IsiXhosa

IMathematika

Mathematics

3

Ikota 4 | Term 4

Utitshala | Teacher: .....

Bala Wande
Calculating with Confidence

3

Ikota 4 | Term 4

IMathematika

Mathematics

iNcwadi ka Titshala

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 iincwadi zemisebenzi eziqulunqwe liSebe leMfundo esiSiseko nakuphindaphindo lwezicwangciso zezifundo (GPLMS, Jika iMfundo, NECT neTMU). Iibhokisi zezixhobo zokusebenza ngobuchule zeBala Wande zayilwa ngokucebisana nabakwaJade Education. Ezi bhokisi zinezixhobo zodidi oluphezulu eziyinxalenye ebalulekileyo yenkqubo yokufundisa nokufunda.

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

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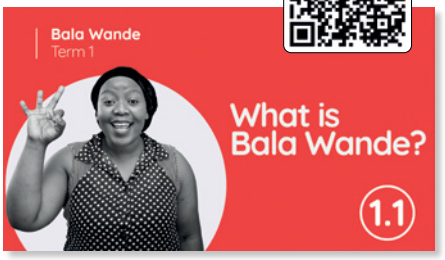
ISIQULATHO | CONTENTS

Ukusebenzisa iBala Wande ekufundiseni imathematika kwisiGaba sesiSeko

1. Yintoni iBala wande?

IBala Wande yinkqubo yemathematika yeFunda Wande.

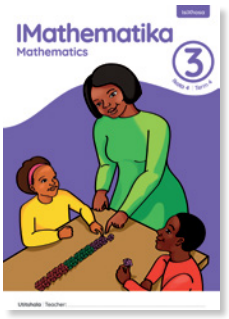
IFunda Wande ngumbutho ongenanjongo zakwenza nzuzo, oneenjongo zokuqinisekisa ukuba bonke abafundi baseMzantsi Afrika bayakwazi ukufunda ngokuqonda/ukufundela intsingiselo ngeelwimi zasemakhaya xa beneminyaka eli-10.
IBala Wande yinkqubo ehamba neFunda Wande yemathematika (yezibalo) ejolise ekubeni bonke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

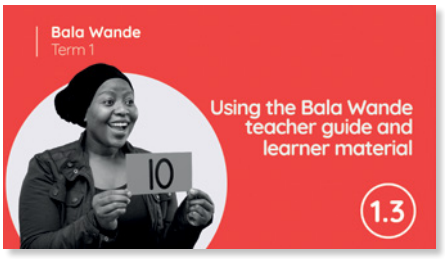
1.1 Isikhokelo sikatitshala



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?

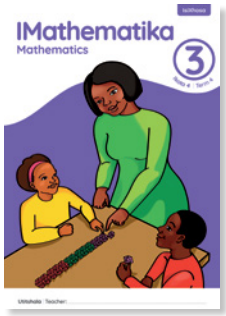
Bala Wande is the mathematics programme of Funda Wande.

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*



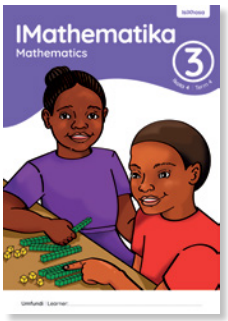
The *Bala Wande Teacher Guide* provides a day-by-day guide on how to teach mathematics so that learners will develop their mathematical understanding and begin to calculate with confidence using the resources in the Bala Wande box.

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

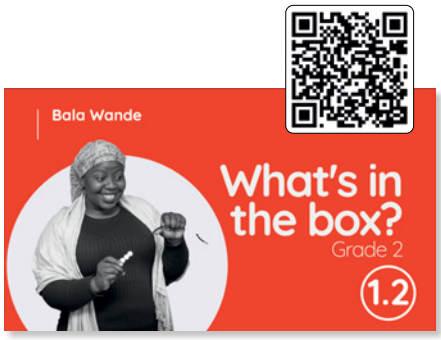


Zonke izikolo ezithatha inxaxheba ziza kufumana izixhobo ezongezelelweyo zokuncedisa abafundi nootitshala ezihambelana nezicwangciso zezifundo zeBala Wande. iNcwadi yomfundi yemisebenzi yeBala Wande iyahambelana neCAPS kwaye yincwadi yemisebenzi yabafundi elandelelaniswe ngocoselelo neyenzelwe ukufundisa 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 zifundo 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

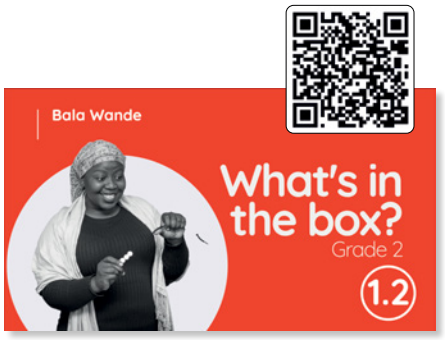
1.2 Additional LTSM materials

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.

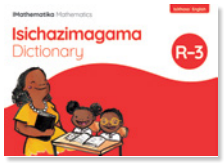
Masithethe ngeMaths!

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

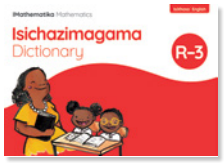
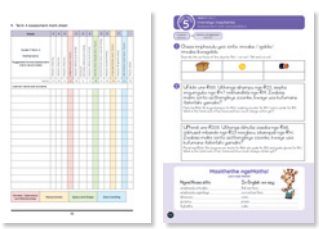
2. Yintoni esebhokisini?

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 2–7) • Uqukaniso (Usuku lwesi-5 Iiveki 1–8)	
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-2022 • 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 2-7) • 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 2-7) • consolidation (Day 5 Weeks 1-8)	
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 2022 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 2-7) • mark record sheet that can be used to enter marks on SA SAMS	

Ufluhlu lwezinto ezifunekayo • Checklist

Iipowusta • Posters

Ikhalenda
Calendar

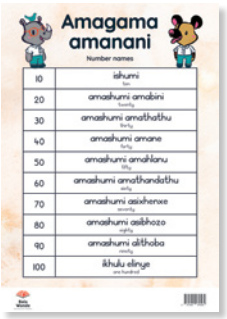
Umgcamanani (ongenanto 0–10 no-0–20)
Number line
(0–10 and 0–20 blank)

Izikwere ezili-100
100 square

Isikwere se waka 1000
1000 square

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

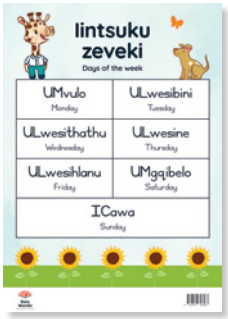
Amagama amanani 10–100 (isixhosa)
Number names 10–100 (Isixhosa)



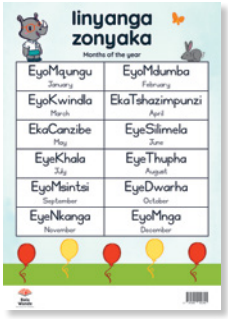
Amagama amanani 100–1000 (isixhosa)
Number names 100–1000 (Isixhosa)

Imali
Money

Iintsuku zeveki
Days of the week

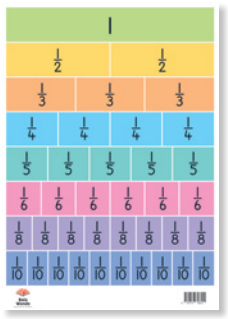


Iinyanga zonyaka
Months of the year

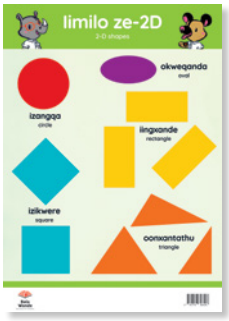


Ipowusta ixesha elisetyenzisiweyo
Time elapsed poster

Iindonga zamaqhezu
Fraction walls



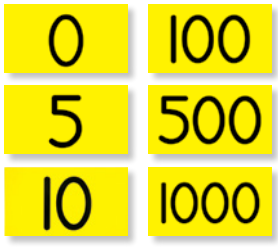
Iimilo ze-2D
2-D shapes



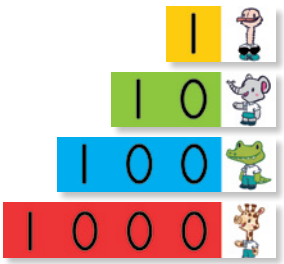
Izinto zemilo ye-3D
3-D objects

Izixhobo zootitshala nabafundi • Teacher and learner manipulatives

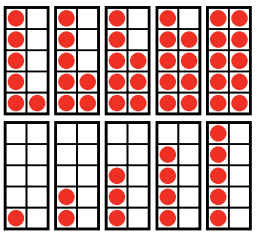
Amakhadi amanani 0-1000 (ootitshala)
Number cards 0-1000
(teacher)
Amakhadi amanani 0-20 (abafundi)
Number cards 0-20
(learner)



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



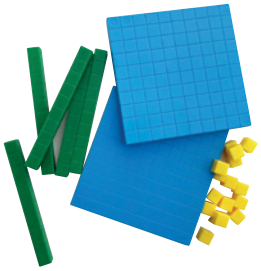
Amakhadi amachokoza 0-10 (alingene ukubonisa)
Dot cards 0-10
(demo size)



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)



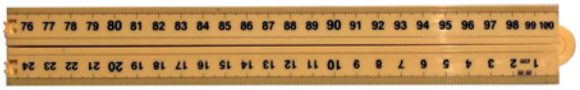
Amadayisi amabini kumfundi ngamnye
2 dice per learner

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

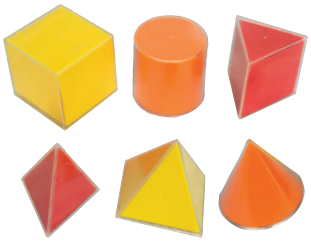
Iwotshi encinci yomfundi eneeyure ezingama-24 (ootitshala nabafundi)
24-hour small clock
(teacher and learner)

Iseti yeejagi zokulinganisela
Measuring jugs set

Irula egotywayo ye-1 m
1 m fold up ruler

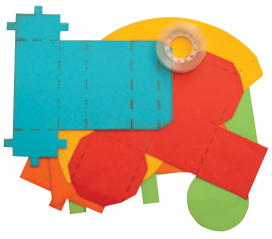


Imilo ezine-3D ezineenethi (ezilingene ukubonisa)
3-D shape nets
(teacher demo)



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.

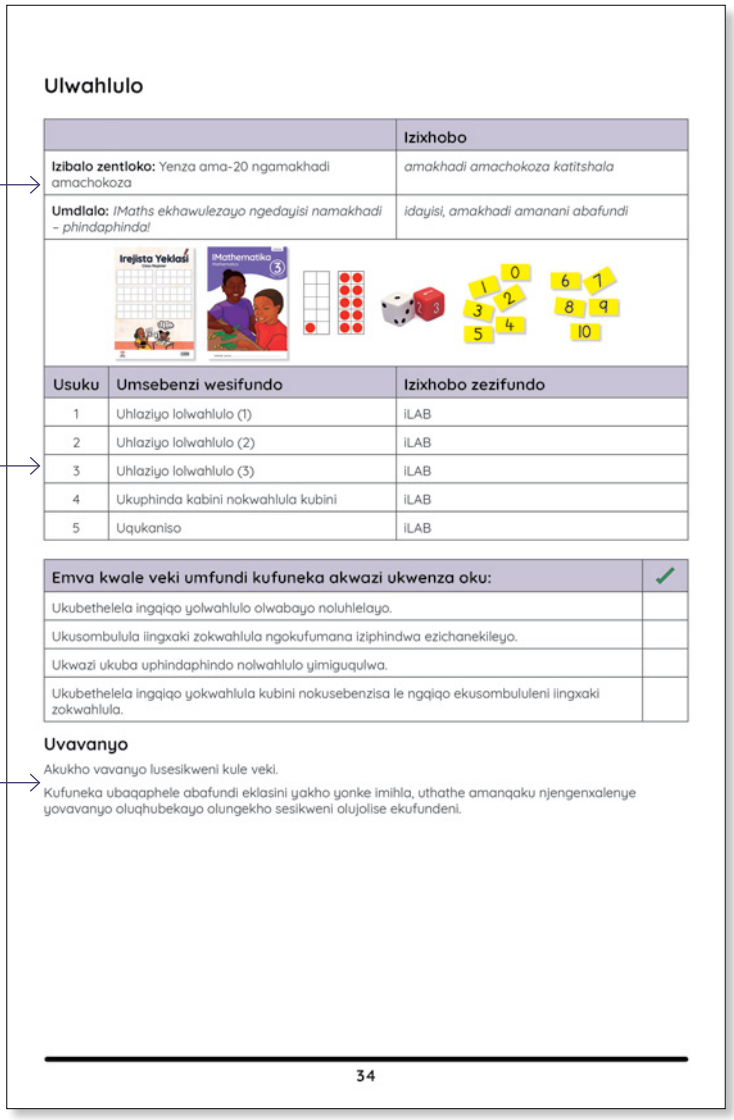
4. Ukusebenzisa izicwangciso zezifundo nencwadi yemisebenzi yomfundi

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: Yenza ama-20 ngamakhadi amachokoza	*amakhadi amachokoza katitshala*
Umdlalo: *IMaths ekhawulezayo ngedayisi namakhadi – phindaphinda!*	*idayisi, amakhadi amanani abafundi*

Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Uhlaziyo lolwahlulo (1)	iLAB
2	Uhlaziyo lolwahlulo (2)	iLAB
3	Uhlaziyo lolwahlulo (3)	iLAB
4	Ukuphinda kabini nokwahlula kubini	iLAB
5	Uqukaniso	iLAB

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
Ukubethelela ingqiqo yolwahlulo olwabayo noluhlelayo.	
Ukusombulula iingxaki zokwahlula ngokufumana iziphindwa ezichanekileyo.	
Ukwazi ukuba uphindaphindo nolwahlulo yimiguqulwa.	
Ukubethelela ingqiqo yokwahlula kubini nokusebenzisa le ngqiqo ekusombululeni iingxaki zokwahlula.	

Uvavanyo

Akukho vavanyo lusesikweni kule veki.

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

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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.

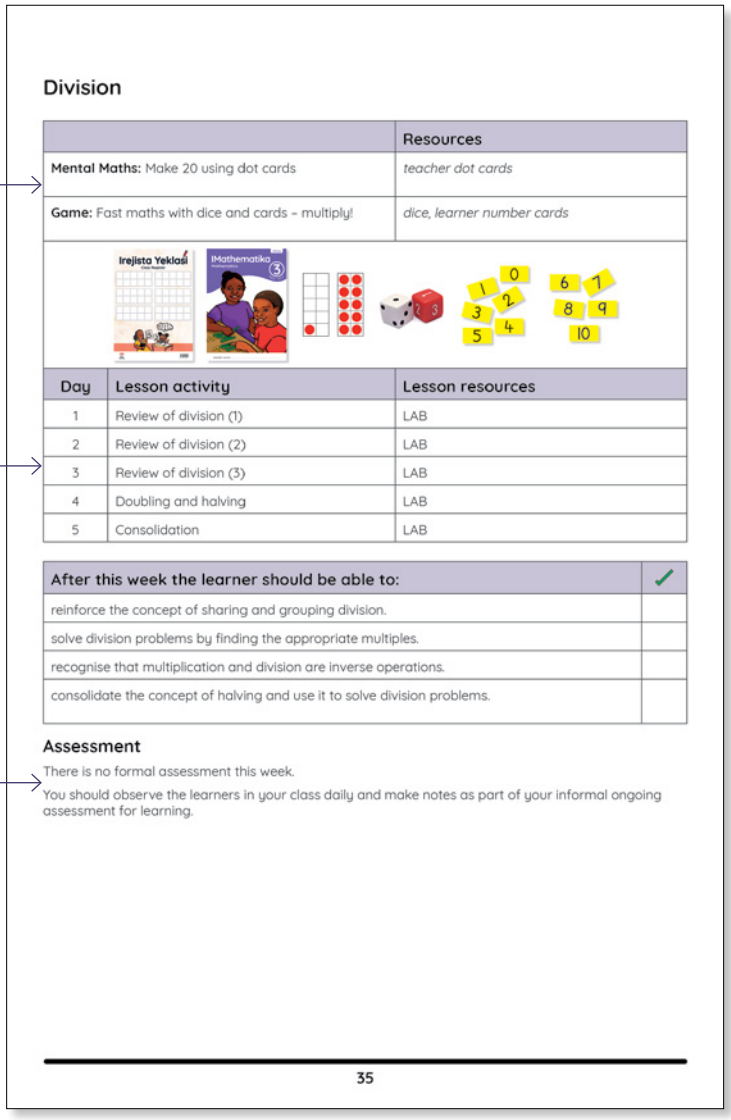
4. Using the lesson plans and *Bala Wande Learner Activity Book*

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	Review of division (1)	LAB
2	Review of division (2)	LAB
3	Review of division (3)	LAB
4	Doubling and halving	LAB
5	Consolidation	LAB

After this week the learner should be able to:	✓
reinforce the concept of sharing and grouping division.	
solve division problems by finding the appropriate multiples.	
recognise that multiplication and division are inverse operations.	
consolidate the concept of halving and use it to solve division problems.	

Assessment

There is no formal assessment this week.

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

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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 sisebenzisa amakhadi amachokoza njengoko besenzile kwikota yoku-1. Cela abafundi babe nomfanekiso ngqondweni we-10 ngokuzalisa izakhelo zeshumi ezenziwe ngamakhadi amachokoza ashicilelweyo baze bakhe ama-20. Lo msebenzi uqinisa ulwazi lwabo lweebhondi zeshumi nolwalamano olongezelelwayo.

Ividiyo yomdlalo

Kule veki sidlala umdlalo othi *iMaths ekhawulezayo ngedayisi namakhadi – phindaphinda!* Lo mdlalo ukhuthaza ukuqhabalaka ngeebhondi zophindaphindo. Kuza kufuneka abafundi babe namakhadi amanani 0–20 nedayisi elinye. Ukuwenza lula lo mdlalo sebenzisa amakhadi anamanani anomvo omnye. Ungawasebenzisa onke amakhadi kubafundi abafuna umcelimngeni.

Ividiyo yophuhliso lwengqiqo

Kumsebenzi wale veki wolwahlulo abafundi baza kuhlaziya oko bakufundileyo ngokwahlula. Baziqhelisa ukusombulula iingxaki zokuhlela nokwaba kunye nokusebenzisa iziphindwa ekusombululeni iingxaki zolwahlulo. Baza kuqonda ukuba uphindaphindo nolwahlulo yimiguqulwa xa besebenzisa iitheyibhile zabo zophindaphindo zibanceda ekusombululeni iingxaki zokwahlula. Ekugqibeleni, abafundi basombulula iingxaki zokuphinda kabini nokwahlula kubini, besazi ukuba baphindaphinda bekwahlula ngo-2 ngexesha ngalinye. Kule veki sijolisa koku:

- ukubethelela ingqiqo yolwahlulo olwabayo noluhlelayo.
- ukusombululula iingxaki zokwahlula ngokufumana iziphindwa ezichanekileyo.
- ukwazi ukuba uphindaphindo nolwahlulo yimiguqulwa.
- ukubethelela ingqiqo yokwahlula kubini nokusebenzisa olo lwazi ekusombululeni iingxaki zokwahlula.

Into emayiqatshelwe kule veki

- Kubaluleke kakhulu ukuba abafundi balubone unxulumano oluphakathi kokwahlula nokuphindaphinda kuba besebenzisa le miguqulwa xa besombulula iingxaki zokwahlula. Bakhuthaze ukuba baxoxe ngeendlela zokusombulula abazisebenzisayo, banike nezizathu zezo zisombululo.
- Khuthaza incoko phakathi kwabafundi ukuze baphuhlise ulwimi lwabo lwemathematika besebenzisa isigama esichanekileyo: **iziphindwa, ucwangcisomanani, imiqolo, iikholamu, bala, phindaphinda, uphindaphindo, yabela, ulwabiwo, yahlula, amaqela, ukuhlela, isiqingatha, yahlula kubini, ukwahlula kubini, phinda kabini, ukuphinda kabini, ngaphezulu, ngaphantsi**

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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.

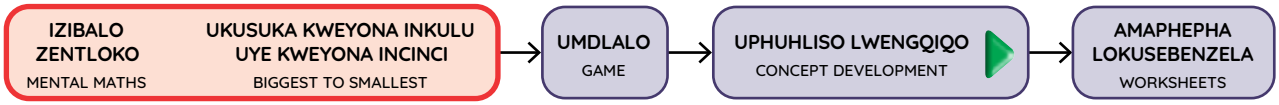
Kufuneka wenze ntoni ukuze ukwazi ukulungiselela iveki nganye

- 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 2-7 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.

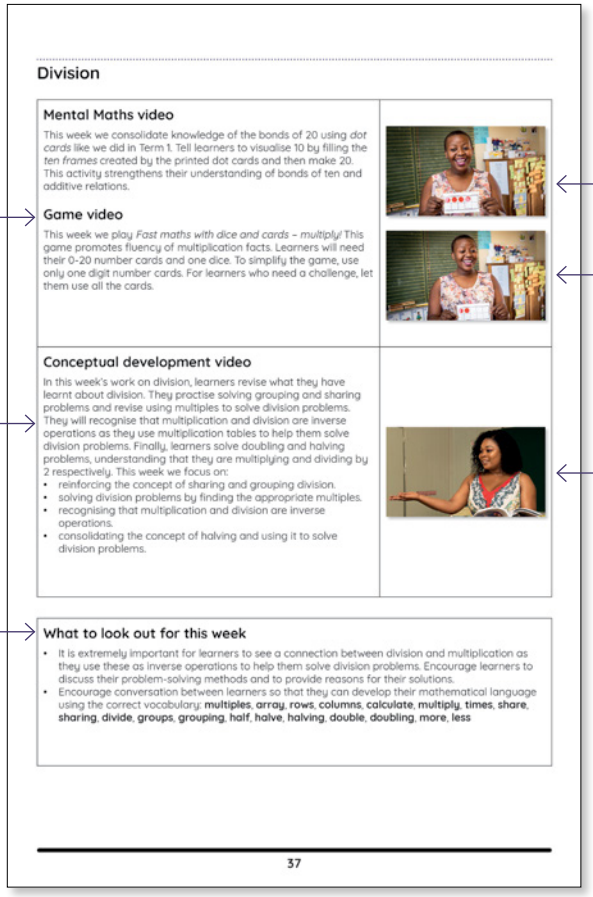


The second page provides more details about the week's activities.

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 1. Tell learners to visualise 10 by filling the *ten frames* created by the printed dot cards and then make 20. This activity strengthens their understanding of 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. Learners will need their 0-20 number cards and one dice. To simplify the game, use only one digit number cards. For learners who need a challenge, let them use all the cards.

Conceptual development video

In this week's work on division, learners revise what they have learnt about division. They practise solving grouping and sharing problems and revise using multiples to solve division problems. They will recognise that multiplication and division are inverse operations as they use multiplication tables to help them solve division problems. Finally, learners solve doubling and halving problems, understanding that they are multiplying and dividing by 2 respectively. This week we focus on:

- reinforcing the concept of sharing and grouping division.
- solving division problems by finding the appropriate multiples.
- recognising that multiplication and division are inverse operations.
- consolidating the concept of halving and using it to solve division problems.

What to look out for this week

- It is extremely important for learners to see a connection between division and multiplication as they use these as inverse operations to help them solve division problems. Encourage learners to discuss their problem-solving methods and to provide reasons for their solutions.
- Encourage conversation between learners so that they can develop their mathematical language using the correct vocabulary: **multiples**, **array**, **rows**, **columns**, **calculate**, **multiply**, **times**, **share**, **sharing**, **divide**, **groups**, **grouping**, **half**, **halve**, **halving**, **double**, **doubling**, **more**, **less**

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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.

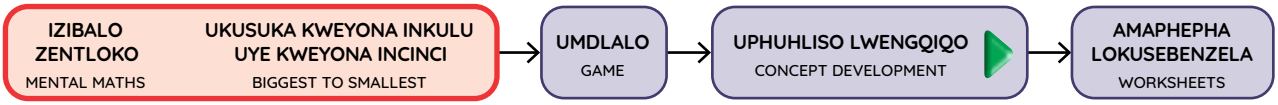
What teachers need to do to prepare for each week

- 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 2-7 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

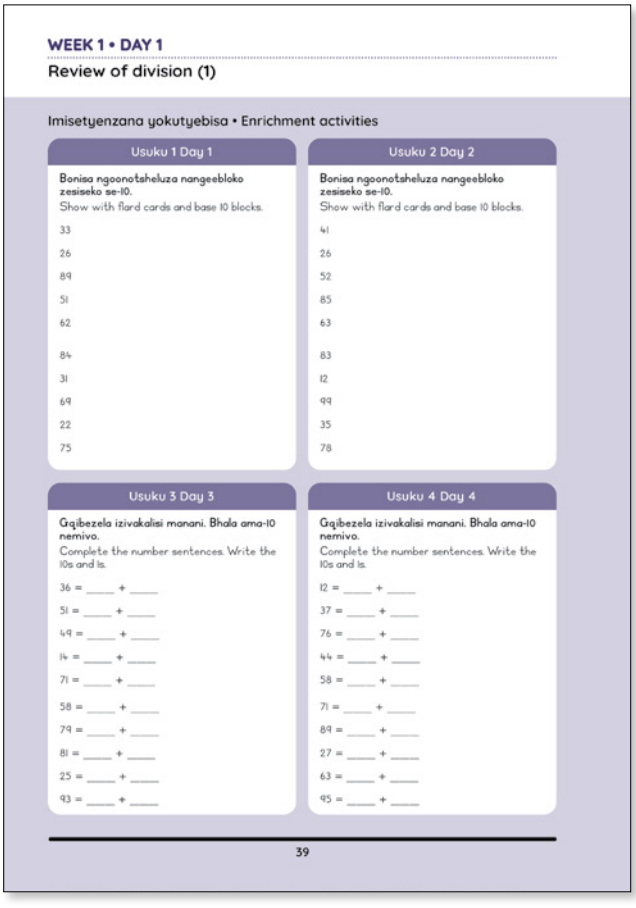
Ebhokisini kukho ikhalenda. Ngosuku ngalunye tyumba kunye neklasi unyaka, inyanga, usuku nomhla. Phawula umhla kwikhalenda yodonga. Qaphela imihla yokuzalwa.

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 1 • DAY 1

Review of division (1)

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

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

33
26
89
51
62
84
31
69
22
75

Usuku 2 Day 2

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

41
26
52
85
63
83
12
99
35
78

Usuku 3 Day 3

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

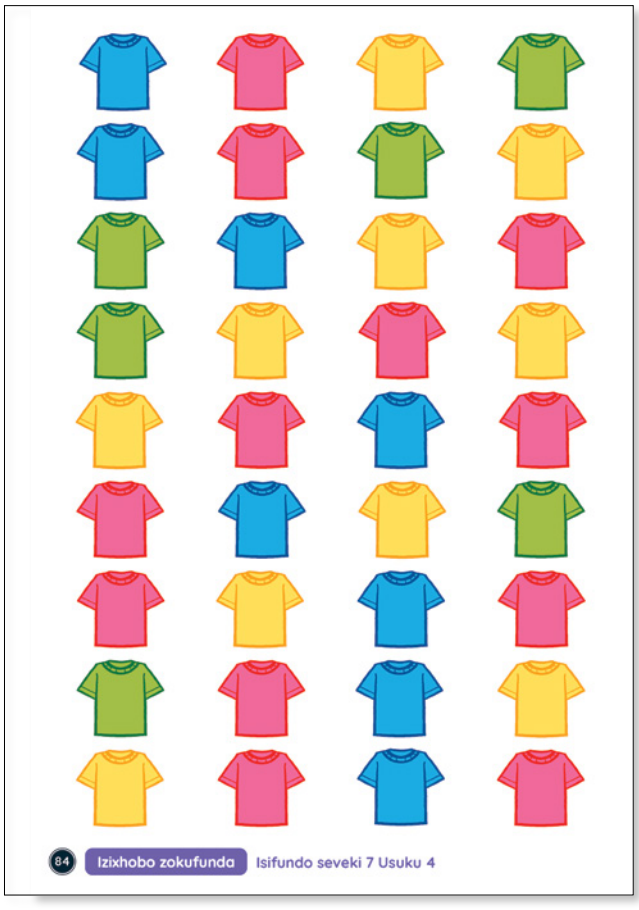
36 = ____ + ____
51 = ____ + ____
49 = ____ + ____
14 = ____ + ____
71 = ____ + ____
58 = ____ + ____
79 = ____ + ____
81 = ____ + ____
25 = ____ + ____
93 = ____ + ____

Usuku 4 Day 4

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

12 = ____ + ____
37 = ____ + ____
76 = ____ + ____
44 = ____ + ____
58 = ____ + ____
71 = ____ + ____
89 = ____ + ____
27 = ____ + ____
63 = ____ + ____
95 = ____ + ____

39


84 Izixhobo zokufunda Isifundo seveki 7 Usuku 4

Discuss the date with learners using the calendar

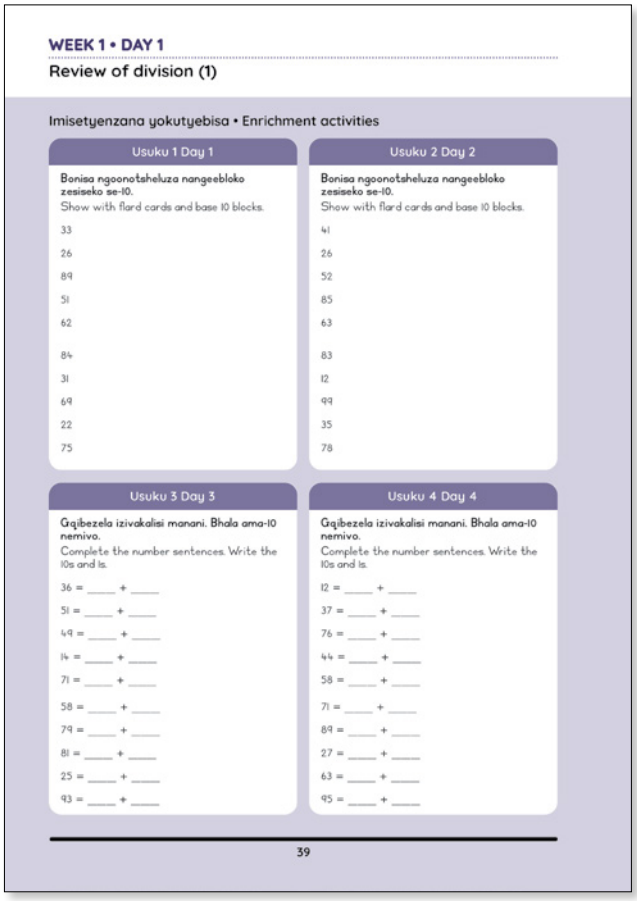
In the box there is a calendar. Each day identify the year, month, day and date with the class. Mark the date on the wall calendar. Note any birthdays.

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 1 • DAY 1

Review of division (1)

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

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

33
26
89
51
62
84
31
69
22
75

Usuku 2 Day 2

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

41
26
52
85
63
83
12
99
35
78

Usuku 3 Day 3

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

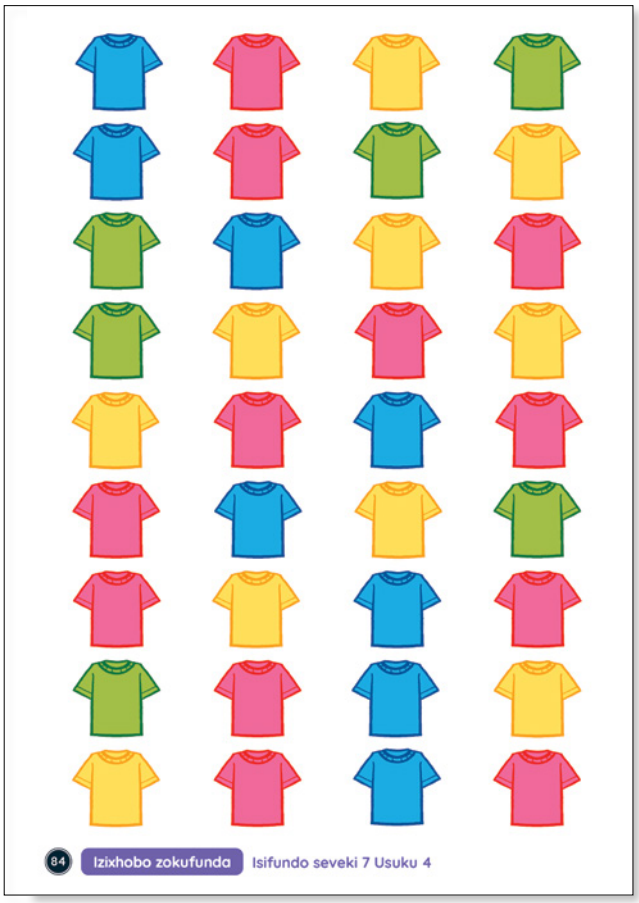
36 = ____ + ____
51 = ____ + ____
49 = ____ + ____
14 = ____ + ____
71 = ____ + ____
58 = ____ + ____
79 = ____ + ____
81 = ____ + ____
25 = ____ + ____
93 = ____ + ____

Usuku 4 Day 4

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

12 = ____ + ____
37 = ____ + ____
76 = ____ + ____
44 = ____ + ____
58 = ____ + ____
71 = ____ + ____
89 = ____ + ____
27 = ____ + ____
63 = ____ + ____
95 = ____ + ____

39



84 Izixhobo zokufunda Isifundo seveki 7 Usuku 4

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.

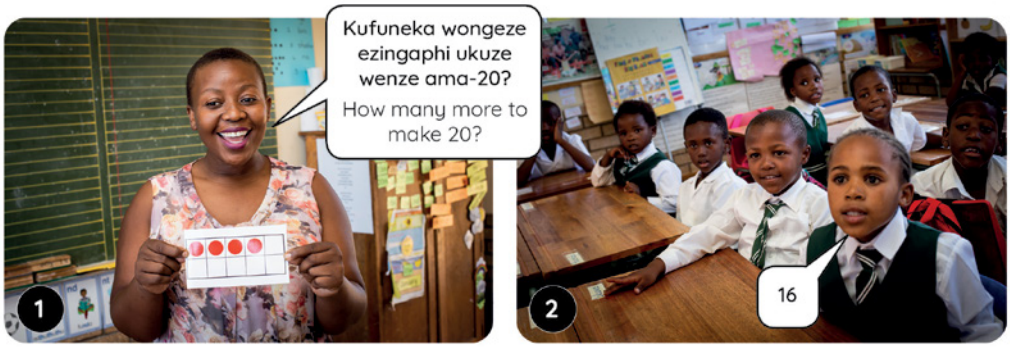
IZIBALO ZENTLOKO | MENTAL MATHS

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.

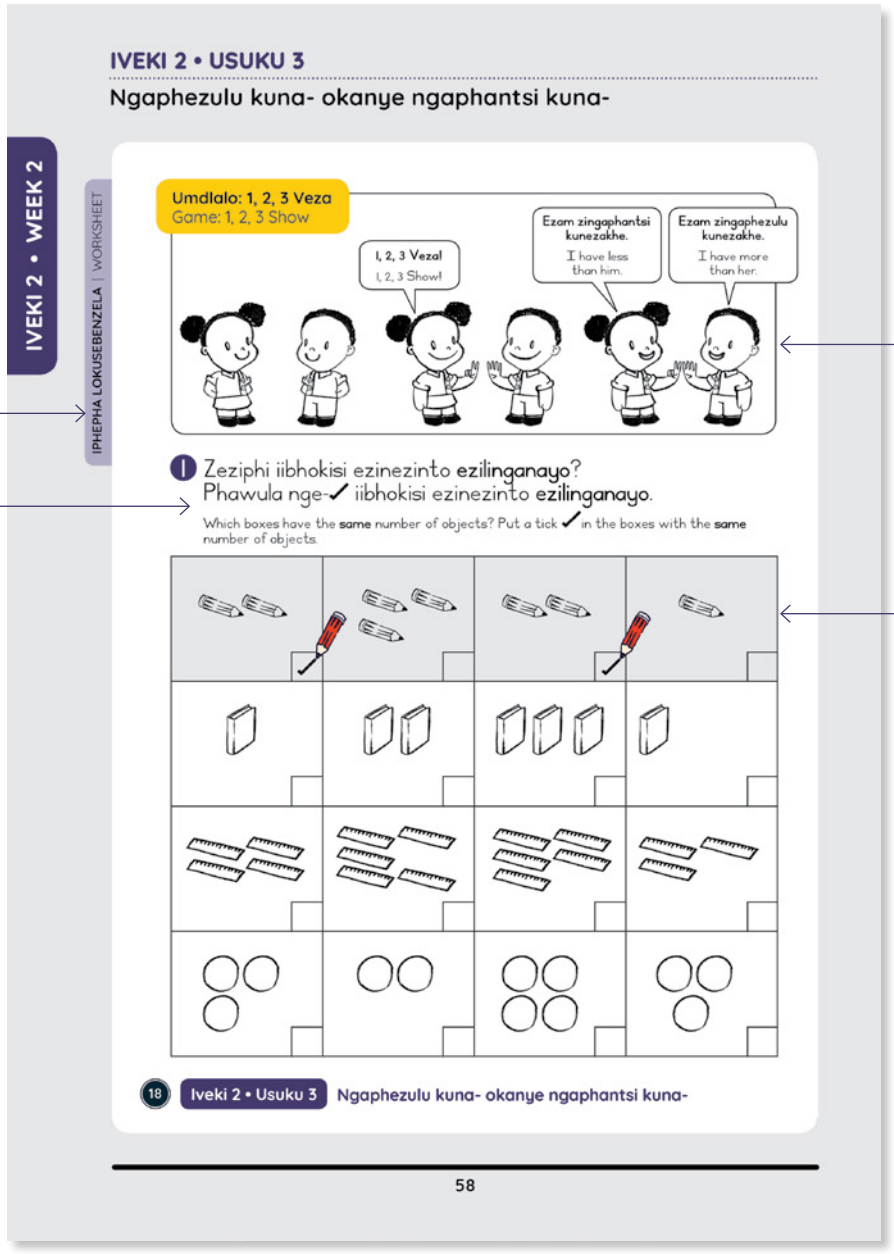
For each day, the *Bala Wande Teacher Guide* provides a photographic sequence of the concept development activity for the day.

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.

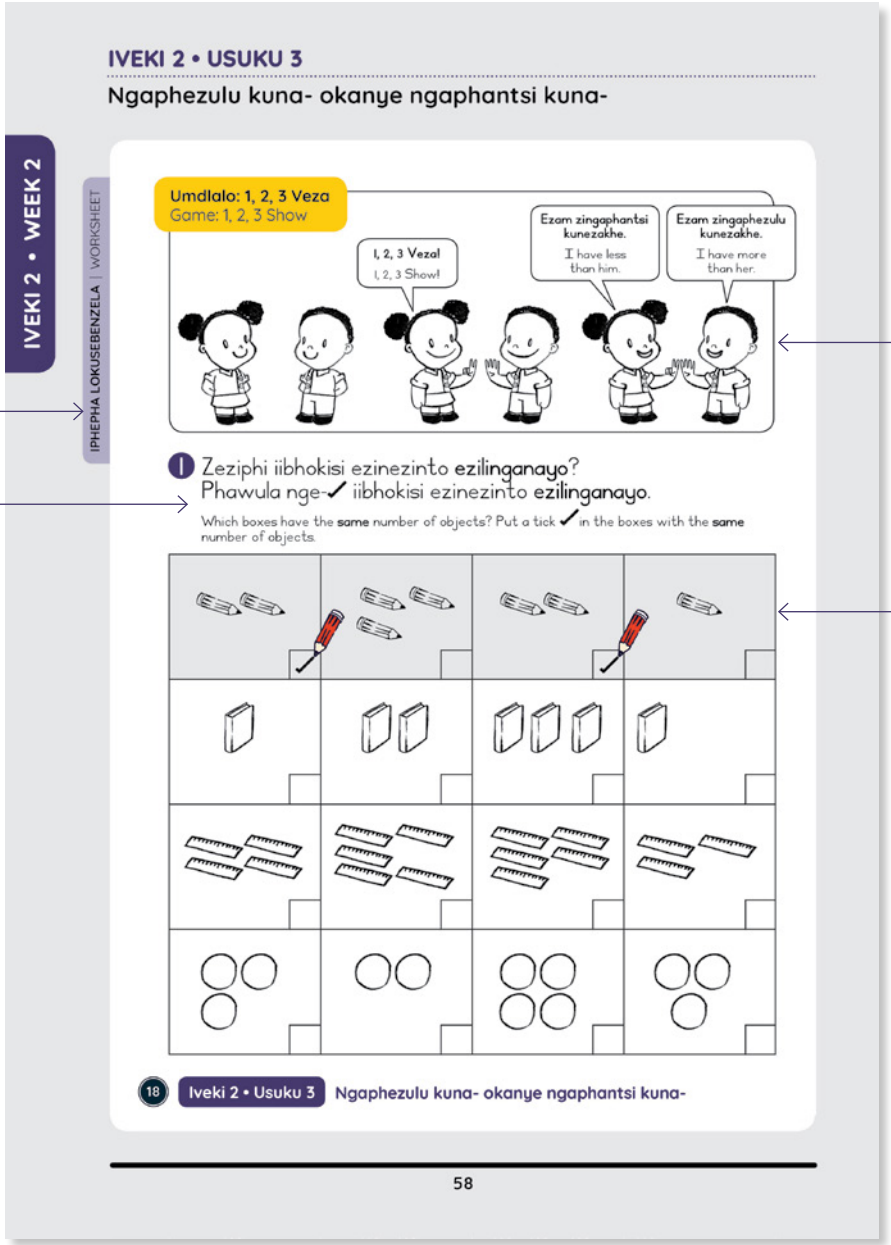
Amaphepha emisebenzi anomzekelo (oboniswa libala elingwevu nepenisile ebomvu).

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-

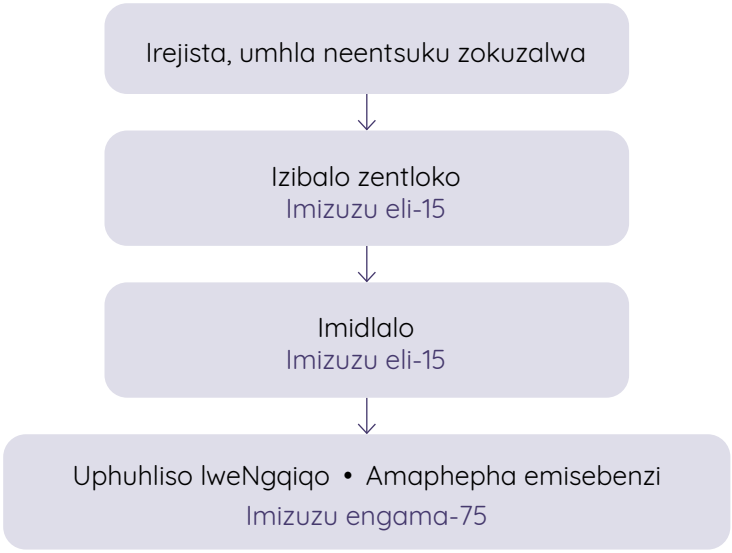
58

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

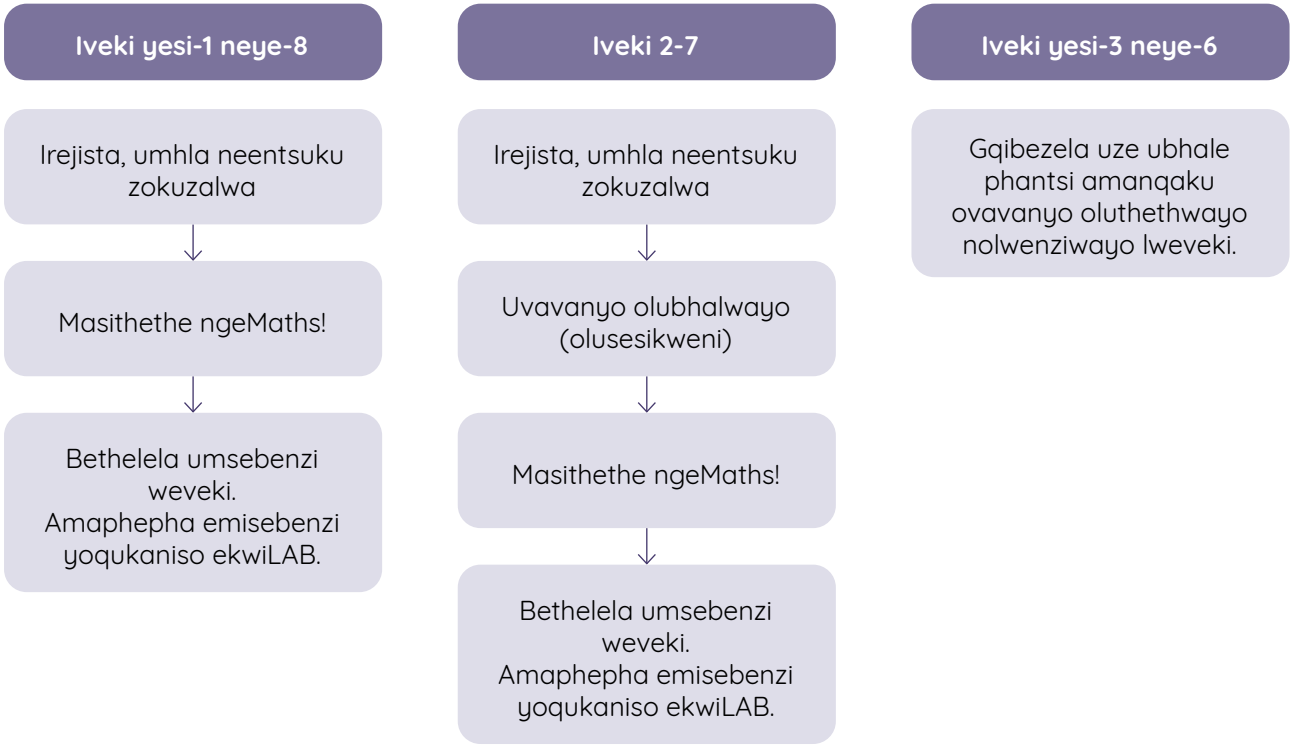
Learner worksheets have a worked example (indicated by the grey background and the red pencil).

