IsiXhosa

IMathematika

Mathematics

3

Ikota 3 | Term 3

Utitshala | Teacher: .....

Bala Wande
Calculating with Confidence

Ikota 3 ⋮ Term 3

IMathematika
Mathematics

INcwadi kaTitshala
Teacher's Guide

IsiXhosa ⋮ English

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

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

Artists: Mary-Anne Hampton, Angie Bowring and Lexi Meier

www.fundawande.org
ISBN: 978-1-998960-48-4
Version 2.0: 2024

Anyone is free to **share** (copy and redistribute the material in any medium or format) or **adapt** (remix, transform and build on the material for any purpose), provided that you credit the work as follows:
Bala Wande, IMathematika INcwadi kaTitshala, Ibakala 3, Ikota 3, CC BY 4.0.
You may not add terms or measures that legally restrict others from doing anything the licence permits.
For more information: https://creativecommons.org/licenses/by/4.0/

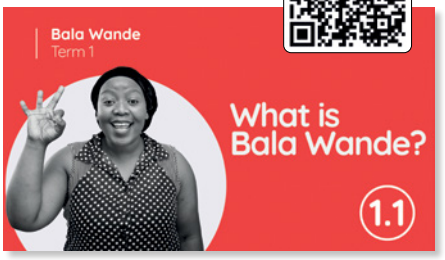
ISIQULATHO | CONTENTS

Ukusebenzisa iBala Wande ekufundiseni imathematika kwisiGaba sesiSeko

1. Yintoni iBala wande?

IBala Wande yinkqubo yemathematika yeFunda Wande.

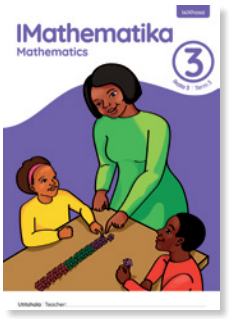
IFunda Wande ngumbutho ongenanjongo zakwenza nzuzo, oneenjongo zokuqinisekisa ukuba bonke abafundi baseMzantsi Afrika bayakwazi ukufunda ngokuqonda/ukufundela intsingiselo ngeelwimi zasemakhaya xa beneminyaka eli-10.
IBala Wande yinkqubo ehamba neFunda Wande yemathematika (yezibalo) ejolise ekubeni bonke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



Sivelisa iividiyo nokubhaliweyo ukuncedisana nootitshala ekufundiseni imathematika kumabanga R–3. Konke esikwenzileyo kufumaneka fele-fele kwaye kuneempepha-mvume zakwa*Creative Commons*, nto leyo ethi kunokusetyenziswa nangubani na.

Thekgo ya lenaneo la Bala Wande le akaretša:

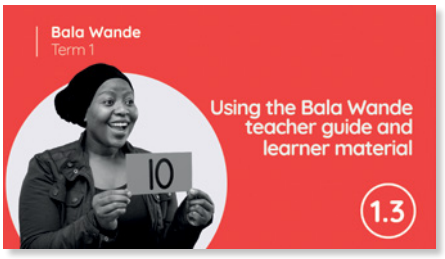
1.1 Isikhokelo sikatitshala



Isikhokelo sikatitshala seBala Wande sinika umkhombandlela wemihla ngemihla wokufundisa imathematika ngendlela eza kubangela abafundi babe nokuqonda imathematika kwaye baqale ukubala ngokuzithemba besebenzisa izixhobo ezikwibhokisi yeBala Wande.

Ngeveki nganye yemisebenzi ecwangcisiweyo, kukho isikhokelo esinamaphepha amabini aneenkcukacha malunga nezibalo zentloko neenxalenye zokuphuhliswa kwesigama sezifundo eziquka:

- Izixhobo ezifunekayo kwimisebenzi yosuku ngalunye
- Iinjongo zemisebenzi yezifundo zemihla ngemihla
- Izinto emakucingwe ngazo xa kufundiswa imisebenzi yesifundo esilungiselelwe iveki



Uvavanyo lwakhelwe kwinkqubo yeBala Wande eqhubekayo.

Using Bala Wande for teaching Foundation Phase mathematics

1. What is Bala Wande?

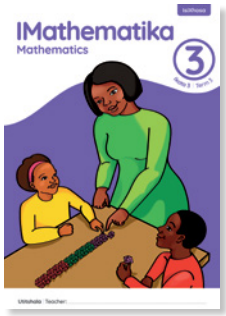
Bala Wande is the mathematics programme of Funda Wande.

Funda Wande is a not-for-profit organisation that aims to ensure that all learners in South Africa can read for meaning 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.

We develop video and print materials to support teachers in the teaching of mathematics in Grades R–3. All our materials are freely available and are Creative Commons licensed, so anyone can use them.

The Bala Wande progamme support includes:

1.1 *Bala Wande Teacher Guide*



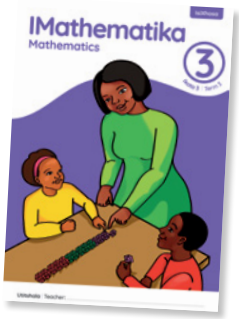
The *Bala Wande Teacher Guide* provides a day-by-day guide on how to teach mathematics so that learners will develop their mathematical understanding and begin to calculate with confidence using the resources in the Bala Wande box.

For each week of planned lesson activities, there is a two-page guide that gives an overview of the Mental Maths and concept development components of the lessons, including:

- resources teachers will need for each day's activities
- objectives for the daily lesson activities
- things to think about when teaching the lesson activities for the week

Assessment is built into the Bala Wande programme on a continuous basis.

1.2 Izixhobo ezongezelelweyo zokufunda nokufundisa

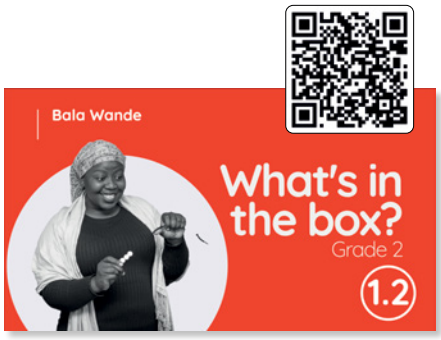


Zonke izikolo ezithatha inxaxheba ziza kufumana izixhobo ezongezelelweyo zokuncedisa abafundi nootitshala ezihambelana nezicwangciso zezifundo zeBala Wande. iNcwadi yomfundi yemisebenzi yeBala Wande iyahambelana neCAPS kwaye yincwadi yemisebenzi yabafundi elandelelaniswe ngocoselelo neyenzelwe ukufundisa umsebenzi owenziwa kuloo kota. Le ncwadi yemisebenzi iqulethe amaphepha emisebenzi yeklasi iphela, awabafundi abaza kuyenza nganye nganye nemidlalo elungiselelwe ukufunda imiba yengqiqo efundwayo.

Kukwakho nesichazimagama seBala Wande sesigama semathematika esingeelwimi ezimbini.

Ezinye izixhobo zokufunda eziza kunikezelwa zizixhobo ezifana neebloko zeziseko zamashumi, iimilo eziqinileyo, iwotshi yamanani, oonotsheluza neebloko ezidityaniswayo.

Nceda ukhathalele le LTSM. Siyacela ukuba uzijonge ngenkathalo kuba zixabisa kakhulu kwaye kunzima ukuzifumana kwakhona. Kuza kufuneka usayine ubonise ukuyamkela kwakho le bhokisi kwaye iza kuba luxanduva lwakho ukuyijonga nazo zonke izixhobo ezikuyo ozinikiweyo.



1.3 Iividiyo zeBala Wande zootitshala abaziintshatsheli

Iividiyo zeBala Wande ziqulethe amagqabantshintshi emiboniso yemisebenzi eyenziwa eklasini. Ezi vidiyo zingasetyenziswa ngootitshala xa belungiselela izifundo zabo. Kuza kwenziwa nenzinye iividiyo ezindana zemisebenzi yezifundo ukuze zibe nokufumaneka.

Ezi vidiyo zinika ulwazi nobuchule obufunyenwe kootitshala abaziintshatsheli obuligalelo kwiigqiqo ngemathematika nobuchule bokufundisa.

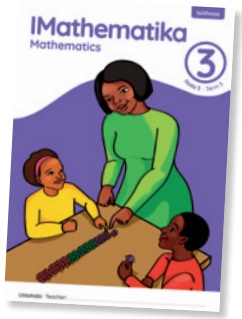
Ingaba iBala Wande iyahambelana neCAPS?

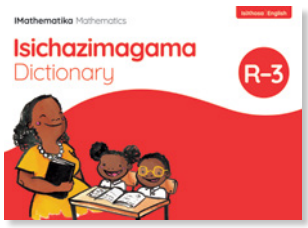
Ewe. Inkqubo yeBala Wande ijolise ekufundiseni abafundi ukubala ngokuzithemba xa bephumelele ibanga lesi-3. Le nkqubo yenzelwa kanye ikharityhulam yaseMzantsi Afrika kwaye ihambelana nqo neCAPS. IBala Wande ilandela iCAPS elungelelaniswe yiTMU ngemvume efunyenwe kwiSebe leMfundo esiSiseko.

- Umxholo, ukwabiwa kwexesha kunye novavanyo lwezifundo, konke oku kusekelwe kwiCAPS.
- Ukusuka kusuku loku-1 ukya kolwe-4 kwiveki nganye kukho imisebenzi yezifundo elungiselelwe iintsuku ezi-4. Ezi zizifundo ezithatha imizuzu engama-90 (kuquka imisetyenzana yokuqala yemihla ngemihla yezibalo zentloko, ukufundisa okungundoqo usuku ngalunye kunye neminye imisebenzi yamaqela okanye yomntu ngamnye ezimele).
- Usuku lwesi-5 lunika ithuba lokwenza imisebenzi yokuqukanisa neyovavanyo lwezifundo. Sisifundo semizuzu engama-60.
- Izicwangciso zovavanyo zekota namaphetshana amanqaku ziyafumaneka. Yonke imisebenzi yovavanyo inikwe njengemizekelo ukuze ixhase inkqubo yokufundisa nokufunda

1.2 Additional LTSM materials

All participating schools receive additional Learner and Teacher Support Materials (LTSM) that support the Bala Wande lesson plans. The *Bala Wande Learner Activity Book* (LAB) is a CAPS-aligned, carefully sequenced learner workbook that is designed to cover the work to be done in the term. The LAB contains activity sheets for the concept development activities, worksheets for learners to complete individually and games for active learning of concepts being taught.

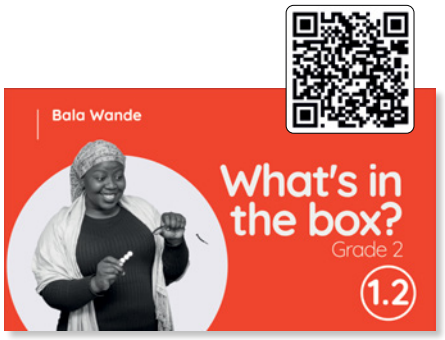




There is also a Bala Wande bilingual dictionary of mathematical vocabulary.

Other LTSM that will be provided are manipulatives such as base ten blocks, solid shapes, analogue clocks, flard cards and mulitfix cubes.

Please take good care of the LTSM. These materials are costly and cannot be replaced. Teachers will sign to indicate your acceptance of the box and will be held responsible for the care of all the materials given to you.



1.3 The Bala Wande videos of master teachers

The Bala Wande videos contain short clips of classroom footage that exemplify core aspects of the lesson activities. These can be used by teachers as they prepare to teach the lessons themselves. Longer clips of the lesson activities will also be made available.

The videos provide insights from our master teachers into particular mathematical concepts or teaching techniques.

Is Bala Wande CAPS compliant?

The Bala Wande programme was developed specifically for the South African curriculum and is CAPS-compliant. The course follows the TMU reorganised CAPS with permission from the DBE.

- The content, time allocation and assessment for learning all are based on the CAPS.
- Day 1–4 input each week provides planned lesson activities for 4 days. These are 90 minute lessons which include a Mental Maths daily starter activity and core concept teaching suggestions as well as some independent or group work learner activities for each day.
- Day 5 provides an opportunity for consolidation and assessment for learning. It is a 60 minute lesson.
- Assessment term plans and mark sheets are provided. All assessments are given as exemplars to support the teaching and learning programme.

Wamkelekile kwiBanga lesi-3!

KwiBanga lesi-3 sinqwenela ukuba abafundi babe neziqhelo ezilungileyo xa besenza izibalo. Thetha nabo ngokuqaphela ngenyameko loo nto bafanele ukuyenza. Ngosuku ngalunye xa uqalisa umsebenzi waseklasini ozimeleyo, cela abafundi 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 ozimeleyo – buza imibuzo evavanyayo ngenjongo yokufumanisa ukuba ingaba abafundi bayayiqonda na into abayenzayo. Mamela imibuzo abayibuzayo uze uphendule ngokucacileyo abakubuzileyo.

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

Eyona nto iyodwa nge-LAB yeBanga lesi-3 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 sikhulu kunesithathu	four is bigger than three
isithathu sincinci kunesine	three is smaller than four

Welcome to Grade 3!

In Grade 3 we would like learners to establish good habits while doing maths. Talk to them about looking carefully at what they are supposed to do. Each day when you introduce the independent classwork, ask learners to look at the pages and tell you what they see. What do they think they are supposed to do?

Habit 1: We look by 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. Every day, you should aim to involve as many learners as possible in the active concept development activity. 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 to what they have asked.

Keep your eye out for learners who are struggling with things such as basic number concept. If there are some 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.

A special feature of the Grade 3 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 IsiXhosa and revise key phrases and words learned over the week.

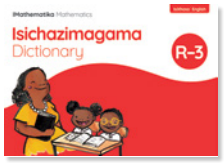
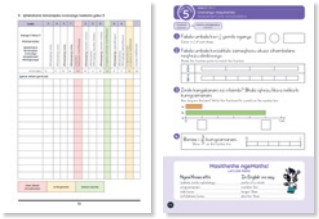
Masithethe ngeMaths!

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 sikhulu kunesithathu	four is bigger than three
isithathu sincinci kunesine	three is smaller than four

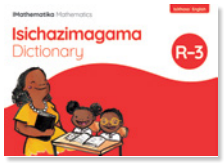
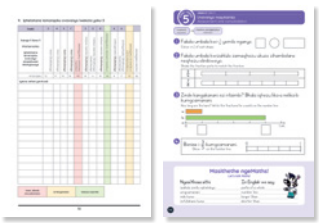
2. Yintoni esebhokisini?

Ngaphakathi ebhokisi uza kufumana zonke izixhobo ezifunekayo ukuze ukwazi ukulandela inkqubo yeBala Wande.

Isikhokelo sikatitshala • Isikhokelo sikatitshala • Isishwankathelo semiba eza kufundiswa kwiveki nganye • Izibalo zentloko ezicwangciselwe imihla yonke (Usuku 1–4) • Imisetyenzana yokutyebisa (rhoqo ngeveki – Iintsuku 1–4) • Imisebenzi yokufundisa engundoqo exhaswa ziipowusta nezixhobo ezisebhokisini (Iintsuku 1–4) • Iikopi zamaphepha eencwadi zemisebenzi zabafundi (nawo afakwe ngokulandelelana kwisikhokelo sikatitshala) • Uvavanyo lokufunda (Usuku lwesi-5 Kwiiveki 2–8) • Uqukaniso (Usuku lwesi-5 Iiveki 1–9)	
Iividiyo • Izishunqe ezibonisa ootitshala abaziintshatheli befundisa kwaye bexoxa izifundo	
Isichazimagama esineelwimi ezimbini • Isichazimagama esineelwimi ezimbini sesigama semathematika sesiGaba esisiSeko esineenkcazelo nemizekelo	
iNcwadi yemisebenzi yabafundi • Imisebenzi yemihla ngemihla ehambelana nemisebenzi yezifundo • Imisebenzi yemihla ngemihla yabafundi abaza kuyenza ngabanye-ngabanye okanye ngokwamaqela • Imidlalo ehambelana nemisebenzi yezifundo	
Iipowusta • Ikhalenda ka-2023 • Iipowusta ezihambelana nezicwangciso zezifundo	
Izixhobo zokuncedisa zikatitshala • Iintlobo ngeentlobo zezixhobo eziphathekayo oza kuzisebenzisa xa ufundisa	
Ibhokisi yezixhobo zokufunda abafundi • Ibhokisi enye kwiqela ngalinye labafundi aba-6 • Ibhokisi ephethe iindidi ezahlukeneyo zezixhobo zokufunda eziza kusetyenziswa ngabafundi kwimisebenzi yabo	
Izixhobo zovavanyo • Isicwangciso sekota sovavanyo • Imisetyenzana ethethwayo neyenziwayo (emi-2 ngekota) • Imisetyenzana ethethwayo neyenziwayo (Iiveki 2-8) • Iphetshana lokubhala amanqaku elinokusetyenziselwa ukufaka amanqaku eSA SAMS	

2. What's in the box?

Inside the box, you'll find all the resources you need to follow the Bala Wande programme.

Bala Wande Teacher Guide • overview of the concepts to be taught each week • Mental Maths planned for every day (Days 1-4) • enrichment activities (weekly – Day 1) • core concept teaching activities supported by posters and manipulatives from the box (Days 1-4) • copies of the *Learner Activity Book* pages for the day (embedded in sequence in the teacher's guide) • assessment for learning (Day 5 Weeks 2-8) • consolidation (Day 5 Weeks 1-9)	
Videos • clips showing master teachers teaching and discussing the lessons	
Bala Wande bilingual dictionary • a bilingual dictionary of Foundation Phase mathematical terms with explanations and examples	
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	
Posters • a 2023 calendar • posters aligned to the lesson plans	
Manipulatives for the teacher • a variety of manipulatives for you to use in your teaching	
Box of manipulatives for learners • one box for each group of 6 learners • the box contains a variety of manipulatives for learners to use in the activities	
Tools for assessment • assessment term plan • oral and practical activities (2 per term) • planned written assessment tasks and activities on the 5th day of each week (Weeks 2-8) • mark record sheet that can be used to enter marks on SA SAMS	

Ufluhlu lwezinto ezifunekayo • Checklist

Iipowusta • Posters

Ikhalenda
Calendar

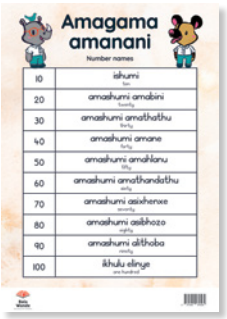
Umgcamanani (ongenanto 0–10 no-0–20)
Number line
(0–10 and 0–20 blank)

Izikwere ezili-100
100 square

Isikwere se waka 1000
1000 square

Amagama amanani 0–19 (isixhosa)
Number names 0–19 (Isixhosa)

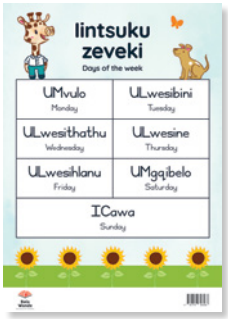
Amagama amanani 10–100 (isixhosa)
Number names 10–100 (Isixhosa)



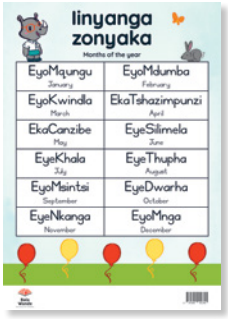
Amagama amanani 100–1000 (isixhosa)
Number names 100–1000 (Isixhosa)

Imali
Money

Iintsuku zeveki
Days of the week

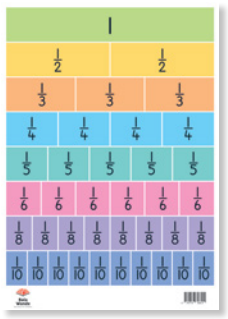


Iinyanga zonyaka
Months of the year

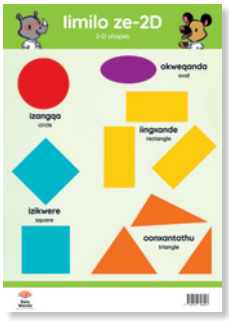


Ipowusta ixesha elisetyenzisiweyo
Time elapsed poster

Iindonga zamaqhezu
Fraction walls



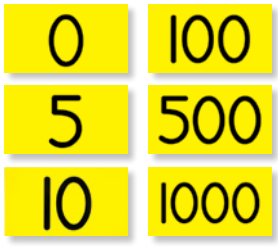
Iimilo ze-2D
2-D shapes



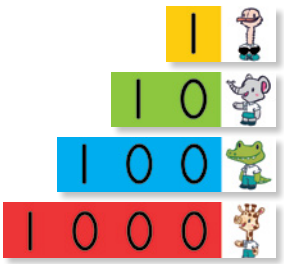
Izinto zemilo ye-3D
3-D objects

Izixhobo zootitshala nabafundi • Teacher and learner manipulatives

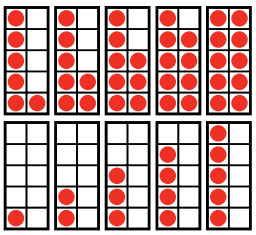
Amakhadi amanani 0-1000 (ootitshala)
Number cards 0-1000
(teacher)
Amakhadi amanani 0-20 (abafundi)
Number cards 0-20
(learner)



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



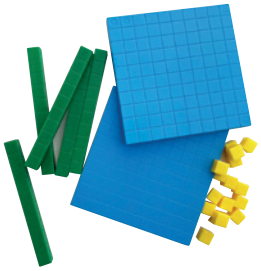
Amakhadi amachokoza 0-10 (alingene ukubonisa)
Dot cards 0-10
(demo size)



Ikiti yamaqhezu emagnethi (ootitshala)
Magnetic fraction kit
(teacher)

Ikiti yamaqhezu (nabafundi)
Fraction kit
(learner)

Iibloko zesiseko seshumi – 1000s, 100s, 10s, 1s (ootitshala nabafundi)
Base ten blocks – 1000s, 100s, 10s, 1s
(teacher and learner)



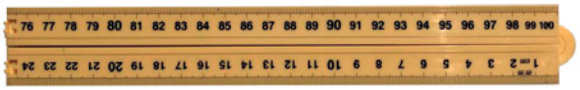
Amadayisi amabini kumfundi ngamnye
2 dice per learner

Isicuku semali (ootitshala nabafundi)
Money pack
(teacher and learner)

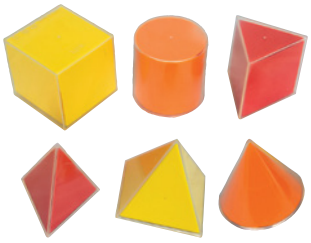
Iwotshi encinci yomfundi eneeyure ezingama-24 (ootitshala nabafundi)
24-hour small clock
(teacher and learner)

Iseti yeejagi zokulinganisela
Measuring jugs set

Irula egotywayo ye-1 m
1 m fold up ruler

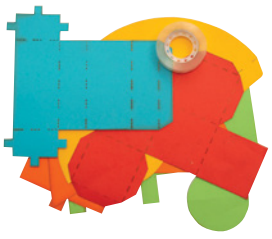


Imilo ezine-3D ezineenethi (ezilingene ukubonisa)
3-D shape nets
(teacher demo)



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

Iinethi zeemilo (iphepha)
Shape nets
(paper)



3. Ndisebenzisa oluphi ulwimi xa ndifundisa imathematika?

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 yoko.

Ootitshala abaninizi bemathematika baseMzantsi Afrika bayazixuba iilwimi xa befundisa ngeenjongo zokunceda abafundi babo babe nokuqonda isigama semathemaetika. Oku kuthetha ukuba bayathsintshatshintsha phakathi kweelwimi ezimbini okanye ezingaphezulu xa becacisa imathematika. Uphando lubonisa ukuba ukwenza oku kuba luncedo kakhulu kubafundi. 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.

Isiqendu sesi-4 seCAPS ehlaziyiweyo (Uvavanyo) siphehlelela ukusetyenziswa ezininzi ukuze uthethe ngokwemathematika.

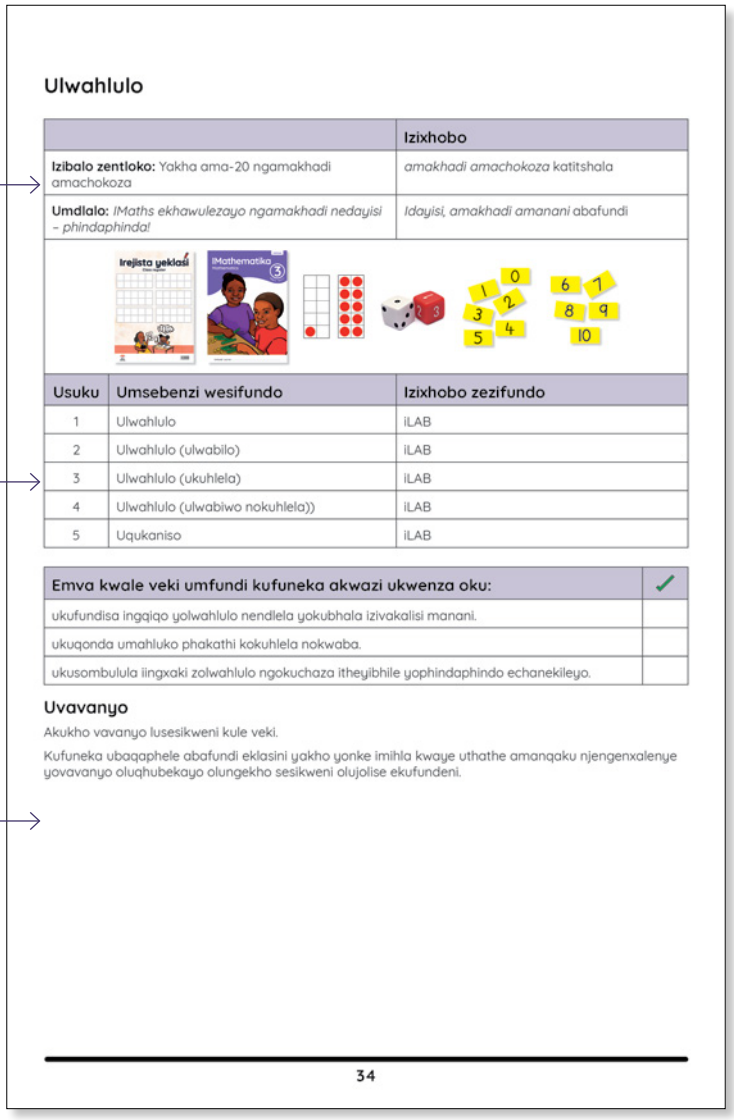
4. Ukusebenzisa izicwangciso zezifundo nencwadi yemisebenzi yomfundi

Ukulungiselela iveki elandelayo – iphepha lokuqala lamagqabantshintshi eveki liqulethe oku:

Isishwankathelo esifutshane sezibalo zentloko, imidlalo 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.



Ulwahlulo

	Izixhobo
Izibalo zentloko: Yakha ama-20 ngamakhadi amachokoza	*amakhadi amachokoza* katitshala
Umdlalo: *IMaths ekhawulezayo ngamakhadi nedayisi – phindaphinda!*	*Idayisi, amakhadi amanani* abafundi

Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Ulwahlulo	iLAB
2	Ulwahlulo (ulwabilo)	iLAB
3	Ulwahlulo (ukuhlela)	iLAB
4	Ulwahlulo (ulwabiwo nokuhlela))	iLAB
5	Uqukaniso	iLAB

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukufundisa ingqiqo yolwahlulo nendlela yokubhala izivakalisi manani.	
ukuqonda umahluko phakathi kokuhlela nokwaba.	
ukusombulula iingxaki zolwahlulo ngokuchaza itheyibhile yophindaphindo echanekileyo.	

Uvavanyo

Akukho vavanyo lusesikweni kule veki.

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

34

3. What language do I use when I teach mathematics?

The Bala Wande material is all bilingual. It supports the development of mathematics language in both isiXhosa and English by moving naturally between languages when speaking about mathematics. The Bala Wande dictionary will helps 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. This means that they alternate between two or more languages when explaining mathematics. Research has shown that this is a very useful practice that does indeed help learners to understand. Code-switching allows teachers and learners to draw on all of their language skills to learn, rather than to be limited by one language only. This practice is used internationally and is also called 'translanguaging'.

The revised CAPS Section 4 (Assessment) endorses the use of more than one language to speak mathematically.

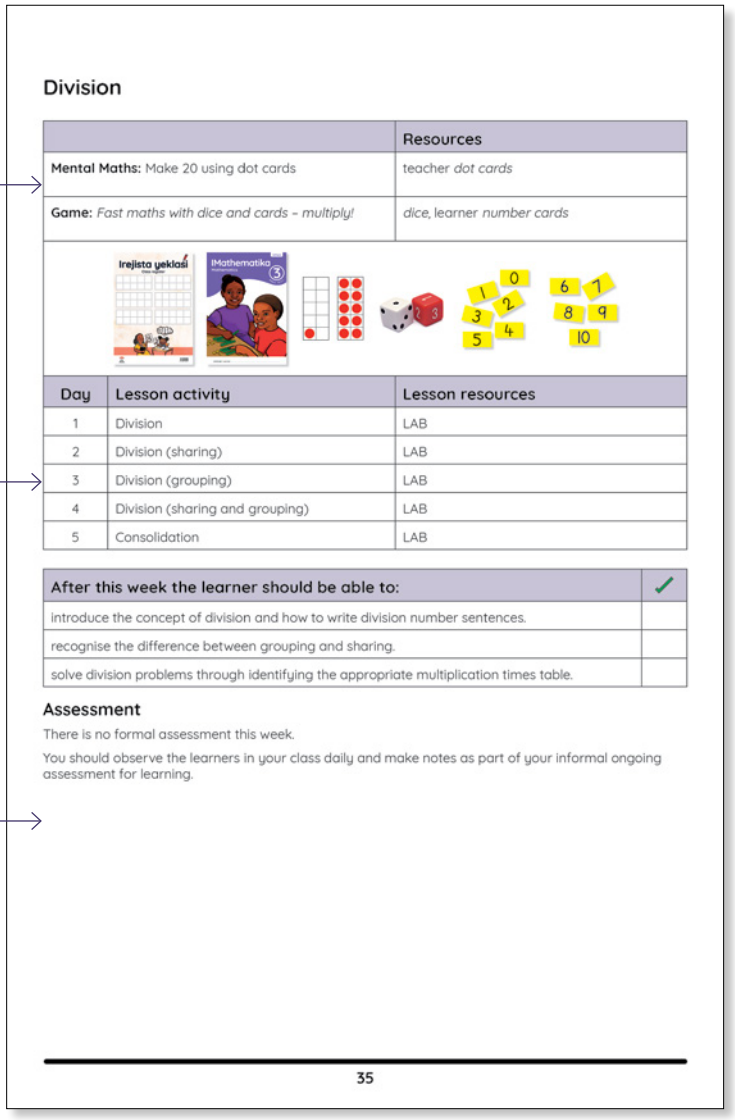
4. Using the lesson plans and *Bala Wande Learner Activity Book*

Prepare for the week – the first page of the week overview gives you:

A quick overview of the Mental Maths, games and lesson activities for the week and the resources you need to have ready.

A list of aims for the week that you can use to check whether your class is on track.

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



Division

	Resources
Mental Maths: Make 20 using dot cards	teacher *dot cards*
Game: *Fast maths with dice and cards – multiply!*	*dice, learner number cards*

Day	Lesson activity	Lesson resources
1	Division	LAB
2	Division (sharing)	LAB
3	Division (grouping)	LAB
4	Division (sharing and grouping)	LAB
5	Consolidation	LAB

After this week the learner should be able to:	✓
introduce the concept of division and how to write division number sentences.	
recognise the difference between grouping and sharing.	
solve division problems through identifying the appropriate multiplication times table.	

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.

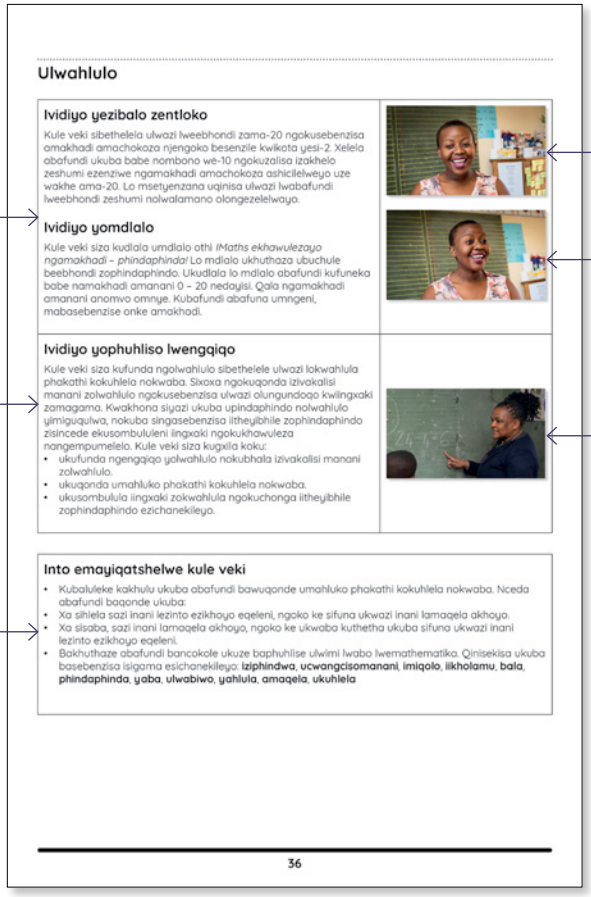
35

Iphepha lesibini lamagqabantshihtshi eveki liqulethe oku:

Inkcazelo yenkqubela yemisebenzi yezibalo zentloko zeveki kunye nentsalela yomdlalo wevidiyo

Inkcazelo yesigama esingundoqo oza kusifundisa kule veki.

Izinto ezithile ezinokuqwalaselwa evekini. Isenokuba ziimpazamo esizaziyo ezixhaphakileyo ezenziwa ngabafundi okanye imiba ebalulekileyo efuna ukugxininiswa. Amanqaku malunga nesigama esiza kusigxininisa kule veki.



Ulwahlulo

Ividiyo yezibalo zentloko

Kule veki sibethelela ulwazi lweebhondi zama-20 ngokusebenzisa amakhadi amachokoza njengoko besenzile kwikota yesi-2. Xelela abafundi ukuba babe nombono we-10 ngokuzaliso izakhelo zeshumi ezenziwe ngamakhadi amachokoza ashicilelweyo uze wakhe ama-20. Lo msetyenzana uqinisa ulwazi lwabafundi lweebhondi zeshumi nolwalamano olongezelelwayo.

Ividiyo yomdlalo

Kule veki siza kudlala umdlalo othi *iMaths ekhawulezayo ngamakhadi – phindaphindaz!* Lo mdlalo ukhuthaza ubuchule beebhondi zophindaphindo. Ukudlala lo mdlalo abafundi kufuneka babe namakhadi amanani 0 – 20 nedayisi. Qala ngamakhadi amanani anomvo omnye. Kubafundi abafuna umngeni, mabasebenzise onke amakhadi.

Ividiyo yophuhliso lwengqiqo

Kule veki siza kufunda ngolwahlulo sibethelele ulwazi lokwahlula phakathi kokuhlela nokwaba. Sixoxa ngokuqonda izivakalisi manani zolwahlulo ngokusebenzisa ulwazi olungundoqo kwiingxaki zamagama. Kwakhona siyazi ukuba upindaphindo nolwahlulo yimiguqulwa, nokuba singasebenzisa iitheyibhile zophindaphindo zisincede ekusombululeni iingxaki ngokukhawuleza nangempumelelo. Kule veki siza kugxila kaku:

- ukufunda ngengqiqo yolwahlulo nokubhala izivakalisi manani zolwahlulo.
- ukuqonda umahluko phakathi kokuhlela nokwaba.
- ukusombululula iingxaki zokwahlula ngokuchonga iitheyibhile zophindaphindo ezichanekileyo.

Into emayiqatshelwe kule veki

- Kubaluleke kakhulu ukuba abafundi bawuqonde umahluko phakathi kokuhlela nokwaba. Nceda abafundi baqonde ukuba:
- Xa sihlela sazi inani lezinto ezikhoyo eqeleni, ngoko ke sifuna ukwazi inani lamaqela akhoyo.
- Xa sisaba, sazi inani lamaqela akhoyo, ngoko ke ukwaba kuthetha ukuba sifuna ukwazi inani lezinto ezikhoyo eqeleni.
- Bakhuthaze abafundi bancokole ukuze baphuhlise ulwimi lwabo lwemathematika. Qinisekisa ukuba basebenzisa isigama esichanekileyo: **iziphindwa, ucwangcisomanani, imiqolo, iikholamu, bala, phindaphinda, yaba, ulwabiwo, yahlula, amaqela, ukuhlela**

36

Eli phepha likusa kwizishunqe zevidiyo ezinika ulwazi oluvela kootitshala abaziintshatsheli olumalunga nesigama esithile semathamatika okanye ubuchule bokufundisa ngosuku ngalunye.

Kwihlelo leintanethi lesiKhokelo sikaTitshala esikwiwebhusayithi, kukho amaqhagamshela akusa kwiividiyo. Ukuba ucofa kwiphetshana levidiyo yeziBalo zeNtloko, Umdlalo kunye namaGqabantshintshi eVeki, uya kusiwa kuloo vidiyo kanye.

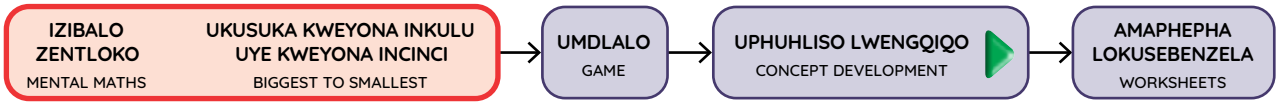
Kufuneka wenze ntoni ukuze ukwazi ukulungiselela iveki nganye

- 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.

Usuku ngalunye

Sebenzisa ifowutshathi ukuze ubone ukulandelelana kwemisebenzi yosuku

Ekuqaleni kosuku ngalunye kunikwa iflowutshathi esisishwankathelo solandwlelwano lwemisebenzi yosuku. Ukuba ucofa kwiqhosha lokudlala kwiqamza lophuhliso lwengqiqo elikumzobo oqukuqelayo, uya kusiwa kwisiqendu sevidiyo yolo suku.

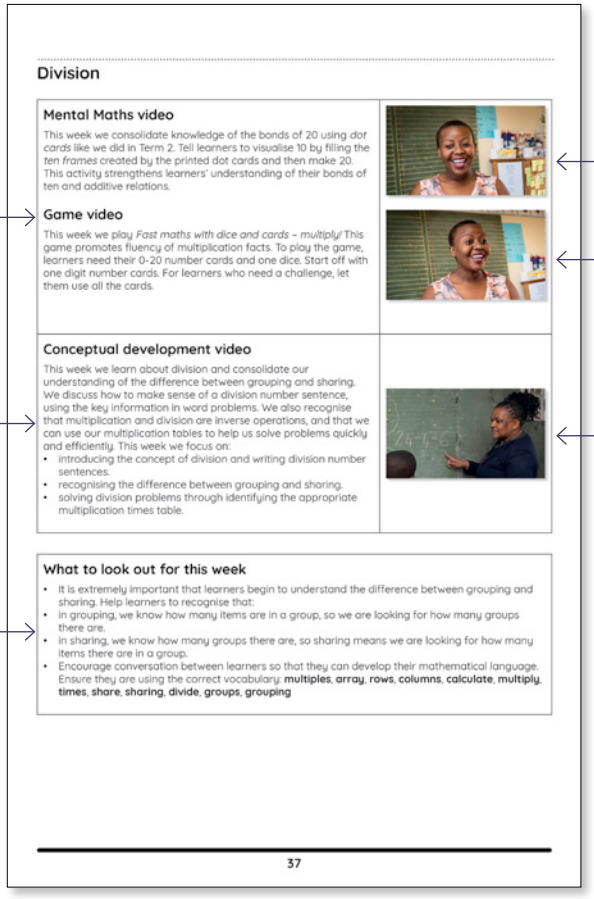


The second page provides more details about the week's activities.

A description of how the Mental Maths activities progress over the week and a reminder of the game video.

A description of the key concepts to be taught over the week.

A list of things teachers must watch out for such as mistakes learners often make or important ideas to emphasise. Notes about the vocabulary to emphasise this week.



Division

Mental Maths video

This week we consolidate knowledge of the bonds of 20 using *dot cards* like we did in Term 2. 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 video

This week we play *Fast maths with dice and cards – multiply!* This game promotes fluency of multiplication facts. To play the game, learners need their 0-20 number cards and one dice. Start off with one digit number cards. For learners who need a challenge, let them use all the cards.

Conceptual development video

This week we learn about division and consolidate our understanding of the difference between grouping and sharing. We discuss how to make sense of a division number sentence, using the key information in word problems. We also recognise that multiplication and division are inverse operations, and that we can use our multiplication tables to help us solve problems quickly and efficiently. This week we focus on:

- introducing the concept of division and writing division number sentences.
- recognising the difference between grouping and sharing.
- solving division problems through identifying the appropriate multiplication times table.

What to look out for this week

- It is extremely important that learners begin to understand the difference between grouping and sharing. Help learners to recognise that:
- in grouping, we know how many items are in a group, so we are looking for how many groups there are.
- in sharing, we know how many groups there are, so sharing means we are looking for how many items there are in a group.
- Encourage conversation between learners so that they can develop their mathematical language. Ensure they are using the correct vocabulary: **multiples, array, rows, columns, calculate, multiply, times, share, sharing, divide, groups, grouping**

37

This page also refers you to the video clips that provide insights from our master teachers into particular mathematical concepts or teaching techniques.

In the digital version of the *Teacher Guide* on the website, hyperlinks are provided to the videos. If you click on the video slide for the Mental Maths, Game and Weekly Overview, you will be taken to that video.

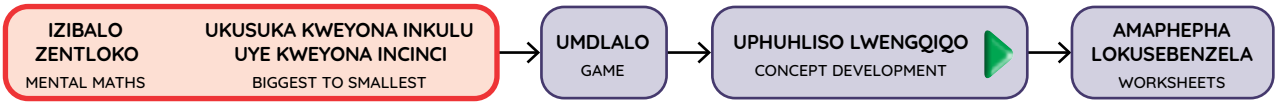
What teachers need to do to prepare for each week

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

Each day

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

At the start of each day, a flow diagram is given which summarises the sequence of activities for the day. If you click on the play button in the concept development bubble in the flow diagram, you will be taken to that day's video clip.



Xoxa nabafundi ngomhla wanamhlanje usebenzise ikhalenda

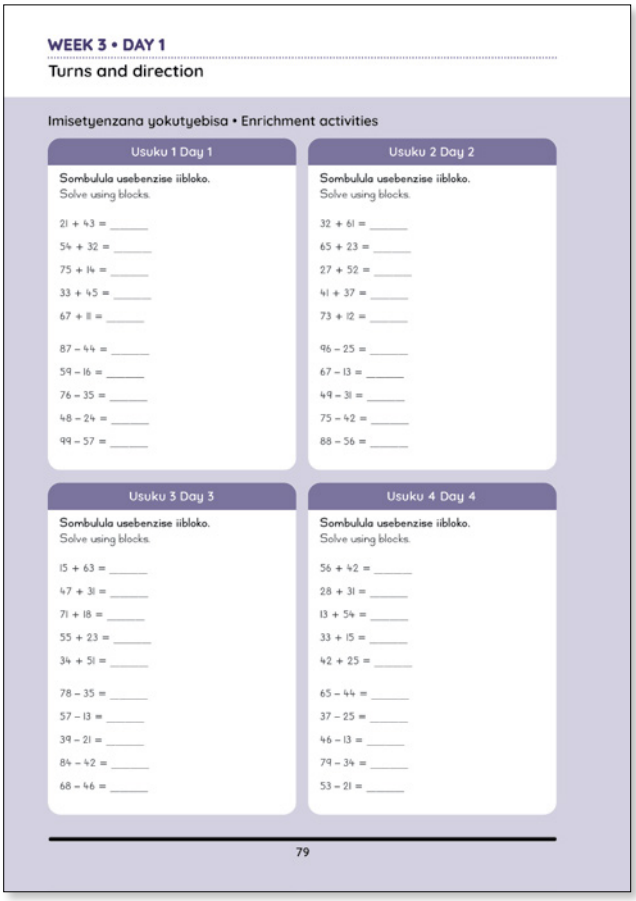
Ebhokisini kukho ikhalenda. Ngosuku ngalunye tyumba kunye neklasi unyaka, inyanga, usuku nomhla. Phawula umhla kwikhalenda yodonga. Qaphela imihla yokuzalwa.

Imisetyenzana yokutyebisa

Kukho imisetyenzana yokutyebisa elungisiweyo ukusukela kusuku loku -1-4 kwiveki nganye. Le misetyenzana iyafumaneka kwicandelo lezixhobo elingasemva kwincwadi yabafundi. Abafundi abagqibe msinyane umsebenzi wabo weklasi banako ukwenza lemisetyenzana yotyebiso ekupheleni kwesifundo.

Amaphepha emithombo ye-LAB

Apha ngasemva kwiLAB uya kufumana amakhasi anomxholo kunye nemisiko nto ezo eziza kusetyenziswa ngabafundi. Ezi zixhobo zikwafumaneka nakwisikhokelo sikatitshala ukuze kube lula ukukhangela.


WEEK 3 • DAY 1

Turns and direction

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

Sombulula usebenzise iibloko.
Solve using blocks.

21 + 43 = _____
54 + 32 = _____
75 + 14 = _____
33 + 45 = _____
67 + 11 = _____

87 – 44 = _____
59 – 16 = _____
76 – 35 = _____
48 – 24 = _____
99 – 57 = _____

Usuku 2 Day 2

Sombulula usebenzise iibloko.
Solve using blocks.

32 + 61 = _____
65 + 23 = _____
27 + 52 = _____
41 + 37 = _____
73 + 12 = _____

96 – 25 = _____
67 – 13 = _____
49 – 31 = _____
75 – 42 = _____
88 – 56 = _____

Usuku 3 Day 3

Sombulula usebenzise iibloko.
Solve using blocks.

15 + 63 = _____
47 + 31 = _____
71 + 18 = _____
55 + 23 = _____
34 + 51 = _____

78 – 35 = _____
57 – 13 = _____
39 – 21 = _____
84 – 42 = _____
68 – 46 = _____

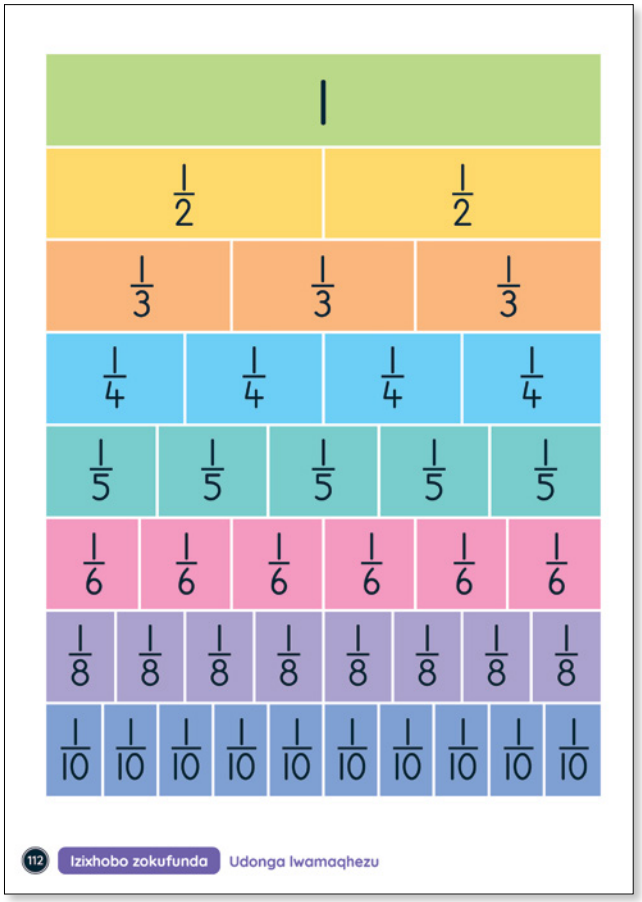
Usuku 4 Day 4

Sombulula usebenzise iibloko.
Solve using blocks.

56 + 42 = _____
28 + 31 = _____
13 + 54 = _____
33 + 15 = _____
42 + 25 = _____

65 – 44 = _____
37 – 25 = _____
46 – 13 = _____
79 – 34 = _____
53 – 21 = _____

79



Discuss the date with learners using the calendar

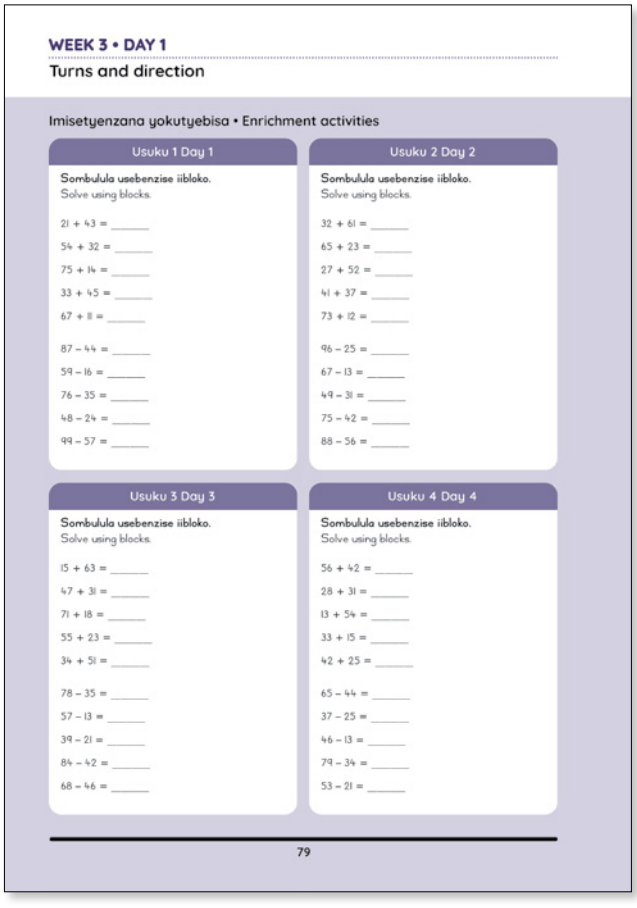
In the box there is a calendar. Each day identify the year, month, day and date with the class. Mark the date on the wall calendar. Note any birthdays.

Enrichment activities

There are enrichment activities provided for Days 1-4 each week. These can also be found in the Resource section at the back of the LAB. Learners who finish the classwork quickly can do these enrichment activities at the end of a lesson.

LAB resource pages

At the back of the LAB there are some content and cut-out pages for learners to use. They are also included at the end of the *Teacher Guide* for easy reference



WEEK 3 • DAY 1

Turns and direction

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

Sombulula usebenzise iibloko.
Solve using blocks.

21 + 43 = _____
54 + 32 = _____
75 + 14 = _____
33 + 45 = _____
67 + 11 = _____

87 – 44 = _____
59 – 16 = _____
76 – 35 = _____
48 – 24 = _____
99 – 57 = _____

Usuku 2 Day 2

Sombulula usebenzise iibloko.
Solve using blocks.

32 + 61 = _____
65 + 23 = _____
27 + 52 = _____
41 + 37 = _____
73 + 12 = _____

96 – 25 = _____
67 – 13 = _____
49 – 31 = _____
75 – 42 = _____
88 – 56 = _____

Usuku 3 Day 3

Sombulula usebenzise iibloko.
Solve using blocks.

15 + 63 = _____
47 + 31 = _____
71 + 18 = _____
55 + 23 = _____
34 + 51 = _____

78 – 35 = _____
57 – 13 = _____
39 – 21 = _____
84 – 42 = _____
68 – 46 = _____

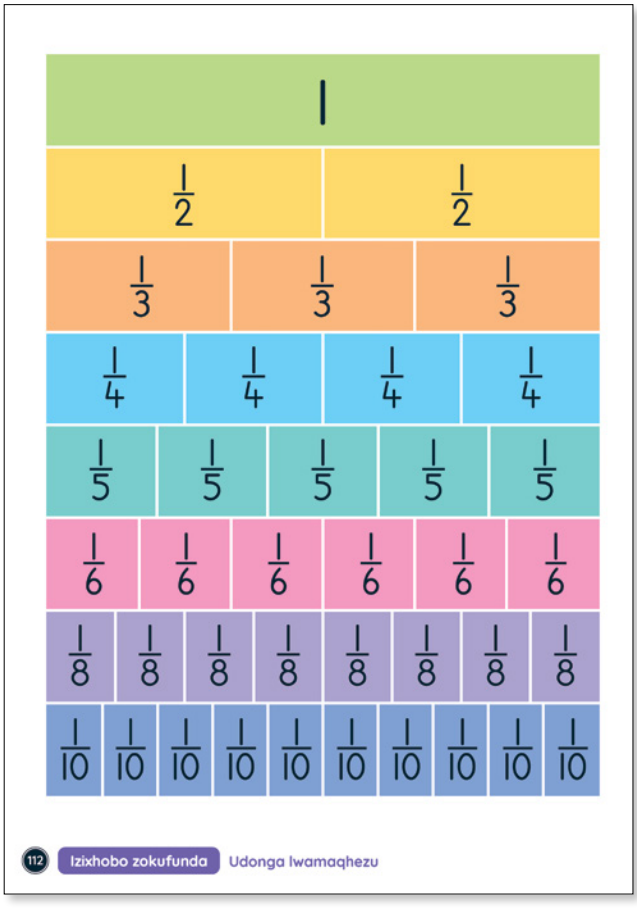
Usuku 4 Day 4

Sombulula usebenzise iibloko.
Solve using blocks.

56 + 42 = _____
28 + 31 = _____
13 + 54 = _____
33 + 15 = _____
42 + 25 = _____

65 – 44 = _____
37 – 25 = _____
46 – 13 = _____
79 – 34 = _____
53 – 21 = _____

79



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 loku-1, Isikhokelo sikaTitshala sinika ulandelelwano lwemifanekiso yemisetyenzana yeZibalo zeNtloko yolo suku. Ngosuku lwesi-2, olwesi-3 nolwesi-4 kukho isikhumbuzo sokwenza kwalo msebenzi ufanayo ekuqaleni kwesifundo.

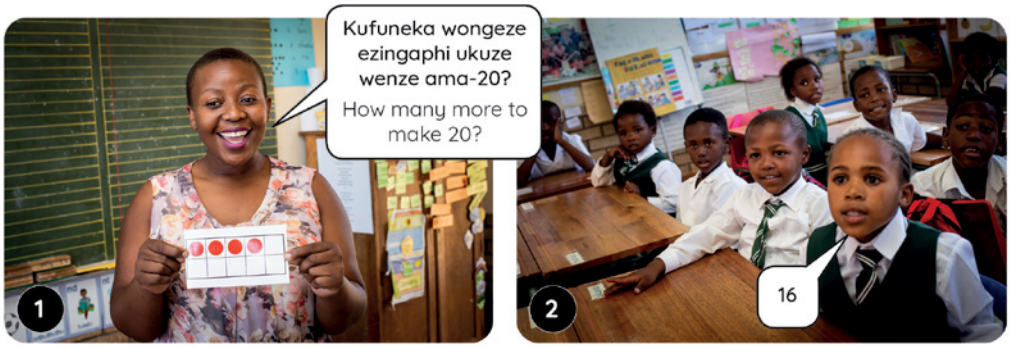
IZIBALO ZENTLOKO | MENTAL MATHS

Abafundi basebenzisa amakhadi amachokoza ukuze babone ukuba kufuneka kongezwe ezingaphi ukwenza ama-20.

Learners 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.



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.

Umdlalo: Izibalo ezikhawulezayo namakhadi – cwangcisa
Game: Fast maths with cards – order

- Xuba amakhadi aqala ku-0 ukuya kuma-20!
  Mix cards from 0 to 20!
- Wabeke apakishane!
  Place in a pile!
- Veza amakhadi amathathu!
  Flip up three cards!
- Wacwangcise aqale kwelona lincinci ukuya kwelona likhulu!
  Order from smallest to largest!

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 videos showing the Mental Maths activities in action in the classroom and there is a description of each Mental Maths activity in the overview for the week.

On Day 1, the *Teacher Guide* provides a photographic sequence of the Mental Maths activity for the day. On Days 2, 3 and 4 there is a reminder to do the same activity at the start of the lesson.

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.

Umdlalo: Izibalo ezikhawulezayo namakhadi – cwangcisa
Game: Fast maths with cards – order

- Xuba amakhadi aqala ku-0 ukuya kuma-20!
  Mix cards from 0 to 20!
- Wabeke apakishane!
  Place in a pile!
- Veza amakhadi amathathu!
  Flip up three cards!
- Wacwangcise aqale kwelona lincinci ukuya kwelona likhulu!
  Order from smallest to largest!

Yenza Uphuhliso lweNgqiqo

Iintsuku ezininzi ziza kuba nomsebenzi uphuhliso iwengqiqo apho uza kusebenza nabafundi ukuze nixoxe imiba ephambili yolo suku.

Kukho iividiyo ezibonisa imisebenzi yeklasi yonke isenziwa eklasini kwaye kukwakho nenkcazelo yemisebenzi efumaneka kumagqabantshintshi eveki.

Ngosuku ngalunye, *isiKhokelo sikaTitshala* sinika ulandelelwano olufotiweyo lomsebenzi wophuhliso lwengqiqo wolo suku.

Do the concept development activity

Most days there will be a concept development activity where the learners work together as a class to discuss the key ideas of the day.

There are videos showing the concept development activity in action in the classroom and there is a description of each activity in the overview for the week.

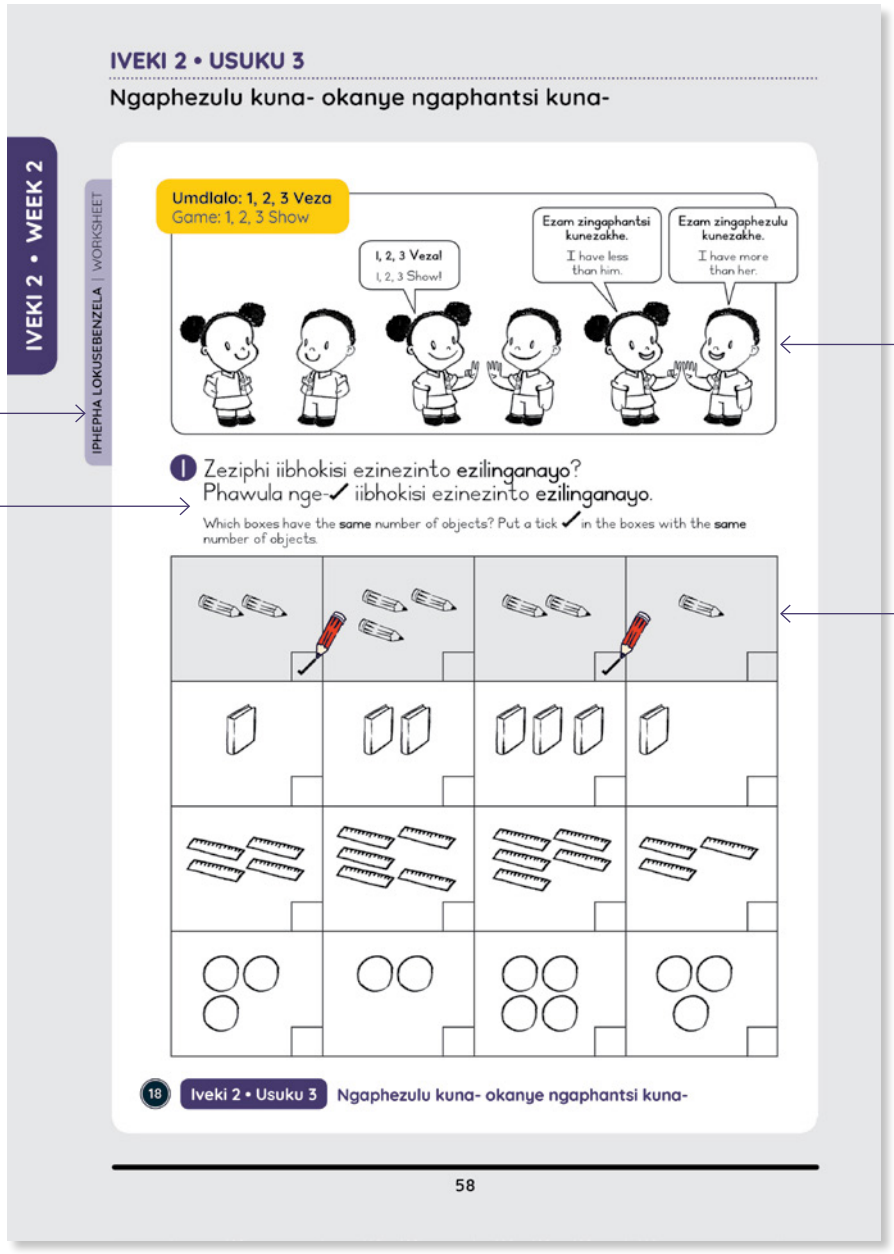
For each day, the *Bala Wande Teacher Guide* provides a photographic sequence of the concept development activity for the day.

iNcwadi yemisebenzi yomfundi iyinxalenye yesikhokelo sikatitshala

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

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.



IVEKI 2 • USUKU 3

Ngaphezulu kuna- okanye ngaphantsi kuna-

IVEKI 2 • WEEK 2

IPHEPHA LOKUSEBENZELA | WORKSHEET

Umdlalo: 1, 2, 3 Veza
Game: 1, 2, 3 Show

I, 2, 3 Veza!
1, 2, 3 Show!

Ezam zingaphantsi kunezakhe.
I have less than him.

Ezam zingaphezulu kunezakhe.
I have more than her.

1 Zeziphi iibhokisi ezinezinto ezilinganayo?
Phawula nge-✓ iibhokisi ezinezinto ezilinganayo.

Which boxes have the same number of objects? Put a tick ✓ in the boxes with the same number of objects.

18 Iveki 2 • Usuku 3 Ngaphezulu kuna- okanye ngaphantsi kuna-

58

Yonke imiyalelo nolwazi inikwa ngesiXhosa nangenguqulelo efumaneka ngesiNgesi.

