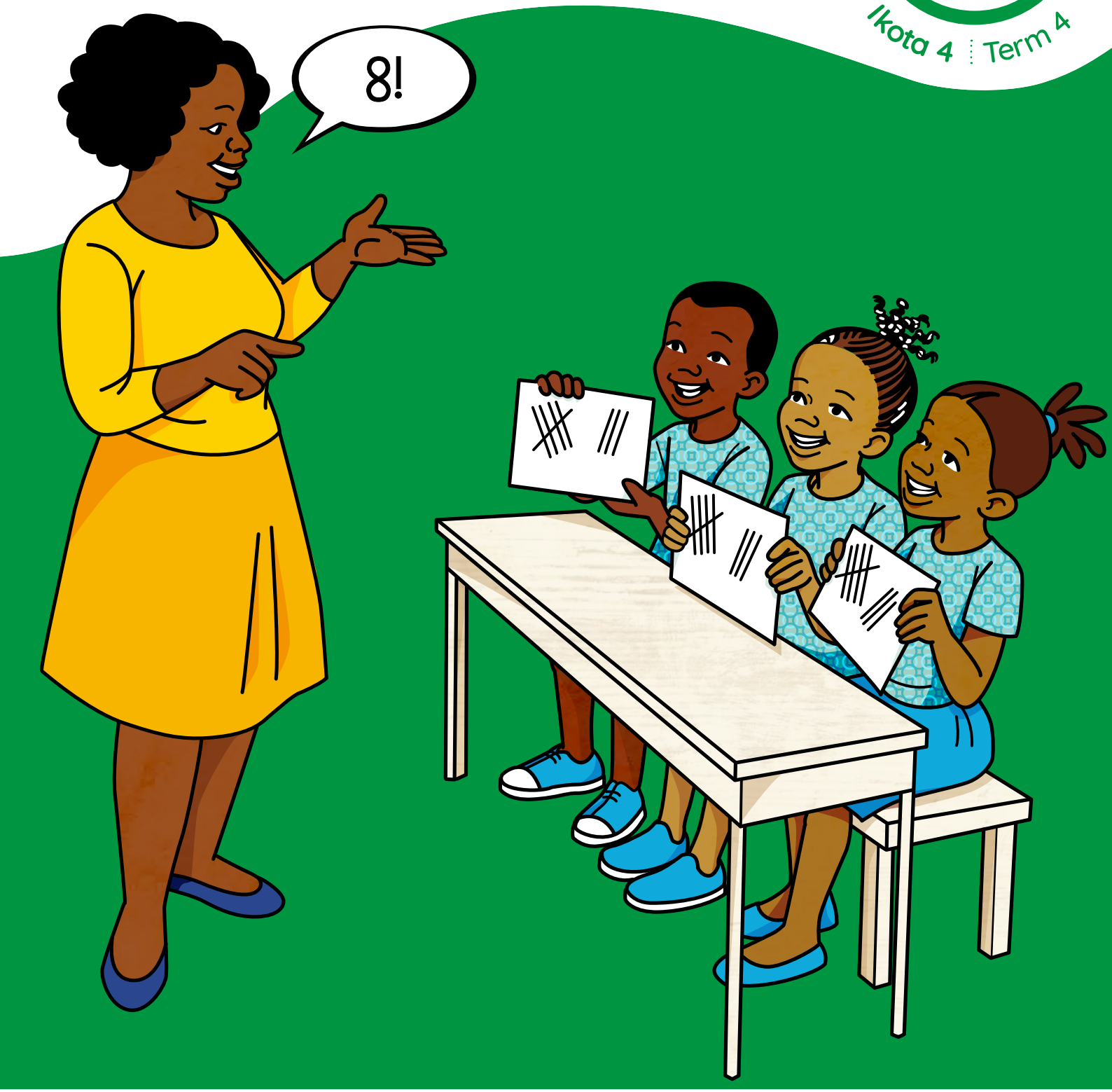
IsiXhosa

IMathematika

Mathematics

2

Ikota 4 | Term 4



Utitshala | Teacher: .....

Bala Wande
Calculating with Confidence

2

Ikota 4 ⋮ Term 4

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
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ISIQULATHO | CONTENTS

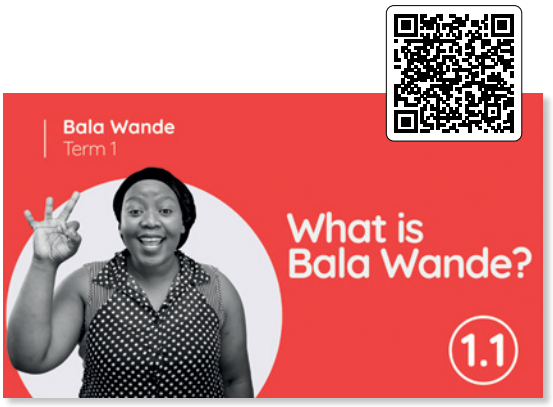
Inkqubo yeMathematika yeBala Wande

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

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

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

1. Wamkelekile kwiBanga lesi-2!



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

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

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

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

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

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

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

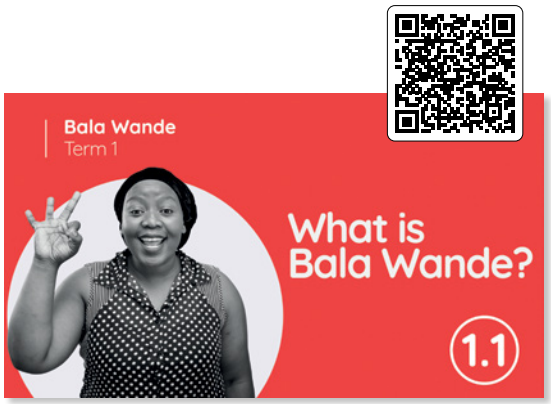
The Bala Wande Foundation Phase mathematics programme

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

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

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

1. Welcome to Grade 2!



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

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

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

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

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

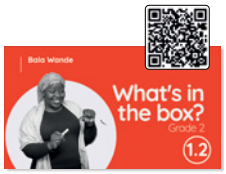
Many South African mathematics teachers already code-switch to help their learners understand mathematical concepts and terms. Code-switching allows teachers and learners to draw on all of their language skills to learn, rather than being limited by one language only. This practice is used internationally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

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

2. Izixhobo zokufunda zeBala Wande zabafundi nootitshala

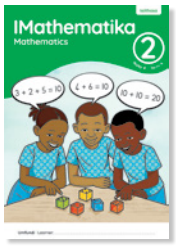
Isikhokelo sikatitshala seBala Wande

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



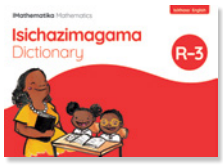
Incwadi yemisebenzi yabafundi yeBala Wande

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



Isichazimagama esineelwimi ezimbini

- isichazimagama esineelwimi ezimbini sesigama semathematika sesiGaba esiSiseko esineenkcazelo nemizekelo



Ividiyo

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

Iipowusta

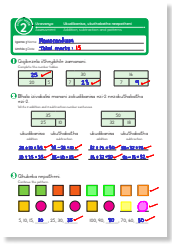
- ikhalenda
- irejista yeklasi ekwizakhelo zeshumi
- iipowusta ezihambelana nezicwangciso zezifundo

Izixhobo zokufunda ezisetyenziswa ngutitshala nabafundi

- iindidi ngeendidi zezixhobo zokufunda eziphathwayo ezinokusetyenziswa ngootitshala nabafundi eklasini

Izixhobo zovavanyo

- isicwangciso sekota sovavanyo
- imisebenzi ethethwayo neyenziwayo eneerubriki/ enoluhlu lokuqwalaselwayo (zi-2 ngekota nganye)
- imisebenzi nemisetyenzana yovavanyo ecwangcisiweyo ngosuku lwesi-5 lweveki nganye (liveki 2–8: (jonga kumaphepha angasemva esi sikhokelo)
- Iqhagamshela lekhowudi yeQR lokuphawula izakhelo zamaphetshana



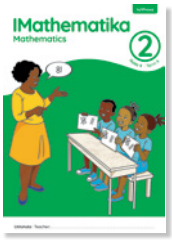
Sebenzisa ezi QR codes ukuze ukhuphele amaphepha okumakisha imisebenzi yohlolo..

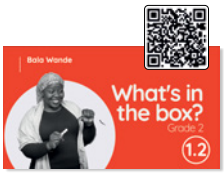
Uxwebhu lokumakisha lwakwaFunda Wande

2. Bala Wande learner and teacher support materials

Bala Wande Teacher's Guide

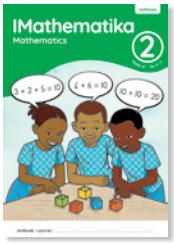
- overview of the concepts to be taught each week
- Mental Maths activities for every day (Days 1–4)
- core concept teaching activities supported by posters and manipulatives (Days 1–4)
- copies of the Bala Wande Learner Activity Book pages for the day (embedded in sequence in the Teacher's Guide) with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





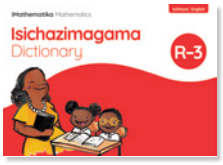
Bala Wande Learner Activity Book

- 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

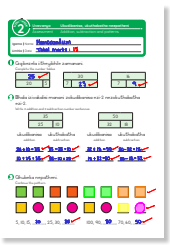
- a calendar
- a ten frame class register
- posters aligned to the lesson plans

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



Sebenzisa ezi QR codes ukuze ukhuphele amaphepha okumakisha imisebenzi yohlolo..

Uxwebhu lokumakisha lwakwaFunda Wande

Uluhlu lwezinto ezifunekayo • Checklist

Iipowusta • Posters

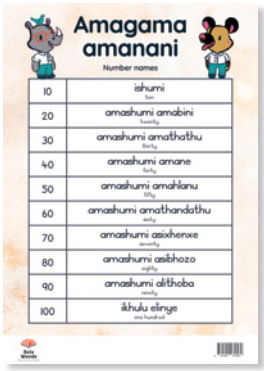
Ikhalenda
Calendar

Irejista
Register

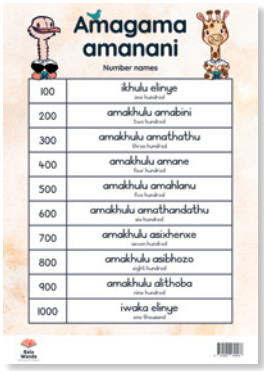
Izikwere ezili-100
100 square

Amagama amanani 0–19
Number names 0-19

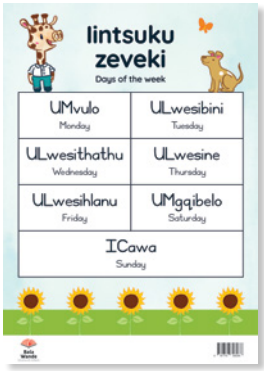
Amagama amanani 10–100
Number names 10-100



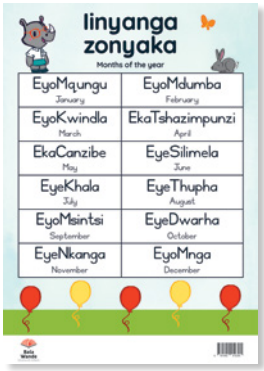
Amagama amanani 100–1000
Number names 100-1000



Iintsuku zeveki
Days of the week



Iinyanga zonyaka
Months of the year



Imali
Money

Iimilo ze-2D
2-D shapes

Izinto zemilo ye-3D
3-D objects

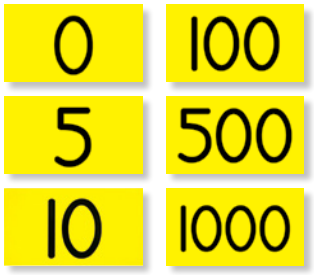
Iindonga zamaqhezu
Fraction walls

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

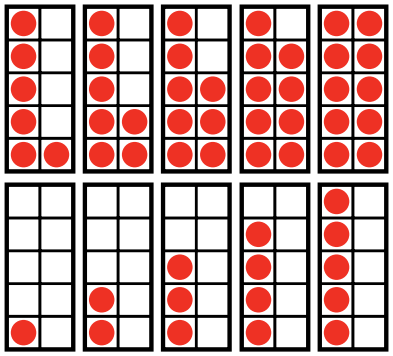
Umgcamanani 0-20
Number line 0–20

Izixhobo zootitshala nabafundi • Teacher and learner manipulatives

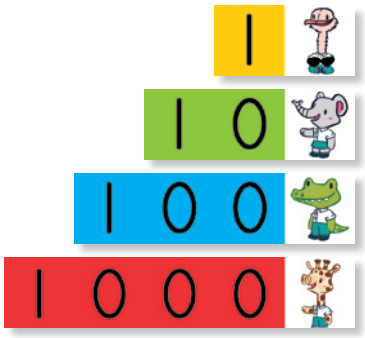
Amakhadi amanani 0-1000 (ootitshala)
Number cards 0-1000
(teacher)
Amakhadi amanani 0-20 (abafundi)
Number cards 0-20
(learner)



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

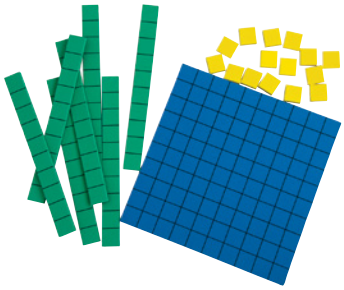


Oonotsheluza manani 0-1000 (ootitshala nabafundi)
Flard cards 0-1000
(teacher and learner)

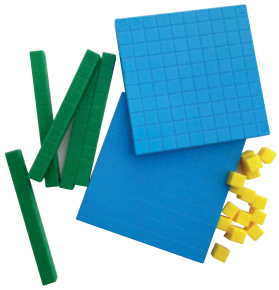


Ibloko (ootitshala nabafundi)
Multifix blocks
(teacher and learner)

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

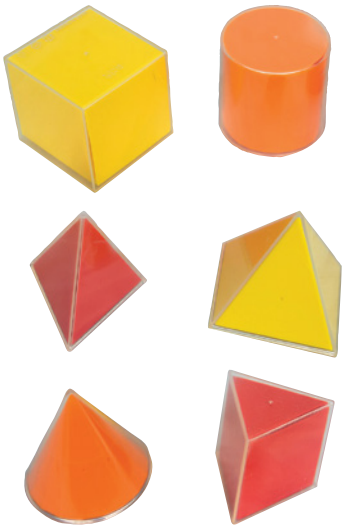


Iibloko zesiseko seshumi – ama-100, ama-10, imi-1 (alingene abafundi)
Base ten blocks – 100s, 10s, 1s
(learner size)

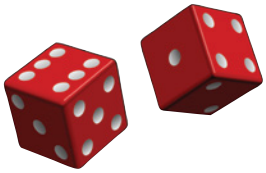


Iwotshi encinci yomfundi eneeyure ezingama-24 (ootitshala nabafundi)
24-hour small clock
(teacher and learner)

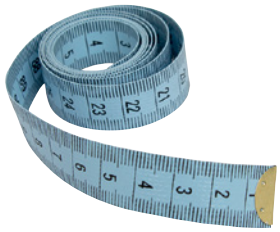
Imilo ezine-3D ezineenethi (ezilingene ukubonisa)
3-D shape nets
(teacher demo)



Amadayisi amabini kumfundi ngamnye
2 dice per learner



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



3. Ukusebenzisa inkqubo yeMathematika yeBala Wande

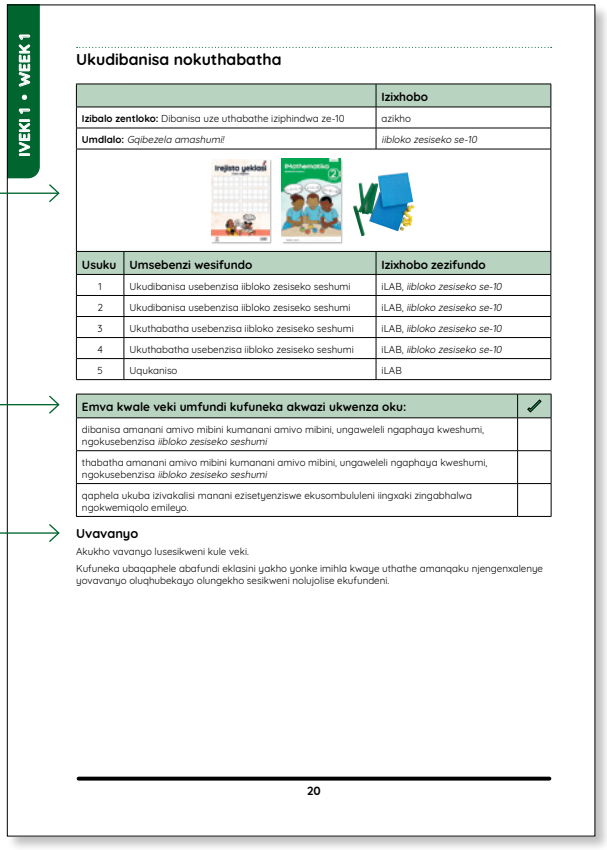
Lungiselela iveki nganye

Iphepha lokuqala lamagqabantshintshi eveki liqulethe oku

Isishwankathelo esifutshane sezibalo zentloko nemisebenzi yezifundo zeveki nezixhobo zokufunda ekufuneka uzilungisile

Uluhlu lweenjongo zeveki onokuzisebenzisa ukuqinisekisa ukuba iklasi yakho isekhondweni elichanekileyo

Inkcazelo yomsebenzi wovavanyo enikwa ngosuku lwesi-5 lweveki


IVEKI 1 • WEEK 1

Ukudibanisa nokuthabatha

	Izixhobo
Izibalo zentloko: Dibanisa uze uthabathe iziphindwa ze-10	azikho
Umdlalo: *Gqibezela amashumi!*	*iibloko zesiseko se-10*

Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Ukudibanisa usebenzisa iibloko zesiseko seshumi	iLAB, *iibloko zesiseko se-10*
2	Ukudibanisa usebenzisa iibloko zesiseko seshumi	iLAB, *iibloko zesiseko se-10*
3	Ukuthabatha usebenzisa iibloko zesiseko seshumi	iLAB, *iibloko zesiseko se-10*
4	Ukuthabatha usebenzisa iibloko zesiseko seshumi	iLAB, *iibloko zesiseko se-10*
5	Uqukaniso	iLAB

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
dibanisa amanani amivo mibini kumanani amivo mibini, ungaweleli ngaphaya kweshumi, ngokusebenzisa *iibloko zesiseko seshumi*	
thabatha amanani amivo mibini kumanani amivo mibini, ungaweleli ngaphaya kweshumi, ngokusebenzisa *iibloko zesiseko seshumi*	
qaphela ukuba izivakalisi manani ezisetyenziswe ekusombululeni iingxaki zingabhalwa ngokwemiqolo emileyo.	

Uvavanyo

Akukho vavanyo lusesikweni kule veki.

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

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Iphepha lesibini lamagqabantshihtshi eveki liqulethe oku.

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

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

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


IVEKI 1 • WEEK 1

Ukudibanisa nokuthabatha

Ividiyo yezibalo zentloko

Kule veki siza kuziqhelisa ukudibanisa nokuthabatha iziphindwa zeshumi ukuya kwi-100. Utitshala ubhala amanani amivo mibini ebhodini aze anike umyalelo wokudibanisa nokuthabatha inani elithile le-10. Yenza kubekho intsebenziswano ngokuyalela ababini ngexesha ukuba babize amanani amivo mibini namani adityaniswayo/athatyathwayo. Bakhuthaze abafundi ukuba basombulule iingxaki ngokukhawuleza nangempumelelo ngokuthi bakhumbule iibhondi zamanani abazifundileyo.

Ividiyo yomdlalo

Kulo mdlalo abafundi baza kusebenzisa iibloko zesiseko seshumi ukwenza amashumi. Baza kusombulula iingxaki zokudibanisa ngokusebenzisa iibloko zesiseko seshumi. Abafundi baza kukwazi ukusebenza ngokukhawuleza nangempumelelo xa bewelela ngaphaya kweshumi ngokusebenzisa amashumi endaweni yemivo.

Ividiyo yophuhliso lwengqiqo

Kule veki siza kujolisa kwiingxaki ezibandakanya ukudibanisa nokuthabatha. Abafundi baza kusombulula iingxaki zokudibanisa nokuthabatha bengakhange bawelele ngaphaya kweshumi, bencedwa *ziibloko zesiseko se-10*. Abafundi baza kuziqhelisa ukusombulula iingxaki ngokudibanisa okanye ukuthabatha ama-10 nemivo, ukuze basebenze ngokukhawuleza nangempumelelo. Kumsebenzi wethu wokudibanisa nokuthabatha, siza kugxila koku:

- kudibanisa inani elimivo mibini kwinani elimivo mibini ngaphandle kokuwelela ngaphaya kweshumi.
- kuthabatha inani elimivo mibini kwinani elimivo mibini ngaphandle kokuwelela ngaphaya kweshumi.

Into emayiqatshelwe kule veki

- *Iibloko zesiseko se-10* ngumzekelo wemathematika ophathekayo noluncedo, kwaye ukusetyenziswa kwezi bloko kunceda abafundi babe nombono wezibalo. Bakhuthaze abafundi ukuba bancokole ngeendlela abazisebenzisa ngayo iibloko ngokunjalo bathethe nangama-10 nemivo xa bedibanisa okanye bethabatha. Ukuba nakho ukuthetha ngezisombululo nokuthethelela iindlela zokubala ngumba obalulekileyo kuphuhliso lokuqonda lwemathematika.
- Isigama esibalulekileyo: **amashumi**, **imivo/oononye**, **ukudibanisa**, **ukuthabatha**

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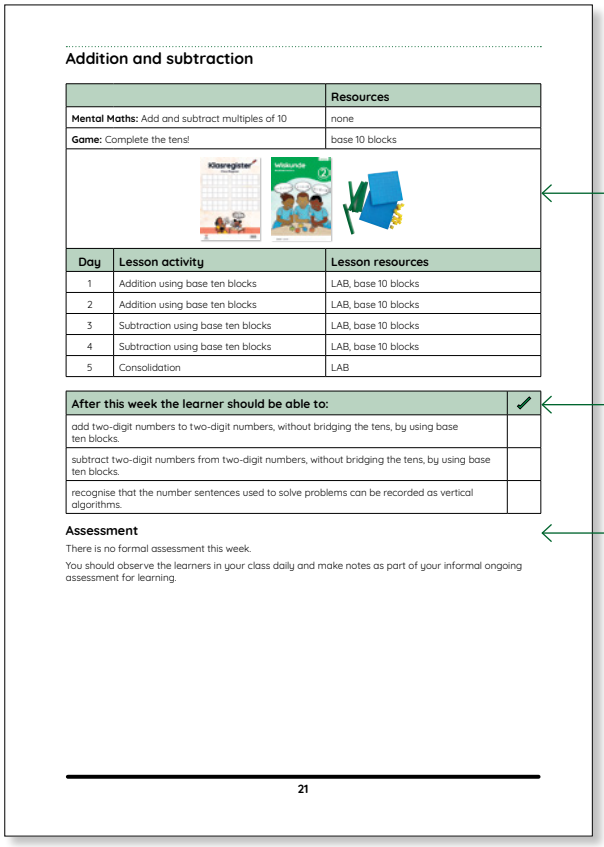
3. Using the Bala Wande mathematics programme

Prepare for each week



Addition and subtraction

	Resources
Mental Maths: Add and subtract multiples of 10	none
Game: Complete the tens!	base 10 blocks

Day	Lesson activity	Lesson resources
1	Addition using base ten blocks	LAB, base 10 blocks
2	Addition using base ten blocks	LAB, base 10 blocks
3	Subtraction using base ten blocks	LAB, base 10 blocks
4	Subtraction using base ten blocks	LAB, base 10 blocks
5	Consolidation	LAB

After this week the learner should be able to:	✓
add two-digit numbers to two-digit numbers, without bridging the tens, by using base ten blocks.	
subtract two-digit numbers from two-digit numbers, without bridging the tens, by using base ten blocks.	
recognise that the number sentences used to solve problems can be recorded as vertical algorithms.	

Assessment

There is no formal assessment this week.

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

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

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

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

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

Addition and subtraction

Mental Maths

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

Game

In this game, learners will use base ten blocks to make tens. They will solve addition problems by using their base ten blocks. Learners will be able to work quickly and efficiently when bridging tens by replacing ones with tens.

Concept development

This week we focus on problems that involve addition and subtraction. Learners will solve addition and subtraction problems without bridging ten, using base 10 blocks to help them. Learners will practise solving problems by adding or subtracting 10s and 1s, so as to work quickly and efficiently. In our work on addition and subtraction, we will focus on:

- adding a double-digit number to a double-digit number, without bridging the ten.
- subtracting a double-digit number from a double-digit number, without bridging the ten.

What to look out for this week

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

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

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

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

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

Kufuneka wenze ntoni ukuze ukwazi ukulungiselela iveki nganye

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

Usuku ngalunye

Sebenzisa irejista ukuze ubale abafundi abaseklasini

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

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

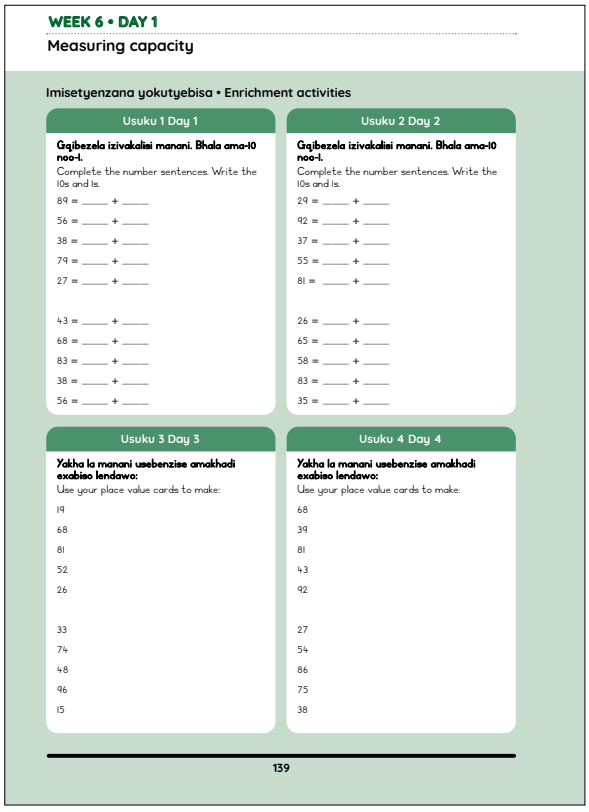
Lo msebenzi uphindaphindwa yonke imihla ubethelela imbono yokuba ukuhlela nokubala ngamashumi kuyasebenza kwaye kwenza abafundi bayeke ukubala ngoononye.

Xoxa nabafundi ngomhla wanamhlanje usebenzise ikhalenda

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

Imisetyenzana yokutyebisa

Bhala imisetyenzana esebhodini ekupheleni kwesifundo sabafundi abagqiba imisebenzi yaseklasini ngokukhawuleza.



WEEK 6 • DAY 1

Measuring capacity

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

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

89 = ____ + ____
56 = ____ + ____
38 = ____ + ____
79 = ____ + ____
27 = ____ + ____

43 = ____ + ____
68 = ____ + ____
83 = ____ + ____
38 = ____ + ____
56 = ____ + ____

Usuku 2 Day 2

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

29 = ____ + ____
92 = ____ + ____
37 = ____ + ____
55 = ____ + ____
81 = ____ + ____

26 = ____ + ____
65 = ____ + ____
58 = ____ + ____
83 = ____ + ____
35 = ____ + ____

Usuku 3 Day 3

Yakha la manani usebenzise amakhadi exabiso lendawo:
Use your place value cards to make:

19
68
81
52
26

33
74
48
96
15

Usuku 4 Day 4

Yakha la manani usebenzise amakhadi exabiso lendawo:
Use your place value cards to make:

68
39
81
43
92

27
54
86
75
38

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Masithethe ngeMaths!

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

Masithethe ngeMaths!

Let's talk Maths!

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

What teachers need to do to prepare for each week

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

Each day

Use the register to count the learners in the class

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

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

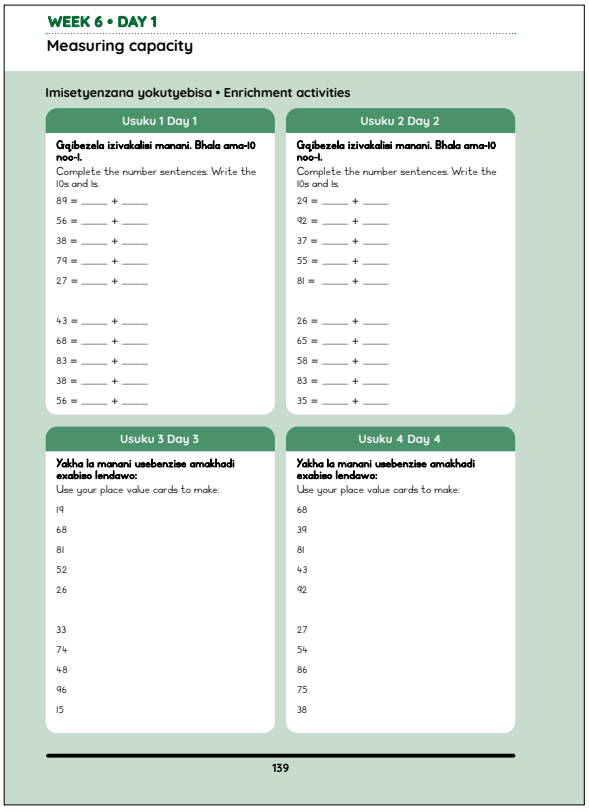
This repeated daily activity reinforces the idea that grouping and counting in tens is efficient and steers learners away from counting in ones.

Discuss the date with learners using the calendar

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

Enrichment activities

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



WEEK 6 • DAY 1

Measuring capacity

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

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Complete the number sentences. Write the 10s and 1s.

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79 = ____ + ____
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43 = ____ + ____
68 = ____ + ____
83 = ____ + ____
38 = ____ + ____
56 = ____ + ____

Usuku 2 Day 2

Gqibezela izivakalisi manani. Bhala ama-10 noo-t.

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29 = ____ + ____
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37 = ____ + ____
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Usuku 3 Day 3

Yakha la manani usebenzise amakhadi exabiso lendawo:

Use your place value cards to make:

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68
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52
26

33
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48
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15

Usuku 4 Day 4

Yakha la manani usebenzise amakhadi exabiso lendawo:

Use your place value cards to make:

68
39
81
43
92

27
54
86
75
38

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Let's talk Maths!

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

Masithethe ngeMaths!

Let's talk Maths!

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

Sebenzisa iflowutshathi ukuze ubone ukulandelelana kwemisebenzi yosuku

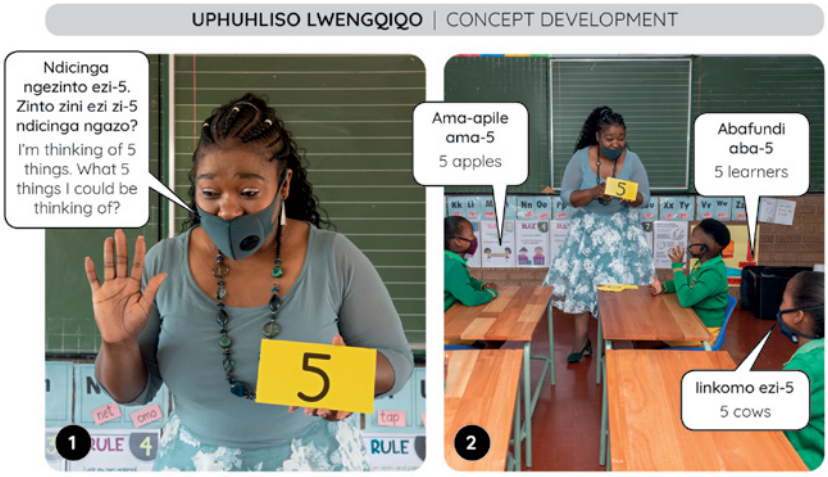
Ekuqaleni kosuku ngalunye kunikwa iflowutshathi esisishwankathelo solandwlelwano lwemisebenzi yosuku.

Yenza umsebenzi wezibalo zentloko (imizuzu eli-15)

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

Yenza umsebenzi weklasi (imizuzu engama-30)

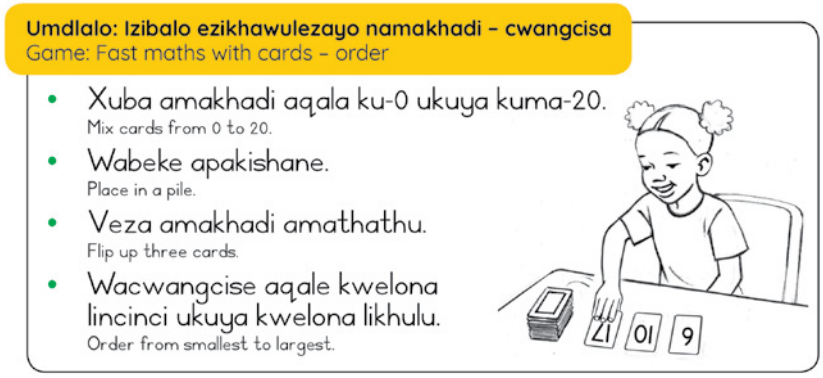
Uphuhliso lwengqiqo kuxa abafundi besebenza kunye beyiklasi bexoxa ngengqiqo engundoqo yeMathematika yolo suku phambi kokuba basebenze ngokwamaqela okanye nganye-nganye. Kukho iividiyo ezibonisa imisebenzi yophuhliso lwengqiqo isenziwa eklasini, kukwakho nenkcazelo yemisebenzi kwisishwankathelo seveki.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



Dlalani umdlalo (imizuzu eli-15)

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

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



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

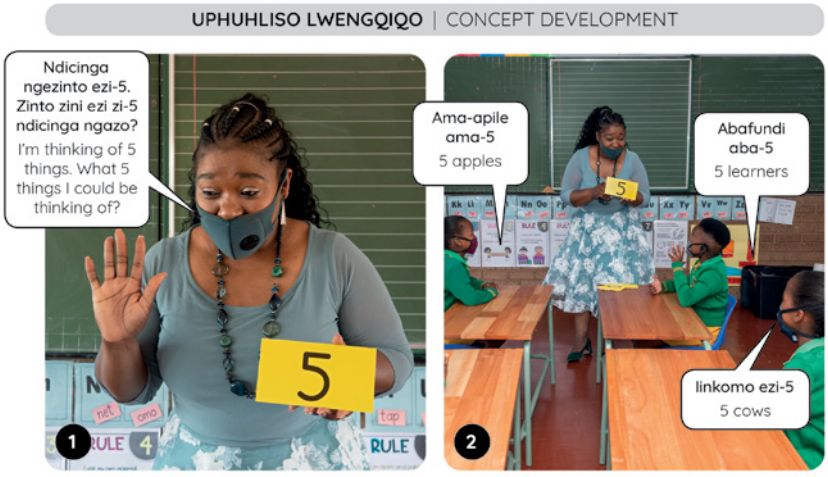
At the start of each day, there is a flow diagram which summarises the sequence of activities for the day.

Do the Mental Maths activity (15 minutes)

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

Do the Concept Development (30 minutes)

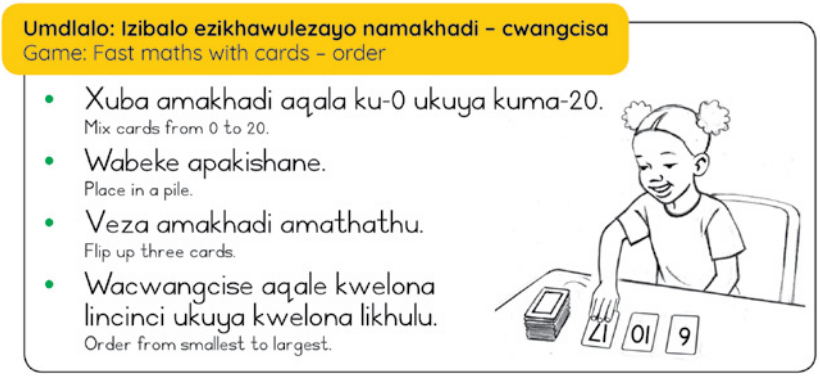
Concept development is when the learners work together as a class to discuss the key mathematical concept of the day, before they break into smaller groups or work individually. There are some videos showing the concept development activities in action in the classroom and there is a description of the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



Play the game (15 minutes)

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

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



Incwadi yemisebenzi yomfundi iyinxalenye yesikhokelo sikatitshala

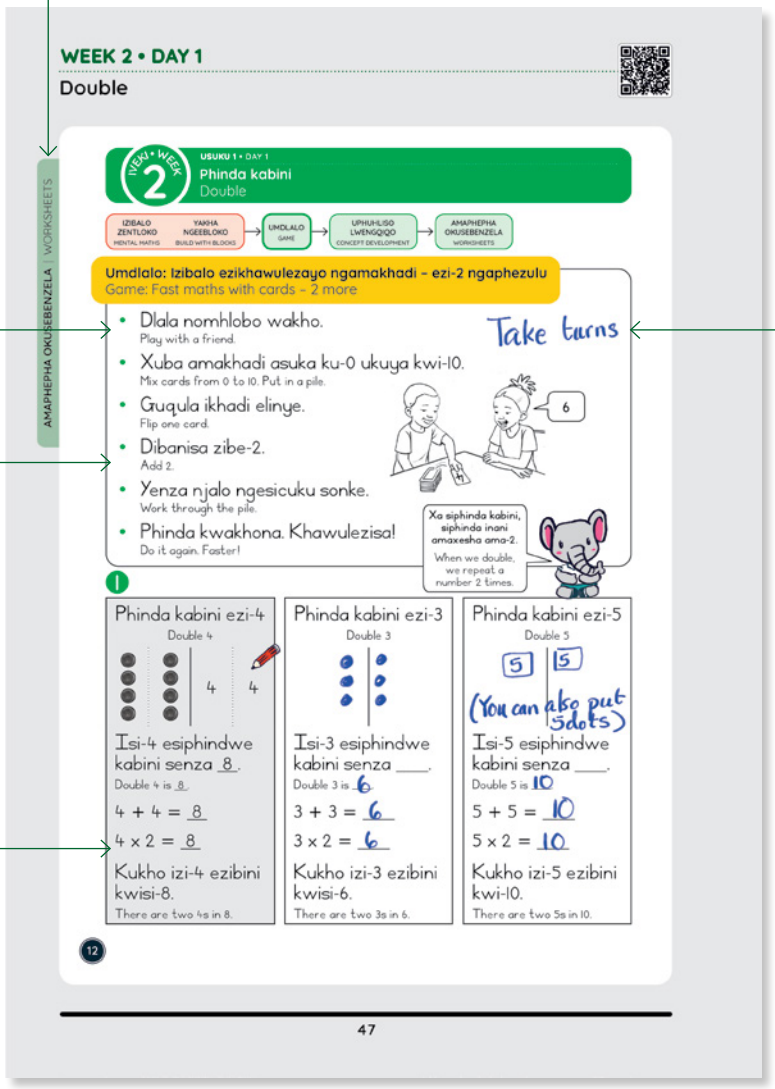
Uphawu oluluhlaza luxela ukuba luhlobo luni na lomsebenzi (iklasi yonke, iphepha lomsebenzi).

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

Yonke imiyalelo nolwazi inikwa ngesiXhosa nangenguqulelo efumaneka ngesiNgesi.

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

Amaphepha emisebenzi anomzekelo (oboniswa libala elingwevu nepenisile ebomvu).



WEEK 2 • DAY 1

Double

AMAPHEPHA OKUSEBENZELA WORKSHEETS

IVEKI • WEEK 2

USUKU 1 • DAY 1

Phinda kabini

Double

IZIBALO ZENTLONGO MENTAL MATHS → YAKHA NGEEBLOKO BUILD WITH BLOCKS → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

Umdlalo: Izibalo ezikhawulezayo ngamakhadi – ezi-2 ngaphezulu

Game: Fast maths with cards – 2 more

- Dlala nomhlobo wakho. Play with a friend.
- Xuba amakhadi asuka ku-0 ukuya kwi-10. Mix cards from 0 to 10. Put in a pile.
- Guqula ikhadi elinye. Flip one card.
- Dibanisa zibe-2. Add 2.
- Yenza njalo ngesicuku sonke. Work through the pile.
- Phinda kwakhona. Khawulezisa! Do it again. Faster!

Take turns

Xa siphinda kabini, siphinda inani amaxesha ama-2. When we double, we repeat a number 2 times.

Phinda kabini ezi-4

Double 4

4 4

Isi-4 esiphindwe kabini senza 8.

Double 4 is 8.

4 + 4 = 8

4 x 2 = 8

Kukho izi-4 ezibini kwisi-8.

There are two 4s in 8.

Phinda kabini ezi-3

Double 3

Isi-3 esiphindwe kabini senza ___.

Double 3 is 6.

3 + 3 = 6

3 x 2 = 6

Kukho izi-3 ezibini kwisi-6.

There are two 3s in 6.

Phinda kabini ezi-5

Double 5

5 5

(You can also put 5 dots)

Isi-5 esiphindwe kabini senza ___.

Double 5 is 10

5 + 5 = 10

5 x 2 = 10

Kukho izi-5 ezibini kwi-10.

There are two 5s in 10.

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Kufuneka wenze ntoni ukuze ukwazi ukulungiselela iveki nganye?

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

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

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

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

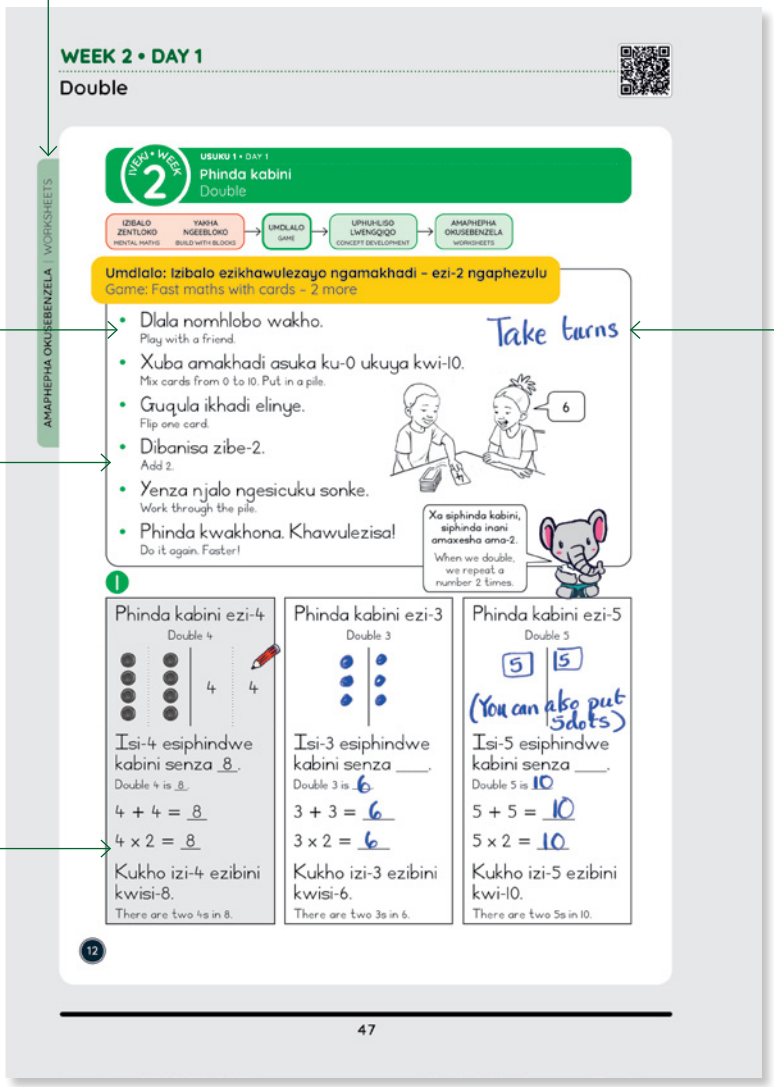
The green tag indicates that this is a worksheet.

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

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

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

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



WEEK 2 • DAY 1

Double

AMAPHEPHA OKUSEBENZELA WORKSHEETS

USUKU 1 • DAY 1

Phinda kabini

Double

Umdlalo: Izibalo ezikhawulezayo ngamakhadi – ezi-2 ngaphezulu

Game: Fast maths with cards – 2 more

- Dlala nomhlobo wakho. Play with a friend.
- Xuba amakhadi asuka ku-0 ukuya kwi-10. Mix cards from 0 to 10. Put in a pile.
- Guqula ikhadi elinye. Flip one card.
- Dibanisa zibe-2. Add 2.
- Yenza njalo ngesicuku sonke. Work through the pile.
- Phinda kwakhona. Khawulezisa! Do it again. Faster!

Take turns

Xa siphinda kabini, siphinda inani amaxesha ama-2. When we double, we repeat a number 2 times.

Phinda kabini ezi-4 (Double 4): Isi-4 esiphindwe kabini senza 8. Double 4 is 8. 4 + 4 = 8. 4 × 2 = 8. Kukho izi-4 ezibini kwisi-8. There are two 4s in 8.

Phinda kabini ezi-3 (Double 3): Isi-3 esiphindwe kabini senza 6. Double 3 is 6. 3 + 3 = 6. 3 × 2 = 6. Kukho izi-3 ezibini kwisi-6. There are two 3s in 6.

Phinda kabini ezi-5 (Double 5): Isi-5 esiphindwe kabini senza 10. Double 5 is 10. 5 + 5 = 10. 5 × 2 = 10. Kukho izi-5 ezibini kwi-10. There are two 5s in 10. (You can also put 5 dots)

12

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To prepare for each week, you need to:

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

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

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

4. Itheyibhile yexesha

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

*Akuqukwanga kolu Cwangciso lwesifundo

4. Weekly timetable

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

*Not included in these lesson plans

5. Isicwangciso sekota

	Usuku 1	Usuku 2	Usuku 3	Usuku 4	Usuku 5
Iveki 1 Ukudibanisa nokuthabatha	Ukudibanisa usebenzisa iibloko zesiseko seshumi	Ukudibanisa usebenzisa iibloko zesiseko seshumi	Ukuthabatha usebenzisa iibloko zesiseko seshumi	Ukuthabatha usebenzisa iibloko zesiseko seshumi	Uqukaniso
Iveki 2 Ukudibanisa nokuthabatha	Usebenzisa iitheyibhile zamanani	Ukudibanisa iingxaki zamagama	Ukuthabatha iingxaki zamagama	Ukuthabatha njengomahluko	Uvavanyo noqukaniso
Iveki 3 Ulinganomacala, Izinto ezine-3D, indawo necala	Ulinganomacala	Ulinganomacala	Izinto ezine-3D	Indawo necala	Uvavanyo noqukaniso
Iveki 4 Amanani esingaphi, ukuhlela nokwaba	Amanani esingaphi	Amanani esingaphi	Ukuhlela	Ukwaba	Uvavanyo noqukaniso
Iveki 5 Ukuphinda kabini, ukwahlula kubini namaqhezu	Ukuphinda kabini	Ukwahlula kubini	Amaqhezu	Amaqhezu	Uvavanyo noqukaniso
Iveki 6 Umthamo	Ukulinganisela umthamo	Qikelela uze uthelekise umthamo	Ukusebenza ngomthamo	Ukuqikelela nokulinganisela umthamo	Uvavanyo noqukaniso
Iveki 7 Ukudibanisa nokuthabatha	Ukudibanisa nokuthabatha	Ukudibanisa nokuthabatha	Ukudibanisa uwelele ngaphaya kwe-10	Ukuthabatha okuwelela ngapha kwe-10	Uvavanyo noqukaniso
Iveki 8 Uphindaphindo	Amaqela ezi-2, ezi-5 nawama-10	Amaqela ezi-3	Amaqela ezi-4	Uphindaphindo nemali	Uqukaniso

Inani, Iindlela zokubala noLwalamano	Iipatheni, Iifankshini neAljebra	Indawo neemilo	Umlinganiselo	Ukuphathwa kwedatha

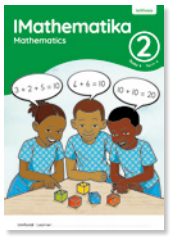
5. Term plan

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1 Addition and subtraction	Addition using base ten blocks	Addition using base ten blocks	Subtraction using base ten blocks	Subtraction using base ten blocks	Consolidation
Week 2 Addition and subtraction	Using number tables	Addition word problems	Subtraction word problems	Subtraction as difference	Assessment and consolidation
Week 3 Symmetry, position and direction	Symmetry	Symmetry	3-D objects	Position and direction	Assessment and consolidation
Week 4 Ordinal numbers, grouping and sharing	Ordinal numbers	Ordinal numbers	Grouping	Sharing	Assessment and consolidation
Week 5 Doubling, halving and fractions	Doubling	Halving	Fractions	Fractions	Assessment and consolidation
Week 6 Capacity	Measuring capacity	Estimate and compare capacity	Working with capacity	Estimating and measuring capacity	Assessment and consolidation
Week 7 Addition and subtraction	Addition and subtraction	Addition and subtraction	Addition bridging 10	Subtraction bridging 10	Assessment and consolidation
Week 8 Multiplication	Groups of 2, 5 and 10	Groups of 3	Groups of 4	Multiplication and money	Consolidation

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

Ukudibanisa nokuthabatha

	Izixhobo
Izibalo zentloko: Dibanisa uze uthabathe iziphindwa ze-10	azikho
Umdlalo: *Gqibezela amashumi!*	*iibloko zesiseko se-10*



Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Ukudibanisa usebenzisa iibloko zesiseko seshumi	iLAB, *iibloko zesiseko se-10*
2	Ukudibanisa usebenzisa iibloko zesiseko seshumi	iLAB, *iibloko zesiseko se-10*
3	Ukuthabatha usebenzisa iibloko zesiseko seshumi	iLAB, *iibloko zesiseko se-10*
4	Ukuthabatha usebenzisa iibloko zesiseko seshumi	iLAB, *iibloko zesiseko se-10*
5	Uqukaniso	iLAB

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukuddibanisa amanani amivo mibini kumanani amivo mibini, ungaweleli ngaphaya kweshumi, ngokusebenzisa *iibloko zesiseko seshumi*	
ukuthabatha amanani amivo mibini kumanani amivo mibini, ungaweleli ngaphaya kweshumi, ngokusebenzisa *iibloko zesiseko seshumi*	
ukuqaphela ukuba izivakalisi manani ezisetyenziswe ekusombululeni iingxaki zingabhalwa ngokwemiqolo emileyo.	

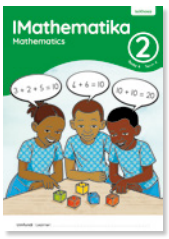
Uvavanyo

Akukho vavanyo lusesikweni kule veki.

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

Addition and subtraction

	Resources
Mental Maths: Add and subtract multiples of 10	none
Game: Complete the tens!	base 10 blocks



Day	Lesson activity	Lesson resources
1	Addition using base ten blocks	LAB, base 10 blocks
2	Addition using base ten blocks	LAB, base 10 blocks
3	Subtraction using base ten blocks	LAB, base 10 blocks
4	Subtraction using base ten blocks	LAB, base 10 blocks
5	Consolidation	LAB

After this week the learner should be able to:	✓
add two-digit numbers to two-digit numbers, without bridging the tens, by using base ten blocks.	
subtract two-digit numbers from two-digit numbers, without bridging the tens, by using base ten blocks.	
recognise that the number sentences used to solve problems can be recorded as vertical algorithms.	

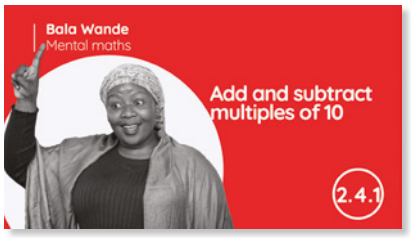
Assessment

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.

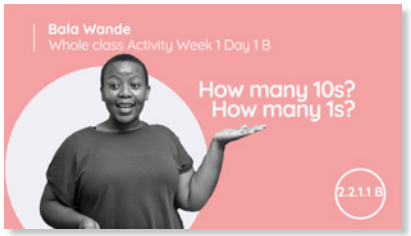
Ukudibanisa nokuthabatha

Ividiyo yezibalo zentloko



Kule veki siza kuziqhelisa ukudibanisa nokuthabatha iziphindwa zeshumi ukuya kwi-100. Utitshala ubhala amanani amivo mibini ebhodini aze anike umyalelo wokudibanisa nokuthabatha inani elithile le-10. Yenza kubekho intsebenziswano ngokuyalela ababini ngexesha ukuba babize amanani amivo mibini namani adityaniswayo/athatyathwayo. Bakhuthaze abafundi ukuba basombulule iingxaki ngokukhawuleza nangempumelelo ngokuthi bakhumbule iibhondi zamanani abazifundileyo.

Ividiyo yomdlalo



Kulo mdlalo abafundi baza kusebenzisa iibloko zesiseko seshumi ukwenza amashumi. Baza kusombulula iingxaki zokudibanisa ngokusebenzisa iibloko zesiseko seshumi. Abafundi baza kukwazi ukusebenza ngokukhawuleza nangempumelelo xa bewelela ngaphaya kweshumi ngokusebenzisa amashumi endaweni yemivo.

Ividiyo yophuhliso lwengqiqo

Kule veki siza kujolisa kwiingxaki ezibandakanya ukudibanisa nokuthabatha. Abafundi baza kusombulula iingxaki zokudibanisa nokuthabatha bengakhange bawelele ngaphaya kweshumi, bencedwa *ziibloko zesiseko se-10*. Abafundi baza kuziqhelisa ukusombulula iingxaki ngokudibanisa okanye ukuthabatha ama-10 nemivo, ukuze basebenze ngokukhawuleza nangempumelelo. Kumsebenzi wethu wokudibanisa nokuthabatha, siza kugxila koku:

- ukudibanisa inani elimivo mibini kwinani elimivo mibini ngaphandle kokuwelela ngaphaya kweshumi.
- ukuthabatha inani elimivo mibini kwinani elimivo mibini ngaphandle kokuwelela ngaphaya kweshumi.

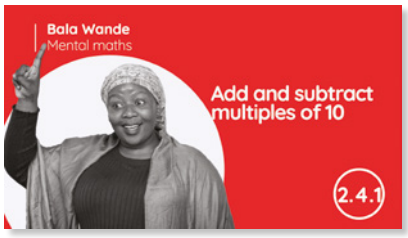
Into emayiqatshelwe kule veki

- *Iibloko zesiseko se-10* ngumzekelo wemathematika ophathekayo noluncedo, kwaye ukusetyenziswa kwezi bloko kunceda abafundi babe nombono wezibalo. Bakhuthaze abafundi ukuba bancokole ngeendlela abazisebenzisa ngayo iibloko ngokunjalo bathethe nangama-10 nemivo xa bedibanisa okanye bethabatha. Ukuba nakho ukuthetha ngezisombululo nokuthethelela iindlela zokubala ngumba obalulekileyo kuphuhliso lokuqonda lwemathematika.
- Isigama esibalulekileyo: **amashumi**, **imivo/oononye**, **ukudibanisa**, **ukuthabatha**

Addition and subtraction

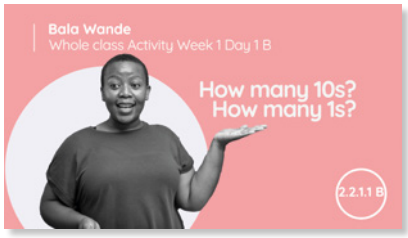
Mental Maths

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



Game

In this game, learners will use base ten blocks to make tens. They will solve addition problems by using their base ten blocks. Learners will be able to work quickly and efficiently when bridging tens by replacing ones with tens.



Concept development

This week we focus on problems that involve addition and subtraction. Learners will solve addition and subtraction problems without bridging ten, using base 10 blocks to help them. Learners will practise solving problems by adding or subtracting 10s and 1s, so as to work quickly and efficiently. In our work on addition and subtraction, we will focus on:

- adding a double-digit number to a double-digit number, without bridging the ten.
- subtracting a double-digit number from a double-digit number, without bridging the ten.