5. Ishedyuli yemihla ngemihla, itheyibhile yexesha nesicwangciso sexesha

Ishedyuli yemihla ngemihla Iintsuku 1–4

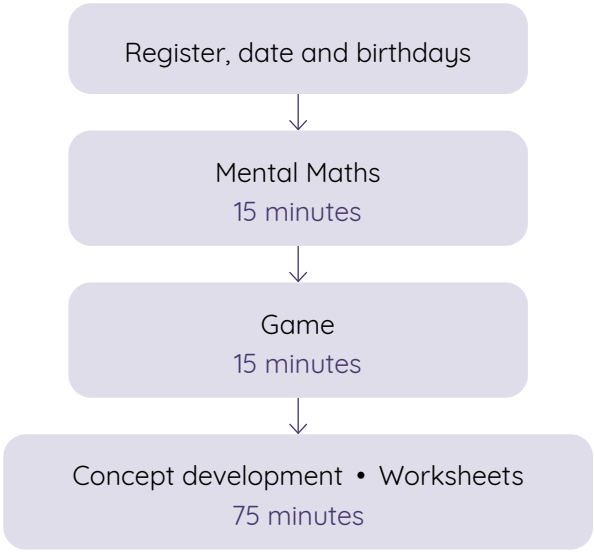


Ishedyuli yemihla ngemihla Usuku 5

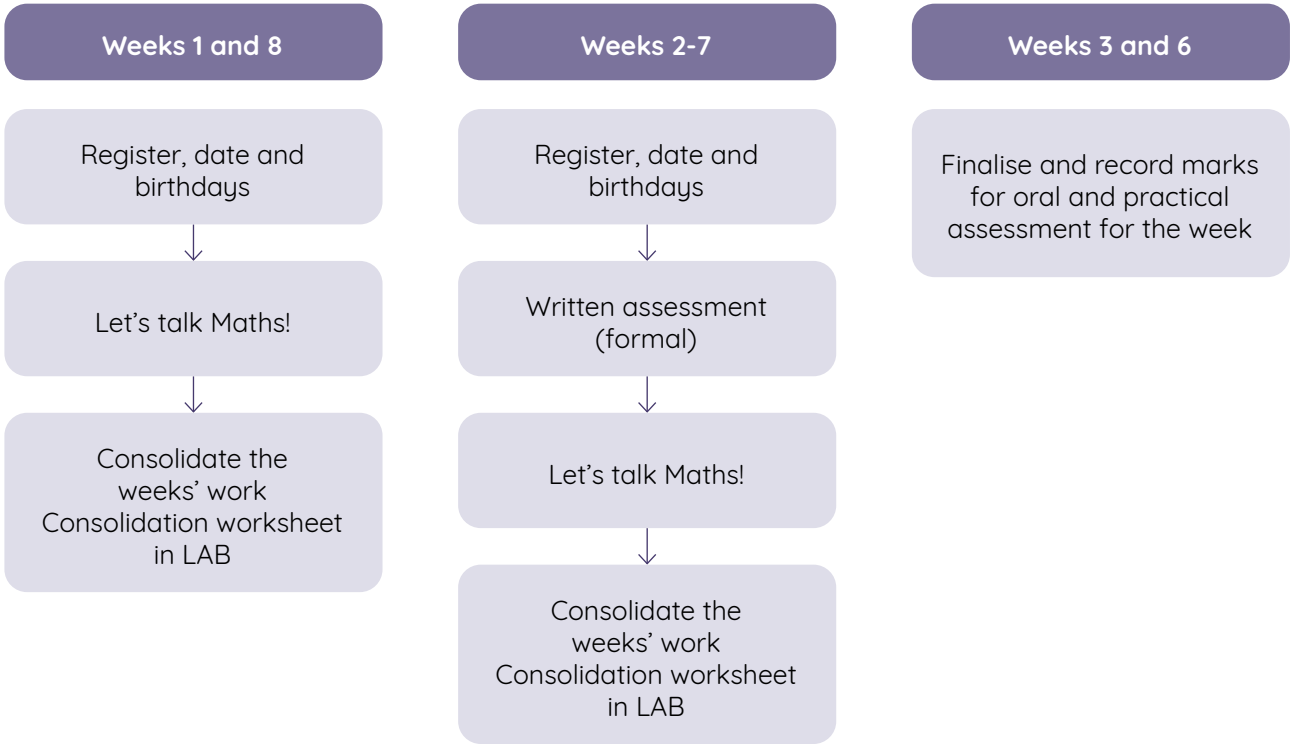


5. Daily schedule, time table and term plan

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	Uhlaziyo lolwahlulo (1)	Uhlaziyo lolwahlulo (2)	Uhlaziyo lolwahlulo (3)	Ukuphinda kabini nokwahlula kubini	Uqukaniso
Iveki 2 Ulwahlulo namaqhezu	Ukwahlula kubini namaqhezu	Amaqhezu	Ulwahlulo ngeziphindwa ze-10	Ulwahlulo lwamanani amivo mi-2	Uvavanyo noqukaniso
Iveki 3 Ulwahlulo	Ulwahlulo – ukuhlela okunentsalela	Ulwahlulo neentsalela	Ulwahlulo – ulwabiwo olunentsalela	Ukusebenzisa uphindaphindo ukuqinisekisa ulwahlulo	Uvavanyo noqukaniso
Iveki 4 Iingxaki zamagama	Ulwahlulo oluneentsalela	Ulwahlulo neentsalela ngokwemeko	Iingxaki zamagama zolwahlulo	Iingxaki zamagama zokudibanisa nokuthabatha	Uvavanyo noqukaniso
Iveki 5 Iingxaki zamagama nezinto ezinemilinga-niselo emi-3 (3-D)	Iingxaki zamagama zokudibanisa nokuthabatha	Iingxaki zamagama zokudibanisa nokuthabatha	Izinto ezine-3-D (eziqengqelekayo nezityibilikayo)	Ukuchaza izinto ezine-3-D	Uvavanyo noqukaniso
Iveki 6 Izinto ezine-3-D	Ukwakha ngezinto ezine-3-D	Ukuthelekisa izinto ezine-3-D	Iimbuso zezinto ezine-3-D	Izinto ezine-3-D	Uvavanyo noqukaniso
Iveki 7 Ukuphathwa kwedatha	Ukuphathwa kwedatha	Ukuphathwa kwedatha	Iigrafu zemifanekiso (ipiktografu)	Igrafu yezinti/ Ibhagrafu	Uvavanyo noqukaniso
Iveki 8 Ukuphathwa kwedatha	Izinti zokubala neegrafu zezinti	Izinti zokubala neegrafu zezinti	Ukutolika idatha	Ukutolika idatha	Uqukaniso

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

7. Term plan

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1 Division	Review of division	Review of division	Review of division	Doubling and halving	Consolidation
Week 2 Division and fractions	Halving and fractions	Halving	Division with multiples of 10	Division of 2-digit numbers	Assessment and consolidation
Week 3 Division	Division - sharing with a remainder	Division and remainders	Division - grouping with a remainder	Using multiplication to check division	Assessment and consolidation
Week 4 Word problems	Division with remainders	Division with remainders in context	Division word problems	Addition and subtraction word problems	Assessment and consolidation
Week 5 Word problems and 3-D objects	Addition and subtraction word problems	Addition and subtraction word problems	3-D objects – roll and slide	Describing 3-D objects	Assessment and consolidation
Week 6 3-D objects	Building with 3-D objects	Comparing 3-D objects	Faces of 3-D objects	3-D objects	Assessment and consolidation
Week 7 Data handling	Data handling	Data handling	Pictographs	Bar graphs	Assessment and consolidation
Week 8 Data handling	Tallies and bar graphs	Tallies and bar graphs	Interpreting data	Interpreting data	Consolidation

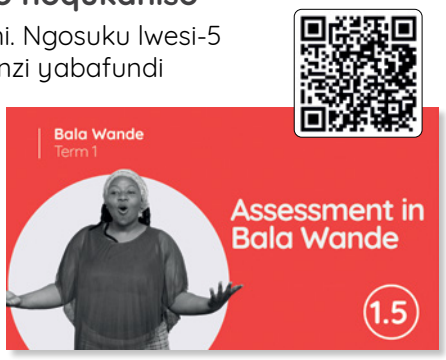
Number, Operations and Relationships	**Measurement**	**Space and Shape**

8. Isicwangciso sovavanyo sekota yoku-4

Uvavanyo lwekota luyilelwe kwizicwangciso zezifundo. Luquka imisebenzi ebhalwayo, ethethwayo neyenziwayo. Isicwangciso sovavanyo sekota yoku-4 sifumaneka ngezantsi.

Usuku lwesi-5 lweveki nganye lucwangciselwe uvavanyo noqukaniso

Kwiveki yoku-1 nakweye-8, 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 2-7 kulungiselelwa uvavanyo olubhalwayo. Le misebenzi ifumaneka kwincwadi yemisebenzi yomfundi. Bakugqiba ukwenza umsebenzi wovavanyo abafundi bangasebenza ngamaphepha okusebenzela oqukaniso asezincwadini zabo zemisebenzi.

Iimvavanyo ezikwikota yoku-4 zezi:

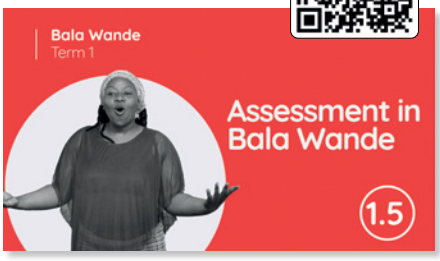
Iveki			Amanqaku
2	Ulwahlulo oluneentsalela	Olubhalwayo	10
3	Iingxaki zamagama	Olubhalwayo	15
3	Qwalasela abafundi uvavanye izakhono zabo zokusombulula iingxaki zolwahlulo oluneentsalela nolungenantsalela.	Oluthethwayo nolwenziwayo	5
4	Iingxaki zamagama zokwahlula	Olubhalwayo	10
5	indawo, imilo, inani nezibalo	Olubhalwayo	3 + 6
6	Indawo neemilo – izinto ezine-3-D	Olubhalwayo	9
6	Qwalasela abafundi ukuze uvavanye izakhono zabo zokuchonga, ukuthiya nokuchaza izinto ezine-3-D.	Oluthethwayo nolwenziwayo	5
7	Ukuphathwa kwedatha	Olubhalwayo	10

8. Term 4 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 4 is provided below.

Day 5 of each week is planned for assessment and consolidation

In Weeks 1 and 8, there is no formal assessment activity. On Day 5 learners should work on the worksheets provided in the *Bala Wande Learner Activity Book* to consolidate the work for the week. Informal assessment can be done.



In Weeks 3 and 6, oral and practical assessment activities are planned. You will use practical activities and the 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 2-7, 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 4 assessments are as follows

Week			Marks
2	Division and fractions	Written	10
3	Division with remainders	Written	15
3	Observe learners to assess their ability to solve division problems with or without remainders	Oral and practical	5
4	Division word problems	Written	10
5	Word problems and 3-D objects	Written	3 + 6
6	3-D objects	Written	9
6	Observe learners to assess their ability to identify, name and characterise objects.	Oral and practical	5
7	Data handling	Written	10

9. Iphetshana lamanqaku ovavanyo lwekota yoku-4

Iveki	2	3	3	4	5		5	6	6		7		
Ibanga 3 Ikota 4 **IMathematika** **Iphetshana lamanqaku ovavanyo olusesikweni elicetyiswayo**	Inani: Olubhalwayo	Inani: Olubhalwayo	Inani: Oluthethwayo nolwenziwayo	Inani: Olubhalwayo	Inani: Olubhalwayo	AMANQUAKU AMANANI EWONKE	Indawo neemilo: Olubhalwayo	Indawo neemilo: Olubhalwayo	Indawo neemilo: Oluthethwayo nolwenziwayo	AMANQUAKU INDAWO NEEMILO	Umlinganiselo: Olubhalwayo	AMANQAKU ECANDELO LOMLINGANISELO	AMANQAKU EKOTA
Amanqaku	10	15	5	10	6	46	3	9	5	17	10	10	73
Igama nefani yomfundi													

Inani, Izibalo noLwalamano	Umlinganiselo	Indawo neemilo

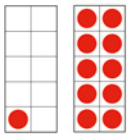
9. Term 4 assessment mark sheet

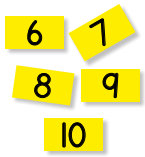
Week	2	3	3	4	5		5	6	6		7		
Grade 3 Term 4 **Mathematics** **Suggested formal assessment mark record sheet**	Number: Written	Number: Written	Number: Oral and practical	Number: Written	Number: Written	TOTAL FOR NUMBER	Space and shape: Written	Space and shape: Written	Space and shape: Oral and practical	TOTAL FOR SPACE AND SHAPE	Data handling: Written	TOTAL FOR DATA HANDLING	TERM TOTAL
Marks	10	15	5	10	6	46	3	9	5	17	10	10	73
Learner name and surname													

Number, Operations and Relationships	Measurement	Space and Shape

Ulwahlulo

	Izixhobo
Izibalo zentloko: Yenza ama-20 ngamakhadi amachokoza	*amakhadi amachokoza katitshala*
Umdlalo: *IMaths ekhawulezayo ngedayisi namakhadi – phindaphinda!*	*idayisi, amakhadi amanani abafundi*



Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Uhlaziyo lolwahlulo (1)	iLAB
2	Uhlaziyo lolwahlulo (2)	iLAB
3	Uhlaziyo lolwahlulo (3)	iLAB
4	Ukuphinda kabini nokwahlula kubini	iLAB
5	Uqukaniso	iLAB

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukubethelela ingqiqo yolwahlulo olwabayo noluhlelayo.	
ukusombulula iingxaki zokwahlula ngokufumana iziphindwa ezichanekileyo.	
ukwazi ukuba uphindaphindo nolwahlulo yimiguqulwa.	
ukubethelela ingqiqo yokwahlula kubini nokusebenzisa le ngqiqo ekusombululeni iingxaki zokwahlula.	

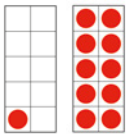
Uvavanyo

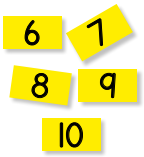
Akukho vavanyo lusesikweni kule veki.

Kufuneka ubaqaphele abafundi eklasini yakho yonke imihla, 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	Review of division (1)	LAB
2	Review of division (2)	LAB
3	Review of division (3)	LAB
4	Doubling and halving	LAB
5	Consolidation	LAB

After this week the learner should be able to:	✓
reinforce the concept of sharing and grouping division.	
solve division problems by finding the appropriate multiples.	
recognise that multiplication and division are inverse operations.	
consolidate the concept of halving and use it to solve division problems.	

Assessment

There is no formal assessment this week.

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

Ulwahlulo

Ividiyo yezibalo zentloko

Kule veki sibethelela ulwazi lweebhondi zama-20 sisebenzisa amakhadi amachokoza njengoko besenzile kwikota yoku-1. Cela abafundi babe nomfanekiso ngqondweni we-10 ngokuzalisa izakhelo zeshumi ezenziwe ngamakhadi amachokoza ashicilelweyo baze bakhe ama-20. Lo msebenzi uqinisa ulwazi lwabo lweebhondi zeshumi nolwalamano olongezelelwayo.

Ividiyo yomdlalo

Kule veki sidlala umdlalo othi *iMaths ekhawulezayo ngedayisi namakhadi – phindaphinda!* Lo mdlalo ukhuthaza ukuqhabalaka ngeebhondi zophindaphindo. Kuza kufuneka abafundi babe namakhadi amanani 0-20 nedayisi elinye. Ukuwenza lula lo mdlalo sebenzisa amakhadi anamanani anomvo omnye. Ungawasebenzisa onke amakhadi kubafundi abafuna umcelimngeni.

Ividiyo yophuhliso lwengqiqo

Kumsebenzi wale veki wolwahlulo abafundi baza kuhlaziya oko bakufundileyo ngokwahlula. Baziqhelisa ukusombulula iingxaki zokuhlela nokwaba kunye nokusebenzisa iziphindwa ekusombululeni iingxaki zolwahlulo. Baza kuqonda ukuba uphindaphindo nolwahlulo yimiguqulwa xa besebenzisa iitheyibhile zabo zophindaphindo zibanceda ekusombululeni iingxaki zokwahlula. Ekugqibeleni, abafundi basombulula iingxaki zokuphinda kabini nokwahlula kubini, besazi ukuba baphindaphinda bekwahlula ngo-2 ngexesha ngalinye. Kule veki sijolisa koku:

- ukubethelela ingqiqo yolwahlulo olwabayo noluhlelayo.
- ukusombulula iingxaki zokwahlula ngokufumana iziphindwa ezichanekileyo.
- ukwazi ukuba uphindaphindo nolwahlulo yimiguqulwa.
- ukubethelela ingqiqo yokwahlula kubini nokusebenzisa olo lwazi ekusombululeni iingxaki zokwahlula.

Into emayiqatshelwe kule veki

- Kubaluleke kakhulu ukuba abafundi balubone unxulumano oluphakathi kokwahlula nokuphindaphinda kuba besebenzisa le miguqulwa xa besombulula iingxaki zokwahlula. Bakhuthaze ukuba baxoxe ngeendlela zokusombulula abazisebenzisayo, banike nezizathu zezo zisombululo.
- Khuthaza incoko phakathi kwabafundi ukuze baphuhlise ulwimi lwabo lwemathematika besebenzisa isigama esichanekileyo: **iziphindwa**, **ucwangcisomanani**, **imiqolo**, **iikholamu**, **bala**, **phindaphinda**, **uphindaphindo**, **yabela**, **ulwabiwo**, **yahlula**, **amaqela**, **ukuhlela**, **isiqingatha**, **yahlula kubini**, **ukwahlula kubini**, **phinda kabini**, **ukuphinda kabini**, **ngaphezulu**, **ngaphantsi**.

Division

Mental Maths video

This week we consolidate knowledge of the bonds of 20 using *dot cards* like we did in Term 1. Tell learners to visualise 10 by filling the *ten frames* created by the printed dot cards and then make 20. This activity strengthens their understanding of 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. Learners will need their 0-20 number cards and one dice. To simplify the game, use only one-digit number cards. For learners who need a challenge, let them use all the cards.

Conceptual development video

In this week's work on division, learners revise what they have learnt about division. They practise solving grouping and sharing problems and revise using multiples to solve division problems. They will recognise that multiplication and division are inverse operations as they use multiplication tables to help them solve division problems. Finally, learners solve doubling and halving problems, understanding that they are multiplying and dividing by 2 respectively. This week we focus on:

- reinforcing the concept of sharing and grouping division.
- solving division problems by finding the appropriate multiples.
- recognising that multiplication and division are inverse operations.
- consolidating the concept of halving and using it to solve division problems.

What to look out for this week

- It is extremely important for learners to see a connection between division and multiplication as they use these as inverse operations to help them solve division problems. Encourage learners to discuss their problem-solving methods and to provide reasons for their solutions.
- Encourage conversation between learners so that they can develop their mathematical language using the correct vocabulary: **multiples**, **array**, **rows**, **columns**, **calculate**, **multiply**, **times**, **share**, **sharing**, **divide**, **groups**, **grouping**, **half**, **halve**, **halving**, **double**, **doubling**, **more**, **less**.

IVEKI 1 • USUKU 1

Uhlaziyo lolwahlulo (1)

IZIBALO ZENTLOKO
MENTAL MATHS

YAKHA AMA-20 NGAMAKHADI AMACHOKOZA
MAKE 20 USING DOT CARDS

→ UMDLALO
GAME

→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

→ AMAPHEPHA LOKUSEBENZELA
WORKSHEETS

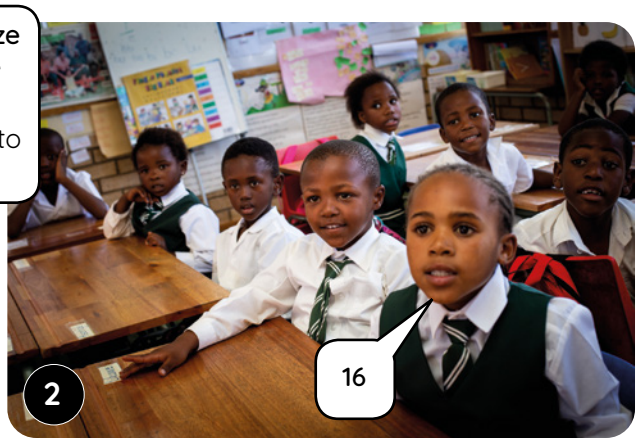
IZIBALO ZENTLOKO | MENTAL MATHS

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.



Review of division (1)

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

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

33

26

89

51

62

84

31

69

22

75

Usuku 2 Day 2

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

41

26

52

85

63

83

12

99

35

78

Usuku 3 Day 3

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

36 = _____ + _____

51 = _____ + _____

49 = _____ + _____

14 = _____ + _____

71 = _____ + _____

58 = _____ + _____

79 = _____ + _____

81 = _____ + _____

25 = _____ + _____

93 = _____ + _____

Usuku 4 Day 4

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

12 = _____ + _____

37 = _____ + _____

76 = _____ + _____

44 = _____ + _____

58 = _____ + _____

71 = _____ + _____

89 = _____ + _____

27 = _____ + _____

63 = _____ + _____

95 = _____ + _____

IVEKI 1 • USUKU 1

Uhlaziyo lolwahlulo (1)

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Kukho iintyatyambo ezingama-63 eziza kufakwa kwiivazi ezisi-7. Zingaphi iintyatyambo eziza kufakwa kwivazi nganye?

There are 63 flowers that need to be put into 7 vases. How many flowers must go in each vase?

Kufuneka ezi ntyatyambo sizabele iivazi ezisi-7. Ukuba sineentyatyambo ezingama-63, zisi-9 iintyatyambo eziza kungena kwivazi nganye.

We need to share the flowers into 7 vases. If there are 63 flowers, 9 flowers will go in each vase.

Kukho iibhisikithi ezingama-48 eziza kufakwa ezibhokisini. Kungena iibhisikithi ezi-6 kwibhokisi nganye. Kufuneka ube neebhokisi ezingaphi?

There are 48 biscuits that need to be put into boxes. 6 biscuits go in each box. How many boxes will you need

Kufuneka sahlule iibhisikithi zibe ngamaqela. Kufuneka sihlele iibhisikithi ezingama-48 zibe ngamaqela ezi-6. Kuza kufuneka sibe neebhokisi ezisi-8.

We need to group the biscuits. There are 48 biscuits that must be in groups of 6. We will need 8 boxes.

Phinda la manyathelo ngezinye iingxaki zamagama zokuhlela nokwaba. Nika abafundi amathuba okuncokola ngeendlela abazisombulula ngazo iingxaki. Bakhuthaze ukuba basebenzise ulwazi abanalo lweziphindwa neetheyibhile zokuphindaphinda zibancede ekusombululeni iingxaki ngokukhawuleza nagobuchule.

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 use what they know about multiples and multiplication tables to help them solve the problems more quickly and efficiently.

Review of division (1)

IVEKI • WEEK 1

USUKU 1 • DAY 1

Uhlaziyo lolwahlulo (1)

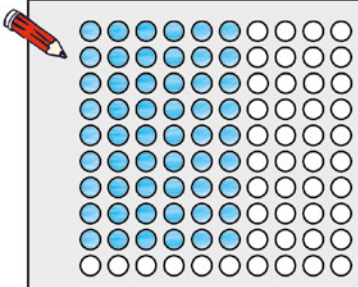
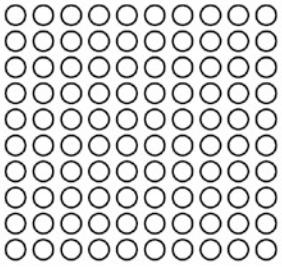
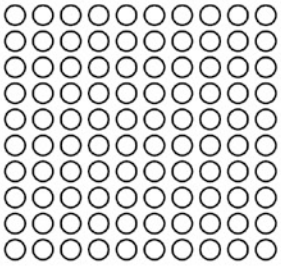
Review of division (1)

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 Fakela umbala.
Colour.

Yahlula ama-54 abe ngamaqela asi-9 ezi-6. 54 divided into 9 groups of 6.	Yahlula ama-64 abe ngamaqela asi-8 ezi-8. 64 divided into 8 groups of 8.	Yahlula ama-50 abe ngamaqela ama-5 e-10. 50 divided into 5 groups of 10.
		
6 × 9 = 54	___ × ___ = ___	___ × ___ = ___
54 ÷ 9 = 6	___ ÷ ___ = ___	___ ÷ ___ = ___

Jonga esi sivakalisi manani. Khangela ukuba ukuphinda phinda nokwa hlula zinxulumene njani!
Look at the number sentences. See how multiplication and division are related!

2

IVEKI 1 • USUKU 1

Uhlaziyo lolwahlulo (1)

2 Yahlula iiayisikhrimu phakathi.
Share the ice creams between friends.

2  48 ÷ 2 = 24	4  ____ ÷ ____ = ____
6  ____ ÷ ____ = ____	12  ____ ÷ ____ = ____
24  ____ ÷ ____ = ____	8  ____ ÷ ____ = ____

3 Yahlulela abahlobo aba-5 iibhisikithi ezingama-45.
Share 45 biscuits between 5 friends.

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

Kukho iitshokolethi ezisi-8 ebhokisini. Kuza kufuneka iibhokisi ezingaphi kwiitshokolethi ezingama-48?
There are 8 chocolates in a box. How many boxes will you need for 48 chocolates?

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

Review of division (2)

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 amapetyu angama-84 ekufuneka siwahlulele abahlobo abasi-7. Uza kufumana amapetyu amangaphi umhlobo ngamnye?

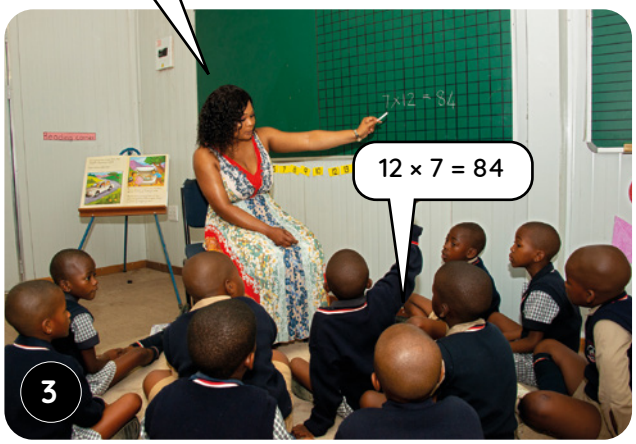
There are 84 marbles that need to be shared between 7 friends. How many marbles will each friend get?

Kukho amapetyu angama-84 nabahlobo abasi-7. Ndiyazi ukuba 7 × 12 = 84, ngoko ke umhlobo ngamnye uza kufumana amapetyu ali-12.

There are 84 marbles and 7 friends. I know that 7 × 12 = 84 so each friend will get 12 marbles.

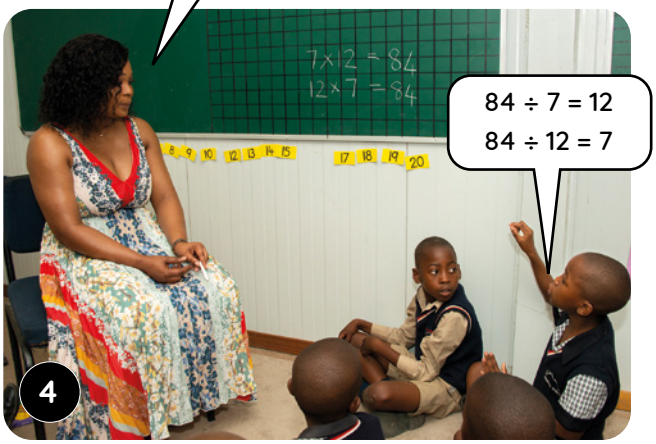
Kunjalo! Ikhona enye indlela esinokubhala ngayo 7 × 12 = 84?

Yes! Is there another way to write 7 × 12 = 84?



Uchanile! Sesiphi isivakalisi manani sokwahlula esinokusisebenzisa?

That's right! What are the division number sentences that we can use?



Phinda la manyathelo ngezinye iingxaki zamagama zokuhlela nokwaba. Nika abafundi amathuba okuthetha ngeendlela abazisombula ngayo iingxaki. Bakhuthaze bancinge ngophindaphindo nolwahlulo njengemiguqulwa, bachonge nezivakalisi manani ezine ezinxulumene nengxaki nganye.

Repeat the steps with other grouping and sharing word problems. Allow 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 1 • USUKU 2

Uhlaziyo lolwahlulo (2)

IVEKI • WEEK 1

USUKU 2 • DAY 2

Uhlaziyo lolwahlulo (2)

Review of division (2)

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

1

36 ÷ 9 = 4	24 ÷ 8 = ____	45 ÷ 9 = ____
21 ÷ 7 = ____	48 ÷ 8 = ____	81 ÷ 9 = ____
35 ÷ 7 = ____	56 ÷ 8 = ____	49 ÷ 7 = ____
72 ÷ 8 = ____	42 ÷ 7 = ____	64 ÷ 8 = ____

2 Yahlulela abahlobo aba-4 iibhaluni ezingama-28.

Share 28 balloons between 4 friends.

Zoba.
Draw.

isivakalisi manani sophindaphindo multiplication number sentence	isivakalisi manani sokwahlula division number sentence

Isiphumo.
Answer.

Kukho amaqanda ali-10 ebhokisini. Kuza kufuneka iibhokisi ezingaphi kumaqanda angama-60?

There are 10 eggs in a carton. How many cartons will you need for 60 eggs?

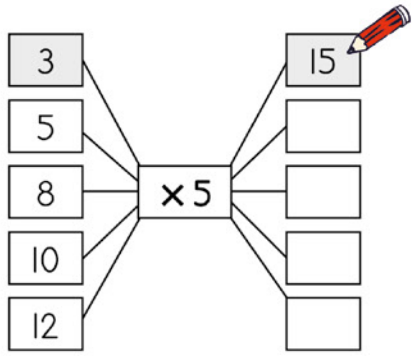
Zoba.
Draw.

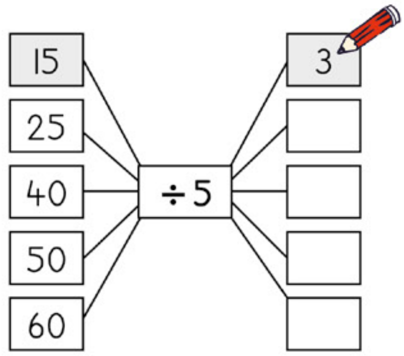
isivakalisi manani sophindaphindo multiplication number sentence	isivakalisi manani sokwahlula division number sentence

Isiphumo.
Answer.

Review of division (2)

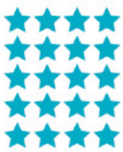
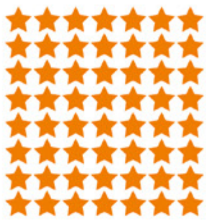
3





4 Bhala izivakalisi manani zophindaphindo nolwahlulo.

Write the multiplication and division number sentences.

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

IVEKI 1 • USUKU 3

Uhlaziyo lolwahlulo (3)

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

UNkanyiso unezitoki ezingama-40. UPhindi unezitoki ezili-10. Zininzi kangakanani izitoki zikaNkanyiso kunezikaPhindi?
Nkhanyiso has 40 lollipops. Phindi has 10 lollipops. How many times more lollipops does Nkhanyiso have than Phindi?

Ndizoba izitoki zikaNkanyiso noPhindi ngolu hlobo ukuze ndisombulule le ngxaki.
I draw the lollipops for Nkhanyiso and Phindi like this to solve the problem.

Ewe! Sebenzisa amaqela e-10 ukuze uthelekise ukuba zininzi kangakanani izitoki anazo uNkanyiso.
Yes! Use the groups of 10 to compare how many times more lollipops Nkhanyiso has.

UPhindi uneqela elinye le-10 ngeli xa uNkanyiso enamaqela ama-4 e-10.
Phindi has one group of 10 and Nkhanyiso has 4 groups of 10.

Izitoki zikaNkanyiso zininzi ngokuphindwe ka-4 kunezikaPhindi.
Nkhanyiso has 4 times more lollipops than Phindi.

Ndibhala isivakalisi manani ngolu hlobo.
40 ÷ 10 = 4.
I write the number sentence.

Phinda la manyathelo ngezinye iingxaki zamagama, ubakhuthaze abafundi ukuba bacinge ngeendlela abasebenzisa ngazo ulwahlulo neziphindwa xa bebala iziphumo.

Repeat the steps with other word problems, encouraging learners to think about how they use division and multiples to find the answer.

Review of division (3)

IVEKI • WEEK 1

USUKU 3 • DAY 3

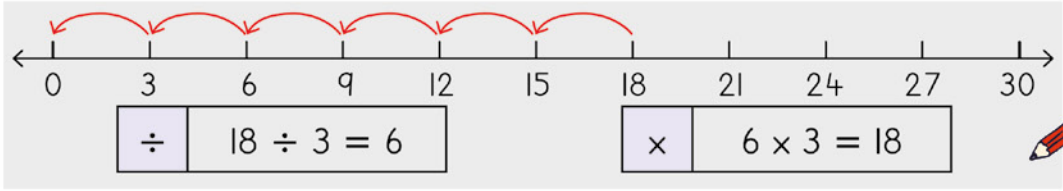
Uhlaziyo lolwahlulo (3)

Review of division (3)

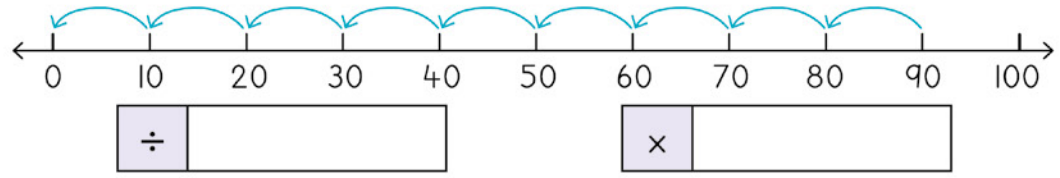
IZIBALO ZENTLOKO – MENTAL MATHS | YAKHA AMA-20 NGAMAKHADI AMACHOKOZA – MAKE 20 USING DOT CARDS → UMDLALO – GAME → UPHUHLISO LWENGQIQO – CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA – WORKSHEETS

1 Sebenzisa iziphindwa ubhale izivakalisi manani zophindaphindo nolwahlulo.

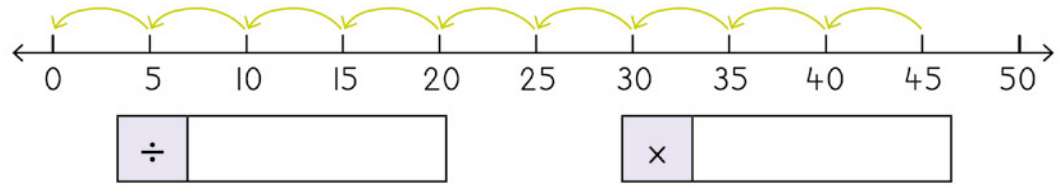
Use the multiples to write multiplication and division number sentences.



÷ | 18 ÷ 3 = 6 × | 6 x 3 = 18



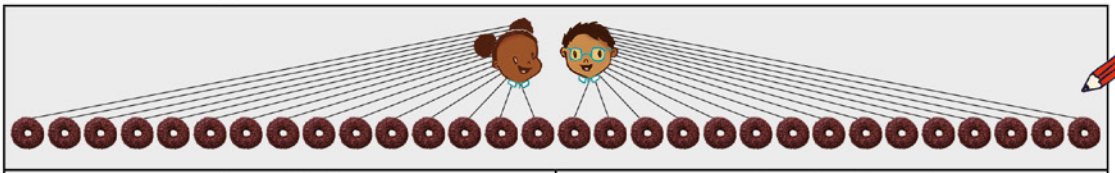
÷ | × |



÷ | × |

2 Yahlula ezi donathi phakathi kwabahlobo.

Share the doughnuts between the friends.



ulwahlulo division	uphindaphindo multiplication
30 ÷ 2 = 15	15 x 2 = 30

ulwahlulo division	uphindaphindo multiplication

IVEKI 1 • USUKU 3

Uhlaziyo lolwahlulo (3)

3

Yabela abantwana abasi-7 iiayisikhrimu ezingama-56. Share 56 ice creams between 7 children. ____ ÷ ____ = ____ seeayisikhrimu ice creams	Yabela abantwana aba-6 iibhisikithi ezingama-30. Share 30 biscuits between 6 children. ____ ÷ ____ = ____ seebhisikithi biscuits
Mangaphi amaqela ezi-4 onokuwenza kuma-28? How many groups of 4 can you make from 28? ____ ÷ ____ = ____ samaqela groups	Mangaphi amaqela e-10 onokuwenza kuma-90? How many groups of 10 can you make from 90? ____ ÷ ____ = ____ samaqela groups

4 Iribhoni ebomvu ingama-81 m ubude. Iribhoni ezuba inde kangange-9 m. Inde ngokuphindwe kangaphi iribhoni ebomvu kuneribhoni ezuba?

The red ribbon is 81 m long. The blue ribbon is 9 m long. How many times longer is the red ribbon than the blue ribbon?

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

Doubling and halving

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

Khawulezisa kangangoko unakho … ndixelele isiqingatha sama-40.
As quickly as you can … tell me what is half of 40?

Ubale njani ngokukhawuleza?
How did you work it out so quickly?

Ndahlule ama-40 ngo-2. Ndiyazi ukuba kukho amaqela ama-2 ama-20 kuma-40.
I divided 40 by 2. I know that there are 2 groups of 20 in 40.

Uchanile! Ungandixelela ntoni ke ngokuphinda kabini nokwahula kubini?
Correct! So, what can you tell me about doubling and halving?

Unyanisile! Ngubani obale ngolunye uhlobo?
That's right! Who did it in a different way?

Ndiyazi ukuba ama-20 aphindwe kabini ngama-40.
I know that double 20 is 40.

Ndingasebenzisa ukuphinda kabini ukuze ndifumane iziqingatha. Ukuphinda kabini kukuthi × 2 nokwahlula kubini kukuthi ÷ 2.
I can use doubling to find halves. Double is × 2 and half is ÷ 2.

Bakhuthaze abafundi bathethe ngokwahlula kubini, bazi ukuba iziphindwa kabini neziqingatha zisonjululwa ngokwahlula nokuphindaphinda ngesi-2 kwiimeko zombini. Bancede bakwazi ukusebenza ngokuphinda kabini nokwahlula kubini njengemiguqulwa.

Encourage the learners to talk about halving, recognizing that doubles and halves are calculated by multiplying and dividing by 2 respectively. Help learners to work with doubling and halving as inverse operations.

IVEKI 1 • USUKU 4

Ukuphinda kabini nokwahlula kubini

IVEKI • WEEK 1

USUKU 4 • DAY 4

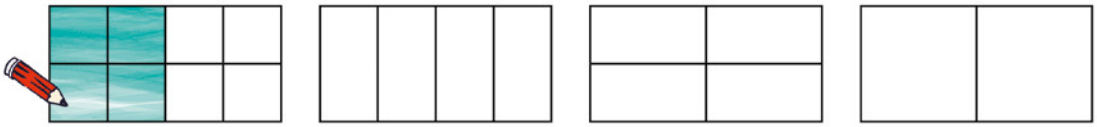
Ukuphinda kabini nokwahlula kubini

Doubling and halving

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

1 Fakela umbala kwisiqingatha.

Colour half.

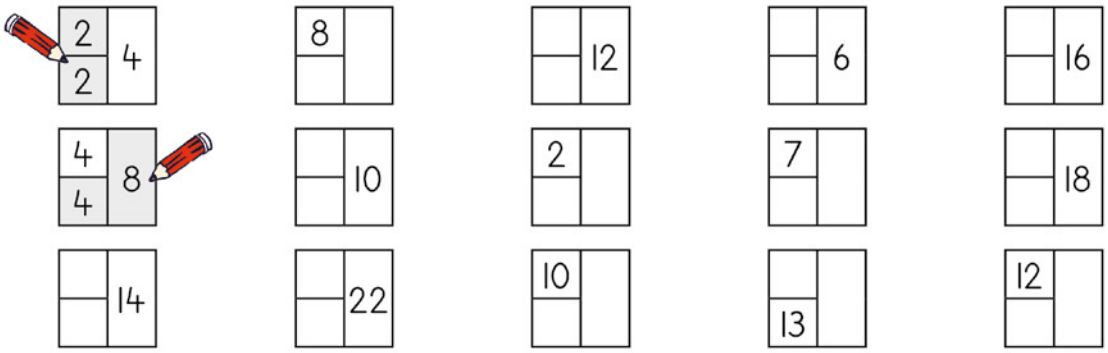


2

Phinda kabini. Double.		Isiqingatha se. Halve.	
7 li-14. 7 is 14.	8 li-____. 8 is ____.	14 sisi-7. 14 is 7.	16 sisi-____. 16 is ____.
9 li-____. 9 is ____.	11 ngama-____. 11 is ____.	18 sisi-____. 18 is ____.	22 li-____. 22 is ____.
40 ngama-____. 40 is ____.	25 ngama-____. 25 is ____.	80 ngama-____. 80 is ____.	50 ngama-____. 50 is ____.
50 li-____. 50 is ____.	35 ngama-____. 35 is ____.	100 ngama-____. 100 is ____.	60 ngama-____. 60 is ____.

3 Zalisa iitheyibhile zamanani ngeziphindwa kabini neziqingatha.

Complete the number tables using doubles or halves.



Doubling and halving

4 Biyela iziphindwa kabini uze isivakalisi manani.
Circle the doubles and write the number sentence.

7	48	5	15
21	7	15	3
24	30	30	50
40	24	50	18

7 + 7 = 14

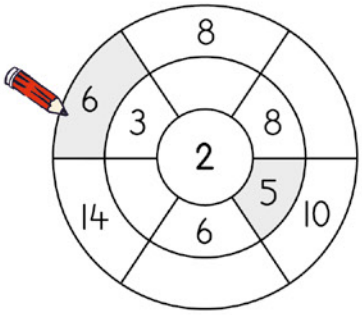
____ + ____ = ____

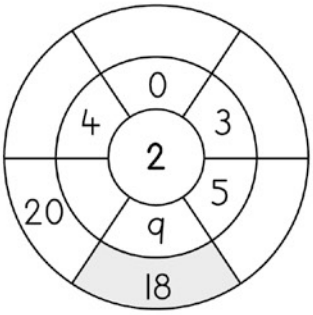
____ + ____ = ____

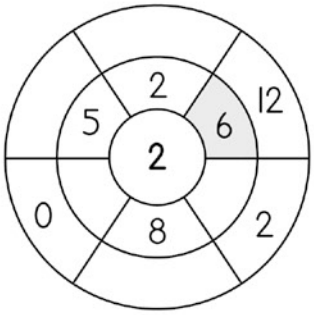
____ + ____ = ____

____ + ____ = ____

5 Phindaphinda okanye yahlula ngo-2.
Multiply or divide by 2.







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

$\frac{1}{2}$	
$\frac{1}{2}$	
$\frac{1}{2}$	

Uqaphela ntoni ngeziqingatha ozifake umbala?
What do you notice about the halves you shaded?