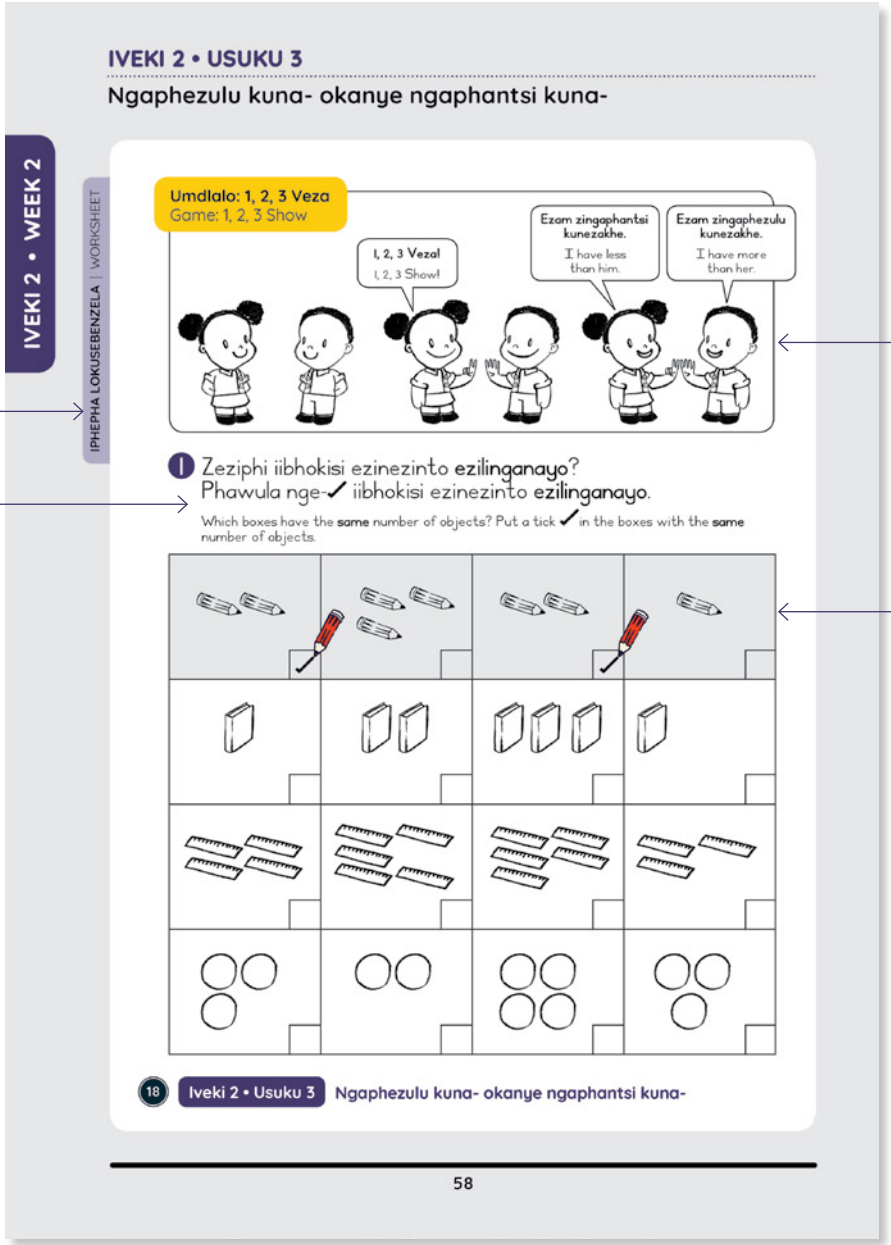
Amaphepha emisebenzi anomzekelo (oboniswa libala elingwevu nepenisile ebomvu).

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

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.

The tag indicates that this is a worksheet.



IVEKI 2 • USUKU 3

Ngaphezulu kuna- okanye ngaphantsi kuna-

IVEKI 2 • WEEK 2

IPHEPHA LOKUSEBENZELA | WORKSHEET

Umdlalo: 1, 2, 3 Veza
Game: 1, 2, 3 Show

I, 2, 3 Veza!
I, 2, 3 Show!

Ezam zingaphantsi kunezakhe.
I have less than him.

Ezam zingaphezulu kunezakhe.
I have more than her.

1 Zeziphi iibhokisi ezinezinto ezilinganayo?
Phawula nge-✓ iibhokisi ezinezinto ezilinganayo.

Which boxes have the same number of objects? Put a tick ✓ in the boxes with the same number of objects.

18 Iveki 2 • Usuku 3 Ngaphezulu kuna- okanye ngaphantsi kuna-

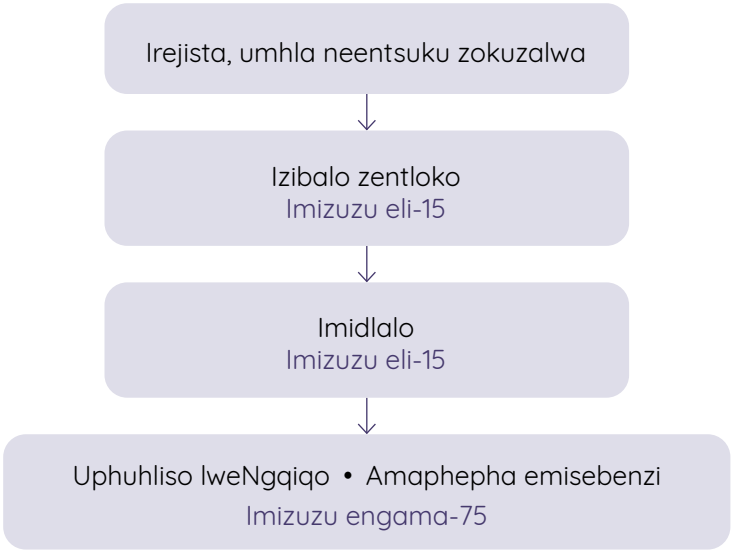
58

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

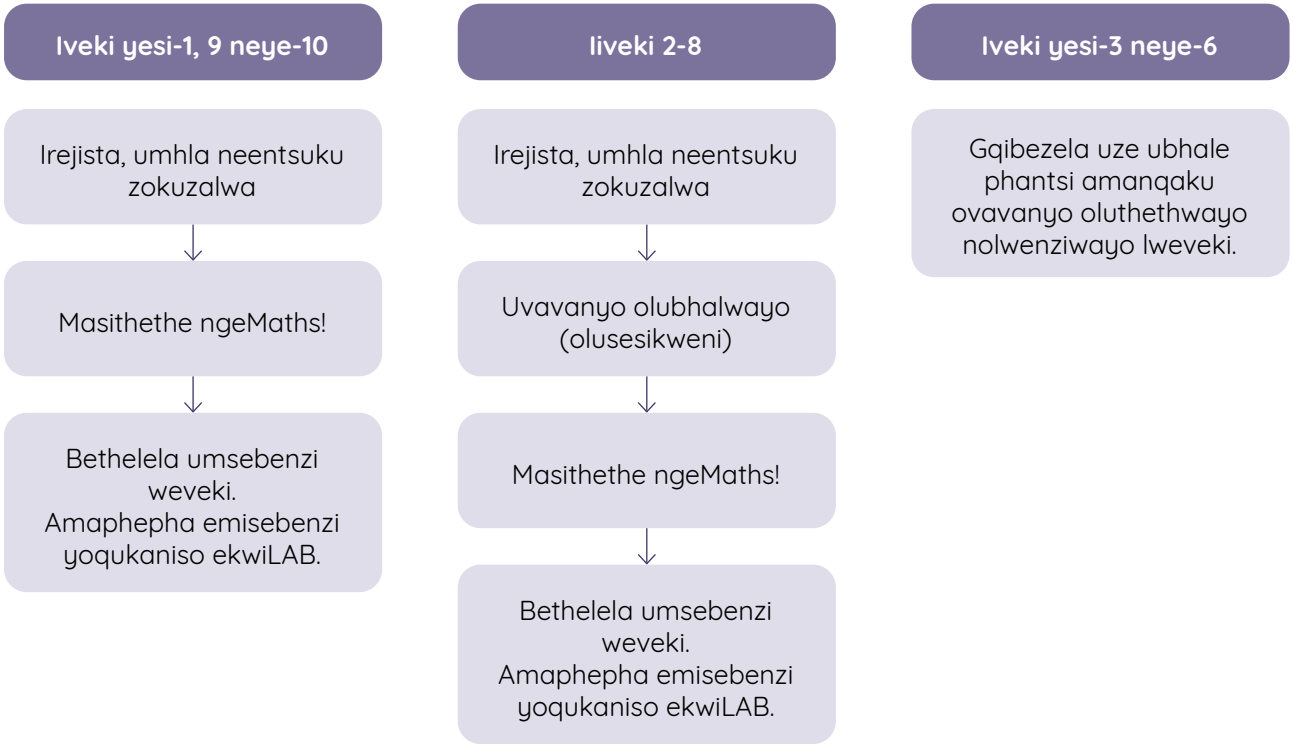
Learner worksheets have a worked example (indicated by the grey background and the red pencil).

5. Ishedyuli yemihla ngemihla, itheyibhile yexesha nesicwangciso sexesha

Ishedyuli yemihla ngemihla Iintsuku 1–4

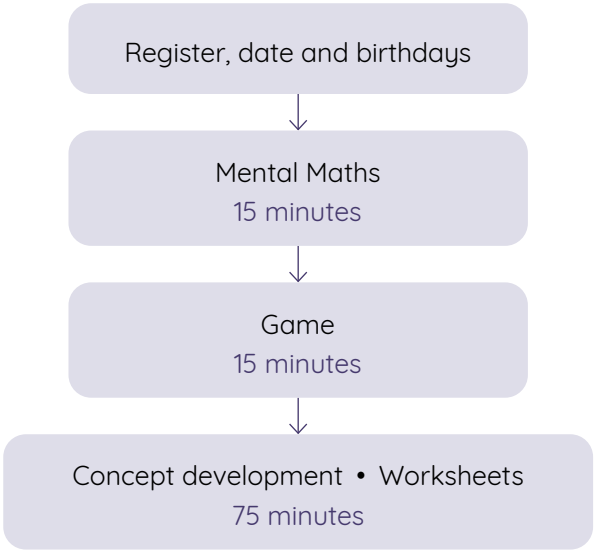


Ishedyuli yemihla ngemihla Usuku 5

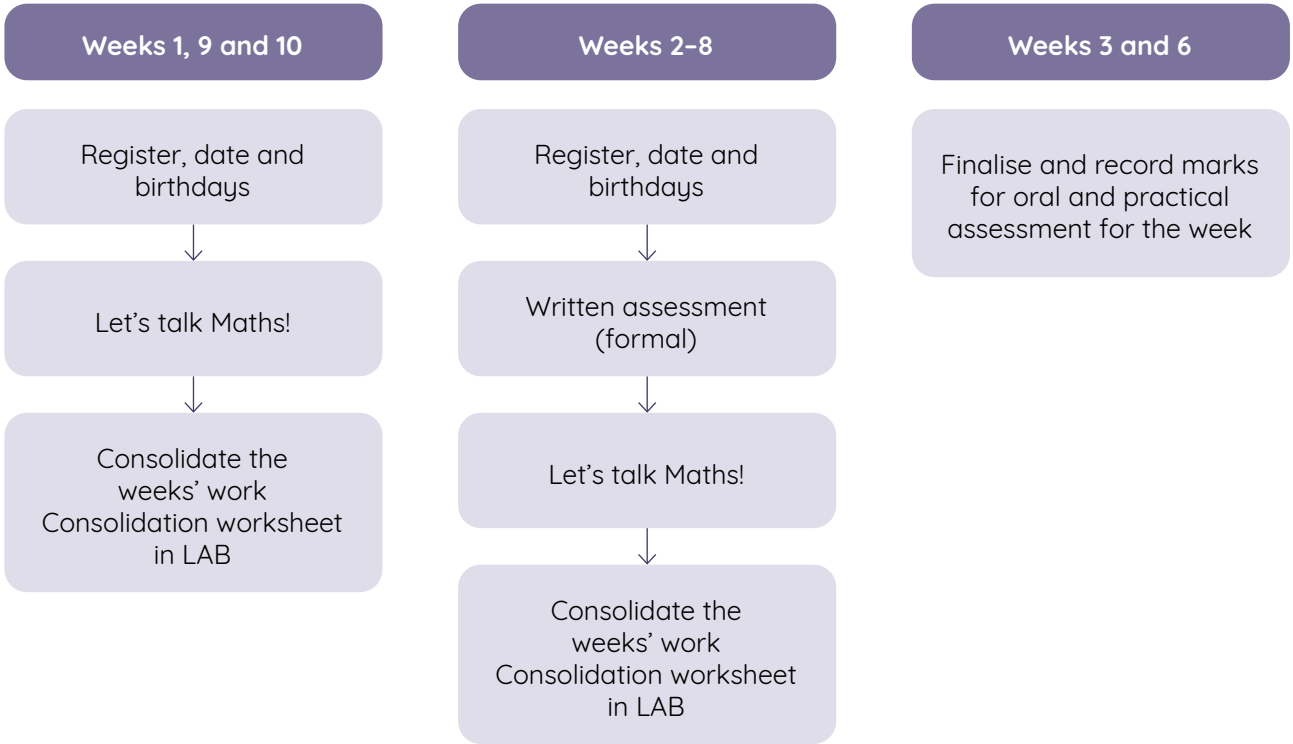


5. Daily schedule, time table and term plan

Daily schedule Days 1–4



Daily schedule Day 5



6. Itheyibhile yexesha

Ixesha ngosuku	Mvulo	Lwesibini	Lwesithathu	Lwesine	Lwesihlanu
10 imiz	Ixesha: lerejista/lekhalenda/iintsuku zokuzalwa/lezaziso				
Imiz eli-5 x 84 okanya Imiz eli-5 x 96	**IZIBALO**				
1 ihure 35 imiz	**UKUFUNDA NOKUBHALA**				
15 imiz	IOrali: lindaba	IOrali: Ukuphulaphula nokuthetha	IOrali: Ukuphulaphula nokuthetha	IOrali: Ukuphulaphula nokuthetha	IOrali: ugxininiso lweveki
UTSHINTSHO: ukulola iipensile, ukukhupha iincwadi, umthambo wezandla					
10 imiz	*Izandi	*Izandi	*Izandi	*Izandi	*Izandi A. Ukufunda amagama ngexesha elibekiweyo B. Ubizelo
10 imiz	*Ukubhala ngesandla	Ukubhala ngesandla	Ukubhala ngesandla	Ukubhala ngesandla	Handwriting
UTSHINTSHO: Izicengcelezo zentshukumo/ ingoma					
15 imiz	Ukufunda: Ukufundelwa ngutitshala ngokuvakalayo	Ukufunda notitshala: Ingqiqo	Ukufunda notitshala: Isigama	Ukufunda notitshala: A. Ulwimi B. Ukuziqhelanisa notyibiliko*	Ukufunda: Ukuphinda ujonge umsebenzi owenza wedwa
15 imiz	Ulwimi lwesibini olongezelelweyo	*Ukubhala Ingqiqo	*Ukubhala Isigama	*Ukubhala Ulwimi	*Ukubhala eyedwa
UTSHINTSHO: Ukuzolula nokuzishukumisa. Amaqela aya emethini ngoFQ					
15 imiz	FQ	FQ	FQ	FQ	FQ
15 imiz	FQ	FQ	FQ	FQ	FQ
(30 imiz ehamba noFQ)	*Umsebenzi owenza wedwa	*Umsebenzi owenza wedwa	*Umsebenzi owenza wedwa	*Umsebenzi owenza wedwa	*Umsebenzi owenza wedwa
45 imiz	**Ulwimi lwesibini olongezelelweyo**				
1 ihure 25 imiz					
30 imiz	*Ulwazi olusisiseko	*Ulwazi olusisiseko	*Ulwazi olusisiseko	*Ukuphinda ujonge umxholo Ulwazi olusisiseko	Incwadi yomsebenzi yeDBE ZB iphepha LK iphepha
UTSHINTSHO: Ukuziqhelanisa nokuphefumla, ukunikezela izixhobo					
30 imiz	EzobuGcisa obubonwayo ULwazi lokuFunda nokuBhala olubonwayo* / Oluphathekayo	EzobuGcisa obubonwayo Oluphathekayo	EzobuGcisa beqonga	EzobuGcisa beqonga	
TRANSITION: Change clothes, move outside, provide equipment					
25 imiz	Ukulungiselela ezemithambo (30 imiz)	Izitishi zomsebenzi wezemithambo	Izitishi zomsebenzi wezemithambo	Izitishi zomsebenzi wezemithambo	Izitishi zomsebenzi wezemithambo

*Ibonisa amaphephe akwiNYY

6. Timetable

Time per day	Monday	Tuesday	Wednesday	Thursday	Friday
10 min	Admin Period: Register/calendar/birthdays/announcements				
5 x 84 min or 5 x 96 min	**MATHS BLOCK**				
1h 35 min	**LITERACY BLOCK**				
15 min	Oral: News	Oral: Listening and Speaking	Oral: Listening and Speaking	Oral: Listening and Speaking	Oral: Review of week
TRANSITION: sharpen pencils, hand out books, hand exercises					
10 min	*Phonics	*Phonics	*Phonics	*Phonics	*Phonics A. TWR B. Dictation
10 min	*Handwriting	Handwriting	Handwriting	Handwriting	Handwriting
TRANSITION: Action rhyme/song					
15 min	Reading: Teacher Read aloud	Shared Reading: Comprehension	Shared Reading: Vocabulary	Shared Reading: A. Language B. Fluency practice*	Reading: Independent work review
15 min	EFAL	*Writing: Comprehension	*Writing: Vocabulary	*Writing: Language	*Independent Writing
TRANSITION: Stretch and shake. Group moves to mat for GGR					
15 min	GGR	GGR	GGR	GGR	GGR
15 min	GGR	GGR	GGR	GGR	GGR
(30 mins parallel to GGR)	*Independent Work	*Independent Work	*Independent Work	*Independent Work	*Independent Work
45 min	**EFAL BLOCK**				
1h 25 min	**LIFE SKILLS BLOCK**				
30 min	*Beginning Knowledge	*Beginning Knowledge	*Beginning Knowledge	Beginning Knowledge concept review	DBE Workbook LS page HL page
TRANSITION: breathing exercise, hand out materials					
30 min	Visual Arts Visual Literacy* / Practical	Visual Arts Practical	Performing Arts	Performing Arts	
TRANSITION: Change clothes, move outside, provide equipment					
25 min	PE set up (30 min)	PE Activity stations	PE Activity stations	PE Activity stations	PE Activity stations

*Indicates LAB page

7. Isicwangciso sekota

	Usuku 1	Usuku 2	Usuku 3	Usuku 4	Usuku 5
Iveki 1 Ulwahlulo	Ulwahlulo	Ulwahlulo (ulwabilo)	Ulwahlulo (ukuhlela)	Ulwahlulo (ulwabiwo nokuhlela)	Uqukaniso
Iveki 1 Ulwahlulo	Ukuziqhelisa ulwahlulo	Ukuziqhelisa ulwahlulo	Ulwahlulo luka-0	Amabali olwahlulo	Uvavanyo noqukaniso
Iveki 3 Indawo nenkcazelo	Imijikelo nenkcazelo	Ukulandela inkcazelo	Iimbonakalo	Iimephu	Uvavanyo noqukaniso
Iveki 4 Ulwahlulo namaqhezu	Ulwahlulo ngeziphindwa	Ulwabiwo olukhokelela kumaqhezu	Amaqhezu	Amaqhezu	Uvavanyo noqukaniso
Iveki 5 Amaqhezu	Amaqhezu	Amaqhezu njengamanani	Amaqhezu kumgcamanani	Amaqhezu kumgcamanani	Uvavanyo noqukaniso
Iveki 6 Ubude	Iimitha	Iisentimitha	Uqikelelo	Ukusebenza ngeeyunithi zobude	Uvavanyo noqukaniso
Iveki 7 Amaqhezu	Ukuthelekisa amaqhezu	Ukudibanisa amaqhezu	Ukuthabatha amaqhezu	Iqhezu lengqokelela	Uvavanyo noqukaniso
Iveki 8 Umjikelezo ne-eriya	Umjikelezo	Umjikelezo	Ieriya	Ieriya	Uvavanyo noqukaniso
Iveki 9 Ubunzima	Iikhilogremu	Iigremu	Uqikelelo lobunzima	Ukusebenza ngeeyunithi zobunzima	Uqukaniso
Iveki 10 Uhlaziyo	Ulwahlulo	Ulwahlulo	Ulwahlulo	Amaqhezu	Umlinganiselo

Inani, Izibalo noLwalamano	**Umlinganiselo**	**Indawo neemilo**

7. Term plan

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1 Division	Division	Division (sharing)	Division (grouping)	Division (sharing and grouping)	Consolidation
Week 2 Division	Practising division	Practising division	Division of 0	Division stories	Assessment and consolidation
Week 3 Position and direction	Turns and direction	Following directions	Views	Maps	Assessment and consolidation
Week 4 Division and fractions	Division using multiples	Sharing leading to fractions	Fractions	Fractions	Assessment and consolidation
Week 5 Fractions	Fractions	Fractions as numbers	Fractions on a number line	Fractions on a number line	Assessment and consolidation
Week 6 Length	Metres	Centimetres	Estimation	Working with units of length	Assessment and consolidation
Week 7 Fractions	Comparing fractions	Adding fractions	Subtracting fractions	Fraction of a collection	Assessment and consolidation
Week 8 Perimeter and area	Perimeter	Perimeter	Area	Area	Assessment and consolidation
Week 9 Mass	Kilograms	Grams	Estimation of mass	Working with units of mass	Consolidation
Week 10 Revision	Division	Division	Division	Fractions	Measurement

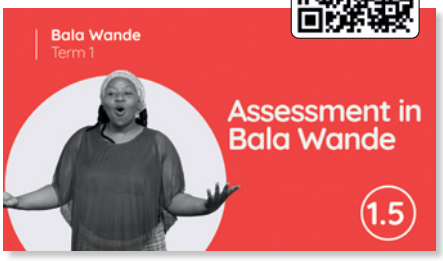
Number, Operations and Relationships	**Measurement**	**Space and Shape**

8. Isicwangciso sovavanyo sekota yoku-3

Uvavanyo lwekota luyilelwe kwizicwangciso zezifundo. Luquka imisebenzi ebhalwayo, ethethwayo neyenziwayo. Isicwangciso sovavanyo sekota yoku-3 sifumaneka ngezantsi.

Usuku lwesi-5 lweveki nganye lucwangciselwe uvavanyo noqukaniso

Kwiveki yoku-1, 9 nakweye-10 akukho msebenzi wovavanyo olusesikweni. Ngosuku lwesi-5 kufuneka abafundi basebenzele emaphepheni akwincwadi yemisebenzi yabafundi ukuhlanganisa umsebenzi weveki. Kungenziwa uvavanyo olungekho sikweni.



Kwiveki yesi-3 nakweye-6 kwenziwa izicwangciso zovavanyo oluthethwayo nolwenziwayo. Xa uvavanya abafundi uza kusebenzisa imisebenzi eyenziwayo/esebenzisayo nerubriki oyinikwe kumagqabantshintshi eveki. Imisebenzi ethethwayo neyenziwayo kufuneka yenziwe iveki yonke, ngokuzimela okanye ngokwamaqela abafundi xa iklasi isenza imisebenzi yaseklasini yomfundi ngamnye.

Kwiiveki 2-8 kulungiselelwa uvavanyo olubhalwayo. Le misebenzi ifumaneka kwincwadi yemisebenzi yomfundi. Bakugqiba ukwenza umsebenzi wovavanyo abafundi bangasebenza ngamaphepha okusebenzela oqukaniso asezincwadini zabo zemisebenzi.

Iimvavanyo ezikwikota yoku-3 zezi:

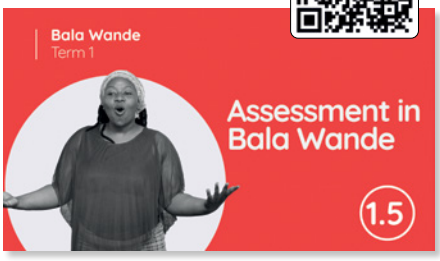
Iveki			Amanqaku
2	Ulwahlulo	olubhalwayo	12
3	Imbonakalo	olubhalwayo	10
3	Qwalasela abafundi ukuze uvavanye izakhono zabo zokuchonga indawo nokulandela inkcazelo	oluthethwayo nolwenziwayo	6
4	Sharing and fractions	olubhalwayo	11
5	Amaqhezu	olubhalwayo	10
6	Ubude	olubhalwayo	8
6	Qaphela abafundi ukuze uvavanye izakhono zabo zokulinganisa ubude	oluthethwayo nolwenziwayo	5
7	Amaqhezu	olubhalwayo	10
8	Umjikelezo ne-eriya	olubhalwayo	10

8. Term 3 assessment plan

The assessment for the term is designed into the lesson plans. Assessment includes written, oral and practical activities. The assessment plan for Term 3 is provided below.

Day 5 of each week is planned for assessment and consolidation

In Weeks 1, 9 and 10, there is no formal assessment activity. On Day 5 learners should work on the worksheets provided in the *Bala Wande Learner Activity Book* to consolidate the work for the week. Informal assessment can be done.



In Weeks 3 and 6, oral and practical assessment activities are planned. You will use practical activities and the rubric provided in the week overview to assess learners. Oral and practical activities should be carried out throughout the week, individually or in groups of learners, while the class is busy with the independent classwork activities.

In Weeks 2-8, written assessment activities are planned. These are provided in the *Learner Activity Book*. After they have completed the written assessment activity learners can work on the consolidation worksheets in the *Learner Activity Book*.

Term 3 assessments are as follows

Week			Marks
2	Division	written	12
3	Views	written	10
3	Observe learners to assess their ability to identify positions and follow directions	oral and practical	6
4	Sharing and fractions	written	11
5	Fractions	written	10
6	Length	written	8
6	Observe learners to assess their ability to estimate and measure length in m and cm and solve length problems.	oral and practical	5
7	Fractions	written	10
8	Perimeter and area	written	10

9. Iphetshana lamanqaku ovavanyo lwekota yoku-3

Iveki	2	4	5	7		3	3	8		6	6		
Ibanga 3 Ikota 3 **IMathematika** **Iphetshana lamanqaku ovavanyo olusesikweni elicetyiswayo**	Inani: Olubhalwayo	Inani: Olubhalwayo	Inani: Olubhalwayo	Inani: Olubhalwayo	AMANQUAKU AMANANI EWONKE	Indawo neemilo: Olubhalwayo	Indawo neemilo: Othethwayo nowenziwayo	Indawo neemilo: Olubhalwayo	AMANQUAKU INDAWO NEEMILO	Umlinganiselo: Olubhalwayo	Umlinganiselo: Othethwayo nowenziwayo	AMANQAKU ECANDELO LOMLINGANISELO	AMANQAKU EKOTA
Amanqaku	12	11	10	10	43	10	6	10	26	8	5	13	82
Igama nefani yomfundi													

Inani, Izibalo noLwalamano	Umlinganiselo	Indawo neemilo

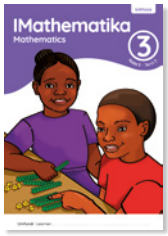
9. Term 3 assessment mark sheet

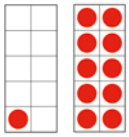
Week	2	4	5	7		3	3	8		6	6		
Grade 3 Term 3 **Mathematics** **Suggested formal assessment mark record sheet**	Number: Written	Number: Written	Number: Written	Number: Written	TOTAL FOR NUMBER	Space and shape: Written	Space and shape: Oral and practical	Space and shape: Written	TOTAL FOR SPACE AND SHAPE	Measurement: Written	Measurement: Oral and practical	TOTAL FOR MEASUREMENT	TERM TOTAL
Marks	12	11	10	10	43	10	6	10	26	8	5	13	82
Learner name and surname													

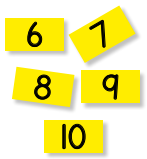
Number, Operations and Relationships	Measurement	Space and Shape

Ulwahlulo

	Izixhobo
Izibalo zentloko: Yakha ama-20 ngamakhadi amachokoza	*amakhadi amachokoza* katitshala
Umdlalo: *IMaths ekhawulezayo ngamakhadi nedayisi – phindaphinda!*	*Idayisi, amakhadi amanani* abafundi







Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Ulwahlulo	iLAB
2	Ulwahlulo (ulwabilo)	iLAB
3	Ulwahlulo (ukuhlela)	iLAB
4	Ulwahlulo (ulwabiwo nokuhlela))	iLAB
5	Uqukaniso	iLAB

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukufundisa ingqiqo yolwahlulo nendlela yokubhala izivakalisi manani.	
ukuqonda umahluko phakathi kokuhlela nokwaba.	
ukusombulula iingxaki zolwahlulo ngokuchaza itheyibhile yophindaphindo echanekileyo.	

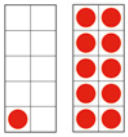
Uvavanyo

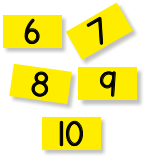
Akukho vavanyo lusesikweni kule veki.

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

Division

	Resources
Mental Maths: Make 20 using dot cards	teacher *dot cards*
Game: *Fast maths with dice and cards – multiply!*	*dice,* learner *number cards*





Day	Lesson activity	Lesson resources
1	Division	LAB
2	Division (sharing)	LAB
3	Division (grouping)	LAB
4	Division (sharing and grouping)	LAB
5	Consolidation	LAB

After this week the learner should be able to:	✓
introduce the concept of division and how to write division number sentences.	
recognise the difference between grouping and sharing.	
solve division problems through identifying the appropriate multiplication times table.	

Assessment

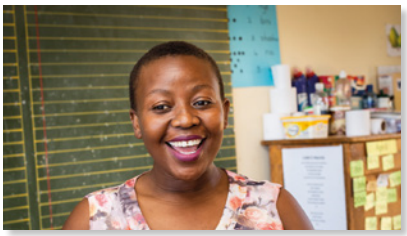
There is no formal assessment this week.

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

Ulwahlulo

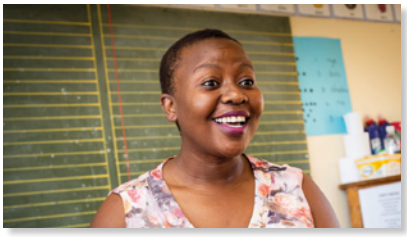
Ividiyo yezibalo zentloko

Kule veki sibethelela ulwazi lweebhondi zama-20 ngokusebenzisa amakhadi amachokoza njengoko besenzile kwikota yesi-2. Xelela abafundi ukuba babe nombono we-10 ngokuzalisa izakhelo zeshumi ezenziwe ngamakhadi amachokoza ashicilelweyo uze wakhe ama-20. Lo msetyenzana uqinisa ulwazi lwabafundi lweebhondi zeshumi nolwalamano olongezelelwayo.



Ividiyo yomdlalo

Kule veki siza kudlala umdlalo othi *IMaths ekhawulezayo ngamakhadi – phindaphinda!* Lo mdlalo ukhuthaza ubuchule beebhondi zophindaphindo. Ukudlala lo mdlalo abafundi kufuneka babe namakhadi amanani 0–20 nedayisi. Qala ngamakhadi amanani anomvo omnye. Kubafundi abafuna umngeni, mabasebenzise onke amakhadi.



Ividiyo yophuhliso lwengqiqo

Kule veki siza kufunda ngolwahlulo sibethelele ulwazi lokwahlula phakathi kokuhlela nokwaba. Sixoxa ngokuqonda izivakalisi manani zolwahlulo ngokusebenzisa ulwazi olungundoqo kwiingxaki zamagama. Kwakhona siyazi ukuba upindaphindo nolwahlulo yimiguqulwa, nokuba singasebenzisa iitheyibhile zophindaphindo zisincede ekusombululeni iingxaki ngokukhawuleza nangempumelelo. Kule veki siza kugxila koku:

- ukufunda ngengqiqo yolwahlulo nokubhala izivakalisi manani zolwahlulo.
- ukuqonda umahluko phakathi kokuhlela nokwaba.
- ukusombulula iingxaki zokwahlula ngokuchonga iitheyibhile zophindaphindo ezichanekileyo.

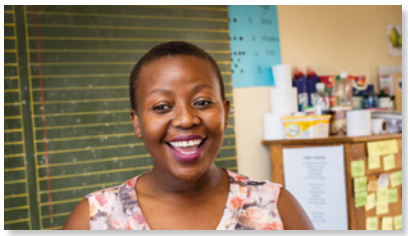
Into emayiqatshelwe kule veki

- Kubaluleke kakhulu ukuba abafundi bawuqonde umahluko phakathi kokuhlela nokwaba. Nceda abafundi baqonde ukuba:
  - Xa sihlela sazi inani lezinto ezikhoyo eqeleni, ngoko ke sifuna ukwazi inani lamaqela akhoyo.
  - Xa sisaba, sazi inani lamaqela akhoyo, ngoko ke ukwaba kuthetha ukuba sifuna ukwazi inani lezinto ezikhoyo eqeleni.
- Bakhuthaze abafundi bancokole ukuze baphuhlise ulwimi lwabo lwemathematika. Qinisekisa ukuba basebenzisa isigama esichanekileyo: **iziphindwa**, **ucwangcisomanani**, **imiqolo**, **iikholamu**, **bala**, **phindaphinda**, **yaba**, **ulwabiwo**, **yahlula**, **amaqela**, **ukuhlela**

Division

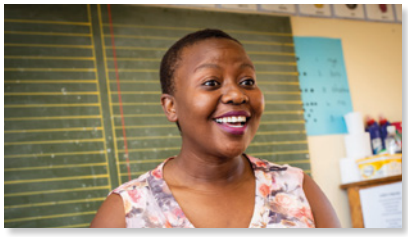
Mental Maths video

This week we consolidate knowledge of the bonds of 20 using *dot cards* like we did in Term 2. 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 video

This week we play *Fast maths with dice and cards – multiply!* This game promotes fluency of multiplication facts. To play the game, learners need their 0-20 number cards and one dice. Start off with one-digit number cards. For learners who need a challenge, let them use all the cards.



Conceptual development video

This week we learn about division and consolidate our understanding of the difference between grouping and sharing. We discuss how to make sense of a division number sentence, using the key information in word problems. We also recognise that multiplication and division are inverse operations, and that we can use our multiplication tables to help us solve problems quickly and efficiently. This week we focus on:

- introducing the concept of division and writing division number sentences.
- recognising the difference between grouping and sharing.
- solving division problems through identifying the appropriate multiplication times table.

What to look out for this week

- It is extremely important that learners begin to understand the difference between grouping and sharing. Help learners to recognise that:
  - in grouping, we know how many items are in a group, so we are looking for how many groups there are.
  - in sharing, we know how many groups there are, so sharing means we are looking for how many items there are in a group.
- Encourage conversation between learners so that they can develop their mathematical language. Ensure they are using the correct vocabulary: **multiples**, **array**, **rows**, **columns**, **calculate**, **multiply**, **times**, **share**, **sharing**, **divide**, **groups**, **grouping**

IVEKI 1 • USUKU 1

Ulwahlulo

IZIBALO ZENTLOKO MENTAL MATHS → **YAKHA AMA-20 NGAMAKHADI AMACHOKOZA** MAKE 20 USING DOT CARDS → **UMDLALO** GAME → **UPHUHLISO LWENGQIQO** CONCEPT DEVELOPMENT → **AMAPHEPHA LOKUSEBENZELA** WORKSHEETS

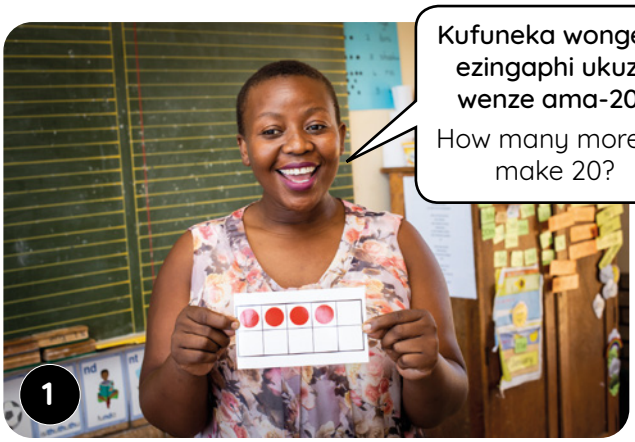
IZIBALO ZENTLOKO | MENTAL MATHS

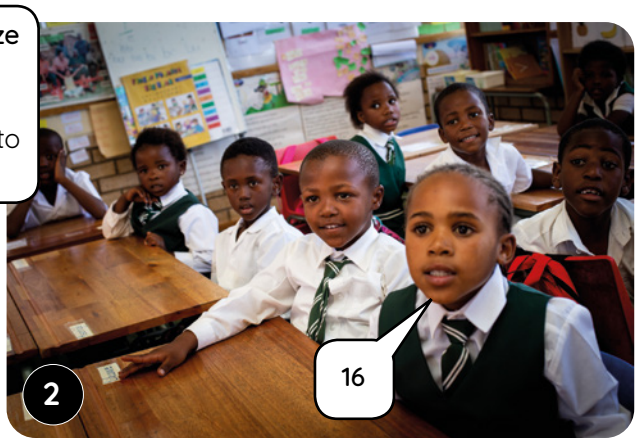
Abafundi basebenzisa amakhadi amachokoza ukuze babone ukuba kufuneka kongezwe ezingaphi ukwenza ama-20.

Learners 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.





Division

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

Bonisa ngoonotsheluza nangeebloko zesiseko se-10.
Show with flard cards and base 10 blocks.

41

78

12

53

87

69

33

42

28

95

Usuku 2 Day 2

Bonisa ngoonotsheluza nangeebloko zesiseko se-10.
Show with flard cards and base 10 blocks.

17

25

88

37

61

46

24

79

92

56

Usuku 3 Day 3

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

34 = _____ + _____

57 = _____ + _____

85 = _____ + _____

19 = _____ + _____

46 = _____ + _____

28 = _____ + _____

71 = _____ + _____

53 = _____ + _____

64 = _____ + _____

97 = _____ + _____

Usuku 4 Day 4

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

17 = _____ + _____

81 = _____ + _____

59 = _____ + _____

99 = _____ + _____

23 = _____ + _____

41 = _____ + _____

39 = _____ + _____

66 = _____ + _____

26 = _____ + _____

74 = _____ + _____

Ulwahlulo

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Yabela abahlobo aba-3 iilekese ezili-15 ngokulinganayo.
Share these 15 sweets equally between 3 friends.

Ndinika umhlobo ngamnye ilekese e-1 zide ziphele kungabikho ishiyekayo. Umhlobo ngamnye ufumana iilekese ezi-5.
I give 1 sweet to each friend until there are no sweets left over. Each friend gets 5 sweets.

1

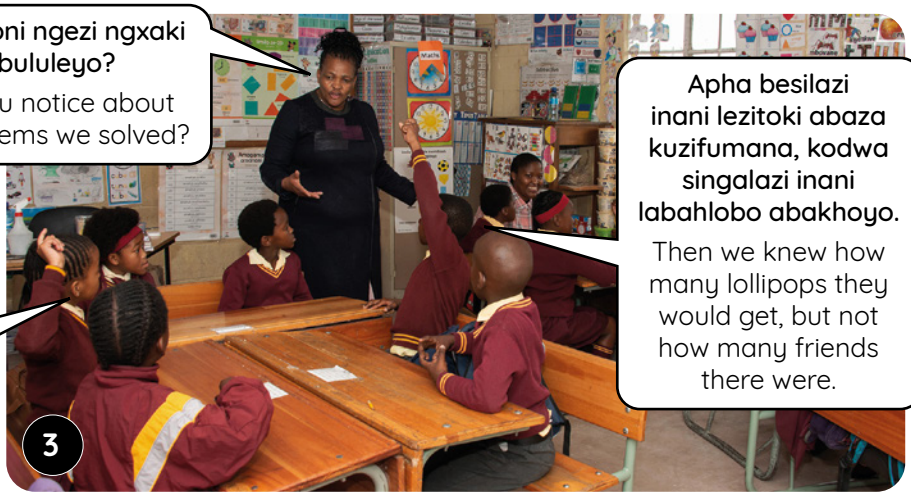
Ukuba ndinika umhlobo ngamnye izitoki ezi-3, bangaphi abahlobo abaza kufumana izitoki.
If I give 3 lollipops to each friend, how many friends will get lollipops?

Ukuba umhlobo ngamnye ufumana izitoki ezi-3, ba-5 abahlobo abaza kufumana izitoki.
If each friend gets 3 lollipops, 5 friends will get lollipops.

2

Uqaphele ntoni ngezi ngxaki sizisombululeyo?
What did you notice about the two problems we solved?

Apha besilazi inani labahlobo abakhoyo, kodwa singazi ukuba baza kufumana iilekese ezingaphi.
First we knew how many friends there were, but not how many sweets they would get.


3

Apha besilazi inani lezitoki abaza kuzifumana, kodwa singalazi inani labahlobo abakhoyo.
Then we knew how many lollipops they would get, but not how many friends there were.

Nika ezinye iingxaki ezahlukeneyo ezifana nezi ukuze abafundi baziqhelise ukwaba nokuhlela xa besombulula iingxaki. Bakhuthaze abafundi ukuba baxoxe babelane ngezimvo.

Provide a variety of similar problems so that learners can practise sharing and grouping to solve problems. Encourage learners to discuss and share their ideas.

Division

IVEKI • WEEK 1

USUKU 1 • DAY 1

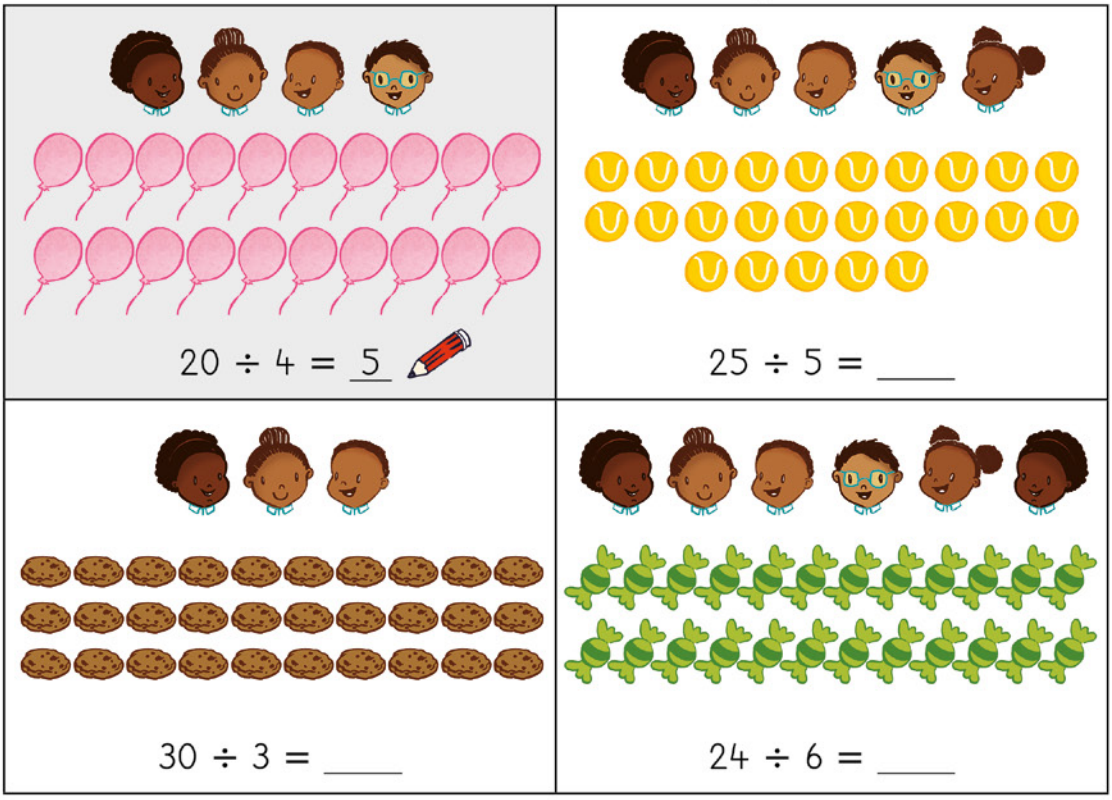
Ulwahlulo
Division

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

Umdlalo: IMaths ekhawulezayo ngedayisi namakhadi – phindaphinda!
Game: Fast maths with dice and cards – multiply!

- Dlalani ngababini.
  Play in pairs.
- Guqula ikhadi uze uphose idayisi.
  Turn a card and throw a dice.
- Phindaphinda!
  Multiply!

1 Yabela abahlobo ngokulinganayo. Uza kufumana ezingaphi umhlobo ngamnye?
Share equally between the friends. How many will each friend get?



2

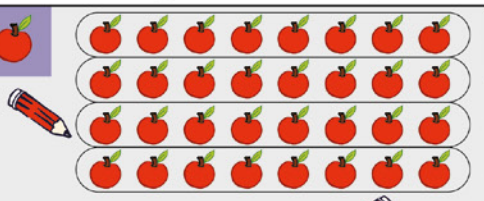
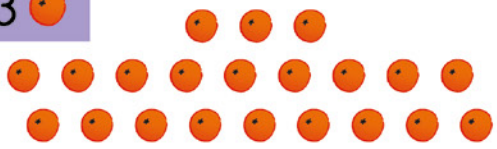
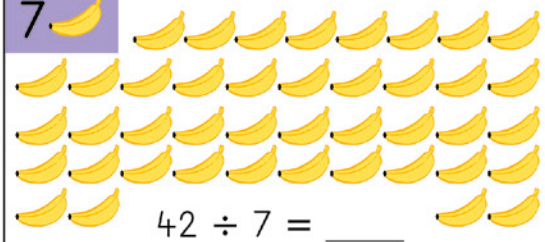
IVEKI 1 • USUKU 1

Ulwahlulo

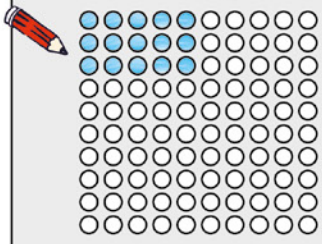
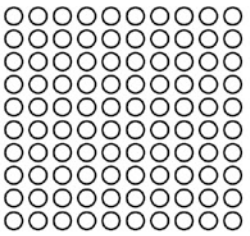
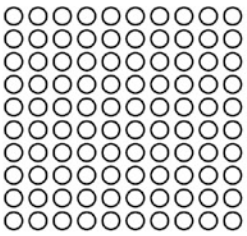
2 Yabela aba bantwana iintyatyambo ngokulinganayo.
Share the flowers equally.

2  ____ ÷ 2 = ____	3  ____ ÷ 3 = ____
9  ____ ÷ 9 = ____	6  ____ ÷ 6 = ____

3 Beka ngokwamaqela alinganayo. Mangaphi amaqela aza kubakho?
Put into equal groups. How many groups will there be?

8  32 ÷ 8 = 4	3  21 ÷ 3 = ____
7  42 ÷ 7 = ____	5  30 ÷ 5 = ____

4 Fakela umbala.
Colour.

I-15 lahlulwa libe ngamaqela ama-3 ezi-5. 15 divided into 3 groups of 5.	Ama-80 ahlulwa abe ngamaqela asi-8 ama-10. 80 divided into 8 groups of 10.	i-18 lahlulwa libe ngamaqela ama-2 e-9. 18 divided into 2 groups of 9.
		
15 ÷ 3 = 5	____ ÷ ____ = ____	____ ÷ ____ = ____

Division (sharing)

IZIBALO ZENTLOKO
MENTAL MATHS

YAKHA AMA-20 NGAMAKHADI AMACHOKOZA
MAKE 20 USING DOT CARDS

→ UMDLALO
GAME

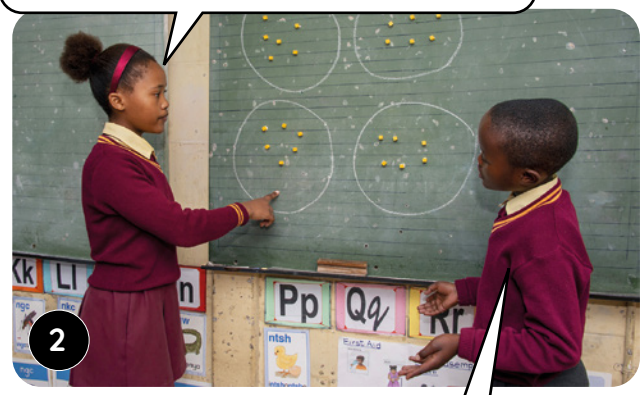
→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

→ AMAPHEPHA LOKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Yabela iingxowa ezi-4 izibalisi ezingama-24.
Share 24 counters equally into 4 bags.

Ingxowa nganye ifumana izibalisi ezi-6.
Each bag gets 6 counters.



Kukho amaqela ama-4 ezi-6. Oko kuthetha ukuba 24 ÷ 4 = 6 uyafana no-4 x 6 = 24.
There are 4 groups of 6. That means that 24 ÷ 4 = 6 is the same as 4 x 6 = 24.

Yalatha izivakalisi manani uze uthethe ngendlela esinokusebenzisa ngayo iitheyibhile zophindaphindo zisincede ekusombululeni iingxaki zokwaba/zokwahlula.

Point to the number sentences and talk about how we can use multiplication tables to help us solve sharing division problems.

Athetha ntoni ama-24 nesi-4 ku-24 ÷ 4 = 6?
What do the 24 and the 4 mean in 24 ÷ 4 = 6?

Ama-24 asixelela inani lezibalisi ezikhoyo zizonke.
The 24 tells us how many counters there are altogether.

Isi-4 simele inani leengxowa esinazo.
The 4 tells us the number of bags that we have.

Simele ntoni isi-6 apha 24 ÷ 4 = 6?
What does the 6 mean in 24 ÷ 4 = 6?

Isi-6 sisixelela ngenani bhalisi ezikwingxowa nganye.
The 6 tells us the number of counters that go in each bag.

Sombulula iingxaki zolwabiwo eziliqela uze ukhuthaze abafundi baxoxe ngentsingiselo yezivakalisi manani zolwahlulo, ubabonise nonxulumano phakathi kolwahlulo nophindaphindo.

Work through many sharing problems, encouraging learners to discuss what the division number sentences mean and make the connection between division and multiplication.

IVEKI 1 • USUKU 2

Ulwahlulo (ulwabilo)

IVEKI • WEEK 1

USUKU 2 • DAY 2

Ulwahlulo (ulwabiwo)
Division (sharing)

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

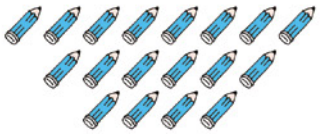
1 Sombulula ezi ngxaki. Bhala isivakalisi manani solwahlulo.
Solve the problems. Write division number sentences.

Yabela aba-5 ii-ezingama-35 ngokulinganayo.
Share 35 equally among 5.

35 ÷ 5 = 7

7

Yabela aba-3 ii-ezili-18 ngokulinganayo.
Share 18 equally among 3.



____ ÷ ____ = ____

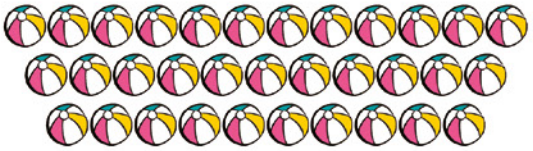
____

Yabela aba-6 ii-ezingama-24 ngokulinganayo.
Share 24 equally among 6.

____ ÷ ____ = ____

____

Yabela aba-3 ii-ezingama-33 ngokulinganayo.
Share 33 equally among 3.



____ ÷ ____ = ____

____

2 Yabela aba bantwana ezi lekese ngokulinganayo.
Share the sweets equally.

2 ____ ÷ 2 = ____	3 ____ ÷ 3 = ____
4 ____ ÷4 = ____	6 ____ ÷ 6 = ____

Division (sharing)

3 Sombulula ezi ngxaki. Bhala izivakalisi manani.
Solve the problems. Write number sentences.

Ukhumbule ukusebenzisa uphindaphindo ukuze wahlule.
Remember to use multiplication to divide.

Yaba ngokulinganayo. Share equally.	Zoba umfanekiso uze ubhale isiphumo. Draw a diagram and write the answer.	uphindaphindo multiplication	ulwahlulo division
Izitoki ezili-15 phakathi kwahlobo aba-5. 15 lollipops among 5 friends.	 oololipop aba-3 emnye 3 lollipops each	5 x 3 = 15	15 ÷ 5 = 3
Yabela abahlobo aba-4 iibhisikithi ezingama-32. 32 biscuits among 4 friends.		___ x ___ = ___	___ ÷ ___ = ___
Yabela abahlobo abasi-9 iipenisile ezingama-27. 27 pencils among 9 friends.		___ x ___ = ___	___ ÷ ___ = ___

4 Gqibezela ezi zivakalisi manani.
Complete the number sentences.

6 x 3 = 18	18 ÷ 6 = 3
4 x ____ = 24	____ ÷ ____ = ____
____ x 3 = 30	____ ÷ ____ = ____
5 x ____ = 40	____ ÷ ____ = ____
____ x 7 = 14	____ ÷ ____ = ____

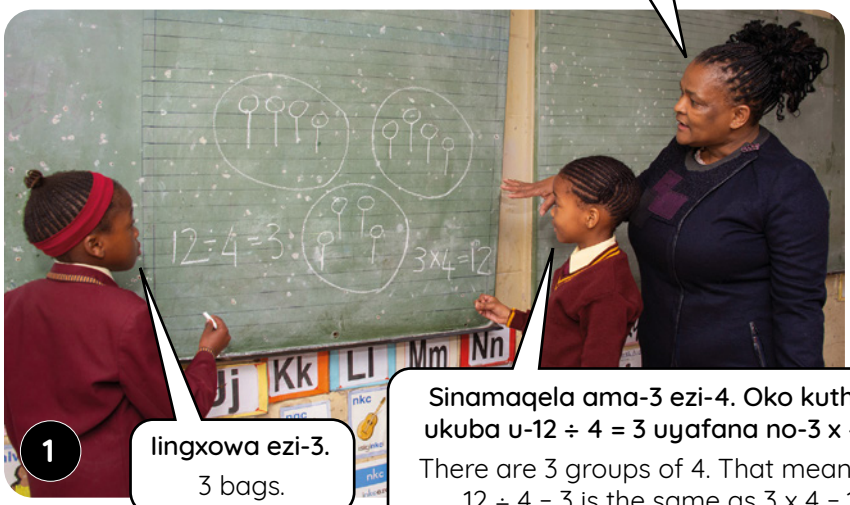
IVEKI 1 • USUKU 3

Ulwahlulo (ukuhlela)

IZIBALO ZENTLOKO
MENTAL MATHS
YAKHA AMA-20 NGAMAKHADI AMACHOKOZA
MAKE 20 USING DOT CARDS
→ UMDLALO
GAME
→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT
→ AMAPHEPHA LOKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Sinezitoki ezili-12. Faka izitoki ezi-4 engxoweni. Kuza kufuneka iingxowa ezingaphi?
There are 12 lollipops. Put 4 lollipops in each bag. How many bags will you need?



1

Iingxowa ezi-3.
3 bags.

Sinamaqela ama-3 ezi-4. Oko kuthetha ukuba u-12 ÷ 4 = 3 uyafana no-3 x 4 =12.
There are 3 groups of 4. That means that 12 ÷ 4 = 3 is the same as 3 x 4 = 12.

Yalatha izivakalisi manani uze uthethe ngendlela esinokusebenzisa ngayo iitheyibhile zophindaphindo ukuze zisincede ekusombululeni iingxaki zolwabiwo/zolwahlulo.

Point to the number sentences and talk about how we can use multiplication tables to help us solve sharing/ division problems.

Amanani i-12 nesi-4 athetha ntoni apha: 12 ÷ 4 = 3?
What do the 12 and the 4 mean in 12 ÷ 4 = 3?

2

I-12 lisixelela inani lezitoki zizonke.
The 12 tells us how many lollipops there are altogether.

Isi-4 sisixelela inani lezitoki ezikwingxowa nganye.
The 4 tells us the number of lollipops that go in each bag.

Isi-3 sithetha ntoni kwisibalo 12 ÷ 4 = 3?
What does the 3 mean in 12 ÷ 4 = 3?

3

Isi-3 sisixelela inani leengxowa ezifunekayo.
The 3 tells us the number of bags that we will need.

Nika abafundi iingxaki zokuhlela eziliqela, ubakhuthaze baxoxe ngentsingiselo yezivakalisi manani zolwahlulo. Kufuneka abafundi baqonde ukuba xa belazi kwakuqala inani lezinto ezikhoyo kwiqela ngalinye, kufuneka bafumane inani lamaqela aza kubakho.

Provide learners with multiple grouping problems, encouraging them to discuss what the division number sentences mean. Learners should recognise that when they start off knowing how many items there are in each group, they need to find out how many groups there will be.

Division (grouping)

IVEKI • WEEK 1

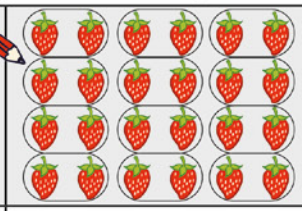
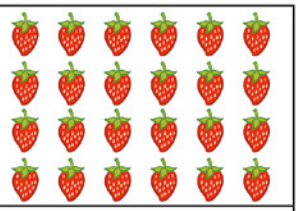
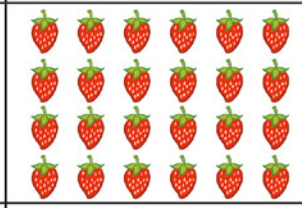
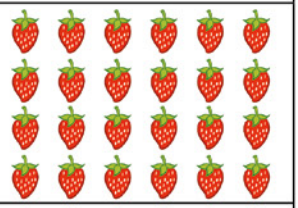
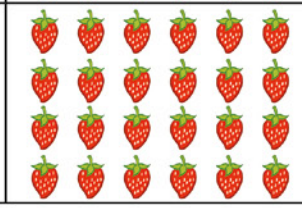
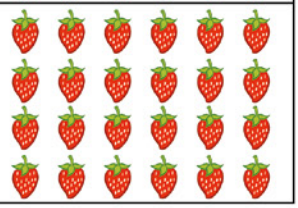
USUKU 3 • DAY 3

Ulwahlulo (ukuhlela)
Division (grouping)

IZIBALO ZENTLOKO – MENTAL MATHS | YAKHA AMA-20 NGAMAKHADI AMACHOKOZA – MAKE 20 USING DOT CARDS → UMDLALO – GAME → UPHUHLISO LWENGQIQO – CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA – WORKSHEETS

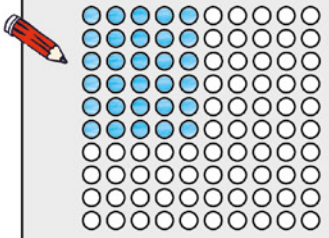
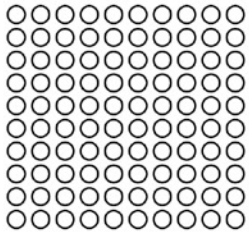
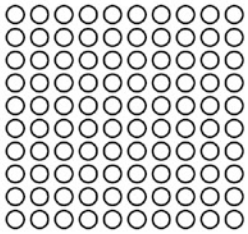
1 Beka ngokwamaqela alinganayo. Mangaphi amaqela aza kubakho?

Put into equal groups. How many groups will there be?

2 amaqela ali-12 12 groups		3 amaqela a_____ _____ groups	
4 amaqela asi-_____ _____ groups		6 amaqela ama-_____ _____ groups	
8 amaqela ama-_____ _____ groups		12 amaqela ama-_____ _____ groups	

2 Fakela umbala uze ubhale isivakalisi manani.

Colour and write number sentences.

Yahlula ama-30 abe ngamaqela ama-6 ezi-5. 30 divided into 6 groups of 5.	Yahlula ama-36 abe ngamaqela asi-9 ezi-4. 36 divided into 9 groups of 4.	Yahlula i-16 libe ngamaqela asi-8 ezi-2. 16 divided into 8 groups of 2.
		
5 × 6 = 30	____ × ____ = ____	____ × ____ = ____
30 ÷ 6 = 5	____ ÷ ____ = ____	____ ÷ ____ = ____

IVEKI 1 • USUKU 3

Ulwahlulo (ukuhlela)

3 Mangaphi amaqela?

How many groups?

2

12 ÷ 4 = 3

Ngamaqela ama-3 ezi-4.

3 groups of 4.

5

____ ÷ ____ = ____

Ngamaqela ama-____ ezi-5.

____ groups of 5.

Bhala isivakalisi manani sokwahlula uze uzobe imifanekiso ukuze usombulule iingxaki.

Write the division number sentence and draw pictures to solve the problems.

7

____ ÷ ____ = ____

Ngamaqela ama-____ ezi-7.

____ groups of 7.

8

____ ÷ ____ = ____

Ngamaqela ama-____ ezi-8.

____ groups of 8.

4 Gqibezela izivakalisi manani.

Complete the number sentences.

5 x 7 = 35	35 ÷ 7 = 5
2 x ____ = 22	____ ÷ ____ = ____
____ x 9 = 63	____ ÷ ____ = ____
12 x ____ = 60	____ ÷ ____ = ____
____ x 4 = 16	____ ÷ ____ = ____
10 x ____ = 70	____ ÷ ____ = ____

Division (sharing and grouping)

IZIBALO ZENTLOKO
MENTAL MATHS

YAKHA AMA-20 NGAMAKHADI AMACHOKOZA
MAKE 20 USING DOT CARDS

→ UMDLALO
GAME

→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

→ AMAPHEPHA LOKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Kukho iibhola ezingama-45 ekufuneka zifakwe ngokulinganayo kwiingxowa ezi-5. Zingaphi iibhola eziza kungena kwingxowa nganye?

There are 45 balls that need to be packed equally into 5 bags. How many balls must go in each bag?

Kufuneka wenze ntoni ukuze usombulule le ngxaki?

What do you need to do to solve this problem?

Kufuneka sabele iingxowa ezi-5 iibhola ngokulinganayo. Iibhola ezisi-9 kwingxowa nganye.

We must share the balls equally between the 5 bags. 9 balls in each bag.

Kufuneka kufakwe iintyatyambo ezingama-27 ezivazini. Kwivazi nganye kungena iintyatyambo ezi-3. Kuza kufuneka iivazi ezingaphi?

There are 27 flowers that need to be put into vases. 3 flowers go in each vase. How many vases will you need?

Kufuneka sizihlele ezi ntyatyambo – siyazi ukuba kufuneka iintyatyambo ezi-3 kwiqela ngalinye. Kuza kufuneka iivazi ezisi-9.

