Sepedi

Mmetse

Mathematics

2

Kotara 3 | Term 3

Morutiši | Teacher: .....

Bala Wande
Calculating with Confidence

2

Kotara 3 ⁞ Term 3

Mmetse
Mathematics

Puku ya Morutiši
Teacher's Guide

Sepedi ⁞ English

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

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

Artists: Mary-Anne Hampton and Angie Bowring
Photos on page 166: Freepik

www.fundawande.org

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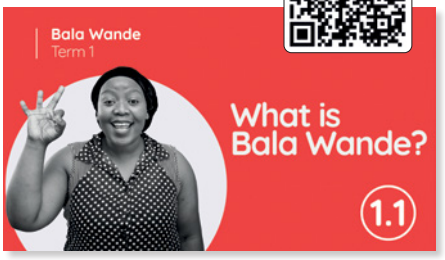
DITENG CONTENTS

Go šomiša Bala Wande go ruta Mmetse go Sehlopha sa Motheo

1. Na Bala Wande ke eng?

Bala Wande ke lenaneo la Mmetse la Funda Wande.

Funda Wande ke mokgatlo wa go se dire dipoelo tša mašeleng woo o ikemišeditšego go netefatša go re barutwana ka moka ka Afrika Borwa ba kgona go balela molaetša ka leleme la bona la gae ge ba fihla mengwaga ye 10. Bala Wande ke lenaneo la mmetse la mofelegetši leo le ikemišeditšego go netefatša go re barutwana ka moka ka Afrika Borwa ba hwetša motheo woo o ba kgontšhago wa mmetse mo mengwageng ya mathomo ya praemari.

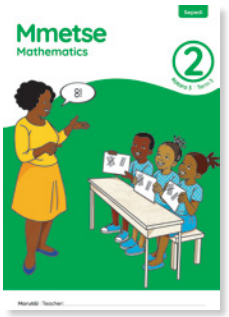


Re tšweletša vidiyo le go gatiša didirišwa go thekga barutiši go ruta mmetse mo Mephatong ya 1-3. Didirišwa tša rena di hwetšagala ntle le tefo ka tlase ga tumelelo ya Creative Commons, ka go realo, yo mongwe le yo mongwe a ka kgona go di šomiša.

Thekgo ya lenaneo la Bala Wande e akaretša:

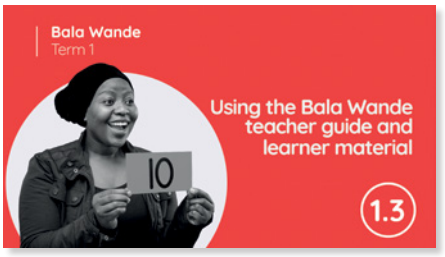
1.1 Tlhahlamorutiši

Tlhahlamorutiši ya Bala Wande e fa tlhahlo ya tšatši ka tšatši ka go re na mmetse o rutwa bjang gore barutwana ba godiše kwešišo ya bona ya mmetse, ba thome go balela ka boitshepo ba šomiša didirišwa tša ka gare ga lepokisi la Bala Wande.



Mo bekeng ye nngwe le ye nngwe ya dithutišo tšeo di beakantšwego, go na le matlakala a mabedi a tlhahlo ao a laetšago kakaretšo ya tshedimošo ka mmetse wa hlogo le dikaralo tša kgodišo ya kgopolo tša dithutišo go akaretša:

- Didirišwa tšeo di hlokegago tša mešongwana ya letšatši le lengwe le le lengwe.
- Maikemišetšo a mešongwana ya letšatši le lengwe le le lengwe.
- Dilo tšeo go gopolwago ka tšona ge o ruta mešongwana yeo e beakantšwego ya beke.



Kelo e agwa lenaneong la Bala Wande ka mokgwa wa go tšwelela. Thutišo ya mafelelo ya beke ye nngwe le ye nngwe e beetšwe go ela le go teefatša thuto yeo e rutilwego ya beke yeo.

Using Bala Wande for teaching Foundation Phase mathematics

1. What is Bala Wande?

Bala Wande is the mathematics programme of Funda Wande.

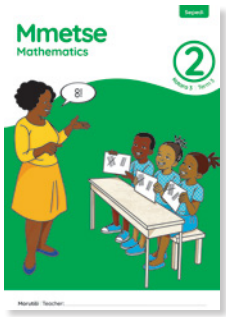
Funda Wande is a not-for-profit organisation that aims to ensure that all learners in South Africa can read for meaning in their home language by the age of 10. Bala Wande is the accompanying mathematics programme that aims to ensure that all learners in South Africa get an effective grounding in mathematics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

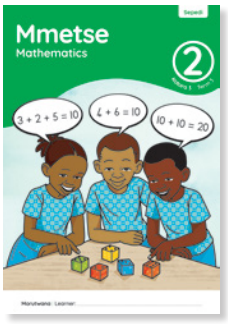


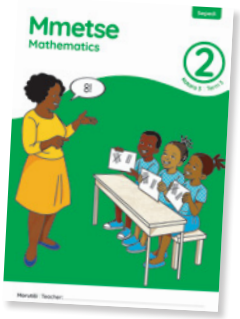
For each week of planned lesson activities, there is a two-page guide that gives an overview of the Mental Maths and concept development components of the lessons, including:

- 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 Dirišwa tša tlaleletšo tša go thekga morutiši le morutwana





Dikolo ka moka tšeo di tšeago karolo di tla fiwa didirišwa tša go tlaleletša tša go thekga barutwana le barutiši tšeo di sepelelanago le peakanyo ya dithutišo ya *Bala Wande. Puku ya Mešomo ya Morutwana* ya *Bala Wande* e sepelelana le CAPS, puku ya mešomo yeo e latelantšwego ka tlhokomelo yeo e diretšwego go akaretša mošomo wa kotara. *Puku ya Mešomo ya Morutwana* e na le matlakala a mešomo a mešongwana ya phapoši ka moka, matlakalatšhomelo ao a feleletšwago ke barutwana ka botee le dipapadi tša go hlohleletša go ithuta mareo ao a rutwago ka mafolofolo.

Gape go na le pukuntšu ya tlotlontšu ya mmetse ya malemepedi ya Bala Wande.

Didirišwa tše dingwe tša go ithuta le go ruta tšeo di abjago ke diswaro tša go swana le *diforeimi tša lesome, dibaledi, dikarata tša folarata (tša dikapalo, tša mainapalo le dikarata tša lerontho), dikomiki le letaese, dithapo tša dipheta le dikube goba dipoloko tša multifix.*

O kgopelwa go re o di hlokomele kudu. Didirišwa tše di bitša theko ya godimo le gona, di ka se thibege goba go mpshafatšwa. O tlamegile go saena go laetša gore o amogetše lepokisi le go re o tla tšea maikarabelo a go hlokomela didirišwa ka moka tšeo o filwego tšona

1.3 Dividiyo tša Bala Wande tša barutiši ba dinkgwete

Dividiyo tša Bala Wande di na le ditsopolwa tše kopana tša dikarolo tša phapošing tšeo di laetšago mohlala wa dikarolo tše bohlokwa tša mešongwana ya thutišo. Tšona di ka šomišwa ke barutiši ge ba lokišetša go ruta dithutišo ka bobona. Ditsopolwa tše di telele tša mešongwana ya thutišo le tšona di tla ba gona.

Dividiyo di laetša temogo ya barutiši ba dinkgwete (Permie le Lihle) ka mareo goba dikgopolo tše di itšego tša mmetse goba botsebi bja go ruta.

E ka ba Bala Wande e sepelelana le CAPS?

Ee, go bjalo. Maikemišetšo a lenaneo la Bala Wande ke go ruta barutwana go balela ka boitshepo ge ba fetša Mphato wa 3. Lenaneo le le tlhomilwe le lebantšwe kharikhulamo ya Afrika Borwa gape le na le dinyakwa ka moka tša CAPS. Lenaneo la Bala Wande le latela TMU, gape le beakanyaleswa CAPS ka tumelelo ya Kgoro ya Thuto ya Motheo.

- Diteng, kabo ya nako le kelo ya thuto, ka moka di lebantšwe go CAPS.
- Kabelo ya matšatši a 1-4 beke ye nngwe le ye nngwe e neelana ka thutišo yeo e beakantšwego ya mešongwana ya matšatši a 4. Tše ke dithutišo tša metsotso ye 90 (se se akaretša mošongwana wa tšatši ka tšatši wa go thoma wa mmetse wa hlogo, kgopolokgolo ya go ruta ya letšatši le lengwe le le lengwe le mešongwana ya morutwana ka boyena goba ya sehlopha ya letšatši le lengwe le le lengwe).
- Letšatši la bo5 le fa monyetla wa teefatšo le kelo ya thuto. Ke thutišo ya metsotso ye 60.
- Peakanyo ya kelo ya kotara le matlakala a meputso di a hwetšagala. Dikelo ka moka di fiwa bjale ka mehlala go thekga lenaneo la go ruta le go ithuta.

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.

O amogetšwe go Mphato wa 2!

Dibeke tše tharo tša mathomo tša Puku ya Mešomo ya Mphato wa 2 Kotara ya 2 di lokišeditšwe go fetiša didirišwa tša Mphato wa 2. Se se tla gopotša barutwana ka dikgopolo tšeo ba ithutilego tšona ga Mphato wa 2. Re tla aga godimo da dikgopolo tše ka šedi ye kgolo go tloga ga Beke ya 4. Se se ra go re karolo ya mathomo ya mošomo ke poeletšo. Re nyaka gore barutwana ba ikwe ba lokologile gore ba šetše ba ithutile mmetse kudu le go tseba dilo tše dintši.

Mo go Mphato wa 2, re nyaka gore barutwana ba thome dilwaelo tše di botse ge ba le gare ba ithuta mmetse. Bolela le bona ka go lebelela ka šedi seo ba swanetšego go se dira. Letšatši le lengwe le le lengwe ge o tsebiša mošomo wa go ikemela wa phapošing, kgopela barutwana ba lebelele matlakala gomme ba go botše gore ba bona eng. Na ba nagana gore ba swanetše ba dire eng?

Tlwaelo 1: Re lebelela ka borena. Na ke bona eng? Ke swanetše go dira eng?
Tlwaelo 2: Re thala diswantšho. Na nka thala eng seo se ka nthušago go rarolla marara?
Tlwaelo 3: Re bolelela godimo ka mmetse.

Nepokgolo ya rena mo ngwageng wo ke go hlohleletša barutwana gore ba thome go bolelela godimo ka mmetse. Ka letšatši le lengwe le le lengwe o swanetše o ikemišetše go akaretša barutwana ba bantši ka moo go kgonegago dikahlaahlong tša mafolofolo tša phapoši ka moka. Sepelasepela le phapoši o etelele pele mešomo ya phapošing ya go ikemela- botšiša dipotšišo tša go hlohla go hwetša ge eba barutwana ba kwešiša seo ba se dirago. Theeletša dipotšišo tšeo ba di botšišago gomme o ba arabe gabotse ka moo go kgonegago ka seo ba se botšišitšego.

Hlokomela barutwana bao ba itemogelago mathata ka dilo tša go swana le dikgopolo tša dipalo tša motheo. Ge e le gore go na le barutwana bao ba bontšhago ba sa kwešiše dipalo tša motheo tša go thoma go 0 go ya ga 10, ba fe mešongwana ya tlaleletšo ya go šoma ka dipalo tša tlhatlamano ye gomme o tšwele pele o ba botšiša dipotšišo ka dipalo le ditlemagano tša dipalo mo tlhatlamanong ye go fihlela o bona gore ba kgona go šoma ka go lokologa ka dipalo 0 go ya ga 10.

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

A re boleleng Mmetse!

Let's talk Maths!

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

Welcome to Grade 2!

The first three weeks of the Grade 2 Term 2 workbook are designed to go over Grade 1 material. This will remind learners about concepts they learned in Grade 1. We will build on these concepts more carefully from Week 4. This means that the first section of the work is revision. We want learners to feel some confidence that they already have learned a lot of maths and know a lot of things.

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

A re boleleng Mmetse!

Let's talk Maths!

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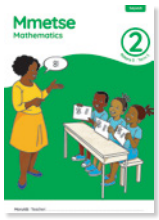
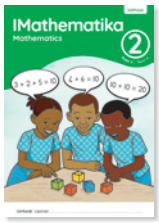
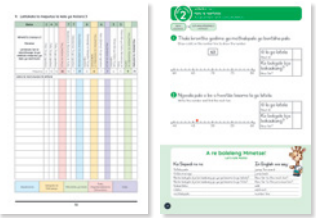
kgomo ke ye kgolo go katse	the cow is bigger than the cat
katse ke ye nnyane go kgomo	the cat is smaller than the cow
nne ke ye kgolo go tharo	four is bigger than three
tharo ke ye nnyane go nne	three is smaller than four

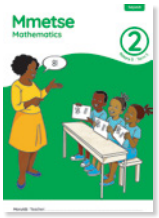
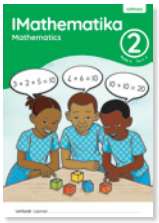
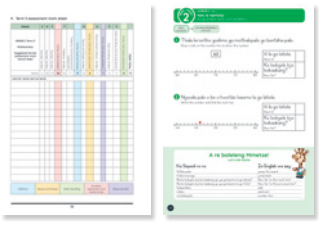
2. Na go na le eng ka lepokising?

Ka gare ga lepokisi, o tla hwetša didirišwa ka moka tšeo o di hlokago go latela lenaneo la *Bala Wande*.

Tlhahlamorutiši • kakaretšo ya dikgopolo goba mareo ao a tlogo rutwa bekeng ye nngwe le ye nngwe. • mmetse wa hlogo woo o beakanyeditšwego letšatši le lengwe le le lengwe (matšatši a 1-4). • mešongwana ya dikgopolo tše bohlokwa tšeo di tlogo rutwa, tša go thekgwa ke diphoustara le didirišwa tša go tšwa ka lepokising (matšatši a 1-4). • dikhophi tša matlakala a Puku ya Mešomo ya Morutwana tša letšatši (di beilwe ka tatelano ka gare ga tlhahlamorutiši). • kelo ya thuto (letšatši la bo5 ka dibeke tša 2-9). • teefatšo (letšatši la bo5 ka dibeke tša 1-10).	
Dividiyo • ditsopolwa tšeo di bontšhago barutiši ba dinkgwete ba ruta le go ahlaahla dithutišo.	
Pukuntšu ya malemepedi • pukuntšu ya malemepedi ya Sehlopha sa Motheo ya mareo a mmetse ya go ba le ditlhalošo le mehlala.	
Puku ya Mešomo ya Morutwana • mešongwana ya tšatši ka tšatši yeo e sepelelanago le mešongwana ya thutišo. • mešongwana ya tšatši ka tšatši yeo morutwana a tlogo e dira ka boyena goba ka dihlopha. • dipapadi tšeo di sepelelanago le mešongwana ya dithutišo.	
Diphoustara • khalentara ya 2022 • diphoustara tša go sepelelana le dipeakanyo tša thutišo.	
Didirišwa tša morutiši • mehutahuta ya didirišwa tšeo o swanetšego go di šomiša ge o ruta.	
Lepokisi la didirišwa tša barutwana • lepokisi le tee la sehlopha sa barutwana ba 6. • lepokisi le na le mehutahuta ya didirišwa tša barutwana tšeo ba swanetšego go di šomiša ge ba dira mešongwana.	
Ditlabelo tša kelo • peakanyo ya kelo ya kotara. • mešongwana ya bomolomo le go itwaetša (2 ka kotara) • mešomo yeo e beakantšwego ya kelo le mešongwana ka letšatši la bo5 la beke ye nngwe le ye nngwe (dibeke tša 2-8). • letlakala la go rekhota meputso leo le ka šomišwago go tšhela meputso go SA 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 – Days 1-4) • 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 2-9) • consolidation (Day 5 Weeks 1-10) •	
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 year plan • oral and practical activities (2 per term) • planned written assessment tasks and activities on the 5th day of each week (Weeks 2-8). • mark record sheet that can be used to enter marks on SA SAMS.	

Lenaneo la dilo tšeo di lebelelwago

Lenaneo la didirišwa ka moka tša *Bala Wande* tšeo di lego ka gare ga lepokisi:

1. Tlhahlamorutiši
2. Pukuntšu ya malemepedi
3. Puku ya Mešomo ya Morutwana go ngwana yo mongwe le yo mongwe.
4. Diphoustara
   a. khalentara
   b. rejistara
   c. mothalopalo (0-20)
   d. mothalopalo (woo o sa ngwalwago selo)
   e. sekwere sa 100
   f. mainapalo 0-20 (Sepedi)
   g. mainapalo 10-100 (Sepedi)
   h. mainapalo 100-1000 (Sepedi)
   i. tšhelete
   j. matšatši a beke
   k. dikgwedi tša ngwaga
5. Paka e tee ya dikarata tša morutiši tša go lekana go šupetša:
   a. Dikarata tša palo tša Bala Wande 0 - 1000 (tša go lekana go šupetša)
   b. Dikarata tša marontho tša Bala Wande 0 - 10 (tša go lekana go šupetša)
   c. Dikarata tša Flard tša Bala Wande 0 – 100 (tša go lekana go šupetša)
6. Dipoloko tša multifix (100)
7. Dibopego tša mahlakoretharo (3-D) (tša go ba le dinete) (tša go lekana go šupetša)
8. Dipoloko tša tlase tša lesome-100s 10s 1s
9. Diiri tše 24 tša sešupanako se sennyane
10. Mapokisi a 6 a barutwana a go ba le:
    a. mataese a 2 a morutwana o tee
    b. dipoloko tše 20 tša multifix tša morutwana o tee
    c. dipaka tša dikarata tše 6 tša morutwana:
       - Dikarata tša palo tša Bala Wande 0 - 20 (tša go lekana morutwana)
       - Dikarata tša Flard tša Bala Wande 0 – 1000 (tša go lekana morutwana)
    d. diploko tša masome (ka bo100, bo10, bo1) tša go abelana
    e. theipi e 1 ya go ela (ya go abelana)
    f. dišupanako tše tharo tša diiri tše-24 (tša go abelana)

Checklist

List of all Bala Wande resources in the Term 2 box.

1. Teacher Guide
2. Bilingual dictionary
3. Learner Activity Books for each learner
4. Posters
   a. calendar
   b. register
   c. number line (0–20)
   d. number line (unmarked)
   e. 100 square
   f. number names 0–20 (Sepedi)
   g. number names 10–100 (Sepedi)
   h. number names 100–1000 (Sepedi)
   i. money
   j. days of the week
   k. months of the year
5. One teacher demo size pack of cards:
   a. Bala Wande number cards 0-1000 (demo size)
   b. Bala Wande dot cards 0-10 (demo size)
   c. Bala Wande Flard cards 0-1000 (demo size)
6. Multifix blocks (100)
7. 3-D shapes with nets (demo size)
8. Base ten blocks – 100s, 10s, 1s (demo magnetic)
9. 24-hour small clock (teacher demo)
10. Six learner boxes that include:
    a. 2 dice per learner
    b. 20 multifix blocks per learner
    c. 6 learner size packs of cards:
       - Bala Wande number cards 0-20 (learner size)
       - Bala Wande flard cards 0-1000 (learner size)
    d. base ten blocks (100s 10s 1s) to share.
    e. 1 tape measure (to share)
    f. three 24-hour clocks (to share)

3. Na ke šomiša polelo efe ge ke ruta mmetse?

Didirišwa ka moka tša Bala Wande ke tša malemepedi. Se ke thekgo ya go tšweletša polelo ya mmetse ka Sepedi le ka Seisemane. Se se laetša go thekga kgatelo pele ya tlhago magareng ga dipolelo tše ge go bolelwa ka mmetse. Pukuntšu ya Bala Wande e tla go thuša go šomiša polelo ya go feta e tee go hlaloša mantšu a mmetse ge go hlokega.

Barutiši ba bantši ba mmetse ba Maafrika Borwa ba ruta mmetse ka go fela ba šomiša leleme la gae go thuša barutwana go kwešiša mareo a mmetse. Se se ra go re ba fetošafetoša maleme a mabedi goba go feta ge ba hlaloša mmetse. Dinyakišišo di laeditše go re go dira ka tsela yeo ke tlwaelo ye bohlokwa e le ruri ya go thuša barutwana go kwešiša. Go fetošafetoša maleme ge ba bolela go thuša barutwana le baithuti go šomiša mabokgoni ka moka a polelo ya bona go ithuta, go e na le go re ba gapeletšege go šomiša polelo e tee fela. Tlwaelo ye e šomišwa ke ditšhabatšhaba ebile e bitšwa go re ke '*translanguaging*'.

Karolo ya 4 ya CAPS yeo e boeleditšwego (Kelo) e tiišeletša tirišo ya polelo ya go feta e tee go bolela ka polelo ya mmetse.

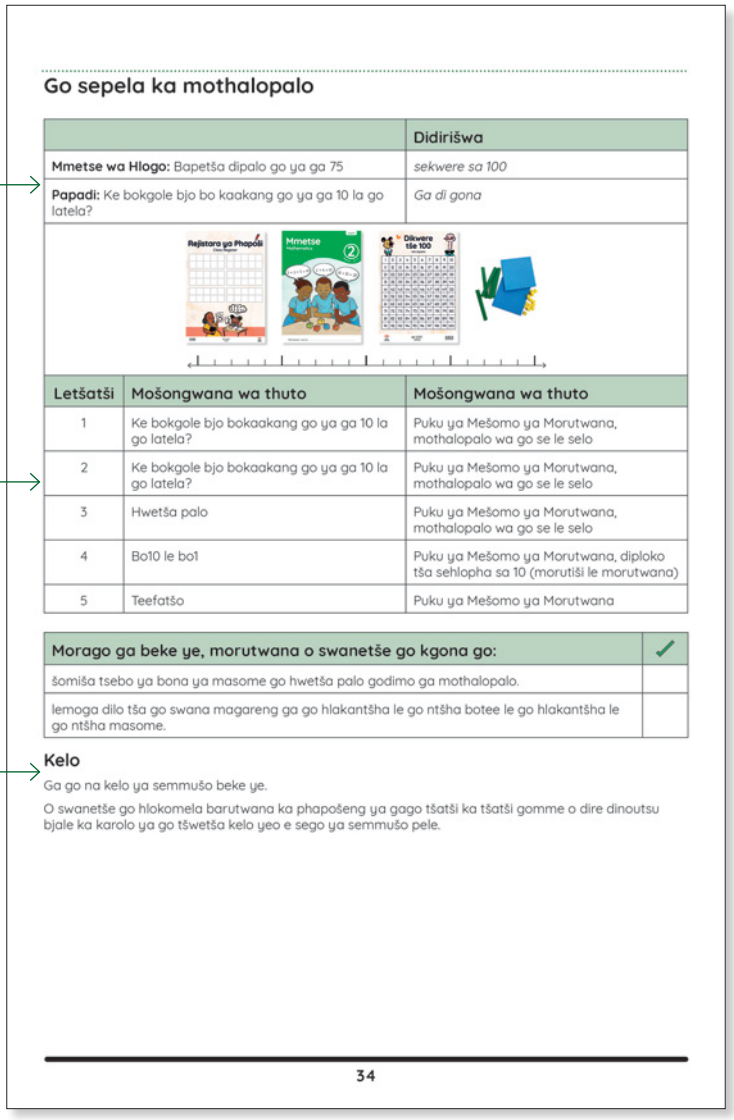
4. Go šomiša dipeakanyo tša thuto le Puku ya Mešomo ya Morutwana

Ditokišetšo tša beke:
Letlakala la mathomo la kakaretšo ya beke le go fa:

Kakaretšo ya ka pejana ya mmetse wa hlogo le mešongwana ya thutišo ya beke gammogo le didirišwa tšeo o di hlokago.

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

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



Go sepela ka mothalopalo

	Didirišwa
Mmetse wa Hlogo: Bapetša dipalo go ya ga 75	*sekwere sa 100*
Papadi: Ke bokgole bjo bo kaakang go ya ga 10 la go latela?	*Ga di gona*

Letšatši	Mošongwana wa thuto	Mošongwana wa thuto
1	Ke bokgole bjo bokaakang go ya ga 10 la go latela?	Puku ya Mešomo ya Morutwana, mothalopalo wa go se le selo
2	Ke bokgole bjo bokaakang go ya ga 10 la go latela?	Puku ya Mešomo ya Morutwana, mothalopalo wa go se le selo
3	Hwetša palo	Puku ya Mešomo ya Morutwana, mothalopalo wa go se le selo
4	Bo10 le bo1	Puku ya Mešomo ya Morutwana, diploko tša sehlopha sa 10 (morutiši le morutwana)
5	Teefatšo	Puku ya Mešomo ya Morutwana

Morago ga beke ye, morutwana o swanetše go kgona go:	✓
šomiša tsebo ya bona ya masome go hwetša palo godimo ga mothalopalo.	
lemoga dilo tša go swana magareng ga go hlakantšha le go ntšha botee le go hlakantšha le go ntšha masome.	

Kelo

Ga go na kelo ya semmušo beke ye.

O swanetše go hlokomela barutwana ka phapošeng ya gago tšatši ka tšatši gomme o dire dinoutsu bjale ka karolo ya go tšweletša kelo yeo e sego ya semmušo pele.

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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.

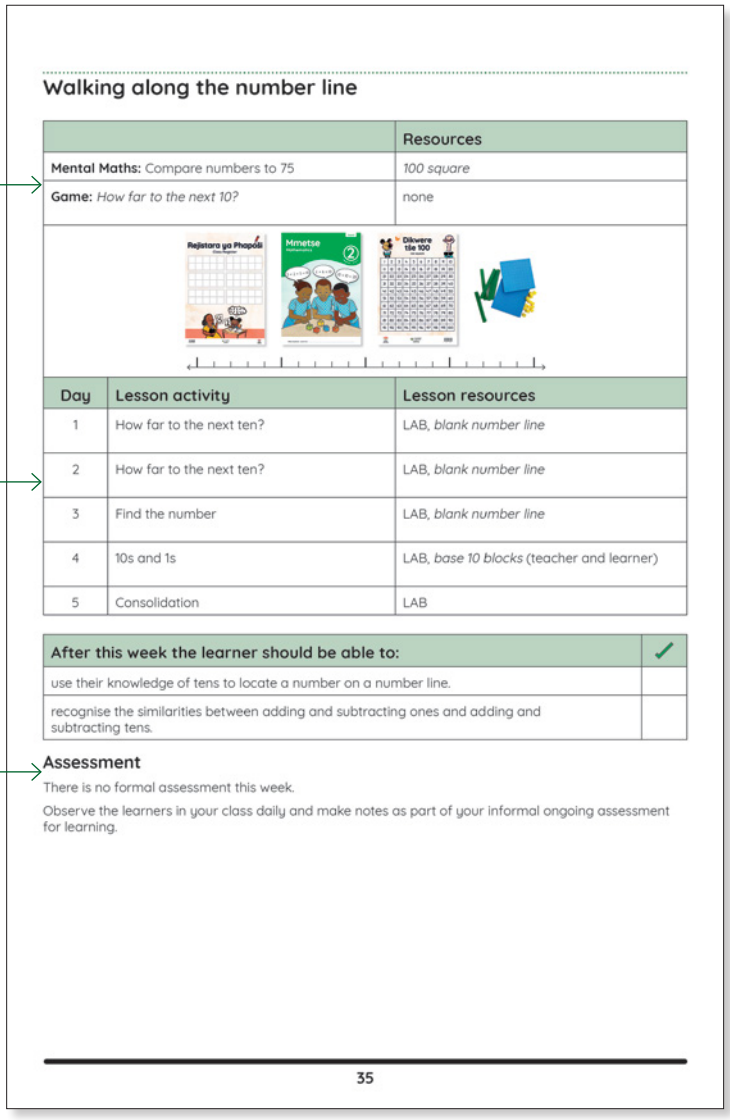
4. Using the lesson plans and *Bala Wande Learner Activity Book*

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.



Walking along the number line

	Resources
Mental Maths: Compare numbers to 75	*100 square*
Game: *How far to the next 10?*	none

Day	Lesson activity	Lesson resources
1	How far to the next ten?	LAB, *blank number line*
2	How far to the next ten?	LAB, *blank number line*
3	Find the number	LAB, *blank number line*
4	10s and 1s	LAB, *base 10 blocks* (teacher and learner)
5	Consolidation	LAB

After this week the learner should be able to:	✓
use their knowledge of tens to locate a number on a number line.	
recognise the similarities between adding and subtracting ones and adding and subtracting tens.	

Assessment

There is no formal assessment this week.

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

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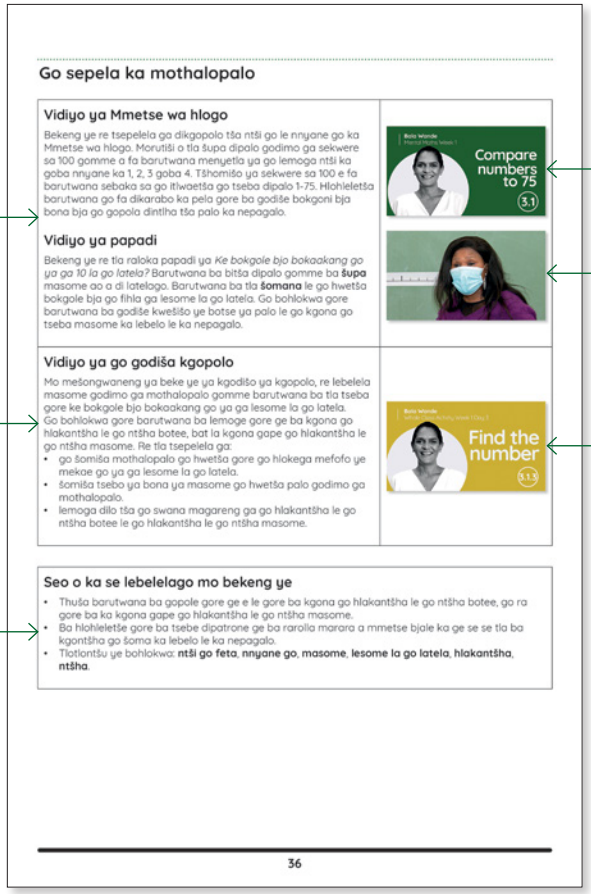
Letlakala la bobedi la kakaretšo ya beke le laetša::

Tlhalošo ya go re na mešongwana ya mmetse wa hlogo e tšwela pele bjang mo bekeng le tlhalošo ya dipapadi tšeo di beakantšwego tša beke.

Tlhalošo ya dikgopolo tše bohlokwa tšeo o tlogo di ruta mo bekeng.

Dilo tše di itšego tšeo di lebelelwago mo bekeng. Tše e ka ba diphošo tšeo re tsebago go re barutwana ba di dira gantši goba dikgopolo tšeo di swanetšego go gatelelwa.


Go sepela ka mothalopalo

Vidiyo ya Mmetse wa hlogo

Bekeng ye re tsepelela ga dikgopolo tša ntši go le nnyane go ka Mmetse wa hlogo. Morutiši o tla šupa dipalo godimo ga sekwere sa 100 gomme a fa barutwana menyetla ya go lemoga ntši ka goba nnyane ka 1, 2, 3 goba 4. Tšhomišo ya sekwere sa 100 e fa barutwana sebaka sa go itlwaetša go tseba dipalo 1-75. Hlohleletša barutwana go fa dikarabo ka pela gore ba godiše bokgoni bja bona bja go gopola dintlha tša palo ka nepagalo.

Compare numbers to 75

Vidiyo ya papadi

Bekeng ye re tla raloka papadi ya *Ke bokgole bjo bokaakang go ya go 10 la go latela?* Barutwana ba bitša dipalo gomme ba **šupa** masome ao a di latelago. Barutwana ba tla **šomana** le go hwetša bokgole bja go fihla ga lesome la go latela. Go bohlokwa gore barutwana ba godiše kwešišo ye botse ya palo le go kgona go tseba masome ka lebelo le ka nepagalo.

Vidiyo ya go godiša kgopolo

Mo mešongwaneng ya beke ye ya kgodišo ya kgopolo, re lebelela masome godimo ga mothalopalo gomme barutwana ba tla tseba gore ke bokgole bjo bokaakang go ya ga lesome la go latela. Go bohlokwa gore barutwana ba lemoge gore ge ba kgona go hlakantšha le go ntšha botee, bat la kgona gape go hlakantšha le go ntšha masome. Re tla tsepelela ga:

- go šomiša mothalopalo go hwetša gore go hlokega mefofo ye mekae go ya ga lesome la go latela.
- šomiša tsebo ya bona ya masome go hwetša palo godimo ga mothalopalo.
- lemoga dilo tša go swana magareng ga go hlakantšha le go ntšha botee le go hlakantšha le go ntšha masome.

Find the number

Seo o ka se lebelelago mo bekeng ye

- Thuša barutwana ba gopole gore ge e le gore ba kgona go hlakantšha le go ntšha botee, go ra gore ba ka kgona gape go hlakantšha le go ntšha masome.
- Ba hlohleletše gore ba tsebe dipatrone ge ba raralla marara a mmetse bjale ka ge se se tla ba kgontšha go šoma ka lebelo le ka nepagalo.
- Tlotlontšu ye bohlokwa: **ntši go feta, nnyane go, masome, lesome la go latela, hlakantšha, ntšha.**

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Letlakala le, le go iša go setsopolwa sa vidiyo seo se laetšago dikgopolo go tšwa go barutiši ba rena ba dinkgwete mabapi le dikgopolo tše di itšego tša mmetse goba dithekniki tša go ruta.

Ka gare ga setšweletšwa sa ditšithale sa Tlhahlamorutiši mo weposaeteng, dihyperlink di filwe go dividiyo. Ge o kgotla godimo ga selaete sa vidiyo ya Mmetse wa Hlogo, Papadi le Kakaretšo ya Beke, o tla tsena go yona vidiyo yeo.

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

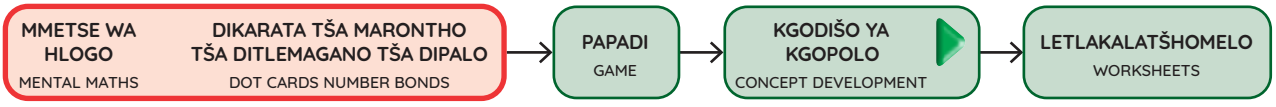
- Bala tlhahlo o be o beakanyetše beke le thutišo ye nngwe le ye nngwe.
- Bogela dividiyo – tšona di bontšha ditsopolwa tša go tšwa phapošing ya nnete moo mešongwana ya thutišo e lekilwego gape moo barutiši bao ba rutilego mešongwana yeo ba fago tsebo le maele a bona.
- Ka morago ga ge o rutile thutišo, lekola gore e sepetše bjang. Dira dinoutse ka seo se sepetšego gabotse le seo se o ka se dirago ka mokgwa wa go fapana nako ye e tlago.

Letšatši le lengwe le le lengwe

Šomiša taekramo ya go ela go bona tatelano ya mešongwana ya letšatši

Mathomong a letšatši le lengwe le le lengwe, go fiwa taekramo ya go ela yeo e akaretšago tatelano ya mešongwana ya letšatši.

Ge o kgotla go konope ya go raloka mo go pudula ya kgodišo ya kgopolo ka mo gare ga taekramo ya go ela, o tla tsena go vidiyo ya letšatši leo.

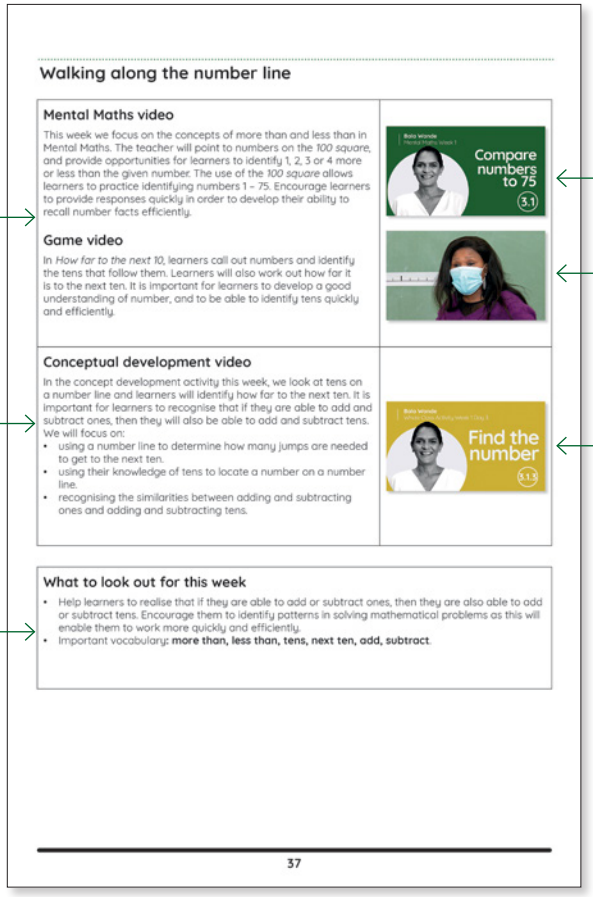


The second page provides more details about the week's activities

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. Notes about the vocabulary to emphasise this week.

A list of things teachers must watch out for such as mistakes learners often make or important ideas to emphasise.



Walking along the number line

Mental Maths video

This week we focus on the concepts of more than and less than in Mental Maths. The teacher will point to numbers on the *100 square*, and provide opportunities for learners to identify 1, 2, 3 or 4 more or less than the given number. The use of the *100 square* allows learners to practice identifying numbers 1 – 75. Encourage learners to provide responses quickly in order to develop their ability to recall number facts efficiently.

Compare numbers to 75

Game video

In *How far to the next 10*, learners call out numbers and identify the tens that follow them. Learners will also work out how far it is to the next ten. It is important for learners to develop a good understanding of number, and to be able to identify tens quickly and efficiently.

Conceptual development video

In the concept development activity this week, we look at tens on a number line and learners will identify how far to the next ten. It is important for learners to recognise that if they are able to add and subtract ones, then they will also be able to add and subtract tens. We will focus on:

- using a number line to determine how many jumps are needed to get to the next ten.
- using their knowledge of tens to locate a number on a number line.
- recognising the similarities between adding and subtracting ones and adding and subtracting tens.

Find the number

What to look out for this week

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

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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

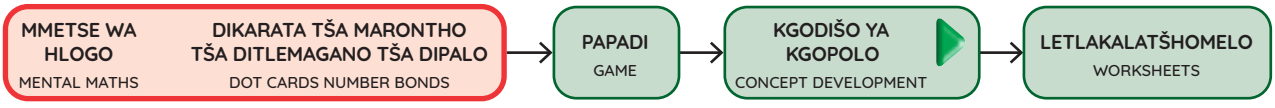
- Read the guide and prepare for the week and for each lesson
- Watch the videos – these show clips from real classrooms where the lesson activities have been trialled and where the teachers who have taught them provide insights and advice.
- After teaching the lesson, reflect on how it went. Make notes on what went well and what to do differently next time.

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.



Ahlaahla letšatšikgwedi la lehono le barutwana le šomiša tšhupamabaka

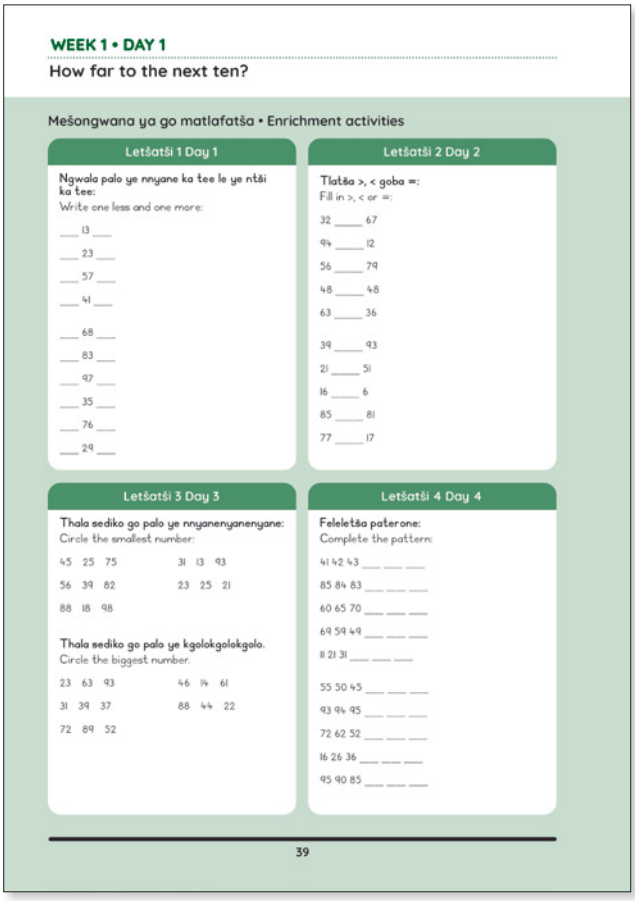
Ka gare ga lepokisi go na le tšhupamabaka. Šupa ngwaga, kgwedi, letšatši le letšatšikgwedi letšatši le lengwe le le lengwe le phaposi. Swaya letšatšikgwedi godimo ga tšhupamabaka ya lebotong. Hlokomela ge eba go na le letšatši la matswalo.

Mešongwana ya go matlafatša

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

Matlakala le diripana tšeo di lego ka morago ga PMM (Puku ya Mešomo ya Morutwana)

Ka morago ga PMM go na le diteng tše dingwe le matlakala a diripana gore barutwana ba di šomiše. Di hwetšagala gape ka mafelelong a tlhahlamorutiši moo o ka a lebelelago wa netefatša dilo gabonolo.


WEEK 1 • DAY 1

How far to the next ten?

Mešongwana ya go matlafatša • Enrichment activities

Letšatši 1 Day 1

Ngwala palo ye nnyane ka tee le ye ntši ka tee:
Write one less and one more:

___ 13 ___
___ 23 ___
___ 57 ___
___ 41 ___
___ 68 ___
___ 83 ___
___ 97 ___
___ 35 ___
___ 76 ___
___ 29 ___

Letšatši 2 Day 2

Tlatša >, < goba =:
Fill in >, < or =:

32 ___ 67
94 ___ 12
56 ___ 79
48 ___ 48
63 ___ 36
39 ___ 93
21 ___ 51
16 ___ 6
85 ___ 81
77 ___ 17

Letšatši 3 Day 3

Thala sediko go palo ye nnyanenyanenyane:
Circle the smallest number:

45 25 75
56 39 82
88 18 98
31 13 93
23 25 21

Thala sediko go palo ye kgolokgolokgolo.
Circle the biggest number.

23 63 93
31 39 37
72 89 52
46 14 61
88 44 22

Letšatši 4 Day 4

Feleletša paterone:
Complete the pattern:

41 42 43 ___ ___ ___
85 84 83 ___ ___ ___
60 65 70 ___ ___ ___
69 59 49 ___ ___ ___
11 21 31 ___ ___ ___
55 50 45 ___ ___ ___
93 94 95 ___ ___ ___
72 62 52 ___ ___ ___
16 26 36 ___ ___ ___
95 90 85 ___ ___ ___

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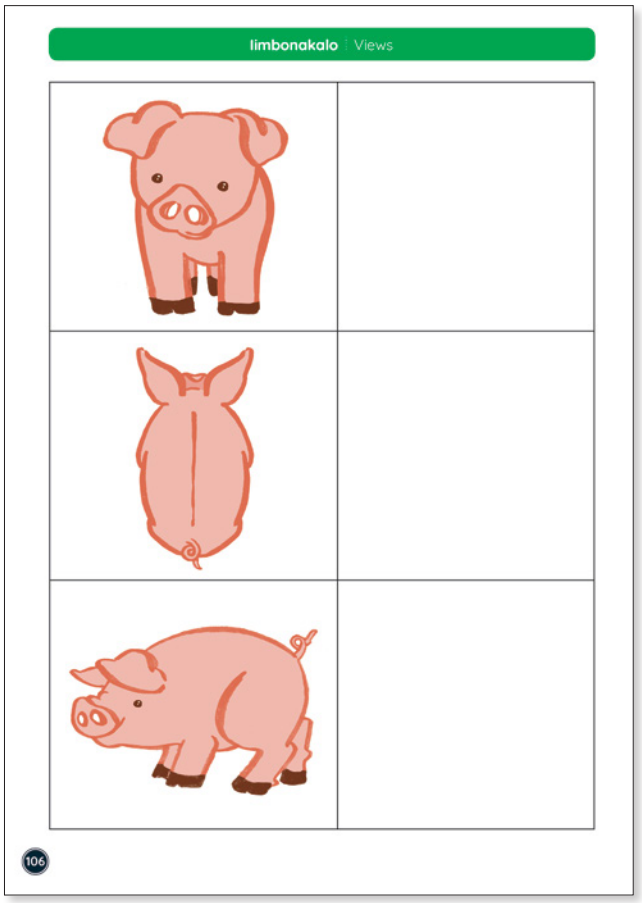


Discuss the date with learners using the calendar

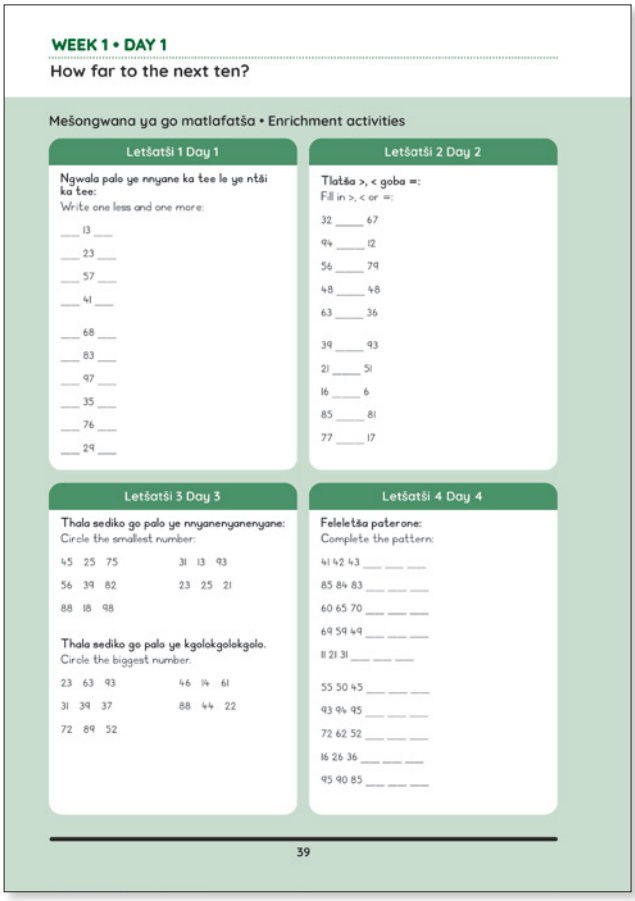
In the box there is a calendar. Each day identify the year, month, day and date with the class. Mark the date on the wall calendar. Note any birthdays.

Enrichment activities

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

LAB back pages and cut outs

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

How far to the next ten?

Mešongwana ya go matlafatša • Enrichment activities

Letšatši 1 Day 1

Ngwala palo ye nnyane ka tee le ye ntši ka tee:
Write one less and one more:

___ 13 ___
___ 23 ___
___ 57 ___
___ 41 ___
___ 68 ___
___ 83 ___
___ 97 ___
___ 35 ___
___ 76 ___
___ 29 ___

Letšatši 2 Day 2

Tlatša >, < goba =:
Fill in >, < or =:

32 ___ 67
94 ___ 12
56 ___ 79
48 ___ 48
63 ___ 36
39 ___ 93
21 ___ 51
16 ___ 6
85 ___ 81
77 ___ 17

Letšatši 3 Day 3

Thala sediko go palo ye nnyanenyanenyane:
Circle the smallest number:

45 25 75 | 31 13 93
56 39 82 | 23 25 21
88 18 98

Thala sediko go palo ye kgolokgolokgolo.
Circle the biggest number.

23 63 93 | 46 14 61
31 39 37 | 88 44 22
72 89 52

Letšatši 4 Day 4

Feleletša paterone:
Complete the pattern:

41 42 43 ___ ___ ___
85 84 83 ___ ___ ___
60 65 70 ___ ___ ___
69 59 49 ___ ___ ___
11 21 31 ___ ___ ___
55 50 45 ___ ___ ___
93 94 95 ___ ___ ___
72 62 52 ___ ___ ___
16 26 36 ___ ___ ___
95 90 85 ___ ___ ___

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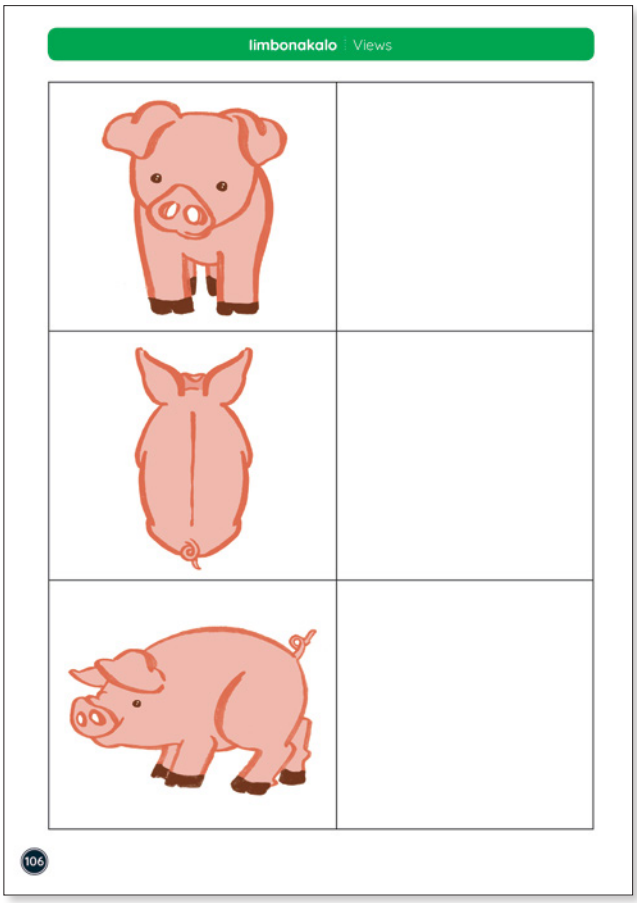


Dira mošongwana wa mmetse wa hlogo (metsotso ye 15)

Mmetse wa hlogo ke karolo ye bohlokwa ya thutišo ye nngwe le ye nngwe. Re šomiša mešongwana ya mmetse wa hlogo go netefatša gore barutwana ba tseba dintlha tša motheo ka thelelo. Go na le dividiyo tšeo di bontšhago mešongwana ya mmetse wa hlogo e direga ka phapošing gape go na le tlhalošo ya mešongwana ya mmetse wa hlogo go kakaretšo ya beke.

Ka Letšatši 1, tlhahlamorutiši e fa tatelano ya mošongwana wa mmetse wa hlogo wa letšatši ka mokgwa wa seswantšho. Ka Letšatši 2, 3 le 4 go na le segopotšo sa mošongwana wa go swana le wona wola mathomong a thutišo.

Ralokang papadi (metsotso ye 15)

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

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

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 of each week, the *Teacher Guide* provides a photographic sequence of the Mental Maths activity for the week.

MMETSE WA HLOGO | MENTAL MATHS

Šomiša dikarata tša marontho go bolela ka dikopantšho tša go fapafapana tša dipalo.

Use dot cards to talk about different number combinations.

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

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

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 *Teacher Guide* prompts the teacher to remember the games by including a copy of one of the games each week.

Papadi: Mmetse wa Lebelo ka Dikarata – beakanya
Game: Fast maths with cards – order

- Kopakopantšha dikarata go tloga go 0 go ya go 20.
  Mix cards from 0 to 20.
- Di hlatlagantšhe go ya godimo.
  Place in a pile.
- Retološa dikarata tše tharo.
  Flip up three cards.
- Di beakanye go tloga go ye nnyanenyane go ya go ye kgolokgolo.
  Order from smallest to largest.

Dira mošongwana wa phapoši ka moka

Go tlo ba le mešongwana ya phapoši ka moka matšatši a mantši moo o šomago le barutwana ka moka go ahlaahla dikgopolo tše bohlokwa tša letšatši.

Go na le dividiyo tšeo di bontšhago mešongwana ya phapoši ka moka e direga ka phapošing gape go na le tlhalošo ya mešongwana ya kakaretšo ya beke.

Ka letšatši le lengwe le le lengwe, tlhahlamorutiši e fa segopotšo sa mošongwana wa phapoši ka moka wa letšatši ka mokgwa wa seswantšho.

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.

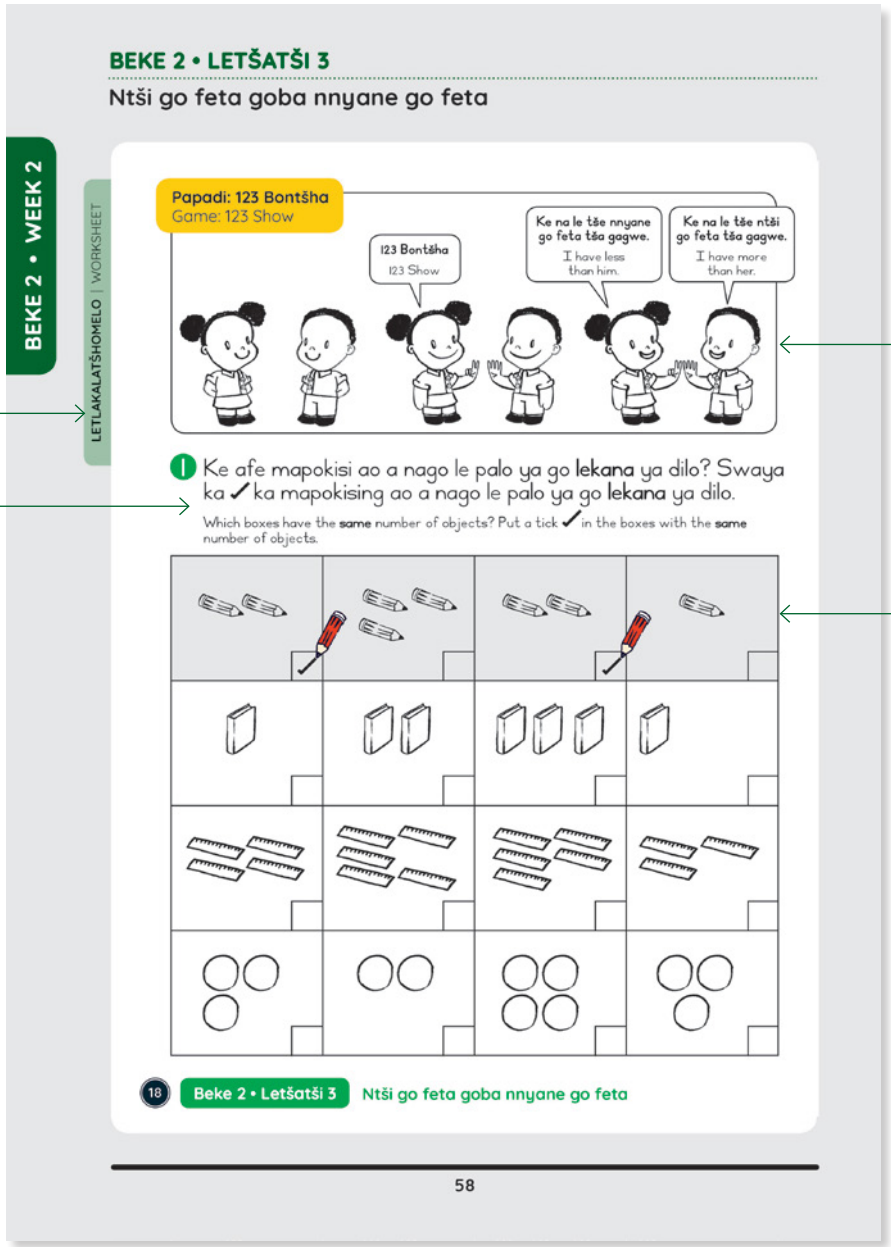
For each day, the *Teacher Guide* provides a photographic sequence of the concept development activity for the day.

Puku ya Mešomo ya Morutwana e šitlhelwa ka gare ga tlhahlamorutiši

Sešupo se setalamorogo se bontšha gore ke letlakalatšhomelo.

Mešongwana e ka mokgwa wo barutwana ba tlogo e bona ka gona ka dipukung tša bona.

Mo, go fa mohlala, re na le khathune ya papadi yeo barutwana ba tlogo e raloka. Go tsebiša papadi ye mpsha go barutwana, go kaone go ba ralokela o ba bontšhe papadi pele barutwana ba raloka ka bobedi goba ka dihlopha.



BEKE 2 • WEEK 2

LETLAKALATŠHOMELO | WORKSHEET

BEKE 2 • LETŠATŠI 3

Ntši go feta goba nnyane go feta

Papadi: 123 Bontšha
Game: 123 Show

123 Bontšha
123 Show

Ke na le tše nnyane go feta tša gagwe.
I have less than him.

Ke na le tše ntši go feta tša gagwe.
I have more than her.

1 Ke afe mapokisi ao a nago le palo ya go **lekana** ya dilo? Swaya ka ✓ ka mapokising ao a nago le palo ya go **lekana** ya dilo.

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

18 Beke 2 • Letšatši 3 Ntši go feta goba nnyane go feta

58

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

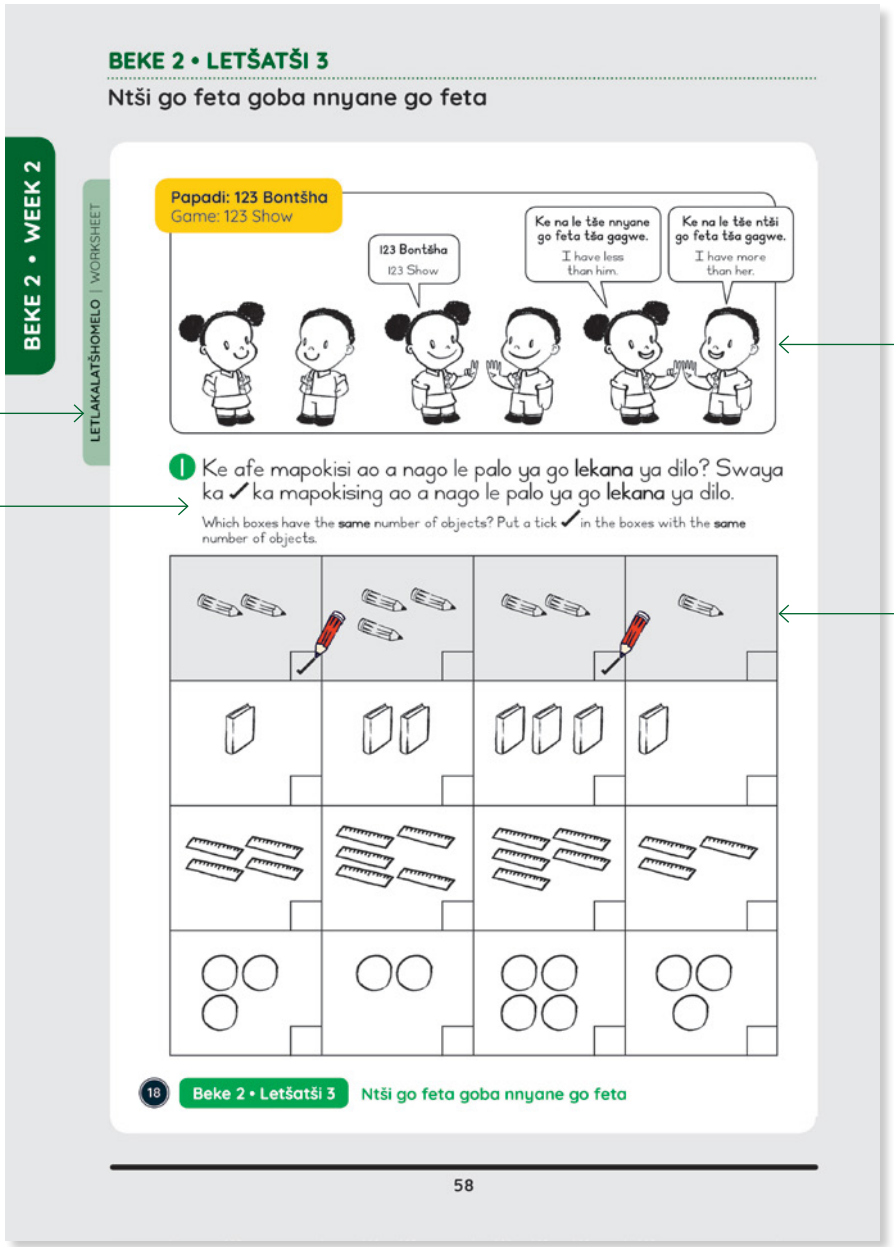
Matlakalatšhomelo barutwana a na le mohlala wa karabo (o laeditšwe ka mmala wo mopududu le phensele ye khubedu).

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.



BEKE 2 • LETŠATŠI 3

Ntši go feta goba nnyane go feta

BEKE 2 • WEEK 2

LETLAKALATŠHOMELO | WORKSHEET

Papadi: 123 Bontšha
Game: 123 Show

123 Bontšha
123 Show

Ke na le tše nnyane go feta tša gagwe.
I have less than him.

Ke na le tše ntši go feta tša gagwe.
I have more than her.

1 Ke afe mapokisi ao a nago le palo ya go **lekana** ya dilo? Swaya ka ✓ ka mapokising ao a nago le palo ya go **lekana** ya dilo.