IVEKI 1 • USUKU 5

Uqukaniso

IVEKI • WEEK 1

USUKU 5 • DAY 5

Uqukaniso
Consolidation

IPHEPHA LOKUSEBENZELA WORKSHEET → IPHEPHA LOKUSEBENZELA WORKSHEET

1

27 ÷ 3 = ____	56 ÷ 8 = ____	28 ÷ 7 = ____
63 ÷ 7 = ____	40 ÷ 5 = ____	21 ÷ 7 = ____
4 ÷ 1 = ____	63 ÷ 9 = ____	35 ÷ 5 = ____

2 Tshintsha isivakalisi manani sokwahlula sibe yitheyibhile yophindaphindo ubhale inani elingekhoyo.

Change the division number sentence into a multiplication table and write the missing number.

15 ÷ 5 = ☐	☐ × ____ = ____	☐ =
24 ÷ 2 = ☐	☐ × ____ = ____	☐ =
42 ÷ 6 = ☐	☐ × ____ = ____	☐ =
63 ÷ 9 = ☐	☐ × ____ = ____	☐ =
40 ÷ 8 = ☐	☐ × ____ = ____	☐ =
12 ÷ 6 = ☐	☐ × ____ = ____	☐ =
45 ÷ 9 = ☐	☐ × ____ = ____	☐ =

Masithethe ngeMaths!

Let's talk Maths!

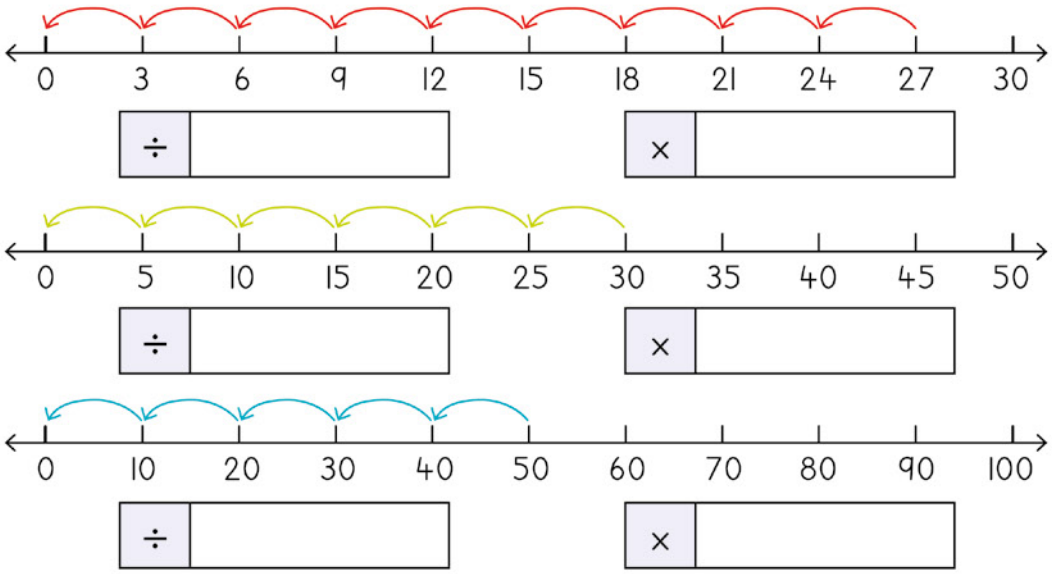
NgesiXhosa sithi:	In English we say:
yaba/yabela	share
hlela/yahlula ngokwamaqela	group
isiqingatha	half
isiqingatha se	halve
phinda kabini	double
phindaphinda ngo-2	multiply by 2
yahlula ngesi-2	divide by 2

10

Consolidation

3 Sebenzisa iziphindwa zikuncede ubhale izivakalisi manani zokuphindaphinda nokwahlula.

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



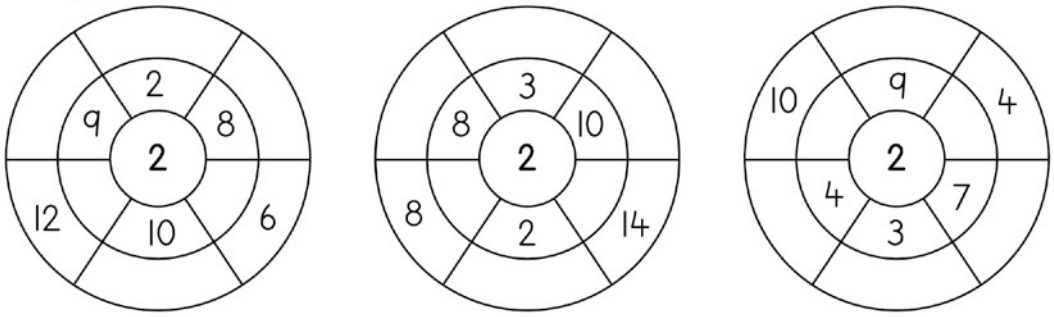
4 Fumana iziphindwa kabini neziqingatha.

Find the doubles and halves.

4	2	7	3	8
12	10	30	5	24
6	28	9	26	20

5 Phindaphinda okanye yahlula ngo-2.

Multiply or divide by 2.



Ulwahlulo namaqhezu

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


Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Ukwahlula kubini namaqhezu	iLAB, *ikiti yamaqhezu katitshala*
2	Amaqhezu	iLAB, *ikiti yamaqhezu katitshala*
3	Ukwahlula ngeziphindwa ze-10	iLAB, *iibloko zesiseko seshumi*
4	Ulwahlulo lwamanani amivo mi-2	iLAB, *iibloko zesiseko seshumi*
5	Uqukaniso novavanyo olujolise ekufundeni	iLAB

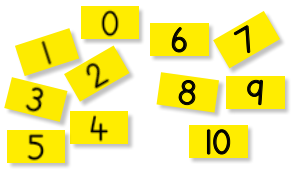
Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukusebenzisa ulwazi lokwahlula kubini ekusombululeni iingxaki zamaqhezu.	
ukwahlula iziphindwa zeshumi ngamanani anomvo omnye	
ukwahlula amanani amivo mibini ngamanani anomvo omnye.	

Uvavanyo

Uvavanyo olubhalwayo: Iingxaki zokudibanisa nokuthabatha nezivakalisi manani.
Bhala phantsi amanqaku afunyenweyo kwali-10 kwiphetshana lamanqaku ekota.

Division and fractions

	Resources
Mental Maths: Add and subtract multiples of 10	n/a
Game: *Fast maths with dice and cards – multiply!*	*dice,* learner *number cards*


Day	Lesson activity	Lesson resources
1	Halving and fractions	LAB, teacher *fraction kit*
2	Fractions	LAB, teacher *fraction kit*
3	Division with multiples of 10	LAB, *base ten blocks*
4	Division of 2-digit numbers	LAB, *base ten blocks*
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
use knowledge of halving to solve fraction problems.	
divide multiples of ten by single-digit numbers.	
divide two-digit numbers by single-digit numbers.	

Assessment

Written assessment: Addition and subtraction problems and number sentences
Record a mark out of 10 in the term mark sheet.

Ulwahlulo namaqhezu

Ividiyo yezibalo zentloko

Kule veki siza kuziqhelisa ukudibanisa nokuthabatha iziphindwa zeshumi ukuya kwi-100. Bhala amanani amivo mibini ebhodini uze unike abafundi umyalelo wokudibanisa nokuthabatha inani elithile lama-10. Yenza kubekho intsebenziswano ngokuyalela ababini ngexesha ukuba babize amanani amivo mibini namanani adityaniswayo/athatyathwayo. Bakhuthaze abafundi ukuba basombululе iingxaki ngokukhawuleza nangempumelelo ngokuthi bakhumbule iibhondi zamanani abazifundileyo.

Ividiyo yomdlalo

Kule veki sidlala umdlalo othi *iMaths ekhawulezayo ngedayisi namakhadi – phindaphinda!* Lo mdlalo ukhuthaza ubuchule bebhondi zophindaphindo. Abafundi kuza kufuneka babe namakhadi amanani 0-20 nedayisi. Ukwenza lula umdlalo kufuneka usebenzise amakhadi anomvo omnye. Abafundi abafuna imingeni bangawasebenzisa onke amakhadi.

Ividiyo yophuhliso lwengqiqo

Kumsebenzi wale veki wolwahlulo namaqhezu, abafundi basebenzisa ulwazi lwabo lokwahlula kubini nokuphinda kabini lubancede ekubaleni iziphumo ngokukhawuleza nangempumelelo. Babethelela abakufunde kwikota yesi-3 baze basombululе iingxaki ezibandakanya amaqhezu engqokelela. Bakwaziqhelisa iingxaki zokwahlula ngamanani ahlulwayo ukuya kuma-99. Kule veki siza kugxila koku:

- ukusebenzisa ulwazi lokwahlula kubini ekusombululeni iingxaki zamaqhezu.
- ukwahlula iziphindwa zeshumi ngamanani anomvo omnye.
- ukwahlula amanani amivo mibini ngamanani anomvo omnye.

Into emayiqatshelwe kule veki

- Xa usebenza ngezahlulo zamaqhezu, nika abafundi amathuba okufumana izahlulo zamaqhezu amanani apheleleyo uze wahlule amanani aneziphumo ezibandakanya amaqhezu.
- Khuthaza abafundi bachonge iziphindwa baze bazisebenzise ekusombululeni iingxaki ngempumelelo. Qinisekisa ukuba amanani amivo mi-2 asetyenziswe kwezi ngxaki (amanani ahlulwayo) ziziphindwa zamanani ahlulayo.
- Kwesi sigaba sekota, iingxaki zokwahlula akufanelanga ukuba zibe neziphumo ezineentsalela.
- Bakhuthaze abafundi bancokole ukuze baphuhlise ulwimi lwabo lwemathematika ngokusebenzisa isigama esichanekileyo: **isiqingatha**, **yahlula kubini**, **ukwahlula kubini**, **phinda kabini**, **ukuphinda kabini**, **ngaphezulu**, **ngaphantsi**, **iziphindwa**, **bala**, **phindaphinda**, **phinda**, **yaba/yabela**, **ulwabiwo**, **yahlula**, **amaqela**, **ukuhlela**

Division and fractions

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 them 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. Learners will need their 0-20 number cards and one dice. To simplify the game, use only one-digit number cards. For learners who need a challenge, let them use all the cards.

Conceptual development video

In this week's work on division and fractions, learners use their knowledge of halving and doubling to help them work out answers quickly and efficiently. They reinforce what they learnt in Term 3 and solve problems involving fractions of a collection. They also practise division problems with dividends up to 99. This week we focus on:

- using knowledge of halving to solve fraction problems.
- dividing multiples of ten by single-digit numbers.
- dividing two-digit numbers by single-digit numbers.

What to look out for this week

- When working with fractional parts, provide opportunities for learners to find fractional parts of whole numbers and also to divide numbers resulting in answers involving fractions.
- Encourage learners to identify multiples and to use these to solve problems efficiently. Ensure that the 2-digit numbers used in problems (dividends) are multiples of the divisors.
- At this stage of the term, division problems should not result in remainders.
- Encourage conversation between learners so that they can develop their mathematical language using the correct vocabulary: **half**, **halve**, **halving**, **double**, **doubling**, **more**, **less**, **multiples**, **calculate**, **multiply**, **times**, **share**, **sharing**, **divide**, **groups**, **grouping**.

IVEKI 2 • USUKU 1

Ukwahlula kubini namaqhezu

IZIBALO ZENTLOKO
MENTAL MATHS

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

→ UMDLALO
GAME

→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT

→ AMAPHEPHA LOKUSEBENZELA
WORKSHEETS

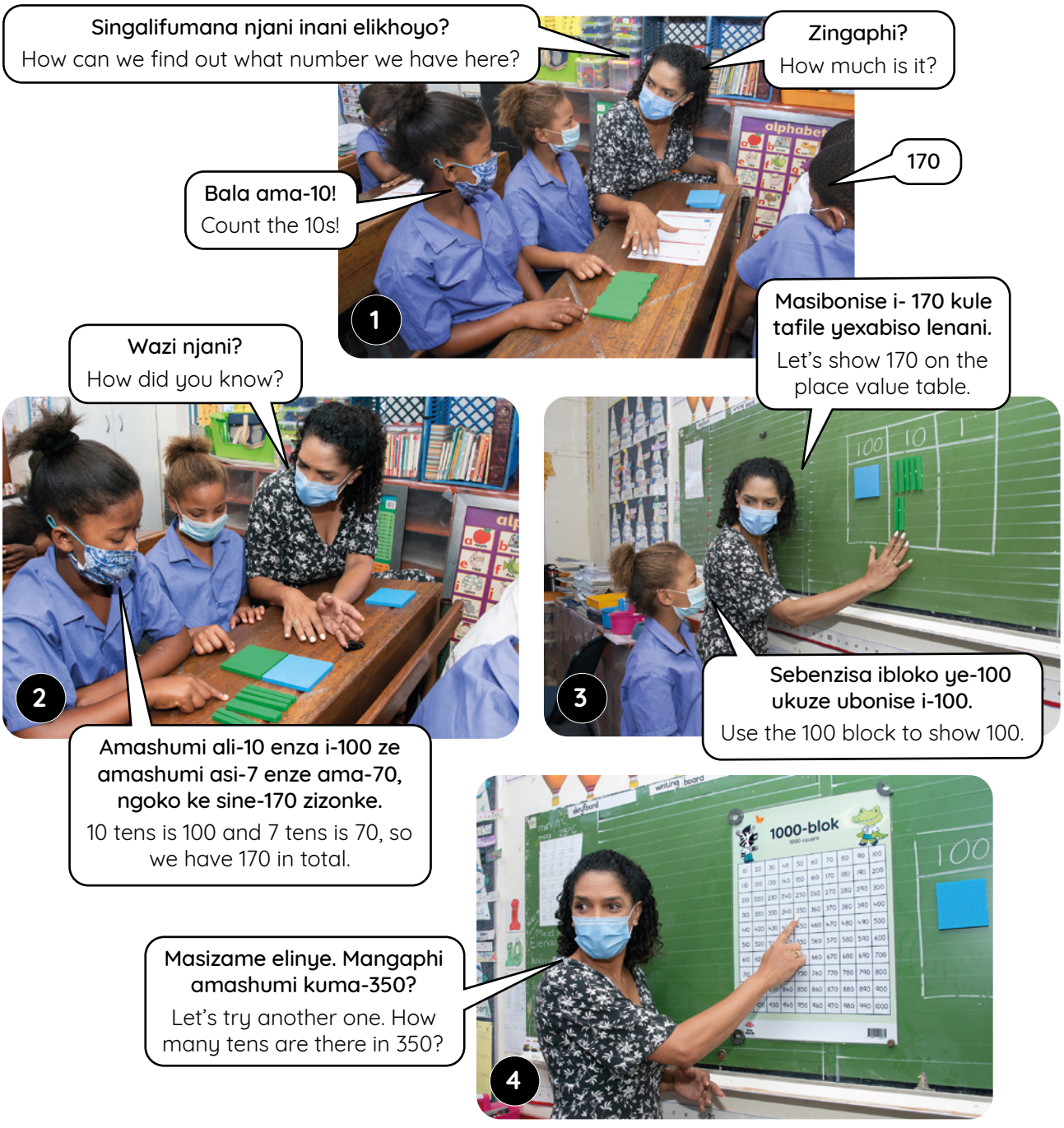
IZIBALO ZENTLOKO | MENTAL MATHS

Abafundi baziqhelisa ukudibanisa nokuthabatha iziphindwa zeshumi kwinani elinikiweyo.

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

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.

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



Halving and fractions

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

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

143

468

324

234

571

648

953

716

888

309

Usuku 2 Day 2

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

287

694

472

351

513

689

147

732

940

123

Usuku 3 Day 3

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

146 = _____ + _____ + _____

527 = _____ + _____ + _____

281 = _____ + _____ + _____

359 = _____ + _____ + _____

875 = _____ + _____ + _____

428 = _____ + _____ + _____

673 = _____ + _____ + _____

794 = _____ + _____ + _____

962 = _____ + _____ + _____

487 = _____ + _____ + _____

Usuku 4 Day 4

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

456 = _____ + _____ + _____

227 = _____ + _____ + _____

579 = _____ + _____ + _____

383 = _____ + _____ + _____

147 = _____ + _____ + _____

911 = _____ + _____ + _____

654 = _____ + _____ + _____

753 = _____ + _____ + _____

852 = _____ + _____ + _____

951 = _____ + _____ + _____

IVEKI 2 • USUKU 1

Ukwahlula kubini namaqhezu

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Umama ukunika ama-R20. Usebenzisa i-$\frac{1}{2}$ saloo mali. Yimalini oyisebenzisileyo?

Mom gives you R20. You spend $\frac{1}{2}$ of the money. How much money do you spend?

Lithetha ntoni iqhezu $\frac{1}{2}$?

What does the fraction $\frac{1}{2}$ mean?

Inani elingu-1 elingasentla kwiqhezu lithetha ukuba sithatha isahlulo esi-1 sezahlulo ezi-2 ezilinganayo.

The number 1 at the top of the fraction shows that we take 1 part of 2 equal parts.

Kunjalo. Senza njani ke ngoku ukuze sisombulule le ngxaki?

That's right! Now what do we need to do to solve this problem?

Inani elingu-2 elingaphantsi kwiqhezu lithetha ukuba sahlula inani elipheleleyo libe zizahlulo ezi-2 ezilinganayo.

The number 2 at the bottom of the fraction shows that we divide the whole into 2 equal parts.

Ndahlula ama-R20 ka-2. Ndisebenzisa i-R10.

I divide R20 by 2. I spend R10.

Phinda la manyathelo ngezinye iingxaki zamagama zokwahlula kubini. Bakhuthaze abafundi ukuba basombulule iingxaki ngokucinga ngesiqingatha njengeqhezu, ngokwahlula ngo-2 nangokukhumbula iziphindwa kabini.

Repeat the steps with other halving word problems. Encourage learners to solve problems by thinking about a half as a fraction, by dividing by 2 and also by remembering their doubles.

Halving and fractions

IVEKI • WEEK 2

USUKU 1 • DAY 1

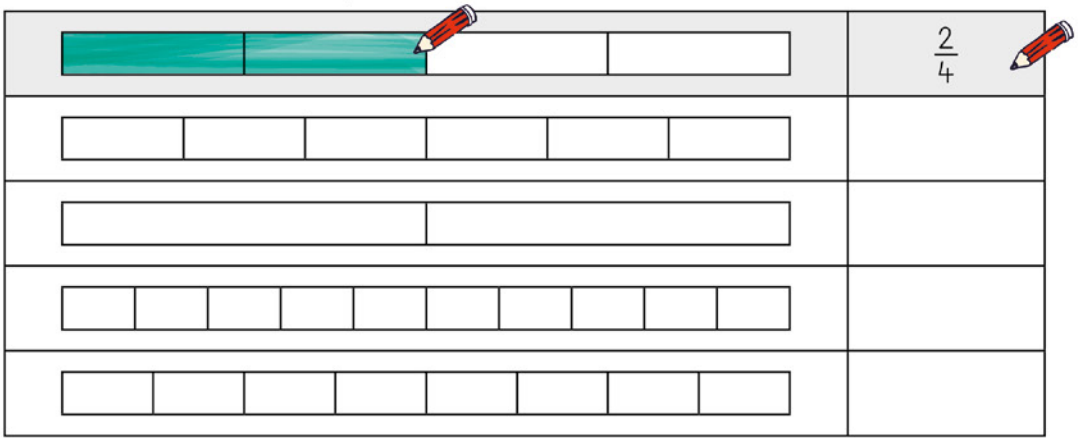
Ukwahlula kubini namaqhezu
Halving and fractions

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

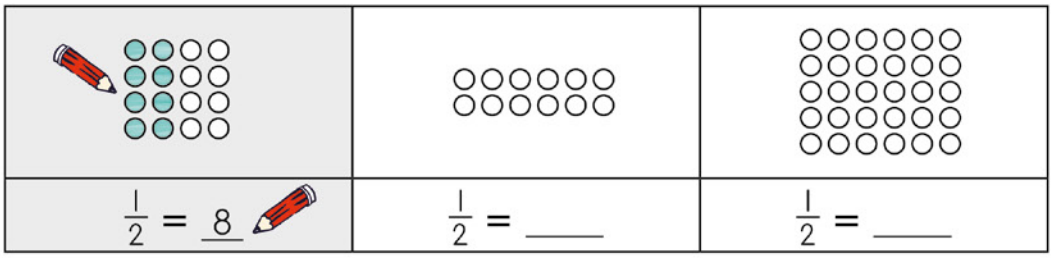
Umdlalo: IMaths ekhawulezayo ngedayisi namakhadi – phindaphinda!
Game: Fast maths with dice and cards – multiply!

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

1 Fakela umbala kwisiqingatha somcwe ngamnye weqhezu uze ubhale elo qhezu.
Shade half of each fraction strip and write the fraction.



2 Fakela umbala kwisiqingatha.
Colour half.



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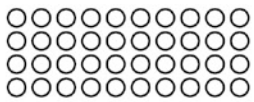
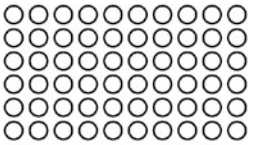
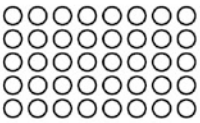
Ukwahlula kubini namaqhezu

		
$\frac{1}{2}$ = ____	$\frac{1}{2}$ = ____	$\frac{1}{2}$ = ____

3 UThemba uneebhaluni ezingama-30. Unika umhlobo wakhe isiqingatha sazo. Zingaphi iibhaluni azinike umhlobo wakhe?

Themba has 30 balloons. He gives half of them to his friend. How many balloons does he give to his friend?

Zoba.
Draw.

inani elipheleleyo ngama- 30
whole is 30

i- $\frac{1}{2}$ li- 15
$\frac{1}{2}$ is 15

i- $\frac{1}{2}$ li- 15
$\frac{1}{2}$ is 15

isivakalisi manani
number sentence

$30 \div 2 = 15$

UFikile uneencwadi ezingama-48. Unike umnakwabo isiqingatha sazo. Zingaphi iincwadi azinike umnakwabo?

Fikile has 48 books. He gives half of them to his brother. How many books does he give to his brother?

Zoba.
Draw.

inani elipheleleyo ngama-____
whole is ____

i- $\frac{1}{2}$ ngama-____
$\frac{1}{2}$ is ____

i- $\frac{1}{2}$ ngama-____
$\frac{1}{2}$ is ____

isivakalisi manani
number sentence

Fractions

IZIBALO ZENTLOKO
MENTAL MATHS

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

→ UMDLALO
GAME

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WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

UNtokozo uneepenisile ezili-18. Ushiye i-$\frac{1}{3}$ yazo ekhaya. Zingaphi iipenisile aye nazo esikolweni?

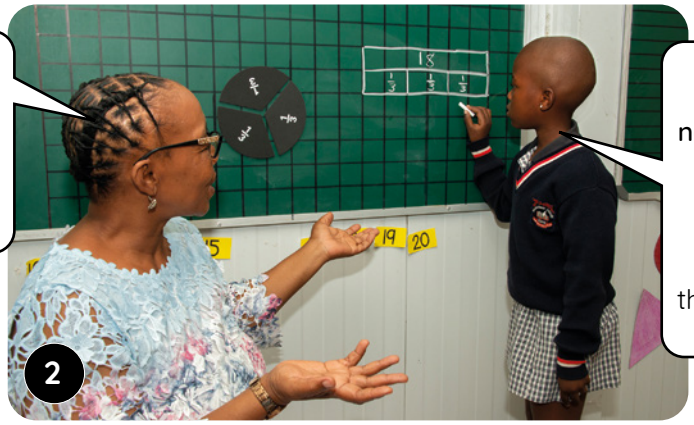
Ntokozo has 18 pencils. He leaves $\frac{1}{3}$ of the pencils at home. How many pencils will he take to school?

Kufuneka sahlule inani leepenisile libe ngamaqela ama-3 ukuze sikwazi ukubala inani leepenisile aya nazo esikolweni uNtokozo. I-18 linani elipheleleyo. Kufuneka sifumane izahlulo ezithathu ze-18.

We need to divide the total number of pencils into 3 groups so that we can work out how many pencils Ntokozo will take to school. The 18 is the whole. We must find thirds of 18.

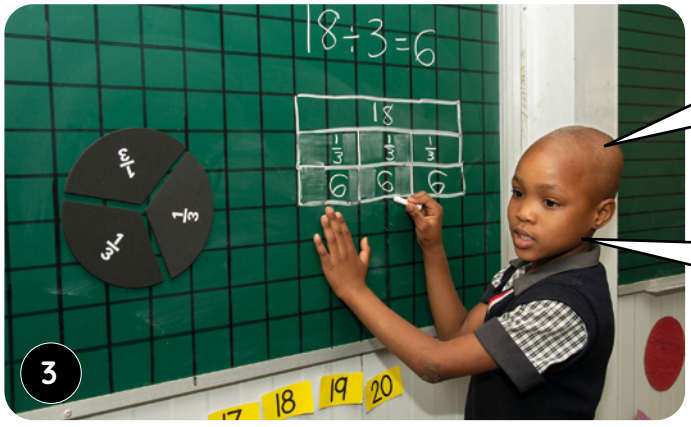
Siyisombulula njani ke le ngxaki?

So, how do we solve this problem?



Ukuze ndifumane izithathu kufuneka ndifumane inani leepenisile kwisahlulo ngasinye kwezi-3 ezilinganayo.

To find thirds, I must find out how many pencils there are in each of 3 equal sized groups.



Ndiyahlula ukuze ndifumane inani.

18 ÷ 3 = 6

I divide to find the number.

UNtokozo uye esikolweni ne-$\frac{2}{3}$ yeepenisile. Uthathe iipenisile ezili-12.

Ntokozo took $\frac{2}{3}$ of the pencils to school. He took 12 pencils.

Nika abafundi amathuba aliqela okusombulula iingxaki ezahlukileyo. Kufuneka bafumane iqhezu lengqokelela. Bakhuthaze ukuba baxoxe ngento abayenzayo ukuze baqonde ukuba impendulo abayifunayo sisahlulo sento/senani elipheleleyo.

Provide opportunities for learners to solve a variety of problems. They need to find a fraction of a collection. Encourage them to discuss what they are doing so they realise that they are looking for a part of whole as the answer to the problems.

Amaqhezu

IVEKI • WEEK 2

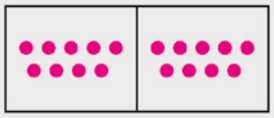
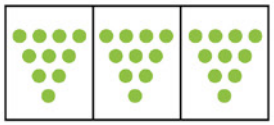
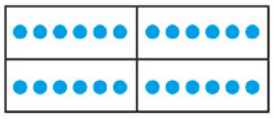
USUKU 2 • DAY 2

Amaqhezu
Fractions

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

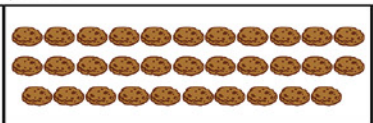
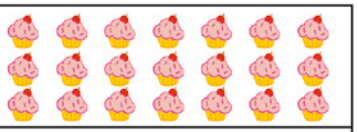
1 Sebenzisa amachokoza ufumane izahlulo zamaqhezu.

Use the dots to find the fraction parts.

	amaqela groups	amachokoza ngeqela ngalinye dots per group	iqhezu fraction
	2	× 9 = 18	18 ÷ 2 = 9 $\frac{1}{2}$ of 18 = 9
	___	× ___ = ___	___ ÷ ___ = ___ ___ of ___ = ___
	___	× ___ = ___	___ ÷ ___ = ___ ___ of ___ = ___

2 Yahlula uze ufumane izahlulo zamaqhezu.

Share and find the fraction parts.

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

14

Fractions

3 Fakela umbala kumachokoza ubonise amaqhezu.

Colour the dots to show the fractions.

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

4 UPriya uneelekese ezingama-40. Unika umhlobo wakhe i-$\frac{1}{2}$ seelekese. Uphise ngeelekese ezingaphi?

Priya has 40 sweets. She gives $\frac{1}{2}$ of her sweets to her friend. How many sweets does she give away?

Zoba.
Draw.

$\frac{1}{2}$	$\frac{1}{2}$

isivakalisi manani: i-$\frac{1}{2}$ se-40
number sentence: $\frac{1}{2}$ of 40

$40 \div 2 = 20$

Isiphumo.
Answer.

ama-20 eelekese
20 sweets

UNtando unamapetyu angama-33. Uphe umhlobo wakhe i-$\frac{1}{3}$ samapetyu. Mangaphi amapetyu aphise ngawo?

Ntando has 33 marbles. He gives $\frac{1}{3}$ of his marbles to a friend. How many marbles does he give away?

Zoba.
Draw.

isivakalisi manani: i-$\frac{1}{3}$ se-33
number sentence: $\frac{1}{3}$ of 33

Isiphumo.
Answer.

Ulwahlulo ngeziphindwa ze-10

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

UThandi uthenga iibhola ezi-3 nge-R60. Ixabisa malini ibhola nganye? Masisebenzise iibloko zeziseko zeshumi sibonise esikwaziyo ngale ngxaki.

Thandi buys 3 balls for R60. How much does each ball cost? Let's use our base ten blocks to show what we know in this problem.

Ndineebloko zesiseko seshumi ezi-6 ezibonisa ama-R60. Kufuneka ndifumane ukuba ibhola nganye ixabisa malini.

I have 6 base ten blocks to show the R60. I need to work out how much each ball cost.

Kukho iibhola ezi-3, ngoko ke kufuneka sibe namaqela ama-3 alinganayo eebloko zesiseko seshumi.

There are 3 balls, so you need to put the base ten blocks into 3 equal groups.

Iqela ngalinye linamashumi ama-2. Ngoko ke ibhola nganye ixabisa ama-R20.

Each group has 2 tens. That means each ball costs R20.

Ngoko ke, R60 ÷ 3 = R20.

So that means R60 ÷ 3 = R20.

Phinda la manyathelo ngezinye iingxaki zamagama, ukhuthaze abafundi ukuba bacinge ngeendlela abazisebenzisa ngazo iziphindwa ekufumaneni isiphumo. Thetha nabafundi ubabonise indlela yokusebenza ngamashumi – bancede ekwenzeni unxulumano phakathi kwezi zibalo 60 ÷ 3 = 20 no- 6 ÷ 3 = 2.

Repeat the steps with other word problems, encouraging learners to think about how they are using multiples to find the answer. Show the class how to work with tens – help them make the connection between 60 ÷ 3 = 20 and 6 ÷ 3 = 2.

Division with multiples of 10

IVEKI • WEEK 2

USUKU 3 • DAY 3

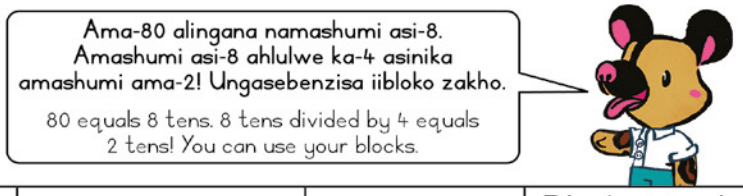
Ulwahlulo ngeziphindwa ze-10
Division with multiples of 10

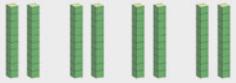
IZIBALO ZENTLOKO – MENTAL MATHS | UKUDIBANISA NOKUTHABATHA IZIPHINDWA ZE-10 – ADD AND SUBTRACT MULTIPLES OF 10 → UMDLALO – GAME → UPHUHLISO LWENGQIQO – CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA – WORKSHEETS

1 Mangaphi amashumi?
How many tens?

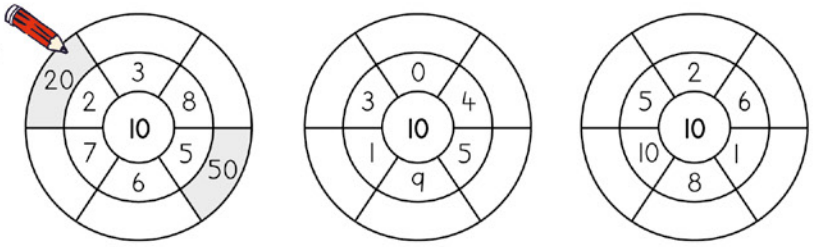
30 ÷ 10 = ____	80 ÷ 10 = ____	20 ÷ 10 = ____
60 ÷ 10 = ____	40 ÷ 10 = ____	70 ÷ 10 = ____
10 ÷ 10 = ____	90 ÷ 10 = ____	50 ÷ 10 = ____

2



	Zoba amashumi. Draw the tens.	Yahlula amashumi. Divide the tens.	Bhala isivakalisi manani. Write the number sentence.
80 ÷ 4 = ____		8 ÷ 4 = 2	80 ÷ 4 = 20
100 ÷ 5 = ____			
90 ÷ 3 = ____			
80 ÷ 8 = ____			
20 ÷ 2 = ____			
80 ÷ 2 = ____			
30 ÷ 3 = ____			
60 ÷ 3 = ____			
100 ÷ 2 = ____			

3 Phindaphinda.
Multiply.



16

Ulwahlulo ngeziphindwa ze-10

4 UNomsa uneetshokolethi ezingama-60. Ezi tshokolethi zakhe uzabele abahlobo aba-3 ngokulinganayo. Uza kufumana iitshokolethi ezingaphi umhlobo ngamnye?

Nomsa has 60 chocolates. She shares her chocolates equally between 3 friends. How many chocolates will each friend get?

Zoba. Draw.	Kukho amashumi ama-6. There are 6 tens. 

Yahlula amashumi. Divide the tens.	isivakalisi manani number sentence
6 ÷ 3 = 2	60 ÷ 3 = 20

UFikile uneribhoni engama-80 m ubude. Uyisika phakathi ibe zizahlulo ezi-2 ezilinganayo. Side kangankanani isahlulo ngasinye?

Fikile has an 80 m ribbon. He cuts it into 2 equal parts. How long is each part?

Zoba. Draw.	Kukho amashumi a-_____. There are _____ tens.

Yahlula amashumi. Divide the tens.	isivakalisi manani number sentence

UThabile unamapetyu ali-100. Uwabela abahlobo bakhe aba-5 ngokulinganayo. Uza kufumana amapetyu amangaphi umhlobo ngamnye?

Thabile has 100 marbles. She shares her marbles equally between 5 friends. How many marbles will each friend get?

Zoba. Draw.	Kukho amashumi a-_____. There are _____ tens.

Yahlula amashumi. Divide the tens.	isivakalisi manani number sentence

Division of 2-digit numbers

IZIBALO ZENTLOKO
MENTAL MATHS

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

→ UMDLALO
GAME

→ **UPHUHLISO LWENGQIQO**
CONCEPT DEVELOPMENT

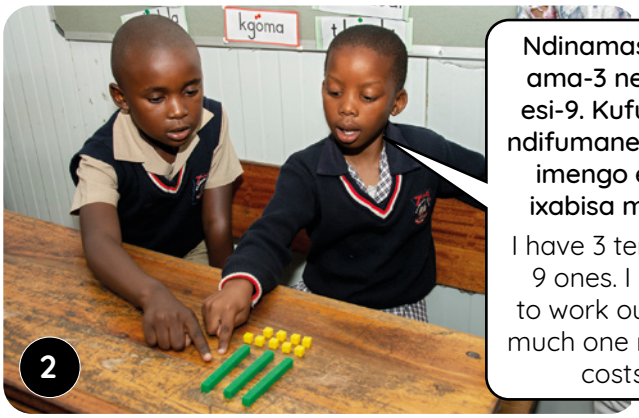
→ AMAPHEPHA LOKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Iimengo ezi-3 zixabisa ama-R39. Ixabisa malini imengo inye? Masisebenzise iibloko zethu zesiseko seshumi ukuze sibonise esikwaziyo ngale ngxaki.

3 mangoes cost R39. How much does one mango cost? Let's use our base ten blocks to show what we know in this problem.

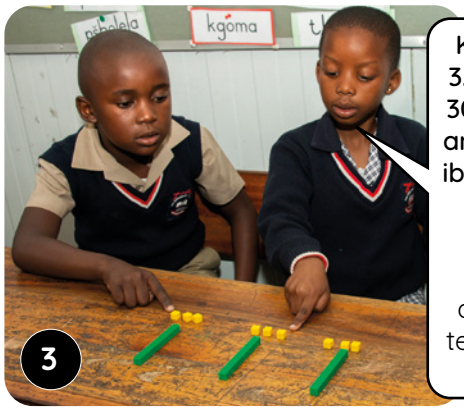
1



2

Ndinamashumi ama-3 nemivo esi-9. Kufuneka ndifumane ukuba imengo enye ixabisa malini.

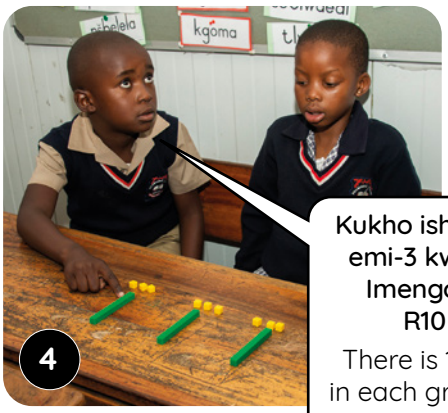
I have 3 tens and 9 ones. I need to work out how much one mango costs.



3

Kukho iimengo ezi-3. Ndingohlula ama-30 abe ngamashumi ama-3, ze imivo esi-9 ibe ngamaqela ama-3 ezi-3.

There are 3 mangoes. I can divide the 30 into 3 tens, and 9 ones into 3 groups of 3.



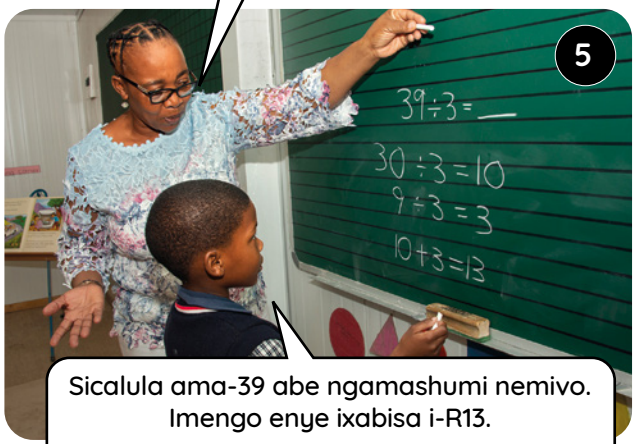
4

Kukho ishumi eli-1 nemivo emi-3 kwiqela ngalinye. Imengo enye ixabisa R10 + R3 = R13.

There is 1 ten and 3 ones in each group. One mango costs R10 + R3 = R13.

Singayibala njani isam 39 ÷ 3 ngokwahlula?

How can we work out 39 ÷ 3 by dividing?



5

Sicalula ama-39 abe ngamashumi nemivo. Imengo enye ixabisa i-R13.

We break 39 into tens and ones. One mango costs R13.

Phinda la manyathelo ngezinye iingxaki, ubakhuthaze abafundi bacalule amanani amivo mi-2 abe ngamashumi nemivo ngokwenza njalo ubancede basombulule iingxaki ngempumelelo. Bacacisele ukuba ukucalula inani elingama-39 libe ngamashumi nemivo kunceda ukuba siyisombulule lula ingxaki.

Repeat the steps with other word problems, encouraging learners to break 2-digit numbers into tens and ones so help them solve problems more efficiently. Explain to them that breaking the number 39 into tens and ones helps us to solve the problem easily.

Ulwahlulo lwamanani amivo mi-2

IVEKI • WEEK 2

USUKU 4 • DAY 4

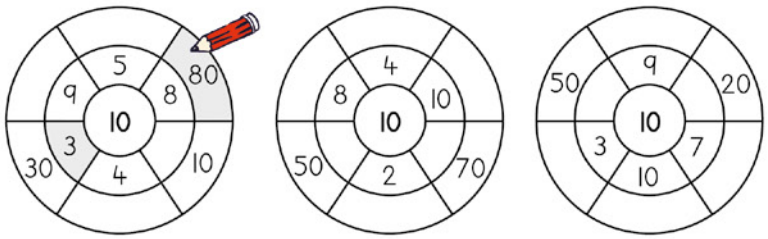
Ulwahlulo lwamanani amivo mi-2
Division of 2-digit numbers

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

1 Mangaphi amashumi nemivo?
How many tens and ones?

	amashumi tens	imivo ones		amashumi tens	imivo ones
47	4	7	82		
68			75		
21			92		
59			36		

2 Phindaphinda okanye yahlula nge-10.
Multiply or divide by 10.



3 UNomsa unentambo engama-62 m ubude. Uyisika le ntambo ibe zizahlulo ezi-2 ezilinganayo. Side kangakanani isahlulo ngasinye?
Nomsa has a 62 m rope. She cuts the rope into 2 equal parts. How long is each part?

Zoba. Draw.
Kukho amashumi ama-6.
There are 6 tens.
Kukho imivo emi-2.
There are 2 ones.

Yahlula amashumi.
Divide the tens.
Yahlula imivo.
Divide the ones.

Dibanisa amashumi nemivo.
Add the tens and ones.
3 tens + 1 = 30 + 1 = 31

isivakalisi manani
number sentence
62 m ÷ 2 = 31 m

Division of 2-digit numbers

Sebenzisa iibloko zakho umise ama-10 nemivo (oo-1).

Use your blocks to lay out 10s and 1s.

UNtobe unama-R84. Le mali uyahlulela abahlobo aba-4 ngokulinganayo. Ufumana malini umhlobo ngamnye?

Ntobe has R84. She shares the money equally between 4 friends. How much money does each friend get?

Zoba. Draw.	Kukho amashumi a-_____. There are _____ tens.
	Kukho imivo e-_____. There are _____ ones.

Yahlula amashumi. Divide the tens.	Yahlula imivo. Divide the ones.
Dibanisa amashumi nemivo. Add the tens and ones.	
isivakalisi manani number sentence	

Ama-46 alingana namashumi ama-4 nemivo emi-6. Ndingahlula amashumi nemivo ukuze ndahlule eli nani!

46 equals 4 tens and 6 ones. I can divide tens and ones to divide!

4	Zoba amashumi nemivo. Draw tens and ones.	Yahlula amashumi nemivo. Divide the tens and ones.	Dibanisa amashumi nemivo. Add the tens and ones.	isivakalisi manani number sentence
46 ÷ 2		4 ÷ 2 = 2 6 ÷ 2 = 3	2 tens + 3 ones 20 + 3 = 23	46 ÷ 2 = 23
93 ÷ 3				
86 ÷ 2				
84 ÷ 4				
69 ÷ 3				
42 ÷ 2				
66 ÷ 6				
28 ÷ 2				

IVEKI • WEEK 2

USUKU 5 • DAY 5

Uvavanyo noqukaniso
Assessment and consolidation

UVAVANYO ASSESSMENT → IPHEPHA LOKUSEBENZELA WORKSHEET

1 Fakela umbala kula machokoza ubonise amaqhezu.
Colour the dots to show the fractions.

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

2 UBheki uneentyatyambo ezingama-30. Upha udadewabo i-$\frac{3}{5}$ yeentyatyambo. Zingaphi iintyatyambo aziphe udadewabo?
Bheki has 30 flowers. He gives $\frac{3}{5}$ of his flowers to his sister. How many flowers does he give to his sister?

Zoba.
Draw.

isivakalisi manani: i-$\frac{3}{5}$ sama-30 number sentence: $\frac{3}{5}$ of 30	Isiphumo. Answer.

3

50 ÷ 10 = ____	100 ÷ 10 = ____	30 ÷ 10 = ____

Masithethe ngeMaths!
Let's talk Maths!

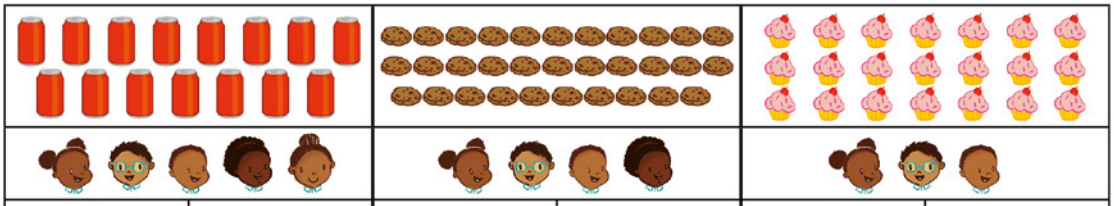
NgesiXhosa sithi:	In English we say:
yahlula	divide
iziphindwa ze-10	multiples of 10
amaqhezu engqokelela	fraction of a collection
izahlulo ezilinganayo	equal parts
Uza kufumana ezingaphi umhlobo ngamnye?	How many will each friend get?