We must group the flowers – we know 3 flowers must go in each group. We will need 9 vases.

Phinda la manyathelo ngezinye iingxaki zamagama zolwabiwo nokuhlela. Nika abafundi amathuba okuthetha ngeendlela abazisombulula ngazo ezi ngxaki. Bakhuthaze abafundi basebenzise ulwazi lwabo lweziphindwa neetheyibhile zophindaphindo ukuze lubancede ekusombululeni iingxaki ngokukhawuleza nangempumelelo.

Repeat the steps with other grouping and sharing word problems. Allow the learners opportunities to talk about how they solve the problems. Encourage learners to use what they know about multiples and multiplication tables to help them solve the problems more quickly and efficiently.

IVEKI 1 • USUKU 4

Ulwahlulo (ulwabiwo nokuhlela)

IVEKI • WEEK 1

USUKU 4 • DAY 4

Ulwahlulo (ulwabiwo nohlelo)

Division (sharing and grouping)

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

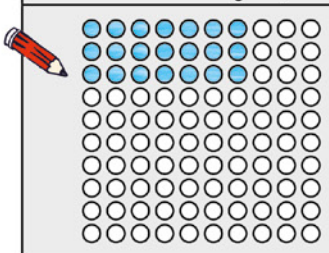
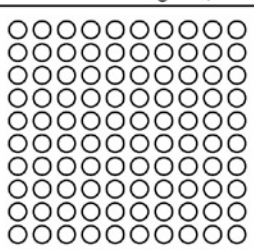
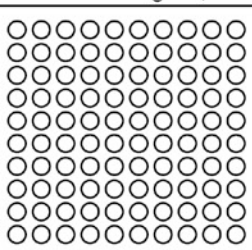
1 Yahlula iibhola ngokulinganayo.

Share the balls equally.

2 ____ ÷ 2 = ____	3 ____ ÷ 3 = ____
5 ____ ÷5 = ____	6 ____ ÷ 6 = ____
10 ____ ÷10 = ____	15 ____ ÷15 = ____

2 Fakela umbala uze ubhale isivakalisi manani.

Colour and write number sentences.

Yahlula ama-21 abe ngamaqela ama-3 ezi-7. 21 divided into 3 groups of 7.	Yahlula ama-32 abe ngamaqela asi-8 ezi-4. 32 divided into 8 groups of 4.	Yahlula ama-42 abe ngamaqela ama-6 ezi-7. 42 divided into 6 groups of 7.
		
7 × 3 = 21	____ × ____ = ____	____ × ____ = ____
21 ÷ 3 = 7	____ ÷ ____ = ____	____ ÷ ____ = ____

3 Yabela aba-2 ii- ezili-18.

Share 18 equally between 2.

____ ÷ ____ = ____

____

Yabela aba-4 ii- ezingama-20.

Share 20 equally between 4.

____ ÷ ____ = ____

____

8

Division (sharing and grouping)

4 Yabela aba-3 ii- ezingama-21.

Share 21 equally between 3.

Zoba. Draw.	
isivakalisi manani sophindaphindo multiplication number sentence 7 x 3 = 21	isivakalisi manani sokwahlula division number sentence 21 ÷ 3 = 7
Isiphumo. Answer.	ololipop aba-7 emnye 7 lollipops each

Kukho ii ezi-4 ebhokisini. Kufuneka ube neebhokisi ezingaphi kwii- ezingama-40?

There are 4 in a box. How many boxes will you need for 40 ?

Zoba. Draw.	
isivakalisi manani sophindaphindo multiplication number sentence	isivakalisi manani sokwahlula division number sentence
Isiphumo. Answer.	

5

24 ÷ 3 = ☐	☐ x 3 = 24	☐ = 8
45 ÷ 5 = ☐	☐ x ____ = ____	☐ =
28 ÷ 4 = ☐	☐ x ____ = ____	☐ =
48 ÷ 6 = ☐	☐ x ____ = ____	☐ =
32 ÷ 8 = ☐	☐ x ____ = ____	☐ =

IVEKI 1 • USUKU 5

Uqukaniso

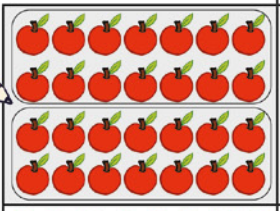
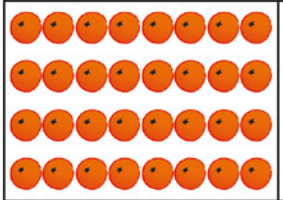
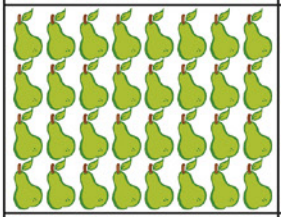
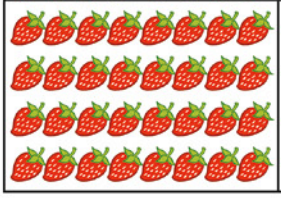
IVEKI • WEEK 1

USUKU 5 • DAY 5

Uqukaniso
Consolidation

IPHEPHA LOKUSEBENZELA WORKSHEET → IPHEPHA LOKUSEBENZELA WORKSHEET

1

	yahlulela ngokulinganayo share equally between	amaqela groups of	
	2 	14 2	28 ÷ 2 = 14
	4 	7 ____	____ ÷ ____ = ____
	7 	4 ____	____ ÷ ____ = ____
	14 	2 ____	____ ÷ ____ = ____

Masithethe ngeMaths!

Let's talk Maths!

NgesiXhosa sithi:	In English we say:
Yabela abahlobo aba-3.	Share between 3 friends.
amaqela ezi-4	groups of 4
amaqela ama-5 e-10	5 groups of 10
iitheyibhile zophindaphindo	multiplication tables
izivakalisi manan	number sentences
ulwahlulo	division

10

Consolidation

2 Yabela ngokulinganayo  abasi-8 ii-  ezingama-48.

Share 48  equally between 8  .

Zoba. Draw.	
isivakalisi manani sophindaphindo multiplication number sentence	isivakalisi manani sokwahlula division number sentence
Isiphumo. Answer.	

Kukho  ama-5 engxoweni. Zingaphi iingxowa ezifunekayo kuma  angama-35?

There are 5  in a bag. How many bags will you need for 35  ?

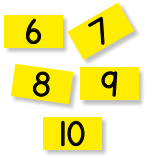
Zoba. Draw.	
isivakalisi manani sophindaphindo multiplication number sentence	isivakalisi manani sokwahlula division number sentence
Isiphumo. Answer.	

3

55 ÷ 5 = ☐	☐ × 5 = 55	☐ = 11
27 ÷ 3 = ☐	☐ × ____ = ____	☐ =
36 ÷ 6 = ☐	☐ × ____ = ____	☐ =
72 ÷ 9 = ☐	☐ × ____ = ____	☐ =
42 ÷ 7 = ☐	☐ × ____ = ____	☐ =

Ulwahlulo

	Izixhobo
Izibalo zentloko: Ukudibanisa nokuthabatha iziphindwa ze-10	azikho
Umdlalo: *IMaths ekhawulezayo ngedayisi namakhadi – phindaphinda!*	*idayisi, amakhadi amanani* abafundi



Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Ukuziqhelisa ulwahlulo	iLAB
2	Ukuziqhelisa ulwahlulo	iLAB
3	Ulwahlulo luka-0	iLAB
4	Amabali olwahlulo	iLAB
5	Uqukaniso novavanyo olujolise ekufundeni	iLAB

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukuqonda ukuba uphindaphindo nolwahlulo yimiguqulwa.	
ukuchaza izivakalisi manani zophindaphindo nolwahlulo ezinxulumeneyo.	
ukwahlula u-0 ngokuqonda.	
ukuchaza iinkcukacha ezibalulekileyo kumabali olwahlulo.	

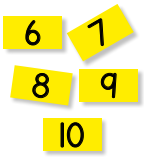
Uvavanyo

Uvavanyo olubhalwayo: Iingxaki zokudibanisa nokuthabatha nezivakalisi manani

Bhala phantsi amanqaku afunyenweyo kwali-12 kwiphetshana lamanqaku ekota.

Division

	Resources
Mental Maths: Add and subtract multiples of 10	none
Game: *Fast maths with dice and cards – multiply!*	*dice,* learner *number cards*

Day	Lesson activity	Lesson resources
1	Practising division	LAB
2	Practising division	LAB
3	Division of 0	LAB
4	Division stories	LAB
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
recognise that multiplication and division are inverse operations.	
identify related multiplication and division number sentences.	
divide 0 with understanding.	
identify important information in division stories.	

Assessment

Written assessment: Addition and subtraction problems and number sentences

Record a mark out of 12 in the term mark sheet.

Ulwahlulo

Ividiyo yezibalo zentloko

Kule veki siza kuziqhelisa ukudibanisa nokuthabatha iziphindwa zeshumi ukuya kwi-100. Utitshala ubhala amanani amivo mi-2 ebhodini aze anike umyalelo wokudibanisa nokuthabatha inani elithile lama-10. Yenza kubekho intsebenziswano ngokuyalela abafundi ababini ngexesha ukuba babize amanani amivo mi-2 namanani adityaniswayo /athatyathwayo. Bakhuthaze abafundi ukuba basombulule iingxaki ngokukhawuleza nangempumelelo ngokuthi bakhumbule iibhondi zamanani abazifundileyo.

Ividiyo yomdlalo

Kule veki siza kudlala *IMaths ekhawulezayo ngedayisi namakhadi – phindaphinda!* Lo mdlalo ukhuthaza ubuchule beebhondi zophindaphindo. Ukuze udlale lo mdlalo, kufuneka abafundi babe namakhadi amanani 0–20 nedayisi elinye. Abafundi bangaqalisa ukudlala ngamakhadi anomvo omye. Abafundi abafuna umngeni bangawasebenzisa onke amakhadi.

Ividiyo yophuhliso lwengqiqo

Kule veki siza kuziqhelisa ukusombulula iingxaki zolwahlulo ngokuchaza izivakalisi manani zophindaphinda nolwahlulo ezinolwamano. Siza kubhala izivakalisi manani zophindaphindo ezibini nezibini zolwahlulo kwingxaki nganye. Kananjalo siza kuqwalasela ulwahlulo luka-0 nokukwazi ukufumanisa ekufuneka sikwenzile kumabali olwahlulo. Kule veki siza kugxila koku:

- ukuqonda ukuba uphindaphindo nolwahlulo yimiguqulwa.
- ukuchaza izivakalisi manani zophindaphindo nolwahlulo ezinxulumeneyo.
- ukwahlula u-0 ngokuqonda.
- ukuchaza iinkcukacha ezibalulekileyo kumabali olwahlulo.

Into emayiqatshelwe kule veki

- Kufuneka abafundi bathathe inxanxheba ekuphandeni ngokwenzekayo xa besahlula inani elingu-0 Baza kufumanisa ukuba isiphumo ngu-0. (Xa kungekho not inokwabiwa , akukho not yabiwayo.)
- Kubalulekile ukuqonda ukuba inani elahlulwa ngo-0 (5 ÷ 0) alichazeki (oko kukuthi alenzeki). Oku kungadala ingxoxo, nabafundi kufuneka baqonde ukuba abakwazi ukwahlulela abahlobo abangekhoyo iilekese.
- Bakhuthaze abafundi bancokole nabanye ukuze baphuhlise ulwimi lwabo lwemathematika. Qinisekisa ukuba basebenzisa isigama sichanekileyo: **ucwangcisomanani**, **imiqolo**, **iikholamu**, **bala**, **phindaphinda**, **uphindaphindo**, **phinda**, **ukwaba**, **ulwabiwo**, **yahlula**, **amaqela**, **ukuhlela**

Division

Mental Maths video

This week we 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 video

This week we play *Fast maths with dice and cards – multiply*! This game promotes fluency of multiplication facts. To play this game, learners need their 0-20 number cards and one dice. Learners can start playing with one-digit number cards. Learners who need a challenge can use all the cards.

Conceptual development video

This week we practise solving division problems by identifying the related multiplication number sentences. We write out the two multiplication and two division number sentences for each problem. We also look at dividing from zero and being able to work out what we need to do in division stories. This week we focus on:

- recognising that multiplication and division are inverse operations.
- identifying related multiplication and division number sentences.
- dividing from zero with understanding.
- identifying important information in division stories.

What to look out for this week

- Learners need to be practically involved in investigating what happens when they try to divide a zero quantity. They will discover that the answer is 0. (If I have nothing to share, I share nothing.)
- It is necessary to understand that a number divided *by* zero (5 ÷ 0) would be undefined (that is, it cannot be done). This may arise in discussion and learners need to see that they cannot share sweets between zero friends.
- Encourage conversation between learners so they develop their mathematical language. Ensure that they are using the correct vocabulary: **array**, **rows**, **columns**, **calculate**, **multiply**, **multiplication**, **times**, **share**, **sharing**, **divide**, **groups**, **grouping**

Ukuziqhelisa ukwahlula

IZIBALO ZENTLOKO
MENTAL MATHS

UKUDIBANISA NOKUTHABATHA IZIPHINDWA ZE-10
ADD AND SUBTRACT MULTIPLES OF 10

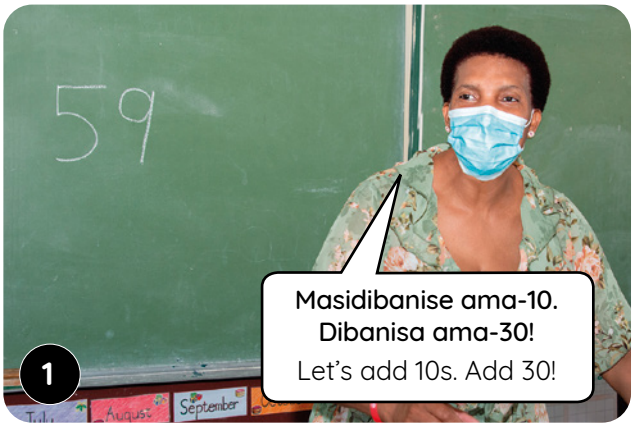
→ UMDLALO
GAME

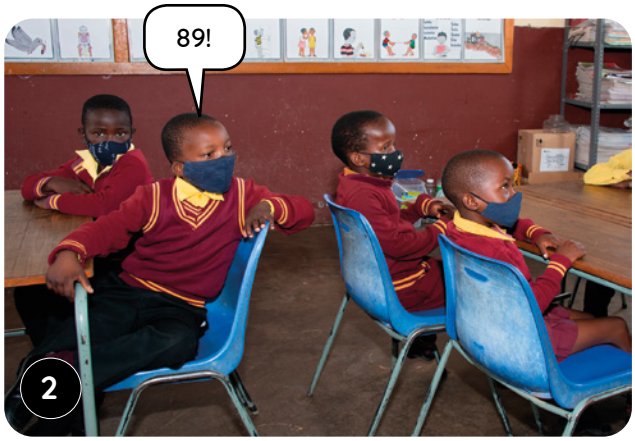
→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

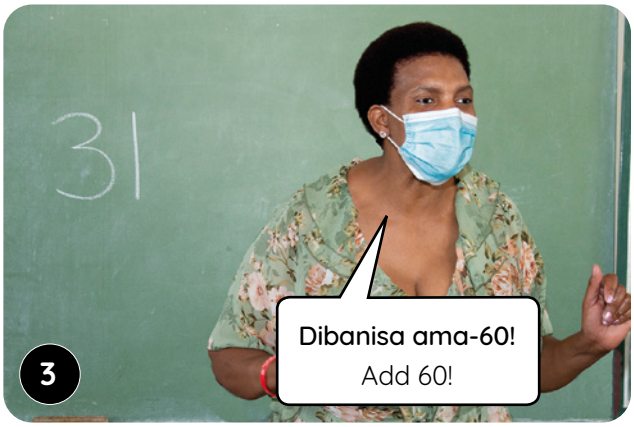
→ AMAPHEPHA LOKUSEBENZELA
WORKSHEETS

IZIBALO ZENTLOKO | MENTAL MATHS

Abafundi baziqhelisa ukudibanisa nokuthabatha iziphindwa zeshumi kwinani elinikiweyo.
Learners practise 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.







Practising division

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

Bonisa ngoonotsheluza nangeebloko zesiseko se-10.
Show with flard cards and base 10 blocks.

247

629

852

189

417

371

594

763

910

285

Usuku 2 Day 2

Bonisa ngoonotsheluza nangeebloko zesiseko se-10.
Show with flard cards and base 10 blocks.

931

544

798

102

637

283

426

851

555

372

Usuku 3 Day 3

Gqibezela izivakalisi manani. Bhala ama-100, ama-10 nemivo.
Complete the number sentences. Write the 100s, 10s and 1s.

457 = _____ + _____ + _____

692 = _____ + _____ + _____

318 = _____ + _____ + _____

723 = _____ + _____ + _____

156 = _____ + _____ + _____

299 = _____ + _____ + _____

547 = _____ + _____ + _____

390 = _____ + _____ + _____

635 = _____ + _____ + _____

838 = _____ + _____ + _____

Usuku 4 Day 4

Gqibezela izivakalisi manani. Bhala ama-100, ama-10 nemivo.
Complete the number sentences. Write the 100s, 10s and 1s.

407 = _____ + _____ + _____

119 = _____ + _____ + _____

782 = _____ + _____ + _____

515 = _____ + _____ + _____

359 = _____ + _____ + _____

623 = _____ + _____ + _____

711 = _____ + _____ + _____

284 = _____ + _____ + _____

491 = _____ + _____ + _____

822 = _____ + _____ + _____

Ukuziqhelisa ukwahlula

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Kufuneka kupakishwe amaqanda angama-60 ezibhokisini zamaqanda. Ibhokisi nganye ithatha amaqanda ama-6. Kuza kufuneka iibhokisi zamaqanda ezingaphi?

60 eggs need to be packed into egg boxes. Each egg box holds 6 eggs. How many egg boxes do you need?

Ukuze sisombulule le ngxaki kufuneka sahlule ama-60 abe ngamaqela ezi-6.

To solve the problem we need to divide 60 into groups of 6.

Wazi ntoni ngophindaphindo nangolwahlulo, enokukunceda usombulule le ngxaki ngokukhawuleza?

What do you know about multiplication and division that will help you solve this problem quickly?

Ndiyazi ukuba iingxaki zolwahlulo ndingazisombulula ngokusebenzisa iitheyibhile zam zophindaphindo.

I know that I can use my multiplication tables to solve division problems.

Uchanile! Ungayisombulula njani ke le ngxaki?

That's right! So how can you solve this problem?

Ndiyazi ukuba 6 x 10 = 60, ngoko ke, 60 ÷ 6 = 10. Kufuneka ndibe neebhokisi ezili-10.

I know that 6 x 10 = 60 which means 60 ÷ 6 = 10. I'll need 10 boxes.

Phinda la manyathelo ngezinye iingxaki zamagama zolwabiwo nokuhlela. Bakhuthaze abafundi bacinge ngophindaphindo nolwahlulo njengemiguqulwa, kananjalo basebenzise iitheyibhile zabo zophindaphindo ukuze basombulule iingxaki zolwahlulo ngokukhawuleza nangempumelelo.

Repeat the steps with other grouping and sharing word problems. Encourage learners to think about multiplication and division as inverse operations and to use their multiplication tables to help them solve division problems quickly and efficiently.

Practising division

IVEKI • WEEK 2

USUKU 1 • DAY 1

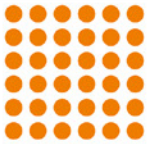
Ukuziqhelisa ukwahlula
Practising division

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

Umdlalo: IMaths ekhawulezayo ngedayisi namakhadi – phindaphinda!
Game: Fast maths with dice and cards – multiply!

- Dlalani ngababini.
  Play in pairs.
- Guqula ikhadi uze uphose idayisi.
  Turn a card and throw a dice.
- Phindaphinda!
  Multiply!

1 Gqibezela itheyibhile. Bhala izivakalisi manani.
Complete the table. Write the number sentences.

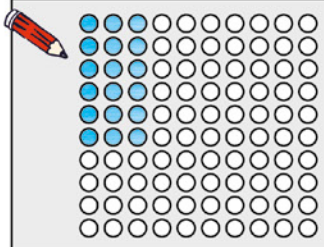
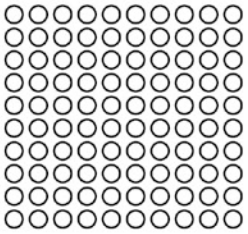
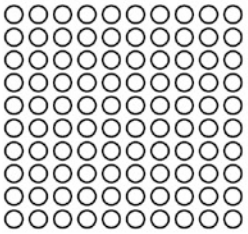
	imiqolo rows	iikholamu columns	uphindaphindo multiplication	ulwahlulo division
	5	4	5 × 4 = 20	20 ÷ 5 = 4
				
				
				
				

12

Ukuziqhelisa ukwahlula

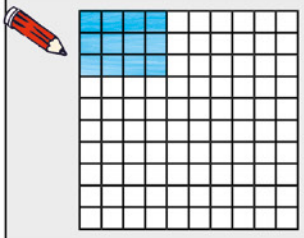
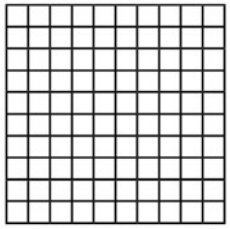
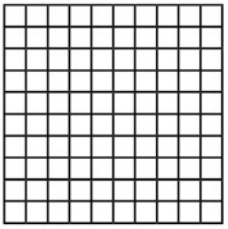
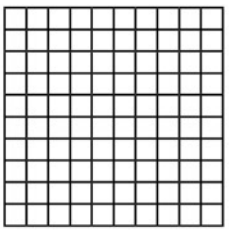
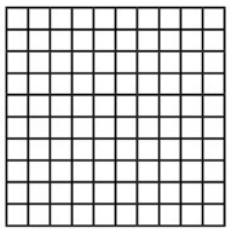
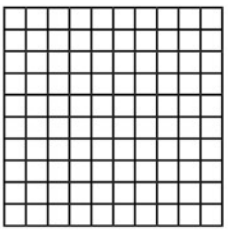
2 Fakela umbala kwimiqolo nakwiikholamu kucwangcisomanani ngalunye. Bhala izivakalisi manani.

Colour rows and columns in each array. Write the number sentences.

imiqolo emi-6 neekholamu ezi-3 6 rows and 3 columns	imiqolo emi-5 neekholamu ezisi-8 5 rows and 8 columns	imiqolo esi-7 neekholamu ezi-2 7 rows and 2 columns
		
6 × 3 = 18	___ × ___ = ___	___ × ___ = ___
18 ÷ 6 = 3	___ ÷ ___ = ___	___ ÷ ___ = ___

3 Fakela umbala kwimiqolo nakwiikholamu kucwangcisomanani ngalunye. Bhala izivakalisi manani.

Colour rows and columns in each array. Write the number sentences.

3 × 4 = 12	4 × 8 = ___	5 × 6 = ___
		
12 ÷ 3 = 4	___ ÷ ___ = ___	___ ÷ ___ = ___
7 × 9 = ___	10 × 6 = ___	8 × 2 = ___
		
___ ÷ ___ = ___	___ ÷ ___ = ___	___ ÷ ___ = ___

Practicing division

IZIBALO ZENTLOKO
MENTAL MATHS

UKUDIBANISA NOKUTHABATHA IZIPHINDWA ZE-10
ADD AND SUBTRACT MULTIPLES OF 10

→ UMDLALO
GAME

→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

→ AMAPHEPHA LOKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Kufuneka kwabelwe abahlobo abasi-9 amapetyu angama-36. Uza kufumana amapetyu amangaphi umhlobo ngamnye?

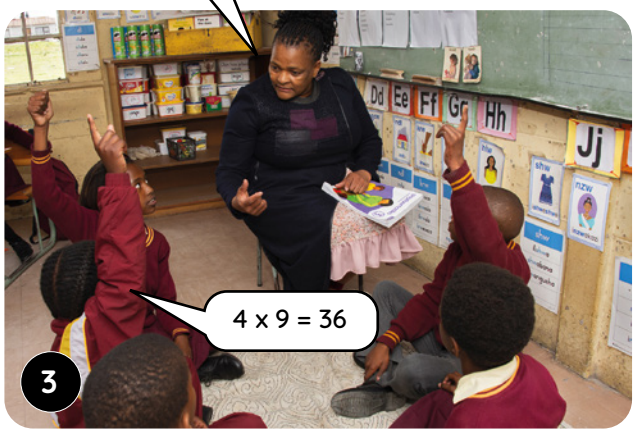
36 marbles must be shared equally between 9 friends. How many marbles will each friend get?

Ndiyazi ukuba 9 x 4 = 6, ngoko ke, umhlobo ngamnye uza kufumana amapetyu ama-4.

I know that 9 x 4 = 36 so each friend will get 4 marbles.

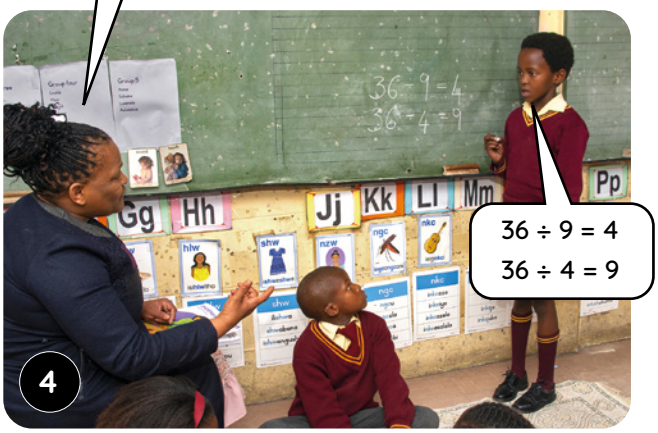
Kunjalo! Ingaba ikhona enye indlela onokubhala ngayo 9 x 4 = 6?

Yes! Is there another way to write 9 x 4 = 36?



Uchanile! Bhala izivakalisi manani zolwahlulo esinokuzisebenzisa ekusombululeni le ngxaki.

That's right! Write the division number sentences that we can use to solve the problem.



Phinda la manyathelo ngezinye iingxaki zamagama zolwabiwo nokuhlela. Nika abafundi amathuba aliqela okuthetha ngeendlela abazisombulula ngazo ezi ngxaki. Bakhuthaze bacinge ngophindaphindo nolwahlulo njengemiguqulwa, kananjalo bachonge izivakalisi manani ezine ezinxulumene nengxaki nganye.

Repeat the steps with other grouping and sharing word problems. Allow the learners opportunities to talk about how they solve the problems. Encourage them to think about multiplication and division as inverse operations and to identify the four number sentences associated with each problem.

IVEKI • WEEK 2

USUKU 2 • DAY 2

Ukuziqhelisa ukwahlula
Practising division

IZIBALO ZENTLOKO
MENTAL MATHS

DIBANISA UZE UTHABATHE IZIPHINDWA ZE-10
ADD AND SUBTRACT MULTIPLES OF 10

→ UMDLALO
GAME

→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

→ AMAPHEPHA OKUSEBENZELA
WORKSHEETS

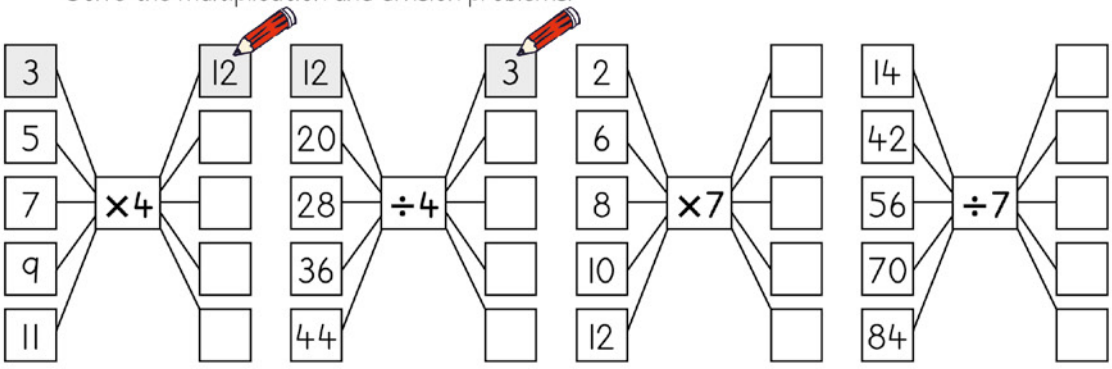
1 Yabela abahlobo abasi-7 iintyatyambo ezingama-35 ngokulinganayo.
Share 35 flowers equally between 7 friends.

Zoba. Draw.		
isivakalisi manani sophindaphindo multiplication number sentence	isivakalisi manani sokwahlula division number sentence	Isiphumo. Answer.

Kukho amapetyu asi-9 ebhokisini. Kuza kufuneka iibhokisi ezingaphi kumapetyu angama-54?
There are 9 marbles in a box. How many boxes will you need for 54 marbles?

Zoba. Draw.		
isivakalisi manani sophindaphindo multiplication number sentence	isivakalisi manani sokwahlula division number sentence	Isiphumo. Answer.

2 Sombulula ezi ngxaki zophindaphindo nolwahlulo.
Solve the multiplication and division problems.

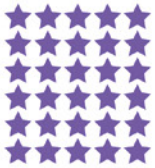
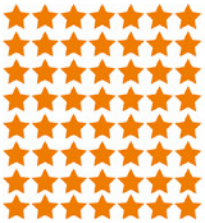
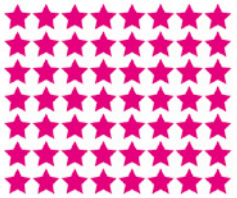
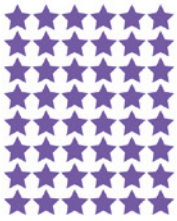


14

Practicing division

3 Bhala izivakalisi manani zophindaphindo nolwahlulo usebenzise ucwangcisomanani.

Use the array to write multiplication and division number sentences.

	5 × 3 = 15 15 ÷ 5 = 3		3 × 5 = 15 15 ÷ 3 = 5
	___ × ___ = ___ ___ ÷ ___ = ___		___ × ___ = ___ ___ ÷ ___ = ___
	___ × ___ = ___ ___ ÷ ___ = ___		___ × ___ = ___ ___ ÷ ___ = ___
	___ × ___ = ___ ___ ÷ ___ = ___		___ × ___ = ___ ___ ÷ ___ = ___
	___ × ___ = ___ ___ ÷ ___ = ___		___ × ___ = ___ ___ ÷ ___ = ___
	___ × ___ = ___ ___ ÷ ___ = ___		___ × ___ = ___ ___ ÷ ___ = ___
	___ × ___ = ___ ___ ÷ ___ = ___		___ × ___ = ___ ___ ÷ ___ = ___

Ulwahlulo luka-0

IZIBALO ZENTLOKO
MENTAL MATHS

UKUDIBANISA NOKUTHABATHA IZIPHINDWA ZE-10
ADD AND SUBTRACT MULTIPLES OF 10

→ UMDLALO
GAME

→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

→ AMAPHEPHA LOKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Abafundi aba-4 bohlulelana ngokulinganayo amaphepha anemibala. Ukuba kukho amaphepha azuba a-0, uza kufumana amaphepha amangaphi umfundi ngamnye?

4 learners share coloured paper equally between them. If there are 0 pieces of blue paper, how many pieces will each learner get?

Kufuneka wenze ntoni ukuze usombulule le ngxaki?

What do you need to do to solve this problem?

Kufuneka sahlule u-0 phakathi kwabafundi aba-4.

We need to share 0 between 4 friends.

Uyakwazi ukwahlula amaphepha a-0?

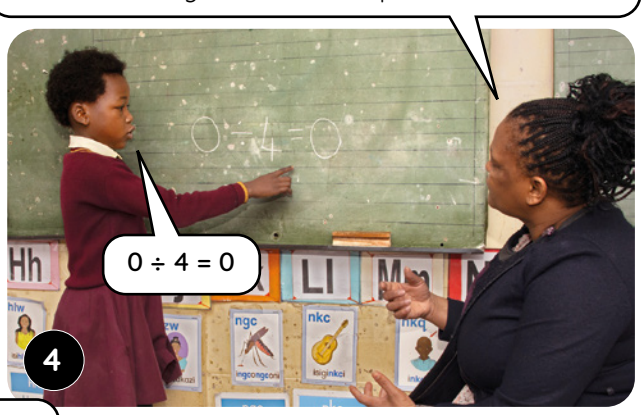
Can you share 0 pieces of paper?

Hayi, kuba akukho maphepha anokwahlulwa.

No, because there is no paper to share.

Kunjalo kanye! Sesiphi ke ngoku isivakalisi manani solwahlulo onokusisebenzisa kule ngxaki?

That's right! So, what division number sentence can you use for this problem?



Nika abafundi amathuba aliqela okuziqhelisa ulwahlulo luka-0. Ukuba abafundi bacebisa isivakalisi manani solwahlulo esingu-4 ÷ 0 =, sebenzisa elo thuba ubacacisele ukuba akunjalo. Umzekelo, ukuba akukho bantu banokwahlulelwa, awukwazi ukwahlula! Wahlulela bani? Ayinakwenzeka loo nto.

Provide multiple opportunities to practise division of 0. If learners suggest the division number sentence 4 ÷ 0 = then use this opportunity to explain that this cannot be done. For example, if you have no people to share between, you cannot share! It is impossible.

Division of 0

IVEKI • WEEK 2

USUKU 3 • DAY 3

Ulwahlulo luka-0
Division of 0

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

1 Kukho iintyatyambo ezingama-49 nabahlobo abasi-7.
There are 49 flowers and 7 friends.

Iintyatyambo ezingama-28 zibomvu.	Iintyatyambo ezingama-21 zizuba.	Iintyatyambo ezi-0 zimthubi.
28 flowers are red.	21 flowers are blue.	0 flowers are yellow.

Yabela abahlobo iintyatyambo ezi . Uza kufumana iintyatyambo ezingaphi umhlobo ngamnye?
Share the between the friends. How many flowers will each friend get?

Zoba. Draw.		
isivakalisi manani sophindaphindo multiplication number sentence	isivakalisi manani sokwahlula division number sentence	Isiphumo. Answer.

Yabela abahlobo iintyatyambo ezi . Uza kufumana iintyatyambo ezingaphi umhlobo ngamnye?
Share the between the friends. How many flowers will each friend get?

Zoba. Draw.		
isivakalisi manani sophindaphindo multiplication number sentence	isivakalisi manani sokwahlula division number sentence	Isiphumo. Answer.

Yabela abahlobo iintyatyambo ezi . Uza kufumana iintyatyambo ezingaphi umhlobo ngamnye?
Share the between the friends. How many flowers will each friend get?

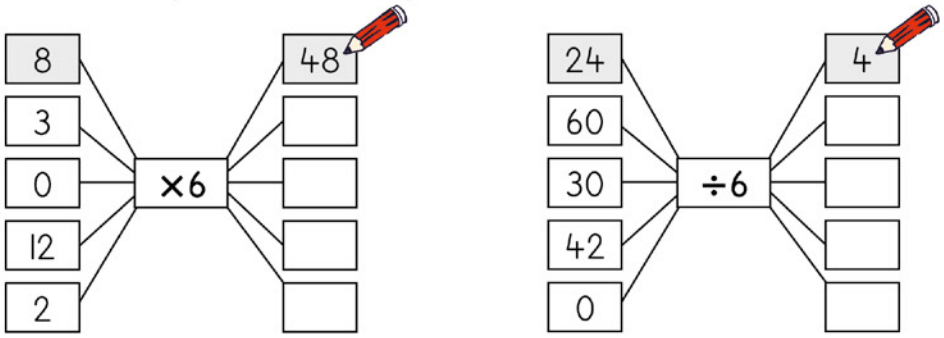
Zoba. Draw.		
isivakalisi manani sophindaphindo multiplication number sentence	isivakalisi manani sokwahlula division number sentence	Isiphumo. Answer.

16

Ulwahlulo luka-0

2 Sombulula iingxaki zophindaphindo nolwahlulo.

Solve the multiplication and division problems.



3 Bhala izivakalisi manani ezi-4 zamanani akwiitheyibhile zamanani.

Write 4 number sentences for the numbers shown in the number tables.

45				
5		q		
5	×	q	=	45
q	×	5	=	45
45	÷	5	=	q
45	÷	q	=	5

21				
3		7		
	×		=	
	×		=	
	÷		=	
	÷		=	

32				
8		4		
	×		=	
	×		=	
	÷		=	
	÷		=	

70				
10		7		
	×		=	
	×		=	
	÷		=	
	÷		=	

33				
3		11		
	×		=	
	×		=	
	÷		=	
	÷		=	

48				
7		8		
	×		=	
	×		=	
	÷		=	
	÷		=	

Division stories

IZIBALO ZENTLOKO — MENTAL MATHS: UKUDIBANISA NOKUTHABATHA IZIPHINDWA ZE-10 — ADD AND SUBTRACT MULTIPLES OF 10 → UMDLALO — GAME → **UPHUHLISO LWENGQIQO — CONCEPT DEVELOPMENT** → AMAPHEPHA LOKUSEBENZELA — WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Masenze ibali ngeelekese ezingama-21!
Let's make a story using 21 sweets!

Kukho iilekese ezingama-21 nabahlobo aba-3. Yabela abahlobo iilekese ngokulinganayo.
There are 21 sweets and 3 friends. Share the sweets equally between the friends.

Ungayisombulula njani le ngxaki?
How can you solve this problem?

3 x 7 = 21 ngoko ke umhlobo ngamnye uza kufumana iilekese ezisi-7.
3 x 7 = 21 so each friend will get 7 sweets.

Ndingasebenzisa iitheyibhile zam zophindaphindo zindincede ekusombululeni le ngxaki.
I can use my multiplication tables to help me solve the problem.

Ewe! Bhala zonke izivakalisi manani zophindaphindo nezolwahlulo esinokuzisebenzisa kule ngxaki.
Yes! Write all of the division and multiplication number sentences that we can use for this problem.

3 x 7 = 21
7 x 3 = 21
21 ÷ 3 = 7
21 ÷ 7 = 3

Nika abafundi amathuba aliqela okwenza awabo amabali olwahlulo. Bakhuthaze ukuba bachaze iinkcukacha ezingundoqo kulo mabali ukuze bakwazi ukusombulula iingxaki, bacinge nangokusebenzisa uphindaphindo xa besahlula.

Provide opportunities for learners to come up with their own division stories. Encourage them to identify the key information in the stories so that they can solve the problems and think about using multiplication to work out division.

Amabali olwahlulo

IVEKI • WEEK 2

USUKU 4 • DAY 4

Amabali olwahlulo
Division stories

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

1 Sombulula iingxaki zamagama zolwahlulo.
Solve the division word problems.

Kukho iilekese ezingama-63. Zabelwe abahlobo abasi-7 ngokulinganayo. Uza kufumana iilekese ezingaphi umhlobo ngamnye?
There are 63 sweets. They are shared equally between 7 friends. How many sweets will each friend get?

7 x 9 = 63 ngoko ke (so) 63 ÷ 7 = 9

Umhlobo ngamnye uza kufumana iilekese ezisi-9.
Each friend will get 9 sweets.

Kukho izitoki ezingama-40. Zabelwe iingxowa ezi-5 ngokulinganayo. Iza kuba nezitoki ezingaphi ingxowa nganye?
There are 40 lollipops. They are shared equally between 5 bags. How many lollipops will there be in each bag?

_____ x _____ = _____ ngoko ke (so) _____ ÷ _____ = _____

Ingxowa nganye iza kuba nezitoki ezi-_____.
Each bag will have _____ lollipops.

Kukho ama-apile angama-24. Abelwe iibhokisi ezi-6 ngokulinganayo. Iza kuba nama-apile amangaphi ibhokisi nganye?
There are 24 apples. They are shared equally between 6 boxes. How many apples will each box get?

_____ x _____ = _____ ngoko ke (so) _____ ÷ _____ = _____

Ibhokisi nganye iza kuba nama-apile ama-_____.
Each box will get _____ apples.

Kukho iincwadi ezingama-50. Zabelwe amathala ali-10 ngokulinganayo. Ziza kuba ngaphi iincwadi ezikwithala ngalinye?
There are 50 books. They are shared equally between 10 shelves. How many books will each shelf get?

_____ x _____ = _____ ngoko ke (so) _____ ÷ _____ = _____

Ithala ngalinye liza kuba neencwadi ezi-_____.
Each shelf will get _____ books.

Thetha neqabane lakho. Zenzeleni awenu amabali olwahlulo.
Talk to your partner. Make up your own division stories.

18

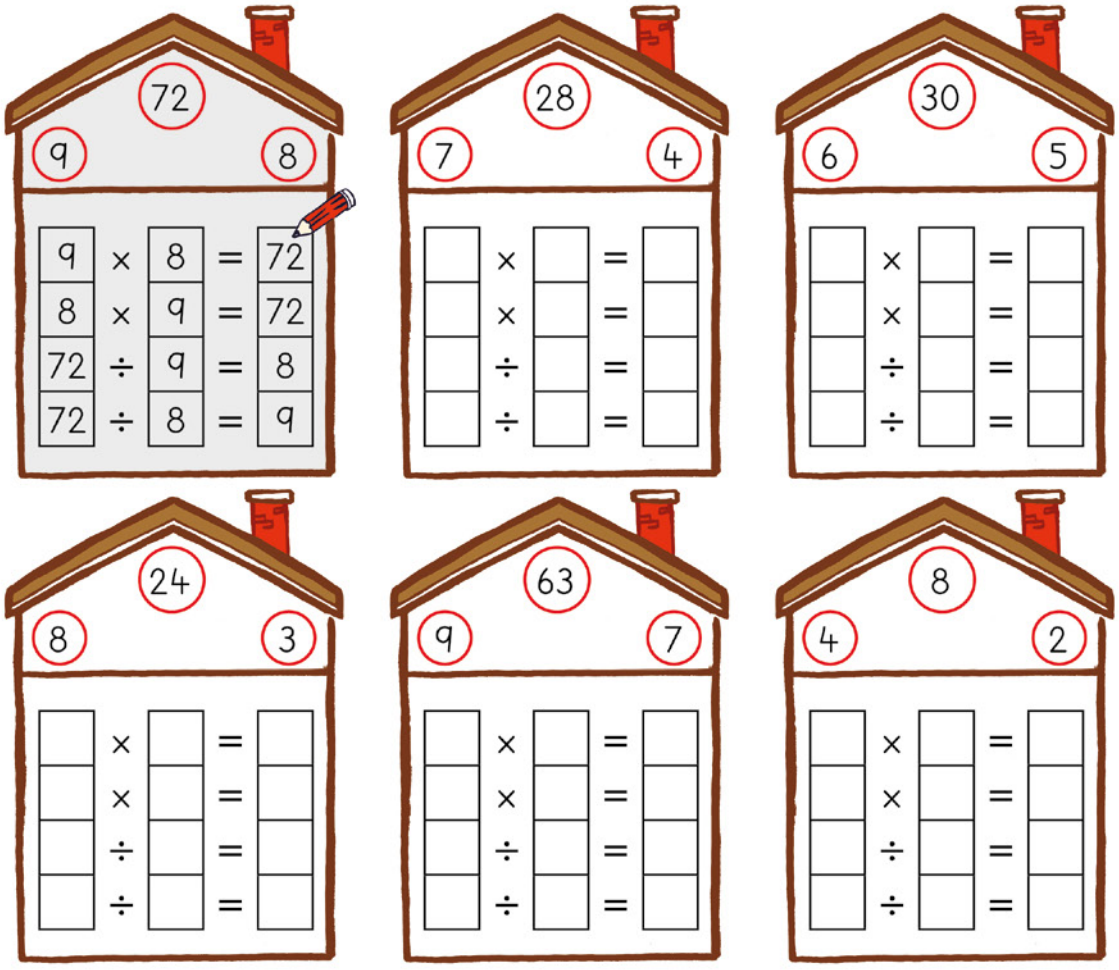
2 Sombulula iingxaki zolwahlulo.

Solve the division problems.

30 ÷ 5 = 6	36 ÷ 9 = ____	49 ÷ 7 = ____
0 ÷ 3 = 0	56 ÷ 8 = ____	28 ÷ 4 = ____
48 ÷ 6 = ____	0 ÷ 9 = ____	9 ÷ 1 = ____
20 ÷ 2 = ____	27 ÷ 3 = ____	90 ÷ 10 = ____
15 ÷ 3 = ____	100 ÷ 10 = ____	40 ÷ 10 = ____

3 Bhala izivakalisi manani zophindaphindo nolwahlulo usebenzise la manani.

Use the numbers to write multiplication and division number sentences.



IVEKI • WEEK 2

USUKU 5 • DAY 5

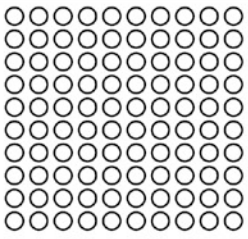
Uvavanyo noqukaniso
Assessment and consolidation

UVAVANYO ASSESSMENT → IPHEPHA LOKUSEBENZELA WORKSHEET

1 Gqibezela itheyibhile. Bhala izivakalisi manani.
Complete the table. Write the number sentences.

	imiqolo rows	iikholamu columns	uphindaphindo multiplication	ulwahlulo division
				
				

2 Fakela umbala kwimiqolo nakwiikholamu uze ubhale izivakalisi manani.
Colour the rows and columns and write the number sentences.

imiqolo emi-4 neekholamu ezi-5 4 rows and 5 columns	
	____ × ____ = ____ ____ ÷ ____ = ____

Masithethe ngeMaths!
Let's talk Maths!

NgesiXhosa sithi:	In English we say:
ucwangcisomanani	array
uphindaphindo	multiplication
ulwahlulo	division
amaqela ama-2 ezi-4	2 groups of 4
ukwabela abahlobo (ukwahlulela abahlobo)	sharing between friends
ukuhlela	grouping

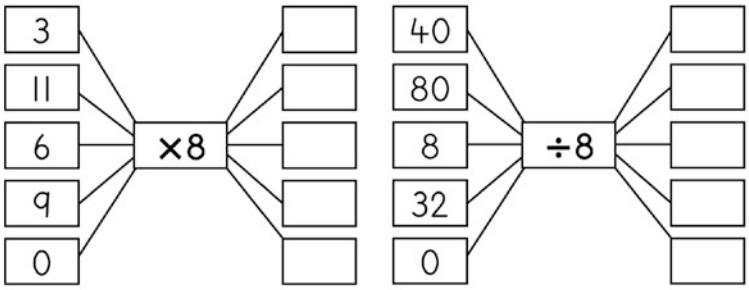
20

Assessment and consolidation

Uqukaniso | Consolidation

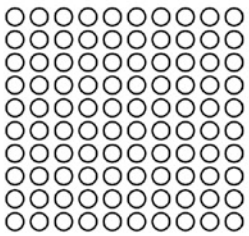
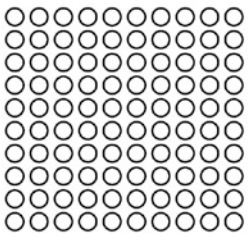
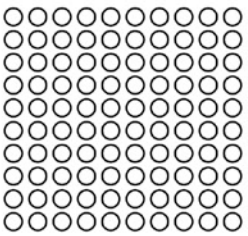
1 Sombulula iingxaki zophindaphindo nolwahlulo.

Solve the multiplication and division problems.



2 Fakela umbala kwimiqolo nakwiikholamu uze ubhale izivakalisi manani.

Colour the rows and columns and write the number sentences.

imiqolo emi-3 neekholamu ezisi-9 3 rows and 9 columns	imiqolo emi-6 neekholamu ezisi-7 6 rows and 7 columns	imiqolo esi-8 neekholamu ezi-2 8 rows and 2 columns
		
____ x ____ = ____	____ x ____ = ____	____ x ____ = ____
____ ÷ ____ = ____	____ ÷ ____ = ____	____ ÷ ____ = ____

3

0 ÷ 5 = ____	60 ÷ 6 = ____	44 ÷ 11 = ____
50 ÷ 5 = ____	21 ÷ 3 = ____	54 ÷ 9 = ____
42 ÷ 7 = ____	0 ÷ 4 = ____	18 ÷ 3 ____

4 Kukho iitshokolethi ezingama-48. Ibhokisi nganye ineetshokolethi ezi-6. Zingaphi iibhokisi eziza kuba neetshokolethi?

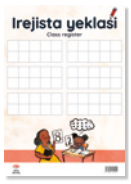
There are 48 chocolates. Each box gets 6 chocolates. How many boxes will get chocolates?

____ x ____ = ____ ngoko ke ____ ÷ ____ = ____

Zi____ iibhokisi eziza kuba neetshokolethi.

____ boxes will get chocolates.

Indawo nenkcazelo

	Izixhobo	
Izibalo zentloko: Veza inani	*oonotsheluza* bakatitshala nababafundi	  
Umdlalo: *Mangaphi ama-100? Mangaphi ama-10? Mingaphi imivo?*	*oonotsheluza* babafundi	

Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Imijikelo nenkcazelo	iLAB
2	Ukulandela inkcazelo	iLAB
3	Iimbonakalo	iLAB, ingqokelela yezinto eziseyenziswa imihla ngemihla
4	Iimephu	iLAB
5	Uqukaniso novavanyo olujolise ekufundeni	iLAB

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukwahlula phakathi kokujikelezela ngasekunene nokujikelezela ngasekhohlo, naphakathi kwemijikelo engangesiqingatha okanye engagekota.	
ukuqaphela imbonakalo yangasentla yezinto nokuchaza iimilo ezinokumela ezi zinto emephini.	
ukunika inkcazelo usebenzisa isigama sendawo neebhakana.	

Uvavanyo

Uvavanyo olubhalwayo: lingxaki zokudibanisa nokuthabatha nezivakalisi manani

Bhala phantsi amanqaku afunyenweyo kwali-10 kwiphetshana lamanqaku ekota.

Uvavanyo oluthethwayo nolwenziwayo

Qwalasela abafundi ukuze uvavanye izakhono zabo zokuchonga indawo nokulandela inkcazelo	Amanqaku 6		
Uluhlu lokuqwalaselwayo: ichanekile/ayichanekanga/iphantse (isondele)	✓	✗	●
Uyakwazi ukunakana imijikelezo eya ngasekunene nangasekhohlo.			
Uyakwazi ukubonisa umahluko phakathi kokujika kangangekota nokujika kangangesiqingatha.			
Uyakwazi ukuchonga imbonakalo yangasentla yeemilo ezikhoyo.			
Uyakwazi ukuxela iindawo ezikuyo iimilo ngokumelana kwazo – umz. isecaleni kwe-, isemva kwe-, njalonjalo.			
Uyakwazi ukulandela inkcazelo yemiyalelo enikiweyo – ukuya phambili/ ukubuya umva			
Uyakwazi ukulandela inkcazelo yemiyalelo enikiweyo – ukuya ngasekhohlo/ ngasekunene			

Bhala phantsi amanqaku afunyenweyo kwama-6 kwiphetshana lamanqaku ekota.

Position and direction

	Resources	
Mental Maths: Show me a number	teacher and learner *flard cards*	  
Game: How many 100s? How many 10s? How many 1s?	learner *flard cards*	

Day	Lesson activity	Lesson resources
1	Turns and direction	LAB
2	Following directions	LAB
3	Views	LAB, collection of everyday items
4	Maps	LAB
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
distinguish between clockwise and anti-clockwise turns, and between half and quarter turns.	
recognise the top view of objects and identify shapes that can be used to represent these on a map.	
give directions using language of position and landmarks.	

Assessment

Written assessment: Addition and subtraction problems and number sentences

Record a mark out of 10 in the term mark sheet.

Oral and practical assessment

Observe learners to assess their ability to identify positions and follow directions	**Mark 6**		
Checklist: correct/incorrect/almost	✓	✗	●
Able to identify the clockwise and anticlockwise turns			
Able to show the difference between a quarter turn and a half turn			
Able to identify the top view of given shapes			
Able to name positions of shapes in relation to each other – next to, behind and so on			
Able to follow directions when given instructions – going forwards/backwards			
Able to follow directions when given instructions – going left/right			

Record a mark out of 6 in the term mark sheet.

Indawo nenkcazelo

Ividiyo yezibalo zentloko

Kule veki sigxila ekuchongeni ama-100, ama-10 nemivo kumanani amivo mi-3. Bonisa abafundi ama-100, ama-10 nemivo *ngoonotsheluza* bakho, ubayalele ukuba babize elo nani. Kungenjalo, biza inani uze uyalele abafundi ukuba balibonis *ngoonotsheluza* babo. Ungasebenza ngamanani amivo mi-2 okanye amivo mi-3.

Ividiyo yomdlalo

Kumdlalo othi *Mangaphi ama-100, ama-10 nemivo ngoonotsheluza*, abafundi basebenzisa *oonotsheluza* ukucazulula amanani amivo mi-3. Baza kubonisa baze bachaze ama-100, ama-10 nemivo kwinani ngalinye baze babonise loo manani ngoonotsheluza babo.

Ividiyo yophuhliso lwengqiqo

Kule veki sifunda ngendawo nenkcazelo. Siza kusebenzisa ulwimi lwendawo ukuze sifumanise icala ekujikelwa ngakulo nokusebenzisa ulwazi lweziqingatha neekota ekucaciseni imijikelo. Kwakhona, sifunda ukunika imiyalelo/inkcazelo sisebenzisa igridi nemephu. Kule veki sigxila koku:

- ukwahlula phakathi kokujikelezela ngasekunene nokujikelezela ngasekhohlo, naphakathi kwemijikelo engangesiqingatha okanye engagekota.
- ukuqaphela imbonakalo yangasentla yezinto nokuchaza iimilo ezinokumela ezi zinto emephini.
- ukunika inkcazelo usebenzisa iibhakana nesigama sendawo.

Into emayiqatshelwe kule veki

- Kubalulekile ukuba abafundi bakwazi ukunakana izinto kwiimbonakalo ezahlukileyo. Umbono ngeliso lexhalanga ungabhida ngakumbi xa izinto ziboniswa ngeemilo ezilula. Nika abafundi amathuba aliqela ukuze babone izinto kwiikona ezahlukileyo, baphuhlise nolwazi lwabo.
- Bakhuthaze abafundi ukuba bancokole nabanye ukuze baphuhlise lwimi lwabo lwemathematika. Qinisekisa ukuba basebenzisa isigama esichanekileyo: **ukujikelezela ngasekunene**, **ukujikelezela ngasekhohlo**, **isiqingatha**, **ikota**, **ukujika/umjikelo**, **imbonakalo yangasentla**, **umbono wengeliso lexhalanga**, **ukuya phambili**, **ukubuya umva**, **ekhohlo**, **ekunene**, **phezulu ezantsi**, **ibhakana**

Position and direction

Mental Maths video

This week we focus on identifying 100s, 10s and 1s in 3-digit numbers. Show the learners 100s, 10s and 1s using your demo *flard cards* and tell them to call out the number. Alternatively, call out a number and ask learners to show it using their *flard cards*. You can work with 2-digit or 3-digit numbers.

Game video

In the game, *How many 100s, 10s and 1s with flard cards*, learners use *flard cards* to deconstruct 3-digit numbers. They show and identify the 100s, 10s and 1s in each number and represent the numbers using the flard cards.

Conceptual development video

This week we learn about position and direction. We use the language of position to establish the direction of turns and use our knowledge of halves and quarters to further clarify the turns. We also learn to give clear directions using a grid and a map. This week we focus on:

- distinguishing between clockwise and anti-clockwise turns, and between half and quarter turns.
- recognising the top view of objects and identifying shapes that can be used to represent these on a map.
- giving directions using landmarks and the language of position.

What to look out for this week

- It is important for learners to recognise objects as seen from different views. The bird's eye view can be tricky to understand, particularly when items are represented by simple shapes. Provide multiple opportunities for learners to see objects from different angles so that they can develop their understanding.
- Encourage conversation between learners so that they develop their mathematical language. Ensure that they are using the correct vocabulary: **clockwise**, **anti-clockwise**, **half**, **quarter**, **turn**, **top view**, **bird's eye view**, **forward**, **backward**, **left**, **right**, **next to**, **up**, **down**, **landmark**

Imijikelo nenkcazelo

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

IZIBALO ZENTLOKO | MENTAL MATHS

Sebenzisa oonotsheluza bamanani wakhe la manani uze uthethe ngama-100, ama-10 nemivo.

Use *flard cards* to make numbers and talk about 100s, 10s and 1s.

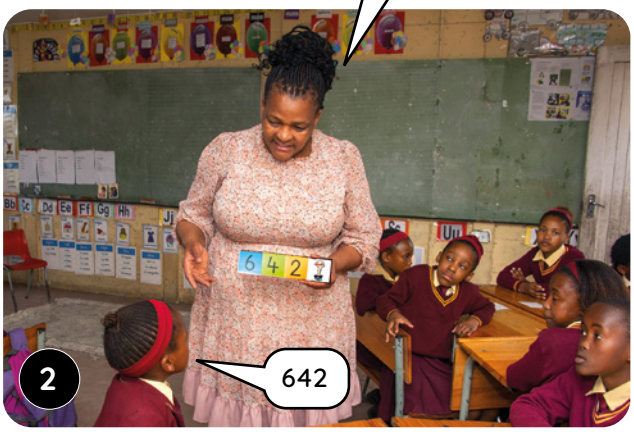
Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.

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

Mangaphi ama-100, ama-10 nemivo oyibonayo?
How many 100s, 10s and 1s do you see?

Amakhulu ama-6, amashumi ama-4 nemivo emi-2.
6 hundreds, 4 tens and 2 ones.

Leliphi inani esilakhileyo ngamakhulu ama-6 namashumi ama-4 nemivo emi-2?
What number have we made with 6 hundreds, 4 tens and 2 ones?



Sebenzisa oonotsheluza bakho wakhe inani 357.
Use your flard cards to make the number 357.

Ngawaphi amakhadi owasebenzisileyo ekwakheni eli nani 357?
What cards did you use to make the number 357?

Ndisebenzise amakhulu ama-3, amashumi ama-5 nemivo esi-7!
I used 3 hundreds, 5 tens and 7 ones!

Turns and direction

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

Sombulula usebenzise iibloko.
Solve using blocks.

21 + 43 = _____

54 + 32 = _____

75 + 14 = _____

33 + 45 = _____

67 + 11 = _____

87 – 44 = _____

59 – 16 = _____

76 – 35 = _____

48 – 24 = _____

99 – 57 = _____

Usuku 2 Day 2

Sombulula usebenzise iibloko.
Solve using blocks.

32 + 61 = _____

65 + 23 = _____

27 + 52 = _____

41 + 37 = _____

73 + 12 = _____

96 – 25 = _____

67 – 13 = _____

49 – 31 = _____

75 – 42 = _____

88 – 56 = _____

Usuku 3 Day 3

Sombulula usebenzise iibloko.
Solve using blocks.

15 + 63 = _____

47 + 31 = _____

71 + 18 = _____

55 + 23 = _____

34 + 51 = _____

78 – 35 = _____

57 – 13 = _____

39 – 21 = _____

84 – 42 = _____

68 – 46 = _____

Usuku 4 Day 4

Sombulula usebenzise iibloko.
Solve using blocks.

56 + 42 = _____

28 + 31 = _____

13 + 54 = _____

33 + 15 = _____

42 + 25 = _____

65 – 44 = _____

37 – 25 = _____

46 – 13 = _____

79 – 34 = _____

53 – 21 = _____

Imijikelo nenkcazelo

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Cacisa ukuba kufuneka ulwazi olulolunye ukuze wazi ukuba ujika ngaphi. Sithetha ngokujikelezela ngasekunene xa sisiya ngasekunene, ze sithi sijikelezela ngasekhohlo xa sijika ngasekhohlo.

Discuss that we need more information to know which way to turn. We say clockwise if we turn to the right, and anti-clockwise if we turn to the left.

Zifunele iqabane ze nijongane. Tshintshiselanani ngokunikana imiyalelo malunga nendawo yokujika. Sebenzisani amagama athi ukujikelezela ngasekunene, ukujikelezela ngasekhohlo, ukujika kangangesiqingatha, ukujika kangangekota.

Find a partner and face each other. Take turns to give instructions about turning on the spot. Use the words clockwise, anticlockwise, half turn and quarter turn.

Nika abafundi ixesha elaneleyo lokuziqhelisa ukujika kangangesiqingatha okanye kangangekota. Bakhuthaze ukuba basebenzise isigama esitsha, bathethe ngoko bakwenzayo. Ukujikelezela ngasekunene licala aya ngakulo amasiba ewotshi, ze ukujikelezela ngasekhohlo kube kukuya kwelinye icala.

Allow time for the learners to practise half and quarter turns. Encourage them to use the new vocabulary and to talk about what they are doing. Clockwise is the direction the hands move on a clock, and anticlockwise is the opposite direction!

Turns and direction

IVEKI • WEEK 3

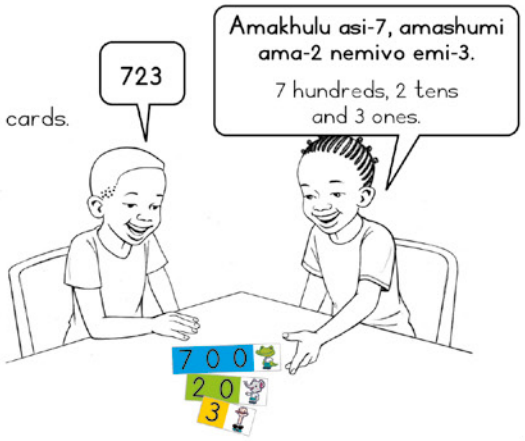
USUKU 1 • DAY 1

Imijikelo nenkcazelo
Turns and direction

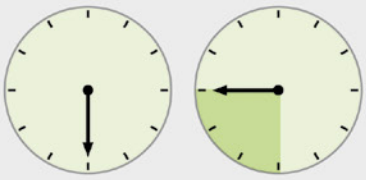
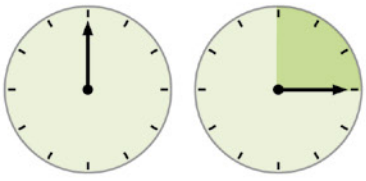
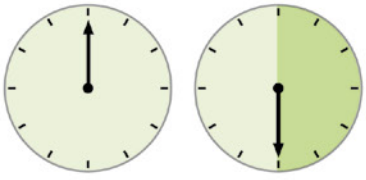
IZIBALO ZENTLOKO MENTAL MATHS → NDIBONISE INANI SHOW ME A NUMBER → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

Umdlalo: Mangaphi ama-100? Mangaphi ama-10? Mingaphi imivo?
Game: How many 100s? How many 10s? How many 1s?