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

18 Beke 2 • Letšatši 3 Ntši go feta goba nnyane go feta

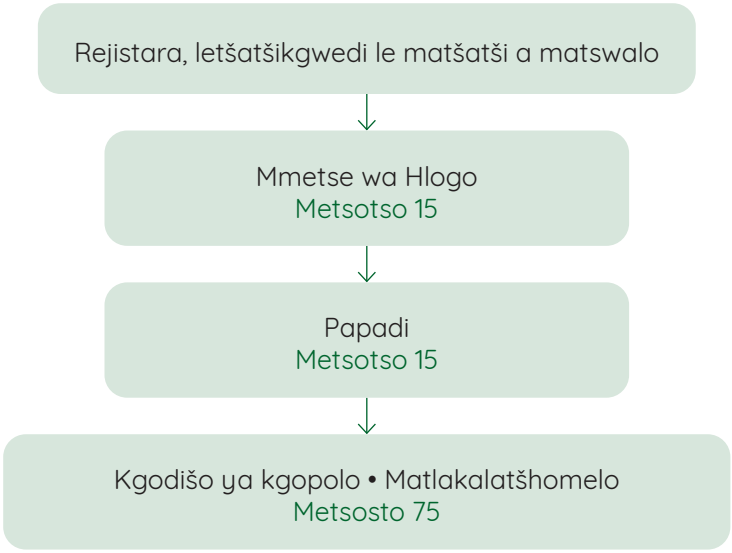
58

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

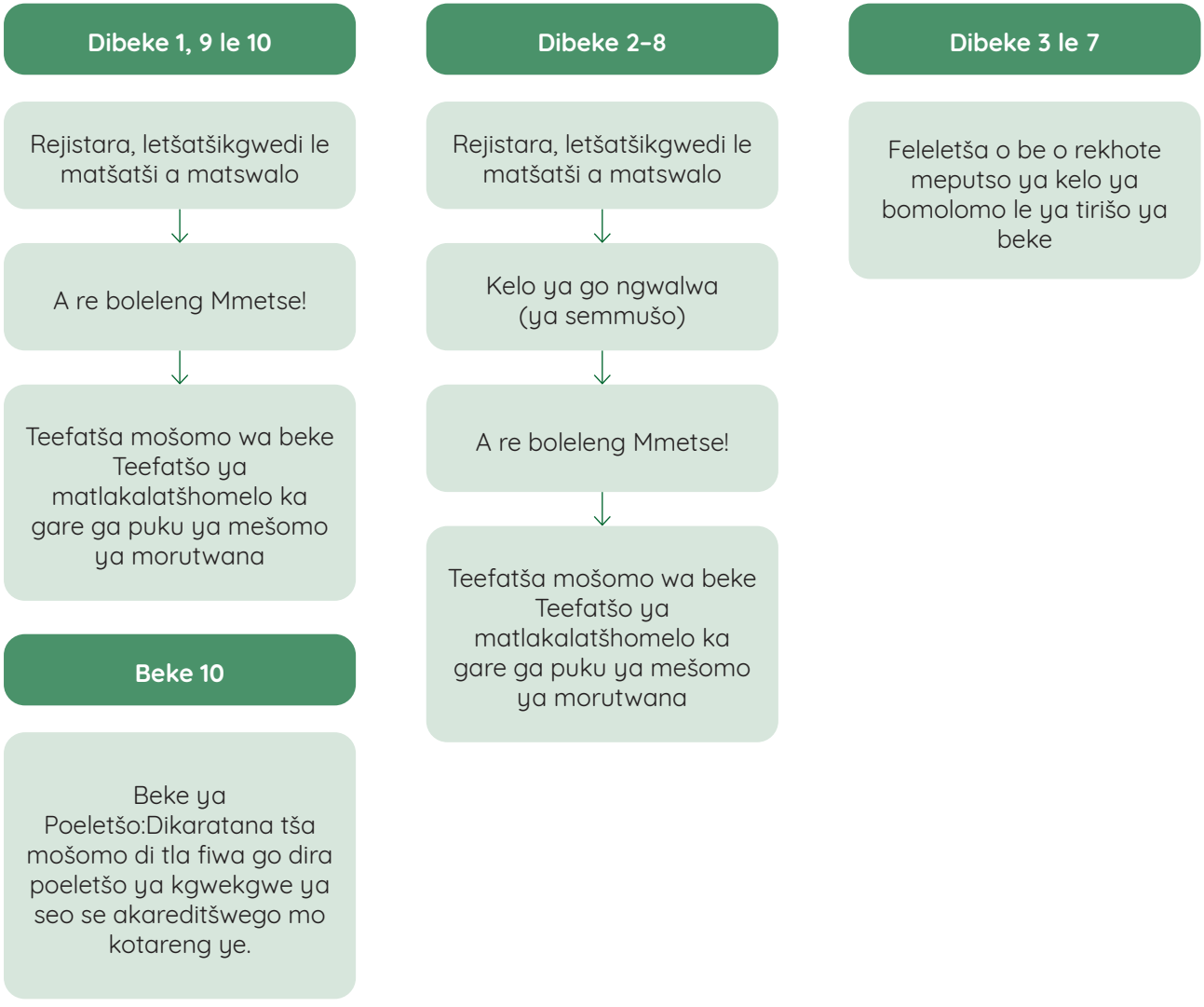
Learner worksheets have a worked example (indicated by the grey background and the red pencil).

5. Šetule ya tšatši ka tšatši, tšhupadipaka le Peakanyo ya Kotara

Šetule ya tšatši ka tšatši ya Matšatši 1 – 4

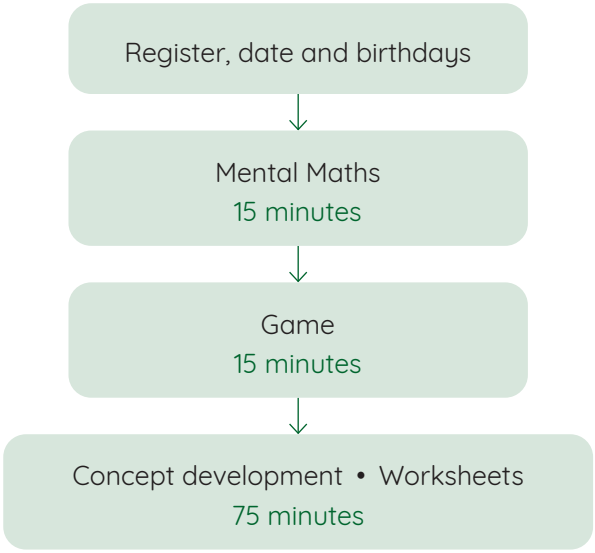


Šetule ya tšatši ka tšatši ya Letšatši la 5



5. Daily schedule, time table and term plan

Daily schedule Days 1–4



Daily schedule Day 5

Week 1 and 9

Register, date and birthdays

↓

Let's talk Maths!

↓

Consolidate the weeks' work Consolidation worksheet in LAB

Week 10

Revision week: worksheets are provided this week for revision of topics covered this term.

Weeks 2–8

Register, date and birthdays

↓

Written assessment (formal)

↓

Let's talk Maths!

↓

Consolidate the weeks' work Consolidation worksheet in LAB

Weeks 3 and 7

Finalise and record marks for oral and practical assessment for the week

6. Tšhupadipaka

	Mošupologo	Labobedi	Laboraro	Labone	Labone
15 mets	Kopano ya Mesong, Rejisitara, Khalentara, Boso le matšatši a matswalo	Kopano ya Mesong le Ditabana tša ka	Kopano ya Mesong, Rejisitara, Khalentara, Boso le matšatši a matswalo	Kopano ya Mesong le Ditabana tša ka	Kopano ya Mesong, Rejisitara, Khalentara, Boso le matšatši a matswalo
4 × 85 mets 1 × 55 mets	Mmetse Bala Wande				
15 mets	o Theeletša le Kanegelo ya Go Balelwa Godimo	Go Theeletša le Go Bolela Kahlaahlo	Tsebo ya Gp Thoma le mošomo wa BLTP	Go Theeletša le Go Bolela Košana/ poeletšo modumo	Thuto ya tša Boitšhidullo: Ka ntle
15 mets	Tsebo ya Go Thoma, BLTP, Sengwalwa sa Go Bala Mmogo le kahlaahlo	Go Bala Mmogo Kwešišo	Go Bala Mmogo Go Tikhouta	Go Bala Mmogo go Thelela le go tšweletša maikutlo	
15 mets		Tsebo ya Go Thoma le mošomo wa BLTP. Nyakišiša	Go Ngwala Mmogo	Go Ngwala o Nnoši	Go Ngwala o Nnoši
15 mets	Thuto ya tša Boitšhidullo: Ka phapošing	Thuto ya tša Boitšhidullo: Ka phapošing	Thuto ya tša Boitšhidullo: Ka phapošing	Thuto ya tša Boitšhidullo: Ka phapošing	Tsebo ya Go Thoma le mošomo wa BLTP. Nyakišiša
30 mets	Ditlhaka le Mongwalo Tlhaka e mathomo ya beke 1	Ditlhaka le Mongwalo le Go Bopa Mantšu Mmogo	Ditlhaka le Mongwalo Tlhaka ya Bobedi ya beke 2	Ditlhaka le Mongwalo le Go Bopa Mantšu o Nnoši	Poeletšo ya Ditlhaka le Molekwana (15 mets)
30 mets	Go Bala ka Go Hlahlwa ka Sehlophana & Go Šoma o Nnoši (2 x dihlophana × 15 mets)	Go Bala ka Go Hlahlwa ka Sehlophana & Go Šoma o Nnoši (2 x dihlophana × 15 mets)	Go Bala ka Go Hlahlwa ka Sehlophana & Go Šoma o Nnoši (2 x dihlophana × 15 mets)	Go Bala ka Go Hlahlwa ka Sehlophana & Go Šoma o Nnoši (2 x dihlophana × 15 mets)	Go Bala ka Go Hlahlwa ka Sehlophana & Go Šoma o Nnoši (2 x dihlophana × 15 mets)
30 mets	Thuto ya tša Boitšhidullo: Ka ntle	Bokgabo bja Go Bonwa	Bokgabo bja Go Bonwa	Bokgabo bja Go Diragatša	Bokgabo bja Go Diragatša
30 mets	Polelo ya Pele ya Tlaleletšo*	Polelo ya Pele ya Tlaleletšo*	Polelo ya Pele ya Tlaleletšo*	Polelo ya Pele ya Tlaleletšo*	Polelo ya Pele ya Tlaleletšo* (60 min)
15 mets	Polelo ya Bobedi ya Tlaleletšo*	Polelo ya Bobedi ya Tlaleletšo*	Polelo ya Bobedi ya Tlaleletšo*	Polelo ya Bobedi ya Tlaleletšo*	Polelo ya Bobedi ya Tlaleletšo*

* Ga se ya akaretšwa ka go maano a a thutho

6. Timetable

<table>
<tr><th></th><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr>
<tr><td>15 min</td><td>Morning meeting: Register, calendar, birthdays, weather</td><td>Morning meeting: My news</td><td>Morning meeting: Register, calendar, birthdays, weather</td><td>Morning meeting: My news</td><td>Morning meeting: Register, calendar, birthdays, weather</td></tr>
<tr><td>4 × 85 min
1 × 55 min</td><td colspan="5">Mathematics
Bala Wande</td></tr>
<tr><td>15 min</td><td>Listening and speaking: Read-aloud story</td><td>Listening and speaking: Discussion</td><td>Beginning knowledge and PSWB: Activity</td><td>Listening and speaking: Rhyme/song</td><td rowspan="2">Physical education (outdoors)</td></tr>
<tr><td>15 min</td><td rowspan="2">Beginning knowledge and PSWB: Shared reading text, discussion</td><td>Shared Reading: Comprehension</td><td>Shared Reading: Decoding</td><td>Shared Reading: Fluency and response</td></tr>
<tr><td>15 min</td><td>Beginning knowledge and PSWB: Activity, Find out</td><td>Shared writing</td><td>Independent writing</td><td>Independent writing</td></tr>
<tr><td>15 min</td><td>Physical education (indoors)</td><td>Physical education (indoors)</td><td>Physical education (indoors)</td><td>Physical education (indoors)</td><td>Beginning knowledge and PSWB: Teacher story, Find out</td></tr>
<tr><td>30 min</td><td>Phonics and handwriting:: New letter-sound 1</td><td>Phonics and handwriting: Shared word building</td><td>Phonics and handwriting: New letter-sound 2</td><td>Phonics and handwriting: Independent word building</td><td>Phonics revision or test (15 min)</td></tr>
<tr><td>30 min</td><td>Group Guided Reading and Independent Work (2grps × 15min)</td><td>Group Guided Reading and Independent Work (2grps × 15min)</td><td>Group Guided Reading and Independent Work (2grps × 15min)</td><td>Group Guided Reading and Independent Work (2grps × 15min)</td><td>Group Guided Reading and Independent Work (2grps × 15min)</td></tr>
<tr><td>30 min</td><td>Physical education (outdoors)</td><td>Visual Arts</td><td>Visual Arts</td><td>Performing Arts</td><td>Performing Arts</td></tr>
<tr><td>30 min</td><td>FAL*</td><td>FAL*</td><td>FAL*</td><td>FAL*</td><td>FAL* (60 min)</td></tr>
<tr><td>15 min</td><td>2nd AL (if applicable)*</td><td>2nd AL (if applicable)*</td><td>2nd AL (if applicable)*</td><td>2nd AL (if applicable)*</td><td>2nd AL (if applicable)*</td></tr>
</table>

*Not covered in these lesson plans

Kopano ya mesong Morning meeting	**Sepedi Leleme la gae** Home language	**Mmetse** Mathematics	**Mabokgoni a bophelo** Life Skills	**FAL/2nd AL**

7. Peakanyo ya Kotara

	Letšatši 1	Letšatši 2	Letšatši 3	Letšatši 4	Letšatši 5
Beke 1 Go sepela ka mothalopalo	Ke bokgole bjo bokaakang go ya ga 10 la go latela?	Ke bokgole bjo bokaakang go ya ga 10 la go latela?	Hwetša palo	Bo10 le bo1	Teefatšo
Beke 2 Go hlakantšha le go ntšha godimo ga mothalopalo	Go hwetša lesome	Go hlakantšha godimo ga mothalopalo	Ke bokgole bjo bo kaakang go ya ga lesome la go latela?	Go ntšha godimo ga mothalopalo latela?	Kelo le teefatšo
Beke 3 Tšhomišo ya data	Tšhomišo ya data	Tšhomišo ya data	Emela data	Go šoma ka data ya nako	Kelo le teefatšo
Beke 4 Go hlakantšha masome	Go hlakantšha masome	Go hlakantšha bo10 le bo1	Go hlakantšha bo10 le bo1	Mararantšu a go hlakantšha	Kelo le teefatšo
Beke 5 Go ntšha bo10 le bo1	Go ntšha masome	Go ntšha bo10 le bo1	Go ntšha bo10 le bo1	Mararantšu a go ntšha	Kelo le teefatšo
Beke 6 Boima	Go bapetša	Go bapetša	Go ela boima	Go ela boima	Kelo le teefatšo
Beke 7 Dipaterone	Tšwetša paterone pele	Dipaterone tša tšeometriki	Dipaterone tša tšeometriki	Dipaterone tša tšeometriki	Kelo le teefatšo
Beke 8 Sekgoba le sebopego	Dilo tša mahlakore-tharo (3- D)	Dilo tša mahlakore-tharo (3- D)	Go aga dilo tša dilo tša mahlakore-tharo (3- D)	Boemo	Kelo le teefatšo
Beke 9 Go dira dihlopha tša go lekana	Dihlopha tša 2	Dihlopha tša 5	Dihlopha tša 10	Marara a ditšhelete	Teefatšo
Beke 10 Poeletšo	Go hlakantšha go ya ga 75	Go hlakantšha go ya ga 75	Mararantšu a go hlakantšha le go ntšha	Go šoma ka tšhelete	Go šoma ka tšhelete

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

7. Term plan

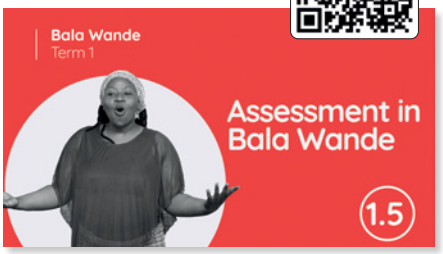
	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1 Walking along the number line	How far to the next ten?	How far to the next ten?	Find the number	10s and 1s	Consolidation
Week 2 Adding and subtracting on the number line	Finding the ten	Adding on a number line	How far to the previous ten?	Subtracting on the number line	Assessment and consolidation
Week 3 Data handling	Data handling	Data handling	Representing data	Working with time data	Assessment and consolidation
Week 4 Adding 10s and 1s	Adding tens	Adding 10s and 1s	Adding 10s and 1s	Addition word problems	Assessment and consolidation
Week 5 Subtracting 10s and 1s	Subtracting tens	Subtracting 10s and 1s	Subtracting 10s and 1s	Subtraction word problems	Assessment and consolidation
Week 6 Mass	Comparing mass	Comparing mass	Measuring mass	Measuring mass	Assessment and consolidation
Week 7 Patterns	Continue the pattern	Geometric patterns	Geometric patterns	Geometric patterns	Assessment and consolidation
Week 8 Space and Shape	3-D objects	3-D objects	Building with 3-D objects	Position	Assessment and consolidation
Week 9 Making equal groups	Groups of 2	Groups of 5	Groups of 10	Money problems	Consolidation
Week 10 Revision	Addition to 75	Subtraction to 75	Addition and subtraction word problems	Working with money	Working with money

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

8. Peakanyo ya kelo ya Kotara 3

Ka dibeke tša 1, 9 le ya 10, ga go na mešomo ya kelo ya semmušo. Ka letšatši la bo5, barutwana ba swanetše go šomana le matlakalatšhomelo ao a filwego ka pukung ya mešomo ya morutwana go teefatša mošomo wa beke. Kelo yeo e sego ya semmušo e ka dirwa.

Ka dibeke tša 3 le 7 go beakantšwe kelo ya mešongwana ya bomolomo le tirišo. O tla šomiša mešongwana ya tirišo le rubriki yeo e filwego mo go kakaretšo ya beke go ela barutwana. Mešongwana ya bomolomo le tirišo e swanetše go dirwa mo bekeng ka moka ka botee goba ka dihlopha tša barutwana, ge phapoši e swaragane le go dira mešongwana ya go ikema ya phapošing.



Go lokišetša mešongwana ya kelo go bohlokwa kudu mo dibekeng tša kelo ya bolomo le tirišo. O swanetše go beakanya ka mokgwa woo o tlogo rekhota tšwelopele ya morutwana yo mongwe le yo mongwe o šomiša ruburiki goba lenaneo mo bekeng.

Ka dibeke tša 2-8 go beakantšwe mešongwana ya kelo ya go ngwalwa. Mešongwana ye e hwetšagala ka gare ga Puku ya Mešomo ya Morutwana. Ka morago ga ge ba feditše mošongwana wa go ngwalwa wa kelo, barutwana ba ka šomana le go teefatša matlakalatšhomelo ka pukung ya mešomo ya morutwana.

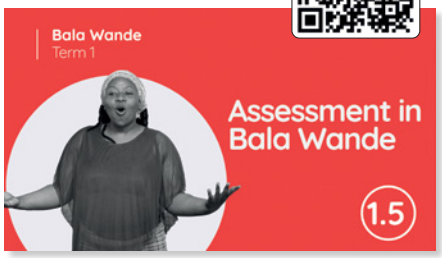
Dikelo tšeo di lego gona go Kotara ya 3 ke tše di latelago:

Beke			Meputso
2	Marara a go hlakantšha le go ntšha le mafokopalo	ya go ngwalwa	6
3	Tšhomišo ya data	ya go ngwalwa	6
3	Lebelela barutwana gore o ele bokgoni bja bona bja go beakanya, go emela le go hlatholla data	bomolomo le tirišo	5
4	Go hlakantšha bo10 le bo1	ya go ngwalwa	12
5	Go ntšha bo10 le bo1	ya go ngwalwa	12
6	Boima (Kelo)	ya go ngwalwa	7
7	Dipaterone tšeometriki	ya go ngwalwa	10
7	Lebelela barutwana gore o ele bokgoni bja bona bja go kopolla, go katološa le go hlaloša dipaterone tša tšeometriki	bomolomo le tirišo	7
8	Sekgoba le Sebopego	ya go ngwalwa	8

8. Term 3 assessment plan

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

In Weeks 3 and 7, 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.



Preparing for the assessment activities is particularly important in the weeks in which there is an oral and practical assessment. You need to plan how you will be able to record each learner's progress using the rubric or checklist over the course of the week.

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

The assessments that are in Term 3 are as follows:

Week			Marks
2	Addition and subtraction problems and number sentences	written	6
3	Data handling	written	6
3	Observe learners to assess their ability to organise, represent and interpret data	oral and practical	5
4	Adding 10s and 1s	written	12
5	Subtracting 10s and 1s	written	12
6	Mass (Measurement)	written	7
7	Geometric patterns	written	10
7	Observe learners to assess their ability to copy, extend and describe geometric patterns	oral and practical	7
8	Space and shape	written	8

9. Letlakala la meputso la kelo ya Kotara 3

Beke	2	4	5		7	7		8		6		3	3		
MPHATO 2 Kotara 3 **Mmetse** **Letlakala leo le akantšwego la go rekhota meputso ya kelo ya semmušo**	Palo: Ya go ngwalwa	Palo: Ya go ngwalwa	Palo: Ya go ngwalwa	PALOMOKA YA PALO	Dipaterone: Bomolomo le Tirišo	Dipaterone: Ya go ngwalwa	PALOMOKA YA DIPATERONE	Sebopego le Sekgoba: Ya go ngwalwa	PALOMOKA YA SEKGOBA LE SEBOPEGO	Kelo (Boima): Ya go ngwalwa	PALOMOKA YA KELO	Tšhomišo ya Data: Ya go ngwalwa	Tšhomišo ya Data: Bomolomo le Tirišo	PALOMOKA YA TŠHOMIŠO YA DATA	**PALOMOKA YA KOTARA**
Meputso	6	12	12	**30**	10	7	**17**	8	**8**	7	**7**	6	5	**11**	**73**
Leina la morutwana le sefane															

Dipaterone	Sekgoba le Sebopego	Tšhomišo ya Data	Palo, Diophareišene le Ditswalano	Kelo

9. Term 3 assessment mark sheet

Week	2	4	5		7			8		6		3	3		
GRADE 2 Term 3 **Mathematics** **Suggested formal assessment mark record sheet**	Number: Written	Number: Written	Number: Written	TOTAL FOR NUMBER	Patterns: Written	Patterns: Oral and practical assessment	TOTAL FOR PATTERNS	Space and Shape: Written	TOTAL FOR SPACE AND SHAPE	Measurement (Mass): Written	TOTAL FOR MEASUREMENT	Data handling: Written	Data handling: Oral and practical	TOTAL FOR DATA HANDLING	**TERM TOTAL**
Marks	6	12	12	**30**	10	7	**17**	8	**8**	7	**7**	6	5	**11**	**73**
Learner name and surname															

Patterns	Space and Shape	Data handling	Number, operations and relationships	Measurement

Go sepela ka mothalopalo

	Didiriŝwa
Mmetse wa Hlogo: Bapetša dipalo go ya ga 75	*sekwere sa 100*
Papadi: Ke bokgole bjo bo kaakang go ya ga 10 la go latela?	ga di gona

Letšatši	Mošongwana wa thuto	Mošongwana wa thuto
1	Ke bokgole bjo bokaakang go ya ga 10 la go latela?	Puku ya Mešomo ya Morutwana, mothalopalo wa go se le selo
2	Ke bokgole bjo bokaakang go ya ga 10 la go latela?	Puku ya Mešomo ya Morutwana, mothalopalo wa go se le selo
3	Hwetša palo	Puku ya Mešomo ya Morutwana, mothalopalo wa go se le selo
4	Bo10 le bo1	Puku ya Mešomo ya Morutwana, diploko tša sehlopha sa 10 (morutiši le morutwana)
5	Teefatšo	Puku ya Mešomo ya Morutwana

Morago ga beke ye, morutwana o swanetše go kgona go:	✓
šomiša tsebo ya bona ya masome go hwetša palo godimo ga mothalopalo.	
lemoga dilo tša go swana magareng ga go hlakantšha le go ntšha botee le go hlakantšha le go ntšha masome.	

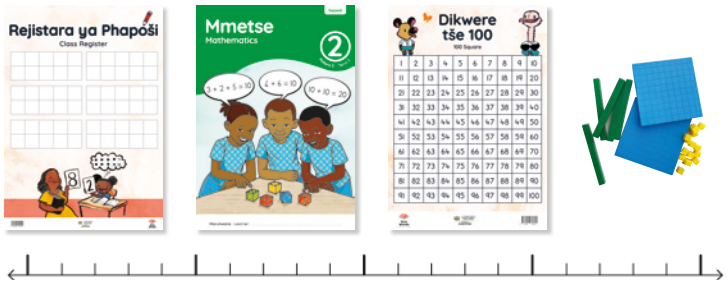
Kelo

Ga go na kelo ya semmušo beke ye.

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

Walking along the number line

	Resources
Mental Maths: Compare numbers to 75	*100 square*
Game: *How far to the next 10?*	none



Day	Lesson activity	Lesson resources
1	How far to the next ten?	LAB, *blank number line*
2	How far to the next ten?	LAB, *blank number line*
3	Find the number	LAB, *blank number line*
4	10s and 1s	LAB, *base 10 blocks* (teacher and learner)
5	Consolidation	LAB

After this week the learner should be able to:	✓
use their knowledge of tens to locate a number on a number line.	
recognise the similarities between adding and subtracting ones and adding and subtracting tens.	

Assessment

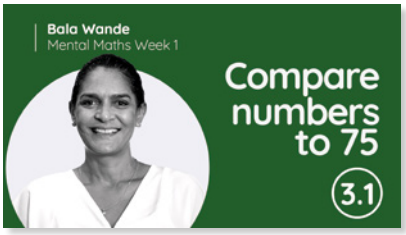
There is no formal assessment this week.

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

Go sepela ka mothalopalo

Vidiyo ya Mmetse wa hlogo

Bekeng ye re tsepelela ga dikgopolo tša ntši go le nnyane go ka Mmetse wa hlogo. Morutiši o tla šupa dipalo godimo ga sekwere sa 100 gomme a fa barutwana menyetla ya go lemoga ntši ka goba nnyane ka 1, 2, 3 goba 4. Tšhomišo ya sekwere sa 100 e fa barutwana sebaka sa go itlwaetša go tseba dipalo 1-75. Hlohleletša barutwana go fa dikarabo ka pela gore ba godiše bokgoni bja bona bja go gopola dintlha tša palo ka nepagalo.



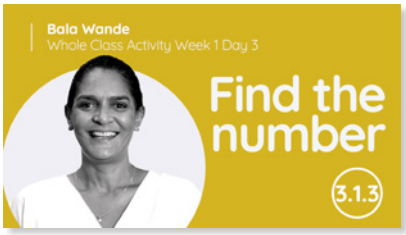
Vidiyo ya papadi

Bekeng ye re tla raloka papadi ya *Ke bokgole bjo bokaakang go ya ga 10 la go latela?* Barutwana ba bitša dipalo gomme ba **šupa** masome ao a di latelago. Barutwana ba tla **šomana** le go hwetša bokgole bja go fihla ga lesome la go latela. Go bohlokwa gore barutwana ba godiše kwešišo ye botse ya palo le go kgona go tseba masome ka lebelo le ka nepagalo.

Vidiyo ya go godiša kgopolo

Mo mešongwaneng ya beke ye ya kgodišo ya kgopolo, re lebelela masome godimo ga mothalopalo gomme barutwana ba tla tseba gore ke bokgole bjo bokaakang go ya ga lesome la go latela.
Go bohlokwa gore barutwana ba lemoge gore ge ba kgona go hlakantšha le go ntšha botee, bat la kgona gape go hlakantšha le go ntšha masome. Re tla tsepelela ga:

- go šomiša mothalopalo go hwetša gore go hlokega mefofo ye mekae go ya ga lesome la go latela.
- šomiša tsebo ya bona ya masome go hwetša palo godimo ga mothalopalo.
- lemoga dilo tša go swana magareng ga go hlakantšha le go ntšha botee le go hlakantšha le go ntšha masome.



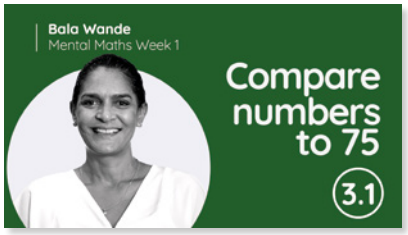
Seo o ka se lebelelago mo bekeng ye

- Thuša barutwana ba gopole gore ge e le gore ba kgona go hlakantšha le go ntšha botee, go ra gore ba ka kgona gape go hlakantšha le go ntšha masome.
- Ba hlohleletše gore ba tsebe dipatrone ge ba rarolla marara a mmetse bjale ka ge se se tla ba kgontšha go šoma ka lebelo le ka nepagalo.
- Tlotlontšu ye bohlokwa: **ntši go feta**, **nnyane go**, **masome**, **lesome la go latela**, **hlakantšha**, **ntšha**.

Walking along the number line

Mental Maths video

This week we focus on the concepts of more than and less than in Mental Maths. The teacher will point to numbers on the *100 square*, and provide opportunities for learners to identify 1, 2, 3 or 4 more or less than the given number. The use of the *100 square* allows learners to practice identifying numbers 1 – 75. Encourage learners to provide responses quickly in order to develop their ability to recall number facts efficiently.



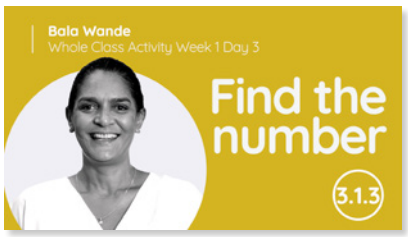
Game video

In *How far to the next 10*, learners call out numbers and identify the tens that follow them. Learners will also work out how far it is to the next ten. It is important for learners to develop a good understanding of number, and to be able to identify tens quickly and efficiently.

Conceptual development video

In the concept development activity this week, we look at tens on a number line and learners will identify how far to the next ten. It is important for learners to recognise that if they are able to add and subtract ones, then they will also be able to add and subtract tens. We will focus on:

- using a number line to determine how many jumps are needed to get to the next ten.
- using their knowledge of tens to locate a number on a number line.
- recognising the similarities between adding and subtracting ones and adding and subtracting tens.



What to look out for this week

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

BEKE 1 • LETŠATŠI 1

Ke bokgole bjo bokaakang go ya ga 10 la go latela?

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

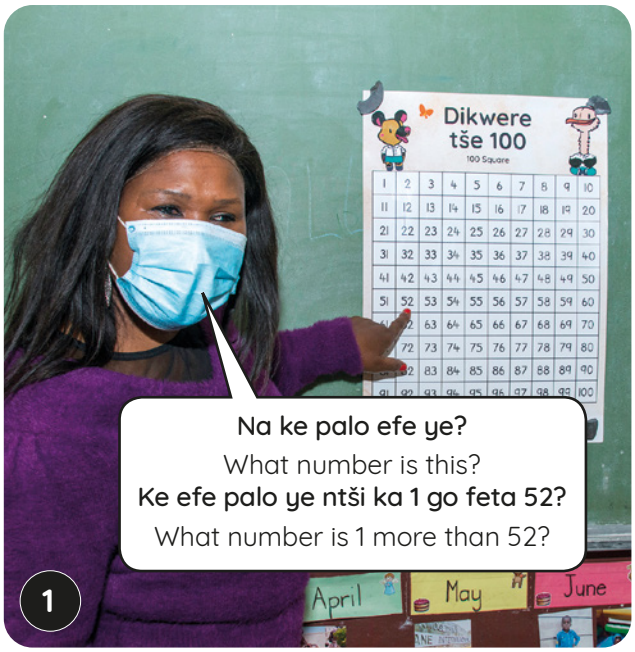
MMETSE WA HLOGO | MENTAL MATHS

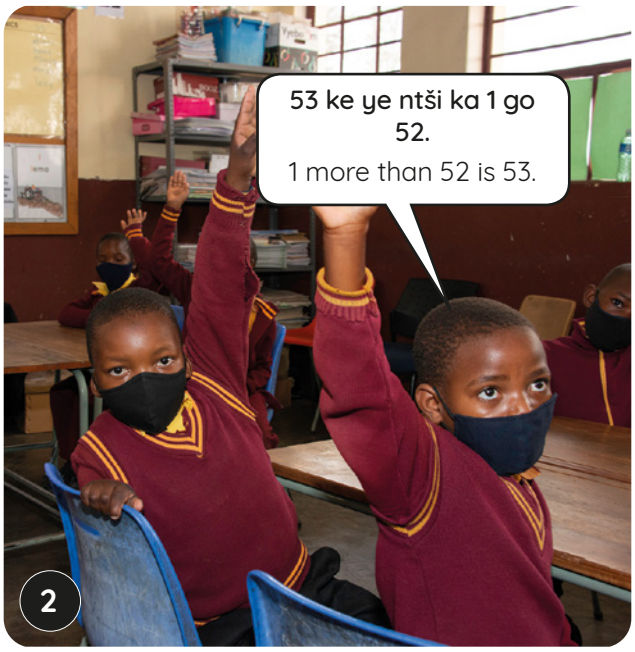
Lebelela dipalo (tša go fihla ga 75) tšeo e lego tše dintši ka 1 goba tše nnyane ka 1 go palo yeo e filwego o šomiša sekwere sa 100.

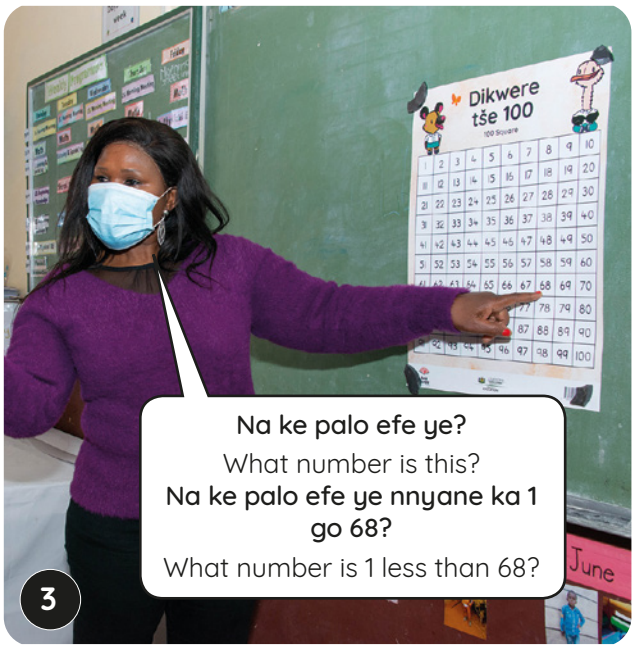
Identify numbers (up to 75) that are 1 more and 1 less than a given number using a 100 square.

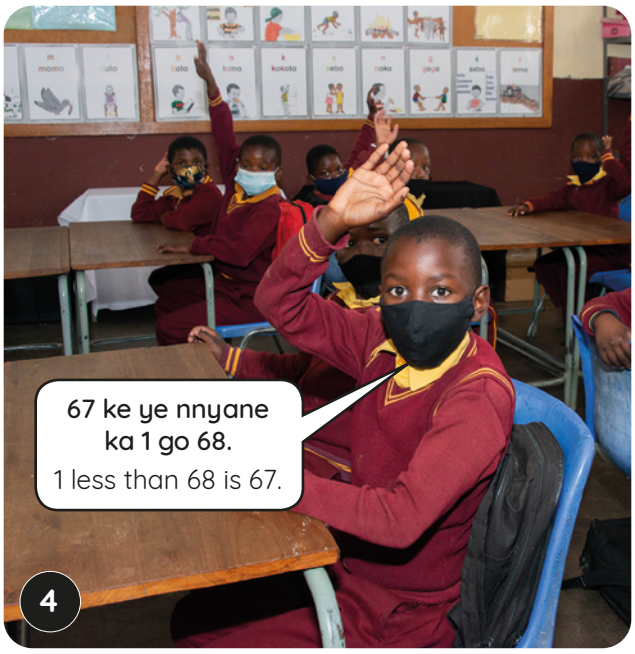
Gopola go lekola letšatšikgwedi o be o swaye rejistara letšatši le lengwe le le lengwe.

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









How far to the next ten?

Mešongwana ya go matlafatša • Enrichment activities

Letšatši 1 Day 1

Ngwala palo ye nnyane ka tee le ye ntši ka tee:
Write one less and one more:

___ 13 ___

___ 23 ___

___ 57 ___

___ 41 ___

___ 68 ___

___ 83 ___

___ 97 ___

___ 35 ___

___ 76 ___

___ 29 ___

Letšatši 2 Day 2

Tlatša >, < goba =:
Fill in >, < or =:

32 _____ 67

94 _____ 12

56 _____ 79

48 _____ 48

63 _____ 36

39 _____ 93

21 _____ 51

16 _____ 6

85 _____ 81

77 _____ 17

Letšatši 3 Day 3

Thala sediko go palo ye nnyanenyanenyane:
Circle the smallest number:

45 25 75 31 13 93

56 39 82 23 25 21

88 18 98

Thala sediko go palo ye kgolokgolokgolo.
Circle the biggest number.

23 63 93 46 14 61

31 39 37 88 44 22

72 89 52

Letšatši 4 Day 4

Feleletša paterone:
Complete the pattern:

41 42 43 ___ ___ ___

85 84 83 ___ ___ ___

60 65 70 ___ ___ ___

69 59 49 ___ ___ ___

11 21 31 ___ ___ ___

55 50 45 ___ ___ ___

93 94 95 ___ ___ ___

72 62 52 ___ ___ ___

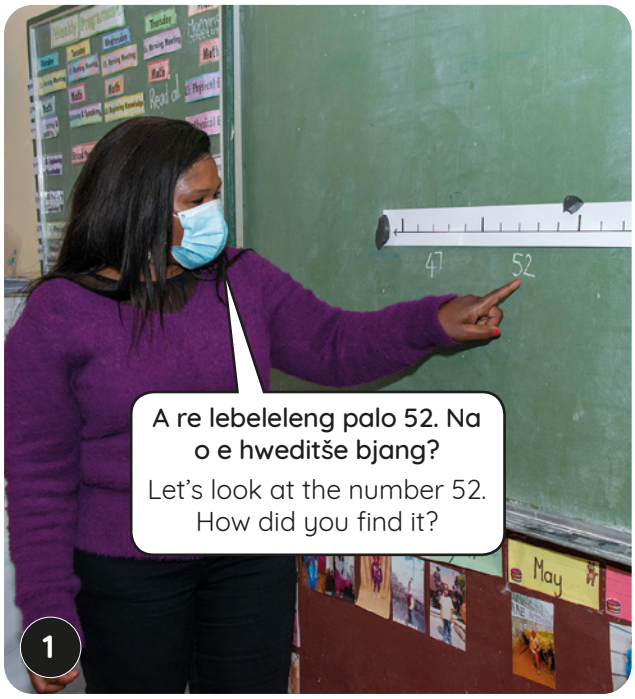
16 26 36 ___ ___ ___

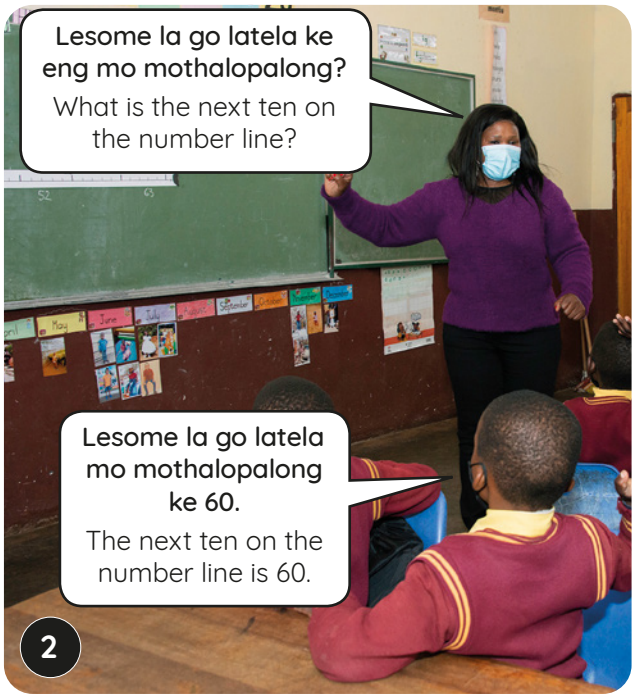
95 90 85 ___ ___ ___

BEKE 1 • LETŠATŠI 1

Ke bokgole bjo bokaakang go ya ga 10 la go latela?

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT





Bušeletša dikgato o šomiša dipalo tša go fapafapana go tloga go 0-75. Barutwana ba swanetše ba thome ka go lemoga palo yeo e filwego ba be ba bolele ka maemo a yona godimo ga mothalopalo. E tla pele/ ka morago ga dipalo dife? Ke bokgole bjo bokaakang (ke mefofo ye mekae) go ya ga 10 la go latela?

Repeat these steps using different numbers from 0 – 75. Learners should first identify the given number and talk about its position on the number line. It comes before/after what numbers? How far (how many jumps) to next 10?

How far to the next ten?

BEKE • WEEK 1

LETŠATŠI 1 • DAY 1

Ke bokgole bjo bokaakang go ya ga 10 la go latela?
How far to the next ten?

MMETSE WA HLOGO
MENTAL MATHS

NTŠI KA 1/ NNYANE KA 1
1 MORE /1 LESS

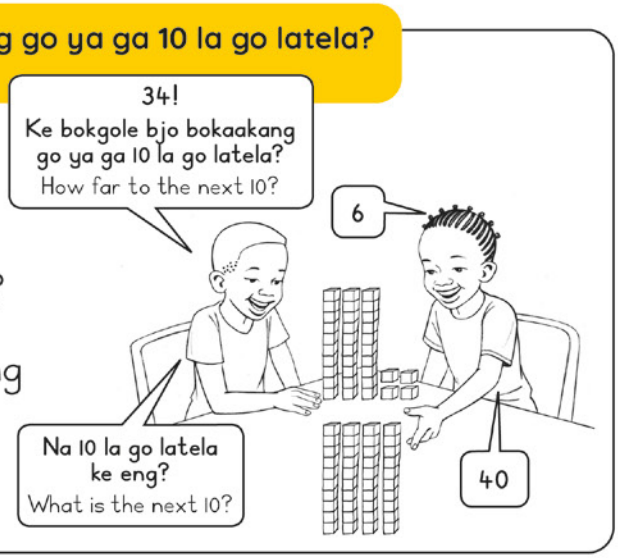
→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ MATLAKALATŠHOMELO
WORKSHEETS

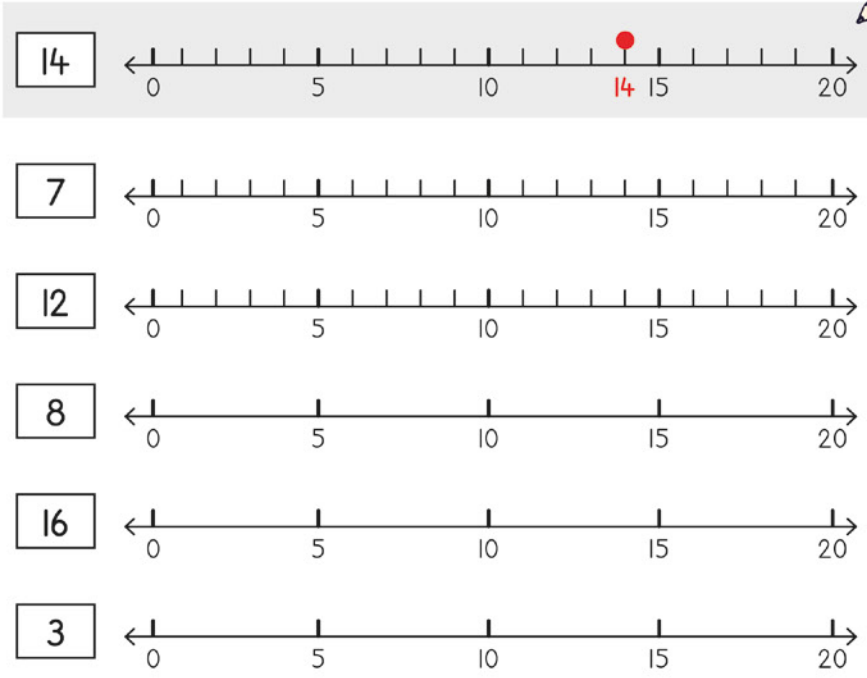
Papadi: Ke bokgole bjo bokaakang go ya ga 10 la go latela?
Game: How far to the next 10?

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



1 Thala lerontho o be o ngwale palo godimo ga mothalopalo. Na o hwetša bjang palo?

Draw a dot and write the number on the line. How do you find the number?



2

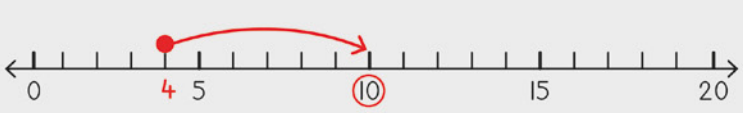
BEKE 1 • LETŠATŠI 1

Ke bokgole bjo bokaakang go ya ga 10 la go latela?

2 Thala lerontho o be o ngwale sešupo sa palo. Na 10 la go latela ke eng? Ke bokgole bjo bokaakang go ya ga 10 la go latela?

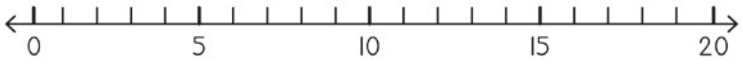
Draw a dot and label the number. What is the next 10? How far to the next 10?

4



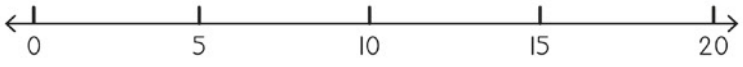
10 la go latela Next 10	10
Ke bokgole bjo bokaakang? How far?	6

13



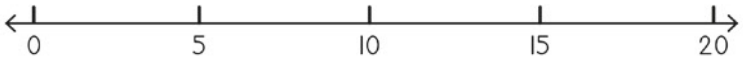
10 la go latela Next 10	
Ke bokgole bjo bokaakang? How far?	

8



10 la go latela Next 10	
Ke bokgole bjo bokaakang? How far?	

14



10 la go latela Next 10	
Ke bokgole bjo bokaakang? How far?	

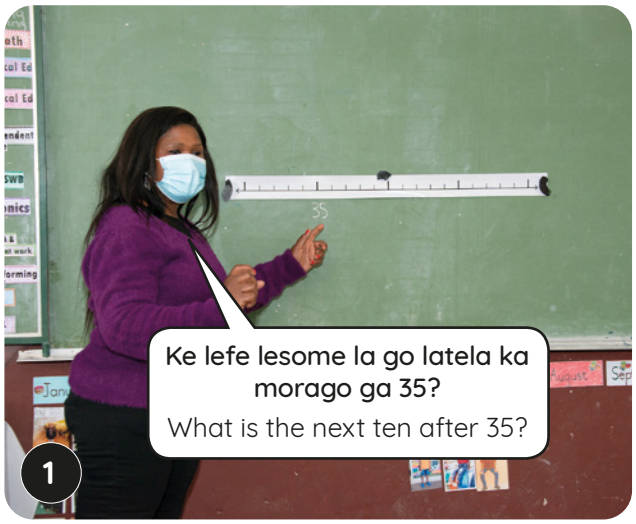
3 Feleletša mafokopalo.

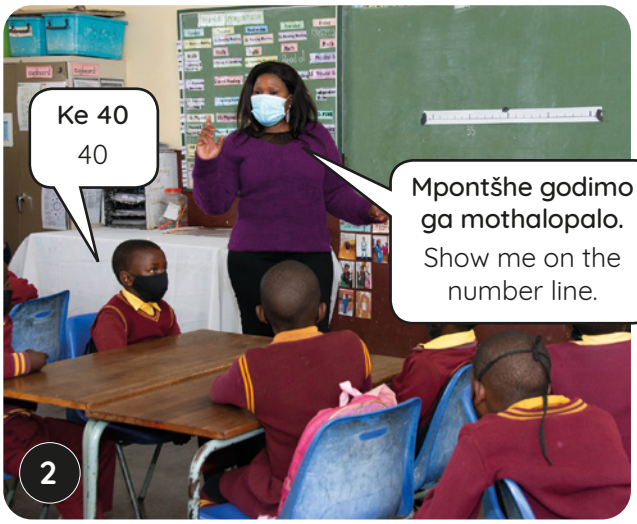
Complete the number sentences.

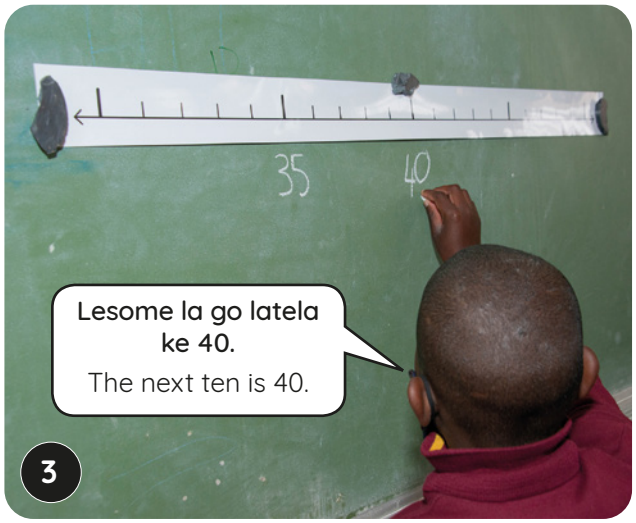
16 + 4 = 20	12 + ___ = 20	11 + ___ = 20	14 + ___ = 20
15 + ___ = 20	13 + ___ = 20	17 + ___ = 20	19 + ___ = 20

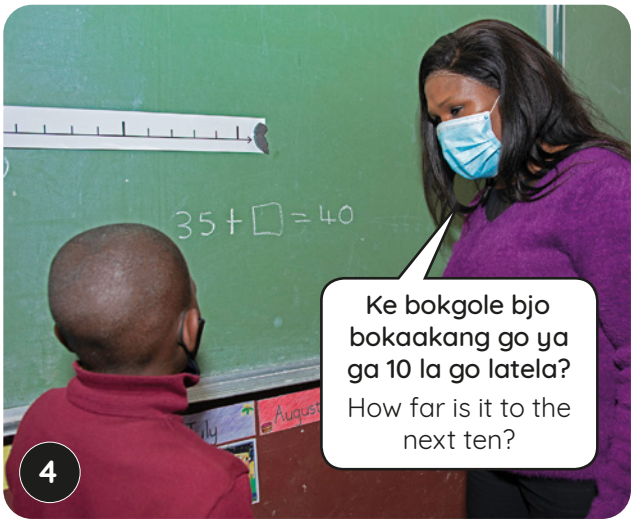
How far to the next ten?

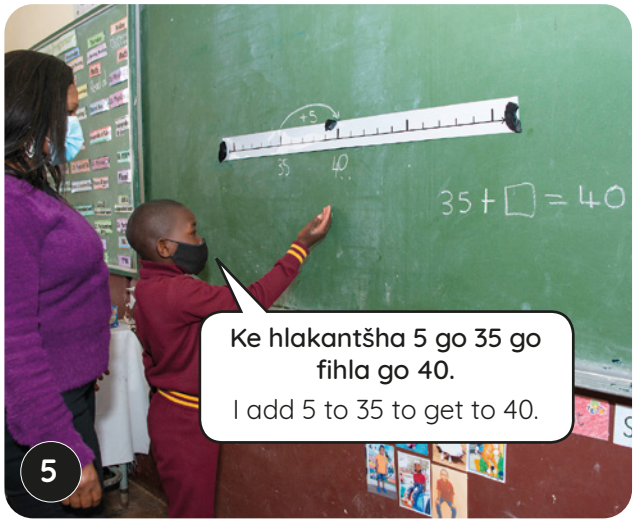
KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT











Bušeletša dikgato o šomiša dipalo tša go fapafapana go tloga go 0-75 gore barutwana ba be le menyetla ye mentši ya go itlwaetša go fofela pele go ya ga 10 la go latela.

Repeat these using different numbers from 0 – 75, so that learners have multiple opportunities to practice jumping forward to the next 10.

BEKE 1 • LETŠATŠI 2

Ke bokgole bjo bokaakang go ya ga 10 la go latela?

BEKE • WEEK 1

LETŠATŠI 2 • DAY 2

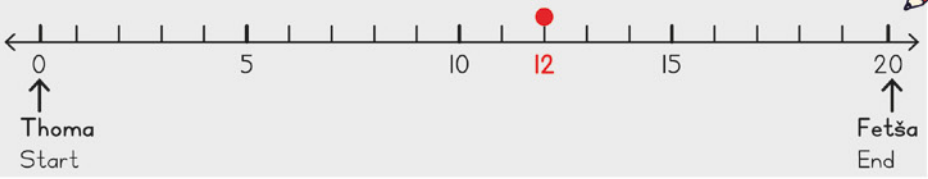
Ke bokgole bjo bokaakang go ya ga lesome la go latela?
How far to the next ten?

MMETSE WA HLOGO — MENTAL MATHS | NTŠI KA 2/ NNYANE KA 2 — 2 MORE/2 LESS → PAPADI — GAME → KGODIŠO YA KGOPOLO — CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO — WORKSHEETS

1 Thala lerontho o be o ngwale palo godimo ga mothalopalo.
Draw a dot and write the number on the line.

Methalopalo e ka bontšha dipalo tša go fapafapana.
Na mothalopalo wo o thoma go palo efe?
Na mothalopalo wo o felela go palo efe?
Number lines can show different numbers.
At what number does this number line start?
At what number does this number line end?

12



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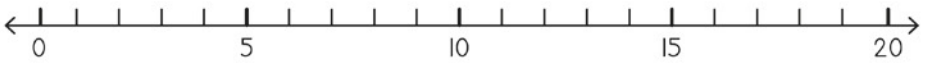

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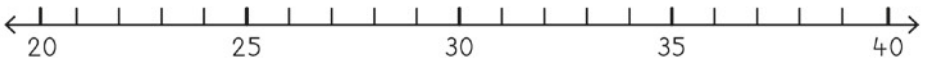

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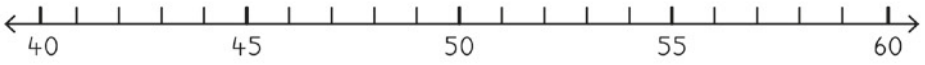

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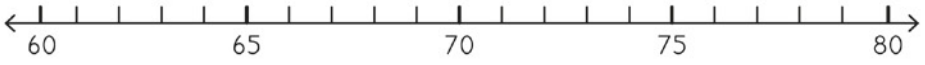

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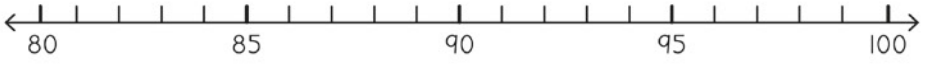


2 Thala lerontho o be o ngwale palo godimo ga mothalopalo.
Complete the number sentences.

17 + 3 = 20	14 + ___ = 20	15 + ___ = 20	12 + ___ = 20
28 + ___ = 30	26 + ___ = 30	21 + ___ = 30	22 + ___ = 30

How far to the next ten?

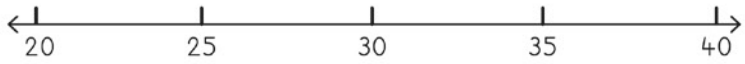
3 Thala lerontho go palo. Na 10 la go latela ke eng? Ke bokgole bjo bokaakang go ya ga 10 la go latela?

Draw a dot at the number. What is the next 10? How far to the next 10?

17

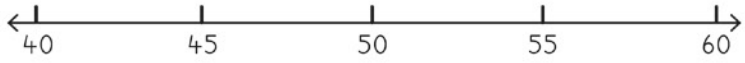
10 la go latela Next 10	20
Ke bokgole bjo bokaakang? How far?	3

26



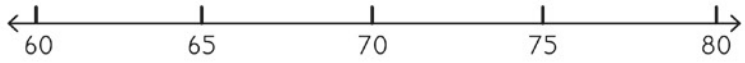
10 la go latela Next 10	
Ke bokgole bjo bokaakang? How far?	

47



10 la go latela Next 10	
Ke bokgole bjo bokaakang? How far?	

63



10 la go latela Next 10	
Ke bokgole bjo bokaakang? How far?	

4 Feleletša mafokopalo.

Complete the number sentences.

38 + 2 = 40	33 + ___ = 40	36 + ___ = 40	32 + ___ = 40
48 + ___ = 50	42 + ___ = 50	46 + ___ = 50	41 + ___ = 50

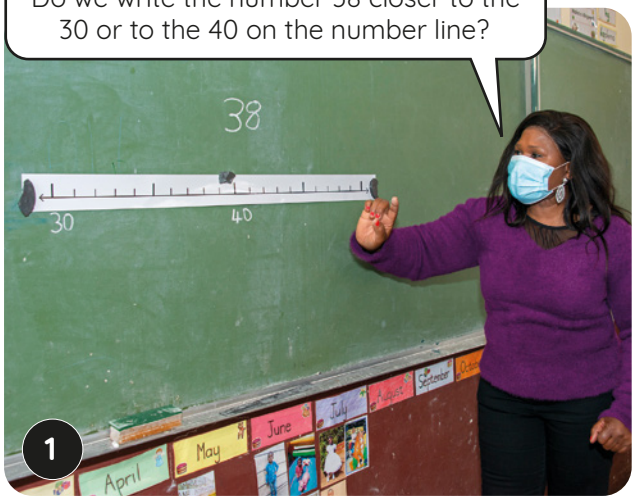
BEKE 1 • LETŠATŠI 3

Hwetša palo

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

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Ekaba re ngwala palo 38 kgauswi le 30 goba go 40 mo mothalopalonng?
Do we write the number 38 closer to the 30 or to the 40 on the number line?



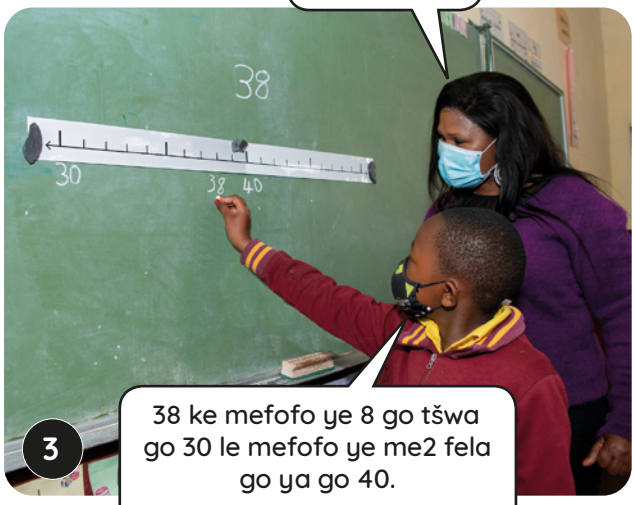
1

Ke ka lebaka la eng 38 e le kgauswi le 40?
Why is 38 closer to 40?

2

Re hloka fela go hlakantša 2 go 38 gore re fihle go 40.
We only need to add 2 to 38 to get to 40.

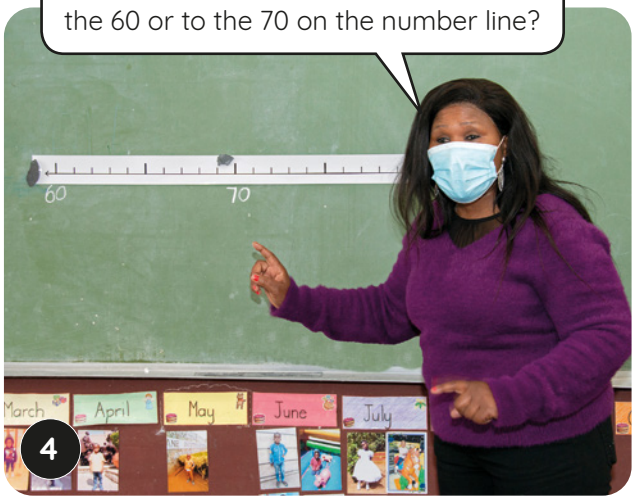
Re bontšhe.
Show us.



3

38 ke mefofo ye 8 go tšwa go 30 le mefofo ye me2 fela go ya go 40.
38 is 8 jumps from 30 and only 2 jumps to 40.

Na re ka ngwala palo 63 kgauswi le 60 goba go 70 mo mothalopalong?
Would we write the number 63 closer to the 60 or to the 70 on the number line?



4

Efa barutwana menyetla ye mentši ya go hwetša dipalo godimo ga mothalopalo. Ba hlohleletše gore ba lemoge gore ke lesome lefe la kgauswi le dipalo tšeo, pele ba ka bontšha palo godimo ga mothalopalo.

Provide multiple opportunities for learners to find numbers on the number line. Encourage them to identify which ten the numbers are closer to, before they show the number on the number line.