Assessment and consolidation

Uqukaniso ⁞ Consolidation

1 Fumana izahlulo zamaqhezu.

Find the fraction parts.



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

2 UMbali uneribhoni engama-50 m ubude. Unike umhlobo wakhe isiqingatha seribhoni. Side kangakanani isijungqe seribhoni esifunyenwe ngumhlobo wakhe?

Mbali has 50 m of ribbon. She gives half of her ribbon to her friend. How long is the piece of ribbon that her friend gets?

Zoba.
Draw.

inani elipheleleyo ngama-_____
whole is _____

i-$\frac{1}{2}$ ngama-_____
$\frac{1}{2}$ is _____

i-$\frac{1}{2}$ ngama-_____
$\frac{1}{2}$ is _____

isivakalisi manani
number sentence

_____ ÷ _____ = _____

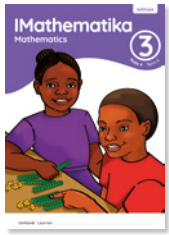
3 UNomsa unama-28 kg omgubo. Wahlulele abahlobo bakhe aba-2 ngokulinganayo. Uza kufumana umgubo ongakanani umhlobo ngamnye?

Nomsa has 28 kg of flour. She shares the flour equally between 2 friends. How much flour will each friend get?

_____ ÷ _____ = _____

Ulwahlulo

	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	Ulwahlulo – ukuhlela okunentsalela	iLAB
2	Ulwahlulo neentsalela	iLAB
3	Ulwahlulo – ulwabiwo olunentsalela	iLAB
4	Ukusebenzisa uphindaphindo Ukuqinisekisa ulwahlulo	iLAB
5	Uqukaniso novavanyo olujolise ekufundeni	iLAB

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukuphuhlisa ulwazi lolwahlulo (ukuhlela nolwabiwo) olunentsalela.	
ukwazi ukuba intsalela kufuneka ibe ngaphantsi kwenani elahlulayo.	
ukuqinisekisa iziphumo zeengxaki zokwahlula ngokuphindaphinda inani elahlulayo nesiphumo solwahlulo, nokudibanisa intsalela.	

Uvavanyo

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

Uvavanyo oluthethwayo nolwenziwayo

Qwalasela abafundi uvavanye izakhono zabo zokusombulula iingxaki zolwahlulo oluneentsalela nolungenantsalela.	**Amanqaku 5**		
Uluhlu lwezinto ezijongwayo: ilungile/ayilunganga/iphantse	✓	✗	●
Uyakwazi ukwahlula ngokwaba.			
Uyakwazi ukwahlula ngokuhlela.			
Uyakwazi ukusebenza ngentsalela enokwahlulwa ibe zizahlulo zamaqhezu.			
Uyakwazi ukusebenza ngentsalela engenakucalulwa.			
Uyakwazi ukusebenzisa uphindaphindo ukuqinisekisa ulwahlulo.			

Bhala amanqaku afunyenweyo kwama-5 kwiphetshana lamanqaku ekota.

Division

	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	Division – grouping with a remainder	LAB
2	Division and remainders	LAB
3	Division – sharing with a remainder	LAB
4	Using multiplication to check division	LAB
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
develop an understanding of division (grouping and sharing) with a remainder	
recognise that the remainder must always be smaller than the divisor.	
check the answers to division problems by multiplying the divisor and quotient, and then adding the remainder.	

Assessment

Written assessment: Division with remainders
Record a mark out of 15 in the term mark sheet.

Oral and practical assessment

Observe learners to assess their ability to solve division problems with or without remainders	**Mark 5**		
Checklist: correct/incorrect/almost	✓	✗	●
Able to divide by sharing			
Able to divide by grouping			
Able to work with a remainder that can be broken into fraction parts			
Able to work with a remainder that cannot be broken			
Able to use multiplication to check division			

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

Ulwahlulo

Ividiyo yezibalo zentloko

Kule veki sigxila ekuchongeni ama-100, ama-10 nemivo kumanani anemivo emi-3. Bonisa abafundi ama-100, ama-10 nemivo ngoonotsheluza bakho uze ubayalele ukuba babize elo nani. Kungenjalo, biza inani uze ubayalele ukuba baliveze 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 babo bamanani ekucaluleni amanani amivo mi-3. Baveza baze bachonge ama-100, ama-10 nemivo kwinani ngalinye babonise loo manani ngoonotsheluza.

Ividiyo yophuhliso lwengqiqo

Kumsebenzi wale veki wolwahlulo, abafundi basombulula iingxaki zolwahlulo ezibandakanya ukuhlela nolwabiwo olunentsalela. Kufuneka bacinge ngokuba kungenzeka ntoni na kwintsalela. Basebenzisa ulwazi lwabo lweetheyibhile zophindaphindo zibancede ekusombululeni iingxaki, ngokwenza njalo baqonde ukuba intsalela kufuneka isoloko ingaphantsi kunenani elahlulayo. Abafundi baziqhelisa ukuqinisekisa iziphumo zabo ngokusebenzisa ulwazi lwabo lophindaphindo njengomguqulwa wolwahlulo. Bakwaqinisekisa izisombululo zabo ngokuphindaphinda nangokudibanisa intsalela. Kule veki sijolisa koku:

- ukuphuhlisa ulwazi lolwahlulo (ukuhlela nolwabiwo) olunentsalela.
- ukwazi ukuba intsalela kufuneka ibe ngaphantsi kunenani elahlulayo.
- ukuqinisekisa iziphumo zeengxaki zokwahlula ngokuphindaphinda inani elahlulayo nesiphumo solwahlulo, nokudibanisa intsalela

Into emayiqatshelwe kule veki

- Abafundi baza kuqiqa ngeentsalela nangento emele ukwenzeka ngezo ntsalela. Abafundi baza kusebenzisa ulwazi lwabo lwangaphambili lwamaqhezu xa befumanisa amaqhezu engqokelela namaqhezu ento/enani elipheleleyo.
- Bakhuthaze abafundi ukuba bancokole ukuze baphuhlise ulwimi lwabo lwemathematika besebenzisa isigama esichanekileyo: **iziphindwa**, **bala**, **phindaphinda**, **yabela**, **ulwabiwo**, **yahlula**, **amaqela**, **ukuhlela**, **intsalela**

Division

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

In this week's work on division, learners solve grouping and sharing division problems that result in a remainder. They must think about what should happen to a remainder. They use their knowledge of multiplication tables to help them solve the problems and they will recognise that the remainder must always be smaller than the divisor. Learners practise checking their answers to division problems by using their knowledge of multiplication as the inverse operation to division. They also check their solutions by multiplying and adding the remainder. This week we focus on:

- developing an understanding of division (grouping and sharing) with a remainder
- recognising that the remainder must always be smaller than the divisor.
- checking the answers to division problems by multiplying the divisor and quotient, and then adding the remainder.

What to look out for this week

- Learners will think logically about remainders and about what should happen to the remainder. Learners will use their previous knowledge of fractions as they work out fractions of a collection, and fractions of a whole.
- Encourage conversation between learners so that they can develop their mathematical language using the correct vocabulary: **multiples**, **calculate**, **multiply**, **times**, **share**, **sharing**, **divide**, **groups**, **grouping**, **remainder**

Ulwahlulo – ukuhlela okunentsalela

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

IZIBALO ZENTLOKO | MENTAL MATHS

Yenza amanani ngoonotsheluza 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-5 nemivo esi-7.
6 hundreds, 5 tens and 7 ones.

Leliphi inani esilenzileyo ngamakhulu ama-6, amashumi ama-5 nemivo esi-7?
What number have we made with 6 hundreds, 5 tens and 7 ones?

Sebenzisa oonotsheluza bakho wenze ama-782.
Use your flard cards to make the number 782.

Ngawaphi amakhadi owasebenzisileyo ekwenzeni inani 782?
What cards did you use to make the number 782?

Ndisebenzise amakhulu asi-7, amashumi asi-8 nemivo emi-2!
I used 7 hundreds, 8 tens and 2 ones!

Division – grouping with a remainder

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

Sombulula usebenzise iibloko.
Solve using blocks.

53 + 31 = _____

22 + 35 = _____

88 + 11 = _____

31 + 57 = _____

64 + 25 = _____

69 – 35 = _____

86 – 42 = _____

32 – 21 = _____

99 – 66 = _____

77 – 33 = _____

Usuku 2 Day 2

Sombulula usebenzise iibloko.
Solve using blocks.

85 + 41 = _____

24 + 65 = _____

48 + 21 = _____

63 + 34 = _____

42 + 57 = _____

76 – 41 = _____

59 – 25 = _____

97 – 14 = _____

83 – 62 = _____

65 – 53 = _____

Usuku 3 Day 3

Sombulula usebenzise iibloko.
Solve using blocks.

48 + 31 = _____

28 + 61 = _____

51 + 48 = _____

12 + 74 = _____

87 + 11 = _____

74 – 32 = _____

35 – 23 = _____

88 – 42 = _____

96 – 63 = _____

69 – 51 = _____

Usuku 4 Day 4

Sombulula usebenzise iibloko.
Solve using blocks.

51 + 35 = _____

65 + 24 = _____

47 + 41 = _____

23 + 66 = _____

34 + 53 = _____

84 – 52 = _____

69 – 24 = _____

58 – 37 = _____

27 – 16 = _____

45 – 33 = _____

Ulwahlulo – ukuhlela okunentsalela

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Kukho iitshokolethi ezingama-21. Umfundi ngamnye ufumana iitshokolethi ezi-5. Bangaphi abafundi abaza kufumana iitshokolethi?

There are 21 chocolates. Each learner gets 5 chocolates. How many learners will get chocolates?

1

Kufuneka sahlule ama-21 ngesi-5.

We need to divide 21 by 5.

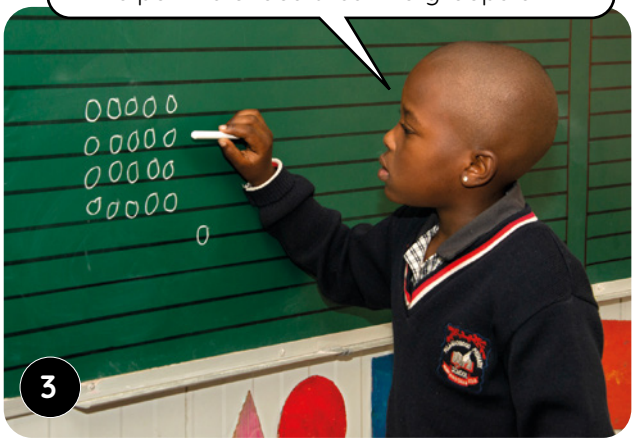
2

Singasebenzisa iitheyibhile zophindaphindo zisincede. Ndiyazi ukuba 5 × 4 = 20.

We can use our multiplication tables to help us. I know that 5 × 4 = 20.

Sibeka iitshokolethi zibe ngamaqela ezi-5.

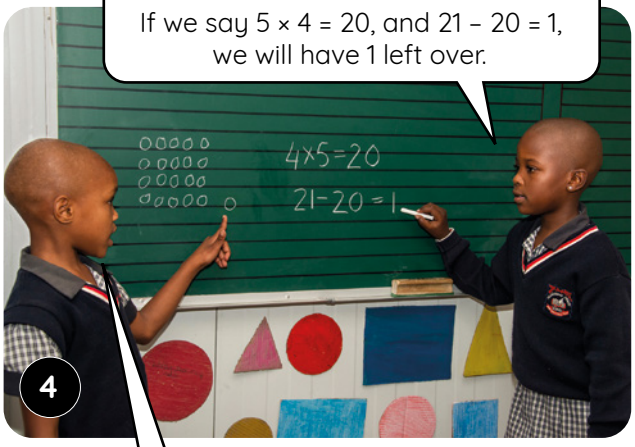
We put the chocolates into groups of 5.



3

Ukuba sithi 5 × 4 = 20, aze 21 – 20 = 1, kuthetha ukuba kuza kushiyeka e-1.

If we say 5 × 4 = 20, and 21 – 20 = 1, we will have 1 left over.



4

Ba-4 abafundi abaza kufumana iitshokolethi ezi-5 emnye. Kushiyeke itshokolethi e-1. Singayinika utitshala okanye siyahlulele abafundi aba-4.

4 learners will get 5 chocolates each. One chocolate is left over! We could give one to the teacher or share it between the 4 learners.

Phinda la manyathelo ngezinye iingxaki zamagama zokuhlela ezinesiphumo esinentsalela. Nika abafundi ithuba lokuthetha ngeendlela abasombulula ngazo ezi ngxaki nokuba bangeza ntoni ngentsalela. Bakhuthaze bacinge ngokuba bangakwazi na ukwahlula intsalela ibe zizahlulo zamaqhezu.

Repeat the steps with other grouping word problems that result in a remainder. Allow the learners opportunities to talk about how they solve the problems and what they would do with the remainder. Encourage them to think about whether or not they could divide the remainder into fractional parts.

Division – grouping with a remainder

IVEKI • WEEK 3

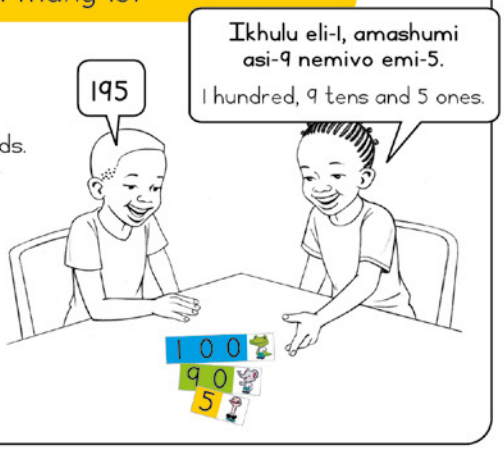
USUKU 1 • DAY 1

Ulwahlulo – ukuhlela okunentsalela
Division – grouping with a remainder

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?



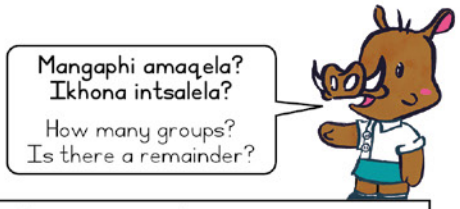
1 Gqibezela izivakalisi manani.
Complete the number sentences.

	Yenza amachokoza. Draw dots.	Isiphumo. Answer.
36 ÷ 5 =	●●●●● ●●●●● ●●●●● ●●●●● ●●●●● ●●●●● ●●●●● ●	36 ÷ 5 = 7 intsalela 1 remainder 1
24 ÷ 9 =		
28 ÷ 3 =		
34 ÷ 6 =		
37 ÷ 10 =		

22

Ulwahlulo – ukuhlela okunentsalela

2 Yenza amachokoza ukuze usombulule.
Draw dots and solve.



Mangaphi amaqela ezi-4 onokuwenza kuma-33? How many groups of 4 can you make from 33? ●●●● ●●●● ●●●● ●●●● ●●●● ●●●● ●●●● ●●●● ● 33 ÷ 4 = 8 intsalela 1 remainder 1	Mangaphi amaqela ezi-3 onokuwenza kwi-11? How many groups of 3 can you make from 11?
Mangaphi amaqela ezi-8 onokuwenza kuma-26? How many groups of 8 can you make from 26?	Mangaphi amaqela ezi-9 onokuwenza kuma-27? How many groups of 9 can you make from 27?

3

	amaqela e- groups of	Yenza amachokoza Draw dots.	amaqela groups	intsalela left over	isivakalisi manani number sentence
50	4	●●●● ●●●● ●●●● ●●●● ●●●● ●●●● ●●●● ●●●● ●●●● ●●●● ●●	12	2	50 ÷ 4 = 12 intsalela 2 remainder 2
23	5				
16	6				
29	3				
43	7				
34	3				

Division and remainders

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

UThoko ufaka iiorenji ezi-4 engxoweni nganye. Kukho iiorenji ezili-18. Uza kwenza iingxowa ezingaphi uThoko, ziingaphi iiorenji eziza kushiyeka?

Thoko puts 4 oranges into each bag. There are 18 oranges. How many bags can Thoko make and how many oranges will be left over?

Kufuneka sahlule i-18 ngesi-4. Ndiyazi ukuba 3 × 4 = 12.

We need to divide 18 by 4. I know that 3 × 4 = 12.

Kunjalo, kodwa 18 – 12 = 6, ngoko ke sinokwenza elinye iqela eline-4.

Yes, but 18 – 12 = 6 so we can still make another group of 4.

Siyazi ukuba 4 × 4 = 16, nokuba 18 – 16= 2. Ngoko ke kuza kushiyeka ezi-2.

So, we know that 4 × 4 = 16 and 18 – 16 = 2. That means we will have 2 left over.

Kuza kubakho iingxowa ezi-4 neeorenji ezi-2 ezishiyekayo.

There will be 4 bags and 2 oranges left over!

Phinda la manyathelo ngezinye iingxaki zamagama zokuhlela ezinesiphmo esinentsalela. Nika abafundi ithuba lokuthetha ngeendlela abasombulula ngazo ezi ngxaki nokuba bangenza ntoni ngentsalela. Bakhuthaze bacinge ngokuba bangakwazi na ukwahlula intsalela ibe zizahlulo zamaqhezu.

Repeat the steps with other grouping word problems that result in a remainder. Allow the learners opportunities to talk about how they solve the problems and what they would do with the remainder. Encourage them to think about whether they could divide the remainder into fractional parts.

IVEKI • WEEK 3

USUKU 2 • DAY 2

Ulwahlulo neentsalela
Division and remainders

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

1 Yenza amachokoza ukuze ufumane isiphumo.
Draw dots to find the answer.

Khumbula, kufuneka intsalela ibe ngaphantsi kwenani leqela!
Remember, the remainder must be smaller than the group size!

	Yenza amachokoza. Draw dots.	Isiphumo. Answer.
28 ÷ 3 =		28 ÷ 3 = 9 itsalela 1 remainder 1
26 ÷ 4 =		
17 ÷ 5 =		
20 ÷ 6 =		
22 ÷ 3 =		
18 ÷ 4 =		
33 ÷ 5 =		
37 ÷ 6 =		

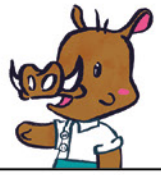
2 Izitoki ezingama-21 zahlulwa zibe ngamaqela ezi-5. Mangaphi amaqela kwaye zingaphi ezishiyekayo?
21 lollipops are divided into groups of 5. How many groups and how many left over?

Zoba umfanekiso. Draw a diagram.	Mangaphi amaqela? How many groups?	Intsalela? Remainder?	isivakalisi manani number sentence
	ma-4 amaqela 4 groups	i-1 eshiyekileyo 1 left over	21 ÷ 5 = 4 itsalela 1 remainder 1

Division and remainders

Sombulula ezi ngxaki!
Yenza amachokoza uze ufumane iintsalela.

Solve these problems!
Draw dots and find the remainders.



Izitoki ezili-18 zahlulwe zaba ngamaqela ezi-5.
Mangaphi amaqela iyintoni intsalela?

18 suckers are divided into groups of 5. How many groups and how many left over?

Iintyatyambo ezingama-23 zahlulwe zaba ngamaqela ezi-6.
Mangaphi amaqela kwaye kushiyeka ntoni?

23 flowers are divided into groups of 6. How many groups and how many left over?

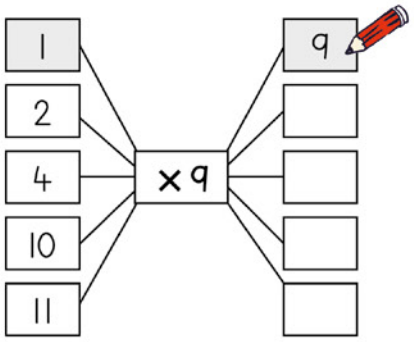
Amaqebengwana angama-22 ohlulwe aba ngamaqela ezi-3.
Mangaphi amaqela emangaphi amaqebengwana ashiyekileyo?

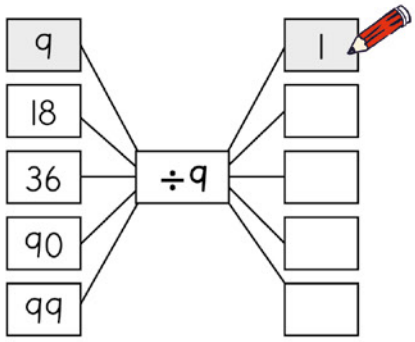
22 cupcakes are divided into groups of 3. How many groups and how many left over?

Iibhisikithi ezingama-39 zahlulwe zangamaqela ezi-4.
Mangaphi amaqela ziingaphi iibhisikithi ezishiyekayo?

39 biscuits are divided into groups of 4. How many groups and how many left over?

3





Ulwahlulo – ulwabiwo olunentsalela

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Kukho ama-apile ali-16. Abelwa abafundi aba-3 ngokulinganayo. Uza kufumana ama-apile amangaphi umfundi ngamnye, eza kuba mangaphi ama-apile ashiyekayo?

There are 16 apples. They are shared equally amongst 3 learners. How many apples does each learner get and how many apples are left over?

Ama-apile singawabela abafundi aba-3.

We can share the apples between 3 learners.

Singacinga ngeetheyibhile zethu zophindaphindo.

We can think about our multiplication tables.

3 × 5 = 15

Kuza kubavkho intsalela xa sisahlula ngo-3.

There will be a remainder if we divide 16 by 3.

Ukuba sithi, 3 × 5 = 15, kwaye 16 – 15 =1, ngoko ke siza kuba nentsalela engu-1.

If we say 3 × 5 = 15 and 16 – 15 = 1, we will have 1 left over.

Kunjalo! Ithini ke impendulo kwingxaki yethu?

Yes! So, what is the answer to our problem?

Umhlobo ngamnye uza kufumana ama-apile ama-5 ze kushiyeke iapile elinye.

Each friend will get 5 apples and there will be one apple left over!

Phinda la manyathelo nangezinye iingxaki zamagama zolwabiwo eziba nentsalela. Nika abafundi ithuba lokuthetha ngeendlela abasombulula ngazo iingxaki nokuba bangenza ntoni ngentsalela. Ukwahlula intsalela ibe zizahlulo zamaqhezu kunika abafundi ithuba lokubethelela oko bakufunde ngamaqhezu.

Repeat the steps with other sharing word problems that result in a remainder. Allow the learners opportunities to talk about how they solve the problems and what they would do with the remainder. Sharing the remainder into fraction parts allows an opportunity to reinforce what has been learnt about fractions.

Division – sharing with a remainder

IVEKI • WEEK 3

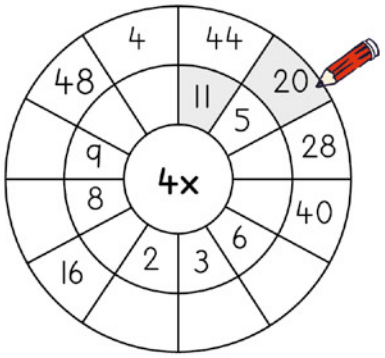
USUKU 3 • DAY 3

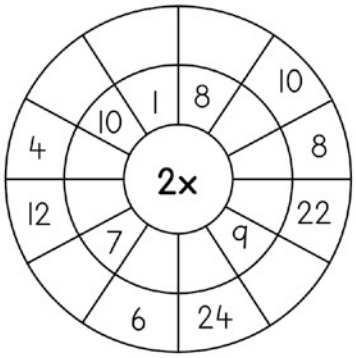
Ulwahlulo – ulwabiwo olunentsalela
Division – sharing with a remainder

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

1 Phindaphinda okanye yahlula.

Multiply or divide.





2 Krwela imigca utshatise izivakalisi manani nesiphumo esichanekileyo.

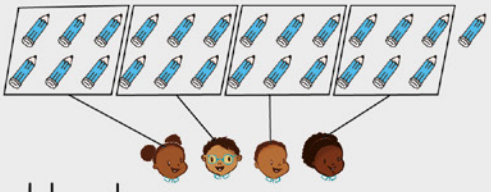
Draw lines to match the number sentences to the correct answer.

34 ÷ 5 =	4 intsalela (remainder) 3
65 ÷ 9 =	6 intsalela (remainder) 2
19 ÷ 4 =	4 intsalela (remainder) 1
29 ÷ 7 =	7 intsalela (remainder) 3
38 ÷ 6 =	8 intsalela (remainder) 3
42 ÷ 5 =	6 intsalela (remainder) 4
35 ÷ 4 =	8 intsalela (remainder) 2
45 ÷ 6 =	7 intsalela (remainder) 2

Ulwahlulo – ulwabiwo olunentsalela

3

Yabela abantwana aba-4 iipenisile ezingama-25.
Share 25 pencils between 4 children.



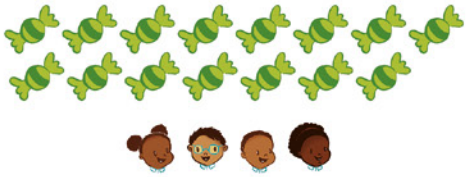
Umntwana ngamnye uza kufumana iipenisile ezi-6.
Kushiyeka e-1.
Each child gets 6 pencils. 1 is left over.

25 ÷ 4 = 6
intsalela 1
remainder

Yabela abantwana aba-2 iintyatyambo ezili-19.
Share 19 flowers between 2 children.

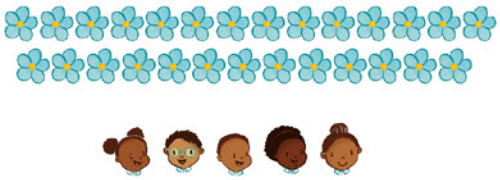
____ ÷ ____ = ____
intsalela
remainder ____

Yabela abantwana aba-4 iilekese ezili-15.
Share 15 sweets between 4 friends.



____ ÷ ____ = ____
intsalela
remainder ____

Yabela abantu aba-5 iintyatyambo ezingama-27.
Share 27 flowers between 5 people.



____ ÷ ____ = ____
intsalela
remainder ____

4

Yabela abantwana aba-5 iiayisikhrimu ezili-19.
Share 19 ice creams between 5 children.

____ ÷ ____ = ____
intsalela
remainder ____

Yabela abantwana aba-3 iibhisikithi ezingama-29.
Share 29 biscuits between 3 children.

____ ÷ ____ = ____
intsalela
remainder ____

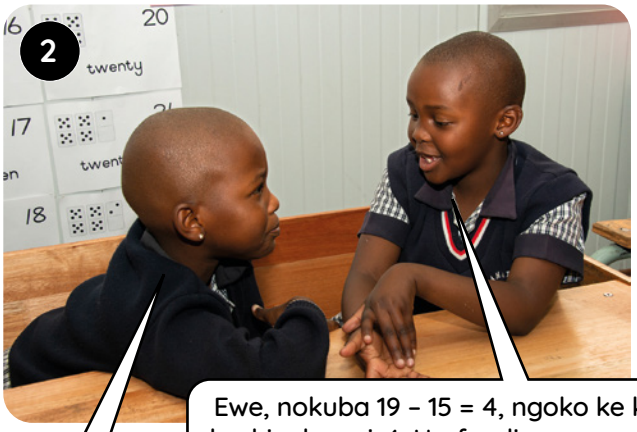
Using multiplication to check division

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Kufuneka kwahlulelwe abantwana aba-5 iilekese ezili-19. Zingaphi iilekese eziza kufunyanwa ngumntwana ngamnye, ziza kuba ngaphi ezishiyekayo?

19 sweets need to be shared amongst 5 learners. How many sweets will each learner get and how many sweets will be left over?



Kufuneka sahlule i-19 ngesi-5. Ndiyazi ukuba 5 × 3 = 15.

We need to divide 19 by 5. I know that 5 × 3 = 15.

Ewe, nokuba 19 – 15 = 4, ngoko ke kuza kushiyeka ezi-4. Umfundi ngamnye uza kufumana iilekese ezi-5 kushiyeke ezi-4.

Yes, and 19 – 15 = 4 so there would be 4 left over. Each learner will get 3 sweets and there will be 4 sweets left over.

Uthe 19 ÷ 5 = 3 , nentsalela engu-4. Ungayisebenzisa njani itheyibhile yakho yophindaphindo ukuqinisekisa ukuba uchanile?

You said that 19 ÷ 5 = 3 with 4 left over. How can you use your multiplication tables to check if you are correct?

u-3 × 5 = 15 no-15 – 4 = 19. Ndichanile.

3 × 5 = 15 and 15 + 4 = 19. I was right.

Phinda la manyathelo ngezinye iingxaki zamagama zokuhlela nokwaba, eziba nesiphumo esinentsalela. Nika abafundi ithuba lokuqinisekisa iziphumo zabo ngokusebenzisa iitheyibhile zabo zophindaphindo nokudibanisa kwintsalela ngalo lonke ixesha.

Repeat the steps with other grouping and sharing word problems that result in a remainder. Provide opportunities for learners to check their answers by using their multiplication tables and adding on the remainder each time.

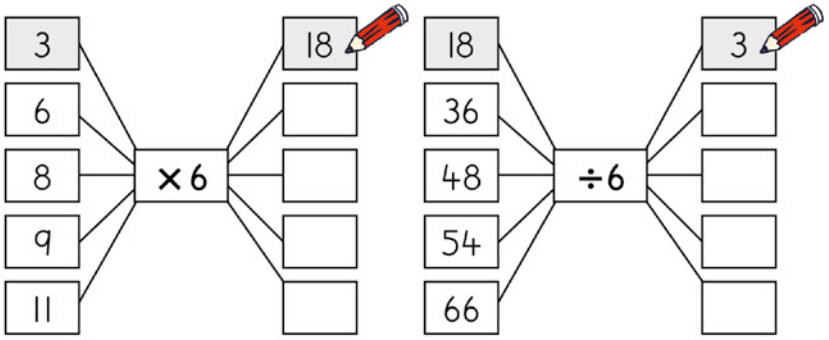
IVEKI • WEEK 3

USUKU 4 • DAY 4

Ukusebenzisa uphindaphindo ukuqinisekisa ulwahlulo
Using multiplication to check division

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

1 Phindaphinda uze wahlule.
Multiply and divide.



Sombulula iingxaki! Zoba amaqela ukuze ufumanise iintsalela uze ubhale isivakalisi manani nesiphumo.
Solve the problems! Draw the groups to find what is left over and write the number sentence with the answer.

2 Iibhola ezingama-23 zahlulwa zibe ngamaqela ezi-5. Mangaphi amaqela, zingaphi ezishiyekayo?
23 balls are divided into groups of 5. How many groups and how many left over?

Iibhisikithi ezingama-39 zahlulwa zibe ngamaqela ezi-5. Mangaphi amaqela, zingaphi ezishiyekayo?
39 biscuits are divided into groups of 5. How many groups and how many left over?

Iintyatyambo ezingama-21 zahlulwa zibe ngamaqela ezi-4. Mangaphi amaqela, zingaphi ezishiyekayo?
21 flowers are divided into groups of 4. How many groups and how many left over?

Iintyatyambo ezingama-47 zahlulwa zibe ngamaqela ezi-7. Mangaphi amaqela, zingaphi ezishiyekayo?
47 flowers are divided into groups of 7. How many groups and how many left over?

28

Using multiplication to check division

3 Qinisekisa isiphumo ngokuphindaphinda. Lungisa iimpazamo apho kuyimfuneko khona.

Use multiplication to check. Correct the mistakes where necessary.

	qinisekisa check	izilungiso correction
33 ÷ 6 = 5 intsalela 1 remainder 1	5 x 6 + 1 = 31	5 x 6 + 3 = 33 intsalela 3 remainder 3
17 ÷ 2 = 8 intsalela 1 remainder 1		
44 ÷ 5 = 8 intsalela 4 remainder 4		
29 ÷ 7 = 4 intsalela 2 remainder 2		
10 ÷ 3 = 3 intsalela 3 remainder 3		
39 ÷ 6 = 5 intsalela 9 remainder 9		
34 ÷ 4 = 8 intsalela 3 remainder 3		
25 ÷ 8 = 3 intsalela 1 remainder 1		
50 ÷ 7 = 6 intsalela 8 remainder 8		
18 ÷ 4 = 4 intsalela 1 remainder 1		

IVEKI • WEEK 3

USUKU 5 • DAY 5

Uvavanyo noqukaniso
Assessment and consolidation

UVAVANYO ASSESSMENT → IPHEPHA LOKUSEBENZELA WORKSHEET

1

	Yenza amachokoza. Draw dots.	Isipumo. Answer.	intsalela remainder
41 ÷ 5 =		____ ÷ ____ = ____	
17 ÷ 2 =		____ ÷ ____ = ____	
34 ÷ 3 =		____ ÷ ____ = ____	

2 Bala.
Calculate.

	intsalela remainder		intsalela remainder
18 ÷ 9 = ____		31 ÷ 3 = ____	
26 ÷ 7 = ____		19 ÷ 4 = ____	
15 ÷ 3 = ____		75 ÷ 10 = ____	

Masithethe ngeMaths!
Let's talk Maths!

NgesiXhosa sithi:	In English we say:
i-13 phakathi kwabahlobo aba-3.	13 between 3 friends
Mangaphi amaqela ezi-4?	How many groups of 4?
Zingaphi ezishiyekayo?	How many are left over?
intsalela sisi-3/kusala ezi-3	remainder 3
Qinisekisa impendulo yakho.	Check your answer.

30

Assessment and consolidation

Uqukaniso ⁞ Consolidation

1

Mangaphi amaqela ezi-4 onokuwenza kwi-19? How many groups of 4 can you make from 19?	Mangaphi amaqela ezi-5 onokuwenza kwi-17? How many groups of 5 can you make from 17?
Mangaphi amaqela ezi-6 onokuwenza kuma-26? How many groups of 6 can you make from 26?	Mangaphi amaqela ezi-3 onokuwenza kuma-31? How many groups of 3 can you make from 31?

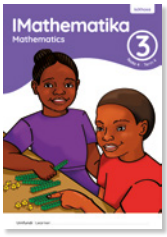
2 Qiwnisekisa isiphumo ngokuphindaphinda. Lungisa iimpazamo apho kuyimfuneko khona.

Use multiplication to check. Correct the mistakes where necessary.

	qinisekisa check	izilungiso corrections
26 ÷ 5 = 5 intsalela 1 remainder 1		
12 ÷ 2 = 5 intsalela 4 remainder 4		
43 ÷ 6 = 7 intsalela 2 remainder 2		
31 ÷ 7 = 4 intsalela 3 remainder 3		
39 ÷ 4 = 9 intsalela 2 remainder 2		

Iingxaki zamagama

	Izixhobo
Izibalo zentloko: Veza inani	*oonotsheluza* bakatitshala *neebloko zesiseko seshumi* zabafundi
Umdlalo: *Mangaphi ama-100? Mangaphi ama-10? Mingaphi imivo?*	*Iibloko zesiseko seshumi*





Usuku	**Umsebenzi wesifundo**	**Izixhobo zezifundo**
1	Ulwahlulo oluneentsalela	iLAB
2	Ulwahlulo oluneentsalela ngokweemeko	iLAB
3	Iingxaki zamagama zolwahlulo	iLAB, *Iibloko zesiseko se-10*
4	Iingxaki zamagama zokudibanisa nokuthabatha	iLAB, *imali yokudlala, ipowusta yemali*
5	Uqukaniso novavanyo olujolise ekufundeni	iLAB

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukusombulula iingxaki zolwahlulo ezibandakanya ulwabiwo nokuhlela okunentsalela.	
ukuxoxa ngezisombululo zeengxaki zolwahlulo olunentsalela ngokwemeko.	
ukusebenzisa ulwazi lwangaphambili ekusombululeni iingxaki zamagama zokudibanisa nokuthabatha.	

Uvavanyo

Uvavanyo olubhalwayo: Iingxaki zamagama zokwahlula

Bhala phantsi amanqaku afunyenweyo kwali-10 kwiphetshana lamanqaku ekota.

Word problems

	Resources
Mental Maths: Show me a number	teacher *flard cards* 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 with remainders	LAB
2	Division with remainders in context	LAB
3	Division word problems	LAB, *base 10 blocks*
4	Addition and subtraction word problems	LAB, *play money, money poster*
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
solve sharing and grouping division problems resulting in a remainder.	
discuss the solution of division problems with a remainder in context.	
draw on previous knowledge to solve addition and subtraction word problems.	

Assessment

Written assessment: Division word problems

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

Iingxaki zamagama

Ividiyo yezibalo zentloko

Kule veki siza kugxila ekuchongeni ama-100, ama-10 nemivo kumanani amivo mi-3. Bonisa abafundi ama-100, ama-10 nemivo ngoonotsheluza bakho baze bona bakhwaze okanye babize elo nani. Emva koko bayalele ukuba babonise amanani ngeebloko zabo zesiseko seshumi. Ningasebenza ngamanani anemivo emi-2 okanye emi-3.

Ividiyo yomdlalo

Kumdlalo othi *Mangaphi ama-100, ama-10 nemivo ngeebloko zesiseko seshumi*, abafundi bacalula amanani ngokusebenzisa iibloko zesiseko seshumi. Baveza baze bachaze ama-100, ama-10 nemivo kwinani ngalinye babonise namanani *ngeebloko zesiseko seshumi.*

Ividiyo yophuhliso lwengqiqo

Kumsebenzi wale veki weengxaki zamagama, abafundi babethelela ulwazi lwabo lokwahlula xa besombululula iingxaki eziba neziphumo ezinentsalela. Babhekisela kwizifundo zangaphambili basombulule iingxaki ngokusebenzisa iitheyibhile zophindaphindo, iziphindwa nokucazululwa kwamanani anemivo emi-2 abe ngamashumi nemivo. Abafundi kufuneka bazi ukuba baza kwenza ntoni ngeentsalela. Kule veki sibethelela ulwazi lwabo lokudibanisa nokuthabatha xa beziqhelisa iingxaki zamagama ezahlukileyo. Siza kujolisa koku:

- ukusombululula iingxaki zokwahlula zolwabiwo nokuhlela ezineentsalela.
- ukuxoxa ngezisombululo zeengxaki zolwahlulo ezineentsalela ngokwemeko.
- ukusebenzisa ulwazi lwangaphambili ekusombululeni iingxaki zamagama zokudibanisa nokuthabatha.

Into emayiqatshelwe kule veki

- Kubalulekile ukuba abafundi baqonde ukuba iimeko ezibandakanya iintsalela ziyenzeka nasebomini, nokuba kufuneka babe nendlela zokusebenza nezo ntsalela.
- Njengoko le veki igxila ekubetheleleni umsebenzi ofundwe ngaphambili, lithuba elihle lokuba abafundi basombulule iingxaki ezibandakanya ubunzima, ubude nemali.
- Bakhuthaze abafundi ukuba bancokole ukuze baphuhlise ulwimi lwabo lwemathematika ngokusebenzisa isigama esichanekileyo: **iziphindwa**, **ucwangcisomanani**, **imiqolo**, **iikholamu**, **bala**, **phindaphinda**, **uphindaphindo**, **yaba/yabela**, **ulwabiwo**, **yahlula**, **amaqela**, **ukuhlela**, **intsalela**

Word problems

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 they must call out the number. After that, ask them to show you the 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

In this week's work on word problems, learners consolidate their understanding of division as they solve problems that result in a remainder. They refer to their previous learning and solve problems using multiplication tables, multiples and breaking down 2-digit numbers into tens and ones. The learners need to decide what they will do with the remainders. This week reinforces their knowledge of addition and subtraction as they practice a variety of word problems. This week we focus on:

- solving sharing and grouping division problems resulting in a remainder.
- discussing the solution of division problems with a remainder in context.
- drawing on previous knowledge to solve addition and subtraction word problems.

What to look out for this week

- It is essential that learners recognise that situations involving remainders can occur in everyday life, and that they need to know how they would deal with these remainders.
- As this week focuses on reinforcing previous learning, it is a good opportunity for learners to solve problems involving mass, length, and money.
- Encourage conversation between learners so that they can develop their mathematical language using the correct vocabulary: **multiples**, **array**, **rows**, **columns**, **calculate**, **multiply**, **times**, **multiplication**, **share**, **sharing**, **divide**, **groups**, **grouping**, **remainder**

Ulwahlulo oluneentsalela

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

IZIBALO ZENTLOKO | MENTAL MATHS

Sebenzisa iibloko zamashumi noonotsheluza ukuze wakhe amanani uze uthethe ngama-100, ama-10 nemivo (noo-1)

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

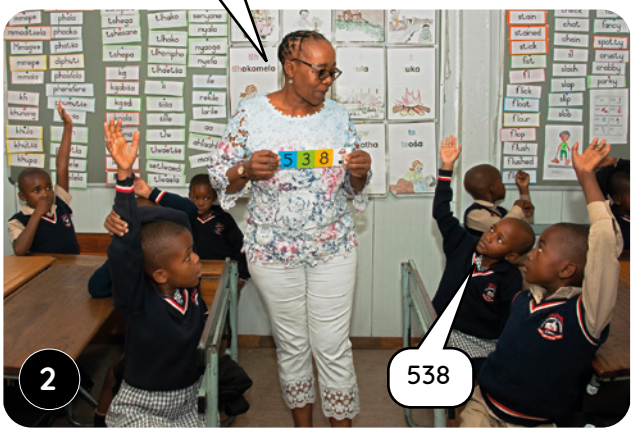
Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.

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?

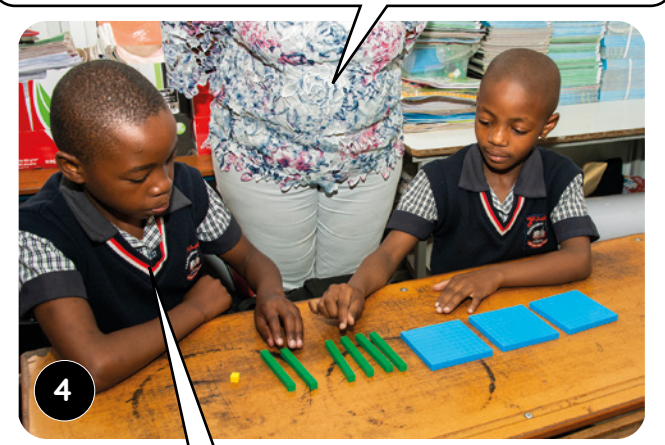
Amakhulu ama-5, amashumi ama-3 nemivo esi-8.
5 hundreds, 3 tens and 8 ones.

Leliphi inani esilakhe ngamakhulu ama-5, amashumi ama-3 nemivo esi-8?
What number have we made with 5 hundreds, 3 tens and 8 ones?



Sebenzisa iibloko zesiseko se-10 wakhe inani 361.
Use your base 10 blocks to make the number 361.

Zeziphi iibloko ozisebenzisileyo ukwenza ama-361?
What blocks did you use to make the number 361?



Ndisebenzise amakhulu ama-3, amashumi ama-6 nomvo o-1.
I used 3 hundreds, 6 tens and 1 one!

Division with remainders

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

Dibanisa.
Add.

36 + 61 = _____

52 + 17 = _____

43 + 45 = _____

62 + 32 = _____

78 + 21 = _____

40 + 50 = _____

37 + 22 = _____

10 + 60 = _____

46 + 20 = _____

24 + 24 = _____

Usuku 2 Day 2

Dibanisa.
Add.

40 + 51 = _____

82 + 12 = _____

30 + 63 = _____

61 + 30 = _____

58 + 21 = _____

26 + 42 = _____

50 + 19 = _____

72 + 20 = _____

21 + 21 = _____

78 + 20 = _____

Usuku 3 Day 3

Dibanisa.
Add.

37 + 52 = _____

53 + 46 = _____

45 + 33 = _____

21 + 65 = _____

62 + 16 = _____

54 + 44 = _____

62 + 35 = _____

24 + 21 = _____

17 + 71 = _____

35 + 11 = _____

Usuku 4 Day 4

Dibanisa.
Add.

53 + 24 = _____

47 + 11 = _____

73 + 16 = _____

22 + 66 = _____

67 + 22 = _____

51 + 34 = _____

46 + 42 = _____

63 + 32 = _____

82 + 16 = _____

14 + 75 = _____

Ulwahlulo oluneentsalela

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Kukho iimafini ezingama-34. Abafundi aba-5 babelana ngazo. Uza kufumana iimafini ezingaphi umfundi ngamnye?

There are 34 muffins. 5 learners share the muffins. How many muffins will each learner get? How many muffins will be left over?

Kufuneka sahlule ama-34 ngesi-5. Ndiyazi ukuba 5 × 6 = 30.

We need to divide 34 by 5. I know that 5 × 6 = 30.

Kunjalo, nama-34 – 30 = 4, ngoko ke kuza kushiyeka ezi-4.