- Sebenzani ngababini. Yakhani inani ngoonotsheluza zenu.
  Work in pairs. Build a number using your flard cards.
- Mangaphi ama-100?
  Mangaphi ama-10?
  Mingaphi imivo?
  How many 100s? How many 10s?
  How many 1s?
- Leliphi inani?
  What number?



1 Biyela amagama achanekileyo ukuze ugqibezele izivakalisi.
Circle the correct words to complete the sentences.

	Usiba lujikelezea ngasekunene / ngasekhohlo kangangesiqingatha / kangangekota yeyure. The arrow moved a half turn / (quarter turn) / (clockwise) / anti-clockwise .
	Usiba lujikelezela ngasekunene / ngasekhohlo kangangesiqingatha / kangangekota yeyure. The arrow moved a half turn / quarter turn / clockwise / anti-clockwise .
	Usiba lujikelezela ngasekunene / ngasekhohlo kangagesiqingatha / kangangekota. The arrow moved a half turn / quarter turn / clockwise / anti-clockwise .

22

Imijikelo nenkcazelo

2 Dibanisa amachokoza ukuze ubonise icala abaza kujonga kulo.

Join the dots to show which way they will face.

	ukujika turn	ngakweliphi icala direction	ujonge ngaphi faces
	ukujika kangangekota quarter turn	ngasekunene clockwise	
	ukujika kangangekota quarter turn	ngasekhohlo anti-clockwise	
	ukujika kangangesiqingatha half turn	ngasekunene clockwise	
	ukujika kangangesiqingatha half turn	ngasekunene clockwise	
	ukujika kangangekota quarter turn	ngasekunene clockwise	
	ukujika kangangekota quarter turn	ngasekhohlo anti-clockwise	

3 Zoba iimilo ezilandelayo ezimbini kule patheni.

Draw the next two shapes in the pattern.

Following directions

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Jonga eklasini. Jikela ngasekunene kangangekota. Hamba de ufike kuMpho. Jikela ngasekhohlo kangangekota. Buyela eklasini. Uphela ume phi?
Face the class. Turn a quarter turn clockwise. Walk until you get to Mpho. Turn a quarter turn anticlockwise. Walk to the back of the class. Where do you end up standing?

Ndiphela ndime apha.
I end up here.

Wazi njani ukuba mawuye phi?
How did you know where to go?

Ndilandele inkcazelo yakho.
I followed your directions.

Kunjalo, silandela imiyalelo okanye inkcazelo ukuze sifike endaweni.
Yes, we can follow directions to get to places.

Abafundi basebenza ngababini, banikane inkcazelo yokuya kwiindawo ezahlukileyo eklasini. Phuma neklasi phandle ukuba ufuna indawo ephangaleleyo. Bakhuthaze abafundi ukuba bacinge ngeebhakana, icala ekuyiwa ngakulo, nemijikelo ukuze bancedakale ekunikeni imiyalelo ecacileyo.

Learners work in pairs, giving each other directions to get to different places in the classroom. Take the class outside if you need more space. Encourage learners to think about landmarks, direction and turns to help them provide clear instructions.

IVEKI • WEEK 3

USUKU 2 • DAY 2

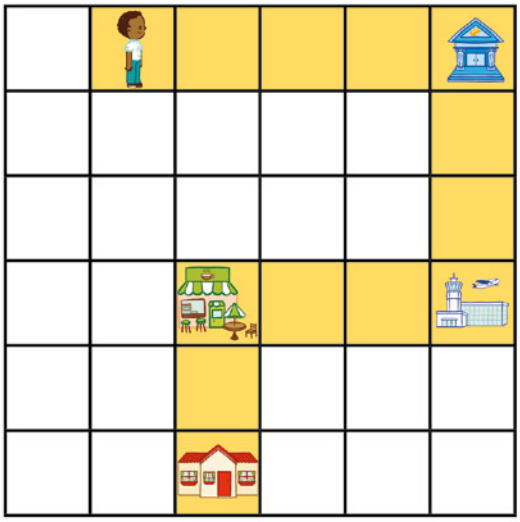
Ukulandela inkcazelo
Following directions

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

1 Gqibezela izivakalisi ezingezantsi ubonise ukuba uNtando ufika njani ekhaya. Sebenzisa amagama angasezantsi akuncede.

Complete the sentences below to show how Ntando gets to his house. Use the words below to help you.

bini two	**thathu** three	**ngasekunene** clockwise
ngasekhohlo anti-clockwise	**kangangekota** quarter	**phambili** forward



UNtando uya _____ izikwere ezi-4 ukuya ebhankini.

Ntando moves 4 squares _____ to go to the bank.

Aze ajike _____ aye ngasekunene.

Then, he makes a _____ turn clockwise.

UNtando uhambisa _____ izikwere phambili ukuya kumzi wenqwelo-moya.

Ntando moves _____ squares forward to go to the airport.

Aphinde ajike kangangekota ukuya _____ aze aye phambili izikwere ezi-3 ukuya ekhefi.

Then he makes a quarter turn _____ and moves 3 squares forward to go to the café.

UNtando ujika kangangekota ukuya _____ aze aye phambili izikwere ezi_____ ukuya ekhaya.

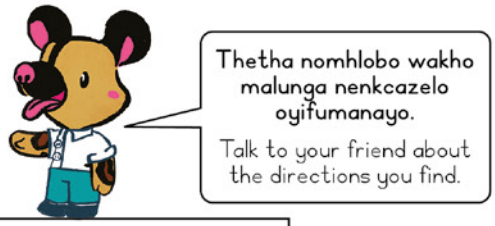
He makes a quarter turn _____ and moves _____ squares forward to get home.

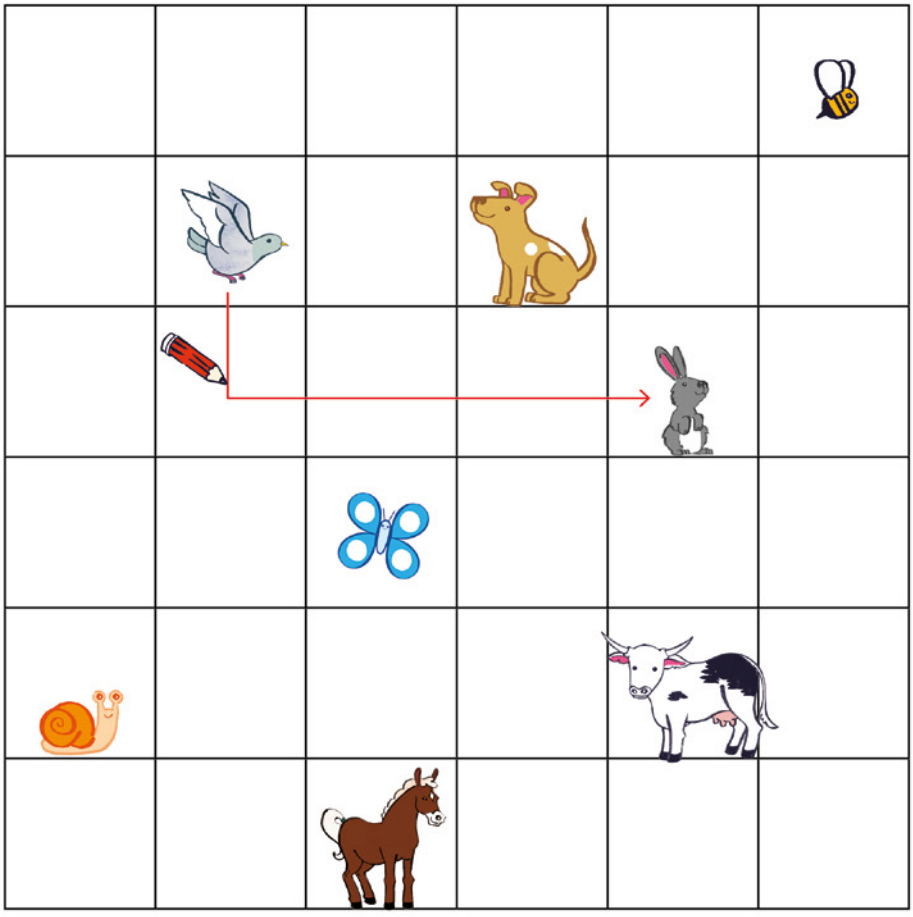
24

Following directions

2 Zoba imigca ubonise indlela eya kwisinambuzane esichanekileyo.

Draw lines to show the directions to the correct creature.

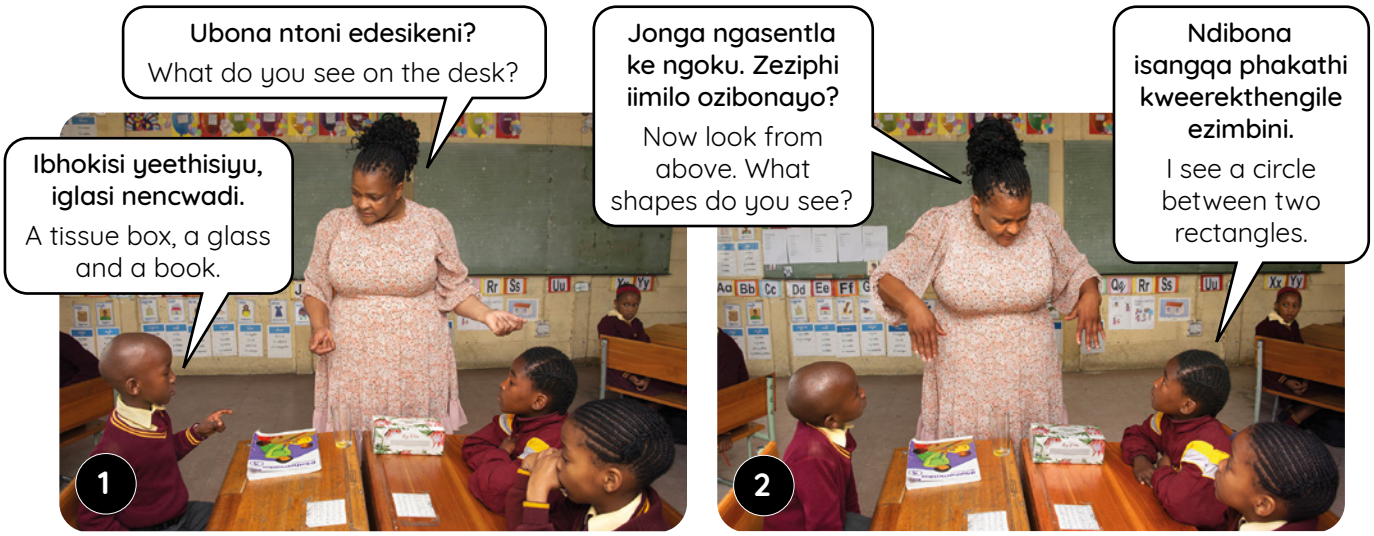




Iimbonakalo

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT



Kuzotywe imephu ngokungathi ujongele ngasezantsi esibhakabhakeni. Sisebenzisa iimilo xa sibonisa izinto ezahlukileyo emephini.

A map is drawn as if you are looking down from the sky. We use shapes to show different things on the map.

Bakhuthaze abafundi bachaze inkangeleko yezinto xa zijongelwe ngasentla, nixoxe ngeemilo abazibonayo ezimele ezi zinto.

Encourage learners to identify what objects would look like from the top, and to discuss the shapes they could use to represent these objects.

Views

IVEKI • WEEK 3

USUKU 3 • DAY 3

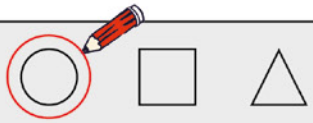
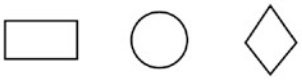
Imbonakalo
Views

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

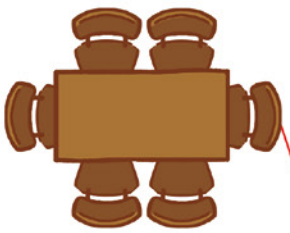
1 Zoba imbonakalo yangasentla yezinto ezikhoyo.
Draw the top view of these objects.

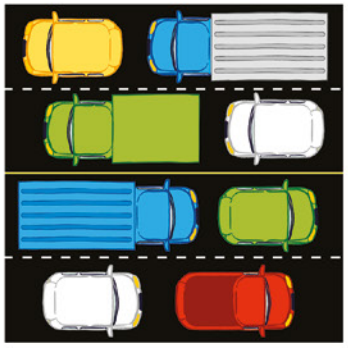
		
		
		

2 Biyela umfanekiso ubonise imbonakalo echanekileyo.
Circle the picture to show the correct view.

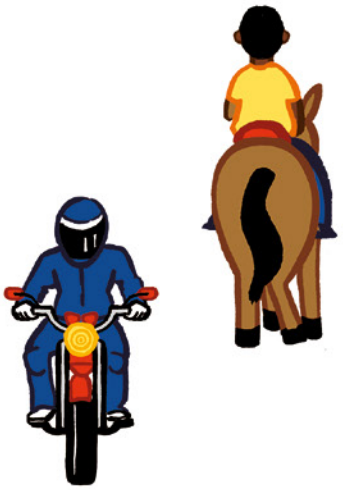
	imbonakalo yangasekhohlo left side view	
	imbonakalo yangasentla top view	
	imbonakalo yangasekhohlo left side view	
	imbonakalo yangasekunene right side view	
	imbonakalo yangasentla top view	

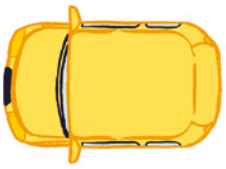
3 Zoba umgca kumgca elichanekileyo ukuze uchaze imbonakalo.
Draw a line to the correct word to describe the view.





imbonakalo yasecaleni side view
imbonakalo yangaphambili front view
imbonakalo yangasemva back view
imbonakalo yangasentla top view





imbonakalo yasecaleni side view
imbonakalo yangaphambili front view
imbonakalo yangasemva back view
imbonakalo yangasentla top view

Maps

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

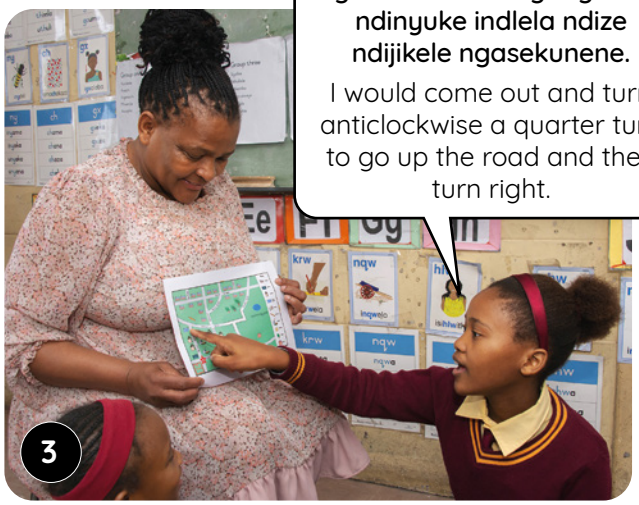
UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Ubona ntoni emephini?
What can you see on the map?

Ndibona izindlu, imithi, ivenkile nedama lokuqubha.
I can see houses, trees, a shop and a swimming pool.

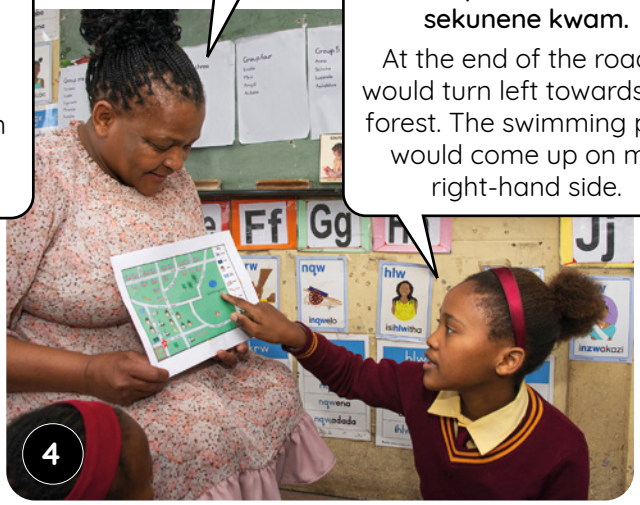
Masiqale apha siye edamini. Ungahamba ngaphi?
Let's start here and go to the swimming pool. Which way would you go?

Ndingaphuma ndijikele ngasekhohlo kangangekota ndinyuke indlela ndize ndijikele ngasekunene.
I would come out and turn anticlockwise a quarter turn to go up the road and then turn right.



Ze kuthini?
And then?

Ekupheleni kwendlela ndijikela ngasekhohlo ndiye ngasehlathini. Idama lokuqubha liza kuba sekunene kwam.
At the end of the road, I would turn left towards the forest. The swimming pool would come up on my right-hand side.



Yalatha ezinye iindawo emephini uze uyalele abafundi baxoxe ngababini indlela abanokufika ngayo kwindawo nganye. Bakhuthaze abafundi ukuba bacinge ngeebhakana nendlela abanokujika okanye bahambe kuyo nokuba basebenzise amagama athi ukujikelezela ngasekunene, ukujikelezela ngasekhohlo, ekhohlo nasekunene.

Point out other places on the map and get learners to discuss in pairs how they would get to each place. Encourage learners to think about landmarks and the direction they would need to turn or walk and to use the words clockwise, anti-clockwise, left and right.

IVEKI • WEEK 3

USUKU 4 • DAY 4

limephu
Maps

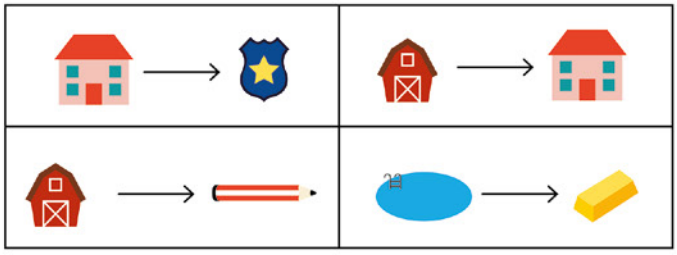
IZIBALO ZENTLOKO MENTAL MATHS → NDIBONISE INANI SHOW ME A NUMBER → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

1 Yalathisa indlela umhlobo wakho. Tshintshiselanani ngokunika ingcaciso.

Give directions to a friend. Take turns to explain.

indlu house	ihlathi forest	ivenkile shop	ithala leencwadi library	ukutya food	ibhanki bank	isikolo school	iposi post office	ipolisa police	ifama farm	ipuli yokuqubha swimming pool

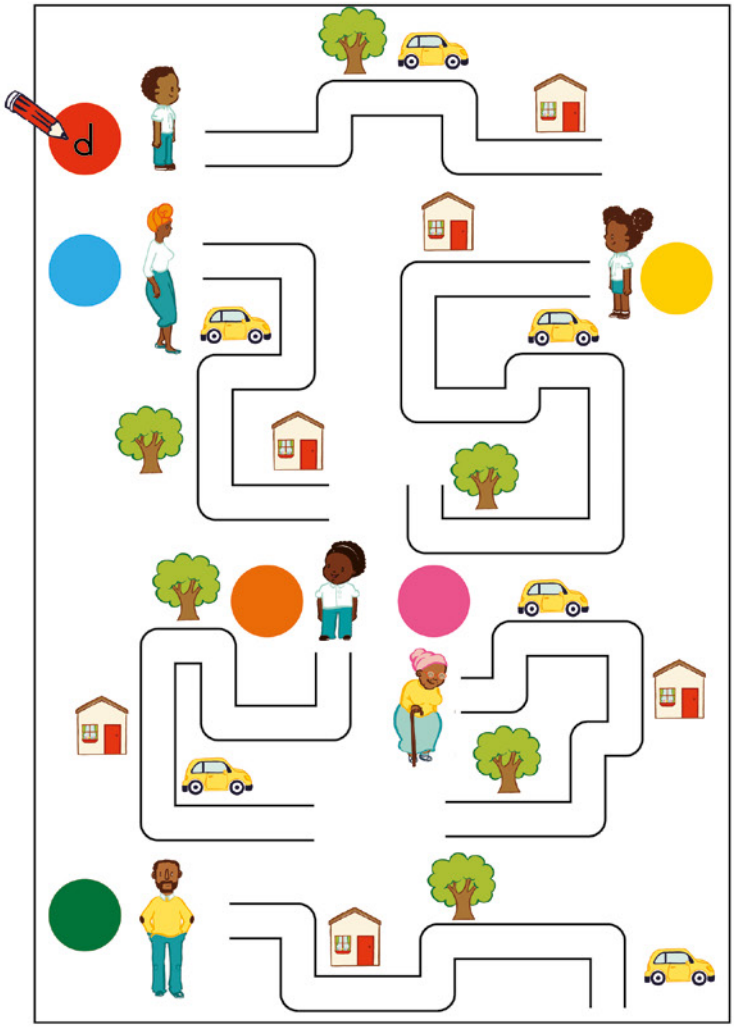
Khangela ezinye iindlela zokuhamba!
Look for different ways to go!



Maps

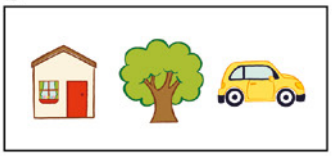
2 Tshatisa imephu neebhakana.

Match the maps to the landmarks.



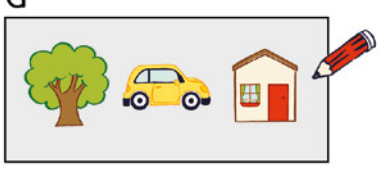
a

b

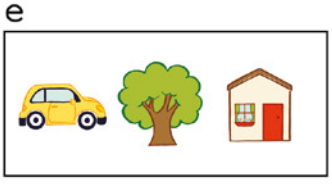


c

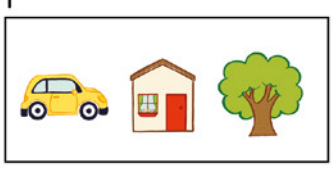
d



e



f



IVEKI • WEEK 3

USUKU 5 • DAY 5

Uvavanyo noqukaniso
Assessment and consolidation

UVAVANYO ASSESSMENT → IPHEPHA LOKUSEBENZELA WORKSHEET

Zoba imbonakalo yangaphambili neyangasentla yezinto ezikhoyo.
Draw the front view and the top view of these objects.

	imbonakalo angaphambili front view	imbonakalo yangasentla top view
		
		
		
		
		

Masithethe ngeMaths!
Let's talk Maths!

NgesiXhosa sithi:	In English we say:
ukujikelezela ngasekunene	clockwise
ukujikelezela ngasekhohlo	anti-clockwise
ukujika kangangesiqingatha	half turn
ukujika kangangekota	quarter turn
ekhohlo	left
ekunene	right

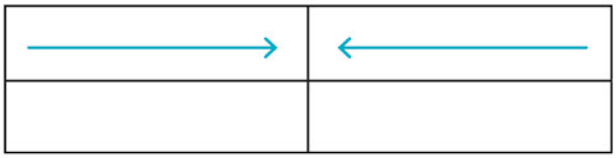
30

Assessment and consolidation

Uqukaniso | Consolidation

1 Lujonge ngaphi utolo?

What direction does the arrow show?



Ziqheliseni ukusebenzisa amagama okwalathisa. Cela iqabane lenze le mijikelezo: ukujikelezela ngasekunene, ukujikelezela ngasekhohlo, ukujika kangangesiqingatha, ukujika kangangekota, ekhohlo, ekunene.

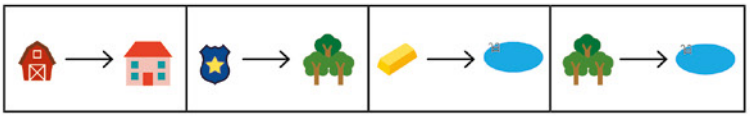
Practise using direction words. Ask your partner to make these turns: clockwise, anti-clockwise, half turn, quarter turn, left and right.

2 Nika inkcazelo kumhlobo wakho. Tshintshiselanani ngokunika ingcaciso.

Give directions to a friend. Take turns to explain.

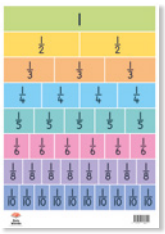
Khangela ezinye iindlela zokuhamba!

Look for different ways to go!



Ulwahlulo namaqhezu

	Izixhobo
Izibalo zentloko: Veza inani	*iibloko zesiseko zeshumi* zikatitshala nezabafundi
Umdlalo: *Mangaphi ama-100? Mangaphi ama-10? Mingaphi imivo?*	*iibloko zesiseko zeshumi*



Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Ulwahlulo ngeziphindwa	iLAB
2	Ulwabiwo olukhokelela kumaqhezu	iLAB, *udonga lwamaqhezu*
3	Amaqhezu	*iLAB, amaqhezu anemagnethi, izixhobo zamaqhezu*
4	Amaqhezu	iLAB
5	Uqukaniso novavanyo olujolise ekufundeni	iLAB

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukusombulula iingxaki zokwahlula ngokufumana iziphindwa ezichanekileyo.	
ukuchaza ulwalamano phakathi kolwabiwo namaqhezu.	
ukuphuhlisa ulwazi lwamaqhezu nemiboniso yawo.	

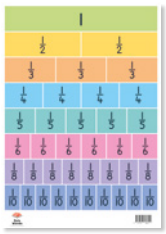
Uvavanyo

Uvavanyo olubhalwayo: Amanani, imisebenzi nolwalamano

Bhala phantsi amanqaku afunyenweyo kwali-11 kwiphetshana lamanqaku ekota.

Division and fractions

	Resources
Mental Maths: Show me a number	teacher and learner *base ten blocks*
Game: *How many 100s? How many 10s? How many 1s?*	*base ten blocks*



Day	Lesson activity	Lesson resources
1	Division using multiples	LAB
2	Sharing leading to fractions	LAB, *fraction wall*
3	Fractions	LAB, *magnetic fractions, fraction kits*
4	Fractions	LAB
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
solve division problems by finding the appropriate multiples.	
identify the relationship between sharing and fractions.	
develop an understanding of fractions and their representations.	

Assessment

Written assessment: Numbers, operations and relationships

Record a mark out of 11 in the term mark sheet.

Ulwahlulo namaqhezu

Ividiyo yezibalo zentloko

Kule veki sigxila ekuchongeni ama-100, ama-10 nemivo kumanani amivo mi-3. Bonisa abafundi ama-100, ama-10 nemivo ngoonotsheluza bakho, uze ubayalele ukuba babize elo nani. Emva koko bayalele ukuba bakubonise amanani ngeebloko zabo zesiseko se-10. Ningasebenza ngamanani amivo mi-2 okanye amanani amivo mi-3.

Ividiyo yomdlalo

Kumdlalo othi *Mangaphi ama-100 ama-10 nemivo* ngeebloko zesiseko seshumi, abafundi basebenzisa *iibloko zesiseko seshumi* ukucazulula amanani amivo mi-3. Baza kubonisa baze bachaze ama-100, ama-10 nemivo kwinani ngalinye, babonise amanani *ngeebloko zabo zesiseko seshumi.*

Ividiyo yophuhliso lwengqiqo

Kule veki sifunda kabanzi ngolwahlulo. Abafundi baza kucinga ngophindaphindo njengomguqulwa wolwahlulo, basebenzis iziphindwa ukuze bafumanise ukuba lingena kangaphi inani kwelinye. Sisebenzisa iingxaki zamagama ukuyila imeko yeengxaki zolwahlulo eza kunceda abafundi baqonde ingqiqo yeziphindwa. Sikwajonga nolwalamano oluphakathi kolwahlulo namaqhezu, sicinge ngamaqhezu abhalwe ngeempawu ezithile. Kule veki sijolisa koku:

- ukusombulula iingxaki zokwahlula ngokufumana iziphindwa ezichanekileyo.
- ukuchaza ulwalamano phakathi kolwabiwo namaqhezu.
- ukuphuhlisa ulwazi lwamaqhezu nemiboniso yawo.

Into emayiqatshelwe kule veki

- Kubalulekile ukuba abafundi baqonde ukuba umboniso wamaqhezu ngeesimboli okanye ngeempawu kuthetha ntoni. Kufuneka bakwazi ukufunda uphawu lweqhezu olufana nolu $\frac{1}{3}$ njengesivakalisi manani ngokuthi ísahlulo esinye sezahlulo ezithathu'. Oku kwacha isiseko sokuba abfundi bakwazi ukuqonda nokusombulula iingxaki zamaqhezu.
- Bakhuthaze abafundi bancokole nabanye ukuze baphuhlise ulwimi lwemathematika. Qinisekisa ukuba basebenzisa isigama esichanekileyo: **ulwabiwo**, **ukwaba**, **yahlula**, **ukuhlela**, **iqela**, **phindaphinda**, **uphindaphindo**, **isiqingatha**, **ikota**, **isinye kwisibhozo**, **isinye kwisithathu**, **isinye kwisihlanu**, **iqhezu**, **inde**, **ubude**

Division and fractions

Mental Maths video

This week we focus on identifying 100s, 10s and 1s in 3-digit numbers. Show the learners 100s, 10s and 1s using your demo *flard cards* and tell them to call out the number. After that, ask them to show you numbers using their *base 10 blocks*. You can work with 2-digit or 3-digit numbers.

Game video

In the game, *How many 100s, 10s and 1s with base ten blocks*, learners use *base ten blocks* to deconstruct 3-digit numbers. They show and identify the 100s, 10s and 1s in each number and represent the numbers using their *base ten blocks*.

Conceptual development video

This week we learn more about division. Ask learners to think about multiplication as the inverse of division and use multiples to work out how many times a number fits into another number. We use word problems to create a context for our division problems which helps learners understand the concept of multiples. We also look at the relationship between division and fractions, and think about fractions written using symbols. This week we focus on:

- solving division problems by finding the appropriate multiples.
- identifying the relationship between sharing and fractions.
- developing an understanding of fractions and their representations.

What to look out for this week

- It is essential that learners understand what the symbolic representation of a fraction means. They should be able to read a fraction symbol such as $\frac{1}{3}$ as a number sentence by saying one part of three equal parts. This lays the foundation for learners to be able to understand and solve fraction problems.
- Encourage conversation between learners so that they can develop their mathematical language. Ensure that they are using the correct vocabulary: **sharing**, **share**, **divide**, **grouping**, **group**, **multiply**, **multiplication**, **half**, **quarter**, **eighth**, **third**, **fifth**, **fraction**, **long**, **length**

Ukwahlula ngeziphindwa

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

IZIBALO ZENTLOKO | MENTAL MATHS

Yakha amanani ngeebloko zezakhelo se-10 nangoonotsheluza uze uthethe ngama-100, ama-10 nemivo.

Use *base 10 blocks* and *flard cards* to make numbers and talk about 100s, 10s and 1s

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.

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

Mangaphi ama-100, ama-10 nemivo oyibonayo?
How many 100s, 10s and 1s do you see?

1

Amakhulu ama-5, amashumi ama-6 nemivo emi-4.
5 hundreds, 6 tens and 4 ones.

Leliphi inani esilenze ngamakhulu ama-5, amashumi ama-6 nemivo emi-4?
What number have we made with 5 hundreds, 6 tens and 4 ones?

2

564

Yakha inani 179 ngeebloko zesiseko se-10.
Use your base 10 blocks to make the number 179.

3

Zeziphi iibloko ozisebenzisileyo ukwakha inani 179?
What blocks did you use to make the number 179?

4

Ndisebenzise ikhulu eli-1, amashumi asi-7 nemivo esi-9!
I used 1 hundred, 7 tens and 9 ones!

Division using multiples

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

Dibanisa.
Add.

35 + 40 = _____

30 + 57 = _____

26 + 60 = _____

10 + 49 = _____

78 + 20 = _____

40 + 50 = _____

17 + 31 = _____

60 + 20 = _____

55 + 10 = _____

30 + 60 = _____

Usuku 2 Day 2

Dibanisa.
Add.

17 + 30 = _____

60 + 25 = _____

53 + 20 = _____

30 + 61 = _____

32 + 50 = _____

30 + 30 = _____

42 + 31 = _____

10 + 50 = _____

25 + 60 = _____

20 + 40 = _____

Usuku 3 Day 3

Dibanisa.
Add.

78 + 10 = _____

20 + 17 = _____

43 + 40 = _____

60 + 31 = _____

54 + 20 = _____

60 + 30 = _____

48 + 21 = _____

20 + 70 = _____

65 + 10 = _____

20 + 20 = _____

Usuku 4 Day 4

Dibanisa.
Add.

33 + 50 = _____

50 + 14 = _____

62 + 20 = _____

40 + 11 = _____

37 + 20 = _____

10 + 50 = _____

64 + 13 = _____

40 + 10 = _____

35 + 30 = _____

70 + 10 = _____

Ukwahlula ngeziphindwa

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

UNoma uneencwadi ezingama-20. UNosisi uneencwadi ezi-4. UNoma uneencwadi eziphindwe kangaphi kunezikaNosisi.
Noma has 20 books. Nosisi has 4 books. How many times more books does Noma have than Nosisi?

Ndingayizoba ngolu hlobo.
I can draw it like this.

Cacisa ukuba ukuze ufumane ukuba ziphindwe kangaphi iincwadi zikaNomsa; kufuneka sifumane inani lamaqela eencwadi ezi-4 akhoyo kwingqokelela yeencwadi ezingama-20.
Explain that to find out how many times more books Noma has, we need to find out how many groups of 4 books there are in a collection of 20 books.

Yenza amaqela ezi-4.
Make groups of 4.

UNosisi uneqela elinye lesi-4 kanti uNoma yena unamaqela ama-5 ezi-4.
Nosisi has one group of 4 and Noma has 5 groups of 4.

UNomsa uneencwadi ezilinani eliphindwe ka-5 kunezikaNosisi kuba 4 x 5 = 20.
Noma has 5 times more books than Nosisi because 4 x 5 = 20.

Nam ndiyifumana ngokwahlula.
20 ÷ 4 = 5
I can also work it out by dividing.

Phinda la manyathelo ngezinye iingxaki zamagama, ukhuthaze abafundi bacinge ngendlela abanokusebenzisa ngayo iziphindwa ukuze bafumane isiphumo.
Repeat the steps with other word problems, encouraging learners to think about how they are using multiples to find the answer.

Division using multiples

IVEKI • WEEK 4

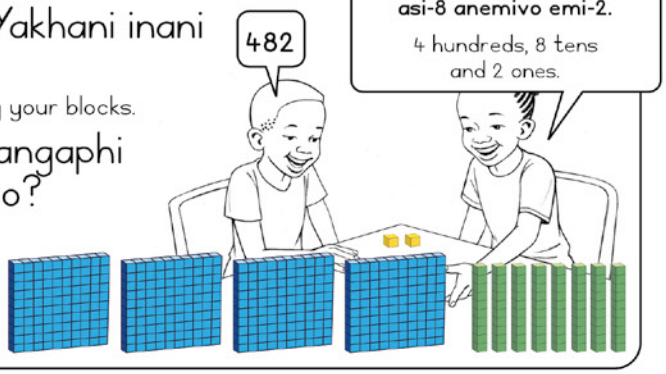
USUKU 1 • DAY 1

Ukwahlula ngeziphindwa
Division using multiples

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

Umdlalo: Mangaphi ama-100? Mangaphi ama-10? Mingaphi imivo?
Game: How many 100s? How many 10s? How many 1s?

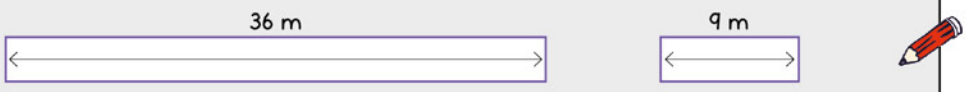
- Sebenzani ngababini. Yakhani inani ngeebloko zenu.
  Work in pairs. Build a number using your blocks.
- Mangaphi ama-100? Mangaphi ama-10? Mingaphi imivo?
  How many 100s?
  How many 10s? How many 1s?
- Leliphi inani?
  What number?



1

Uluthi 1 lunobude obungama-36 m. Uluthi 2 lunobude obungange-9 m. Uluthi 1 lude ngokuphindwe kangaphi kunoluthi 2?
Stick 1 is 36 m long. Stick 2 is 9 m long. How many times longer is Stick 1 than Stick 2?

Zoba.
Draw.



isivakalisi manani sokwahlula division number sentence	36 ÷ 9 = 4	Isiphumo. Answer.	inde ngokuphindwe ka-4 4 times longer

Intambo 1 inobude obungama-70 m. Intambo 2 inde kangange-10 m. Ingaba inde ngokuphindwe kangaphi intambo 1 kunentambo 2?
Rope 1 is 70 m long. Rope 2 is 10 m long. How many times longer is Rope 1 than Rope 2?

Zoba.
Draw.

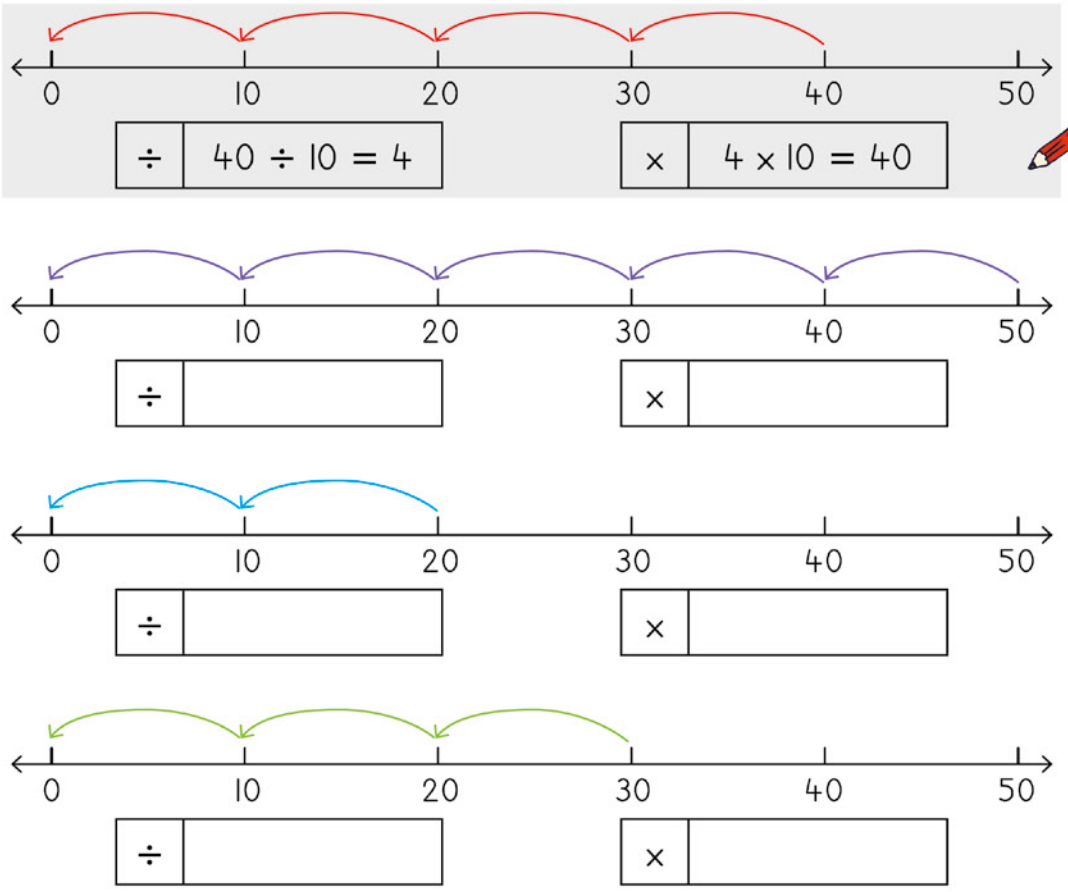
isivakalisi manani sokwahlula division number sentence		Isiphumo. Answer.	

32

Ukwahlula ngeziphindwa

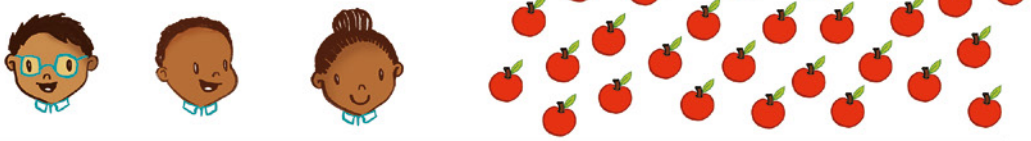
2 Bhala izivakalisi manani zophindaphindo nolwahlulo usebenzise iziphindwa.

Use the multiples to help you write the multiplication and division number sentences.



3 Yabela abahlobo la ma-apile ngokulinganayo.

Divide the apples equally among the friends.

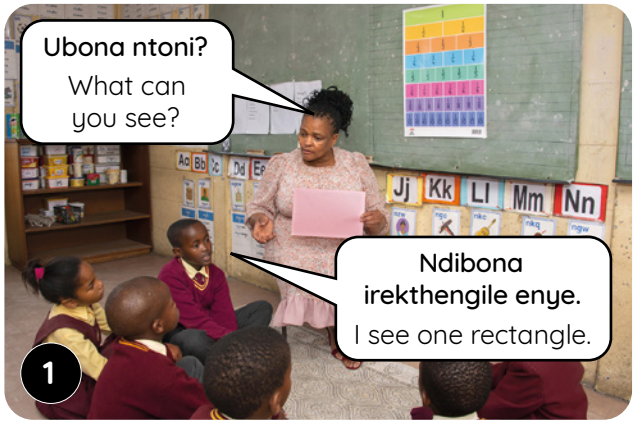


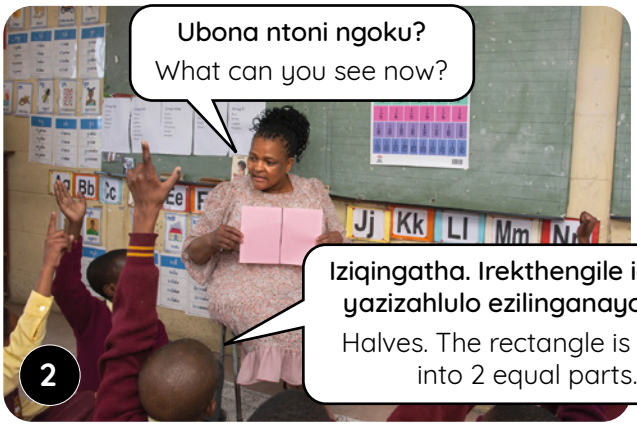
Bhala isivakalisi manani sokwahlula. Write the division number sentence.	Qinisekisa isiphumo sakho ngokubhala isivakalisi manani sophindaphindo. Check your answer by writing the multiplication number sentence.

Sharing leading to fractions

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT





Kunjalo! Ndahlule irekthengile enye yazizahlulo ezi-2 ezilinganayo. Nazi iziqingatha edongeni lwamaqhezu.
That's right! I have divided one rectangle into 2 equal parts. Here are halves on the fraction wall.

Zeziphi izahlulo endizifumanayo xa ndiphinda ndilisonge kwakhona?
What fraction parts do I get if I fold it again?

Bakhuthaze abafundi bathethe ngamaqhezu, baqonde ukuba izahlulo ziyafana zonke. Songa irekthengile embindini kwakhona ubonise abafundi umzekelo wesinye kwisibhozo. Balathise kudonga lwamaqhezu ubabonise ulwalamano phakathi kwamaqhezu ahlukileyo. Bakhuthaze basebenzise isigama samaqhezu xa bexoxa ngentsingiselo yophawu lweqhezu.

Encourage the learners to talk about fractions, recognising that the parts are all exactly the same. Fold the rectangle in half again to show the learners an example of eighths. Refer to the fraction wall to show them the relationship between the different fractions. Encourage them to use the language of fractions and to discuss what the fraction symbols mean.

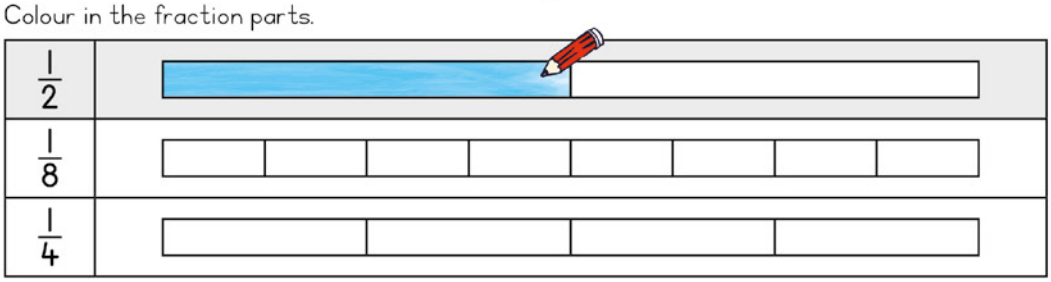
IVEKI • WEEK 4

USUKU 2 • DAY 2

Ulwabiwo olukhokelela kumaqhezu
Sharing leading to fractions

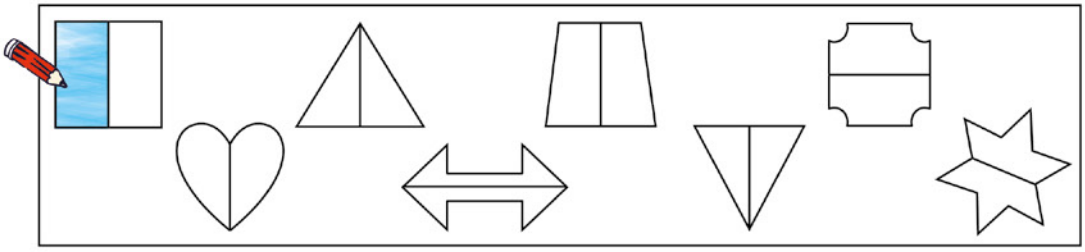
IZIBALO ZENTLOKO (MENTAL MATHS) → NDIBONISE INANI (SHOW ME A NUMBER) → UMDLALO (GAME) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

1 Fakela umbala kwizahlulo zamaqhezu.
Colour in the fraction parts.

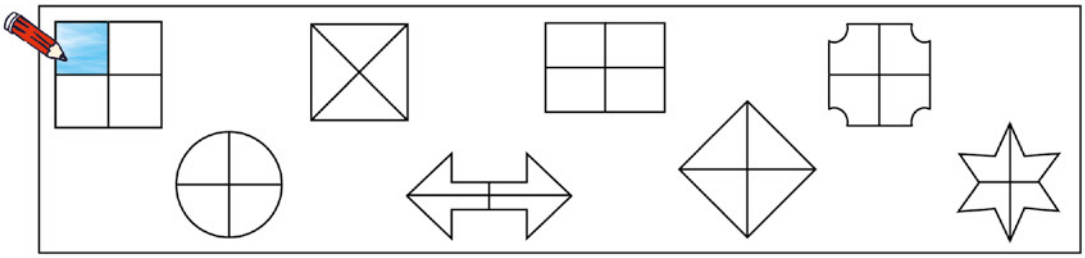


2 Leliphi iqhezu elifakelwe umbala?
What fraction is shaded in?

3 Fakela umbala kwisiqingatha semilo nganye.
Colour in one half of the shapes.



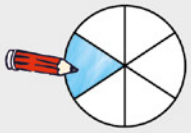
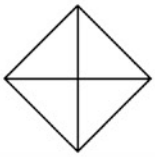
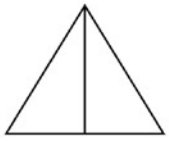
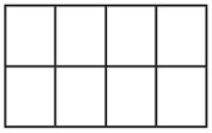
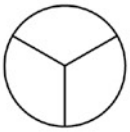
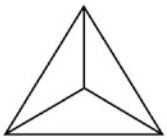
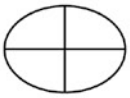
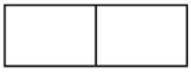
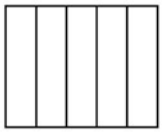
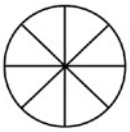
4 Fakela umbala kwikota yemilo nganye.
Colour in one quarter of each shape.



Sharing leading to fractions

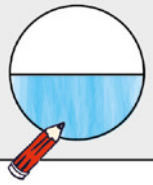
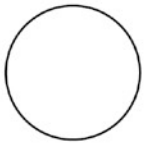
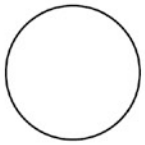
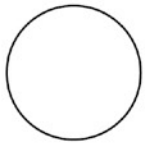
5 Fakela umbala kumaqhezu.

Colour in the fractions.

$\frac{1}{6}$		$\frac{1}{4}$		$\frac{1}{2}$	
$\frac{1}{8}$		$\frac{1}{7}$		$\frac{1}{3}$	
$\frac{1}{3}$		$\frac{1}{6}$		$\frac{1}{4}$	
$\frac{1}{2}$		$\frac{1}{5}$		$\frac{1}{8}$	

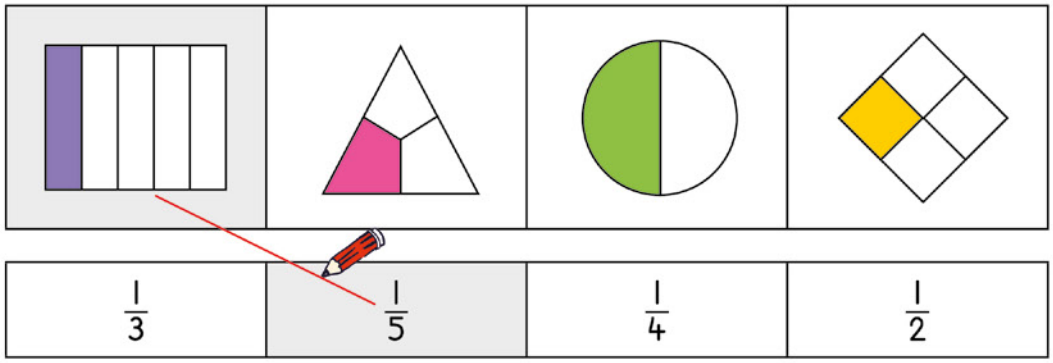
6 Yahlula uze ufakele umbala kumaqhezu.

Divide and colour the fractions.

$\frac{1}{2}$		$\frac{1}{3}$		$\frac{1}{4}$		$\frac{1}{5}$	

7 Krwela imigca utshatise amaqhezu.

Draw lines to match the fractions.



$\frac{1}{3}$	$\frac{1}{5}$	$\frac{1}{4}$	$\frac{1}{2}$

Amaqhezu

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

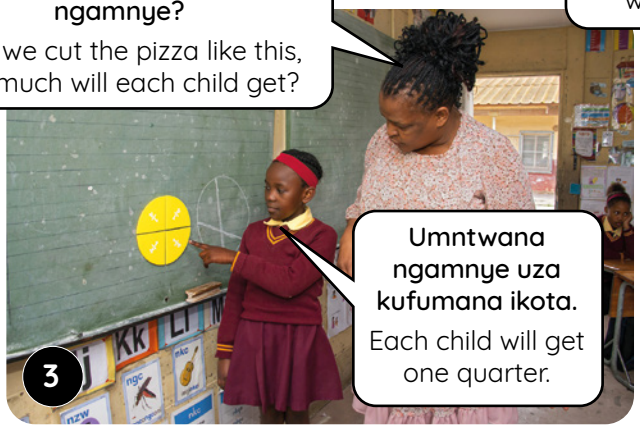
Ndinepitsa e-1 eza kohlulelwa abantwana aba-4. Kufuneka senze ntoni?
I have 1 pizza that needs to be shared between 4 children. What do I need to do?

Kufuneka uyisike ibe ngamaqebengwana ama-4 ukuze umntu ngamnye afumane iqebengwana.
You need to cut it into 4 so that each person gets a slice.

Ndingayisika ngolu hlobo?
Can I cut it like this?

Hayi – ayilunganga. Kufuneka amaqebengwane alingane twatse.
No – that's not fair. All the slices need to be exactly the same size.

Ukuba siyisike ngolu hlobo ipitsa, uza kufumana kangakanani umntwana ngamnye?
So, if we cut the pizza like this, how much will each child get?



Umntwana ngamnye uza kufumana ikota.
Each child will get one quarter.

Ewe, zi-4 iikota kwipitsa epheleleyo. Sifumana ntoni xa sisika ezahlulo ezi-6 ezilinganayo zepitsa?
Yes, there are 4 quarters in a whole pizza. What do we get if we cut 6 equal sized pieces of pizza?

Izithandathu.
Sixths.

Nika abafundi amathuba aliqela okusebenzisa izixhobo zabo zamaqhezu ukuze bohlule iimilo zibe zizahlulo zamaqhezu. Bakhuthaze ukuba bacinge ngokuba into (okanye imilo) yahlulwa ibe zizahlulo ezingaphi, nokusebenzisa isigama esichanekileyo samaqhezu ukuchaza ukuba uza kufumana kangakanani umntu ngamnye.

Provide opportunities for learners to use their fraction kits to divide shapes into fractional parts. Encourage them to think about how many parts the item (or shape) is divided into, and to use the appropriate fraction language to explain how much each person will get.

Fractions

IVEKI • WEEK 4

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)

1 Fakela umbala kwizahlulo zamaqhezu.
Colour in the fraction parts.

$\frac{1}{5}$	
$\frac{1}{8}$	
$\frac{1}{3}$	
$\frac{1}{6}$	
$\frac{1}{4}$	

2 Bhala iqhezu utshatise isahlulo esinombala.
Write the fraction to match the shaded part.

$\frac{1}{4}$			

3 Kukho iibhotile ezingama-24 ekhabhathini. Kukho iibhotile ezi-6 kwithala. Zininzi ngokuphindwe kangaphi iibhotile ezisekhabhathhini kunezo zikwithala?

There are 24 jars in the cupboard. There are 6 jars on the shelf. How many times more jars are there in the cupboard than on the shelf?

Zoba. Draw.		
isivakalisi manani sophindaphindo multiplication number sentence	isivakalisi manani sokwahlula division number sentence	Isiphumo. Answer.

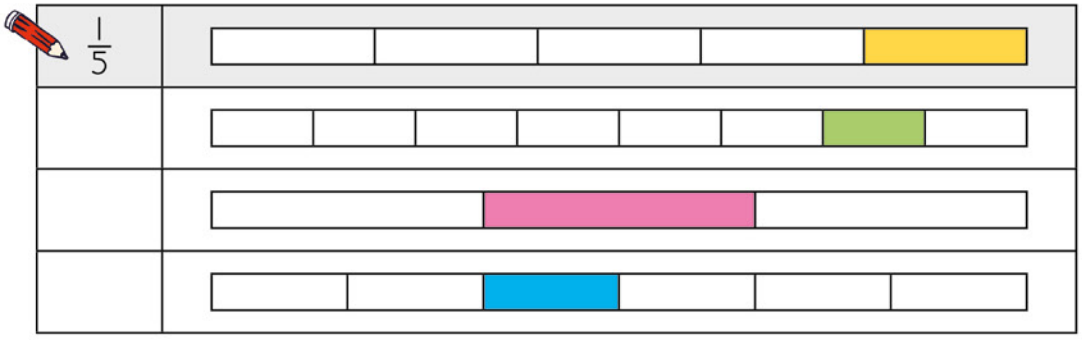
Kukho iincwadi ezingama-49 kwithala. Kukho iincwadi ezisi-7 phezu kwetafile. Ingaba zininzi ngokuphindwe kangaphi iincwadi ezikwithala kunezo zisetafileni?

There are 49 books on the shelf. There are 7 books on the table.
How many times more books are there on the shelf than on the table?

Zoba. Draw.		
isivakalisi manani sophindaphindo multiplication number sentence	isivakalisi manani sokwahlula division number sentence	Isiphumo. Answer.

4 Leliphi iqhezu elinombala?

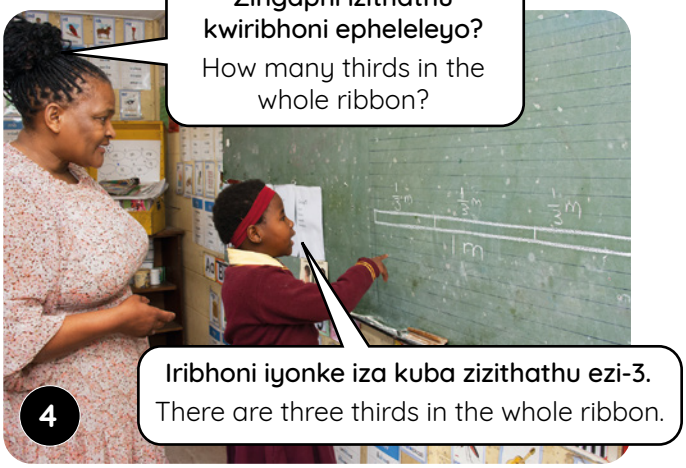
What fraction is shaded in?



Fractions

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT



Nika abafundi amathuba okuziqhelanisa nokwaba ngokwahlula ibe ngamaqhezu. Bakhuthaze ukuba bacinge ngokuba into (okanye imilo) yahlulwa ibe zizahlulo ezingaphi, nokusebenzisa isigama esichanekileyo samaqhezu ukuchaza ukuba uza kufumana kangakanani umntu ngamnye.

Provide opportunities for learners to practise sharing items by dividing them into fractions. Encourage them to think about how many parts the item (or shape) is divided into, and to then use the appropriate fraction language to explain how much each person will get.

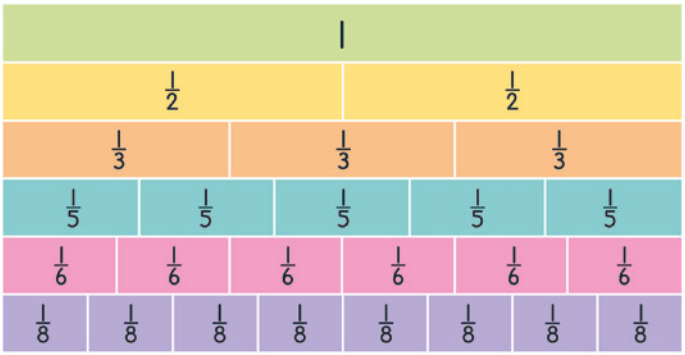
IVEKI • WEEK 4

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 Jonga olu donga lwamaqhezu.
Look at the fraction wall.



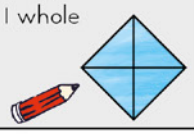
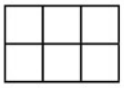
Kukho iziqingatha ezi-_2_ kwinto epheleleyo. There are _2_ halves in a whole.	
Kukho izahlulo zezithathu ezi____ kwinto epheleleyo. There are _____ thirds in a whole.	
Kukho izahlulo zezithandathu ezi____ kwinto epheleleyo. There are _____ sixths in a whole.	
Kukho izahlulo zezithandathu ezi____ kwisiqingatha. There are _____ sixths in a half.	
Kukho izahlulo zezithandathu ezi____ kwisithathu. There are _____ sixths in a third.	
Zingaphi izahlulo zezihlanu kwinto enye epheleleyo? How many fifths make up one whole?	5
Zingaphi izahlulo zezibhozo ezenza into enye epheleleyo? How many eighths make up one whole?	
Zingaphi izahlulo zezithathu ezenza into enye pheleleyo? How many thirds make up one whole?	
Zingaphi izahlulo zezithandathu ezenza into enye epheleleyo? How many sixths make up one whole?	

38

Fractions

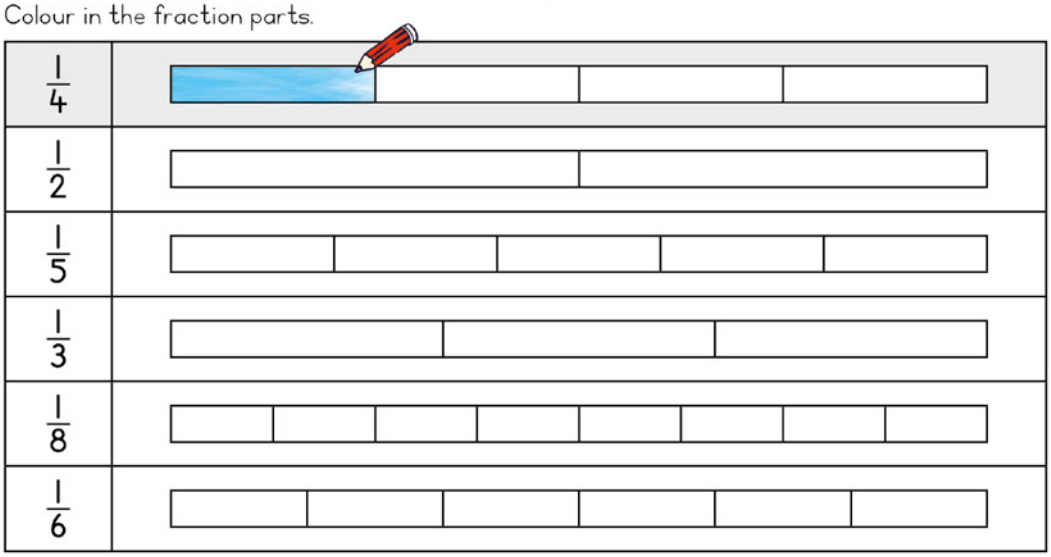
2 Fakela umbala kumaqhezu ubonise into epheleleyo.

Colour in the fractions to show a whole.

iikota ezi-4 = 1 epheleleyo	izithandathu ezi-____ = 1 epheleleyo	izithathu ezi-____ = 1 epheleleyo
4 quarters = 1 whole 	____ sixths = 1 whole 	____ thirds = 1 whole 

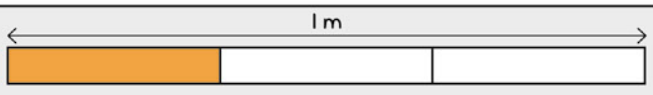
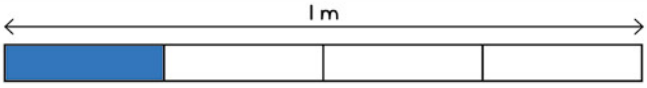
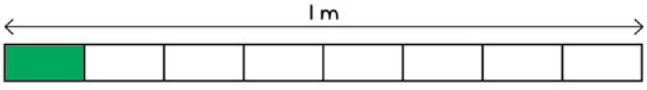
3 Fakela umbala kwizahlulo zamaqhezu.

Colour in the fraction parts.



