

IMathematika

Mathematics

1

/kota 3 : Term 3





Ikota 3 : Term 3



**Bala
Wande**

Calculating with Confidence

IMathematika

Mathematics

INcwadi kaTitshala

Teacher's Guide

IsiXhosa : English

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

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

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www.fundawande.org

ISBN: 978-1-998960-08-8

Version 3: 2024



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Inkqubo yeMathematika yeBala Wande

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

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

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

1. Wamkelekile kwiBanga loku-1!

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

Isiqhelo 1: Siyazikhangela. Ndibona ntoni? Kufuneka ndenze ntoni?

Isiqhelo 2: Sizoba imifanekiso. Ndingazoba ntoni enokundinceda ndisombulule le ngxaki?

Isiqhelo 3: Sithetha sikhwaza ngezibalo (ngemaths).

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

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

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

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

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

The Bala Wande Foundation Phase mathematics programme

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

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

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

1. Welcome to Grade 1!

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

Habit 1: We look for ourselves. What do I see? What must I do?

Habit 2: We draw pictures. What can I draw to help me solve the problem?

Habit 3: We talk out loud about maths.

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

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

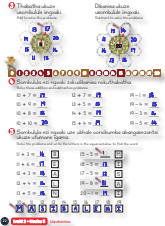
The Bala Wande material is all bilingual. It supports the development of mathematics language in both Afrikaans and English by moving naturally between languages when speaking about mathematics. The Bala Wande dictionary will help teachers use more than one language to explain mathematical words if necessary.

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

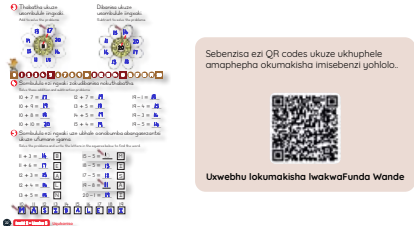
In the Foundation Phase, teaching mathematics and teaching language go together. The Bala Wande programme has been planned to support you in this teaching.



2. Izixhobo zokufunda zeBala Wandé zabafundi nootitshala

Isikhokelo sikatitshala seBala Wandé • isishwankathelo semiba eza kufundiswa kwiveki nganye • Izibalo zentloko ezicwangciselwe imihla yonke (iintsuku 1–4) • imisebenzi yokufundisa engundoqo exhaswa ziipowusta nezixhobo ezisebhokisini (iintsuku 1–4) • iikopi zamaphepha eeNcwadi zemiSebenzi yabaFundi zeBala Wandé zolo suku (ezifakwe ngokulandelelana kwisiKhokelo sikaTitshala) ezinezisombululo namangaku katitshala • uvavanyo olujolise ekufundeni (usuku lwesi-5 kwiiveki 2–8) • uqukaniso (usuku lwesi-5 iiveki 1–10)	
Incwadi yemisebenzi yabafundi yeBala Wandé • imisebenzi yemihla ngemihla ehambelana nemisebenzi yezifundo • imisebenzi yemihla ngemihla yabafundi abaza kuyenza ngabanye-ngabanye okanye ngokwamaqela • imidlalo ehambelana nemisebenzi yezifundo	
Isichazimagama esineelwimi ezimbini • isichazimagama esineelwimi ezimbini sesigama semathematika sesiGaba esiSiseko esineenkcazelo nemizekelo	
Iividiyo • iividiyo zezifundo ezinemifanekiso yaseklasini katitshala ezezeka ezinye zezifundo ezicwangcisiweyo • iividiyo zoqeqesho zinika umfanekiso weklasi enemiboniso yoopopayi eqaqambisa nekwazekelisa ngeendlela eziphambili zokufundisa iMathematika kwisiGaba esiSiseko	
Iipowusta • ikhalenda • irejista yeklasi ekwisakhelo samashumi • iipowusta ezihambelana nezicwangciso zezifundo	
Izixhobo zokufunda ezisetyenziswa ngutitshala nabafundi • iindidi ngeendidi zezixhobo zokufunda eziphathwayo ezinokusetyenziswa ngootitshala nabafundi eklasini	
Izixhobo zovavanyo • isicwangciso sekota sovavanyo • imisebenzi ethethwayo neyenziwayo eneerubriki/enoluhlu lokuqwalaselwayo (zi-2 ngekota nganye) • imisebenzi nemisetyenzana yovavanyo ecwangcisiweyo ngosuku lwesi-5 lweveki nganye (liveki 2–8: jonga kumaphepha angasemva esi sikhokelo) • Iqhagamshela lekhawudi yeQR lokuphawula izakhelo zamaphetshana	 Sebenzisa ezi QR codes ukuze ukhuphele amaphepha akumakisha imisebenzi yohlobo.  Uxwebhu lokumakisha lwakwafunda Wandé

2. Bala Wande learner and teacher support materials

Bala Wande Teacher's Guide • overview of the concepts to be taught each week • Mental Maths activities for every day (Days 1-4) • core concept teaching activities supported by posters and manipulatives (Days 1-4) • copies of the Bala Wande Learner Activity Book pages for the day (embedded in sequence in the Teacher's Guide) with solutions and teacher notes • assessment for learning (Day 5, Weeks 2-8) • consolidation (Day 5, Weeks 1-10)	
Bala Wande Learner Activity Book • daily activities that align with the lesson activities • daily activities for learners to work on independently or in groups • games aligned with the lesson activities	
Bilingual dictionary • a bilingual dictionary of Foundation Phase mathematical terms with explanations and examples	
Videos • lesson videos showing classroom footage of teachers implementing some of the planned lessons • training videos that provide classroom footage combined with animations which highlight and exemplify good methodologies for the teaching of mathematics in the Foundation Phase	
Posters • a calendar • a ten frame class register • posters aligned to the lesson plans	
Manipulatives for the teacher and learners • a variety of manipulatives for teachers and learners to use in the classroom	
Tools for assessment • assessment plan for each term • oral and practical activities with rubrics/checklists (2 per term) • planned assessment tasks and activities for Day 5 of each week (Weeks 2-8: see back pages of this guide) • QR code link to mark sheet templates	

Uluhlu lwezinto ezifunekayo • Checklist

lipowusta • Posters

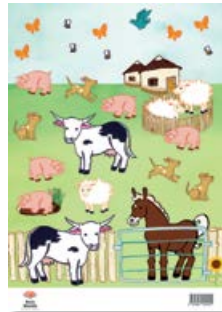
Ikhalenda
Calendar



Irejista
Register



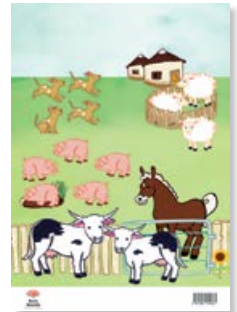
Umboniso 1 wemifanekiso yasefama ethe saa
(amanani ukuya kuma ku-5)
Unclustered farm scene 1
(numbers up to 5)



Umboniso 2 wemifanekiso yasefama ethe saa
(amanani ukuya kuma ku-10)
Unclustered farm scene 2
(numbers up to 10)



Umboniso 1 wemifanekiso yasefama exineneyo
(amanani ukuya kuma ku-5)
Clustered farm scene 1
(numbers up to 5)



Umboniso 2 wemifanekiso yasefama exineneyo
(amanani ukuya kuma ku-10)
Clustered farm scene 2
(numbers up to 10)



Izikwere ezili-100
100 square



Iintsuku zeveki
Days of the week



Iinyanga zonyaka
Months of the year



Imali
Money



Ipowusta yemithi
Trees poster



Umboniso waseklasini
Classroom scene



Umgcamanani
Number line



Umzilamanani
Number track



Izixhobo zootitshala nabafundi • Teacher and learner manipulatives

Amakhadi amanani 0-20
(ootitshala nabafundi)
Number cards 0-20
(teacher and learner)



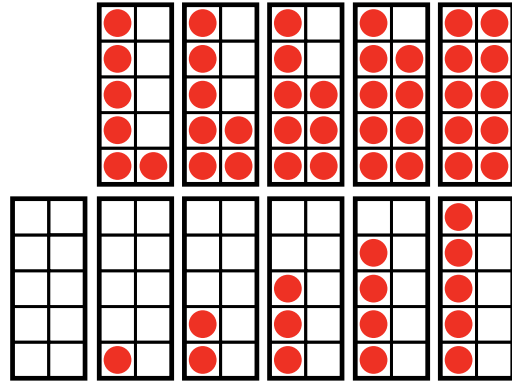
Amakhadi amagama amanani 0-10 - isiXhosa
(ootitshala nabafundi)
Number name cards
0-10 - isiXhosa
(teacher and learner)



Amakhadi amagama amanani 0-10 - English
(ootitshala nabafundi)
Number name cards
0-10 - English
(teacher and learner)



Amakhadi amachokoza 0-10
(ootitshala nabafundi)
Dot cards 0-10
(teacher and learner)



Umtya wamaso
Bead strings



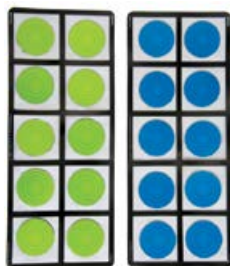
libloko ezidityaniswayo
(ootitshala nabafundi)
Multifix blocks
(teacher and learner)



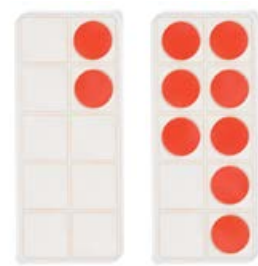
Ikomityi yeplastiki
(ootitshala abafundi)
Plastic cups
(teacher and learner)



Izakhelo zamashumi ezinemagnethi ezi-2 ezinezibalisi ezinemagnethi (ama-20 iseti nganye)
2 magnetic ten frame with magnetic counters
(20 per set)



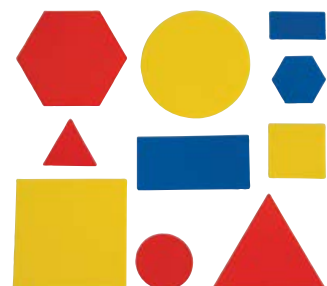
Izakhelo zamashumi zeplastiki ezi-6 nezibalisi (ama-20 iseti nganye)
6 plastic ten frames and counters
(20 per set)



Amadayisi ali-12 (ma-2 kumfundi ngamnye, elinye elinamachokoza neline elinamanani)
12 dice
(2 per learner, one with dots and one with numbers)



Ibloko ezinemilo ye-2D (iibhokisi ezi-4)
2-D shape attribute blocks
(4 boxes)



3. Ukusebenzisa inkqubo yeMathematika yeBala Wande

Lungiselela iveki nganye

Iphepha lokuqala lamagqabantshintshi eveki liqulathe oku

Isishwankathelo esifutshane sezibalo zentloko nemisebenzi yezifundo zeveki nezixhobo zokufunda ekufuneka uzilungisile

Uluhlu lweenjongo zeveki onokuzisebenzisa ukuqinisekisa ukuba iklasi yakho isekhondweni elichanekileyo

Inkcazelo yomsebenzi wovavanyo enikwa ngosuku lwesi-5 lweveki

Uphatho lwedatha

Izibalo zentloko: Yenza i-10 usebenzise amakhadi amachokaza		Izixhobo
Game: No game		none
		
Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Ukulungelelanisa idatha	LAB, ibloko, izibalisi
2	Ukulungelelanisa nokuphicotha idatha	LAB, ibloko, izibalisi, ibloko ezinokumila kwe-2D
3	Ukubonisa nokutolika idatha	LAB
4	Ukubonisa nokutolika idatha	LAB
5	Ukubonisa novavanyo olujolise ekufundeni	LAB

Emva kwale veki umfundi kufuneka akwazi ukwenza uku	
Bigelela ngesangqa ukuze wenze amagalela	
Ukuqokelela aze ulungelelanise idatha ngokuhlala nokuzoba	
Ukubonisa idatha kwipikthografi	
Ukubonisa nokutolika ingokelela yezinto ezihleliweyo	

Emva kwale veki umfundi kufuneka akwazi ukwenza oku

Bijela ngesangqa ukuze wenze amaqela	
Ukuqokelela oze ulungelelanise idatha ngokuhlela nokuzoba	
Ukubonisa idatha kwipikthografi	
Ukuphicotha nokutolika ingqokelela yezinto ezihleliweyo	

Uvavanyo (jonga kumaphepha angasemva esi sikhokelo)

Uvavanyo olubhalwayo: Ukusetyenziswa kwedatha

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Iphepha lesibini lamagqabantshintshi eveki liqulathe oku.

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

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

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

Uphatho lwedatha

Ividiyo yezibalo zentloko

Kule veki kwizibalo zentloko senza ama-20. Sakha kwaye sibethelela ulwazi lweebhodi ze-10 besebenzisa amakhadi. Abafundi kufuneka babe nombono we-10 ngokuzalisa izikhelo zeshumi ezenziwe ngamakhadi amachalaza ashicilelweyo baze baze ama-20. Lo msebenzi ubethelela ulwazi lwabafundi lweebhodi zeshumi nolwalamano olongezelweyo.



Ividiyo yomdlalo

akukho mdlalo kule veki

Ividiyo yophuhliso lwengqiqo

Kule veki sigalwa kusetyenziswa lwedatha.

Abafundi baza kufunda ukuhlela nokulungelelanisa/nokucwangcisa idatha phambi kokutolika idatha eboniswa kwigrafu. Kumsebenzi wethu wokusetyenziswa kwedatha siza kujolisa koku:

- ukuqokelela nokucwangcisa idatha ngokuzoba nangokuhlela. Qinisekisa ukuba abafundi banengqokelela yezinto abanokuzihlela ukuze babone ukuba kukho indlela ezahlukeneyo zokuhlela.
- ukubonisa idatha kwipikthografi usebenzisa umfanekiso nenkcazo. Nceda abafundi balathe impawu eziphambili zegrafu nokuqonda ukuba igrafu ziyindlela elula yokwazisa ngolwazi.
- ukuphicotha nokutolika ingqokelela yezinto ezihleliweyo. Xa abafundi begalisa ukuphicotha nokutolika idatha, kufuneka banikwe ithuba lokuqandisa igrafu ngokuqonda ulwazi olunikwa yigrafu leyo.



Into emayiqatshelwe kule veki

Ukunceda abantwana baqonde ukuba igrafu isetyenziselwa ukunxibelelana, kwaye ngokujonga ukuphakama kweeholamu zayo ungazibona ngokukhawuleza iinkcukacha ezibalulekileyo.

- Abantwana kufuneka bazi ukuba ukutolika igrafu asikokubala nje inani lemfanelelo/leebloko, koko kuqinisa ukuqonda ukuba kuxelela ntoni na idatha.
- Ukukhuthaza incoko phakathi kwabafundi ukuze bakwazi ukusebenzisa isigama esichanekileyo xa beqoka ngokusetyenziswa kwedatha (ukuhlela, ukuqokelela, ingqokelela, ukulungelelanisa/ukucwangcisa, chaza, ngaphezu, ngaphantsi, ezona zimzi, ezona zimbalwa, iqheleko kakhulu, ayiqhelekanga kakhulu, intongo yokubala, idatha, ipikthografi).

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3. Using the Bala Wandé mathematics programme

Prepare for each week

Data handling

Resources	
Mental Maths: Make 20 using dot cards	teacher dot cards
Game: No game	none



Day	Lesson activity	Lesson resources
1	Organising data	LAB, multifix blocks, counters
2	Organising and analysing data	LAB, multifix blocks, counters, 2-D shapes
3	Representing and interpreting data	LAB
4	Representing and interpreting data	LAB
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:

Draw circles to make groups	
Collect and organise data by sorting and drawing	
Represent data in a pictograph	
Analyse and interpret a sorted collection of objects	

Assessment (see back pages of this guide)
Written assessment: Data handling

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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

Data handling

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



Game
 No game

Concept development
 This week we focus on data handling. Learners will learn to sort and organise data before interpreting data represented in graphs. In our work on data handling, we will focus on:

- **collecting and organising data** by drawing and sorting. Ensure that learners have a collection of items to sort so that they can see that there are different ways of sorting.
- represent data in a **pictograph** using **diagrams** and a **key**. Help learners to identify key feature of graphs and to recognise that graphs are a simple way of communicating information.
- **analyse and interpret** a sorted collection of objects. As learners begin to analyse and interpret data, give them opportunities to make sense of a graph by understanding what information the graph provides.



What to look out for this week

- Help learners to realise that graphs are used for communication and that by looking at the height of the columns they can quickly see important information.
- Learners also need to know that interpreting a graph requires more than simply counting the number of pictures/blocks. It involves understanding what the data is actually telling you.
- Encourage conversation between learners so that they can use the correct vocabulary as they discuss data handling (sort, collect, collection, organise, describe, more, less, most, least, more common, least common, tally, data, pictograph).

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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.

Okufuneka kwenziwe ngootitshala ukuze bakwazi ukulungiselela iveki nganye

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

Usuku ngalunye

Sebenzisa irejista ukuze ubale abafundi abaseklasini

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

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

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



Xoxa nabafundi ngomhla wanamhlanje usebenzise ikhalenda

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



What teachers need to do to prepare for each week

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

Each day

Use the register to count the learners in the class

The Bala 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.



Sebenzisa iflowutshathi ukuze ubone ukulandelelana kwemisebenzi yosuku

Ekuqaleni kosuku ngalunye kunikwa iflowutshathi esisishwankathelo solandelelwano lwemisebenzi yosuku.



Yenza umsebenzi wezibalo zentloko (imizuzu eli-15)

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

IZIBALO ZENTLOKO | MENTAL MATHS



Yenza umsebenzi weklasi (imizuzu engama-30)

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT



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 activity (30 minutes)

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



Incwadi yemisebenzi yomfundi iyinxalenye yesikhokelo sikatitshala

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

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

Yonke imiyalelo nolwazi inikwa ngesiXhosa nangenguqulelo efumaneka ngesiNgesi.

Amaphepha emisebenzi anomzekelo (oboniswa libala elingwevu nepenisile ebomvu).

IVEKI 5 • USUKU 2
libhondi zika-5

IVEKI 5 • USUKU 2
libhondi zika-5
Bonds of 5

IZIBALO
ZINTLOKO
MENTAL MATHS

IBHONDI ZAMANANI
ORUNA KU-5
BONDS UP TO 5

UPHULISO
LWENINGQO
CONCEPT DEVELOPMENT

UMDLALO
GAME

IPHEPHA
LOKUSENZELA
WORKSHEET

*Note to teachers:
Ask learners
to give combinations.*

1 Zingaphi iindlela onokwenza ngazo u-5?
How many different ways can you make 5?

Umdlalo: Ndifihle ezingaphi?
Game: How many am I hiding?

Zi-5
5

Zingaphi izibalisi ezikhoyo?
How many counters are there?

Zingaphi azibanayo?
Zingaphi endizifihileyo?
How many can you see?
How many am I hiding?

Ndim ngoku.
My turn now.

Ndibona ezi-4, ufihle e-1.
I see 4 so you are hiding 1.

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Imisebenzi yile kanye iza kubonwa ngabafundi ezincwadini zabo. Apha sinekhathuni yomdlalo oza kudlalwa ngabafundi. Qala ngokulinganisa ubonise umdlalo phambi kokuba abafundi badlale ngababini okanye ngokwamaqela.

The burgundy tag indicates that this is a worksheet.

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

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

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

IVEKI 5 • USUKU 2
libhondi zika-5

IVEKI 5 • WEEK 5

AMAPHEPHA LOKUSEBENZELA | WORKSHEETS

IVEKI 5 • WEEK 5

USUKU 2 • DAY 2
libhondi zika-5
Bonds of 5

IZIBALO
ZENTLOND
MENTAL MATHS

IBHONDI ZAMANANI
UMUKHA KU-5
BONDS UP TO 5

UPHULISO
LWENGQO
CONCEPT DEVELOPMENT

UMDLALO
GAME

IPHAPHA
LOKUSEBENZELA
WORKSHEET

Note to teachers: Ask learners to give combinations.

1 Zingaphi iindlela onokwenza ngazo u-5?
How many different ways can you make 5?

Umdlalo: Ndifihle ezingaphi?
Game: How many am I hiding?

1 Zingaphi izibalisi ezikhoyo?
How many counters are there?

2 Zi-5

3 Zingaphi ozibonayo?
Zingaphi endizifihileyo?
How many can you see?
How many am I hiding?

4 Ndlim ngoku.
My turn now.

Ndibona ezi-4, ufihle e-1.
I see 4 so you are hiding 1.

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The activities are exactly as the learners will see them in their books.

Here, for example, we have a cartoon of a game that the learners will play. Demonstrate the game to the whole class before letting learners play in pairs or groups.

4. Itheyibhile yexesha yeveki nganye

IBANGA 1 (Ulwimi Lwaskhaya)					
	Mvulo	Lwesibini	Lwesithathu	Lwesine	Lwesihlanu
IZIBALO * 85 imiz x iintsuku ezi-4 + 55 imiz x usuku olu-1 / 96 imiz x iintsuku esi-5 kwisiCwangciso esihlaziyiweyo					
I-ORALI					
15 imiz/ 10 imiz kwisiCwangciso esihlaziyiweyo	Intlanganiso yaKusasa (lindaba)	Intlanganiso yaKusasa (irejista, ikhalenda, imozulu)	Intlanganiso yaKusasa (irejista, ikhalenda, imozulu)	Intlanganiso yaKusasa (irejista, ikhalenda, imozulu)	Intlanganiso yaKusasa (lindaba)
15 imiz	UkuPhulaphula nokuThetha (UkuFunda ibali ngokuvakalayo)	UkuPhulaphula nokuThetha		UkuPhulaphula nokuThetha (Ingoma/ umbongo)	
ULWAZI OLUSISISEKO NEPN					
15 imiz	ULwazi olusiSiseko nePN (isifundo esigxile kwisicatshulwa) (30 imiz / 10 imiz kwisiCwangciso esihlaziyiweyo)	ULwazi olusiSiseko nePN (umsebenzi)	ULwazi olusiSiseko nePN		
UKUFUNDA NOKUBHALA					
INGUQUKO: tsheza iipensile, gqithiza iincwadi, nikeza ngemisebenzi					
15 imiz	Izandi (unobumba-sandi omtsha)	Izandi (umsebenzi)	Izandi (unobumba-sandi weveki yesi-5)	Izandi (ukuzibanisa nokwahlula amalungu)	Izandi (umdlalo okanye ubizelo)
15 imiz	Ukubhala ngesandla (lintshukumo ezinkulu)	Ukubhala ngesandla (ukuziqhelanisa kwiincwadini zomsebenzi)	Ukubhala ngesandla (iintshukumo ezinkulu)	Ukubhala ngesandla (ukuziqhelanisa kwiincwadini zomsebenzi)	
INGUQUKO: ingoma					
15 imiz		UkuFunda noTitshala 1 (gxila kwisicatshulwa)	UkuFunda noTitshala 2 (gxila ekuguquleni)	UkuFunda noTitshala 3 (gxila kwimpendulo)	
15 imiz			UkuBhala noTitshala	UkuBhala noTitshala	UkuBhala Wedwa
yolula uze uhlukuhle / iqale maliye emetheni liyokwenza uFQK					
30 imiz	UkuFunda ngamaQela nomSebenzi Owenza Wedwa	UkuFunda ngamaQela okuKhokelwayo nomSebenzi Owenza Wedwa	UkuFunda ngamaQela okuKhokelwayo nomSsebenzi Owenza Wedwa	UkuFunda ngamaQela okuKhokelwayo nomSebenzi Owenza Wedwa	UkuFunda ngamaQela okuKhokelwayo nomSebenzi Owenza Wedwa
					Ukujonga nokunika ingxelo
IZAKHONO ZOBOMI					
30 imiz	EzemiThambo (FQK kwisiCwangciso esihlaziyiweyo)	EzemiThambo	EzemiThambo (FQK kwisiCwangciso esihlaziyiweyo)	EzemiThambo	EzemiThambo (FQK kwisiCwangciso esihlaziyiweyo)
30 imiz	UbuGcisa obuBonwayo	UbuGcisa obuBonwayo (FQK kwisiCwangciso esihlaziyiweyo)	UbuGcisa beGqonga	UbuGcisa beGqonga (FQK kwisiCwangciso esihlaziyiweyo)	
30 imiz/ 35 imiz kwisiCwangciso esihlaziyiweyo	ULwimi lokuqala olongezelelweyo*	ULwimi lokuqala olongezelelweyo*	ULwimi lokuqala olongezelelweyo*	ULwimi lokuqala olongezelelweyo*	ULwimi lokuqala olongezelelweyo*
15 imiz	ULwimi lwesibini olongezelelweyo*	ULwimi lwesibini olongezelelweyo*	ULwimi lwesibini olongezelelweyo*	ULwimi lwesibini olongezelelweyo*	

*Akuqukwanga kolu Cwangciso lwesifundo

4. Weekly timetable

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

*Not included in these lesson plans

5. Isicwangciso sekota

	Usuku 1	Usuku 2	Usuku 3	Usuku 4	Usuku 5
Iveki 1 Amanani ukuya kuma-20	Amanani 0 ukuya kwi-10 uhlaziyo	Amanani ukuya kwi-15	Amanani 16 ukuya kuma-20	Amanani ukuya kuma-20	Uqukaniso
Iveki 2 Thelekisa, dibanisa uze uthabathe uyokuma kuma-20	Thelekisa uze ucwangcise amanani 0 ukuya kuma-20	Ukudibanisa nokuthabatha ukuya kuma-20	Ukudibanisa nokuthabatha ukuya kuma-20	Okunye ukudibanisa nokuthabatha ukuya kuma-20	Uvavanyo noqukaniso
Iveki 3 lingxaki zokudibanisa nokuthabatha	lingxaki zamagama zokudibanisa	lingxaki zamagama zokuthabatha	Ukudibanisa nokuthabatha amanani ama-3	Izibalo ezixubileyo	Uvavanyo noqukaniso
Iveki 4 Ivolyum nekhaphasithi (umthamo)	Ukuthlekisa ivolyum nekhaphasithi	Ukulinganisela ivolyum nekhaphasithi	Ukulinganisela ivolyum nekhaphasithi	Ukulinganisela ivolyum nekhaphasithi	Uvavanyo noqukaniso
Iveki 5 lipatheni zokudibanisa	Amanani kumgca manani	Ukudibanisa kwi-9	Ukudibanisa kwisi-8 nakwisi-7	lipatheni zokudibanisa	Uvavanyo noqukaniso
Iveki 6 Ukubala okuwelela ngaphaya kwe-10	Ukudibanisa okuwelela ngaphaya kwe-10	Ukudibanisa okuwelela ngaphaya kwe-10	lingxaki zamagama zokudibanisa	Amabali okudibanisa	Uvavanyo noqukaniso
Iveki 7 Uphatho lwedatha	Ukulungelelanisa idatha	Ukulungelelanisa nokuphicotha idatha	Ukubonisa nokutolika idatha	Ukubonisa nokutolika idatha	Uvavanyo noqukaniso
Iveki 8 lipatheni zokuthabatha	Ukuthabatha okuwelela ngaphaya kwe-10	Ukuthabatha isi-9	Ukuthabatha isi-8 nesi-7	lipatheni zokuthabatha	Uvavanyo noqukaniso
Iveki 9 Ukuthabatha okuwelela ngaphaya kwe -10	Ukuthabatha okuwelela ngaphaya kwe-10	Ukuthabatha okuwelela ngaphaya kwe-10	Fumana inani elishiyiweyo	Ukuthabatha okuwelela ngaphaya kwe-10	Uqukaniso
Iveki 10 lingxaki zokuthabatha	lingxaki zamagama zokuthabatha	Amabali okuthabatha	Izivakalisi manani	lipatheni zeebhondi zamanani	Uqukaniso

Inani, Izibalo nolwalamano	lipatheni, imisebenzi neAlgebra	Indawo nemilo (Ijometri)	Umlinganiselo	Uphatho lwedatha
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5. Term plan

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1 Numbers to 20	Numbers 0 to 10 revision	Numbers up to 15	Numbers 16 to 20	Numbers up to 20	Consolidation
Week 2 Compare, add and subtract up to 20	Compare and order numbers 0 to 20	Addition up to 20	Subtraction up to 20	More addition and subtraction up to 20	Assessment and consolidation
Week 3 Addition and subtraction problems	Addition word problems	Subtraction word problems	Addition and subtraction of 3 numbers	Mixed operations	Assessment and consolidation
Week 4 Volume and capacity	Comparing volume and capacity	Measuring volume and capacity	Measuring volume and capacity	Measuring volume and capacity	Assessment and consolidation
Week 5 Addition patterns	Numbers on a number lines	Adding on to 9	Adding on to 8 and 7	Addition patterns	Assessment and consolidation
Week 6 Addition bridging 10	Addition bridging 10	Addition bridging 10	Addition word problems	Addition stories	Assessment and consolidation
Week 7 Data handling	Organising data	Organising and analysing data	Representing and interpreting data	Representing and interpreting data	Assessment and consolidation
Week 8 Subtraction patterns	Subtraction bridging 10	Subtracting 9	Subtracting 8 and 7	Subtraction patterns	Assessment and consolidation
Week 9 Subtraction bridging 10	Subtraction bridging 10	Subtraction bridging 10	Find the missing number	Subtraction bridging 10	Consolidation
Week 10 Subtraction problems	Subtraction word problems	Subtraction stories	Number sentences	Number bond patterns	Consolidation

Numbers, Operations and Relationships	Patterns, Functions and Algebra	Space and Shape (geometry)	Measurement	Data Handling
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Amanani ukuya kuma-20

		Izixhobo
Izibalo zentloko: Ixesha (imisebenzi yekhalenda)		ikhalenda
Umdlalo: Tshingi-tshingi tsha!		
		
Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Amanani 0 ukuya kwi-10 uhlaziyo	Izakhelo zamashumi, izibalisi, Incwadi yemisebenzi yabafundi
2	Amanani ukuya kwi-15	Izakhelo zamashumi, izibalisi, Incwadi yemisebenzi yabafundi
3	Amanani 0 ukuya kuma-20	Izakhelo zamashumi, izibalisi, Incwadi yemisebenzi yabafundi
4	Amanani ukuya kuma-20	Izibalisi, izakhelo zamashumi, Incwadi yemisebenzi yabafundi
5	Uqukaniso	Incwadi yemisebenzi yabafundi

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
Ukuhlaziya ukucaculula nokwakha amanani 0 ukuya kwi-10.	
Ukuchonga amashumi nemivo kumanani 11 ukuya kuma-20 kusetyenziswa izakhelo zamashumi nezibalisi.	
Thelekisa uze ulandelelanise amanani 0 ukuya kuma-20.	

Uvavanyo

Akukho vavanyo lusesikweni kule veki.

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

Numbers to 20

	Resources
Mental Maths: Time (calendar activities)	calendar
Game: Ching chong cha!	



Day	Lesson activity	Lesson resources
1	Numbers 0 to 10 revision	LAB, ten frames, counters
2	Numbers up to 15	LAB, ten frames, counters
3	Numbers 16 to 20	LAB, ten frames, counters
4	Numbers up to 20	LAB, counters, ten frames
5	Consolidation	LAB

After this week the learner should be able to:	✓
Revise breaking down and building up of numbers 0 to 10	
Identify the tens and ones in numbers 11 to 20 using ten frames and counters	
Compare and sequence numbers 0 to 20	

Assessment

There is no formal assessment this week.

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

Amanani ukuya kuma-20

Ividiyo yezibalo zentloko

Kule veki sijolisa kumba wexesha, kanye xa abafundi besebenzisa ikhalenda bekhulisa isigama sabo esimalunga nexesha. Abafundi baza kuthetha ngeentsuku zabo zokuzalwa baze baxoxe **ngeenyanga zonyaka neentsuku zeveki**.



Ividiyo yomdlalo

Tshingi-tshingi tsha!



Ividiyo yophuhliso lwengqiqo

Kule veki sigxila **kumanani ukusuka ku-0 ukuya kuma-20**. Abafundi baza kuhlaziya amanani 0–10 phambi kokuba badlulele kumanani 11–20. Xa sisebenza ngala manani 0–20, siza kujonga oku:

- Ukusebenzisa izakhelo zamashumi ukwakha nokucazulula amanani.
- Ukubona u-5 njengenani elinobuhlobo ekuncediseni ukudibanisa.
- Ukuba yincutshe ekudibaniseni amanani ngokunakana apho kufaneleke khona ukuba **kudityaniswe ishumi** kwinani elaziwayo.
- **Ukuchaza, ukucwangcisa** nokuthelekisa la manani kusetyenziswa isigama esithi **inkulu kuna/kuno-** okanye incinci **kuna/kuno-**.



Into emayiqatshelwe kule veki

- Kubalulekile ukuba abafundi basisebenzise isigama ukuze bafunde ulwimi lweMathematika kwaye baphuhlise ngakumbi ukuqonda kwabo esi sigama (**ngaphezulu kuna/kuno -**, **ngaphantsi kuna/kuno -**, **ilingana ne/no/nama-**, **phambi, emva, phakathi, amagama amanani (11 ukuya kuma-20), amashumi, imivo, kunye ne-, dibanisa**).
- Abafundi bangakufumanisa kunzima ukuqonda amanani amivo mibini, nto leyo eyenza kubaluleke ukusebenzisa izakhelo zamashumi ekuphuhliseni ingqiqo **yexabiso lenani**. Kukwabalulekile ukuba abafundi bazi ukuba inani elifana no-16 lenziwe lishumi elinye kunye nemivo emi-6.

Numbers to 20

Mental Maths

This week we focus on time, and learners use a calendar to develop their time-related vocabulary. Learners will talk about their birthdays and discuss **months** of the **year** and **days** of the **week**.



Game

- Ching chong cha!



Concept development

This week we focus on **numbers from 0–20**. Learners will revise the numbers 0 to 10 before looking at the numbers 11–20. In our work on numbers 0–20, we will focus on:

- using ten frames to build up and break down numbers
- seeing 5 as a friendly number to support addition
- becoming efficient in adding numbers by recognising where it is appropriate to simply **add ten** to a known number fact
- **describing, ordering** and comparing these numbers, using vocabulary such as **bigger than** and **smaller than**



What to look out for this week

- It is essential that learners use the vocabulary themselves in order to learn the language of mathematics and to improve their understanding of this concept (**more than, less than, equal to, before, after, in between, number names (11 to 20), tens, ones, and, add**).
- Learners may find the concept of 2-digit numbers confusing, which is why it is useful to include ten frames in the development of their understanding of **place value**. It is important for learners to recognise the fact that a number such as 16 is made up of 1 ten and 6 ones.

IVEKI 1 • USUKU 1

Amanani 0 ukuya kwi-10 uhlaziyo



IZIBALO
ZENTLOKO
MENTAL MATHS

IXESHA
TIME

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT



UMDLALO
GAME

AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

IZIBALO ZENTLOKO | MENTAL MATHS

Sebenzisa ikhalenda yeBala Wande ukuze uchaze kwaye ulandelelanise iinyanga zonyaka kunye neentsuku zeveki uze ufakele iintsuku zokuzalwa zabafundi ekhalendeni.

Use the Bala Wande calendar to name and sequence months of the year and days of the week. Add learners' birthdays to the calendar

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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

Yeyiphi inyanga eza phambi kukaJulayi?
Which month comes before July?



UJuni uza
phambi
kukaJulayi.
June comes
before July.

1

Yeyiphi inyanga elandela uJulayi?
Which month comes after July?



UAgasti
ulandela
uJulayi.
August comes
after July.

2

Ubaluleke ngantoni umhla wama-25 kuJulayi?
What is special about the 25th of July?



NguMgqibelo.
It is a Saturday.

3

Lungoluphi usuku lweveki usuku lokuzalwa kukaNtando?
What day of the week is Ntando's birthday?



Usuku lokuzalwa
lukaNtando lunguMgqibelo.
Ntando's birthday is on
Saturday.

4

WEEK 1 • DAY 1

Numbers 0 to 10 revision

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

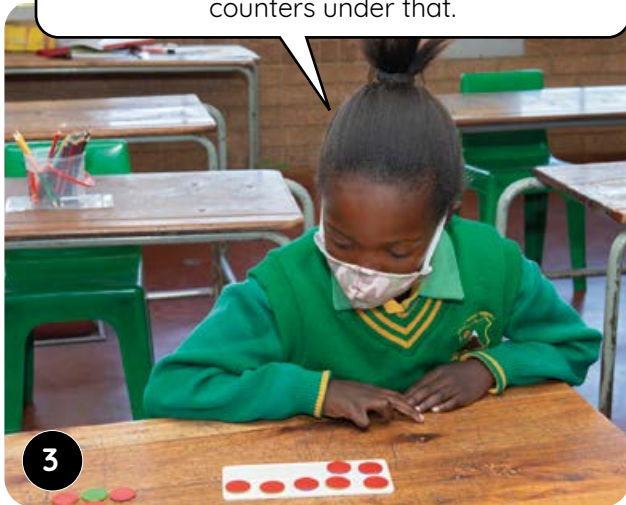
Masibonise u-7 kwisakhelo seshumi.
Let's show 7 on a ten frame



Uzibeka njani izibalisi zakho kwisakhelo sakho seshumi?
How do you place your counters on your ten frame?



Ndiqala ndizalise umgca ongasentla ndize emva koko ndifake izibalisi ezi-2 ngasezantsi.
I fill up the top row first and then put 2 counters under that.



Siyabona ukuba u-7 uyafana no-5 + 2.
We can see that 7 is the same as 5 + 2.



Masibhale isivakalisi manani.
Let's write the number sentence.



Nika abafundi ithuba lokuphindaphinda la manyathelo angasentla besebenzisa amanani 6, 8, 9 no-10. Oku kubethelela ukuba nombono wamanani ukuya kwishumi kwimo ka-5 + _____. Sithi u-5 'linani elinobuhlobo' elisincedayo sakhe siyokufika kwishumi.

Give learners an opportunity to repeat the steps above with the numbers 6, 8 9 and 10. This consolidates visualisation of numbers to ten in the form 5 + _____. We say that 5 is a 'friendly number' to help us build up to ten.

IVEKI 1 • USUKU 1

Amanani 0 ukuya kwi-10 uhlaziyo



USUKU 1 • DAY 1

Amanani 0 ukuya kwi-10 uhlaziyo
 Numbers 0 to 10 revision

 IZIBALO
ZENTLOKO
MENTAL MATHS

 IXESHA
TIME

 UMDLALO
GAME

 UPHUHLISO
LWENGQIYO
CONCEPT DEVELOPMENT

 AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

1 Zingaphi? Bhala isivakalisi manani.

How many? Write the number sentence.

$5 + 2 = 7$	$5 + 1 = 6$
$5 + 0 = 5$	$5 + 4 = 9$
$5 + 3 = 8$	$5 + 5 = 10$

2 Zingaphi iibloko?

How many blocks?

	$5 + 5 = 10$
	$5 + 4 = 9$
	$5 + 3 = 8$
	$5 + 2 = 7$
	$5 + 1 = 6$
	$5 + 0 = 5$

WEEK 1 • DAY 1

Numbers 0 to 10 revision

3 Gqibezela ukuze ufumane inani elingasentla.

Complete to match the number at the top.

6	7	8
$3 + \underline{3}$	$5 + \underline{2}$	$7 + \underline{1}$
$2 + \underline{4}$	$4 + \underline{3}$	$6 + \underline{2}$
$4 + \underline{2}$	$3 + \underline{4}$	$5 + \underline{3}$
$\underline{5} + 1$	$\underline{0} + 7$	$\underline{5} + 3$
$\underline{0} + 6$	$\underline{5} + 2$	$\underline{6} + 2$
$\underline{2} + 4$	$\underline{6} + 1$	$\underline{4} + 4$

4 Landela iindlela zika-5. Indlela ka-4 sowuyenzelwe.

Follow the path of 5. The path of 4 has been done for you.

$2 + 1$	$4 + 1$	$0 + 5$	$3 + 2$	$0 + 1$
$1 + 4$	$2 + 3$	$1 + 2$	$5 + 0$	$2 + 3$
$2 + 2$	$0 + 4$	$3 + 1$	$1 + 0$	$1 + 4$
$1 + 3$	$1 + 1$	$4 + 0$	$3 + 2$	$0 + 5$
$2 + 3$	$1 + 3$	$2 + 2$	$4 + 1$	$3 + 1$

Exit icons: Potato, Strawberry, Carrot, Onion.

IVEKI 1 • USUKU 2

Amanani ukuya kwi-15

IZIBALO
ZENTLOKO
MENTAL MATHS

IXESHA
TIME

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

UMDLALO
GAME

AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Zingaphi izibalisi endizibeke ebhodini? Yiza uzokuzifaka kwizakhelo zamashumi.
How many counters have I stuck on the board? Come and sort them into the ten frames.



Ndinesakhelo seshumi esinye esizeleyo nesibalisi esinye kwisakhelo seshumi sesibini. Eli nani ngu-11.

I have one full ten frame and one more counter in the second ten frame. This is the number 11.



Beka izakhelo ezi-11 kwisakhelo sakho seshumi.

Put 11 counters into your ten frames.



WEEK 1 • DAY 2

Numbers up to 15



5

Isakhelo seshumi esinye sinezibalisi ezili-10 ukuze esinye isakhelo seshumi sibe nesibalisi esi-1.
One ten frame has 10 counters and the other ten frame has 1 counter.



6

Uqaphela ntoni ngendlela ozizalise ngayo izakhelo zamashumi zakho?
What do you notice about the way you filled your ten frames?

Masibhale oku njengesivakalisi manani – uneshumi no-1.
Let's write this as a number sentence – you have 10 and 1.



7



8

Nika abafundi ithuba lokuphindaphinda la manyathelo angasentla besebenzisa amanani 12,13, 14 no-15. Lo msebenzi ubethelela isakhiwo samanani amakhulu kuno-10 njengamanani akwimo ka-10 no ... okanye $10 + \underline{\hspace{1cm}}$.

Give learners an opportunity to repeat the steps above with numbers 12, 13, 14 and 15. This activity consolidates the structure of numbers bigger than 10 as numbers of the form 10 and $\underline{\hspace{1cm}}$ or $10 + \underline{\hspace{1cm}}$.

IVEKI 1 • USUKU 2

Amanani ukuya kwi-15



USUKU 2 • DAY 2

Amanani ukuya kwi-15
Numbers up to 15IZIBALO
ZENTLOKO
MENTAL MATHSIXESHA
TIMEUMDLALO
GAMEUPHUHLISO
LWENGQIYO
CONCEPT DEVELOPMENTAMAPHEPHA
OKUSEBENZELA
WORKSHEETS

1 Bhala isivakalisi manani. Yenza amachokoza.

Write the number sentence. Draw the dots.

$14 = 10 + \underline{4}$		
$15 = 10 + \underline{5}$		
$12 = 10 + \underline{2}$		
$10 = 10 + \underline{0}$		
$11 = 10 + \underline{1}$		
$13 = 10 + \underline{3}$		

2 Fakela amanani angekhoyo.

Fill in the missing numbers.

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

WEEK 1 • DAY 2

Numbers up to 15

3 Bhala amanani.

Write the numbers.

Elisemva kweli Comes after	
10	 11
8	9
11	12
9	10
14	15
7	8
12	13

Eliphambi kweli Comes before	
 12	13
6	7
9	10
4	5
8	9
14	15
13	14

Eliphakathi kwala Comes between		
9	 10	11
5	6	7
8	9	10
12	13	14
13	14	15
10	11	12
6	7	8

4 Bigela inani elikhulu.

Circle the **bigger** number.

 7	5
---	---

11	9
----	---

15	10
----	----

7	12
---	----

5 Bigela inani elincinci.

Circle the **smaller** number.

11	 5
----	---

9	14
---	----

12	2
----	---

5	15
---	----

IVEKI 1 • USUKU 3

Amanani 16 ukuya kuma-20



IZIBALO
ZENTLOKO
MENTAL MATHS

IXESHA
TIME

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

UMDLALO
GAME

AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Masitshatise izibalisi neentliziyo ukuze sibone ukuba zingaphi ezikhoyo.

Let's match the counters on to the hearts to see how many there are.



1

Masihlele kwizakhelo zamashumi ukuze sibone ukuba zingaphi iintliziyo esinazo.

Let's sort onto the ten frame to see how many hearts we have.



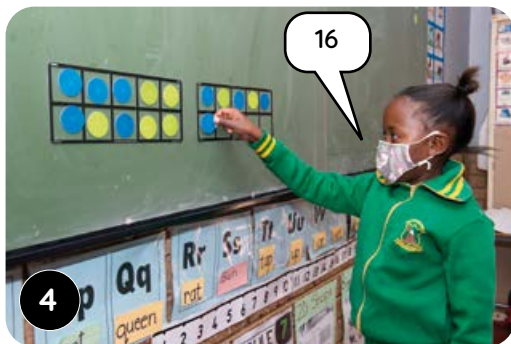
2

Faka izibalisi kwizakhelo zeshumi zakho.

Put the counters into your ten frames.



3



16

4



5

Uqaphela ntoni ngendlela ozizalise ngayo izakhelo zakho zamashumi?

What do you notice about the way you filled your ten frames?

Isakhelo seshumi esinye sinezibalisi ezili-10 ukuze esinye isakhelo seshumi sibe nezibalisi ezi-6.

One ten frame has 10 counters and the other ten frame has 6 counters.



6

Masibhale oku njengesivakalisi manani – uneshumi nesithandathu.

Let's write this as a number sentence – you have ten and six.

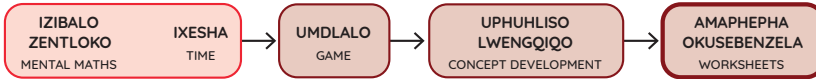


7

Nika abafundi ithuba lokuphindaphinda la manyathelo angasentla besebenzisa amanani 17, 18, 19 no-20 ukuze wandise umhlaba wamanani uye ku-20. Bonisa abafundi indlela yokubiza neyokubhala inani ngalinye.

Give learners an opportunity to repeat the steps above with numbers 17, 18, 19 and 20 to extend the number range to 20. Show them how to say and write each number.

IVEKI • WEEK 1
USUKU 3 • DAY 3
Amanani 16 ukuya kuma-20
Numbers 16 to 20



1 Zalisa amanani angekhoyo.
Fill in the missing numbers.

0	1	2	3	4	5
					6
13	12	11	10	9	8
14					
15	16	17	18	19	20

2 Bigela inani elikhulu.
Circle the **bigger** number.

12	20	9	19	13	15	16	11
----	----	---	----	----	----	----	----

3 Bigela inani elincinci.
Circle the **smaller** number.

9	6	20	2	5	8	15	17
---	---	----	---	---	---	----	----

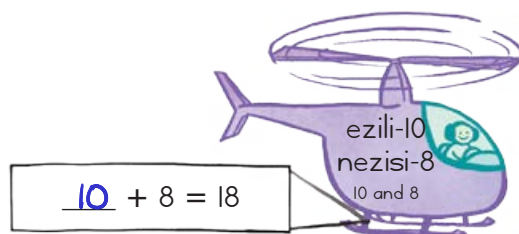
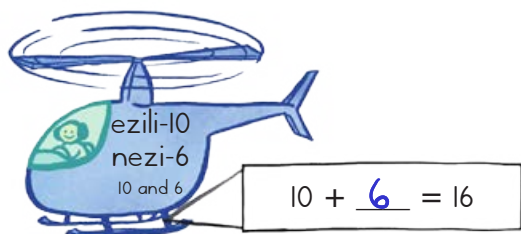
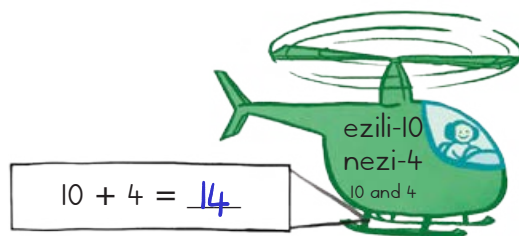
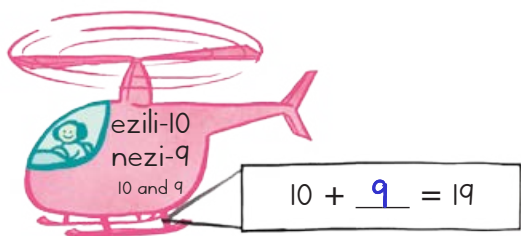
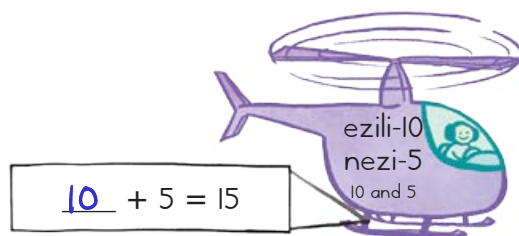
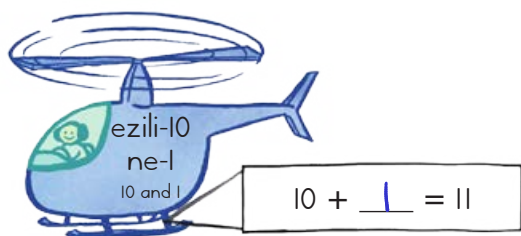
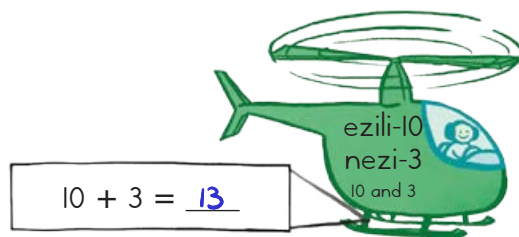
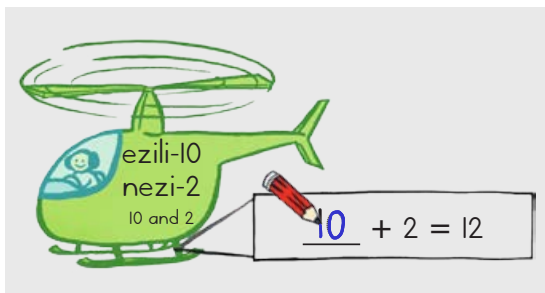
4 Cazulula la manani ibe ngamashumi nemivo.
Break down the numbers into tens and ones.

12	15	11
10	10	10
2	5	1
13	14	10
10	10	10
3	4	0

IVEKI 1 • USUKU 3

Amanani 16 ukuya kuma-20

- 5 Gqibezela izivakalisi manani.
Complete the number sentences.



WEEK 1 • DAY 4

Numbers up to 20

IZIBALO
ZENTLOKO
MENTAL MATHS

IXESHA
TIME

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

UMDLALO
GAME

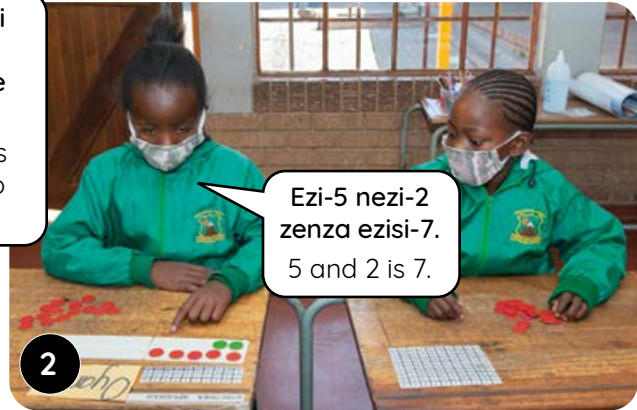
AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT



Sebenzisa izibalisi zakho nezakhelo zamashumi ukuze ubonise u-5 + 2.

Use your counters and ten frames to show 5 + 2.



Ezi-5 nezi-2 zenza ezisi-7.
5 and 2 is 7.



Sebenzisa izibalisi zakho nezakhelo zamashumi ukuze ubonise i-15.

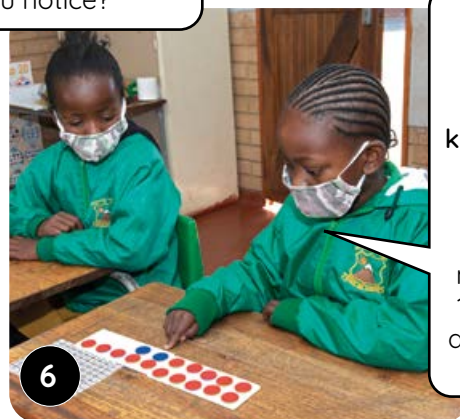
Use your counters and ten frames to show 15.



Ezili-10 nezi-5 zenza ezili-15.
10 and 5 is 15.



Sebenzisa izibalisi zakho ukuze ubonise u-15 + 2. Uqaphela ntoni?
Use your counters to show 15 + 2. What do you notice?



Ndiyazi ukuba u-5 no-2 benza u-7. Ngoko ke, ukuze ndibonise u-15 + 2 kufuneka ndidibanise u-10 ku-5 + 2 ze ndifumane u-17.
I know that 5 and 2 make 7. So, to show 15 + 2, I just need to add a 10 to 5 + 2 and I get 17.

Nika abafundi ithuba lokuphindaphinda la manyathelo angasentla ngokwenza ezi ngxaki zokudibanisa zilandelayo:

Give learners an opportunity to repeat the steps above with the following addition problems:

- 3 + 5 kunye/ and 13 + 5
- 1 + 4 kunye/ and 11 + 4
- 4 + 4 kunye/ and 14 + 4
- 2 + 7 kunye/ and 12 + 7

IVEKI 1 • USUKU 4

Amanani ukuya kuma-20

IVEKI 1 • WEEK 1

USUKU 4 • DAY 4

Amanani ukuya kuma-20

Numbers up to 20

IZIBALO
ZENTLOKO
MENTAL MATHSIXESHA
TIMEUMDLALO
GAMEUPHUHLISO
LWENGQIQO
CONCEPT DEVELOPMENTIPHEPHA
LOKUSEBENZELA
WORKSHEET

Work from left to
right across rows
so that learners can
see the pattern

1 Dibanisa amachokoza azuba nabomvu.

Add the blue and red dots.

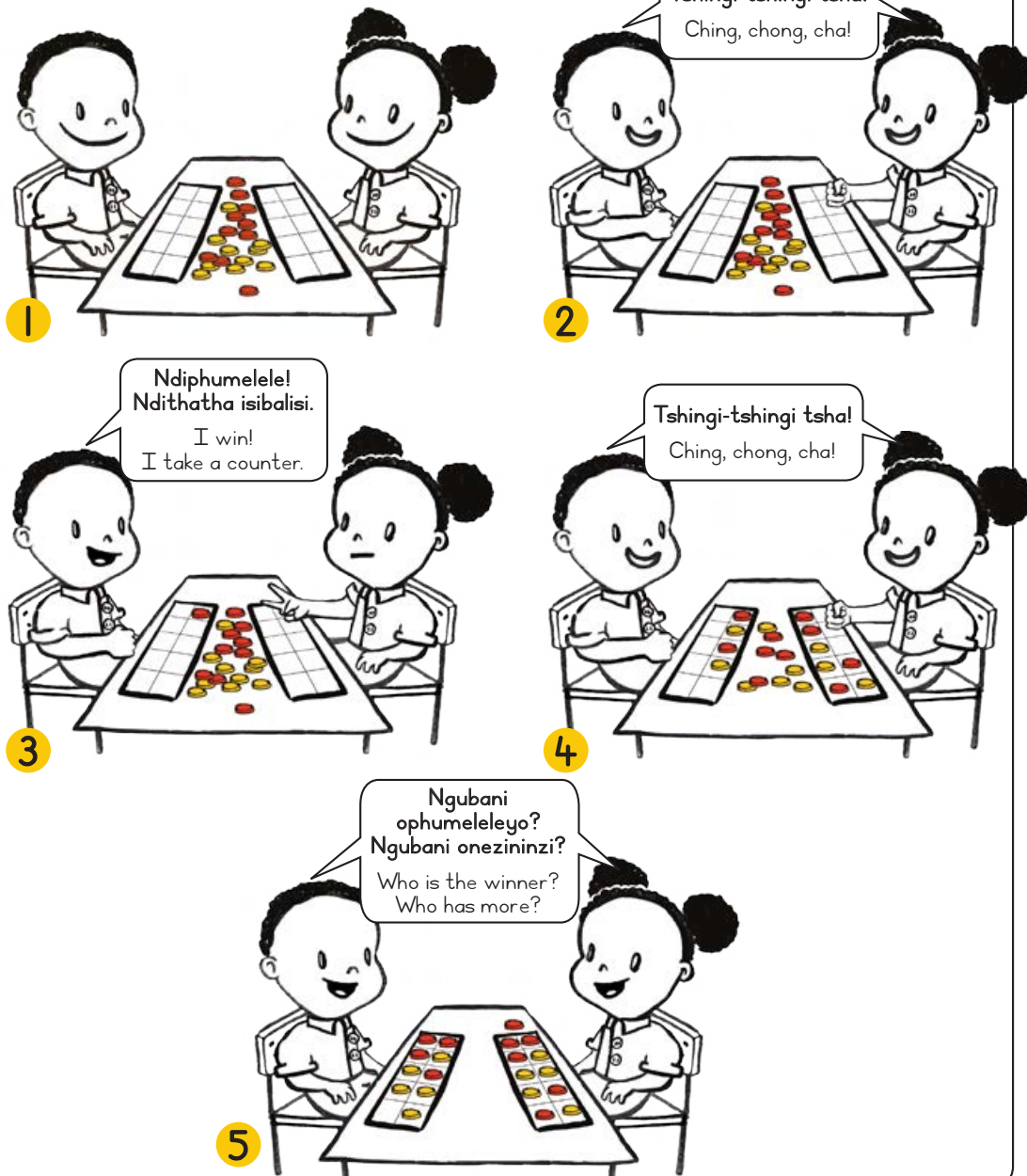
 $3 + 2 = 5$	 $13 + 2 = 15$
 $1 + 6 = 7$	 $11 + 6 = 17$
 $4 + 5 = 9$	 $14 + 5 = 19$
 $6 + 2 = 8$	 $16 + 2 = 18$
 $7 + 3 = 10$	 $17 + 3 = 20$
 $2 + 4 = 6$	 $12 + 4 = 16$
 $5 + 2 = 7$	 $15 + 2 = 17$

This game is like 'Rock, Paper, Scissors'

Umdlalo: Tshingi-tshingi tsha!
Game: Ching, chong, cha!