What to look out for this week

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

IVEKI 1 • USUKU 1

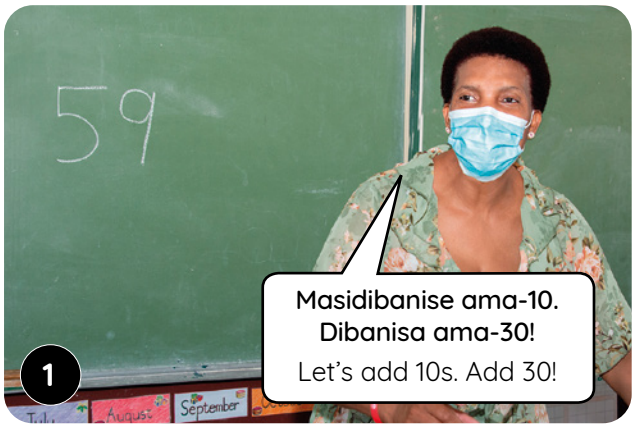
Ukudibanisa usebenzisa iibloko zesiseko seshumi

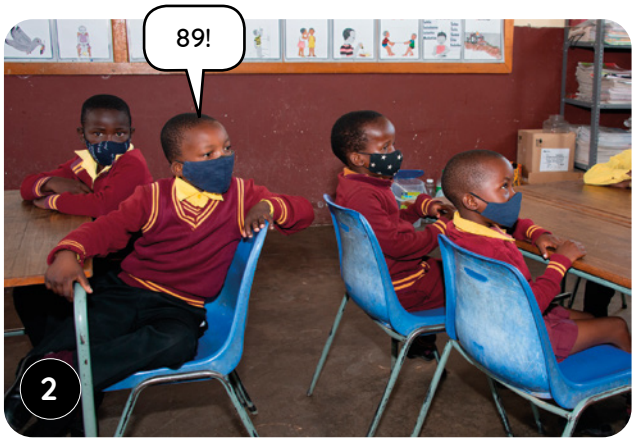
IZIBALO ZENTLOKO MENTAL MATHS | DIBANISA IZIPHINDWA ZE-10 ADD MULTIPLES OF 10 → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMDLALO GAME → AMAPHEPHA OKUSEBENZELA WORKSHEETS

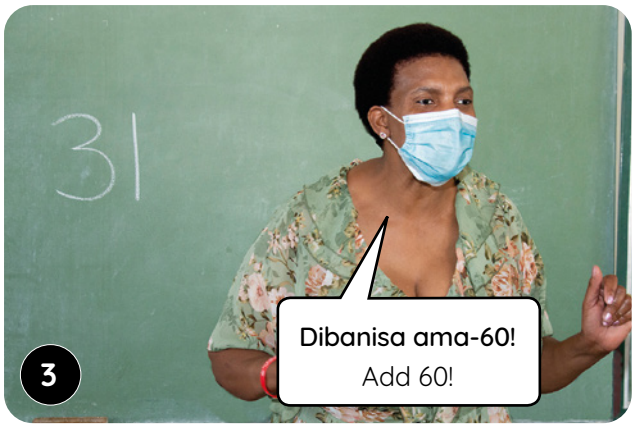
IZIBALO ZENTLOKO | MENTAL MATHS

Abafundi baziqhelisa ukudibanisa nokuthabatha iziphindwa zeshumi kwinani elinikiweyo.
Learners practice adding and subtracting multiples of ten to/from a given number.

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.
Remember to check the date and mark the register every day.







Addition using base ten blocks

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

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

23 = _____ + _____

46 = _____ + _____

59 = _____ + _____

14 = _____ + _____

91 = _____ + _____

37 = _____ + _____

78 = _____ + _____

29 = _____ + _____

65 = _____ + _____

82 = _____ + _____

Usuku 2 Day 2

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

34 = _____ + _____

15 = _____ + _____

98 = _____ + _____

62 = _____ + _____

26 = _____ + _____

11 = _____ + _____

79 = _____ + _____

37 = _____ + _____

53 = _____ + _____

88 = _____ + _____

Usuku 3 Day 3

Sebenzisa *iibloko zesiseko se-10* ukuze wenze:
Use your *base 10 blocks* to make:

32

61

99

14

27

18

43

86

52

77

Usuku 4 Day 4

Sebenzisa *iibloko zesiseko se-10* ukuze wenze:
Use your *base 10 blocks* to make:

74

22

45

68

16

33

25

97

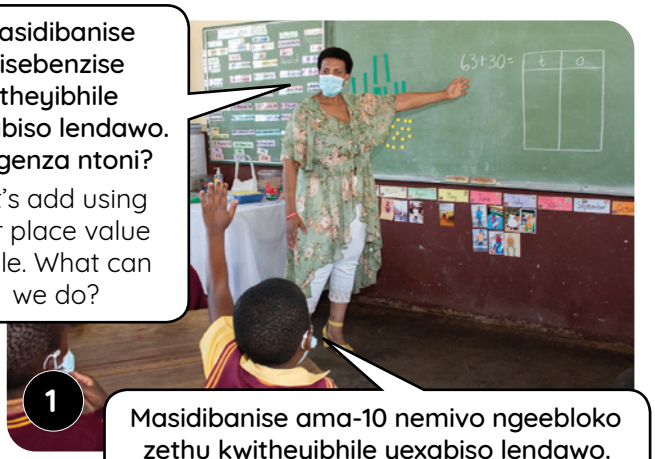
56

83

IVEKI 1 • USUKU 1

Ukudibanisa usebenzisa iibloko zesiseko seshumi

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT



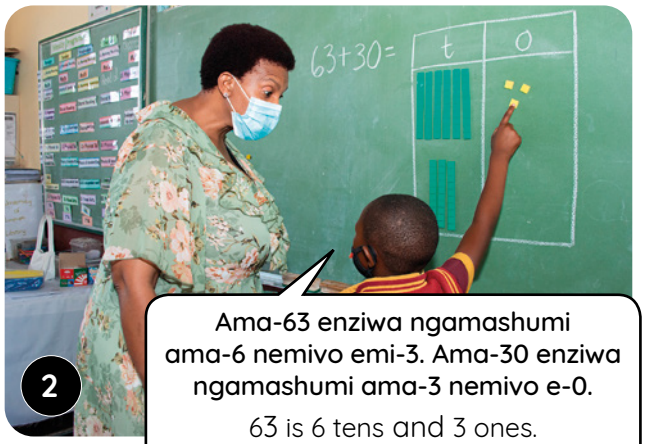
1

Masidibanise sisebenzise itheyibhile yexabiso lendawo. Singenza ntoni?

Let's add using our place value table. What can we do?

Masidibanise ama-10 nemivo ngeebloko zethu kwitheyibhile yexabiso lendawo.

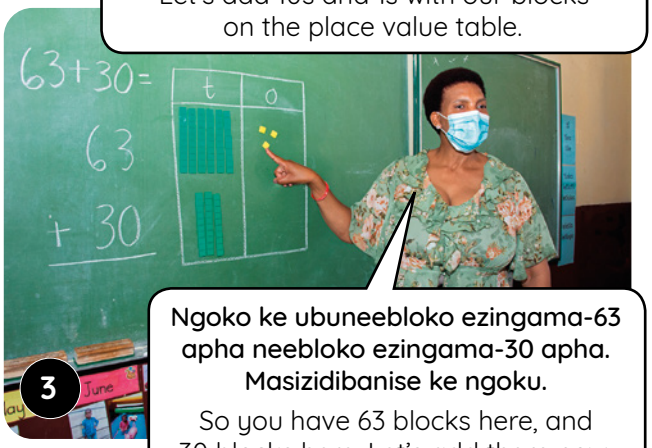
Let's add 10s and 1s with our blocks on the place value table.



2

Ama-63 enziwa ngamashumi ama-6 nemivo emi-3. Ama-30 enziwa ngamashumi ama-3 nemivo e-0.

63 is 6 tens and 3 ones.
30 is 3 tens and 0 ones.



3

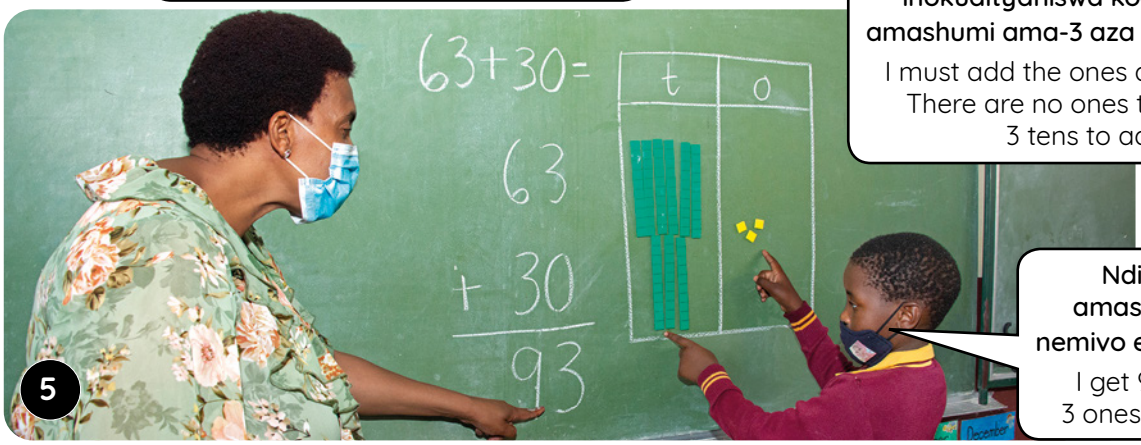
Ngoko ke ubuneebloko ezingama-63 apha neebloko ezingama-30 apha. Masizidibanise ke ngoku.

So you have 63 blocks here, and 30 blocks here. Let's add them now.

4

Kufuneka ndidibanise imivo namashumi. Akukho mivo inokudityaniswa kodwa kukho amashumi ama-3 aza kudityaniswa.

I must add the ones and the tens. There are no ones to add and 3 tens to add.



5

Ndifumana amashumi asi-9 nemivo emi-3 zizonke.

I get 9 tens and 3 ones altogether.

Nika abafundi amathuba aliqela okusombulula iingxaki eziquka ukudibanisa ama-10 nemivo (bangaweli ngaphaya kwe-10) basebenzise *iibloko zesiseko se-10* netheyibhile yexabiso lendawo. Bayalele ukuba bakucacisele indlela ebanceda ngayo itheybhile yexabiso lendawo ekusombululeni iingxaki ngempumelelo ngokuhlela ama-10 noo-1.

Allow learners multiple opportunities to solve problems that involve adding 10s and 1s using *base 10 blocks* and the place value table, not bridging 10. Ask them to explain to you how the place value table helps them to solve problems more efficiently by grouping the 10s and 1s.

Addition using base ten blocks

IVEKI • WEEK 1

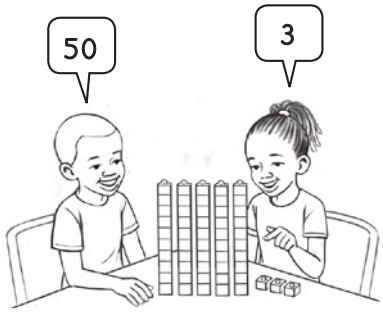
USUKU 1 • DAY 1

Ukudibanisa usebenzisa iibloko zesiseko seshumi
Addition using base ten blocks

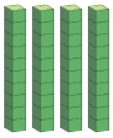
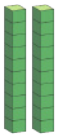
IZIBALO ZENTLOKO MENTAL MATHS → DIBANISA IZIPHINDWA ZE-10 ADD MULTIPLES OF 10 → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

Umdlalo: Mangaphi ama-10? Bangaphi oo-1?
Game: How many 10s? How many 1s?

- Sebenzani ngababini.
  Work in pairs.
- Yakhani inani ngeebloko zenu.
  Build the number using your blocks.
- Mangaphi ama-10? Bangaphi oo-1?
  How many 10s? How many 1s?
- Leliphi inani?
  What number?



47 + 20 =

Ama-47 ayafana nama-40 kunye nesi-7. 47 is the same as 40 and 7.		
Masidibanise ama-20. Now let's add 20.		
Ungadibanisa ngeebloko. Masidibanise ama-10 noo-1. You can use blocks to add. Let's add 10s and 1s. 	Ngamashumi ama-6 ewonke. There are 6 tens altogether.	Yimivo esi-7 iyonke. There are 7 ones altogether.

	amashumi tens	imivo ones
	4	7
+	2	0
	6	7

Ndinama-67 zizonke.
I have 67 altogether.

1 Dibanisa.
Add.

39 + 50 = 89	64 + 20 = 84	28 + 70 = 98
45 + 30 = 75	77 + 10 = 87	52 + 40 = 92

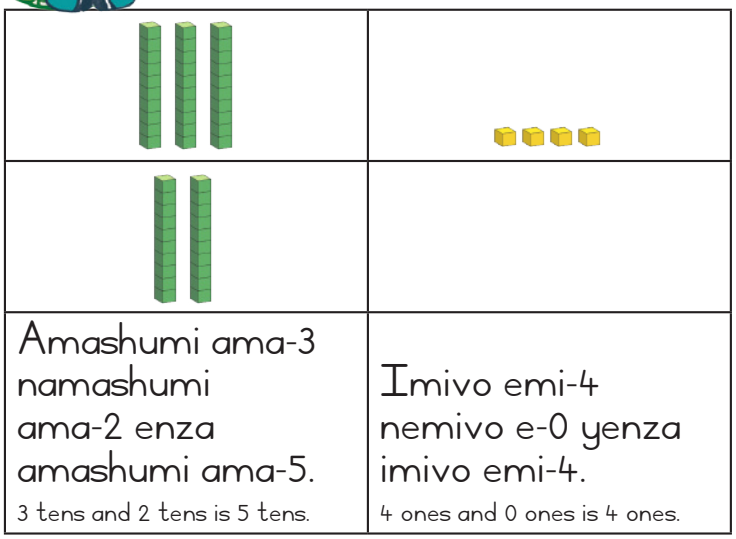
2

IVEKI 1 • USUKU 1

Ukudibanisa usebenzisa iibloko zesiseko seshumi

Ungadibanisa ngokusebenzisa iibloko. Ufumana ntoni xa udibanisa oo-1? Ufumana ntoni xa udibanisa ama-10?

You can use blocks to add. When you add the 1s, what do you get? When you add the 10s, what do you get?



Amashumi ama-3 namashumi ama-2 enza amashumi ama-5.
3 tens and 2 tens is 5 tens.

Imivo emi-4 nemivo e-0 yenza imivo emi-4.
4 ones and 0 ones is 4 ones.

t	o
3	4
+ 2	0
5	4

Ndinama-54 zizonke.
I have 54 altogether.

2

Ndina-96 zizonke.
I have ___ altogether.

5	6
+ 4	0
9	6

Ndina-87 zizonke.
I have ___ altogether.

3	7
+ 5	0
8	7

Ndina-79 zizonke.
I have ___ altogether.

4	9
+ 3	0
7	9

Ndina-62 zizonke.
I have ___ altogether.

2	2
+ 4	0
6	2

Addition using base ten blocks

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Masidibanise sisebenzise itheyibhile yethu yexabiso lendawo. Singenza ntoni?
Let's add using our place value table. What can we do?

1

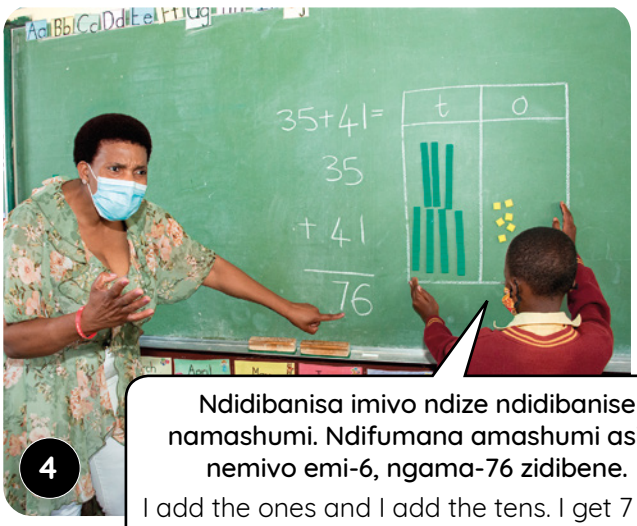
Masidibanise ama-10 noo-1 sisebenzise iibloko zethu kwitheyibhile yexabiso lendawo.
We can add 10s and 1s using our blocks on the place value table.

Amashumi ama-3 nemivo emi-5 enza ama-35. Amashumi ama-4 no-1 omnye enza ama-41.
3 tens and 5 ones is 35. 4 tens and 1 one is 41.

2

3

Ngoko ke sineebloko ezingama-35 apha neebloko ezingama-41 ngapha. Masizidibanise.
So you have 35 blocks here, and 41 blocks here. Let's add them now.



4

Ndidibanisa imivo ndize ndidibanise namashumi. Ndifumana amashumi asi-7 nemivo emi-6, ngama-76 zidibene.
I add the ones and I add the tens. I get 7 tens and 6 ones , which makes 76 altogether.

Nika abafundi amathuba aliqela okusombulula iingxaki eziquka ukudibanisa ama-10 nemivo (bangaweli ngaphaya kwe-10) basebenzise *iibloko zesiseko se-10* netheyibhile yexabiso lendawo. Bayalele ukuba bakucacisele indlela ebanceda ngayo itheybhile yexabiso lendawo ekusombululeni iingxaki ngempumelelo ngokuhlela ama-10 noo-1.

Allow learners multiple opportunities to solve problems that involve adding 10s and 1s using *base 10 blocks* and the place value table, not bridging 10. Ask them to explain to you how the place value table helps them to solve problems more efficiently by grouping the 10s and 1s.

IVEKI 1 • USUKU 2

Ukudibanisa usebenzisa iibloko zesiseko seshumi

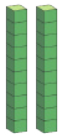
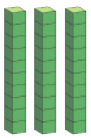
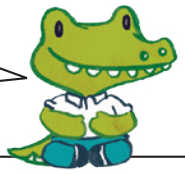
IVEKI • WEEK 1

USUKU 2 • DAY 2

Ukudibanisa usebenzisa iibloko zesiseko seshumi
Addition using base ten blocks

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

26 + 33 =

Ama-26 ayafana nama-20 nesi-6. 26 is the same as 20 and 6.		
Ukudibanisa ama-33 kuyafana nokudibanisa ama-30 nesi-3. Adding 33 is the same as adding 30 and 3.		
Masidibanise ama-10 noo-1. Let's add 10s and 1s. 	Ngamashumi ama-5 zizonke. There are 5 tens altogether.	Yimivo esi-9 iyonke. There are 9 ones altogether.

	amashumi (tens)	imivo (ones)
	2	6
+	3	3
	5	9

Ndinama-59 zizonke.
I have 59 altogether.

Amashumi ama-2 namashumi ama-3 enza amashumi ama-5.
Imivo emi-6 nemivo emi-3 yenza imivo esi-9.
Ndinama-59 zizonke.

2 tens and 3 tens makes 5 tens.
6 ones and 3 ones makes 9 ones.
I have 59 altogether.

Encourage learners who are able to simply imagine the blocks

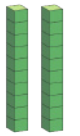
1 Dibanisa usebenzise iibloko.
Add using blocks.

65 + 12 = 77	43 + 52 = 95	37 + 21 = 58
56 + 32 = 88	47 + 22 = 69	76 + 13 = 89

Addition using base ten blocks

Ungadibanisa ngokusebenzisa iibloko. Dibanisa ama-10 noo-1. Zingaphi zizonke?

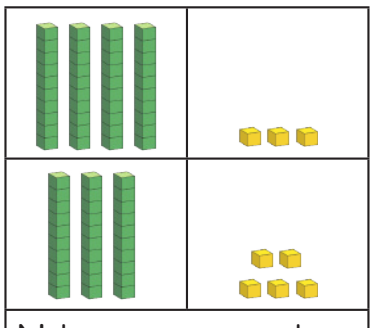
You can use blocks to add. Add the 10s and 1s. How much do you have altogether?

	
	
Amashumi ama-2 neshumi eli-1 enza amashumi ama-3. 2 tens and 1 ten makes 3 tens.	Imivo esi-8 nomvo o-1 yenza imivo esi-9. 8 ones and 1 one makes 9 ones.

t	o
2	8
+ 1	1
3	9

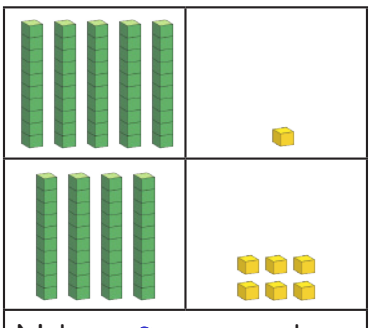
Ndinama-39 zizonke.
I have 39 altogether.

2



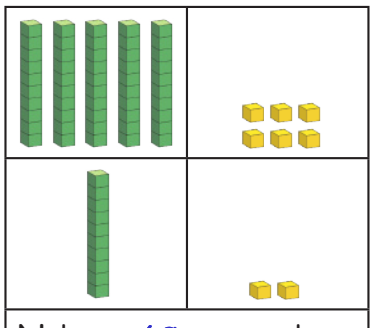
4	3
+ 3	5
7	8

Ndina-78 zizonke.
I have ___ altogether.



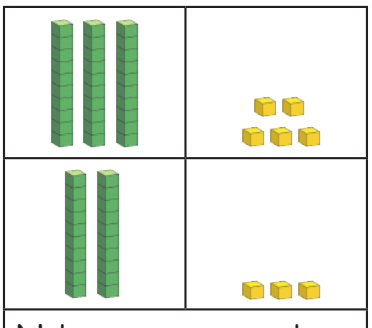
5	1
+ 4	6
9	7

Ndina-97 zizonke.
I have ___ altogether.



5	6
+ 1	2
6	8

Ndina-68 zizonke.
I have ___ altogether.



3	5
+ 2	3
5	8

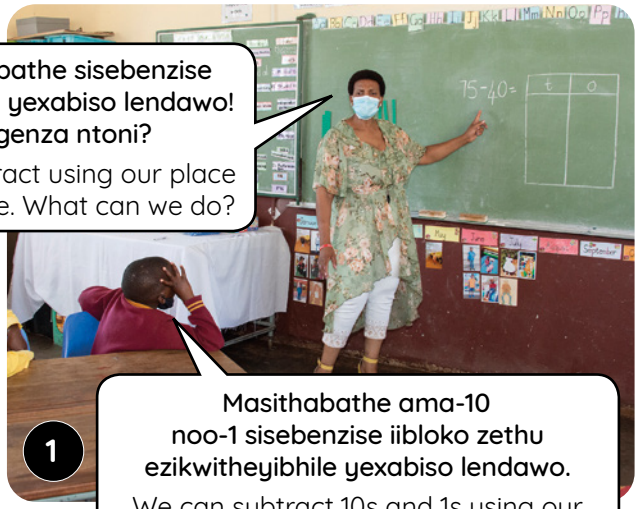
Ndina-58 zizonke.
I have ___ altogether.

IVEKI 1 • USUKU 3

Ukuthabatha usebenzisa iibloko zesiseko seshumi

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT



Masithabathe sisebenzise itheyibhile yexabiso lendawo! Singenza ntoni?

Let's subtract using our place value table. What can we do?

1

Masithabathe ama-10 noo-1 sisebenzise iibloko zethu ezikwitheyibhile yexabiso lendawo.

We can subtract 10s and 1s using our blocks on the place value table.

2

Kuma-75 kufuneka ndibeke amashumi asi-7 apha nemivo emi-5 ngapha. Ukuze ndithabathe ama-40, kufuneka ndisuse amashumi ama-4.

For the 75, I must put 7 tens here and 5 ones there. Then to subtract 40, I need to take 4 tens away.

3

Ubuneebloko ezingama-75 apha, waze wathatha ezingama-40. Masithabathe ke.

So you had 75 blocks and then you had to take 40 away. Let's subtract them now.

4

Akukho sizathu sokuba ndisuse imivo. Kodwa kufuneka ndithathe amashumi ama-4 kumashumi asi-7. Ndishiyekelwe ngamashumi ama-3 nemivo emi-5, ngama-35.

I dont need to take away any ones. But I must take 4 tens away from the 7 tens. I am left with 3 tens and 5 ones, which makes 35.

Nika abafundi amathuba aliqela okusombulula iingxaki eziquka ukuthabatha ama-10 nemivo (bangaweli ngaphaya kwe-10) besebenzisa *iibloko zesiseko se-10* netheyibhile yexabiso lendawo. Bayalele ukuba bakucacisele indlela ebanceda ngayo itheyibhile yexabiso lendawo ekusombululeni iingxaki ngempumelelo ngokuhlela ama-10 noo-1.

Allow learners multiple opportunities to solve problems that involve subtracting 10s and 1s using *base 10 blocks* and the place value table, not bridging 10. Ask them to explain to you how the place value table helps them to solve problems more efficiently by grouping the 10s and 1s.

Subtraction using base ten blocks

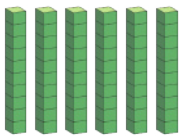
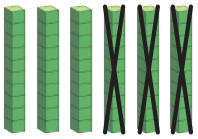
IVEKI • WEEK 1

USUKU 3 • DAY 3

Ukuthabatha usebenzisa iibloko zesiseko seshumi
Subtraction using base ten blocks

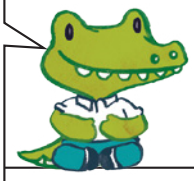
IZIBALO ZENTLOKO (MENTAL MATHS: THABATHA IZIPHINDWA ZE-10 / SUBTRACT MULTIPLES OF 10) → UMDLALO (GAME) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

64 – 30 =

Ama-64 ayafana namashumi ama-6 nesi-4. 64 is the same as 60 and 4.		
Masithabathe ama-30. Now let's subtract 30.		
Kushiyeka amashumi ama-3. There are 3 tens left over.	Kusekho imivo emi-4. There are still 4 ones.	

	amashumi (tens)	imivo (ones)
	6	4
–	3	0
	3	4

Kushiyeka ama-34.
There is 34 left over.



Ungasebenzisa iibloko xa uthabatha. Thabatha ama-10 noo-1.
You can use blocks to subtract. Subtract the 10s and 1s.

Kumashumi ama-6 uthatha amashumi ama-3 kushiyeke ama-3. Amashumi ama-3 nemivo emi-4 enza ama-34.
6 tens take away 3 tens leaves 3 tens. 3 tens and 4 ones makes 34.

1 Thabatha.
Subtract.

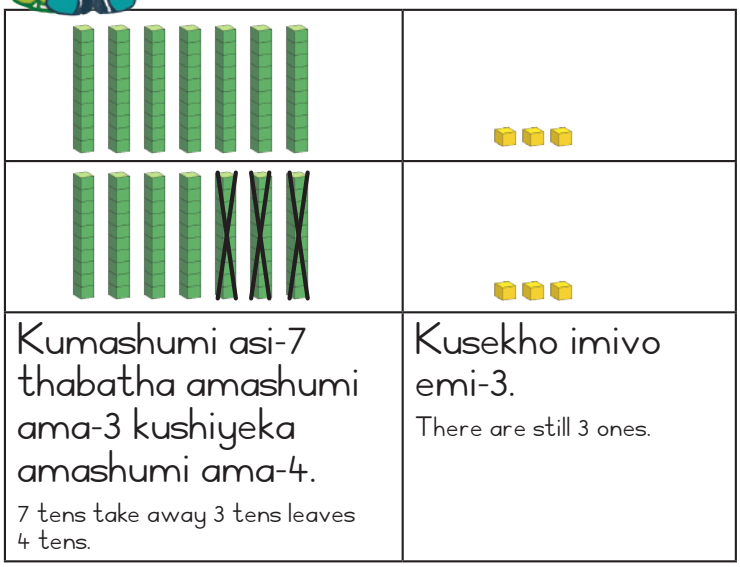
57 – 20 = 37	44 – 30 = 14	86 – 50 = 36
35 – 10 = 25	94 – 40 = 54	68 – 20 = 48
63 – 30 = 33	71 – 50 = 21	59 – 40 = 19

IVEKI 1 • USUKU 3

Ukuthabatha usebenzisa iibloko zesiseko seshumi

Ungasebenzisa iibloko xa uthabatha.
Thabatha ama-10 noo-1. Kushiyeka ezingaphi?

You can use blocks to subtract.
Subtract the 10s and 1s. How much is left over?



Kumashumi asi-7 thabatha amashumi ama-3 kushiyeka amashumi ama-4.

7 tens take away 3 tens leaves 4 tens.

Kusekho imivo emi-3.

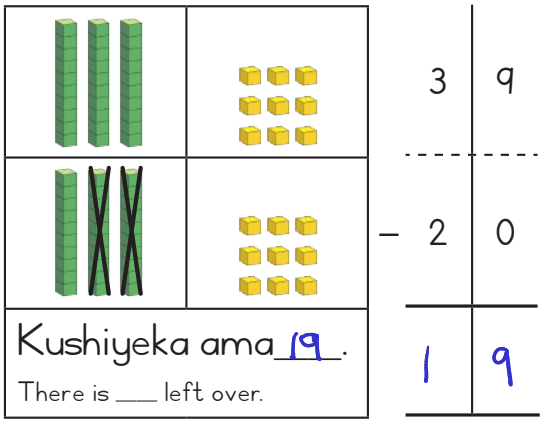
There are still 3 ones.

t	o
7	3
− 3	0
4	3

Kushiyeka ama-43.

There is 43 left over.

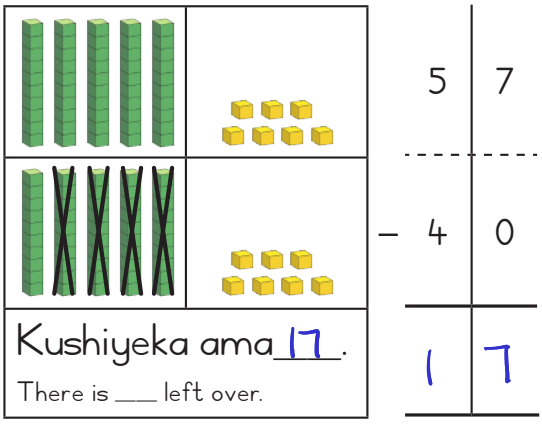
2 Get learners to explain what they see in the pictures



3	9
− 2	0
1	9

Kushiyeka ama 19.

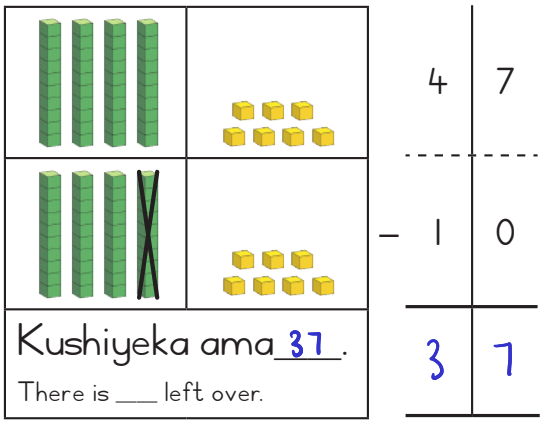
There is ___ left over.



5	7
− 4	0
1	7

Kushiyeka ama 17.

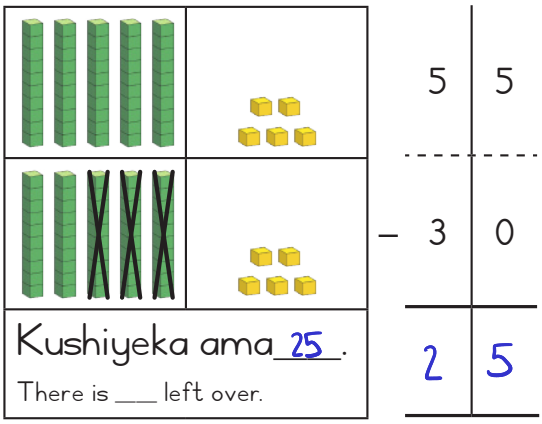
There is ___ left over.



4	7
− 1	0
3	7

Kushiyeka ama 37.

There is ___ left over.



5	5
− 3	0
2	5

Kushiyeka ama 25.

There is ___ left over.

Subtraction using base ten blocks

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

1

Masithabathe sisebenzise itheyibhile yexabiso lendawo. Singenza ntoni?

Let's subtract using our place value table. What can we do?

2

Ukuthabatha kuma-86, sibeka amashumi asi-8 nemivo emi-6 kwitheyibhile yethu ngolu hlobo.

To subtract from 86, we put 8 tens and 6 ones in our table like this.

3

Ubunama-86 waze wathabatha ama-33. Yenza ngeebloko zakho.

You had 86 and you had to take 33 away. Do it with your blocks.

4

Ndithatha imivo emi-3 kwimivo emi-6. Kufuneka ndithathe amashumi ama-3 kumashumi asi-8. Ndishiyekelwe ngamashumi ama-5 nemivo emi-3, ngama-53.

I take away 3 ones from the 6 ones. I must also take 3 tens away from the 8 tens. I am left with 5 tens and 3 ones, which makes 53.

Nika abafundi amathuba aliqela okusombulula iingxaki eziquka ukuthabatha ama-10 nemivo (bangaweli ngaphaya kwe-10) basebenzise *iibloko zesiseko se-10* netheyibhile yexabiso lendawo. Bayalele ukuba bakucacisele indlela ebanceda ngayo itheybhile yexabiso lendawo ekusombululeni iingxaki ngempumelelo ngokuhlela ama-10 noo-1.

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IVEKI 1 • USUKU 4

Ukuthabatha usebenzisa iibloko zesiseko seshumi

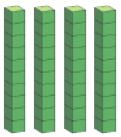
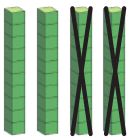
IVEKI • WEEK 1

USUKU 4 • DAY 4

Ukuthabatha usebenzisa iibloko zesiseko seshumi
Subtraction using base ten blocks

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

49 – 21 =

Ama-49 ayafana nama-40 nesi-9. 49 is the same as 40 and 9.		
Masithabathe ama-21. Now let's subtract 21.		
	Kushiyeka amashumi ama-2. There are 2 tens left over.	Kushiyeka imivo esi-8. There are 8 ones left over

	amashumi tens	imivo ones
	4	9
–	2	1
	2	8

Kushiyeka ama-28.
There is 28 left over.

Kumashumi ama-4 uthabatha amashumi ama-2 kushiyeke amashumi ama-2.
Kwimivo esi-9 uthabatha umvo o-1 kushiyeke imivo esi-8.
Amashumi ama-2 nemivo esi-8 enza ama-28.

4 tens take away 2 tens leaves 2 tens.
9 ones take away 1 one leaves 8 ones.
2 tens and 8 ones makes 28.

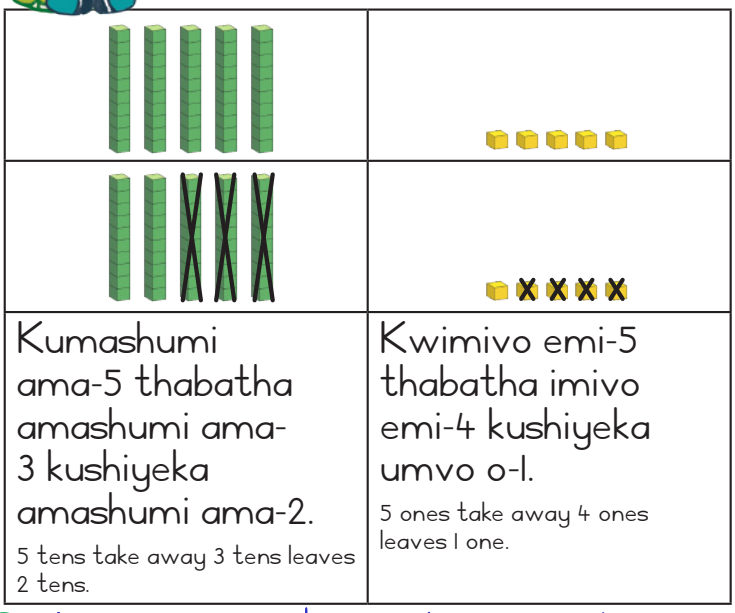
1 Thabatha usebenzise iibloko.
Subtract using blocks.

67 – 51 = 16	84 – 42 = 42	59 – 27 = 32
45 – 33 = 12	77 – 53 = 24	98 – 67 = 31

Subtraction using base ten blocks

Ungasebenzisa iibloko xa uthabatha. Thabatha ama-10 noo-1. Kushiyeka ezingaphi?

You can use blocks to subtract. Subtract the 10s and 1s. How much is left over?



Kumashumi ama-5 thabatha amashumi ama-3 kushiyeka amashumi ama-2.

5 tens take away 3 tens leaves 2 tens.

Kwimivo emi-5 thabatha imivo emi-4 kushiyeka umvo o-1.

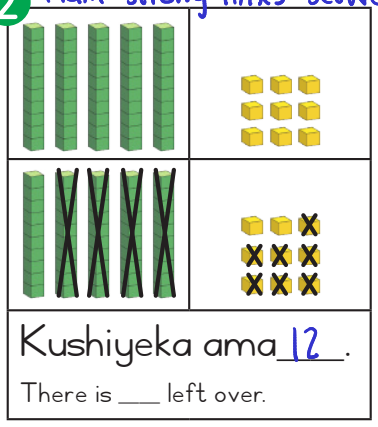
5 ones take away 4 ones leaves 1 one.

	t	o
	5	5
−	3	4
	2	1

Kushiyeka ama-21.

There is 21 left over.

2 Make strong links between the pics and the calculation



	5	9
−	4	7
	1	2

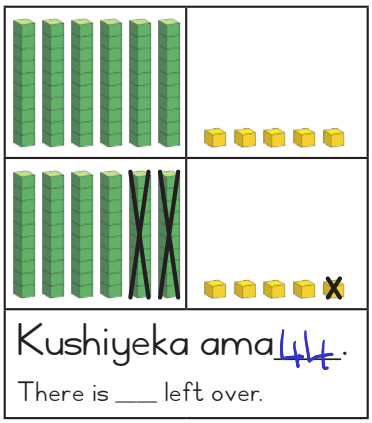
Kushiyeka ama 12.

There is ___ left over.

	6	3
−	3	2
	3	1

Kushiyeka ama 31.

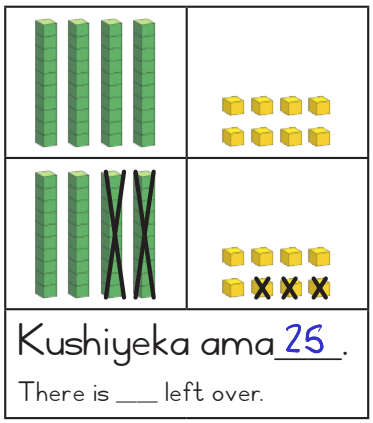
There is ___ left over.



	6	5
−	2	1
	4	4

Kushiyeka ama 44.

There is ___ left over.



	4	8
−	2	3
	2	5

Kushiyeka ama 25.

There is ___ left over.

IVEKI 1 • USUKU 5
Uvavanyo

IVEKI • WEEK 1
USUKU 5 • DAY 5
Uqukaniso
Consolidation

IPHEPHA LOKUSEBENZELA WORKSHEET → IPHEPHA LOKUSEBENZELA WORKSHEET

Masithethe ngeMaths!
Let's talk Maths!

NgesiXhosa sithi:	In English we say:
iibloko zesiseko se-10	base 10 blocks
I-10 elinye liyafana noo-1 abalishumi.	One 10 is the same as ten 1s.
Dibanisa ama-10 noo-1.	Add 10s and 1s.
Thabatha ama-10 noo-1.	Subtract 10s and 1s.

1 Sombulula. Ungasebenzisa iibloko zakho.
Solve. You can use your blocks.

Encourage more able learners to imagine their blocks

	amashumi tens	imivo ones
	3	7
+	5	0
	8	7

	amashumi tens	imivo ones
	6	2
−	3	0
	3	2

	amashumi tens	imivo ones
	5	6
+	4	1
	9	7

	amashumi tens	imivo ones
	7	8
−	5	2
	2	6

	amashumi tens	imivo ones
	4	4
+	2	5
	6	9

	amashumi tens	imivo ones
	5	6
−	3	4
	2	2

10

Consolidation

2 Sombulula usebenzise iibloko. Bhala ubonise ukuba ubale njani.
Solve using blocks. Write what you did to work it out.

	amashumi tens	imivo ones
	6	3
+	2	5
	8	8

	amashumi tens	imivo ones
	7	9
−	4	2
	3	7

	amashumi tens	imivo ones
	2	4
+	5	1
	7	5

	amashumi tens	imivo ones
	5	9
−	3	6
	2	3

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

UThembi uthenge incwadi nge-R45 nento yokudlala nge-R53. Yimalini iyonke imali ayichithileyo?
Thembi bought a book for R45 and a toy for R53. How much did she spend altogether?

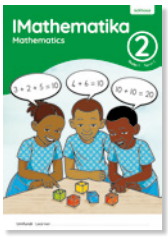
R45 + R53 = R98

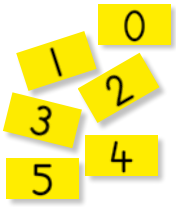
UNtando une-R65 waza wathenga ibhola nge-R44. Unamalini eshiyekileyo?
Ntando had R65 and he spent R44 on a ball. How much does he have left?

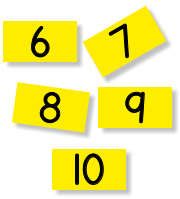
R65 − R44 = R21

Ukudibanisa nokuthabatha

	Izixhobo
Izibalo zentloko: lifekthi zamanani ukuya kuma-20	Amakhadi amanani 0 – 20
Umdlalo: Cazulula i-12 – epheleleyo, inxalenye, inxalenye	Iibloko





Usuku	**Umsebenzi wesifundo**	**Izixhobo zezifundo**
1	Ukusebenzisa iitheyibhile zamanani	LAB, iibloko
2	Iingxaki zamagama zokudibanisa	LAB, iibloko
3	Iingxaki zamagama zokuthabatha	LAB, iibloko
4	Ukuthabatha njengomahluko	LAB, iibloko
5	Uqukaniso novavanyo olujolise ekufundeni	LAB

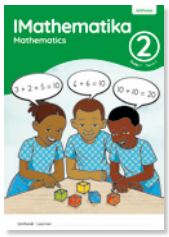
Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukusebenzisa itheyibhile yamanani ukuze achaze kwaye abhale izivakalisi manani.	
ukusombulula iingxaki zamagama zokudibanisa nokuthabatha ngokukhawuleza nangempumelelo esebenzisa iibloko neetheyibhile zamanani.	
ukuthelekisa amanani ngokubala umahluko.	

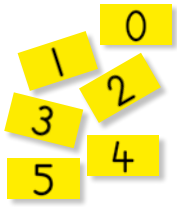
Uvavanyo (jonga kumaphepha angasemva esi sikhokelo)

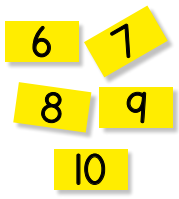
Uvavanyo olubhalwayo: Amanani, iindlela zokubala nolwalamano – Ukudibanisa, ukuthabatha neepatheni

Addition and subtraction

	Resources
Mental Maths: Number facts to 20	Number cards 0 – 20
Game: Break 12 – whole, part, part	Multifix blocks





Day	Lesson activity	Lesson resources
1	Using number tables	LAB, multifix blocks
2	Addition word problems	LAB, multifix blocks
3	Subtraction word problems	LAB, multifix blocks
4	Subtraction as difference	LAB, multifix blocks
5	Consolidation and assessment for learning	LAB

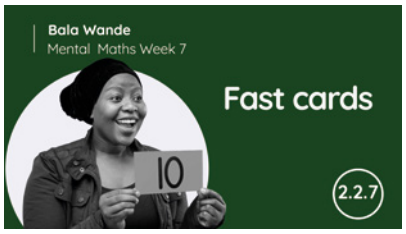
After this week the learner should be able to:	✓
use a number table to identify and write number sentences.	
solve addition and subtraction word problems quickly and efficiently using multifix blocks and number tables.	
compare numbers by calculating the difference.	

Assessment (see back pages of this guide)

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

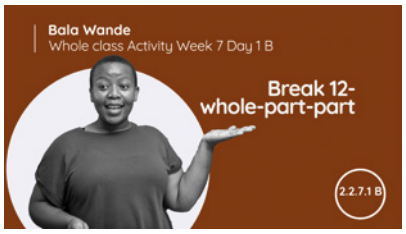
Ukudibanisa nokuthabatha

Izibalo Zentloko



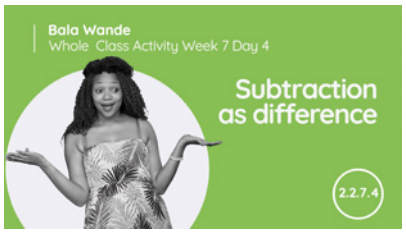
Kule veki sigxila kwiibhondi zamanani. Utitshala uza kubiza inani baze abafundi baphakamise amakhadi amanani amabini anokudityaniswa ukwenza elo nani kuluhlu lwamanani asuka ku-0 ukuya kuma-20. Abafundi baza kuthetha ngeendibaniselwano zamanani ezahlukileyo ezenza inani elipheleleyo. Kubalulekile ukuba abafundi babe nobuchule ekukhumbuleni iibhondi zamanani ukuze bakwazi ukusombulula iingxaki ngokukhawuleza.

Umdlalo



Kulo mdlalo abafundi baza kusebenzisa iibloko ukuze bakhe amanani ngokukhawuleza kangangoko. Abafundi baya kwahlula iibloko zabo zibe ngamaqela amabini baze barekhodishe amanani amathathu kwitheyibhile yamanani. Abafundi baza kubhala izivakalisi manani ezahlukileyo zokudibanisa nokuthabatha besebenzisa amanani akwitheyibhile yamanani. Biza amanani amaninzi ukuze ubanike ixesha lokuziqhelisa.

Uphuhliso lweNgqiqo



Kwisifundo seklasi yonke kule veki siza kujolisa kudibaniso nothabatho. Abafundi basebenzisa iibloko neetheyibhile zamanani ukuze basombulule iingxaki. Abafundi bakwanikwa amathuba okusombulula iingxaki zamagama kunye nokuziqhelisa ukuthabatha njengomahluko. Ukusetyenziswa kwetheyibhile yamanani kuza kuqhubeka nokuphuhlisa ukuqonda kwabafundi ulwalamano lomguqulwa phakathi kokudibanisa nokuthabatha. Siza kugxila koku:

- ukusebenzisa itheyibhile yamanani ukuze bachaze kwaye babhale izivakalisi manani.
- ukusombulula iingxaki zamagama zokudibanisa nokuthabatha ngokukhawuleza nangempumelelo besebenzisa iibloko neetheyibhile zamanani.
- ukuthelekisa amanani ngokubala umahluko.

Into emayiqatshelwe kule veki

- Ukukhuthaza abafundi ukuze bacinge ngolwalamano lwemiguqulwa phakathi kokudibanisa nokuthabatha ngokuxoxa oko bakuqaphelayo xa begqibezela iitheyibhile zamanani.
- Ukunceda abafundi bachaze izivakalisi manani ezinokubhalwa besenzisa amanani akwitheyibhile yamanani.

Addition and subtraction

Mental Maths

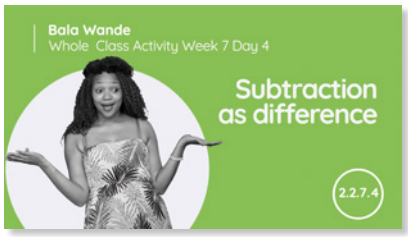
This week we focus on number facts. The teacher will call out a number and learners must hold up two number cards that can be added together to make that number in the number range 0-20. Learners will then talk about the different number combinations that make up the total number. It is important for learners to become efficient in recalling number facts so that they can solve problems more quickly.

Game

In this game, learners will use multifix blocks to create a number as quickly as possible. Learners will then break up their multifix blocks into two groups and record the three numbers in a number table. They will then write different addition and subtraction number sentences using the numbers in the number table. Call out lots of numbers to give them lots of practice.

Concept development

In the whole class lessons this week we focus on addition and subtraction. Learners use multifix blocks and number tables to solve problems. Learners are also given opportunities to solve word problems, and to practise subtraction as difference. The use of a number table will continue to develop learners' understanding of the inverse relationship between addition and subtraction. We will focus on:



- using a number table to identify and write number sentences.
- solving addition and subtraction word problems quickly and efficiently using multifix blocks and number tables.
- comparing numbers by calculating the difference.

What to look out for this week

- Encourage learners to think about the inverse relationship between addition and subtraction by discussing what they notice when completing the number tables.
- Help learners to identify the different number sentences that can be written using the numbers in the number table.

IVEKI 2 • USUKU 1

Ukusebenzisa iitheyibhile zamanani

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

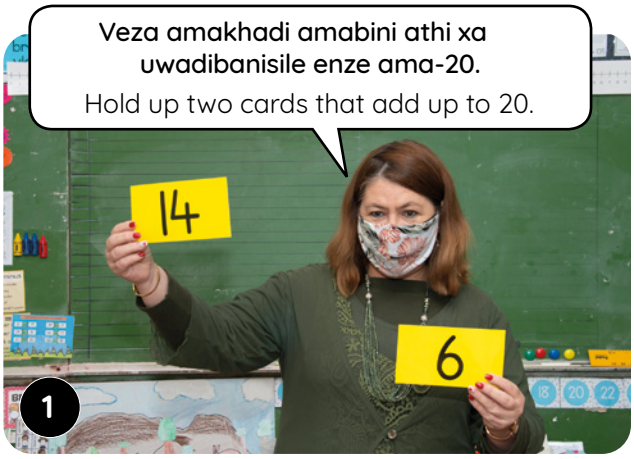
IZIBALO ZENTLOKO | MENTAL MATHS

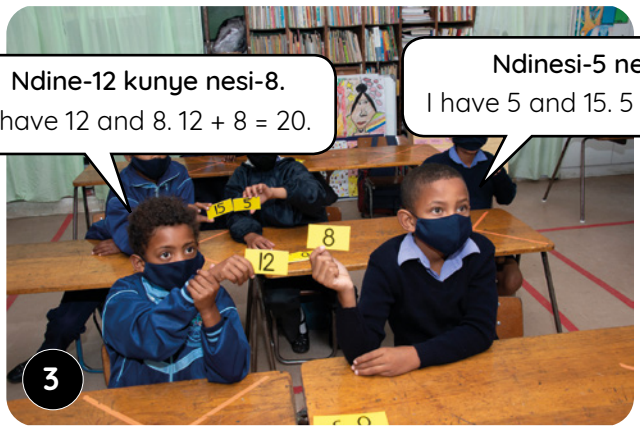
Ziqhelise ukwenza izibini zokudibanisa kuluhlu lwamanani 0 – 20.

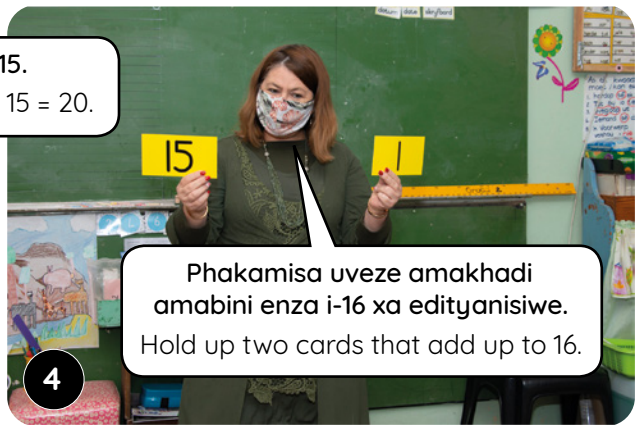
Practice making addition pairs in the number range 0-20.

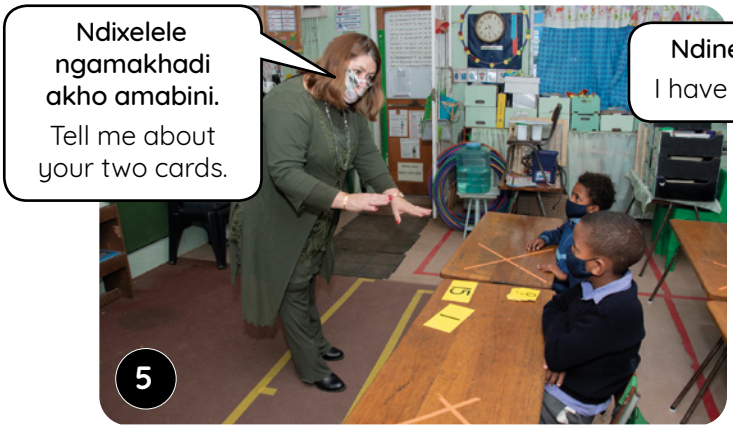
Ukhumbule ukuqinisekisa umhla uze uphawule irejista yonke imihla.

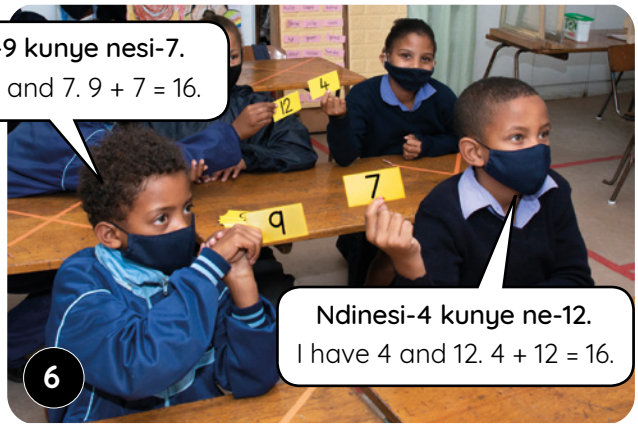
Remember to check the date and mark the register every day.











Using number tables

Enrichment activities • Imisetyenzana yokutyebisa

Usuku 1 Day 1

Ngubani ixesha lamanani?
What is the digital time?

Yintsimbi yesi-3
3 o'clock

Licala emva kweyesi-2
Half past 2

Yintsimbi yesi-5
5 o'clock

Licala emva kweyoku-1
Half past 1

Yintsimbi ye-11
11 o'clock

Licala emva kweyesi-4
Half past 4

Yintsimbi yesi-7
7 o'clock

Licala emva kweyesi-6
Half past 6

Yintsimbi ye-10
10 o'clock

Licala emva kweyesi-8
Half past 8

Usuku 2 Day 2

Ngubani ixesha lamanani?
What is the digital time?

Yintsimbi yoku-1
1 o'clock

Licala emva kweyesi-4
Half past 4

Yintsimbi yesi-8
8 o'clock

Licala emva kweyesi-5
Half past 5

Yintsimbi ye-11
11 o'clock

Licala emva kweye-10
Half past 10

Yintsimbi yesi-2
2 o'clock

Licala emva kweyesi-7
Half past 7

Yintsimbi ye-9
9 o'clock

Licala emva kweyesi-3
Half past 3

Usuku 3 Day 3

Bonisa ixesha ewotshini yakho.
Show the time on your clock.

Yintsimbi ye-11
11 o'clock

Licala emva kweyoku-1
Half past 1

Yintsimbi yesi-7
7 o'clock

Licala emva kweyesi-6
Half past 6

Yintsimbi yesi-4
4 o'clock

Licala emva kweye-9
Half past 9

Yintsimbi yoku-1
1 o'clock

Licala emva kweyesi-2
Half past 2

Yintsimbi yesi-3
3 o'clock

Licala emva kweyesi-8
Half past 8

Usuku 4 Day 4

Bonisa ixesha ewotshini yakho.
Show the time on your clock.

Yintsimbi ye-9
9 o'clock

Licala emva kweye-11
Half past 11

Yintsimbi yesi-6
6 o'clock

Licala emva kweyesi-8
Half past 8

Yintsimbi ye-12
12 o'clock

Licala emva kweye-10
Half past 10

Yintsimbi yesi-2
2 o'clock

Licala emva kweyesi-3
Half past 3

Yintsimbi yesi-5
5 o'clock

Licala emva kweyesi-7
Half past 7

Ukusebenzisa iitheyibhile zamanani

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Yenza incochoyi yeebloko ezingama-20. Bhala 20 phezulu kule theyibhile kuba linan i elipheleleyo.

Make a tower of 20 blocks. We write 20 at the top of the table because it is the whole.

Sebenzani ngababini. Yahlula incochoyi yakho yama-20 ibe ziinxalenye ezimbini. Khawundixelele ke ngezi nxalenye zakho zimbini.

Work in pairs. Break up your 20 tower into 2 parts. Tell me about your 2 parts.

Sahlule ama-20 aba ziinxalenye ezimbini ze-15 nesi-5.

We broke 20 into two parts of 15 and 5.

Sahlule ama-20 aba ziinxalenye ezimbini ze-9 ne-11.

We broke 20 into two parts of 9 and 11.

Ngubani owahlule ama-20 aba ngamanani awahlukileyo kula?

Who broke their 20 tower into a different number combination?

Sine-12 kweyokuqala nesi-8 kweyesibini.

We have 12 in the first part and 8 in the other part.

Sine-10 kwinxalenye yokuqala ne-10 kwenye.

We have 10 in the first part and 10 in the other part.

Phinda la manyathelo angasentla, wahlule iibloko zama-20 zibe ziinxalenye ezahlukeneyo. Bakhuthaze abafundi bathethe ngetheyibhile yamanani nangendlela abawabhala ngayo amanani kuyo. Bancedise ekuchongeni izivakalisi manani zokudibanisa nokuthabatha ezinokubhalwa ngokusebenzisa le theyibhile yamanani.

