolla.
Solve using the pattern for help.

20 + 30 = 50	50 + 20 = 70	70 – 40 = 30	60 – 20 = 40
26 + 30 = 56	58 + 20 = 78	75 – 40 = 35	63 – 20 = 43

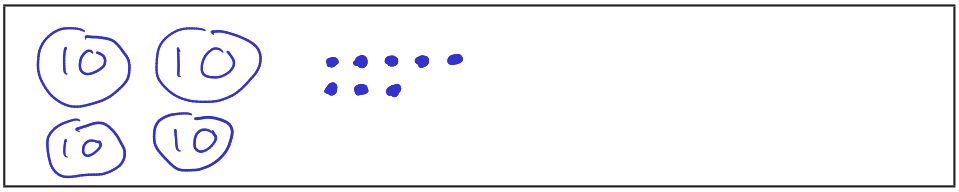
3 Šomiša paterone e go thuše go rarolla.
Solve using the pattern for help.

2 + 3 = 5	5 + 4 = 9	8 – 2 = 6	5 – 3 = 2
72 + 3 = 75	35 + 4 = 39	58 – 2 = 56	65 – 3 = 62

Assessment and consolidation

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

48



48 = 10 + 10 + 10 + 10 + 8

5 Hlahlamolla ka mal0 le bol.
Break down into 10s and 1s.

53 = 10+10+10+10+10+3

49 = 10+10+10+10+9

6 Rarolla.
Solve.

82 + 10 = 92	64 + 5 = 69	28 + 2 = 30
49 – 6 = 43	87 – 5 = 82	87 – 10 = 67

7

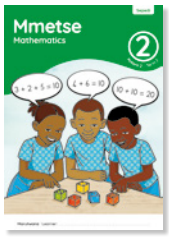
Na ke mapokisi a makae? How many boxes?	3
Na ke dikhrayone tše kae? How many crayons?	30

8

Bana ba ba3, na ke menwana ye mekae? 3 children, how many fingers?	30	Bana ba ba4, na menwana ya maoto ke ye mekae? 4 children, how many toes?	40
Bana ba ba5, na ke menwana ye mekae? 5 children, how many fingers?	50	Bana ba 10, na menwana ya maoto ke ye mekae? 10 children, how many toes?	100

Katišanetšwa e mabapi le dihlopha tše pedi tša go lekana

	Didirišwa
Mmetse wa Hlogo: Fizz Pop – go pedifatša dipalo go ya ga 50	ga di gona
Papadi: Atiša ka 2	dipoloko tša multifix



Letšatši	Mošongwana wa thuto	Mošongwana wa thuto
1	Dihlopha tša 2	PMM, dipoloko tša multifix
2	Go pedifatša	PMM, dipoloko tša multifix
3	Dihlopha tša 10	PMM, dipoloko tša multifix
4	Dihlopha tša 5	PMM, dipoloko tša multifix
5	Teefašo le kelo ya thuto	PMM

Morago ga beke ye, morutwana o swanetše go kgona go:	✓
pedifatša dipalo tša magareng ga 0 le 50.	
šomiša go bala ka go tshela go atiša ka 2, 5 le 10.	
tseba le go šomiša mafokopalo a katišanetšwa.	

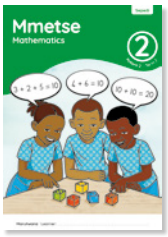
Kelo (lebelela matlakala a ka morago a tlhahlamorutiši ye)

Kelo ya go ngwalwa: Dipalo, diophareišene le ditswalano – Katišanetšwa

Kelo ya bomolomo le tirišo: Tšhomišo ya Data: dikerafo tša diswantšho (Lebelela dikerafo tša diswantšho ka gare ga PMM, Didirišwa)

Multiplication is about equal groups

	Resources
Mental Maths: Fizz Pop – doubling numbers to 50	none
Game: Multiply by 2	multifix blocks



Day	Lesson activity	Lesson resources
1	**Groups of 2**	LAB, multifix blocks
2	Doubling	LAB, multifix blocks
3	**Groups of 10**	LAB, multifix blocks
4	**Groups of 5**	LAB, multifix blocks
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
double numbers between 0 and 50.	
use skip counting to multiply by 2, 5 and 10.	
identify and use multiplication number sentences.	

Assessment (see back pages of this guide)

Written assessment: Numbers, operations and relationships – Multiplication

Oral and practical assessment: Data Handling: pictographs. (Refer to the pictograph in the LAB, Resources)

Katišanetšwa e mabapi le dihlopha tše pedi tša go lekana

Mmetse wa hlogo

Bekeng ye re tla raloka papadi ya Fizz Pop ka tsepelelo ga go pedifatša. Go bohlokwa gore barutwana ba itlwaetše go pedifatša le go šomiša mokgwa wa go balela ka nepagalo. Kwešišo ya go pedifatša e a hlokega ka ge barutwana ba thoma go ithuta ka katišanetšwa.

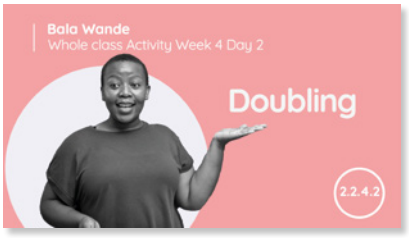
Papadi

Bekeng ye re raloka papadi ya Atiša ka 2! Maikemišetšo a papadi ye ke go fa barutwana monyetla wa go itlwaetša go atiša ka bo2 ba šomiša ditora tša 2 go ba thuša go rarolla marara ka lebelo gape gabonolo. Go bohlokwa gore barutwana ba balele ka bo2 le go bolela mafokopalo gore ba kgone go godiša kwešišo ya bona ya kgopolo.

Kgodišo ya kgopolo

Bekeng ye re tla tsepelela ga katišanetšwa. Barutwana ba tla tseba gore katišanetšwa e mabapi le dihlopha tša go lekana gape ba tla šomiša go bala ka go tshela go rarolla marara a katišanetšwa. Mošomong wa rena wa katišanetšwa, re tla tsepelela ga:

- go šomiša go bala ka go tshela go atiša ka 2, 5 le 10. Katišanetšwa e mabapi le go bušeletša dihlopha tša go lekana, ka gona, barutwana ba swanetše go kgona go bala ka go tshela ka boitshepo.
- go pedifatša dipalo tša magareng ga 0 le 50. Go pedifatša ke mokgwa wa bohlokwa wa go balela woo o thušago barutwana go rarolla marara ka nepagalo.
- go lemoga le go šomiša mafokopalo a katišanetšwa.



Seo o ka se lebelelago mo bekeng ye

- Gopotša barutwana gore katišanetšwa e akaretša go bušeletša dihlopha tša go lekana. Barutwana ba hloka go ba le boitshepo bja go bala ka go tshela gore ba kgone go rarolla marara ka lebelo le ka nepagalo.
- Hlohleletša barutwana go bolela mafokopalo a katišanetšwa le go hlaloša tharollo ya bona ya marara gore ba kgone go godiša kwešišo ya bona ya kgopolo.

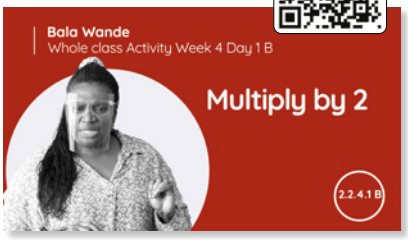
Multiplication is about equal groups

Mental Maths video

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

Game video

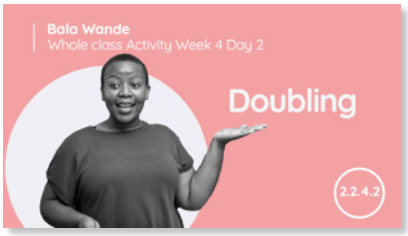
This week we play the game Multiply by 2! The purpose of this game is to provide learners with an opportunity to practice multiplying 2s by using towers of 2 to help them solve problems quickly and easily. It is important for learners to count in 2s and to say the number sentence in order to develop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



Concept development

This week we focus on multiplication. Learners will recognise that multiplication is about equal groups and will use skip counting to solve multiplication problems. In our work on multiplication, we will focus on:

- using skip counting to multiply by 2, 5 and 10. Multiplication is about repeating equal groups, and so learners need to be able to skip count confidently.
- doubling numbers between 0 and 50. Doubling is an essential calculation strategy that helps learners solve problems efficiently.
- identifying and using multiplication number sentences.



What to look out for this week

- Remind learners that multiplication involves repeating equal groups. Learners need to be confident in skip counting in order to solve these problems quickly and efficiently.
- Encourage learners to verbalise multiplication number sentences and to explain their solution of problems in order to develop their conceptual understanding.

Dihlopha tša bo2

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

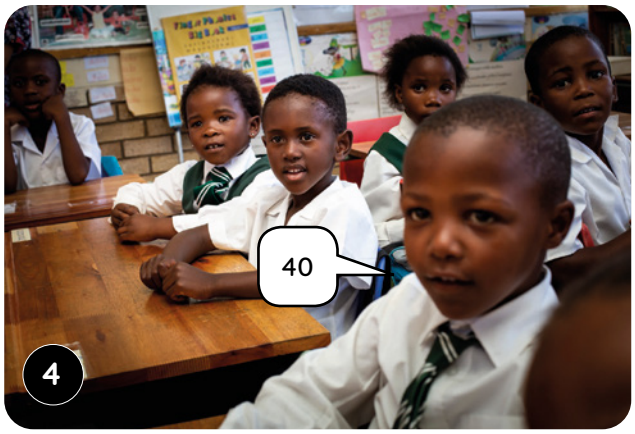
MMETSE WA HLOGO | MENTAL MATHS

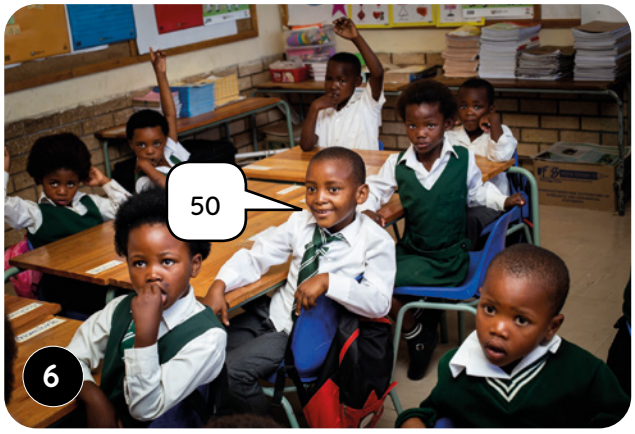
Teefatša go pedifatša o šomiša papadi ya Fizz Pop.

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.





Groups of 2

Enrichment activities • Mešongwana ya go matlafatša

Letšatši 1 Day 1

Hlakantšha.
Add.

4 + 5 =

34 + 5 =

6 + 2 =

56 + 2 =

3 + 4 =

43 + 4 =

2 + 5 =

72 + 5 =

1 + 4 =

61 + 4 =

Letšatši 2 Day 2

Ntšha.
Subtract.

9 – 1 =

89 – 1 =

6 – 4 =

36 – 4 =

5 – 3 =

45 – 3 =

8 – 3 =

68 – 3 =

7 – 2 =

27 – 2 =

Letšatši 3 Day 3

Hlakantšha.
Add.

2 + 6 =

42 + 6 =

1 + 5 =

21 + 5 =

4 + 4 =

84 + 4 =

3 + 6 =

33 + 6 =

5 + 3 =

75 + 2 =

Letšatši 4 Day 4

Ntšha.
Subtract.

8 – 6 =

58 – 6 =

5 – 4 =

55 – 4 =

9 – 7 =

99 – 7 =

6 – 3 =

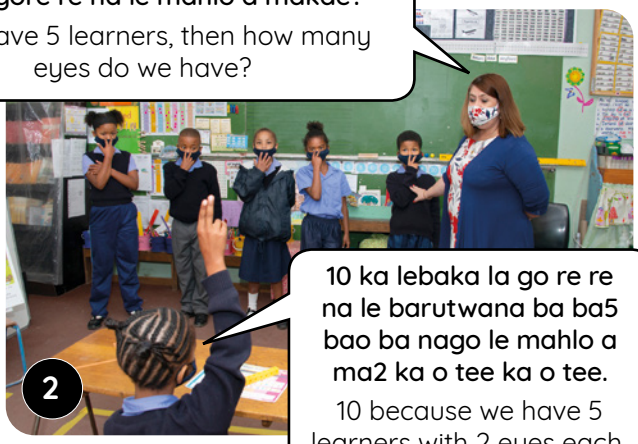
46 – 3 =

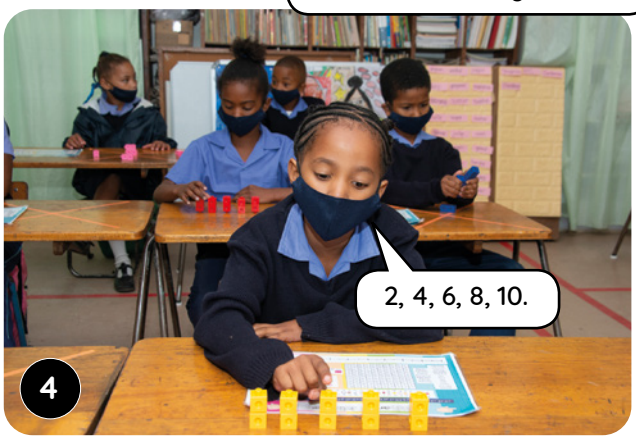
7 – 4 =

67 – 4 =

Dihlopha tša bo2

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT





Efa barutwana menyetla ya go šoma ka dihlopha tša 2. Ba hlohleletše gore ba ngwale le go bolela mafokopalo gore ba kgone go godiša bokgoni bja bona bja go ngwala le go šoma ka mafokopalo a go atiša.

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

BEKE • WEEK 4

LETŠATŠI 1 • DAY 1

Dihlopha tša 2
Groups of 2

MMETSE WA HLOGO
MENTAL MATHS

FIZZ POP – GO PEDIFATŠA
FIZZ POP – DOUBLING

→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ MATLAKALATŠHOMELO
WORKSHEETS

Papadi: Atiša ka 2
Game: Multiply by 2

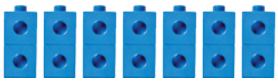
- Aga ditora tše 10 tša dipoloko tše 2.
  Build 10 towers of 2 blocks.
- Morutiši wa gago o bitša palo.
  Your teacher calls a number.
- Tšea ditora tša palo yeo.
  Take that many towers.
- Na ke dikhube tše kae?
  How many cubes?
- Bitša lefokopalo, "2 atiša ka 4 ke 8!"
  Say the number sentence, "4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

4 × 2 =  4 × 2 = 8

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

3 × 2 = 6	5 × 2 = 10	7 × 2 = 14
4 × 2 = 8	9 × 2 = 18	10 × 2 = 20

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

	5 atiša ka 2 e lekana le 10 5 times 2 equals 10	5 × 2 = 10
	masome a 7 a lekana le 14 ____ times 2 equals ____	7 × 2 = 14

32

Dihlopha tša bo2

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

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

3

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

Na ke bana ba bakae? How many children?	9
Na ke mahlo a makae? How many eyes?	18

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

Na ke mapotlelo a makae? How many bottles?	8
Na ke dilitere tše kae? How many litres?	16

4 Bala ka bo2 go bontšha palo ya dilitere.

Count in 2s to show the number of litres.

mapotlelo bottles	1	2	3	4	5	6	7	8	9	10
dilitere litres	2	4	6	8	10	12	14	16	18	20

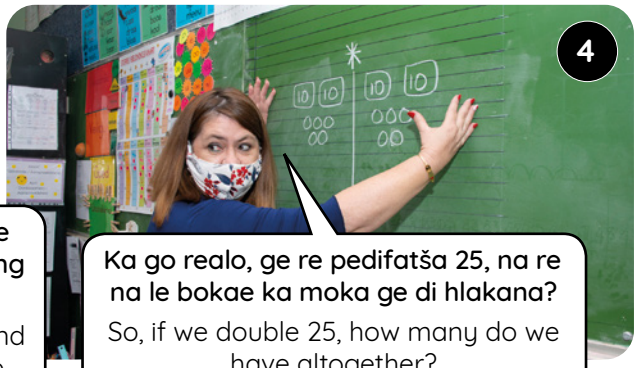
5 Balela.

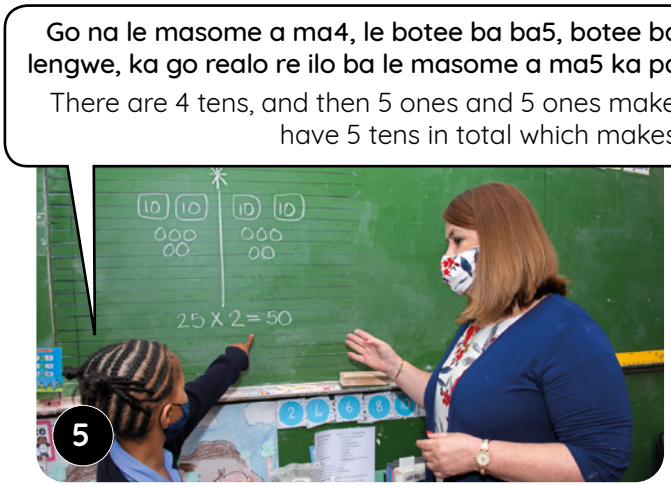
Calculate.

3 × 2 = 6	5 × 2 = 10	6 × 2 = 12	2 × 2 = 4
1 × 2 = 2	4 × 2 = 8	8 × 2 = 16	10 × 2 = 20

Doubling

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT





Efa barutwana menyetla ye mentši ya go pedifatša dipalo ba šomiša mothalo wa seipone sa maleatlana. Hlohleletša barutwana gore ba bolele ka mokgwa woo ba rarollago marara ka go pedifatša ma10 le bo1. Ba hlokomele gore o netefatše gore ba a hlopha le go hlopholla bo1 ka tshwanelo go dira ma10.

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

BEKE • WEEK 4

LETŠATŠI 2 • DAY 2

Go pedifatša
Doubling

MMETSE WA HLOGO
MENTAL MATHS

FIZZ POP – GO PEDIFATŠA
FIZZ POP – DOUBLING

→ PAPADI
GAME

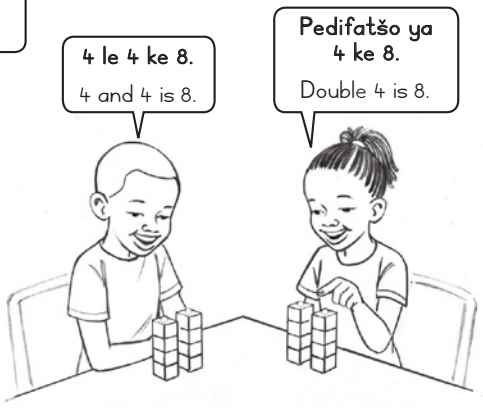
→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ MATLAKALATŠHOMELO
WORKSHEETS

Papadi: Pedifatša
Game: Double

4

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

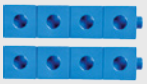
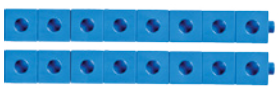


$2 \times 4 =$  $2 \times 4 = 8$

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

$3 \times 2 = 6$	$5 \times 2 = 10$	$11 \times 2 = 22$
$12 \times 2 = 24$	$9 \times 2 = 18$	$10 \times 2 = 20$

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

	Pedifatšo ya 4 ke 8. Double 4 is 8.	$2 \times 4 = 8$
	Pedifatšo ya 2 ke 16. Double _____ is _____.	2 × 8 = 16

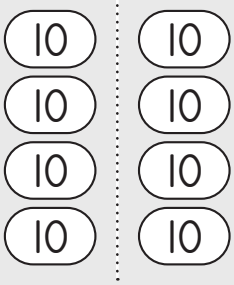
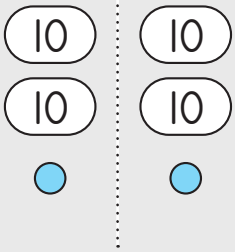
34

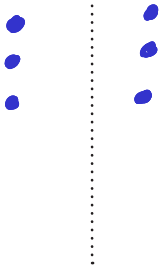
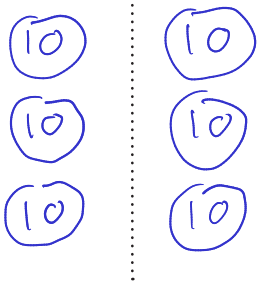
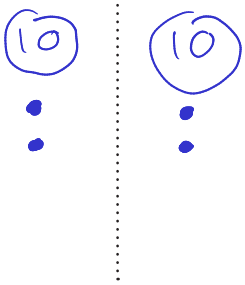
Doubling

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

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

3

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

3 × 2	30 × 2	12 × 2
		
3 × 2 = 6	30 × 2 = 60	12 × 2 = 24

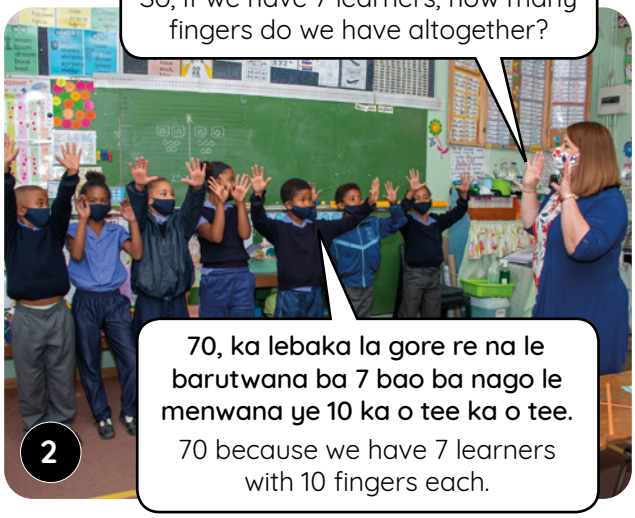
4 Balela.

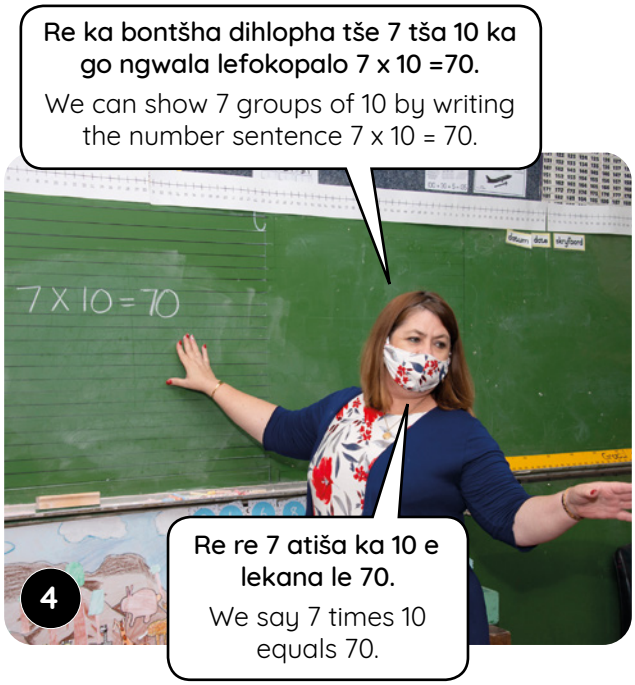
Calculate.

2 × 2 = 4	3 × 2 = 6	4 × 2 = 8	5 × 2 = 10
20 × 2 = 40	30 × 2 = 60	40 × 2 = 80	50 × 2 = 100
6 × 2 = 12	8 × 2 = 16	10 × 2 = 20	12 × 2 = 24
7 × 2 = 14	9 × 2 = 18	11 × 2 = 22	13 × 2 = 26

Dihlopha tša 10

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT





Efa barutwana menyetla ya go tšwela pele ka go šoma ka dihlopha tša 10. Hlohleletša barutwana gore ba ngwale le go bolela mafokopalo gore ba kgone go godiša bokgoni bja bona bja go ngwala le go šoma ka mafokopalo a go atiša.

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

Groups of 10

BEKE • WEEK 4

LETŠATŠI 3 • DAY 3

Dihlopha tša 10
Groups of 10

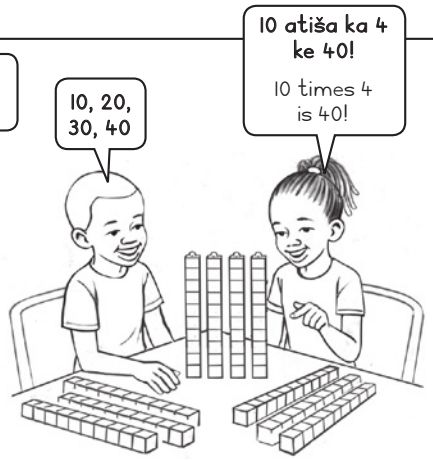
MMETSE WA HLOGO
MENTAL MATHS

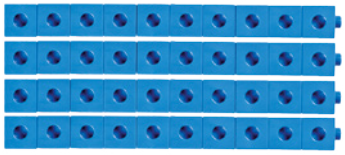
FIZZ POP – GO PEDIFATŠA
FIZZ POP – DOUBLING

→ PAPADI GAME → KGODIŠO YA KGOPOLO CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO WORKSHEETS

Papadi: Atiša ka 10
Game: Multiply by 10

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

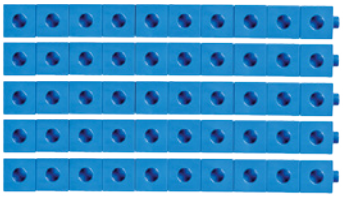
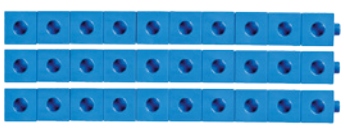


10 × 4 =  10 × 4 = 40

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

3 × 10 = 30	5 × 10 = 50	7 × 10 = 70
4 × 10 = 40	9 × 10 = 90	10 × 10 = 100

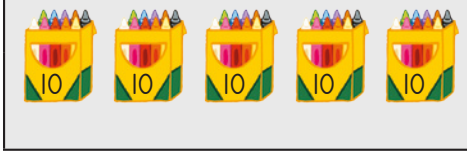
2 Feleletša lefokopalo.
Complete the number sentence.

	
10 × 5 = 50	10 × 3 = 30

36

Dihlopha tša 10

3

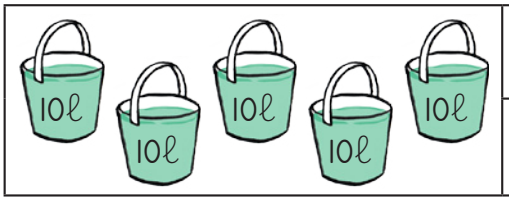


Na ke mapokisi a makae? How many boxes?	5
Na ke dikhrayone tše kae? How many crayons?	50

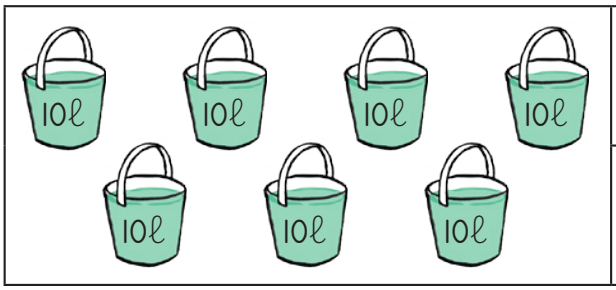
Na ke mapokisi a makae? How many boxes?	7
Na ke dikhrayone tše kae? How many crayons?	70

mapokisi boxes	1	2	3	4	5	6	7	8	9	10
dikhrayone crayons	10	20	30	40	50	60	70	80	90	100

4



Na ke dipakete tše kae? How many buckets?	5
Na ke dilitere tše kae? How many litres?	50



Na ke dipakete tše kae? How many buckets?	7
Na ke dilitere tše kae? How many litres?	70

5 Balela.
Calculate.

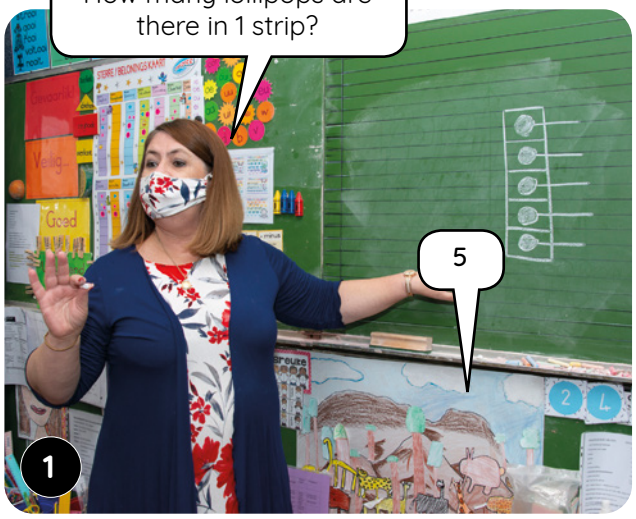
Ge ke atiša 1 ka 10, ke bala ka mal0.
When I multiply by 10, I count in 10s.

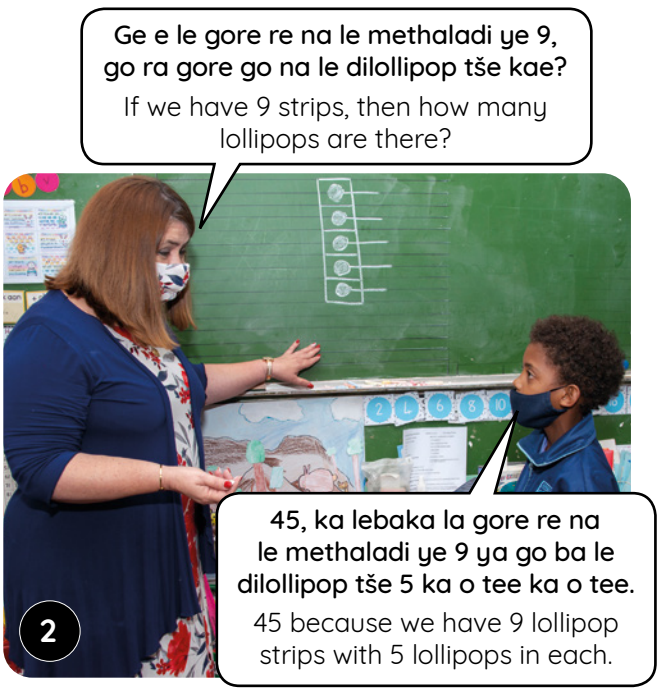
3 × 10 = 30	5 × 10 = 50	6 × 10 = 60	2 × 10 = 20
1 × 10 = 10	4 × 10 = 40	8 × 10 = 80	10 × 10 = 100

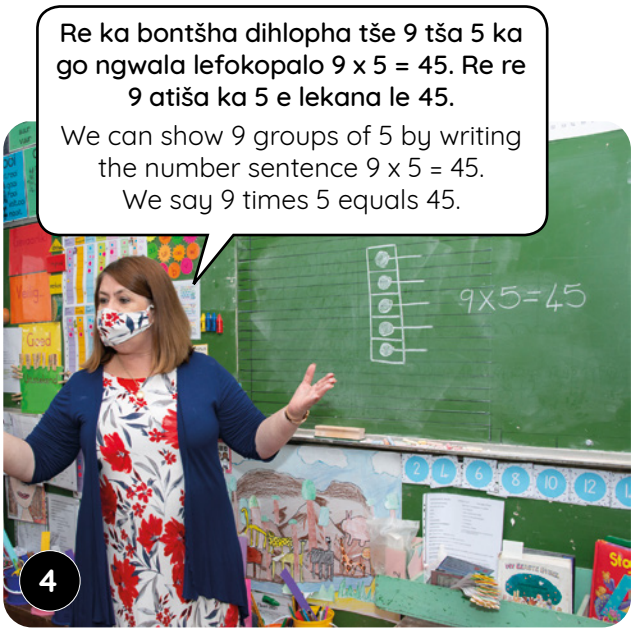
Groups of 5

MMETSE WA HLOGO / MENTAL MATHS: FIZZ POP – GO PEDIFATŠA! / FIZZ POP – DOUBLING! → PAPADI / GAME → **KGODIŠO YA KGOPOLO / CONCEPT DEVELOPMENT** → LETLAKALATŠHOMELO / WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT







Efa barutwana menyetla ya go tšwela pele ka go šoma ka dihlopha tša 5. Hlohleletša barutwana gore ba ngwale le go bolela mafokopalo gore ba kgone go godiša bokgoni bja bona bja go ngwala le go šoma ka mafokopalo a go atiša.

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

Dihlopha tša 5

BEKE • WEEK 4

LETŠATŠI 4 • DAY 4

Dihlopha tša 5
Groups of 5

MMETSE WA HLOGO
MENTAL MATHS

FIZZ POP – GO PEDIFATŠA
FIZZ POP – DOUBLING

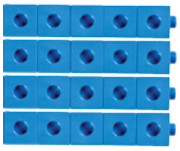
→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ MATLAKALATŠHOMELO
WORKSHEETS

Papadi: Atiša ka 5
Game: Multiply by 5

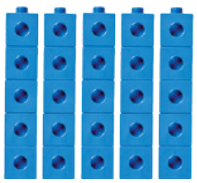
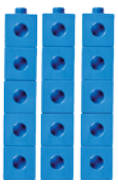
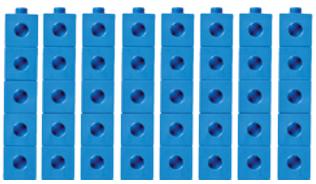
- Aga ditora tše 10 tša dipoloko tše 5.
  Build 10 towers of 5 blocks.
- Morutiši wa gago o bitša palo.
  Your teacher calls a number.
- Tšea ditora tša palo yeo.
  Take that many towers.
- Na ke dikhube tše kae?
  How many cubes?
- Bitša lefokopalo, "5 atiša ka 4 ke 20."
  Say the number sentence, "5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

5 × 4 =  5 × 4 = 20

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

3 × 5 = 15	5 × 5 = 25	7 × 5 = 35
4 × 5 = 20	9 × 5 = 45	10 × 5 = 50

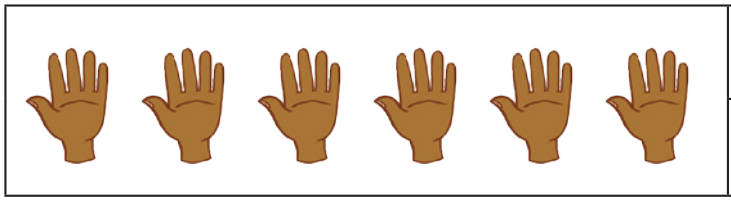
2 Feleletša lefokopalo.
Complete the number sentences.

 5 × 5 = 25	 5 × 3 = 15	 5 × 8 = 40

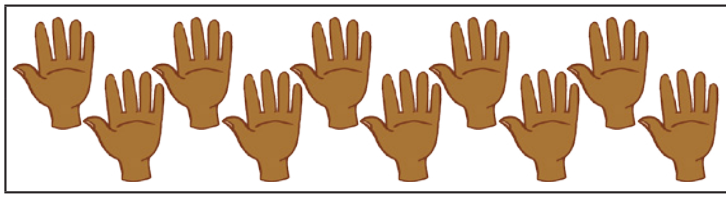
38

Groups of 5

3



Matsogo? Hands?	6
Menwana? Fingers?	30



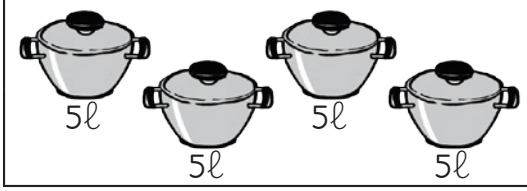
Matsogo? Hands?	10
Menwana? Fingers?	50

4 Na ke menwana ye mekae?

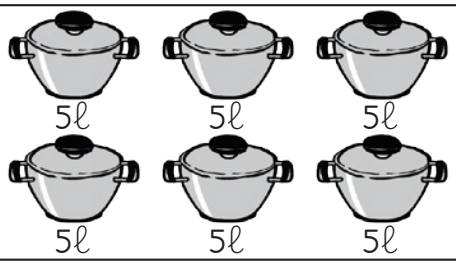
How many fingers?

matsogo hands	1	2	3	4	5	6	7	8	9	10
menwana fingers	5	10	15	20	25	30	35	40	50	60

5



Na ke dipitša tše kae? How many pots?	4
Na ke dilitere tše kae? How many litres?	20



Na ke dipitša tše kae? How many pots?	6
Na ke dilitere tše kae? How many litres?	30

6 Balela.

Calculate.

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

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

3 × 5 = 15	5 × 5 = 25	6 × 5 = 30	2 × 5 = 10
1 × 5 = 5	4 × 5 = 20	8 × 5 = 40	10 × 5 = 50

BEKE • WEEK 4

LETŠATŠI 5 • DAY 5

Teefatšo
Consolidation

LETLAKALATŠHOMELO WORKSHEET → LETLAKALATŠHOMELO WORKSHEET

A re boleleng Mmetse!
Let's talk Maths!

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

1 Balela.
Calculate.

Na ke dijeke tše kae? How many jugs?	9
Na ke dilitere tše kae? How many litres?	18

2 Balela.
Calculate.

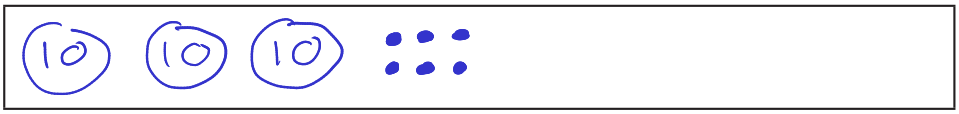
3 x 5 = 15	7 x 5 = 35	5 x 5 = 25	6 x 5 = 30
9 x 5 = 45	2 x 5 = 10	4 x 5 = 20	8 x 5 = 40

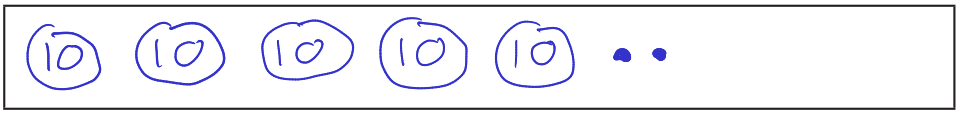
3 Balela.
Calculate.

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

Assessment and consolidation

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

36 

52 

5 Hlahlamolla ka mal0 le bol.
Break down into 10s and 1s.

78 = 10+10+10+10+10+10+10+8

53 = 10+10+10+10+10+3

6 Rarolla.
Solve.

63 + 6 = 69	92 + 5 = 97	67 + 3 = 70
59 – 5 = 54	78 – 4 = 74	50 – 3 = 47
34 + 30 = 64	56 – 20 = 36	45 + 40 = 95

7

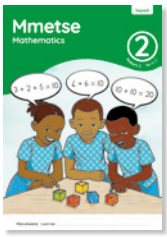
Na palo ke eng? What is the number?	Feleletša #Hashtag! Complete the #Hashtag!	Beakanya go tloga go ye nnyane go ya go ye kgolo. Order from small to big.
(10) (10) (10) (10) ●●● 43	53 / 62 63 64 / 73	54 45 15 — 15 45 54

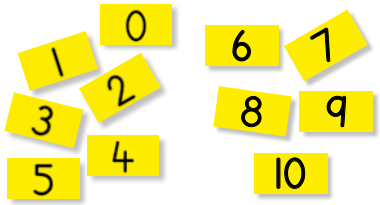
8

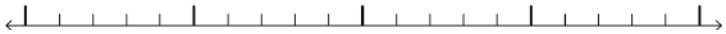
Seripa: Half:	10	5	11	5 ½
Pedifatša: Double:	10	20	11	22

Go hlakantšha le go ntšha ka methalopalo

	Didirišwa
Mmetse wa Hlogo: Bea dipalo tše dikgolo pele ge o ntšha	ga di gona
Papadi: Mmetse wa Lebelo ka Dikarata: ntšha go 10	dikarata tša dipalo 0-10







Letšatši	Mošongwana wa thuto	Mošongwana wa thuto
1	Go hlakantšha le go ntšha bo1 go dipalo tše dikgolo	PMM, mothalopalo wa go se le selo
2	Go hlakantšha le go ntšha bo1 go dipalo tše dikgolo	PMM, mothalopalo wa go se le selo
3	A re hlakantšheng ka lebelo!	PMM, mothalopalo wa go se le selo
4	A re ntšheng ka lebelo!	PMM, mothalopalo wa go se le selo
5	Teefatšo le kelo ya go ithuta	PMM

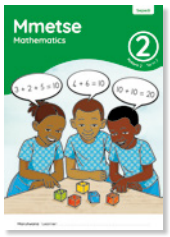
Morago ga beke ye, morutwana o swanetše go kgona go:	✓
go hlakantšha le go ntšha botee go ya/ go tšwa ga dipalo tša mono-pedi (ntle le go tshela lesome) ka go šomiša mothalopalo.	
go hlakantšha le go ntšha botee go ya/ go tšwa ga dipalo tša mono-pedi (ka go tshela lesome) ka go šomiša mothalopalo.	
rarolla marara ka go dira 10 (go hlakantšha le go ntšha).	