4 Zide kangakanani izahlulo ezifakwe umbala?

What is the length of the shaded parts?

	ubude length
	1/3 m
	
	
	

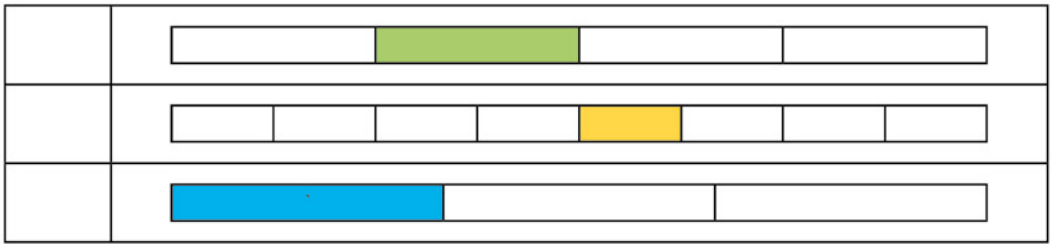
IVEKI • WEEK 4

USUKU 5 • DAY 5

Uvavanyo noqukaniso
Assessment and consolidation

UVAVANYO ASSESSMENT → IPHEPHA LOKUSEBENZELA WORKSHEET

1 Leliphi iqhezu elifakwe umbala?
What fraction is shaded in?



2 Kukho amapetyu angama-60. Yabela abahlobo abali-10. Ufumana amapetyu amangaphi umhlobo ngamnye?
There are 60 marbles. Share the marbles between 10 friends. How many does each friend get?

Zoba.
Draw.

isivakalisi manani sophindaphindo multiplication number sentence	isivakalisi manani sokwahlula division number sentence	Isiphumo. Answer.

3

56 ÷ 8 = ____	42 ÷ 7 = ____	9 ÷ 9 = ____	15 ÷ 5 = ____

Masithethe ngeMaths!
Let's talk Maths!

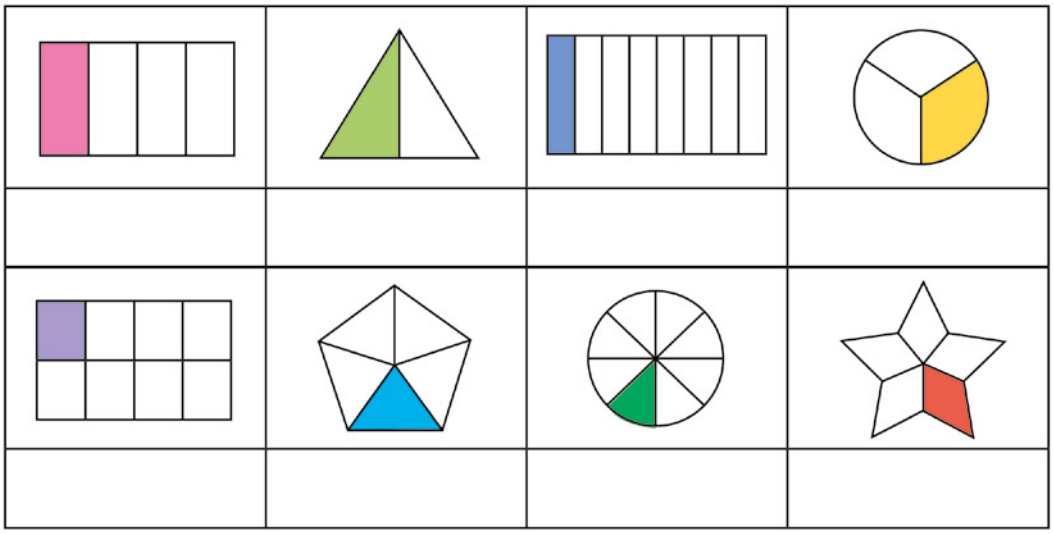
NgesiXhosa sithi:	In English we say:
amaqhezu	fractions
izahlulo zamaqhezu	fractional parts
iikota	quarters
izihlanu	fifths
izithathu	thirds

40

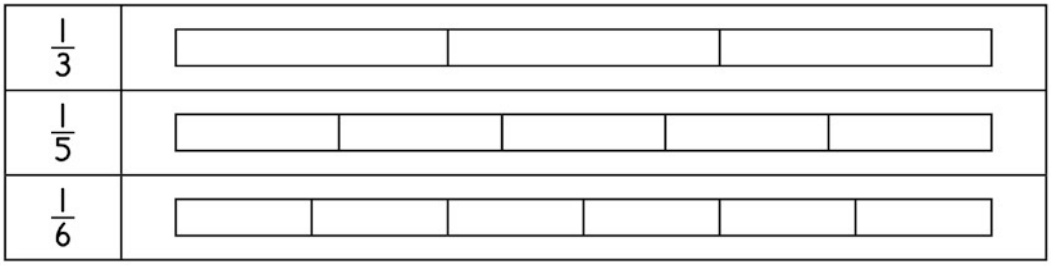
Assessment and consolidation

Uqukaniso | Consolidation

1 Bhala iqhezu.
Write the fraction.



2 Fakela umbala kwizahlulo zamaqhezu.
Colour in the fraction parts.



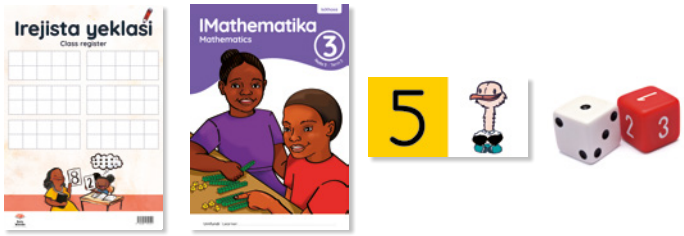
3 UThabo unesonka esimnandi esisikwe saziikota. Zoba ezinye iindlela ezi-3 anokusisika ngayo isonka sakhe sibe ziikota.
Thabo has a sandwich that is cut into quarters. Draw 3 other ways that he could cut his sandwich into quarters.

4

7 ÷ 1 = ____	48 ÷ 6 = ____	12 ÷ 4 = ____	0 ÷ 8 = ____

Amaqhezu

	Izixhobo
Izibalo zentloko: Ndinike ngaphezulu kunoku! (ngokushiyana: 1, 2, 3, 4, 5, ne-10 ngaphezulu)	*oonotsheluza* bakatitshala nababafundi
Umdlalo: *Imaths ekhawulezayo ngamakhadi nedayisi: 1, 2, 3, 4, 5 okanye 6 ngaphezulu*	*oonotsheluza* babafundi *nedayisi*



Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Amaqhezu	iLAB
2	Amaqhezu njengamanani	iLAB
3	Amaqhezu kumgcamanani	iLAB
4	Amaqhezu kumgcamanani	iLAB
5	Uqukaniso novavanyo olujolise ekufundeni	iLAB

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukuphuhlisa ukuqonda ulwalamano phakathi kwamaqhezu angaphezulu kweqhezu elinye nezinto ezipheleleyo.	
ukubonisa amaqhezu ngomgcamanani	

Uvavanyo

Uvavanyo olubhalwayo: Amanani, imisebenzi nolwalamano

Bhala phantsi amanqaku afunyenweyo kwali-10 kwiphetshana lamanqaku ekota.

Fractions

	Resources
Mental Maths: Give me more than! (vary: 1, 2, 3, 4, 5 and 10 more)	teacher and learner *flard cards*
Game: *Fast maths with cards and dice: 1, 2, 3, 4, 5 or 6 more*	learner *flard cards* and *dice*

Day	Lesson activity	Lesson resources
1	Fractions	LAB
2	Fractions as numbers	LAB
3	Fractions on a number line	LAB
4	Fractions on a number line	LAB
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
develop an understanding of the relationship between non-unitary fractions and wholes.	
represent fractions using a number line.	

Assessment

Written assessment: Numbers, operations and relationships

Record a mark out of 10 in the term mark sheet.

Amaqhezu

Ividiyo yezibalo zentloko

Kule veki, kwizibalo zentloko, sigxila kwiingqiqo ezingokungaphezulu kunenye. Utitshala uza kubonisa amanani amivo mi-2 namivo mi-3 ngoonotsheluza bakhe, ze abafundi babonise inani elingaphezulu ngo-1, 2, 3, 4, 5 okanye nge-10 besebenzisa ababo oonotsheluza. Oonotsheluza banceda abafundi ekuphuhliseni ulwazi lwabo lwamanani – basebenzisa amakhadi xa besakha amanani enziwe ngemivo, ngama-10 nangama-100. Thetha nabo ngamanani abawakhayo.

Ividiyo yomdlalo

Kule veki sidlala umdlalo *IMaths ekhawulezayo ngamakhadi nedayisi – 1, 2, 3, 4, 5, okanye 6 ngaphezulu!* Umfundi omnye uveza inani elinemivo emi-2 okanye elimivo mi-3 *ngoonotsheluza*. Omnye umfundi uphosa idayisi aze adibanise 1, 2, 3, 4, 5 okanye 6 kwinani eliveziweyo. Lo mdlalo uza kunceda abafundi baziqhelise ukudibanisa amanani anomvo omnye ngokukhawuleza nangempumelelo.

Ividiyo yophuhliso lwengqiqo

Kule veki sifumanisa ulwalamano oluphakathi kwamaqhezu nento epheleleyo. Sifunda ukubonisa amaqhezu kumgcamanani. Siza kuziqhelisa ukucwangcisa nokuthelekisa amaqhezu, Kule veki sijolisa koku:

- ukuphuhlisa ukuqonda ulwalamano phakathi kwamaqhezu anenani langaphezulu elikhulu kuno-1 nezinto ezipheleleyo.
- ukubonisa amaqhezu ngomgcamanani.

Into emayiqatshelwe kule veki

- Ukusetyenziswa kwebhagrafu kunceda abafundi babe nombono wolwalamano oluphakathi kwamaqhezu nento epheleleyo. Bakhuthaze abafundi ukuze babone unxulumano oluphakathi kwamaqhezu nebhagrafu.
- Bakhuthaze abafundi bancokole ukuze baphuhlise ulwimi lwabo lwemathematika. Qinisekisa ukuba abafundi basebenzisa isigama ezichanekileyo: **isiqingatha**, **ikota**, **isinye kwisibhozo**, **isinye esithathwini**, **isinye kwisihlanu**, **isinye kwisithandathu**, **yahlula**, **iqhezu**, **indana**, **imfutshanana**, **ingaphezulu kuna-**, **ingaphantsi kuna-**

Fractions

Mental Maths video

This week we focus on the concept of more than in Mental Maths. Show a 2- or 3-digit number using your *flard card* and learners must show a number that is 1, 2, 3, 4, 5 or 10 more using their *flard cards*. The *flard cards* allow learners to develop their number sense – they work with cards to construct numbers made of 1s, 10s and 100s. Talk to them about the numbers they make.

Game video

This week we play the game *Fast maths with cards and dice – 1, 2, 3, 4, 5 or 6 more than!* One learner shows a 2- or 3-digit number using *flard cards*. The other learner throws a *dice* and must add 1, 2, 3, 4, 5 or 6 to the number that is shown. This game helps learners to practise adding single digit numbers quickly and easily.

Conceptual development video

This week we investigate the relationship between fractions and a whole. We learn how to represent fractions using a number line. We also practise ordering and comparing fractions. This week we focus on:

- developing an understanding of the relationship between non-unitary fractions and wholes.
- representing fractions using a number line.

What to look out for this week

- The use of a bar diagram is helpful in enabling learners to visualise the relationship between fractions and a whole. Encourage learners to see the link between number lines and the bar diagrams.
- Encourage conversation between learners so that they can develop their mathematical language. Ensure that learners are using the correct vocabulary: **half**, **quarter**, **eighth**, **third**, **fifth**, **sixth**, **divide**, **fraction**, **longer**, **shorter**, **more than**, **less than**

Amaqhezu

IZIBALO ZENTLOKO MENTAL MATHS | NDINIKE NGAPHEZULU KUNOKU GIVE ME MORE THAN → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA LOKUSEBENZELA WORKSHEETS

IZIBALO ZENTLOKO | MENTAL MATHS

Sebenzisa oonotsheluza ubonise amanani angaphezulu ngo-1, 2, 3, 4, 5 okanye nge-10.

Use *flard cards* to show 1, 2, 3, 4, 5 or 10 more.

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.

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

Veza elingaphezulu ngezi-2.
Show me 2 more.

1

Ama-78 angaphezulu ngezi-2 kunama-76.
78 is 2 more than 76.

2

Ndibonise elingaphezulu ngezi-4.
Show me 4 more.

3

Ama-369 angaphezulu ngezi-4 kunama-365.
369 is 4 more than 365.

4

Fractions

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

Thabatha.
Subtract.

43 – 20 = _____

67 – 30 = _____

89 – 50 = _____

36 – 10 = _____

54 – 40 = _____

72 – 50 = _____

97 – 10 = _____

81 – 40 = _____

33 – 20 = _____

65 – 40 = _____

Usuku 2 Day 2

Thabatha.
Subtract.

69 – 20 = _____

85 – 60 = _____

47 – 20 = _____

57 – 50 = _____

36 – 10 = _____

88 – 50 = _____

63 – 60 = _____

47 – 20 = _____

39 – 20 = _____

79 – 40 = _____

Usuku 3 Day 3

Thabatha.
Subtract.

26 – 10 = _____

48 – 30 = _____

51 – 40 = _____

74 – 70 = _____

92 – 60 = _____

83 – 30 = _____

67 – 40 = _____

75 – 50 = _____

33 – 30 = _____

99 – 10 = _____

Usuku 4 Day 4

Thabatha.
Subtract.

15 – 10 = _____

89 – 70 = _____

66 – 50 = _____

47 – 10 = _____

71 – 20 = _____

38 – 20 = _____

79 – 70 = _____

42 – 30 = _____

84 – 10 = _____

61 – 10 = _____

Amaqhezu

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Ndineribhoni engange-1 m endifuna ukuyabela abahlobo aba-4. Ukuba siyisika ngolu hlobo uza kufumana izahlulo ezingaphi umntwana ngamnye?

I have 1 m of ribbon that I want to share between 4 friends. If we cut the ribbon like this, how much will each friend get?

Umntwana ngamnye uza kufumana ikota.

Each child will get one quarter.

Ukuba ndinika umntu omnye izijungqe ezibini, uza kufumana isahlulo esingakanani?

If I give one person two pieces of ribbon, how much would that person get?

Baza kufumana iikota ezi-2.

They would get 2 quarters.

Singalibhala njani iqhezu?

How would we write that as a fraction?

Ngolu hlobo $\frac{2}{4}$.

Like this $\frac{2}{4}$.

Ukuba ndinika umntu omnye izijungqe ezithathu zeribhoni, uza kufumna isahlulo esingakanani loo mntu?

If I give one person three pieces of ribbon, how much would that person get?

Iikota ezintathu kuba uza kufumana izijungqe ezi-3 kwizijungqe zeribhoni ezi-4.

Three quarters because they would have 3 of the 4 pieces of ribbon.

Nika abafundi amathuba okuziqhelisa ukwaba ngokuzahlula zibe ngamaqhezu. Bakhuthaze abafundi basebenzise isigama esichanekileyo sokuxoxa ngamaqhezu anenani langaphezulu elikhulu kuno-1.

Provide opportunities for learners to practise sharing items by dividing them into fractions. Encourage learners to use the correct language to discuss non-unitary fractions.

Fractions

IVEKI • WEEK 5

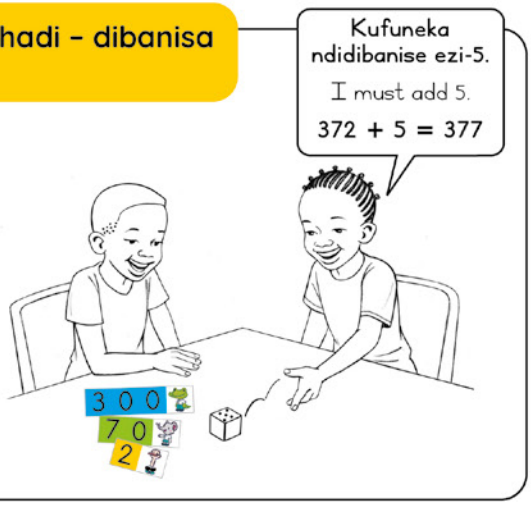
USUKU 1 • DAY 1

Amaqhezu
Fractions

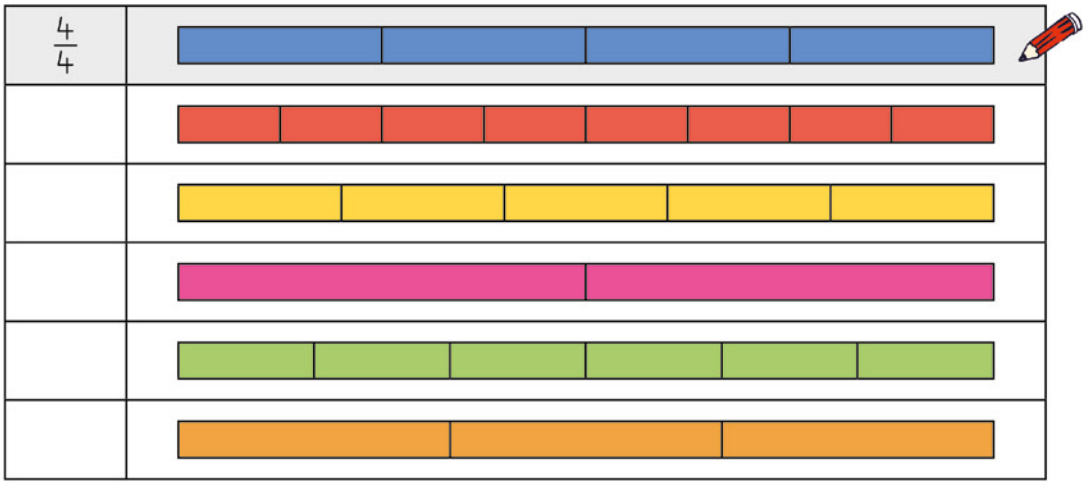
IZIBALO ZENTLOKO – MENTAL MATHS | NDINIKE NGAPHEZULU – GIVE ME MORE THAN → UMDLALO – GAME → UPHUHLISO LWENGQIQO – CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA – WORKSHEETS

Umdlalo: Imaths ekhawulezayo ngamakhadi – dibanisa
Game: Fast maths with cards – add

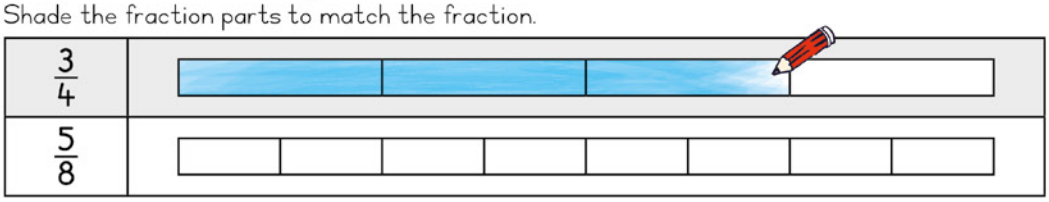
- Dlalani ngababini.
  Play in pairs.
- Bonisa inani usebenzise oonotsheluza bamanani.
  Show a number using your flard cards.
- Phosa idayisi – dibanisa!
  Throw a dice – add!
- Phinda kwakhona!
  Do it again!



1 Leliphi iqhezu elifakwe umbala?
What fraction has been shaded?



2 Fakela umbala kwizahlulo zamaqhezu ukuze zihambelane neqhezu elinikiweyo.
Shade the fraction parts to match the fraction.



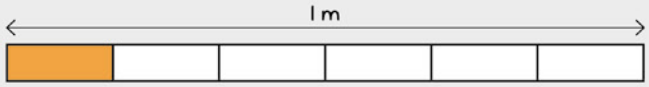
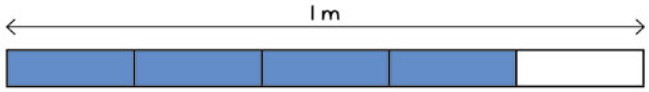
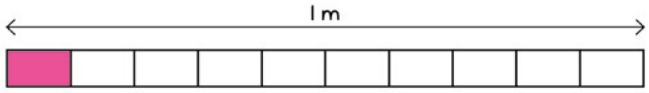
42

Amaqhezu

$\frac{2}{5}$	
$\frac{3}{6}$	
$\frac{2}{3}$	

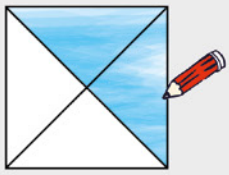
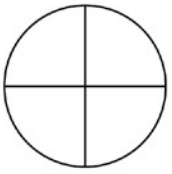
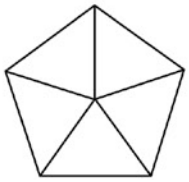
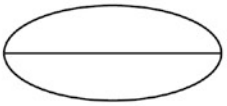
3 Bungakanani ubude besahlulo esifakelwe umbala?

What is the length of the shaded part?

	ubude length
	$\frac{1}{6}$ m
	
	
	

4 Fakela umbala.

Colour in.

$\frac{1}{2}$ 	$\frac{3}{4}$ 	$\frac{2}{3}$ 
$\frac{4}{5}$ 	$\frac{1}{2}$ 	$\frac{5}{8}$ 

Fractions as numbers

IZIBALO ZENTLOKO (MENTAL MATHS) | NDINIKE NGAPHEZULU KUNOKU (GIVE ME MORE THAN) → UMDLALO (GAME) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → AMAPHEPHA LOKUSEBENZELA (WORKSHEETS)

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

1

Zingaphi izahlulo ezilinganayo ozibonayo kule rekthengile?
How many equal parts do you see in this rectangle?

Kukho izahlulo ezilinganayo ezi-5 – zizihlanu.
There are 5 equal parts – that is fifths.

2

Ukuba kufuneka ndifake umbala kwi-$\frac{2}{5}$, ndiza kufaka umbala phi?
If I have to colour in $\frac{2}{5}$, what must I colour in?

Uza kufaka umbala kwizahlulo ezi-2 kwezi-5.
You must colour in 2 of the 5 parts.

3

Liqhezu lini elifakwe umbala xa irekthengile yam ikhangeleka olu hlobo?
What fraction is coloured in if my rectangle looks like this?

Zi-5 izihlanu ezifakwe umbala.
5 fifths are coloured in.

4

Yeyiphi enye indlela yokubhala $\frac{5}{5}$?
What is another way of writing $\frac{5}{5}$?

$\frac{5}{5}$ uyafana no-1 kuba kukho izihlanu ezi-5 kwinto epheleleyo.
$\frac{5}{5}$ is the same as 1 because there are 5 fifths in a whole.

Nika abafundi amathuba aliqela okuziqhelisa ukuchonga amaqhezu anenani langaphezulu elikhulu kuno-1 ngokuchonga izahlulo ezinombala nokusebenzisa ulwimi oluchanekileyo ukucacisa indlela abacinga ngayo. Sebenzisa amanye amaqhezu afana nerekthengile eyahlulwe yizizahlulo ezisibhozo, ubabuze nngala maqhezu $\frac{2}{8}$, $\frac{5}{8}$ no-$\frac{8}{8}$.

Provide opportunities for learners to practise recognising non-unitary fractions by identifying the parts coloured in and using the correct language to explain their reasoning. Use other fractions, such as a rectangle divided into eighths, and ask them about the fractions $\frac{2}{8}$, $\frac{5}{8}$ and $\frac{8}{8}$.

Amaqhezu njengamanani

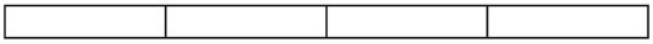
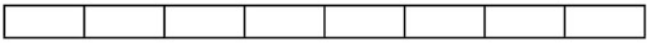
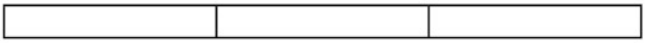
IVEKI • WEEK 5

USUKU 2 • DAY 2

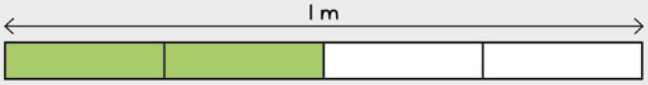
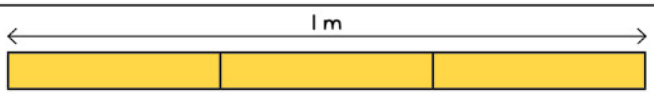
Amaqhezu njengamanani
Fractions as numbers

IZIBALO ZENTLOKO MENTAL MATHS | NDINIKE NGAPHEZULU GIVE ME MORE THAN → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

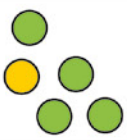
1 Fakela umbala kwizahlulo zamaqhezu ukuze zihambelane neqhezu elinikiweyo.
Shade the fraction parts to match the fraction.

iikota ezine four quarters	
isithathu kwisibhozo three eighths	
isibini kwisihlanu two fifths	
isihlanu kwisithandathu five sixths	
isinye kwisithathu one third	

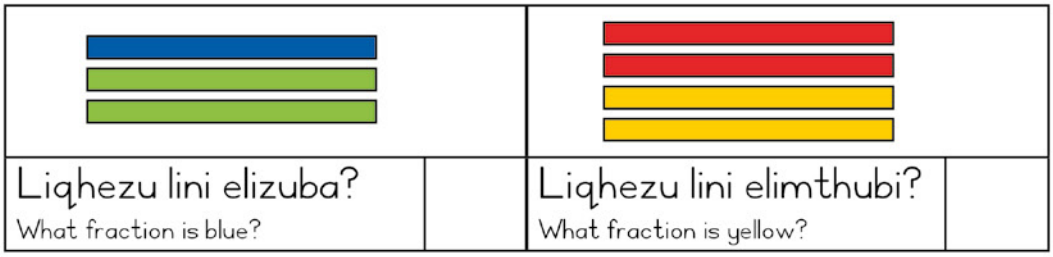
2 Side kangakanani isahlulo esinombala?
What is the length of the shaded part?

	ubude length
	$\frac{2}{4}$ m
	
	

3 Jonga imifanekiso uze uphendule imibuzo.
Look at the pictures and answer the questions.

			
Liqhezu lini elibomvu? What fraction is red?	$\frac{1}{2}$	Liqhezu lini eliluhlaza? What fraction is green?	

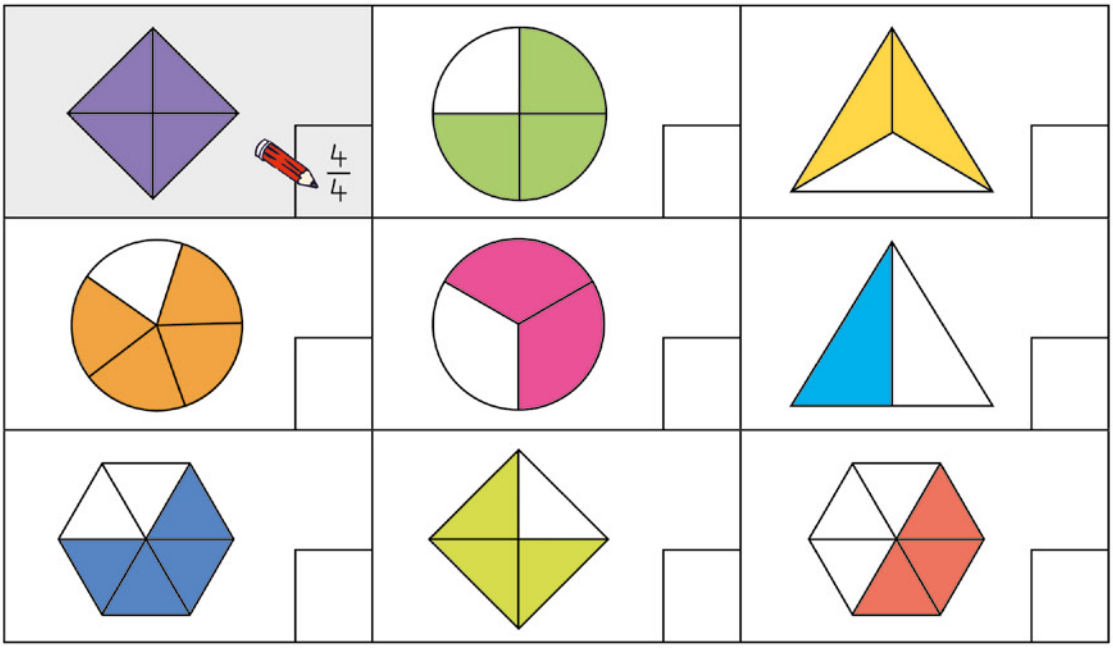
Fractions as numbers



Liqhezu lini elizuba? What fraction is blue?		Liqhezu lini elimthubi? What fraction is yellow?	

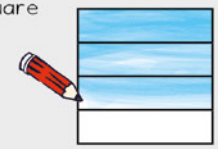
4 Bhala amaqhezu.

Write the fractions.



5 Zoba amaqhezu eemilo.

Draw fractions of the shapes.

3/4 zesikwere of a square 	1/2 sesangqa of a circle	2/3 sikanxantathu of a triangle
4/5 sesangqa of a circle	4/8 sesikwere of a square	2/6 serekthengile of a rectangle

Amaqhezu njengamanani

IZIBALO ZENTLOKO (MENTAL MATHS) NDINIKE NGAPHEZULU KUNOKU (GIVE ME MORE THAN) → UMDLALO (GAME) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → AMAPHEPHA LOKUSEBENZELA (WORKSHEETS)

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Zingaphi izahlulo ezilinganayo ozibonayo kule rekthengile?
How many equal parts do you see in this rectangle?

Kukho izahlulo ezi-6 ezilinganayo – zizithandathu.
There are 6 equal parts – they are sixths.

Zingaphi izahlulo ozibonayo phakathi kuka-0 no-1 kumgcamanani?
How many parts do you see between 0 and 1 on the number line?

Ndibona izahlulo ezi-6.
I see 6 parts.

Singalibeka phi iqhezu $\frac{3}{6}$ kumgcamanani?
Where would we put $\frac{3}{6}$ on the number line?

Apha, lyahambelana nesi-3 kwisithandathu serekthengile.
Here. That matches the 3 sixths of the rectangle.

Xoxa malunga nokuba abhalwe phi amanye amaqhezu kumgcamanani, umz. $\frac{1}{6}$, $\frac{2}{6}$, $\frac{4}{6}$, $\frac{5}{6}$.
Discuss where to write the other fractions on the number line, such as $\frac{1}{6}$, $\frac{2}{6}$, $\frac{4}{6}$, $\frac{5}{6}$.

Nika abafundi amathuba okuziqhelisa ukuchonga amaqhezu anenani langaphezulu elikhulu kuno-1 ngokuchonga izahlulo ezinombala nokusebenzisa ulwimi oluchanekileyo ukuchaza indlela abacinga ngayo. Nceda abafundi babone unxulumano phakathi kwamanani akumgcamanani namaqhezu akwirekthengile.

Provide opportunities for learners to practise recognising non-unitary fractions by identifying the parts coloured in and using the correct language to explain their reasoning. Help learners to see the link between numbers on a number line and the fractional parts shown in the rectangle.

Fractions on a number line

IVEKI • WEEK 5

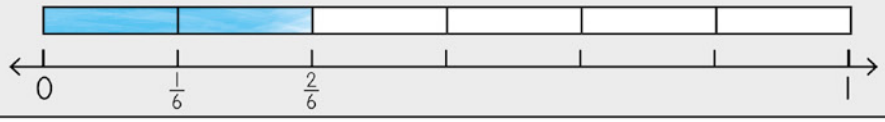
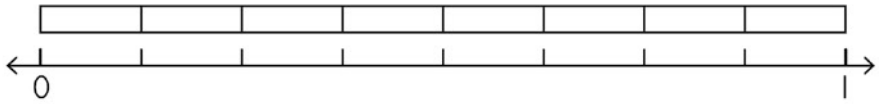
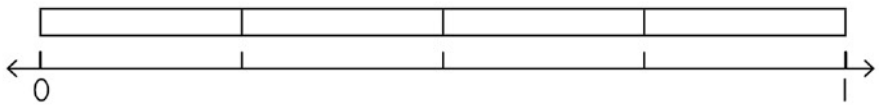
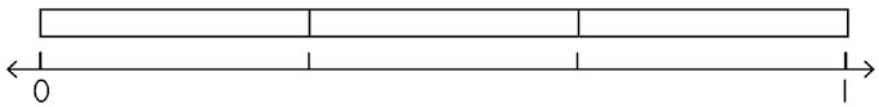
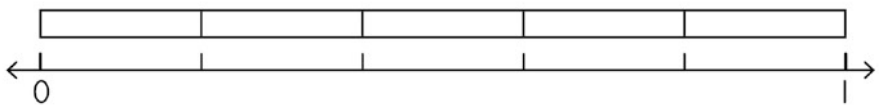
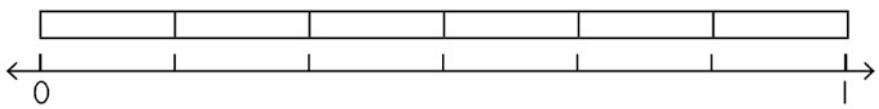
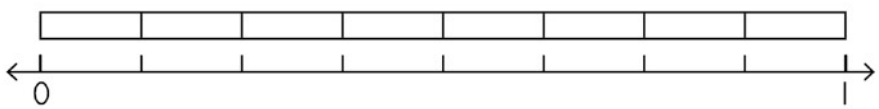
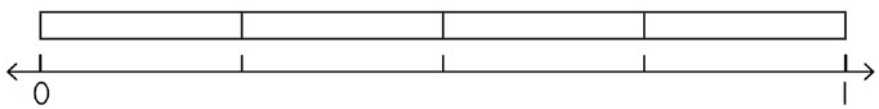
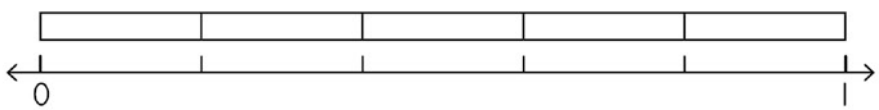
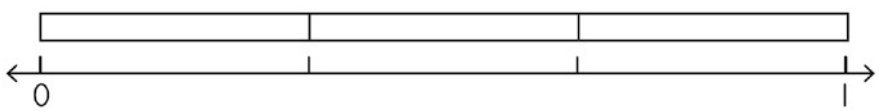
USUKU 3 • DAY 3

Amaqhezu kumgcamanani
Fractions on a number line

IZIBALO ZENTLOKO (MENTAL MATHS) | NDINIKE NGAPHEZULU (GIVE ME MORE THAN) → UMDLALO (GAME) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

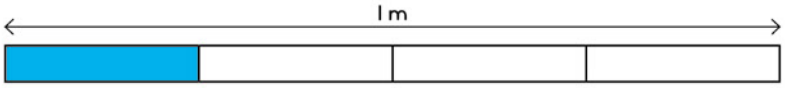
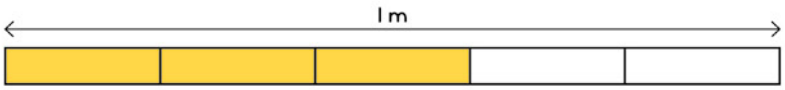
1 Fakela umbala. Bhala amaqhezu kumgcamanani.

Shade. Write the fractions on the number line.

$\frac{2}{6}$	
$\frac{4}{8}$	
$\frac{2}{4}$	
$\frac{1}{3}$	
$\frac{2}{5}$	
$\frac{6}{6}$	
$\frac{7}{8}$	
$\frac{1}{4}$	
$\frac{3}{5}$	
$\frac{3}{3}$	

Amaqhezu njengamanani

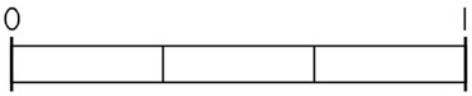
2 Side kangakanani isahlulo esinombala?
What is the length of the shaded part?

	ubude length
	$\frac{2}{3}$ m
	
	
	
	
	

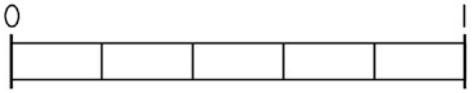
3 Leliphi iqhezu elalathwa lutolo kumgcamanani?
What fraction does the arrow show on the number line?

$\frac{3}{4}$

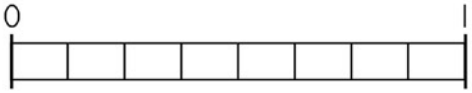
Bonisa i-$\frac{2}{3}$ kumgcamanani.
Show $\frac{2}{3}$ on the number line.



Bonisa i-$\frac{1}{5}$ kumgcamanani.
Show $\frac{1}{5}$ on the number line.



Bonisa i-$\frac{5}{8}$ kumgcamanani.
Show $\frac{5}{8}$ on the number line.



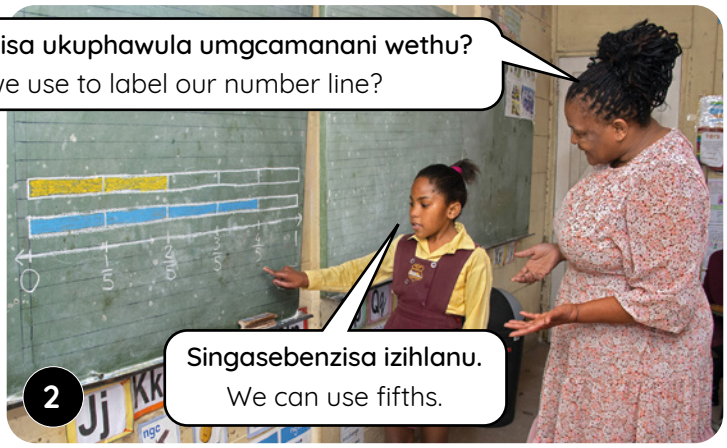
Fractions on a number line

IZIBALO ZENTLOKO MENTAL MATHS | NDINIKE NGAPHEZULU KUNOKU GIVE ME MORE THAN → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA LOKUSEBENZELA WORKSHEETS

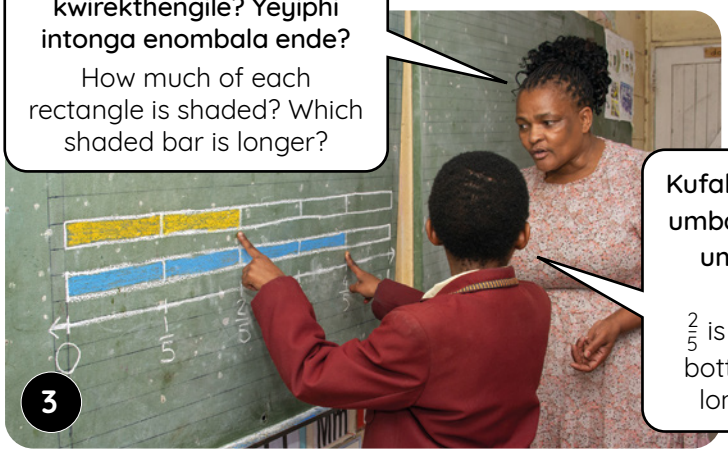
UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Zingaphi izahlulo ozibonayo phakathi kuka-0 no-1 kumgcamanani?
How many parts do you see between 0 and 1 on the number line?

Leliphi iqhezu esinokulisebenzisa ukuphawula umgcamanani wethu?
What fractions could we use to label our number line?



Ingakanani indawo efakelwe umbala kwirekthengile? Yeyiphi intonga enombala ende?
How much of each rectangle is shaded? Which shaded bar is longer?



Nika abafundi amathuba okuthelekisa amaqhezu ahlukileyo kumgcamanani. Bancede babone unxulumano phakathi komgcamanani nezahlulo zamaqhezu eziboniswe kwirekthengile.

Provide opportunities for learners to compare different fractions on a number line. Help them see the link between the number line and the fractional parts shown in the rectangle.

Amaqhezu kumgcamanani

IVEKI • WEEK 5

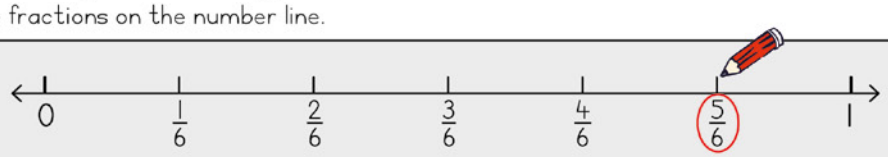
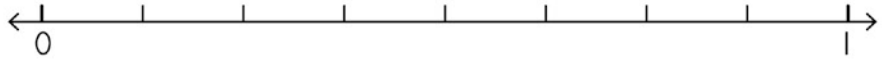
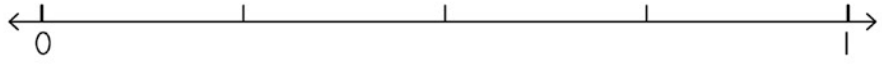
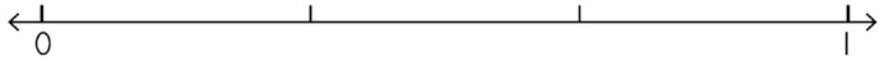
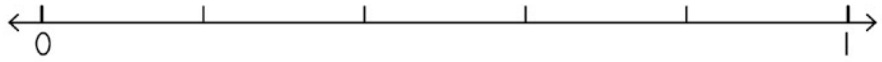
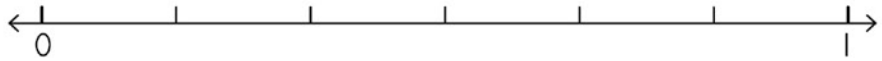
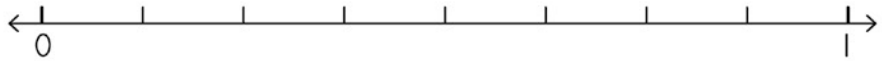
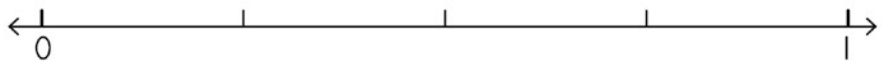
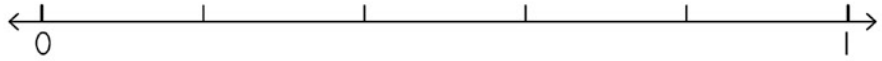
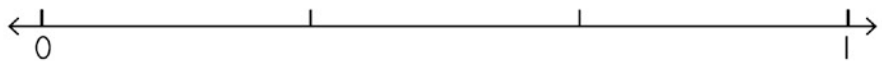
USUKU 4 • DAY 4

Amaqhezu kumgcamanani
Fractions on a number line

IZIBALO ZENTLOKO MENTAL MATHS | NDINIKE NGAPHEZULU GIVE ME MORE THAN → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

1 Bhala amaqhezu kumgcamanani.

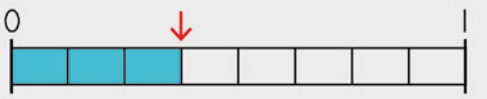
Write the fractions on the number line.

$\frac{5}{6}$	
$\frac{1}{8}$	
$\frac{3}{4}$	
$\frac{1}{3}$	
$\frac{1}{5}$	
$\frac{2}{6}$	
$\frac{5}{8}$	
$\frac{2}{4}$	
$\frac{4}{5}$	
$\frac{2}{3}$	

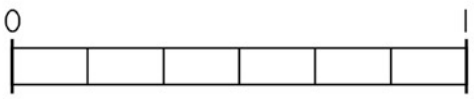
Fractions on a number line

2 Leliphi iqhezu elalathwa lutolo kumgcamanani?
What fraction does the arrow show on the number line?

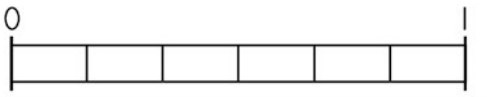
$\frac{3}{8}$



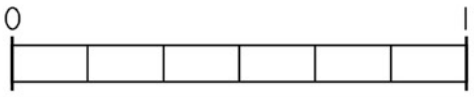
Bonisa i-$\frac{5}{6}$ kumgcamanani.
Show $\frac{5}{6}$ on the number line.



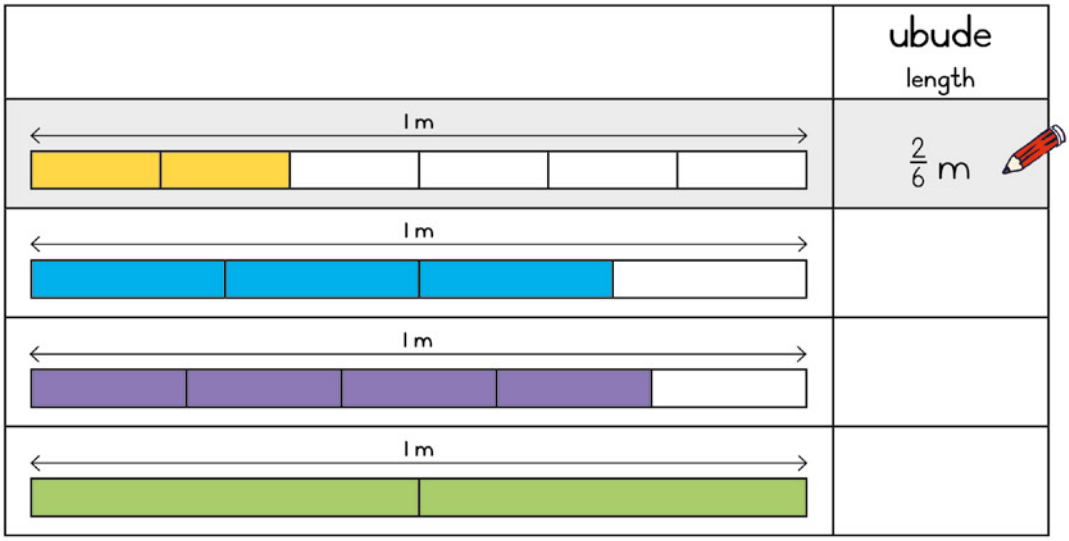
Bonisa i-$\frac{1}{6}$ kumgcamanani.
Show $\frac{1}{6}$ on the number line.



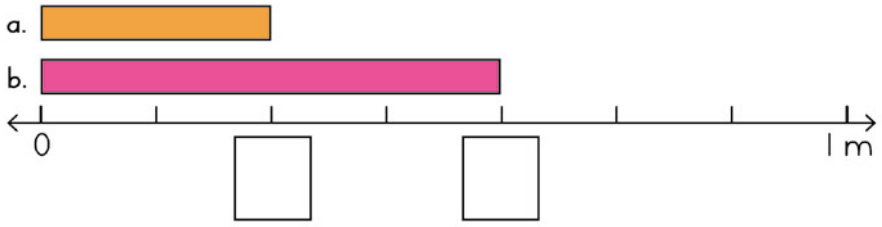
Bonisa i-$\frac{3}{6}$ kumgcamanani.
Show $\frac{3}{6}$ on the number line.



3 Side kangakanani isahlulo esinombala?
What is the length of the shaded part?



4 Zinde kangakanani ezi ntsimbi? Bhala iqhezu lika-a nelika-b kumgcamanani.
How long are the bars? Write the fractions for a and b on the number line.



IVEKI • WEEK 5

USUKU 5 • DAY 5

Uvavanyo noqukaniso
Assessment and consolidation

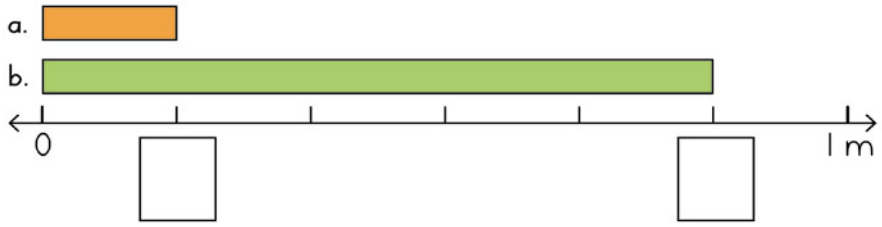
UVAVANYO ASSESSMENT → IPHEPHA LOKUSEBENZELA WORKSHEET

1 Fakela umbala kwi-$\frac{1}{4}$ yemilo nganye.
Colour in $\frac{1}{4}$ of each shape.

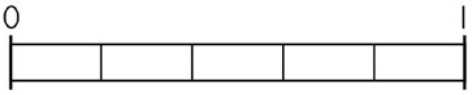
2 Fakela umbala kwizahlulo zamaqhezu ukuze zihambelane neqhezu elinikiweyo.
Shade the fraction parts to match the fraction.

$\frac{2}{4}$	
$\frac{7}{8}$	

3 Zinde kangakanani ezi ntsimbi? Bhala iqhezu lika-a nelika-b kumgcamanani.
How long are the bars? Write the fractions for a and b on the number line.



4 Bonisa i-$\frac{3}{5}$ kumgcamanani.
Show $\frac{3}{5}$ on the number line.



Masithethe ngeMaths!
Let's talk Maths!

NgesiXhosa sithi:	In English we say:
izahlulo zento epheleleyo	parts of a whole
umgcamanani	number line
inde kuna-	longer than
imfutshane kuna-	shorter than

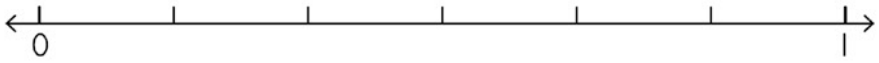
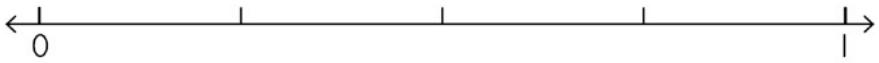
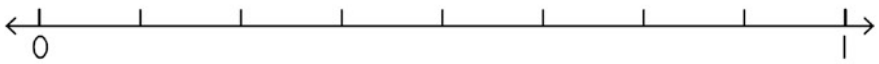
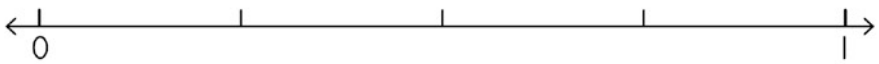
50

Assessment and consolidation

Uqukaniso | Consolidation

1 Bhala amaqhezu kumgcamanani.

Write the fractions on the number line.

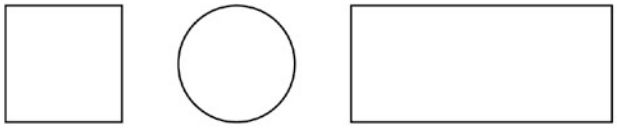
$\frac{1}{6}$	
$\frac{5}{8}$	
$\frac{1}{4}$	
$\frac{2}{3}$	
$\frac{5}{5}$	
$\frac{3}{6}$	
$\frac{3}{8}$	
$\frac{3}{4}$	

2 Fakela umbala kwi-$\frac{1}{2}$ semilo nganye.

Colour in $\frac{1}{2}$ of each shape.

Fakela umbala kwi-$\frac{2}{4}$ yemilo nganye.

Colour in $\frac{2}{4}$ of each shape.

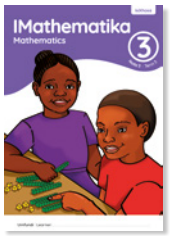


Fakela umbala kwi-$\frac{3}{4}$ yemilo nganye.

Colour in $\frac{3}{4}$ of each shape.

Ubude

	Izixhobo
Izibalo zentloko: *Fizz Pop – ukwahlula kubini*	azikho
Umdlalo: *1, 2, 3 veza – thelekisa*	*oonotsheluza bamanani*




Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Iimitha	iLAB, *1 m yerula esongwayo, iteyiphu yokulinganisela*
2	Iisentimitha	iLAB, *1 m yerula esongwayo*
3	Uqikelelo	iLAB, *1 m yerula esongwayo, iteyiphu yokulinganisela*, umtya
4	Ukusebenza ngeeyunithi zobude	iLAB
5	Uqukaniso novavanyo olujolise ekufundeni	iLAB

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukuqikelela, ukulinganisela nokurekhodisha ubude ngeemitha neesentimitha.	
ukusombulula iingxaki zamagama ezibandakanya iiyunithi zobude.	

Uvavanyo

Uvavanyo olubhalwayo: Iingxaki zokudibanisa nokuthabatha nezivakalisi manani

Bhala phantsi amanqaku afunyenweyo kwasi-8 kwiphetshana lamanqaku ekota.

Uvavanyo oluthethwayo nolwenziwayo

Qaphela abafundi ukuze uvavanye izakhono zabo zokulinganisa ubude.	**Amanqaku 5**		
Uluhlu lwezinto ezijongwayo: Ilungile/ayilunganga/iphantse	✓	✗	●
Uyakwazi ukuqikelela ubude ngokweesentimitha.			
Uyakwazi ukuqikelela ubude ngokweemitha.			
Uyakwazi ukulinganisela ubude ngokweesentimitha.			
Uyakwazi ukulinganisela ubude ngokweemitha.			
Uyakwazi ukusombulula iingxaki ezibandakanya iiyunithi zobude.			

Bhala amanqaku afunyenweyo kwama-5 kwiphetshana lamanqaku ekota.

Length

	Resources
Mental Maths: Fizz Pop – halving	none
Game: 1 2 3 show – compare	*flard cards*


Day	Lesson activity	Lesson resources
1	Metres	LAB, *1 m fold up ruler*, *tape measure*
2	Centimetres	LAB, *1 m fold up ruler*
3	Estimation	LAB, *1 m fold up ruler*, *tape measure*, string
4	Working with units of length	LAB
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
Estimate, measure and record lengths in metres and centimetres.	
Solve word problems involving units of length.	

Assessment

Written assessment: Addition and subtraction problems and number sentences

Record a mark out of 8 in the term mark sheet.

Oral and practical assessment

Observe learners to assess their ability to estimate and measure length in m and cm and solve length problems.	**Mark 5**		
Checklist: correct/incorrect/almost	✓	✗	●
Able to estimate lengths in centimetres.			
Able to estimate lengths in metres.			
Able to measure lengths in centimetres.			
Able to measure lengths in metres.			
Able to solve problems involving units of length			

Record a mark out of 5 in the term mark sheet.

Ubude

Ividiyo yezibalo zentloko

Kule veki siza kudlala umdlalo *uFizz Pop* kwakhona, sijolise ekwahluleni kubini. Kubalulekile ukuba abafundi baziqhelise ukwahlula kubini ukuze babe nobuchule bokusebenzisa le ndlela yokubala. Ukuqonda ngokukuko ukwahlula kubini kubalulekile xa abafundi beqala ukufunda ngamaqhezu.

Ividiyo yomdlalo

Kule veki sidlala umdlalo othi *1 2 3 Veza – thelekisa*. Lo mdlalo unika abafundi ithuba lokuthelekisa amanani amivo mi-2 baze bachaze ukuba leliphi inani elikhulu ileliphi elincinci. Bobabini abafundi baveza amanani amivo mi-2 *ngoonotsheluza bamanani*. Bathetha ngokuba lelikabani inani elikhulu nokuba lelikabani elincinci. Lo mdlalo ubethelela ingqiqo yamanani.

Ividiyo yophuhliso lwengqiqo

Kumsebenzi wale veki ongobude, abafundi baza kuhlaziya ukulinganisela ngeemitha nangeesentimitha. Baza kuqaphela iimitha neesentimitha njengeeyunithi ezisemgangathweni zokulinganisela baze bazisebenzise kwimisebenzi engokuqikelela nokulinganisela. Baza kwenza neengxaki zokudibanisa nokuthabatha besebenzisa iimitha neesentimitha. Kule veki sigxila koku:

- ukuqikelela, ukulinganisela nokurekhodisha ubude ngeemitha neesentimitha.
- ukusombulula iingxaki zamagama ezibandakanya iiyunithi zobude.

Into emayiqatshelwe kule veki

- Kubalulekile ukuba abafundi baqonde ukuba ukuqikelela kukuthelekelela okusekelwe kulwazi. Kubalulekile ukuba basebenzise ulwazi olukhoyo ukuze ukuthelekelela kwabo kusekelwe elwazini. Olu lwazi lubanceda bakwazi ukuba noluvo ngokufaneleka koqikelelo lwabo, nto leyo iyinxalenye okanye inyathelo elibalulekileyo lale nkqubo.
- Bakhuthaze abafundi bancokole ngobunzima ukuze baphuhlise ulwimi lwabo lwemathematika. Qinisekisa ukuba basebenzisa isigama esichanekileyo: **ubude**, **iyunithi esemgangathweni**, **uthelekiso**, **inde kuna-**, **imfutshane kuna-**, **ibanzi kuna-**, **ububanzi**, **imitha**, **rekhodisha**, **linganisela**, **umlinganiselo**, **ukuphakama**, **ukuya phambili**, **ukubuya umva**, **bala**, **qikelela**, **ingqikelelo**, **iimitha**, **iisentimitha**, **thelekisa**

Length

Mental Maths video

This week we play *Fizz Pop* again, with a focus on halving. It is important that learners practice halving and become efficient at using this calculation strategy. An understanding of halving is necessary as learners begin to learn about fractions.

Game video

This week we play the game *1 2 3 show – compare*. The game provides opportunities for the learners to compare 2-digit numbers and say which number is greater and which is smaller. Both learners show a 2-digit number using *flard cards*. They talk to each other about whose number is greater and whose is smaller. This game consolidates number concept.

Conceptual development video

In this week's work on length, learners revise measuring in metres and centimetres. They will recognise metres and centimetres as standard units of measurement and use them in estimating and measuring activities. They also work on addition and subtraction problems using metres and centimetres. This week we focus on:

- estimating, measuring and recording lengths in metres and centimetres.
- solving word problems involving units of length.

What to look out for this week

- It is important that learners understand that estimation is making an informed guess. It is essential that they use known information so that their guess can be informed. This known information helps them to judge the reasonableness of their estimation, which is a necessary part of the process.
- Encourage conversation between learners so that they can develop their mathematical language. Ensure that they are using the correct vocabulary: **length**, **standard unit**, **comparison**, **longer**, **shorter**, **taller**, **wider**, **width**, **metre**, **record**, **measure**, **measurement**, **height**, **forwards**, **backwards**, **calculate**, **estimate**, **estimation**, **metres**, **centimetres**, **compare**

Iimitha

IZIBALO ZENTLOKO MENTAL MATHS → FIZZ POP – YAHLULA KUBINI FIZZ POP – HALVE → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA LOKUSEBENZELA WORKSHEETS

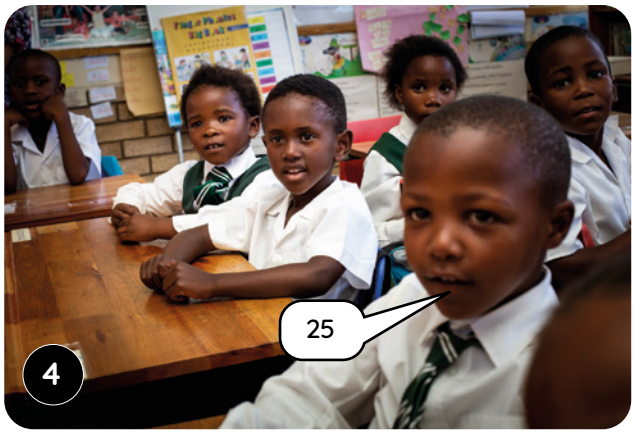
IZIBALO ZENTLOKO | MENTAL MATHS

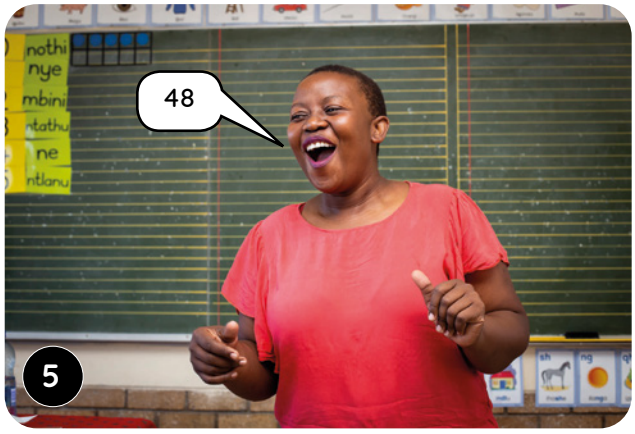
Dlalani *uFizz Pop* ukuze niziqhelise ukwahlula kubini.

Play *Fizz Pop* to practise halving.

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.

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





Metres

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

Dibanisa.
Add.

136 + 10 = _____

352 + 20 = _____

481 + 40 = _____

620 + 30 = _____

858 + 50 = _____

910 + 20 = _____

176 + 10 = _____

470 + 30 = _____

335 + 40 = _____

204 + 50 = _____

Usuku 2 Day 2

Dibanisa.
Add.

340 + 15 = _____

201 + 12 = _____

505 + 43 = _____

161 + 31 = _____

600 + 36 = _____

261 + 47 = _____

500 + 25 = _____

156 + 13 = _____

450 + 42 = _____

300 + 18 = _____

Usuku 3 Day 3

Dibanisa.
Add.

242 + 44 = _____

323 + 34 = _____

445 + 12 = _____

554 + 24 = _____

627 + 63 = _____

333 + 14 = _____

421 + 37 = _____

542 + 51 = _____

120 + 20 = _____

222 + 64 = _____

Usuku 4 Day 4

Dibanisa.
Add.

203 + 44 = _____

326 + 51 = _____

453 + 22 = _____

511 + 33 = _____

638 + 61 = _____

110 + 51 = _____

202 + 11 = _____

321 + 25 = _____

413 + 31 = _____

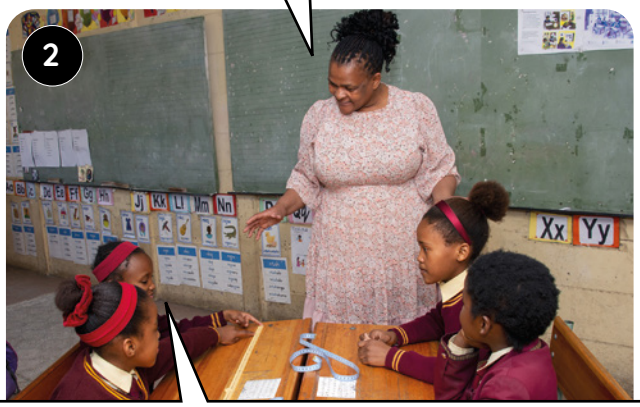
521 + 60 = _____

Iimitha

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Yeyiphi iyunithi yokulinganisela endinokuyisebenzisa ukulinganisela olu cango?
What unit of measurement should I use to measure this door?

Kutheni kufuneka ndisebenzise iimitha ingabi ziisentimitha ukulinganisela ucango?
Why would I use metres and not centimetres to measure the door?