Repeat the steps above, breaking the 20 tower into different parts. Encourage learners to talk about the number table and the way they write numbers in the table. Help them to identify the addition and subtraction number sentences that can be written using the number table.

IVEKI • WEEK 2

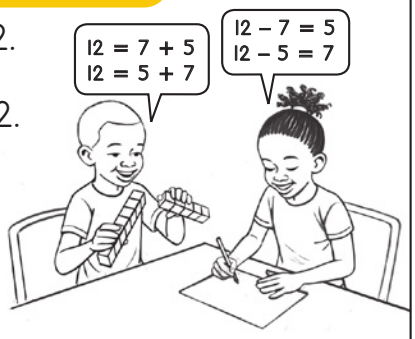
USUKU 1 • DAY 1

Ukusebenzisa iitheyibhile zamanani
Using number tables

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

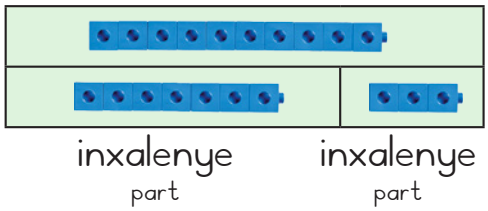
Umdlalo: Yahlula i-12 – inxalenye-nenxalenye-epheleleyo
Game: Break 12 – part-part-whole

- Yenza iincochoyi ngeetyhubhu ezili-12.
  Make a tower with 12 cubes.
- Yahlula incochoyi ibe ziinxalenye ezi-2.
  Break the tower into 2 parts.
- Zoba umfanekiso wenxalenye-nenxalenye-epheleleyo.
  Draw a part-part-whole picture.
- Bhala izivakalisi manani ezi-2 zokudibanisa nezi-2 zokuthabatha.
  Write 2 addition and 2 subtraction number sentences.



Singacazulula neliphi na inani libe ngamanani amabini amancinci. Inani elikhulu sithi yinto epheleleyo. Amanani amancinci sithi ziinxalenye.

We can break any number into 2 smaller numbers. We call the big number the whole. We call the smaller numbers the parts.

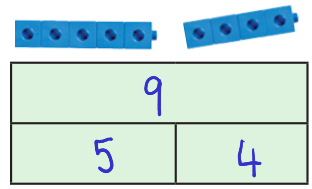


10	
7	3

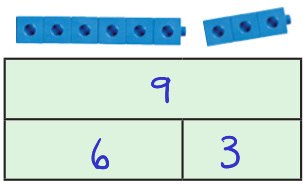
Sibhala amanani ama-3 kwitheyibhile yamanani.

We write the 3 numbers in a number table.

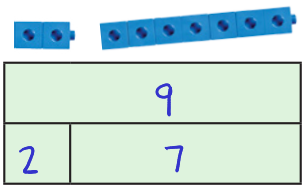
1 Gqibezela itheyibhile yamanani.
Complete the number tables.



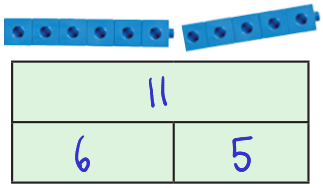
9	
5	4



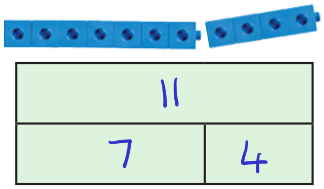
9	
6	3



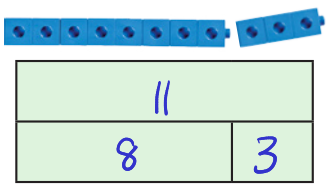
9	
2	7



11	
6	5



11	
7	4



11	
8	3

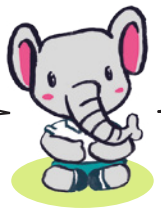
12

IVEKI 2 • USUKU 1

Ukusebenzisa iitheyibhile zamanani

Ungakwazi ukusebenzisa itheyibhile yamanani ukuze ufumane izivakalisi mananani zokudibanisa nezokuthabatha.

You can use a number table to find addition and subtraction number sentences.



Ukudibanisa nokuthabatha zizinto ezizalanayo. Uyayibona loo nto?

Addition and subtraction are related! Can you see?

15	
8	7

ukudibanisa addition	ukuthabatha subtraction
8 + 7 = 15	15 – 8 = 7
7 + 8 = 15	15 – 7 = 8

2 Bhala izivakalisi manani zokudibanisa ezi-2 nezokuthabatha ezi-2.

Write 2 addition and 2 subtraction number sentences.

	ukudibanisa addition	ukuthabatha subtraction
25 15 | 10	15 + 10 = 25 10 + 15 = 25	25 – 15 = 10 25 – 10 = 15
70 50 | 20	50 + 20 = 70 20 + 50 = 70	70 – 50 = 20 70 – 20 = 50
13 6 | 7	6 + 7 = 13 7 + 6 = 13	13 – 6 = 7 13 – 7 = 6
12 9 | 3	9 + 3 = 12 3 + 9 = 12	12 – 9 = 3 12 – 3 = 9
15 8 | 7	8 + 7 = 15 7 + 8 = 15	15 – 8 = 7 15 – 7 = 8

Addition word problems

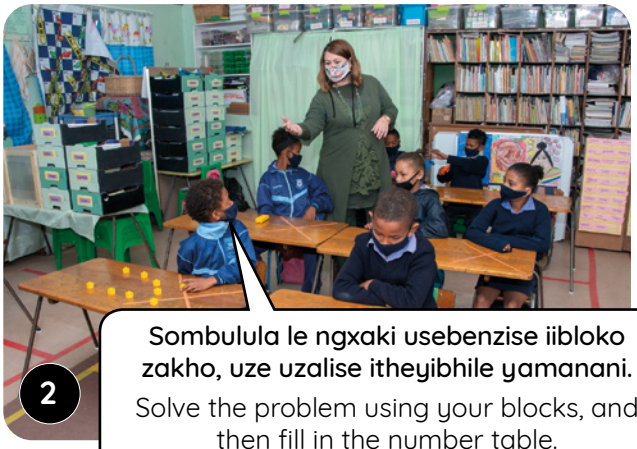
IZIBALO ZENTLOKO MENTAL MATHS | IIFEKTHI ZAMANANI UKUYA KUMA-20 NUMBER FACTS TO 20 → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMDLALO GAME → AMAPHEPHA OKUSEBENZELA WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Ndinamapetyu ali-12.
Ndiye ndafumana amanye asi-7.
Mangaphi amapetyu endinawo ngoku?

I have 12 marbles.
I find 7 more marbles.
How many marbles do I have now?

1


2

Sombulula le ngxaki usebenzise iibloko zakho, uze uzalise itheyibhile yamanani.

Solve the problem using your blocks, and then fill in the number table.

Ndinamapetyu ali-12.

I have 12 marbles.

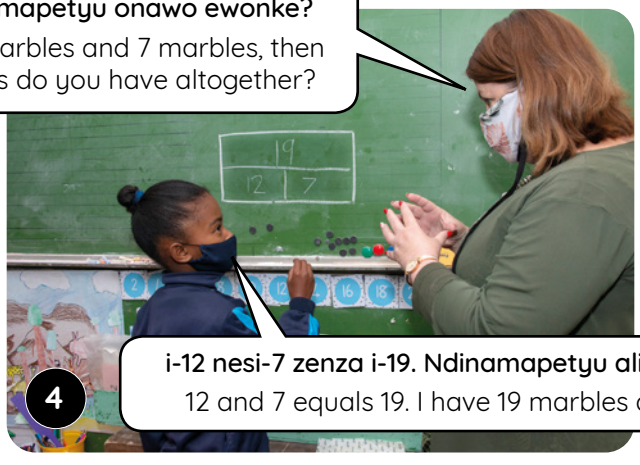

3

Ndifumene amanye amapetyu asi-7.

Then I find 7 more marbles.

Ngoko ke, ukuba unamapetyu ali-12 namanye asi-7, mangaphi amapetyu onawo ewonke?

So if you have 12 marbles and 7 marbles, then how many marbles do you have altogether?



4

i-12 nesi-7 zenza i-19. Ndinamapetyu ali-19 ewonke.

12 and 7 equals 19. I have 19 marbles altogether.

Phinda la manyathelo ngezinye iingxaki zokudibanisa. Nika abafundi amathuba aliqela okusombulula iingxaki zamagama zokudibanisa.

Repeat the steps with other addition word problems. Give the learners multiple opportunities to solve addition word problems.

IVEKI • WEEK 2

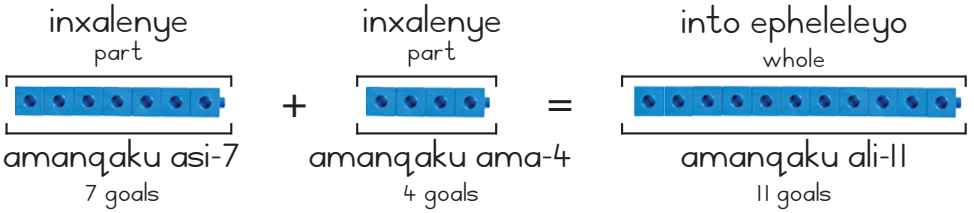
USUKU 2 • DAY 2

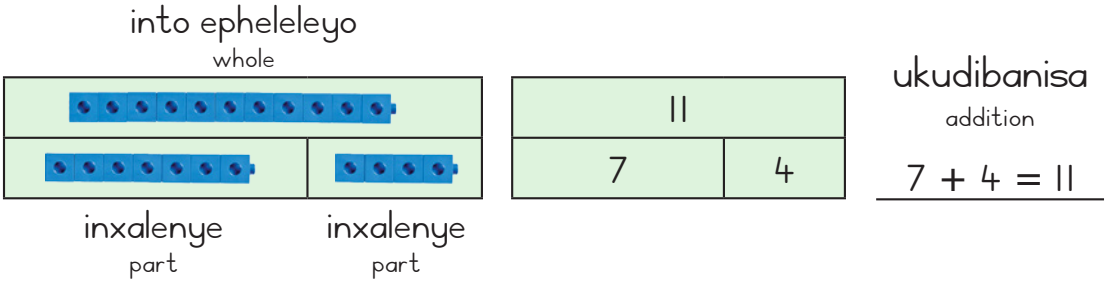
lingxaki zamagama zokudibanisa
Addition word problems

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

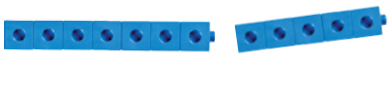
UVuyo ufake amanqaku asi-7. UNeo ufake amanqaku ama-4. Mangaphi amanqaku abawafakileyo edibene? Bonisa ingxaki usebenzise iibloko.
Vuyo scored 7 goals. Neo scored 4 goals. How many goals did they score altogether? Show the problem using blocks.

Kudibaniso, sidibanisa iinxalenye ezimbini ukwenza into enye epheleleyo.
In addition, two parts come together to make a whole.





1 UNozi unamapetyu asi-7. UMlu unamapetyu ama-5. Mangaphi amapetyu abanawo ewonke?
Nozi has 7 marbles. Mlu has 5 marbles. How many marbles do they have altogether?



12	
7	5

ukudibanisa
addition
7+5 = 12

USina ufunda iincwadi ezi-6. UMila ufunda iincwadi ezi-5. Zingaphi iincwadi abazifundileyo zidibene?
Sina read 6 books. Mila read 5 books. How many books did they read altogether?

11	
6	5

ukudibanisa
addition
6 + 5 = 11

14

Addition word problems

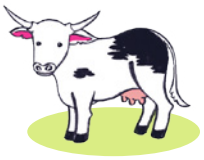
UOwam ubaleke iikhilomitha ezi-9. UIviwe ubaleke iikhilomitha ezi-5. Zingaphi iikhilomitha abazibalekileyo zidibene?

Owam ran 9 kilometres. Iviwe ran 5 kilometres.
How many kilometres did they run altogether?

14	
9	5

ukudibanisa
addition

9 + 5 = 14



UTat' uJola uneenkomo zesiNguni ezisi-7.
UTat' uCina uneenkomo zesiNguni ezi-3.
Zingaphi iinkomo zesiNguni abanazo zidibene?

Baba Jola had 7 Nguni cows. Baba Cina had 3 Nguni cows.
How many cows do they have altogether?

10	
7	3

ukudibanisa
addition

7 + 3 = 10

2 Gqibezela itheyibhile yamanani.

Complete the number tables.

25	
18	7

20	
12	8

60	
20	40

21	
15	6

44	
34	10

45	
30	15

3 Bhala ingxaki yamagama yala manani kwitheyibhile.

Write a word problem for the numbers in the table.

15	
10	5

any appropriate story involving addition of 10 and 5

IVEKI 2 • USUKU 3

Iingxaki zamagama zokuthabatha

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

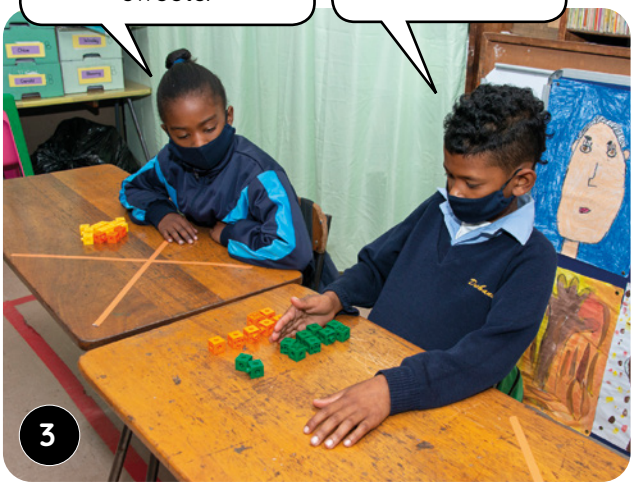
UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Bendineelekese ezili-17. USeliki utye iilekese ezili-9. Zingaphi iilekese ezishiyekileyo?
I had 17 sweets. Seliki ate 9 sweets. How many sweets do I have left?

Sombulula le ngxaki usebenzise iibloko zakho, uze uzalise itheyibhile yamanani.
Solve the problem using your blocks, and then fill in the number table.

Ndiqale ndineelekese ezili-17.
I started with 17 sweets.

USeliki utye iilekese ezili-9.
Then Seliki ate 9 sweets.



Ngoko ke, ukuba ubuneelekese ezili-17, waze uSeliki watya ezili-9, zingaphi iilekese onazo ezishiyekileyo?
So if you had 17 sweets and Seliki ate 9, how many sweets did you have left?

Kwi-17 thabatha ezili-9 zenza ezisi-8. Ndineelekese ezisi-8 ezishiyekileyo.
17 take away 9 equals 8. I have 8 sweets left over.

Phinda la manyathelo ngezinye iingxaki zamagama zokuthabatha. Nika abafundi amathuba aliqela okusombulula iingxaki zamagama zokuthabatha.

Repeat the steps with other subtraction word problems. Give the learners multiple opportunities to solve subtraction word problems.

Subtraction word problems

IVEKI • WEEK 2

USUKU 3 • DAY 3

Iingxaki zamagama zokuthabatha
Subtraction word problems

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

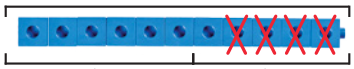
UMa'Viwe ubhake iikeyiki ezili-11. Uthengise ezi-4. Zingaphi iikeyiki ezishiyekileyo? Bonisa ingxaki usebenzise iibloko.

Ma'Viwe baked 11 cakes. She sold 4. How many cakes remain? Show the problem using blocks.

Xa sithabatha siqala ngenani elikhulu ukuze sithathe inxalenye kulo. Sishiyeka nenye inxalenye.

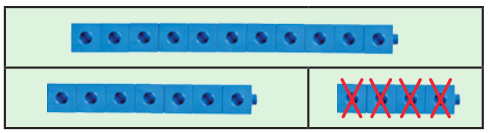
When we subtract, we start with a bigger number and we take away a part from it. We are left with the other part.

into epheleleyo
whole



inxalenye part | inxalenye part

into epheleleyo
whole

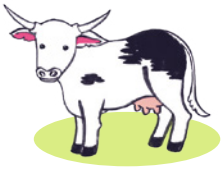


inxalenye part | inxalenye part

11	
7	4

ukuthabatha
subtraction

11 − 4 = 7



1 UTata uneenkomo ezili-14. Uthengise za-5. Zingaphi iinkomo anazo ngoku?

Tata has 14 cows. He sells 5. How many cows does he have now?

14	
9	5

ukuthabatha
subtraction

14 − 5 = 9

UTata uJola uneenkomo ezili-12. Uthengise ezi-3. Zingaphi iinkomo anazo ngoku?

Tata Jola has 12 cows. He sells 3. How many cows does he have now?

12	
9	3

ukuthabatha
subtraction

12 − 3 = 9

16

ULitha noIna banamapetyu ali-11 edibene. ULitha unamapetyu ama-5. Mangaphi amapetyu anawo uIna?

Altogether, Litha and Ina have 11 marbles. Litha has 5 marbles.
How many marbles does Ina have?

11	
6	5

ukuthabatha
subtraction

11 − 5 = 6

UAva no-Olu bafunde iincwadi ezili-13 kule kota. UAva ufunde iincwadi ezi-6. Zingaphi iincwadi ezifundwe nguOlu?

Ava and Olu read 13 books this term. Ava read 6 books.
How many books did Olu read?

13	
7	6

ukuthabatha
subtraction

13 − 6 = 7

2 Gqibezela le theyibhile yamanani ingasezantsi. Zenzele ingxaki yamagama ngetheyibhile nganye yamanani.

Complete the number tables below. Make up a word problem for each number table.

20	
6	14

any appropriate story involving 20 minus 4

10	
3	7

Same involving 10 minus 7

20	
12	8

Same involving 20 minus 8

Subtraction as difference

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

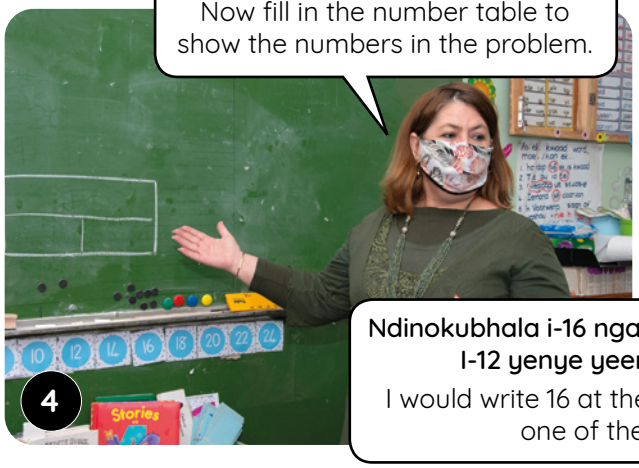
Kukho abafundi abali-16. Kukho iibhiskithi ezili-12. Baninzi kangakanani abafundi kuneebhisikithi?
There are 16 learners. There are 12 biscuits. How many more learners are there than biscuits?

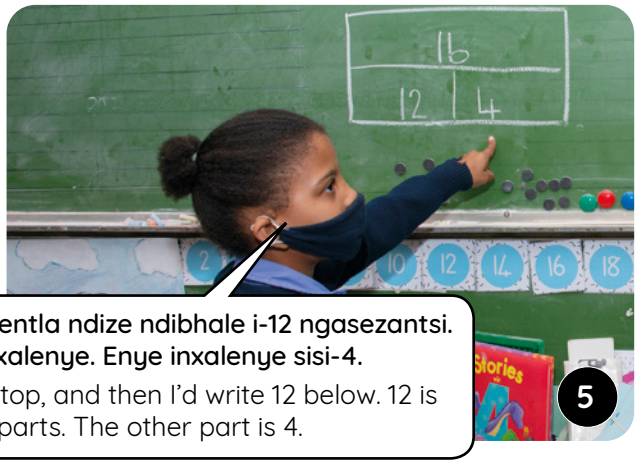
Xa sithelekisa amanani singathabatha ukuze sifumane ukuba 'zingaphezulu kangakanani?'
When we compare numbers, we can subtract to work out 'how many more?'

Sebenzisa iibloko zakho ukuze uthelekise inani labafundi nenani leebhisikithi.
Use your blocks to compare the number of learners and the number of biscuits.

Ndiyabona ukuba kukho abafundi aba-4 ngaphezulu kuneebhisikithi.
I can see that there are 4 more learners than biscuits.

Zalisa ke ngoku le theyibhile yamanani ukuze ubonise amanani akule ngxaki.
Now fill in the number table to show the numbers in the problem.





Ndinokubhala i-16 ngasentla ndize ndibhale i-12 ngasezantsi. I-12 yenye yeenxalenye. Enye inxalenye sisi-4.
I would write 16 at the top, and then I'd write 12 below. 12 is one of the parts. The other part is 4.

Phinda la manyathelo ngezinye iingxaki zamagama zokuthabatha eziquka umahluko. Nika abafundi amathuba aliqela ukuze basombulule iingxaki zamagama zomahluko.

Repeat the steps with other subtraction word problems involving difference. Give the learners multiple opportunities to solve difference word problems.

IVEKI • WEEK 2

USUKU 4 • DAY 4

Ukuthabatha njengomahluko
Subtraction as difference

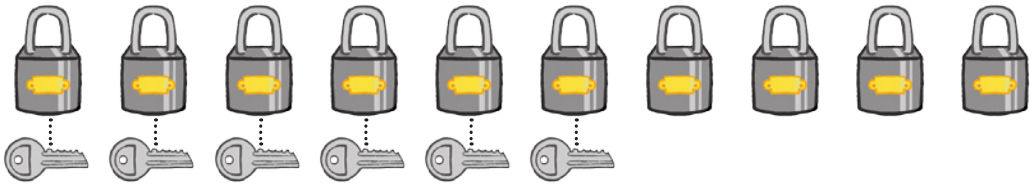
IZIBALO ZENTLOKO MENTAL MATHS → IIFEKTHI ZAMANANI UKUYA KUMA-20 NUMBER FACTS TO 20 → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

Ndinamaqhaga ali-10 nezitshixo ezi-6. Maninzi kangakanani amaqhaga endinawo kunezitshixo? Zingaphi izitshixo ezingekhoyo?

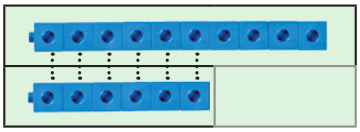
I have 10 locks and 6 keys.
How many more locks than keys do I have?
How many keys are missing?

Xa sithelekisa, sikwathabatha. Sithelekisa into epheleleyo nenye yeenxalenye.

When we compare, we also subtract. We compare a whole to one of the parts.



into epheleleyo
whole



inxalenye part | inxalenye part

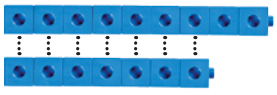
10	
6	4

umahluko
difference

10 − 6 = 4

1 Kukho amaqhaga ali-9 nezitshixo ezisi-7. Zingaphi izitshixo ezingekhoyo?

There are 9 locks and 7 keys. How many keys are missing?



9	
7	2

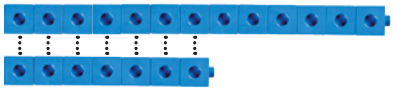
umahluko
difference

9 − 7 = 2

Kukho iimbiza ezili-13 neziciko ezisi-7. Zingaphi iziciko ezingekhoyo?

There are 13 pots and 7 lids. How many lids are missing?

umahluko
difference



13	
7	6

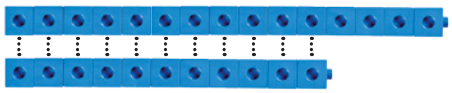
13 − 7 = 6

18

Subtraction as difference

Kukho abafundi abali-15 neeorenji ezili-11. Kufuneka iiorenji ezingaphi ngaphezulu ukuze wonke umfundi afumane iorenji enye?

There are 15 learners and 11 oranges.
How many more oranges are needed so that all learners get one orange?



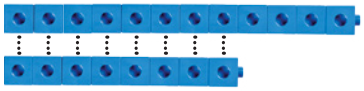
15	
11	4

umahluko
difference

15 − 11 = 4

Kukho abafundi abali-12 needyasi zemvula ezisi-8. Bangaphi abafundi abangazifumananga iidyasi zemvula?

There are 12 learners and 8 raincoats.
How many learners do not get a raincoat?



12	
8	4

umahluko
difference

12 − 8 = 4

2 Gqibezela iitheyibhile zamanani.

Complete the number tables.

20	
14	6

15	
8	7

30	
20	10

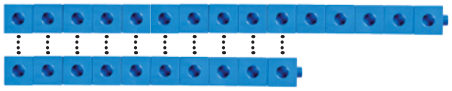
20	
16	4

25	
17	8

60	
40	20

3 Bhala ingxaki yamagama ukuze uthelekise amanani aboniswe ngasezantsi.

Write a word problem to compare the numbers shown below.



15	
10	5

any appropriate story involving 15 items and 10 linked items

(eg. 15 rolls and 10 viennas or 15 cups and 10 saucers)

IVEKI • WEEK 2

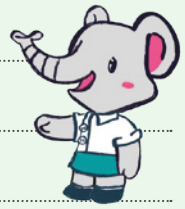
USUKU 5 • DAY 5

Uqukaniso
Consolidation

IPHEPHA LOKUSEBENZELA WORKSHEET → IPHEPHA LOKUSEBENZELA WORKSHEET

Masithethe ngeMaths!
Let's talk Maths!

NgesiXhosa sithi:	In English we say:
Inxalenye-inxalenye-epheleleyo	part-part-whole
Ukudibanisa: sidibanisa iinxalenye ndaweninye.	Addition: we put parts together.
Siqala ngeenxalenye ezi-2. Senza into epheleleyo.	We start with 2 parts. We make a whole.
Ukuthabatha: siyathatha/siyasusa.	Subtraction: we take away
Sithatha inxalenye. Kusala enye inxalenye.	We take away a part. We are left with another part.
Ukuthabatha: sithelekisa inani elikhulu nelincinci.	Subtraction: we compare a bigger number with a smaller number.
Siyabuza: "Zingaphi ngaphezulu/ zininzi kangakanani?"	We ask: "How many more?"
Siyabuza: "Yintoni umahluko?"	We ask: "What is the difference?"



1 USina ufunde iincwadi ezisi-8. UMila yena ufunde iincwadi ezi-6. Zingaphi iincwadi abazifundileyo bedibene?

Sina read 8 books. Mila read 6 books. How many books did they read altogether?

14	
8	6

ukudibanisa
addition

8 + 6 = 14

2 ULitha noIna bedibene banamapetyu ali-13. ULitha unamapetyu asi-7. Mangaphi amapetyu kaIna?

Litha and Ina have 13 marbles altogether. Litha has 7 marbles. How many marbles does Ina have?

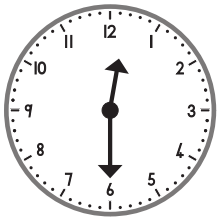
13	
6	7

ukuthabatha
subtraction

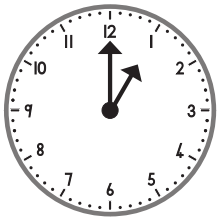
13 − 7 = 6

Assessment and consolidation

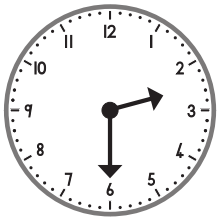
3 Ngubani ixesha?
What is the time?



12 : 30

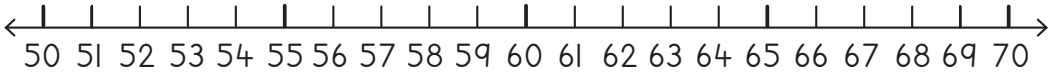


01 : 00



02 : 30

4 Sombulula.
Solve.



55 + 7 = 62	59 + 2 = 61	63 – 6 = 57	65 – 9 = 56

5 Umbona owojiweyo uxabisa i-R10. Ndiza kubhatala malini:
One roasted maize costs R10. How much do I pay for:

ngemimbona emi-2 eyojiweyo? 2 roasted mealies?	R20	ngemimbona emi-5 eyojiweyo? 5 roasted mealies?	R50
ngemimbona esi-7 eyojiweyo? 7 roasted mealies?	R70	ngemimbona eli-10 eyojiweyo? 10 roasted mealies?	R100

6 Bhala isimboli yenani.
Write the number symbol.

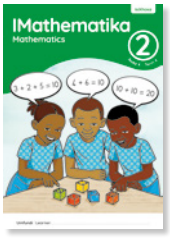
ngamashumi amathandathu anesithoba sixty-nine	69
ngamashumi asixhenxhe anesithandathu seventy-six	76

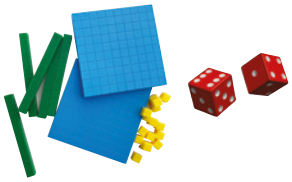
7

Yahlula kubini: Halve:				Phinda kabini: Double:			
5	$2\frac{1}{2}$	15	$7\frac{1}{2}$	5	10	15	30

Ulinganomacala, Izinto ezikhoyo ezine-3D, indawo necala

	Izixhobo
Izibalo zentloko: Ndibonise inani!	iibloko zesiseko seshumi zikatitshala nezabafundi
Umdlalo: IMaths ekhawulezayo ngedayisi – umdyarho oya kwi-100	idayisi





Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Ulinganomacala	iLAB
2	Ulinganomacala	iLAB, iphepha elidala
3	Izinto ezikhoyo ezine-3D	iLAB, imizekelo yokwenyani yeepatheni
4	Indawo necala	iLAB, izinto ezine-3D
5	Uqukaniso novavanyo olujolise ekufundeni	iLAB

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukunakana nokukrwela imigca yolinganomacala kwiimilo zejometri nezingezozejometri ezine-2D.	
ukunakana nokutshatisa iimbonakalo ezahlukileyo zento enye eqhelekileyo.	
ukulandela imiyalelo yokuhamba-hamba eklasini.	

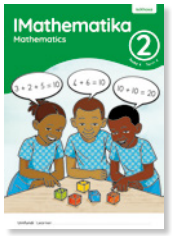
Uvavanyo (jonga kumaphepha angasemva esi sikhokelo)

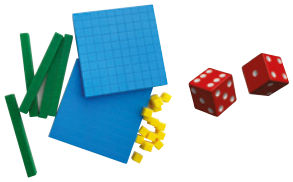
Uvavanyo olubhalwayo: Indawo nemilo – Ulinganomacala, izinto ezine-3-D nendawo

Uvavanyo oluthethwayo nolwenziwayo: Ukuphathwa kwedatha – qwalasela abafundi ukuze uvavanye izakhono zabo zokufunda nokutolika ibhagrafu

Symmetry, 3-D objects, position and direction

	Resources
Mental Maths: Show me a number!	teacher and learner base 10 blocks
Game: Fast maths with dice – race to 100	dice





Day	Lesson activity	Lesson resources
1	Symmetry	LAB
2	Symmetry	LAB, scrap paper
3	3-D objects	LAB, different 3-D objects (boxes and balls)
4	Position and direction	LAB, 3-D objects
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
recognise and draw lines of symmetry in 2-D geometrical and non-geometrical shapes.	
recognise and match different views of the same everyday object.	
follow directions to move around the classroom.	

Assessment (see back pages of this guide)

Written assessment: Space and shape - Symmetry, 3-D objects and position

Oral and practical assessment: Data handling – observe learners to assess their ability to read and interpret a bar graph

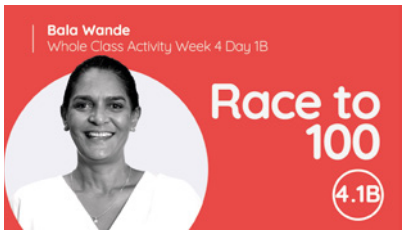
Ulinganomacala, Izinto ezikhoyo ezine-3D, indawo necala

Izibalo Zentloko

Kule veki sigxila ekuchongeni ama-10 nemivo kumanani amivo mibini. Utitshala uza kubonisa abafundi ama-10 nemivo esebenzisa iibloko zesiseko se-10, baze abafundi babize elo nani. Okanye, utitshala angabiza inani baze abafundi babonise amashumi nemivo ngeebloko zabo zesiseko se-10.

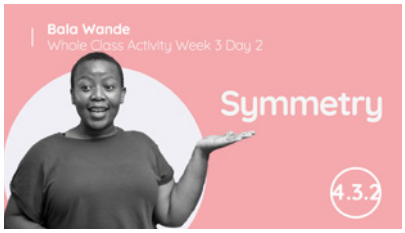
Umdlalo

Kule veki sidlala umdlalo othi iMaths ekhawulezayo ngedayisi: umdyarho oya kwi-100. Kulo mdlalo abafundi badlala ngababini ngedayisi elinye. Abafundi bayatshintshiselana ngokuphosa idayisi, nokuhlala bedibanisa inani elitsha eliphosiweyo de bafike kwi-100. Lo mdlalo unceda abafundi basombulule iingxaki zokudibanisa ngentloko ngokukhawuleza nangempumelelo.



Uphuhliso lweNgqiqo

Kule veki sigxila kulinganomacala, iipatheni zejometri nendawo. Abafundi baza kuphanda ngemigca yolinganomacala kwiimilo ezahlukileyo. Xa bejonge iimilo zejometri, abafundi baza kuchaza uphindaphindo lwemigca, iimilo namachokoza ukuze bayile iipatheni eziqhelekileyo nezingaqhelekanga ebomini. Abafundi baza kusebenzisa isigama sendawo ukuze bathethe ngezinto malunga nendawo ezikuyo, kwakunye nokujikeleza eklasini. Kumsebenzi wethu ongolinganomacala, iipatheni nendawo, siza kujolisa koku:



- ukunakana nokukrwela imigca yolinganomacala kwiimilo zejometri nezingezozejometri ezine-2D.
- ukunakana nokutshatisa iimbonakalo ezahlukeneyo zento enye eqhelekileyo.
- ukulandela imiyalelo-nkcazelo yokuhamba-hamba eklasini.

Into emayiqatshelwe kule veki

- Khuthaza abafundi ukuba basebenzise isigama sendawo necala xa bechaza indawo yento malunga nenye, umz. **ngentla kwe-**, **phambi kwe-**, **ngasemva**, **ngasekhohlo**, **ngasekunene**, **ecaleni kwe-**, **phambili**, **emva**, **phezulu**, **ezantsi**, njl.njl.
- Khuthaza abafundi ukuba basebenzise isigama semathematika esinxulumene neemilo nolinganomacala xa bekrwela okanye bechaza imigca yolinganomacala kwiimilo ezahlukileyo ezine-2D.

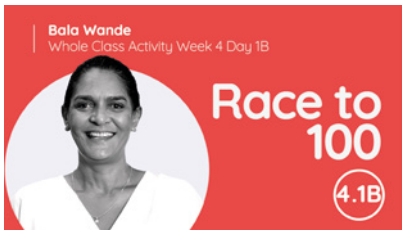
Symmetry, 3-D objects, position and direction

Mental Maths

This week we focus on identifying 10s and 1s in 2-digit numbers. Show the learners 10s and 1s using base 10 blocks and tell the class to call out the number. Alternatively, call out a number and get the learners to show the 10s and 1s with their base 10 blocks.

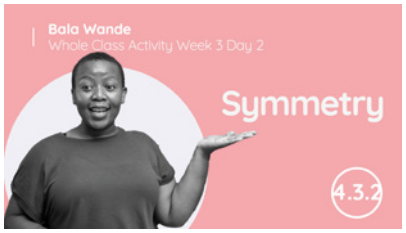
Game

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



Concept development

This week we focus on symmetry, geometric patterns and position. Learners will investigate lines of symmetry in various shapes. When looking at geometric patterns, learners will identify the repetition of lines, shapes and dots to create both regular and irregular patterns in real life. Learners will use the language of position to talk about objects in relation to each other, and also to move around the classroom. In our work on symmetry, patterns and position, we will focus on:



- recognising and drawing lines of symmetry in 2-D geometrical and non-geometrical shapes.
- recognising and matching different views of the same everyday object.
- following directions to move around the classroom.

What to look out for this week

- Encourage learners to use the language of position and direction as they describe the position of one object in relation to another: **on top of**, **in front of**, **behind**, **left**, **right**, **next to**, **forwards**, **backwards**, **up**, **down** and so on.
- Encourage learners to use the mathematical language related to shapes and symmetry when you draw and identify lines of symmetry in various 2-D shapes.

Ulinganomacala

IZIBALO ZENTLOKO MENTAL MATHS — NDIBONISE INANI! SHOW ME A NUMBER! → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMDLALO GAME → AMAPHEPHA LOKUSEBENZELA WORKSHEETS

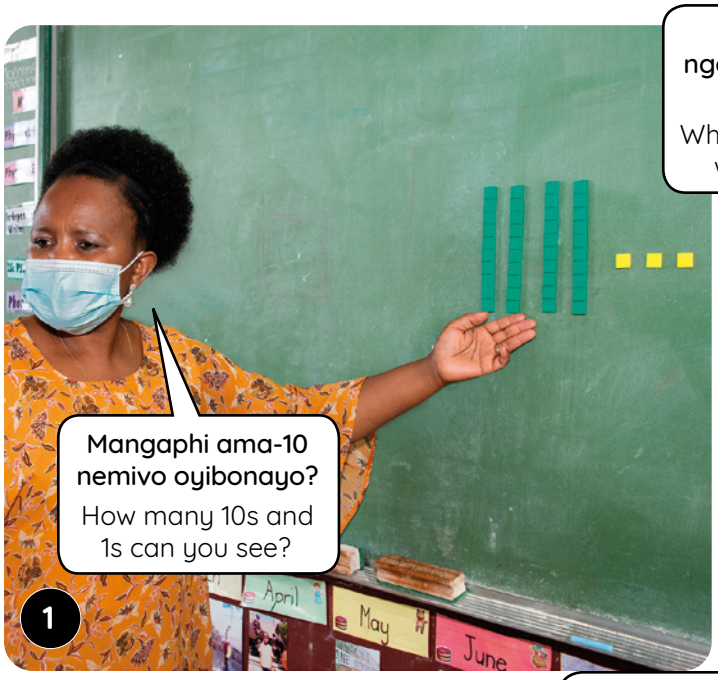
IZIBALO ZENTLOKO | MENTAL MATHS

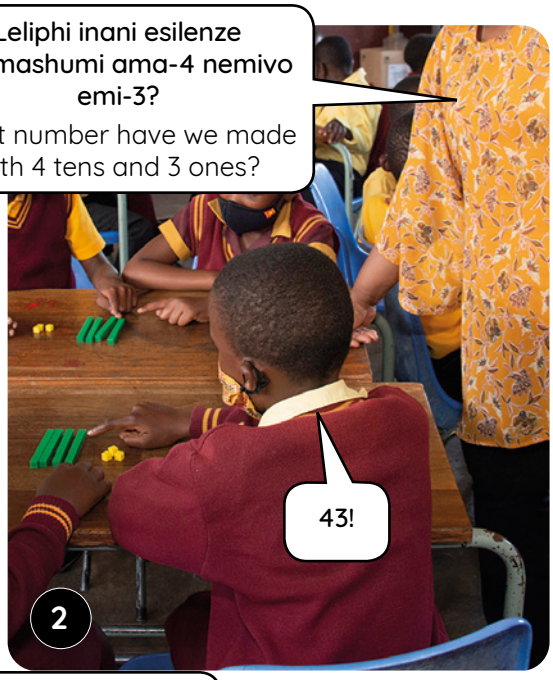
Sebenzisa *iibloko zesiseko se-10* wenze amanani, uthethe ngama-10 noo-1.

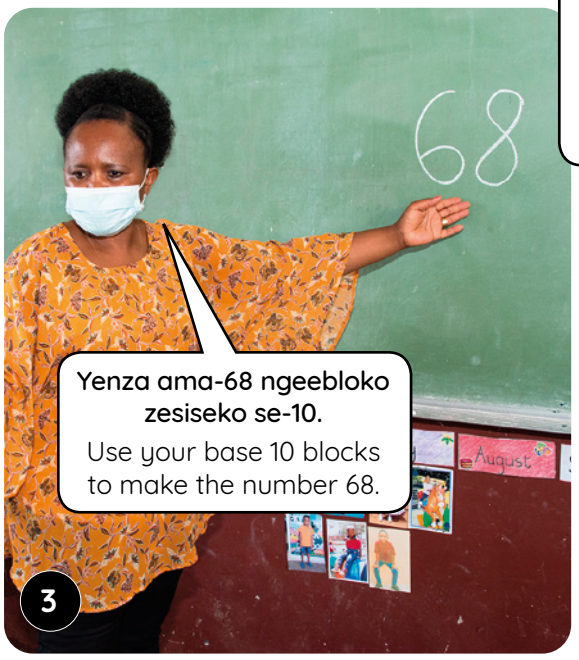
Use base 10 blocks to make numbers and to talk about 10s and 1s.

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.

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







Symmetry

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

Dibanisa.
Add.

26 + 53 =

45 + 12 =

31 + 26 =

34 + 21 =

52 + 14 =

13 + 35 =

28 + 11 =

72 + 26 =

55 + 42 =

19 + 50 =

Usuku 2 Day 2

Dibanisa.
Add.

51 + 47 =

71 + 15 =

24 + 42 =

61 + 30 =

45 + 31 =

15 + 44 =

35 + 43 =

64 + 13 =

37 + 30 =

92 + 32 =

Usuku 3 Day 3

Dibanisa.
Add.

36 + 42 =

43 + 45 =

35 + 22 =

54 + 34 =

12 + 76 =

44 + 34 =

71 + 27 =

42 + 17 =

63 + 33 =

51 + 42 =

Usuku 4 Day 4

Dibanisa.
Add.

63 + 34 =

46 + 12 =

53 + 26 =

11 + 65 =

38 + 21 =

71 + 16 =

52 + 15 =

27 + 55 =

83 + 14 =

21 + 66 =

Ulinganomacala

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Yiba nombono womgca ohla embindini kuThandeka. Uqaphela ntoni kwicala ngalinye lomgca?

Imagine there is a line going down the middle of Thandeka. What do you notice on each side of this line?

Unendlebe enye neliso elinye kwicala ngalinye lomgca.

She has one ear and one eye on each side of the line.

Unengalo enye nomlenze omnye kwicala ngalinye lomgca.

She also has one arm and one leg on each side of the line.

Sisebenzisa ntoni xa sithetha ngento efana twatse macala omabini?

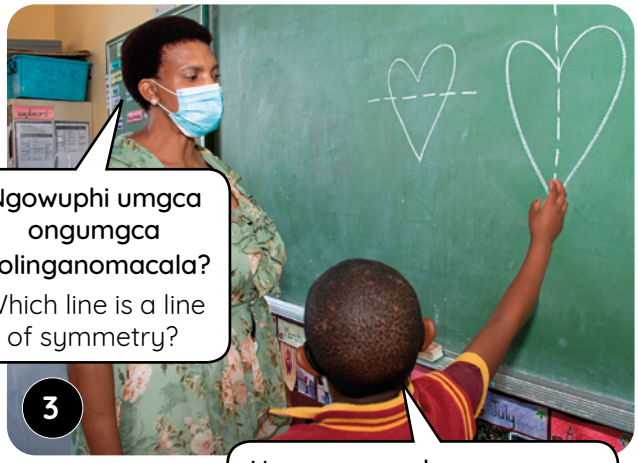
What word do we use to talk about something that is exactly the same on both sides?

Ulinganomacala okanye umatwatotse!

Symmetry!

Ngowuphi umgca ongumgca wolinganomacala?

Which line is a line of symmetry?



Umgca ome nkqo ngumgca wolinganomacala.

The vertical line is a line of symmetry.

Kutheni le nto umgca oleleyo ingenguwo umgca wolinganomacala?

Why is the horizontal line not a line of symmetry?

Xa unokugoba emgceni, iziqingatha ezibini azisoze zifane twatse.

If you fold on that line, the two halves wouldn't match.

Jonga imigca eyahlukileyo yolinganomacala kwimifanekilso eyahlukileyo. Khuthaza abafundi ukuba bacacise unobangela wokuba eminye imigca ingeyiyo imigca yolinganomacala. Thetha ngendlela umgca wolinganomacala ofana ngayo nesipili embindini wemilo.

Look at different lines of symmetry in a variety of pictures. Encourage learners to explain why some lines are not lines of symmetry. Talk about the way a line of symmetry is like a mirror in the middle of a shape.

Symmetry

IVEKI • WEEK 3

USUKU 1 • DAY 1

Ulinganomacala
Symmetry

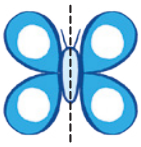
IZIBALO ZENTLOKO MENTAL MATHS → NDIBONISE INANI! SHOW ME A NUMBER! → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

Umdlalo: iMaths ekhawulezayo ngedayisi – umdyarho oya kwi-100
Game: Fast maths with dice – race to 100

- Nikanani amathuba okudlala. Phosa kwakhona.
  Take turns. Roll the dice.
- Phosa idayisi.
  Khumbula inani lakho.
  Remember your number.
- Dibanisa amanani.
  Add the numbers together.
- Qhuba njalo ude ufike kwi-100.
  Keep going till you get to 100.

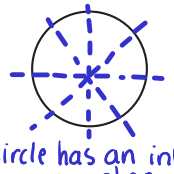
Umgca wolinganomacala wenza umsebenzi wesipili kwimilo enamacala afana twatse. Jonga le migca yolinganomacala.

A line of symmetry acts like a mirror in a symmetrical shape. Look at these lines of symmetry.

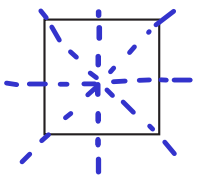


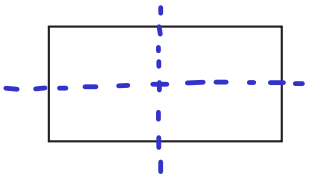
Explain the meaning of infinite – too many to count

1 Krwela umgca wolinganomacala kwimilo nganye.
Draw lines of symmetry in each shape.

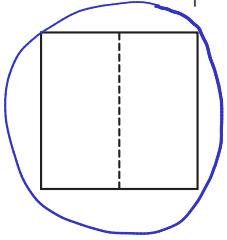


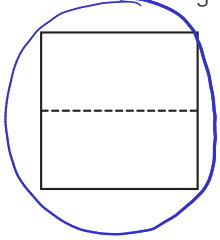
a circle has an infinite number

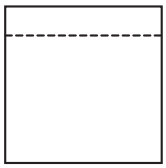


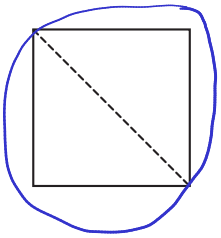


2 Biyela ngesangqa iimilo ezinomgca wolinganomacala ochanekileyo.
Circle the shapes with a correct line of symmetry.



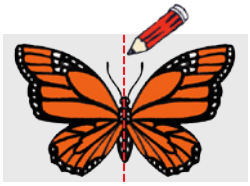




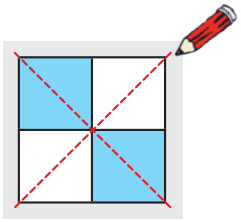
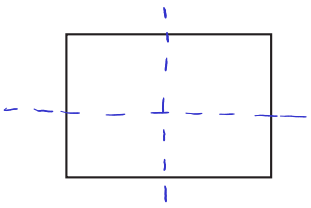
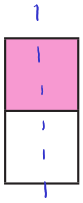


Ulinganomacala

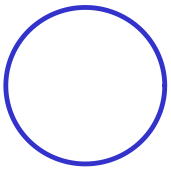
3 Krwela umgca wolinganomacala kwezi zinambuzane.
Draw the lines of symmetry in these insects.




4 Mingaphi imigca yolinganomacala oyibonayo kwezi milo? Yenze.
How many lines of symmetry can you see in the drawings below? Draw them.

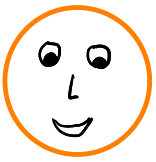




5 Zoba isangqa.
Draw a circle.



Mingaphi imigca yolinganomacala onokuyenza kwisangqa? How many lines of symmetry can you draw on a circle?	an infinite number

Zoba ubuso.
Draw a face.



Mingaphi imigca yolinganomacala onokuyenza ebusweni? How many lines of symmetry can you draw on a face?	one

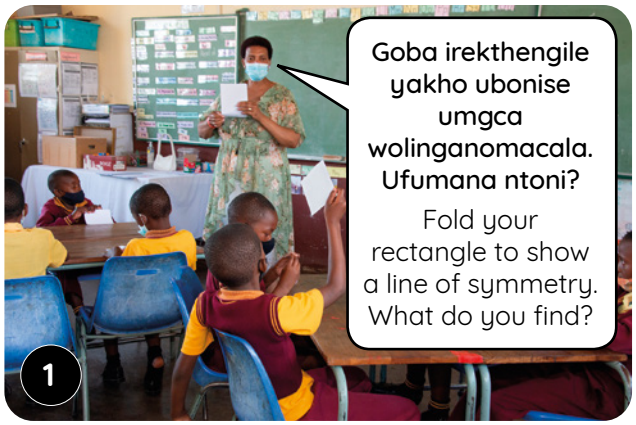
Kutheni le nto unokwenza imigca yolinganomacala emininzi kwisangqa kunasebusweni?
Why can you draw more lines of symmetry on a circle than on a face?

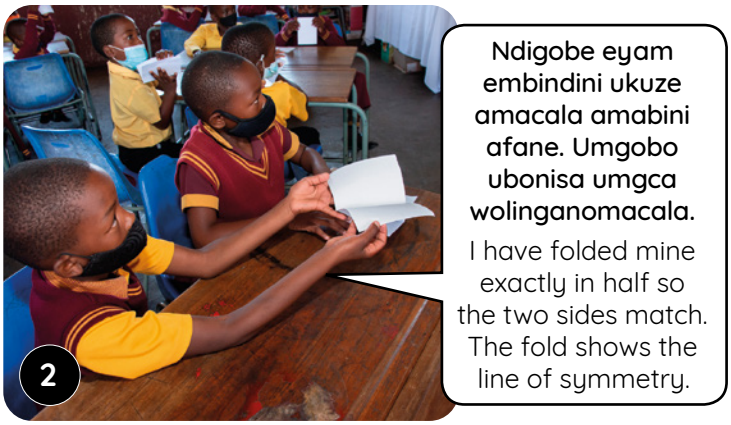
because 2 sides of a face are usually symmetrical, eg. eyes etc.

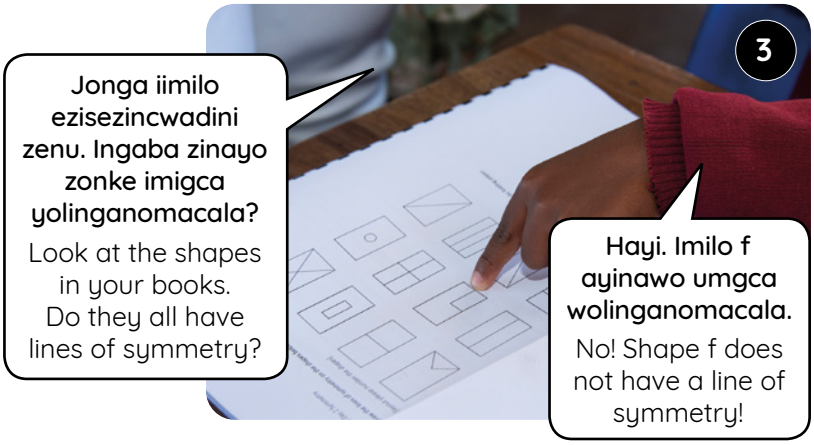
Symmetry

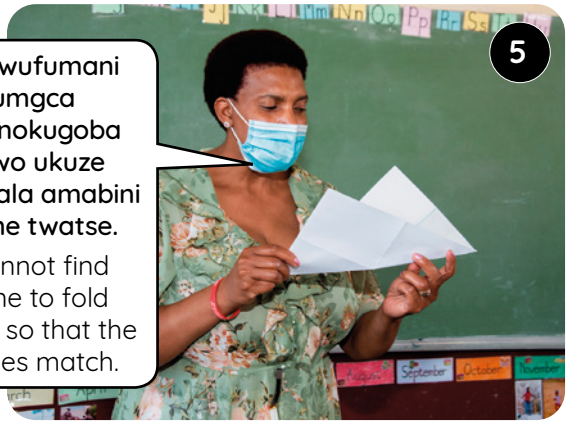
IZIBALO ZENTLOKO
MENTAL MATHS
NDIBONISE INANI!
SHOW ME A NUMBER!
→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT
→ UMDLALO
GAME
→ AMAPHEPHA LOKUSEBENZELA
WORKSHEETS

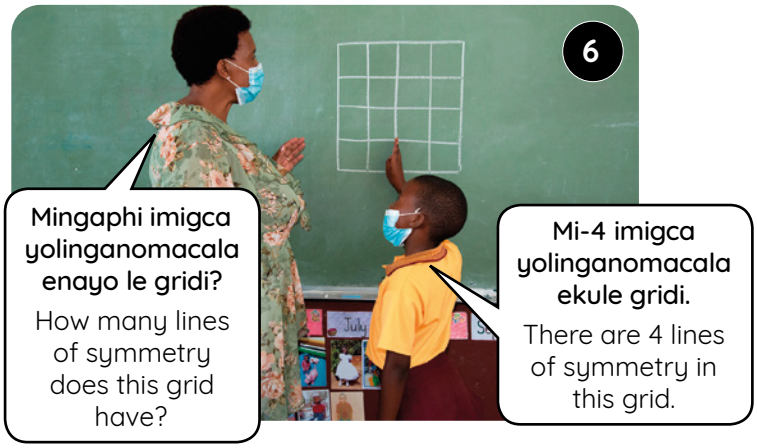
UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT











Nika abafundi amathuba okuzenzela ezabo iipatheni kwiigridi, uqinisekise ukuba zisenayo imigca yolinganomacala emi-4. Xoxa neklasi ukuba uqinisekisa njani ukuba uhlale unemigca emi-4 yolinganomacala.

Provide opportunities for learners to create their own patterns in grids, making sure that they still have 4 lines of symmetry. Discuss with the class how to make sure you keep 4 lines of symmetry.

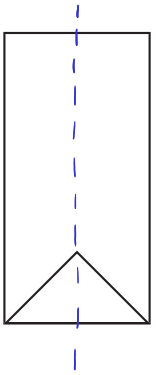
IVEKI • WEEK 3

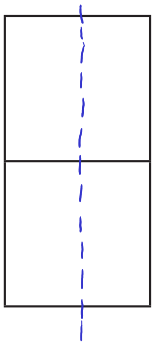
USUKU 2 • DAY 2

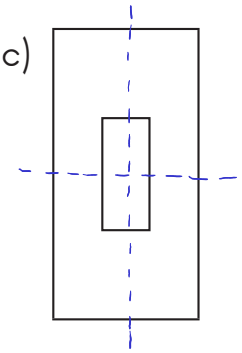
Ulinganomacala
Symmetry

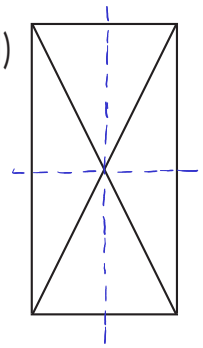
IZIBALO ZENTLOKO MENTAL MATHS | NDIBONISE INANI! SHOW ME A NUMBER! → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

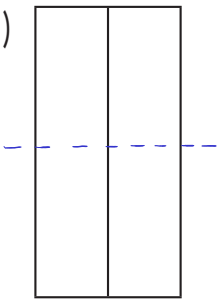
1 Krwela imigca yolinganomacala kwezi milo zingasezantsi.
Draw the lines of symmetry on the shapes below.

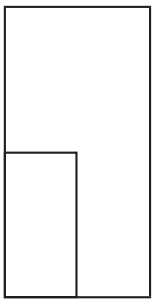
a) 

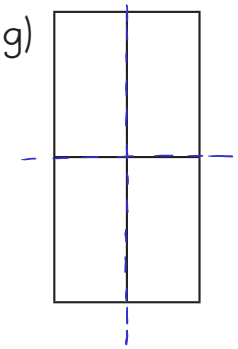
b) 

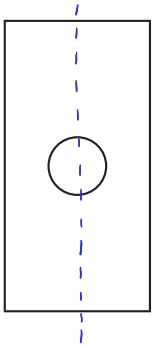
c) 

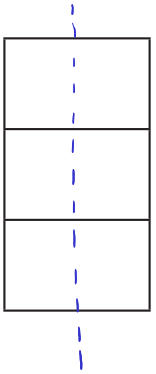
d) 

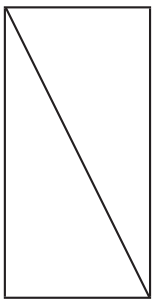
e) 

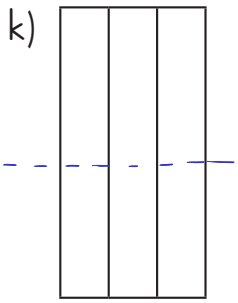
f) 

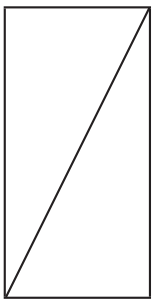
g) 

h) 

i) 

j) 

k) 

l) 

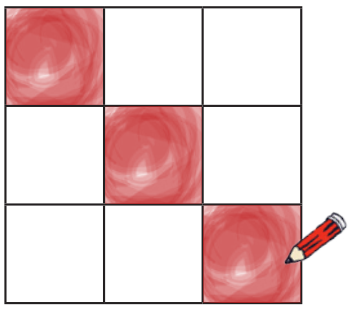
Ayizizo zonke iimilo ezinemigca yolinganomacala. Qaphela! Vavanya ngokugoba iphepha.