Isibini ngasinye sabafundi sidlala ngezibalisi ezingama-20. Xa utsaliwe thatha isibalisi. Umntu onezibalisi ezininzi nguye ophumelelayo.

Start the game with 20 counters. If you win a draw, take a counter. The learner with the most counters is the winner.





USUKU 5 • DAY 5

Uqukaniso Consolidation

IPHEPHA LOKUSEBENZELA
WORKSHEETIPHEPHA LOKUSEBENZELA
WORKSHEET

Get learners to count in multiples
of 2, 3 or 5.

1 Zingaphi iimilo?

How many shapes?

	18
	16
	8

	20
	10
	12

2 Zingaphi?

How much?

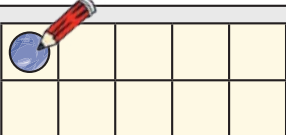
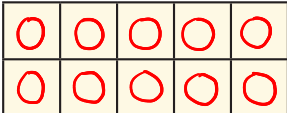
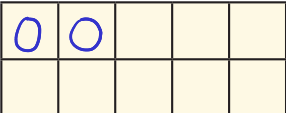
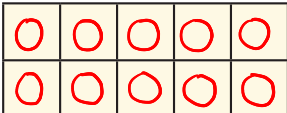
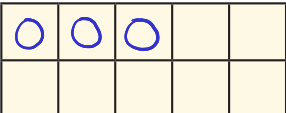
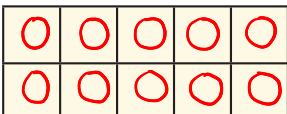
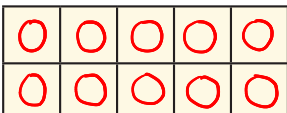
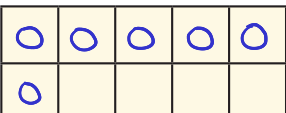
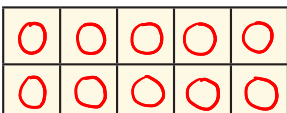
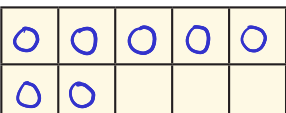
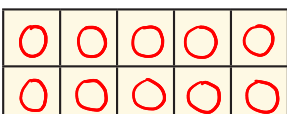
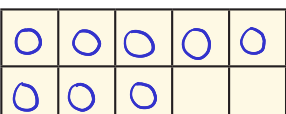
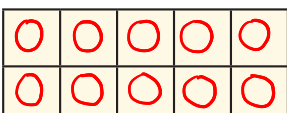
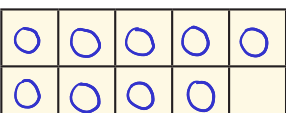
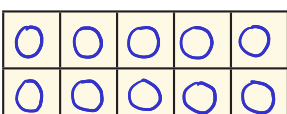
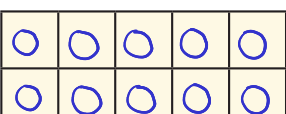
	11
	12
	13
	14
	15

	16
	17
	18
	19
	20

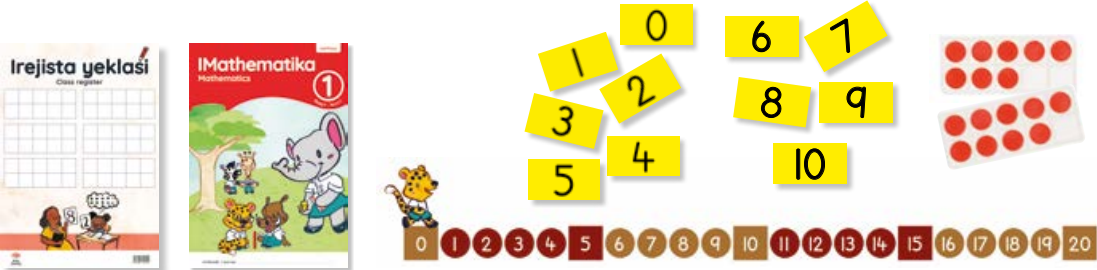
Consolidation

3 Zingaphi? Yenza amachokoza.

How much? Draw the dots.

$10 + 1 = \underline{\quad}$ 	 
$10 + 2 = \underline{12}$	 
$10 + 3 = \underline{13}$	 
$10 + 4 = \underline{14}$	 
$10 + 5 = \underline{15}$	 
$10 + 6 = \underline{16}$	 
$10 + 7 = \underline{17}$	 
$10 + 8 = \underline{18}$	 
$10 + 9 = \underline{19}$	 
$10 + 10 = \underline{20}$	 

Thelekisa, dibanisa uze uthabathe uyokuma kuma-20

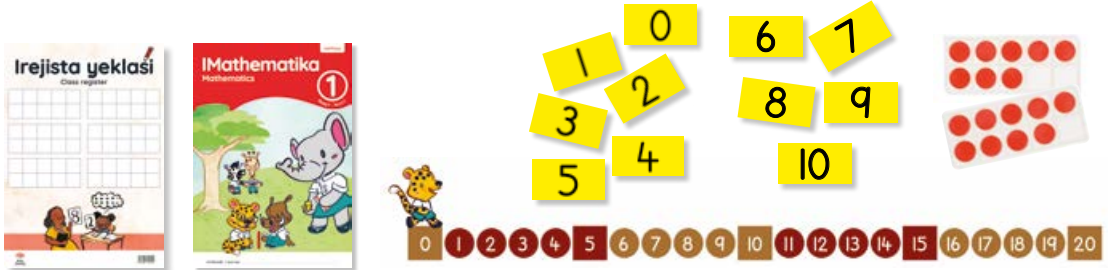
		Izixhobo
Izibalo zentloko: libhondi ze-10 usebenzisa amakhadi amanani.		oonotsheluzi beebhondi zamanani, amakhadi amanani abafundi 0 -10
Umdlalo: <i>Qashela inani lam</i>		amakhadi amanani abafundi
		
Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Thelekisa uze ucwangcise amanani 0 ukuya kuma-20	umzilamanani (utitshala), Incwadi yemisebenzi yabafundi
2	Ukudibanisa nokuthabatha ukuya kuma-20	umzilamanani (utitshala), izakhelo zamashumi; izibalisi; Incwadi yemisebenzi yabafundi
3	Ukudibanisa nokuthabatha ukuya kuma-20	umzilamanani (utitshala), izakhelo zamashumi; izibalisi; Incwadi yemisebenzi yabafundi
4	Okunye ukudibanisa nokuthabatha ukuya kuma-20	Izakhelo zamashumi; izibalisi; Incwadi yemisebenzi yabafundi
5	Uqukaniso novavanyo olujolise ekufundeni.	LAB

Emva kwale veki umfundi kufuneka akwazi ukwenza oku		✓
Thelekisa, cwangcisa uze ulandelelanise amanani 0 ukuya kuma-20.		
Lungelelanisa idatha kwigrafu yemifanekiso ukuze uthlekise amanani.		
Dibanisa uze uthabathe amanani ukusuka ku-0 uye kuma-20.		

Uvavanyo (jonga kumaphepha angasemva esi sikhokelo)

Uvavanyo olubhalwayo: Bhala phantsi amanqaku afunyenweyo kwali-20 kwiphetshana lamangaku ekota.

Compare, add and subtract up to 20

		Resources
Mental Maths: Bonds of 10 using number cards		number bond flash cards, learner number cards 0–10
Game: Guess my number		learner number cards
		
Day	Lesson activity	Lesson resources
1	Compare and order numbers 0 to 20	LAB, number track (teacher)
2	Addition up to 20	LAB, number track (teacher), ten frames, counters
3	Subtraction up to 20	LAB, number track (teacher), ten frames, counters
4	More addition and subtraction up to 20	LAB, ten frames, counters
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
Compare, order and sequence numbers 0 to 20	
Organise data in a pictograph in order to compare numbers	
Add and subtract numbers from 0 to 20	

Assessment (see back pages of this guide)

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

Thelekisa, dibanisa uze uthabathe uyokuma kuma-20

Ividiyo yezibalo zentloko

Sigxila kwiibhondi ze-10 kule veki kwaye sisebenzisa amakhadi amanani ukubonisa imidibaniso yeebhondi zamanani. Le yindlela elungileyo yokwenza abafundi bathathe inxaxheba ngexesha lesifundo, kwaye yenza kube lula nakuwe ukuqaphela ukuba bayazazi na iibhondi zabo. Ukuthi krwaqu eklasini kuya kwenza ukuba uqaphele abafundi abaphethe ikhadi elichanekileyo. Uya kukwazi ke ukulungisa ukungaqondi ngeli xa ubeke iliso.



Ividiyo yomdlalo

Qashela inani lam



Ividiyo yophuhliso lwengqiqo

Kule veki sigxila **kudibaniso nothabatho** lwamanani ukusuka ku-0 ukuya kuma-20. Siza kugxila naseku**thelekiseni** amanani. Kufuneka abafundi bakwazi **ukuthalekisa** nokucwangcisa amanani kwaye bakwazi nokunakana amanani ukusuka ku-0 ukuya kuma-20. Siza kujolisa koku:



- **Ukuthalekisa nokucwangcisa** amanani uqala ku-0 uye kuma-20.
- **Ukudibanisa nokuthabatha** amanani ukuya kuma-20 (kungekho kuweza) ngokusebenzisa izibalisi nezakhelo zamashumi.
- Ukusebenzisa izakhelo zamashumi nezibalisi ukubethelela ukuqonda kwabafundi **ixabiso lendawo** (amashumi nemivo).

Into emayiqatshelwe kule veki

- Qinisekisa ukuba abafundi bayasisebenzisa isigama ukuze bafunde ulwimi lweMathematika kwaye baphucule ulwazi lwabo lwesigama (**amashumi, imivo, ngaphezulu/zininzi, ngaphantsi/zimbalwa, kunye ne-, dibanisa, iza phambi, ilandela/iza emva, phakathi kwe-, thabatha, ngaphezulu kuna-, ngaphantsi kuna-**).
- Kufundiswa **ixabiso lendawo** kule veki njengokuba abafundi beqaphela ukuba akunyanzelekanga ukuba babale into nganye ukuze bafumane isisombululo kwiingxaki zabo. Kufuneka abafundi basibone isakhelo samashumi esizeleyo ngokupheleleyo ukuze kube lula ukusombulula ingxaki kuba baya kuqonda ukuba bangazisombulula iingxaki bengakhange balitshintshe inani kwindawo yamashumi.

Compare, add and subtract up to 20

Mental Maths

We focus on the bonds of 10 this week and use our number cards to show the number bond combinations. This is a good way to keep learners actively involved in the lesson, and also provides an easy way for you to see if they know their bonds. A quick glance around the classroom will allow you to see which learners are holding up the correct card. You can then help learners who are still struggling with bonds of 10.



Game

Guess my number



Concept development

This week we focus on the **addition** and **subtraction** of numbers from 0–20. Another focus is **comparison** of numbers. Learners must be able to **compare** and **order** numbers and to recognise numbers in the range 0 to 20. We will focus on:

- **comparing** and **ordering** numbers from 0–20.
- **adding** and **subtracting** numbers up to 20 (without carrying) using counters and ten frames.
- using ten frames and counters to reinforce learners' understanding of **place value** (tens and ones).



What to look out for this week

- Ensure that learners use the vocabulary themselves in order to learn the language of mathematics and to better their understanding of this concept (**tens, ones, more, less, and, add, comes before, comes after, in between, subtract, more than, less than**).
- **Place value** is a key concept developed this week as learners begin to realise that they do not need to count every item in order to determine the solutions to the problems. Learners need to see the full ten frame as a whole and realise that they can solve problems without changing the number in the tens place. In this way, solving problems becomes easier.

IVEKI 2 • USUKU 1

Thelekisa uze ucwangcise amanani 0 ukuya kuma-20

IZIBALO
ZENTLOKO
MENTAL MATHS

IIBHONDI ZE-10 -
AMAKHADI AMANANI
BONDS OF 10 - NUMBER CARDS

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

UMDLALO
GAME

AMAPHEPHA
LOKUSEBENZELA
WORKSHEETS

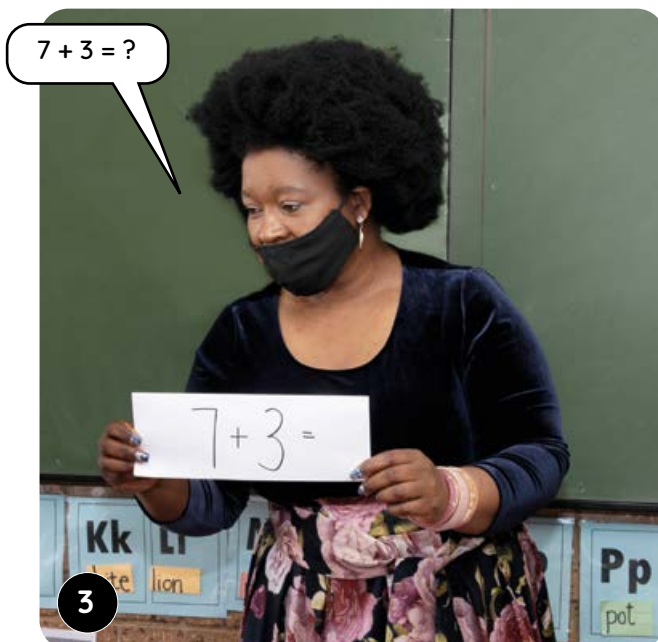
IZIBALO ZENTLOKO | MENTAL MATHS

Ziqhelise ukwenza iibhondi ze-10 ngokusebenzisa oonotsheluzi beebhondi zamanani.

Practise bonds of 10 using your number bond flash cards.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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



WEEK 2 • DAY 1

Compare and order numbers 0 to 20

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Namhlanje siza kujonga inani labantu abathanda iziqhamo ezizotywe ebhodini.

Today we are going to look at how many people like the different fruits drawn on the board.

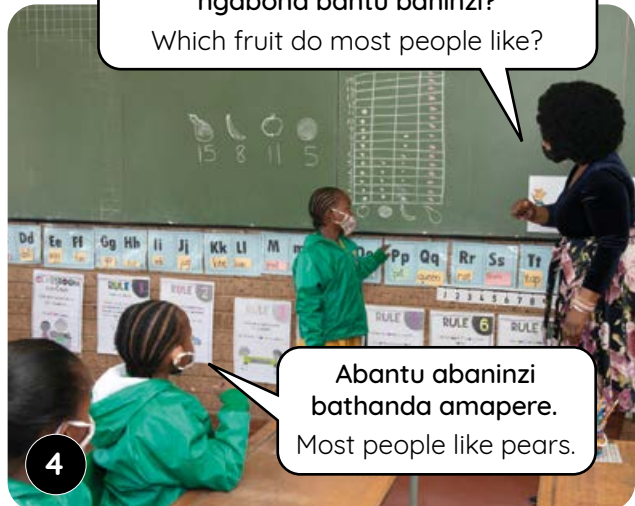


Fakela umbala kwichokoza elikwibloko engasentla komfanekiso ukuze ubonise inani labantu abathanda uhlobo lwesiqhamo ngasinye.

Draw a dot in the blocks above each picture to show how many people liked each type of fruit.



Sesiphi isiqhamo esithandwa ngabona bantu baninzi?
Which fruit do most people like?



Wazi njani ukuba abantu abaninzi bathanda amapere?
How do you know that most people like pears?

Kukho amachokoza amaninzi amapere kunawezinye iziqhamo.
There are more dots drawn for pears than for the other fruit.



U-15 lelona nani likhulu.
Likhulu kuno-8, 5 no-11.
15 is the biggest number.
It is bigger than 8, 5 and 11.

IVEKI 2 • USUKU 1

Thelekisa uze ucwangcise amanani 0 ukuya kuma-20

Bangaphi abantu abathanda ama-orenji?
How many people like oranges?



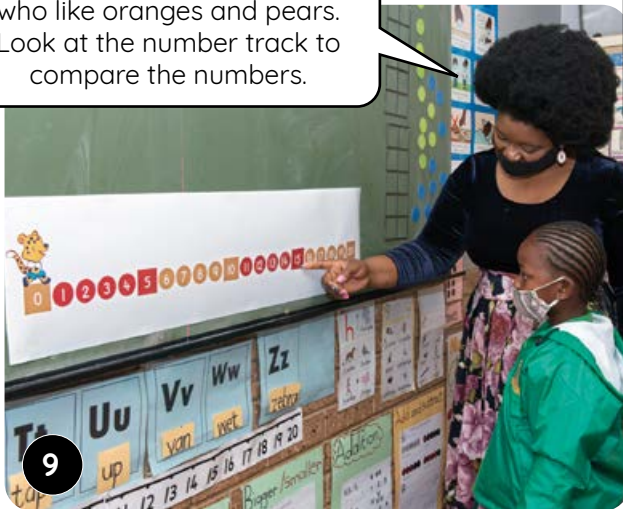
7

Ba-5 abantu abathanda ama-orenji.
5 people like oranges.



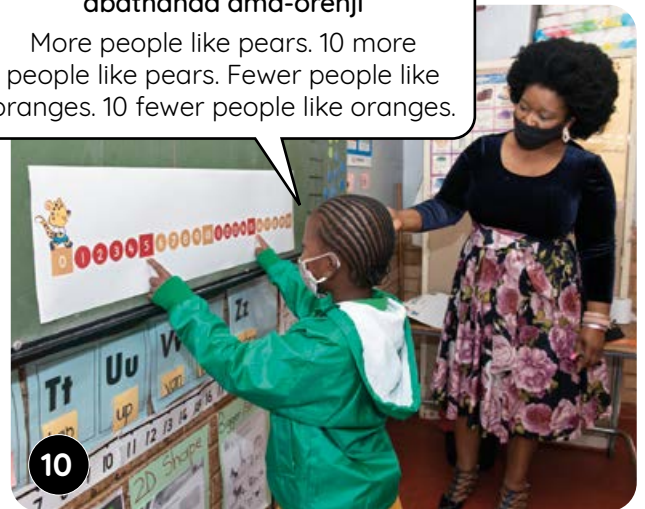
8

Thelekisa amanani abantu abathanda ama-orenji nama-pere. Jonga kumzila wamanani ukuze uthelekise amanani.
Compare the number of people who like oranges and pears. Look at the number track to compare the numbers.



9

Baninzi abantu abathanda amapere.
Abantu abali-10 ngaphezulu bathanda amapere. Bambalwa abantu abathanda ama-orenji.
Bangaphantsi nge-10 abantu abathanda ama-orenji.
More people like pears. 10 more people like pears. Fewer people like oranges. 10 fewer people like oranges.



10

Qhubeka nokuthelekisa amanani usebenzisa igrafu kunye nomzila wamanani ngokubiza imibuzo efana nale:

- Bangaphi abantu abathanda iibhanana/ama-apile/amapere/ama-orenji?
- Sesiphi isiqhamo esithandwa kancinci/kakhulu?
- Thelekisa inani labantu abathanda iibhanana nama-apile njlnjl.

Qinisekisa ukuba abafundi bayazi ukuba usetyenziswa njani umzila wamanani ukukhangela nokuthelekisa amanani.

Continue comparing numbers using the graph and number track by asking questions such as:

- How many people like bananas/apples/pears/oranges?
- Which fruit do people like least/most?
- Compare the number of people who like bananas and apples and so on.

Make sure the learners know how to use the number track to look for numbers and compare them.

WEEK 2 • DAY 1

Compare and order numbers 0 to 20



USUKU 1 • DAY 1

Thelekisa uze ucwangcise amanani 0 ukuya kuma-20
Compare and order numbers 0 to 20



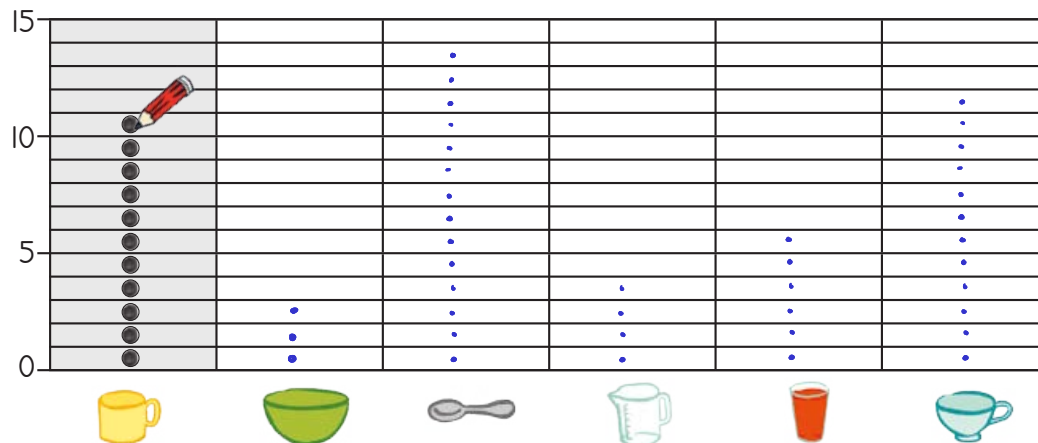
1 Kukho izinto ezininzi ekhitshini.

There are lots of things in the kitchen.

					
14	11	12	3	4	6

Yenza amachokoza ubonise inani lento nganye esekhitshini.

Draw dots to show the number of each thing in the kitchen.



2 Zingaphi izinto ezikhoyo zizonke?

How many things are there altogether?

 nezi- and  <u>4</u> + <u>14</u> = <u>18</u>	 nezi- and  <u>14</u> + <u>6</u> = <u>20</u>
 nezi- and  <u>6</u> + <u>11</u> = <u>17</u>	 nezi- and  <u>3</u> + <u>14</u> = <u>17</u>
 nezi- and  <u>12</u> + <u>3</u> = <u>15</u>	 nezi- and  <u>4</u> + <u>11</u> = <u>15</u>



0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

3 Fakela amanani.

Write the numbers.

Elisemva kweli Comes after	
16	17
15	16
13	14
19	20

Eliphambi kweli Comes before	
19	20
11	12
17	18
15	16

Eliphakathi kwala Comes between		
12	13	14
17	18	19
9	10	11
15	16	17

4 Bigela amanani.

Circle the numbers.

Elikhulu Bigger	
11	6
18	8
9	11
6	16
15	9
11	20
15	10

Elincinci Smaller	
13	5
18	20
7	6
8	18
13	3
2	20
9	11

Alinganayo The same as		
20	11	20
7	7	12
12	13	13
8	10	8
9	9	18
6	16	6
14	4	4



UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

1

Sombulula le ngxaki $14 + 2$ usebenzise izakhelo zamashumi nezibalisi.
Solve the problem $14 + 2$ using your ten frames and counters.

2

Silibonisa ngolu hlobo i-14 kwizakhelo zamashumi.
We show 14 on the ten frames like this.

Ukuba kufuneka songeze ezi-2, kuza kufuneka songeze izibalisi ezi-2 kwisakhelo seshumi.
If we have to add on 2, then we must put 2 more counters on the ten frame.

Zili-16 izibalisi zizonke.
There are 16 counters altogether.

Wazi njani ukuba bezili-16 izibalisi zizonke?
How did you know that there are 16 counters altogether?

3

4

5

Wazi njani ukuba bekukho izibalisi ezili-10 kwesi sakhelo seshumi? Uye wanyanzeleka ukuba uzibale zonke?
How did you know that there were 10 counters on this ten frame? Did you have to count them all?

Kukho izibalisi ezili-10 kwesinye isakhelo seshumi nezi-6 kwesinye isakhelo seshumi.
There are 10 counters on one ten frame and 6 counters on the other ten frame.

6

Hayi, khangе kufuneke ndizibale zonke. Ndibonile ukuba isakhelo seshumi sizele ndaze ndazi ukuba kukho izibalisi ezili-10.
No, I didn't have to count them. I could see that the ten frame is full, so I know that there are 10 counters on it.

Phinda wenze nezinye iingxaki zokudibanisa ezifana nezi:
Repeat with other addition problems, such as:
• $15 + 4$ • $11 + 6$ • $13 + 3$
Bonisa abafundi ukuba bangasebenzisa umzila wamanani ukuze bafumane iimpendulo.
Show learners that they could also use a number track to find the answers.



USUKU 2 • DAY 2

Ukudibanisa ukuya kuma-20

Addition up to 20

IZIBALO
ZENTLOKO
MENTAL MATHS

IIBHONDI ZE-10 -
AMAKHADI AMANANI
BONDS OF 10 - NUMBER CARDS

UMDLALO
GAME

UPHUHLISO
LWENGQIQQO
CONCEPT DEVELOPMENT

AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

1 Dibanisa amachokoza azuba nabomvu.

Add the blue and red dots.

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

WEEK 2 • DAY 2

Addition up to 20

2 Bhala inani eliza phambi nasemva kwenani elinikiweyo.

Write the numbers that come before and after.

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



3 Dibanisa.

Add.

$$17 + 2 = 19$$

$$17 + 3 = 20$$

$$16 + 3 = 19$$

$$17 + 0 = 17$$

$$10 + 8 = 18$$

$$15 + 3 = 18$$

$$17 + 1 = 18$$

$$15 + 4 = 19$$

Addition up to 20

Week 2 • Day 2

15

Ukuthabatha ukuya kuma-20

IZIBALO
ZENTLOKO
MENTAL MATHS

IIBHONDI ZE-10 -
AMAKHADI AMANANI
BONDS OF 10 - NUMBER CARDS

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

UMDLALO
GAME

AMAPHEPHA
LOKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Sombulula le ngxaki $17 - 4$ usebenzise izakhelo zamashumi nezibalisi zakho.
Solve the problem $17 - 4$ using your ten frames and counters.



1

Silibonisa ngolu hlobo i-17 kwizakhelo zamashumi.
We show 17 on the ten frames like this.



2

Ukuba kufuneka sithabathe u-4, kufuneka sisuse izibalisi ezi-4 kwisakhelo seshumi.
If we have to take away 4, then we must move 4 counters off one ten frame.



3

Kushiyeke izibalisi ezili-13.
There are 13 counters left.



4

Wazi njani ukuba bekushiyeke izibalisi ezili-13?
How did you know that there were 13 counters left?



5

Kukho izibalisi ezili-10 kwesinye isakhelo seshumi nezi-3 kwesinye isakhelo seshumi.
There are 10 counters on one ten frame and 3 counters left on the other ten frame.

There are 10 counters on one ten frame and 3 counters left on the other ten frame.

Wazi njani ukuba bekukho izibalisi ezili-10 kwesi sakhelo seshumi? Kuye kwafuneka uzibale zonke?
How did you know that there were 10 counters on this ten frame? Did you have to count them all?



6

Hayi, khangе kufuneka ndizibale zonke.
Ndibonile ukuba isakhelo seshumi sizele kwaye ndazile ukuba sinezibalisi ezili-10.
No, I didn't have to count them. I could see that the ten frame is full, so I know that there are 10 counters on it.

No, I didn't have to count them. I could see that the ten frame is full, so I know that there are 10 counters on it.

Phinda wenze oku nangezinye iingxaki zokuthabatha ezifana nezi:

Repeat with other subtraction problems, such as:

- $19 - 3$
- $15 - 2$
- $18 - 5$

Bonisa abafundi ukuba bangasebenzisa umzila wamanani ukuze bafumane iimpendulo.

Show learners that they can also use a number track to find the answers.



USUKU 3 • DAY 3

Ukuthabatha ukuya kuma-20

Subtraction up to 20

IZIBALO
ZENTLOKO
MENTAL MATHS

IIBHONDI ZE-10 -
AMAKHADI AMANANI
BONDS OF 10 - NUMBER CARDS

UMDLALO
GAME

UPHUHLISO
LWENGQIQQO
CONCEPT DEVELOPMENT

AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

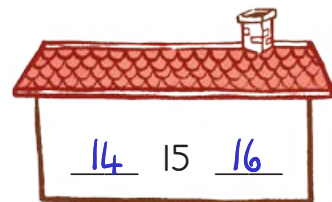
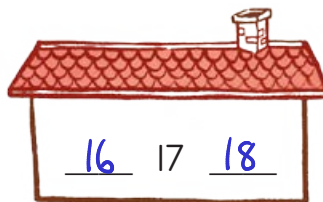
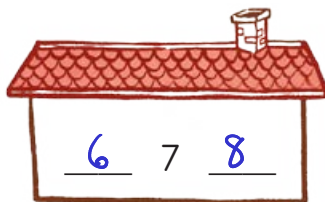
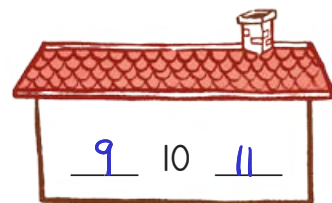
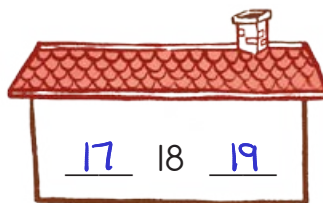
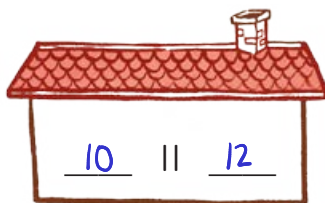
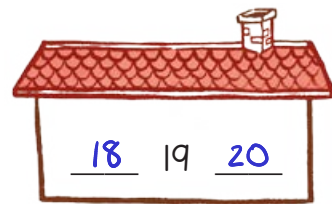
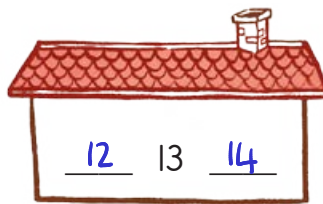
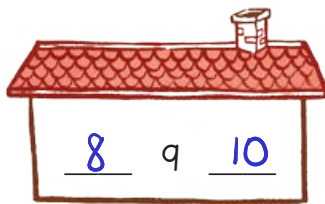
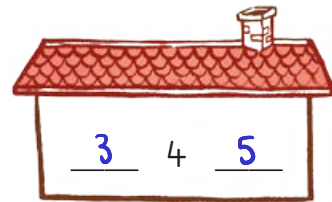
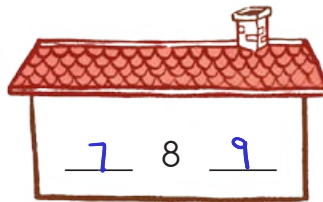
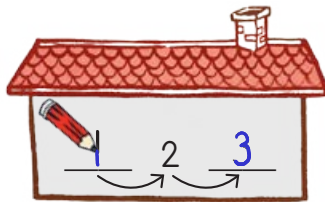
1 Sebenzisa izakhelo zamashumi ukuze uthabathe amachokoza.

Use the ten frames to subtract the dots.

$19 - 5 = 14$	$17 - 4 = 13$
$15 - 5 = 10$	$20 - 1 = 19$
$14 - 3 = 11$	$16 - 4 = 12$
$19 - 3 = 16$	$17 - 5 = 12$
$15 - 2 = 13$	$20 - 6 = 14$
$14 - 1 = 13$	$16 - 6 = 10$
$19 - 7 = 12$	$17 - 3 = 14$

2 Bhala inani eliphambi nelisemva kwenani elinikiweyo.

Write the numbers that come **before** and **after**.



3 Sombulula iingxaki zokuthabatha.

Solve these subtraction problems.

$$17 - 2 = 15$$

$$16 - 2 = 14$$

$$18 - 3 = 15$$

$$17 - 4 = 13$$

$$16 - 4 = 12$$

$$18 - 5 = 13$$

Subtraction up to 20

Week 2 • Day 3

WEEK 2 • DAY 4

More addition and subtraction up to 20

IZIBALO
ZENTLOKO
MENTAL MATHS

IIBHONDI ZE-10 -
AMAKHADI AMANANI
BONDS OF 10 - NUMBER CARDS

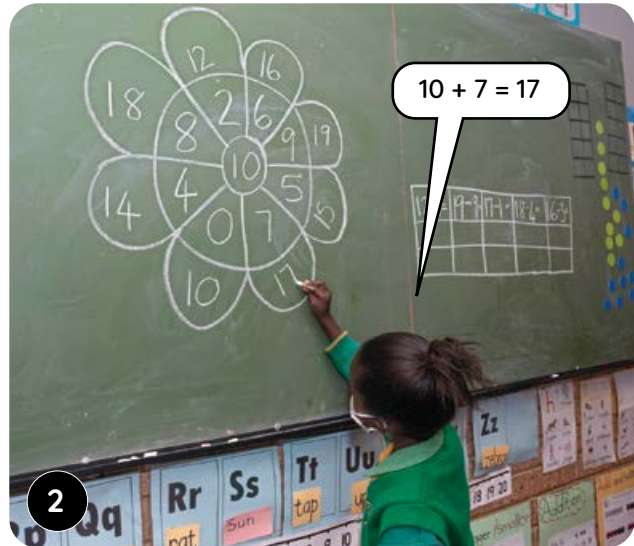
UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

UMDLALO
GAME

AMAPHEPHA
LOKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

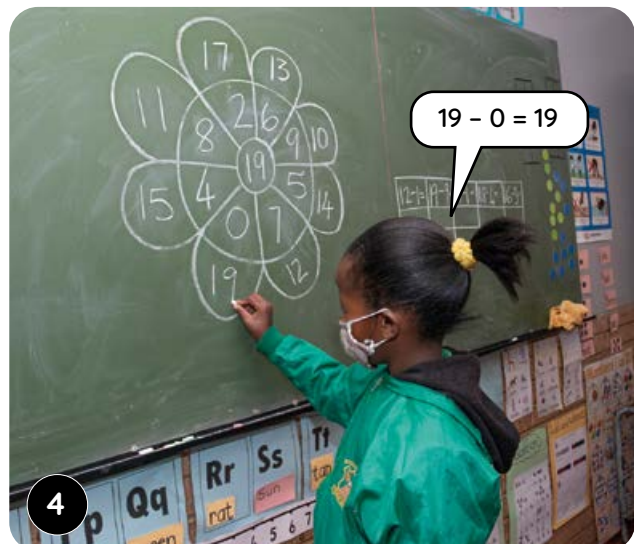
Masifumane amanani angekhoyo ngokudibanisa.
Let's find the missing numbers by adding.



Qhuba nokubiza abafundi ngabafundi beze ngaphambili eklasini zide zizale zonke iipetali zentyatyambo. [translation needed]

Continue calling different learners to come to the front of the class until all of the petals of the flowers are filled. Do the same with the subtraction flowers that follow.

Masifumane amanani angekhoyo ngokuthabatha.
Let's find the missing numbers by subtracting.



Okunye ukudibanisa nokuthabatha ukuya kuma-20



Masisombulule le ngxaki!
Kufuneka sibhale iimpendulo
siqale ngelona nani lincinci
siye kwelona likhulu.

Let's solve this problem! We
must write the answers from
smallest to biggest.

5

Bala ufumane impendulo yesivakalisi manani ngasinge uze ubhale iimpendulo kumgca wesibini. Emva koko sebenza kunye neklasi nizihlele ukusuka kweyona incinci ukuya kweyona inkulu. Leliphi igama olifumanayo? Banike ithuba elaneleyo lokusombulula nokufumana iimpendulo.

Learners must calculate the answer to each number sentence and write the answers in the second row. Then work with the class to sort them from smallest to biggest. What is the word? Take time to allow the class to solve and find the answers.



Sifumene igama elithi 'apile'.
We found the word 'apile'.

6

Chazela iklasi ukuba namhlanje baza kwenza imisetyenzana efana nale uyenziweyo kwaye baza kudlala umdlalo emva koko. Ukhumbule ukubacacisela umdlalo phambi kokuba bawudlale. Ungenza isikhokelo kumagama nakoluphi na ulwimi uze ukhuthaze abafundi baqwebe ezabo iiphazile.

Explain to the class that today they will do more activities like this one and then they will play a game. Remember to explain the game to the learners before they play it. You can make up a key to words in any language and encourage learners to make up puzzles of their own as well.

WEEK 2 • DAY 4

More addition and subtraction up to 20

IVEKI • WEEK
2

USUKU 4 • DAY 4

Okunye ukudibanisa nokuthabatha ukuya kuma-20

More addition and subtraction up to 20

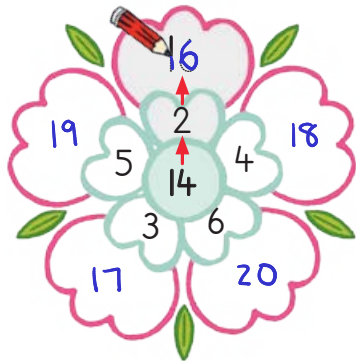
IZIBALO
ZENTLOKO
MENTAL MATHS

IIBHONDI ZE-10 -
AMAKHADI AMANANI
BONDS OF 10 - NUMBER CARDS

UMDLALO
GAME

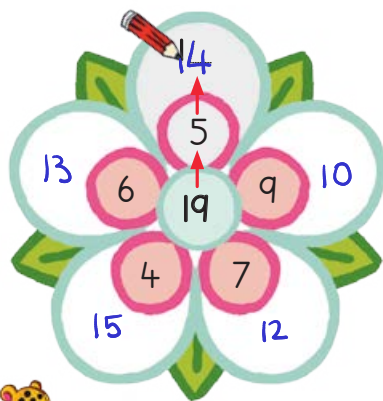
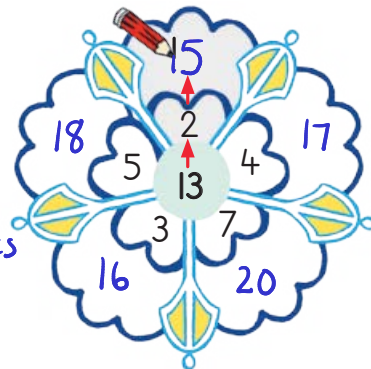
UPHUHLISO
LWENGQIQQO
CONCEPT DEVELOPMENT

AMAPHEPHA
OKUSEBENZELA
WORKSHEETS



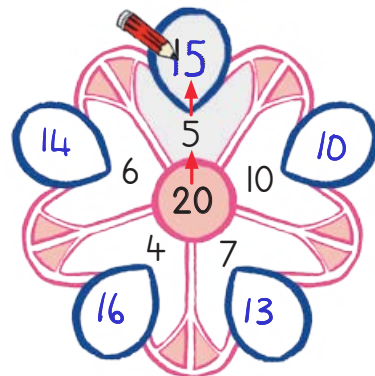
1 Dibanisa.
Add.

Let the class answer orally before doing this task in their books



2 Thabatha.
Subtract.

Highlight the change of operation to subtraction



0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

3 Sombulula ezi ngxaki zokudibanisa nokuthabatha.

Solve the addition and subtraction problems.

$$10 + 7 = \underline{17}$$

$$17 - 4 = \underline{13}$$

$$12 + 3 = \underline{15}$$

$$16 + 1 = \underline{17}$$

$$17 - 6 = \underline{11}$$

$$14 + 2 = \underline{16}$$

$$15 + 2 = \underline{17}$$

$$16 - 3 = \underline{13}$$

$$13 + 3 = \underline{16}$$

$$14 + 3 = \underline{17}$$

$$16 - 6 = \underline{10}$$

$$15 + 1 = \underline{16}$$

4 Sombulula ezi ngxaki zokuthabatha.

Solve the subtraction problems.

$$20 - 3 = \underline{17}$$

$$20 - 6 = \underline{14}$$

$$14 - 4 = \underline{10}$$

$$20 - 2 = \underline{18}$$

$$20 - 7 = \underline{13}$$

$$18 - 8 = \underline{10}$$

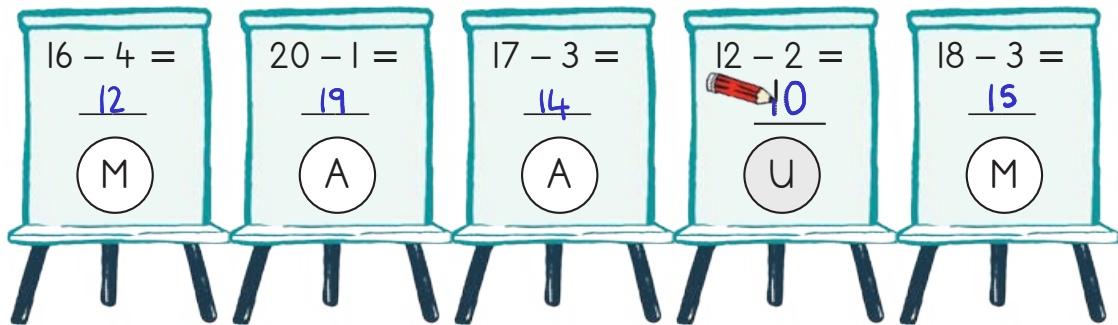
$$20 - 4 = \underline{16}$$

$$20 - 3 = \underline{15}$$

$$13 - 3 = \underline{10}$$

5 Bhala iimpendulo uqale ngeyona incinci uye kweyona inkulu.

Write the answers from the **smallest** to the **largest**.



U M A M A

6 Bhala iimpendulo uqale ngeyona inkulu uye kweyona incinci.

Write the answers from the **largest** to the **smallest**.

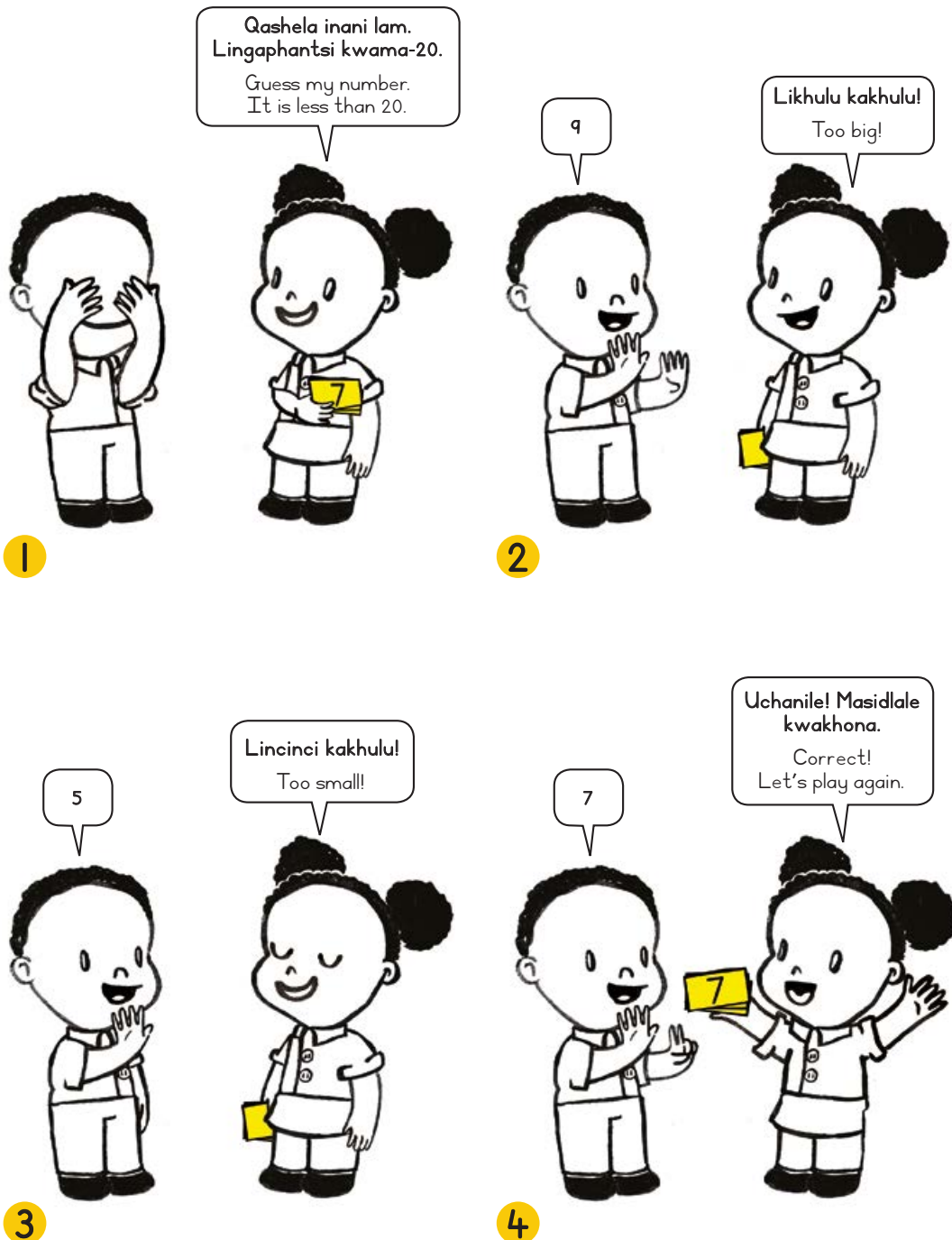


T S I B A

WEEK 2 • DAY 4

More addition and subtraction up to 20

Umdlalo: Qashela inani lam
Game: Guess my number



20

Iveki 2 • Usuku 4

Okunye ukudibanisa nokuthabatha ukuya kuma-20



USUKU 5 • DAY 5

Uqukaniso

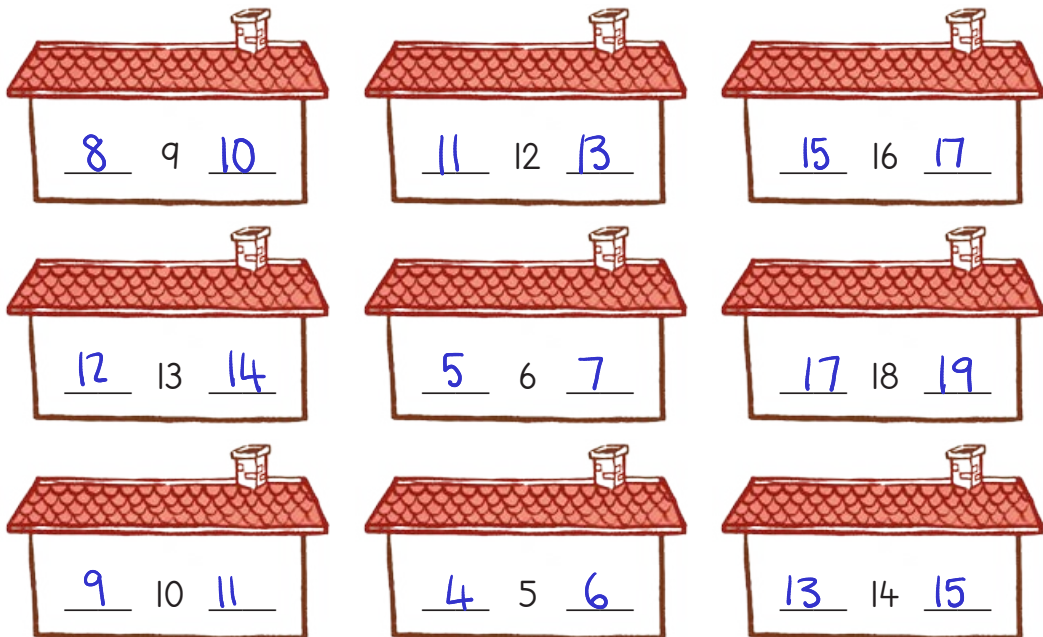
Consolidation

IPHEPHA LOKUSEBENZELA
WORKSHEET

IPHEPHA LOKUSEBENZELA
WORKSHEET

1 Bhala inani eliza phambi okanye emva kwenani elinikiweyo.

Write the numbers that come before and after.



2 Fakela amanani.

Write the numbers.

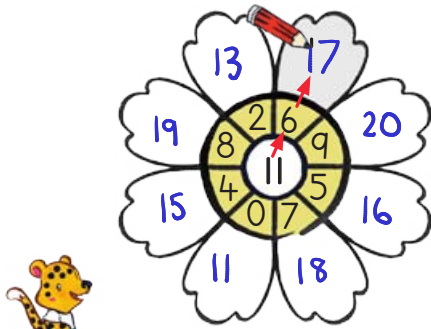
Eliphambi kweli Comes before	
4	5
8	9
13	14
16	17
10	11
17	18

Elisemva kweli Comes after	
7	8
10	11
16	17
20	21
13	14
17	18

Eliphakathi kwala Comes between		
6	7	8
17	18	19
13	14	15
9	10	11
18	19	20
16	17	18

Assessment and consolidation

- 3** Thabatha ukuze usombulule iingxaki.
Add to solve the problems.



- 4** Sombulula ezi ngxaki zokudibanisa nokuthabatha.
Solve these addition and subtraction problems.

$$10 + 7 = 17$$

$$12 + 7 = 19$$

$$19 - 1 = 18$$

$$10 + 9 = 19$$

$$13 + 5 = 18$$

$$19 - 4 = 15$$

$$10 + 8 = 18$$

$$14 + 5 = 19$$

$$19 - 3 = 16$$

$$10 + 10 = 20$$

$$15 + 4 = 19$$

$$19 - 5 = 14$$

- 5** Sombulula ezi ngxaki uze ubhale oonobumba abangasezantsi ukuze ufumane igama.

Solve the problems and write the letters in the squares below to find the word.

$$11 + 3 = 14 \quad \boxed{B}$$

$$15 - 5 = 10 \quad \boxed{M}$$

$$11 + 6 = 17 \quad \boxed{E}$$

$$18 - 5 = 13 \quad \boxed{I}$$

$$12 + 3 = 15 \quad \boxed{A}$$

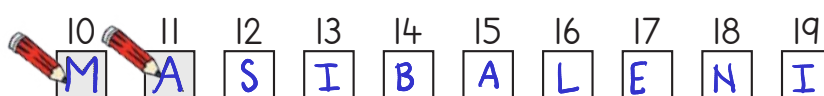
$$17 - 5 = 12 \quad \boxed{S}$$

$$12 + 4 = 16 \quad \boxed{L}$$

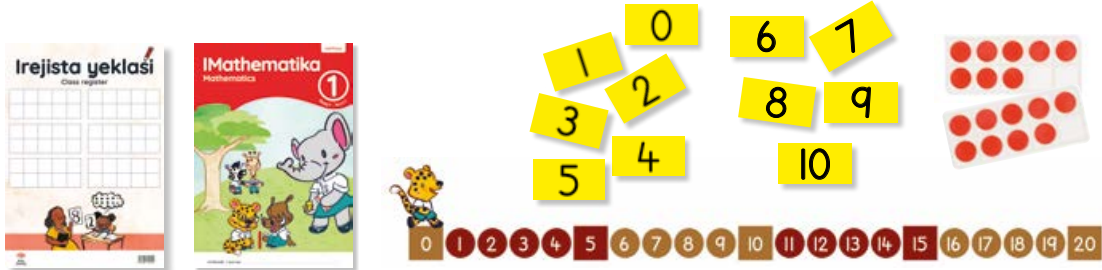
$$19 - 8 = 11 \quad \boxed{A}$$

$$13 + 5 = 18 \quad \boxed{N}$$

$$20 - 1 = 19 \quad \boxed{I}$$



lingxaki zokudibanisa nokuthabatha

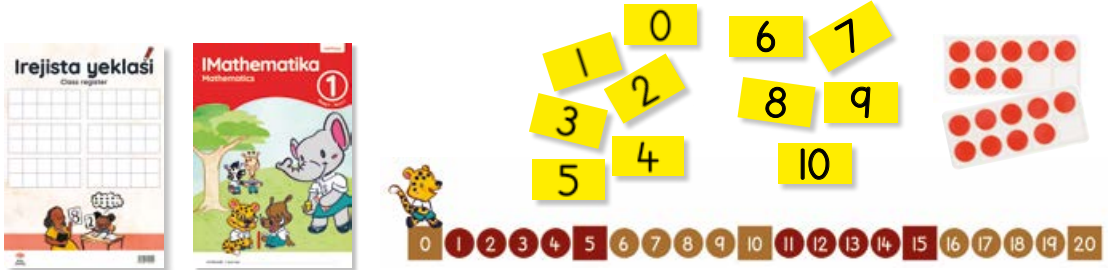
		Izixhobo
Izibalo zentloko: 1, 2, 3 Veza – ukudibanisa (isandla esinye)		azikho
Umdlalo: 1, 2, 3 Veza – ukudibanisa		amakhadi amanani abafundi
		
Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	lingxaki zamagama zokudibanisa	Izibalisi, izakhelo zamashumi, incwadi yemisebenzi yabafundi
2	lingxaki zamagama zokuthabatha	Izibalisi, izakhelo zamashumi, incwadi yemisebenzi yabafundi
3	Ukudibanisa nokuthabatha amanani ama-3	Mzila wamanani (utitshala), izakhelo zamashumi, izibalisi, incwadi yemisebenzi yabafundi
4	Izibalo ezixubileyo	Mzila wamanani (utitshala), izakhelo zamashumi, izibalisi, incwadi yemisebenzi yabafundi
5	Uqukaniso novavanyo olujolise ekufundeni	Incwadi yemisebenzi yabafundi

Emva kwale veki umfundi kufuneka akwazi ukwenza oku	✓
Sombulula iingxaki zokudibanisa ngamanani 0 ukuya kuma-20.	
Sombulula iingxaki zokuthabatha ngamanani 0 ukuya kuma-20.	
Dibanisa uze uthabathe amanani ama-3.	
Sombulula iingxaki usebenzise amanani ama-3 nezibalo ezixubileyo zokudibanisa nokuthabatha.	

Uvavanyo (jonga kumaphepha angasemva esi sikhokelo)

Uvavanyo olubhalwayo: Bhala phantsi amanqaku afunyenweyo kwali-15 kwiphetshana lamanqaku ekota.

Addition and subtraction problems

		Resources
Mental Maths: 1, 2, 3, show – addition (one hand)		none
Game: 1, 2, 3, show – addition		learner number cards
		
Day	Lesson activity	Lesson resources
1	Addition word problems	LAB, counters, ten frames
2	Subtraction word problems	LAB, counters, ten frames
3	Addition and subtraction of 3 numbers	LAB, number track (teacher), counters, ten frames
4	Mixed operations	LAB, number track (teacher), counters, ten frames
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
Solve addition word problems with numbers 0 to 20.	
Solve subtraction word problems with numbers 0 to 20.	
Add and subtract 3 numbers.	
Solve problems using 3 numbers and mixed operations of addition and subtraction.	

Assessment (see back pages of this guide)

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

lingxaki zokudibanisa nokuthabatha

Ividiyo yezibalo zentloko

Sigxila kwiibhondi ze-10 kule veki kwaye sisebenzisa iiminwe yethu ukubonisa **imidibaniso yeebhondi zamanani**. Abafundi bangasetyenziswa kwesi sifundo kwaye oku kuya kubanceda basombulule iingxaki ezilula zokudibanisa ngokukhawuleza nangempumelelo. Oku kuya kubanceda abafundi bakwazi ukukhumbula iibhondi zamanani kamva.