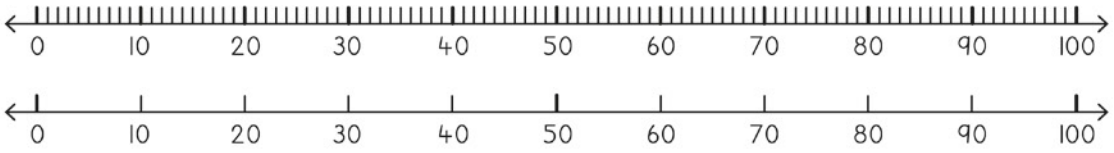
Find the number

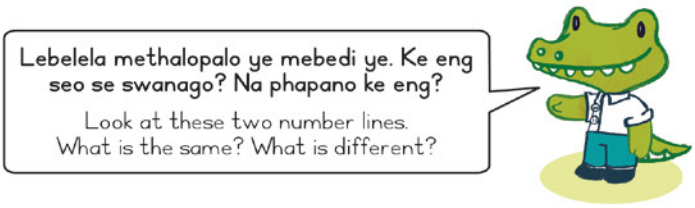
BEKE • WEEK 1

LETŠATŠI 3 • DAY 3

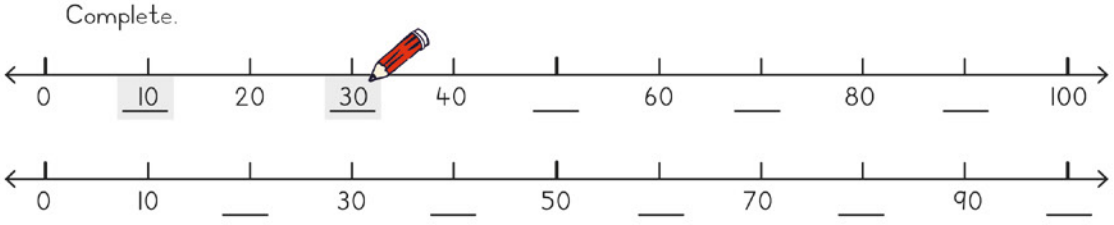
Hwetša palo
Find the number

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

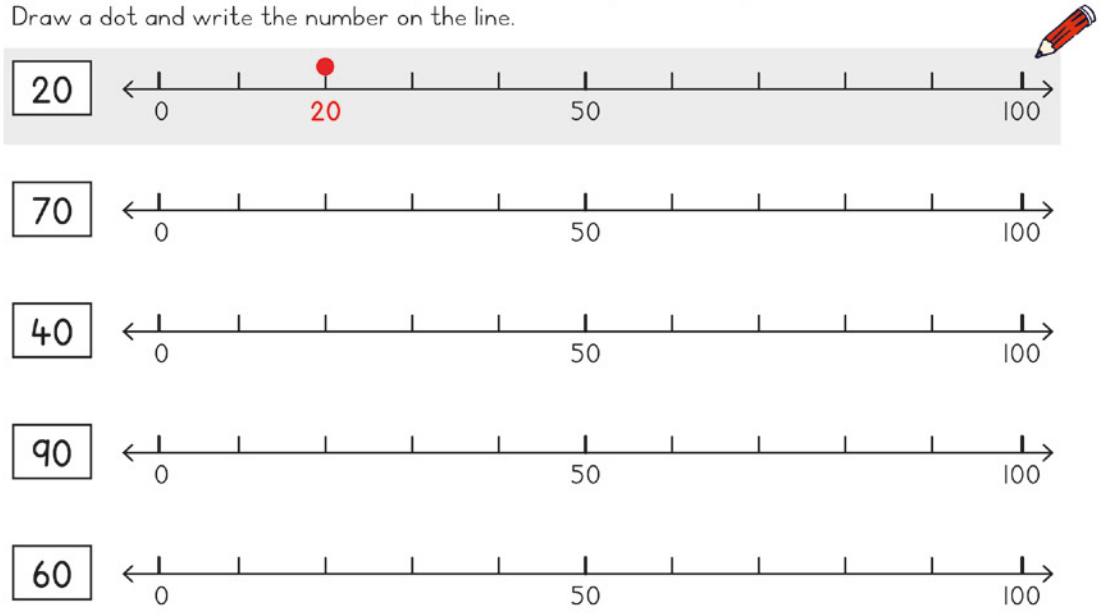




1 Feleletša.
Complete.



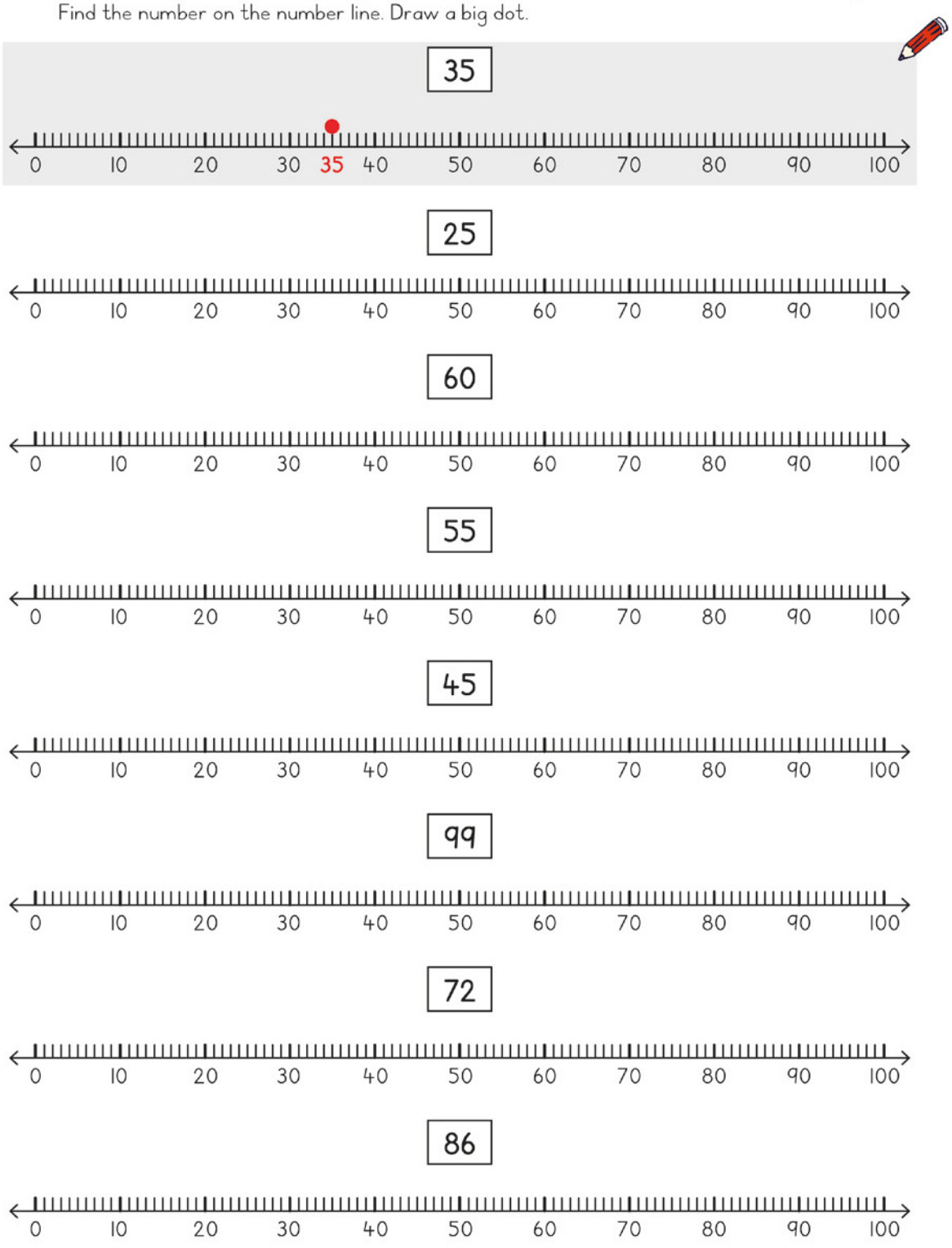
2 Thala lerontho o be o ngwale palo godimo ga mothalo.
Draw a dot and write the number on the line.



BEKE 1 • LETŠATŠI 3

Hwetša palo

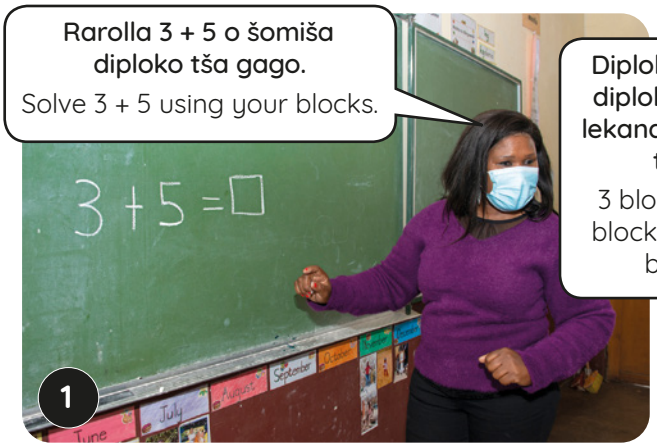
3 Hwetša palo godimo ga mothalopalo. Thala lerontho le legolo.
Find the number on the number line. Draw a big dot.



10s and 1s

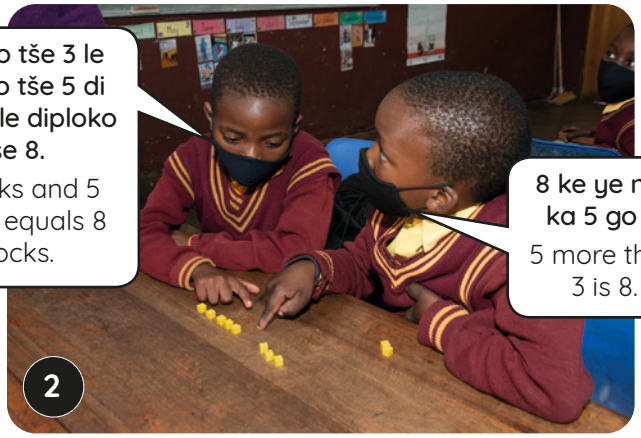
MMETSE WA HLOGO
MENTAL MATHS
NTŠI KA 4/NNYANE KA 4
4 MORE/4 LESS
→ PAPADI
GAME
→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT
→ LETLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT



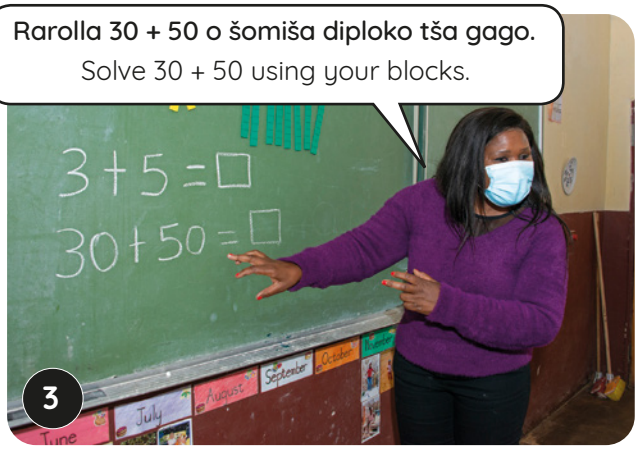
Rarolla 3 + 5 o šomiša diploko tša gago.
Solve 3 + 5 using your blocks.

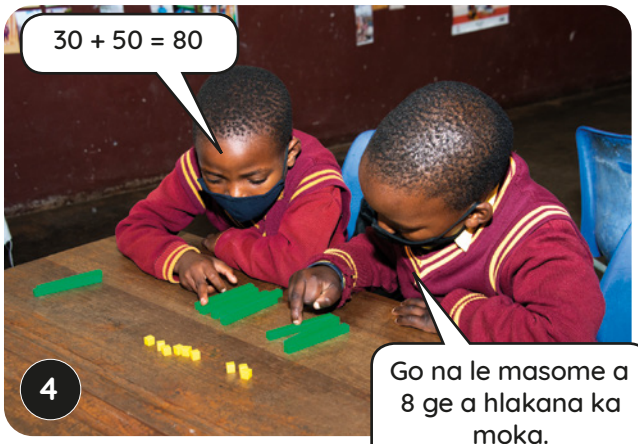
Diploko tše 3 le diploko tše 5 di lekana le diploko tše 8.
3 blocks and 5 blocks equals 8 blocks.



8 ke ye ntši ka 5 go 3.
5 more than 3 is 8.

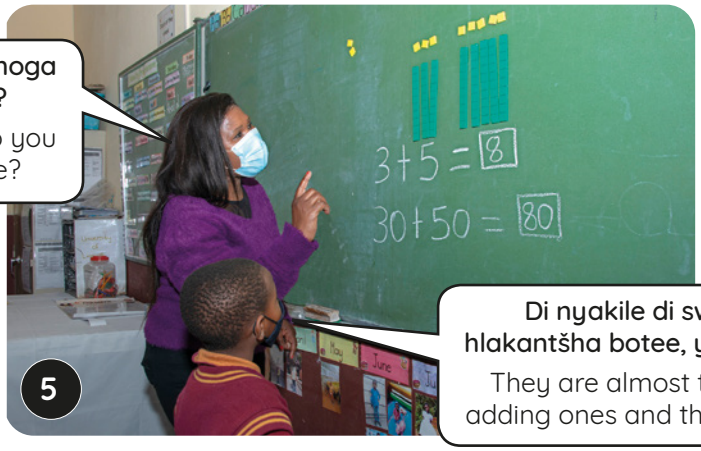
Rarolla 30 + 50 o šomiša diploko tša gago.
Solve 30 + 50 using your blocks.





Go na le masome a 8 ge a hlakana ka moka.
There are 8 tens altogether.

Na o lemoga eng?
What do you notice?



Di nyakile di swana! Mo go ya mathomo, re hlakantšha botee, ya bobedi re hlakantšha masome.
They are almost the same! In the first one we are adding ones and the second one we are adding tens.

Hlohleletša barutwana ba bapetše mehuta ya marara ao a nyalantšwego a go hlakantšha le go ntšha ka bo1 le bo10. Thuša barutwana ba bone gore ge e le gore ba ka kgona go hlakantšha goba go ntšha botee, go ra gore ba ka kgona gape le go hlakantšha goba go ntšha masome.

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

BEKE 1 • LETŠATŠI 4

Bo10 le bo1

BEKE • WEEK 1

LETŠATŠI 4 • DAY 4

Bo10 le bo1

10s and 1s

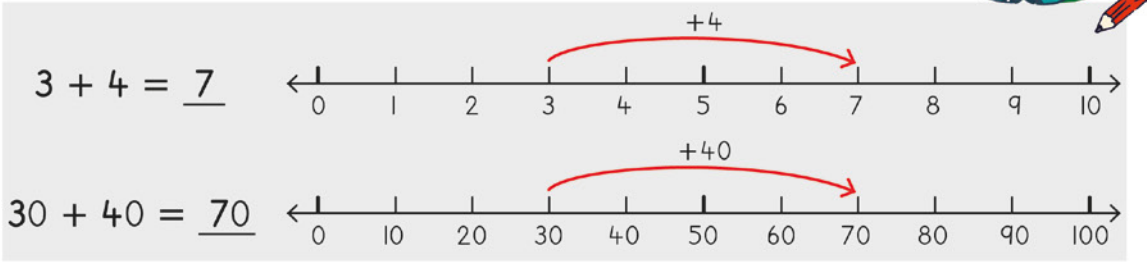
MMETSE WA HLOGO – MENTAL MATHS → NTŠI KA 4/ NNYANE KA 4 – 4 MORE/4LESS → PAPADI – GAME → KGODIŠO YA KGOPOLO – CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO – WORKSHEETS

1 Rarolla ka go šomiša mothalopalo.

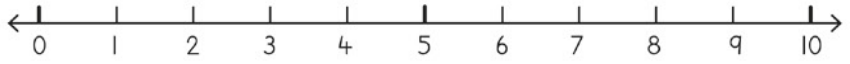
Solve using the number line.

O a bona? Re ka hlakantšha bo1 gape re ka hlakantšha bo10!

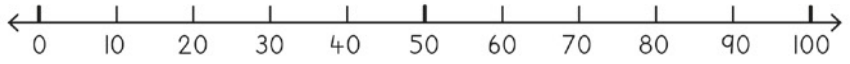
Can you see? We can add in 1s and we can also add in 10s!



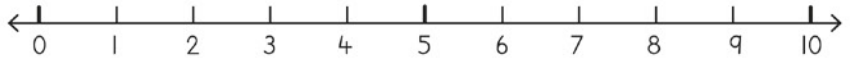
2 + 4 = ____



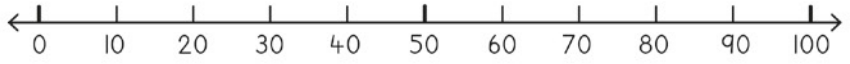
20 + 40 = ____



7 + 3 = ____



70 + 30 = ____



2

1 + 3 = 4	4 + 4 = ____	3 + 5 = ____	6 + 3 = ____
10 + 30 = 40	40 + 40 = ____	30 + 50 = ____	60 + 30 = ____

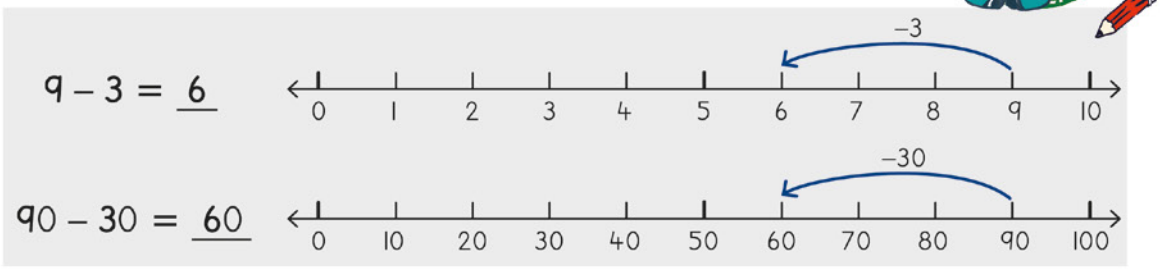
3 + 2 = ____	4 + 5 = ____	3 + 3 = ____	5 + 4 = ____
30 + 20 = ____	40 + 50 = ____	30 + 30 = ____	50 + 40 = ____

8

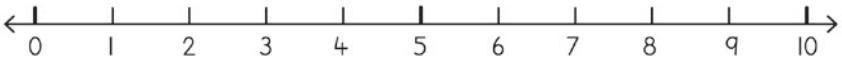
10s and 1s

3 Rarolla ka go bontšha godimo ga mothalopalo.
Solve by showing on the number line.

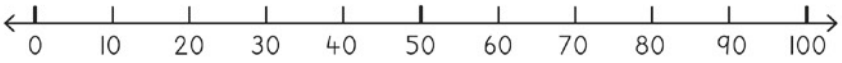
O a bona? Re ka ntšha ka bo1 le ka bo10!
Can you see? We can also subtract in 1s and 10s!



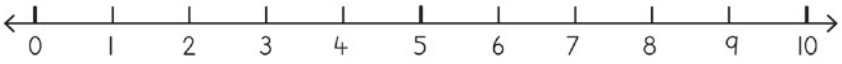
8 – 2 = ____



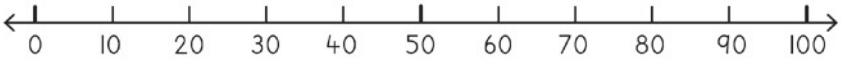
80 – 20 = ____



7 – 4 = ____



70 – 40 = ____



4

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

10 – 5 = ____	9 – 5 = ____	4 – 2 = ____	8 – 5 = ____
100 – 50 = ____	90 – 50 = ____	40 – 20 = ____	80 – 50 = ____

BEKE 1 • LETŠATŠI 5

Teefatšo

BEKE • WEEK 1

LETŠATŠI 5 • DAY 5

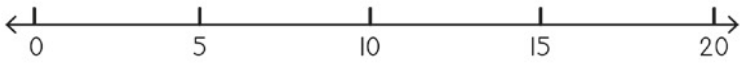
Teefatšo
Consolidation

LETLAKALATŠHOMELO WORKSHEET → LETLAKALATŠHOMELO WORKSHEET

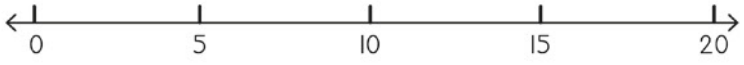
1 Thala lerontho go bontšha palo godimo ga mothalopalo.

Draw a dot to show the number on the number line.

9



18



2 Feleletša mafokopalo.

Complete the number sentences.

4 + 2 = ___	8 + 1 = ___	5 + 2 = ___	3 + 3 = ___
40 + 20 = ___	80 + 10 = ___	50 + 20 = ___	30 + 30 = ___

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

A re boleleng Mmetse!

Let's talk Maths!

Ka Sepedi re re:	In English we say:
Hwetša palo.	Find the number.
Ke bokgole bjo bokaakang go ya ga lesome la go latela?	How far to the next ten?
Ke bokgole bjo bokaakang go ya ga lesome la go feta?	How far to the previous ten?
Ke a tseba go re 2 + 6 = 8. Ka gorealo, ke a tseba go re 20 + 60 = 80.	I know that 2 + 6 = 8. Therefore I know that 20 + 60 = 80.
Ke a tseba go re 9 – 5 = 4. Ka gorealo, ke a tseba go re 90 – 50 = 40.	I know that 9 – 5 = 4. Therefore I know that 90 – 50 = 40.

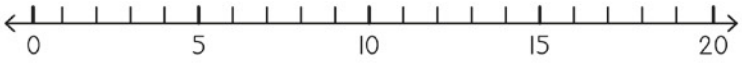
10

Consolidation

3 Thala lerontho o be o ngwale sešupo sa palo. Na 10 la go latela ke eng? Ke bokgole bjo bokaakang go ya ga 10 la go latela?

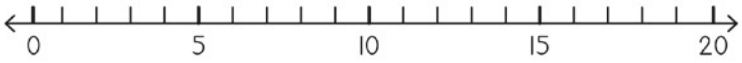
Draw a dot and label the number. What is the next 10? How far to the next 10?

2



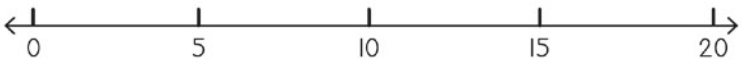
10 la go latela Next 10	
Ke bokgole bjo bokaakang? How far?	

17



10 la go latela Next 10	
Ke bokgole bjo bokaakang? How far?	

5



10 la go latela Next 10	
Ke bokgole bjo bokaakang? How far?	

4 Hwetša dipalo tšeo di tlogetšwego.

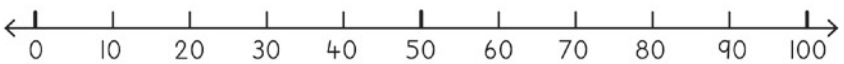
Find the missing numbers.

23 + ____ = 30	19 + ____ = 20	8 + ____ = 10	14 + ____ = 20
41 + ____ = 50	55 + ____ = 60	3 + ____ = 10	44 + ____ = 50

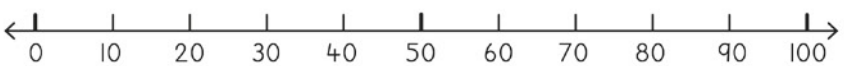
5 Rarolla ka go bontšha godimo ga mothalopalo.

Solve by showing on the number line.

10 + 60 = ____



90 – 50 = ____



Go hlakantšha le go ntšha godimo ga mothalopalo

	Didirišwa
Mmetse wa Hlogo: Go beakanya dipalo tša go ya ga 75	ga di gona
Papadi: *Feleletša masome!*	*diploko tša sehlopha sa 10*

Letšatši	Mošongwana wa thuto	Mošongwana wa thuto
1	Go hwetša lesome	Puku ya Mešomo ya Morutwana, *sekwere sa 100*
2	Go hlakantšha godimo ga mothalopalo	Puku ya Mešomo ya Morutwana, *mothalopalo wa go se be le selo*
3	Ke bokgole bjo bo kaakang go ya ga lesome la go latela?	Puku ya Mešomo ya Morutwana, *sekwere sa 100*
4	Go ntšha godimo ga mothalopalo	Puku ya Mešomo ya Morutwana, *mothalopalo wa go se be le selo*
5	Teefatšo le kelo ya thuto	Puku ya Mešomo ya Morutwana

Morago ga beke ye, morutwana o swanetše go kgona go:	✓
šomiša tsebo ya bona ya masome go hwetša palo godimo ga sekwere sa 100.	
šomiša mothalopalo go hlakantšha botee go dipalo tša mono-pedi ntle le go tshela lesome.	
šomiša mothalopalo go ntšha botee go tšwa ga dipalo tša mono-pedi ka ntle le go tshela lesome.	

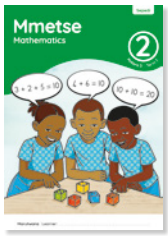
Kelo

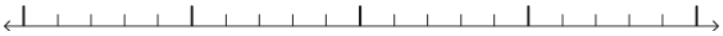
Kelo ya go ngwalwa: Marara a go hlakantšha le go ntšha le mafokopalo

Rekhota moputso godimo ga palomoka ya 6 letlakaleng la meputso la kotara.

Adding and subtracting on the number line

	Resources
Mental Maths: Ordering numbers to 75	none
Game: *Complete the 10s!*	*base 10 blocks*



Day	Lesson activity	Lesson resources
1	Finding the ten	LAB, *100 square*
2	Adding on a number line	LAB, *blank number line*
3	How far to the previous ten?	LAB, *100 square*
4	Subtracting on the number line	LAB, *blank number line*
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
use their knowledge of tens to locate a number on a 100 square.	
use a number line to add ones to two-digit numbers without bridging the ten.	
use a number line to subtract ones from two-digit numbers without bridging the ten.	

Assessment

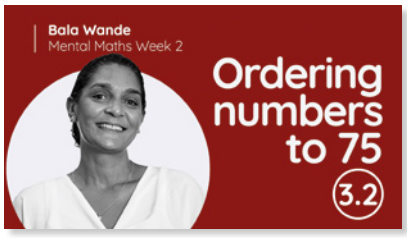
Written assessment: Addition and subtraction problems and number sentences

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

Go hlakantšha le go ntšha godimo ga mothalopalo

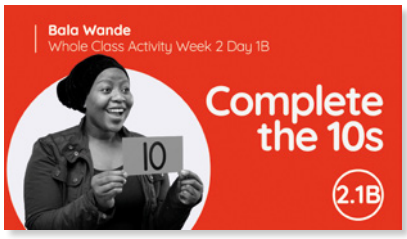
Vidiyo ya Mmetse wa Hlogo

Bekeng ye re tsepelela ga go latelanya dipalo go tloga ga ye nnyanenyanenyane go ya ga ye kgolokgolokgolo, le go tloga ga ye kgolokgolokgolo go ya ga ye nnyanenyanenyane. Barutwana ba swanetše go kgona go tseba palo ye kgolokgolo le ye nnyanenyane, le go beakanya dipalo ka tatelano go fihla ga 75.



Vidiyo ya papadi

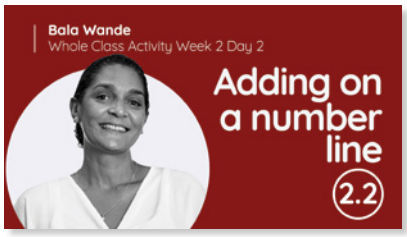
Mo papading ya *Feleletša masome!*, barutwana ba tla šomiša diploko tša *multifix* go dira masome. Ba tla aga ditora tša lesome ge ba hlakantšha diploko tša go bofologana gore ba kgone go rarolla marara ka lebelo le ka nepagalo ge ba tshela lesome. Le ka šomiša gape le diploko tša sehlopha sa 10 ge le raloka papadi.



Vidiyo ya go godiša kgopolo

Mešongwaneng ya kgodišo ya kgopolo mo bekeng ye, re tsepelela ga go hlakantšha le go ntšha. Barutwana ba šomiša sekwere sa 100 go hwetša dipalo, ba gopola ka seo ba se tsebago mabapi le go hwetša lesome la go latela goba la go feta. Barutwana ba fiwa gape le menyetla ya go rarolla marara godimo ga mothalopalo ge ba le gare ba hlakantšha le go ntšha botee ga dipalo tša mono-pedi. Re tla tsepelela ga:

- šomiša tsebo ya bona ya masome go hwetša palo godimo ga sekwere sa 100.
- šomiša mothalopalo go hlakantšha botee go dipalo tša mono-pedi ntle le go tshela lesome.
- šomiša mothalopalo go ntšha botee go tšwa ga dipalo tša mono-pedi ka ntle le go tshela lesome.



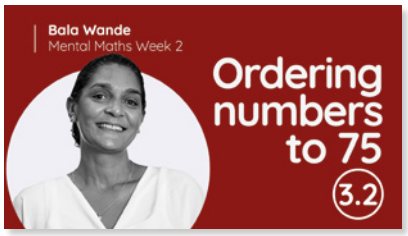
Seo o ka se lebelelago mo bekeng ye

- Barutwana ba swanetše go thoma ka go hwetša lesome la go latela goba la go feta godimo ga mothalopalo gore ba kgone go hlakantšha le go ntšha botee ga dipalo tša mono-pedi ka nepagalo ke moka, ba hlakantšhe le go ntšha dipalo tšeo di šetšego.
- Tlotlontšu ye bohlokwa: **nnyane**, **kgolo**, **masome**, **lesome la go latela**, **hlakantšha**, **ntšha**.

Adding and subtracting on the number line

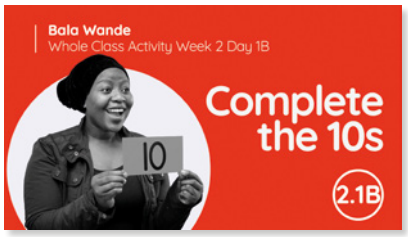
Mental Maths video

This week we focus on sequencing numbers from smallest to largest, and from largest to smallest. Learners need to be able to identify the larger and smaller numbers, and to arrange numbers in order up to 75.



Game video

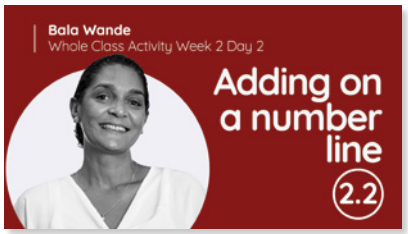
In *Complete the 10s*!, learners will use *multifix blocks* to make tens. They will build towers of ten when adding loose *multifix blocks* so that they are able to solve problems quickly and efficiently when bridging tens. You could also use *base 10 blocks* when you play the game.



Conceptual development video

In the concept development activity this week, we focus addition and subtraction. Learners use a *100 square* to locate numbers, thinking about what they know about finding the next and previous tens. Learners are also given opportunities to solve problems on the number line, as they add and subtract ones to two-digit numbers. We will focus on:

- using their knowledge of tens to locate a number on a *100 square*.
- using a number line to add ones to two-digit numbers, bridging the ten.
- using a number line to subtract ones from two-digit numbers, bridging the ten.



What to look out for this week

- In order for learners to efficiently add and subtract ones to two digit numbers, they need to first find the next or previous ten on the number line, and then add or subtract any remaining amounts.
- Important vocabulary: **smallest**, **largest**, **tens**, **next ten**, **add**, **subtract**.

BEKE 2 • LETŠATŠI 1

Go hwetša lesome

MMETSE WA HLOGO
MENTAL MATHS

KGOLO GO YA GA NNYANE
LARGEST TO SMALLEST

→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ LETLAKALATŠHOMELO
WORKSHEETS

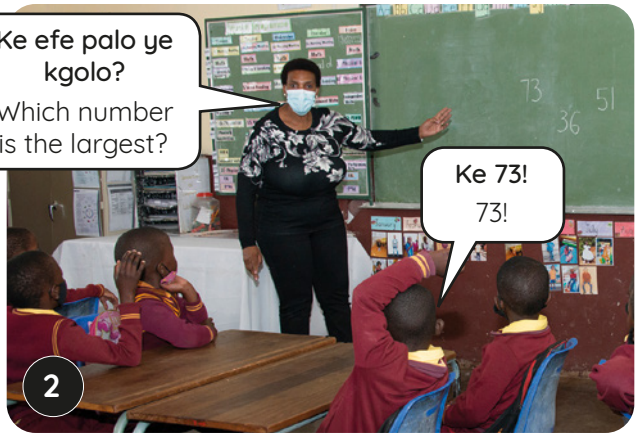
MMETSE WA HLOGO | MENTAL MATHS

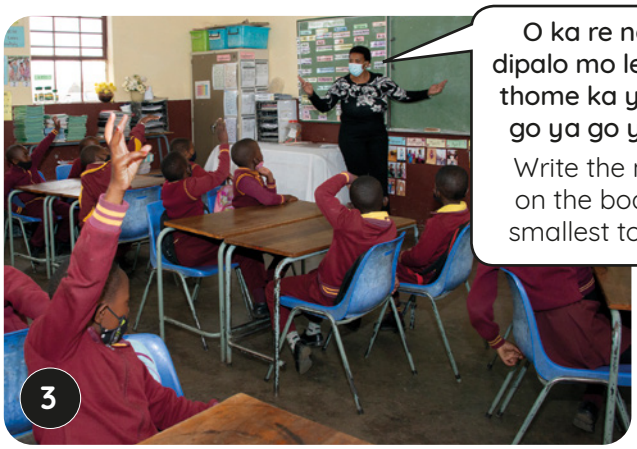
Itlwaetše go beakanya dipalo go tloga ga ye kgolo go ya go ye nnyane.

Practice ordering numbers from largest to smallest.

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

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





Finding the ten

Mešongwana ya go matlafatša • Enrichment activities

Letšatši 1 Day 1

Go hlokega bokae gore o fihle go dipalo tše?
How many **more** to get to?

12 + ___ = 30

19 + ___ = 40

25 + ___ = 50

6 + ___ = 20

17 + ___ = 30

21 + ___ = 40

33 + ___ = 50

16 + ___ = 30

17 + ___ = 40

8 + ___ = 20

Letšatši 2 Day 2

Rarolla:
Solve:

37 + 10 = _____

16 +20 = _____

43 + 30 = _____

41 + 20 = _____

25 + 50 = _____

14 + 30 = _____

52 + 10 = _____

65 + 20 = _____

46 + 10 = _____

27 + 40 = _____

Letšatši 3 Day 3

Ntšha:
Subtract:

35 – 20 = _____

18 – 10 = _____

75 – 30 = _____

69 – 20 = _____

56 – 30 = _____

26 – 10 = _____

49 – 20 = _____

39 – 20 = _____

52 – 10 = _____

65 – 30 = _____

Letšatši 4 Day 4

Feleletša paterone:
Complete the pattern:

51 52 53 ___ ___ ___

65 64 63 ___ ___ ___

25 30 35 ___ ___ ___

100 90 80 ___ ___ ___

13 23 33 ___ ___ ___

21 31 41 ___ ___ ___

84 85 86 ___ ___ ___

39 38 37 ___ ___ ___

57 67 77 ___ ___ ___

40 45 50 ___ ___ ___

BEKE 2 • LETŠATŠI 1

Go hwetša lesome

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Bušeletša dikgato tša ka godimo o šomiša dipalo tša go fapafapana gore barutwana ba be le menyetla ye mentši ya go itlwaetša go fofela ga 10 la go latela.

Repeat the steps above using different numbers so that learners have multiple opportunities to practice jumping to the next 10.

Finding the ten

BEKE • WEEK 2

LETŠATŠI 1 • DAY 1

Go hwetša lesome
Finding the ten

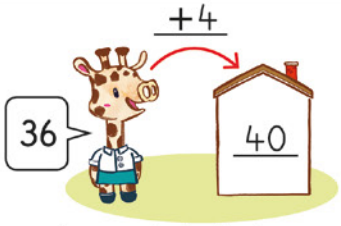
MMETSE WA HLOGO (MENTAL MATHS) → KGOLOKGOLOKGOLO GO YA GA NNYANENYANENYANE (BIGGEST TO SMALLEST) → PAPADI (GAME) → KGODIŠO YA KGOPOLO (CONCEPT DEVELOPMENT) → MATLAKALATŠHOMELO (WORKSHEETS)

Papadi: Go aga ka masome
Game: Building with tens

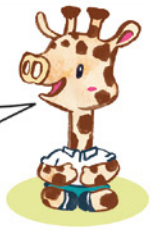
27 + 8 =

- Šomiša diploko tša gago tša sehlopha sa lesome.
  Use your base ten blocks.
- Rarolla potšišo yeo morutiši wa gago a e ngwalago mo letlapeng.
  Solve the question your teacher writes on the board.
- Bušeletšang gape!
  Do it again!

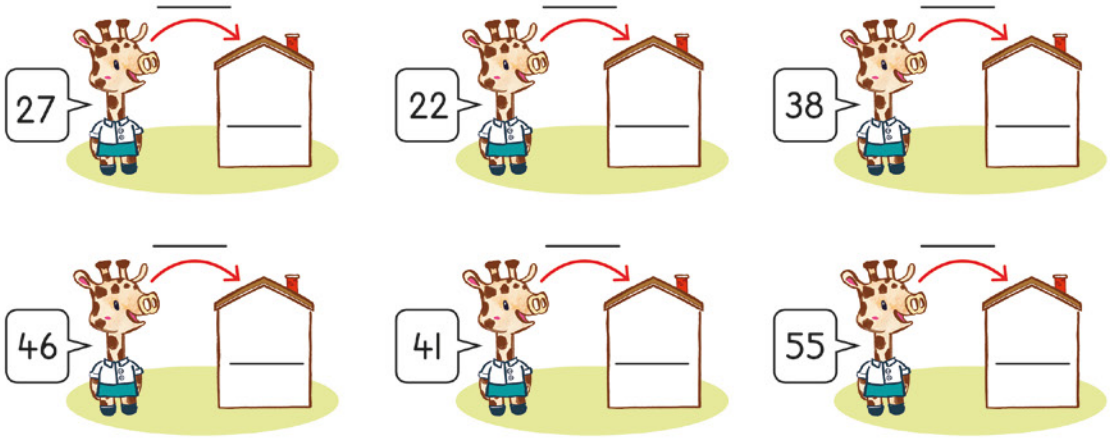
Re na le masome a 3 le ditee tše 5 bjale, 27 + 8 = 35.
We have 3 tens and 5 ones, so 27 + 8 = 35.



Ke bea 36 ka hlogong ya ka. Ke bokgole bjo bokaakang go ya ga lesome la go LATELA?
I put 36 in my head. How far to the NEXT ten?



1 Na 10 la go latela ke eng? Ke bokgole bjo bokaakang go ya ga 10 la go latela?
What is the next 10? How far to the next 10?



Go hwetša lesome

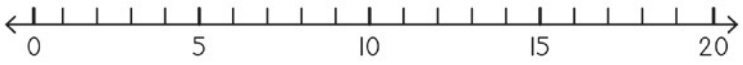
2 Hwetša palo. Na 10 la go latela ke eng? Ke bokgole bjo bokaakang go ya ga 10 la go latela?

Find the number. What is the next 10? How far to the next 10?

14

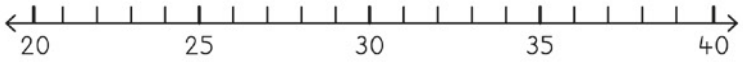
10 la go latela Next 10	20
Ke bokgole bjo bokaakang? How far?	6

11



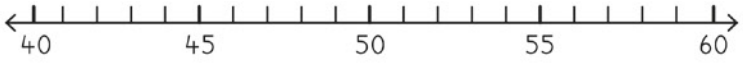
10 la go latela Next 10	
Ke bokgole bjo bokaakang? How far?	

36



10 la go latela Next 10	
Ke bokgole bjo bokaakang? How far?	

43



10 la go latela Next 10	
Ke bokgole bjo bokaakang? How far?	

3 Feleletša mafokopalo.

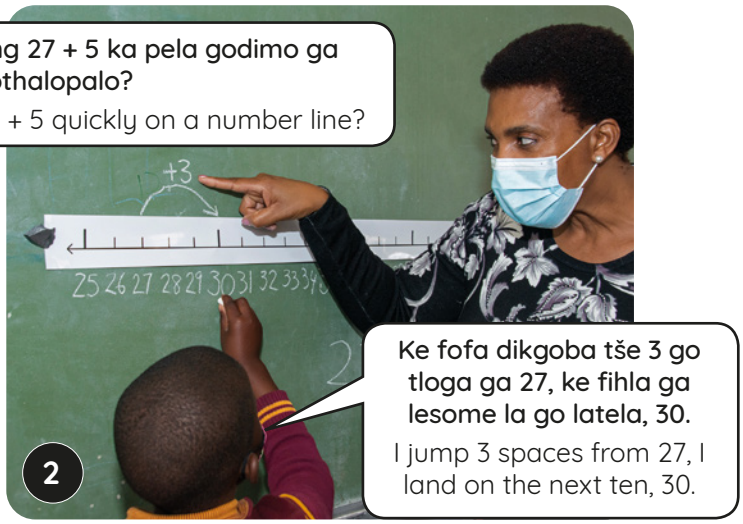
Complete the number sentences.

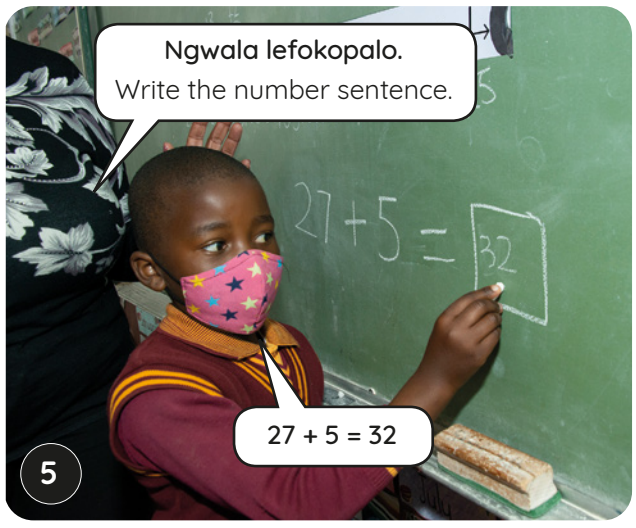
67 + 3 = 70	64 + ___ = 70	76 + ___ = 80	73 + ___ = 80
85 + ___ = 90	82 + ___ = 90	95 + ___ = 100	97 + ___ = 100

Adding on a number line

MMETSE WA HLOGO — MENTAL MATHS | KGOLO GO YA GA NNYANE — LARGEST TO SMALLEST → PAPADI — GAME → KGODIŠO YA KGOPOLO — CONCEPT DEVELOPMENT → LETLAKALATŠHOMELO — WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT





Efa barutwana menyetla ya go rarolla marara ao a amago go hlakantšha le go ntšha bo1 go ya ga dipalo tša mono-2. Ba thuše ba gopole gore ge ba hwetša lesome la go latela pele, ba tla kgona go rarolla marara ka lebelo le ka nepagalo.

Allow learners multiple opportunities to solve problems that involving adding ones to two-digit numbers. Help learners to realise that if they find the next ten first, they will be able to solve problems quickly and efficiently.

BEKE • WEEK 2

LETŠATŠI 2 • DAY 2

Go hlakantšha godimo ga mothalopalo
Adding on a number line

MMETSE WA HLOGO
MENTAL MATHS

KGOLOKGOLOKGOLO GO YA GA NNYANENYANENYANE
BIGGEST TO SMALLEST

→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ MATLAKALATŠHOMELO
WORKSHEETS

Ka nako ye nngwe ge re hlakantšha, re tshela 10 la go latela! Dumediša 10 ka dinako tšohle pele o tshela!

Sometimes when we add, we cross over the next 10! Always greet the 10 before crossing!

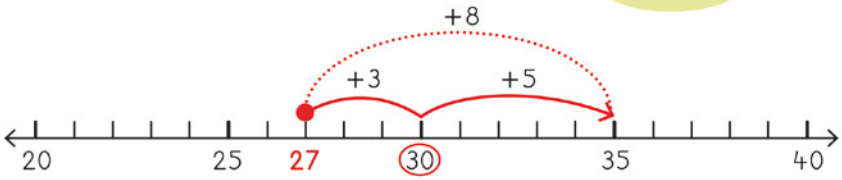
Ke thoma go 27!

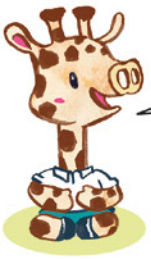
I start at 27!

Ke fofela ga 10 la go latela!
27 + 3 = 30.

I jump to the next 10!
27 + 3 = 30.

27 + 8 = 35





Ke swanetše go fofela pele ga 8.
Ke šetše ke fofile ga 3.
Ke fofela pele ga 5 gape!

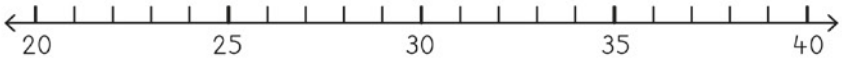
I need to jump forward 8. I have already jumped 3. I jump forward 5 more!

Go hlakantšha 8 go swana le go hlakantšha 3 ke moka o be o oketše 5.

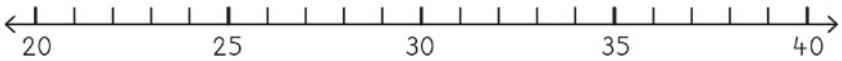
Adding 8 is the same as adding 3 and then adding 5.

1 Hlakantšha ka go šomiša mothalopalo.
Add using the number line.

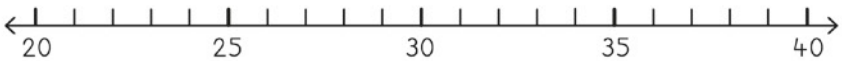
26 + 7 = ____



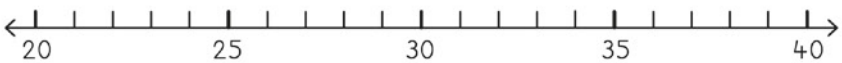
28 + 7 = ____



27 + 6 = ____

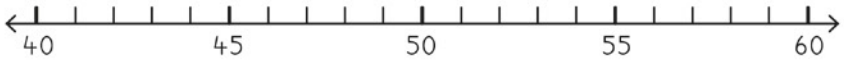


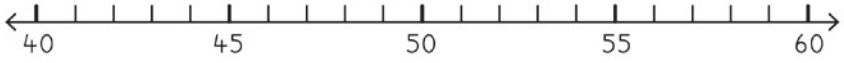
25 + 8 = ____

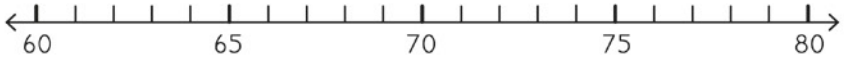


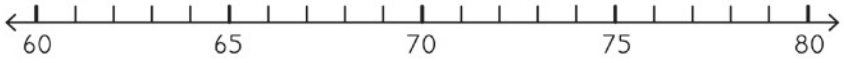
14

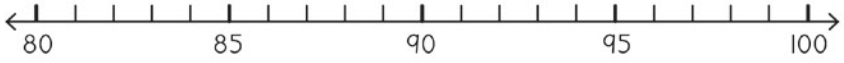
Adding on a number line

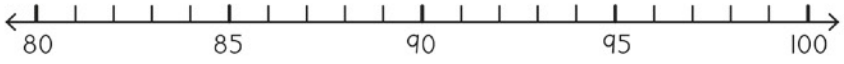
47 + 9 = ____ 

45 + 7 = ____ 

67 + 8 = ____ 

65 + 9 = ____ 

88 + 5 = ____ 

86 + 6 = ____ 

2

27 + 8 = 35	25 + 9 = 34
37 + 8 = ____	35 + 9 = ____
47 + 8 = ____	45 + 9 = ____
57 + 8 = ____	55 + 9 = ____

Brian o badile matlakala a 35. O bala a mangwe gape a 8. Na o badile matlakala a makae ka moka ge a hlakana?

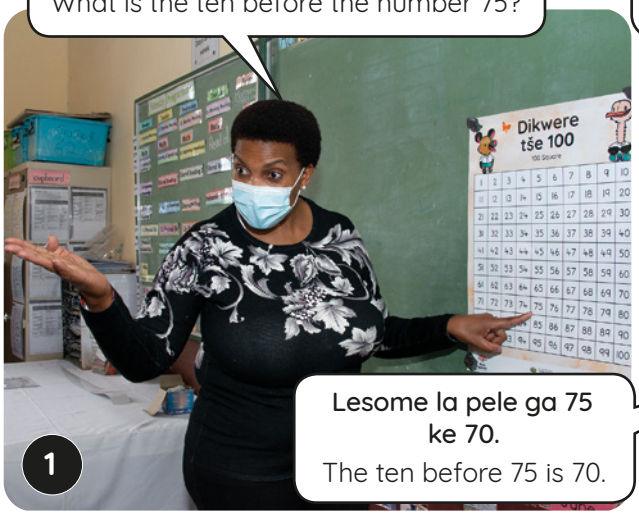
Brian read 35 pages. He reads 8 more pages. How many pages has he read altogether?

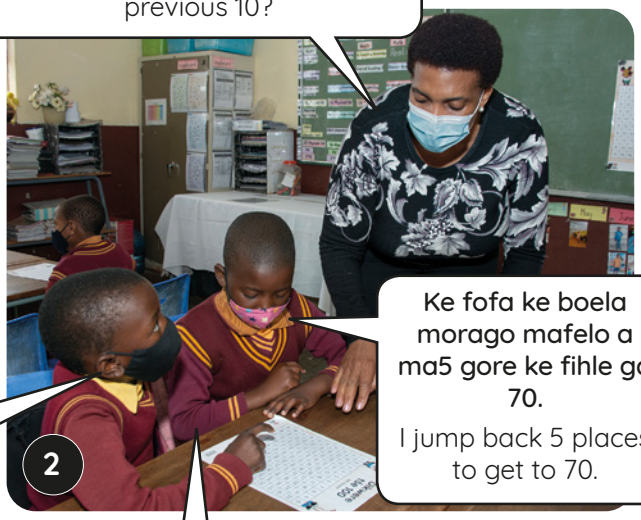
BEKE 2 • LETŠATŠI 3

Ke bokgole bjo bo kaakang go ya ga lesome la go latela?

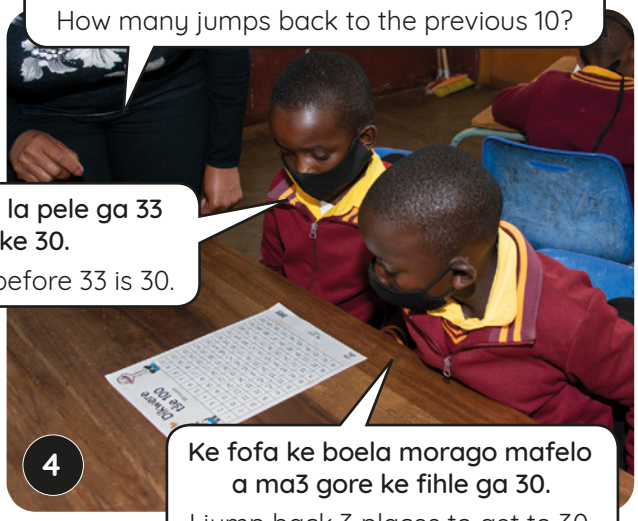
MMETSE WA HLOGO / MENTAL MATHS — NNYANE GO YA GA KGOLO / SMALLEST TO LARGEST → PAPADI / GAME → KGODIŠO YA KGOPOLO / CONCEPT DEVELOPMENT → LETLAKALATŠHOMELO / WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT





Ishumi eliphambi kwama-75 ngama-70.
The ten before 75 is 70.



Bušeletša dikgato tša ka godimo o šomiša dipalo tša go fapafapana gore barutwana ba be le menyetla ye mentši ya go itlwaetša go fofela morago ga 10 la go feta.

Repeat the steps above, using different numbers, so that learners have multiple opportunities to practice jumping back to the previous 10.

How far to the previous ten?

BEKE • WEEK 2

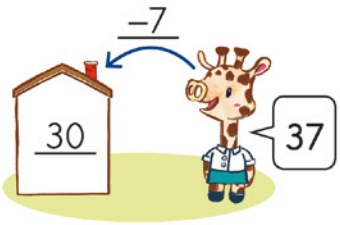
LETŠATŠI 3 • DAY 3

Ke bokgole bjo bo kaakang go ya ga lesome la go latela?
How far to the previous ten?

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

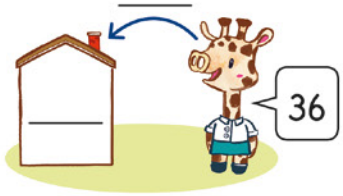
Ge ke ntšha, ke a ipotšiša, na ke bokgole bjo bo kaakang go ya ga 10 la go feta?

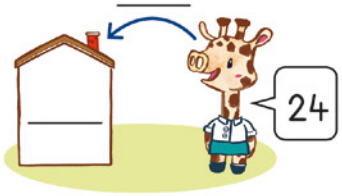
When I subtract I ask myself, how far to the previous 10?

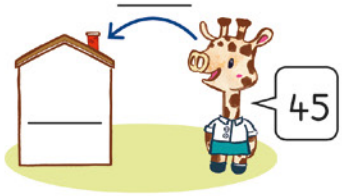


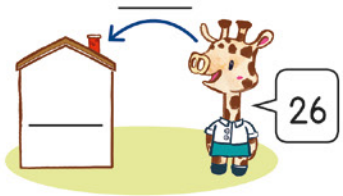
1 Na ke bokgole bjo bo kaakang go ya ga 10 la go feta?

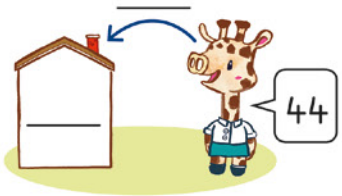
How far to the previous 10?

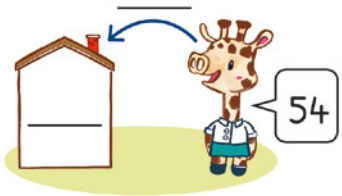






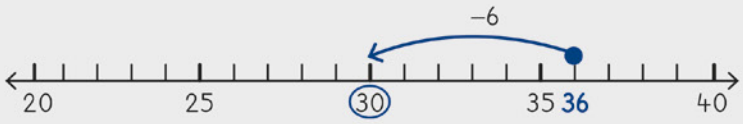




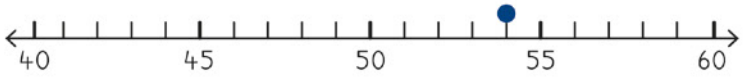


2 Ngwala palo ga lerontho. Thala sediko ga 10 la go feta. Na ke bokgole bjo bo kaakang go ya ga 10 la go feta?

Write the number at the dot. Circle the previous 10. How far to the previous 10?



10 la go feta Previous 10	30
Ke bokgole bjo bokaakang? How far?	6

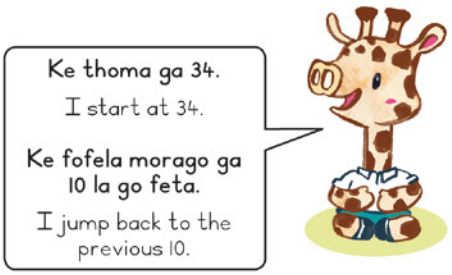


10 la go feta Previous 10	
Ke bokgole bjo bokaakang? How far?	

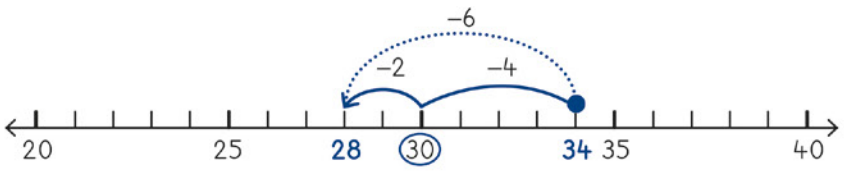
16

BEKE 2 • LETŠATŠI 3

Ke bokgole bjo bo kaakang go ya ga lesome la go latela?



34 – 6 = 28



Ke swanetše go ntšha 6. Ke šetše ke fofetše morago ga 4. Ka go realo, ke fofela morago ga 2 gape!

I need to subtract 6. I have already jumped back 4. Therefore, I jump back 2 more.

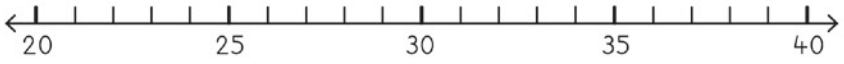
Go ntšha 6 go swana le go ntšha 4 ke moka o be o ntšhe 2!

Subtracting 6 is the same as subtracting 4 and then subtracting 2!

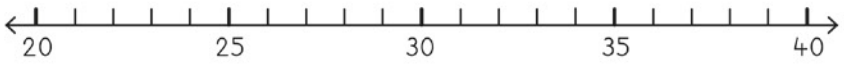
3 Ntšha ka go šomiša mothalopalo.

Subtract using the number line.

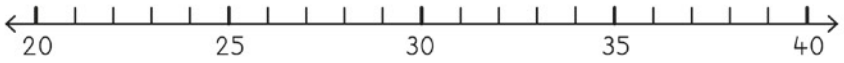
33 – 7 = ____



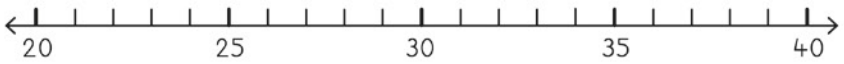
32 – 5 = ____



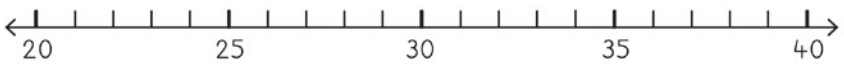
34 – 8 = ____



35 – 9 = ____



38 – 9 = ____



Subtracting on the number line

MMETSE WA HLOGO – MENTAL MATHS | NNYANE GO YA GA KGOLO – SMALLEST TO LARGEST → PAPADI – GAME → KGODIŠO YA KGOPOLO – CONCEPT DEVELOPMENT → LETLAKALATŠHOMELO – WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Na o ka rarolla bjang 43 – 6 ka pela godimo ga mothalopalo?
How can you solve 43 – 6 quickly on a number line?

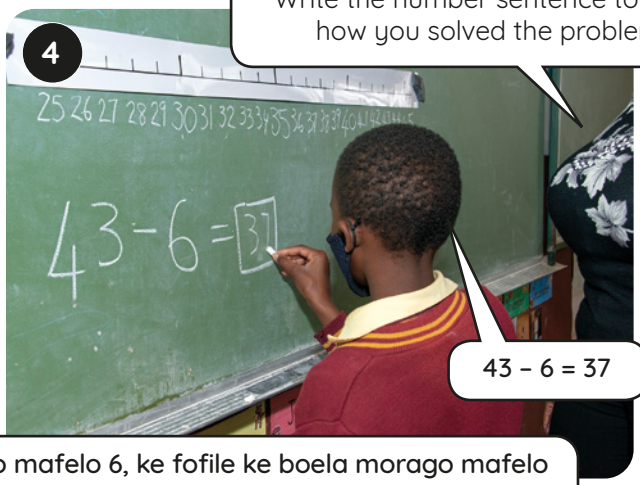
Ke hwetša lesome la pele ga 43 ke moka ka ntšha tše dingwe ka moka.
I find the ten before 43 and then subtract the rest.

Ke fofa dikgoba tše 3 go tloga ga 43, ke fihla ga lesome la go feta, 40.
I jump back 3 spaces from 43, I land on the previous ten, 40.

O fofile o boela morago mafelo a ma3. Na o swanetše go dira eng sa go latela?
You jumped back 3 places. What must you do next?

Ke be ke swanetše go fofa ke boela morago mafelo 6, ke fofile ke boela morago mafelo a ma3 fela. Ke swanetše go fofa ke boela morago mafelo a mangwe gape a ma3.
I had to jump back 6 places, and I've only jumped back 3. I must jump back 3 more places.

Ngwala lefokopalo go bontšha ka mokgwa woo o rarollotšego marara a.
Write the number sentence to show how you solved the problem.



Efa barutwana menyetla ye mentši ya go rarolla marara ao a amago go ntšha botee go tšwa ga dipalo tša mono-pedi. Ba thuše ba gopole gore ge ba hwetša lesome la go feta pele, ba tla kgona go rarolla marara ka lebelo le ka nepagalo.

Allow learners multiple opportunities to solve problems that involve subtracting ones from two digit numbers. Help learners to realise that if they find the previous ten first, they are able to solve problems quickly and efficiently.

Go ntšha godimo ga mothalopalo

BEKE • WEEK 2

LETŠATŠI 4 • DAY 4

Go ntšha ga mothalopalo
Subtracting on the number line

MMETSE WA HLOGO
MENTAL MATHS

NNYANENYANENYANE GO YA GA KGOLOKGOLOKGOLO
SMALLEST TO BIGGEST

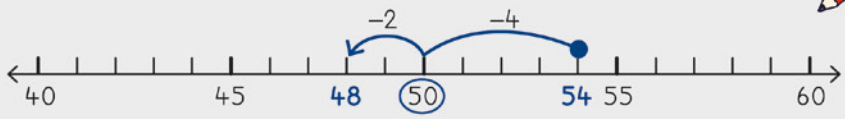
→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

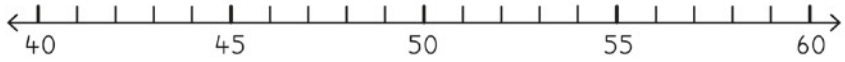
→ MATLAKALATŠHOMELO
WORKSHEETS

1 Ntšha ka go šomiša mothalopalo. Dumediša 10!
Subtract using the number line. Greet the 10!

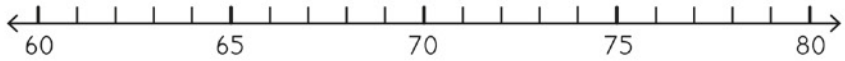
54 – 6 = 48



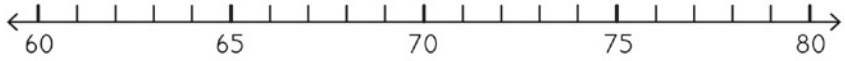
47 + 5 = ____



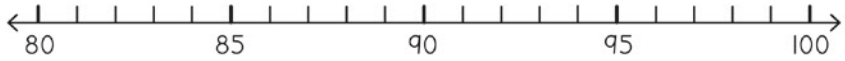
75 – 9 = ____



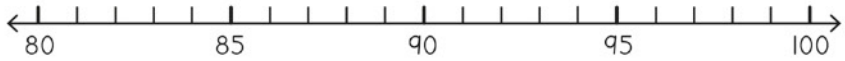
74 – 7 = ____



92 – 8 = ____



96 – 9 = ____



2

20 – 4 = 16	60 – 3 = ____
30 – 5 = ____	70 – 6 = ____
40 – 3 = ____	80 – 7 = ____

Asanda o na le R50. O reka apola ka R6. Na o hwetša tšhentšhi ya bokae?