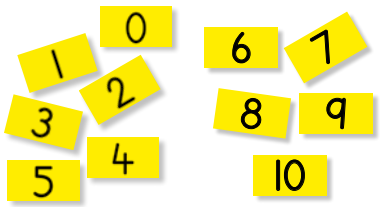
Kelo (lebelela matlakala a ka morago a tlhahlamorutiši ye)

Kelo ya go ngwalwa: Dipalo, diophareišene le ditswalano – Go hlakantšha le go ntšha le dipaterone

Adding and subtracting with number lines

	Resources
Mental Maths: Put the bigger number first when you subtract	none
Game: Fast Maths with cards – subtract from 10	number cards 0 – 10





Day	Lesson activity	Lesson resources
1	Adding and subtracting 1s in bigger numbers	LAB, blank number line
2	Adding and subtracting 1s in bigger numbers	LAB, blank number line
3	Let's add more quickly!	LAB, blank number line
4	Let's subtract more quickly!	LAB, blank number line
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
add and subtract ones to/from two-digit numbers (without bridging the ten) using a number line.	
add and subtract ones to/from two-digit numbers (bridging the ten) using a number line.	
solve problems by making a ten (addition and subtraction).	

Assessment (see back pages of this guide)

Written assessment: Numbers, operations and relationships – Addition and subtraction and patterns

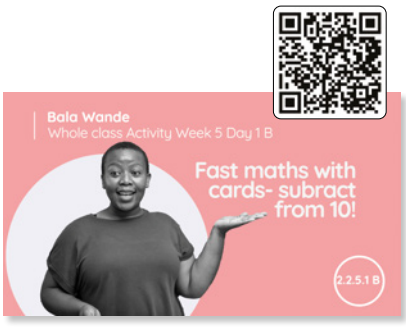
Go hlakantšha le go ntšha ka methalopalo

Mmetse wa hlogo

Bekeng ye re tla tsepelela ga go bea dipalo tše dikgolo pele gore re kgone go rarolla marara ka nepagalo. Barutwana ba tla utolla gore ba ka kgona go rarolla marara ka lebelo ge ba bala go tloga ga palo ye kgolo.

Papadi

Bekeng ye re tla raloka papadi ya Mmetse wa Lebelo ka Dikarata – ntšha go tšwa ga 10. Barutwana ba tla itlwaetša go rarolla marara ka lebelo ka go gopola dintlha tša palo. Go bohlokwa gore barutwana ba kgone go rarolla marara ka nepagalo gore ba kgone go ba le motheo wa mmakgonthe go marara a bothata kudu mo nakong yeo e tlago.



Kgodišo ya kgopolo

Bekeng ye re tsepelela ga marara a go hlakantšha le go ntšha ka go šomiša mothalopalo. Barutwana ba tla rarolla bobedi bja marara ntle le go tshela 10 le go tshela lesome. Mošomong wa rena wa go hlakantšha le go ntšha, re tla tsepelela ga:

- go hlakantšha le go ntšha botee go ya/ go tšwa ga dipalo tša mono-pedi (ntle le go tshela lesome) ka go šomiša mothalopalo.
- go hlakantšha le go ntšha botee go ya/ go tšwa ga dipalo tša mono-pedi (ka go tshela lesome) ka go šomiša mothalopalo.
- go rarolla marara ka go dira 10 (go hlakantšha le go ntšha).

Seo o ka se lebelelago mo bekeng ye

- Ge o dira lesome go marara a go hlakantšha, barutwana ba tla elelwa gore go a phakiša gape go bonolo go dira lesome ka dipalo 9, 8, 7 le 6.
- Ka go ntšha, kgopolo ya go dira lesome e akaretša gore barutwana ba boele morago go lesome la go feta. Barutwana ba hloka go itlwaetša go ntšha palo gore ba kgone go boela morago ga lesome la go feta pele ga ge ba ka feleletša marara.

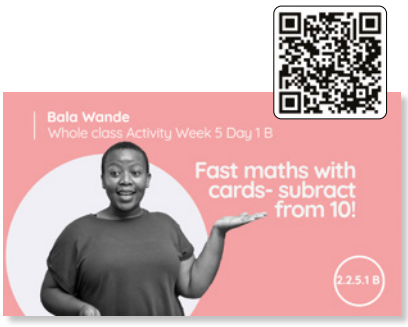
Adding and subtracting with number lines

Mental Maths video

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

Game video

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



Concept development

This week we focus on addition and subtraction problems using a number lime. Learners will solve problems both without bridging 10, and with bridging the ten. In our work on addition and subtraction, we will focus on:

- adding and subtracting ones to/from two-digit numbers (without bridging the ten) using a number line.
- adding and subtracting ones to/from two-digit numbers (bridging the ten) using a number line.
- solving problems by making a ten (addition and subtraction).

What to look out for this week

- When making a ten for addition problems, learners will realise that it is quicker and easier to make a ten with the numbers 9, 8, 7 and 6.
- For subtraction, the idea of making a ten involves the learners getting back to the previous ten. Learners need to practise subtracting a number so that they can get back to the previous ten before completing the problem.

Go hlakantšha le go ntšha bo1 go dipalo tše dikgolo

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

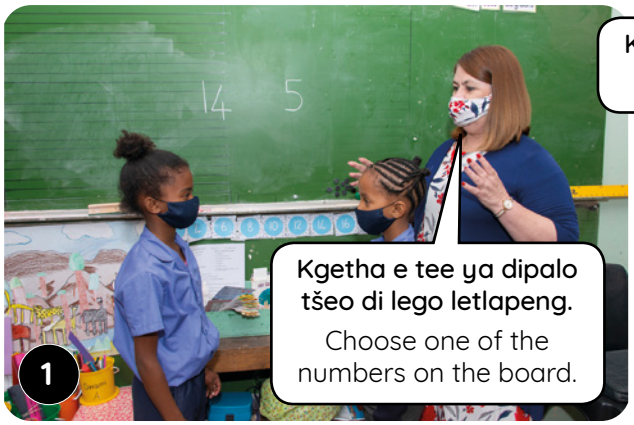
MMETSE WA HLOGO | MENTAL MATHS

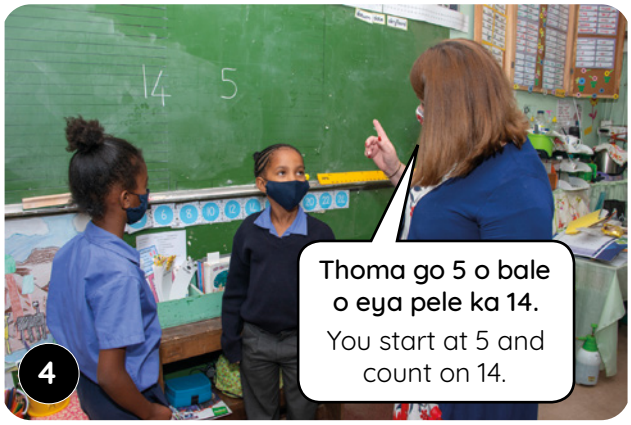
Itlwaetše go hlakantšha gore barutwana ba gopole gore go hlakantšha ka go balela go tloga ga palo ye kgolokgolo go a phakiša.

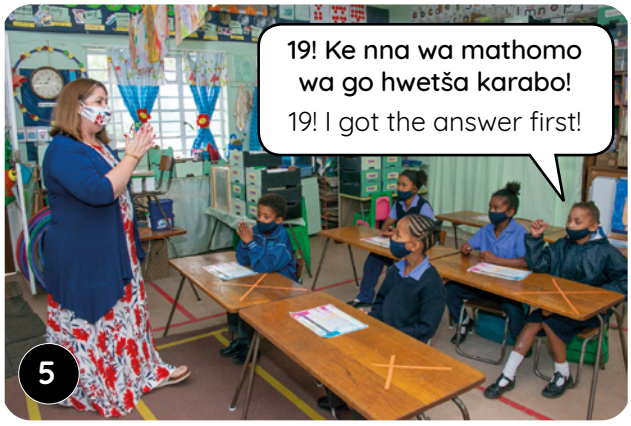
Practise adding so that learners realise it is quicker to add by counting on from the bigger number.

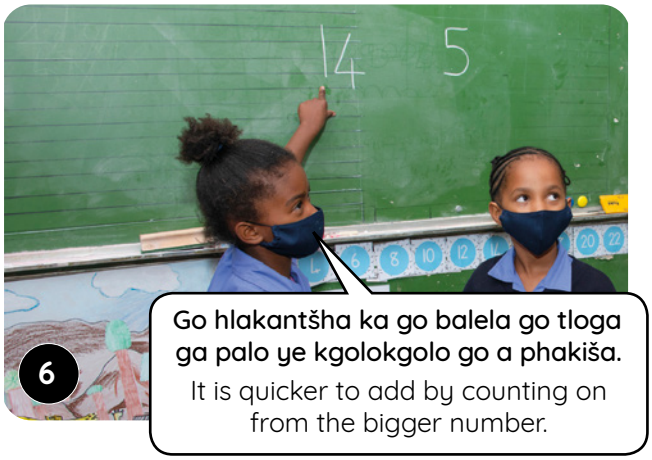
Gopola go lekola letšatšikgwedi o be o swaye rejistara letšatši le lengwe le le lengwe.

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









Adding and subtracting 1s in bigger numbers

Enrichment activities • Mešongwana ya go matlafatša

Letšatši 1 Day 1

Atiša.
Multiply

2 x 3 =

2 x 6 =

2 x 2 =

2 x 8 =

2 x 1 =

2 x 10 =

2 x 5 =

2 x 7 =

2 x 9 =

2 x 4 =

Letšatši 2 Day 2

Atiša.
Multiply

2 x 3 =

2 x 6 =

2 x 2 =

2 x 8 =

2 x 1 =

2 x 10 =

2 x 5 =

2 x 7 =

2 x 9 =

2 x 4

Letšatši 3 Day 3

Atiša.
Multiply

10 x 3 =

10 x 6 =

10 x 2 =

10 x 8 =

10 x 1 =

10 x 10 =

10 x 5 =

10 x 7 =

10 x 9 =

10 x 4 =

Letšatši 4 Day 4

Atiša.
Multiply

5 x 3 =

5 x 6 =

5 x 2 =

5 x 8 =

5 x 1 =

5 x 10 =

5 x 5 =

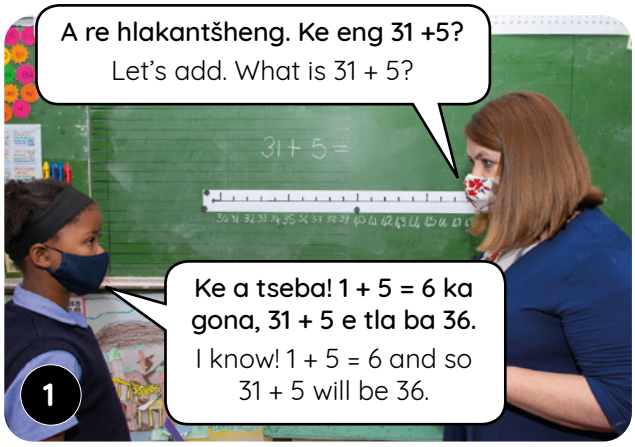
5 x 7 =

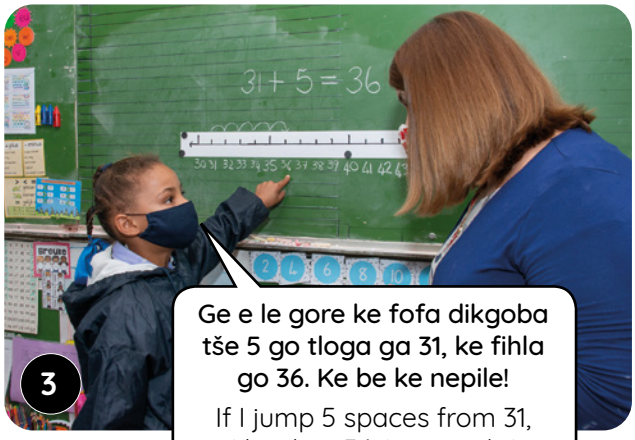
5 x 9 =

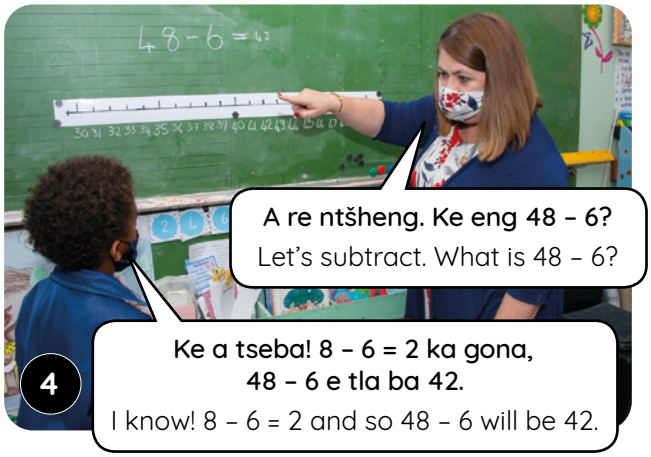
5 x 4 =

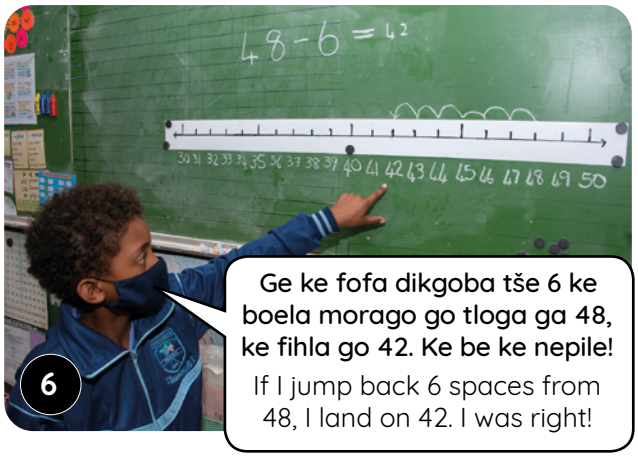
Go hlakantšha le go ntšha bo1 go dipalo tše dikgolo

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT









Efa barutwana menyetla ya go rarolla marara ao a amago go hlakantšha le go ntšha bo1 go ya/go tšwa ga dipalo tša mono-2. Ba thuše ba gopole gore ge ba hlakantšha goba ba ntšha bo1 ntle le go tshela lesome, boemo bja bo10 ga bo fetoge. Barutwana ba tla ithuta go šomiša tsebo ya bona ya go hlakantšha le go ntšha bo1 go rarolla marara ka lebelo gape ka nepagalo.

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

Adding and subtracting 1s in bigger numbers

BEKE • WEEK 5

LETŠATŠI 1 • DAY 1

Go hlakantšha le go ntšha bo1 go dipalo tše dikgolo

Adding and subtracting 1s in bigger numbers

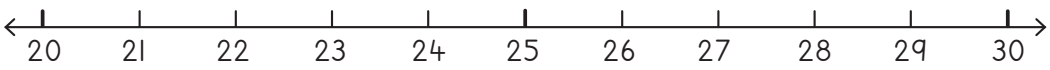
MMETSE WA HLOGO – MENTAL MATHS → GO HLAKANTŠHA LE GO NTŠHA – ADD AND SUBTRACT → PAPADI – GAME → KGODIŠO YA KGOPOLO – CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO – WORKSHEETS

Papadi: Mmetse wa lebelo ka dikarata – ntšha go 10!
Game: Fast maths with cards – subtract from 10!

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

1 Rarolla. Šomiša mothalopalo go hwetša thušo.
Solve. Use the number line for help.

1 + 3 = 4	3 + 4 = 7	5 – 1 = 4	6 – 4 = 2
21 + 3 = 24	23 + 4 = 27	25 – 1 = 24	26 – 4 = 22
25 + 3 = 28	24 + 5 = 29	29 – 3 = 26	28 – 4 = 24
22 + 8 = 30	22 + 6 = 28	28 – 6 = 22	29 – 5 = 24



2 Sizwe o na le dimabole tše 29. O fa mogwera wa gagwe tše 7. Na Sizwe o na le dimabole tše kae gabjale?
Sizwe has 29 marbles. He gave 7 to his friend. How many marbles does Sizwe have now?

29 – 7 = 22

42

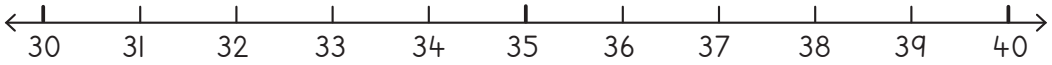
Go hlakantšha le go ntšha bo1 go dipalo tše dikgolo

3 Rarolla. Šomiša mothalopalo go hwetša thušo.

Solve. Use the number line for help.

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

30 + 4 = 34	35 + 3 = 38	39 – 3 = 36	34 – 3 = 31
32 + 5 = 37	36 + 3 = 39	37 – 4 = 33	40 – 6 = 34
33 + 5 = 38	34 + 6 = 40	40 – 4 = 36	36 – 4 = 32



4

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

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

32 + 6 = 38

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

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

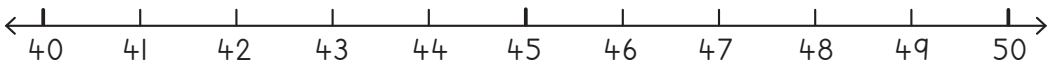
38 – 4 = 34

5 Rarolla. Šomiša mothalopalo go hwetša thušo.

Solve. Use the number line for help.

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

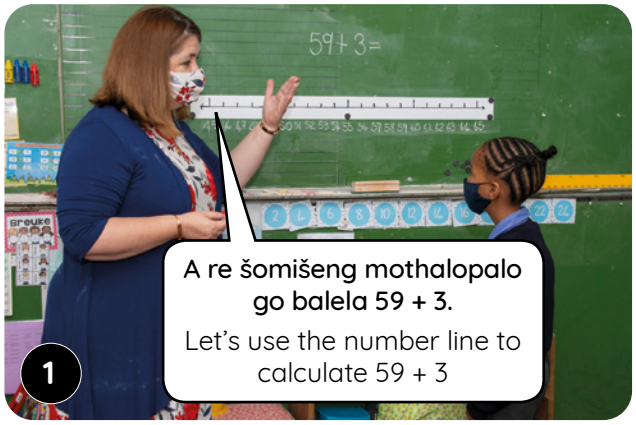
40 + 8 = 48	43 + 3 = 46	49 – 2 = 47	48 – 4 = 44
44 + 5 = 49	45 + 3 = 48	50 – 5 = 45	49 – 6 = 43
42 + 5 = 47	43 + 7 = 50	50 – 8 = 42	48 – 7 = 41



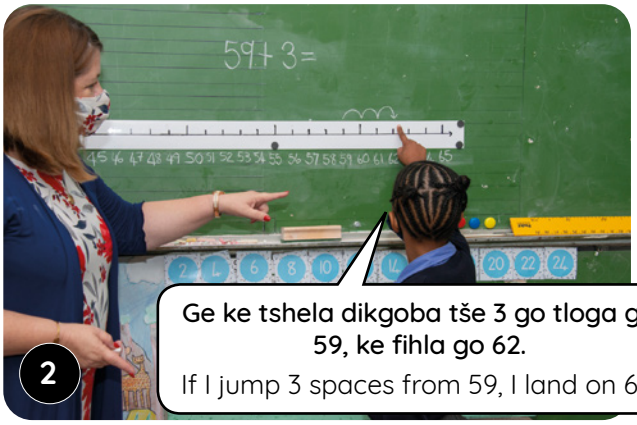
Adding and subtracting 1s in bigger numbers

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

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT



A re šomišeng mothalopalo go balela 59 + 3.
Let's use the number line to calculate 59 + 3



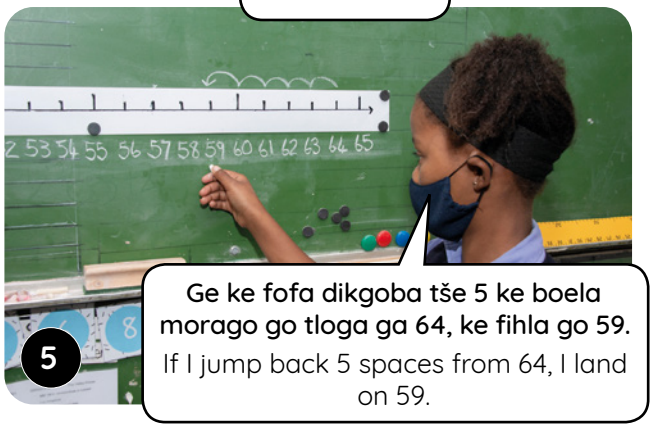
Ge ke tshela dikgoba tše 3 go tloga ga 59, ke fihla go 62.
If I jump 3 spaces from 59, I land on 62.

Na re ka balela bjang 59 + 3 ka ntle le go šomiša mothalopalo?
How can we calculate 59 + 3 without using the number line?

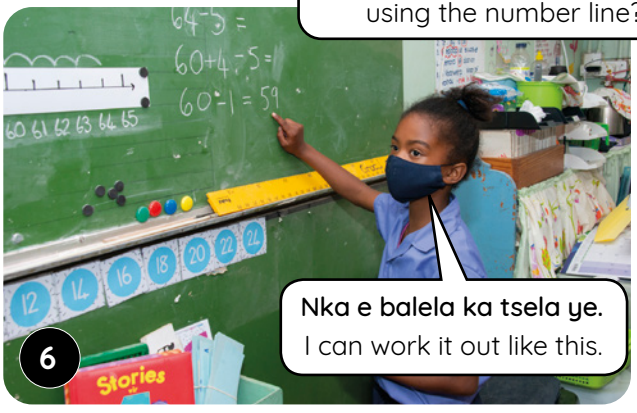
Nka e balela ka tsela ye.
I can work it out like this.

A re šomišeng mothalopalo go balela 64 – 5.
Let's use the number line to calculate 64 – 5.

Na o ka rarolla 64 – 5 ntle le go šomiša mothalopalo?
Could you solve 64 – 5 without using the number line?



Ge ke fofa dikgoba tše 5 ke boela morago go tloga ga 64, ke fihla go 59.
If I jump back 5 spaces from 64, I land on 59.



Nka e balela ka tsela ye.
I can work it out like this.

Efa barutwana menyetla ye mentši ya go rarolla marara ao a amago go hlakantša le go ntša bo1 go ya/go tšwa ga dipalo tša mono-2. Ba fe menyetla ya go balela dipalo tša go tshela 10 le tšeo di sa tshelego lesome.

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

BEKE • WEEK 5

LETŠATŠI 2 • DAY 2

Go hlakantšha le go ntšha bo1 go dipalo tše dikgolo

Adding and subtracting 1s in bigger numbers

MMETSE WA HLOGO
MENTAL MATHS

GO HLAKANTŠHA LE GO NTŠHA
ADD AND SUBTRACT

→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

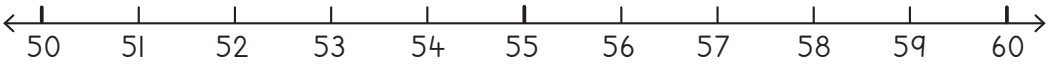
→ MATLAKALATŠHOMELO
WORKSHEETS

1 Rarolla. Šomiša mothalopalo go hwetša thušo.

Solve. Use the number line for help.

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

50 + 4 = 54	55 + 3 = 58	58 – 2 = 56	54 – 4 = 50
54 + 5 = 59	56 + 2 = 58	57 – 5 = 52	60 – 3 = 57



2

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

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

57 – 4 = 53

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

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

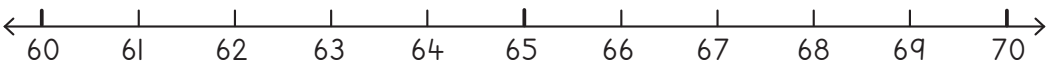
52 + 5 = 57

3 Rarolla. Šomiša mothalopalo go hwetša thušo

Solve. Use the number line for help.

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

60 + 8 = 68	65 + 4 = 69	69 – 2 = 67	68 – 4 = 64
65 + 5 = 70	64 + 3 = 67	70 – 5 = 65	69 – 6 = 63

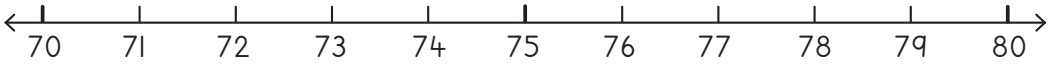


Adding and subtracting 1s in bigger numbers

4 Rarolla. Šomiša mothalopalo go hwetša thušo.
Solve. Use the number line for help.

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

70 + 5 = 75	76 + 3 = 77	80 – 3 = 77	74 – 3 = 71
72 + 4 = 76	75 + 2 = 77	77 – 4 = 73	80 – 6 = 74
75 + 5 = 80	74 + 6 = 80	80 – 4 = 76	76 – 4 = 72



5

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

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

98 – 5 = 93

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

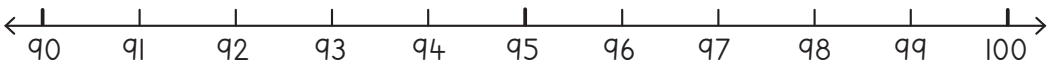
Shona has 98 marbles. He gives 7 to his friend. How many marbles does he have now?

98 – 7 = 91

6 Rarolla. Šomiša mothalopalo go hwetša thušo.
Solve. Use the number line for help.

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

90 + 8 = 98	95 + 3 = 98	99 – 2 = 97	98 – 4 = 94
94 + 5 = 99	96 + 3 = 99	100 – 5 = 95	99 – 6 = 93
93 + 5 = 98	93 + 7 = 100	100 – 8 = 92	98 – 7 = 91



A re hlakantšheng ka lebelo!

MMETSE WA HLOGO
MENTAL MATHS

GO HLAKANTŠHA LE GO NTŠHA
ADD AND SUBTRACT

→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ LETLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Re ithutile gore go bonolo kudu go rarolla marara ka go dira lesome. Ge o eme go 26, na ke mefofo ye mekae yeo o swanetšego go e dira gore o fihle ga 10 la go latela?

We've learnt that it is easier to solve problems by making a ten. If you're standing on 26, then how many jumps must you take to get to the next 10?

Lesome la go latela ke 30. Ke fofa mafelo a ma4 ke eya pele gore ke fihle ga 30.

The next ten is 30. I jump 4 places forwards to get to 30.

O be o swanetše go fofa 7 efela o fofile 4. Go hlokega mefofo ye mekae gape?

You had to jump 7 and you have jumped 4. How many more jumps?

Mefofo ye me3 gape.

3 more jumps

Thala mefofo ya gago godimo ga mothalopalo go bontšha seo o se dirilego.

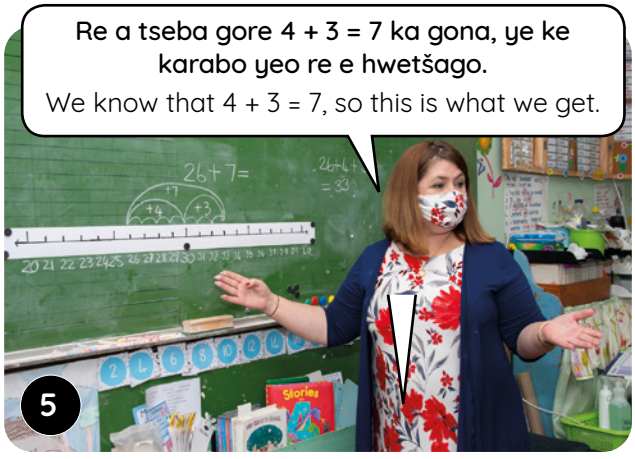
Draw your jumps on the number line to show what you did.

Ke fihla go 33.

I land on 33.

Re a tseba gore 4 + 3 = 7 ka gona, ye ke karabo yeo re e hwetšago.

We know that 4 + 3 = 7, so this is what we get.



Bušeletša dikgato tša ka godimo o šomiša dipalo tša go fapafapana gore barutwana ba hwetše menyetla ye mentši ya go itlwaetša go rarolla marara a go hlakantšha ao a tshelago 10.

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

Let's add more quickly!

BEKE • WEEK 5

LETŠATŠI 3 • DAY 3

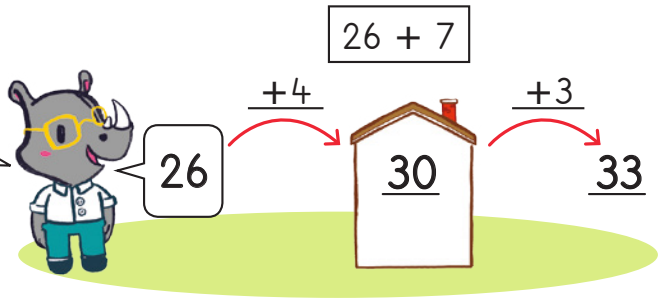
A re hlakantšheng ka lebelo!

Let's add more quickly!

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

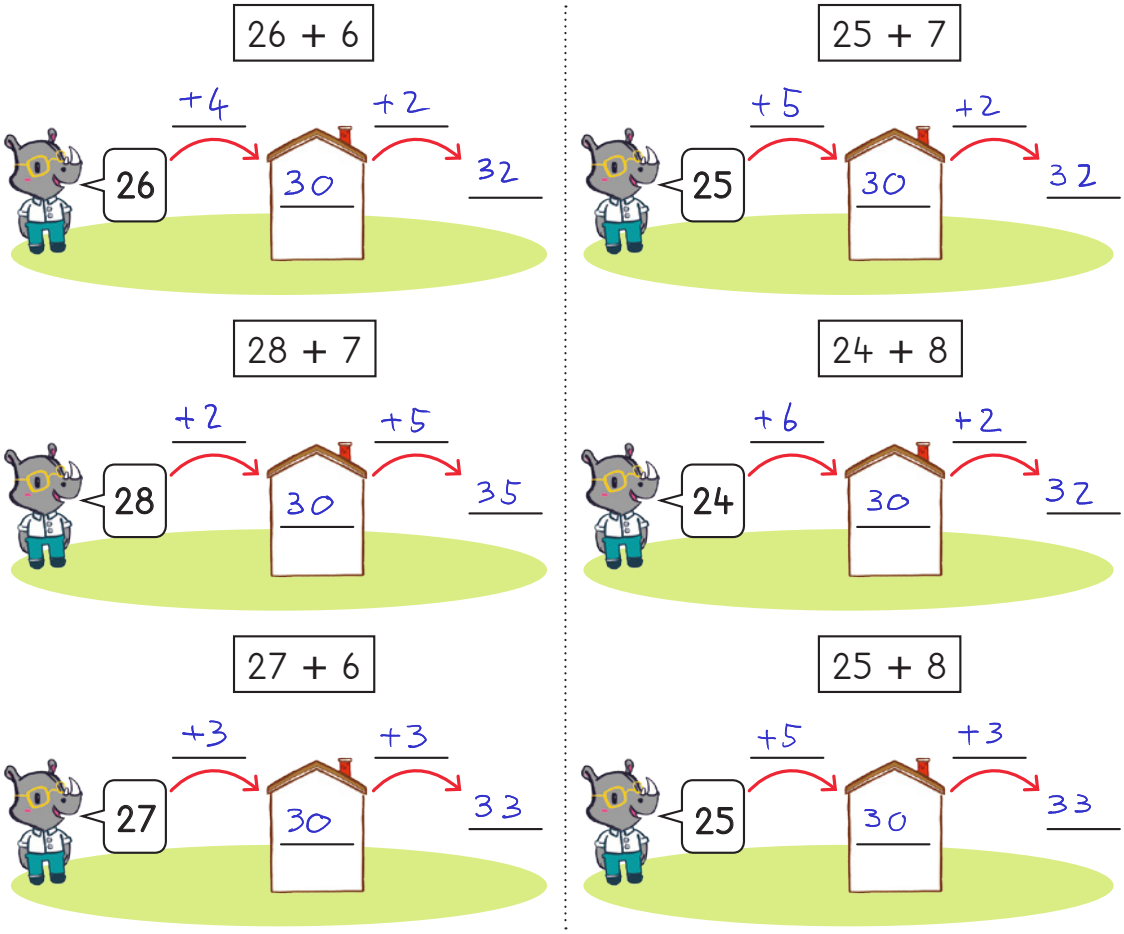
Ke thoma go 26.
10 la go latela ke 30!
Ke fofa 4 go ya ga 30.
Ke swanetše go hlakantšha ka 7.
Ke hlakantše ka 4. Na ke swanetše go oketša ka bokae?

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



1 Bontšha gore o hlakantšha bjang.

Show how to add.



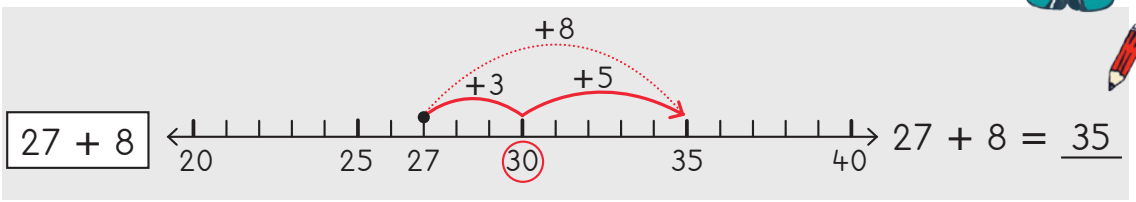
A re hlakantšheng ka lebelo!

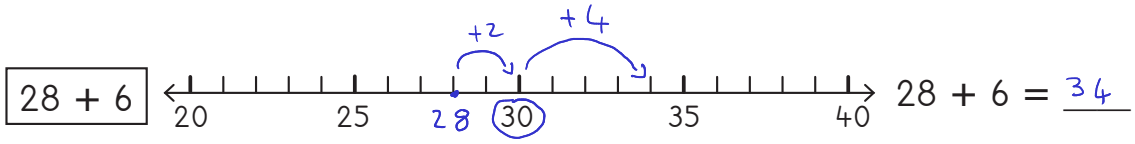
Thala sediko go 10 la go latela. Fofela go 10 la go latela. Na ke swanetše go hlakantša ka bokae gape?

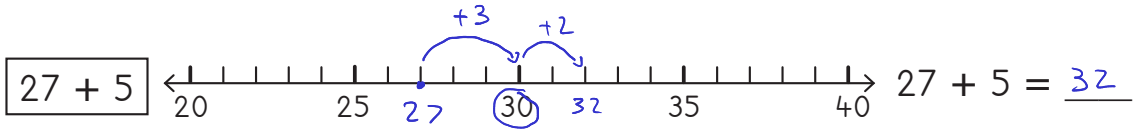
Circle the next 10. Jump to the next 10. How much more must I add?

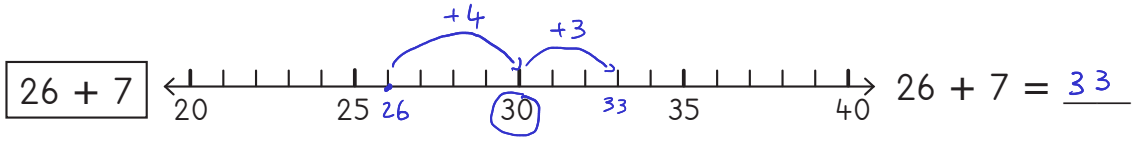
2 Hlakantšha ka go bontšha godimo ga mothalopalo.

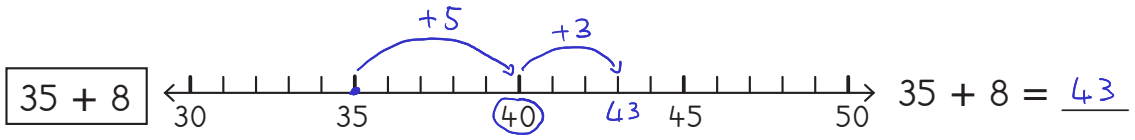
Add by showing on the number line.

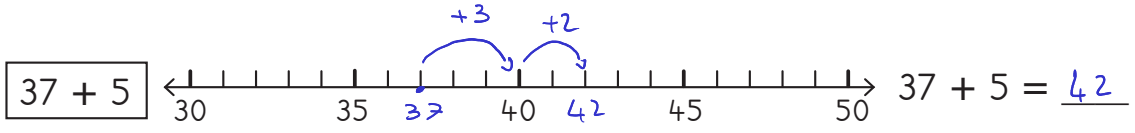


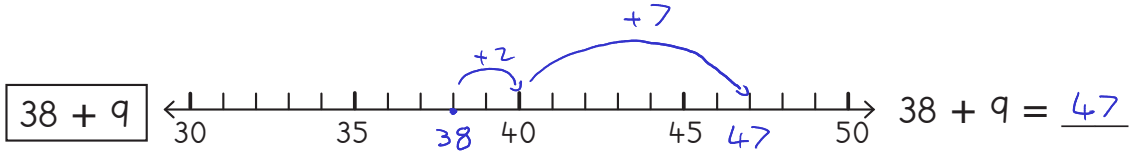












Let's subtract more quickly!

MMETSE WA HLOGO
MENTAL MATHS

GO HLAKANTŠHA LE GO NTŠHA
ADD AND SUBTRACT

→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ LETLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

1

Re ithutile gore go bonolo kudu go rarolla marara ka go ntšha go lesome. Ge o eme go 35, na ke mefofo ye mekae yeo o swanetšego go e dira gore o fihle ga 10 la go feta?

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

Lesome la go feta ke 30. Ke swanetše go fofa ke eya morago mafelo a ma5 gore ke fihle ga 30.

The previous ten is 30. I must jump back 5 places to get to 30.

2

O be o swanetše go fofa 8 efela o fofile 5. Go hlokega mefofo ye mekae gape?

You had to jump 8 and you have jumped 5. How many more jumps?

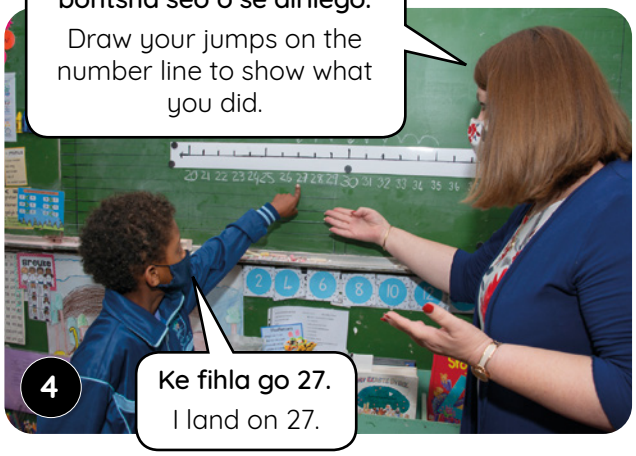
Mefofo ye me3 gape.