Yes, and 34 – 30 = 4, so there will be 4 left over.

Ukuba umfundi ngamnye ufumana iimafini ezi-6 kuza kushiyeka iimafini ezi-4, ungenza ntoni ngeemafini ezishiyekileyo?

If each learner gets 6 muffins and there will be 4 muffins left over, what could you do with the leftover muffins?

Singazinika omnye umntu.

We could give them to someone else.

Singasika imafini nganye ibe zizahlulo ezihlanu ze sinike abafundi isahlulo sesihlanu semafini nganye.

We could cut each muffin into fifths and give the learners a fifth from each muffin.

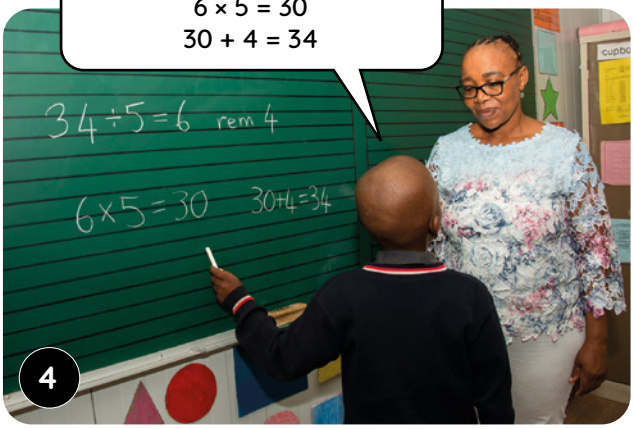
Sibale safumanisa ukuba 34 ÷ 5 = 6 nentsalela esisi-4. Singasiqinisekisa njani isiphumo sethu?

We worked out that 34 ÷ 5 = 6 with 4 left over. How can we check our answer?

Singabala ngolu hlobo.

We can work it out like this.

6 × 5 = 30
30 + 4 = 34



Phinda la manyathelo ngezinye iingxaki zamagama eziba neentsalela. Bakhuthaze abafundi bacinge ngokuba kungenziwa ntoni ngentsalela. Banike amathuba aliqela okuqinisekisa iziphumo zabo ngokusebenzisa iitheyibhile zophindaphindo nokudibanisa intsalela nexesha ngalinye.

Repeat the steps with other grouping and sharing word problems that result in a remainder. Encourage learners to think about what should happen to the remainder. Provide opportunities for them to check their answers by using multiplication tables and adding on the remainder each time.

Division with remainders

IVEKI • WEEK 4

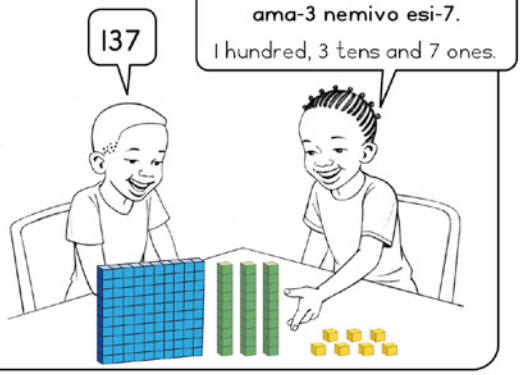
USUKU 1 • DAY 1

Ulwahlulo oluneentsalela
Division with remainders

IZIBALO ZENTLOKO (MENTAL MATHS) | VEZA 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

24 ÷ 6 = ____	27 ÷ 9 = ____	18 ÷ 3 = ____
16 ÷ 4 = ____	35 ÷ 7 = ____	24 ÷ 2 = ____
56 ÷ 8 = ____	60 ÷ 5 = ____	36 ÷ 6 = ____
81 ÷ 9 = ____	33 ÷ 3 = ____	36 ÷ 4 = ____

Sombulula iingxaki! Ingaba ikhona intsalela? Bhala isivakalisi manani nesiphumo.
Solve the problems! Is something left over? Write the number sentence with the answer.

2

Iibhisikithi ezingama-39 zahlulwa zibe namaqela ezi-5. Mangaphi amaqela, zingaphi ezishiyekayo?
39 biscuits are divided into groups of 5. How many groups and how many left over?

Iibhaluni ezingama-45 zabelwa abahlobo aba-4. Ufumana iibhaluni ezingaphi umhlobo ngamnye, zingaphi ezishiyekayo?
Share 45 balloons between 4 friends. How many does each friend get and how many left over?

32

Ulwahlulo oluneentsalela

3 Sebenzisa uphindaphindo ukuze uqinisekise. Lungisa iimpazamo apho kukho imfuneko khona.

Use multiplication to check. Correct the mistakes where necessary.

	qinisekisa check	izilungiso corrections
32 ÷ 6 = 5 intsalela 4 remainder 4	6 x 5 + 4 = 34	6 x 5 + 2 = 32
41 ÷ 5 = 7 intsalela 6 remainder 6		
11 ÷ 3 = 3 intsalela 2 remainder 2		
37 ÷ 5 = 6 intsalela 7 remainder 7		
27 ÷ 6 = 4 intsalela 5 remainder 5		
14 ÷ 4 = 2 intsalela 6 remainder 6		
65 ÷ 7 = 9 intsalela 1 remainder 1		
46 ÷ 9 = 5 intsalela 1 remainder 1		
50 ÷ 8 = 6 intsalela 3 remainder 3		
26 ÷ 3 = 7 intsalela 5 remainder 5		

Division with remainders in context

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

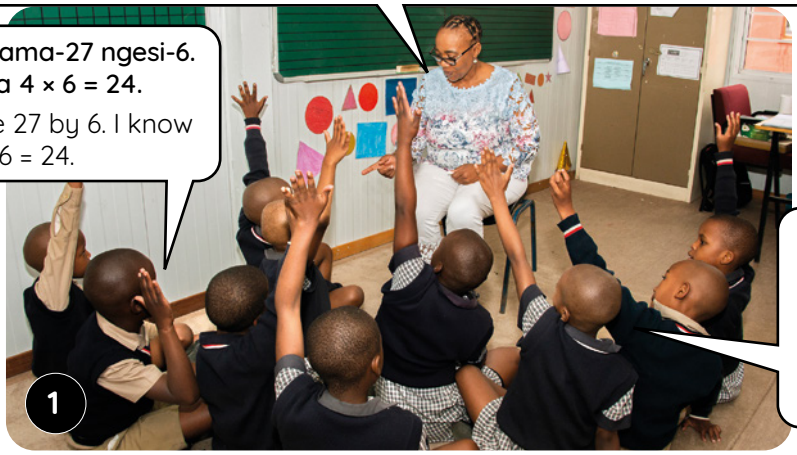
UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Kukho abafundi abangama-27 kwaye kufuneka bonke bahlale ezibhankeni ngexesha lendibano. Ba-6 abafundi abanokuhlala ebhankeni. Kufuneka sibe neebhanka ezingaphi?

There are 27 learners and all of them have to sit on benches for assembly. 6 learners can sit on a bench. How many benches do we need?

Kufuneka sahlule ama-27 ngesi-6. Ndiyazi ukuba 4 × 6 = 24.

We need to divide 27 by 6. I know that 4 × 6 = 24.



Kunjalo, nokuba 27 – 24 = 3 ngoko ke kuza kushiyeka 3.

Yes, and 27 – 24 = 3 so there would be 3 left over.

Ukuba sineebhanka ezi-4 nabafundi aba-3 abashiyekayo, kuza kufuneka aba bafundi bame ngeenyawo ngexesha lendibano?

So, if we have 4 benches and 3 learners are left over, do those learners need to just stand during assembly?

Ngokwengxaki kufuneka bonke abafundi bahlale phantsi ngendibano.

The problem said that all learners have to sit for assembly.

Ngoko ke kufuneka sibe nenye ibhanka nokuba ayizokuzala.

So, we'd need another bench for them even if the bench isn't full.

Kufuneka sibe neebhanka ezi-5 ukuze kuhlale phantsi wonke umntu.

We need 5 benches so that everyone can sit.

Phinda la manyathelo ngeengxaki zamagama eziba nentsalela. Bakhuthaze abafundi ukuba bacinge ngentsalela kwimeko ethile. Kufuneka benze isigqibo malunga nentsalela leyo ukuze baze nesisombululo esichanekileyo saloo ngxaki.

Repeat the steps with word problems that result in a remainder. Encourage learners to think about the remainder in context. They need to decide what should happen to the remainder in order to work out the correct solution to the problem.

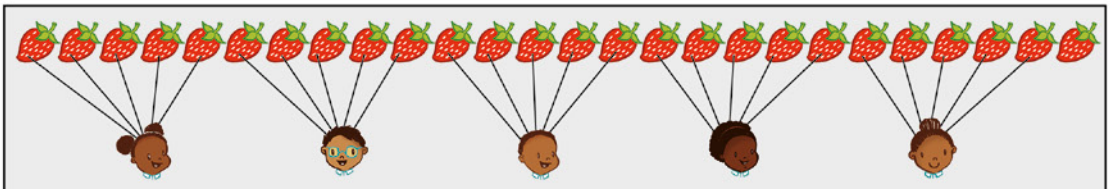
IVEKI • WEEK 4

USUKU 2 • DAY 2

Ulwahlulo olunetsalela ngokwemeko
Division with remainders in context

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

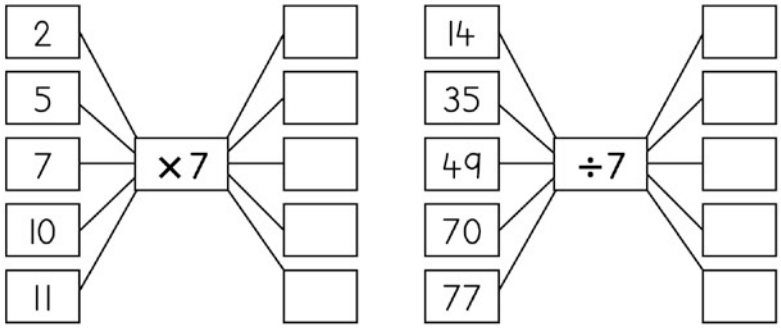
1 Kukho amaqunube angama-26. Wohlulele aba bahlobo.
There are 26 strawberries. Share them between the friends.



Uza kufumana amangaphi umhlobo ngamnye? How many will each friend get?	5
Kuza kushiyeka amangaphi? How many will be left over?	1
Bhala isivakalisi manani. Write the number sentence.	26 ÷ 5 = 5 intsalela 1 remainder 1

Uza kufumana amangaphi umhlobo ngamnye? How many will each friend get?	
Kuza kushiyeka amangaphi? How many will be left over?	
Bhala isivakalisi manani. Write the number sentence.	

2 Phindaphinda uze wahlule.
Multiply and divide.



Division with remainders in context

3 Kukho abantu abangama-44. Iimoto ezikhoyo zinokuthwala abantu abasi-7 inye. Kuza kufuneka iimoto ezingaphi ezinokuthutha bonke aba bantu?

There are 44 people. There are cars which can each hold 7 passengers. How many cars do you need to transport all the people?

inani leemoto number of cars	1	2	3	4	5	6	7
inani labantu number of people	7	14	21	28	35	42	49

isivakalisi manani number sentence	$44 \div 7 = 6$ intsalela 2 remainder 2
Isiphumo. Answer.	iimoto ezi-6 nabantu aba-2 abashiyekileyo 6 cars with 2 people left over
Zingaphi iimoto ezifunekayo? How many cars are needed?	7 iimoto 7 cars

Kukho iipleyiti ezingama-29. Iitreyi ezikhoyo zinokuphatha iipleyiti ezi-3. Zingaphi iitreyi ezifunekayo ezinokuphatha zonke iipleyiti?

There are 29 plates. There are trays which can each hold 3 plates. How many trays do you need to carry all the plates?

iinani leetreyi number of trays								
iinani leepleyiti number of plates								

isivakalisi manani number sentence	
Isiphumo. Answer.	
Zingaphi iitreyi ezifunekayo? How many trays are needed?	

Iingxaki zamagama zolwahlulo

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

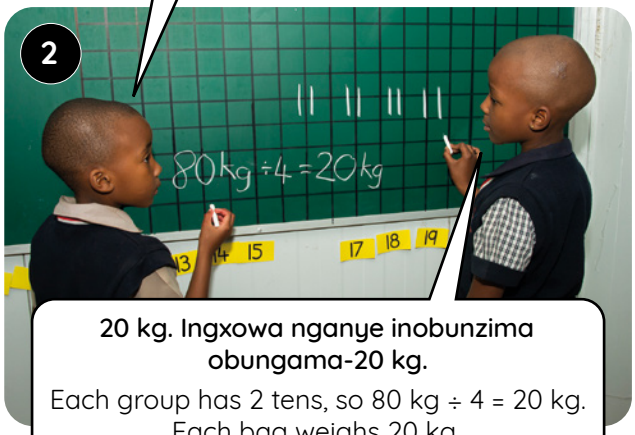
UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

UFikile ufuna ukuhambisa izitena ezingama-80 kg. Ufaka izitena kwiingxowa ezi-4. Inobunzima obungakanani ingxowa nganye?

Fikile wants to move 80 kg of bricks. He puts the bricks into 4 bags. How much does each bag weigh?

Ndingahlela amashumi asi-8 abe ngamaqela ama-4 amashumi ama-2 ngolu hobo.

I can group 8 tens into 4 groups of 2 tens like this to work it out.



20 kg. Ingxowa nganye inobunzima obungama-20 kg.

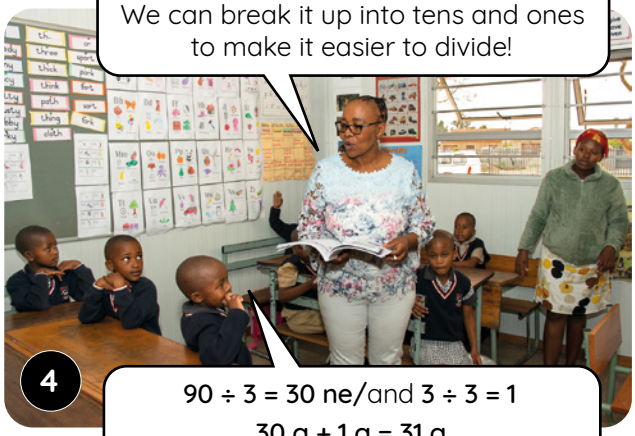
Each group has 2 tens, so 80 kg ÷ 4 = 20 kg. Each bag weighs 20 kg.

UNtobe unama-93g eetshokolethi. Ufuna ukuzabela abahlobo aba-3. Uza kufumana iitshokolethi ezingakanani umhlobo ngamnye?

Ntobe has 93 g of chocolate. She wants to share it between 3 friends. How much chocolate would each friend get?

Singazicalula zibe ngamashumi nemivo ukuze kube lula ukwahlula.

We can break it up into tens and ones to make it easier to divide!



90 ÷ 3 = 30 ne/and 3 ÷ 3 = 1

30 g + 1 g = 31 g

UNtobe uza kunika umhlobo ngamnye ama-31 g.

Ntobe would give 31 g to each friend.

Nika abafundi iingxaki zamagama zokwahlula eziliqela ukuze bazisombulule. Bakhumbuze ukuba basebenzise amaqhinga abawafundileyo aquka ukusebenzisa iitheyibhile zophindaphindo, iziphindwa nokucazulula amanani abe ngamashumi nemivo.

Provide a variety of division word problems for learners to solve. Remind them to use the strategies that they have learnt, including using multiplication tables, using multiples and breaking numbers into tens and ones.

Division word problems

IVEKI • WEEK 4

USUKU 3 • DAY 3

Iingxaki zamagama zolwahlulo
Division word problems

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

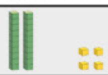
1 Gqibezela izivakalisi manani.
Complete the number sentences.

	Denza amachokoza. Draw dots.	Isiphumo. Answer.
22 ÷ 4 =	●●●● ●●●● ●●●● ●●●● ●●●● ●●	22 ÷ 4 = 5 itsalela 2 remainder 2
67 ÷ 6 =		
35 ÷ 4 =		

2 Mangaphi amashumi nemivo?
How many tens and ones?

	amashumi tens	imivo ones		amashumi tens	imivo ones
31	3	1	99		
29			53		
84			45		

3

	Zoba amashumi nemivo. Draw the tens and ones.	Yahlula amashumi nemivo. Divide the tens and ones.	Dibanisa amashumi nemivo. Add the tens and ones.	isivakalisi manani number sentence
48 ÷ 2 =			20 + 4	48 ÷ 2 = 24
62 ÷ 2 =				
66 ÷ 3 =				

36

4 UThabile unama-24 kg eswekile. Wahlulela abahlobo aba-2 ngokulinganayo. Uza kufumana iswekile engakanani umhlobo ngamnye?

Thabile has 24 kg of sugar. She shares the sugar equally between 2 friends. How much sugar will each friend get?

Zoba amashumi nemivo Draw the tens and ones.	Yahlula amashumi nemivo. Divide the tens and ones.	Dibanisa amashumi nemivo. Add the tens and ones.	isivakalisi manani number sentence
		10 + 2	24 ÷ 2 = 12

Yenza ngokomzekelo! Yahlula amashumi nemivo ukuze usombulule ingxaki. Bhala isivakalisi manani.

Follow the example! Divide the tens and ones to solve. Write the number sentence.

UNtobe unama-R88. Le mali uyabela abahlobo aba-4 ngokulinganayo. Uza kufumana malini umhlobo ngamnye?

Ntobe has R88. She shares the money equally between 4 friends. How much money will each friend get?

Zoba. Draw.	Yahlula. Divide.	Dibanisa. Add.	isivakalisi manani number sentence

UMbali unentambo engama-99 m. Uyisika ibe zizijungqe ezi-3 ezilinganayo ngobude. Side kangakanani isijungqe ngasinye sentambo?

Mbali has a 99 m rope. She cuts it into 3 equal lengths. How long is each length of rope?

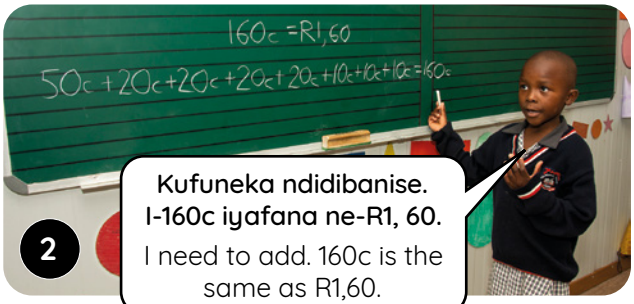
Zoba. Draw.	Yahlula. Divide.	Dibanisa. Add.	isivakalisi manani number sentence

Addition and subtraction word problems

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

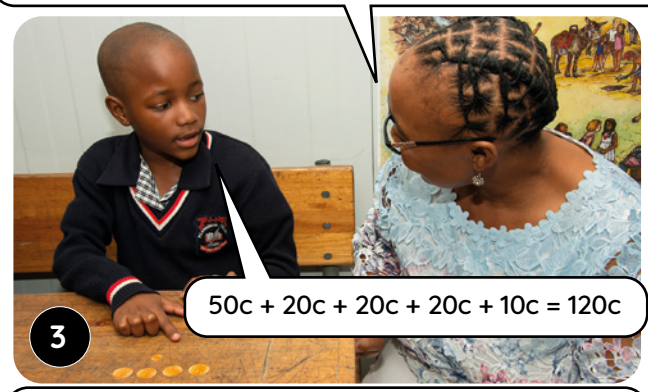
UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

UMbali unengqekembe enye ye-50c, ezine ze-20c nezintathu ze-10c. Unamalini iyonke?
Mbali has one 50c coin, four 20c coins and three 10c coins. How much money does she have?



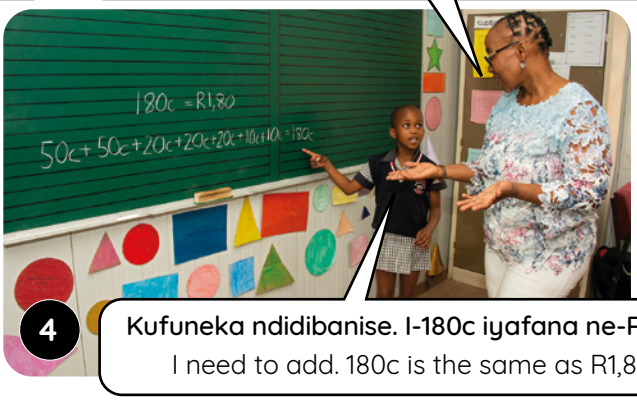
Kufuneka ndidibanise. I-160c iyafana ne-R1, 60.
I need to add. 160c is the same as R1,60.

UMbali ufuna ukuthenga ipakethe yeelekese exabisa i-R1, 20. Zeziphi iingqekembe zemali anokuzisebenzisa ukuze abhatale isixamali esifunekayo?
Mbali wants to buy a packet of sweets which costs R1,20. Which coins should she use to pay the exact amount?



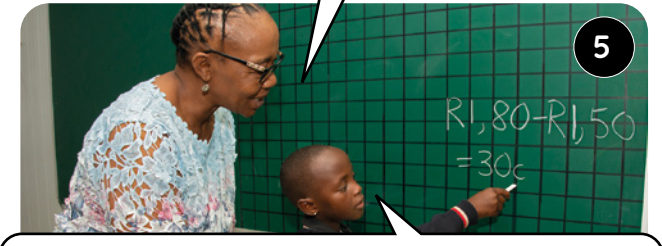
50c + 20c + 20c + 20c + 10c = 120c

UThina uneengqekembe ze-50c ezimbini, eze-20c ezintathu neze-10c ezimbini. Unamalini uThina?
Thina has two 50c coins, three 20c coins, and two 10c coins. How much money does Thina have?



Kufuneka ndidibanise. I-180c iyafana ne-R1, 80.
I need to add. 180c is the same as R1,80.

UThina ufuna ukuthenga ipakethe yeebhisikithi exabisa -R1, 50. Uza kufumana itshintshi yamalini ukuba ebhatala ngayo yonke imali yakhe?
Thina wants to buy a packet of biscuits which costs R1,50. How much change will she get if she pays with all of her money?



Kufuneka ndithabathe ixabiso leebhisikithi kwimali anayo uThina. Uza kufumana itshintshi ye-30c.
I need to subtract the price of the biscuits from the money Thina has. She'll get 30c change.

Iingxaki zemali zinika imeko eluncedo yokucinga ngezisombululo zemathematika ezinxulumene nobomi bemihla ngemihla. Nika abafundi amathuba aliqela okucacisa ukuba kutheni bekhetha iindlela ezithile xa befuna izisombululo. Ukwenza njalo kuya benza baphuhlise isakhono sabo sokuqiqa nokuceba.

Money problems provide a useful context for reasoning about mathematical solutions that relate to real life. Give learners ample opportunities to explain why they chose the methods they use to find solutions. This will enable them to develop their reasoning ability and strategic competence.

IVEKI • WEEK 4

USUKU 4 • DAY 4

lingxaki zamagama zokudibanisa nokuthabatha
Addition and subtraction word problems

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

1 Guqula ezi zixa zilandelayo zibe ziiRandi.
Convert the following amounts into Rands.

100c	900c	2360c	1470c
R1	R_____	R_____	R_____

Khumbula
100c = R1,00.
Remember
100c = R1,00.

2 Guqula ezi zixa zilandelayo zibe ziisenti.
Convert the following amounts into cents.

R3,60	R0,90	R17,30	R43,10
360 c	_____c	_____c	_____c

Khumbula
R1,00 = 100c.
Remember
R1,00 = 100c.

3 Sombulula.
Solve.

Ibhokisi yeebhisikithi ixabisa i-R7,00. Ziza kuxabisa malini iibhokisi ezisi-8? One box of biscuits costs R7,00. How much will 8 boxes cost? 	R7 x 8 = R56
Ikhathuni enye yamaqanda ixabisa i-R13,00. Ziza kuxabisa malini iikhathuni ezi-6? One carton of eggs costs R13,00. How much will 6 cartons cost? 	
UVusi ubhatala i-R24,00 etekisini xa endwendela umalumekazi wakhe. Kumbiza malini ukuya nokubuya? Vusi pays R24,00 to take a taxi to his aunt's house. What does it cost him to get there and back? 	
Iitrakha ezintlanu zihamba kuhola wendlela obhatalwayo apho zihlawuliswa i-R35 inye. Zibhatala malini xa zizonke ezi trakha? Five trucks drive on a toll road and are charged R35 each. How much do they pay in total? 	

38

Addition and subtraction word problems

4 Jonga la maxabiso eelekese ezisevenkileni.
Look at the prices of sweets in the tuck shop.

uthenga you buy	uyabhatala you pay	itshinshi kwi-R20 change from R20
	R2,50 + R2,50 + R1,50 + R1,50 + R1,00 = R9,00	R20,00 – R9,00 = R11,00
		R20,00 – _____ = _____
		R20,00 – _____ = _____
		R20,00 – _____ = _____
		R20,00 – _____ = _____

IVEKI • WEEK 4

USUKU 5 • DAY 5

Uvavanyo noqukaniso
Assessment and consolidation

UVAVANYO ASSESSMENT → IPHEPHA LOKUSEBENZELA WORKSHEET

1 Iintyatyambo ezili-13 zahlulwa zibe zizipha ezi-4. Kuphuma izipha ezingaphi ze kusale iintyatyambo ezingaphi?

13 flowers are divided into bunches of 4. How many bunches and how many flowers left over?

____ ÷ ____ = ____

intsalela
remainder ____

Yabela abantwana aba-6 iintyatyambo ezingama-38.

Share 38 flowers between 6 children.

____ ÷ ____ = ____

intsalela
remainder ____

2 Ndithenga iincwadi ezixabisa ama-R24 inye. Ndiphinda ndithenge iibhola ezintathu ezixabisa i-R15 inye. Zixabisa malini zonke ezi zinto kwaye ndiza kufumana itshintshi yamalini ukuba ndibhatala nge-R100?

I buy two books that cost R24 each. I also buy three balls that cost R15 each. What is the total cost and how much change will I get if I pay with R100?

iindleko zizonke	itshintshi kwi-R100
total cost	change from R100

Masithethe ngeMaths!

Let's talk Maths!

NgesiXhosa sithi:	In English we say:
intsalela	remainder
iiRandi	Rands
iisenti	cents
ubude	length
ikhilogremu	kilogram
igremu	gram

40

Assessment and consolidation

Uqukaniso | Consolidation

1 UNtando uneebhola ezigqampayo ezingama-24. Unika i-$\frac{2}{6}$ yazo umhlobo wakhe. Zingaphi iibhola ezigqampayo aphise ngazo?

Ntando has 24 bouncy balls. He gives $\frac{2}{6}$ of his bouncy balls to a friend. How many bouncy balls does he give away?

1	2	3	4	5	6

i-$\frac{2}{6}$ yama-24 $\frac{2}{6}$ of 24		Isiphumo. Answer.	

UNomsa unama-R64. Le mali uyabela abahlobo bakhe aba-2. Uza kufumana malini umhlobo ngamnye?

Nomsa has R64. She shares the money between 2 friends. How much money will each friend get?

Zoba umfanekiso onamashumi nemivo.

Draw a diagram with tens and ones.

Yahlula amashumi. Divide the tens.	Yahlula imivo. Divide the ones.
Dibanisa amashumi nemivo. Add the tens and ones.	isivakalisi manani number sentence

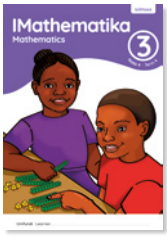
2 Qinisekisa ngophindaphindo. Lungisa iimpazamo ezikhoyo.

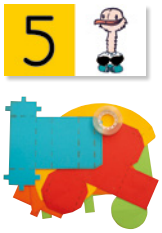
Use multiplication to check. Correct the mistakes where necessary.

	qinisekisa check	izilungiso corrections
17 ÷ 3 = 5 intsalela 1 remainder 1		
39 ÷ 6 = 5 intsalela 9 remainder 9		

Iingxaki zamagama nezinto ezinemilinganiselo emi-3 (3-D)

	Izixhobo
Izibalo zentloko: Ndinike elingaphezulu kuno-1, 2, 3, 4, 5, 10	*oonotsheluza bamanani* bakatitshala nababafundi
Umdlalo: *IMaths ekhawulezayo ngamakhadi nedayisi – lingaphezulu ngo-1, 2, 3, 4, 5 okanye ngesi-6*	*oonotsheluza bamanani* babafundi nedayisi



Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Iingxaki zamagama zokudibanisa nokuthabatha	iLAB, *ipowusta yemali, imali yokudlala*
2	Iingxaki zamagama zokudibanisa nokuthabatha	iLAB
3	Izinto ezine-3D – eziqengqelekayo nezitybilikayo	iLAB, ingqokelela yezinto ezine-3D (iibhola, iibhokisi neesilinda), ipowusta yezinto ezine-*3D*
4	Ukuchaza izinto ezine-3D	iLAB, *ipowusta yezinto ezine-3D, iinethizeemilo ezine-3D*
5	Uqukaniso novavanyo olujolise ekufundeni	iLAB

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukusebenzisa ulwazi lwangaphambili ekusombululeni iingxaki zamagama zokudibanisa nokuthabatha.	
ukuchaza nokuthelekisa iimpawu zezinto ezine-3D.	

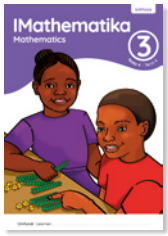
Uvavanyo

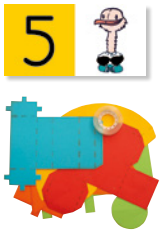
Uvavanyo olubhalwayo: indawo, imilo, inani nezibalo

Bhala phantsi amanqaku afunyenweyo kwama-3 (indawo nemilo) nakwama-6 (iingxaki zamagama) kwiphetshana lamanqaku ekota.

Word problems and 3-D objects

	Resources
Mental Maths: Give me more than 1, 2, 3, 4, 5, 10	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	Addition and subtraction word problems	LAB, *money poster, play money*
2	Addition and subtraction word problems	LAB
3	3-D objects – roll and slide	LAB, an assortment of 3-D objects (balls, boxes and cylinders), *3-D objects poster*
4	Describing 3-D objects	LAB, *3-D objects poster*, *3-D shape nets*
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
draw on previous knowledge to solve addition and subtraction word problems.	
describe and compare the characteristics of 3-D objects.	

Assessment

Written assessment: Space and shape and Number and operations

Record a mark out of 3 (Space and shape) and 6 (Word problems) in the term mark sheet.

Iingxaki zamagama nezinto ezinemilinganiselo emi-3 (3-D)

Ividiyo yezibalo zentloko

Kule veki, kwizibalo zentloko, sigxila kwiingqiqo ezingokungaphezulu kunenye. Utitshala uza kuveza amanani amivo mi-2 namivo mi-3 ngoonotsheluza bakhe, ze abafundi baveze inani elingaphezulu ngo-1, 2, 3, 4, 5 okanye nge-10 ngababo 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 othi *iMaths ekhawulezayo ngamakhadi nedayisi – lingaphezulu ngo-1, 2, 3, 4, 5 okanye ngesi-6*! Lo mdlalo unika abafundi amathuba okudibanisa u-1, 2, 3, 4, 5 okanye isi-6 enanini. Umfundi omnye uveza inani elinemivo emi-2 okanye emi-3 ngoonotsheluza. Omnye umfundi uphosa idayisi aze adibanise u-1, 2, 3, 4, 5 okanye isi-6 kwinani eliveziweyo. Lo mdlalo uza kunceda abafundi baziqhelise ukudibanisa amanani amvo-mnye ngokukhawuleza nangokulula.

Ividiyo yophuhliso lwengqiqo

Kumsebenzi wale veki ongeengxaki zamagama nezinto ezikhoyo ezinemilinganiselo emi-3, abafundi bayaqhubeka nokuziqhelisa ukudibanisa nokuthabatha phambi kokugqithela kwizinto ezine-3D. Baza kubethelela ulwazi lwabo lokudibanisa nokuthabatha xa besenza imisebenzi eyahlukileyo yeengxaki zamagama. Bakwaxoxa ngeempawu zezinto ezine-3D ezahlukileyo baze bajonge ukuba ziyaqengqeleka na okanye ziyatyibilika. Kule veki sijolisa koku:

- ukusebenzisa ulwazi lwangaphambili ukusombulula iingxaki zamagama zokudibanisa nokuthabatha.
- ukuchaza nokuthelekisa iimpawu zezinto ezikhoyo ezine-3D.

Into emayiqatshelwe kule veki

- Njengoko kule veki sigxila ekubetheleleni ulwazi lwangaphambili, lithuba elihle lokusombulula iingxaki ezibandakanya ubunzima, ubude nemali.
- Kubaluleke kakhulu ukuba abafundi basebenze ngeemilo zokwenyani xa bethetha ngeempawu zazo ukuze bazibonele ngokwabo. Ukuba akunazimilo zaneleyo zokunika onke amaqela abafundi iiseti, kufuneka ubabonise ngeemilo onazo ubanike ithuba lokuza ngaphambili ukuze bazibone baziphathe nokuziphatha xa kufuneka benze njalo.
- Bakhuthaze abafundi ukuba bancokole ukuze baphuhlise ulwimi lwabo lwemathematika besebenzisa isigama esichanekileyo: **bala**, **dibanisa**, **kunye**, **ukudibanisa**, **zidibene okanye zizonke**, **zilingana**, **thabatha**, **susa**, **umahluko**, **qinisekisa**, **iimilo ezine-2D**, **izinto ezine-3D**, **iimilo zebhola**, **iingqukumba**, **iimilo zebhokisi**, **iiprizimu**, **iisilinda**, **iiphiramidi**, **iikhowuni**, **umphezulu ogobileyo**, **qengqeleka**, **tyibilika**, **icala**, **umphezulu omcaba**, **ityhubhu**, **iprizimu eyirekthengile**, **ubuso**, **ngaphezulu kuna-**, **ngaphantsi kuna-**

Word problems and 3-D objects

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 cards* and learners then 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!* The game provides opportunities for the learners to add 1, 2, 3, 4, 5 or 6 to a number. 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 will help learners to practice adding single-digit numbers quickly and easily.

Conceptual development video

In this week's work on word problems and 3-D objects, learners continue practising addition and subtraction before moving on to 3-D objects. They will reinforce their knowledge of addition and subtraction as they practise a variety of word problems. They also discuss the characteristics of different 3-D objects and look at whether they slide or roll. This week we focus on:

- drawing on previous knowledge to solve addition and subtraction word problems.
- describing and comparing the characteristics of 3-D objects.

What to look out for this week

- As this week focuses on reinforcing previous learning, it is a good opportunity for learners to solve problems involving mass, length, and money.
- It is vitally important that the learners work with real shapes when they are talking about the characteristics of those shapes, so that they can see these things for themselves. If you do not have enough shapes to give all the groups of learners a set, you should demonstrate using shapes and allow the learners to come to the front of the class and experiment with the real objects when they need to.
- Encourage conversation between learners so that they can develop their mathematical language using the correct vocabulary: **calculate**, **add**, **and**, **addition**, **altogether**, **equals**, **subtract**, **take away**, **difference**, **check**, **2-D shapes**, **3-D objects**, **ball shapes**, **spheres**, **box shapes**, **prisms**, **cylinders**, **pyramids**, **cones**, **curved surface**, **roll**, **slide**, **side**, **flat surface**, **cube**, **rectangular prism**, **face**, **more than**, **less than**

Iingxaki zamagama zokudibanisa nokuthabatha

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

IZIBALO ZENTLOKO | MENTAL MATHS

Veza ngoonotsheluza 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

Addition and subtraction word problems

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

Thabatha.
Subtract.

75 – 41 = _____

56 – 22 = _____

28 – 14 = _____

82 – 61 = _____

67 – 30 = _____

89 – 40 = _____

38 – 20 = _____

56 – 30 = _____

69 – 50 = _____

98 – 60 = _____

Usuku 2 Day 2

Thabatha.
Subtract.

92 – 60 = _____

68 – 40 = _____

35 – 10 = _____

72 – 30 = _____

56 – 20 = _____

78 – 50 = _____

24 – 10 = _____

93 – 70 = _____

35 – 20 = _____

88 – 80 = _____

Usuku 3 Day 3

Thabatha.
Subtract.

74 – 50 = _____

88 – 60 = _____

43 – 30 = _____

65 – 40 = _____

56 – 20 = _____

97 – 80 = _____

24 – 10 = _____

36 – 20 = _____

47 – 30 = _____

69 – 60 = _____

Usuku 4 Day 4

Thabatha.
Subtract.

72 – 60 = _____

96 – 70 = _____

54 – 30 = _____

81 – 50 = _____

22 – 10 = _____

34 – 21 = _____

49 – 40= _____

68 – 50 = _____

91 – 80 = _____

75 – 30 = _____

Iingxaki zamagama zokudibanisa nokuthabatha

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

UThandeka uthenge incwadi, ibhola nebhayisekile. Incwadi ixabise ama-R33, ibhola ixabise ama-R27 yaze ibhayisekile yaxabisa ama-R51. Liyimalini ityala lakhe?

Thandeka bought a book, a ball and a bicycle. The book cost R33, the ball cost R27 and the bicycle cost R51. How much money did she owe?

Kufuneka sidibanise. R33 + R27 + R51 = R111.

We need to add. R33 + R27 + R51 = R111

Ukuba uThandeka uhlawule imali ngobunjalo bayo nqo, uza kusebenzisa eyiphi imali engamaphepha neziphi iingqekembe zemali?

So, if Thandeka paid with the exact amount, what notes and coins could she use?

Angasebenzisa i-R100 eliphepha ne-R10 eliphepha ne-R1 eyingqekembe.

She could use a R100 note, a R10 note and a R1 coin.

Kanti ke ebenakho nokusebenzisa ii-R50 ezingamaphepha ezimbini, ii-R5 ezimbini eziziingqekembe ne-R1 eyingqekembe.

She could also use two R50 notes, two R5 coins and a R1 coin.

Ukuba uThandeka une-R150, uza kufumana itshintshi yamalini ukuba uzithenga zontathu ezi zinto?

If Thandeka has R150, how much change will she get if she buys all three items?

Kufuneka sithabathe. Uza kushiyekelwa ngama-R39.

We need to subtract. She will get R39 change.

Phinda la manyathelo ngezinye iingxaki zokudibanisa nokuthabatha. Bakhuthaze abafundi ukuba bacinge ngamaqhinga abanokuwasebenzisa ekusombululeni iingxaki. Bayeke bamane bejonga kwipowusta yemali kwaye bayisebenzise imali xa kuyimfuneko.

Repeat the steps with other addition and subtraction problems. Encourage learners to think about what strategies they use to solve the problems. Allow learners to refer to the money poster and to use the money if needed.

Addition and subtraction word problems

IVEKI • WEEK 5

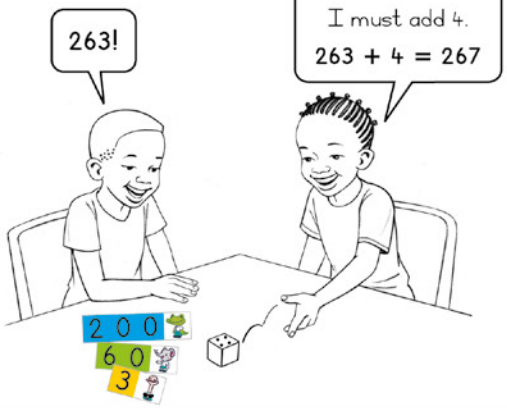
USUKU 1 • DAY 1

Iingxaki zamagama zokudibanisa nokuthabatha
Addition and subtraction word problems

IZIBALO ZENTLOKO (MENTAL MATHS) | NDINIKE ELINGAPHEZULU KUNO (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.
- Veza inani usebenzise oonotsheluza bakho.
  Show a number using your flard cards.
- Phosa idayisi – dibanisa!
  Throw a dice – add!
- Phinda kwakhona!
  Do it again!



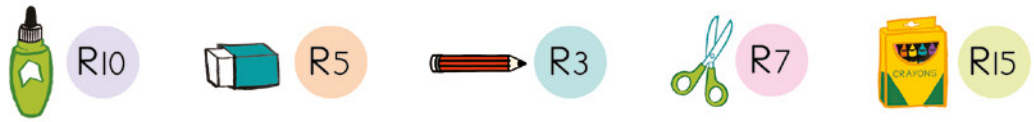
1 Sombulula.
Solve.

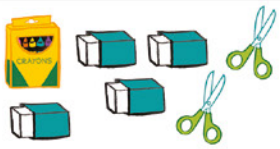
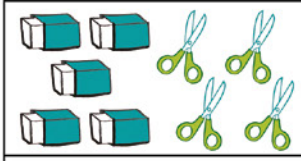
UMandla uthenga isonka nobisi evenkileni. Isonka sixabisa i-R1,40, ubisi lona luxabisa i-R2,30. Uchitha malini iyonke?
Mandla buys bread and milk at the shop. The bread costs R1,40 and the milk costs R2,30. How much does he spend altogether?

Ibhayisekile enye ixabisa ama-R320. Ziza kuxabisa malini iibhayisekile ezimbini?
One bicycle costs R320. How much will two bicycles cost?

UNkanyiso uthenge iibhulukhwe ezimfutshane ezine ngama-R55 inye. Uza kufumana itshintshi yamalini kuma-R300?
Nkhanyiso bought four pairs of shorts for R55 each. How much change will he get from R300?

2 Yimalini itshintshi ukuba ubhatala nge-R100?
How much change if you pay with R100?



uthenga you buy	ixabiso lilonke total cost	itshintshi change
	R10 + R10 + R10 + R15 + R5 = R50	R100 – R50 = R50
		R100 – _____ = _____
		R100 – _____ = _____
		R100 – _____ = _____
		R100 – _____ = _____
		R100 – _____ = _____
		R100 – _____ = _____
		R100 – _____ = _____

Addition and subtraction word problems

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

UNtobe unezijungqe ezibini zentambo. Esinye side kangange-153 cm, esinye singama-429 cm ubude. Zide kangakanani ezi ntambo xa zidityanisiwe?

Ntobe has 2 pieces of rope. One is 153 cm long and the other is 429 cm long. How long are both pieces altogether?

Ukuba uNtobe usebenzise ubude besijungqe esinye ukuze abonise ubude obungama-287 cm, sesiphi isijungqe aza kusisebenzisa?

If Ntobe had to use one of her lengths of rope to show a length of 287 cm, which piece would she use?

1

Kufuneka sidibanise ubude bezijungqe zozibini.

153 cm + 429 cm = 582 cm

We need to add the two lengths together.

2

Kuza kufuneka asebenzise isijungqe esinobude obungama-429 cm kuba esinye isijungqe sifutshane kakhulu.

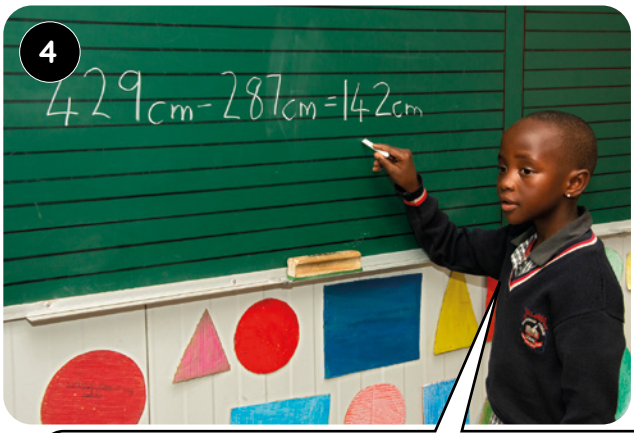
She would have to use the 429 cm rope because the other one is too short.

3

Ukuba uNtobe usika isijungqe esingama-287 kwintambo engama-429 ubude, uza kushiyekelwa sisijungqe eside kangakanani?

If Ntobe cuts a 287 cm piece off her 429 cm rope, how much rope would she have left over?

4



Singathabatha.
Uza kushiyekelwa yintambo engange-142 cm.

429 cm – 287 cm = 142 cm.

We can subtract.
She would have 142 cm left over.

Phinda la manyathelo nangezinye iingxaki zokudibanisa nokuthabatha. Bakhuthaze abafundi ukuba bacinge ngamaqhinga abanokuwasebenzisa ekusombululeni ezo ngxaki.

Repeat the steps with other addition and subtraction problems. Encourage learners to think about what strategies they use to solve the problems.

IVEKI • WEEK 5

USUKU 2 • DAY 2

lingxaki zamagama zokudibanisa nokuthabatha
Addition and subtraction word problems

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

1 Ndine-R150. Zeziphi izinto endinokuzithenga evenkileni? Dwelisa izinto zibe ne onokukhetha kuzo.

I have R150. Which items can I buy from the shop? List four options.

1	Ndingathenga ihempe, ushoti, ikephusi ijini. I can buy a shirt, shorts, a cap and jeans.
2	
3	
4	

2 Dibanisa.

Add.