Ividiyo yomdlalo

1, 2, 3 Veza – ukudibanisa

Ividiyo yophuhliso lwengqiqo

Kule veki sijolisa **ekudibaniseni nasekuthabatheni**. Abafundi baza kusombulula **iingxaki zamagama zokudibanisa nezokuthabatha**, phambi kokuba bafunde ukudibanisa nokuthabatha amanani amathathu. Abafundi baya kufunda ukusombulula **iingxaki zezibalo ezixubileyo**. Kumsebenzi wethu wokudibanisa nokuthabatha siza kugxila koku:



- Ukudibanisa nokuthabatha ngamanani ukuya kuma-20 kusetyenziswa iingxaki ezahlukeneyo.
- Ukusombulula iingxaki ngokusebenzisa izibalisi nezakhelo zamashumi ukuze babe nokuqonda **ixabiso lendawo**.
- Ukudibanisa nokuthabatha amanani ama-3 ukulungiselela ukuqalisa **ukudibanisa okuwezayo nokuthabatha okubolekayo**.
- Ukusombulula iingxaki zezibalo ezixubileyo ngokwenza ishumi ngokuthi badibanise amanani ama-2 kwamathathu akwisivakalisi manani abanaso ukuze kwenziwe lula ukubala isisombululo sengxaki.

Into emayiqatshelwe kule veki

- Qinisekisa ukuba abafundi bayasisebenzisa isigama ngokwabo ukuze bafunde ulwimi lweMathematika kwaye baphuhlise ulwazi lwabo lwesigama (**dibanisa, kunye ne-, ngaphezulu kuna-, zenza, thabatha, susa, ingaphantsi kuna-, zenza**).
- Kule veki abafundi baza kusebenza ngeengxaki ezingenakuweza okanye ukuboleka kwaye kubalulekile ukuba baziqhelise kakhulu olu hlobo lokubala phambi kokuba badlulele ngaphaya kwe-10.
- Ngokwenza abafundi basombulule iingxaki ezininzi besebenzisa izakhelo zamashumi, baye baqonde ukuba akukho mfuneko yakubala ukuze basombulule iingxaki. Ngokusebenzisa izakhelo zamashumi abafundi baqalisa ukusebenza ngempumelelo (besebenzisa **iibhondi zamanani**) ukulungiselela iingxaki zexesha elizayo eziya kubandakanya **ukuweza nokuboleka**.

Addition and subtraction problems

Mental Maths

We focus on the bonds of 10 this week and use our fingers to show the **number bond combinations**. Learners can be actively involved in the lesson which will help them solve simple addition problems quickly and efficiently. It will also help them recall their number facts at a later stage.



Game

1, 2, 3, show – addition

Concept development

This week we focus on **addition** and **subtraction**. Learners will solve **addition** and **subtraction word problems** before learning to add and subtract three numbers. Learners will then learn to solve **mixed operation problems**. In our work on addition and subtraction, we will focus on:



- adding and subtracting with numbers up to 20 using a variety of word problems.
- solving problems by using counters and ten frames so as to begin to develop an understanding of **place value**.
- adding and subtracting 3 numbers, in preparation for the introduction of **addition with carrying** and **subtraction with borrowing**.
- solving mixed operation problems by making a ten by combining 2 of the 3 numbers in the number sentences they work with, in order to simplify the calculation of the solution to the problem.

What to look out for this week

- Ensure that learners use the vocabulary themselves in order to learn the language of mathematics and to better their understanding of this concept (**add, and, more than, equals, subtract, take away, less than**).
- This week learners will work with problems that do not involve carrying or borrowing, and it is important that they have a lot of practice with this type of calculation before moving on to bridging 10.
- By allowing learners to solve many problems using ten frames and counters, they begin to realise that they do not need to count to solve problems. By using the ten frames, they begin to work more efficiently (using **number bonds**), in preparation for future problems that will involve **carrying** and **borrowing**.

IVEKI 3 • USUKU 1

lingxaki zamagama zokudibanisa

IZIBALO
ZENTLOKO
MENTAL MATHS

1, 2, 3, VEZA – UKUDIBANISA
1, 2, 3, SHOW – ADDITION

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

UMDLALO
GAME

AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

IZIBALO ZENTLOKO | MENTAL MATHS

Dlala umdlalo wokudibanisa othi 1, 2, 3 Veza – ukudibanisa.

Play the 1, 2, 3, show – addition game

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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

Ngokubala ka-3, umntu ngmanye
kufuneka aphakamise isandla
aveze iminwe ethile. 1, 2, 3 Veza!

On the count of 3, each of you must
show one hand with some fingers
held up. 1, 2, 3, show!

Mingaphi iminwe ephezulu iyonke?
How many fingers are held up all together?



Masenze kwakhona!
1, 2, 3 Veza!
Let's do it again!
1, 2, 3, show!

Mingaphi iminwe ephezulu iyonke?
How many fingers are held up all together?



WEEK 3 • DAY 1

Addition word problems

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

USewela uneelekese ezili-15.
UTumelo umnike ezinge iilekese ezi-4.
Zingaphi iilekese anazo uSewela zizonke?

Sewela has 15 sweets.
Tumelo gives her 4 more sweets.
How many sweets does Sewela have altogether?



Sebenzisa izibalisi zakho
ubonise ukuba zingaphi
iilekese anazo uSewela.

Use your counters to
show how many sweets
Sewela has.



USewela
uneelekese
ezili-15. Ufumene
ezingane iilekese
ezi-4.

Sewela has 15
sweets. She gets
4 more sweets.

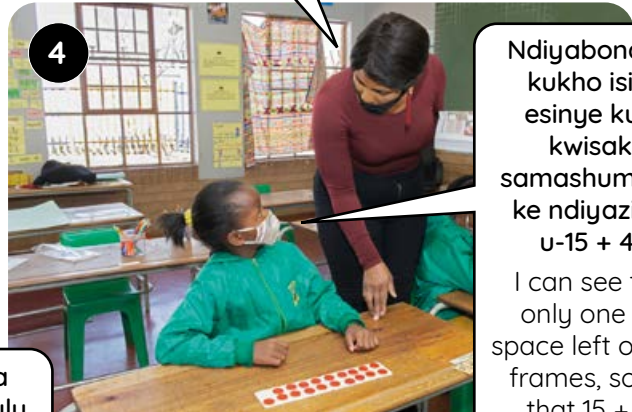
Ucinga ukuba kufuneka sidibanise
okanye sithabathe ukuze sifumane
impendulo yale ngxaki?

Do you think we need to add or subtract
to find the answer to this problem?



Sombulula ingxaki usebenzise
izibalisi nezakhelo zamashumi zakho.

Solve the problem using your
counters and ten frames.



Ndiyabona ukuba
kukho isithuba
esinye kuphela
kwisakhelo
samashumi, ngoko
ke ndiyazi ukuba
 $15 + 4 = 19$.

I can see there is
only one empty
space left on the ten
frames, so I know
that $15 + 4 = 19$.

Ndicinga ukuba kufuneka sidibanise kuba
uSewela ufumene ezingane iilekese ngaphezulu.

I think we need to add because Sewela is
getting more sweets.

Phinda la manyathelo nakwezinye iingxaki zokudibanisa ezinokudibanisa kwindawo yemivo. Umzekelo $11 + 3$; $14 + 2$; $17 + 1$, njlnjl. Nangona iimpendulo zikuluhlu oluma kuma-20, imibuzo akufuneki ibandakanye ukudlulela ngaphaya kwe-10 – oku kuya kwenziwa kamva. Umsebenzi wesibini kwincwadi yemisebenzi unegrafu yemifanekiso. Bakhumbuze abafundi ukuba isetyenziswa njani.

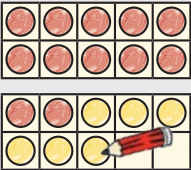
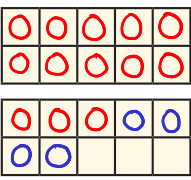
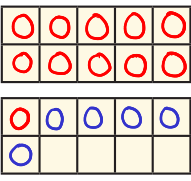
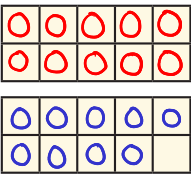
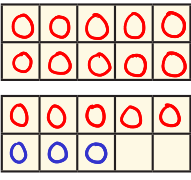
Repeat the steps with other addition word problems with addition in the ones place. For example: $11 + 3$, $14 + 2$, $17 + 1$, and so on. Although the answers are in the range up to 20, the questions should not involve bridging 10 – this will be done later. The second activity in the workbook involves a pictograph. Remind learners how to work with it.

IVEKI • WEEK
3

USUKU 1 • DAY 1

lingxaki zamagama zokudibanisa
Addition word problemsIZIBALO
ZENTLOKO
MENTAL MATHS1, 2, 3 VEZA -
UKUDIBANISA
1, 2, 3 SHOW - ADDITIONUMDLALO
GAMEUPHUHLISO
LWENGQIQO
CONCEPT DEVELOPMENTAMAPHEPHA
OKUSEBENZELA
WORKSHEETS

- 1 Sombulula iingxaki zamagama usebenzise izakhelo zamashumi.
Solve these word problems using the ten frames.

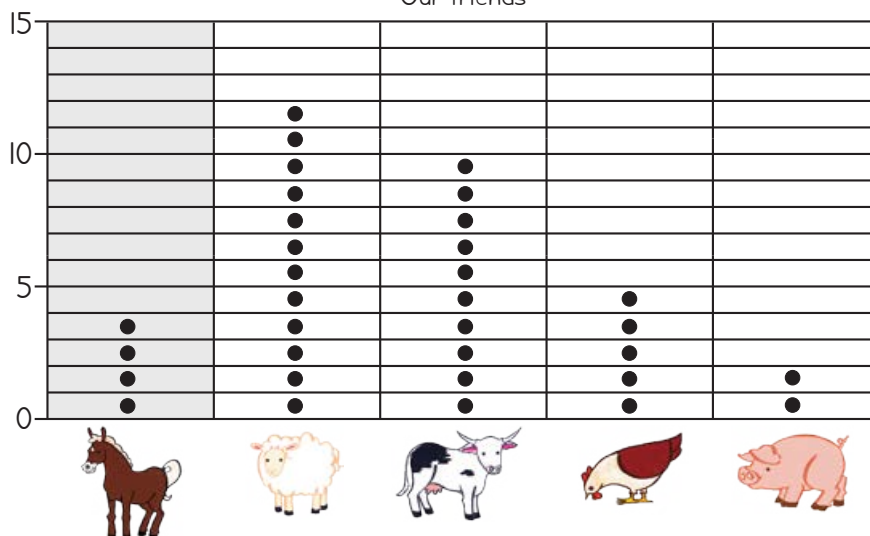
Ndineebhaloni ezili-12. Umhlobo wam uneebhaluni ezi-6 ngaphezu kwezo ndinazo. Zingaphi iibhaloni anazo? I have 12 balloons. My friend has 6 more balloons than me. How many balloons does she have? 	 $12 + 6 = 18$
UNosisi unamapetyu aluhlaza ali-13 namapetyu azuba ama-4. Mangaphi amapetyu anawo ewonke? Nosisi has 13 green marbles and 4 blue marbles. How many marbles does she have? 	 $13 + 4 = 17$
Ndinama-apile ali-11. UKhwezi yena unama-apile ama-5 ngaphezu kwalawo ndinawo. Mangaphi ama-apile anawo? I have 11 apples. Khwezi has 5 more apples than me. How many apples does he have? 	 $11 + 5 = 16$
UTumelo uneelekese ezibomvu ezili-10 neelekese ezizuba ezi-9. Zingaphi iilekese anazo zizonke? Tumelo has 10 red sweets and 9 blue sweets. How many sweets does she have altogether? 	 $10 + 9 = 19$
Ndineepenisile ezili-15. Umhlobo wam uneepenisile ezi-3 ngaphezu kwezam. Zingaphi iipenisile anazo? I have 15 pencils. My friend has 3 more pencils than me. How many pencils does he have? 	 $15 + 3 = 18$

Addition word problems

2

Abahlobo bethu

Our friends



Zingaphi izilwanyana zohlobo ngalunye eziboniswa kule grafu?

How many of each animal is shown on the graph?

				
 4	12	10	5	2

3

Zingaphi zizonke?

How many altogether?

 +   4 + 5 = 9	 +   12 + 4 = 16
 +  4 + 2 = 6	 +  12 + 2 = 14
 +  10 + 5 = 15	 +  10 + 2 = 12



IZIBALO
ZENTLOKO
MENTAL MATHS

1, 2, 3, VEZA - UKUDIBANISA
1, 2, 3, SHOW - ADDITION

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

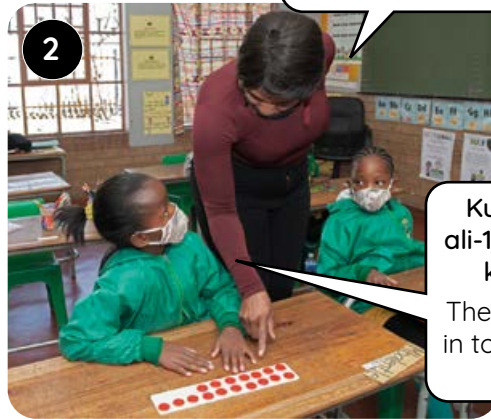
UMDLALO
GAME

AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Kukho amapetyu ali-17 ebhegini. Ama-3 kuwo abomvu ze amanye abe luhlaza. Mangaphi amapetyu aluhlaza?
There are 17 marbles in the bag. 3 of them are red and the others are green. How many green marbles are there?

Sebenzisa izibalisi zakho ubonise ukuba mangaphi amapetyu abomvu akhoyo.
Use your counters to show how many red marbles there are.



Ucinga ukuba kufuneka sidibanise okanye sithabathe ukuze sifumane impendulo yale ngxaki?
Do you think we need to add or subtract to find the answer to this problem?



Sombulula le ngxaki usebenzise izibalisi nezakhelo zamashumi.
Solve the problem using your counters and ten frames.

Ndicinga ukuba kufuneka sithabathe kuba sithatha amapetyu abomvu kwinani lamapetyu akhoyo.
I think we need to subtract because we're taking away the red marbles from the total number of marbles.

Ukuba sithabatha izibalisi ezi-3, ngoko ke kushiyeke iibloko ezi-4 kwisakhelo sesibini.
Oko kuthetha ukuba $17 - 3 = 14$.
If I take away 3 counters, then there are 4 counters left on the second ten frame. That means that $17 - 3 = 14$.

Phinda la manyathelo nakwezinye iingxaki zamagama zokuthabatha ezinamabali afana nala: $16 - 4$; $12 - 2$; $18 - 5$; njlnj. Qinisekisa ukuba, kweli nqanaba, iingxaki zokuthabatha aziweleli ngaphaya kwe-10. Umsebenzi wesibini okwincwadi yemisebenzi unegrafu yemifanekiso. Bakhumbuze abafundi ngendlela yokusebenza ngale grafu.

Repeat the steps with other subtraction word problems with stories for problems such as $16 - 4$; $12 - 2$; $18 - 5$, and so on. At this stage, the subtraction problems should not bridge 10. The second activity in the workbook involves a pictograph. Remind learners how to work with it.

Subtraction word problem

IVEKI • WEEK
3

USUKU 2 • DAY 2

lingxaki zamagama zokuthabatha
Subtraction word problems

IZIBALO
ZENTLOKO
MENTAL MATHS

1, 2, 3 VEZA -
UKUDIBANISA
1, 2, 3 SHOW - ADDITION

UMDLALO
GAME

UPHUHLISO
LWENGQIYO
CONCEPT DEVELOPMENT

AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

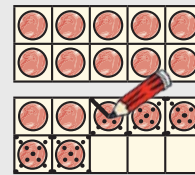
Read word
problems aloud
with the class.

1 Sombulula ezi ngxaki zamagama usebenzise izakhelo zamashumi.

Solve the word problems using the ten frames.

Kukho iintaka ezili-17 emthini. Ezi-5 kuzo zibhabhile. Zingaphi iintaka eziseleyo?

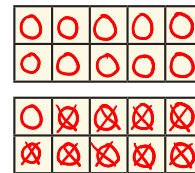
There are 17 birds on the branch. 5 of them fly away. How many birds are left?



$$17 - 5 = 12$$

Kukho iigusha ezingama-20 efama. Ezi-9 kuzo zilahlekile. Zingaphi iigusha ezishiyekileyo?

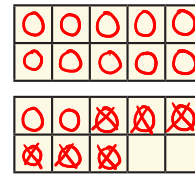
There are 20 sheep on the farm. 9 of them get lost. How many sheep are left?



$$20 - 9 = 11$$

Kukho iibhola zesoka ezili-18 ebhegini. Ezi-6 ziye zasetyenziswa. Zingaphi iibhola zesoka ezishiyekileyo?

There are 18 soccer balls in the bag. 6 of them are used. How many soccer balls are left?



$$18 - 6 = 12$$

Kukho amapetyu abomvu ali-15 naluhlaza ama-4 ebhegini. Yintoni umahluko phakathi kwenani lamapetyu abomvu namapetyu aluhlaza.

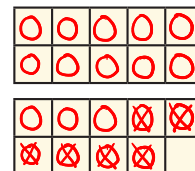
There are 15 red marbles and 4 green marbles in a bag. What is the difference between the number of red and green marbles?



$$15 - 4 = 11$$

Kukho iipenisile ezili-19 neepeni ezi-6 ebhotileni. Yintoni umahluko phakathi kwenani leepenisile neepeni?

There are 19 pencils and 6 pens in the jar. What is the difference between the number of pencils and pens?

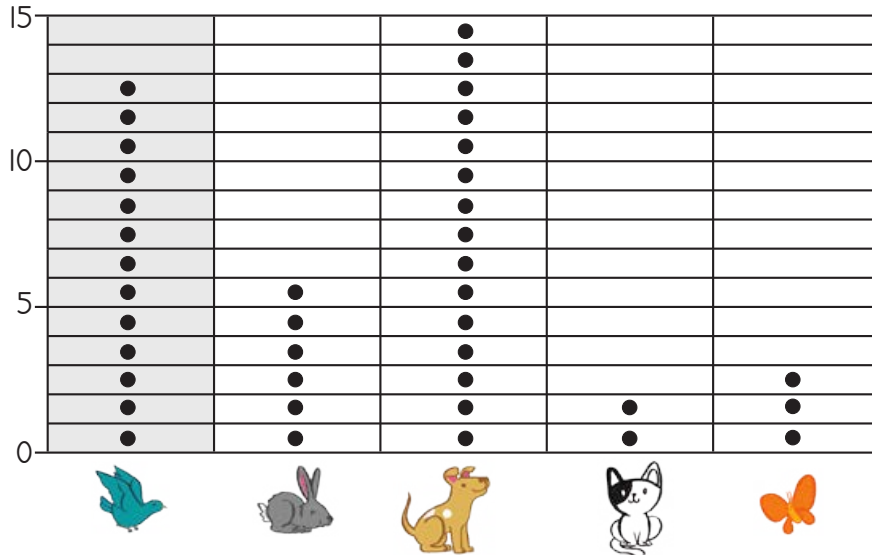


$$19 - 6 = 13$$

2

Abahlobo bethu

Our friends



Lithini inani lohlobo lwesilwanyana ngalunye oluboniswa kule grafu?

How many of each are shown on the graph?

				
13	6	15	2	3

3

Imi  mininzi kangakanani kunee-  ?

How many more  than  ?

$$6 - 2 = 4$$

Ii  zininzi kangakanani kunama-  ?

How many more  than  ?

$$13 - 3 = 10$$

Izi  zininzi kangakanani kunemi-  ?

How many more  than  ?

$$15 - 6 = 9$$

WEEK 3 • DAY 3

Addition and subtraction of 3 numbers

IZIBALO
ZENTLOKO
MENTAL MATHS

1, 2, 3, VEZA - UKUDIBANISA
1, 2, 3, SHOW - ADDITION

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

UMDLALO
GAME

AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Kukho iimoto ezi-6 kwindawo epakisha iimoto. Kufike ezinye iimoto ezi-4 zapakisha. Kuphinde kwafika ezinye iimoto ezi-3 ngaphezulu. Zingaphi iimoto ezikwindawo yokupakisha iimoto zizonke?
There are 6 cars in the parking lot. Another 4 cars park in the parking lot. Then 3 more cars arrive. How many cars in the parking lot in total?

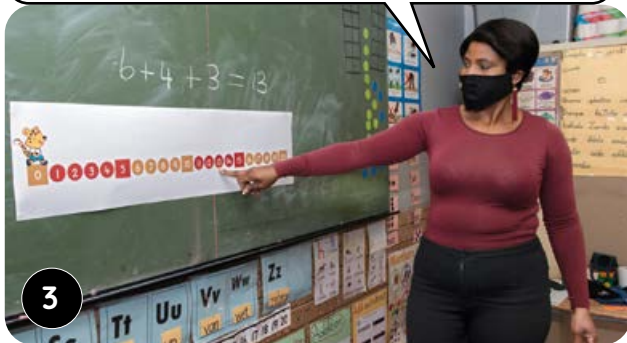


Masisebenzise umzila wamanani ukuze sisombulule le ngxaki.

Let's use the number track to solve the problem.

Ungatsibela phambili kumzila wamanani ukuze ufumane impendulo xa udibanisa.
You can jump forwards on the number track to find the answer when you add.

$$6 + 4 + 3 = 13$$



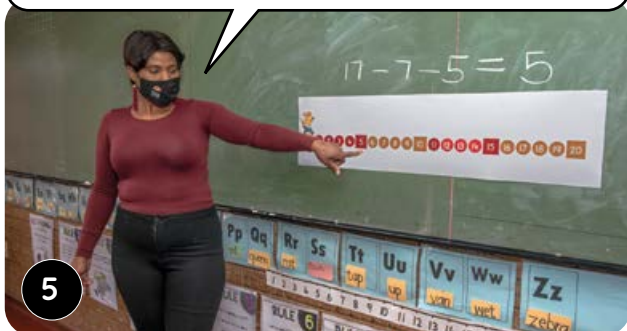
Kukho iilekese ezili-17 ebhotileni. Ndiphe umnakwethu iilekese ezisi-7. Ndiphe nodadethu iilekese ezi-5. Zingaphi ngoku iilekese eziseleyo ebhotileni?

There are 17 sweets in the jar. I give 7 sweets to my brother. I then give 5 sweets to my sister. How many sweets are left in the jar?



Ungatsiba ubuye umva kumzila wamanani ukuze ufumane impendulo xa uthabatha.
You can jump backwards on the number track to find the answer when you subtract.

$$17 - 7 - 5 = 5$$



Cela abafundi benze amabali akhokelela kwezinye iingxaki zamagama ezinokudibanisa nokuthabatha basebenzise amanani ama-3. Bancedise abafundi emabalini abo xa kuyimfuneko. Nika abafundi ithuba elaneleyo lokuziqhelisa ukuze bakwazi ukwenza imisebenzi yaseklasini besebenzisa imizila yamanani.

Ask learners to make stories that lead to other word problems which involve addition and subtraction using 3 numbers. Help the learners with their stories when necessary. Allow enough practice so that learners will be able to do the classwork activities using the number tracks.

IVEKI • WEEK
3

USUKU 3 • DAY 3

Ukudibanisa nokuthabatha amanani ama-3

Addition and subtraction of 3 numbers

IZIBALO
ZENTLOKO
MENTAL MATHS

1, 2, 3 VEZA -
UKUDIBANISA
1, 2, 3 SHOW - ADDITION

UMDLALO
GAME

UPHUHLISO
LWENGQIQQO
CONCEPT DEVELOPMENT

AMAPHEPHA
OKUSEBENZELA
WORKSHEETS


Sebenzisa umzila wamanani wakho.

Use your number track.



1 Mangaphi amaso ewonke?

How many beads altogether?

$4 + 4 + 2 = 10$	$4 + 3 + 3 = 10$
$5 + 5 + 1 = 11$	$5 + 4 + 1 = 10$
$5 + 3 + 2 = 10$	$5 + 5 + 2 = 12$

2 Thabatha. Mangaphi amaso aseleyo?

Subtract. How many beads are left?

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

WEEK 3 • DAY 3

Addition and subtraction of 3 numbers

3

					
10	1	12	4	3	4

Zingaphi? *Encourage counting on*
How many?

 +  + 	 +  + 
 <u>10</u> + <u>1</u> + <u>4</u> = <u>15</u>	<u>12</u> + <u>4</u> + <u>3</u> = <u>19</u>

Yintoni umahluko?
What is the difference?

 - 	 - 
 <u>4</u> - <u>3</u> = <u>1</u>	<u>12</u> - <u>10</u> = <u>2</u>

4 Sombulula uze ufake umbala kwimpendulo engasezantsi.
Solve and then colour the answer below. *Remind learners to work left to right*

$8 + 2 + 2 =$  <u>12</u> 	$10 + 5 + 5 =$  <u>20</u> 
$20 - 2 - 3 =$ <u>15</u> 	$20 - 4 - 5 =$ <u>11</u> 
$12 - 2 - 1 =$ <u>9</u> 	$8 + 2 + 6 =$ <u>16</u> 
$6 + 4 + 8 =$ <u>18</u> 	$20 - 5 - 5 =$ <u>10</u> 
$7 + 3 + 4 =$ <u>14</u> 	$5 + 5 + 3 =$ <u>13</u> 
$7 + 3 + 7 =$ <u>17</u> 	$5 + 5 + 9 =$ <u>19</u> 
           	

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Iveki 3 • Usuku 3

Ukudibanisa nokuthabatha amanani ama-3

IVEKI 3 • USUKU 4

Izibalo ezixubileyo

IZIBALO
ZENTLOKO
MENTAL MATHS

1, 2, 3, VEZA - UKUDIBANISA
1, 2, 3, SHOW - ADDITION

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

UMDLALO
GAME

AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

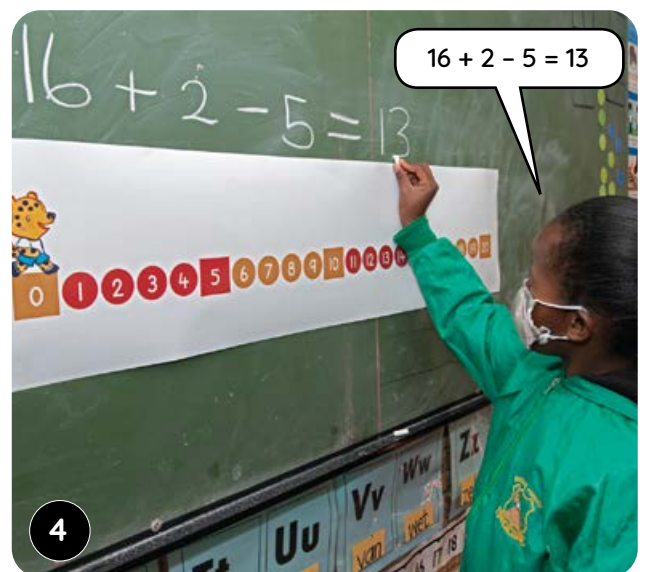
Masibale $16 + 2 - 5$.
Let's calculate $16 + 2 - 5$.



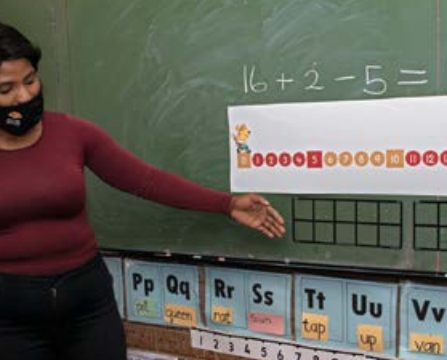
Ungatsibela phambili okanye ngasemva
kumzila wamanani ukuze ufumane impendulo.
You can jump forwards and backwards on the
number track to find the answer.



Nditsibatsiba ematyeni okuchankatha. Nditsibela phambili kwi-16, ndiphinde ndiye
phambili ka-2 ukuze ndidibanise ezi-2, ndibuye umva ka-5 ukuze ndithabathe ezi-5.
I jump along the stepping stones. I jump forwards to 16, then forwards another 2
to add 2, then backwards 5 to subtract 5.



Mixed operations



Do the working together with the class on the number track and using the ten frames.

IVEKI 3 • WEEK 3

USUKU 4 • DAY 4

Izibalo ezixubileyo
Mixed operations

IZIBALO
ZENTLOKO
MENTAL MATHS

1, 2, 3 VEZA -
UKUDIBANISA
1, 2, 3 SHOW - ADDITION

UMDLALO
GAME

UPHUHLISO
LWENGQIQO
CONCEPT DEVELOPMENT

IPHEPHA
LOKUSEBENZELA
WORKSHEET


1 Sombulula ezi ngxaki.

Solve the problems. *Remind learners to work from left to right*

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

$$9 + 4 - 2 = \underline{11}$$

$$7 + 7 - 3 = \underline{11}$$

$$12 - 2 - 2 = \underline{8}$$

$$8 + 6 - 3 = \underline{11}$$

$$8 + 8 - 2 = \underline{14}$$

$$11 - 3 - 3 = \underline{5}$$

$$9 + 5 - 4 = \underline{10}$$

$$9 + 9 - 5 = \underline{13}$$

$$12 - 4 - 4 = \underline{4}$$

$$8 + 9 - 5 = \underline{12}$$

$$6 + 6 - 2 = \underline{10}$$

$$11 - 5 - 5 = \underline{1}$$

2 Sebenzisa izakhelo zamashumi ukuze udibanise okanye uthabethe.

Use the ten frames to add and subtract.

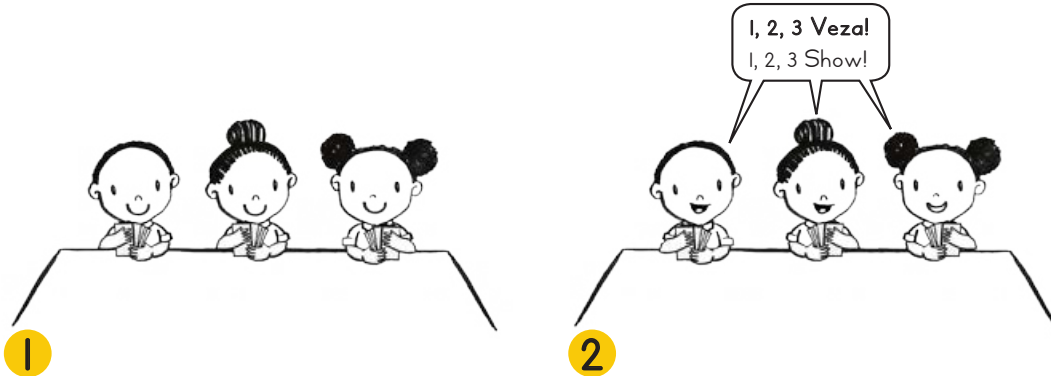
$12 + 4 - 5 = \underline{\quad}$	
$17 + 2 - 6 = \underline{13}$	
$16 + 1 - 6 = \underline{11}$	
$11 + 7 - 4 = \underline{14}$	
$13 + 4 - 7 = \underline{10}$	
$10 + 1 - 1 = \underline{10}$	
$14 + 5 - 8 = \underline{11}$	

Mixed operations

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

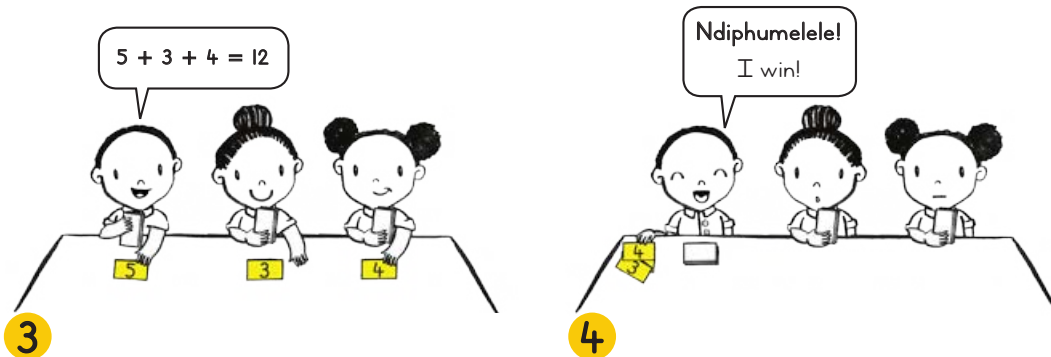
Dlala ngamakhasi 0-5. Tshofula amakhadi amanani akho uze uwabeke ngobuso edesikeni.

Play with the cards 0-5. Shuffle your number cards and put them face down on the desk.



Umntu wokuqala ukudibanisa amanani aze akhwaze impendulo uyawagcina amakhadi.

The first person to add the numbers and call out the answer keeps the cards.



Umfundi onamakhadi amaninzi ekupheleni komdlalo nguye ophumelelayo.

The learner with the most cards at the end wins the game.

IVEKI • WEEK
3

USUKU 5 • DAY 5

Uqukaniso
ConsolidationIPHEPHA LOKUSEBENZELA
WORKSHEETIPHEPHA LOKUSEBENZELA
WORKSHEET

1 Sombulula ezi ngxaki.

Solve these problems.



$6 + 4 + 5 = 15$

$13 - 3 - 4 = 6$

$7 + 3 + 8 = 18$

$16 - 6 - 5 = 5$

$5 + 5 + 7 = 17$

$19 - 9 - 2 = 8$

$8 + 2 + 9 = 19$

$17 - 7 - 6 = 4$

$9 + 1 + 6 = 16$

$15 - 5 - 3 = 7$

$4 + 2 + 6 = 12$

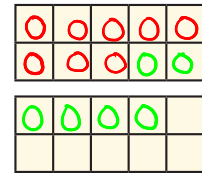
$18 - 8 - 7 = 3$

2 Sombulula iingxaki zamagama usebenzise izakhelo zamashumi.

Solve these word problems using the ten frames.

Umama ufake ama-apile abomvu asi-8 nama-apile aluhlaza ama-6 esityeni. Mangaphi ama-apile awafake esityeni ewonke?

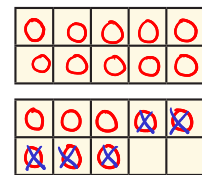
Mother puts 8 red apples and 6 green apples in a bowl. How many apples does she put in the bowl altogether?



$8 + 6 = 14$

Kukho iinkomo ezili-18 efama. Iinkomo ezi-5 ziye zalahleka. Zingaphi iinkomo ezishiyelekileyo?

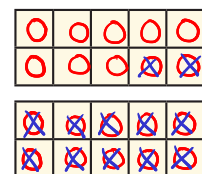
There are 18 cows on the farm. 5 of these cows get lost. How many cows are left?



$18 - 5 = 13$

Utitshala uneepenisile ezintsha ezingama-20 kwidrowa yakhe. Usebenzise iipenisile ezili-12. Zingaphi iipenisile ezisentsha?

Teacher has 20 new pencils in her drawer. 12 pencils are used. How many pencils are still new?



$20 - 12 = 8$

WEEK 3 • DAY 5

Assessment and consolidation

3 Bala.

Calculate.

 = 13	 = 14	 = 5	 = 6	 = 7
--	--	---	--	---

 +  +   <u>6</u> + <u>5</u> + <u>7</u> = <u>18</u>	 +  +  <u>7</u> + <u>7</u> + <u>6</u> = <u>20</u>
 -  -  <u>13</u> - <u>5</u> - <u>7</u> = <u>1</u>	 -  -  <u>13</u> - <u>7</u> - <u>6</u> = <u>0</u>
 -  -  <u>14</u> - <u>6</u> - <u>7</u> = <u>1</u>	 -  -  <u>14</u> - <u>7</u> - <u>5</u> = <u>2</u>



4 Sombulula ezi ngxaki.

Solve the problems.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

$11 + 3 - 2 = \underline{12}$	$14 + 2 - 5 = \underline{11}$	$12 - 5 + 2 = \underline{9}$
$13 + 6 - 5 = \underline{14}$	$16 + 2 - 6 = \underline{12}$	$11 - 7 + 4 = \underline{8}$
$16 - 4 + 2 = \underline{14}$	$19 - 7 + 2 = \underline{14}$	$14 - 8 + 3 = \underline{9}$
$15 - 3 + 4 = \underline{16}$	$18 - 6 + 7 = \underline{19}$	$13 - 6 + 2 = \underline{9}$
$4 + 5 + 1 = \underline{10}$	$7 + 3 - 5 = \underline{5}$	$20 - 7 - 3 = \underline{10}$
$5 + 5 + 2 = \underline{12}$	$6 + 4 - 6 = \underline{4}$	$20 - 4 - 5 = \underline{11}$

Ivolyum nekhaphasithi

	Izixhobo
Izibalo zentloko: libhondi zika-10 usebenzisa amakhadi amachokoza.	amakhadi amachokoza katitshala
Umdlalo: Sesiphi isikhongozelo esithatha kakhulu?	Iindidi ngeendidi zezikhongozeli (ziqokelelwe ngutitshala)



Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Ukuthalekisa ivolyum nekhaphasithi	iNcwadi Yomfundi Yemisebenzi, izikhongozelo ezahlukeneyo zelitha e-1
2	Ukulinganisela ivolyum nekhaphasithi	iNcwadi Yomfundi Yemisebenzi, zibe-2 kuhlobo ngalunye: iibhotile ze-500 ml, iibhotile zelitha e-1, iibhotile zeelitha ezi-2, amanzi
3	Ukulinganisela ivolyum nekhaphasithi	iNcwadi Yomfundi Yemisebenzi, ithabhu yeyogathi, isitya/ithabhu yemajarini, ithabhu yeayisikhrimu, ikomityi encinci, amanzi, isitya
4	Ukulinganisela ivolyum nekhaphasithi	iNcwadi Yomfundi Yemisebenzi, iibhotile ezine zeelitha ezi-2, iikomityi, icephe, ikomityi encinci, ikomityi enkulu, ijagi encinci, ijagi enkulu, isitya
5	Uqukaniso novavanyo olujolise ekufundeni	iNcwadi Yomfundi Yemisebenzi

Emva kwale veki umfundi kufuneka akwazi ukwenza oku	✓
Thelekisa uze ucwangcise umthamo wolwelo olunokuphathwa zizikhongozeli ezibini xa zizalisiwe.	
Linganisela, thelekisa, cwangcisa uze ubhale phantsi ikhaphasithi yezikhongozeli ngokusebenzisa imilinganiselo engekho sesikweni, umz. amacephe neekomityi.	

Uvavanyo (jonga kumaphepha angasemva esi sikhokelo)

Uvavanyo olubhalwayo: Ukuthalekisa nokulinganisela ivolyum nekhaphasithi usebenzisa iiyunithi ezingekho sesikweni.

Uvavanyo oluthethwayo nolwenziwayo: Umlinganiselo: Ivolyumu nekhaphasithi – Vavanya izakhono zabafundi zokusebenzisa isigama (sizele okanye asinanto), ukucwangcisa nokuthalekisa imithamo ekwizikhongozeli ngokwekhaphasithi, kwakunye nokuqikelela nokulinganisela ikhaphasithi besebenzisa imilinganiselo engekho mgangathweni.

Volume and capacity

	Resources
Mental Maths: Bonds of ten using dot cards	teacher dot cards
Game: Which container holds more?	assorted containers (collected by teacher)



Day	Lesson activity	Lesson resources
1	Comparing volume and capacity	LAB, variety of 1 litre containers
2	Measuring volume and capacity	LAB, 2 of each: 500 ml bottles, 1 litre bottles, 2 litre bottles, water
3	Measuring volume and capacity	LAB, yoghurt tub, margarine tub, ice-cream tub, small cup, water, bowl
4	Measuring volume and capacity	LAB, four 2 litre bottles, cups, spoon, small cup, large cup, small jug, large jug, bowl
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
Compare and order the amount of liquid that two containers can hold if filled	
Measure, compare, order and record the capacity of containers by using non-standard measures, for example, spoons and cups	

Assessment (see back pages of this guide)

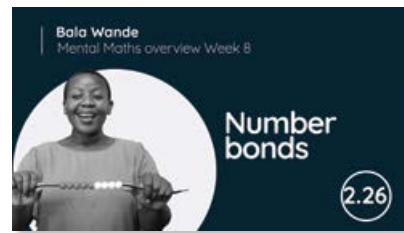
Written assessment: Measurement: Volume and capacity – Comparing and measuring volume and capacity using non-standard units.

Oral and practical assessment: Measurement: Volume and capacity – Assess the learners' ability to use vocabulary (full and empty), order and compare amounts in containers according to capacity, and estimate and measure capacity using non-standard measures

Ivolyum nekhaphasithi

Ividiyo yezibalo zentloko

Kule veki sibethelela ulwazi lweebhondi zika-10 sisebenzisa amakhadi amachokoza. Siphinda umsebenzi owenziwe kwiveki yesi-4 apho abafundi bekufuneka babe nombono ka-10 'ngokuzalisa' izakhelo zamashumi ezenziwe ngamakhadi amachokoza ashicilelweyo. Lo msebenzi uqinisa ulwazi lwabafundi lweebhondi zika-10.



Ividiyo yomdlalo

Sesiphi isikhongozelo esithatha kakhulu?



Ividiyo yophuhliso lwengqiqo

Kule veki siza kugxila kumba wevolyum nekhaphasithi. Kubalulekile ukuba abafundi bathathe inxaxheba ngokwenza eklasini ukuze babe nokuqonda okukuko ngezi ngqiqo. Kumsebenzi wevolyum nekhaphasithi siza kugxila koku:

- Ukuthelekisa nokucwangcisa umthamo wolwelo olunokuthathwa zizikhongozeli xa zizalisiwe.
- Ukusebenzisa isigama esifanelekileyo ukuchaza ivolyum/ ikhaphasithi yezikhongozeli.
- **Ukulinganisela, ukucwangcisa nokubhala phantsi ivolyum/ikhaphasithi** usebenzisa iindidi ezahlukeneyo zemilinganiselo engekho sesikweni



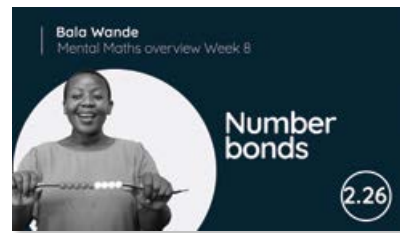
Into emayiqatshelwe kule veki

- Abafundi bangasifumana sinobunzima isigama esimalunga nombala wevolyum nekhaphasithi, kwaye kufuneka ukuba bakhuthazwe ekusebenziseni olu lwimi (**izele, ayinanto, ininzi kuna-, incinci kuna-, iyafana/iyalingana, thelekisa, umthamo, linganisela, ikhaphasithi, ivolyum, eyona ininzi, eyona incinci, rekhodisha, isikhongozeli, ikomityi, icephe**) kangangoko benakho.
- Eyona njongo yokusebenzisa iiyunithi ezingekho sesikweni kukukhokela abafundi baqonde ukuba kuyimfuneko ukusebenzisa iiyunithi zokulinganisela ezisemgangathweni/ ezisesikweni. Ukungafani kweempendulo xa kulinganiselwa kunceda abafundi baqonde ukuba kufuneka sisebenzise iiyunithi efanayo ukuze sikwazi ukuthelekisa iimpendulo zethu.
- Ukusebenzisa abafundi kwesi sifundo kubalulekile ukuze baphuhlise ukuqonda kwabo.

Volume and capacity

Mental Maths

This week we consolidate knowledge of the bonds of 10 using dot cards. We repeat the activity from Week 4 in which learners have to visualise 10 by filling the ten frames created by the printed dot cards. This activity strengthens learners' understanding of their bonds to 10.



Game

Which container holds more?



Concept development

This week we focus on the concept of volume and capacity. Learners must become practically involved in these lessons in order to develop a sound understanding of these concepts. In our work on volume and capacity, we will focus on:

- comparing and ordering the amount of liquid that two containers can hold.
- using the appropriate vocabulary to describe the volume/capacity of containers.
- **measuring, ordering** and **recording volume/capacity** using a variety of non-standard measures.



What to look out for this week

- Learners may find the vocabulary associated with the concepts of volume and capacity difficult. They need to be encouraged to use the language (**full, empty, more than, less than, the same as, compare, amount, measure, capacity, volume, most, least, order, record, container, cup, spoon**) as much as possible
- The purpose of using non-standard units of measurement is to lead learners to the realisation that a standard unit of measurement is necessary. The variations in answers when measuring in non-standard units help learners to understand that we need to use the same unit in order for our answers to be comparable.
- Are learners actively involved in the activities in order to develop their conceptual understanding of volume and capacity?



IZIBALO
ZENTLOKO
MENTAL MATHS

IIBHONDI ZE-10 -
AMAKHADI AMACHOKOZA
BONDS OF 10 - DOT CARDS

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT



UMDLALO
GAME

AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

IZIBALO ZENTLOKO | MENTAL MATHS

libhondi ukuya ku-10, usebenzisa amakhadi amachokoza katitshala kunye nolandelelwano lweefoto zezibalo zentloko zeveki yesi-4.

Practise bonds of 10 using teacher dot cards – see page 44.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT



1



2

Nika abafundi ixesha lokuxoxa.

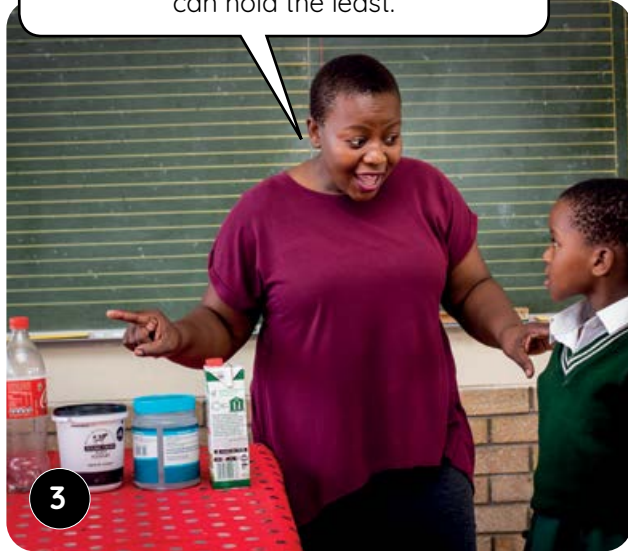
Give learners time to discuss.

WEEK 4 • DAY 1

Comparing volume and capacity

Misa izikhongozelo ngokwemithamo ezinokuyithatha uqale ngesinokuthatha kakhulu uye kwesinokuthatha kancinci.

Put the containers in order from the one that can hold the most to the one that can hold the least.



Uqaphela ntoni malunga namanzi angena kwisikhongozelo sesibini?

What do you notice about the amount of water that fits into the second container?



Masizame kuzo zonke izikhongozelo ...

Let's try it for all the containers ...



Amanzi akwisikhongozelo sokuqala angena onke kwisikhongozelo sesibini.

All the water from the first container fits into the second container.

Ukuba izikhongozelo zinekhaphasithi elinganayo ziya kuthatha umthamo olinganayo. Kweni sifundo kubalulekile ukuba uthethe ngokuba nangona izikhongozelo zikhangeleka zahlukile, ukuba zinekhaphasithi efanayo zithatha umthamo olinganayo wamanzi. Zonke iibhotile ezikulo msetyenzana zingathatha ilitha e-1. Ukuba nombono wekhaphasithi yesikhongozeli kunceda abafundi babe nengqiqo yekhaphasithi (isikhongozelo sinokuthatha kangakanani). Kufuneka usebenzise abantwana abaninzi kangangoko kwingxoxo yokuthelekisa nakwimisetyenzana eyenziwayo.

Galela amanzi akwisikhongozelo sokuqala kwisikhongozelo ngasinye kwezi. Xoxa: Zonke izikhongozelo zithatha umthamo olinganayo wamanzi nangona zikhangeleka zahlukile ngokumila nangobukhulu.

Pour the water from the first container into each of the other containers. Get learners to talk about the fact that the containers hold the same amount of water even though they look different in shape and size.

Although containers may look different, if they have the same capacity, they can hold the same amount of water. The bottles in this activity can all hold 1 litre. Visualising the capacity of a container helps learners to develop their concept of capacity (how much a container can hold). You should involve as many of the learners as possible in the comparison discussion and activities

Ukuthalekisa ivolyum nekhaphasithi

IVEKI • WEEK
4

USUKU 1 • DAY 1

Ukuthalekisa ivolyum nekhaphasithi Comparing volume and capacity

IZIBALO
ZENTLOKO
MENTAL MATHS

IIBHONDI ZE-10 -
AMAKHADI AMACHOKOZA
BONDS OF 10 - DOT CARDS

UMDLALO
GAME

UPHULISO
LWENGQIQO
CONCEPT DEVELOPMENT

AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

1 Biyela ngesangqa isikhongozelo esinokuthatha kakhulu.

Circle the container that can hold the **most**.



Comparing volume and capacity

2 Biyela kakhulu kuna- okanye kancinci kuna.

Circle more than or less than.

Icephe lithatha The spoon holds 	kakhulu kune- more than kancinci kuna less than	komityi. the cup. 
---	---	---

Ijagi ithatha The jug holds 	kakhulu kune- more than kancinci kuna less than	gilasi. the glass. 
---	---	--

Igilasi ithatha The glass holds 	kakhulu kune- more than kancinci kuna less than	komityi yeti. the teacup. 
---	---	---

Ijagi ithatha The jug holds 	kakhulu kune- more than kancinci kuna less than	bhakethi eliblowu. the blue bucket. 
---	---	---

Ibhotile ithatha The bottle holds 	kakhulu kune- more than kancinci kuna less than	cephe. the spoon. 
---	---	---

Ibhakethi elibomvu lithatha The red bucket holds 	kakhulu kune- more than kancinci kuna less than	komityi. the cup. 
--	---	---



IZIBALO
ZENTLOKO
MENTAL MATHS

IIBHONDI ZE-10 -
AMAKHADI AMACHOKOZA
BONDS OF 10 - DOT CARDS

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

UMDLALO
GAME

AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT



Ikhaphasithi yesikhongozelo isixelela ukuba singathatha umthamo ongakanani na. Ukuba isikhongozelo sizele, sigcwaliswe ngokwekhaphasithi yaso. Ukuba asinanto, akugalelwanga nto kwaphela. Angakanani amanzi akwibhotile nganye?

The capacity of a container tells us how much it can hold. If the container is full, it is filled to its capacity. If it is empty, it has not been filled at all. How much water is in each of the bottles?

WEEK 4 • DAY 2

Measuring volume and capacity

Masijonge ukuba yeyiphi ibhotile enokuthatha kakhulu kwaye yeyiphi enokuthatha kancinci.
Let's see which bottle can hold more and which can hold less.



Galela ngocoselelo!
Pour carefully!



Sebenzisa ikomityi ukugalela amanzi kwizikhongozelo ezahlukeneyo. Bala inani leekomityi ezingena kwisikhongozelo ngasinye. Xoxa ngomahluko kwikhaphasithi yezikhongozelo.

- Xa isikhongozelo sisikhulu, sithatha umthamo omkhulu/omninzi.
- Imilo yesikhongozelo ingasenza sikhangeleke ngokungathi sinokuthatha kakhulu/kancinci xa usithelekisa nesinye isikhongozelo.
- Xa ubungakanani bamanzi akwizikhongozelo ezibini bulingana/bufana, loo nto ayithethi ukuba umthamo wamanzi okwezo zikhongozelo uyalingana.

Use the cup to pour water into the different containers. Count the number of cups that can go into each container. Discuss the differences in **capacity** of the containers.

- The bigger a container is, the more it can hold.
- The shape of a container can make it look as if it can hold more/less compared to another container.
- When the **level** of the water in two containers is the same, it does not necessarily mean there is the same **amount** of water in the containers.

Bakhuthaze abafundi basisebenzise ngokwabo esi sigama ukuze bawaqhele la magama matsha. Banike ithuba lokuthalekisa ikhaphasithi yeebhotile ezimile ngokwahlukeneyo ngokugalela amanzi kwezi zikhongozelo zahlukeneyo.

Encourage learners to use the terminology themselves so that they become accustomed to the new words. Give the learners opportunities to compare the capacity of differently shaped bottles by pouring cups of water into the different containers.

IVEKI • WEEK
4

USUKU 2 • DAY 2

Ukulinganisela ivolyum nekhaphasithi
Measuring volume and capacity

IZIBALO
ZENTLOKO
MENTAL MATHS

IIBHONDI ZE-10 -
AMAKHADI AMACHOKOZA
BONDS OF 10 - DOT CARDS

UMDLALO
GAME

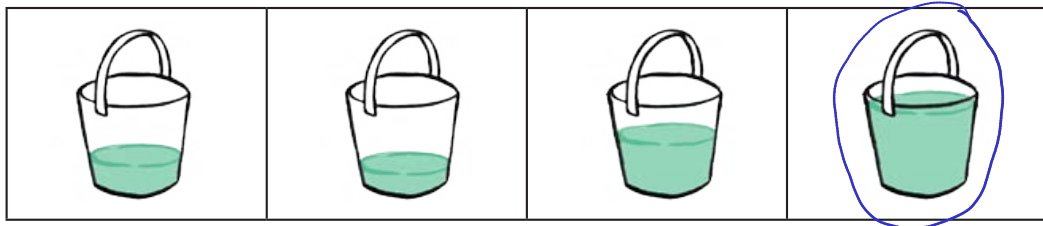
UPHUHLISO
LWENGQIQO
CONCEPT DEVELOPMENT

AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

ezeleyo full	engenato empty	alinganayo the same amount
		

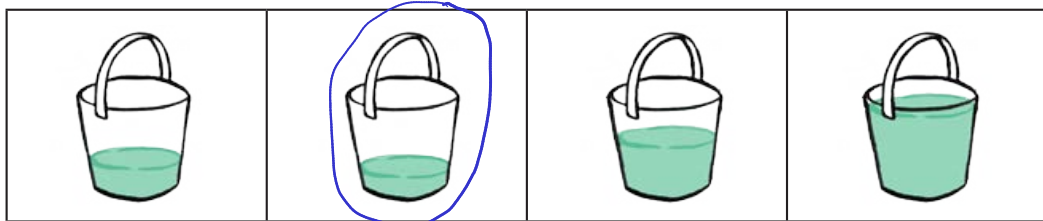
1 Bigela ngesangqa ibhakethi elinawona manzi **maninzi**.

Circle the bucket with the **most** water.



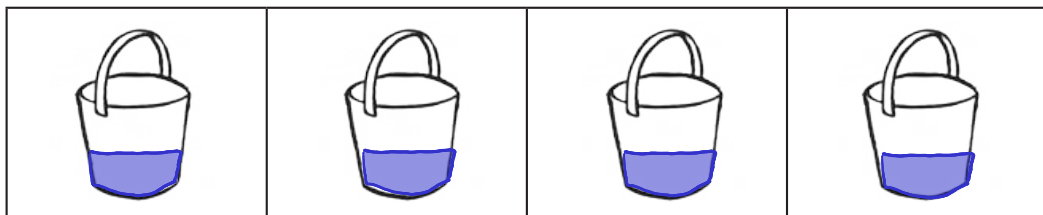
2 Bigela ngesangqa ibhakethi elinawona manzi **mancinci**.

Circle the bucket with the **least** water.



3 Faka umbala amanzi **alinganayo** kwibhakethi ngalinye.

Draw the **same** amount of water in each bucket.



Measuring volume and capacity

- 4 Fakela umbala kwigama elichanekileyo elihambelana nomfanekiso.

Colour the correct word to match the picture.

	izele full	ayinanto empty 
	izele full	ayinanto empty
	izele full	ayinanto empty
	izele full	ayinanto empty
	izele full	ayinanto empty
	izele full	ayinanto empty
	izele full	ayinanto empty



IZIBALO
ZENTLOKO
MENTAL MATHS

IIBHONDI ZE-10 -
AMAKHADI AMACHOKOZA
BONDS OF 10 - DOT CARDS

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

UMDLALO
GAME

AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Sesiphi isikhongozelo esineyona khaphasithi inkulu isesiphi esineyona incinci? Sesiphi esinokuthatha kakhulu?

Which container has the biggest capacity? Which has the smallest capacity? Which one can hold more?



1

Sisitya seayisikhrimu.
The ice cream tub has
the biggest capacity.

Yithabhu yeyogathi.
The yoghurt tub has
the smallest capacity



2

Biza umfundi aze ngaphambili azokugalela ngekomityi encinci kwisikhongozelo ngasinye. Iklasi kufuneka ibale inani leekomityi zamanzi ezizalisa isikhongozelo ngasinye. Ukuba alilingani inani leekomityi, kufuneka ubone ukuba ungawuchaza njani umlinganiselo. Umzekelo, iikomityi ezi-3 ezinehafu.

Call a learner to the front and let them fill each container using a small cup. The class must count how many cups of water it takes to fill each container. If the amounts are not exact, decide how to state the measurement. For example, 3 and a half cups.