3 more jumps.

3

Thala mefofo ya gago godimo ga mothalopalo go bontšha seo o se dirilego.

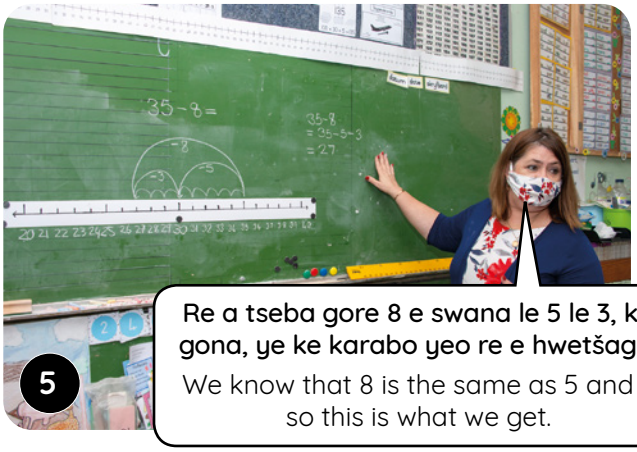
Draw your jumps on the number line to show what you did.



4

Ke fihla go 27.

I land on 27.



5

Re a tseba gore 8 e swana le 5 le 3, ka gona, ye ke karabo yeo re e hwetšago.

We know that 8 is the same as 5 and 3 so this is what we get.

Bušeletša dikgato tša ka godimo o šomiša dipalo tša go fapafapana gore barutwana ba hwetše menyetla ye mentši ya go itlwaetša go rarolla marara a go ntšha ao a tshelago 10.

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

A re ntšheng ka lebelo!

BEKE • WEEK 5

LETŠATŠI 4 • DAY 4

A re ntšheng ka lebelo!

Let's subtract more quickly!

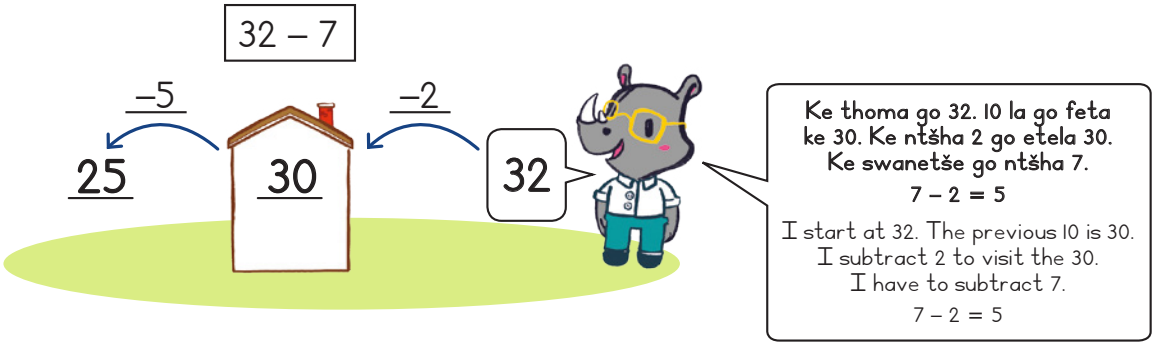
MMETSE WA HLOGO
MENTAL MATHS

GO HLAKANTŠHA LE GO NTŠHA
ADD AND SUBTRACT

→ PAPADI
GAME

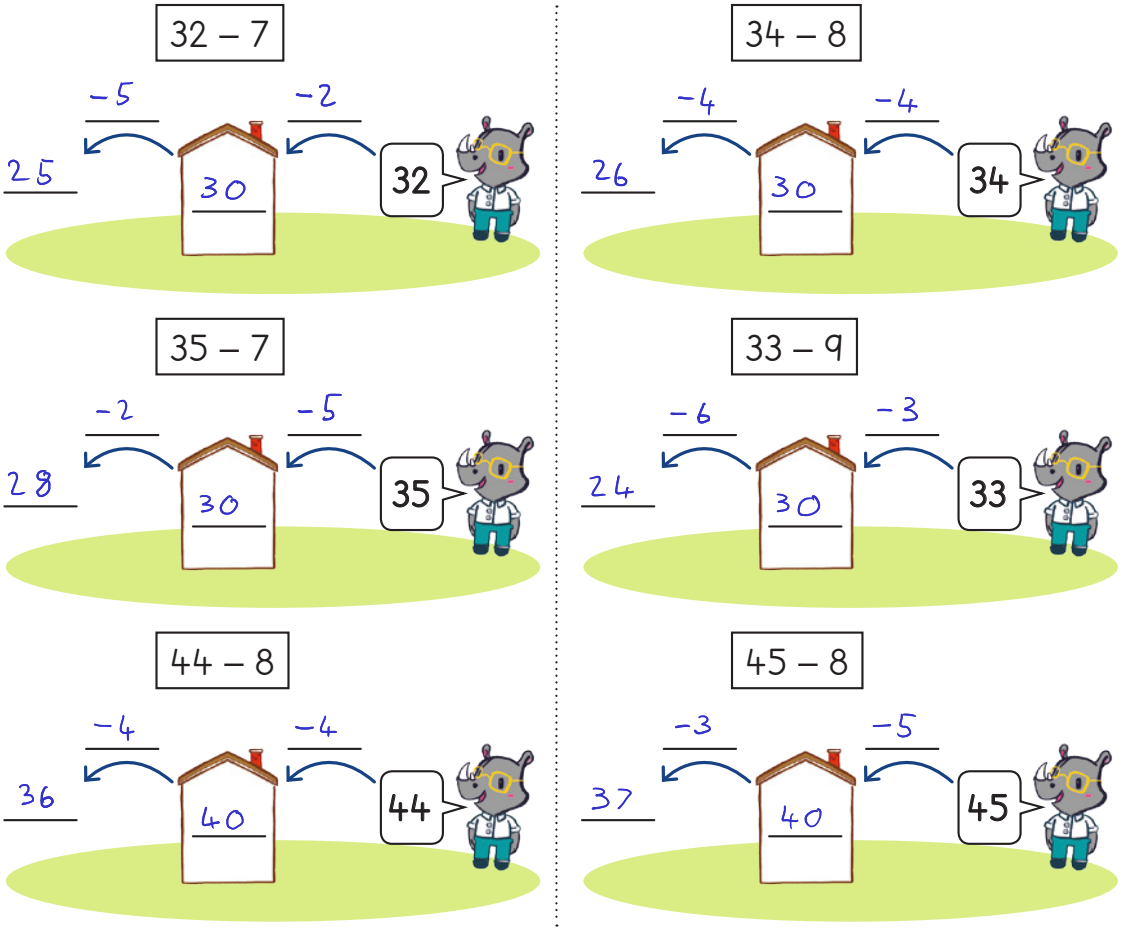
→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ MATLAKALATŠHOMELO
WORKSHEETS



1 Bontšha gore o ntšha bjang.

Show how to subtract.

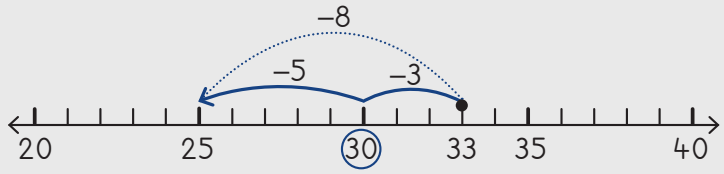


Let's subtract more quickly!

2 Ntšha ka go bontšha godimo ga mothalopalo.
Subtract by showing on the number line.

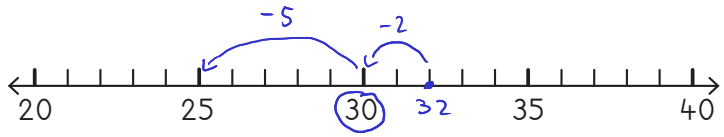
Thoma go 33. Thala sediko ga 10 la go feta. Na ke bokgole bjo bokaakang go ya ga 10 la go feta? Na ke swanetše go ntšha bokae gape?
Start at 33. Circle the previous 10. How far to the previous 10? How much more must I subtract?

33 – 8



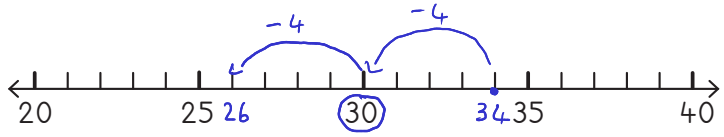
33 – 8 = 25

32 – 6



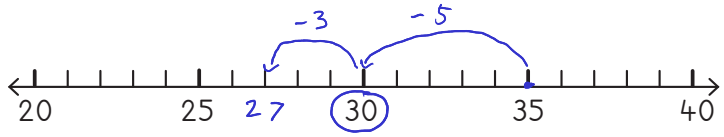
32 – 6 = 26

34 – 8



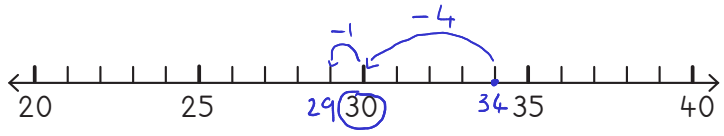
34 – 8 = 26

35 – 8



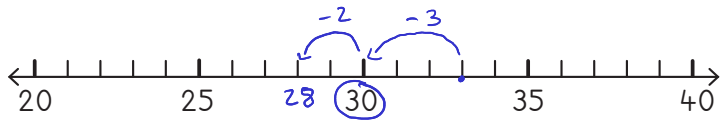
35 – 8 = 27

34 – 5



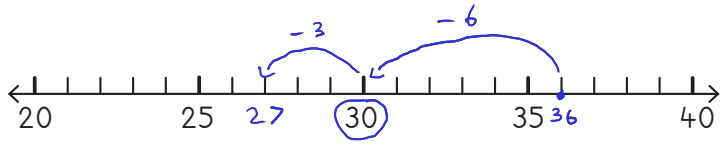
34 – 5 = 29

33 – 5



33 – 5 = 28

36 – 9



36 – 9 = 27

BEKE • WEEK 5

LETŠATŠI 5 • DAY 5

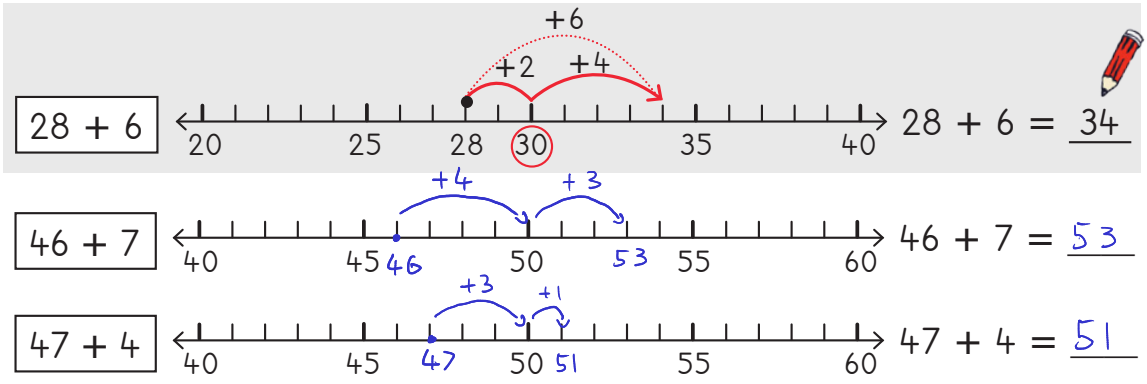
Teefatšo
Consolidation

LETLAKALATŠHOMELO WORKSHEET → LETLAKALATŠHOMELO WORKSHEET

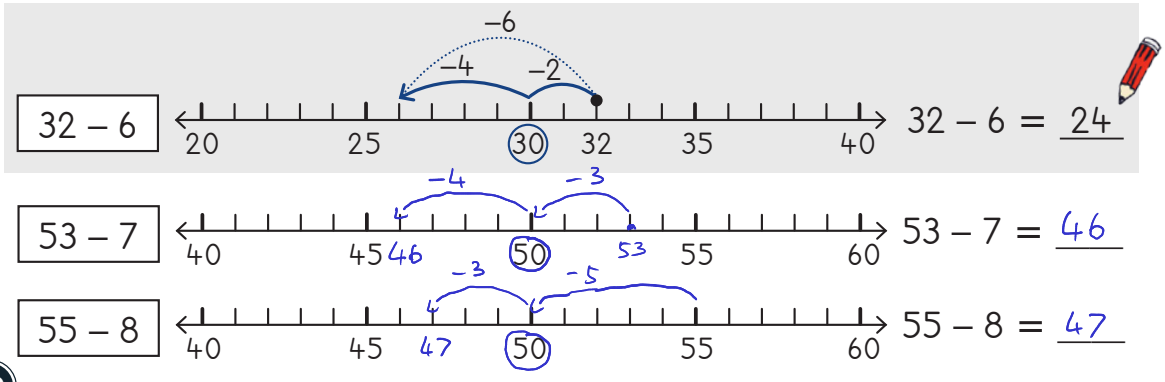
A re boleleng Mmetse!
Let's talk Maths!

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

1 Hlakantšha ka go bontšha godimo ga mothalopalo.
Add by showing on the number line.



2 Ntšha ka go bontšha godimo ga mothalopalo.
Subtract by showing on the number line.



50

Assessment and consolidation

3

Bana ba ba3, Na mahlo ke a makae? 3 children, how many eyes?	6	Bana ba 6, na ditsebe ke tše kae? 6 children, how many ears?	12
Dipaesekele tše 4, na maotwana ke a makae? 4 bicycles, how many wheels?	8	Bana ba 10, na matsogo ke a makae? 10 children, how many hands?	20

4

Na ke mapotlelo a makae? How many bottles?	4
Na ke dilitere tše kae? How many litres?	8

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

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

malekere a ma3 3 sweets	R6	malekere a ma5 5 sweets	R10
malekere a 6 6 sweets	R12	malekere a 16 16 sweets	R20

6

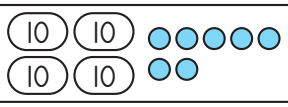
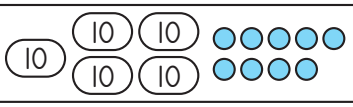
Na ke dikhoine tše kae? How many coins?	4
Na ke diranta tše kae? How many Rands?	R 8

7

Seripa: Half:				Pedifatša: Double:			
10	5	11	$5\frac{1}{2}$	10	20	11	22
12	6	13	$6\frac{1}{2}$	12	24	13	26
14	7	15	$7\frac{1}{2}$	14	28	15	30

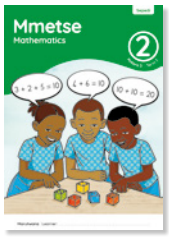
8 Na palo ke eng?

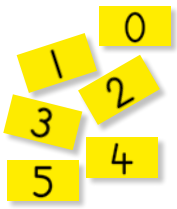
What is the number?

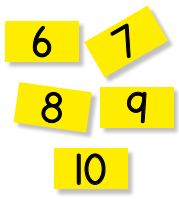
	47		59

Boima

	Didirišwa
Mmetse wa hlogo: Go hlakantšha masome!	ga di gona
Papadi: Mmetse wa lebelo ka dikarata – seripa	methalopalo (0 -20 le wa go se be le selo)







Letšatši	Mošongwana wa thutišo	Didirišwa tša thutišo
1	Go bapetša boima	Puku ya Mešomo ya Morutwana, dilo tša ka phapošing, sekala sa go lekanetša sa maitirelo, diploko tša multifix, dibaledi
2	Go bapetša boima	Puku ya Mešomo ya Morutwana, dilo tša ka phapošing, sekala sa go lekanetša sa maitirelo, diploko tša multifix, dibaledi
3	Go ela boima	Puku ya Mešomo ya Morutwana, dilo tša ka phapošing, sekala sa go lekanetša sa maitirelo, diploko tša multifix, dibaledi
4	Go ela boima	Puku ya Mešomo ya Morutwana, mokotla wa 1 kg wa folouru, mapokisi a go bapatša ditšweletšwa/dipakana tša boima bja go ba ka kg, sekala sa ka bohlapelong
5	Teefatšo le kelo ya thuto	Puku ya Mešomo ya Morutwana

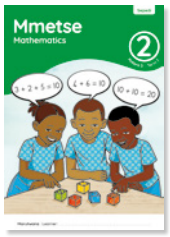
Morago ga beke ye, Morutwana o swanetše go kgona go:	✓
šomiša polelo ya maleba go bolela ka papetšo ya boima (boima, bofefo, boimaima, bofefofefo).	
akanya, ela, bapetša, beakanya le go rekhota boima o šomiša dilo tšeo di sego molaong tša go ela bjale ka karolo ya kelo yeo e sego molaong.	
akanya, ela, bapetša, beakanya le go rekhota boima o šomiša dikhilogramo bjale ka yuniti ya semmušo ya kelo.	

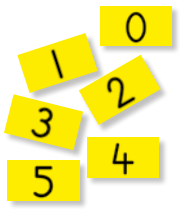
Kelo (lebelela matlakala a ka morago a tlhahlamorutiši ye)

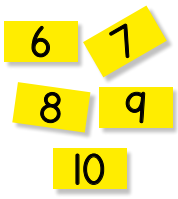
Kelo ya go ngwalwa: Kelo – Boima

Mass

	Resources
Mental Maths: Add tens!	none
Game: Fast maths with cards – half	number cards 1 -20







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

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

Assessment (see back pages of this guide)

Written assessment: Measurement – Mass

Boima

Mmetse wa hlogo

Bekeng ye re tla itlwaetša go hlakantšha katišo ya le lesome le palo yeo e filwego. Morutiši o ngwala dipalo tša mono-2 letlapeng ke moka a bitša katišo ya 10 go hlakantšha le palo yeo e filwego. Barutwana ba swanetše go hlakantšha ka lebelo ka moo go kgonegago. Barutwana ba tla teefatša seo ba ithutilego sona ka go hlakantšha masome.

Papadi

Bekeng ye papadi e fa barutwana menyetla ya go ripa dipalo ka bogare. Barutwana ba ribolla karata ya 1 – 20 ke moka ba ripa palo yeo e bontšhitšwego ka bogare. Papadi ye e tla thuša barutwana go itlwaetša go ripagare ka lebelo le gona gabonolo. Ge e le gore o nagana gore barutwana ba gago ga se ba itokišetša go šoma ka go lokologa ka go ripagare dipalotlhokatekanelo, ba dumelele go raloka ka dipalotekanelo fela.

Kgodišo ya kgopolo

Bekeng ye re tla tsepelela ga go šoma ka diyuniti tšeo di sego molaong go teefatša kwešišo ya barutwana ka kgopolo ya boima. E ba thuša gape go gopola gore re hloka diyuniti tša semmušo go ela boima. Ke moka re tsebiša yuniti ya semmušo ya khilogramo. Barutwana ba swanetše go kgona go bala dikelo tšeo di filwego ka dikhilogramo, ba be ba kwešiše ka go lekanetša seo ba se emelago. Re tla tsepelela ga:

- go akanya, go ela, go bapetša, go beakanya le go rekhota boima o šomiša dilo tšeo di sego molaong tša go ela bjale ka karolo ya kelo yeo e sego molaong.
- go akanya, go ela, go bapetša, go beakanya le go rekhota boima o šomiša dikhilogramo bjale ka yuniti ya semmušo ya kelo.

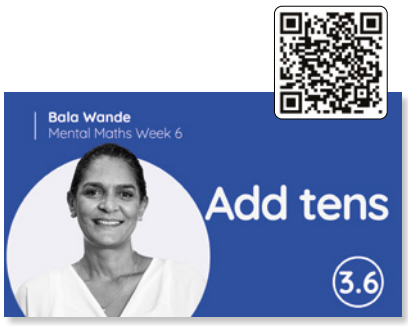
Seo o ka se lebelelago mo bekeng ye

- O ka itirela sekala sa go lekanetša mo dithutong tša go bolela ka boima ka go šomiša hangara, thapo le difaki tše pedi tša yokate tša plastiki.
- Thuša barutwana go gatela pele ka tšwetšo pelo ya thuto go tloga gag a tšhomišo ya yuniti yeo e sego molaong ya kelo go ya ga tsebišo ya diyuniti tša semmušo. Go bohlokwa go ahlaahla boleng bja yuniti ya semmušo le go fa barutwana menyetla ya go gopola gore se se tla dira gore yo mongwe le yo mongwe a hwetše kelo ya go swana goba ya go lekana ya selo. nako ya go utolla le go lemoga bohlokwa bja go šomiša diyuniti tšeo di lego molaong.
- Tlotlontšu ye bohlokwa: **bofefo**, **boima**, **ela**, **boima**, **boimaima go**, **bofefofefo go**, **sekala**, **khilogramo**.

Mass

Mental Maths video

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



Game video

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

Concept development

This week we focus on working with non-standard units to consolidate learners' understanding of the concept of mass. It also helps them realise that we need standard units to measure mass. We then introduce the standard unit of a kilogram. Learners should be able to read measurements given in kilograms and understand approximately what they represent. We will focus on:

- estimating, measuring, comparing, ordering and recording mass using non-standardised measures as part of informal measuring.
- estimating, measuring, comparing, ordering and recording mass using kilograms as the standard unit of measurement.

What to look out for this week

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

Go bapetša boima

MMETSE WA HLOGO
MENTAL MATHS

TLALELETŠANG KA DI10
UKUDIBANISA 10

→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ LETLAKALATŠHOMELO
WORKSHEETS

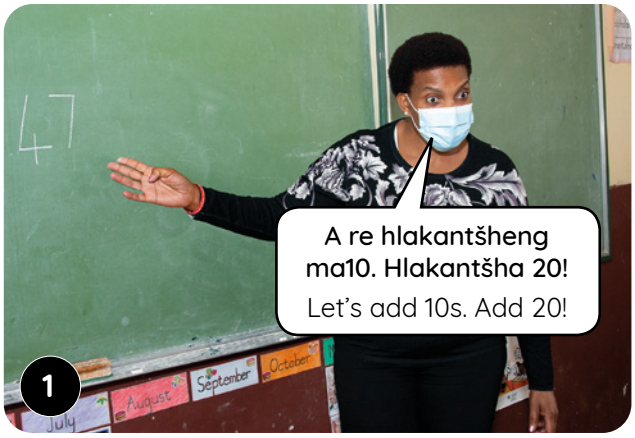
MMETSE WA HLOGO | MENTAL MATHS

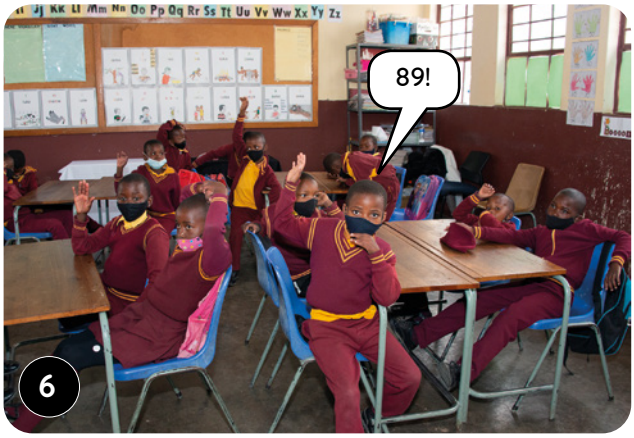
Barutwana ba itlwaetša go hlakantša dikatišo tša 10 go palo yeo e filwego.

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

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.





Comparing mass

Mešongwana ya go matlafatša • Enrichment activities

Letšatši 1 Day 1

Hlakantšha.
Add.

37 + 11 =

21 + 43 =

45 + 24 =

60 + 15 =

18 + 51 =

58 + 10 =

42 + 16 =

24 + 24 =

15 + 32 =

33 + 42 =

Letšatši 2 Day 2

Hlakantšha.
Add.

46 + 13 =

25 + 24 =

31 + 33 =

58 + 11 =

60 + 15 =

17 + 52 =

29 + 40 =

38 + 21 =

65 + 10 =

41 + 28 =

Letšatši 3 Day 3

Hlakantšha.
Add.

44 + 21 =

17 + 52 =

22 + 36 =

59 + 10 =

21 + 38 =

47 + 11 =

19 + 40 =

35 + 23 =

24 + 44 =

61 + 14 =

Letšatši 4 Day 4

Hlakantšha.
Add.

21 + 8 =

37 + 22 =

26 + 41 =

52 + 17 =

48 + 11 =

13 + 53 =

49 + 20 =

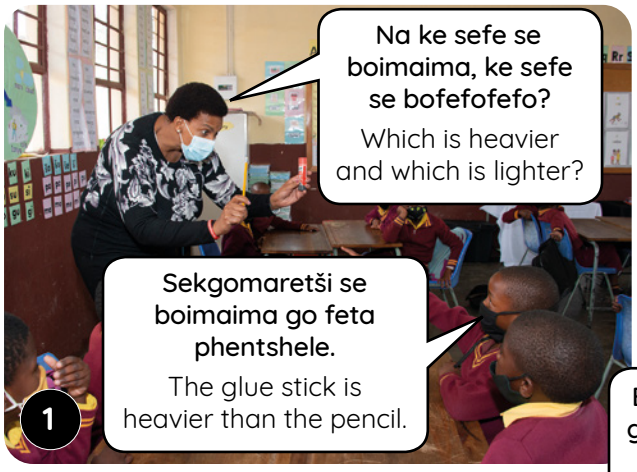
35 + 32 =

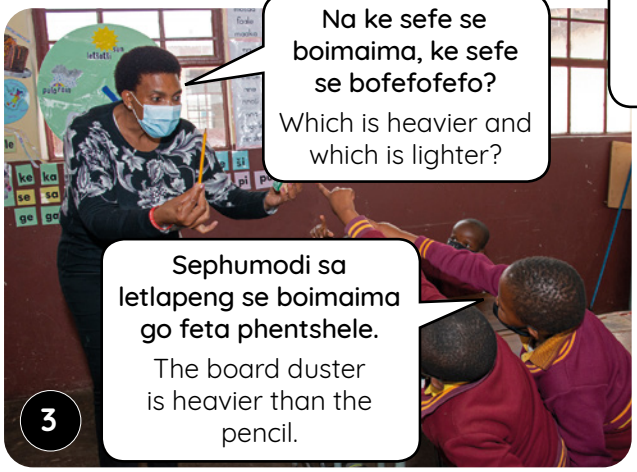
26 + 42 =

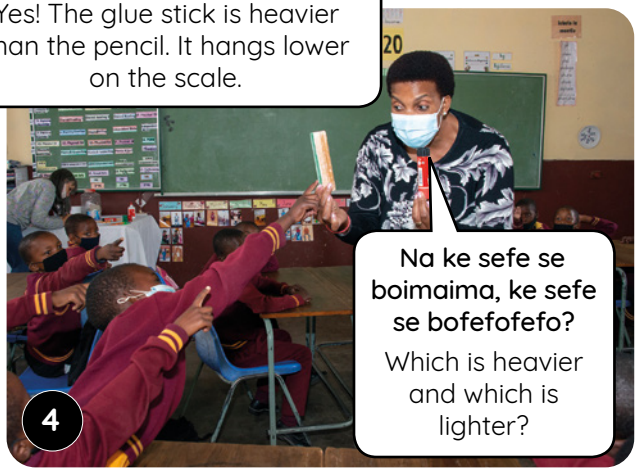
60 + 15 =

Go bapetša boima

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT







Phentshele e bofefofefo go sekgomaretši, le sekgomaretši se bofefofefo go sephumodi sa letlapeng. Ka go realo, phentshele ke ye bofefofefo go sephumodi sa letlapeng.

The pencil is lighter than the glue stick, and the glue stick is lighter than the board duster. So, the pencil is lighter than the board duster.

Efa barutwana menyetla ye mentši ya go akanya ke moka ba bapetše boima bja dilo tša ka phapošing ba šomiša sekala sa go lekanetša sa maitirelo. Hlalošetša barutwana gore papetšo ya boima ya dilo tše 3 e šoma bjang.

Allow the learners multiple opportunities to estimate and then compare the mass of classroom items using the home-made balance scale. Explain to learners how the comparison of mass for 3 items works.

Comparing mass

BEKE • WEEK 6

LETŠATŠI 1 • DAY 1

Go bapetša boima
Comparing mass

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

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

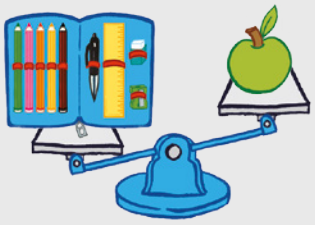
- Šomiša dikarata tša gago tša dipalo 0–20.
  Use your 0–20 number cards.
- Ribolla e tee. Balela seripa.
  Flip one. Calculate half.
- Bušeletša gape. Ka lebelo!
  Try again. Faster!

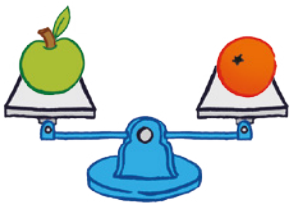
boima
heavier

bofefo
lighter

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

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



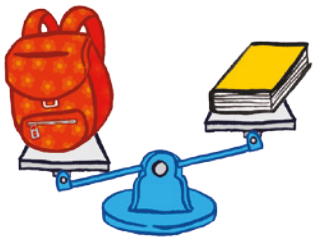


Mokotla wa diphentshele ke wo <u>boima go feta</u> apole.
The pencil case is <u>heavier than</u> the apple.

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

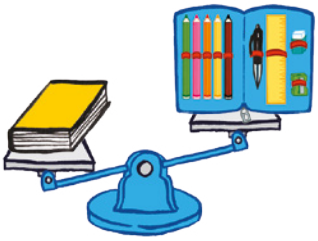
Mokotla wa diphentshele ke wo _____ namune.
The pencil case is heavier than the orange.

Go bapetša boima



Mokotla ke wo _____ puku.

The bag is heavier than the book.



Mokotla wa diphentshele ke wo _____ puku.

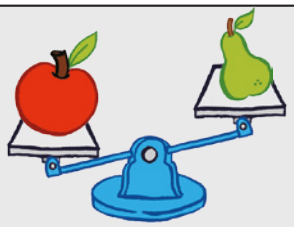
The pencil case is lighter than the book.

Mokotla wa diphentshele ke wo _____ mokotla.

The pencil case is lighter than the bag.

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

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

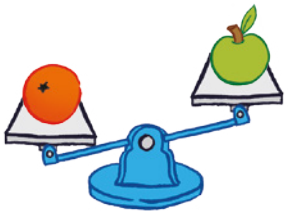


Apole ke ye boima go feta pšere.
Pšere ke ye bofefo go apole.

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

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

The orange is lighter than the gift.
The gift is heavier than the orange.



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

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

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

The orange is heavier than the pencil.
The pencil is lighter than the orange.

Comparing mass

MMETSE WA HLOGO
MENTAL MATHS

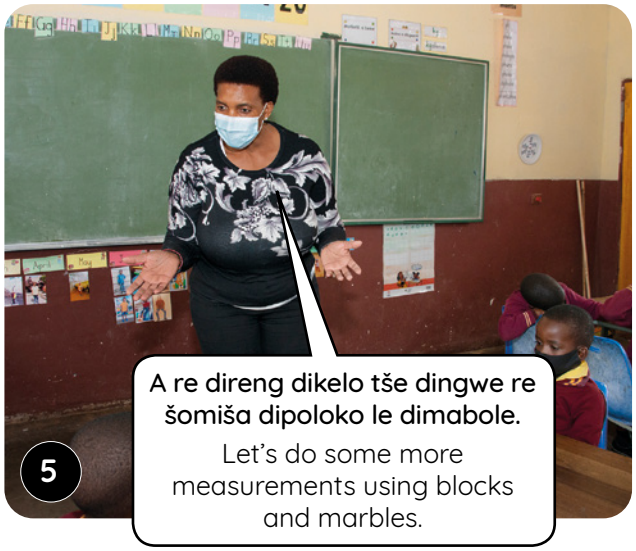
TLALELETŠANG KA DI10
UKUDIBANISA 10

→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ LETLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT



Hlohleletša barutwana ba lemoge gore ba hwetša dikelo tša go fapafapana ge ba šomiša diyuniti tša go se be molaong tša kelo. Ba thuše ba bone gore ge re šomiša diyuniti tša go fapafapana ge re ela, ga go bonolo go bapetša dikelo ka lebaka la go re ga di mo molaong.

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

Go bapetša boima

BEKE • WEEK 6

LETŠATŠI 2 • DAY 2

Go bapetša boima
Comparing mass

MMETSE WA HLOGO
MENTAL MATHS

TLALELETŠANG KA DI10
ADDING 10S

→ PAPADI
GAME

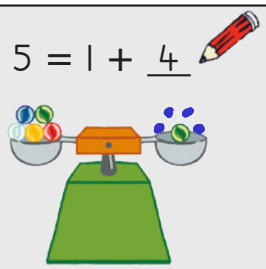
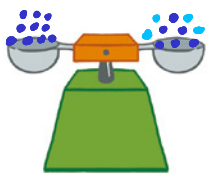
→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ MATLAKALATŠHOMELO
WORKSHEETS

1 Thala dibopego go dira dikala tša tekanyetšo.
Draw the shapes to make the scales balance.

	Boima bja dikhutlotharo tše 5 bo lekana le bja dikwere tše 3. 5 triangles has the same mass as 3 squares.
	Boima bja diritekenywa tše 5 bo lekana le bja malekere a 9. 5 strawberries has the same mass as 9 sweets.
	Boima bja dikwere tše 4 bo lekana le bja didiko tše 5. 4 squares has the same mass as 5 circles.

2 Ke dimabole tše kae tšeo di ka lekanyetšago sekala?
How many marbles will balance the scale?

5 = 1 + 4 	6 = 2 + 4 
3 + 4 = 7 	10 = 6 + 4 

Comparing mass

3 Boima ke bokae?

What is the mass?

Boima bja kherote = malahla a ma 3.

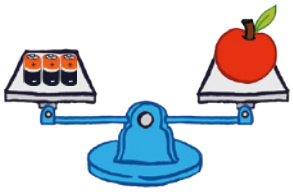
Carrot mass = 3 batteries.

Boima bja kerese = malahla a 2.

Candle mass = _____ batteries.

Boima bja semela = malahla a 8.

Plant mass = _____ batteries.



Boima bja apole = malahla a 3.

Apple mass = _____ batteries.

Boima bja kofi = malahla a 4.

Coffee mass = _____ batteries.

Boima bja khekhe ya komikana = malahla a 4.

Cupcake mass = _____ batteries.

Ke sefe selo se boimaima? _____

Which object is the heaviest? plant

Bapetša boima bja apole le bja kherote.

Compare the mass of the apple and the carrot. They are the same.

Go ela boima

MMETSE WA HLOGO
MENTAL MATHS

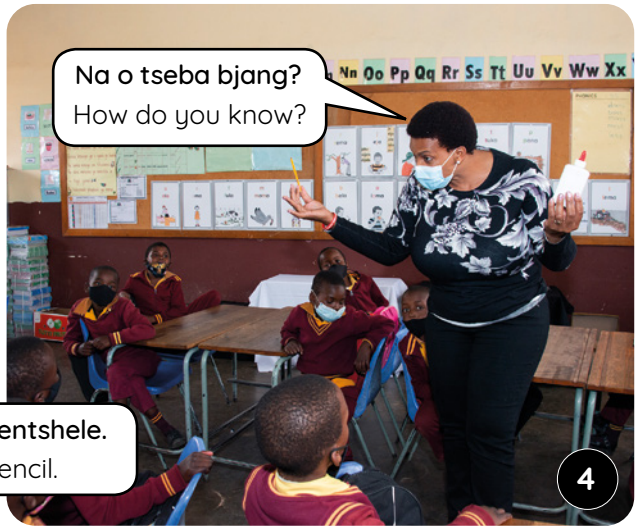
TLALELETŠANG KA DI10
UKUDIBANISA 10

→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ LETLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT



Re bapeditše boima bja phentshele le sekgomaretši go dipoloko tše 10 multifix. Phentshele e be e le bofefofefo gomme sekgomaretši se be se le boimaima. Ka gona, re a tseba gore sekgomaretši ke se boimaima go phentshele.

We compared the mass of the pencil and the glue to 10 multifix blocks. The pencil was lighter and the glue was heavier. So, we know the glue is heavier that the pencil.

Efa barutwana menyetla ye mentši ya go ela boima bja dilo tša phapošing ka go di bapetša le diploko tša multifix godimo ga sekala sa maitirelo. Ba hlohleletše ba gopole gore dipoloko tša multifix ga di fe dikelo tšeo di nepilego efela di kgontšha dipapetšo.

Provide multiple opportunities for learners to measure the mass of classroom items by comparing them to multifix blocks on the home-made balance scale. Encourage them to realise that the multifix blocks do not provide exact measurements but they enable comparisons.

Measuring mass

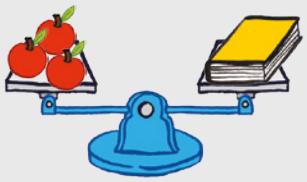
BEKE • WEEK 6

LETŠATŠI 3 • DAY 3

Go ela boima
Measuring mass

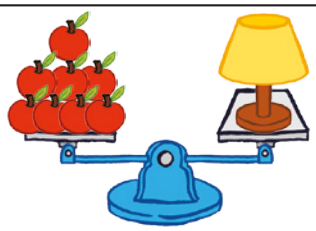
MMETSE WA HLOGO / MENTAL MATHS — TLALELETŠANG KA DI10 / ADDING 10S → PAPADI / GAME → KGODIŠO YA KGOPOLO / CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO / WORKSHEETS

1 Boima ke bokae?
What is the mass?



Boima bja puku = diapole tše 3.

Book mass = 3 apples.

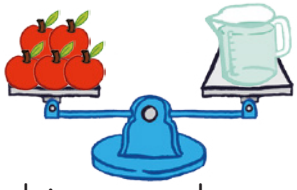


Boima bja lebone = diapole tše 8.

Lamp mass = _____ apples.

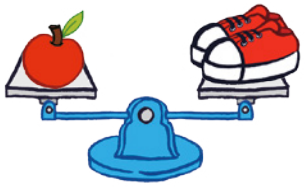
Boima bja mokotla wa diphentshele = diapole tše 2.

Pencil case mass = _____ apples.



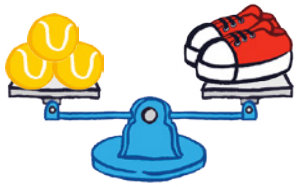
Boima bja senwelo = diapole tše 5.

Jug mass = _____ apples.



Boima bja diteki = apole e 1.

Takkies mass = _____ apple.



Boima bja diteki = dikgwele tša thenisi tše 3.

Takkies mass = _____ tennis balls.

Ke sefe selo se bofefofefo? _____

Which object is the lightest? takkies

Ke sefe se boima, apole goba kgwele ya thenisi?

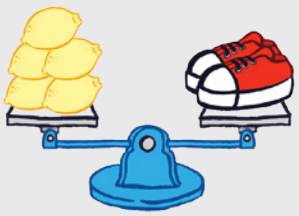
_____

Which is heavier, the apple or the tennis balls? 1 apple is the same as 3 balls

Go ela boima

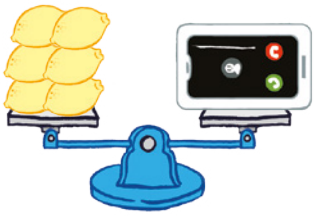
2 Boima ke bokae?

What is the mass?



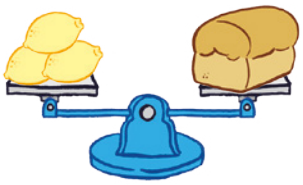
Boima bja diteki = diswiri tše 5.

Takkies mass = 5 lemons.



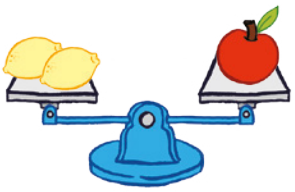
Boima bja mogala = diswiri tše 6.