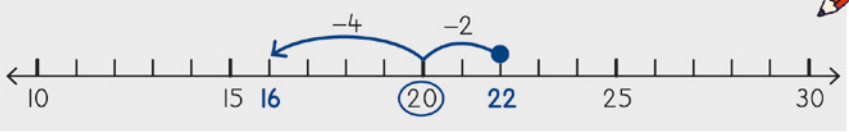
Asanda has R50. He buys an apple for R6. How much change does he get?

18

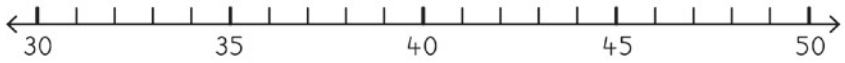
Subtracting on the number line

3 Ntšha ka go šomiša mothalopalo. Dumediša 10!
Subtract using the number line. Greet the 10!

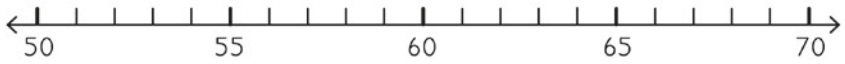
22 – 6 = ____



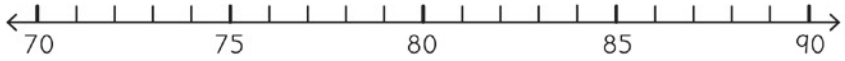
45 – 7 = ____



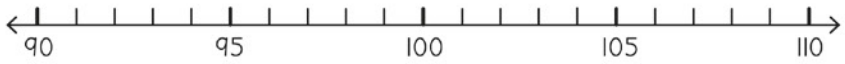
63 – 8 = ____



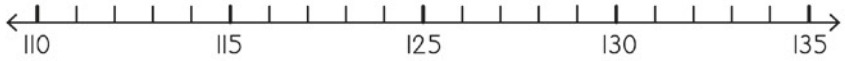
85 – 9 = ____



103 – 7 = ____



124 – 4 = ____



4

60 – 5 = 55	60 – 3 = ____
70 – 4 = ____	70 – 6 = ____
80 – 6 = ____	80 – 7 = ____
90 – 2 = ____	90 – 9 = ____

Mpumzi o na le R50. O reka rolo ya R8. Na o hwetša tšhentšhi ya bokae?
Mpumzi has R50. He buys a roll for R8. How much change does he get?

BEKE • WEEK 2

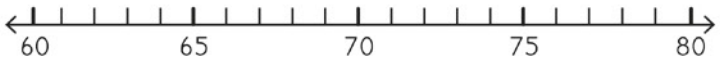
LETŠATŠI 5 • DAY 5

Kelo le teefatšo
Assessment and consolidation

KELO ASSESSMENT → LETLAKALATŠHOMELO WORKSHEET

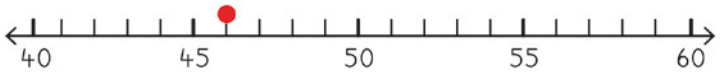
1 Thala lerontho godimo ga mothalopalo go bontšha palo.
Draw a dot on the number line to show the number.

63



10 la go latela Next 10	
Ke bokgole bjo bokaakang? How far?	

2 Ngwala palo o be o hwetše lesome la go latela.
Write the number and find the next ten.



10 la go latela Next 10	
Ke bokgole bjo bokaakang? How far?	

A re boleleng Mmetse!
Let's talk Maths!

Ka Sepedi re re:	In English we say:
fofela pele	jump forward
fofela morago	jump back
Na ke bokgole bjo bo kaakang go ya ga lesome la go latela?	How far to the next ten?
Na ke bokgole bjo bo kaakang go ya ga lesome la go feta?	How far to the previous ten?
hlakantšha	add
ntšha	subtract
mothalopalo	number line

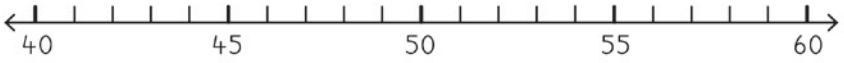
20

Consolidation

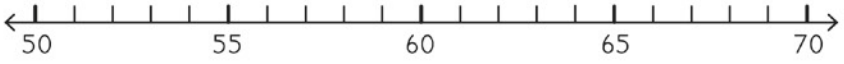
Teefatšo ⋮ Consolidation

1 Rarolla ka go šomiša mothalopalo.
Solve using the number line.

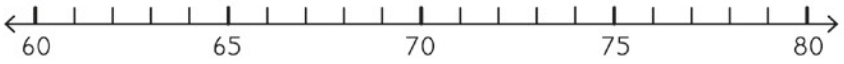
44 + 9 = ____



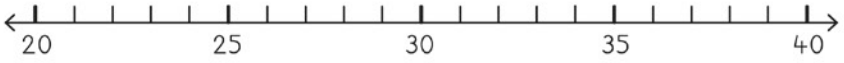
57 + 6 = ____



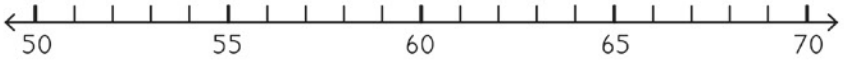
68 + 5 = ____



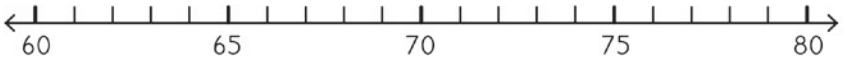
33 – 9 = ____



64 – 8 = ____



75 – 7 = ____

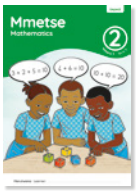


2 Lisakhanya o bala matlakala a 46. O bala matlakala a mangwe gape a 9. Na o bala matlakala a makae ka moka ge a hlakana?
Lisakhanya reads 46 pages. She reads 9 more pages. How many pages does she read altogether?

3 Ntando o na le R73. O šomiša R7. Na o šaletšwe ke bokae?
Ntando has R73. He spends R7. How much does he have left?

Tšhomišo ya data

	Didirišwa
Mmetse wa hlogo: Bapetša dipalo go ya go 75	*sekwere sa 100*
Papadi: Mmetse wa lebelo ka dikarata: tše ntši le tše nnyane ka 5	*dikarata 0 -20*



Letšatši	Mošongwana wa thutišo	Didirišwa tša thutišo
1	Tšhomišo ya data	Puku ya Mešomo ya Morutwana
2	Tšhomišo ya data	Puku ya Mešomo ya Morutwana
3	Emela data	Puku ya Mešomo ya Morutwana, diploko tša *multifix*
4	Go šoma ka data ya data ya nako	Puku ya Mešomo ya Morutwana, phoustara ya dikgwedi tša ngwaga
5	Teefatšo le kelo ya thuto	Puku ya Mešomo ya Morutwana

Morago ga beke ye, Morutwana o swanetše go kgona go:	✓
hlagiša le go hlatholla data ka mokgwa wa kerafo ya diswantšho.	
emela data ka kerafo ye bonolo ya methalopapetla.	
bala le go hlatholla kerafo ya methalopapetla ka go araba dipotšišo.	

Kelo

Kelo ya go ngwalwa: Botelele (Kelo)

Rekhota moputso godimo ga palomoka ya 6 letlakaleng la meputso la kotara.

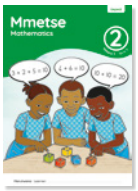
Kelo ya bomolomo le tirišo

SEPHOLEKE Tšhomišo ya data **Lebelela barutwana go ela bokgoni bja bona bja go beakanya, go emela le go hlatholla data.**	**Moputso 5**		
Lenaneo: nepagetše/fošagetše/nyakile a	✓	✗	●
O kgona go hlaola data (go fa mohlala, ka go šomiša dipalelo).			
O kgona go hlaloša data yeo e hlaotšwego.			
O kgona go emela data ka kerafo ya diswantšho.			
O kgona go araba dipotšišo ka data yeo e tšwelelago gantši.			
O kgona go araba dipotšišo ka data yeo e lego kerafong ya diswantšho (hlathollo ya kerafo).			

Rekhota moputso godimo ga palomoka ya 5 letlakaleng la meputso la kotara.

Data handling

	Resources
Mental Maths: Compare numbers to 75	*100 square*
Game: *Fast maths with cards – 5 more and less*	*0-20 cards*



Day	Lesson activity	Lesson resources
1	Data handling	LAB
2	Data handling	LAB
3	Represent data	LAB, *multifix blocks*
4	Working with time data	LAB, *months of the year poster*
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
present and interpret the data in the form of a pictograph	
represent data in a simple bar graph	
read and interpret a bar graph by answering questions	

Assessment

Written assessment: Data handling

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

Oral and practical assessment

CAPS Data handling Observe learners to assess their ability to organise, represent and interpret data	Mark 5		
Checklist: correct/incorrect/almost	✓	✗	●
Able to sort data (for example, using tallies)			
Able to describe the sorted data			
Able to represent data in a pictograph			
Able to answer questions about the data frequencies			
Able to answer questions about the data in the pictograph (graph interpretation)			

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

Tšhomišo ya data

Vidiyo ya Mmetse wa hlogo

Bekeng ye re tsepelela ga dikgopolo tša ntši go feta le nnyane go ka Mmetse wa Hlogo. Morutiši o tla šupa dipalo godimo ga sekwere sa 100 le go fa barutwana menyetla ya go lemoga ntši ka goba nnyane ka 5 goba 10. Tšhomišo ya sekwere sa 100 e fa barutwana sebaka sa go itlwaetša go tseba dipalo 1-75. Hlohleletša barutwana go fa dikarabo ka pela gore ba godiše bokgoni bja bona bja go gopola dintlha tša palo ka nepagalo.

Vidiyo ya papadi

Bekeng ye re tla raloka papadi ya *Mmetse wa lebelo ka dikarata!* Maikemišetšo a papadi ye ke go fa barutwana monyetla wa go itlwaetša dintlha tše bonolo tša go hlakantšha le go ntšha go fihla ba di kgona gabotse. Barutwana ba ka itlwaetša go hlakantšha le go ntšha ba šomiša palo ya go fapana letšatši le lengwe le le lengwe gore ba katološe kwešišo ya bona ya dintlha tša go hlakantšha le go ntšha.

Vidiyo ya go godiša kgopolo

Mo bekeng ye, re tsepelela ga tšhomišo ya data. Ka tšhomišo ya data, barutwana bat la fiwa menyetla ya go emela data ka kerafo ye bonolo ya methalopapetla ke moka ba bala le go hlatholla data. Mošongwaneng wa tsenelano wa tšhomišo ya data, barutwana ba fiwa menyetla ya go emela data ka kerafo ye bonolo ya methalopapetla ke moka ba bala le go hlatholla data, re tla tsepelela ga:

- go emela data ka kerafo ye bonolo ya methalopapetla.
- go bala le go hlatholla kerafo ya methalopapetla ka go araba dipotšišo.

Seo o ka se lebelelago mo bekeng ye

- Hlohleletša barutwana go bala le go hlatholla tshedimošo ya go tšwa ga dikerafo tše bonolo.
- Tlotlontšu ye bohlokwa: **hlaola**, **kgoboketša**, **beakanya**, **ntši**, **nnyane**, **ka bontši**, **bonnyane.**

Data handling

Mental Maths video

This week we focus on the concepts of more than and less than in Mental Maths. The teacher will point to numbers on the 100 square and provide opportunities for learners to identify 5 or 10 more and less. The use of the 100 square allows learners to practice identifying numbers 1 – 75. Encourage learners to provide responses quickly in order to develop their ability to recall number facts efficiently.

Game video

This week we play the game *Fast maths with cards – 5 more and less!* The purpose of this game is to provide learners with an opportunity to practice simple addition and subtraction facts until they become fluent. Learners can practice adding and subtracting a different number each day in order to extend their understanding of addition and subtraction facts.

Conceptual development video

This week we focus on data handling. For data handling, learners will be given opportunities to represent data in a simple bar graph, and then read and interpret the data. In an integrated data handling activity, learners are given opportunities to represent data in a simple bar graph, and then read and interpret the data. We will focus on:

- representing data in a simple bar graph.
- reading and interpreting a bar graph by answering questions.

What to look out for this week

- Encourage learners to read and interpret information from simple graphs. Help learners to see that a graph provides a visual representation of information that can be understood at a glance.
- Important vocabulary: **sort**, **collect**, **organise**, **more**, **less**, **most**, **least**

BEKE 3 • LETŠATŠI 1

Tšhomišo ya data

MMETSE WA HLOGO
MENTAL MATHS

NTŠI KA 5/NNYANE KA 5
5 MORE/5 LESS

→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ LETLAKALATŠHOMELO
WORKSHEETS

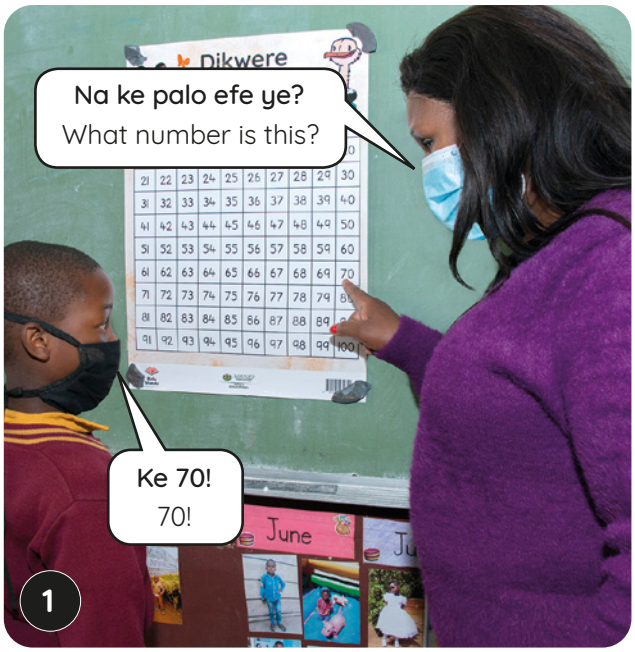
MMETSE WA HLOGO | MENTAL MATHS

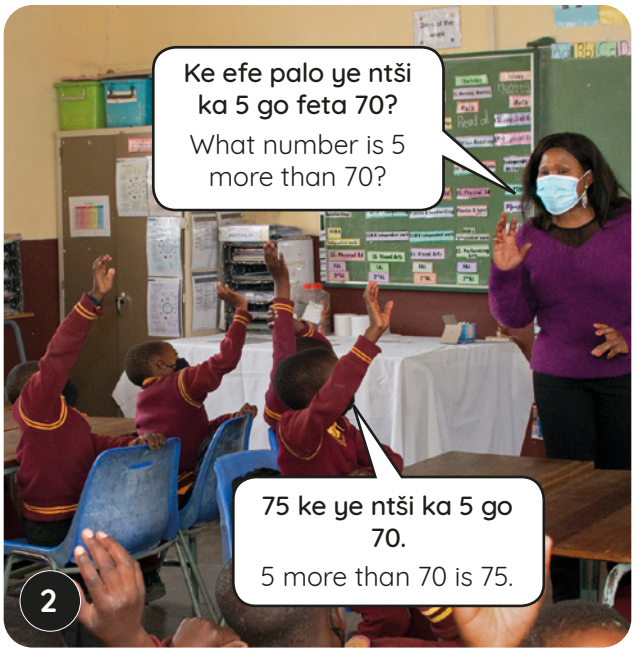
Lebelela dipalo (tša go fihla ga 75) tšeo e lego tše dintši ka 5 le tše nnyane ka 5 go palo yeo e filwego o šomiša sekwere sa 100.

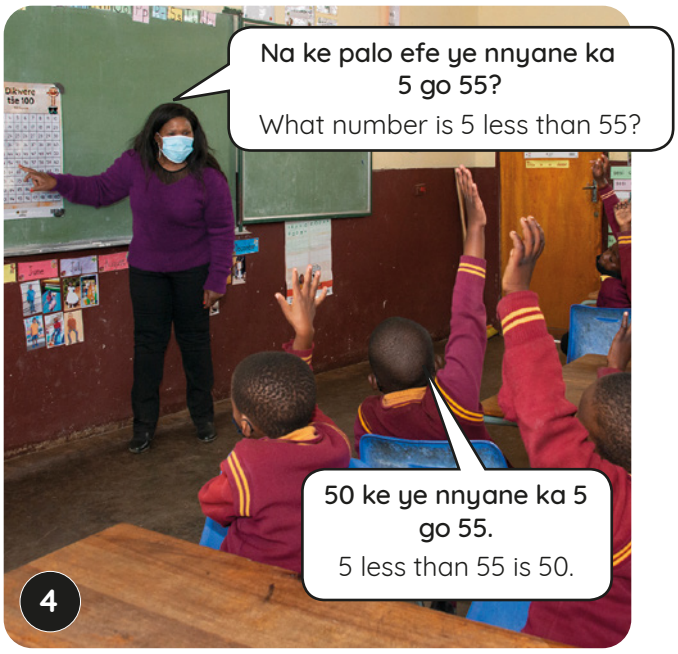
Identify numbers (up to 75) that are 5 more and 5 less than a given number.

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

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







Data handling

Mešongwana ya go matlafatša • Enrichment activities

Letšatši 1 Day 1

Hlakantšha:
Add:

6 + 2 =

36 + 2 =

3 + 4 =

53 + 4 =

1 + 8 =

41 + 8 =

2 + 1 =

22 + 1 =

4 + 2 =

64 + 2 =

Letšatši 2 Day 2

Ntšha:
Subtract:

8 – 1 =

88 – 1 =

9 – 4 =

69 – 4 =

4 – 3 =

44 – 3 =

5 – 2 =

65 – 2 =

7 – 2 =

37 – 2 =

Letšatši 3 Day 3

Hlakantšha:
Add:

1 + 6 =

41 + 6 =

4 + 5 =

24 + 5 =

4 + 3 =

84 + 3 =

3 + 1 =

33 + 1 =

6 + 2 =

76 + 2 =

Letšatši 4 Day 4

Ntšha:
Subtract:

8 – 5 =

58 – 5 =

6 – 4 =

66 – 4 =

9 – 8 =

99 – 8 =

6 – 2 =

46 – 2 =

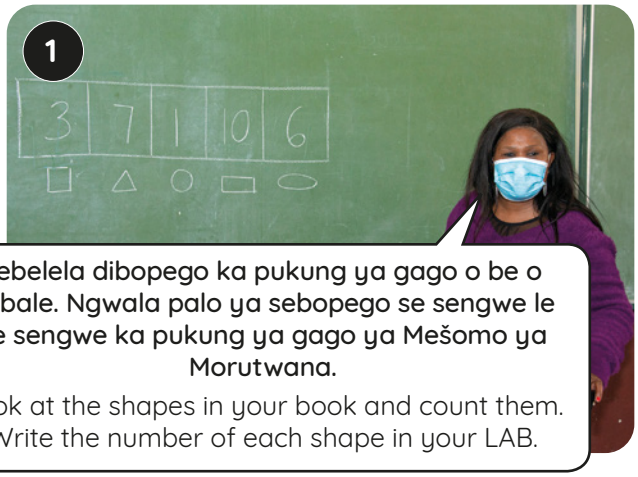
7 – 4 =

37 – 4 =

BEKE 3 • LETŠATŠI 1

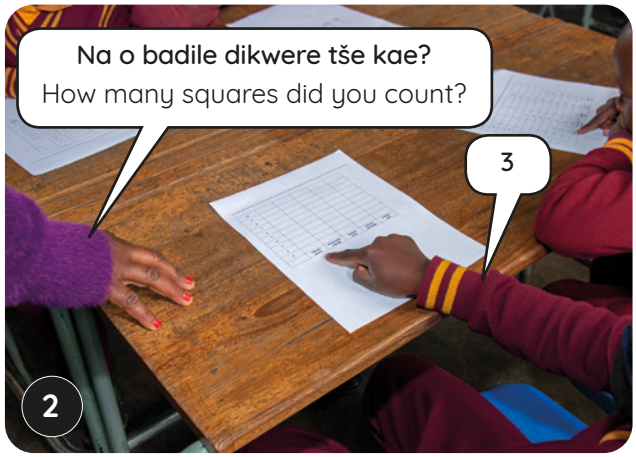
Tšhomišo ya data

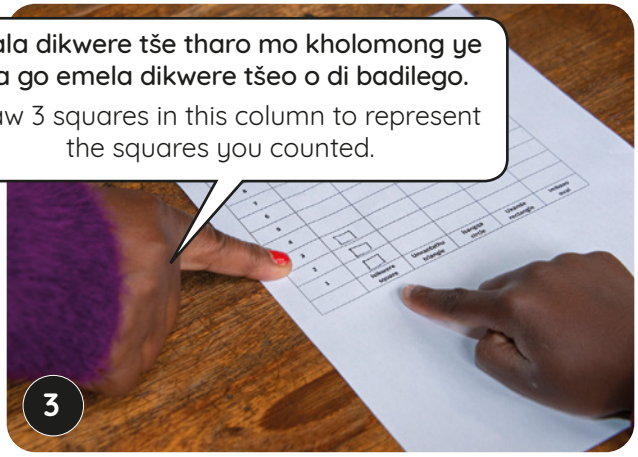
KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

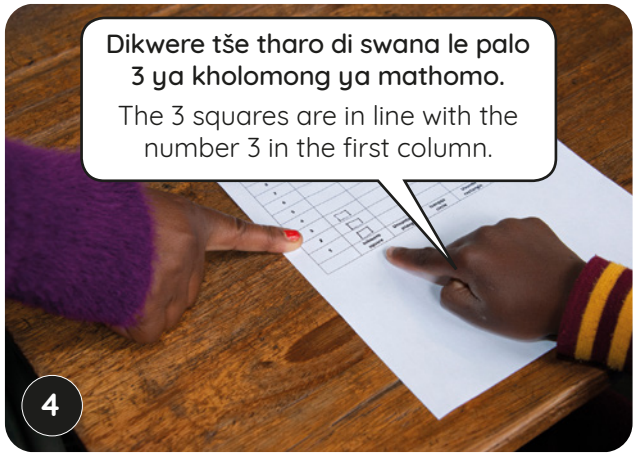


Lebelela dibopego ka pukung ya gago o be o di bale. Ngwala palo ya sebopego se sengwe le se sengwe ka pukung ya gago ya Mešomo ya Morutwana.

Look at the shapes in your book and count them. Write the number of each shape in your LAB.







Efa barutwana nako ya go feleletša kerafo ya diswantšho, o ba fe thekgo ge go hlokega. Ahlaahlang dipotšišo tša go amana le kerafo ya diswantšho – botšiša ka dibopego tše dintši/tše nnyane le dipapetšo magareng ga dipalo tša dibopego. Barutwana ba tla tšwela pele ba šomiša kerafo ya diswantšho mošomong wa phapošing.

Allow time for the learners to complete the pictograph, supporting them if necessary. Discuss questions related to the pictograph – ask about the most/least shapes and comparisons between different numbers of shapes. The learners will continue to use the pictograph in the classwork activity.

Data handling

BEKE • WEEK 3

LETŠATŠI 1 • DAY 1

Tšhomišo ya data
Data handling

MMETSE WA HLOGO
MENTAL MATHS

NTŠI KA 5/ NNYANE KA 5
5 MORE /5 LESS

→ PAPADI
GAME

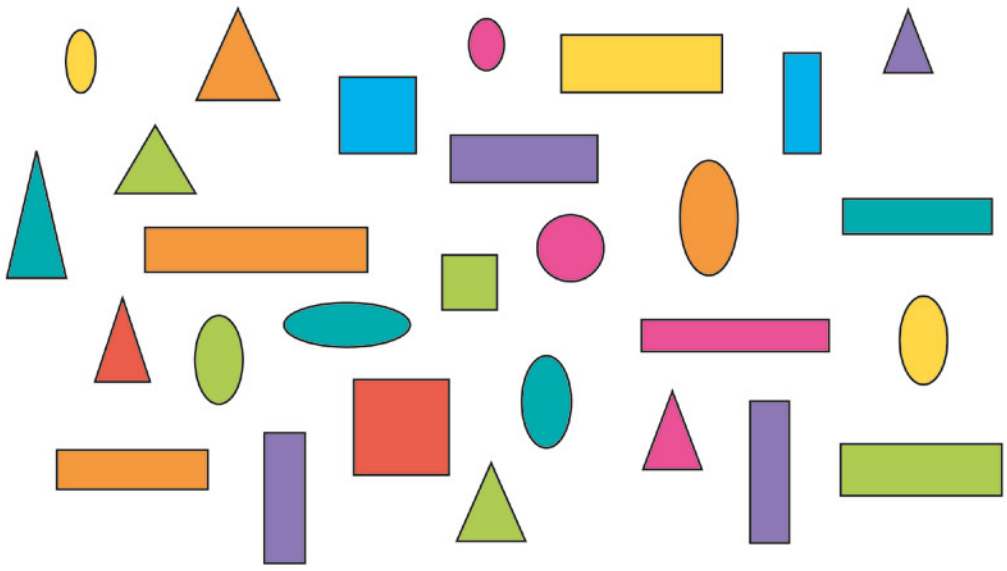
→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ MATLAKALATŠHOMELO
WORKSHEETS

Papadi: Mmetse wa lebelo ka dikarata – ye ntši le ye nnyane ka 5
Game: Fast maths with cards – 5 more and less

- Ralokang ka bobedi.
  Play in pairs.
- Hlakahlakantšhang dikarata tša lena tša dipalo tša 0–20.
  Mix your 0–20 number cards.
- Bitša ye ntši ka 5 goba ye nnyane ka 5.
  Call 5 more or 5 less.
- Bušeletšang gape!
  Do it again!

1



sekwere square		kgokolo oval		khutlonnethwi rectangle	
khutlotharo triangle			sediko circle		

22

Tšhomišo ya data

10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
	sekwere square	khutlotharo triangle	sediko circle	khutlonnethwi rectangle	kgokolo oval

Šomiša kerafo ya diswantšho go araba dipotšišo.

Use the pictograph to answer the questions.

Ekaba go na le dikwere tše dintši go feta dikgokolo?

Are there more squares than ovals?

Na phapano ke eng magareng ga palo ya dikwere le palo ya dikgokolo?

What is the difference between the number of squares and the number of ovals?

Ekaba go na le dikhutlonnethwi tše dinnyane go dikhutlotharo?

Are there less rectangles than triangles?

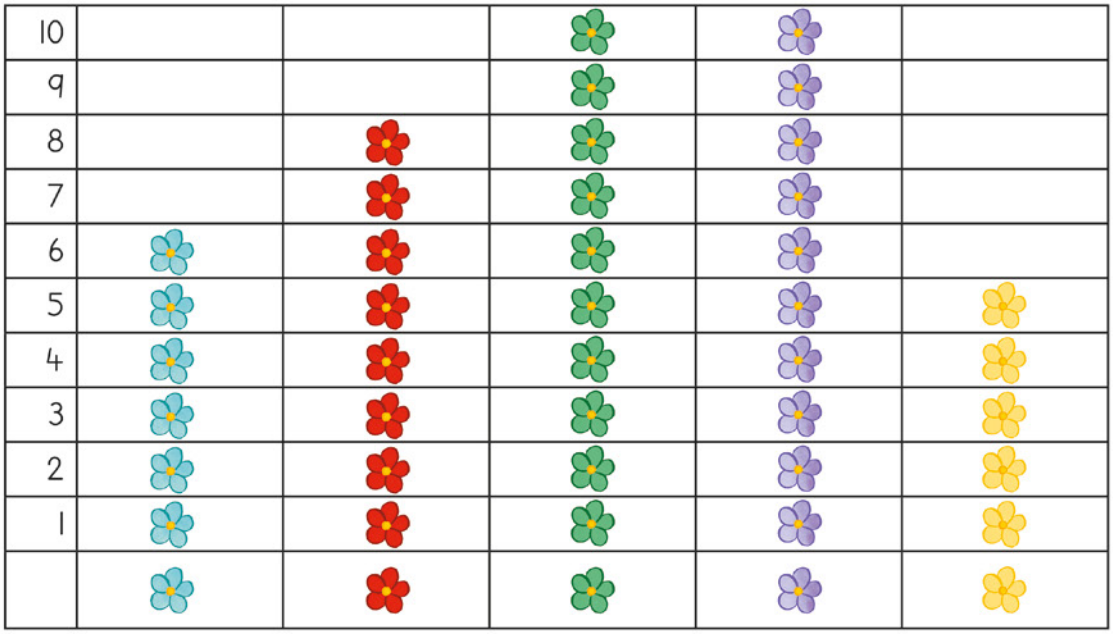
Na phapano ke eng magareng ga palo ya dikhutlotharo le palo ya dikhutlonnethwi?

What is the difference between the number of triangles and the number of rectangles?

Data handling

2 Mebala ya rena ya go ratega ya matšoba

Our favourite flower colours



Na go na le matšoba a makae a makhubedu? How many red flowers are there?
Na go na le matšoba a makae a maphepholo? How many purple flowers are there?
Na go na le matšoba a makae a maserolane? How many yellow flowers are there?
Na ke lefe letšoba la go ratega kudu? What is the most popular flower colour?
Na ke lefe letšoba la go se ratege kudu? What is the least popular flower colour?
Na phapano ke eng magareng ga palo ya matšoba a matalamorogo le palo ya matšoba a matalaleratadima? What is the difference between the number of green flowers and the number of blue flowers?
Na phapano ke eng magareng ga palo ya matšoba a maphephole le palo ya matšoba a makhubedu? What is the difference between the number of purple flowers and the number of red flowers?

BEKE 3 • LETŠATŠI 2

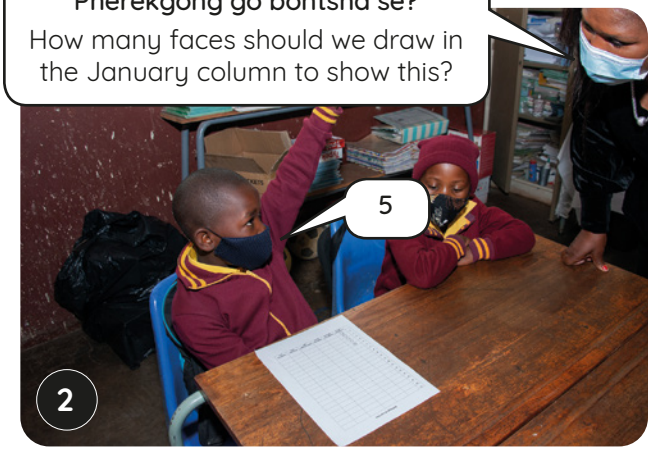
Tšhomišo ya data

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

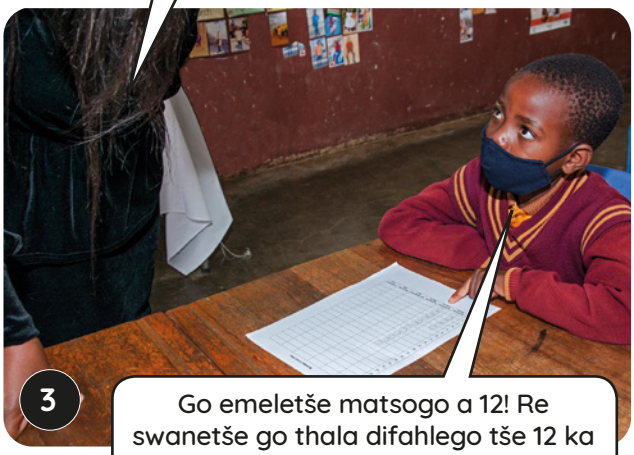
KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Emiša letsogo la gago ge eba letšatši la gago la matswalo le ka Pherekgong.
Put your hand up if your birthday is in January.

Na re swanetše go thala difahlego tše kae ka kholomong ya Pherekgong go bontšha se?
How many faces should we draw in the January column to show this?

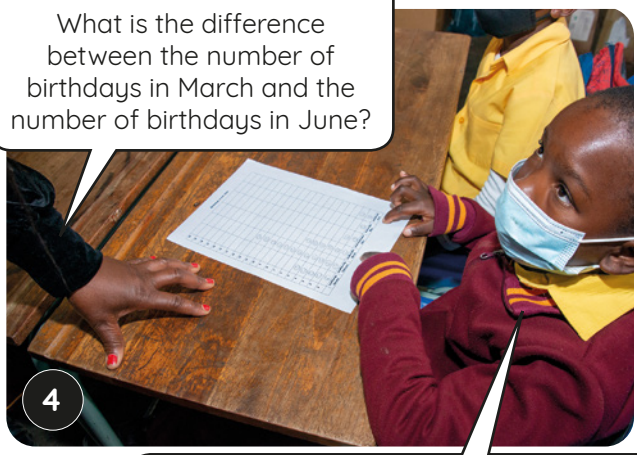


A re nyakišišeng gape. Emiša letsogo la gago ge eba letšatši la gago la matswalo le ka Dibokwane.
Let's find out more. Put your hand up if your birthday is in February ...



Go emeletše matsogo a 12! Re swanetše go thala difahlego tše 12 ka kholomong ya Dibokwane.
There are 12 hands up! We must draw 12 faces in the February column.

Na phapano ke eng magareng ga palo ya matšatši a matswalo ka Hlakola le palo ya matšatši a matswalo ka Ngwatobošego?
What is the difference between the number of birthdays in March and the number of birthdays in June?



Phapano ke 2 ka lebaka la go re 6 – 2 = 4.
The difference is 2 because 6 – 2 = 4.

Tšwela pele ka go botšiša dipotšišo tša go fetolelwa mabapi le kerafo ya diswantšho ya matšatši a matswalo. Hlohleletša barutwana go fetolela kerafo ya diswantšho. Barutwana ba tla tšwela pele ba šomiša kerafo ya diswantšho mošomong wa phapošing.

First, complete the table of learners' birthdays. Continue asking interpretive questions about the birthdays' pictograph. Encourage learners to read and interpret the pictograph. Learners will continue working with pictographs in the classwork activity.

BEKE • WEEK 3

LETŠATŠI 2 • DAY 2

Tšhomišo ya data
Data handling

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

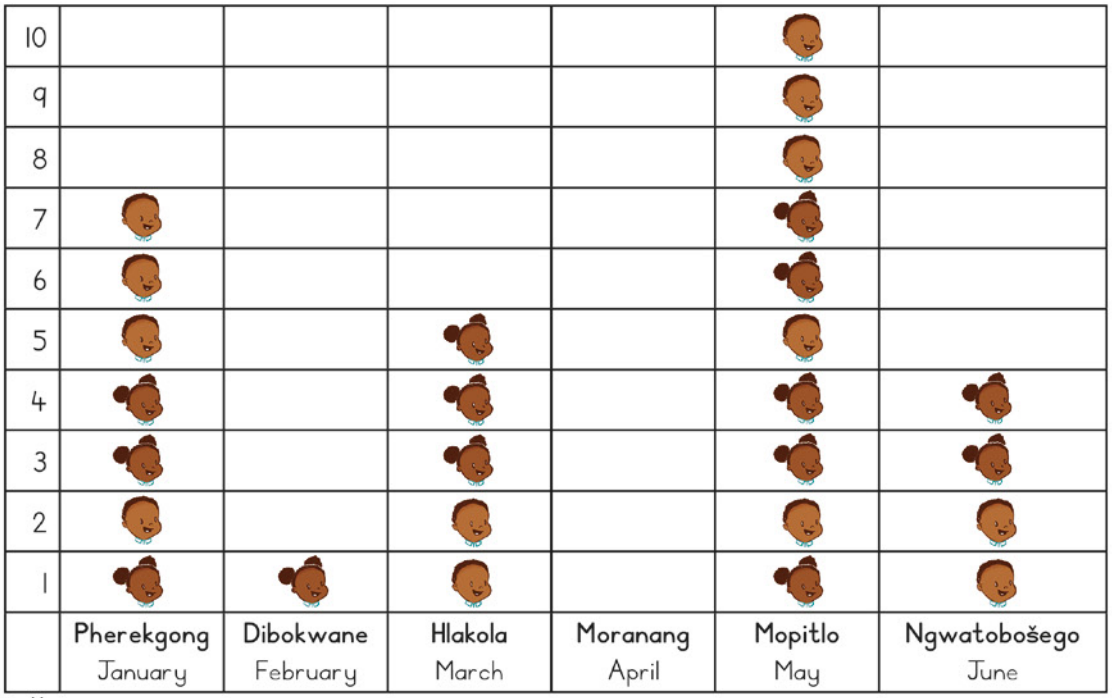
1 Matšatši a matswalo ka phapošing ya rena

Birthdays in our class

20						
19						
18						
17						
16						
15						
14						
13						
12						
11						
10						
9						
8						
7						
6						
5						
4						
3						
2						
1						
	Pherekgong January	Dibokwane February	Hlakola March	Moranang April	Mopitlo May	Ngwatobošego June

Matšatši a matswalo ka phapošing ya rena

Birthdays in our class



Šomiša kerafo ya diswantšho go araba dipotšišo.

Use the pictograph to answer the questions.

Na ke bana ba bakae bao ba nago le matšatši a matswalo ka Pherekgong?

How many children had birthdays in January?

Na ke bana ba bakae bao ba nago le matšatši a matswalo ka Moranang?

How many children had birthdays in April?

Na ke bana ba bakae bao ba bego ba na le matšatši a matswalo seripeng sa mathomo sa ngwaga?

How many children had birthdays in the first half of the year?

Palo ya godimo ya matšatši a matswalo e be e le ka

_____.

The highest number of birthdays was in

_____.

Palo ya tlase ya matšatši a matswalo e be e le ka

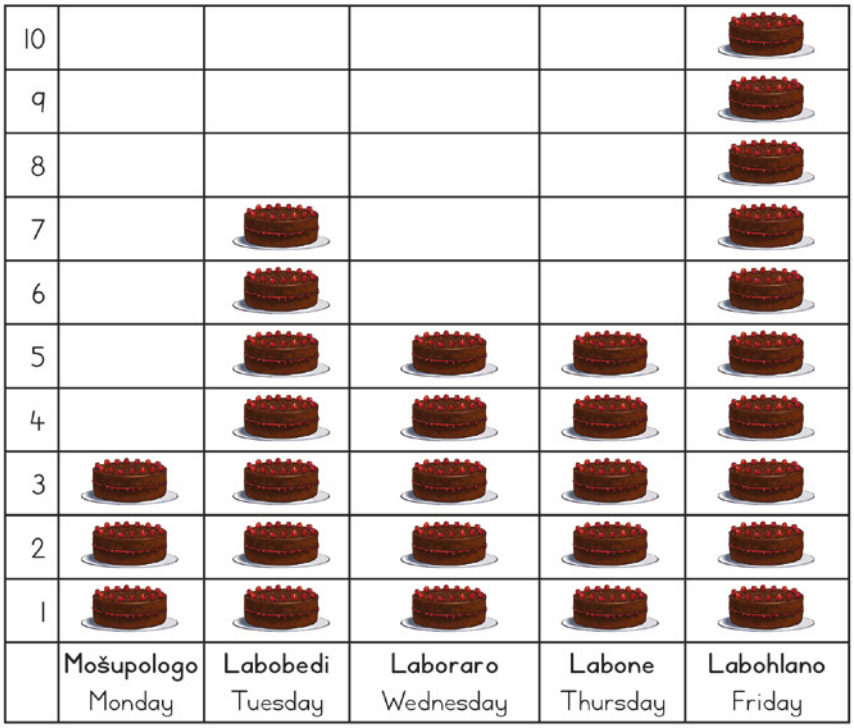
_____.

The lowest number of birthdays was in

_____.

2 Dikhekhe tšeo di pakilwego bekeng ya feta

Cakes baked last week



Thembi o pakile dikhekhe gomme a di rekiša mmarakeng wa kgauswi. Kerafo ya ka tlase e bontšha gore o pakile dikhekhe tše kae bekeng ya go feta.

Thembi bakes cakes and sells them at a local market. The graph shows how many cakes she baked last week.

Na o pakile dikhekhe tše kae ka Mošupologo?
How many cakes did she bake on Monday?

Na o pakile dikhekhe tše kae ka Laboraro?
How many cakes did she bake on Wednesday?

Na o pakile dikhekhe tše kae ka Labohlano?
How many cakes did she bake on Friday?

Na o pakile dikhekhe tše kae ka moka ge di hlakana mo bekeng ye?
How many cakes did she bake altogether this week?

Ke ka letšatši lefe leo a pakilego dikhekhe tše dintši?
On what day did she bake the most cakes?

Na o pakile dikhekhe tše dintši ka Labone goba ka Labohlano? Did she bake more cakes on Thursday or Friday?	Na ke tše dintši ka tše kae? How many more?

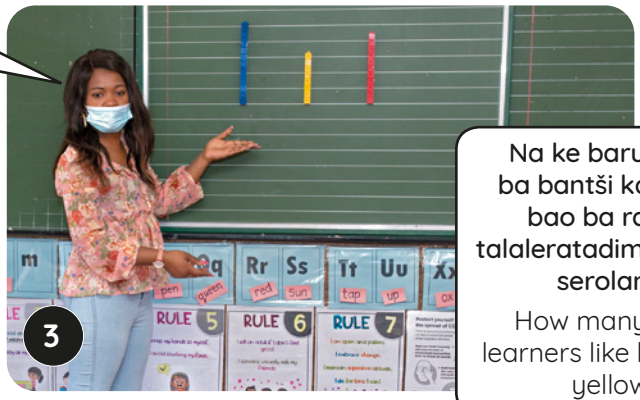
Go emela data

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

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

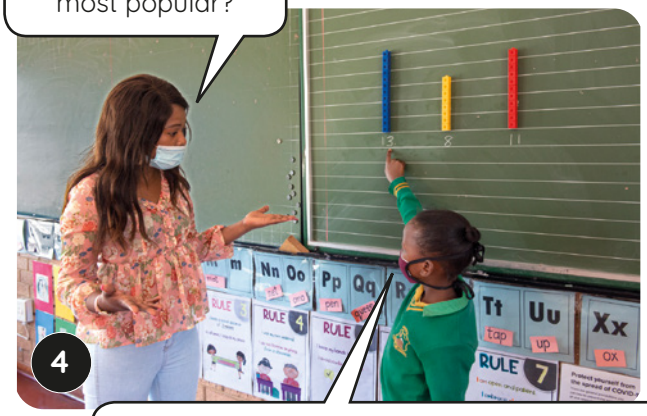
Etla o kgethe ploko yeo e nago le mmala woo o o ratago kudu!
Come and choose a block with a colour you like best!

A re nyakišišeng gore ke mmala ofe wa go ratega kudu!
Let's find out what colour is the favourite!



Na ke barutwana ba bantši ka bokae bao ba ratago talaleratadima go feta serolane?
How many more learners like blue than yellow?

Ke mmala ofe wa go ratega kudu?
Which colour is the most popular?



Barutwana ba bantši ka 5 ba rata talaleratadima.
5 more learners like blue.

Tora ye talaleratadima ke ye telelele kudu. Talaleratadima ke mmala wa go ratega kudu.
The blue tower is the tallest. Blue is the favourite colour.

Tšeang nako ya go bolela ka data yeo e emelwago ke diploko, o thuše barutwana go kwešiša gore ba emela bjang mebala yeo e rategago. Ge o bea diploko letlapeng, botlase bja go tlwaelega bo dira gore go be bonolo go bona diphapano tša botelele bja ditora.

Take time to talk about the data represented by the blocks, helping learners to understand how they represent colour preferences. When you put the blocks on the board, the common baseline makes it easier to see the differences in height of the towers.

Representing data

BEKE • WEEK 3

LETŠATŠI 3 • DAY 3

Go emela data
Representing data

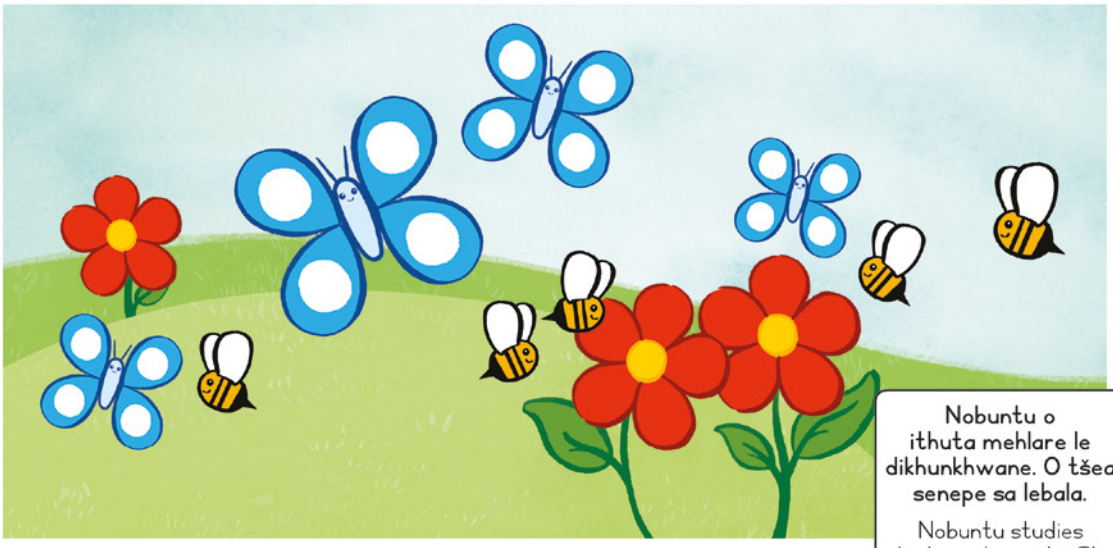
MMETSE WA HLOGO
MENTAL MATHS

NTŠI KA 10/ NNYANE KA 10
10 MORE /10 LESS

→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ MATLAKALATŠHOMELO
WORKSHEETS



Nobuntu o ithuta mehlare le dikhunkhwane. O tšea senepe sa lebala.

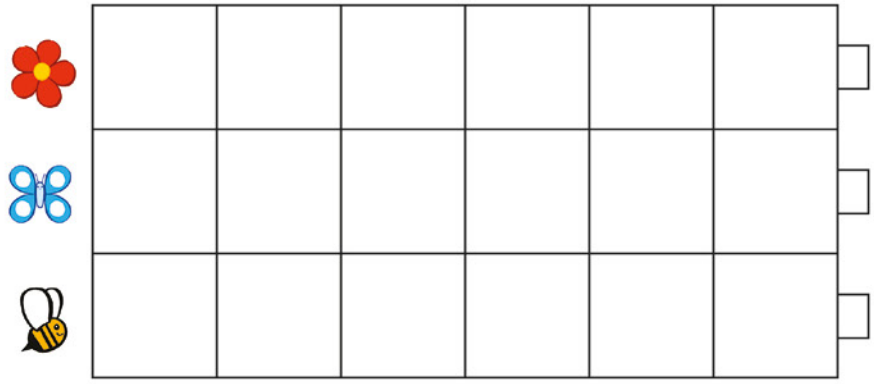
Nobuntu studies plants and insects. She takes a photo of a field.

1 Aga ditora tša dikhube!

Build cube towers!

2 Khalara diploko go bontšha palo ya matšoba, dinose le dirurubele.

Colour in the blocks to show the number of flowers, bees and butterflies.

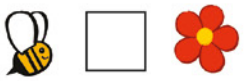


28

Go emela data

3 Bapetša. Ngwala >, < goba =.
Compare. Write >, < or =.

Bala data go tšwa ga potšišo 2 gore o arabe dipotšišo mo letlakaleng le.
Study the data from question 2 to answer the questions on this page.



4

Na dinose ke tše dintši ka tše kae go feta dirurubele?
How many more bees than butterflies?

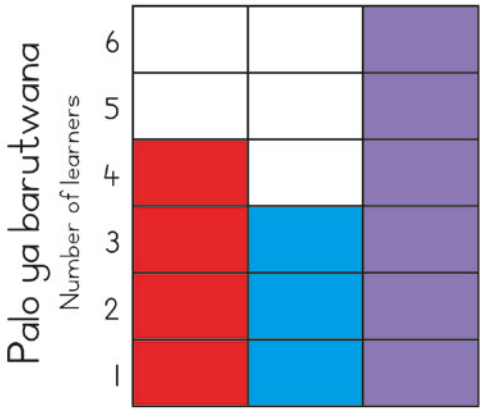
Na dirurubele ke tše dintši ka tše kae go feta matšoba?
How many more butterflies than flowers?

Na dikhunkhwane ke tše kae?
How many insects?

5

Sindi o botšišitše bagwera ba bangwe ka mebala yeo ba e ratago.
Sindi asked some friends about their favourite colours.

Mebala
Colours



Ke ofe mmala wa go ratega?
What is the favourite colour?

Ke bana ba bantši ka bokae bao ba ratago mmala wa purepura go feta wo motalaleratadima?
How many more learners like purple than blue?

Na Sindi o botšišitše barutwana ba bakae ka mmala wa bona wa go ratega?
How many learners did Sindi ask about their favourite colour?

Working with time data

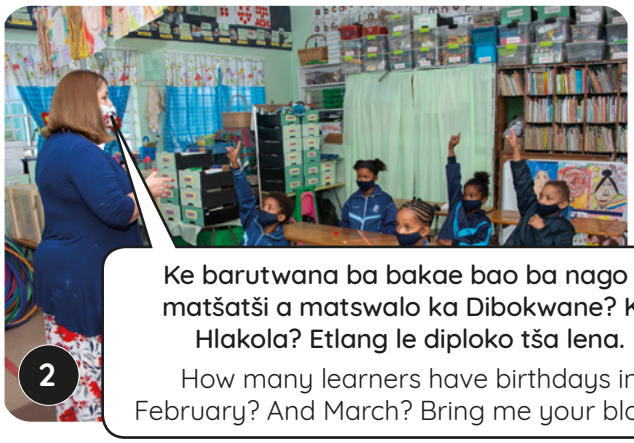
MMETSE WA HLOGO
MENTAL MATHS
NTŠI KA 10/NNYANE KA 10
10 MORE/10 LESS
→ PAPADI
GAME
→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT
→ LETLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

1

Emiša letsogo la gago ge eba letšatši la gago la matswalo le ka Pherekgong. Etla le diploko tša gago.

Raise your hand if your birthday is in January. Bring me your blocks.



2

Ke barutwana ba bakae bao ba nago le matšatši a matswalo ka Dibokwane? Ka Hlakola? Etlang le diploko tša lena.

How many learners have birthdays in February? And March? Bring me your blocks.

Tšwela pele go botšiša gore na go na le matšatši a makae a matswalo mo kgweding ye nngwe le ye nngwe. Hlama ditora tša diploko tša multifix tša kgwedi ye nngwe le ye nngwe. Bea diploko ka moka tša multifix ga botlase bjoo bo lekanetšego gore go be bonolo go bapetša.

Allow the learners time to talk about the data as represented by the multifix blocks, helping them to understand that one multifix block represents a learner's birthday month. The block towers have a common baseline so that it is easier to see the differences in the towers.

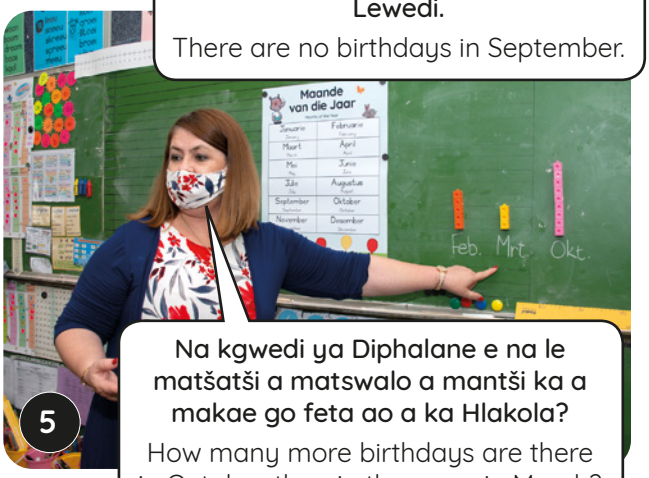
3

Go na le matšatši a matswalo a ma5 ka Dibokwane.

There are 5 birthdays in February.

Ga go na matšatši a matswalo ka Lewedi.

There are no birthdays in September.



5

Na kgwedi ya Diphalane e na le matšatši a matswalo a mantši ka a makae go feta ao a ka Hlakola?

How many more birthdays are there in October than in there are in March?

4

Ke kgwedi efe yeo e nago le matšatši a matswalo a mantši?

Which month has the most birthdays?

Kgwedi yeo e nago le tora ya ploko ye telele.

The month with the tallest block tower.

Efa barutwana nako ya go bolela ka data yeo e emelwago ke diploko tša multifix, o ba thuše go kwešiša gore ploko e tee ya multifix e emela kgwedi ya letšatši la matswalo la morutwana. Diploko tša ditora di na le botlase bja go tlwaelega gore go be bonolo go bona diphapano tša ditora.

Allow the learners time to talk about the data as represented by the *multifix blocks*, helping them to understand that one multifix block represents a learner's birthday month. The block towers have a common baseline so that it is easier to see the differences in the towers.

Tšhomišo ya data

BEKE • WEEK 3

LETŠATŠI 4 • DAY 4

Go šoma ka data ya nako
Working with time data

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

Dibokwane 2021
February 2021

Mošupologo Monday	Labobedi Tuesday	Laboraro Wednesday	Labone Thursday	Labohlano Friday	Mokibelo Saturday	Sontaga Sunday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

1 Dira tšhate o šomiša diploko gore o bontšhe data ya gago.
Make a chart using blocks to show your data.

Šomiša mmala wa namune goba wo moserolane. Use orange or yellow.	Šomiša mmala wo mopududu goba wo moso. Use grey or black.	Šomiša mmala wo motalalamorogo goba wo motalaleratadima. Use green or blue.

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

Na ke tše kae? How many? ☐

Na ke tše kae? How many? ☐

Na ke tše kae? How many? ☐

Working with time data

2 Na go na le matšatši a makae kgweding ya Dibokwane 2021?
How many days in February 2021?

Ke afe ao e bego e le a mantši:  goba or  ? ?
Which were more:
Ke a mantši ka a makae?
How many more?

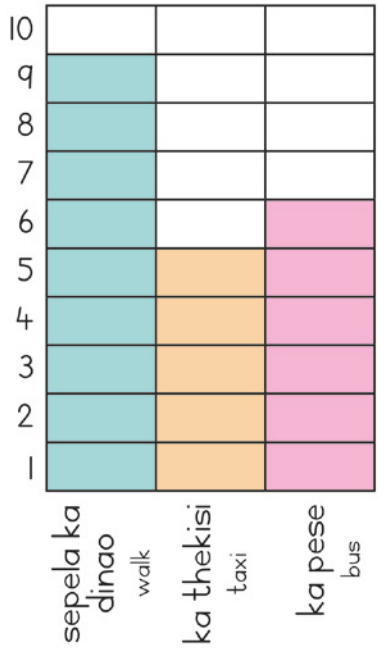
Ke afe ao e bego e le a mantši:  goba or  ? ?
Which were more:
Ke a mantši ka a makae?
How many more?

Ke matšatši a makae a mafelelo a beke?
How many weekend days?

Ke matšatši a makae a sekolo?
How many school days?

Ke sefe seemo sa boso seo se bego se tlwaelegile ka kgwedi ya Dibokwane 2021?
What was the most common weather in February 2021?

3 Sam o botšišitše bagwera ba gagwe gore ba ya bjang sekolong. O thadile kerafo ye go bontšha data.
Sam asked his friends how they travel to school. He drew this graph to show the data.



Na Sam o botšišitše bagwera ba bakae?
How many friends did Sam ask?

Ekaba barutwana ka bontši ba sepela ka dinao goba ba namela thekisi?
Do more learners walk or take a taxi?

Na ke ba bantši ka bokae?
How many more?

Ekaba barutwana ka bontši ba namela thekisi goba pese?
Do more learners take a taxi or a bus?

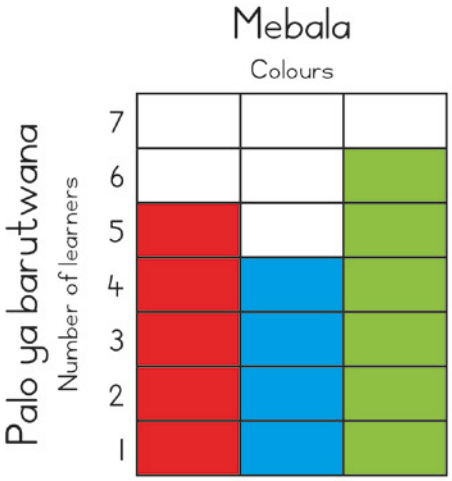
Na ke ba bantši ka bokae?
How many more?

BEKE • WEEK 3

LETŠATŠI 5 • DAY 5

Kelo le teefatšo
Assessment and consolidation

KELO ASSESSMENT → LETLAKALATŠHOMELO WORKSHEET



Na ke barutwana ba bakae bao ba ratago mmala wo mokhubedu?
How many learners like red?

Na ke barutwana ba bakae bao ba ratago mmala wo motalaleratadima?
How many learners like blue?

Na ke barutwana ba bakae bao ba ratago mmala wo motalamorogo?
How many learners like green?

Na mmala wa go ratega ke ofe?
What is the favourite colour?

Ke ba bantši ka bokae bao ba ratago mmala wo motalamorogo go feta wo mokhubedu?
How many more like green than red?

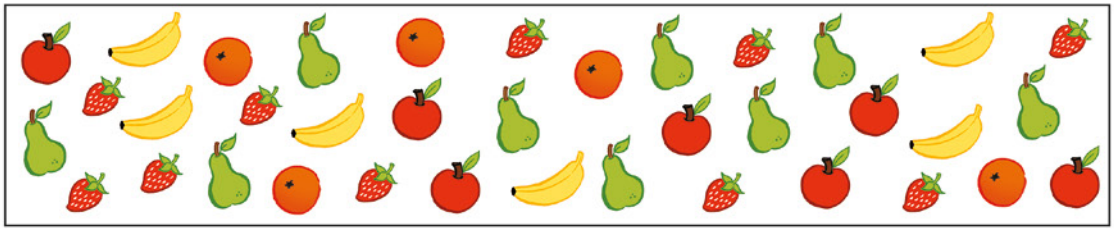
Ke ba bantši ka bokae bao ba ratago mmala wo motalamorogo go feta wo motalaleratadima?
How many more like green than blue?

A re boleleng Mmetse!
Let's talk Maths!

Ka Sepedi re re:	In English we say:
data	data
hlaola	sort
kerafo ya diswantšho	pictograph
ka bontši	most
tše nnyane	least

32

Teefatšo | Consolidation



1 Bala dienywa.
Count the fruit.

2 Feleletša kerafo ya diswantšho ya dienywa tšeo di hlaotšwego.
Complete the pictograph of the sorted fruit.

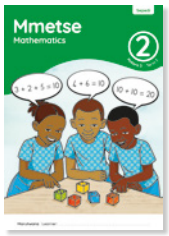
Mehuta ya dienywa
Types of fruit

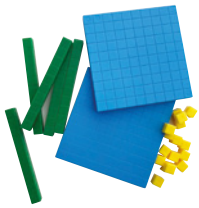
10					
9					
8					
7					
6					
5					
4					
3					
2					
1					

Na dipšere ke tše kae? How many pears?	Na diapole ke tše kae? How many apples?
Ke sefe seenywa seo re nago le sona ka bontši? Which fruit do we have the most of?	
Na phapano ke eng magareng ga palo ya dipšere le palo ya diapole? What is the difference between the number of pears and the number of apples?	

Go hlakantšha masome

	Didirišwa
Mmetse wa hlogo: Fizz Pop – go pedifatša dipalo go ya go 75	ga di gona
Papadi: Kitima go ya ga 100	*letaese*





Letšatši	Mošongwana wa thutišo	Didirišwa tša thutišo
1	Go hlakantšha masome	Puku ya Mešomo ya Morutwana, *diploko tša sehlopha sa 10 (morutiši le morutwana)*
2	Go hlakantšha bo10 le bo1	Puku ya Mešomo ya Morutwana, *dipoloko tša sehlopha sa 10*
3	Go hlakantšha bo10 le bo1	Puku ya Mešomo ya Morutwana, *dipoloko tša sehlopha sa 10*
4	Mararantšu a go hlakantšha	Puku ya Mešomo ya Morutwana, *dipoloko tša sehlopha sa 10*
5	Teefatšo le kelo ya thuto	Puku ya Mešomo ya Morutwana

Morago ga beke ye, morutwana o swanetše go kgona go:	✓
go hlakantšha palo ya mono-pedi go palo ya mono-pedi ka ntle le go tshela lesome.	
go rarolla marara a go hlakantšha ka go šomiša diploko tša sehlopha sa 10 le go hlakantšha masome le botee.	
go rarolla mararantšu a go hlakantšha ka go šomiša diploko tša sehlopha sa 10 le go hlakantšha masome le botee.	

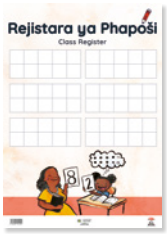
Kelo

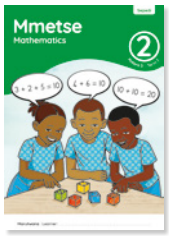
Kelo ya go ngwalwa: Go hlakantšha bo1 le bo10.

Rekhota moputso godimo ga palomoka ya 12 letlakaleng la meputso la kotara.