WEEK 4 • DAY 3

Measuring volume and capacity



Xoxa ngeziphumo neklasi yonke. Wachithe okanye wakhuphele amanzi akwisikhongozelo ukuze abafundi baphinde bazizalise, bebala inani leekomityi abazigalelayo.

Discuss the findings as a class. Empty the containers and let other learners have a chance to pour and fill them, counting the cups as they do.

Qinisekisa ukuba abafundi banexesha elaneleyo lokuziqhelisa ukuthelekisa ikhaphasithi ngokuthatha inxaxheba xa kusenziwa imilinganiselo ngeekomityi (okanye ezinye iiyunithi ezingekho sesikweni).

Make sure that the learners have plenty of opportunities to practise comparing capacity by being practically involved in measuring using cups (or other non-standard units).

IVEKI 4
WEEK

USUKU 3 • DAY 3

Ukulinganisela ivolyum nekhaphasithi
Measuring volume and capacity

IZIBALO
ZENTLOKO
MENTAL MATHS

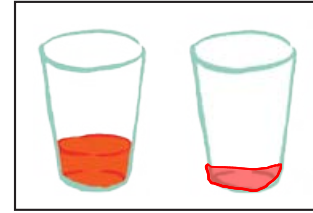
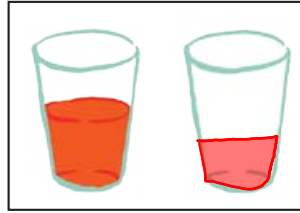
IIBHONDI ZE-10 -
AMAKHADI AMACHOKOZA
BONDS OF 10 - DOT CARDS

UMDLALO
GAME

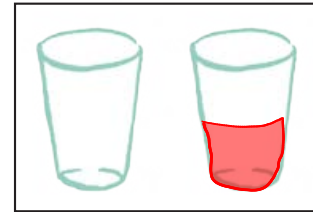
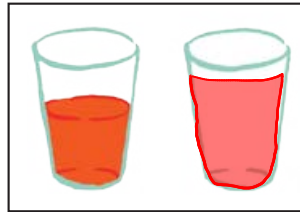
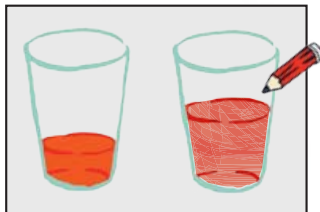
UPHUHLISO
LWENGQIQO
CONCEPT DEVELOPMENT

AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

- 1 Fakela umbala kwigilasi yesibini ukuze ibe nomthamo omncinci kunegilasi yokuqala.

Colour in the second glass so that it has **less than** the first glass.


- 2 Fakela umbala kwigilasi yesibini ukuze ibe nomthamo omninzi kunegilasi yokuqala.

Colour in the second glass so that it has **more than** the first glass.


- 3 Phawula ngethiki igama elichanekileyo elichaza imifanekiso.

Tick the correct word to describe the pictures.

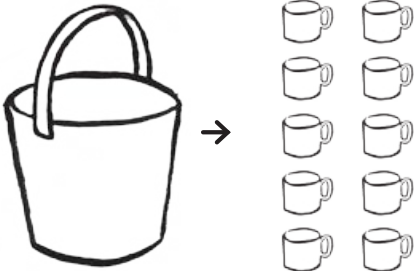
lizele full	☒ lizele full	lizele full
alinanto empty	☐ alinanto empty	alinanto empty
lisehafini half full	☐ lisehafini half full	☒ lisehafini half full

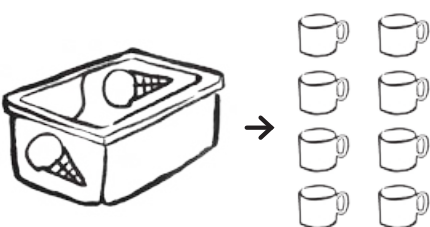
Measuring volume and capacity

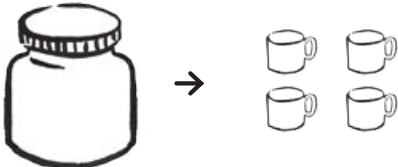
Ask learners to compare the capacity of the different containers

4 Jonga imifanekso uze uphendule imibuzo.

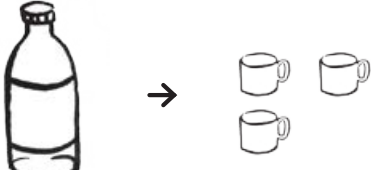
Look at the pictures and answer the questions.

	Ibhakethi lithatha iikomityi ezi- <u>10</u> ezincinci. The bucket holds ____ small cups.
---	--

	Isikhongozelo seayisikhrimu sithatha iikomityi ezi- <u>8</u> ezincinci. The ice-cream tub holds ____ small cups.
--	--

	Ibhotile ithatha iikomityi ezincinci ezi- <u>4</u>. The jar holds ____ small cups.
---	--

	Igilasi enkulu ithatha iikomityi ezincinci ezi- <u>2</u>. The large glass holds ____ small cups.
---	--

	Le bhotilana ithatha iikomityi ezincinci ezi- <u>3</u>. The bottle holds ____ small cups.
---	---



IZIBALO
ZENTLOKO
MENTAL MATHS

IIBHONDI ZE-10 -
AMAKHADI AMACHOKOZA
BONDS OF 10 - DOT CARDS

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

UMDLALO
GAME

AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Masilinganisele ukuba mangakanani amanzi akwibhotile nganye sisebenzise le komityi. Bala inani leekomityi.

Let's measure how much water is in each bottle using this small jar. Count the number of small jars.



1

Galela ngocoselelo!
Pour carefully!



2

Sebenza neklasi niqikelele niphinde nilinganisele inani leekomityi ezikwibhotile nganye yeelitha ezi-2. Qala ngokuqikelela wandule ukulinganisela.

- Xoxa ngemilinganiselo yebhotile nganye ngeli xesha nenza lo msebenzi.
- Sebenzisa ulwazi onalo malunga namanzi akwibhotile yokuqala neyesibini ukuqikelela amanzi akwibhotile elandelayo njalonzalo.

Work with the class to **estimate** and then **measure** how many small jars of water are in each of the bottles. First estimate, then measure.

- Discuss the measurements for each bottle as you do the activity.
- Use what you know about the amount of water in the first and second bottles to estimate the amount of water in the next bottle and so on.

Measuring volume and capacity

Nazi iibhotile ezingenanto negilasi yokulinganisela.

Here are the empty bottles and the measuring jar.



Masilinganisele amanzi akwibhotile nganye sisebenzise le jagi. Bala inani leejagi.

Now let's measure how much water is in each bottle using this jar. Count the number of jars.



Sebenza neklasi niqikelele emva koko nilinganisele ukuba zingaphi iijagi zamanzi ezikwibhotile nganye yeelitha ezi-2. Qala ngokuqikelela wandule ukulinganisela.

- Xoxa ngengqikelelo nemilinganiselo yebhotile nganye njengokuba nisenza.
- Ingaba sifumene umlinganiselo ofanayo xa sisebenzise ikomityi nejagi? Ngoba kutheni?

Work with the class to estimate and then measure how many jars of water are in each of the bottles. First estimate, then measure.

- Discuss the estimates and measurements for each bottle as you do the activity.
- Did we get the same measurement using the different jars? Why?

Nika abafundi ixesha lokuqikelela nelokulinganisela umthamo wamanzi akwizikhongozelo ezahlukeneyo nelokuthelekisa imilinganiselo yabo. Ukuze sifumane umlinganiselo ofanayo, kwakufuneka sisebenzise ikomityi enye.

Give learners time to estimate and measure the amount of water in different containers and to compare their measurements. To get the same measurement, we would all need to measure with the same container.

IVEKI • WEEK
4

USUKU 4 • DAY 4

Ukulinganisela ivolyum nekhaphasithi
Measuring volume and capacity

IZIBALO
ZENTLOKO
MENTAL MATHS

IIBHONDI ZE-10 -
AMAKHADI AMACHOKOZA
BONDS OF 10 - DOT CARDS

UMDLALO
GAME

UPHULISO
LWENGQIYO
CONCEPT DEVELOPMENT

IPHEPHA
LOKUSEBENZELA
WORKSHEET

Umdlalo: Sesiphi isikhongozelo esithatha kakhulu?
Game: Which container holds more?

Cimela ngeli xa ndibeka izinto emgceni. Khetha enento eninzi.
Close your eyes while I put all the things in a row. Feel them and choose the one that holds the most.



Icephe lithatha kancinci kunekomityi.
The spoon holds less than the cup.

Ikomityi ithatha kakhulu kunecephe.
Ndiphumelele.
The cup holds more than the spoon. I win.



Ijagi ithatha kakhulu kunekomityi.
Ndiphumelele.
The jug holds more than the cup. I win.

Ikomityi ithatha kancinci kunejagi.
The cup holds less than the jug.



Masikhethe ke ngoku ethatha kancinci.
Now let's choose the one that holds less.

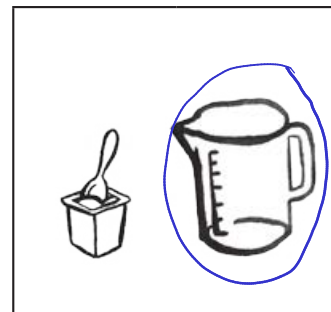
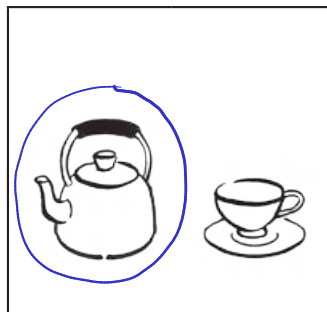
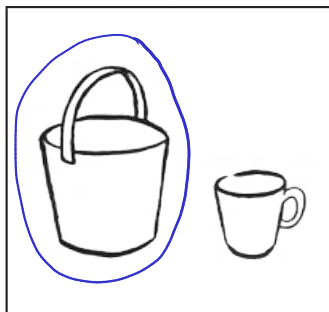
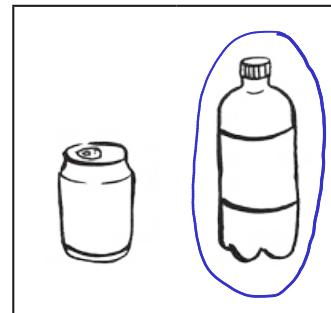
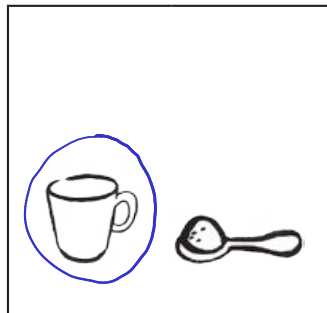


Abafundi mabatshintshiselane ngokukhetha izinto. Bangabhala phantsi ukuba mingaphi imijikelo abafumana ngayo amanqaku.
Learners take turns to choose items. They can keep a record of how many rounds they win a point.

Measuring volume and capacity

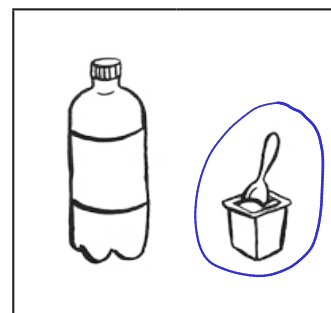
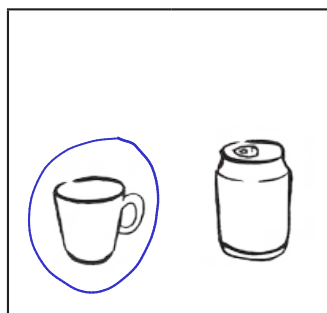
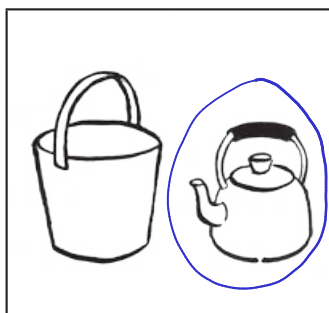
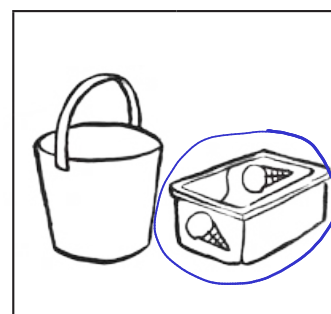
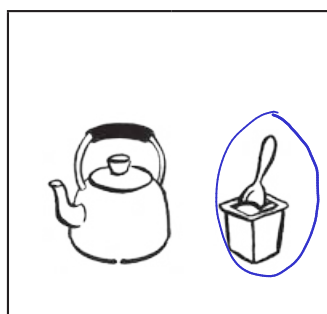
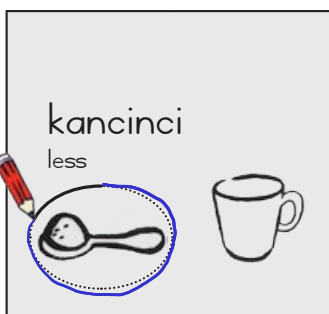
1 Biyela ngesangqa isikhongozelo esithatha kakhulu.

Circle the container that holds **more**.



2 Biyela ngesangqa isikhongozelo esithatha kancinci.

Circle the container that holds **less**.



IVEKI • WEEK
4

USUKU 5 • DAY 5

Uqukaniso
Consolidation

IPHEPHA LOKUSEBENZELA
WORKSHEET

IPHEPHA LOKUSEBENZELA
WORKSHEET

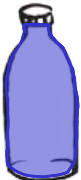
1 Bhala izele okanye ayinanto.

Write full or empty.

	 izele full		 ayinanto empty
	empty		full
	empty		full
	full		empty

2 Fakela umbala kwizikhongozelo ukuze ubonise ukuba sizele, sisehafini okanye asinanto.

Colour the containers to show them full, half full and empty.

Assessment and consolidation

- 3 Fakela umbala kwigama elichanekileyo elihambelana nomfanekiso.
Colour the correct word to match the picture.

	izele full	ayinanto empty		izele full	ayinanto empty
	izele full	ayinanto empty		izele full	ayinanto empty
	izele full	ayinanto empty		izele full	ayinanto empty
	izele full	ayinanto empty		izele full	ayinanto empty

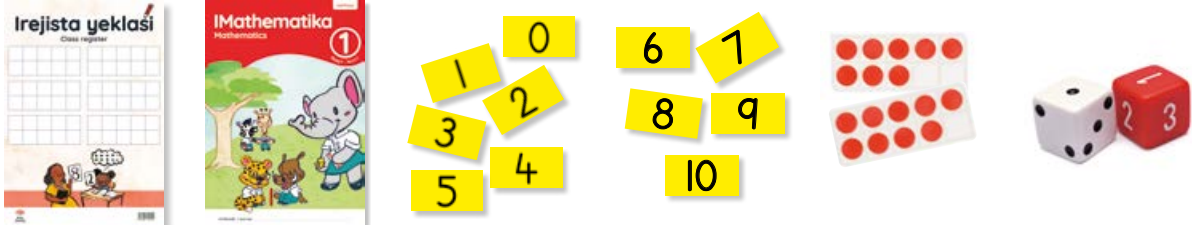
- 4 Tikisha into ethatha umthamo omninzi.
Tick the thing that holds more.

		
☒	☒	☒

- 5 Tikisha into ethatha umthamo omncinci.
Tick the thing that holds less.

		
☒	☒	☒

lipatheni zokudibanisa

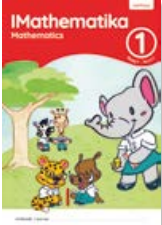
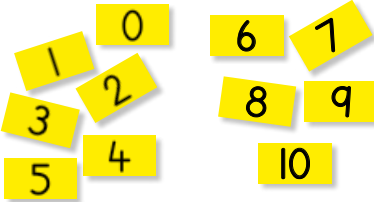
		Izixhobo
Izibalo zentloko: libhondi ze-10 usebenzisa amakhadi amanani		oonotsheluzi beebhondi zamanani, amakhadi amanani abafundi 0-10
Umdlalo: 1, 2, 3 Veza – ukudibanisa		amakhadi amanani abafundi 0-10
		
Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Amanani kumgcamanani	Umgcamanani, mzila wamanani (utitshala), LAB
2	Ukudibanisa ku-9	Umgcamanani (utitshala), izakhelo zamashumi ezibini, izibalisi ezingama-20, LAB
3	Ukudibanisa ku-8 no-7	Umgcamanani (utitshala), izakhelo zamashumi ezibini, izibalisi ezingama-20, LAB
4	lipatheni zokudibanisa	Amakhadi okudibanisa (utitshala), idayisi nezibalisi, LAB
5	Uqukaniso novavanyo olujolise ekufundeni	Incwadi yemisebenzi yabafundi

Emva kwale veki umfundi kufuneka akwazi ukwenza oku	✓
Sebenzisa umgcamanani ukucwangcisa amanani nokusombulula iingxaki zokudibanisa	
Sombulula iingxaki zokudibanisa (ukudlulela ngaphaya kwe-10) ngokwenza ishumi	
Fumana iipatheni zokudibanisa ngokusebenzisa amakhadi okudibanisa	

Uvavanyo (jonga kumaphepha angasemva esi sikhokelo)

Uvavanyo olubhalwayo: Amanani, lindlela zokubala noLwalamano – Ukudibanisa, ukuwelela ngaphaya kweshumi usebenzisa izakhelo zeshumi, imigcamanani neepatheni zamanani

Addition patterns

		Resources
Mental Maths: Bonds of 10 using number cards		number bond flash cards, learner number cards 0–10
Game: 1, 2, 3, show – addition		learner number cards 0–10
    		
Day	Lesson activity	Lesson resources
1	Numbers on a number line	LAB, number line (teacher), number track (teacher)
2	Adding on to 9	LAB, number line (teacher), two ten frames, 20 counters
3	Adding on to 8 and 7	LAB, number line (teacher), two ten frames, 20 counters
4	Addition patterns	LAB, addition cards (teacher), dice and counters
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
Use a number line to sequence numbers and to solve addition problems	
Solve addition (bridging 10) problems by making a ten	
Find patterns of addition using addition cards	

Assessment (see back pages of this guide)

Written assessment: Numbers, Operations and Relationships – addition bridging ten using ten frames, number lines and number patterns

lipatheni zokudibanisa

Ividiyo yezibalo zentloko

Kule veki sigxila **kwiibhondi ze-10** kwaye sisebenzisa amakhadi ethu okudibanisa ukubonisa imidibaniso yeebhondi zamanani. Le yindlela elungileyo yokwenza abafundi bathathe inxaxheba esifundweni, kwaye ikwayindlela elula yokufumanisa ukuba ingaba abafundi bayazazi na iibhondi zabo. Ukuthi krwaqu eklasini kuya kukunceda ubone ukuba ngabaphi abafundi ababambe amakhadi achanekileyo. Ungakwazi nokulungisa okungaqondakaliyo okuqaphelayo.



Ividiyo yomdlalo

1, 2, 3 Veza – ukudibanisa

Ividiyo yophuhliso lwengqiqo

Sigxila **kudibaniso** kule veki. Abafundi baza kufunda ngolwalamano phakathi kwemizila yamanani kunye nemigcamanani, kananjalo baya kusombulula **iingxaki zokudibanisa ezidlula ngaphaya kwe-10**. Kwimisebenzi yethu yokudibanisa siza kujolisa koku:

- Ukusebenzisa imizila yamanani kunye nemigcamanani ukulandelelanisa nokudibanisa amanani.
- Ukusombulula iingxaki zokudibanisa ezidlula ngaphaya kwe-10 ngokwenza i-10. Abafundi baza kuqonda ukuba ukwenza i-10 xa udibanisa ne-9, 8 okanye isi-7 kwenza lula kwaye kuyakhawulezisa ukusombulula iingxaki.
- Ukusombulula iingxaki ngokusebenzisa izibalisi nezakhelo zamashumi nto leyo ekhulisa ukuqondwa kwexabiso lendawo.
- Ukwakha ulwalamano phakathi kokusombulula iingxaki ngezakhelo zamashumi nezibalisi kunye nokusombulula iingxaki ngomgcamanani. Kufuneka abafundi baqalise ukusebenzisa imizila yamanani kunye nemigcamanani kwamsinya njengoko iyenye yemiboniso yeMathematika ebalulekileyo.



Into emayiqatshelwe kule veki

- Kucetyiswa ukwenza ishumi ukusombulula iingxaki zokudibanisa njengendlela yokususa abafundi ekusombululeni iingxaki ngokubala endaweni yoko bazisombulule ngokubala ngentloko.
- Kubalulekile ukuba abafundi baqonde indlela yokucazulula nokwakha amanani ngokusebenzisa izakhelo zamashumi nezibalisi. Oku kuya kuphuhlisa ukuqondwa **kwexabiso lendawo**.
- Khuthaza incoko phakathi kwabafundi ukuze babelane ngeendlela zabo zokusombulula iingxaki. Qinisekisa ukuba abafundi basebenzisa isigama esichanekileyo (**ishumi, imivo, dibanisa, kunye, ngaphezulu**).

Addition patterns

Mental Maths

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



Game

1, 2, 3, show – addition

Concept development

This week we focus on **addition**. Learners will learn about the relationship between number tracks and number lines, and they will also solve **addition problems that bridge 10**. In our work on addition, we will focus on:

- using number tracks and number lines to sequence numbers and to add numbers.
- solving addition bridging 10 problems by making a ten. Learners will realise that making a ten when adding with 9, 8 or 7 makes it easier and quicker to solve problems.
- solving problems by using counters and ten frames, which begins to develop an understanding of place value.
- creating links between solving problems with ten frames and counters and solving problems with number tracks and number lines. Learners need to start using number lines early on as they are an important mathematical representation.



What to look out for this week

- Making a ten to solve **addition problems** is recommended as a way to move learners from solving problems by counting to being able to solve problems by using mental calculations.
- It is important for learners to understand how to break down and build up numbers by working with ten frames and counters. This will build their understanding of **place value**.
- Encourage conversation between learners so that they can share their solution methods. Ensure that learners are using the correct vocabulary (**a ten, ones, add, and, more**).

Amanani kumgcamanani

IZIBALO
ZENTLOKO
MENTAL MATHS

IIBHONDI ZE-10 -
AMAKHADI AMANANI
BONDS OF 10 - NUMBER CARDS

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

UMDLALO
GAME

AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

IZIBALO ZENTLOKO | MENTAL MATHS

Ziqhelise iibhondi ze-10 ngokusebenzisa oonotsheluzi bakho beebhondi zamanani. Jonga kwiphepha 54.

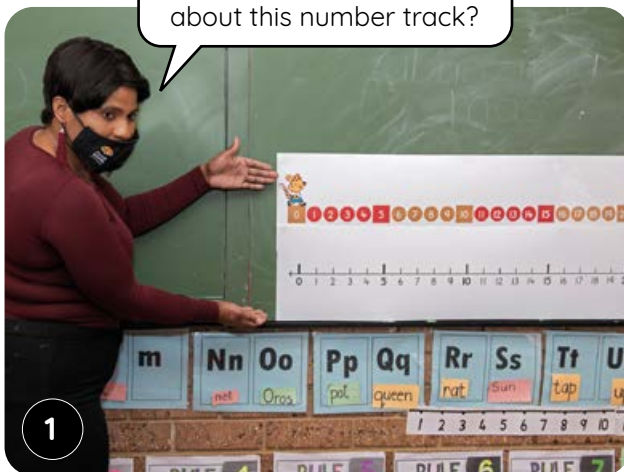
Practise bonds of 10 using your number bond flash cards. See page 44.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

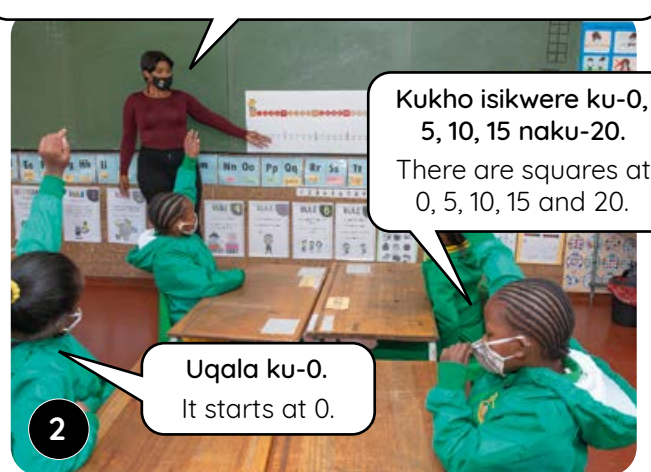
Remember to check the date and mark the register every day

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Ungandixelela ntoni ngalo mzila wamanani?
What can you tell me about this number track?



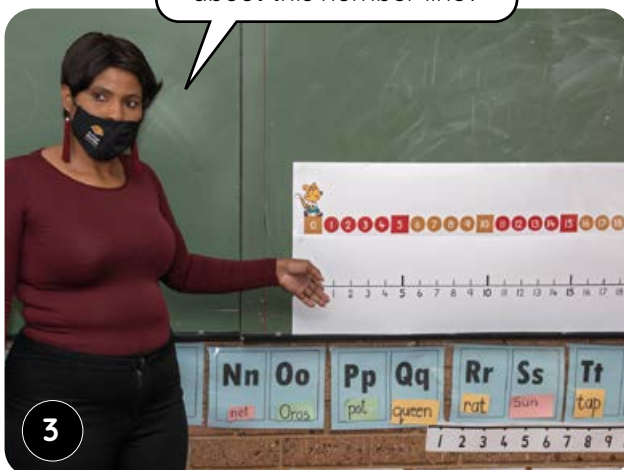
Amanani aya esiba makhulu xa uhamba usuka ekhohlo usiya ngasekunene.
The numbers get bigger as you go from left to right



Kukho isikwere ku-0, 5, 10, 15 naku-20.
There are squares at 0, 5, 10, 15 and 20.

Uqala ku-0.
It starts at 0.

Ungandixelela ntoni ngalo mgcamanani?
What can you tell me about this number line?



Amanani aya esiba makhulu xa uhamba usuka ekhohlo usiya ngasekunene.
The numbers get bigger as you go from left to right.



Kukho amabala amnyama ku-0, 5, 10, 15 naku-20.
There are darker marks at 0, 5, 10, 15 and 20.

Uqala ku-0.
It starts at 0.

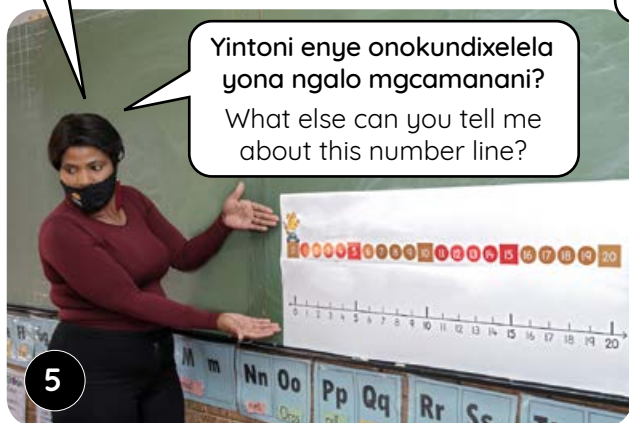


Numbers on a number line

KwiMaths, sisebenzisa umgcamanani endaweni yomzila wamanani. Kulula ukuwuzoba.

In maths, we use a number line instead of a number track. It is much easier to draw.

Yintoni enye onokundixelela yona ngalo mgcamanani?
What else can you tell me about this number line?



Kukho imigcane emincinci ejolise kwinani ngalinye.

There are little lines pointing to each number.



Izithuba eziphakathi kwamanani ziyalingana ngobukhulu.

The gaps between the numbers are all the same size.

Kukho iintolo ekuqaleni nasekupheleni komgca.

There are arrows at the ends of the line.

Ewe, iintolo zibonisa ukuba umgca uyaqhubeka ukuya macala omabini.

Yes, the arrows show us that the line keeps going in both directions.



Qinisekisa ukuba abafundi bathatha inxaxheba kule ngxoxo kwaye bayalubona unxulumano phakathi komzila wamanani nomgcamanani. Bacacisele ukuba ukususela ngoku siza kusebenzisa umgcamanani rhoqo ngoko ke kufuneka bakwazi ukuwusebenzisa.

Make sure that learners participate in this discussion and can see the links between the number track and the number line. Explain to them that from now on we will use number lines often, so they need to know how to use them.

Ndibonise indlela yokubala u-7 + 3 kumzila wamanani nakumgcamanani.

Show me how to work out 7 + 3 on the number track and number line.



Nika abafundi ithuba lokuxoxa ngonxulumano phakathi komzila wamanani nomgcamanani. Yenza oku ngokuthi ubabizele ngaphambili bazokusombulula iingxaki zokudibanisa ngokusebenzisa umzila wamanani nomgcamanani. Kwesi sifundo gcina umhlaba wamanani uphelela kwi-10.

Give learners lots of opportunities to discuss the links between number tracks and number lines. Do this by calling them to the front to solve addition problems by using the number track and number line. In this lesson, keep the number range up to 10

Ndingaqala ku-7 ndize ndithathe amanyathelo ama-3 ukuya phambili.

I would start at 7, and then take 3 steps forwards.



IVEKI 5 WEEK

USUKU 1 • DAY 1

Amanani kumgcamanani
Numbers on a number lineIZIBALO
ZENTLOKO
MENTAL MATHSIIBHONDI ZE-10 -
AMAKHADI AMANANI
BONDS OF 10 - NUMBER CARDSUMDLALO
GAMEUPHUHLISO
LWENGQIQO
CONCEPT DEVELOPMENTAMAPHEPHA
OKUSEBENZELA
WORKSHEETS

1	Tsibela kwinani eli-: Jump to the number that is:	Uphi ngoku? Where are you now?
ngaphezulu ngo-3 kuno- 3 more than		5
ngaphantsi ngo-4 kuno- 4 less than		3
ngaphantsi ngo-4 kuno- 4 less than		4
ngaphezulu ngo-6 kuno- 6 more than		7

2	Tsibela ngaphambili okanye ngasemva. Jump forwards or backwards.	Uphi ngoku? Where are you now?
Ngaphambili ka-5 Forwards 5		8
Ngasemva ka-4 Backwards 4		6
Ngaphambili ka-8 Forwards 8		8
Ngasemva ka-7 Backwards 7		1

Numbers on a number line

Let learners alternate their starting points...

Start at zero then start at 10.

3 Fakela amanani ashijiweyo.

Fill in the missing numbers.

0	1	2	3	4	5	6	7	8	9	10
0	1	2	3	4	5	6	7	8	9	10
0	1	2	3	4	5	6	7	8	9	10
0	1	2	3	4	5	6	7	8	9	10

4 Fakela amanani ashijiweyo. Do the same here

Fill in the missing numbers.

0	1	2	3	4	5	6	7	8	9	10
0	1	2	3	4	5	6	7	8	9	10
0	1	2	3	4	5	6	7	8	9	10

5 Dibanisa. Bonisa amanyathelo/imitsi kumgca manani.

Add. Show the steps on the number line. circle the first number

$1 + 3 = 4$	0 1 2 3 4 5 6 7 8 9 10
$5 + 3 = 8$	0 1 2 3 4 5 6 7 8 9 10
$3 + 6 = 9$	0 1 2 3 4 5 6 7 8 9 10
$4 + 2 = 6$	0 1 2 3 4 5 6 7 8 9 10
$5 + 4 = 9$	0 1 2 3 4 5 6 7 8 9 10

IVEKI 5 • USUKU 2

Ukudibanisa ku-9

IZIBALO
ZENTLOKO
MENTAL MATHS

IIBHONDI ZE-10 -
AMAKHADI AMANANI
BONDS OF 10 - NUMBER CARDS

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

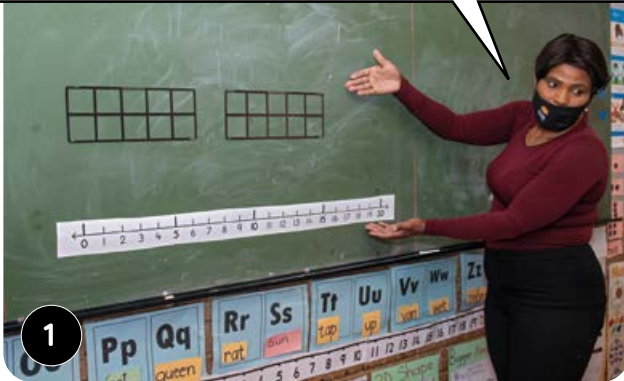
UMDLALO
GAME

AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

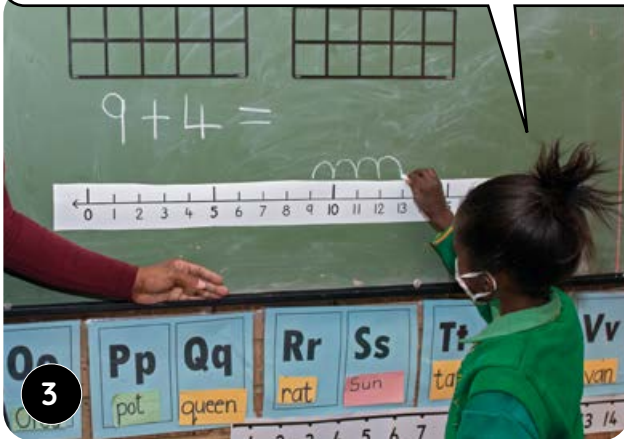
UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Izolo sisebenzise umgcamanani ukudibanisa. Namhlanje siza kudibanisa ku-9 sisebenzise umgcamanani nezakhelo zamashumi. Yesterday we used a number line to add. Today we are going to use a number line and ten frames to add 9.

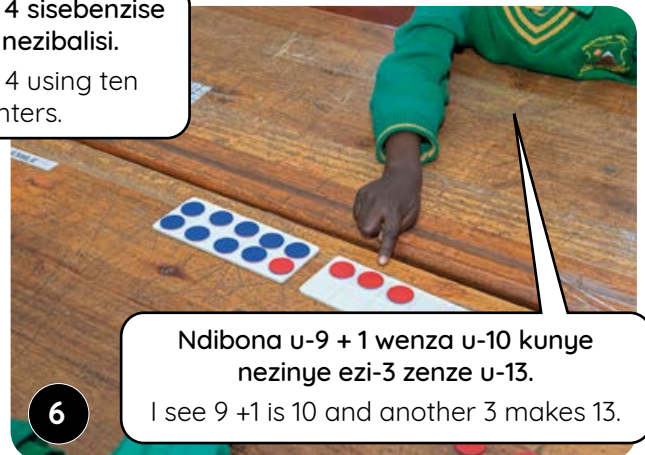
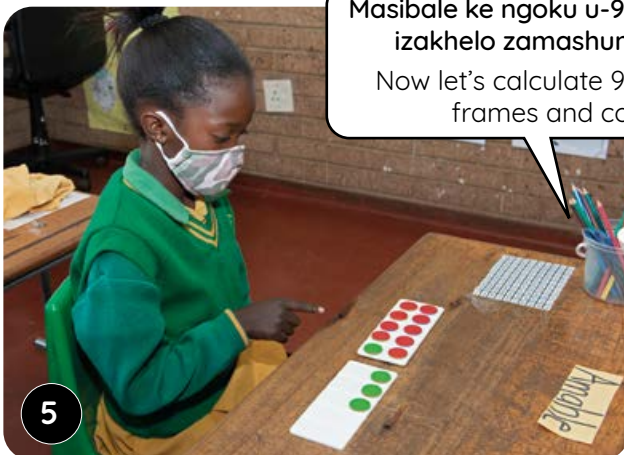
Masibonise u-9 + 4 kumgcamanani. Let's show 9 + 4 on the number line.



Ndithatha inyathelo eli-1 ukusuka ku-9 ukuya ku-10 namanyathelo ama-3 ngaphezulu ukuya ku-13. I take 1 step from 9 to 10 and 3 more steps to 13.



Masibale ke ngoku u-9 + 4 sisebenzise izakhelo zamashumi nezibalisi. Now let's calculate 9 + 4 using ten frames and counters.

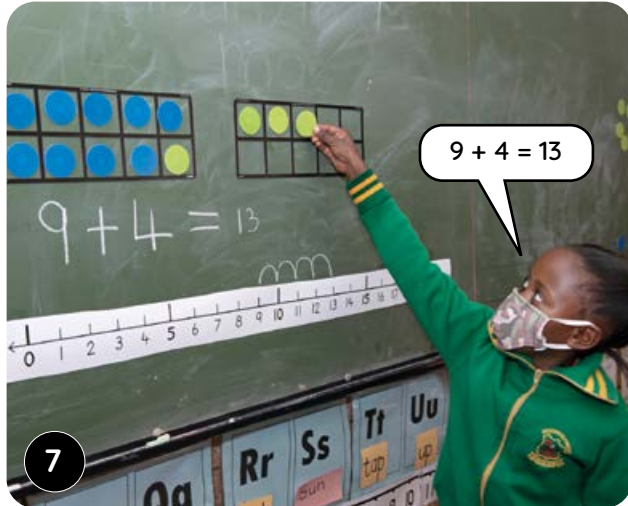


Ndibona u-9 + 1 wenza u-10 kunye nezinye ezi-3 zenze u-13. I see 9 + 1 is 10 and another 3 makes 13.

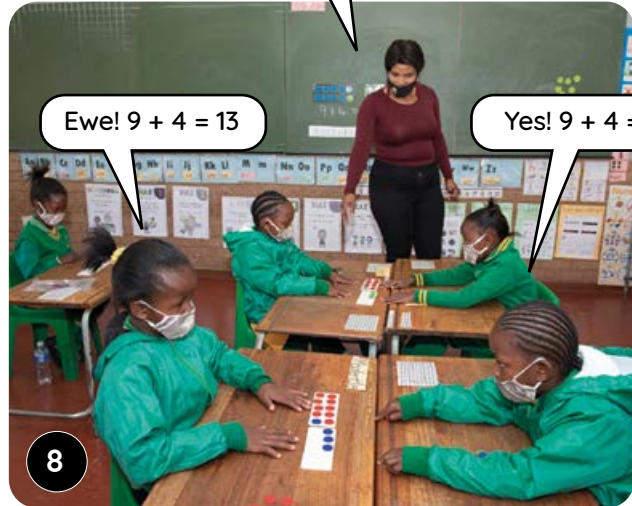
Adding on to 9



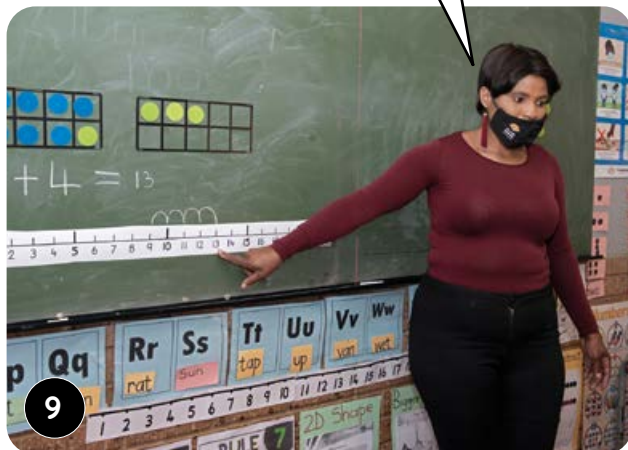
Beka izibalisi ezinemagnethi kwizakhelo zamashumi ezisebhodini.
Put the magnetic counters into the ten frames on the board.



Ingaba ufumene isiphumo esifanayo xa usebenzisa umgcamanani nesakhelo samashumi.
Did you get the same answer using the number line and the ten frame?



Xa ndithatha ingathelo elinge kumgca manani ndifika kwi-10 ndize ndithathe amanyathelo amathathu ngaphezulu. Ndifika kwi-13
When I take one step along the number line, I get to 10 and then I step 3 more. I get to 13.



Ziphinde zombini ezi ndlela kunye neklasi usebenzise ezinye iingxaki zokudibanisa ku-9 ezifana nezi:

Repeat both methods together with the class using other adding to 9 problems, such as:

- $9 + 7$
- $9 + 5$
- $9 + 9$

Bakhuthaze abafundi baqaphele ukuba kuzo zombini ezi ndlela siqala senze u-10 ngokudibanisa u-1 ze emva koko siye kwisiphumo sokugqibela.

Encourage learners to notice that in both methods, we first make a ten by adding 1 and then we get to the final answer.

Bakhuthaze abafundi ukuba babelane ngezimvo baze bathethe ngeendlela ezahlukeneyo. Kubalulekile ukuba abafundi baqonde ukuba ukwenza ishumi kwenzeka msinya kwaye kulula kunokubala. Ukuba benza ishumi bangabala lula ngentloko. Bakhuthaze ke ngoko ukuba babale ngentloko. Bakhuthaze abafundi ukuba bangatsibi nje ngoononye. Bangenza imitsi emikhulu emva kwe-10 ukuze bafike kwimpendulo yokugqibela.

Encourage learners to share ideas and talk about the different methods. It is important for them to realise that making a ten is quicker and simpler than counting. If they make a ten, they can do the calculation easily in their heads. Encourage them to do this mental calculation. Encourage learners not just to jump in ones. They can make bigger jumps after the 10 to get to the final answer.

IVEKI 5 WEEK

USUKU 2 • DAY 2

Ukudibanisa ku-9

Adding on to 9

IZIBALO
ZENTLOKO
MENTAL MATHS

IIBHONDI ZE-10 -
AMAKHADI AMANANI
BONDS OF 10 - NUMBER CARDS

UMDLALO
GAME

UPHUHLISO
LWENGQIYO
CONCEPT DEVELOPMENT

AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

1 Dibanisa.

Add.



Uqaphela ntoni xa
udibanisa ku-9?
What do you notice
when you add on to 9?

We add one to get
to ten then we
add the rest

 $9 + 5 = 14$	 $9 + 5 = 14$
 $9 + 2 = 11$	 $9 + 2 = 11$
 $9 + 9 = 18$	 $9 + 9 = 18$
 $9 + 4 = 13$	 $9 + 4 = 13$
 $9 + 6 = 15$	 $9 + 6 = 15$
 $9 + 3 = 12$	 $9 + 3 = 12$
 $9 + 7 = 16$	 $9 + 7 = 16$

Adding on to 9

Get learners to talk about the pattern

- 2 Zingaphi iibhola ekufuneka zongezwe ukuze wenze inani elingasentla?

How many balls must be added to make the top number?

- 3 Fakela amanani angekhoyo ukuze usombulule ezi ngxaki.

Fill in the missing numbers to solve these problems.

$$9 + 9 = 18$$

$$9 + 2 = 11$$

$$9 + 6 = 15$$

$$9 + 5 = 14$$

$$9 + 4 = 13$$

$$9 + 4 = 13$$

$$9 + 7 = 16$$

$$9 + 3 = 12$$

$$9 + 2 = 11$$

$$9 + 15 = 16$$

$$9 + 5 = 14$$

$$9 + 10 = 19$$

$$9 + 1 = 10$$

$$9 + 6 = 15$$

$$9 + 3 = 12$$

Ukudibanisa ku-8 naku-7

IZIBALO
ZENTLOKO
MENTAL MATHS

IIBHONDI ZE-10 -
AMAKHADI AMANANI
BONDS OF 10 - NUMBER CARDS

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

UMDLALO
GAME

AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Izolo sisebenzise imigcamanani nezakhelo zamashumi ukudibanisa ku-9. Namhlanje siza kudibanisa ku-8 naku-7. Masiqale ngokudibanisa ku-8. Yesterday we used number lines and ten frames to add on to 9. Today we are going to add on to 8 and 7. Let's start with adding on to 8.

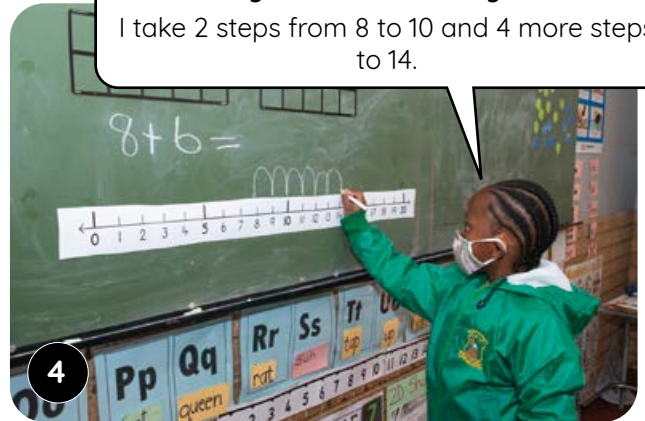


Ungayisombulula njani le ngxaki $8 + 6$ kumgcamanani?
How can you solve the problem $8 + 6$ on the number line?



Sinezibalisi ezisi-8 nezibalisi ezi-6.
We have 8 counters and 6 counters.

Ndibona $u-8 + 2$ benza $u-10$ ukuze ezinye ezi-4 zenze $u-14$.
I see $8 + 2$ is 10 and another 4 makes 14.



Ndithatha amanyathelo ama-2 ukusuka ku-8 ukuya kwishumi ze ndithathe amanye amanyathelo ama-4 ukuya ku-14.
I take 2 steps from 8 to 10 and 4 more steps to 14.

Phinda ezi ndlela zombini kunye neklasi usebenzise ezinye iingxaki ezidibanisa ku-9 ezifana nezi:

Repeat both methods together with the class using other adding to 8 and 7 problems, such as:

- $8 + 4$
- $8 + 9$
- $7 + 6$
- $7 + 7$

Bakhuthaze abafundi ukuba baqaphele ukuba xa ndidibanisa ku-8 ndingenza $u-10$ ngokudibanisa $u-2$ kuqala. Emva koko ndidibanisa ezishiyekileyo lula ngentloko. Xa ndidibanisa ku-7 ndidibanisa ezi-3 ukwenza $u-10$ ndize ndongeze eziseleyo lula ngentloko.

Encourage learners to notice that when we add to 8, we can make 10 by first adding 2. Then it is easy to add the rest. When we add to 7, we add 3 to make 10, then add on the rest.

WEEK 5 • DAY 3

Adding on to 8 and 7

IVEKI • WEEK
5

USUKU 3 • DAY 3

Ukudibanisa ku-8 naku-7

Adding on to 8 and 7

IZIBALO
ZENTLOKO
MENTAL MATHS

IIBHONDI ZE-10 -
AMAKHADI AMANANI
BONDS OF 10 - NUMBER CARDS

UMDLALO
GAME

UPHUHLISO
LWENGOJQO
CONCEPT DEVELOPMENT

AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

1 Dibanisa.
Add.



Uqaphela ntoni xa
udibanisa ku-8?
What do you notice
when you add on to 8?

We first add 2
to get to 10
then add the rest

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

2 Dibanisa.

Add.

we don't have to
count in onesUqaphela ntoni xa
udibanisa ku-7?What do you notice
when you add on to 7?we first add 3 to get
to 10 then add the
rest

 $7 + 6 = 13$	 $7 + 6 = 13$
 $7 + 9 = 16$	 $7 + 9 = 16$
 $7 + 4 = 11$	 $7 + 4 = 11$
 $7 + 8 = 15$	 $7 + 8 = 15$
 $7 + 5 = 12$	 $7 + 5 = 12$
 $7 + 3 = 10$	 $7 + 3 = 10$
 $7 + 7 = 14$	 $7 + 7 = 14$

WEEK 5 • DAY 4

Addition patterns

IZIBALO
ZENTLOKO
MENTAL MATHS

IIBHONDI ZE-10 -
AMAKHADI AMANANI
BONDS OF 10 - NUMBER CARDS

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

UMDLALO
GAME

AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Masijonge kwezi patheni zokudibanisa.
Khangela zonke izivakalisi manani
ezinesiphumo esingu-12.

Let's look at addition patterns. Find me all the
number sentences that have the answer 12.



Yeyiphi ipatheni oyibonayo kule theyibhile emva
kokuba ususe amakhadi anesiphumo esingu-12.
What pattern do you see in the table after taking
out the cards that have the answer 12?



Umgca oxwesileyo.
A diagonal line.

Uqaphela ntoni?
What do you notice?



Amanani angakwicala lasekhohlo
lophawu lokudibanisa aya encipha ngo-1
njengokuba usehla.

The numbers on the left of the plus sign
get smaller by 1 as you go down.

Masifumane enye ipatheni.
Let's find another pattern.



Amanani akwicala lasekunene lophawu lokudibanisa
aye esenyuka ngo-1 njengokuba usehla.

The numbers on the right of the plus sign get bigger
by 1 as you go down.

Jonga onke amakhadi okudibanisa ngolu hlobo ukuze abafundi babone iipatheni kwizivakalisi
manani zokudibanisa. Banike amathuba aneleyo ukuze bacacise iipatheni abazibonayo. Oku
kuza kubanika ithuba lokuphuhlisa izakhono zabo zokucinga nokuqiza.

Go through each of the addition cards in this way so that learners can see the patterns in the
addition number sentences. Allow the learners many opportunities to explain the patterns they see.
This will give them the chance to develop their mathematical reasoning skills.



IVEKI • WEEK
5

USUKU 4 • DAY 4

lipatheni zokudibanisa
Addition patterns

IZIBALO
ZENTLOKO
MENTAL MATHS

IIBHONDI ZE-10 -
AMAKHADI AMANANI
BONDS OF 10 - NUMBER CARDS

UMDLALO
GAME

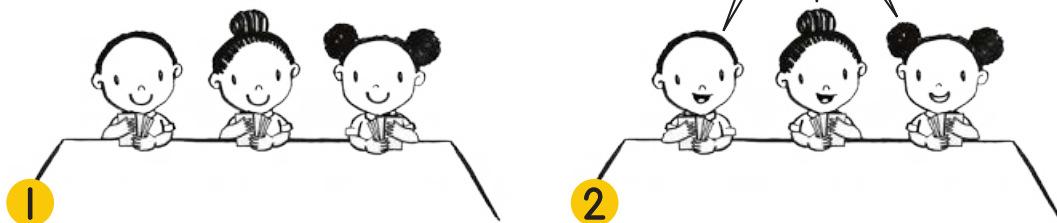
UPHUHLISO
LWENGQIQO
CONCEPT DEVELOPMENT

IPHEPHA
LOKUSEBENZELA
WORKSHEET

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

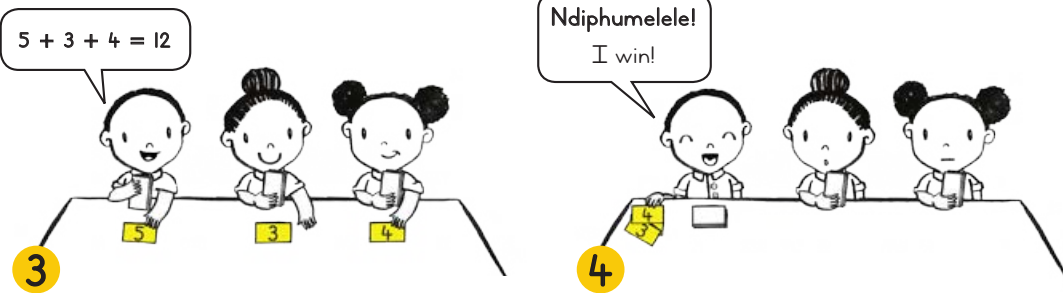
Dlala ngaamakhadi amanani 0–5. Tshofula amakhadi akho uze uwabeke ngobuso edesikeni.

Play with the number cards 0–5. Shuffle your cards and put them face down on the desk.

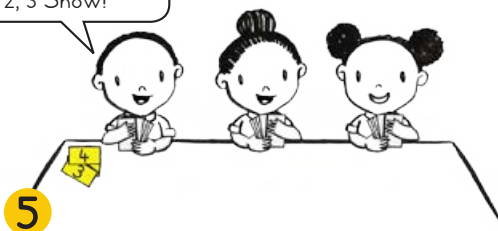


Umntu wokuqala ukudibanisa amanani aze akhwaze impendulo uyawagcina amakhadi.

The first person to add the numbers and call out the answer keeps the cards.



Masidlale kwakhona.
1, 2, 3 Veza!
Let's play again.
1, 2, 3 Show!



Umfundi onamakhadi amaninzi ekupheleni komdlalo nguye ophumelelayo.

The learner with the most cards at the end wins the game.

WEEK 5 • DAY 4

Addition patterns

- 1 Dibanisa amanani ama-2 ukuze ufumane isiphumo esikwikona engasekhohlo.

Join 2 numbers to get the answer in the left corner.

14	15
16	12
13	18

- 2 Sombulula ingxaki uze ufakele umbala kwisiphumo esikumgca ongasezantsi.

Solve the problem and then colour the answer on the bottom line.

$7 + 4 = \underline{11}$	●	$6 + 6 = \underline{12}$	●
$8 + 6 = \underline{14}$	●	$7 + 8 = \underline{15}$	●
$9 + 8 = \underline{17}$	●	$9 - 9 = \underline{18}$	●
$8 + 8 = \underline{16}$	●	$8 + \underline{9} = 17$	●
$7 + 6 = \underline{13}$	●	$5 + \underline{8} = 13$	●
$3 + 7 = \underline{10}$	●	$7 + \underline{7} = 14$	●

7	8	9	10	11	12	13	14	15	16	17	18
---	---	---	----	----	----	----	----	----	----	----	----

50

Iveki 5 • Usuku 4 lipatheni zokudibanisa

IVEKI 5 • WEEK 5

USUKU 5 • DAY 5

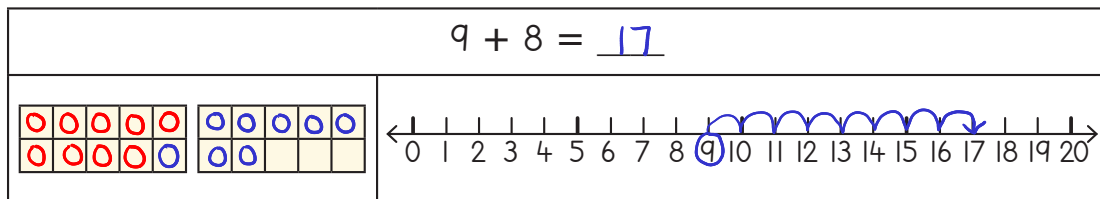
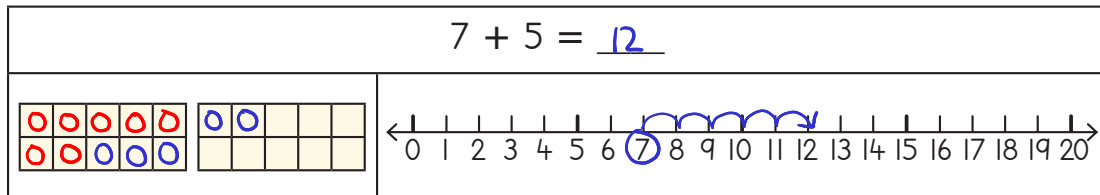
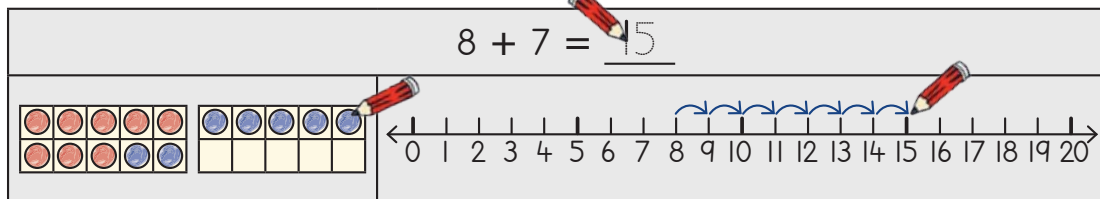
Uqukaniso
Consolidation

IPHEPHA LOKUSEBENZELA
WORKSHEET

IPHEPHA LOKUSEBENZELA
WORKSHEET

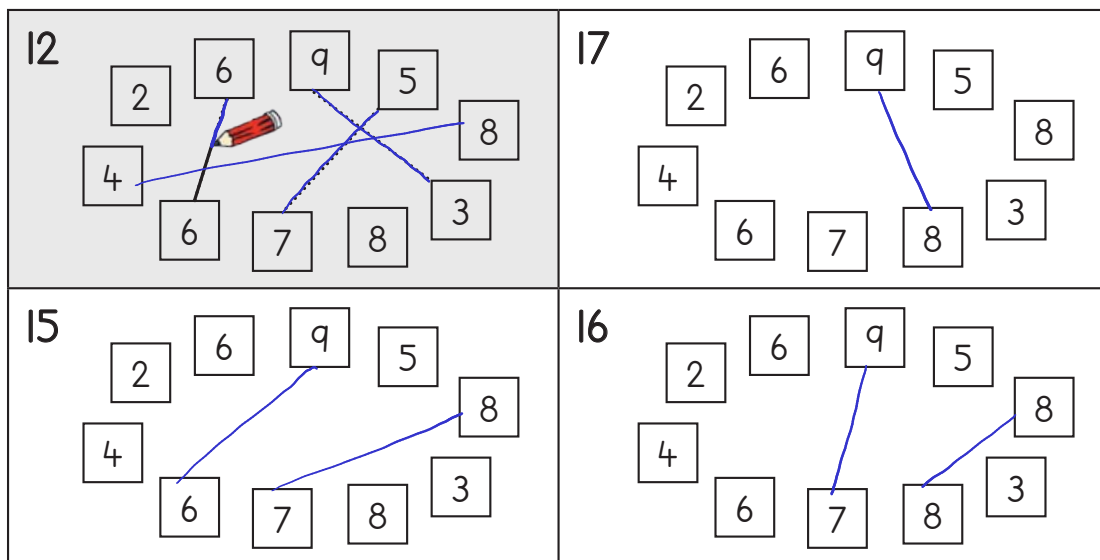
1 Dibanisa kwisakhelo samashumi nakumgcamanani.