Phone mass = _____ lemons.



Boima bja borotho = diswiri tše 3.

Bread mass = _____ lemons.

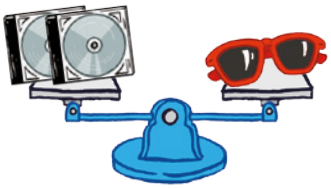


Boima bja apole = diswiri tše 2.

Apple mass = _____ lemons.

Boima bja dipeketsanetimatšatši = swiri e 1.

Sunglasses mass = _____ lemon.



Boima bja dipeketsanetimatšatši = diCD tše 2.

Sunglasses mass = _____ CDs.

Ke sefe se bofefo kudu, borotho goba apole?

_____

Which is lighter, the bread or the apple? apple

Ke sefe se boima, swiri goba CD? _____

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

Measuring mass

MMETSE WA HLOGO / MENTAL MATHS | TLALELETŠANG KA DI10 / UKUDIBANISA 10 → PAPADI / GAME → KGODIŠO YA KGOPOLO / CONCEPT DEVELOPMENT → LETLAKALATŠHOMELO / WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

1

Mokotla wo wa folouru o imela khilogramo e 1.

This bag of flour has a mass of 1 kilogram.

2

Hlaola dilo tše go tloga ga se bofefofefo go ya ga se boimaima.

Sort these items from lightest to heaviest.

Nka dira seo ka go bala dikhilogramo.

I can do it by reading the kilograms.

3

Na ke mekotla ye mekae ya folouru yeo e lekanago le swikiri ka boima?

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

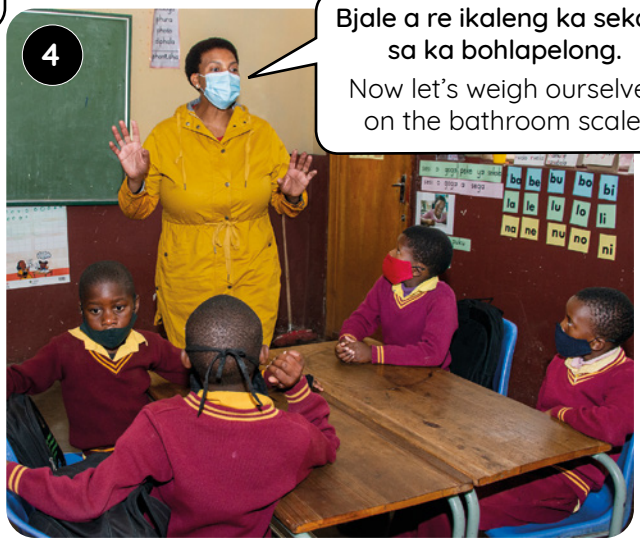
Mekotla ye mebedi le seripa.

Two and a half bags.

4

Bjale a re ikaleng ka sekala sa ka bohlapelong.

Now let's weigh ourselves on the bathroom scale.



Efa barutwana menyetla ye mentši ya go bapetša dilo tša go bapatšwa ka dipakana tša boima bja dikhilogramo tša go fapafapana. Ge e le gore o na le sekala sa ka bohlapelong, dumelela barutwana ba šiedišane go ela boima bja bona le go bala sekala.

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

Go ela boima

BEKE • WEEK 6

LETŠATŠI 4 • DAY 4

Go ela boima

Measuring mass

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

1

Go bala sekala sa tekanyetšo

Scale reading

boima

heavy

bofefo

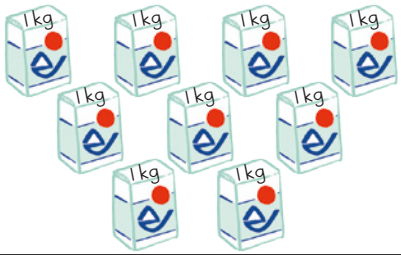
light

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

Measuring mass

2

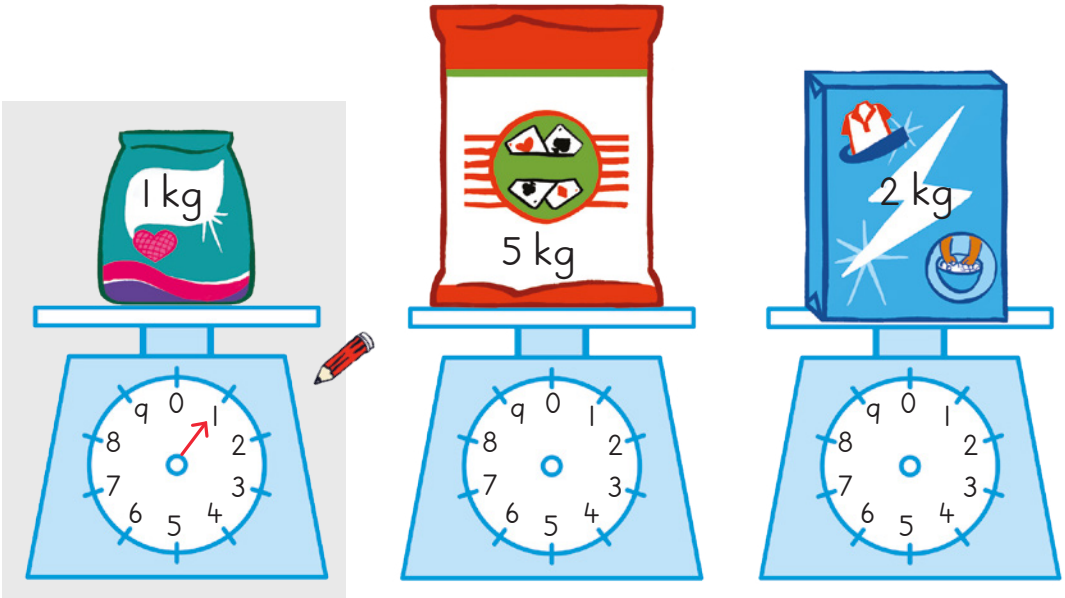
Na ke dipakana tše kae? How many packets?	6
Na ke dikhilogramo tše kae? How many kilograms?	6



Na ke dipakana tše kae? How many packets?	9
Na ke dikhilogramo tše kae? How many kilograms?	9

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

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



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

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

2 kg + 5 kg = 7 kg

BEKE • WEEK 6

LETŠATŠI 5 • DAY 5

Teefatšo
Consolidation

LETLAKALATŠHOMELO WORKSHEET → LETLAKALATŠHOMELO WORKSHEET

A re boleleng Mmetse!
Let's talk Maths!

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

1 Lebelela diswantšho o be o tlatše mantšu a maleba.
Look at the balance scales and fill in the word **heavier** or **lighter**.

Sangwetši ke ye _____ go seritekenywa.

Seritekenywa ke se _____ go sangwetši.

The sandwich is heavier than the strawberry.

The strawberry is lighter than the sandwich.

Sephumodi ke se _____ go dikhrayone.

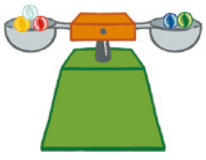
Sephumodi ke se _____ go dikhrayone.

The box of crayons is heavier than the erasor.

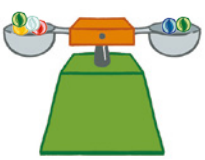
The erasor is lighter than the crayons.

2 Ke dimabole tše kae tšeo di ka lekanyetšago sekala?
How many marbles will balance the scale?

5 = 2 + 3



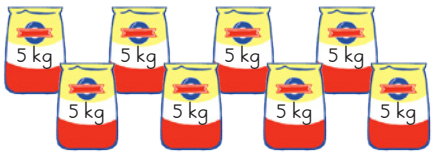
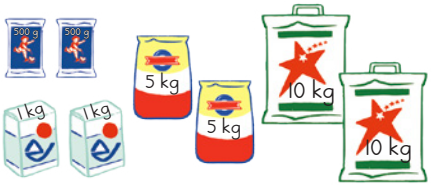
6 = 4 + 2



60

Consolidation

3

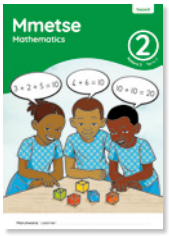
	Na ke dipakana tše kae? How many packets?	4
	Na ke dikhilogramo tše kae? How many kilograms?	20
	Na ke dipakana tše kae? How many packets?	8
	Na ke dikhilogramo tše kae? How many kilograms?	40
	Na ke dipakana tše kae? How many packets?	4
	Na ke dikhilogramo tše kae? How many kilograms?	40
	Na ke dipakana tše kae? How many packets?	7
	Na ke dikhilogramo tše kae? How many kilograms?	70
	Na ke dipakana tše kae? How many packets?	8
	Na ke dikhilogramo tše kae? How many kilograms?	33

4

Ayanda o reka 3 kg ya swikiri le 5 kg ya flouru. Na ke dikhilogramo tše kae ge di hlakana ka moka? Ayanda buys 3 kg of sugar and 5 kg of flour. How many kilograms altogether? 3 kg + 5 kg = 8 kg	Sam o reka 4 kg ya swikiri le 10 kg ya bupi. Na ke dikhilogramo tše kae ge di hlakana ka moka? Sam buys 4 kg of sugar and 10 kg of mealie meal. How many kilograms altogether? 4 kg + 10 kg = 14 kg

Dibopego tša mahlakore-pedi (2-D)

	Didirišwa
Mmetse wa Hlogo: Go hlakantšha goba go ntšha dikatišanetšwa tša 10	Ga di gona
Papadi: Ke bokgole bjo bo kaakang go ya ga 10 la go latela?	Dipoloko tša multifix



Letšatši	Mošongwana wa thuto	Mošongwana wa thuto
1	Dibopego tša mahlakore-pedi (2-D)	Puku ya Mešomo ya Morutwana, letlakala la go se be le selo
2	Dibopego tša mahlakore-pedi (2-D)	Puku ya Mešomo ya Morutwana, seripana sa thengramo
3	Dithengramo	Puku ya Mešomo ya Morutwana
4	Dibopego tša mahlakore-pedi (2-D)	Puku ya Mešomo ya Morutwana
5	Teefatšo le kelo ya thuto	Puku ya Mešomo ya Morutwana

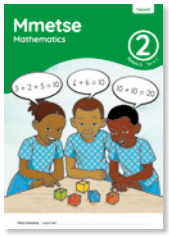
Morago ga beke ye, morutwana o swanetše go kgona go:	✓
go lemoga ge eba dibopego tša mahlakore-pedi di na le mahlakore a thwi goba a nkgokolo.	
go lemoga phapano magareng ga dilo tšeo di thušago go hlaloša dibopego le tšeo di sa hlalošego dibopego.	
go šomiša dibopego tša motheo go hlama dibopegobopša (dithengramo).	
go lemoga le go hlaola dibopego tša mahlakore-pedi ka go fa maina a dikhutlotharo, dikhutlonnethwi, dikwere le didiko.	

Kelo (lebelela matlakala a ka morago a tlhahlamorutiši ye)

Kelo ya go ngwalwa: Dibopego tša mahlakore-pedi le dipaterone tša tšeometriki

2-D shapes

	Resources
Mental Maths: Add or subtract multiples of 10	none
Game: How far to the next 10?	multifix blocks



Day	Lesson activity	Lesson resources
1	Naming 2-D shapes	LAB, sheet of blank paper
2	2-D shapes	LAB
3	Tangrams	LAB, tangram cut out
4	2-D shapes	LAB
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
identify whether 2-D shapes have straight or round sides.	
differentiate between defining and non-defining attributes of shapes.	
use basic shapes to create composite shapes (tangrams).	
identify and sort 2-D shapes by naming triangles, rectangles, squares and circles.	

Assessment (see back pages of this guide)

Written assessment: 2-D shapes and geometric patterns

Dibopego tša mahlakore-pedi (2-D)

Mmetse wa hlogo

Bekeng ye re tšwela pele ka go itlwaetša go hlakantšha le go ntšha dikatišanetšwa tša lesome go fihla ga 100. Ngwala dipalo tša go fapafapana tša mono-2 letlapeng gomme a fe taelo ya go hlakantšha goba go ntšha palo ye e itšego ya 10. Dira se gore e be poledišano ka go kgopela diphere tša barutwana gore ba bitše dipalo tša mono-2 le dipalo ba di hlakantšhe/go ntšha. Hlohleletša barutwana go rarolla marara ka pela le ka nepagalo ka go gopola dintlha tša palo tšeo ba ithutilego tšona.

Papadi

Mo papading ye, barutwana ba bitša dipalo gomme ba lemoga masome ao a latelago. Go bohlokwa gore barutwana ba godiše kwešišo ye botse ya palo le go kgona go tseba masome ka lebelo le ka nepagalo.

Kgodišo ya kgopolo

Mo bekeng ye re tsepelela ga dibopego tša mahlakore-pedi. Barutwana ba tla nyakišiša dilo tšeo di hlaolago dibopego le go di lemoga ka tshwanelo. Barutwana gape ba tla fa maina a maleba a dikhutlotharo, dikhutlonnethwi, dikwere le didiko. Barutwana ba tla fiwa monyetla wa go hlama dibopegobopša ge ba le gare ba aga diphazele tša thengramo. Mošomong wa rena wa dibopego tša mahlakore-pedi, re tla tsepelela ga:

- go lemoga ge eba dibopego tša mahlakore-pedi di na le mahlakore a thwi goba a nkgokolo.
- go lemoga phapano magareng ga dilo tšeo di thušago go hlaloša dibopego le tšeo di sa hlalošego dibopego.
- go šomiša dibopego tša motheo go hlama dibopegobopša (dithengramo).
- go lemoga le go hlaola dibopego tša mahlakore-pedi ka go fa maina a dikhutlotharo, dikhutlonnethwi, dikwere le didiko.

Seo o ka se lebelelago mo bekeng ye

- Go bohlokwa go fa barutwana sebaka sa go ahlaahla ka dibopego le go ba fa menyetla ye mmalwa ya go bona dibopego tša bogolo le mebala ya go fapafapana.
- Hlohleletša barutwana gore ba lemoge phapano magareng ga dilo tšeo di thušago go hlaloša dibopego le tšeo di sa hlalošego dibopego, le ge e le gore ga go bonolo go barutwana go tseba mareo ao a lebanego le tše.

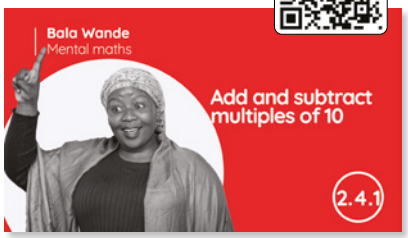
2-D shapes

Mental Maths video

This week we continue practicing adding and subtracting multiples of ten up to 100. Write different 2-digit numbers on the board and call out an instruction to add or subtract a certain number of 10. Make this more interactive by asking pairs of learners to call out the 2-digit numbers and the numbers to add/subtract. Encourage learners to solve problems quickly and efficiently by remembering their learnt number facts.

Game video

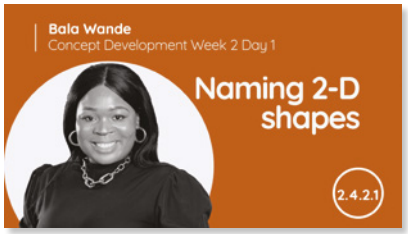
In this game learners call out numbers and identify the tens that follow them. Learners will also work out how far it is to the next ten. It is important for learners to develop a good understanding of number, and to be able to identify tens quickly and efficiently.



Concept development

This week we focus on 2-D shapes. Learners will investigate the attributes of shapes, and they will identify them accordingly. Learners will also correctly name triangles, rectangles, squares and circles. Learners will have the opportunity to create composite shapes as they build tangram puzzles.
In our work on 2-D shapes, we will focus on:

- identifying whether 2-D shapes have straight or round sides.
- differentiating between defining and non-defining attributes of shapes.
- using basic shapes to create composite shapes (tangrams).
- identifying and sort 2-D shapes by naming triangles, rectangles, squares and circles.



What to look out for this week

- It is important to allow children to engage in discussion about the shapes, and to provide them with multiple opportunities to see shapes of different sizes and colours.
- Encourage learners to differentiate between defining and non-defining attributes, although it is not necessary for learners to know these terms specifically.

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

MMETSE WA HLOGO
MENTAL MATHS

HLAKANTŠHA DIKATIŠANETŠWA TŠA 10
ADD MULTIPLES OF 10

→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ LETLAKALATŠHOMELO
WORKSHEETS

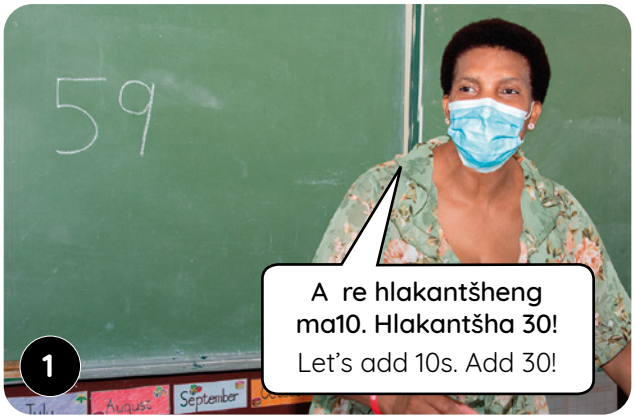
MMETSE WA HLOGO | MENTAL MATHS

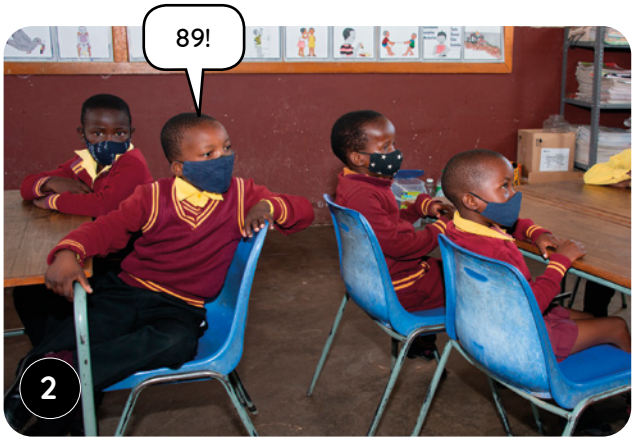
Barutwana ba itlwaetša go hlakantšha le go ntšha dikatišo tša lesome go/go tšwa ga palo yeo e filwego.

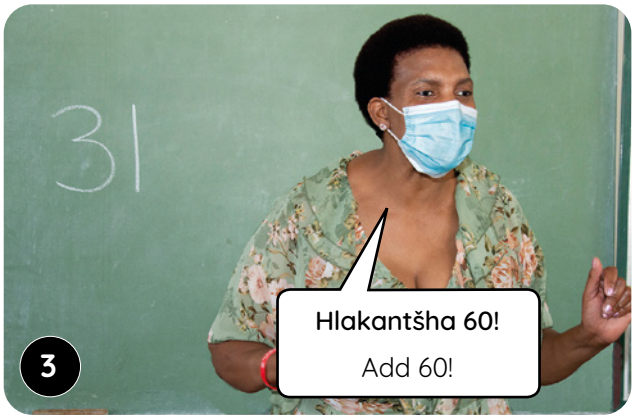
Learners practise adding and subtracting multiples of ten to/from a given number.

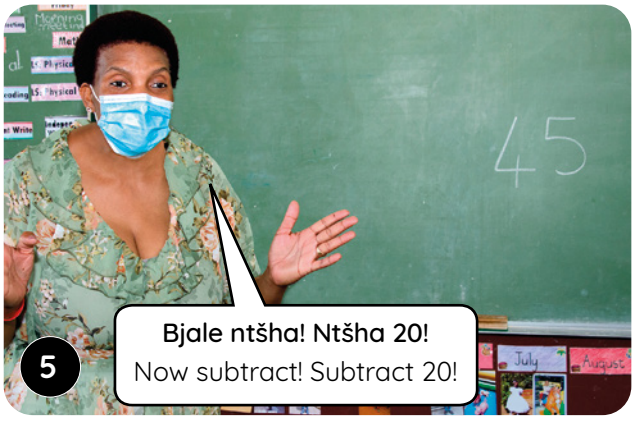
Gopola go lekola letšatšikgwedi o be o swaye rejistara letšatši le lengwe le le lengwe.

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









Naming 2-D shapes

Mešongwana ya go matlafatša • Enrichment activities

Letšatši 1 Day 1

Rarolla ka go šomiša dipoloko.
Solve using blocks.

43 + 46 =

35 + 24 =

61 + 34 =

18 + 61 =

52 + 14 =

65 – 24 =

95 – 31 =

39 – 17 =

87 – 44 =

55 – 10 =

Letšatši 2 Day 2

Rarolla ka go šomiša dipoloko.
Solve using blocks.

71 + 22 =

14 + 85 =

37 + 32 =

52 + 43 =

22 + 52 =

96 – 65 =

39 – 16 =

48 – 36 =

83 – 52 =

75 – 44 =

Letšatši 3 Day 3

Rarolla ka go šomiša dipoloko.
Solve using blocks.

53 + 32 =

28 + 71 =

72 + 25 =

64 + 33 =

41 + 18 =

95 – 41 =

45 – 23 =

79 – 37 =

67 – 54 =

86 – 60 =

Letšatši 4 Day 4

Rarolla ka go šomiša dipoloko.
Solve using blocks.

61 + 16 =

24 + 55 =

37 + 42 =

12 + 83 =

54 + 31 =

95 – 31 =

79 – 47 =

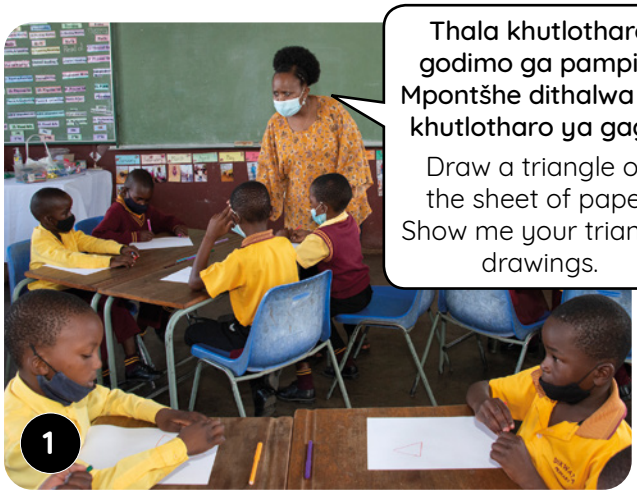
39 – 15 =

56 – 24 =

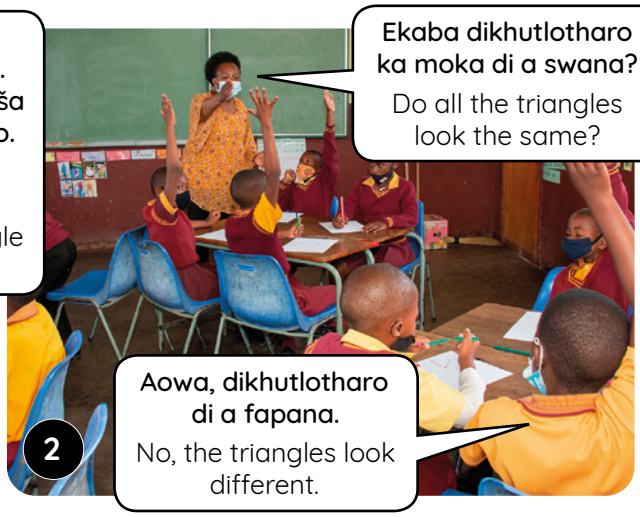
82 – 51 =

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

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT



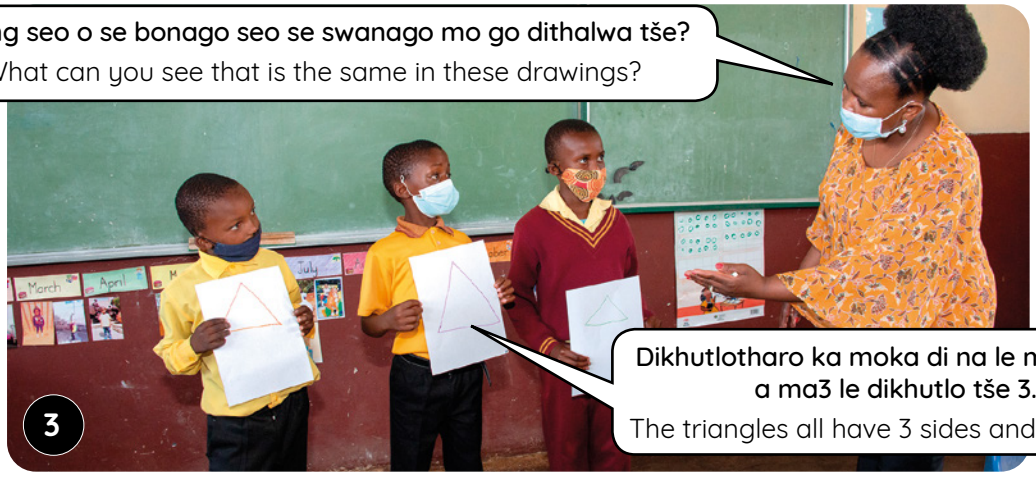
Thala khutlotharo godimo ga pampiri. Mpontšhe dithalwa tša khutlotharo ya gago.
Draw a triangle on the sheet of paper. Show me your triangle drawings.



Ekaba dikhutlotharo ka moka di a swana?
Do all the triangles look the same?

Aowa, dikhutlotharo di a fapana.
No, the triangles look different.

Ke eng seo o se bonago seo se swanago mo go dithalwa tše?
What can you see that is the same in these drawings?



Dikhutlotharo ka moka di na le mahlakore a ma3 le dikhutlo tše 3.
The triangles all have 3 sides and 3 corners.

Ke eng seo o se bonago seo se fapanago mo go dithalwa tše?
What can you see that is different in these drawings?

Dikhutlotharo ka moka di fapana ka bogolo le mebala.
The triangles are all different sizes and different colours.

A re naganeng ka dikhutlonnethwi, didiko le dikwere.
Let's think about rectangles, circles and squares as well.

Bušeletša dikgato tša ka godimo ka dikwere, didiko le dikhutlonnethwi. Efa barutwana menyetla ya go bolela ka seo se swanago le seo se fapanago ka dibopego tšeo ba di thadilego.

Repeat the steps above for squares, circles and rectangles. Give the learners opportunities to speak about what is the same and what is different about the shapes they have drawn.

Naming 2-D shapes

BEKE • WEEK 7

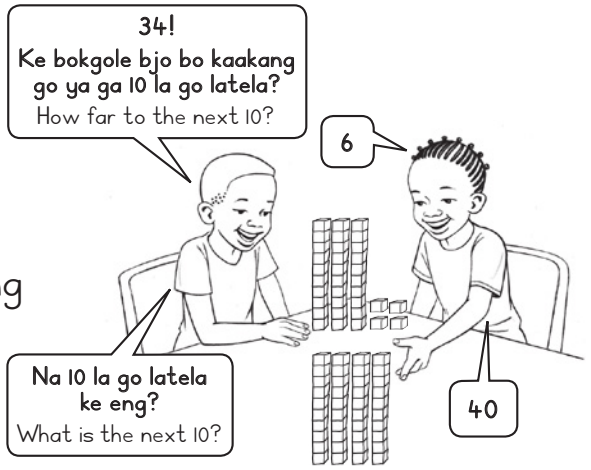
LETŠATŠI 1 • DAY 1

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

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

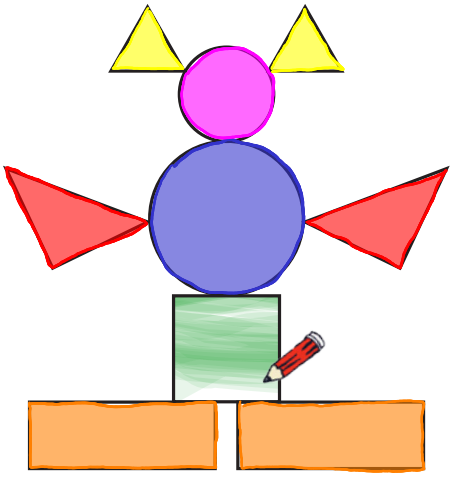
Papadi: Na ke bokgole bjo bo kaakang go ya ga 10 la go latela?
Game: How far to the next 10?

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



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

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

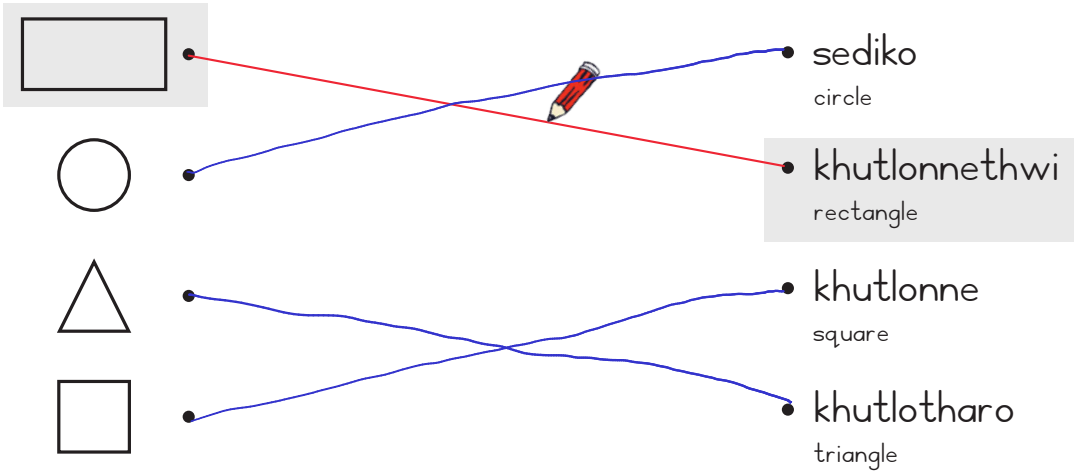


62

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

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

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



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

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

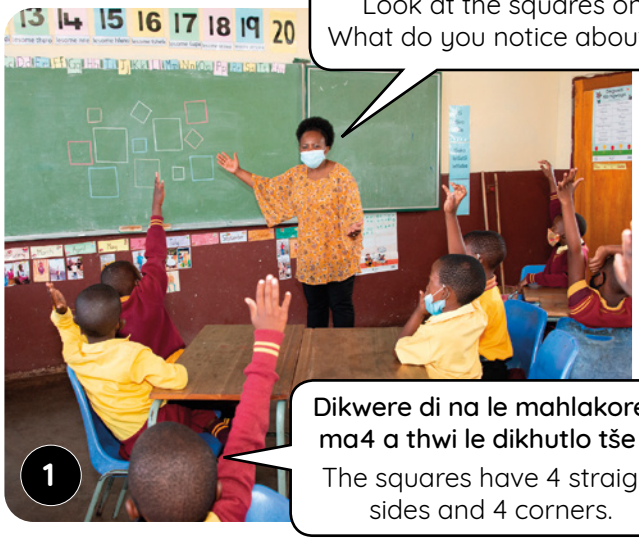
sediko circle circle pasted	khutlotharo triangle triangle pasted
khutlonne square square pasted	khutlonnethwi rectangle rectangle pasted

2-D shapes

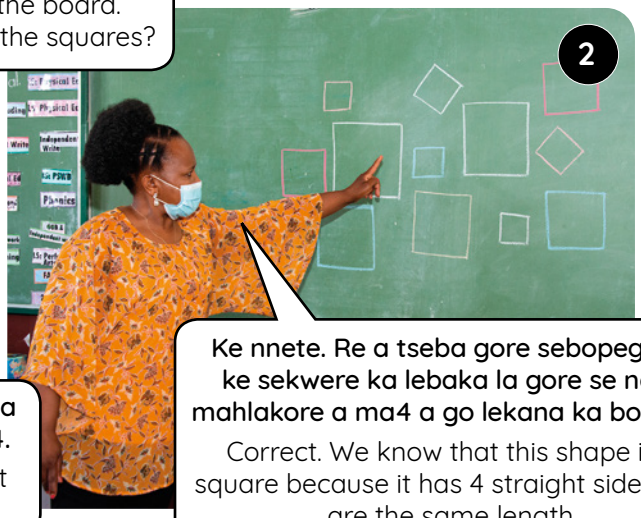
MMETSE WA HLOGO
MENTAL MATHS
HLAKANTŠHA DIKATIŠANETŠWA TŠA 10
ADD MULTIPLES OF 10
→ PAPADI
GAME
→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT
→ LETLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Lebelela dikwere mo letlapeng. Na o lemoga eng ka dikwere?
Look at the squares on the board. What do you notice about the squares?



Dikwere di na le mahlakore a ma4 a thwi le dikhutlo tše 4.
The squares have 4 straight sides and 4 corners.



Ke nnete. Re a tseba gore sebopego se ke sekwere ka lebaka la gore se na le mahlakore a ma4 a go lekana ka botelele.
Correct. We know that this shape is a square because it has 4 straight sides that are the same length.

Ke eng se sengwe seo o se lemogago ka dikwere?
What else do you notice about the squares?

Dikwere ke tša bogolo bja go fapafapana.
The squares are different sizes.

Dikwere ke tša mebala ya go fapafapana.
The squares are different colours.

Ke nnete. Le ge go le bjalo, dilo tše ga di hlaloše gore sebopego ke sekwere. Di re botša kudu ka sebopego.
That's correct. But these things don't tell us that the shape is a square. They just tell us more about the shape.

Bušeletša dikgato tša ka godimo ka dikwere, didiko le dikhutlonnethwi. Efa barutwana menyetla ya go bolela ka seo se swanago le seo se fapanago ka dibopego tšeo ba di thadilego.

Repeat the steps above for rectangles, circles and triangles. Give the learners opportunities to speak about what is the same and what is different about the shapes.

Dibopego tša mahlakore-pedi (2-D)

BEKE • WEEK 7

LETŠATŠI 2 • DAY 2

Dibopego tša mahlakore-pedi (2-D)

2-D shapes

MMETSE WA HLOGO
MENTAL MATHS

HLAKANTŠHA DIKATIŠANETŠWA TŠA 10
ADD MULTIPLES OF 10

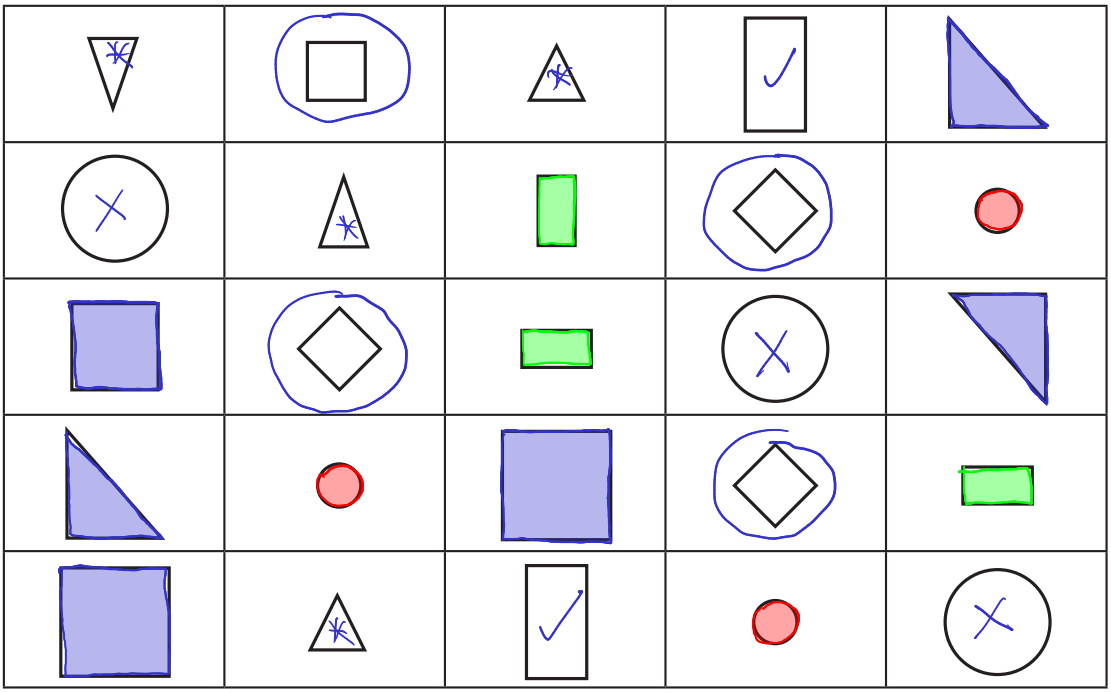
→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ MATLAKALATŠHOMELO
WORKSHEETS

1 Hwetša dibopego.

Find the shapes.



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

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2-D shapes

2 Thala phoofolo o šomiša dibopego tše ka moka.
Draw an animal using all these shapes.

sediko circle	khutlotharo triangle	khutlonne square	khutlonnethwi rectangle
			

open activity

Na o thadile phoofolo efe?
What animal did you draw?

Dithengramo

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

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Ke dife dibopego tšeo o di bonago?
What shapes can you see?

Lehono re ilo dira dibopego ka diphazele tša go ikgetha tšeo di bitšwago dithengramo. Dithengramo ke diphazele tša Sechina tša go ba le dibopego tše 7.
Today we are going to make shapes with special puzzles called tangrams. Tangrams are Chinese puzzles with 7 shapes.

Ke bona dikhutlotharo tše nnyane le dikhutlotharo tše dikgolo.
I can see small triangles and big triangles.

Ke bona sekwere.
I can see a square.

Ripa dibopego go tšwa go thengramo o be o di šomiše go dira seswantšho. Botša mogwera wa gago ka seswantšho seo o se dirilego.
Cut out the shapes from the tangram and use the shapes to make a picture. Tell your friend what picture you made.

Ke dirile sekepe sa ka meetseng.
I made a submarine.

Bjale leka go hlakahlakantšha dibopego gomme o dire diswantšho tša go fapafapana.
Now try to mix up the shapes and make different pictures.

Efa barutwana menyetla ye mmalwa ya go hlama diswantšho tša go fapafapana, go ahlaahla dibopego tšeo ba di dirago le ka mokgwa woo ba beago diripana tšeo ba di ripilego go dira dibopego.

Allow the learners multiple opportunities to create different pictures, to discuss the shapes they make and how they position the cut-out pieces to make the shapes.