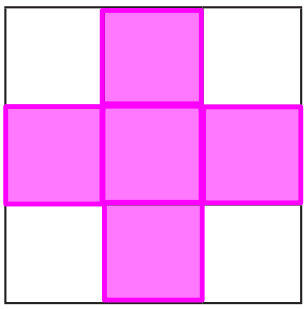
Not all of the drawings have lines of symmetry! Be careful! Test by folding paper.

24

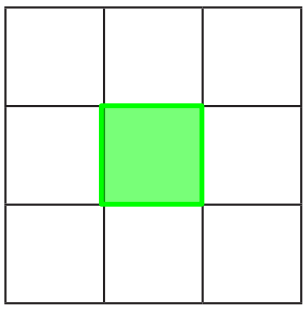
Symmetry

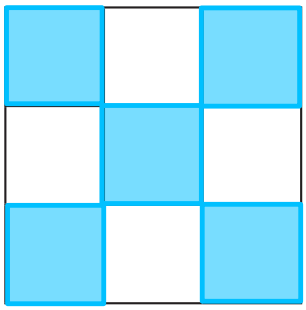
2 Yenza iipatheni ezinemigca emi-2 yolinganomacala.
Make patterns that have 2 lines of symmetry.



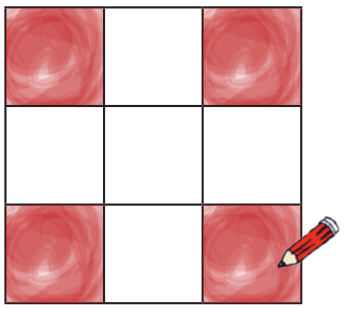


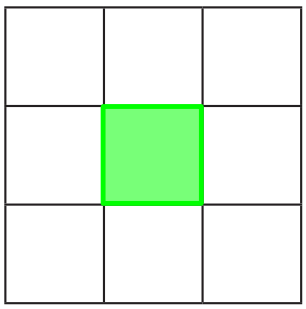
accept all correct patterns



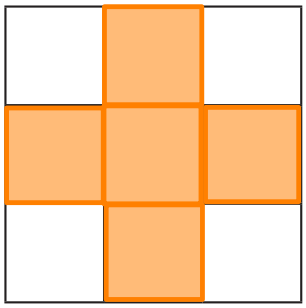


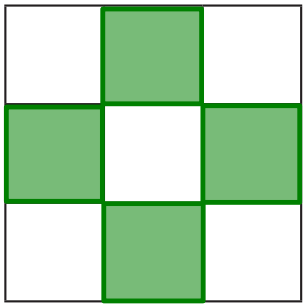
3 Yenza iipatheni ezinemigca emi-4 yolinganomacala.
Make patterns that have 4 lines of symmetry.





Same here





IVEKI 3 • USUKU 3

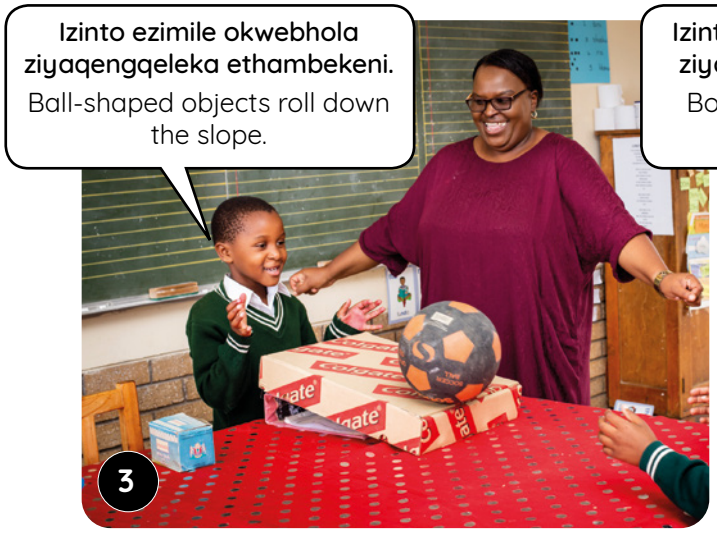
Izinto ezikhoyo ezine-3D

IZIBALO ZENTLOKO MENTAL MATHS: NDIBONISE INANI! SHOW ME A NUMBER! → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMDLALO GAME → AMAPHEPHA LOKUSEBENZELA WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Xa ubonisa iklasi, khangela ukuba kuza kwenzeka ntoni kwezi zinto xa uzibeka phezulu ethambekeni. Buza abafundi ukuba baqaphela ntoni na.

In a demonstration for the class, test what will happen to the objects if you put them at the top of the slope. Ask learners to talk about what they observe.



Bakhuthaze abafundi ukuba bancokole xa behlela iimilo naxa bephanda ngokuba zeziphi eziqengqelekayo izeziphi ezityibilikayo. Xoxa neklasi – iimilo eziziibhola ziyaqengqeleka kwaye iimilo eziziibhokisi ziyatyibilika. Imiphezulu engqukuva yenza ukuba imilo iqengqeleke. Imilo iyakwazi ukutyibilika kumphezulu omcaba.

Encourage conversation between learners as they sort shapes and investigate which objects **slide** and **roll**. Discuss with the class – the ball shapes roll and the box shapes slide. A **round** surface allows a shape to roll. A shape can slide on a **flat** surface.

3-D objects

IVEKI • WEEK 3

USUKU 3 • DAY 3

Izinto ezikhoyo ezine-3D
3-D objects

IZIBALO ZENTLOKO MENTAL MATHS | NDIBONISE INANI! SHOW ME A NUMBER! → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

1 Bhala igama lemilo nganye.
Write the name of each shape.

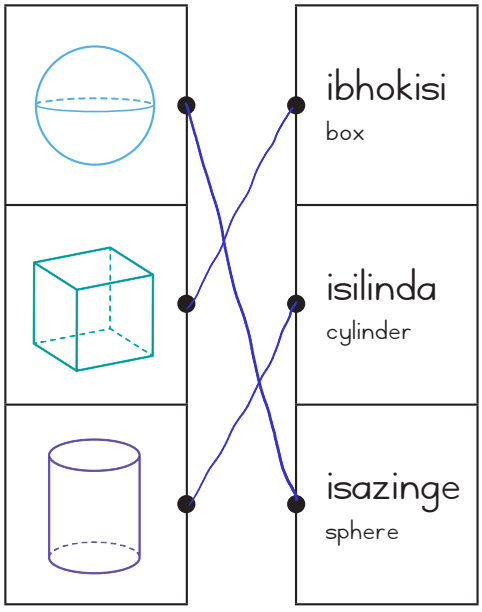

circle


square

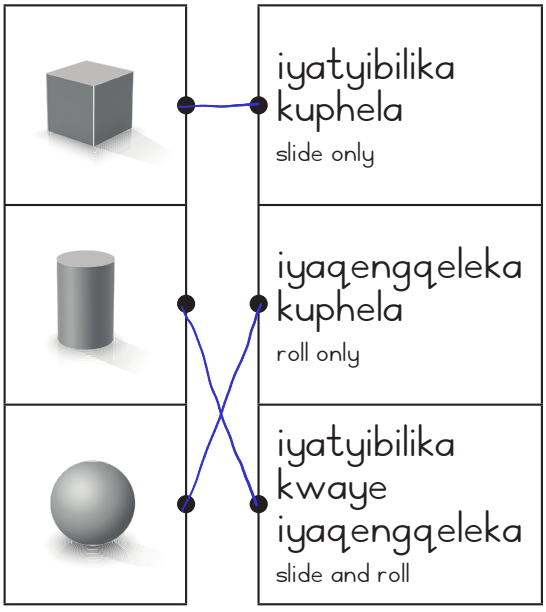

triangle


rectangle

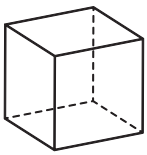
2 Tshatisa.
Match.



3 Tshatisa.
Match.

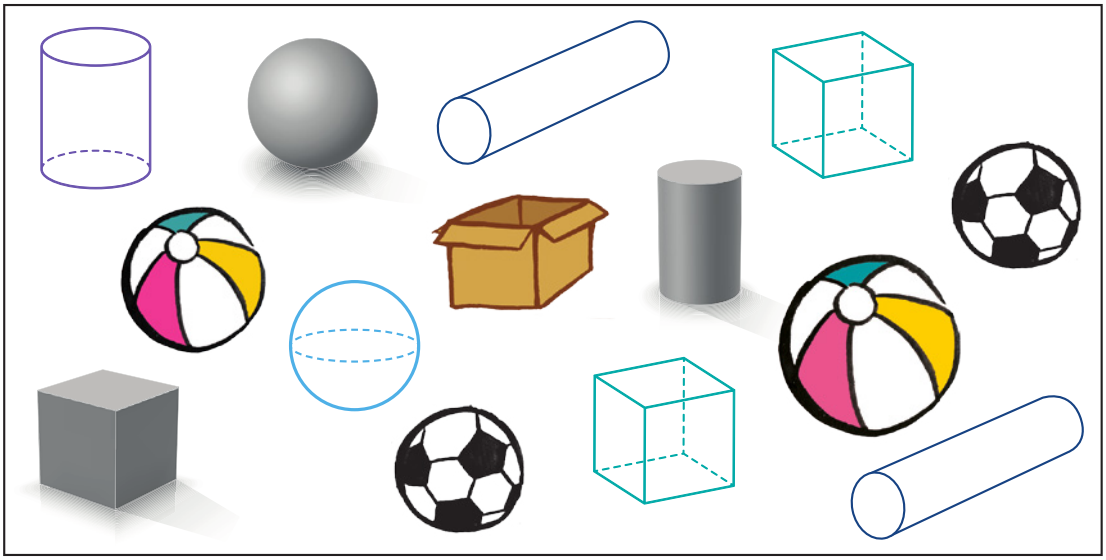


4 Zingaphi?
How many?

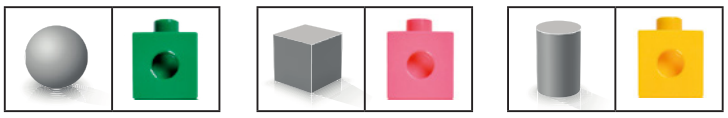


iikona corners	isiphelo edges	iimbuso faces
8	12	6

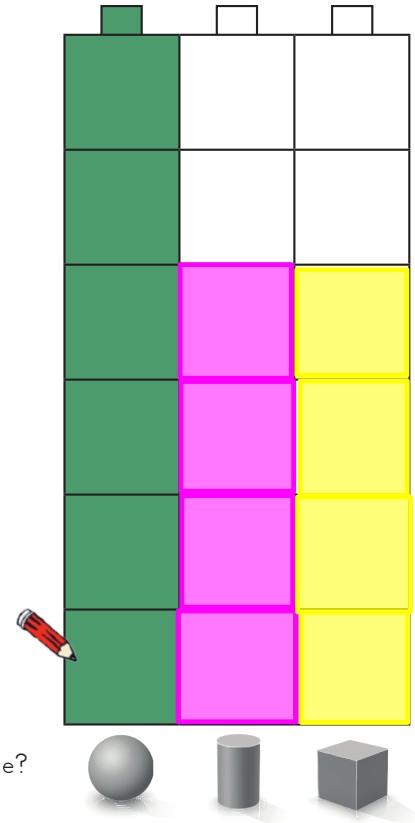
Izinto ezikhoyo ezine-3D



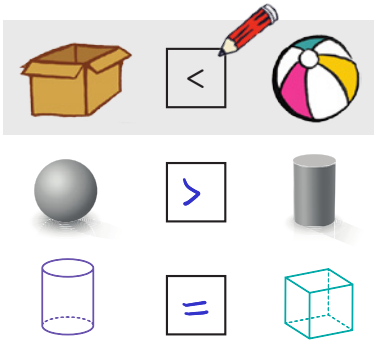
5 Bala.
Yakha iincochoyi!
Count. Build towers!



6 Fakela umbala kwiibloko ukuze ubonise inani.
Colour in the blocks to show the number.



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



8 Zininzi kangakanani izazinge ezikhoyo kuneesilinda?
How many more spheres than cylinders are there?

2

Position and direction

IZIBALO ZENTLOKO
MENTAL MATHS

NDIBONISE INANI!
SHOW ME A NUMBER!

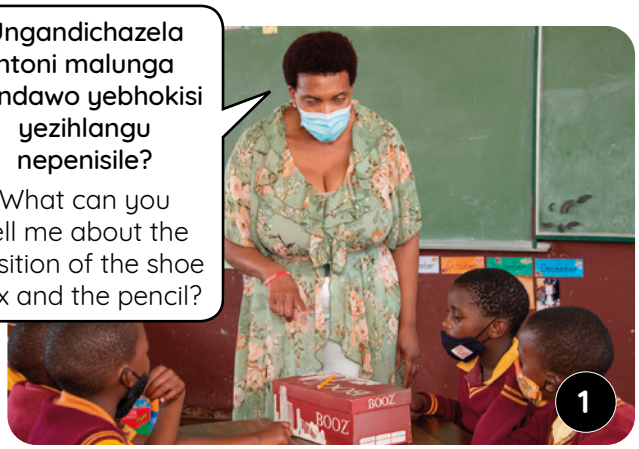
→ **UPHUHLISO LWENGQIQO**
CONCEPT DEVELOPMENT

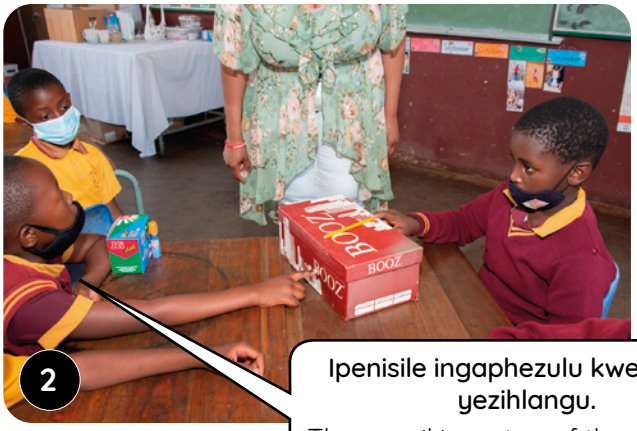
→ UMDLALO
GAME

→ AMAPHEPHA LOKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Ungandichazela ntoni malunga nendawo yebhokisi yezihlangu nepenisile?
What can you tell me about the position of the shoe box and the pencil?





Ipenisile ingaphezulu kwebhokisi yezihlangu.
The pencil is on top of the shoe box.

Ungandixelela ntoni malunga nendawo yeglu nebhokisi yeetshokhwe?
What can you tell me about the position of the glue stick and the chalk box?

Enye isecaleni kwenye.
They are next to each other.

Masiziqhelise ukunika nokulandela le miyalelo okanye ezi zalathiso zilandelayo!
Now let's practice giving and following directions!

Hamba uye ngemva eklasini, uze ujike ngasekhohlo uhambe amanyathelo ama-5. Uphela ume phi?
Walk to the back of the class, then turn left and walk 5 steps. Where do you end up standing?

Ndilapha! Ecaleni kukaNtando.
I am here! Next to Ntando.

Nika abafundi amathuba aliqela okwandisa lo msebenzi. Bakhuthaze abafundi bakwazi ukunakana nokuchaza iipatheni ezahlukileyo, nokuziqhelisa ukulandela izalathiso eklasini.

Provide several opportunities to extend and generalise this activity. Encourage learners to recognise and describe different patterns, and to practice following directions around the classroom.

IVEKI • WEEK 3

USUKU 4 • DAY 4

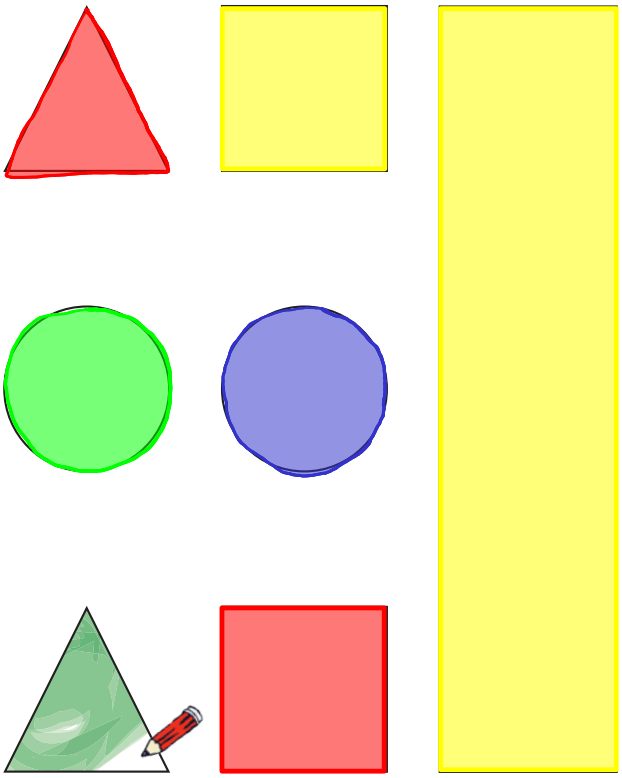
Indawo necala
Position and direction

IZIBALO ZENTLOKO MENTAL MATHS | NDIBONISE INANI! SHOW ME A NUMBER! → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

1

Sebenzisa ezi zikhokelo ukufakela imibala kwiimilo.
Use these clues to colour the shapes.

- Unxantathu osezantsi uluhlaza.
  The bottom triangle is green.
- Isangqa esingasekunene sinombala ozuba.
  The circle on the right is blue.
- Isikwere esiphezulu simthubi.
  The top square is yellow.
- Imilo esezantsi kwesangqa esizuba ibomvu.
  The shape below the blue circle is red.
- Isangqa esingentla konxantathu siluhlaza.
  The circle above the triangle is green.
- Unxantathu ophezulu ubomvu.
  The top triangle is red.
- Imilo eshiyekileyo imthubi.
  The remaining shape is yellow.

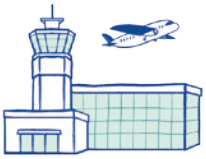


Position and direction

Let the learner following directions put her / his finger on the grid

2 Cacisela iqabane lakho indlela yokusuka endaweni uye kwenye kule gridi. Yenza ibali ngendawo oya kuyo! to follow directions

Explain to your partner how to move from one place to another on the grid.
Make a story about where you go!

				
				
				
				
Qala **Start**				

phambili
forward

ngasemva
backward

ngasekunene
right

ngasekhohlo
left

IVEKI • WEEK 3

USUKU 5 • DAY 5

Uqukaniso
Consolidation

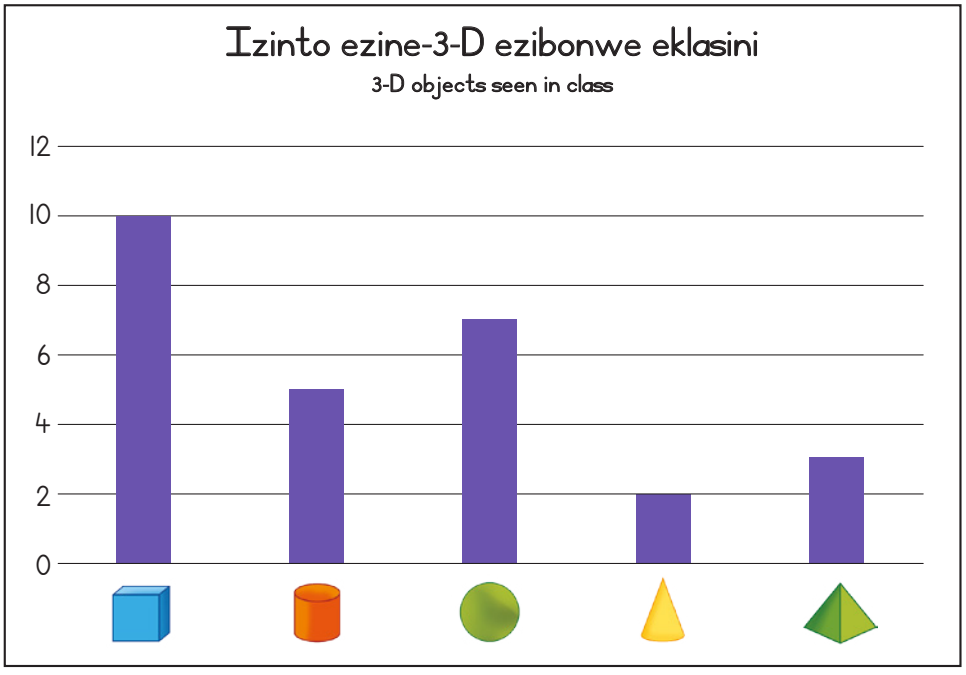
IPHEPHA LOKUSEBENZELA WORKSHEET → IPHEPHA LOKUSEBENZELA WORKSHEET

Masithethe ngeMaths!
Let's talk Maths!

NgesiXhosa sithi:	In English we say:
zifana twatse okanye zinolinganomacala	symmetrical
umgca wolinganomacala	line of symmetry
ngentla kwe-	on top of
ngaphambi kwe-	in front of
ngasemva	behind
ecaleni kwe-	next to
ekhohlo nasekunene	left and right
phezulu nasezantsi	up and down

1 Iklasi ibale izinto ezine-3-D abazibonayo ezibangqongileyo. Bafumanise oku. Thetha neqabane lakho ngedatha eboniswa kule grafu.

The class counted the 3-D objects they could see around them. This is what they found. Talk to your partner about the data shown in the graph.

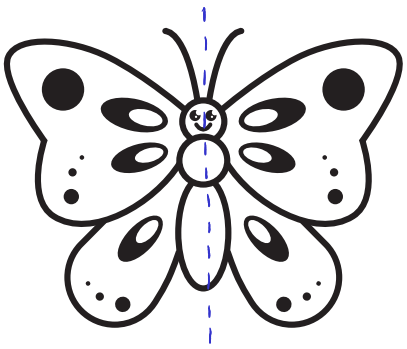


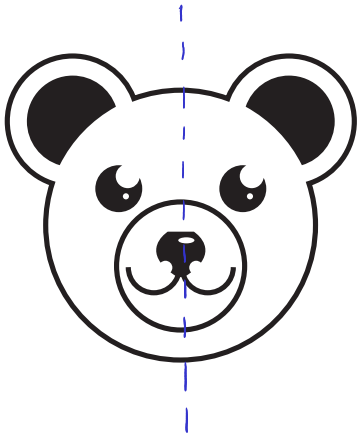
30

Assessment and consolidation

2 Krwela umgca wolinganomacala kule mifanekiso.

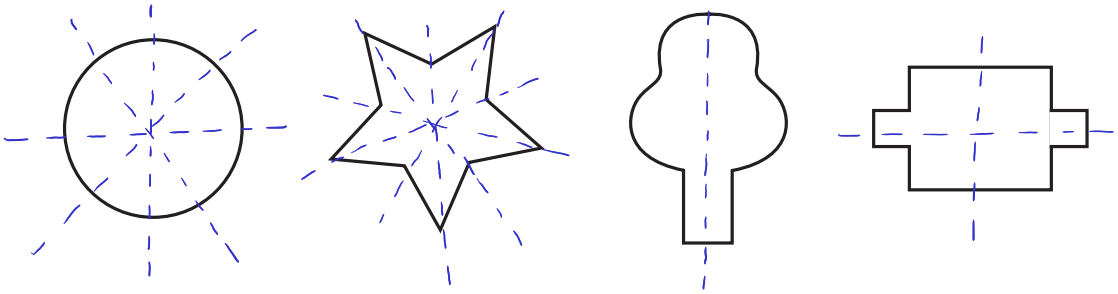
Draw a line of symmetry on each picture.





3 Krwela imigca yolinganomacala kwimilo nganye.

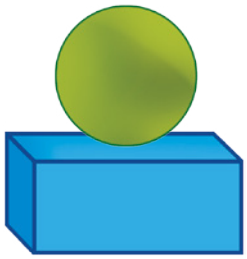
Draw the lines of symmetry in each shape.

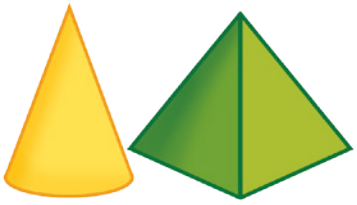


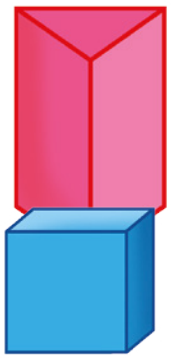
4 Prepare learners by talking about position words like:
behind
next to
in front of
below above
etc.

Thetha neqabane lakho ngeendawo zezinto ezisemfanekisweni.

Talk to your partner about the positions of the objects in the picture.

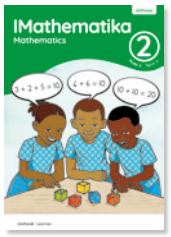






Amanani esingaphi, ukuhlela nokwaba

	Izixhobo
Izibalo zentloko: Fizz Pop – amanani esingaphi	azikho
Umdlalo: IMaths ekhawulezayo ngedayisi – umdyarho oya ku-0	idayisi



Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Amanani esingaphi	iLAB
2	Amanani esingaphi	iLAB
3	Ukuhlela	iLAB, iibloko
4	Ukwaba	iLAB, iibloko
5	Uqukaniso novavanyo olujolise ekufundeni	iLAB

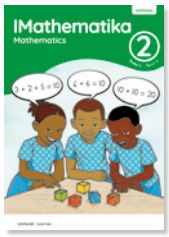
Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukusebenzisa amanani esingaphi ukuze ubonise ukulandelelana, indawo nesikhundla.	
ukusombulula uze ucacise izisombululo zeengxaki ezenziwayo eziquka ukuhlela okuneempendulo ezinokuba neentsalela.	
ukusombulula uze ucacise izisombululo zeengxaki ezenziwayo eziquka ulwabiwo oluneempendulo ezinokuba neentsalela.	

Uvavanyo (jonga kumaphepha angasemva esi sikhokelo)

Uvavanyo olubhalwayo: Amanani, iindlela zokubala nolwalamano – Amanani esingaphi, ukuhlela nokwaba

Ordinal numbers, grouping and sharing

	Resources
Mental Maths: Fizz pop – ordinal numbers	none
Game: Fast maths with dice – race to 0	dice



Day	Lesson activity	Lesson resources
1	Ordinal numbers	LAB
2	Ordinal numbers	LAB
3	Grouping	LAB, multifix blocks
4	Sharing	LAB, multifix blocks
5	Consolidation and assessment	LAB

After this week the learner should be able to:	✓
use ordinal numbers to show order, place and position.	
solve and explain solutions to practical problems involving grouping with answers that may include remainders.	
solve and explain solutions to practical problems involving sharing with answers that may include remainders.	

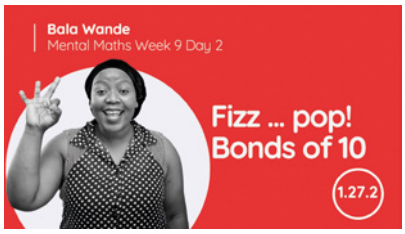
Assessment (see back pages of this guide)

Written assessment: Numbers, operations and relationships – Ordinal numbers, grouping and sharing

Amanani esingaphi, ukuhlela nokwaba

Izibalo Zentloko

Kule veki siza kudlala umdlalo othi Fizz Pop sijolise kumanani esingaphi. Kubalulekile ukuba abafundi bakwazi ukunakana amanani esingaphi ngendlela asetyenziswa ngayo ukulandelelanisa nokumisa izinto namanani. Utitshala uza kubiza inani lesingaphi aze acele abafundi babize inani lesingaphi eliphambi kwalo okanye elilandelayo. Nika abafundi ithuba lokubiza amanani nabo, ukuze kubekho intsebenziswano.



Umdlalo

Kule veki siza kudlala umdlalo othi iMaths ekhawulezayo ngedayisi: umdyarho oya ku-0. Kulo mdlalo abafundi baza kuziqhelisa ukuthabatha ngokuthabatha rhoqo inani eliphosiweyo de bafike ku-0. Nangona kusenokwenzeka ukuba kusekho abafundi abasasombulula iingxaki zokuthabatha ngokubala bebuya umva, kubalulekile ukubakhuthaza ukuba bazisombulule ngentloko iingxaki.

Uphuhliso lweNgqiqo

Kule veki sigxila kumanani esingaphi, ukuhlela nokwaba. Abafundi baza kufumanisa ukuba amanani esingaphi alatha indawo, nokuba inkcazelo necala zibalulekile xa usebenza ngamanani esingaphi. Kuhlelo, izinto zahlulwa ngokwamaqela obukhulu obuxeliweyo ukuze abafundi baphande ukuba mangaphi amaqela anjalo anokwenziwa. Abafundi baza kuqwalasela nokwaba, kwaye baza kusombulula iingxaki ezibandakanya iintsalela. Kumsebenzi wethu wamanani esingaphi, ukuhlela nokwaba, siza kujolisa koku:

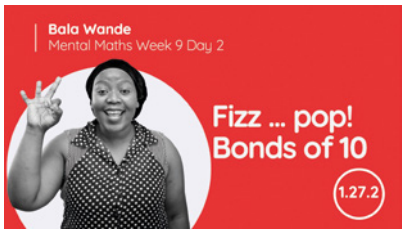
- ukusebenzisa amanani esingaphi ukubonisa ulandelelwano, indawo nesikhundla.
- ukusombulula nokucacisa izisombululo kwiingxaki ezenziwayo eziquka ukuhlela nokwaba okuneempendulo ezinokuba neentsalela.

Into emayiqatshelwe kule veki

- Kubalulekile ukuba abafundi baqonde umahluko phakathi kwamanani apheleleyo nawesingaphi. Amanani apheleleyo asixelela ngenani leqela lilonke, ngeli xa inani lesingaphi lisixelela ngesikhundla. Abafundi kufuneka baqonde ukuba kufuneka bayazi indawo yokuqala xa befumanisa isikhundla.
- Kufuneka abafundi baqonde ukuba undoqo kulwahlulo oluhlelayo bubukhulu beqela, nokuba umbuzo ekufuneka bazibuze wona ngowokuba Mangaphi amaqela anobu bukhulu endinokuwenza? Kulwahlulo olwabayo undoqo linani labantu (umzekelo) abohlulelwa izinto ezabiwayo, kwaye umbuzo ekufuneka bazibuze wona ngowokuba Zingaphi izinto eziza kufunyanwa ngumntu ngamnye?
- Isigama esibalulekileyo siquka: **yokuqala**, **yokugqibela**, **zingaphi**, **ezininzi**, **amaqela e-**, **zilingana**, **ukwaba/ulwabiwo**, **ukuhlela**

Ordinal numbers, grouping and sharing

Mental Maths



This week we will play Fizz Pop with a focus on ordinal numbers.
It is important for learners to be able to recognise ordinal numbers as these are used to order and position items and numbers.
Call out an ordinal number and ask learners to call out the ordinal number before or after that. Ask learners call out the first numbers too, to make it more interactive.

Game

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

Concept development

This week we focus on ordinal numbers, grouping and sharing. Learners will discover that ordinal numbers indicate position, and that direction is important when working with ordinal numbers. In grouping, objects are divided into groups of a given size and learners have to find out how many such groups can be made. Learners will also look at sharing. They will solve problems involving remainders. In our work on ordinal numbers, grouping and sharing, we will focus on:

- using ordinal numbers to show order, place and position.
- solving and explaining solutions to practical problems involving grouping and sharing with answers that may include remainders.

What to look out for this week

- It is important for learners to understand the difference between cardinal and ordinal numbers. Cardinal numbers tell us the total number in a group, whereas ordinal numbers tell us about position. Learners also need to recognise that they need to know the starting point when they are determining position.
- Learners should realise that the key idea behind **grouping division** is the group size, and that the question they ask themselves should be How many groups of this size can I make? In **sharing division** the key idea is the number of (for example) people among whom the items must be shared, and the question they ask themselves should be, How many items will each person get?
- Important vocabulary includes: **first**, **last**, **how many**, **lots of**, **groups of**, **equals**, **sharing**, **grouping**.

Amanani esingaphi

IZIBALO ZENTLOKO – MENTAL MATHS | FIZZ POP! AMANANI ESINGAPHI – FIZZ POP – ORDINAL NUMBERS → UPHUHLISO LWENGQIQO – CONCEPT DEVELOPMENT → UMDLALO – GAME → AMAPHEPHA OKUSEBENZELA – WORKSHEETS

IZIBALO ZENTLOKO | MENTAL MATHS

Ziqhelise ukusebenzisa amanani esingaphi ngokudlala uFizz Pop. Phulaphula ukuze uqinisekise ukuba abafundi bawabiza kakuhle amagama.

Practice using ordinal numbers by playing Fizz Pop. Listen to make sure that learners say the words correctly.

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.

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

Ordinal numbers

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

Thabatha.
Subtract.

86 – 53 =

45 – 12 =

39 – 26 =

64 – 61 =

54 – 32 =

99 – 32 =

28 – 11 =

67 – 46 =

59 – 18 =

79 – 58 =

Usuku 2 Day 2

Thabatha.
Subtract.

59 – 47 =

77 – 35 =

24 – 12 =

61 – 50 =

45 – 31 =

89 – 28 =

39 – 19 =

64 – 13 =

37 – 27 =

92 – 32 =

Usuku 3 Day 3

Thabatha.
Subtract.

66 – 49 =

83 – 75 =

35 – 27 =

54 – 38 =

92 – 16 =

46 – 37 =

71 – 52 =

22 – 18 =

63 – 34 =

51 – 42 =

Usuku 4 Day 4

Thabatha.
Subtract.

63 – 34 =

84 – 17 =

45 – 29 =

91 – 65 =

32 – 28 =

61 – 46 =

52 – 15 =

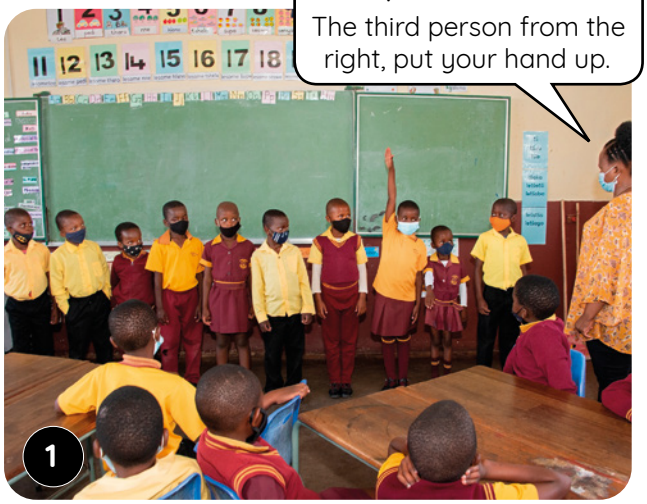
77 – 59 =

93 – 74 =

31 – 19 =

Amanani esingaphi

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT



Umntu wesithathu ukusuka ngasekunele makaphakamise isandla.

The third person from the right, put your hand up.

Abafundi abathathu ukusuka ngasekunene mabaphakamise izandla.

Three learners from the right, put your hands up.

Yintoni umahluko phakathi kwale miyalelo mibini ndininike yona?

What is the difference between the two instructions I gave you?

Kumyalelo wokuqala mnye umntu ophakamise isandla, kodwa kowesibini bathathu abantu abaphakamise izandla.

In the first instruction only one person raised their hand, but in the second instruction three people raised their hands.

Kunjalo! Yintoni umahluko phakathi kwala magama eyesithathu no-zintathu?

Correct! What is the difference between the words third and three?

Igama elithi zintathu lisixelela ukuba bangaphi abantu bebonke, ukanti igama elithi eyesithathu lisibonisa indawo akuyo emgceni.

The word three tells you how many people in total, and the word third shows the position in the line.

Buza imibuzo eliqela ngokumana utshintsha inani labantu nendawo yomntu. Bancede abafundi baqonde ukuba inani elipheleleyo linika ubungakanani bento, kanti inani lesingaphi lalatha indawo.

Ask multiple questions by changing the number of people and position of the person. Help learners to see that the cardinal number gives the total quantity, whereas the ordinal number indicates position.

Ordinal numbers

IVEKI • WEEK 4

USUKU 1 • DAY 1

Amanani esingaphi
Ordinal numbers

IZIBALO ZENTLOKO
MENTAL MATHS

FIZZ POP – AMANANI ESINGAPHI!
FIZZ POP – ORDINAL NUMBERS!

→ UMDLALO
GAME

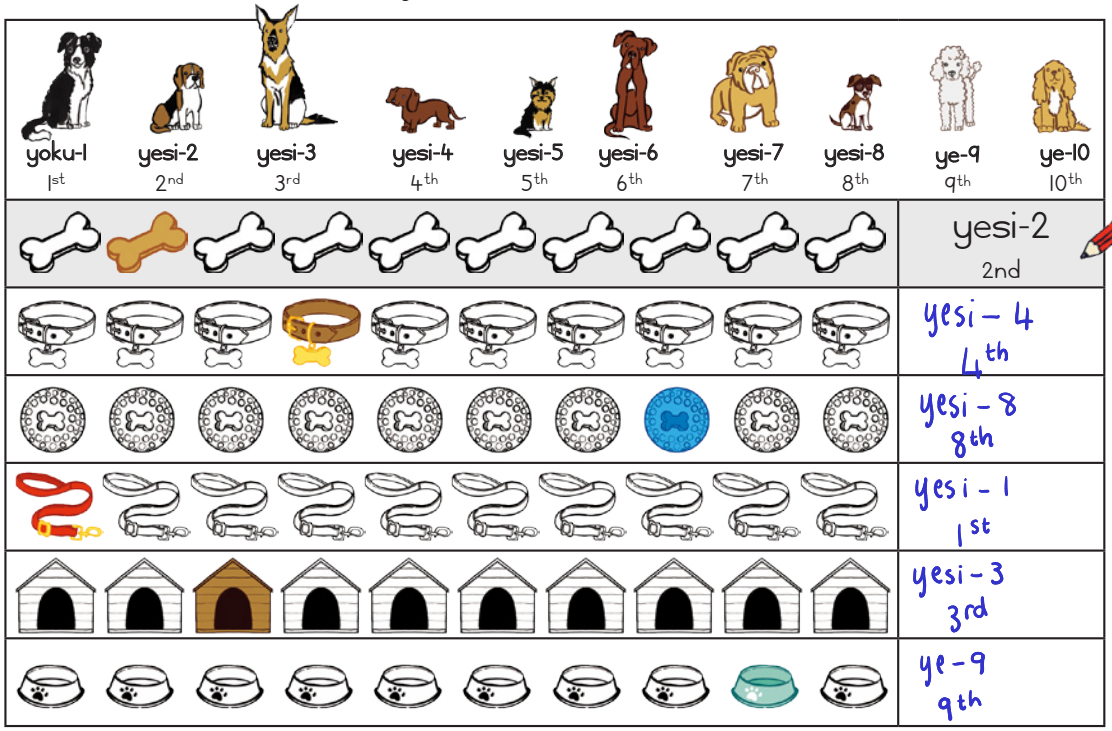
→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

→ AMAPHEPHA OKUSEBENZELA
WORKSHEETS

Umdlalo: iMaths ekhawulezayo ngedayisi – umdyarho oya ku-0
Game: Fast maths with dice – race to 0

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

1 Ikweyiphi indawo imilo enombala?
What position is the shaded object in?



Amanani esingaphi

2 Biyela ngesangqa impendulo echanekileyo.
Circle the correct answer.

Gqiba
Finish

Ngubani ophume kwindawo yokuqala? Who came first?	yimbabala buck	yingwenkala cheetah
Ngubani ophume kwindawo yokugqibela? Who came last?	lunwabu snail	lufudo tortoise
Ngubani ophume kweyesithathu? Who came third?	ngumvundla rabbit	yimbabala buck
Ngubani ophume kweyesixhenxe? Who came seventh?	yikati cat	yindlovu elephant
Ngubani ophume kweyesibini? Who came second?	yindlulamthi giraffe	yimbabala buck
Ngubani ophume kweyesibhozo? Who came eighth?	lisele frog	yikati cat
Ngubani ophume kweyesine? Who came fourth?	yindlovu elephant	yinja dog
Ngubani ophume kweyethoba? Who came ninth?	lufudo tortoise	lunwabu snail
Ngubani ophume kweyesihlanu? Who came fifth?	yikati cat	yingwenkala cheetah
Ngubani ophume kweyesithandathu? Who came sixth?	yinja dog	yindlulamthi giraffe

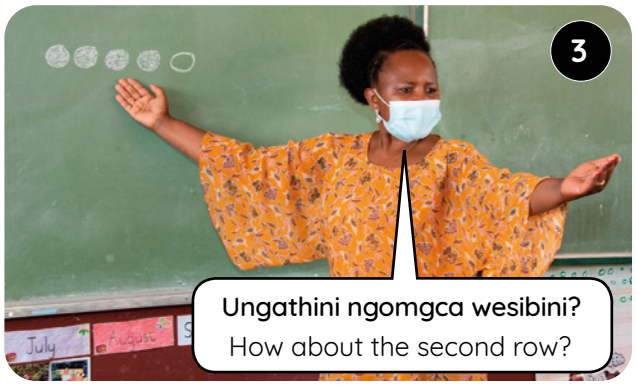
3 Fakela umbala kwisangqa esichanekileyo.
Colour the correct circle.

isangqa sesithathu ukusuka ngasekunene The 3rd circle from the right	○○○○○○○●○○

Ordinal numbers

IZIBALO ZENTLOKO – MENTAL MATHS | FIZZ POP! AMANANI ESINGAPHI – FIZZ POP – ORDINAL NUMBERS → **UPHUHLISO LWENGQIQO** – CONCEPT DEVELOPMENT → UMDLALO – GAME → AMAPHEPHA OKUSEBENZELA – WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT



Nika abafundi amathuba aliqela babone ukuba indawo necala zibalulekile xa kuthethwa ngamanani esingaphi. Thetha ngezangqa ezinombala nezingenambala ukusuka ngasekhohlo nangasekunene, ngasentla nangasezantsi.

Provide multiple opportunities for learners to see that position and direction are important when talking about ordinal numbers. Talk about **shaded/not shaded circles**, **shaded from the left and right**, **top and bottom**.

IVEKI • WEEK 4

USUKU 2 • DAY 2

Amanani esingaphi
Ordinal numbers

IZIBALO ZENTLOKO (MENTAL MATHS) — FIZZ POP – AMANANI ESINGAPHI! (FIZZ POP – ORDINAL NUMBERS!) → UMDLALO (GAME) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

1 Esiphi isangqa?
Which circle?

Hlaba ngononxa isangqa sethoba ukusuka ngasekunene.
Cross out the ninth circle from the right.

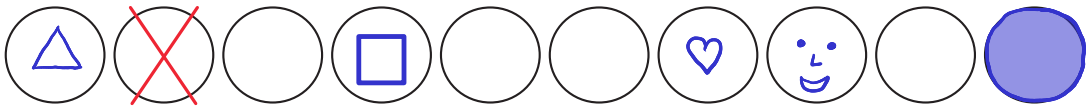
Zoba ubuso kwisangqa sesithathu ukusuka ngasekunene.
Draw a face in the third circle from the right.

Zoba unxantathu kwesona sangqa sikude ukusukela ngasekunene.
Draw a triangle in the furthest circle from the right.

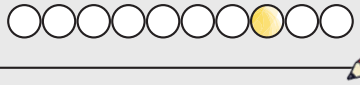
Fakela umbala kwisangqa sokuqala ukusuka ngasekunene.
Colour in the first circle from the right.

Zoba intliziyo kwisangqa sesine ukusuka ngasekunene.
Draw a heart in the fourth circle from the right.

Zoba isikwere kwisangqa sesixhenxe ukusuka ngasekunene.
Draw a square in the seventh circle from the right.



2 Fakela umbala kwisangqa/kwizangqa ezichanekileyo:
Colour the correct circle or circles:

isangqa sesithathu ukusuka ngasekunene the third circle from the right	
izangqa zithathu ukusuka ngasekunene three circles from the right	
isangqa sesihlanu ukusuka ngasekhohlo the fifth circle from the left	
izangqa ezihlanu ukusuka ngasekhohlo five circles from the left	
isangqa sesibhozo ukusuka ngasekunene the eighth circle from the right	
izangqa ezisibhozo ukusuka ngasekunene eight circles from the right	

Ordinal numbers

3 Sebenzisa kwisikwere se-100 ukuphendula imibuzo.
Use the 100 square to answer the questions.

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

Leliphi inani lokuqala? What is the first number?	1
Leliphi inani lokugqibela? What is the last number?	100
Biyela ngesangqa inani lesibini elingasekunene kwenani ama-31. Circle the second number to the right of the number 31.	
Leliphi inani lesixhenxe kwigridi xa uqala ku-1? What is the seventh number on the square, starting from 1?	7
Leliphi inani lesixhenxe emva kwenani u-1. What is the seventh number after the number 1?	8
Ngawaphi amanani ama-3 okuqala ukusuka kwikhohlo lenani i-10? What are the first 3 numbers to the left of the number 10?	9, 8, 7
Leliphi inani leshumi elinesixhenxe ebhodini? What is the seventeenth number on the square?	17
Leliphi inani lesihlanu emva kwe-10? What is the fifth number after 10?	15
Leliphi inani leshumi elinesihlanu emva kwe-10? What is the fifteenth number after 10?	25
Isi-8 linani le yesi-8 8th . 8 is the _____ number.	

Ukuhlela

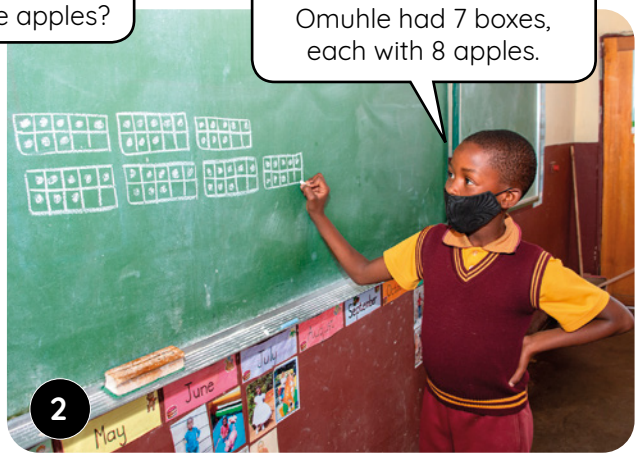
UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

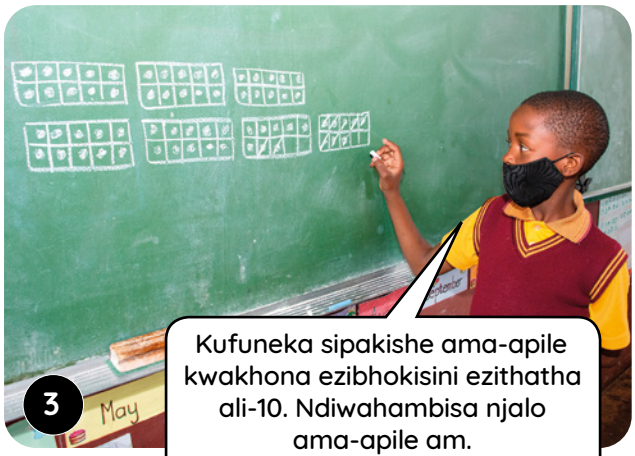
UOmuhle uthenge iibhokisi ezisi-7 ezinama-apile asi-8 kwibhokisi nganye. Uphinde wawapakisha la ma-apile kwiibhokisi ezithatha ali-10. Zingaphi iibhokisi ezinama-apile ali-10 inye aza kuba nazo, emangaphi ama-apile ashiyekileyo?

Omuhle bought 7 boxes with 8 apples each. She repacked the apples into boxes of 10. How many boxes with 10 apples each will she have, and how many loose apples?

UOmuhle ebeneebhokisi ezisi-7 ezinama-apile asi-8 ibhokisi nganye.

Omuhle had 7 boxes, each with 8 apples.





Kufuneka sipakishe ama-apile kwakhona ezibhokisini ezithatha ali-10. Ndiwahambisa njalo ama-apile am.

We need to repack the apples into boxes of 10. I move my apples like this.

Uza kuba neebhokisi ezi-5 ezinama-apile ali-10 nama-6 angapakishwanga. UOmuhle unama-apile angama-56 ewonke.

She will have 5 boxes of 10 apples and 6 loose apples. Omuhle has 56 apples all together.

Esi sifundo ungasiqala ngokuhlaziya eminye imisebenzi yokuhlela. Phinda amanyathelo esifundo ngezinye iingxaki zamagama zokuhlela. Bakhuthaze abafundi bafumane amanye amathuba okusebenzisa okanye okuzoba izakhelo zeshumi xa bepakisha kwakhona ezibhokisini ezine-10 inye.

You could begin this lesson with revision of other grouping activities. Repeat the lesson steps with other grouping word problems. Encourage learners to use or draw ten frames when they repack into boxes of 10.

Grouping

IVEKI • WEEK 4

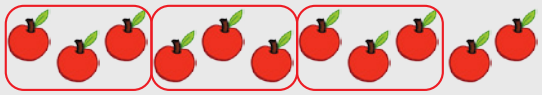
USUKU 3 • DAY 3

Ukuhlela
Grouping

IZIBALO ZENTLOKO – MENTAL MATHS | FIZZ POP – AMANANI ESINGAPHI! – FIZZ POP - ORDINAL NUMBERS! → UMDLALO – GAME → UPHUHLISO LWENGQIQO – CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA – WORKSHEETS

1 Mangaphi amaqela akhoyo?
How many groups are there?

Usebenzisa ama-apile ali-11:
Using 11 apples:



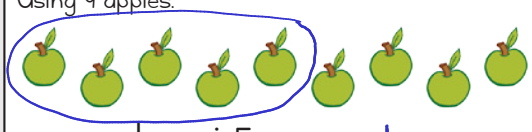
amaqela ezi-3 ama- 3

3 groups of 3

Mangaphi ashiyekileyo? 2

How many are left over? 2

Usebenzisa ama-apile ali-9:
Using 9 apples:



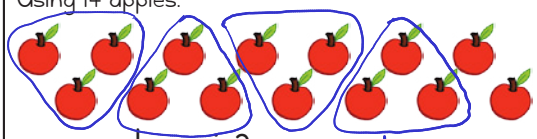
amaqela ezi-5 ama- 1

_____ groups of 5

Mangaphi ashiyekileyo? 4

How many are left over? _____

Usebenzisa ama-apile ali-14:
Using 14 apples:



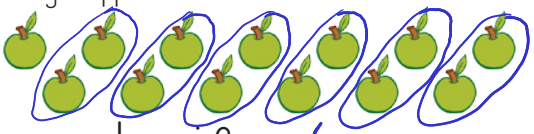
amaqela ezi-3 ama- 4

_____ groups of 3

Mangaphi ashiyekileyo? 2

How many are left over? _____

Usebenzisa ama-apile ali-13:
Using 13 apples:



amaqela ezi-2 a- 6

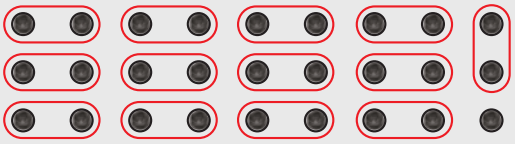
_____ groups of 2

Mangaphi ashiyekileyo? 1

How many are left over? _____

2 Zoba ukuze ufumane amaqela.
Draw to find the groups.

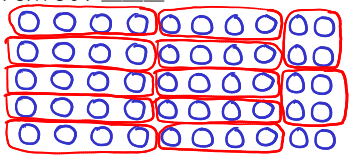
Mangaphi amaqela ezi-2 onokuwenza kuma-27? 13
How many groups of 2 can you make from 27? 13



Mangaphi ashiyekayo? 1

How many are left over? 1

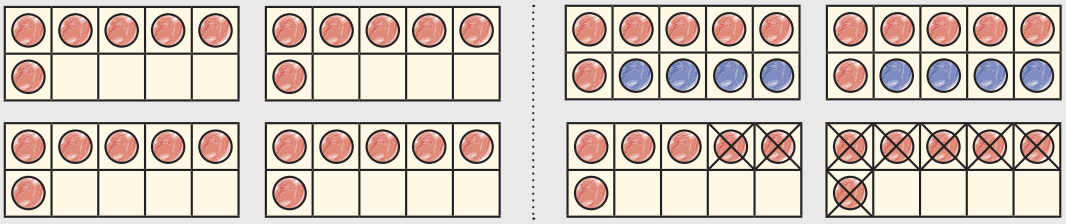
Mangaphi amaqela ezi-4 onokuwenza kuma-50? 12
How many groups of 4 can you make from 50? _____



Mangaphi ashiyekayo? 2

How many are left over? _____

3 Zingaphi iibhokisi ze-10 onokuzenza? Kushiyeke ezingaphi?
How many boxes of 10 can you make? How many are left over?

Uthenga iibhokisi ezi-4 ezineelekese ezi-6 inye. You buy 4 boxes with 6 sweets each. 	
Zingaphi iibhokisi ze-10 onokuzenza? How many boxes of 10 can you make?	2
Zingaphi iilekese ezingumwangalala ezishiyekileyo? How many loose sweets are left over?	4
Uthenga iibhokisi ezisi-8 ezineepenisile ezi-4 inye. You buy 8 boxes with 4 pencils each.	
Zingaphi iibhokisi ze-10 onokuzenza? How many boxes of 10 can you make?	3
Zingaphi iipenisile ezizodwa ezishiyekileyo? How many loose pencils are left over?	2
Uthenga iibhokisi ezi-5 ezineetshokolethi ezili-9 inye. You buy 5 boxes with 9 chocolates each.	
Zingaphi iibhokisi ze-10 onokuzenza? How many boxes of 10 can you make?	4
Zingaphi iitshokolethi ezizodwa ezishiyekileyo? How many loose chocolates are left over?	5
Uthenga iibhokisi ezili-9 ezineelamuni ezisi-7 inye. You buy 9 boxes with 7 lemons each.	
Zingaphi iibhokisi ze-10 onokuzenza? How many boxes of 10 can you make?	6
Zingaphi iilamuni ezizodwa ezishiyekileyo? How many loose lemons are left over?	3

Sharing

IZIBALO ZENTLOKO
MENTAL MATHS

FIZZ POP! AMANANI ESINGAPHI
FIZZ POP – ORDINAL NUMBERS

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Kukho iibhisikithi ezingama-42. Yabela abafundi aba-6 iibhisikithi ngokulinganayo. Uza kufumana iibhisikithi ezingaphi umfundi ngamnye?

There are 42 biscuits. Share the biscuits equally between 6 learners. How many biscuits will each learner get?

Kukho abafundi aba-6 neebhisikithi ezingama-42, ngoko ke kufuneka ndibabele ezi bhisikithi.

There are 6 learners and 42 biscuits so I need to share the biscuits between them.

Ingaba uza kuzaba nganye nganye ezi bhisikithi?

Are you going to share the biscuits out one by one?

Hayi. Ndiyazi ukuba izi-5 ezithandathu zenza ama-30. Ngoko ke ndiza kuqala ndinike umntu ngamnye iibhisikithi ezi-5.

No. I know that six 5s is 30. So I will start by giving each person 5 biscuits.

Ndabe iibhisikithi ezingama-30, kwaye ndisenezili-12 endiza kuzaba. Umntu ngamnye uza kufumana iibhisikithi ezi-2 ngaphezulu.

I have shared out 30 biscuits and I have 12 more to share. Each person will get 2 more biscuits.

Umfundi ngamnye uza kufumana iibhisikithi ezisi-7. Ama-42 abelwe isi-6 sisi-7.

Each learner gets 7 biscuits. 42 shared among 6 is 7.

Phinda la manyathelo ngezinye iingxaki zamagama zolwabiwo.
Bakhuthaze abafundi ukuba babelane ngobuchule kunokunikana nganye nganye.

Repeat the steps with other sharing word problems. Encourage learners to share more efficiently than simply by giving one by one.