Add using the ten frame and number line.



2 Dibanisa amanani ama-2 ukuze ufumane isiphumo esikwikona engasekhohlo.

Join 2 numbers to get the answer in the left corner.

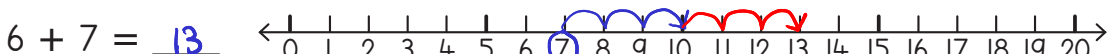
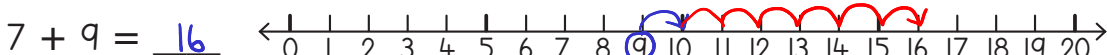
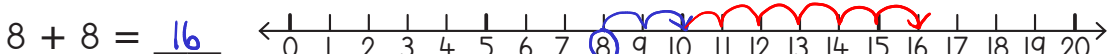
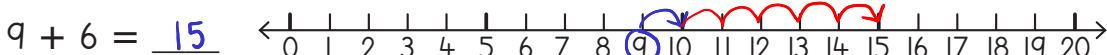
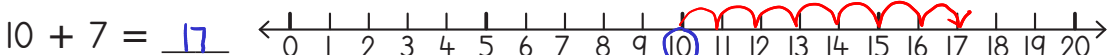
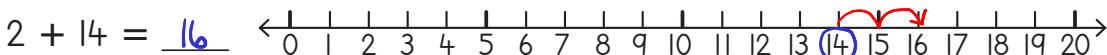
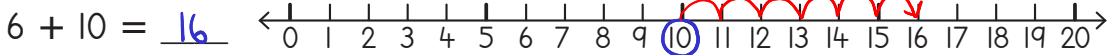
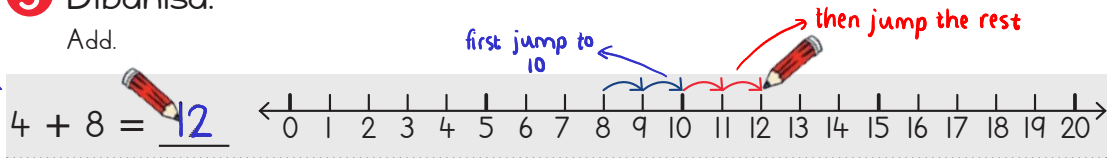


Assessment and consolidation

show the class that "add on from the larger number" was done on the number line, that is $8 + 4$

3 Dibanisa.

Add.



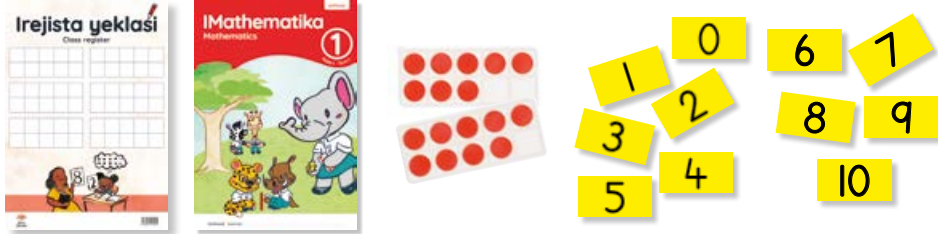
4 Funa inani uze udibanise.

Find the number and add.

= 9	= 8	= 7	= 6	= 5
-----	-----	-----	-----	-----

+ 9 + 7 = 16	+ 8 + 7 = 15
+ + 8 + 5 + 5 = 18	+ + 9 + 6 + 5 = 20

Ukubala okuwelela ngaphaya kwe-10

		Izixhobo
Izibalo zentloko: 1, 2, 3 Veza – ukudibanisa (isandla esinye)		azikho
Umdlalo: Uphelile!		amakhadi amanani 0-10; idayisi
		
Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Ukudibanisa okuwelela ngaphaya kwe-10	Izakhelo zamashumi ezibini, izibalisi ezingama-20, incwadi yemisebenzi yabafundi
2	Ukudibanisa okuwelela ngaphaya kwe-10	Umgcamanani (utitshala), Izakhelo zamashumi ezibini, izibalisi ezingama-20, incwadi yemisebenzi yabafundi
3	Iingxaki zamagama zokudibanisa	Izakhelo zamashumi ezibini, izibalisi ezingama-20, incwadi yemisebenzi yabafundi
4	Amabali okudibanisa	Izakhelo zamashumi ezibini, amakhadi amanani 1-10, izibalisi ezingama-20, incwadi yemisebenzi yabafundi
5	Uqukaniso novavanyo olujolise ekufundeni	Incwadi yemisebenzi yabafundi

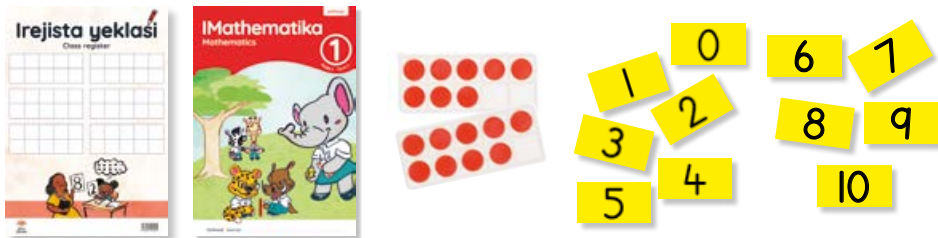
Emva kwale veki umfundi kufuneka akwazi ukwenza oku	✓
Ukusombulula iingxaki zokudibanisa okuwelela ngaphaya kwe-10 ngokwenza ishumi.	
Ukusombulula iingxaki zamagama zokudibanisa okuwelela ngaphaya kwe-10.	
Ukuyila amabali eengxaki zokudibanisa okuwelela ngaphaya kwe-10, ukuze uncede ekuphuhliseni ukuqonda iingxaki zamagama	

Uvavanyo (jonga kumaphepha angasemva esi sikhokelo)

Uvavanyo olubhalwayo: Iingxaki zokudibanisa okuwelela ngaphaya kwe-10 nezivakalisi manani Bhala phantsi amanqaku afunyenweyo kwali-14 kwiphetshana lamanqaku ekota.

Uvavanyo oluthethwayo nolwenziwayo: Amanani, lindlella zokubala noLwalamano - Qwalasela abafundi ukuze uvavanye izakhono zabo zokusebenza ngemigcamanani nezakhelo zamashumi.

Addition bridging 10

		Resources
Mental Maths: 1, 2, 3, show – addition (one hand)		none
Game: All over!		number cards 0-10; dice
		
Day	Lesson activity	Lesson resources
1	Addition bridging 10	LAB, two ten frames, 20 counters
2	Addition bridging 10	LAB, number line (teacher), two ten frames, 20 counters
3	Addition word problems	LAB, two ten frames, 20 counters
4	Addition stories	LAB, two ten frames, 20 counters, number cards 1-10
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
Solve addition problems that bridge 10 by making a ten	
Solve addition word problems that involve bridging 10	
Create stories for addition problems that bridge 10, to assist in developing an understanding of word problems	

Assessment (see back pages of this guide)

Written assessment: Numbers, Operations and Relationships – Addition bridging 10 problems and number sentences

Oral and practical assessment: Numbers, Operations and Relationships – Observe learners to assess their ability to work with number lines and ten frames

Ukudibanisa okuwelela ngaphaya kwe-10

Ividiyo yezibalo zentloko

Sigxila kwiibhondi ze-10 kule veki kwaye sisebenzisa iiminwe yethu ukubonisa imidibaniso yeebhondi zamanani. Abafundi bangasetyenziswa kwesi sifundo kwaye oku kuya kubanceda basombulule iingxaki ezilula zokudibanisa ngokukhawuleza nangempumelelo. Oku kuya kubanceda abafundi bakwazi ukukhumbula iibhondi zamanani kamva.



Ividiyo yomdlalo

Uphelile!



Ividiyo yophuhliso lwengqiqo

Kule veki sigxila kudibaniso oluwelela ngaphaya kwe-10, iingxaki zamagama zokudibanisa kwakunye namabali okudibanisa. Abafundi baya kubethelela abakufundileyo malunga nokusombulula iingxaki eziwelela ngaphaya kweshumi. Kumsebenzi wethu wokudibanisa siza kujolisa koku:

- Ukusombulula iingxaki zokudibanisa okuwelela ngaphaya kwe-10 ngokwenza ishumi sisebenzisa izakhelo zamashumi nemigcamanani. Abafundi baya kuqonda ukuba ukwenza ishumi xa udibanisa no-9, 8, 7 kunye no-6 kwenza kube lula kwaye kuyakukhawulezisa ukusombulula iingxaki.
- Ukusombulula iingxaki sisebenzisa izibalisi nezakhelo zamashumi sisiqalo sophuhliso lokuqonda ixabiso lendawo.
- Ukuziqhelisa ukudibanisa okuwelela ngaphaya kwe-10, ukusebenzisa iingxaki zamagama ekwakheni imeko. Abafundi banike ithuba lokuxoxa ngeendlela zabo zokusombulula ukuze babelane ngezimvo kwaye baphuhlise nolwazi lwabo.
- Ukuyila amabali okudibanisa okuwelela ngaphaya kwe-10. Oku kuceda abafundi bakwazi ukusebenza ngamanani kwimeko ethile, kwenza nokuba imaths ibe nomdla kwaye ibaluleke.



Into emayiqatshelwe kule veki

- Bancede abafundi ukuze baqonde ukuba, ukwenza ishumi xa usombulula iingxaki zokudibanisa yeyona ndlela isebenzayo yokusombulula iingxaki kunokubala.
- Bakhuthaze abafundi baqonde ukuba kuyakhawulezisa ukwenza i-10 ngokucazulula inani elincinci ukuze wakhe lula inani elikhulu liye kwi-10. Abafundi kufuneka baqonde ukuba ungakwazi ukucazulula inani lokuqala okanye elesibini, nokuba leliphi na elo likwenzela lula. Kubalulekile ukuba abafundi bakwazi ukuchonga inani elinokusetyenziswa ekwakheni i-10 lula.
- Bakhuthaze abafundi ukuba bawamamelisise amabali okudibanisa uze ubancedise ekuchongeni ulwazi olubalulekileyo.
- Bakhuthaze ukuba bancokole nabanye ukuze babelane ngeendlela zabo zokusombulula. Qinisekisa ukuba abafundi basebenzisa isigama esichanekileyo (**imivo, ishumi, dibanisa, kunye, ngaphezulu**)

Addition bridging 10

Mental Maths

We focus on the bonds of 10 this week and use our fingers to show the **number bond combinations**. Learners can be actively involved in the lesson which will help them solve simple addition problems quickly and efficiently. It will also help them recall their number facts at a later stage.



Game

All over!



Concept development

This week we focus on **addition bridging 10**, **addition word problems** and **addition stories**. Learners will reinforce what they have learnt about solving addition problems that bridge ten. In our work on addition, we will focus on:

- solving addition bridging 10 problems by making a ten using ten frames and number lines. Learners will realise that making a ten when adding with 9, 8, 7 and 6 makes it easier and quicker to solve problems.
- solving problems by using counters and ten frames, which begins to develop an understanding of **place value**.
- practising addition bridging 10, using word problems to create a context. Allow learners to discuss their solution methods so that they can share ideas and further develop their own understanding.
- creating stories for addition bridging 10. This allows learners to work with numbers in a context, helping maths to become more relevant.



What to look out for this week

- Help learners to recognise that making a ten to solve addition problems is a more efficient way of solving problems than counting.
- Encourage learners to realise that it is quicker to make 10 by breaking down the smaller number so that it is easy to build the bigger number up to ten. Learners must realise that you can break down the first or the second number, whichever one makes it easier. It is important that learners can identify the number that can be used to make 10 easily.
- Encourage learners to listen carefully to the addition stories and help them to identify the relevant information.
- Encourage conversation between learners so that they can share their solution methods. Ensure that learners are using the correct vocabulary (**ones, a ten, add, and, more**).



Ukudibanisa okuwelela ngaphaya kwe-10

IZIBALO
ZENTLOKO
MENTAL MATHS

1, 2, 3, VEZA -
UKUDIBANISA
1, 2, 3, SHOW - ADDITION

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

UMDLALO
GAME

AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

IZIBALO ZENTLOKO | MENTAL MATHS

Dlalani umdlalo wokudibanisa othi 1, 2, 3 Veza - ukudibanisa. Jonga kwiphepha 80.

Play the 1, 2, 3, show - addition. See page 66.

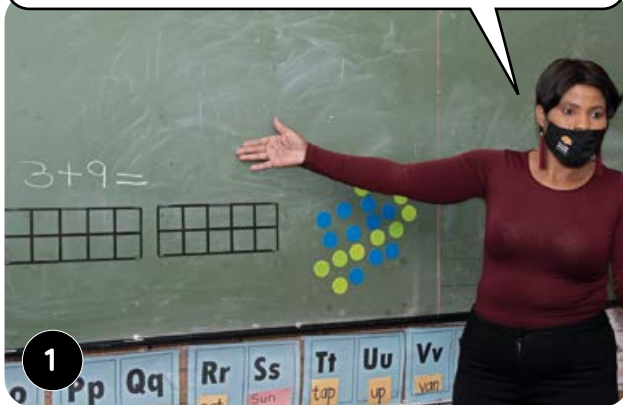
Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Masibale u-3 + 9 sisebenzise isakhelo seshumi nezibalisi. Siza kusebenzisa izibalisi ezingaphi?

Let's calculate $3 + 9$ using a ten frame and counters. How many counters will we use?



Kufuneka sibe nezibalisi ezi-3 kunye nezibalisi ezili-9.

We need 3 counters and 9 counters.



Kule veki iphelileyo sidibanise ngokwenza ishumi. Sisebenzise eliphi inani ukuze senze ishumi lula?

Last week we added by making a ten. Which number should we use here to make a ten more easily?



U-9, kuba ukufuphi kwi-10 kwaye kuyakhawuleza ukwenza i-10.

9 because it's closer to 10, so it is quicker to make a ten.

Bakhuthaze abafundi ukuba bathethe ngeendlela zokusombulula ukuze baqonde ukuba kulula kwaye kuyakhawuleza ukwenza ishumi kunokubala.

Encourage learners to talk about the solution methods to help them realise that making a ten is quicker and simpler than counting.

WEEK 6 • DAY 1

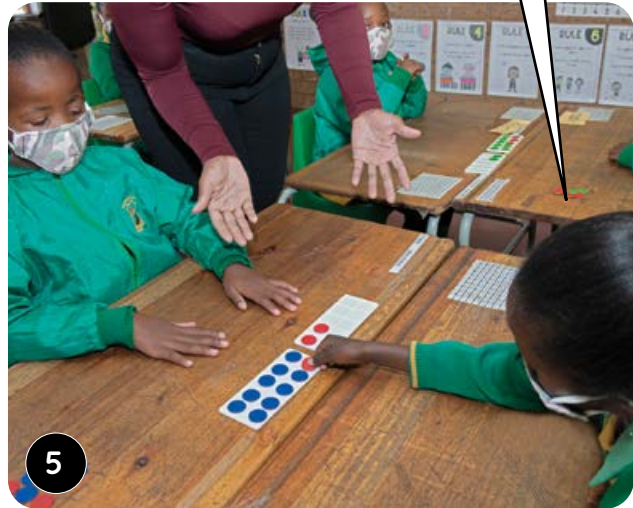
Addition bridging 10

Sinezibalisi ezi-9 kunye nezibalisi ezi-3.
We have 9 counters and 3 counters.



4

Sizifaka kwizakhelo zamashumi ngolu hlobo.
We put them into the ten frames like this.



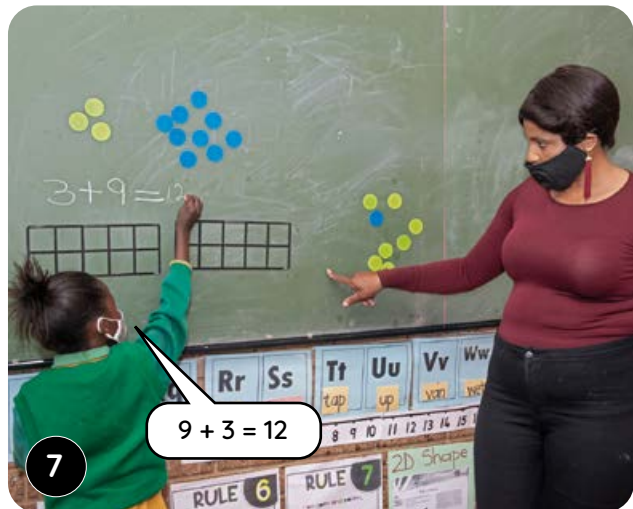
5

U-9 no-1 benza u-10. (oku kuzalisa isakhelo seshumi).
9 and 1 makes 10, which fills the first ten frame.

Kukho izibalisi ezi-2 kwisakhelo seshumi sesibini. U-9 no-3 benza eliphi inani?
There are 2 counters in the second ten frame. What is $9 + 3$?



6



7

Qhuba ngale ndlela ingasentla, ubayeke abafundi benze iingxaki ezininzi kangangoko apho baya kuxoxa ngokuba leliphi inani emalisetyenziswe ekwenzeni ishumi. Kulula ukwenza ishumi xa usebenzisa inani elikhulu. Tshintsha ukulandelelana kwamanani ukuze uqale ngenani elikhulu xa ufuna. Umzekelo:

Allow learners to practise doing problems where they discuss which number should be used to make a ten. It is easier to make a ten using the bigger number. Change the order of the numbers to start with the bigger number when you need to. For example: $3 + 9 = \underline{\quad}$ would be $9 + 3 = \underline{\quad}$. They can do these to practise:

$$5 + 8 =$$

$$2 + 9 =$$

$$3 + 8 =$$

$$5 + 9 =$$

$$4 + 8 =$$

Ukudibanisa okuwelela ngaphaya kwe-10

IVEKI • WEEK
6

USUKU 1 • DAY 1

Ukudibanisa okuwelela ngaphaya kwe-10
Addition bridging 10IZIBALO
ZENTLOKO
MENTAL MATHS1, 2, 3 VEZA -
UKUDIBANISA
1, 2, 3, SHOW - ADDITIONUMDLALO
GAMEUPHUHLISO
LWENGQIQO
CONCEPT DEVELOPMENTAMAPHEPHA
OKUSEBENZELA
WORKSHEETS

- 1 Yenza ishumi ukuze usombulule. 'Add on from the larger number'
Make a ten to solve. *Still being done here*

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

Addition bridging 10

2 Zingaphi iibhola ekufuneka zongeziwe ukuze wenze inani elingasentla?

How many balls must be added to make the top number?



Ukudibanisa okuwelela ngaphaya kwe-10

IZIBALO
ZENTLOKO
MENTAL MATHS

1, 2, 3, VEZA -
UKUDIBANISA
1, 2, 3, SHOW - ADDITION

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

UMDLALO
GAME

AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Masifune inani elingekhoyo:

$$7 + \underline{\quad} = 11.$$

Let's find the missing number:

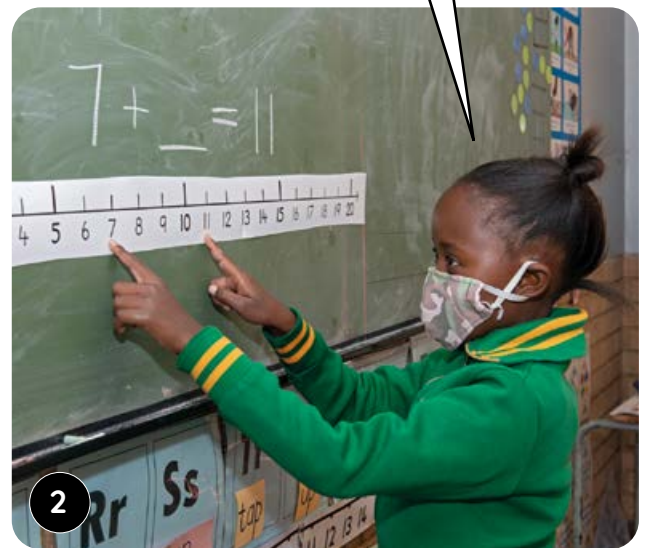
$$7 + \underline{\quad} = 11.$$



1

Ndiyakwazi ukunyathela kumgcamanani
ukusuka ku-7 ndiye ku-10.

I can step on the number line from 7 up to 10.



2



3

Ndithatha amanyathelo
ama-3 ukuze ndiyokufika
ku-10. Ndithatha elinye
ndifike ku-11.

I take 3 steps to get to 10.
One more step to 11.

Ngamanyathelo ama-4
ewonke.

That's 4 steps altogether.

Nika abafundi ithuba lokuba baxoxe ngokusetyenziswa komgcamanani ukuze ufumane inani elingekhoyo. Sombulula nezinye iingxaki kwangale ndlela. Umzekelo:

Allow time for learners to discuss the use of the number line to find the missing number. Solve many other problems in the same way. For example:

• $8 + \underline{\quad} = 15$

• $9 + \underline{\quad} = 11$

• $7 + \underline{\quad} = 14$

• $8 + \underline{\quad} = 13$

WEEK 6 • DAY 2

Addition bridging 10

IVEKI • WEEK
6

USUKU 2 • DAY 2

Ukudibanisa okuwelela ngaphaya kwe-10
Addition bridging 10

IZIBALO
ZENTLOKO
MENTAL MATHS

1, 2, 3 VEZA -
UKUDIBANISA
1, 2, 3, SHOW - ADDITION

UMDLALO
GAME

UPHUHLISO
LWENGQIYO
CONCEPT DEVELOPMENT

AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

First jump
to 10

1 Sebenzisa umgcamanani ukufumana amanani angekhoyo.

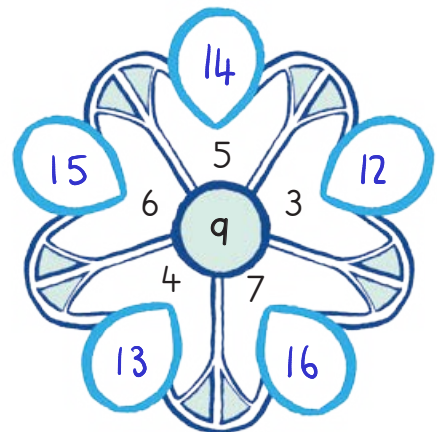
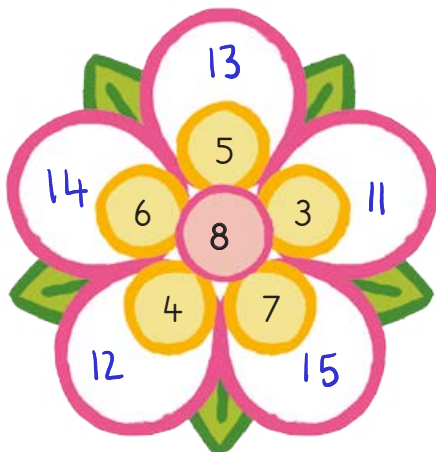
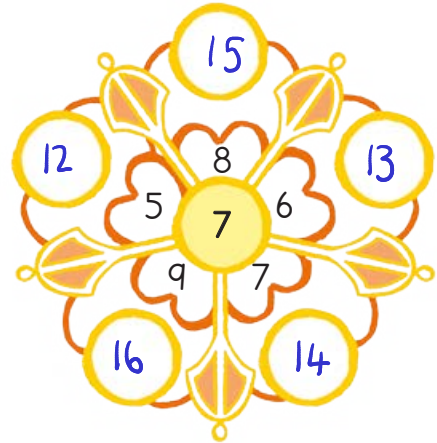
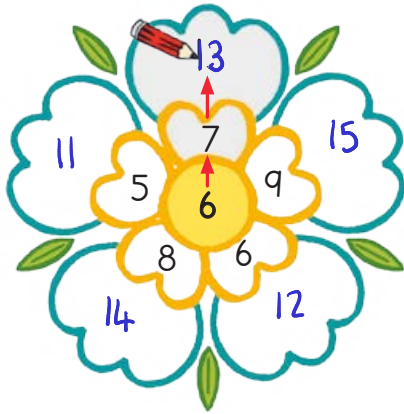
Use the number lines to find the missing numbers.

$9 + \underline{1} + \underline{3} = 13$		$9 + \underline{4} = 13$
$7 + \underline{3} + \underline{4} = 14$		$7 + \underline{7} = 14$
$8 + \underline{2} + \underline{5} = 15$		$8 + \underline{7} = 15$
$9 + \underline{1} + \underline{8} = 18$		$9 + \underline{9} = 18$
$8 + \underline{2} + \underline{4} = 14$		$8 + \underline{6} = 14$
$7 + \underline{3} + \underline{5} = 15$		$7 + \underline{8} = 15$

Learners don't have to draw the black jumps

2 Dibanisa.
Add.

Get learners to answer orally
before completing this task



0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

3 Dibanisa.
Add.

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

$$7 + 7 = \underline{14}$$

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

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

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

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

$$7 + 6 = \underline{13}$$

$$8 + 8 = \underline{16}$$

$$6 + 9 = \underline{15}$$

WEEK 6 • DAY 3

Addition word problems

IZIBALO
ZENTLOKO
MENTAL MATHS

1, 2, 3, VEZA -
UKUDIBANISA
1, 2, 3, SHOW - ADDITION

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

UMDLALO
GAME

AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Kukho abantwana aba-9 ebaleni lokudlala. Kufike abanye abantwana aba-5. Bangaphi abantwana bebonke ngoku?
There are 9 children in the playground. 5 children come and join in. How many children are there altogether now?



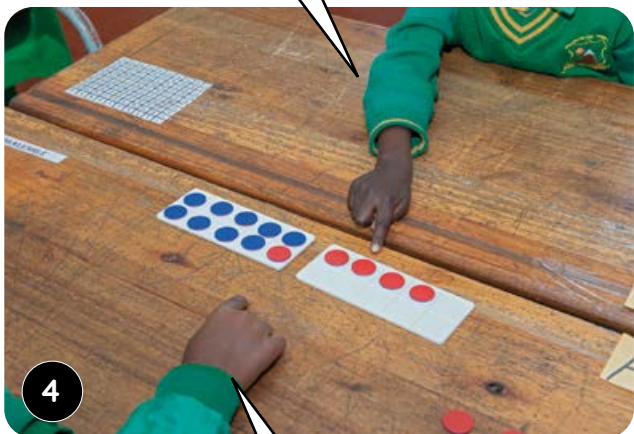
Masisebenzise izakhelo zamashumi nezibalisi ukuze sifumane isisombululo sale ngxaki.
Let's use ten frames and counters to find the solution to the problem.



Bekukho abantwana aba-9. Kwaze kwafika abanye aba-5.
There are 9 children. Then 5 more children arrive.



Singadibanisa u-1 ukuze senze ishumi elizeleyo.
We add 1 more to make a full ten.



Sifake izibalisi ezi-9 kwisakhelo seshumi ngolu hlobo.
We put 9 counters on the ten frame like this.

Sinezibalisi ezi-4 ezishiyekileyo esizifake kwesinye isakhelo seshumi. Ngoko ke bali-14 abantwana bebonke.
We have 4 counters left which we put in the other ten frame. So, there are 14 children altogether.

Phinda la manyathelo nakwezinye iingxaki zamagama zokudibanisa. Nika abafundi amathuba amaninzi ukuze basombulule iingxaki zokudibanisa okuwelela ngaphaya kwe-10.

Repeat the steps with other addition word problems. Give the learners lots of opportunities to solve addition problems that bridge 10.

IVEKI • WEEK
6

USUKU 3 • DAY 3

lingxaki zamagama zokudibanisa

Addition word problems

IZIBALO
ZENTLOKO
MENTAL MATHS1, 2, 3 VEZA -
UKUDIBANISA
1, 2, 3, SHOW - ADDITIONUMDLALO
GAMEUPHUHLISO
LWENGQIQQO
CONCEPT DEVELOPMENTAMAPHEPHA
OKUSEBENZELA
WORKSHEETS

1 Zingaphi zizonke? Sombulula ezi ngxaki usebenzise izakhelo zamashumi. *Some learners may put the larger number first*

How many altogether? Solve these problems using the ten frames.

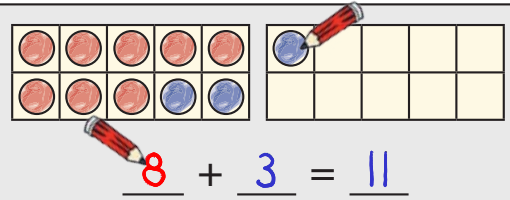
iigusha ezi-3

3 sheep



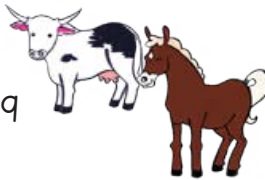
iihagu ezi-8

8 pigs



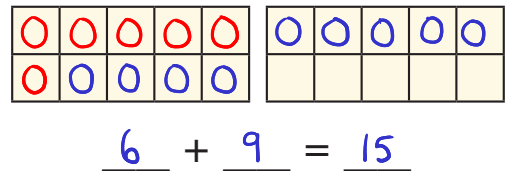
iinkomo ezi-6

6 cows



amahashe ali-9

9 horses



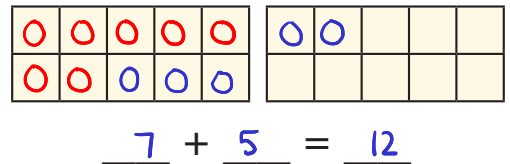
iikati ezi-7

7 cats



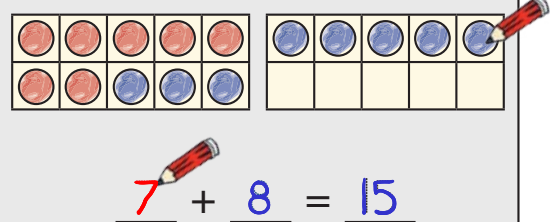
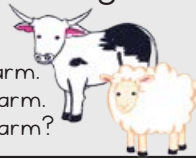
izingja ezi-5

5 dogs



2 Kukho iinkomo ezisi-7 efama. Kukho iigusha ezisi-8 efama. Zingaphi izilwanyana ezisefama?

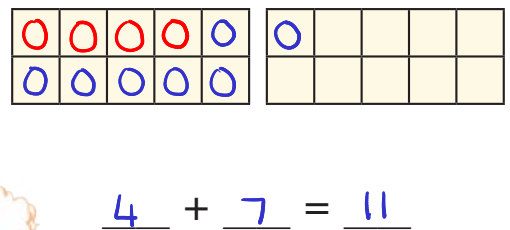
There are 7 cows on the farm.
There are 8 sheep on the farm.
How many animals on the farm?



Kukho amahashe ama-4

efama. Kukho iigusha ezisi-7 efama. Zingaphi izilwanyana ezisefama?

There are 4 horses on the farm.
There are 7 sheep on the farm.
How many animals on the farm?



Addition word problems

3 Dibanisa kwinani elisebhokisini.

Add to the number in the box.

 +   = <u>12</u>	 +  = <u>12</u>
 +  = <u>11</u>	 +  = <u>14</u>
 +  = <u>16</u>	 +  = <u>16</u>

4 Fumana amanani uze udibanise.

Find the numbers and add.

 = 9	 = 8	 = 7	 = 6	 = 5	 = 4
---	---	---	---	---	---

 +  +   <u>9</u> + <u>4</u> + <u>4</u> = <u>17</u>	 +  +  <u>8</u> + <u>5</u> + <u>5</u> = <u>18</u>
 +  +  <u>8</u> + <u>6</u> + <u>6</u> = <u>20</u>	 +  +  <u>7</u> + <u>5</u> + <u>6</u> = <u>18</u>
 +  +  <u>7</u> + <u>7</u> + <u>4</u> = <u>18</u>	 +  +  <u>8</u> + <u>8</u> + <u>4</u> = <u>20</u>

Amabali okudibanisa



UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

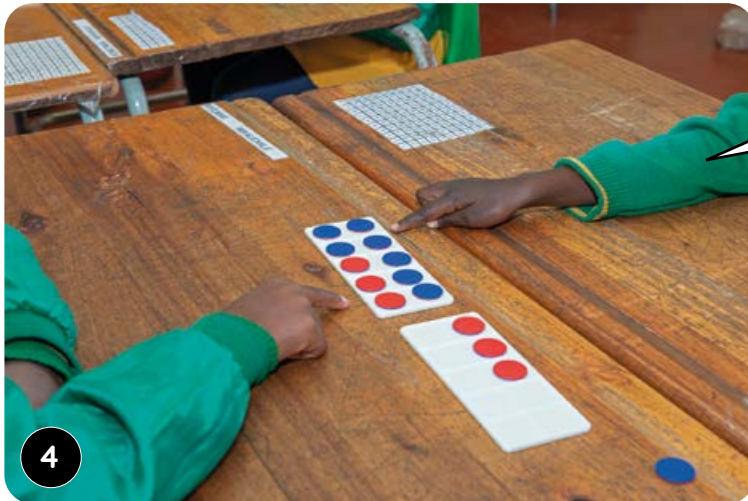


Masisebenzise izakhelo zamashumi nezibalisi ukuze sisombulule le ngxaki.
Let's use ten frames and counters to solve the problem.



Singafaka izibalisi ezisi-7 kwisakhelo seshumi ngolu hlobo.
We can put 7 counters on the ten frame like this.

3



Ndidibanise ezi-3 kwisakhelo seshumi sokuqala ukuze sizale. Ndinezibalisi ezi-3 ezishiyekileyo endiye ndazifaka kwisakhelo seshumi sesibini.

I add 3 to the first ten frame to make a full ten. I have 3 counters left which I put in the second ten frame.

4



Ngoko ke kukho iilekese ezili-13 zidibene.
So that means there are 13 sweets altogether.

5

Phinda la manyathelo nakwezinye iingxaki zamagama zokudibanisa. Nika abafundi amathuba amaninzi ukuze basombulule iingxaki zokudibanisa okuwelela ngaphaya kweshumi.

Repeat the steps with other addition word problems. Give the learners lots of opportunities to make stories of their own that lead to simple addition number sentences that bridge ten.

IVEKI • WEEK
6

USUKU 4 • DAY 4

Amabali okudibanisa
Addition storiesIZIBALO
ZENTLOKO
MENTAL MATHS1, 2, 3 VEZA -
UKUDIBANISA
1, 2, 3, SHOW - ADDITIONUMDLALO
GAMEUPHUHLISO
LWENGQIJO
CONCEPT DEVELOPMENTIPHEPHA
LOKUSEBENZELA
WORKSHEET

- 1 Balisela iqabane lakho ibali lokudibanisa ngalo mfanekiso uze ubhale isivakalisi manani emva koko.

Tell your partner an addition story about the picture and then write the number sentence.

Count in 2s or 3s where possible	Isivakalisi manani Number sentence
 	 <u>9</u> + <u>6</u> = <u>15</u>
 	<u>7</u> + <u>4</u> = <u>11</u>
 	<u>8</u> + <u>7</u> = <u>15</u>
 	<u>3</u> + <u>9</u> = <u>12</u>
 	<u>5</u> + <u>8</u> = <u>13</u>
 	<u>6</u> + <u>7</u> = <u>13</u>
 	<u>9</u> + <u>9</u> = <u>18</u>

Addition stories

Umdlalo: Uphelile!

Game: All over!

1

$4 + 5 = 9$

Ndiguqula ikhadi lika-9.
I am turning over the 9 card.

2

$2 + 3 = 5$

Ndiguqula amakhadi ka-1 no-4.
I am turning over the 1 and 4 cards.

3

Emva kwemijikelo embalwa
After a few more turns:

4

$6 + 1 = 7$

Andimenzi u-7.
Liphelile elam ithuba.
I can't make 7.
My game is over.

Qhuba ngolu hlobo ude ube nesiphumo sokuphosa ongenakusenza ngokudibanisa amakhadi ashiyekileyo. Umdlalo uyaphela ke emva koko.

Continue in this way until you throw a total which you can't make using a combination of the cards that remain. Then your game is over.

5

$6 + 6 = 12$

Andimenzi u-12.
Umdlalo wam uphelile.
I can't make 12.
My game is over.

6

Ndinamakhadi ama-3.
Andiphumelelanga!
I have 3 cards! I lose.

Ndinamakhadi ama-2!
Ndiphumelele.
I have 2 cards!
I win!

Bala amakhadi akho. Umntu onamakhadi ambalwa nguye ophumelelayo.

Count your cards. The person with the least cards left is the winner.

IVEKI • WEEK
6

USUKU 5 • DAY 5

Uqukaniso
Consolidation

IPHEPHA LOKUSEBENZELA
WORKSHEET

IPHEPHA LOKUSEBENZELA
WORKSHEET

First jump to 10, then jump
the rest

- 1 Sebenzisa imigcamanani ukufumana amanani angekhoyo.
Use the number lines to find the missing numbers.

$7 + \underline{3} + \underline{4} = 14$	$7 + \underline{7} = 14$
$9 + \underline{1} + \underline{5} = 15$	$9 + \underline{6} = 15$
$8 + \underline{2} + \underline{7} = 17$	$8 + \underline{9} = 17$
$7 + \underline{3} + \underline{2} = 12$	$7 + \underline{5} = 12$

- 2 Dibanisa kwinani elisebhokisini.
Add to the number in the box.

		$= \underline{11}$
		$= \underline{13}$
		$= \underline{16}$
		$= \underline{13}$

Assessment and consolidation

- 3 Sombulula ezi ngxaki uze ubhale oonobumba abangezantsi ukuze ufumane amagama.

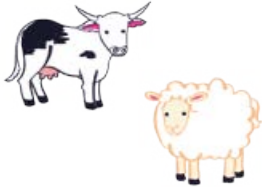
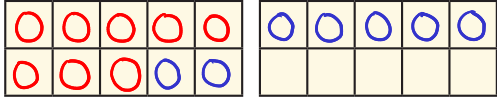
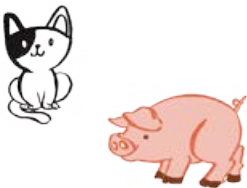
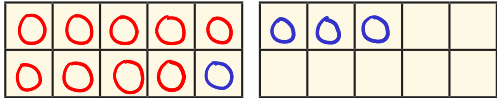
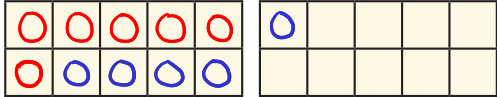
Solve the problems and write the letters below to find the words.

$6 + 6 = 12$	N	$9 + 10 = 19$	N
$7 + 7 = 14$	A	$7 + 4 = 11$	A
$8 + 8 = 16$	A	$5 + 5 = 10$	L
$9 + 9 = 18$	A	$4 + 5 = 9$	A
$10 + 10 = 20$	I	$3 + 5 = 8$	L
$6 + 7 = 13$	G	$8 + 9 = 17$	N
$7 + 8 = 15$	M	$1 + 6 = 7$	D

7 8 9 10 11 12 13 14 15 16 17 18 19 20
 D L A L A N G A M A N A N I

- 4 Zingaphi zizonke? Sombulula ezi ngxaki usebenzise izakhelo zamashumi.

How many altogether? Solve these problems using the ten frames.

iinkomo ezisi-8 8 cows  iigusha ezisi-7 7 sheep	 $8 + 7 = 15$
iikati ezili-9 9 cats  iihagu ezi-4 4 pigs	 $9 + 4 = 13$
Kukho amahashe ama-6 efama. Kukho iigusha ezi-5 efama. Zingaphi izilwanyana ezisefama? There are 6 horses on the farm. There are 5 sheep on the farm. How many animals on the farm?	 $6 + 5 = 11$

Uphatho lwedatha

		Izixhobo
Izibalo zentloko: Yenza i-10 usebenzise amakhadi amachokoza		amakhadi amachokoza katitshala
Game: No game		none
		
Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Ukulungelelanisa idatha	LAB, iibloko, izibalisi
2	Ukulungelelanisa nokuphicotha idatha	LAB, iibloko, izibalisi, iibloko ezinokumila kwe-2D
3	Ukubonisa nokutolika idatha	LAB
4	Ukubonisa nokutolika idatha	LAB
5	Uqukaniso novavanyo olujolise ekufundeni	LAB

Emva kwale veki umfundi kufuneka akwazi ukwenza oku	✓
Biyela ngesangqa ukuze wenze amaqela	
Ukuqokelela aze ulungelelanise idatha ngokuhlela nokuzoba	
Ukubonisa idatha kwipikthografu	
Ukuphicotha nokutolika ingqokelela yezinto ezihleliweyo	

Uvavanyo (jonga kumaphepha angasemva esi sikhokelo)

Uvavanyo olubhalwayo: Ukusetyenziswa kwedatha

Data handling

		Resources
Mental Maths: Make 20 using dot cards		teacher dot cards
Game: No game		none
		
Day	Lesson activity	Lesson resources
1	Organising data	LAB, multifix blocks, counters
2	Organising and analysing data	LAB, multifix blocks, counters, 2-D shapes
3	Representing and interpreting data	LAB
4	Representing and interpreting data	LAB
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
Draw circles to make groups	
Collect and organise data by sorting and drawing	
Represent data in a pictograph	
Analyse and interpret a sorted collection of objects	

Assessment (see back pages of this guide)

Written assessment: Data handling

Uphatho lwedatha

Ividiyo yezibalo zentloko

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



Ividiyo yomdlalo

akukho mdlalo kule veki

Ividiyo yophuhliso lwengqiqo

Kule veki sigxila kusetyenziso lwedatha. Abafundi baza kufunda ukuhlela nokulungelelanisa/nokucwangcisa idatha phambi kokutolika idatha eboniswa kwiigrafu. Kumsebenzi wethu wokusetyenziswa kwedatha siza kujolisa koku:

- ukuqokelela nokucwangcisa idatha ngokuzoba nangokuhlela. Qinisekisa ukuba abafundi banengqokelela yezinto abanokuzihlela ukuze babone ukuba kukho iindlela ezahlukeneyo zokuhlela.
- ukubonisa idatha kwipikthografu usebenzisa umfanekiso nenkcazo. Nceda abafundi balathe iimpawu eziphambili zegrafu nokuqonda ukuba iigrafu ziyindlela elula yokwazisa ngolwazi.
- ukuphicotha nokutolika ingqokelela yezinto ezihleliweyo. Xa abafundi beqalisa ukuphicotha nokutolika idatha, kufuneka banikwe ithuba lokuqondisisa igrafu ngokuqonda ulwazi olunikwa yigrafu leyo.



Into emayiqatshelwe kule veki

Ukunceda abantwana baqonde ukuba igrafu isetyenziselwa ukunxibelelana, kwaye ngokujonga ukuphakama kweekholamu zayo ungazibona ngokukhawuleza iinkcukacha ezibalulekileyo.

- Abantwana kufuneka bazi ukuba ukutolika igrafu asikokubala nje inani lemifanekiso/leebloko, koko kuquka ukuqonda ukuba ikuxelela ntoni na idatha.
- Ukukhuthaza incoko phakathi kwabafundi ukuze bakwazi ukusebenzisa isigama esichanekileyo xa bexoxa ngokusetyenziswa kwedatha (**ukuhlela, ukuqokelela, ingqokelela, ukulungelelanisa/ ukucwangcisa, chaza, ngaphezulu, ngaphantsi, ezona zininzi, ezona zimbaleka, iqheleke kakhulu, ayiqhelekanga kakhulu, intonga yokubala, idatha, ipikthografu**)

Data handling

Mental Maths

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



Game

No game

Concept development

This week we focus on data handling. Learners will learn to sort and organise data before interpreting data represented in graphs. In our work on data handling, we will focus on:

- **collecting** and **organising data** by drawing and sorting. Ensure that learners have a collection of items to sort so that they can see that there are different ways of sorting.
- represent data in a **pictograph** using **diagrams** and a **key**. Help learners to identify key feature of graphs and to recognise that graphs are a simple way of communicating information.
- **analyse** and **interpret** a sorted collection of objects. As learners begin to analyse and interpret data, give them opportunities to make sense of a graph by understanding what information the graph provides.



What to look out for this week

- Help learners to realise that graphs are used for communication and that by looking at the height of the columns they can quickly see important information.
- Learners also need to know that interpreting a graph requires more than simply counting the number of pictures/blocks. It involves understanding what the data is actually telling you.
- Encourage conversation between learners so that they can use the correct vocabulary as they discuss data handling (**sort, collect, collection, organise, describe, more, less, most, least, more common, least common, tally, data, pictograph**).



IZIBALO
ZENTLOKO
MENTAL MATHS

YENZA I-10 USEBENZISE
AMAKHADI AMACHOKOZA
MAKE 20 USING DOT CARDS

UPHUHLISO LWENGIQO
CONCEPT DEVELOPMENT



UMDLALO
GAME

AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

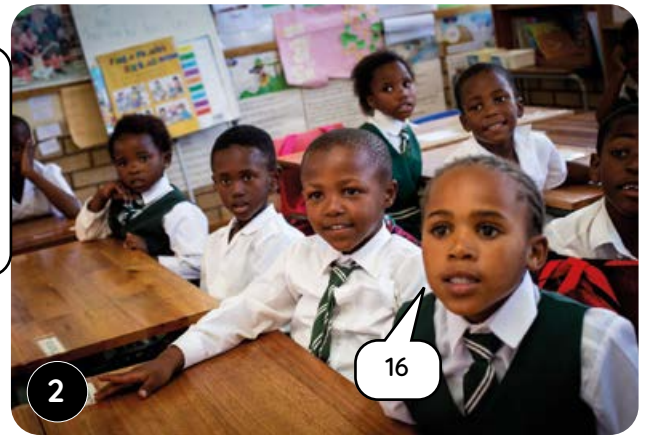
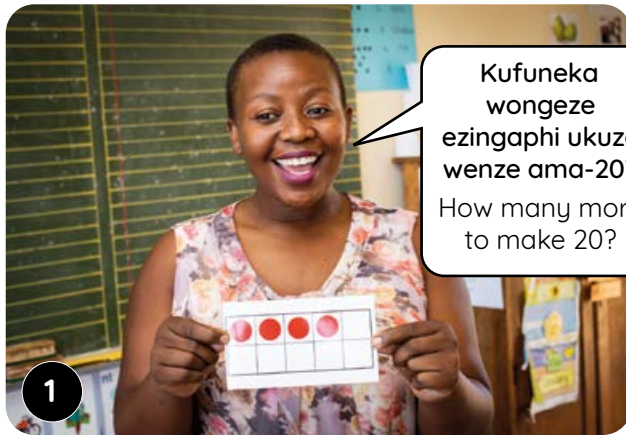
IZIBALO ZENTLOKO | MENTAL MATHS

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

Practise making 20 using dots cards.

Ziqhelise ukwenza ama-20 usebenzise amakhadi amachokoza.

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

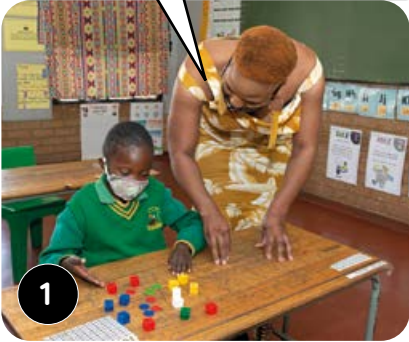


Organising data

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

1

Hlela izinto onazo. Ndixelele ukuba uzihlele njani.
Sort your items. Tell me about how you sorted them.



2

Ndihlele ezam ngokweebloko nezibalisi.
I sorted my pile into blocks and counters.



3

Ezam ndizihlele ngokwemibala eyahlukeneyo.
I sorted my pile into different colours.



4

Ubunenzinto ezingaphi ekuqaleni kwaye zingaphi onazo ngoku?
How many items did you have to start with and how many do you have now?



5

Ndiqale ndinezinto ezingama-20, kwaye ndisenezinto ezingama-20.
I had 20 items to start with and I still have 20 items.



6

Khandixelele ngezinto onazo.
Tell me something about your items.

Iqela elibomvu lelona likhulu elimhlophe lelona lincinci.
The red group is the biggest and the white group is the smallest.



Khuthaza ingxoxo emalunga neendlela ezahlukileyo zokuhlela izinto. Phinda ngezinye izinto ezahlukileyo ezifana neepenisile, amaqhosha okanye iziciko zeebhotile ukuba ziyafumaneka kwaye ukuba ixesha liyavuma, ukuze unike abafundi ithuba lokuhlela nokuthetha ngoko bakwenzayo.

Encourage discussion on the different ways of sorting items. Repeat with different items such as pencils, buttons, or bottle tops if these are available and if there is time, to give learners lots of experience sorting items and talking about it.

IVEKI • WEEK
7

USUKU 1 • DAY 1

Ukulungelelanisa idatha
Organising dataIZIBALO
ZENTLOKO
MENTAL MATHSYENZA I-10 USEBENZISE
AMAKHADI AMACHOKOZA
MAKE 10 USING DOT CARDSUMDLALO
GAMEUPHUHLISO
LWENGQIQO
CONCEPT DEVELOPMENTAMAPHEPHA
OKUSEBENZELA
WORKSHEETS

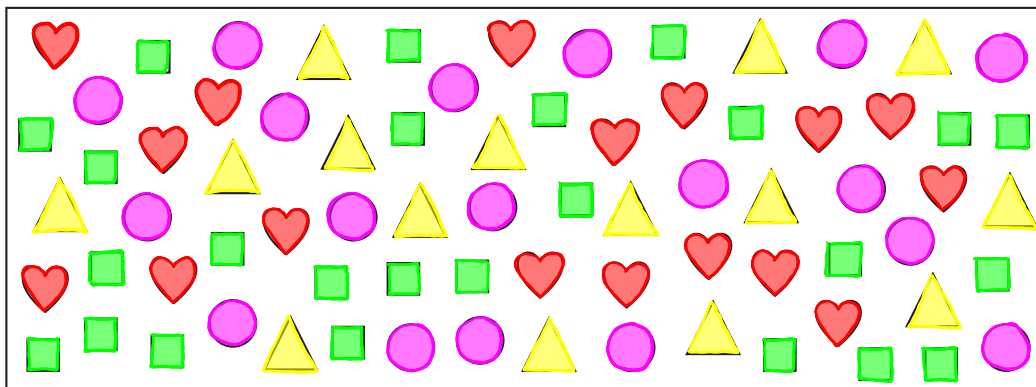
1 Hlela ezi zinto uze uzobe umfanekiso.

Sort the items and make a drawing.

Organising data

2 Faka umbala ze ubale. Zingaphi kwimilo nganye?

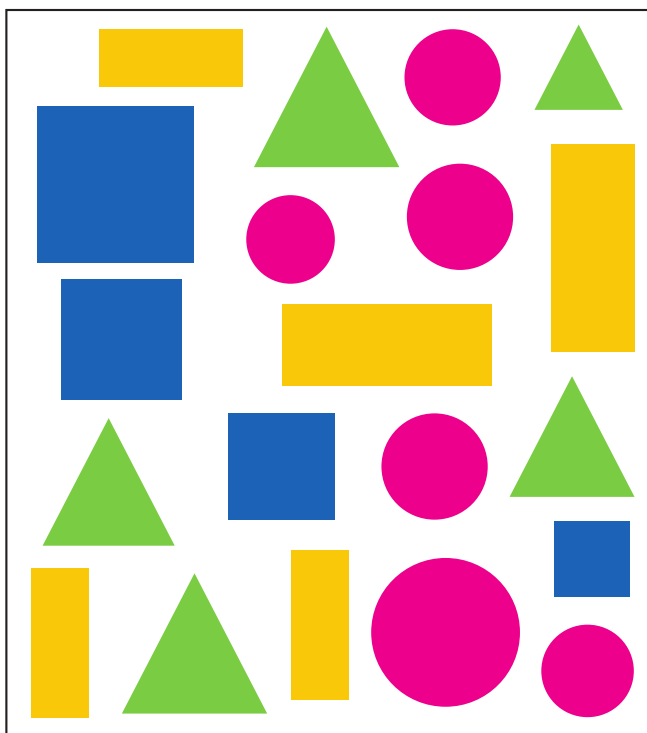
Colour and count. How many of each shape?



			
 15	18	17	25

3 Jonga emfanekisweni. Bala iimilo.

Look at the picture. Count the shapes.



Zingaphi? How many?	
	 4
	5
	5
	6

Ukulungelelanisa nokuphicotha idatha



UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

1

Khetha into kwingqokelela ekhoyo.
Choose an item from the collection.

2

Ndinesangqa esikhulu esizuba.
I have a big blue circle.

Ndinonxantathu omncinci obomvu.
I have a small red triangle.

Singazihlela njani ezi milo?
How can we sort these shapes?

Singazihlela ngokwemibala.
We can sort them by colour.

Singazihlela ngokobukhulu.
We can sort them by size.

Singazihlela ngokwemilo.
We can sort them by shape.

Xoxani ngokuhlelwa kweemilo. Hlaziya amagama eemilo ukuba kuyimfuneko oko. Bhala ebhodini inani leemilo ezihlelwe kwelinye iqela ukuze kuxoxwe ngazo. Bakhuthaze abafundi baphicothe kwaye batolike idatha ngokubabuza malunga nemilo/umbala/ubukhulu ngokubhekisele kwezona zininzi okanye ezona zimbaleka okanye zininzi kuna- /zincinci kuna-.

Khupha amanye amaqela ezinto eziza kuhlelwa ukuze kuxoxwe ngazo ukuba ixesa likhona. Bhala iinkcukacha ebhodini ukuze kuxoxwe ngazo.

Discuss the sorting of the shapes. Revise shape names if necessary. Write the number of sorted shapes from one group of learners on the board for discussion. Encourage learners to analyse and interpret data by asking about the shape/colour/size in terms of most/least and more than/less than.

Put out other groups of objects to sort and discuss if there is time. Record the information on the board for a discussion.

Organising and analysing data

WEEK

7

USUKU 2 • DAY 2

Ukulungelelanisa nokuphicotha idatha

Organising and analysing data

IZIBALO ZENTLOKO

MENTAL MATHS

YENZA I-10 USEBENZISE AMAKHADI AMACHOKOZA

MAKE 10 USING DOT CARDS

UMDLALO GAME

UPHUHLISO LWENGQIQO

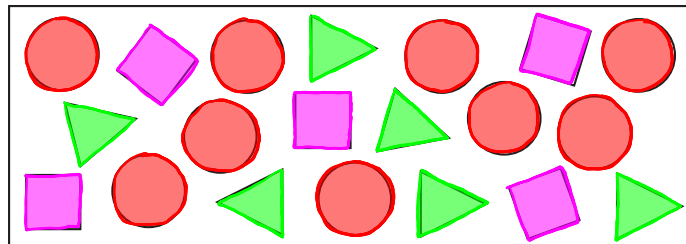
CONCEPT DEVELOPMENT

AMAPHEPHA OKUSEBENZELA

WORKSHEETS

- Hlela iimilo uze uzobe ezo nto uzihlelileyo.

Sort the shapes and make a drawing.



oonxantathu triangles	izangqa circles	izikwere squares

Bangaphi oonxantathu abakhoyo? How many triangles are there?	6
Zingaphi izangqa ezikhoyo? How many circles are there?	9
Zingaphi izikwere ezikhoyo? How many squares are there?	5

- Tonga umfanekiso uze uphendule imibuzo.