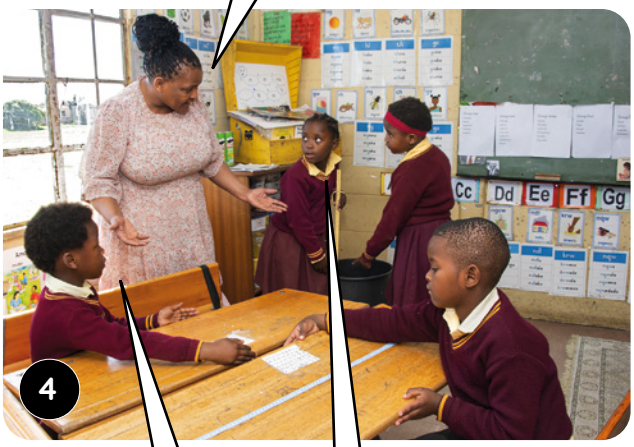


Kufuneka usebenzise iimitha ukuze ulinganisele olu cango.
You need to use metres to measure the door.

Sisebenzisa iimitha xa silinganisela izinto ezinde ze sisebenzise iisentimitha xa silinganisela izinto ezimfutshane.
We use metres to measure things that are longer and centimetres to measure things that are shorter.

Yintoni oyibonayo ende kunemitha e-1?
What can you see that is longer than 1 metre?

Yintoni oyibonayo emfutshane kune-1 m?
What can you see that is shorter than 1 metre?



Itafile katitshala inde kunemitha e-1.
Teacher's desk is longer than 1 m!

Ibhodi inde kunemitha e-1.
The board is longer than 1 m!

Idesika yam imfutshane kune-1 m.
My desk is shorter than 1 m!

Umgqomo wenkunkuma mfutshane kune-1 m.
The rubbish bin is shorter than 1 m!

Nika abafundi amathuba aliqela okulinganisela izinto ezikhoyo ngerula okanye ngeteyiphu yokulinganisela (ngaphakathi eklasini okanye ngaphandle). Kufuneka abafundi bakhangele izinto ezinde nezimfutshane kunemitha, nezinto ezilingana nemitha.

Provide opportunities for the learners to measure objects using the ruler or the tape measure (inside or outside the classroom). Learners should find items that are longer and shorter than a metre and items that are the same length as a metre.

Metres

IVEKI • WEEK 6

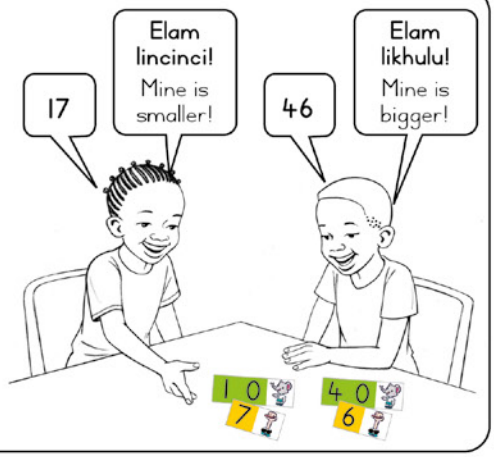
USUKU 1 • DAY 1

limitha
Metres

IZIBALO ZENTLOKO – MENTAL MATHS | FIZZ POP – YAHLULA KUBINI – FIZZ POP – HALVE → UMDLALO – GAME → UPHUHLISO LWENGQIQO – CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA – WORKSHEETS

Umdlalo: 1, 2, 3 Veza – thelekisa!
Game: 1, 2, 3 Show – compare!

- Sebenzani ngababini. Veza inani ngoonotsheluza.
  Work in pairs. Show a number using flard cards.
- Leliphi inani? Leliphi elikhulu?
  What number? Which one is bigger?
- Leliphi elincinci? Kangakanani?
  Which one is smaller? How much?
- Phinda kwakhona!
  Do it again!



1 Phawula ibhokisi ubonise ukuba ngowuphi umgca omfutshane.
Tick the box to show which line is shorter.

☐ _____

☐ _____

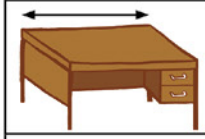
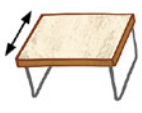
Phawula ibhokisi ubonise ukuba ngowuphi umgca omde.
Tick the box to show which line is longer.

☐ _____

☐ _____

2 Linganisela ngeeyunithi ozinikiweyo.
Measure using the given units.

	8	6	7
			
			

52

Iimitha

3 Funa izinto ezikhoyo eklasini ezi-3 ezimfutshane kune-1 m. Gqibezela sle thetybhile.

Find 3 objects in the class that are shorter than 1 m. Complete the table.

Khumbula ukuba u-m = imitha ze u-cm = sentimitha.

Remember that m = metre and cm = centimetre.

	into ekhoyo object	umlinganiselo wobude measurement of length
1		_____ cm
2		_____ cm
3		_____ cm

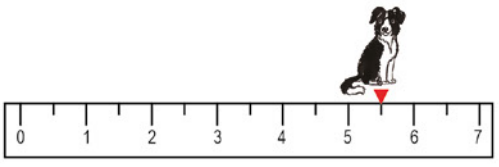
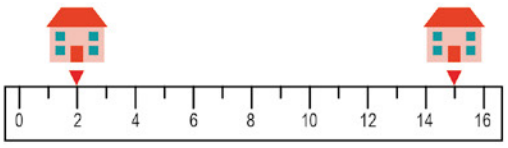
4 Funa izinto ezi-3 ezikhoyo eklasini ezinde kune-1 m. Gqibezela itheyibhile.

Find 3 objects in the class that are longer than 1 m. Complete the table.

	into ekhoyo object	umlinganiselo wobude measurement of length
1		_____ m
2		_____ m
3		_____ m

5 Phendula imibuzo ngeemitha.

Answer the questions in metres.

Ihambe iimitha ezingaphi inja? How many metres did the dog travel?		_____ m
Zingaphi iimitha ukusuka endlwini yam ukuya kweyakho? How many metres from my house to your house?		_____ m

Metres Week 6 • Day 1 53

Centimetres

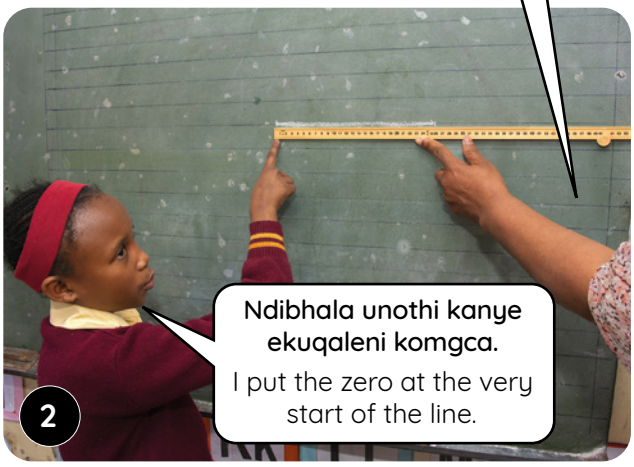
IZIBALO ZENTLOKO – MENTAL MATHS | FIZZ POP – YAHLULA KUBINI – FIZZ POP – HALVE → UMDLALO – GAME → UPHUHLISO LWENGQIQO – CONCEPT DEVELOPMENT → AMAPHEPHA LOKUSEBENZELA – WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Ndenze ntoni ukuba ndifuna ukulinganisela lo mgca?
What do I do if I want to measure this line?

Ndiyibeke phi irula ukuze ndiqale ukulinganisela?
Where do I put the ruler to start measuring?

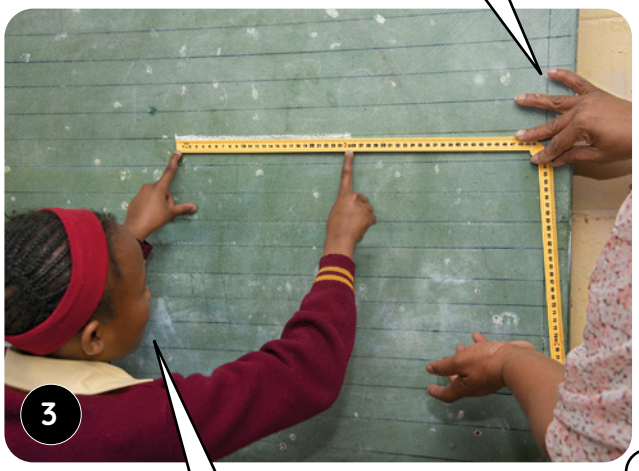
Ungasebenzisa irula ulinganisele ngeesentimitha.
You can use a ruler and measure it in centimetres.



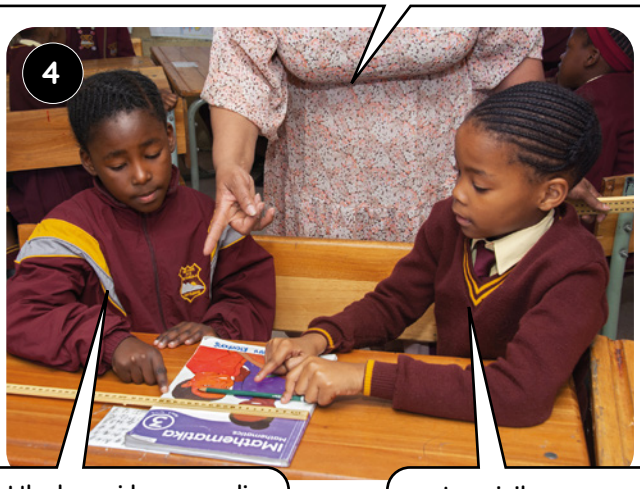
Ndibhala unothi kanye ekuqaleni komgca.
I put the zero at the very start of the line.

Kunjalo! Mde kangakanani lo mgca?
That's right! How long is this line?

Yintoni oyibonayo ocinga ukuba ingamfutshane kunama-25 cm?
What can you see that you think will be shorter than 25 cm?



Lo mgca mde kanganage-25 cm.
This line is 25 cm long.



Ububanzi bencwadi yam bufutshane kunama-25 cm.
The width of my book is shorter than 25 cm!

Ipenisile yam imfutshane kunama-25 cm.
My pencil is shorter than 25cm!

Nika abafundi amathuba aliqela okulinganisela izinto ngerula okanye ngeteyiphu yokulinganisela. Bakhuthaze ukuba baxoxe ngendlela abayisebenzisa ngayo irula nokuba bathelekise imilinganiselo yabo.

Provide opportunities for the learners to measure objects using the ruler or the tape measure. Encourage them to discuss how they use the ruler and to compare their measurements.

IVEKI • WEEK 6

USUKU 2 • DAY 2

lisentimitha
Centimetres

IZIBALO ZENTLOKO (MENTAL MATHS) | FIZZ POP – YAHLULA KUBINI (FIZZ POP – HALVE) → UMDLALO (GAME) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

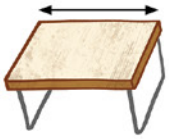
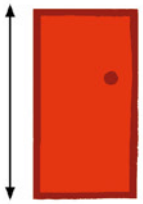
1 Krwela imigca ngerula.
Use a ruler to draw the lines.

10 cm _____

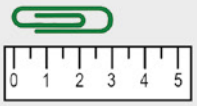
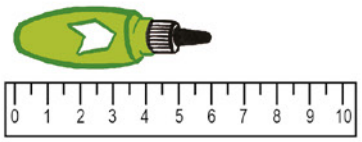
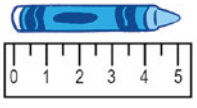
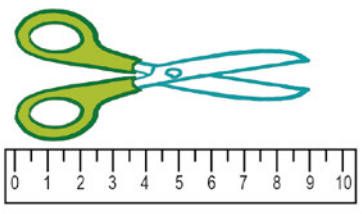
7 cm

15 cm

2 Ungazilinganisela ngeemitha okanye ngeesentimitha ezi zinto?
Would you measure these in metres or centimetres?

	cm				
					

3 Linganisela izinto zesikolo.
Measure the school items.

	3 cm		____ cm
	____ cm		____ cm

Centimetres

4 Linganisela imigca ngerula.
Use a ruler to measure the lines.

	____ cm		____ cm
	____ cm		____ cm
	____ cm		____ cm

5 Funa eklasini izinto ezi-3 ezimfutshane kune-10 cm.
Gqibezela itheyibhile.
Find 3 objects in the class that are shorter than 10 cm. Complete the table.

	into ekhoyo object	umlinganiselo wobude measurement of length
1		
2		
3		

6 Funa eklasini izinto ezi-3 ezinde kune-10 cm.
Gqibezela itheyibhile.
Find 3 objects in the class that are longer than 10cm. Complete the table.

	into ekhoyo object	umlinganiselo wobude measurement of length
1		
2		
3		

Uqikelelo

IZIBALO ZENTLOKO
MENTAL MATHS

FIZZ POP – YAHLULA KUBINI
FIZZ POP – HALVE

→ UMDLALO
GAME

→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

→ AMAPHEPHA LOKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Kuthetha ntoni ukuqikelela?
What does estimation mean?

1

Ukuqikelela okanye ingqikelelo kuthetha ukuba uthelekelela ubude ungakhange ulinganisele.
Estimation means that you guess how long something is without measuring.

Kufuneka ukuthelekelela kwethu kusekelwe elwazini. Ukuba le rula inde kangange-1 m (100 cm) ucinga ukuba mde kangakanani lo mtya?
We must make an **informed** guess. If this ruler is 1 m (100 cm) long, how long do you think my string is?

2

Lo mtya mfutshane kunerula. Ndicinga ukuba unobude obungama-80 cm.
The string is shorter than the ruler. I think it is 80 cm long.

Masilinganisele lo mtya ukuze sikhangele ukuba uqikelelo lwakho lusondele kangakanani na.
Let's measure the string to check how close your estimation is.

3

Isijungqe somtya side kangange-70 cm. Bendisondele kakhulu. Umahluko li-10 cm kuphela.
The piece of string is actually 70 cm long. I was quite close! The difference is 10 cm.

Qinisekisa ukuba abafundi baqala baqikelele baze balinganisele into nganye ngenjongo yokuziqhelisa ukusebenzisa ulwazi olukhoyo ekwenzeni uqikelelo olufanelekileyo.

Watch that learners estimate and then measure each thing so that they practise using known information to make reasonable estimations.

Estimation

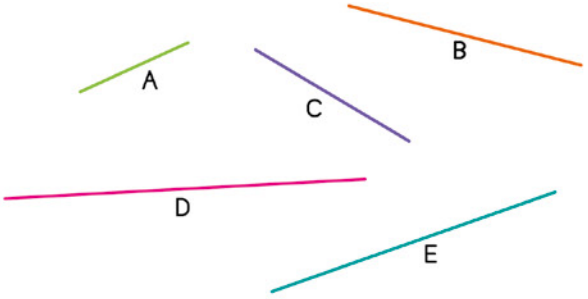
IVEKI • WEEK 6

USUKU 3 • DAY 3

Uqikelelo
Estimation

IZIBALO ZENTLOKO – MENTAL MATHS → FIZZ POP – YAHLULA KUBINI – FIZZ POP – HALVE → UMDLALO – GAME → UPHUHLISO LWENGQIQO – CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA – WORKSHEETS

1 Linganisela imigca.
Measure the lines.



A = ____ cm

B = ____ cm

C = ____ cm

D = ____ cm

E = ____ cm

Umgca ____ ngowona mde.

Line ____ is the longest.

Umgca ____ ngowona mfutshane.

Line ____ is the shortest.

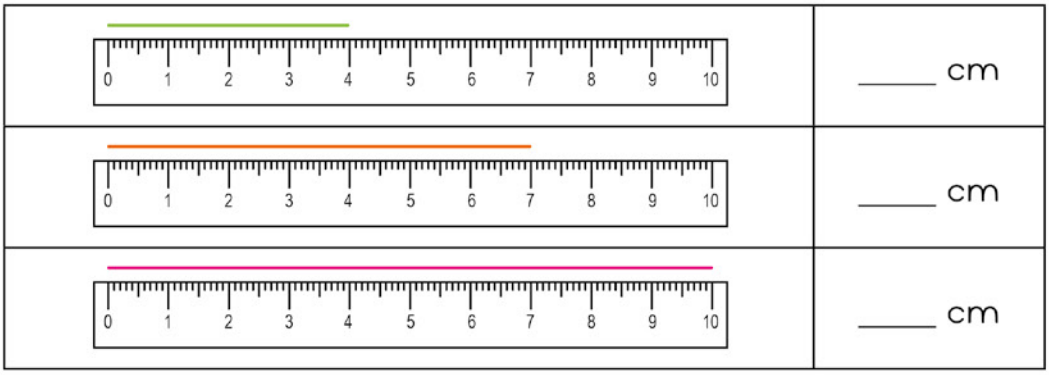
Umahluko phakathi kuka-A no-B zi____ cm.

The difference between A and B is ____ cm.

Umahluko phakathi kuka-D no-C zi____ cm.

The difference between D and C is ____ cm.

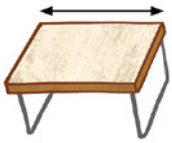
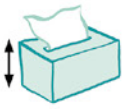
2 Buthini ubude bemigca enemibala?
What is the length of the coloured lines?



56

Uqikelelo

3 Qala ngokuqikela wandule ukulinganisela. Gqibezela itheyibhile.
First estimate, then measure. Complete the table.

	qikelela estimate	linganisela measure	umahluko phakathi koqikelelo nomlinganiselo difference between estimation and measurement
			
			
			
			
			
			
			

Working with units of length

IZIBALO ZENTLOKO (MENTAL MATHS) – FIZZ POP – YAHLULA KUBINI (FIZZ POP – HALVE) → UMDLALO (GAME) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → AMAPHEPHA LOKUSEBENZELA (WORKSHEETS)

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

UPhinda unezijungqe ezisi-7 zeeribhoni. Isijungqe ngasinye side kangange-5 m. Zinobude obungakanani iiribhoni zizonke?

Phinda has 7 pieces of ribbon. Each piece of ribbon is 5 m long. What is the total length of the ribbons?

Kufuneka wenze ntoni ukuze ufumane isiphumo?

What do you need to do to find out the answer?

Kufuneka ndiphindaphinde. Unezijunge ezisi-7, isijungqe ngasinye sinobude obungange-5 m. UPhinda uneribhoni engama-35 m ubude.

I must multiply. She has 7 pieces and each piece is 5 m in length so Phinda has 35 m of ribbon.

UNtando uhamba umgama ongama-48 m. Uyanqumama qho emva kwe-6 m. Unqumama kangaphi uNtando?

Ntando walks 48 m. He stops every 6 m. How many times does Ntando stop?

Kufuneka ndahlule ama-48 m abe ngamaqela e-6 m. 48 ÷ 6 = Ngoko ke, uNtando unqumama kasi-8.

I need to divide 48 m into groups of 6 m. 48 ÷ 6 = 8 so Ntando stops 8 times.

Nika abafundi iingxaki zamagama ezahlukileyo zokudibanisa, ukuthabatha, uphindaphindo nezolwahlulo ezibandakanya iiyunithi zobude abanokuzisombulula. Bakhumbuze ukuba banike iimpendulo ngokwemeko yengxaki.

Provide a variety of addition, subtraction, multiplication and division word problems involving units of length for learners to solve. Remind them to give their answers in the context of the problem.

Ukusebenza ngeeyunithi zobude

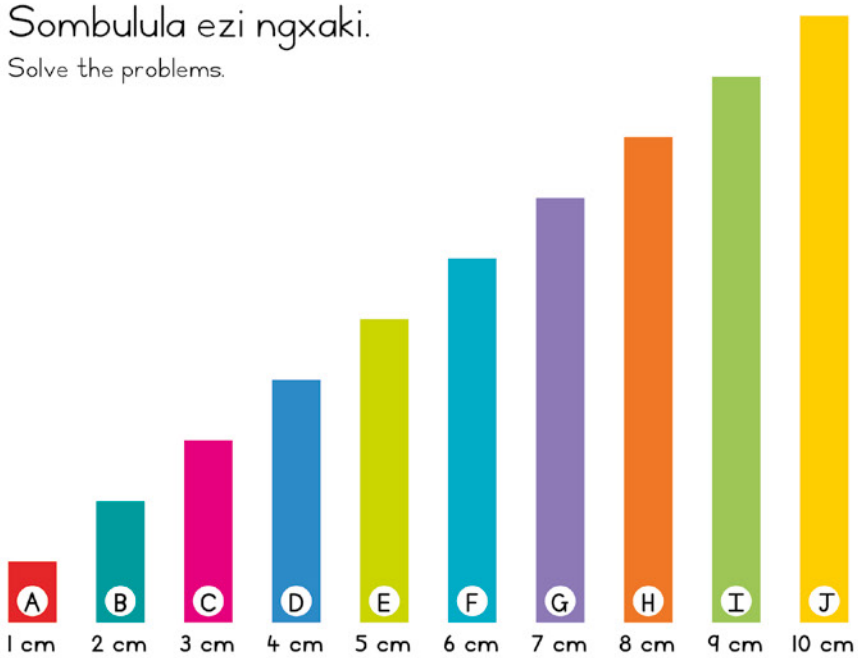
IVEKI • WEEK 6

USUKU 4 • DAY 4

Ukusebenza ngeeyunithi zobude
Working with units of length

IZIBALO ZENTLOKO – MENTAL MATHS → FIZZ POP – YAHLULA KUBINI – FIZZ POP – HALVE → UMDLALO – GAME → UPHUHLISO LWENGQIQO – CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA – WORKSHEETS

1 Sombulula ezi ngxaki.
Solve the problems.



A + F _____ + _____ = _____

J + D _____ + _____ = _____

E + H _____ + _____ = _____

B + I _____ + _____ = _____

F + G _____ + _____ = _____

B + E + H _____ + _____ + _____ = _____

A + F + J _____ + _____ + _____ = _____

2 Bala.
Calculate.

64 cm – 23 cm = _____	100 cm – 84 cm = _____
43 cm + 43 cm = _____	29 cm + 53 cm = _____

58

Working with units of length

3 Sombulula ezi ngxaki.
Solve the problems.

UThandeka unewulu ebomvu eli-120 cm. Unewulu ezuba engama-356 cm. Ingakanani iwulu anayo iyonke? Thandeka has 120 cm of red wool. She has 356 cm of blue wool. How much wool does she have altogether?	
Zoba. Draw.	
isivakalisi manani number sentence	Isiphumo. Answer.

UBheki uphosa iibhola kude kangange-25 m. UMandla yena uphosa ibhola kude kangange-13 m. Yintoni umahluko phakathi kobude obuphosiweyo? Bheki throws a ball 25 m. Mandla throws a ball 13 m. What is the difference in the distance thrown?	
Zoba. Draw.	
isivakalisi manani number sentence	Isiphumo. Answer.

UNosipho ubaleka ngamandla umgama ongange-7 m. Ubaleka lo mgama kasi-9. Ubaleke umgama ongakanani uNosipho? Nosipho does 7 m sprints. She sprints 9 times. How far does Nosipho sprint?	
Zoba. Draw.	
isivakalisi manani number sentence	Isiphumo. Answer.

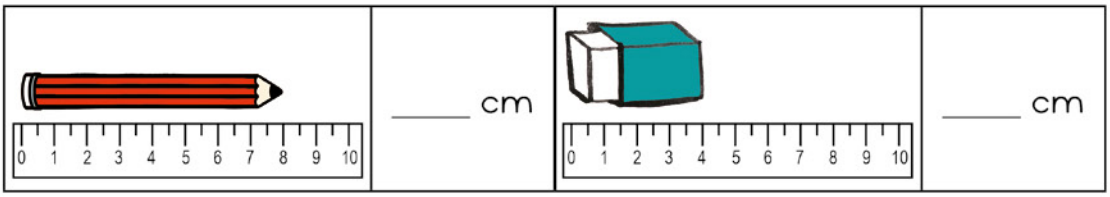
IVEKI • WEEK 6

USUKU 5 • DAY 5

Uvavanyo noqukaniso
Assessment and consolidation

UVAVANYO ASSESSMENT → IPHEPHA LOKUSEBENZELA WORKSHEET

1 Linganisela izixhobo zokusebenza esikolweni.
Measure the school items.



2 Linganisela le migca.
Measure the lines.

_____ cm

_____ cm

3 UThina ubaleka umgama ongange-50 m. Lo mgama uwuphinda ka-4. Ubaleka umgama ongakanani?
Thina does 50 m sprints. She sprints 4 times. How far does she sprint?

Zoba.
Draw.

isivakalisi manani number sentence	Isiphumo. Answer.

Masithethe ngeMaths!
Let's talk Maths!

NgesiXhosa sithi:	In English we say:
linganisela	measure
iimitha	metres
iisentimitha	centimetres
qikelela	estimate
thelekisa	compare
umahluko	difference

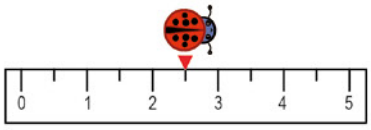
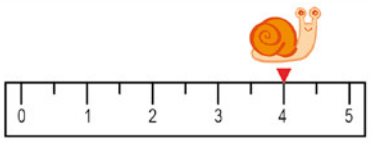
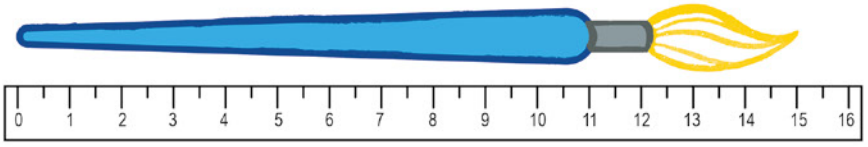
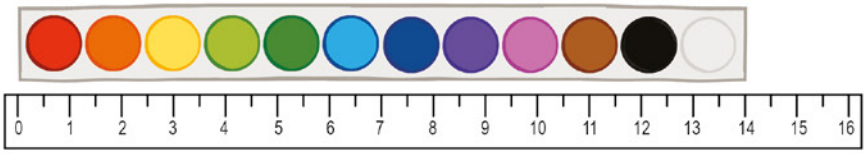
60

Assessment and consolidation

Uqukaniso ⁞ Consolidation

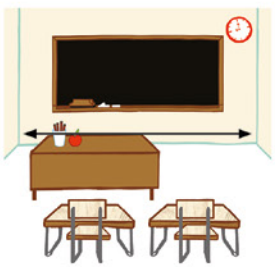
1 Phendula imibuzo.

Answer the questions.

Uhambe umgama ongakanani ubhantom? How far did the ladybird move? 	_____ m
Luhambe umgama ongakanani unwabu? How far did the snail move? 	_____ m
Inde kangakanani ibrashi yokupeyinta? How long is the paintbrush? 	_____ cm
Inde kangakanani ibhokisi yeepenyinti? How long is the paint box? 	_____ cm

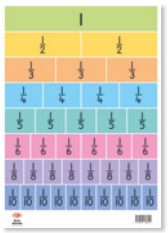
2 Gqibezela itheyibhile.

Complete the table.

	qikelela estimate	linganisela measure	umahluko phakathi koqikelelo nomlinganiselo difference between estimation and measurement
			
			

Amaqhezu

	Izixhobo
Izibalo zentloko: Ndinike elingaphantsi kunala lingaphantsi ngo-1, 2, 3, 4, 5 okanye nge-10	*oonotsheluza bakatitshala nababafundi*
Umdlalo: *Imaths ekhawulezayo ngamakhadi nedayisi – lingaphantsi ngesi-1, 2, 3, 4, 5 okanye ngesi-6*	*oonotsheluza babafundi nedayisi*


Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Ukuthelekisa amaqhezu	iLAB, *udonga lwamaqhezu, iikiti zamaqhezu* (ezabafundi nezikatitshala)
2	Ukudibanisa amaqhezu	iLAB, *iikiti zamaqhezu* (ezabafundi nezikatitshala)
3	Ukuthabatha amaqhezu	iLAB, *iikiti zamaqhezu* (ezabafundi nezikatitshala)
4	Iqhezu lengqokelela	iLAB
5	Uqukaniso novavanyo olujolise ekufundeni	iLAB

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukuthelekisa amaqhezu esebenzisa umgcamanani.	
ukusombulula iingxaki zokudibanisa nokuthabatha esebenzisa amaqhezu anonani-phantsi ofanayo.	
ukusombulula iingxaki zolwabiwo ezikhokelela kumaqhezu.	

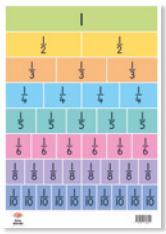
Uvavanyo

Uvavanyo olubhalwayo: Iingxaki zokudibanisa nokuthabatha nezivakalisi manani

Bhala phantsi amanqaku afunyenweyo kwali-10 kwiphetshana lamanqaku ekota.

Fractions

	Resources
Mental Maths: Give me less than – 1, 2, 3, 4, 5 or 10 less	teacher and learner *flard cards*
Game: *Fast maths with cards and dice – 1, 2, 3, 4, 5 or 6 less*	learner *flard cards* and *dice.*


Day	Lesson activity	Lesson resources
1	Comparing fractions	LAB, *fraction wall*, *fraction kits* (learner and teacher)
2	Adding fractions	LAB, *fraction kits* (learner and teacher)
3	Subtracting fractions	LAB, *fraction kits* (learner and teacher)
4	Fraction of a collection	LAB
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
compare fractions using a number line.	
solve addition and subtraction problems using fractions with the same denominator.	
solve sharing problems leading to fractions.	

Assessment

Written assessment: Addition and subtraction problems and number sentences

Record a mark out of 10 in the term mark sheet.

Amaqhezu

Ividiyo yezibalo zentloko

Kwizibalo zentloko zale veki siza kugxila kwiingqiqo zenani elingaphantsi kunelinye. Utitshala uza kubonisa inani elimivo emi-2 okanye elimivo mi-3 esebenzisa oonotsheluza, ze ayalele abafundi babonise amanani angaphantsi ngo-1, 2, 3, 4, 5, okanye nge-10 besebenzisa ababo oonotsheluza. Oonotshelza banceda abafundi ekuphuhliseni ukuqonda kwabo amanani ngeli xesha besebenza ngamakhadi, besakha amanani enziwa ngemivo, ama-10 nama-100. Thetha nabo ngamanani abawakhileyo.

Ividiyo yomdlalo

Kule veki sidlala umdlalo othi *Imath ekhawulezayo ngamakhadi nedayisi*: inani elingaphantsi ngo-1, 2, 3, 4, 5 okanye ngesi-6! Lo mdlalo unika abafundi ithuba lokuthabatha kwinani elinikweyo u-1, 2, 3, 4, 6 okanye ngesi-6. Umfundi omnye ubonisa inani elimivo mi-2 okanye mi-3 ngoonotsheluza bakhe. Omnye umfundi uphosa idayisi aze athabathe u-1, 2, 3, 4, 5 okanye isi-6 kwelo nani liveziweyo. Lo mdlalo uza kunceda abafundi baziqhelise ukuthabatha amanani anomvo omnye ngokukhawuleza nalula.

Ividiyo yophuhliso lwengqiqo

Kumsebenzi wale veki wamaqhezu, abafundi baza kwakhela kwizifundo zangaphambili. Baza kuqhubeka nokusebenzisa umgcamanani ukuze bathelekise amaqhezu. Basombulula iingxaki zokudibanisa nokuthabatha ezahlukileyo besebenzisa amaqhezu, kananjalo bafunda ukwahlula amanani ngenjongo yokufumana inxalenye eliqhezu. Kule veki siza kujolisa koku:

- ukuthelekisa amaqhezu kumgcamanani.
- ukusombulula iingxaki zokudibanisa nokuthabatha besebenzisa amaqhezu anonani-phantsi ofanayo.
- ukusombulula iingxaki zolwabiwo ezikhokelela kumaqhezu.

Into emayiqatshelwe kule veki

Abafundi bangakufumanisa kunzima ukwahlula ngenjongo yokufumana inxaleye yeqhezu ekuqaleni. Qinisekisa ukuba bayaqonda ukuba into epheleleyo linani lengqokelela yezinto, nokuba unani-phantsi ubonisa inani lezahlulo ezilinganayo ezenza loo nto ipheleleyo. Abafundi bangasebenzisa ulwahlulo ukufumana inani lezinto kwinxalenye nganye, besazi nje ukuba unani-phezulu ubaxelela ukuba zingaphi na iinxalenye/izahlulo ezilinganayo ezifunekayo.
Bakhuthaze abafundi bancokole ukuze baphuhlise ulwimi lwabo lwemathematika. Qinisekisa ukuba abafundi basebenzisa isigama esichanekileyo: **isiqingatha**, **ikota**, **isinye kwisibhozo**, **isinye kwisithathu**, **isinye kwisithandathu**, **yahlula**, **iqhezu**, **indana kuna-**, **imfutshane kuna-**, **igaphezulu kuna-**, **ingaphantsi kuna-**, **dibanisa**, **kunye**, **ngaphezulu**, **thabatha**, **susa**, **ngaphantsi**, **yaba/yahlula**.

Fractions

Mental Maths video

This week we focus on the concepts of less than in Mental Maths. Show the class a 2- or 3-digit number using your *flard card* and tell learners to show a number 1, 2, 3, 4, 5 or 10 less using their *flard cards*. The *flard cards* allow learners to develop their number sense while they work with them to construct numbers made of 1s, 10s and 100s. Talk to them about the numbers they make.

Game video

This week we play the game *Fast maths with cards and dice – 1, 2, 3, 4, 5 or 6 less than!* The game provides opportunities for the learners to subtract 1, 2, 3, 4, 5 or 6 from a number. One learner shows a 2- or 3-digit number using *flard cards*. The other learner throws a *dice* and must subtract 1, 2, 3, 4, 5 or 6 from the number that is shown. This game will help learners to practice subtracting single digit numbers quickly and easily.

Conceptual development video

In this week's work on fractions, learners will build on their previous learning. They continue to use a number line to compare fractions. They solve a variety of addition and subtraction problems using fractions and they learn to divide numbers to find a fractional part. This week we focus on:

- comparing fractions using a number line.
- solving addition and subtraction problems using fractions with the same denominator.
- solving sharing problems leading to fractions.

What to look out for this week

Learners may find dividing numbers to work out a fractional part a little tricky at first. Ensure that they understand the whole is the total number of the collection and that the denominator shows how many equal parts the whole is divided into. Learners can then use division to find the number of items in each part, knowing that the numerator tells them how many equal parts they need to work out. Encourage conversation between learners so that they can develop their mathematical language. Ensure that learners are using the correct vocabulary: **half**, **quarter**, **eighth**, **third**, **fifth**, **sixth**, **divide**, **fraction**, **longer**, **shorter**, **more than**, **less than**, **add**, **and**, **more**, **subtract**, **take away**, **less**, **share**

Ukuthelekisa amaqhezu

IZIBALO ZENTLOKO
MENTAL MATHS
LINGAPHANTSI KUNA
LESS THAN
→ UMDLALO
GAME
→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT
→ AMAPHEPHA LOKUSEBENZELA
WORKSHEETS

IZIBALO ZENTLOKO | MENTAL MATHS

Sebenzisa oonotsheluza ubonise amanani angaphantsi ngo-1, 2, 3, 4, 5 okanye nge-10.

Use *flard cards* to show 1, 2, 3, 4, 5 or 10 less.

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.

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

Veza elingaphantsi ngesi-3.
Show me 3 less.

Ama-80 angaphantsi ngesi-3 kunama-83.
80 is 3 less than 83.

Veza elingaphantsi nge-10.
Show me 10 less.

Ama-489 angaphantsi nge-10 kunama-499.
489 is 10 less than 499.

Comparing fractions

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

Thabatha.
Subtract.

861 – 40 = _____

756 – 20 = _____

694 – 30 = _____

543 – 70 = _____

425 – 50 = _____

159 – 20 = _____

278 – 60 = _____

494 – 80 = _____

232 – 30 = _____

366 – 50 = _____

Usuku 2 Day 2

Thabatha.
Subtract.

379 – 42 = _____

487 – 35 = _____

124 – 13 = _____

855 – 53 = _____

255 – 55 = _____

649 – 28 = _____

278 – 65 = _____

193 – 12 = _____

555 – 21 = _____

787 – 34 = _____

Usuku 3 Day 3

Thabatha.
Subtract.

765 – 20 = _____

153 – 40 = _____

675 – 60 = _____

274 – 10 = _____

452 – 30 = _____

276 – 50 = _____

461 – 40 = _____

582 – 20 = _____

683 – 30 = _____

381 – 70 = _____

Usuku 4 Day 4

Thabatha.
Subtract.

236 – 32 = _____

444 – 24 = _____

567 – 45 = _____

315 – 13 = _____

729 – 18 = _____

617 – 26 = _____

129 –19 = _____

578 – 37 = _____

739 – 15 = _____

447 – 22 = _____

Ukuthelekisa amaqhezu

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

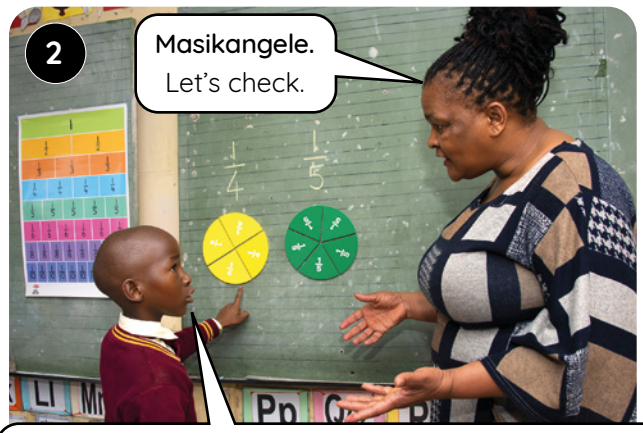
1

Ucinga ukuba leliphi iqhezu elikhulu – $\frac{1}{4}$ okanye $\frac{1}{5}$?

Which fraction do you think is bigger – $\frac{1}{4}$ or $\frac{1}{5}$?

Iqhezu i-$\frac{1}{5}$ liza kuba likhulu kuba isi-5 sikhulu kunesi-4.

$\frac{1}{5}$ will be bigger because 5 is bigger than 4.



2

Masikangele.
Let's check.

3

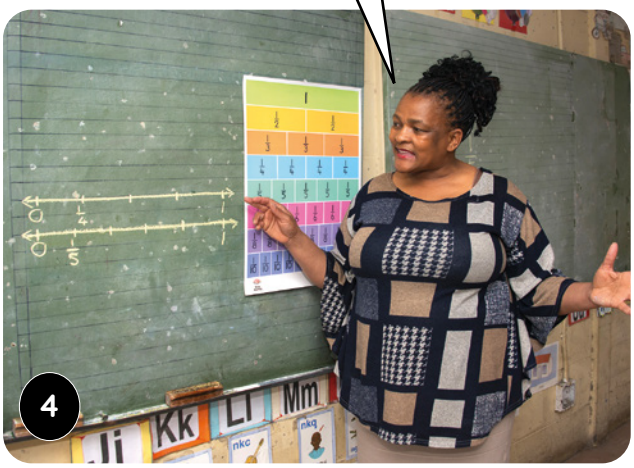
Ikota ingaphezulu kunesinye kwisihlanu.
One quarter is bigger than one fifth.

Iqhezu i-$\frac{1}{4}$ liza kuba likhulu kuba sahlula into epheleleyo ibe zizahlulo ezingaphantsi.

$\frac{1}{4}$ will be bigger because the whole is divided into less pieces.

$\frac{1}{4}$ isondele ku-1 kumgcamanani. Ngoko ke i-1/4 inkulu kune-$\frac{1}{5}$.

$\frac{1}{4}$ is closer to the 1 on the number line. So 1/4 is bigger than $\frac{1}{5}$.



4

Bakhuthaze abafundi bathelekise amaqhezu basebenzise izixhobo zabo zamaqhezu, bajonge nakudonga lwamaqhezu. Izixhobo zamaqhezu ziluncedo ekuthelekiseni amaqhezu. Iindonga zamaqhezu zinceda abafundi ekwenzeni unxulumano nemigcamanani.

Encourage learners to compare fractions using their *fraction kits* and by looking at the *fraction wall*. *Fraction kits* are useful to physically compare fractions. *Fraction walls* help learners make the connection to a number line.

Comparing fractions

IVEKI • WEEK 7

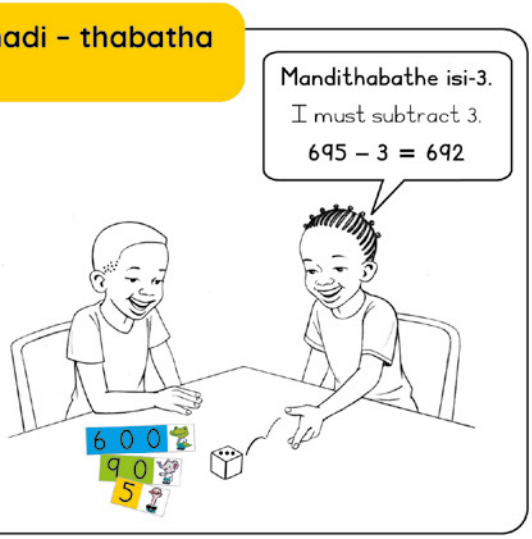
USUKU 1 • DAY 1

Ukuthelekisa amaqhezu
Comparing fractions

IZIBALO ZENTLOKO (MENTAL MATHS) | LINGAPHANTSI KUNA (LESS THAN) → UMDLALO (GAME) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

Umdlalo: Imath ekhawulezayo ngamakhadi – thabatha
Game: Fast maths with cards – subtract

- Dlalani ngababini.
  Play in pairs.
- Veza inani ngoonotsheluza.
  Show a number using your flard cards.
- Phosa idayisi – thabatha!
  Throw a dice – subtract!
- Phinda kwakhona!
  Do it again!



1

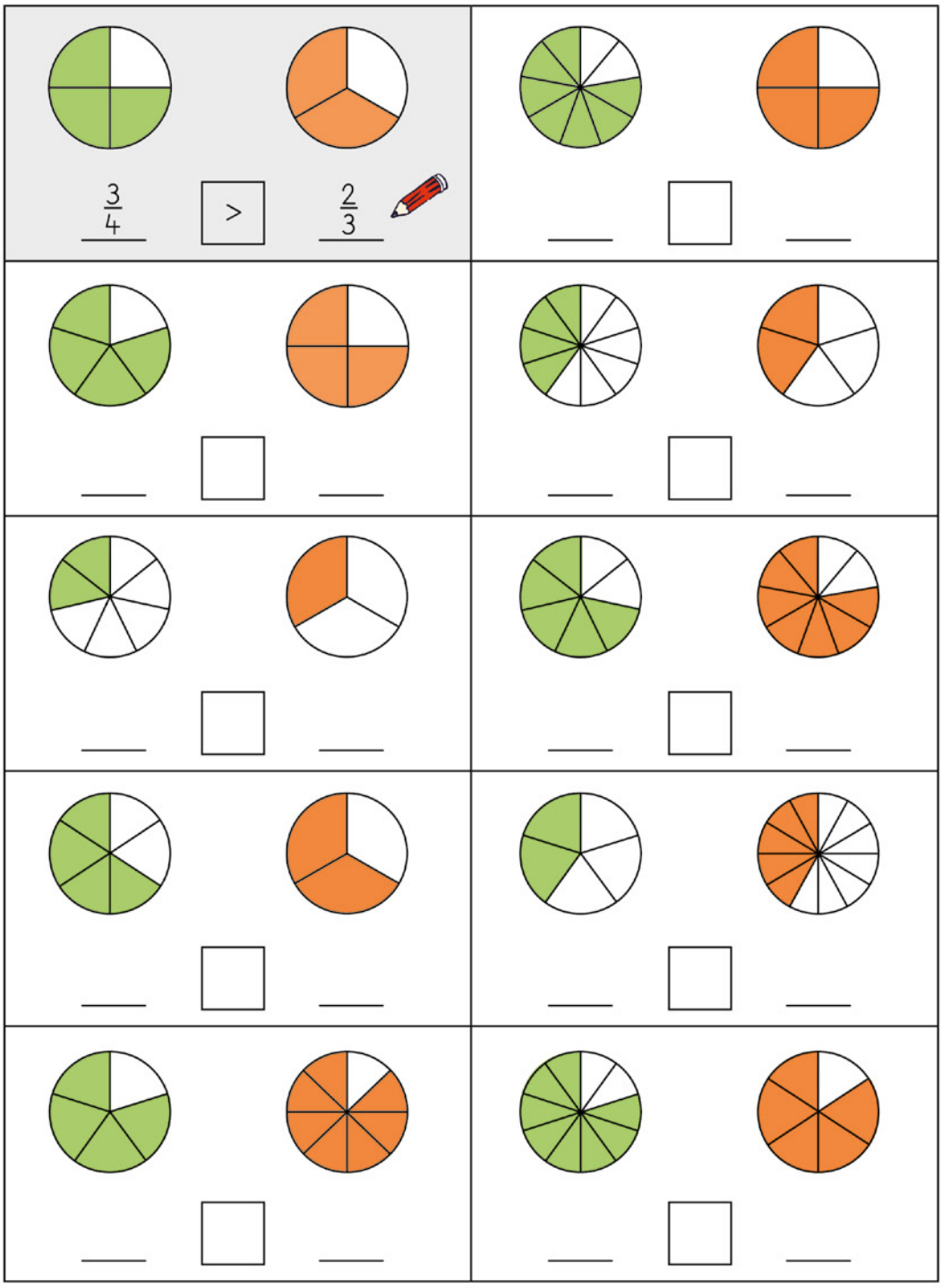
	Leyibhelisha amaqhezu kumgcamanani. Label the fractions on the number line.	Leliphi iqhezu elikhulu? Which fraction is bigger?
$\frac{2}{6}$ ne-$\frac{4}{6}$ and	0, $\frac{2}{6}$, $\frac{4}{6}$, 1	$\frac{4}{6}$
$\frac{1}{8}$ ne-$\frac{4}{8}$ and	0, 1	
$\frac{2}{4}$ ne-$\frac{3}{4}$ and	0, 1	
$\frac{1}{3}$ ne-$\frac{3}{3}$ and	0, 1	
$\frac{2}{5}$ ne-$\frac{4}{5}$ and	0, 1	

62

Ukuthelekisa amaqhezu

2 Bhala amaqhezu uze uwathelekise ngokusebenzisa iimpawu >, < okanye =.

Write the fractions and use >, < or = to compare them.



Adding fractions

IZIBALO ZENTLOKO MENTAL MATHS | LINGAPHANTSI KUNA LESS THAN → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA LOKUSEBENZELA WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Ndineqhekeza lekeyiki eliyi-$\frac{2}{5}$ nelinye eliyi-$\frac{1}{5}$. Ingakanani ikeyiki endinayo? Sombulula le ngxaki ngokusebenzisa iikiti zakho zamaqhezu.

I have $\frac{2}{5}$ of a cake and $\frac{1}{5}$ of a cake. How much cake is there altogether? Use your fraction kits to help you solve the problem.

Une-$\frac{2}{5}$ apha ne-$\frac{1}{5}$ ngapha.

You have $\frac{2}{5}$ here and $\frac{1}{5}$ here.

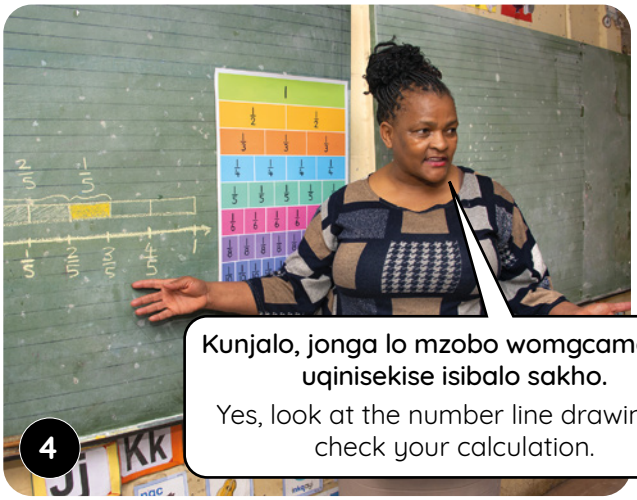
Ewe! Ukuba ndine-$\frac{2}{5}$ ne-$\frac{1}{5}$, zingaphi izihlanu endinazo zidibene?

Yes! If I have $\frac{2}{5}$ and $\frac{1}{5}$, then how many fifths do I have altogether?

Ndinezahlulo zezihlanu ezi-3 zidibene.

$\frac{2}{5} + \frac{1}{5} = \frac{3}{5}$

I have 3 fifths altogether.



Kunjalo, jonga lo mzobo womgcamanani uqinisekise isibalo sakho.

Yes, look at the number line drawing to check your calculation.

Nika abafundi amathuba aliqela okusombulula iingxaki ezahlukileyo zamaqhezu. Bakhuthaze basebenzise iikiti zabo zamaqhezu ukuze bakubone ngeliso ukudityaniswa kwamaqhezu anonani-phantsi ofanayo. Bakhuthaze basebenzise umgcamanani ukuze babonise ukuqonda kwabo.

Provide opportunities for learners to solve a variety of fraction problems. Get them to use the fraction kits so they can physically see the addition of fractions with the same denominator. Encourage them to use a number line to show their understanding.

Ukudibanisa amaqhezu

IVEKI • WEEK 7

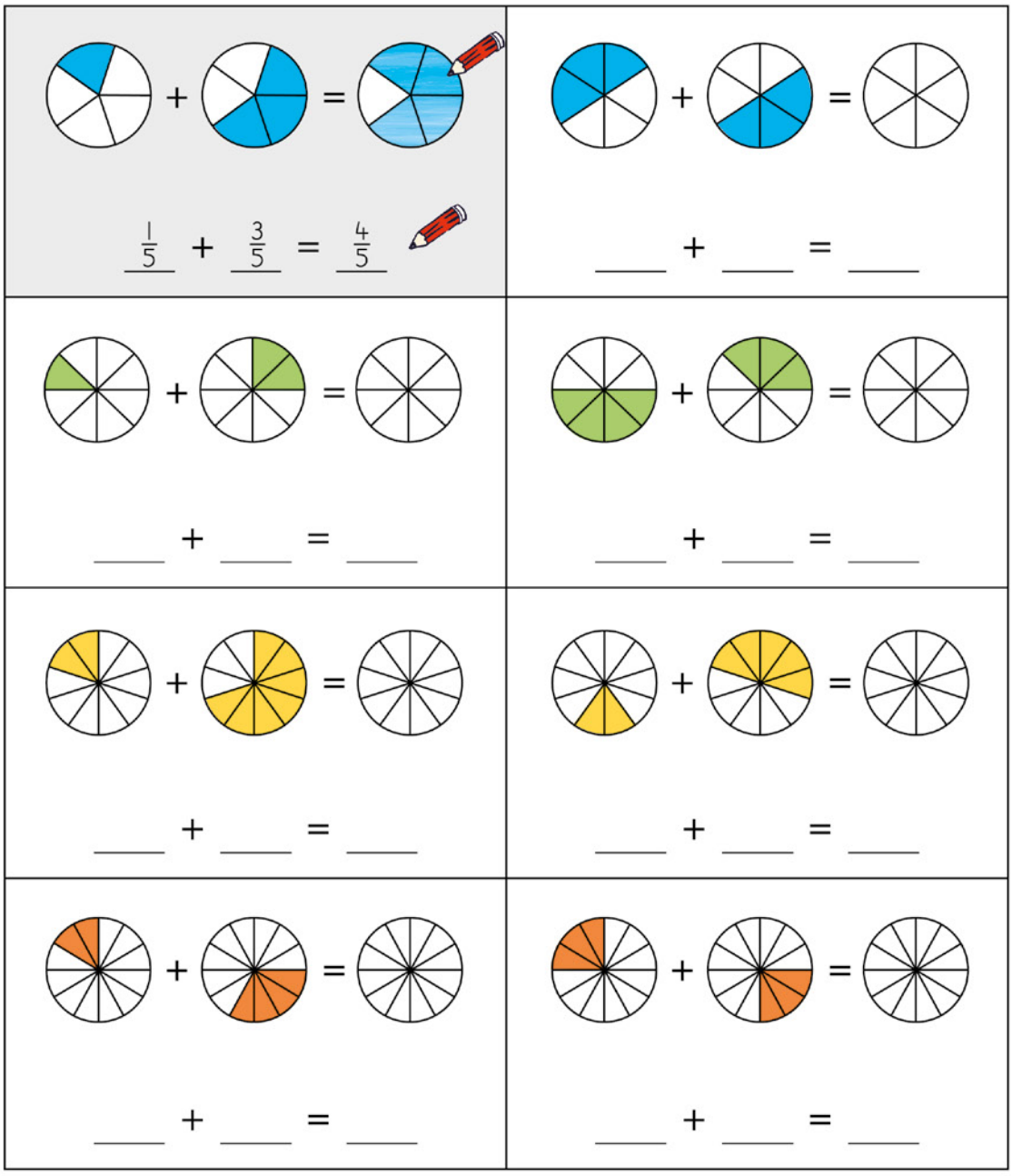
USUKU 2 • DAY 2

Ukudibanisa amaqhezu
Adding fractions

IZIBALO ZENTLOKO (MENTAL MATHS) LINGAPHANTSI KUNA (LESS THAN) → UMDLALO (GAME) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

1 Dibanisa. Fakela umbala kwisiphumo. Bhala iqhezu.

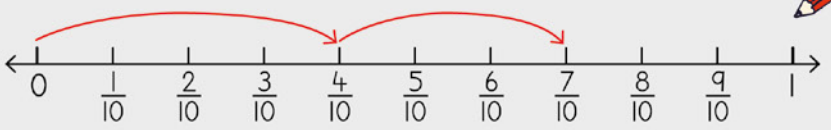
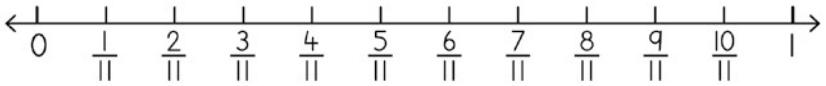
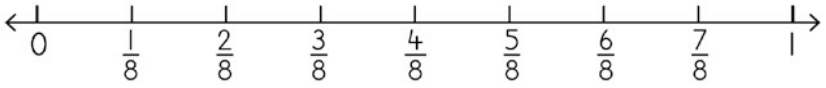
Add. Colour the answer. Write the fractions.



64

Adding fractions

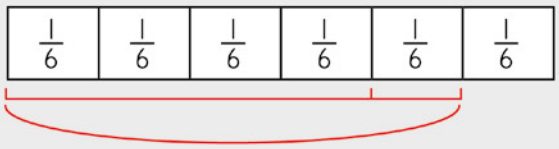
2 Dibanisa amaqhezu. Bonisa imitsi kumgcamanani.
Add the fractions. Show the jumps on the number line.

$\frac{4}{10} + \frac{3}{10} = \frac{7}{10}$	
$\frac{3}{11} + \frac{7}{11} =$ —	
$\frac{1}{8} + \frac{6}{8} =$ —	

3 Sombulula iingxaki.
Solve the problems.

Kukho iribhoni ebomvu eyi-$\frac{4}{6}$ m. Kukho $\frac{1}{6}$ yeribhoni ezuba. Zingaphi iimitha zeribhoni ekhoyo zizonke?
There is a $\frac{4}{6}$ m of red ribbon. There is a $\frac{1}{6}$ m of blue ribbon. How many metres of ribbon is there altogether?

Zoba.
Draw.



isivakalisi manani number sentence	$\frac{4}{6}$ m + $\frac{1}{6}$ m = $\frac{5}{6}$ m

UMusa uphosa ibhola kangange-$\frac{2}{5}$ m. Ibhola iqengqeleka umgama ongange-$\frac{1}{5}$ m ngaphezulu. Iqengqeleke umgama ongakanani ibhola?
Musa throws a ball $\frac{2}{5}$ m. The ball rolls $\frac{1}{5}$ m more. How far did the ball move altogether?

Yenza umgcamanani. Draw the number line.	
isivakalisi manani number sentence	

Ukuthabatha amaqhezu

IZIBALO ZENTLOKO
MENTAL MATHS
LINGAPHANTSI KUNA
LESS THAN
→ UMDLALO
GAME
→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT
→ AMAPHEPHA LOKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Ndineqhekeza lephayi eliyi-$\frac{3}{4}$. UThemba utya i-$\frac{1}{4}$ yalo. Ingakanani iphayi eshiyekayo? Sebenzisa iikiti zamaqhezu zikuncede usombulule le ngxaki.

I have $\frac{3}{4}$ of a pie. Themba eats $\frac{1}{4}$ of it. How much pie is left over? Use your fraction kits to help you solve the problem.

Ndine-$\frac{3}{4}$ apha kwaye kufuneka ndithabathe i-$\frac{1}{4}$.

I have $\frac{3}{4}$ here and I need to take $\frac{1}{4}$ away.

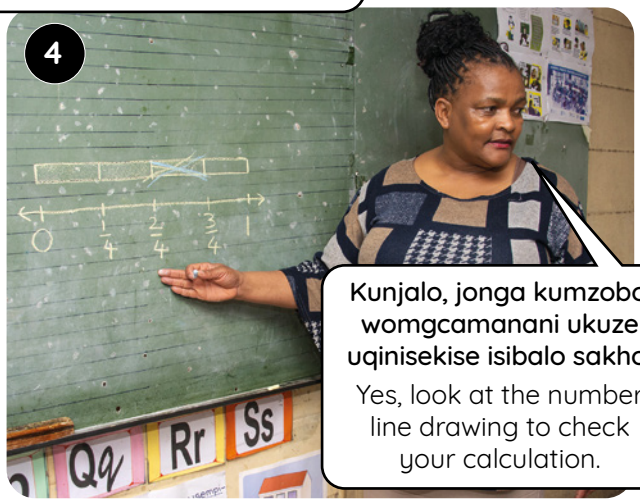
Ukuba uthatha i-$\frac{1}{4}$, zingaphi iikota eziza kushiyeka?

If you take $\frac{1}{4}$ away, how many quarters will you have left?

Kuza kushiyeka iikota ezi-2.

$\frac{3}{4} - \frac{1}{4} = \frac{2}{4}$

I will have 2 quarters left.



Kunjalo, jonga kumzobo womgcamanani ukuze uqinisekise isibalo sakho.

Yes, look at the number line drawing to check your calculation.

Nika abafundi amathuba okusombulula iingxaki ezahlukileyo. Bayalele ukuba basebenzise iikiti zamaqhezu ukuze bakubone ngeliso ukuthatyathwa kwamaqhezu anonani-phantsi ofanayo. Bakhuthaze basebenzise umgcamanani ukuze babonise ukuqonda kwabo.

Provide opportunities for learners to solve a variety of problems. Get them to use the *fraction kits* so they can physically see the subtraction of fractions with the same denominator. Encourage them to use a number line to show their understanding.

Subtracting of fractions

IVEKI • WEEK 7

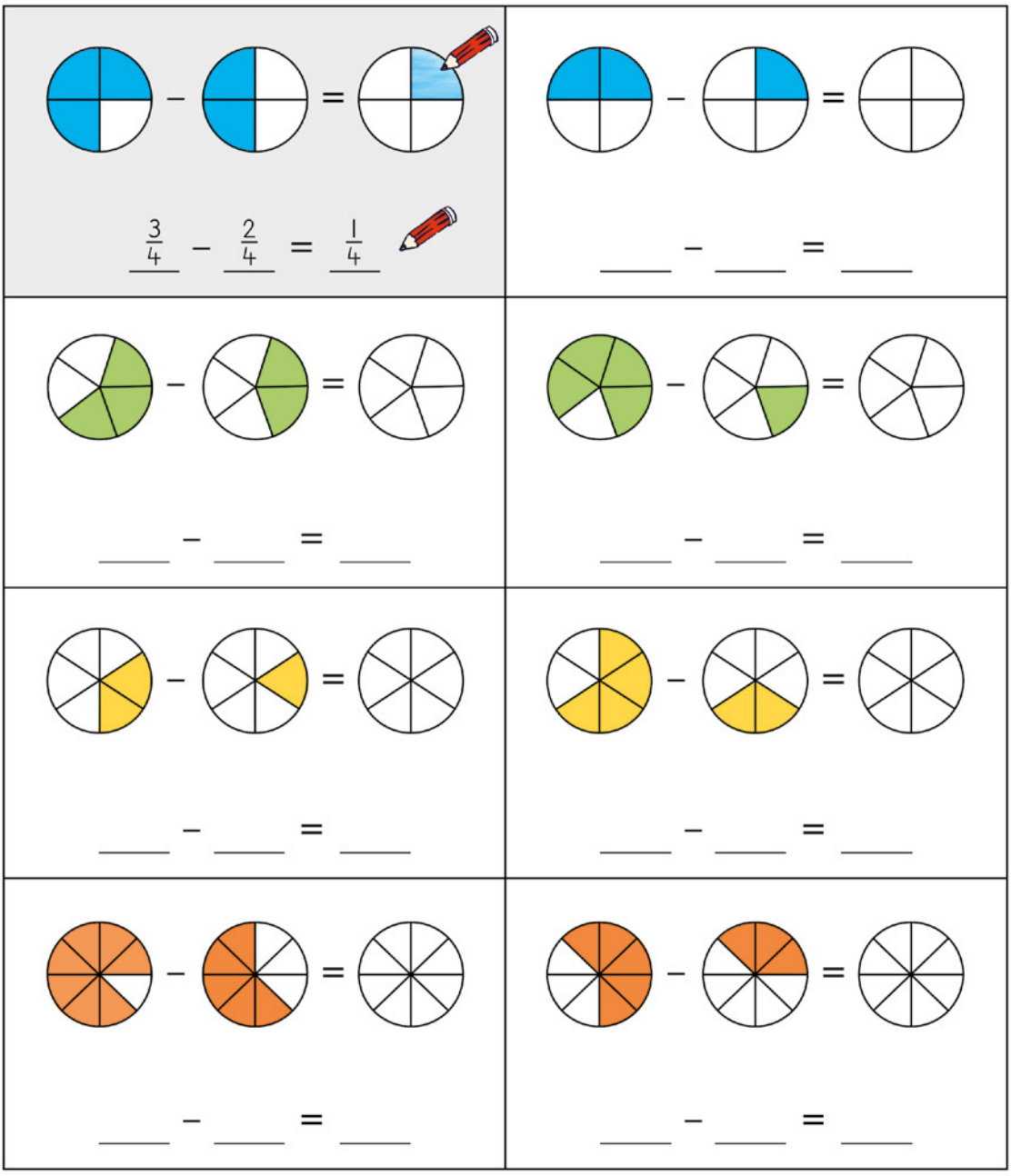
USUKU 3 • DAY 3

Ukuthabatha amaqhezu
Subtracting fractions

IZIBALO ZENTLOKO (MENTAL MATHS) | LINGAPHANTSI KUNA (LESS THAN) → UMDLALO (GAME) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

1 Thabatha. Fakela umbala kwisiphumo. Bhala iqhezu.

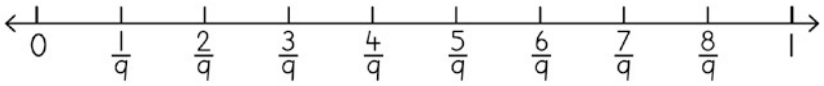
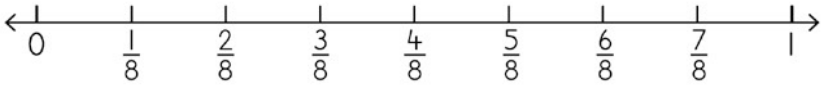
Subtract. Colour the answer. Write the fractions.