IVEKI • WEEK 4

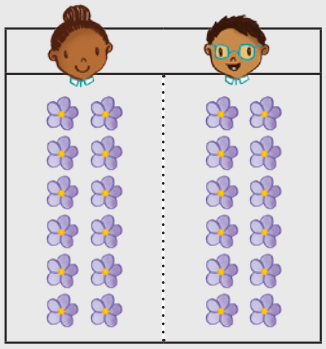
USUKU 4 • DAY 4

Ukwaba
Sharing

IZIBALO ZENTLOKO – MENTAL MATHS → FIZZ POP – AMANANI ESINGAPHI! – FIZZ POP – ORDINAL NUMBERS! → UMDLALO – GAME → UPHUHLISO LWENGQIQO – CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA – WORKSHEETS

1 Yaba ngokulinganayo. Zingaphi ezishiyekileyo?
Share equally. How many are left over?

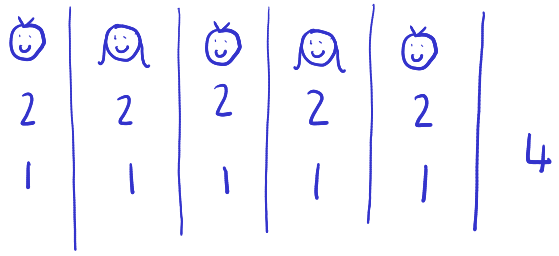
Yabela abantwana aba-2 iintyatyambo ezingama-25.
Share 25 flowers between 2 children.



25 ÷ 2 = 12 kusale 1

25 ÷ 2 = 12 and 1 left over

Yabela abantwana aba-5 iibhola ezili-19.
Share 19 balls among 5 children.



19 ÷ 5 = 3

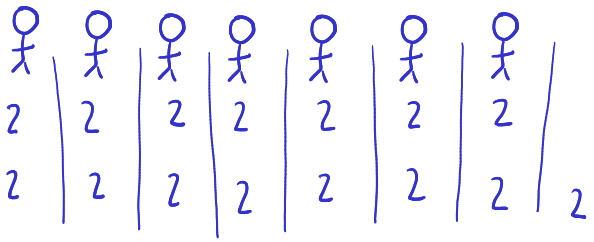
kusale 4

____ ÷ ____ = ____

and ____ left over

Yabela abantu abasi-7 iintyatyambo ezingama-30.
Share 30 flowers among 7 people.

similar drawings showing individual items are okay



30 ÷ 7 = 4

kusale 2

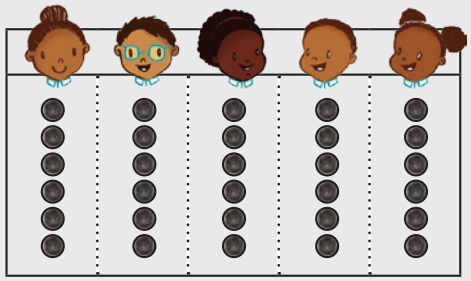
____ ÷ ____ = ____

and ____ left over

Sharing

2 Yaba ngokulinganayo. Zingaphi ezishiyekileyo?
Share equally. How many are left over?

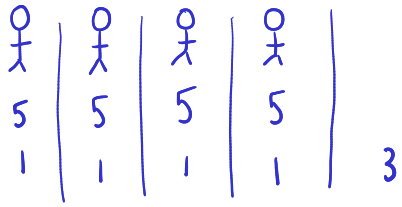
Yabela abantwana aba-5 iibhola ezingama-34.
Share 34 balls among 5 children.



34 ÷ 5 = 6
kusale 4
34 ÷ 5 = 6 and 4 left over

Yabela abantu aba-4 iitshokolethi ezingama-27.
Share 27 chocolates among 4 people.

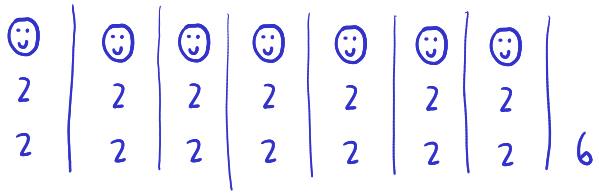
drawing single item is acceptable



27 ÷ 4 = 6
kusale 3
____ ÷ ____ = ____
and ____ left over

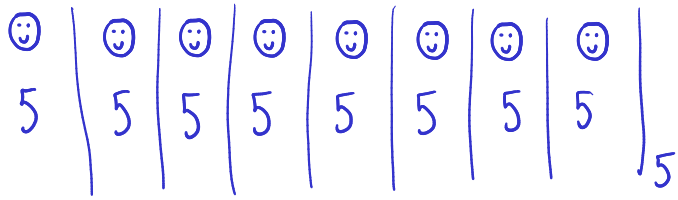
Yabela abantwana abasi-7 iipenisile ezingama-33.
Share 33 pencils among 7 children.

encourage more able learners to share using skip counting as shown



33 ÷ 7 = 4
kusale 6
____ ÷ ____ = ____
and ____ left over

Yabela abantwana abasi-8 iiorenji ezingama-45.
Share 45 oranges among 8 learners.



45 ÷ 8 = 5
kusale 5
____ ÷ ____ = ____
and ____ left over

IVEKI • WEEK 4

USUKU 5 • DAY 5

Uqukaniso
Consolidation

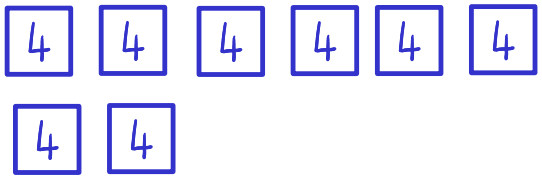
IPHEPHA LOKUSEBENZELA WORKSHEET → IPHEPHA LOKUSEBENZELA WORKSHEET

Masithethe ngeMaths!
Let's talk Maths!

NgesiXhosa sithi:	In English we say:
inani lesingaphi	ordinal number
eyokuqala	first
eyokugqibela	last
indawo	position
iqela	group
yabela	share

1 UThandeka ubhake iikeyiki ezingama-32 aza kuzithengisa esikolweni. Ufaka iikeyiki ezi-4 kwibhokisi nganye. Zingaphi iibhokisi zeekeyiki aza kuzenza?

Thandeka bakes 32 cupcakes to sell at school. She puts 4 cupcakes in each box. How many boxes of cupcakes can she make?



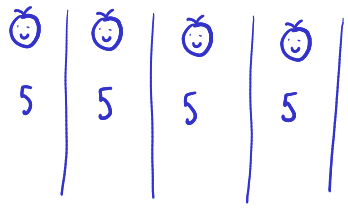
32 ÷ 4 = 8

UThandeka angenza iibhokisi zeekeyiki ezi-8.

Thandeka can make _____ boxes of cupcakes.

2 UKhanye wahlula iibhisikithi ezingama-20 phakathi kwabahlobo aba-4. Uza kufumana iibhisikithi ezingaphi umhlobo ngamnye? Zingaphi iibhisikithi ezishiyekayo?

Khanye shares 20 biscuits among her 4 friends. How many biscuits will each friend get? How many biscuits are left over?



20 ÷ 4 = 5

UKhanye unika umhlobo ngamnye iibhisikithi ezi-5.
Zi____ iibhisikithi ezishiyekileyo.

Khanye gives each friend _____ biscuits.
There are _____ biscuits left over.

40

Assessment and consolidation

3 Fakela umbala:

Shade:

kwisangqa sesibini ukusuka ngasekunene the second circle from the right	
kwizangqa ezibini ukusuka ngasekunene two circles from the right	
kwisangqa seshumi ukusuka ngasekhohlo the tenth circle from the left	
kwizangqa ezilishumi ukusuka ngasekhohlo ten circles from the left	
kwisangqa sokuqala ukusuka ngasekunene the first circle from the right	
kwisangqa esinye ukusuka ngasekunene one circle from the right	
kwisangqa sesine ukusuka ngasekhohlo the fourth circle from the left	
kwizangqa ezine ukusuka ngasekhohlo four circles from the left	

kwisangqa sesithathu ukusuka ngasezantsi the third circle from the bottom	
kwisangqa sesithandathu ukusuka ngasentla the sixth circle from the top	
kwizangqa ezithathu ukusuka ngasezantsi three circles from the bottom	
kwizangqa ezithandathu ukusuka ngasentla six circles from the top	

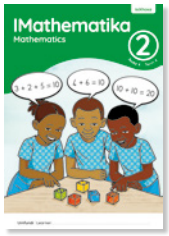
4 Sombulula.

Solve.

Mangaphi amaqela e-10 onokuwenza kwi-19? How many groups of 10 can you make from 19?			
Mangaphi amaqela ama-10? How many groups of 10?	1	Kushiyeke ntoni? What is left over?	9

Ukuphinda kabini, ukwahlula kubini namaqhezu

	Izixhobo
Izibalo zentloko: Veza inani!	oonotsheluza/iifladikhadi
Umdlalo: Mangaphi ama-10? Bangaphi oo-1	oonotsheluza/iifladikhadi



Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Ukuphinda kabini	iLAB, iibloko zesiseko se-10
2	Ukwahlula kubini	iLAB, iibloko zesiseko se-10
3	Amaqhezu	iLAB
4	Amaqhezu	iLAB
5	Uqukaniso novavanyo olujolise ekufundeni	iLAB

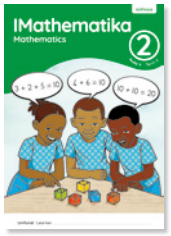
Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukunakana amaqhezu kwimizobo.	
ukucalula nokwakha kwakhona izinto eziphelelelyo.	
ukubhala amaqhezu esebenzisa amagama athi isiqingatha, isinye esithathwini, ikota, isinye kwisihlanu, nesinye kwisithandathu.	

Uvavanyo (jonga kumaphepha angasemva esi sikhokelo)

Uvavanyo olubhalwayo: Amanani, iindlela zokubala nolwalamano – Amaqhezu

Doubling, halving and fractions

	Resources
Mental Maths: Show me a number!	flard cards
Game: How many 10s? How many 1s?	flard cards



Day	Lesson activity	Lesson resources
1	Doubling	LAB, base 10 blocks
2	Halving	LAB, base 10 blocks
3	Fractions	LAB
4	Fractions	LAB
5	Consolidation and assessment for learning	LAB

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

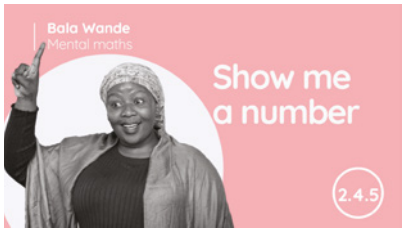
Assessment (see back pages of this guide)

Written assessment: Numbers, operations and relationships - Fractions

Ukuphinda kabini, ukwahlula kubini namaqhezu

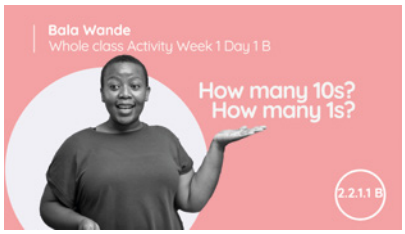
Izibalo Zentloko

Kule veki sigxila ekuchongeni ama-10 noo-1 kumanani amivo mibini. Utitshala uza kubonisa abafundi ama-10 noo-1 ngoonotsheluza, baze abafundi babize elo nani. Kungenjalo, utitshala uza kukhwaza inani baze abafundi baveze elo nani ngamashumi nangemivo besebenzisa oonotsheluza babo.



Umdlalo

Kulo mdlalo abafundi baza kusebenzisa oonotsheluza ukucazulula amanani amivo mibini. Baza kukwazi ukuveza nokuchonga ama-10 noo-1 kwinani ngalinye baze babonise amanani ngoonotsheluza.



Uphuhliso lweNgqiqo

Kule veki sigxila kumaqhezu. Kubalulekile ukuba siqale ngokusebenzisa izincedisi ezibambekayo ezifana namaphepha xa sifundisa amaqhezu. Xa abafundi begoba okanye besika ipepha libe ziinxalenye zamaqhezu, bafumana amava okuzenzela iinxalenye zamaqhezu, ngokwenza njalo baze baqonde kabanzi ngeemeko zamaqhezu. Kumsebenzi wethu wamaqhezu siza kujolisa koku:

- ukunakana amaqhezu kwimizobo/emifanekisweni.
- ukucazulula nokwakha kwakhona into epheleleyo.
- ukubhala amaqhezu besenzisa amagama athi isiqingatha, isinye esithathwini, ikota, isinye kwisihlanu nesinye kwisithandathu.

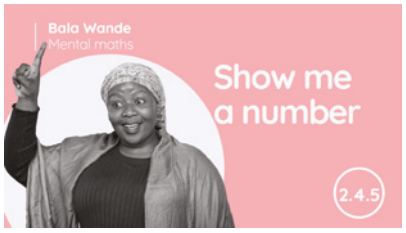
Into emayiqatshelwe kule veki

- Xa abafundi sebekwazi ukubonisa amaqhezu ngezincedisi ezibambekayo, siza kudlulela kwimiboniso yemifanekiso. Kufuneka abafundi baqonde ukuba amaqhezu aphathekayo asoloko eyinxalenye yento epheleleyo. Isiqingatha serekthengile ayisosiqingitha nje, sisiqingatha serekthengile. Soloko kumalunga nento epheleleyo.
- Kubalulekile ukuba abafundi baqonde ukuba iinxalenye zeqhezu elinye zilingane ngokobukhulu.

Doubling, halving and fractions

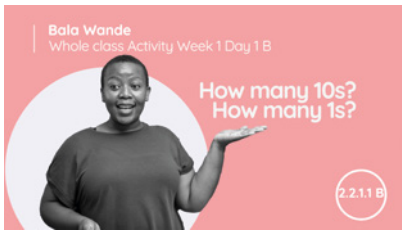
Mental Maths

This week we focus on identifying 10s and 1s in 2-digit numbers. Show the learners 10s and 1s using flard cards, and the learners will call out the number. Alternatively, call out a number and the learners must show the number in 10s and 1s using their flard cards.



Game

In this game, learners will use flard cards to deconstruct 2-digit numbers. They will be able to show and identify the 10s and 1s in each number and represent the numbers using the flard cards.



Concept development

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

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

What to look out for this week

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

Ukuphinda kabini

IZIBALO ZENTLOKO MENTAL MATHS | NDIBONISE INANI! SHOW ME A NUMBER! → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMDLALO GAME → AMAPHEPHA LOKUSEBENZELA WORKSHEETS

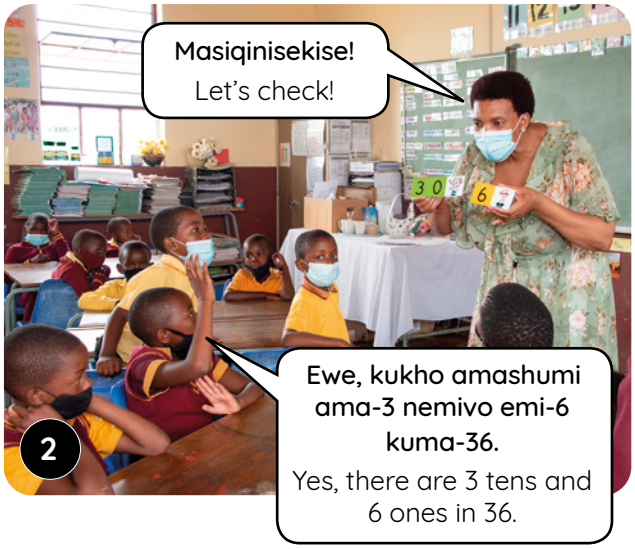
IZIBALO ZENTLOKO | MENTAL MATHS

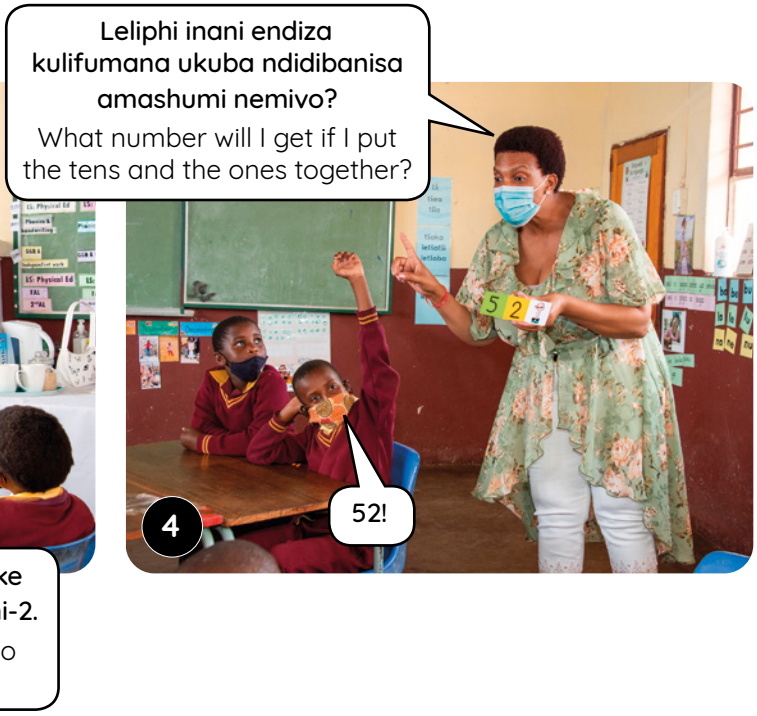
Sebenzisa oonotsheluza ekwakheni amanani nasekuthetheni ngama-10 nemivo (oono-1).

Use flard cards to make numbers and to talk about 10s and 1s.

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.

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





Doubling

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

Mangaphi amaqela ezi-3? Kushiyeke ezingaphi?
How many groups of 3? How many left over?

14

38

95

76

28

Mangaphi amaqela ezi-4? Kushiyeke ezingaphi?
How many groups of 4? How many left over?

33

83

91

46

62

Usuku 2 Day 2

Mangaphi amaqela ezi-5? Kushiyeke ezingaphi?
How many groups of 5? How many left over?

27

83

78

52

64

Mangaphi amaqela ezi-2? Kushiyeke ezingaphi?
How many groups of 2? How many left over?

19

49

71

25

47

Usuku 3 Day 3

Yabela abantwana aba-4. Ufumana ezingaphi emnye? Zingaphi ezishiyekayo?
Share between 4 children. How many each? How many left over?

27

82

38

71

42

Yabela abantwana aba-6. Ufumana ezingaphi emnye? Zingaphi ezishiyekayo?
Share between 6 children. How many each? How many left over?

17

29

52

44

61

Usuku 4 Day 4

Yabela abantwana aba-3. Ufumana ezingaphi emnye? Zingaphi ezishiyekayo?
Share between 3 children. How many each? How many left over?

32

25

98

41

68

Yabela abantwana aba-5. Ufumana ezingaphi emnye? Zingaphi ezishiyekayo?
Share between 5 children. How many each? How many left over?

38

57

68

26

72

Ukuphinda kabini

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Masiphindaphinde kabini sisebenzise itheyibhile yexabiso lendawo.

Let's double using our place value tables!

Ukuphinda kabini kuthetha ukuba sidibanisa inani elinye kabini. Sibonise ukuba senza njani.

To double we add the same number again. Show us how to do it.

Xa ndiphinda ama-23 kabini, kufuneka ndibe nama-23 amabini. Ndibeka amashumi ama-2 apha nemivo emi-3 ngapha.

To double 23, I must lay out two lots of 23. I put 2 tens and 3 ones here and then 2 tens and 3 ones there.

Uneebloko ezingama-23 apha neebloko ezingama 23 ngapha. Masiwadibanise.

You have 23 blocks here, and 23 blocks there. Let's add them.

Ndidibanisa imivo ndize ndidibanise ama-10. Ndifumana amashumi ama-4 nemivo emi-6 zizonke, ngama-46.

I add the 1s and I add the 10s. I get 4 tens and 6 ones altogether, which is 46.

Nika abafundi amathuba aliqela okusombulula iingxaki zokuphinda kabini besebenzisa iibloko zesiseko seshumi netheyibhile yexabiso lendawo. Bakhuthaze baqonde ukuba indlela ezime ngayo iibloko zesiseko seshumi kwitheyibhile yexabiso lendawo, iyabanceda ekusombululeni iingxaki ngempumelelo.

Allow learners multiple opportunities to solve doubling problems using base 10 blocks and a place value table. Encourage them to recognise that the layout of the base ten blocks on the place value table helps them to solve problems more efficiently.

Doubling

IVEKI • WEEK 5

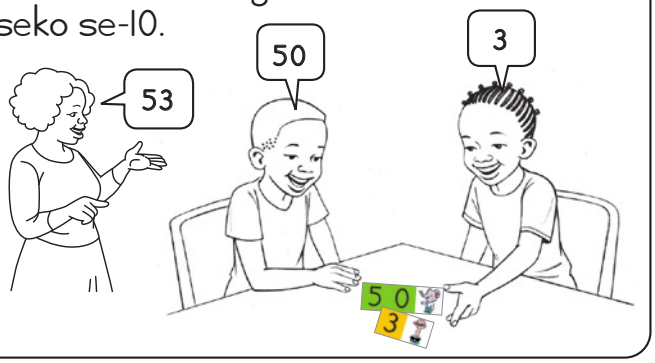
USUKU 1 • DAY 1

Ukuphinda kabini
Doubling

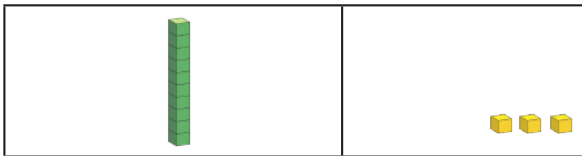
IZIBALO ZENTLOKO MENTAL MATHS → NDIBONISE INANI! SHOW ME A NUMBER! → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

Umdlalo: Mangaphi ama-10? Mingaphi imivo?
Game: How many 10s? How many 1s?

- Sebenzani ngababini. Bonisani inani ngokusebenzisa amakhadi amanani esiseko se-10.
  Work in pairs. Show the number using your base 10 number cards.
- Mangaphi ama-10? Bangaphi oo-1?
  How many 10s? How many 1s?
- Leliphi inani?
  What number?



Masiphinde kabini i-13. I-13 liyafana ne-10 kunye nesi-3. Ukuphinda kabini kuthetha ukuba sine-13 nelinye i-13 lesibini.
Let's double 13. 13 is the same as 10 and 3. Doubling 13 means we take two 13s.

	
	
Sinamashumi amabini edibene. There are 2 tens altogether.	Sinemivo emi-6 iyonke. There are 6 ones altogether.

	amashumi tens	imivo ones
	1	3
+	1	3
	2	6

Ndinama-26 zizonke.
I have 26 altogether.

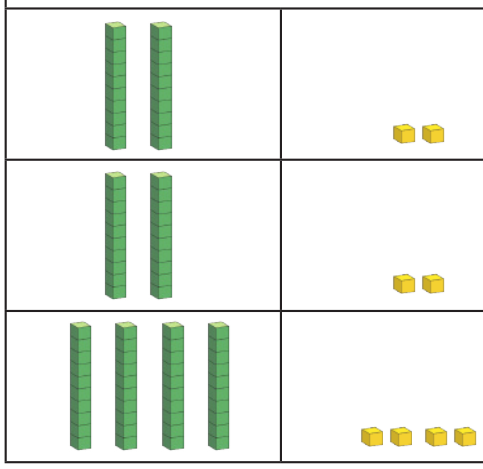
1 Phinda kabini. Sebenzisa iibloko zakho.
Double. Use your blocks.

11	22	21	42	32	64
42	84	12	24	24	48

Imivo emi-3 nemivo emi-3 yenza imivo emi-6. Ishumi eli-1 neshumi eli-1 lenza amashumi ama-2. Ndinama-26 ewonke.
3 ones and 3 ones makes 6 ones.
1 ten and 1 ten makes 2 tens.
I have 26 altogether.

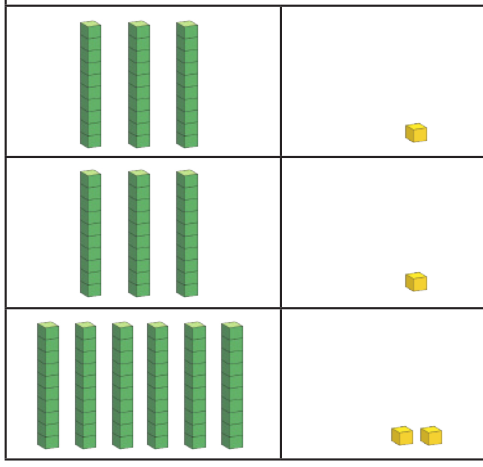
Ukuphinda kabini

Phinda kabini ama-22.
Double 22.



	t	o
	2	2
+	2	2
	4	4

2 Phinda kabini ama-31.
Double 31.



	t	o
	3	1
+	3	1
	6	2

3

Phinda kabini i-14. Double 14.	Phinda kabini ama-24. Double 24.	Phinda kabini ama-23. Double 23.	Phinda kabini ama-33. Double 33.

	t	o
	1	4
+	1	4
	2	8

	t	o
	2	4
+	2	4
	4	8

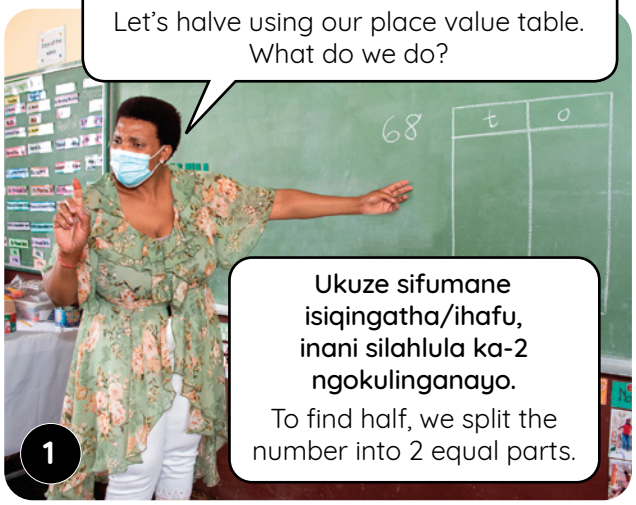
	t	o
	2	3
+	2	3
	4	6

	t	o
	3	3
+	3	3
	6	6

Halving

IZIBALO ZENTLOKO MENTAL MATHS | NDIBONISE INANI! SHOW ME A NUMBER! → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMDLALO GAME → AMAPHEPHA LOKUSEBENZELA WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT



Masahlule kubini sisebenzise itheyibhile yexabiso lendawo. Senza ntoni?
Let's halve using our place value table. What do we do?

Ukuze sifumane isiqingatha/ihafu, inani silahlula ka-2 ngokulinganayo.
To find half, we split the number into 2 equal parts.

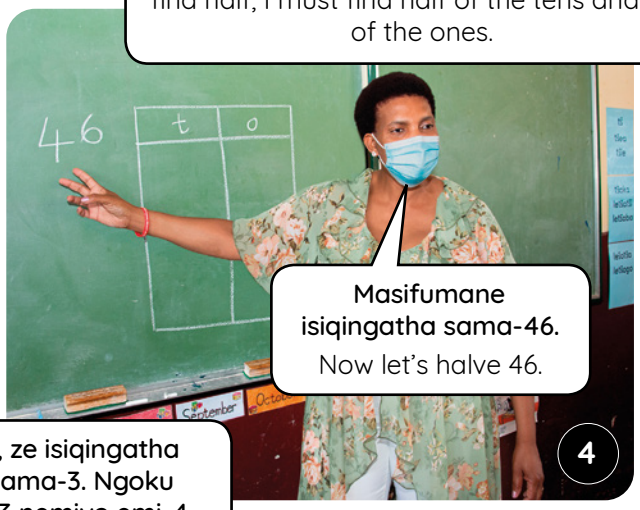
1

2

Kuma-68, ndibeka amashumi ama-6 apha nemivo esi-8 ngapha. Ukuze ndifumane isiqingatha, kufuneka ndifumane isiqingatha samashumi nesiqingatha semivo.
For 68, I put 6 tens here and 8 ones there. To find half, I must find half of the tens and half of the ones.

3

Isiqingatha semivo esi-8 yimivo emi-4, ze isiqingatha samashumi ama-6 sibe ngamashumi ama-3. Ngoku ndinamaqela amabini amashumi ama-3 nemivo emi-4. Isiqingatha sama-68 ngama-34.
Half of 8 ones is 4 ones, and half of 6 tens is 3 tens. Now I have two groups of 3 tens and 4 ones. Half of 68 is 34.



Masifumane isiqingatha sama-46.
Now let's halve 46.

4

Nika abafundi amathuba aliqela okusombulula iingxaki zokwahlula kubini besebenzisa iibloko zesiseko seshumi netheyibhile yexabiso lendawo. Bakhuthaze baqonde ukuba xa besahlula inani kubini kufuneka balahlule elo nani libe ngamanani amabini alinganayo.

Allow learners multiple opportunities to solve halving problems using base 10 blocks and a place value table. Encourage them to see that when they halve a number, they must break the number up into two equal parts.

IVEKI • WEEK 5

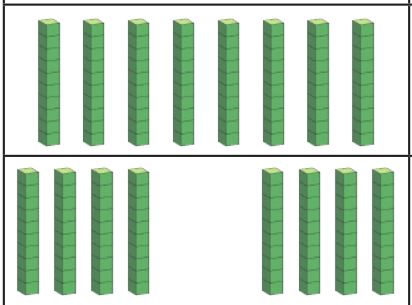
USUKU 2 • DAY 2

Ukwahlula kubini
Halving

IZIBALO ZENTLOKO MENTAL MATHS | NDIBONISE INANI! SHOW ME A NUMBER! → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

Ama-82 ayafana nama-80 nesi-2. Ndingafumana isiqingatha sama-82 ngokufumana isiqingatha sama-80 nesiqingatha sesi-2.

82 is the same as 80 and 2. I can find half of 82 by finding half of 80 and half of 2.

amashumi tens	imivo ones
	
	
Isiqingatha samashumi asi-8 ngamashumi ama-4. Half of 8 tens is 4 tens.	Isiqingatha semivo emi-2 ngumvo o-1. Half of 2 ones is 1 one.

encourage more able learners to do this mentally

Isiqingatha sama-82 ngama-41.
Half of 82 is 41.

1 Fumana isiqingatha senani ngalinye ngokusebenzisa iibloko zakho.

Find half of each number using your blocks.

28	14	64	32	42	21
86	43	48	24	66	33

2

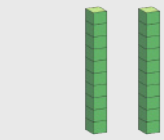
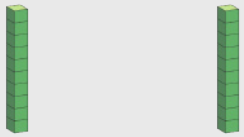
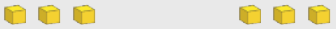
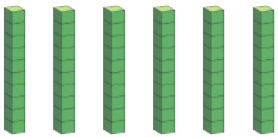
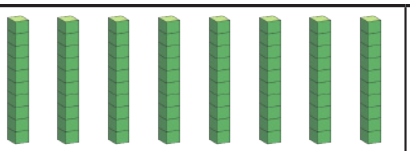
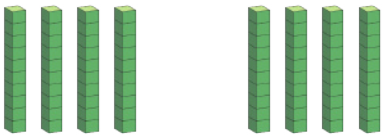
Isiqingatha sama-22 Half of 22	11	Isiqingatha sama-60 Half of 60	30
Isiqingatha sama-46 Half of 46	23	Isiqingatha sama-82 Half of 82	41

Halving

3

Sebenzisa iibloko zakho ukuze ufumane isiqingatha.

Use your blocks to find half.

amashumi tens	imivo ones
	
	
Isiqingatha sama-26 li-13. Half of 26 is 13.	
	
	
Isiqingatha sama-64 ngama-32. Half of 64 is _____.	
	
	
Isiqingatha sama-82 ngama-41. Half of 82 is _____.	

Ukuze ufumane isiqingatha, fumana isiqingatha samashumi nesiqingatha semivo.

To find half, find half of the tens and half of the ones.

4

Isiqingatha sama-42 Half of 42	21	Isiqingatha sama-50 Half of 50	34
Isiqingatha sama-80 Half of 80	40	Isiqingatha sama-86 Half of 86	43

Amaqhezu

IZIBALO ZENTLOKO
MENTAL MATHS
NDIBONISE INANI!
SHOW ME A NUMBER!
→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT
→ UMDLALO
GAME
→ AMAPHEPHA LOKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Kukho amaqela ama-3 ezi-4.
There are 3 groups of 4.

Ukuba ndithatha iqela elinye elinesi-4 ndilinike uOmuhle, ndithathe qhezu lini lezibalisi?
If I take one group of 4 away to give to Omuhle, what fraction of the counters have I taken away?

Bekukho amaqela ama-3 alinganayo, waze wathatha iqela elinye. Oko kuthetha ukuba uthathe isinye kwisithathu sezibalisi.
There were 3 equal parts, and you took away one part. That means you took away one third of the counters.

Kunjalo! Ungakwazi ukwenza amaqela ama-4 alinganayo?
Correct! Can you make 4 equal sized groups?

Ewe! Ndenze amaqela ama-4 ezi-3.
Yes! I made 4 groups of 3.

Ukuba ndithatha iqela elinye lezi-3 ngeenjongo zokunika uNtando, liqhezu lini lezibalisi endilithathileyo?
If I take one group of 3 away to give to Ntando, what fraction of the counters have I taken away?

Bekukho amaqela ama-4 alinganayo, waze wathatha iqela elinye. Oko kuthetha ukuba uthathe ikota enye yezibalisi.
There were 4 equal parts, and you took away one part. So that means you took away one quarter of the counters.

Nika abafundi ixesha lokulungisa izibalisi zibe ziinxalenye zamaqhezu. Bakhuthaze abafundi baqonde ukuba amaqhezu angenziwa ngamaqela amanani alinganayo, ingabi ziinxalenye ezinobukhulu obulinganayo kuphela.

Allow learners time to talk about arranging counters into fractional parts. Encourage learners to realise that fractions can be made of groups of equal number not only parts of equal size.

Fractions

IVEKI • WEEK 5

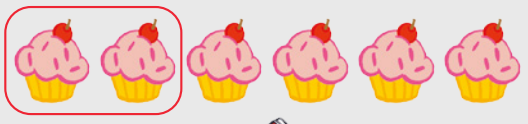
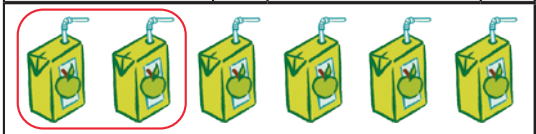
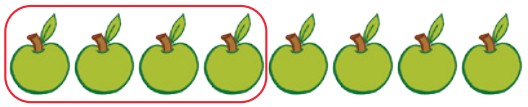
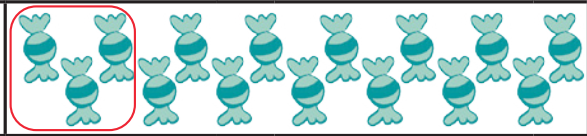
USUKU 3 • DAY 3

Amaqhezu
Fractions

IZIBALO ZENTLOKO MENTAL MATHS → NDIBONISE INANI! SHOW ME A NUMBER! → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

emphasize the "whole" in each example

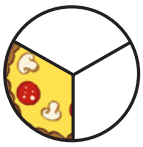
1 Phawula ibhokisi ubonise ukuba leliphi iqhezu elibiyelweyo.
Tick the box to show what fraction has been circled.

			 so one half of 10 is 5		
isinye esithathwini one third	✓	isiqingatha one half		isiqingatha one half	✓	isinye kwisihlanu one fifth	
					
ikota one quarter		isinye esithathwini one third	✓	isiqingatha one half		ikota one quarter	✓
					
isinye esithathwini one third		isiqingatha one half	✓	ikota enye one quarter		isinye esithathwini one third	✓
					
isiqingatha one half		isinye esithathwini one third	✓	isinye esithathwini one third	✓	isinye kwisithandathu one sixth	
					
isinye esithathwini one third	✓	isiqingatha one half		isiqingatha one half		isinye kwisihlanu one fifth	✓

Amaqhezu

Xa sisahlulela abantwana aba-3 ngokulinganayo, umntwana ngamnye ufumana isinye esithathwini.
When we share equally among 3 children, each child gets one third.

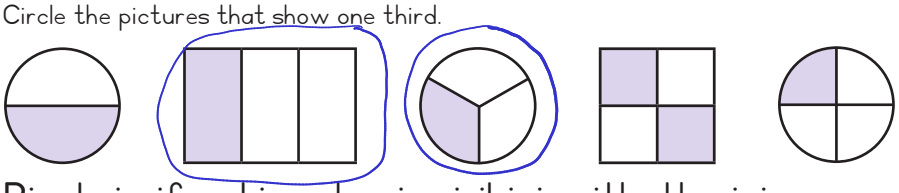
2



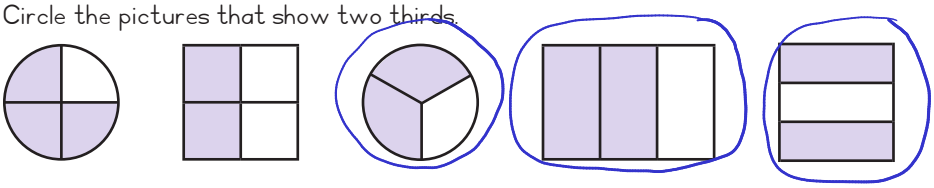
Zingaphi izahlulo ezilinganayo ezikhoyo?
How many equal parts are there?
3

Igama leqhezu:
Fraction name:
one third

Biyela imifanekiso ebonisa isinye esithathwini.
Circle the pictures that show one third.



Biyela imifanekiso ebonisa isibini esithathwini.
Circle the pictures that show two thirds.



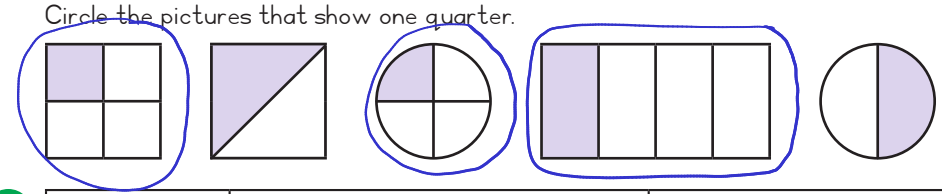
Xa sisabela abantwana aba-4 ngokulinganayo, umntwana ngamnye ufumana ikota.
When we share equally among 4 children, each child gets one quarter.

3

Zingaphi izahlulo ezilinganayo ezikhoyo?
How many equal parts are there?
4

Igama leqhezu:
Fraction name:
one quarter

Biyela imifanekiso ebonisa ikota enye.
Circle the pictures that show one quarter.



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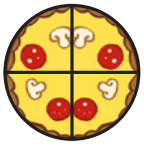


Zingaphi izahlulo ezilinganayo ezikhoyo?
How many equal parts are there?
4

Igama leqhezu:
Fraction name:
one whole

Ikota ezine ziyafana nento enye epheleleyo. Uyabona?
Four quarters is the same as one whole. Can you see?

Fractions

IZIBALO ZENTLOKO
MENTAL MATHS

NDIBONISE INANI!
SHOW ME A NUMBER!

→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

→ UMDLALO
GAME

→ AMAPHEPHA LOKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

UBheki usekhaya. Uya ngeenyawo esikolweni, aze endleleni aphumle umzuzwana phantsi komthi.
Bheki is at home. He needs to walk to school but on the way, he stops by a tree for a rest.

1

Uhambe umgama ongakanani uBheki.
How far has Bheki walked?

2

UBheki uhambe isiqingatha somgama oya esikolweni.
Bheki has walked halfway to school.

Wazi njani ukuba uBheki uhambe isiqingatha somgama?
How do you know Bheki walked halfway?


3

Uhambe umgama ongakanani ngoku uBheki?
How far has Bheki walked now?


4

UBheki uhambe umgama opheleleyo ukuya esikolweni.
Bheki has walked the whole way to school.

Umgama osuka ekhaya ukuya emthini uyalingana nomgama osuka emthini uye esikolweni. Loo nto ithetha ukuba uhambe isiqingatha somgama.
The distance from the house to the tree is the same as the distance from the tree to the school. That means Bheki walked half the distance.

Nika abafundi amathuba okuthetha ngamaqhezu ngokuzoba ezinye iisimboli emgceni ukuze ubonise isinye esithathwini, iikota, isinye kwizihlanu nakwizithandathu. Bakhuthaze ukuze babone ukuba umgama ukusuka kwisimboli yokuqala ukuya kweyokugqibela uya kuba yinto enye epheleleyo, nokuba imigca eyahlulayo ibonisa iinxalenye zamaqhezu.

Provide opportunities for learners to talk about fractions by drawing other symbols on the line to show thirds, quarters, fifths and sixths. Encourage learners to see that the distance from the first to the last symbol would be the whole, and that the demarcations show the fraction parts.

IVEKI • WEEK 5

USUKU 4 • DAY 4

Amaqhezu
Fractions

IZIBALO ZENTLOKO MENTAL MATHS → NDIBONISE INANI! SHOW ME A NUMBER! → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

1 USizwe uya esikolweni yonke imihla. Kumgama ongangesiqingatha ukuya esikolweni kukho umthi. Zoba lo mthi kumgcamanani.

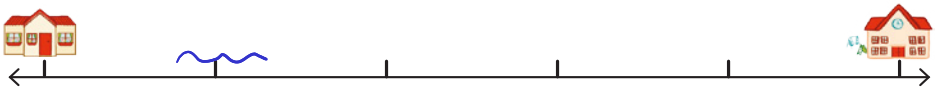
Sizwe walks to school every day. Halfway to school, there is a tree. Draw the tree on the number line.

Indlu yomhlobo wakhe ikumgama ongangekota ukuya esikolweni. Zoba isikwere kumgcamanani ubonise indlu yakulomhlobo wakhe.

His friend's house is one quarter of the way to school. Draw a square to show his friend's house on the number line.

Kumgama ongangesinye kwisihlanu ukuya esikolweni kukho umlambo. Krwela umgca kumgcamanani ubonise umlambo.

One fifth of the way to school, there is a river. Draw a line to show the river on the number line.

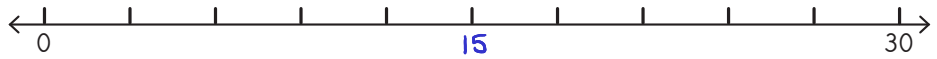


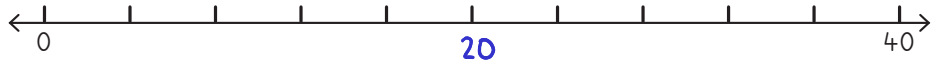
Kumgama ongangesinye kwisithandathu ukuya esikolweni kukho inja. Yenza ichokoza kumgcamanani ubonise inja.

One sixth of the way to school, there is a dog. Draw a dot to show the dog on the number line.

2 Bhala inani elisembindini kule migcamanani.

Write the number that is halfway along these number lines.



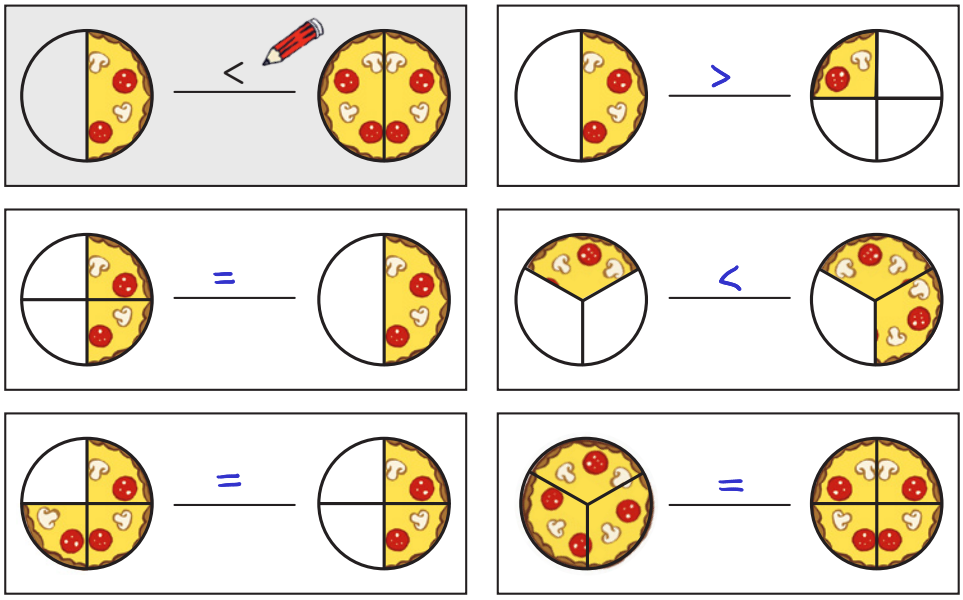


Fractions

learners can also write more than, less than, or is equal to in words

3 Jonga ezi ndawo zifakelwe umbala kule pitsa.
Bhala >, < okanye =.

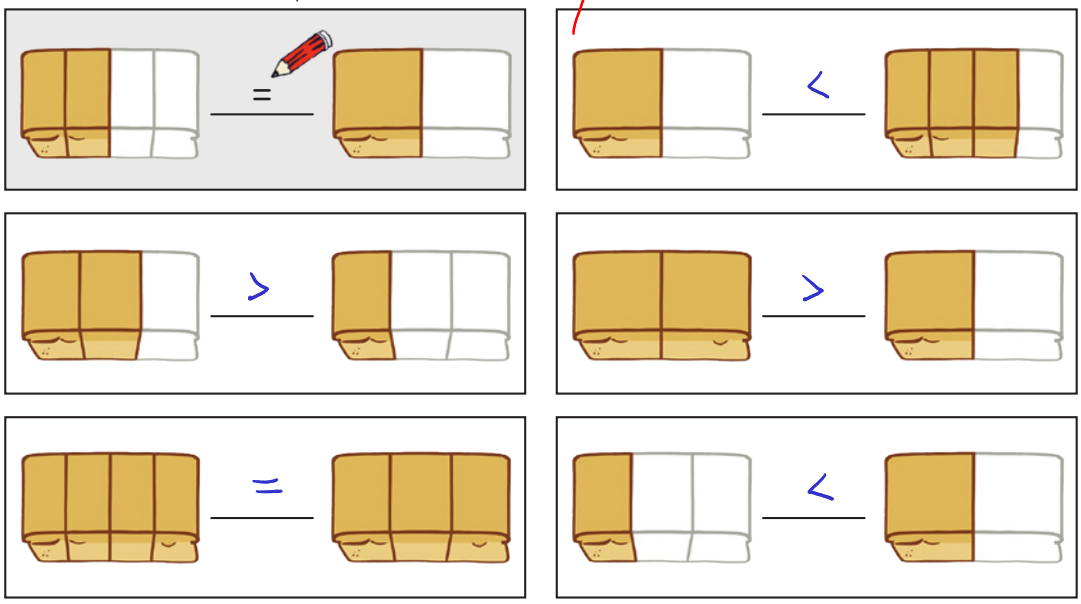
Look at the coloured parts of the pizza. Write >, < or =.



4 Jonga ezi ndawo zifakelwe umbala kwesi sonka.
Bhala >, < okanye =.

let learners say examples aloud
one half is less than 3 quarters

Look at the coloured parts of the loaves. Write >, < or =.



Thetha nomhlobo wakho ngeenxalenye zamaqhezu ozibonayo kweli phepha.

Talk to your friend about the fraction parts you can see on this page.

IVEKI • WEEK 5

USUKU 5 • DAY 5

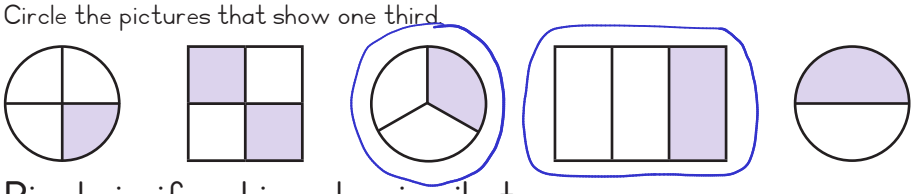
Uqukaniso
Consolidation

IPHEPHA LOKUSEBENZELA WORKSHEET → IPHEPHA LOKUSEBENZELA WORKSHEET

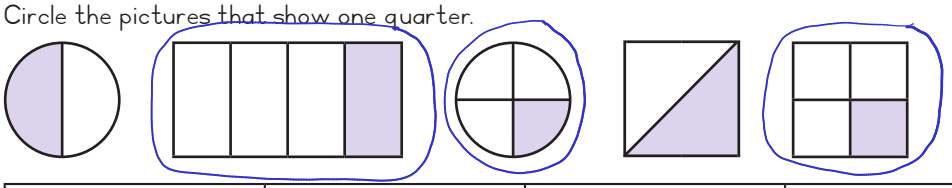
Masithethe ngeMaths!
Let's talk Maths!

NgesiXhosa sithi:	In English we say:
phinda kabini	double
isiqingatha	half
yahlula kubini	halve
isiqingatha esinye	one half
isinye esithathwini	one third
ikota enye	one quarter
isinye kwisihlanu	one fifth
isinye kwisithandathu	one sixth

1 Biyela imifanekiso ebonisa isinye kwisithathu.
Circle the pictures that show one third.



2 Biyela imifanekiso ebonisa ikota enye.
Circle the pictures that show one quarter.



3

Phinda kabini i-12. Double 12.	Phinda kabini ama-25. Double 25.	Phinda kabini ama-23. Double 23.	Phinda kabini ama-34. Double 34.

t	o
1	2
+ 1	2
2	4

t	o
2	5
+ 2	5
5	0

t	o
2	3
+ 2	3
4	6

t	o
3	4
+ 3	4
6	8

50

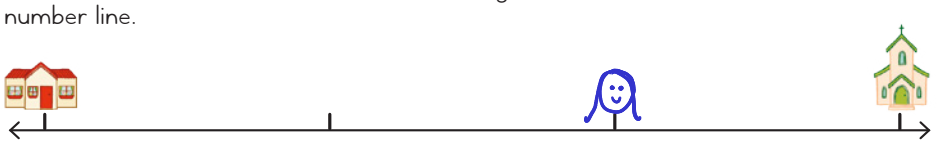
Assessment and consolidation

4 USizwe uphumla phantsi komthi okumgama ongangesinye esithathwini ukuya esikolweni. Zoba umthi kumgcamanani.

Sizwe rests at a tree one third of the way to school. Draw the tree on the number line.

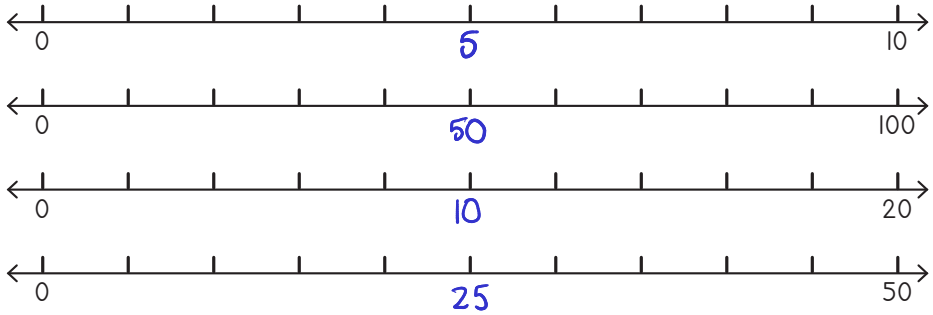
5 UBuhle udibana nomhlobo wakhe kumgama ongangesibini esithathwini ukuya ecaweni. Zoba ubuso bomhlobo wakhe kumgcamanani.

Buhle meets her friend two thirds of the way to church. Draw her friend's face on the number line.



6 Bhala inani elisembindini kule migcamanani.

Write the number that is halfway along these number lines.



7 Phinda kabini inani.

Double the number.

24	48	13	26	41	82
34	68	20	40	32	64

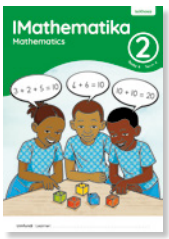
8 Fumana isiqingatha.

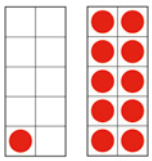
Find half.

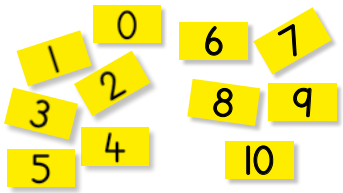
26	13	88	44	42	21
60	30	84	42	18	9

Umthamo

	Izixhobo
Izibalo zentloko: Yenza ama-20 ngamakhadi amachokoza	amakhadi amachokoza katitshala
Umdlalo: 1 2 3 Veza – ukudibanisa	amakhadi amanani abafundi 0–20







Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Ukulinganisela umthamo	iLAB, iikomityi, iibhotile, icephe, amanzi
2	Ukuqikelela nokuthelekisa umthamo	iLAB, iibhotile ezingenanto (ezininzi), amanzi
3	Ukusebenza ngomthamo	iLAB, iibhotile ezingenanto (zeelitha ezili-10, 5, 2 ne-1)
4	Ukuqikelela nokulinganisela umthamo	iLAB, iijagi zokulinganisela, iibhotile ezingenanto, amanzi
5	Uqukaniso novavanyo olujolise ekufundeni	iLAB

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukuqikelela, ukulinganisela, ukuthelekisa, ukucwangcisa nokurekhodisha umthamo esebenzisa imilinganiselo engekho mgangathweni njengenxalenye yokulinganisela okungekho sesikweni.	
ukuqikelela, ukulinganisela, ukuthelekisa, ukucwangcisa nokurekhodisha umthamo esebenzisa iilitha njengeeyunithi zomthamo ezisemgangathweni.	

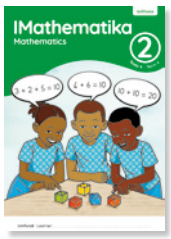
Uvavanyo (jonga kumaphepha angasemva esi sikhokelo)

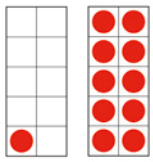
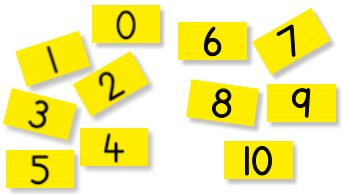
Uvavanyo olubhalwayo: Umlinganiselo – Umthamo

Uvavanyo oluthethwayo nolwenziwayo: Umlinganiselo – Umthamo: qwalasela abafundi ukuze uvavanye izakhono zabo zokusebenzisa isigama somthamo, ukuqikelela, ukulinganisela nokurekhodisha umthamo.

Capacity

	Resources
Mental Maths: Make 20 using dot cards	teacher dot cards
Game: 1, 2, 3, show – addition	learner number cards 0–20



Day	Lesson activity	Lesson resources
1	Measuring capacity	LAB, cups, bottles, teaspoon, water
2	Estimate and compare capacity	LAB, empty bottles (many), water
3	Working with capacity	LAB, empty bottles (10, 5, 2, 1 litre)
4	Estimating and measuring capacity	LAB, measuring jugs, empty bottles, water
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
estimate, measure, compare, order and record capacity using non-standard measures as part of informal measuring.	
estimate, measure, compare, order and record capacity using litres as the standard unit of capacity.	

Assessment (see back pages of this guide)

Written assessment: Measurement – Capacity

Oral and practical assessment: Measurement – Capacity: observe learners to assess their ability to use the language of capacity, to estimate, measure, compare and record capacity.

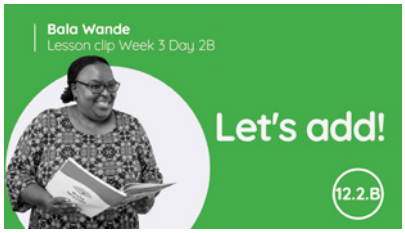
Umthamo

Izibalo Zentloko

Kule veki sibethelela ulwazi lweebhondi zama-20 sisebenzisa amakhadi amachokoza. Abafundi kufuneka babe nombono we-10 ngokuzalisa izakhelo zeshumi ezenziwe ngamakhadi amachokoza ashicilelweyo baze benze ama-20. Lo msetyenzana uqinisa ulwazi lwabafundi lweebhondi zeshumi nolwalamano olongezelelekayo.

Umdlalo

Kumdlalo wale veki abafundi baza kuziqhelisa ukudibanisa amanani amabini. Injongo kukudibanisa amanani ngokukhawuleza ukuze baphuhlise ukukhumbula iibhondi zamanani. Oku kuya kubanceda ekusombululeni iingxaki ngempumelelo.



Uphuhliso lweNgqiqo

Kule veki sigxila ekusebenzeni ngeeyunithi ezingekho mgangathweni ukuze abafundi baqonde ixabiso lokusebenzisa iiyunithi ezisemgangathweni ukulinganisela umthamo. Xa abafundi sebeyiqonda ingxaki yokusebenzisa iiyunithi ezahlukeneyo ukulinganisela umthamo, singadlulela ekufundiseni iyunithi esemgangathweni yelitha. Abafundi kufuneka bakwazi ukufunda imilinganiselo yeelitha baqonde ukuba zimele ntoni. Siza kujolisa koku:

- ukuqikelela, ukulinganisela, ukuthelekisa, ukucwangcisa nokurekhodisha umthamo besebenzisa imilinganiselo engekho mgangathweni njengenxalenye yokulinganisela okungekho sesikweni.
- ukuqikelela, ukulinganisela, ukuthelekisa, ukucwangcisa nokurekhodisha umthamo esebenzisa iilitha njengeeyunithi zomthamo ezisemgangathweni.