125 + 53 = ____	801 + 154 = ____	564 + 132 = ____
331 + 208 = ____	75 + 717 = ____	664 + 87 = ____

3 Ndine-15 kg yomgubo. Umhlobo wam une-12 kg yeswekile. Umnakwethu yena une-35 kg yeetapile. Zinobunzima obungakanani zizonke ezi zinto?

I have 15 kg of flour. My friend has 12 kg of sugar. My brother has 35 kg of potatoes. How much do all the ingredients weigh altogether?

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Addition and subtraction word problems

UFana uthenga i-625 g yesivundisi. Upha uMandla i-134 g. Singakanani isivundisi sikaFana esiseleyo?

Fana buys 625 g of compost. He gives 134 g to Mandla. How much compost does Fana have left?

UNosipho uneentambo ezi-5 ezinobude obahlukileyo. Intambo nganye inobude bayo obungama-35 m, 29 m, 45 m, 11 m, nama-52 m. Buyintoni ubude bezi ntambo budibene?

Nosipho has 5 lengths of rope. The ropes measure as 35 m, 29 m, 45 m, 11 m and 52 m respectively. What is the total length of the ropes?

4 UNtando une-R130. Uthenga ithoyi yokudlala nge-R37, incwadana nge-R16, ibhola nge-R11 nejezi nge-R54. Ziyimalini zizonke ezi zinto?

Ntando has R130. He buys a toy for R37, a notebook for R16, a ball for R11 and a jersey for R54. What is the total cost of his items?

Uza kufumnana itshintshi yamalini?

How much change will he get?

UThandekile une-R200. Uthenga isikuta nge-R113, ibhokisi yeetshokolethi nge-R27 nencwadi nge-R45. Zixabisa malini zizonke ezi zinto?

Thandekile has R200. She buys a scooter for R113, a box of chocolate for R27 and a book for R45. What is the total cost of her items?

Uza kufumnana itshintshi yamalini?

How much change will she get?

Izinto ezine-3-D (eziqengqelekayo nezityibilikayo)

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Zeziphi izinto ocinga ukuba ziyaqengqeleka?
Which of the objects do you think you can roll?

Kuthiwa ziingqakumba!
They are called spheres!

Izinto ezimile okwebhola ziyaqengqeleka kuba zigobile.
The ball-shaped objects can roll because they are curved.

Zeziphi izinto ocinga ukuba ziyatyibilika?
Which of the objects do you think you can slide?

Zona kuthiwa ziiprizimu!
Those are called prisms!

Izinto ezimile okwebhokisi ziyatyibilika kuba zinamacala amcaba.
The box-shaped objects can slide because they have flat sides.

Zeziphi izinto ocinga ukuba zinokuqengqeleka ziphinde zityibilike?
Which of the objects do you think you can slide and roll?

Ziisilinda!
Cylinders!

Iisilinda ziyakwazi ukuqengqeleka nokutyibilika kuba zinamacala agobileyo namcaba.
Cylinders can slide and roll because they have both curved and flat faces.

Nika abafundi amathuba okuqengqelana nokutyibilikiselana izinto ezikhoyo. Bakhuthaze baxoxe ngezinto abaziqaphelayo ngezi zinto zombini nendawo ezikuyo.

Provide opportunities for learners to slide or roll objects to each other. Encourage them to discuss what they notice about both the objects and their movement.

3-D objects (roll and slide)

IVEKI • WEEK 5

USUKU 3 • DAY 3

Izinto ezine-3D (eziqengqelekayo nezityibilikayo)

3-D objects (roll and slide)

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

1 Jonga imiphezulu yezi zinto. Bhala uxele ukuba imiphezulu yazo imcaba na okanye igobile.

Look at the surfaces of the objects. Write down whether the surfaces are flat or curved.

izinto ezikhoyo objects	imiphezulu emcaba okanye egobileyo flat or curved surfaces
iibhola balls 	
iibhokisi boxes 	
iisilinda cylinders 	
iiphiramidi pyramids 	
iikhowuni cones 	

2 Phendula le mibuzo.

Answer the questions.

into ekhoyo object	imiphezulu emcaba / egobileyo? flat surfaces / curved surfaces?	iyaqengqeleka / iyatyibilika? roll / slide?
	egobileyo curved	qengqeleka roll
		
		

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Izinto ezine-3-D (eziqengqelekayo nezityibilikayo)

3 Khangela izinto ezikhoyo eklasini ezine-3D. Zisebenzise ekuzaliseni le theyibhile.

Look around the classroom for 3-D objects. Use these to fill in the table below.

Zoba into ekhoyo. Draw the object.	imiphezulu emcaba / egobileyo / imiphezulu emcaba negobileyo flat surfaces / curved surfaces / flat and curved surfaces	qengqeleka / tyibilika / qengqeleka utyibilike roll / slide / roll and slide

Describing 3-D objects

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Faka isandla sakho engxoweni uve into ibe nye.
Put your hand in the bag and feel one object.

Ndiva into enamacala agobileyo. Yibhola.
I feel an object that has curved sides. It is a ball.

Ewe! Elinye igama lebhola yingqakumba.
Yes! Another name for a ball is a sphere.

Ndiva into enamacala amcaba yonke. Onke amacala avakala ngokufanayo, ngoko ke ndicinga ukuba yityhubhu.
I feel an object that has flat sides all around. All the sides feel about the same, so I think it is a cube.

Ndiva into enomphantsi omcaba nangqukuva ze ibe tsolo phezulu oku kwekhowuni yeayisikhrimu.
I feel an object that has a round, flat bottom and it comes up to a point like an ice cream cone.

Kunjalo! Yikhowuni!
Yes! That is a cone!

Nika abafundi amathuba okuphatha bazive zonke izinto ezine-3D ezisengxoweni. Sebenzisa eli thuba ukusebenzisa amagama achanekileyo kwezi zinto zine-3D: ingqakumba, iprizimu eluxande/ eyirekthengile, isilinda, iphiramidi, ikhowuni, iityhubhu. Thetha ngeempawu zazo.

Provide opportunities for learners to feel all the 3-D objects in the bag. Use this opportunity to use the correct terms for the 3-D objects: sphere, rectangular prism, cylinder, pyramid, cone, cube. Speak about their characteristics.

Ukuchaza izinto ezine-3-D

IVEKI • WEEK 5

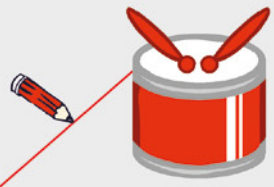
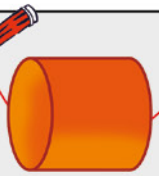
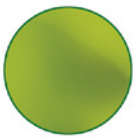
USUKU 4 • DAY 4

Ukuchaza izinto ezine-3D
Describing 3-D objects

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

1 Krwela imigca utshatise izinto nezinto ezichanekileyo eziyi-3D.

Draw lines to match the objects to the correct 3-D object.

isilinda cylinder		
ikhowuni cone		
iprizimu eyirekthengile rectangular prism		
iphiramidi pyramid		
ityhubhu cube		
ingqakumba sphere		

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Describing 3-D objects

2 Sebenzisa amagama akuvimba wamagama uthiye izinto ezine-3D.

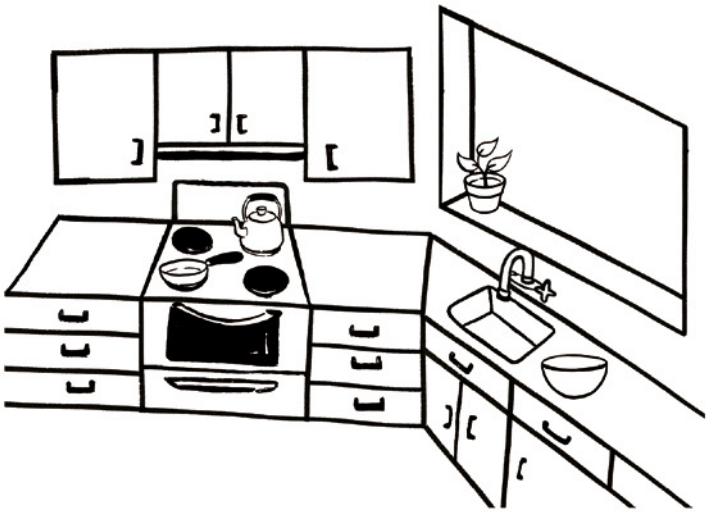
Use the words from the word bank to name the 3-D objects.

ingqakumba sphere	iprizimu eyirekthengile rectangular prism	silinda cylinder	iphiramidi pyramid	ikhowuni cone	ityhubhu cube

3 Zingaphi iimilo ozibonayo? Thetha nomhlobo wakho.

How many shapes do you see? Talk to your friend.



Uvavanyo noqukaniso

IVEKI • WEEK 5

USUKU 5 • DAY 5

Uvavanyo noqukaniso
Assessment and consolidation

UVAVANYO ASSESSMENT → IPHEPHA LOKUSEBENZELA WORKSHEET

1 Chaza imiphezulu yezi zinto: imcaba / igobile/ imcaba ikwagobile.

Describe the surfaces of the objects: flat / curved / flat and curved.

2 UFikile une-R100. Uthenga ishampu nge-R25, isepha engumgubo nge-R47 nekhandlela nge-R19. Zixabisa malini izinto azithengileyo zizonke, kwaye uza kufumana itshintshi yamalini?

Fikile has R100. He buys shampoo for R25, washing powder for R47 and a candle for R19. What is the total cost of his items and how much change will he get?

UPhindi une-R200. Uthenga iibhutsi zesoka nge-R68, izikhuseli-mbande nge-R23 neeglavu zikanopali nge-R41. Zixabisa malini izinto azithengileyo zizonke, kwaye uza kufumana itshintshi yamalini?

Phindi has R200. She buys soccer boots for R68, shin pads for R23 and goalie gloves for R41. What is the total cost of her items and how much change will she get?

Masithethe ngeMaths!

Let's talk Maths!

NgesiXhosa sithi:	In English we say:
umphezulu omcaba	flat surface
umphezulu ogonileyo	curved surface
ikhowuni	cone
iprizimu	prism
ityhubhu	cube

50

Assessment and consolidation

Uqukaniso | Consolidation

1 UNtando uthenga umgubo ongama-500 g. Upha uThandi ama-350 g. Ungakanani umgubo kaNtando oshiyekileyo.

Ntando buys 500 g of flour. He gives 350 g to Thandi. How much flour does Ntando have left?

UFana uthenga amalaphu anemibala ebomvu, ezuba, eluhlaza namthubi. Ilaphu elibomvu lide kangange-79 m, elizuba kangange-64 m, eliluhlaza kangange-53 m ze elimthubi libe nobude obungama-88 m. Bungakanani ubude bala malaphu xa budibene?

Fana buys red, blue, green and yellow fabric. The red fabric is 79 m, the blue is 64 m, the green is 53 m and the yellow is 88 m. What is the total length of all the fabric?

2

ingqakumba sphere	iprizimu eyirekthengile rectangular prism	silinda cylinder	iphiramidi pyramid	ikhowuni cone	ityhubhu cube
					

Thiya ezi zinto amagama ezinto ezine-3D.

Name these objects as 3-D objects.

3 Zoba umfanekiso ngezinto ezine-3D.

Draw a picture using 3-D objects.

Izinto ezine-3D

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

Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Ukwakha ngezinto ezine-3-D	iLAB, ingqokelela yezinto ezine-3D (iibhola, iibhokisi neesilinda), *ipowusta yezinto ezine-3D*
2	Ukuthelekisa izinto ezine-3-D	iLAB, ingqokelela yezinto ezine-3D (iibhola, iibhokisi neesilinda), *ipowusta yezinto ezine-3D, iinethi zeemilo ezine-3D*
3	Iimbuso zezinto ezine-3-D	iLAB, ingqokelela yezinto ezine-3D (iibhola, iibhokisi neesilinda), *ipowusta yezinto ezine-3D, iinethi zeemilo ezine-3D,* iphepha elingasebenziyo
4	Izinto ezine-3-D	iLAB, ingqokelela yezinto ezine-3D (iibhola, iibhokisi neesilinda), *ipowusta yezinto ezine-3D*
5	Uqukaniso novavanyo olujolise ekufundeni	iLAB

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukwakha nokuchitha imifuziselo ye-3d ngezinto ezine-3d.	
ukuchaza iimpawu zezinto ezine-3d.	
ukunakana iimilo ezine-2d ezisetyenziswe ekwenzeni iimbuso zezinto ezine-3d.	

Uvavanyo

Uvavanyo olubhalwayo: Indawo neemilo – izinto ezine-3D

Bhala phantsi amanqaku afunyenweyo kwali-9 kwiphetshana lamanqaku ekota.

Uvavanyo oluthethwayo nolwenziwayo

Qwalasela abafundi ukuze uvavanye izakhono zabo zokuchonga, ukuthiya nokuchaza izinto ezine-3D	Amanqaku 5		
Uluhlu lwezinto ezijongwayo: ilungile/ayilunganga/iphantse	✓	✗	●
Uyakwazi ukwakha ngezinto ezine-3D			
Uyakwazi ukuchonga aze axele igama lento ene-3D			
Uyakwazi ukuchaza izinto eziqengqelekayo			
Uyakwazi ukuchaza izinto ezityibilikayo			
Uyakwazi ukunakana iimilo ezine-2D ezisetyenziswe ekwakheni iimbuso zezinto ezine-3D			

Bhala phantsi amanqaku afunyenweyo kwama-5 kwiphetshana lamanqaku ekota.

3-D objects

		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: 2, 3, 4 or 5 less*		learner *flard cards and dice*
Day	**Lesson activity**	**Lesson resources**
1	Building with 3-D objects	LAB, an assortment of 3-D objects (balls, boxes and cylinders), *3-D objects poster*
2	Comparing 3-D objects	LAB, an assortment of 3-D objects (balls, boxes and cylinders), *3-D objects poster*, *3-D shape nets*
3	Faces of 3-D objects	LAB, an assortment of 3-D objects (balls, boxes and cylinders), *3-D objects poster*, *3-D shape nets*, scrap paper
4	3-D objects	LAB, an assortment of 3-D objects (balls, boxes and cylinders), *3-D objects poster*
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
construct and deconstruct 3-D models using 3-D objects.	
identify the characteristics of 3-D objects.	
recognise the 2-D shapes used to make up the faces of 3-D objects.	

Assessment

Written assessment: Space and shape – 3-D objects

Record a mark out of 9 in the term mark sheet.

Oral and practical assessment

Observe learners to assess their ability to identify, name and characterise 3-D objects.	**Mark 5**		
Checklist: correct/incorrect/almost	✓	✗	●
Able to build using 3-D objects			
Able to identify and name 3-D objects			
Able to identify objects that can roll			
Able to identify objects that can slide			
Able to recognise the 2-D shapes used to make up the faces of 3-D objects			

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

Izinto ezine-3D

Ividiyo yezibalo zentloko

Kwizibalo zentloko zale veki siza kugxila kwiingqiqo zenani elingaphantsi kunelinye. Utitshala uza kuveza inani elimivo emi-2 okanye elimivo emi-3 esebenzisa oonotsheluza, ze abafundi baveze amanani angaphantsi ngo-1, 2, 3, 4, 5, okanye nge-10 besebenzisa ababo oonotsheluza. Oonotsheluza 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 *iMaths ekhawulezayo ngamakhadi nedayisi: lingaphantsi ngo-1, 2, 3, 4, 5 okanye ngesi-6*! Lo mdlalo unika abafundi amathuba okuthabatha u-1, 2, 3, 4, okanye isi-5 kwinani elithile. Umfundi omnye uveza inani elinemivo emi-2 okanye emi-3 *ngoonotsheluza*. Omnye umfundi uphosa idayisi aze athabathe u-1, 2, 3, 4, 5 okanye isi-6 kwelo nani livelileyo. Lo mdlalo uza kunceda abafundi baziqhelise ukuthabatha amanani anomvo omnye ngokukhawuleza nalula.

Ividiyo yophuhliso lwengqiqo

Kumsebenzi wale veki wezinto ezine-3-D, abafundi babethelela ulwazi lwabo lweempawu zezinto ezine-3-D. Baxoxa ngeembuso zezinto ezikhoyo ezine-3-D, bachaze iimilo ezine-2-D ezenza ezi mbuso. Kwakhona basebenzisa izinto ezine-3-D ukwakha nokuchitha imifanekiso becinga ngezinto ezenza ukuba zizinze. Kule veki siza kugxila koku:

- ukwakha nokuchitha imifanekiso ye-3-D besebenzisa izinto ezine-3-D.
- ukuchaza iimpawu zezinto ezine-3-D.
- ukunakana iimilo ezine-2-D ezisetyenziswe ekwenzeni iimbuso zezinto ezine-3-D.

Into emayiqatshelwe kule veki

- Bakhuthaze abafundi ukuba baziphathe ezi zinto zine-3-D xa befunda ngeempawu zazo. Ukuba akukho zimilo zaneleyo zokunika onke amaqela, babonise ngeemilo zakho ubavumele ukuba beze ngaphambili eklasini ukuze baziphathe bazive xa kufuneka benze njalo.
- Bakhuthaze abafundi bancokole ukuze baphuhlise ulwimi lwabo lwemathematika besebenzisa isigama esichanekileyo: **iimilo ezine-2D**, **izinto ezikhoyo ezine-3D**, **iimilo zeebhola**, **ingqakumba**, **iimilo zeebhokisi**, **iiprizimu**, **iisilinda**, **iiphiramidi**, **iikhowuni**, **umphezulu ogobileyo**, **iyaqengqeleka**, **iyatyibilika**, **umphezulu omcaba**, **ityhubhu**, **iiprizimu ezizirekthengile**, **ubuso**

3-D objects

Mental Maths video

This week we focus on the concept of less than in Mental Maths. Show the class a 2- or 3-digit number using your *flard cards* 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 or 5 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 3-D objects, learners consolidate their knowledge of the characteristics of 3-D objects. They discuss the faces of the 3-D objects and identify the 2-D shapes that make up these faces. They also use 3-D objects to construct and deconstruct models, thinking about what makes items balance. This week we focus on:

- constructing and deconstructing 3-D models using 3-D objects.
- identifying the characteristics of 3-D objects.
- recognising the 2-D shapes used to make up the faces of 3-D objects.

What to look out for this week

- Encourage learners to actively handle real 3-D objects as they learn about their characteristics. If you do not have enough shapes to give all the groups of learners a set, demonstrate using shapes and allow the learners to come to the front of the class and experiment with the real objects when they need to.
- Encourage conversation between learners so that they can develop their mathematical language using the correct vocabulary: **2-D shapes**, **3-D objects**, **ball shapes**, **spheres**, **box shapes**, **prisms**, **cylinders**, **pyramids**, **cones**, **curved surface**, **roll**, **slide**, **side**, **flat surface**, **cube**, **rectangular prism**, **face**

Ukwakha ngezinto ezine-3-D

IZIBALO ZENTLOKO – MENTAL MATHS | NDINIKE INANI ELINGAPHANTSI – GIVE ME LESS THAN → UMDLALO – GAME → UPHUHLISO LWENGQIQO – CONCEPT DEVELOPMENT → AMAPHEPHA LOKUSEBENZELA – WORKSHEETS

IZIBALO ZENTLOKO | MENTAL MATHS

Veza ngoonotsheluza 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.

1

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

2

Veza elingaphantsi nge-10.
Show me 10 less.

3

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

4

Building with 3-D objects

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

Dibanisa.
Add.

146 + 372 = _____

452 + 246 = _____

668 + 121 = _____

533 + 465 = _____

758 + 250 = _____

420 + 366 = _____

277 + 721 = _____

154 + 643 = _____

331 + 567 = _____

204 + 704 = _____

Usuku 2 Day 2

Dibanisa.
Add.

742 + 151 = _____

205 + 644 = _____

509 + 430 = _____

175 + 821 = _____

600 + 288 = _____

263 + 111 = _____

549 + 250 = _____

156 + 442 = _____

381 + 318 = _____

642 + 184 = _____

Usuku 3 Day 3

Dibanisa.
Add.

252 + 144 = _____

344 + 534 = _____

471 + 222 = _____

692 + 303 = _____

537 + 461 = _____

111 + 888 = _____

231 + 437 = _____

542 + 551 = _____

320 + 350 = _____

661 + 222 = _____

Usuku 4 Day 4

Dibanisa.
Add.

213 + 266 = _____

461 + 436 = _____

553 + 112 = _____

678 + 321 = _____

341 + 555 = _____

241 + 251 = _____

511 + 411 = _____

432 + 234 = _____

612 + 331 = _____

521 + 160 = _____

Ukwakha ngezinto ezine-3-D

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Ucinga ukuba ndingakwazi ukuzinzisa ibhokisi phezu kwebhola?
Do you think I can get the box to balance on the ball?

Hayi – iya kuwa ibhokisi.
No – the box will fall off.

Kutheni ucinga ukuba ayinakuzinza ibhokisi phezu kwebhola?
Why do you think the box won't balance on the ball?

Ibhola inamacala angqukuva. Ukuba ndibeka ibhokisi phezu kwayo, iya kuqengqeleka ibhola iwe ibhokisi.
The ball has curved sides. If I try put the box on top of it, the ball will roll and the box will fall.

Ucinga ukuba kuya kwenzeka ntoni ukuba ndibeka ibhola phezu kwebhokisi?
What do you think will happen if I try put the ball on top of the box?

Ibhokisi inamacala amcaba ngoko ke ayisayi kushukuma. Ingangaqengqeleki ibhola ukuba ndinononophelo.
The box has flat sides so it will stay still. The ball might not roll off if I am careful.

Ungakwazi ukufumana enye into ene-3-D enokuzinza ngcono phezu kwebhokisi?
Can you see a different 3-D object that would balance better on the box?

Ungabeka iphiramidi phezu kwebhokisi. Inompantsi omcaba ngoko ke iya kuhlala kakuhle phezu kwebhokisi.
You could put the pyramid on top of the box. It has a flat bottom so it will stay on the box.

Phinda la manyathelo angasentla ngezinto ezahlukileyo ezine-3D. Bakhuthaze abafundi ukuba bazakhele imifuzileo/imifanekiso, ngeenjongo zokubona ukuba yeyiphi ezinza kakuhle. Bancede abafundi bachaze ukuba kutheni kulula nje ukwakha ngezinye izinto kodwa akunjalo ngezinye.

Repeat the steps above with a variety of 3-D objects. Encourage the learners to construct models for themselves, testing to see what balances well. Help them identify why it is possible to create constructions with some objects and not with others.

Building with 3-D objects

IVEKI • WEEK 6

USUKU 1 • DAY 1

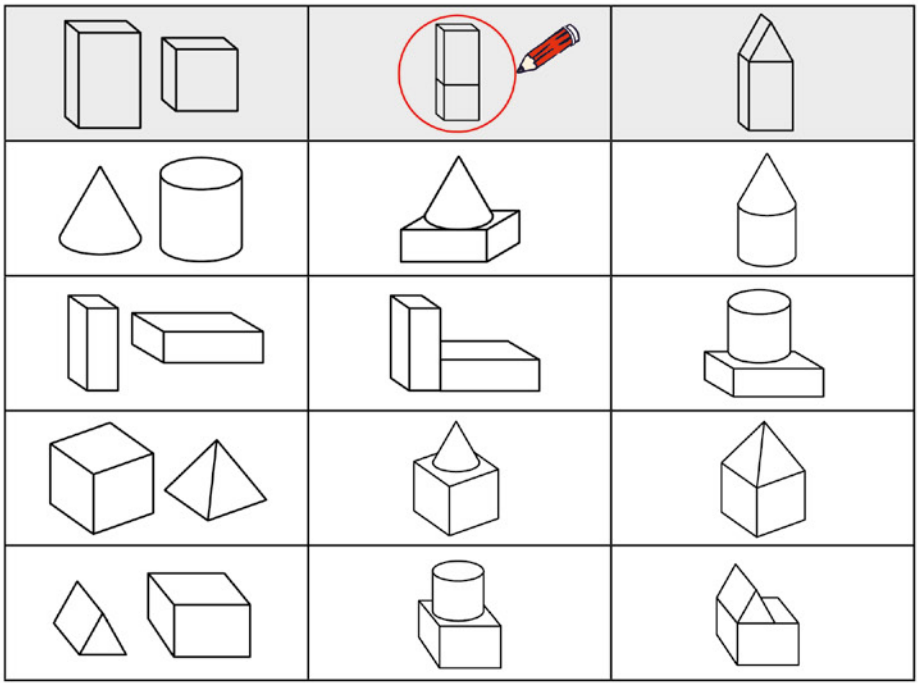
Ukwakha ngezinto ezine-3D
Building with 3-D objects

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

Umdlalo: Imaths ekhawulezayo ngamaKhadi – thabatha
Game: Fast maths with cards – subtract

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

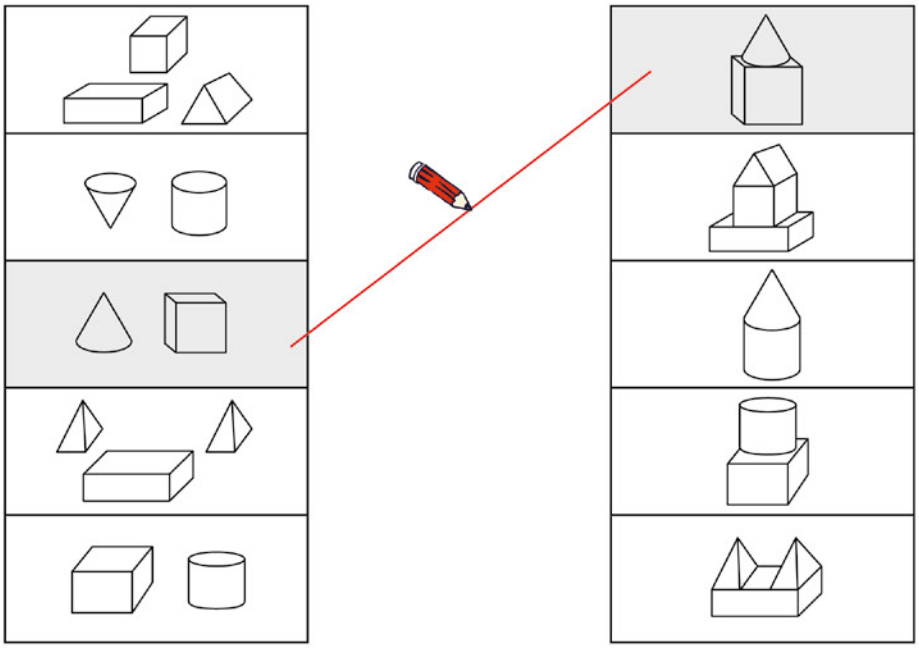
1 Biyela ngesangqa izakhiwo ezinokwakhiwa ngezinto ezine-3D kwikholamu yokuqala.
Circle the constructions that can be built using the two 3-D objects in the first column.



Ukwakha ngezinto ezine-3-D

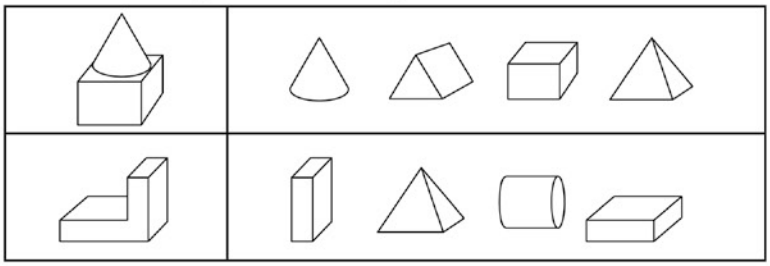
2 Tshatisa into ene-3D nesakhiwo esichanekileyo.

Match the 3-D objects to the correct construction.



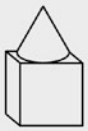
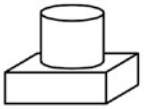
3 Fakela umbala kwizinto ezine-3D ezenza isakhiwo ngasinye.

Colour the 3-D objects that make up each construction.



4 Zeziphi izinto ezine-3D ozibonayo? Bhala amagama azo.

What 3-D objects can you see? Write the names.

		
ikhowuni cone		
ityhubhu cube		

Comparing 3-D objects

IZIBALO ZENTLOKO MENTAL MATHS | NDINIKE INANI ELINGAPHANTSI GIVE ME LESS THAN → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA LOKUSEBENZELA WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Yakha izinto ezine-3D ngeenethi. Thetha neqabane lakho. Lixelele ukuba imilo nganye ineembuso ezingaphi.
Build your 3-D objects using nets! Talk to your partner. Tell them how many faces each object has.

Nika abafundi ixesha elaneleyo lokwakha izinto ezine-3D. Kufuneka bathethe ngazo ngeli xesha bazakhayo, besebenzisa ulwimi lwemathematika.

Give the learners time to build their 3-D objects. They should talk about the objects while they build, using mathematical language.

Jonga ikhowuni nesilinda. Zifana njani?
Look at the cone and the cylinder. How are they the same?

Zombini zinemiphezulu emcaba negobileyo.
Both objects have flat and curved surfaces.

Zahluke ngantoni ezi zinto?
What is different about these objects?

Ikhowuni inecala elinye elitsolo, kodwa yona isilinda inamacala amabini amcaba.
The cone has one pointy end but both ends of the cylinder are flat.

Isilinda inemiphezulu emcaba emibini, ikhowuni inomphezulu omcaba omnye.
The cylinder has two flat surfaces but the cone has one flat surface.

Phinda la manyathelo angasentla nezinye izinto ezine-3D, uzithelekise ngokweempawu zazo. Khuthaza abafundi ukuba baxoxe ngezinto ezifana okanye ezahluke ngazo izinto ezimbini ngexesha. Umzekelo, ityhubhu neprizimu eyirekthengile; ikhowuni nephiramidi; ikhowuni nengqakumba; ityhubhu nephiramidi; ingqakumba neprizimu eyirekthengile.

Repeat the steps above with other 3-D objects, comparing them according to their characteristics. Encourage learners to discuss the similarities and differences between pairs of objects such as a cube and a rectangular prism, a cone and a pyramid, a cone and a sphere, a cube and pyramid, or a sphere and a rectangular prism.

Ukuthelekisa izinto ezine-3D

IVEKI • WEEK 6

USUKU 2 • DAY 2

Ukuthelekisa izinto ezine-3D
Comparing 3-D objects

IZIBALO ZENTLOKO MENTAL MATHS | NDINIKE INANI ELINGAPHANTSI GIVE ME LESS THAN → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

1 Phawula iisilinda, iibhokisi neebhola ezingasezantsi.

Label the cylinders, boxes and balls below.

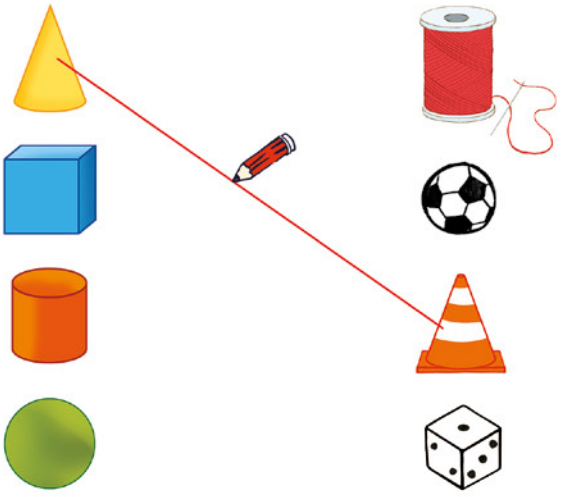
2 Khangela eklasini into onokuyizoba kwibhokisi nganye.

Look around the classroom and find an object to draw in each box.

ibhola ball	ibhokisi box	isilinda cylinder

3 Tshatisa izinto ezine-3D ngokukrwela imigca.

Draw lines to match the 3-D objects.



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Comparing 3-D objects

4 Biyela impendulo echanekileyo.

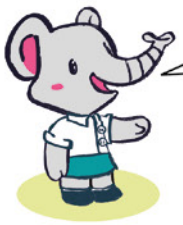
Circle the correct answer.

Itumato imile okwebhola /okwebhokisi /okwesilinda. A tomato is a ball / box / cylinder shape.	
Iglasi yokusela imile okwebhola / okwebhokisi / okwesilinda. A drinking glass is a ball / box / cylinder shape.	
Incwadi imile okwebhola / okwebhokisi / okwesilinda. A book is a ball / box / cylinder shape.	

5 Biyela echanekileyo kwinto nganye.

Circle the correct choices for each object.

isilinda cylinder	ikhowuni cone	ingqakumba sphere
		
uhlobo lomphezulu kind of surface		
umcaba / ugobile / umcaba ukwagobile flat / curved / flat and curved	umcaba / ugobile / umcaba ukwagobile flat / curved / flat and curved	umcaba / ugobile / umcaba ukwagobile flat / curved / flat and curved
iqengqeleka njani how it rolls		
kude / ngomgca othe tse / nakweliphi icala far / in a straight line / any direction	kude / ngomgca othe tse / nakweliphi icala far / in a straight line / any direction	kude / ngomgca othe tse / nakweliphi icala far / in a straight line / any direction



Imilo emcaba iyasongeka yenze umfanekiso obizwa ngokuba yinethi. Thetha neqabane lakho ngezinto ozenzileyo usebenzisa iinethi namhlanje.

A flat shape that can fold up to make a solid figure is called a net. Talk to your partner about the objects you made using nets today.

Ukuthelekisa izinto ezine-3D

IZIBALO ZENTLOKO / MENTAL MATHS: NDINIKE INANI ELINGAPHANTSI / GIVE ME LESS THAN → UMDLALO / GAME → UPHUHLISO LWENGQIQO / CONCEPT DEVELOPMENT → AMAPHEPHA LOKUSEBENZELA / WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Uqaphela ntoni ngale milo ine-3D?
What do you notice about this 3-D object?

Ineembuso ezimcaba ezilinganayo. Ndibala iimbuso ezi-6.
It has flat faces that are all the same size. I can count 6 faces.

Zimile njani ezi mbuso?
What shape are the faces?

Ezi mbuso zimile okwezikwere.
The faces are square-shaped.

Uqaphela ntoni ngale milo ine-3D?
What do you notice about this 3-D object?

Nayo iinembuso ezimcaba kodwa azilingani zonke. Kukho iimbuso ezincinci ezi-2 neembuso ezinkulu ezi-4.
It also has flat faces but they're not all the same size. There are 2 smaller faces, and 4 bigger faces.

Zimile njani ezi mbuso?
What shape are the faces?

Obu buso buyirekthengile. Elinye icala lisi sikwere
This face is a rectangle. The other face is a square.

Phinda la manyathelo angasentla ngezinye izinto ezine-3D. Nceda abafundi bachonge iimilo ezine-2D ezahlukileyo ezenza ezi mbuso zeemilo ezine-3D.

Repeat the steps above with the other 3-D objects. Help learners to identify the different 2-D shapes that make up the faces of the 3-D objects.

Faces of 3-D objects

IVEKI • WEEK 6

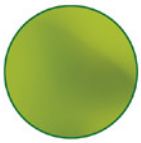
USUKU 3 • DAY 3

limbuso zezinto ezikhoyo ezine-3D
Faces of 3-D objects

IZIBALO ZENTLOKO MENTAL MATHS | NDINIKE INANI ELINGAPHANTSI GIVE ME LESS THAN → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

1 Zoba umzekelo wento ekhoyo ene-3D.

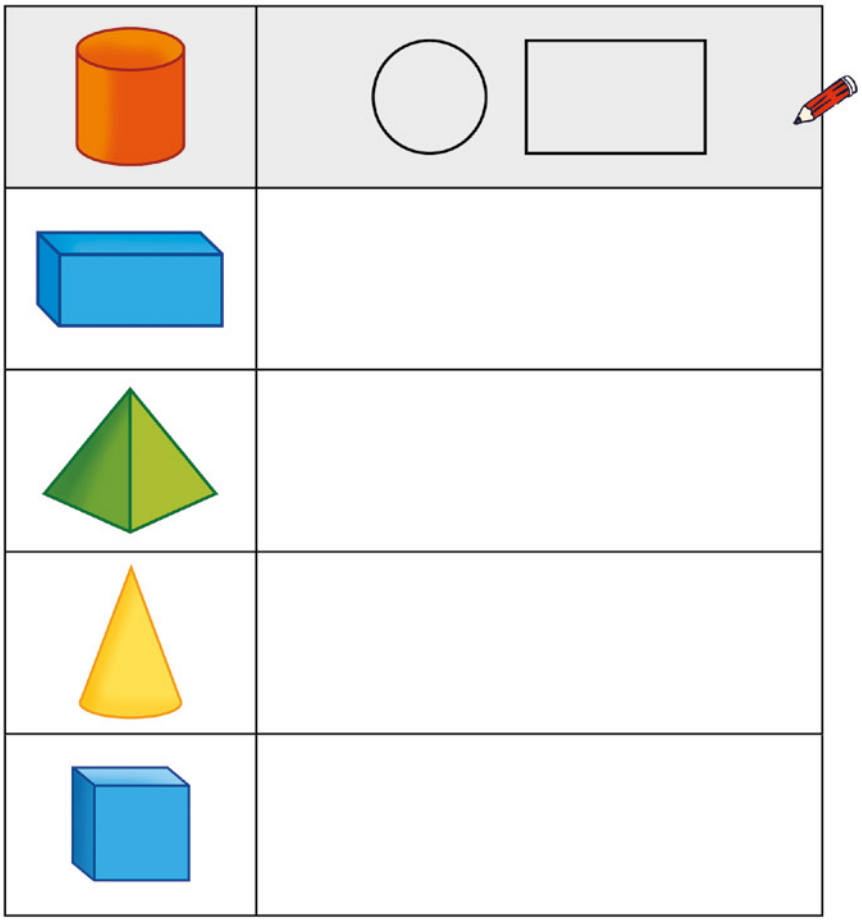
Draw an example of each 3-D object.

	Thiya igama imilo ene-3D. Name the 3-D object.	Umzekelo wokwenyani. Real life example.
	iprizim eyirekthengile rectangular prism	 
		
		
		
		
		

Ukuthelekisa izinto ezine-3D

2 Zoba iimilo ezine-2D ezenza iimilo ezine-3D.

Draw the 2-D shapes that make up the 3-D objects.



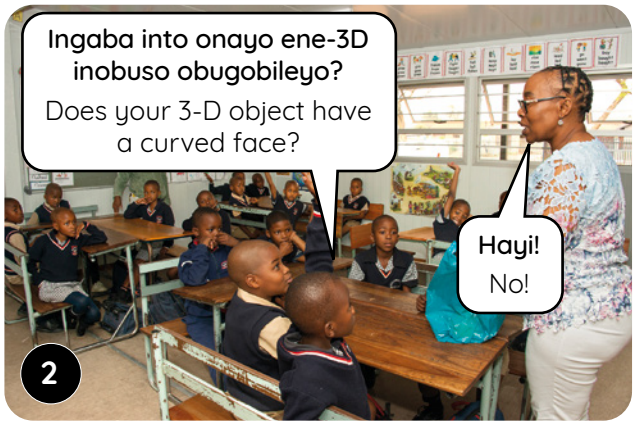
3 Zoba umfanekiso ngezinto ezine-3D neemilo ezine-2D.

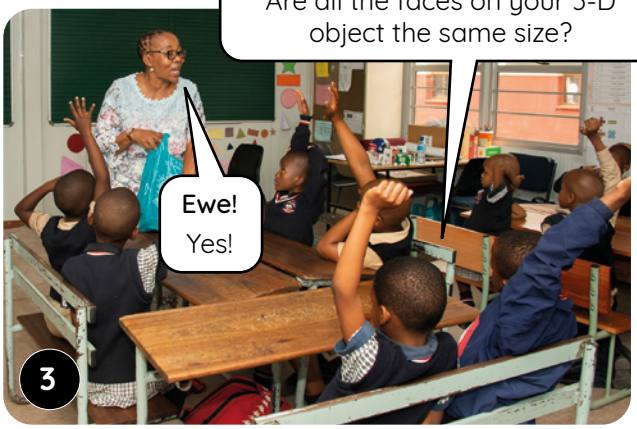
Draw a picture using 3-D objects and 2-D shapes.

3-D objects

IZIBALO ZENTLOKO MENTAL MATHS | NDINIKE INANI ELINGAPHANTSI GIVE ME LESS THAN → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA LOKUSEBENZELA WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT





Dlalani umdlalo ngezinto ezine-3D. Nceda abafundi bafumanise izinto ezikhoyo ngokubuza imibuzo engeempawu zezo zinto. Qinisekisa ukuba umbuzo ngamnye umalunga nophawu olunye ngexesha.

Play the game with all the 3-D objects. Help the learners to determine the objects by asking questions about the characteristics of the items. Make sure your questions ask about one characteristic at a time.

Izinto ezine-3D

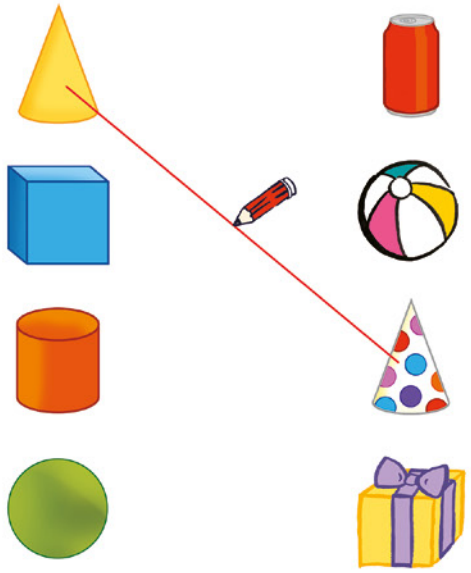
IVEKI • WEEK 6

USUKU 4 • DAY 4

Izinto ezine-3D
3-D objects

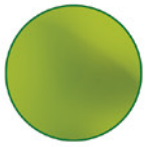
IZIBALO ZENTLOKO MENTAL MATHS | NDINIKE INANI ELINGAPHANTSI GIVE ME LESS THAN → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

1 Krwela imigca utshatise nezinto ezine-3D.
Draw lines to match the 3-D objects.



2 Bhala amagama ezi zinto neemilo endaweni echanekileyo ngezantsi.
Write the names of these objects and shapes in the right place below.

ingqakumba sphere	isangqa circle	iprizim eyirekthengile rectangular prism	irekthengile rectangle	iphiramidi pyramid	ityhubhu cube	isikwere square	unxantathu triangle

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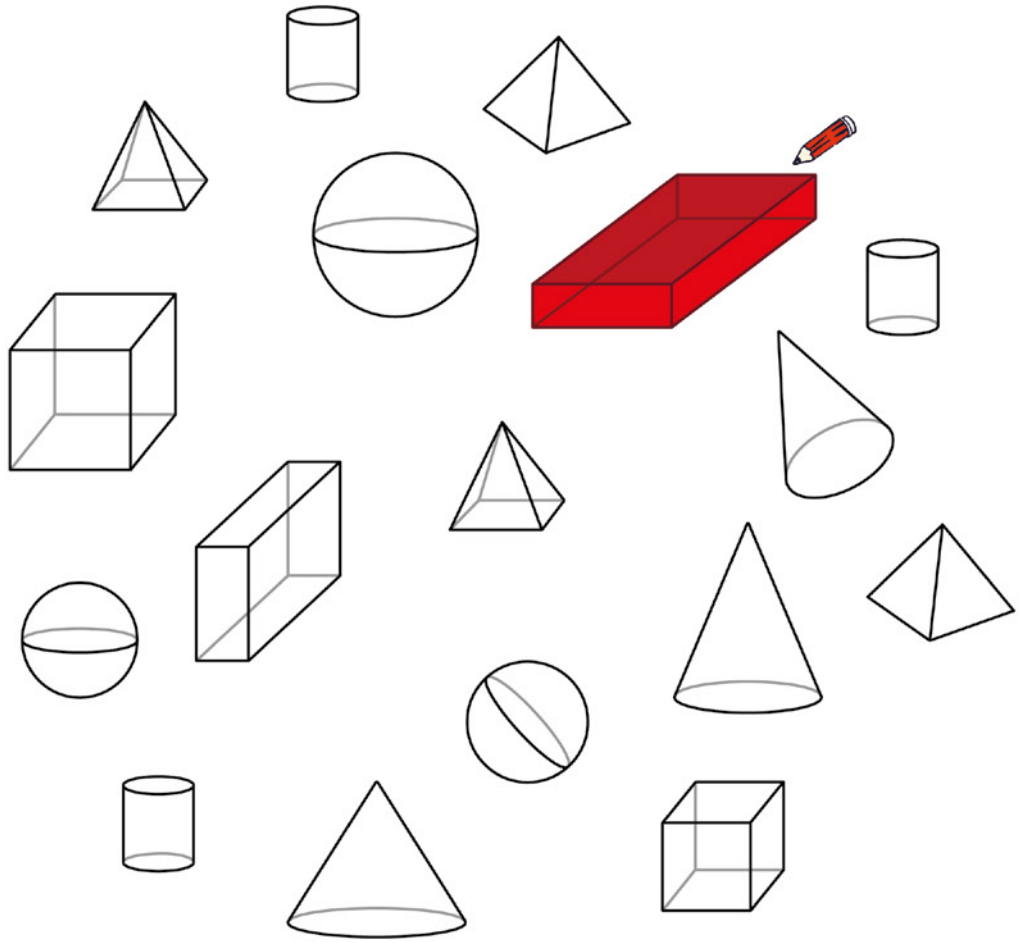
3-D objects

3 Fakela umbala kwezi zinto usebenzise le mibala.

Colour the objects using these colours.