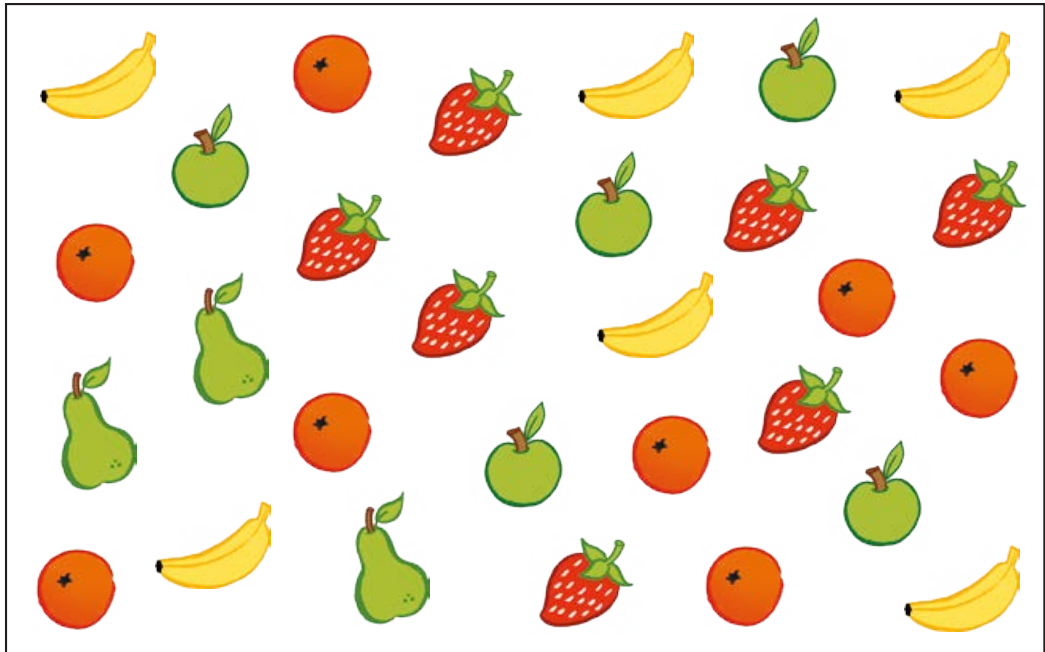
Look at the picture and answer the questions.

	Zingaphi? How many?	
	izikwere squares	5
	izangqa circles	9
	oonxantathu triangles	3
	iingxande rectangles	4

Ukulungelelanisa nokuphicotha idatha

3 Hlela iziqhamo uze uphendule imibuzo.

Sort the fruit and then answer the questions.



Iziqhamo zethu esizithandayo

Our favourite fruit

7	5	6	3	8

Zeziphi iziqhamo ezithandwa kakhulu?

Which fruit is most popular?



Zeziphi iziqhamo ezingathandwa kakhulu?

Which fruit is least popular?



Representing and interpreting data

IZIBALO
ZENTLOKO
MENTAL MATHS

YENZA I-10 USEBENZISE
AMAKHADI AMACHOKOZA
MAKE 20 USING DOT CARDS

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

UMDLALO
GAME

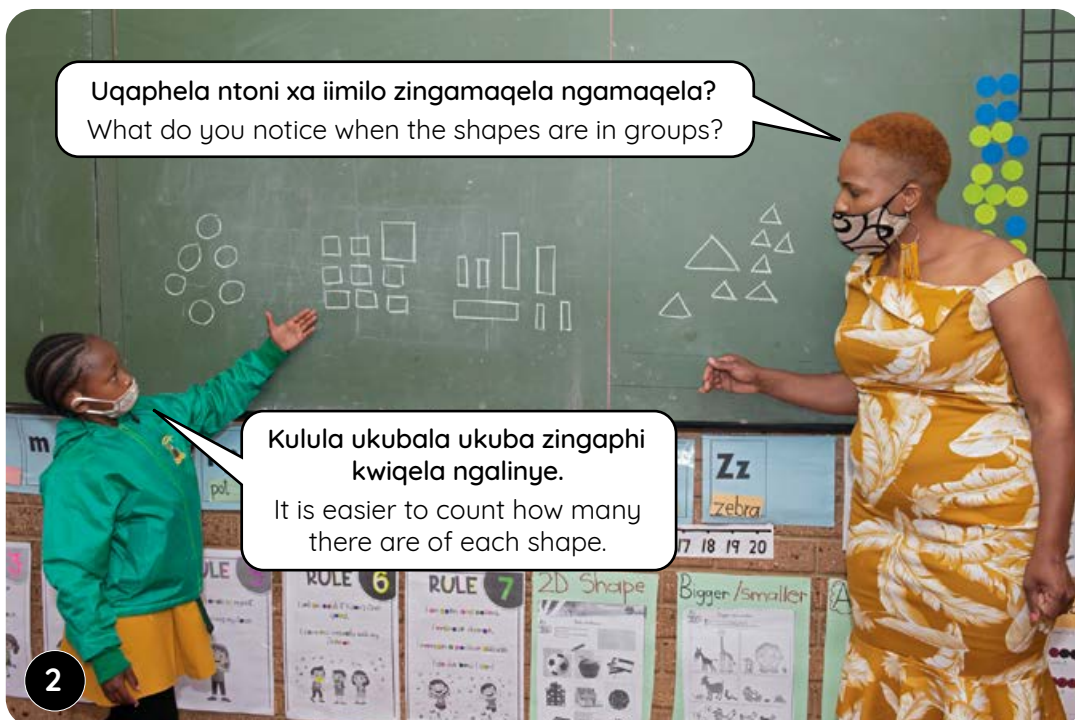
AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Singalifumanisa njani inani lemilo nganye kulo mfanekiso?
How can we find out how many of each shape there are in the picture?



Uqaphela ntoni xa iimilo zingamaqela ngamaqela?
What do you notice when the shapes are in groups?



Ukubonisa nokutolika idatha



Xoxani ngeempawu zepikthografu.

- Izithuba zokuzoba iimilo ziyalingana zonke.
- Uhlobo lwemilo luboniswa ezantsi kwikholam nganye.
- Ipikthografu yenza kube lula ukuthetha ngedatha.

Discuss the features of the pictograph.

- The spaces to draw the shapes into are all the same size.
- The type of shape is shown at the bottom of each column.
- A pictograph makes it easier to talk about data.

Bakhuthaze abafundi ukuba baphicothe kwaye batolike idatha abanayo. Banike amathuba okusebenzisa isigama esithi zininzi kuna-, zimbawu kuna-, zezona zininzi okanye zezona zincinci/zimbawu.

Encourage learners to analyse and interpret data. Provide opportunities for learners to use the vocabulary: more than, less than, most and least.

Representing and interpreting data



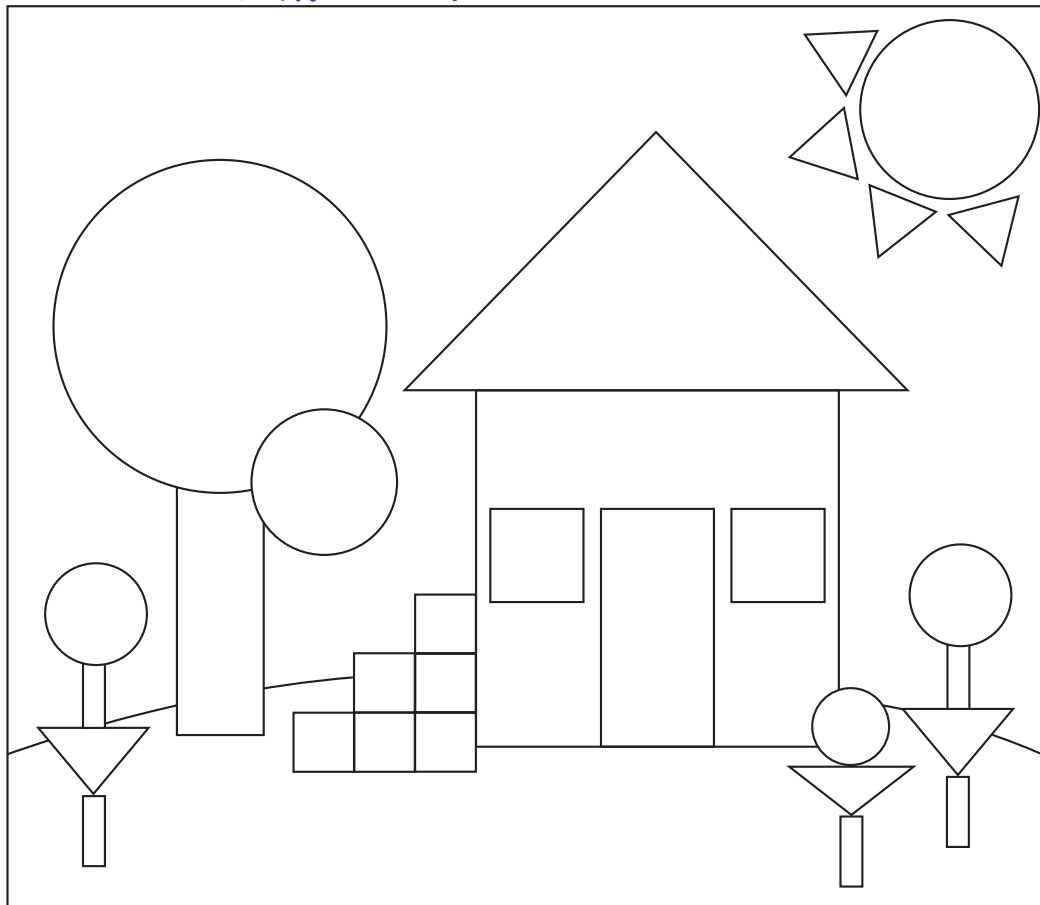
USUKU 3 • DAY 3

Ukubonisa nokutolika idatha Representing and interpreting data



1 Jonga lo mfanekiso.

Look at the picture. *Allow learners to colour in*



Bala ukuba zingaphi.

Count how many.

 6	9	7	8
 izangqa circles	 izikwere squares	 iingxande rectangles	 oonxantathu triangles

Representing and interpreting data

2 Gqibezela le grafu yeendidi zeemilo ezikumbuzo wokuqala.

Complete the pictograph for the shapes in question 1.

Inani leemilo Number of shapes				
10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
	 izangqa circles	 izikwere squares	 iingxande rectangles	 oonxantathu triangles

3 Phendula imibuzo.

Answer the questions.

Yeyiphi imilo evela kaninzi? Which shape appears most often?	
Yeyiphi imilo evela kambalwa? Which shape appears least often?	
Yeyiphi imilo engaphezulu ngezi-2 kune ○? Which shape has 2 more than the ○?	
Zingaphi ○ kunye noo-△ zidibene? How many ○ and △ are there altogether?	14



Representing and interpreting data

IZIBALO
ZENTLOKO
MENTAL MATHS

YENZA I-10 USEBENZISE
AMAKHADI AMACHOKOZA
MAKE 20 USING DOT CARDS

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

UMDLALO
GAME

AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Ipikthografu yindlela elula yokubona iinkcukacha eziqokelelweyo.
A pictograph is an easy way to see data that has been collected.



Isihloko siyasixelela ukuba ipikthografu ingemibala ethandwayo.
The heading tells us that this pictograph is about favourite colours.



Ucinga ukuba iibloko ezikwipikthografu zithetha ntoni?
What do you think the blocks in this pictograph mean?



Inkcazo isixelela ukuba ibloko enye imele umntu omnye.
The key tells us that one block represents one person.

Ngowuphi owona mbala uthandwayo?
Which is the favourite colour?



Abantu abaninzi bathanda umbala umhlophe.
Most people like white.

Buza eminye imibuzo eza kufuna ukuba abafundi baphicothe iinkcukacha ngokuthi babale iibloko okanye ngokujonga ukuphakama kweekholamu. Banike amathuba okuba abafundi basebenzise isigama esithi ngaphezulu kuna-, ngaphantsi kuna-, ezona zininzi okanye ezona zibalwa.

Ask other questions which get learners to analyse the data by counting the blocks or by looking at the height of the columns. Provide opportunities for learners to use the vocabulary: more than, less than, most and least.

Ukubonisa nokutolika idatha

IVEKI 7

USUKU 4 • DAY 4

Ukubonisa nokutolika idatha

Representing and interpreting data

IZIBALO
ZENTLOKO
MENTAL MATHSYENZA I-10 USEBENZISE
AMAKHADI AMACHOKOZA
MAKE 10 USING DOT CARDSUMDLALO
GAMEUPHUHLISO
LWENGQIQO
CONCEPT DEVELOPMENTAMAPHEPHA
OKUSEBENZELA
WORKSHEETS

1

EyoMqungu

January

Ca Sun	Mv Mon	Lwesib Tues	Lwesith Wed	Lwesin Thur	Lwesihl Fri	Mgq Sat
		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 		

Bala iindidi zemozulu ze ubhale inani lazo.

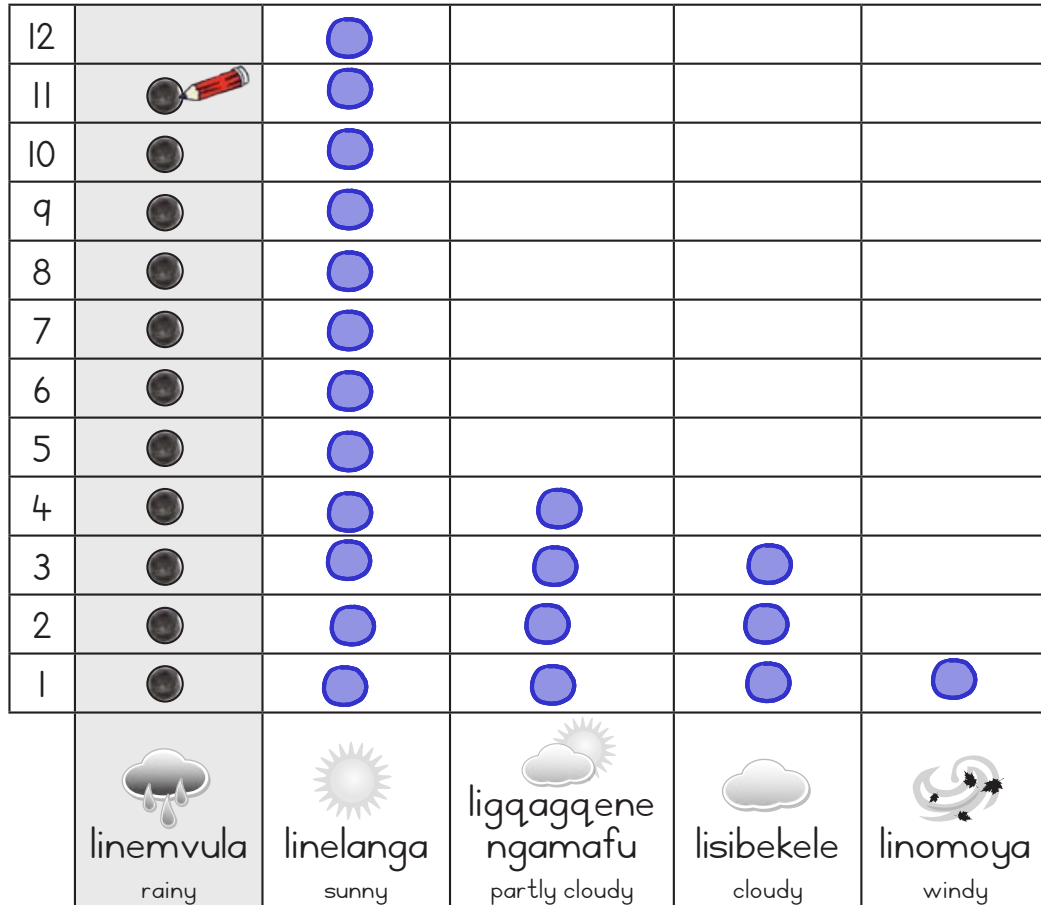
Count the weather types and write how many

	12	4	3	1
 linemvula rainy	 linelanga sunny	 ligqagqene ngamafu partly cloudy	 lisibekela cloudy	 linomoya windy

Representing and interpreting data

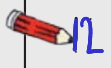
- 2 Gqibezela le grafu yemifanekiso yeendidi zemozulu ekumbuzo wokuqala.

Complete the pictograph for the weather types in question 1.



Phendula le mibuzo.

Answer the questions.

Bezingaphi iintsuku ezinelanga ngeyoMqungu? How many sunny days were there in January?	 12
Bezingaphi iintsuku ezinomoya ngeyoMqungu? How many windy days were there in January?	1
Iintsuku ezininzi kweyoMqungu bezi _____. Most days in January were <u>sunny</u>.	
Bezininzi kangakanani iintsuku ezinelanga kuneentsuku ezinemvula kweyoMqungu? How many more sunny days than rainy days were there in January?	1 more



USUKU 5 • DAY 5

Uqukaniso

Consolidation

IPHEPHA LOKUSEBENZELA
WORKSHEET

IPHEPHA LOKUSEBENZELA
WORKSHEET

1 Kwisikhululo seenqwelomoya

At the airport



Tonga umfanekiso. Zingaphi?

Look at the picture. How many?

	1	iiambulensi ambulances
	2	iimoto zamapolisa police cars
	5	iibhasi buses
	3	iitrakhi yemithwalo luggage trucks
	6	iihelikoptha helicopters
	3	iinqwelomoya aeroplanes

Assessment and consolidation

Get learners to colour the blocks

- 2 Fakela umbala kwiibloko usebenzise iinkcukacha.

Colour in the blocks using the data.

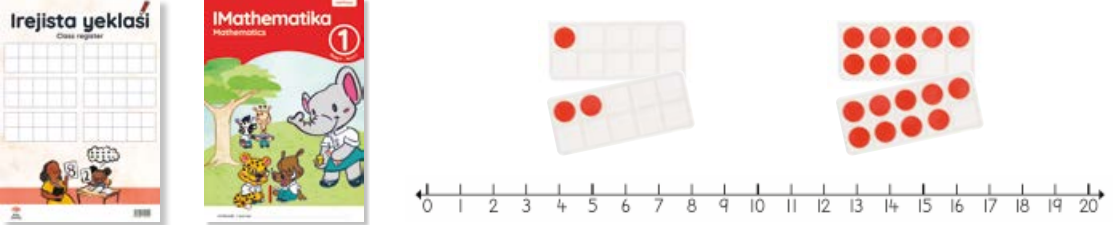
Kwisikhululo seenqwelomoya At the airport						
10						
9						
8						
7						
6	•					
5	•					•
4	•					•
3	•			•	•	•
2	•		•	•	•	•
1	•	•	•	•	•	•
						

- 3 Phendula imibuzo.

Answer the questions.

Zingaphi iimoto ozibonayo? How many cars can you see?	 2
Zeziphi izithuthi ezivela kaninzi? Which vehicles appear most often?	helicopter
Zeziphi izithuthi ezivela kambalwa? Which vehicles appear least often?	ambulance
Zingaphi ii  nee  zidibene? How many and altogether?	9
Zingaphi ii  nee  zidibene? How many and altogether?	8

lipatheni zokuthabatha

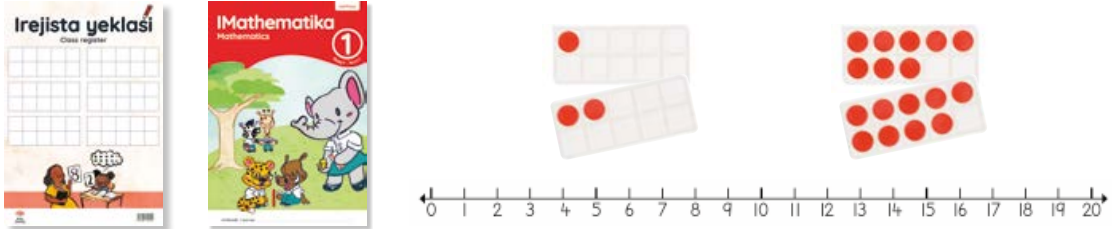
		Izixhobo
Izibalo zentloko: Fizz Pop – ukuphinda kabini		azikho
Umdlalo: Gquma lidiliya		izibalisi
		
Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Ukuthabatha okuwelela ngaphaya kwe-10	Umgcamanani, umzila wamanani (utitshala), izakhelo zamashumi ezibini, izibalisi ezingama-20, incwadi yemisebenzi yabafundi
2	Ukuthabatha u-9	Umgcamanani (utitshala), izakhelo zamashumi ezibini, izibalisi ezingama-20, incwadi yemisebenzi yabafundi
3	Ukuthabatha u-8 no-7	Umgcamanani (utitshala), izakhelo zamashumi ezibini, izibalisi ezingama-20, incwadi yemisebenzi yabafundi
4	lipatheni zokuthabatha	Amakhadi okuthabatha (katitshala), izakhelo zamashumi ezibini, amadayisi ama-2 nezibalisi, incwadi yemisebenzi yabafundi
5	Uqukaniso novavanyo olujolise ekufundeni	Incwadi yemisebenzi yabafundi

Emva kwale veki umfundi kufuneka akwazi ukwenza oku	✓
Sebenzisa umgcamanani ukuze usombulule iingxaki zokuphinda kabini nezokwahlula kubini.	
Sombulula iingxaki zokuthabatha (ukuwelela ngaphaya kwe-10) ngokuthabatha ukusuka kwi-10.	
Fumana iipatheni zokuthabatha usebenzise amakhadi okuthabatha.	

Uvavanyo (jonga kumaphepha angasemva esi sikhokelo)

Uvavanyo olubhalwayo: Amanani, lindlela zokubala noLwalamano – Ukuthabatha (uwelela ngaphaya kweshumi) usebenzisa izakhelo zeshumi, imigcamanani neepatheni zamanani

Subtraction patterns

		Resources
Mental Maths: Fizz Pop – doubling		none
Game: Cover the grapes!		counters
		
Day	Lesson activity	Lesson resources
1	Subtraction bridging 10	LAB, number line, number track (teacher), two ten frames, 20 counters
2	Subtracting 9	LAB, number line (teacher), two ten frames, 20 counters
3	Subtracting 8 and 7	LAB, number line (teacher), two ten frames, 20 counters
4	Subtraction patterns	LAB, subtraction cards (teacher), two ten frames, 2 dice and some counters
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
Use a number line to solve doubling and halving problems	
Solve subtraction (bridging 10) problems by subtracting from ten	
Find patterns of subtraction using subtraction cards	

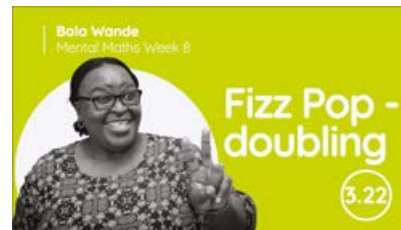
Assessment (see back pages of this guide)

Written assessment: Numbers, Operations and Relationships – subtraction (bridging ten) using ten frames, number lines and number patterns

lipatheni zokuthabatha

Ividiyo yezibalo zentloko

Sibuyela kumdlalo wethu esiwuthandayo – uFizz Pop ukuze siziqhelise ukuphinda kabini. **Ukuphindaphinda kabini** sisakhono esibalulekileyo esiynxalenye yolwazi olusisiseko olufunekayo kuphindaphindo.



Ividiyo yomdlalo

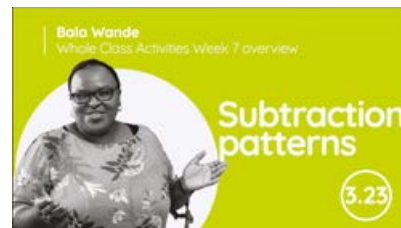
Gquma lidiliya!



Ividiyo yophuhliso lwengqiqo

Kule veki sigxila kuthabatho. Abafundi baza kufunda kabanzi ngolwalamano phakathi kwemizila yamanani nemigcamanani kwaye baza kusombulula iingxaki zokuthabatha eziwelela ngaphaya kwe-10. Kwimisebenzi yethu yokuthabatha siza kujolisa koku:

- Ukusebenzisa umgcamanani xa uthabatha.
- Ukusombulula **iingxaki zokuthabatha okuwelela ngaphaya kwe-10** ngokuthabatha ukuze wenze ishumi. Abafundi baza kuqonda ukuba le yindlela elula nekhawulezayo yokusombulula iingxaki xa uthabatha u-9, 8 no-7.
- Ukusombulula iingxaki usebenzisa izibalisi nezakhelo zamashumi eziluncedo ekuphuhliseni ulwazi **lwexabiso lendawo**.
- Ukwakha unxibelelwano phakathi kokusombulula iingxaki ngezakhelo zamashumi nezibalisi kunye nokusombulula iingxaki ngemigcamanani. Kufuneka abafundi baqalise ukusebenzisa imigcamanani kamsinya kuba yimiboniso yeMathematika ebalulekileyo.



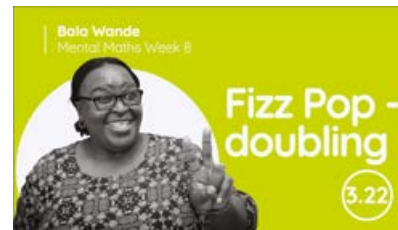
Into emayiqatshelwe kule veki

- Kucetyiswa ukuthabatha ngokwenza ishumi xa usombulula iingxaki zokuthabatha okuwelela kwi-10 njengendlela etyhalela abafundi ekubaleni ngentloko endaweni yokubala.
- Kubalulekile ukuba abafundi baqonde indlela **yokucazulula nokwakha amanani** ngokusebenzisa izakhelo zamashumi nezibalisi. Oku kuya kubanceda abafundi bakhulise ulwazi **lwexabiso lendawo** kamva.
- Bakhuthaze abafundi ukuba bancokole nabanye ukuze babelane ngeendlela zabo zokusombulula iingxaki. Qinisekisa ukuba abafundi basebenzisa isigama esichanekileyo (**ishumi, imivo, thabatha, susa, ngaphantsi, nganeno**).

Subtraction patterns

Mental Maths

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



Game

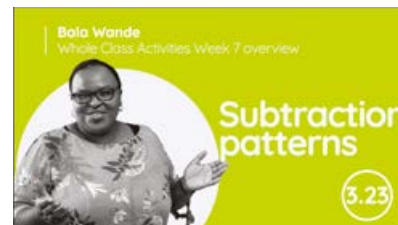
Cover the grapes!



Concept development

This week we focus on subtraction. Learners will learn more about the relationship between number tracks and number lines, and they will also solve **subtraction problems** that bridge 10. In our work on subtraction, we will focus on:

- using number lines to subtract.
- solving **subtraction bridging 10** problems by subtracting to make a 10. Learners will realise that this is an easier and quicker method to solve problems when subtracting 9, 8 or 7.
- solving problems by using counters and ten frames, which begins to develop an understanding of **place value**.
- creating links between solving problems with ten frames and counters and solving problems with number lines. Learners need to start using number lines early on as they are an important mathematical representation.



What to look out for this week

- Subtracting by making a ten when solving bridging 10 subtraction problems is recommended as a method that moves learners towards calculating mentally rather than counting.
- It is important for learners to understand how to **break down** and **build up numbers** by working with ten frames and counters. This will help learners to develop an understanding of **place value** later on.
- Encourage conversation between learners so that they can share their solution methods. Ensure that learners are using the correct vocabulary: **a ten, ones, subtract, take away, less**.



IZIBALO
ZENTLOKO
MENTAL MATHS

FIZZ POP - UPHINDAPHINDO
FIZZ POP - DOUBLING

UPHUHLISO LWENGQIYO
CONCEPT DEVELOPMENT

UMDLALO
GAME

AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

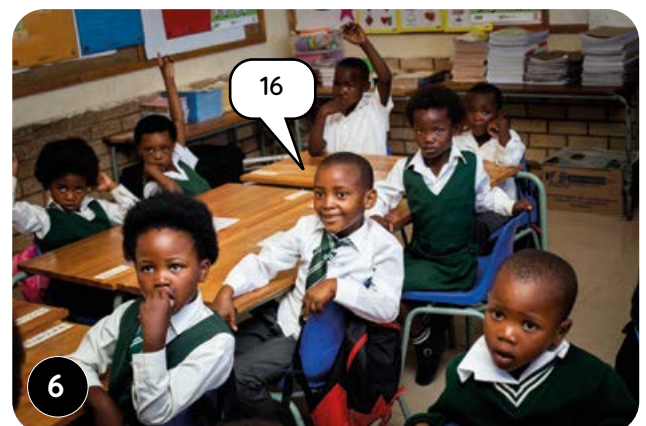
IZIBALO ZENTLOKO | MENTAL MATHS

Bethelela ukuphindaphinda kabini usebenzise umdlalo othi Fizz Pop.

Consolidate doubling using the Fizz Pop game.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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



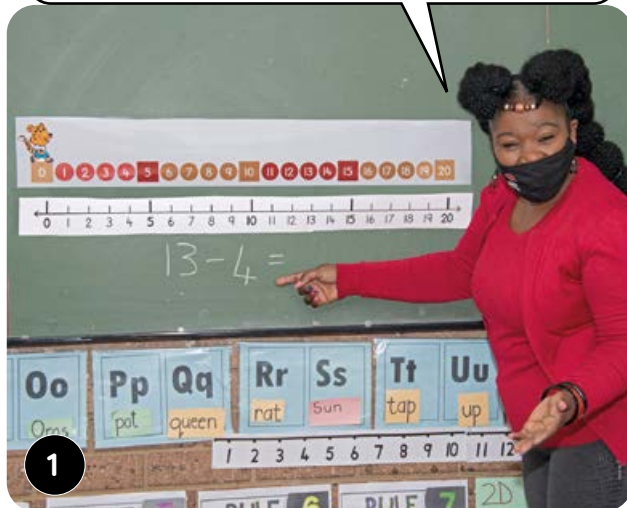
WEEK 8 • DAY 1

Subtraction bridging 10

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Masicinge ngokuthabatha usebenzisa umgcamanani. Masibonise $13 - 4 = \underline{\quad}$ kumgcamanani.

Let's think about subtraction using a number line. Let's show $13 - 4 =$ on the number line.



Ndibuya umva ngamanyathelo ama-3 ukusuka ku-14 nenyathelo eli-1 ndifike ku-10. Ndithatha elinye inyathelo eli-1 ukubuya umva. Ndifika ku-9.

I take 3 steps back from 14 and I land on 10. Then I step back once more. I land on 9.



Masibale ke ngoku $13 - 4$ sisebenzise izakhelo zamashumi nezibalisi. Now let's calculate $13 - 4$ using ten frames and counters.



Sibeka izibalisi ezi-13 kwizakhelo zamashumi. Emva koko kufuneka sisuse ezi-4.

We put 13 counters into the ten frames. Then we must take away 4.



Ukuba ndithatha ezithathu kwisakhelo seshumi sesibini kushiyeke ezili-10. Kufuneka ndithathe esinye. Kushiyeke ezili-9. If I take away 3 from the second ten frame, I am left with 10. Then I must take away 1 more. I am left with 9.

Yenza imizekelo eliqela neklasi - nithabathe niwelele ngaphaya kweshumi nisebenzisa umgcamanani nezakhelo zamashumi. Sebenzela ebhodini ngomgcamanani (okanye umzila wamanani) nangezakhelo zamashumi ezinemagnethi kodwa ubanike nabafundi ithuba lokusebenza ngezabo izakhelo zamashumi.

Work though many examples together with the class – doing subtraction bridging ten using a number line and ten frames. Work on the board with your number line (or number track) and magnetic ten frames but also let the learners work with their own ten frames.

Ukuthabatha okuwelela ngaphaya kwe-10

IVEKI 8 WEEK

USUKU 1 • DAY 1

Ukuthabatha okuwelela ngaphaya kwe-10
Subtraction bridging 10

IZIBALO
ZENTLOKO
MENTAL MATHS

FIZZ POP -
UKUPHINDA KABINI
FIZZ POP - DOUBLING

UMDLALO
GAME

UPHUHLISO
LWENGQIQO
CONCEPT DEVELOPMENT

AMAPHEPHA
OKUSEBENZELA
WORKSHEETS


1 Thabatha. Draw learners' attention to the first step...
Subtract. this takes them to the 'friendly' number - 10.



$$11 - 1 - 2 = 8$$

$$11 - 1 - 4 = 6$$

$$11 - 1 - 6 = 4$$

$$11 - 1 - 5 = 5$$

$$11 - 1 - 7 = 3$$

$$12 - 2 - 3 = 7$$

$$12 - 2 - 2 = 8$$

$$12 - 2 - 4 = 6$$

$$12 - 2 - 6 = 4$$

$$12 - 2 - 5 = 5$$

2 Thabatha kwi-11.

Subtract from 11.

$11 - 2 = 9$	$11 - 4 = 7$
$11 - 3 = 8$	$11 - 5 = 6$
$11 - 7 = 4$	$11 - 6 = 5$
$11 - 8 = 3$	$11 - 9 = 2$

Subtraction bridging 10

Highlight the first step and demonstrate on the number track



3 Thabatha.

Subtract.



$$13 - 3 - 3 = \underline{7}$$

$$14 - 4 - 2 = \underline{8}$$

$$13 - 3 - 6 = \underline{4}$$

$$13 - 3 - 2 = \underline{8}$$

$$14 - 4 - 3 = \underline{7}$$

$$13 - 3 - 5 = \underline{5}$$

$$13 - 3 - 4 = \underline{6}$$

$$14 - 4 - 1 = \underline{9}$$

$$14 - 4 - 5 = \underline{5}$$

4 Thabatha kwi-13.

Subtract from 13.

Ask: what did we subtract first every time? (three)

$13 - 4 = \underline{9}$	$13 - 6 = \underline{7}$
$13 - 5 = \underline{8}$	$13 - 7 = \underline{6}$
$13 - 9 = \underline{4}$	$13 - 8 = \underline{5}$

5 Thabatha kwi-14.

Subtract from 14.

Ask: what did we subtract first every time? (four)

$14 - 8 = \underline{6}$	$14 - 7 = \underline{7}$
$14 - 6 = \underline{8}$	$14 - 5 = \underline{9}$
$14 - 10 = \underline{4}$	$14 - 9 = \underline{5}$



IZIBALO
ZENTLOKO
MENTAL MATHS

FIZZ POP - UPHINDAPHINDO
FIZZ POP - DOUBLING

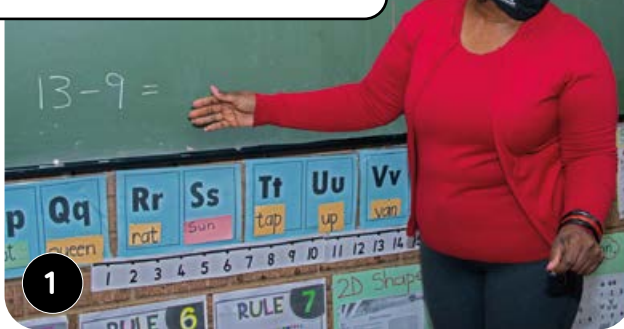
UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

UMDLALO
GAME

AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Sombulula ingxaki $13 - 9$ usebenzise izakhelo zamashumi nezibalisi.
Solve the problem $13 - 9$ using your ten frames and counters.



1

Sibeka izibalisi ezili-13 kwizakhelo zamashumi ngolu hlobo.
We put 13 counters on the ten frames like this.



2

Kulula ukuthabatha u-9 kwisakhelo seshumi esizeleyo.
It is easier to take 9 away from the full ten frame.



3

Sinesibalisi esi-1 esishiyekileyo kwesi sakhelo seshumi nezibalisi ezi-3 kwesinye isakhelo.
We have 1 counter left on this ten frame and 3 counters left on the other ten frame.



4

u-1 no-3 benza u-4. Kusele izibalisi ezi-4.
1 and 3 make 4. There are 4 counters left.

Nika abafundi iingxaki eziliqela apho baza kuthabatha u-9 besebenzisa izakhelo zamashumi nezibalisi. Thetha nabo malunga nepatheni eyenza kube lula ukuthabatha - susa ezi-9 kwisakhelo seshumi esizeleyo uze udibanise esi-1 kwinani elikwesinye isakhelo seshumi.

Give learners more problems where they must subtract 9 using ten frames and counters. Talk to them about the pattern that makes it easier to subtract - take away 9 from the full ten frame and add 1 to the number in the other ten frame.

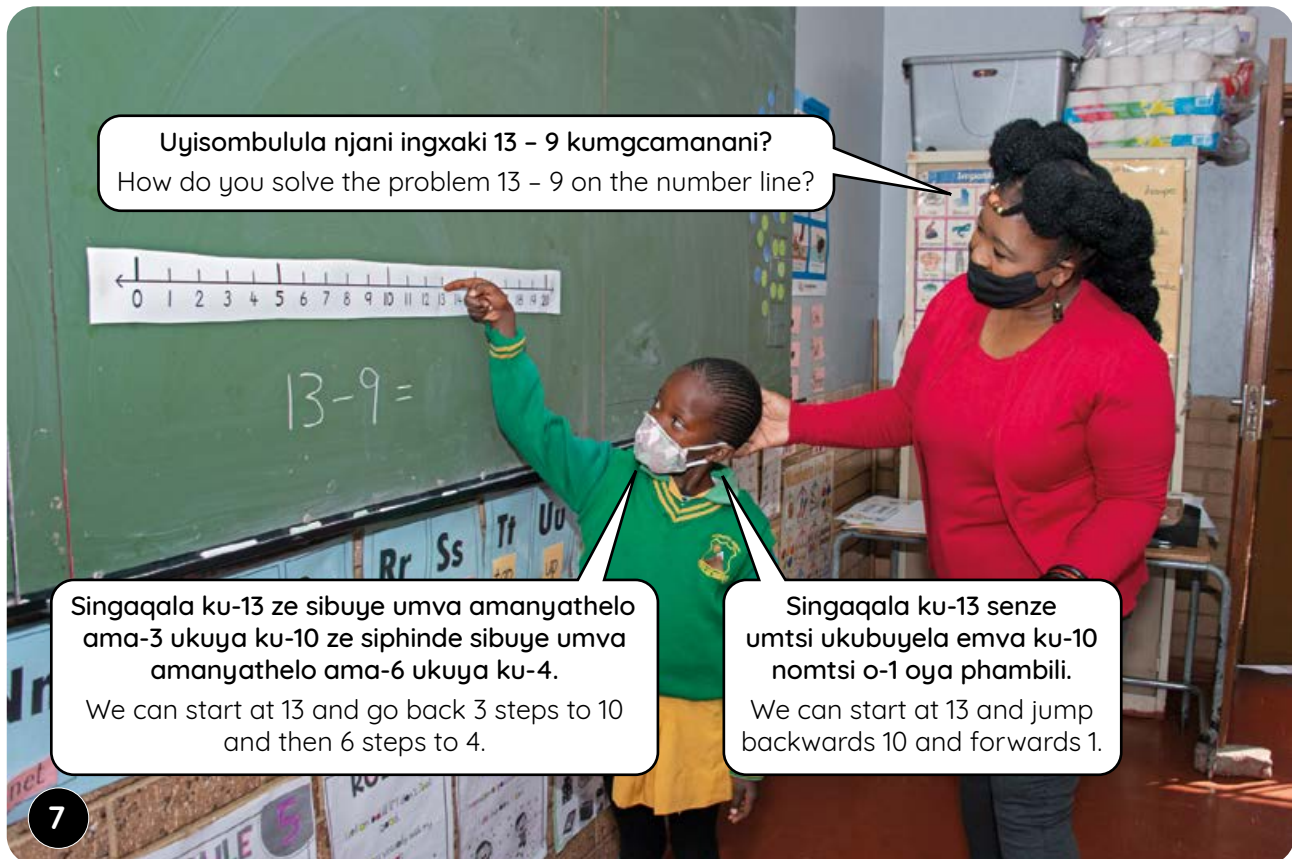
Subtracting 9

Ukuba siyathabatha, siya kweliphi icala lomgcamanani?
If we subtract, which way do we step on the number line?

Sibuya umva.
We step backwards.



Masizame kumgcamanani.
Let's try it on a number line.



Uyisombulula njani ingxaki $13 - 9$ kumgcamanani?
How do you solve the problem $13 - 9$ on the number line?

Singaqala ku-13 ze sibuye umva amanyathelo ama-3 ukuya ku-10 ze siphinde sibuye umva amanyathelo ama-6 ukuya ku-4.
We can start at 13 and go back 3 steps to 10 and then 6 steps to 4.

Singaqala ku-13 senze umtsi ukubuyela emva ku-10 nomtsi o-1 oya phambili.
We can start at 13 and jump backwards 10 and forwards 1.

Bakhuthaze abafundi ukuba babelane ngezimvo kuba ukwenza njalo kubatyhilela nezinye iindlela ezinokusebenza ngakumbi. Kubalulekile ukuba abafundi baqonde ukuba ukuthabatha kwishumi kuyakhawuleza kwaye kulula kunokubala ubuya umva. Ukuba ndithabatha i-9 nakweliphi na inani kufana nokungathi ndithabatha i-10 ze ndidibanise u-1.

Encourage learners to share ideas as this exposes them to methods that may be more efficient than their own. It is important for learners to realise that subtracting from the ten is quicker and simpler than counting backwards. If I subtract 9 from any number, it is like subtracting 10 and adding 1.

IVEKI • WEEK
8

USUKU 2 • DAY 2

Ukuthabatha u-9
Subtracting 9

IZIBALO
ZENTLOKO
MENTAL MATHS

FIZZ POP -
UKUPHINDA KABINI
FIZZ POP - DOUBLING

UMDLALO
GAME

UPHUHLISO
LWENGQIQQO
CONCEPT DEVELOPMENT

AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

1 Thabatha. We first jump
backwards to 10
Subtract. backwards to 10



Uqaphela ntoni xa
uthabatha isi-9?
What do you notice
when you subtract 9?

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

Subtracting 9

2 Sombulula uze ufakele umbala kwisiphumo.

Solve and colour the answer.

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



$$20 - 7 = \underline{13}$$



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



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



$$20 - 10 = \underline{10}$$



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



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



$$20 - 9 = \underline{11}$$



$$11 - 8 = \underline{3}$$



$$12 - 8 = \underline{4}$$



$$20 - 8 = \underline{12}$$



$$11 - 9 = \underline{2}$$



3 Thabatha.

Subtract.



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

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

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

$$14 - 7 = \underline{7}$$

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

$$13 - 6 = \underline{7}$$

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

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

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

$$15 - 6 = \underline{9}$$

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

$$15 - 9 = \underline{6}$$

$$13 - 7 = \underline{6}$$

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

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

4 Fakela amanani ashiyiweyo ukuze usombulule ezi ngxaki.

Fill in the missing numbers to solve these problems.

$12 - 9 = \underline{3}$	$15 - \underline{6} = 9$	$16 - 9 = \underline{7}$
$14 - \underline{5} = 9$	$11 - 9 = \underline{2}$	$18 - \underline{9} = 9$
$17 - 9 = \underline{8}$	$13 - \underline{4} = 9$	$12 - \underline{3} = 9$

Thabatha u-8 no-7

IZIBALO
ZENTLOKO
MENTAL MATHS

FIZZ POP - UPHINDAPHINDO
FIZZ POP - DOUBLING

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

UMDLALO
GAME

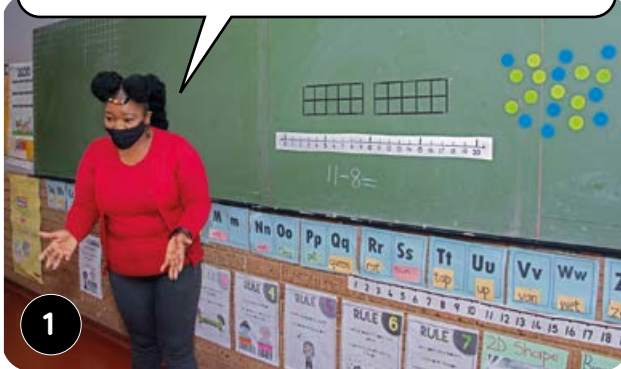
AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Izolo sisebenzise imigcamanani nezakhelo zamashumi ukuthabatha u-9. Namhlanje siza kuthabatha u-8 no-7. Masiqale ngokuthabatha u-8.

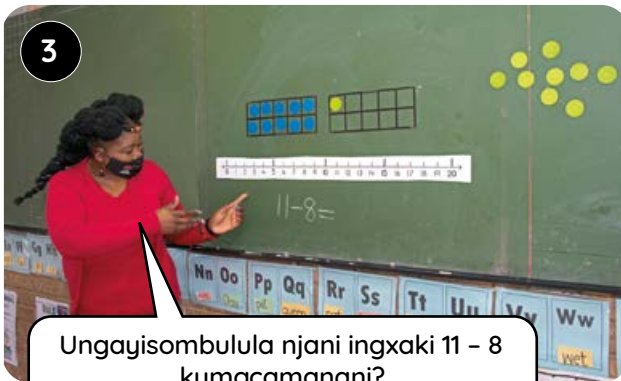
Yesterday we used number lines and ten frames to subtract 9. Today we are going to subtract 8 and 7. Let's start with subtracting 8.

$11 - 8 =$



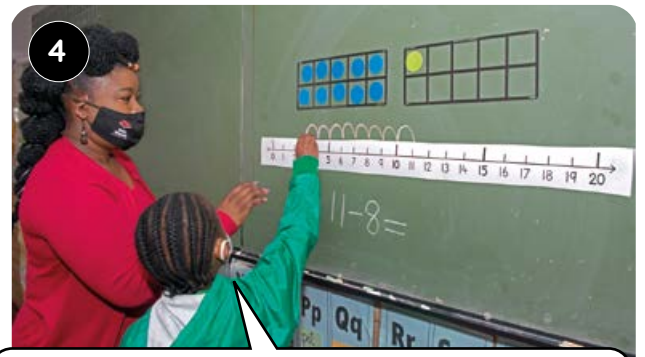
Sinezibalisi ezili-11. Ukuba ndithatha ezisi-8 kwisakhelo esizeleyo kusala ezi-2 ne-1. Ndishiyekelewa zizibalisi ezi-3.

We have 11 counters. If I take away 8 from the full 10, I am left with 2 and 1. I am left with 3 counters.



Ungayisombulula njani ingxaki $11 - 8$ kumgcamanani?

How can you solve the problem $11 - 8$ on the number line?



Ndithatha ingathelo eli-1 ukuya kwi-10, ndithathe amanyathelo asi-7 ukuya ku-3.

I take 1 step from 11 to 10 and 7 more steps to 3.

Ziphinde zombini ezi ndlela kunye neklasi usebenzise ezinge iingxaki zokuthabatha ezi-8 nokuthabatha ezi-7 ezifana nezi:

Repeat both methods together with the class using other subtracting 8 and subtracting 7 problems, such as:

- $14 - 8 =$
- $15 - 8 =$
- $12 - 7 =$
- $16 - 7 =$

Bakhuthaze abafundi ukuba baqaphele ukuba xa ndithabatha ezi-8 ndingathabatha i-10 ze ndidibanise ezi-2 ukuze ndifumane isiphumo. Xa ndithabatha ezi-7 ndingathabatha i-10 ze ndidibanise ezi-3 ukuze ndifumane impendulo.

Encourage learners to notice that when we subtract 8, we can take away 10 and then add 2 to find the answer. When we subtract 7, we can take away 10 and then add 3 to find the answer.

Subtracting 8 and 7

WEEK
8

USUKU 3 • DAY 3

Thabatha u-8 no-7
Subtracting 8 and 7

IZIBALO
ZENTLOKO
MENTAL MATHS

FIZZ POP -
UKUPHINDA KABINI
FIZZ POP - DOUBLING

UMDLALO
GAME

UPHUHLISO
LWENGQIYO
CONCEPT DEVELOPMENT

AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

1 Thabatha. We first subtract
to 10
Subtract.



Uqaphela ntoni xa
uthabatha isi-8?
What do you notice
when you subtract 8?

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

2 Thabatha.

Subtract.



Uqaphela ntoni xa uthabatha isi-7?

What do you notice when you subtract 7?

We first subtract to 10

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

Subtraction patterns

IZIBALO
ZENTLOKO
MENTAL MATHS

FIZZ POP - VERDUBBELING
FIZZ POP - DOUBLING

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

UMDLALO
GAME

AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Ungakwazi ukufumana zonke izivakalisi manani ezinempendulo engu-7?
Can you find me all the number sentences that have the answer 7?



Yeyiphi ipatheni oyibonayo kwithegibhile wakube ususe amakhadi anempendulo engu-7?
What pattern do you see in the table after taking out the cards that have the answer 7?



Umgca oxwesileyo.
A diagonal line.

Uqaphela ntoni?
What do you notice?



Masikhangele enye ipatheni.
Let's find another pattern.



Amanani angasekhohlo kuphawu lokuthabatha aye esenyuka ngo-1 xa usehla namakhadi.
Amanani angasekunene kophawu lokuthabatha aye esiba makhulu ngo-1 xa usehla namakhadi.
The numbers on the left of the subtraction sign stay the same as you go down the cards.
The numbers on the right of the subtraction sign get bigger by 1 as you go down the cards.

Khangela amakhadi okuthabatha nganye-nganye ngolu hlobo ukuze abafundi bakwazi ukubona iipatheni kwizivakalisi manani zokuthabatha. Nika abafundi amathuba aliqela okuchaza iipatheni abazibonayo. Oku kuya kubanika ithuba lokuphuhlisa izakhono zabo zokuqeqqa.

Go through each of the subtraction cards in this way so that learners can see the patterns in the subtraction number sentences. Allow the learners many opportunities to explain the patterns they see. This will give them the chance to develop their mathematical reasoning skills

IVEKI 8 WEEK

USUKU 4 • DAY 4

lipatheni zokuthabatha
Subtraction patternsIZIBALO
ZENTLOKO
MENTAL MATHSFIZZ POP -
UKUPHINDA KABINI
FIZZ POP - DOUBLINGUMDLALO
GAMEUPHUHLISO
LWENGQIQO
CONCEPT DEVELOPMENTIPHEPHA
LOKUSEBENZELA
WORKSHEET

1 Sombulula uze ufakele imibala ukuze ufumane ipatheni.

Solve and colour to find the pattern.

'Near doubles' are also easy number facts:

$9 + 9 = 18$



$5 + 5 = 10$



$4 + 4 = 8$



$4 + 5 = 9$

This is like
double 5 minus 1

$7 + 7 = 14$



$5 + 6 = 11$



double 5 plus 1

$6 + 6 = 12$



$8 + 8 = 16$



$9 + 8 = 17$



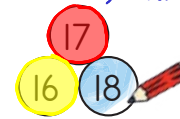
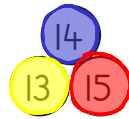
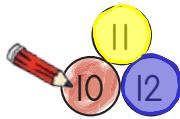
$3 + 4 = 7$

double 3
plus 1

$8 + 7 = 15$



$7 + 6 = 13$

double 7 minus 1
OR
double 6
plus 1

2 Sombulula uze ufakele imibala ukuze ufumane ipatheni.

Solve and colour to find the pattern.

$11 - 3 = 8$



$13 - 4 = 9$



$9 + 3 = 12$



$11 - 6 = 5$



$11 - 9 = 2$



$8 + 5 = 13$



$11 - 8 = 3$



$14 - 7 = 7$



$7 + 9 = 16$



$12 - 6 = 6$



$15 - 5 = 10$



$7 + 8 = 15$



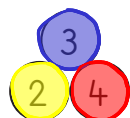
$12 - 8 = 4$



$20 - 9 = 11$



$6 + 8 = 14$



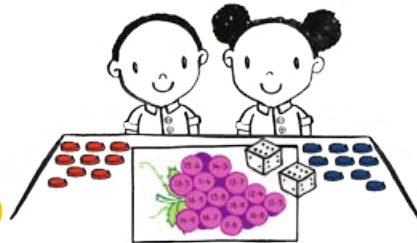
Subtraction patterns

Umdlalo: Gquma iidiliya Game: Cover the grapes

Phosa idayisi uze udibanise.
Khangela idiliya enempendulo
onayo. Ungayigquma idiliya.

Roll the dice and add. Find a grape with the
answer you got. You can cover that grape.

1



Ndingayigquma
idiliya!

$$4 + 2 = 6$$

I can cover
a grape!

2



3



Kubi! Lithuba
lakho.

$$5 + 6 = 11$$

No good!
Your turn.

Emva
kwamatyeli
aliqela:

After a
few more
turns:

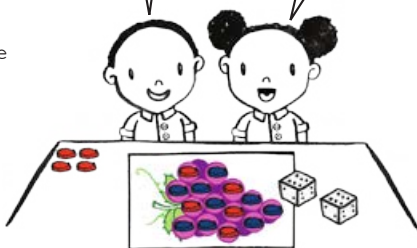
Uphumelele!

You win!

Ndifumene u-9 wena
ufumene u-5.

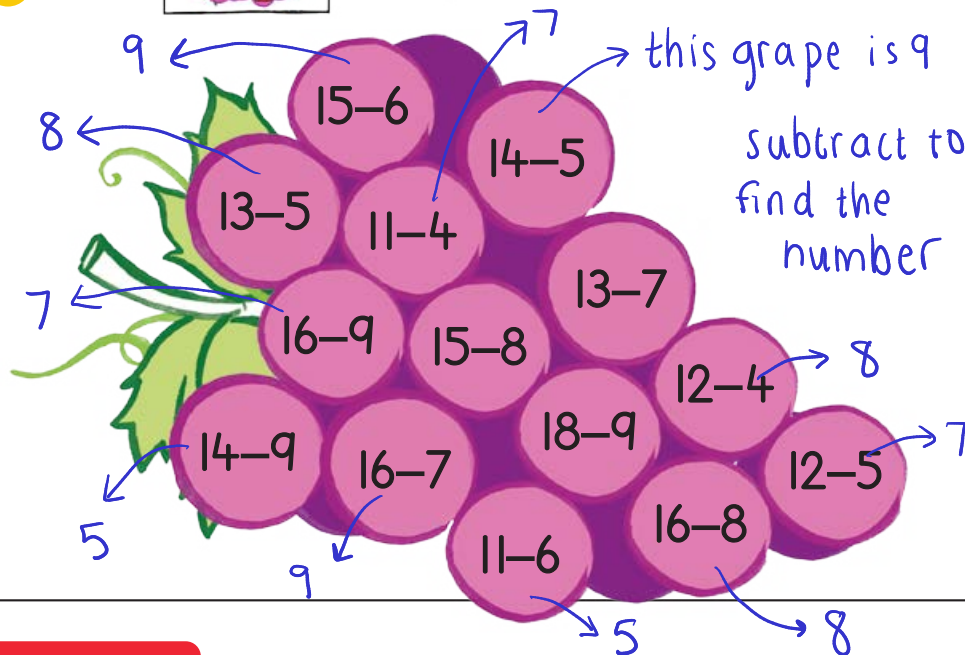
I got 9 and you got 5.

4



Umntu ogquma iidiliya
ezininzi ebhodini nguye
ophumelelayo.

The person who covers the most grapes
on the board wins.



IVEKI 8 WEEK

USUKU 5 • DAY 5

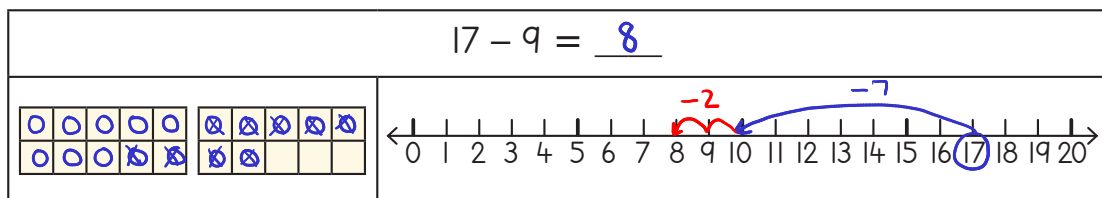
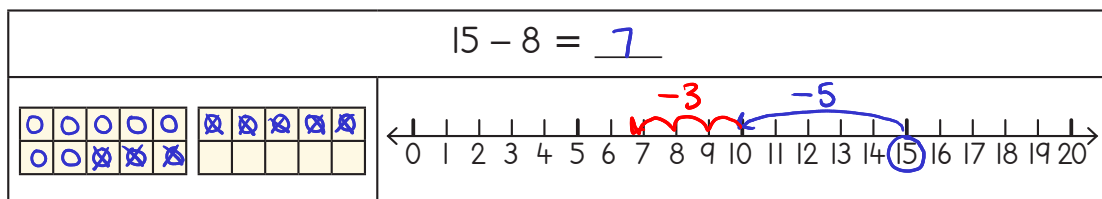
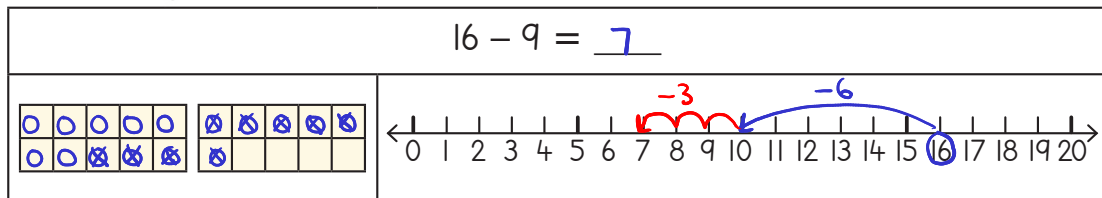
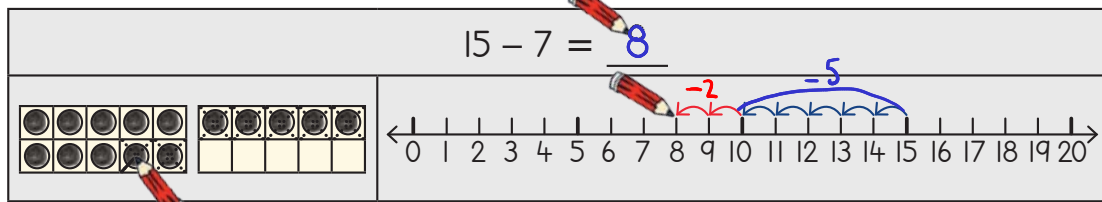
Uqukaniso
Consolidation

IPHEPHA LOKUSEBENZELA
WORKSHEET

IPHEPHA LOKUSEBENZELA
WORKSHEET

1 Thabatha usebenzise isakhelo seshumi nomgcamanani.

Subtract using the ten frame and number line.