Adding 10s and 1s

	Resources
Mental Maths: *Fizz Pop* – doubling numbers to 75	none
Game: *Race to 100*	*dice*






Day	Lesson activity	Lesson resources
1	Adding tens	LAB, *base 10 blocks* (teacher and learner)
2	Adding 10s and 1s	LAB, *base 10 blocks*
3	Adding 10s and 1s	LAB, *base 10 blocks*
4	Addition word problems	LAB, *base 10 blocks*
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
adding a double digit to a double digit, without bridging the ten.	
solving addition problems by using base 10 blocks and adding in tens and ones.	
solving addition word problems by using base 10 blocks and adding in tens and ones.	

Assessment

Written assessment: Adding 1s and 10s

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

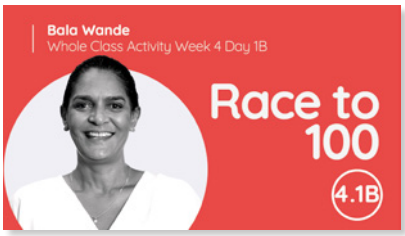
Go hlakantšha masome

Vidiyo ya Mmetse wa hlogo

Bekeng ye re tla raloka Fizz Pop ka tsepelelo ya go pedifatša. Go bohlokwa gore barutwana ba itlwaetše go pedifatša le go ba le bokgoni bja go šomiša mokgwa wo wa go balela. Kwešišo ya go pedifatša e bohlokwa bjale ka ge barutwana ba thoma go ithuta ka katišanetšwa.

Vidiyo ya papadi

Bekeng ye re raloka papadi ya Mmetse wa lebelo ka letaese – kitima go ya ga 100. Mo papading ye, barutwana ba raloka ka bobedi ka letaese le tee. Barutwana ba šiedišana go foša letaese le go tšwela pele ba hlakantšha palo yeo e sa tšogo fošwa go fihlela ba fihla go 100. Papadi ye e thuša barutwana go rarolla marara a go hlakantšha ka hlogo le go ba thuša go rarolla marara ka pela le ka nepagalo.



Vidiyo ya go godiša kgopolo

Bekeng ye, re tsepelela go marara a go amana le go hlakantšha. Barutwana ba tla rarolla marara a go hlakantšha ntle le go tshela lesome ba šomiša diploko tša sehlopha sa 10 go ba thuša. Barutwana ba tla itlwaetša go rarolla marara ka go hlakantšha masome le botee gore ba kgone go šoma ka lebelo le ka nepagalo. Mošomong wa rena wa go hlakantšha, re tla tsepelela ga:

- go hlakantšha palo ya mono-pedi go palo ya mono-pedi ka ntle le go tshela lesome.
- go rarolla dipotšišo tša go hlakantšha le mararantšu ka go šomiša diploko tša sehlopha sa 10 le go hlakantšha masome le botee.

Seo o ka se lebelelago mo bekeng ye

- Diploko tša sehlopha sa 10 ke kemedi ye bohlokwa ya mmetse ya khonkriti le gore tšhomišo ya diploko tše e thuša barutwana go bona dipalelo. Hlohleletša poledišano magareng ga barutwana gore ba kgone go bolela ka mokgwa woo ba šomišitšego diploko go bolela ka bo10 le bo1 ge ba hlakantšha. Bokgoni bja go bolela ditharollo le go lokafatša mekgwa ke lekala le bohlokwa la kgodišo ya kwešišo ya mmetse.
- Tlotlontšu ye bohlokwa: go **pedifatša**, **masome**, **botee**, go **hlakantšha**

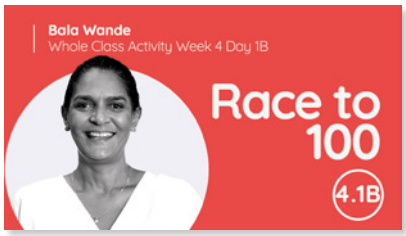
Adding 10s and 1s

Mental Maths video

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

Game video

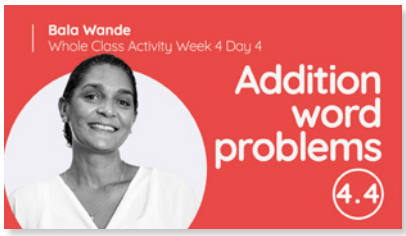
This week we play the game *Fast maths with dice – race to 100*. In this game learners play in pairs with one dice. Learners take turns to throw the dice, and to keep adding the newly thrown number until they reach 100. This game helps learners to solve addition problems mentally and will help them to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



Conceptual development video

This week we focus on problems that involve addition. Learners will solve addition problems without bridging ten, using *base 10 blocks* to help them. Learners will practice solving problems by adding tens and ones, so as to work quickly and efficiently. In our work on addition, we will focus on:

- adding a double digit number to a double digit number, without bridging the ten.
- solving addition questions and word problems by using *base 10 blocks* and adding in tens and ones.



What to look out for this week

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

BEKE 4 • LETŠATŠI 1

Go hlakantšha bo10 le bo1

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

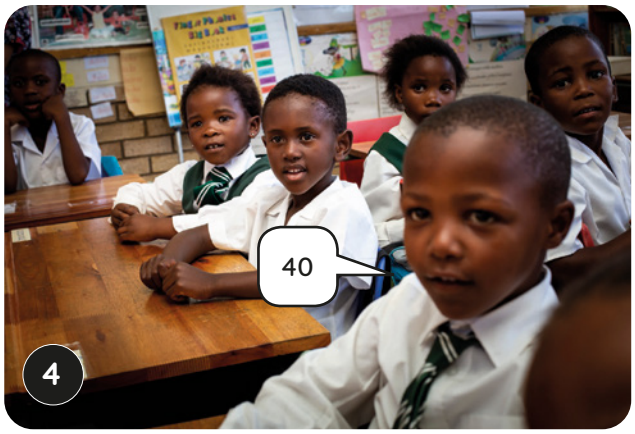
MMETSE WA HLOGO | MENTAL MATHS

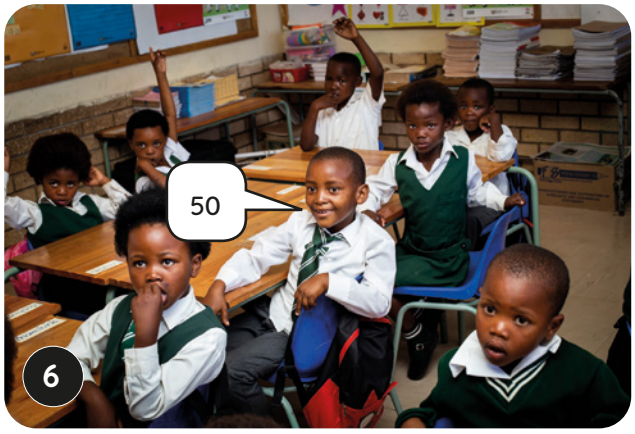
Efa barutwana menyetla ya go itlwaetša go pedifatša ka go raloka papadi ya Fizz Pop.

Provide opportunities for learners to practice doubling by playing Fizz Pop.

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

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





Adding tens

Mešongwana ya go matlafatša • Enrichment activities

Letšatši 1 Day 1

Feleletša mafokopalo. Ngwala bo10 le bo1.
Complete the number sentences. Write the 10s and 1s.

99 = _____ + _____

46 = _____ + _____

28 = _____ + _____

69 = _____ + _____

17 = _____ + _____

33 = _____ + _____

58 = _____ + _____

73 = _____ + _____

88 = _____ + _____

76 = _____ + _____

Letšatši 2 Day 2

Feleletša mafokopalo. Ngwala bo10 le bo1.
Complete the number sentences. Write the 10s and 1s.

19 = _____ + _____

82 = _____ + _____

27 = _____ + _____

45 = _____ + _____

91 = _____ + _____

36 = _____ + _____

55 = _____ + _____

68 = _____ + _____

73 = _____ + _____

85 = _____ + _____

Letšatši 3 Day 3

Šomiša dikarata tša gago tša kemapalo go dira:
Use your place value cards to make:

16

65

84

55

27

38

71

43

98

12

Letšatši 4 Day 4

Šomiša dikarata tša gago tša kemapalo go dira:
Use your place value cards to make:

58

29

71

33

82

17

44

96

65

28

BEKE 4 • LETŠATŠI 1

Go hlakantšha bo10 le bo1

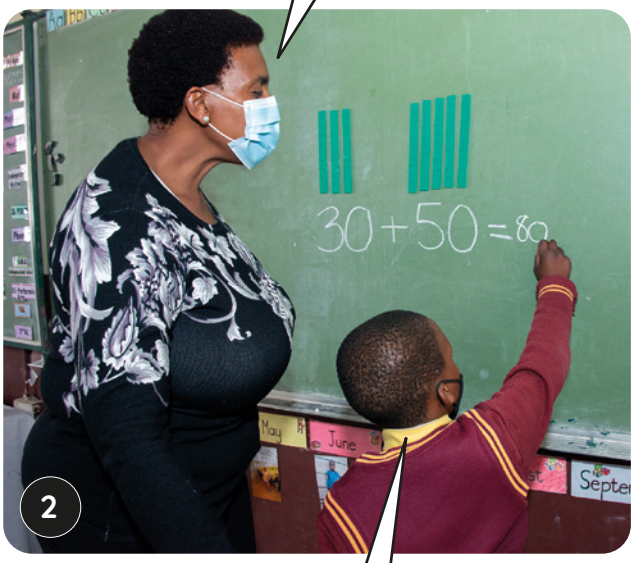
KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

A re šomišeng diploko go hlakantšha masome. Na ke na le bokae mo?
Let's use blocks to add tens. How much have I got here?

1

Ke masome a ma3 le masome a ma5.
That is 3 tens and that is 5 tens.

Na re swanetše re dire eng gore re hlakantšhe dipalo tše?
What should we do to add these numbers?



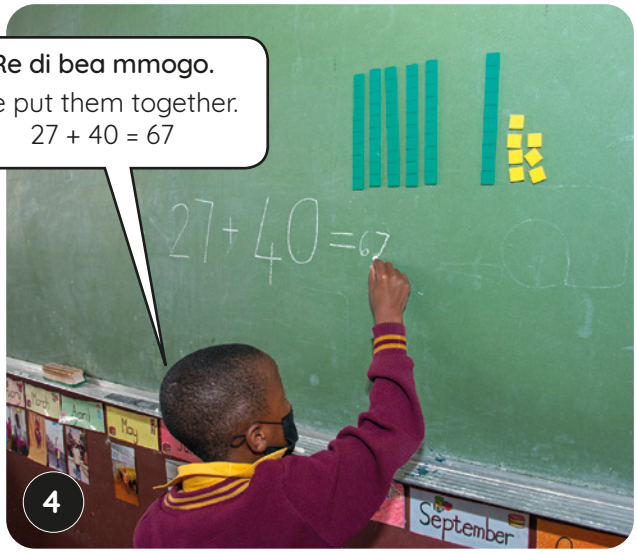
2

Re di bea mmogo.
We put them together.
30 + 50 = 80

Tharollo ya 27 + 40 ke eng?
What is 27 + 40?

3

Re di bea mmogo.
We put them together.
27 + 40 = 67



4

Efa barutwana menyetla ye mentši ya go hlakantšha masome ba šomiša diploko tša sehlopha sa lesome. Ba hlohleletše gore ba bolele ka dipalo tšeo ba di hlakantšhago le ditharollo tšeo ba di hweditšego.

Allow learners multiple opportunities to add tens using base 10 blocks. Encourage them to talk about the numbers they are adding and the solutions they find.

Adding tens

BEKE • WEEK 4

LETŠATŠI 1 • DAY 1

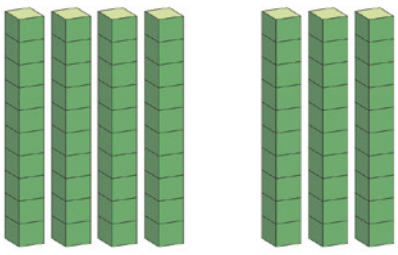
Go hlakantšha masome
Adding tens

MMETSE WA HLOGO (MENTAL MATHS) → FIZZ POP! GO PEDIFATŠA (FIZZ POP! DOUBLING) → PAPADI (GAME) → KGODIŠO YA KGOPOLO (CONCEPT DEVELOPMENT) → MATLAKALATŠHOMELO (WORKSHEETS)

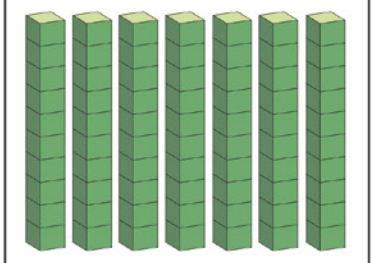
Papadi: Mmetse wa lebelo ka letaese – kitima o ye ga 100
Game: Fast maths with dice – race to 100

- Ralokang ka bobedi.
  Play in pairs.
- Kgokološa letaese. O gopole palo ya gago.
  Roll the dice. Remember your number.
- Šiedišanang. Kgokološa gape.
  Take turns. Roll again.
- Hlakantšha dipalo mmogo.
  Add the numbers together.
- Tšwela pele o be o fihle ga 100.
  Keep going till you get to 100.

40 + 30 = ____



40 + 30 = 70



O ka šomiša diploko go hlakantšha. A re hlakantšheng bol0.
You can use blocks to add. Let's add 10s.

1 Šomiša diploko go rarolla.
Solve using blocks.

40 + 20 = 60	10 + 40 = ____	50 + 20 = ____
20 + 60 = ____	40 + 40 = ____	80 + 20 = ____

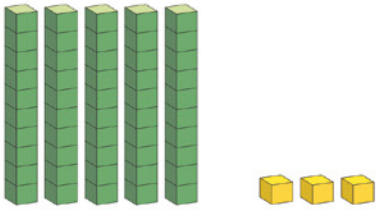
34

Go hlakantšha bo10 le bo1

53 + 30 = ____

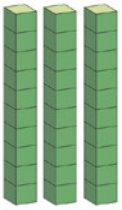
O ka šomiša diploko go hlakantšha. A re hlakantšheng bo10 le bo1.
You can use blocks to add. Let's add 10s and 1s.

53 e swana le 50 le 3.
53 is the same as 50 and 3.



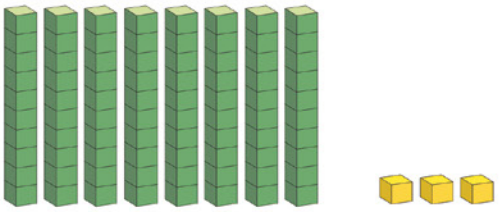
50 3

Ke hlakantšha 30.
I add 30.



30

Ke bea diploko mmogo ge ke hlakantšha.
I put the blocks together when I add.



80 3

53 + 30 = 83

Go na le masome a ma5 le masome a ma3. Ge a hlakane a dira masome a 8. Ke na le a 83 ge a hlakana ka moka.
There are 5 tens and 3 tens. That makes 8 tens. I have 83 altogether.

2 Šomiša diploko go rarolla.
Solve using blocks.

22 + 50 = 72	41 + 20 = ____	54 + 40 = ____
26 + 30 = ____	17 + 60 = ____	45 + 40 = ____

Adding 10s and 1s

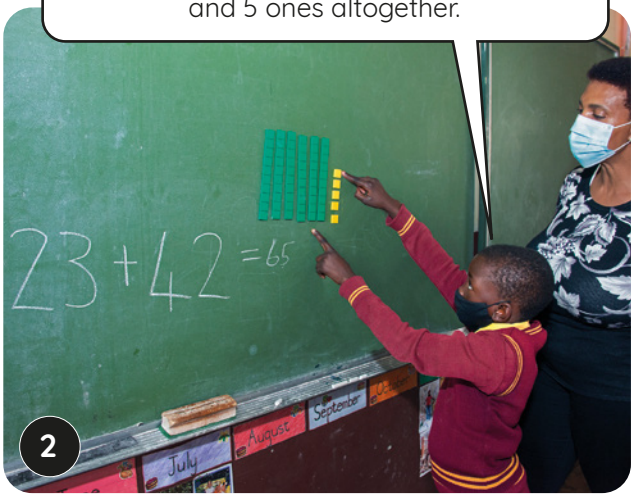
KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

A re šomišeng diploko go hlakantšha! Na re ka dira eng?
Let's add using blocks! What can we do?

1

A re hlakantšheng bo10 le bo1.
Let's add 10s and 1s.

Ke hlakantšha bo1 ka buša ka hlakantšha masome. Ke hwetša masome a 6 le botee ba ba5 ge di hlakana ka moka.
I add the 1s and I add the tens. I get 6 tens and 5 ones altogether.



2

A re direng ye nngwe. Tharollo ya 24 + 35 ke eng?
Let's do another one. What is 24 + 35?

3

Ke hwetša masome a ma5 le botee ba 9 ge di hlakana ka moka.
I get 5 tens and 9 ones altogether.

4

Efa barutwana menyetla ye mentši ya go rarolla marara ao a amago go hlakantšha bo10 le bo1 ba šomiša diploko tša sehlopha sa lesome. Ba hlohleletše gore ba bolele ka dipalo tšeo ba di hlakantšhago le ditharollo tšeo ba di hweditšego.

Allow learners multiple opportunities to solve problems involve adding 10s and 1s using base 10 blocks. Encourage them to talk about the numbers they are adding and the solutions they find.

Go hlakantšha bo10 le bo1

BEKE • WEEK 4

LETŠATŠI 2 • DAY 2

Go hlakantšha bo10 le bo1

Adding 10s and 1s

MMETSE WA HLOGO / MENTAL MATHS · FIZZ POP! GO PEDIFATŠA / FIZZ POP! DOUBLING → PAPADI / GAME → KGODIŠO YA KGOPOLO / CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO / WORKSHEETS

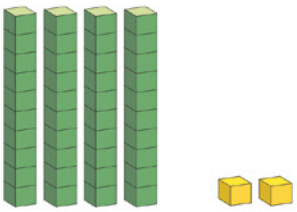
42 + 27 = ____

O ka šomiša diploko go hlakantšha. A re hlakantšheng bo10 le bo1.

You can use blocks to add. Let's add 10s and 1s.

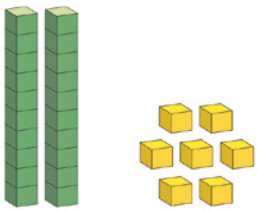
42 e swana le 40 le 2.

42 is the same as 40 and 2.



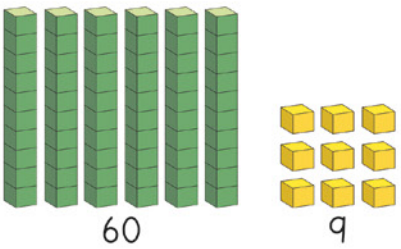
Go hlakantšha 27 go swana le go hlakantšha 20 le 7.

Adding 27 is the same as adding 20 and 7.



Ke bea diploko mmogo ge ke hlakantšha.

I put the blocks together when I add.



42 + 27 = 69

Masome a ma4 le masome a ma2 a dira masome a ma6. Botee ba ba2 le botee ba 7 ba dira botee ba 9. Ke na le 69 ge di hlakana ka moka.

4 tens and 2 tens makes 6 tens. 2 ones and 7 ones makes 9 ones. I have 69 altogether.

1 Šomiša diploko go rarolla.

Solve using blocks.

32 + 23 = 55	21 + 32 = ____	46 + 31 = ____
36 + 51 = ____	55 + 24 = ____	62 + 17 = ____

36

Adding 10s and 1s

2 Šomiša diploko go rarolla.

Solve using blocks.

45 + 34 = 79	22 + 26 = ___	31 + 58 = ___
35 + 61 = ___	64 + 24 = ___	21 + 51 = ___

3 Rarolla.

Solve.

30 + 20 = 50	30 + 30 = ___	20 + 40 = ___
50 + 30 = ___	40 + 30 = ___	70 + 20 = ___
70 + 10 = ___	50 + 40 = ___	60 + 30 = ___

38 + 20 = 58	37 + 30 = ___	27 + 40 = ___
58 + 30 = ___	44 + 30 = ___	72 + 20 = ___
71 + 10 = ___	53 + 40 = ___	64 + 30 = ___

38 + 21 = 59	37 + 32 = ___	27 + 41 = ___
58 + 31 = ___	44 + 33 = ___	72 + 25 = ___
71 + 12 = ___	53 + 45 = ___	64 + 34 = ___

BEKE 4 • LETŠATŠI 3

Go hlakantšha bo10 le bo1

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

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Na o ilo šomiša bjang diploko go hlakantšha se?
How will you use blocks to add this?

1

Ke hlakantšha bo1 ka buša ka hlakantšha masome. Ke hwetša masome a 6 le botee ba 8 ge di hlakana ka moka.
I add the 1s and I add the tens. I get 6 tens and 8 ones altogether.

2

Na o humane bjang karabo?
How did you get that?

3

Ke be ke na le masome a ma4 le masome a ma2 tšeo di mphilego masome a 6 ge di hlakana ka moka.
I had 4 tens and 2 tens which gave me 6 tens altogether.

4

Ke be ke na le masome a 6 le botee ba ba2 tšeo di mphilego botee ba 8 ge di hlakana ka moka.
I had 6 ones and 2 ones which gave me 8 ones altogether.

5

Efa barutwana menyetla ye mentši ya go rarolla marara ao a amago go hlakantšha masome le botee ba šomiša diploko tša sehlopha sa lesome. Thuša barutwana gore ba bone gore mafokopalo a ngwalwa bjang go bontšha dipalelo tša bona.

Allow learners multiple opportunities to solve problems that involve adding tens and ones using base 10 blocks. Help the learners to see how we write the number sentences to show their working.

Adding 10s and 1s

BEKE • WEEK 4

LETŠATŠI 3 • DAY 3

Go hlakantšha bo10 le bo1
Adding 10s and 1s

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

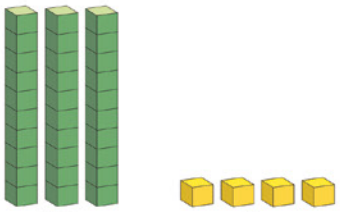
34 + 25 = ____

Bjale a re bontšheng mošomo wa rena ka diploko re be re ngwale mošomo wa rena ka mafokopalo.

Now let's show our work with the blocks and write our work in number sentences.

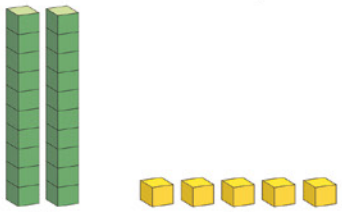
34 e swana le 30 le 4.

34 is the same as 30 and 4.



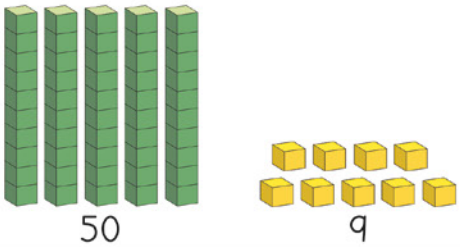
Go hlakantšha 25 go swana le go hlakantšha 20 le 5.

Adding 25 is the same as adding 20 and 5.



Ke bea diploko mmogo ge ke hlakantšha.

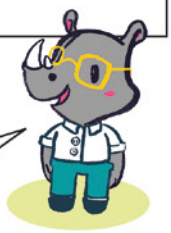
I put the blocks together when I add.



34 + 25 = 30 + 20 + 4 + 5
= 50 + 9
= 59

Re ka ngwala palelo ya rena ka tsela ye! Hlakantšha bo10 le bo1! Na re hwetša bokae ge di hlakana ka moka?

We can write our calculation like this! Add the 10s and the 1s! What do we get altogether?



1 Šomiša diploko go rarolla. Ngwala seo o se dirilego go hwetša tharollo.

Solve using blocks. Write what you did to work it out.

24 + 12 = 20 + 10 + 4 + 2 = 30 + 6 = 36	42 + 25 = _____ = _____ = ____

38

Go hlakantšha bo10 le bo1

2 Šomiša diploko go rarolla. Ngwala seo o se dirilego go hwetša tharollo.

Solve using blocks. Write what you did to work it out.

33 + 23 = 30 + 20 + 3 + 3 = 50 + 6 = 36	61 + 32 = _____ = _____ = ____
23 + 54 = _____ = _____ = ____	42 + 55 = _____ = _____ = ____
22 + 44 = _____ = _____ = ____	74 + 11 = _____ = _____ = ____

3 Thando o rekile makhura a koloi ka R53. O rekile dijo ka R22. Na o šomišitše bokae ka moka ge e hlakana?

Thando bought petrol for R53. He bought food for R22. How much did he spend altogether?

R53 + R22 = 50 + 20 + 3 + 2
= 70 + 5
= R75

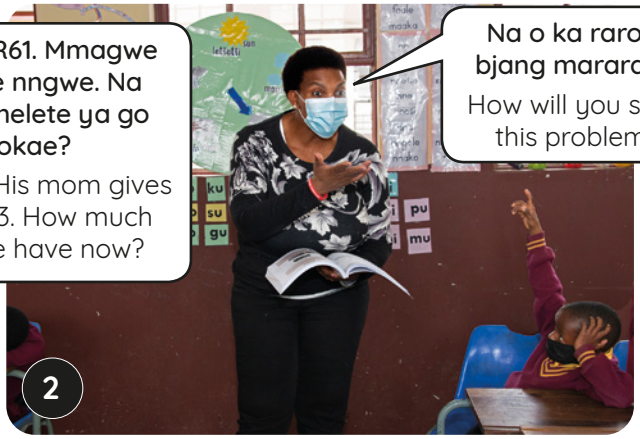
Oyama o rekile makhura a koloi ka R62. O rekile dijo ka R32. Na o šomišitše bokae ka moka ge e hlakana?

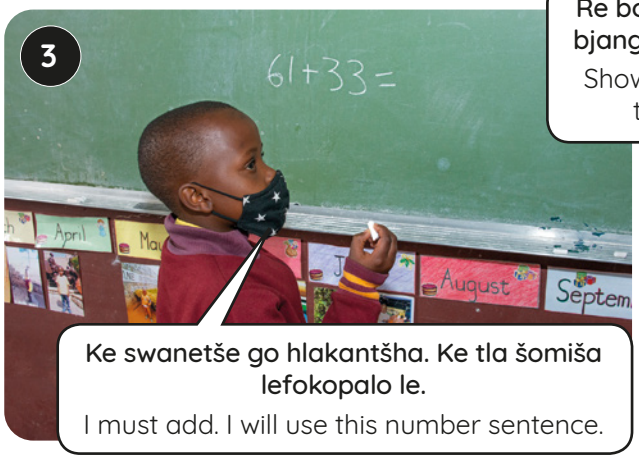
Oyama bought petrol for R62. He bought food for R32. How much did he spend altogether?

_____ = _____
= _____
= ____

Addition word problems

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT





Bušeletša dikgato ka mararantšu a mangwe a go hlakantšha. Efa barutwana menyetla ye mentši ya go rarolla mararantšu ba šomiša diploko tša sehlopha sa lesome.

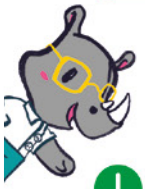
Repeat the steps with other addition word problems. Allow learners multiple opportunities to solve word problems using base 10 blocks.

BEKE • WEEK 4

LETŠATŠI 4 • DAY 4

Mararantšu a go hlakantšha
Addition word problems

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



A re šomišeng diploko tša rena re be re ngwale mafokopalo!
Let's use our blocks and write number sentences!

1 Lebo o rekile borokgo bjo bo kopana ka R45 le gempe ka R32. Na o šomišitše bokae ka moka ge e hlakana?
Lebo bought shorts for R45 and a shirt for R32. How much did he spend altogether?

R45 + R32 = 40 + 30 + 5 + 2
= 70 + 7
= R77

Likho o rekile kgwele ka R52 le masokisi ka R24. Na o šomišitše bokae ka moka ge e hlakana?
Likho bought a ball for R52 and socks for R24. How much did he spend altogether?

_____ = _____
= _____
= ____

2 Šomiša diploko go rarolla. Ngwala seo o se dirilego go hwetša tharollo.
Solve using blocks. Write what you did to work it out.

36 + 31 = 30 + 30 + 6 + 1 = 60 + 7 = 36	43 + 25 = _____ = _____ = ____
55 + 24 = _____ = _____ = ____	41 + 38 = _____ = _____ = ____

40

Addition word problems

3 Šomiša diploko go rarolla. Ngwala seo o se dirilego go hwetša tharollo.

Solve using blocks. Write what you did to work it out.

28 + 31 = 20 + 30 + 8 + 1 = 50 + 9 = 59	43 + 64 = _____ = _____ = ____
57 + 22 = _____ = _____ = ____	83 + 12 = _____ = _____ = ____
53 + 42 = _____ = _____ = ____	57 + 32 = _____ = _____ = ____
65 + 24 = _____ = _____ = ____	55 + 23 = _____ = _____ = ____

4

Thomas o rekile puku ka R32 le pampiri ka R24.
Na o šomišitše bokae ka moka ge e hlakana?

Thomas bought a book for R32 and paper for R24. How much did he spend altogether?

R32 + R24 = _____

Fundi o rekile pukuntšu ka R37 le puku ya noutu ka R23.
Na o šomišitše bokae ka moka ge e hlakana?

Fundi bought a dictionary for R37 and a notebook for R23. How much did she spend altogether?

_____ + _____ = _____

BEKE • WEEK 4

LETŠATŠI 5 • DAY 5

Kelo le teefatšo
Assessment and consolidation

KELO ASSESSMENT → LETLAKALATŠHOMELO WORKSHEET

Rarolla. O ka šomiša diploko tša gago. Ngwala seo o se dirilego go hwetša tharollo.

Solve. You can use your blocks. Write what you did to work it out.

20 + 30 = _____ = _____ = ____	50 + 40 = _____ = _____ = ____
37 + 40 = _____ = _____ = ____	42 + 50 = _____ = _____ = ____
64 + 23 = _____ = _____ = ____	55 + 34 = _____ = _____ = ____

A re boleleng Mmetse!
Let's talk Maths!

Ka Sepedi re re:	In English we say:
diploko tša sehlopha sa 10	base 10 blocks
10 le tee le swana le bol ba lesome.	One 10 is the same as ten 1s.
Nka hlakantša masome gape nka hlakantša bol.	I can add the tens and I can add the 1s.
Go hlakantša 25 go swana le go hlakantša 20 le 5.	Adding 25 is the same as adding 20 and 5.

Consolidation

Teefatšo | Consolidation

1 Šomiša diploko go rarolla. Ngwala seo o se dirilego go hwetša tharollo.

Solve using blocks. Write what you did to work it out.

47 + 32 = _____ = _____ = ____	52 + 24 = _____ = _____ = ____
36 + 51 = _____ = _____ = ____	73 + 14 = _____ = _____ = ____

2 Rarolla mararantšha. O ka šomiša diploko tša gago.

Solve the word problems. You can use your blocks.

Thembi o rekile popi ka R31 le puku ka R26. Na o šomišitše bokae ka moka ge e hlakana?

Thembi bought a teddy for R31 and a book for R26. How much did she spend altogether?

_____ = _____
= _____
= ____

Ntando o rekile gempe ka R44 le kgwele ka R15. Na o šomišitše bokae ka moka ge e hlakana?

Ntando bought a shirt for R44 and a ball for R15. How much did he spend altogether?

_____ = _____
= _____
= ____

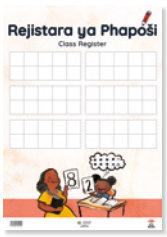
Permie o rekile diapole ka R25 le dipanana ka R15. Na o šomišitše bokae ka moka ge e hlakana?

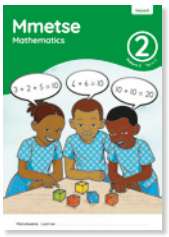
Permie bought apples for R25 and bananas for R12. How much did she spend altogether?

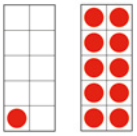
_____ + _____ = _____

Go ntšha bo10 le bo1

	Didirišwa
Mmetse wa Hlogo: Ke tše kae tša go dira 20?	*dikarata tša marontho*
Papadi: Kitima go ya ga 0	*letaese*







Letšatši	Mošongwana wa thuto	Mošongwana wa thuto
1	Go ntšha masome	Puku ya Mešomo ya Morutwana, *diploko tša sehlopha sa 10 (morutiši le morutwana)*
2	Go ntšha bo10 le bo1	Puku ya Mešomo ya Morutwana, *diploko tša sehlopha sa 10*
3	Go ntšha bo10 le bo1	Puku ya Mešomo ya Morutwana, *diploko tša sehlopha sa 10*
4	Mararantšu a go ntšha	Puku ya Mešomo ya Morutwana, *diploko tša sehlopha sa 10*
5	Teefatšo le kelo ya go ithuta	Puku ya Mešomo ya Morutwana

Morago ga beke ye, morutwana o swanetše go kgona go:	✓
go ntšha palo ya mono-pedi go tšwa go palo ya mono-pedi ka ntle le go tshela lesome.	
go rarolla marara a go ntšha ka go šomiša diploko tša sehlopha sa 10 le go ntšha masome le botee.	
go rarolla mararantšu a go ntšha ka go šomiša diploko tša sehlopha sa 10 le go ntšha ka masome le botee.	

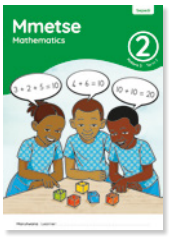
Kelo

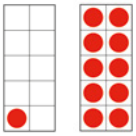
Kelo ya go ngwalwa: Go ntšha bo10 le bo1

Rekhota moputso godimo ga palomoka ya 12 letlakaleng la meputso la kotara.

Subtracting 10s and 1s

	Resources
Mental Maths: How much to make 20?	*dot cards*
Game: *Race to 0*	*dice*





Day	Lesson activity	Lesson resources
1	Subtracting tens	LAB, *base 10 blocks* (teacher and learner)
2	Subtracting 10s and 1s	LAB, *base 10 blocks*
3	Subtracting 10s and 1s	LAB, *base 10 blocks*
4	Subtraction word problems	LAB, *base 10 blocks*
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
subtracting a double digit from a double digit, without bridging the ten.	
solving subtraction problems by using base 10 blocks and subtracting tens and ones.	
solving subtraction word problems by using base 10 blocks and subtracting in tens and ones.	

Assessment

Written assessment: Subtracting 10s and 1s

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

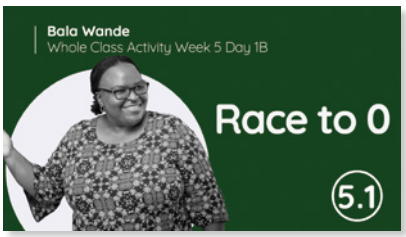
Go ntšha bo10 le bo1

Vidiyo ya Mmetse wa hlogo

Ka Mmetse wa Hlogo mo bekeng ye re dira 20. Re tšwetša pele le go teefatša tsebo ya ditlemagano tša 10 re šomiša dikarata tša marontho. Barutwana ba swanetše go bona 10 ka go tlatša diforeimi tša lesome tšeo di hlamilwego ke dikarata tša marontho tšeo di gatišitšwego ke moka ba dira 20. Mošongwana wo o matlafatša kwešišo ya barutwana ya ditlemagano tša bona tša 10 le ditswalano tša go hlakantša.

Vidiyo ya papadi

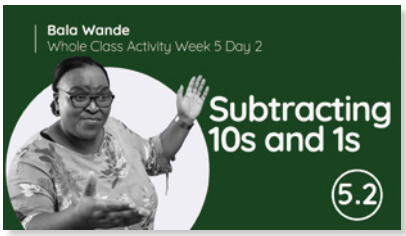
Bekeng ye re tla raloka papadi ya *Mmetse wa Lebelo ka* Letaese – *kitima go ya go 0.* Mo papading ye barutwana ba tla itlwaetša go ntšha, ka go bušeletša go ntšha palo yeo e kgokološitšwego go fihlela o fihla ga 0. Barutwana ba bangwe ba ka ba ba sa rarolla marara a go ntšha ka go balela morago go tšwa ga palo. Go bohlokwa go hlohleletša barutwana go šoma ba lebiše mošomo wa bona ga go rarolla marara ka hlogo.

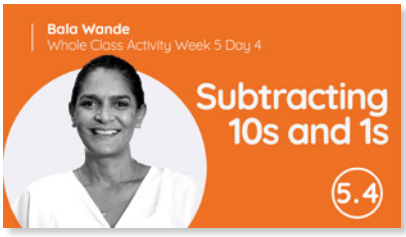


Vidiyo ya go godiša kgopolo

Bekeng ye, re tsepelela go marara a go amana le go ntšha. Barutwana ba tla rarolla marara a go ntšha ntle le go tshela lesome ba šomiša diploko tša sehlopha sa 10 go ba thuša. Barutwana ba tla itlwaetša go rarolla marara ka go ntšha masome le botee gore ba kgone go šoma ka lebelo le ka nepagalo. Mošomong wa rena wa go ntšha, re tla tsepelela ga:

- go ntšha palo ya mono-pedi go palo ya mono-pedi ka ntle le go tshela lesome.
- go rarolla dipotšišo tša go ntšha le mararantšu ka go šomiša diploko tša sehlopha sa 10 le go ntšha ka masome le botee.





Seo o ka se lebelelago mo bekeng ye

- Diploko tša sehlopha sa 10 ke kemedi ye bohlokwa ya mmetse ya khonkriti le gore tšhomišo ya diploko tše e thuša barutwana go bona dipalelo. Hlohleletša poledišano magareng ga barutwana gore ba kgone go bolela ka mokgwa woo ba šomišitšego diploko go bolela ka bo10 le bo1 ge ba ntšha. Bokgoni bja go bolela ditharollo le go lokafatša mekgwa ke lekala le bohlokwa la kgodišo ya kwešišo ya mmetse.
- Tlotlontšu ye bohlokwa: **masome**, **botee**, go **hlakantša**

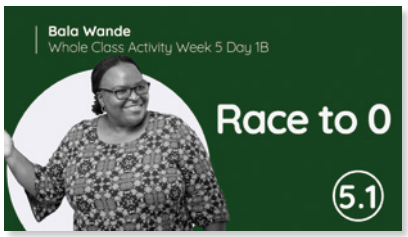
Subtracting 10s and 1s

Mental Maths video

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

Game video

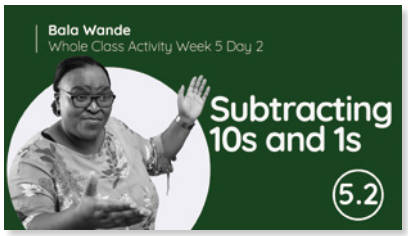
This week we will play the game *Fast maths with dice – race to 0*. In this game, learners will practice **subtraction**, by repeatedly subtracting the number rolled until they reach 0. While some learners may still solve the subtraction problems by counting back from the number, it is important to encourage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

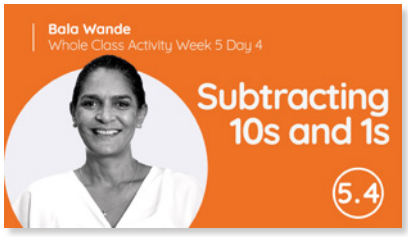


Conceptual development video

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

- subtracting a double digit number from a double digit number, without bridging the ten.
- solving **subtraction** questions and word problems by using base 10 blocks and subtracting in tens and ones.





What to look out for this week

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

Go ntšha masome

MMETSE WA HLOGO / MENTAL MATHS — DINNETE TŠA DINOMORO GO 20 / NUMBER FACTS TO 20 → PAPADI / GAME → KGODIŠO YA KGOPOLO / CONCEPT DEVELOPMENT → LETLAKALATŠHOMELO / WORKSHEETS

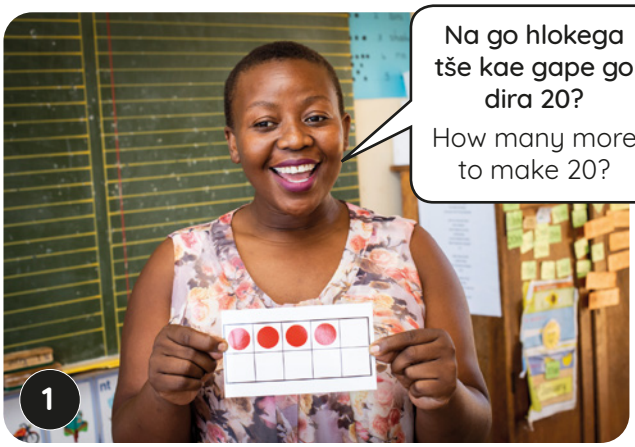
MMETSE WA HLOGO | MENTAL MATHS

Itlwaetše go dira 20 o šomiša dikarata tša marontho.

Practice making 20 using dots cards.

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

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



Subtracting tens

Mešongwana ya go matlafatša • Enrichment activities

Letšatši 1 Day 1

Šomiša diploko tša gago tša sehlopha sa 10 go dira:
Use your base 10 blocks to make:

52

29

84

36

65

13

91

45

78

89

Letšatši 2 Day 2

Šomiša diploko tša gago tša sehlopha sa 10 go dira:
Use your base 10 blocks to make:

56

43

81

78

29

19

31

94

67

88

Letšatši 3 Day 3

Feleletša mafokopalo. Ngwala bo10 le bo1.
Complete the number sentences. Write the 10s and 1s.

96 = _____ + _____

28 = _____ + _____

71 = _____ + _____

32 = _____ + _____

87 = _____ + _____

65 = _____ + _____

14 = _____ + _____

41 = _____ + _____

53 = _____ + _____

35 = _____ + _____

Letšatši 4 Day 4

Feleletša mafokopalo. Ngwala bo10 le bo1.
Complete the number sentences. Write the 10s and 1s.

12 = _____ + _____

86 = _____ + _____

31 = _____ + _____

25 = _____ + _____

73 = _____ + _____

94 = _____ + _____

47 = _____ + _____

18 = _____ + _____

66 = _____ + _____

54 = _____ + _____

Go ntšha masome

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Efa barutwana menyetla ye mentši ya go ntšha masome ba šomiša diploko tša sehlopha sa lesome. hlakantšha. Barutwana ba swanetše go šomiša gape le diploko tša sehlopha sa lesome. Ba hlohleletše gore ba bolele ka dipalo tšeo ba di ntšhago le ditharollo tšeo ba di hweditšego.

Allow learners multiple opportunities to subtract tens using base 10 blocks. Learners must also use their own base 10 blocks. Encourage them to talk about the numbers they are subtracting and the solutions they find.

Subtracting tens

BEKE • WEEK 5

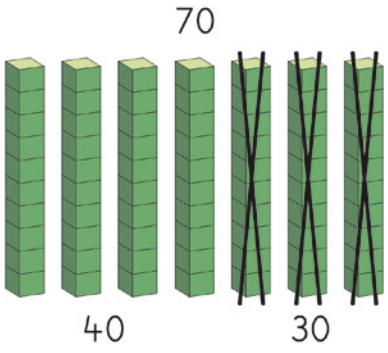
LETŠATŠI 1 • DAY 1

Go ntšha masome
Subtracting tens

MMETSE WA HLOGO MENTAL MATHS | DINNETE TŠA DINOMORO GO 20 NUMBER FACTS TO 20 → PAPADI GAME → KGODIŠO YA KGOPOLO CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO WORKSHEETS

Papadi: Mmetse wa lebelo ka letaese – kitima o ye ga 0
Game: Fast maths with dice – race to 0

- Ralokang ka bobedi.
  Play in pairs.
- Kgokološa letaese.
  Ntšha palo ya gago go 100.
  Roll the dice. Subtract your number from 100.
- Šiedišanang.
  Kgokološa gape.
  Take turns. Roll again.
- Tšwela pele o be o fihle ga 0.
  Keep subtracting till you get to 0.



70 – 30 = 40

1 Šomiša diploko go rarolla.
Solve using blocks.

60 – 30 = 30	40 – 20 = ___	50 – 20 = ___
60 – 50 = ___	80 – 40 = ___	90 – 60 = ___

Go ntšha masome

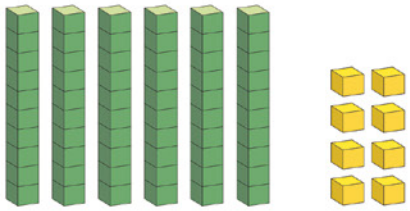
68 – 30 = ____

O ka šomiša diploko go ntšha.
A re ntšheng bol0 le bol.

You can use blocks to subtract.
Let's subtract from 10s and 1s.

68 e swana le 60 le 8.

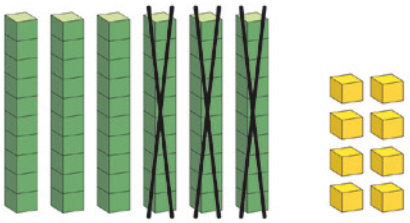
68 is the same as 60 and 8.



60 8

Ke tloša 30.

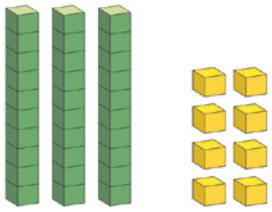
I take away 30.



60 8

Ke lekola seo se šetšego ka morago ga go ntšha.

I check what is left after I have subtracted.



30 8

68 – 30 = 38

Go na le masome a ma3 le botee ba 8. Di dira 38. Go šetše 38.

There are 3 tens and 8 ones.
That makes 38. There is 38 left.

2 Šomiša diploko go rarolla.

Solve using blocks.

63 – 20 = 43	59 – 30 = ____	72 – 40 = ____
87 – 30 = ____	68 – 60 = ____	45 – 10 = ____

Subtracting 10s and 1s

MMETSE WA HLOGO
MENTAL MATHS

DINNETE TŠA DINOMORO GO 20
NUMBER FACTS TO 20

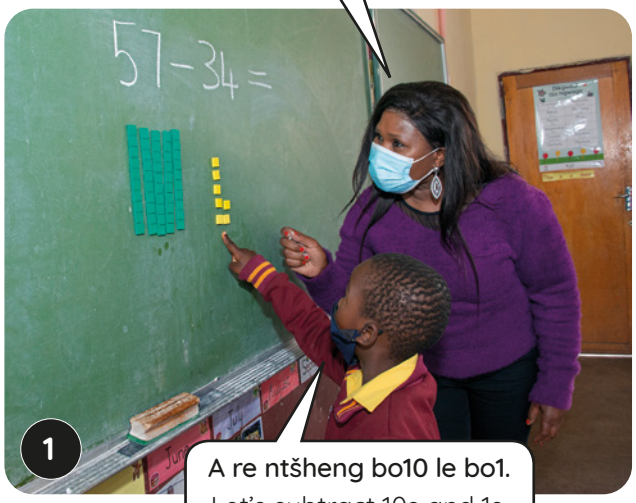
→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ LETLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

A re šomišeng diploko go ntšha masome. Na re swanetše go dira eng?
Let's subtract using blocks. What can we do?



1

A re ntšheng bo10 le bo1.
Let's subtract 10s and 1s.

2

Ke ntšha bo1 ke moka ka ntšha bo10. Ke šaletšwe ke masome a ma2 le botee ba ba3.
I subtract the 1s and I subtract the 10s. I am left with 2 tens and 3 ones.

A re direng ye nngwe. 69 -25 ke eng?
Let's do another one. What is 69 – 25?

3

4

Ke šaletšwe ke masome a ma4 le botee ba ba4 ge di hlakana ka moka.
I am left with 4 tens and 4 ones altogether.

Efa barutwana menyetla ye mentši ya go rarolla marara a go amana le go ntšha bo10 le bo1 ba šomiša diploko tša sehlopha sa lesome. Ba hlohleletše go bolela ka dipalo tšeo ba di ntšhago le ditharollo tšeo ba di hweditšego.

Allow learners multiple opportunities to solve problems involve subtracting 10s and 1s using base 10 blocks. Encourage them to talk about the numbers they are subtracting and the solutions they find.

BEKE • WEEK 5

LETŠATŠI 2 • DAY 2

Go ntšha bo10 le bo1
Subtracting 10s and 1s

MMETSE WA HLOGO
MENTAL MATHS

DINNETE TŠA DINOMORO GO 20
NUMBER FACTS TO 20

→ PAPADI
GAME

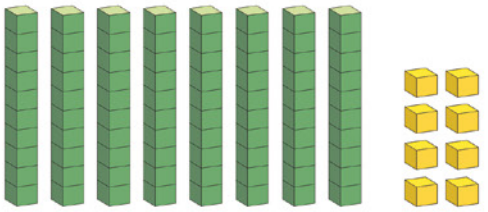
→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ MATLAKALATŠHOMELO
WORKSHEETS

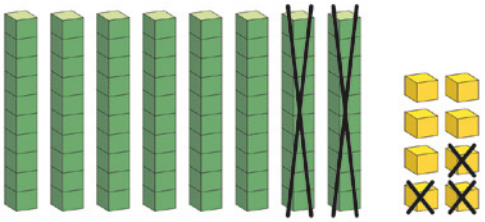
88 – 23 = ____

O ka šomiša diploko go ntšha.
A re ntšheng bo10 le bo1.
You can use blocks to subtract.
Let's subtract 10s and 1s.

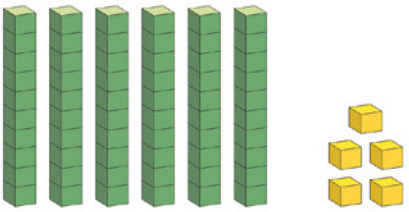
88 e swana le 80 le 8.
88 is the same as 80 and 8.



Go ntšha 23 go swana le go ntšha 20 le 3.
Subtracting 23 is the same as subtracting 20 and 3.



Ke tloša diploko ge ke ntšha.
I take away blocks when I subtract.



88 – 23 = 65

Go šetše masome a 6 le botee ba ba5. Di dira 65.
Ke šalelwa ke 65 ka morago ga go ntšha.
There are 6 tens and 5 ones left. That makes 65.
I have 65 left after I subtract.

1 Šomiša diploko go rarolla.
Solve using blocks.

58 – 24 = 34	63 – 32 = ____	46 – 31 = ____
86 – 54 = ____	55 – 42 = ____	69 – 17 = ____

46

Subtracting 10s and 1s

2 Šomiša diploko go rarolla.

Solve using blocks.

45 – 34 = 11	83 – 42 = ____	99 – 57 = ____
39 – 11 = ____	64 – 51 = ____	77 – 63 = ____

3 Rarolla.

Solve.

40 – 20 = 20	70 – 30 = ____	80 – 10 = ____
50 – 30 = ____	80 – 40 = ____	90 – 50 = ____
60 – 20 = ____	90 – 60 = ____	100 – 10 = ____

45 – 20 = 25	78 – 30 = ____	86 – 10 = ____
59 – 30 = ____	82 – 40 = ____	93 – 50 = ____
67 – 20 = ____	94 – 60 = ____	101 – 10 = ____

45 – 22 = 23	78 – 36 = ____	86 – 15 = ____
59 – 37 = ____	82 – 42 = ____	93 – 51 = ____
67 – 23 = ____	94 – 61 = ____	101 – 11 = ____

Go ntšha bo10 le bo1

MMETSE WA HLOGO
MENTAL MATHS

DINNETE TŠA DINOMORO GO 20
NUMBER FACTS TO 20

→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

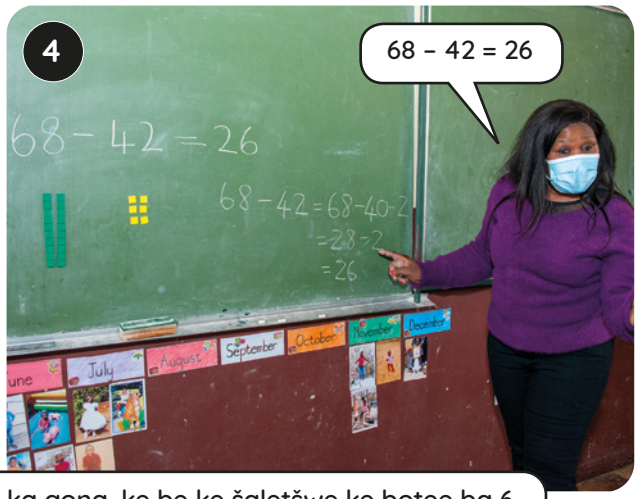
→ LETLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Na o ilo šomiša bjang diploko go ntšha se?
How will you use blocks to do this subtraction?

Ke ntšha bo1 ka buša ka ntšha bo10.
I subtract the 1s and I subtract the 10s.

Ke be ke na le masome a 6 ke moka ka tloša masome a ma4, ka gona, ke be ke šaletšwe ke masome a ma2.
I had 6 tens and I took away 4 tens so I am left with 2 tens.



Ke be ke na le botee ba 8 ke moka ka tloša botee ba ba2, ka gona, ke be ke šaletšwe ke botee ba 6.
I had 8 ones and I took away 2 ones so I am left with 6 ones.

Efa barutwana menyetla ye mentši ya go rarolla marara ao a amago go ntšha masome le botee ba šomiša diploko tša sehlopha sa lesome. Thuša barutwana gore ba bone gore mafokopalo a ngwalwa bjang go bontšha dipalelo tša bona.

Allow learners multiple opportunities to solve problems that involve subtracting tens and ones using base 10 blocks. Help the learners to see how we write the number sentences to show their working.

Subtracting 10s and 1s

BEKE • WEEK 5

LETŠATŠI 3 • DAY 3

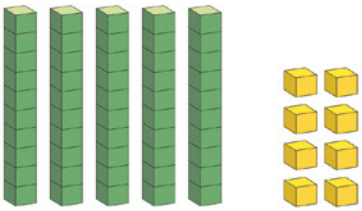
Go ntšha bo10 le bo1
Subtracting 10s and 1s

MMETSE WA HLOGO — MENTAL MATHS → DINNETE TŠA DINOMORO GO 20 — NUMBER FACTS TO 20 → PAPADI — GAME → KGODIŠO YA KGOPOLO — CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO — WORKSHEETS

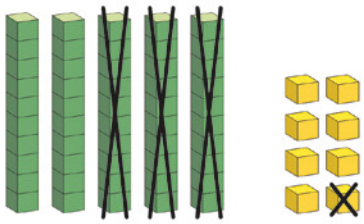
58 – 31 = ____

O ka šomiša diploko go ntšha.
A re ntšheng bol0 le bol.
You can use blocks to subtract.
Let's subtract 10s and 1s.

58 e swana le 50 le 8.
58 is the same as 50 and 8.



Go ntšha 31 go swana le go ntšha 30 le 1.
Subtracting 31 is the same as subtracting 30 and 1.



58 – 31 = 50 – 30 + 8 – 1
= 20 + 7
= 27

Go šetše masome a ma2 le botee ba 7. Di dira 27. Phapano magareng ga 58 le 31 ke 27.
There are 2 tens and 7 ones left. That makes 27. The difference between 58 and 31 is 27.

1 Šomiša diploko go rarolla. Ngwala seo o se dirilego go hwetša tharollo.
Solve using blocks. Write what you did to work it out.

56 – 22 = 50 – 20 + 6 – 2 = 30 + 4 = 34	86 – 25 = ____ = ____ = ____
67 – 31 = ____ = ____ = ____	74 – 43 = ____ = ____ = ____

48

Go ntšha bo10 le bo1

2 Šomiša diploko go rarolla. Ngwala seo o se dirilego go hwetša tharollo.

Solve using blocks. Write what you did to work it out.

68 – 23 = 60 – 20 + 8 – 3 = 40 + 5 = 45	76 – 42 = _____ = _____ = ____
93 – 54 = _____ = _____ = ____	55 – 35 = _____ = _____ = ____
68 – 56 = _____ = _____ = ____	100 – 33 = _____ = _____ = ____

3 Maya o na le R85. O reka dijo ka R21. Na o na le bokae gabjale?

Maya has R85. She buys food for R21. How much money does she have now?

R85 – R21 = 80 – 20 + 5 – 1
= 60 + 4
= R64

Khanyi o na le R75. O reka puku ka R34. Na o na le bokae gabjale?

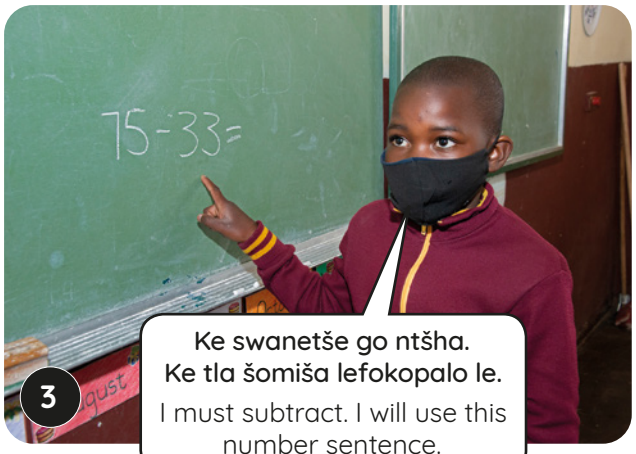
Khanyi has R75. He buys a book for R34. How much money does he have now?

_____ = _____
= _____
= ____

Subtraction word problems

MMETSE WA HLOGO / MENTAL MATHS | DINNETE TŠA DINOMORO GO 20 / NUMBER FACTS TO 20 → PAPADI / GAME → KGODIŠO YA KGOPOLO / CONCEPT DEVELOPMENT → LETLAKALATŠHOMELO / WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT



Bušeletša dikgato ka mararantšu a mangwe a go ntšha. Efa barutwana menyetla ye mentši ya go rarolla mararantšu ba šomiša diploko tša sehlopha sa lesome.

Repeat the steps with other subtraction word problems. Allow learners multiple opportunities to solve word problems using base 10 blocks.

BEKE • WEEK 5

LETŠATŠI 4 • DAY 4

Go ntšha bo10 le bo1
Subtracting 10s and 1s

MMETSE WA HLOGO
MENTAL MATHS

DINNETE TŠA DINOMORO GO 20
NUMBER FACTS TO 20

→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ MATLAKALATŠHOMELO
WORKSHEETS

A re šomišeng diploko tša rena re be re ngwale mafokopalo!

Let's use our blocks and write number sentences!

1 Bev o be a na le R55. O rekile makasine ka R23. Na o na le bokae gabjale?

Bev had R55. She bought a magazine for R23. How much money does she have now?

R55 – R23 = 50 – 20 + 5 – 2
= 30 + 2
= R32

Brian o na le R75. O rekile makhura a koloi ka R32. Na o na le bokae gabjale?

Brian had R75. He bought petrol for R32. How much money does he have now?

_____ = _____
= _____
= ____

2 Šomiša diploko go rarolla. Ngwala seo o se dirilego go hwetša tharollo.

Solve using blocks. Write what you did to work it out.

86 – 24 = 80 – 20 + 6 – 4 = 60 + 2 = 62	74 – 32 = _____ = _____ = ____
95 – 43 = _____ = _____ = ____	68 – 55 = _____ = _____ = ____

Subtraction word problems

3 Šomiša diploko go rarolla. Ngwala seo o se dirilego go hwetša tharollo.

Solve using blocks. Write what you did to work it out.

28 – 21 = 20 – 20 + 8 – 1 = 0 + 7 = 7	67 – 31 = _____ = _____ = ____
78 – 43 = _____ = _____ = ____	83 – 12 = _____ = _____ = ____
53 – 42 = _____ = _____ = ____	57 – 32 = _____ = _____ = ____
89 – 42 = _____ = _____ = ____	100 – 24 = _____ = _____ = ____

4 Ndumiso o na le R55. O reka borotho ka R23. Na o na le bokae gabjale?

Ndumiso has R55. He buys bread for R23. How much money does he have now?

R55 – R23 = _____

Muzi o na le R100. O reka kgwele ka R36. Na o na le bokae gabjale?

Muzi has R100. He buys a ball for R36. How much money does he have now?

_____ – _____ = _____

BEKE • WEEK 5

LETŠATŠI 5 • DAY 5

Kelo le teefatšo
Assessment and consolidation

KELO ASSESSMENT → LETLAKALATŠHOMELO WORKSHEET

Rarolla. O ka šomiša diploko tša gago. Ngwala seo o se dirilego go hwetša tharollo.

Solve. You can use your blocks. Write what you did to work it out.

60 – 30 = _____ = _____ = ____	50 – 40 = _____ = _____ = ____
59 – 20 = _____ = _____ = ____	76 – 40 = _____ = _____ = ____
85 – 31 = _____ = _____ = ____	69 – 36 = _____ = _____ = ____

A re boleleng Mmetse!
Let's talk Maths!

Ka Sepedi re re:	In English we say:
diploko tša sehlopha sa 10	base 10 blocks
10 le le tee le swana le bo1 ba lesome.	One 10 is the same as ten 1s.
Ke thoma ka go ntšha botee, ke moka ka ntšha masome.	First I subtract ones, then I subtract tens.
Go ntšha 36 go swana le go ntšha 30 le 6.	Subtracting 36 is the same as subtracting 30 and 6.

52

Consolidation

Teefatšo | Consolidation

1 Šomiša diploko go rarolla. Ngwala seo o se dirilego go hwetša tharollo.

Solve using blocks. Write what you did to work it out.

67 – 32 = _____ = _____ = ____	87 – 24 = _____ = _____ = ____
56 – 41 = _____ = _____ = ____	99 – 57 = _____ = _____ = ____

2 Rarolla mararantšu. O ka šomiša diploko tša gago.

Solve the word problems. You can use your blocks.

Ndumiso o na le R68. O šomiša R22. Na o šaletšwe ke bokae?

Ndumiso has R68. He spends R22. How much money does he have left over?

_____ = _____
= _____
= ____

Muzi o na le R99. O šomiša R45. Na o šaletšwe ke bokae?

Muzi has R99. He spends R45. How much money does he have left over?

_____ = _____
= _____
= ____

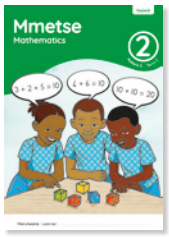
Vuyo o na le R55. O šomiša R20. Na o šaletšwe ke bokae?

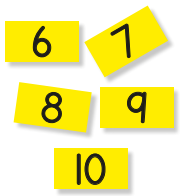
Vuyo has R55. She spends R20. How much money does he have left over?