4 Bhala amagama azo izinto ezine-3D ozaziyo.

Write the names of the 3-D objects you know.

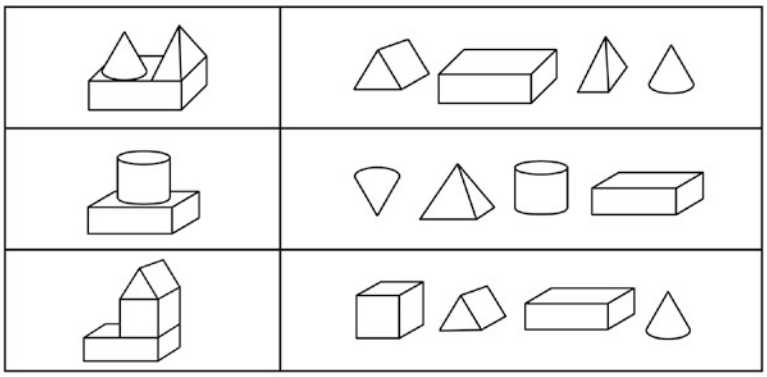
IVEKI • WEEK 6

USUKU 5 • DAY 5

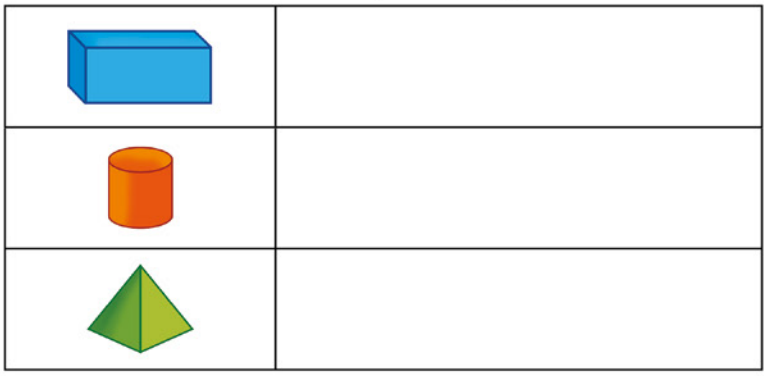
Uvavanyo noqukaniso
Assessment and consolidation

UVAVANYO ASSESSMENT → IPHEPHA LOKUSEBENZELA WORKSHEET

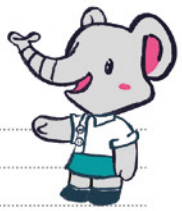
1 Fakela umbala kwizinto ezine-3D ezenza isakhiwo ngasinye.
Colour the 3-D objects that make up each construction.



2 Zoba iimilo ezine-2D ezenza izinto ezine-3D.
Draw the 2-D shapes that make up the 3-D objects.



Masithethe ngeMaths!
Let's talk Maths!



NgesiXhosa sithi:	In English we say:
iimbuso	faces
iprizimu	prism
iphiramidi	pyramid
isilinda	cylinder
isakhiwo/ulwakhiwo	construction
yakha	build

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Assessment and consolidation

Uqukaniso | Consolidation

1 Zoba imifanekiso.

Draw the pictures.

ityhubhu ezinze phezu kwesilinda a cube balancing on a cylinder	ingqakumba ezinze phezu kwesilinda a sphere balancing on a cylinder	isilinda ezinze phezu ityhubhu a cylinder balancing on a cube

2 Fakela umbala ozuba kwiiprizimu eziziirekthengile.

Colour the rectangular prisms blue.

Ukuphathwa kwedatha

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

Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Ukuphathwa kwedatha	iLAB
2	Ukuphathwa kwedatha	iLAB, itheyibhile yezinti zokubala (ngasemva kwiLAB)
3	Iigrafu zemifanekiso/iipikthografu	iLAB, umzekelo wepikthografu (ngasemva kwiLAB)
4	Iigrafu zezinti	iLAB, imifanekiso yezikipa (ngasemva kwiLAB)
5	Uqukaniso novavanyo olujolise ekufundeni	iLAB

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukubonisa idatha kwitheyibhile yezinti zokubala.	
ukuqokelela, ukucwangcisa nokubonisa idatha kwipikthografu nakwigrafu yezinti nokuphicotha idatha ekwimiboniso.	

Uvavanyo

Uvavanyo olubhalwayo: Ukuphathwa kwedatha

Bhala phantsi amanqaku afunyenweyo kwali-10 kwiphetshana lamanqaku ekota.

Data handling

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

Day	Lesson activity	Lesson resources
1	Data handling	LAB
2	Data handling	LAB, tally table (back of LAB)
3	Pictographs	LAB, pictograph template (back of LAB)
4	Bar graphs	LAB, pictures of T-shirts (back of LAB)
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
represent data in a tally table.	
collect, organise and represent data in a pictograph and a bar graph and analyse data from representations.	

Assessment

Written assessment: Data handling

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

Ukuphathwa kwedatha

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 kuyafuneka xa abafundi beqala ukufunda ngamaqhezu.

Ividiyo yomdlalo

Kule veki sidlala umdlalo othi *1 2 3 Veza – thelekisa*. Lo mdlalo unika abafundi amathuba okuthelekisa amanani amivo mi-2. Bobabini abafundi baveza amanani amivo mi-2 ngoonotsheluza. Baxoxa ngokuba lelikabani inani elikhulu ilelikabani elincinci. Lo mdlalo ubethelela ingqiqo ngamanani.

Ividiyo yophuhliso lwengqiqo

Kumsebenzi wale veki wokuphathwa kwedatha, abafundi baxoxa ngokusetyenziswa kwezinti zokubala. Basebenzisa ezi zinti ngenjongo yokubonisa idatha nokuqinisekisa ukuba bayakwazi ukuzisebenzisa babale ngempumelelo. Kananjalo babethelela ulwazi lwabo lweepikthografu phambi kokufunda indlela yokubonisa idatha kwigrafu yezinti. Kule veki sijolisa koku:

- ukubonisa iinkcukacha kwitheyibhile yezinti zokubala.
- ukuqokelela, ukucwangcisa nokubonisa iinkcukacha kwipikthografu nakwigrafu yezinti, nokuphicotha idatha ekwimiboniso.

Into emayiqatshelwe kule veki

- Kubalulekile ukuba abafundi bazazi iileyibhile nezihloko zeegrafu njengoko oko kuya kubanceda bakwazi ukutolika igrafu. Qinisekisa ukuba bayazi ukuba idatha iboniswa njani kwigrafu yezinti. Kufuneka baqonde ukuba ukuphakama kwezinti kufuneka kuhambelane nenani lezinto ezikhoyo.
- Akhuthaze abafundi bancokole ukuze baphuhlise ulwimi lwabo lwemathematika basebenzise isigama esichanekileyo: **izinti zokubala**, **itheyibhile yezinti zokubala**, **ikholamu**, **itheyibhile**, **irekhodi/rekhodisha**, **idatha/iinkcukacha**, **cwangcisa**, **igrafu yezinti**, **iasisi/iiasisi**, **phawula**, **leyibhelisha**, **isihloko segrafu**, **ukubonisa**, **ngaphezulu**, **ngaphansti**, **ezimbalwa**, **phambili**, **buya umva**, **bala**, **ipikthografu**

Data handling

Mental Maths video

This week we will 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 learners to compare 2-digit numbers. 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 data handling, learners discuss the use of tally marks. They use tallies to represent data and see that they can use them to count more efficiently. They also consolidate their knowledge of pictographs before learning how to represent data in a bar graph. This week we focus on:

- representing data in a tally table.
- collecting, organising and representing data in a pictograph and a bar graph and analysing data from representations.

What to look out for this week

- It is essential that learners know about the labels and title of a graph as this will help them make sense of what the graph is telling them. Make sure that they understand how to represent the data on the bar graph. They need to recognise that the height of the bars needs to match the number of items
- Encourage conversation between learners so that they can develop their mathematical language using the correct vocabulary: **tally**, **tally table**, **column**, **table**, **record**, **data**, **organise**, **bar graph**, **axis/axes**, **label**, **graph title**, **represent**, **more**, **less**, **fewer**, **forwards**, **backwards**, **calculate**, **pictograph**

Ukuphathwa kwedatha

IZIBALO ZENTLOKO – MENTAL MATHS: FIZZ POP – UKWAHLULA KUBINI – FIZZ POP – HALVING → UMDLALO – GAME → UPHUHLISO LWENGQIQO – CONCEPT DEVELOPMENT → AMAPHEPHA LOKUSEBENZELA – WORKSHEETS

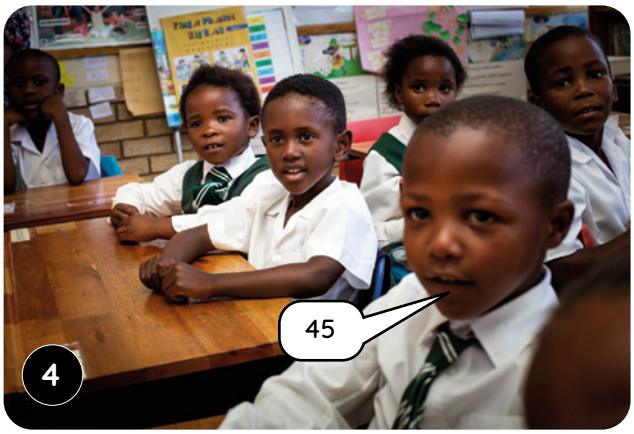
IZIBALO ZENTLOKO | MENTAL MATHS

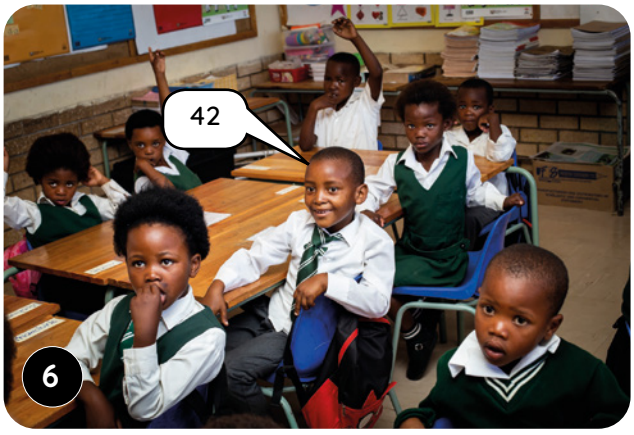
Dlalani uFizz Pop ukuze niziqhelise ukwahlula kubini.

Play *Fizz Pop* to practise halving.

Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.

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





Data handling

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

Thabatha.
Subtract.

877 – 244 = _____

999 – 444 = _____

694 – 363 = _____

543 – 123 = _____

725 – 510 = _____

286 – 161 = _____

347 – 236 = _____

597 – 597 = _____

777 – 444 = _____

466 – 352 = _____

Usuku 2 Day 2

Thabatha.
Subtract.

357 – 142 = _____

587 – 235 = _____

724 – 313 = _____

955 – 553 = _____

155 – 145 = _____

849 – 628 = _____

678 – 465 = _____

483 – 312 = _____

255 – 121 = _____

979 – 534 = _____

Usuku 3 Day 3

Thabatha.
Subtract.

765 – 321 = _____

159 – 140 = _____

885 – 463 = _____

474 – 246 = _____

679 – 350 = _____

987 – 853 = _____

464 – 364 = _____

582 – 161 = _____

683 – 460 = _____

781 – 270 = _____

Usuku 4 Day 4

Thabatha.
Subtract.

446 – 132 = _____

999 – 524 = _____

588 – 445 = _____

315 – 134 = _____

729 – 218 = _____

687 – 426 = _____

529 – 119 = _____

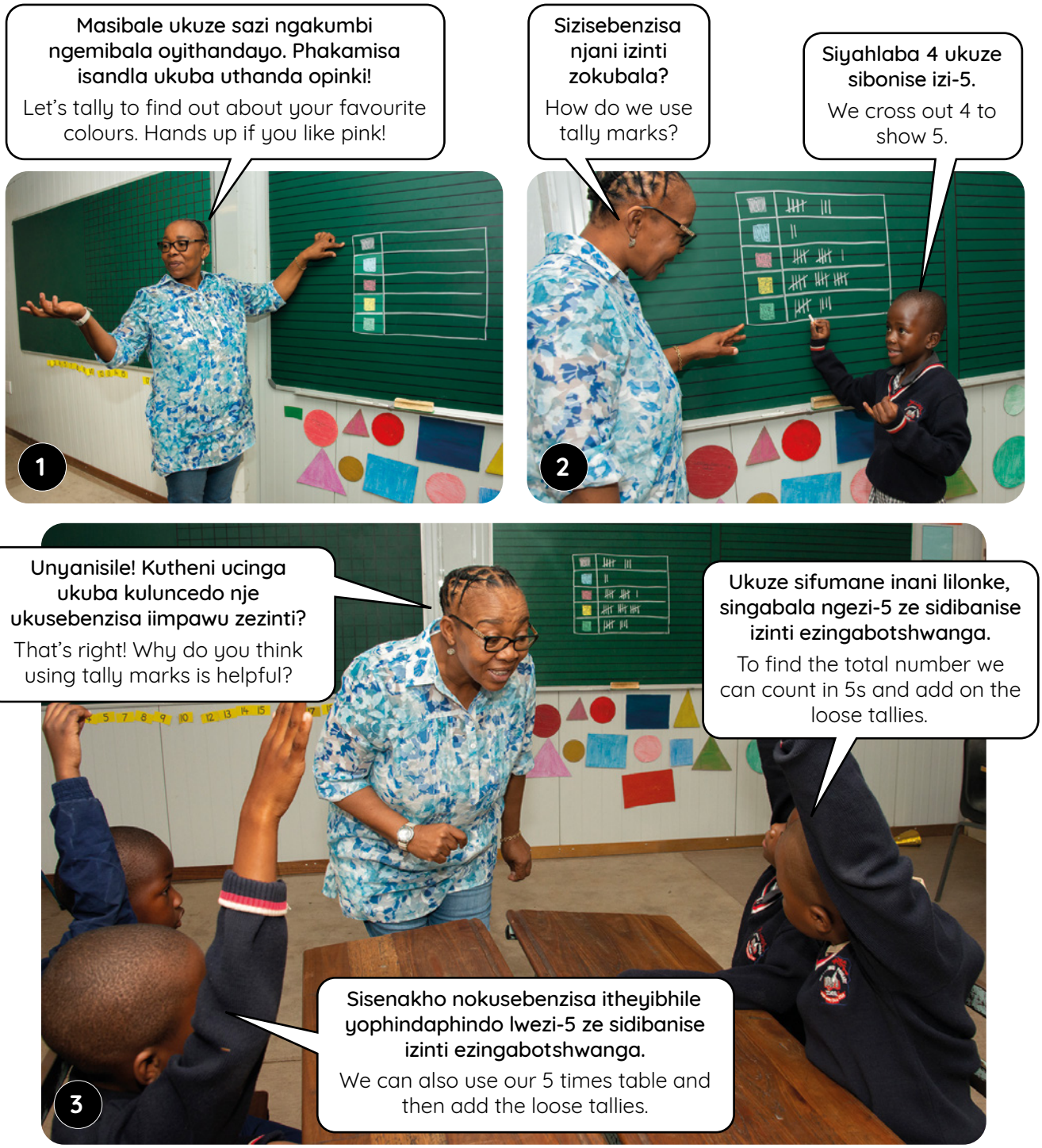
778 – 637 = _____

840 – 140 = _____

947 – 222 = _____

Ukuphathwa kwedatha

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT



Phinda la manyathelo angasentla nangeminye imibala ebhalwe ebhodini. Sebenzisa iimpawu zezinti ubhale iimpendulo zabafundi ze nixoxe ngokuzibala eklasini. Nceda abafundi baqonde ukuba ukubala ngezinti kusinceda sibale ngobuchule nangempumelelo.

Repeat the steps above with the other colours written on the board. Use tally marks to record the learners' responses and discuss the counting of these with the class. Help learners see that using tally marks helps us count more efficiently.

Data handling

AMAPHEPHA LOKUSEBENZELA | WORKSHEETS

IVEKI • WEEK 7

USUKU 1 • DAY 1

Ukuphathwa kwedatha
Data handling

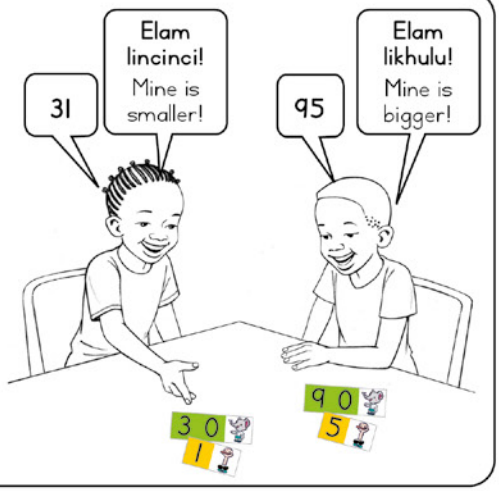
Sizisebenzisa njani izinti zokubala?
How do we use tally marks?

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 usebenzisa oonotsheluza.
  Work in pairs. Show a number using flard cards.
- Leliphi inani? Leliphi elikhulu?
  What number? Which one is bigger?
- Phinda kwakhona!
  Do it again!

Siyahlaba 4 ukuze sibonise izi-5.
We cross out 4 to show 5.



1 Zoba izinti zokubala ukuze utshatise amanani.
Draw the tally marks to match the numbers.

13	𝍸 𝍸 |||
21	
35	
42	
67	

2 Bhala amanani ukuze lihambelane nezinti zokubala.
Write the numbers to match the tally marks.

𝍸 𝍸 |||	13
𝍸 𝍸 𝍸 𝍸 𝍸 ||||	
𝍸 𝍸 𝍸 𝍸 ||	
𝍸 𝍸 𝍸 𝍸 𝍸 |	
𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸	

62

Ukuphathwa kwedatha

3 Gqibezela le theyibhile yezinti zokubala usebenzise imifanekiso yeetoti eziqokelelweyo. Bhala inani lilonke.

Use the picture of cans that were collected to complete the tally table. Fill in the totals.

isiselo esihlwahlwazayo fizzy drink	izinti zokubala tally	zizonke total
Cola		
Fizz		
Spritz		
POP		

Sesiphi isiselo sihlwahlwazayo esithandwa kakhulu? Which fizzy drink is the most popular?
Sesiphi isiselo esihlwahlwazayo esingathandwa kakhulu? Which fizzy drink is the least popular?
Bangaphi abantu abathana iCola neFizz? How many people like Cola and Fizz?
Bangaphi abantu abakhoyo bebonke? How many people were there altogether?

Data handling

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

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Ungandixelela ntoni ngezi nkcukacha?
What can you tell me about this information?

Ibonisa izinto zokubala ezichaza izithuthi ezahlukileyo.
It shows tallies of different vehicles.

Kunjalo! Ndisebenzise izinti zokubala ukuze ndirekhodishe inani lezithuthi endizibone zidlula ngasekhaya ngoMgqibelo. Uqaphela ntoni?
Yes! I used tally marks to record the vehicles I saw driving past my house on Saturday. What do you notice?

Zimbalwa iiteletele ezidlule ngakowenu. Zi-3 qha!
Not many tractors went past your house. Only 3!

Kunjalo! Yintoni enye onokundixelela yona?
Yes! What else can you tell me?

5, 10, 15, 20 … kudlule iimoto ezingama-20!
5, 10, 15, 20 … there were 20 cars!

Izithuthi ezixhaphakileyo ozibonileyo ziimoto.
Cars were the most common vehicle that you saw.

Khuthaza ingxoxo malunga nolwazi olunokufumaneka kwitshathi yezinti zokubala. Nika abafundi amathuba okubala izinti ukuze baqaphele ukuba ukubala ngezi-5 kubanceda babale ngempumelelo.

Encourage discussion of the information that can be gained from the tally chart. Provide opportunities for learners to count the tallies, getting them to think about how counting in 5s enables them to be more efficient.

IVEKI • WEEK 7

USUKU 2 • DAY 2

Ukuphathwa kwedatha
Data handling

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

1 Zoba izinti zokubala zala manani.

Draw the tally marks for these numbers.

49	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸
17	
23	
55	
61	

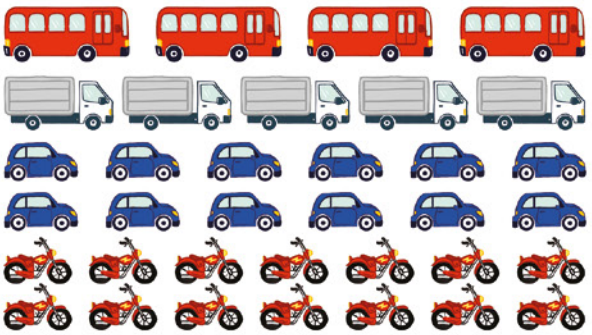
2 Bhala amanani ukuze lihambelane nezinti zokubala.

Write the numbers to match the tally marks.

𝍸 𝍸 𝍸 𝍸 ||	22
𝍸 ||||	
𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 ||	
𝍸 𝍸 𝍸 𝍸 |	
𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 |||	

3 UPhindi ubale izithuthi ezidlula esikolweni. Mzalisele le tshathi yokubala.

Phindi counted the vehicles passing the school. Complete the tally chart for her.



isithuthi vehicle	izinti zokubala tally	zizonke total
		
		
		
		

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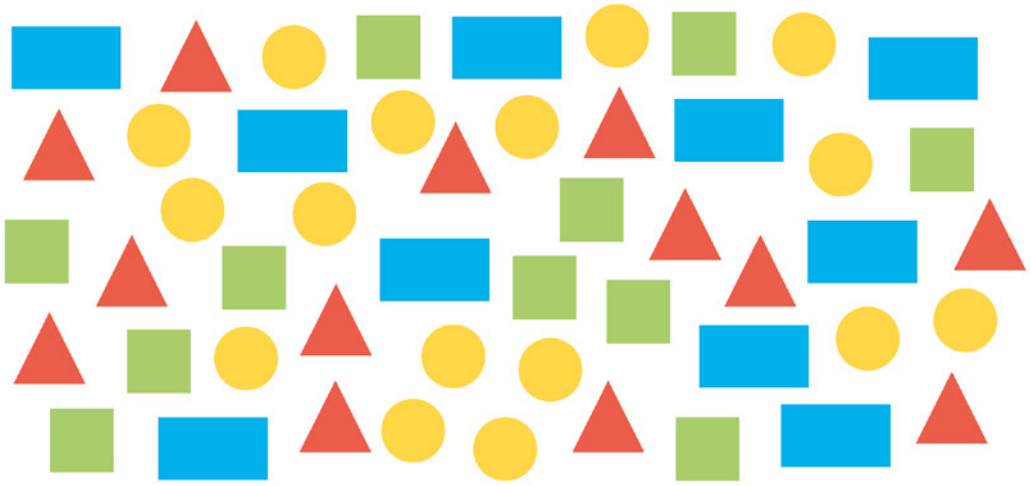
4 Zalisa itheyibhile yezinti zokubala zeemilo eziqokelweyo.
Complete the tally table for this collection of shapes.



imilo shape	izinti zokubala tally	zizonke total
		
		
		

Yeyiphi imilo exhaphakileyo? Which shape has the most?
Yeyiphi imilo engaxhaphakanga? Which shape has the least?
Zingaphi izangqa nezikwere zidibene? How many circles and squares are there altogether?
Zingaphi iimilo zizonke? How many shapes are there altogether?

Iigrafu zemifanekiso (ipiktografu)

IZIBALO ZENTLOKO – MENTAL MATHS | FIZZ POP – UKWAHLULA KUBINI – FIZZ POP – HALVING → UMDLALO – GAME → **UPHUHLISO LWENGQIQO – CONCEPT DEVELOPMENT** → AMAPHEPHA LOKUSEBENZELA – WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Umekhanikhi ufuna ukwazi ukuba zingaphi iimoto ezingena kumasango egaraji elungisa iimoto. Inkcazelo ibonisa amasango amabaini ngemoto nganye, kuba imoto nganye iyangena iphinde iphume.

The mechanic wants to know how many cars drive through the gates of the repair shop. The key shows 2 drive-throughs per car, since each car drives in and out of the gate.

Ungandixelela ntoni ngenani leemoto eziyokulungiswa ngoLwesihlanu.

What can you tell me about the number of cars that went to the repair shop on Friday?

Iimoto ezi-6 zithetha ukuba ezi moto zidlula kali-12 kuba zidlula esangweni kabini. Sibala ngezi-2.

6 cars means 12 drive-throughs since each car drives through twice. We count in 2s.

Zi-6 iimoto ezikwikholamu yangoLwesihlanu.

There are 6 cars in the Friday column.

Yintoni umahluko phakathi kwenani leemoto ezidlule ngoMgqibelo neemoto ezidlule ngeCawa.

What is the difference between the number of drive-throughs on Saturday and Sunday?

Ipiktografu ibonisa iimoto ezingaphantsi ngemoto enye, nto leyo ethetha ukuba inani leemoto ezidlulileyo lingaphantsi ngesi-2.

There is one less car in the pictograph which means 2 less drive-throughs.

Qhubeka nokubuza imibuzo enxulumene nepiktografu ngeenjongo zokukhuthaza abafundi bayitolike. Babuze ngezinto ezimalunga neyona mini ixakekileyo okanye eyona mini ithuleyo, umahluko phakathi kwenani leemoto ezidlulayo ngemini.

Continue asking questions related to the pictograph to encourage learners to interpret it. Ask about things such as the busiest day/quietest day, differences between number of drive-throughs per day, etc.

Pictographs

IVEKI • WEEK 7

USUKU 3 • DAY 3

Iigrafu zemifanekiso (ipiktografu)
Pictographs

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

1 Amapolisa amahlanu enza imisebenzi eyahlukileyo.
Five policemen do different jobs.

			
Serufe			✗
Maria	✗		
Sam	✗		
Amos		✗	
Dudu			✗

Ngubani uphi? Bhala amagama.
Who is where? Write the names.

2 Sebenzisa ipikthografu ikuncede uphendule imibuzo.
Use the pictograph to answer the questions.

Inkcazelo (Key)  = 2

Mvulo Monday	
Lwesibini Tuesday	
Lwesithathu Wednesday	
Lwesine Thursday	

Zingaphi iikeyiki ezityiwe ngoMvulo?
How many cupcakes were eaten on Monday?

Zingaphi iikeyiki ezityiwe ngoLwesithathu?
How many cupcakes were eaten on Wednesday?

66

Igrafu zemifanekiso (ipiktografu)

3 Ezi theyibhile zibonisa ukuba abantwana baxukuxa kangaphi na ngemini.

The table shows the number of times a day children brush their teeth.

Inkcazelo / Key = kanye / 1 time

	✓	✓	✓	✓	✓	✓	✓	✓	✓					
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	✓	✓	✓	✓	✓									

Bala iitiki ukuze ugqibezele itshathi yezinti zokubala.

Count the ticks to complete the tally chart.

	izinti zokubala tally	zizonke total

Zoba ipikthografu engabantwana abaxukuxayo.

Draw the pictograph about children brushing their teeth.

15			
14			
13			
12			
11			
10			
9			
8			
7			
6			
5			
4			
3			
2			
1			

Bar graphs

IZIBALO ZENTLOKO – MENTAL MATHS | FIZZ POP – UKWAHLULA KUBINI – FIZZ POP – HALVING → UMDLALO – GAME → **UPHUHLISO LWENGQIQO – CONCEPT DEVELOPMENT** → AMAPHEPHA LOKUSEBENZELA – WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Namhlanje siza kufunda ukubonisa iinkcukacha kwigrafu yezinti. Masibale izikipa.
Today we're going to learn to show data in a bar graph. Let's tally the T-shirts!

Kukho izikipa eziluhlaza ezi-6, izikipa ezimthubi ezili-10, izikipa ezizuba ezisi-8 nezikipa ezipinki ezili-12.
There are 6 green T-shirts, 10 yellow T-shirts, 8 blue T-shirts and 12 pink T-shirts.

Kunjalo. Siza kuzoba igrafu isihloko ke ngoku. Siqala ngokuzoba nokuphawula iasisi.
Yes. Now we will draw the bar graph. First we draw and label the axes.

Ingaba kubonisa ntoni ukuphakama kwebha nganye?
What does the height of each bar show?

Ukuphakama kwezinti kubonisa inani lezikipa esizibalileyo.
The height of the bars shows the number of T-shirts we counted.

Xoxa nabafundi ngokuzotywa kwegrafu yezinti. Bancede abafundi bakwazi ukunakana imiba ephambili yokubonisa idatha ngegrafu yezinti uze ubuze imibuzo etolikisayo ngemibala exhaphakileyo yezikipa, njl-njl.

Discuss the drawing of bar graphs with the learners. Help learners to recognise the key aspects of representing data using a bar graph and then ask interpretive questions about common T-shirt colours, and so on.

ligrafu zezinti

IVEKI • WEEK 7

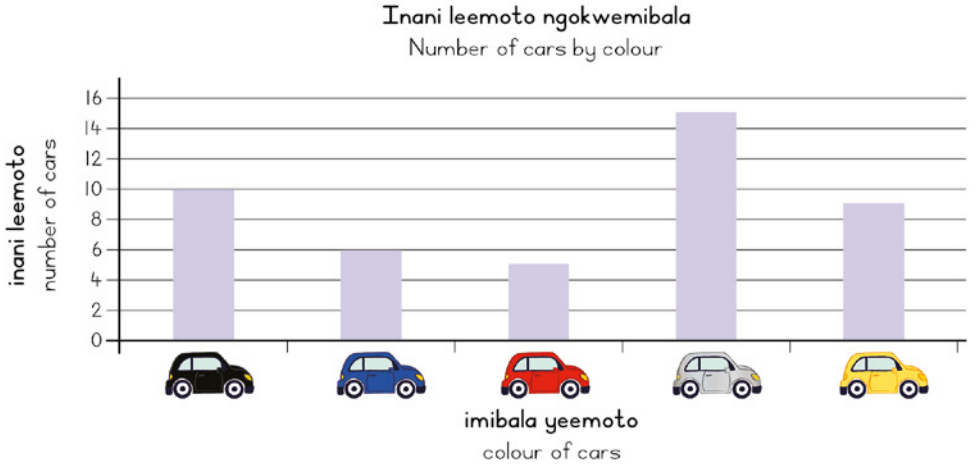
USUKU 4 • DAY 4

ligrafu zezinti
Bar graphs

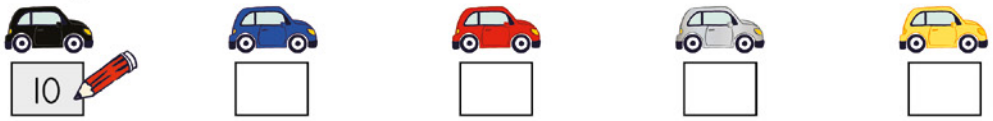
IZIBALO ZENTLOKO MENTAL MATHS | FIZZ POP – UKWAHLULA KUBINI FIZZ POP - HALVING → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

1 Sebenzisa le grafu yezinti ukuze uphendule imibuzo engasezantsi.

Use this bar graph to answer the questions below.



Zingaphi iimoto kumbala ngamnye?
How many cars of each colour?



Ngowuphi umbala othandwa kakhulu?
What is the most popular colour?

Ngowuphi umbala ongathandwa kakhulu?
What is the least popular colour?

Zininzi kangakanani iimoto ezimnyama kunezimthubi?
How many more black cars are there than yellow cars?

Zimbalwa kangakanani iimoto ezizuba kuneemoto ezingwevu?
How many less blue cars are there than silver cars?

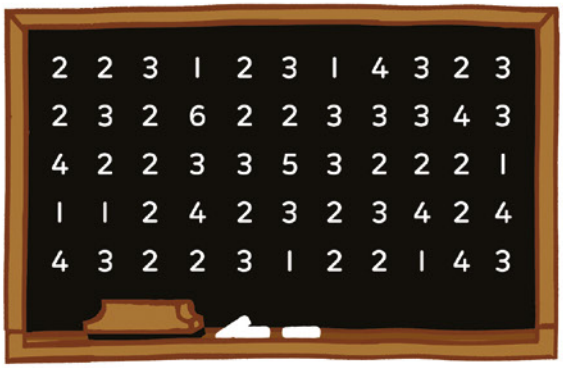
Zingaphi iimoto zizonke?
What is the total number of cars?

68

Bar graphs

2 Amanani asebhodini abonisa ubukhulu bezihlangu zabafundi abakwiklasi kaNksk. Cele.

The numbers on the board show shoe sizes of learners in Mrs Cele's class.



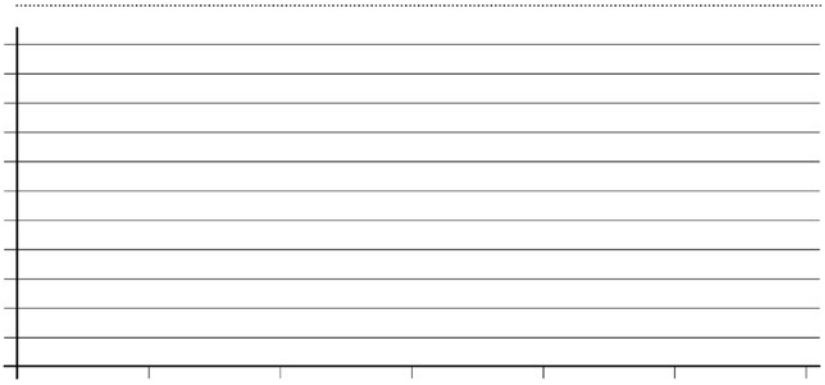
Gqibezela le tshathi yezinti zokubala.

Complete the tally chart.

ubukhulu bezihlangu shoe size	izinti zokubala tally	zizonke total
1		
2		
3		
4		
5		
6		

Zoba igrafu yezinti ubonise idatha onayo.

Draw a bar graph to represent your data.



Ukhumbule ukuphawula iasisi nokuthiya igrafu isihloko.

Remember to label the axes and give a graph title.

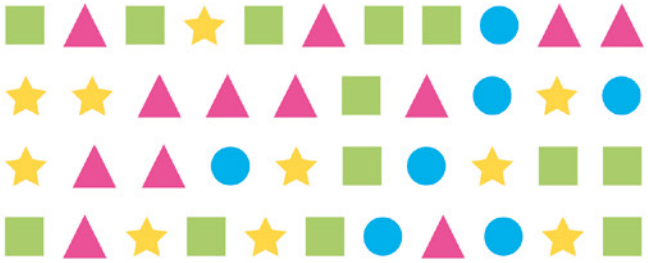
IVEKI • WEEK 7

USUKU 5 • DAY 5

Uvavanyo noqukaniso
Assessment and consolidation

UVAVANYO ASSESSMENT → IPHEPHA LOKUSEBENZELA WORKSHEET

1 Gqibezela itheyibhile yezinti zokubala zale ngqokelela yeemilo.
Complete the tally table for this collection of shapes.



imilo shape	izinti zokubala tally	zizonke total
▲		
●		
■		
★		

2 Eyona milo ixhaphakileyo:
The most common shape is:

Yintoni umahluko phakathi kwenani loo ▲ nenani le ●?
What is the difference between the number of ▲ and the number of ●?

Masithethe ngeMaths!
Let's talk Maths!

NgesiXhosa sithi:	In English we say:
izinti zokubala	tally marks
ipikthografu	pictograph
isihloko	heading
iasisi/iiasisi	axis/axes
ileyibheli/uphawu	label
igrafu yezinti	bar graph

Assessment and consolidation

Uqukaniso | Consolidation

1 Zoba ipikthografu yeenkcukacha zeemilo oziqokelelyo.

Draw the pictograph for the shapes data that you tallied.

Ukhumbule ukuphawula iasisi nokuthiya igrafu isihloko.

Remember to label the axes and give a graph title.

15				
14				
13				
12				
11				
10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
	★	▲	●	■

Thetha neqabane lakho ngedatha. Yeyiphi imilo exhaphakileyo? Engaxhaphakanga? Yintoni umahluko phakathi kwenani leemilo?

Talk to your partner about the data. Which shape is most common? Least common? What is the difference between numbers of different shapes?

Ukuphathwa kwedatha

	Izixhobo
Izibalo zentloko: Fizz Pop – ukuphinda kabini	azikho
Umdlalo: *1 2 3 veza – thelekisa*	*oonotsheluza*

Usuku	Umsebenzi wesifundo	Izixhobo zezifundo
1	Izinti zokubala negrafu yezinti	iLAB, igrafu yezinti (ngasemva kwiLAB)
2	Izinti zokubala negrafu yezinti	iLAB, igrafu yezinti netheyibhile yezinti zokubala (ngasemva kwiLAB)
3	Ukutolika idatha	iLAB
4	Ukutolika idatha	iLAB, igrafu yezinti (ngasemva kwiLAB)
5	Uqukaniso novavanyo olujolise ekufundeni	iLAB

Emva kwale veki umfundi kufuneka akwazi ukwenza oku:	✓
ukubonisa idatha kwitheyibhile yezinti zokubala.	
ukubonisa idatha kwigrafu.	
ukuphicotha idatha kwimiboniso ekhoyo (kwiitheyibhile negrafu zezinti).	

Uvavanyo

Akukho vavanyo lusesikweni kule veki.

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

Data handling

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

Day	Lesson activity	Lesson resources
1	Tallies and bar graphs	LAB, bar graph (back of LAB)
2	Tallies and bar graphs	LAB, bar graph and tally table (back of LAB}
3	Interpreting data	LAB
4	Interpreting data	LAB, bar graph (back of LAB)
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
represent data in a table with tallies.	
represent data in a graph.	
analyse data from representations provided (in tables and bar graphs).	

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.

Ukuphathwa kwedatha

Ividiyo yezibalo zentloko

Kule veki siza kudlala umdlalo othi Fizz Pop ukuze sigxile kuphindaphindo kabini. Kubalulekile ukuba abafundi baphindaphinde kabini, kwaye bakwazi ukusebenzisa obu buchule bokubala ngempumelelo. Ulwazi lokuqonda ukuphinda kabini luyimfuneko njengoko abafundi beqala ukufunda ngophindaphindo.

Ividiyo yomdlalo

Kule veki sidlala umdlalo othi *1 2 3 Veza – thelekisa*. Lo mdlalo unika abafundi amathuba okuthelekisa amanani anemivo emi-3 baze bachaze ukuba leliphi inani elikhulu ileliphi elincinci. Bobabini abafundi baveza inani elinemivo emi-3 *ngoonotsheluza* babo. Bancokola ngokuba lelikabani inani elikhulu nokuba lelikabani elincinci. Lo mdlalo ubethelela ingqiqo yamanani.

Ividiyo yophuhliso lwengqiqo

Kumsebenzi wale veki wokuphathwa kwedatha abafundi baza kuqhubeka nokuphuhlisa ulwazi lwabo malunga nokucwangcisa izinti zokubala kwitheyibhile nokuzoba iigrafu zezinti. Batolika iinkcukacha ezikwitheyibhile nakwigrafu yezinti. Kubalulekile ukubanika ithuba lokuxoxa ngeenkcukacha ezifumaneka kwigrafu. Bakwanika intsingiselo kulwazi ngokuphicotha bahlalutye okanye batolike ezo nkcukacha. Kule veki sijolisa koku:

- ukubonisa idatha kwitheyibhile enezinti.
- ukubonisa idatha kwigrafu.
- ukuphicotha idatha ekwimiboniso ekhoyo (kwiitheyibhile nakwiigrafu zezinti).

Into emayiqatshelwe kule veki

- Abafundi baza kuba nolwazi lokuphathwa kwedatha, ukuqonda ukuba iigrafu neetheyibhile zisetyenziselwa ukuhambisa ulwazi ngendlela ekhawulezayo nekulula ukuyitolika.
- Abafundi baza kulubona unxulumano phakathi kwemiboniso xa besebenzisa ulwazi olunikiweyo kwiitheyibhile (njengamanani okanye izinti) ukuze bazobe iikholamu ezikwiigrafu zezinti ngenjongo yokubonisa ezi nkcukacha ngendlela elula.
- Bakhuthaze abafundi ukuba bancokole ukuze baphuhlise ulwimi lwabo lwemathematika besenzisa isigama esichanekileyo: **igrafu yezinti**, **izinti zokubala**, **itheyibhile yezinti**, **ileyibhile**, **zininzi**, **zimbalwa**, **idatha/iinkcukacha**, **ipikthografu**, **phicotha**, **ukutolika**, **ulwazi**.

Data handling

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 Data handling, learners continue to develop their understanding of organising tally marks on a table and drawing bar graphs. They interpret data given in a table and in a bar graph. It is important to allow them opportunities to discuss what information they can read from the graph. They also make sense of this information by analysing and interpreting the information. This week we focus on:

- representing data in a table with tallies.
- representing data in a graph.
- analysing data from representations provided (in tables and bar graphs).

What to look out for this week

- Learners will develop an understanding of data handling, recognising that graphs and tables are used to communicate information in a simple way that is quick and easy to interpret.
- Learners will see the connections between representations as they use information provided in tables (as numbers or tallies) to draw up columns in bar graphs to show this information in a simple way.
- Encourage conversation between learners so that they can develop their mathematical language using the correct vocabulary: **bar graph**, **tally**, **tally table**, **label**, **most**, **least**, **data**, **pictograph**, **represent**, **analyse**, **interpret**, **information**.

Izinti zokubala neegrafu zezinti

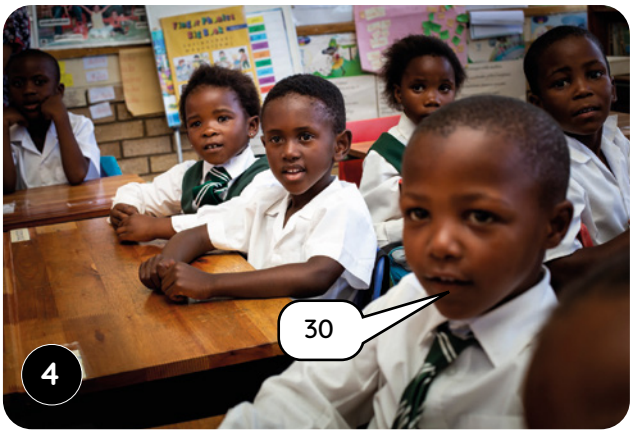
IZIBALO ZENTLOKO
MENTAL MATHS
FIZZ POP – UKUPHINDA KABINI
FIZZ POP – DOUBLING
→ UMDLALO
GAME
→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT
→ AMAPHEPHA LOKUSEBENZELA
WORKSHEETS

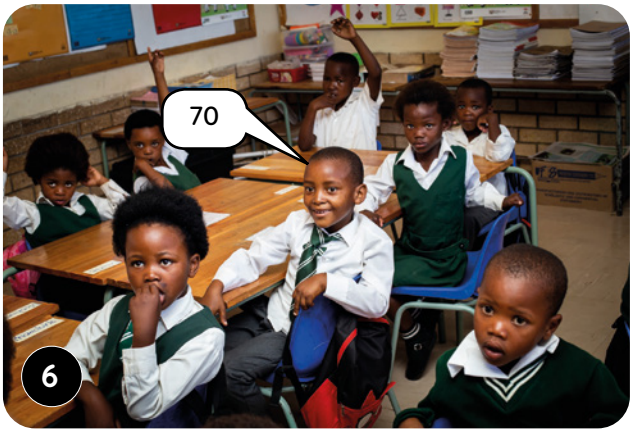
IZIBALO ZENTLOKO | MENTAL MATHS

Dlalani uFizz Pop niziqhelise ukuphinda kabini.

Play Fizz Pop to practice doubling.
Ukhumbule ukuqinisekisa umhla nokuphawula irejista yonke imihla.

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





Tallies and bar graphs

Imisetyenzana yokutyebisa • Enrichment activities

Usuku 1 Day 1

Phinda kabini.
Double.

10 _____

60 _____

50 _____

90 _____

200 _____

900 _____

200 _____

500 _____

400 _____

100 _____

Usuku 2 Day 2

Phinda kabini.
Double.