Ukuthabatha amaqhezu

2 Thabatha amaqhezu. Bonisa imitsi kumgcamanani.

Subtract the fractions. Show the jumps on the number line.

$\frac{2}{3} - \frac{1}{3} = \frac{1}{3}$	
$\frac{6}{9} - \frac{5}{9} =$ —	
$\frac{4}{8} - \frac{2}{8} =$ —	

3 Sombulula ezi ngxaki.

Solve the problems.

Umama unelaphu elinobude obungange-$\frac{5}{6}$ m. Usike kulo isiziba esingange-$\frac{2}{6}$. Liziimitha ezingakanani ilaphu elishiyekileyo?

Mom has a $\frac{5}{6}$ m length of fabric. She cuts a $\frac{2}{6}$ m length off it. How many metres of fabric is left over?

Zoba.

Draw.

isivakalisi manani number sentence	$\frac{5}{6}$ m − $\frac{2}{6}$ m = $\frac{3}{6}$ m

UPhinda ukrwela umgca omde kangange-$\frac{7}{10}$ m. Akugqiba ucima i-$\frac{4}{10}$ yalo mgca. Mde kangakanani ngoku umgca wakhe?

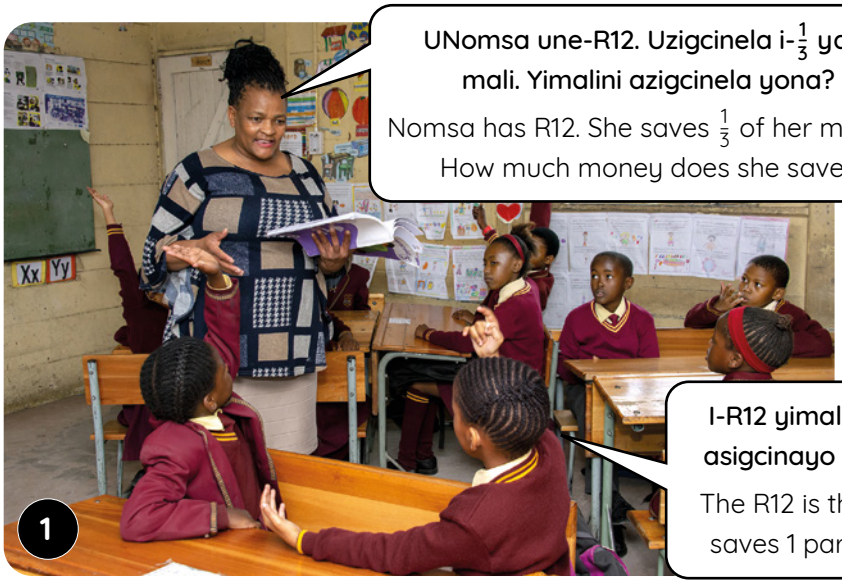
Phinda draws a line that is $\frac{7}{10}$ m long. She then erases $\frac{4}{10}$ m of the line. How long is the line now?

Yenza umgcamanani. Draw the number line.	
isivakalisi manani number sentence	

Fraction of a collection

IZIBALO ZENTLOKO MENTAL MATHS | LINGAPHANTSI KUNA LESS THAN → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA LOKUSEBENZELA WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT



1

UNomsa une-R12. Uzigcinela i-$\frac{1}{3}$ yale mali. Yimalini azigcinela yona?

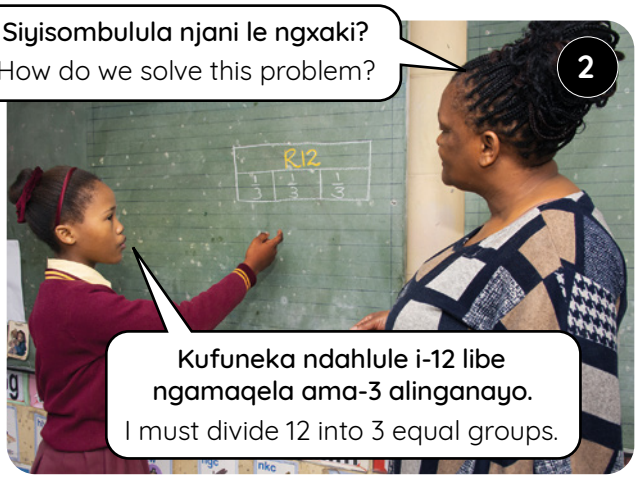
Nomsa has R12. She saves $\frac{1}{3}$ of her money. How much money does she save?

I-R12 yimali epheleleyo. I-$\frac{1}{3}$ sisahlulo esi-1 asigcinayo kwizahlulo ezi-3 zemali yakhe.

The R12 is the whole. $\frac{1}{3}$ means that Nomsa saves 1 part out of 3 parts of her money.

Siyisombulula njani le ngxaki?

How do we solve this problem?



2

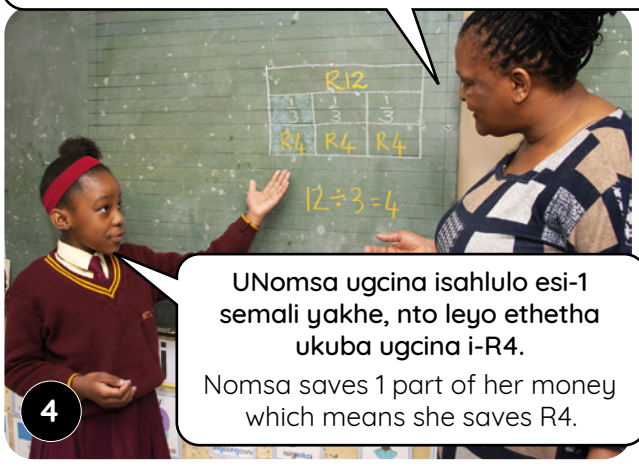
Kufuneka ndahlule i-12 libe ngamaqela ama-3 alinganayo.

I must divide 12 into 3 equal groups.

3

Xa sisazi ukuba yimalini ekwisahlulo ngasinye, sithini isiphumo sale ngxaki?

Now that we know how much money is in each part, what is the answer to the problem?



4

UNomsa ugcina isahlulo esi-1 semali yakhe, nto leyo ethetha ukuba ugcina i-R4.

Nomsa saves 1 part of her money which means she saves R4.

Nika abafundi amathuba aliqela okusombulula iingxaki ezahlukileyo apho bafumana iqhezu lengqokelela. Bakhuthaze baxoxe ngokuba isiphumo abasifunayo sisahlulo okanye yinxalenye yento epheleleyo.

Provide opportunities for learners to solve a variety of problems finding a fraction of a collection. Encourage discussion about the idea that they are looking for a part of the whole as the answer.

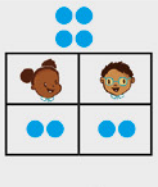
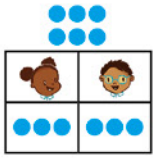
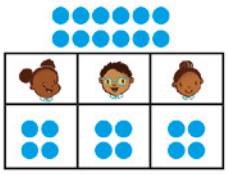
IVEKI • WEEK 7

USUKU 4 • DAY 4

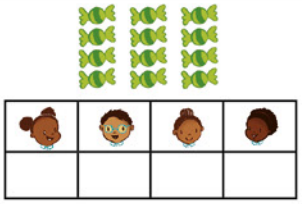
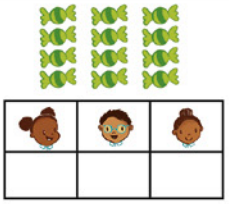
Amaqhezu engqokelela
Fractions of a collection

IZIBALO ZENTLOKO MENTAL MATHS | LINGAPHANTSI KUNA LESS THAN → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

1 Sombulula ezi ngxaki.
Solve these problems.

 amaqela a- 2 2 groups izibalisi ezi- 2 emnye 2 counters each 4 ÷ 2 = 2	 amaqela a-____ ____ groups izibalisi ezi-____ emnye ____ counters each ____ ÷ ____ = ____	 amaqela a-____ ____ groups izibalisi ezi-____ emnye ____ counters each ____ ÷ ____ = ____

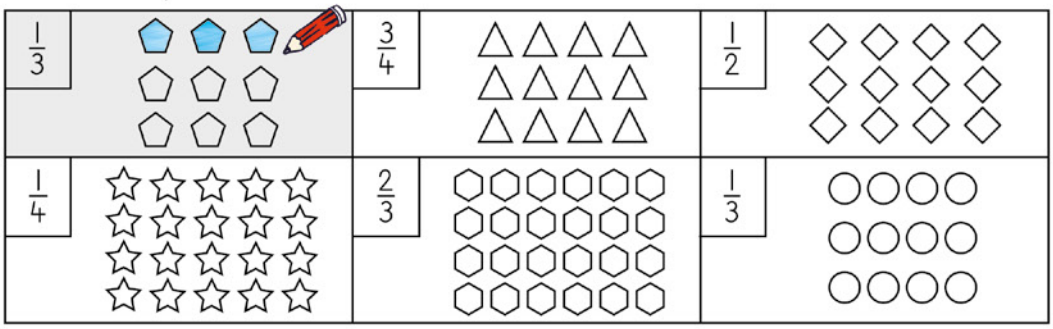
2 Sombulula ezi ngxaki.
Solve these problems.

	
ikota e-1 yeelekese = 3 1 quarter of the sweets = 3 iikota ezi-2 zeelekese = ____ 2 quarters of the sweets = ____ iikota ezi-3 zeelekese = ____ 3 quarters of the sweets = ____ iikota ezi-4 zeelekese = ____ 4 quarters of the sweets = ____	i-1 esithathwini seelekese = ____ 1 third of the sweets = ____ isi-2 esithathwini seelekese = ____ 2 thirds of the sweets = ____ isi-3 esithathwini seelekese = ____ 3 thirds of the sweets = ____

68

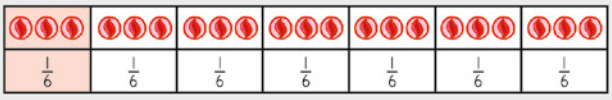
Fraction of a collection

3 Fakela umbala kwiimilo ubonise amaqhezu.
Colour the shapes to show the fractions.

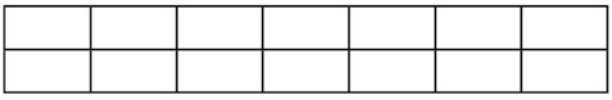


4 Sombulula ezi ngxaki.
Solve the problems.

UNomsa unamapetyu ali-18. Uthatha i-$\frac{1}{6}$ yawo aye nayo esikolweni. Mangaphi amapetyu awathathileyo?
Nomsa has 18 marbles. She takes $\frac{1}{6}$ of her marbles to school. How many marbles does she take?

Zoba. Draw.	
Isivakalisi manani sokufumana i-$\frac{1}{6}$ ye-18. Number sentence to find $\frac{1}{6}$ of 18.	$18 \div 6 = 3$
Isiphumo. Answer.	UNomsa umke namapetyu ama-3 ukuya esikolweni. Nomsa took 3 marbles to school.

UNtando uneelekese ezingama-28. Upha umhlobo wakhe i-$\frac{2}{7}$. Zingaphi iilekese aphise ngazo?
Ntando has 28 sweets. He gives $\frac{2}{7}$ of his sweets to a friend. How many sweets does he give away?

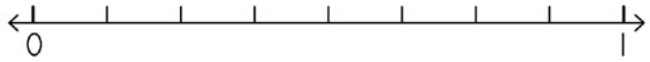
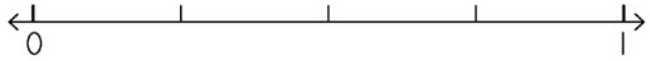
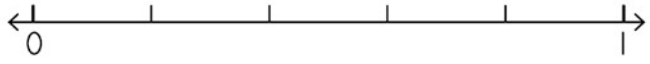
Zoba. Draw.	
Isivakalisi manani sokufumana i-$\frac{2}{7}$ yama-28. Number sentence to find $\frac{2}{7}$ of 28.	
Isiphumo. Answer.	

IVEKI • WEEK 7

USUKU 5 • DAY 5

Uvavanyo noqukaniso
Assessment and consolidation

UVAVANYO ASSESSMENT → IPHEPHA LOKUSEBENZELA WORKSHEET

	Leyibhelisha amaqhezu kumgcamanani. Label the fractions on the number line.	Leliphi iqhezu elikhulu? Which fraction is bigger?
$\frac{2}{6}$ ne-$\frac{6}{6}$ and		
$\frac{5}{8}$ ne-$\frac{7}{8}$ and		
$\frac{1}{4}$ ne-$\frac{3}{4}$ and		
$\frac{3}{5}$ ne-$\frac{4}{5}$ and		
$\frac{2}{3}$ ne-$\frac{3}{3}$ and		

Masithethe ngeMaths!
Let's talk Maths!

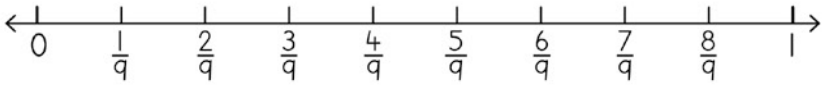
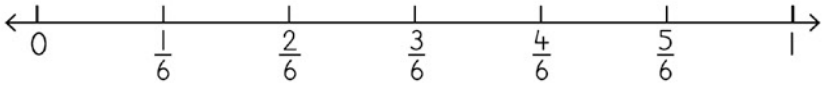
NgesiXhosa sithi:	In English we say:
Leliphi iqhezu elikhulu?	Which fraction is bigger?
Leliphi iqhezu elincinci?	Which fraction is smaller?
Dibanisa amaqhezu.	Add the fractions.
thabatha	subtract
i-$\frac{1}{6}$ ye-18	$\frac{1}{6}$ of 18

70

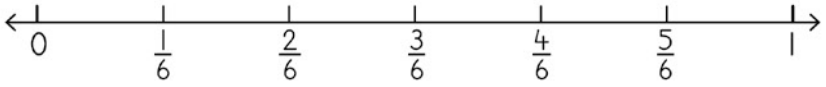
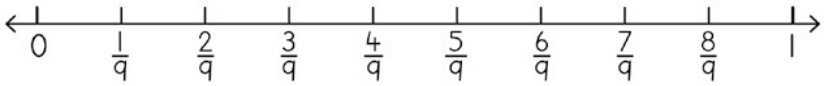
Assessment and consolidation

Uqukaniso | Consolidation

1 Dibanisa amaqhezu. Bonisa imitsi kumgcamanani.
Add the fractions. Show the jumps on the number line.

$\frac{2}{9} + \frac{4}{9} =$ —	
$\frac{5}{6} + \frac{1}{6} =$ —	

2 Thabatha amaqhezu. Bonisa imitsi kumgcamanani.
Subtract the fractions. Show the jumps on the number line.

$\frac{4}{6} - \frac{2}{6} =$ —	
$\frac{8}{9} - \frac{4}{9} =$ —	

3 Sombulula le ngxaki.
Solve the problem.

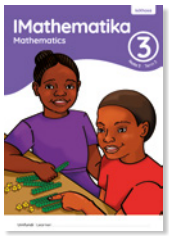
UThandi uneebhola ezingama-32. Upha umnakwabo i-$\frac{3}{8}$ yazo. Zingaphi iibhola aziphe umnakwabo?
Thandi has 32 balls. She gives $\frac{3}{8}$ of them to her brother. How many balls does she give him?

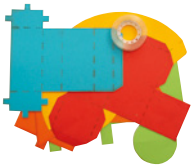
Zoba.
Draw.

Isivakalisi manani sokufumana i-$\frac{3}{8}$ yama-32. Number sentence to find $\frac{3}{8}$ of 32.	
Isiphumo. Answer.	

Umjikelezo ne-eriya

	Izixhobo
Izibalo zentloko: *Fizz Pop – ukuphinda kabini*	azikho
Umdlalo: *1, 2, 3 veza – thelekisa*	*oonotsheluza*



Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Umjikelezo	iLAB, umtya, izinto eziseklasini
2	Umjikelezo	iLAB, *1 m yerula esongwayo*
3	Ieriya	iLAB, *imisiko yeemilo* (Gr 3 Ikota yesi-2)
4	Ieriya	iLAB
5	Uqukaniso novavanyo olujolise ekufundeni	iLAB

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukufumanisa aze alinganisele umgama ojikeleze iimilo ezine-2-D (umjikelezo)	
ukufumanisa ieriya yomphezulu esebenzisa iithayile.	

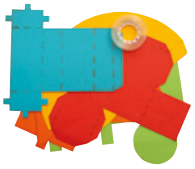
Uvavanyo

Uvavanyo olubhalwayo: lingxaki zokudibanisa nokuthabatha nezivakalisi manani

Bhala phantsi amanqaku afunyenweyo kwali-10 kwiphetshana lamanqaku ekota.

Perimeter and area

	Resources
Mental Maths: *Fizz Pop – doubling*	none
Game: *1 2 3 show – compare*	*flard cards*

Day	Lesson activity	Lesson resources
1	Perimeter	LAB, string, classroom items
2	Perimeter	LAB, *1 m fold up ruler*
3	Area	LAB, *shape cut-outs* (Gr 3 Term 2)
4	Area	LAB
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
investigate and measure the distance around 2-D shapes (perimeter).	
investigate the area of a surface using tiling.	

Assessment

Written assessment: Addition and subtraction problems and number sentences

Record a mark out of 10 in the term mark sheet.

Umjikelezo ne-eriya

Ividiyo yezibalo zentloko

Kule veki siza kudlala umdlalo othi *Fizz Pop* ukuze sigxile ekuphindeni kabini. Kubalulekile ukuba abafundi baziqhelise ukuphindaphinda kabini ukuze bakwazi ukusebenzisa obu buchule bokubala ngempumelelo. Ulwazi lokuphinda kabini luyimfuneko njengoko abafundi beqala ukufunda ngophindaphindo.

Ividiyo yomdlalo

Kule veki sidlala umdlalo othi *1 2 3 veza – thelekisa*. Lo mdlalo unika abafundi ithuba lokuthelekisa amanani amivo mi-3 kwanokuchaza ukuba leliphi inani elikhulu ileliphi elincinci. Bobabini abafundi baveza inani elinemivo emi-3 ngoonotsheluza babo. Bathetha ngokuba lelikabani inani elikhulu okanye elincinci. Lo mdlalo ubethelela ingqiqo yamanani.

Ividiyo yophuhliso lwengqiqo

Kumsebenzi wale veki ongemijikelezo ne-eriya, abafundi bafundiswa ingqiqo ngomjikelezo ne-eriya. Bafunda ngezi ngqiqo ngendlela elula nesebenzayo njengoko benikwa ithuba lokulinganisela indawo ejikeleze iimilo. Basebenzisa iithayile ukufumanisa ieriya yomphezulu wento. Kule veki sijolisa koku:

- ukufumanisa nokulinganisela umgama ojikeleze iimilo ezine-2D.
- ukufumanisa ieriya yomphezulu ngokusebenzisa iithayile.

Into emayiqatshelwe kule veki

Kubalulekile ukuba abafundi baziqonde iinkcazelo zeengqiqo ezintsha ezifundiswe kule veki. Umjikelezo ubhekisele kubude bendawo ejikeleze imilo budibene. Ieriya yona ibhekisele kubungakanani bomphezulu wendawo.
Bakhuthaze abafundi bancokole ukuze baphuhlise ulwimi lwabo lwemathematika. Qinisekisa ukuba abafundi basebenzisa isigama esichanekileyo: **umjikelezo**, **umgama**, **iimilo ezi-2-D**, **linganisela**, **umlinganiselo**, **qikelela**, **thelekisa**, **cwangcisa**, **rekhodisha**, **ubude**, **ukuya phambili**, **ukubuya umva**, **ieriya**, **fumanisa**, **ukufaka iithayile**, **izikwere**

Perimeter and area

Mental Maths video

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

Game video

This week we play the game *1 2 3 show – compare*. The game provides opportunities for the learners to compare 3-digit numbers and say which number is greater and which is smaller. Both learners show a 3-digit number using *flard cards*. They talk to each other about whose number is bigger and whose is smaller. This game consolidates number concept.

Conceptual development video

In this week's work on perimeter and area, learners are introduced to the concept of perimeter and area. They learn about these concepts in a simple and practical way as they are given opportunities to measure around shapes. They use tiles to investigate the area of a surface. This week we focus on:

- investigating and measuring the distance around 2-D shapes (perimeter).
- investigating the area of a surface using tiling.

What to look out for this week

It is important that learners understand the definitions of the new concepts introduced this week. Perimeter means the total length around a shape. Area means the amount of surface covered. Encourage conversation between learners so that they can develop their mathematical language. Ensure that learners are using the correct vocabulary: **perimeter**, **distance**, **2-D shapes**, **measure**, **measurement**, **estimate**, **compare**, **order**, **record**, **length**, **forwards**, **backwards**, **area**, **investigate**, **tiling**, **squares**

Umjikelezo

IZIBALO ZENTLOKO – MENTAL MATHS: FIZZ POP – PHINDA KABINI – FIZZ POP – DOUBLE → UMDLALO – GAME → UPHUHLISO LWENGQIQO – CONCEPT DEVELOPMENT → AMAPHEPHA LOKUSEBENZELA – WORKSHEETS

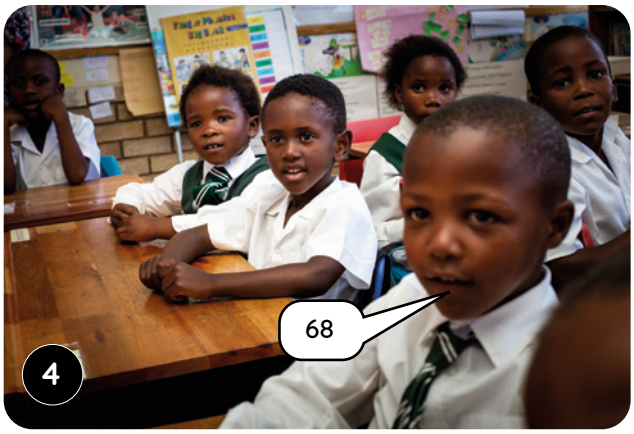
IZIBALO ZENTLOKO | MENTAL MATHS

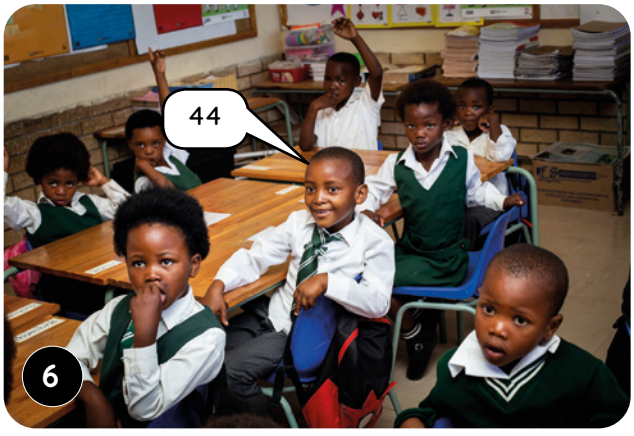
Dlalani *uFizz Pop* niziqhelise ukuphinda kabini.

Play *Fizz Pop* to practise doubling.

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.

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





Perimeter

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

Phinda kabini.
Double.

20 _____

50 _____

30 _____

80 _____

70 _____

800 _____

100 _____

400 _____

300 _____

200 _____

Usuku 2 Day 2

Phinda kabini.
Double.

40 _____

10 _____

50 _____

20 _____

200 _____

230 _____

410 _____

620 _____

540 _____

150 _____

Usuku 3 Day 3

Phinda kabini.
Double.

223 _____

333 _____

424 _____

534 _____

144 _____

142 _____

152 _____

135 _____

165 _____

115 _____

Usuku 4 Day 4

Phinda kabini.
Double.

316 _____

226 _____

137 _____

147 _____

157 _____

338 _____

348 _____

429 _____

439 _____

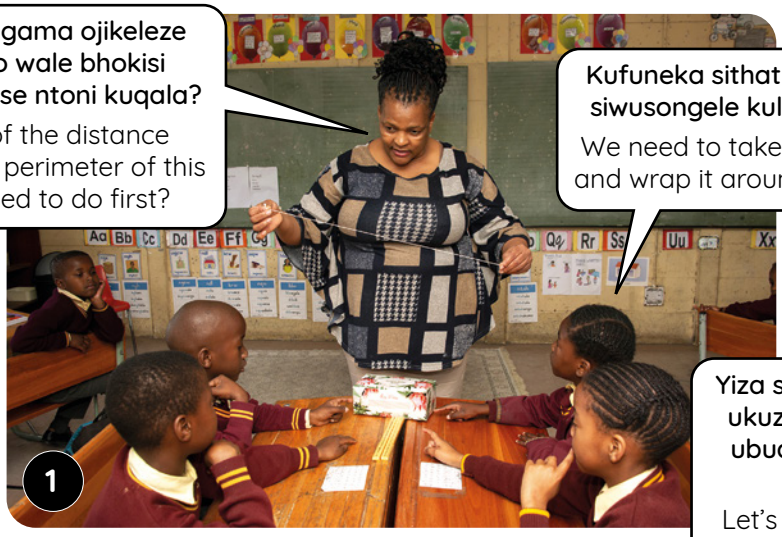
149 _____

Umjikelezo

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Umjikelezo ngumlinganiselo womgama ojikeleze imilo. Masilinganisele umjikelezo wale bhokisi sisebenzise lo mtya. Kufuneka sense ntoni kuqala?

Perimeter is the measurement of the distance around a shape. Let's measure the perimeter of this box using string. What do we need to do first?



Kufuneka sithathe umtya siwusongele kule bhokisi.

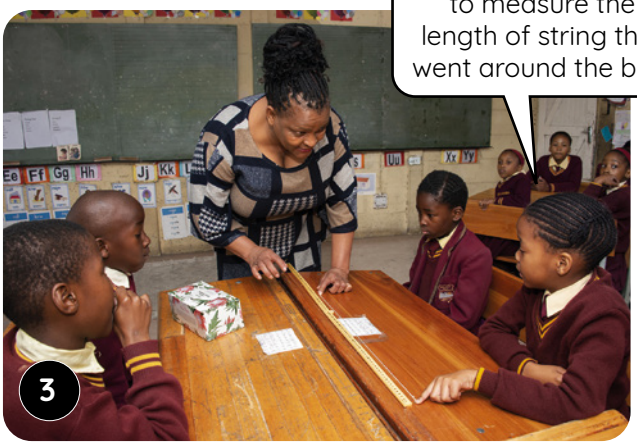
We need to take the string and wrap it around the box.

Kufuneka umtya omde kangaka, ukuze ujikele kule bhokisi.

I need this length of string to go around the box.

Yiza sibambe umtya ukuze silinganisele ubude obujikeleze ibhokisi.

Let's hold the string to measure the length of string that went around the box.



Mde kangakanani umtya ojikeleze ibhokisi?

How long was the piece of string that went around the box?

Ubude bomtya bungama-65 cm. Umjikelezo wale bhokisi ngama-65 cm.

The length of the string is 65 cm. The perimeter of the box is 65 cm.

Nika abafundi amathuba okulinganisela umjikelezo weemilo eziliqela ezahlukileyo besebenzisa ubude bomtya. Bancedise bakwazi ukubamba iziphelo zomtya ukuze bazi ukuba baphele phi ukulinganisela.

Provide opportunities for learners to measure the perimeter of a number of different shapes using a length of string. Help learners to manage holding the ends of the string so that they know where to stop measuring.

Perimeter

IVEKI • WEEK 8

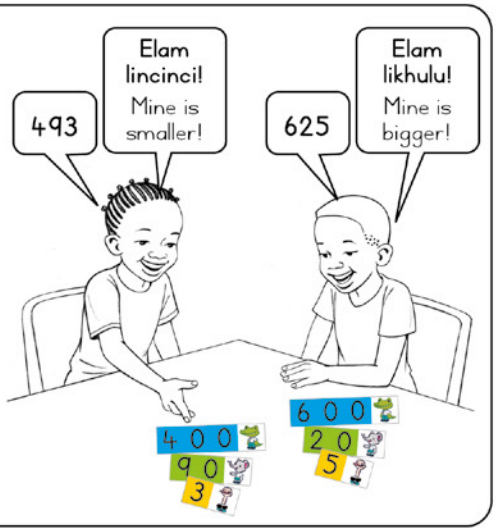
USUKU 1 • DAY 1

Umjikelezo
Perimeter

IZIBALO ZENTLOKO (MENTAL MATHS) | FIZZ POP – PHINDA KABINI (FIZZ POP – DOUBLE) → UMDLALO (GAME) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

Umdlalo: 1, 2, 3 Veza – thelekisa!
Game: 1, 2, 3 Show – compare!

- Sebenzani ngababini. Veza inani ngoonotsheluza.
  Work in pairs. Show a number using flard cards.
- Leliphi inani? Leliphi elikhulu?
  What number? Which one is bigger?
- Leliphi elincinci? Kangakanani?
  Which one is smaller? How much?
- Phinda kwakhona!
  Do it again!



Umjikelezo ngumlinganiselo womgama ojikeleze imilo. Singasebenzisa isijungqe somtya usincede sifumane umjikelezo wemilo.

Perimeter is the measurement of the distance around a shape. We can use a piece of string to help us work out the perimeter of a shape.

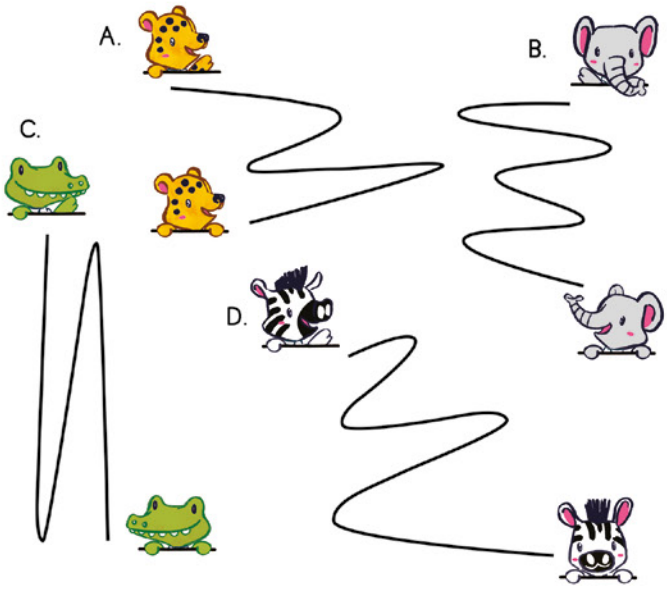
1 Linganisela le migca ngomtya. Linganisela umtya uze ubhale ubude ngeesentimitha.
Use string to measure the lines. Measure the string and write the length in centimetres.

A = ____ cm

B = ____ cm

C = ____ cm

D = ____ cm

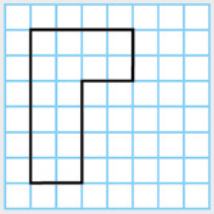
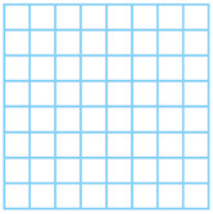
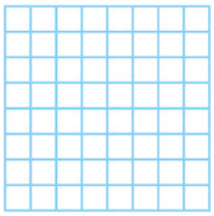
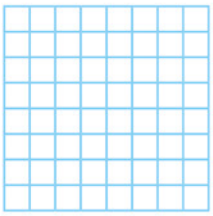
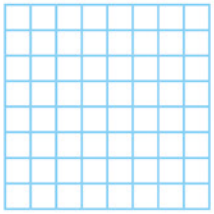
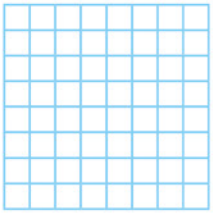


72

Umjikelezo

2 Zoba iimilo kwiigridi. Uyintoni umjikelezo wale milo?

Draw shapes on the grids. What is the perimeter of the shape?

 umjikelezo = izikwere ezi-20 perimeter = 20 squares	 umjikelezo = izikwere ezi-____ perimeter = ____ squares.
 umjikelezo = izikwere ezi-____ perimeter = ____ squares	 umjikelezo = izikwere ezi-____ perimeter = ____ squares
 umjikelezo = izikwere ezi-____ perimeter = ____ squares	 umjikelezo = izikwere ezi-____ perimeter = ____ squares

3 Linganisela umjikelezo ngomtya. Linganisela ubude bomtya ngeesentimitha.

Use string to measure the perimeter. Measure the length of the string in centimetres.

 umjikelezo = 102 cm perimeter = 102 cm	 umjikelezo = ____ cm perimeter = ____ cm	 umjikelezo = ____ cm perimeter = ____ cm	 umjikelezo = ____ cm perimeter = ____ cm

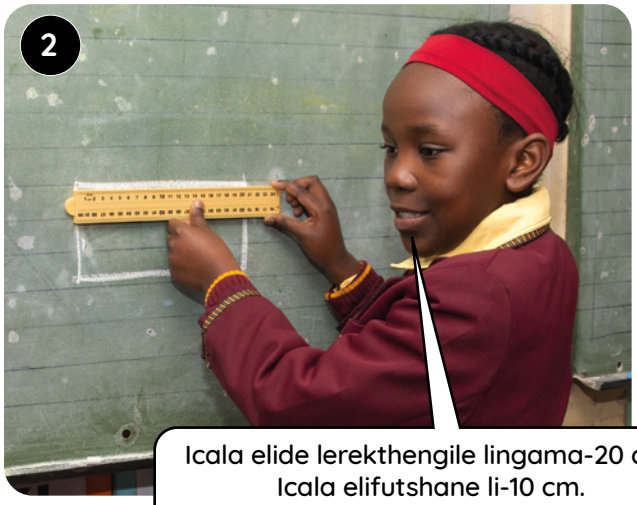
Perimeter

IZIBALO ZENTLOKO – MENTAL MATHS | FIZZ POP – PHINDA KABINI – FIZZ POP – DOUBLE → UMDLALO – GAME → UPHUHLISO LWENGQIQO – CONCEPT DEVELOPMENT → AMAPHEPHA LOKUSEBENZELA – WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Ndifuna ukulinganisela umjikelezo werekthengile, kodwa andinamtya. Ndenze ntoni?
I want to measure the perimeter of a rectangle, but I don't have any string. What can I do?

Ndingalinganisela ubude becala ngalinye lerekthengile.
I can measure the length of each side of the rectangle.

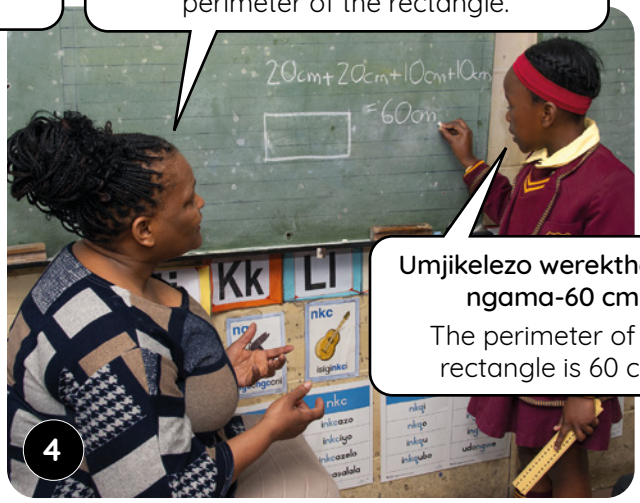


Icala elide lerekthengile lingama-20 cm. Icala elifutshane li-10 cm.
The long side of the rectangle is 20 cm. The short side of the rectangle is 10 cm.

Sazi ntoni kanene ngamacala erekthengile?
What do we know about the sides of the rectangle?

Amacala ama-2 amade ayalingana ngobude, namacala amabini amafutshane ayalingana ngobude.
The 2 long sides are the same length and the two short sides are the same length.

Kunjalo. Bhala isibalo sakho ufumane umjikelezo wale rekthengile.
Yes! Write your calculation to find the perimeter of the rectangle.



Umjikelezo werekthengile ngama-60 cm.
The perimeter of the rectangle is 60 cm.

Nika abafundi amathuba okulinganisela umjikelezo weemilo ezahlukileyo eziliqela. Sebenzisa eli xesha ubethelele iimpawu zeemilo ezinemilinganiselo emi-2 (2-D).

Provide opportunities for learners to measure the perimeter of a number of different shapes. Use this time to consolidate the features of 2-D shapes.

IVEKI • WEEK 8

USUKU 2 • DAY 2

Umjikelezo
Perimeter

IZIBALO ZENTLOKO – MENTAL MATHS | FIZZ POP – PHINDA KABINI – FIZZ POP – DOUBLE → UMDLALO – GAME → UPHUHLISO LWENGQIQO – CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA – WORKSHEETS

1 Linganisela amacala eemilo uze ubale umjikelezo.
Measure the sides of the shapes and calculate the perimeter.

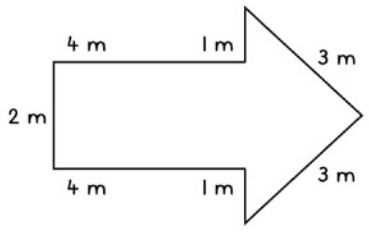
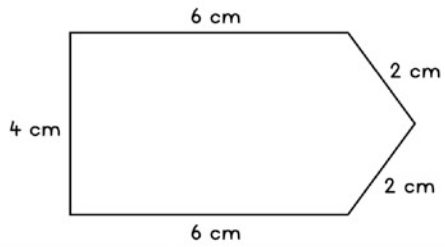
	igama lemilo name of shape	
	umjikelezo perimeter	

	igama lemilo name of shape	
	umjikelezo perimeter	

	igama lemilo name of shape	
	umjikelezo perimeter	

	igama lemilo name of shape	
	umjikelezo perimeter	

2 Bala umjikelezo wezi milo zilandelayo.
Calculate the perimeter of the following shapes.

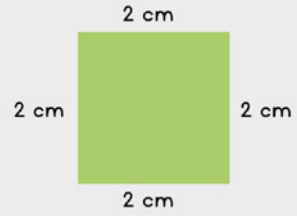
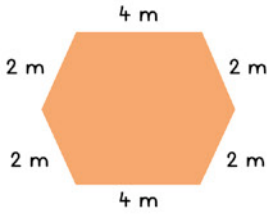
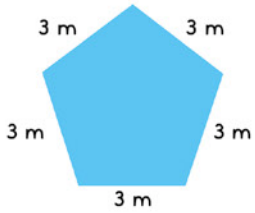
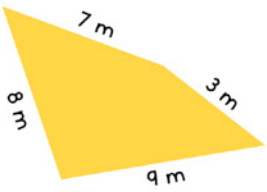
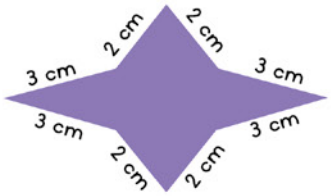
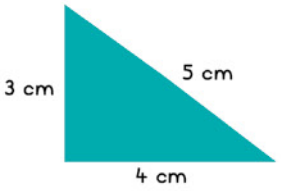
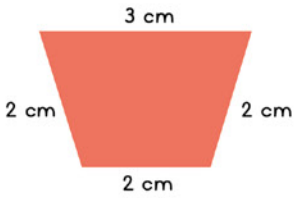
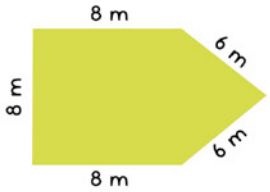
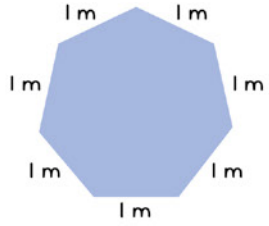
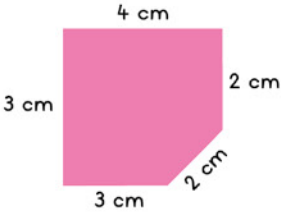
	
umjikelezo perimeter	umjikelezo perimeter

74

Perimeter

3 Bala umjikelezo.

Calculate the perimeter.

	8 cm		____ m
	____ m		____ m
	____ cm		____ cm
	____ cm		____ m
	____ m		____ cm

Ieriya

IZIBALO ZENTLOKO – MENTAL MATHS: FIZZ POP – PHINDA KABINI – FIZZ POP – DOUBLE → UMDLALO – GAME → UPHUHLISO LWENGQIQO – CONCEPT DEVELOPMENT → AMAPHEPHA LOKUSEBENZELA – WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Jonga umgangatho weklasi. Ukuba ndifuna ukufakela iithayile, ndingasebenzisa umjikelezo ukuze ndazi inani leethayile endiza kuzisebenzisa?

Look at the classroom floor. If I want to tile the floor, can I use the perimeter to tell me how many tiles I need?

Hayi, kaloku umjikelezo usixelela ngomgama ojikeleza iklasi.

No, the perimeter tells you the distance around the classroom.

Umlinganiselo womphezulu kuthiwa yieriya. Ungayisebenisa njani imisiko yeemilo ukuze ufumane ieriya yoqweqwe lwencwadi yakho?

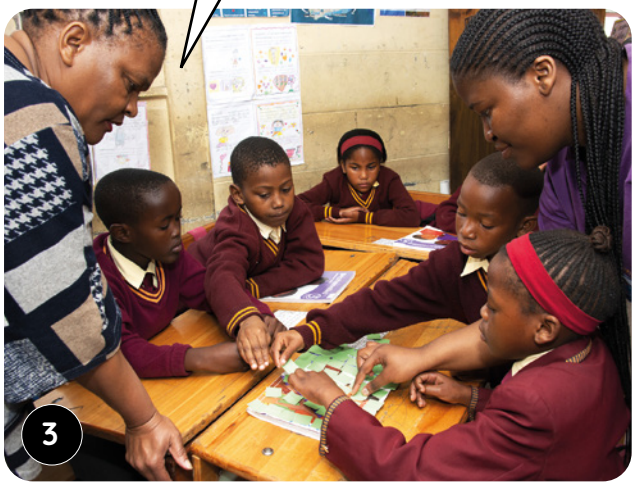
The measurement of a surface is called the area. How could you use your cut out shapes to work out the area of your book cover?

Singabeka iimilo njengeethayile ze sibone ukuba zingaphi eziza kuyigquma incwadi.

We could lay out the shapes like tiles and see how many will cover the book.

Zingaphi izikwere ezinokugquma incwadi yakho?

How many squares can you fit over your book?



Bakhuthaze abafundi babeke iithayile kwiieriya ezahlukileyo basebenzise imisiko yeemilo – sebenzisa imisiko eyahlukileyo yeemilo ukugquma incwadi yeLAB, idesika, isihlalo sesitulo njalonjalo. Qinisekisa ukuba babeka imilo ecaleni kwenye, kungabikho sithuba phakathi kwazo. Xoxa nabafundi ngokuba bangakwazi na ukusebenzisa isangqa xa befakela iithayile kwimilo.

Encourage learners to tile different areas using their cut-out shapes – use different cut-out shapes to cover the LAB, the desk, the seat of the chair and so on. Make sure they place the shapes next to each other, without gaps in between them. Discuss with learners whether they could use the circle to tile a shape.

Area

IVEKI • WEEK 8

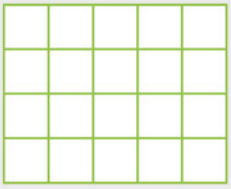
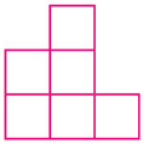
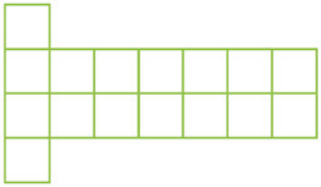
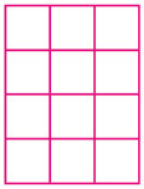
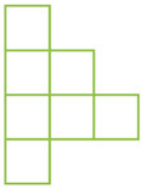
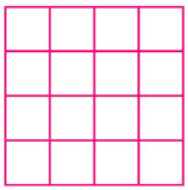
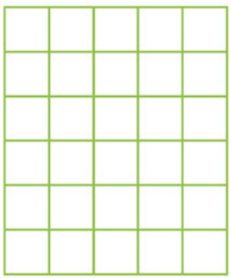
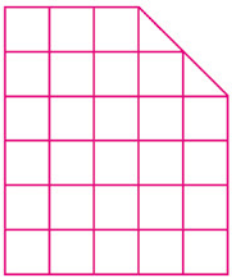
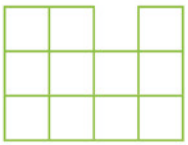
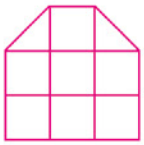
USUKU 3 • DAY 3

Ieriya
Area

IZIBALO ZENTLOKO (MENTAL MATHS) | FIZZ POP – PHINDA KABINI (FIZZ POP – DOUBLE) → UMDLALO (GAME) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

1 Ingakanani ieriya yezi milo?
What is the area of these shapes?

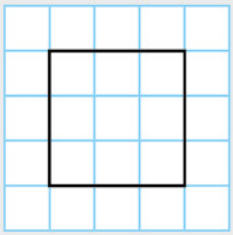
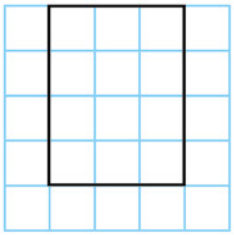
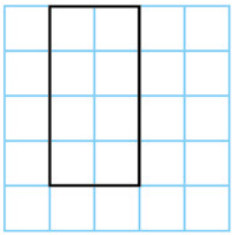
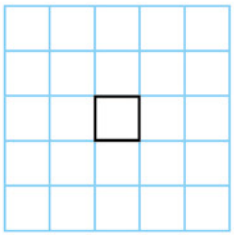
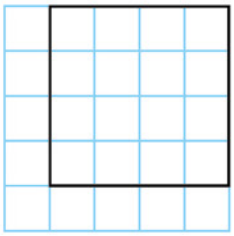
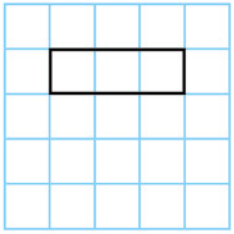
Umlinganiselo womphezulu ubizwa ngokuba yieriya. Siyilinganisela ngezikwere.
The measurement of a surface is called the area. We can measure it in squares.

	izikwere squares		izikwere squares
	20 		
			
			
			
			

76

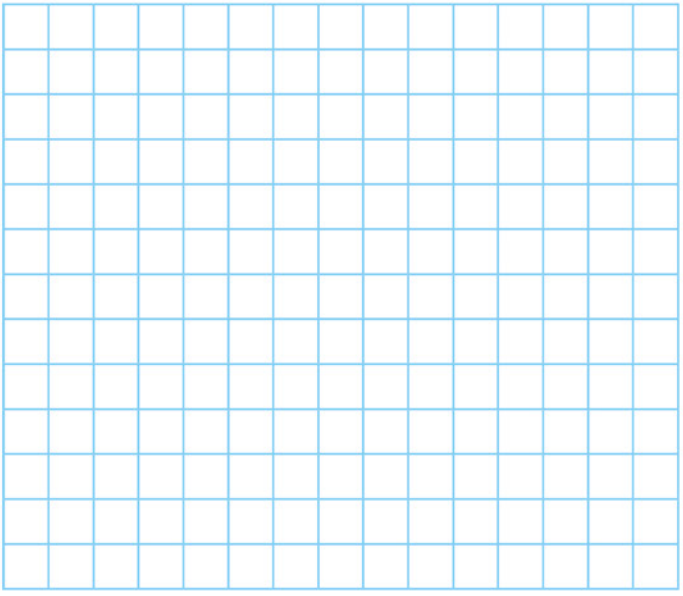
Ieriya

2 Ingakanani ieriya yezi milo?
What is the area of these shapes?

	izikwere squares		izikwere squares
	q 		
			
			

3 Sebenzisa izikwere neziqingatha zezikwere ukuze uzobe iimilo ezintathu kwiphepha legridi. Imilo nganye kufuneka ibe nezikwere ezili-12. 

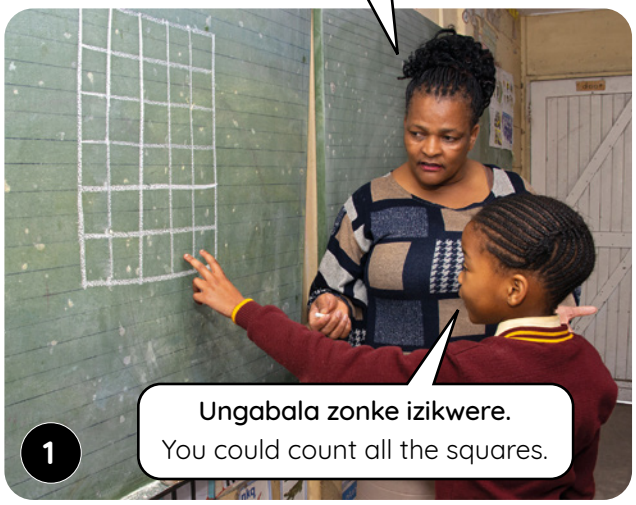
Use squares and half squares to draw three shapes on the grid paper. Each shape should have an area of 12 squares.



Area

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Jonga imilo esebhodini. Ndingayifumana njani ieriya yale milo?
Look at the shape on the board. How would I work out the area of this shape?



Kuza kuthatha ixesha elide ukuzibala zonke izikwere. Ingaba le milo ifana nento okhe wayisebenzisa xa ubufunda ngophindaphindo nolwahlulo?
It will take quite a long time to count all the squares. Does this shape look like anything you used when you learnt about multiplication and division?

Ewe! Isinceda njani ke loo nto?
Yes! How does that help us?

Yintoni ieriya yale milo?
What is the area of this shape?

Bakhuthaze abafundi basebenzise ulwazi lwabo locwangciso manani ukuze bafumane ieriya yeemilo ezahlukileyo ezizikwere neerekthengile.

Encourage learners to use their knowledge of arrays to work out the area of a variety of square and rectangular shapes.

Ieriya

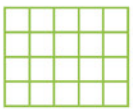
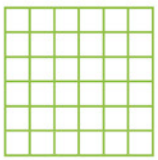
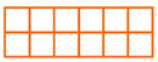
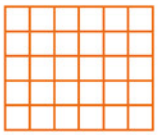
IVEKI • WEEK 8

USUKU 4 • DAY 4

Ieriya
Area

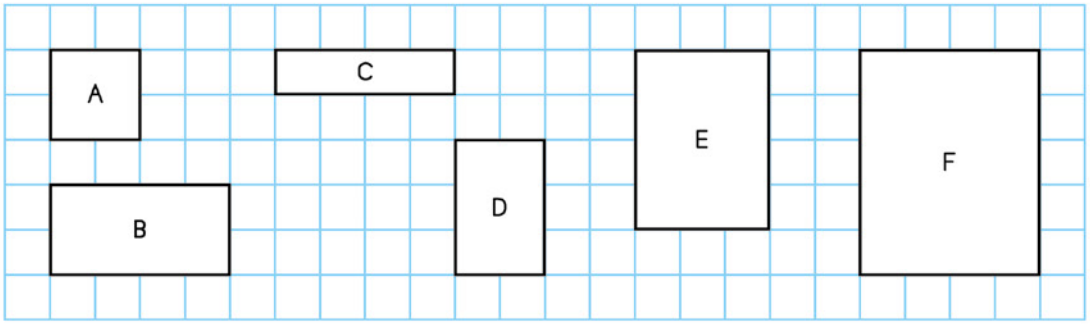
IZIBALO ZENTLOKO – MENTAL MATHS → FIZZ POP – PHINDA KABINI – FIZZ POP – DOUBLE → UMDLALO – GAME → UPHUHLISO LWENGQIQO – CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA – WORKSHEETS

1 Fumana ieriya.
Work out the area.

 3 x 6 = 18 ieriya = izikwere ezi- 18 area = 18 squares	 ___ x ___ = ___ ieriya = izikwere ezi-____ area = ____ squares	 ___ x ___ = ___ ieriya = izikwere ezi-____ area = ____ squares
 ___ x ___ = ___ ieriya = izikwere ezi-____ area = ____ squares	 ___ x ___ = ___ ieriya = izikwere ezi-____ area = ____ squares	 ___ x ___ = ___ ieriya = izikwere ezi-____ area = ____ squares

2 Fumana ieriya yezi rekthengile ngokusebenzisa igridi.
Work out the area of the rectangles using the grid.

A = izikwere ezi- 4 A = 4 squares	B = izikwere ezi-____ B = ____ squares	C = izikwere ezi-____ C = ____ squares
D = izikwere ezi-____ D = ____ squares	E = izikwere ezi-____ E = ____ squares	F = izikwere ezi-____ F = ____ squares



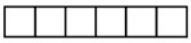
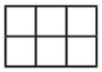
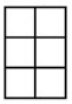
78

Area

UThami ugangatha isitiya sakhe.
Uneethayile ezi-6. Jonga indlela azibeka ngayo.

Thami is paving her garden. She has 6 tiles.
Look at how she can lay them out.

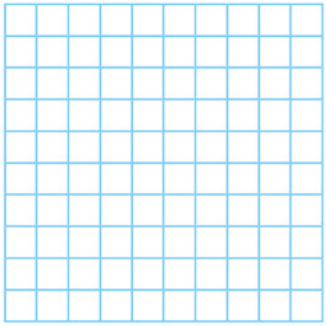
3

 6 x 1 = 6	 3 x 2 = 6	 2 x 3 = 6

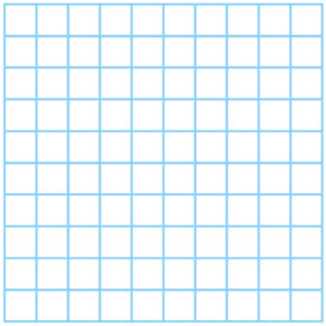
Bonisa iindlela ezahlukileyo onokubeka ngazo iithayile!

Show the different ways you can tile!

ngeethayile ezisi-8
using 8 tiles

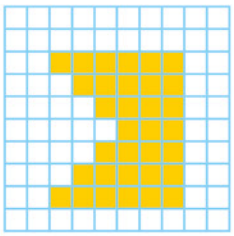
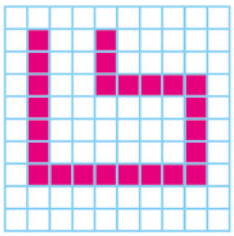
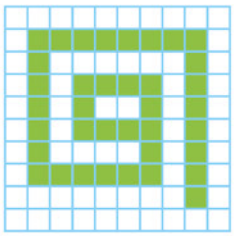
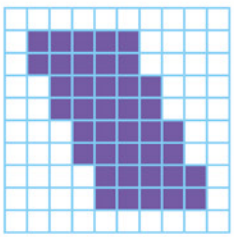
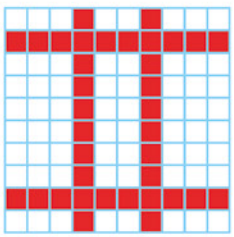
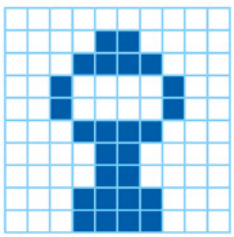


ngeethayile ezisi-9
using 9 tiles



4 Ingakanani ieriya yemilo nganye? Bala izikwere.

What is the area of each shape? Count the squares.

		
izikwere ezi-_____ _____ squares	izikwere ezi-_____ _____ squares	izikwere ezi-_____ _____ squares
		
izikwere ezi-_____ _____ squares	izikwere ezi-_____ _____ squares	izikwere ezi-_____ _____ squares

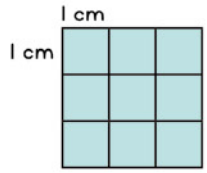
IVEKI • WEEK 8

USUKU 5 • DAY 5

Uvavanyo noqukaniso
Assessment and consolidation

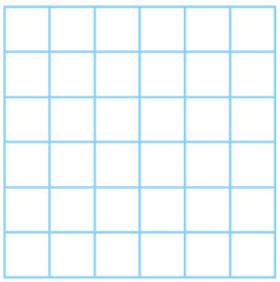
UVAVANYO ASSESSMENT → IPHEPHA LOKUSEBENZELA WORKSHEET

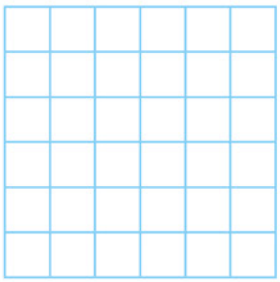
1 Fumana ieriya nomjikelezo wesi sikwere.
What is the area and perimeter of this square?



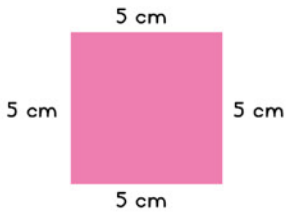
ieriya area	
umjikelezo perimeter	

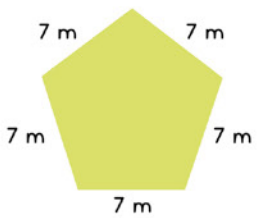
2 Zoba iirekthengile ezi-2 ezahlukileyo ezine-eriya yeebloko ezili-12 inye.
Draw 2 different rectangles with an area of 12 blocks each.





3 Bala umjikelezo.
Calculate the perimeter.

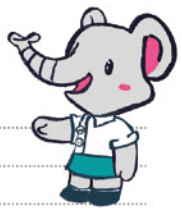




_____ m	_____ m

Masithethe ngeMaths!
Let's talk Maths!

NgesiXhosa sithi:	In English we say:
umjikelezo	perimeter
ieriya	area
umphezulu wemilo	surface of a shape
Sebenzisa iimilo njengeethayile.	Use shapes as tiles.
ucwangcisomanani	array



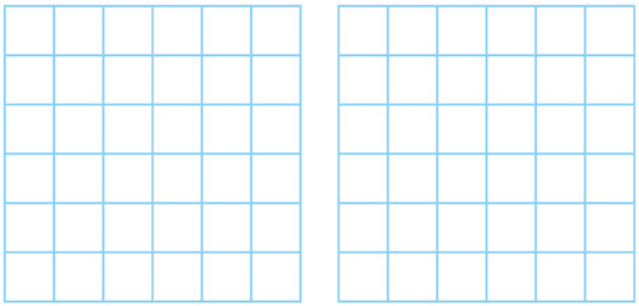
80

Assessment and consolidation

Uqukaniso | Consolidation

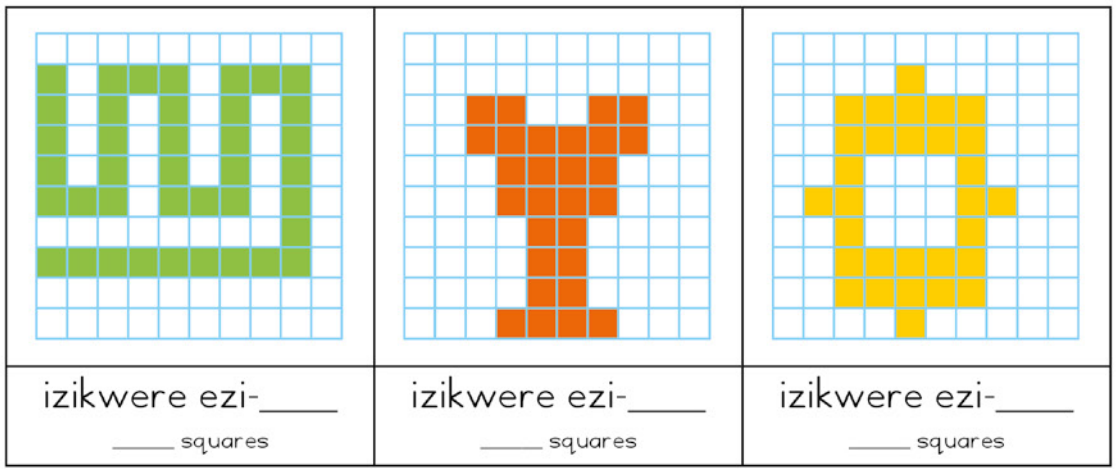
1 Zoba iirekthengile ezi-2 ezahlukileyo ezinomjikelo weebloko ezili-12 inye.

Draw 2 different rectangles with a perimeter of 12 blocks each.



2 Ingakanani ieriya yezi milo ngokwezikwere?

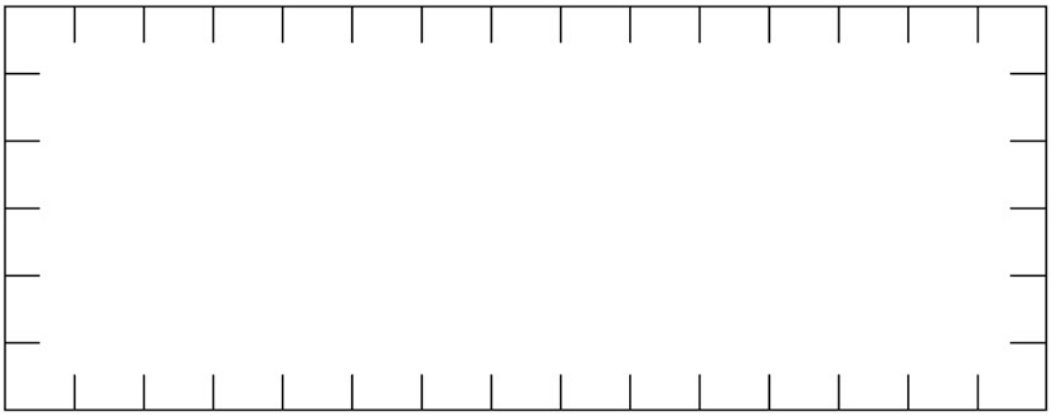
What is the area of the shapes in squares?



izikwere ezi-____	izikwere ezi-____	izikwere ezi-____
____ squares	____ squares	____ squares

3 Fumana ieriya nomjikelezo wale rekthengile.

Work out the area and perimeter of the rectangle.