_____ – _____ = _____

Boima

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





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

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

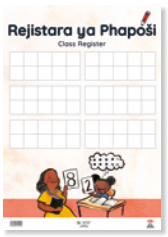
Kelo

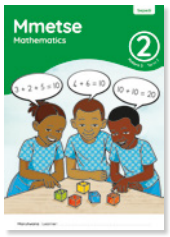
Kelo ya go ngwalwa: Boima (kelo)

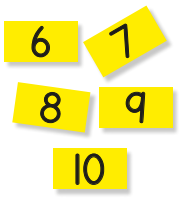
Rekhota moputso godimo ga palomoka ya 7 letlakaleng la meputso la kotara.

Mass

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







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

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

Assessment

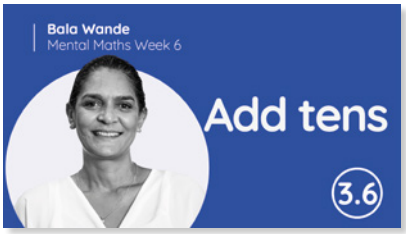
Written assessment: Mass (measurement)

Record a mark out of 7 in the term mark sheet.

Boima

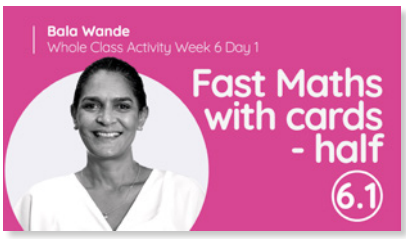
Vidiyo ya Mmetse wa Hlogo

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



Vidiyo ya papadi

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



Vidiyo ya go godiša kgopolo

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

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

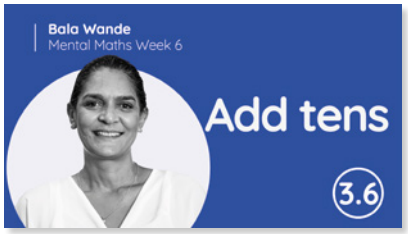
Seo o ka se lebelelago mo bekeng ye

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

Mass

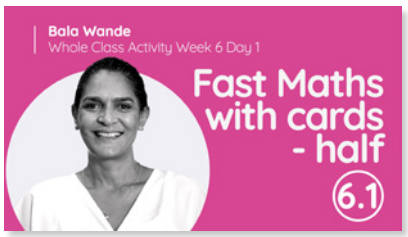
Mental Maths video

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



Game video

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



Conceptual development video

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

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

What to look out for this week

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

Go bapetša boima

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

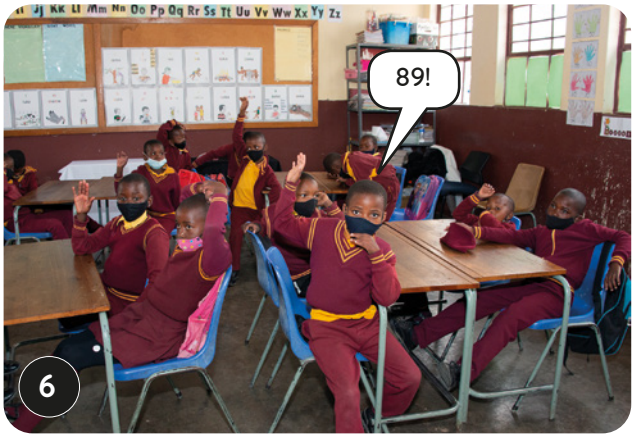
MMETSE WA HLOGO | MENTAL MATHS

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

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

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

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



Comparing mass

Mešongwana ya go matlafatša • Enrichment activities

Letšatši 1 Day 1

Hlakantšha.
Add.

37 + 11 =

21 + 43 =

45 + 24 =

60 + 15 =

18 + 51 =

58 + 10 =

42 + 16 =

24 + 24 =

15 + 32 =

33 + 42 =

Letšatši 2 Day 2

Hlakantšha.
Add.

46 + 13 =

25 + 24 =

31 + 33 =

58 + 11 =

60 + 15 =

17 + 52 =

29 + 40 =

38 + 21 =

65 + 10 =

41 + 28 =

Letšatši 3 Day 3

Hlakantšha.
Add.

44 + 21 =

17 + 52 =

22 + 36 =

59 + 10 =

21 + 38 =

47 + 11 =

19 + 40 =

35 + 23 =

24 + 44 =

61 + 14 =

Letšatši 4 Day 4

Hlakantšha.
Add.

21 + 8 =

37 + 22 =

26 + 41 =

52 + 17 =

48 + 11 =

13 + 53 =

49 + 20 =

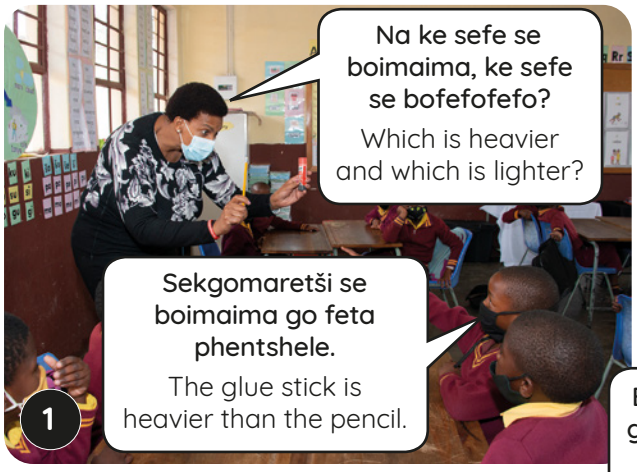
35 + 32 =

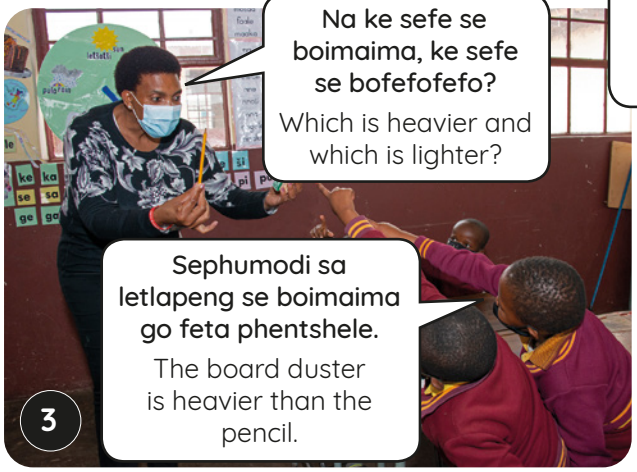
26 + 42 =

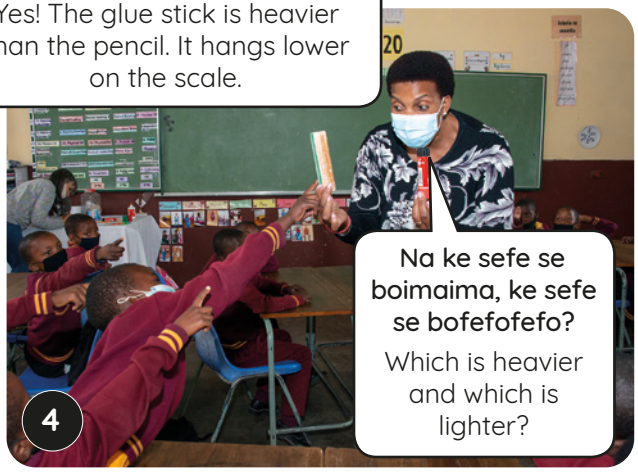
60 + 15 =

Go bapetša boima

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT







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

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

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

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

Comparing mass

BEKE • WEEK 6

LETŠATŠI 1 • DAY 1

Go bapetša boima
Comparing mass

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

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

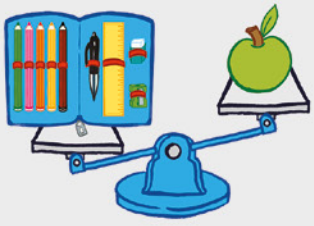
- Šomiša dikarata tša gago tša dipalo 0–20.
  Use your 0–20 number cards.
- Ribolla e tee. Balela seripa.
  Flip one. Calculate half.
- Bušeletša gape. Ka lebelo!
  Try again. Faster!

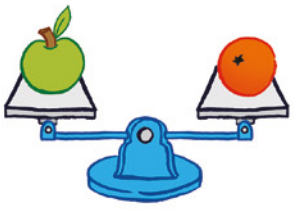
boima – heavier

bofefo – lighter

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

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



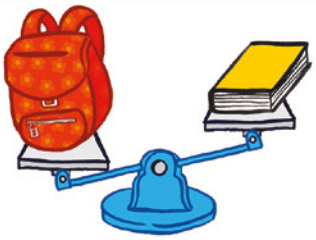


Lekase la diphentshele ke le bofefo go apole.
The pencil case is lighter than the apple.

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

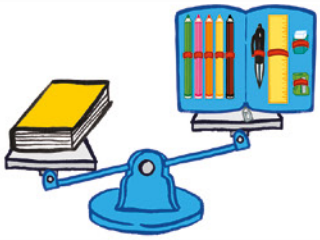
Lekase la diphentshele ke le _____ namune.
The pencil case is _____ the orange.

Go bapetša boima



Mokotla ke wo _____ puku.

The bag is _____ the book.



Lekase la diphentshele ke le _____ puku.

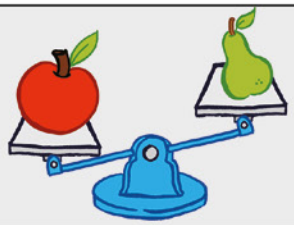
The pencil case is _____ the book.

Lekase la diphentshele ke le _____ mokotla.

The pencil case is _____ the bag.

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

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

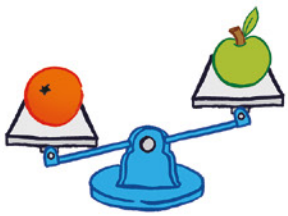


Apole ke ye boima go feta pšere.
Pšere ke ye bofefo go apole.

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

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

The orange is _____ than the gift.
The gift is _____ than the orange.



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

The apple is _____ than the orange.
The orange is _____ than the apple.

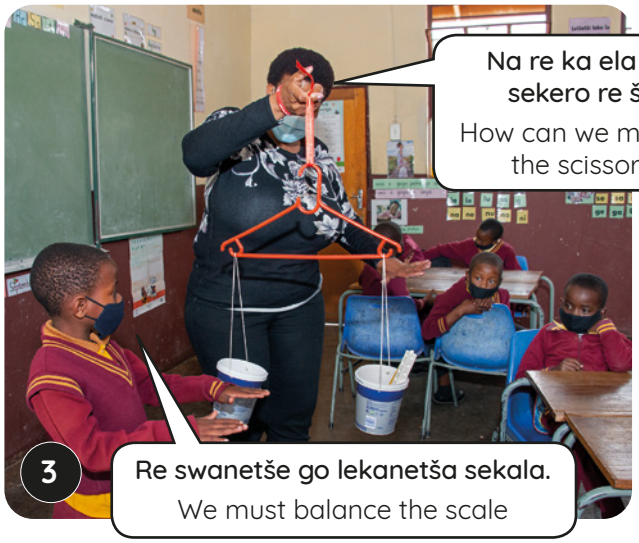
Namune ke ye _____ phentshele. Phentshele ke ye _____ namune.

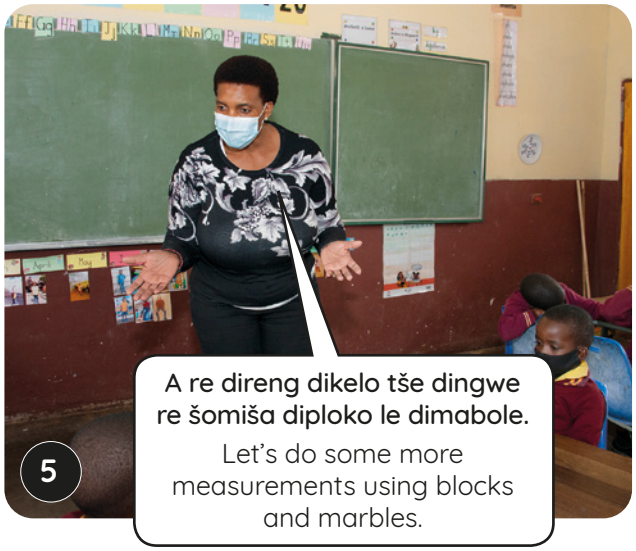
The orange is _____ than the pencil.
The pencil is _____ than the orange.

Comparing mass

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

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT





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

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

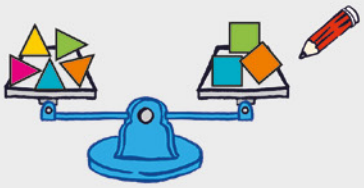
BEKE • WEEK 6

LETŠATŠI 2 • DAY 2

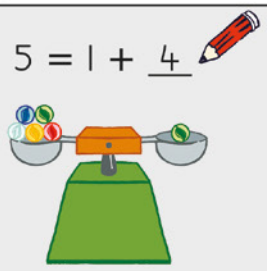
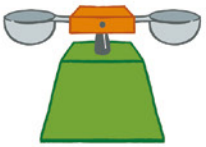
Go bapetša boima
Comparing mass

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

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

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

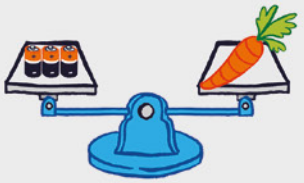
2 Ke dimabole tše kae tšeo di ka lekanyetšago sekala?
How many marbles will balance the scale?

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

Comparing mass

3 Boima ke eng?

What is the mass?



Boima bja kherote = malahla a ma 3.

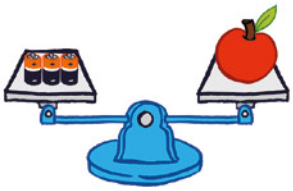
Carrot mass = 3 batteries.

Boima bja kerese = malahla a ____.

Candle mass = _____ batteries.

Boima bja semela = malahla a ____.

Plant mass = _____ batteries.



Boima bja apole = malahla a ____.

Apple mass = _____ batteries.

Boima bja kofi = malahla a ____.

Coffee mass = _____ batteries.

Boima bja khekhe ya komikana = malahla a ____.

Cupcake mass = _____ batteries.

Ke sefe selo se boimaima? _____

Which object is the heaviest? _____

Bapetša boima bja apole le bja kherote.

Compare the mass of the apple and the carrot.

Go ela boima

MMETSE WA HLOGO
MENTAL MATHS

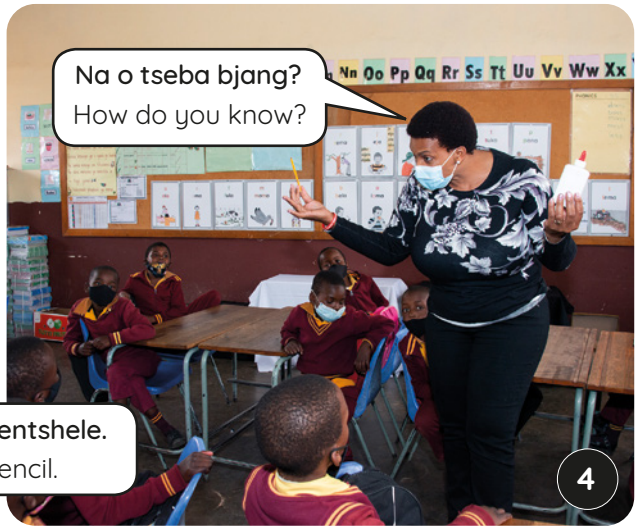
TLALELETŠANG KA DI10
UKUDIBANISA 10

→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ LETLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT



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

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

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

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

Measuring mass

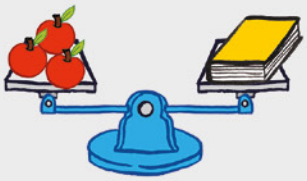
BEKE • WEEK 6

LETŠATŠI 3 • DAY 3

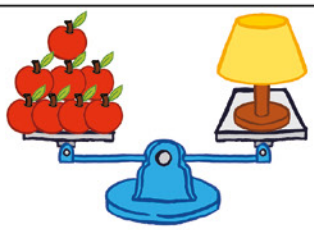
Go ela boima
Measuring mass

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

1 Boima ke eng?
What is the mass?

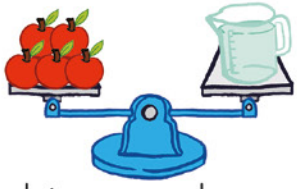


Boima bja puku = diapole tše 3.
Book mass = 3 apples.

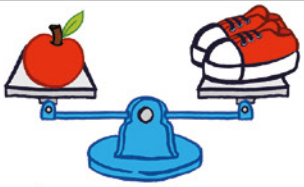


Boima bja lebone = diapole tše ____.
Lamp mass = _____ apples.

Boima bja lekase la diphentshele = diapole tše ____.
Pencil case mass = _____ apples.



Boima bja senwelo = diapole tše ____.
Jug mass = _____ apples.



Boima bja diteki = diapole tše ____.
Takkies mass = _____ apples.

Boima bja diteki = dikgwele tša thenisi tše ____.
Takkies mass = _____ tennis balls.

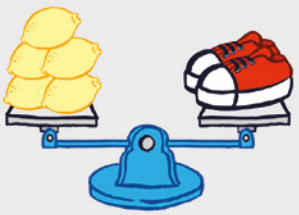
Ke sefe selo se bofefofefo? _____
Which object is the lightest? _____

Ke sefe se boima, apole goba kgwele ya thenisi?
_____
Which one is heavier, the apple or the tennis ball? _____

Go ela boima

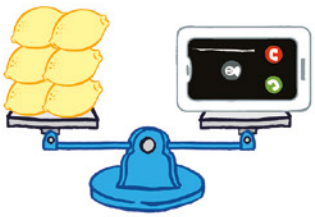
2 Boima bo reng?

What is the mass?



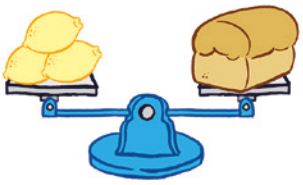
Boima bja diteki = diswiri tše 5.

Takkies mass = 5 lemons.



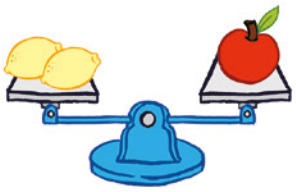
Boima bja mogala = diswiri tše ____.

Phone mass = _____ lemons.



Boima bja borotho = diswiri tše ____.

Bread mass = _____ lemons.

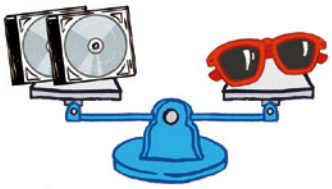


Boima bja apole = diswiri tše ____.

Apple mass = _____ lemons.

Boima bja dipeketsanetimatšatši = diswiri tše ____.

Sunglasses mass = _____ lemons.



Boima bja dipeketsanetimatšatši = diCD tše ____.

Sunglasses mass = _____ CDs.

Ke sefe se bofefofefo, borotho goba apole?

_____

Which one is the lightest, the bread or the apple? _____

Ke sefe se boima, swiri goba CD? _____

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

Measuring mass

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

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Mokotla wo wa folouru o imela khilogramo e 1.
This bag of flour has a mass of 1 kilogram.

Hlaola dilo tše go tloga ga se bofefofefo go ya ga se boimaima.
Sort these items from lightest to heaviest.

Nka dira seo ka go bala dikhilogramo.
I can do it by reading the kilograms.

Na ke mekotla ye mekae ya folouru yeo e lekanago le swikiri ka boima?
How many bags of flour will have the same mass as the sugar?

Mekotla ye mebedi le seripa.
Two and a half bags

Bjale a re ikaleng ka sekala sa ka bohlapelong.
Now let's weigh ourselves on the bathroom scale.

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

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

Go ela boima

BEKE • WEEK 6

LETŠATŠI 4 • DAY 4

Go ela boima

Measuring mass

MMETSE WA HLOGO
MENTAL MATHS

TLALELETŠANG KA DI10
ADDING 10S

→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ MATLAKALATŠHOMELO
WORKSHEETS

1

Go bala sekala sa tekanyetšo

Scale reading

boima
heavy

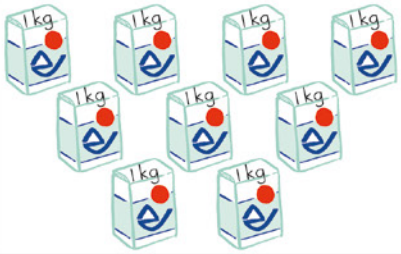
bofefo
light

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

Measuring mass

2

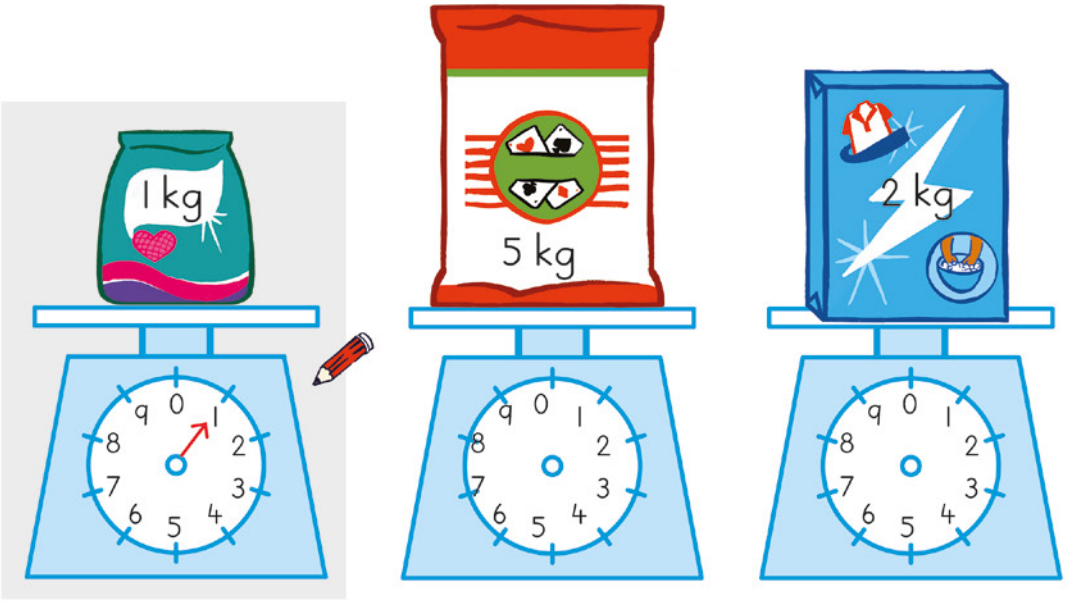
Na ke dipakana tše kae? How many packets?	6
Na ke dikhilogramo tše kae? How many kilograms?	6



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

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

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



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

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

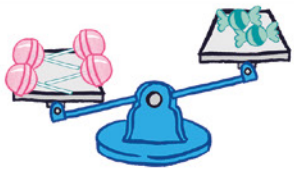
BEKE • WEEK 6

LETŠATŠI 5 • DAY 5

Kelo le teefatšo
Assessment and consolidation

KELO ASSESSMENT → LETLAKALATŠHOMELO WORKSHEET

1



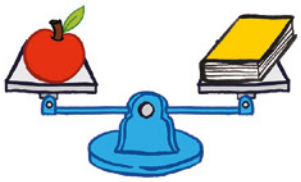
Dilollipop di _____ malekere.

The lollipops are _____ than the sweets.

Malekere a _____ dilollipop.

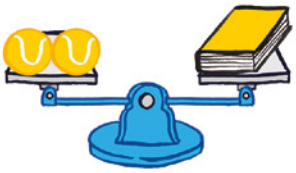
The sweets are _____ than the lollipops.

2



Boima bja puku = diapole ____.

Mass of book = ___ apples.



Boima bja puku = dikgwele tša thenisi ____.

Mass of book = ___ tennis balls.

Ke sefe selo se boima, apole goba kgwele ya thenisi?

_____

Which is heavier, an apple or a tennis ball? _____

A re boleleng Mmetse!
Let's talk Maths!

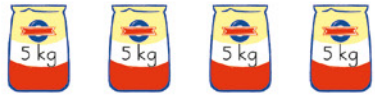
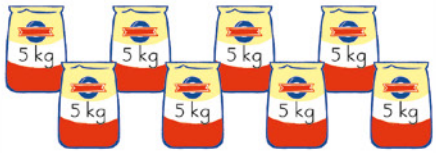
Ka Sepedi re re:	In English we say:
sekala sa tekanyetšo	balance scale
boima	heavy
boimaima	heavier
bofefofefo	lighter
e swana le	the same as
boima	mass
khilogramo	kilogram

62

Consolidation

Teefatšo | Consolidation

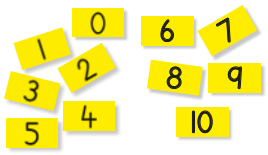
1

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

2

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

Dipaterone

	Didirišwa	
Mmetse wa hlogo: Go hlakantšha goba go ntšha dikatišo tša 10 go tšwa go 0 go ya ga 50	ga di gona	  
Papadi: *1, 2, 3 bontšha!*	*dikarata tša palo 1 -20*	

Letšatši	Mošongwana wa thutišo	Didirišwa tša thutišo
1	Tšwetša paterone pele	Puku ya Mešomo ya Morutwana
2	Dipaterone tša tšeometriki	Puku ya Mešomo ya Morutwana
3	Dipaterone tša tšeometriki	Puku ya Mešomo ya Morutwana
4	Dipaterone tša tšeometriki	Puku ya Mešomo ya Morutwana
5	Teefatšo le kelo ya thuto	Puku ya Mešomo ya Morutwana

Morago ga beke ye, Morutwana o swanetše go kgona go:	✓
kopolla, katološa, hlama le go hlaloša dipaterone tše bonolo tša go dirwa ka dithalwa tša methalo, dibopego goba dilo ka mantšu.	
lemoga, hlaloša ka mantšu le go kopolla dipaterone tša tšeometriki ka hlago, go tšwa bophelong bja ka mehla le go tšwa ga bohwa bja setšo sa rena.	

Kelo

Kelo ya go ngwalwa: Dipaterone tša tšeometriki

Rekhota moputso godimo ga palomoka ya 10 letlakaleng la meputso la kotara.

Kelo ya bomolomo le tirišo

SEPHOLEKE: Dipaterone tša tšeometriki **Lebelela barutwana go ela bokgoni bja bona bja go kopolla, go katološa, go hlama le go hlaloša dipaterone tša tšeometriki.**	**Moputso 7**		
Lenaneo: ruburiki	✓	✗	●
Ga a kgone go kopolla, go katološa, go hlama le go hlaloša dipaterone tša tšeometriki.			
O kgona go kopolla dipaterone tša tšeometriki.			
O kgona go katološa dipaterone tša tšeometriki ge a hwetša thušo efela o dira diphošo tše dintši.			
O kgona go katološa dipaterone tša tšeometriki ge a hwetša thušo efela o dira diphošo tše mmalwa.			
O kgona go katološa dipaterone tša tšeometriki ntle le thušo efela o dira diphošo tše mmalwa.			
O kgona go katološa dipaterone tša tšeometriki ntle le thušo ka nepagalo ka dinako tšohle.			
O kgona go katološa dipaterone tša tšeometriki ka boitshepo le ka nepagalo.			

Rekhota moputso godimo ga palomoka ya 7 letlakaleng la meputso la kotara.

Patterns

	Resources	
Mental Maths: Add or subtract multiples of 10 from 0 to 50	none	
Game: *123 Veza!*	*number cards 1-20*	

Day	Lesson activity	Lesson resources
1	Continue the pattern	LAB
2	Geometric patterns	LAB
3	Geometric patterns	LAB
4	Geometric patterns	LAB
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
copy, extend, create and describe in words simple geometric patterns made with drawings of lines, shapes or objects.	
identify, describe in words and copy geometric patterns in nature, from everyday life and from our cultural heritage.	

Assessment

Written assessment: Geometric patterns

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

Oral and practical assessment

CAPS Geometric patterns **Observe learners to assess their ability to copy, extend and describe geometric patterns**	**Mark 7**		
Checklist: Rubric	✓	✗	●
Unable to copy, extend or describe geometric patterns.			
Able to copy geometric patterns.			
Able to extend geometric patterns when assisted but makes many mistakes.			
Able to extend geometric patterns when assisted but makes a few mistakes.			
Able to extend geometric patterns without assistance but makes a few mistakes.			
Able to extend geometric patterns without assistance correctly always.			
Able to extend geometric patterns confidently and correctly.			

Record a mark out of 7 marks in the term mark sheet.

Dipaterone

Vidiyo ya Mmetse wa Hlogo

Bekeng ye re tsepelela ga go hlakantšha le go ntšha dikatišo tša lesome. Morutiši o tla bitša palo ke moka morutwana o tla akanya katišo ya 10 go hlakantšha le palo yeo. Barutwana bat la swanelwa ke go hlakantšha dipalo ka lebelo ge ba le gare ga ithuta go rarolla marara ka nepagalo.

Vidiyo ya papadi

Mo papading ya beke ye barutwana ba tla itlwaetša go hlakantšha dipalo tše pedi. Maikemišetšo ke go hlakantšha dipalo ka lebelo le go godiša megopolo ya bona ka dintlha tša palo. Se se tla thuša barutwana go rarolla marara ka nepagalo.

Vidiyo ya go godiša kgopolo

Bekeng ye re tsepelela ga dipaterone tša tšeometriki. Mošomong wa rena ka dipaterone tša tšeometriki, barutwana bat la lemoga, go hlaloša le go katološa dipaterone. Lekala le bohlokwa la dipaterone ke go re di a bušeletša le go re poeletšo ye nngwe le ye nngwe e swana thwi le ye nngwe. Re tla tsepelela ga:

- go kopolla, go katološa, go hlama le go hlaloša dipaterone tše bonolo tša go dirwa ka dithalwa tša methalo, dibopego goba dilo.
- go ithuta go go lemoga, go hlaloša ka mantšu le go kopolla dipaterone tša tšeometriki ka hlago, go tšwa bophelong bja ka mehla le go tšwa ga bohwa bja setšo sa rena.

Seo o ka se lebelelago mo bekeng ye

- Paterone ya tšeometriki ke peakanyo ya dibopego. Bokgoni bja go lemoga le go hlama dipaterone bo thuša barutwana go naganela go tšwa ga ditebelelo tša bona. Go kwešiša dipaterone go thuša barutwana go lemoga dikamano le go godiša dikakaretšo.
- Tlotlontšu ye bohlokwa: **ntši**, **nnyane**, **ka bontši**, **bonnyane**, **paterone**.

Patterns

Mental Maths video

This week we focus on adding and subtracting multiples of ten. The teacher will call out a number, and a learner will suggest a multiple of 10 to add to the number. Learners will have to add the numbers quickly as they learn to solve problems efficiently.

Game video

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

Conceptual development video

This week we focus on geometric patterns. Learners will identify, describe and extend patterns. An important aspect of patterns is that they repeat, and that each repetition is exactly the same as the other. We will focus on:

- copying, extending, creating and describing in words simple geometric patterns made with drawings of lines, shapes or objects.
- learning to identify, describe in words and copy geometric patterns in nature, from everyday life and from our cultural heritage.

What to look out for this week

- A geometric pattern is an arrangement of shapes. The ability to recognise and create patterns helps learners make predictions based on their observations. Understanding patterns helps learners to recognise relationships and develop generalisations.
- Important vocabulary: **more**, **less**, **most**, **least**, **pattern**

Tšwetša paterone pele

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

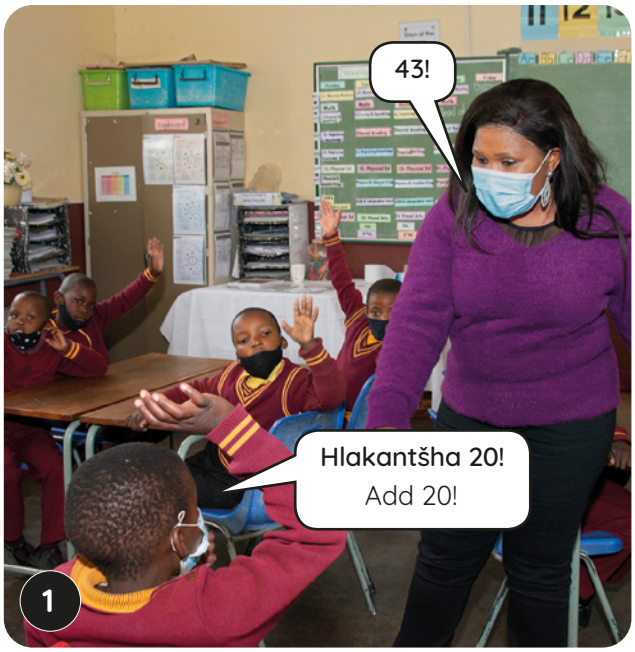
MMETSE WA HLOGO | MENTAL MATHS

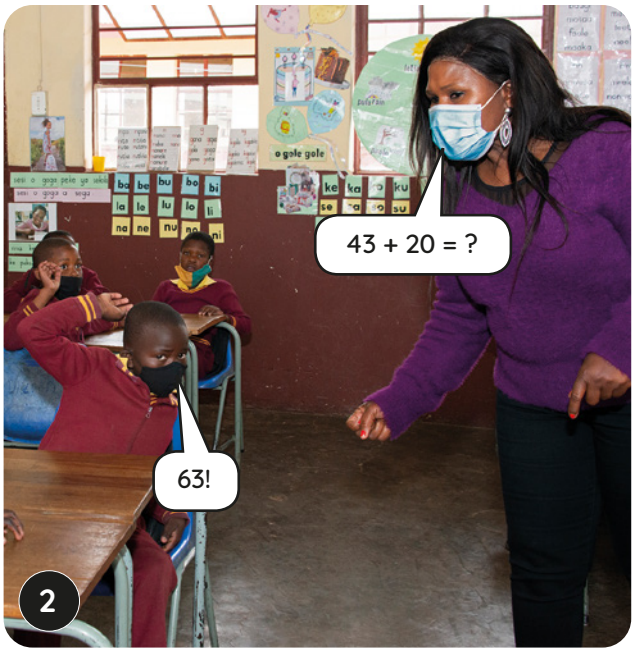
Barutwana ba a hlakantšha le go ntšha dikatišo tša 10 go palo yeo e filwego ka lebelo ka moo go kgonegago.

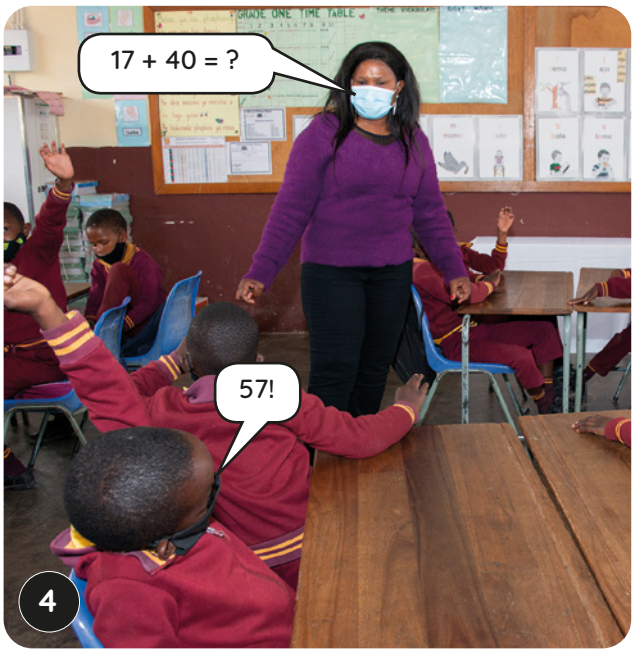
Learners add and subtract multiples of 10 to a given number as fast as possible.

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

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







Continue the pattern

Mešongwana ya go matlafatša • Enrichment activities

Letšatši 1 Day 1

Ntšha.
Subtract.

56 – 23 =

75 – 42 =

29 – 16 =

34 – 31 =

42 – 4 =

66 – 52 =

71 – 31 =

37 – 26 =

53 – 42 =

29 – 18 =

Letšatši 2 Day 2

Ntšha.
Subtract.

49 – 37 =

67 – 25 =

24 – 12 =

51 – 40 =

35 – 21 =

69 – 48 =

19 – 9 =

54 – 13 =

47 – 27 =

32 – 20 =

Letšatši 3 Day 3

Ntšha.
Subtract.

56 – 15 =

73 – 61 =

65 – 42 =

24 – 14 =

42 – 31 =

36 – 24 =

71 – 60 =

44 – 33 =

73 – 11 =

27 – 16 =

Letšatši 4 Day 4

Ntšha.
Subtract.

43 – 22 =

74 – 24 =

25 – 13 =

61 – 41 =

39 – 28 =

69 – 16 =

72 – 41 =

57 – 35 =

48 – 24 =

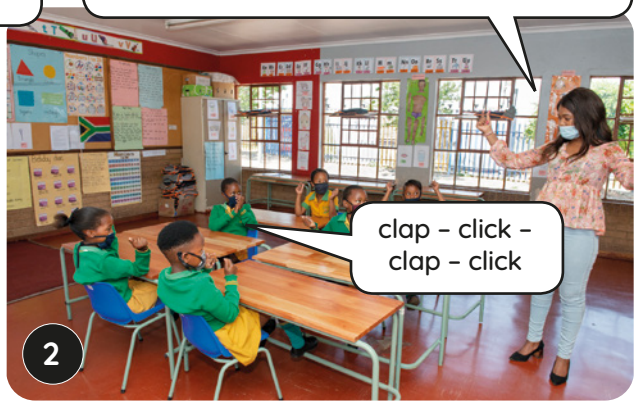
36 – 11 =

Tšwetša paterone pele

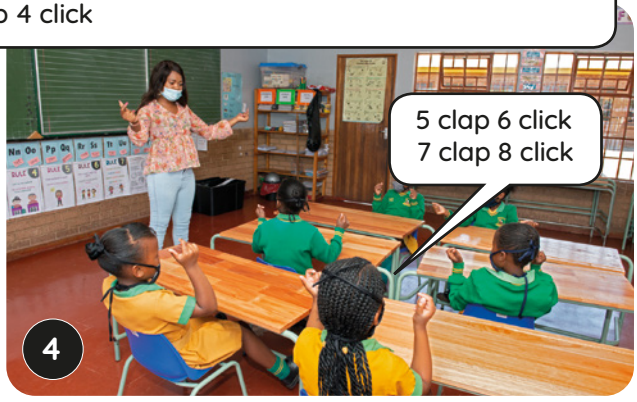
KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

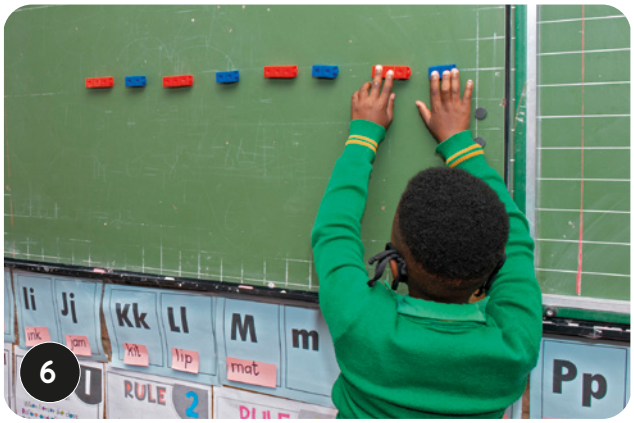
Theeletša ge ke opa ke moka o tšwele pele ka paterone ya go swana.
Listen to my claps and then carry on the same pattern.
clap clap – clap – clap clap – clap – clap clap – clap

Theeletša ka šedi ke moka o tšwele pele ka paterone ya go opa le go thwantšha.
Listen carefully then carry on the pattern with claps and clicks.



Bjale a re hlakantšha go bala pateeroneng ya rena. Theeletša ka šedi ke moka o tšwele pele ka paterone.
Now let's add counting to our pattern. Listen carefully and then continue with the pattern.
1 clap 2 click 3 clap 4 click





Efa barutwana menyetla ye mengwe ya go itlwaetša mehutahuta ya dipaterone tše bonolo tšeo ka tšona, dibopego goba dihlopha tša dibopego di bušeletšwago ka tsela ya go swana thwi.

Provide other opportunities for the learners to practice a variety of simple patterns in which shapes, or groups of shapes are repeated in exactly the same way.

Continue the pattern

BEKE • WEEK 7

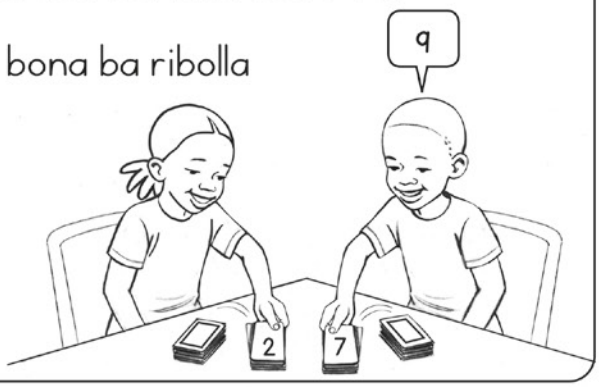
LETŠATŠI 1 • DAY 1

Tšwetša paterone pele
Continue the pattern

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

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

- Ralokang ka bobedi ka dikarata tša lena tša 0–20.
  Play in pairs with your 0–20 cards.
- Barutwana ka bobedi bja bona ba ribolla karata. Hlakantšha!
  Both learners flip a card. Add!
- Swara dikarata ge o e kgonne.
  Keep the cards if you get it right.
- Bušeletša gape!
  Go again!



1 Katološa patrone ga 4.
Extend the pattern 4 times.

○△○△ _____

2 Balang ka bo2. Khalara dipalo tšeo o di balago.
Count in 2s. Colour the numbers you count.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

3 Dira morethetho wa go bala.
Make a counting rhythm.

○ = opa (clap)	△ = thwantšha (click)

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

Bolela palo ya △ ka setu gomme o bolele palo ya ○ o bolelela godimo.
Say the △ numbers quietly and the ○ numbers loudly as you count.

64

Tšwetša paterone pele

4 Katološa paterone ga 2.
Extend the pattern 2 times.

△△○△△○ _____

5 Bala ka bo 3. Khalara mofofo wo mongwe le wo mongwe.
Count in 3s. Colour each jump.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

6 Dira morethetho.
Make the rhythm.

○ = opa clap	△ = thwantšha click

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

Bolela palo ya △ ka setu gomme o bolele palo ya ○ o bolelela godimo.
Say the △ numbers quietly and the ○ numbers loudly as you count.

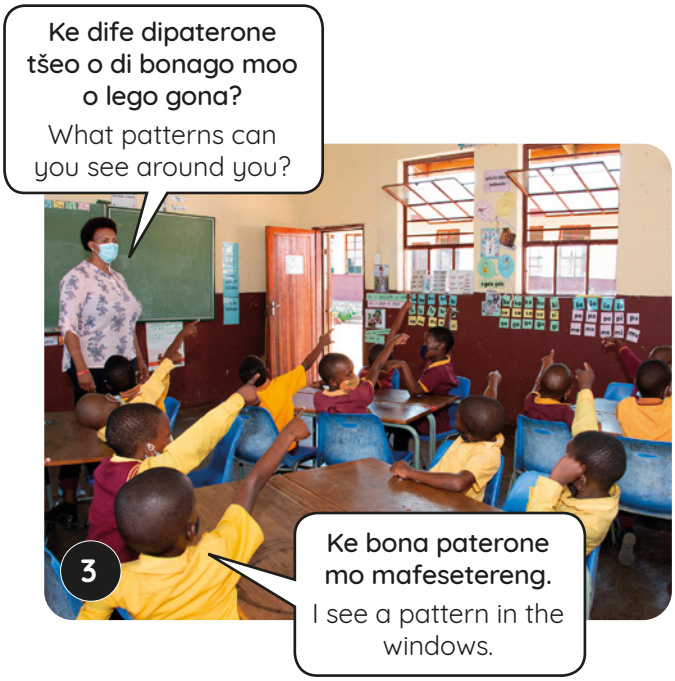
7 Itirele morethetho wa gago ka go opa le go thwantšha.
Make a rhythm of your own using claps and clicks.

○ = opa clap	△ = thwantšha click

Ruta mogwera wa gago patrone ya gago.
Teach your pattern to your friend.

Geometric patterns

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT



Khuthaza abafundi bachaze iipatheni ezikhoyo. Bancedise babone ukuba ezinye iipatheni zokwenyani zineemilo, imigca okanye amachokoza aphindeka rhoqo kanti ezinye zezi zinto aziphindeki rhoqo.

Encourage learners to identify patterns in real life. Help them to see that some real-life patterns are regular and some have irregular repetitions of shapes, lines or dots.

BEKE • WEEK 7

LETŠATŠI 2 • DAY 2

Dipatrone tša tšeometriki
Geometric patterns

MMETSE WA HLOGO
MENTAL MATHS

NTŠHA DIKATIŠO TŠA 10
SUBTRACT MULTIPLES OF 10

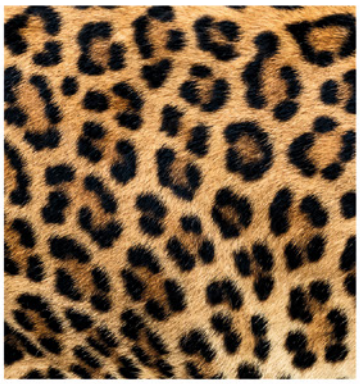
→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ MATLAKALATŠHOMELO
WORKSHEETS

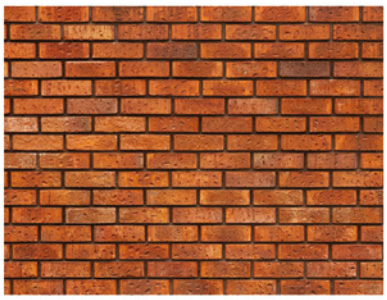
Letlalo la phoofolo le na le dipatrone tša go kgahliša! Ke dife diphoofolo tšeo o di bonago mo?

Animal skin has interesting patterns! What animals do you see here?



1 Bolelang ka dipatrone tšeo di bontšhitšwego mo diswantšhong tša ka tlase. Na di dirilwe ka dibopego dife? Bjang?

Talk about the patterns shown in the pictures below. What shapes are they made of? How?



66

2 Thala patrone ya gago.
Draw your own pattern.

o šomiša dikwere le dikhutlotharo
using squares and triangles

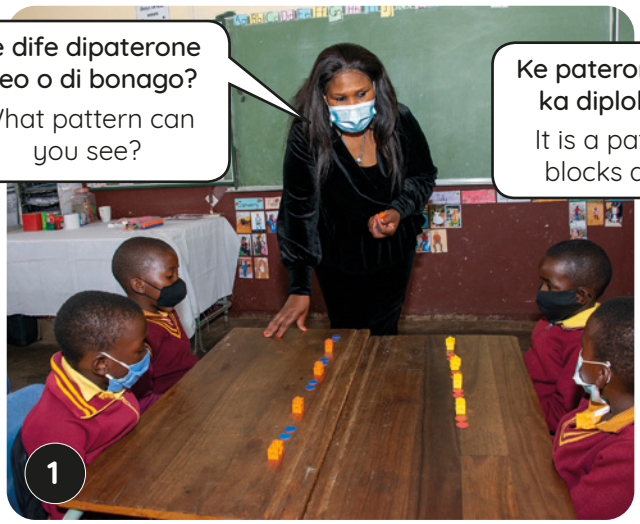
o šomiša dikhutlonnethwi le dikwere
using rectangles and squares

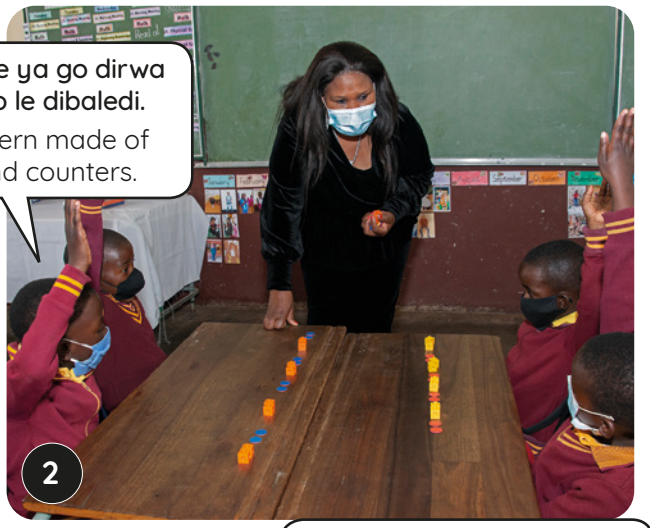
o šomiša sebopego se sengwe le se
using any shapes

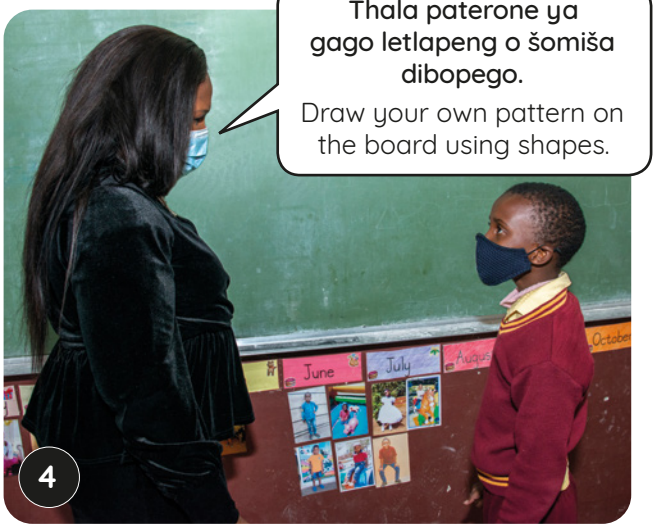
Dipatrone tša tšeometriki

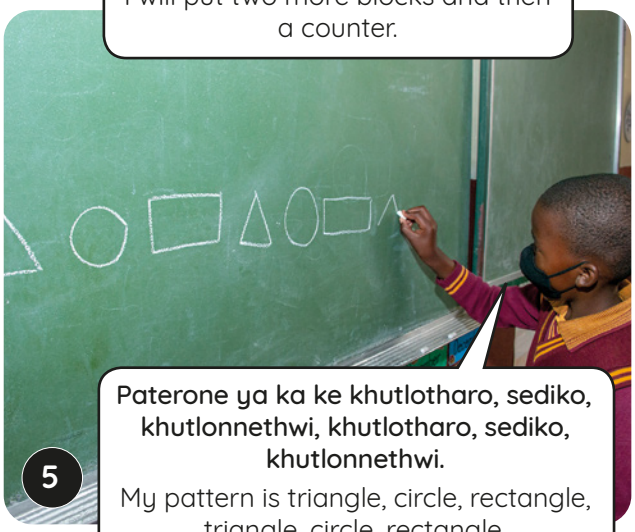
MMETSE WA HLOGO
MENTAL MATHS
HLAKANTŠHA DIKATIŠO TŠA 10
ADD MULTIPLES OF 10
→ PAPADI
GAME
→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT
→ LETLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT









Hlohleletša barutwana go itirela dipaterone tša bona le go hlalošetša bagwera ba bona dipaterone tša bona. Ba fe nako ya go katološa dipaterone tša bona. Ba ka dira dipaterone ka dibopego, diploko goba modumo wa go swana le go opa le go thwantšha.

Encourage learners to make up their own patterns and to describe their patterns to their partners. Allow time for learners to extend each other's patterns. They can make patterns with shapes, blocks or sounds, like claps and clicks.

Geometric patterns

BEKE • WEEK 7

LETŠATŠI 3 • DAY 3

Dipatrone tša tšeometriki
Geometric patterns

MMETSE WA HLOGO
MENTAL MATHS

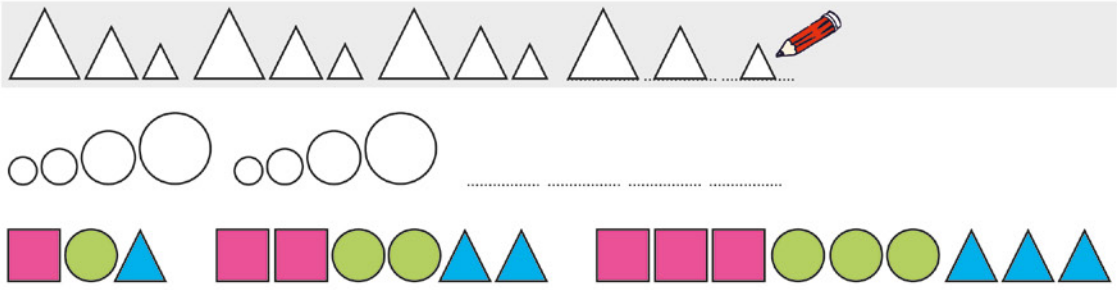
HLAKANTŠHA DIKATIŠO TŠA 10
ADD MULTIPLES OF 10

→ PAPADI
GAME

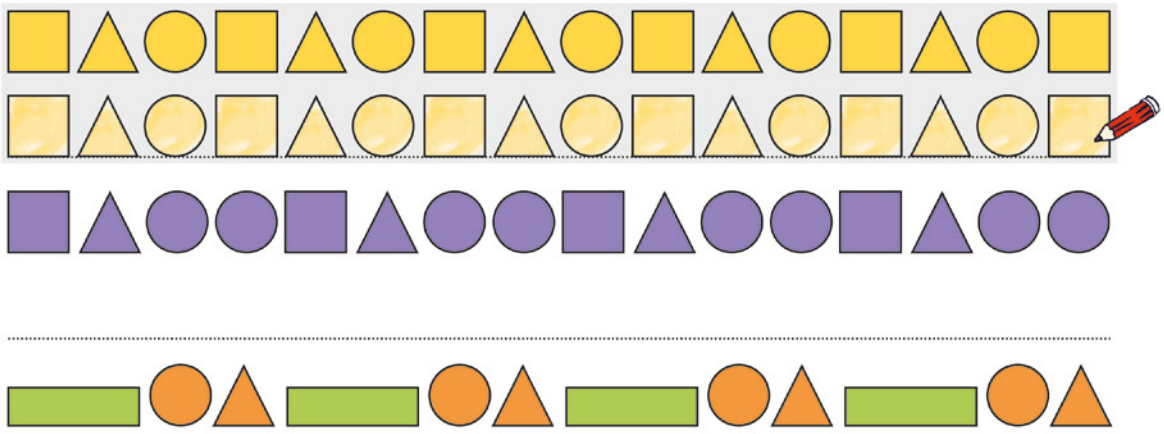
→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ MATLAKALATŠHOMELO
WORKSHEETS

1 Thala sete ye e latelago ya dibopego mo patroneng.
Draw the next set of shapes in the pattern.



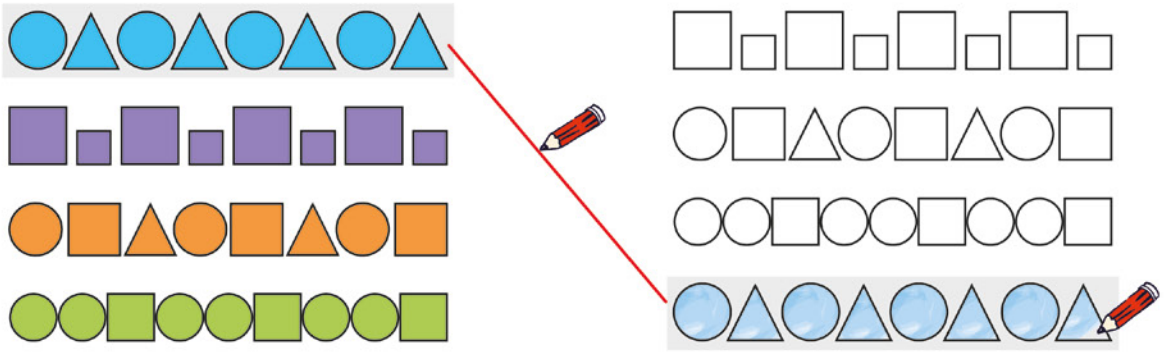
2 Katološa paterone.
Extend the pattern.



Dipatrone tša tšeometriki

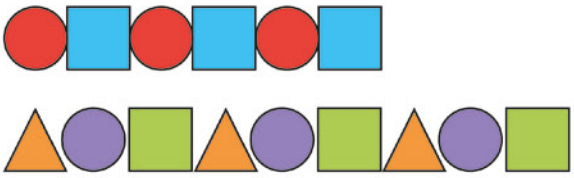
3 Thala methalo o be o khalare dibopego go nyalanya dipatrone.

Draw lines and colour the shapes to match the patterns.



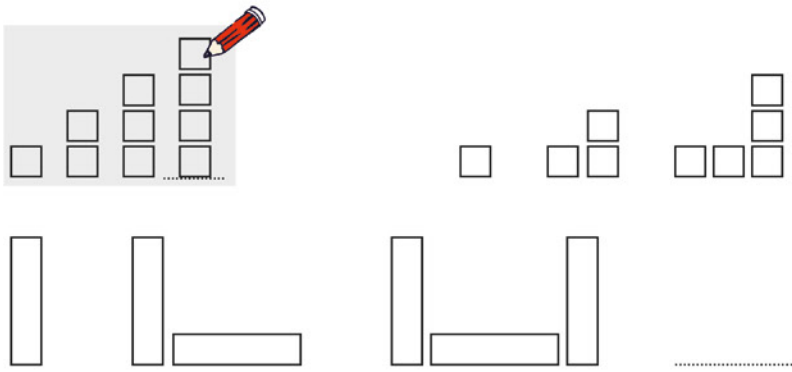
4 Thala sete ye e latelago ya dibopego mo patroneng.

Draw the next set of shapes in the pattern.



5 Thala sebopego seo se latelago mo patroneng.

Draw the next shape in the pattern.

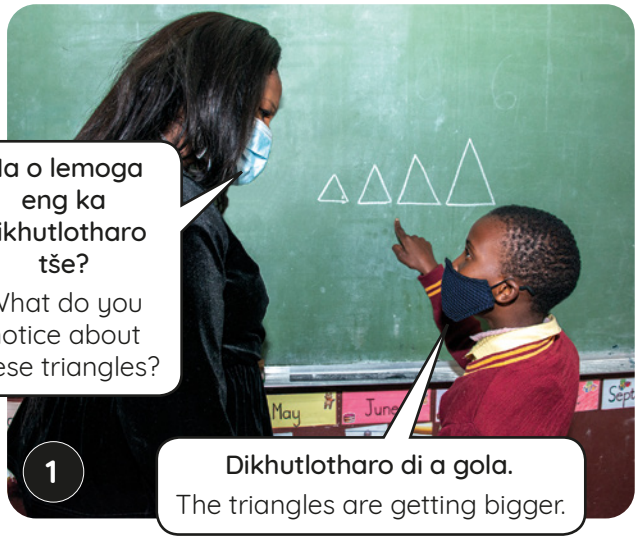


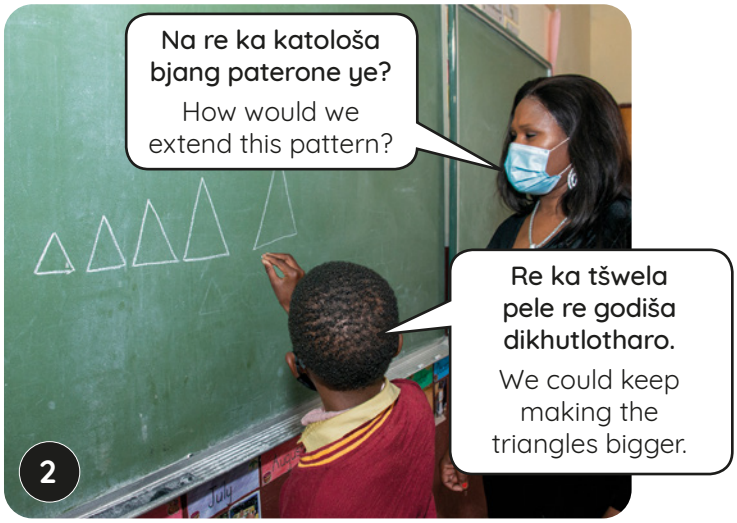
6 Thala patrone ya gago.

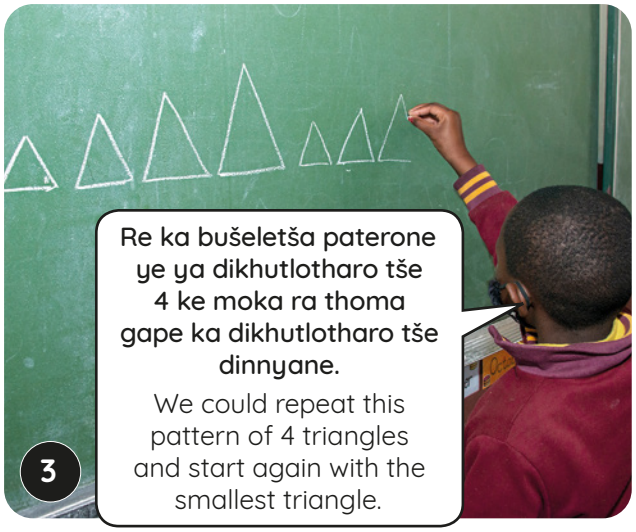
Draw your own pattern.