Tangrams

BEKE • WEEK 7

LETŠATŠI 3 • DAY 3

Dithengramo
Tangrams

MMETSE WA HLOGO
MENTAL MATHS

HLAKANTŠHA DIKATIŠANETŠWA TŠA 10
SUBTRACT MULTIPLES OF 10

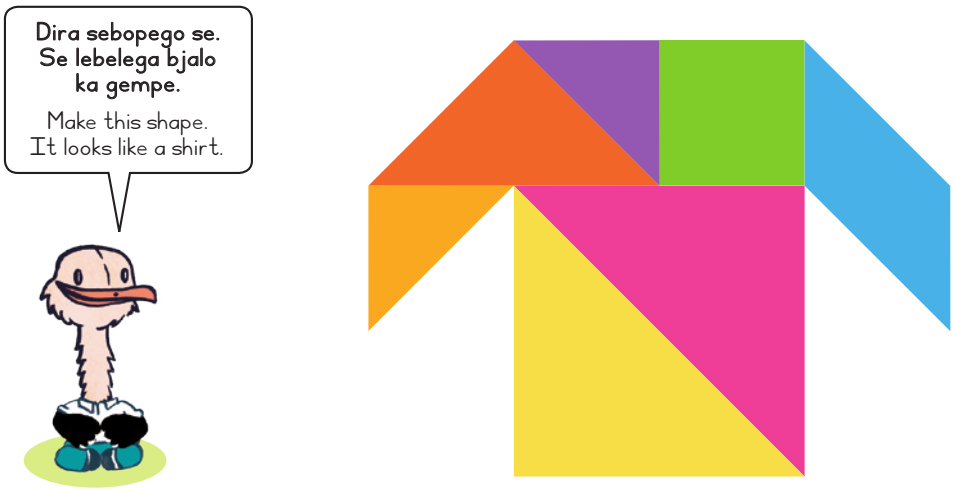
→ PAPADI
GAME

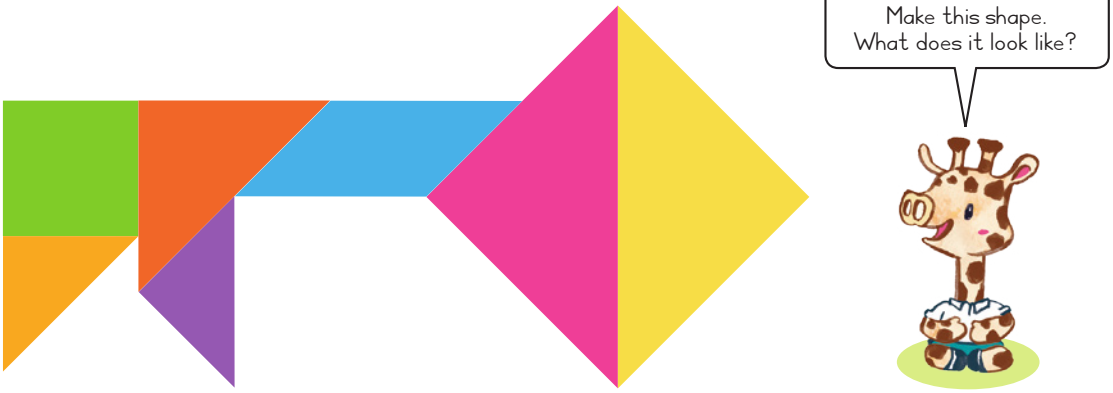
→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ MATLAKALATŠHOMELO
WORKSHEETS

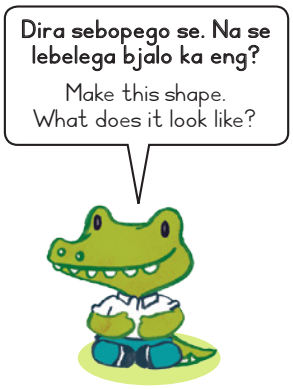
Ripa dibopego tše 7 (di bitšwa thengramo) mo letlakaleng la 105 o be o di šomiše go dira seswantšho se.

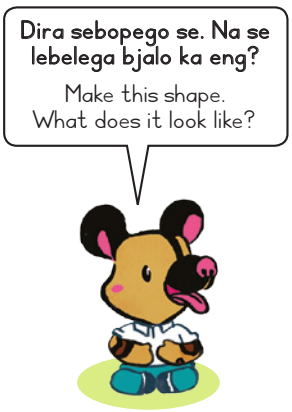
Cut out the 7 shapes (called a tangram) on page 105 and use them to make this picture.

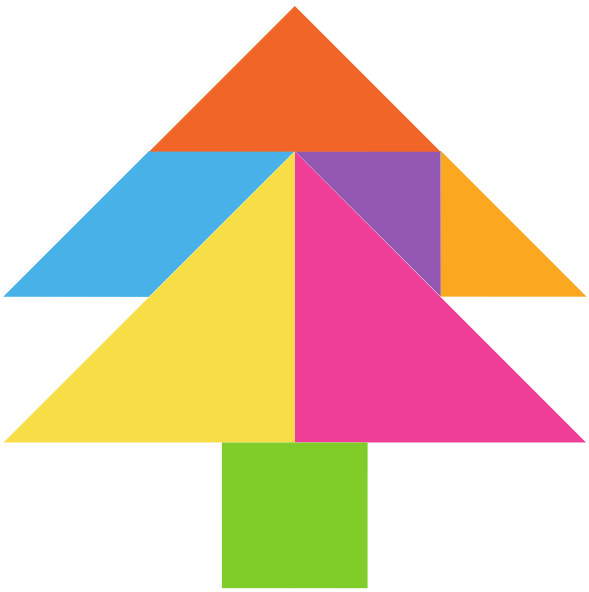




Dithengramo







Tangrams **Week 7 • Day 3** 67

2-D shapes

MMETSE WA HLOGO
MENTAL MATHS

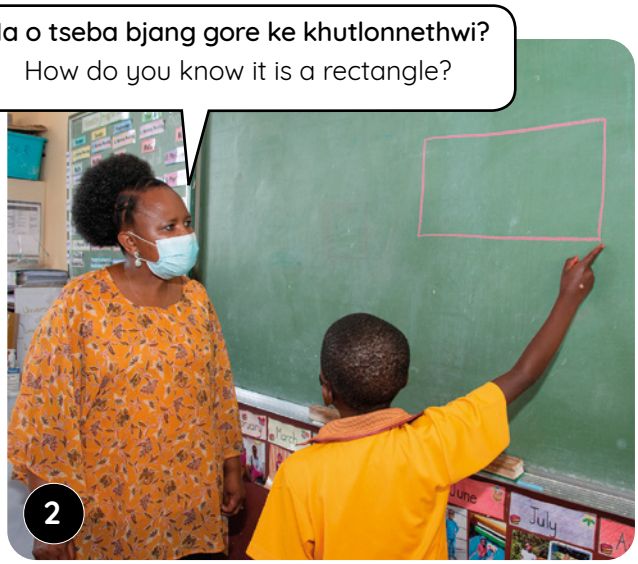
NTŠHA DIKATIŠANETŠWA TŠA 10
SUBTRACT MULTIPLES OF 10

→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

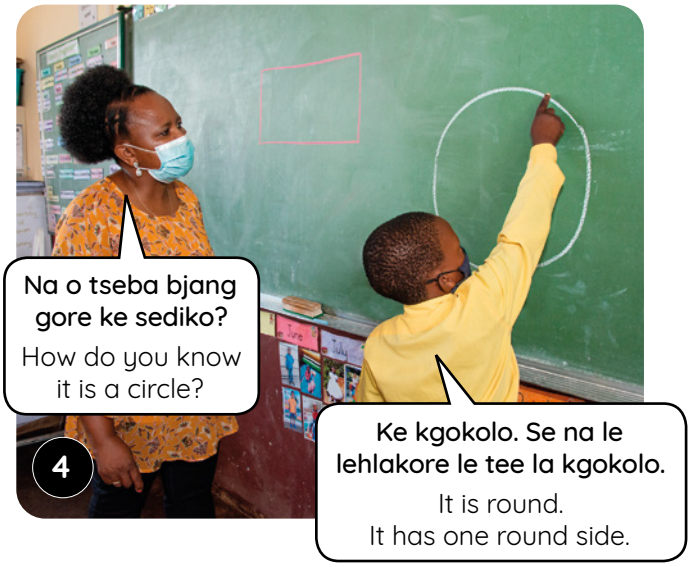
→ LETLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT



Efa barutwana sebaka sa go hlaloša gore sebopego se na le mahlakore a ma4: a ma2 a matelele le a ma2 a makopana. Sebopego gape se na le dikhutlo tše 4. Tšeo di dira gore e be khutlonnethwi.

Allow learners to explain that the shape has 4 sides: 2 that are longer and 2 that are shorter. The shape also has 4 corners. That makes it a rectangle.



Bušeletša ka sekwere le khutlotharo, o hlohleletše barutwana go nagana ka seeng sa dibopego.

Repeat with a square and a triangle, encouraging learners to think about the properties of shapes.

BEKE • WEEK 7

LETŠATŠI 4 • DAY 4

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

MMETSE WA HLOGO
MENTAL MATHS

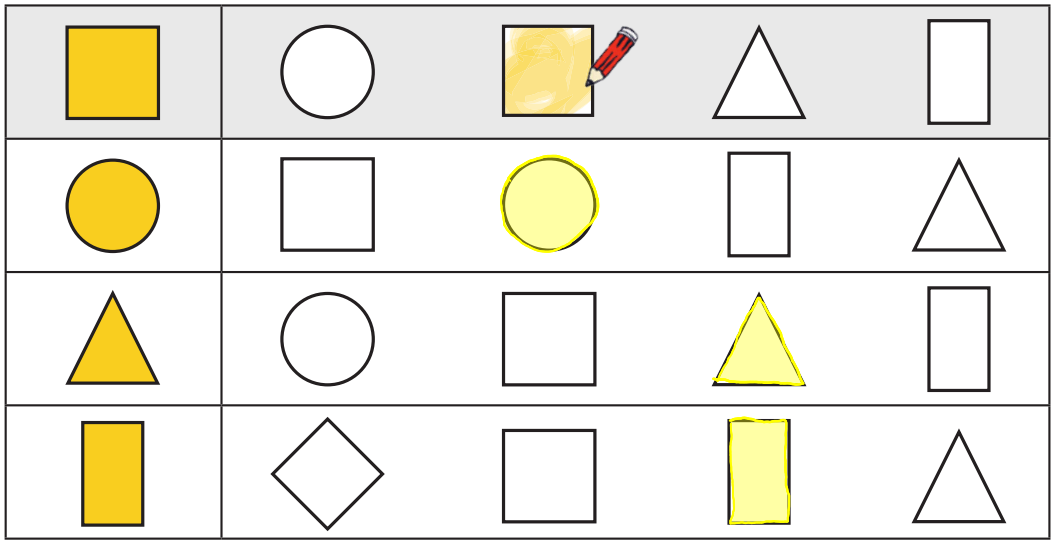
HLAKANTŠHA DIKATIŠANETŠWA TŠA 10
SUBTRACT MULTIPLES OF 10

→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ MATLAKALATŠHOMELO
WORKSHEETS

1 Khalara sebopego sa go nyalana le sa mathomo mothalading wo mongwe le wo mongwe.
Shade the shape that matches the first one in each row.



2 Ngwala leina la sebopego se sengwe le se sengwe.
Write the name of each shape.

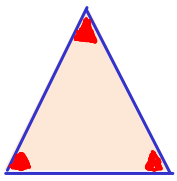
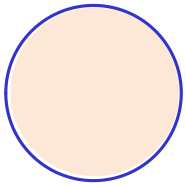
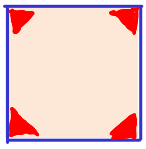
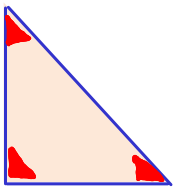
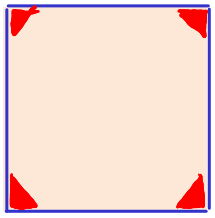
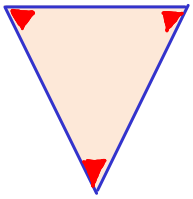
	khutlonne square
	triangle
	circle
	rectangle

68

2-D shapes

3 Khalara mahlakore ka mmala wo motalaleratadima.
Colour the sides blue.

Khalara dikhutlo ka mmala wo mokhubedu.
Colour the corners red.

	mahlakore sides 4 dikhutlo corners 4		mahlakore sides 3 dikhutlo corners 3
	mahlakore sides 1 dikhutlo corners 0		mahlakore sides 4 dikhutlo corners 4
	mahlakore sides 3 dikhutlo corners 3		mahlakore sides 4 dikhutlo corners 4
	mahlakore sides 4 dikhutlo corners 4		mahlakore sides 3 dikhutlo corners 3

BEKE • WEEK 7

LETŠATŠI 5 • DAY 5

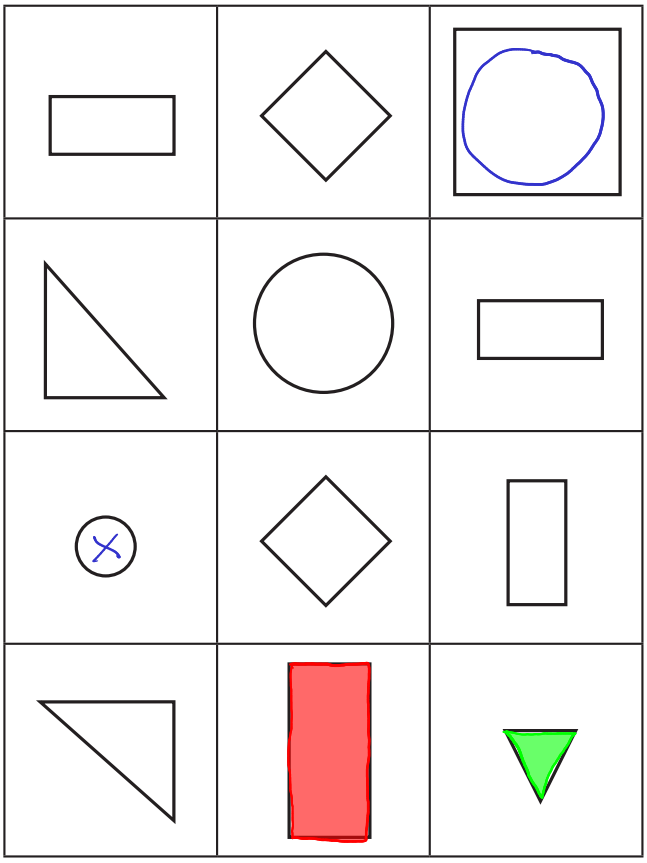
Teefatšo
Consolidation

LETLAKALATŠHOMELO WORKSHEET → LETLAKALATŠHOMELO WORKSHEET

A re boleleng Mmetse!
Let's talk Maths!

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

1 Hwetša dibopego.
Find the shapes.



Thala sediko ka gare ga khutlonne ye kgolo.
Draw a circle in the big square.

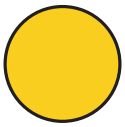
Bea x godimo ga sediko se sennyane.
Put a x on the small circle.

Khalara khutlonnetwii ye kgolo ka mmala wo mokhubedu.
Colour the big rectangle red.

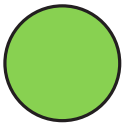
Khalara khutlotharo ye nnyane ka mmala wo motalamorogo.
Colour the small triangle green.

Assessment and consolidation

2 Tlatša tafola.
Fill in the table.

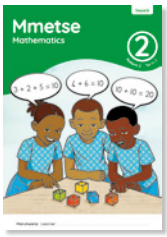
sebopego shape	leina name	palo ya dikhutlo number of corners
	rectangle	4
	circle	0
	triangle	3
	square	4

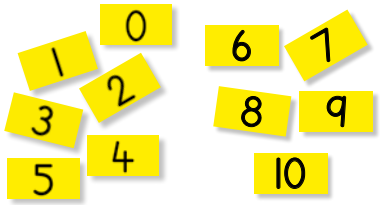
3 Thala mohlala wa moo sebopego se sengwe le se sengwe se hwetšagalago gona mo bophelong bja nnete.
Draw an example of where each shape is found in real life.

	 
	open activity
	
	

Dipalophatlo

	Didirišwa
Mmetse wa Hlogo: Fizz Pop – go hlahlamolla le go aga	ga di gona
Papadi: Mmetse wa Lebelo ka dikarata – seripa	dikarata tša dipalo 0 – 20





Letšatši	Mošongwana wa thuto	Mošongwana wa thuto
1	**Diripa**	PMM, dikwere goba meseto go bontšha diripa (barutwana)
2	**Dikotara le boraro**	PMM, meseto ya pampiri go bontšha dikotara le boraro (barutwana)
3	**Bohlano le botshelela**	PMM, meseto ya pampiri go bontšha dikotara le bohlano le botshelela (barutwana), letaese
4	Palophatlo ya selo sa go felelela	PMM
5	Teefašo le kelo ya thuto	PMM

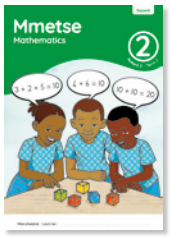
Morago ga beke ye, morutwana o swanetše go kgona go:	✓
lemoga dipalophatlo ka sebopego sa tshwantšho.	
hlahlamolla le go aga dipalotlalo.	
ngwala dipalophatlo a šomiša mantšu a, seripa, boraro, kotara, bohlano le botshelela.	

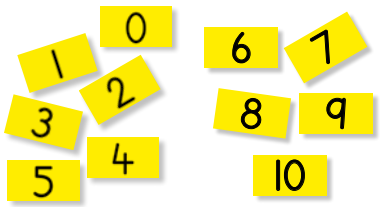
Kelo (lebelela matlakala a ka morago a tlhahlamorutiši ye)

Kelo ya go ngwalwa: Dipalo, Diophareišene le Ditswalano – Dipalophatlo

Fractions

	Resources
Mental Maths: Fizz Pop – breaking down and building up	none
Game: Fast maths with cards – half	number cards 0 – 20





Day	Lesson activity	Lesson resources
1	**Halves**	LAB, paper squares or strips to show halves (learners)
2	**Quarters and thirds**	LAB, paper strips to show quarters and thirds (learners)
3	**Fifths and sixths**	LAB, paper strips to show fifths and sixths (learners), dice
4	Fraction of a whole	LAB
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
recognise fractions in diagrammatic form.	
deconstruct and reconstruct wholes.	
write fractions using the words half, third, quarter, fifth and sixth.	

Assessment (see back pages of this guide)

Written assessment: Numbers, operations and relationships – Fractions

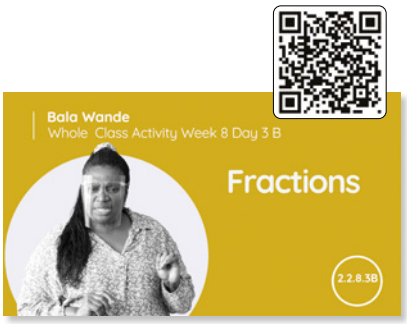
Dipalophatlo

Mmetse wa hlogo

Bekeng ye re tla raloka papadi ya Fizz Pop ka tsepelelo ga go hlahlamolla le go aga dipalo. Barutwana ba tla fiwa menyetla ya go hlahlamolla dipalo ka ma10 le bo1 ka Matšatši 1 le 3 gomme ka Matšatši 2 le 4 ba tla aga dipalo tša mono-pedi. Hlohleletša barutwana go hlahlamolla dipalo le go di aga ka lebelo ka moo ba kgonago gore ba kgone go godiša bokgoni bja bona bja go rarolla marara ka nepagalo.

Papadi

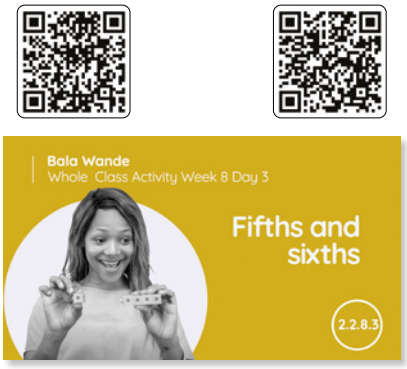
Bekeng ye re raloka papadi ya Mmetse wa Lebelo ka dikarata – seripa. Mo papading ye re tla tsepelela ga go ripa gare go godiša dintlha tša palo tša barutwana tša go gopola. Barutwana ba tla ribolla dikarata ke moka ba ripa gare palo yeo e bontšhitšwego godimo ga karata. Ge ba ka ribolla palotlhokatekanelo, barutwana ba swanetše go lemoga gore go tla ba le lešalela ka morago ga go ripa gare palotlhokatekanelo.



Kgodišo ya kgopolo

Bekeng ye re tla tsepelela ga dipalophatlo. Go bohlokwa gore re thome ka go šomiša didiriŠwa tša go swarega bjale ka pampiri ya go ruta dipalophatlo. Ge barutwana ba phutha goba ba ripa pampiri go ya ka dikarolo tša go fapafapana tša palophatlo, ba kgona go hwetša tsebo ya go dira dikarolo tša palophatlo yeo e ba fago tsebo yeo e tseneletšego ya sebopego sa dipalophatlo. Mošomong wa rena wa dipalophatlo, re tla tsepelela ga:

- go lemoga dipalophatlo ka sebopego sa tshwantšho.
- go hlahlamolla le go aga dipalotlalo.
- go ngwala dipalophatlo a šomiša mantšu a, seripa, boraro, kotara, bohlano le botshelela.



Seo o ka se lebelelago mo bekeng ye

- Ge barutwana ba kgona go emela dipalophatlo ba šomiša didiriŠwa tša go swarega, re tšwela pele ga dikemedi tša diswantšho. Go bohlokwa go ela hloko go re dipalophatlo tša go swarega ke karolo ya tšeo di tletšego ka mehla.
- Go bohlokwa gore barutwana ba kwešiše gore dikarolo tša palophatlo tša go swana di swanetše go lekana ka bogolo.

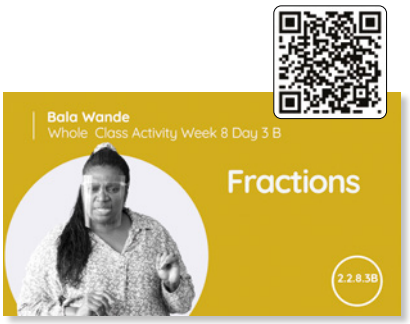
Fractions

Mental Maths video

This week we will play Fizz Pop, focusing on breaking down and building up numbers. Learners will be given opportunities to break numbers into 10s and 1s on Days 1 and 3, and on Days 2 and 4 they will build two-digit numbers. Encourage learners to break numbers down and to build them up as quickly as possible so that they can develop the ability to solve problems efficiently.

Game video

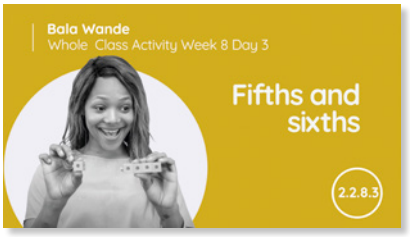
This week we will play Fast maths with cards – half. In this game we will focus on halving in order to develop learners' recall of number facts. Learners will turn over cards and then quickly halve the number shown on the card. If an odd number is turned over, learners will need to recognise that there will be a remainder left over after halving the odd number.



Concept development

This week we focus on fractions. It is essential that we begin by using concrete aids such as paper to teach fractions. When learners fold or cut paper into different fraction parts, they are able to gain hands-on experience of making fraction parts which gives them better insight into the nature of fractions. In our work on fractions, we will focus on:

- recognising fractions in diagrammatic form.
- deconstructing and reconstructing wholes.
- writing fractions using the words half, third, quarter, fifth and sixth.



What to look out for this week

- Once the learners are able to represent fractions using concrete aids, we move on to pictorial representations. It is important to note that concrete fractions are always parts of a whole. Half a rectangle is not just a half, it is half of the rectangle. It is always relative to the whole.
- It is important for learners to understand that the same fraction parts must be equal in size.

Diripa

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

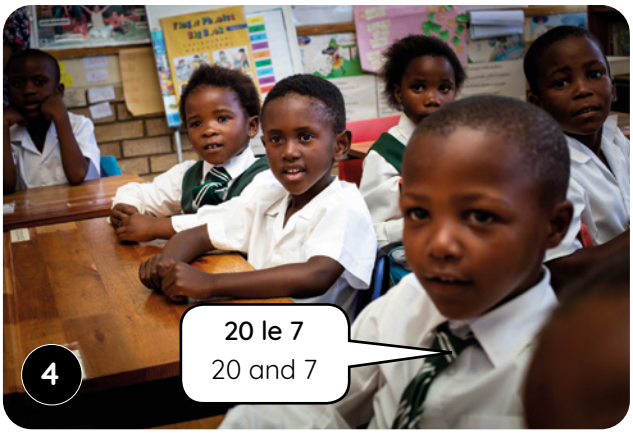
MMETSE WA HLOGO | MENTAL MATHS

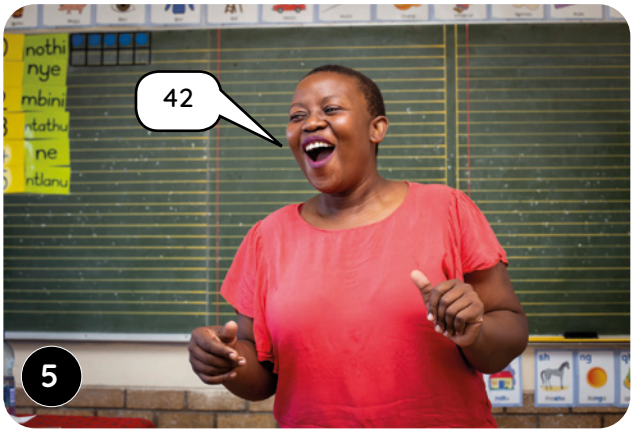
Teefatša go hlahlamolla le go aga dipalo ka go šomiša papadi ya Fizz Pop.

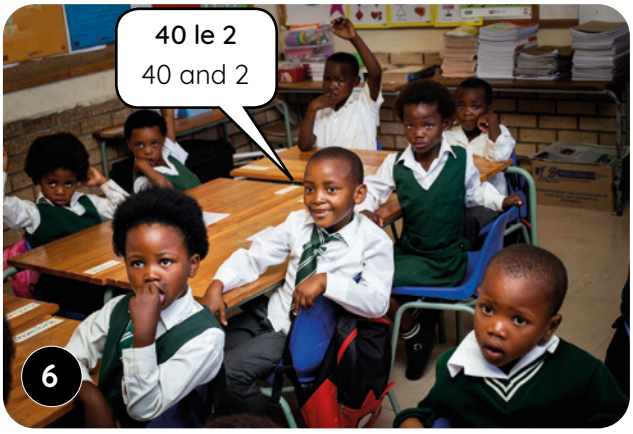
Consolidate breaking down and building up numbers using the Fizz Pop game.

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.







Halves

Enrichment activities • Mešongwana ya go matlafatša

Letšatši 1 Day 1

Hlakantšha.
Add.

33 + 7 =

35 + 10 =

12 + 18 =

14 + 23 =

31 + 24 =

Ntšha.
Subtract.

30 – 18 =

55 – 31 =

40 – 7 =

37 – 14 =

45 – 10 =

Letšatši 2 Day 2

Hlakantšha.
Add.

21 + 12 =

44 + 6 =

17 + 9 =

32 + 17 =

12 + 6 =

Ntšha.
Subtract.

26 – 9 =

49 – 17 =

18 – 6 =

33 – 12 =

50 – 6 =

Letšatši 3 Day 3

Ngwala mafokopalo a ma2 a go hlakantšha le a ma2 a go ntšha ka gare ga tafola ya dipalo.
Write 2 addition and 2 subtraction number sentences in the number table.

70	
50	20

23	
11	12

46	
13	33

Letšatši 4 Day 4

Ngwala mafokopalo a ma2 a go hlakantšha le a ma2 a go ntšha ka gare ga tafola ya dipalo.
Write 2 addition and 2 subtraction number sentences in the number table.

32	
29	3

52	
42	10

67	
41	26

Diripa

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Se ke sekwere – sekwere se tee sa go felela. Na re swanetše go dira eng gore re hwetše seripa sa sekwere?

This is a square – one whole square. What should we do to get half a square?

Re ka phutha pampiri ka bogare.

We can fold the paper in half.

1

Na seripa sa gago se bjang?

What does your half look like?

Seripa sa ka ke khutlotharo.

My half is a triangle.

Seripa sa ka ke khutlonnethwi.

My half is a rectangle.

2

Go bohlokwa gore barutwana ba gopole gore ba ka kgona go phutha dikwere tša bona ka ditsela tšeo di fapafapanego.

It is important that the learners realise that they can fold their squares in different ways. This will help learners to recognise that there are different ways to halve a square.

Ge o ka ripa mothalong wa go phuthwa, na o tla ba le diripa tše kae?

If you cut along the fold line, how many pieces will you have?

3

Ke na le diripa tše 2 tšeo di lekanago ka bogolo. Di lekanela gabotse godimo ga tše dingwe.

I have 2 pieces that are exactly the same size. They fit exactly on top of each other.

4

Hlohleletša barutwana go lemoga gore ge selo sa go felela se arolwa ka dikarolo tše pedi, karolo ye nngwe le ye nngwe e lekana thwi ka bogolo. Ge o dira dikarolo tše pedi tša go lekana go tšwa ga selo se tee sa go felela, karolo ye nngwe le ye nngwe o e bitša seripa se tee sa selo sa go felela. Thuša barutwana ba bone gore letlakala goba sebopego se ka phuthwa ka dibopego tša diripa tša go fapafapana.

Encourage learners to recognise that when a whole is divided into two parts, then each part is exactly the same size. When you make **two equal parts** from one whole, you call each part one **half** of the whole. Also help learners to see that a page or shape can be folded into differently shaped halves.

Halves

BEKE • WEEK 8

LETŠATŠI 1 • DAY 1

Diripa
Halves

MMETSE WA HLOGO
MENTAL MATHS

FIZZ POP – HLAHLAMOLLA
FIZZ POP – BREAK

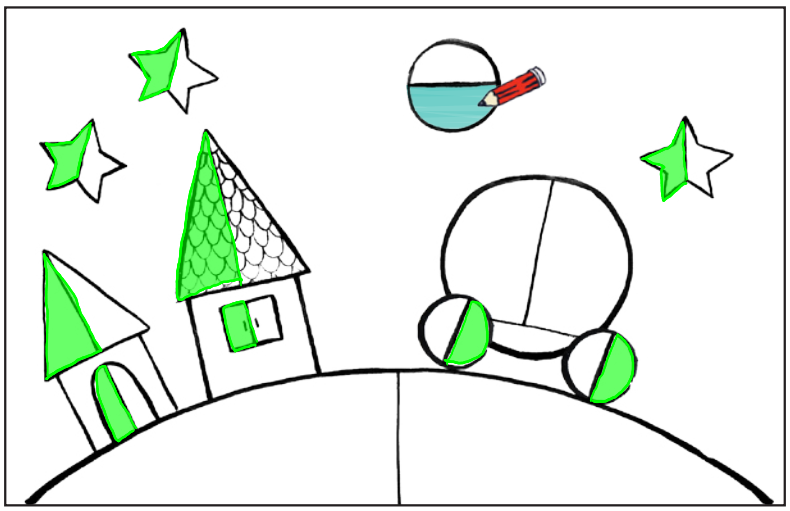
→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ MATLAKALATŠHOMELO
WORKSHEETS

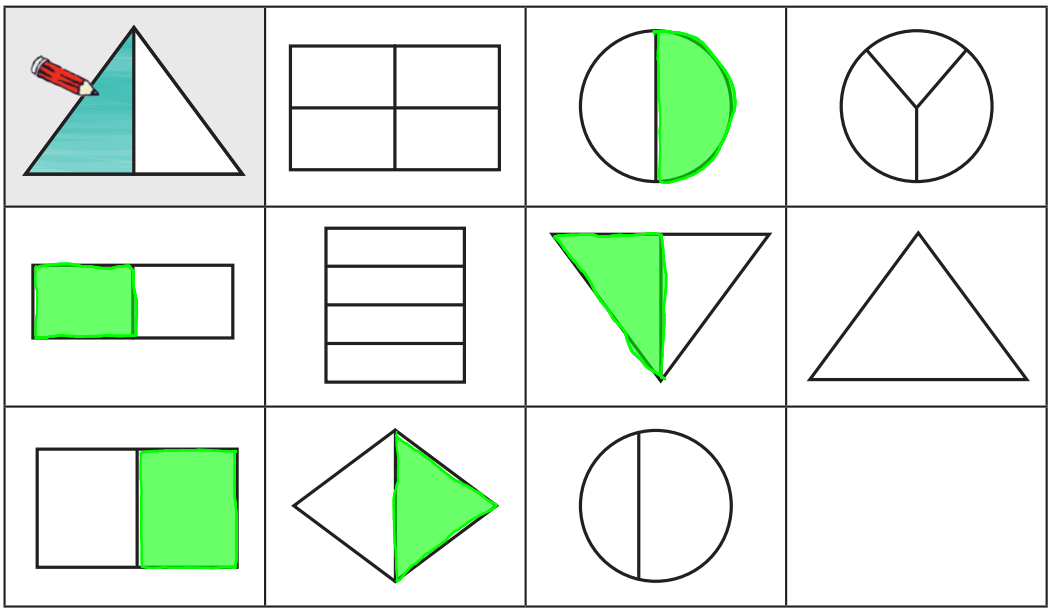
1 Khalara seripa sa sebopego se sengwe le se sengwe.

Colour half of each shape.



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

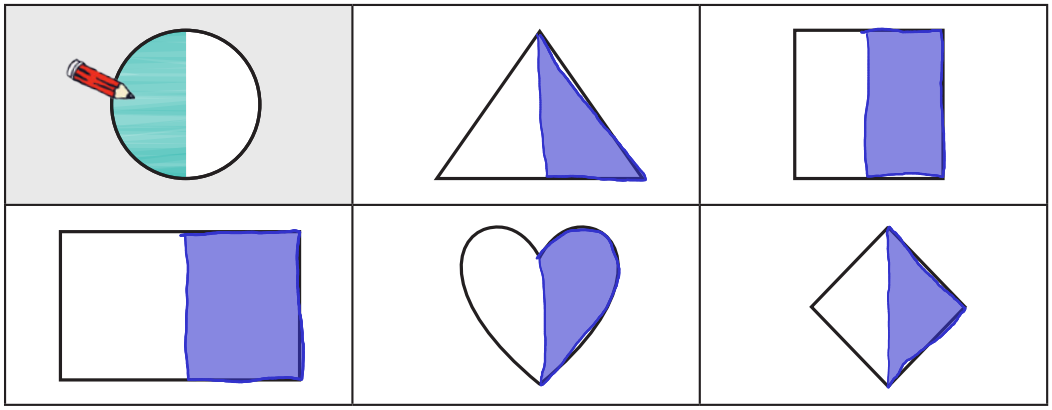
Colour one half of each shape that is divided into halves.



Diripa

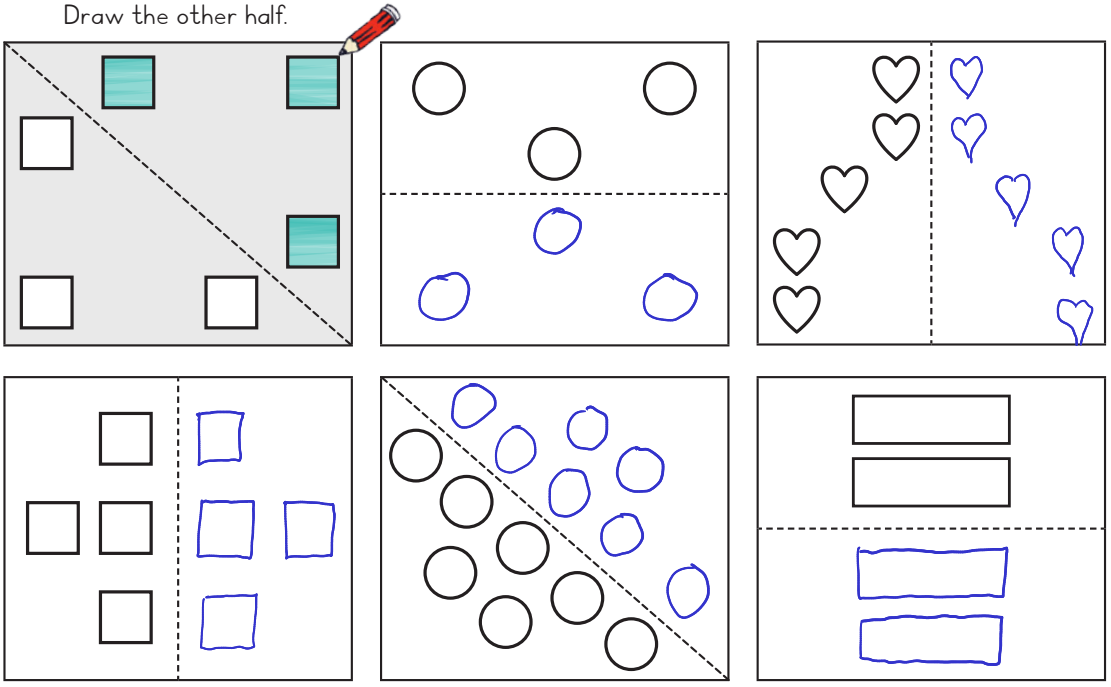
3 Khalara seripa sa sebopego se sengwe le se sengwe.

Colour half of each shape.



4 Thala seripa se sengwe.

Draw the other half.



5 Latišiša.

Trace.

seripa seripa half half

Quarters and thirds

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Ye ke ya go felelela. Phutha moseto wa gago ka seripa. Bjale o phuthe ka seripa gape.

This is a whole. Fold your strip in half. Now fold it in half again.

Na o kgona go bona dikarolo tše kae?

How many parts can you see?

Go na le dikarolo tše nne.

There are four parts.

Ripa go bapa le methalo ya go phuthega. Na le ka mpotša eng ka dikarolo tše nne?

Cut along the fold lines. What can you tell me about the four parts?

Ke na le dikarolo tše 4 tša bogolo bja go lekana. Di lekanela gabotse godimo ga tše dingwe.

I have 4 parts that are the same size. They fit exactly on top of each other.

Ge o dira dikarolo tša go lekana go tšwa ga selo se tee sa go felela, karolo ye nngwe le ye nngwe ke palophatlo ya yeo e feleletšego. Ge o dira dikarolo tše nne tša go lekana go tšwa go e tee ya go felela, karolo ye nngwe le ye nngwe o e bitša kotara e tee ya yeo e feleletšego.

When you make equal parts from one whole, each part is a fraction of the whole. When you make **four equal parts** from one whole, you call each part one **quarter** of the whole.

Bušeletša dikgato tša ka godimo ka mothalo wa pampiri woo o bontšhago dikarolo tše 3 tšeo di lego ka morago ga PMM.

Repeat the steps above with a strip of paper that shows 3 parts, which is at the back of the LAB.

Kgopela barutwana ba phuthe methalo ya marontho gore dikarolo tše tharo di bonagale gabotse. Šomiša mothalo wo wa pampiri go tsebiša le go bolela ka boraro. Ge o dira dikarolo tše tharo tša go lekana go tšwa go e tee ya go felelela, karolo ye nngwe le ye nngwe o e bitša tee tharong ya selo sa go felela.

Ask learners to fold on the dotted lines so that the three parts are clearly visible. Use this strip of paper to introduce and talk about thirds. When you make **three equal parts** from one whole, you call each part one **third** of the whole.

Dikotara le tše dingwe tša boraro

BEKE • WEEK 8

LETŠATŠI 2 • DAY 2

Dikotara le boraro
Quarters and thirds

MMETSE WA HLOGO
MENTAL MATHS

FIZZ POP – AGA
FIZZ POP – BUILD

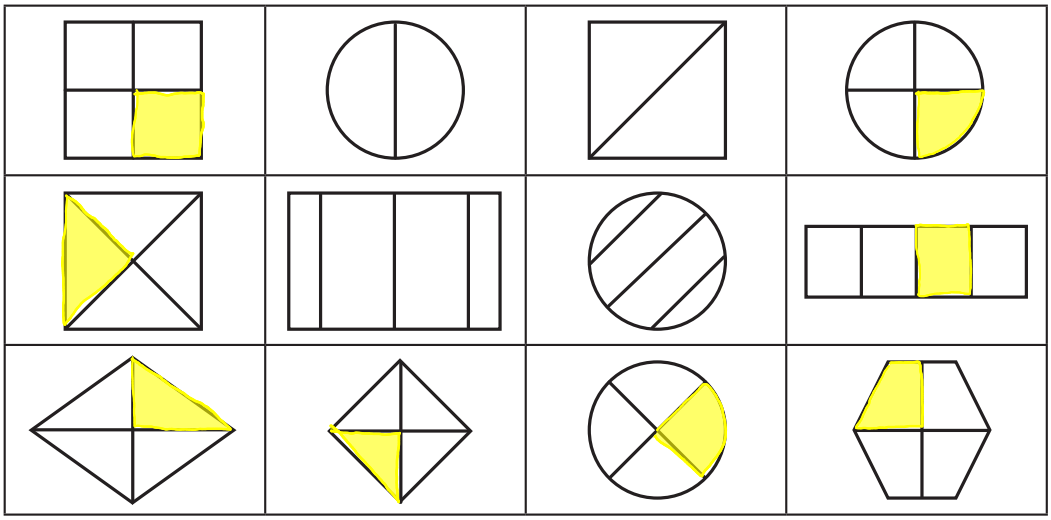
PAPADI
GAME

KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

MATLAKALATŠHOMELO
WORKSHEETS

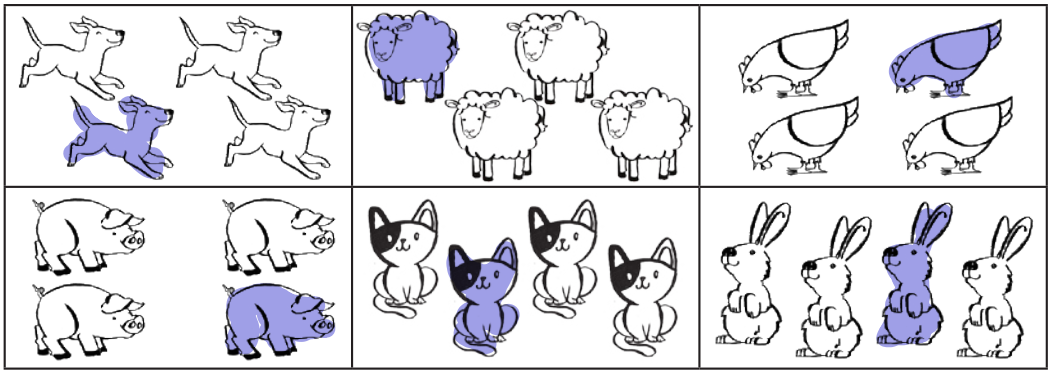
1 Khalara kotara e tee ya sebopego se sengwe le se sengwe seo se arotšwego ka dikotara.