Into emayiqatshelwe kule veki

- Iyunithi engekho mgangathweni asinto ifane isetyenziswe xa kulinganiselwa. Umzekelo, ukusebenzisa amacephe okanye iibhotile zejem ukulinganisela umthamo webhotile okanye wejagi. Siqala ngeeyunithi ezingekho mgangathweni kuba zinentsingiselo kubafundi kwaye zifumaneka lula.
- Kubalulekile ukunika abafundi ixesha lokuhlola nokuchaza ukubaluleka kokusebenzisa iiyunithi ezisemgangathweni. Sisebenzisa iiyuthi ezisemgangathweni kuba sifuna inkqubo yokulinganisela enika iziphumo ezifanayo ngalo lonke ixesha isetyenziswa.
- Nceda abafundi bafumanise ingqiqo yomthamo – umthamo onokuthathwa sisikhongozelo xa sizele.
- Kubalulekile ukuvumela abafundi basebenze ngezikhongozelo ngokwabo okanye ubabonise phambi kweklasi imistyenzana eyenziwayo (nabafundi bathathe inxaxheba). Ukhumbule, abafundi besiGaba esiPhantsi bafunda ngcono xa besenza.
- Isigama esibalulekileyo: **ngaphezulu kuna**-, **ngaphantsi kuna**-, **umthamo**, **ilitha**, **izele**, **ayinanto**.

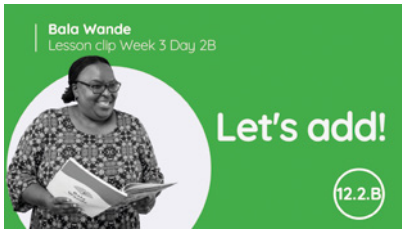
Capacity

Mental Maths

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

Game

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



Concept development

This week we focus on working with non-standard units in order to realise the value of using standard units to measure capacity. Once learners realise the problem of using different units to measure capacity, we can move on to introducing the standard unit of a litre. Learners should be able to read measurements given in litres and understand approximately what they represent. We will focus on:

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

What to look out for this week

- A non-standard unit is an object that is not normally used for measurement. For example, using spoons or jam jars to measure the capacity of a bottle or jug. We begin with non-standard units as they are meaningful to the learner and are readily available.
- It is important to allow learners time to explore and identify the importance of using standard units. We use standard units as we need to have a measurement system that gives the same results every time it is used.
- Help learners to establish the concept of **capacity** – the amount a container can hold when it is full.
- It is important that you allow learners to work with containers themselves or that you demonstrate the practical activities in front of the class (with learners participating if possible). Remember, learners in the Foundation Phase learn best when they are actively involved.
- Important vocabulary: **more than**, **less than**, **capacity**, **litre**, **full**, **empty**

Ukulinganisela umthamo

IZIBALO ZENTLOKO
MENTAL MATHS

YENZA AMA-20 NGAMAKHADI AMACHOKOZA
MAKE 20 USING DOT CARDS

→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

→ UMDLALO
GAME

→ AMAPHEPHA LOKUSEBENZELA
WORKSHEETS

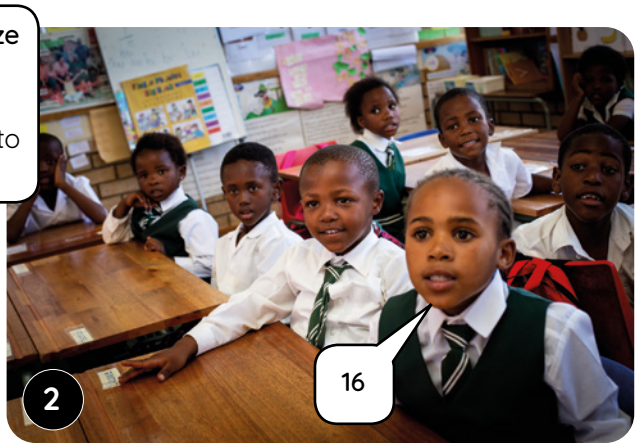
IZIBALO ZENTLOKO | MENTAL MATHS

Abafundi baza kusebenzisa amakhadi amachokoza ukuze babone ukuba kufuneka kongezwe kangakanani ukwenza ama-20.

Learners will use dot cards to see how many more are needed to make 20.

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.

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



Measuring capacity

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

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

89 = _____ + _____

56 = _____ + _____

38 = _____ + _____

79 = _____ + _____

27 = _____ + _____

43 = _____ + _____

68 = _____ + _____

83 = _____ + _____

38 = _____ + _____

56 = _____ + _____

Usuku 2 Day 2

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

29 = _____ + _____

92 = _____ + _____

37 = _____ + _____

55 = _____ + _____

81 = _____ + _____

26 = _____ + _____

65 = _____ + _____

58 = _____ + _____

83 = _____ + _____

35 = _____ + _____

Usuku 3 Day 3

Yakha la manani usebenzise amakhadi exabiso lendawo:
Use your place value cards to make:

19

68

81

52

26

33

74

48

96

15

Usuku 4 Day 4

Yakha la manani usebenzise amakhadi exabiso lendawo:
Use your place value cards to make:

68

39

81

43

92

27

54

86

75

38

Ukulinganisela umthamo

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Singasebenzisa ntoni ukuze silinganisele amanzi afunekayo ukuzalisa le bhotile?
What should we use to measure how much water we need to fill this bottle?

Icephe.
A spoon.

Icephe lincinci kakhulu! Ucinga ukuba zingaphi iikomityi ezinokungena apha?
A spoon is too small! How many cups do you think this one will take?

Ndiqinisekisile. Le bhotile izaliswe ziikomityi ezi-4.
I checked. It took 4 cups to fill this bottle.

Ucinga ukuba zingangaphi iikomityi ezinokuzalisa le ibhotile?
How many cups do you think this one will take?

Ziikomityi ezisi-8 kuba iyiphinde kabini leya.
I say 8 cups because it is twice as big.

Uqikelele kakuhle. Le bhotile izaliswe ziikomityi ezisi-8.
That was a good estimate! It took 8 cups to fill this bottle.

Nika abafundi amathuba aliqela okuba baqikelele kuqala baze balinganisele umthamo weebhotile, iijagi neekomityi. Abafundi mabalinganisele ngeekomityi bathethe ngezinto abazifumanisileyo. Qinisekisa ukuba abafundi bayayiqonda intsingiselo yegama elithi qikelela.

Allow the learners multiple opportunities to first estimate and then measure the capacity of bottles, jugs and cups. Allow learners to experiment by measuring with different cups and to talk about their discoveries. Ensure the learners understand the meaning of the word estimate.

Measuring capacity

IVEKI • WEEK 6

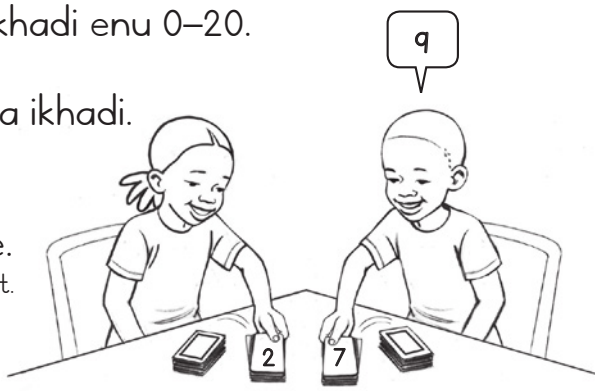
USUKU 1 • DAY 1

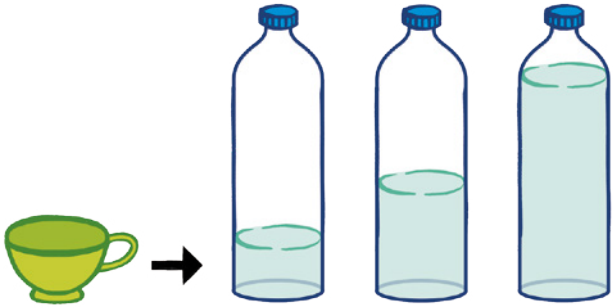
Ukulinganisela umthamo
Measuring capacity

IZIBALO ZENTLOKO (MENTAL MATHS) — YENZA AMA-20 NGAMAKHADI AMACHOKOZA (MAKE 20 USING DOT CARDS) → UMDLALO (GAME) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

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

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





1 Ingaba isikhongozelo sithatha ngaphezulu okanye ngaphantsi kunelitha e-1? Biyela impendulo echanekileyo.
Does the container hold more or less than 1 litre? Circle the correct answer.

ingaphezulu (more)	ingaphantsi (less)

ingaphezulu (more)	ingaphantsi (less)

52

Ukulinganisela umthamo

2 Zingaphi iikomityi ezifunekayo ezinokuzalisa ezi bhotile?

How many cups do you need to fill the bottles?

Xa uqikelela ucinga ngokuba liza kuba yintoni ixabiso. Kufuneka lisondele kwimpendulo echanekileyo ukuze ibe luqinikilelo olulungileyo.

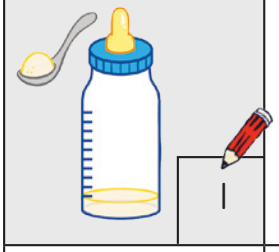
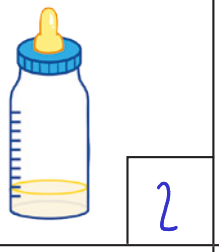
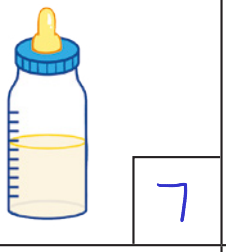
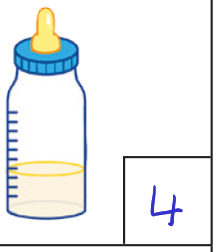
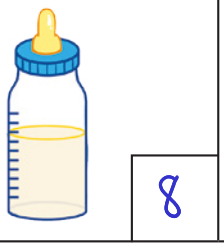
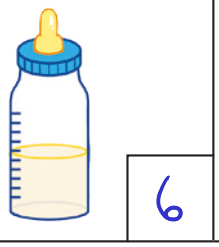
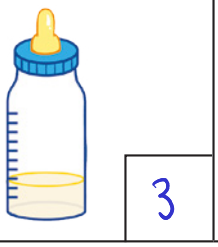
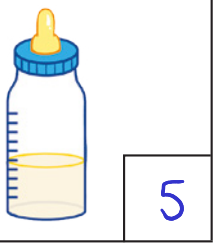
When you estimate, you think about what the value will be. It must be close to the right answer to be a good estimate.

	uqikelelo estimation	umlinganiselo measurement
	4	4
	learners' individual estimations	12
		20

Icephe elinye lamanzi lifikelela kolu phawu lwebhotile. Mangaphi amacephe amanzi agalelwe kule bhotile?

One spoon of water fills this bottle up to the first mark. How many spoons of water have been put into the bottle?

3

 1	 2	 7	 4
 8	 6	 3	 5

Estimate and compare capacity

IZIBALO ZENTLOKO
MENTAL MATHS

YENZA AMA-20 NGAMAKHADI AMACHOKOZA
MAKE 20 USING DOT CARDS

→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT →

UMDLALO
GAME →

AMAPHEPHA LOKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Uqaphela ntoni ngezikhongozelo?
What do you notice about the containers?

Izikhongozelo zinobukhulu obahlukeneyo.
The containers are different sizes.

1

Ezi bhotile zithatha umthamo owahlukileyo wamanzi. Umthamo wezi bhotile ubhalwe kuzo. Le bhotile ithatha ilitha enye.
These bottles hold different amounts of water. The capacity of the bottles is written on them. That bottle holds one litre.

2

Ucinga ukuba ezi zikhongozelo zibini zinomthamo olinganayo?
Do you think these two containers hold the same amount?

Ndicinga ukuba ithatha ngaphantsi kuba imfutshane.
I think it holds less because it is shorter.

3

Masiyikhangele. Zithatha umthamo ofanayo.
Let's test it to see. They hold the same amount!

4

Bakhuthaze abafundi bacinge (baqikelele) ngokuba izikhongozelo zingathatha umthamo ongakanani uze uthelekise imithamo ezinokuyithatha. Kufuneka baqaphele ukuba izikhongozelo ezineemilo ezahlukileyo zingathatha umthamo olinganayo wamanzi. Basebenzisa amanzi ukuhlola umahluko womthamo wezikhongozelo ezahlukileyo.

Encourage learners to think about (estimate) how much the containers can hold and compare the amounts they can hold. They should notice that containers of different shapes can hold the same amount of water. They use water to test the difference of capacity of the different containers.

Qikelela uze uthelekise umthamo

IVEKI • WEEK 6

USUKU 2 • DAY 2

Qikelela uze uthelekise umthamo

Estimate and compare capacity

IZIBALO ZENTLOKO (MENTAL MATHS) — YENZA AMA-20 NGAMAKHADI AMACHOKOZA (MAKE 20 USING DOT CARDS) → UMDLALO (GAME) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

1 umthamo ngokweekomityi

capacity in cups

10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
	iketile kettle	imagi mug	isitya bowl	ijagi jug

Igarafu yemifanekiso ibonisa inani leekomityi ezithathwa sisikhongozelo ngasinye.

The pictograph shows how many cups each container can hold.

Thetha nabahlobo bakho ngale mibuzo.

Talk to your friends about these questions.

Zingaphi ezizalisa ? 10
How many fill the ?

Zingaphi ezizalisa ? 2
How many fill the ?

Zingaphi ezizalisa ? 3
How many fill the ?

Zingaphi ezizalisa ? 5
How many fill the ?

Umeme abahlobo abasi-7 beza kokwenu. Ungabathengela ilitha e-1 yejusi ukuba basele, ngokuba kutheni?

You have invited 7 friends to your house. Would you buy 1 litre of juice for them to drink and why? No. 1 ℓ = 4 cups

UMama uthenge iilitha ezi-2 zobisi. Siba-3 ekhaya. Umntu ngamnye usela ilitha e-1 yobisi. Ingaba umama uthenge ubisi olwaneleyo?

Mom buys 2 litres of milk. There are 3 people in our family. Each of them drinks 1 litre of milk every day. Did Mom buy enough milk? No.

They'll need 3ℓ every day.

54

Estimate and compare capacity

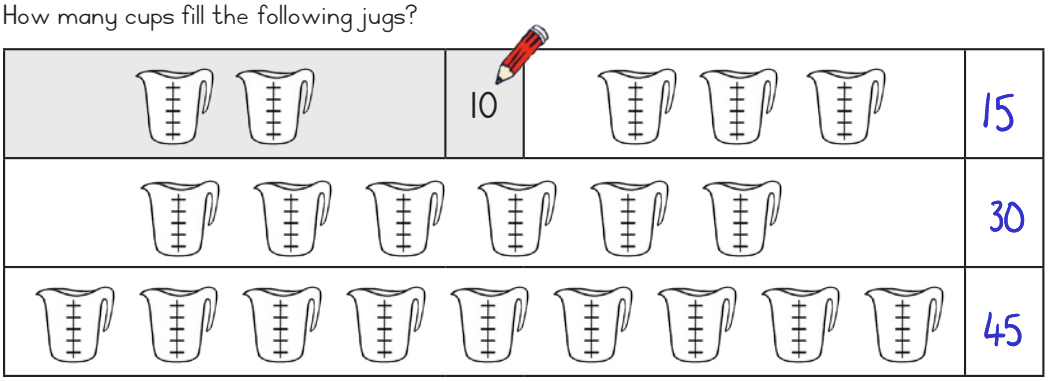
2

Iikomityi ezi-5 zizalisa ijagi enye.

5 cups fill one jug.

Zingaphi iikomityi ezizalisa ezi jagi?

How many cups fill the following jugs?



5 × 1 = 5	5 × 4 = 20	5 × 3 = 15	5 × 2 = 10

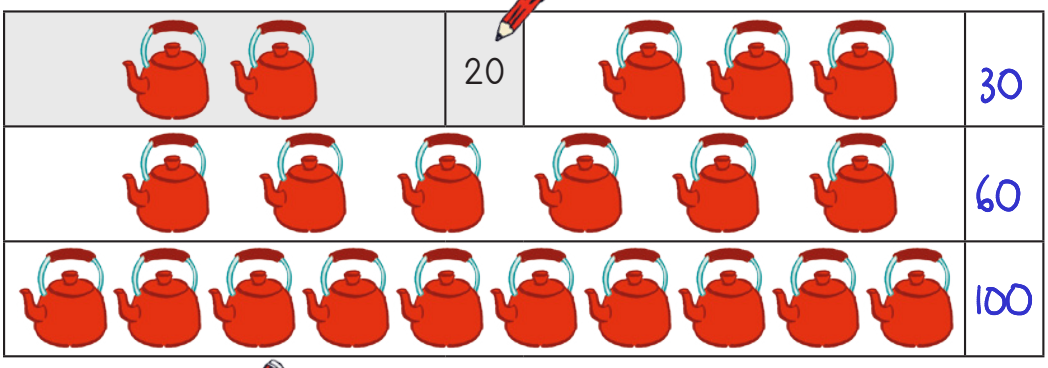
3

Iikomityi ezili-10 zizalisa iketile enye.

10 cups fill one kettle.

Zingaphi iikomityi ezinokuzalisa ezi ketile zilandelayo?

How many cups fill the following kettles?



10 × 1 = 10	10 × 3 = 30	10 × 2 = 20	10 × 5 = 50

Ukusebenza ngomthamo

IZIBALO ZENTLOKO
MENTAL MATHS

YENZA AMA-20 NGAMAKHADI AMACHOKOZA
MAKE 20 USING DOT CARDS

→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT →

UMDLALO
GAME →

AMAPHEPHA LOKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Misa ezi zikhongozelo uqale ngesona sithatha umthamo omncinci uye kwesona sithatha kakhulu.

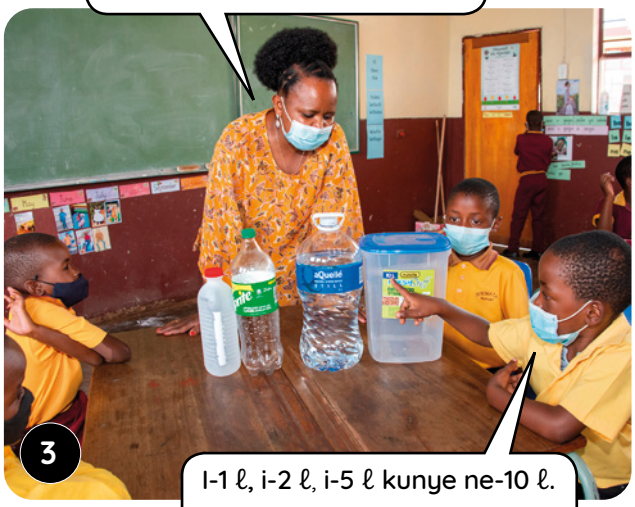
Sort these containers from the one that holds the least to the one that holds the most.

Esi sithatha kakhulu ze esiya sithathe kancinci.

This one holds the most and that one holds the least.

Singathatha iilitha ezingaphi isikhongozelo ngasinye?

How many litres can each container hold?



I-1 ℓ, i-2 ℓ, i-5 ℓ kunye ne-10 ℓ.

1 ℓ, 2 ℓ, 5 ℓ and 10 ℓ.

Yintoni umahluko phakathi kwemithamo yezi zikhongozelo?

What is the difference between the capacity of these containers?

Kufuneka uthabathe, usebenzise imithamo.
5 ℓ – 2 ℓ = 3 ℓ

You need to subtract, using the capacities.
5 ℓ – 2 ℓ = 3 ℓ

Khetha izikhongozelo ezahlukileyo uze unike abafundi amathuba aliqela okusombulula iingxaki ezahlukileyo zokudibanisa nokuthabatha ezibandakanya iilitha.

Select different containers and provide multiple opportunities for learners to solve different addition and subtraction problems involving litres.

Working with capacity

IVEKI • WEEK 6

USUKU 3 • DAY 3

Ukusebenza ngomthamo
Working with capacity

IZIBALO ZENTLOKO
MENTAL MATHS

YENZA AMA-20 NGAMAKHADI AMACHOKOZA
MAKE 20 USING DOT CARDS

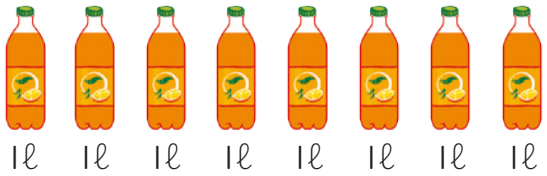
→ UMDLALO
GAME

→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

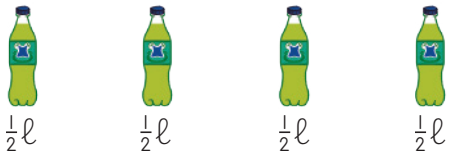
→ AMAPHEPHA OKUSEBENZELA
WORKSHEETS

1

Zingaphi iibhotile? How many bottles?	3
Zingaphi iilitha? How many litres?	3



Zingaphi iibhotile? How many bottles?	8
Zingaphi iilitha? How many litres?	8



Zingaphi iibhotile? How many bottles?	4
Zingaphi iilitha? How many litres?	6

2

UMama uthenge iilitha ezi-2 zobisi waze uTata wathenga ezinye iilitha ezi-5. Zingaphi iilitha zobisi abazithengileyo zizonke?

Mom buys 2 litres of milk and Dad buys another 5 litres. How many litres of milk did they buy altogether?

2ℓ + 5ℓ = 7ℓ

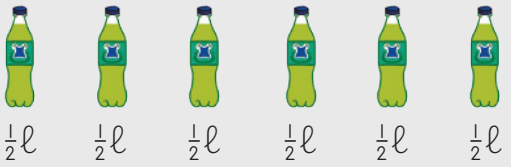
UJabu uthenge iilitha ezimbini zekhola waze uVusi wathenga ilitha e-1. Zingaphi iilitha zekhola abanazo zizonke?

Jabu buys 2 litres of cola and Vusi buys 1 litre. How many litres of cola do they have altogether?

2ℓ + 1ℓ = 3ℓ

Ukuqikelela nokulinganisela umthamo

3

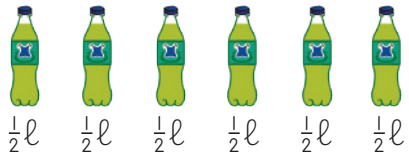
	Zingaphi iibhotile? How many bottles?	6
	Zingaphi iilitha? How many litres?	3

	Zingaphi iibhotile? How many bottles?	3
	Zingaphi iilitha? How many litres?	6

	Zingaphi iibhotile? How many bottles?	6
	Zingaphi iilitha? How many litres?	12

	Zingaphi iibhotile? How many bottles?	4
	Zingaphi iilitha? How many litres?	8

4 Zingaphi iilitha kwibhokisi nganye?
How many litres in each box?

A 	9

B 	4

Yeyiphi ibhokisi eneelitha ezininzi? Which box has more litres?	A
Zininzi kangakanani? How many more?	9ℓ − 4ℓ = 5ℓ

Estimating and measuring capacity

IZIBALO ZENTLOKO
MENTAL MATHS

YENZA AMA-20 NGAMAKHADI AMACHOKOZA
MAKE 20 USING DOT CARDS

→ **UPHUHLISO LWENGQIQO**
CONCEPT DEVELOPMENT →

UMDLALO
GAME →

AMAPHEPHA OKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Singayisebenzisa njani ijagi yokulinganisela isincede ekufumaneni umthamo wesikhongozelo ngasinye?

How can we use the measuring jug to help us work out the capacity of each container?

Ijagi ithatha ilitha e-1. Singayisebenzisa ukulinganisela umthamo wesikhongozelo ngasinye.

The jug holds 1 litre. We can use it to measure the capacity of each container.

Ingaba le bhotile iza kuthatha umthamo wamanzi ongaphezulu, ongaphantsi okanye olinganayo nowejagi engangelitha e-1?

Do you think this bottle will hold more than, less than or the same amount of water as the 1 litre jug?

Ndicinga ukuba iya kuthatha ngaphantsi kuba yibhotile encinci. Masiyizame!

I think it will hold less because it is a small bottle. Let's try it

Nika abafundi ixesha lokuqikelela baze balinganisele umthamo webhotile nganye. Bhala uqikelelo nemilinganiselo kwitheyibhile. Nika abafundi ixesha lokuthelekisa uqikelelo lwabo nemilinganiselo, ubakhuthaze ukuba baqikelele ngokuchanekileyo kanganoko banakho.

- **Sebenzisa iijagi ezahlukileyo ukuze uthelekise imilinganiselo ezahlukileyo.**
- **Bakhuthaze abafundi ukuba bathethe ngeendlela ezinokwahluka ngayo iibhotile ngokwemilo nobukhulu, maxa wambi zisenokuba nomthamo ofanayo.**

Give learners time to estimate and then measure the capacity of each bottle. Write the estimations and measurements into a table. Allow learners time to compare their estimations and measurements and encourage them to estimate as accurately as they can.

- Use different jugs to compare different measurements.
- Encourage learners to talk about how bottles may look different in shape and size, but sometimes they can have the same capacity.

Ukuqikelela nokulinganisela umthamo

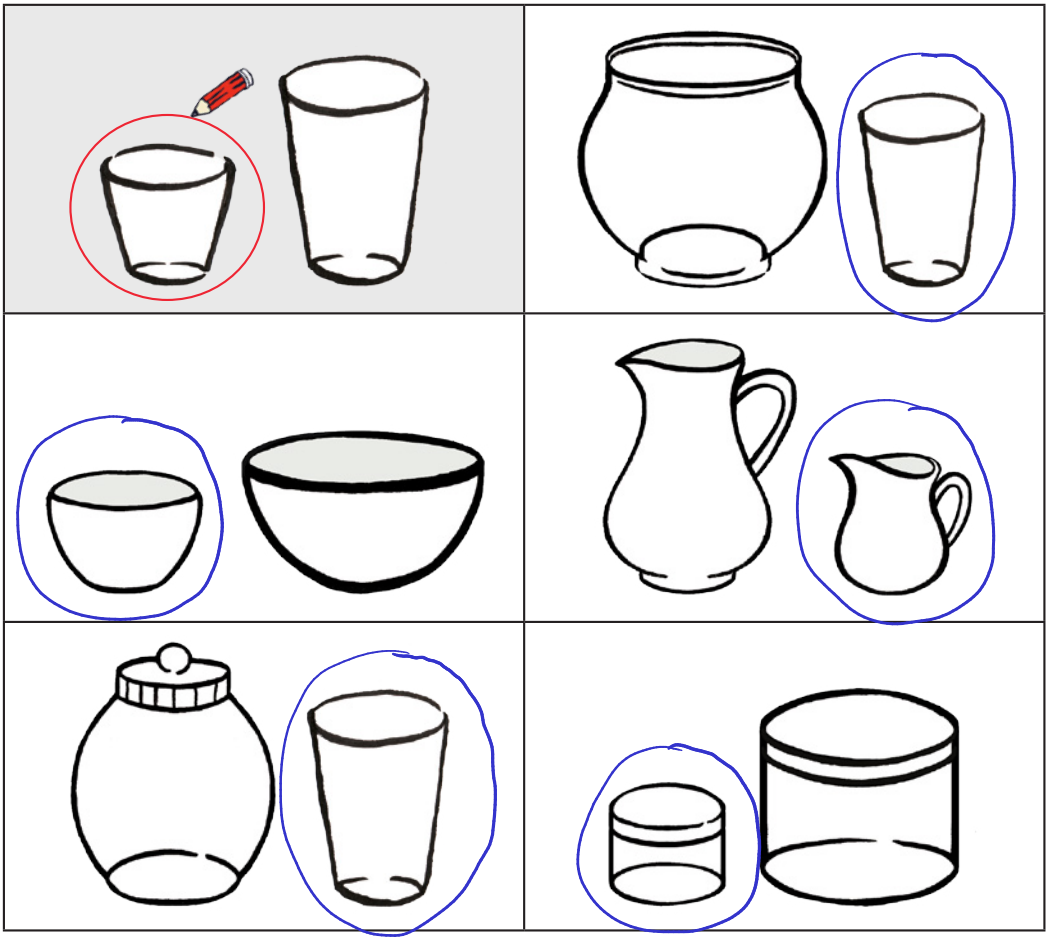
IVEKI • WEEK 6

USUKU 4 • DAY 4

Ukuqikelela nokulinganisela umthamo
Estimating and measuring capacity

IZIBALO ZENTLOKO (MENTAL MATHS) → YENZA AMA-20 NGAMAKHADI AMACHOKOZA (MAKE 20 USING DOT CARDS) → UMDLALO (GAME) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

1 Biyela isikhongozelo esiza kuthatha amanzi amancinci.
Circle the container that will hold less water.



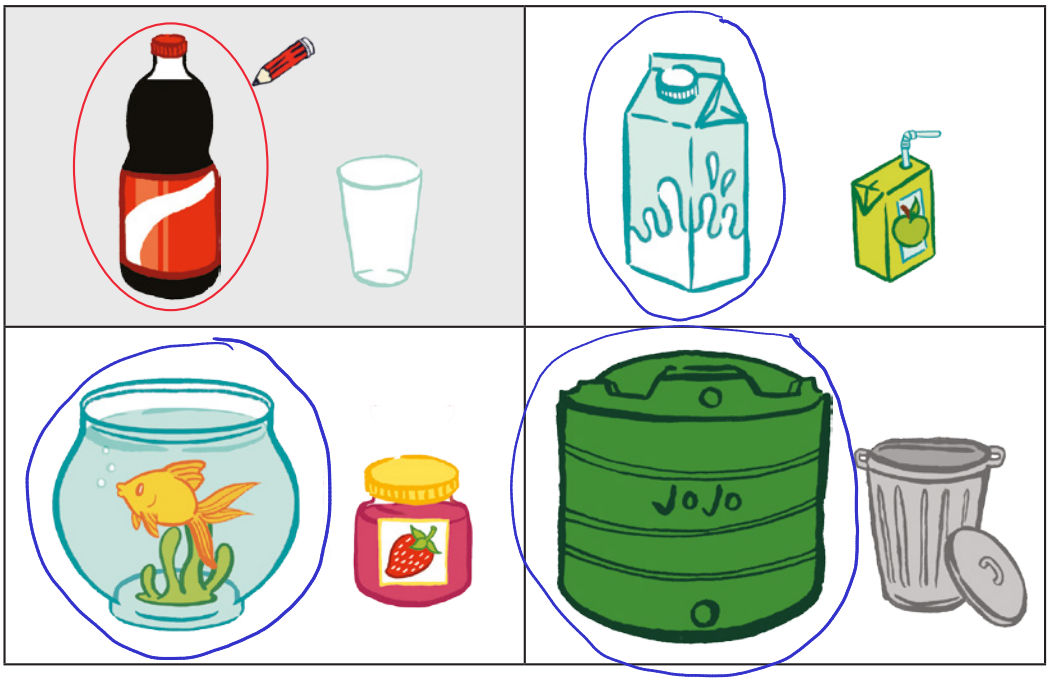
2 UJabu ukhe amanzi angange-3 ℓ etephini. Umama wakhe umcele ukuba akhe i-10 ℓ. Zingaphi iilitha ekusafuneka azikhe?
Jabu has collected 3 ℓ of water from the tap. His mother asked him to collect 10 ℓ. How many more litres must he collect?

10 ℓ − 3 ℓ = 7 ℓ

Isikhongozelo esithatha kakhulu sinomthamo omkhulu.
We say the container that can hold more has a greater capacity

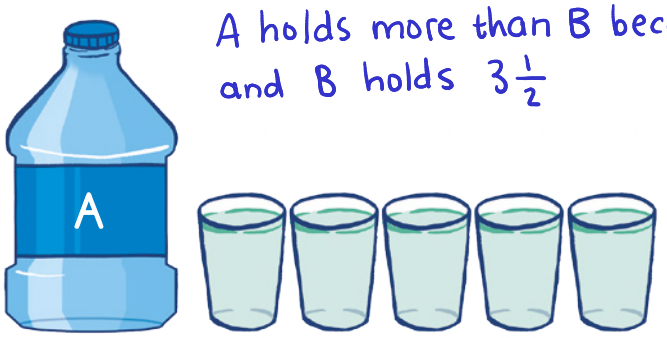
Estimating and measuring capacity

3 Biyela isikhongozelo esiza kuthatha kakhulu.
Circle the container that will hold more.



4 Sesiphi isikhongozelo esithatha kakhulu?
Which container holds more?

A holds more than B because A holds 5 glasses and B holds $3\frac{1}{2}$



IVEKI • WEEK 6

USUKU 5 • DAY 5

Uqukaniso
Consolidation

IPHEPHA LOKUSEBENZELA WORKSHEET → IPHEPHA LOKUSEBENZELA WORKSHEET

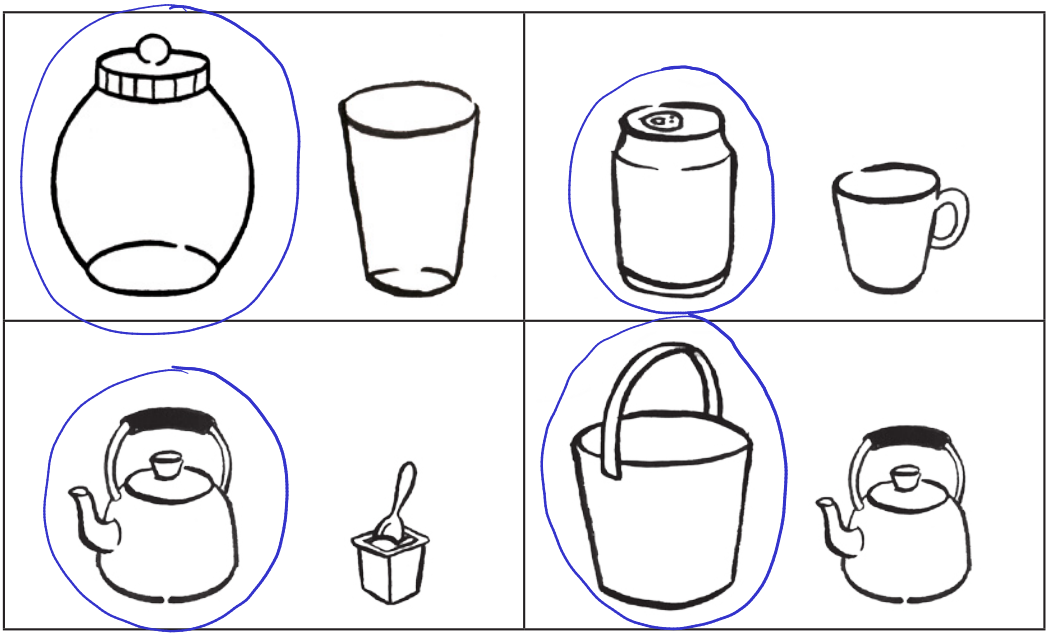
Masithethe ngeMaths!
Let's talk Maths!

NgesiXhosa sithi:	In English we say:
umthamo	capacity
Ibhotile ithatha iikomityi ezi-4 zamanzi.	The bottle holds 4 cups of water.
Ilitha enye iyafana neekomityi ezi-4.	One litre is the same as 4 cups.
Isikhongozelo esikhulu sinomthamo. omkhulu	A big container has a large capacity
Isikhongozelo esincinci sinomthamo. omncinci	A small container has a small capacity

1

Zingaphi iibhotile? How many bottles?	7
Zingaphi iilitha? How many litres?	7ℓ

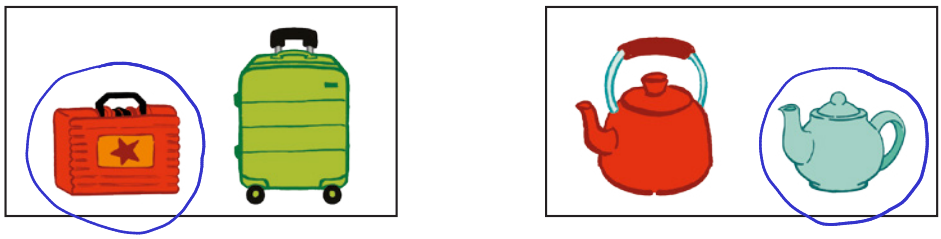
2 Biyela isikhongozelo esiza kuphatha amanzi amaninzi.
Circle the container that will hold more water.



60

Assessment and consolidation

3 Biyela isikhongozeli esiphatha kancinci.
Circle the container that will hold less.



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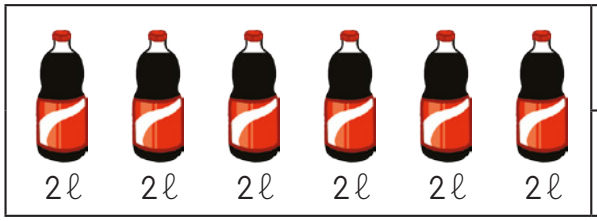
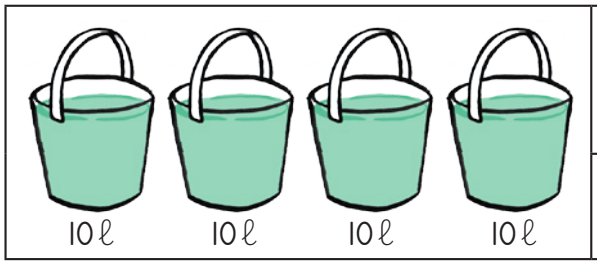
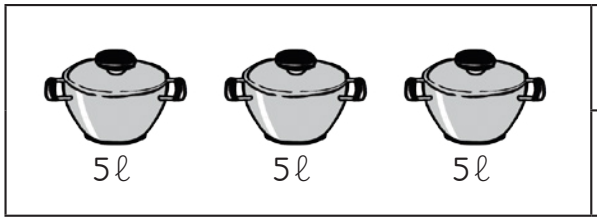


Zingaphi iibhotile? How many bottles?	6
Zingaphi iilitha? How many litres?	12

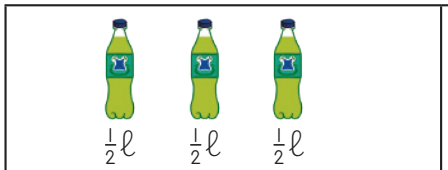
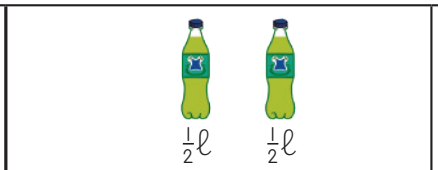
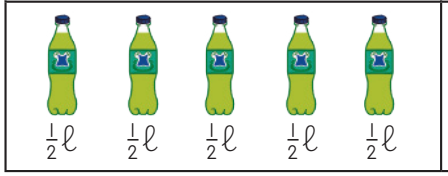
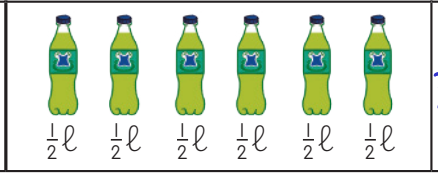


Mangaphi amabhakethi? How many buckets?	4
Zingaphi iilitha? How many litres?	40



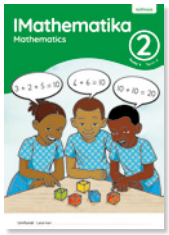
Zingaphi iimbiza? How many pots?	3
Zingaphi iilitha? How many litres?	15

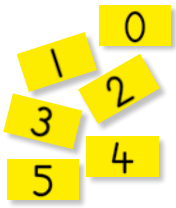
5 Zingaphi iilitha?
How many litres?

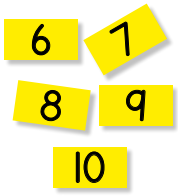
	$1\frac{1}{2}\ell$		1ℓ
	$2\frac{1}{2}\ell$		3ℓ

Ukudibanisa nokuthabatha

	Izixhobo
Izibalo zentloko: Ndibonise inani	iibloko zesiseko se-10 zikatitshala nabafundi
Umdlalo: IMaths ekhawulezayo ngamakhadi – thabatha	amakhadi amanani 0-10 abafundi





Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Ukudibanisa nokuthabatha	iLAB, iibloko zesiseko se-10 zikatitshala nabafundi
2	Ukudibanisa nokuthabatha	iLAB, iibloko zesiseko se-10 zikatitshala nabafundi
3	Ukudibanisa nokuthabatha	iLAB, iibloko zesiseko se-10 zikatitshala nabafundi
4	Ukudibanisa nokuthabatha	iLAB, iibloko zesiseko se-10 zikatitshala nabafundi
5	Uqukaniso novavanyo olujolise ekufundeni	iLAB

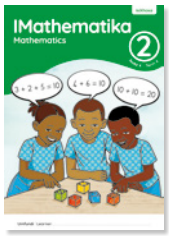
Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukudibanisa nokuthabatha amanani amivo mibini kumanani amivo mibini ngaphandle kokuwelela ngaphaya kweshumi, usebenzise iibloko zesiseko seshumi.	
ukudibanisa nokuthabatha amanani amivo mibini kumanani amivo mibini uwelele ngaphaya kweshumi, usebenzise iibloko zesiseko seshumi.	
ukuqaphela ukuba izivakalisi manani zeengxaki zabo zingabhalwa ngokwemithetho (ngokwealgorithm) eme nkqo.	

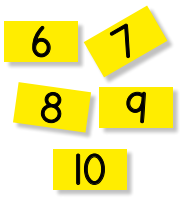
Uvavanyo (jonga kumaphepha angasemva esi sikhokelo)

Uvavanyo olubhalwayo: Amanani, iindlela zokubala nolwalamano – Ukudibanisa nokuthabatha

Addition and subtraction

	Resources
Mental Maths: Show me a number!	teacher and learner base 10 blocks
Game: Fast maths with cards – subtract!	learner number cards 0-10



Day	Lesson activity	Lesson resources
1	Addition and subtraction	LAB, teacher and learner base 10 blocks
2	Addition and subtraction	LAB, teacher and learner base 10 blocks
3	Addition and subtraction	LAB, teacher and learner base 10 blocks
4	Addition and subtraction	LAB, teacher and learner base 10 blocks
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
add and subtract two-digit numbers to or from two-digit numbers, without bridging the tens, by using base ten blocks.	
add and subtract two-digit numbers to or from two-digit numbers, with bridging the tens, by using base ten blocks.	
recognise that the number sentences for their problems can be recorded as vertical algorithms.	

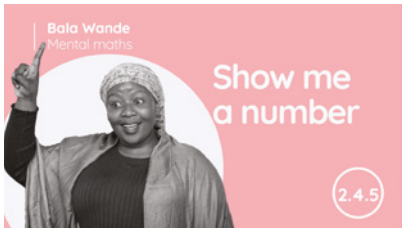
Assessment (see back pages of this guide)

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

Ukudibanisa nokuthabatha

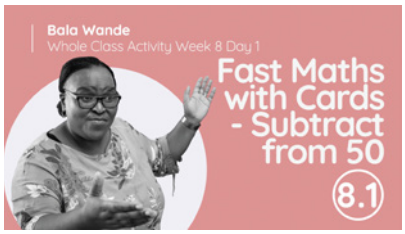
Izibalo Zentloko

Kule veki sijolisa ekuchongeni ama-10 nemivo kumanani amivo mibini. Utitshala uza kubonisa abafundi ama-10 noo-1 ngokusebenzisa iibloko zesiseko se-10, baze abafundi babize amanani. Kungenjalo utitshala uza kubiza inani baze abafundi babonise ama-10 noo-1 ngeebloko zesiseko se-10.



Umdlalo

Kule veki siza kudlala umdlalo iMaths ekhawulezayo ngamakhadi – thabatha! Abafundi baza kuziqhelisa ukusombulula iingxaki ngokukhawuleza ngokukhumbula iibhondi zamanani. Abafundi bathabatha kwinani elahlukileyo ngosuku ngalunye (ama-50, 60, 70, nama-80). Kubalulekile ukuba abafundi bakwazi ukusombulula iingxaki ngempumelelo ukuze babe nesiseko esiluqilima seengxaki eziqatha kwixesha elizayo.



Uphuhliso lweNgqiqo

Abafundi baza kusombulula iingxaki zokudibanisa nokuthabatha besebenzisa iibloko zesiseko se-10. Abafundi baza kubethelela ulwazi lwabo lweengxaki ezingaweleli ngaphaya kweshumi phambi kokwenza ezo ziwelela ngaphaya kweshumi. Baza kuziqhelisa ukusombulula iingxaki ngokudibanisa ama-10 noo-1 ukuze basebenze ngokukhawuleza nangempumelelo. Kumsebenzi wethu wokudibanisa nokuthabatha siza kugxila koku:

- ukudibanisa nokuthabatha amanani amivo mibini kumanani amivo mibini ngaphandle kokuwelela (nangokuwelela) ngaphaya kweshumi, ngokusebenzisa iibloko zesiseko seshumi.
- ukuqonda ukuba izivakalisi manani zeengxaki zabo zisenokubhalwa njengemithetho (njengealgorithm) eme nkqo.

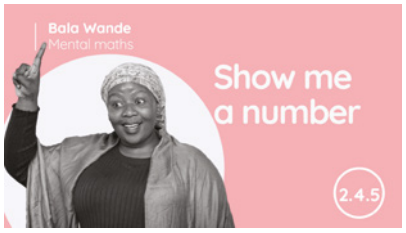
Into emayiqatshelwe kule veki

- Iibloko zesiseko se-10 ngumzekelo obambekayo wemathematika kwaye ukusetyenziswa kwezi bloko kunceda abafundi babe nombono wokubala. Khuthaza incoko phakathi kwabafundi ukuze bathethe ngendlela abazisebenzisa ngayo iibloko xa bedibanisa okanye bethabatha ngama-10 noo-1. Ukuthetha ngezisombululo nokuthethelela iindlela zokubala ngumba obalulekileyo kuphuhliso lokuqonda imathematika. Kufuneka abafundi bakwazi ukudibanisa nokuthabatha lula bengakhange bawelele ngaphaya kweshumi. Bakhuthaze ukuba basebenze ngeebloko ukuze baqonde indlela yokuwelela ngaphaya kwe-10.
- Isigama esibalulekileyo: **amashumi**, **imivo**, **ukudibanisa**, **ukuthabatha**.

Addition and subtraction

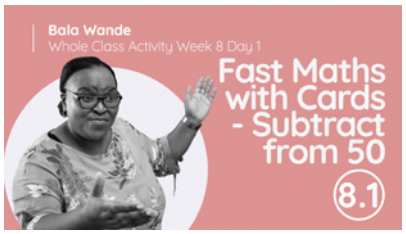
Mental Maths

This week we focus on identifying 10s and 1s in 2-digit numbers. The teacher will show the learners 10s and 1s by using base 10 blocks, and the learners will call out the number. Alternatively, the teacher can call out a number, and the learners can show the 10s and 1s with their base 10 blocks.



Game

This week we will play Fast maths with cards – subtract! Learners will practise solving problems quickly by recalling number facts. The learners should subtract from a different number each day (50, 60, 70 and 80). It is important for learners to be able to solve simple problems efficiently in order to provide a solid foundation for more difficult problems later on.



Concept development

Learners will solve addition and subtraction problems using base 10 blocks. Learners will consolidate their understanding of problems that do not bridge ten, before attempting problems that do bridge the ten. Learners will practise solving problems by adding or subtracting 10s and 1s, so as to work quickly and efficiently. In our work on addition and subtraction, we will focus on:

- adding and subtracting two-digit numbers to or from two-digit numbers, without (and with) bridging the tens, by using base ten blocks.
- recognising that the number sentences for these problems can be recorded as vertical algorithms.

What to look out for this week

- Base 10 blocks are a useful concrete mathematical representation and the use of these blocks helps learners to visualise computations. Encourage conversation between learners so that they can talk about how they use the blocks when they add or subtract using 10s and 1s. The ability to verbalise solutions and justify methods is an essential aspect of the development of mathematical understanding. Learners should be able to add and subtract comfortably without bridging 10. Encourage learners to work with blocks to understand how to bridge 10.
- Important vocabulary: **tens**, **ones**, **addition**, **subtraction**

Ukudibanisa nokuthabatha

IZIBALO ZENTLOKO MENTAL MATHS — NDIBONISE INANI! SHOW ME A NUMBER! → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMDLALO GAME → AMAPHEPHA LOKUSEBENZELA WORKSHEETS

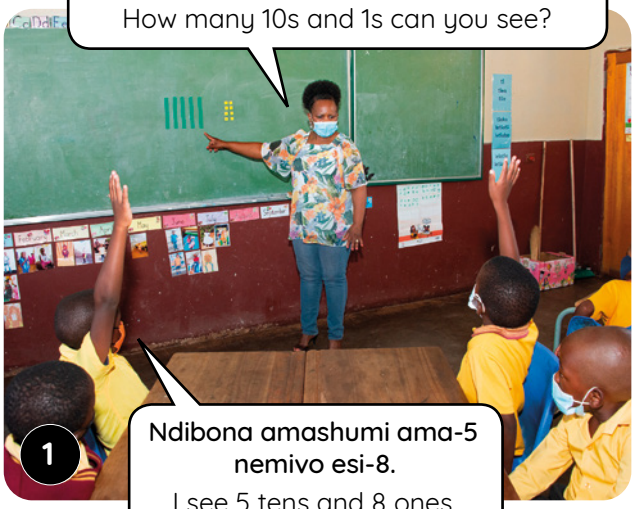
IZIBALO ZENTLOKO | MENTAL MATHS

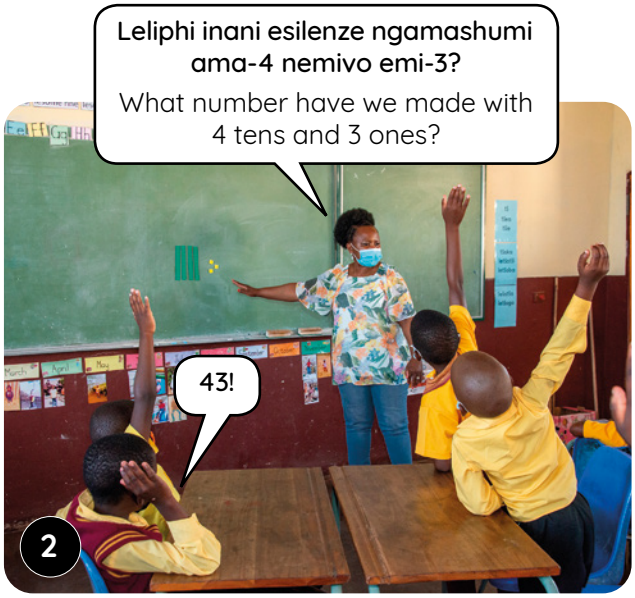
Sebenzisa iibloko zesiseko se-10 ukwenza amanani nokuthetha ngama-10 nemivo.

Use base 10 blocks to make numbers and to talk about 10s and 1s.

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.

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





Addition and subtraction

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

Sombulula usebenzise iibloko.
Solve using blocks.

43 + 46 = _____

55 + 24 = _____

61 + 34 = _____

43 + 15 = _____

12 + 54 = _____

65 – 24 = _____

75 – 41 = _____

59 – 37 = _____

27 – 14 = _____

95 – 80 = _____

Usuku 2 Day 2

Sombulula usebenzise iibloko.
Solve using blocks.

51 + 22 = _____

42 + 35 = _____

37 + 52 = _____

62 + 13 = _____

25 + 42 = _____

46 – 35 = _____

39 – 16 = _____

78 - 56 = _____

83 – 62 = _____

55 – 14 = _____

Usuku 3 Day 3

Sombulula usebenzise iibloko.
Solve using blocks.

43 + 52 = _____

35 + 41 = _____

22 + 65 = _____

54 + 33 = _____

41 + 48 = _____

95 – 81 = _____

46 – 32 = _____

79 – 47 = _____

58 – 26 = _____

65 – 50 = _____

Usuku 4 Day 4

Sombulula usebenzise iibloko.
Solve using blocks.

61 + 22 = _____

54 + 35 = _____

27 + 42 = _____

32 + 53 = _____

44 + 11 = _____

85 – 61 = _____

69 – 47 = _____

24 - 12 = _____

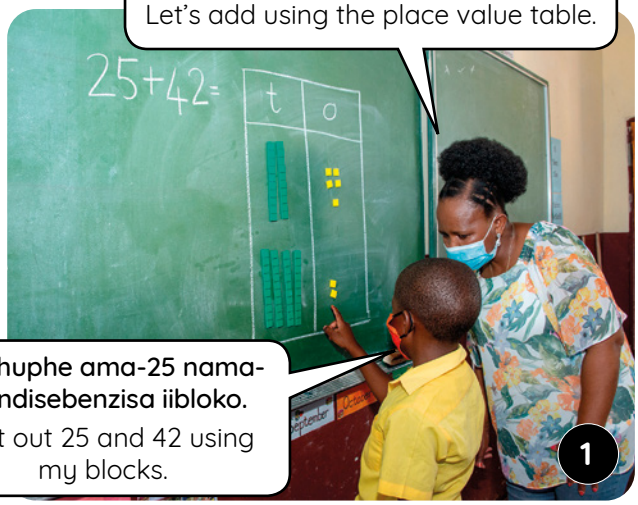
78 – 56 = _____

32 – 21 = _____

Ukudibanisa nokuthabatha

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Masidibanise sisebenzise itheyibhile yexabiso lendawo.
Let's add using the place value table.



Ndikhuphe ama-25 nama-42 ndisebenzisa iibloko.
I put out 25 and 42 using my blocks.

1

Imivo emi-5 edibene nemivo emi-2 yenza imivo esi-7. Amashumi ama-2 adibene namashumi ama-4 enza amashumi ama-6 nemivo esi-7 enza ama-67 edibene.
5 ones plus 2 ones is 7 ones. 2 tens plus 4 tens is 6 tens. 6 tens and 7 ones makes 67altogether.

2

Masithabathe sisebenzise itheyibhile yexabiso lendawo.
Let's subtract using the place value table.

3

Kufuneka ndibeke amashumi asi-8 apha nemivo esi-7 ngapha. Ukuze ndithabathe ama-36 kufuneka ndisuse imivo emi-6 namashumi ama-3.
I must put 8 tens here and 7 ones there. To subtract 36, I need to take away 6 ones and 3 tens.

Ndithabatha imivo emi-6 kwimivo esi-7. Kushiyeka umvo o-1. Ndithatha amashumi ama-3 kumashumi asi-8. Ndishiyekelwa ngamashumi ama-5. Ndishiyekelwe ngamashumi ama-5 nomvo o-1, ngama-51.
I take away 6 ones from the 7 ones. That leaves 1 one. I take away 3 tens from the 8 tens. I am left with 5 tens. I am left with 5 tens and 1 one, which makes 51.

Nika abafundi amathuba aliqela okusombulula iingxaki ezinokudibanisa nokuthabatha ama-10 nemivo besebenzisa iibloko zesiseko se-10 netheyibhile yexabiso lendawo. Thetha nabo ngendlela ebanceda ngayo itheyibhile yexabiso lendawo ekusombululeni iingxaki ngempumelelo ngokuhlela ama-10 noo-1.

Allow learners multiple opportunities to solve problems that involve adding and subtracting 10s and 1s using base 10 blocks and the place value table. Talk to them about how the place value table helps them to solve problems more efficiently by grouping the 10s and 1s.

IVEKI • WEEK 7

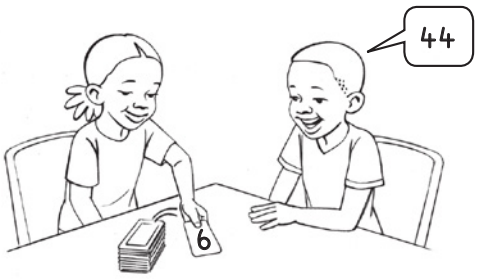
USUKU 1 • DAY 1

Ukudibanisa nokuthabatha
Addition and subtraction

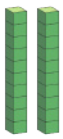
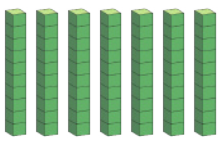
IZIBALO ZENTLOKO MENTAL MATHS → NDIBONISE INANI! SHOW ME A NUMBER! → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

Umdlalo: IMaths ekhawulezayo ngamakhadi – thabatha
Game: Fast maths with cards – subtract

- Yenza isicuku ngamakhadi amanani 0–10.
  Place number cards 0 to 10 in a pile.
- Guqula ikhadi elinye.
  Flip one card.
- Thabatha kuma-50.
  Subtract from 50.
- Khawuthabathe ke ngoku kuma-60, 70 nakuma-80.
  Now try to subtract from 60, 70 and 80.