2 Bhala amanani angekhoyo ukuze usombulule ezi ngxaki.

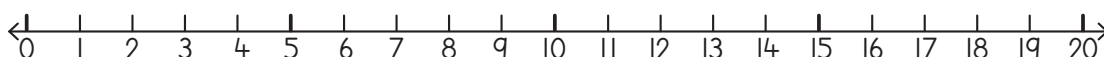
Fill in the missing numbers to solve these problems.

$14 - 7 = 7$	$11 - 7 = 4$	$15 - 8 = 7$
$12 - 5 = 7$	$18 - 11 = 7$	$16 - 7 = 9$
$13 - 7 = 6$	$17 - 10 = 7$	$20 - 7 = 13$

Assessment and consolidation

3 Thabatha usebenzise nokuba yeyiphi indlela.

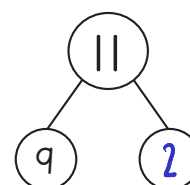
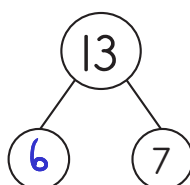
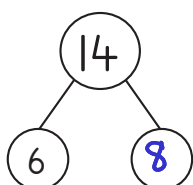
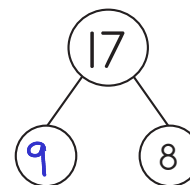
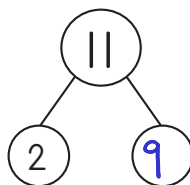
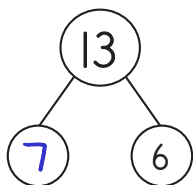
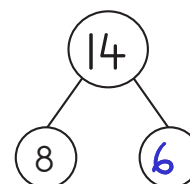
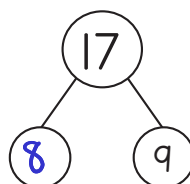
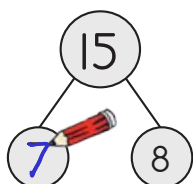
Subtract using any method.



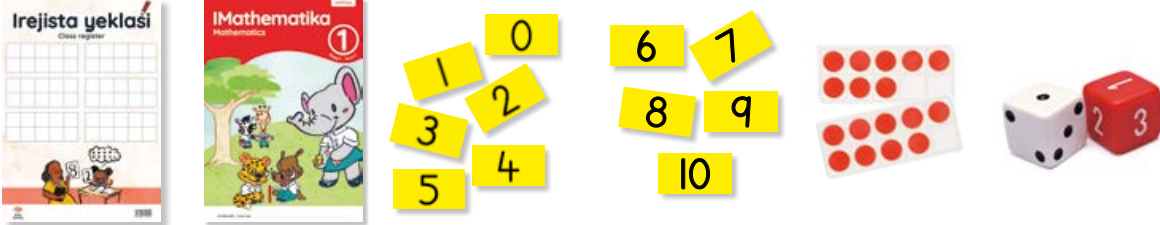
$18 - 9 = \underline{9}$	$11 - 7 = \underline{4}$	$13 - 8 = \underline{5}$
$14 - 6 = \underline{8}$	$15 - 9 = \underline{6}$	$12 - 7 = \underline{5}$
$17 - 8 = \underline{9}$	$13 - 6 = \underline{7}$	$11 - 9 = \underline{2}$

4 Zalisa izangqa ezingenanto.

Fill the empty circles.



Ukuthabatha okuwelela ngaphaya kwe-10

		Izixhobo
Izibalo zentloko: Umdlalo othi Saluta		amakhadi amanani 0 – 5
Umdlalo: Yenza inani lam!		amakhadi amanani abafundi 0–10
		
Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Ukuthabatha okuwelela ngaphaya kwe-10	Izakhelo zamashumi ezibini, izibalisi ezingama-20, incwadi yemisebenzi yabafundi
2	Ukuthabatha okuwelela ngaphaya kwe-10	Izakhelo zamashumi ezibini, izibalisi ezingama-20, incwadi yemisebenzi yabafundi
3	Fumana inani elishiyiweyo	Izakhelo zamashumi ezibini, izibalisi ezingama-20, incwadi yemisebenzi yabafundi
4	Ukuthabatha okuwelela ngaphaya kwe-10	Izakhelo zamashumi ezibini, izibalisi ezingama-20, idayisi, incwadi yemisebenzi yabafundi
5	Uqukaniso	Incwadi yemisebenzi yabafundi

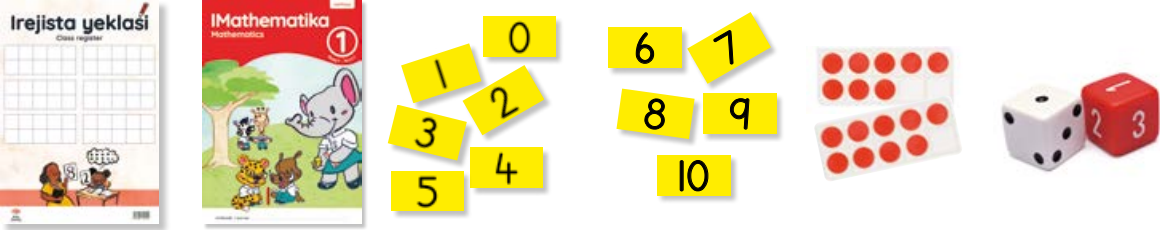
Emva kwale veki umfundi kufuneka akwazi ukwenza oku	✓
Ukusombulula iingxaki zokuthabatha okuwelela ngaphaya kwe-10 ngokuthabatha kwi-10.	
Ukufumana inani elishiyiweyo kwisivakalisi manani .	

Uvavanyo

Akukho vavanyo lusesikweni kule veki.

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

Subtraction bridging 10

		Resources
Mental Maths: Salute game		number cards 0-5
Game: Make my number!		learner number cards 0-10
		
Day	Lesson activity	Lesson resources
1	Subtraction bridging 10	LAB, two ten frames, 20 counters
2	Subtraction bridging 10	LAB, two ten frames, 20 counters
3	Find the missing number	LAB, two ten frames, 20 counters
4	Subtraction bridging 10	LAB, two ten frames, 20 counters, dice
5	Consolidation	LAB

After this week the learner should be able to:	✓
Solve subtraction problems that bridge 10 by subtracting from the 10	
Find the missing number in a number sentence	

Assessment

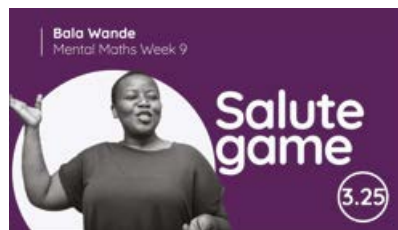
There is no formal assessment this week.

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

Ukuthabatha okuwelela ngaphaya kwe-10

Ividiyo yezibalo zentloko

Kule veki siza kudlala umdlalo othi Saluta okwiKota yesi-2. Lo mdlalo unika abafundi ithuba lokuziqhelisa izakhono zokudibanisa – ukufumana amanani amabini athi akudityaniswa anike isiphumo esithile. Ngumdlalo ofundisayo kuba kufuneka abafundi bafumane inani elishiyiweyo, hayi isiphumo kuphela.



Ividiyo yomdlalo

Yenza inani lam!



Ividiyo yophuhliso lwengqiqo

Kule veki sigxila kuthabatho oluwelela ngaphaya kwe-10 Abafundi baza kubethelela oko bakufundileyo malunga nokusombulula iingxaki zokuthabatha eziwelela ngaphaya kweshumi. Kumsebenzi wethu onokuthabatha siza kujolisa koku:

- Ukusombulula iingxaki zokuthabatha okuwelela ngaphaya kwe-10 ngokuthabatha kwishumi. Abafundi baza kuqonda ukuba kuyakhawuleza kwaye kulula ukusombulula iingxaki ngokuthabatha kwishumi.
- Ukusombulula iingxaki ngokusebenzisa izibalisi nezakhelo zamashumi eziphuhlisa ukuqonda **ixabiso lendawo** nokubethelela unxulumano phakathi kokusombulula iingxaki ngezakhelo zamashumi.
- Ukusombulula iingxaki ukubethelela isakhono sokufumana inani elishiyiweyo kwisivakalisi manani.
- Ukukhuthaza abafundi baxoxe ngeendlela zabo zokusombulula iingxaki ukuze babelane ngezimvo kwaye baphuhlise nolwazi lwabo.



Into emayiqatshelwe kule veki

- Nceda abafundi baqonde ukuba ukuthabatha kwishumi yeyona ndlela isebenzayo yokusombulula iingxaki zokuthabatha endaweni yokubala ubuya umva. Bakhuthaze ukuba babale ngentloko.
- Bakhuthaze ukuba bancokole nabanye abafundi ukuze babelane ngeendlela zabo zokusombulula iingxaki. Qinisekisa ukuba abafundi basebenzisa isigama esichanekileyo (**ishumi, imivo, thabatha, susa, ngaphantsi/ncinci**).

Subtraction bridging 10

Mental Maths

This week we will be playing the game from Term 2 called Salute. The game gives learners a chance to practise their addition skills – finding two numbers that add up to a given total. It is a powerful game because learners have to find the missing number, not just the sum.



Game

Make my number!



Concept development

This week we focus on **subtraction bridging 10**. Learners will reinforce what they have learnt about solving subtraction problems that bridge ten. In our work on subtraction, we will focus on:

- solving subtraction bridging 10 problems by subtracting from ten. Learners will realise that it is quicker and easier to solve problems by subtracting from the ten.
- solving problems by using counters and ten frames, which begins to develop an understanding of **place value** and consolidates the links between solving problems with ten frames and counters.
- solving problems to consolidate the ability to find the missing number in a number sentence.
- allowing learners to discuss their solution methods so that they can share ideas and further develop their own understanding.



What to look out for this week

- Help learners to recognise that subtracting from a ten is a more efficient way of solving subtraction problems than counting backwards. Encourage them to do mental calculations.
- Encourage conversation between learners so that they can share their solution methods. Ensure that learners are using the correct vocabulary: **a ten, ones, subtract, take away, less**.



Ukuthabatha okuwelela ngaphaya kwe-10



IZIBALO ZENTLOKO | MENTAL MATHS

Dlalani umdlalo othi Saluta! Sebenzisani kuphela amakhadi amanani aqala ku-0 ukuya ku-5.

Play the Salute! game. Use only 0-5 number cards.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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

1

Ndingukapteni kwaye aba ngoomatoshe bam ababini.
I am the captain and you are my two sailors.

2

Musa ukujonga inani elikwikhadi lakho.
Don't look at the number on your card.

3

Oomatoshe bayasaluta.
Sailors, salute.

4

Basi-7 bebonke.
Their total is 7.

5

Ungakwazi ukuqikelela ukuba ngubani inani lakho?
Can you figure out what your number are?

6

Ndino-5!
I have 5!

Ndino-2!
I have 2!

WEEK 9 • DAY 1

Subtraction bridging 10

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

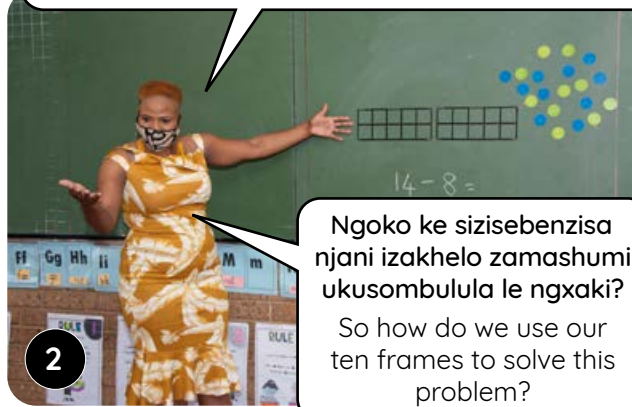
Ucinga ukuba ungayisombulula njani le ngxaki?
How do you think you could solve this problem?



Kufuneka sithabathe u-8 ku-14.
We need to subtract 8 from 14.

Khumbula ukuba sifunde ukuba ukuthabatha kwi-10 kusincipa ukuba sithabathe ngokukhawuleza nalula.

Remember we learnt that subtracting from a ten helped us to subtract more quickly and easily?



Ngoko ke sizisebenzisa njani izakhelo zamashumi ukusombulula le ngxaki?
So how do we use our ten frames to solve this problem?

Sifaka elona nani likhulu (14) kwizakhelo zeshumi ngolu hlobo.
We put the biggest number (14) on the ten frames like this.



Sifuna ukuthabatha u-8 kwishumi elizeleyo.
We need to subtract 8 from the full ten frame.



Kusele izibalisi ezi-2 kwesi sakhelo seshumi kunye nezibalisi ezi-4 kwesiya isakhelo.
There are 2 counters left on this ten frame, and 4 counters left on that ten frame.



Kusele izibalisi ezi-6.
There are 6 counters left over.

Bakhuthaze abafundi bathethe ngeendlela abasombulula ngazo. Qaphela ukuba abanye abafundi bangakhetha ukususa zonke izibalisi kwisakhelo sesibini baze bathabathe eziseleyo kwisakhelo esiseleyo. Kulungile nokwenza njalo, ngoko ke kungakhuthazwa. Phinda wenze oku nangezinye iingxaki zokuthabatha okunokuwelela ngaphaya kwe-10 ezifana nezi:

Encourage learners to talk about their solution methods. Some learners might prefer to empty the second ten frame and subtract the rest from the full ten. This also works well and should be encouraged. Repeat with other subtraction bridging 10 problems, such as:

- $12 - 3 =$
- $11 - 4 =$
- $14 - 5 =$

Ukuthabatha okuwelela ngaphaya kwe-10

IVEKI 9

USUKU 1 • DAY 1

Ukuthabatha okuwelela ngaphaya kwe-10

Subtraction bridging 10

IZIBALO
ZENTLOKO
MENTAL MATHSUMDLALO
OTHI SALUTA
SALUTE GAMEUMDLALO
GAMEUPHUHLISO
LWENGQIJO
CONCEPT DEVELOPMENTAMAPHEPHA
OKUSEBENZELA
WORKSHEETS

1 Thabatha.

Subtract.

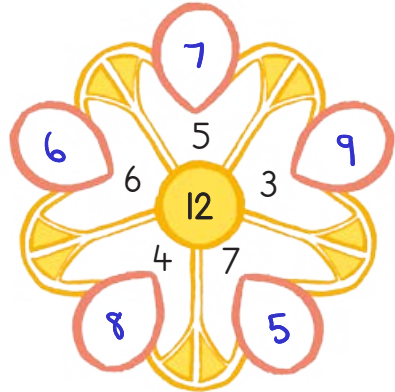
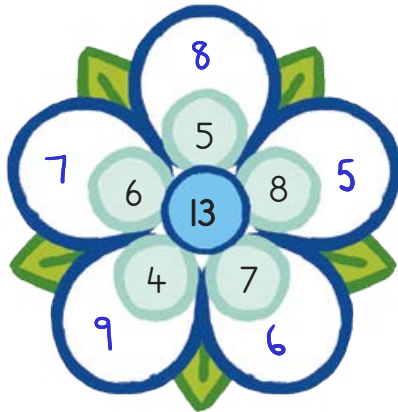
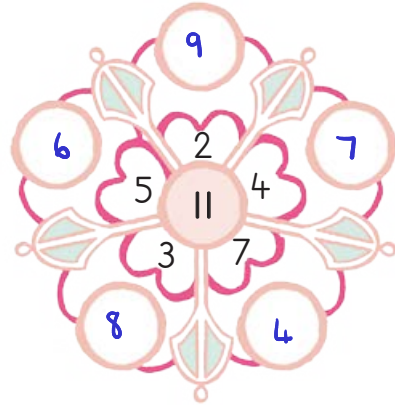
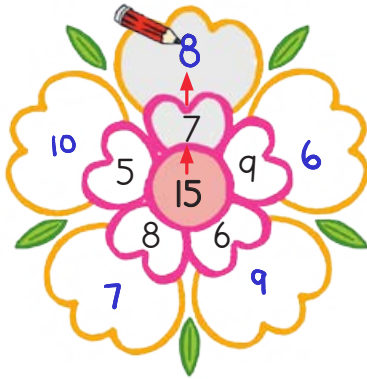
$14 - 8 = \underline{6}$	$17 - 9 = \underline{8}$
$12 - 7 = \underline{5}$	$16 - 8 = \underline{8}$
$13 - \underline{6} = 7$	$18 - \underline{9} = 9$
$14 - \underline{7} = 7$	$15 - \underline{9} = 6$
$13 - 9 = \underline{4}$	$12 - 8 = \underline{4}$
$11 - 9 = \underline{2}$	$14 - 9 = \underline{5}$
$16 - \underline{7} = 9$	$11 - \underline{8} = 3$

WEEK 9 • DAY 1

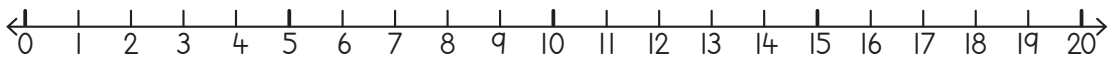
Subtraction bridging 10

2 Thabatha.
Subtract.

Get learners to
answer orally first



3 Thabatha.
Subtract.



$$18 - 7 = \underline{11}$$

$$12 - 8 = \underline{4}$$

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

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

$$13 - 6 = \underline{7}$$

$$15 - 6 = \underline{9}$$

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

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

$$13 - 7 = \underline{6}$$

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

$$14 - 7 = \underline{7}$$

$$11 - 8 = \underline{3}$$

84

Iveki 9 • Usuku 1

Ukuthabatha okuwelela ngaphaya kwe-10

Ukuthabatha okuwelela ngaphaya kwe-10



UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Sebenzisa izakhelo zamashumi nezibalisi ukuze usombulule ingxaki 12 - 5 ngokukhawuleza.
Use your ten frames and counters to solve 12 - 5 as quickly as possible.

Xa unayo impendulo nceda uphakamise isandla.
As soon as you have the answer, raise your hand.

Ndithathe ezi-2 kwisakhelo seshumi nezinye ezi-3 kwesinye isakhelo seshumi. Ndisalelwe zezi-7.
I took 2 from the one ten frame and 3 from the other one. I am left with 7.



Nika abafundi ithuba lokuxoxa batsho ukuba ngubani osombulule ingxaki ngokukhawuleza nokuba yeyiphi indlela ekhawulezisileyo ukubala. Bakhuthaze ukuba baqaphele ukuba ukusebenzisa izakhelo zamashumi kubanceda baqonde ukuba, ukubona amanani kuyakhawulezisa kunokubala (endaweni yokubala izibalisi nganye-nganye).

Allow time for learners to discuss who solved the problem quickest and to think about which calculation method was faster. Encourage them to notice that using the ten frames to help them see the numbers (rather than counting single counters) is quicker than counting.

Qhuba ngolu hlobo lungasentla unike abafundi ithuba lokuthelekisa iindlela zabo zokusombulula ngexesha ngalinye. Bakhuthaze ukuba bathethe ngokuba bancedwe yintoni ukuze babale ngokukhawuleza (bengabalanga). Yenzani imizekelo eliqela neklasi ngeli xesha baxoxa ngeendlela zabo zokubala.

Continue in the same way as above, allowing learners to compare their methods each time. Encourage learners to talk about what helped them to do the calculations more quickly (not counting). Work through several examples with the class while they discuss their methods.

- 13 - 5 =
- 15 - 9 =
- 12 - 4 =
- 14 - 8 =
- 17 - 9 =
- 16 - 8 =

Subtraction bridging 10



USUKU 2 • DAY 2

Ukuthabatha okuwelela ngaphaya kwe-10

Subtraction bridging 10

IZIBALO
ZENTLOKO
MENTAL MATHS

UMDLALO
OTHI SALUTA
SALUTE GAME

UMDLALO
GAME

UPHUHLISO
LWENGQIQO
CONCEPT DEVELOPMENT

AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

I Thabatha.
Subtract.

the missing number is how much
you've taken
away

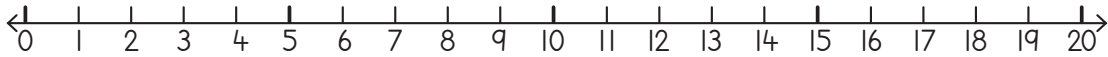
$15 - 6 = \underline{9}$	$13 - \underline{4} = 9$
$17 - 8 = \underline{9}$	$12 - 8 = \underline{4}$
$14 - \underline{6} = 8$	$16 - 7 = \underline{9}$
$12 - \underline{5} = 7$	$11 - \underline{5} = 6$
$16 - 8 = \underline{8}$	$15 - 8 = \underline{7}$
$14 - \underline{5} = 9$	$11 - 9 = \underline{2}$
$13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

Ukuthabatha okuwelela ngaphaya kwe-10



2 Thabatha.

Subtract.



$$11 - 9 = \underline{2}$$

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

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

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

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

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

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

$$12 - 8 = \underline{4}$$

$$15 - 9 = \underline{6}$$

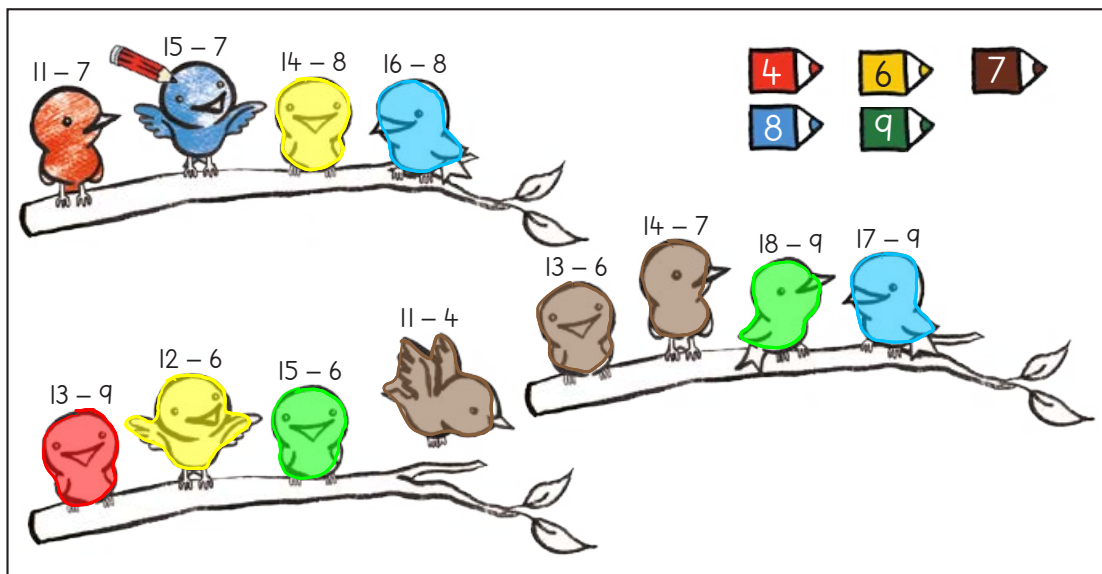
$$14 - 7 = \underline{7}$$

$$13 - 6 = \underline{7}$$

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

3 Thabatha uze ufakele imibala.

Subtract and colour.



WEEK 9 • DAY 3

Find the missing number

IZIBALO
ZENTLOKO
MENTAL MATHS

UMDLALO OTHI
SALUTA
SALUTE GAME

UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

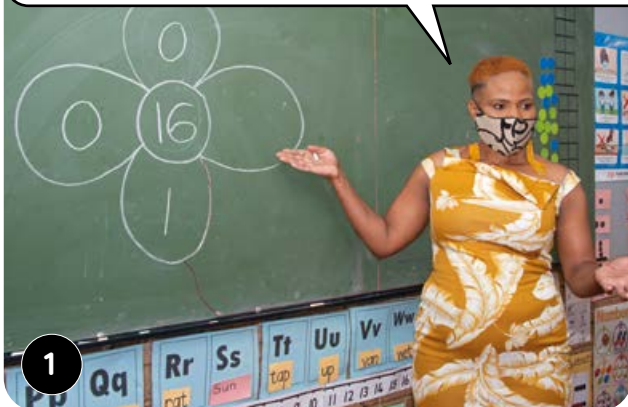
UMDLALO
GAME

AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Masisebenze kunye ukuze sifumane inani elingekhoyo kwintyatyambo ngokuthi sidibanise amanani akula magqabi angaphandle, aze enze isiphumo senani elingaphakathi.

Let's work together to find the missing number on the flower by adding all the numbers on the outside. The inside number is the total.



Kufuneka ndine nezi-16 zizonke. Inani elikwiipetali ngu-1. Inani elingekhoyo ngu-15.

I need a total of 16. The total in the petals is 1. The missing number is 15.



Masenze enye!
Let's do another one!



Kufuneka ndibe nezi-13 zizonke. Inani elikwiipetali ngu-6. Inani elingekhoyo ngu-7.

I need a total of 13. The total in the petals is 6. The missing number is 7.

Masenze enye!
Let's do another one!



Kufuneka zibe-19 zizonke. Inani elikhoyo kwiipetali ngu-10. Inani elingekhoyo ngu-9.

I need a total of 19. The total in the petals is 10. The missing number is 9.

Zoba ezinye iintyatyambo ezineepetali ezinamanani ashiyiweyo ukuze uziqhelise ukufumana inani elingekhoyo.

Draw some more flowers with different missing number petals to practise finding the missing number.



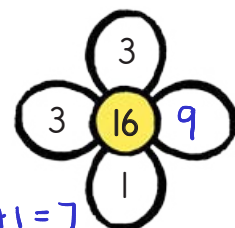
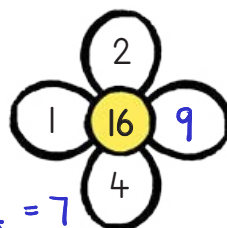
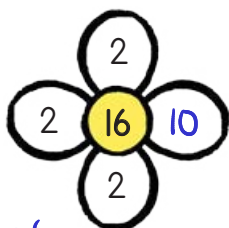
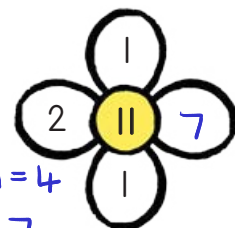
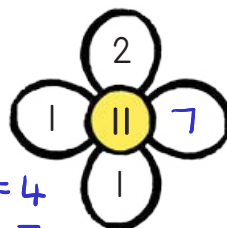
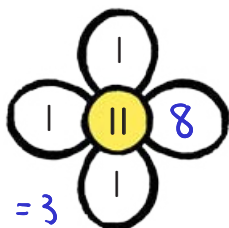
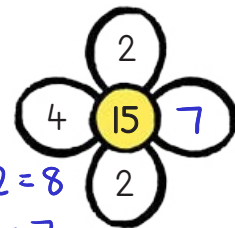
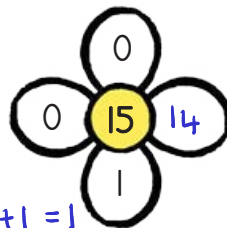
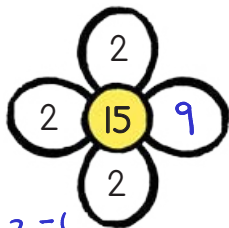
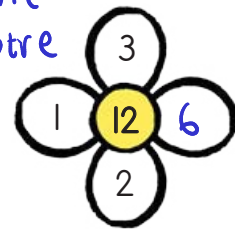
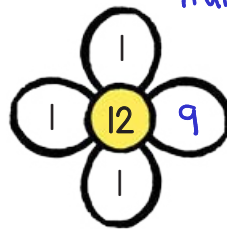
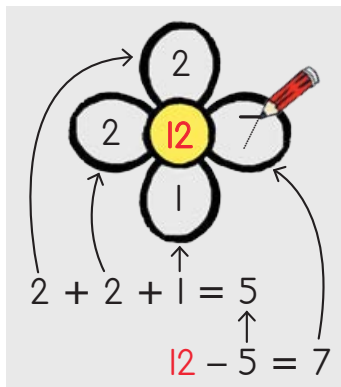
USUKU 3 • DAY 3

Fumana inani elishiyiweyo

Find the missing number

IZIBALO
ZENTLOKO
MENTAL MATHSUMDLALO
OTHI SALUTA
SALUTE GAMEUMDLALO
GAMEUPHUHLISO
LWENGQIQO
CONCEPT DEVELOPMENTAMAPHEPHA
OKUSEBENZELA
WORKSHEETS

1 Fumana inani elingekhoyo. First add numbers on the petals
Find the missing number. Then subtract this total from the
number in the
yellow centre



Find the missing number

2 Fumana inani elingekhoyo.

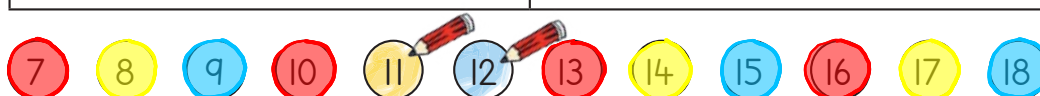
Find the missing number.

 $11 - \underline{4} = 7$	$15 - \underline{8} = 7$
 $\underline{14} - 6 = 8$	$\underline{12} - 4 = 8$
$13 - \underline{4} = 9$	$14 - \underline{7} = 7$
$\underline{15} - 9 = 6$	$\underline{17} - 8 = 9$

3 Sombulula uze ufakele imibala.

Solve and colour.

 $\underline{12} - 7 = 5$		 $\underline{11} - 6 = 5$	
$17 - 8 = \underline{9}$		$\underline{14} - 7 = 7$	
$\underline{18} - 9 = 9$		$16 - 6 = \underline{10}$	
$\underline{15} - 7 = 8$		$\underline{13} - 8 = 5$	
$14 - 6 = \underline{8}$		$15 - 8 = \underline{7}$	
$\underline{17} - 9 = 8$		$\underline{16} - 9 = 7$	



Ukuthabatha okuwelela ngaphaya kwe-10



UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Namhlanje siza kudlala umdlalo othi Ubhontsi phezulu, ubhontsi phantsi!

Today we are going to play Thumbs up, thumbs down.



Sombulula ingxaki ebhalwe ebhodini. Ndibonise ubhontsi ophezulu xa impendulo ichanekile okanye ubhontsi ojonge ezantsi ukuba impendulo ayichanekanga.

You must solve the problem written on the board. Show me thumbs up if the answer is correct, or thumbs down if the answer is incorrect.



Bakhuthaze abafundi ukuba basombulule iingxaki ngokuthabatha bengakhange babale. Kwakhona bakhuthaze bangayikhwazi impendulo. Hamba-hamba phakathi kwabo ukuze ubone ukuba bazisombulula njani iingxaki zabo. Xa bonke abafundi beveza ubhontsi ophezulu okanye osezantsi - ningaxoxa ngempendulo neklasi.

Encourage the learners to solve the problem by subtracting without counting. Encourage them not to shout out the answer. Walk around to check how learners are solving the problem. When all learners show thumbs up or down, discuss the answer with the class.

WEEK 9 • DAY 4

Subtraction bridging 10

Nantsi enye.
Here is another one.



3

Ayichanekanga kwaphela
leyo. Le yimpendulo
echanekileyo.
That one was wrong!
This is the correct answer.



4

Yiba neengxaki zokuthabatha okuwelela ngaphaya kwe-10 eziliqela, ezichanekileyo nezingachanekanga ukuze abafundi bazisombulule. Bakhuthaze abafundi basebenze ngokukhawuleza baze baveze ubhontsi ophezulu okanye osezantsi xa benempendulo. Kufuneka ubhale impendulo echanekileyo kwezo bezinempendulo engachanekanga. Nceda ungashiya isivakalisi manani esingachanekanga ebhodini.

Provide a number of both incorrect and correct subtraction bridging 10 problems for the learners to solve. Encourage learners to work as quickly as possible and to show thumbs up or down when they have the answer. You must always write the correct answers for those which were incorrect. Do not leave incorrect number sentences on the board.

Ukuthabatha okuwelela ngaphaya kwe-10

IVEKI 9 WEEK

USUKU 4 • DAY 4

Ukuthabatha okuwelela ngaphaya kwe-10

Subtraction bridging 10

IZIBALO
ZENTLOKO
MENTAL MATHSUMDLALO
OTHI SALUTA
SALUTE GAMEUMDLALO
GAMEUPHUHLISO
LWENGQIQO
CONCEPT DEVELOPMENTIPHEPHA
LOKUSEBENZELA
WORKSHEET

1 Thabatha.

Subtract.

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

2 Fakela amanani ashijiwego.

Fill in the missing numbers.

16	
7	9

14	
7	7

13	
8	5

15	
8	7

11	
5	6

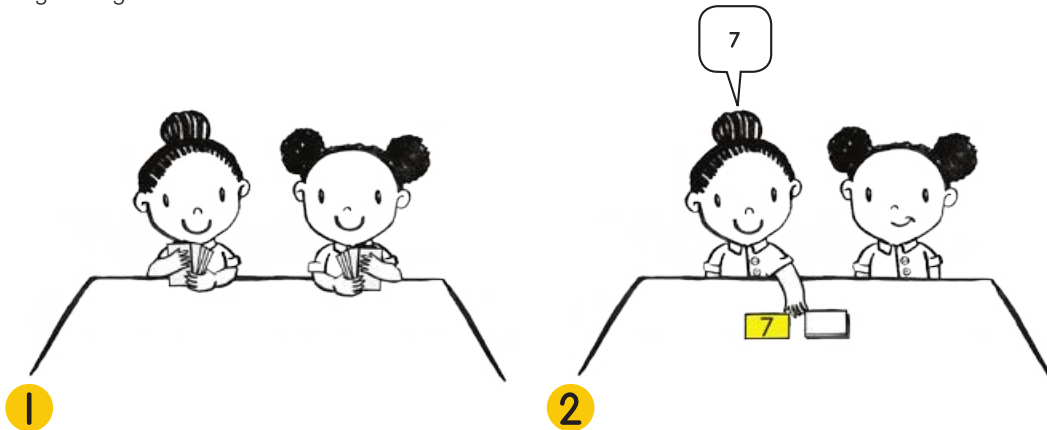
17	
9	8

Subtraction bridging 10

Umdlalo: Yenza inani lam!
Game: Make my number!

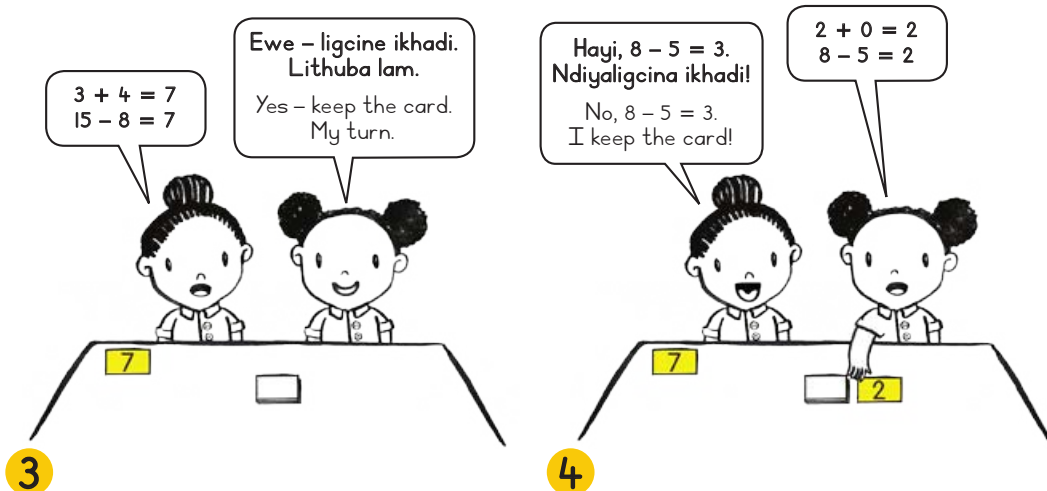
Dlalani ngamakhadi enu amanani 0–10.

Play with your 0–10 number cards.



Xa uthathe ikhadi, yenza isivakalisi manani sokudibanisa nesinye isivakalisi sokuthabatha esilingana nenani elikwikhadi lakho.

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



Qhuba ade asetyenziswe onke amakhadi. Umdlali onamakhadi amaninzi nguye ophumeleleyo.

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



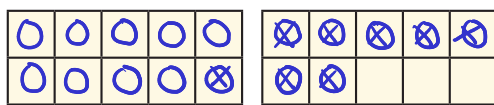
USUKU 5 • DAY 5

Uqukaniso

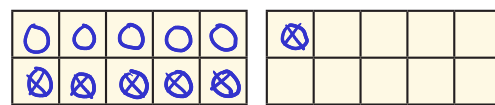
Consolidation

IPHEPHA LOKUSEBENZELA
WORKSHEETIPHEPHA LOKUSEBENZELA
WORKSHEET

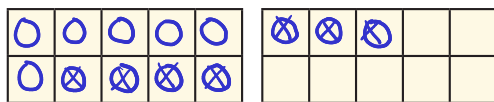
1 Thabatha.
Subtract.



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



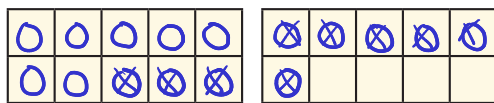
$$11 - 6 = \underline{5}$$



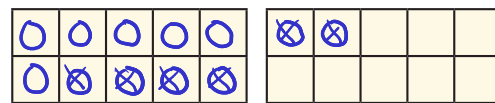
$$13 - 7 = \underline{6}$$



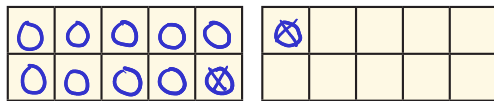
$$15 - 8 = \underline{7}$$



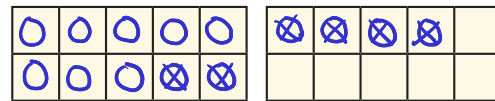
$$16 - 9 = \underline{7}$$



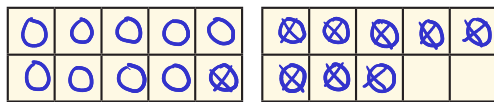
$$12 - 6 = \underline{6}$$



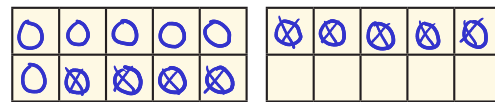
$$11 - 9 = \underline{2}$$



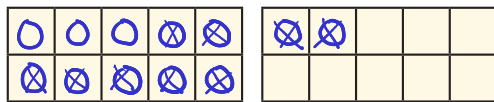
$$14 - 6 = \underline{8}$$



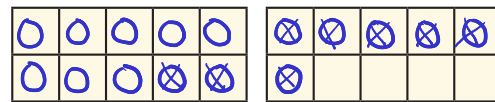
$$18 - 9 = \underline{9}$$



$$15 - 9 = \underline{6}$$



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



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

Consolidation

2 Bhala amanani ashijiweyo.

Fill in the missing numbers.

8	
3	5

10	
6	4

7	
2	5

12	
3	9

16	
8	8

13	
7	6

14	
9	5

15	
9	6

11	
9	2

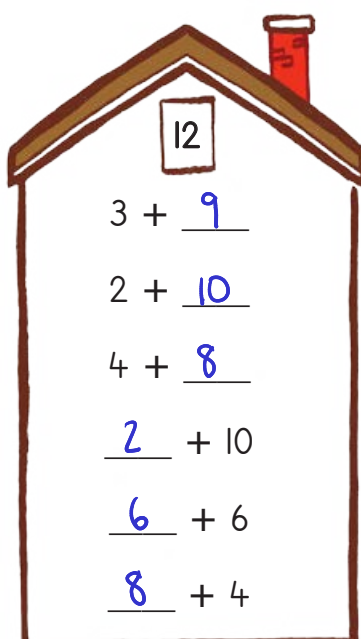
17	
8	9

18	
9	9

19	
9	10

3 Gqibezela ukuze wenze inani elingasentla.

Complete to match the number at the top.



12

3 + 9

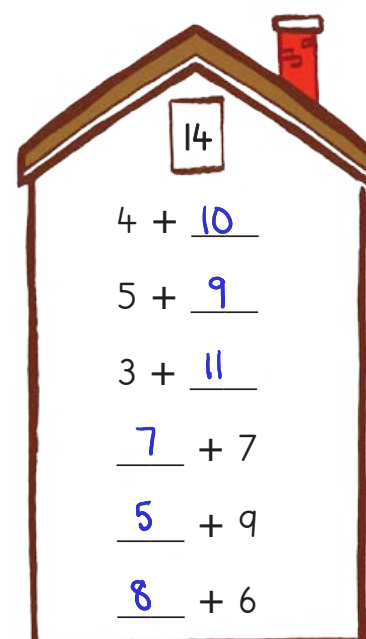
2 + 10

4 + 8

2 + 10

6 + 6

8 + 4



14

4 + 10

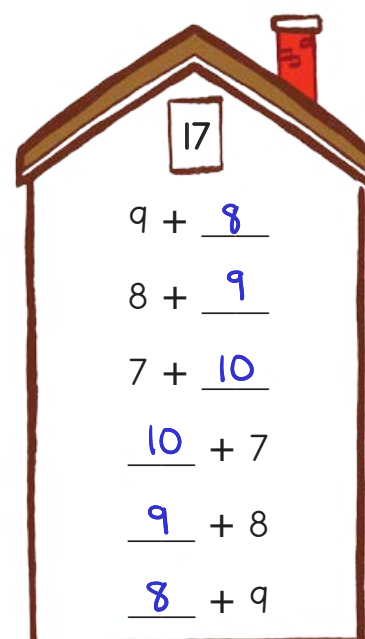
5 + 9

3 + 11

7 + 7

5 + 9

8 + 6



17

9 + 8

8 + 9

7 + 10

10 + 7

9 + 8

8 + 9

lingxaki zokuthabatha

		Izixhobo
Izibalo zentloko: Umdlalo othi Phinda kabini		azikho
Umdlalo: Yenza inani lam		amakhadi amanani abafundi 0-10
		
Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	lingxaki zamagama zokuthabatha	Izakhelo zamashumi ezibini, izibalisi ezingama-20, incwadi yemisebenzi yabafundi
2	Amabali okuthabatha	Izakhelo zamashumi ezibini, izibalisi ezingama-20, incwadi yemisebenzi yabafundi
3	Izivakalisi manani	Izibalisi ezingama-20, incwadi yemisebenzi yabafundi
4	lipatheni zeebhondi zamanani	libloko ezingama-20, amakhadi amanani abafundi 0-20, incwadi yemisebenzi yabafundi
5	Uqukaniso	Incwadi yemisebenzi yabafundi

Emva kwale veki umfundi kufuneka akwazi ukwenza oku	✓
Ukuyila amabali eengxaki zokuthabatha okuwelela ngaphaya kwe-10, ukuncedisa abafundi babe nokuqonda iingxaki zamagama.	
Ukuchonga imithetho yezibalo efunekayo ukuze ubhale kwaye usombulule izivakalisi manani.	
Ukusombulula iingxaki ngokukhawuleza nangempumelelo ngokunakana iipatheni kwiibhondi zamanani.	

Uvavanyo

Akukho vavanyo lusesikweni kule veki.

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

Subtraction problems

		Resources
Mental Maths: Doubling game		none
Game: Make my number		learner number cards 0–10
		
Day	Lesson activity	Lesson resources
1	Subtraction word problems	LAB, two ten frames, 20 counters
2	Subtraction stories	LAB, two ten frames, 20 counters
3	Number sentences	LAB, 20 counters
4	Number bond patterns	LAB, 20 multifix blocks, learner number cards 0–20
5	Consolidation	LAB

After this week the learner should be able to:	✓
Create stories for subtraction problems that bridge 10, to assist in developing an understanding of word problems	
Identify operations needed to write and solve number sentences	
Solve problems quickly and efficiently by recognising patterns in number bonds	

Assessment

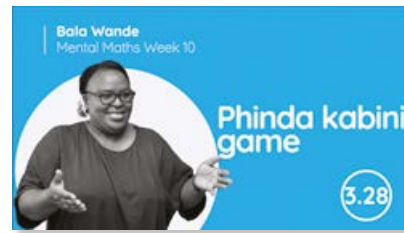
There is no formal assessment this week.

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

lingxaki zokuthabatha

Ividiyo yezibalo zentloko

Kule veki siza kudlala umdlalo othi Phinda kabini ukunika abafundi ixesha elininzi lokuqhelisa izakhono zabo zokuphindaphinda kabini. Dlalani lo mdlalo niyiklasi emva koko nidlale ngababini.



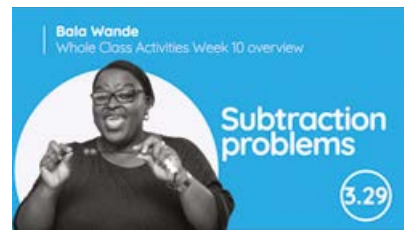
Ividiyo yomdlalo

Yenza inani lam



Ividiyo yophuhliso lwengqiqo

Kule iveki sigxila kuthabatho. Abafundi baza kusombulula iingxaki zamagama zokuthabatha phambi kokugxininisa izivakalisi manani ezongozelelwayo kunye neepatheni zeebhondi zamanani. Kumsebenzi wethu wokuthabatha nokudibanisa (usuku lwesi-4) siza kujolisa koku:



- Ukusombulula iingxaki zamagama zokuthabatha ngokusebenzisa izibalisi nezakhelo zamashumi ukuze abafundi baqalise ukuqonda ixabiso lendawo.
- Ukuchonga imithetho yezibalo efunekayo ukuze kugqityezelwe izivakalisi manani, ukuqonda ukuba izibalo eziyimiguqulwa zingasetyenziswa ekusombululeni iingxaki.
- Ukunakana iipatheni ezibonakalayo kwiibhondi zamanani, zisetyenziswe ekusombululeni iingxaki ngokukhawuleza nangempumelelo.

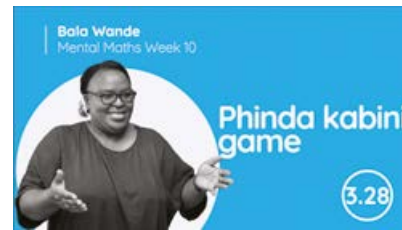
Into emayiqatshelwe kule veki

- Ngokwenza abafundi basombulule iingxaki ezininzi besebenzisa izakhelo zamashumi nemigcamanani, baye baqonde ukuba basenokuzisombulula iingxaki ngaphandle kokubala. Bakhuthaze ukuba babale ngentloko basebenzise iibhondi zamanani.
- Abafundi kufuneka basebenzise ulwazi lwabo lwezibalo eziyimiguqulwa neepatheni ukuze basebenze ngobuchule. Kubalulekile ukuba abafundi bazifumanele ngokwabo olu lwazi kunokuba baxelelwe ukuba mabenze ntoni. Kukwafuneka ukuba babe nokuqiqa engqondweni ukuba (umzekelo) isibalo $2 + \square = 11$ siyafana nesi $11 - 2 = \square$.
- Qinisekisa ukuba abafundi basisebenzisa ngokwabo isigama ukuze bafunde ulwimi lwemathematika baze babe basiqonde ngcono isigama (ishumi, imivo, dibanisa, kunye, ngaphezu kuna-, iyalingana, thabatha, susa, ingaphantsi kuna-, zenza/yenza).

Subtraction problems

Mental Maths

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



Game

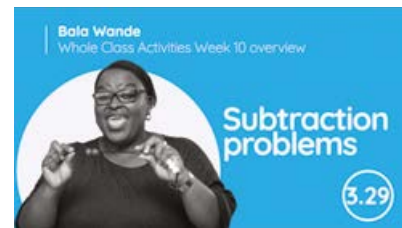
Make my number



Concept development

This week we focus on subtraction. Learners will solve subtraction word problems, before focusing on **additive number sentences** and **number bond patterns**. In our work on subtraction and addition (Day 4), we will focus on:

- solving subtraction word problems using counters and ten frames to develop learners' understanding of **place value**.
- identifying which operation is needed in order to complete number sentences, recognising that **inverse operations** can be used to solve problems.
- recognising the patterns evident in number bonds and using these patterns to solve problems quickly and efficiently.



What to look out for this week

- As learners solve more and more problems using ten frames and number lines, they will realise that they do not need to count to solve problems. Encourage learners to do calculations mentally using number bonds.
- Learners must start to use their knowledge of inverse operations and patterns to work more efficiently. It is very important that they discover this information for themselves rather than simply being told what to do. It is necessary for learners to conceptually understand that (for example) $2 + \square = 11$ is the same as $11 - 2 = \square$.
- Ensure that learners use the vocabulary themselves in order to learn the language of mathematics and to better their understanding of these concepts: **a ten, ones, add, and, more than, equals, subtract, take away, less than, equals**.



IZIBALO
ZENTLOKO
MENTAL MATHS

UMDLALO
WOPHINDAPHINDO
DOUBLING GAME

UPHUHLISO LWENGOQO
CONCEPT DEVELOPMENT



UMDLALO
GAME

AMAPHEPHA
OKUSEBENZELA
WORKSHEETS

IZIBALO ZENTLOKO | MENTAL MATHS

Dlalani umdlalo othi Phinda kabini.

Play the Doubling game.

Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

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

Masidlale uPhinda kabini! Omnye wenu makaveze inani aze omnye aveze kwa elo nani.

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

**Phinda kabini 6!
Double 6!**



**U-6 ophindwe
kabini ngu-12
Double 6 is 12!**

**Phinda kabini 4!
Double 4!**



Subtraction word problems

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Bekukho ama-apile ali-14 phezu kwetafile.
USeliki utye ama-6.
Mangaphi ama-apile akhoyo ngoku?
There were 14 apples on the table.
Seliki ate 6 of them.
How many apples are there now?



Sebenzisa izakhelo zamashumi
nezibalisi zakho ukuze ubonise inani
lama-apile ashiyekileyo.
Use your ten frames and counters to
show how many apples are left.



Bekukho ama-apile
ali-14.
There were 14 apples.

Ndithathe izibalisi ezi-6 kwisakhelo
seshumi esizeleyo. Kusele izibalisi ezi-4
kwisakhelo ngasinye seshumi. Asi-8
ama-apile aseleyo.
I took away 6 from the full 10. I have
4 counters left over on each ten frame.
There are 8 apples left.



Ndithathe izibalisi ezi-6 ngoku ndinezibalisi
ezi-8 ezishiyekileyo. Kunjalo, ndiyavuma
ukuba kukho ama-apile asi-8 ashiyekileyo.
I took away 6 counters and I have 8 counters
left. I agree that there are 8 apples left.



Phinda la manyathelo ngezinye iingxaki zamagama zokuthabatha. Nika abafundi amathuba aliqela okusombulula iingxaki zokuthabatha okuwelela ngaphaya kwe-10.

Repeat these steps with other subtraction word problems. Give the learners lots of opportunities to solve subtraction problems that bridge 10.

IVEKI • WEEK
10

USUKU 1 • DAY 1

lingxaki zamagama zokuthabatha

Subtraction word problems

IZIBALO
ZENTLOKO
MENTAL MATHSUMDLALO
WOKUPHINDA KABINI
DOUBLE GAMEUMDLALO
GAMEUPHUHLISO
LWENGQIQO
CONCEPT DEVELOPMENTAMAPHEPHA
OKUSEBENZELA
WORKSHEETS

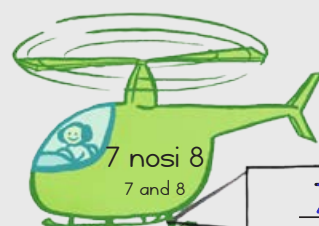
1 Mangaphi amaso asalayo ukuba ndisusa ____?

How many beads are left if I take away ____?

 $17 - 9 = 8$ 	 $11 - 8 = 3$ 
 $15 - 7 = 8$ 	 $12 - 9 = 3$ 
 $13 - 9 = 4$ 	 $14 - 8 = 6$ 

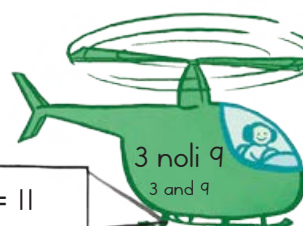
2 Gqibezela isivakalisi manani.

Complete the number sentences.



7 nosi 8
7 and 8

$7 + 8 = 15$



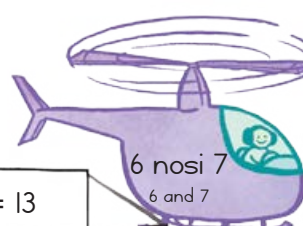
3 noli 9
3 and 9

$3 + 9 = 11$



4 nosi 8
4 and 8

$4 + 8 = 12$



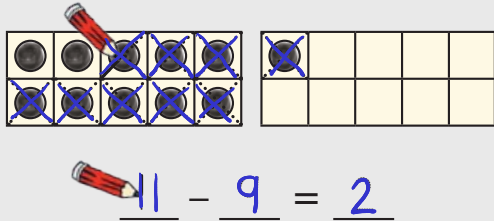
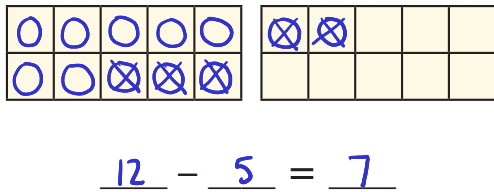
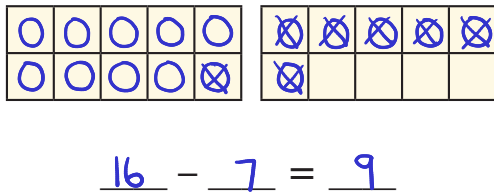
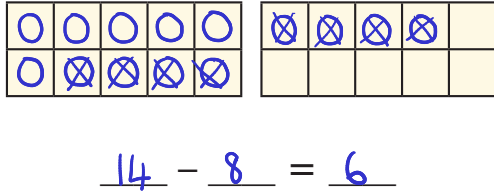
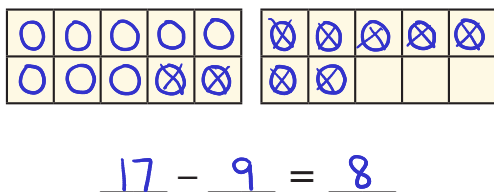
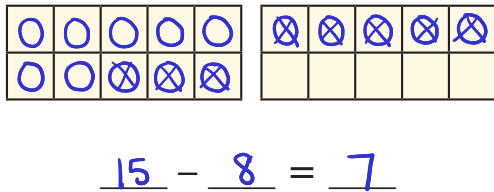
6 nosi 7
6 and 7

$6 + 7 = 13$

Subtraction word problems

3 Sombulula.

Solve.

Kukho iigusha ezili-11. Ezi-9 zibaleke zemka. Zingaphi iigusha ezishiyekileyo? There are 11 sheep. 9 of them run away. How many sheep are left? 	
Kukho iinkomo ezili-12. Ezi-5 ziyokusengwa eshedini. Zingaphi iinkomo ezishiyekileyo? There are 12 cows. 5 go to the milking shed. How many cows are left? 	
Kukho iihagu ezili-16. Ezi-7 ziyokudlala edakeni. Zingaphi iihagu ezishiyekileyo? There are 16 pigs. 7 go to play in the mud. How many pigs are left? 	
Kukho amahashe ali-14. Asi-8 aye edlelweni. Mangaphi amahashe ashiyekileyo? There are 14 horses. 8 go to the field. How many horses are left? 	
Kukho iikati ezili-17. Ezi-9 zibalekile. Zingaphi iikati ezishiyekileyo. There are 17 cats. 9 cats run away. How many cats are left? 	
Kukho izinja ezili-15. Izinja ezi-8 zibalekile. Zingaphi izinja ezishiyekileyo. There are 15 dogs. 8 dogs run away. How many dogs are left? 	