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



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

Colour in one quarter of each group of animals.



3 Latišiša.

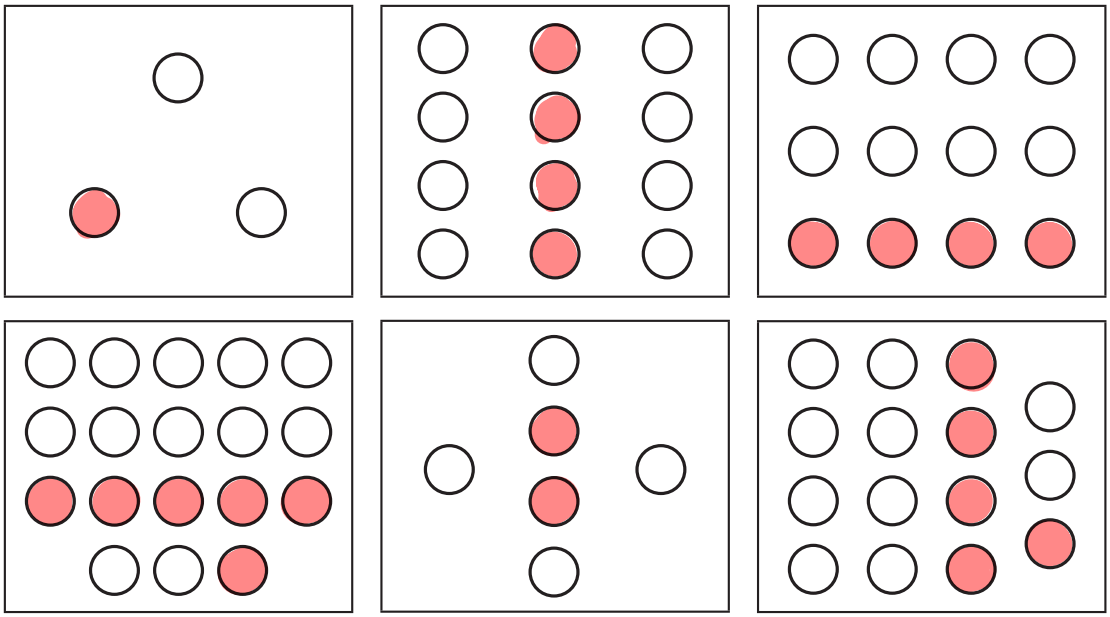
Trace.

kotara kotara quarter quarter

Quarters and thirds

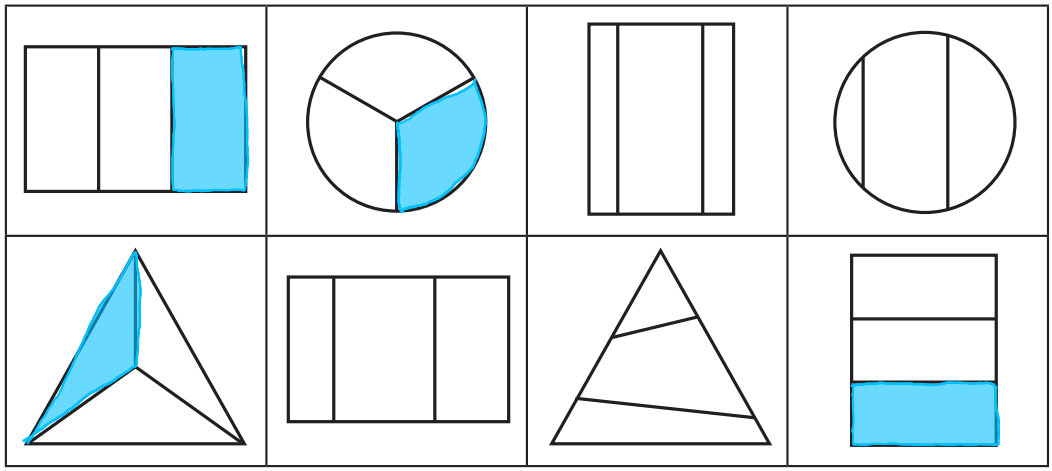
4 Khalara boraro bja dibopego.

Colour in a third of the shapes.



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

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



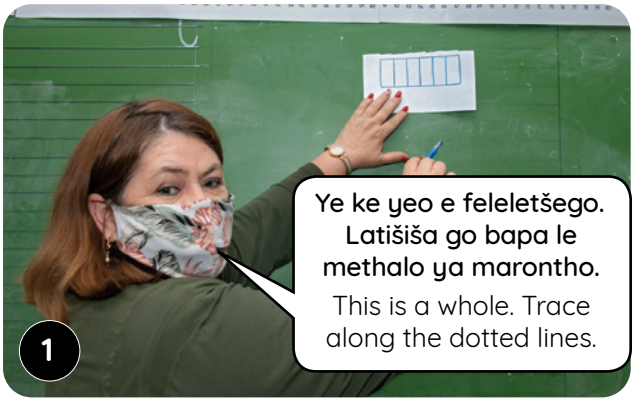
6 Latišiša.

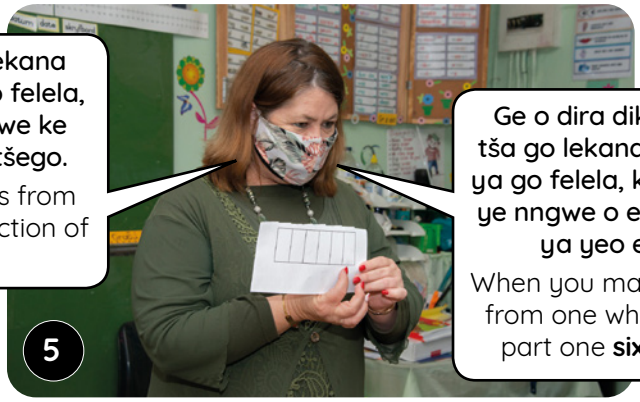
Trace.

boraro boraro third third

Bohlano le botshelela

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT





Bušeletša dikgato tša ka godimo ka mothalo wa pampiri woo o bontšhago dikarolo tše 5. Kgopela barutwana ba latišiše le go phutha methalong ya marontho gore dikarolo tše hlano di bonagale gabotse. Šomiša moseto wo wa pampiri go tsebiša bohlano. Ge o dira dikarolo tše hlano tša go lekana go tšwa ga selo sa go felelela, karolo ye nngwe le ye nngwe o e bitša tee hlanong ya selo sa go felela.

Repeat the steps above with the strip of paper that shows 5 parts. Ask learners to trace and fold on the dotted lines so that the five parts are clearly visible. Use this strip of paper to introduce fifths. When you make **five equal parts** from one whole, you call each part one **fifth** of the whole.

Day 3 Fifths and sixths

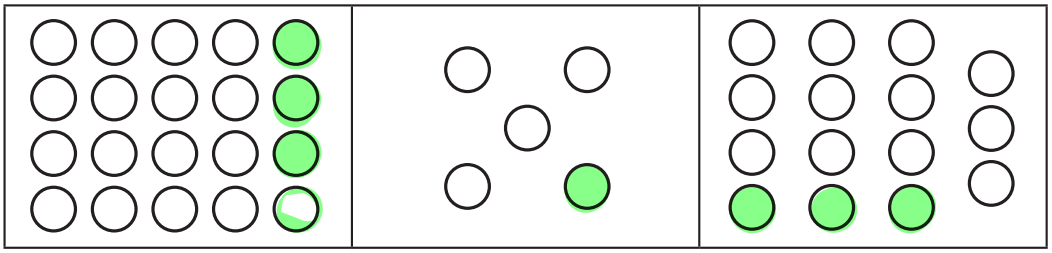
BEKE • WEEK 8

LETŠATŠI 3 • DAY 3

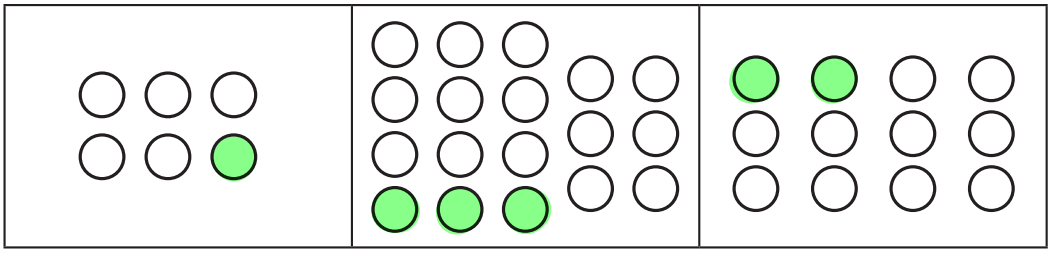
Bohlano le botshelela
Fifths and sixths

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

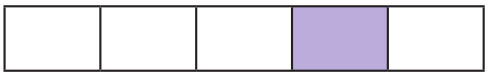
1 Khalara tee hlano.
Colour in one fifth.



2 Khalara tee tshelela.
Colour in one sixth.



3 Feleletša.
Complete.



Karolo ___ ya ___ dikarolo tša go lekana.

___1___ part of ___5___ equal parts.

Karolo ___ ya ___ dikarolo tša go lekana.

___1___ part of ___5___ equal parts.

4 Latišiša.
Trace.

bohlano bohlano fifth fifth

botshelela botshelela sixth

Bohlano le botshelela

Papadi: Dipalophatlo
Game: Fractions

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

Mantšu a bohlokwa
Key words

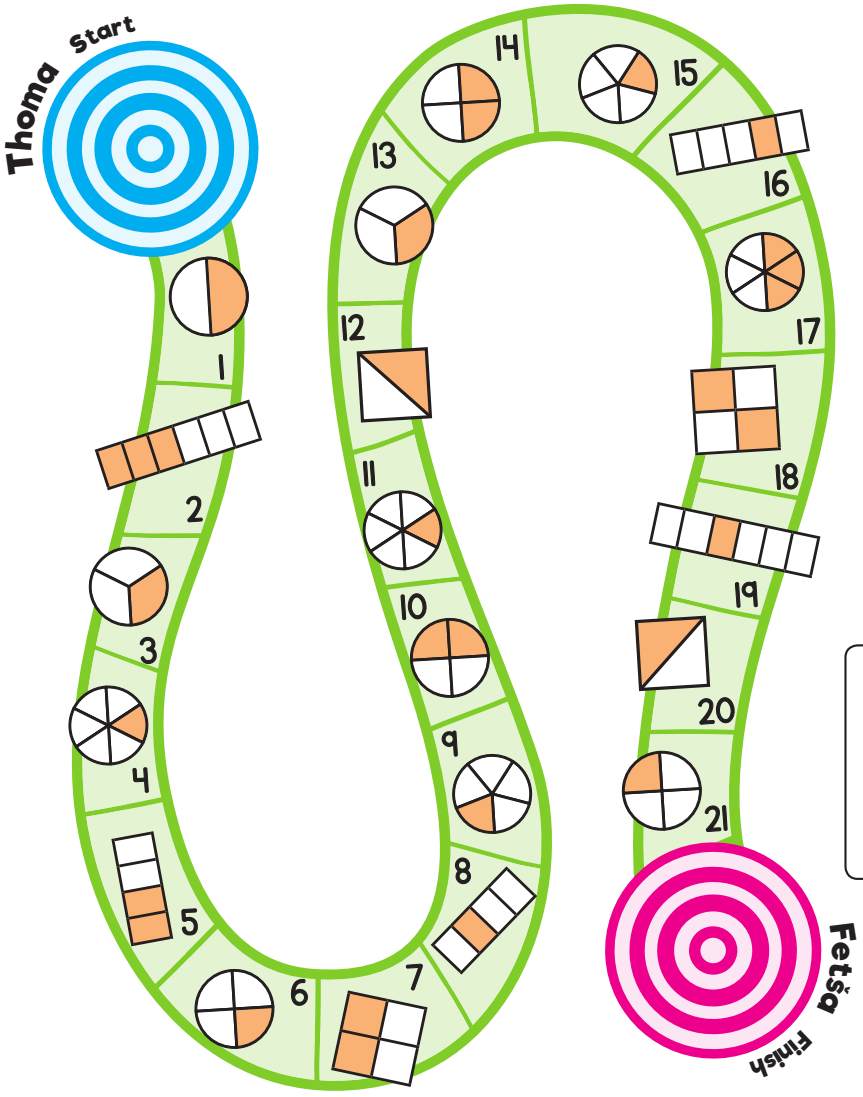
seripa se tee
one half

tee tharong
one third

tee nne/kotara
one fourth/quarter

tee hlanong
one fifth

tee tshelela
one sixth



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

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

Fractions of a whole

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

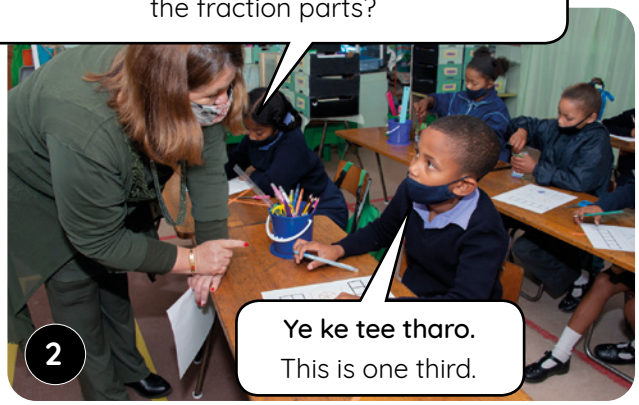
KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Lebelela dibopego tša gago o mpotše gore ke palophatlo efe yeo o e bonago.
Look at your shapes and tell me what fractions you can see.

Efa barutwana nako ya go khalara karolo e tee ka gare ga sebopego se sengwe le se sengwe le go lemoga ba be ba di ahlaahle. Diripa (khutlotharo), boraro (sediko), dikotara (dikwere), bohlano (khutlonnethwi) le botsheleleng (khutlotshela).

Allow learners time to colour one part in each of the shapes and identify and discuss them: Halves (triangle), thirds (circle), quarters (square), fifths (rectangle) and sixths (hexagon).

Lebelela dibopego ka moka. Na o ka fa maina a ka moka a dikarolo tša dipalophatlo?
Look at all of the shapes. Can you name all the fraction parts?



Khutlonnethwi e bontšha bohlano.
The rectangle shows fifths.

Ngwala maina a dikarolo tša palophatlo tša dibopego ka moka.
Write the names of the fraction parts for all of the shapes.

Na o tseba bjang gore palophatlo ke efe?
How do you know what fraction is what?

Efa barutwana nako ya go bolela ka dipalophatlo tša go fapafapana tšeo ba di bonago. Ka morago ga ge ba khalarile dikarolo tša sebopego se sengwe le se sengwe, ba kgopele gore ba šupe dikarolo tša palophatlo le go bolela ka tsela yeo gabjale ba tsebago go di lemoga.

Allow learners time to talk about the different fractions that they see. After they have coloured the parts of each shape, ask them to point to the fraction parts and talk about how they know now to identify them.

Dipalophatlo tša selo sa go felelela

BEKE • WEEK 8

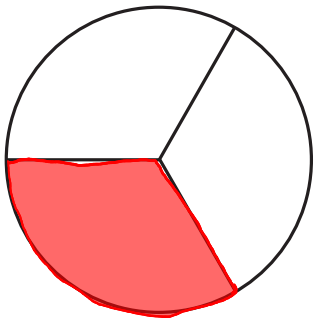
LETŠATŠI 4 • DAY 4

Palophatlo ya selo sa go tlala
Fractions of a whole

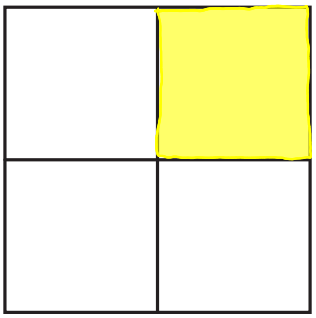
MMETSE WA HLOGO – MENTAL MATHS → FIZZ POP – AGA – FIZZ POP – BUILD → PAPADI – GAME → KGODIŠO YA KGOPOLO – CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO – WORKSHEETS

1 Latišiša. Khalara dikarolo.

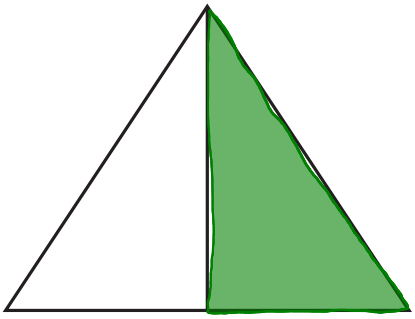
Trace. Colour the parts.



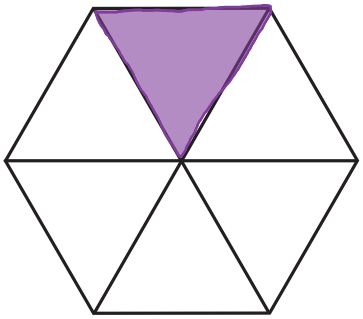
tee tharong third



kotara quarter



seripagare half



tee tshelela sixth

tee hlanong fifth

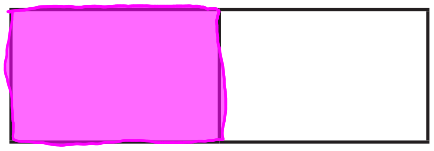
Fractions of a whole

2 Khalara karolo e tee.
Latišiša leina la palophatlo.

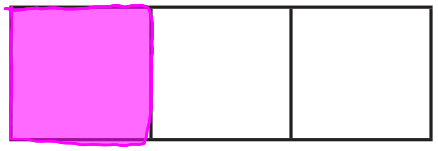
Colour one part. Trace the name of the fraction.

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

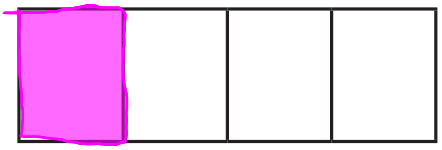
When I share I loaf between 2 children, one child gets one half.



seripa se tee
one half



tee tharong
one third



tee kotareng
one quarter

tee hlanong
one fifth

tee tshelela
one sixth

Kelo le teefatšo

BEKE • WEEK 8

LETŠATŠI 5 • DAY 5

Teefatšo
Consolidation

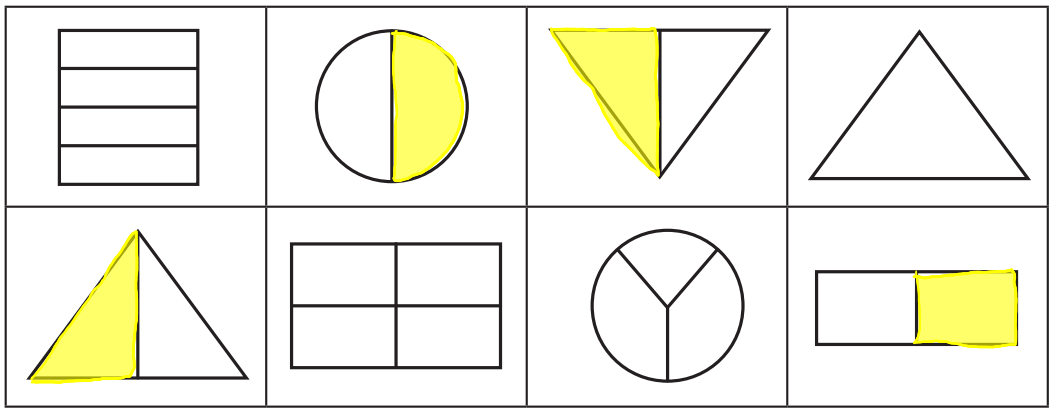
LETLAKALATŠHOMELO WORKSHEET → LETLAKALATŠHOMELO WORKSHEET

A re boleleng Mmetse!
Let's talk Maths!

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

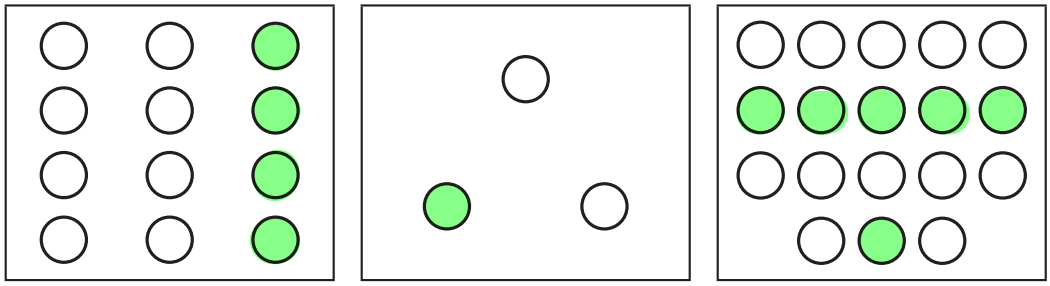
1 Khalara seripa se tee sa sebopego se sengwe le se sengwe seo se arotšwego ka diripa.

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



2 Khalara boraro bja dibopego.

Colour in a third of the shapes.



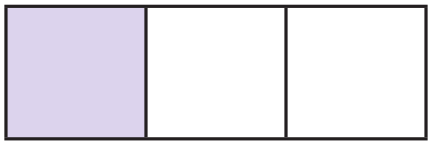
Assessment and consolidation

3 Tlatša dikgoba. Ngwala leina la palophatlo.

Fill in the blanks. Write the fraction name.

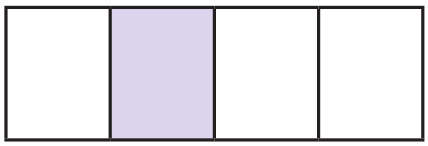
Karolo ___ ya ___ dikarolo tša go lekana.

1 part of 2 equal parts.



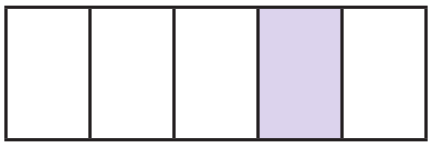
Karolo ___ ya ___ dikarolo tša go lekana.

1 part of 3 equal parts.



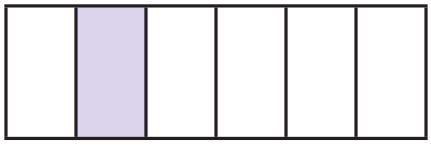
Karolo ___ ya ___ dikarolo tša go lekana.

1 part of 4 equal parts.



Karolo ___ ya ___ dikarolo tša go lekana.

1 part of 5 equal parts.

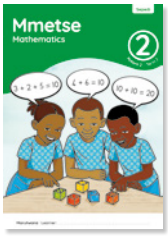


Karolo ___ ya ___ dikarolo tša go lekana.

1 part of 6 equal parts.

Go hlopha le go abelana

	Didirišwa
Mmetse wa hlogo: Fizz Pop – go ripa gare	ga di gona
Papadi: Go abelana	dipoloko tša multifix



Letšatši	Mošongwana wa thuto	Mošongwana wa thuto
1	Go abela magareng ga ba ba2.	PMM, dipoloko tša multifix
2	Go abela ka lešalela.	PMM, dipoloko tša multifix
3	Go hlopha	PMM
4	Go hlopha ka lešalela	PMM
5	Teefatšo	PMM

Morago ga beke ye, morutwana o swanetše go kgona go:	✓
rarolla le go hlaloša ditharollo tša marara a tirišo a go amana le go abelana ka go lekana ka dikarabo tšeo di ka akaretšago mašalela.	

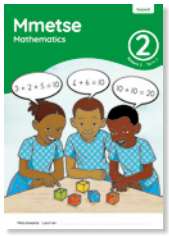
Kelo

Ga go na kelo ya semmušo beke ye.

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

Grouping and sharing

	Resources
Mental Maths: Fizz Pop – halving	none
Game: Sharing!	multifix blocks



Day	Lesson activity	Lesson resources
1	**Sharing** between 2	LAB, multifix blocks
2	Sharing with a remainder	LAB, multifix blocks
3	Grouping	LAB
4	Grouping with a remainder	LAB
5	Consolidation	LAB

After this week the learner should be able to:	✓
solve and explain solutions to practical problems that involve equal sharing with answers that can include remainders.	

Assessment

There is no formal assessment this week.

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

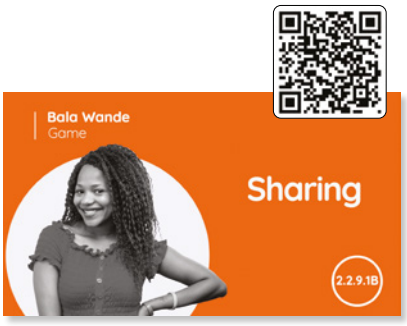
Go hlopha le go abelana

Vidiyo ya Mmetse wa Hlogo

Bekeng ye re tla raloka papadi ya Fizz Pop gape. Re tla tsepelela ga go ripa gare, go hlohleletša barutwana go ripa gare dipalo bjale ka mokgwa wa nepagalo wa go balela. Ge go le bonolo go ripa gare dipalotlalo, go bohlokwa gore barutwana ba itlwaetše go ripa gare dipalotlhokatekanelo. Ka lebaka la gore dipalotlhokatekanelo di tla ba le lešalela, go bohlokwa go itokišetša dipoledišano tša tlaleletšo ka mehuta ye ya marara.

Vidiyo ya papadi

Bekeng ye re tla raloka papadi ya Go abelana! ba šomiša dipoloko tša multifix. Barutwana ba swanetše ba nagane gore poloko ye nngwe le ye nngwe ke lelekere. Morutiši o bitša palo. Barutwana ba swanetše go abela malekere ka go lekana magareng ga barutwana ba ba2. Ba botšiše: 'Na morutwana yo mongwe le yo mongwe o hwetša a makae?' 'Na go šetše a makae?' Papadi ye e godiša bokgoni bja barutwana bja go abela palo yeo e filwego ya dilo go ya ka dikarolo tše pedi – e aga motheo wa go ripa gare.



Vidiyo ya go godiša kgopolo

Bekeng ye re tsepelela ga go abela magareng ga batho ba ba2, 3 le 4. Barutwana ba tla fiwa menyetla ya go abela dipoloko tša multifix le go rekhota ba šomiša ditaekeramo. Barutwana ba tla šoma ka dipalo tšeo ba ka kgonago go di aba ka go lekana, gape ba tla ahlaahla seo se ka dirwago ge e le gore go na le lešalela. Mošomong wa rena wa go hlakantšha le go ntšha, re tla tsepelela ga:

- go rarolla marara go akaretša go aba ka kgonagalo ya go ba le lešalela. Mo go mohuta wo wa go arola, dilo di arolwa magareng ga palo yeo e filwego ya batho (go fa mohlala) gomme barutwana ba swanetše go hwetša palo ya dilo tšeo di abelwago le go re motho yo mongwe le yo mongwe o hwetša tše kae.

Seo o ka se lebelelago mo bekeng ye

Go bohlokwa gore o fe barutwana nako ya go ahlaahla ka mokgwa woo ba abago dipoloko tša bona tša multifix le go nagana ka seo ba swanetšego go se dira ka mašalela ao a ka bago gona. Thuša barutwana ba gopole gore lešalela le ka tlogelwa bjale ka palotlalo goba le ka arolwa ka dikarolo tša palophatlo.

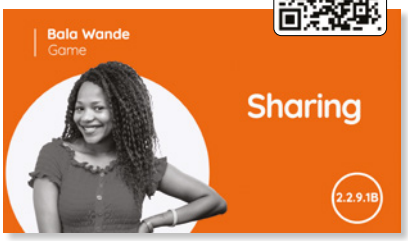
Grouping and sharing

Mental Maths video

This week we will play Fizz Pop again. We will focus on halving, encouraging learners to halve numbers as an efficient calculation strategy. Whilst it is easier to halve even numbers, it is important that learners also practise halving odd numbers. Due to the fact that odd numbers will have a remainder, it is necessary to be prepared for additional conversations about these types of problems.

Game video

This week we will play Sharing! using multifix blocks. Learners should imagine each block is a sweet. The teacher calls a number. The learners must share the sweets equally between 2 learners. Ask them, 'How many does each learner get?' 'How many are left over?' This game develops learners' ability to share a given number of items into two parts – it lays the foundation for halving.



Conceptual development video

This week we focus on sharing among 2, 3 and 4. Learners will be given opportunities to share multifix blocks and to record using diagrams. Learners will work with numbers that they can share equally, and they will also discuss what could be done when there is a remainder. In our work on sharing, we will focus on:

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

What to look out for this week

It is important to allow learners time to discuss how they share their multifix blocks and to think about what they should do with any remainders. Help learners to realise that a remainder can be left as a whole, or that it can be split into fractional parts.

Go abela magareng ga ba ba2

MMETSE WA HLOGO
MENTAL MATHS

FIZZ POP – GO RIPA GARE!
FIZZ POP – HALVING!

→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ LETLAKALATŠHOMELO
WORKSHEETS

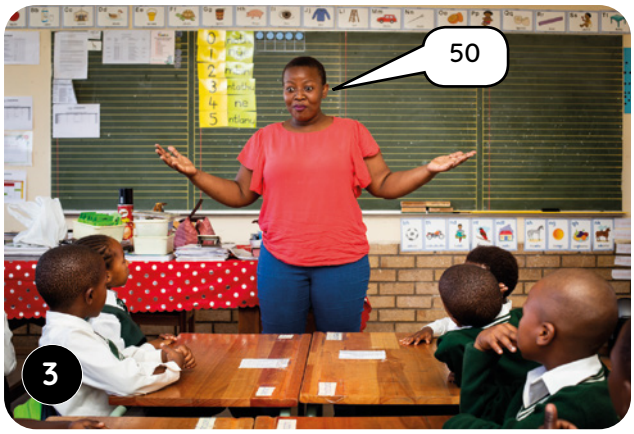
MMETSE WA HLOGO | MENTAL MATHS

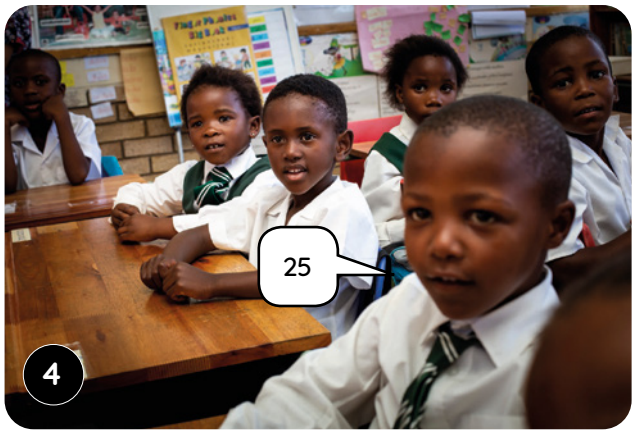
Teefatša go ripa gare o šomiša papadi ya Fizz Pop.

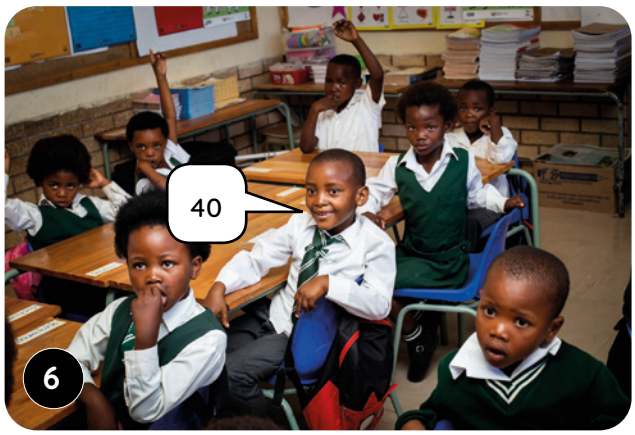
Consolidate halving using the Fizz Pop game.

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.







Sharing between 2

Enrichment activities • Mešongwana ya go matlafatša

Letšatši 1 Day 1

Khalara.
Colour.


tee tshelela
one sixth


kotara e tee
one quarter


seripa se tee
one half


tee hlanong
one fifth


tee tharong
one third

Letšatši 2 Day 2

Khalara.
Colour.


tee tharong
one third


tee hlanong
one fifth


tee tshelela
one sixth


kotara e tee
one quarter


seripa se tee
one half

Letšatši 3 Day 3

Khalara.
Colour.


kotara e tee
one quarter


tee tshelela
one sixth


tee hlanong
one fifth


seripa se tee
one half


tee tharong
one third

Letšatši 4 Day 4

Khalara.
Colour.


tee tshelela
one sixth


seripa se tee
one half


tee tharong
one third


tee hlanong
one fifth


kotara e tee
one quarter

Go abela magareng ga ba ba2

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Ge o aba dipoloko tše 30 magareng ga batho ba ba2, na motho yo mongwe le yo mongwe o tla hwetša tše kae?

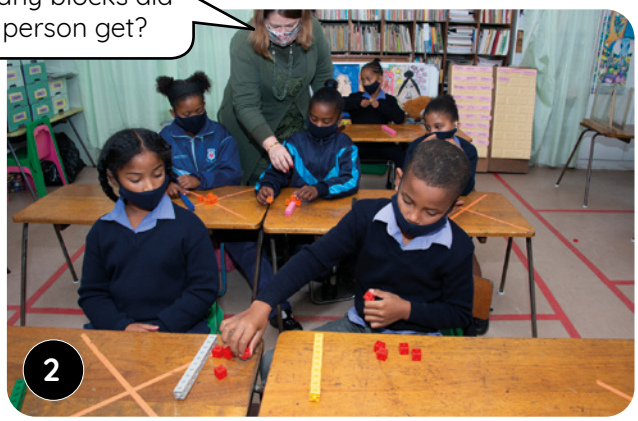
If you share 30 blocks between 2 people, how many blocks will each person get?

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

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

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

How many blocks did each person get?

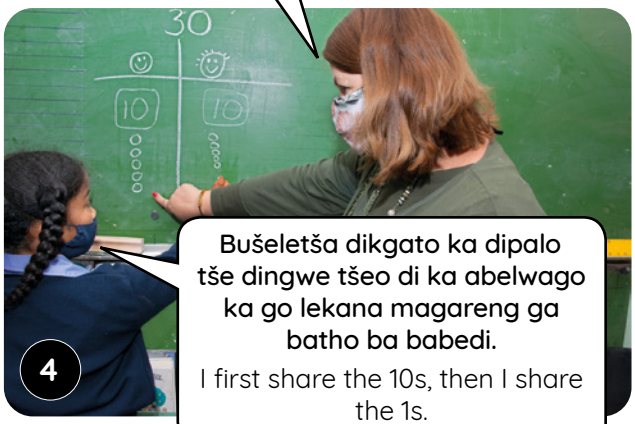


Motho yo mongwe le yo mongwe o hweditše dipoloko tše 15.

Each person gets 15 multifix blocks.

Re bontšhe godimo ga poroto gore o abile bjang dipoloko tše 30 magareng ga batho ba ba2.

Show us on the board how you shared 30 multifix blocks between 2 people.



Bušeletša dikgato ka dipalo tše dingwe tšeo di ka abelwago ka go lekana magareng ga batho ba babedi.

I first share the 10s, then I share the 1s.

Na re ka ngwala lefokopalo lefe go bontšha gore 30 e abelwa bjang magareng ga batho ba ba2?

What number sentence can we write to show how 30 is shared between 2 people?

30 ÷ 2 = 15

Bušeletša dikgato ka dipalo tše dingwe tšeo di nago le lešalela ge di abelwa magareng ga batho ba babedi.

Repeat the steps with other numbers that can be shared equally between two people.

Sharing between 2

BEKE • WEEK 9

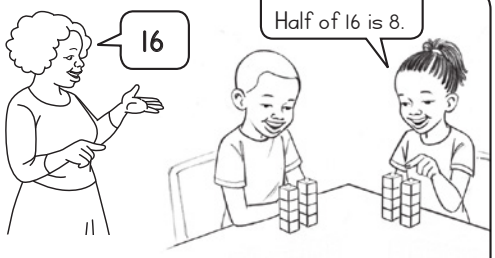
LETŠATŠI 1 • DAY 1

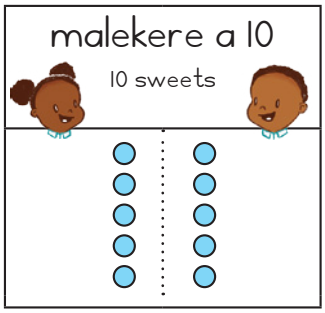
Go aba magareng ga batho ba ba2
Sharing between 2

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

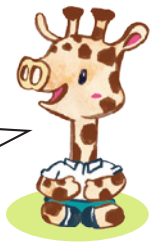
Papadi: Go aba!
Game: Sharing!

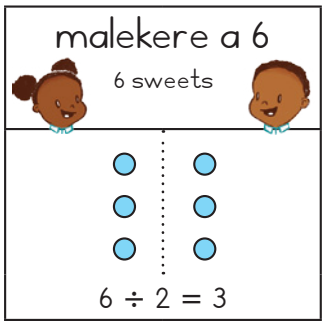
- Nagana eke poloko ye nngwe le ye nngwe ke lelekere!
  Imagine each block is a sweet!
- Morutiši wa gago o bitša palo.
  Your teacher calls a number.
- Aba malekere ka go lekana magareng ga barutwana ba ba2.
  Share the sweets equally between 2 learners.
- Na morutwana yo mongwe le yo mongwe o hwetša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

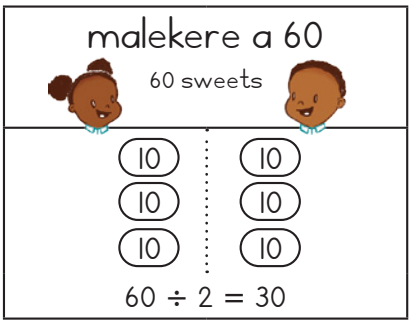




Ge re aba malekere a 10 magareng ga barutwana ba ba2, morutwana yo mongwe le yo mongwe o hwetša seripa.
When we share 10 sweets between 2 learners, each learner receives half.







6 ge e abja magareng ga ba ba2 e lekana le 3. Ke fa Vuyo lelekere le tee, le tee ke fa Cebo go fihlela ke aba malekere ka moka.
6 shared between 2 equals 3.
I give one sweet to Vuyo, and one to Cebo until I share all the sweets.

60 ge e abja magareng ga ba ba2 e lekana le 30. Ke fa Vuyo malekere a 10, ka fa Cebo a 10 go fihlela ke aba malekere ka moka a 60. Ke nagana ka bo10.
60 shared between 2 equals 30.
I give 10 sweets to Vuyo, and 10 to Cebo until I share all 60 sweets. I think in 10s.