Ubunzima

	Izixhobo
Izibalo zentloko: Veza inani	*oonotsheluza*
Umdlalo: *Imaths ekhawulezayo – imali*	*imali yokudlala*

Usuku	**Umsebenzi wesifundo**	**Izixhobo zezifundo**
1	likhilogremu	iLAB, 1 kg yomgubo (okanye nayiphi na imveliso enobunzima obufanayo)
2	ligremu	LAB, 250 g yeswekile (okanye nayiphi na imveliso enobunzima obufanayo)
3	Uqikelelo lobunzima	LAB, izinto ezisezipakethini ezinobunzima obubhalwe kuzo ezifana ne-1 kg yomgubo, 250 g yeswekile njalonjalo.
4	Ukusebenza ngeeyunithi zobunzima	LAB
5	Uqukaniso	LAB

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukuhlaziya ulwazi lweegremu neekhilogremu njengeeyunithi ezisemgangathweni zokulinganisela ubunzima.	
ukuqikelela, ukuthelekisa nokurekhodisha ubunzima esebenzisa iigremu neekhilogremu.	
ukusombulula iingxaki zamagama ezibandakanya iiyunithi zobunzima.	

Uvavanyo

Akukho vavanyo lusesikweni kule veki.

Kufuneka uqwalasele abafundi yonke imihla, uthathe amanqaku njengenxalenye yovavanyo oluqhubekayo olungekho sikweni olujolise ekufundeni.

Mass

	Resources
Mental Maths: Compare numbers	*flard cards*
Game: *Fast maths – money*	*play money*

Day	Lesson activity	Lesson resources
1	Kilograms	LAB, 1 kg flour (or any other product of the same mass)
2	Grams	LAB, 250 g sugar (or any other product of the same mass)
3	Estimation of mass	LAB, pre-packaged items with mass indicated such as 1 kg flour, 250 g sugar and so on
4	Working with units of mass	LAB
5	Consolidation	LAB

After this week the learner should be able to:	✓
revise grams and kilograms as standard units of measurement for mass.	
estimate, compare and record mass using grams and kilograms.	
solve word problems involving units of mass	

Assessment

There is no formal assessment this week.

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

Ubunzima

Ividiyo yezibalo zentloko

Kule veki abafundi bathelekisa amanani. Utitshala ubonisa iklasi amanani amabini ngamakhadi akhe amanani okanye ngoonotsheluza. Abafundi bakhetha elikhulu okanye elincinci. Kufuneka bachaze ukuba kutheni bekhethe elo nani.

Ividiyo yomdlalo

Sidlala umdlalo othi *Imaths ekhawulezayo – imali* kule veki. Lo mdlalo unika abafundi ithuba lokusebenza ngemali yaseMzantsi Afrika (besenzisa *imali yokudlala* yeBala Wande). Bayatshintshiselana ngokubonisa ngemali nokudibanisa imali eboniswayo. Lo mdlalo ubethelela izakhono zabafundi zokudibanisa izixa zemali.

Ividiyo yophuhliso lwengqiqo

Kumsebenzi wale veki ongobunzima, abafundi babethelela ulwazi lwabo lweegremu neekhilogremu njengeeyunithi zokulinganisela. Bayaqikelela baze balinganisele imiyinge eyahlukileyo, basombulule iingxaki zokudibanisa nokuthabatha besebenzisa iiyunithi zobunzima. Kule veki sigxila koku:

- ukuhlaziya ulwazi lweegremu neekhilogremu njengeeyunithi ezisemgangathweni zokulinganisela ubunzima.
- ukuqikelela, ukuthelekisa nokurekhodisha ubunzima ngeegremu neekhilogremu.
- ukusombulula iingxaki zamagama ezibandakanya iiyunithi zobunzima.

Into emayiqatshelwe kule veki

Yimbono entle ukuxoxa ngexabiso leeyunithi ezisemgangathweni, usazi ukuba ukwenza njalo kunceda wonke ubani afumane umlinganiselo ofanayo. Kubalulekile ukuba abafundi bakhumbule ukuba i-1 kg = 1000 g. Xa besombulula iingxaki zamagama zobunzima bangakrwela umgca phantsi kweegremu neekhilogremu ukuze bakwazi ukubala imilinganiselo echanekileyo kunye.
Bakhuthaze bancokole ngobunzima ukuze baphuhlise ulwimi lwabo lwemathematika. Qinisekisa ukuba abafundi basebenzisa isigama esichanekileyo: **ubunzima**, **iigremu**, **iikhilogremu**, **ikhaphukhaphu**, **inzima**, **ikhaphukhaphu kuna-**, **inzima kuna-**, **linganisela**, **thelekisa**, **rekhodisha**, **cwangcisa**,, **umlinganiselo**, **umahluko**, **iyunithi esemgangathweni**, **iyunithi engekho mgangathweni**, **ukuya phambili**, **ukubuya umva**, **bala**, **qikelela**, **uqikelelo**, **isikali sokulinganisela**, **ephawuliweyo**, **isikali samasiba**, **dibanisa**, **thabatha**

Mass

Mental Maths video

This week learners compare numbers. Show the class two numbers using your number cards or *flard cards*. Learners choose which one is bigger/smaller. They must explain why they chose that number.

Game video

This week we play the game *Fast maths – money*. The game provides opportunities for the learners to work with South African money (using the Bala Wande *play money*). They take turns to lay out displays of money and add what is shown. This game consolidates learners' ability to add money amounts.

Conceptual development video

In this week's work on mass, learners consolidate their knowledge of grams and kilograms as standard units of measurement. They estimate and measure different quantities and solve addition and subtraction problems using units of mass. This week we focus on:

- revising grams and kilograms as standard units of measurement for mass.
- estimating, comparing and recording mass using grams and kilograms.
- solving word problems involving units of mass.

What to look out for this week

It is a good idea to discuss the value of standard units, recognising that these allow everyone to get the same measurement. Learners must remember that 1 kg = 1000 g. When they solve mass word problems, they can underline the grams and kilograms so that they calculate the correct measurements together.

Encourage conversation between learners so that they can develop their mathematical language. Ensure that learners are using the correct vocabulary: **mass**, **grams**, **kilograms**, **light**, **heavy**, **lighter**, **heavier**, **measure**, **compare**, **record**, **order**, **measurement**, **difference**, **standard unit**, **non-standard unit**, **forwards**, **backwards**, **calculate**, **estimate**, **estimation**, **balancing scale**, **calibrated**, **analogue scale**, **add**, **subtract**

Iikhilogremu

IZIBALO ZENTLOKO MENTAL MATHS → THELEKISA AMANANI COMPARE NUMBERS → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA LOKUSEBENZELA WORKSHEETS

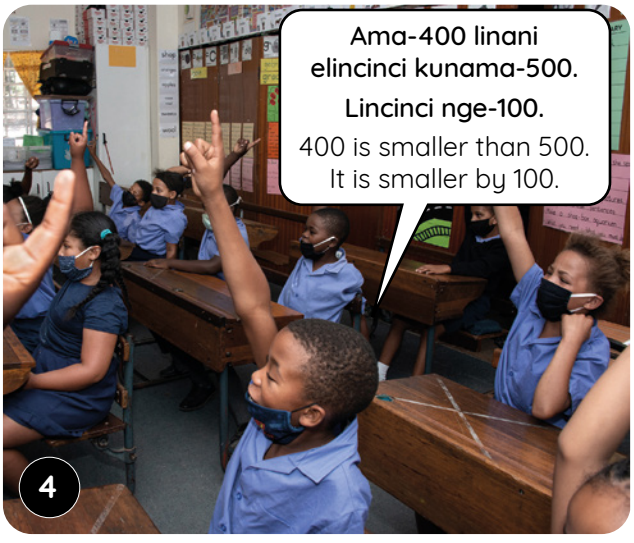
IZIBALO ZENTLOKO | MENTAL MATHS

Thelekisa amanani – cacisa umahluko ngexesha ngalinye

Compare numbers – explain the difference each time.

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.

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



Kilograms

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

Bhala inani elingaphantsi ngo-1 nelingaphezulu ngo-1.
Write 1 less and 1 more.

___ 152 ___

___ 367 ___

___ 418 ___

___ 579 ___

___ 647 ___

___ 982 ___

___ 468 ___

___ 555 ___

___ 143 ___

___ 794 ___

Usuku 2 Day 2

Bhala inani elingaphantsi ngesi-2 nelingaphezulu ngesi-2.
Write 2 less and 2 more.

___ 197 ___

___ 351 ___

___ 246 ___

___ 482 ___

___ 564 ___

___ 282 ___

___ 567 ___

___ 833 ___

___ 178 ___

___ 494 ___

Usuku 3 Day 3

Bhala inani elingaphantsi ngesi-3 nelingaphezulu ngesi-3.
Write 3 less and 3 more.

___ 163 ___

___ 315 ___

___ 476 ___

___ 542 ___

___ 867 ___

___ 212 ___

___ 567 ___

___ 444 ___

___ 778 ___

___ 194 ___

Usuku 4 Day 4

Bhala inani elingaphantsi nge-10 nelingaphezulu ngesi-10.
Write 10 less and 10 more.

___ 653 ___

___ 425 ___

___ 539 ___

___ 142 ___

___ 277 ___

___ 324 ___

___ 867 ___

___ 111 ___

___ 778 ___

___ 984 ___

Iikhilogremu

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Yeyiphi iyunithi yokulinganisela emandiyisebenzise ukulinganisela ubunzima bengxowa yomgubo?
What unit of measurement should I use to measure the mass of this bag of flour?

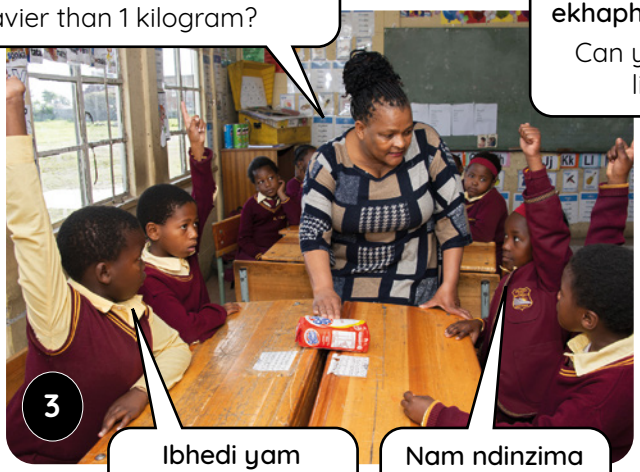
Kutheni le nto kufuneka ndisebenzise iikhilogremu ndingasebenzisi iigremu xa ndilinganisela umgubo?
Why would I use kilograms and not grams to measure the flour?

Ziikhilogremu!
Kilograms!

Sisebenzisa iikhilogremu xa silinganisela izinto ezinzima, ze sisebenzise iigremu xa silinganisela izinto ezikhaphukhaphu.
We use kilograms to measure things that are heavy and grams to measure things that are light.

Ungakhe ucinge ngento oyaziyo enzima kunekhilogrem e-1?
Can you think of anything that is heavier than 1 kilogram?

Ungakhe ucinge ngento ekhaphukhaphu kunekhilogram e-1?
Can you think of anything that is lighter than 1 kilogram?



Ibhedi yam inzima kune-1 kg.
My bed is heavier than 1 kg!

Nam ndinzima kune-1 kg!
I am heavier than 1 kg!

Ipenisile yam ikhaphukhaphu kune-1 kg.
My pencil is lighter than 1 kg.

Iglu yam ikhaphukhaphu kune-1 kg.
My glue stick is lighter than 1 kg.

Nika abafundi amathuba okuxoxa ngobunzima bezinto ngokweekhilogremu. Abafundi bangathelekisa izinto eziseklasini nengxowa yomgubo eyi-1 kg ukuze babone ukuba zinzima na okanye zikhaphukhaphu kunayo.

Provide opportunities for the learners to discuss the mass of objects in kilograms. Learners can compare classroom items to the 1 kg bag of flour to see if they are lighter or heavier.

Kilograms

IVEKI • WEEK 9

USUKU 1 • DAY 1

likhilogram
Kilograms

IZIBALO ZENTLOKO MENTAL MATHS → THELEKISA AMANANI COMPARE NUMBERS → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

Umdlalo: Imaths ekhawulezayo – imali
Game: Fast maths – money

- Sebenzani ngababini.
  Work in pairs.
- Bonisa isixa ngemali yakho yokudlala.
  Use your play money to show an amount.
- Yimalini? Dibanisa!
  How much? Add!
- Phinda kwakhona! Tshintshiselanani ngokudlala.
  Do it again! Take turns.

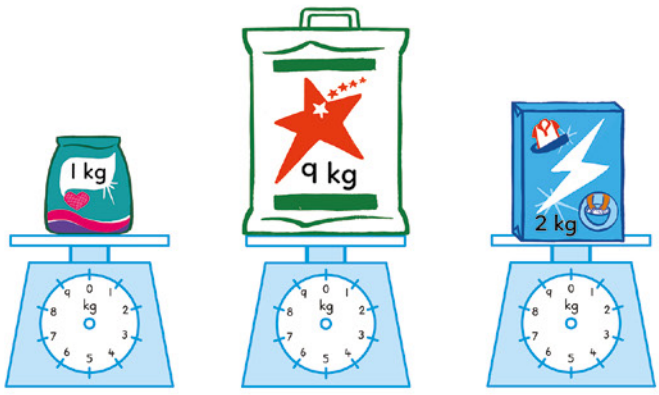
1 Jonga esi sikali.
Look at the scale.

Buthini ubunzima obuboniswa sesi sikali?
What mass reading is shown on this scale?

Ukhona umntu ome phezu kwesi sikali sokuzilinganisela ubunzima?
Is anyone standing on this bathroom scale?

Wazi njani?
How do you know?

2 Zoba amasiba kwezi zikali zasekhitshini ubonise ubunzima bezi mveliso.
Draw the pointers on the kitchen scales to show the mass of these products.



82

likhilogremu

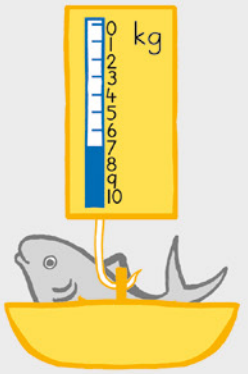
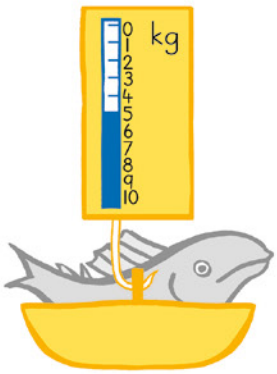
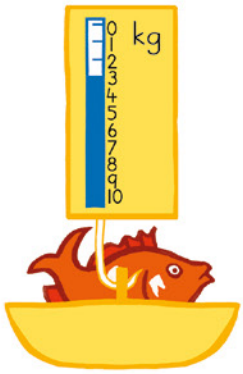
3 Zoba izinto ezinobunzima obungaphezulu okanye obungaphantsi ngokweekhilogram.

Draw things that are more or less than the mass in kilograms.

ingaphezulu more than	ubunzima mass	ingaphantsi less than
	1 kg	
	5 kg	
	10 kg	
	20 kg	

4 Bhala ubunzima ngeekhilogram.

Write the mass in kilograms.

		
63 kg 		
		
7 kg 		

Grams

IZIBALO ZENTLOKO
MENTAL MATHS
THELEKISA AMANANI
COMPARE NUMBERS
→ UMDLALO
GAME
→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT
→ AMAPHEPHA LOKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Ndingasbenzisa isikali ukulinganisela le nto. Yeyiphi iyunithi yomlinganiselo endinokuyisebenzisa?
I can use a scale to measure this. What unit of measurement would I use?

Ungakhe ucinge ngezinto onokuzilinganisela ngeegremu?
Can you think of any other items that you could measure in grams?

Ndingalinganisela ipakethi yepasta ngeegremu.
I could measure a bag of pasta in grams.

Ndingalinganisela ipakethi yerayisi ngeegremu.
I could measure a bag of rice in grams.

I-1 g ikhaphukhaphu kakhulu – yintoni onokuyicinga ekhaphukhaphu kunegremu e-1?
1 g is very light – can you think of anything that might be lighter than 1 gram?

Usiba lwentaka lunokuba khaphukhaphu kune-1 g.
A feather might be lighter than 1 g.

Unwele lunokuba khaphukhaphu kune-1 g.
A strand of hair might be lighter than 1 g.

Nika abafundi amathuba okuxoxa ngobunzima bezinto ngokweegremu. Abafundi bangathelekisa izinto eziseklasini nepakethi yeswekile eyi-250 g ukuze babone ukuba ingaba zikhaphukhaphu na okanye zinzima kunayo. Bakhuthaze ukuba benze ngathi bazizikali zokulinganisela ezingabantu xa bethelekisa ubunzima bezinto.

Provide opportunities for the learners to discuss the mass of objects in grams. Learners can compare classroom items to the 250 g bag of sugar to see if they are lighter or heavier. Encourage learners to act as human balance scales as they compare the mass of objects.

ligremu

IVEKI • WEEK 9

USUKU 2 • DAY 2

ligrem
Grams

IZIBALO ZENTLOKO (MENTAL MATHS) THELEKISA AMANANI (COMPARE NUMBERS) → UMDLALO (GAME) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

1 Zoba izinto ezinobunzima obungaphezulu okanye obungaphantsi ngeegremu.

Draw objects that are more or less than the mass in grams.

ingaphezulu more than	ubunzima mass	ingaphantsi less than
	50 g	
	100 g	
	250 g	
	750 g	

2

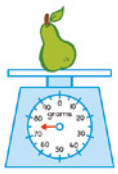
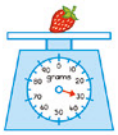
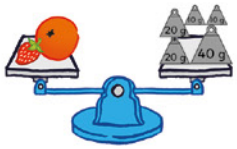
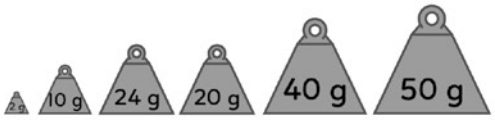
	ubunzima budibene total mass
Umama uthenge umgubo wombona nomgubo wengqolowa. Mom bought mealie meal and flour.	250 g + 500 g = 750 g
Ndithenge ibhotolo yamandongomani nomgubo wengqolowa. I bought peanut butter and flour.	
Utata uthenge iingxowa ezi-2 zomgubo wengqolowa. Dad bought 2 bags of flour.	
Umhakhulu uthenge iingxowa ezi-2 zomgubo wengqolowa. Granny bought 2 bags of flour.	

84

Grams

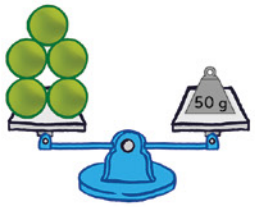
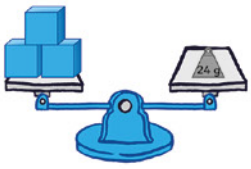
3 Bhala ubunzima ngeegremu.

Write the mass in grams.

	ubunzima be-  mass of	____ g
	ubunzima be-  mass of	____ g
	ubunzima be-  mass of	____ g
	ubunzima be-  mass of	____ g
	ubunzima be-  mass of	____ g
	ubunzima bubonke total mass is	____ g

4 Fumana ubunzima.

Work out the mass.

	Ukuba iibhola ezi-5 = 50 g, ngoko ke  e-1 = ____ g? If 5 balls = 50 g, then 1  = ____ g?
	Ukuba iibhokisi ezi-3 = 24 g, ngoko ke  e-1 = ____ g? If 3 boxes = 24 g, then 1  = ____ g?

Uqikelelo lobunzima

IZIBALO ZENTLOKO MENTAL MATHS: THELEKISA AMANANI COMPARE NUMBERS → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA LOKUSEBENZELA WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Masiqikelele ubunzima bengxowa yeziqhamo. Kufuneka senze uqikelelo olusekelwe elwazini. Siyazi ukuba le ngxowa yomgubo inobunzima obungange-1 kg.

Let's estimate the mass of the bag of fruit. We must make an informed guess. We know this bag of flour has a mass of 1 kg.

1

2

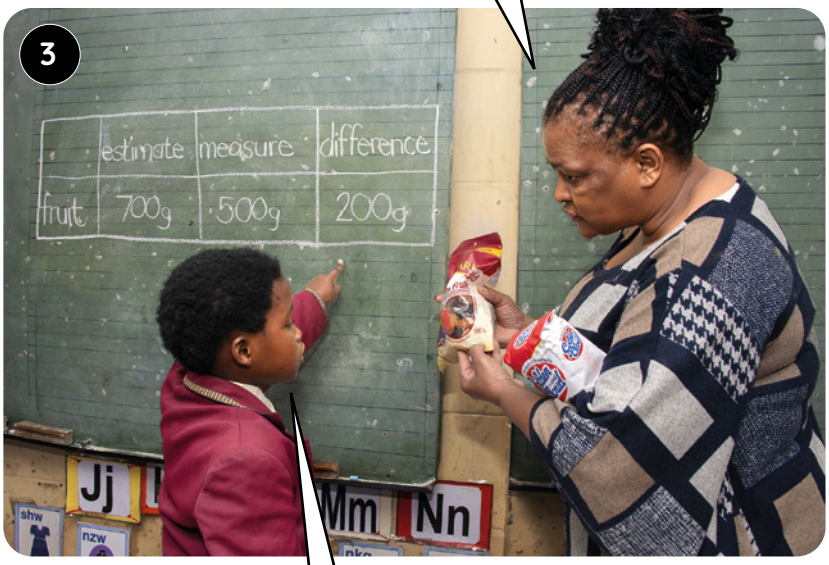
Ndicinga ukuba iziqhamo zikhaphukhaphu kunomgubo. Ndiqikelela ukuba iziqhamo zinobunzima obungama-700 g.

I think the fruit is lighter than the flour. I estimate that the fruit has a mass of 700 g.

Masikhangele engxoweni ukuba kubhalwe ntoni.

Let's check on the bag to see!

3



Ubunzima bengxowa yeziqhamo ngama-500 g. Ndiphantse ndachana! Umahluko phakathi koqikelelo lwam nomlinganiselo ngama-200 g.

The mass of the bag of fruit is 500 g. I was quite close! The difference between my estimation and the measurement is 200 g.

Qhubeka nokuqikelela nokuthelekisa ubunzima bezinto nokubhala into oyifumeneyo ebhodini. Qinisekisa ukuba abafundi bayaqikelela baze bakhangele ubunzima obububo bento nganye. Ngokwenza njalo baya kusebenzisa ulwazi olukhoyo ukuze baqikelele ngokufanelekileyo.

Continue estimating and checking the mass of items and recording the findings on the board. Ensure that learners estimate and then check the mass of each item. This allows them to use known information to make reasonable estimations.

Estimation of mass

IVEKI • WEEK 9

USUKU 3 • DAY 3

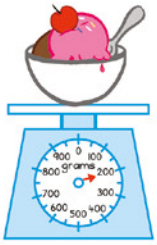
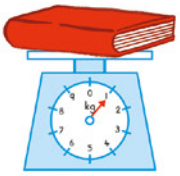
Uqikelelo lobunzima
Estimation of mass

IZIBALO ZENTLOKO (MENTAL MATHS) THELEKISA AMANANI (COMPARE NUMBERS) → UMDLALO (GAME) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

1 Phawula izinto ezikhoyo ezinobunzima obuyi-1 kg.
Tick the objects that are about 1 kg.

2 Bhala ubunzima bezi mveliso.
Write the mass of the products.

		
_____ g	_____ kg	_____ g

3 Zoba imifanekiso yezinto ezinobu bunzima:
Draw pictures of things with a mass:

obungaphantsi kune-5 kg less than 5 kg	obungaphezulu kune-5 kg more than 5 kg
obungaphantsi kune-500 g less than 500 g	obungaphezulu kune-500 g more than 500 g

Uqikelelo lobunzima

4 Qala uqikelele wandule ukuqinisekisa imilinganiselo. Gqibezela itheyibhile.

First estimate then check the measurements. Complete the table.

	uqikelelo estimate	umlinganiselo measurement	umahluko phakathi koqikelelo nomlinganiselo difference between estimation and measurement
	500 g		500 g
			
			
			
			
			
			

Estimation of mass Week 9 • Day 3 87

Working with units of mass

IZIBALO ZENTLOKO MENTAL MATHS | THELEKISA AMANANI COMPARE NUMBERS → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA LOKUSEBENZELA WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

UNkanyiso uneepakethi ezi-6 zeelekese. Ubunzima bepakethi nganye yeelekese yi-10 g. Zinobunzima obungakanani zizonke iilekese zikaNkanyiso?

Nkanyiso has 6 bags of sweets. Each bag of sweets weighs 10 g. What is the total mass of Nkanyiso's sweets?

1

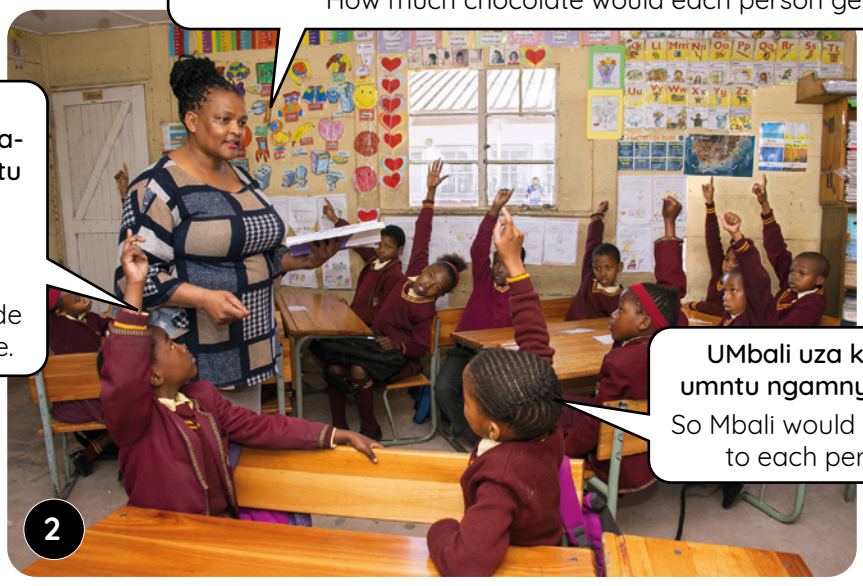
Yingxaki yophindaphindo! Kukho amaqela ama-6 e-10 g, ngoko ke uNkanyiso uya kuba nama-60 g eelekese zizonke.

6 x 10 = 60

That is a multiplication problem! There are 6 groups of 10 g so Nkanyiso would have 60 g of sweets in total.

UMbali unetshokholethi engama-60 g. Ufuna ukuyahlulela abantu aba-5. Uza kufumana itshokholethi engakanani umntu ngamnye?

Mbali has 60 g of chocolate. She wants to share it between 5 people. How much chocolate would each person get?



2

Yingxaki yolwahlulo! Kufuneka ndahlule ama-60 g phakathi kwabantu aba-5.

60 ÷ 5 = 12

That is a division problem! I need to divide 60 g between 5 people.

UMbali uza kunika umntu ngamnye i-12 g.

So Mbali would give 12 g to each person.

Nika abafundi iingxaki zamagama ezahlukileyo zokudibanisa, ukuthabatha, ukuphindaphinda nezokwahlula bazisombulule. Bakhumbuze ukuba banike iimpendulo zabo ngokwemeko yengxaki.

Provide a variety of addition, subtraction, multiplication and division word problems for learners to solve. Remind them to give their answers in the context of the problem.

Ukusebenza ngeeyunithi zobunzima

IVEKI • WEEK 9

USUKU 4 • DAY 4

Ukusebenza ngeeyunithi zobunzima
Working with units of mass

IZIBALO ZENTLOKO MENTAL MATHS → THELEKISA AMANANI COMPARE NUMBERS → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

1 Bhala ubunzima bezi mveliso ngokulandelelana, uqale ngeyona ikhaphukhapu uye kweyona inzima.
Write the mass of these products in order from lightest to heaviest.

2 Jonga ezi mveliso uze uphendule imibuzo.
Look at the products and answer the questions.

Yeyiphi eyona inzima?
Which is the heaviest product?

Yeyiphi eyona ikhaphukhaphu?
Which is the lightest product?

Xela izinto ezi-2 ezinobunzima obungaphantsi kwe-1 kg zidibene.
Name 2 items that have a combined mass of less than 1 kg.

Xela izinto ezi-2 ezinobunzima ubungama-500 g zidibene.
Name 2 items that have a combined mass of 500 g.

INutro inobunzima obungaphezulu kangakanani kunobeWheatas?
How much more Nutro is there than Wheatas?

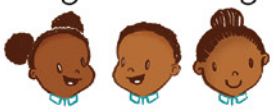
Buthini ubunzima beCreamo nobeStamp budibene?
What is the total mass of the Creamo and Stamp?

88

Working with units of mass

3 Sombulula ezi ngxaki.
Solve the problems.

Ndinobunzima obungama-25 kg. Umhlobo wam unobunzima obungama-29 kg. Umnakwethu unobunzima obungama-45 kg. Bungakanani ubunzima bethu budibene.
I weigh 25 kg. My friend weighs 29 kg. My brother weighs 45 kg. How much do we weigh altogether?



Zoba.
Draw.

isivakalisi manani number sentence	Isiphumo. Answer.

UFana uthenga ingxowa yomgubo wengqolowa engama-750 g. Uphungulela uMandla ama-367 g. Ungakanani umgubo kaFana oseleyo?
Fana buys a 750 g bag of flour. He gives 367 g to Mandla. How much flour does Fana have left?

Zoba.
Draw.

isivakalisi manani number sentence	Isiphumo. Answer.

UNtando unetshokolethi engama-84 g. Uyahlulela abahlobo bakhe. Umntu ngamnye uza kufumana itshokolethi enobunzima obungakanani?
Ntando has 84 g of chocolate. He divides it between 7 friends. What mass of chocolate will each person get?

Zoba.
Draw.

isivakalisi manani number sentence	Isiphumo. Answer.

Uqukaniso

IVEKI • WEEK 9

USUKU 5 • DAY 5

Uqukaniso
Consolidation

IPHEPHA LOKUSEBENZELA WORKSHEET → IPHEPHA LOKUSEBENZELA WORKSHEET

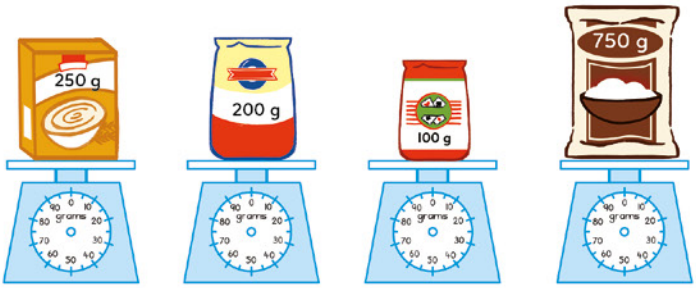
1

Yeyiphi eyona inzima kakhulu?
Which has the greatest mass?

Yeyiphi enobona bunzima buncinci?
Which has the smallest mass?

Zinobunzima obungakanani iibhisikithi neelekese zidibene?
What is the mass of the biscuits and sweets together?

2 Zoba amasiba kwizikali zasekhitshini ubonise ubunzima.
Draw the pointers on the kitchen scales to show the mass.



Xela iimveliso ezi-2 ezenza i-1000 g zidibene.
Name 2 products that add up to 1000 g.

Xela iimveliso ezi-2 ezenza ama-450 g zidibene.
Name 2 products that add up to 450 g.

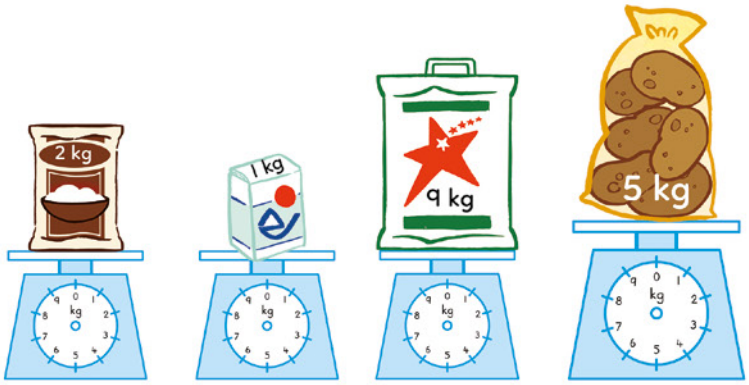
Masithethe ngeMaths!
Let's talk Maths!

NgesiXhosa sithi:	In English we say:
iikhilogremu	kilograms
iigremu	grams
inzima	heavy
ikhaphukhaphu	light
uqikelelo	estimate
qikelela	guess

90

Consolidation

3 Zoba amasiba kwezi zikali zasekhitshini ukuze ubonise ubunzima.
Draw the pointers on the kitchen scales to show the mass.



	ubunzima budibene total mass
Umama uthenge umgubo wombona nerayisi. Mom bought mealie meal and rice.	
Ndithenge irayisi, iswekile neetapile. I bought some rice, sugar and potatoes.	
Utata uthenge iswekile nomgubo wombona. Dad bought sugar and mealie meal.	
Udadewethu uthenge umgubo wombona, iswekile nerayisi. My sister bought mealie meal, sugar and rice.	

4

800 g – 300 g = _____	1 kg – 500 g = _____	200 g + 800 g = _____

5 UNosipho uneerolo zeelekese ezisi-9. Irolo nganye inobunzima obuyi-9 g. Zinobunzima obungakanani iilekese zizonke?
Nosipho has 9 rolls of sweets. Each roll of sweets has a mass of 9 g. What is the total mass of the sweets?

Zoba.
Draw.

isivakalisi manani number sentence	Isiphumo. Answer.

Uhlaziyo

	Izixhobo
Izibalo zentloko: Imiguqulwa	azikho
Umdlalo: *IMaths ekhawulezayo – imali*	*Imali yokudlala*

Usuku	**Umsebenzi wesifundo**	**Izixhobo zezifundo**
1	Ulwahlulo	iLAB
2	Ulwahlulo	iLAB
3	Ulwahlulo	iLAB
4	Amaqhezu	iLAB
5	Umlinganiselo	iLAB

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukusombulula iingxaki zolwahlulo ngokusebenzisa ulwazi lwemiguqulwa neziphindwa.	
ukuphuhlisa ulwazi lwamaqhezu nemiboniso yawo.	
ukuphanda okanye ukufumanisa nokulinganisela umjikelezo ne-eriya.	

Uvavanyo

Akukho vavanyo lusesikweni kule veki.

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

Revision

	Resources
Mental Maths: Inverse operations	none
Game: *Fast maths – money*	*play money*

Day	Lesson activity	Lesson resources
1	Division	LAB
2	Division	LAB
3	Division	LAB
4	Fractions	LAB
5	Measurement	LAB

After this week the learner should be able to:	✓
solve division problems using their knowledge of inverse operations and multiples.	
develop an understanding of fractions and their representations.	
investigate and measure perimeter and area.	

Assessment

There is no formal assessment this week.

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

Uhlaziyo

Ividiyo yezibalo zentloko

Kule veki siza kuziqhelisa ukubhala izivakalisi manani zophindaphindo nezolwahlulo. Abafundi baza kusebenzisa itheyibhile yamanani ibancede ekuchongeni ulwalamano lwemiguqulwa oluphakathi kwamanani. Kubalulekile ukuba baqonde ukuba bangakwazi ukubhala izivakalisi manani zophindaphindo nezolwahlulo ngokusebenzisa amanani akwitheyibhile yamanani.

Ividiyo yomdlalo

Kule veki sidlala umdlalo othi *IMaths ekhawulezayo – imali*. Besebenzisa *imali yokudlala* yeBala Wande, abafundi bayabolekisana ngokubonisa imali nokudibanisa oko kuboniswayo. Lo mdlalo ubethelela izakhono zabafundi zokudibanisa izixa zemali.

Revision

Mental Maths video

This week we practice writing multiplication and division number sentences. Learners use a number table to help them identify the inverse relationship between numbers. It is important that they recognise they can write multiplication and division number sentences from the numbers in the number table.

Game video

This week we play the game *Fast maths – money*. Using the Bala Wande *play money*, learners take turns to lay out displays of money and add what is shown. This game consolidates learners' ability to add money amounts.

Uhlaziyo

Kule veki sihlaziya iingqiqo ngezifundo ezifundwe kule kota. Abafundi baza kunikwa amathuba okuziqhelanisa noko bakufundileyo, ukuze baphuhlise izakhono zabo zokusombulula iingxaki ngobuchule. Siza kujolisa koku:

Usuku 1 Ulwahlulo

Abafundi bahlaziya ingqiqo yokuhlela nokwaba. Bakhela kwinto abayifunde ngophindaphindo baze basebenzise ulwazi lwabo lweetheyibhile zophindaphindo lubancede ekusombululeni iingxaki.

Usuku 2 Ulwahlulo

Abafundi banakana ulwalamano lwemiguqulwa oluphakathi kophindaphindo nolwahlulo. Bachonga izivakalisi manani ezine ezinxulumene namanani akumfanekiso wezahlulo nento epheleleyo.

Usuku 3 Ulwahlulo

Abafundi basombulula iingxaki zolwahlulo ngokusebenzisa ulwazi lwabo lweziphindwa. Basombulula iingxaki zamagama, bafumanise nokuba inani lingena kangaphi kwelinye.

Usuku 4 Amaqhezu

Abafundi baphuhlisa ulwazi lwabo lwamaqhezu. Basombulula iingxaki apho kufuneka bafumane izahlulo zamaqhezu zenani.

Usuku 5 Umlinganiselo

Abafundi baziqhelisa ukusebenza ngeeyunithi zomlinganiselo. Bakwabala umjikelezo weemilo ezine-2-D baze bafumanise ieriya yomphezulu.

Revision

This week we revise the concepts covered this term. Learners will be given opportunities to practice what they have learnt, and to develop their ability to solve problems efficiently. We will focus on:

Day 1 Division

Learners revise the notions of grouping and sharing. They build on what they have learnt about multiplication and use their knowledge of multiplication tables to help them solve problems.

Day 2 Division

Learners recognise the inverse relationship between multiplication and division. They identify the four number sentences related to the numbers in a part-part-whole diagram.

Day 3 Division

Learners solve division problems using their knowledge of multiples. They solve word problems, investigating how many times a number can fit into another number.

Day 4 Fractions

Learners develop their understanding of fractions. They solve problems in which they have to find fractional parts of a number.

Day 5 Measurement

Learners practise working with units of measurement. They also calculate the perimeter of 2-D shapes and investigating the area of a surface.

Ulwahlulo

IZIBALO ZENTLOKO
MENTAL MATHS

IMIGUQULWA
INVERSE OPERATIONS

→ UMDLALO
GAME

→ AMAPHEPHA LOKUSEBENZELA
WORKSHEETS

IZIBALO ZENTLOKO | MENTAL MATHS

Sebenzisa imiguqulwa ukuze usebenze ngamanani amivo mi-2.

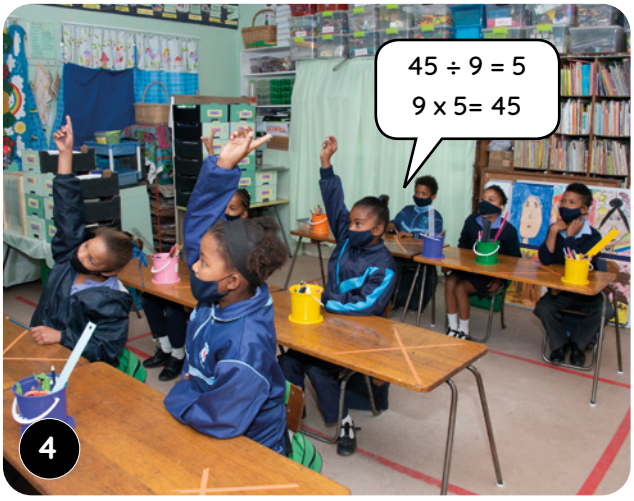
Use inverse operations to work with 2-digit numbers.

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.

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

Zingaphi izivakalisi manani onokuzenza usebenzisa la manani ma-3?
How many number sentences can you make using these 3 numbers?

Masizame enye. Ukhumbule ukusebenzisa uphindaphindo nolwahlulo.
Let's try another one! Remember to use multiplication and division.



Division

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

Sombulula usebenzise iibloko.
Solve using blocks.

55 + 26 = _____

47 + 34 = _____

51 + 19 = _____

28 + 65 = _____

33 + 57 = _____

75 – 28 = _____

85 – 54 = _____

34 – 26 = _____

88 – 59 = _____

43 – 16 = _____

Usuku 2 Day 2

Sombulula usebenzise iibloko.
Solve using blocks.

87 + 25 = _____

18 + 73 = _____

37 + 37 = _____

35 + 48 = _____

26 + 45 = _____

86 – 37 = _____

42 – 26 = _____

55 – 48 = _____

93 – 64 = _____

74 – 58 = _____

Usuku 3 Day 3

Sombulula usebenzise iibloko.
Solve using blocks.

44 + 38 = _____

18 + 65 = _____

52 + 39 = _____

47 + 46 = _____

75 + 18 = _____

85 – 48 = _____

31 – 23 = _____

55 – 26 = _____

82 – 54 = _____

96 – 59 = _____

Usuku 4 Day 4

Sombulula usebenzise iibloko.
Solve using blocks.

63 + 28 = _____

46 + 36 = _____

17 + 59 = _____

36 + 74 = _____

24 + 41 = _____

85 – 57 = _____

71 – 44 = _____

33 – 26 = _____

67 – 48 = _____

92 – 65 = _____

IVEKI • WEEK 10

USUKU 1 • DAY 1

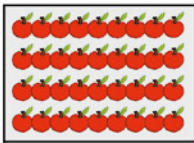
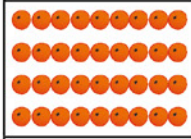
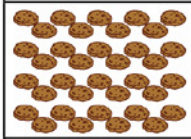
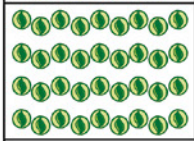
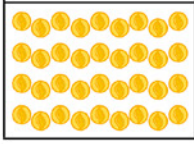
Ulwahlulo
Division

IZIBALO ZENTLOKO MENTAL MATHS | IMIGUQULWA INVERSE OPERATIONS → UMDLALO GAME → AMAPHEPHA OKUSEBENZELA WORKSHEETS

Umdlalo: Imaths ekhawulezayo – imali
Game: Fast maths – money

- Sebenzani ngababini.
  Work in pairs.
- Bonisa isixa ngemali yakho yokudlala.
  Use your play money to show an amount.
- Yimalini? Dibanisa!
  How much? Add!
- Phinda kwakhona! Tshintshiselanani ngokudlala.
  Do it again! Take turns.

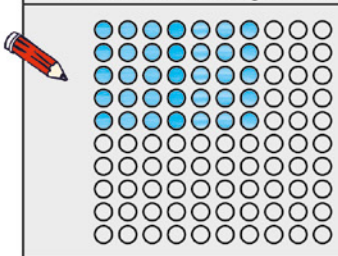
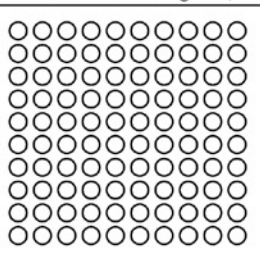
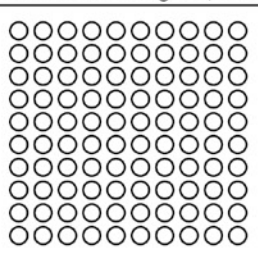
1

	yahlula ngokulinganayo share equally	Mangaphi amaqela e- How many groups of	
	ama-36 phakathi kwabahlobo aba-2 36 between 2 friends	18? 2	36 ÷ 18 = 2
	ama-36 phakathi kwabahlobo aba-4 36 among 4 friends	9? ___	___ ÷ ___ = ___
	ama-36 phakathi kwabahlobo aba-6 36 among 6 friends	6? ___	___ ÷ ___ = ___
	ama-36 phakathi kwabahlobo aba-9 36 among 9 friends	4? ___	___ ÷ ___ = ___
	ama-36 phakathi kwabahlobo abali-18 36 among 18 friends	2? ___	___ ÷ ___ = ___

92

Division

2 Fakela umbala kumachokoza. Bhala izivakalisi manani.
Colour the dots. Fill in the number sentences.

ama-35 ahlulelwa amaqela ama-5 ezi-7 35 divided into 5 groups of 7	ama-72 ahlulelwa amaqela asi-8 ezi-9 72 divided into 8 groups of 9	ama-40 ahlulelwa amaqela ama-4 e-10 40 divided into 4 groups of 10
		
5 × 7 = 35	___ × ___ = ___	___ × ___ = ___
35 ÷ 7 = 5	___ ÷ ___ = ___	___ ÷ ___ = ___

3 Yabela abahlobo aba-3 iibhisikithi ezingama-27 ngokulinganayo.
Share 27 biscuits equally between 3 friends.

Zoba umfanekiso. Draw a diagram.	
isivakalisi manani sophindaphindo multiplication number sentence	isivakalisi manani sokwahlula division number sentence
Isiphumo. Answer.	

4

54 ÷ 6 = ☐	☐ × 6 = 54	☐ = 9
21 ÷ 3 = ☐	☐ × ___ = ___	☐ =
44 ÷ 11 = ☐	☐ × ___ = ___	☐ =
84 ÷ 7 = ☐	☐ × ___ = ___	☐ =
48 ÷ 8 = ☐	☐ × ___ = ___	☐ =

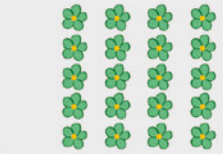
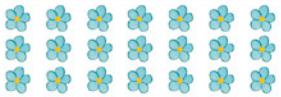
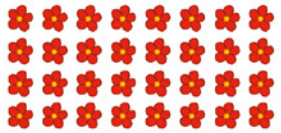
IVEKI • WEEK 10

USUKU 2 • DAY 2

Ulwahlulo
Division

IZIBALO ZENTLOKO MENTAL MATHS | IMIGUQULWA INVERSE OPERATIONS → UMDLALO GAME → AMAPHEPHA OKUSEBENZELA WORKSHEETS

1 Bhala isivakalisi sophindaphindo kucwangcisomanani ngalunye.
Write the multiplication sentence for each array.

	imiqolo rows	iikholamu columns	uphindaphindo multiplication	ulwahlulo division
	5	4	5 x 4 = 20	20 ÷ 5 = 4
				
				
				

2 Sombulula iingxaki zophindaphindo nolwahlulo.
Solve the multiplication and division problems.

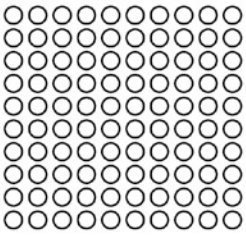
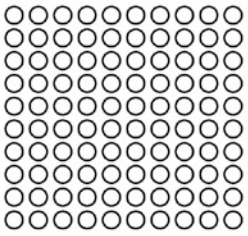
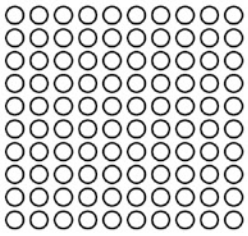
ukuhlela grouping	phindaphinda multiply	ulwabiwo sharing	yahlula divide
amaqela ama-2 ezi-5 2 groups of 5	2 x 5 = 10	yohlula i-10 phakathi kwaba- 5 share 10 between 5	10 ÷ 5 = 2
amaqela asi-7 ezi-5 7 groups of 5			
amaqela ali-12 ezi-5 12 groups of 5			

94

Division

3 Fakela umbala kwimiqolo nakwiikholamu kucwangcisomanani ngalunye. Bhala izivakalisi manani.

Colour the rows and columns in each array. Fill in the number sentences.

imiqolo esi-7 neekholamu ezili-10 7 rows and 10 columns	imiqolo emi-4 neekholamu ezi-6 4 rows and 6 columns	imiqolo emi-5 neekholamu ezili-9 5 rows and 9 columns
		
____ × ____ = ____	____ × ____ = ____	____ × ____ = ____
____ ÷ ____ = ____	____ ÷ ____ = ____	____ ÷ ____ = ____

4 Sebenzisa amanani akwimifanekiso ebonisa isahlulo nento epheleleyo ukuze ubhale izivakalisi manani.

Use the numbers in the part-part-whole diagrams to complete the number sentences.

30				
6		5		
6	×	5	=	30
5	×	6	=	30
30	÷	6	=	5
30	÷	5	=	6

32				
4		8		
	×		=	
	×		=	
	÷		=	
	÷		=	

60				
6		10		
	×		=	
	×		=	
	÷		=	
	÷		=	

5

56 ÷ 7 = _____	80 ÷ 10 = _____	42 ÷ 6 = _____
81 ÷ 9 = _____	40 ÷ 8 = _____	0 ÷ 8 = _____
0 ÷ 5 = _____	28 ÷ 4 = _____	84 ÷ 7 = _____

IVEKI • WEEK 10

USUKU 3 • DAY 3

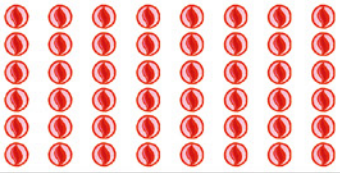
Ulwahlulo
Division

IZIBALO ZENTLOKO MENTAL MATHS → IMIGUQULWA INVERSE OPERATIONS → UMDLALO GAME → AMAPHEPHA OKUSEBENZELA WORKSHEETS

1 Zingaphi iingobozi ezinama-apile?
How many baskets hold apples?

ama-apile apples	iingobozi baskets	÷ isivakalisi manani ÷ number sentence	x isivakalisi manani x number sentence
10	1	10 ÷ 10 = 1	1 x 10 = 10
20	2	20 ÷ 10 = 2	2 x 10 = 20
30			
40			
50			

2 Bhala izivakalisi manani ezihambelana nocwangcisomanani.
Write the number sentences to match the arrays.



____ × ____ = ____	____ × ____ = ____	____ × ____ = ____
____ ÷ ____ = ____	____ ÷ ____ = ____	____ ÷ ____ = ____

3 Ubude beribhoni 1 ngama-56 m. Ubude beribhoni 2 zii-7 m. Inde ngokuphindwe kangaphi iribhoni 1 kuneribhoni 2?
Ribbon 1 is 56 m long. Ribbon 2 is 7 m long. How many times longer is Ribbon 1 than Ribbon 2?

Zoba.
Draw.

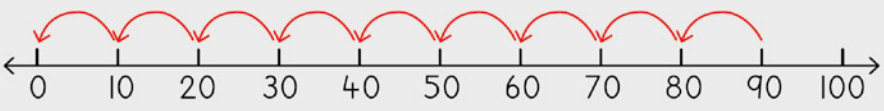
isivakalisi manani solwahlulo
division number sentence

Isiphumo.
Answer.

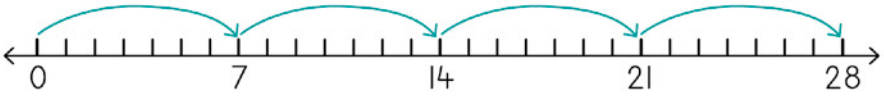
96

4 Sebenzisa iziphindwa zikuncede ubhale izivakalisi manani zophindaphindo nezolwahlulo.

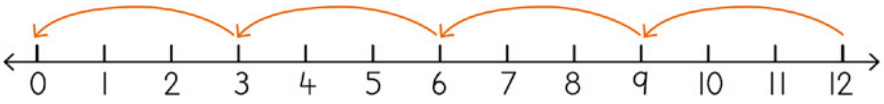
Use multiples to help you write the multiplication and division number sentences. Solve the problems.



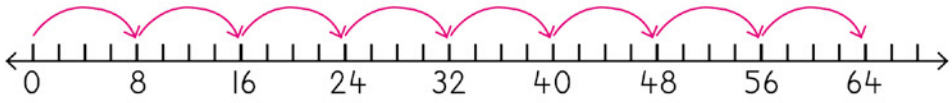
90 ÷ 10 = 9	9 × 10 = 90



____ ÷ ____ = ____	____ × ____ = ____



____ ÷ ____ = ____	____ × ____ = ____



____ ÷ ____ = ____	____ × ____ = ____

5 UBheki uneelekese ezingama-66. UMandla uneelekese ezili-11. Zininzi ngokuphindwe kangaphi iilekese zikaBheki kunezikaMandla?

Bheki has 66 sweets. Mandla has 11 sweets. How many times more sweets does Bheki have than Mandla?

Zoba.

Draw.

isivakalisi manani solwahlulo

division number sentence

Isiphumo.

Answer.

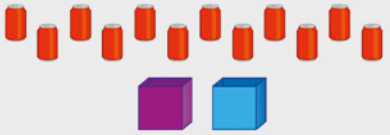
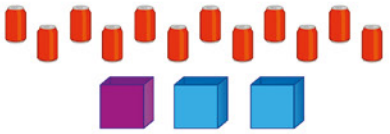
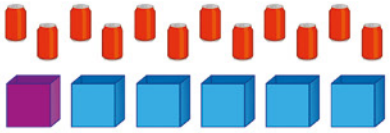
IVEKI • WEEK 10

USUKU 4 • DAY 4

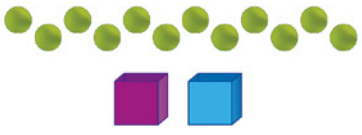
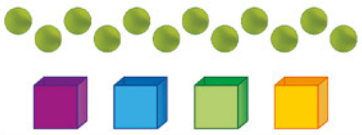
Amaqhezu
Fractions

IZIBALO ZENTLOKO MENTAL MATHS | IMIGUQULWA INVERSE OPERATIONS → UMDLALO GAME → AMAPHEPHA OKUSEBENZELA WORKSHEETS

1 Yahlulela iibhokisi ezi toti.
Divide the cans into the boxes.

	inani leetoti total cans	Zingaphi iitoti ezikwibhokisi emsobo? How many cans in the purple box?	Leliphi iqhezu elikwibhokisi emsobo? What fraction is in the purple box?
	12	6	$\frac{1}{2}$
			
			

2 Yahlulela iibhokisi ezi bhola.
Divide the balls into the boxes.

	iibhola ziphelele total balls	Zingaphi iibhola kwibhokisi emfusa? How many balls in the purple box?	Leliphi iqhezu elikwibhokisi emsobo? What fraction is in the purple box?
			
			

3 Dibanisa. Faka umbala kwisiphumo. Bhala iqhezu.
Add. Colour the answer. Write the fraction.

 ____ + ____ = ____	 ____ + ____ = ____
 ____ + ____ = ____	 ____ + ____ = ____

4 Thabatha. Faka umbala kwisiphumo. Bhala iqhezu.
Subtract. Colour the answer. Write the fraction.

 ____ − ____ = ____	 ____ − ____ = ____
 ____ − ____ = ____	 ____ − ____ = ____

5 UNosipho uneelekese ezingama-42. Uthatha i-$\frac{3}{7}$ yazo aye nayo esikolweni. Zingaphi iilekese aya nazo esikolweni uNosipho?

Nosipho has 42 sweets. She takes $\frac{3}{7}$ of her sweets to school. How many sweets does she take?

Zoba.
Draw.

Isivakalisi manani sokufumanisa i-$\frac{3}{7}$ yama-42.
Number sentence to find $\frac{3}{7}$ of 42.

Isiphumo.
Answer.

IVEKI • WEEK 10

USUKU 5 • DAY 5

Umlinganiselo
Measurement

IZIBALO ZENTLOKO MENTAL MATHS → IMIGUQULWA INVERSE OPERATIONS → UMDLALO GAME → AMAPHEPHA OKUSEBENZELA WORKSHEETS

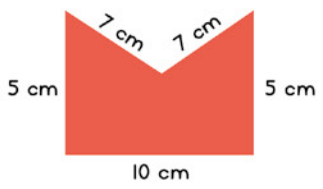
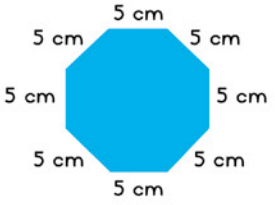
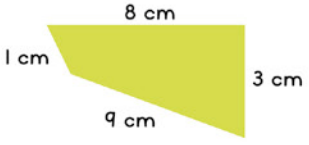
1 UMusa ubhaka ikeyiki esebenzisa le resiphi.
Musa makes a sponge cake using this recipe.

40 g yomgubo ozinyukelayo
40 g self-raising flour
amaqanda ama-3
3 eggs
50 g yeswekile yokuhombisa
50 g icing sugar
140 ml yekhrimu
140 ml cream

Fumanisa imiyinge efunekayo ukuze uMusa ukwazi ukubhaka iikeyiki ezi-6.
Work out how much Musa needs to make 6 cakes.

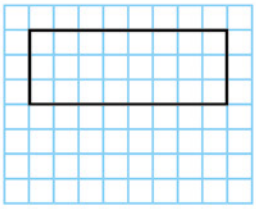
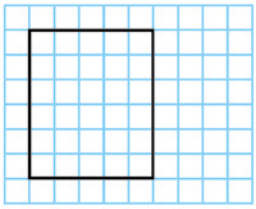
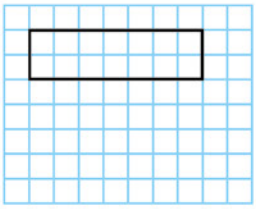
ikeyiki cake	umgubo flour	amaqanda eggs	iswekile yokuhombisa icing sugar	ikhrimu cream
1	40 g	3	50 g	140 ml
2				
3				
4				
5				
6				

2 Bala umjikelezo.
Calculate the perimeter.

		
_____ cm	_____ m	_____ cm

100

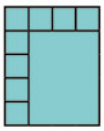
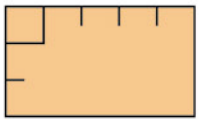
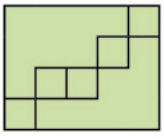
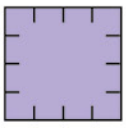
3 Bala ieriya.
Calculate the area.

		
izikwere ezi-____ ____ squares	izikwere ezi-____ ____ squares	izikwere ezi-____ ____ squares

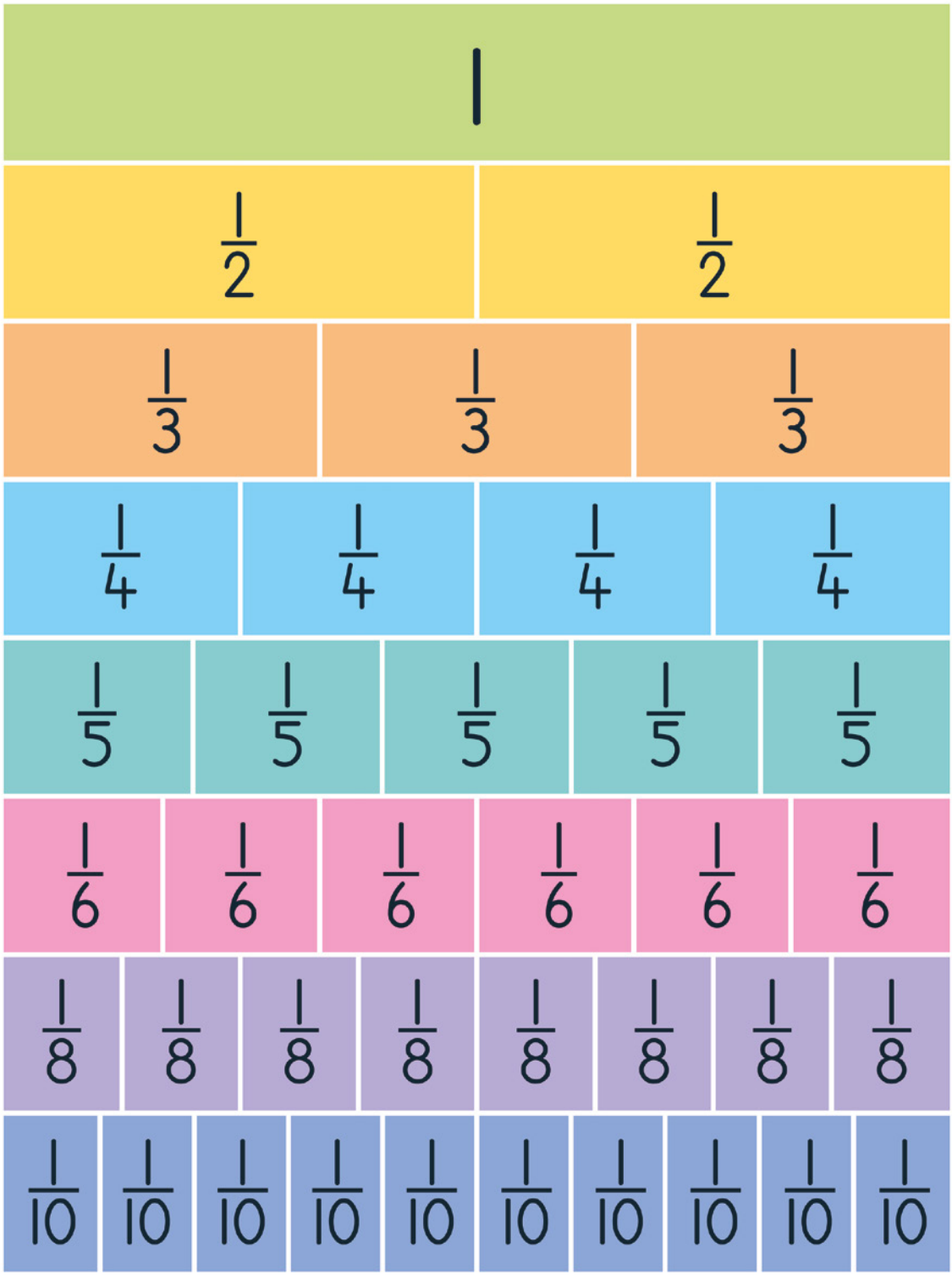
4

125 g + 250 g + 87 g = _____ g
34 g + 78 g + 120 g = _____ g
57 kg + 46 kg + 77 kg = _____ g
29 kg + 61 kg + 156 kg = _____ g

5 Fumana umjikelezo ne-eriya yemilo ngane.
What is the perimeter and area of each of these shapes?

	umjikelezo perimeter	ieriya area
		
		
		
		

Udonga lwamaqhezu • Fraction Wall



Bala Wande

Calculating with Confidence

creative commons
CC-BY- 4.0

ISBN 978-1-998960-48-4
9 781998 960484

VERSION 2.0