Amabali okuthabatha



UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Emaqeleni enu, yilani ingxaki yamagama yesi sivakalisi manani: $15 - 7 = \underline{\quad}$.
In your groups, make up a word problem for the number sentence $15 - 7 = \underline{\quad}$.



Kukho amapetyu ali-15 ebhegini. Asi-7 kuwo abomvu aze amanye abe luhlaza. Mangaphi amapetyu aluhlaza?
There are 15 marbles in the bag. 7 of them are red and the rest are green. How many green marbles are there?



Kukho amapetyu aluhlaza ali-15 ebhegini. Kukho namapetyu abomvu asi-7. Yintoni umahluko phakathi kwamapetyu aluhlaza namapetyu abomvu.
There are 15 green marbles and 7 red marbles in a bag. What is the difference between the red and the green marbles?



Kunjalo! Singenza amabali awohlukileyo ngesivakalisi manani esinye.
Yes! We can make different stories for the same number sentences.



Phinda la manyathelo ngezinge izivakalisi manani. Nika abafundi ithuba lokuzenzela awabo amabali eengxaki zamagama kwaye babaliselane eklasini.

Repeat the steps with other number sentences. Encourage learners to create their own word problems and share them with the class.

Subtraction stories

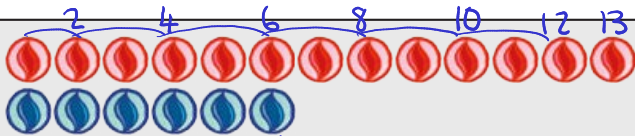
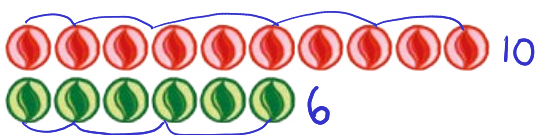
IVEKI • WEEK
10

USUKU 2 • DAY 2

Amabali okuthabatha
Subtraction storiesIZIBALO
ZENTLOKO
MENTAL MATHSUMDLALO
WOKUPHINDA KABINI
DOUBLE GAMEUMDLALO
GAMEUPHUHLISO
LWENGQIQQO
CONCEPT DEVELOPMENTAMAPHEPHA
OKUSEBENZELA
WORKSHEETS

- 1 Balisela iqabane lakho ibali lokuthabatha ngalo mfanekiso uze ubhale isivakalisi manani.

Tell a subtraction story to your partner about the picture then write the number sentence.

Encourage learners to count in 2s	Isivakalisi manani Number sentence
 Yintoni umahluko phakathi kwenani lamapetyu abomvu nelamapetyu azuba. What is the difference between the number of red marbles and blue marbles?	 $13 - 6 = 7$
	$12 - 8 = 4$
	$11 - 4 = 7$
	$15 - 9 = 6$
	$10 - 6 = 4$
	$14 - 7 = 7$

- 2** Sombulula iingxaki zamagama usebenzise izakhelo zamashumi.
Solve the word problems using the ten frames.

Kukho izitoki ezili-12.
Ezi-6 zityiwe. Zingaphi izitoki ezishiyekelelo?

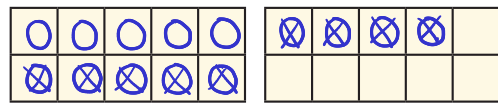
There are 12 suckers.
6 are eaten.
How many suckers are left?



$$12 - 6 = 6$$

Kukho izitoki ezili-14.
Ezi-9 zityiwe. Zingaphi izitoki ezishiyekelelo?

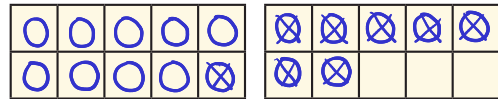
There are 14 suckers.
9 are eaten.
How many suckers are left?



$$14 - 9 = 5$$

Kukho ama-apile ali-17.
Asi-8 atyiwe.
Mangaphi ama-apile ashiyekelelo?

There are 17 apples.
8 are eaten.
How many apples are left?



$$17 - 8 = 9$$

Kukho iibhaluni ezili-11.
Ezi-7 zibhabhile.
Zingaphi iibhaluni ezishiyekelelo?

There are 11 balloons.
7 float away.
How many balloons are left?



$$11 - 7 = 4$$

Kukho iintyatyambo ezili-16.
Ezi-7 kuphiswe ngazo.
Zingaphi iintyatyambo ezishiyekelelo?

There are 16 flowers.
7 are given away.
How many flowers are left?



$$16 - 7 = 9$$

Number sentences



UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Singenza izivakalisi manani ezithini ngale theyibhile yamanani?
What number sentences can we make for this number table?



Singazibhala zonke ezi zivakalisi manani sisebenzisa le theyibhile.
We can write all of these number sentences using this number table.



Masenze njalo nangale theyibhile yamanani.
Let's do the same with this number table.



Nika abafundi ixesha bacinge ngezivakalisi manani ezinxulumene namanani akwtheyibhile yamanani. Sebenza neklasi nibhale zonke izivakalisi manani eninokuzifumana ngetheyibhile nganye yeebhondi zamanani oyibonisa ebhodini.

Allow learners time to come up with all the number sentences related to the numbers in the number bond table. Together as a class, write all the number sentences you can for each number table you show on the board.

Phinda la manyathelo nangamanye amanani akwtheyibhile. Yeka abafundi baxoxe ngezivakalisi manani, uqinisekise ukuba bayazinakana izibalo neempawu ngexesha ngalinye. Bakhuthaze baqaphele ukutshintsha-tshintsha kolandelelwano lwamanani kudibaniso, icommutativity of addition, nokuba akubafundisanga igama elithi commutative.

Repeat the steps with different numbers in the table. Allow learners to discuss the number sentences, ensuring that they recognise the operations and symbols that are used each time. Encourage them to notice the commutativity of addition, even if you do not teach them the word commutative.

IVEKI • WEEK
10

USUKU 3 • DAY 3

Izivakalisi manani
Number sentencesIZIBALO
ZENTLOKO
MENTAL MATHSUMDLALO
WOKUPHINDA KABINI
DOUBLE GAMEUMDLALO
GAMEUPHUHLISO
LWENGQIJO
CONCEPT DEVELOPMENTAMAPHEPHA
OKUSEBENZELA
WORKSHEETS

- 1 Bhala izivakalisi manani ezine kwithejibhile yebhondi nganye.
Write four number sentences for each bond table.

	<table><tr><td colspan="2">15</td></tr><tr><td>6</td><td>9</td></tr></table>	15		6	9	 $\underline{6} + \underline{9} = \underline{15}$ $\underline{9} + \underline{6} = \underline{15}$	 $\underline{15} - \underline{6} = \underline{9}$ $\underline{15} - \underline{9} = \underline{6}$
15							
6	9						
	<table><tr><td colspan="2">11</td></tr><tr><td>3</td><td>8</td></tr></table>	11		3	8	$\underline{3} + \underline{8} = \underline{11}$ $\underline{8} + \underline{3} = \underline{11}$	$\underline{11} - \underline{3} = \underline{8}$ $\underline{11} - \underline{8} = \underline{3}$
11							
3	8						
	<table><tr><td colspan="2">12</td></tr><tr><td>7</td><td>5</td></tr></table>	12		7	5	$\underline{7} + \underline{5} = \underline{12}$ $\underline{5} + \underline{7} = \underline{12}$	$\underline{12} - \underline{7} = \underline{5}$ $\underline{12} - \underline{5} = \underline{7}$
12							
7	5						
	<table><tr><td colspan="2">16</td></tr><tr><td>9</td><td>7</td></tr></table>	16		9	7	$\underline{9} + \underline{7} = \underline{16}$ $\underline{7} + \underline{9} = \underline{16}$	$\underline{16} - \underline{9} = \underline{7}$ $\underline{16} - \underline{7} = \underline{9}$
16							
9	7						
	<table><tr><td colspan="2">14</td></tr><tr><td>6</td><td>8</td></tr></table>	14		6	8	$\underline{6} + \underline{8} = \underline{14}$ $\underline{8} + \underline{6} = \underline{14}$	$\underline{14} - \underline{6} = \underline{8}$ $\underline{14} - \underline{8} = \underline{6}$
14							
6	8						
	<table><tr><td colspan="2">17</td></tr><tr><td>8</td><td>9</td></tr></table>	17		8	9	$\underline{8} + \underline{9} = \underline{17}$ $\underline{9} + \underline{8} = \underline{17}$	$\underline{17} - \underline{8} = \underline{9}$ $\underline{17} - \underline{9} = \underline{8}$
17							
8	9						

Number sentences

Accept all valid combinations

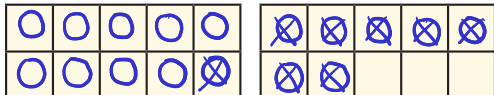
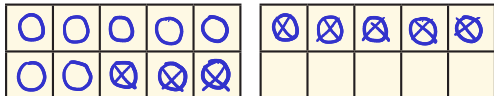
- 2 Zalisa iitheybhile zeebhondi ukuze wenze inani elingasentla.

Fill the bond tables to make the top number.

11 6 5	14 9 5	12 8 4
13 9 4	12 7 5	15 9 6
16 8 8	17 9 8	18 10 8

- 2 Sombulula.

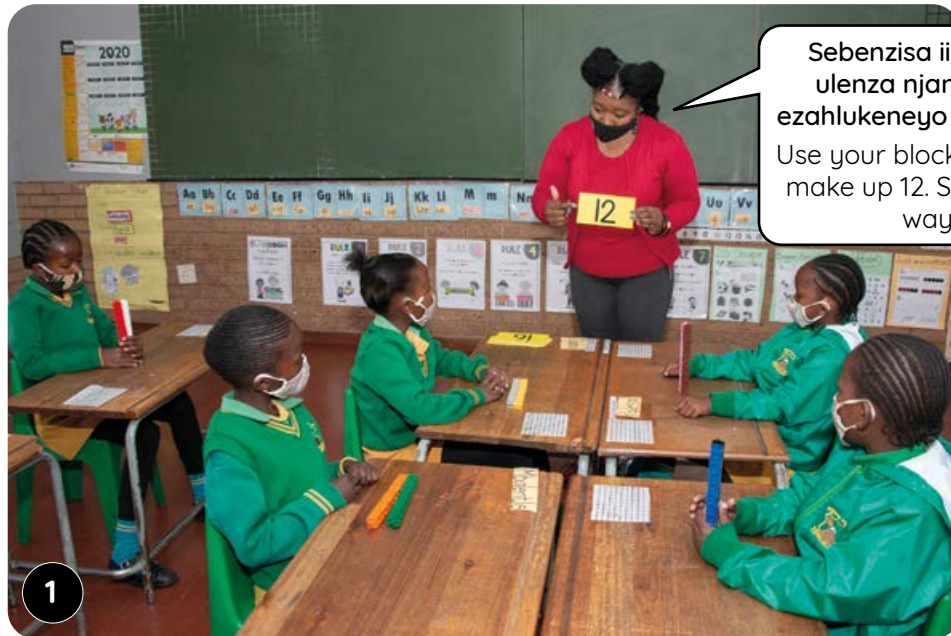
Solve.

Kukho iintaka ezili-14 emthini. Ezi-8 zibhabhile zemka. Zingaphi iintaka ezishiyekileyo? There are 14 birds in the tree. 8 of them fly away. How many birds are left? 	 $14 - 8 = 6$
Kukho izitikha ezili-17. UMpho uthatha izitikha ezisi-8. Zingaphi izitikha ezishiyekileyo? There are 17 stickers. Mpho takes 8 stickers. How many stickers are left? 	 $17 - 8 = 9$
Kukho amaqanda ali-15 ebhaskitini. Asi-8 kuwo ophukile. Mangaphi amaqanda ashiyekileyo? There are 15 eggs in the basket. 8 of them get broken. How many eggs are left? 	 $15 - 8 = 7$

lipatheni zeebhondi zamanani



UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT



Sebenzisa iibloko ubonise ukuba ulenza njani i-12. Bonisa iindlela ezahlukeneyo onokwenza ngazo oku.
Use your blocks to show how you can make up 12. Show as many different ways as you can.



Umenze njani u-12?
How did you make 12?

Nika ithuba abafundi baze nezivakalisi manani ezininzi ezahlukeneyo besebenzisa izibalisi zabo ukubonisa isivakalisi manani. Zibhale zonke izivakalisi manani ukuze ubonise iipatheni.

Allow learners to come up with as many different number sentences as they can, using their counters to show the number sentence. Write all the number sentences on the board so that learners can see the pattern.

Number bond patterns

Uqaphela ntoni ngezi zivakalisi manani?

What do you notice about the number sentences?



3

Amanani akwicala lasekhohlo lophawu lokudibanisa aye esiba makhulu njengokuba uye usehla noluhlu.

The numbers on the left of the plus sign get bigger as you go down the list.



4

Zininzi izivakalisi manani esinokuzenza.

There are lots of number sentences we can make!



5

Amanani angasekunene kophawu lokudibanisa aye esiba mancinci njengokuba usehla noluhlu.

The numbers on the right of the plus sign get smaller as you go down the list.



6

Masibone ukuba zingaphi izivakalisi manani esinokuzenza ngenani u-17.

Let's see how many sentences we can make for the number 17.



7

Phinda la manyathelo angasentla ngamanani ahlukileyo. Bayeke abafundi baxoxe ngezivakalisi manani nangeepatheni abazibonayo.

Repeat the steps above with different numbers. Allow learners to discuss the number sentences and the patterns they can see.

IVEKI • WEEK
10

USUKU 4 • DAY 4

lipatheni zeebhondi zamanani

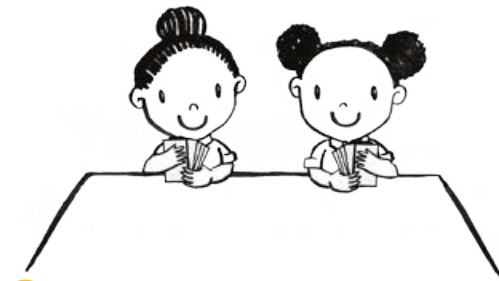
Number bond patterns

IZIBALO
ZENTLOKO
MENTAL MATHSUMDLALO
WOKUPHINDA KABINI
DOUBLE GAMEUMDLALO
GAMEUPHUHLISO
LWENGQIQO
CONCEPT DEVELOPMENTIPHEPHA
LOKUSEBENZELA
WORKSHEET**Umdlalo: Yenza inani lam!**

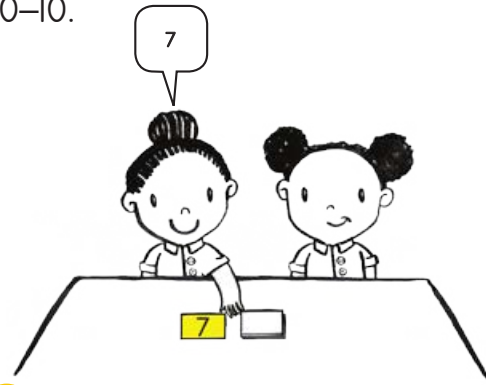
Game: Make my number!

Dlalani ngamakhadi enu amanani 0–10.

Play with your 0–10 number cards.



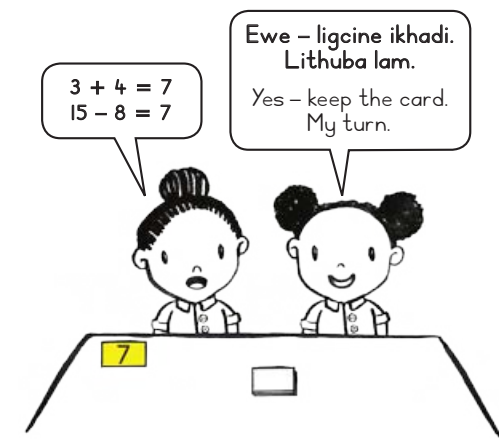
1



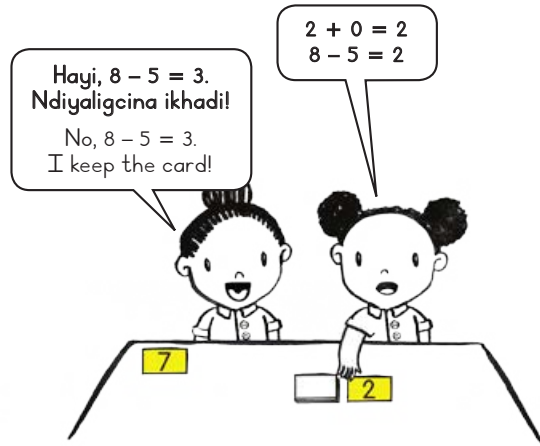
2

Xa uthathe ikhadi, yenza isivakalisi manani sokudibanisa nesinye isivakalisi sokuthabatha esilingana nenani elikwikhadi lakho.

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



3



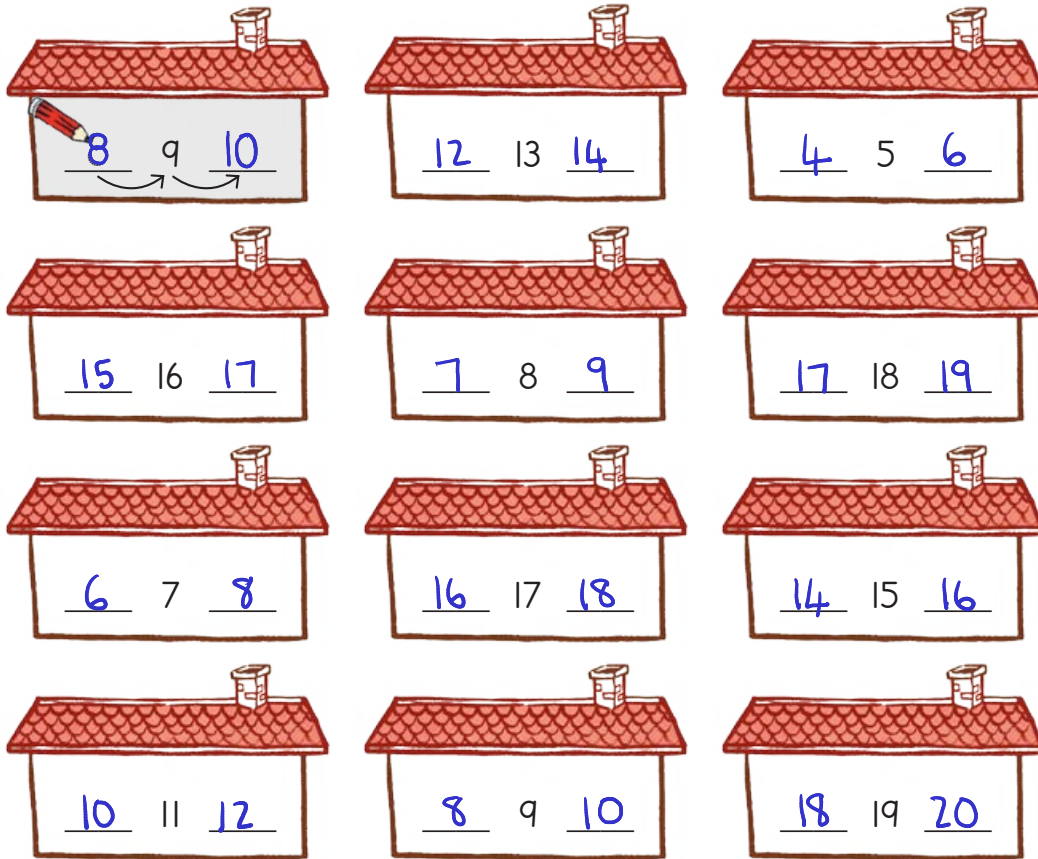
4

Qhuba ade asetyenziswe onke amakhadi. Umdlali onamakhadi amaninzi nguye ophumeleleyo.

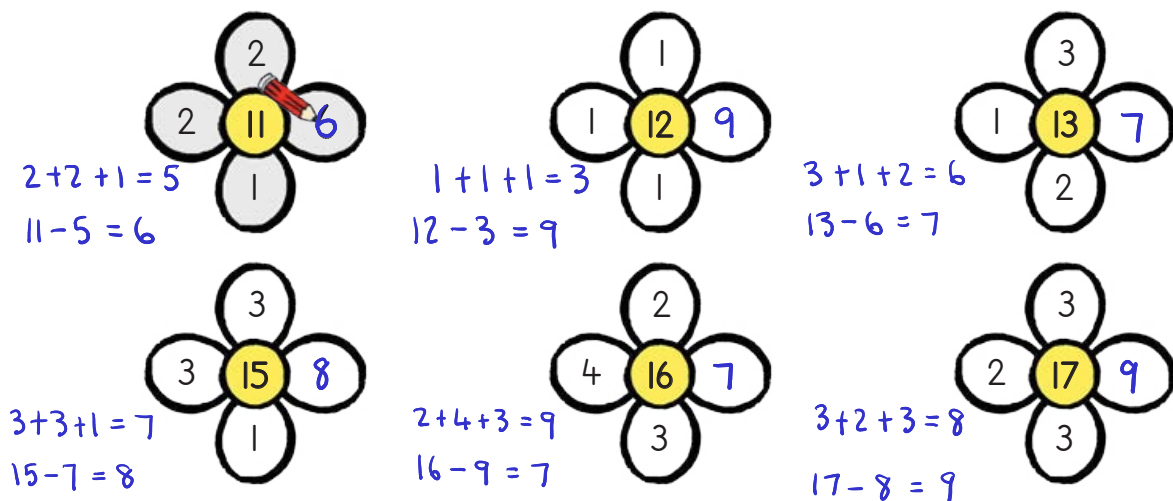
Keep going until all the cards are used. The player who kept the most cards wins.

Number bond patterns

- 1 Bhala inani eliza phambi okanye emva kwenani elikhoyo.
Write the number that comes before and after.



- 2 Funa inani elingekhoyo.
Find the missing number.



IVEKI • WEEK
10

USUKU 5 • DAY 5

Uqukaniso

Consolidation

IPHEPHA LOKUSEBENZELA
WORKSHEETIPHEPHA LOKUSEBENZELA
WORKSHEET

- 1 Sombulula ezi ngxaki zamagama usebenzise izakhelo zamashumi.

Solve the word problems using the ten frames.

Kukho ama-apile ali-17. Asi-8 atyiwe. Mangaphi ama-apile ashiyekileyo? There are 17 apples. 8 are eaten. How many apples are left? 	<table border="1"> <tbody> <tr> <td>○</td><td>○</td><td>○</td><td>○</td><td>○</td> <td>⊗</td><td>⊗</td><td>⊗</td><td>⊗</td><td>⊗</td> </tr> <tr> <td>○</td><td>○</td><td>○</td><td>○</td><td>⊗</td> <td>⊗</td><td>⊗</td><td></td><td></td><td></td> </tr> </tbody> </table> $17 - 8 = 9$	○	○	○	○	○	⊗	⊗	⊗	⊗	⊗	○	○	○	○	⊗	⊗	⊗			
○	○	○	○	○	⊗	⊗	⊗	⊗	⊗												
○	○	○	○	⊗	⊗	⊗															
Kukho iibhaluni ezili-15. Ezisi-8 zibhabhile. Zingaphi iibhaluni ezishiyekileyo? There are 15 balloons. 8 float away. How many balloons are left? 	<table border="1"> <tbody> <tr> <td>○</td><td>○</td><td>○</td><td>○</td><td>○</td> <td>○</td><td>○</td><td>○</td><td>○</td><td>○</td> </tr> <tr> <td>○</td><td>○</td><td>○</td><td>○</td><td>○</td> <td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table> $15 - 8 = 7$	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○					
○	○	○	○	○	○	○	○	○	○												
○	○	○	○	○																	
Kukho iintyatyambo ezili-14. Kuphiswe ngezisi-7. Zingaphi iintyatyambo ezishiyekileyo? There are 14 flowers. 7 are given away. How many flowers are left? 	<table border="1"> <tbody> <tr> <td>○</td><td>○</td><td>○</td><td>○</td><td>○</td> <td>⊗</td><td>⊗</td><td>⊗</td><td>⊗</td><td></td> </tr> <tr> <td>○</td><td>○</td><td>⊗</td><td>⊗</td><td>⊗</td> <td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table> $14 - 7 = 7$	○	○	○	○	○	⊗	⊗	⊗	⊗		○	○	⊗	⊗	⊗					
○	○	○	○	○	⊗	⊗	⊗	⊗													
○	○	⊗	⊗	⊗																	

- 2 Zalisa iitheyyibhile zeebhondi ukuze wenze inani elingasentla.

Fill the bond tables to make the top number. *Accept all valid combinations*

17	14	11
9 8	8 6	9 2
13	15	18
8 5	9 6	7 9

Consolidation

3 Gqibezela ukuze wenze inani elingasentla.

Complete to match the number at the top.

11 $3 + \underline{8}$ $2 + \underline{9}$ $4 + \underline{7}$ $\underline{10} + 1$ $\underline{5} + 6$ $\underline{7} + 4$	16 $4 + \underline{12}$ $5 + \underline{11}$ $3 + \underline{13}$ $\underline{9} + 7$ $\underline{8} + 8$ $\underline{7} + 9$	13 $5 + \underline{8}$ $6 + \underline{7}$ $7 + \underline{6}$ $\underline{5} + 8$ $\underline{4} + 9$ $\underline{9} + 4$
---	---	--

4 Mangaphi amaso ashiyekayo ukuba ndithatha ____?

How many beads are left if I take away ____?

18 $\underline{18} - \underline{9} = \underline{9}$	13 $\underline{13} - \underline{8} = \underline{5}$
11 $\underline{11} - \underline{7} = \underline{4}$	16 $\underline{16} - \underline{6} = \underline{10}$
13 $\underline{13} - \underline{5} = \underline{8}$	12 $\underline{12} - \underline{9} = \underline{3}$

Uvavanyo lwekota yesi-3

Uvavanyo lwekota luyilelwe kwizicwangciso zezifundo. Luquka imisebenzi ebhalwayo, ethethwayo neyenziwayo. Isicwangciso esiphelelelo sovavanyo seKota yoku-1 sifumaneka kwithegibhile engezantsi.

Usuku lwesi-5 lweveki nganye lucwangciselwe uvavanyo noqukaniso

Kwiveki yoku-1, eye-9 nakweye-10 akukho msebenzi wovavanyo olusesikweni. Ngosuku lwesi-5 kufuneka abafundi basebenzele emaphepheni akwincwadi yemisebenzi yabafundi yeBala Wande ukubethelela umsebenzi weveki. Kungenziwa uvavanyo olungekho sikweni.

Kwiveki yesi-4, nakweyesi-6 kwenziwa izicwangciso **zovavanyo oluthethwayo nolwenziwayo**. Xa uvavanya abafundi uza kusebenzisa imisebenzi eyenziwayo noluhlu lokuqwalaselwayo/irubriki ekumagqabantshintshi eveki. Imisebenzi ethethwayo neyenziwayo kufuneka yenziwe iveki yonke, umfundi ngamnye okanye ngokwamaqela abafundi ngeli xa iklasi izenzela imisebenzi yaseklasini bengancediswa mntu.

Kwiveki yesi-2 ukuya kweyesi-8 kwenziwa izicwangciso **zovavanyo olubhalwayo**. Le misebenzi ifumaneka kulo mqulu wovavanyo kumaphepha achazwe kwithegibhile engasezantsi. Bakuba bewugqibile umsebenzi wovavanyo obhalwayo, abafundi bangenza umsebenzi woqukaniso okumaphepha okusebenzela akwiNcwadi yemiSebenzi yoMfundi.

Kufuneka wenze **uvavanyo olusisiseko** njengoko kuyalelwe liphondo lakho. Izixhobo zenkxaso ezizibonelelo kufuneka zisetyenziswe.

Bhala phantsi amanqaku akho usebenzise amaphepha akho okubhala amanqaku asemgangathweni ngomsebenzi ngamnye.

Iimvavanyo ezikwikota yesi-3 zezi:



			Iphepha	Amanqaku
Iveki 2	Thelekisa, dibanisa uze uthabathe ukuya kuma-20	Olubhalwayo	228	20
Iveki 3	Izivakalisi manani neengxaki zamagama	Olubhalwayo	230	10
Iveki 4	Ukuthlekisa nokulinganisela ivolyum nekhaphasithi usebenzisa iiyunithi ezingekho sesikweni.	Olubhalwayo	232	9
	Umlinganiselo (Ivolyum nekhaphasithi/ umthamo): Vavanya izakhono zabafundi zokusebenzisa isigama (izele okanye ayinanto), ukucwangcisa nokuthlekisa izixa ezikwizikhongozeli ngokomthamo/ ngokwekhaphasithi noqikelelo uze ulinganisele umthamo ngemilinganiselo engekho mgangathweni.	Oluthethwayo nolwenziwayo	226	7
Iveki 5	Ukudibanisa okuwelela ngaphaya kwe-10 usebenzisa izakhelo zeshumi kunye nemigcamanani	Olubhalwayo	234	12
	lipatheni zamanani	Olubhalwayo	234	5
Iveki 6	Iingxaki zokudibanisa okuwelela ngaphaya kwe-10 nezivakalisi manani	Olubhalwayo	236	20
	Inani, iindlela zokubala nolwalamano: qaphela abafundi ngeenjongo zokuhlola ulwazi lwabo lokusebenzisa imigca manani nezakhelo zeshumi	Oluthethwayo nolwenziwayo	226	6
Iveki 7	Uphatho lwedatha	Olubhalwayo	238	5
	Iimilo ezine-2-D	Olubhalwayo	238	4
Iveki 8	Ukuthabatha (ukuwelela ngaphaya kwe-10) usebenzisa izakhelo zeshumi nemigcamanani.	Olubhalwayo	240	12
	lipatheni zamanani	Olubhalwayo	240	5

Term 3 assessment

The assessment for the term is designed into the lesson plans. Assessment includes written, oral and practical activities. The full assessment plan for Term 3 is provided in the table below.

Day 5 of each week is planned for assessment and consolidation

In Weeks 1, 9 and 10, there is no formal assessment activity. On Day 5, learners should work on the worksheets provided in the Learner Activity Book to consolidate the work for the week. Informal assessment can be done.

In Weeks 4 and 6, **oral and practical assessment** activities are planned. You will use practical activities and the checklist/rubric provided in the week overview to assess learners. Oral and practical activities should be carried out throughout the week, individually or in groups of learners, while the class is busy with the independent classwork activities.

In Weeks 2 to 8, **written assessment** activities are planned. These are provided in this assessment pack on the pages indicated in the table below. After they have completed the written assessment activity learners can work on the consolidation worksheets in the Learner Activity Book.

You should carry out **baseline assessment** as required by your province. The support material provided by them should be used.

Record your marks using your standard mark recording sheets for each activity.



Term 3 assessments are as follows:

			Page	Mark
Week 2	Compare, add and subtract up to 20	Written	228	20
Week 3	Number sentences and word problems	Written	230	10
Week 4	Comparing and measuring volume and capacity using non-standard units	Written	232	9
	Measurement (Volume and capacity): Assess the learners' ability to use vocabulary (full and empty), order and compare amounts in containers according to capacity, and estimate and measure capacity using non-standard measures	Oral and practical	227	7
Week 5	Addition bridging ten using ten frames and number lines	Written	234	12
	Number patterns	Written	234	5
Week 6	Addition bridging 10 problems and number sentences	Written	236	20
	Numbers, Operations and Relationships: Observe learners to assess their ability to work with number lines and ten frames	Oral and practical	227	6
Week 7	Data handling	Written	238	5
	2-D shapes	Written	238	4
Week 8	Subtraction (bridging ten) using ten frames and number lines	Written	240	12
	Number patterns	Written	240	5

Uvavanyo oluthethwayo nolwenziwayo

Sebenzisa uluhlu lokuqwalaselwayo/irubriki yovavanyo engasezantsi ngezo veki zabelwe kuzo. Iklasi yakho ungayahlula ibe ngamaqela uze uvavanye iqela elinye ngosuku kuloo veki ukuze kungabikho xinzelelo lokwenza lo msebenzi neklasi yonke ngosuku olunye.

Iveki 4 Uvavanyo oluthethwayo nolwenziwayo: Umlinganiselo: Ivolyum nekhaphasithi/umthamo

Vavanya izakhono zabafundi zokusebenzisa isigama (izele okanye ayinanto), ukucwangcisa nokuthelekisa izixa ezikwizikhongozeli ngokomthamo/ngokwekhaphasithi noqikelelo uze ulinganisele umthamo ngemilinganiselo engekho mgangathweni.	Mark: 7		
Uluhlu lwezinto ezijongwayo: Ilungile/ayilunganga/iphantse	✓	x	●
Sebenzisa isigama – izele, ayinanto			
Sebenzisa isigama – iyafana			
Sebenzisa isigama – ingaphezulu kuna-, ingaphantsi kuna-			
Cwangcisa izikhongozelo ngokomthamo wolwelo olunokungena xa sizalisiwe.			
Thelekisa umthamo wolwelo olunokungena kwizikhongozelo ezibini xa zizalisiwe.			
Qikelela ikhaphasithi/umthamo wezikhongozelo usebenzise imilinganiselo engekho mgangathweni.			
Linganisela ikhaphasithi/umthamo wezikhongozelo usebenzise imilinganiselo engekho mgangathweni.			

Iveki 6 Uvavanyo oluthethwayo nolwenziwayo: Inani, lindlela zokubala nolwalamano

Qaphela abafundi ngeenjongo zokuhlola ulwazi lwabo lokusebenzisa imigcamanani nezakhelo zeshumi	Amanqaku: 5		
Uluhlu lwezinto ezijongwayo: Ilungile/ayilunganga/iphantse	✓	x	●
Fumana amanani kumzila wamanani nakumgcamanani			
Yiya phambili uze uphinde ubuye umva kumzila wamanani nakumgcamanani			
Dibanisa usebenzise umgcamanani			
Dibanisa usebenzise isakhelo seshumi nezibalisi			
Chonga iipatheni zokudibanisa			

Sebenzisa iikhowudi zeQR ukuze ufumane amaphepha okumakisha imisebenzi yohlolo.



Uxwebhu lokumakisha lwakwaFunda Wande

Oral and practical assessment

Use the assessment checklist/rubric below during the weeks to which they are assigned. You could split your class into groups and assess one group per day in that week in order to remove the pressure on doing this activity with the whole class on one day.

Week 4 Oral and practical assessment: Measurement – Volume and capacity

Assess the learners' ability to use vocabulary (full and empty), order and compare amounts in containers according to capacity, and estimate and measure capacity using non-standard measures	Mark: 7		
Checklist: Correct/incorrect/almost	✓	x	●
Use vocabulary – full and empty			
Use vocabulary – the same as			
Use vocabulary – more than and less than			
Order containers according to the amount of liquid that they can hold if filled			
Compare the amount of liquid that two containers can hold if filled			
Estimate the capacity of containers by using non-standard measures			
Measure the capacity of containers by using non-standard measures			

Week 6 Oral and practical assessment: Numbers, Operations and Relationships

Observe learners to assess their ability to work with number lines and ten frames.	Mark: 5		
Checklist: Correct/incorrect/almost	✓	x	●
Locate numbers on a number track and number line			
Move forwards and backwards on a number track and number line			
Add using a number line			
Add using a ten frame and counters			
Identify patterns of addition			

Use this QR code to download mark sheets for the assessment activities.



Funda Wande
mark sheet

Uvavanyo olubhalwayo • Written assessment

IVEKI • WEEK
2

Uvavanyo

Assessment

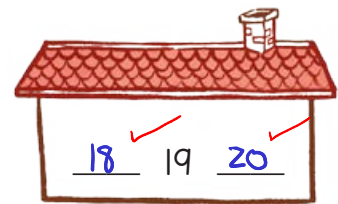
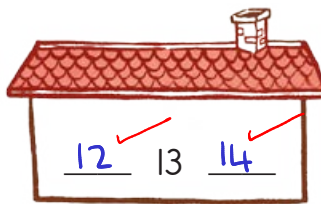
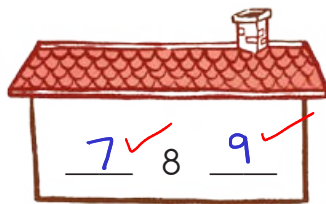
Thelekisa, dibanisa uze uthabathe uyokuma kuma-20

Compare, add and subtract up to 20

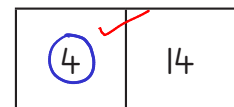
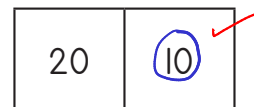
Igama | Name Memorandum

Umhla | Date Total marks : 20

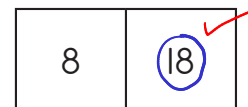
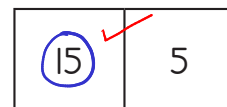
- 1** Bhala inani eliza phambi okanye emva kwenani elinikiweyo.
Write the numbers that come **before** and **after**.



- 2** Biyela inani elincinci.
Circle the **smaller** number.



- 3** Biyela inani elikhulu.
Circle the **bigger** number.



- 4** Sombulula ezi ngxaki zokudibanisa nokuthabatha.
Solve the addition and subtraction problems.



$$12 + 6 = \underline{18} \checkmark$$

$$20 - 5 = \underline{15} \checkmark$$

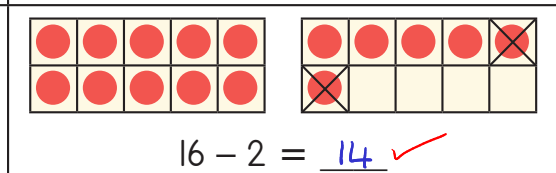
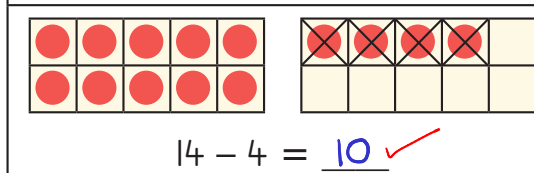
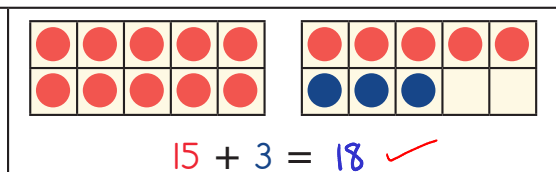
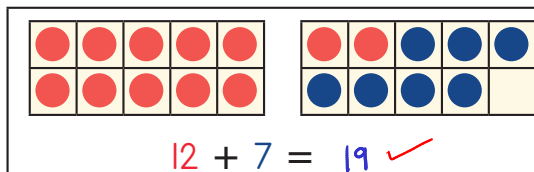
$$16 + 3 = \underline{19} \checkmark$$

$$13 + 5 = \underline{18} \checkmark$$

$$19 - 6 = \underline{13} \checkmark$$

$$16 - 3 = \underline{13} \checkmark$$

- 5** Dibanisa okanye uthabathe usebenzise amachokoza.
Add or subtract using the dots.





Uvavanyo

Assessment

Thelekisa, dibanisa uze uthabathe uyokuma kuma-20

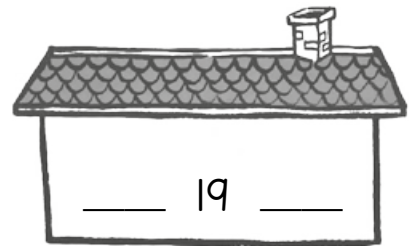
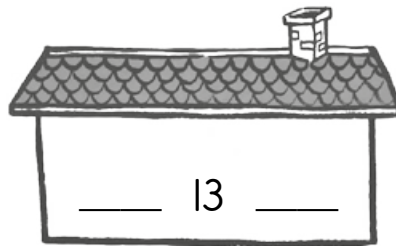
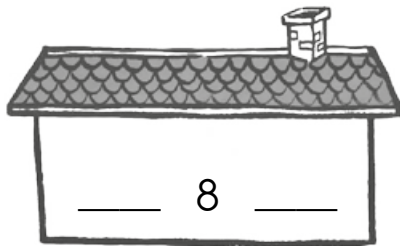
Compare, add and subtract up to 20

Igama | Name _____

Umhla | Date _____

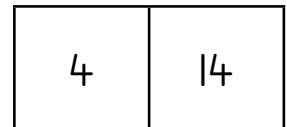
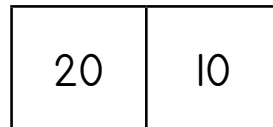
1 Bhala inani eliza phambi okanye emva kwenani elinikiweyo.

Write the numbers that come before and after.



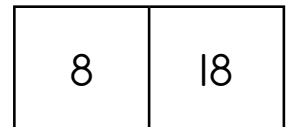
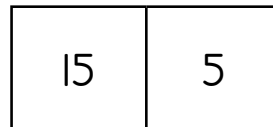
2 Biyela inani elincinci.

Circle the smaller number.



3 Biyela inani elikhulu.

Circle the bigger number.



4 Sombulula ezi ngxaki zokudibanisa nokuthabatha.

Solve the addition and subtraction problems.



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

$20 - 5 = \underline{\quad}$

$16 + 3 = \underline{\quad}$

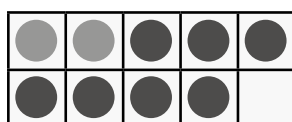
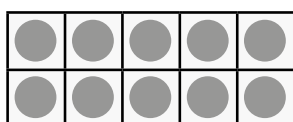
$13 + 5 = \underline{\quad}$

$19 - 6 = \underline{\quad}$

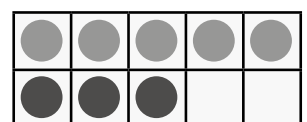
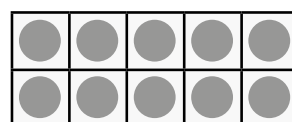
$16 - 3 = \underline{\quad}$

5 Dibanisa okanye uthabathe usebenzise amachokoza.

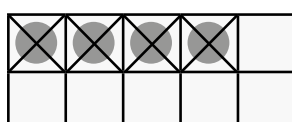
Add or subtract using the dots.



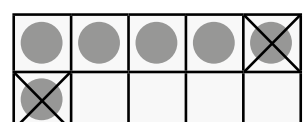
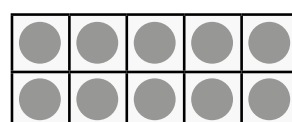
$12 + 7 = \underline{\quad}$



$15 + 3 = \underline{\quad}$



$14 - 4 = \underline{\quad}$



$16 - 2 = \underline{\quad}$

Uvavanyo olubhalwayo • Written assessment

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Uvavanyo
Assessment

Izivakalisi manani neengxaki zamagama
Number sentences and word problems

Igama | Name Memorandum

Umhla | Date Total marks : 10



1 Bala.

Calculate.

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

$$2 + 8 + 2 = 12 \checkmark$$

$$9 + 1 - 1 = 9 \checkmark$$

$$20 - 5 - 5 = 10 \checkmark$$

$$3 + 7 + 4 = 14 \checkmark$$

$$8 + 2 - 3 = 7 \checkmark$$

$$20 - 6 - 2 = 12 \checkmark$$

2

					
10	1	12	4	3	4

Zingaphi?

How many?

$$\text{Top hat} + \text{Candy} + \text{Frog} = 10 + 1 + 3 = 14 \checkmark$$

Yintoni umahluko?

What is the difference?

$$\text{Red balloon} - \text{Frog} = 12 - 3 = 9 \checkmark$$

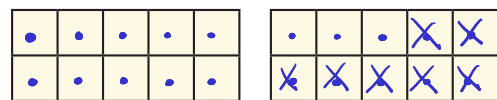
3

Sombulula iingxaki zamanani usebenzise izakhelo zamashumi.

Solve these word problems using the ten frames.

Kukho ama-apile angama-20 engxoweni. Asi-7 kuwo aye atyiwa. Mangaphi ama-apile aseleyo?

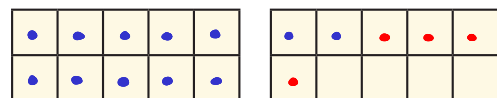
There are 20 apples in the bag. 7 of them are eaten. How many apples are left?



$$20 - 7 = 13 \checkmark$$

UYeyesa unamapetyu ali-12 azuba nama-4 abomvu. Mangaphi amapetyu anawo ewonke?

Yeyesa has 12 blue marbles and 4 red marbles. How many marbles does she have altogether?



$$12 + 4 = 16 \checkmark$$

Igama | Name _____

Umhla | Date _____



1 Bala.

Calculate.



$$2 + 8 + 2 = \underline{\quad}$$

$$9 + 1 - 1 = \underline{\quad}$$

$$20 - 5 - 5 = \underline{\quad}$$

$$3 + 7 + 4 = \underline{\quad}$$

$$8 + 2 - 3 = \underline{\quad}$$

$$20 - 6 - 2 = \underline{\quad}$$

2

10	1	12	4	3	4

Zingaphi?

How many?

Yintoni umahluko?

What is the difference?

+ + _____ + _____ + _____ = _____	- _____ - _____ = _____
---------------------------------------	----------------------------

3

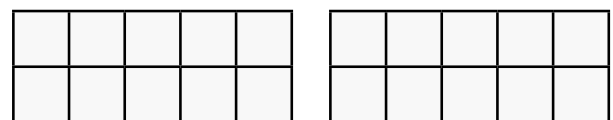
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Kukho ama-apile angama-20 engxoweni. Asi-7 kuwo aye atyiwa. Mangaphi ama-apile aseleyo?



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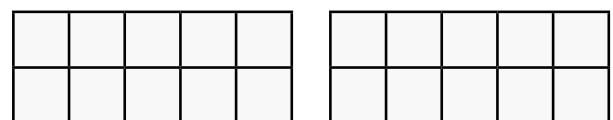


$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

UYeyesa unamapetyu ali-12 azuba nama-4 abomvu. Mangaphi amapetyu anawo ewonke?



Yeyesa has 12 blue marbles and 4 red marbles. How many marbles does she have altogether?



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Uvavanyo olubhalwayo • Written assessment

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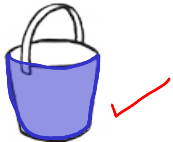
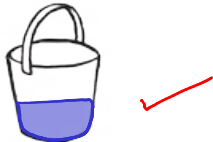
Uvavanyo
Assessment

Ivolym nekhaphasithi
Volume and capacity

Igama | Name Memorandum
Umhla | Date Total marks : 9

1 Fakela umbala ukuze ubonise.

Colour to show.

lizele full	alinanto empty	lisehafini half full
		

2 Jonga imifanekiso uze uphendule imibuzo.

Look at the pictures and answer the questions.

	Iketile ithatha iikomityi ezi- <u>7</u>. The kettle holds ____ cups.
	Ipani ithatha iikomityi ezi- <u>5</u>. The pan holds ____ cups.
	Ijagi ithatha iikomityi ezi- <u>8</u>. The jug holds ____ cups.

3 Bhala kakhulu kuna-, kancinci kuna- okanye ngokulinganayo ne-.

Write more than, less than or the same as.

Ikomityi ithatha The cup holds 	less than ✓	kunejagi. the jug. 
Le bhotile ithatha The jar holds 	the same as ✓	kuneglasi. the glass. 
Ibhasikiti ithatha The basket holds 	less than ✓	kunomgqomo wenkukuma. the dustbin. 

Igama | Name _____

Umhla | Date _____

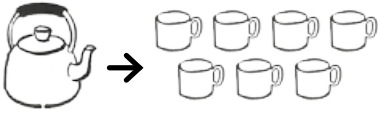
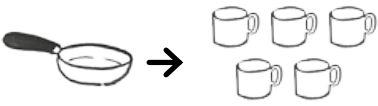
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lizele full	alinanto empty	lisehafini half full
		

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Ibhasikiti ithatha The basket holds 		kunomgqomo wenkukuma.  the dustbin.

Uvavanyo olubhalwayo • Written assessment

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Uvavanyo
Assessment

Ukudibanisa neepatheni zamanani
Addition and number patterns

Igama | Name Memorandum
Umhla | Date Total marks : 17

- 1** Dibanisa usebenzise isakhelo seshumi nomgcamanani.
Add using the ten frame and number line.

$9 + 8 = 17$ ✓	
$7 + 5 = 12$ ✓	
$8 + 4 = 12$ ✓	
$9 + 6 = 15$ ✓	

- 2** Gqibezela iipatheni zamanani.
Complete the number patterns.

2	4 ✓	6	8 ✓	10 ✓
5	10	15 ✓	20 ✓	



Uvavanyo
Assessment

Ukudibanisa neepatheni zamanani
Addition and number patterns

Igama | Name _____

Umhla | Date _____

1 Dibanisa usebenzise isakhelo seshumi nomgcamanani.

Add using the ten frame and number line.

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

$7 + 5 = \underline{\quad}$		

$8 + 4 = \underline{\quad}$		

$9 + 6 = \underline{\quad}$		

2 Gqibezela iipatheni zamanani.

Complete the number patterns.

2		6		

5	10		

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Uvavanyo
Assessment

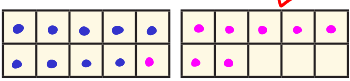
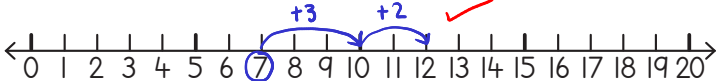
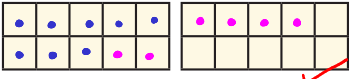
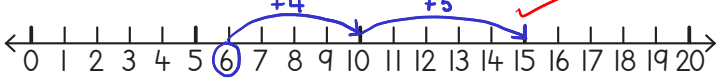
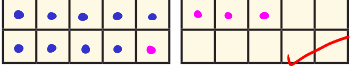
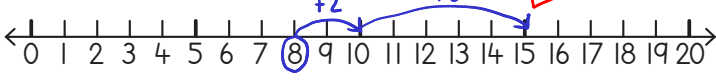
Ukubala okuwelela ngaphaya kwe-10
Addition bridging 10

Igama | Name Memorandum

Umhla | Date Total marks : 20

1 Dibanisa.

Add.

 $9 + 8 = \underline{17}$ ✓	 $7 + 5 = \underline{12}$ ✓
 $8 + 6 = \underline{14}$ ✓	 $6 + 9 = \underline{15}$ ✓
 $9 + \underline{4} = 13$ ✓	 $8 + \underline{7} = 15$ ✓

2 Dibanisa.

Add.

$9 + 3 = \underline{12}$ ✓

$5 + 6 = \underline{11}$ ✓

$7 + 4 = \underline{11}$ ✓

$8 + 8 = \underline{16}$ ✓

$4 + 7 = \underline{11}$ ✓

$5 + 8 = \underline{13}$ ✓

3



Bhala ibali lokudibanisa ngalo mfanekiso.

Write an addition story for the picture.

any reasonable story

about 8 and 3 ✓

Bhala isivakalisi manani ngalo mfanekiso.

Write a number sentence for the picture.

$8 + 3 = 11$ ✓



Uvavanyo
Assessment

Ukubala okuwelela ngaphaya kwe-10
Addition bridging 10

Igama | Name _____

Umhla | Date _____

1 Dibanisa.

Add.

 $7 + 8 = \underline{\quad}$	 $7 + 5 = \underline{\quad}$
 $8 + 6 = \underline{\quad}$	 $6 + 9 = \underline{\quad}$
 $9 + \underline{\quad} = 13$	 $8 + \underline{\quad} = 15$

2 Dibanisa.

Add.

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

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

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

$8 + 8 = \underline{\quad}$

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

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

3



Bhala ibali lokudibanisa ngalo mfanekiso.

Write an addition story for the picture.

Bhala isivakalisi manani ngalo mfanekiso.

Write a number sentence for the picture.

Uvavanyo olubhalwayo • Written assessment

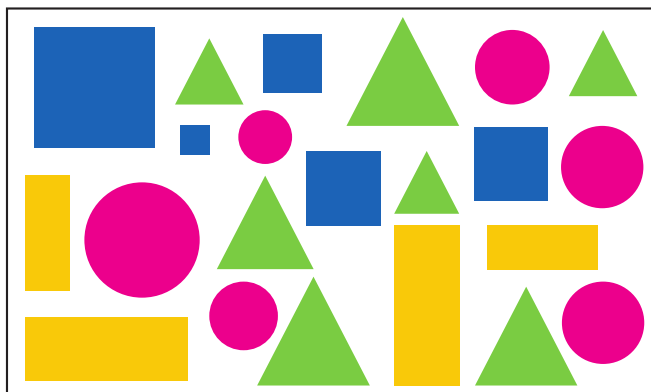


Uvavanyo
Assessment

Uphatho lwedatha neemilo ezine-2-D
Data handling and 2-D shapes

Igama | Name Memorandum
Umhla | Date Total marks : 9

- 1 Jonga emfanekisweni. Bala iimilo.
Look at the picture. Count the shapes.



Zingaphi?

How many?

	5 ✓
	6 ✓
	7 ✓
	4 ✓

- 2 Gqibezela le grafu yeemilo ezikumbuzo wokuqala.
Complete the pictograph for the shapes in question 1.

Inani leemilo Number of shapes				
7				• ✓
6	• ✓			•
5	•	• ✓		•
4	•	•	• ✓	•
3	•	•	•	•
2	•	•	•	•
1	•	•	•	•
	izangqa circles	izikwere squares	iingxande rectangles	oonxantathu triangles

Yeyiphi imilo evela kaninzi?
Which shape appears most often?

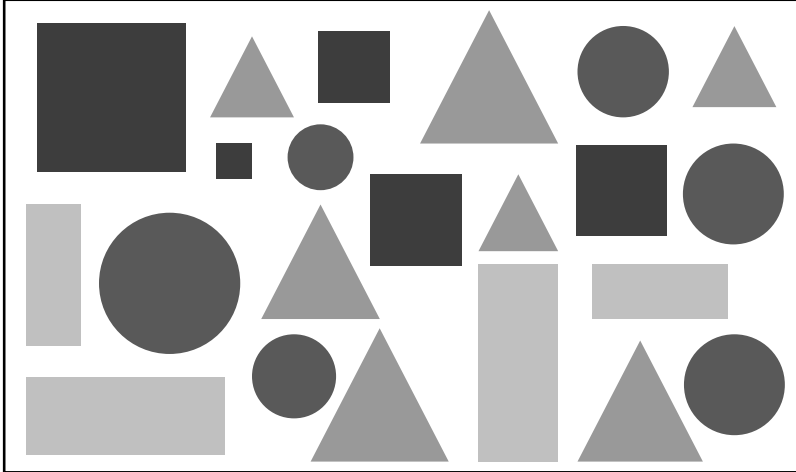
triangle ✓

Igama | Name _____

Umhla | Date _____

1 Jonga emfanekisweni. Bala iimilo.

Look at the picture. Count the shapes.



Zingaphi?

How many?

2 Gqibezela le grafu yeemilo ezikumbuzo wokuqala.

Complete the pictograph for the shapes in question 1.

Inani leemilo Number of shapes				
7				
6				
5				
4				
3				
2				
1				
	izangqa circles	izikwere squares	iingxande rectangles	oonxantathu triangles

Yeyiphi imilo evela kaninzi?

Which shape appears most often?

--

Uvavanyo olubhalwayo • Written assessment



Uvavanyo
Assessment

Ukuthabatha neepatheni zamanani
Subtraction and number patterns

Igama | Name Memorandum
Umhla | Date Total marks: 17

- 1** Thabatha usebenzise isakhelo seshumi nomgcamanani.
Subtract using the ten frame and number line.

$14 - 9 = \underline{5}$ ✓	
$17 - 8 = \underline{9}$ ✓	
$15 - 7 = \underline{8}$ ✓	
$13 - 8 = \underline{5}$ ✓	

- 2** Gqibezela iipatheni zamanani.
Complete the number patterns.

10	8 ✓	6 ✓	4	2 ✓
20	15	10 ✓	5 ✓	



Uvavanyo Assessment

Ukuthabatha neepatheni zamanani Subtraction and number patterns

Igama | Name _____

Umhla | Date _____

1 Thabatha usebenzise isakhelo seshumi nomgcamanani.

Subtract using the ten frame and number line.

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

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

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

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

2 Gqibezela iipatheni zamanani.

Complete the number patterns.

10			4	

20	15		

Teacher notes

Teacher notes

Teacher notes



Bala Wande

Calculating with Confidence