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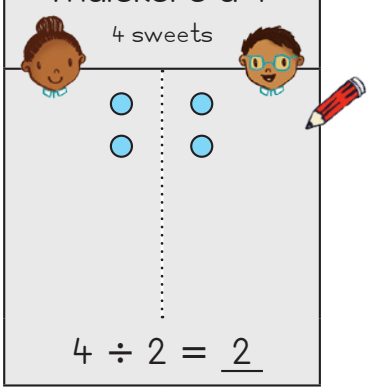
Go abela magareng ga ba ba2

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

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

malekere a 4

4 sweets



4 ÷ 2 = 2

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

Seripa sa malekere a ma4 ke malekere a ma2.

I share 4 sweets equally between 2 learners.

Half of 4 sweets is 2 sweets.

malekere a 40

40 sweets

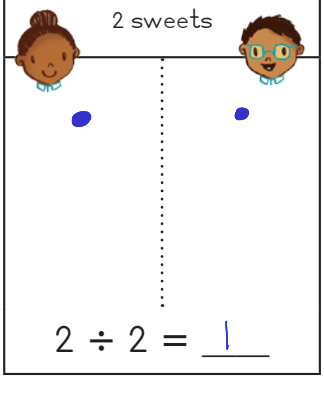
10 10

10 10

40 ÷ 2 = 20

malekere a 2

2 sweets



2 ÷ 2 = 1

malekere a 20

20 sweets

10 10

20 ÷ 2 = 10

malekere a 26

26 sweets

10 10

26 ÷ 2 = 13

malekere a 10

10 sweets

2 2

2 2

10 ÷ 2 = 5

malekere a 18

18 sweets

2 2 2 2

2 2 2 2

18 ÷ 2 = 9

malekere a 14

14 sweets

2 2 2

2 2 2

14 ÷ 2 = 7

Sharing with a remainder

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Ge o aba dipoloko tše 23 magareng ga batho ba ba2, na motho yo mongwe le yo mongwe o tla hwetša dipoloko tše kae?

If you share 23 blocks between 2 people, how many blocks will each person get?

Motho yo mongwe le yo mongwe o hwetša dipoloko tše 11 efela re na le lešalela le tee.

Each person can get 11 blocks, but we have one left over.

Ahlaahlang gore le dira eng ka poloko ya lešalela. E tlogeleng ka lehlakoreng goba le e ripe ka bogare (ge le ka kgona).

Discuss what to do with the leftover block? Leave it on the side or halve it (if you can)?

Dira sethalwa go bontšha ka mokgwa woo o abilego dipoloko tše 23 magareng ga batho ba ba2.

Make a drawing to show how you shared 23 blocks between 2 people.

Nka aba ma10 le bo1 ka bea lešalela godimo ga mothalo go bontšha gore motho yo mongwe le yo mongwe o tla hwetša seripa.

I can share the 10s and the 1s and put the left over one on the line to show that each person will get half.

Nka aba ma10 le bo1 ka tlogela lešalela ka lehlakoreng.

I can share the 10s and the 1s and leave the left over one on the side.

Na re ka ngwala lefokopalo lefe go bontšha gore 23 e abelwa bjang magareng ga batho ba ba2?

What number sentence can we write to show how 23 is shared between 2 people?

23 ÷ 2 = 11
le lešalela le tee
and one left over

Bušeletša dikgato ka dipalo tše dingwe tšeo di nago le lešalela ge di abelwa magareng ga batho ba babedi.

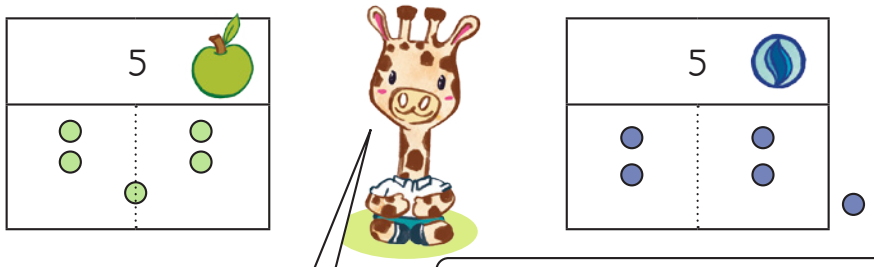
Repeat the steps with other numbers that have a remainder when shared between two people.

BEKE • WEEK 9

LETŠATŠI 2 • DAY 2

Go aba ka lešalela
Sharing with a remainder

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



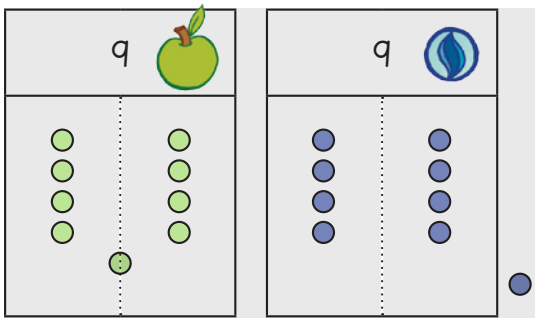
Dilo tše dingwe di ka arolwa ka seripa.
Re ka aba ka go ripa ka seripa!
Ke aba diapole tše 5 ka go lekana magareng ga barutwana ba ba2. Morutwana yo mongwe le yo mongwe o hwetša diapole tše 2 le seripa.

Some things can be cut in half.
We can share by cutting in half!
I share 5 apples equally between 2 learners.
Each learner receives 2 and a half apples.

Dilo tše dingwe ga di kgonege gore re di ripe ka seripa. Ge re aba, ka nako ye nngwe re ba le tša go šala.
Ke aba dimabole tše 5 ka go lekana magareng ga barutwana ba ba2. Morutwana yo mongwe le yo mongwe o hwetša dimabole tše 2. Ga go na mabole wa go šala.

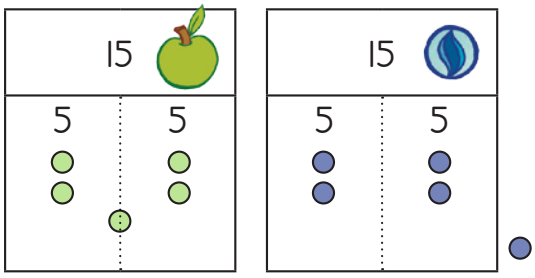
Some things cannot be cut in half. When we share, sometimes we have some left over.
I share 5 marbles equally between 2 learners.
Each learner receives 2 marbles.
There is one marble left over.

1 Aba ka go lekana magareng ga barutwana ba ba2. Na morutwana yo mongwe le yo mongwe o hwetša tše kae?
Share equally between 2 learners. How many does each learner get?



9 ÷ 2 = 4 le seripa se 1
9 ÷ 2 = 4 and 1 half

9 ÷ 2 = 4 le ye 1 ya go šala
9 ÷ 2 = 4 and 1 left over



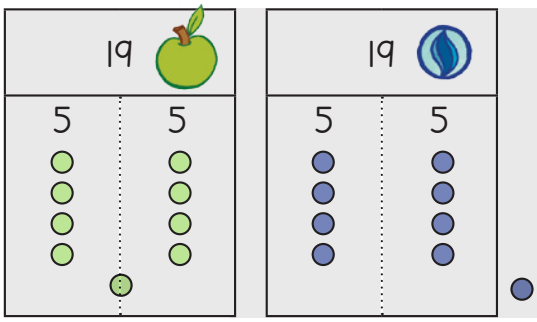
15 ÷ 2 = _____
15 ÷ 2 = 7 and 1 half

15 ÷ 2 = _____
15 ÷ 2 = 7 and 1 left over

Sharing with a remainder

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

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

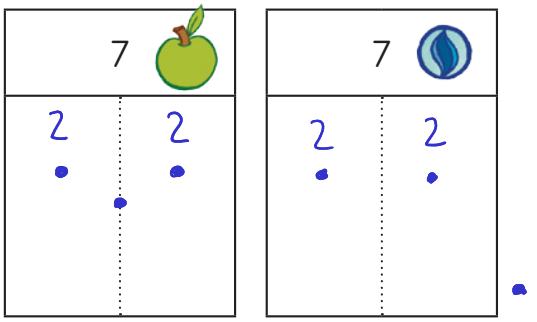


19 ÷ 2 = 9 le seripa se 1

19 ÷ 2 = 9 and 1 half

19 ÷ 2 = 9 le ye 1 ya go šala

19 ÷ 2 = 9 and 1 left over

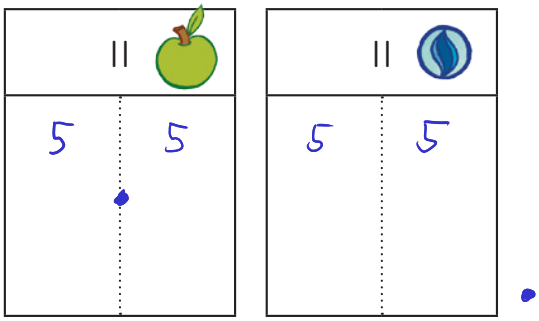


7 ÷ 2 = _____

7 ÷ 2 = 3 and 1 half

7 ÷ 2 = _____

7 ÷ 2 = 3 and 1 left over

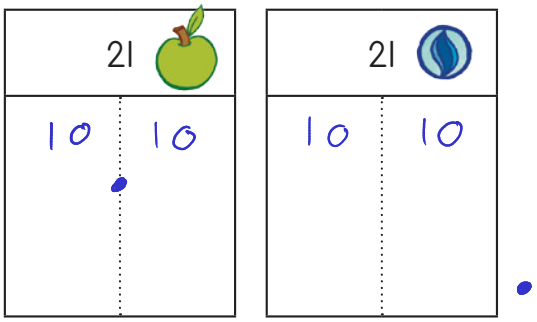


11 ÷ 2 = _____

11 ÷ 2 = 5 and 1 half

11 ÷ 2 = _____

11 ÷ 2 = 5 and 1 left over



21 ÷ 2 = _____

21 ÷ 2 = 10 and 1 half

21 ÷ 2 = _____

21 ÷ 2 = 10 and 1 left over

Go hlopha

MMETSE WA HLOGO
MENTAL MATHS

FIZZ POP – GO RIPA GARE!
FIZZ POP – HALVING!

→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ LETLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Mbuli o pakile dipiskiti tše 15 tša go abela bagwera ba gagwe. O tšhela dipiskiti tše 5 ka lepokising le lengwe le le lengwe. Na o tla swanelwa ke go abela dipiskiti tše kae?

Mbuli baked 15 biscuits to share with her friends. She puts 5 biscuits in every box. How many boxes of biscuits will she have to share?

Mbuli o tla le mapokisi a ma3 a go abela.

Mbuli will have 3 boxes of biscuits to share.

Karabo o na le dimabole tše 18. O tšhela dimabole tše 6 ka pakaneng. Na o tla ba le dipakana tše kae tša dimabole?

Karabo has 18 marbles. He puts 6 marbles in a packet. How many packets of marbles will he have?

Karabo o tla ba le dipakana tše 3 tša dimabole.

Karabo will have 3 packets of marbles.

Bušeletša dikgato ka mararantšu a mangwe a go hlopha. Bušeletša dikgato ka dipalo tše dingwe tšeo di ka arolwago ka dihlopha tša go lekana ntle le lešalela.

Repeat the steps with other grouping word problems. Repeat the steps with other numbers that can be divided into equal groups without a remainder.

Grouping

BEKE • WEEK 9

LETŠATŠI 3 • DAY 3

Go hlopha
Grouping

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

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

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

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

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

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

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

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

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

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

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

30 ÷ 5 = 6

Sam a ka dira mekotla ya moletlo ye 6.

Sam can make 6 party packs.

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

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

45 ÷ 9 = 9

Khanyi a ka rekiša mapokisi a ____ a dipiskiti.

Khanyi can sell 9 boxes of biscuits.

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Go hlopha

BEKE • WEEK 9

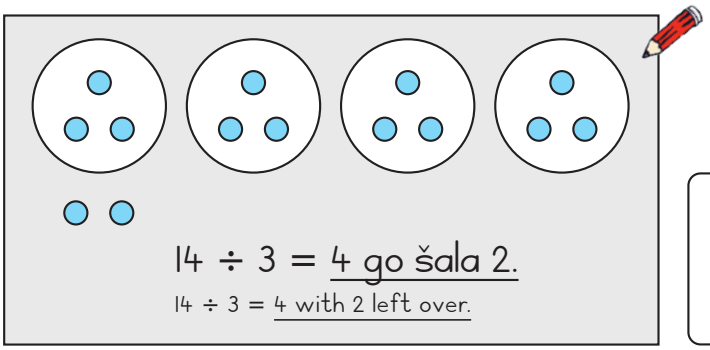
LETŠATŠI 4 • DAY 4

Go hlopha ka lešalela
Grouping with a remainder

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

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

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



14 ÷ 3 = 4 go šala 2.

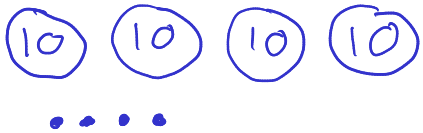
14 ÷ 3 = 4 with 2 left over.

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

Sometimes I have things left over after I group them.

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

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

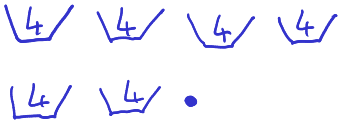


44 ÷ 10 = ____ go šala ____.

44 ÷ 10 = 4 with 4 left over.

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

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



25 ÷ 4 = ____ go šala ____.

25 ÷ 4 = 6 with 1 left over.

88

Grouping with a remainder

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Mavis o na le matšoba a 13. O tšhela matšoba a ma3 ka gare ga vase ye nngwe le ye nngwe. Na o tla hloka divase tše kae? Ekaba go tla ba le matšoba a go šala?

Mavis has 13 flowers. She puts 3 flowers in every vase. How many vases will she need? Will there be any flowers left over?

Mavis o tla hloka divase tše 4 a šalelwa ke letšoba le 1.

Mavis will need 4 vases with 1 flower left over.

Morutiši o na le dikhrayone tše 26. O tšhela dikhrayone tše 5 ka lepokising le lengwe le le lengwe. Na o tla ba le mapokisi a makae a dikhrayone? Na go tla ba le dikhrayone tša go šala?

Teacher has 26 crayons. She puts 5 crayons in every box. How many boxes of crayons will she have? Will there be any crayons left over?

Morutiši o tla ba le mapokisi a ma5 a dikhrayone le khrayone e 1 ya go šala.

Teacher will have 5 boxes of crayons and 1 left over.

Bušeletša dikgato ka mararantšu a mangwe a go hlopha. Efa barutwana menyetla ye mentši ya go rarolla marara ka mašalela. Netefatša gore barutwana ba bolela ka seo se ka dirwago ka mašalela gore ba kgone go lemoga gore a ka se hlokomologe.

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

BEKE • WEEK 9

LETŠATŠI 4 • DAY 4

Go hlopha ka lešalela

Grouping with a remainder

MMETSE WA HLOGO
MENTAL MATHS

FIZZ POP – GO RIPA GARE
FIZZ POP – HALVING

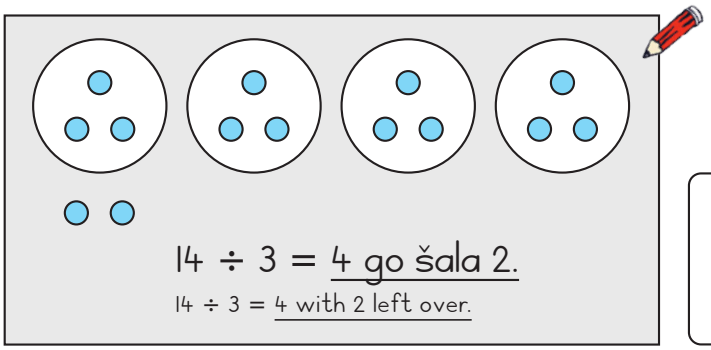
→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ MATLAKALATŠHOMELO
WORKSHEETS

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

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



14 ÷ 3 = 4 go šala 2.

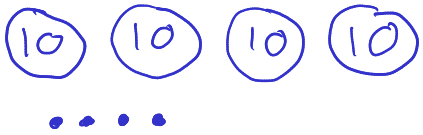
14 ÷ 3 = 4 with 2 left over.

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

Sometimes I have things left over after I group them.

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

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

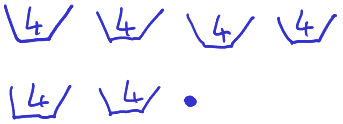


44 ÷ 10 = ____ go šala ____.

44 ÷ 10 = 4 with 4 left over.

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

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



25 ÷ 4 = ____ go šala ____.

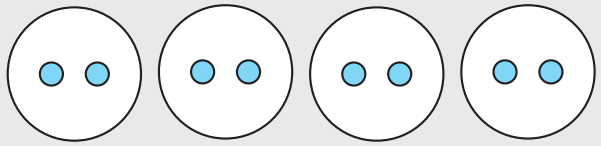
25 ÷ 4 = 6 with 1 left over.

88

Grouping with a remainder

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

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



8 ÷ 4 = 2 go šala 0.

8 ÷ 4 = 2 with 0 left over.

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

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

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

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

10 ÷ 4 = ____ go šala ____.

10 ÷ 4 = 2 with 2 left over.

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

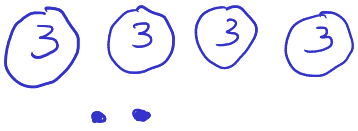
Refilwe is packing bags of apples. She puts 5 apples in each bag. How many bags of apples will she pack if she has 27 apples?

27 ÷ 5 = ____ go šala ____.

27 ÷ 5 = 5 with 2 left over.

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

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



14 ÷ 3 = ____ go šala ____.

14 ÷ 3 = 4 with 2 left over.

BEKE • WEEK 9

LETŠATŠI 5 • DAY 5

Teefatšo
Consolidation

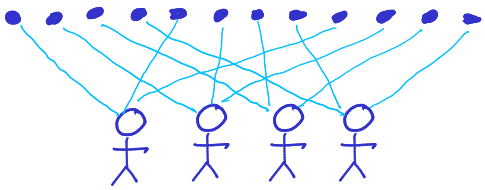
LETLAKALATŠHOMELO WORKSHEET → LETLAKALATŠHOMELO WORKSHEET

A re boleleng Mmetse!
Let's talk Maths!

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

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

Share 12 marbles equally between 4 learners.

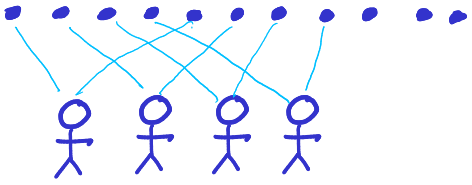


12 ÷ 4 = ____ go šala ____.

12 ÷ 4 = 3 with 0 left over.

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

Share 11 marbles equally between 4 learners.



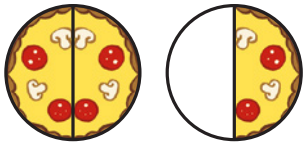
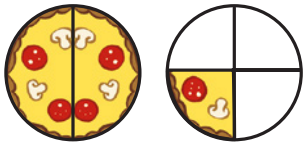
11 ÷ 4 = ____ go šala ____.

11 ÷ 4 = 2 with 3 left over.

Consolidation

2 Na ke dipizza tše kae?

How many pizzas?

	1 and a half (or $1\frac{1}{2}$)
	1 and a quarter (or $1\frac{1}{4}$)

3 Katološa ka go bala ka bo5.

Extend by counting in 5s.

55	50	45	40	35	30	25	20	15	10

4

58 – 5 = 53	34 – 5 = 29	39 – 4 = 35
28 + 5 = 33	35 – 7 = 28	44 – 7 = 37

36 + 30 = 66	42 + 30 = 72	2 + 40 = 42
56 – 20 = 36	72 – 30 = 42	91 – 40 = 51

5

35	
17	18

34	
14	20

25	
17	8

6

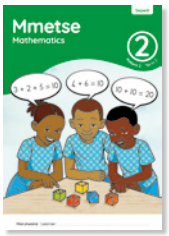
2 × 4 = 8	2 × 5 = 10	2 × 10 = 20
5 × 2 = 10	5 × 3 = 15	5 × 5 = 25

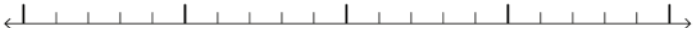
7

Seripa: Half:	9	$4\frac{1}{2}$	18	9
Pedifatša: Double:	9	18	18	36

Poeletšo

	Didirišwa
Mmetse wa hlogo: Diophareišene tša go dirolla	ga di gona
Papadi: Mmetse wa Lebelo ka letaese: atiša!	letaese





Letšatši	Mošongwana wa thuto	Mošongwana wa thuto
1	Ma10 le bo1.	PMM, dikarata tša go aga palo
2	Go hlakantšha le go ntšha go fihla go 100	PMM, mothalopalo wa go se be le selo
3	Go pedifatša le go ripa gare	PMM
4	Dihlopha tša 5 le 10	PMM
5	Teefatšo	PMM, letaese

Morago ga beke ye, morutwana o swanetše go kgona go:	✓
šomiša marontho le dithalwa go emela dipalo bjale ka ma10 le bo1.	
lemoga go swana magareng ga go hlakantšha le go ntšha botee le go hlakantšha le go ntšha masome.	
pedifatša le go ripa gare dipalo tša magareng ga 0 le 50.	
šomiša go bala ka go tshela go atiša ka 5 le 10.	
lemoga dipalophatlo ka sebopego sa taekeramo o be o ngwale dipalophatlo o šomiša mantšu a, seripa, boraro, kotara, bohlano le botshelela.	
rarolla le go hlaloša ditharollo tša marara a tirišo ao a amago go aba ka go lekana ka dikarabo tšeo di akaretšago mašalela.	

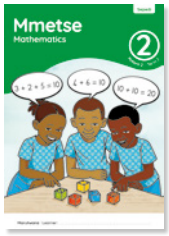
Kelo

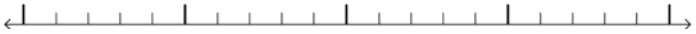
Ga go na kelo ya semmušo beke ye.

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

Revision

	Resources
Mental Maths: Inverse operations	none
Game: Fast maths with dice – multiply!	dice





Day	Lesson activity	Lesson resources
1	10s and 1s	LAB, flard cards
2	Adding and subtracting up to 100	LAB, blank number line
3	Double and half	LAB
4	Groups of 5 and 10	LAB
5	Fractions and sharing	LAB, dice

After this week the learner should be able to:	✓
use dots and simplified drawings to represent numbers as 10s and 1s.	
recognise the similarities between adding and subtracting ones and adding and subtracting tens.	
double and halve numbers between 0 and 50.	
use skip counting to multiply by 5 and by 10.	
recognise fractions in diagrammatic form and write fractions using the words half, third, quarter, fifth and sixth.	
solve and explain solutions to practical problems that involve equal sharing with answers that can include remainders.	

Assessment

There is no formal assessment this week.

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

Poeletšo

Mmetse wa hlogo

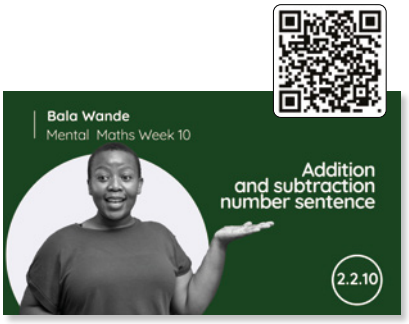
Beke ye re tla itlwaetša go ngwala mafokopalo a go hlakantšha le go ntšha. Re tla šomiša tafola ya dipalo go thuša barutwana go lemoga tswalano ya go dirolla magareng ga dipalo. Go bohlokwa gore barutwana ba lemoge gore ba ka kgona go ngwala mafokopalo a go hlakantšha le go ntšha go tšwa ga dipalo tša ka gare ga tafola ya dipalo.

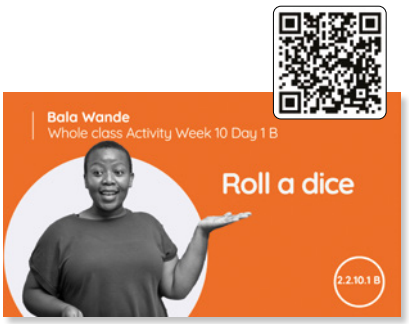
Papadi

Dipapadi ka moka tša beke ye ke tša katišanetšwa. Mo letšatšing le lengwe le le lengwe re raloka papadi ya katišanetšwa gore re itlwaetše dikatišo tša go fapafapana. Re tla raloka papadi ya Mmetse wa Lebelo ka letaese: atiša ka 2. Barutwana ba tla atiša ka 2, 5 le 10:

- Letšatši 1 – atiša ka 2
- Letšatši 2 – atiša ka 2
- Letšatši 3 – atiša ka 5
- Letšatši 4 – atiša ka 10

Go bohlokwa gore barutwana ba kgone go rarolla marara a bonolo ka nepagalo ka lebaka la go re se se fa motheo wa mmakgonthe wa marara a bothata mo nakong yeo e tlago.

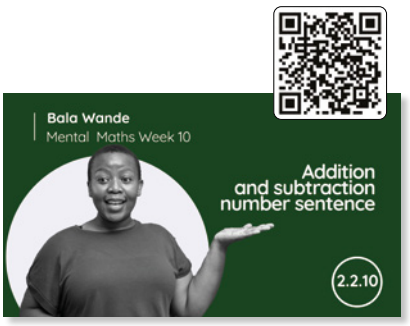




Revision

Mental Maths video

This week we will practise writing addition and subtraction number sentences. We will use a number table to help learners identify the inverse relationship between numbers. It is important for learners to recognise that they can write addition and subtraction number sentences from the numbers in the number table.

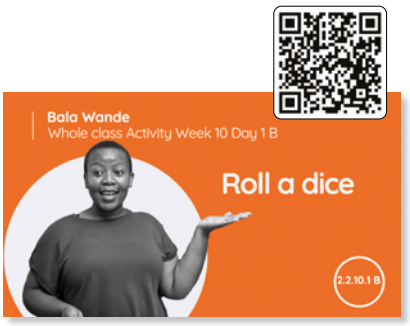


Game video

The games this week are all about multiplication. Every day we play a multiplication game to practise different multiples. We will play Fast maths with dice – multiply by 2. The learners will multiply by 2, 5 and 10:

- Day 1 – multiply by 2.
- Day 2 – multiply by 2.
- Day 3 – multiply by 5.
- Day 4 – multiply by 10.

It is important for learners to be able to solve simple problems efficiently because this provides a solid foundation for more difficult problems later on.



Poeletšo

Bekeng ye re dira poeletšo ya dikgopolo tšeo re di dirilego mo kotareng ye. Barutwana ba tla hwetša menyetla ya go itlwaetša seo ba ithutilego sona le go godiša bokgoni bja bona bja go rarolla marara ka nepagalo. Re tla tsepelela go:

Letšatši 1

Go šomiša marontho le dithalwa tšeo di nolofaditšwego go emela dipalo bjalo ka ma10 le bo1.

Letšatši 2

Go lemoga go swana magareng ga go hlakantša le go ntša botee le go hlakantša le go ntša masome.

Letšatši 3

Go pedifatša le go ripa gare dipalo tša magareng ga 0 le 50.

Letšatši 4

Go šomiša go bala ka go tshela go atiša ka 5 le 10.

Letšatši 5

- Go lemoga dipalophatlo go sebopego sa tshwantšho le go ngwala dipalophatlo o šomiša mantšu a, seripa, tharong, kotara, bohlano, botshelela.
- Go rarolla le go hlaloša ditharollo tša marara a tirišo a go ama go aba ka go lekana ka dikarabo tšeo di akaretšago mašalela.

Revision

This week we revise the concepts covered this term. Learners will be given opportunities to practise what they have learnt and to develop their ability to solve problems efficiently. We will focus on:

Day 1

Using dots and simplified drawings to represent numbers as 10s and 1s.

Day 2

Recognising the similarities between adding and subtracting ones and adding and subtracting tens.

Day 3

Doubling and halving numbers between 0 and 50.

Day 4

Using skip counting to multiply by 5 and by 10.

Day 5

- Recognising fractions in diagrammatic form and writing fractions using the words half, third, quarter, fifth and sixth.
- Solving and explaining solutions to practical problems that involve equal sharing with answers that can include remainders.

Ma10 le bo1

MMETSE WA HLOGO
MENTAL MATHS

DIOPHAREIŠENE TŠA GO DIROLLA
INVERSE OPERATIONS

→ PAPADI
GAME

→ LETLAKALATŠHOMELO
WORKSHEETS

MMETSE WA HLOGO | MENTAL MATHS

Itlwaetše go ngwala mafokopalo a go hlakantšha le go ntšha o šomiša tafola ya palo.

Practise writing addition and subtraction number sentences using a number table.

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

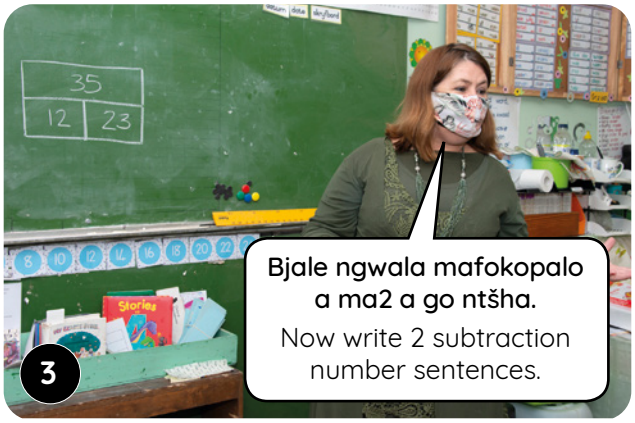
Remember to check the date and mark the register every day.

Lebelela dipalo ka gare ga tafola ya dipalo.
Look at the numbers in the number table.

1

Ngwala mafokopalo a ma2 a go hlakantšha o šomiša dipalo tša ka gare ga tafola.
Write 2 addition number sentences using the numbers in the table.

2



3

Bjale ngwala mafokopalo a ma2 a go ntšha.
Now write 2 subtraction number sentences.

4

5

Bjale a re direng ye nngwe!
Now let's do another one!

10s and 1s

Enrichment activities • Mešongwana ya go matlafatša

Letšatši 1 Day 1

Aba magareng ga ba ba2. Na go na le lešalela?
Share between 2. Is there a left over?

24 ÷ 2 =

15 ÷ 2 =

12 ÷ 2 =

6 ÷ 2 =

9 ÷ 2 =

13 ÷ 2 =

27 ÷ 2 =

30 ÷ 2 =

11 ÷ 2 =

28 ÷ 2 =

Letšatši 2 Day 2

Aba magareng ga ba ba3. Na go na le lešalela?
Share among 3. Is there a left over?

30 ÷ 3 =

12 ÷ 3 =

21 ÷ 3 =

11 ÷ 3 =

6 ÷ 3 =

25 ÷ 3 =

15 ÷ 3 =

10 ÷ 3 =

18 ÷ 3 =

27 ÷ 3 =

Letšatši 3 Day 3

Aba magareng ga ba ba4. Na go na le lešalela?
Share among 4. Is there a left over?

16 ÷ 4 =

8 ÷ 4 =

19 ÷ 4 =

24 ÷ 4 =

12 ÷ 4 =

15 ÷ 4 =

20 ÷ 4 =

13 ÷ 4 =

28 ÷ 4 =

32 ÷ 4 =

Letšatši 4 Day 4

Aba. Na go na le lešalela?
Share. Is there a left over?

20 ÷ 2 =

9 ÷ 3 =

20 ÷ 4 =

7 ÷ 2 =

11 ÷ 3 =

17 ÷ 4 =

15 ÷ 2 =

21 ÷ 3 =

12 ÷ 4 =

24 ÷ 2 =

BEKE • WEEK 10

LETŠATŠI 1 • DAY 1

Ma10 le bo1
10s and 1s

MMETSE WA HLOGO
MENTAL MATHS

DIOPHAREISENE TŠA GO DIROLLA
INVERSE OPERATIONS

→ PAPADI
GAME

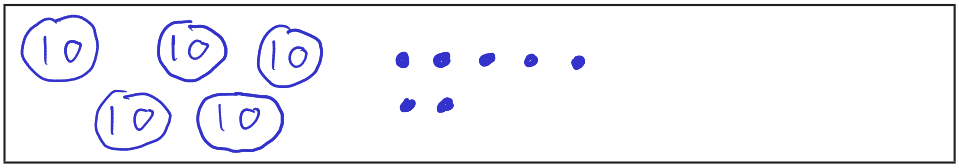
→ MATLAKALATŠHOMELO
WORKSHEETS

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

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

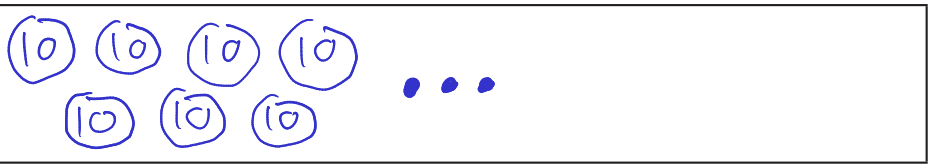
1 Thala (10) gore o bontšhe 10. Thala ● gore o bontšhe 1.
Draw (10) to show 10. Draw ● to show 1.

57



57 = 10 + 10 + 10 + 10 + 10 + 7

73



73 = 10 + 10 + 10 + 10 + 10 + 10 + 10 + 3

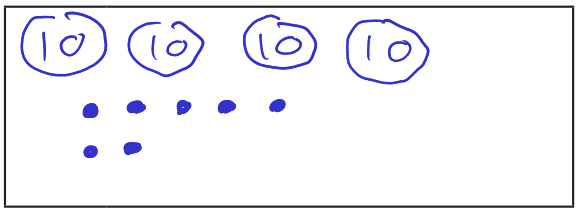
2 Rarolla!
Solve!

10 + 9 = 19	20 + 5 = 25	30 + 7 = 37

92

10s and 1s

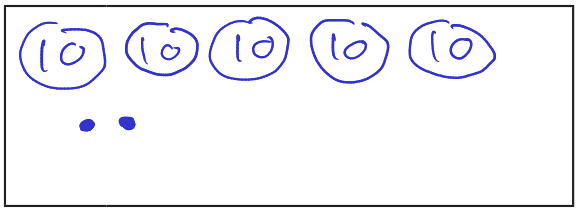
3 Thala (10) gore o bontšhe 10. Thala ● gore o bontšhe 1.
Draw (10) to show 10. Draw ● to show 1.



4	0	7

47 = 10+10+10+10+7

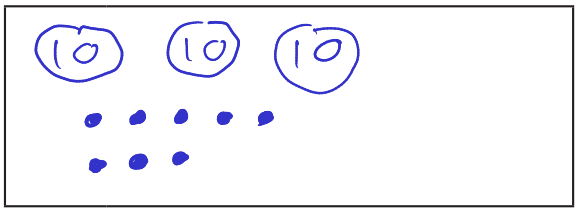
47 = 47



5	0	2

52 = 10+10+10+10+10+2

52 = 52



3	0	8

38 = 10+10+10+8

38 = 38

4 Hlahlamolla ka mal0 le bol.
Break down into 10s and 1s.

28 = 10+10+8

28 = 20+8

43 = 10+10+10+10+3

43 = 40+3

59 = 10+10+10+10+10+9

59 = 50+9

84 = 10+10+10+10+10+10+10+10+4

84 = 80+4

Go hlakantšha le go ntšha go fihla go 100

BEKE • WEEK 10

LETŠATŠI 2 • DAY 2

Go hlakantšha le go ntšha go fihla go 100

Adding and subtracting up to 100

MMETSE WA HLOGO
MENTAL MATHS

DIOPHAREIŠENE TŠA GO DIROLLA
INVERSE OPERATIONS

→ PAPADI
GAME

→ MATLAKALATŠHOMELO
WORKSHEETS

1 Rarolla. Šomiša dipoloko tša gago.

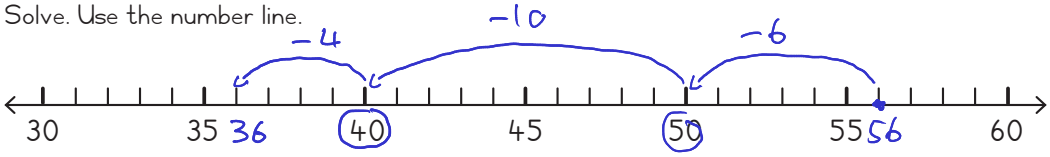
Solve! Use your blocks.

4 + 4 = 8	5 + 3 = 8	4 + 5 = 9
40 + 40 = 80	50 + 30 = 8	40 + 50 = 90

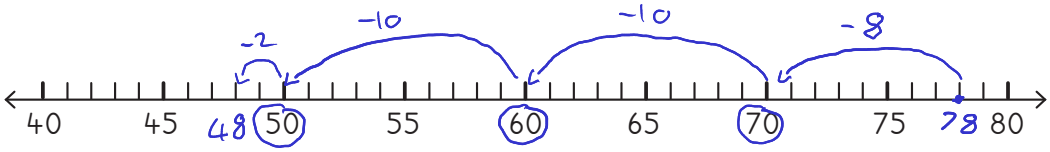
8 – 3 = 5	9 – 6 = 3	10 – 3 = 7
80 – 30 = 50	90 – 60 = 30	100 – 30 = 70

2 Rarolla. Šomiša mothalopalo.

Solve. Use the number line.



56 – 20 = 36



78 – 30 = 48

3 Rarolla ka go šomiša tafola ya dipalo.

Solve using the number table.

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

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

45	
25	20

94

Adding and subtracting up to 100

4 Rarolla.

Solve.

41 + 5 = 46	65 + 5 = 70	47 – 5 = 42	60 – 4 = 56
36 + 4 = 40	57 + 4 = 61	69 – 4 = 65	50 – 2 = 48
52 + 7 = 59	72 + 6 = 78	58 – 6 = 52	70 – 3 = 67

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

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

51 km + 5 km = 56 km

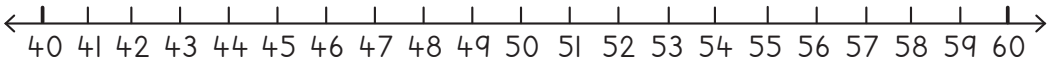
Sane o kitimile dikhilometara tše 32 bekeng ya go feta. Milisa o kitimile tše nnyane ka 4. Na Milisa o kitimile dikhilometara tše kae?

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

32 km – 4 km = 28 km

5 Rarolla. Šomiša mothalopalo o go thuše.

Solve. Use the number line for help.



56 + 4 = 60	48 + 5 = 53	60 – 4 = 56	52 – 5 = 47
46 + 7 = 53	45 + 7 = 52	50 – 6 = 44	53 – 7 = 36

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

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

42 + 7 = 49

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

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

R60 – R8 = R52

Pedifatšo le seripa

BEKE • WEEK 10

LETŠATŠI 3 • DAY 3

Pedifatša o be o ripe gare
Double and half

MMETSE WA HLOGO (MENTAL MATHS) | DIOPHAREIŠENE TŠA GO DIROLLA (INVERSE OPERATIONS) → PAPADI (GAME) → MATLAKALATŠHOMELO (WORKSHEETS)

1 Ke aba ka go lekana magareng ga barutwana ba ba2. Morutwana yo mongwe le yo mongwe o humana tše kae?
I share equally between 2 learners. How many does each learner get?

Seripa sa: Half of:			
4	2	14	7
10	5	20	10
50	25	100	50

2

	1	2	3	4	5	6	7	8	9	10
Pedifatša Double	2	4	6	8	10	12	14	16	18	20

3

Pedifatša 5 Double 5	Pedifatša 15 Double 15	Pedifatša 25 Double 25
5 5	10 10 5 5	10 10 10 10 5 5
Pedifatšo ya 5 ke ____. Double 5 is 10.	Pedifatšo ya 15 ke ____. Double 15 is 30.	Pedifatšo ya 25 ke ____. Double 25 is 50.