26 + 71 =

Ama-26 ayafana namashumi ama-2 nemivo emi-6. 26 is the same as 2 tens and 6 ones.		
Masidibanise ama-71. Now let's add 71.		
	Kukho amashumi ali-9 ewonke. There are 9 tens altogether.	Kukho imivo esi-7 iyonke. There are 7 ones altogether.

	t	o
	2	6
+	7	1
	9	7

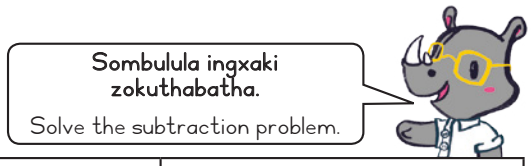
Ndinama-97 zizonke.
I have 97 altogether.

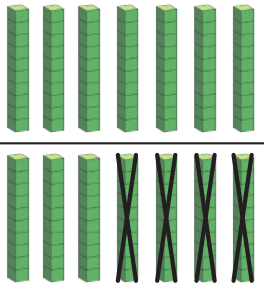
1 Dibanisa usebenzise iibloko.
Add using blocks.

18 + 51 = 69	34 + 42 = 76	63 + 25 = 88
75 – 14 = 61	56 – 32 = 24	44 – 23 = 21

Ukudibanisa nokuthabatha

73 – 42 =



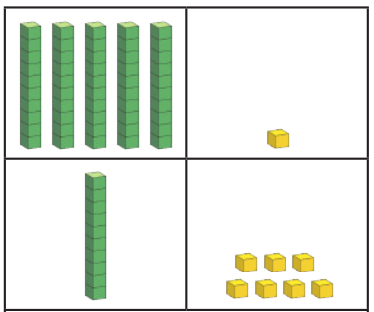
	
	
Kumashumi asi-7 thabatha amashumi ama-4 kushiyeka amashumi ama-3. 7 tens take away 4 tens leaves 3 tens.	Kwimivo emi-3 thabatha imivo emi-2 kushiyeka umvo o-1. 3 ones take away 2 ones leaves 1 one.

t	o
7	3
– 4	2
3	1

Kushiyeka ama-31.
There is 31 left over.

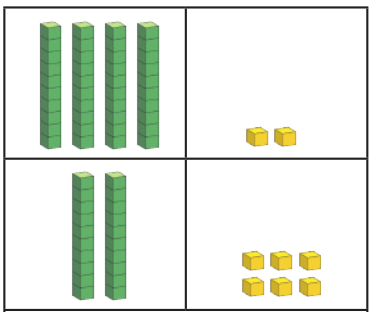
2 Dibanisa okanye thabatha.

Add or subtract.



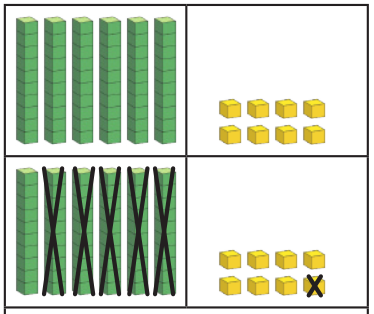
5	1
+ 1	7
6	8

Ndina-68 zizonke.
I have ___ altogether.



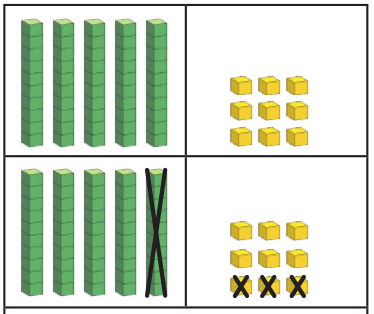
4	2
+ 2	6
6	8

Ndina-68 zizonke.
I have ___ altogether.



6	8
– 5	1
1	7

Kushiyeka ama-17.
There is ___ left over.



5	9
– 1	3
4	6

Kushiyeka ama-46.
There is ___ left over.

Addition and subtraction

IZIBALO ZENTLOKO MENTAL MATHS | NDIBONISE INANI! SHOW ME A NUMBER! → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMDLALO GAME → AMAPHEPHA LOKUSEBENZELA WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Masidibanise sisebenzise itheyibhile yexabiso lendawo.
Let's add 32 and 63 using the place value table.

1

Ndibeka ama-32 nama-63 ndisebenzisa iibloko zam.
I put out 32 and 63 using my blocks.

2

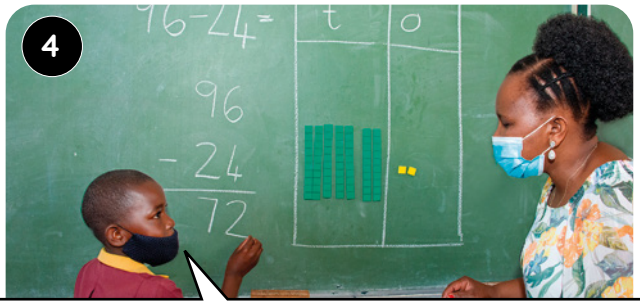
Xa ndidibanisa imivo ndifumana imivo emi-5. Xa ndidibanisa amashumi ndifumana amashumi asi-9. Emva koko ndidibanisa mashumi asi-9 nemivo emi-5 ukuze ndifumane ama-95.
When I add the ones, I get 5 ones. When I add the tens, I get 9 tens. Then I add 9 tens and 5 ones together to get 95.

Masithabathe sisebenzise itheyibhile yexabiso lendawo.
Let's subtract 24 from 96 using the place value table.

3

Ndibeka ama-96 ze ndithabathe ama-24 ngokusebenzisa iibloko zam.
I put out 96 and then I subtract 24 using my blocks.

4



Ukuba ndithatha imivo emi-4 kwimivo emi-6 kusala imivo emi-2. Ukuba ndithatha amashumi ama-2 kumashumi asi-9 kusala amashumi asi-7. Ndishiyekelwe ngamashumi asi-7 nemivo emi-2, ngama-72.
If I take away 4 ones from 6 ones, I am left with 2 ones. If I take away 2 tens from the 9 tens, I am left with 7 tens. I am left with 7 tens and 2 ones, which makes 72.

Nika abafundi amathuba aliqela okusombulula iingxaki ezinokudibanisa nokuthabatha ama-10 nemivo besebenzisa iibloko zesiseko se-10 netheyibhile yexabiso lendawo. Thetha nabo ngendlela ebanceda ngayo itheyibhile yexabiso lendawo ekusombululeni iingxaki ngempumelelo ngokuhlela ama-10 noo-1.

Allow learners multiple opportunities to solve problems that involve adding and subtracting 10s and 1s using base 10 blocks and the place value table. Talk to them about how the place value table helps them to solve problems more efficiently by grouping the 10s and 1s.

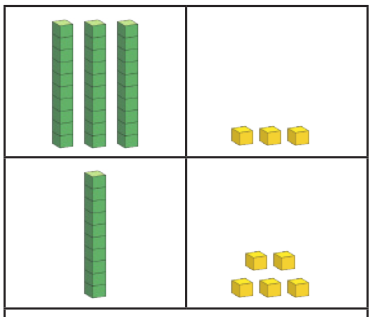
IVEKI • WEEK 7

USUKU 2 • DAY 2

Ukudibanisa nokuthabatha
Addition and subtraction

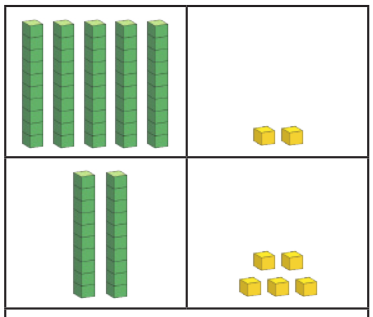
IZIBALO ZENTLOKO MENTAL MATHS → NDIBONISE INANI! SHOW ME A NUMBER! → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

1 Dibanisa.
Add.



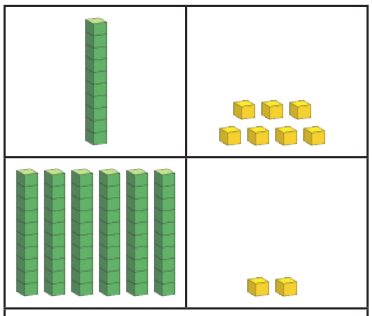
	3	3
+	1	5
	4	8

Ndina- 48 zizonke.
I have ___ altogether.



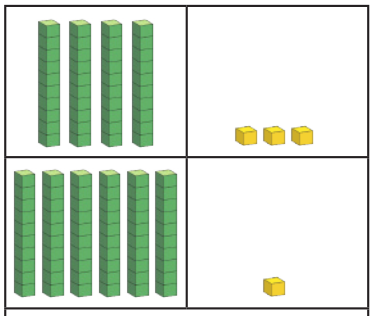
	5	2
+	2	5
	7	7

Ndina- 77 zizonke.
I have ___ altogether.



	1	7
+	6	2
	7	9

Ndina- 79 zizonke.
I have ___ altogether.



	4	3
+	6	1
	10	4

Ndina- 104 zizonke.
I have ___ altogether.

2 Dibanisa! Sebenzisa iibloko.
Add! Use your blocks.

Dibanisa imivo uze udibanise amashumi.
Add the ones and add the tens.

24 + 33 = 57	56 + 13 = 69	11 + 47 = 58
36 + 51 = 87	71 + 22 = 93	84 + 15 = 99
14 + 75 = 89	56 + 32 = 88	23 + 44 = 67
52 + 12 = 64	27 + 72 = 99	43 + 33 = 76

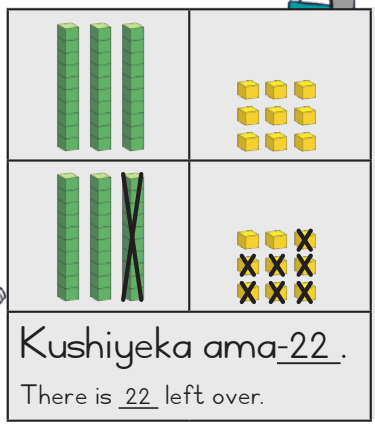
Addition and subtraction

3 Thabatha.

Subtract.

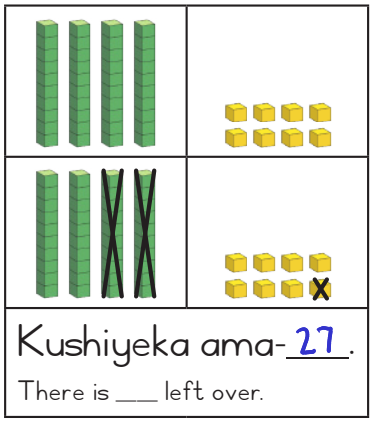
	2	7
−	1	1
	1	6

Kushiyeka i-16.
There is 16 left over.



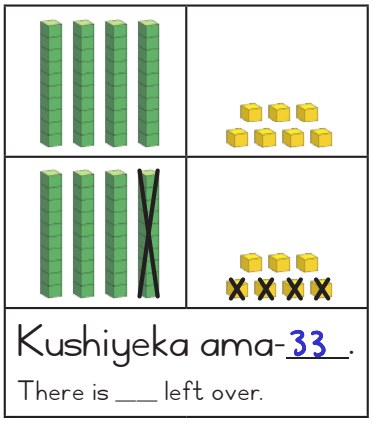
	3	9
−	1	7
	2	2

Kushiyeka ama-22.
There is 22 left over.



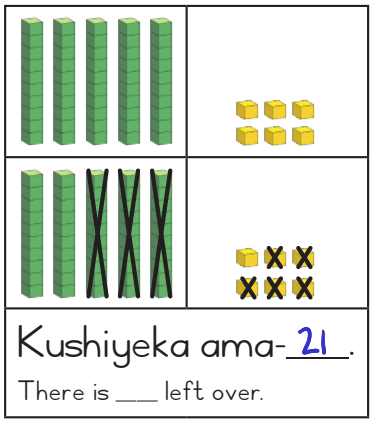
	4	8
−	2	1
	2	7

Kushiyeka ama-27.
There is ___ left over.



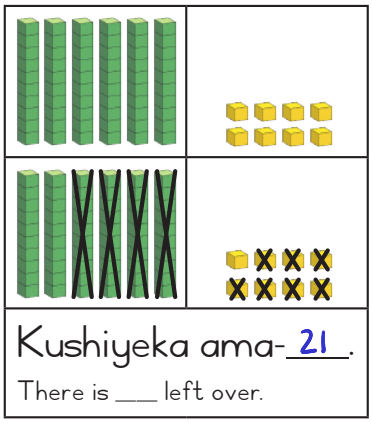
	4	7
−	1	4
	3	3

Kushiyeka ama-33.
There is ___ left over.



	5	6
−	3	5
	2	1

Kushiyeka ama-21.
There is ___ left over.



	6	8
−	4	7
	2	1

Kushiyeka ama-21.
There is ___ left over.

4 Thabatha! Sebenzisa iibloko.

Subtract! Use your blocks.

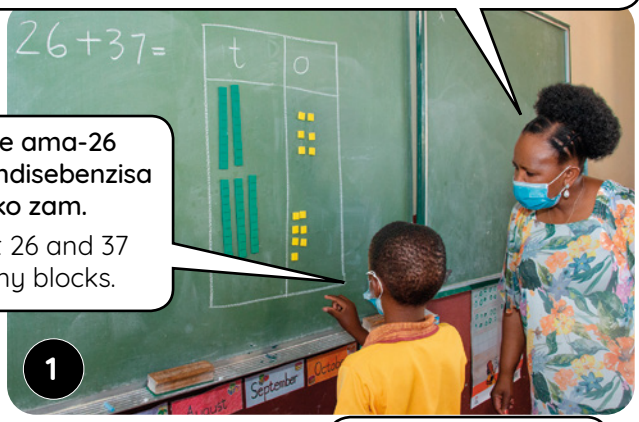
97 − 35 = 62	46 − 15 = 31	84 − 63 = 21

Ukudibanisa uwelele ngaphaya kwe-10

IZIBALO ZENTLOKO MENTAL MATHS — NDIBONISE INANI! SHOW ME A NUMBER! → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMDLALO GAME → AMAPHEPHA LOKUSEBENZELA WORKSHEETS

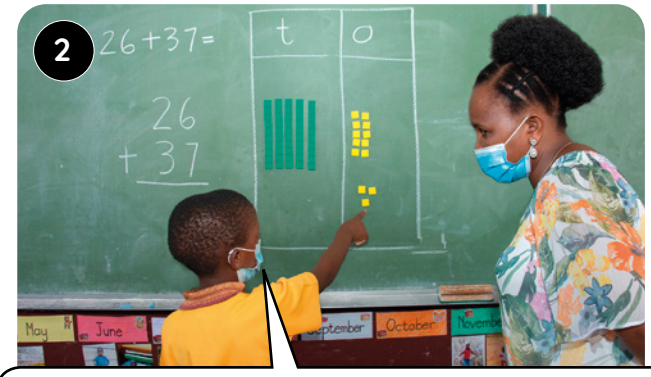
UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Masidibanise sisebenzise itheyibhile yexabiso lendawo.
Let's add using the place value table.



1

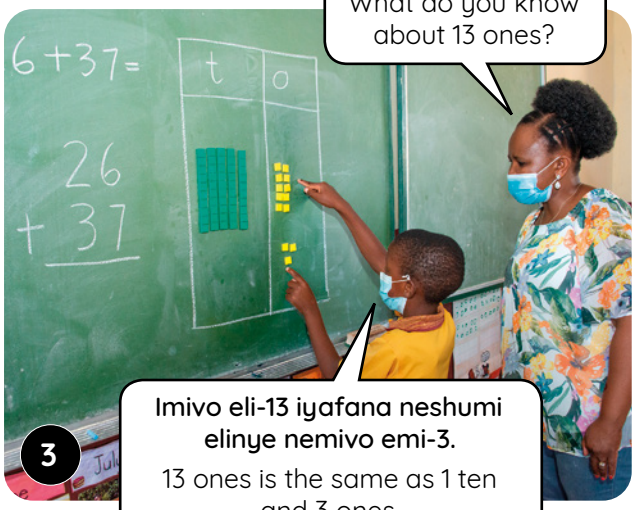
Ndibeke ama-26 nama-37 ndisebenzisa iibloko zam.
I put out 26 and 37 using my blocks.



2

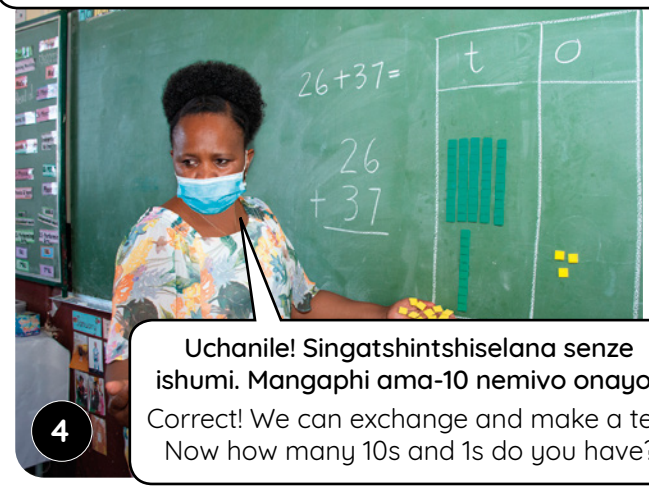
Ndidibanisa imivo emi-6 nemivo esi-7 ukufumana imivo eli-13. Ndidibanisa amashumi ama-2 namashumi ama-3 ukufumana amashumi ama-5. Ngoko ke ndinamashumi ama-5 nemivo eli-13 zizonke.
I add 6 ones and 7 ones to get 13 ones. I add 2 tens and 3 tens to get 5 tens. So, I have 5 tens and 13 ones altogether.

Wazi ntoni ngemivo eli-13?
What do you know about 13 ones?



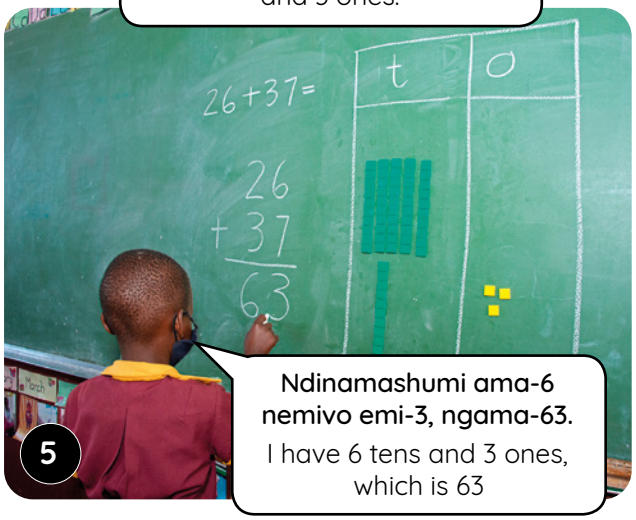
3

Imivo eli-13 iyafana neshumi elinye nemivo emi-3.
13 ones is the same as 1 ten and 3 ones.



4

Uchanile! Singatshintshiselana senze ishumi. Mangaphi ama-10 nemivo onayo?
Correct! We can exchange and make a ten. Now how many 10s and 1s do you have?



5

Ndinamashumi ama-6 nemivo emi-3, ngama-63.
I have 6 tens and 3 ones, which is 63

Nika abafundi amathuba aliqela okusombulula iingxaki ezinokudibanisa ama-10 noo-1 besebenzisa iibloko zesiseko se-10 netheyibhile yexabiso lendawo. Banike amathuba okuba baqonde ukuba xa bewelela ngaphaya kweshumi baza kutshintshisa imivo eli-10 ngeshumi eli-1.

Allow learners multiple opportunities to solve problems that involve adding 10s and 1s using base 10 blocks and a place value table. Provide opportunities for them to see that when bridging the ten they will exchange 10 ones for 1 ten.

Addition bridging 10

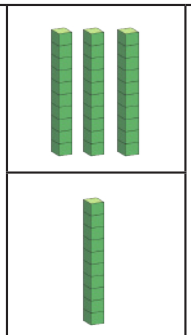
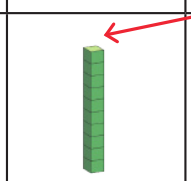
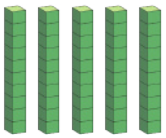
IVEKI • WEEK 7

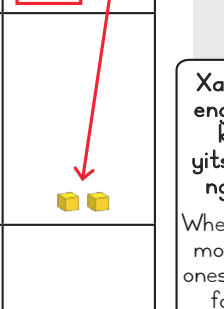
USUKU 3 • DAY 3

Ukudibanisa okuwelela ngaphaya kwe-10
Addition bridging 10

IZIBALO ZENTLOKO MENTAL MATHS → NDIBONISE INANI! SHOW ME A NUMBER! → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

34 + 18 =

Amashumi ama-3 neshumi eli-1 enza amashumi ama-4. 3 tens and 1 ten makes 4 tens.		Imivo emi-4 nemivo esi-8 yenza imivo eli-12. 4 ones and 8 ones makes 12 ones.
		Imivo eli-12 = neshumi eli-1 nemivo emi-2. 12 ones = 1 ten and 2 ones.
Amashumi ama-4 neshumi eli-1 enza amashumi ama-5. 4 tens and 1 ten makes 5 tens.		Imivo emi-2 2 ones

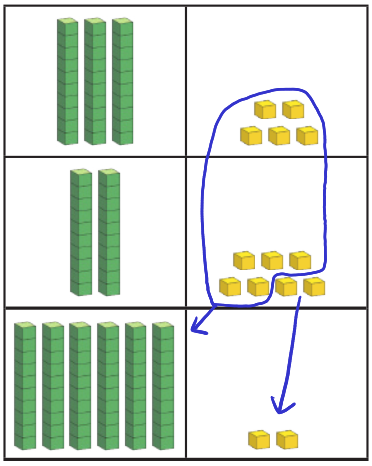


t	o
1 3	4
+ 1	8

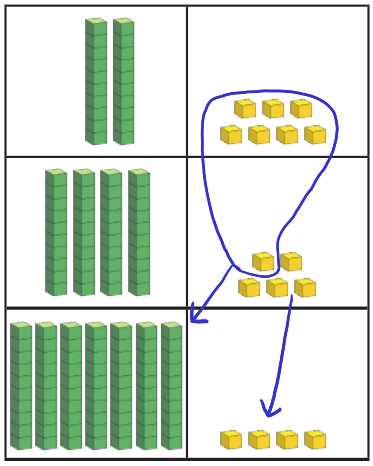
5	2

34 + 18 = 52

1 Dibanisa! Sebenzisa iibloko.
Add! Use your blocks.

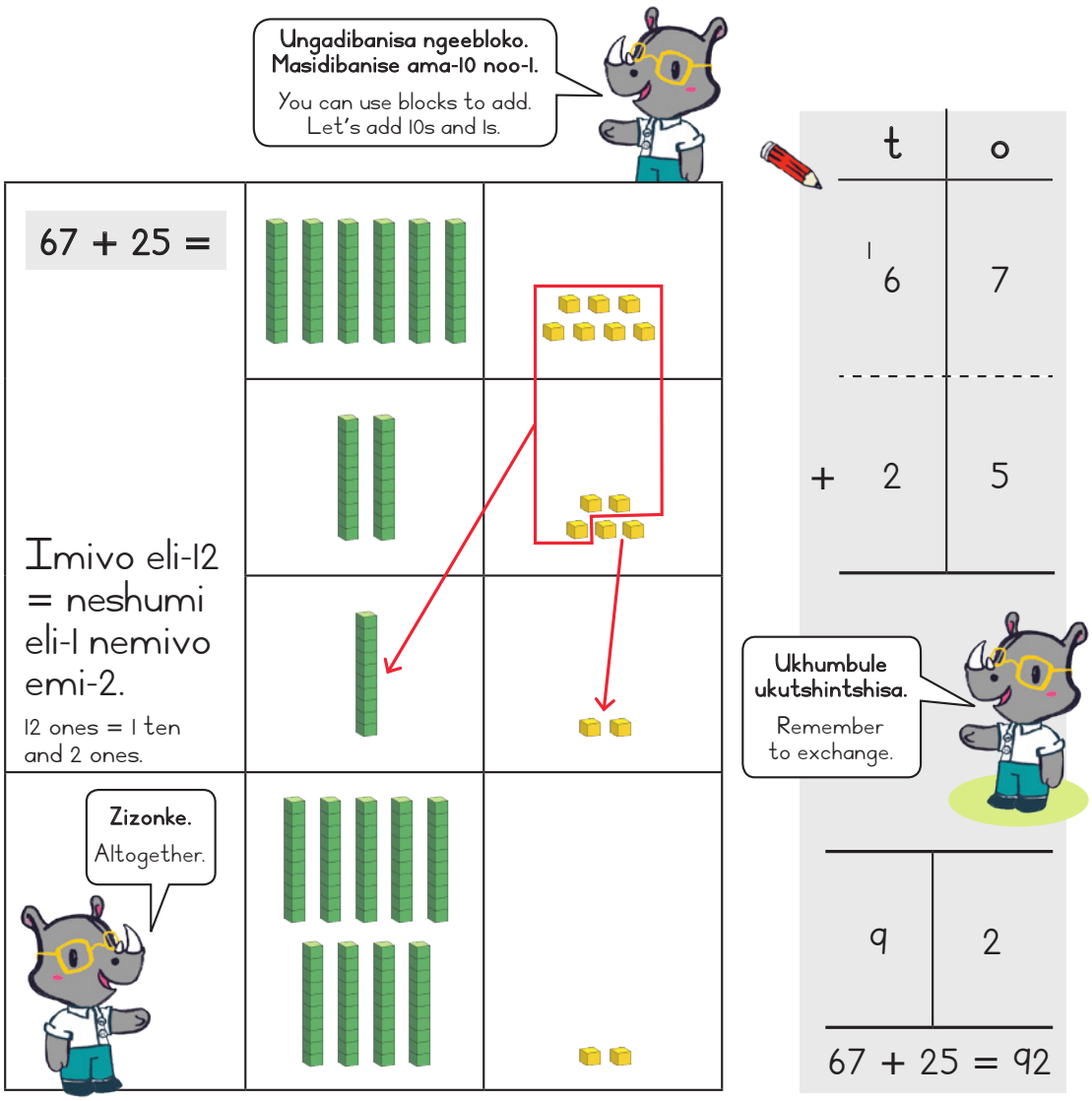


1 3	5	
+ 2	7	
6	2	



2	9	
+ 4	5	
7	4	

Ukudibanisa uwelele ngaphaya kwe-10



2 Sombulula usebenzise iibloko.

Solve using blocks.

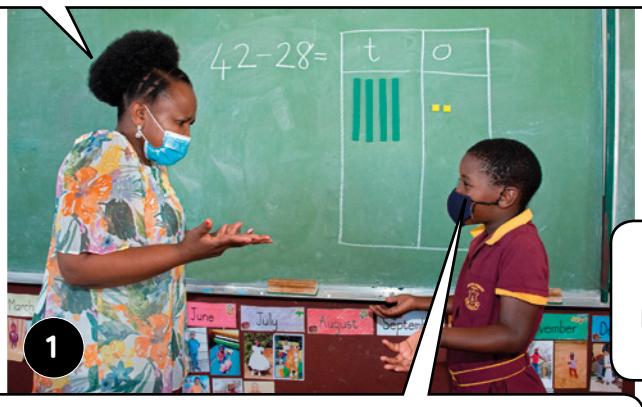
36 + 47 = 83	57 + 35 = 92	78 + 16 = 94
65 + 29 = 94	49 + 16 = 65	28 + 45 = 73
55 + 29 = 84	39 + 26 = 65	76 + 14 = 90
64 + 28 = 92	44 + 18 = 62	82 + 18 = 100

Subtraction bridging 10

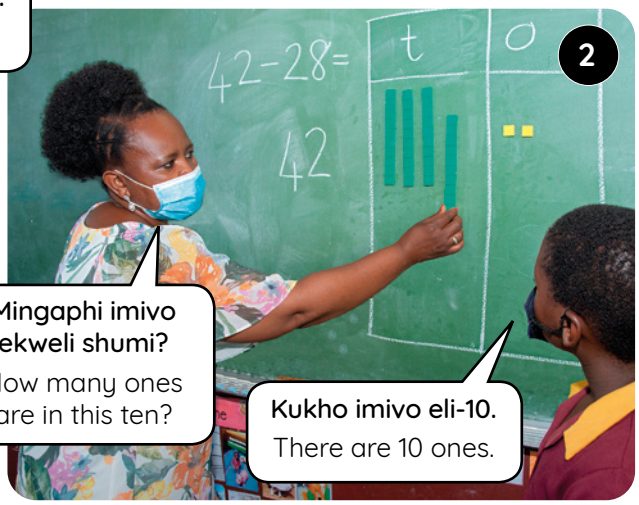
IZIBALO ZENTLOKO MENTAL MATHS — NDIBONISE INANI! SHOW ME A NUMBER! → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → UMDLALO GAME → AMAPHEPHA LOKUSEBENZELA WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Masithabathe sisebenzise itheyibhile yexabiso lendawo.
Let's subtract using the place value table.

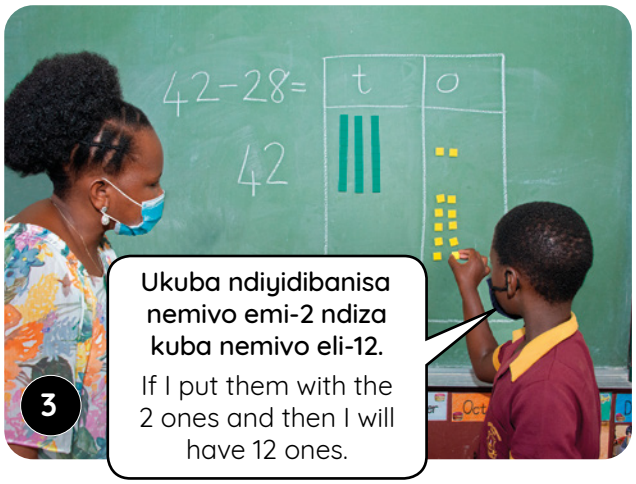


Ndikhuphe ama-42 ndisebenzisa iibloko zam. Ukuze ndithabathe ama-28 kufuneka ndithabathe amashumi ama-2 nemivo esi-8. Kodwa ndinemivo emi-2 kufuneka ndithini?
I put out 42 using my blocks. Then to subtract 28, I need to take away 2 tens and 8 ones. But I only have 2 ones so what must I do?



Mingaphi imivo ekweli shumi?
How many ones are in this ten?

Kukho imivo eli-10.
There are 10 ones.



Ukuba ndiyidibanisa nemivo emi-2 ndiza kuba nemivo eli-12.
If I put them with the 2 ones and then I will have 12 ones.

Ndinemivo eli-12. Ukuba ndithatha imivo esi-8 ndisalelwa yimivo emi-4. Ndinamashumi ama-3 ngoku. Ukuba ndithatha amashumi ama-2 ndisalelwa lishumi eli-1. Ndishiyekelwe lishumi eli-1 nemivo emi-4, li-14.
I have 12 ones. If I take away 8 ones, I have 4 ones left. I have 3 tens now. If I take away 2 tens, I have 1 ten left. I have 1 ten and 4 ones left, which makes 14.

Nika abafundi amathuba aliqela okusombulula iingxaki ezinokudibanisa nokuthabatha ama-10 noo-1 besebenzisa iibloko zesiseko se-10 netheyibhile yexabiso lendawo. Banike amathuba ukuze baqonde ukuba xa bewelela ngaphaya kweshumi baza kutshintshisa ishumi elinye ngemivo elishumi. Sebenzisa itheyibhile yexabiso lendawo ukubonisa ukusebenza ngeebloko.

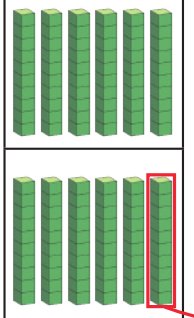
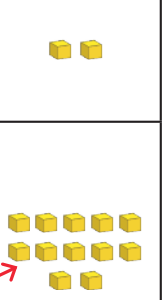
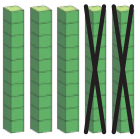
Allow learners multiple opportunities to solve problems that involve subtracting 10s and 1s using base 10 blocks and the place value table. Provide opportunities for them to see that when bridging the ten they will exchange one ten with ten ones. Use the place value table to structure the working with the blocks.

IVEKI • WEEK 7

USUKU 4 • DAY 4

Ukuthabatha okuwelela ngaphaya kwe-10
Subtraction bridging 10

IZIBALO ZENTLOKO MENTAL MATHS → NDIBONISE INANI! SHOW ME A NUMBER! → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

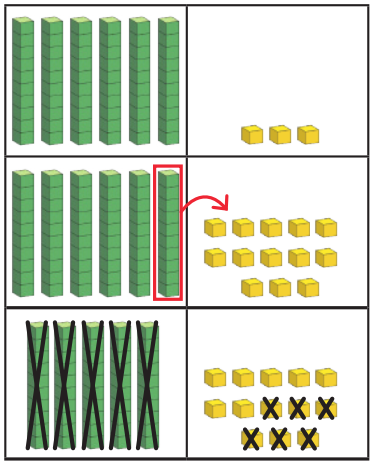
Kumashumi ama-6 thabatha ishumi eli-1 kusala amashumi ama-5. 6 tens take away 1 ten leaves 5 tens.		62 – 29 = Imivo eli-10 nemivo emi-2 yenza imivo eli-12. 10 ones and 2 ones makes 12 ones.	
Kumashumi ama-5 thabatha amashumi ama-2 kusala amashumi ama-3. 5 tens take away 2 tens leaves 3 tens.		Kwimivo eli-12 thabatha imivo esi-9 kusala imivo emi-3. 12 ones take away 9 ones leaves 3 ones.	

	t	o
	5 ~~6~~	1 2
–	2	9
	3	3

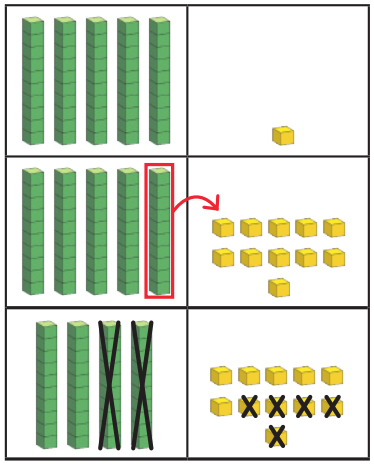
62 – 29 = 33

Ukhumbule ukutshintshisa xa kuyimfuneko.
Remember to exchange if you need to.

1 Thabatha! Sebenzisa iibloko.
Subtract! Use your blocks.

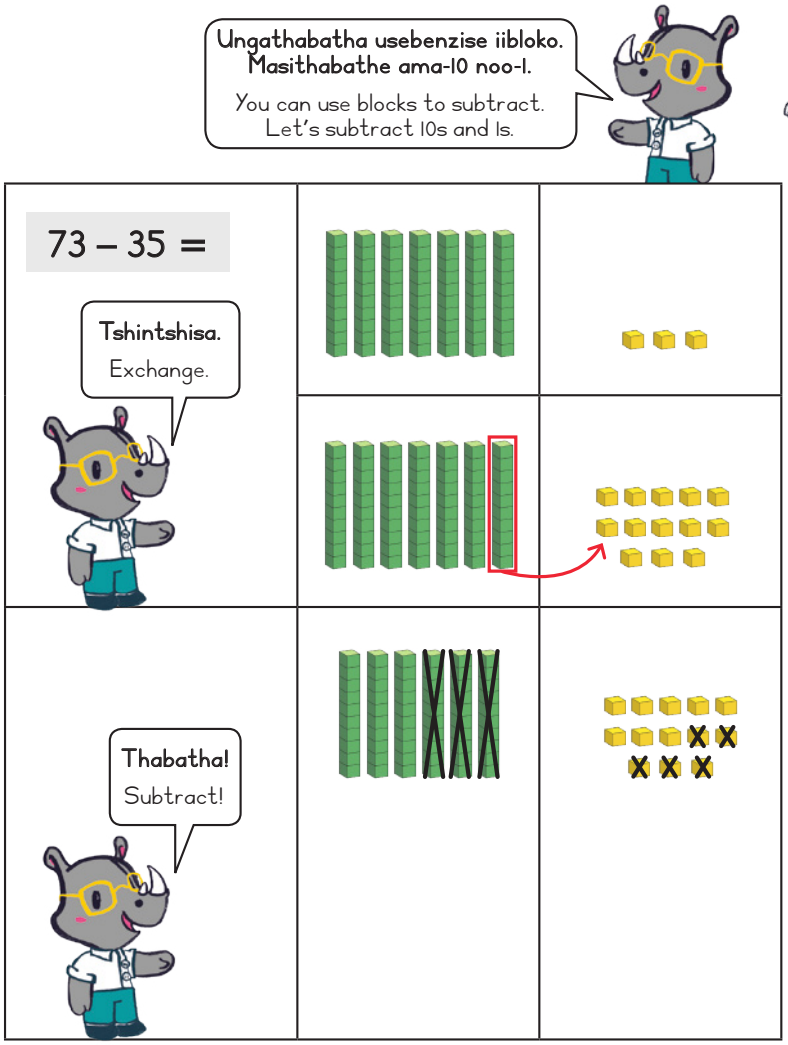


	5 ~~6~~	1 3
–	5	6
		7



	4 ~~5~~	1 1
–	2	5
	2	6

Subtraction bridging 10



	t	o
	6 ~~7~~	1 3
–	3	5
	3	8

73 – 35 = 38

2 Sombulula usebenzise iibloko.

Solve using blocks.

66 – 27 = 39	31 – 18 = 13	52 – 36 = 16
45 – 29 = 16	53 – 15 = 38	75 – 48 = 27
84 – 39 = 45	92 – 64 = 28	61 – 25 = 36
73 – 56 = 17	64 – 25 = 39	33 – 14 = 19
56 – 12 = 44	89 – 45 = 44	48 – 17 = 31

IVEKI • WEEK 7

USUKU 5 • DAY 5

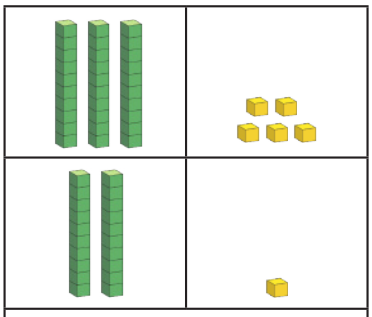
Uqukaniso
Consolidation

IPHEPHA LOKUSEBENZELA WORKSHEET → IPHEPHA LOKUSEBENZELA WORKSHEET

Masithethe ngeMaths!
Let's talk Maths!

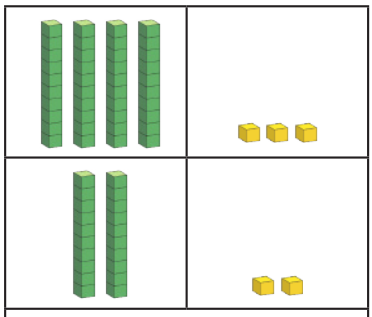
NgesiXhosa sithi:	In English we say:
iibloko zesiseko se-10	base 10 blocks
i-10 elinye liyafana nemivo elishumi.	One 10 is the same as ten 1s.
dibanisa	add
thabatha	subtract
tshintshisa	exchange

1 Dibanisa okanye thabatha.
Add or subtract.



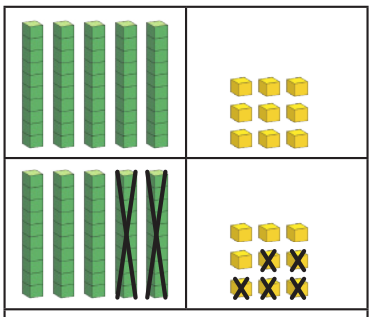
	3	5
+	2	1
	5	6

Ndina- 56 zizonke.
I have ___ altogether.



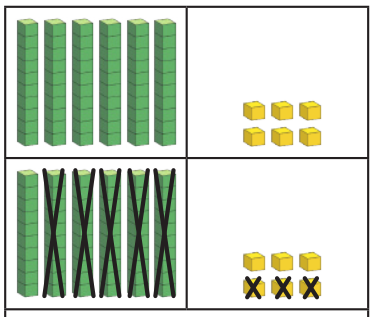
	4	3
+	2	2
	6	5

Ndina- 65 zizonke.
I have ___ altogether.



	5	9
−	2	5
	3	4

Kushiyeka ama 34.
There is ___ left over.



	6	6
−	5	3
	1	3

Kushiyeka ama 13.
There is ___ left over.

Assessment and consolidation

2 Sombulula ngeebloko zakho.
Solve using blocks.

53 + 12 = 65	12 + 46 = 58	22 + 45 = 67
32 – 14 = 18	46 – 29 = 17	91 – 65 = 26

3 Sombulula usebenzise iibloko. Bhala ubonise ukuba ubale njani.
Solve using blocks. Write what you did to work it out.

55 + 14 =

	t	o
	5	5
+	1	4
	6	9

81 – 37 =

	t	o
	7 ~~8~~	1
–	4	4
	4	4

36 + 47 =

	t	o
	1 3	6
+	4	7
	8	3

64 – 29 =

	t	o
	5 ~~6~~	1 4
–	2	9
	3	5

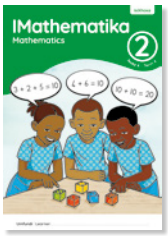
4 Sombulula iingxaki zamagama. Ungasebenzisa iibloko zakho.
Solve the word problems. You can use your blocks.

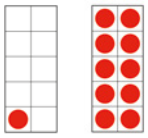
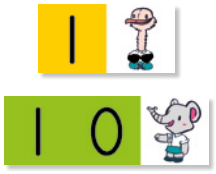
UThembi uthenge incwadi nge-R48 nento yokudlala nge-R35. Yimalini iyonke imali ayichithileyo?
Thembi bought a book for R48 and a toy for R35.
How much did she spend altogether? R48 + R35 = R83

UNtando une-R65 waza wathenga ibhola nge-R49. Unamalini eshiyekileyo?
Ntando had R65 and he spent R49 on a ball.
How much does he have left? R65 – R49 = R16

Uphindaphindo

	Izixhobo
Izibalo zentloko: Yenza ama-20 ngamakhadi amachokoza	amakhadi amachokoza katitshala
Umdlalo: Mangaphi ama-10? Bangaphi oo-1?	oonotsheluza



Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Amaqela ezi-2, ezi-5 nawama-10	iLAB, neebloko
2	Amaqela ezi-3	iLAB, neebloko
3	Amaqela ezi-4	iLAB, neebloko
4	Uphindaphindo nemali	iLAB, neebloko
5	Uqukaniso novavanyo olujolise ekufundeni	iLAB

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukusebenzisa ukubala okuqakathayo ukuze baphindaphinde ngesi-2, isi-3, isi-4, isi-5 nange-10.	
ukusombulula iingxaki ngokuchonga amaqela ezi-2, ezi-3, ezi-4, ezi-5 nawama-10.	
ukuchaza nokusebenzisa izivakalisi manani zophindaphindo.	
ukusombulula iingxaki zemali ezibandakanya iitotali netshintshi.	

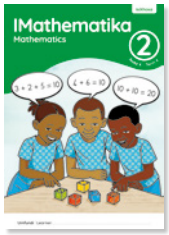
Uvavanyo

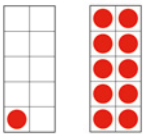
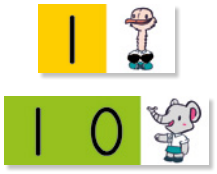
Akukho vavanyo lusesikweni kule veki.

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

Multiplication

	Resources
Mental Maths: Make 20 using dot cards	teacher dot cards
Game: How many 10s? How many 1s?	flard cards



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

After this week the learner should be able to:	✓
use skip counting to multiply by 2, 3, 4, 5 and 10.	
solve problems by identifying groups of 2, 3, 4, 5 and 10.	
identify and use multiplication number sentences.	
solve money problems involving totals and change.	

Assessment

There is no formal assessment this week.

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

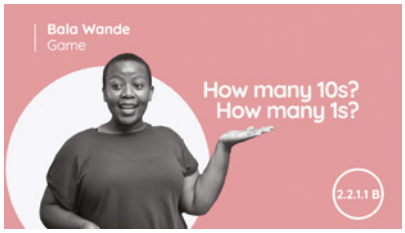
Uphindaphindo

Izibalo Zentloko

Kule veki sibethelela ulwazi lweebhondi zama-20 ngokusebenzisa amakhadi amachokoza njengoko senzile kwiVeki yesi-6. Abafundi kufuneka babe nombono we-10 ngokuzalisa izakhelo zeshumi ezenziwe ngamakhadi amachokoza ashicilelweyo baze bakhe ama-20. Lo msetyenzana uqinisa ulwazi lwabafundi lweebhondi zeshumi nolwalamano olongezelelwayo.

Umdlalo

Kule veki siza kudlala umdlalo othi IMath ekhawulezayo ngamakhadi: Thabatha kuma-50. Abafundi baza kuziqhelisa ukusombulula iingxaki ngokukhawuleza ngokukhumbula iibhondi zamanani. Abafundi baya kuthabatha inani elahlukileyo ngosuku ngalunye (umzekelo, kuma-50, 60, 70 okanye kuma-80-) ngokuhamba kweveki.



Uphuhliso lweNgqiqo

Kule veki sigxila kuphindaphindo. Abafundi baza kuqonda ukuba uphindaphindo lumalunga namaqela alinganayo, nokuba baza kubala ngokuqakatha xa besombulula iingxaki zophindaphindo. Abafundi baza kusebenza ngamaqela ezi-2, ezi-5 nawama-10. Kumsebenzi wethu wophindaphindo siza kujolisa koku:

- ukubala uqakatha xa uphindaphinda ngesi-2, isi-3, isi-4, isi-5 nange-10. Uphindaphindo lumalunga nokuphinda amaqela alinganayo, ngoko ke kufuneka abafundi bakwazi ukubala beqakatha ngokuzithemba.
- ukusombulula iingxaki ngokukhawuleza nangempumelelo ngokuchaza amaqela ezi-2, ezi-3, ezi-4, ezi-5 nawama-10.
- ukuchaza nokusebenzisa izivakalisi manani zophindaphindo.
- ukusombulula iingxaki zemali ezibandakanya iitotali netshintshi.

Into emayiqatshelwe kule veki

- Ukukhumbuza abafundi ukuba uphindaphindo lubandakanya ukuphinda amaqela alinganayo. Kufuneka abafundi bazithembe kubalo oluqakathayo ukuze basombulule iingxaki ngokukhawuleza nangempumelelo.
- Ukukhuthaza abafundi bathethe ngezivakalisi manani zophindaphindo nokucacisa izisombululo zeengxaki ukuze kuphuhliswe ulwazi lwengqiqo.
- Isigama esibalulekileyo: **amaqela alinganayo**, **uphindaphindo**.

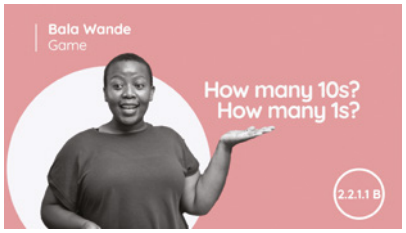
Multiplication

Mental Maths

This week we consolidate knowledge of the bonds of 20 using dot cards like we did in Week 6. Tell learners to visualise 10 by filling the ten frames created by the printed dot cards and then make 20. This activity strengthens learners' understanding of their bonds of ten and additive relations.

Game

In this game, learners will use flard cards to deconstruct 2-digit numbers. They will be able to show and identify the 10s and 1s in each number and represent the numbers using the flard cards.



Concept development

This week we focus on multiplication. Learners will recognise that multiplication is about equal groups, and they will use skip counting to solve multiplication problems. Learners will work with groups of 2, 5 and 10. In our work on multiplication, we will focus on:

- using skip counting to multiply by 2, 3, 4, 5 and 10. Multiplication is about repeating equal groups, and so learners need to be able to skip count confidently.
- solving problems quickly and efficiently by identifying groups of 2, 3, 4, 5 and 10.
- identifying and using multiplication number sentences.
- solving money problems involving totals and change.

What to look out for this week

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

Amaqela ezi-2, ezi-5 nawama-10

IZIBALO ZENTLOKO
MENTAL MATHS

YENZA AMA-20 NGAMAKHADI AMACHOKOZA
MAKE 20 USING DOT CARDS

→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

→ UMDLALO
GAME

→ AMAPHEPHA LOKUSEBENZELA
WORKSHEETS

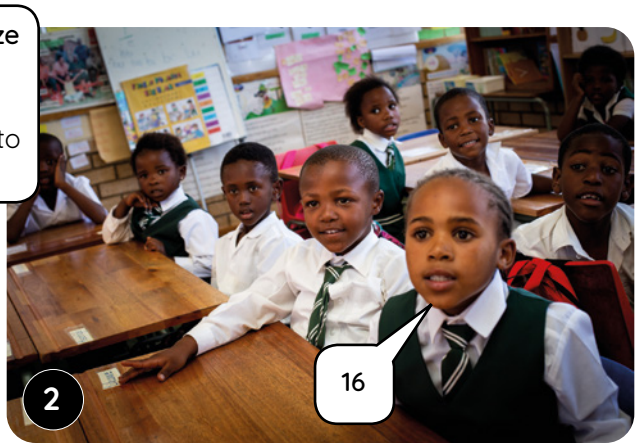
IZIBALO ZENTLOKO | MENTAL MATHS

Abafundi baza kusebenzisa amakhadi amachokoza ukuze babone ukuba kufuneka ezingaphi ukwenza ama-20.

Learners will use dot cards to see how many more are needed to make 20.

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.

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



Groups of 2, 5 and 10

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

Kufuneka ezingaphi ukuze ufike kuma-20?
How many more to get to 20?

11 + _____ = 20

8 + _____ = 20

5 + _____ = 20

16 + _____ = 20

10 + _____ = 20

2 + _____ = 20

4 + _____ = 20

19 + _____ = 20

12 + _____ = 20

9 + _____ = 20

Usuku 2 Day 2

Kufuneka ezingaphi ukuze ufike kuma-30?
How many more to get to 30?

21 + _____ = 30

10 + _____ = 30

8 + _____ = 30

16 + _____ = 30

25 + _____ = 30

12 + _____ = 30

9 + _____ = 30

20 + _____ = 30

18 + _____ = 30

24 + _____ = 30

Usuku 3 Day 3

Kufuneka ezingaphi ukuze ufike kuma-40?
How many more to get to 40?

22 + _____ = 40

39 + _____ = 40

15 + _____ = 40

6 + _____ = 40

27 + _____ = 40

11 + _____ = 40

32 + _____ = 40

9 + _____ = 40

26 + _____ = 40

30 + _____ = 40

Usuku 4 Day 4

Kufuneka ezingaphi ukuze ufike kuma-50?
How many more to get to 50?

28 + _____ = 50

11 + _____ = 50

45 + _____ = 50

36 + _____ = 50

7 + _____ = 50

9 + _____ = 50

32 + _____ = 50

13 + _____ = 50

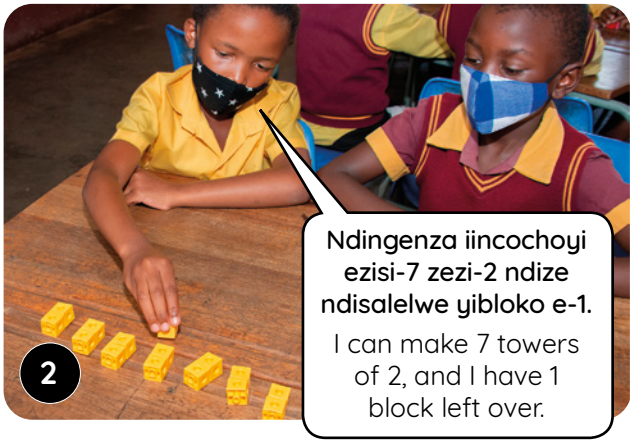
44 + _____ = 50

20 + _____ = 50

Amaqela ezi-2, ezi-5 nawama-10

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

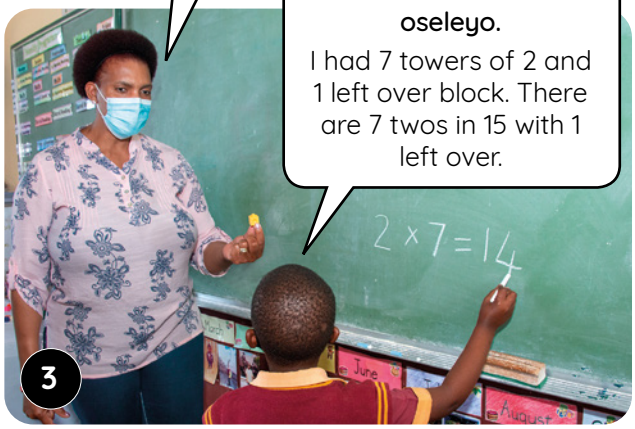
Sebenzani ngababini. Ungenza iincochoyi ezingaphi zezi-2 ngeebloko ezili-15?
Work in pairs. How many towers of 2 can you make using 15 blocks?



Ndingenza iincochoyi ezisi-7 zezi-2 ndize ndisalelwe yibloko e-1.
I can make 7 towers of 2, and I have 1 block left over.

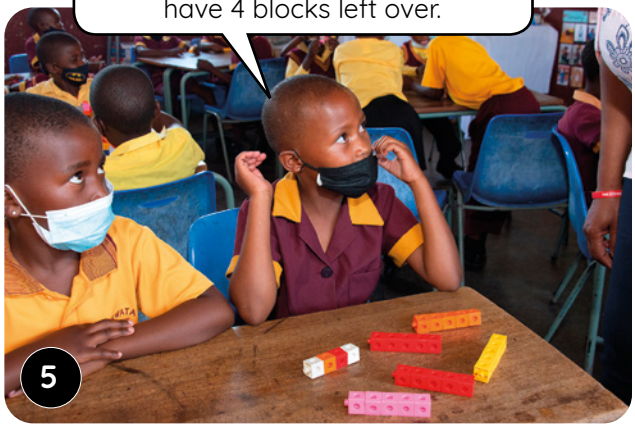
Bhala isivakalisi manani ubonise amaqela ezi-2.
Write a number sentence to show your groups of 2.

Bendineencochoyi zezi-2 ezisi-7 nebloko enye eseleyo. Kukho izi-2 ezisi-7 kwi15 no-1 oseleyo.
I had 7 towers of 2 and 1 left over block. There are 7 twos in 15 with 1 left over.



Zingaphi iincochoyi zezi-5 onokuzenza ngeebloko ezingama-29?
How many towers of 5 can you make using 29 blocks?

Ndingenza iincochoyi zezi-5 ezi-5 kuze kusale iibloko ezi-4.
I can make 5 towers of 5, and I have 4 blocks left over.



Nika abafundi amathuba aliqela okwenza amaqela ezi-2, ezi-5 nawama-10 besebenzisa inani elahlukileyo leebloko. Bakhuthaze abafundi ukuba babhale kwaye bazithethe izivakalisi manani ezihambelana neencochoyi neebloko ezishiyekileyo abazifumanayo.

Allow the learners several opportunities to make groups of 2, 5 and 10 using different numbers of blocks. Encourage learners to write and verbalise the number sentences corresponding to the towers and the leftover blocks that they find.

Groups of 2, 5 and 10

IVEKI • WEEK 8

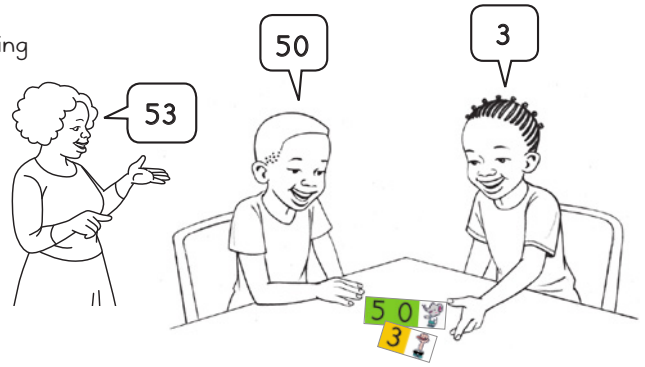
USUKU 1 • DAY 1

Amaqela ezi-2, ezi-5 nawama-10
Groups of 2, 5 and 10

IZIBALO ZENTLOKO (MENTAL MATHS) | YENZA AMA-20 NGAMAKHADI AMACHOKOZA (MAKE 20 USING DOT CARDS) → UMDLALO (GAME) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

Umdlalo: Mangaphi ama-10? Bangaphi oo-1?
Game: How many 10s? How many 1s?

- Sebenzani ngababini. Veza inani ngamakhadi amanani esiseko se-10.
  Work in pairs. Show a number using your base 10 number cards.
- Mangaphi ama-10? Bangaphi oo-1?
  How many 10s? How many 1s?
- Leliphi inani?
  What number?