90 _____

60 _____

80 _____

40 _____

600 _____

440 _____

620 _____

350 _____

180 _____

950 _____

Usuku 3 Day 3

Phinda kabini.
Double.

445 _____

222 _____

846 _____

567 _____

358 _____

684 _____

741 _____

182 _____

888 _____

914 _____

Usuku 4 Day 4

Phinda kabini.
Double.

426 _____

336 _____

247 _____

192 _____

557 _____

928 _____

789 _____

573 _____

648 _____

582 _____

Izinti zokubala neegrafu zezinti

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Masijonge le grafu yezinti ebonisa imibala yezikipa ethandwa kakhulu.
Let's look at the bar graph of favourite t-shirt colours.

Zisixelela ntoni iiasisi?
What do the axes tell us?

Iasisi emileyo isixelela ngenani labafundi abathanda umbala ngamnye.
The vertical axis tells us the number of learners that like each colour.

Iasisi engasezantsi isixelela ngemibala ebaliweyo.
The bottom axis tells us the colours that were counted.

Ngowuphi owona mbala uthandwayo?
What is the most popular colour?

Ngoluhlaza.
Green.

Qhuba njalo ngokubuza imibuzo etolikisayo ukuze ukhuthaze abafundi basebenzise igrafu yezinti ngenjongo yokuba baqonde idatha ngokubanzi.

Continue asking interpretive questions to encourage learners to use the bar graph to understand the data.

Tallies and bar graphs

IVEKI • WEEK 8

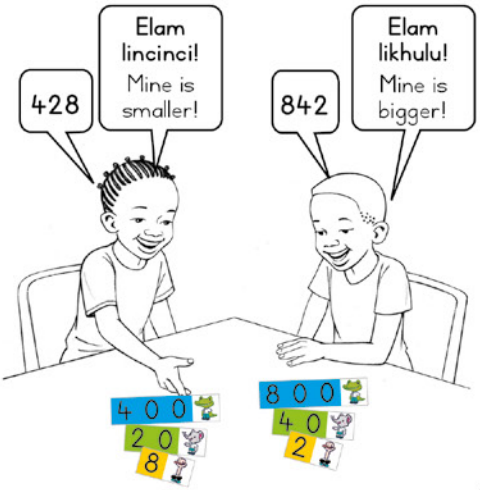
USUKU 1 • DAY 1

Izinti zokubala neegrafu zezinti
Tallies and bar graphs

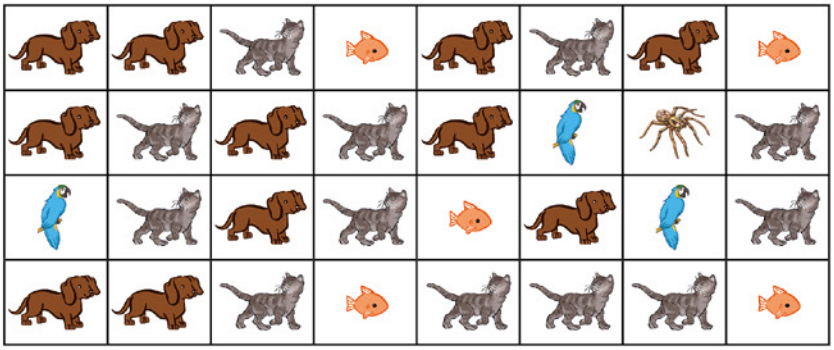
IZIBALO ZENTLOKO MENTAL MATHS | FIZZ POP – UKUPHINDA KABINI FIZZ POP – DOUBLING → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

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!



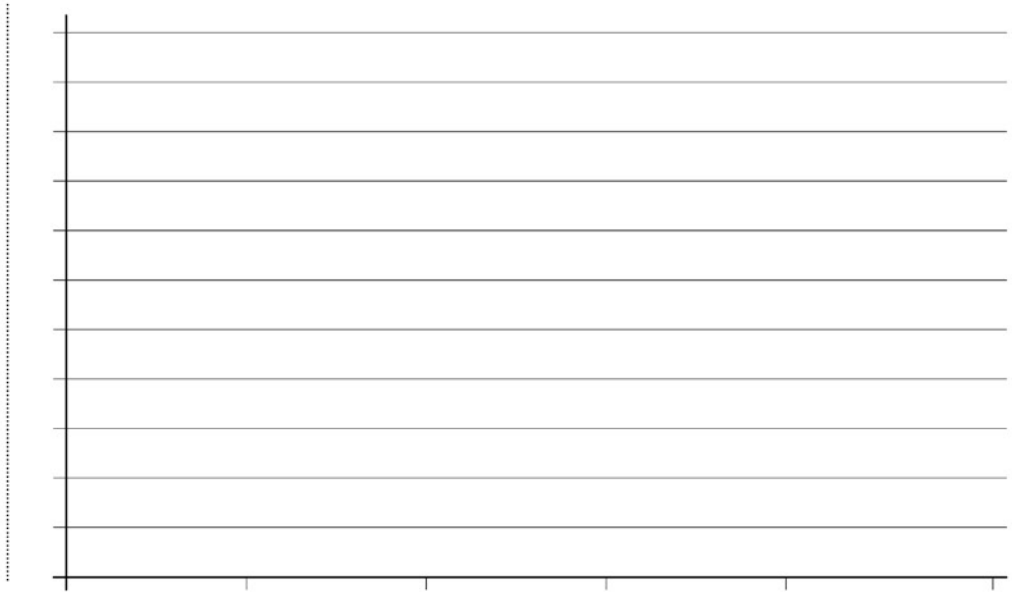
1 Gqibezela itshathi yezinti zokubala engezilo-qabane.
Complete the tally chart about pets.



isilwanyana-qabane pet	izinti tally	zizonke total
		
		
		
		
		

Izinti zokubala neegrafu zezinti

2 Zoba igrafu yezinti ukuze ubonise iinkcukacha ezingezilo-qabane.
Draw a bar graph to show the data about pets.



Sebenzisa le grafu uphendule le mibuzo.
Use the graph to answer the questions.

Sesiphi isilo-qabane esithandwa kakhulu? What is the most popular pet?
Sesiphi isilo-qabane esingathandwa kakhulu? What is the least popular pet?
Bangaphi abafundi abaseklasini? How many learners are there in the class?

Tallies and bar graphs

IZIBALO ZENTLOKO – MENTAL MATHS | FIZZ POP – UKUPHINDA KABINI – FIZZ POP – DOUBLING → UMDLALO – GAME → UPHUHLISO LWENGQIQO – CONCEPT DEVELOPMENT → AMAPHEPHA LOKUSEBENZELA – WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Zisibonisa ntoni izinti zokubala?
What do the tallies show us?

Izinti zokubala zimele abafundi. Zisixelela ngenani labafundi abathanda uhlobo ngalunye lweelekese.
The tally lines represent the learners. They tell us how many learners like each type of sweet.

Jonga igrafu yezinti ezisencwadini yakho. Ungandixelela ntoni ngeeChappies?
Look at the bar graph in your book. What can you tell me about Chappies?

Kukho izinti zokubala ezingama-25 kwitheyibhile yezinti zokubala, igrafu yezinti inyuka iyokuma kuma-25. Bangama-25 abafundi abakhethe iiChappies.
There are 25 tally marks in the tally table, and the bar on the graph goes up to 25. 25 learners chose Chappies.

Kunjalo. Ingaba kulula ukubona ukuba ngama-25 kwitheyibhile yezinti okanye kwigrafu yezinti?
Yes! Is it easier to see that it's 25 on the tally table or on the bar graph?

Ndicinga ukuba kulula kwigrafu yezinti.
I think it's easier on the bar graph.

Qhubeka nokubuza imibuzo etolikisayo ukuze ukhuthaze abafundi basebenzise igrafu yezinti xa befuna ukuqonda kabanzi ngedatha. Sisebenzisa igrafu yezinti xa sifuna ukubonisa ulwazi ngendlela ebonakala neqondakala lula.

Continue asking interpretive questions to encourage learners to use the bar graph to understand the data. We use a bar graph to show information in a way that is easy to see and understand.

Izinti zokubala neegrafu zezinti

IVEKI • WEEK 8

USUKU 2 • DAY 2

Izinti zokubala neegrafu zezinti
Tallies and bar graphs

IZIBALO ZENTLOKO MENTAL MATHS → FIZZ POP – UKUPHINDA KABINI FIZZ POP – DOUBLING → UMDLALO GAME → UPHUHLISO LWENGQIQO CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA WORKSHEETS

1 Zoba izinti zokubala ezihambelana namanani.
Draw the tally marks to match the numbers.

65		11	
84		37	
43		26	

2 Jonga ezi pikthografu uze uphendule imibuzo.
Look at the pictographs and answer the questions.

Mvulo Monday	🧁 🧁
Lwesibini Tuesday	🧁 🧁 🧁 🧁 🧁
Lwesithathu Wednesday	🧁 🧁 🧁 🧁
Lwesine Thursday	🧁 🧁

Inkcazelo Key 🧁 = 5

Zingaphi iikeyiki ezatyiwa ngoMvulo?
How many cupcakes were eaten on Monday?

Zingaphi iikeyiki ezatyiwa ngoLwesine?
How many cupcakes were eaten on Wednesday?

Lwesine Thursday	🍎 🍎 🍎 🍎
Lwesihlanu Friday	🍎 🍎 🍎 🍎 🍎
Mgqibelo Saturday	🍎 🍎 🍎 🍎 🍎 🍎
Cawe Sunday	🍎 🍎 🍎

Inkcazelo Key 🍎 = 2

Mangaphi ama-apile athengiswe ngoLwesine nangoLwesihlanu?
How many apples were sold on Thursday and Friday?

Mangaphi ama-apile athengiswe NgoMgqibelo nangeCawe?
How many apples were sold on Saturday and Sunday?

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Tallies and bar graphs

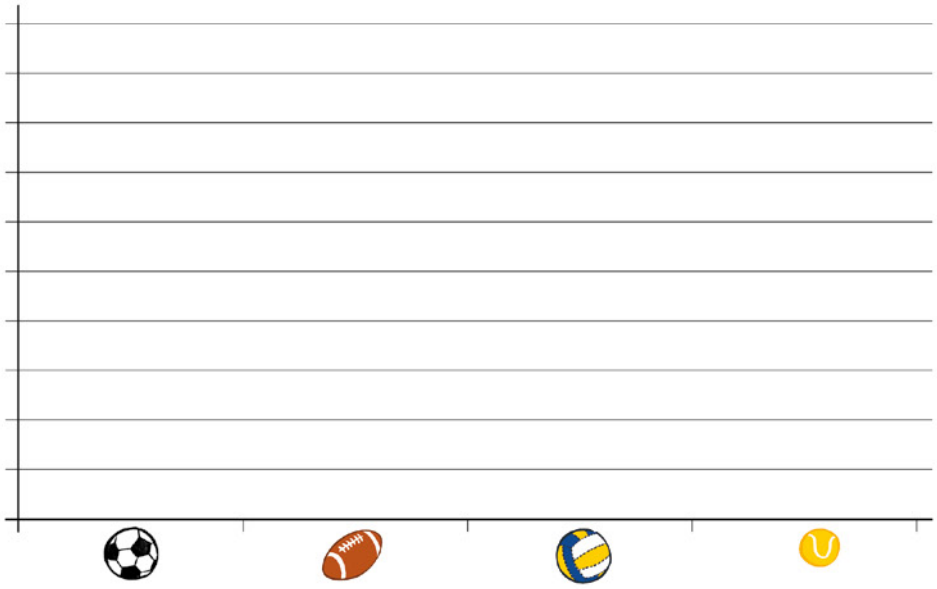
3 Gqibezela le tshathi yezinti zikubala.

Use the tallies to complete this tally chart.

umdlalo sport	izinti zokubala tally	zizonke total
	𝍸 𝍸	
	𝍸 ||	
	𝍸 𝍸	
	|||	

4 Izinti zokubala mazikuncede uzobe igrafu yezinti ebonisa imidlalo ethandwayo.

Use the tally totals to draw a bar graph about favourite sports.



Ukutolika idatha

IZIBALO ZENTLOKO
MENTAL MATHS
FIZZ POP – UKUPHINDA KABINI
FIZZ POP – DOUBLING
→ UMDLALO
GAME
→ UPHUHLISO LWENGQIQO
CONCEPT DEVELOPMENT
→ AMAPHEPHA LOKUSEBENZELA
WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Abantu bathenge oku evenkileni ngokuhlwa kwangoLwesihlanu. Thetha neqabane lakho ngedatha.

This is what people bought at a restaurant on Friday night. Talk to a partner about the data.

Ungandixelela ntoni ngokutya okuodolwe kwivenkile yokutyela?

What can you tell me about the food ordered at the restaurant?

Iiphayi zekhari eziodiweyo bezininzi kunayo yonke enye into.

There were more curry pies ordered than anything else.

Ababaninzanga abantu abaodole ihot dog.

Not many people ordered hot dogs.

Ucinga ukuba kutheni le nto umnini venkile yokutyela eya kululangazelela olu lwazi?

Why do you think the restaurant owner would be interested in knowing this information?

Iya kuba yinkcitho yokutya ukuba unokuba neehot dog ezininzi ze zingathengwa mntu kuba bethanda iiphayi zekhari.

It would be a waste of food if he had lots of hot dogs but nobody bought them because they prefer the curry pies.

Ukuze azazi izithako ekufuneka ezithengile.

So that he knows which ingredients to buy.

Nceda abafundi babone ukubaluleka kwengqokelela yedatha nomboniso wayo kubomi bokwenyani. Babuze imibuzo emalunga neendidi zokutya ezahlukileyo, umahluko phakathi kwazo, ubungakanani bokutya ukuze abafundi baziqhelise ukuphicotha idatha.

Help learners to see the real-life relevance of data collection and representation. Ask questions about the different food items, the difference between them, and the quantity of meals in total so that learners can practice analysing the data.

Interpreting data

IVEKI • WEEK 8

USUKU 3 • DAY 3

Ukutolika idatha
Interpreting data

IZIBALO ZENTLOKO (MENTAL MATHS) → FIZZ POP – UKUPHINDA KABINI (FIZZ POP - DOUBLING) → UMDLALO (GAME) → UPHUHLISO LWENGQIQO (CONCEPT DEVELOPMENT) → AMAPHEPHA OKUSEBENZELA (WORKSHEETS)

1 Jonga ipikthografu uze uphendule imibuzo.

Look at the pictograph and answer the questions.

Mvulo Monday	🍦🍦🍦🍦🍦🍦🍦
Lwesibini Tuesday	🍦🍦🍦🍦
Lwesithathu Wednesday	🍦🍦🍦🍦🍦
Lwesine Thursday	🍦🍦🍦
Lwesihlanu Friday	🍦🍦🍦🍦🍦🍦🍦🍦

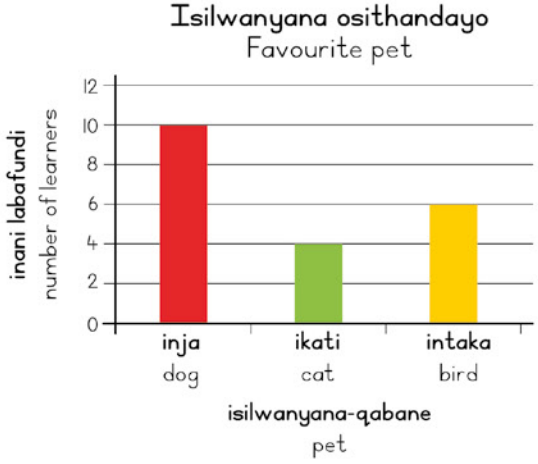
Inkcazelo / Key: 🍦 = 5

Zingaphi iiayisikhrimu ezatyiwa ngoMvulo nangoLwesibini?
How many ice creams were eaten on Monday and Tuesday?

Zingaphi iiayisikhrimu ezatyiwa ngoLwesithathu?
How many ice creams were eaten on Wednesday?

2 Bonisa izilo-qabane ezithandwayo kwigrafu yezinti ukuze uphendule imibuzo.

Use the bar graph on favourite pets to answer the questions.



Zeziphi izilo-qabane ezi-3 eziboniswa kwigrafu yezinti?
Which 3 pets are represented in the bar graph?

Sesiphi isilo-qabane esithandwa kakhulu?
Which pet is the most popular?

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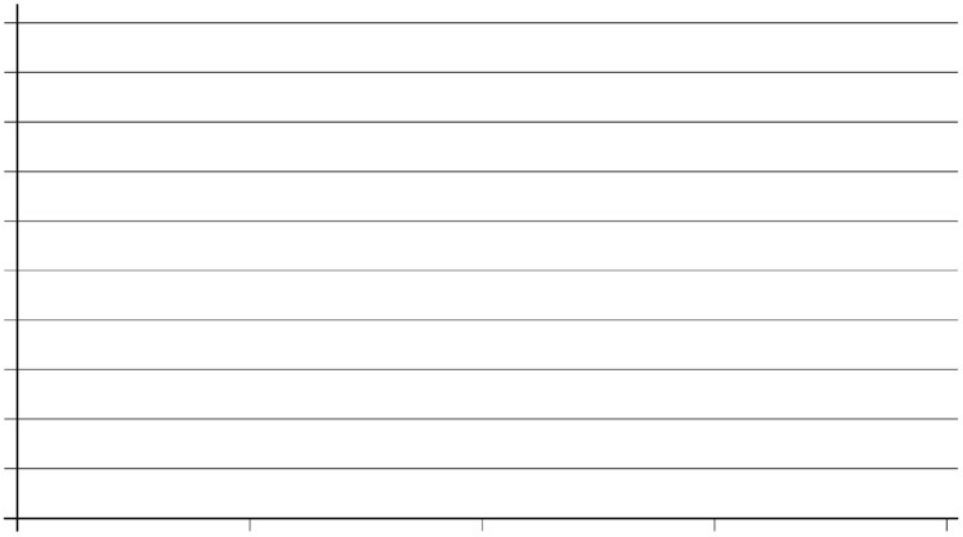
Ukutolika idatha

Sesiphi isilo-qabane esingathandwa kakhulu?
Which pet is the least popular?

Yintoni umahluko ngokwamanani phakathi kwabafundi abathanda izinja nabafundi abathanda iintaka?
What is the difference in number between learners who like dogs and learners who like birds?

3 Bonisa idatha engokutya kwetheko okuthandwayo kwigrafu yezinti.
Show this data about favourite party food in a bar graph.

				
	10	17	10	15



Thetha neqabane lakho ngedatha. Uqaphela ntoni?
Talk to your partner about the data. What do you notice?

Interpreting data

IZIBALO ZENTLOKO – MENTAL MATHS | FIZZ POP – UKUPHINDA KABINI – FIZZ POP – DOUBLING → UMDLALO – GAME → UPHUHLISO LWENGQIQO – CONCEPT DEVELOPMENT → AMAPHEPHA LOKUSEBENZELA – WORKSHEETS

UPHUHLISO LWENGQIQO | CONCEPT DEVELOPMENT

Umthengisi weziqhamo osemalikeni ubuze abantu abazokuthenga kuye ngeziqhamo abazithandayo. Thetha neqabane lakho ngokuboniswa yigrafu yezinti.

A fruit seller in the market asked the people at his stall about their favourite fruit. Talk to a partner about what the graph tells you.

Kutheni le nto umthengisi weziqhamo efuna ukwazi ngeziqhamo ezithandwa ngabantu?

Why does the fruit seller want to know about people's favourite fruit?

Ufuna ukwazi ukuba zeziphi iziqhamo ezithanda ukuthengwa ngabantu.

He needs to know which fruit people like to buy.

Uchanile! Umthengisi weziqhamo ufuna ukwenza imali kangangoko anakho. Ucinga ukuba kungenzeka ntoni ukuba unokuba nenqwaba yeebhanana kwivenkilana yakhe?

Correct! The fruit seller needs to make as much money as he can. What do you think would happen if he had lots of bananas at his stall?

Zingonakala ezo bhanana emva kwexesha aze alahlekelwe yimali kuba kuya kunyanzeleka azilahle.

The bananas would go bad after a while and then he would lose money because he would have to throw them away.

Akukho mntu unokuzithenga.

No one would buy them.

Nceda abafundi baqonde ukuba ukusebenzisa igrafu yezinti kwenza ubone inkcukacha msinya nto leyo esinceda sikwazi ukwenza izigqibo ezisekelwe elwazini.

Help learners to see that using a bar graph provides information at a glance that can help us make informed (better) choices.

Ukutolika idatha

IVEKI • WEEK 8

USUKU 4 • DAY 4

Ukutolika idatha
Interpreting data

IZIBALO ZENTLOKO – MENTAL MATHS | FIZZ POP – UKUPHINDA KABINI – FIZZ POP – DOUBLING → UMDLALO – GAME → UPHUHLISO LWENGQIQO – CONCEPT DEVELOPMENT → AMAPHEPHA OKUSEBENZELA – WORKSHEETS

1 Izikolo ezihlanu zikhuphisana ngokubona ukuba ngubani otyala imithi emininzi ngosuku lokutyala imithi (Arbour Day).

Five schools compete to see which can plant the most trees on Arbour Day.

Klipspruit	🌳🌳🌳🌳🌳🌳🌳
Mthonjeni	🌳🌳🌳🌳🌳
Sonskyn	🌳🌳🌳🌳🌳🌳🌳🌳
Thutong	🌳🌳🌳🌳
Mosiba	🌳🌳🌳🌳🌳🌳🌳

Ukuba 🌳 = 10, mingaphi imithi etyalwe sisikolo ngasinye?

If 🌳 = 10, how many trees did each school plant?

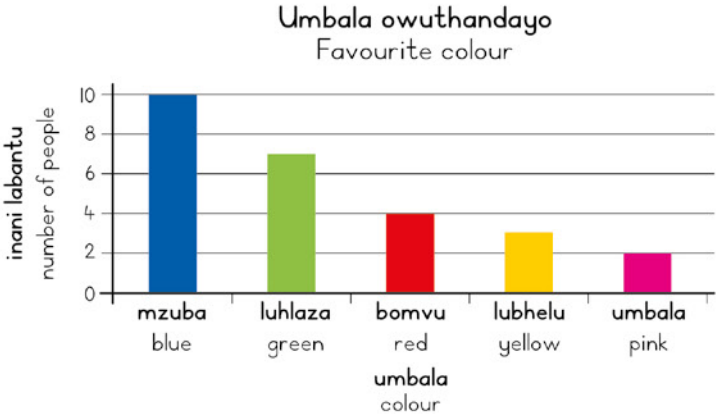
Klipspruit	Mthonjeni	Sonskyn	Thutong	Mosiba

Mingaphi imithi etyalwe zizikolo zidibene?

How many trees did the schools plant altogether?

2 Sebenzisa le grafu uphendule imibuzo.

Use the bar graph to answer the questions.



Ngowuphi owona mbala uthandwayo?

What is the favourite colour?

Ngowuphi umbala ongathandwa kakhulu?

What is the least favourite colour?

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Interpreting data

Yintoni umahluko phakathi kwenani labantu abathanda umbala oluhlaza nenani labantu abathanda umbala obomvu?

What is the difference between the number of people who like green and the number of people who like red?

Bangaphi abantu ababuziweyo?

How many people were interviewed?

3 Phendula le mibuzo ingemibala yeemoto ethandwa ngabantu.

Answer the questions about people's favourite car colours.

umbala wemoto car colour	inani number	umbala wemoto car colour	number number
	22		20
	65		15

Bangaphi abantu abathanda iimoto kule mibala?

How many people like cars in these colours?

			
22 			

Yeyiphi eyona moto ingathandwayo?

What is the least popular colour?

Yeyiphi eyona moto ithandwayo?

What is the most popular colour?

Yintoni umahluko phakathi kwenani labantu abathanda iimoto ezingwevu nenani labantu abathanda iimoto ezimnyama?

What is the difference between the number of people who like silver cars and the number of people who like black cars?

Yintoni umahluko phakathi kwenani labantu abathanda iimoto ezingwevu nenani labantu abathanda iimoto ezibomvu?

What is the difference between the number of people who like silver cars and the number of people who like red cars?

Bonisa oku kwigrafu yezinti. Sebenzisa isakhelo esikwiphepha lama 96.

Show this data in a bar graph. Use the template on page 96.

IVEKI • WEEK 8

USUKU 5 • DAY 5

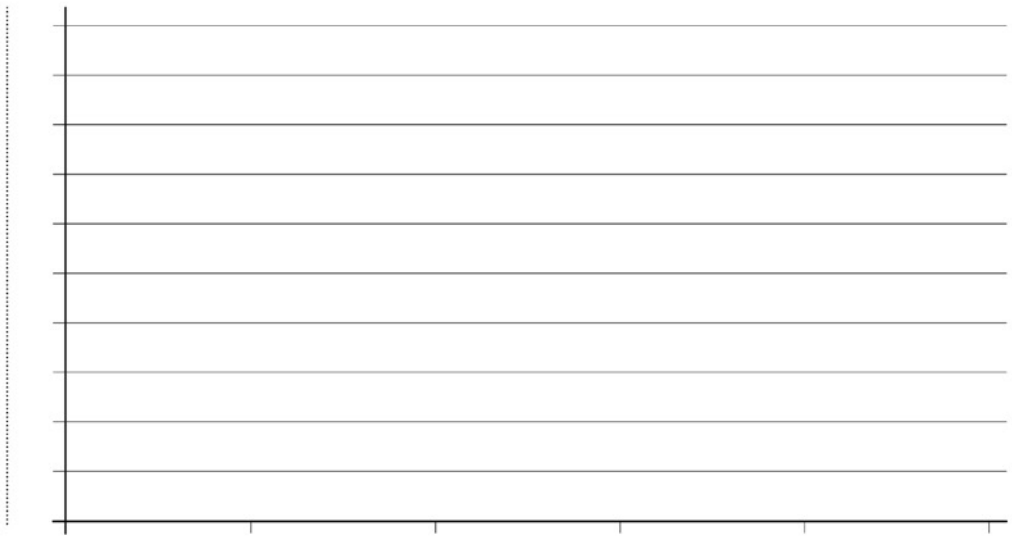
Uqukaniso
Consolidation

IPHEPHA LOKUSEBENZELA WORKSHEET → IPHEPHA LOKUSEBENZELA WORKSHEET

1 Zoba igrafu yezinti usebenzise idatha ekwitheyibhile.
Use the data in the table to draw a bar graph.

iqela team	inani lemidlalo yebhola ekhatywayo ephunyelelweyo number of soccer matches won
Super Stars	7
Bright Players	5
Black Cats	10
Fast Movers	6
Blue Pirates	2

Bonisa idatha kwigrafu yezinti.
Represent the data in a bar graph.



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Consolidation

2 Sebenzisa igrafu yezinti ukuze uphendule imibuzo.
Use your bar graph to answer the questions.

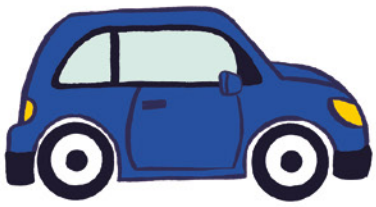
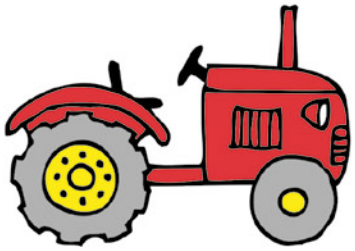
Mingaphi imidlalo ephunyelelwe liqela ngalinye kula? How many matches did each of these teams win?					
Super Stars		Black Cats		Fast Movers	
Bright Players		Blue Pirates			
Ngoobani abaphumelele eyona midlalo mininzi? Who won the most matches?					
Ngoobani abaphumelele eyona midlalo imbalwa? Who won the fewest matches?					
Ngoobani abaphumelele indawo yesibini? Who came second?					
Ngoobani abafumene indawo yesibini ekugqibeleni? Who came second last?					
Yintoni umahluko Phakathi kwemidlalo ephunyelelwe liqela leSuper Stars neqela leBlack Cats? What is the difference in wins between the Super Stars and Black Cats?					
Mangaphi amaqela enziwe udliwano-ndlebe? How many teams were interviewed?					

3 Zoba izinti zokubala ezihambelana namanani.
Draw the tally marks to match the numbers.

29	
48	
56	
31	
13	

4 Bhala inani elihambelana nezinti zokubala.
Write the number to match the tally marks.

𝍸 𝍸 ||||	
𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 ||	
𝍸 |||	
𝍸 𝍸 𝍸 𝍸 𝍸	
𝍸 𝍸 𝍸 |	

iimoto ezibaliweyo counted vehicles	izinti zokubala tally marks
	𝍸 𝍸 𝍸 𝍸
	𝍸 𝍸 𝍸
	𝍸 ||
	𝍸 𝍸 |
	𝍸

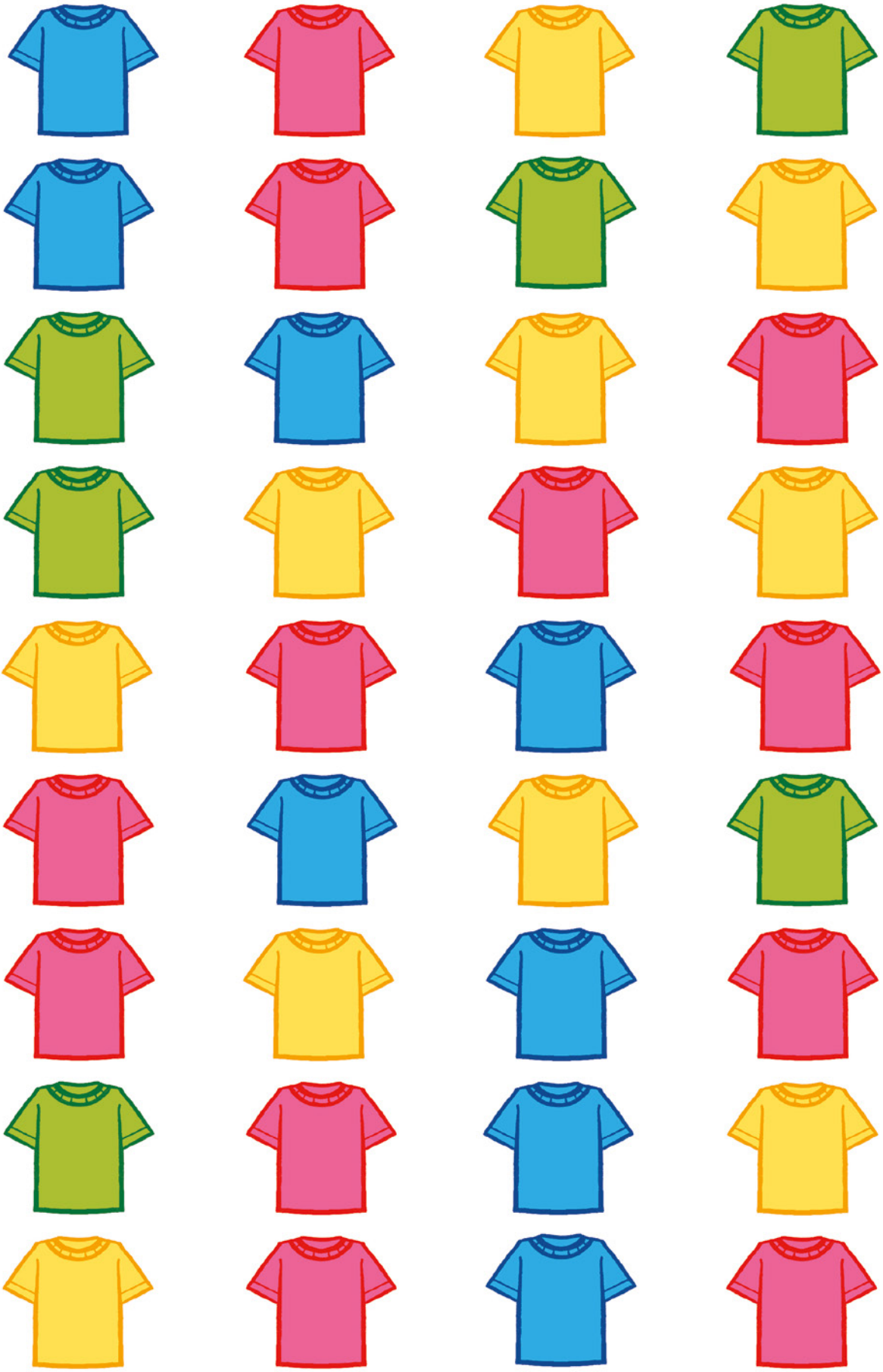
Iimoto ezidlula esangweni legaraji elungisa iimoto

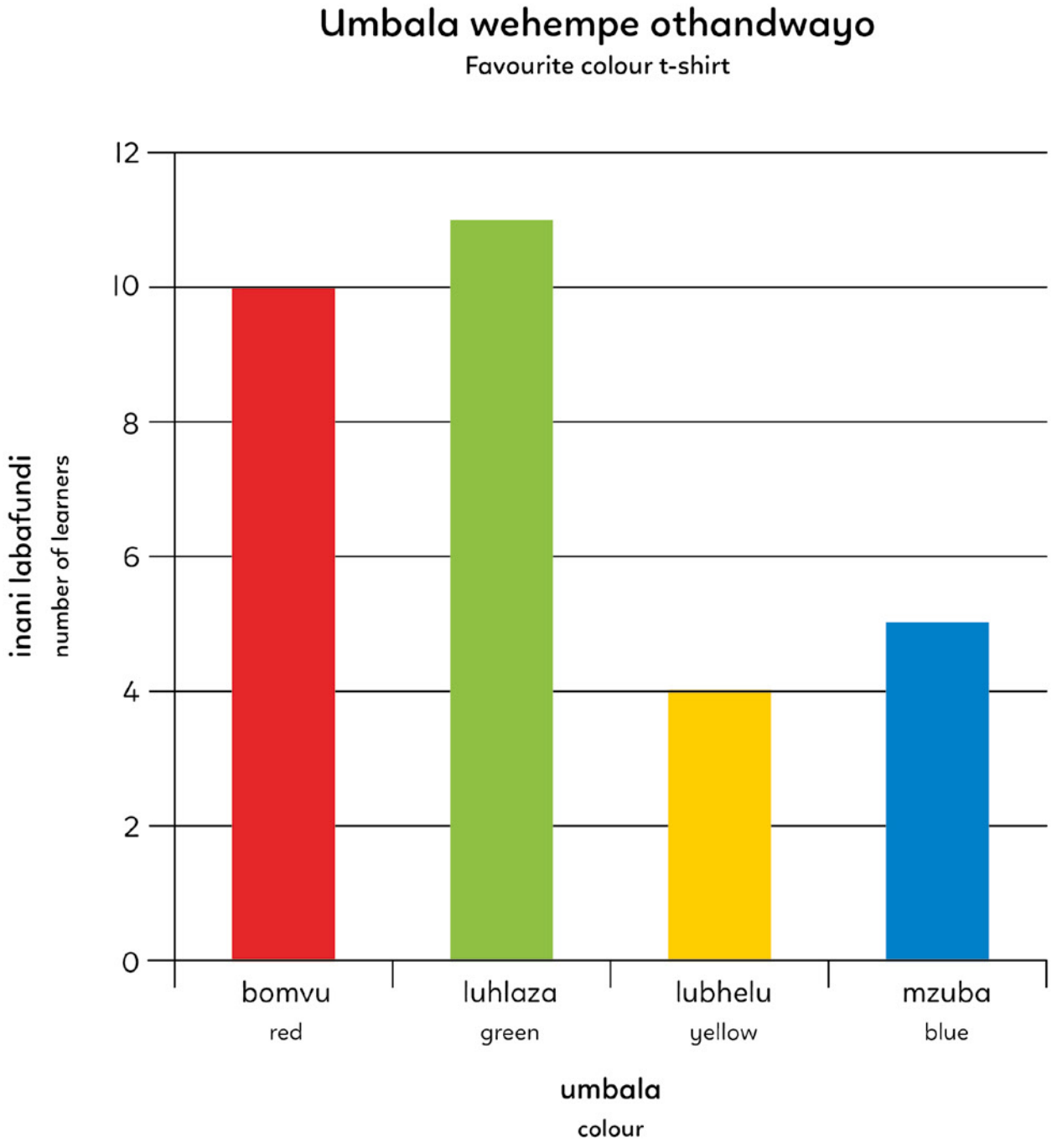
Cars going past the gate at the repair shop

10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
	Lwesihlanu Friday	**Mgqibelo** Saturday	**Cawe** Sunday	**Mvulo** Monday

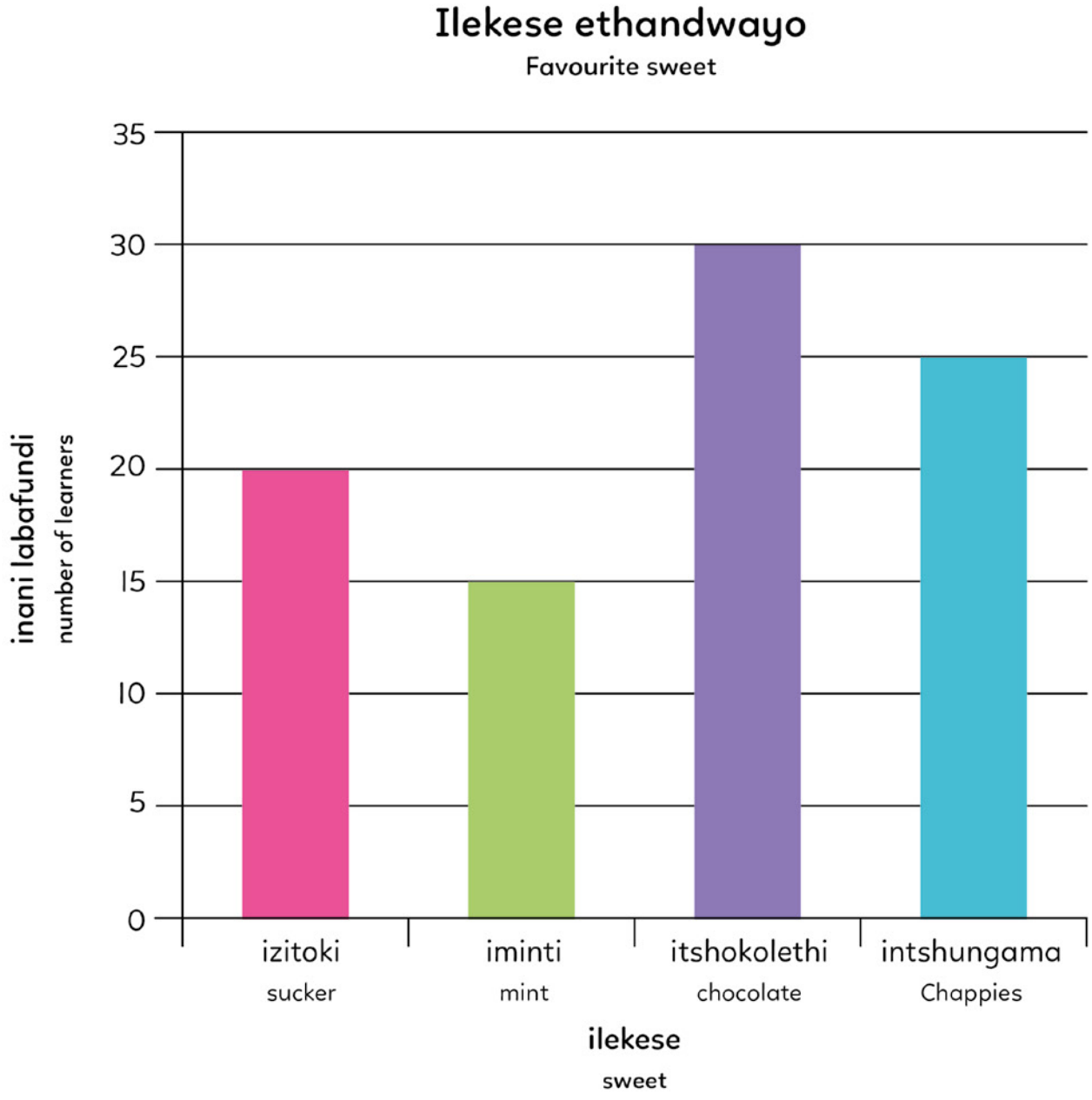
Inkcazelo
Key

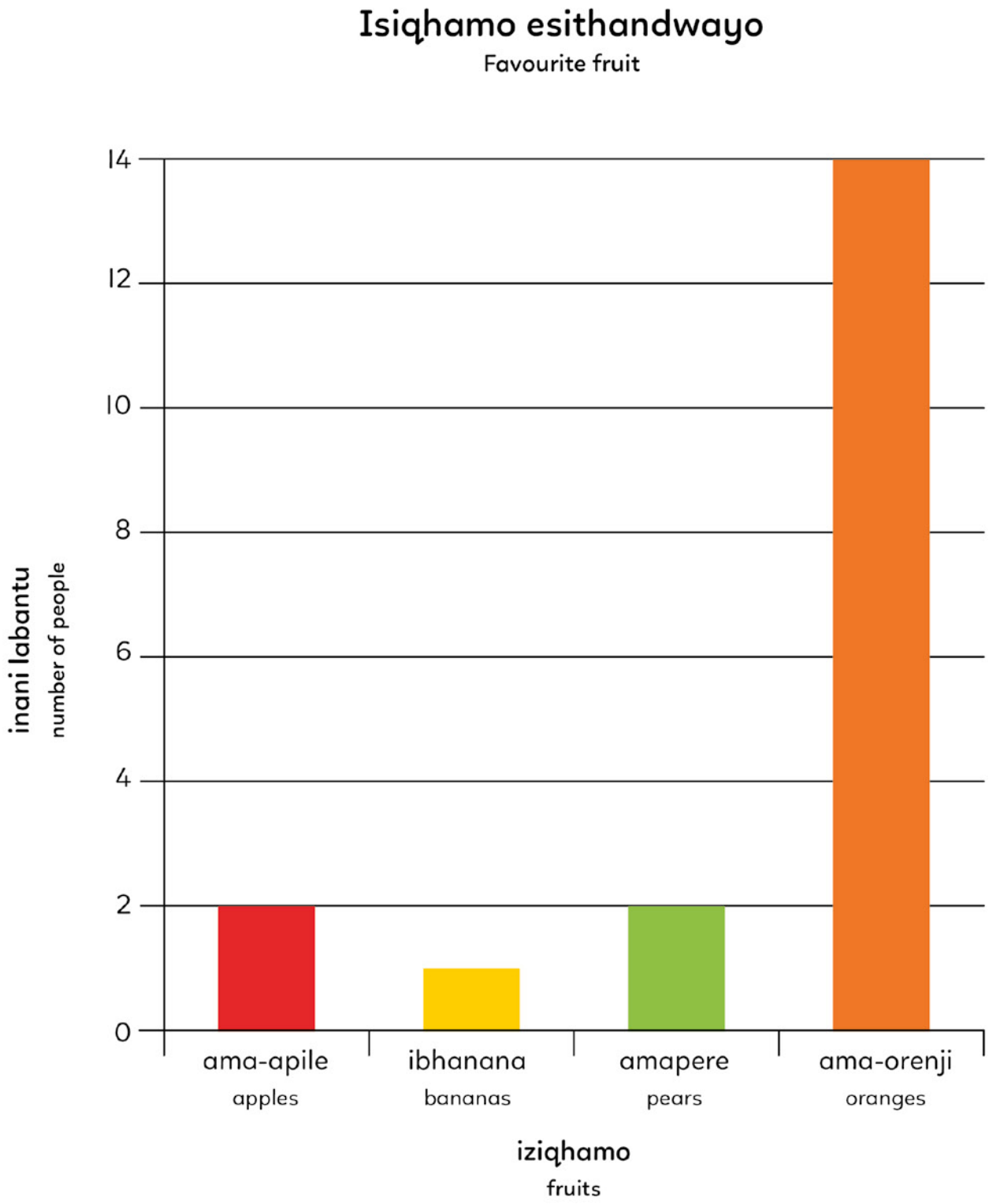
 = 2




Umbala wehempe othandwayo
Favourite colour t-shirt
inani labafundi
number of learners
12
10
8
6
4
2
0
bomvu
red
luhlaza
green
lubhelu
yellow
mzuba
blue
umbala
colour

ilekese sweet	izinti zokubala tally	zizonke total
izitoki sucker	𝍸 𝍸 𝍸 𝍸	20
iminti mint	𝍸 𝍸 𝍸	15
itshokolethi chocolate	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸	30
intshungama Chappies	𝍸 𝍸 𝍸 𝍸 𝍸	25




Isiqhamo esithandwayo
Favourite fruit
inani labantu
number of people
14
12
10
8
6
4
2
0
ama-apile
apples
ibhanana
bananas
amapere
pears
ama-orenji
oranges
iziqhamo
fruits

Bala Wande

Calculating with Confidence

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