96

Double and half

4

Na ke barutwana ba bakae? How many learners?	8
Ke mahlo a makae? How many eyes?	16

barutwana ba ba learners	1	2	3	4	5	6	7	8	9	10
mahlo a eyes	2	4	6	8	10	12	14	16	18	20

Na ke barutwana ba bakae? How many learners?	6
Ke menwana ye mekae? How many fingers?	60

barutwana ba ba learners	1	2	3	4	5	6	7	8	9	10
menwana ye fingers	10	20	30	40	50	60	70	80	90	100

5 Balela.

Calculate.

2 × 3 = 6	2 × 5 = 10	2 × 6 = 12	2 × 2 = 4
2 × 1 = 2	2 × 4 = 8	2 × 8 = 16	2 × 10 = 20

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

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

malekere a ma5 5 sweets	R10	malekere a 6 6 sweets	R12
malekere a 8 8 sweets	R16	malekere a 10 10 sweets	R20

Dihlopha tša 5 le 10

BEKE • WEEK 10

LETŠATŠI 4 • DAY 4

Dihlopha tša 5 le 10

Groups of 5 and 10

MMETSE WA HLOGO
MENTAL MATHS

DIOPHAREIŠENE TŠA GO DIROLLA
INVERSE OPERATIONS

→ PAPADI
GAME

→ MATLAKALATŠHOMELO
WORKSHEETS

1

Na dipakete ke tše kae? How many buckets?	5
Na dilitere ke tše kae? How many litres?	50

Na dipakete ke tše kae? How many buckets?	7
Na dilitere ke tše kae? How many litres?	70

Dipakete tše 3, dilitere ke tše kae? 3 buckets, how many litres?	30	Dipakete tše 6, dilitere ke tše kae? 6 buckets, how many litres?	60
Dipakete tše 4, dilitere ke tše kae? 4 buckets, how many litres?	40	Dipakete tše 10, dilitere ke tše kae? 10 buckets, how many litres?	100

2 Balela.

Calculate.

10 × 3 = 30	10 × 5 = 50	10 × 6 = 60	10 × 2 = 20
10 × 1 = 10	10 × 4 = 40	10 × 8 = 80	10 × 10 = 100

3 Juse e tee e bitša R10. Na ke lefela bokae go:

One juice costs R10. What do I pay for:

dijuse tše 3? 3 juices?	R30	dijuse tše 5? 5 juices?	R50
dijuse tše 6? 6 juices?	R60	dijuse tše 11? 11 juices?	R110

98

Groups of 5 and 10

4

	Na ke mekotla ye mekae? How many bags?	5
	Diapole ke tše kae? How many apples?	25

	Na ke mekotla ye mekae? How many bags?	7
	Diapole ke tše kae? How many apples?	35

Mekotla ye me4, diapole ke tše kae? 4 bags, how many apples?	20	Mekotla ye me5, diapole ke tše kae? 5 bags, how many apples?	25
Mekotla ye 6, diapole ke tše kae? 6 bags, how many apples?	30	Mekotla ye 10, diapole ke tše kae? 10 bags, how many apples?	50

5 Balela.

Calculate.

5 × 3 = 15	5 × 5 = 25	5 × 6 = 30	5 × 2 = 10
5 × 1 = 5	5 × 4 = 20	5 × 8 = 40	5 × 10 = 50

6 Balela. Šomiša menwana ya gago go netefatša!

Calculate. Use your fingers to keep track!

Na go na le bo5 ba bakae ka go 20? How many 5s in 20?	4	Na go na le bo5 ba bakae ka go 25? How many 5s in 25?	5
Na go na le bo5 ba bakae ka go 30? How many 5s in 30?	6	Na go na le bo5 ba bakae ka go 50? How many 5s in 50?	10

BEKE • WEEK 10

LETŠATŠI 5 • DAY 5

Dipalophatlo le go aba
Fractions and sharing

MMETSE WA HLOGO
MENTAL MATHS

DIOPHAREIŠENE TŠA GO DIROLLA
INVERSE OPERATIONS

→ PAPADI
GAME

→ LETLAKALATŠHOMELO
WORKSHEET

Papadi: Dipalophatlo
Game: Fractions

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

Mantšu a bohlokwa
Key words

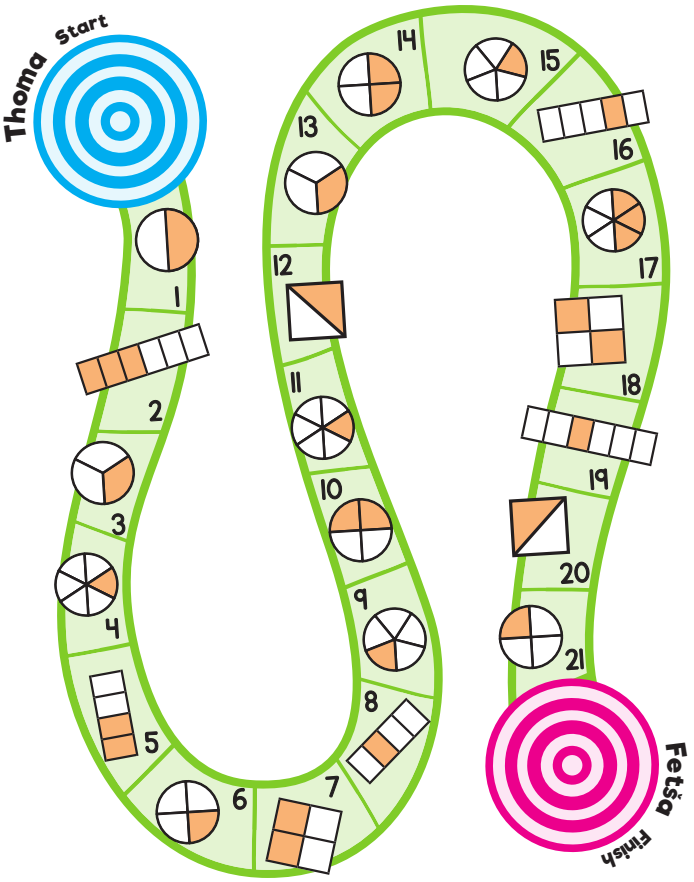
seripa se tee
one half

tee tharong
one third

tee nne/kotara
one fourth/quarter

tee hlanong
one fifth

tee tshelela
one sixth



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

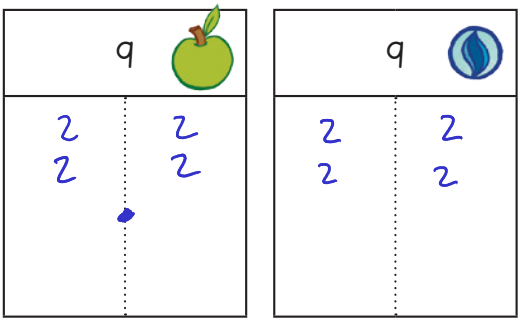
Play again. This time write the name of the fraction.

100

Fractions and sharing

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

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

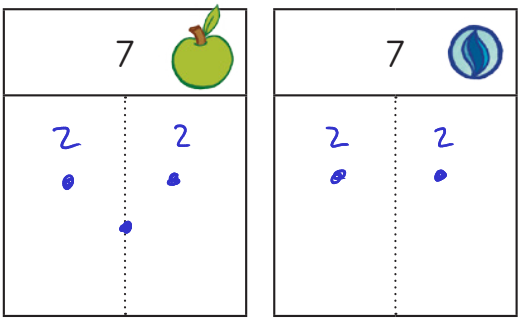


9 ÷ 2 = _____

9 ÷ 2 = 4 and 1 half

9 ÷ 2 = _____

9 ÷ 2 = 4 and 1 left over

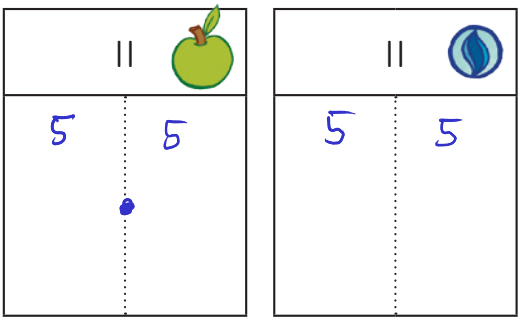


7 ÷ 2 = _____

7 ÷ 2 = 3 and 1 half

7 ÷ 2 = _____

7 ÷ 2 = 3 and 1 left over



11 ÷ 2 = _____

11 ÷ 2 = 5 and 1 half

11 ÷ 2 = _____

11 ÷ 2 = 5 and 1 left over

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

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

Aba dimabole tše 10 magareng ga barutwana ba ba3. Share 10 marbles among 3 children.	____ le ____ go šala ____ 3 and 1 left over.
Aba dimabole tše 10 magareng ga barutwana ba ba4. Share 10 marbles among 4 children.	____ le ____ go šala ____ 2 and 2 left over.

Kelo ya Kotara ya 2

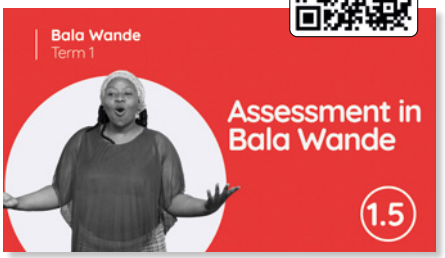
Kelo ya kotara e swantšhitšwe gammogo le dipeakanyo tša dithutišo. Kelo e akaretša ya go Mešongwana ya ngwalwa, bomolomo le ya tirišo.

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

Ka dibeke tša 1, 9 le ya 10, ga go na mešomo ya kelo ya semmušo. Ka letšatši la bo5, barutwana ba swanetše go šomana le matlakalatšhomelo ao a filwego ka pukung ya mešomo ya morutwana go teefatša mošomo wa beke. Kelo yeo e sego ya semmušo e ka dirwa.

Ka dibeke tša 3 le ya 4 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 2-8 go beakantšwe **mešongwana ya kelo ya go ngwalwa**. Mešongwana ye e hwetšagala ka gare ga Puku ya Mešomo ya Morutwana. 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 2 ke ye e latelago:

			Letlakala	Meputso
Beke 2	Ma10 le bo1	Ya go ngwalwa	222	14
Beke 3	Go hlakantša le go ntša	Ya go ngwalwa	224	20
	Dipalo, diophareišene le ditswalano: Lebelela barutwana go ela bokgoni bja bona bja go emela dipalo, go hlakantša le go ntša	Bomolomo le tirišo	220	6
Beke 4	Go atiša	Ya go ngwalwa	226	14
	Tšhomišo ya data: kerafo ya diswantšho (Lebelela kerafo ya diswantšho ka Pukung ya Mešomo ya Morutwana)	Bomolomo le tirišo	220	5
Beke 5	Go hlakantša le go ntša (0-100)	Ya go ngwalwa	228	12
	Dipateronepalo	Ya go ngwalwa	228	4
Beke 6	Kelo - Boima	Ya go ngwalwa	230	6
Beke 7	Dibopego tša mahlakorepedi	Ya go ngwalwa	232	12
	Dipaterone tša tšeometriki	Ya go ngwalwa	232	3
Beke 8	Difrakšene	Ya go ngwalwa	234	10

Term 2 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 2 is provided in the table below.

Day 5 of each week is planned for assessment and consolidation

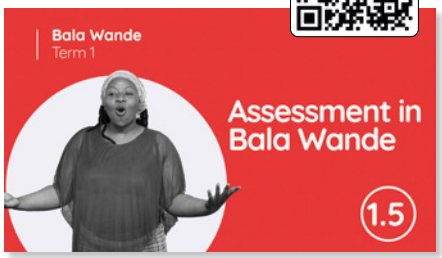
In Weeks 1, 9 and 10, there is no formal assessment activity. On Day 5 learners should work on the worksheets provided in the Bala Wande Learner Activity Book to consolidate the work for the week. Informal assessment can be done.

In Weeks 3 and 4, **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 2-8, **written assessment** activities are planned. These are provided in this assessment pack on the pages indicated in the table below. After they have completed the written assessment activity learners can work on the consolidation worksheets in the Learner Activity Book.

You should carry out **baseline assessment** as required by your province. The support material provided by them should be used.

Record your marks using your standard mark recording sheets for each activity.



Term 2 assessments are as follows:

			Page	Mark
Week 2	10s and 1s	Written	222	14
Week 3	Addition and Subtraction.	Written	224	20
	Numbers, operations and relationships – observe learners to assess their ability to represent numbers, add and subtract.	Oral and practical	220	6
Week 4	Multiplication	Written	226	14
	Data handling: pictographs. (Refer to the pictograph in the LAB, Resources)	Oral and practical	220	5
Week 5	Addition and subtraction (0-100)	Written	228	12
	Numeric patterns	Written	228	4
Week 6	Measurement - Mass	Written	230	6
Week 7	2-D shapes	Written	232	12
	Geometric patterns	Written	232	3
Week 8	Fractions	Written	234	10

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 2 Kelo ya bomolomo le tirišo – Dipalo, diophareišene le ditswalano

Lebelela barutwana go ela bokgoni bja bona bja go emela dipalo, go hlakantšha le go ntšha.	**Meputso 6**		
Lenaneo: nepagetše/fošagetše/nyakile a nepile	✓	✗	●
O kgona go emela metšo le masome a šomiša diswantšho tša dipalo.			
O kgona go emela metšo le masome a šomiša dikarata tša go aga dipalo.			
O kgona go emela metšo le masome a šomiša dipoloko tša sehlopha sa lesome.			
O kgona go hlakantšha le go ntšha a šomiša diswantšho tša dipalo.			
O kgona go hlakantšha le go ntšha a šomiša dipoloko tša sehlopha sa lesome.			
O kgona go hlakantšha le go ntšha a šomiša mothalopalo.			

Beke ya 4 Kelo ya bomolomo le tirišo – Tšhomišo ya Data: Dikerafo tša diswantšho

(Lebelela kerafo ya diswantšho ka Pukung ya Mešomo ya Morutwana, Didirišwa)

Lebelela barutwana go ela bokgoni bja bona bja go bala le go hlatholla dikerafo tša diswantšho.	**Meputso 5**		
Lenaneo: nepagetše/fošagetše/nyakile a nepile	✓	✗	●
O kgona go tseba seo se emelwago kerafong ya diswantšho (palo ya dikoloi tšeo di fetago keiting ya sekolo).			
O kgona go tseba senotlelo sa kerafo ya diswantšho (Koloi ya ka tlase kerafong ya diswantšho e bontšha gore go badilwe koloi e tee go kholomo e tee).			
O kgona go bala tshedimošo kerafong ya diswantšho – na go bontšhitšwe dilo tše kae ka kholomong? (mohl. Na go badilwe dikoloi tše kae?)			
O kgona go tseba “nnyane” le “ntši” go tšwa kerafong ya diswantšho. (mohl. Mmala wa koloi yeo e bonwago gantši ke mmala wo mošweu.)			
O kgona go balela phapano ya data ya dilo. (mohl. phapano magareng ga palo ya dikoloi tše di serolane le palo ya dikoloi tše dikhubedu ke …)			

Šomiša khouto ya QR go tšweletša lephephe la meputso la mešongwana ya tekolo.

Lephephe la meputso la Funda Wande

Oral and practical assessment

Use the assessment checklist/rubric below during the weeks to which they are assigned. You could split your class into groups and assess one group per day in that week in order to remove the pressure on doing this activity with the whole class on one day.

Week 2 Oral and practical assessment – Numbers, operations and relationships

Observe learners to assess their ability to represent numbers, add and subtract.	**Mark 6**		
Checklist: correct/incorrect/almost	✓	✗	●
Can represent ones and tens using number pictures			
Can represent ones and tens using flard cards			
Can represent ones and tens using base ten blocks			
Can add and subtract using number pictures			
Can add and subtract using base ten blocks			
Can add and subtract using a number line			

Week 4 Oral and practical assessment – Data handling: pictographs

(Refer to the pictograph in the LAB, Resources)

Observe learners to assess their ability to read and interpret a pictograph.	**Mark 6**		
Checklist: correct/incorrect/almost	✓	✗	●
Able to use identify what is being represented in the pictograph (number of cars going past the school gate)			
Able to identify the key of the pictograph (The car at the bottom it means one car in the pictograph shows one car was counted, per column.)			
Able to read information from the pictograph – how many items are shown in a column. (e.g. how many red cars were counted?)			
Able to identify “least” and “most” from the pictograph. (e.g. the colour car seen most was blue cars.)			
Able to calculate the difference between data items. (e.g. the difference between the number of yellow cars and the number of red cars was …)			

Use this QR code to download mark sheets for the assessment activities.

Funda Wande mark sheet

BEKE • WEEK 2

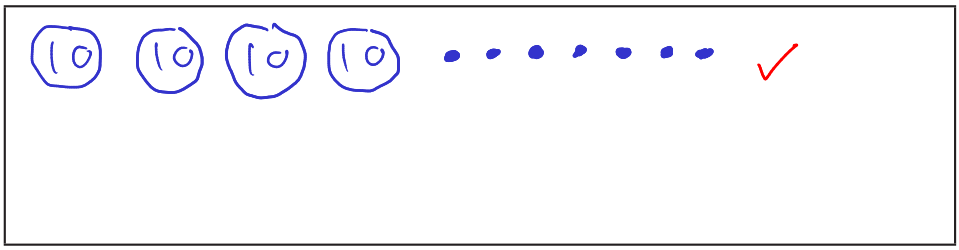
Kelo Ma10 le bo1
Assessment 10s and 1s

Leina | Name Memorandum

Letšatši-kgwedi | Date Total marks: 14

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

47



47 = 10+10+10+10+7 ✓

Masome a _____ botee ba _____

4 ✓ tens 7 ✓ ones

2 Hlahlamolla ka mal0 le bol.
Break down into 10s and 1s.

38 = 10+10+10+8 ✓ 38 = 30+8 ✓	52 = 10+10+10+10+10+2 ✓ 52 = 50+2 ✓

3 Hlahlamolla ka mal0 le bol.
Break down into 10s and 1s.

10 + 3 = 13 ✓	30 + 9 = 39 ✓	70 + 6 = 76 ✓
25 = 20 + 5 ✓	48 = 40 + 8 ✓	63 = 60 + 3 ✓

BEKE • WEEK 2

Kelo **Ma10 le bo1**

Assessment 10s and 1s

Leina | Name _____

Letšatši-kgwedi | Date _____

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

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

47

47 = _____

Masome a _____ botee ba _____

_____ tens _____ ones

2 Hlahlamolla ka ma10 le bo1.

Break down into 10s and 1s.

38 = _____ 38 = _____	52 = _____ 52 = _____

3 Hlahlamolla ka ma10 le bo1.

Break down into 10s and 1s.

10 + ___ = 13	30 + ___ = 39	70 + ___ = 76
25 = ___ + ___	48 = ___ + ___	63 = ___ + ___

BEKE • WEEK 3

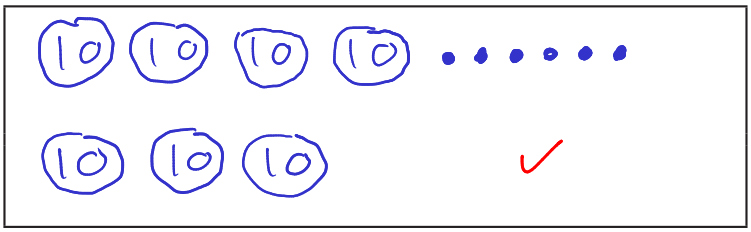
Kelo Assessment — **Go hlakantša le go ntša** Addition and subtraction

Leina | Name Memorandum

Letšatši-kgwedi | Date Total marks: 20

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

46 + 30



10:	1:
7	6

76 ✓

2 Rarolla.
Solve.

40 + 10 = 50 ✓	60 – 10 = 50 ✓	43 + 20 = 63 ✓	57 – 20 = 37 ✓
40 + 30 = 70 ✓	80 – 30 = 50 ✓	39 + 30 = 69 ✓	68 – 30 = 38 ✓

32 + 5 = 37 ✓	44 + 5 = 49 ✓	29 – 5 = 24 ✓	57 – 4 = 53 ✓
23 + 6 = 29 ✓	61 + 6 = 67 ✓	38 – 4 = 34 ✓	66 – 3 = 63 ✓

3

Busi o pakile dikuku tša dikomikaneng tše 48. O rekišitše tše 5. Na go šetše dikuku tše kae tša dikomikaneng?

Busi baked 48 cupcakes. She sold 5. How many cupcakes remain?

48 – 5 = 43 ✓

Thando o be a na le dimabole tše 32. O thopile tše dingwe gape tše 6. Na gabjale o na le dimabole tše kae?

Thando had 32 marbles. He won 6 more. How many marbles does he have now?

32 + 6 = 38 ✓

BEKE • WEEK 3

Kelo Assessment

Go hlakantšha le go ntšha Addition and subtraction

Leina | Name _____

Letšatši-kgwedi | Date _____

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

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

46 + 30

10:	1:

2 Rarolla.

Solve.

40 + 10 = ____	60 – 10 = ____	43 + 20 = ____	57 – 20 = ____
40 + 30 = ____	80 – 30 = ____	39 + 30 = ____	68 – 30 = ____

32 + 5 = ____	44 + 5 = ____	29 – 5 = ____	57 – 4 = ____
23 + 6 = ____	61 + 6 = ____	38 – 4 = ____	66 – 3 = ____

3

Busi o pakile dikuku tša dikomikaneng tše 48. O rekišitše tše 5. Na go šetše dikuku tše kae tša dikomikaneng?

Busi baked 48 cupcakes. She sold 5. How many cupcakes remain?

Thando o be a na le dimabole tše 32. O thopile tše dingwe gape tše 6. Na gabjale o na le dimabole tše kae?

Thando had 32 marbles. He won 6 more. How many marbles does he have now?

BEKE • WEEK 4

Kelo Assessment

Go atiša Multiplication

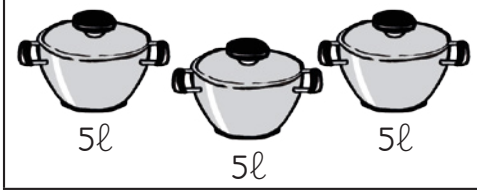
Leina | Name Memorandum

Letšatši-kgwedi | Date Total marks: 14

1

Na ke mapotlelo a makae? How many bottles?	6 ✓
Na ke dilitere tše kae? How many litres?	12 ✓

Na ke dipakete tše kae? How many buckets?	4 ✓
Na ke dilitere tše kae? How many litres?	40 ✓



Na ke dipitša tše kae? How many pots?	3 ✓
Na ke dilitere tše kae? How many litres?	15 ✓

2 Balela.

Calculate.

2 × 5 = 10 ✓	5 × 2 = 10 ✓	10 × 2 = 20 ✓	10 × 5 = 50 ✓

3

Bana ba ba4, na menwana ke ye mekae? 4 children, how many fingers?	40 ✓	Bana ba 6, na matsogo ke a makae? 6 children, how many arms?	12 ✓
Bana ba 7, na menwana ya maoto ke ye mekae? 7 children, how many toes?	70 ✓	Bana ba 9, na maoto ke a makae? 9 children, how many legs?	18 ✓

BEKE • WEEK 4

Kelo Assessment

Go atiša Multiplication

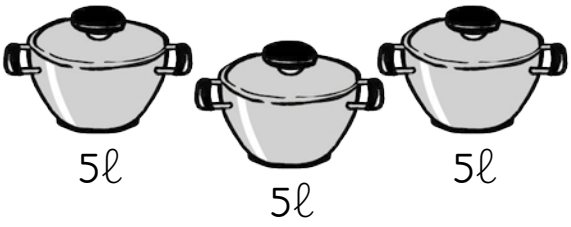
Leina | Name _____

Letšatši-kgwedi | Date _____

1

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

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



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

2 Balela.

Calculate.

2 × 5 = ____	5 × 2 = ____	10 × 2 = ____	10 × 5 = ____

3

Bana ba ba4, na menwana ke ye mekae? 4 children, how many fingers?		Bana ba 6, na matsogo ke a makae? 6 children, how many arms?	
Bana ba 7, na menwana ya maoto ke ye mekae? 7 children, how many toes?		Bana ba 9, na maoto ke a makae? 9 children, how many legs?	

BEKE • WEEK 5

Kelo Assessment

Go hlakantšha le go ntšha le dipateronepalo
Addition and subtraction and numeric patterns

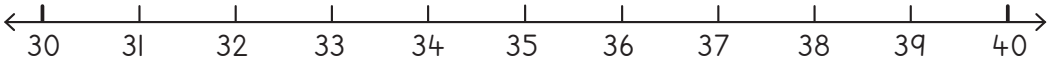
Leina | Name Memorandum

Letšatši-kgwedi | Date Total marks: 16

1 Rarolla. Šomiša mothalopalo go hwetša thušo.

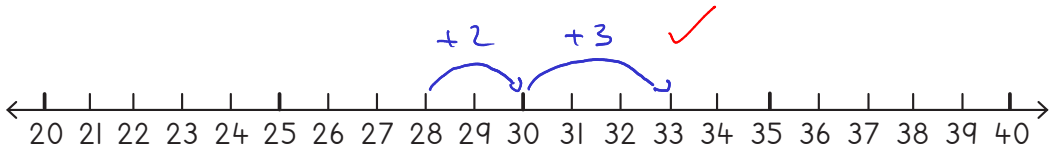
Solve. Use the number line for help.

34 + 2 = 36 ✓	35 + 5 = 40 ✓	40 – 1 = 39 ✓	38 – 5 = 33 ✓
30 + 9 = 39 ✓	33 + 6 = 39 ✓	39 – 3 = 36 ✓	37 – 4 = 33 ✓



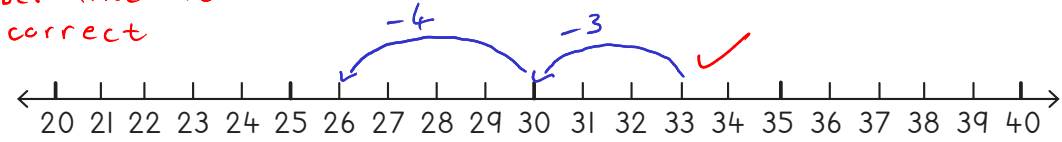
2 Rarolla ka go bontšha godimo ga mothalopalo.

Solve by showing on the number line.



single jumps on number line are incorrect

28 + 5 = 33 ✓



33 – 7 = 26 ✓

3 Šomiša paterone e go thuše go rarolla.

Solve using the pattern for help.

3 + 2 = 5 ✓	8 – 5 = 3 ✓
63 + 2 = 65 ✓	68 – 5 = 63 ✓

BEKE • WEEK 5

Kelo Assessment

Go hlakantšha le go ntšha le dipateronepalo
Addition and subtraction and numeric patterns

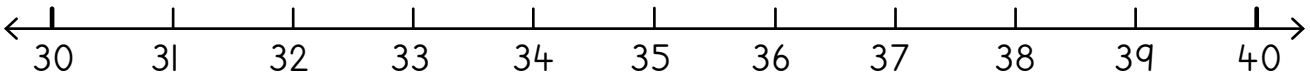
Leina | Name _____

Letšatši-kgwedi | Date _____

1 Rarolla. Šomiša mothalopalo go hwetša thušo.

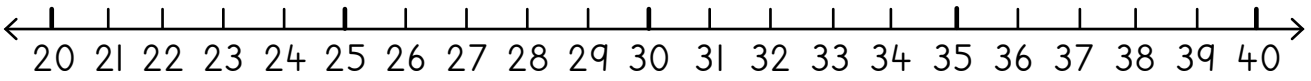
Solve. Use the number line for help.

34 + 2 = ____	35 + 5 = ____	40 – 1 = ____	38 – 5 = ____
30 + 9 = ____	33 + 6 = ____	39 – 3 = ____	37 – 4 = ____

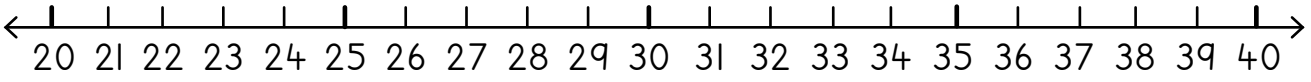


2 Rarolla ka go bontšha godimo ga mothalopalo.

Solve by showing on the number line.



28 + 5 = ____



33 – 7 = ____

3 Šomiša paterone e go thuše go rarolla.

Solve using the pattern for help.

3 + 2 = ____	8 – 5 = ____
63 + 2 = ____	68 – 5 = ____

BEKE • WEEK 6

Kelo Assessment

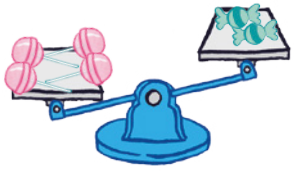
Kelo – Boima Measurement – Mass

Leina | Name Memorandum

Letšatši-kgwedi | Date Total marks: 6

1 Lebelela dikala tša go lekanyetša o tlatše lentšu le, boima goba bofefo.

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



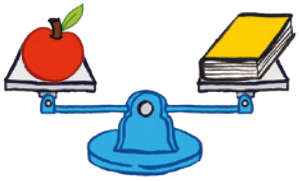
Dilollipop ke tše _____ go malekere.

The lollipops are heavier ✓ than the sweets.

Malekere ke a _____ go dilollipop.

The sweets are lighter ✓ than the lollipops.

2



Boima bja puku = le apole e 1 ✓.

Mass of book = ___ apple.

Boima bja puku = le dikgwele tša thenise tše 2 ✓.

Mass of book = ___ tennis balls.

Ke sefe selo se boima, apole goba kgwele ya thenise?

_____

Which is heavier, an apple or a tennis ball? apple ✓

3 Mahlatse o reka 5 kg ya swikiri le 25 kg ya folouru. Na ke dikhilogramo tše kae ka moka ge di hlakana?

Mahlatse buys 5 kg of sugar and 25 kg of flour. How many kilograms altogether?

5 kg + 25 kg = 30 kg ✓ 5 + 25 = 30 is also correct

BEKE • WEEK 6

Kelo Assessment

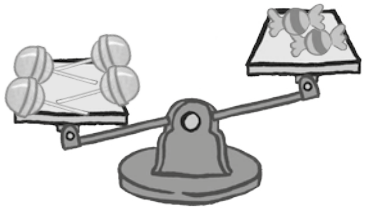
Kelo – Boima Measurement – Mass

Leina | Name _____

Letšatši-kgwedi | Date _____

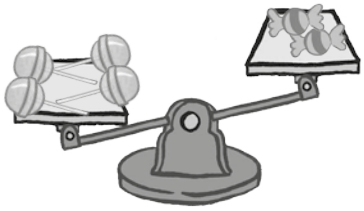
1 Lebelela dikala tša go lekanyetša o tlatše lentšu le, boima goba bofefo.

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



Dilollipop ke tše _____ go malekere.

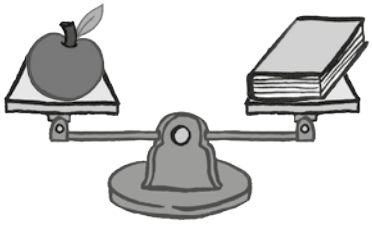
The lollipops are _____ than the sweets.



Malekere ke a _____ go dilollipop.

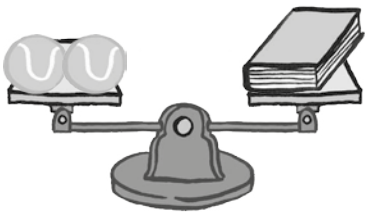
The sweets are _____ than the lollipops.

2



Boima bja puku = le apole e ____.

Mass of book = ___ apple.



Boima bja puku = le dikgwele tša thenise tše ____.

Mass of book = ___ tennis balls.

Ke sefe selo se boima, apole goba kgwele ya thenise?

_____

Which is heavier, an apple or a tennis ball? _____

3 Mahlatse o reka 5 kg ya swikiri le 25 kg ya folouru. Na ke dikhilogramo tše kae ka moka ge di hlakana?

Mahlatse buys 5 kg of sugar and 25 kg of flour. How many kilograms altogether?

BEKE • WEEK 7

Kelo Assessment

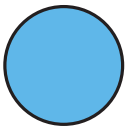
Dibopego tša mahlakorepedi
2-D shapes and geometric patterns

Leina | Name Memorandum

Letšatši-kgwedi | Date Total marks: 15

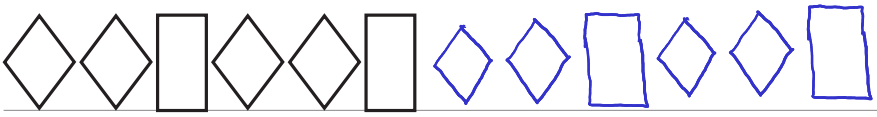
1 Feleletša tafola.

Complete the table.

	efa leina name	ke mahlakore a makae? how many sides?	a nkgokolo goba a thwi? round or straight?
	triangle ✓	3 ✓	straight ✓
	circle ✓	1 ✓	round ✓
	square ✓	4 ✓	straight ✓
	rectangle ✓	4 ✓	straight ✓

2 Katološa paterone.

Extend the patterns.



BEKE • WEEK 7

Kelo | Assessment

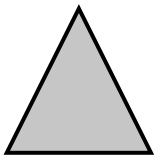
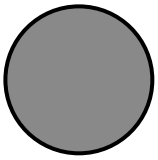
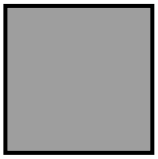
Dibopego tša mahlakorepedi | 2-D shapes and geometric patterns

Leina | Name _____

Letšatši-kgwedi | Date _____

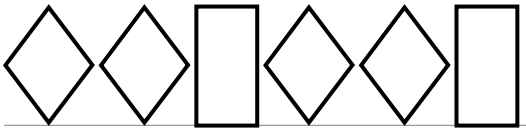
1 Feleletša tafola.

Complete the table.

	efa leina name	ke mahlakore a makae? how many sides?	a nkgokolo goba a thwi? round or straight?
			
			
			
			

2 Katološa paterone.

Extend the patterns.



BEKE • WEEK 8

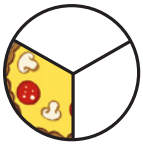
Kelo Assessment — **Difrakšene** Fractions

Leina | Name Memorandum

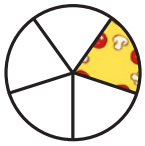
Letšatši-kgwedi | Date Total marks: 10

1 Efa leina la palophatlo.

Name the fraction.

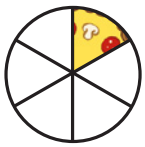


one third ✓ or $\frac{1}{3}$

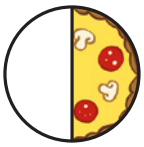


one fifth ✓ or $\frac{1}{5}$

one quarter ✓ or $\frac{1}{4}$



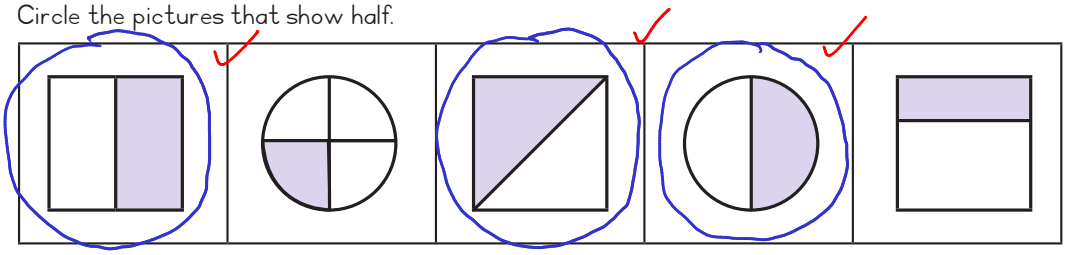
one sixth ✓ or $\frac{1}{6}$



one half ✓ or $\frac{1}{2}$

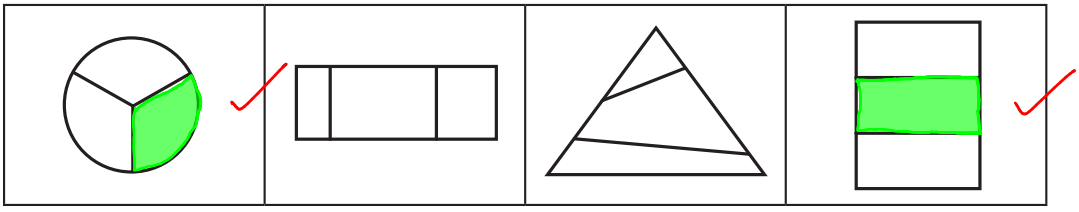
2 Thala sediko go diswantšho tšeo di bontšhago seripa.

Circle the pictures that show half.



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

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



BEKE • WEEK 8

Kelo Assessment

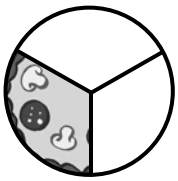
Difrakšene Fractions

Leina | Name _____

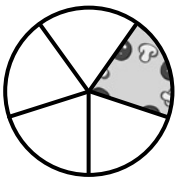
Letšatši-kgwedi | Date _____

1 Efa leina la palophatlo.

Name the fraction.

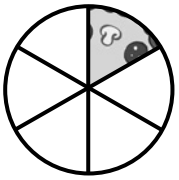


_____

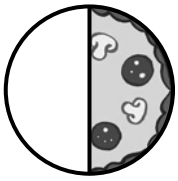


_____

_____



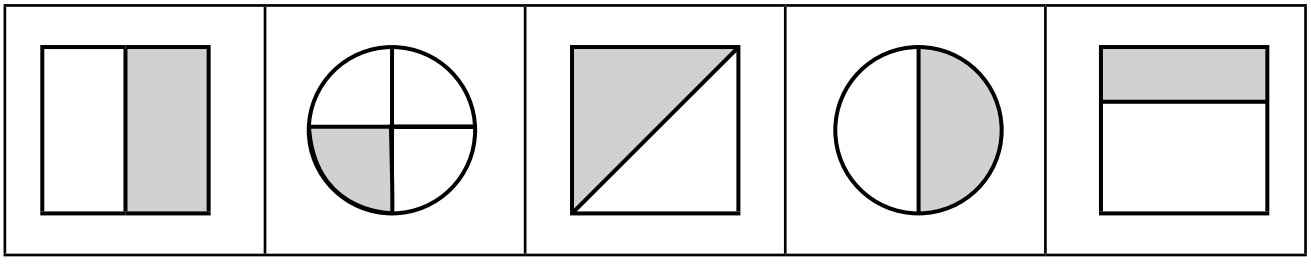
_____



_____

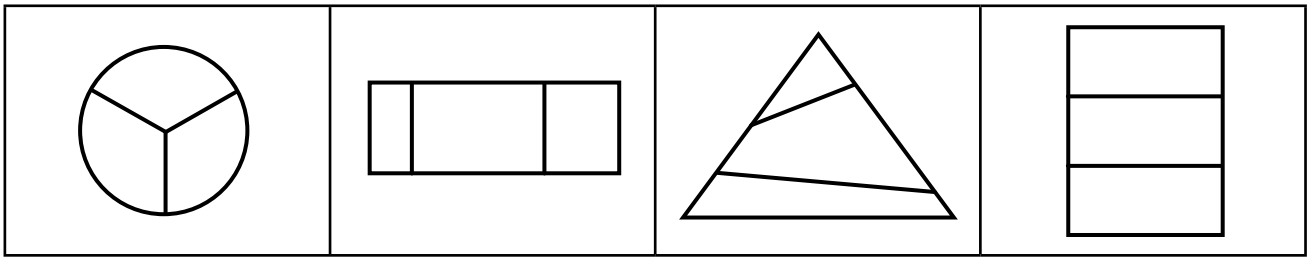
2 Thala sediko go diswantšho tšeo di bontšhago seripa.

Circle the pictures that show half.



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

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



Teacher notes

Bala Wande

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