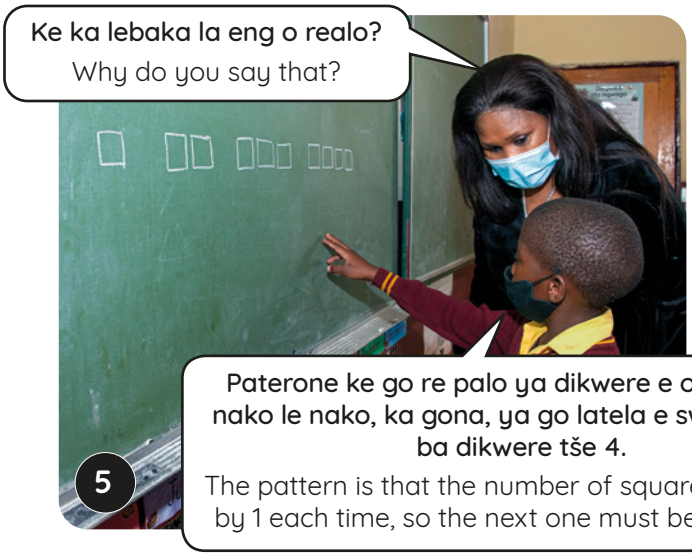
Geometric patterns

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT









Hlohleletša barutwana ba lemoge go re dipaterone di ka katološwa ka go oketša bogolo goba bokaalo bja tšona, go ena le go fetoša mebala goba dibopego.

Encourage learners to recognise that patterns can be extended by increasing the size or quantity, rather than just alternating colours or shapes.

Dipatrone tša tšeometriki

BEKE • WEEK 7

LETŠATŠI 4 • DAY 4

Dipatrone tša tšeometriki
Geometric patterns

MMETSE WA HLOGO
MENTAL MATHS

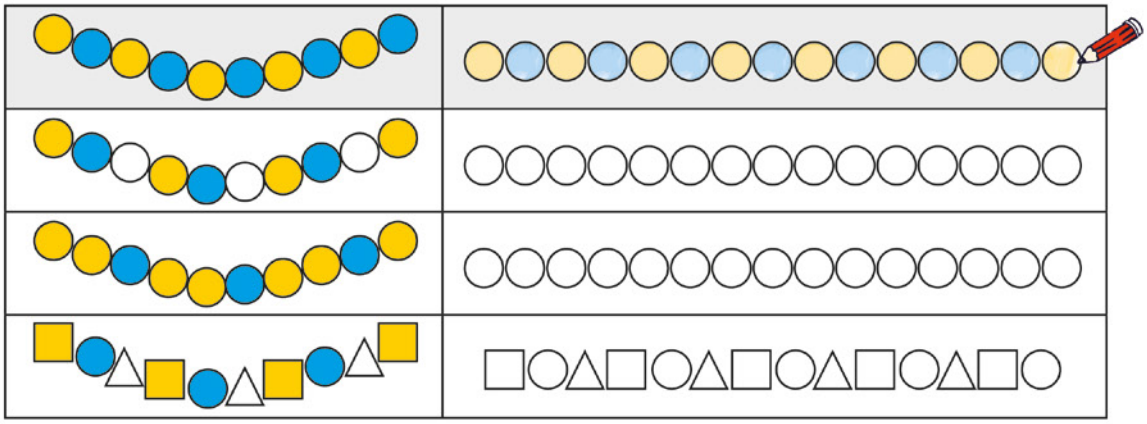
NTŠHA DIKATIŠO TŠA 10
SUBTRACT MULTIPLES OF 10

→ PAPADI
GAME

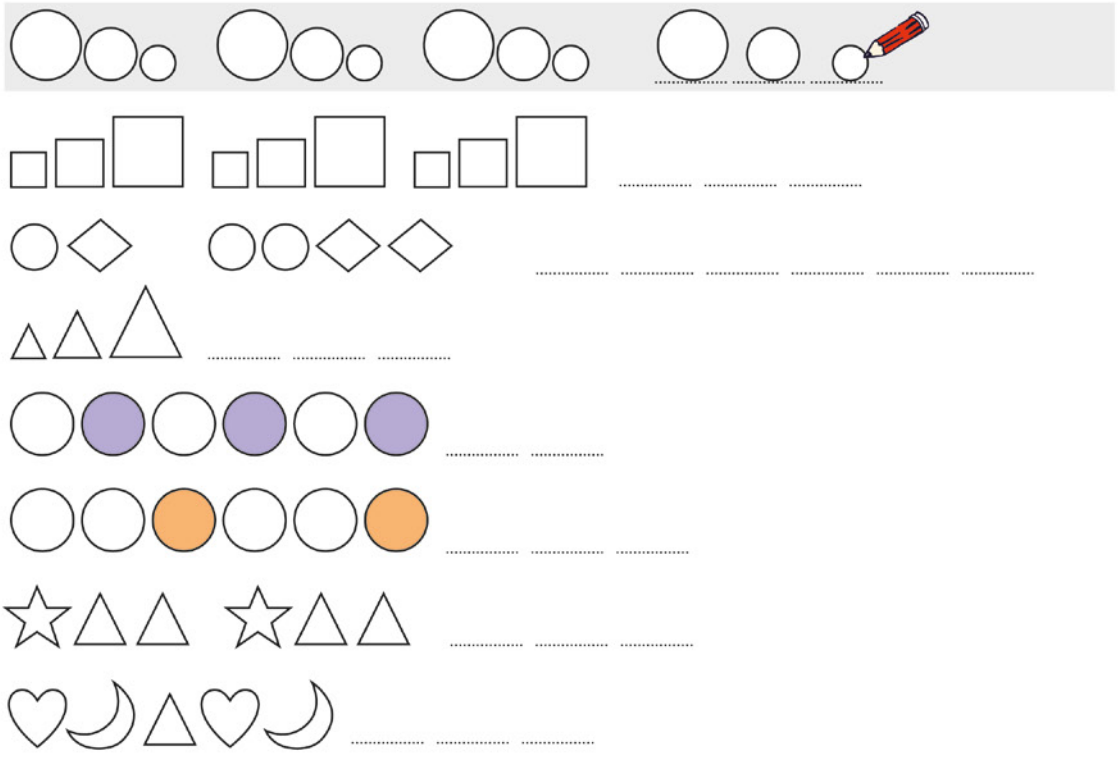
→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ MATLAKALATŠHOMELO
WORKSHEETS

1 Kopolla dipatrone tša mebala.
Copy the colour patterns.



2 Katološa dipatrone.
Extend the patterns.



Geometric patterns

3 Thala patrone ya gago o šomiša dibopego tše:

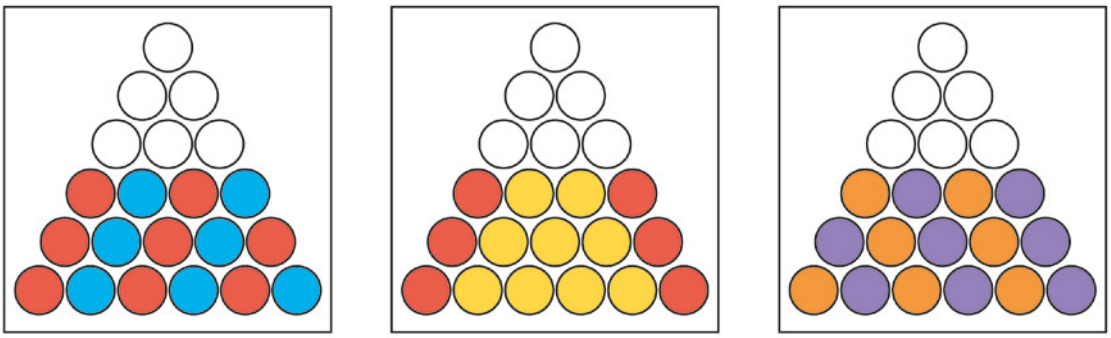
Draw your own pattern using these shapes:

4 Thala patrone ya gago o šomiša dibopego tše dingwe le tše dingwe.

Draw your own pattern using any shapes.

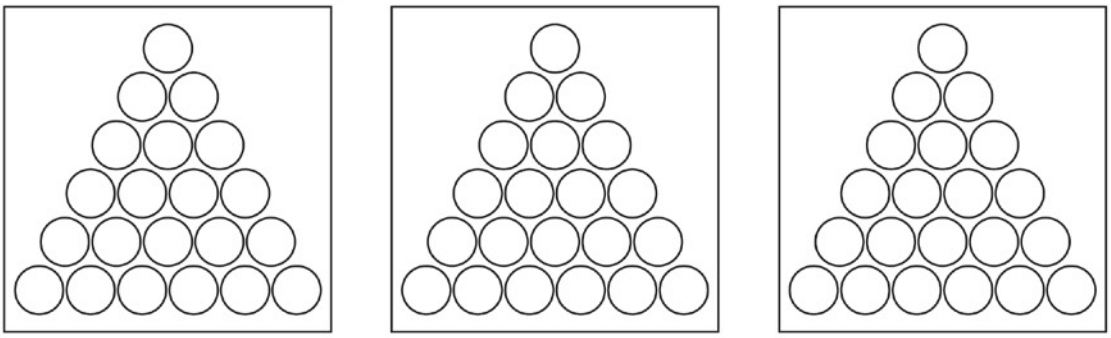
5 Feleletša dipaterone.

Complete the patterns.



6 Hlama dipatrone tša gago tša mebala.

Create your own colour patterns.



BEKE • WEEK 7

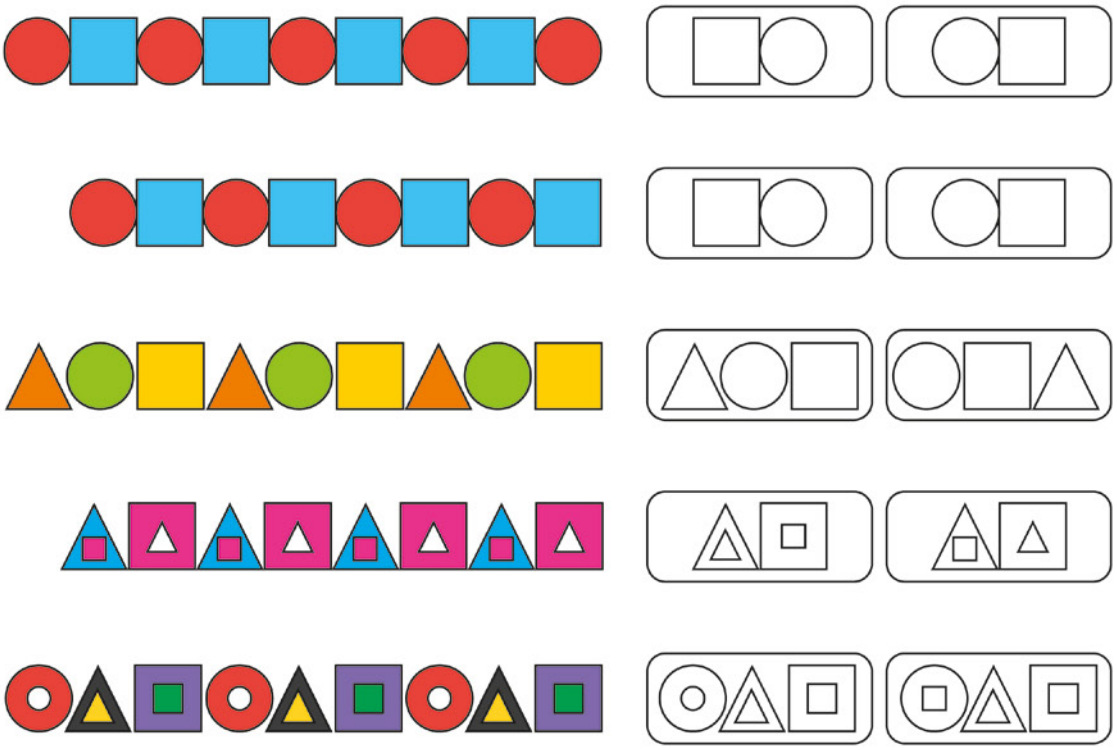
LETŠATŠI 5 • DAY 5

Kelo le teefatšo
Assessment and consolidation

KELO ASSESSMENT → LETLAKALATŠHOMELO WORKSHEET

Kgetha o be o khalare dibopego tša go latela mo patroneng.

Choose and colour the next shapes in the pattern.



A re boleleng Mmetse!

Let's talk Maths!

Ka Sepedi re re:	In English we say:
sekwere	circle
khutlotharo	triangle
sekwere	square
khutlonnethwi	rectangle
dipatrone tša tšeometriki	geometric pattern
katološa patrone	extend the pattern

Consolidaton

Teefatšo | Consolidation

1 Katološa patrone.

Extend the pattern.

2 Feleletša patrone.

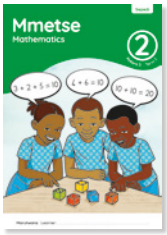
Complete the pattern.

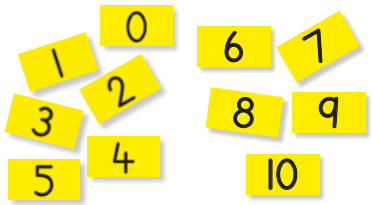
3 Thala patrone ya gago o šomiša dibopego tše:

Draw your own pattern using these shapes:

Sekgoba le sebopego

	Izixhobo
Mmetse wa Hlogo: Go hlahlamolla le go aga	ga di gona
Papadi: Mmetse wa lebelo ka dikarata – ntšha go tšwa go 50	*dikarata tša dipalo 1 – 10*





Letšatši	Mošongwana wa thuto	Mošongwana wa thuto
1	Dilo tša mahlakore-tharo (3- D)	Puku ya Mešomo ya Morutwana, dilo tša mahlakore-tharo (3- D), *silintere, dikgwele le mapokisi*
2	Dilo tša mahlakore-tharo (3- D)	Puku ya Mešomo ya Morutwana, dilo tša mahlakore-tharo (3- D), *silintere, dikgwele le mapokisi*
3	Go aga dilo tša dilo tša mahlakore-tharo (3- D)	Puku ya Mešomo ya Morutwana, *dilo tša mahlakore-tharo (3- D)*
4	Boemo	Puku ya Mešomo ya Morutwana, *dilo tša mahlakore-tharo (3- D)*
5	Teefatšo le kelo ya go ithuta	Puku ya Mešomo ya Morutwana

Morago ga beke ye,morutwana o swanetše go kgona go:	✓
lemoga, go hlaloša, go hlaola le go bapetša dilo tša mahlakore-tharo (disilintere, dikgolokwe le diprisimo).	
aga dilo tša mahlakore-tharo (3- d) ka materiale (dira boitekelo ka dibopego tša kgwele le mapokisi).	
nyalanya dipono tša go fapafapana tša dilo tša go swana tša ka mehla.	

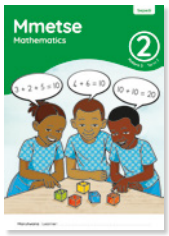
Kelo

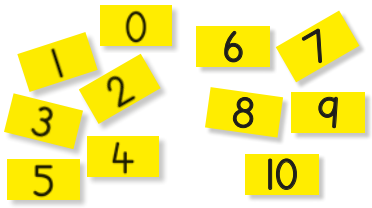
Kelo ya go ngwalwa: Sekgoba le sebopego

Rekhota moputso godimo ga palomoka ya 8 letlakaleng la meputso la kotara.

Space and shape

	Resources
Mental Maths: Breaking down and building up	none
Game: *Fast maths with cards – subtract from 50*	*number cards 1 – 10*





Day	Lesson activity	Lesson resources
1	3-D objects	LAB, *3-D objects*, cylinders, balls and boxes
2	3-D objects	LAB, *3-D objects*, cylinders, balls and boxes
3	Building with 3-D objects	LAB, *3-D objects*
4	Position	LAB, *3-D objects*
5	Consolidation and assessment for learning	LAB

After this week the learner should be able to:	✓
recognise, describe, sort and compare 3-D objects (cylinders, spheres and prisms).	
build 3-D objects from materials (experiment with ball and box shapes).	
match different views of the same everyday object.	

Assessment

Written assessment: Space and shape

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

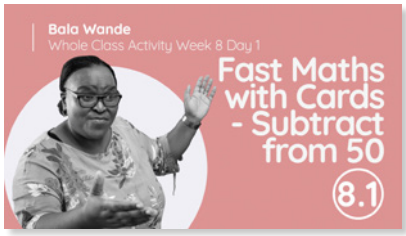
Sekgoba le sebopego

Vidiyo ya Mmetse wa hlogo

Bekeng ye re tla raloka papadi ya Fizz Pop, re tsepeletše ga go hlahlamolla le go aga dipalo. Barutwana ba tla fiwa menyetla ya go hlahlamolla dipalo ka masome le botee ka Matšatši 1 le 3 gomme ka Matšatši 2 le 4 ba tla aga dipalo tša mono-pedi. Se se teefatša kgopolo ya barutwana ya palo.

Vidiyo ya papadi

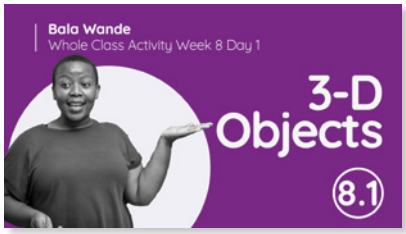
Bekeng ye re tla raloka papadi ya *Mmetse wa Lebelo ka* dikarata: ntšha go tšwa ga 50. Barutwana ba tla itlwaetša go rarolla marara ka lebelo ka go gopola dintlha tša palo. Barutwana ba ntšha, go tšwa ga palo ya go fapana ka letšatši le lengwe le le lengwe (go fa mohlala go tšwa ga 50, 60, 70 goba 80) ge beke e le gare e eya pele.



Vidiyo ya go godiša kgopolo

Mo thutong ya kgodišo ya kgopolo, bekeng ye, re tsepelela go dilo tša mahlakore-tharo. Barutwana ba tla fiwa monyetla wa go hlaloša, go hlaola le go bapetša dilo tša mahlakore-tharo ka go bapetša bogolo, le bokgoni bja bona bja go thelela goba go kgokologa. Barutwana ba tla dira boitekelo ka go aga mehuta ya dibopego ba šomiša dilo tša kgwele le lepokisi. Go bohlokwa gore barutwana ba tšwele pele ka go šomiša dilo tša nnete gore ba kgone go utolla le go kwešiša dikarolo tša dilo tša mahlakore-tharo. Sa mafelelo, barutwana ba tla ithuta ka boemo le dipono. Hlogo goba sererwa sa dipono se thuša barutwana go godiša bokgon bja bona bja go bona ka kgopolo (ka leihlo la kgopolo) dibopego le dilo tša tšeometriki (le tše dingwe). Mošomong wa rena ka dilo tša mahlakore-tharo le boemo, wa go ntšha, re tla tsepelela ga:

- go lemoga, go hlaloša, go hlaola le go bapetša dilo tša mahlakore-tharo (disilintere, dikgolokwe le diprisimo).
- go aga dilo tša mahlakore-tharo (3- D) ka materiale (dira boitekelo ka dibopego tša kgwele le mapokisi).
- go nyalanya dipono tša go fapafapana tša dilo tša go swana tša ka mehla.



Seo o ka se lebelelago mo bekeng ye

- Dilo tša 3-D (dilo tša mahlakore-tharo) di na le botelele, bophara le boteng. Pele ga ge o ka ruta dithuto mo bekeng ye, netefatša gore o kgoboketša dilo tša 3-D tša go swana le pampišanathume (le dibopego tše dingwe tša silintere), dikgwele tša bogolo bja go fapafapana le mapokisi a bogolo bja go fapafapana.
- Go bohlokwa go fa barutwana nako ya go dula ba bona ka leihlo la kgopolo. O swanetše go ba hlohleletša gore ba tswalele mahlo a bona gomme ba 'lebelele diswantšho tšeo ba di bonago ka dihlogong tša bona' tša dilo tšeo le di ahlaahlago. Go bohlokwa gore tše di tswalantšhwe morago ga boitemogelo bja ka mehla bja barutwana, gore thuto ya bona e thewe godimo ga dikgokaganyo tše maatla go lefase la bona.
- Tlotlontšu ye bohlokwa: kgolokwe, silintere, prisimo, kgokologa, thelela, sebopego sa lepokisi, sebopego sa kgwele, hlaloša, hlaola, bapetša, bogolo, godimo, ka fase, boemo, dipono, (ya godimo, ya lahlakore, ya ka pele), nyalanya.

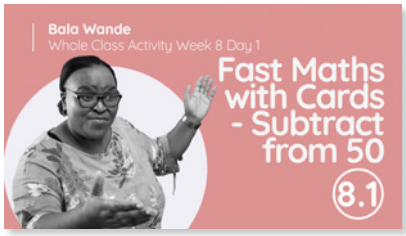
Space and shape

Mental Maths video

This week we will play *Fizz Pop*, focusing on breaking down and building up numbers. Learners will be given opportunities to break numbers into tens and ones on Days 1 and 3, and on Days 2 and 4 they will build two-digit numbers. This consolidates learners' number concept.

Game video

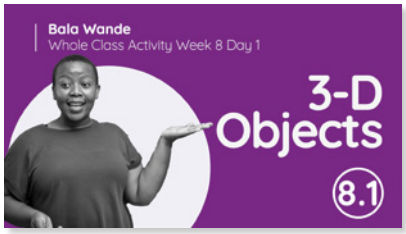
This week we will play *Fast maths with cards – subtract from 50*. Learners will practice solving problems quickly by recalling number facts. The learners subtract from a different number each day (for example from 50, 60, 70 or 80) as the week goes by.



Conceptual development video

In the conceptual development lessons, this week we focus on 3-D objects. Learners will be given the opportunity to describe, sort and compare 3-D objects, by comparing size, and their ability to slide or roll. Learners will also experiment with building a variety of structures using ball and box objects. It is important that the learners continue to use real objects in order to discover and understand the properties of the 3-D objects. Finally, learners will learn about position and views. The topic of views helps learners to develop their ability to visualise (see in their mind's eye) geometric (and other) shapes and objects. In our work on 3-D objects and position, we will focus on:

- recognising, describing, sorting and comparing 3-D objects (cylinders, spheres and prisms).
- building 3-D objects from materials (experimenting with ball and box shapes).
- matching different views of the same everyday object.



What to look out for this week

- **3-D objects** (three-dimensional objects) have length, width and depth. Before teaching the lessons this week, make sure you collect 3-D objects such as toilet rolls (and other cylinder shapes), different sized balls, different sized boxes.
- It is very important to give the learners time to sit and visualise. You should encourage them to close their eyes and 'look at the images they can see inside their heads' of the objects you are discussing. It is important that these are related back to the learners' everyday experiences, so that their learning can be based upon strong connections to their world.
- Important vocabulary: **sphere**, **cylinder**, **prism**, **roll**, **slide**, **box-shaped**, **ball-shaped**, **describe**, **sort**, **compare**, **size**, **on top**, **underneath**, **position**, **views (top, side, front)**, **match**.

Dilo tša mahlakore-tharo (3-D)

MMETSE WA HLOGO
MENTAL MATHS
FIZZ POP! THUBA
FIZZ POP! BREAK
→ UMDLALO
GAME
→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT
→ LETLAKALATŠHOMELO
WORKSHEETS

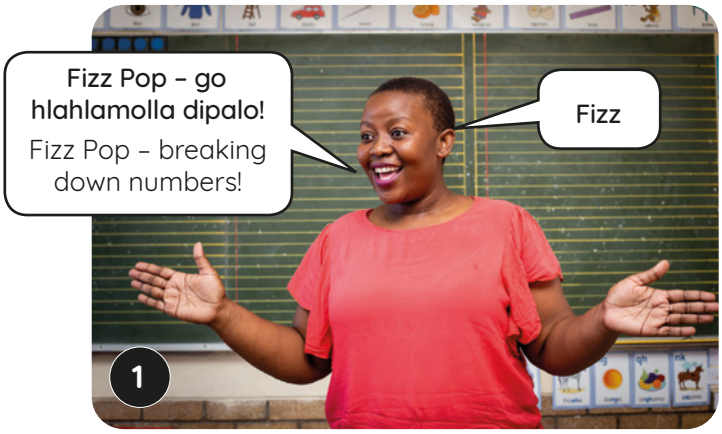
MMETSE WA HLOGO | MENTAL MATHS

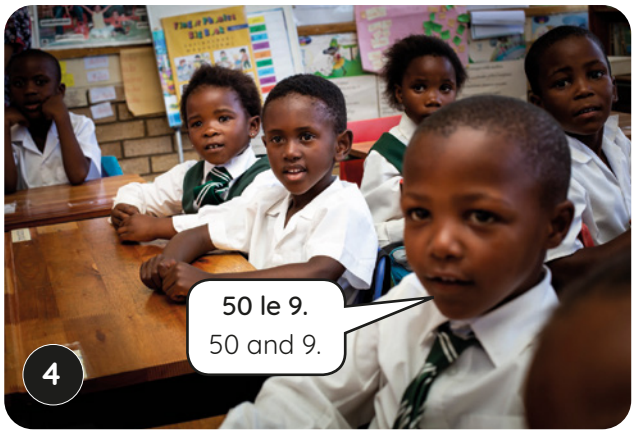
Barutwana ba hlahlamolla le go aga dipalo ka bo10 le bo1.

Learners break down and build up numbers into 10s and 1s.

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

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





3-D objects

Mešongwana ya go matlafatša • Enrichment activities

Letšatši 1 Day 1

Šomiša diploko go rarolla.
Solve using blocks.

33 + 36 =

25 + 14 =

51 + 24 =

48 + 11 =

32 + 24 =

75 – 14 =

55 – 31 =

49 – 27 =

37 – 34 =

65 – 50 =

Letšatši 2 Day 2

Šomiša diploko go rarolla.
Solve using blocks.

61 + 12 =

44 + 25 =

17 + 42 =

32 + 23 =

12 + 62 =

56 – 45 =

49 – 26 =

28 – 16 =

73 – 62 =

35 – 14 =

Letšatši 3 Day 3

Šomiša diploko go rarolla.
Solve using blocks.

33 + 42 =

25 + 31 =

12 + 55 =

44 + 23 =

31 + 38 =

65 – 51 =

55 – 33 =

49 – 17 =

37 – 24 =

75 – 60 =

Letšatši 4 Day 4

Šomiša diploko go rarolla.
Solve using blocks.

51 + 12 =

44 + 25 =

17 + 32 =

22 + 33 =

34 + 41 =

55 – 41 =

39 – 27 =

69 – 45 =

58 – 36 =

42 – 21 =

Dilo tša mahlakore-tharo (3-D)

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Sebopego se sa kgwele se bitšwa kgolokwe. Ke dife dikgolokwe tše dingwe tšeo o di bonago ka phapošing?
This ball shape is called a sphere. What other spheres do you see in the class?

1

Ke bona kgwele ya maoto yeo e lego kgolokwe.
I see a soccer ball that is a sphere.

Sebopego se sa lepokisi se bitšwa prisimo. Ke dife diprisimo tše dingwe tšeo o di bonago ka phapošing?
This box shape is called a prism. What other prisms do you see in the class?

2

Ke bona lepokisi la pampišanathume leo e lego prisimo.
I see a tissue box that is a prism.

Sebopego se se bitšwa silintere. Ke dife disilintere tše dingwe tšeo o di bonago ka phapošing?
This shape is called a cylinder. What other cylinders do you see in the class?

3

Ke bona lepokisi la pampišanathume leo e lego siintere.
I see a toilet roll that is a cylinder.

Barutwana ba swanetše go lebelela dikgolokwe, diprisimo le disilintere ka phapošing. Hlohleletša barutwana go bolela ka dilo tša go fapafapana tša mahlakore-tharo. Ba thuše ba lemoge bogolo bja go fapafapana bja dilo le go lemoga dibopego tša mmetse mo bophelong bja dilo tša nnete.

Learners should look for **spheres**, **prisms** and **cylinders** in the classroom. Encourage them to talk about different 3-D objects. Help them to notice the different sizes of objects, and to recognise the mathematical shapes in real life objects.

3-D objects

BEKE • WEEK 8

LETŠATŠI 1 • DAY 1

Dilo tša mahlakore-tharo
3-D objects

MMETSE WA HLOGO
MENTAL MATHS

FIZZ POP! THUBA
FIZZ POP! BREAK

PAPADI
GAME

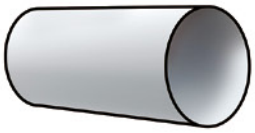
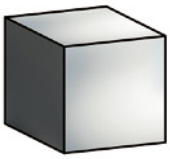
KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

MATLAKALATŠHOMELO
WORKSHEETS

Papadi: Mmetse wa lebelo ka dikarata – ntšha go tšwa go 50
Game: Fast maths with cards – subtract from 50

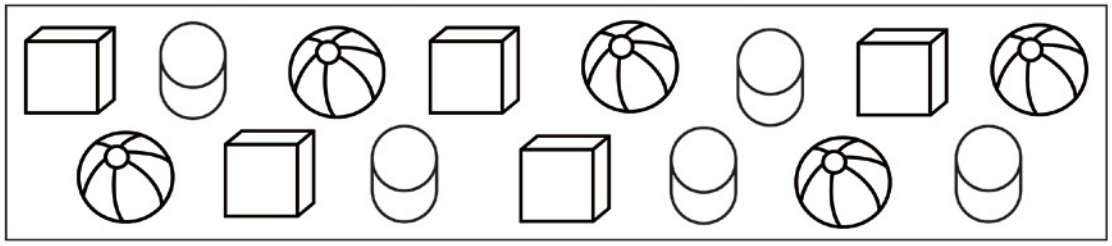
- Bea dikarata tša dipalo 0 go ya ga 10 ka mokgobo.
  Place number cards 0 to 10 in a pile.
- Ribolla karata e tee.
  Flip one card.
- Ntšha go tšwa go 50!
  Subtract from 50!

1

	kgolokwe / sphere
	silintere / cylinder
	prisimo / prism

Latišiša maina a dilo.
Trace the object names.

2 Khalara dikgolokwe ka moka ka mmala wo mokhubedu, diprisimo ka talaleratadima, disilintere ka wo motalamorogo.
Colour all the spheres red, the prisms blue and the cylinders green.



Dilo tša mahlakore-tharo (3-D)

3 Kgolokwe, silintere goba prisimo?

Sphere, cylinder or prism?

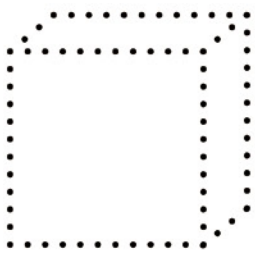
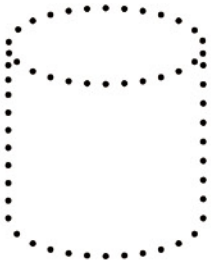
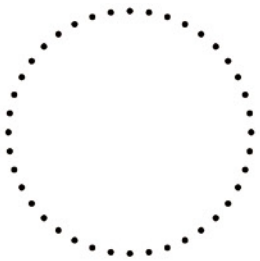
			
isazinge sphere	iprizimu prism	isilinda cylinder	

4 Latišiša o be o khalare dilo.

Trace and colour the objects.

prisimo prism	silintere cylinder	kgolokwe sphere
		

Dilo tša mahlakore-tharo (3-D)

MMETSE WA HLOGO / MENTAL MATHS: FIZZ POP! AGA / FIZZ POP! BUILD → UMDLALO / GAME → KGODIŠO YA KGOPOLO / CONCEPT DEVELOPMENT → LETLAKALATŠHOMELO / WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Efa barutwana nako ya go raloka ka dibopego le go ba hlohleletša gore ba bolele ka dilo tša go fapafapana tša mahlakore-tharo le go lemoga ge eba di ka thelela goba tša kgokologa. Thuša barutwana go gopola gore disilintere di ka thelela le go kgokologa ka lebaka la sebopego sa tšona.

Give learners time to play with shapes and encourage them to talk about the different 3-D objects and to identify whether they can slide or roll. Help learners to realise that cylinders can both slide and roll because of their shape.

Dilo tša mahlakore-tharo (3-D)

BEKE • WEEK 8

LETŠATŠI 2 • DAY 2

Dilo tša mahlakore-tharo
3-D objects

MMETSE WA HLOGO
MENTAL MATHS

FIZZ POP! AGA
FIZZ POP! BUILD

→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ MATLAKALATŠHOMELO
WORKSHEETS

1 Swaya dikarabo tša maleba.
Tick the correct answers.

Silintere e ka kgokologa goba ya thelela! E na le mahlakore a phaphathi le a kgokolo.

A cylinder can roll and slide! It has flat and round sides.

	kgokologa roll	thelela slide	kgokologa le go thelela roll and slide
	✓		
			
			
			
			
			
			
			

3-D objects

2 Mahlakore a kgokolo goba a phaphathi?
Round sides or flat sides?

			
kgokolo	phaphathi	phaphathi	kgokolo
round	flat	flat	round

3 Ngwala dikarabo tša maleba go feleletša tafola.
Write the correct answers to complete the table.

Gopola, prisimo e na le merumo ye mebedi ya go swana gomme mahlakore ka moka ke a phaphathi.
Remember, a prism has two identical ends and all sides are flat.

	phaphathi/ mahlakore a kgokolo flat/round sides	kgokologa/thelela/ kgokologa le go thelela roll/slide/roll and slide
prisimo prism	phaphathi flat	thelela slide
kgolokwe sphere		
silintere cylinder		

Go aga ka dilo tša mahlakore-tharo (3-D)

MMETSE WA HLOGO
MENTAL MATHS
FIZZ POP! THUBA
FIZZ POP! BREAK
→ UMDLALO
GAME
→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT
→ LETLAKALATŠHOMELO
WORKSHEETS

MMETSE WA HLOGO | MENTAL MATHS

Na o nagana gore o ka kgona go aga tora o šomiša mapokisi? Ka lebaka la eng?
Do you think you could build a tower using boxes? Why?

1 Mahlakore a mapokisi ke a phaphathi, ka gona, nka kgona go a paka.
Yes! The sides of the boxes are flat so I can stack them.

Na o nagana gore o ka kgona go aga tora o šomiša dikgwele? Ka lebaka la eng?
Do you think you could build a tower using balls? Why?

2 Aowa! Dikgwele di tla kgokologa.
No! The balls will roll away.

Na o nagana gore o ka kgona go aga tora o šomiša mapokisi le dikgwele?
Do you think you could build a tower using boxes and balls?

3 Ka nako ye nngwe kgwele e ka lekanetša godimo.
Sometimes a ball can balance on the top.

Barutwana ba swanetše go dira boitekelo go bona ge eba ba ka kgona go dira ditora ba šomiša dikgwele le mapokisi fela goba kopantšho ya mehuta ye mebedi ya dibopego.

Learners should experiment to see whether they can make towers by using only balls and boxes or a mixture of the two kinds of shapes.

Building with 3-D objects

BEKE • WEEK 8

LETŠATŠI 3 • DAY 3

Go aga ka dilo tša mahlakore-tharo
Building with 3-D objects

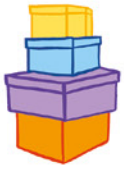
MMETSE WA HLOGO – MENTAL MATHS | FIZZ POP! THUBA – FIZZ POP! BREAK → PAPADI – GAME → KGODIŠO YA KGOPOLO – CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO – WORKSHEETS

Tora ya go dirwa ka diprisimo e ka lekanetša ka lebaka la go re mahlakore ke a phaphathi. Mahlakore a kgokolo a ka se lekanetše!

A tower made of prisms can balance because the sides are flat. Round sides can't balance!

1 Lebelela diswantšho. Swaya **lekanetša** goba **ga di lekanetše**.

Look at the pictures. Tick **balance** or **cannot balance**.

	lekanetša balance	ga di lekanetše cannot balance
		
		
		
		
		

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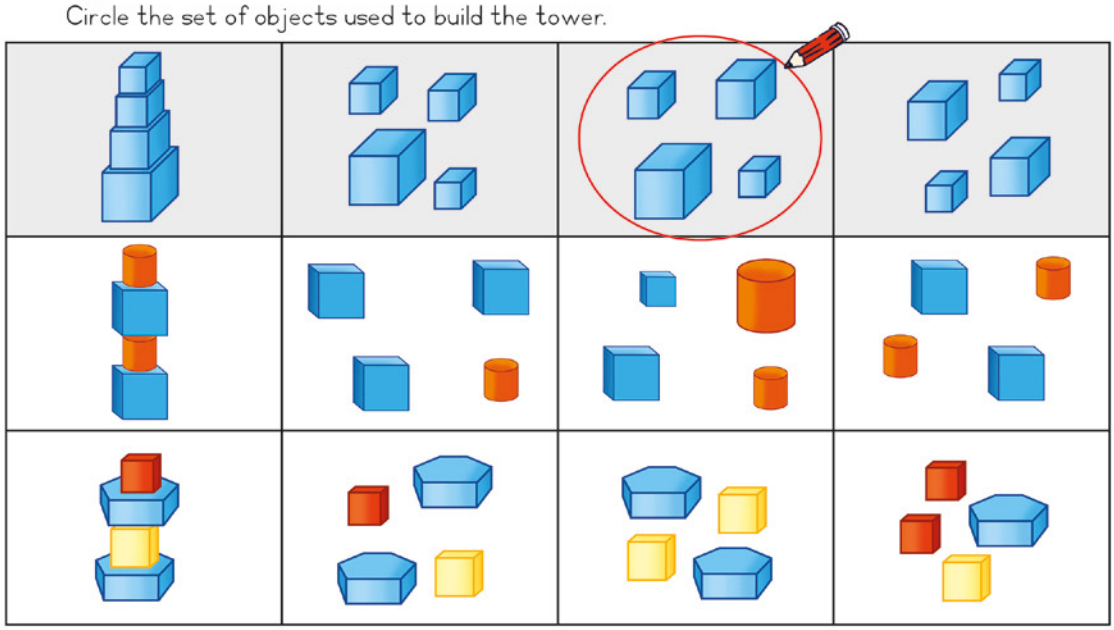
Go aga ka dilo tša mahlakore-tharo (3-D)

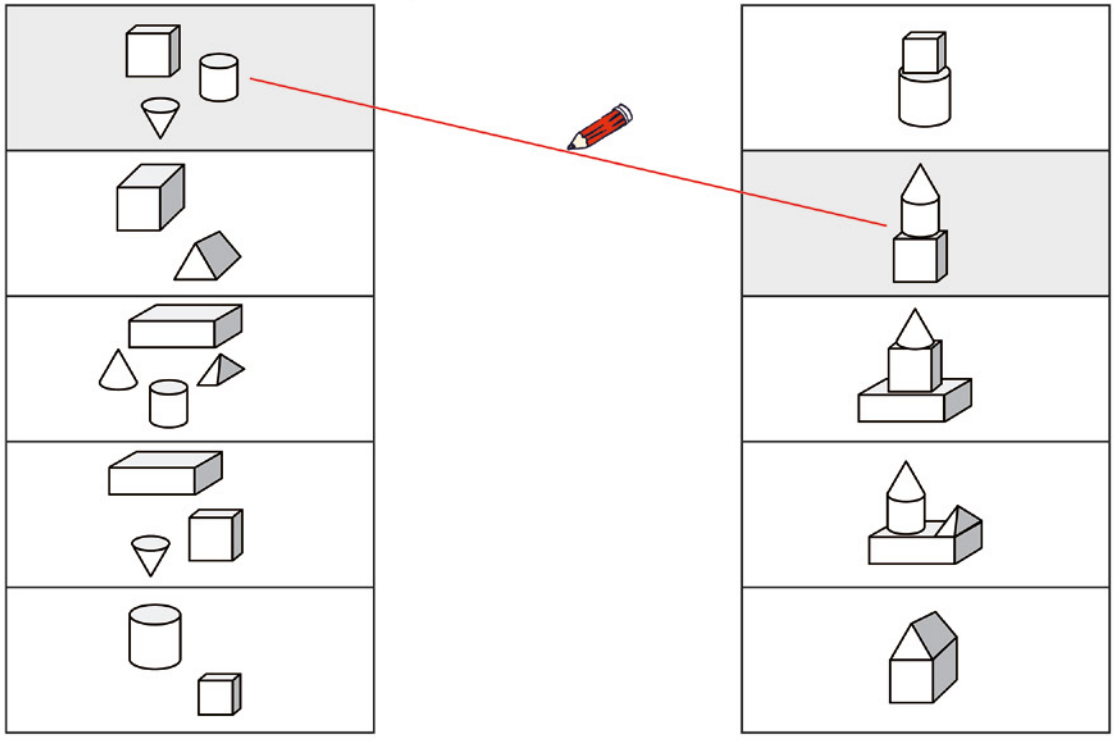
2 Thala sediko go sete ya dilo tšeo di šomišitšwego go aga tora.

Circle the set of objects used to build the tower.



3 Thala methalo go nyalanya dilo tša mahlakore-tharo le ditora.

Draw lines to match the 3-D objects to the towers.

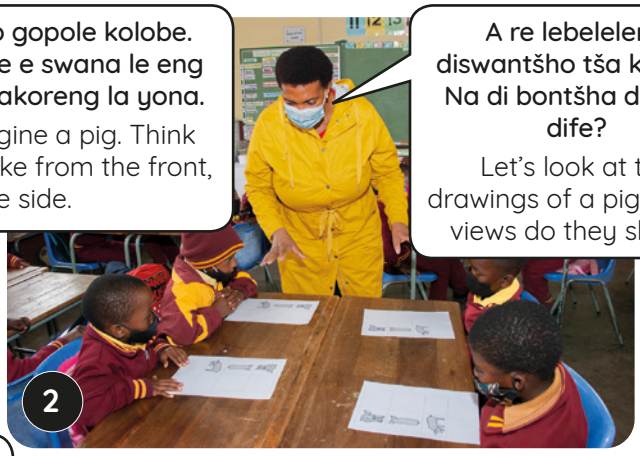


Position

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Tswalela mahlo a gago o gopole kolobe. Gopola ka go re na kolobe e swana le eng ka pele, godimo le ka lehlakoreng la yona.

Close your eyes and imagine a pig. Think about what the pig looks like from the front, the top, and the side.



A re lebeleleng diswantšho tša kolobe. Na di bontšha dipono dife?

Let's look at the drawings of a pig . What views do they show?

Seswantšho se se bontšha ka pele ga kolobe.

This picture shows the front of the pig.

Seswantšho se se bontšha ka godimo ga kolobe.

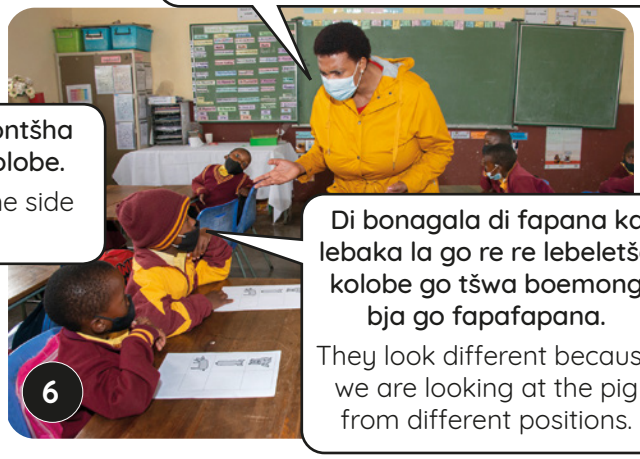
This picture shows the top of the pig.

Ke ka lebaka la eng dipono di fapafapana?

Why are the views different?

Seswantšho se se bontšha ka lehlakoreng la kolobe.

This picture shows the side of the pig.



Di bonagala di fapana ka lebaka la go re re lebeletše kolobe go tšwa boemong bja go fapafapana.

They look different because we are looking at the pig from different positions.

Ahlaahlang dipono tša ka pele, godimo le ka lehlakoreng la dilo tše mmalwa tša mehleng le phaposi. Dumelela barutwana go swara dilo le go lebelela dipono ka bobona.

Discuss the **front**, **top** and **side** views of several everyday objects with the class. Allow learners to hold the objects and look at the views for themselves (LAB p 106).

BEKE • WEEK 8

LETŠATŠI 4 • DAY 4

Maemo
Position

MMETSE WA HLOGO
MENTAL MATHS

FIZZ POP! AGA
FIZZ POP! BUILD

PAPADI
GAME

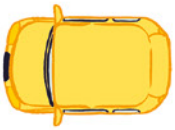
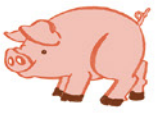
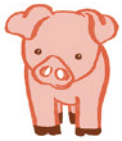
KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

MATLAKALATŠHOMELO
WORKSHEETS

Lebelela dipono tše tharo tša kepisi!
Look at these three views of a cap!

pono ya ka pele front view	pono ya ka godimo top view	pono ya ka lehlakoreng side view
		

1 Lebelela diswantšho. Na ke pono efe yeo o e bonago: **pono ya ka pele**, **pono ya lehlakore** goba **pono ya godimo**?
Look at the pictures. What view do you see: **front view**, **side view** or **top view**?

			
pono ya ka pele front view			
			
			

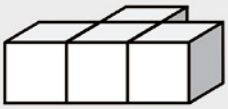
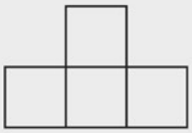
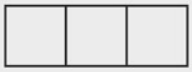
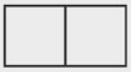
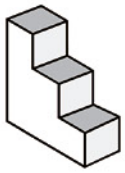
2 Swaya karabo ya maleba.

Tick the correct answer.

	Kgwele e … lepokisi. The ball is … the box.			
	ka morago ga behind	ka pele ga in front of	kgauswi le next to	ka godimo ga on top of
				
				
				
				

3 Thala dipono.

Draw the views.

	pono ya ka godimo top view	pono ya ka pele front view	pono ya ka lehlakoreng side view
			 
			
			

BEKE • WEEK 8

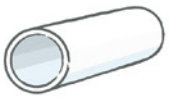
LETŠATŠI 5 • DAY 5

Kelo le teefatšo
Assessment and consolidation

KELO ASSESSMENT → LETLAKALATŠHOMELO WORKSHEET

1 Kgolokwe, silintere goba prisimo?

Sphere, cylinder or prism?

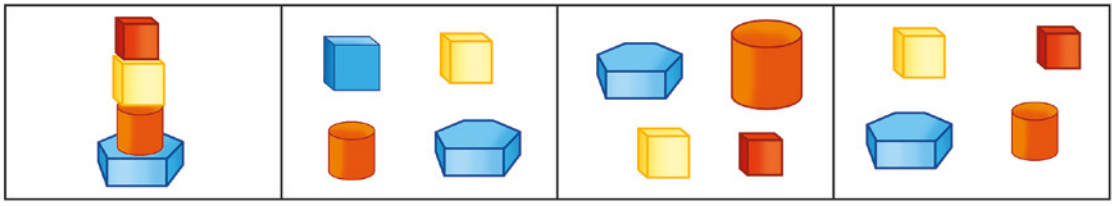
2 Mahlakore a kgokolo goba mahlakore a phaphathi?

Round sides or flat sides?

3 Thala sediko go sete ya dilo tšeo di šomišitšwego go aga tora.

Circle the set of objects used to build the tower.



A re boleleng Mmetse!

Let's talk Maths!

Ka Sepedi re re:	In English we say:
prisimo	prism
silintere	cylinder
kgolokwe	sphere
kgokologa goba thelela	roll and slide
mahlakore a phaphathi le a kgokolo	flat and round sides
pono ya ka pele, ya ka lehlakoreng le ya ka godimo	front, side and top view

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Consolidation

Teefatšo | Consolidation

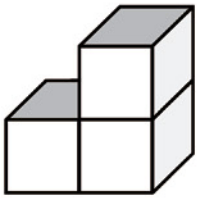
1 Swaya karabo ya maleba.

Tick the correct answer.

	kgokologa roll	thelela slide	kgokologa le go thelela roll and slide
			
			
			
			
			
			

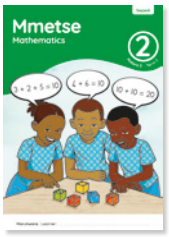
2 Thala dipono.

Draw the views.

	pono ya ka godimo top view	pono ya ka pele front view	pono ya ka lehlakoreng side view

Go dira dihlopha tša go lekana

	Didirišwa
Mmetse wa hlogo: Diophareišene tša go dirolla	ga di gona
Papadi: Arola ka 2!	*diploko tša multifix*



Letšatši	Mošongwana wa thutišo	Didirišwa tša thutišo
1	Dihlopha tša 2	Puku ya Mešomo ya Morutwana, diploko tša multifix
2	Dihlopha tša 5	Puku ya Mešomo ya Morutwana, diploko tša multifix
3	Dihlopha tša 10	Puku ya Mešomo ya Morutwana, diploko tša multifix
4	Marara a ditšhelete	Puku ya Mešomo ya Morutwana, diploko tša multifix
5	Teefatšo	Puku ya Mešomo ya Morutwana

Morago ga beke ye, morutwana o swanetše go kgona go:	✓
šomiša go bala ka go tshela go atiša ka 2, 5 le 10.	
rarolla marara ka go lemoga dihlopha tša 2, 5 le 10.	
lemoga le go šomiša mafokopalo a go atiša.	
rarolla marara a ditšhelete go akaretša dipalomoka le tšhentšhi.	

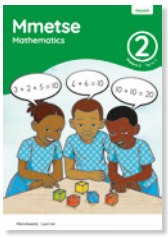
Kelo

Ga go na kelo ya semmušo beke ye.

O swanetše go hlokomela barutwana ka phapošing ya gago tšatši ka tšatši gomme o dire dinoutsu bjale ka karolo ya kelotšweledi ya gago yeo e sego ya semmušo ya go ithuta.

Making equal groups

	Resources
Mental Maths: Inverse operations	none
Game: *Divide by 2*	*multifix blocks*



Day	Lesson activity	Lesson resources
1	Groups of 2	LAB, *multifix blocks*
2	Groups of 5	LAB, *multifix blocks*
3	Groups of 10	LAB, *multifix blocks*
4	Money problems	LAB, *multifix blocks*
5	Consolidation	LAB

After this week the learner should be able to:	✓
use skip counting to multiply by 2, 5 and 10.	
solve problems by identifying groups of 2, 5 and 10.	
identify and use multiplication number sentences	
solve money problems involving totals and change.	

Assessment

There is no formal assessment this week.

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

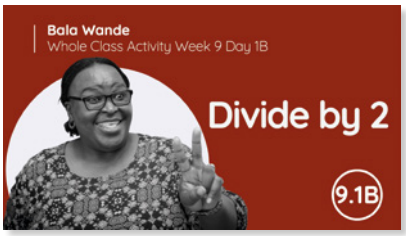
Go dira dihlopha tša go lekana

Videyo ya Dipalo tša hlogo

Bekeng ye re tla itlwaetša go go ngwala mafokopalo a go hlakantšha le go ntšha bjale ka diopareišene tša go dirolla. Re tla šomiša tafola ya dipalo go thuša barutwana go lemoga kamano magareng ga dipalo. Go bohlokwa gore barutwana ba lemoge gore ba ka ngwala mafokopalo a go hlakantšha le go ntšha go tšwa ga dipalo tša gare ga tafola. Ba swanetše go itlwaetša go ngwala mafokopalo ka lebelo ka moo go kgonegago.

Vidiyo ya papadi

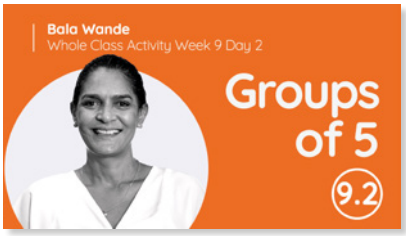
Bekeng ye re tla raloka papadi ya *Arola ka 2*! Barutwana ba tla šomiša diploko tša multifix go ba thuša go godiša kwešišo ya go arola ka go hlama dihlopha tša 2. Barutwana ba lemoga gape gore ka nako ye nngwe dipalo di ka se arolwe ka go lekana ka dihlopha tša 2, le go re go na le ya go šalela.

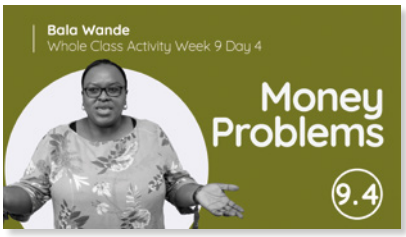


Vidiyo ya go godiša kgopolo

Mo bekeng ye re tsepelela ga katišanetšwa. Barutwana ba tla lemoga gore katišanetšwa e mabapi le dihlopha tša go lekana, le go re bat la šomiša go bala ka go tshela go rarolla marara a go atiša. Barutwana ba tla šoma ka dihlopha tša 2, 5 le 10. Mošomong wa rena wa go atiša, re tla tsepelela ga:

- go šomiša go bala ka go tshela go atiša ka 2, 5 le 10.
- go rarolla marara ka go lemoga dihlopha tša 2, 5 le 10.
- go lemoga le go šomiša mafokopalo a go atiša.
- go rarolla marara a ditšhelete go akaretša dipalomoka le tšhentšhi.





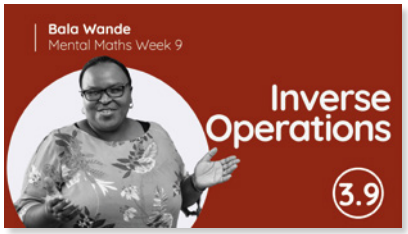
Seo o ka se lebelelago mo bekeng ye

- Tšea nako o dire poeletšo ka dikhoine le tšheletepampiri ya Afrika Borwa bjale ka ge tše di tla šomišwa bjale ka tsela ya barutwana ya go šoma ka dihlopha tša bo2, bo5 le bo10.
- Gopotša barutwana gore katišanetšwa e akaretša go bušeletša dihlopha tša go lekana. barutwana ba swanetše go ba le boitshepo bja go bala ka go tshela gore gore ba rarolle marara a ka lebelo le ka nepagalo.
- Hlohleletša barutwana go bolela mafokopalo a go atiša le go hlaloša ditharollo tša bona gore ba godiše kwešišo ya bona ya dikgopolo.
- Tlotlontšu ye bohlokwa: **dihlopha tša go lekana**, **katišanetšwa**

Making equal groups

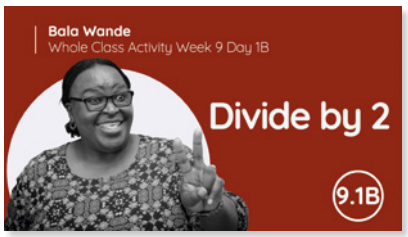
Mental Maths video

This week we will practice writing addition and subtraction number sentences as inverse operations. We will use a number table to help learners identify the relationship between numbers. It is important for learners to recognise that they can write addition and subtraction number sentences from the numbers in the number table. They should practice writing the number sentences as quickly as possible.



Game video

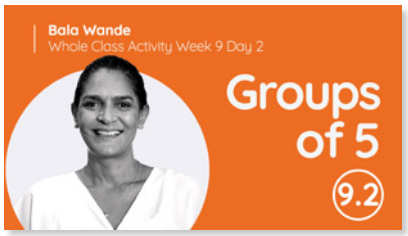
This week we will play *Divide by 2*. Learners will use *multifix blocks* to help them develop an understanding of division by creating groups of 2. Learners will also notice that sometimes numbers can't be divided equally into groups of 2, and that there is a remainder left over.

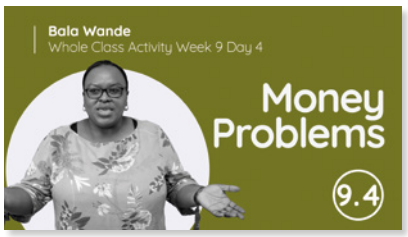


Conceptual development video

This week we focus on multiplication. Learners will recognise that multiplication is about equal groups, and they will use skip counting to solve multiplication problems. Learners will work with groups of 2, 5 and 10. In our work on multiplication, we will focus on:

- Using skip counting to multiply by 2, 5 and 10. Multiplication is about repeating equal groups, and so learners need to be able to skip count confidently.
- Solve problems quickly and efficiently by identifying groups of 2, 5 and 10.
- Identify and use multiplication number sentences.
- Solve money problems involving totals and change.





What to look out for this week

- Spend time revising the South African coins and notes as these will be used as a way for learners to work with groups of 2s, 5s and 10s.
- Remind learners that multiplication involves repeating equal groups. Learners need to be confident in skip counting in order to solve these problems quickly and efficiently.
- Encourage learners to verbalise multiplication number sentences and to explain their solution of problems in order to develop their conceptual understanding.
- Important vocabulary: **equal groups**, **multiplication**

Dihlopha tša 2

MMETSE WA HLOGO
MENTAL MATHS

DIOPAREIŠENE TŠA GO DIROLLA
INVERSE OPERATIONS

→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ LETLAKALATŠHOMELO
WORKSHEETS

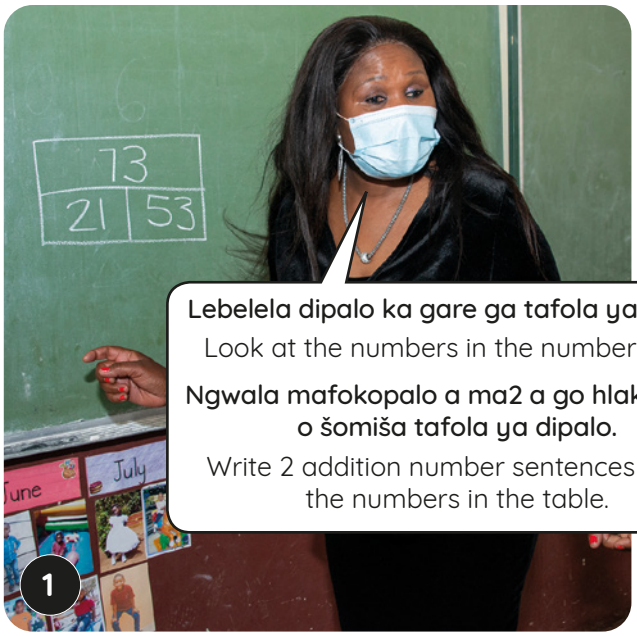
MMETSE WA HLOGO | MENTAL MATHS

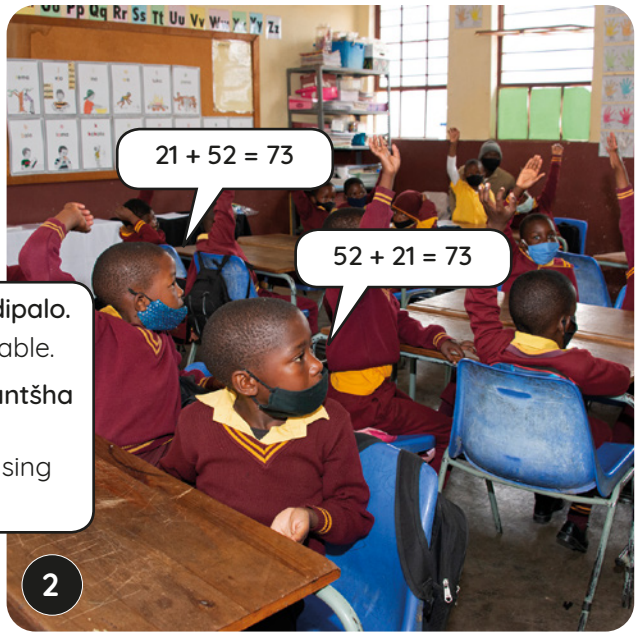
Barutwana ba tla šomiša tafola ya dipalo go lebelela kamano magareng ga mafokopalo a go hlakantšha le go ntšha.

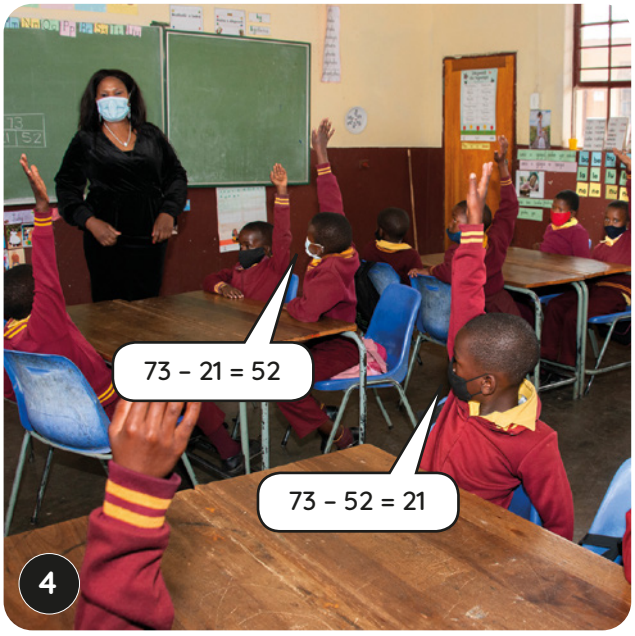
Learners will use a number table to look at the relationship between addition and subtraction number sentences.

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

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







Groups of 2

Mešongwana ya go matlafatša • Enrichment activities

Letšatši 1 Day 1

Feleletša tafola. Ngwala mafokopalo a ma2 a go hlakantšha le a ma2 a go ntšha a tafola.

Complete the table. Write 2 addition and 2 subtraction number sentences for table.

_____ + _____ = _____

_____ + _____ = _____

_____ – _____ = _____

_____ – _____ = _____

40	
	10

60	
20	

70	
30	

60	
	30

Letšatši 2 Day 2

Feleletša tafola. Ngwala mafokopalo a ma2 a go hlakantšha le a ma2 a go ntšha a tafola.

Complete the table. Write 2 addition and 2 subtraction number sentences for table.

_____ + _____ = _____

_____ + _____ = _____

_____ – _____ = _____

_____ – _____ = _____

35	
15	

40	
	5

65	
	25

75	
40	

Letšatši 3 Day 3

Ntšha.

Subtract.

64 – 41 = _____

75 – 32 = _____

59 – 27 = _____

61 – 50 = _____

18 – 7 = _____

24 – 12 = _____

38 – 34 = _____

46 – 25 = _____

52 – 21 = _____

73 – 52 = _____

Letšatši 4 Day 4

Ntšha.

Subtract.