1 Zingaphi izi-2? Kushiyeka ezingaphi?
How many 2s are there? How many left over?

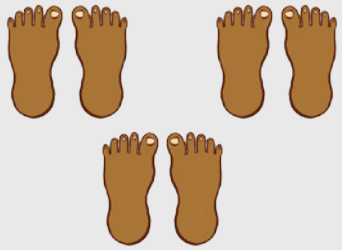
inani number	Mangaphi amaqela? How many groups?	Zingaphi ezishiyekileyo? How many left over?
10	5	0
25	12	1
18	9	0

2 Zingaphi izi-5? Zingaphi ezishiyekileyo?
How many 5s are there? How many left over?

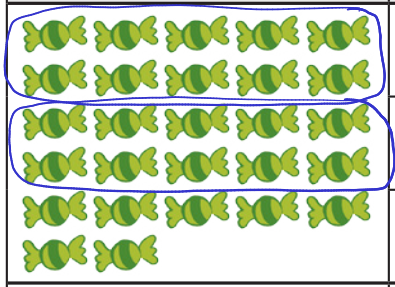
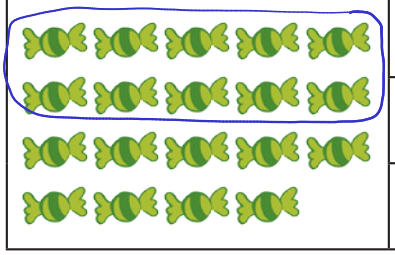
inani number	Mangaphi amaqela? How many groups?	Zingaphi ezishiyekileyo? How many left over?
41	8	1
26	5	1
19	3	4

Amaqela ezi-2, ezi-5 nawama-10

3 Iinzwane ezi-5 enyaweni.
5 toes on a foot.

	Zingaphi iinzwane? How many toes?	30
	Zingaphi izi-5? How many 5s?	6
	Mangaphi ama-10? How many 10s?	3
	Zingaphi iinzwane? How many toes?	20
	Zingaphi izi-5? How many 5s?	4
	Mangaphi ama-10? How many 10s?	2

4 Iilekese ezili-10 epakethini.
10 sweets in a bag.

	Zingaphi iipakethi? How many bags?	5
	Zingaphi iilekese? How many sweets?	50
	Zingaphi ezishiyekileyo? How many left over?	0
	Zingaphi iilekese? How many sweets?	27
	Zingaphi iipakethi? How many bags?	2
	Zingaphi iilekese ezishiyekileyo? How many sweets left over?	7
	Zingaphi iilekese? How many sweets?	19
	Zingaphi iipakethi? How many bags?	1
	Zingaphi iilekese ezishiyekileyo? How many sweets left over?	9

Groups of 3

IZIBALO ZENTLOKO
MENTAL MATHS

YENZA AMA-20 NGAMAKHADI AMACHOKOZA
MAKE 20 USING DOT CARDS

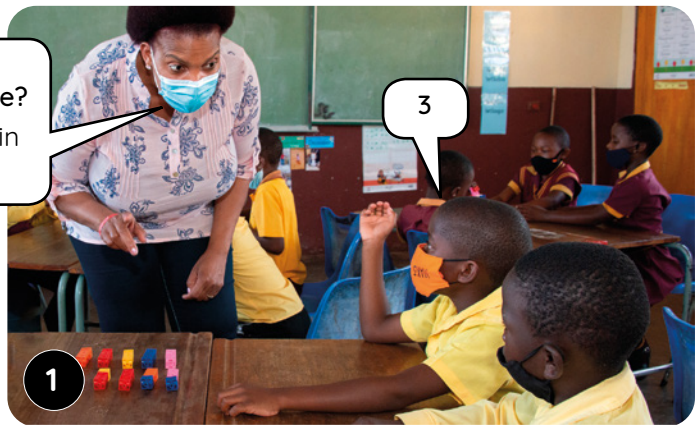
→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT →

UMDLALO
GAME →

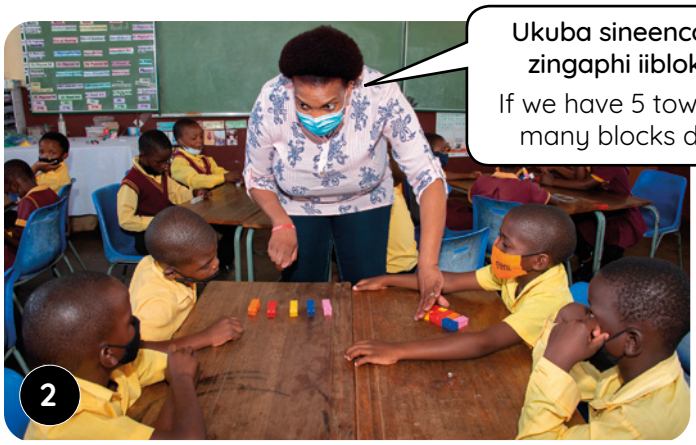
AMAPHEPHA LOKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Zingaphi iibloko kwincochoyi nganye?
How many blocks in each tower?



Ukuba sineencochoyi ezi-5, zingaphi iibloko esinazo?
If we have 5 towers, then how many blocks do we have?



Sineebloko ezili-15, kuba sineencochoyi ezi-5 ezineebloko ezi-3 kwincochoyi nganye.
15 blocks, because we have 5 towers with 3 blocks in each.

Nika abafundi amathuba aliqela okwenza amaqela ezi-3 besebenzisa inani elahlukileyo leebloko. Bakhuthaze ukuba babhale baze bathethe ngezivakalisi manani ezihambelana neencochoyi zezi-3 (neentsalela) abazifumanayo.

Allow the learners several opportunities to make groups of 3 using different numbers of blocks. Encourage learners to write and verbalise the number sentences corresponding to the towers of 3 (and leftovers) that they find.

Amaqela ezi-3

IVEKI • WEEK 8

USUKU 2 • DAY 2

Amaqela ezi-3
Groups of 3

IZIBALO ZENTLOKO MENTAL MATHS → YENZA AMA-20 NGAMAKHADI AMACHOKOZA MAKE 20 USING DOT CARDS → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

1 Zingaphi izi-3? Zingaphi ezishiyekileyo?
How many 3s? How many left over?

3 x 5 = 15

16 − 15 = 1

inani number	amaqela ezi-3 groups of 3	intsalela left over
16	5	1
24	8	0
30	10	0
7	2	1
22	7	1
14	4	2
9	3	0
45	15	0
39	13	0
41	13	2
36	12	0

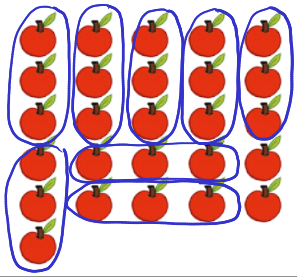
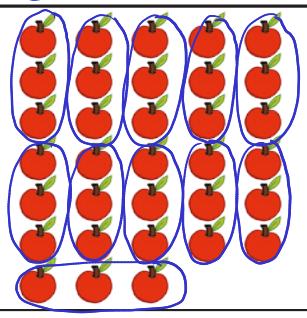
Fumana izi-3 ngokusebenzisa iibloko zakho. Khawuzame ukubala ngentloko kuqala uze uqinisekise emva koko.

Use your blocks to find the 3s. Try to work it out in your head first, then check.

2 Ipakethi enye inama-apile ama-3.
One bag has 3 apples.

Zingaphi iipakethi? How many bags?	1
Mangaphi ama-apile? How many apples?	3

Groups of 3

Ipakethi enye inama-apile ama-3. One bag has 3 apples.		
	Mangaphi ama-apile? How many apples?	26
	Zingaphi iipakethi? How many bags?	8
	Mangaphi ama-apile ashiyekileyo? How many apples left over?	2
	Mangaphi ama-apile? How many apples?	3
	Zingaphi iipakethi? How many bags?	11
	Mangaphi ama-apile ashiyekileyo? How many apples left over?	0

3 Bala ngezi-3 ukuze uphendule.
Count in 3s to answer.

When learners say how many bags, ask e.g. what is 3 x 4? When they answer e.g. 12, ask what is 12 – 12? The answer e.g. 0 is what is left over

ama-apile apples	iipakethi bags	ama-apile ashiyekileyo left over apples
12	4	0
31	10	1
17	5	2
25	8	1
42	14	0
39	13	0
27	9	0
46	15	1
30	10	0

Amaqela ezi-4

IZIBALO ZENTLOKO
MENTAL MATHS

YENZA AMA-20 NGAMAKHADI AMACHOKOZA
MAKE 20 USING DOT CARDS

→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT →

UMDLALO
GAME →

AMAPHEPHA LOKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Zingaphi iibloko kwincochoyi nganye?
How many blocks in each tower?

Zingaphi iibloko kwiincochoyi ezi-5?
How many blocks are there in 5 towers?

Iincochoyi ezi-5 ezineebloko ezi-4 zinsinika ama-20.
5 towers with 4 blocks each gives me 20.

Nika abafundi amathuba aliqela okwenza amaqela ezi-4 besebenzisa inani elahlukileyo leebloko. Bakhuthaze ukuba babhale baze bathethe ngezivakalisi manani ezihambelana neencochoyi zezi-3 (neentsalela) abazifumanayo.

Allow the learners several opportunities to make groups of 4 using different numbers of blocks. Encourage learners to write and verbalise the number sentences corresponding to the towers of 4 (and leftovers) that they find.

Groups of 4

IVEKI • WEEK 8

USUKU 3 • DAY 3

Amaqela ezi-4
Groups of 4

IZIBALO ZENTLOKO
MENTAL MATHS

YENZA AMA-20 NGAMAKHADI AMACHOKOZA
MAKE 20 USING DOT CARDS

→ UMDLALO
GAME

→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

→ AMAPHEPHA OKUSEBENZELA
WORKSHEETS

1 Zingaphi izi-4? Zingaphi ezishiyekileyo?
How many 4s? How many left over?

inani number	amaqela ezi-4 groups of 4	intsalela left over
40	10	0
22	5	2
16	4	0
31	7	3
28	7	0
50	12	2
44	11	0
18	4	2
37	9	1
25	6	1
49	12	1
34	8	2

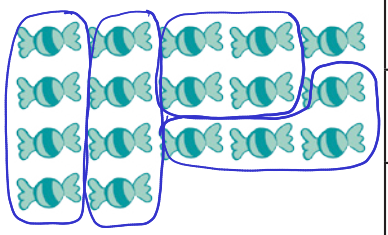
Sebenzisa iibloko zakho ukufumana izi-4. Khawuzame ukubala ngentloko kuqala uze uqinisekise emva koko.
Use your blocks to find the 4s. Try to work it out in your head first, then check.

2 Ipakethi enye ineelekese ezi-4.
One bag has 4 sweets.

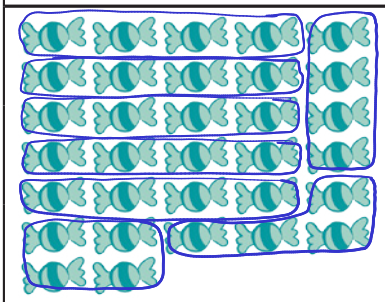
Zingaphi iipakethi? How many bags?	1
Zingaphi iilekese? How many sweets?	4

Amaqela ezi-4

Ipakethi enye ineelekese ezi-4.
One bag has 4 sweets.



Zingaphi iilekese? How many sweets?	17
Zingaphi iilekese? How many bags?	4
Zingaphi iilekese ezishiyekileyo? How many sweets left over?	1



Zingaphi iilekese? How many sweets?	32
Zingaphi iipakethi? How many bags?	8
Zingaphi iilekese ezishiyekileyo? How many sweets left over?	0

Ask learners what is the biggest number we can have here and why.

3 Bala ngoo-4 ukuze uphendule.
Count in 4s to answer.

iilekese sweets	iipakethe bags	iilekese ezishiyekileyo leftover sweets
8	2	0
23	5	3
44	11	0
17	4	1
9	2	1
49	12	1
31	7	3
29	7	1
35	8	3

Multiplication and money

IZIBALO ZENTLOKO
MENTAL MATHS

YENZA AMA-20 NGAMAKHADI AMACHOKOZA
MAKE 20 USING DOT CARDS

→ **UPHUHLISO LWENGQIQO**
CONCEPT DEVELOPMENT →

UMDLALO
GAME →

AMAPHEPHA LOKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Ilekese enye ixabisa i-R2. UNtando une-R23. Zingaphi iilekese anokuzithenga uNtando? Bala ngeebloko zakho.
A sweet costs R2. Ntando has R23. How many sweets can Ntando buy? Use your blocks to work it out.

Ndiza kusebenzisa iibloko ezingama-23. Xa ilekese enye ixabisa ii-R2 ndiza kwenza iincochoyi zezi-2. Ndiza kwenza iincochoyi zezi-2 ezili-11, ngoko ke uNtando unokuthenga iilekese ezili-11. Uza kushiyekelwa yilekese e-1.
I will use 23 blocks. One sweet costs R2 so I make towers of 2. I can make 11 towers of 2, so Ntando can buy 11 sweets. He will have R1 left over.

Iayisikhrimu ixabisa ii-R5. UMandla unee-R37. Zingaphi iiayisikhrimu anokuzithenga uMandla?
An ice cream costs R5. Mandla has R37. How many ice creams can Mandla buy?

Ndithatha iibloko ezingama-37 ndakhe iincochoyi zezi-5. Ndingenza iincochoyi zezi-5 ezisi-7, ukuze uMandla athenge iiayisikhrimu ezisi-7. Uza kushiyekelwa zii-R2.
I use 37 blocks and make towers of 5. I can make 7 towers of 5 so Mandla can buy 7 ice creams. He will have R2 left over.

Phinda la manyathelo nakwezinye iingxaki zamagama zokwabelana ngokulinganayo. Nika abafundi amathuba okusebenza ngamaqela ezi-2, izi-3, izi-4, izi-5 nawama-10.

Repeat the steps with other equal sharing word problems. Allow the learners opportunities to work with groups of 2, 3, 4, 5 and 10.

IVEKI • WEEK 8

USUKU 4 • DAY 4

Uphindaphindo nemali
Multiplication and money

IZIBALO ZENTLOKO (MENTAL MATHS) | YENZA AMA-20 NGAMAKHADI AMACHOKOZA (MAKE 20 USING DOT CARDS) → UMDLALO (GAME) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

1 Isiselo esibandayo esinye sixabisa ii-R2.
One cooldrink costs R2.

	Zingaphi iziselo ezibandayo? How many cooldrinks?	4
	Zingaphi iirandi? How many Rands?	R8
	Zingaphi iziselo ezibandayo? How many cooldrinks?	5
	Zingaphi iirandi? How many Rands?	R10
	Zingaphi iziselo ezibandayo? How many cooldrinks?	7
	Zingaphi iirandi? How many Rands?	R14

2  Uhlawula malini:
How much do you pay for:

Multiplying with 2 is the same as doubling

× 3 = R6	× 4 = R8	× 5 = R10	× 8 = R16
R2 × 4 = R8	R2 × 6 = R12	R2 × 8 = R16	R2 × 11 = R22
R2 × 5 = R10	R2 × 3 = R6	R2 × 7 = R14	R2 × 12 = R24

3 UThami unama-R20. Uthenga iziselo ezi-2. Ufumana itshintshi yamalini?
Thami has R20. She buys 2 cooldrinks. How much change does she get?

R2 x R2 = R4 R20 – R4 = R16 R16 change

78

Multiplication and money

4 Iayisikhrimu enye ixabisa ii-R5.
One ice cream costs R5.

Ask learners how they got this answer

	Zingaphi iiayisikhrimu? How many ice creams?	3
	Zingaphi iirandi? How many Rands?	R15
	Zingaphi iiayisikhrimu? How many ice creams?	6
	Zingaphi iirandi? How many Rands?	R30

5  =  Uhlawula malini:
How much do you pay for:

 × 3 = R15	 × 4 = R20	 × 5 = R25	 × 8 = R40
R5 × 4 = R20	R5 × 5 = R25	R5 × 8 = R40	R5 × 10 = R50

6 Ipakethe yeetshiphusi ixabisa ii-R10.
One packet of chips costs R10.

	Zingaphi iipakethi? How many packets?	5
	Zingaphi iirandi? How many rands?	R50

7  =  Uhlawula malini:
How much do you pay for:

 × 3 = R30	 × 4 = R40	 × 5 = R50	 × 8 = R80
R10 × 4 = R40	R10 × 5 = R50	R10 × 8 = R80	R10 × 10 = R100

IVEKI • WEEK 8

USUKU 5 • DAY 5

Uqukaniso
Consolidation

IPHEPHA LOKUSEBENZELA WORKSHEET → IPHEPHA LOKUSEBENZELA WORKSHEET

Masithethe ngeMaths!
Let's talk Maths!

NgesiXhosa sithi:	In English we say:
amaqela alinganayo	equal groups
Amaqela ama-3 ezi-2 enza isi-6.	3 groups of 2 is 6.
Amaqela ama-6 ezi-3 enza i-18.	6 groups of 3 is 18.
Amaqela ama-4 ezi-4 enza i-16.	4 groups of 4 is 16.
Amaqela ama-5 ezi-5 enza ama-25.	5 groups of 5 is 25.
Amaqela ama-2 ama-10 enza ama-20.	2 groups of 10 is 20.
eshiyekileyo (intsalela)	left over

1 Gqibezela iitheyibhile.
Complete the tables.

								
Iingqekembe zee-R2 R2 coins	4	7	10	14	16	19	21	25
Iirandi Rands	8	14	20	28	32	38	42	50

								
Iingqekembe zee-R5 R5 coins	2	4	5	7	8	9	11	12
Iirandi Rands	10	20	25	35	40	45	55	60

						
ii-R10 ezingamaphepha R10 notes	2	4	5	7	9	10
Iirandi Rands	20	40	50	70	90	100

80

Consolidation

2

Incwadi enye ixabisa ii-R10. One book costs R10. 	UOmuhle unama-R33. Omuhle has R33.	Angathenga ezingaphi? How many can he buy?	3
		Itshintshi? Change?	R3
Iayisikhrimu enye ixabisa ii-R5. One ice cream costs R5. 	UNtando unama-R48. Ntando has R48.	Angathenga ezingaphi? How many can he buy?	9
		Itshintshi? Change?	R3
Ilekese enye ixabisa ii-R2. One sweet costs R2. 	UBheki unama-R27. Bheki has R27.	Angathenga ezingaphi? How many can he buy?	13
		Itshintshi? Change?	R1
Iapile elinye lixabisa ii-R3. One apple costs R3. 	UFikile unama-R31. Fikile has R31.	Angathenga ezingaphi? How many can she buy?	10
		Itshintshi? Change?	R1
Ipeni enye ixabisa ii-R4. One pen costs R4. 	UNoni unama-R25. Noni has R25.	Angathenga ezingaphi? How many can she buy?	6
		Itshintshi? Change?	R1
Incwadi enye ixabisa ii-R10. One book costs R10. 	UOmuhle unama-R49. Omuhle has R49.	Angathenga ezingaphi? How many can he buy?	4
		Itshintshi? Change?	R9
Iayisikhrimu enye ixabisa ii-R5. One ice cream costs R5. 	UNtando unama-R27. Ntando has R27.	Angathenga ezingaphi? How many can he buy?	5
		Itshintshi? Change?	R2
Ilekese enye ixabisa ii-R2. One sweet costs R2. 	UBheki unama-R33. Bheki has R33.	Angathenga ezingaphi? How many can he buy?	16
		Itshintshi? Change?	R1

Uvavanyo lwekota yesi-4

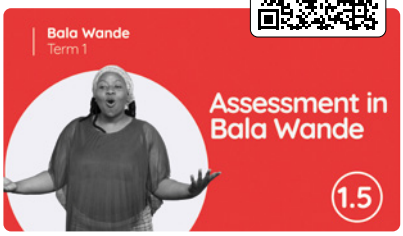
Uvavanyo lwekota luyilelwe kwizicwangciso zezifundo. Luquka imisebenzi ebhalwayo, ethethwayo neyenziwayo. Isicwangciso esipheleleyo sovavanyo seKota yesi-4 sifumaneka kwitheyibhile engezantsi.

Usuku lwesi-5 lweveki nganye lucwangciselwe uvavanyo noqukaniso

Kwiveki yoku-1 nakweyesi-8 akukho msebenzi wovavanyo olusesikweni. Ngosuku lwesi-5 kufuneka abafundi basebenzele emaphepheni akwincwadi yemisebenzi yabafundi yeBala Wande ukubethelela umsebenzi weveki. Kungenziwa uvavanyo olungekho sikweni.

Kwiveki yesi-3, nakweyesi-6 kwenziwa **uvavanyo 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-7 kwenziwa izicwangciso **zovavanyo olubhalwayo**.
Le misebenzi ifumaneka kulo mqulu wovavanyo kumaphepha achazwe kwitheyibhile engasezantsi. Bakuba bewugqibile umsebenzi wovavanyo obhalwayo, abafundi bangenza umsebenzi woqukaniso okumaphepha okusebenzela akwiNcwadi yemiSebenzi yoMfundi.



Kufuneka wenze **uvavanyo olusisiseko** njengoko kuyalelwe liphondo lakho. Izixhobo zenkxaso eziziibonelelo kufuneka zisetyenziswe.

Bhala phantsi amanqaku akho usebenzise amaphepha akho okubhala amanqaku asemgangathweni ngomsebenzi ngamnye.

Iimvavanyo ezikwikota yesi-4 zezi:

			Iphepha	Amanqaku
2	Ukudibanisa nokuthabatha	Olubhalwayo	184	11
2	Iipatheni	Olubhalwayo	184	4
3	Ulinganomacala, izinto ezine-3-D nendawo	Olubhalwayo	186	9
	Qwalasela abafundi ukuze uvavanye izakhono zabo zokufunda nokutolika ibhagrafu.	Oluthethwayo nolwenziwayo	183	5
4	Amanani esingaphi, ukuhlela nokwaba	Olubhalwayo	188	12
5	Amaqhezu	Olubhalwayo	190	11
6	Umthamo	Olubhalwayo	192	7
	Qwalasela abafundi ukuze uvavanye izakhono zabo zokusebenzisa isigama somthamo, ukuqikelela, ukulinganisela, ukuthelekisa, nokurekhodisha umthamo	Oluthethwayo nolwenziwayo	183	6
7	Ukudibanisa nokuthabatha	Olubhalwayo	194	8

Term 4 assessment

The assessment for the term is designed into the lesson plans. Assessment includes written, oral and practical activities. The full assessment plan for Term 4 is provided in the table below.

Day 5 of each week is planned for assessment and consolidation

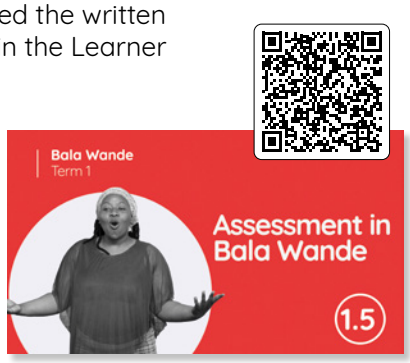
In Weeks 1 and 8, there is no formal assessment activity. On Day 5 learners should work on the worksheets provided in the Bala Wande Learner Activity Book to consolidate the work for the week. Informal assessment can be done.

In Weeks 3 and 6, **oral and practical assessment** activities are planned. You will use practical activities and the checklist/rubric provided to assess learners. Oral and practical activities should be carried out throughout the week, individually or in groups of learners, while the class is busy with the independent classwork activities.

In Weeks 2-7, **written assessment** activities are planned. These are provided in this 'nassessment pack on the pages indicated in the table below. After they have completed the written assessment activity learners can work on the consolidation worksheets in the Learner Activity Book.

You should carry out **baseline assessment** as required by your province. The support material provided by them should be used.

Record your marks using your standard mark recording sheets for each activity.



Term 4 assessments are as follows:

			Page	Mark
2	Addition and subtraction	Written	184	11
2	Patterns	Written	184	4
3	Symmetry, 3-D objects and position	Written	186	9
	Observe learners to assess their ability to read and interpret a bar graph.	Oral and practical	183	5
4	Ordinal numbers, grouping and sharing	Written	188	12
5	Fractions	Written	190	11
6	Capacity	Written	192	7
	Observe learners to assess their ability to use the language of capacity, to estimate, measure, compare and record capacity.	Oral and practical	183	6
7	Addition and subtraction	Written	194	8

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 3 Uvavanyo oluthethwayo nolwenziwayo: Ukuphathwa kwedatha

Jonga ibhagrafu ekwiphepha lama-30 leLAB xa usenza lo msebenzi.

Qwalasela abafundi ukuze uvavanye izakhono zabo zokufunda nokutolika ibhagrafu.	**Amanqaku: 4**		
Uluhlu lwezinto ezijongwayo: Ilungile/ayilunganga/iphantse	✔	✘	●
Uyakwazi ukuchonga okuboniswa kwigrafu esebenzisa itayitile			
Uyakwazi ukufunda iinkcukacha ezikwigrafu – zingaphi izinto eziboniswayo (umz. Zingaphi iikhowuni ezibaliweyo?)			
Uyakwazi ukuchonga “ezona zimbalwa” “nezona zininzi” kwigrafu (umz. Yintoni ebonwe amaxesha amaninzi?)			
Uyakwazi ukubala umahluko phakathi kwezinto zedatha (umz. Yintoni umahluko phakathi kwenani leetyhubhu nenani lezazinge ezibonwe eklasini?)			

Iveki 6 Uvavanyo oluthethwayo nolwenziwayo: Umlinganiselo – Umthamo

Qwalasela abafundi ukuze uvavanye izakhono zabo zokusebenzisa isigama somthamo, ukuqikelela, ukulinganisela, ukuthelekisa, nokurekhodisha umthamo.	**Amanqaku: 6**		
Uluhlu lwezinto ezijongwayo: Ilungile/ayilunganga/iphantse	✔	✘	●
Uyakwazi ukucacisa intsingiselo yegama elithi umthamo esebenzisa umzekelo			
Uyakwazi ukuqikelela umthamo wesikhongozelo ngokweekomityi okanye ngokweelitha			
Uyakwazi ukulinganisela umthamo wesikhongozelo ngokweekomityi okanye ngokweelitha			
Uyakwazi ukurekhodisha umthamo wesikhongozelo ngokweekomityi okanye ngokweelitha			
Uyakwazi ukuthelekisa izikhongozelo ngokomthamo – ngaphezulu kuna-/ ngaphantsi kuna-			
Uyakwazi ukucwangcisa izikhongozelo ngokomthamo (owona mncinci ukuya kowona mkhulu)			

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 3 Oral and practical assessment: Data Handling

Refer to the bar graph on page 30 of the LAB when you do this activity.

Observe learners to assess their ability to read and interpret a bar graph.	**Mark: 6**		
Criteria checklist: Correct/incorrect/almost	**✔**	**✘**	**●**
Able to identify what is being represented in the graph using the title			
Able to read information from the graph – how many items are shown in a bar (e.g. How many cones were counted?)			
Able to identify "least" and "most" from the graph (e.g. What object was seen most often?)			
Able to calculate the difference between data items (e.g. What is the difference between the number of cubes and the number of spheres seen in the classroom?)			

Week 6 Oral and practical assessment: Measurement - Capacity

Observe learners to assess their ability to use the language of capacity, to estimate, measure, compare and record capacity.	**Mark: 6**		
Criteria checklist: Correct/incorrect/almost	**✔**	**✘**	**●**
Able to explain the meaning of the term capacity using an example			
Able to estimate the capacity of a container in cups/litres			
Able to measure the capacity of a container in cups/litres			
Able to record the capacity of a container in cups/litres			
Able to compare containers according to capacity – more/less than			
Able to order containers according to capacity (least to most)			

Use this QR code to download mark sheets for the assessment activities.

Funda Wande mark sheet

IVEKI • WEEK 2

Uvavanyo **Ukudibanisa, ukuthabatha neepatheni**
Assessment Addition, subtraction and patterns

Igama | Name Memorandum

Umhla | Date Total marks : 15

1 Gqibezela iitheyibhile zamanani.
Complete the number tables.

25 ✓	
20	5

30	
7	23 ✓

16	
7	9 ✓

2 Bhala izivakalisi manani zokudibanisa ezi-2 nezokuthabatha ezi-2.
Write 2 addition and 2 subtraction number sentences.

35	
25	10

ukudibanisa (addition) ukuthabatha (subtraction)

25 + 10 = 35 ✓ 35 − 25 = 10 ✓

10 + 25 = 35 ✓ 35 − 10 = 25 ✓

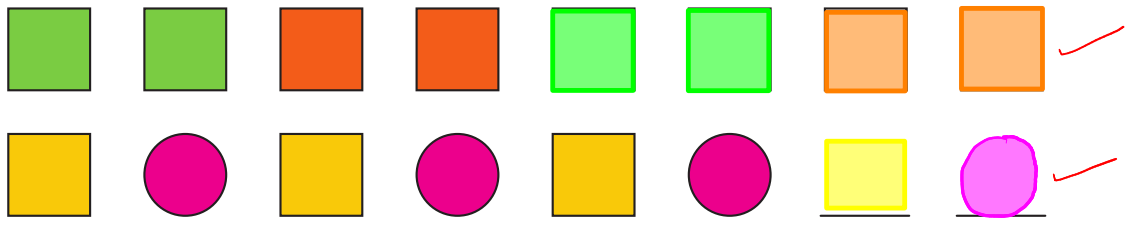
50	
32	18

ukudibanisa (addition) ukuthabatha (subtraction)

32 + 18 = 50 ✓ 50 − 32 = 18 ✓

18 + 32 = 50 ✓ 50 − 18 = 32 ✓

3 Qhubeka nepatheni.
Continue the pattern.



5, 10, 15, 20 ✓, 25, 30, 35 ✓

100, 90, 80 ✓, 70, 60, 50 ✓

IVEKI • WEEK 2

Uvavanyo **Ukudibanisa, ukuthabatha neepatheni**
Assessment Addition, subtraction and patterns

Igama | Name _____

Umhla | Date _____

1 Gqibezela iitheyibhile zamanani.

Complete the number tables.

20	5

30	
7	

16	
7	

2 Bhala izivakalisi manani zokudibanisa ezi-2 nezokuthabatha ezi-2.

Write 2 addition and 2 subtraction number sentences.

35	
25	10

50	
32	18

ukudibanisa
addition

ukuthabatha
subtraction

_____ _____

_____ _____

ukudibanisa
addition

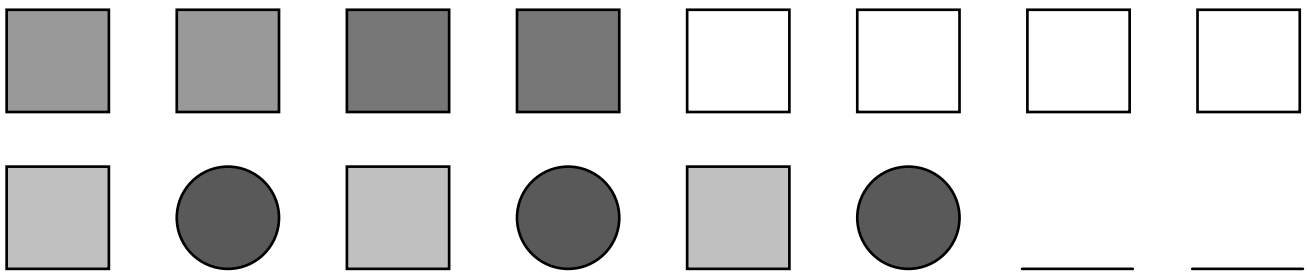
ukuthabatha
subtraction

_____ _____

_____ _____

3 Qhubeka nepatheni.

Continue the pattern.



5, 10, 15, _____, 25, 30, _____

100, 90, _____, 70, 60, _____

IVEKI • WEEK 3

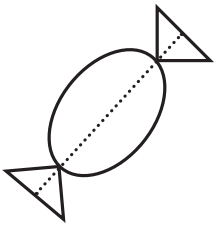
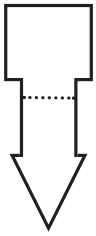
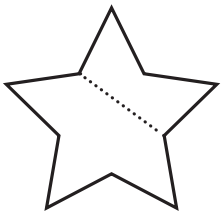
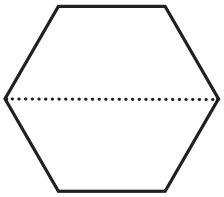
Uvavanyo Assessment

Ulinganomacala, izinto ezine-3-D nendawo
Symmetry, 3-D objects and position

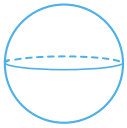
Igama | Name Memorandum

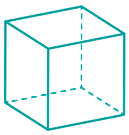
Umhla | Date Total marks : 9

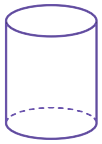
1 Ingaba umgca wamachokoza ngumgca wolinganomacala? Bhala ewe okanye hayi.
Is the dotted line a line of symmetry? Write yes or no.

			
yes ✓	no ✓	no ✓	yes ✓

2 Bhala igama lento nganye.
Write the name of each object.

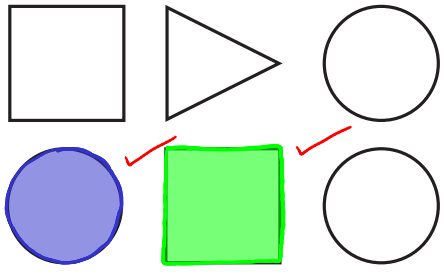
 ball or sphere ✓

 box or cube ✓

 cylinder ✓

3 Fakela umbala oluhlaza kwisikwere esingasezantsi.
Colour the bottom square green.

Fakela umbala ozuba kwisangqa esingasekhohlo.
Colour the circle on the left blue.



IVEKI • WEEK 3

Uvavanyo **Ulinganomacala, izinto ezine-3-D nendawo**

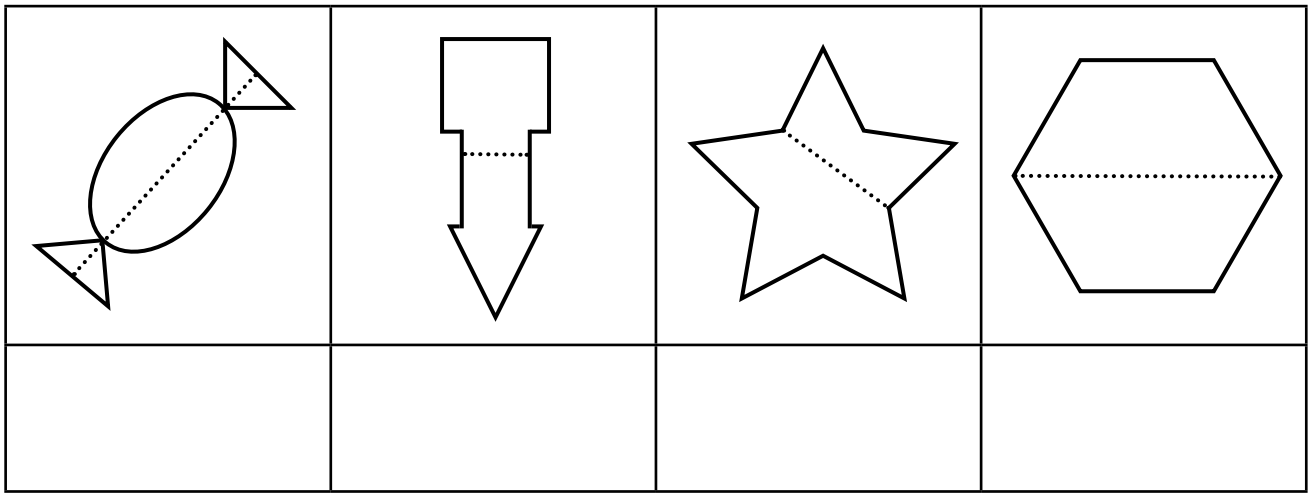
Assessment Symmetry, 3-D objects and position

Igama | Name _____

Umhla | Date _____

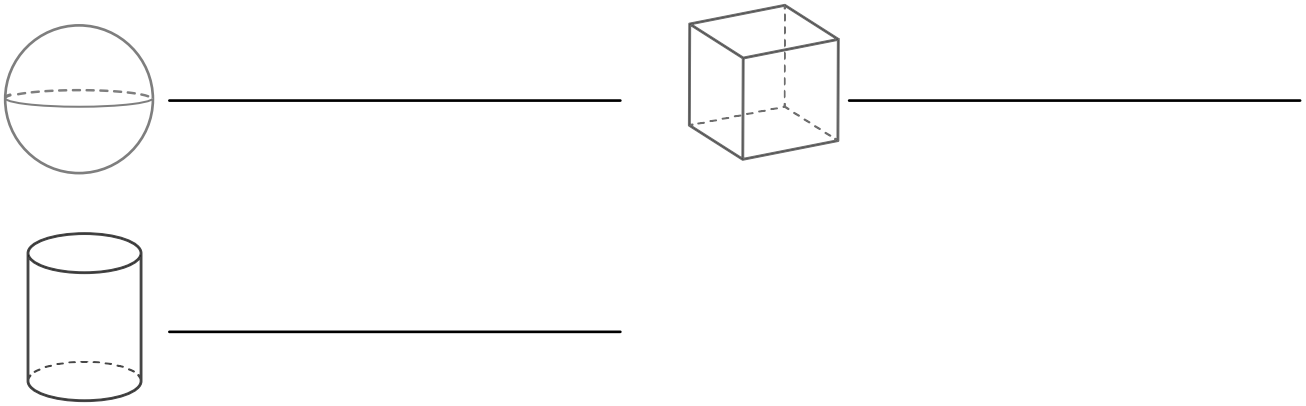
1 Ingaba umgca wamachokoza ngumgca wolinganomacala? Bhala ewe okanye hayi.

Is the dotted line a line of symmetry? Write yes or no.



2 Bhala igama lento nganye.

Write the name of each object.

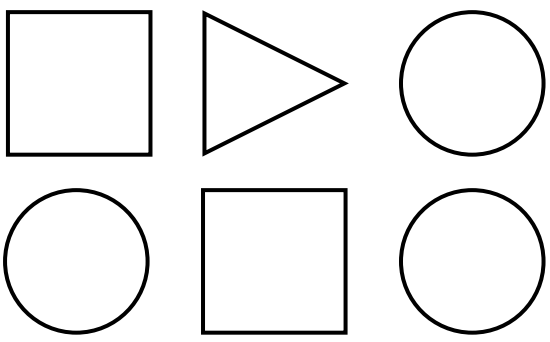


3 Fakela umbala oluhlaza kwisikwere esingasezantsi.

Colour the bottom square green.

Fakela umbala ozuba kwisangqa esingasekhohlo.

Colour the circle on the left blue.



IVEKI • WEEK 4

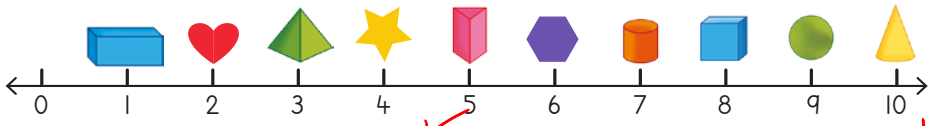
Uvavanyo | Assessment

Amanani esingaphi, ukuhlela nokwaba
Ordinal numbers, grouping and sharing

Igama | Name Memorandum

Umhla | Date Total marks : 12

1 Jonga umgcamanani uze uphendule kwitheyibhile. Qala ngasekhohlo. Biyela impendulo echanekileyo.
Look at the number line and answer in the table. Start on the left. Circle the correct answer.



Yeyiphi eyesibini? Which is second?		✓	Yeyiphi eyethoba? Which is ninth?	✓	
Yeyiphi eyokugqibela? Which is last?	✓		Yeyiphi eyesine? Which is fourth?		✓
Yeyiphi eyesixhenxe? Which is seventh?	✓		Yeyiphi eyokuqala? Which is first?	✓	

2

Fakela umbala kwizangqa ezibini ukusukela ngasekunene. Colour in two circles starting from the right.	Zoba ubuso kwisangqa sesithathu ukusuka ngasekhohlo. Draw a face in the third circle from the left.
 ✓	

3 Uthenge iibhokisi ezisi-8 ezineebhisikithi ezi-6 kwibhokisi nganye.
You buy 8 boxes with 6 biscuits each.

Zingaphi iibhokisi ze-10 onokuzenza? How many boxes of 10 can you make?	4 ✓	Zingaphi iibhisikithi ezizodwa ezishiyekileyo? How many loose biscuits are left over?	8 ✓

4 Yahlula iipenisile ezingama-20 phakathi kwabantwana abasi-8.
Share 20 pencils among 8 children.


16

or any appropriate drawing ✓

20 ÷ 8 = 2 ✓
kusale 4 ✓

____ ÷ ____ = ____
and ____ left over

IVEKI • WEEK 4

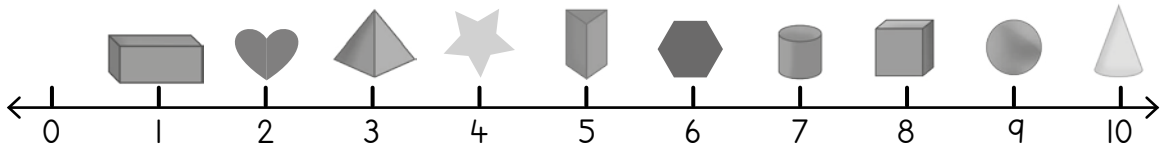
Uvavanyo **Amanani esingaphi, ukuhlela nokwaba**
Assessment Ordinal numbers, grouping and sharing

Igama | Name _____

Umhla | Date _____

1 Jonga umgcamanani uze uphendule kwitheyibhile. Qala ngasekhohlo. Biyela impendulo echanekileyo.

Look at the number line and answer in the table. Start on the left. Circle the correct answer.



Yeyiphi eyesibini? Which is second?			Yeyiphi eyethoba? Which is ninth?		
Yeyiphi eyokugqibela? Which is last?			Yeyiphi eyesine? Which is fourth?		
Yeyiphi eyesixhenxe? Which is seventh?			Yeyiphi eyokuqala? Which is first?		

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Fakela umbala kwizangqa ezibini ukusukela ngasekunene. Colour in two circles starting from the right.	Zoba ubuso kwisangqa sesithathu ukusuka ngasekhohlo. Draw a face in the third circle from the left.
◯◯◯◯◯◯	

3 Uthenge iibhokisi ezisi-8 ezineebhisikithi ezi-6 kwibhokisi nganye.

You buy 8 boxes with 6 biscuits each.

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4 Yahlula iipenisile ezingama-20 phakathi kwabantwana abasi-8.

Share 20 pencils among 8 children.

____ ÷ ____ = ____
kusale ____

_____ ÷ _____ = _____
and _____ left over

IVEKI • WEEK 5

Uvavanyo Assessment

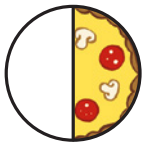
Amaqhezu Fractions

Igama | Name Memorandum

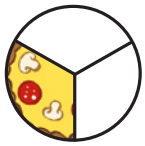
Umhla | Date Total marks : 11

1 Thiya iqhezu.

Name the fraction.

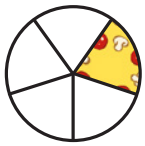


one half ✓



one third ✓

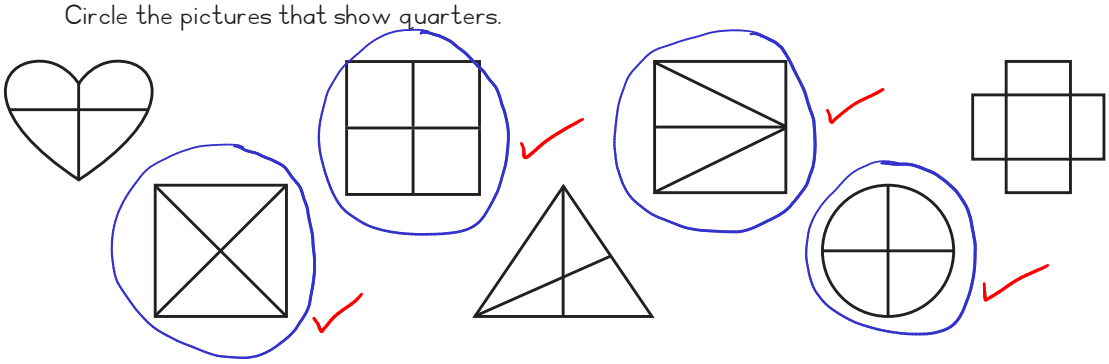
one quarter ✓



one fifth ✓

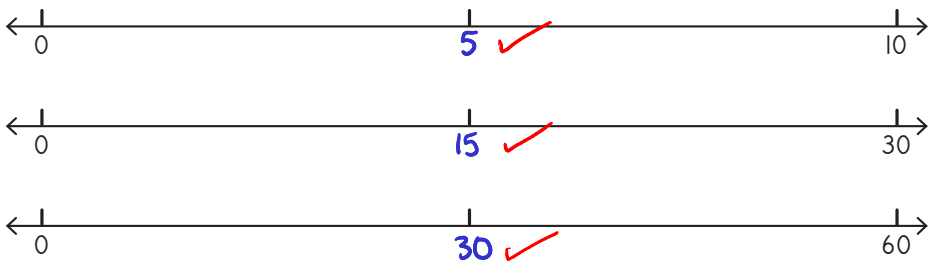
2 Biyela imifanekiso ebonisa iikota.

Circle the pictures that show quarters.



3 Bhala inani elisembindini kule migcamanani.

Write the number that is halfway along these number lines.



IVEKI • WEEK 5

Uvavanyo Assessment

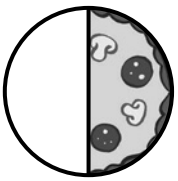
Amaqhezu Fractions

Igama | Name _____

Umhla | Date _____

1 Thiya iqhezu.

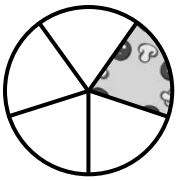
Name the fraction.



_____

_____

_____



_____

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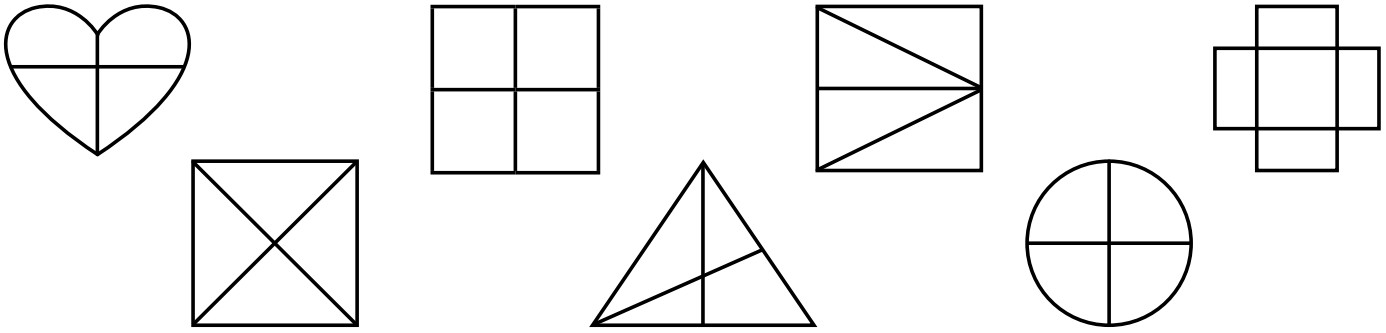

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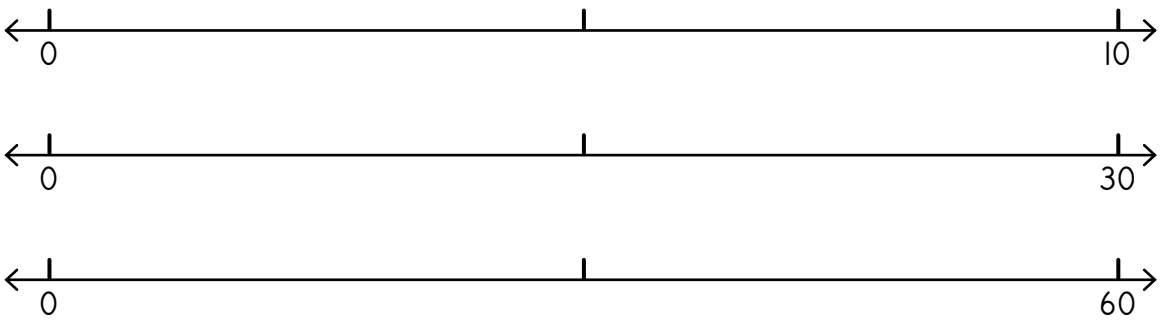


IVEKI • WEEK 6

Uvavanyo Assessment

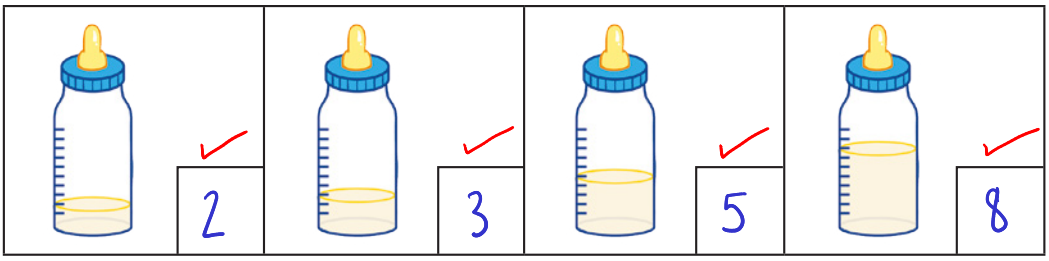
Ikhaphasithi/Umthamo Capacity

Igama | Name Memorandum

Umhla | Date Total marks : 7

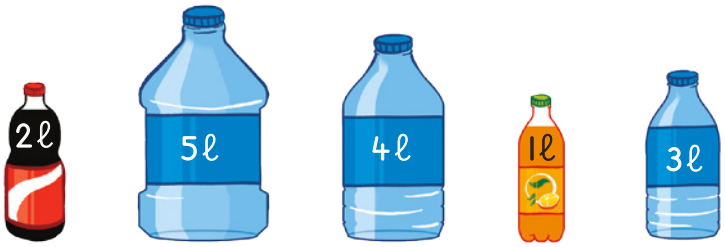
1 Icephe elinye lamanzi lifikelela kuphawu lokuqala lwebhotile. Mangaphi amacephe amanzi agalelwe kwibhotile nganye?

One spoon of water fills this bottle up to the first mark. How many spoons of water have been put into the bottle?



2 Bhala le mithamo ilandelayo uqale ngowona mncinci uye kowona mkhulu: iilitha ezi-2, iilitha ezi-5, iilitha ezi-4, ilitha e-1 neelitha ezi-3.

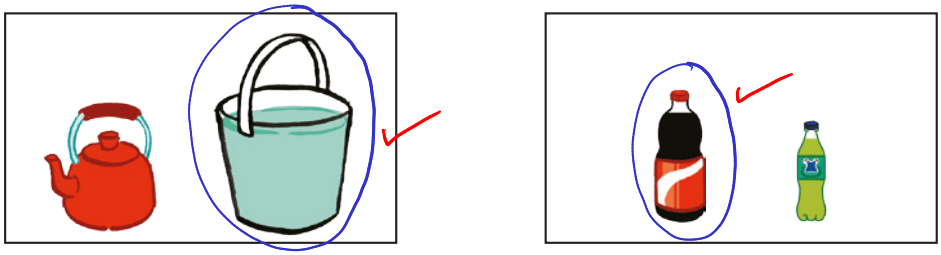
Write the following amounts from the least to the most: 2 litres, 5 litres, 4 litres, 1 litre and 3 litres.



1ℓ 2ℓ 3ℓ 4ℓ 5ℓ

3 Biyela isikhongozelo esiza kuthatha amanzi amaninzi.

Circle the container that will hold more water.



IVEKI • WEEK 6

Uvavanyo Assessment

Ikhaphasithi/Umthamo Capacity

Igama | Name _____

Umhla | Date _____

1 Icephe elinye lamanzi lifikelela kuphawu lokuqala lwebhotile. Mangaphi amacephe amanzi agalelwe kwibhotile nganye?

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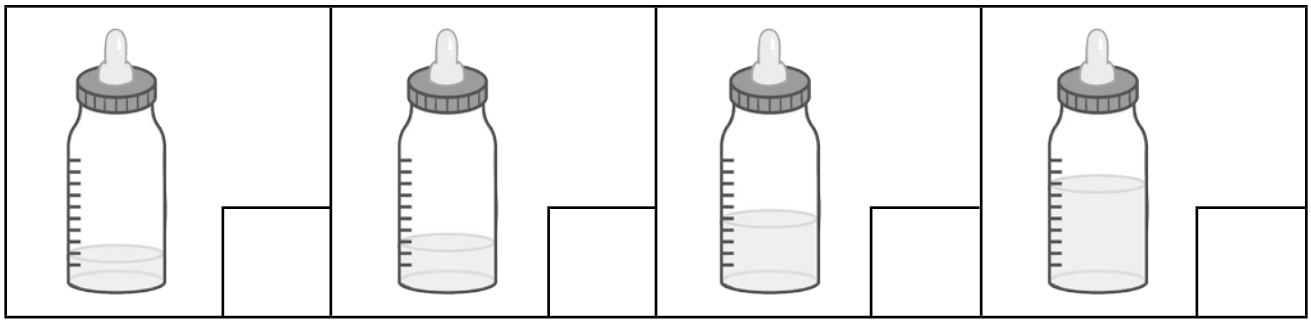

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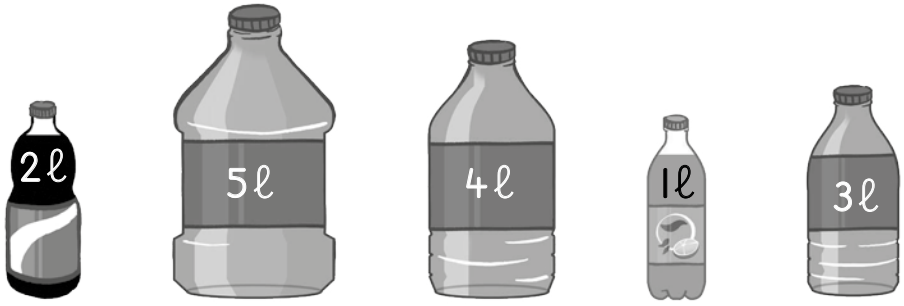

_____ _____ _____ _____ _____

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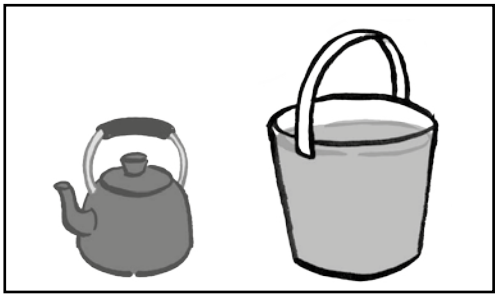

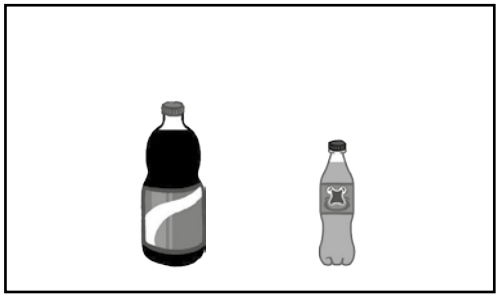

IVEKI • WEEK 7

Uvavanyo Assessment

Ukudibanisa nokuthabatha Addition and subtraction

Igama | Name Memorandum

Umhla | Date Total marks : 8

1 Sombulula. Ungasebenzisa iibloko zakho. Bhala konke okwenzileyo xa ububala.

Solve. You can use your blocks. Write what you did to work it out.

26 + 42 =

t	o
2	6
+ 4	2
6	8 ✓

95 – 22 =

t	o
9	5
– 2	2
7	3 ✓

35 + 51 =

t	o
3	5
+ 5	1
8	6 ✓

67 – 34 =

t	o
6	7
– 3	4
3	3 ✓

68 + 15 =

t	o
6 ¹	8
+ 1	5
8	3 ✓

82 – 35 =

t	o
7 ~~8~~	¹2
– 3	5
4	7 ✓

2 Sombulula ingxaki yamagama. Ungasebenzisa iibloko zakho.

Solve the word problem. You can use your blocks.

UReneilwe ebene-R74 waze wathenga unodoli nge-R46. Unamalini ngoku eshiyekileyo?

Reneilwe had R74 and she spent R46 on a doll. How much money does she have left?

R74 – R46 = R28 ✓ only one mark for correct calculation without R sign

IVEKI • WEEK 7

Uvavanyo **Ukudibanisa nokuthabatha**
Assessment Addition and subtraction

Igama | Name _____

Umhla | Date _____

1 Sombulula. Ungasebenzisa iibloko zakho. Bhala konke okwenzileyo xa ububala.

Solve. You can use your blocks. Write what you did to work it out.

26 + 42 =	95 – 22 =	35 + 51 =
t o	t o	t o
+	–	+

67 – 34 =	68 + 15 =	82 – 35 =
t o	t o	t o
–	+	–

2 Sombulula ingxaki yamagama. Ungasebenzisa iibloko zakho.

Solve the word problem. You can use your blocks.

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Amanqaku katitshala

Teacher notes

Bala Wande

Calculating with Confidence

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VERSION 3.0