28 – 17 = _____

37 – 23 = _____

55 – 42 = _____

16 – 2 = _____

48 – 36 = _____

69 – 57 = _____

24 – 14 = _____

36 – 11 = _____

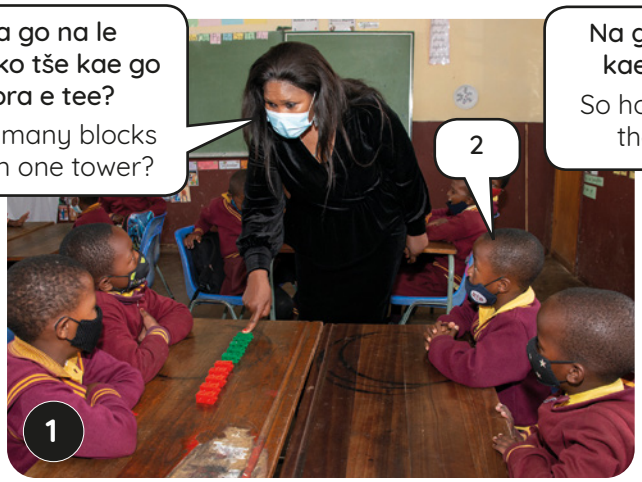
75 – 63 = _____

53 – 22 = _____

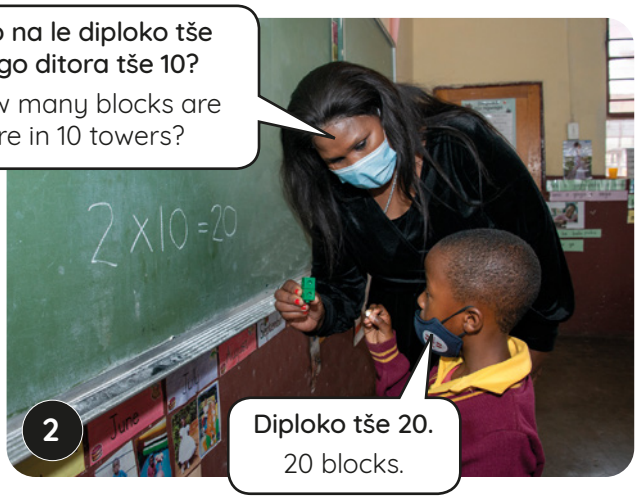
Dihlopha tša 2

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

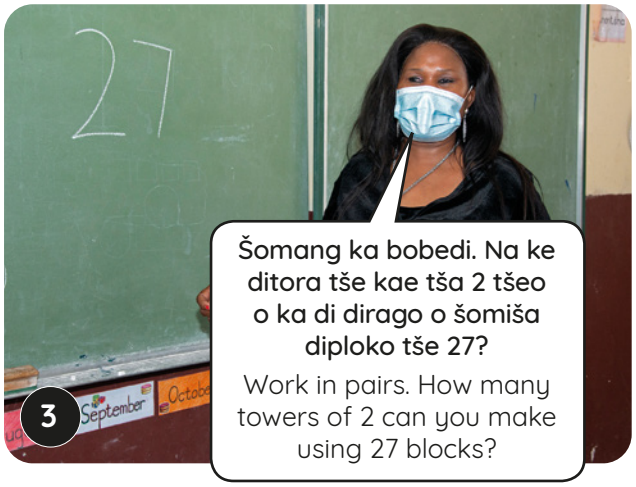
Na go na le diploko tše kae go tora e tee?
How many blocks are in one tower?



Na go na le diploko tše kae go ditora tše 10?
So how many blocks are there in 10 towers?



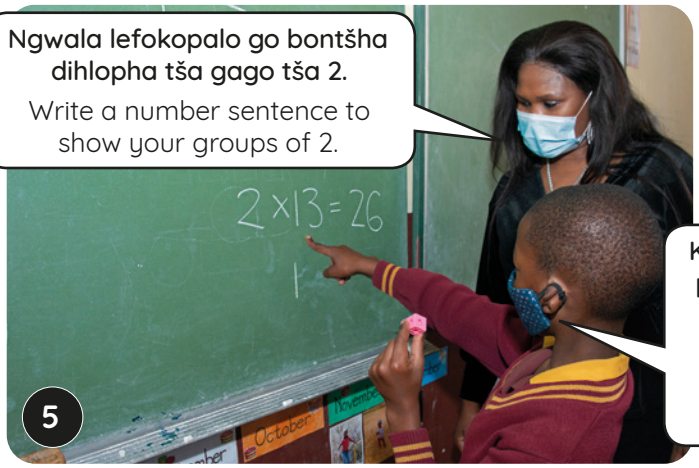
Diploko tše 20.
20 blocks.



Šomang ka bobedi. Na ke ditora tše kae tša 2 tšeo o ka di dirago o šomiša diploko tše 27?
Work in pairs. How many towers of 2 can you make using 27 blocks?

Nka dira ditora tše 13 tša 2, ka šalelwa ke ploko e 1.
I can make 13 towers of 2, and I have 1 block left over.

Ngwala lefokopalo go bontšha dihlopha tša gago tša 2.
Write a number sentence to show your groups of 2.



Ke be ke na le ditora tše 13 tša 2 le ploko e 1 ya go šala. Go na le bo2 ba 13 ka go 27 le e 1 ya go šala.
I had 13 towers of 2 and 1 left over block. There are 13 2s in 27 with 1 left over.

Efa barutwana menyetla ye mentši ya go dira dihlopha tša 2 ba šomiša palo ya go fapafapana ya diploko. Hlohleletša barutwana ba ngwale le go bolela mafokopalo a go nyalelana le ditora tša 2 (le tša go šala) tšeo ba di hweditšego.

Allow the learners several opportunities to make groups of 2 using different numbers of blocks. Encourage learners to write and verbalise the number sentences corresponding to the towers of 2 (and left overs) that they find.

Groups of 2

BEKE • WEEK 9

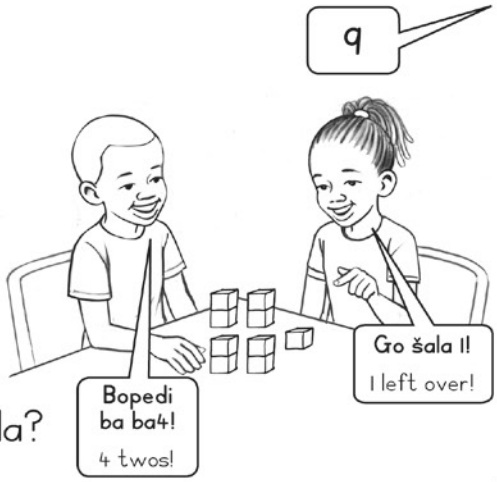
LETŠATŠI 1 • DAY 1

Dihlopha tša 2
Groups of 2

MMETSE WA HLOGO (MENTAL MATHS) | DIOPAREISENE TŠA GO DIROLLA (INVERSE OPERATIONS) → PAPADI (GAME) → KGODIŠO YA KGOPOLO (CONCEPT DEVELOPMENT) → MATLAKALATŠHOMELO (WORKSHEETS)

Papadi: Arola ka 2
Game: Divide by 2

- Šomang ka bobedi.
  Work in pairs.
- Dirang ditora tše 10 tša 2.
  Make 10 towers of 2.
- Morutiši wa gago o bitša palo.
  Your teacher calls a number.
- Bontšha palo ka ditora tša 2.
  Show the number with towers of 2.
- Na o na le ploko e tee ya go šala?
  Do you have 1 left over?

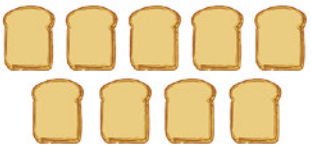


1 Na ke bo2 ba bakae? Go šetše ba bakae?
How many 2s? How many left over?

palo number	dihlopha tša bo2 groups of 2	ya go šala left over
4	2	0
7	3	1
5		
12		
13		
16		
9		
11		
10		
17		
8		
19		

Dihlopha tša 2

2

	Na ke diswangwetši tše kae? How many sandwiches?	3
	Na dintsetlwana tša borotho ke tše kae? How many slices of bread?	6
	Na ke diswangwetši tše kae? How many sandwiches?	
	Na dintsetlwana tša borotho ke tše kae? How many slices of bread?	
	Na dintsetlwana tša borotho ke tše kae? How many slices of bread?	
	Na ke diswangwetši tše kae? How many sandwiches?	
	Na go šetše dintsetlwana tše kae? How many slices left over?	

3 Bala ka bo2 gore o arabe.
Count in 2s to answer.

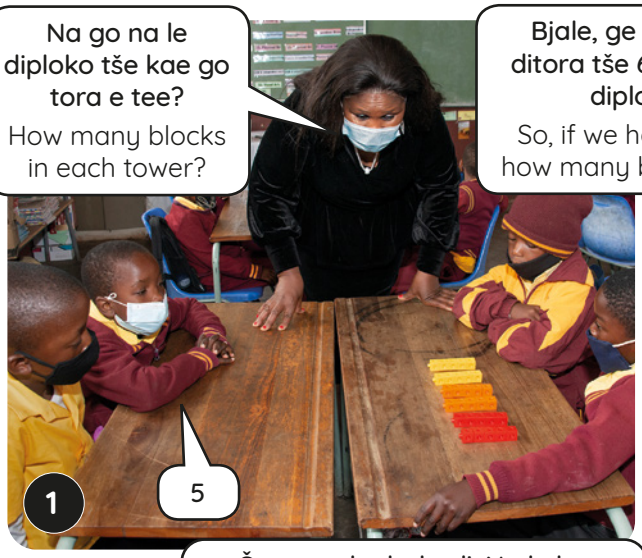
dintsetlwana tša borotho slices of bread	disangwetši sandwiches	dintsetlwana tša go šala left over slices
4	2	0
5	2	1
14		
15		
8		
9		
18		
19		

Groups of 5

MMETSE WA HLOGO / MENTAL MATHS | DIOPAREIŠENE TŠA GO DIROLLA / INVERSE OPERATIONS → PAPADI / GAME → KGODIŠO YA KGOPOLO / CONCEPT DEVELOPMENT → LETLAKALATŠHOMELO / WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Na go na le diploko tše kae go tora e tee?
How many blocks in each tower?



Bjale, ge e le gore re na le ditora tše 6, ke moka re na le diploko tše kae?
So, if we have 6 towers, then how many blocks do we have?

Šomang ka bobedi. Na le ka dira ditora tše kae tša 5 ka diploko tše 17?
Work in pairs. How many towers of 5 can you make with 17 blocks?

Nka dira ditora tše 3 tša 5 ka šalelwa ke diploko tša *multifix* tše 2.
I can make 3 towers of 5 and I have 2 multifix blocks left over.

Ngwala lefokopalo go bontšha dihlopha tša gago tša 5.
Write a number sentence to show your groups of 5.

Ke dirile ditora tše 3 tša 5, ke be ke na le diploko tše 2 tša go šala. Go na le bohlano ba ba3 ka go 17 le tše 2 tša go šala.
I made 3 towers of 5 and I had 2 blocks left over. There are 3 fives in 17 and 2 left over.

Efa barutwana menyetla ye mentši ya go dira dihlopha tša 5 ba šomiša palo ya go fapafapana ya diploko. Hlohleletša barutwana ba ngwale le go bolela mafokopalo a go nyalelana le ditora tša 5 (le tša go šala) tšeo ba di hweditšego.

Allow the learners several opportunities to make groups of 5 using different numbers of blocks. Encourage learners to write and verbalise the number sentences corresponding to the towers of 5 (and left overs) that they find.

Dihlopha tša 5

BEKE • WEEK 9

LETŠATŠI 2 • DAY 2

Dihlopha tša 5
Groups of 5

MMETSE WA HLOGO (MENTAL MATHS) | DIOPAREISENE TŠA GO DIROLLA (INVERSE OPERATIONS) → PAPADI (GAME) → KGODIŠO YA KGOPOLO (CONCEPT DEVELOPMENT) → MATLAKALATŠHOMELO (WORKSHEETS)

Papadi: Arola ka 5
Game: Divide by 5

20

- Šomang ka bobedi.
  Work in pairs.
- Itokišetšeng ka go aga ditora tše 10 tša diploko tše 5.
  Prepare by building 10 towers of 5 blocks.
- Morutiši wa lena o bitša palo.
  Your teacher calls a number.
- Bontšha palo ka ditora tše 5.
  Show the number with towers of 5.
- Na go šetše tše kae?
  How many left over?

1 Na ke bo5 ba bakae? Na go šetše ba bakae?
How many 5s? How many left over?

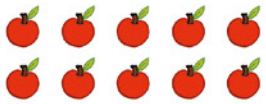
palo number	dihlopha tša 5 groups of 5	ya go šala left over
11	2	1
16	3	1
15		
18		
25		
27		
17		
20		
24		
30		
34		

86

Groups of 5

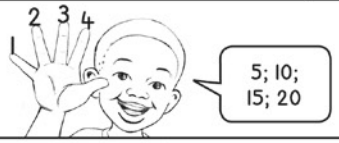
2 Mokotla o tee o na le diapole tše 5.
One bag has 5 apples.

	Na ke mekotla ye mekae? How many bags?	5
	Diapole ke tše kae? How many apples?	25

	Diapole ke tše kae? How many apples?	
	Na ke mekotla ye mekae? How many bags?	
	Na go šetše diapole tše kae? How many apples left over?	

	Diapole ke tše kae? How many apples?	
	Na ke mekotla ye mekae? How many bags?	
	Na go šetše diapole tše kae? How many apples left over?	

3 Bala ka bo5 gore o arabe.
Count in 5s to answer.



diapole apples	mekotla bags	diapole tša go šala left over apples
20	4	0
18	3	3
25		
27		
30		

Dihlopha tša 10

MMETSE WA HLOGO
MENTAL MATHS

DIOPAREIŠENE TŠA GO DIROLLA
INVERSE OPERATIONS

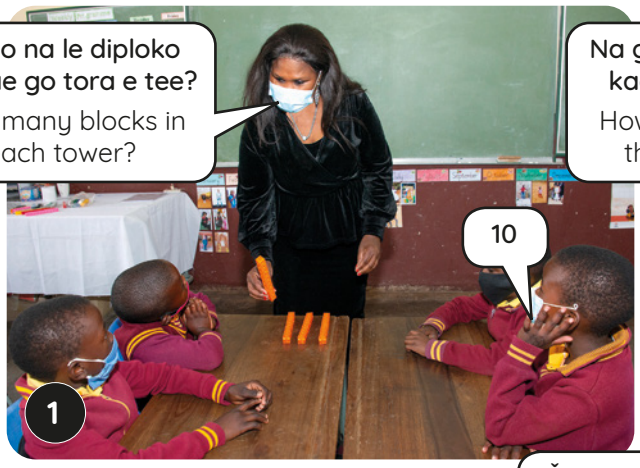
→ PAPADI
GAME

→ KGODIŠO YA KGOPOLO
CONCEPT DEVELOPMENT

→ LETLAKALATŠHOMELO
WORKSHEETS

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

Na go na le diploko tše kae go tora e tee?
How many blocks in each tower?

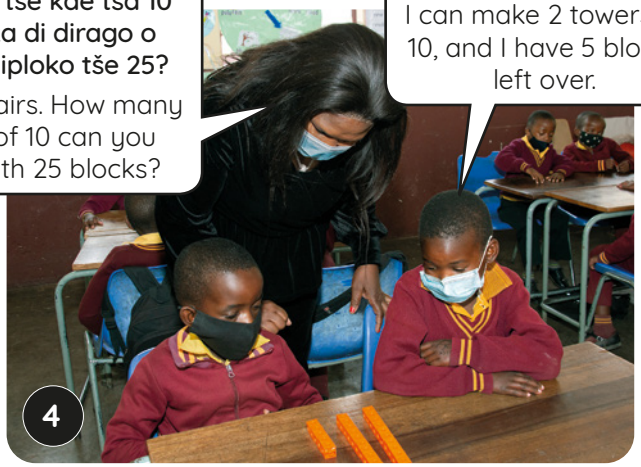


Na go na le diploko tše kae go ditora tše 4?
How many blocks are there in 4 towers?

Šomang ka bobedi. Na ke ditora tše kae tša 10 tšeo o ka di dirago o šomiša diploko tše 25?
Work in pairs. How many towers of 10 can you make with 25 blocks?

Nka dira ditora tše 2 tša 10, ka šalelwa ke diploko tše 5.
I can make 2 towers of 10, and I have 5 blocks left over.

Ditora tše 4 tša diploko tše 10 e tee e mpha 40.
4 towers with 10 blocks each gives me 40.



Ngwala lefokopalo go bontšha dihlopha tša gago tša 10.
Write a number sentence to show your groups of 10.

Ke dirile ditora tše 2 tša 10, ke be ke na le diploko tše 5 tša go šala. Go na le masome a ma2 ka go 25 le tše 5 tša go šala.
I made 2 towers of 10 and I had 5 blocks left over. There are 2 tens in 25 and 5 left over.

Efa barutwana menyetla ye mentši ya go dira dihlopha tša 10 ba šomiša palo ya go fapafapana ya diploko. Hlohleletša barutwana ba ngwale le go bolela mafokopalo a go nyalelana le ditora tša 10 (le tša go šala) tšeo ba di hweditšego.

Allow the learners several opportunities to make groups of 10 using different numbers of blocks. Encourage learners to write and verbalise the number sentences corresponding to the towers of 10 (and left overs) that they find.

Groups of 10

BEKE • WEEK 9

LETŠATŠI 3 • DAY 3

Dihlopha tša 10
Groups of 10

MMETSE WA HLOGO — MENTAL MATHS
DIOPAREISENE TŠA GO DIROLLA — INVERSE OPERATIONS
→ PAPADI — GAME
→ KGODIŠO YA KGOPOLO — CONCEPT DEVELOPMENT
→ MATLAKALATŠHOMELO — WORKSHEETS

Papadi: Arola ka 10
Game: Divide by 10

- Šomang ka bobedi.
  Work in pairs.
- Itokišetšeng ka go aga ditora tše 10 tša 10.
  Prepare by building 10 towers of 10.
- Morutiši wa lena o bitša palo.
  Your teacher calls a number.
- Bontšha palo ka ditora tša 10.
  Show the number with towers of 10.
- Na go šetše tše kae?
  How many left over?

1 Na ke bo10 ba bakae? Na go šetše ba bakae?
How many 10s? How many left over?

palo number	dihlopha tša 10 groups of 10	tša go šala left over
30	3	0
24	2	4
37		
42		
50		
55		
58		
60		
71		
80		
87		
96		

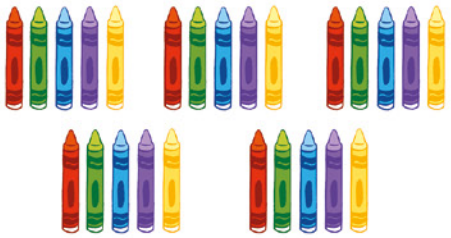
Dihlopha tša 10

2 Lepokisi le le tee le na le dikhrayone tše 10.

One box has 10 crayons.

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

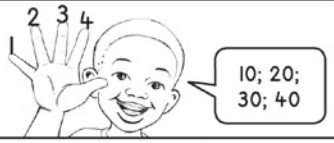
Na ke dikhrayone tše kae? How many crayons?	
Na ke mapokisi a makae? How many boxes?	
Na go šetše dikhrayone tše kae? How many crayons left over?	



Na ke dikhrayone tše kae? How many crayons?	
Na ke mapokisi a makae? How many boxes?	
Na go šetše dikhrayone tše kae? How many crayons left over?	

3 Bala ka bo10 gore o arabe.

Count in 10s to answer.

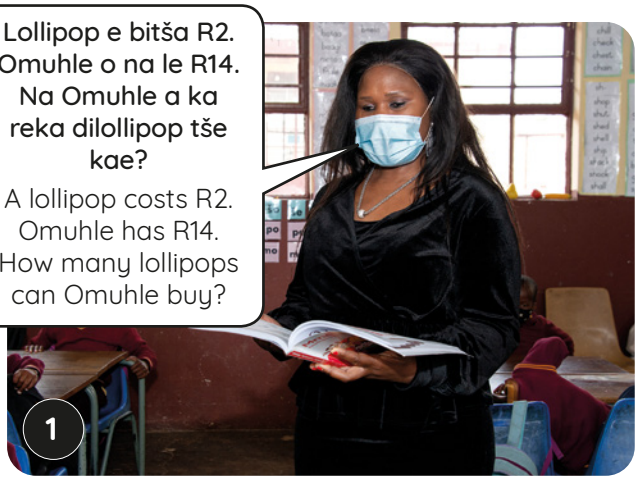


dikhrayone crayons	mapokisi boxes	dikhrayone tša go šala left over crayons
10	1	0
15	1	5
20		
40		
55		

Money problems

MMETSE WA HLOGO (MENTAL MATHS) | DIOPAREIŠENE TŠA GO DIROLLA (INVERSE OPERATIONS) → PAPADI (GAME) → KGODIŠO YA KGOPOLO (CONCEPT DEVELOPMENT) → LETLAKALATŠHOMELO (WORKSHEETS)

KGODIŠO YA KGOPOLO | CONCEPT DEVELOPMENT

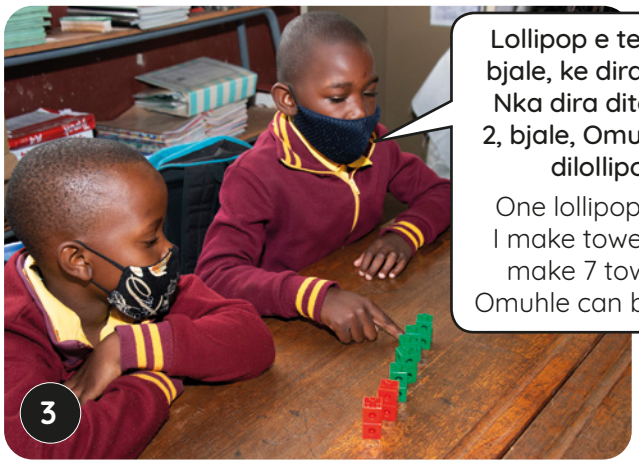


Lollipop e bitša R2. Omuhle o na le R14. Na Omuhle a ka reka dilollipop tše kae?

A lollipop costs R2. Omuhle has R14. How many lollipops can Omuhle buy?

Šomiša diploko tša gago go hwetša palo ya dilollipop tšeo Omuhle a ka di rekago.

Use your blocks to work out how many lollipops Omuhle can buy.

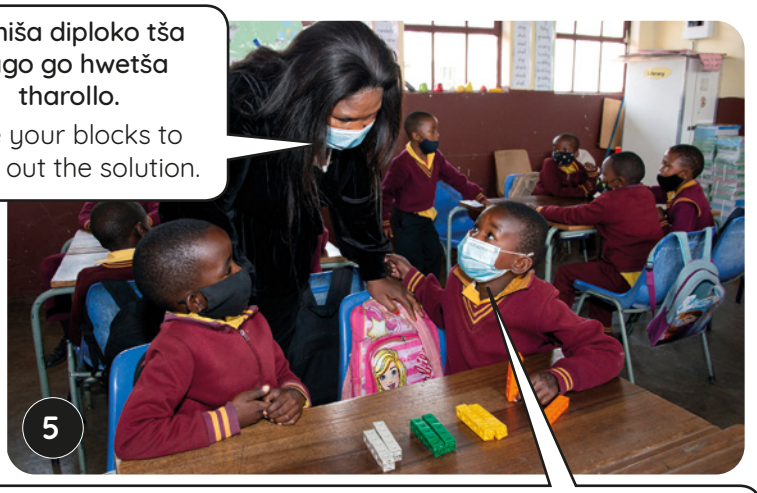


Lollipop e tee e bitša R2, bjale, ke dira ditora tša 2. Nka dira ditora tše 7 tša 2, bjale, Omuhle a ka reka dilollipop tše 7.

One lollipop costs R2 so I make towers of 2. I can make 7 towers of 2 so Omuhle can buy 7 lollipops.

Aesekhirimi e bitša R5. Mandla o na le R40. Na Mandla a ka reka diaesekhirimi tše kae?

An ice cream costs R5. Mandla has R40. How many ice creams can Mandla buy?



Šomiša diploko tša gago go hwetša tharollo.

Use your blocks to work out the solution.

Aesekhirimi e bitša R5, bjale, ke dira ditora tša 5. Ke šomiša diploko tše 40. Nka dira ditora tše 8 tša 5, bjale, Mandla a ka reka diaesekhirimi tše 8.

One ice cream costs R5 so I make towers of 5. I use 40 blocks. I can make 8 towers of 5 so Mandla can buy 8 ice creams.

Bušeletša dikgato ka mararantšu a mangwe a go aba ka go lekana. Efa barutwana menyetla ya go šoma ka dihlopha tša 2, 5 le 10.

Repeat the steps with other equal sharing word problems. Allow the learners opportunities to work with groups of 2, 5 and 10.

BEKE • WEEK 9

LETŠATŠI 4 • DAY 4

Marara a ditšhelete
Money problems

MMETSE WA HLOGO MENTAL MATHS | DIOPAREIŠENE TŠA GO DIROLLA INVERSE OPERATIONS → PAPADI GAME → KGODIŠO YA KGOPOLO CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO WORKSHEETS

1

Na dikhoine ke tše kae?
How many coins?

Na diranta ke tše kae?
How many Rands?

										
dikhoine coins	1	2	3	4	5	6	7	8	9	10
diranta rands	2	4								

2

Thandi o na le R7.
Thandi has R7.

Na a ka kgona go reka malekere a makae?
How many sweets can she buy?

O šaletšwe ke tšhentšhi ya bokae?
How much change left over?

Mandla o na le R10.
Mandla has R10.

Na a ka kgona go reka malekere a makae?
How many sweets can he buy?

O šaletšwe ke tšhentšhi ya bokae?
How much change left over?

Sipho o na le R15.
Sipho has R15.

Na a ka kgona go reka malekere a makae?
How many sweets can he buy?

O šaletšwe ke tšhentšhi ya bokae?
How much change left over?

3 Lelekere le tee le bitša R2. Na o ka kgona go reka malekere a bokae?

One sweet costs R2. How many sweets can you buy for:

R8		R10		R20		R4		R12		R16	

90

Money problems

4 Aesekhirimi e tee e bitša R5. Na o ka kgona go reka diaesekhirimi tše kae?
One ice-cream costs R5. How many ice-creams can you buy?

R15		R25		R20		R10		R30		R50	

5

Noni o na le R12. Noni has R12.	Na o ka kgona go reka diaesekhirimi tše kae? How many ice-creams can she buy?	
	O šaletšwe ke tšhentšhi ya bokae? How much change left over?	

Mila o na le R21. Mila has R21.	Na o ka kgona go reka diaesekhirimi tše kae? How many ice-creams can she buy?	
	O šaletšwe ke tšhentšhi ya bokae? How much change left over?	

6 Senwamaphodi se tee se bitša R10. Na o ka kgona go reka dinwamaphodi tše kae?
One cold drink costs R10. How many cool drinks can you buy?

R20		R10		R50		R30		R80		R100	

7

Cawe o na le R13. Cawe has R13.	Na a ka kgona go reka dinwamaphodi tše kae? How many cold drinks can she buy?	
	O šaletšwe ke tšhentšhi ya bokae? How much change left over?	

Sina o na le R24. Sina has R24.	Na a ka kgona go reka dinwamaphodi tše kae? How many cold drinks can she buy?	
	O šaletšwe ke tšhentšhi ya bokae? How much change left over?	

BEKE • WEEK 9

LETŠATŠI 5 • DAY 5

Teefatšo
Consolidation

LETLAKALATŠHOMELO WORKSHEET → LETLAKALATŠHOMELO WORKSHEET

1 Na ke bo2 ba bakae? Go šetše ba bakae?
How many 2s? How many left over?

palo number	dihlopha tša 2 groups of 2	ya go šala left over
11		
23		
20		
25		
34		
47		

2 Feleletša ditafola.
Complete the tables.

										
dikhoine coins	1	2	3	4	5	6	7	8	9	10
diranta rands										

A re boleleng Mmetse!
Let's talk Maths!

Ka Sepedi re re:	In English we say:
dihlopha tša go lekana	equal groups
dihlopha tše 5 tša 2 ke 10	5 groups of 2 is 10
dihlopha tše 7 tša 5 ke 35	7 groups of 5 is 35
dihlopha tše 6 tša 10 ke 60	6 groups of 10 is 60
ya go šala	left over
Go na le bo10 ba ba3 le tša go šala tše 4.	There are 3 10s in 34 and 4 Is left over.

92

Consolidation

3 Tšhela dilollipop tše 2 ka mokotleng.
Pack 2 lollipops in a bag.

	Na dilollipop ke tše kae? How many lollipops?	
	Na mekotla ke ye mekae? How many bags?	
	Go šetše tše kae? How many left over?	
	Na dilollipop ke tše kae? How many lollipops?	
	Na mekotla ke ye mekae? How many bags?	
	Go šetše tše kae? How many left over?	

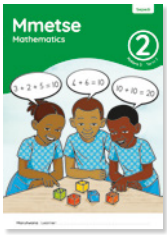
4 Rarolla marara.
Solve the problems.

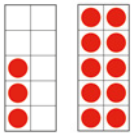
Puku e tee e bitša R10 One book costs R10.	Omuhle o na le R26. Omuhle has R26.	Na a ka kgona go reka dipuku tše kae? How many books can she buy?	
		O šaletšwe ke tšhentšhi ya bokae? How much change is left?	

Aesekhirimi e tee e bitša R5. One ice cream costs R5.	Ntando o na le R39. Ntando has R39.	Na a ka kgona go reka diaesekhirimi tše kae? How many ice creams can he buy?	
		O šaletšwe ke tšhentšhi ya bokae? How much change is left?	

Poeletšo

	Didirišwa
Mmetse wa Hlogo: Ke tše kae tša go dira 20?	*dikarata tša marontho*
Papadi: *Ke bokgole bjo bo kaakang go ya ga 10 la go latela?*	ga di gona




Letšatši	Mošongwana wa thuto	Mošongwana wa thuto
1	Go hlakantšha go ya ga 75	Puku ya Mešomo ya Morutwana, *diploko tša sehlopha sa 10*
2	Go ntšha go ya ga 75	Puku ya Mešomo ya Morutwana, *diploko tša sehlopha sa 10*
3	Mararantšu a go hlakantšha le go ntšha	Puku ya Mešomo ya Morutwana, *diploko tša sehlopha sa 10*
4	Go šoma ka tšhelete	Puku ya Mešomo ya Morutwana, *phoustara ya tšhelete*
5	Go šoma ka tšhelete	Puku ya Mešomo ya Morutwana, *phoustara ya tšhelete*

Morago ga beke ye, morutwana o swanetše go kgona go:	✓
hlakantšha le go ntšha dipalo go ya ga 75 ka nepagalo.	
rarolla mararantšu a go hlakantšha le go ntšha.	
bapetša dipalo ka go balela phapano magareng ga tšona.	
dira dipalelo ka tšhelete.	

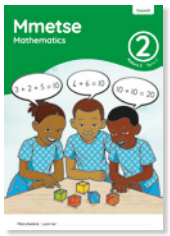
Kelo

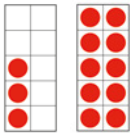
Ga go na kelo ya semmušo beke ye.

O swanetše go hlokomela barutwana ka phapošing ya gago tšatši ka tšatši gomme o dire dinoutsu bjale ka karolo ya kelotšweledi ya gago yeo e sego ya semmušo ya go ithuta.

Revision

	Resources
Mental Maths: How much to make 20?	*dot cards*
Game: *How far to the next 10?*	none




Day	Lesson activity	Lesson resources
1	Addition to 75	LAB, *base ten blocks*
2	Subtraction to 75	LAB, *base ten blocks*
3	Addition and subtraction word problems	LAB, *base ten blocks*
4	Working with money	LAB, *money poster*
5	Working with money	LAB, *money poster*

After this week the learner should be able to:	✓
add and subtract numbers to 75 efficiently.	
solve addition and subtraction word problems.	
compare numbers by calculating the difference between them.	
perform calculations with money.	

Assessment

There is no formal assessment this week.

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

Poeletšo

Vidiyo ya Mmetse wa hlogo

Ka Mmetse wa Hlogo mo bekeng ye re dira 20. Re tšwetša pele le go teefatša tsebo ya ditlemagano tša 10 re šomiša dikarata tša marontho. Barutwana ba swanetše go bona 10 ka go tlatša diforeimi tša lesome tšeo di hlamilwego ke dikarata tša marontho tšeo di gatišitšwego ke moka ba dira 20. Mošongwana wo o matlafatša kwešišo ya barutwana ya ditlemagano tša bona tša 10 le ditswalano tša go hlakantšha.

Vidiyo ya papadi

Mo papading ye barutwana ba bitša dipalo ke moka ba lemoga masome ao a a latelago. Barutwana ba tla šoma go hwetša gore e be e le bokgole bjo bo kaakang go ya ga lesome la go latela. Go bohlokwa gore barutwana ba godiše kwešišo ye botse ya palo le go kgona go lemoga masome ka lebelo le ka nepagalo.

Poeletšo

Bekeng ye re buseletša go hlakantšha le go ntšha ka go dira dipalelo tša dipalo, go rarolla mararantšu le go šoma ka tšhelete. Barutwana ba tla fiwa menyetla ya go itlwaetša seo ba ithutilego sona le go godiša mabokgoni a bona a go rarolla marara ka nepagalo. Re tla tsepelela go:

Letšatši 1
- Go hlakantšha go ya ga 75 ka go šomiša diploko tša sehlopha sa lesome goba methalopalo. Bona Dibeke 2 le 4

Letšatši 2
- Go ntšha go ya ga 75 ka go šomiša diploko tša sehlopha sa lesome goba methalopalo. Bona Dibeke 2 le 5

Letšatši 3
- Mararantšu a go hlakantšha le go ntšha. Bona Dibeke 4 le 5

Letšatši 4
- Go go šoma ka tšhelete

Letšatši 5
- Bona Dibeke 4 le 5

Revision

Mental Maths video

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

Game video

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

Revision

This week we revise addition and subtraction by doing numeric calculations, solving word problems and working with money. Learners will be given opportunities to practice what they have learnt, and to develop their ability to solve problems efficiently. We will focus on:

Day 1
- Addition to 75 using *base ten blocks* or number lines (see Weeks 2 and 4)

Day 2
- Subtraction to 75 using *base ten blocks* or number lines (see Weeks 2 and 5)

Day 3
- Addition and subtraction word problems (see Weeks 4 and 5)

Day 4
- Working with money

Day 5
- Working with money

Go hlakantšha go ya ga 75

MMETSE WA HLOGO / MENTAL MATHS: DIRA 20 / MAKE 20 → PAPADI / GAME → UPHUHLISO LWENGQIQO / CONCEPT DEVELOPMENT → LETLAKALATŠHOMELO / WORKSHEETS

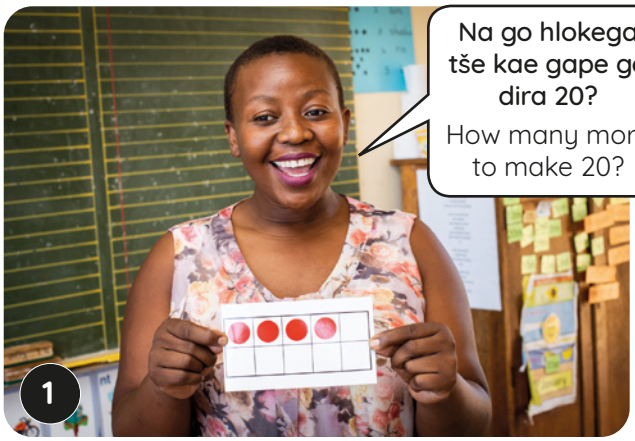
MMETSE WA HLOGO | MENTAL MATHS

Itlwaetše go dira 20 o šomiša dikarata tša marontho.

Practice making 20 using dots cards.

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

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



Addition to 75

Mešongwana ya go matlafatša • Enrichment activities

Letšatši 1 Day 1

Feleletša tafola. Ngwala mafokopalo a ma2 a go hlakantšha le a ma2 a go ntšha a tafola.

Complete the table. Write 2 addition and 2 subtraction number sentences for table.

_____ + _____ = _____

_____ + _____ = _____

_____ – _____ = _____

_____ – _____ = _____

25	
	15

52	
22	

75	
41	

69	
	33

Letšatši 2 Day 2

Feleletša tafola. Ngwala mafokopalo a ma2 a go hlakantšha le a ma2 a go ntšha a tafola.

Complete the table. Write 2 addition and 2 subtraction number sentences for table.

_____ + _____ = _____

_____ + _____ = _____

_____ – _____ = _____

_____ – _____ = _____

48	
40	

74	
	54

28	
	11

46	
14	

Letšatši 3 Day 3

Na phapano ke eng magareng ga dipalo tše:

What is the difference between:

64 le 41?
64 and 41?

24 le 12?
24 and 12?

75 le 32?
75 and 32?

38 le 34?
38 and 34?

59 le 27?
59 and 27?

46 le 25?
46 and 25?

61 le 50?
61 and 50?

52 le 21?
52 and 21?

18 le 7?
18 and 7?

73 le 52?
73 and 52?

Letšatši 4 Day 4

Na phapano ke eng magareng ga dipalo tše:

What is the difference between:

28 le 17?
28 and 17?

69 le 57?
69 and 57?

37 le 23?
37 and 23?

24 le 24?
24 and 14?

55 le 42?
55 and 42?

36 le 11?
36 and 11?

16 le 2?
16 and 2?

75 le 63?
75 and 63?

48 le 36?
48 and 36?

53 le 22?
53 and 22?

Go hlakantšha go ya ga 75

BEKE • WEEK 10

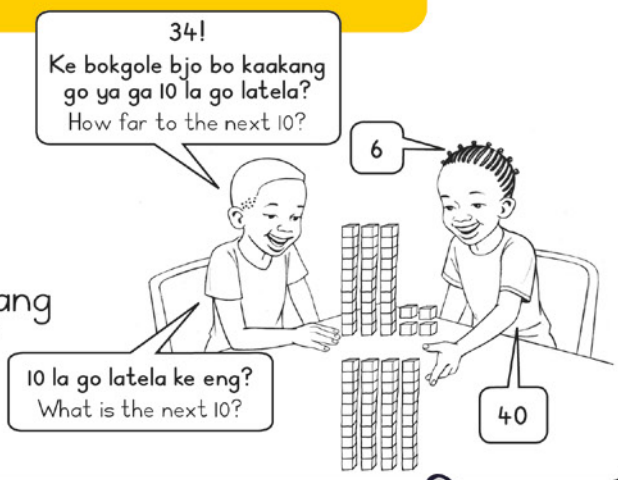
LETŠATŠI 1 • DAY 1

Go hlakantšha go ya ga 75
Addition to 75

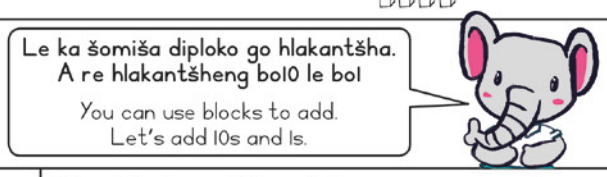
MMETSE WA HLOGO – MENTAL MATHS → DIRA 20 – MAKE 20 → PAPADI – GAME → KGODIŠO YA KGOPOLO – CONCEPT DEVELOPMENT → MATLAKALATŠHOMELO – WORKSHEETS

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

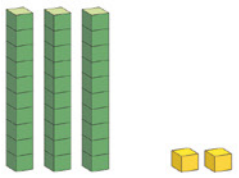
- Šomang ka bobedi.
  Work in pairs.
- Kgethang palo.
  Choose a number.
- 10 la go latela ke eng?
  What is the next 10?
- Ke bokgole bjo bo kaakang go ya ga 10 la go latela?
  How far to the next 10?
- Bušeletšang gape!
  Do it again!



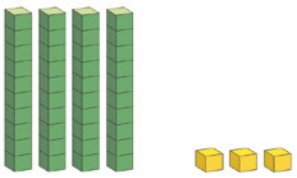
32 + 43 = ____



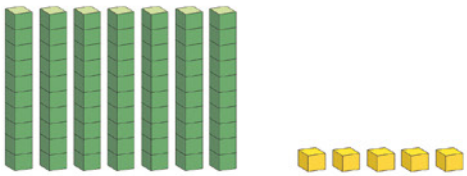
32 e swana le 30 le 2.
32 is the same as 30 and 2.



Go hlakantšha 43 go swana le go hlakantšha 40 le 3.
Adding 43 is the same as adding 40 and 3.

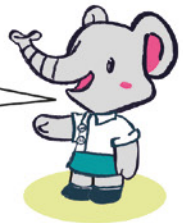


Ke bea diploko mmogo ge ke hlakantšha.
I put the blocks together when I add.



32 + 43 = 30 + 40 + 2 + 3
= 70 + 5
= 75

Masome a ma3 le masome a ma4 ke masome a 7. Botee ba ba2 le botee ba ba3 ke botee ba ba5. Ke na le 75 ge a hlakana ka moka.
3 tens and 4 tens is 7 tens. 2 ones and 3 ones is 5 ones. I have 75 altogether.



94

Addition to 75

1 Šomiša diploko go rarolla. Ngwala seo o se dirilego go hwetša tharollo.

Solve using blocks. Write what you did to work it out.

24 + 31 = _____ = _____ = ____	13 + 54 = _____ = _____ = ____

2 Šomiša diploko go rarolla.

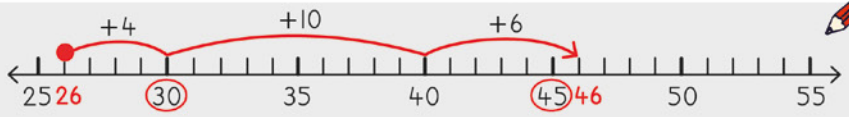
Solve using blocks.

23 + 31 = 54	34 + 32 = ____	27 + 31 = ____
39 + 20 = ____	12 + 46 = ____	65 + 10 = ____

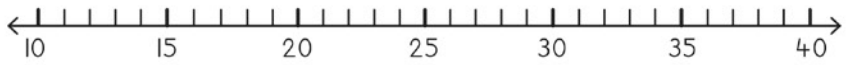
3 Šomiša mothalopalo go rarolla.

Solve using the number line.

26 + 20 = 46



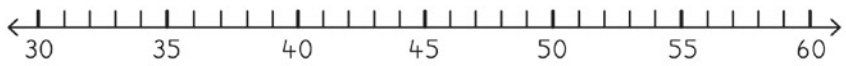
11 + 27 = ____



42 + 12 = ____

5 + 25 = ____

41 + 16 = ____



BEKE • WEEK 10

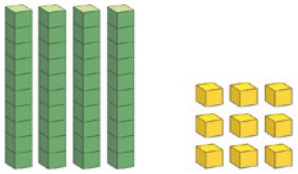
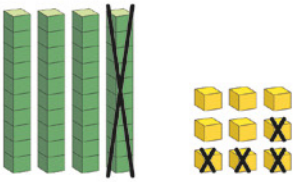
LETŠATŠI 2 • DAY 2

Go ntšha go ya ga 75
Subtraction to 75

MATLAKALATŠHOMELO
WORKSHEETS

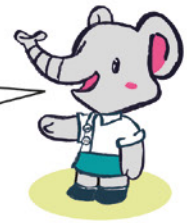
49 – 14 = ____

O ka šomiša diploko go ntšha.
A re ntšheng bol0 le bol.
You can use blocks to subtract.
Let's subtract 10s and 1s.

49 e swana le 40 le 9. 49 is the same as 40 and 9.	Go ntšha 14 go swana le go ntšha 10 le 4. Subtracting 14 is the same as subtracting 10 and 4.
	

49 – 14 = 40 – 10 + 8 – 5
= 30 + 5
= 35

Go šetše masome a ma3 le botee ba ba5. Seo di dira 35. Phapano magareng ga 49 le 14 ke 35.
There are 3 tens and 5 ones left. That makes 35. The difference between 49 and 14 is 35.



1 Šomiša diploko go rarolla. Ngwala seo o se dirilego go hwetša tharollo.
Solve using blocks. Write what you did to work it out.

52 – 30 = _____ = _____ = ____	67 – 35 = _____ = _____ = ____
48 – 27 = _____ = _____ = ____	75 – 52 = _____ = _____ = ____

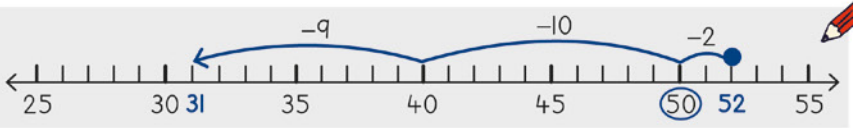
96

Subtraction to 75

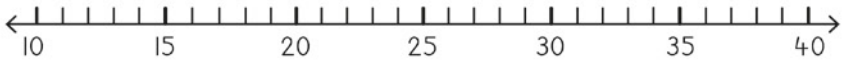
2 Šomiša mothalopalo go rarolla.

Solve using the number line.

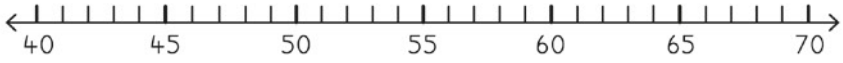
52 – 21 = 31



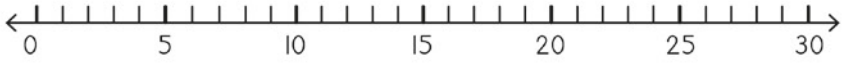
39 – 17 = ____



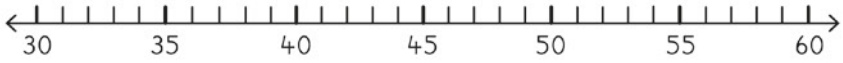
64 – 12 = ____



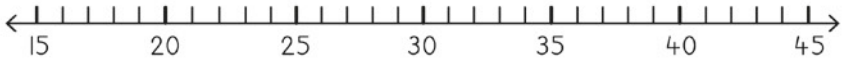
28 – 16 = ____



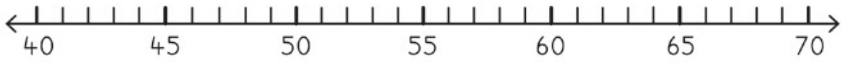
56 – 25 = ____



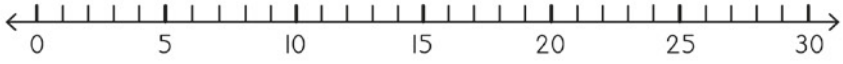
45 – 22 = ____



67 – 15 = ____



26 – 12 = ____



3 Balela.

Calculate.

36 – 10 = 26	75 – 40 = ____	56 – 32 = ____
68 – 45 = ____	49 – 37 = ____	57 – 21 = ____

Mararantšu a go hlakantšha le go ntšha

BEKE • WEEK 10

LETŠATŠI 3 • DAY 3

Mararantšu a go hlakantšha le go ntšha
Addition and subtraction word problems

MATLAKALATŠHOMELO
WORKSHEETS

1 A re šomišeng diploko tša rena re be re ngwale mafokopalo!
Let's use our blocks and write number sentences!

Lebo o rekile gempe ka R30 le kepisi ka R25. Na o šomišitše bokae ka moka ge e hlakana?

Lebo bought a shirt for R30 and a cap for R25. How much did he spend altogether?

R30 + R25

= 30 + 20 + 5

= R55

Likho o rekile tšhokolete ka R12 le ditšhipise ka R15. Na o šomišitše bokae ka moka ge e hlakana?

Likho bought a chocolate for R12 and chips for R15. How much did he spend altogether?

_____

= _____

= _____

Bev o be a na le R60. O rekile gempe ka R59. Na o na le bokae gabjale?

Bev had R60. She bought a shirt for R59. How much money does she have now?

_____

= _____

= _____

Brian o be a na le R50. O rekile tšhokolete ka R15. Na o na le bokae gabjale?

Brian had R50. He bought a chocolate for R15. How much money does he have now?

_____

= _____

= _____

2 Itirele marara a gago a go hlakantšha le go ntšha. Ngwala ditharollo mo.
Make up your own addition and subtraction problems. Write the solutions here.

_____

= _____

= _____

_____

= _____

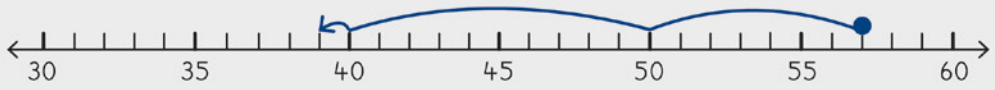
= _____

98

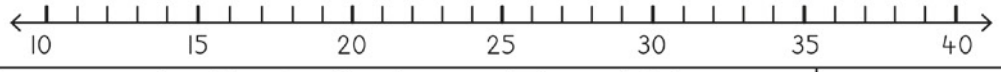
Addition and subtraction word problems

3 Šomiša mothalopalo go rarolla. Ngwala lefokopalo.

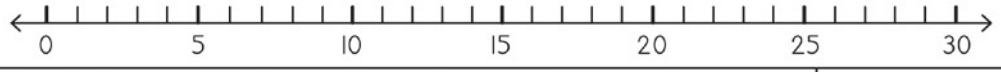
Solve using the number line. Write the number sentence.



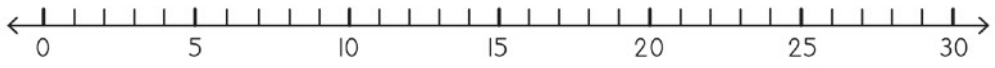
Ntando o sepetše dikhilometara tše 57. Zizo o sepetše dikhilometara tše 18. Ke mang a sepetšego bokgole bjo bo telele? Ntando travels 57 kilometres. Zizo travels 18 kilometres. Who went farther?	Ntando
Ke bokgole bjo bokaakang? How much farther?	39 km



Nkanyiso o badile dipuku tše 36. Thandekile o badile dipuku tše 24. Ke mang yoo a badilego tše dintši? Nkhanyiso read 36 books. Thandekile read 24 books. Who read more?	
Ke tše dintši ka tše kae? How much more?	



Xoli o kitima dikhilometara tše 20. Thando yena o kitima dikhilometara tše 17. Ke mang a kitimilego bokgole bjo botelele? Xoli runs 20 kilometres. Thando runs 17 kilometres. Who ran further?	
Ke tše dintši ka tše kae? How much more?	



Buhle o kitimile dikhilometara tše 13. Sam yena o kitima dikhilometara tše 10. Ke mang a kitimilego bokgole bjo botelele? Buhle ran 13 kilometres. Sam ran 10 kilometres. Who ran further?	
Ke tše dintši ka tše kae? How much more?	

BEKE • WEEK 10

LETŠATŠI 4 • DAY 4

Go šoma ka tšhelete
Working with money

MATLAKALATŠHOMELO
WORKSHEETS

 10c	 20c	 50c	 R1

1 Ke swanetše go lefela bokae?
How much do I have to pay?

 50c + 10c = 60c	 ____ + ____ + ____ = ____
 ____ + ____ = ____	 ____ + ____ = ____

2 Ma' Thina o rekiša malekere. Ngwana o reka lelekere ka ranta e 1. Na o fa ngwana tšhentšhi ya bokae?
Aunty Thina sells sweets. A child gives her 1 Rand to buy a sweet. How much change does she give the child?

 100c − 10c = 90c	 ____ − ____ = ____
 ____ − ____ = ____	 ____ − ____ = ____

Working with money

 R1	 R2	 R5	 R10	 R20	 R50

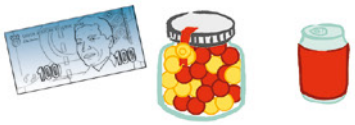
3 Ke swanetše go lefela bokae?

How much do I have to pay?

 R2 + R10 = R12	 ____ + ____ + ____ = ____
 ____ + ____ = ____	 ____ + ____ + ____ = ____

4 Tate Ndu o na le lebenkele ka toropong. Moreki yo mongwe le yo mongwe o tlile le R100. Na o mo fa tšhentšhi ya bokae?

Uncle Ndu owns a shop in town. Each customer came with R100. How much change does he give?

 R100 – R10 = R90	 ____ – ____ – ____ = ____
 ____ – ____ = ____	 ____ – ____ – ____ = ____

Go šoma ka tšhelete

BEKE • WEEK 10

LETŠATŠI 5 • DAY 5

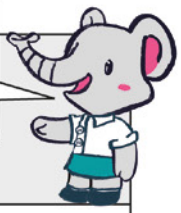
Go šoma ka tšhelete
Working with money

MATLAKALATŠHOMELO
WORKSHEETS

1 Thala tše di latelago o šomiša tšheletepampiri ya R10 le dikhoine tša R1 feela.

Draw the following using only R10 notes and R1 coins.

R37	R10 R10 R10 R1 R1 R1 R1 R1 R1 R1
R50	
R43	
R62	



2 Thala tšhelete go dira R100.

Draw money to make R100.

Na ke bo10 ba bakae ka go 100? How many 10s in 100?		R10 R10 R10 R10 R10 R10 R10 R10 R10 R10
Na ke bo20 ba bakae ka go 100? How many 20s in 100?		
Na ke bo50 ba bakae ka go 100? How many 50s in 100?		

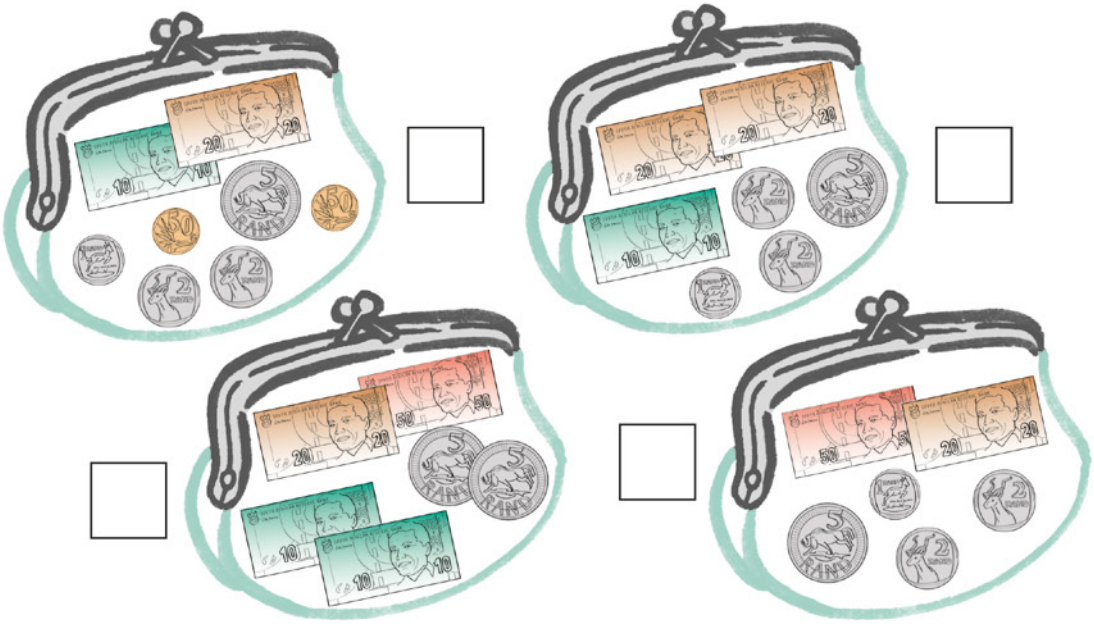
3 Thala tše di latelago o šomiša tšheletepampiri ya R10 le dikhoine tša R1 feela.

Draw the following using R10 notes and R1 coins.

R63	R10 R10 R10 R10 R10 R10 R1 R1 R1
R72	
R57	
R100	

4 Ke bokae? Swaya sekhwama seo se nago le tšhelete ye ntši.

How much money? Tick the purse with the most money.



Dikwere tše 100

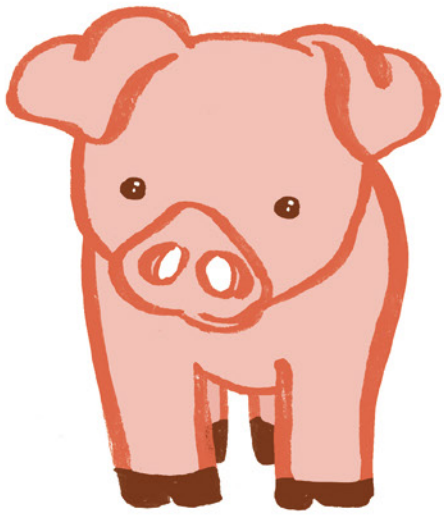
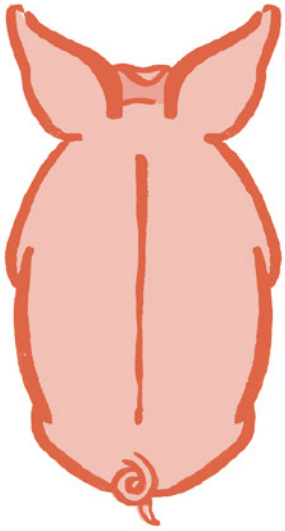
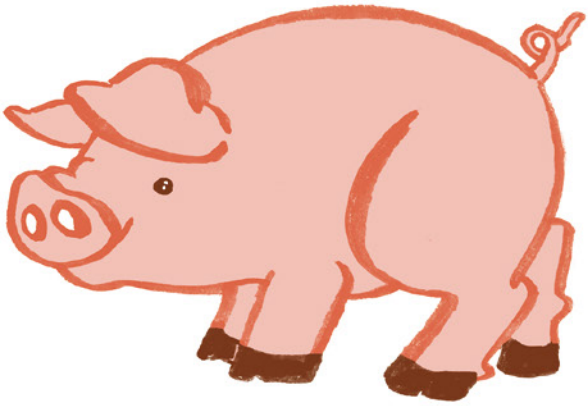
100 Square

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

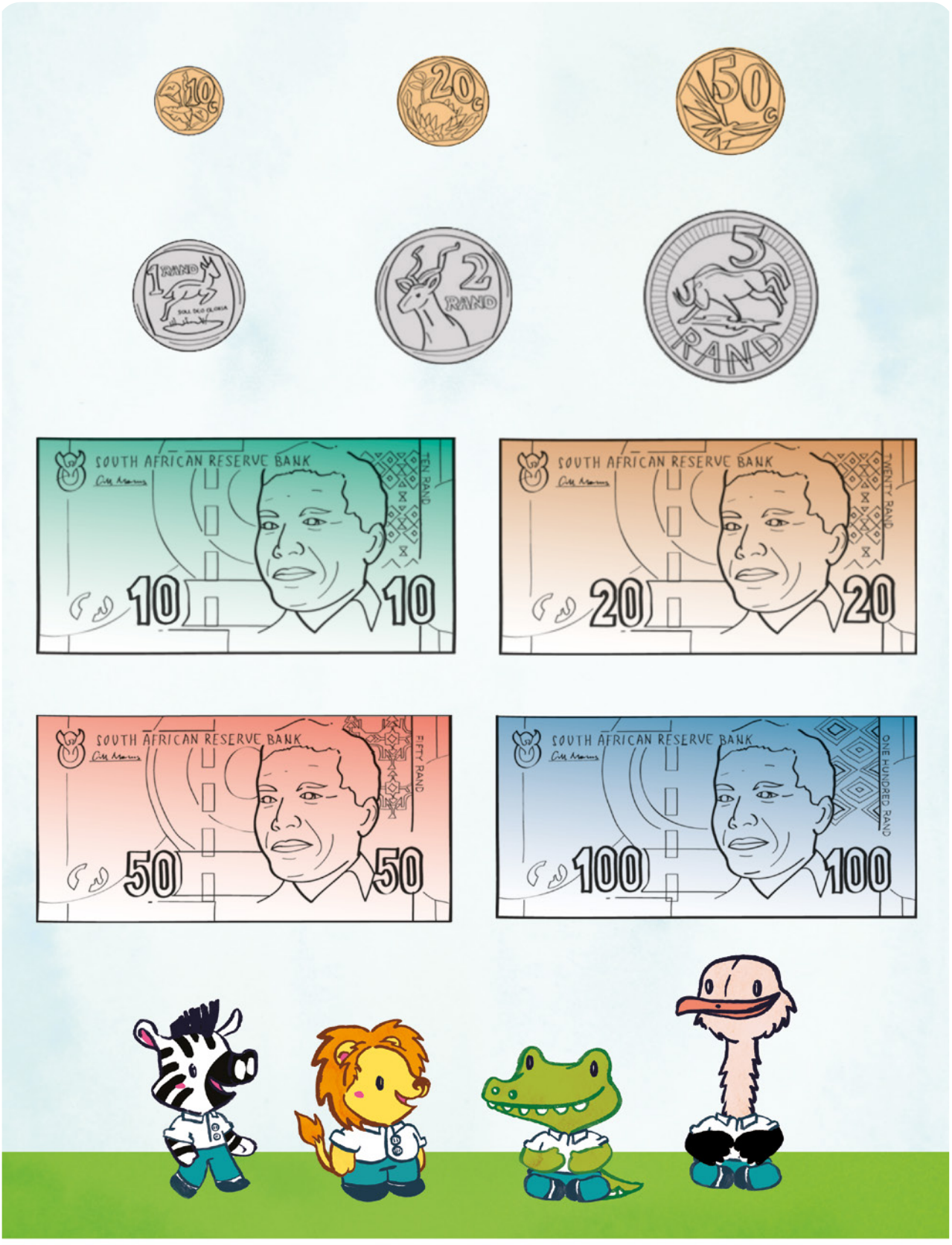
Mainapalo

Number names

10	lesome ten
20	masomepedi twenty
30	masometharo thirty
40	masomenne forty
50	masomehlano fifty
60	masometshela sixty
70	masomešupa seventy
80	masomeseswai eighty
90	masomesenyane ninety
100	lekgolo one hundred

South African money



Teacher notes

Bala Wande

Calculating with Confidence

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